English as a Second Language

Note: The most recent comprehensive program review for the ESL Program was done in 2005.

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2007-08, 2008-09, 2009-10.

1. **List the objectives developed for this program during the last comprehensive program review:**

Program Goal 1: Enhance the Department's consistency in both curriculum and instruction for ESL classes:
- Clarify the supportive/ mentoring roles of ESL Coordinator and Dean of Extended campus for the benefits of new faculty.
- Choice of 2 to 4 textbooks made available for all ESL levels.
- Complete review of course outlines every 3 years.
- Mentoring program in place overseen by ESL Coordinator.
- Three in-service sessions per semester giving the most applicable and current teaching methodologies available today.

Program Goal 2: Respond to ESL students' needs for accessibility of classes:
- Add levels of classes determined by students responses to needs survey.
- Recruit pool of qualified adjunct faculty exhibiting features of native proficiency determined by oral and written samples.
- Minimize one day-a-week three hour classes.
- Continue expansion of community outreach program to support the multicultural classroom population trend that is appearing.

Program Goal 3: Enhance resource distribution:
- Equity in resources at each campus.
- Write grants to access any and all available monies for technology, teacher training, etc.
- Review method of selecting ESL Coordinator.

Program Goal 4: Improve student access to the college's educational programs using technology and innovative instructional methods.

- Increase use of the Technology Center by our ESL student population.
- Encourage faculty to develop online or computer-assisted testing for ESL classes.
- Encourage faculty to build functioning web pages for student access.
- Uniformly configure and access computer equipment.
- Standardize the same education software installed on computers on the main campus and on Extended Campus sites.
- Allow ESL students uniformly free access to the computer labs when either they are able to function independently or with tutors provided for those students needing assistance.

Program Goal 5: Strengthen Vocational English as a Second Language (VESL):

- Explore new course sequence(s) for vocationally-oriented students.
- Gather information from community colleges with successful VESL programs.
- Set the groundwork for a credit/ non-credit program at the Extended Campus (*not to replace the current program, but to complement it).

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performances toward meeting the previous objectives.

The data for 2007-08, 2008-09, and 2009-10 is presented in Appendix A.

3. Present Student Learning Outcomes data that demonstrates the program's continuous educational and/ or service quality improvement.

- Sixty-seven percent (67%) of SLO's for ESL classes were identified by the spring of 2011.
- Of all the identified SLO's, 10% were assessed by the spring of 2011.
- The ESL Department will complete identifying SLO's in 2011.
- The ESL department will assess all SLO's by the summer 2013.

Course	SLO's	Cycle Assessment Completed	ISLO Linked To

ESL 001	Outcome 1: Describe actions in the moment by producing appropriate questions and statements.	Assessed	ISLO1
	Outcome 2: Describe routines by producing appropriate questions and statements.	SLO Identified	ISLO1
	Outcome 3: Write correct forms of *the verb+ ing* using appropriate spelling rules.	SLO Identified	ISLO1
	Outcome 4: Recognize and follow common classroom instructions.	SLO Identified	ISLO1
	Outcome 5: Students will be able to recognize and select the subject of a statement or question by identifying the correct noun or pronoun.	SLO Identified	ISLO1
ESL 002	Outcome 1: Describe locations on a map with regards to other locations or places using correct prepositions.	SLO Identified	ISLO1, ISLO4
	Outcome 2: Apply knowledge of article usage to identify errors in a variety of sentences.	SLO Identified	ISLO1, ISLO2
	Outcome 3: Compose a 5-10 sentence paragraph showing correct forms of regular and irregular verb forms in the simple past and past progressive.	SLO Identified	ISLO1, ISLO5
	Outcome 4:	Not Identified	
	Outcome 5:	Not Identified	
ESL 003	Outcome 1: Develop a paragraph of 6-10 sentences using the present perfect tense being sure to use appropriate conventions.	SLO Identified	ISLO1
	Outcome 2: Select the correct verb tense (simple present and present progressive) needed to complete a passage in English.	SLO Identified	ISLO2
	Outcome 3: Demonstrate an understanding of verb-gerund and verb-infinitive combinations by analyzing sentences for correct usage.	SLO Identified	ISLO1, ISLO2
	Outcome 4:	Not Identified	
	Outcome 5:	Not Identified	
ESL 004	Outcome1: Demonstrate understanding of dependent and independent clauses by using correct punctuation to create sentences.	SLO Identified	ISLO1, ISLO2
	Outcome2: Identify and use adjective clauses to solve various life	SLO Identified	ISLO1, ISLO2

	problems. Outcome3: Demonstrate the knowledge of noun clauses by creating sentences using given stems. Outcome 4: Outcome 5:	SLO Identified Not Identified Not Identified	ISLO1
ESL 005	Outcome 1: Demonstrate competency in writing paragraphs with the standard academic organizational pattern of topic sentence, supporting sentences, and concluding sentence with the theme of stating reasons and giving examples. Outcome 2: Demonstrate competency in identifying and writing simple, compound (with coordinating conjunctions), and complex (with adverb and adjective clauses) sentences correctly. Outcome 3: Demonstrate competency in choosing logical connective devices including subordinating and coordinating conjunctions and transitions. Outcome 4: Outcome 5:	SLO Identified SLO Identified SLO Identified Not Identified Not Identified	ISLO1, ISLO2, ISLO5 ISLO1, ISLO2 ISLO1, ISLO2
ESL 011	Outcome 1: Produce a fluent and grammatically correct response in oral English from an aural English prompt. Outcome 2: Produce fluent and grammatically correct questions in oral English using a pictorial prompt. Outcome 3: Produce fluent and comprehensible 3rd person (-s) endings in Oral English from verbs learned in class. Outcome 4: Produce an oral response using the vocabulary learned in class. Outcome 5: produce appropriate rising or falling intonation in Yes/No questions and Wh- Questions	Assessed Assessed Assessed Assessed Assessed	ISLO1 ISLO1 ISLO1 ISLO1 ISLO1
ESL 012	Outcome 1: Produce the correct pronunciation of the 3rd person singular	SLO Identified	ISLO1

	form of simple present tense verbs by distinguishing the correct /s/, /z/, or /iz/ sound.		
	Outcome 2: Create Wh-questions in the simple present tense demonstrating correct pronunciation, intonation, and grammar usage.	SLO Identified	ISLO1
	Outcome 3: Create affirmative and negative responses to wh-questions in the simple present demonstrating correct pronunciation, intonation, and grammar usage.	SLO Identified	ISLO1
	Outcome 4: Produce the correct pronunciation of the simple past tense form by distinguishing the correct /t/, /d/, /tid/,or /did/ sound.	SLO Identified	ISLO1
	Outcome 5: Create Wh-questions in the simple past tense demonstrating correct pronunciation, intonation, and grammar usage.	SLO Identified	ISLO1
	Outcome 6 : Create affirmative and negative responses to wh-questions in the simple past demonstrating correct pronunciation, intonation, and grammar usage.	SLO Identified	ISLO1
ESL 013	Outcome 1: Produce the sounds /sh/ and /ch/ correctly in beginning, middle and final positions of words.	SLO Identified	ISLO1
	Outcome 2: Discriminate between /sh/ and /ch/ sounds used in beginning, middle, and final positions of words.	SLO Identified	ISLO1
	Outcome 3: Demonstrate the ability to choose the correct modal (ability, permission, request) needed to complete a sentence in English.	SLO Identified	ISLO1, ISLO2
	Outcome 4:	Not Identified	
	Outcome 5:	Not Identified	
ESL 014	Outcome 1: Identify what you would do in a hypothetical situation (unreal conditional)	SLO Identified	ISLO1, ISLO2
	Outcome 2: Express what you would have done (past unreal) differently last semester	SLO Identified	ISLO1, ISLO2
	Outcome 3:	Not Identified	
	Outcome 4:	Not Identified	
	Outcome 5:	Not Identified	

ESL 015	Outcome 1: Use embedded questions correctly when asking polite questions and answering questions in general.	SLO Identified	ISLO1
	Outcome 2: Listen to and take notes for a ten minute general education course lecture with a comprehension accuracy level of 90%.	SLO Identified	ISLO1
	Outcome 3:	Not Identified	
	Outcome 4:	Not Identified	
	Outcome 5:	Not Identified	
ESL 023	Outcome 1: Analyze a reading in order to distinguish causes and their associated effects.	SLO Identified	ISLO2
	Outcome 2: Develop a chart or graph based on information provided in a reading.	SLO Identified	ISLO2
	Outcome 3: Apply knowledge of usage of an English- only dictionary in order to identify key components of a word.	SLO Identified	ISLO2, ISLO4
ESL 024	Outcome 1: Distinguish between main ideas and major/minor details in a reading.	SLO Identified	ISLO2
	Outcome 2: Select appropriate vocabulary based on the reading's context clues to aid in overall comprehension.	SLO Identified	ISLO2
	Outcome 3: Analyze a text and generate a summary based on the reading's main points.	SLO Identified	ISLO2
ESL 025	Outcome 1: Analyze a text and generate a summary based on the reading's main points.	SLO Identified	ISLO1
	Outcome 2: Demonstrate mastery identifying text structures, such as sequence, listing order, cause/effect, and comparison/contrast.	SLO Identified	ISLO4
	Outcome 3: Make inferences about characters in a story, author's opinions, events before and after a passage	SLO Identified	ISLO4
ESL 031	Outcome 1: Select the correct verb "to be" versus "to have" needed to complete a passage in English.	SLO Identified	ISLO1

ESL 032	Outcome 1: Demonstrate an understanding of the uses of the simple present and present progressive by using the correct tense to complete a passage in English.	SLO Identified	ISLO1
ESL 033	Outcome 1: Demonstrate an understanding of the different uses of the present perfect versus the simple past by using the correct tense to complete a passage in English.	SLO Identified	ISLO2
ESL 034	Outcome 1: Demonstrate an understanding of the differences in modal verbs in the present tense that express obligation, advice, possibility and probability by using the correct modal verb to complete a passage in English.	SLO Identified	ISLO2
ESL 035	Outcome 1: Demonstrate an understanding of the uses of the passive voice in English by identifying the correct use of the passive without a –by phrase (used only when it is important to know who the agent of the action is)	SLO Identified	ISLO2
ESL 036	Outcome 1: Demonstrate competency in forming past tense modals. Outcome 2: Demonstrate competency in recognizing the difference between present and past tense modals.	SLO Identified SLO Identified	ISLO1 ISLO1, ISLO2
ESL 037	Outcome 1 Demonstrate competency in recognizing and naming the four present tenses in sentences. Outcome 2: Demonstrate competency in using past participles correctly in the present perfect tense. Outcome 3: State the primary difference between two present tenses.	SLO Identified SLO Identified SLO Identified	ISLO2 ISLO1 ISLO2
ESL 038	Outcome 1: The students will be able to identify the difference between	SLO Identified	ISLO2

