

University of Puerto Rico - Arecibo Campus
English Department
2009-2010 (First 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 university education of quality that</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"> 1. Encourage interest for the proper use of the English language. 2. Enable students to effectively master basic language skills: speech, writing, and reading. 3. Encourage students to 	<ol style="list-style-type: none"> 1. After successfully completing INGL 3101, students will be able to perform at a satisfactory level in the INGL 3102 course. 	<p style="text-align: center;"><u>INGL 3101</u></p> <ol style="list-style-type: none"> 1. Criteria The students will demonstrate their knowledge of basic communication skills in a pretest/posttest writing exam with 70% accuracy. 2. Content Composing a comparison/contrast paragraph containing a minimum of ten (10) sentences 3. Assessment Strategy Pretest/Posttest Writing Instrument and rubric 4. Sample Eight (8) sections 5. Number of Participants * Pretest = 225 students ** Posttest = 248 students 	<p>* Pretest</p> <p>1a. The pretest results revealed the following: Mean: 1.67 Approximate Percentage Based on Rubric: 72%</p> <p>2a. In the pretest, the 70% objective was reached.</p> <p>3a. The means per academic programs are:</p> <p>4506-Biol. Especialidad Tecn. Microb. = 1.67</p> <p>0419-Educ. Elemental = 1.65</p> <p>1224-Ciencias de Computos = 1.43</p> <p>1624-Cienc. Soc. Concent. Psic. Industr. = 1.60</p>	<ol style="list-style-type: none"> 1. Changed the writing and reading textbooks. 2. 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. 3. Instructed the Educational Services (ES) 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. 4. A group of professors started putting together an ESL textbook that will

<p>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 throughout Puerto Rico. It intends to encourage the critical respect for the plurality of ethical, moral,</p>	<p>learn English and promote interest in reading literature written in English.</p> <p><u>General Objectives</u></p> <ol style="list-style-type: none"> 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 prepare students from the academic programs served by the English Department such as 			<p>0302-Admin. Empresas Concent. Contabilidad = 2.15</p> <p>0304-Admin. Empresas Concent. Finanzas = 3.00</p> <p>0305-Admin. Empresas Concent. Gerencia = 1.00</p> <p>2015-Tecn. Ingenieria Quim. = 1.00</p> <p>1623-Cien. Soc. Concent. Estud. Iberoamericanos = 1.07</p> <p>0703-Cienc. en Enfermeria = 1.57</p> <p>0448-Educ. Fisica Nivel Element. = 1.40</p> <p>4201-Tecn. Comunic. Tele-radial = 1.67</p> <p>2404-Enfermeria = 1.33</p> <p>0318-Sistemas Oficina = 1.82</p> <p>Otro = 1.68</p> <p>4a. Professors who rated the pretests commented that students:</p>	<p>offer students instruction based on the course objectives and on their communication needs.</p> <p>5. The committee is studying the possibility of offering a mid-term test to assess students' writing performance at midpoint of the semester.</p>
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<p>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>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>			<ul style="list-style-type: none"> * either used topics as titles or did not write titles at all. * did not write topic sentences or wrote announcements and facts as topic sentences. * only discussed one topic. * used general or little detail as support. * provided poor examples. * only discussed two points of comparison. * did not use any of the comparison/contrast organization methods. * did not use comparison/contrast transitions. * did not write concluding sentences or wrote very elementary concluding sentences. * wrote ideas that were very disorganized or incoherent. * showed very elementary vocabulary skills. * wrote sentences that were translated word-by-word from Spanish. * did not use transitions. * composed sentences that contain many grammatical errors, especially, subject-verb agreement, verb tense, punctuation, and spelling. 	
