What is your current AB705 compliant plan to place ESL students?

Self-Placement only

Self-Placement + MM

ESL Test/Essay

ESL Test/Essay + MM

Other

ESL Multiple Measures Survey: Final Recommendations

Presented by:

Loris Fagioli · Vinh Nguyen · Jeff Wilson

This presentation will use audience interaction

Poll.ev/ivcresearch327

Text ivcresearch327 to 22333

Presentation available at http://bit.ly/esl-mm-19
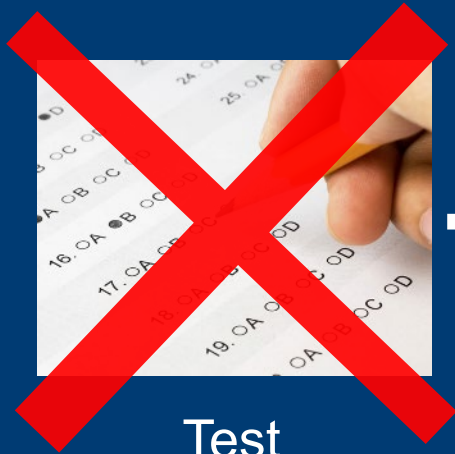
Look back to last year

Revisit IVC ESL Survey Development

Latest IVC ESL Survey results across colleges
Recommended next steps

IVC ESL planned implementation next steps
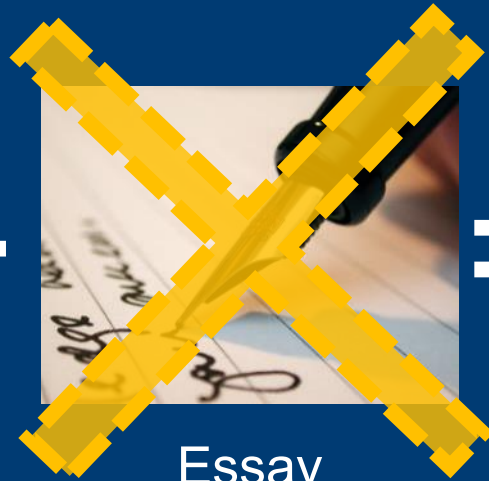
Where we were last year

Test + Essay = Placement
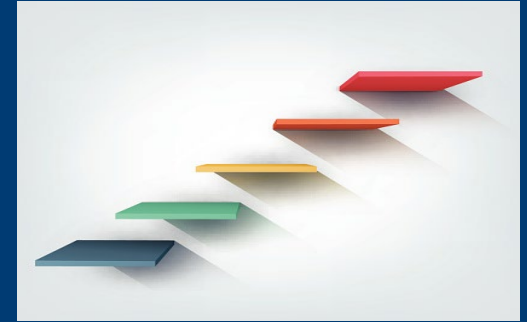
95%
Multiple Measure
High School Transcript

Could survey be a multiple measure?

IVC ESL Survey Validation

Survey

?

Placement

?

today
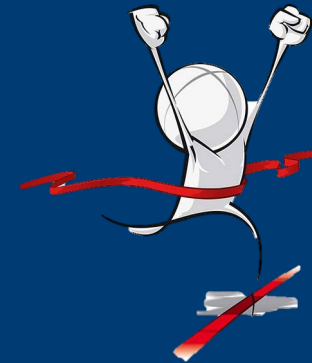
Student Success in course

ESL Survey Development

Survey questions were selected from

- Published Literature
- Items in use at other colleges
- ESL faculty input
- "Kitchen sink approach"

IVC Survey Administration Spring 2017 - Spring 2018

- All ESL sections via paper/pencil forms
- Completion time 5–25 minutes (more time in lower ESL sections)
- Translation sheets were available in several languages for lower ESL levels

Transitioned to an online survey at matriculation in Fall 2018

IVC ESL Survey Content

Types of questions asked:

- Years of ESL instruction
- Dreaming in English
- Mobile phone language settings
- Use of media in English (watching TV, reading, Internet)
- Work in an English environment

- Self-rated proficiency
- Number of languages spoken
- Use of translation sheet
- Pseudo GPA question
- Non-cognitive questions

8. __Before coming to the U.S.,__ how did your teachers usually rate your school work?

