ESL and AB 705: A Data-informed Perspective

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Overview

• Overview AB 705 development education reform
• Research and guidelines on English and implications for ESL
• ESL findings
• Next steps
• Caveat: Data in this presentation are subject to revision as the final report is being developed.

bit.ly/MMAP2017
Glossary / Acronyms

- Credit = standard college courses
- Non-credit = open entry/exit courses without grades
- Adult education = secondary education for adults
- CCCCOC = California Community College Chancellor’s Office
- TLE = Transfer level English (college composition only)
Overview of AB 705
A Brief History of AB 705’s Origins and Development

• STEPS started with 14 colleges
• MMAP – started in 2014-15 with the 14 STEPS colleges
• MMAP decision rules guidance released – over 90 colleges eventually join pilot
• AB 705 passed (October, 2017)
• AB 705 Implementation Committee formed and an ESL subcommittee formed
• CCCCCO guidance memos on English and math
• AB 705 Implementation Committee and ESL subcommittees continue to meet to provide additional guidance
Core Elements of AB 705 (Irwin)

• Legislation passed in October 2017
• Use of high school performance data
• Use of “highly unlikely” standard
• Maximize student’s probability of completing transfer-level English and math in their first year or "throughput"
• Optimize student’s probability of completing ESL sequence in three years (for those with completion goal)

https://assessment.cccco.edu/ab-705-implementation
What is a “Throughput Rate”? 

- The probability of getting to and through a transfer-level or gateway course within a specified period of time.

- **Throughput rate (AB 705):** The proportion of a cohort of students who complete the transferable or gateway math or English course within two semesters or three quarters of entering their first course in the sequence or ESL in 3 years.
# Placement/Support Recommendations: English

<table>
<thead>
<tr>
<th>High School Performance Metrics</th>
<th>Recommended AB 705 Placement for English</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA ≥ 2.6</td>
<td>Transfer-Level English Composition</td>
</tr>
<tr>
<td></td>
<td>No additional academic or concurrent support required</td>
</tr>
<tr>
<td>HSGPA 1.9 to 2.6</td>
<td>Transfer-Level English Composition</td>
</tr>
<tr>
<td></td>
<td>Additional academic and concurrent support recommended</td>
</tr>
<tr>
<td>HSGPA &lt; 1.9</td>
<td>Transfer-Level English Composition</td>
</tr>
<tr>
<td></td>
<td>Additional academic and concurrent support strongly recommended</td>
</tr>
</tbody>
</table>

For more information, see the July, 2018 AB705 Implementation Memo at [https://assessment.cccco.edu/resources/](https://assessment.cccco.edu/resources/)
## English Comparisons by HSGPA Level by English Language Learner (ELL) Designation in High School

Success rates if placed directly into transfer level

<table>
<thead>
<tr>
<th>ELL Designation</th>
<th>HS GPA &lt; 1.9</th>
<th>HS GPA ≥ 1.9 &amp; &lt; 2.6</th>
<th>HS GPA ≥ 2.6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No ELL Designation</strong></td>
<td>41%</td>
<td>59%</td>
<td>80%</td>
</tr>
<tr>
<td>Rate</td>
<td>N</td>
<td>Rate</td>
<td>N</td>
</tr>
<tr>
<td>41%</td>
<td>4,939</td>
<td>59%</td>
<td>17,133</td>
</tr>
<tr>
<td><strong>ELL Designation</strong></td>
<td>43%</td>
<td>59%</td>
<td>79%</td>
</tr>
<tr>
<td>Rate</td>
<td>N</td>
<td>Rate</td>
<td>N</td>
</tr>
<tr>
<td>43%</td>
<td>1,669</td>
<td>59%</td>
<td>5,089</td>
</tr>
</tbody>
</table>
ESL Findings

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Student Decision Paths

Skills
- Postsecondary
- Secondary
- Primary
- Basic Literacy/Numeracy

Goals
- AA/AS or Transfer
- Certificate
- ESL
- GED/HSET
- ABE/ASE
- CTE/Skills Builders
- Special Programs

Education Provider
- Private Service Providers
- Community College Credit Programs
- Community College Noncredit Programs
- Adult Education
- Community Based Organizations
ESL Curricular Variation

- Integrated ESL v. separate writing, reading, listening
- Credit v. Non-credit
- Number of levels below transfer level English (TLE)
  - lowest level can be 8 or more levels below TLE
  - highest level may be more than one level below TLE
  - highest level may be TLE equivalent
- ESL sequence may or may not lead to English sequence
- Some ESL sequences are accordion (can jump levels)
- Non-sequence ESL can be for citizenship or HS equiv
ESL Literature Review

