

University of Puerto Rico - Arecibo Campus
English Department
2010-2011 (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 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 learn English and promote 	<ol style="list-style-type: none"> 1. After successfully completing INGL 3102, students will be able to perform at a satisfactory level in other English courses, such as INGL 3201 or INGL 3221. 	<p style="text-align: center;"><u>INGL 3102</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 Persuasive paragraph that contains a minimum of three (3) paragraphs 3. Assessment Strategy Pretest/Posttest Writing Instrument 4. Sample Pretest - Eight (8) sections Posttest – Six (6) sections 5. Number of Participants * Pretest = 173 students * Posttest = 133 students 	<p>* PRETEST</p> <p>1a. The pretest results revealed the following: Mean: 1.13 Approximate Percentage Based on Rubric: 66%</p> <p>2a. In the pretest, the 70% objective was not reached.</p> <p>3a. The means per academic programs are:</p> <p>4506-Biol. Especialidad Tecn. Microb. = 1.48</p> <p>4501-Tec. Procesos Quim. Industr = no participants</p> <p>0419-Educ. Elemental = 2.00</p> <p>1224-Ciencias de Computos = 1.25</p>	<ol style="list-style-type: none"> 1. The INGL 3102 Coordinator along with the Committee revised the INGL 3102 syllabus. 2. Professors teaching the course are creating an INGL 3102 textbook according to our syllabus requirements and focusing on our students' needs. 3. The INGL 3102 Coordinator met with the Committee and discussed the results presented in this assessment plan; the Committee offered and explained strategies activities in order to help students, especially in those areas where they show weaknesses still after taking the course.

<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>interest in reading literature 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 Science, so that they may compete in the business world or pursue a graduate degree.</p>			<p>1624-Cienc. Soc. Concent. Psic. Industr. = 1.40</p> <p>0302-Admin. Empresas Concent. Contabilidad = .94</p> <p>0304-Admin. Empresas Concent. Finanzas = 1.33</p> <p>0311-Admin. Empresas Concent. Mercadeo = .83</p> <p>0305-Admin. Empresas Concent. Gerencia = .90</p> <p>2015-Tecn. Ingenieria Quim. = 1.67</p> <p>1623-Cien. Soc. Concent. Estud. Iberoamericanos = .75</p> <p>0703-Cienc. en Enfermeria = .78</p> <p>0448-Educ. Fisica Nivel Element. = .75</p> <p>4201-Tecn. Comunic. Tele-radial = 1.50</p> <p>2404-Enfermeria = 1.30</p> <p>2706-Cienc. Aplic. a Salud Animal = .60</p>	<p>4. The INGL 3102 Coordinator met with the Educational Services Coordinator and offered and explained strategies activities in order to help students, especially in those areas where they show weaknesses still after taking the course.</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>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>0318-Sistemas Oficina = 1.21</p> <p>Otro = 1.29</p> <p>4a. The INGL 0060 Pretest means are:</p> <p>Took INGL 0060 - .67</p> <p>Did not take INGL 0060 – 1.16</p> <p>5a. Professors who rated the pretests commented the following:</p> <p><u>Title:</u></p> <ol style="list-style-type: none"> 1) used the topics as titles 2) did not provide a title 3) did not write creative titles 4) wrote full sentences as titles <p><u>Introductory Paragraph:</u></p> <ol style="list-style-type: none"> 1) did not compose it 2) too direct 3) disorganized <p><u>Hook:</u></p> <ol style="list-style-type: none"> 1) did not create hooks 2) were not attractive/boring <p><u>Connecting Information:</u></p> <p>limited/lacked detail</p> <p><u>Thesis Statement:</u></p> <ol style="list-style-type: none"> 1) did not provide it 2) not clearly stated/unrelated/weak/incomplete 	
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				<p><u>Body Paragraphs:</u> short</p> <p><u>Topic Sentence:</u> did not provide it</p> <p><u>Supporting Sentences:</u> 1) insufficient/general 2) mostly personal opinions or observations/did not provide facts, details, examples, evidence 3) irrelevant information</p> <p><u>Concluding Sentence:</u> did not include it</p> <p><u>Concluding Paragraph:</u> 1) did not compose it 2) short/not well-developed 3) included new or unrelated information</p> <p><u>Fluency, Clarity, Coherence, and Organization:</u> 1) little use of transitions 2) disorganized 3) incoherent/not fluent 4) did not provide counterarguments/refutations 5) did not follow the requested writing mode</p> <p><u>Mechanics and Style:</u> 1) Too many grammar errors 2) awkward/incoherent sentence constructions 3) limited vocabulary 4) spelling errors 5) punctuation marks errors</p> <p><u>Other:</u> 1) wrote one paragraph</p>	
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				<p>essays</p> <p>2) wrote only a few sentences</p> <p>3) did not finish composing the essay</p> <p>4) reason for concern since these students approved INGL 3101</p> <p>** POSTTEST</p> <p>1b. The posttest results revealed the following: Mean: 1.61 Approximate Percentage Based on Rubric: 71%</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. = 1.69</p> <p>4501-Tec. Procesos Quim. Industr = 2.50</p> <p>0419-Educ. Elemental = 1.75</p> <p>1224-Ciencias de Computos = 2.13</p> <p>1624-Cienc. Soc. Concent. Psic. Industr. = 3.00</p>	
