

NTID
English Literacy Program Outcomes Assessment
Plan and Report for AY 2006-2007 Middle States

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
#1 AOS Reading	Graduates will read and correctly follow written directions for performing tasks	1. B-Level Science courses: final lab report	1. 80% of students will show satisfactory ability to read and follow directions by earning a rating of 1	2003-4	AY 2004-5	Across three quarters, 20041-20043, N=89; 80 students (90%) were rated as 1 or 2.	*See comments below.
		2. B-Level Math courses: final exam	2. 80% of students will show satisfactory ability to read and follow directions by earning a rating of 1	2003-4	AY 2004-5 & AY 2005-6	Across four quarters, 20041-20051, N=130; 93 students (72%) were rated as 1 or 2.	*See comments below.
#2 AOS Writing	Using basic standardized American English and appropriate vocabulary, graduates will write to convey information in short formats (eg. e-mails, memos, reports, fill-in-the-blank forms or databases.)	1. B-Level Science courses: final lab report	1. 80% of students will show ability to write a lab report satisfactorily by earning a rating of 1	2003-4	AY 2004-5	Across three quarters, 20041-20043, N=89; 74 students (83%) were rated as 1 or 2.	*See comments below.
		2. B-Level Math courses: final exam	2. 80% of students will show satisfactory	2003-4	AY 2004-5 & AY 2005-6	Across four quarters, 20041-20051, N=130; 83	*See comments below.

			ability to explain solutions to problems in writing by earning a rating of 1			students (64%) were rated as 1 or 2.	
#3 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).	1. C-Level Nonfiction Reading course: cloze vocabulary test	1. 80% of students will earn a satisfactory rating of 10 or better on a 20 point test.	2003-4	AY 2005-6	Of 96 students assessed in 20051/52/53, 87 (91%) met criterion	This measure has been used in the Department for Outcomes Assessment purposes for four years and is administered quarterly. Faculty have discussed results on a regular basis and made changes to the curriculum, including grading policy, as a result.
		2. AOS Capstone course research paper: research rating on the critical thinking rubric.	2. 95% of students will earn a satisfactory rating of 1.	2003-4	AY 2005-6	Students rated 1 (AOS level): 20052, Total n=22, 86% ; 20053, Total n=14, 100%	This measure may be deleted in the future. It's validity has been questioned and the data may not be available when changes to the Capstone course are implemented.
#4 AOS Writing	Using basic standardized American English, graduates will, independently write expository	1. C-Level Academic Writing course: independent writing sample.	1. 80% of students will earn a satisfactory rating of 3 or better on a 6 point scale.	2003-4	AY 2005-6	Of 35 students assessed in 20052, 23 (66%) met criterion.	This measure has been used in the Department for Outcomes Assessment purposes for

	paragraphs with clear main points and supporting details.						five years and is administered once a year. Faculty have discussed results on a regular basis and made changes to the curriculum, including grading policy, as a result.
		2. AOS Capstone course research paper: application rating on the critical thinking rubric.	2. 95% of students will earn a satisfactory rating of 1.	2003-4	AY 2005-6	Students rated 1 (AOS level): 20052, Total n=22, 100% ; 20053, Total n=14, 100%	This measure may be deleted in the future. It's validity has been questioned and the data may not be available when changes to the Capstone course are implemented.
#1 AAS Reading	Graduates will read, analyze and synthesize written information related to performing tasks.	1. B-Level Science courses: final lab report	1. 80% of students will show ability to write a lab report satisfactorily by earning a rating of 2	2003-4	AY 2004-5	Across three quarters, 20041-20043, N=89; 41 students (46%) were rated as 2.	*See comments below.
		2. B-Level Math courses: final exam	2. 80% of students will show satisfactory ability to explain solutions to problems in writing by earning a rating of 2	2003-4	AY 2004-5 & AY 2005-6	Across four quarters, 20041-20051, N=130; 44 students (34%) were rated 2.	*See comments below.

