



## **Instructional Program Review Summary 2003-2004**

Instructional Area:

Department: **Arts & Humanities**

Discipline: **ESL (ENSL, DESL)**

**February 25, 2004**

## Instructional Program Review Summary

### Contents

1. Executive Summary
2. Self-Study Team Participants
3. Program Description
4. Strengths, Weaknesses, Opportunities, Threats
5. Analysis
  - [a] Relevance of the program to College mission and desired ends
  - [b] Responsiveness to community needs and satisfaction of community demand
  - [c] Accessibility to students with identification of unnecessary barriers
  - [d] Student outcomes including participation and successful-completion rates
  - [e] Measures of program quality and educational value added
  - [f] Adequacy of program resources and efficiency of resource use
  - [g] Comparison of program performance, price, and enrollment with that of alternate local suppliers
  - [h] Direct and indirect program-related revenues and costs to the College
6. Area-specific Analysis (Workforce or Transfer)
7. Conclusions
8. Program Vision
9. Recommendations
10. Additional Comments
11. References

NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

### EXECUTIVE SUMMARY

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

The main mission of the Academic ESL Program at ACC is to prepare ESL students to handle the listening, speaking, reading, and writing assignments required in higher education and in the workplace. The ESL program has broadened its scope to include classes for students who are deaf or hard of hearing. We now have two levels of classes, with a third level being planned for the summer of 2004. These students receive direct instruction through the use of American Sign Language (ASL), which eliminates the need for interpreters.

Overview of how the program review was conducted. Program review was discussed at Departmental Meetings and through email exchanges. Faculty were asked to review previous mission and vision statements and to share their vision of where they would like to see the ESL program in five years.

Summary of findings:

Progress on previous program review recommendations.

The previous recommendations for the ESL program included the following:

1. Develop a Marketing Plan for the ESL Program.

We have been much more successful at marketing our program than we were five years ago. We are advertised in the ACC schedule and on the ACC television ads. The Chair of ESL sends out fliers to companies and cultural organizations within the community a week prior to the beginning of registration; we have developed a rapport with other schools in the Austin area that know about our program: CAPITAL IDEA, the Gary Job Corps Center, La Fuente Learning Center, House of Tutors. Also, we offer some of our classes through Continuing Education, and through Continuing Education we have an agreement with a language institute in South Korea to allow that school to utilize parts of our curriculum. In return, we hope that many students will continue their ESL and college classes here at ACC. In addition, we are recruiting students who are deaf or hard of hearing at the Texas School for the Deaf in order to boost our enrollment for those classes. In fact, the only objectives that remain to be accomplished are development of a brochure and a website. (The website

is under construction; we have not yet developed a brochure, but will follow up during this cycle.)

2. Revise the Assessment Instrument for Placing ESL Students in ESL classes. AND Expand the role of ESL faculty in Advising and Assessment to effect changes in the assessment instrument, to define the role of ESL faculty in advising and assessment, establish policies and procedures for advising and assessing students.

This recommendation has been accomplished. ESL faculty serve on the Advising & Assessment Task Force to promote ESL issues in this area. We have adopted the computerized ACT ESL assessment instrument, have increased the number of FT and ADJ faculty involved in assessment, and collaborated with assessment and advising to establish policies and procedures. In addition, training has been provided and more training will be offered in holistic scoring. Testing, which was previously available only at RGC and NRG, is now available at all campuses.

The negative aspect is now that the number of students assessed has increased dramatically, ESL faculty are stretched too thin, expected to conduct assessments on a volunteer basis when they should be compensated.

3) Expand the Present ESL Curriculum.

We have done that. We have added courses for students who are deaf or hard of hearing; in addition we have added a course in academic writing and research, as well as one on improving pronunciation. In addition, we collaborated with the Communications Division in the establishment of a Composition 1301 for ESL students

4) Increase Enrollment & Retention in ESL Classes.

Enrollment has increased 100% from a low of under 200 students to enrollments that have exceeded 500 for several semesters. In cooperation with the Advising & Assessment Task Force, the ESL Department succeeded in establishing an Administrative Rule that mandates students who fail the TSI into ESL classes and not DVS classes. ESL faculty & DVS faculty consult on a regular basis to ensure that students mistakenly placed in DVS classes are transferred to ESL classes. Workshops have been conducted on the needs of ESL students.

5) Conduct a comprehensive needs assessment to determine the feasibility of implementing an Intensive English Program (IEP).

This issue has been discussed particularly with the International Admissions Officer. It has been determined that we do not need to implement an IEP at this time since there are many other IEPs in Austin

that direct students to ACC. Recently ACC agreed to accept students who complete the highest level of coursework at the Texas Intensive English Program without requiring them to take the TOEFL.

Program strengths. Faculty, Assessment, Leadership from the Chair, Strong Curriculum.

Areas for improvement. Scheduling, Technology, adding lower skill level, centralized resource area.

Key planning issues. The program has almost reached a saturation point. We cannot expand without the addition of more faculty.

Conclusions: What are the major conclusions regarding the present state of the program?

The ESL program at ACC has grown in the past several years and is an important Department within the college in view of the important ESL plays in the "Closing the Gaps" initiative and in preparing students to enter the transfer curriculum.

Recommend future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

We need to continue to maintain the high standards we presently have through constant reevaluation of our goals, objectives and curriculum offerings at each level. We need to continue to market our program to the untapped community of nonnative speakers in this area who need our services.

## SELF-STUDY TEAM PARTICIPANTS

List the names of people who participated in the review and their association with your program.

- Name **Mary Corredor, Chair**  ACC Faculty  Industry Representative  Student
- Name **Shannon Bailey**  ACC Faculty  Industry Representative  Student
- Name **Gerhardt Gast**  ACC Faculty  Industry Representative  Student
- Name **Tonya Lyles**  ACC Faculty  Industry Representative  Student
- Name **Anne-Marie Schlender**  ACC Faculty  Industry Representative  Student
- Name **Erika Domatti-Thomas**  ACC Faculty  Industry Representative  Student
- Name **Sandra Clevinger**  ACC Faculty  Industry Representative  Student
- Name **Leticia Reveles**  ACC Faculty  Industry Representative  Student

## PROGRAM DESCRIPTION

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

### History:

ESL originally formed part of the Parallel Studies Program and was housed with the Developmental Communications Division. In the fall of 1999, ESL was moved to form part of the Foreign Language Division; this relationship lasted until the fall of 2001 at which time ESL and FOLA were separated and recognized as individual programs with separate program coordinators. Now we are an independent Department with our own chair, assistant chair, and budget. The move to make ESL a separate program/department has been beneficial since it has allowed the ESL faculty and the Chair to focus their energies exclusively on matters of importance and urgency for the ESL program. During the fall of 2002 we instituted ESL courses for students who are deaf or hard of hearing. Due to the success of these courses, we have since added a second level of courses and will be adding a third level for summer and fall. Since the initiation of these courses, the college has experienced an increase in enrollment college-wide in

the number of students who are deaf or hard of hearing. A Deaf Studies Club has been formed at RVS, and specialized classes are now being planned in the areas of math, study skills and basic American Sign Language (ASL) for students who are deaf or hard of hearing and who do not know or are not familiar with ASL.

