

University of Puerto Rico - Arecibo Campus  
English Department  
2008-2009 (Second Semester) Assessment Plan (Draft)

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College Mission	Mission, Goals, and Objectives of the English Department	Objectives (Expected Results)	Criteria and Assessment Strategies	Findings	Use of Results and Corrective Actions
<p>The University of Puerto Rico in Arecibo is an autonomous unit of the Public Higher Education System of Puerto Rico. It is located in the northern coast and serves primarily the north-central region of the island, a geographic area where the agricultural and livestock activities and a concentration of high-technology industries coexist, which allows the development of a range of economic and services' activities.</p> <p>This university is an institution dedicated to the production and diffusion of knowledge through the arts, sciences, and technologies. It intends to offer a</p>	<p style="text-align: center;"><u>Mission</u></p> <p>To support the institution in its mission by promoting the highest standards of excellence in the teaching-learning process and in the general use of the English language. This, in turn, will be achieved by creating an enabling environment in the department, the classrooms, and the institution in general.</p> <p style="text-align: center;"><u>Goals</u></p> <ol style="list-style-type: none"> <li>1. Encourage interest for the proper use of the English language.</li> <li>2. Enable students to effectively master basic language skills: speech, writing, and reading.</li> </ol>	<ol style="list-style-type: none"> <li>1. After successfully completing INGL 3102 students will be able to perform at a satisfactory level in more advanced English composition courses.</li> </ol>	<p style="text-align: center;"><u>INGL 3102</u></p> <ol style="list-style-type: none"> <li>1. Criteria The students will demonstrate their knowledge of basic communication skills in a pretest/posttest writing exam with 70% accuracy.</li> <li>2. Content Composing an argumentative essay</li> <li>3. Assessment Strategy Pretest/Posttest Writing Instrument</li> <li>4. Sample Four (4) randomly selected INGL 3102 course sections (LA0, LC1, LE0, &amp; M26)</li> <li>5. Number of Participants Pretest – 73 students</li> </ol>	<ol style="list-style-type: none"> <li>1a. The pretest results revealed the following: Mean: 1.77 Approximate Percentage Based on Rubric: 73%</li> <li>2a. In the pretest, the 70% objective was reached.</li> <li>3a. The pretest results revealed that students need practice on the following areas: <ul style="list-style-type: none"> <li>* Creating creative titles</li> <li>* Composing thesis statements</li> <li>* Writing more than just one paragraph</li> <li>* Adding sufficient support</li> <li>* Organizing ideas and details</li> <li>* Writing the concluding paragraph</li> <li>* Correcting S/V and pronoun agreement errors</li> </ul> </li> <li>1b. The posttest results revealed the following: Mean: 3.26 Approximate Percentage Based on Rubric: 83%</li> </ol>	<ol style="list-style-type: none"> <li>1. Informed professors teaching the course to offer additional explanations, examples, and practice in those areas that the pre/post test showed students need further aid.</li> <li>2. Instructed the Educational Services English Coordinator and the tutors to offer additional explanations, examples, and practice in those areas that the pre/post test showed students need further aid.</li> <li>3. Study the possibility of increasing the actual 20% value of the writing examinations to 40%, in order to assure that students who approve the</li> </ol>

university education of quality that motivates the comprehensive formation of its students as citizens and professionals. To achieve that, the institution offers a variety of programs in the arts and sciences that leads to associate degrees, bachelor degrees, and transfer programs. These programs are supported by a network of students' services and by a faculty committed to stay in the vanguard of knowledge and in the techniques that improve the teaching-learning process.

The institution is equally committed to promote the interaction with its community offering opportunities of professional development and continuous education with the purpose of motivating socio-cultural enrichment and improving the quality of life in the region it serves and all throughout Puerto Rico. It intends to encourage the critical

3. Encourage students to learn English and promote interest in reading literature written in English.

General Objectives

1. Promote the use of computerized technology in courses offered by the English Department. (This includes activities such as data processing, Internet use, e-mail, "chats" and multimedia presentations.)

1.2 Include the use of computers to encourage writing skills in Basic English I and II courses.

2. Incorporate critical thinking in the courses offered by the English Department.

3. Offer English courses in technical areas that adequately

2. After successfully completing INGL 3114, students will be able to perform at a satisfactory level in more advanced English conversation courses.

Posttest – 83 students

INGL 3114

1. Criteria  
Fifty (50%) of the students will demonstrate that they master listening comprehension skills by increasing at least one (1) skill level in the ELLIS software program

2b. The 70% objective was reached, and there was a significant increase from 73% in the pretest to 83% in the posttest.

