IMPERIAL VALLEY COLLEGE
PROGRAM REVIEW COMPLIANCE FORM AND REQUEST FOR RESOURCES

PROGRAM/DEPARTMENT ESL ACADEMIC YR. 2012-2013

Comprehensive Program Review | Annual Assessment | Request for Resources (check all that apply)

Please analyze your Program Review data as well as your SLO/SAO assessment findings in order to update to your Comprehensive Program Review report as needed. All changes to area needs and subsequent requests for additional resources must be reported at this time.

If your program is scheduled for a Comprehensive Program Review all forms are to be completed and submitted to the appropriate Dean/VP. If you are completing the annual Program Review Assessment only and have no changes to area needs, sign below and submit this form to appropriate Dean/VP. If your needs have changed as a result of your annual assessment of program review data, please complete the appropriate Request for Resources form(s) and submit to appropriate Dean/VP.

Leticia Pastrana — Signature of Program Chair/Director — 2-14-13 — Date

Taylor D. Ruth — Signature of Area Dean — 2.14.13 — Date

[signature] — Signature of Area Vice President — 2-28-13 — Date

Please attach the following documents to this Program Review Compliance form if you are requesting additional resources:

- ✓ Comprehensive Program Review
- ✓ Data Analysis Form
- ✓ SLO/SAO Assessments
- ✓ Request for Resources Forms

Academic Program Evaluation – ESL
Division – ALLS
Department - ESL

ESL COURSES

TERM	Enrollment	Fill Rate	# of Sections	Mass Cap	Avg. Class Cap	Avg. Class Size	FTES	FTEF	Productivity (FTES/FTEF	Completion Rate	Success Rate
Fall 2009	3280	107.89%	134	3040	22.69	24.48	381.46	30.21	12.63	90%	79%
Spring 2010	2961	103.53%	130	2860	22	22.78	351.01	29.23	12.01	89%	79%
Fall 2010	3198	115.45%	123	2770	22.52	26	388.01	28.54	13.6	91%	80%
Spring 2011	3166	102.13%	118	3100	26.27	26.83	387.57	26.89	14.41	90%	76%
Fall 2011	2902	104.39%	104	2780	26.73	27.9	354.95	23.83	14.9	89%	75%
Spring 2012	2542	96.29%	99	2640	26.67	25.68	314.25	22.83	13.76	92%	77%
% Change Fall Semesters 09 - 11	-11.52%	-3.24%	-22.39%	-8.55%	17.81%	13.97%	-6.95%	-21.12%	17.97%	-1.11%	-5.06%
% Change Spring Semesters 10 - 12	-14.15%	-6.99%	-23.85%	-7.69%	21.23%	12.73%	-10.47%	-21.90%	14.57%	3.37%	-2.53%

