MMAP: AB 705 and ESL

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April 17, 2020
IVC ESL Program

Spring 2020 update
Jeff Wilson, ESL department co-chair
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Academic English Sequence
4 levels

ESL 302 (optional 2 unit co-req & 0.5 lab)

ESL 90L (0.5 co-req lab)

ESL 80L (0.5 co-req lab)

WR 1 (transfer-level Writing, 4 units)

ESL 90 (1 level below, 5 units)

ESL 80 (2 levels below, 5 units)

ESL 370 (3 levels below, 5 units)

ESL 360 (4 levels below, 5 units)

AESL 504 & below to AESL 501 (noncredit, 10 hours a week)

AESL 505 (low-advanced) (noncredit, 10 hours a week)

Noncredit AESL program (5 levels)
Program & Data
### Fall 2014 to Sp 2019 Completion Data*

*All students, regardless of educational goal*

<table>
<thead>
<tr>
<th>Course</th>
<th>Level Below</th>
<th>WR 1 Attempted</th>
<th>WR1 Throughput</th>
<th>WR1 Completion for those who attempted</th>
<th>Average terms</th>
<th>Grade in WR1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 90 (201) (n=399)</td>
<td>1 level below</td>
<td>72%</td>
<td>67%</td>
<td>94%</td>
<td>2.3</td>
<td>3.22</td>
</tr>
<tr>
<td>ESL 80 (301) (n=603)</td>
<td>2 levels below</td>
<td>67%</td>
<td>63%</td>
<td>94%</td>
<td>3.4</td>
<td>3.21</td>
</tr>
<tr>
<td>ESL 370 (n=804)</td>
<td>3 levels below</td>
<td>45%</td>
<td>42%</td>
<td>93%</td>
<td>4.2</td>
<td>2.81</td>
</tr>
</tbody>
</table>
## Fall 14 to Spring 19 Completion Data*

*Students disaggregated by educational goal

<table>
<thead>
<tr>
<th>Course</th>
<th>WR1 Throughput All students, regardless of educational goal</th>
<th>WR 1 Throughput Students with 12 credits attempted + math attempt</th>
<th>WR1 Completion for those who attempted (12 units + M)</th>
<th>Average terms (12 units + math)</th>
<th>Grade in WR1 (12 units + math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 90 (201) (n=312) 1 level below</td>
<td>67%</td>
<td>76%</td>
<td>93%</td>
<td>2.3</td>
<td>3.22</td>
</tr>
<tr>
<td>ESL 80 (301) (n=473) 2 levels below</td>
<td>63%</td>
<td>74%</td>
<td>95%</td>
<td>3.4</td>
<td>3.19</td>
</tr>
<tr>
<td>ESL 370 (n=583) 3 levels below</td>
<td>42%</td>
<td>55%</td>
<td>94%</td>
<td>4.2</td>
<td>3.18</td>
</tr>
</tbody>
</table>

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- ESL 90 (201): Completion rate for those who attempted WR1 within 1 year of starting is 93%.
- ESL 80 (301): Completion rate for those who attempted WR1 within 1 year of starting is 95%.
- ESL 370: Completion rate for those who attempted WR1 within 1 year of starting is 94%.
Curriculum Overview
The Five Core Elements of Acceleration:

1. Backward Design from College-Level Courses
2. Relevant, Thinking-Oriented Curriculum
3. Just in Time Remediation-Language Instruction
4. Low-Stakes, Collaborate Practice
5. Intentional Support for Students’ Affective Needs
**CAP Instructional Cycle**

- Pre-Reading Activities
- At Home Reading Activities
- Post Reading Activities
- Essay Writing Workshops
- Evaluation Process

**Additional Language Support in the ESL classroom**

- Sectional or short writing that begins immediately in the unit
- Additional vocabulary & academic language mining activities
- Language focus on one specific language feature needed for the prompt
- Lots of in-class draft writing with real-time instruction. In-class vs. at home alone at 2am on Sunday
Transfer Level Writing + ESL Support

