

# Instructional Program Review Four Column Report

## Program Review - English as a Second Language

**Mission Statement:** The ESL Program in Moreno Valley College serves the diverse student population by providing affordable education in academic English to students limited in their English proficiency. Through a variety of classes, ESL offers instruction in the many language skills necessary to succeed academically at the college level or to gain more proficiency for employment or job advancement. The ESL program promotes self-reliance, cross-cultural awareness, and critical and independent thinking.

**Has mission statement changed since last review?:** No

**If yes, please explain why.:** N/A

**Align your discipline mission to college mission:** 1. challenges, and empowers our diverse, multicultural community of learners to realize their goals;

**Semester submitted:** Fall 2015

**Major developments and changes:** There has been three notable major developments/changes. First, the ESL discipline has added one additional full-time faculty member. Second, we have increased our class offerings to include on-line courses and additional course sections of key grammar courses. In addition, the ESL discipline will offer, "pilot" 6 -week courses during winter intercession. Furthermore, the ESL discipline is in the midst of creating a "Certificate of Merit" ESL Program.

**Year One Objectives:** Improvement of Course Offerings-Adjust and improve course offerings according to the needs of the MVC students.

**Status of Year One Objectives:** Ongoing

**Year Two Objectives:** PTESL Validation-Validate the PTESL to MVC.

**Status of Year Two Objectives:** Ongoing

**Year Three Objectives:** Development of the ESL Certificate of Merit

**Status of Year Three Objectives:** New

**Year Four Objectives:** Continual Analysis of Assessment Data

**Status of Year Four Objectives:** Ongoing

<i>List Program Objectives or Data</i>	<i>Describe Objectives or Data</i>	<i>Evaluation of Objective and/or Data Analysis</i>	<i>Action Plans</i>
<p><b>Success Rates by Course for Ethnicity, Age and Gender</b> - Analyze course success rates by Ethnicity, Age and Gender</p> <p><b>Objective Status:</b> Ongoing</p> <p><b>Type:</b> Data Analysis</p>	<p><b>Direct: Institutional Research or Other Data</b> - RE: Student Success and Age, comparing the latest data from 2012-2013 to 2013-2014: According to the Student Success Data, the two largest population segments enrolled are: (1) the very young (19-24) and ( 2) the older pop segment (40 plus) .</p>	<p><b>Report Submitted:</b> 2014 - 2015 (Spring 2015)</p> <p><b>Performance Target Met:</b> Yes</p> <p>2013-2014: According to the Student Success Data, the two largest population segments enrolled are: (1) the very young (19-24) and ( 2) the older pop segment (40 plus) .</p> <p>RE: Student Success and Ethnicity, comparing the latest data from 2012-2013 to 2013-2014:</p>	

<i>List Program Objectives or Data</i>	<i>Describe Objectives or Data</i>	<i>Evaluation of Objective and/or Data Analysis</i>	<i>Action Plans</i>
	<p>RE: Student Success and Ethnicity, comparing the latest data from 2012-2013 to 2013-2014: According to the Student Success Data, the success rate increased the most for Asians (from 75% to 93.2%) while the success rate increased the least for Hispanics from 66.5% to 71.0%.</p>	<p>According to the Student Success Data, the success rate increased the most for Asians (from 75% to 93.2%) while the success rate increased the least for Hispanics from 66.5% to 71.0%.</p> <p>RE: Student Success and Gender, comparing the latest data from 2013: According to the Student Success Data, female students experienced a higher success rate (female 187/245 whereas male 78/109)</p>	
	<p>RE: Student Success and Gender, comparing the latest data from 2013: According to the Student Success Data, female students experienced a higher success rate (female 187/245 whereas male 78/109)</p>	<p>When comparing to the data from the Student Equity Plan, MVC ESL Program is at a disadvantage primarily due to how the data is aggregated ; because currently MVC ESL does not have a certificate program, students are not aware that sequential learning of courses is recommended; hence, our data is not aggregated as "ESL Cohort Completion", which is how the Chancellor's Office dictates the definition.</p>	
	<p><b>Performance Target</b> : See certificate program creation.</p>	<p>If we have a certificate program which denotes certificate completion of ESL courses, then such students could be captured in the data for "ESL Cohort Completion".</p>	
		<p>According to page 140 of the Student Equity Plan (PI) , MVC ESL Cohort Completion for the 25-39 age population segment is far below equity at 0.5. This population is most vulnerable for inadequate preparation or lack of academic guidance on how they could take the ESL pathway to Transfer mode for 4 year University Degree Completion.</p>	
		<p>Thus, this provides greater impetus for MVC to offer the Certificate Program in ESL and to provide academic transfer counseling specific to ESL students.</p>	
		<p>For additional info on ESL data, please see p.62-76 and p. 140 of the MVC Student Equity Plan. Thank you. (05/14/2015)</p>	