ESL COURSES – ENROLLMENT, FILL RATE & WAIT LISTS

Course	Capacity	Enrollment - # Sections						Fill Rate						Wait Lists 1/8/13
		F 09	S 10	F 10	S 11	F 11	S 12	F 09	S 10	F 10	S 11	F 11	S 12	S 13
ESL 001	25	166 - 8	121 - 6	149 - 6	167 - 6	152 - 5	117 - 5	103.75%	100.83%	124.17%	111.33%	121.60%	93.60%	
ESL 002	25	187 - 8	156 - 8	176 - 8	160 - 7	147 - 5	134 - 5	116.88%	97.50%	110%	91.43%	117.60%	89.33%	4
ESL 003	25	209 - 9	169 - 9	188 - 8	191 - 6	166 - 6	147 - 6	116.11%	93.89%	117.50%	127.33%	110.67%	98%	4
ESL 004	25	164 - 7	193 - 8	182 - 7	194 - 7	160 - 6	164 - 6	117.14%	120.63%	130%	107.78%	106.67%	109.33%	16
ESL 005	25	171 - 6	146 - 6	177 - 6	151 - 5	147 - 5	135 - 5	142.50%	121.67%	147.50%	120.80%	117.60%	108%	5
ESL 010	25	138 - 7	65 - 4	91 - 5	121 - 5	126 - 5	107 - 5	98.57%	81.25%	91%	96.80%	100.80%	85.60%	4
ESL 011	25	139 - 7	132 - 6	165 - 7	148 - 5	153 - 5	114 - 4	99.29%	110%	117.86%	123.33%	122.40%	114%	5
ESL 012	25	157 - 7	147 - 7	167 - 7	172 - 7	147 - 6	114 - 5	112.14%	105%	119.29%	98.29%	98%	91.20%	8
ESL 013	25	197 - 9	176 - 8	189 - 8	186 - 8	171 - 6	156 - 6	109.44%	110%	118.13%	93%	114%	104%	6
ESL 014	25	157 - 7	190 - 8	182 - 8	225 - 9	185 - 8	137 - 5	112.14%	118.75%	113.75%	100%	92.50%	109.60%	5
ESL 015	25	143 - 6	148 - 6	180 - 6	174 - 6	175 - 6	152 - 6	119.17%	123.33%	150%	116%	116.67%	101.33%	10
ESL 023	30	114 - 3	107 - 3	106 - 3	115 - 3	109 - 3	120 - 4	126.67%	118.89%	117.78%	127.78%	121.11%	100%	
ESL 024	30	93 - 3	106 - 3	115 - 3	103 - 3	98 - 3	108 - 4	103.33%	117.78%	127.78%	114.44%	108.89%	90%	9
ESL 025	30	109 - 3	87 - 3	115 - 3	97 - 3	97 - 3	118 - 4	121.11%	96.67%	127.78%	107.78%	107.78%	98.33%	16
ESL 031	30	93 - 4	79 - 3	106 - 3	70 - 3	57 - 2	101 - 3	77.50%	87.78%	117.78%	77.78%	95%	112.22%	2
ESL 032	30	75 - 3	49 - 3	136 - 4	86 - 3	93 - 3	26 - 1	83.33%	54.44%	113.33%	95.56%	103.33%	86.67%	
ESL 033	30	88 - 3	63 - 3	29 - 1	37 - 2	75 - 3	64 - 3	97.78%	70%	96.67%	61.67%	83.33%	71.11%	
ESL 034	30	15 - 1	46 - 2	26 - 1		51 - 2		50%	76.67%	86.67%		85%		
ESL 035	30	15 - 1	27 - 1		54 - 2		53 - 2	50%	90%		90%		88.33%	
ESL 036	30	79 - 3	58 - 3		45 - 2	40 - 1		87.78%	64.44%		75%	133.33%		
ESL 037	30	61 - 2		99 - 4	69 - 3		30 - 1	101.67%		82.50%	76.67%		100%	
ESL 038	30		58 - 2	99 - 4	133 - 5	28 - 1	32 - 1		96.67%	82.50%	133%	93.33%	106.67%	1
ESL 041	25	103 - 4		123 - 4		94 - 3		128.75%		153.75%		125.33%		20
ESL 042	25		118 - 5		133 - 5		54 - 2		118%		133%		108%	8
ESL 043	25	116 - 5			118 - 4		74 - 3	116%			118%		98.67%	
ESL 044	30		110 - 5			85 - 3			110%			106.25%		
ESL 045	25			128 - 5			43 - 2			128%			86%	
ESL 051	30	89 - 4		72 - 3		74 - 3		111.25%		120%		82.22%		1
ESL 052	30		86 - 4		95 - 4		68 - 2		107.50%		95%		113.33%	6
ESL 053	30	92 - 4			99 - 4		65 - 2	115%			99%		108.33%	
ESL 054	30		78 - 3			86 - 3			130%			95.56%		
ESL 055	30			82 - 4			16 - 1			102.50%			53.33%	
ESL 060	30	49 - 2			53 - 2			81.67%			88.33%			
ESL 061	30		71 - 3	32 - 1		53 - 2			118.33%	106.67%		88.33%		12
ESL 062	30	89 - 3					24 - 1	98.89%					80%	
ESL 063	30		56 - 3	23 - 1		53 - 2			93.33%	76.67%		88.33%		
ESL 064	30	104 - 3			27 - 1			115.56%			90%			
ESL 065	30	68 - 2			76 - 3		33 - 2	113.33%			84.44%		55%	
ESL 066	30		82 - 3			39 - 2			136.67%			65%		
ESL 067	30		37 - 2			41 - 2			92.50%			68.33%		
ESL 068	30			24 - 1						80%				
ESL 069	30			37 - 2			36 - 2			61.67%			60%	