• 4 unit WR course paired with ESL Support (2 units) and Writing Center Assistance (0.5 units) for a total of 6.5 units
• Taught by ESL faculty who meets minimum qualifications to teach composition
• Placement “bump” - some students who would have been previously placed in one-level below now placed here
• Course’s focus is to support multilingual writers with:
  – Considerations for Analytical Writing
  – Critical Reading Strategies for Analyzing, Interpreting, and Evaluating Texts
• Began in fall 2019 (2 sections)
Instructor & Student Support Structure
Professional Development

Big CAP,

CAP Institutes & Conferences

IVC ESL Dept CAP

ESL department trainings + course level cohorts

IVC Mini CAP w/ IVC English department

Mini CAP Institute: Summer 2017-2019, IVC ESL & English together @ IVC
Paid instructor 2-hr monthly meetings (5x a semester) per course level to share ideas, best practices, and frustrations (previously funded through BSI - now SEA)
One of our instructors sharing some new articles she found on our *Study Habits* unit
Dedicated ESL classrooms with moveable group tables and perimeter computers for increased in-class writing practice and online accessibility
Supplemental Instructors (tutors) embedded in many of our academic ESL writing courses (funded via SEA).

- Current M.A. TESL grad students
- Recent grads from our ESL program
A Language Acquisition Center (LAC) staffed by ESL instructors (and supplemental instructors) to assist ESL students individually with their classroom writing, reading, and language assignments. Workshops as well.
How can I get some of these resources?

- Request for Student Equity and Success Funding (SEA)
- Plan for this in your program review
- Ensure your program is in college goals or master plan
Online Instruction
Online Instruction

Academic ESL Courses

● Using shared google docs for a lot of “virtual” in-class writing; use face to face scheduled times for “writing time”

● Using Google slides/Zoom breakouts to replace face to face poster sessions
Online Instruction

Academic ESL Courses

- Using Google Course Kit assignments integrated w/ Canvas
- Increased flexibility and removal of some assignments to account for slower online process and affective needs
Online Instruction
Academic ESL Courses

- For asynchronous instruction, replacing class time with one-on-one Zoom student/instructor conference/catch up time.
- Scheduled at various times according to student (and instructor) needs.
Online Lab Center or Office Hours

https://www.conexed.com/
Fulfilling the Promise of Guided Self Placement in ESOL

Laney College
Barbara Yasue, ESOL Department Chair
byasue@peralta.edu
Sean Trunk, ESOL instructor
Elizabeth Wadell, ESOL instructor
Overview of Presentation

- Laney College Context
- Key features of Laney College’s GSP
- Movement to online environment
- What we learned
- Q & A
Our Program
Laney College

- 16,000 students overall
- 70 ESOL sections
- 350 placement tests/year
- 25+ ESOL faculty
<table>
<thead>
<tr>
<th>Reading and Writing 4</th>
<th>Listening and Speaking 4</th>
<th>Grammar 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Writing 3</td>
<td>Listening and Speaking 3</td>
<td>Grammar 3</td>
</tr>
<tr>
<td>Reading and Writing 2</td>
<td>Listening and Speaking 2</td>
<td>Grammar 2</td>
</tr>
<tr>
<td>Reading and Writing 1</td>
<td>Listening and Speaking 1</td>
<td>Grammar 1</td>
</tr>
<tr>
<td><strong>Bridge to Credit (noncredit)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Our Goals

- Practical, Accessible, and Convenient for our large population
  - Repurposed our assessment center
- Evidence-based (RP Group, 2019)
- Promote student agency (Crusan 2012)
- Individualized to a student’s situation
- High-touch and welcoming
Guided Self-Placement
Our GSP Process

Orientation

Explore Course Materials starting with “Can-Do” Statements

Reading/ Writing Tool & Class Selection
Orientation (still a work in progress)

**ESOL Face-to-Face Fair**

- Welcome
- Overview of our college and ESOL Pathways, including a mix/mingle activity
- College support and resources (perhaps with tables)

**Online**

- Video with friendly voice to retain high touch and welcoming tone
- Pared down information
- Options to “parachute out” before, during and after
“Can-Do” Statements & Exploring Course Materials

