ESL DC Meeting

February 12, 2021

11:00-12:30 pm

ZOOM

Agenda

1. Approving the **minutes of our previous meeting** (Dec. 11, 2020)—please, see next page.
2. **Post-COVID placement** of incoming students: previous discussion follow-up questions and Melissa’s answer (see below)
3. **ESL levels** offered at each campus + transfer policies.

Please, make sure to fill in the information in the Google Doc:

<https://drive.google.com/file/d/1i4Us_AwQDqzpzqAk3-tNhOKE4qqeZUFQ/view?usp=sharing>

1. **Placement and advisement policies for each ESL Program**
2. Position of each college in relationship to **international students who are holders of BA/BS (foreign degrees)**.
3. **The actual meaning of "placement"** (Lubie’s email: “… ESLD and the questionnaire are really a change in policy since CATW was a score and each program decided how to distribute scores in relationship to placement. But now, we have two instruments and a placement committee, so the decision is the real placement that should be enforced, not just a recommendation.”)
4. **CLIP policies** (Lubie’s email: “The fact that CLIP retested its students within the same time frame as incoming students who took ESLD.  This presented placement issues because we worked under the impression that of the 110 students whose ESLDs we read, at least 60 are serious contenders. But it turned out 20 were CLIP students. This messed up our enrollment predictions and thus there is a need to rethink the questionnaire and the process, I think.”)

2. Follow-up questions about post-COVID placement of incoming ESL students + Melissa Uber’s answer:

1. Is it possible to keep the ESLDA as a diagnostic test after the pandemic is over?
2. If the ESLDA is kept, could we also keep the practice (used now) to have local ESL faculty read the submissions and place students?
3. Is it possible to keep the survey as an addition to whatever placement exam we will have once the pandemic is over?

Melissa Uber’s answer:

The questions raised by the ESL DC imply that they would like for the ESLD (or at least some parts of it) to continue.  We will take the ESL DC’s position under advisement and consideration as we begin to more concretely look toward the post-pandemic future and we re-visit our pre-pandemic plans to assess ESL students (ie, the piloting of Accuplacer).

ZOOM info:

Monica Filimon is inviting you to a scheduled Zoom meeting.

Topic: ESL DC Meeting February 12

Time: Feb 12, 2021 11:00 AM Eastern Time (US and Canada)

Join Zoom Meeting

https://us02web.zoom.us/j/83767869003?pwd=cHE4dEhJcHRMUlN4OHErUXdEd3l1dz09

Meeting ID: 837 6786 9003

Passcode: 732612

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ESL DC Meeting

Fri, Dec. 11, 2020

2:00 -3:30 pm

ZOOM

Minutes

Present:

Lubie Alatriste (NYCCT), Cindy Wishengrad (Hunter), Sue Livingston (LAGCC), Leigh Somerville (BMCC), Donna Smith (Queens), Mary Boland (CSI), Susan DiRaimo (Lehman), Abdelhamid Kherief (York), Weier Ye (QCC), Bede McCormack (LAGCC), Patricia George (KBCC), Karin Lundberg (Hostos), Monica Fillimon (KBCC).

Meeting called to order by Monica Filimon at 2 PM.

1. **Minutes of previous meetings were approved.**
2. **Post-COVID placement of incoming students: previous discussion and voting (ACCUPLACER [ESL Write Placer]/CATW)**

**ESLDA:**

* KL asked whether this diagnostic assessment could be kept as the placement test for incoming students since it is close to the proposed CATWE. Furthermore, it seems that the ESLDA has been indirectly piloted for the past two semesters, so KL wondered whether it would still need to be tested further.
* Some members noted that there has been a change (from no time limit to the **90** minutes), which may mean that the ESLDA was not properly “piloted.” Some members also wondered whether all rules for piloting a test have been followed in the administration of the ESLDA so far.
* The ESLDA was also discussed as a possible exit test. Members noted that the ESLDA serves its purpose as an initial placing test, but not as an exit test.
* Question: Should all colleges share the same standardized test for exiting ESL or should colleges decide on exit measures locally?  
  Answer: Members noted that it is best to keep the same exit test across campuses for consistency and legitimacy purposes.
* ESLDA disadvantage: opportunity for plagiarism. Possible solution: when administered through the Testing Offices, students may not be able to browse the internet and plagiarize.
* Members also noted the usefulness of the survey for placing students correctly. For example, if a student considers that she is not ready for Freshman Composition, that is taken into consideration when placing the student.
* **Decision: email Melissa Uber and ask her**
* **about the possibility of keeping the ESLDA as a “diagnostic” test post-COVID;**
* **about keeping the survey as an additional tool to whatever placement test would be used post-COVID.**