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				<p>0302-Admin. Empresas Concent. Contabilidad = 1.45</p> <p>0304-Admin. Empresas Concent. Finanzas = 1.33</p> <p>0305-Admin. Empresas Concent. Mercadeo = .50</p> <p>0305-Admin. Empresas Concent. Gerencia = 1.29</p> <p>2015-Tecn. Ingenieria Quim. = 1.50</p> <p>1623-Cien. Soc. Concent. Estud. Iberoamericanos = 1.33</p> <p>0703-Cienc. en Enfermeria = 1.00</p> <p>0448-Educ. Fisica Nivel Element. = .00</p> <p>4201-Tecn. Comunic. Tele- radial = 1.86</p> <p>2404-Enfermeria = 3.00</p> <p>2706-Cienc. Aplic. a Salud Animal = 2.00</p> <p>0318-Sistemas Oficina = 1.36</p>	
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				<p>Otro = 2.00</p> <p>4b. The INGL 0060 Posttest means are:</p> <p>Took INGL 0060 - 1.92</p> <p>Did not take INGL 0060 – 1.79</p> <p>5b. Professors who rated the posttests commented the following:</p> <p><u>Title:</u></p> <ol style="list-style-type: none"> 1) did not provide a title 2) used the topics as titles 3) did not write attractive/creative titles <p><u>Introductory Paragraph:</u></p> <ol style="list-style-type: none"> 1) short 2) did not compose it <p><u>Hook:</u></p> <ol style="list-style-type: none"> 1) did not create hooks 2) used thesis statement as hook 3) not interesting/attractive 4) poorly developed/disorganized <p><u>Connecting Information:</u></p> <p>did not provide any</p> <p><u>Thesis Statement:</u></p> <ol style="list-style-type: none"> 1) did not provide it 2) not clearly stated <p><u>Body Paragraphs:</u></p> <p>short/general</p> <p><u>Topic Sentence:</u></p>	
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				<p>did not provide it</p> <p><u>Supporting Sentences:</u></p> <ol style="list-style-type: none">1) general2) did not provide facts3) disconnected <p><u>Concluding Sentence:</u></p> <p>did not include it</p> <p><u>Concluding Paragraph:</u></p> <ol style="list-style-type: none">1) short/ineffective2) did not compose it <p><u>Fluency, Clarity, Coherence, and Organization:</u></p> <ol style="list-style-type: none">1) little use of transitions2) disorganized3) did not provide counterarguments/refutations <p><u>Mechanics and Style:</u></p> <ol style="list-style-type: none">1) awkward/sentence constructions2) grammar errors3) spelling errors4) subject-verb agreement errors <p><u>Other:</u></p> <ol style="list-style-type: none">1) wrote one paragraph essays2) did not finish composing the essay3) show little or no improvement in comparison to pretest4) show little or no understanding of essay writing	
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		<p>2. 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</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 (2) course sections: L50/MB0</p>	<p>* PRETESTS</p> <p>1a. The pretest results revealed the following: Mean: .79 Approximate Percentage Based on Rubric: 24%</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:</p> <p>A. Format</p> <ul style="list-style-type: none"> * letterhead * inside address * subject line * signature block * reference initials <p>B. Content</p> <ul style="list-style-type: none"> * 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 * 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 	<p>1. Asked professors teaching the course to place more emphasis on explaining the areas in which the posttest showed that the students still need more instruction.</p> <p>2. Requested professors to keep creating and sharing sample business documents and exercises as well as web sites in order to supplement the textbook information.</p> <p>3. Continued searching for textbooks that possess more varied and up-to-date sample business documents in order to substitute the current textbook.</p> <p>4. Instructed professors to provide activities that allow students to develop their oral communication skills, such as a job interview or oral presentations of the textbook chapters, since students indicated in the questionnaires that they still needed oral</p>
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			<p>5. Number of Participants Pretest – 48 students Posttest – 47 students</p>	<p>* verb tenses * detailed sentences</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 oral communication skills, and second, improving their writing skills.</p> <p>2b. The students indicated that their major needs regarding their Business Communications skills are, first, learning to compose business documents, such as letters, memos, résumés, and reports. Second, they want to improve their oral communications skills by developing a more professional and varied business-related vocabulary.</p> <p>** POSTTESTS 1a. The posttest results revealed the following: Mean: 1.04 Approximate Percentage Based on Rubric: 34%</p>	<p>communication practice. It must be mentioned that for the past two semesters, professors have not been able to offer more oral production activities due to the irregular class schedules caused by the strikes.</p>
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				<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:</p> <p>A. Format</p> <ul style="list-style-type: none">* reference initials* second-page heading <p>B. Content</p> <ul style="list-style-type: none">* subject line* using the indirect pattern* specifying clear reasons for requesting in the body* offering detailed benefits <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 last week of classes revealed that after receiving the course instruction, the students still believe that their major needs regarding their English language skills are, first, improving their oral communication skills; however, second, now they feel that they need improving their listening skills.</p>	