- Reading & Writing Sequence leading to TLE
- “Can-Do” Statements (Engelhart & Pfingstorm, 2012)
  - posted above tables→Online
- Novels & Book-length texts and Sample assignments (online TBD)
- Pick up ticket indicating level→ online: move to Reading/Writing tool.
Assessing **productive skills** is less challenging than self-assessing **receptive skills** (Strong-Krause, 2000)
What we learned

Spring 2019 and Fall 2019:

- **80%** of the students placed themselves **within one level** of the level that the readers were placing them.
- (In a study of 1,000 1st year university students, **79% placed themselves within 1 level** of the teacher--Ferris, Evans, and Kurzer, 2017)

Spring 2020 (no more readers):

- Surveys of instructors to date: **90% of students are succeeding at the level they chose.**
What we learned

Less proficient students tend to overestimate their language abilities, whereas more proficient students tend to underestimate their abilities (Strong-Krause, 2000; Ferris, Evans, and Kurzer, 2017)
Main Changes to Online Environment

- High touch and welcoming environment may be lacking compared to an ESOL Face-to-Face Fair
- “Parachutes” to catch students who want out
  - With follow up from Welcome Center staff and/or ESOL faculty
- Introduction to the whole process
- Asynchronous opportunities to catch potential students


Thank You!

Do you have questions, comments, suggestions, or your own experiences to share? We’d love to hear from you!

Also, we have started a list-serv of GSP allies. Let us know if you would like to be a part of that community.

**Laney ESOL Department Chair:**
Barbara Yasue
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Any Questions?
Cerritos College
Credit ESL
Lee Anne McIlroy, ESL Faculty
We developed the SRT and GSP tools in 2018-2019 in conjunction with our (former) Basic Skills and MMAP committees.

New students who do not have high school transcripts and identify another language besides English as their first language and students with high school transcripts with EL coursework are directed to the ESL GSP. A course placement is recommended and information about that course and the courses directly above and below is provided so that students can choose for themselves.

We piloted the tools in 2019-2020 through our assessment office. It is now on-line.

Our student numbers remained about the same, and according to our survey (spring 2020), most students felt that they were placed at the right level.

Our testing specialist thinks it is a “great tool.” A few students voluntarily moved lower in the sequence of classes based on diagnostic assessment on the first day of the class the and consultation with our International education counselor.

We have established a strong path and articulation of students coming from non-credit ESL for clear placement. We are working with a local high school to reclassify long-term ELL students.
Challenges with Implementation and Need for Revisions

* Information on our websites does not comply with AB 1805 requirements yet (specifically regarding clarity and prominence for credit ESL coursework). Students do not access the SRT/GSP from the assessment website.

* At the beginning of our SRT/GSP, students are advised to see a counselor if they have any questions about their results; however, we have not established and communicated clear and consistent messaging and collaboration with counselors. This seems to be crucial.

* For beginning-level students, the written information on the SRT and GPT may be overwhelming. We are working to make the language and format clearer. For students to make an informed decision, the information should be clearer and possibly translated and available in various languages.

* We need to include sample written assignments of student work. The sample assignments we have provided are fine, but we need to provide samples of student writing as well.

* We need to revise our language for ambiguity. For example “I did not graduate high school” and “I completed three or more years of high school in another country” seem redundant. This needs attention.
What is the preferred and/or agreed-upon terminology? (primary language, first language, native language, multi-lingual students, English as an additional language, etc.)

How are new students accessing the SRT/GSP tools at other schools?
Upcoming Webinars

EVALUATING AB 705 IMPLEMENTATION
Wednesday, April 22 | 12 pm to 1:30 pm
https://cccconfer.zoom.us/j/246602749

COREQUISTE SUPPORT MODELS FOR ENGLISH AND MATH
Thursday, April 30 | 12 pm to 1 pm
https://cccconfer.zoom.us/j/169501710

SUPPORTING DSPS STUDENTS THROUGH AB 705
Wednesday, May 13 | 12 pm to 1 pm
https://cccconfer.zoom.us/j/639155076
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