**Improvement of Course Offerings -**

<i>List Program Objectives or Data</i>	<i>Describe Objectives or Data</i>	<i>Evaluation of Objective and/or Data Analysis</i>	<i>Action Plans</i>
Adjust and improve course offerings <b>Objective Status:</b> Ongoing <b>Type:</b> Curriculum	<b>Directly related to Outcome</b>	<b>Report Submitted:</b> 2014 - 2015 (Spring 2015) <b>Performance Target Met:</b> Yes All Course Outline of Records are in the process of being updated. (05/14/2015)	<b>Action Plan:</b> CORS will be updated through CurricuNET by end of Fall 2015 Semester. (09/30/2015) <b>Action Plan Number:</b> 1
	<b>College Catalog</b> - One-unit courses are combined together and offered in an online format and more courses are being transformed into online format.	<b>Report Submitted:</b> 2015 - 2016 (Fall 2015) <b>Performance Target Met:</b> Yes The MVC ESL discipline has agreed upon a uniform online format. (09/30/2015)	<b>Action Plan:</b> Discipline will continue to monitor online format offerings. (09/30/2015) <b>Action Plan Number:</b> 1
	<b>Performance Target :</b> Stable rotation of course offerings in alignment with two other colleges.	<b>Report Submitted:</b> 2015 - 2016 (Fall 2015) <b>Performance Target Met:</b> Yes The MVC ESL discipline has agreed upon a uniform online format. (09/30/2015)	<b>Action Plan:</b> Continue monitoring of course offerings to benefit the students. (09/30/2015) <b>Action Plan Number:</b> 1
<b>PTESL Validation</b> - Validate the PTESL <b>Objective Status:</b> Ongoing	<b>Directly related to Outcome</b>	<b>Report Submitted:</b> 2014 - 2015 (Spring 2015) <b>Performance Target Met:</b> Yes PTESL was deemed culturally appropriate and hence MVC has been using PTESL. (05/14/2015)	<b>Action Plan:</b> n/a (05/14/2015)
	<b>SLO Assessments</b> - The cut scores have been established. Cultural bias study has been accomplished.	<b>Report Submitted:</b> 2015 - 2016 (Fall 2015) <b>Performance Target Met:</b> Yes ESL Discipline has met the State Requirement for PTESL (09/30/2015)	<b>Action Plan:</b> ESL Faculty to continue to upkeep State Requirement re: Testing/Assessment. (09/30/2015) <b>Action Plan Number:</b> 1
		<b>Report Submitted:</b> 2014 - 2015 (Spring 2015) <b>Performance Target Met:</b> Yes ESL Discipline Faculty has worked to insure that PTESL met cultural standards by the State. Hence, PTESL has been validated and is currently in use. (05/14/2015)	<b>Action Plan:</b> ESL Discipline will keep abreast of any updated State standards (09/30/2015) <b>Action Plan Number:</b> 1
	<b>Report(s)</b> - PTESL (Placement Test ESL) Review and Validation for appropriate placement of ESL students <b>Performance Target :</b> 100% of students are placed in appropriate ESL levels.	<b>Report Submitted:</b> 2014 - 2015 (Spring 2015) <b>Performance Target Met:</b> Yes This has been met. (05/14/2015)	<b>Action Plan:</b> ESL student placement will continue to be monitored to insure accurate and appropriate placement. (09/30/2015) <b>Action Plan Number:</b> 1