#### Major Developments:

As an independent Department, we in ESL have taken several steps that have increased our enrollment significantly over the past several years: hired three new full-time instructors; added courses for students who are deaf or hard of hearing; increased the role of ESL faculty in the assessment and advising of ESL students; collaborated with Assessment & Advising to offer assessments on a weekly basis; secured passage of an Administrative Rule to direct students into ESL classes, as opposed to Developmental Reading and Writing; expanded assessments to other campuses; expanded course offerings to other campuses; hired 3 Instructional Associates; collaborated with the Communications Division in the development of a Composition 1301 for ESL students.

#### Current Objectives:

Addition of two or three more FT ESL teachers. One FT person would teach only one class and spend the rest of the time coordinating the ever-growing burden of assessment. Hiring new FT faculty will allow for expansion of our program;

Two full-time teachers for courses for students who are deaf or hard of hearing;

Acquisition of the equipment required to fully service and educate students who are deaf or hard of hearing.

Collaboration with Human Services to establish a American Sign Language Classes for students who are Deaf or hard of Hearing;

Continued collaboration with Adult Education (AE) to transition students into Academic ESL;

Elective credit for high-level specialized ESL classes;

Expansion of the number of ESL course offerings colisted with Continuing

Education classes if and where possible;

Continued support of the CE initiative with Korea;

Expansion to other campuses;

Development of new, more specialized, courses.

A pronunciation/writing laboratory for ESL students.

Our most ambitious objective is the establishment of a Center for English As A Second Language (CESL), English Language Center (ELC) or a Center for English Language Learners (CELL). Such a Center would serve as a single point of entry for nonnative speakers through which they would be advised and directed to the program most appropriate for their needs and qualifications. It would house under one roof several departments and offices that deal with ESL students and issues. Such a “one-stop processing center” would include representatives from Academic ESL, including classes for students who are Deaf or Hard of Hearing, Adult Education ESL, Continuing Education, the International Student Admissions Officer and the International Student Advisor, Counselors or Advisors dedicated to handling ESL-related issues. The Center would also include facilities for on-site testing, housing ESL assessment in ESL, not assessment.

Rationale: A one stop point of entry would enable the college to better serve nonnative speakers of English. As it stands now nonnative speakers often get the “runaround.” For example, International students report to the International Office at RVS; if they need ESL services, they are sent to RGC and then back to RVS. Similarly, students who do not qualify for AE ESL are sent from EVC to RGC and possibly to RVS or HBC, dependent upon their legal status. CE students often get shuffled from HBC to RGC and back to HBC. A one stop English language Center would allow students who do not qualify for one program to be immediately referred to another desk or office within the same building. They would not have to face the frustration of having to travel all over Austin in an attempt to locate an ESL program that suits their needs.

## STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

List the names of people who participated in the SWOT and their association with your program.

Name Mary Corredor (Chair), Shannon Bailey, Erika Domatti-Thomas, Gerhardt Gast, Tonya Lyles, Anne-Marie Schlender  ACC Faculty  Industry Representative  Student

Name Beata Backo-Wukasch,  ACC Faculty  Industry Representative  Student

Name Esmael Ghadessy,  ACC Faculty  Industry Representative  Student

Name **Sandra Clevinger**  ACC Faculty  Industry Representative   
Student

Name **Leticia Reveles,**  ACC Faculty  Industry Representative   
Student

Name **Charles Wukasch**  ACC Faculty  Industry Representative   
Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

**Strengths:** In what does your program excel?

**Strong Departmental Leadership**

Assessment, Cooperation between ESL & Assessment; good instrument & procedures

Faculty: holds high standards; well-trained; present locally & nationally

Curriculum: goals & objectives clear; multi-level; flexibility in selection of textbooks

Student Satisfaction: high enrollment, low attrition; students tell their friends.

**Weaknesses:** What are the aspects of your program, which, if not addressed, will impede the area's future?

Need greater communication; faculty spread out

Scheduling: need for the lower level class

Not enough clerical help;

some support services are not very supportive (getting better!)

Technology: need more software, need listening & speaking lab.

**Opportunities:** What factors does your program need to take advantage of in order to enhance the quality of the area?

Many Opportunities for collaboration:

continue to strengthen the partnerships we have (Capital IDEA, Gary Job Corps; Adult Education, Continuing Education)

Work with Consulates & La Fuente;

Outreach with Texas School for the Deaf & Texas Rehabilitation Commission;

Outreach to high school ESL students;

Offer classes on site at local businesses;

Alternate Certification/ESL

Expansion of Curriculum: bridge courses; credit ESL courses;

Faculty Development: workshops, allow leaves to teach abroad; compensation for advising

**Threats:** What are the external factors that could negatively impact your program's future?

Financial: no money for hiring new faculty, travel; compensation for assessment.

An increase in tuition might hurt enrollments;

Competition: from other ESL programs in Austin;

Attrition due to too many restrictions on F-1 visas, too little space;

ACC Issues: new president who does not favor ESL, overloading classes due to pressure from administrators, loss of accreditation;

Advising and Assessment Issues: Internationals arrive late; some counselors/advisors still refer students to Developmental courses instead of ESL.

Discuss changes from the program's previous SWOT analysis.

At the time of our prior review, two FT ESL teachers had just been hired and we had just revised our curriculum. At that time, our goal was to market and expand our program, increase our enrollments and strengthen assessments. We have accomplished those goals. Now, with the addition of three FT faculty, we can concentrate on CONTINUED expansion in the same areas of concern: marketing, increasing enrollments, expanding curriculum, strengthening assessments.

## ANALYSIS

### [a] Relevance of the program to College mission and desired ends

#### Mission:

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college.

The purpose statement was revised as shown below:

### Desired Ends (Board Policy A-2. Intended Outcomes)

How well does the program support the intended outcomes of the college by providing "service-area adults with the postsecondary and higher education they need and can use for productive useful lives?"

In what ways does the program demonstrate an open, responsible exchange of ideas?

To promote exchange of ideas among faculty, we hold regular Departmental meetings, and exchange ideas at those meetings, as well as through phone calls and email. The voting members of the ESL Department exchange ideas regarding textbooks, a process which has led to the production of a list of approved textbooks that allows for flexibility and individual expression, yet is not so long that it becomes unmanageable.