#2 AAS Writing		1. B-Level Science courses: final lab report	1. 80% of students will show ability to write a lab report satisfactorily by earning a rating of 2	2003-4	AY 2004-5	Across three quarters, 20041-20043, N=89; 18 students (20%) were rated 2.	*See comments below.
		2. B-Level Math courses: final exam	2. 80% of students will show satisfactory ability to explain solutions to problems in writing by earning a rating of 2	2003-4	AY 2004-5 & AY 2005-6	Across four quarters, 20041-20051, N=130; 23 students (18%) were rated 2.	*See comments below.
#3 AAS 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).	1. Writing Seminar course; final writing assignment	1. 80% of students will earn a satisfactory rating of 2	2003-4	AY 2005-6	In 20051, of 39 students, 30 (77%) earned a satisfactory rating In 20052, of 19 students, 17 (89%) earned a satisfactory rating In 20061, of 15 students, 11 (73%) earned a satisfactory rating	Like many of the other courses related to English literacy instruction, the course from which these data were obtained is in flux, reflecting changes in the general RIT Liberal Arts curriculum. Outcomes assessment data have been helpful in making the change to the new course.
		2. AAS Capstone course research paper: research rating on the	2. 95% of students will demonstrate competency.	2003-4	AY 2004-5	Students rated 2 (AAS level): 20052, Total n=12, 83% ; 20053, Total n=15, 47%	This measure may be deleted in the future. It's validity has been questioned

		critical thinking rubric.					and the data may not be available when changes to the Capstone course are implemented.
#4 AAS Writing	AAS graduates will, using standardized American English, independently write coherent, organized essays of various rhetorical types.	1. Writing Seminar course; final writing assignment	1. 80% of students will earn a satisfactory rating of 2	2003-4	AY 2005-6	In 20051, of 39 students, 25 (64%) earned a satisfactory rating In 20052, of 19 students, 18 (95%) earned a satisfactory rating In 20061, of 15 students, 11 (73%) earned a satisfactory rating	Like many of the other courses related to English literacy instruction, the course from which these data were obtained is in flux, reflecting changes in the general RIT Liberal Arts curriculum. Outcomes assessment data have been helpful in making the change to the new course.
		2. AAS Capstone course research paper: application rating on the critical thinking rubric.	2. 95% of students will demonstrate competency.	2003-4	AY 2005-6	Students rated 2 (AAS level): 20052, Total n=12, 100% ; 20053, Total n=8, 53%	This measure may be deleted in the future. It's validity has been questioned and the data may not be available when changes to the Capstone course are implemented.

Comments:

*In the AY 2005-6 report we mentioned that not all data related to math and science was reported due to computer problems with data entry and retrieval. Since that initial report we were able to re-enter the raw data and the current report includes complete and accurate numbers.

Results in the math and science courses indicated that at both the AOS and AAS level more students met criterion in reading than in writing. Also, for both reading and writing at both the AOS and AAS levels, more students met criterion in science classes than in mathematics. These results indicate that we need to pay more attention to writing than to reading and there seems to be less transfer of English literacy skills into the math classes than into the sciences.

The appropriateness of continuing to use these assessments as a measure of English literacy outcomes was discussed. Because the data was collected within courses that most students take during their first year, the data is more indicative of entry level skills than an indicator of outcomes expected of graduates. Moreover, it was not possible to determine which students would eventually graduate with AOS vs. AAS degrees. Therefore, for example, when we reported that only 18% of 130 students met the AAS writing criterion in mathematics, we very likely included some students who would not graduate and others who would earn AOS degrees. We were unable to determine what subset of the N were future AAS graduates. One other consideration was that level-B mathematics and science courses were selected because the college policy is that students must take 3-credits or more at this level or higher. An implication of this decision is that our assessment did not include many of the stronger students who placed above level B. For all of the above reasons and because the English curriculum is undergoing revision, the college has decided to discontinue collecting English literacy data in math and science courses.

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