

## *Strategy #7, Student Acceleration*

*By September 2020, create a non-credit ESL Program at DeAnza College with articulated curriculum and placement measures for transitioning adult school students. [Work Group: Curriculum Alignment and Articulation]*

### **We will know we have accomplished this strategy when:**

- A. Students are counselled and apply to De Anza College non-credit ESL
- B. A recommendation is given to the Dean and Department Chair regarding the use or non-use of multiple measures;

### **Steps:**

1. Analyze student data;
2. Work with De Anza on plan for use of multiple measures;
3. Pilot tests to glean comparison data on placement from multiple measures;
4. Make recommendation about data to De Anza;
5. Revisit and update Foothill and De Anza crosswalk;
6. Update curricula matrix.

### **Timeline:**

#### **October:**

- Review data: Palo Alto writing placement results and where they would place at De Anza;
- Learn about first classes to be created for De Anza non-credit;
- Explore potential of additional testing to increase larger data set;

#### **November:**

- Invite De Anza Dean and ESL Department Chair to January meeting;

#### **January:**

- Analyze historically what the Data Dashboard shows in terms of ESL transition and student success after their transition.

#### **February:**

- Create a document that outlines the various “pathways” for ESL transition based on what we learned in the Data Dashboard (includes community college, private and community based organizations.)
- Create recommended schedule to give De Anza writing tests to transitioning ESL students at each Adult School.

**March/April:**

- Give writing tests, have them graded;
- CASAS reading tests given to same group at three Adult Schools;
- De Anza Reading tests given to same group at De Anza College;
- Data from all three tests given to Director for initial analysis to present at May meeting;
- Transition advisors assist students in applying to De Anza via established process.
- Create a document that outlines the various “pathways” for ESL transition? Identify (based on what we learn in the data) where students might transition (both community college, private and community based organizations. Create map.

**May:**

- Answer the question: Is there a clear correlation between the results on the CASAS test and the De Anza Reading test?

**June:**

- Recommendation to the Dean and Department Chair for consideration of multiple measures placement possibility.
- Determine next steps in work for 2020-2021

**If time or in 2020-2021:**

- Determine: Is our AS-CC curriculum still aligned? Given the change in ELPs and EFLs, check the curriculum. Update the previous matrix. Address any new elements that come forward.
- As an additional note: In 2021, the WG will need to check in regarding the merging of writing and reading in the community college curriculum and how it aligns to the adult school curriculum.
- Revisit and update the De Anza-Foothill crosswalk document.