ESL faculty members serve on faculty senate and on several committees. ESL faculty also present at and attend local, national and international conferences.

To promote exchange of ideas among students and teachers, our instructors use paired and small group activities, as well as collaborative projects.

In what ways does the program provide an open door to educational potential?

The ESL Department/Program plays a crucial role in opening the door to educational potential and in the "Closing the Gaps" initiative. We enable students to acquire the English language skills they need to enroll in degree programs and to succeed in those programs. In addition, our program assists those already in the workplace to acquire the linguistic skills needed for advancement. We offer four levels of courses in three skill areas for a total of 12 core courses which are offered at a variety of times and at several different campuses. We maintain a list of community-based ESL programs to which we refer potential students who do not qualify for any of the ESL programs offered by ACC. We do so with the expectation that one day the majority of those we refer will return to ACC.

In what ways does the program take targeted action to address internal needs within available resources?

Assessment is vital to the survival of ESL classes. The ESL Department has strong ties to the Office of Retention and Student Services and to the Assessment Centers, particularly at RGC and NRG. We share the expense of assessing potential students with these offices. Supplies are made available to ESL faculty, as are the very limited travel funds. Last year, funds were used to provide instructor training in the holistic scoring of writing samples. The Chair, Asst. Chair & Asst. Dean maintain close ties to the International Student Office & Advisor to coordinate the enrollment of students on an F-1 visa.

In what ways does the program demonstrate a commitment to integrity and exemplary standards?

We have highly qualified faculty who meet the SACS requirements. All are dedicated to fostering student achievement while maintaining high standards. We have goals and objectives clearly spelled out for each one of our twelve courses. Exit exams in the advanced level reading and writing courses account for 20 to 25 % of a student's final grade. In the exit level writing

course, final essays are graded by a jury of faculty members. Students are encouraged to repeat a course if the instructor genuinely feels that that student is not yet ready for the next level. In addition to teaching our students the English skills required to succeed in the classroom, the instructors in the ESL Department are dedicated to assisting students in becoming independent learners, to take a measure of responsibility for their own learning, as is expected within the US educational system.

Faculty members choose textbooks that are current and based on solid pedagogy; curricular issues are discussed frequently to ensure that our courses and instructors do an exemplary job of educating ESL students. They write and review for textbook companies, are active members of both local and national professional organizations,

In what ways does the program demonstrate personal and professional ownership that generates accountability?

The ESL Department holds regularly scheduled Departmental meetings where both full time and adjunct faculty discuss issues related to the curriculum. The Chair sends memos to all ESL faculty informing them of important decisions to be made and soliciting their advice and opinions. The Chair ensures that all ESL faculty are aware of pertinent and important deadlines.

#### **[b] Responsiveness to community needs and satisfaction of community demand**

In what ways does the program address a verifiable need for the student, community, and society?

Acquiring English language skills is a must for the educational, economic and social survival of nonnative speakers of English. Our program enables students to close that linguistic gap. By equipping nonnative speakers of English with the skills not only to survive, but to thrive and become responsible participants in the economic and social life of the community, we strengthen the fabric of that community and the society that surrounds it.

Describe the results of the program's most recent assessment of community need.

We have made no formal assessment of community needs, but we maintain close working relationships with several community-based programs: CAPITAL IDEA, the Gary Job Corps Center, the Mexican Consulate, La Fuente Learning Center, The Texas Intensive English Program. Our voluntary and mutual cooperation and exchange of ideas reinforces the need for English As A Second Language programs within the community.

How do the program's five-year enrollment trends compare with those of the College overall?

Enrollment in ESL classes during the fall and spring semesters has climbed steadily upward since fall of 1999 when enrollment was 290. The web schedule shows enrollment for the current semester (Spring 2004) to be 616. Summer enrollments have also increased from a low of 84 during the summer of 2000 to 231 during the summer of 2003. The fall semester of 2001 marks the first time that ESL enrollments topped 500 (526). Since that time, enrollments have not dipped below 500 during the fall and spring semesters.

The ESL program, however, has reached a saturation point. Most faculty are teaching the maximum allowed. We need to be able to hire more FT faculty ASAP to be able to expand and meet the needs of the ESL students.

**[c] Accessibility to students and identification of unnecessary barriers**

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

For several semesters now we have had offerings at all six campuses; however, the number of sections offered at CYP, PIN, and EVC is limited. We offer a variety of core courses at the three larger campuses: NRG, RGC, RVS. Classes meet in one, two, and three day formats, and on Saturdays. Students can choose morning, afternoon or evening classes at a variety of times ranging from 7:50 AM (earliest class) to 8:20 PM (latest). We have a limited number of 12 week classes.

List the number of sections taught (by location).

Fall 1999:

NRG--15

RGC--7

EVC--2

Spring 2000:

NRG--13

RGC--8

RVS--3

EVC--2

Summer 2000:

NRG--8

RGC--3

RVS--1

Fall 2000:

NRG--15

RGC--8

RVS--1

EVC--1

Spring 2001:  
NRG--15  
RGC--11  
RVS--3  
EVC--2  
SIT--3

Summer 2001:  
NRG--7  
RGC--6  
RVS--2  
EVC--1

Fall 2001:  
NRG--16  
RGC--14  
RVS--4  
EVC--1  
Sit--1

Spring 2002:  
NRG--18  
RGC--12  
RVS--5  
EVC--3  
Sit--2

Summer 2002:  
NRG--8  
RGC--6  
RVS--2  
CYP--4  
Sit--1

Fall 2002:  
NRG--14  
RGC--12  
RVS--5  
EVC--1  
CYP--3  
PIN--4

Spring 2003:  
NRG--15  
RGC--11  
RVS--10

EVC--2  
PIN--1

TOTAL from Fall 1999-Spring 2003:

NRG--144  
RGC--98  
RVS--36  
EVC--15  
CYP--7  
PIN--5  
SIT--8

TOTAL 313

List the number of sections closed or canceled per course.