3b. The posttest results revealed students in the following areas:  
\* Writing creative titles  
\* Composing thesis statements  
\* Adding sufficient support and examples  
\* Organizing supporting details

1. Results:

SECT.	PRE	POST	Level
W25	327	339	Stayed in level 8
J35	327	311	Stayed in level 8
LB0	315	354	Increased to level 9

course master that skill.

4. A group of professor will start putting together an ESL textbook that will offer students instruction based on the course objectives and on their communication needs.

5. Offer a mid-term test to assess students' writing performance at midpoint of the semester.

6. Determined to use pre/post tests to classify students' results based on their academic programs in order to inform the Assessment Coordinators of such programs of their students' needs and improvements regarding their communication skills in English.

1. The possibility of acquiring headphones that will suppress any noise that could distract them will be explored. Nonetheless, the acquisition of such equipment will depend on

<p>respect for the plurality of ethical, moral, and spiritual values characteristic of our contemporary society, as well as respect towards and enrichment from the cultural heritage as a legacy to future generations.</p>	<p>prepare students from the academic programs served by the English Department such as Business Administration, Office Systems, Education, Communication, Computer Science, so that they may compete in the business world or pursue a graduate degree.</p> <p>4. Foster the participation of students in extracurricular activities sponsored by the Department of English such as competitions, cinema festivals and student exchange or study abroad programs.</p>		<p>modules.</p> <p>2. Content ELLIS is a program designed to attend individual needs. It is divided into 12 levels. The students took a placement exam (pretest). Based on the results, ELLIS placed each student in a particular level and provided modules to help students acquire the necessary skills to increase levels. The test included forty (40) questions based on several conversations.</p> <p>3. Assessment Strategy Pretest/Posttest Objective Instrument</p> <p>4. Sample Twelve (12) course sections (W25, J35, LB0, L25, WE0, VE0, L00, LE0, VD0, VC0, VB0, and, WB0)</p> <p>5. Number of Participants 204 students</p>	<table border="1" data-bbox="1661 134 2126 808"> <tr> <td>L25</td> <td>304</td> <td>349</td> <td>Stayed in level 8</td> </tr> <tr> <td>WE0</td> <td>315</td> <td>335</td> <td>Stayed in level 8</td> </tr> <tr> <td>VE0</td> <td>364</td> <td>375</td> <td>Stayed in level 9</td> </tr> <tr> <td>L00</td> <td>307</td> <td>316</td> <td>Stayed in level 8</td> </tr> <tr> <td>LE0</td> <td>306</td> <td>333</td> <td>Stayed in level 8</td> </tr> <tr> <td>VDO</td> <td>358</td> <td>385</td> <td>Stayed in level 9</td> </tr> <tr> <td>VC0</td> <td>311</td> <td>344</td> <td>Stayed in level 8</td> </tr> <tr> <td>WB0</td> <td>300</td> <td>336</td> <td>Stayed in level 8</td> </tr> <tr> <td>VB0</td> <td>340</td> <td>353</td> <td>Increased to level 9</td> </tr> </table> <p>2. Averages: Pretest: 322.83 Posttest: 344.16</p> <p>3. Quantitative Analysis: Results show an increment of 21.83 points from the pretest to the posttest. Although the increment is not significant and does not represent an overall increase in level, in general, all groups, except the J35 section showed some gain. Nonetheless, since the goal was to have at least 50% of the students increase one level in listening skills, the goal was not achieved. Overall, students stayed in the same</p>	L25	304	349	Stayed in level 8	WE0	315	335	Stayed in level 8	VE0	364	375	Stayed in level 9	L00	307	316	Stayed in level 8	LE0	306	333	Stayed in level 8	VDO	358	385	Stayed in level 9	VC0	311	344	Stayed in level 8	WB0	300	336	Stayed in level 8	VB0	340	353	Increased to level 9	<p>the budget available for such equipment.</p> <p>2. Students will continue to be asked to take notes for every lesson taken. It must be noted that the majority of the students found this useful, especially when they were unable to complete their tasks on time and had to come back the next class to finish them.</p> <p>3. Students will be required to use dictionaries for each of the lessons in order to help them with quizzes and exams.</p>
L25	304	349	Stayed in level 8																																						
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		<p>3. After successfully completing INCO 3006, students will be able to perform at a satisfactory level in INCO 4006.</p>	<p style="text-align: center;"><b><u>INCO 3006</u></b></p> <p>1. Criteria The students will demonstrate that they understand advanced concepts of business communication by composing an indirect message with 70% accuracy.</p> <p>2. Content Composing a persuasive letter</p>	<p>level.</p> <p>6. Qualitative Analysis: a. The students were asked about the results obtained from test and their overall answer was that the people, “were speaking too fast for them.” Therefore, it must be noted that the speakers in the audios are native speakers and that the program does not allow students to rewind and listen to the conversation as many times as they felt necessary to achieve comprehension.</p> <p>b. Some other factors that may have affected the results include: distraction, illness, inability to comprehend some vocabulary words, among others.</p> <p>1. a. The pretest results revealed the following: Mean: 1.14 Approximate Percentage Based on Rubric: 34%</p> <p>b. The posttest results revealed the following: Mean: 2.15 Approximate Percentage Based on Rubric: 63%</p> <p>c. Therefore, the 70% objective was not reached.</p>	<p>1. A new version of the textbook will be used in order to offer students the most up-to-date theoretical information, document examples, and practice exercises regarding indirect business letter writing.</p> <p>2. More time will be devoted to allow students to practice composing</p>