	"would" and "was/were going to" as future in the past forms.		
ESL 041	Outcome 1: Students will be able to verify information in a conversation.	SLO Identified	ISLO1
ESL 042	Outcome 1: Students will be able to demonstrate ability to open and close a telephone conversation.	SLO Identified	ISLO1
ESL 043	Outcome 1: Demonstrate the ability to orally give directions using a map.	SLO Identified	ISLO1
ESL 044	Outcome 1:	Not Identified	
ESL 045	Outcome 1:	Not Identified	
ESL 051	Outcome 1: Students will orally produce comprehensible –s endings in plural nouns.	SLO Identified	ISLO1
ESL 052	Outcome 1: Students will orally produce comprehensible –ed endings in regular verbs in the simple past tense.	SLO Identified	ISLO1
ESL 053	Outcome 1: Demonstrate competency in the pronunciation of the third person singular, possessive, and plural /s/, /z/, and /iz/.	SLO Identified	ISLO1
ESL 054	Outcome 1: Demonstrate competency in contractions and reductions.	SLO Identified	ISLO1
ESL 055	Outcome 1: Demonstrate mastery of linking sounds at the end to the beginning of words.	SLO Identified	ISLO1
ESL 060	Outcome 1:	Not Identified	
ESL 061	Outcome 1:	Not Identified	
ESL 062	Outcome 1:	Not Identified	
ESL 063	Outcome 1:	Not Identified	
ESL 064	Outcome 1:	Not Identified	
ESL 065	Outcome 1:	Not Identified	

ESL 066	Outcome 1:	Not Identified	
ESL 067	Outcome 1:	Not Identified	
ESL 068	Outcome 1:	Not Identified	
ESL 069	Outcome 1:	Not Identified	
ESL 010	Outcome 1:	Not Identified	

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

Note: In the academic year of 2009-2010, the ESL program started working with a new curriculum. Four-unit Grammar and Composition courses were changed into five-unit courses; three-unit Listening and Speaking courses were changed into five-unit courses; 3.5-unit Reading courses stayed the same; one-unit Language Laboratory courses stayed the same; three-unit Vocabulary courses were deleted; the following one-unit courses were created instead: Conversation, Pronunciation, Verb Review, and Vocabulary Review.

Program Goal 1: Enhance the Department's consistency in both curriculum and instruction for ESL classes. The old program curriculum was successfully replaced by the new curriculum. The scope and sequence of Grammar and Composition, Listening and Speaking, and Reading courses was reviewed and improved by the department. As a result, the core courses of the curriculum are more consistent in terms of level progression and correlation between different types of courses. In addition to reviewing and improving scope and sequence, the list of recommended textbooks was reviewed and updated as well. As for consistency in instruction, no mentoring program for adjuncts or new full-time faculty was established. It should be noted, though, that during the fall semester of 2010, the ESL Department Chair started evaluating adjunct faculty members; each evaluation included a post-observation mentoring session. The plan to provide three in-service sessions failed due to a shrinking budget and a lack of accountability policies campus wide. Overall, the curriculum was improved; however, the program needs to continue working on enhancing consistency in instruction and expanding opportunities for professional development.

Program Goal 2: Respond to ESL students' needs for accessibility of classes. The new curriculum was created in response to informal surveys of ESL students. Specifically, a variety of one-credit courses was developed to address the most challenging areas of English as a Second Language. These courses are intended to supplement the core courses, giving ESL students multiple opportunities to

review and enhance the knowledge and skills gained in the core classes. Additionally, the new curriculum has helped improve accessibility of classes by minimizing one day-a-week three hour classes, fulfilling that past objective. Starting the academic year 2009-2010, only Reading courses have been offered on a one-day-a-week basis. Also, the new curriculum has helped to improve accessibility of classes through a more efficient scheduling, which became possible due to the changes in contact hours across the curriculum. As a result, there are not overlaps between classes, and students have three time blocks a day to pick from. To meet the increasing demand for ESL classes, additional qualified adjunct faculty were hired. In 2004 the ESL Department employed 9.5 FTEF part-time instructors; in the fall 2011 it is 12.5 FTEF. However, no oral or writing samples were developed to screen adjunct candidates for native English language proficiency. Overall, these changes have led to improvements in retention rate and success rate (see Graph 1). With the new curriculum and schedule, the retention rate increased by 3% in the academic year 2009-10; in the same year, the success rate increased by 2% .

GRAPH 1: Retention and Success

- success rate
- retention rate

85%   87%   89%

77%   77%   80%

AY 07-08   AY 08-09   AY 09-10

academic year
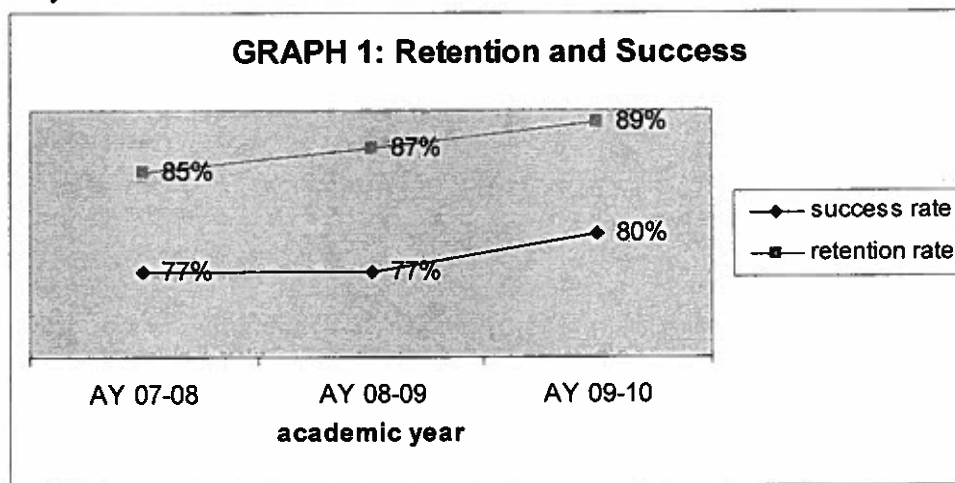
As shown in Graphs 2 and 3, the changes in the program stimulated the ESL student body growth: enrollment count at census went up (see Graph 2), and the number of FTES increased from 691 in 2008-09 to 758 in 2009-10 (see Graph 3).

GRAPH 2: Enrollment Count at Census

- AY 2007-08: 5308
- AY 2008-09: 5766
- AY 2009-10: 6549

(number of students / academic year)

GRAPH 3: FTES and FTEF

FTES:
- AY 07-08: 635
- AY 08-09: 691
- AY 09-10: 758

FTEF:
- AY 07-08: 58.9
- AY 08-09: 60.7
- AY 09-10: 65.3

(number of FTES/ FTEF / academic year)
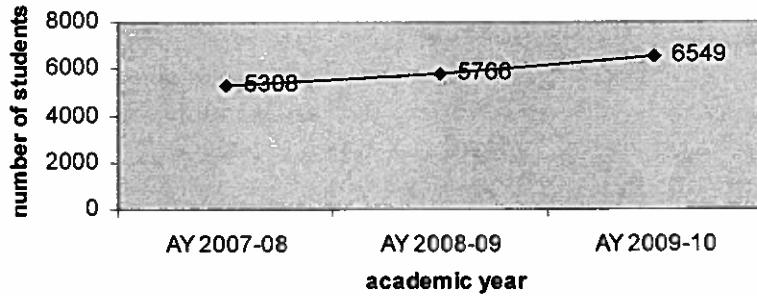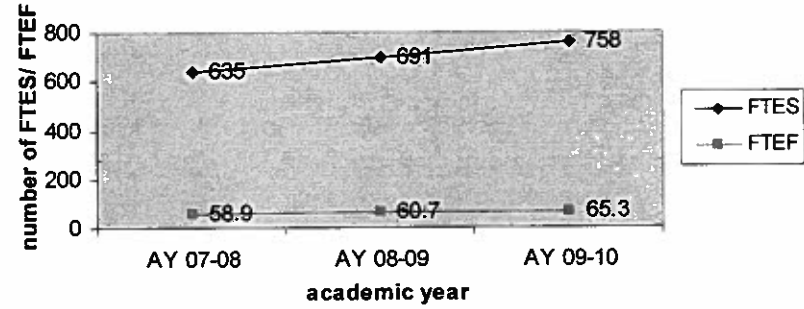
The growth can be attributed to the following factors: 4.6 additional FTEF (see Graph 3) and a higher ratio FTES per FTEF-additional 0.5 FTES per FTEF (see Graph 4).

GRAPH 4: FTES per FTEF (fall and spring data)

- AY 07-08: 11
- AY 08-09: 11.4
- AY 09-10: 11.9

(average FTES/ FTEF per one semester / academic year)
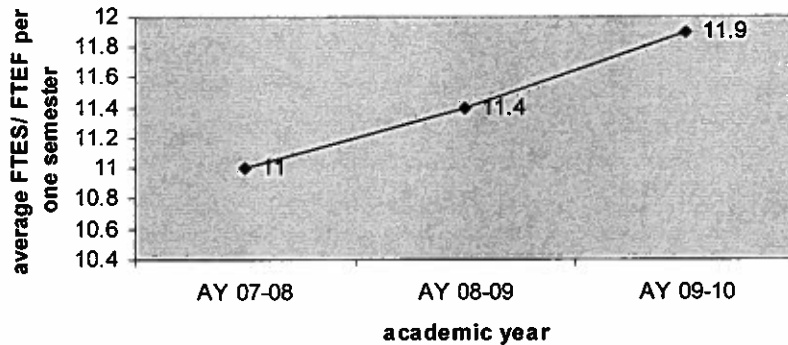
Graph 5: Number of Sections and Average Number of Students per Section

number of sections:
- AY 07-08: 255
- AY 08-09: 260
- AY 09-10: 280

average number of students per section (fall and spring only):
- AY 07-08: 21
- AY 08-09: 22
- AY 09-10: 23.5

(academic year)
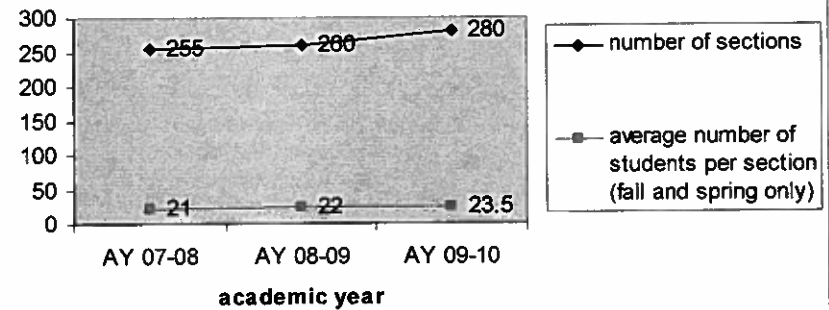
Program Goal 3: Enhance equitable distribution of resources. The ESL program purchased 40 licenses of Pronunciation Power software through Basic Skills funds. Twenty licenses were installed at the Calexico extended campus lab and the other twenty at the Language Lab on the main campus. Other than language learning software, it is hard to compare the ESL program resource distribution at the two campuses since they are funded through different accounts. It should be noted, though, that the level of technology and access to tutors and lab assistants are better on the main campus than at the Calexico extended campus. Currently, there are no tutors and only one lab assistant, who works 15 hours a week, at the extended campus.