We have 12 core courses. The following sections were cancelled from Fall 1999-Spring 2003:

DESL 0683: 3 sections; 1 each at EVC, RGC, NRG  
DESL 1773: 3 sections; 2 (EVC), 1 (RGC)  
DESL 1783: 1 section at RVS  
DESL 1793: 5 sections; 4 (RGC), 1(RVS)  
TOTAL CANCELED FOR ORAL COMMUNICATION: 12

DESL 0613: 5 sections; 1 each at EVC, RGC, RVS; 2 (SIT)  
DESL 1373: 5 sections (EVC)  
DESL 1383: 7 sections; 2(EVC), 2(RGC), 3(RVS)  
DESL 1393: 5 sections; 2 (RVS), 2(RGC), 1(NRG)  
TOTAL CANCELED FOR READING & VOCABULARY: 22

DESL 0663: 4 sections; 2(RGC), 1(PIN), 1(SIT)  
DESL 1473: 3 sections; 2 (EVC); 1(RGC)  
DESL 1483: 5 sections; 3(RGC), 1(EVC), 1(RVS)  
DESL 1493: 5 sections; 2(EVC), 1 each at NRG, CYP, RVS  
TOTAL: 17  
TOTAL CANCELED FOR WRITING & GRAMMAR: 51

The following represent full (closed) sections by course number:

DESL 0683: 3 sections (NRG)  
DESL 1773: 11 sections: 8(NRG), 3(RGC)  
DESL 1783: 8 sections; 5(NRG), 2(RGC), 1(RVS)  
DESL 1793: 0

TOTAL SECTIONS FILLED FOR ORAL COMMUNICATION: 22  
Canceled: 12

DESL 0613: 4 sections (NRG)  
DESL 1373: 12 sections; 8(NRG), 4(RGC)  
DESL 1383: 16 sections: 11(NRG), 5(RGC)  
DESL 1393: 13 sections; 7(NRG), 6(RGC)  
TOTAL SECTIONS FILLED FOR READING & VOCABULARY: 45  
Canceled: 22

DESL 0663: 17 sections; 10(NRG), 3(RGC), 2(RVS), 2(SIT)  
DESL 1473: 21 sections; 10(NRG), 8(RGC), 3(RVS)  
DESL 1483: 14 sections; 6(NRG), 5(RGC), 3 (RVS)  
DESL 1493: 09 sections: 4(NRG), 5(RGC)  
TOTAL FILLED FOR WRITING & GRAMMAR: 61  
Canceled: 51

In fall of 2002, we added courses for students who are deaf or hard of hearing:  
DESL 1623: Reading For Students Who Are Deaf or Hard of Hearing: 2 filled  
DESL 0643: Writing For Students Who Are Deaf or Hard of Hearing: 1 filled

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

It is difficult to measure statistics regarding ethnicity among ESL students against those for the college because our program serves only students for whom English is not their primary language.

Age: The mean age for students enrolled in ESL classes ranges from 29.2 to 30.

Gender: The percentage of female students enrolled has outnumbered that of males each semester from fall 1999 to spring 2003. The percentage of male students enrolled ranges from a low of 31.36 (Fall 2002) to a high of 40.68 % (Spring 2002).

Ethnicity:

The majority of ESL students are Hispanics and Asians--which the college identifies as Asian American.

From fall of 1999 through summer of 2001, the number of Asian American ESL students enrolled in ESL classes was greater than that of Hispanics. However, from the Fall Semester of 2001 through Spring of 2003, with the exception of summer 2002, the number of Hispanic students enrolled outpaced

the number of Asian students. The summer of 2002 shows that the number of Hispanic students enrolled was 66; the number of Asian, 76.

Source: OIE: Table # 8

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges.

Our program specializes in eliminating the linguistic barrier which may impede nonnative speakers of English from participating fully in the educational process.

We have 12 core courses, but not all of them are offered at every campus.

We are losing some potential students to other programs within the community by not offering an entry level ESL course. To qualify for our program students must place into the high beginning level.

Another segment of the population not well-served are the spouses of students on an F-1 visa. Unless they can sign up through Continuing Education, they have to pay the rate established for international students.

#### **[d] Student outcomes including participation and successful-completion rates**

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

The ESL Program consists of 14 core courses; 12 ESL courses for hearing students and two courses (as of fall, 2002) for students who are deaf or hard of hearing.

During the fall semester of 1999, 74% of the 231 students enrolled in 11 courses completed those ESL courses with a grade of C or better.

During the spring of 2000, of the 258 students enrolled in 12 courses, 74% received a mastery grade (C or better).

Fall of 2000: 291 students enrolled in 12 courses: 74% received a mastery grade (C or better).

Spring 2001: 380 students enrolled in 12 core courses: 61% received a grade of C or better.

Fall 2001: 521 students enrolled in 12 core courses: 73 % received a grade of C or better.

Spring 2002: 581 enrolled in 12 courses: 74% received a grade of C or better;

Fall of 2002: For the first time we offered ESL courses for students who are deaf or hard of hearing:

of 13 students enrolled in DESL 0623 (Reading for Students Who Are Deaf/Hard of Hearing), 40% received a grade of C or better;

of 14 enrolled in 0643 (Writing for Students Who Are Deaf/Hard of Hearing), 44% received a grade of C or better;

of the 548 students enrolled in all 14 courses, 72% received a grade of C or better.

Spring 2003: of 15 students enrolled in DESL 0623, 40% received a grade of C or better;

of seven students enrolled in DESL 0643, 57% received a grade of C or better;

of 563 students enrolled in 14 courses, 70% received a grade of C or better.

(Analysis of Grade Distribution Report)

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

NA

How do withdrawal rates for courses compare to College norms?

[Based on the Grade Distribution Report used to calculate the mastery rates (Grade of A, B, or C) listed above for students enrolled in ESL classes,]:

Fall 1999: 14 %

Spring 2000, 15 %;

Fall 2000, 14%;

Spring 2001, 17%;

Fall 2001 13%;

Spring 2002 14%

Fall 2002 13 %

Spring 2003 10%

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

During the Spring of 2003 data was collected to determine the percentage of students passing the exit-level writing course, DESL 1493: Advanced Writing & Grammar, with a grade of A, B, C and the percentage of students passing the course as it relates to the percentage of students passing the exit essay exam.

The results were as follows:

47.826 % of students enrolled in DESL 1493 received a grade of C or better;

38.235 received an IP (In Progress) grade;

2.94 % received a D or F grade;

61.765 % passed the exit essay, but 13.939 of those students did not pass the course.

#### [e] Measures of program quality and educational value added

- Academic Standards

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

The Department has set high standards for the exit level courses of DESL 1393 and DESL 1493; in addition, final essays for DESL 1493: Advanced Writing & Grammar are jury graded. The Department has set common objectives for all courses. Since ESL faculty are involved in the initial assessment and placement of students, the Department is able to monitor whether or not students are being placed in courses for which they are prepared. Initial assessment is double-checked through the administration of diagnostic exams during the first week of class.

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

Faculty regularly attend and present at regional and national conferences as a result of their membership in professional organizations. This keeps them on the cutting edge of what is new and innovative in second language teaching, and they share the ideas and materials they find at these conferences. Faculty meet regularly to review the curriculum and exchange ideas. The Department reviews the textbook list often, making additions and deletions as needed.

Are learning outcomes defined for courses and the program?  Yes  No

Are course texts up-to-date?.  Yes  No

Are course and program listings in the ACC Catalog up-to-date?  Yes  No

Do all courses have up-to-date syllabi on file?  Yes  No

Evaluate the use of instructional resources (including those in the library).