A review of the literature found the following types of assessments to be most widely used for ELL students:

• Assessments Using Writing Samples and Essays
  – a writing sample or essay jointly reviewed with high school data is a better measure of success than a multiple choice test
  – Notes the high cost, high resources needs
• Guided Self-Placement
  – it enables colleges to give students a voice in their placement and results in a valid placement
  – GSP has been found to be a valid measure of assessment for ELL students and results in higher levels of success than other measures of assessment
A review of the literature found the following types of assessments to be most widely used for ELL students:

- Multiple Measures Questionnaires
  - multiple measures and conversations with counselors were recommended to be a part of an informed placement process
  - Irvine Valley College found the following questions to be most potent:
    - Age started learning English; Used a translation sheet; Frequency of reading a book in English; Self-Placement via rubric
- Test of English Foreign Language (TOEFL)
  - TOEFL scores were found to have a low correlation with academic achievement

Adult Education and Noncredit ESL
Mixed Methods Analysis
Research Questions

1) Can adult education assessment such as the Comprehensive Adult Student Assessment System (CASAS) provide useful information in colleges’ placement of English Language Learners (ELL)?

2) What sequence structures appear best suited to maximize throughput to transfer-level English?
Quantitative Analysis
Phase One

Adult Education Attendance Hours and Program Participation
Matching AE Student Data to CCC Data

- CASAS data: 1,140,727 students; 349 Adult Education agencies
- CCC MIS data: all enrollments from fall 2012 to spring 2018
- 40% (452,097) of AE students had a CCC enrollment record
  - 64% (290,508) enroll in an English or ESL course
    - 98% enroll in sequence courses
    - 2% enroll in non-sequence courses like support courses, vocational ESL, civics/citizenship
  - 56% participated in Adult Ed ESL program
  - 20% participated in Adult Ed ABE program
  - 16% participated in Adult Ed CTE program
Average Starting English/ESL Level for Adult Education

N = 285,159

- Noncredit ESL: 58% English, 37% ESL
  - n = 167,151

- Credit two or more levels below transfer: 15% English, 5% ESL
  - n = 44,330

- Credit one level below transfer: 12% English
  - n = 33,785

- Direct Enrollment into TLE: 14% English
  - n = 39,674
Average Starting Level in Noncredit ESL

N = 285,159
Adult Education TLE Throughput within Three Years by Starting Level

![Bar Chart](chart.png)

- **Noncredit ESL**: 1% (n = 167,151)
- **Credit two or more levels below transfer**: 12% (n = 44,330)
- **Credit one level below transfer**: 26% (n = 33,785)
- **Direct Enrollment into TLE**: 79% (n = 39,674)
TLE Throughput within Three Years by Starting Noncredit ESL Level

[Bar chart showing the percentage of TLE throughput for different starting ESL levels.]

-8: 0.1%
-7: 0.2%
-6: 0.4%
-5: 0.6%
-4: 1.4%
-3: 2.9%
-2: 4.4%
-1: 3.6%
# AE Student Profiles and Progression

<table>
<thead>
<tr>
<th>Starting Level</th>
<th>Course Type</th>
<th>n</th>
<th>Three-year Throughput Rate</th>
<th>Avg. Age</th>
<th>Avg. AE Attendance Hours</th>
<th>Avg. Time in AE Program</th>
<th>AE Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer level</td>
<td>English</td>
<td>39,674</td>
<td>79%</td>
<td>24</td>
<td>145</td>
<td>1.1 years</td>
<td>32% CTE, 31% ABE</td>
</tr>
<tr>
<td>One Level Below</td>
<td>Credit English</td>
<td>32,225</td>
<td>47%</td>
<td>23</td>
<td>138</td>
<td>1.1 years</td>
<td>37% ABE, 30% CTE</td>
</tr>
<tr>
<td>One Level Below</td>
<td>Credit ESL</td>
<td>1,560</td>
<td>26%</td>
<td>32</td>
<td>199</td>
<td>1.2 years</td>
<td>39% ESL, 30% CTE</td>
</tr>
<tr>
<td>Two or More Levels Below</td>
<td>Credit English</td>
<td>27,989</td>
<td>30%</td>
<td>24</td>
<td>147</td>
<td>1.2 years</td>
<td>43% ABE, 31% CTE</td>
</tr>
<tr>
<td>Two or More Levels Below</td>
<td>Credit ESL</td>
<td>16,341</td>
<td>12%</td>
<td>34</td>
<td>214</td>
<td>1.3 years</td>
<td>57% ESL, 19% CTE</td>
</tr>
<tr>
<td>All Levels</td>
<td>Noncredit ESL</td>
<td>163,808</td>
<td>0.8%</td>
<td>40</td>
<td>293</td>
<td>1.8 years</td>
<td>91% ESL, 5% CTE</td>
</tr>
</tbody>
</table>
Phase One Summary of Findings

• AE attendance hours were **not** a significant predictor of starting placement level in the English or ESL sequence or students’ potential for successful completion of TLE.

