

# Potential Impact of AB 705 on California Schools

**Presenters:** Dr. Sydney Rice, Imperial Valley College

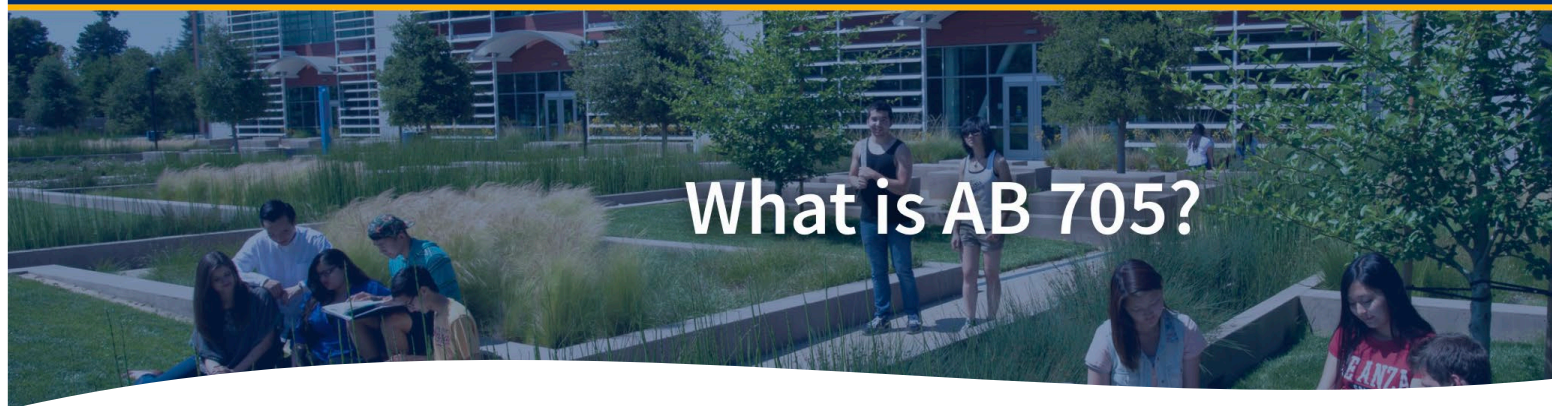
Courtney Bussell, Southwestern College

Lesley Johnson, Mt. San Antonio College

Donna Necke, Mt. San Antonio College

Tracy Fung, Palomar College

**Intro:** Margaret Teske, CASAS



- The Assembly Bill 705 requires that a student enter and complete transfer-level coursework in English and Math within a one-year timeframe.
- Under AB 705, a student enrolled in credit ESL instruction will maximize the probability that the student will enter and complete degree and transfer requirements in English within three years.

# Objectives for Today's Panel

1. What are credit ESL programs doing to adjust their curriculum?
2. What are the possible implications for students in noncredit ESL and adult schools transitioning into college?

- By the end of this session, participants will be able to:
  - Understand what Assembly Bill 705 means for students transitioning to colleges.
  - Consider how your agencies can better prepare your students for this transition.

# Questions?

- Ask quickly between presentations & at the end.
- Direct your question to one of the presenters if possible.
- Address the question so that others may benefit from the answer.



# AB 705 Credit ESL in California Community Colleges

Sydney Rice, Ed.D.  
Imperial Valley College  
[sydney.rice@imperial.edu](mailto:sydney.rice@imperial.edu)

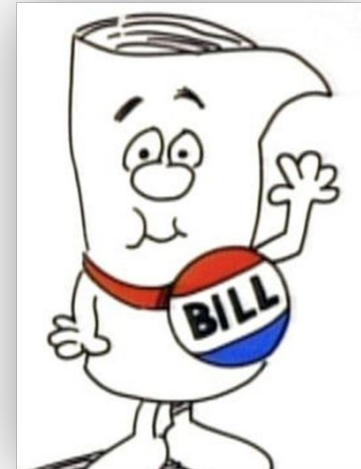
# Overview

- **Background of AB 705**
  - How ESL came to be included
  - How the law has changed
- **Credit ESL and Acceleration**
  - What the law says
  - What schools are doing
- **State level discussions**
  - Overview
  - Assessment
  - When the “clock” starts