Program Goal 4: Improve student access to the college's educational programs using technology and innovative instructional methods. There has been an increase in the use of technology by our ESL student population. Most full-time ESL instructors have used online labs to supplement in-class instruction or replace traditional workbooks for homework assignments. Also, a few ESL instructors received training with ACCESSO to be able to develop and teach hybrid courses. However, pilot hybrid ESL courses were not successful due to low enrollment. The ESL Department created a webpage that provides useful information for students and instructors. Additionally, several ESL faculty members developed personal web pages to facilitate students' language learning. There have been attempts to uniformly configure computer equipment and standardize the same education software installed on computers on the main campus and at the Calexico Extended Campus. Unfortunately, the older equipment and a limited Internet access at the extended campus have not allowed equal quality and access to technology at the extended campus. As for access to the labs for independent work, both campuses offer limited opportunities due to the volume of classes scheduled at the labs.

Program Goal 5: Strengthen Vocational English as a Second Language (VESL). Dr. Patti Biley developed curriculum for ESL classes for foreign-born nurses. The curriculum was implemented with a few cohorts of nursing students; however, after the grant expiration, there have not been sufficient funds to continue offering these classes. In the spring of 2010, the ESL Department started developing a VESL program. Sydney Rice gathered information from community colleges in Oregon with successful VESL programs. However, no successful grants were written to access any funds to develop and launch a VESL program.

As far as SLO's are concerned, the program did not utilize the student learning outcome data presented in item three to improve the program for two reasons: the program was significantly changed in 2008-09 and the majority of SLO's have not been assessed yet.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Spring 2011
1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollment, student learning outcomes implementation, number of majors, and/or other data as appropriate.

Today's program has been substantially affected by structural changes at IVC. In the fall of 2009, the El Centro center was closed, shifting eleven sections to the main campus and a few to Southwest and Central High Schools, alternating sites by semester. A decision was made to also close the Calexico campus, but when it was announced, student demonstrations at the Calexico center and on the main campus moved administration to reconsider. Additionally, on July 1 of 2010, as part of a district-wide reorganization, the ESL Department became a part of the Arts and Letters Division under the supervision of an Instructional Dean. The ESL Department Chair reports to this Dean. The former position of ESL Coordinator has changed to ESL Department Chair, along with a revised job description. Thus the ESL department has passed through a period of constant readjustment.

Over the past three academic years, the ESL Department lost two full-time instructors due to transfer and resignation; over the same period of time, three tenure-track instructors were hired. Two instructors were granted tenure by the Board of Trustees in March 2011. Currently ESL classes are taught by 11 full-time instructors and 26 part-time instructors; the latter represent 12.86 FTEF. The classes are offered on the main campus in Imperial, the extended campus in Calexico, Calexico High School, and Central Union High School in El Centro Monday through Friday in the morning, afternoon, and evening. As of March 2011, there are 3196 students enrolled in ESL classes. Effective Spring 2011, the minimum quota for ESL classes increased from 20 to 25 students. We believe that this change has helped better meet student demand; although it should be noted that student demand for ESL classes was not satisfied 100%: many students were not able to get into popular morning and afternoon classes.

One of the new hires is participating as a lead trainer in the initial phase of the Title V ATLAS grant. She will implement a paired class curriculum with a business instructor and train others in future semesters.

In spring 2011, all courses taught by full-time instructors will have one SLO assessed if it was not done in the previous semester. Also, the SLO data collected in fall 2010 will be analyzed and submitted to SLO Coordinator.

The ESL program does not offer an official certificate or degree in ESL. All courses are offered as non-transferable basic skills classes.

2. Verbally describe any outside factors that are currently affecting the program.

Currently, ESL students and instructors at the Calexico Extended campus are experiencing inadequate access to the Internet and the language lab due to a limited access to the computer lab and poor Wi-Fi service on the extended campus.

Unemployment rates hovering around 25% in Imperial Valley are stimulating demand for ESL classes; however, due to the financial problems at the state level, this demand is not met 100%.

3. List any significant issues or problems that the program is immediately facing.

The program has been experiencing problems with staffing one-credit courses, especially the ones in the morning. Partially, this problem exists due to a lack of adjunct faculty available to teach these courses in the morning and a low interest in these courses on the part of full-time faculty. As a result, many students are unable to enroll into one-credit courses, particularly the students at the beginning and low-intermediate levels.

Another issue is low budget. Currently the program does not have any funds to pay for its faculty's professional development, such as national and state conferences where they could learn most applicable and current teaching methodologies available today.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2010-11, 2011-12, 2012-13
1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Objective	Completion Indicators	Completion Date
1. **Complete identifying and assessing SLO's for all ESL classes:** • Review progress at each department meeting. • Regularly update SLO's progress chart. The chart can be found in Appendix B. • Create a repository of SLO ID forms and assessment analyses reports. • Interpret SLO results and discuss changes that might be incorporated in the program.	1. Complete repository 2. Complete progress chart	Spring 2013

2. Enhance consistency and quality of instruction: • Pursue professional development opportunities on and off campus. • Establish an informal mentoring program for adjunct faculty by pairing up 2-3 adjunct faculty members with one full-time instructor. • Create common finals for ESL 001-005, ESL 011-015, ESL 023-025. • Create common syllabi for part-time instructors. • Collaborate with Dean of Arts and Letters and Vice President of Instruction to provide all tenured ESL faculty members with training to evaluate adjunct faculty.	Success and retention data	Spring 2013
3. Review and revise the new curriculum: • Dedicate one department meeting per semester to review and revise ESL curriculum. • Arrange for all tenured ESL faculty members to get training with CurricUNET to be able to access, review and update ESL course outlines. • Investigate ways to contextualize learning and implement pairing with other content area classes.	1. Success and retention data 2. Repository of updated course outlines	Spring 2013
4. Write grants to develop a VESL program: • Find opportunities for ESL faculty to get grant writing training. • Research successful VESL programs. • Seek ways to benefit from the Title V grant.	A VESL program approved by C&I	Spring 2012
5. Enhance instruction via Internet: • Encourage ESL full-time instructors to get trained in Etudes by Andres Martinez. • Create hybrid ESL courses: higher level grammar and writing courses and reading courses. • Encourage ESL part-time instructors to use online labs instead of traditional workbooks for homework assignments.	1. Book order reports 2. Success rate of hybrid courses	Spring 2013

2. **Identify how student learning outcomes will be expended and fully implemented into the program. Include a progress timeline for implementation and program improvement.**

ESL course outlines will be updated with identified SLO's by the end of spring 2011. The Department of ESL will continue identifying and assessing SLO's. The implementation schedule can be found in Appendix B. Program improvement based on SLO data analysis will be scheduled in the next comprehensive program review.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

To accomplish the objectives outlined in Part 1, the ESL Department needs more faculty and additional funds. In our annual program review, we have requested $6,000 for travel/conference funds to keep our faculty energized and up to date on best practices in instruction. We have also requested $80,000 for one new faculty to relieve pressure on current full-time faculty to accept large overloads.

Two large obstacles is (1) a lack of time on full-time instructors' part to dedicate eforts to accomplish the objectives because of high overload and (2) and funds to get necessary training. The Division of Arts and Letters needs to create incentives for full-time instructors to participate more in various department and college activities. As for the current department budget, it leaves much to be desired: for the academic year of 2010-11 the ESL Department received only $9,121 for the accounts that can be re-designated, such as instructional supplies, copying/printing, and travel. It is clear that it is next to impossible to provide off-campus training on such a limited budget.

4. Identify any outside factors that might influence your program during the next three years.

1. The poor California economy and a history of state deficit spending might cause closure of the Calexico extended campus, which would put pressure on the ESL program to reduce the number of sections offered due to space limitations on the main campus. If that happens, college administration will have to look for other possible locations in order to preserve the current size of ESL program.

2. Pressure to emphasize transfer and CTE programs might also cause reduction of a few ESL program levels (beginning and low-intermediate) due to the state budget issues and restrictions on the number of Basic Skills credits students will be allowed to take. Presently, IVC has notified all departments that students' total basic skills credits should not exceed 30 units. As a response to these

possibilities, the ESL Department might have to collaborate with the English Department to review and modify ESL 005 and ESL 025. Also, potential problems with accepting all qualified applicants to the ESL program might be resolved through a creation of Bridge Program for high school graduates. Additionally, research can be done to identify local adult education programs that could prepare lower level students for entering ESL program at level 3. Another possible solution would be to restrict the number of one-credit courses a student is allowed to take in one semester.

Appendix A

Course	Fall				Spring				Summer				Winter				Grand Total
Program Review - English as a Second Language Program **Enrollment Count at Census**																	
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 41	16			16													16
ENGL 50	212	226		438	240	239		479	14			14					931
ENGL 60	30	34	21	85		18		18									103
ENGL 62	140	157		297	99	135		234			10	10					541
ENGL 63	202	218		420	193	194		387	7	16	11	34		17		17	858
ENGL 64	180	169		349	134	170		304					15	23		38	691
ENGL 65	102	116		218	134	134		268									486
ENGL 66	93	117		210	75	96		171					12			12	393
ENGL 72	137	150		287	106	134		240			14	14					541
ENGL 73	204	218		422	202	197		399	9			9					830

ENGL 74	173	187		360	166	186		352	11			11	9			9	732
ENGL 75	89	123		212	116	105		221	14			14					447
ENGL 76	95	92		187	66	88		154					9			9	350
ENGL 84	157	141		298	152	134		286	20	15		35	18	51		69	688
ENGL 85	99	136		235	115	104		219	7		21	28	11	37		48	530
ENGL 91	143	161		304	120	149		269									573
ENGL 92	196	224		420	193	182		375									795
ENGL 93	199	195		394	205	197		402									796
ENGL 94	95	142		237	122	144		266									503
ENGL 95	83	105		188	69	90		159									347
ESL 1			176	176			121	121							11	11	308
ESL 10			139	139			67	67									206
ESL 11			147	147			134	134									281
ESL 12			156	156			147	147							13	13	316

ESL 13			198	198			177	177									375
ESL 14			158	158			190	190									348
ESL 15			146	146			148	148									294
ESL 2			188	188			156	156							12	12	356
ESL 23			114	114			108	108							25	25	247
ESL 24			93	93			106	106							6	6	205
ESL 25			109	109			87	87							20	20	216
ESL 3			211	211			170	170							19	19	400
ESL 31			93	93			79	79									172
ESL 32			75	75			49	49									124
ESL 33			88	88			70	70									158
ESL 34			17	17			46	46									63
ESL 35			15	15			27	27									42
ESL 36			79	79			62	62									141

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
ESL 37			62	62												62
ESL 38							61	61								61
ESL 4			164	164			193	193						21	21	378
ESL 41			104	104												104
ESL 42							123	123								123
ESL 43			120	120												120
ESL 44							116	116								116
ESL 5			171	171			146	146						30	30	347
ESL 51			89	89												89
ESL 52							86	86								86
ESL 53			92	92												92
ESL 54							78	78								78
ESL 60			50	50												50
ESL 61							72	72								72

