ESL and AB 705: Research and Implementation

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Agenda

- Introductions
- Cuyamaca Presentation
- Pause for Questions
- MMAP ESL Research
  - Method
  - Student Typologies & Throughput Analysis
    - International Students
    - U.S. High School Students
    - Third Group
- Questions & Closing
Is Acceleration for ESL?

A Story of Cuyamaca College
May the Force work with you (and not against!)

- A long time ago (well, not that long for us, but it seems ages), in a galaxy right next door to San Diego (you know, El Cajon), a group of progressive educators began a resistance to the student-oppressive empire known as Basic Skills. Together with equity-minded colleagues they challenged the notion of “under-prepared students” and suggested a new approach to instruction which came to be known as “acceleration.”
- Then the planet Alderaan blew up.
- Meanwhile, on the little backwater campus planet of Cuyamaca College . . .
One of the best in the state?

• Fact: Students who entered our program at 5 levels below transfer [ESL 96] had a 17% chance of passing Freshman Composition [English 120] within 5 years.

• Fact: Students who entered our entry level program 7 levels below transfer [ESL 70] had less than a 2% chance of passing Freshman Composition within five years.

• Fact: Our success rate was above average in the state!

• Realization: 17% was NOT good enough regardless of state standings

• Determination: We had to do something about it!
Well, we did it anyway!
Three Levels, Five core classes. Plus companion classes (grammar) are optional.

**Traditional Pathway (Grade C or Higher to Progress)**

**Seminesters**

<table>
<thead>
<tr>
<th>ESL 070 &amp; 071</th>
<th>ESL 080 &amp; 081</th>
<th>ESL 096</th>
<th>ESL 100</th>
<th>ESL 103</th>
<th>ESL 106</th>
<th>ESL 119</th>
<th>ENGL 120</th>
</tr>
</thead>
</table>

CUYAMACA BOOST ESL PROGRAM

ESL 50

6 UNITS

ESL 1A

6 UNITS

ESL 1B

6 UNITS

ESL 2A

6 UNITS

ESL 2B

6 UNITS

TRANSFER LEVEL ENGLISH

+ 50G

3 UNITS

+ 1AG

3 UNITS

+ 1BG

3 UNITS

+ 2AG

3 UNITS

+ 2BG

3 UNITS
Applying California Acceleration Project Principles to the Cuyamaca College ESL Program
Backward design from college-level courses

- Analysis of where students start in English 120 classes
  - Reading Level
    - College Level Texts, Literature, Professional Journals
  - Essay
    - College paragraph structure in body
    - Fully formed introduction and conclusion
  - Incorporation of quotations
    - MLA style
  - A knowledge of other writing structures
    - Summary
    - Personal Narrative
Relevant, thinking-oriented curriculum

Choosing texts that lead to higher level thinking
- ESL 50 – short fiction novel plus short related fiction/non
- ESL 1A – fiction novel plus related non-fiction
- ESL 2A – Non-fiction main and smaller related non-fiction

Creating activities that thoroughly delve into concepts before writing begins
- Reading and annotating text
- Summary and annotation logs
- In-class Group work
- At home writing activities
Low-stakes, collaborative practice

• Creating a variety of in-class activities where students can practice material before writing
  • Character charts
  • Speed dating
  • Jigsaw activities
  • Debate circles
  • Poster creation
  • World Café
  • Surveys
Intentional support for students’ affective needs

- Providing adequate opportunities for students to share about themselves in class and in writing
- Sharing campus support services
- Wrap-around support with ESL Lab workshops
- Creating a Facebook page for students in the program to share program information and allow students to support one another
Just-in-time remediation

Separate grammar/support classes

- Designed to look at whole language rather than disparate skill and drill practices
- Specific days set aside for student questions
- Activities that continue the mission of analyzing and discussing the text while using correct grammatical structures
- Editing practice of students own papers and reinforcement of structures learned in core classes through editing practice.
Then there arose the question of assessment. Multiple-measures are much better placement tools than a simple one time test.

But How About ESL?
According to the research: the best placement comes from a High School GPA. Grammar and writing tests are the LOWEST predictors of future success.

Some ESL students do have GPA’s from High School, but many don’t. What else can we do?
**ESL Survey**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1] At what age did you start learning English?</td>
<td>5] Do you speak English at work?</td>
</tr>
<tr>
<td>2] Do you have a college or university degree?</td>
<td>6] How many hours do you watch TV in English?</td>
</tr>
<tr>
<td>3] How many years have you attended college?</td>
<td>7] How many hours do you read in English?</td>
</tr>
<tr>
<td>4] How many years have you studied English?</td>
<td>8] Rate your proficiency level in English:</td>
</tr>
</tbody>
</table>

Let’s take a survey
Here is an outrageous idea for another facet of a multiple measure.

Let’s let the prospective ESL student place him or herself!

“You must unlearn what you have learned.”
— Yoda
The Empire Strikes Back
The above writings were from your fellow students. They were to explain what a “hero” was for them.