<i>List Program Objectives or Data</i>	<i>Describe Objectives or Data</i>	<i>Evaluation of Objective and/or Data Analysis</i>	<i>Action Plans</i>
<p><b>Development of ESL Certificate -</b> Create ESL Certificate to provide student with documentation of their success in ESL courses. <b>Objective Status:</b> Ongoing <b>Type:</b> Curriculum <b>Start Date:</b> 05/01/2014</p>	<p><b>Directly related to Outcome</b></p>	<p><b>Report Submitted:</b> 2014 - 2015 (Spring 2015) <b>Performance Target Met:</b> No Faculty believes that the creation and the completion of the ESL Certificate of Merit would increase success for ESL students. At this time, the ESL Discipline has no degree or certificate. In 2011, the Discipline proposed to create a locally approved certificate program for ESL students completing a series of ESL courses (12 units.) The Discipline believed that it would create a motivation for students to complete the sequence, take more reading courses that would help them enroll in English 50/English 1A and give them documentation of their coursework completion for the workplace. This type of certificate is well-known within California Community College system and exists in Cuyamaca College (San Diego), Mission College (Santa Clara), Santa Rosa Junior College, to name just a few. All three Curriculum Committees of the District approved the ESL Certificate Program proposal; however, the District Academic Senate did not; the Discipline was never given reasons for the refusal due to Financial Aid Structuring.</p> <p>In examining the Student Equity Data, ESL cohort completion shows disproportionate impact in several sub populations. This is might be due to the fact that we don't have a ESL 'cohort' defined via the certificate program. (05/08/2015)</p> <p><b>Related Documents:</b> <a href="#">ESL (PR).pdf</a></p>	<p><b>Action Plan:</b> Explore &amp; examine ESL Certificate Programs at other colleges &amp; have a systematic outreach program for ESL as well as develop PR materials such as brochures for the ESL Program. In the past, there was an Outreach Liaison who went into the community to publicize the MVC ESL program and in the past there were also ESL-RCCD pamphlets/brochures. (05/14/2015) <b>Action Plan Number: 1</b> <b>Action Plan:</b> Design a program for ESL Certificate that meets the needs of students. (05/08/2015)</p>
	<p><b>Direct: Institutional Research or Other Data -</b> Student Success for ESL will be improved by the completion of the ESL Certificate <b>Performance Target :</b> Student Equity Report indicated that ESL Completion Cohort number was below equity standard.</p>	<p><b>Report Submitted:</b> 2015 - 2016 (Fall 2015) <b>Performance Target Met:</b> In progress This objective is in progress. MOV-ESL faculty has been in dialogue with various stakeholders (students, other faculty, staff, community participants) RE: this ESL certificate. Please see attached documents. (09/29/2015) <b>Related Documents:</b> <a href="#">Links for Colleges with ESL Certificates.doc</a> <a href="#">ESL Certificate Program.doc</a> <a href="#">ESL Certificate Rationale.doc</a></p>	<p><b>Action Plan:</b> MOV-ESL faculty will continue to meet with ESL District-wide faculty as well as community partners and MOV staff to discuss the following: 1) changing of the 'name' of the discipline from ESL to ELD or ELL 2) tighter alignment from H.S. Curriculum to MOV 3) clearer ESL pathways/sequence</p>