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				<p>2b. The students mentioned that the course helped them to improve their writing skills in order to compose correctly formatted business memos, letters, reports, and résumés.</p> <p>3b. The students indicated that their major needs regarding their Business Communications skills still are, first, polishing their oral communication skills, and second, improving their writing skills to compose negative news letters, reports, and memos that contain more detail and fewer grammatical errors,</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, students would like professors to provide more activities for oral communication practice Third, students requested more business document writing practice homework. Finally, students recommended equipping the</p>	
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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;"><u>INCO 3006</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>2a. Content Composing an indirect, persuasive letter</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>classroom with newer and faster computers.</p> <p>* PRETESTS</p> <p>1a. The pretest results revealed the following: Mean: .91 Approximate Percentage Based on Rubric: 29%</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:</p> <p>A. Format</p> <ul style="list-style-type: none"> * letterhead * inside address * subject line * second-page heading * signature block * reference initials <p>B. Content</p> <ul style="list-style-type: none"> * 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 * offering detailed benefits * specifying an action, 	<p>1. Asked professors teaching the course to place more emphasis on explaining the areas in which the posttest showed that the students still need more instruction.</p> <p>2. Requested professors to keep creating and sharing sample business documents and exercises as well as web sites in order to supplement the textbook information.</p> <p>3. Continued searching for textbooks that possess more varied and up-to-date sample business documents in order to substitute the current textbook.</p> <p>4. Instructed professors to provide activities that allow students to develop their oral communication skills, such as a job interview or oral presentations of the textbook chapters, since</p>
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			<p>4. Sample Two course sections (L25 / L26)</p> <p>5. Number of Participants Pretest – 44 students Posttest – 36 students</p>	<p>channel, and end date in the closing paragraph</p> <p>C. Grammar</p> <ul style="list-style-type: none"> * sentence construction * paragraph construction * vocabulary skills * verb tenses * detailed sentences <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 that their major needs regarding their Business Communications skills are, first, to improve their professional oral communications skills; second, to polish their writing skills of business documents, such as letters, that contain professional vocabulary; and third, to improve their listening skills.</p>	<p>students indicated in the questionnaires that they still needed oral communication practice.</p>
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				<p>3b. However, this course is not geared towards the development of oral communication skills.</p> <p>** POSTTESTS</p> <p>1a. The posttest results revealed the following: Mean: 1.47 Approximate Percentage Based on Rubric: 48 %</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:</p> <p>A. Format</p> <ul style="list-style-type: none">* letterhead* subject line* signature block* reference initials <p>B. Content</p> <ul style="list-style-type: none">* using the indirect pattern* specifying clear reasons for requesting in the body* making persuasive requests in the body* offering detailed benefits <p>C. Grammar</p> <ul style="list-style-type: none">* sentence construction* paragraph construction* vocabulary skills* verb tenses	
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				<p>* detailed sentences</p> <p>1b. The results of the qualitative questionnaire administered during the last week of classes revealed that after receiving the course instruction, the students still believe that their 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 mentioned that the course helped them to improve their writing skills in order to compose correctly formatted business letters and resumes. Second, the students indicated that they had easily learned the job interview process.</p> <p>3b. The students indicated that their major needs regarding their Business Communications skills still are, first improving their writing skills to compose persuasive and negative news letters that are free of sentence-construction and vocabulary errors, and that</p>	
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are detailed and creative.

4b. First, the students recommended that the course continues to be offered without any changes. Second, the students want more oral communication practice and opportunities for class participation. Third, the students would like professors to offer more letter writing practice. Finally, the students requested a classroom that provides computers for the teaching/learning process.