

# NTID

## English Literacy Program Outcomes Assessment

### Plan and Report for AY 2012-2013

***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		Performance Criteria/Benchmarks		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	During this final year of the quarter system and in anticipation of the new semester curriculum, no data was collected.	Develop appropriate assessment instrument for new semester curriculum. Develop appropriate assessment instrument for new semester curriculum.
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 Career English course grades.	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 English and their relationship to student completion of technical programs.	2011-12	AY 2011-12	Forty percent of the students who enrolled in Career English I completed and passed Career English III during the academic year.	Due to the unique demands of the semester conversion and the Individual Academic Plans, many students may have delayed the completion of their coursework in Career English. Completion rates for the semester Career

							English course sequence will continue to be monitored.
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	During this final year of the quarter system and in anticipation of the new semester curriculum, no data was collected.	Develop appropriate assessment instrument for new semester curriculum.
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	During this final year of the quarter system and in anticipation of the new semester curriculum, no data was collected.	Develop appropriate assessment instrument for new semester curriculum.
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	Sixty three percent of students who enrolled in Intensive English I completed and passed Intensive English I, II, II, IV and V with a grade of "C" or higher. Sixty percent of these students took the LAPT and placed in Written Communication, twenty four percent placed in Critical Reading and Writing and sixteen percent placed in First Year Writing.	Students met the target for retention in the IE program and proficiency. Develop appropriate assessment instrument for new semester curriculum and continue to monitor retention and proficiency.
<b>Domain/Task/Capability</b>							