Not sufficient		Sufficient		Satisfactory		Good			Very Good
O	O	O	O	O	O	O	O	O	O

9. __How often do you do the following:__

	Never 0%	Not very often 25%	Sometimes 50%	Often 75%	All the time 100%
I can motivate myself to do schoolwork	O	O	O	O	O
I tend to do just enough work to get by	O	O	O	O	O
I am very well organized	O	O	O	O	O
I am diligent	O	O	O	O	O
I know how to schedule my time to accomplish my tasks	O	O	O	O	O

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Proficient	Ability to speak and write English **with ease and fluency** similar to your native or mother tongue
Advanced	Ability to speak and write in English about a range of topics with a **wide range of vocabulary** in social and academic settings
Low Advanced	Ability to speak and write in English about a range of topics with **limited vocabulary** in social and academic settings
High Intermediate	Ability to speak and write English about a **limited range of topics** with limited vocabulary in social and travel settings
Low Intermediate	Ability to speak and write **basic English** to communicate in practical everyday situations
High Beginner	Ability to speak and understand English to **meet basic needs**
Low Beginner	Ability to speak and understand **basic greetings and simple words in English**

Which self-rated question are you using/intending to use

No Self-Rated Question planned/in use

Writing/Reading/Listening Samples

Counseling

Language Proficiency Descriptors (ESL Survey)

Course Descriptors

Other

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Self-Placement	Advantage	Disadvantage
Writing Samples Reading Samples Listening/Video Samples	Simulates course content Multi-item questions are more reliable vs single item questions	Distinction between levels not always evident How to combine answers if they differ in level (e.g. writing vs speaking) A lot of data needed to make empirical decision
Counseling	In depth and individualized information possible	Time and Resource intensive Adds barrier to student Inter-counselor reliability
Language Proficiency Descriptor *(current ESL survey)*	Brevity	Only Hypothetical link to course levels Distinction between levels not easy (e.g. wide range vs range vs limited range)
Course Description Course Prerequisites *(new IVC approach)*	Direct link to course curriculum Direct link to course expectations/evaluations	How to combine answers if they differ in level (e.g. writing vs speaking) How does student make choice of most appropriate description?

How to combine results

Disjunctive (OR): Highest placement across or within measures; *max(…)*

- Option: Limit discrepancy between different measures

- Ex: maximum 2 level difference between writing sample and self-rated proficiency

- Suggestion: Implement limits based on evidence

Conjunctive (AND): Combine answers across or within measures; *sum(…)*

- Option: Assign weights or majority rules

- Ex: writing sample counts double; take average; 2 out of 3 measures agree; etc.

- Suggestion: Be judicious with this rule as it is much more restrictive than disjunctive. Implement based on evidence

ESL MM Survey: Where we were last year…

Proposed Rule Set 1
4-items

Level	Self-Rated Proficiency							Read Books in English		Age Learned English		Translation Sheet	
	-6	-5	-4	-3	-2	-1	0	Never	Yes	0-21	21+	No	Yes
1 Level below					✓	✓	✓			✓		✓	
2 Levels below			✓	✓						✓		✓	
3 Levels below			✓	✓	✓	✓	✓						✓
3 Levels below	✓	✓							✓			✓	
4 Levels below			✓	✓	✓	✓	✓				✓	✓	
4 Levels below		✓						✓					
5 Levels below	✓	✓							✓				✓
6 Levels below	✓							✓					

Proficient	Ability to speak and write English **with ease and fluency** similar to your native or mother tongue
Advanced	Ability to speak and write in English about a range of topics with a **wide range of vocabulary** in social and academic settings
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Low Beginner	Ability to speak and understand **basic greetings and simple words in English**

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Usable Data

College	N Surveys	N First Course	N with Grades, Placement=Actual
Cabrillo	31	15	7
Cypress	256	83	74
Irvine Valley Old (Paper)	3,468	953	634
Irvine Valley New (Online)	1,624	655	397
Mission (2018)	406	108	53
Mission (2019)	182	182	-
Orange Coast (2018)	111	25	18
Orange Coast (2019)	709	325	267
Total	**6,787**	**2,346**	**1,450**

Predicting Success is Not Feasible

Course Level	N All	N IVC
0	14	14
-1	112	88
-2	229	114
-3	374	298
-4	290	184
-5	222	165
-6	209	168

