

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.

Glossary / Acronyms

- Credit = standard college courses
- Non-credit = open entry/exit courses without grades
- Adult education = secondary education for adults
- CCCCO = 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
- CCCCO 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

High School Performance Metrics	Recommended AB 705 Placement for English
HSGPA \geq 2.6	Transfer-Level English Composition No additional academic or concurrent support required
HSGPA 1.9 to 2.6	Transfer-Level English Composition Additional academic and concurrent support recommended
HSGPA $<$ 1.9	Transfer-Level English Composition Additional academic and concurrent support strongly recommended

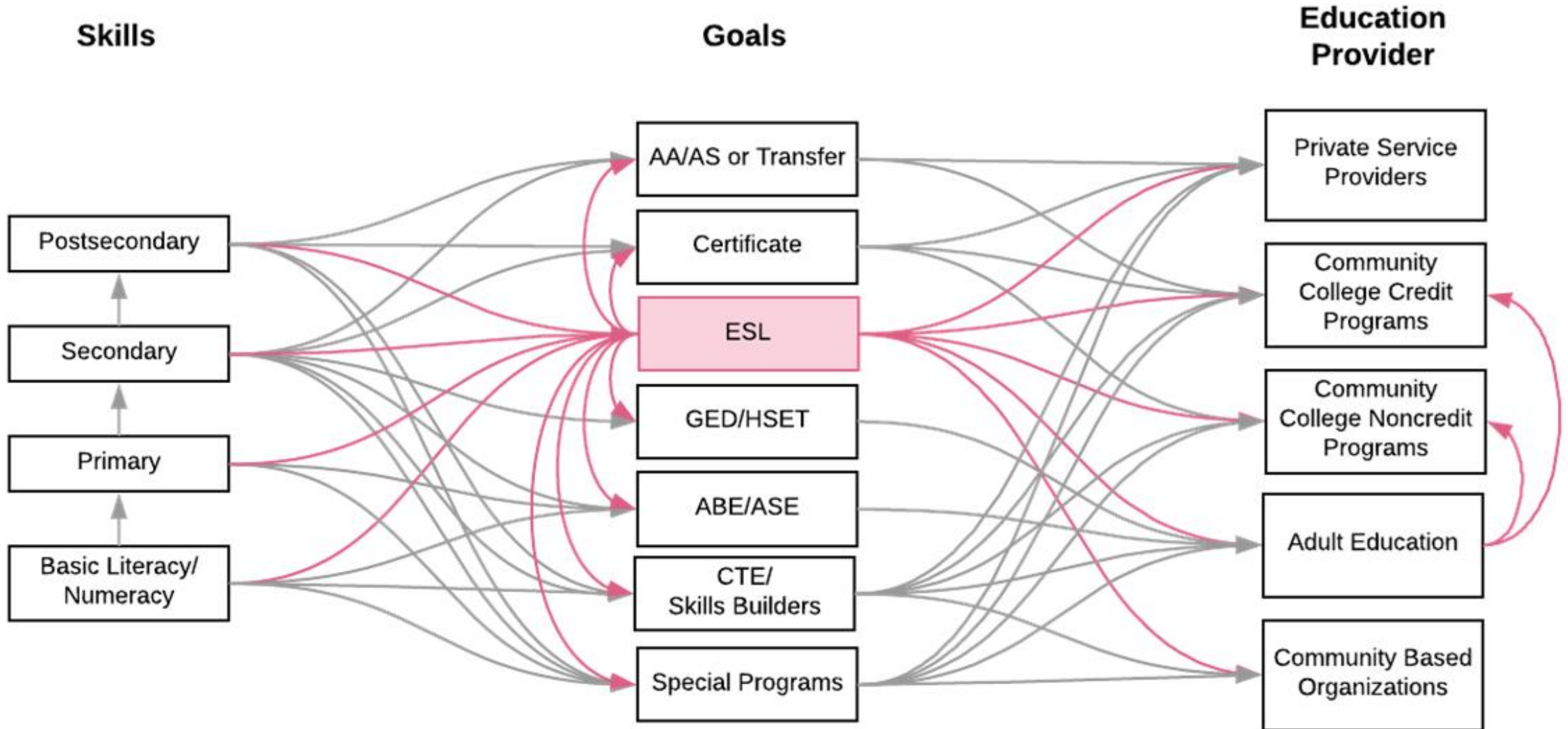
English Comparisons by HSGPA Level by English Language Learner (ELL) Designation in High School

Success rates if placed directly into transfer level

ELL	HS GPA < 1.9		HS GPA ≥ 1.9 & < 2.6		HS GPA ≥ 2.6	
	Rate	N	Rate	N	Rate	N
No ELL Designation	41%	4,939	59%	17,133	80%	37,980
ELL Designation	43%	1,669	59%	5,089	79%	10,384

ESL Findings

Student Decision Paths



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 accordian (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

ESL Literature Review

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

Full report: <https://bit.ly/2CqoQDt>

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?