<i>List Program Objectives or Data</i>	<i>Describe Objectives or Data</i>	<i>Evaluation of Objective and/or Data Analysis</i>	<i>Action Plans</i>														
<p><b>Summary of SLO Assessment for 2015 Four-Year Reports</b> - Status of SLO Assessment  <b>Objective Status:</b> Ongoing  <b>Type:</b> Assessment</p>	<p><b>SLO Assessments</b> - Referring to the "IPR-Report on Assessment" in Ad Hoc Reports, review the SLO Assessment Result Dates to ensure that all SLOs have been assessed in 2012 or later. In narrative form, please describe your progress in assessing your courses and programs over the last four years. Include information about the ways in which you are using assessment results to improve teaching and learning in your courses and/or programs.  <b>Performance Target :</b> (1) All SLOs have an Assessment Result Date of 2012 or later.  (2) Assessment results are used to improve teaching and learning in your courses and/or programs.</p>	<p><b>Report Submitted:</b> 2015 - 2016 (Fall 2015)  <b>Performance Target Met:</b> Yes  x (09/24/2015)</p>	<p>of courses (09/30/2015)  <b>Action Plan Number:</b> 1</p> <p><b>Action Plan:</b> All ESL courses were assessed and entered into TracDat in Spring of 2015. SLO assessments showed that all ESL reached their performance target.</p> <p>SLO Assessments will be ongoing to insure performance target.  (09/30/2015)  <b>Action Plan Number:</b> 1</p>														
<p><b>Summary of Curriculum Status for 2015 Four-Year Report</b> - Status of Course Outlines of Record (CORs)  <b>Objective Status:</b> Ongoing  <b>Type:</b> Curriculum</p>	<p><b>CurricUNET</b> - A major part of the program review process is to complete a thorough review of the Course Outlines of Record (CORs). Referring to the "IPR - Report on CORs and Course Offering/Rotation" in Ad Hoc Reports, review the COR dates to ensure that all CORs are dated 2010 or later. (To make changes to the IPR-Report on CORs, you must return to Course SLO Assessment.)  <b>Performance Target :</b> All Course Outlines of Record have a date of 2010 or later.</p>	<p><b>Report Submitted:</b> 2015 - 2016 (Fall 2015)  <b>Performance Target Met:</b> Yes  In Spring of 2015 (last semester), the ESL district-wide discipline faculty members met in Riverside City Campus to finalize the revisions the following CORs. Since Spring 2015, the following CORS have been steadily entered/updated in CurricUNET and have undergone/are undergoing the appropriate approval process.</p> <table border="0"> <tr><td>ESL 71</td><td>Basic Reading &amp; Vocabulary</td></tr> <tr><td>ESL 72</td><td>Intermediate Reading &amp; Vocab</td></tr> <tr><td>ESL 73</td><td>High Intermediate Rdg &amp; Vocab</td></tr> <tr><td>ESL 90A</td><td>Special Topics: Note Taking Skills</td></tr> <tr><td>ESL 90C</td><td>Special Topics: Prep Review</td></tr> <tr><td>ESL 90E</td><td>Special Topics: Academic Vocab</td></tr> <tr><td>ESL 90G</td><td>Special Topics: Mastering Articles</td></tr> </table>	ESL 71	Basic Reading & Vocabulary	ESL 72	Intermediate Reading & Vocab	ESL 73	High Intermediate Rdg & Vocab	ESL 90A	Special Topics: Note Taking Skills	ESL 90C	Special Topics: Prep Review	ESL 90E	Special Topics: Academic Vocab	ESL 90G	Special Topics: Mastering Articles	<p><b>Action Plan:</b> Follow-up with CurricUNET on a few of the listed ESL CORS to insure that all have successfully undergone the Approval Process on CurricUNET.  (09/28/2015)  <b>Action Plan Number:</b> 1  <b>Follow-Up:</b> Joyce Kim of MVC will follow-up with ESL District-Wide Discipline at the next meeting scheduled in October 2015  (09/28/2015)</p>
ESL 71	Basic Reading & Vocabulary																
ESL 72	Intermediate Reading & Vocab																
ESL 73	High Intermediate Rdg & Vocab																
ESL 90A	Special Topics: Note Taking Skills																
ESL 90C	Special Topics: Prep Review																
ESL 90E	Special Topics: Academic Vocab																
ESL 90G	Special Topics: Mastering Articles																

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ESL 90I Special Topics: Punctuation Rvw  
 ESL 90J Special Topics: Spelling Review  
 ESL 90K Special Topics: Intro To Internet  
 ESL 91 Oral Skills I: Beginning  
 ESL 92 Oral Skills II: Intermediate  
 ESL 93 Oral Skills III: Advanced  
 ESL 95 Pronunciation & AccentReduction (09/28/2015)

**Successful Completion Analysis for 2015 Four-Year Report** - Analysis of data on success (2003-2014)  
**Objective Status:** Ongoing  
**Type:** Data Analysis

**Direct: Institutional Research or Other Data** - Referring to the data in your Four-Year Program Review Data Files folder in the Document Repository, please analyze trends in success that you believe are important for your planning and resource needs. Please also include the data file(s) by relating it to the document.  
**Performance Target :** Please state your performance target.

