

NTID
English Literacy Program Outcomes Assessment
Plan and Report for AY 2010-2011

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

Critical Outcomes for all Students		Assessment of Outcomes		Timeline		Results	
Domain/Task/Capability	Performance Criteria/Benchmarks	Instrument/Opportunity	Assessment of Performance	Develop	Collect	Summarization of Results	Use of Results
AOS Reading	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).	Former measure: C-Level Nonfiction Reading course: cloze vocabulary test. Have determined that this is not an appropriate instrument and instead will focus on Career English course grades.	Former measure: 80% of students will earn a satisfactory rating of 10 or better on a 20 point test. Current measure: Review of grades earned in Career English and their relationship to student completion of technical programs.	2011-12	AY 2011-12	The Career English course sequence was initiated in 2009, and only 27 students have completed the sequence. Until sufficient numbers of students have completed the sequence, we are unable to evaluate it.	If in the future more students enter this sequence and enough are in it to be able to tailor sections to technical programs, significant modifications could be made.
AOS Writing	Using basic standardized American English, graduates will, independently write expository paragraphs with clear main points and supporting details.	Former measure: C-Level Academic Writing course: independent writing sample. Have determined that this is not an appropriate instrument and instead will focus on	Former measure: 80% of students will earn a satisfactory rating of 3 or better on a 6 point scale. Current measure: Review of grades earned in Career	2011-12	AY 2011-12	The Career English course sequence was initiated in 2009, and only 27 students have completed the sequence. Until sufficient numbers of students have completed the sequence, we are unable to evaluate it.	If in the future more students enter this sequence and enough are in it to be able to tailor sections to technical programs, significant modifications could be made.

		Career English course grades.	English and their relationship to student completion of technical programs.				
College of Liberal Arts Reading	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).	Writing Seminar course; final writing assignment. Evaluated on a scale of 1-2, with 1 being unsatisfactory and 2 being satisfactory.	1. 80% of students will earn a satisfactory rating of 2.	2003-4	AY 2007-8	Data was not collected this past year. We will collect data for 2011-12.	May compare with overall grade averages for all Writing Seminars to see how our sections compare with others at RIT.
College of Liberal Arts Writing	AAS graduates will, using standardized American English, independently write coherent, organized essays of various rhetorical types.	Writing Seminar course; final writing assignment. Evaluated on a scale of 1-2, with 1 being unsatisfactory and 2 being satisfactory.	1. 80% of students will earn a satisfactory rating of 2.	2009-10	AY 2009-10	Data was not collected this past year. We will collect data for 2011-12.	May compare with overall grade averages for all Writing Seminars to see how our sections compare with others at RIT.
Intensive English Program	At the end of this program, students will demonstrate readiness for the College of Liberal Arts course, "Written Communication II"	Liberal Arts Placement Test (LAPT)	60% of students who begin the program will achieve the target proficiency	2009-10	2009-10	67 students began in fall 2010, 34 did not complete the sequence, and 33 took the LAPT spring 2011. Of the 33 who took the LAPT, 5 placed into WC2.	Begin investigation regarding initial placement scores; continue refining course grading rigor.
Comments:							

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