

University of Puerto Rico - Arecibo Campus
English Department
2011-2012 (Second Semester) Assessment Plan (Draft)

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January 13 , 2013

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</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> <p>1. Encourage interest for the proper use of the English language.</p> <p>2. Enable students to effectively master basic language skills: speech, writing, and reading.</p>	<p>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>	<p style="text-align: center;"><u>INGL 3102</u></p> <p>1. Criteria: The students will demonstrate their knowledge of basic communication skills by working on a reading examination with 70% accuracy.</p> <p>2. Content: Fifty (50) vocabulary, comprehension, main idea, title, essay content, and argumentation items</p> <p>3. Assessment Strategy: Pretest/Posttest Reading Exam</p> <p>4. Number of Participants: Pretest - 162 students Posttest – 46 students</p>	<p>1. The average percentage scores were: Pretest – 52.8% Posttest – 55.46%</p> <p>2. The 70% objective was not reached.</p> <p>3. Professors who participated in the activity commented that students complained of not having sufficient time to read the exam and work on the fifty items.</p>	<p>1. An ESL textbook that a group of professors put together, which offers students reading instruction based on the course objectives and on their communication needs, will be used starting next semester.</p> <p>2. A new reading exam that was reviewed by the INGL 3101-3102 Committee will be used in order to assess additional reading skills.</p> <p>3. The reading assessment test will be offered by the professors teaching the Basic English course to at least one (1) course section and</p>