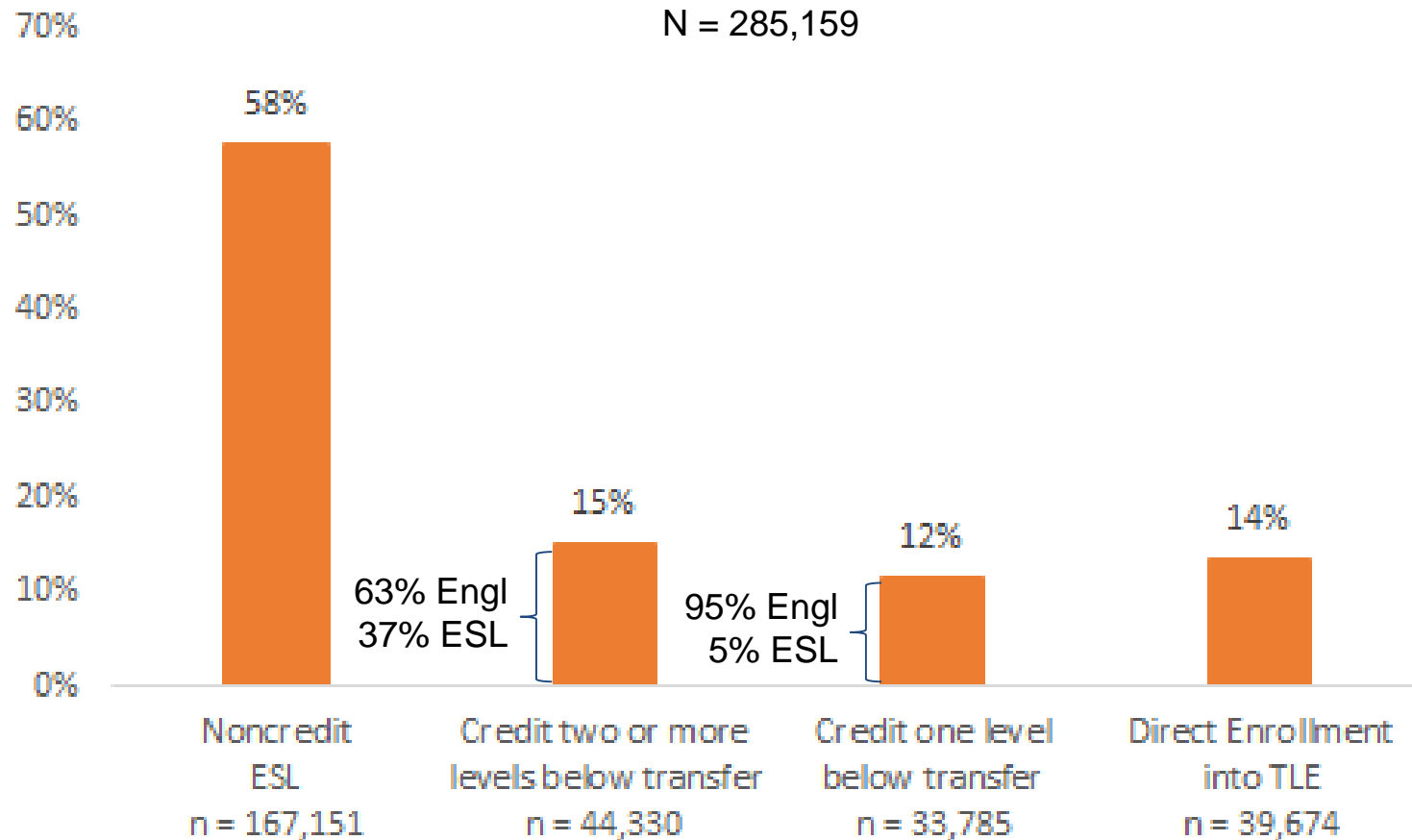
Quantitative Analysis Phase One

Adult Education Attendance Hours and Program Participation

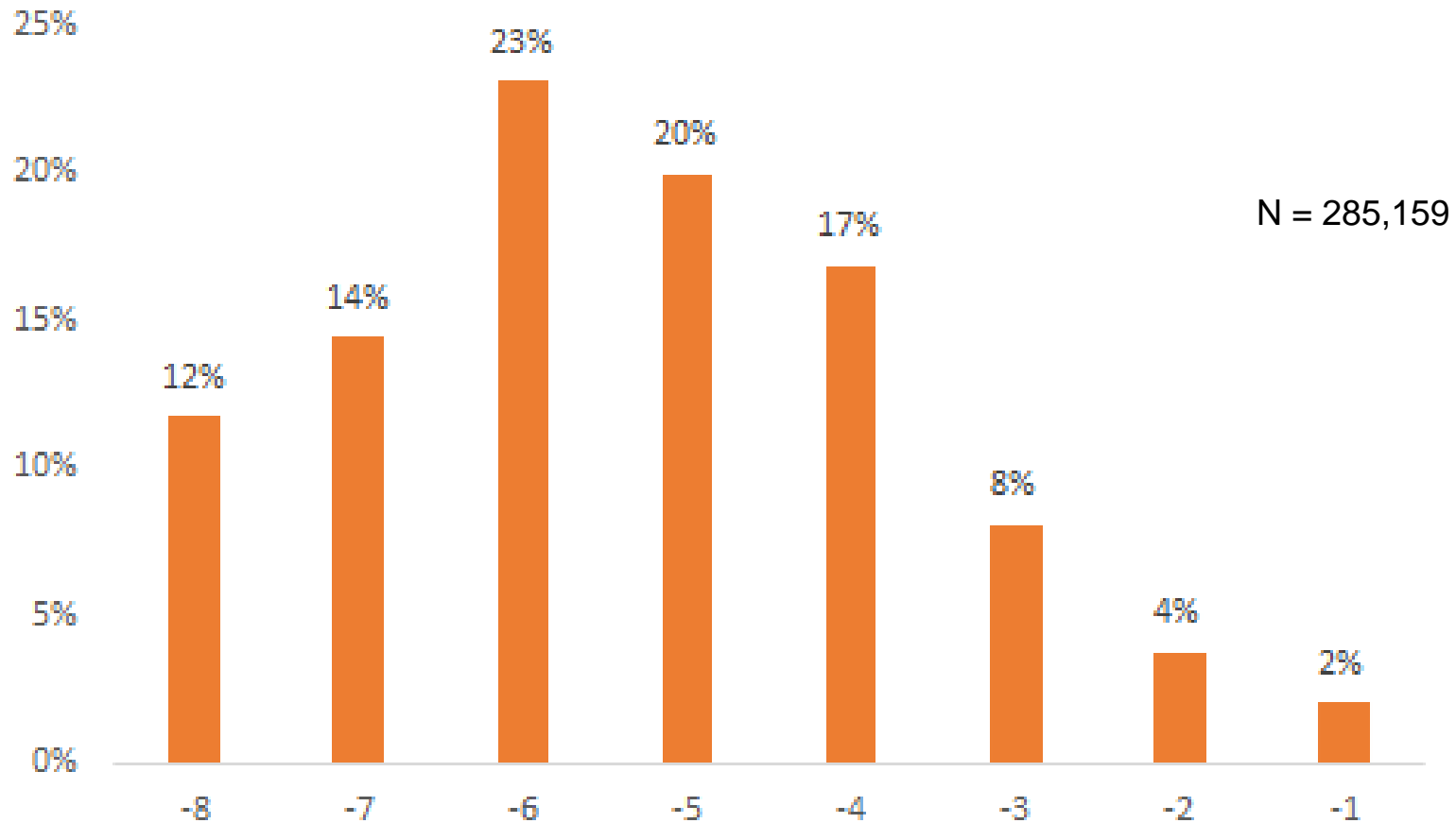