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				<p>* in a few cases, did not write a single word.</p> <p>** Posttest</p> <p>1b. The posttest results revealed the following: Mean: 2.04 Approximate Percentage Based on Rubric: 75%</p> <p>2b. In the posttest, the 70% objective was reached.</p> <p>3b. The means per academic programs are:</p> <p>4506-Biol. Especialidad Tecn. Microb. = 2.17</p> <p>4501-Tec. Procesos Quim. Industr. = 3.00</p> <p>0419-Educ. Elemental = 1.50</p> <p>1224-Ciencias de Computos = 1.64</p> <p>1624-Cienc. Soc. Concent. Psic. Industr. = 2.75</p> <p>0302-Admin. Empresas Concent. Contabilidad = 2.05</p> <p>0304-Admin. Empresas</p>	
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				<p>Concent. Finanzas = 2.50</p> <p>0305-Admin. Empresas Concent. Mercadeo = 2.60</p> <p>0305-Admin. Empresas Concent. Gerencia = 2.00</p> <p>1623-Cien. Soc. Concent. Estud. Iberoamericanos = 2.50</p> <p>0703-Cienc. en Enfermeria = 2.11</p> <p>0448-Educ. Fisica Nivel Element. = 2.33</p> <p>4201-Tecn. Comunic. Tele- radial = 1.00</p> <p>2404-Enfermeria = 2.11</p> <p>0305-Cienc. Aplic. a Salud Animal = 2.75</p> <p>0318-Sistemas Oficina = 1.65</p> <p>Otro = 2.00</p> <p>4b. Professors who rated the posttests commented that students: * either used topics as titles or did not show creativity</p>	
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				<p>in writing titles.</p> <ul style="list-style-type: none">* did not write topic sentences or wrote announcements, facts, and general statements as topic sentences.* used poorly developed ideas as support.* did not provide sufficient examples.* discussed obvious or uninteresting points when comparing/contrasting.* still need improvement in using comparison/contrast organization methods.* did not use comparison/contrast transitions.* did not write concluding sentences or wrote very elementary concluding sentences.* wrote ideas that were very disorganized or incoherent.* still showed vocabulary limitations.* wrote sentences that were translated word-by-word from Spanish.* composed sentences that contain many grammatical errors, especially, sentence construction, subject-verb agreement, punctuation,	
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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><u>INGL 3113</u></p> <p>1. Criteria The students will demonstrate that they master listening comprehension skills by increasing at least one skill level in the ELLIS software program 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 highest score students can achieve on each level is 600 while the lowest is 0.</p> <p>3. Assessment Strategy Pretest/Posttest Objective Instrument</p> <p>4. Sample Eight (8) randomly selected sections</p>	<p>and spelling.</p> <p>* Results</p> <p>1. Section WCO PRE 255 - POST 304</p> <p>2. Section LD0 PRE 278 - POST 294</p> <p>3. Section LB0 PRE 299 - POST 332</p> <p>4. Section L00 PRE 265 - POST 293</p> <p>5. Section WB0 PRE 258 - POST 303</p> <p>6. Section VC0 PRE 277 - POST 290</p> <p>7. Section VB0 PRE 261 - POST 294</p> <p>8. Section W00 PRE 250 - POST 280</p> <p>* Findings</p> <p>1. As seen from the results, there was an increment of approximately 30.875 points from the pretest to the posttest. Thus, such increment indicates that the students did increase at</p>	<p>1. Professors have been encouraging students to take notes and use the dictionary when needed, yet there are still some students who do not follow such recommendations. However, next semester, professors will emphasize note taking again and encourage students to review their notes before taking the quizzes.</p> <p>2. Students attitudes and aptitudes toward the class have improved. However, professors expect even more improvement in those areas. Then, this next semester, professors will give students a pep talk to discuss the importance of INGL 3113 laboratory.</p> <p>3. Due to the high cost of upgrading ELLIS to improve its performance, the English Department is considering changing the software for Tell Me</p>
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			<p>5. Number of Participants Section WCO - 21 students</p> <p>Section LD0 - 25 students</p> <p>Section LB0 - 22 students</p> <p>Section L00 - 19 students</p> <p>Section WB0 - 22 students</p> <p>Section VC0 - 20 students</p> <p>Section VB0 - 21 students</p> <p>Section W00 - 24 students</p>	<p>least one level in the posttest.</p> <p>2. The students were asked this semester about the results obtained from test and again their overall answers were that the people “were speaking too fast for them.” Professors need to keep in mind that the speakers on 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 feel necessary to achieve comprehension.</p> <p>3. The test pretends students to get the message from the conversation the first time. Some factors that may have affected the results include: distraction, illness, inability to comprehend some vocabulary words, among others. Since the audio cannot be rewinded, it requires for students to pay full attention. Given the fact that these are teenagers, anything that happens in the room while</p>	<p>More. This program is an online laboratory which covers listening and speaking (pronunciation exercises). The program should be implemented by the next academic year 2010-2011.