Chapter 11. Community College Online Directed Self-Placement During the COVID-19 Pandemic

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Abstract: Recent research at several colleges and universities around the US has suggested directed self-placement (DSP) programs are better predictive indicators of students' actual performance in their first-year writing courses than single-score placement tests (Conference on College Composition and Communication, 2014; Ferris et al., 2016). Students deserve to exercise some agency in their placement (Crusan, 2011) and are encouraged to take responsibility for their own education through DSP (Royer & Gilles, 1998; Toth & Aull, 2014). In our chapter, we share a pared-down, emergency/COVID-19 online DSP (ODSP) tool and the effect that it had on placement of students during the COVID-19 pandemic starting in Spring 2020. We also present the data of students' choices and their outcomes as well as implications as an interrogation of placement effectiveness and equity (e.g., Poe et al., 2018). We hope that this detailed presentation of this ODSP will help other institutions that seek to explore implementing DSP or ODSP.

Genesis of the ODSP

Our community college in southwestern Arizona has long used the ACCUPLACER exam to place incoming students into the first-year composition (FYC) courses. Because of the large number of multilingual students who enroll at our college, particularly at the campuses closer to the U.S.-Mexico border, we believe it is crucial that writing instruction and pedagogical practices be adapted to better serve these linguistically diverse students. In order to address vast differences in their linguistic backgrounds, writing experiences, and unique needs, we originally designed an online directed self-placement (ODSP) survey to help students determine their placement in mainstream or multilingual FYC classes. The questions in this ODSP were aimed at asking students to reflect on their prior writing and reading experiences in relation to the new writing context they were about to enter in order to encourage identification as multilingual writers. Ultimately, the ODSP was designed for the students to make the final decision, but it was hoped that students positively identified as multilingual writers, thus shedding a stigma that has been placed on students in "ESL" classes (e.g., Ortmeier-Hooper, 2008).

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When we proposed this multilingually sensitive placement tool to the college in the spring of 2020, COVID-19 had just begun to wreak havoc on higher education, including the ACCUPLACER exam, which was rendered unusable due to the need for in-person proctoring. We were asked by administration to quickly repurpose the survey to place students into transfer- or below-transfer-level FYC classes without sensitivity to multilingual students or classes. Administration further requested that the original 17-question survey be cut to five questions so as to reduce or eliminate as many barriers to enrollment as possible. In this chapter, we share the pared-down, emergency/COVID-19 ODSP and the effect that it had on placement of students. We also present the data of students' choices and their outcomes as well as implications as an interrogation of placement effectiveness and equity (e.g., Poe et al., 2018). We hope that this detailed presentation of the emergency ODSP will help other institutions that seek to explore implementing DSP or ODSP.

Literature Review

Writing Placement Overview

At many institutions, before taking college-level composition courses, incoming students are required to demonstrate specific levels of literacy and readiness. The widely used tests at many postsecondary institutions, particularly in community colleges in Arizona, are ACCUPLACER, SAT, and ACT. Students who have proven ready based on their placement test scores are allowed to enroll into the appropriate transfer-level FYC course, while those whose placement results have shown that they are academically underprepared are referred to take below-transfer-level, developmental coursework before beginning FYC. Many of these tests cost students and institutions money to take and administer. EdReady is another example of a standardized placement test, much like ACCUPLACER; however, it is different as it allows the student to take developmental coursework and retake the placement test recursively until the student has successfully "passed" the placement test or has earned the placement score that is acceptable to the student. EdReady is also free to the student.

Furthermore, instead of using single measures for placement, there has been an increasing interest among institutions to seek ways beyond the commonly available placement tests to improve college-entry assessments (Klausman et al., 2016). These options include using alternative measures; for example, Virginia and North Carolina have developed assessment systems that place students into specific developmental modules (e.g., Hodara et al., 2012) and "multiple measures" as a system to combine two or more (typically existing) measures for placement purposes. "Multiple measures" can include high school grade point average (GPA) and other items from the high school transcript, and SAT/ACT scores that are less than ten years old. Course grades in high school writing have also been used for placement decisions.

Some colleges have incorporated the use of noncognitive assessments to measure students' psychosocial characteristics, such as motivation, learning strategies, academic tenacity (grit), or sense of belonging (Lipnevich et al., 2013). SuccessNavigator (offered by Educational Testing Service), Engage (offered by ACT), the Learning and Study Strategies Inventory (offered by H&H publishing), and the College Student Inventory (offered by Noel Levitz) are some examples of noncognitive tests.