Correlation of MM Survey and Existing Placements

College	Rule Set 1 (4 Q's)	Rule Set 2 (1 Q)
IVC (at orientation)	0.59	0.56
4 other colleges	0.42	0.39

Note: correlation of 1 means perfect relationship, and 0 means no relationship

Updated Validation

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Rule Set 1: Four Questions

	Correlation with Placement
IVC New	0.59
All Non-IVC	0.42
College #1	0.22
College #2	0.16
College #3	0.45
College #4	0.59
College #3 2019	0.22
College #4 2019	0.5

Rule Set 2: One Question

	Correlation with Placement
IVC New	0.56
All Non-IVC	0.39
College #1	0.42
College #2	0.25
College #3	0.44
College #4	0.75
College #3 2019	0.2
College #4 2019	0.36
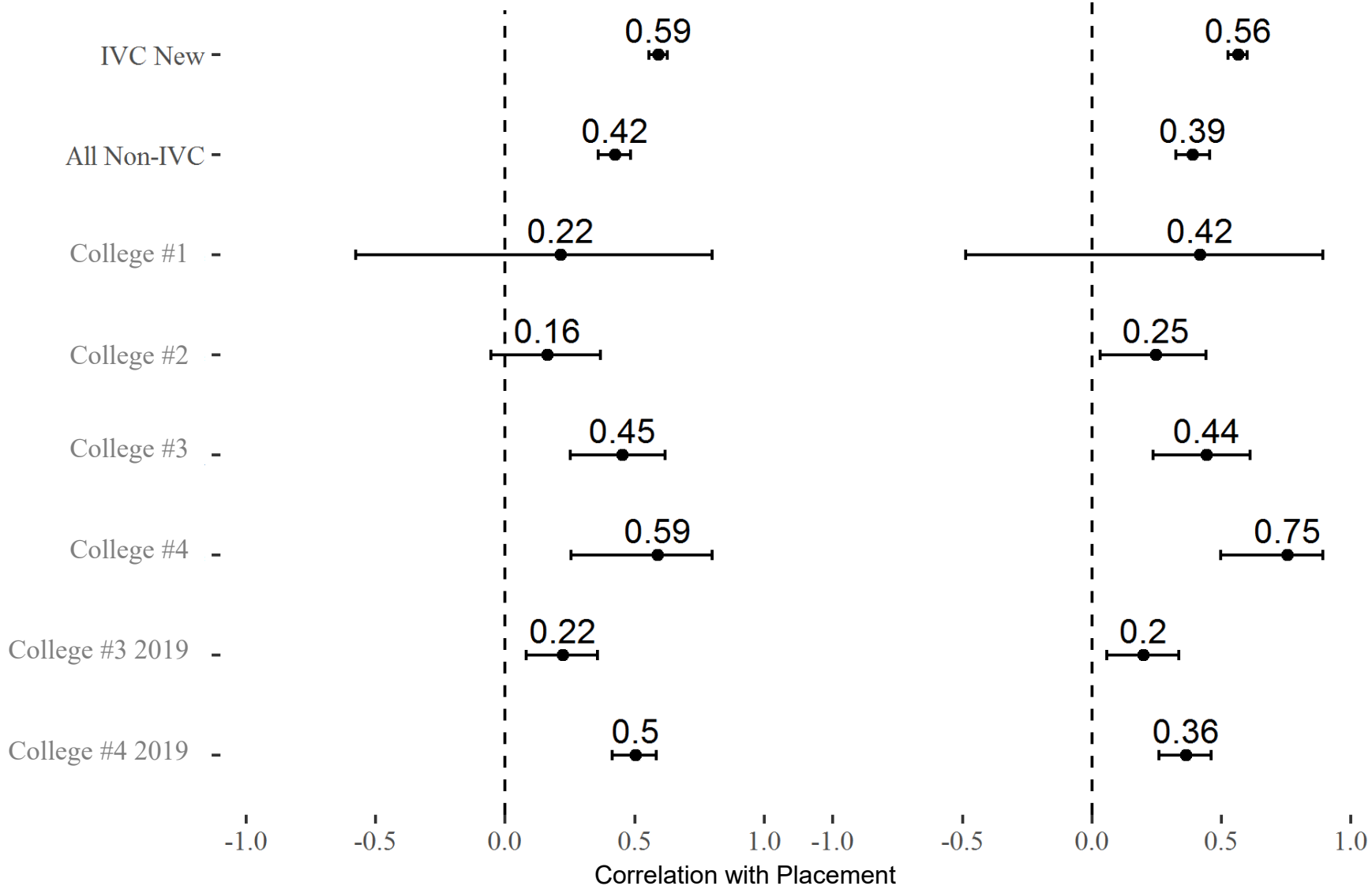
Where do we go from here?