Course	Fall 2007	2008	2009	Total	Spring 2008	2009	2010	Total	Summer 2007	2008	2009	Total	Winter 2008	2009	2010	Total	Grand Total
ESL 62			89	89													89
ESL 63						57	57										57
ESL 64			105	105													105
ESL 65			68	68													68
ESL 66						82	82										82
ESL 67						38	38										38
Total	2645	2911	3337	8893	2507	2696	2996	8199	82	31	56	169	74	128	157	359	17620

English as a Second Language Program **Number of Sections**																

	Fall				Spring				Summer				Winter				Grand
Course	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	Total
ENGL 041	1			1													1
ENGL 050	12	11		23	13	11		24	1			1					48
ENGL 060	1	1	1	3		1		1									4
ENGL 062	5	6		11	5	6		11			1	1					23

ENGL 063	9	9		18	8	9		17	1	1	1	3		1		1	39
ENGL 064	9	9		18	8	9		17					1	1		2	37
ENGL 065	6	7		13	6	7		13									26
ENGL 066	6	6		12	5	5		10					1			1	23
ENGL 072	5	6		11	5	6		11			1	1					23
ENGL 073	9	9		18	9	9		18	1			1					37
ENGL 074	9	9		18	8	9		17	1			1	1			1	37
ENGL 075	4	5		9	5	4		9	1			1					19
ENGL 076	3	3		6	3	3		6					1			1	13
ENGL 084	5	5		10	5	5		10	1	1		2	1	2		3	25
ENGL 085	5	5		10	5	4		9	1		1	2	1	1		2	23
ENGL 091	6	7		13	6	7		13									26
ENGL 092	8	8		16	8	8		16									32
ENGL 093	10	10		20	9	10		19									39

ENGL 094	5	7		12	7	8		15									27
ENGL 095	5	5		10	4	4		8									18
ESL 001			8	8			6	6						1	1		15
ESL 002			8	8			8	8						1	1		17
ESL 003			9	9			9	9						1	1		19
ESL 004			7	7			8	8						1	1		16
ESL 005			6	6			6	6						2	2		14
ESL 010			7	7			4	4									11
ESL 011			7	7			6	6									13
ESL 012			7	7			7	7						1	1		15
ESL 013			9	9			8	8									17
ESL 014			7	7			8	8									15
ESL 015			6	6			6	6									12
ESL 023			3	3			3	3						2	2		8

ESL 024			3	3			3	3						1	1	7
ESL 025			3	3			3	3						1	1	7
ESL 031			4	4			3	3								7
ESL 032			3	3			3	3								6
ESL 033			3	3			3	3								6
ESL 034			1	1			2	2								3
ESL 035			1	1			1	1								2
ESL 036			3	3			3	3								6
ESL 037			2	2												2
ESL 038							2	2								2
ESL 041			4	4												4
ESL 042							5	5								5
ESL 043			5	5												5
ESL 044							5	5								5

																	Total
ESL 051			4	4													4
ESL 052							4	4									4
ESL 053			4	4													4
ESL 054							3	3									3
ESL 060			2	2													2
ESL 061							3	3									3
ESL 062			3	3													3
ESL 063							3	3									3
ESL 064			3	3													3
ESL 065			2	2													2
ESL 066							3	3									3
ESL 067							2	2									2
Total	123	128	135	386	119	125	130	374	7	2	4	13	6	5	11	22	795

English as a Second Language Program

Average Number of Students per Section

Course	Fall 2007	Fall 2008	Fall 2009	Fall Total	Spring 2008	Spring 2009	Spring 2010	Spring Total	Summer 2007	Summer 2008	Summer 2009	Summer Total	Winter 2008	Winter 2009	Winter 2010	Winter Total	Grand Total
ENGL 041	16			16													16
ENGL 050	17	21		19	18	22		20	14			14					19
ENGL 060	30	34	20	28		18		18									26
ENGL 062	28	26		26	20	23		21			10	10					23
ENGL 063	22	24		23	24	22		23	7	16	11	11		17		17	22
ENGL 064	20	19		19	17	19		18					15	23		19	19
ENGL 065	17	17		17	22	19		21									19
ENGL 066	15	20		17	15	19		17					12			12	17
ENGL 072	27	25		26	21	22		22			14	14					23
ENGL 073	22	24		23	22	22		22	9			9					22
ENGL 074	19	21		20	21	21		21	11			11	9			9	20
ENGL 075	21	25		23	23	26		24	14			14					23

ENGL 076	31	31		31	22	29		26					9				9	27
ENGL 084	30	28		29	30	27		28	20	16		18	18	26			23	27
ENGL 085	17	27		22	23	25		24	7		21	14	11	37			24	22
ENGL 091	24	23		23	20	21		21										22
ENGL 092	24	28		26	24	23		23										25
ENGL 093	20	20		20	23	20		21										20
ENGL 094	19	20		20	17	18		18										19
ENGL 095	16	21		19	17	22		20										19
ESL 001			21	21			20	20								11	11	20
ESL 002			23	23			20	20								12	12	21
ESL 003			23	23			19	19								19	19	21
ESL 004			23	23			24	24								21	21	24
ESL 005			29	29			24	24								15	15	25
ESL 010			20	20			16	16										18

ESL 011			20	20			22	22											21
ESL 012			22	22			21	21								13	13		21
ESL 013			22	22			22	22											22
ESL 014			22	22			24	24											23
ESL 015			24	24			25	25											24
ESL 023			38	38			36	36								13	13		31
ESL 024			31	31			35	35								6	6		29
ESL 025			36	36			29	29								19	19		31
ESL 031			23	23			26	26											25
ESL 032			25	25			16	16											21
ESL 033			29	29			21	21											25
ESL 034			15	15			23	23											20
ESL 035			15	15			27	27											21
ESL 036			26	26			19	19											23

ESL 037			31	31														31
ESL 038							29	29										29
ESL 041			26	26														26
ESL 042							24	24										24
ESL 043			23	23														23
ESL 044							22	22										22
ESL 051			22	22														22
ESL 052							22	22										22
ESL 053			23	23														23
ESL 054							26	26										26
ESL 060			25	25														25
ESL 061							24	24										24
ESL 062			30	30														30
ESL 063							19	19										19

ESL	Fall				Spring				Summer				Winter				Grand
ESL 064			35	35													35
ESL 065			34	34													34
ESL 066							27	27									27
ESL 067							19	19									19
Avg.	21	23	24	23	21	21	23	22	12	16	14	13	12	26	14	16	22

English as a Second Language Program
Student Success Rate

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 041	81%			81%													81%
ENGL 050	71%			71%	78%			78%	71%			71%					73%
ENGL 060	70%			70%													70%
ENGL 062	69%			69%	75%			75%									72%
ENGL 063	75%			75%	68%			68%	71%	88%		79%					76%
ENGL 064	82%			82%	77%			77%					60%			60%	73%

ENGL 065	80%			80%	84%		84%								82%
ENGL 066	79%			79%	88%		88%				100%			100%	89%
ENGL 072	70%			70%	68%		68%								69%
ENGL 073	75%			75%	69%		69%	78%		78%					74%
ENGL 074	67%			67%	65%		65%	73%		73%	100%			100%	76%
ENGL 075	82%			82%	79%		79%	86%		86%					82%
ENGL 076	87%			87%	86%		86%				89%			89%	87%
ENGL 084	71%			71%	77%		77%	65%	75%	70%	67%			67%	71%
ENGL 085	69%			69%	77%		77%	100%		100%	55%			55%	75%
ENGL 091	65%			65%	58%		58%								62%
ENGL 092	77%			77%	74%		74%								75%
ENGL 093	69%			69%	68%		68%								69%
ENGL 094	73%			73%	79%		79%								76%
ENGL 095	86%			86%	88%		88%								87%

Course										
ENGL 50	77%		77%	81%	81%					79%
ENGL 60	76%	65%	71%	56%	56%					66%
ENGL 62	75%		75%	79%	79%	80%	80%			78%
ENGL 63	77%		77%	75%	75%	91%	91%	44%	44%	72%
ENGL 64	80%		80%	77%	77%			70%	70%	75%
ENGL 65	86%		86%	82%	82%					84%
ENGL 66	85%		85%	93%	93%					89%
ENGL 72	73%		73%	80%	80%	79%	79%			77%
ENGL 73	79%		79%	80%	80%					79%
ENGL 74	75%		75%	74%	74%					74%
ENGL 75	82%		82%	83%	83%					82%
ENGL 76	87%		87%	79%	79%					83%
ENGL 84	67%		67%	73%	73%			78%	78%	73%
ENGL 85	78%		78%	74%	74%	90%	90%	97%	97%	85%

ENGL 91		65%		65%		79%		79%									72%
ENGL 92		77%		77%		73%		73%									75%
ENGL 93		74%		74%		72%		72%									73%
ENGL 94		78%		78%		89%		89%									83%
ENGL 95		73%		73%		80%		80%									76%
ESL1			71%	71%			70%	70%							64%	64%		68%
ESL10			76%	76%			74%	74%										75%
ESL11			69%	69%			78%	78%										74%
ESL12			73%	73%			73%	73%							69%	69%		72%
ESL13			85%	85%			82%	82%										84%
ESL14			80%	80%			77%	77%										78%
ESL15			88%	88%			79%	79%										84%
ESL2			75%	75%			75%	75%							58%	58%		70%
ESL23			89%	89%			77%	77%							88%	88%		85%

ESL24			75%	75%			90%	90%						67%	67%	77%
ESL25			79%	79%			82%	82%						63%	63%	75%
ESL3			80%	80%			76%	76%						100%	100%	86%
ESL31			89%	89%			82%	82%								86%
ESL32			80%	80%			67%	67%								73%
ESL33			70%	70%			86%	86%								78%
ESL34			78%	78%			85%	85%								81%
ESL35			93%	93%			96%	96%								95%
ESL36			70%	70%			54%	54%								62%
ESL37			67%	67%												67%
ESL38							75%	75%								75%
ESL4			69%	69%			74%	74%						86%	86%	76%
ESL41			87%	87%												87%
ESL42							88%	88%								88%

ESL43			89%	89%														89%
ESL44							92%	92%										92%
ESL5			84%	84%			71%	71%								77%	77%	77%
ESL51			75%	75%														75%
ESL52							76%	76%										76%
ESL53			93%	93%														93%
ESL54							96%	96%										96%
ESL60			74%	74%														74%
ESL61							86%	86%										86%
ESL62			82%	82%														82%
ESL63							89%	89%										89%
ESL64			84%	84%														84%
ESL65			74%	74%														74%
ESL66							91%	91%										91%

																	92%
ESL67							92%	92%									92%
Avg.	75%	77%	79%	77%	76%	78%	80%	78%	78%	81%	85%	81%	78%	72%	75%	75%	78%

English as a Second Language Program
Student Retention Rate

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 041	94%			94%													94%
ENGL 050	79%			79%	82%			82%	79%			79%					80%
ENGL 060	97%			97%													97%
ENGL 062	78%			78%	77%			77%									78%
ENGL 063	83%			83%	81%			81%	86%	88%		87%					84%
ENGL 064	87%			87%	88%			88%					73%			73%	83%
ENGL 065	87%			87%	89%			89%									88%
ENGL 066	86%			86%	93%			93%					100%			100%	93%
ENGL 072	79%			79%	77%			77%									78%