Matching AE Student Data to CCC Data

- 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

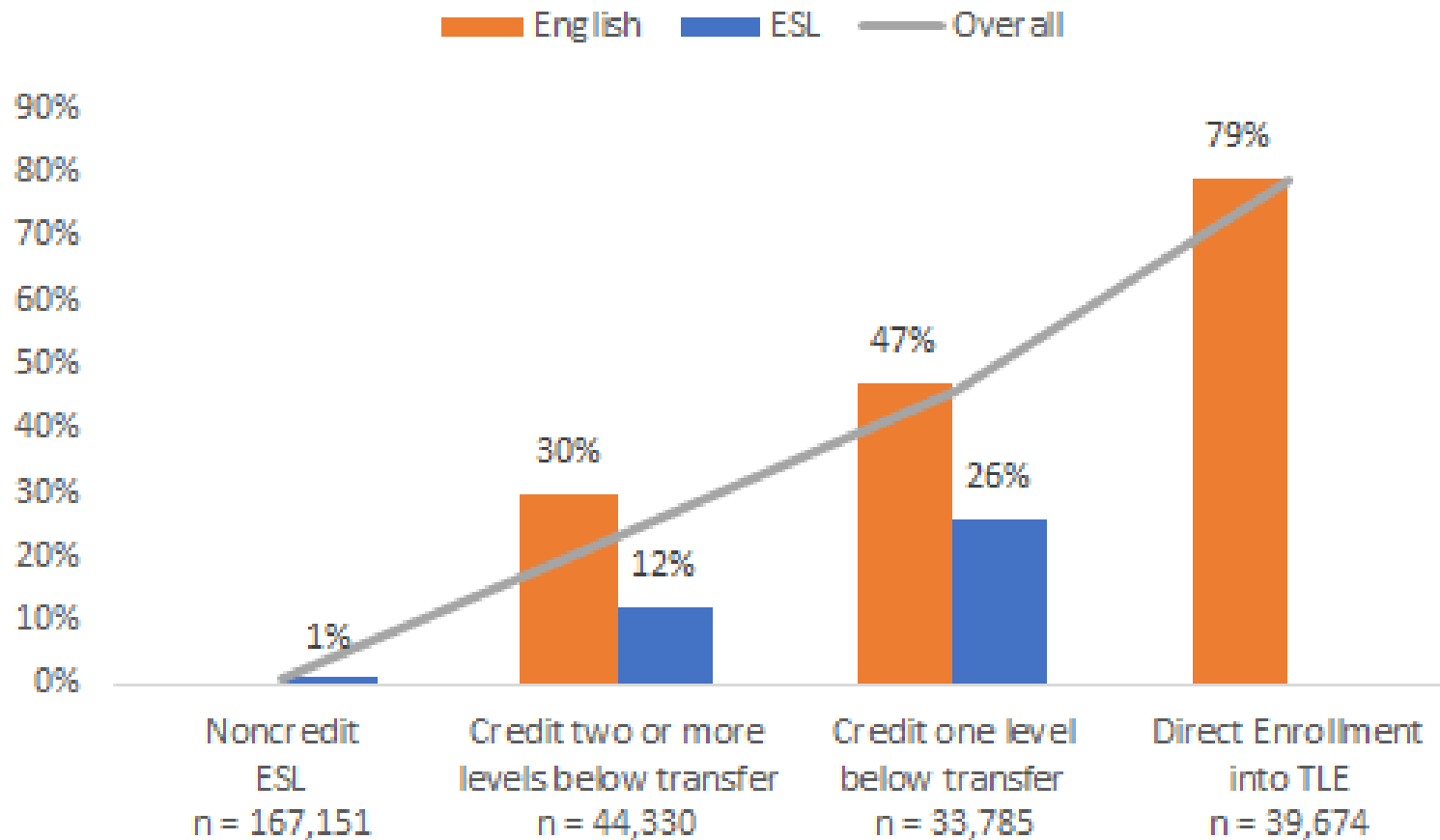
Average Starting English/ESL Level for Adult Education