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C O L L E G E

- *Not enough* data to derive rule sets that predict success at different levels

- Can replicate *existing placements*
  1. Rule set 1: based on 4 questions
  2. Rule set 2: self-rated proficiency (1) question

- Conclusions and actions of IVC based on research
  1. Students can self-rate their language proficiency
  2. Of two rule sets, opt for the simpler rule set: 1 question
  3. Modify self-rated proficiency: incorporate skills required

Using Self-Rated Proficiency
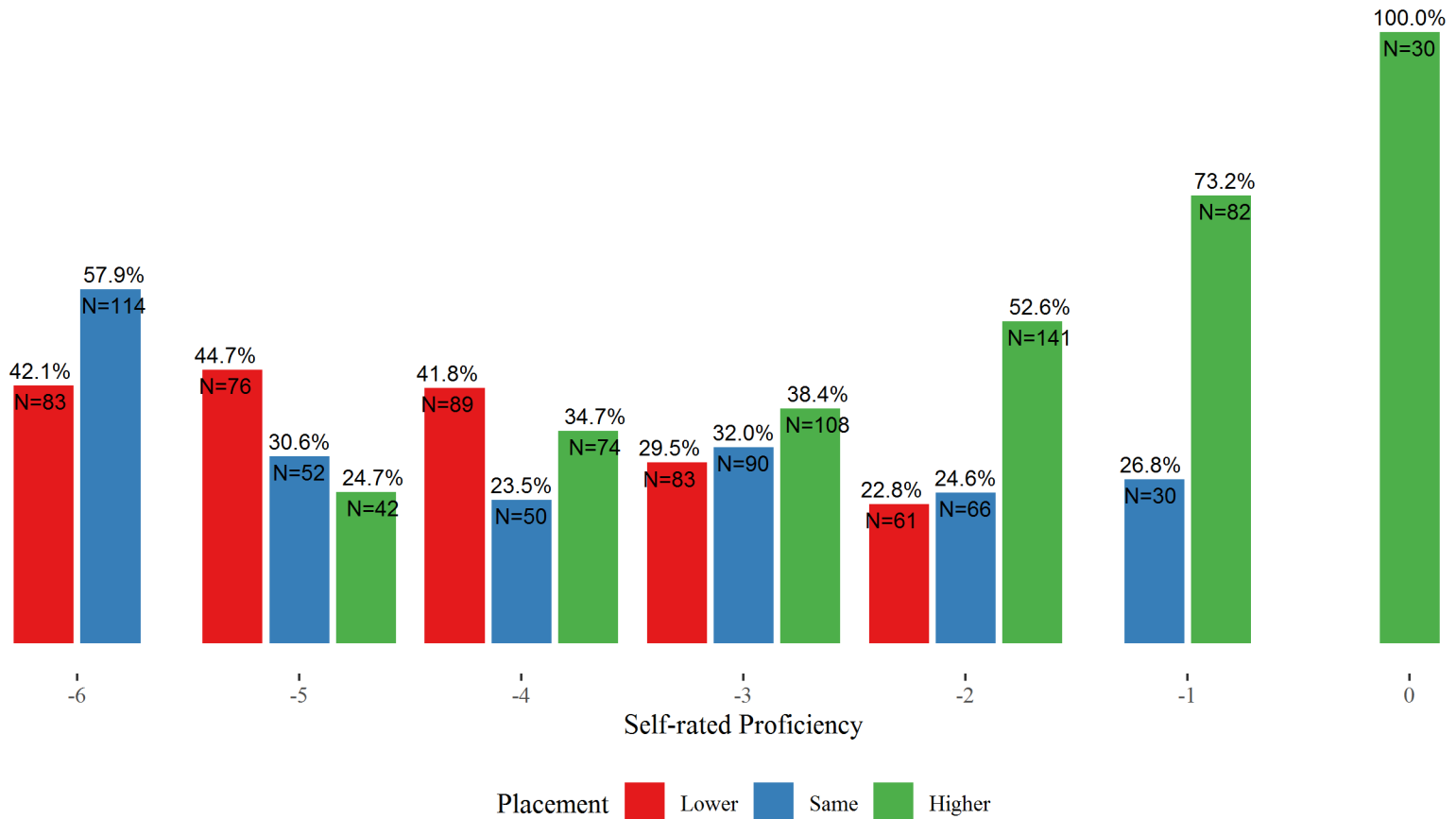
New ESL placement process at IVC

