

ESL Adoption Plan Form

1. Introduction and Contact Information

1. Contact Information

District

Contra Costa Community College District

College

Los Medanos College

2. Adoption Plan Development Process

2. Information about the adoption plan development process. Provide details on the development of the adoption plan. Explain how the development process was organized and communicated to the campus. Which parties were involved in the development? What was the approval process? During the development and approval process, how was feedback gathered?

The process of transitioning from using cut scores from two assessment tests (Accuplacer ESL Reading and Sentence Structure) to place incoming ESL students into one of four proficiency levels to a dual guided and informed self-placement tool to enable ESL students to place themselves into one of three proficiency levels of instruction began in earnest after attendance at the 2019 Strengthening Student Success Post-Conference session, AB 705 and ESL: Preparing for Fall 2020 Implementation, October 2019. A team comprised on the then Assessment Center Coordinator, Assessment Center Assistant, Admissions and Records Degree Audit Specialist, and the ESL Department Chair attended that session after having been working collaboratively over a number of years to support ESL students' entrance and placement into the LMC ESL program.

After this session, the ESL department chair began researching second language acquisition assessment to learn more about 1) self-placement of multilingual non-native English-speaking students, 2) ESL student guided placement mechanisms, and 3) ESL student informed-choice placement approaches. Using the results of this research and the model of Irvine College's ESL department's new self-placement mechanism, which was highlighted at the SSSC sessions, development LMC's new tool began in earnest.

The actual adoption plan's development is being worked on this spring of 2021. The timeline for the development of the plan has been as follows:

- On February 3, 2021 the LMC VPI forwarded an email from Chancellor's Office with the plan attached to the ESL department chair, the dean overseeing ESL, and the colleges Senior Dean of Planning and Institutional Effectiveness (PIE), seeking support.
- A virtual meeting to review the plan took place on March 13, 2021, among the ESL chair, ESL's dean, the PIE dean. The plan in its entirety was reviewed and determination of which personnel at LMC and or the district would be/should be responsible for completion of different sections of the plan was made. A follow-up meeting was scheduled to review draft responses to assigned sections on April, 16, 2021. The Dean of Counseling, who now oversees assessment was invited.
- Additionally, during this time-period the district Executive Vice Chancellor for Education and Technology invited individuals from the three colleges in our Contra Costa Community College district with ESL AB-705 responsibilities and district research office representatives to a virtual meeting on March 8, 2021. At this meeting overviews of each of three ESL programs and new placement tools were reviewed, the research team asked questions, and it was ensured that the researchers had the information and understanding they needed to be able to address the research requirements of the state's ESL AB-705 Adoption Plan.
- The PIE dean contacted the Academic Senate President and information and discussion of the LMC ESL AB-705 Adoption Plan has been agendized for their May 3, 2021 meeting. At this meeting, feedback from Senate will be solicited and result in the Academic Senate President's signature on the plan.

- At the April 16, 2021 virtual meeting, a draft of some of the responses to items on the adoption plan was reviewed and further assignment directions given, and a second draft reading and review was scheduled April 22, 2021. Review, feedback, and collaborative refinement of individual responses to the items in the plan occurred.

- Wider sharing, review, and feedback occurred on April 23, 2021 at a large-college-wide-group monthly meeting of AB-705 parties – including faculty, classified professionals, and managers. Feedback was used for continued refinement.

- Before and during this adoption plan development process, the creation and design of the new guided and informed self-placement tools occurred in multiple drafts over the course of the summer and fall 2021 and continuing into spring 2021. Drafts were submitted to the former Assessment Center Coordinator, who worked directly with the district's Senior Web Application Administrator, who undertook the web-based coding and development of the designed tool. During the development of the tool itself, drafts were shared with the individuals named thus far as well as with the LMC ESL Counselor and adjunct faculty and English department leads, and input and feedback were used to address issues and ideas that surfaced which could improve the tool and the students' successful use of the tool. Final stages of review and editing occurred and deployed is expected for summer and fall 2021 placement sometime during the week of April 19-25, 2021.

- All review and feedback as presented above on the adoption plan is addressed, the plan is finalized, and contact information for Academic Senate President, College Representative, and College President and their signatures are secured.

3. If you have additional information regarding your adoption plan development process in a separate file please upload it here.

3. Localized Placement Method for ESL Students

4. Are students with a U.S. high school diploma, or the equivalent, placed using the default placement rules (see glossary of terms)?

Yes

5. If not, which placement methods are used to place students with a U.S. high school diploma or the equivalent? Select all that apply.