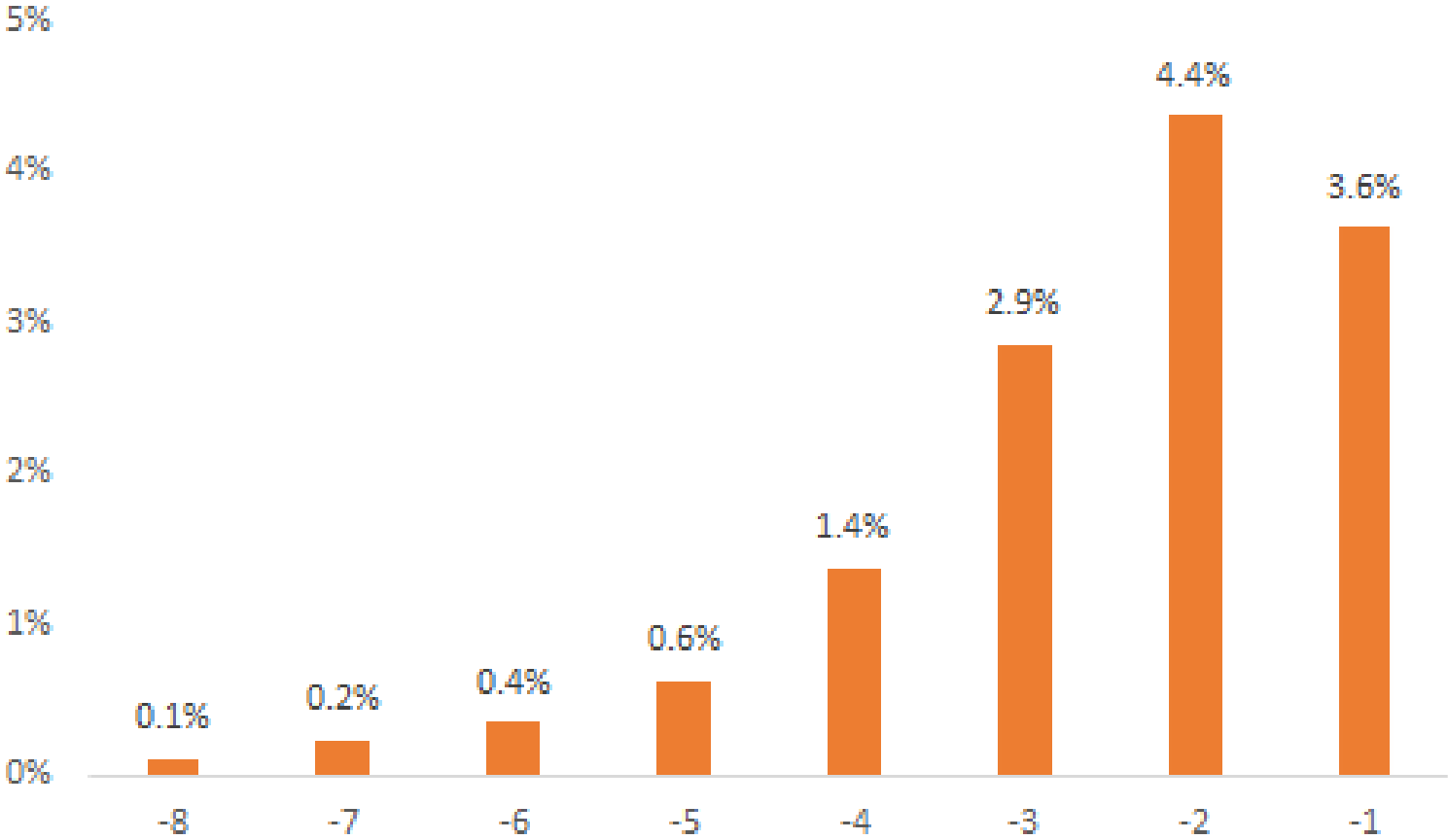
Average Starting Level in Noncredit ESL



Adult Education TLE Throughput within Three Years by Starting Level



TLE Throughput within Three Years by Starting Noncredit ESL Level



AE Student Profiles and Progression

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

Phase One Summary of Findings

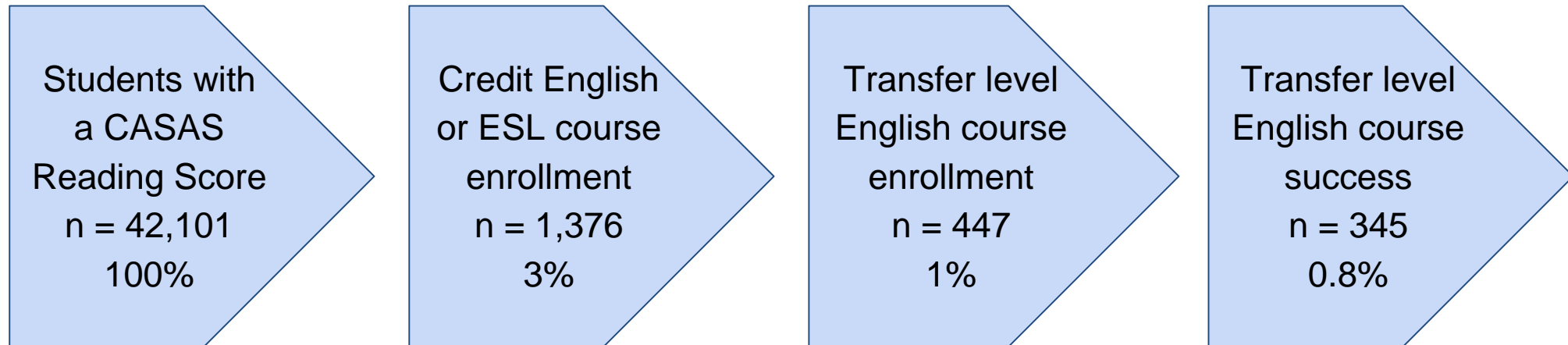
- AE attendance hours were **not** a significant predictor of starting placement level in the English or ESL sequence or students' potential for successful completion of TLE
- Most significant predictors of TLE success within three years:
 - Starting placement level: The closer a student starts to TLE, 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