ESL @ IVC

WR 1
Introduction to College Writing
(4 units/4 hours)
(Upon successful completion of ESL 201, students may enroll in WR 1.)

ESL 302*
Language Support for WR 1
(2 units/2 hours)
*corequisite course for WR 1

ESL Assessment

ESL CREDIT COURSES	SPECIFIC SKILL COURSES	ADULT ESL NONCREDIT COURSES

ADVANCED LEVEL

ESL 90 + **ESL 201L**
Academic Writing III (5 units/5 hours) / Language Conference (0.5 units)

ESL 388 (fall) or 398 (spring)
Advanced Grammar and Writing
(3 units/3 hours)

ESL 384 (fall) or 394 (spring)
Advanced Vocabulary
(3 units/3 hours)

ESL 80 + **ESL 301L**
Academic Writing I (5 units/5 hours) / Language Conference (0.5 units)

ESL 385 (fall) or 395 (spring)
Academic Reading
(3 units/3 hours)

AESL 535
Advanced Pronunciation
(0 units/3 hours)

AESL 505
Advanced Level 5
(0 units/10 hours)
(Upon successful completion of AESL 505, students may enroll in ESL 370.)

ESL 370
Academic Writing I
(5 units/5 hours)

AESL 545
Advanced Conversation
(0 units/3 hours)

INTERMEDIATE LEVEL

ESL 361 A/B
Intermediate Skills II
(5 units/5 hours)
open access or by assessment

AESL 563
Idioms
(0 units/3 hours)

AESL 504
Intermediate Level 4
(0 units/10 hours)

AESL 533
Intermediate Pronunciation
(0 units/3 hours)

AESL 543
Intermediate Conversation
(0 units/3 hours)

AESL 520
U.S. Citizenship
(0 units/3 hours)

AESL 503
Intermediate Level 3
(0 units/10 hours)

BEGINNING LEVEL

AESL 531
Beginning Pronunciation
(0 units/3 hours)

AESL 502
Beginning Level 2
(0 units/10 hours)