ESL COURSES – PRODUCTIVITY (FTES/FTEF)

	FTES						FTEF						Productivity					
COURSE	F 09	S 10	F 10	S 11	F 11	S 12	F09	S 10	F 10	S 11	F 11	S 12	F09	S 10	F 10	S 11	F 11	S 12
ESL 001	28.46	20.74	25.54	28.63	26.05	20.06	2.64	1.98	1.98	1.98	1.65	1.65	10.78	10.47	12.90	14.46	15.79	12.16
ESL 002	32.07	26.74	30.17	27.43	25.20	22.98	2.64	2.64	2.64	2.31	1.65	1.98	12.15	10.13	11.43	11.87	15.27	11.61
ESL 003	35.83	28.96	32.22	32.74	28.46	25.21	2.97	2.97	2.64	1.98	1.98	1.98	12.06	9.75	12.20	16.54	14.37	12.73
ESL 004	28.11	33.08	31.21	33.26	27.45	28.10	2.31	2.64	2.31	2.31	1.98	1.98	12.17	12.53	13.51	14.40	13.86	14.19
ESL 005	29.32	25.04	30.34	25.88	25.20	23.15	1.98	1.98	1.98	1.65	1.65	1.65	14.81	12.65	15.32	15.68	15.27	14.03
ESL 010	9.45	4.46	6.24	8.29	8.65	7.33	0.49	0.28	0.35	0.35	0.35	0.35	19.29	15.93	17.83	23.69	24.71	20.94
ESL 011	23.83	22.63	28.29	25.37	26.23	19.53	2.31	1.98	2.31	1.65	1.65	1.32	10.32	11.43	12.25	15.38	15.90	14.80
ESL 012	26.92	25.19	28.63	29.49	25.19	19.55	2.31	2.31	2.31	2.31	1.98	1.65	11.65	10.90	12.39	12.77	12.72	11.85
ESL 013	33.78	30.17	32.40	31.89	29.32	26.74	2.97	2.64	2.64	2.64	1.98	1.98	11.37	11.43	12.27	12.08	14.81	13.51
ESL 014	26.92	32.58	31.20	38.58	31.73	23.48	2.31	2.64	2.64	2.97	2.64	1.65	11.65	12.34	11.82	12.99	12.02	14.23
ESL 015	24.52	25.38	30.85	29.84	30.00	26.06	1.98	1.98	1.98	1.98	1.98	1.98	12.38	12.82	15.58	15.07	15.15	13.16
ESL 023	15.64	14.67	14.54	15.77	14.95	16.45	0.69	0.69	0.69	0.69	0.69	0.92	22.67	21.26	21.07	22.86	21.67	17.88
ESL 024	12.75	14.54	15.78	14.13	13.43	14.81	0.69	0.69	0.69	0.69	0.69	0.92	18.48	21.07	22.87	20.48	19.46	16.10
ESL 025	14.95	11.93	15.78	13.29	13.30	16.18	0.69	0.69	0.69	0.69	0.69	0.92	21.67	17.29	22.87	19.26	19.28	17.59
ESL 031	3.18	2.71	3.63	2.40	1.95	3.45	0.28	0.21	0.21	0.21	0.14	0.21	11.36	12.90	17.29	11.43	13.93	16.43