</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 style="text-align: center;"><u>INCO 3007</u></p> <p>1a. Criteria The students will demonstrate that they understand the concepts of technical writing by composing a pretest/posttest business document with 70% accuracy.</p> <p>2a. Content Composing an indirect, persuasive letter</p> <p>3a. Assessment Strategy Pretest/Posttest Writing Instrument and rubric</p> <p>1b. Criteria The students will indicate their particular needs, perceptions, and recommendations regarding their English language skills and their business communication skills.</p> <p>2b. Assessment Strategy</p>	<p>taking the test may have distracted them. A second of distraction implies that their performance on the exam will not be as expected.</p> <p>* Pretest 1a. The pretest results revealed the following: Mean: 1.00 Approximate Percentage Based on Rubric: 34%</p> <p>2a. In the pretest, the 70% objective was not reached.</p> <p>3a. The pretest results revealed that students need practice on the following areas: A. Format * letterhead * inside address * signature block * reference initials B. Content * using the indirect pattern * starting with a neutral/positive opening paragraph * specifying clear reasons for requesting in the body * making persuasive requests in the body</p>	<p>1. Provide extra instruction, examples, and practice in the aforementioned composition areas in which students needed more help.</p> <p>2. Offer other activities, in addition to the oral report that students will present as a requisite of the class, and which may help students to further develop their oral communication skills, such as textbook chapter summaries that the students can prepare and orally report to the class, and a job interview activity.</p>
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			<p>Pre/Post Qualitative Questionnaires</p> <p>4. Sample The only course section offered (LA0)</p> <p>5. Number of Participants Pretest – 14 students Posttest – 7 students</p>	<ul style="list-style-type: none"> * offering detailed benefits * specifying an action, channel, and end date in the closing paragraph <p>C. Grammar</p> <ul style="list-style-type: none"> * vocabulary skills * verb tenses * detailed sentences <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 writing skills, and second, improving their oral communication skills.</p> <p>2b. The students indicated that their major needs regarding their Business Communications skills are, first, developing their writing skills of business documents such as memos, letters, reports, and résumés; and second, to improve their professional oral communications skills.</p> <p>** Posttest</p> <p>1a. The posttest results</p>	
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				<p>revealed the following: Mean: 2.14 Approximate Percentage Based on Rubric: 70%</p> <p>2a. In the posttest, the 70% objective was reached.</p> <p>3a. The posttest results revealed that students still need practice on the following areas:</p> <p>A. Content</p> <ul style="list-style-type: none">* using the indirect pattern* offering detailed benefits* specifying an action, channel, and end date in the closing paragraph <p>B. Grammar</p> <ul style="list-style-type: none">* vocabulary skills* detailed sentences <p>1b. The results of the qualitative questionnaire administered during the last week of classes revealed that the students believe that their major needs regarding their English language skills still are, first, improving their writing skills, and second, improving their oral communication skills.</p> <p>2b. The students mentioned</p>	
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		<p>4. After successfully completing INCO 3005, students will be able to perform at a satisfactory level in INCO 3006.</p>	<p style="text-align: center;"><u>INCO 3005</u></p> <p>1a. Criteria The students will demonstrate that they understand the concepts of business communication by composing a pretest/posttest business document with 70% accuracy.</p>	<p>that the course helped them to learn the formats of different business documents and to improve their general writing skills.</p> <p>3b. The students indicated that their major needs regarding their Business Communications skills still are, first, composing indirect business documents, such as negative news and persuasive letters, and second, improving their writing skills, especially, regarding vocabulary building and grammar correctness.</p> <p>4b. The students recommended adding more oral production and writing practice to the course.</p> <p>* Pretest 1a. The pretest results revealed the following: Mean: .81 Approximate Percentage Based on Rubric: 27%</p> <p>2a. In the pretest, the 70% objective was not reached.</p>	<p>1. Advise professors teaching the course to provide more instruction, examples, and practice when composing business documents.</p> <p>2. Recommend professors teaching the course to</p>