ENGL 073	85%			85%	79%			79%	89%			89%						84%
ENGL 074	78%			78%	79%			79%	73%			73%	100%			100%		83%
ENGL 075	82%			82%	84%			84%	100%			100%						89%
ENGL 076	94%			94%	97%			97%					89%			89%		93%
ENGL 084	83%			83%	86%			86%	65%	88%		76%	78%			78%		80%
ENGL 085	81%			81%	80%			80%	100%			100%	82%			82%		86%
ENGL 091	79%			79%	75%			75%										77%
ENGL 092	90%			90%	81%			81%										86%
ENGL 093	81%			81%	86%			86%										83%
ENGL 094	81%			81%	84%			84%										82%
ENGL 095	93%			93%	96%			96%										94%
ENGL 50		85%		85%		86%		86%										85%
ENGL 60		79%	80%	80%		89%		89%										83%
ENGL 62		80%		80%		85%		85%			80%	80%						82%

Course										Total
ENGL 63	88%	88%	85%	85%	91%	91%	72%		72%	84%
ENGL 64	88%	88%	82%	82%			87%		87%	86%
ENGL 65	91%	91%	93%	93%						92%
ENGL 66	89%	89%	95%	95%						92%
ENGL 72	81%	81%	86%	86%	86%	86%				84%
ENGL 73	84%	84%	86%	86%						85%
ENGL 74	87%	87%	81%	81%						84%
ENGL 75	88%	88%	88%	88%						88%
ENGL 76	92%	92%	92%	92%						92%
ENGL 84	78%	78%	81%	81%			88%		88%	82%
ENGL 85	84%	84%	81%	81%	90%	90%	97%		97%	88%
ENGL 91	81%	81%	87%	87%						84%
ENGL 92	90%	90%	81%	81%						85%
ENGL 93	84%	84%	83%	83%						84%

ENGL 94		87%		87%		91%		91%											89%
ENGL 95		92%		92%		96%		96%											94%
ESL 1			80%	80%			78%	78%									91%	91%	83%
ESL 10			86%	86%			82%	82%											84%
ESL 11			79%	79%			81%	81%											80%
ESL 12			86%	86%			84%	84%									100%	100%	90%
ESL 13			92%	92%			90%	90%											91%
ESL 14			89%	89%			92%	92%											90%
ESL 15			95%	95%			93%	93%											94%
ESL 2			87%	87%			82%	82%									58%	58%	76%
ESL 23			96%	96%			88%	88%									88%	88%	90%
ESL 24			91%	91%			92%	92%									83%	83%	89%
ESL 25			92%	92%			86%	86%									95%	95%	91%
ESL 3			90%	90%			93%	93%									100%	100%	94%

ESL 31			92%	92%			85%	85%										89%
ESL 32			84%	84%			94%	94%										89%
ESL 33			95%	95%			92%	92%										94%
ESL 34			89%	89%			89%	89%										89%
ESL 35			100%	100%			100%	100%										100%
ESL 36			95%	95%			100%	100%										98%
ESL 37			97%	97%														97%
ESL 38							100%	100%										100%
ESL 4			87%	87%			84%	84%								95%	95%	89%
ESL 41			91%	91%														91%
ESL 42							92%	92%										92%
ESL 43			90%	90%														90%
ESL 44							99%	99%										99%
ESL 5			94%	94%			90%	90%								87%	87%	90%

ESL 51			87%	87%													87%
ESL 52							79%	79%									79%
ESL 53			98%	98%													98%
ESL 54							96%	96%									96%
ESL 60			82%	82%													82%
ESL 61							92%	92%									92%
ESL 62			94%	94%													94%
ESL 63							96%	96%									96%
ESL 64			94%	94%													94%
ESL 65			94%	94%													94%
ESL 66							94%	94%									94%
ESL 67							92%	92%									92%
Avg.	85%	86%	90%	87%	84%	87%	90%	88%	84%	88%	87%	86%	87%	86%	89%	88%	87%

Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
ESL	200810	Fall	2007	ENGL041	2	6	5	1	1			0	1	16	81.3%	93.8%
ESL	200730	Sum.	2007	ENGL050						10		1	3	14	71.4%	78.6%
ESL	200810	Fall	2007	ENGL050						146		17	44	207	70.5%	78.7%
ESL	200820	Spr.	2008	ENGL050						188		9	43	240	78.3%	82.1%
ESL	200910	Fall	2008	ENGL050						175		18	35	228	76.8%	84.6%
ESL	200920	Spr.	2009	ENGL050						193		12	33	238	81.1%	86.1%
ESL	200810	Fall	2007	ENGL060	3	10	8	6	2			0	1	30	70.0%	96.7%
ESL	200910	Fall	2008	ENGL060	12	7	7	1				0	7	34	76.5%	79.4%
ESL	200920	Spr.	2009	ENGL060	5	4	1	2	4			0	2	18	55.6%	88.9%
ESL	201010	Fall	2009	ENGL060	3	4	6	1	2			0	4	20	65.0%	80.0%
ESL	200810	Fall	2007	ENGL062	59	19	17	7	6			0	30	138	68.8%	78.3%
ESL	200820	Spr.	2008	ENGL062	32	25	17	2				0	23	99	74.7%	76.8%
ESL	200910	Fall	2008	ENGL062	76	36	5	4	4			1	31	157	74.5%	80.3%

ESL	200920	Spr.	2009	ENGL062	58	35	15	3	5			0	20	136	79.4%	85.3%
ESL	200930	Sum.	2009	ENGL062	5	3						0	2	10	80.0%	80.0%
ESL	200730	Sum.	2007	ENGL063	3	1	1		1			0	1	7	71.4%	85.7%
ESL	200810	Fall	2007	ENGL063	60	62	27	13	3			0	34	199	74.9%	82.9%
ESL	200820	Spr.	2008	ENGL063	47	41	44	14	10			0	37	193	68.4%	80.8%
ESL	200830	Sum.	2008	ENGL063	4	7	3					0	2	16	87.5%	87.5%
ESL	200910	Fall	2008	ENGL063	70	55	42	17	7			0	26	217	77.0%	88.0%
ESL	200915	Win.	2009	ENGL063	1	3	4	2	2			1	5	18	44.4%	72.2%
ESL	200920	Spr.	2009	ENGL063	54	56	37	14	5			0	29	195	75.4%	85.1%
ESL	200930	Sum.	2009	ENGL063	3	4	3					0	1	11	90.9%	90.9%
ESL	200810	Fall	2007	ENGL064	38	63	45	5	4			0	23	178	82.0%	87.1%
ESL	200815	Win.	2008	ENGL064	3	5	1	2				0	4	15	60.0%	73.3%
ESL	200820	Spr.	2008	ENGL064	30	44	28	8	6			1	16	133	76.7%	88.0%
ESL	200910	Fall	2008	ENGL064	60	55	21	13	1			0	20	170	80.0%	88.2%

ESL	200915	Win.	2009	ENGL064	5	5	6	4					0	3	23	69.6%	87.0%
ESL	200920	Spr.	2009	ENGL064	56	49	24	7	1				0	31	168	76.8%	81.5%
ESL	200810	Fall	2007	ENGL065	11	36	34	5	2				0	13	101	80.2%	87.1%
ESL	200820	Spr.	2008	ENGL065	42	46	24	5	2				0	14	133	84.2%	89.5%
ESL	200910	Fall	2008	ENGL065	48	38	14	6					0	10	116	86.2%	91.4%
ESL	200920	Spr.	2009	ENGL065	53	35	24	14					0	10	136	82.4%	92.6%
ESL	200810	Fall	2007	ENGL066	27	26	19	4	1				1	13	91	79.1%	85.7%
ESL	200815	Win.	2008	ENGL066	7	2	3						0		12	100.0%	100.0%
ESL	200820	Spr.	2008	ENGL066	22	31	13	3	1				0	5	75	88.0%	93.3%
ESL	200910	Fall	2008	ENGL066	37	47	16	4					0	13	117	85.5%	88.9%
ESL	200920	Spr.	2009	ENGL066	29	32	27	2					0	5	95	92.6%	94.7%
ESL	200810	Fall	2007	ENGL072	46	30	19	6	6				0	29	136	69.9%	78.7%
ESL	200820	Spr.	2008	ENGL072	30	17	25	5	3				2	24	106	67.9%	77.4%
ESL	200910	Fall	2008	ENGL072	40	47	24	10	2				0	28	151	73.5%	81.5%

ESL	200920	Spr.	2009	ENGL072	56	32	20	3	5			0	19	135	80.0%	85.9%
ESL	200930	Sum.	2009	ENGL072	4	5	2	1				0	2	14	78.6%	85.7%
ESL	200730	Sum.	2007	ENGL073	2	4	1	1				0	1	9	77.8%	88.9%
ESL	200810	Fall	2007	ENGL073	52	55	45	17	4			0	30	203	74.9%	85.2%
ESL	200820	Spr.	2008	ENGL073	72	34	34	16	4			0	42	202	69.3%	79.2%
ESL	200910	Fall	2008	ENGL073	78	60	35	7	4			0	36	220	78.6%	83.6%
ESL	200920	Spr.	2009	ENGL073	79	45	34	9	2			0	28	197	80.2%	85.8%
ESL	200730	Sum.	2007	ENGL074	3	3	2					0	3	11	72.7%	72.7%
ESL	200810	Fall	2007	ENGL074	40	42	34	12	6			0	38	172	67.4%	77.9%
ESL	200815	Win.	2008	ENGL074	2	3	4					0		9	100.0%	100.0%
ESL	200820	Spr.	2008	ENGL074	40	41	27	14	8			1	34	165	65.5%	79.4%
ESL	200910	Fall	2008	ENGL074	48	57	37	18	4			0	24	188	75.5%	87.2%
ESL	200920	Spr.	2009	ENGL074	44	51	41	11	2			0	36	185	73.5%	80.5%
ESL	200730	Sum.	2007	ENGL075	6	4	2	2				0		14	85.7%	100.0%

ESL	200810	Fall	2007	ENGL075	31	22	16					0	15	84	82.1%	82.1%
ESL	200820	Spr.	2008	ENGL075	40	28	24	2	3			0	19	116	79.3%	83.6%
ESL	200910	Fall	2008	ENGL075	43	26	33	7	1			0	15	125	81.6%	88.0%
ESL	200920	Spr.	2009	ENGL075	32	31	23	3	2			1	12	104	82.7%	88.5%
ESL	200810	Fall	2007	ENGL076	27	39	15	4	2			0	6	93	87.1%	93.5%
ESL	200815	Win.	2008	ENGL076	3	5						0	1	9	88.9%	88.9%
ESL	200820	Spr.	2008	ENGL076	15	30	12	7				0	2	66	86.4%	97.0%
ESL	200910	Fall	2008	ENGL076	22	42	16	5				0	7	92	87.0%	92.4%
ESL	200920	Spr.	2009	ENGL076	24	29	16	11				0	7	87	79.3%	92.0%
ESL	200730	Sum.	2007	ENGL084	13							0	7	20	65.0%	65.0%
ESL	200810	Fall	2007	ENGL084	26	45	35	8	10			0	26	150	70.7%	82.7%
ESL	200815	Win.	2008	ENGL084	5	3	4	2				0	4	18	66.7%	77.8%
ESL	200820	Spr.	2008	ENGL084	40	41	36	8	6			0	21	152	77.0%	86.2%
ESL	200830	Sum.	2008	ENGL084	7	4	1	2				0	2	16	75.0%	87.5%