AESL 541
Beginning Conversation
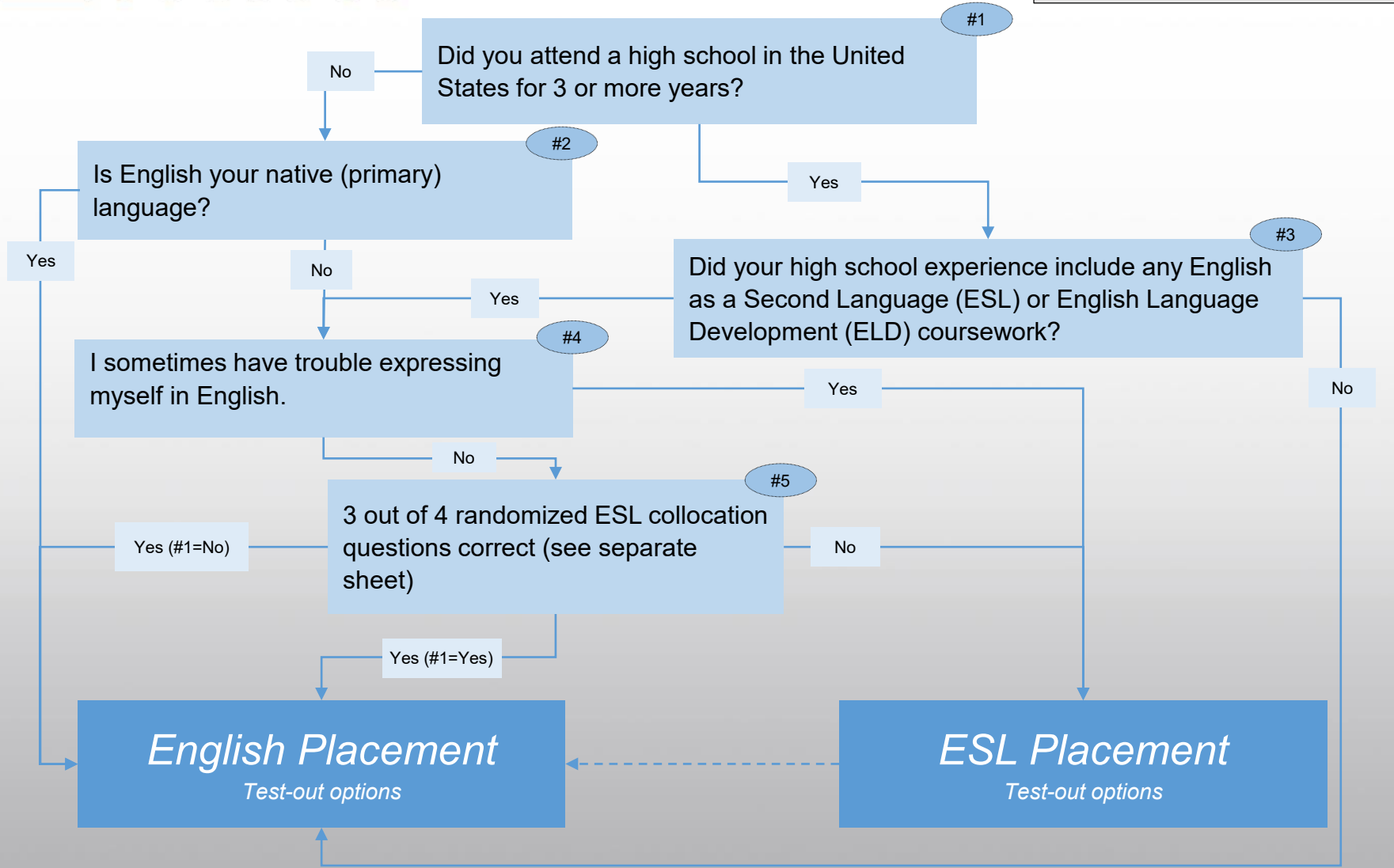(0 units/3 hours)

AESL 501
Beginning Level 1
(0 units/10 hours)

- 2200 unduplicated student population

- 450 in credit program and 1750 in AESL (noncredit program)

- In our credit ESL program we have a mix of long term residents, international students and HS grads

- 8 levels of ESL/AESL courses; this includes ESL cor req for WR 1 down to low-beginning noncredit

- Credit and noncredit housed in the same department

- Credit and noncredit use the same assessment

![Irvine Valley College logo]

Offered in multiple languages

#1 Did you attend a high school in the United States for 3 or more years?

No →

#2 Is English your native (primary) language?

Yes →

#3 Did your high school experience include any English as a Second Language (ESL) or English Language Development (ELD) coursework?

No

Yes →

No →

#4 I sometimes have trouble expressing myself in English.

Yes

No →

No

Yes (#1=No)

#5 3 out of 4 randomized ESL collocation questions correct (see separate sheet)

No

Yes (#1=Yes)

English Placement
Test-out options

ESL Placement
Test-out options

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ESL Placement
Test-out options

When students are directed to ESL here, they are shown the landing page below, which includes text and video.

The next step is to take the ESL Assessment.

Enrolling in an Academic English ESL class before taking Writing 1 will help you succeed in Writing 1. In fact, students who finish their IVC ESL classes pass Writing 1 at a 93% rate with a B+ grade average (3.20).

Watch student DJ talk about the benefit of Academic English (ESL):

You will need to take this ESL assessment before enrolling in classes.

Click here to sign up for an ESL assessment date.

Note: This ESL assessment can also place you directly in WR 1 if you don't need additional language support.

