

ESL Adoption Plan Form

1. Introduction and Contact Information

Introduction

As described in guidance memorandum Equitable Placement (AB 705) English as a Second Language (ESL) Adoption Plan Submission, ESS 21-200-004 released February 3, 2021, (link below), all California Community Colleges are to complete an Equitable Placement (AB 705) ESL Adoption Plan using this form by July 1, 2021. Per Title 5, §55522.5(b)(4), districts shall provide an adoption plan on a form prescribed by the Chancellor, explaining the placement method, the evidence to be collected, and why the district believes it will be effective. Reference the Equitable Placement (AB 705) ESL Adoption Plan Implementation Guide and Glossary of Terms to help direct your planning and completion of this adoption plan (links below):

[ESS 21-200-004 Equitable Placement \(AB 705\) English as a Second Language Adoption Plan Submission Memorandum](#)

[Glossary of Terms](#)

[ESL Adoption Plan Guide](#)

The form contains a "Save and Continue" phrase located at the top right portion of each page. In order to save information on a specific page you must advance to the next page and click the "Save and Continue" phrase. Follow the instructions on the screen.

1. Contact Information

District

Santa Monica Community College

College

Santa Monica College

2. Adoption Plan Development Process

2. 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 and writing of this form? What was the approval process? During the development and approval process, how was feedback gathered?

2. The proposed ESL placement process was the result of collaboration among representatives from ESL, English, Success and Engagement Center, Enrollment Services, Academic Affairs, Management Information Systems, and International Students. Representatives from the instructional departments worked together through a reiterative process of revision, including review and approval by their departmental colleagues, to develop the new ESL placement process. ESL chairs from other institutions were interviewed and guided-self placement modules from other institutions were reviewed.

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).

Each student is first asked if they have completed the 11th grade or higher in the United States within the past 10 years. If the answer is yes, the student is routed to a brief questionnaire to determine their high school GPA, the highest level math and English courses completed in high school, and the students' grades in those courses. If the answer is 'no,' meaning that the student did not complete the 11th grade or higher in the U.S., then the student is routed to the guided self-placement questionnaires.

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

All previously placed students or students with expired assessment records were contacted to update their placement results through Corsair Connect (student portal). All students who qualified for the AB 705 update were contacted via email and through an SMC website informational marketing campaign regarding the AB 705 placement process.

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).

Following Math guided placement, the students are presented with three choices for English placement under the question, Which English placement is best for you?: Noncredit English as a Second Language, Credit English as a Second Language, and English. The first option redirects the student to the ESL Noncredit website where they see information regarding the Noncredit enrollment process for SMC. The second option takes the student into the ESL Guided Self-Placement process where they review the course materials (course objectives, a reading example, and a writing example) for ESL 10G/10W, ESL 11A, ESL 19A, ESL 19B, English 1 with English 28 (co-req class), or English 1; the student uses the course information to determine which course is best for their first enrollment. The third option takes the student into the English Guided Self-Placement process where they are evaluated for English 1 with English 28 (co-req class) or English 1.

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

Students who are eligible will be asked to complete the AB 705 placement process. This process will allow students to update their placement records following the AB 705 regulations regardless of courses completed. And email and website-based marketing and outreach campaign will be used to notify students.

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.

Only in the following way: if a student has graduated from a U.S. high school in the last 10 years, the student will be placed using the approved multiple measures assessment process (MMAAP default rules); if the student does not have a diploma from a U.S. high school or one with a conferral date in the last 10 years, then the student is routed to the guided self-placement process.

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.

Guided self-placement maximizes the chance that a student places themselves at the level most appropriate and conducive to their success. In response to AB705, the ESL course sequence is now shorter by one semester, for a maximum possible (unrepeated) length of 5 semesters, including English 1.

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.

Course & linked credit co-requisite support
Embedded support (i.e. tutor, counselor, study skills training, time management)
Specialized tutoring assistance (tutorial center and faculty customized support)
Other - (Please describe): Optional credit support courses

4. Disproportionate Impact

14. Does your college examine disproportionate impact in student outcomes 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?

Race/ethnicity

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

No results have been determined yet. A DI study following the newly implemented ESL GSP process is forthcoming.

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 new ESL GSP process was adopted to allow students to view details about all of the ESL courses in SMC's new, 4-course sequence prior to English 1, the details of which are also shared. Students may view each set of course entrance skills, learning objectives, a sample reading for the level, and a student writing sample for the level. Students then self-select which class best fits their needs.

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?

The new provisions have influenced SMC to abandon an assessment test (Accuplacer), to reimagine the ESL course sequence, and to use true student self-placement for ESL.

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

Yes, we are abiding by provisions 1 and 2, and will respond to the forthcoming AB 1805 data template from the Chancellor's Office to comply with provisions 3 and 4.

26. How have these provisions influenced your placement processes?

SMC has developed a well-organized, student-friendly webpage in full compliance with 55522.5(f). The college catalog is currently being updated to include the new ESL placement process, placement statistics are available now via said website, and all required metrics are (and have been) tracked for students completing the ESL placement process. Staff are fully trained and prepared to report all required information to the Chancellor's Office upon demand.

7. Communications

27. What methods of communication are being used to inform students of their rights to access transfer-level coursework and academic credit English as a second language (ESL) coursework, and of the multiple measures placement policies developed by the community college? Select all that apply.

Webpage

Catalog

Email

Other - Please describe: Student portal

28. Provide uploads of those communication artifacts.

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

Link to artifact #1 : <https://www.smc.edu/student-support/success-engagement-center/general-information.php>

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

Kathryn

Last Name

Jeffery

Title

Superintendent President

Email Address

Jeffery_Kathryn@smc.edu

Phone Number

310-434-4200

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

Jason

Last Name

Beardsley

Title

Dean, Academic Affairs, Interim

Email Address

Beardsley_jason@smc.edu

Phone Number

310-434-8054

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

Jamar

Last Name

London

Title

Academic Senate President

Email Address

London_Jamar@smc.edu

Phone Number

310-434-4878

AS President Signature via Adobe Sign

Adobe Sign Date for AS President

9. Thank You!

Thank you for taking our survey. Your response is very important to us.