In some institutions, such as Wright State University and the University of Wisconsin, students both take a standardized placement test and write an essay which then gets scored by faculty based on the FYC learning outcomes (e.g., Crusan, 2011). While such performance assessments can provide information helpful to placement, they require added faculty time to score large numbers of incoming students within a short period of time (Rodríguez et al., 2015). Critiques of this measure include that relying upon a one-shot essay as the sole means of placing incoming students lacks interrater reliability and predictive ability, and places too much emphasis on one rhetorical mode (Haswell, 2004).

Directed Self-Placement

Alternatively, colleges may ask incoming students to take a survey about their prior writing experiences and their readiness and confidence about future college courses (Venezia et al., 2010). Overall, many writing assessment scholars are calling for a revolution in placement procedures. In particular, they are pointing to the complexity and value of directed self-placement (DSP), which emphasizes student agency, or the ability of the incoming students to choose their appropriate class (Conference on College Composition and Communication, 2014; Crusan, 2011; Klausman et al., 2016; Nastal, 2019; Royer & Gilles, 1998; Ruecker, 2011; Toth, 2018; Toth et al., 2019).

Recent research at several colleges and universities around the US has suggested DSP and online DSP (ODSP) programs are better predictive indicators of students' actual performance in their first-year writing courses than single-score placement tests. Researchers argue that much of this success is due to students exercising agency in their placement (Crusan, 2011) and being encouraged to take responsibility for their own education (Royer & Gilles, 1998; Toth & Aull, 2014).

With ODSP, students are integrated into the important process of decision-making and are guided to place themselves into the course level of choice. This decision is usually informed by the information provided to students about college-level expectations in FYC, results of placement scores, review of high school GPA and other transcript data, and/or consultations with college advisors and faculty who have knowledge about and experience with the curriculum and its demands. For instance, all colleges in Florida have been administering self-placement since Florida's 2013 legislation ending mandatory placement testing. Shouping Hu et al. (2016) have reported that the use of DSP in Florida has led to higher enrollment rates in first-year courses (FYC) in English as well as

math, and higher pass rates for cohort analysis, especially for Hispanic and Black populations. Additionally, students in corequisite courses (also known as ALP or Accelerated Learning Program by Adams et al., 2009) had the highest rates of passing in comparison to others (Hu et al., 2016).

More research is coming concerning DSP in multilingual writing programs—an important factor in determining the appropriateness of ODSP for our highly multilingual student population described in the next section. In some initial versions of DSP, multilingual writers were even excluded from any form of self-placement. The main objections to administering DSP to multilingual writers were that the students would make unrealistic evaluations of their proficiency and would choose a higher level in order to save time and money (Crusan, 2002, 2006; Reynolds, 2003). However, the findings in some more recent DSP research studies suggest that multilingual students are capable of exercising agency and choice in their educational decisions in responsible ways (Ferris & Lombardi, 2020; Inoue, 2015; Sinha, 2014). Furthermore, the inclusion of multilingual writers in well-designed DSP can afford them a sense of belonging and can convey a powerful message to them by affording them not only some agency and autonomy in their self-evaluations, but also fairness and social justice (Crusan, 2006, 2011; Toth, 2018). Tanita Saenkhum (2016) and Dana Ferris and Amy Lombardi (2020) argued that giving multilingual students a voice in their placement contributes to their overall satisfaction with the placement process, and affects their attitudes, motivation, and self-efficacy levels. The research conducted in the field of L2 writing on the issues concerning multilingual writers in mainstream composition classrooms continues to address considerable linguistic, cultural, and rhetorical challenges of these students (Ferris, 2014; Matsuda, 2006, 2012; Zamora, 2020).

Context

Setting

Arizona Western College (AWC) almost exclusively serves the counties of Yuma and La Paz, which cover almost the entire southwest quadrant of the state of Arizona. According to the 2018–2019 AWC Fact Book, AWC served 11,521 students (unduplicated headcount) of which the population is roughly 55 percent female, 45 percent male, and 68 percent Latinx, 19 percent White, and 13 percent all additional race/ethnicities combined (Lopez et al., 2019, pp. 6-7). The largest population of students is between the ages of 20 and 24 (34%), but the fastest-growing age demographic is 18 and under at 30 percent. Thirteen percent of the students are in the age category of 25-29 and another 13 percent are 30-39 years old (Lopez et al., 2019, p. 8).

