



Program Review Self-Study Template (Modified)

Academic Unit: Intensive English

College: Fairmount College of Liberal Arts & Sciences

Date of last review: September 2012

Date of last accreditation report (if relevant): Higher Learning Commission: 09/10/2007;  
American Association of Intensive English Programs: 09/07/2009

Faculty of the academic unit:

Andrew Bowman  
Stephen Carter  
Jean Collins  
Aimee Leisy  
Barbara Mazza Silhan  
William Thomas  
Marsha Webb

Academic Lecturers:  
Jennifer Beachy  
Natasha Calvert  
Rebecca Curran  
Douglas Miller  
Amanda Tomanek

Lecturers:  
Michael Poage  
Laurel Schunk



of documentation styles although they might not have mastery of all these skills at the time they enter the university; (3) that they are able to understand 75% - 80% of an academic lecture covering and expanding on the text materials as well as get the same percentage of information on paper in note form; and (4) have the skills to give oral and Power Point presentations of varying lengths, which may or may not require research. We track the students whose interests are in language skills enrichment in the same manner that we track the university-bound students.

Personal/Professional Permanent Residents

exceeded expectations 0

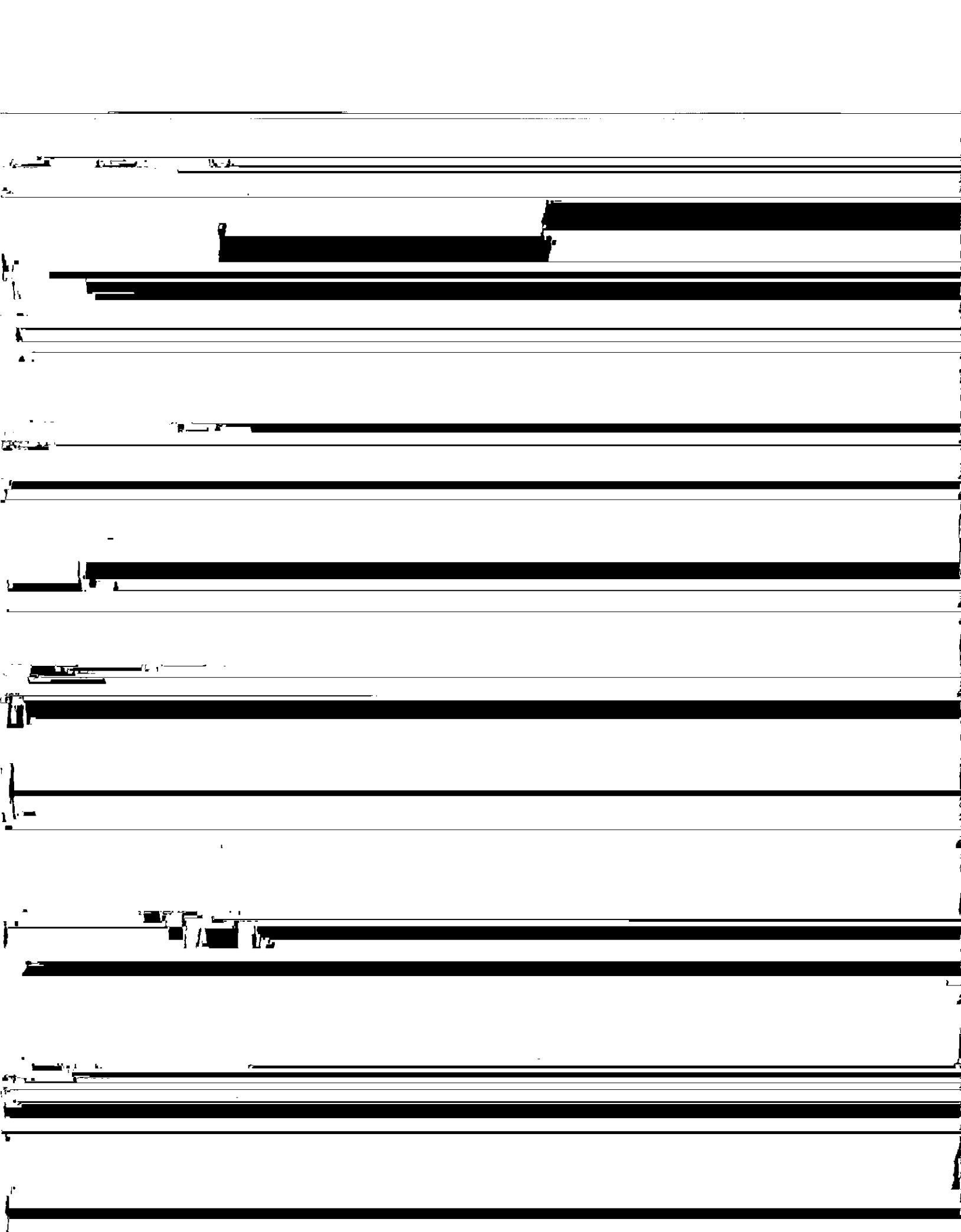
met expectations 11

did not meet expectations 1

**Student Timely Progression, Completion of Goal/Program Tally**

	Personal/Professional Permanent Residents	Personal/Professional International	Academic-Bound Permanent Residents	Academic-Bound International
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Speaking	<b>13</b> [8 not enrolled]	<b>44</b> [5 not enrolled]	<b>112</b>	<b>129</b>	<b>97</b>
Listening	<b>13</b> [6 not enrolled]	<b>45</b> [4 not enrolled]	<b>110</b>	<b>122</b>	<b>105</b>
Writing	<b>18</b> [10 not enrolled]	<b>36</b>	<b>95</b>	<b>145</b>	<b>101</b>
Reading	<b>64</b> [10 not enrolled]		<b>100</b>	<b>134</b>	<b>97</b>



end of a particular session or semester if they do not pass the level they are currently in because they are in that level for the third or fourth time. 15 students were dismissed from our program in December, 2011, 5 of whom transferred to another institution.

