Multiple Measures Assessment Project
Post-AB 705: Supporting Colleges Into and Through the Transition for ESL

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Agenda

• Requirements of AB 705
• Defining ESL pathways
• Review of MMAP results
• Adapting MMAP to AB 705
• Current research efforts on multiple measures for ESL (and how you can participate)
• Discussion
Partners in MMAP

• Data and Research
  • RP Group, Educational Results Partnership, CalPASSPlus

• Funding, Review, and Primary Guidance
  • CCCCCO, Academic Senate, Butte-Glenn Community College District (Tech Center) Common Assessment Initiative Steering Committee, AB705 Workgroup

• Subject Matter Expert Partners
  • Academic Senate, CATESOL, CCAAA, RP Group

• Over 60 pilot colleges with local faculty, staff, and research teams conducting local analyses
  • http://rpgroup.org/All-Projects/ArticleView/articleId/118/Multiple-Measures-Assessment-Project-MMAP
Key Questions

• How does ESL align with English at the college?
• How does the college align with adult schools?
• What non-test measures do you already collect?
• What additional measures could be useful?
• What professional development would help?
• What will you do Monday?
AB 705 (Irwin) requirements

- 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
- Optimize student’s probability of completing ESL sequence in three years
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
Ed Goal of Credit ESL Students Transitioning from High School (grey bars indicate terminal goal)

Source: MMAP ESL Data
What is an ESL Student?

- A student taking an ESL class (tautological but accurate)
- A student whose native language is not English
- A student designated as an English Learning (EL) in high school
- Other terms include but are not limited to:
  - English as a foreign language (EFL)
  - English as an additional language (EAL)
  - English for speakers of other languages (ESOL)
- A related term is “Generation 1.5” who are not tracked in data systems but most likely take English sequence courses
What is an ESL Student in MMAP?

- 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 (not included in MMAP)
- Non-native speakers with no high school information available but NOT taking community college ESL (not included in MMAP)
Data Set for the Models

- CCC students enrolled in an English, Math, Reading or ESL class with matching high school data in Cal-PASS Plus
  - ≈1 M cases for Math & English; ≈200k for Reading & ESL
- Bulk of data from 2008 through 2014
- Rules built from students with 4 years of high school data (≈25% of sample)
  - 70% probability of success or higher required for transfer placement


- ESL Technical Brief
Variables Explored in the Models

- High School Unweighted Cumulative GPA
- Grades in high school courses
- CST scores
- Advanced Placement course taking
- Taking higher level courses (math)
- Delay between HS and CCC (math)
- HS English types (expository, remedial, ESL)
- HS Math level (Elem Algebra, Integrated Algebra, Pre-Calculus)
<table>
<thead>
<tr>
<th>Description</th>
<th>High Schools</th>
<th>Colleges</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total ESL file</td>
<td>1,492</td>
<td>107</td>
<td>185,033</td>
</tr>
<tr>
<td>Top level transfer complete high school transcripts</td>
<td>485</td>
<td>41</td>
<td>4,901</td>
</tr>
<tr>
<td>Top level 1 level below transfer complete high school transcripts</td>
<td>289</td>
<td>30</td>
<td>2,768</td>
</tr>
<tr>
<td>Top level 2+ levels below transfer complete high school transcripts</td>
<td>253</td>
<td>27</td>
<td>1,026</td>
</tr>
</tbody>
</table>

- About 25% of students had 4 years of high school transcripts and were used for building the decision rules.
Old sequence for ESL students

WR 1 (transfer-level Writing)

WR 201 (1 level below WR 1 for native speakers of English)

WR 301 (2 levels below WR 1 for native speakers of English)

ESL Level 6

ESL Level 5

ESL Level 4 and below
New Parallel Basic Skills Sequence For ESL students

WR 1 (transfer-level Writing)

WR 201
WR 301
RD 370

ESL 201
ESL 301
ESL 370
ESL 361 and below

Academic English Sequence
Cuyamaca College ESL Boost Pathway

Boost Pathway

Semesters

ESL 070 & 071

ESL 080 & 081

ESL 1A & 1AG
  (Grammar companion course required with 1A)

Prerequisite: Pass in ESL 080 or Placement into ESL 096, 100, or 1A

ESL 1B

ESL 2A
  Prerequisite: Pass or C grade or higher in ESL 103; a B grade or higher in ESL 1A; a C grade or higher in ESL 1B; or equivalent placement in ESL 106 or ESL 2A

ESL 2B

Pathway from 2A to ENG 120 subject to approval from English

ENG 120

Or

ENG 120-20

Traditional Pathway (Grade C or Higher To Progress)