ESL faculty make substantial use of library resources, particularly in the reading courses and the exit level writing courses. Faculty members make recommendations for purchase of materials to supplement instruction.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning.

To date ESL offers no courses by distance learning. Instructors refer students to the ESL tutors at RGC, NRG, & RVS for supplemental instruction. Tutors are able to set students up to work on several computer programs, most notable Focus on Grammar, Skills Bank, and Dream Weaver. Instructors regularly incorporate internet-based assignments as a component of classroom instruction. Effective this semester, the office assistant to the Department Chair will assist older ESL students unfamiliar with word processing so that they can learn to write their papers using the computer.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements.

The main mission of the Academic ESL Program at ACC is to prepare ESL students to handle the listening, speaking, reading, and writing assignments

required in higher education and in the workplace. To accomplish this mission ESL teachers have to do more than teach our students to speak English; we must teach them how to survive in an academic environment in the US. This means helping them to become active readers, writers, and learners and to assume a measure of responsibility for their own learning since this is an expectation they will find as students enrolled in a US college or university.

List below the current discipline-specific courses within the program and the date of the latest review.

Course	DESL 0623	Date of Last Review	Fall 2003
Course	DESL 0643	Date of last Review	Fall 2003
Course	DESL 0613	Date of Last Review	Fall 2003
Course	DESL 1373	Date of Last Review	Fall 2003
Course	DESL 1383	Date of Last Review	Fall 2003
Course	DESL 1393	Date of Last Review	Fall 2003
Course	DESL 0663	Date of Last Review	Fall 2003
Course	DESL 1473	Date of Last Review	Fall 2003
Course	DESL 1483	Date of last Review	Fall 2003
Course	DESL 1493	Date of last Review	Fall 2003
Course	DESL 0683	Date of last Review	Fall 2003
Course	DESL 1773	Date of last Review	Fall 2003
Course	DESL 1783	Date of last Review	Fall 2003
Course	DESL 1793	Date of last Review	Fall 2003

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

Yes  No (if no, please explain)

What is the ethnic diversity of the faculty?

Approximately 30 % are from a different ethnic background. We have teachers from Taiwan, Iran, Poland, the Middle East, India.

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

They present at conferences locally and nationally; They engage in activities within the professional organizations such as serving on the board of directors for journals and serving on committees. Many review textbooks and other materials related to second language teaching. Several faculty members review new textbooks and materials.

What recognition has been given to faculty within the last year?

Mary Corredor and Anne-Marie Schlender received NISOD awards; several presented at regional conferences (Shannon Bailey, Mary Corredor, Gerhardt Gast, Anne-Marie Schlender); one presented at the CASP Conference (Shannon Bailey); one serves on the Board of Directors of the College Reading & Learning Association (CRLA) and as President of the regional chapter of TESOL

(TexTESOL III) (Anne-Marie Schlender) One faculty member took part in a forum sponsored by Educational Testing Service (Mary Corredor). One adjunct faculty member (Charles Wukasch) presents regularly at local and national conferences.

Describe professional development activities in which program faculty participate. Faculty take advantage of the workshops offered through the faculty development office on a regular basis.

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

100%

Describe the types of discipline-related professional development activities offered.

FT faculty attend discipline-related workshops offered at ACC, in the state and nationally. Recently the ESL Department sponsored a workshop on Scoring Writing Samples. In addition, faculty regularly attend workshops on ESL assessment, the creation of websites, and using Blackboard. They consistently update their DATATEL skills.

What percent of sections do full-time faculty teach?

Presently (Spring 2004) of 47 total sections, 20 or 42.5531% are taught by FT faculty. The percentages for previous fiscal years are listed below (Source: Budget Planning Book FY 2002, pages included in Program Review Manual.)

FY 1998: 7%

FY 1999: 19%

FY 2000: 32%

FY 2001: 16%

FY 2002: 34%

What percent of contact hours do full-time faculty teach?

In FY 1998, FT faculty taught 3,696 contact hours or 4%;

FY 1999: 11,328 or 12 %;

FY 2000: 16,064 or 38%;

FY 2001: 17,536 or 14%;

FY 2002: 44,016 or 30%.

Are student evaluations of instruction within acceptable range?  Yes  No

To what extent are alternative modes of instruction incorporated into classes?

Most instructors supplement the traditional lecture format with technology based instructional techniques, paired and small-group activities, collaborative activities and projects, including library and internet-based research and projects.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

Yes       No

**[f] Adequacy of program resources and efficiency of resource use**

Describe the overall adequacy of resources (human, technological and capital, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

ESL has serious needs in every one of the areas listed above.

(Human) In order to comply with the Closing the Gaps Initiative and meet the ESL needs of the ACC service area, we need FT faculty to teach both the regular ESL classes and those for the deaf students. We need more FT faculty in order to conduct assessments of potential students. The number of students assessed has grown so rapidly in the past several years, that it has become a burden for the present FT faculty. Those involved in assessments are volunteering their time since assessments are not conducted in lieu of teaching, holding office hours or preparing for classes.

Also, in the area of human resources, the ESL department needs more clerical support. The Chair teaches an 80% load with only one hourly assistant.

We need more IA or CA positions. Although ESL is fortunate to have 3 Instructional Associates, students are now reporting that the IAs are so busy, they cannot spend very much time in assisting all the students that need help.

(Technological) We have very serious needs in this area particularly equipment to supplement instruction for students who are deaf or hard of hearing.

We need a computer assisted writing lab, video cameras, cd players and computers.

Facilities: The ESL program, like others in the college, suffers from the lack of adequate classroom and office space. The enrollment per section in ESL classes taught by FT faculty has grown steadily from FY 1998 to the present from a low of 7.9 in 1998 to 14.3 in FY 2002. Presently (Spring 2004), we have 47 sections, 16 of which are closed with limits of 16; 13 of those sections are overenrolled. Thus, our enrollment has grown, and many teachers now teach in rooms that are too small or inappropriate for a language class.

Fiscal: We need more hourly funds to ensure that faculty at all campuses have the supplies they need; we need to have specific monies earmarked to pay stipends to adjunct faculty and to FT faculty who assist with assessment.

In order for faculty to remain on the cutting edge of what is new and innovative in the field of second language teaching, the college needs to allot more funds for travel. Faculty cannot afford to pay travel expenses to participate in conferences out of their own pockets.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

Determining a course ratio is impossible because we have 12 core courses. The number of sections offered for any particular course fluctuates, as does the enrollment.

As stated above, the current semester shows that 42.5531 % of our 47 sections are being taught by FT faculty; 57.4469, by adjunct faculty.