# The Law: Assembly Bill (AB) 705 Irwin

- Changes placement rules for students
- Initial versions overlooked ESL
- Potential inconsistent interpretation statewide could lead to...
  - ELs placed into transfer English regardless of language proficiency
  - ELs given insufficient time to enter and complete “Freshman Comp”
  - Credit ESL eliminated entirely



<https://abc.go.com/shows/schoolhouse-rock/episode-guide/season-1/24-im-just-a-bill>

# The Law: Assembly Bill (AB) 705 Irwin

- (7) Instruction in English as a second language (ESL) is **distinct from remediation** in English.

Students enrolled in ESL credit coursework are **foreign language learners** who

require **additional language training in English**, **require support** to successfully complete degree and transfer requirements in English, or **require both of the above**.



# Credit ESL and Acceleration

- What the law says,
- (B) Colleges shall use evidence-based multiple measures for placing students into English-as-a-second-language (ESL) coursework. For those students placed into credit ESL coursework, their placement should **maximize the probability that they will complete degree and transfer requirements in English within three years.**

# Credit ESL and Acceleration

- Develop ESL pathways to transfer level English (TLE)



- Refine sequences
- Redesign placement
- Combine skills
  - Reading/Writing
  - Writing/Grammar
- Fill the gap
  - CSU C2 (Humanities)
  - ESL → TLE
  - Transcribed Certificates
  - Non-credit support

# Credit ESL and Acceleration

AB 705 is **not intended**:

- to place all English language learners (ELLs) into transfer-level composition,
- to eliminate credit ESL offerings,
- to shift all credit ESL offerings into noncredit,
- to eliminate credit ESL courses that are not designed to lead to transfer composition, or
- to eliminate elective, support courses

# State-level Discussions: Overview

- AB 705 applies to credit ESL **ONLY**.
- Fall 2020 – implementation date
- ESL plan – Summer 2020



There is **A LOT** left to be worked out!

# State-level Discussions: Assessment

- Assessment is NOT eliminated for credit ESL.
- Assessment is NOT eliminated for non-credit ESL.



# State-level Discussions: The “Clock”

- AB 705 applies **ONLY** to credit ESL;
- When does the “clock” begin?
  - When a student declares an educational goal;
  - Any time within the credit ESL program.



# References

- AB 705 [Irwin]
- [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705)
- CCCCO ESL Guidance Memo – April 19, 2019  
<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5cba33ac652deab55b0afcbb/1555706796861/AA+19-20+AB+705+and+1805+Spring+2019+Guidance+Language+for+Credit+ESL.pdf>
- Noncredit English Language Learners, (ELL) Transition to Credit Courses Summary from a Mixed-Methods Analysis  
[https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Publications/Noncredit English Language Learners 2019.pdf?ver=2019-05-30-075952-290](https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Publications/Noncredit%20English%20Language%20Learners%202019.pdf?ver=2019-05-30-075952-290)

# Guided Self Placement for ESL at Southwestern College

Courtney Bussell

ESL Department Chair, Southwestern College

[cbussell@swccd.edu](mailto:cbussell@swccd.edu)



Courtney is not able to attend.  
Here are her slides on a YouTube video.

You Tube at  
<https://youtu.be/6SVW62Qvr20>

After watching scroll to slide 26.

