



Academic Senate
for California Community Colleges

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AB 705 CREDIT ESL UPDATE

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2018 Fall AB 705 Regional Meeting
San Bernardino Valley College

OVERVIEW AND PLACEMENT

Requirements and Timeline

- Colleges are expected to maximize the likelihood that credit ESL students complete transfer level coursework in English (could be an ESL course equivalent to freshmen composition) in three years.
- Full implementation of this requirement is by Fall 2020, but colleges can begin implementation efforts sooner.

Placement and High School Performance Data

- Colleges have the option to use high school performance data to place English Language Learners, but this is not required.
- Placement models based on high school performance data are viable for students with 4 years of high school in the United States. This represents ~ 25% of ESL students.

ESL Placement (Students with 4 yrs US High School)

High School Performance Metric for English	Recommended AB 705 Placement for English
HSGPA \geq 2.6 Success rate = 78.6%	Transfer-Level English Composition No additional academic or concurrent support required
HSGPA 1.9 - 2.6 Success rate = 57.7%	Transfer-Level English Composition Additional academic and concurrent support recommended
HSGPA $<$ 1.9 Success rate = 42.6%	Transfer-Level English Composition Additional academic and concurrent support strongly recommended

Options for Placing Students into Transfer English

- Placement into traditional transfer composition
- Placement into a transfer composition course with a corequisite designed for English Language Learners
- Placement into a transfer level ESL course equivalent to traditional transfer English

Other Placement Tools Currently Available

- Placement Tests – currently available placement tests and writing samples are still available to be used. ASCCC continues to advocate for the option to use placement tests and writing samples for placement of ESL students.
- Guided Self Placement – colleges are allowed to use this method with all ESL students, even if they have four years of high school data.

OPTIONS FOR COLLEGES TO EXPLORE

What Should Colleges Be Doing?

- Colleges should examine their existing sequences. Sequences longer than 6 ESL courses before transfer composition will not be compliant under AB 705.
- It is possible that students could require additional English instruction before being ready for credit ESL, so colleges may wish to have noncredit options available.
- It is allowable to create new courses that have more units, but those types of courses will decrease the number of non-ESL courses that students can take. Try to minimize the number of units students need to complete to be successful.
- Explore the idea of corequisites to help ESL students transition into traditional English composition.
- Determine how to help students placed into transfer English to “drop back” into ESL if needed.

ESL Re-envisioning

- ESL departments are encouraged to reimagine their ESL sequences to provide their unique populations with the best support and language skill building within timeline laid out by the law. Campuses must support this.

Suggestions:

- *Integrating* ESL Reading/Writing/Grammar (separate sequences / multiple strands of required courses may no longer be compliant)
- *Revising* existing pathways where ESL feeds directly into developmental English
- *Exploring* cohort models, sections taught by professors with dual MQs, transferable ESL
- *Collaborating* across disciplines

Existing Courses that Satisfy CSU GE Area A2

College	Course	Title	Units
ARC	ESLW 340	Advanced Composition	4
CITRUS	ESL 101	Reading and Composition	3
CRC	ESLW 340	Advanced Composition	4
DAC	ESL 5	Advanced Composition and Reading	5
FOOTHILL	ESLL 26	Advanced Composition and Reading	5
SCC	ESLW 340	Advanced Composition	4

CSU GE Breath - Area C2: Humanities

For transferable ESL courses, they might be eligible for GE credit on CSU GE Breadth. CSU C2-Humanities: Advanced ESL courses might fulfill this because of the rich cultural components to our courses

Guiding Notes for General Education Reviewers (2017):

"Advanced foreign language courses may be approved if they include literature or cultural aspects." (p. 17)

"Courses in English as a Second Language may – despite their focus on proficiency and the acquisition of skills – be advanced enough to meet the objectives of the Humanities Subareas C2 and Area 3B." (p. 18)

IGETC - Area 3B: Humanities

Many colleges have transferable ESL courses that have been approved for UCTCA , but might be eligible for IGETC Area 3B.

IGETC 3B - Humanities (transfer pattern for UC and other universities): ESL could possibly fulfill this, but the process for approval is more complex

FREQUENT ESL QUESTIONS

Now that there appears to be an increased desire for integrated ESL classes, will they allow longer classes that grant fewer units?

The Chancellor's Office has given no indication that they will be making exceptions to the regulations on the credit hour (§55002.5)

Will the test items developed during the Common Assessment Initiative be made available? Could they be used to create an ESL assessment test?

All materials developed during the CAI project belong to the Chancellor's Office and are currently in their possession.

There has been no indication that the Chancellor's Office will release the item banks or use them to build an assessment test.

Is there anything in AB 705 that prohibits colleges from connecting our ESL noncredit program as a bridge to our ESL Credit program?

There is nothing preventing this in AB 705 and colleges were encouraged to do this under AEBG.

ASCCC will continue to advocate that the five semesters of ESL prior to college composition should only apply to credit ESL.

QUESTIONS?