The percentage of sections taught by FT Faculty vs. Adjunct faculty from FY 1998-FY 2002 is listed below:

Year: FT%/Adjunct %

1998: 7/64

1999: 19/35

2000: 32/67

2001: 16/31 (Other = 19%????)

2002: 34/26

Spring 2004: 42.5/57.4

The program overall has 6 FT Faculty (5 + 1 Temporal Full-Time);

We have a core of 15 adjunct faculty who teach on a regular basis for a ratio of app. 1:3

How up-to-date is the equipment used by the program? ESL faculty are unable to take advantage of the many software packages available for second language teaching due to lack of funds to purchase the software and lack of updated computer equipment. ACC has no language laboratory facilities, in spite of the fact that such a lab would be used by both FOLA and ESL.

Identify possibilities for improving the efficiency of the program's use of resources.

The college needs to make more funds available to the ESL program in all object subcodes.

**[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers**

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

There are a few private schools that offer ESL instruction, most notably the Texas Intensive English Program (TIEP) at Dexter Hall and the House of Tutors. Both of these programs are much more expensive than our Academic ESL Program, and, in fact, many students enrolled in these programs cross over to ours. In fact, the TIEP has reached an agreement with ACC whereby, students on an F-1 visa who exit their program at a certain level will not have to present the TOEFL test at ACC. This eliminates the need for possible triple testing: on the TOEFL, the THEA, the ACT ESL Placement Test for those who fail the THEA.)

In addition to these expensive programs, there are others in the area affiliated with churches that offer ESL classes free. Two of the most well-known are La Fuente Learning Center and El Buen Samaritano. We maintain a list of such programs and refer potential students who do not yet qualify for our program to theirs. We do so because we realize that the human nature dictates that individuals want to improve their situation in life. When we refer them to other programs, we expect and hope that they will return to ACC at some point in the future.

#### **[h] Direct and indirect program-related revenues and costs to the College**

Identify the major sources of revenue for the program, including grants, partnerships, etc.

ESL receives funding from the state and from tuition.

Compare program costs to those of other ACC programs.

According to the document from Business Services entitled "FY 2002 Program Revenues vs. Expenses," ESL generated revenue of \$482,262 and had expenses totaling \$479,610 for a marginal surplus of 0.5%. However, what is not clear is how revenue for tuition is calculated. Did (and does) the college calculate an in-district tuition rate for all students enrolled? If that is the case, the figures do not account for the extra revenue generated from the tuition of International Students on an F-1 visa. This makes a difference since students on an F-1 visa were paying \$552 per course, as opposed to \$133 paid by traditional indistrict students.

Compare the program's actual expenditures to the approved program budget for the previous two years.

The ESL budget has increased from \$430,764 (FY2002) to 501,345 (FY 2003) & 535,618 (FY 2004).

ESL has spent the total of its budget for the past two years.

**TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION**

**Only Workforce Programs complete the following section.**

Report/status from latest external accrediting agency visit

**This entire section does not apply to ESL.**

When was the most recent program revision?

██████████

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

██████████

Average number of semesters it takes for students to gain degree/credential.

██████████

Number of graduates within the last three years

██████████

Demographics of graduates

██████████

Percent of graduates who are employed within one year of graduation.

██████████

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

██████████

Percent of employers indicating satisfaction with graduates.

██████████

Discuss the most recent results of Focus Group or internal survey of employers.

██████████

Number of employers indicating need for more graduates

██████████

Provide evidence of SCANS competency integration into course syllabi and programs.

██████████

How often does the program's advisory committee meet to discuss curriculum issues?

██████████

When and where are advisory committee minutes maintained and posted?  
[REDACTED]

Evidence of recent review of curriculum by external advisory committee.  
[REDACTED]

Advisory committee validation of entry level skills  
[REDACTED]

**Only Transfer Programs complete the following section.**

Number and percent of graduates who transfer within one year of graduation.  
**These sections do not apply to ESL.**

Number of articulation agreements with universities and colleges  
[REDACTED]

Number of courses that transfer  
[REDACTED]

Number of student complaints about problems with course transfer  
[REDACTED]

Discuss the results of the most recent Survey/focus group of transfer institutions.  
[REDACTED]

Discuss data from transfer institutions if available.  
[REDACTED]

Number of students transferring successfully.  
[REDACTED]

**CONCLUSIONS**

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program? Summarize them here and complete the *Program Status* form.

**The information contained in this report documents the growth of the ESL Program from AY 1998-1999 to the present in terms of number of FT and Adjunct Faculty, sections offered, enrollment per section, and overall enrollments. We have grown to meet the needs of the community through expansion of the number of sections offered, establishment of a presence on all 6 main campuses, colisting of courses with Continuing Education, and cooperation with the Communications Division to offer Composition 1301 for ESL students. We have strengthened the assessment process and cooperated with Student Services in the passage of an Administrative Rule to ensure that nonnative speakers receive**

the ESL instruction that will benefit them. A major landmark in the growth and expansion of our ESL program occurred in the fall of 2002 with the decision to offer ESL courses for students who are deaf or hard of hearing

### **PROGRAM VISION STATEMENT**

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

1) The ESL Program envisions an organizational change that has been discussed since at least 1998: the establishment of a one stop point of entry for potential ESL students. A Center for English As A Second Language (CESL) or a Center for English Language Learners (CELL) would house several departments and offices that deal with ESL students and issues under one roof. Such a "one-stop processing center" would include representatives from Academic ESL, Adult Education ESL, Continuing Education, the International Students Office Admissions and Records, ESL Counselors and/or Advisors. It would also include an area for Assessment, the first step toward housing ESL Assessment in ESL as opposed to in Assessment.

2) Assessment of potential students is key to enrollment in our classes and the growth of the program. The ESL Program envisions being able to directly oversee the assessment and placement of potential students in ESL classes. This vision would be accomplished through the establishment of an ESL Testing Center in the north and in the south. The testing center in the south would be housed in the one stop processing center mentioned in item 1 above. The Testing Centers would be staffed with Assessment Specialists to oversee the operation of the Center and schedule testing. Oral Interviews would continue to be conducted and writing samples scored by ESL faculty, who would also make recommendations for placement. Full time faculty would be scheduled to work in the Center. FT faculty who choose to do so would perform these duties in exchange for a course release or a stipend. One full time faculty member would be awarded a contract that would be 1/4 teaching and 3/4 assessment. That person would supervise other FT and adjunct faculty who work in the testing center.

Presently, full time ESL faculty assess without compensation. Two documents included in the Program Review Notebook demonstrate the growth in the number of potential students assessed since 1998 and the number of hours being "volunteered" by ESL faculty. FT faculty cannot and should not have to continue to assume this extra burden without compensation.