ESL 032	2.56	1.68	4.67	2.95	3.19	0.89	0.21	0.21	0.28	0.21	0.21	0.07	12.19	8.00	16.68	14.05	15.19	12.71
ESL 033	3.01	2.15	0.99	1.27	2.57	2.19	0.21	0.21	0.07	0.14	0.21	0.21	14.33	10.24	14.14	9.07	12.24	10.43
ESL 034	0.51	1.58	0.89	1.85	0.72		0.07	0.14	0.07	0.14	0.14		7.29	11.29	12.71	13.21	5.14	
ESL 035	0.51	0.93				1.82	0.07	0.07				0.14	7.29	13.29				13.00
ESL 036	2.71	1.98		1.54	1.37		0.21	0.21		0.14	0.07		12.90	9.43		11.00	19.57	
ESL 037	2.09		3.39	2.36		1.03	0.14		0.28	0.21		0.07	14.93		12.11	11.24		14.71
ESL 038		1.99	7.45		0.96	1.10		0.14	0.28		0.07	0.07		14.21	26.61		13.71	15.71
ESL 041	3.54		4.22		3.22		0.28		0.28		0.21		12.64				15.33	
ESL 042		4.05		4.56		1.85		0.35		0.35		0.14		11.57		13.03		13.21
ESL 043	3.97			5.04		2.53	0.35			0.28		0.21	11.34			18.00		12.05
ESL 044		3.77	4.22		2.91			0.35	0.28		0.21			10.77	15.07		13.86	
ESL 045			4.38			1.47			4.73			0.14			0.93			10.50
ESL 051	3.05		2.49		2.54		0.28		0.21		0.21		10.89		11.86		12.10	
ESL 052		2.94		3.25		2.33		0.28		0.28		0.14		10.50		11.61		16.64
ESL 053	3.15			3.39		2.23	0.28			0.28		0.14	11.25			12.11		15.93
ESL 054		2.68			2.95			0.21			0.21			12.76			14.05	
ESL 055			2.81			0.55			0.28			0.07			10.04			7.86
ESL 060	1.68			1.82			0.14			0.14			12.00			13.00		
ESL 061		2.44	1.10		1.82			0.21	0.07		0.14			11.62	15.71		13.00	
ESL 062	3.05					0.82	0.21					0.07	14.52					11.71
ESL 063		1.92	0.79		1.82			0.21	0.07		0.14			9.14	11.29		13.00	
ESL 064	3.57			0.93			0.21			0.07			17.00			13.29		
ESL 065	2.33			2.61		1.13	0.14			0.21		0.14	16.64			12.43		8.07
ESL 066		2.81			1.34			0.21			0.14			13.38			9.57	
ESL 067		1.27			1.40			0.14			0.14			9.07			10.00	
ESL 068			0.82						0.07						11.71			
ESL 069			1.27			1.23			0.14			0.14			9.07			8.79