- The pople ko to hep oters. Heros are for God and peoples all world need hero.
- My name is marseen, my dad bast way 25 yaes ago. I deden’t see him. I love my mome, my mom wokers fo as so she is my heroes, me my sister and boreths.
- I do had two heroes in my life. First my mother, because she gave me the right to live and show me the way to love myself and love the others. Whit respect.
- My first hero: I think my dad is hero for me and sister. He teach us independent person and respect the others. He work very hard for us to come to here. He show us you have to be very good to people to get along. He is hero to us.
Now answer honestly: which of these writings is most like the one you would do? What level do you think you should be in?

- The person who I am going to talk about is really means something inspiring for me, and has changed my life’s style and motivated me to get the upper level quality of self improvement allways.

- Most individuals have heroes that they admire and try to be like them. My hero is my Father, he is very successful man with his job and Family. I admire him because he was good soccer player and good dendest. Therefore, my target on life to become like him. Moreover, he is a great Father as well as at his work and he always help people around him.
• Main Criteria: The highest placement a student receives will allow the students to entrance into an ESL class
• Self Reported High School GPA used when Available
• “Guided Self-placement/Interviews” will be implemented [working with assessment and counseling now]
• We will also be using the survey [waiting for data to utilize most significant questions]

Anybody Nervous Yet?
“That’s not a moon!”
Umm . . . No. I’m fine with it. After all, I am your father.
Actually – we have more than hope – we have data!

Attempted ESL-2A in Spring 2017 (n=110)
Semesters it took to pass Transfer-level English

- 67% 5 semesters
- 16% 4 semesters
- 16% 3 semesters
- 5% 2 semesters

Attempted ESL-106 in Fall 2015 (n=63)
Semesters it took to pass Transfer-level English

- 54% 5 semesters
- 25% 4 semesters
- 16% 3 semesters
- 10% 2 semesters
And more data!

Attempted ESL-1A in Spring 2017 (n=75)
Semesters it took to pass Transfer-level English

- 37% attempted in Spring 2017
  - 8% took 5 semesters
  - 13% took 4 semesters
  - 16% took 3 semesters

Attempted ESL 100 in Fall 2015 (n=139)
Semesters it took to pass Transfer-level English

- 17% attempted in Fall 2015
  - 13% took 5 semesters
  - 4% took 4 semesters
  - 0% took 3 semesters
And more promising numbers are coming!

81% of the 212 students who attempted ESL-50 in Fall 2018 successfully completed that course (ESL-50).

Successfully Completed ESL-50 in Fall 2018
May the Courses be with you!
Works Cited


MMAP ESL Research: Typologies & Throughput
Overview

• AB 705 Implications for ESL Students
• English Language Learner (ELL) Types
  – International Students
  – ELL US HS graduates
  – Other Degree/Transfer-seeking ESL students
• Discussion
Degree/Transfer-seeking ESL Student Types that are Affected by AB 705

1. English Language Learner (ELL) U.S. High School Graduates
2. International Students (IS)
3. Non-IS, non-U.S. high school graduate ESL students who are degree/transfer seeking

37% of ESL students fall into one of these three student types
TLC Throughput by Credit/Noncredit and Student Journey Type

Nota Bene: AB 705 only applies to ESL students who are degree/transfer-seeking.
ELL/ESL Throughput Data File Description

- 92 cohorts of students tracked forward for three years or, sometimes, for one year (throughput cohorts)
  - 555,625 noncredit students
  - 328,403 credit students
- Focal sample time period 2004 through 2018
- Further disaggregated by student types and/or degree/transfer-seeking status
International Students
International Student TLE Throughput Rates

ESL path = 28,584
English path = 16,958
Majority of International Students on English Path Start at Transfer-level

- ESL path: 28,584
- English path: 16,958

Only about one in three international students start in mainstream English.
Throughput Higher on English Path Across All International Student Language Groups

<table>
<thead>
<tr>
<th>Language Group</th>
<th>ESL Path</th>
<th>English Path</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>77%</td>
<td>54%</td>
</tr>
<tr>
<td>MENA/European</td>
<td>75%</td>
<td>38%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>75%</td>
<td>39%</td>
</tr>
<tr>
<td>African</td>
<td>74%</td>
<td>44%</td>
</tr>
<tr>
<td>East Indian</td>
<td>69%</td>
<td>40%</td>
</tr>
<tr>
<td>Filipino</td>
<td>68%</td>
<td>48%</td>
</tr>
<tr>
<td>Other</td>
<td>78%</td>
<td>40%</td>
</tr>
<tr>
<td>Unknown</td>
<td>75%</td>
<td>52%</td>
</tr>
<tr>
<td>Overall</td>
<td>76%</td>
<td>52%</td>
</tr>
</tbody>
</table>

ESL path = 28,584
English path = 16,958
Asian Language Group Represents Large Majority of International Students

- ESL path = 28,584
- English path = 16,958

- Asian, 58%
- MENA/ European, 12%
- Hispanic, 3%
- African, 2%
- East Indian, 1%
- Filipino, 1%
- Other, 1%
- Unknown, 23%
- Other, 1%
International Students from Asian Language Groups Most Likely to Begin on ESL Path