3) Another goal of the ESL program over the next five years is to expand the ESL Program Offerings for Students Who are Deaf or Hard of Hearing. The following is the 5 year plan proposed by the present faculty and advisors involved with the establishment of the courses for deaf students. The principal contributor is Erika Domatti-Thomas: Temporary FT Instructor, ESL for Students who are Deaf or Hard of Hearing

#### One Year Plan-

Course offerings will include:

- High Beginning Reading and Vocabulary
- High Beginning Writing and Grammar
- Low Intermediate Reading and Vocabulary
- Low Intermediate Writing and Grammar
- High Intermediate Reading and Vocabulary (new)
- High Intermediate Writing and Grammar (new)

Courses will be offered both in the morning and in the afternoon in order to serve as many Deaf students as possible.

The full time faculty will research the use of Manipulative Visual Language.

There will be one permanent full time faculty position assigned to the Deaf program.

There will be one temporary full time faculty position assigned to the Deaf program.

Adjunct faculty will teach classes as needed.

#### Two Year Plan-

Course offerings will include:

- High Beginning Reading and Vocabulary
- High Beginning Writing and Grammar
- Low Intermediate Reading and Vocabulary
- Low Intermediate Writing and Grammar
- High Intermediate Reading and Vocabulary
- High Intermediate Writing and Grammar
- Advanced Reading and Vocabulary (new)
- Advanced Writing and Grammar (new)

Courses will be offered both in the morning and in the afternoon in order to serve as many Deaf students as possible.

There will be a second permanent full time faculty positions assigned to the Deaf program.

Adjunct faculty will teach classes as needed.

A rationale will be written and submitted for the addition of a High Beginning American Sign Language class.

Faculty will receive training on the use of Manipulative Visual Language. If the research

The following equipment will be available to the faculty teaching the Deaf students. This equipment will enable teachers to provide a visually rich environment for their Deaf students.

- Laptop with portable LCD projector
- Scanner
- Elmo document camera/projector
- Video camera

### Three Year Plan

Course offerings will include:

- High Beginning American Sign Language Grammar (new)
- High Beginning Reading and Vocabulary
- High Beginning Writing and Grammar
- Low Intermediate Reading and Vocabulary
- Low Intermediate Writing and Grammar
- High Intermediate Reading and Vocabulary
- High Intermediate Writing and Grammar
- Advanced Reading and Vocabulary
- Advanced Writing and Grammar

Courses will be offered both in the morning and in the afternoon in order to serve as many Deaf students as possible.

There will be a temporary full time faculty position assigned to the Deaf program. The person hired for this position will be an expert in American Sign Language with an extensive ASL linguistic background. This person will teach the High Beginning ASL class.

Adjunct faculty will teach classes as needed.

Manipulative Visual Language pilot program initiated for:

- High Beginning Writing and Grammar
- High Beginning American Sign Language Grammar

The following equipment will be available to the faculty teaching the Deaf students. This equipment will enable teachers to provide a visually rich environment for their Deaf students.

- Smartboard
- Laptop computer and portable LCD projector for each faculty member
- Digital video camera

#### Four Year Plan

Course offerings will include:

- High Beginning American Sign Language Grammar
- High Beginning Reading and Vocabulary
- High Beginning Writing and Grammar
- Low Intermediate American Sign Language Grammar (new)
- Low Intermediate Reading and Vocabulary
- Low Intermediate Writing and Grammar
- High Intermediate Reading and Vocabulary
- High Intermediate Writing and Grammar
- Advanced Reading and Vocabulary
- Advanced Writing and Grammar

Courses will be offered both in the morning and in the afternoon in order to serve as many Deaf students as possible.

There will be a third permanent full time faculty position assigned to the Deaf program. The person hired for this position will be an expert in American Sign Language with an extensive American Sign Language linguistic background. This person will teach the High Beginning and Low Intermediate American Sign Language Grammar classes.

Adjunct faculty will teach classes as needed.

Manipulative Visual Language pilot program initiated for:

- Low Intermediate Writing and Grammar
- Low Intermediate American Sign Language Grammar

## Five Year Plan

Course offerings will include:

- High Beginning American Sign Language Grammar
- High Beginning Reading and Vocabulary
- High Beginning Writing and Grammar
- Low Intermediate American Sign Language Grammar
- Low Intermediate Reading and Vocabulary
- Low Intermediate Writing and Grammar
- High Intermediate American Sign Language Grammar (new)
- High Intermediate Reading and Vocabulary
- High Intermediate Writing and Grammar
- Advanced Reading and Vocabulary
- Advanced Writing and Grammar

Courses will be offered both in the morning and in the afternoon in order to serve as many Deaf students as possible.

Manipulative Visual Language pilot program initiated for:

- High Intermediate Writing and Grammar
- High Intermediate American Sign Language Grammar

Three visually rich classrooms will be created at the Riverside campus specifically for the Deaf classes. These rooms will be equipped with:

- Circular style seating area
- Smartboard
- Digital video camera
- Laptop
- Student computers

4) In order to meet the expected growth in the demand for ESL, especially in light of the "Closing the Gaps" initiative, the ESL Program envisions expanding its present course offerings to include the addition of another level, lower than our current high beginning level and adding courses in grammar at the intermediate and advanced levels.

5) Despite its size, its prominence in the community, and its advanced level of technology, ACC has no language laboratory! The ESL Department envisions a state of the art language lab that would be used by both Foreign Language and ESL students.

## RECOMMENDATIONS

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize them here and complete the *Quality Improvement Plan* form.

As has been stated repeatedly throughout this report, we recommend the establishment of a "one step processing center" for potential ESL students, the hiring of new FT ESL faculty, expansion of the program for students who are deaf or hard of hearing, expansion of our course offerings, including the reinstatement of the lower level courses, the housing of ESL Assessment in ESL with the establishment of a testing center in both the north and the south, the establishment of lab facilities where ESL students can perfect their pronunciation, listening, notetaking, and computer skills. The Department will continue to offer and promote discipline -specific training for ESL faculty.

## ADDITIONAL COMMENTS

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## APPENDIX

List all documents that you used in your report:

ACC Fact Book 2002-2003

All Information Included in Program review Binder

ESL Departmental Syllabi, Objectives, Goals,

Figures & Tables provided by Sandra Clevinger, Assessment Specialist RGC regarding ESL Assessment.

Five Year Plan for the program for students who are deaf or hard of hearing.

FY 2001-2004 Budget

Program Revenues vs. Expenses

SWOT Analysis

When you have completed this report, send it via e-mail to the Coordinator for Institutional Assessment ([rwall@austincc.edu](mailto:rwall@austincc.edu)) as an attachment.