ESL COURSES – COMPLETION & SUCCESS

	Completion Rate						Success Rate					
COURSE	F 09	S 10	F 10	S 11	F 11	S 12	F 09	S 10	F 10	S 11	F 11	S 12
ESL 001	80%	78%	87%	86%	92%	95%	70%	70%	74%	74%	72%	72%
ESL 002	87%	82%	92%	92%	82%	94%	75%	75%	83%	69%	72%	84%
ESL 003	89%	93%	91%	89%	91%	86%	81%	76%	71%	66%	74%	68%
ESL 004	87%	83%	91%	84%	86%	86%	69%	74%	80%	67%	67%	69%
ESL 005	94%	90%	87%	95%	94%	92%	84%	71%	62%	78%	73%	58%
ESL 010	86%	82%	88%	93%	88%	86%	76%	74%	85%	86%	83%	79%
ESL 011	79%	81%	93%	91%	87%	91%	69%	78%	81%	78%	72%	75%
ESL 012	86%	84%	87%	88%	91%	89%	73%	73%	81%	77%	79%	77%
ESL 013	93%	90%	93%	91%	92%	92%	85%	82%	81%	66%	78%	85%
ESL 014	89%	91%	91%	88%	89%	95%	80%	76%	79%	75%	74%	77%
ESL 015	94%	93%	96%	96%	90%	97%	88%	79%	84%	86%	77%	79%
ESL 023	96%	87%	86%	80%	85%	86%	89%	77%	75%	63%	69%	68%
ESL 024	91%	92%	90%	92%	91%	89%	76%	90%	80%	80%	86%	82%
ESL 025	91%	86%	89%	76%	82%	87%	79%	82%	76%	41%	62%	63%
ESL 031	92%	85%	95%	97%	96%	97%	89%	82%	91%	91%	81%	80%
ESL 032	84%	94%	91%	94%	80%	96%	80%	67%	77%	87%	69%	85%
ESL 033	95%	94%	90%	97%	91%	97%	70%	87%	90%	84%	60%	72%
ESL 034	88%	89%	96%		96%		76%	85%	88%		80%	
ESL 035	100%	100%		87%		96%	93%	96%		87%		89%
ESL 036	95%	100%		98%	98%		70%	53%		73%	58%	
ESL 037	95%		91%	100%		97%	67%		75%	74%		70%
ESL 038		100%	96%		89%	94%		74%	74%		71%	53%
ESL 041	91%		98%		90%		87%		92%		87%	
ESL 042		91%		98%		96%		88%		95%		91%
ESL 043	91%			87%		88%	90%			77%		88%
ESL 044		99%			87%			92%			84%	
ESL 045			90%			98%			89%			93%
ESL 051	87%		94%		86%		75%		92%		76%	
ESL 052		79%		84%		97%		76%		75%		88%
ESL 053	98%			91%		86%	93%			87%		80%
ESL 054		96%			94%			96%			91%	
ESL 055			93%			94%			88%			94%
ESL 060	84%			94%			76%			85%		
ESL 061		92%	75%		91%			86%	75%		79%	
ESL 062	94%					100%	82%					79%
ESL 063		96%	100%		94%			89%	100%		94%	
ESL 064	93%			96%			84%			96%		
ESL 065	94%			97%		97%	74%			96%		88%
ESL 066		94%			87%			91%			82%	
ESL 067		95%			95%			95%			73%	
ESL 068			96%						96%			
ESL 069			86%			100%			76%			97%

Recent Enrollment Demand: High _X_____ Medium _____ Low _____

Projection for Future Demand : Growing _____ Stable _X_____ Declining _____

Opportunity Analysis: (Successes, new curriculum development, alternative delivery mechanisms, interdisciplinary strategies, etc.)

The greatest success of the ESL program has been the successful transfer of all course offerings to the main campus without significant loss of enrollment. In addition, the curriculum was reviewed and updated in spring 2012 to ensure greater consistency in curriculum and level progression for ESL classes. The department has also inactivated the majority of 1 unit classes which had been created to help students avoid failing by supplementing core classes. However, the creation of the 1 unit classes made the program bigger than was anticipated. Students in levels 3-5 who took core classes and the 1 unit classes were taking between 14-16 units per semester in ESL alone. The elimination of 1 unit classes in levels 3-5 has helped streamline students' progression through the program. It also has eliminated the chronic staffing challenge for those 1 unit classes. Finally, the ESL department has made great strides in conducting and completing faculty evaluations for all full-time and part-time instructors thereby attending to the quality of instruction. It should be noted that the program needs to continue working on enhancing consistency in instruction and expanding opportunities for professional development.