# ESL Guided Self-Placement (GSP) at Southwestern College

- Why did we decide to move to GSP?
- What is our GSP process?
- Key things to keep in mind
- What can noncredit ESL and adult school ESL programs do to prepare their students for GSP into credit ESL college programs?
- Sources

# Why GSP? Placement tests are not good predictors of success.

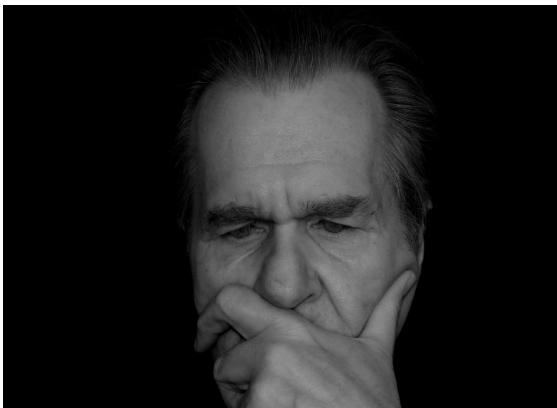
- [Research presented by the RP group](#) and others indicates that placement tests are notoriously poor predictors of student achievement.

# Why GSP? We were under-placing our students

- [2018 - Analysis of ESL student data at SWC](#)
  - Under-placing with writing sample placement test  
Fall 2010 - Spring 2017  
98% - 100% placed last level of ESL – passed ESL and then Transfer Level English 115.

What does this mean??

Access was limited



# Why GSP? Fairness and Equity Concerns



- Keeping our old placement test would mean that barriers into advanced ESL were much higher than those into Transfer Level English

# What is our GSP Process?

## UNDER DEVELOPMENT

Student:

1. Takes a [survey](#).
2. Reads [sample materials and student writing](#) from all levels of our academic ESL program.
3. Reads [detailed information](#) about our ESL program.
4. [Chooses their best level](#) in the program.
5. [Is given a placement](#) based on their choice and other measures determine the student's placement.
6. [Is provided with information](#) about registration and college resources.

# Key Things to Keep in Mind About ESL GSP

- Not a test but an informational and educational process
- A huge mental perspective shift for everyone involved in the process
- Student empowerment (respect, responsibility, accountability, control)
- Big picture perspective of their own education

# What can noncredit and adult school ESL programs do to prepare their students?



**GOOD**

**DECISIONS**

- English and Math Placement > high school GPA. GSP is recommended
- Communicate closely with your local colleges
- Students should be told about programs and processes to make a informed decisions



# Sources

- [Our Southwestern College GSP Materials](#) (PLEASE NOTE THAT ALL OF THESE ARE IN UNFINISHED DRAFT STATE)
- [Bunch, G., Endris, A., Panayotova, D., Romero, M., & Llosa, L. \(2011\). Mapping the Terrain: Language Testing and Placement for US-Educated Language Minority Students in California's Community Colleges \[FULL REPORT\]. UC Santa Cruz: Education Department. Re](#)
- [Callahan, Rebecca; Wilkinson, Lindsey; Muller, Chandra; and Frisco, Michelle, "ESL Placement and Schools: Effect on Immigrant Achievement" \(2009\). Sociology Faculty Publications and Presentations. 53. https://pdxscholar.library.pdx.edu/soc\\_fac/53](#)
- [Crusan, D. \(2010\). The Promise of Directed Self-Placement for Second Language Writers, TESOL Quarterly 44.](#)
- [Ruecker, T. \(2011\). Improving the placement of L2 writers: The students' perspective. WPA: Writing Program Administration, 35\(1\), 91–117](#)
- [Toth, Christie, and Laura Aull. "Directed Self-Placement Questionnaire Design: Practices, Problems, Possibilities." \*Assessing Writing\* 20 \(2014\): 1–18. Web.](#)

# Noncredit Student Support

Lesley Johnson, Director, Adult Basic Education

Donna Necke, Professor, Adult Basic Education

Mt. San Antonio College

[ljohnson@mtsac.edu](mailto:ljohnson@mtsac.edu)

[dnecke@mtsac.edu](mailto:dnecke@mtsac.edu)

# Use of Noncredit to Support Credit

- AB 705 encourages colleges to explore support options in noncredit to reduce the number of units accumulated and the costs for students.
- Additionally noncredit courses have advantages in scheduling flexibility and allowable repetition that could benefit students.
- Unfortunately, many colleges have limited experience with noncredit instruction and will need the help of experienced noncredit practitioners to implement these new options.