**CATWE//CATW as post-COVID tests:**

* In December 2019, there were 5 votes for using the CATW as a post-COVID placement test. CATWE did not receive enough votes at the time because the test had not been piloted and piloting it would have taken a lot of time.
* CATW disadvantage: there aren’t enough **certified** CATW readers with an ESL background. Possible solution: **continue the practice used now for ESLDA and have ESL faculty read the exam locally—to ask Melissa if this is possible.**

AK: I believe the issue here was that there were not enough certified CATW readers last summer (2 were required by campus.) In fact, I believe most CATW readers are ESL faculty

**ESL Write Placer (Accuplacer)=EWP:**

* Disadvantages: prompts are too short and there is no opportunity for students to engage with a reading and demonstrate critical reading skills
* Advantages: faster, cheaper
* LA: EWP combines fill-in exercises with impromptu reading and has a grammatical component; offered to find a sample and share it with the DC
* One sample of EWP was shared with the DC; please, click [here.](https://docs.google.com/document/d/1xHqNT7Ure3CgEfavJwgx4ic_vgU7Vq-l9gMPLvy9axs/edit?usp=sharing)

**Accuplacer—Reading:**

* Members noted it was not appropriate as a **placement tool** when it was piloted

**Voting for a post-COVID placement test has been postponed for next semester, after members have taken a look at samples of the ESL Write Placer.**

**Liaison person between DC and Melissa Uber**

Lubie Altriste has accepted to continue working as a liaison between the DC and CUNY Testing Office

1. **CLIP exit: (discussed—will be discussed again in the future)**

“Exit from the CUNY Language Immersion Program (CLIP): Students exiting from the CLIP program typically retake the CUNY Assessment Test in Writing (CATW) to reassess placement upon matriculation. In light of the closing of testing centers in spring 2020, students exiting CLIP will follow the University’s ESL Placement process and take the ESL Diagnostic Assessment as described in **Alternative ESL Placement Assessment for Incoming Fall 2020 Students.” (source: https://www.cuny.edu/coronavirus/academic-continuity/guidance-on-academic-continuity-to-campuses/)**

Working with CLIP:

* KL: can we discuss CLIP exit measures with CLIP and, after/if we agree on them, treat CLIP students similarly to “transfer” students for the purpose of placing them into our programs? Can ESL DC be involved in decisions regarding exiting the CLIP Program?
* LA: CLIP is a language immersion program addressed not only to students who want to pursue a degree, but to students who have many other purposes in mind. CLIP students are not registered as college students. CLIP is not in a position to prepare students for college composition courses. We do need to collaborate with CLIP better.
* AK:
* right now, CLIP students take the ESLDA in order to place into college courses; the ESLDA is read by college faculty members (not by CLIP faculty)
* there are different levels of CLIP and only students at the highest levels and those who want to take the ESLDA can take the ESLDA
* there has been talk about considering CLIP students’ work, but the collaboration between different ESL and ENG programs and CLIP remains a local matter for each college

1. **Prompts for the ESL DA to be forwarded to Melissa Uber.**

* **Out of a pool of 7 prompts, three prompts (“Translating to Parents,” “Keep Your Head Up,” and “What Homework Can’t Do.”) were selected by the DC and will be forwarded to Melissa Uber**

1. **New voting majority for the ESL DC:**

* Members raised the question of the impossibility of reaching a voting majority when several members of the ESL DC do not participate. The colleges discussed were BCC, John Jay, and City College.
* LA: Initially, the ESL DC meetings were open to everybody who wanted to participate; then they remained open, but became closed for voting; they were finally closed both for discussions and voting. Last fall, the majority needed for passing a resolution was 10, but it could not be reached because not all colleges with the right to vote were present/participated in meetings. When contacted, BCC representatives declined to participate in ESL DC meetings.
* Susan diRaimo and Weier Ye offered to contact BCC, City, and/or John Jay former ESL DC members to check if they could rejoin the DC.
* **Today, ESL DC members voted (9-0) in favor of changing the majority needed to 8 (instead of 10).**
* The following proposed statement was not discussed:

"ESL DC decisions are made on the basis of a simple majority rule (half+1) of colleges with ACTIVE representatives in any given academic year. For the 2020-2021 academic year, the majority is 7."

**The following topics were not addressed at this meeting and have been postponed for a future one:**

* Admission process (Karin’s note): HESL: students placed directly into ENG co-req (bypassing ESL).
* ESL Co-requisites/Learning Communities: info from different colleges

**Doodle poll for dates for future ESL DC meetings to come.**