<p>diffusion of knowledge through the arts, sciences, and technologies. It intends to offer a 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</p>	<p>3. Encourage students to learn English and promote 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</p>	<p>2. After successfully completing INGL 3114, students will be able to perform at a satisfactory level in more advanced English conversation courses.</p>	<p style="text-align: center;"><u>INGL 3114</u></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)</p>	<p>1. Pretest Results: a. The highest grade on the pretest was 9.1/10 and the lowest was 1.6/10. b. The average score was 5.37/10.</p> <p>2. Posttest Results: a. The highest grade on the posttest was 9.4/10, and the lowest was 1.8/10. b. The average score was 5.81/10, which represents an increase of .44 points on the posttest.</p> <p>3. The amount of students who took this</p>	<p>at the theater in order to control the activity and have a bigger sample.</p> <p>4. Professors teaching the course were informed of the results of the test and asked to place more emphasis on explaining and offering additional practice in the areas where the students need more instruction.</p> <p>1. This semester, professors required students to do two hours or workshops to check if this could help improve their score. However, they noticed that the workshops were similar to the lessons and did not bring anything new to the students' linguistic repertoire. Therefore, we will eliminate it in the future.</p> <p>2. Professors will continue using TELLMEMORE for it has proven to be the</p>
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<p>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, 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>Systems, Education, Communication, Computer Science, so that they may compete in the business world or pursue a graduate degree. 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>A2- Intermediate (3.0-4.9) B1-Proficient (5.0-7.9) B2-Advanced (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. Sample: Nine (9) course sections (LB0, LC0, LD0, LE0, L35, WB0, WC0, WD0, and WE0)</p> <p>5. Number of Participants: * Pretest – 255 students * Posttest – 200 students</p>	<p>exam was lower than the pre-test 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. c. Others (a minority) simply did not take it.</p> <p>4. Professors commented that with TELLMEMORE students show less apprehension toward speaking in the classroom. However, we have yet to assess the impact of this program on INGL 3101 and 3102 courses.</p> <p>5. Most students prefer this program over ELLIS because: a. It offers them the flexibility to work at home when they fall behind. b. They find that this program has helped them with the basic courses since it covers</p>	<p>most complete program available on the market.</p> <p>3. Professors will eliminate the two hours or workshop assigned this semester as a pilot.</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</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>all the basic skills to reinforce their writing skills.</p> <p>* PRETESTS</p> <p>1a. The pretest results revealed the following: Mean: .87 Approximate Percentage Based on Rubric: 28%</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 * offering detailed benefits</p>	<p>1. Professors teaching the course were asked to place more emphasis on explaining the areas in which the posttest showed that the students still need more instruction.</p> <p>2. Professors were requested 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. The committee continues to search for textbooks that possess more varied and up-to-date sample business documents in order to substitute the current textbook.</p> <p>4. The coordinator asked the English Department director to try to program this course sections either</p>
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			<p>3. Sample: Three (3) course sections (LA0/L45/M55)</p> <p>4. Number of Participants: Pretest – 69 students Posttest – 51 students</p>	<p>* specifying an action, channel, and end date in the closing paragraph C. Grammar * vocabulary skills * 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, and resumes, based on the latest business communications theory and using the most appropriate</p>	<p>at Room 306 which is a Computer Writing Laboratory or at Room 201 which has 25 laptops and internet connection.</p>
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				<p>vocabulary. Second, they want to improve their oral communications skills by developing a more professional and varied business-related vocabulary.</p> <p>** POSTTESTS</p> <p>1a. The posttest results revealed the following: Mean: 1.47 Approximate Percentage Based on Rubric: 49%</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">* 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* offering detailed benefits* specifying an action, channel, and end date in the closing	
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				<p>paragraph</p> <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 believe that their major needs regarding their English language skills still are, first, improving their oral communication skills, and secondly, 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, memos, and resumes.</p> <p>3b. The students indicated that their major needs regarding their Business</p>	
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		<p>4. 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>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>Communications skills are improving their writing skills to compose persuasive letters, negative news letters, and memos; also, they stated that they need help to present oral reports.</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 to offer the course art a computer writing laboratory, Finally, students requested more time for writing practice.</p> <p>* PRETESTS</p> <p>1a. The pretest results revealed the following: Mean: 1.00 Approximate Percentage Based on Rubric: 32%</p> <p>2a. In the pretest, the 70% objective was not reached.</p>	<p>1. Professors teaching the course will place more emphasis on explaining the areas in which the posttest showed that the students still need more instruction.</p> <p>2. Professors will continue to create and sharing sample</p>
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			<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>3. Sample: One (1) course section (LD0)</p> <p>4. Number of Participants: Pretest – 13 students Posttest – 6 students</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 * subject line * reference initials * second-page heading <p>B. Content</p> <ul style="list-style-type: none"> * using the indirect pattern * starting with a neutral/positive opening paragraph to capture reader's attention * 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 * sentence construction * paragraph construction * verb tenses * detailed sentences <p>4a. The results of the qualitative</p>	<p>business documents and exercises as well as web sites in order to supplement the textbook information.</p> <p>3. Professors are searching for textbooks that possess more varied and up-to-date sample business documents in order to substitute the current textbook.</p> <p>4. Professors will provide activities that allow students to develop their oral communication skills, such as presentations of the textbook chapters a class participation grade, and an oral report, since students indicated in the questionnaires that they still needed oral communication practice.</p>
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			<p>questionnaire administered during the first week of classes showed that the students feel that their major needs regarding their English language skills are, first, improving their oral communication skills, and second, improving their writing skills.</p> <p>5a. The students indicated that their major needs regarding their Business Communications skills are, first, improving their writing skills of business documents such as letters, résumés, and reports, using a professional vocabulary, correct grammar, and appropriate transitions; second, they stated that need to improve their oral communications skills by developing a more professional business-related vocabulary.</p> <p>** POSTTESTS</p> <p>1b. The posttest results revealed the following: Mean: 2.50</p>	
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				<p>Approximate Percentage Based on Rubric: 84%</p> <p>2b. In the posttest, the 70% objective was reached.</p> <p>3b. The posttest results revealed that students need practice on the following areas:</p> <ul style="list-style-type: none">A. Format<ul style="list-style-type: none">* inside address* subject line* second-page headingB. Content<ul style="list-style-type: none">* specifying clear reasons for requesting in the body* offering detailed benefitsC. Grammar<ul style="list-style-type: none">* vocabulary skills* sentence construction* verb tenses <p>4b. The results of the qualitative questionnaire administered during the last week of classes showed that the students now feel that their major needs regarding their English language skills are, first, improving their</p>	
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				<p>writing skills, and second, improving their oral production skills.</p> <p>4b. The students mentioned that the course helped them to compose business letters, specifically, résumés and job application letters.</p> <p>4c. The students indicated that their major needs regarding their Business Communications skills still are composing appropriate indirect business documents.</p> <p>4d. The students recommended that the course continues to be offered without any changes since it is very complete and well-organized.</p>	
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