Summary of Program "Health" Evaluation: (Including consideration of size, score, productivity and quality of outcomes)

Given the unemployment rates of the Imperial Valley and the proximity of the college to the Mexican border, the ESL program has always been a high demand program. While this has not changed, several policies and structural shifts have contributed to decreased enrollment in the ESL program. The major impact on enrollment has been the drop policy for non-payment of fees after 5 business days from the first point of enrollment which was instituted spring 2012. Fall 2011 saw an enrollment of 2902 which dropped to 2542, a drop of approximately 13% in enrollment. Another policy that has impacted ESL students is the new eligibility requirement for financial aid that requires students to have a high school diploma, General Education Diploma (GED) or the equivalent, implemented in the fall 2012. As many ESL students have completed high school in another country, they must have their high school diploma officially translated and validated. The cost of translation is said to be very high and therefore a deterrent to entering students.

The closing of the Calexico campus has also impacted enrollment in ESL. Approximately half of the ESL course offerings were taught at the Calexico extended campus. The classes taught at the Calexico extended campus were transferred to the main campus in fall 2012. While initial estimates do not show a significant decrease in enrollment from the change, scheduling issues on the main campus could also affect enrollment. The campus has lost classroom space due to renovations and the

scheduling of all classes only on the main campus which has created scheduling conflicts. In the spring of 2013, ESL course offerings were adjusted to reflect a standard use of IVC's adopted time blocks. Classes are now scheduled at times that are not as popular with many students although some classes are scheduled at the more popular morning time blocks. Another consequence of the closing of the Calexico campus has been on the language lab. Computer lab usage has increased on the main campus and has led to access issues in the language lab, which provides students access to specialized computer programs that are not available elsewhere on campus or on the internet. Sections of ESL 010 are the only ESL classes that are scheduled in the laboratory but the World Languages also have classes that are scheduled in the language lab. As both lab classrooms have classes scheduled, available times for out of class lab usage is very restricted. This affects the departmental goal of increasing use of the technology center by our ESL student population as well as faculty's ability to ensure that students have adequate practice in various areas of development that are supported by computer programs in the language laboratory.

On the other hand, the department has become increasingly productive. First, class size increased effective spring 2011 from 20 to 25 students in core 5 unit classes. This change increased the productivity of faculty from 13.6 in fall 2010 to 14.9 in fall 2011. There was a small decline in productivity in spring 2012 but this was the result of the 5 day drop policy for non-payment of fees which led to decreased student enrollment. Second, department faculty has increased their usage of technology to support teaching. Several instructors no longer print material for their students but have students print material from Blackboard or other instructional platforms. In addition to putting supplemental work online and grade management, faculty members are using Blackboard to offer testing and student homework. Finally, the high completion rate in the ESL department can be attributed to a combination of student effort as well as faculty member's efforts to work individually with students to improve their English. Pedagogically, ESL courses are intended to be smaller to enable the teacher to give individual feedback and ensure student development is on track and offer individual remediation. The change in class size from 20 to 25 has not impacted the completion rate, which as of spring 2012 was 92%, but there is concern that raising the class size to 30 would have a negative impact on both the completion rate and student success especially in the speaking and listening courses.

The success rate of ESL students is not easy to assess. From fall 2009 to spring 2012, the success rate has hovered in the mid to high seventy percent ranges. However, it is not clear how many students continue through remedial English and finally to transfer. While it is not the goal of all students to pursue an academic path, data on where students go after ESL would provide a better understanding of the success of the program for the students. Currently, the basic skills initiative has a data tracker that should enable this type of data to be accessed. Due to incorrect coding of the Taxonomy of Programs (TOP) codes for ESL classes this data is not yet available. However, the TOP codes were corrected in the fall of 2012 and once the system has updated the TOP codes, the information should be available.

Student Learning Outcomes and Program Learning Outcomes

Course	# of Credits	# SLOs Identified	Fall 2011	Spring 2012	Fall 2012
001	5	5	1	3	4
002	5	5		3	2
003	5	5	1	2	2
004	5	5	3	4	3
005	5	5	2	4	3
010	1	1	1		3
011	5	5	4	3	1
012	5	5	1	2	2
013	5	5		2	3
014	5	5	2	2	2
015	5	5	1	2	3
023	3.5	3	1		3
024	3.5	3	1		2
025	3.5	3	1		2
031	1	1		1	2
032	1	1		1	
037	1	1		1	1
038	1	1		1	1
041	1	1			
042	1	1			
052	1	1			1
061	1	1			
062	1	1			