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			<p>2a. Content Composing a direct, request memo</p> <p>3a. Assessment Strategy Pretest/Posttest Writing Instrument</p> <p>1b. Criteria The students will indicate their particular needs, perceptions, and recommendations regarding their English language skills and their business communication skills.</p> <p>2b. Assessment Strategy Pre/Post Qualitative Questionnaires</p> <p>4. Sample Two course sections (MB5 / M10)</p> <p>5. Number of Participants Pretest – 58 students Posttest – 57 students</p>	<p>3a. The pretest results revealed that students need practice on the following areas:</p> <p>A. Format * main heading * memo headings (DATE, TO, FROM, SUBJECT)</p> <p>B. Content * main idea in the opening paragraph when using the direct pattern * graphic highlights to emphasize details in the body paragraphs * specific action in the closing paragraph (channel, end date, goodwill)</p> <p>C. Grammar * yes/no questions * information questions * vocabulary skills</p> <p>1b. The results of the qualitative questionnaire administered during the first week of classes showed that the students' major needs regarding their English language skills are, first, improving their oral communication skills, and second, improving their writing skills.</p> <p>2b. The students indicated</p>	<p>offer other activities, in addition to the oral report that students will present as a requisite of the class, and which may help students to further develop their oral communication skills, such as textbook chapter summaries that the students can prepare and orally report to the class.</p> <p>3. Recommend the department director to offer the course in the computer laboratory or in the classroom that is equipped with laptop computers.</p> <p>4. Allow students to bring and use their laptops in the course.</p>
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				<p>that their major needs regarding their Business Communications skills are, first, improving their writing skills of business documents such as memos and letters, and second, improving their oral communications skills by developing a more professional business-related vocabulary.</p> <p>3b. However, it must be mentioned that this course does not provide activities for students to develop their oral communication skills.</p> <p>** Posttest 1a. The posttest results revealed the following: Mean: 1.51 Approximate Percentage Based on Rubric: 50 %</p> <p>2a. In the posttest, the 70% objective was not reached.</p> <p>3a. The posttest results revealed that students still need practice on the following areas: A. Format * main heading * Subject line content</p>	
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				<p>B. Content</p> <ul style="list-style-type: none">* main idea in the opening paragraph when using the direct pattern* graphic highlights (numbers) to emphasize questions in the body paragraphs* specific action in the closing paragraph (channel, end date, goodwill) <p>C. Grammar</p> <ul style="list-style-type: none">* yes/no questions* information questions* vocabulary skills <p>1b. The results of the qualitative questionnaire administered during the last week of classes revealed that the students believe that their major needs regarding their English language skills still are, first, improving their writing skills, and second, improving their oral communication skills.</p> <p>2b. The students mentioned that the course helped them to learn the communication process, the formats of different business documents, and to compose business memos and letters</p>	
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		<p>5. After successfully completing INCO 3006, students will be able to perform at a satisfactory level in INCO 4006.</p>	<p><u>INCO 3006</u></p> <p>1. Criteria The students will indicate their particular needs, perceptions, and recommendations regarding their English language skills and their business communication skills.</p> <p>2. Assessment Strategy Pre/Post Qualitative Questionnaires</p> <p>3. Sample Two course sections (LD0 / L10)</p>	<p>using a more professional vocabulary.</p> <p>3b. The students indicated that their major needs regarding their Business Communications skills still are composing business documents, such as memos and letters.</p> <p>4b. The students recommended using computers, providing more opportunities to practice oral production, and offering more writing practice in the course.</p> <p>* Pre-Questionnaire 1a. The results of the qualitative questionnaire administered during the first week of classes revealed that the students' major needs regarding their English language skills are, first, improving their oral communication skills, and second, improving their writing skills.</p> <p>2a. The students indicated that their major needs regarding their Business</p>	<p>1. Advise professors teaching the course to provide more instruction, examples, and practice when composing business documents.</p> <p>2. Recommend professors teaching the course to offer other activities, in addition to the oral report that students will present as a requisite of the class, and which may help students to further develop their oral communication</p>
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				<p>specific detail.</p> <p>3b. The students indicated that still their major needs regarding their Business Communications skills still are, first, composing indirect business documents, such as negative news and persuasive letters, and second, improving their writing skills, especially, regarding vocabulary building and adding detail. They also indicated that they still need more oral production practice.</p> <p>4b. The students recommended adding more oral production, writing practice, and in class discussion of their writing errors and of additional letter samples.</p>	
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