# PROTOCOL FOR ESL PLACEMENT, COUNSELING & ENROLLMENT

As approved by the LACCD ESL Discipline Committee on March 23, 2018, from 10:00-11:45 a.m., at Los Angeles City College, JH-315. Participants: Susan Niemeyer (City), Sara Behseta, Jenell Rae (East), Jacob Skelton (Mission), Jamie Ray (Pierce), Edgar Perez, Shawn Smith (Valley), Lisa Saperston (West).

In the spirit of Guided Pathways and Multiple Measures, the purpose of the protocol is to clarify the pathways for ESL students that increase the successful completion of their educational goals. This protocol applies to all students whose first, or native, language is not English.

**A. ESL students who have graduated from a high school in the United States should be placed according to the guidelines prescribed by multiple-measures.**

The multiple-measures process identifies criteria for the assessment of students in this category, and their placement in ENG 101 or its English pre-requisite. However, students may self-select placement in Credit ESL, and should be encouraged to do so if they feel it best suits the successful completion of their educational goals.

If students' transcripts or other high school records indicate that ESL students in this category have not mastered the pre-requisite English language skills to be successful in ENG 101 or its English pre-requisite, students should complete the ESL placement process

**B. ESL Students who have not graduated from a high school in the United States should be assessed for placement according to the guidelines prescribed by the ESL Placement Process.**

The ESL Discipline Committee recommends the use of a mutually-agreeable placement process which includes the following:

1. Students will be given a nationally recognized assessment exam to determine an initial placement within Credit or Non-Credit ESL.

2. Students who are assessed beyond the highest Credit ESL courses will be directed to the English Dept.

3. Students who are assessed at a Non-credit ESL level will receive additional assessment to determine their level within Non-Credit ESL.

4. Students who are assessed within Credit ESL can enroll in the designated course.

5. Each credit ESL instructor should administer a writing assignment at the beginning of the semester that will evaluate the level and identify potential advancement.

**C. Students should be given the opportunity to challenge the results of the assessment.**

Because assessments in general are limited in their ability to provide 100% placement accuracy, students may challenge the results of their ENL or ESL assessment by conferring with the appropriate dept. chair and completing the pre-requisite or co-requisite challenge procedure.

**D. Student Services, including Enrollment and Counseling, should direct students to the ESL faculty to address matters involving appropriate courses.**

Because the determination of language skills is the responsibility of the English and ESL faculty, Student Services personnel should direct students to the appropriate departments to answer questions related to, but not limited to:

- the appropriate class to take; and,
- the best advice for completing the requirements of a course as soon as possible.

In addition, ESL faculty should establish relationships to raise awareness with the counselors on each campus; promote a vision of ESL (the benefits of ESL over ENL); inform counseling colleagues about changes in curriculum; ensure that students are not misinformed during Assessment-Orientation-Counseling process.