

Resolution: Support Students' Rights to Enroll in English as a Second Language (ESL) Coursework

Whereas, AB 705 (Irwin) rightfully distinguishes English as a Second Language (ESL) students as “foreign language learners who require additional language training in English” with needs separate from those of native English speakers in CCC English pathways, and therefore intentionally provides English language learners (ELLs) in credit ESL with up to three years to achieve language proficiency before being mainstreamed into native-speaker transfer-level English;

Whereas, The pathway to academic proficiency in English is not identical for every student and is dependent upon length of time and quality instruction at an appropriate level as well as additional factors far beyond the control of the classroom;

Whereas, The Multiple Measures Assessment Project (MMAP) has the potential to be applied in such a manner as to sweep high school ELLs into transfer-level English despite not having spent sufficient time in English language learning and despite the fact that GPAs of ELLs from the varied and inconsistent ESL models across California high schools (which include sheltered, pull-out, inclusion, transitional bilingual, structured immersion, and others¹) may not accurately predict success in the same way as with their native-speaking cohorts; and

Whereas, While some high school senior ELLs may indeed be ready for mainstreaming into transfer-level English, credit ESL at the community college is designed to enhance proficiency in English at a level of academic rigor that can better serve many ELLs who may have completed three or four years of high school English in the United States but whose language proficiency may still require attention to specific needs that are not met in transfer-level English, even with co-requisite or other support;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the AB 705 implementation work groups to ensure that students who will be best served by credit academic ESL courses be distinguished in the implementation of AB 705; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and ESL professionals to ensure that MMAP placement options provide ample opportunity for ELLs to know their rights to enroll in credit academic ESL coursework that may better ensure their success in pursuing their transfer and career goals.

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¹ Rennie, Jeanne. 1993. *ESL and Bilingual Program Models*. ERIC Digest: ED362072. Accessed March 14, 2018. <<https://www.ericdigests.org/1994/esl.htm>>

Resolution: Maintain Language Placement Tests as a Multiple Measure Option for English as a Second Language (ESL)

Whereas, AB 705 (Irwin) stipulates that “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”;

Whereas, AB 705 (Irwin) also states that “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 [and] require support to successfully complete degree and transfer requirements in English”;

Whereas, The purpose of language placement assessments for ESL, as with all foreign languages, is to align a language-learning curriculum with the needs of a language learner in order to maximize success in achieving language proficiency;

Whereas, AB 705 (Irwin) states that “‘assessment’ means the process of gathering information about a student regarding the student’s study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance”;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and the Board of Governors as the approving body of all placement instruments to refrain from disallowing all placement instruments as a multiple measure;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and the Board of Governors to ensure that credit ESL departments are afforded the opportunity to provide language proficiency assessment via multiple measures that may include quality standardized assessment tests for the purpose of aligning college language-learning curriculum with the needs of the English language learners who seek English proficiency at the advanced post-secondary level.

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