6. Please describe the placement process used to place students with a U.S. high school diploma or the equivalent (i.e. provide detail on how the methods checked above are used within the placement process).

Students with a High School Diploma are directed to the English Self-Placement process on the LMC Assessment Webpage. The next step is dependant on the amount of time since completing High School. Incoming students with 9 years or less since completing High School will be prompted to complete a Multiple Measures assessment. Students with 10+ years since completing H.S. degree will complete the Guided Self Placement.

7. How will these placement methods be retroactively applied to current students with a U.S. high school diploma or the equivalent?

Any time there is a change, District pulls a list of those who may have an out of date assessment, and the Assessment Center team sends those students a direct email. Due to early adoption of State and RP group guidelines and intentional communication plans, there are not frequent cases that need to be retroactively addressed.

- At the Assessment Center staff review the student's data and asks key question to ensure the student has the most up to date information and if their last assessment was more than 2 years ago, they are encouraged to go through the updated online assessment.
- Faculty support accurate placement by looking at performance and guiding students to the online placement. For example, English instructors might inform students of ESL offerings and encourage students to the online assessment.

8. Which placement methods are used to place students who do not have a U.S. high school diploma? Select all that apply.

Guided placement
Self-placement

9. Please describe the placement process used to place students without a U.S. high school diploma or the equivalent (i.e. provide detail on how the methods checked above are used within the placement process).

Our new placement process includes a combined/dual guided self-placement and informed self-placement tool. This tool is web-based and will be accessed by students through the "Insite portal."

As stated above, this tool will provide us an opportunity to responsibly and humanely support incoming ESL students.

Students will move through four steps in the mechanism.

STEP 1: Welcome and Introduction --> In video form with edited subtitles, students are initially welcomed and provided an overview of our ESL program(s) using a modern visual and a "Pathways to Success" chart that explains and describes our General and Academic programs, our certificates and certificate-based packages of courses, the goals of our programs, and their relationship to the larger college and transitioning from ESL into general and career coursework. At this step, the video supports students' understanding the placement process and attends to building up their confidence and comfort levels.

After watching the video, students are asked to choose an initial direction to take to based on what they have heard and understood thus far: General or Academic

STEP 2: "Right now, I can..." Self-Rating --> Students are provided an opportunity to self-reflect on what they can do in English as they enter the college, and they are helped to recognize and value their English reading, writing, speaking, listening, learning, and thinking through a review of "Right now, I can..." and "I am prepared..." statements.

At the bottom of this self-rating, students choose one of the following: "Yes, this describes what I can do in English right now." -- "I'm not sure. I'd like to see 'I can... Statements' at the next stage." -- "No. I'd like to see 'I can... Statements' at the previous stage."

STEP 3: Course Information --> Students are provided a chance to see and review actual course-specific content and materials from each and every ESL class offered in our program, so that they can know what opportunities and challenges await them in each class at each stage of language learning and will be able to confidently make an informed decision about what stage is best for them to begin at AND begin to get a sense of the language learning pathway they will be entering into and journeying along to move through ESL and transition into general and career education course work.

After being informed in this manner, students choose one of the following: "Yes, this stage is right for me." -- "I'm not sure. I'd like to see course material from the next stage." -- "No. I'd like to see course material from the previous stage."

*Please note: Students have the ability, as they work through the tool, to be transitioned into the English guided self-placement within STEP 2. Students then have a means by which they can use the English department's tool to see if they can self-place into transfer-level English.

STEP 4: Results --> Students are congratulated on their decision.

They are directed to read to learn about the differences between CREDIT and NON-CREDIT courses as we offer and schedule mirrored versions all of our courses.

Students are given options and recommendations based on their guided and informed self-placement, consisting of how the classes at the stage of language learning are offered each term, why they should take the certificate-based package(s) at the stage they have selected, where taking those classes will lead them to next, and a listing of the actual course numbers in their Credit and Non-Credit form (e.g., ESL-085G / ESLN-085G) to be taken in this semester and, at certain levels, the following semester as well.

Students are provided means and encouraged to print the results page and email it to themselves.

Students are provided information on what to do next and give direct links to 1) the Course Schedule Search tool, 2) system for making an appointment with our ESL Counselor, 3) means to join our counseling and support Canvas space and community, 4) the Insite portal, where those who do not feel the need to meet with a counselor and know how to use the system to register for classes on their own can do so.

Lastly, students are given a set of links to learn more from and pay attention to:

- LMC College Important Dates
- ESL @ LMC
- Tuition and Fees
- Frequently Asked Questions and Answers
- LMC Policies
- General Student Resources
- Online Student Resources
- LMC Campus Tours
- Placement Center

10. How will these placement methods be retroactively applied to current students without a U.S. high school diploma or the equivalent?