ESL	200910	Fall	2008	ENGL084	32	43	20	11	4			0	31	141	67.4%	78.0%
ESL	200915	Win.	2009	ENGL084	9	22	9	5				0	6	51	78.4%	88.2%
ESL	200920	Spr.	2009	ENGL084	28	40	30	4	5			1	26	134	73.1%	80.6%
ESL	200730	Sum.	2007	ENGL085	3	1	3					0		7	100.0%	100.0%
ESL	200810	Fall	2007	ENGL085	21	22	15	5	3			2	16	84	69.0%	81.0%
ESL	200815	Win.	2008	ENGL085	1	4	1	1	2			0	2	11	54.5%	81.8%
ESL	200820	Spr.	2008	ENGL085	29	37	22	2	2			0	23	115	76.5%	80.0%
ESL	200910	Fall	2008	ENGL085	49	27	30	3	5			0	22	136	77.9%	83.8%
ESL	200915	Win.	2009	ENGL085	22	8	6					0	1	37	97.3%	97.3%
ESL	200920	Spr.	2009	ENGL085	26	44	17	3	5			0	23	118	73.7%	80.5%
ESL	200930	Sum.	2009	ENGL085	5	10	4					0	2	21	90.5%	90.5%
ESL	200810	Fall	2007	ENGL091	48	23	21	16	4			0	30	142	64.8%	78.9%
ESL	200820	Spr.	2008	ENGL091	31	19	20	9	7			4	30	120	58.3%	75.0%
ESL	200910	Fall	2008	ENGL091	41	41	24	22	2			2	31	163	65.0%	81.0%

ESL	200920	Spr.	2009	ENGL091	38	41	42	8	4			0	20	153	79.1%	86.9%
ESL	200810	Fall	2007	ENGL092	57	53	41	20	5			1	19	196	77.0%	90.3%
ESL	200820	Spr.	2008	ENGL092	55	37	50	8	6			0	37	193	73.6%	80.8%
ESL	200910	Fall	2008	ENGL092	61	64	48	11	15			1	23	223	77.6%	89.7%
ESL	200920	Spr.	2009	ENGL092	53	46	33	14	2			0	34	182	72.5%	81.3%
ESL	200810	Fall	2007	ENGL093	37	54	44	19	3			0	38	195	69.2%	80.5%
ESL	200820	Spr.	2008	ENGL093	62	47	30	34	2			0	29	204	68.1%	85.8%
ESL	200910	Fall	2008	ENGL093	56	56	33	11	8			2	31	197	73.6%	84.3%
ESL	200920	Spr.	2009	ENGL093	47	52	43	17	4			0	33	196	72.4%	83.2%
ESL	200810	Fall	2007	ENGL094	22	29	18	4	4			0	18	95	72.6%	81.1%
ESL	200820	Spr.	2008	ENGL094	34	41	21	4	2			0	20	122	78.7%	83.6%
ESL	200910	Fall	2008	ENGL094	50	38	23	8	4			0	19	142	78.2%	86.6%
ESL	200920	Spr.	2009	ENGL094	55	55	17	2	1			0	13	143	88.8%	90.9%
ESL	200810	Fall	2007	ENGL095	26	30	14	4	1			0	6	81	86.4%	92.6%

ESL	200820	Spr.	2008	ENGL095	17	37	7	5					0	3	69	88.4%	95.7%
ESL	200910	Fall	2008	ENGL095	27	32	18	19	1				0	9	106	72.6%	91.5%
ESL	200920	Spr.	2009	ENGL095	26	34	13	12	2				0	4	91	80.2%	95.6%
ESL	201010	Fall	2009	ESL001	57	41	27	8	8				1	35	177	70.6%	80.2%
ESL	201015	Win.	2010	ESL001	1	4	2		3				0	1	11	63.6%	90.9%
ESL	201020	Spr.	2010	ESL001	35	28	22	5	4				0	27	121	70.2%	77.7%
ESL	201010	Fall	2009	ESL002	54	45	42	21	1				0	24	187	75.4%	87.2%
ESL	201015	Win.	2010	ESL002	5		2						0	5	12	58.3%	58.3%
ESL	201020	Spr.	2010	ESL002	46	33	38	9	2				0	28	156	75.0%	82.1%
ESL	201010	Fall	2009	ESL003	57	79	33	15	3				1	22	210	80.5%	89.5%
ESL	201015	Win.	2010	ESL003	10	6	3						0		19	100.0%	100.0%
ESL	201020	Spr.	2010	ESL003	54	48	27	20	9				0	11	169	76.3%	93.5%
ESL	201010	Fall	2009	ESL004	46	41	26	18	12				0	21	164	68.9%	87.2%
ESL	201015	Win.	2010	ESL004	5	2	11	2					0	1	21	85.7%	95.2%

ESL	201020	Spr.	2010	ESL004	33	61	50	12	7			1	31	195	73.8%	84.1%
ESL	201010	Fall	2009	ESL005	45	68	31	13	3			0	11	171	84.2%	93.6%
ESL	201015	Win.	2010	ESL005	8	5	10	3				0	4	30	76.7%	86.7%
ESL	201020	Spr.	2010	ESL005	25	66	13	26	2			0	15	147	70.7%	89.8%
ESL	201010	Fall	2009	ESL010							106	14	19	139	76.3%	86.3%
ESL	201020	Spr.	2010	ESL010							48	5	12	65	73.8%	81.5%
ESL	201010	Fall	2009	ESL011	27	53	21	8	7			0	30	146	69.2%	79.5%
ESL	201020	Spr.	2010	ESL011	38	44	22	2	2			0	25	133	78.2%	81.2%
ESL	201010	Fall	2009	ESL012	36	36	42	18	3			0	22	157	72.6%	86.0%
ESL	201015	Win.	2010	ESL012	3	3	3	4				0		13	69.2%	100.0%
ESL	201020	Spr.	2010	ESL012	50	34	24	15	1			0	23	147	73.5%	84.4%
ESL	201010	Fall	2009	ESL013	50	85	33	9	6			0	15	198	84.8%	92.4%
ESL	201020	Spr.	2010	ESL013	45	74	26	13	1			0	17	176	82.4%	90.3%
ESL	201010	Fall	2009	ESL014	44	41	41	10	4			0	17	157	80.3%	89.2%

ESL	201020	Spr.	2010	ESL014	41	54	53	25	2			2	16	193	76.7%	91.7%
ESL	201010	Fall	2009	ESL015	38	65	23	9				1	7	143	88.1%	95.1%
ESL	201020	Spr.	2010	ESL015	23	65	29	15	6			0	10	148	79.1%	93.2%
ESL	201010	Fall	2009	ESL023	44	45	13	6	1			0	5	114	89.5%	95.6%
ESL	201015	Win.	2010	ESL023	9	10	3					0	3	25	88.0%	88.0%
ESL	201020	Spr.	2010	ESL023	17	34	31	7	4			1	13	107	76.6%	87.9%
ESL	201010	Fall	2009	ESL024	14	27	29	5	10			0	8	93	75.3%	91.4%
ESL	201015	Win.	2010	ESL024	2		2	1				0	1	6	66.7%	83.3%
ESL	201020	Spr.	2010	ESL024	30	44	21	1	2			0	8	106	89.6%	92.5%
ESL	201010	Fall	2009	ESL025	32	34	20	11	2			1	9	109	78.9%	91.7%
ESL	201015	Win.	2010	ESL025	4	4	4	6				0	1	19	63.2%	94.7%
ESL	201020	Spr.	2010	ESL025	18	34	19	2	2			0	12	87	81.6%	86.2%
ESL	201010	Fall	2009	ESL031	41	31	11	1	2			0	7	93	89.2%	92.5%
ESL	201020	Spr.	2010	ESL031	37	13	15		2			0	12	79	82.3%	84.8%

ESL	201010	Fall	2009	ESL032	26	19	16	3				0	12	76	80.3%	84.2%
ESL	201020	Spr.	2010	ESL032	9	10	13	8	5			0	3	48	66.7%	93.8%
ESL	201010	Fall	2009	ESL033	28	20	14	18	4			0	4	88	70.5%	95.5%
ESL	201020	Spr.	2010	ESL033	29	17	9	4				0	5	64	85.9%	92.2%
ESL	201010	Fall	2009	ESL034	3	5	6	1	1			0	2	18	77.8%	88.9%
ESL	201020	Spr.	2010	ESL034	16	10	13	2				0	5	46	84.8%	89.1%
ESL	201010	Fall	2009	ESL035	9	5			1			0		15	93.3%	100.0%
ESL	201020	Spr.	2010	ESL035	12	12	2		1			0		27	96.3%	100.0%
ESL	201010	Fall	2009	ESL036	12	32	13	16	4			0	4	81	70.4%	95.1%
ESL	201020	Spr.	2010	ESL036	18	9	5	26	1			0		59	54.2%	100.0%
ESL	201010	Fall	2009	ESL037	10	18	13	13	4			1	2	61	67.2%	96.7%
ESL	201020	Spr.	2010	ESL038	14	14	16	15				0		59	74.6%	100.0%
ESL	201010	Fall	2009	ESL041	46	24	20	3	1			0	9	103	87.4%	91.3%
ESL	201020	Spr.	2010	ESL042	32	64	10	3	1			0	10	120	88.3%	91.7%

ESL	201010	Fall	2009	ESL043	50	41	16		1			0	12	120	89.2%	90.0%
ESL	201020	Spr.	2010	ESL044	58	38	10		8			0	1	115	92.2%	99.1%
ESL	201010	Fall	2009	ESL051	29	29	9		10			0	12	89	75.3%	86.5%
ESL	201020	Spr.	2010	ESL052	11	34	20	2	1			0	18	86	75.6%	79.1%
ESL	201010	Fall	2009	ESL053	43	34	9		4			0	2	92	93.5%	97.8%
ESL	201020	Spr.	2010	ESL054	40	29	6					0	3	78	96.2%	96.2%
ESL	201010	Fall	2009	ESL060	25	8	4	2	2			0	9	50	74.0%	82.0%
ESL	201020	Spr.	2010	ESL061	41	18	3	1	3			0	6	72	86.1%	91.7%
ESL	201010	Fall	2009	ESL062	21	31	21	10	1			0	5	89	82.0%	94.4%
ESL	201020	Spr.	2010	ESL063	20	16	14	1	3			0	2	56	89.3%	96.4%
ESL	201010	Fall	2009	ESL064	56	17	16	9	1			1	6	106	84.0%	94.3%
ESL	201010	Fall	2009	ESL065	30	9	11	13	1			0	4	68	73.5%	94.1%
ESL	201020	Spr.	2010	ESL066	53	14	8	2				0	5	82	91.5%	93.9%
ESL	201020	Spr.	2010	ESL067	11	19	5					0	3	38	92.1%	92.1%

