

# Hartnell College Academic Senate Resolution 24-1

## *Student Support for ENGM (formerly ESL) Students*

**Whereas** the Hartnell Board of Trustees' BP 1200 Students First values statement directs Hartnell College to ask, "***What impact will the decision have on student access, learning, development, achievement, leadership, and success?***"; and

**Whereas** Hartnell Community College is an Hispanic Serving Institution with a wide range of linguistic diversity among the student population, and the need for robust and effective systems to meet the needs of English language learners; and

**Whereas** Hartnell College has a placement system in full compliance with Title 5 §55522.5 which requires that "Districts shall place students who are English language learners using evidence-based multiple measures" including a "district placement method based upon guided placement, including self-placement," and that placement methods be designed to maximize the probability that English language learners will enter and complete a transfer-level English composition course within a three-year timeframe; and

**Whereas** standards or policies regarding student preparation and success are academic and professional matters;

**Whereas** the ENGM faculty have created a sequence of mirrored/cloned noncredit and credit courses in order to serve student need, and both noncredit and credit students are taking the exact same sequence of courses,

**Resolved** that all offices providing intake of ENGM students, both credit and noncredit, are required to use Hartnell College's approved placement tool which includes multiple measures as per Title 5 §55522.5, and

**Resolved** that all offices providing intake of ENGM students, both credit and noncredit, provide consistent, correct communication about the credit and noncredit ENGM course sequences leading to transfer-level English within three years, and

**Resolved** that all offices in contact with ENGM students ensure equal access for noncredit students to Hartnell's Steps to Success, including having their records available in the Student Information System so that enrolled students can work with counselors to develop educational plans, work with Student Success Specialists as needed, and use Student Self Serve to gain self-efficacy and autonomy in registering for classes and navigating college systems.

**Resolved** that all offices in contact with ENGM students, both credit and noncredit, communicate and collaborate with ENGM faculty to best serve the students.

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Contact: Kelly Locke, Academic Senate President