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MM #1: Expanded Self-Rating
"Right now, I can …"

Rating	Level	Placement	Writing	Reading	Listening	Speaking
Proficient	0	WR 1 +ESL 302	Write 5 to 7 page essays in academic English with little or no help.	Read college level texts in English, including a 300-page novel or nonfiction with little or no dictionary help	Fully understand a college lecture in English on academic topics such as Biology, History, and Sociology.	Communicate fully in college, at work, or in the community with native speakers of English with little or no confusion. My oral English is or is almost as good as my native language.
High Advanced	-1	90	Write 3 to 5 page essays in academic English with some help.	Read college level-texts in English, including a 250-page novel or nonfiction with some dictionary help	Understand a college lecture in English on academic topics such as Biology, History, and Sociology.	Communicate in college, at work, or in the community with native speakers of English. There are a few times when I can't say what I want to say in English.
Advanced	-2	80	Write 2 to 3 page essays in academic English with some help.	Read short college-level texts in English, including a 200-page novel or nonfiction with dictionary help	Understand most of a college lecture in English on academic topics such as Biology, History, and Sociology.	Communicate in college, at work, or in the community in English. There are some times when I can't say what I want to say in English.
Low Advanced	-3	370 505	Write a paragraph or a few paragraphs in academic English with some help.	Read short texts and multi-paragraph articles in English with dictionary help	Understand some parts of a college lecture in English on academic topics such as Biology, History, and Sociology, but I often have trouble following the professor.	Communicate in college, at work or in the community in English. There are many times when I can't say what I want to say in English, especially in academic topics.
High Intermediate	-4	360 504	Write a paragraph in English with help	Read a paragraph in English about a familiar topic and understand most of the words	Understand most general conversations in English in social situations, but sometimes I can't understand everything.	Communicate in English in most social situations. There are often times I can't say what I want to say in English
Low Intermediate	-5	503	Write a group of sentences in English with help	Read a group of sentences in English, but sometimes I do not know all of the words	Understand a slow-paced conversation in English on a familiar topic or in practical everyday situations, such as shopping or the weather.	Communicate in English about familiar topics or practical everyday situations, such as shopping or the weather. There are often times I can't say in English what I want to say.
High Beginner	-6	502	Write simple sentences, but I need some help. I don't know a lot of English words	Read a few simple sentences in English and mostly understand them	Understand some words in a slow-paced conversation in English to meet basic needs	Have a brief conversation in English about what I need to do or what I want.
Low Beginner	-7	501	I can write some words and a couple of sentences. I know my English ABCs, numbers, and some words, but I need lots of help.	Read and understand some familiar words in simple sentences	Understand some simple questions, directions or greetings	Use familiar or simple words in English to say I need something or want something.

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Instructions: Review the levels below and choose **the best level that describes your English skills. Use the sentence, "I believe I can..."**

Level	Description
Proficient	Write 5 to 7 page essays in academic English with little or no help. Read college level texts in English, including a 300-page novel or nonfiction with little or no dictionary help. Fully understand a college lecture in English on academic topics such as Biology, History, and Sociology Communicate fully in college, at work, or in the community with native speakers of English with little or no confusion. My oral English is or is almost as good as my native language
High Advanced	Write 3 to 5 page essays in academic English with some help. Read college-level texts in English, including a 250-page novel or nonfiction with some dictionary help. Understand a college lecture in English on academic topics such as Biology, History, and Sociology. Communicate in college, at work, or in the community with native speakers of English. There are a few times when I can't say what I want to say in English.

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Directions

- Please write for <u>50 minutes</u> on the following topic.
- Organize your thoughts carefully.
- Write clearly and legibly.
- You may not use your dictionary.

WRITING TOPIC:

Life is always changing – sometimes for the good, and sometimes not. Some changes are positive, and bring about a new life style and new opportunities. Some changes, on the other hand, are negative, taking us away from places, people, activities, and/or a way of life that we love.

How has your life changed over the past years? That is, how is your life different today from the way it was then, and how do you feel about these changes?

My life has changed in many ways, when I was a little girl I used to play, sing and imagine my life without rules and I thought about travel far away from my house.

My life changed when I decided to come to the Unite States. I have few weeks in this country and I'm sure to think that when I was younger I never imagined how could it be here. This situation made my life different.

on the other hand I have the big opportunity to live with my father and have a good relationship with him. I wasn't with my dad before so I think that it's a big change.