Two students were dismissed in March, 2012, and 21 were dismissed in May, 2012, 9 of whom transferred to another institution.

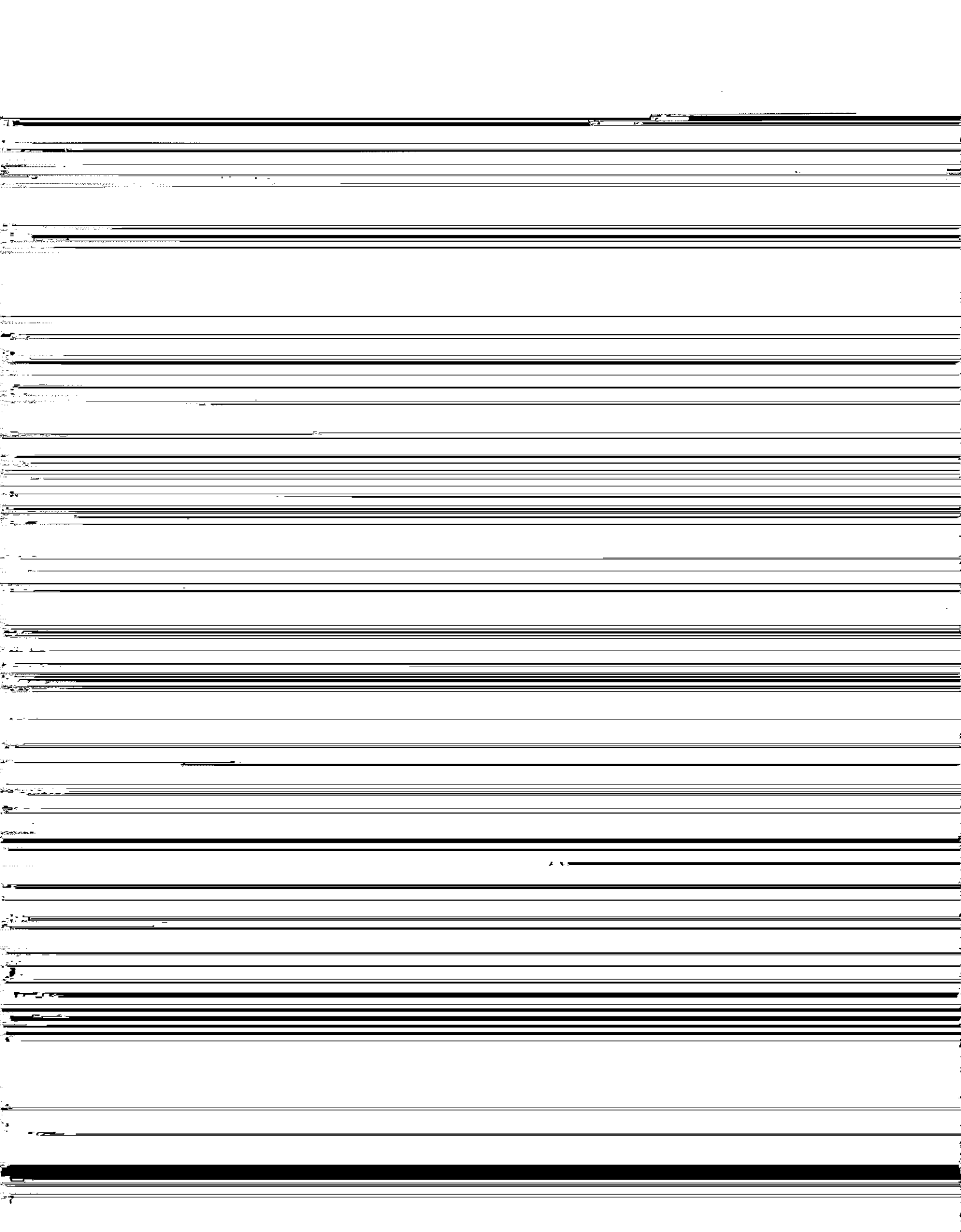
*21 students were dismissed in July, 2012, 8 of whom transferred to another*

*institution.*

*10 students were dismissed in December, 2012, 2 of whom transferred to another Institution.*

*9 students were dismissed in May, 2013, 1 of whom transferred to another institution.*

*Students seem to be taking the possibility of being dismissed more seriously than previously. We are hopeful this trend will continue.*





<p>a full understanding of the ethical and legal restrictions on the use of published, confidential, and/ or proprietary information; and will correctly use three of the following strategies: a) use of citations and references; b) choice of paraphrasing, summary, or quoting; c) using information in ways that are true to original context; d) distinguishing between common knowledge and ideas requiring attribution</p> <p>(Info Literacy Rubric from AACU)</p>	<p>Fall and Spring semesters every year using a Department rubric to determine if each paper Exceeds expectations, Meets expectations, or Does NOT meet expectations.</p>	<p>established rubric.</p>		
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