# Intensive Review

- Colleges can create intensive review courses that could be offered during the summer session (or winter intersession) for students to catch up before entering the transfer level.
- If the course is noncredit, it can be easily scheduled to begin at any time during the term.
- These courses would likely be optional, but they could be a way for students to refresh their skills and build confidence before the semester.

# Intensive Review – Mt. SAC's Noncredit Response

- Noncredit was involved in properly placing students by providing intense 1 week boot camps in math and English for over 7 years
- Noncredit has expanded these boot camps to create 4 week courses in math and English
- Noncredit faculty worked with credit faculty to develop curriculum targeting areas of student need
- Two math courses will be offered: BSTEM and Statistics
- Courses are offered several times per year
- Direct instruction which includes intrusive counseling

# High School Equivalency

- Local Decision
- Mt. SAC
- Math GED
  - 165 < take any math course below PreCalc
  - 155 – 164 support courses strongly recommended below PreCalc
- Math HiSET – support courses strongly recommended below PreCalc
- English – recommended to see counselor



# Mirrored ESL Courses: Additional Noncredit Pathways at Palomar College

Tracy Fung  
Palomar College  
[tfung@palomar.edu](mailto:tfung@palomar.edu)

# Mirrored ESL Courses: Palomar College's Journey

Motivations for development:

- A desire to increase opportunities for noncredit students
- A desire to increase numbers of noncredit students moving into degree and credit pathways
- A movement away from students earning a lot of credit units that are not degree applicable (providing a noncredit option instead)
- A decline in credit ESL enrollment



# Mirrored ESL Courses: Palomar College's Journey

Our Design (implemented Fall 18 & Spring 19):

- Noncredit courses with the same curriculum as their credit counterparts
- Two classes, rosters, and ways of reporting (positive attendance for noncredit, grades for credit)
- Classes set up with limited enrollments
- Same instructor, syllabus, tests, materials, requirements, merged CANVAS courses, etc.
- UC/CSU Transferable ESL courses not mirrored

# Mirrored ESL Courses: Palomar College's Journey

## Our Current Mirrored Courses:

- ESL 45/NESL 945 (credit sequence nontransferable)
- ESL 55/NESL 955 (credit sequence nontransferable)
- Pronunciation/Speaking sequence of 3 courses
- Grammar sequence of 3 courses

# Mirrored ESL Courses: Palomar College's Journey

Notes about our current mirrored grammar and speaking sequenced courses:

- Student self-placement into 3 levels
- Noncredit section taken by a variety of students for a variety of reasons including:
  - Typical noncredit students wanting practice in these areas
  - Credit students with full loads who need practice/skills in these areas
  - Students wanting to repeat the course for additional practice and skill development

# Mirrored ESL Courses: Palomar College's Journey

## Positive findings:

- Increase in enrollment and number of sections
- Noncredit students receiving “in class” training on how to take credit courses
- Increased student enthusiasm for credit courses and pathways (increased access and peer influence)
- Increased time-frame to advise noncredit students and help them transition into credit
- Increased noncredit student use of counselors/ESL student advisors

# Mirrored ESL Courses: Palomar College's Journey

Areas of caution:

- Scheduling and enrollment issues
- Retention issues
- Pedagogical issues
- Prerequisite issues (if sequenced and not completely set up as self-placed/open entry)
- Instructor training and experience with both credit and noncredit required

# Mirrored ESL Courses: Palomar College's Journey

Possible next steps:

- Higher level mirrored courses for transferable ESL courses
- Noncredit Certificates of Completion for mirrored sequences (grammar and speaking)

# Questions?


- Direct your question to one of the presenters if possible.
- Address the question so that others may benefit from the answer.



# Thank you for attending!

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