Semesters

ESL 070 & 071

ESL 080 & 081

ESL 096

ESL 100

ESL 103

ESL 106

ESL 119

Grade C or better

Grade C or better

Grade C or better

ENGL 120
English Language Acquisition (ELAC)
Path to English - 2018/2019 Academic Year

Placement Levels:

**L19**
- **ELAC 015** (9 units)
  - Introduction to English Literacy and Communication
  - Advisory: L19 Placement

**L20**
- **ELAC 023** (6 units)
  - Academic Listening & Speaking I
  - Prerequisite: ELAC 015

  **ELAC 025** (6 units)
  - Integrated Reading, Writing, Grammar I
  - Prerequisite: ELAC 015

*Optional Courses:*

**ELAC 016**
- (2 units) Optional
  - Accelerated English Language Acquisition: Low-Intermediate Level
  - Prepare to challenge ELAC 025
  - Co-requisite: ELAC 015

**ELAC 026**
- (2 units) Optional
  - Accelerated English Language Acquisition: Intermediate Level
  - Prepare to challenge ELAC 035
  - Co-requisite: ELAC 025

**Important Notes:**
Other optional elective courses may be offered.

* ELAC 016 and ELAC 026 provide additional support and preparation for an optional challenge exam.

**ELAC 033**
- (3 units)
  - Academic Listening & Speaking II
  - Prerequisite: ELAC 023

**ELAC 035**
- (6 units)
  - Integrated Reading, Writing, Grammar II
  - Prerequisite: ELAC 025

**ELAC 045**
- (6 units)
  - Integrated Reading, Writing, Grammar III
  - Prerequisite: ELAC 035
  - Co-requisite: ELAC 033 with placement of L30, L20, or L19

After completing the ELAC program, students are eligible to take one of the English course options below**

**English 047A**
- Integrated Reading, Writing, and Critical Thinking
  - Advisory: R3/W3 OR ELAC 045*

**OR**

**English 101 & 031**
- Reading and Composition & Academic Literacy
  - Prerequisite: R3/W3 OR ELAC 045*
ESL Findings

• Most HS ESL go into CC English (87%)
• Most Credit ESL students do not come from Non-Credit (99%) however there is variation among college districts
• High School origin does not generally relate to college outcomes
• Multiple measures for ESL will benefit from extra questions on application
How to Read an ESL Decision Tree

Figure 1. Interpreting One-Level Below Transfer Level ESL - L1 DM Decision Tree

Root Node

hs_11_gpa >= 2.7

Node 1

no

0.54
61%

yes

0.74
39%

Terminal node/leaf
Probability of success
Percent of students in leaf
## ESL Rule Set Examples

<table>
<thead>
<tr>
<th>Top Level Course</th>
<th>Direct Matriculant</th>
<th>Non-Direct Matriculant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Level</td>
<td>HS 11 GPA ≥ 2.5</td>
<td>HS 12 GPA ≥ 2.4</td>
</tr>
<tr>
<td>One Level Below Transfer</td>
<td>HS 11 GPA ≥ 2.7</td>
<td>HS 12 GPA ≥ 2.6</td>
</tr>
<tr>
<td>Two Levels + Below Transfer</td>
<td>HS 11 GPA ≥ 2.8</td>
<td>HS 12 GPA ≥ 2.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English CST ≥ 292</td>
</tr>
<tr>
<td>Transfer Level English</td>
<td>HS 11 GPA ≥ 2.6</td>
<td>HS 12 GPA ≥ 2.6</td>
</tr>
</tbody>
</table>

Intra-Class Correlations (ICC) Between Grade Points in First Community College ESL Course and High School Origin and College Destination by Highest Level of ESL Offered

<table>
<thead>
<tr>
<th>Highest Level of ESL at Community College</th>
<th>Level of First ESL Course</th>
<th>High School Origin</th>
<th>College Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer-Level</td>
<td>Transfer-level</td>
<td>0.03</td>
<td>0.05**</td>
</tr>
<tr>
<td>485 high schools</td>
<td>1 level below transfer</td>
<td>0.03**</td>
<td>0.01</td>
</tr>
<tr>
<td>41 colleges</td>
<td>2 levels below transfer</td>
<td>0.05*</td>
<td>0.03**</td>
</tr>
<tr>
<td>One Level Below Transfer-Level</td>
<td>1 level below transfer</td>
<td>0.01</td>
<td>0.00</td>
</tr>
<tr>
<td>289 high schools</td>
<td>2 levels below transfer</td>
<td>0.00</td>
<td>0.01</td>
</tr>
<tr>
<td>30 colleges</td>
<td>3 levels below transfer</td>
<td>0.04</td>
<td>0.05**</td>
</tr>
<tr>
<td>Two Levels Below Transfer-Level</td>
<td>2 levels below transfer</td>
<td>0.05</td>
<td>0.07**</td>
</tr>
<tr>
<td>253 high schools</td>
<td>3 levels below transfer</td>
<td>0.07</td>
<td>0.02</td>
</tr>
<tr>
<td>27 colleges</td>
<td>4 levels below transfer</td>
<td>0.27**</td>
<td>0.09</td>
</tr>
</tbody>
</table>