## Quality Improvement Plan Form for **ESL (ENSL, DESL)** Program

To be useful, a plan must be based on distinct, measurable tasks or actions that strengthen the program. An action plan is not philosophical or abstract. It can and should include some “what ifs.” “If this equipment is purchased,” “If space is added,” or “If schedules are changed,” are examples.

The template below is intended to assist you in thinking and planning long-term. The College knows that factors can and do change so that some of these projected tasks may not occur—especially those projected for the third year. Furthermore, we know that this plan will need to be revised. Therefore, in one year, OIE will be asking you to update both your progress towards these tasks and to review/revise your tasks for the second and third year of the plan.

**Note on Requests for Funds :** Consider changes that require **one-time** costs (equipment, renovation, etc.) and changes that require **recurring** costs (typically new positions). *All requests for funding should indicate how they will improve learning and meet targeted objectives.*

<b>2004-05</b>				
<b>Goal: Improve accessibility to ESL classes by increasing the number of sections offered.</b>				
<b>Estimated completion date: Spring of 2005 so faculty will be in place to open the Center in fall of 2005</b>				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Hire two FT ESL teachers, one of whom would have a contract specifying that the person would fulfill 1/4 of the contract by teaching one course per semester . with the remainder of the contract (3/4) specifying that the person would supervise and oversee the activities of the Testing Center.The 3/4 assessment	Increase enrollments by 12 % by being able to offer new sections in ESL, particularly at the new South Austin Campus.	\$100, 230 (2 x \$ 50, 115) in FT salaries. All of our instructors are presently teaching the maximum. In order for our program to expand to meet the language needs of the ESL community, we need more faculty.	ACC will fail to meet the goals of the "Closing the Gaps" initiative for a vast segment of the population in the Austin area.	ESL Faculty; Chair of ESL, Asst. Chair, Dean of Arts & Humanities

**Goal: Provide access to education for students who are deaf or hard of hearing in accordance with the "Closing the Gaps " Initiative.**

**Estimated completion date: In Place by Fall of 2004**

Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
<p>Hire one Permanent FT teacher for students who are deaf or hard of hearing and one temporary FT teacher.</p>	<p>More levels of ESL classes for the deaf will be added, as will more sections of the current levels. This will increase access and enrollment.</p>	<p>(\$100,230). Current instructors are teaching the maximum allowed and performing other duties for which they are not compensated. Without more faculty, more sections and levels cannot be offered.</p>	<p>Without the addition of more levels of classes for students presently enrolled in our lower levels, those students will be unable to continue their preparation to transfer to degree-seeking status. ACC will then have to pay a lot more money to interpreters since these students will be forced to take either regular ESL classes or DVS classes. Without the ability to increase section offerings for the entry level classes, many students will be turned away and ACC will not be meeting the goals of the "Closing the Gaps" initiative.</p>	<p>Chair of ESL, Asst. Chair of ESL, Faculty presently teaching classes for students who are deaf or hard of hearing, Dean of Arts and Humanities.</p>

2005-06

**Goal: Increase access to education for Nonnative Speakers of English by opening a Center for English As A Second Language (Central or South Location)**

**Estimated completion date: Fall of 2005**

Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Begin providing services for potential students whose native language is not English at this one stop center	Increased enrollment in ESL classes; increased participation in the educational process, the first step being enrollment in the appropriate ESL program at ACC.	<p>\$265, 230</p> <p>2 FT ESL Faculty members (2 x 50,115 = 100,230) (1 for regular program; one for courses for deaf/hard of hearing);</p> <p>**\$30,000/ 1 Assessment Specialist;</p> <p>**\$50,000/ 2 Technical Office Assts.</p> <p>**\$60,000/2 Administrative Assts.</p> <p>****\$30,000/15 computers for on-site testing;</p> <p>****Computers can also be used to schedule classes in Computer Assisted Writing Instruction for ESL students.</p> <p>\$5,000/furniture</p> <p>**denotes expenditures</p>	Potential students will slip through the cracks as they do now when they are sent from RVS to RGC and back to RVS (International Students) or from EVC to RGC to HBC (potential CE and AE students. ACC will not be doing all it can to meet the goals of the "Closing the Gaps" initiative	ESL Faculty; Chair of ESL, Asst. Chair, Dean of Arts & Humanities; Representatives from other programs. <p>Faculty who teach deaf students; Chair &amp; Asst. Chair of ESL; Dean of Arts &amp; Humanities</p>

		<p>that may not be necessary if personnel are moved from existing locations to the Center.</p> <p>Representatives from Academic ESL (Including someone to represent the program for students who are Deaf or Hard of Hearing), the International Admissions Office (including the International Student Advisor), AE ESL, CE, Refugee ESL will all be housed in one area. This will allow potential students to be interviewed, assessed, and placed into the program for which they are eligible, without being sent all over Austin to track down information.</p>		
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**2006-07**

**Goal: Open a North Testing Center for ESL Students at NRG or CYP**

**Estimated completion date: Fall 2006**

<b>Task or Action</b>	<b>Expected Outcome/ Measure of Success</b>	<b>Estimated Cost(s) with Justification</b>	<b>Consequence if Not Funded</b>	<b>Who is Responsible</b>
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<p>Hire A FT ESL teacher to teach one class and supervise FT faculty who work in the Testing Center</p>	<p>Improved Assessment and Placement will increase student satisfaction and increase enrollment in ESL classes by 15%</p>	<p>\$138,115 for the following:  \$50,115/FT ESL Instructor to oversee faculty working in the Assessment Center; \$30,000/ Assessment Specialist; \$25,000/Technical Office Assistant; \$30,000/ Computers; they can also be used to provide computer assisted writing instruction for ESL students. \$3,000/ Furniture</p>	<p>Enrollment in ESL classes is contingent upon accurate assessment and placement. Enrollments will decline if those services are not provided.</p>	<p>ESL Faculty, Chair of ESL, Asst. Chair, Dean of Arts &amp; Humanities</p>
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<p><b>Goal:Improve Accessibility to Education for Students who are deaf or hard of hearing by following a five year plan for development.</b></p>				
<p><b>Estimated completion date:5 Year Plan</b></p>				
<p><b>Task or Action</b></p>	<p><b>Expected Outcome/ Measure of Success</b></p>	<p><b>Estimated Cost(s) with Justification</b></p>	<p><b>Consequence if Not Funded</b></p>	<p><b>Who is Responsible</b></p>
<p>Please Refer to the Program Review Summary for the complete five year plan.</p>	<p>Increased enrollment of students who are deaf or hard of hearing by 100%.</p>	<p>See the five year plan in the Program review Summary Document.</p>	<p>An important segment of the Austin community will have access to education blocked for them unless they leave Austin.</p>	<p>Faculty who teach deaf students; Chair &amp; Asst. Chair of ESL; Dean of Arts &amp; Humanities</p>