

AMLA AB 705 Update

Where We Are

Pursuant to the July 2018 Initial Guidance for Credit ESL (AA 18-41), institutions are strongly encouraged to explore the following:

- Offer integrated skills courses (e.g. grammar/writing, reading/writing, or reading/writing/grammar).
- Develop ESL pathways that transition students from the highest levels of credit ESL coursework directly into transfer-level English rather than into developmental English courses (which will not be compliant with AB 705)
- Pursue the possibility of submitting transfer level ESL courses for inclusion in CSU General Education Breadth Area C2 and for course-to-course articulation
- Enable credit ESL faculty to teach English Composition to ESL students.
- Create a credit ESL course that is the equivalent of transfer-level English

Best Practices

- We hold weekly Communities of Practice at all three levels (AMLA 70, 80, and 90) with faculty.
- We use Writing Center Tutors in the Classroom in all our AMLA 90 courses (and hope to expand to more levels, so please help \$\$\$).

Where We Are Going

Pursuant to the July 2018 Initial Guidance for Credit ESL (AA 18-41), institutions are strongly encouraged to explore the following:

- Create of cohorts of English language learners to move through credit ESL into English with an ESL instructor (currently in consideration)
- Learning community cohorts that move students through ESL at two or three levels below into transfer-level English (currently in consideration)
- Develop ESL co-requisites and support courses for transfer-level English
- Create degree-applicable ESL Certificates

Needs & Challenges

- NNES AQ (Non-Native English Speaker Assessment Questionnaire) has been piloted, evaluated, and redesigned several times.
- Only 35%-62% of students are actually placing themselves correctly.
- Still using AWE to place students.
- We must explore other assessment tool options and collect data on what we have in place and what we have piloted.