

University of Puerto Rico - Arecibo Campus  
English Department  
2013-2014 (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> <li>3. Encourage students to learn English and promote interest in reading literature</li> </ol>	<ol style="list-style-type: none"> <li>1. After successfully completing INGL 3101, students will be able to perform at a satisfactory level in the INGL 3102 course.</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 by approving a reading examination with 70%.</li> <li>2. Content: A reading selection with thirty (30) vocabulary in context, drawing inferences, critical thinking, finding details, and main idea items</li> <li>3. Assessment Strategy: Pretest/Posttest Reading Exam</li> <li>4. Number of Participants: Pretest – 120 students (5 course sections: LD0, LE0, LE1, MB5, M55) Posttest – 252 students (16 course sections: L01, LB0, LC1, LD0, LD1, LE0, LE1, L10,</li> </ol>	<p>* PRETEST</p> <ol style="list-style-type: none"> <li>1. Pretest Result: 61%</li> <li>2. In the pretest, the 70% objective was not reached.</li> <li>3. The number of students (N) and percentages (%) per academic programs are:</li> </ol> <p>4506-Biol. Especialidad Tecn. Microb. (N=15) 69%</p> <p>4501-Tec. Procesos Quim. Industr. (N=7) 63%</p> <p>0419-Educ. Elemental (N=4) 67%</p> <p>1224-Ciencias de Computos (N=3) 61%</p> <p>1624-Cienc. Soc. Concent. Psic. Industr. (N=15) 59%</p>	<ol style="list-style-type: none"> <li>1. Professors were informed of the results of the pre and posttests, so they will place more emphasis on explaining and providing practice on those reading comprehension areas where the students still need more instruction.</li> <li>2. The course coordinator created modules for reinforcing the students' skills regarding identifying main ideas and using critical thinking.</li> <li>3. Personnel of the Educational Services Office were informed of the results of the pre and</li> </ol>

<p>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.</p> <p>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</p>	<p>written in English.</p> <p><u>General Objectives</u></p> <p>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.)</p> <p>1.2 Include the use of computers to encourage writing skills in Basic English I and II courses.</p> <p>2. Incorporate critical thinking in the courses offered by the English Department.</p> <p>3. Offer English courses in technical areas that adequately prepare students from the academic programs served by the English Department such as Business Administration, Office Systems, Education, Communication, Computer Sciences, so that they may compete in the business world or pursue a graduate degree.</p>		<p>L11, L26, L27, MB5, ME5, M11, M12, M25)</p>	<p>0302-Admin. Empresas Concent. Contabilidad (N=13) 59%</p> <p>0304-Admin. Empresas Concent. Finanzas (N=4) 58%</p> <p>0311-Admin. Empresas Concent. Mercadeo (N=4) 60%</p> <p>0305-Admin. Empresas Concent. Gerencia (N=6) 57%</p> <p>2015-Tecn. Ingenieria Quim. (N=5) 61%</p> <p>1623-Cienc. Soc. Concent. Estud. Iberoamericanos (N=2) 68%</p> <p>0448-Educ. Fisica Nivel Element. (N=4) 57%</p> <p>4201-Tecn. Comunic. Tele-radial (N=12) 64%</p> <p>2404-Enfermeria (N=3) 78%</p> <p>0318-Sistemas Oficina (N=17) 50%</p> <p>Otro (N=7) 61%</p> <p>4. The pretest results revealed that students</p>	<p>posttests, so they will ask their English tutors to place more emphasis on explaining and providing practice on those reading comprehension areas where the students still need more instruction.</p> <p>4. Students are using a textbook, along with its website, that explain and provide practice on those reading comprehension areas where the students still need more instruction.</p> <p>5. Professors will meet to continue working on a textbook geared towards Basic English II (INGL 3102) students and their reading comprehension and writing needs.</p> <p>6. Professors are revising the Basic English II (INGL 3102) Final Examination.</p>
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<p>throughout Puerto Rico. It intends to encourage the critical 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>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>need practice on the following areas respectively:  A) Vocabulary in context  B) Critical thinking  C) Main ideas</p> <p>* POSTTEST  1. Posttest Result: 62%</p> <p>2. In the posttest, the 70% objective was not reached.</p> <p>3. The number of students (N) and percentages (%) per academic programs are:</p> <p>4506-Biol. Especialidad Tecn. Microb. (N=21) 64%</p> <p>4501-Tec. Procesos Quim. Industr. (N=19) 55%</p> <p>0419-Educ. Elemental (N=5) 65%</p> <p>1224-Ciencias de Computos (N=21) 48%</p> <p>1624-Cienc. Soc. Concent. Psic. Industr. (N=23) 59%</p>	
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		<p>2. After successfully completing INGL 3113, students will be able to perform at a satisfactory level in the INGL 3114 course.</p>	<p style="text-align: center;"><b><u>INGL 3114</u></b></p> <p>1. Criteria: The students will demonstrate that they master listening comprehension skills by increasing at least one point level in the TELLMEMORE software program module.</p> <p>2. Content: The TELLMEMORE exam (or assessment test) assigns the highest score as 10. This exam classifies individuals into the following categories: A1- Beginner (1.0 – 2.9) A2- Intermediate (3.0-4.9) B1-Proficient (5.0-7.9)</p>	<p>0318-Sistemas Oficina (N=29) 53%</p> <p>Otro (N=16) 58%</p> <p>4. The posttest results revealed that students still need practice on the following areas respectively: A) Main ideas B) Critical thinking</p> <p>1. Pretest Result: 4.56/10</p> <p>2. Posttest Result: 5.13/10</p> <p>3. The posttest score represents an increase of .57 points on the posttest.</p> <p>4. The objective was not reached.</p> <p>5. The amount of students who took the posttest exam was lower than the total that took the pretest for various reasons: A. Some students dropped out. B. Other students did not complete the minimum of 10 hours required for the progress test to be available</p>	<p>1. Students will continue to use TELLMEMORE for it has proven to be the most complete program available on the market.</p> <p>2. Professors will meet to decide whether to increase the amount of lessons taken by the INGL 3113 students or not.</p> <p>3. As far as INGL 3114 the committee decided that professors can increase the percentage of lessons to be completed to 80% since the lessons are not long and the</p>