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

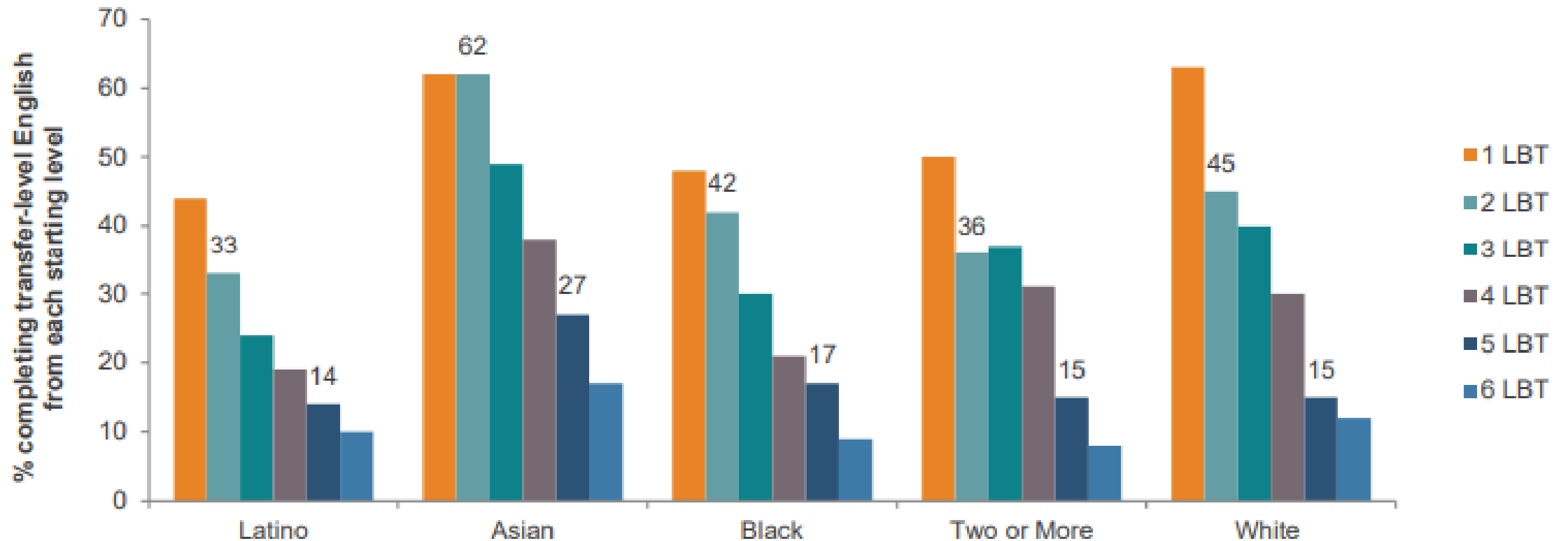
Summary of Qualitative Findings

- 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.

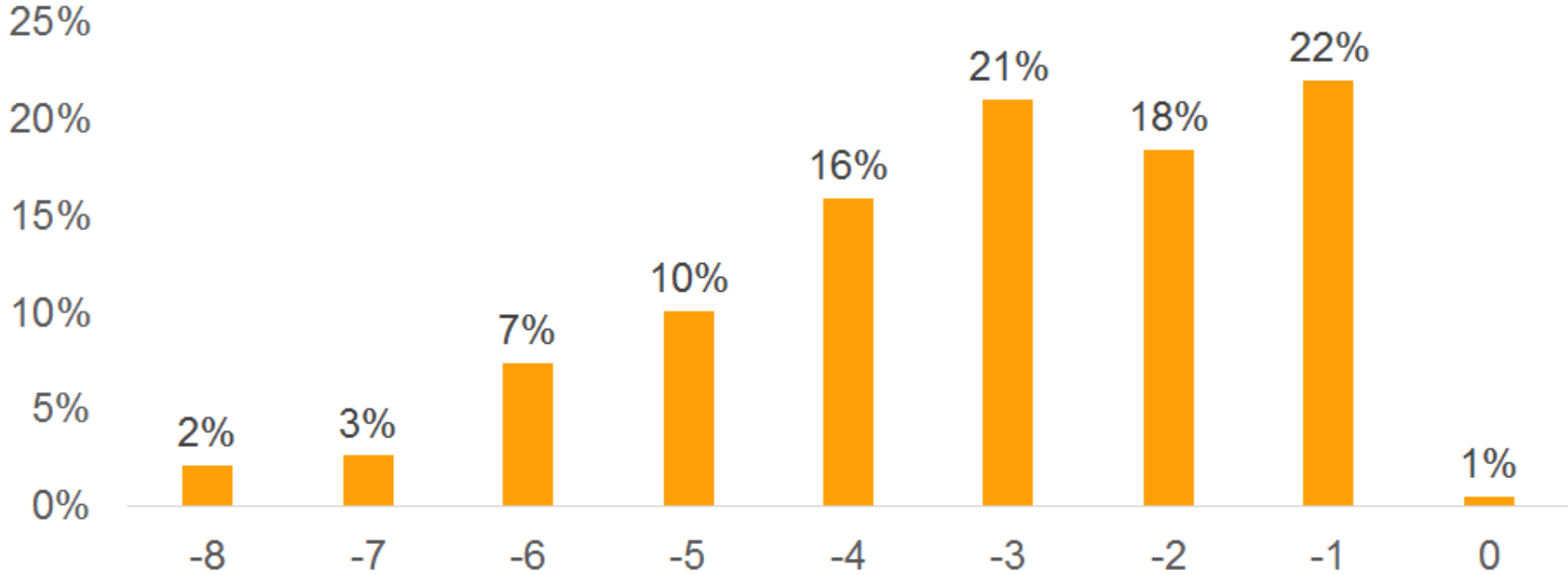
NOTES: Sample includes degree-seeking students who first enrolled in ESL at a California Community College between the 2009–10 and 2011–12 academic years and are tracked for six years, through the 2016–17 academic year. LBT refers to level below transfer English.