**Report Submitted:** 2015 - 2016 (Fall 2015)  
**Performance Target Met:** Yes  
 2011-2014 Success Rates for MOV-ESL show steady increases: 61.2% (2011), 62.5% (2012), 66.9% (2013) and 69% (2015). This is in direct contrast to decreasing MVC success rates from 71.6% to 68.2% as well as the decreasing RCCD success rates from 67.3% to 65.85 during the same four-year time period. The improvement in the MOV-ESL success rates may be due to the fact that students during depressed economic times are perhaps more motivated to attain a higher degree of English proficiency levels conducive to job marketability.  
 At the same time, it is important to mention that MOV-ESL students' ideas of what constitutes "success" are multi-faceted: 1) Some students feel that 'success' is attained not necessarily with course completion with an A or B but with a solid job offer. When they do receive a job offer, these students may 'opt' to not complete the ESL course. 2) Others who are highly educated from other countries feel they are successful if they have 'functional' English proficiency in order to become a bilingual lawyer, hairstylist, business owners, etc. 3) Another segment of the population is academic-transfer minded while a very small segment feel define success as being able to "help their children with their homework".  
 Thus, in light of this quantitative and qualitative "success" data trends, the MOV-ESL discipline aims to provide ESL pathways (such as ESL certificate of merit) for those desiring such a certificate to denote their English proficiency as well as to offer functional courses like conversational classes. Future resource needs may warrant current adjunct faculty members teaching more ESL courses as well as outreach

**Action Plan:** MOV-ESL discipline aims to provide ESL pathways (such as ESL certificate of merit) for those desiring such a certificate to denote their English proficiency as well as to offer functional courses like conversational classes. Further "Certificate of Merit" meetings with faculty and staff are in progress and will be planned. (09/30/2015)  
**Action Plan Number:** 1

<i>List Program Objectives or Data</i>	<i>Describe Objectives or Data</i>	<i>Evaluation of Objective and/or Data Analysis</i>	<i>Action Plans</i>
		specialists providing information to the community at large interested in ESL courses. (09/29/2015)	
<p><b>Retention Analysis for 2015 Four-Year Report</b> - Analysis of data on retention (2003-2014)  <b>Objective Status:</b> Ongoing  <b>Type:</b> Data Analysis</p>	<p><b>Direct: Institutional Research or Other Data</b> - Referring to the data in your Four-Year Program Review Data Files folder in the Document Repository, please analyze trends in retention that you believe are important for your planning and resource needs. Please also include the data file(s) by relating it to the document.  <b>Performance Target :</b> Please state your performance target.</p>	<p><b>Report Submitted:</b> 2015 - 2016 (Fall 2015)  <b>Performance Target Met:</b> Yes  2011-2014 Retention Data for MOV-ESL show a steady increase from 79.8% (2011), 82.7% (2012), 88.3% (2013) to 89.5 % ( 2014). This increase in retention is in contrast to the relatively steady constant RCCD retention rate of 84% and a small decreased MVC retention rate of 85% (2014) from 86.6 (2011).  Such MOV-ESL retention improvement trend highlights the increasing need for resources such as ESL faculty and counselors and student services to direct ESL students through the ESL registration-enrollment process. Thus, 'ESL enrollment' meetings were conducted between staff and faculty and are on-going.  (09/29/2015)</p>	<p><b>Action Plan:</b> Additional ESL enrollment meetings are planned and coordinated with Student Services, Dr. Foster, Assessment Specialist Mr. Alvarez and Dean Vakil's office. (09/30/2015)  <b>Action Plan Number:</b> 1</p>
<p><b>Enrollment Analysis for 2015 Four-Year Report</b> - Analysis of data on enrollment (2003-2014)  <b>Objective Status:</b> Ongoing  <b>Type:</b> Data Analysis</p>	<p><b>Direct: Institutional Research or Other Data</b> - Referring to the data in your Four-Year Program Review Data Files folder in the Document Repository, please analyze trends in enrollment that you believe are important for your planning and resource needs. Please also include the data file(s) by relating it to the document.  <b>Performance Target :</b> Please state your performance target.</p>	<p><b>Report Submitted:</b> 2015 - 2016 (Fall 2015)  <b>Performance Target Met:</b> Yes  In the context of decreased MOV student enrollment from 20,507 (2011) to 20,066 (2014), MOV-ESL enrollment has seen an increase from 129 (2011) to 210 (2014). The increase in student enrollment may be due to the influx of immigrants (from the Middle East/Vietnam) and long-term English language learners who struggle to succeed in regular English classes.  Thus, this trend highlights the need to offer solid grammar courses for academically-minded students as well as functional communication courses for life-skills/career minded students.  (09/29/2015)</p>	<p><b>Action Plan:</b> ESL faculty meetings established on Fridays will discuss how to best provide grammar courses for academically-minded students as well as functional communication courses for life-skills/career minded students.  (09/30/2015)  <b>Action Plan Number:</b> 1</p>
<p><b>Efficiency Analysis for 2015 Four-Year Report</b> - Analysis of data on efficiency (2010-2014)  <b>Objective Status:</b> Ongoing  <b>Type:</b> Data Analysis</p>	<p><b>Direct: Institutional Research or Other Data</b> - Referring to the data in your Four-Year Program Review Data Files folder in the Document Repository, please analyze trends in</p>	<p><b>Report Submitted:</b> 2015 - 2016 (Fall 2015)  <b>Performance Target Met:</b> Yes  MOV-ESL efficiencies of 264.73 (2011) to 392.57(2014) are still below the CA State's golden standard of 525. While RCCD efficiencies exceeded the 525 standard throughout</p>	<p><b>Action Plan:</b> No action plan at the moment re: the student enrollment capped at 30.  (09/30/2015)  <b>Action Plan Number:</b> 1</p>