AWC was using the ACCUPLACER test to place students into reading, writing, and mathematics classes. For writing, the cutoff score into transfer-level FYC classes (e.g., ENG 101) was 80, and a score below 40 would indicate an ESL placement ("ACCUPLACER," n.d.). This was the only method of placement before the

COVID-19 pandemic. The ODSP survey was created in the hopes of affecting change to the multilingual placement practices, but was quickly repurposed to differentiation between transfer- and below-transfer-level student placement and replaced ACCUPLACER in response to the pandemic.

Description of Emergency/COVID-19 ODSP Tool

As described in the "Genesis of the ODSP" section, the focus of the Multilingual ODSP changed abruptly because of the COVID-19 pandemic, from multilingual to mainstream placement, differentiating between transfer-level and below-transfer-level placement. With heavy emphasis on removing barriers to enrollment, we were forced by administration to pare the original 17-question Multilingual ODSP survey down to five questions without a multilingual emphasis (Figure 11.1).

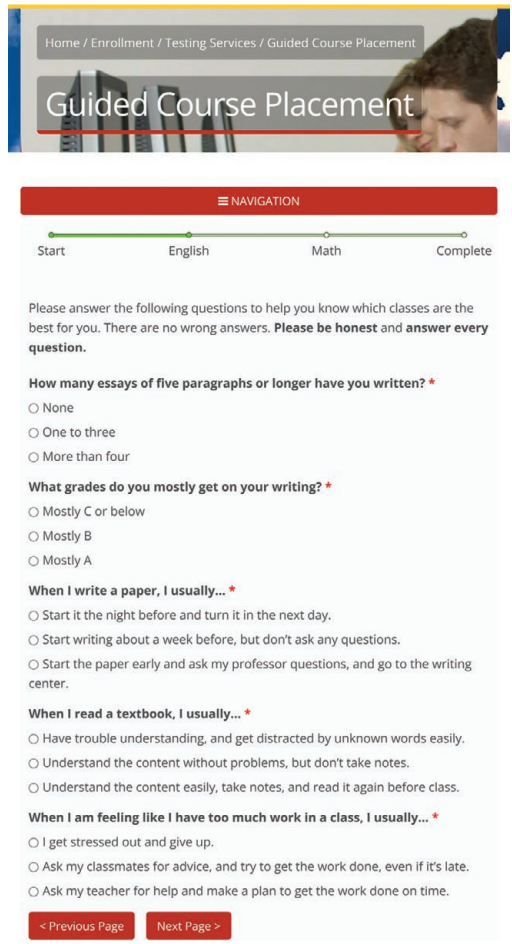

Figure 11.1. Multilingual ODSP survey.

We asked questions that we thought could help students critically reflect on the following criteria: the amount and quality of their previous writing experiences (questions 1 and 2), their knowledge and practice of the writing process (question 3), their reading abilities (question 4), and their grit/independence (question 5). Although it was not our intention, the pattern of answers was limited by the complexity of the webpage coding, and therefore was kept in a predictable pattern of low to high score (or developmental/non-transfer to mainstream/transfer-level recommendation). The options that each pattern of scores and their cutoffs were to be placed into included the following:

1. ENG 090: prematriculation/below-transfer-level/developmental*
2. ENG 100+101 (ALP) or ENG 100 standalone
3. ENG 101 transfer-level graduation coursework (Composition I)

Students also took separate three- to five-question ODSP surveys for ESL and mathematics, and received their results at the end of the web form. Students were given recommended class descriptions on the final page based on their ODSP answers, and chose accordingly either by themselves or with the help of an advisor.

Research Design

Research Questions

The research questions that this study aimed to answer were:

1. What differences (if any) exist between placement tool and placement level?
2. What differences (if any) exist between placement tool and enrollment level?

For analysis purposes, we considered two tiers of placement: transfer and below-transfer level. Students who were placed into the ENG 100+101 corequisite model (or what is otherwise known as the ALP [e.g., Adams et al., 2009]) were considered transfer level because students were simultaneously earning transfer- and non-transfer-level credits.

Data

Student data for English placement and enrollment were applied for and collected through the office of Institutional Effectiveness, Research, and Grants (IERG). The roughly 2,500 administrative records span four semesters between the spring of 2019 and the fall of 2020. Linked to these data are each student's demographic information, placement, enrollment, success, and placement tool. This data structure allowed for tracking of individual students' patterns (i.e., placement, enrollment, and success) from semester to semester. As the analysis focuses on exploring any differences between placement tools, the IERG

data was sorted into two major groups by placement tool. The ACCUPLACER group consisted of 2,240 student records, while the ODSP group contained 203 student records.

