

Request for Foundation Skills Funds

Title of Proposal: ESOL Multiple Measures Inquiry Group

Date: April 9, 2018

Academic Year: 2017-18

Persons Requesting Funds: Barbara Yasue

Division: Liberal Arts

<p>1. Planned Action (Brief description of project/activity including list of components) and data to indicate need for action</p>	<p>The ESOL department has developed a new noncredit program to serve learners not currently served in our credit program. However, placement into the various non credit levels has not been determined. Furthermore, there is a movement among community colleges away from standardized tests for placement and toward the use of other types of multiple measures to place students accurately in classes. The ESOL department has not yet determined the best set of tools to best place all our students. In short, accurate placement into courses will impact the effectiveness of the curriculum.</p> <p>The Laney ESOL department would like to establish a committee of three ESOL faculty members to research best practices in using multiple measures to place students in our credit as well as our noncredit program and recommend a course of action in order to institutionalize these measures.</p>
<p>2. Goal and Activity Addressed from Foundation Skills Planning Matrix</p>	<p>B.1.2. Mandatory assessment for all new students.</p>
<p>3. Effective Practice and/or Strategy</p>	<p>C.1.2. Professional development activities for development education faculty and staff are actively supported by senior administration.</p>
<p>4. New, Change or Expansion*</p>	<p>New</p>
<p>5. Expected Outcomes</p>	<p>a) A final report of recommendations and a timeline to create or adapt and implement multiple measures tools</p>
<p>6. Plan for Assessing, Documenting, Disseminating and Dialogue about Results*</p>	<p>a) planning documents, meeting minutes, sample assessments and research articles will be used to document committee activities. b) final report with timeline</p>
<p>7. Target Date for Completion</p>	<p>June 30, 2018</p>
<p>8. Responsible Persons/Dept.</p>	<p>Barbara Yasue / ESOL</p>
<p>9. Specific Budget Amounts-Include Breakdown*</p>	<p>\$3,300 total</p> <p><u>Participant Responsibilities:</u> \$900 each x 2 = \$1800</p> <ol style="list-style-type: none"> 1. Familiarize oneself with the current assessment, placement and registration systems at Laney. Learn of the number of students who are served every semester and the current staffing involved. 2. Familiarize oneself with the credit and noncredit ESOL curriculum.

	<ol style="list-style-type: none"> 3. Familiarize oneself with the California Community College Chancellor's Office AB705 implementation guidelines for multiple measures as they apply to ESOL. 4. Create a rubric to evaluate ESOL assessment and placement measures on various community colleges. 5. Research how other community colleges are adhering to the guidelines, including, but not limited to, self-placement, questionnaires, transfer from adult schools, and standardized tests. Evaluate if these measures have been validated and how appropriate they are for the Laney ESOL students and staffing. 6. Report back and make recommendations for a timeline of implementation. 7. Meet at least five times for two hours each time from now until the end of June to coordinate and report back. <p><u>Coordinator's Responsibilities</u> \$1500 (participant duties + \$600)</p> <ol style="list-style-type: none"> 1. Set meeting dates, create agendas, take minutes, oversee participant duties and provide documents such as state requirements and ESOL course outlines. 2. Write final report of recommendations.
--	---

Other required Institutional Resources (e.g. Facilities):

Other Funding Sources:

Check here if additional narrative is attached:
For Foundation Skills Committee Use Only:

Committee Approval Approved Approved with Changes Noted Not Approved Resubmit with Changes Noted
 Comments:

FSC Faculty Co-chair _____

FSC Administrative Co-chair _____