Student Learning Outcomes Assessment –

The ESL Department has worked very hard to ensure all classes have SLOs identified, assessment tools created, and implementation of SLO assessments. Whereas by spring 2011 only 67% of SLOs for ESL classes were identified and 10% were assessed, as of fall 2012 100% of ESL SLOs have been identified and 71% assessed. A major factor in ensuring 100% of classes had SLOs identified and assessment tools created was the implementation of bi-monthly SLO department meetings in the fall 2012 semester. These meetings were extremely productive and served to finish up plans the department established for SLOs as well as the work on PLOs completed. As a result of numerous meetings, the department plans for 100% of ESL courses to have SLOs assessed by spring 2013. In addition, full-time faculty members have worked hard

to ensure that SLOs are assessed by a majority of sections and that part-time faculty also participates in the SLO cycle analysis. The bi-monthly meetings, while productive, have led to some faculty burn-out on SLO work.

Another issue concerning the assessment of the SLOs has been that the shared repository, dropbox, has not worked as well as it should. Documents that are put in dropbox go missing or the program fails to work at all. A central repository is essential as we have had issues of not being able to locate assessment tools and have to recreate that tool. Another issue is that completed SLO cycle forms have gone missing and we are, therefore, not able to prove that a class has had the SLO assessed even when it has (hence the gaps in the table above for the 1 unit classes). Due to the instability of dropbox, each full-time faculty member has been assigned as lead for several classes and is responsible for housing the assessment tools for that class. As the department has 24 different classes, accessing the assessment tool for an SLO is not the easiest process. A repository for SLOs, the assessment tools and assessment cycles needs to be identified and adopted to ensure maximum adherence to SLOs assessment.

Program Learning Outcomes Assessment

Three program level learning outcomes were identified in fall 2012. These three PLOs represent the major emphasis of the ESL program, grammar and writing, speaking and listening, and reading. Two assessment tools have been developed by the department and the third will be completed by the end of February 2013. One PLO was assessed at the end of fall 2012 and the remaining two will be administered in spring 2013.

Success Rate of Student Learning Outcomes

SLO identification and analysis has been beneficial for improving individual classroom instruction and an increased awareness of the desired outcomes of the program. However, the SLO cycle assessment form did not encourage standardization of the information reported such that results would be easily visible and shared among the faculty. There is a large variance in the way that information is reported. Some groups report percentages of students that passed the assessment. Some groups give information on individual questions to analyze students' success. Some groups include the number of students in each section while other groups give a total number of students of all the sections combined. As such, a cohesive and comprehensive picture of the SLO outcomes is not clear to faculty. In the fall of 2012, the SLO cycle assessment form was updated to include a separate box for # of sections offered and # of sections assessed as well as to detail where the data was collected from. Beyond that the form still has one box asking for data results. There is no standardization of how this data should be presented. This is an element of the cycle assessment form that should be revisited and changed to allow greater ease in the use of data that emerges from the SLO assessment. If we all report the same type of data, a more global analysis of all data would be possible for the department.

Future Goals of Program

The ESL program currently serves a broad range of student needs and goals. ESL students vary in their purpose for attending IVC, among them are needs for survival English, vocational English, and academic English. However, there is only one pathway currently offered in the ESL program. While the current program presents a middle ground for these varying needs, it does not adequately serve any one group in its entirety. The ESL Department is interested in creating at least two pathways. One that is non-credit and aimed for students whose English learning goals are neither vocational nor academic. The second would be an academic pathway that would lead students to transfer level English. This second pathway would create a parallel path to the remedial English classes but intended for higher level ESL students as well as for non-native or generation 1.5 students who speak English but lack the grammar knowledge to be successful in an English class. This would also help address the needs of those generation 1.5 students at IVC who are native speakers of English but due to their poor grammar are placed into ESL classes. While ultimately benefiting those students, the slower pace, owing to its focus on students learning English as a system and not just the grammar, adds a substantial amount of time to those students' ability to quickly get to transfer level classes.

