

English Literacy Outcomes Assessment Plan

AOS English Literacy Plan	AOS Outcomes/Objectives	AOS Assessment Criteria/Procedures	Responsibility for Development And Evaluation
<p>NTID Mission Statement: A primary mission of NTID is to provide deaf students with outstanding state-of-the-art technical programs, complemented by a strong arts and sciences curriculum, that prepares them to live and work in the mainstream of a rapidly changing global community and enhances their lifelong learning.</p> <p>CAS Mission Statement: A primary mission of CAS is to provide a strong student-centered liberal arts education that will complement the NTID technical programs and foster a spirit of lifelong learning and inquiry.</p> <p>English Literacy Goal Statement: NTID graduates will be competent in reading and writing information appropriate for entry-level jobs in their career areas and for lifelong learning.</p>	<p>AOS-Reading 1. AOS graduates will read and correctly follow written directions for performing tasks.</p> <p>AOS-Writing 2. AOS graduates will, using basic standardized American English* and appropriate vocabulary, write to convey information in short formats (eg. e-mails, memos, reports, fill-in-the-blank forms or databases.)</p> <p>AOS-Reading 3. AOS graduates will access several information sources (eg. library, databases, internet search engines) and understand several types of written material (eg. books, encyclopedias, journal articles, websites, e-mail).</p> <p>AOS-Writing 4. AOS graduates will, using basic standardized American English,* independently write expository paragraphs with clear main points and supporting details.</p> <p>*See attached</p>	<p>Outcomes #1 & #2 A. In B-level science courses each student will read and follow directions for a lab and independently write a final lab report. 80% of the reports of students in AOS programs will demonstrate competency of outcomes #1 & #2.</p>	<p>A. Science faculty with assistance from the English Across the Curriculum (EAC) Committee.</p>
		<p>B. In B-level math courses each student will follow directions and write explanations of solutions to problems as part of the final exam. 80% of the tests of students in AOS programs will demonstrate competency of outcomes #1 & #2.</p>	<p>B. Math faculty with assistance from EAC Committee.</p>
		<p>C. In the last quarter before graduation each student in an AOS program will take a test that includes following directions and writing in short formats. 95% of the tests will demonstrate competency of outcomes #1 & #2.</p>	<p>C. EAC Committee with assistance from a researcher and math, science and English faculty.</p>
		<p>Outcomes #3 & #4 D. In Reading III each student will independently complete an assignment that requires understanding written material appropriate to the course. 80% of the assignments of students in AOS programs will</p>	<p>D. English Dept. faculty with assistance from EAC Committee.</p>

	explanation of expectations. (National Council of Teachers of English)	demonstrate competency of outcome #3.	
		E. In Writing III each student will produce an independent writing sample. 80% of the samples of students in AOS programs will demonstrate competency of outcome #4.	E. English Dept. faculty with assistance from EAC Committee.
		F. In the AOS Capstone Seminar course each student will write a research paper. 95% of the papers of students will demonstrate competency of outcomes #3 and #4.	F. Humanities and Social Sciences faculty with assistance from EAC Committee.
		G. In the last quarter before graduation each student will produce an independent writing sample. 95% of the samples of students in AOS programs will demonstrate competency of outcome #4.	G. Humanities and Social Sciences faculty with assistance from EAC Committee.

[TOP](#)

English Literacy Outcomes Assessment Plan			
AAS English Literacy Plan	AAS Outcomes/Objectives	AAS Assessment Criteria/Procedures	Responsibility for Development And Evaluation
<p>NTID Mission Statement: A primary mission of NTID is to provide deaf students with outstanding state-of-the-art technical programs, complemented by a strong arts and sciences curriculum, that prepares them to live and work in the mainstream of a rapidly changing global community and enhances their lifelong learning.</p>	<p>AAS-Reading 1. AAS graduates will read, analyze and synthesize written information related to performing tasks.</p> <p>AAS-Writing 2. AAS graduates will, using standardized American English, ** write memos or reports to summarize, analyze and</p>	<p>Outcomes #1 & #2 A. In B-level science courses each student will read and follow directions for a lab and independently write a final lab report. 80% of the reports of students in AAS programs will demonstrate competency of outcomes #1 & #2.</p>	<p>A. CAS science faculty with assistance from the English Across the Curriculum (EAC) Committee.</p>

CAS Mission Statement:

A primary mission of CAS is to provide a strong student-centered liberal arts education that will complement the NTID technical programs and foster a spirit of lifelong learning and inquiry.

English Literacy Goal

Statement:

NTID graduates will be competent in reading and writing information appropriate for entry-level jobs in their career areas and for lifelong learning.

explain concepts and processes.

AAS-Reading

3. AAS graduates will access multiple types of information sources (such as the library, databases, internet search engines) and interpret/evaluate various types of written material (such as books, encyclopedias, magazines, journal articles, websites, e-mail).