Method

Student data were analyzed primarily through the use of frequency and descriptive statistics. The crosstab and select cases features of SPSS were extensively used to calculate frequencies and generate tables for analysis. The chi-square statistic was also calculated to provide insights into answering the research questions, with placement tool as an independent variable. Chi-square was selected as a non-parametric (distribution free) test and for its ability to handle diverse data and unequal study group sizes. Individual cell chi-square values were calculated to enhance the interpretation. Cramer's V, a statistical strength test measuring correlation, was also calculated to provide better insights into any differences emerging from the chi-square statistic. Student success was considered a grade of A, B, or C, and a designation of unsuccessful was all other labels, including grades of D and F, or W (withdrawal) and I (incomplete).

Results and Discussion

As can be seen in Table 11.1, the chi-square test revealed a statistically significant *p*-value (p=.001), which resulted in rejecting the null hypothesis for research question 1 (i.e., there is no difference between placement tool and placement level) and accepting the alternative hypothesis (i.e., there is a difference between placement tool and placement level). This result was primarily due to the much larger observed count (vs. the expected count) of the ODSP student group being placed into ENG 101 (χ^2 cell value=128.98).

The result from the chi-square statistic can also be observed descriptively in Table 11.1 through the variance in placement distributions between ACCUPLACER to ODSP. Whereas ACCUPLACER has an overwhelming pattern of placing students into below-transfer-level courses (84.64%, n=1,896), the ODSP has a pattern of placing students into transfer-level courses more often (52.71%, n=107).

The chi-square test revealed a statistically significant (p=.001) change in enrollment distributions across writing courses. Regarding research question 2, the second null hypothesis (there is no difference between enrollment level and placement tool) was rejected, and the alternative hypothesis (there is a difference between enrollment level and placement tool) was accepted. Students who enrolled in ENG 101 and were placed by ODSP had a higher observed count versus expected count (176 vs. 130.1), which contributed to the distribution differences between the placement tools as evidenced by the cell chi-square value (χ^2= 16.17). Additionally, there were lower observed counts versus expected counts for ENG 90 (0 vs. 24.6, χ^2=24.60) and ENG 100 (27 vs. 45.8, χ^2=7.71).

Table 11.1. Overall Student Placement Results in English Courses by Placement Tool and Course Level

		Placement Tool				Total	
		ACCUPLACER		ODSP			
		N	%	*N*	%	*N*	%
Course Level	**Placement Course**						
Transfer level	ENG 101	344	15.36%	107	52.71%	451	18.46%
Transfer Level Total		344	15.36%	107	52.71%	451	18.46%
One level below transfer level	ENG 100	1,531	68.35%	91	44.83%	1,622	66.39%
Two levels below transfer level	ENG 090	315	14.06%	5	2.46%	320	13.10%
Three levels below transfer level	ENG 080	50	2.23%	—	—	50	2.05%
Below Transfer Level Total		1,896	84.64%	96	47.29%	1,992	81.54%
Total		2,240	100.00%	203	100.00%	2,443	100.00%

Note. Includes successful and unsuccessful students. A significant difference was found between placement tool and level of course placement, chi-square (df=3) = 179.829, p <.001, Cramer's V=.271

Table 11.2 shows that 86.70% (*n*=176) of ODSP students began their journeys in a transfer-level course compared to 62.05% (*n*=1,390) of traditionally test-placed enrollees. This discrepancy in enrollment behaviors was drastically different from the placement recommendations from ACCUPLACER and ODSP although at different rates. ACCUPLACER only placed 15.36% (*n*=344) of students into ENG 101, but 1,390 students enrolled into ENG 101. In comparison, ODSP placed 52.71% (*n*=107) of students into ENG 101, while a total of 176 students in this group enrolled into ENG 101.

Cross Sectional Ad Hoc Analysis

As for overall success rate by placement tool, results of an ad hoc analysis, shown in Table 11.3, indicate that ACCUPLACER has a higher success rate (68.84%) than ODSP (55.67%), but when the data is further disaggregated, as shown in Table 11.4, students placed by ODSP are successful more often in transfer-level classes (57.52%). Conversely, Table 11.4 shows that none of the students who were placed in ENG 101 (the transfer-level course) by ACCUPLACER were successful, regardless of course enrollment. ACCUPLACER students were instead successful in below-transfer-level classes.