<i>List Program Objectives or Data</i>	<i>Describe Objectives or Data</i>	<i>Evaluation of Objective and/or Data Analysis</i>	<i>Action Plans</i>
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efficiency that you believe are important for your planning and resource needs. Please also include the data file(s) by relating it to the document.

**Performance Target :** The State target for efficiency is 525. Compare your discipline/program's efficiency levels to this State benchmark, including (if applicable) a discussion of course enrollment limitations that may not allow you to achieve the benchmark.

the last four years (546.29, 554.15, 545.31, 538.35), MVC Efficiencies were in the high 400s. In this context, it is important to note that MOV-ESL courses are capped at 30 students. This low number of enrolled students to one faculty member per course puts MOV-ESL at a disadvantage when the efficiency number is calculated. However, language courses, in order, for them to maintain the high-quality instruction cannot be large in size. Thus, this low efficiency number must be contextualized in the environment of language learning.

(09/29/2015)



## IPR - Report on CORs and Course Offering/Rotation with Notes and SLO Status

Course ID	Course Name	SLO Status	Official date of COR in CurricUNET	COR Notes	Course Offering and Rotation Plan
ESL-51	Basic Writing and Grammar	Active	04/02/2007		fall, spring
ESL-52	Low-Intermed Writing/Grammar	Active	04/02/2007		fall, spring
ESL-53	Intermed Writing/Grammar	Active	04/02/2007		fall, spring
ESL-54	High-Intermed Writing/Grammar	Active	04/02/2007		Fall, Spring
ESL-54	High-Intermed Writing/Grammar	Active	04/02/2007	Update in progress.	Fall, Spring
ESL-55	Advanced Writing/Grammar	Active	04/02/2007		fall, spring
ESL-55	Advanced Writing/Grammar	Active	04/02/2007		Updated COR in progress.
ESL-55	Advanced Writing/Grammar	Active	04/02/2007	Updated COR in progress.	fall, spring
ESL-71	Basic Reading/Vocab				
ESL-71	Basic Reading/Vocab	Active			
ESL-72	Intermed Reading/Vocabulary	Active			
ESL-72	Intermed Reading/Vocabulary	Active	04/02/2007		Fall, Spring, Winter
ESL-72	Intermed Reading/Vocabulary	Active	04/20/2007		Fall, Spring, Winter
ESL-90D	Verb Tense Review	Active	11/19/2013		Fall, Winter, Spring
ESL-90L	Special Topics in English as a Second Language: Punctuation of Phrases and Clauses	Active	11/19/2013		Fall, Winter, Spring
ESL-90M	Special Topics in English as a Second Language: Articles and Prepositions	Active	11/16/2013		Fall, Winter, Spring
ESL-91	Begin Oral Communication	Active	11/16/2013		Fall, Winter, Spring
ESL-91	Begin Oral Communication	Active	03/19/2015		Fall, Winter, Spring
ESL-92	Intermed Oral Communication	Active	02/17/2011		Fall, Winter, Spring
ESL-92	Intermed Oral Communication	Active	12/17/2011		Fall, Winter, Spring

