

Laney College Faculty Senate Resolution in Support of Laney ESOL Guided Self Placement

Whereas AB 705 requires students to be placed into ESOL classes via multiple measures with the state Chancellor's office no longer accepting tests as a sole placement measure and encouraging colleges to explore Guided Self Placement;

Whereas the ESOL Multiple Measures Team has been meeting since the spring of 2018 to develop an effective and student-centered process for placing students into our 5 levels of ESOL or into English 1A, as appropriate;

Whereas the ESOL Multiple Measures Team developed and built the research-based Laney Guided Self Placement (GSP) Process and Tool and refined it based on student experience, placing Laney at the cutting edge for developing equitable ESOL placement;

Whereas the Laney GSP has been effective not only in placing students appropriately, but also in enhancing students' agency in the process, encouraging self-reflection and goal-setting, and orienting students to their ESOL classes;

Whereas the Laney GSP has been recognized statewide by the RP Group, CATESOL (California Association of Teachers of ESOL), and the California Acceleration Project conference, and other colleges statewide have taken it as a model for their own GSP processes;

Whereas, with the pivot to remote learning in the Spring of 2020, the Multiple Measures team developed an online but still high-touch version of the ESOL GSP tool, assisted noncredit students with their applications, and has done outreach to potential students;

Whereas the Multiple Measures team has been working closely with departments across the college and district including the former Assessment Coordinator, the Welcome Center, the Transitions Liaison, the International Office, PEAC, and District Admissions;

Whereas as part of the GSP process, an ESOL instructor has reached out to every student who has taken the GSP since spring of 2020, answering enrollment and admissions questions by email, phone, text, or Zoom;

Whereas, despite the pandemic, the percentage of students who went through placement and then enrolled in ESOL or English classes has increased dramatically, from about half of students who took the old, test-based placement to over 80% of students who have done the new placement;

Whereas, all of the programming and support of the Laney GSP tool has been done by a part-time ESOL instructor as part of a Community of Practice Stipend, which is not sustainable long-term;

Therefore, be it resolved that the Laney Faculty Senate supports Laney ESOL Guided Self Placement Process and Tool and the way that they have made the placement enrollment process more empowering for students;

Be it further resolved that the Laney Faculty Senate requests that resources once used for standardized ESOL placement tests, such as staff support and financial commitments, be recommitted for the ESOL GSP;

Be it further resolved that the Laney Faculty Senate supports the efforts of the ESOL Multiple Measures Team to secure ongoing IT support and a “home” for the GSP at the college or district;

Be it further resolved that the Laney Faculty Senate advocates for Institutional Research support for the ongoing evaluation of the GSP process and tool in keeping with the goals of AB 705.