In previous years, a primary goal of the department had been to strengthen vocational English as a Second-Language. Grant writing and searches for funding were pursued. While vocational ESL will continue to be a potential pathway, without outside funding it seems that vocational ESL program development will be put on hold until such time that alternative funding sources are identified.

Other goals include enhancing the department's consistency in both curriculum and instruction for ESL classes. To achieve this goal, the department will ensure that there is a selection of 2-4 appropriate textbooks available for each ESL class and that the course outlines are reviewed every 3 years. The department also plans to develop standard class syllabi to ensure that all the objectives in the course outline are met and help create consistency in instruction. In addition, professional development needs to be offered to the part-time instructors as well as full-time instructors to create awareness and use of best practices and recent innovations. To add to the pool of qualified part-time instructors, work also must be done to establish an institutional standard of native proficiency in English determined by oral and written samples.

Resource Requests from Annual Program Review

The ESL Department continues to be in need of more faculty and additional funds for professional development. The ESL Department continues to ask for an increase in travel/conference funds from $1,000 to $6,000 to keep faculty energized and up-to-date on best practices

and recent innovations in instruction. The department also requests $80,000 for one new faculty member to relieve pressure on current full-time faculty to accept large overloads.

Future Goals of Program

The ESL program currently serves a broad range of student needs and goals. ESL students vary in their purpose for attending IVC, among them are needs for survival English, vocational English, and academic English. However, there is only one pathway currently offered in the ESL program. While the current program presents a middle ground for these varying needs, it does not adequately serve any one group in its entirety. The ESL Department is interested in creating at least two pathways. One that is non-credit and aimed for students whose English learning goals are neither vocational nor academic. The second would be an academic pathway that would lead students to transfer level English. This second pathway would create a parallel path to the remedial English classes but intended for higher level ESL students as well as for non-native or generation 1.5 students who speak English but lack the grammar knowledge to be successful in an English class. This would also help address the needs of those generation 1.5 students at IVC who are native speakers of English but due to their poor grammar are placed into ESL classes. While ultimately benefiting those students, the slower pace, owing to its focus on students learning English as a system and not just the grammar, adds a substantial amount of time to those students' ability to quickly get to transfer level classes.

In previous years, a primary goal of the department had been to strengthen vocational English as a Second-Language. Grant writing and searches for funding were pursued. While vocational ESL will continue to be a potential pathway, without outside funding it seems that vocational ESL program development will be put on hold until such time that alternative funding sources are identified.

Other goals include enhancing the department's consistency in both curriculum and instruction for ESL classes. To achieve this goal, the department will ensure that there is a selection of 2-4 appropriate textbooks available for each ESL class and that the course outlines are reviewed every 3 years. The department also plans to develop standard class syllabi to ensure that all the objectives in the course outline are met and help create consistency in instruction. In addition, professional development needs to be offered to the part-time instructors as well as full-time instructors to create awareness and use of best practices and recent innovations. To add to the pool of qualified part-time instructors, work also must be done to establish an institutional standard of native proficiency in English determined by oral and written samples.

Resource Requests from Annual Program Review

The ESL Department continues to be in need of more faculty and additional funds for professional development as well as additional language lab capacity. The ESL Department continues to ask for an increase in conference/professional development funds from the current $1,000 to $10,000 to keep faculty, both full-time and part-time, energized and up-to-date on best practices and recent innovations in instruction. The department also requests $80,000 for one new faculty member to relieve pressure on current full-time faculty to accept large overloads. Finally, we request the use of alternate dedicated lab space for ESL students. The current language lab runs constantly at capacity but many ESL students are not able to get into the lab to complete class assignments that require they work on specialized software that is only installed on computers in the language lab. While one solution has been to leave one lab room open for student use, there are still more students than computers are able to accommodate during the day.