English as a Second Language Program
Full Time Equivalent Student (FTEs)

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 41	2.7			2.7													2.7
ENGL 50	12.9	13.8		26.7	14.6	14.6		29.2	1.1			1.1					57.0
ENGL 60	3.0	3.4	2.2	8.6		1.8		1.8									10.4
ENGL 62	14.5	16.3		30.8	10.3	14.0		24.2			1.1	1.1					56.1
ENGL 63	20.9	22.6		43.5	20.0	20.1		40.1	0.7	1.7	1.2	3.6		1.8		1.8	89.0
ENGL 64	18.7	17.5		36.2	13.9	17.6		31.5					1.5	2.4		3.9	71.6
ENGL 65	10.6	12.0		22.6	13.9	13.9		27.8									50.4
ENGL 66	9.6	12.1		21.8	7.8	9.9		17.7					1.2			1.2	40.7
ENGL 72	14.2	15.5		29.7	11.0	13.9		24.9			1.5	1.5					56.1
ENGL 73	21.1	22.6		43.7	20.9	20.4		41.3	0.9			0.9					86.0
ENGL 74	17.9	19.4		37.3	17.2	19.3		36.5	1.2			1.2	0.9			0.9	75.8

ENGL 75	9.2	12.7		22.0	12.0	10.9		22.9	1.5			1.5					46.3
ENGL 76	9.8	9.5		19.4	6.8	9.1		16.0					0.9			0.9	36.2
ENGL 84	20.5	19.5		40.0	21.0	18.5		39.5	2.8	1.6		4.3	2.4	6.5		8.9	92.7
ENGL 85	13.7	18.8		32.4	15.9	14.4		30.2	1.0		2.2	3.2	1.5	5.2		6.6	72.5
ENGL 91	24.4	27.5		51.9	20.5	25.4		45.9									97.8
ENGL 92	33.5	38.2		71.7	32.9	31.1		64.0									135.7
ENGL 93	34.0	33.3		67.2	35.0	33.4		68.4									135.6
ENGL 94	16.2	24.2		40.4	20.8	24.6		45.4									85.8
ENGL 95	8.6	10.9		19.5	7.1	9.3		16.5									36.0
ESL 1			30.0	30.0			20.7	20.7							1.9	1.9	52.6
ESL 10			6.4	6.4			4.1	4.1									10.5
ESL 11			25.1	25.1			22.9	22.9									48.0
ESL 12			26.6	26.6			25.1	25.1							2.3	2.3	54.0
ESL 13			33.8	33.8			30.2	30.2									64.0

ESL 14			27.0	27.0			32.4	32.4										59.4
ESL 15			24.9	24.9			25.3	25.3										50.2
ESL 2			32.1	32.1			26.6	26.6								2.1	2.1	60.8
ESL 23			15.7	15.7			14.9	14.9								3.4	3.4	34.1
ESL 24			12.8	12.8			14.6	14.6								0.8	0.8	28.3
ESL 25			15.0	15.0			12.1	12.1								2.8	2.8	29.9
ESL 3			36.0	36.0			29.0	29.0								3.3	3.3	68.4
ESL 31			2.8	2.8			2.3	2.3										5.1
ESL 32			2.3	2.3			1.5	1.5										3.8
ESL 33			2.7	2.7			2.1	2.1										4.8
ESL 34			0.5	0.5			1.3	1.3										1.8
ESL 35			0.5	0.5			0.8	0.8										1.2
ESL 36			2.4	2.4			1.8	1.8										4.2
ESL 37			1.9	1.9														1.9

ESL 38							1.9	1.9								1.9
ESL 4			28.0	28.0			32.9	32.9						3.7	3.7	64.6
ESL 41			3.2	3.2												3.2
ESL 42							3.7	3.7								3.7
ESL 43			3.7	3.7												3.7
ESL 44							3.4	3.4								3.4
ESL 5			29.2	29.2			24.9	24.9						5.3	5.3	59.4
ESL 51			2.7	2.7												2.7
ESL 52							2.5	2.5								2.5
ESL 53			2.8	2.8												2.8
ESL 54							2.2	2.2								2.2
ESL 60			1.5	1.5												1.5
ESL 61							2.3	2.3								2.3
ESL 62			2.7	2.7												2.7

Course	Fall 2007	Fall 2008	Fall 2009	Fall Total	Spring 2008	Spring 2009	Spring 2010	Spring Total	Summer 2007	Summer 2008	Summer 2009	Summer Total	Winter 2008	Winter 2009	Winter 2010	Winter Total	Grand Total
ESL 63							1.8	1.8									1.8
ESL 64			3.2	3.2													3.2
ESL 65			2.1	2.1													2.1
ESL 66							2.6	2.6									2.6
ESL 67							1.1	1.1									1.1
Total	316.1	349.8	379.8	1045.8	301.6	322.1	346.9	970.7	9.1	3.3	5.9	18.3	8.4	15.8	25.6	49.8	2084.5

English as a Second Language Program
Full Time Equivalent Faculty (FTEf)

| Course | Fall | | | | Spring | | | | Summer | | | | Winter | | | | Grand Total |
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 41	0.33			0.33													0.33
ENGL 50	1.60	1.47		3.07	1.73	1.47		3.20	0.13			0.13					6.40
ENGL 60	0.20	0.20	0.20	0.60		0.20		0.20									0.80
ENGL 62	1.00	1.20		2.20	1.00	1.20		2.20			0.20	0.20					4.60
ENGL 63	1.80	1.80		3.60	1.60	1.80		3.40	0.20	0.20	0.20	0.60		0.20		0.20	7.80

ENGL 64	1.80	1.80		3.60	1.60	1.80		3.40					0.20	0.20		0.40	7.40
ENGL 65	1.20	1.40		2.60	1.20	1.40		2.60									5.20
ENGL 66	1.20	1.20		2.40	1.00	1.00		2.00					0.20			0.20	4.60
ENGL 72	1.00	1.20		2.20	1.00	1.20		2.20			0.20	0.20					4.60
ENGL 73	1.80	1.80		3.60	1.80	1.80		3.60	0.20			0.20					7.40
ENGL 74	1.80	1.80		3.60	1.60	1.80		3.40	0.20			0.20	0.20			0.20	7.40
ENGL 75	0.80	1.00		1.80	1.00	0.80		1.80	0.20			0.20					3.80
ENGL 76	0.60	0.60		1.20	0.60	0.60		1.20					0.20			0.20	2.60
ENGL 84	1.33	1.33		2.67	1.33	1.33		2.67	0.27	0.27		0.53	0.27	0.53		0.80	6.67
ENGL 85	1.33	1.33		2.67	1.33	1.07		2.40	0.27		0.27	0.53	0.27	0.27		0.53	6.13
ENGL 91	2.00	2.33		4.33	2.00	2.33		4.33									8.67
ENGL 92	2.67	2.67		5.33	2.67	2.67		5.33									10.67
ENGL 93	3.33	3.33		6.67	3.00	3.33		6.33									13.00
ENGL 94	1.67	2.33		4.00	2.33	2.67		5.00									9.00

ENGL 95	1.00	1.00		2.00	0.80	0.80		1.60											3.60
ESL 1			2.67	2.67			2.00	2.00									0.33	0.33	5.00
ESL 10			0.93	0.93			0.53	0.53											1.47
ESL 11			2.33	2.33			2.00	2.00											4.33
ESL 12			2.33	2.33			2.33	2.33									0.33	0.33	5.00
ESL 13			3.00	3.00			2.67	2.67											5.67
ESL 14			2.33	2.33			2.67	2.67											5.00
ESL 15			2.00	2.00			2.00	2.00											4.00
ESL 2			2.67	2.67			2.67	2.67									0.33	0.33	5.67
ESL 23			0.80	0.80			0.80	0.80									0.53	0.53	2.13
ESL 24			0.80	0.80			0.80	0.80									0.27	0.27	1.87
ESL 25			0.80	0.80			0.80	0.80									0.27	0.27	1.87
ESL 3			3.00	3.00			3.00	3.00									0.33	0.33	6.33
ESL 31			0.27	0.27			0.20	0.20											0.47

ESL 32			0.20	0.20			0.20	0.20									0.40
ESL 33			0.20	0.20			0.20	0.20									0.40
ESL 34			0.07	0.07			0.13	0.13									0.20
ESL 35			0.07	0.07			0.07	0.07									0.13
ESL 36			0.20	0.20			0.20	0.20									0.40
ESL 37			0.13	0.13													0.13
ESL 38							0.13	0.13									0.13
ESL 4			2.33	2.33			2.67	2.67							0.33	0.33	5.33
ESL 41			0.27	0.27													0.27
ESL 42							0.33	0.33									0.33
ESL 43			0.33	0.33													0.33
ESL 44							0.33	0.33									0.33
ESL 5			2.00	2.00			2.00	2.00							0.67	0.67	4.67
ESL 51			0.27	0.27													0.27

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
ESL 52							0.27	0.27									0.27
ESL 53			0.27	0.27													0.27
ESL 54							0.20	0.20									0.20
ESL 60			0.13	0.13													0.13
ESL 61							0.20	0.20									0.20
ESL 62			0.20	0.20													0.20
ESL 63							0.20	0.20									0.20
ESL 64			0.20	0.20													0.20
ESL 65			0.13	0.13													0.13
ESL 66							0.20	0.20									0.20
ESL 67							0.13	0.13									0.13
Total	28.47	29.80	31.13	89.40	27.60	29.27	29.93	86.80	1.47	0.47	0.87	2.80	1.33	1.20	3.40	5.93	184.93

English as a Second Language Program
FTEs per FTEf

| Course | Fall | | | | Spring | | | | Summer | | | | Winter | | | | Grand Total |
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 41	8.2			8.2													8.2
ENGL 50	8.1	9.4		8.7	8.4	9.9		9.1	8.3			8.3					8.9
ENGL 60	15.1	17.1	10.9	14.3		9.0		9.0									13.0
ENGL 62	14.5	13.6		14.0	10.3	11.7		11.0			5.3	5.3					12.2
ENGL 63	11.6	12.5		12.1	12.5	11.2		11.8	3.7	8.4	5.8	6.0		8.9		8.9	11.4
ENGL 64	10.4	9.7		10.0	8.7	9.8		9.3					7.5	12.1		9.8	9.7
ENGL 65	8.8	8.6		8.7	11.6	9.9		10.7									9.7
ENGL 66	8.0	10.1		9.1	7.8	9.9		8.9					6.0			6.0	8.8
ENGL 72	14.2	13.0		13.5	11.0	11.6		11.3			7.4	7.4					12.2
ENGL 73	11.7	12.5		12.1	11.6	11.3		11.5	4.7			4.7					11.6
ENGL 74	10.0	10.8		10.4	10.8	10.7		10.7	5.8			5.8	4.5			4.5	10.2
ENGL 75	11.5	12.7		12.2	12.0	13.6		12.7	7.4			7.4					12.2
ENGL 76	16.4	15.9		16.1	11.4	15.2		13.3					4.5			4.5	13.9