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)

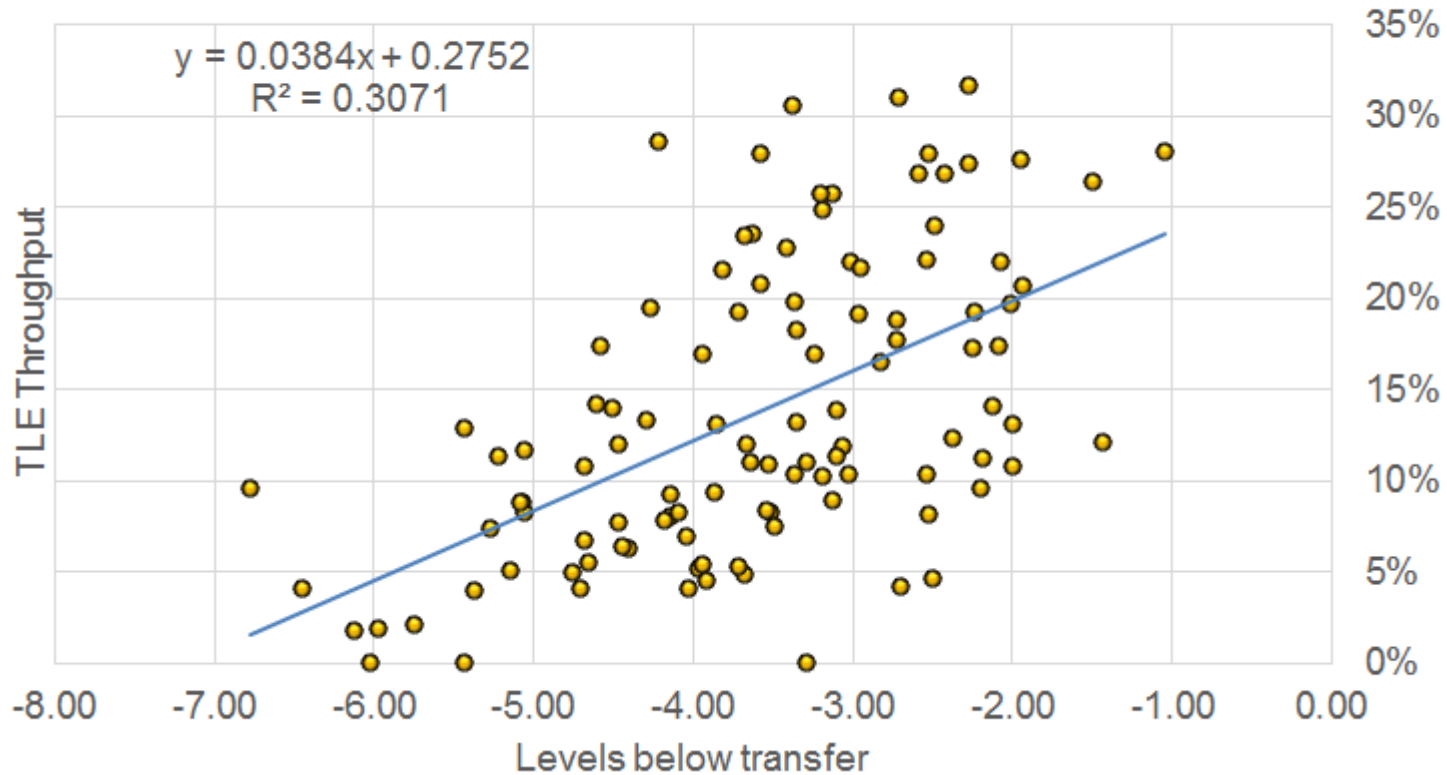
Average Starting Level in ESL

ESL Students Starting ESL Level

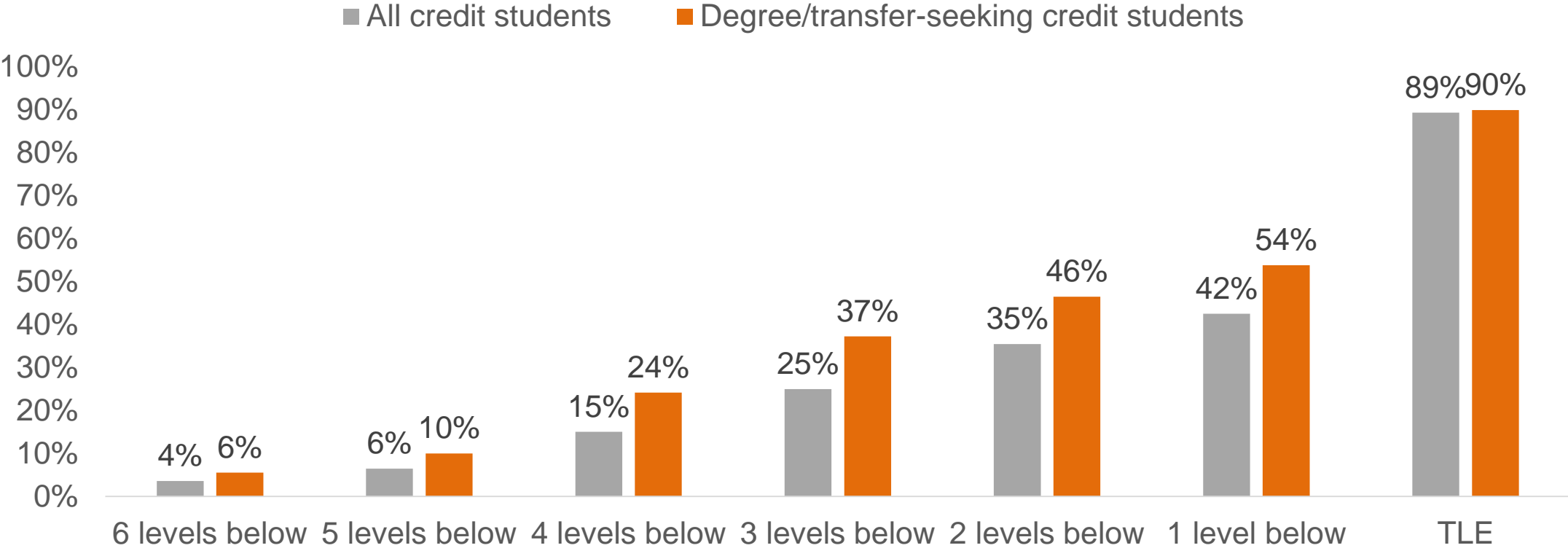


Higher Average ESL Starting Level Correlates with Higher TLE Throughput

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