* significant at 0.05 level; ** significant at 0.01 level
Non Cognitive and Background Experience Variables
Social-psychological (non cognitive variables) data

• 14 pilot colleges have reported they are in the process of collecting Social-psychological (noncognitive variables) data
  – the team is currently following up to try to get access to these data
  – these include: Grit, Hope, Mindset, Conscientiousness, Teamwork Scale, Academic Self-Efficacy Scale, College Identity Scale

• Preliminary results from a few colleges have not shown consistent relationships between the measured variables and course outcomes, but this could be due to many factors:
  – timing of survey (during testing, application, etc.)
  – length of survey
  – frame of reference
Social-psychological (non cognitive variables) data

- Some positive relationships with outcomes for some student groups:
  - Students with who are undecided
  - Undocumented students
  - DSPS students
  - Veterans
  - Athletes
  - Age 50+
Other ESL Measures

- Questions on intake forms such as:
  — Years speaking English
  — Years of formal education
  — Self rating of writing, reading, speaking, listening
  — Do you dream in English?
- TOEFL Scores
- Other tests or credentials
- What measures do you use?
4. At what age did you start learning English?

5. How often do you speak in English?

<table>
<thead>
<tr>
<th>Age</th>
<th>Years of ESL instruction</th>
<th>Dreaming in English</th>
<th>Language of mobile phone</th>
<th>Watching, Reading, Internet use in English</th>
<th>Work in English environment</th>
<th>Self-rated proficiency</th>
<th>Number of languages</th>
<th>Use of translation sheet</th>
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<tbody>
<tr>
<td>0-5</td>
<td>Preschool</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6-11</td>
<td>Primary school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12-15</td>
<td>Lower secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>16-18</td>
<td>Upper secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19-22</td>
<td>College/University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>23-29</td>
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<td>30-39</td>
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<td>40-49</td>
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<tr>
<td>50+</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Did you receive a college or university degree from outside the United States?

- Yes
- No
- Don't know

For a copy of this survey in English and Spanish, email: Loris Fagioli, Director of Research, lfagioli@ivc.edu
## Predicting Success