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		<p>3. After successfully completing INCO 3007, students will be able to perform at a satisfactory level in more advanced Business Communication courses in English, such as INCO 4006.</p>	<p>B2-Advance (8.0-10.0) Students who score above 9 can be placed into C1-Expert level at the professor's discretion. However, C1 level is only available for Professional Situations not for Everyday Situations.</p> <p>3. Assessment Strategy: A pre/posttest consisting of a total of 69 questions which test students' grammar, vocabulary, and listening skills.</p> <p>4. Number of Participants: Pretest – 133 students Posttest – 114 students</p> <p>5. Course Sections: Eight (8) - LB0, LC0, LD0, L25, L35, WB0, WC0, WD0</p> <p><b><u>INCO 3007</u></b></p> <p>1. Criteria: The students will demonstrate that they understand the concepts of business communication by approving a theory examination with 70% accuracy.</p>	<p>C. A minority simply did not take the posttest.</p> <p>* PRETEST 1a. Pretest Result: 63% 2a. In the pretest, the 70% objective was not reached. 3a. The pretest results revealed that students need more information</p>	<p>students have sufficient time during the semester to complete the lessons on time.</p> <p>4. Professors eliminated the two hours of workshop because it was difficult to evaluate. However, because the company changed owners and the platform has undergone some changes, professors will converse about the possibility of implementing the workshops again if the new platform provides a better assessment than the previous one.</p> <p>1. Professors will place more emphasis on explaining and providing additional practice in those areas where the students need more instruction.</p>
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			<p>2. Content: Fifty (50) items regarding information memos, procedure memos, information request letters, information reply letters, persuasive letters, negative news letters, the resume, the job application letter, and the information report</p> <p>3. Assessment Strategy: Pretest/Posttest Objective Instrument</p> <p>4. Criteria: The students will indicate their particular needs, perceptions, and recommendations regarding their English language skills and their business communication skills.</p> <p>5. Assessment Strategy: Pre/Post Qualitative Questionnaires</p> <p>6. Sample: Two (2) course sections (LA0/M40)</p> <p>7. Number of Participants: Pretest – 34 students Posttest – 33 students</p>	<p>regarding the following business documents: A) Procedure memo B) Information request letter C) Resume D) Job application letter</p> <p>4a. The pretest results revealed that students need practice on the following specific areas: * Direct pattern in the opening of direct messages * Indirect pattern in persuasive, negative news, and job application letters * Information needed in the body of letters * Graphic highlights in the body of direct messages * Resume types</p> <p>1b. The results of the qualitative questionnaire administered during the first week of classes revealed that the students believe that their major needs regarding their English language skills are, first, improving their written as well as their oral communication skills, and second, improving their reading skills.</p>	<p>2. Professors are examining additional books and online writing laboratories that provide more up-to-date and varied information and exercises in those areas where the students need more instruction.</p>
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				<p>2b. The students indicated that their major needs regarding their Business Communications skills are, first, learning to compose business documents, such as memos, letters, and resumes, using the most appropriate professional vocabulary. Second, they want to improve their oral communications skills by developing a more professional and varied business-related vocabulary.</p> <p>* POSTTEST</p> <p>1a. Posttest Result: 68%</p> <p>2a. In the posttest, the 70% objective was not reached.</p> <p>3a. The posttest results revealed that students still need more information regarding the following business documents:</p> <ul style="list-style-type: none"><li>A) Resume</li><li>B) Information request Letter</li><li>C) Procedure memo</li></ul> <p>4a. The posttest results revealed that students still need practice on the following specific areas:</p>	
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				<ul style="list-style-type: none"><li>* Direct pattern in the opening of direct messages</li><li>* Parallel constructions</li><li>* Graphic highlights in the body of direct messages</li><li>* Resume types</li></ul> <p>1b. The results of the qualitative questionnaire administered during the last week of classes revealed that after receiving the course instruction, the students believe that their major needs regarding their English language skills still are, first, improving their writing skills, and secondly, improving their oral communication skills.</p> <p>2b. The students mentioned that the course helped them to improve their writing skills in order to compose correctly formatted business letters, memos, and resumes.</p> <p>3b. The students indicated that their major needs regarding their Business Communications skills</p>	
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				<p>are improving their writing and vocabulary skills in order to compose indirect messages, such as negative news and persuasive letters.</p> <p>4b. The students recommended, first, that the course continues to be offered without any changes since it is very complete and well-organized. Second, the students requested the course to provide more writing homework assignments as extra practice. Finally, students requested offering the course in a classroom that is equipped with the latest computers and software.</p>	
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