Credit ESL Throughput for All Credit Students vs. Degree/Transfer-seeking



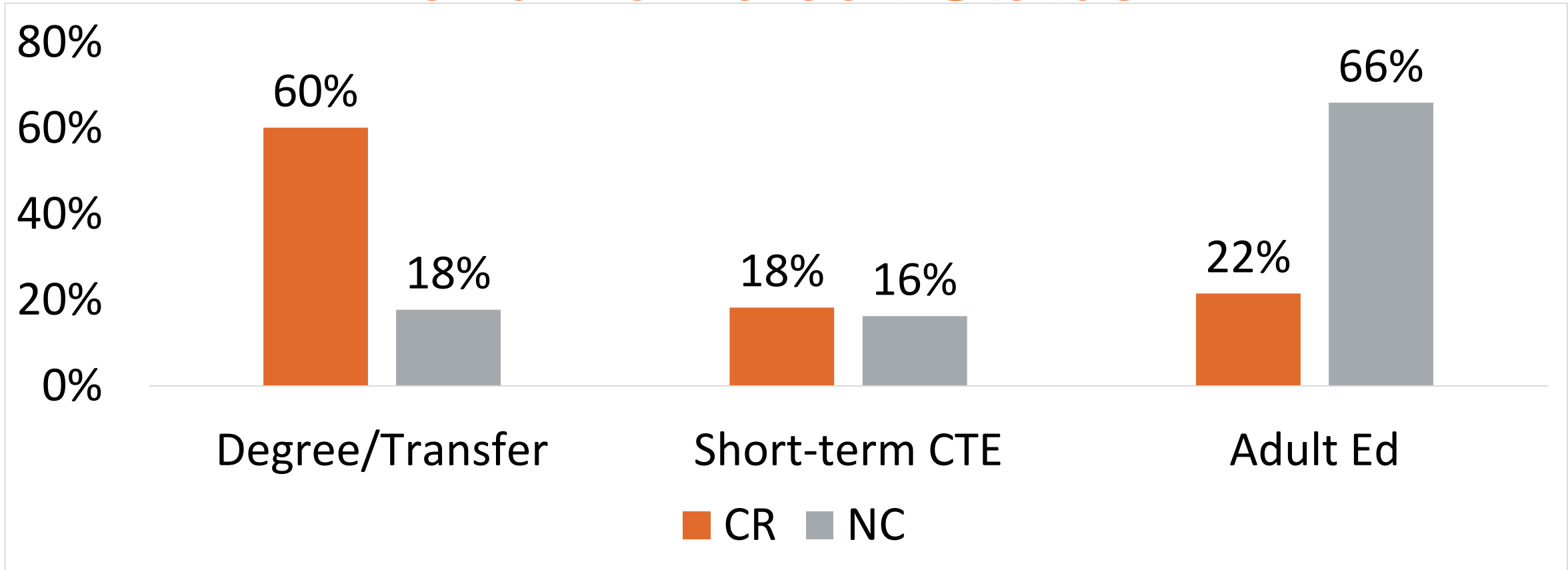
Major ESL Student Types

- 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

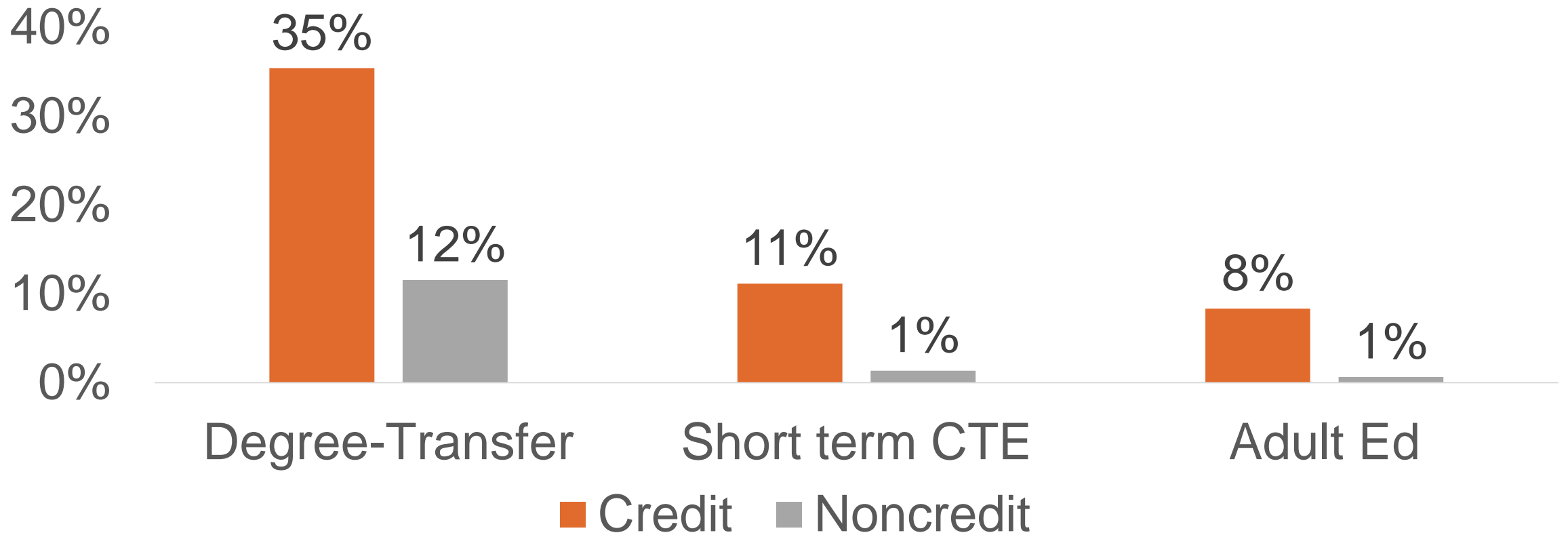
Research Questions

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?