## IPR - Report on Assessment with SLO Status

Course ID	Course Name	SLO Name	SLO Status	Assessment Result Date
ESL-51	Basic Writing and Grammar	SLO 1	Active	03/17/2015
		SLO 1	Active	03/18/2015
		SLO 2	Active	03/18/2015
		SLO 3	Active	03/18/2015
		SLO 4	Active	03/18/2015
		SLO 5	Active	03/18/2015
		SLO 6	Active	03/18/2015
ESL-52	Low-Intermed Writing/Grammar	SLO 1	Active	03/18/2015
		SLO 2	Active	03/18/2015
		SLO 3	Active	03/18/2015
		SLO 4	Active	03/18/2015
		SLO 5	Active	03/18/2015
		SLO 6	Active	03/18/2015
		SLO 7	Active	03/23/2015
ESL-53	Intermed Writing/Grammar	SLO 1	Active	03/23/2015
		SLO 2	Active	03/23/2015
		SLO 3	Active	03/23/2015
		SLO 4	Active	03/23/2015
		SLO 5	Active	03/23/2015
		SLO 6	Active	03/23/2015
		SLO 7	Active	03/23/2015
ESL-54	High-Intermed Writing/Grammar	SLO 1	Active	03/23/2015
		SLO 2	Active	03/23/2015
		SLO 3	Active	03/23/2015
		SLO 4	Active	03/23/2015
		SLO 5	Active	03/23/2015
ESL-55	Advanced Writing/Grammar	SLO 1	Active	03/23/2015
		SLO 2	Active	03/23/2015
		SLO 3	Active	03/23/2015
		SLO 4	Active	03/23/2015
ESL-71	Basic Reading/Vocab	SLO 1	Active	03/26/2015
		SLO 2		03/26/2015
		SLO 3	Active	03/26/2015

Course ID	Course Name	SLO Name	SLO Status	Assessment Result Date
		SLO 4	Active	03/26/2015
		SLO 5	Active	03/26/2015
		SLO 6	Active	03/26/2015
ESL-72	Intermed Reading/Vocabulary	SLO 1	Active	03/26/2015
		SLO 2	Active	03/26/2015
		SLO 3	Active	03/26/2015
		SLO 4	Active	03/26/2015
		SLO 5	Active	03/26/2015
		SLO 6	Active	03/26/2015
		SLO 7	Active	03/26/2015
ESL-90D	Verb Tense Review	SLO 1	Active	03/23/2015
		SLO 2	Active	03/23/2015
		SLO 3	Active	03/23/2015
		SLO 4	Active	03/23/2015
		SLO 5	Active	03/23/2015
ESL-90L	Special Topics in English as a Second Language: Punctuation of Phrases and Clauses	SLO 1	Active	03/23/2015
		SLO 2	Active	03/23/2015
		SLO 3	Active	03/23/2015
		SLO 4	Active	03/23/2015
ESL-90M	Special Topics in English as a Second Language: Articles and Prepositions	SLO 1	Active	03/23/2015
		SLO 2	Active	03/23/2015
		SLO 3	Active	03/23/2015
		SLO 4	Active	03/23/2015
		SLO 5	Active	03/23/2015
ESL-91	Begin Oral Communication	SLO 1	Active	03/23/2015
		SLO 2	Active	03/23/2015
		SLO 3	Active	03/23/2015
		SLO 4	Active	03/23/2015
ESL-92	Intermed Oral Communication	SLO 1	Active	09/11/2014
		SLO 2	Active	03/26/2015
		SLO 3	Active	03/26/2015
		SLO 4	Active	03/26/2015