N = 45,542

- Asian: 71%
- Unknown: 62%
- Hispanic: 55%
- Other: 52%
- MENA/European: 38%
- African: 31%
- Filipino: 30%
- East Indian: 22%

Fun Fact! English is an official language in both India and the Phillipines.
International Student Highlights

- Students who start on the English path have higher throughput
  - However, I.S. do not have a high school GPA or similar variable that allows for independent assessment of capacity
- Majority of I.S. start in ESL (63%)
- I.S. from Asia are the most likely to start in ESL (except for India & the Philippines, which are the least likely)
U.S. High School Graduates
U.S. High School Graduates’ Transfer-level English Throughput by Years in U.S. High School, ELL Designation, and Community College English Language Arts Pathway (excludes US Citizens)

- ELL in HS, ESL in CC
- Not ELL designated in HS, ESL in CC
- ELL in HS, English in College
- 1 yr. post-AB 705 TLC throughput (projected)

<table>
<thead>
<tr>
<th></th>
<th>Just Sr.</th>
<th>Jr.+Sr.</th>
<th>So.+Jr.+Sr.</th>
<th>Four years</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL in HS, ESL in CC</td>
<td>30%</td>
<td>30%</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>Not ELL designated in HS, ESL in CC</td>
<td>31%</td>
<td>33%</td>
<td>29%</td>
<td>35%</td>
</tr>
<tr>
<td>ELL in HS, English in College</td>
<td>45%</td>
<td>48%</td>
<td>49%</td>
<td>48%</td>
</tr>
<tr>
<td>1 yr. post-AB 705 TLC throughput (projected)</td>
<td>81%</td>
<td>83%</td>
<td>81%</td>
<td>82%</td>
</tr>
</tbody>
</table>
English Language Learners: ESL vs. English Pathways

1-yr. Throughput of ELL US HS Graduates: 1-level below ESL vs. Transfer-level English

- ESL path (n = 2,296) - 20%
- Only at colleges allowing direct transition into TLE (n = 1,725) - 25%
- Second class actually was TLE (n = 708) - 38%
- English path - Starting at TLE (n = 33,491) - 84%
- English path - Starting at TLE (GPA weighted estimate) - 69%

- ESL path from 1 level below - One-yr. throughput rate
- Transfer-level English path - One-yr. throughput rate

Educational Results Partnership
Specific Case Analysis:
Students Who Took ELD in 12th Grade

- Enrolled in ESL (n = 223) - 16%
- Enrolled in transfer-level English (n = 903) - 85%

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

**Bar Chart**

- **English path**
  - Comfortable with English=Yes: 41%
  - Comfortable with English=No: 37%

- **ESL path**
  - Comfortable with English=Yes: 30%
  - Comfortable with English=No: 14%
Discussion

• Given how common it is for ELL US HS grads to enter mainstream English, what types of ESL support will improve the success of English Language Learners?

• What does the evidence suggest regarding which English Language Arts pathway will maximize the probability of completion of transfer-level English composition?

• Is the ESL label particularly problematic for generation 1.5 students, as suggested by Ortmeier-Hooper (2008)?
Other Degree/Transfer-seeking ESL Students
Non-International, Non-US HS Graduates
College’s Average ESL Starting Level and Throughput Rate are Highly Correlated

N = 47 colleges with 30+ students of this type
Credit ESL students with no diploma
College throughput rates for degree-seeking ESL students with no diploma

N = 47 colleges with 30+ students of this type – no U.S. HS diploma

Adj. R² = 0.68

Independent Variable = Starting ESL level
Controls = age, language group, citizenship status
Inter-college variation in average starting ESL level and TLE throughput for degree/transfer-seeking students with no diploma

N = 47 colleges with 30+ students of this type – no U.S. HS diploma
Third Group Analysis Highlights

• Not all colleges have a significant “third group” population
• Some colleges are more effectively moving this group of students to and through TLC than others
  – How do assessment, placement and curricular structures correlate with higher levels of student throughput?
    • Colleges that place most “third group” students at or around 3 levels below have the highest average throughput for this group (27%)
    • College throughput rates drop by about ten percentage points for each level below three that colleges place most students (i.e., 17% for 4 levels below, 7% for 5+ levels below)
Discussion
WEBINAR: AB 705 IN ACTION! RESULTS FROM EARLY IMPLEMENTERS
September 11

WEBINAR: ACCESS, ENROLLMENT AND SUCCESS:
STATEWIDE RESULTS FOR TRANSFER-LEVEL ENGLISH AND MATH
September 27

WEBINAR: ESL AND AB 705: RESEARCH AND IMPLEMENTATION
October 16

WEBINAR: ANALYSIS, EVALUATION AND COLLABORATION: AB 705 FOR INSTITUTIONAL RESEARCH PROFESSIONALS
Wednesday, November 13 – 12 to 1 pm
https://cccconfer.zoom.us/j/293011422