• Most significant predictors of TLE success within three years:
  • **Starting placement level**: The closer a student starts to TLE, the more likely the student will be to successfully complete TLE within three years.
  • **Starting course credit type**: Students who start in credit are more likely to complete TLE within three years, compared to students who start in noncredit.
  • **Starting course topic**: Students who enroll directly into an English course are more likely to complete TLE within three years compared to students who first enroll in ESL.
  • **Participation in an AE ESL program**: Students who participate in an adult education ESL program are less likely to complete TLE within three years compared to AE students who aren’t in an ESL program.
Quantitative Analysis
Phase Two

Adult Education CASAS Reading Assessment Scale Score
Phase Two CASAS Assessment Scores

- 5 years of CASAS assessment data obtained from two community colleges with a high volume of adult education students
- Reading scale scores matched with ESL and English sequence enrollments
- Only 3% of students in the sample attempt a credit ESL or English course within three years
- Only 1% attempt transfer level English within three years

Students with a CASAS Reading Score
- $n = 42,101$
- 100%

Credit English or ESL course enrollment
- $n = 1,376$
- 3%

Transfer level English course enrollment
- $n = 447$
- 1%

Transfer level English course success
- $n = 345$
- 0.8%
Phase Two Summary of Findings

• Results from logistic regressions:
  • Starting level in ESL or English sequence had greatest impact on whether students transition to credit coursework and complete TLE
  • Reading scale score is weak, yet statistically significant predictor of enrollment in credit ESL or English
  • Adult Education ESL students are significantly less likely to enroll in a credit ESL or English course and to complete TLE in three years compared to non-ESL AE
  • Enrollment in credit ESL or English course is significant predictor of TLE success
  • AE students who attempt TLE succeed at a rate similar to other CCC students

• Limitations: only two CCCs included in the sample; did not have data to control for students’ educational goals, primary language, highest education level, income level
Qualitative Analysis

Best Practices for Maximizing TLE Throughput for Noncredit ESL Students
Qualities of High Performing ESL Programs

- Integration of noncredit and credit ESL programs
- Recently updated or revised ESL courses
- Smooth transitions and forward momentum for students without penalties
- Talented, dedicated, and loyal ESL faculty
- Reliance on evidence to inform policy and practice
- Curriculum that allows students to explore their own personal and professional trajectories
- Broad support and support services in close proximity to ESL instruction
- Vital role of counselors in the success and achievement of ESL students
Summary of Qualitative Findings

• Colleges have responded creatively to student needs by:
  • Shortening sequences to have fewer levels
  • Placing an intentional focus on establishing academic rigor in noncredit courses
  • Creating a clear pathway to credit enrollment
  • Creating a clear pathway to employment

• ESL counseling and comprehensive support services appear to contribute to high noncredit ESL to credit ESL transition rates

• Highly successful programs are blurring the lines between credit and noncredit for ELL students with continuous pathways from adult education to freshman composition and/or employment
Credit ESL
FIGURE 7
Equity gaps persist in completion for students who enter ESL sequences at all levels

SOURCE: Author calculations from Chancellor’s Office MIS data and PPIC ESL program database.
NOTES: Sample includes degree-seeking students who first enrolled in ESL at a California Community College between the 2009–10 and 2011–12 academic years and are tracked for six years, through the 2016–17 academic year. LBT refers to level below transfer English.