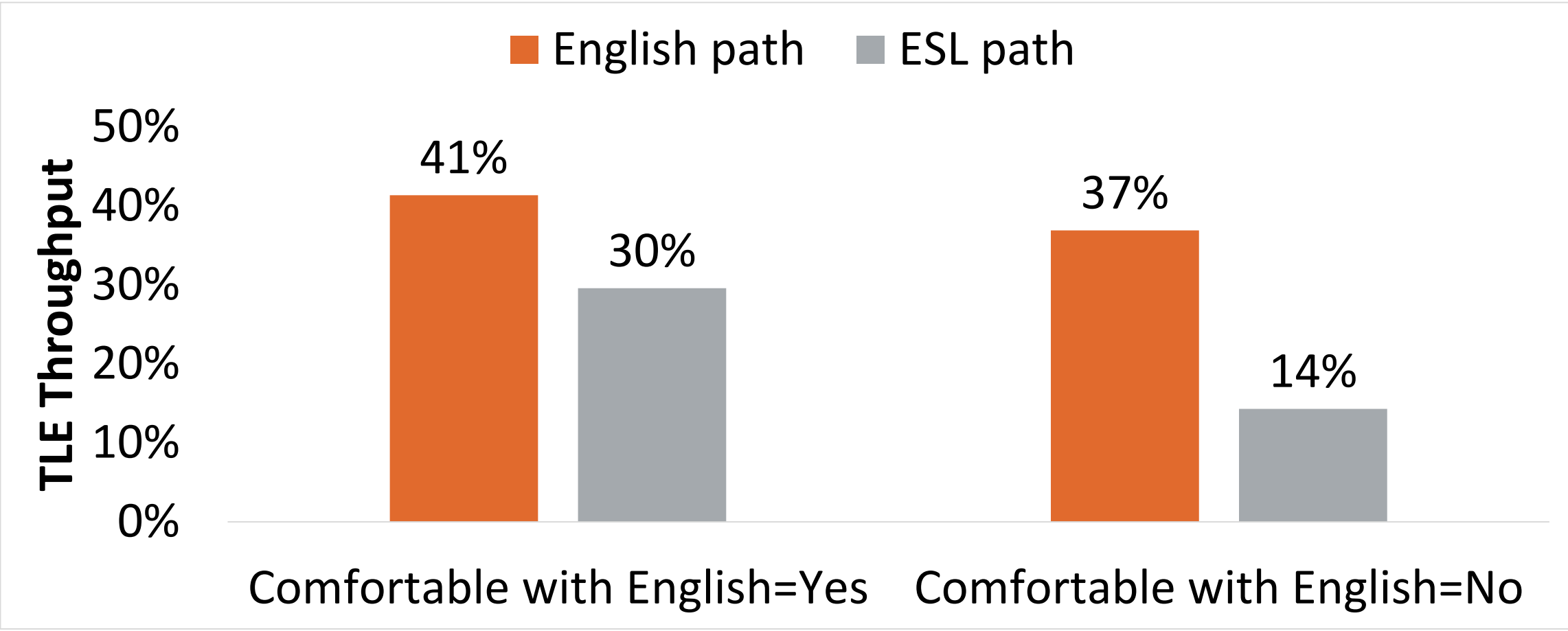
Student Journey Type by Credit and Non-credit Status



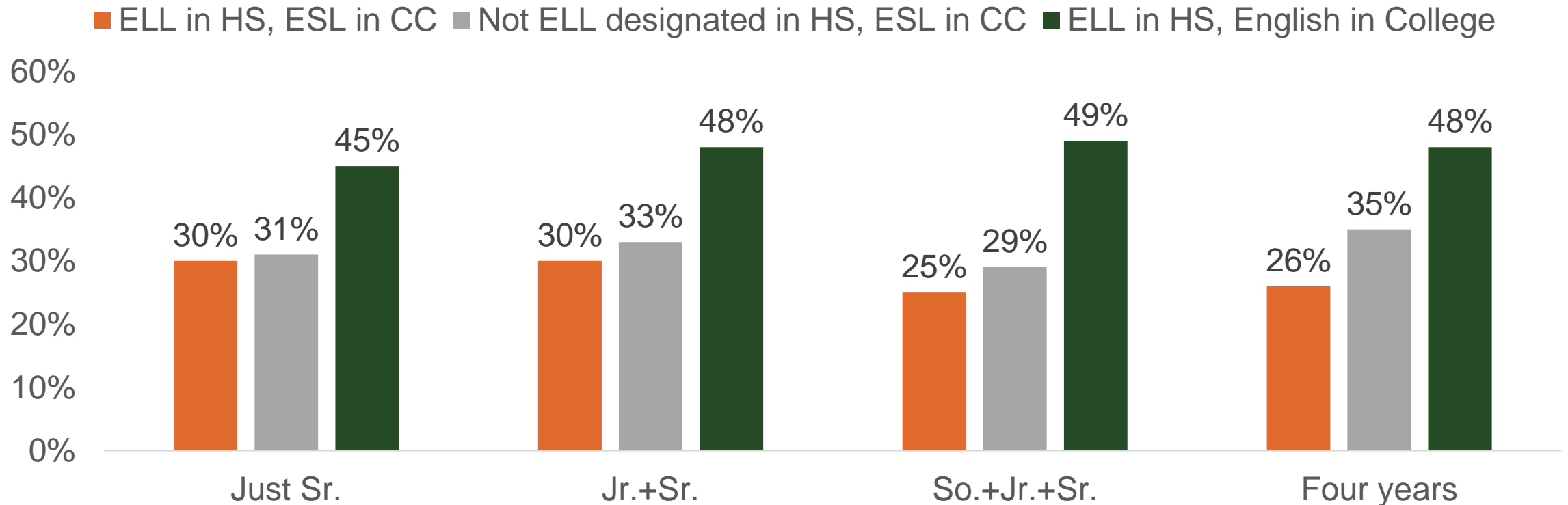
Transfer-level English Throughput in Three Years by Credit and Non-credit Status



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



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)



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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