AAS-Writing

4. AAS graduates will, using standardized American English,* independently write coherent, organized essays of various rhetorical types. *See explanation of expectations. (National Council of Teachers of English)

<p>B. In B-level math courses each student will follow directions and write explanations of solutions to problems as part of the final exam. 80% of the tests of students in AAS programs will demonstrate competency of outcomes #1 & #2.</p>	<p>B. CAS math faculty with assistance from EAC Committee.</p>
<p>C. In the last quarter before graduation each student in an AAS program will take a test that includes reading information about a task and writing in short formats. 95% of the tests will demonstrate competence of outcomes #1 & #2.</p>	<p>C. EAC Committee with assistance from a researcher, CAS math/science faculty and CBGS language & literature faculty.</p>
<p>Outcomes #3 & #4 D. In Writing and Literature II each student will independently complete an assignment that requires accessing and understanding written material. 80% of the assignments of students in AAS programs will demonstrate competency of outcome #3.</p>	<p>D. CBGS language & literature faculty with assistance from EAC Committee.</p>
<p>E. In Writing and Literature II each student will produce an independent writing sample. 80% of the samples of students in AAS programs will demonstrate competency of outcome #4.</p>	<p>E. CBGS language & literature faculty with assistance from EAC Committee.</p>
<p>F. In the AAS Capstone Seminar course each student will write a research paper. 95% of</p>	<p>F. CAS humanities and social sciences</p>

		the papers of students will demonstrate competency of outcomes #3 and #4.	faculty with assistance from EAC Committee.
		G. In the last quarter before graduation each student will produce an independent writing sample. 95% of the samples of students in AAS programs will demonstrate competency of outcome #4.	G. CBGS language & literature faculty with assistance from CAS humanities and social sciences faculty and EAC Committee.

[TOP](#)

Timelines for implementation of the English Literacy Outcomes Assessment Plan (AOS and AAS):

1. AY 2001-2002 Spring Quarter (013): English Across the Curriculum Committee (EACC) will solicit feedback from CASCC, CTSCC, CBGS Language and Literature Working Group, CAS and CTS Chairs and CAS department faculty, make appropriate revisions and submit plan to Chris Licata by May 15, 2002 for Middle States Periodic Review Report.
2. AY 2001-2002 Spring Quarter (013): CAS, CTS and CBGS Center Directors will replace faculty who plan to leave the current EACC and recruit a researcher to work with the committee (recommendation: John Albertini).
3. AY 2002-2003 Fall and Winter Quarters (021-022): EACC will work with a researcher and faculty in English, CBGS Language and Literature Working Group, Math/Science and DCCS to develop assessment procedures, including definitions of competency for each outcome.
4. AY2002-2003 Spring Quarter (023): EACC will work with relevant faculty to pilot assessment procedures and revise in June 2003.
5. AY 2003-2004 and AY 2004-2005: Recommended changes to the procedures will be implemented in Fall 2003-2004. Data will be collected quarterly for two years and summarized each June.
6. June 2005: Two-year outcomes assessment results will be discussed and suggestions will be made based on the meaning of the results. For example, additions, deletions or modifications may be recommended for the assessment criteria or procedures. Other possible suggestions based on results could include changes in instructional approaches or changes to the CAS, CBGS

or CTS curriculum structure to enhance development of English literacy skills for AOS and/or AAS students. Alumni and student perspectives should be considered when making recommendations.

7. AY 2005-2006: Implement recommendations Fall 2005-2006. Assessment data will be collected quarterly and summarized in June.

8. AY 2006-2007: Results of revised outcomes assessment will be discussed and suggestions will be made based on the meaning of the results. A report will be written summarizing the five years of English Literacy outcomes assessment activities, due in June 2007.

Issues/Support needed:

- a. Appropriate sample size and selection procedures should be discussed with a researcher.
- b. Faculty will need training to assure consistency in rating competency on each measure.
- c. A researcher will be needed to assist in creating and validating the test for outcomes #1 & #2.
- d. A system needs to be established for recording data and maintaining a database.
- e. EACC recommends that questions be added to an alumni survey (conducted at the Institute level) regarding English reading and writing competency or that an alumni panel or focus group be established to discuss English literacy outcomes.

Explanation of expectations for writing outcomes in the English Literacy Outcomes Assessment Plan, as defined by the National Council of Teachers of English in 2002:

AOS: Basic Standardized American English:

Standardized American English is based on the currently accepted and common usage of words, meanings, spellings, grammatical structures, syntax, and idiomatic expressions of the language in the United States.

AAS: Standardized American English:

Standardized American English is based on the currently accepted and common usage of words, meanings, spellings, grammatical structures, syntax, and idiomatic expressions of the language in the United States. It is acknowledged that situations and contexts for usage vary according to topic, purpose, audience, and voice. Skills in Standardized American English, then, also include accurately matching usage to context.

[TOP](#)