<table>
<thead>
<tr>
<th></th>
<th>Level -1</th>
<th>Level -2</th>
<th>Level -3</th>
<th>Level -4</th>
<th>Level -5</th>
<th>Level -6</th>
<th>Level -7</th>
</tr>
</thead>
<tbody>
<tr>
<td>i4 Age</td>
<td>0.046</td>
<td>0.163</td>
<td>0.032</td>
<td>-0.071</td>
<td>-0.041</td>
<td>-0.293</td>
<td>-0.175</td>
</tr>
<tr>
<td>i5 with Friends</td>
<td>-0.142</td>
<td>-0.200</td>
<td>-0.036</td>
<td>0.093</td>
<td>0.040</td>
<td>0.248</td>
<td>0.146</td>
</tr>
<tr>
<td>i5 with Family</td>
<td>-0.162</td>
<td>-0.206</td>
<td>0.081</td>
<td>-0.056</td>
<td>0.277</td>
<td>0.070</td>
<td>-0.064</td>
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<tr>
<td>i5 at School</td>
<td>-0.198</td>
<td>-0.071</td>
<td>0.103</td>
<td>-0.107</td>
<td>0.156</td>
<td>0.148</td>
<td>0.057</td>
</tr>
<tr>
<td>i6 Foreign college degree</td>
<td>-0.093</td>
<td>0.130</td>
<td>-0.020</td>
<td>-0.077</td>
<td>-0.123</td>
<td>0.106</td>
<td>0.051</td>
</tr>
<tr>
<td>i7 ESL instruction US</td>
<td>-0.144</td>
<td>-0.015</td>
<td>-0.032</td>
<td>-0.003</td>
<td>0.133</td>
<td>0.270</td>
<td>0.169</td>
</tr>
<tr>
<td>i8 Work</td>
<td>-0.110</td>
<td>-0.211</td>
<td>-0.232</td>
<td>0.106</td>
<td>-0.148</td>
<td>0.076</td>
<td>-0.015</td>
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<tr>
<td>i10 Dreams</td>
<td>-0.138</td>
<td>-0.184</td>
<td>-0.366</td>
<td>-0.004</td>
<td>0.080</td>
<td>-0.096</td>
<td>-0.052</td>
</tr>
<tr>
<td>i11 Phone English</td>
<td>-0.185</td>
<td>0.021</td>
<td>0.229</td>
<td>-0.022</td>
<td>0.265</td>
<td>0.192</td>
<td>-0.191</td>
</tr>
<tr>
<td>i11 Phone other</td>
<td>0.185</td>
<td>0.004</td>
<td>0.229</td>
<td>0.022</td>
<td>-0.265</td>
<td>-0.192</td>
<td>0.167</td>
</tr>
<tr>
<td>i11 Phone none</td>
<td>0.000</td>
<td>0.051</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.071</td>
</tr>
<tr>
<td>i12 TV (hr)</td>
<td>-0.055</td>
<td>-0.013</td>
<td>-0.303</td>
<td>0.026</td>
<td>0.201</td>
<td>0.199</td>
<td>0.270</td>
</tr>
<tr>
<td>i12 Reading (hr)</td>
<td>0.401</td>
<td>0.018</td>
<td>-0.176</td>
<td>0.003</td>
<td>0.018</td>
<td>-0.067</td>
<td>-0.136</td>
</tr>
<tr>
<td>i12 Internet (hr)</td>
<td>-0.171</td>
<td>-0.013</td>
<td>-0.124</td>
<td>0.030</td>
<td>0.025</td>
<td>-0.007</td>
<td>0.147</td>
</tr>
<tr>
<td>i13 Proficiency</td>
<td>-0.142</td>
<td>-0.044</td>
<td>-0.218</td>
<td>-0.005</td>
<td>0.360</td>
<td>0.139</td>
<td>-0.025</td>
</tr>
<tr>
<td>i14 Languages Nr</td>
<td>0.073</td>
<td>0.194</td>
<td>-0.198</td>
<td>0.031</td>
<td>0.136</td>
<td>0.033</td>
<td>0.205</td>
</tr>
<tr>
<td>i15 Translation Sheet None</td>
<td>-0.053</td>
<td>0.028</td>
<td>0.152</td>
<td>0.006</td>
<td>0.223</td>
<td>-0.083</td>
<td>-0.158</td>
</tr>
<tr>
<td>i15 Translation Sheet Some</td>
<td>0.000</td>
<td>-0.069</td>
<td>-0.062</td>
<td>-0.057</td>
<td>-0.283</td>
<td>0.116</td>
<td>0.212</td>
</tr>
<tr>
<td>i15 Translation Sheet Yes</td>
<td>0.053</td>
<td>0.049</td>
<td>-0.140</td>
<td>0.074</td>
<td>0.088</td>
<td>-0.045</td>
<td>-0.020</td>
</tr>
<tr>
<td>Scaled Score</td>
<td>-0.201</td>
<td>-0.084</td>
<td>-0.144</td>
<td>-0.008</td>
<td>0.373</td>
<td>0.169</td>
<td>0.000</td>
</tr>
<tr>
<td>N</td>
<td>62</td>
<td>207</td>
<td>76</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>40</td>
</tr>
</tbody>
</table>
How Can I Participate?

• Share your practice and research widely
  • Post to CATESOL and RP listservs
  • Present at conferences

• Pilot the ESL MM Survey:

• Analysis choices (not mutually exclusive)
  • Work with your research office to correlate survey responses to course success by level and share summary results
  • Provide anonymous data file to RP researchers to combine data from several colleges for analysis
Upcoming Events/Resources

• Academic Senate
  • [https://www.asccc.org/calendar/list/events](https://www.asccc.org/calendar/list/events)
  • 2018 Curriculum Institute July 11, 2018 to July 14, 2018

• California Acceleration Project
  • [http://accelerationproject.org/](http://accelerationproject.org/)
  • Community of Practice (deadline was 4/13)

• CATESOL
  • [http://www.catesol.org/events](http://www.catesol.org/events) ; next regional at SRJC 5/12

• RP Group
  • [https://rpgroup.org/](https://rpgroup.org/) ; Student Success Conference 10/3-5
Questions and Comments
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