Any time there is a change, District pulls a list of those who may have an out of date assessment, and the Assessment Center team sends those students a direct email.

We have a dedicated ESL counselor that helps students understand and navigate options.

At the Assessment Center staff review the student's data and asks key question to ensure the student has the most up to date information and if their last assessment was more than 2 years ago, they are encouraged to go through the updated online assessment.

11. Does your college use different placement methods for different types of students?

If so, please list and describe the different types of students for whom different placement methods are used. Also, describe and provide the rationale and evidence to support this decision.

Students who wish to take an ESL course at LMC will use the dual guided and informed self-placement process to support their choosing the stage of language learning and then the specific classes to take in a given term.

12. How do these methods of placement of ESL students maximize the likelihood that ESL students with a goal of transfer to a four-year institution or an associate degree will enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English within a three-year timeframe of declaring a transfer- or degree-seeking goal? Provide evidence to support this.

The new guided and informed self-placement method will provide us an opportunity to responsibly and humanely support incoming ESL students in the following ways:

1. initially welcoming them, working to ensure they understand the placement process, and attending to their confidence and comfort levels
2. then, providing them an opportunity to self-reflect on what they can do in English as they enter the college and helping them recognize and value their English reading, writing, speaking, listening, learning, and thinking through a review of "I can..." and "I am prepared..." statements
3. and additionally, providing them a chance to see and review course-specific content and materials, so that they can know what opportunities and challenges await them in each class at each stage of language learning and will be able to confidently make an informed decision about what is best for them.

Furthermore, a curricular redesign was undertaken over a period of three years that has resulted in multiple transformations, including certificated-based packages available and promoted for students to take at each stage of our program; acceleration-based intensification of general ESL course package offerings that offer students an immersive language learning experience when taken as designed and advised; a threshold-concept and backward (re)design of all courses, which included a reduction in units/hours and clear student-learning-outcomes (SLOs) connection to the college's General Education SLOs and the English department's English 1-A course offerings; new mirrored Career Development and College Preparation (CDCP) non-credit offerings of all fourteen of the LMC ESL credit courses, which are scheduled as mirrored or multiple sections, giving students the choice of which type of course best meets their situation and needs.

A student who enters the LMC program at our lowest level of English-language proficiency, and who is able to take the recommended packages of courses each semester, would be able to transition into transfer-level English within 2 years. This may include summer sessions should the ESL department be unable to schedule all of its courses based strategic enrollment management protocols.

13. For students who are placed in transfer-level English Composition or an ESL course equivalent, what types of support are provided? Select all that apply.

Other - (Please describe): No ESL-student-specific supports are offered for students who place themselves into transfer-level English. The English department does have a "course & linked credit co-requisite support" as an option for all incoming students, and they have had embedded tutors at times in the past. The college does have a tutoring center but no ESL-student-specific support is obvious.

4. Disproportionate Impact

14. Does your college examine disproportionate impact among ESL students?

Yes

15. If so, based on what characteristics does your college examine disproportionate impact among ESL students (e.g., ethnicity, language, dialect, linguistic community, or others locally determined)? How are disproportionately impacted ESL students identified?

In the program review data packet, the ESL course completion and success were analyzed by students' ethnicity. Report on the disproportionately impacted ESL students was identified in the ESL program review report. Student ethnicity is one of the focuses of the Student Equity Plan. We compared each ethnic group with the Grand total.

16. Which groups of students show disproportionate impact among your college's ESL population? How was this determined?

We analyzed completion and course success rates for the past 5 academic years (2015-16 through 2019-2020). Student ethnicity by comparing each ethnicity with the Grant Total. The Multi-Ethnicities students had lower completion and success rates.

17. How have your ESL placement methods been designed and/or revised to minimize disproportionate impact to the students identified above (i.e. eliminate cultural or linguistic biases)? What evidence was used to establish this method?

The data that are presented here do not necessarily enable us to verify whether or an extent to which our methods of placing ESL students contributed to the disproportionate impact shown.

Specifically with regard to eliminating "cultural or linguistic biases," again, the data above cannot be used to say or reveal that such specific biases exist.

Second-level or deeper research would need to be designed with data-collection methods implemented over a length of time to produce information that would enable the review, analysis, and appropriate reporting of the asked-for results.