ESL Student Definition

• High school ELL designation or ELD course history AND taking community college ESL (included in MMAP ESL analysis)
• High school ELL designation or ELD course history but NOT taking community college ESL (included in MMAP English analysis)
• Non-native speakers with no high school information available AND taking community college ESL (included in latest MMAP file)
• Non-native speakers with no high school information available and NOT taking community college ESL (included in latest MMAP file)
Average Starting Level in ESL

ESL Students Starting ESL Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>-8</td>
<td>2%</td>
</tr>
<tr>
<td>-7</td>
<td>3%</td>
</tr>
<tr>
<td>-6</td>
<td>7%</td>
</tr>
<tr>
<td>-5</td>
<td>10%</td>
</tr>
<tr>
<td>-4</td>
<td>16%</td>
</tr>
<tr>
<td>-3</td>
<td>21%</td>
</tr>
<tr>
<td>-2</td>
<td>18%</td>
</tr>
<tr>
<td>-1</td>
<td>22%</td>
</tr>
<tr>
<td>0</td>
<td>1%</td>
</tr>
</tbody>
</table>
Higher Average ESL Starting Level Correlates with Higher TLE Throughput

TLE Throughput within Three Years by College and Average ESL Starting level

\[ y = 0.0384x + 0.2752 \]
\[ R^2 = 0.3071 \]
Credit ESL Throughput for All Credit Students vs. Degree/Transfer-seeking

- All credit students = 328,403
- Degree/transfer-seeking = 70,452
Major ESL Student Types

- English Language Learner (ELL) U.S. High School Graduates
- International Students (IS)
- Non-IS, non-U.S. high school graduate ESL students:
  - without a foreign high school diploma
  - with a foreign secondary diploma
  - with a college degree
Research Questions

1. How valid is a student’s declared educational goal?
2. Which English Language Arts (ELA) pathway (ESL or English) leads to the highest rate of transfer-level English completion for ESL students who are degree or transfer seeking?
3. Which ELA pathway (ESL or English) leads to the highest rate of transfer-level English completion for U.S. High School Graduates?
4. Which ELA pathway (ESL or English) leads to the highest rate of transfer-level English completion for International Students (IS)?
5. How do ESL placement levels for degree-seeking non-IS and non-U.S. high school graduates vary across colleges and how are these variations associated with TLE throughput? Do differences in college approaches to these populations provide insight into how to maximize the probability of TLE completion for this subpopulation of ESL students? How do those patterns vary by educational attainment?
Student Journey Type by Credit and Non-credit Status

- **Degree/Transfer**
  - Credit (CR): 60%
  - Non-Credit (NC): 18%

- **Short-term CTE**
  - Credit (CR): 18%
  - Non-Credit (NC): 16%

- **Adult Ed**
  - Credit (CR): 22%
  - Non-Credit (NC): 66%
Transfer-level English Throughput in Three Years by Credit and Non-credit Status

- **Degree-Transfer**
  - Credit: 35%
  - Noncredit: 12%

- **Short term CTE**
  - Credit: 11%
  - Noncredit: 1%

- **Adult Ed**
  - Credit: 8%
  - Noncredit: 1%

TLE = Transfer Level English
Transfer-Level English or ESL Equivalent (TLE) Throughput Rates of U.S. High School Graduates Disaggregated by Comfort Speaking English and by ELA Pathway

- **Comfortable with English=Yes**
  - English path: 41%
  - ESL path: 30%

- **Comfortable with English=No**
  - English path: 37%
  - ESL path: 14%
Non-Citizen U.S. High School Graduates Transfer-level English Throughput by Years in U.S. High School, ELL Designation, and Community College ELA Pathway (i.e., ESL vs. ENGL)

- ELL in HS, ESL in CC
- Not ELL designated in HS, ESL in CC
- ELL in HS, English in College

<table>
<thead>
<tr>
<th>Years</th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just Sr.</td>
<td>30%</td>
<td>31%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jr.+Sr.</td>
<td>30%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>So.+Jr.+Sr.</td>
<td>25%</td>
<td>29%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four years</td>
<td>26%</td>
<td>35%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Just Sr.: 30% - 31%
Jr.+Sr.: 30% - 33%
So.+Jr.+Sr.: 25% - 29%
Four years: 26% - 35%
Preliminary Recommendations

- Improve the collection of and verification of students’ educational goal and major.
- Non-credit ESL students who are degree/transfer seeking could be transitioned to credit ESL courses or placed directly into a credit ESL sequence.
- U.S. high school graduates should be placed directly into TLE, with or without support.
- International students could be starting either directly in English sequences or in short (1 to 2 term) credit ESL sequences that feed directly into TLE to maximize throughput. Noncredit ESL coursework does not appear to improve throughput for these students.
- Degree-seeking students neither classified as international students nor a U.S. high school graduate may be placed at the highest level the college deems appropriate, considering that TLE increased with each higher level a student was placed.
- ESL sequences should lead from adult education and connect to TLE.
Next Steps

- Confer with AB 705 ESL Subcommittee
- Continued research on ESL in the areas of credit, non-credit, and adult education
- Early adopters analysis for those implementing AB 705 strategies in English and Math
- Evaluation of concurrent supports including corequisites
Questions?

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