ENGL 84	15.4	14.6		15.0	15.7	13.9		14.8	10.3	5.9			8.1	9.0	12.1	11.1	13.9
ENGL 85	10.3	14.1		12.2	11.9	13.5		12.6	3.6		8.3	6.0	5.5	19.3		12.4	11.8
ENGL 91	12.2	11.8		12.0	10.2	10.9		10.6									11.3
ENGL 92	12.5	14.3		13.4	12.4	11.6		12.0									12.7
ENGL 93	10.2	10.0		10.1	11.7	10.0		10.8									10.4
ENGL 94	9.7	10.4		10.1	8.9	9.2		9.1									9.5
ENGL 95	8.6	10.9		9.7	8.9	11.7		10.3									10.0
ESL 1			11.3	11.3			10.3	10.3							5.8	5.8	10.5
ESL 10			6.9	6.9			7.7	7.7									7.2
ESL 11			10.8	10.8			11.4	11.4									11.1
ESL 12			11.4	11.4			10.8	10.8							6.8	6.8	10.8
ESL 13			11.3	11.3			11.3	11.3									11.3
ESL 14			11.6	11.6			12.2	12.2									11.9
ESL 15			12.5	12.5			12.6	12.6									12.5

ESL 2			12.0	12.0			10.0	10.0							6.3	6.3	10.7
ESL 23			19.7	19.7			18.6	18.6							6.4	6.4	16.0
ESL 24			16.0	16.0			18.3	18.3							2.9	2.9	15.1
ESL 25			18.8	18.8			15.1	15.1							10.5	10.5	16.0
ESL 3			12.0	12.0			9.7	9.7							10.0	10.0	10.8
ESL 31			10.6	10.6			11.5	11.5									11.0
ESL 32			11.4	11.4			7.5	7.5									9.5
ESL 33			13.4	13.4			10.5	10.5									11.9
ESL 34			7.8	7.8			9.9	9.9									9.2
ESL 35			6.9	6.9			11.6	11.6									9.2
ESL 36			12.0	12.0			9.2	9.2									10.6
ESL 37			14.2	14.2													14.2
ESL 38							14.0	14.0									14.0
ESL 4			12.0	12.0			12.4	12.4							11.0	11.0	12.1

ESL 41			11.9	11.9																11.9
ESL 42							11.0	11.0												11.0
ESL 43			11.0	11.0																11.0
ESL 44							10.1	10.1												10.1
ESL 5			14.6	14.6			12.5	12.5							7.9	7.9				12.7
ESL 51			10.2	10.2																10.2
ESL 52							9.2	9.2												9.2
ESL 53			10.5	10.5																10.5
ESL 54							11.1	11.1												11.1
ESL 60			11.4	11.4																11.4
ESL 61							11.4	11.4												11.4
ESL 62			13.6	13.6																13.6
ESL 63							9.2	9.2												9.2
ESL 64			16.0	16.0																16.0

ESL 65			15.5	15.5													15.5
ESL 66							12.9	12.9									12.9
ESL 67							8.1	8.1									8.1
Avg.	11.1	11.7	12.2	11.7	10.9	11.0	11.6	11.2	6.2	7.0	6.8	6.5	6.3	13.2	7.5	8.4	11.3

APPENDIX B
SLO's Assessment Schedule

Course	Fall '10	☑	Spring '11	☑	Fall '11	☑	Course	Spring '12	☑	Fall '12	☑	Spring '13	Done
Grammar and Comp. 1 (001)	ISLO 1		ISLO 2		ISLO 3		Grammar and Comp. 1 (001)	ISLO 4		ISLO 5		xxxxx	
Grammar and Comp. 2 (002)	ISLO 1		ISLO 2		ISLO 3		Grammar and Comp. 2 (002)	ISLO 4		ISLO 5		xxxxx	
Grammar and Comp. 3 (003)	ISLO 1		ISLO 2		ISLO 3		Grammar and Comp. 3 (003)	ISLO 4		ISLO 5		xxxxx	
Grammar and Comp. 4 (004)	ISLO 1		ISLO 2		ISLO 3		Grammar and Comp. 4 (004)	ISLO 4		ISLO 5		xxxxx	
Grammar and Comp. 5 (005)	ISLO 1		ISLO 2		ISLO 3		Grammar and Comp. 5 (005)	ISLO 4		ISLO 5		xxxxx	
Speaking and Listening 1 (011)	ISLO 1		ISLO 2		ISLO 3		Speaking and Listening 1 (011)	ISLO 4		ISLO 5		xxxxx	
Speaking and Listening 2 (012)	ISLO 1		ISLO 2		ISLO 3		Speaking and Listening 2 (012)	ISLO 4		ISLO 5		xxxxx	
Speaking and Listening 3 (013)	ISLO 1		ISLO 2		ISLO 3		Speaking and Listening 3 (013)	ISLO 4		ISLO 5		xxxxx	
Speaking and Listening 4 (014)	ISLO 1		ISLO 2		ISLO 3		Speaking and Listening 4 (014)	ISLO 4		ISLO 5		xxxxx	
Speaking and Listening 5 (015)	ISLO 1		ISLO 2		ISLO 3		Speaking and Listening 5 (015)	ISLO 4		ISLO 5		xxxxx	
ESL Reading 1 (ESL 023)	ISLO 1		xxxxx	xxx	ISLO 2		ESL Reading 1 (ESL 023)	xxxxx	xxx	ISLO 3		xxxxx	xxx
ESL Reading 2 (ESL 024)	ISLO 1		xxxxx	xxx	ISLO 2		ESL Reading 2 (ESL 024)	xxxxx	xxx	ISLO 3		xxxxx	xxx
ESL Reading 3 (ESL 025)	ISLO 1		xxxxx	xxx	ISLO 2		ESL Reading 3 (ESL 025)	xxxxx	xxx	ISLO 3		xxxxx	xxx
Verb Review 1 (ESL	ISLO 1				ISLO 1		Verb Review 1 (ESL	xxxxx	xxx	ISLO 1		xxxxx	xxx

Course				Course						
031)				031)						
Verb Review 2 (ESL 032)	ISLO 1	xxxxx	xxx	Verb Review 2 (ESL 032)	ISLO 1		xxxxx	xxx	ISLO 1	
Verb Review 3 (ESL 033)	ISLO 1	ISLO 1		Verb Review 3 (ESL 033)	xxxxx	xxx	ISLO 1		xxxxx	xxx
Verb Review 4(ESL 034)	ISLO 1	xxxxx	xxx	Verb Review 4(ESL 034)	ISLO 1		xxxxx	xxx	ISLO 1	
Verb Review 5 (ESL 035)	ISLO 1	ISLO 1		Verb Review 5 (ESL 035)	xxxxx	xxx	ISLO 1		xxxxx	xxx
Verb Review 6 (ESL 036)	ISLO 1	xxxxx	xxx	Verb Review 6 (ESL 036)	ISLO 1		xxxxx	xxx	ISLO 1	
Verb Review 7 (ESL 037)	ISLO 1	ISLO 1		Verb Review 7 (ESL 037)	xxxxx	xxx	ISLO 1		xxxxx	xxx
Verb Review 8 (ESL 038)	ISLO 1	xxxxx	xxx	Verb Review 8 (ESL 038)	ISLO 1		xxxxx	xxx	ISLO 1	
Conversation 1 (ESL 041)	ISLO 1	ISLO 1		Conversation 1 (ESL 041)	xxxxx	xxx	ISLO 1		xxxxx	xxx
Conversation 2 (ESL 042)	ISLO 1	xxxxx	xxx	Conversation 2 (ESL 042)	ISLO 1		xxxxx	xxx	ISLO 1	
Conversation 3 (ESL 043)	ISLO 1	ISLO 1		Conversation 3 (ESL 043)	xxxxx	xxx	ISLO 1		xxxxx	xxx
Conversation 4 (ESL 044)	ISLO 1	xxxxx	xxx	Conversation 4 (ESL 044)	ISLO 1		xxxxx	xxx	ISLO 1	
Conversation 5 (ESL 045)	ISLO 1	ISLO 1		Conversation 5 (ESL 045)	xxxxx	xxx	ISLO 1		xxxxx	xxx
Pronunciation 1 (ESL 051)	ISLO 1	ISLO 1		Pronunciation 1 (ESL 051)	xxxxx	xxx	ISLO 1		xxxxx	xxx
Pronunciation 2 (ESL 052)	ISLO 1	xxxxx	xxx	Pronunciation 2 (ESL 052)	ISLO 1		xxxxx	xxx	ISLO 1	
Pronunciaiton 3 (ESL 053)	ISLO 1	ISLO 1		Pronunciaiton 3 (ESL 053)	xxxxx	xxx	ISLO 1		xxxxx	xxx

Course				Course						
Pronuncaition 4 (ESL 054)	ISLO 1	xxxxx	xxx	Pronuncaition 4 (ESL 054)	ISLO 1		xxxxx	xxx	ISLO 1	
Pronunciaiton 5 (ESL 055)	ISLO 1	ISLO 1		Pronunciaiton 5 (ESL 055)	xxxxx	xxx	ISLO 1		xxxxx	xxx
Vocabulary 1 (ESL 060)	ISLO 1	ISLO 1		Vocabulary 1 (ESL 060)	xxxxx	xxx	ISLO 1		xxxxx	xxx
Vocabulary 2 (ESL 061)	ISLO 1	xxxxx	xxx	Vocabulary 2 (ESL 061)	ISLO 1		xxxxx	xxx	ISLO 1	
Vocabulary 3 (ESL 062)	ISLO 1	ISLO 1		Vocabulary 3 (ESL 062)	xxxxx	xxx	ISLO 1		xxxxx	xxx
Vocabulary 4 (ESL 063)	ISLO 1	xxxxx	xxx	Vocabulary 4 (ESL 063)	ISLO 1		xxxxx	xxx	ISLO 1	
Vocabulary 5 (ESL 064)	ISLO 1	ISLO 1		Vocabulary 5 (ESL 064)	xxxxx	xxx	ISLO 1		xxxxx	xxx
Vocabulary 6 (ESL 065)	ISLO 1	xxxxx	xxx	Vocabulary 6 (ESL 065)	ISLO 1		xxxxx	xxx	ISLO 1	
Vocabulary 7 (ESL 066)	ISLO 1	ISLO 1		Vocabulary 7 (ESL 066)	xxxxx	xxx	ISLO 1		xxxxx	xxx
Vocabulary 8 (ESL 067)	ISLO 1	xxxxx	xxx	Vocabulary 8 (ESL 067)	ISLO 1		xxxxx	xxx	ISLO 1	
Vocabulary 9 (ESL 068)	ISLO 1	ISLO 1		Vocabulary 9 (ESL 068)	xxxxx	xxx	ISLO 1		xxxxx	xxx
Vocabulary 10 (ESL 069)	ISLO 1	xxxxx	xxx	Vocabulary 10 (ESL 069)	ISLO 1		xxxxx	xxx	ISLO 1	