Intensive University Preparation Program

DEAF 175 A/B Grammar
DEAF 176 A/B Academic Vocabulary
DEAF 188 A/B/C Academic Writing
DEAF 189 A/B/C Academic Reading
Program SLO

Upon successful completion of the IUPP program, students will demonstrate readiness to enroll in English 151B (Writing) and English 163 (Reading) courses, or they will demonstrate readiness to enroll in other comparable courses at another institution. They will do this by demonstrating independent study habits; the ability to read, discuss, and react to college-level readings; the ability to compose paragraphs and essays with clear organization, thesis, and support; and the ability to express original ideas in English with relatively few grammatical errors.
Determine the author’s stated or implied thesis, purpose, and point-of-view and determine the organizational patterns of various readings including essays, news articles, and textbook chapters.

Apply the techniques of annotating, outlining, note taking, and summarizing to strengthen comprehension of essays, news articles, and textbook chapters.

Apply knowledge of context clues, word analysis, and dictionary skills to determine the meanings of new vocabulary.

Utilize print resources and computer searches to locate relevant and reliable evidence to support a topic.
Compose and revise essays containing an introduction and thesis statement, well-developed body paragraphs with topic sentences and supporting details, transitional expressions, and a conclusion.

Demonstrate critical thinking skills in writing by composing paragraphs and essays of greater complexity and sophistication that summarize, explain, argue, reason, or compare and contrast.

Gather and synthesize information by using a variety of printed and technological information resources.

Write paragraphs and essays with increasing accuracy in grammar, usage, and mechanics.
E-Portfolio
The students read three articles:

**Family Structure and Society**

The Effects of Divorce on Children

The Changing American Family
Exam assessed the following skills:

- Identifying the thesis statement and topic sentences
- Recognizing the author’s purpose
- Distinguishing major and minor details
- Identifying the selection’s pattern(s) of organization
- Determining the meaning of words from context
- Recognizing relationships between ideas
The reading assessment consisted of weighted questions ranging from 1 to 3 points per question. The points were tabulated and a percentage of correct responses was calculated.

The results of the assessment are as follows:

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<tr>
<th>Student</th>
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<tbody>
<tr>
<td>Exam Score</td>
<td>59</td>
<td>78</td>
<td>78</td>
<td>NE</td>
<td>91</td>
<td>88</td>
<td>75</td>
<td>73</td>
<td>69</td>
<td>82</td>
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Eight of the 10 students scored 70% or greater on the reading exam; one student in the IUPP program was enrolled in the writing course, but not in the reading course. One student, for personal reasons, was not present to take the exam.
Exam assessed the following skills:

- logical essay structure
- clear expression of a thesis
- clear expression of major points with sufficient support
- unity and coherence
- appropriate format, sentence structure, and mechanics
- correct MLA documentation.

Rubric
The same reading selections were provided as sources for a documented essay. Students were given a choice of several writing prompts to compose a cause and effect essay. The students were allowed to develop detailed plans for their essays prior to the in-class writing assessment. The essays were evaluated according to a rubric, assigning points in this manner:

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<tr>
<th>Writing</th>
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<tbody>
<tr>
<td>Structure and Content</td>
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<td>Introductory Statements (5)</td>
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<td>Thesis Statement (10)</td>
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## Writing

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<td>Major Point/Topic Sentence (10)</td>
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<td>Content/Supporting Details (20)</td>
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<td>Documented Evidence (10)</td>
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<td>Conclusion (10)</td>
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Eight of the eleven students who wrote the essay scored 70% or higher on the writing assessment; one student, for personal reasons, was not present to complete the writing assessment.
Outcomes:

Of the 12 students in the IUPP program 5 (42%) met the SLO. Three of those students transferred to a BA program in the fall of 2011, and 2 enrolled in Engl 151B.

This means that seven students (78%) did not demonstrate readiness to enroll in Engl 151B.

The reasons are varied:

- One student worked full time and struggled to keep pace with the content and workload.
- Two students made good progress, but continued for an additional semester in the IUPP program to strengthen and refine their skills.
- The courses were particularly challenging for three students whose performance throughout the year indicated that they were underprepared for the rigors of the IUPP program.
**Action Plan**

Developed and implemented a **Lab Program** consisting of the following modules:

- Sentence Skills (Subjects, Verbs, Completers)
- Sentence Skills (Simple, Compound, Complex)
- MLA Citation (Parenthetical, Works Cited Listing)
- Vocabulary

**Independent Reading/Writing Project:** Read a Novel and compose written Responses to 3 prompts

**Tutoring**

**E-Portfolio**

Formulate a procedure to track student success beyond IUPP