What can be shared here is that our new 1) welcoming, 2) guiding, and 3) informing oriented student-controlled placement mechanism has been purposefully designed

- to reduce and/or eliminate test anxiety and replace it with confidence, comfort, and valuing of self
- to pro-actively support multilingual student agency by
 - o directly involving them – collaboratively - in this initial decision of what stage of language learning is "right" for them to pursue
 - o raising these students' awareness of our ESL program and where it and their language learning fits into the larger academic and career opportunities at the college
 - o giving them chances to reflect and assess their skills and abilities
 - o helping them choose and own their pathway to success
 - o enabling them to envision their individual educational plan and begin to get a sense of what it will take and require from them to achieve their personal goals
- to work toward helping these multilingual and multicultural students develop self-efficacy to be their own agents who can see and set an achievable language learning goal
- to encourage exploration and curiosity of learning, language learning, and what specifically they will be learning in the various language learning classes we are able to offer

This "evidence" has been learned from our research on guided, directed, informed, and self placement, and it was used in the design of our new placement process.

5. Validation

18. Please verify the following data is being collected in order to validate ESL implementation practices. (Select all that apply)

Student placement by level of course (e.g., transfer-level to six levels below) and the four skill areas (e.g., Writing, Reading, Speaking, Listening, and/or Integrated, etc.)

Student enrollment by level of course (e.g., transfer-level to six levels below) and the four skill areas (e.g., Writing, Reading, Speaking, Listening, and/or Integrated, etc.)

Completion of transfer-level English or ESL equivalent in three years

Each of the above, disaggregated by race and ethnicity

6. Assessment

19. Is your college using an assessment instrument to place ESL students?

No

20. If yes, which instrument(s) are being used and with what cut scores?

	Name of Assessment Instrument	Assessment Cut Scores
Assessment Instrument #1		
Assessment Instrument #2		
Assessment Instrument #3		
Assessment Instrument #4		

Comments:

21. Is your college using a writing assessment to place ESL students?

No

22. If yes, please upload a copy of the writing assessment(s) (i.e. the prompts or questions, not student samples).

23. Certify your college is abiding by the provisions of title 5 §55522.5 (e) by checking below:

Yes, we are abiding by these provisions.

24. How have these provisions influenced your placement processes?

Pursuant to the provisions outlined in #23, LMC ESL GISP is designed to maximize accessibility and eliminate barriers to ESL courses. We are using Guided Self Placement; the college has added INFORMED to create a process called GISP. By using multiple modalities: illustrations, videos and the ability to translate the page into first language —LMC works to inform students of their option in a descriptive and accessible ways so that incoming students can make the best choice to meet their educational goals.

25. Certify your college is abiding by the provisions of title 5 §55522.5 (f) by checking below:

Yes, we are abiding by these provisions

26. How have these provisions influenced your placement processes?

LMC prides itself in its data-informed approach to equity. These provisions encourage and support our continuous improvement cycle. We utilize Tableau and ScoreCard 2019 Student Success Scorecard (cccco.edu) disaggregated data in order to measure success, support the department, and informed outreach to students. Assessment (losmedanos.edu)

7. Communications

27. What methods of communication are being used to inform students of their options? Select all that apply.

Webpage

Catalog

Email

Other - Please describe: Outreach workshop targeted to new students: introduction to the college; registration; introduction to Insite

28. Provide uploads of those communication artifacts.

29. If applicable, provide links to those communication artifacts.

Link to artifact #1 : Assessment Center - www.losmedanos.edu/assessment

Link to artifact #2 : Welcome to LMC - <https://www.losmedanos.edu/registration/>

8. Certification Page

30. Please provide the name, title, email address, and contact telephone number for the district President/Superintendent/Chancellor or their designee in the space below.

First Name

Bob

Last Name

Kratochvil

Title

College President

Email Address

bkratochvil@losmedanos.edu

Phone Number

(925) 473-7301

President/Superintendent/Chancellor Signature via Adobe Sign

Adobe Sign Date for President/Superintendent/Chancellor

31. Please provide the name, title, email address, and contact telephone number for the college's representative or their designee in the space below.

First Name

Chialin

Last Name

Hsieh

Title

Senior Dean of Planning and Institutional Effectiveness

Email Address

chsieh@losmedanos.edu

Phone Number

(925) 473-7309

College Representative Signature via Adobe Sign

Adobe Sign Date for College Representative

32. Please provide the name, title, email address, and contact telephone number for the college's Academic Senate President or their designee in the space below.

First Name

James

Last Name

Noel

Title

Academic Senate President

Email Address

jnoel@losmedanos.edu

Phone Number

(925) 473-7863

AS President Signature via Adobe Sign

Adobe Sign Date for AS President