I feel happy with my life now, I'm living in this beautiful country and I like it so much, I've changed all my habits and my feelings and I think is good. Some changes were not good of course, some things that I made, make me feel sad and I wish I could change it, but I think that

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Student Placement Letter

Placement Source	Date Finished	Pathway	Course Placement
Online Orientation	9/4/2019		Passed
IVC Online Advisement	9/4/2019		Passed
Math Placement	9/4/2019	GSP	Math 10
ESL Placement	9/10/2019	Faculty Recommendation Self-Placement Results Highest level course	AESL 502 ESL 361 ESL 361

Your ESL placement options:

1) **Faculty Recommendation** is the course ESL professors believe you should enroll in, *according to the writing you did during assessment.*

2) Self Placement Results is the course you selected on your own, *according to the English proficiency statements you chose during assessment. This course is based on how you self-rated your own English level.*

You may choose one of the course placements above, or you may select another course below your highest placement. Click here to see a description of our course levels to help you choose

If you have questions about what course is best for you, or if you think you should be in a higher or lower course, including transfer level WR 1, please contact a counselor or ESL professors Rebecca Beck (rbeck@ivc.edu) or Jeff Wilson (jwilson80@ivc.edu) for more information

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- Students placed into an ESL course have the ability to advocate their "AB 705" right

- Once they have an ESL placement, they can meet with a counselor or ESL dept chairs to review this ESL placement

- ESL chairs and counselors have a lengthy meeting with students to choose the best English or ESL course. These conversations include throughput data, sample essays,course readings, and course requirements

- Student has the final say on what course they want to enroll in

- ESL dept is tracking these advocacy placement to gather data on ESL student success in TLE

IVC **ESL Prerequisite/Placement Clearance**

Office of Admissions and Records 500 Irvine Center Drive, Irvine California 92618 (949) 451-5220

Student Name: _____ _____ _____ IVC ID #: _____
               Last Name   First Name   Middle Name

Phone: _____ Email: _____

Student Signature: _____ Today's Date: _____

List IVC course you plan to take that requires prerequisite clearance and include the enrollment term

1._____ (*Example: WR 1 - FALL 19*) Faculty Signature: _____

ESL (English as a Second Language) Staff Only

_____ Student has been recommended by ESL faculty to enroll in the ESL or WR 1 course listed above (as determined by the writing sample and/or ESL faculty evaluation). Matric Test ID: 993000

_____**NO ESL Placement.** The student will not be taking the recommended ESL course_____, but will need this placement recorded under Matric Test ID: 993000

_____ Student has taken the IVC ESL Assessment or has received an ESL faculty placement but would like to use AB 705 (WR 1+ESL 302+WR382, WR 1+WR 302+WR382, WR 1+WR 181+, WR 1) Matric Test ID: 992900.

*Student has been notified of the benefits of finishing the ESL course sequence and understands they may not have college level reading and writing skills yet

- ESL vs. Native (GSP)

- Separate ESL MMs placement:
    1. Writing sample (ESL faculty rating)
    2. Self-rated proficiency (student self-placement)

- Actual course-taking vs. recommendation

- Success and throughput rates: Are any students being harmed? Are any groups being disproportionately impacted?

How useful was this presentation for implementing AB705 at your college

Very useful

Somewhat useful

Not useful

Start the presentation to see live content. Still no live content? Install the app or get help at **PollEv.com/app**

Loris Fagioli   lfagioli@ivc.edu

Vinh Nguyen   vnguyen216@ivc.edu

Jeff Wilson   jwilson80@ivc.edu

http://bit.ly/esl-mm-19

ESL Learners

Students	Definitions
High School Graduates	• Many immigrate during high school • May or may not have been born in the U.S. • May or may not have studied English before U.S. arrival • Often orally proficient – "ear learners" • May have various HS years of experience
International Students	• Born and raised outside the U.S. • Studied English in EFL settings • Come to U.S. on a foreign student visa for studying purposes • Some return to their country once they have completed their studies • Often grammar learners/low oral skills
Adult Learners	• Includes recent and long-time residents or non-residents • Some have advanced degrees, whereas others are illiterate in their native language • Usually have plans to stay in the U.S. • Various educational goals

Pseudo-GPA

Correlation between pseudo-GPA (0-12) and placement: 0.385

Placement	IVC Students	Average Pseudo GPA
0	3	6.7
-1	159	9.1
-2	238	8.5
-3	371	8.0
-4	286	7.5
-5	240	6.0
-6	242	5.0