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			<p>3. Assessment Strategy Pre/Posttest Writing Activity</p> <p>4. Sample Two (2) course sections (LE0 / L25)</p> <p>5. Number of Participants Pretest – 42 students Posttest – 27 students</p>	<p>3. However, the <i>t</i>-test for dependent samples results revealed the following:</p> <p>a. <math>t = 5.86 / p \text{ value } (= .000) \leq</math> chosen alpha level (<math>= .05</math>)</p> <p>b. Thus, there is statistically significant difference between the pretest and posttest averages.</p> <p>4. In conclusion, the results of the pretest and the posttest evidence a significant improvement in the achievement of students who took the course. Particularly, the comparison of pretest (1.14) and posttest (2.15) means, the comparison of pretest (34%) and posttest (63%) score percentages, and the <i>t</i>-test for dependent samples results all show increased averages at the end of the academic semester, after the students received the instruction.</p>	<p>indirect business letters.</p> <p>3. More examples of indirect business letters will be created by professors and explained in class, since students seemed to understand and enjoy the sample indirect business letters that the professor composed for them.</p> <p>4. Since the committee suspects that the pre/posttests results were affected since it is very difficult for students to compose a comprehensive indirect business letter in only one hour, next semester, the pre/posttest will be administered to students who take the course in sections that meet at least 1 ½ hours, two days a week.</p> <p>5. A qualitative assessment instrument will be created and administered, alongside the assessment quantitative instrument, in order to compare results and reach more accurate</p>
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		<p>4. After successfully completing INGL 3015, students will be able to perform at a satisfactory level in more advanced English composition courses.</p>	<p style="text-align: center;"><b><u>INGL 3015</u></b></p> <p>1. Criteria The students will demonstrate that they understand the concepts of technical writing by composing a pretest/posttest persuasive letter with 70% accuracy.</p> <p>2. Content Composing a persuasive letter</p> <p>3. Assessment Strategy Pretest/Posttest Instrument</p> <p>4. Sample The only course section offered (L10)</p> <p>5. Number of Participants Pretest – 21 students Posttest – 14 students</p>	<p>1. a. The pretest results revealed the following: Mean: 1.14 Approximate Percentage Based on Rubric: 34%</p> <p>b. The posttest results revealed the following: Mean: 2.50 Approximate Percentage Based on Rubric: 70%</p> <p>c. Therefore, the 70% objective was reached.</p> <p>3. In addition, the <i>t</i>-test for dependent samples results revealed the following:</p> <p>a. <math>t = 7.87 / p \text{ value } (= .000) \leq</math> chosen alpha level (<math>= .05</math>)</p> <p>b. Thus, there is statistically significant difference between the pretest and posttest averages.</p> <p>4. In conclusion, the results of the pretest and the posttest evidence a significant improvement in the achievement of students who took the course. Particularly, the comparison of pretest (1.14) and posttest (2.50) means, the</p>	<p>decisions regarding the course and /or the teaching methodology.</p> <p>1. Textbooks will continue to be evaluated in order to find and use one that offers students the most up-to-date theoretical information, document examples, and practice exercises regarding technical/science-related document writing.</p> <p>2. More time will be devoted to allow students to practice composing technical/science-related documents.</p> <p>3. More examples of technical/science-related documents will be created by professors and explained in class, since students seemed to understand and enjoy the sample technical/science-related documents that the professor composed for them.</p> <p>4. Since the committee</p>
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				<p>comparison of pretest (34%) and posttest (70%) score percentages, and the <i>t</i>-test for dependent samples results all show increased averages at the end of the academic semester, after the students received the instruction.</p>	<p>suspects that the pre/posttests results were affected since it is very difficult for students to compose a comprehensive indirect, persuasive technical letter in only one hour, next semester, the pre/posttest will be administered to students who take the course in sections that meet at least 1 ½ hours, two days a week.</p> <p>5. A qualitative assessment instrument will be created and administered, alongside the assessment quantitative instrument, in order to compare results and reach more accurate decisions regarding the course and /or the teaching methodology.</p>
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