Table 11.2. Overall Students Enrolled in English Courses by Placement Tool and Course Level

		Placement Tool				Total	
		ACCUPLACER		ODSP			
		N	%	*N*	%	*N*	%
Course Level	**Enrolled Course**						
Transfer level	ENG 101	1,390	62.05%	176	86.70%	1,566	64.10%
Transfer Level Total		1,390	62.05%	176	86.70%	1,566	64.10%
One level below transfer level	ENG 100	524	23.39%	27	13.30%	551	26.70%
Two levels below transfer level	ENG 090	296	13.21%	0	0.00%	296	11.47%
Three levels below transfer level	ENG 080	30	1.34%	0	0.00%	30	1.16%
Below Transfer Level Total		850	37.95%	27	13.30%	877	35.90%
Total		2,240	100.00%	203	100.00%	2,443	100.00%

Note. Includes successful and unsuccessful students. A significant difference was found between placement tool and level of course placement, chi-square (df=3) = 55.587, p <.001, Cramer's V=.151

Table 11.3. Overall Student Success in English Courses by Placement Tool

	Placement Tool				Total	
	ACCUPLACER		ODSP			
	N	%	*N*	%	*N*	%
Successful	1,542	68.84%	113	55.67%	1,655	67.74%
Unsuccessful	698	31.16%	90	44.33%	788	32.26%
Total	2,240	100.00%	203	100.00%	2,443	100.00%

Table 11.5 shows the course enrollment distribution of successful students who were placed by ACCUPLACER and ODSP. While 64.85 percent (*n*=1,000) of all successful ACCUPLACER students were successful in transfer-level courses, 88.50% (*n*=100) of all successful ODSP students were successful in transfer-level courses. As previously mentioned, there were variances in the distribution of recommended and enrolled courses by both placement tools. The largest deviations occurred between the number of students ACCUPLACER placed into ENG 101 and the number of students who enrolled in ENG 101. This was also observed to a lesser degree with the ODSP placement tool.

Table 11.4. Successful Students Placed in English Courses by Placement Tool and Course Level

		Placement Tool				Total	
		ACCUPLACER		ODSP			
Course Level	**Placement Course**	*N*	%	*N*	%	*N*	%
Transfer level	ENG 101	0	0.00%	65	57.52%	65	3.93%
Transfer Level Total		0	0.00%	65	57.52%	65	3.93%
One level below transfer level	ENG 100	1,314	85.21%	46	40.71%	1,360	82.18%
Two levels below transfer level	ENG 090	207	13.42%	2	1.77%	209	12.63%
Three levels below transfer level	ENG 080	21	1.36%	—	—	21	1.27%
Below Transfer Level Total		1,542	100.00%	48	42.48%	1,590	96.07%
Total		1,542	100.00%	113	100.00%	1,655	100.00%

Table 11.5. Successful Students Enrolled in English Courses by Placement Tool and Course Level

		Placement Tool				Total	
		ACCUPLACER		ODSP			
Course Level	**Enrolled Course**	*N*	%	*N*	%	*N*	%
Transfer level	ENG 101	1,000	64.85%	100	88.50%	1,100	66.47%
Transfer Level Total		1,000	64.85%	100	88.50%	1,100	66.47%
One level below transfer level	ENG 100	339	21.98%	13	11.50%	352	21.27%
Two levels below transfer level	ENG 090	191	12.39%	0	0.00%	191	11.54%
Three levels below transfer level	ENG 080	12	0.78%	—	—	12	0.73%
Below Transfer Level Total		542	35.15%	13	11.50%	555	33.53%
Total		1,542	100.00%	113	100.00%	1,655	100.00%

Although Table 11.1 shows only 15.36 percent (*n*=344) of ACCUPLACER students were placed into ENG 101, Table 11.5 reveals a total of 1,390 ACCUPLACER students enrolled in ENG 101. A cross-sectional view of the ACCUPLACER data revealed 74.39 percent (*n*=1,034) of students who enrolled in ENG 101 were originally placed into ENG 100—that is, these students opted to enroll in a higher course than they were placed into. Interestingly, 95.45 percent (*n*=987) of ACCUPLACER students who were placed in ENG 100 but who enrolled in ENG 101 were successful.

Variance between the recommended and enrolled courses was also observed in the ODSP student group. As noted earlier, the ODSP placement tool more often placed students in transfer-level courses (52.71%, *n*=107), but a total of 176 ODSP students enrolled in ENG 101. Similar to the ACCUPLACER student group, many ODSP students were originally placed in ENG 100 and elected to enroll in ENG 101. Of the 176 students who enrolled in ENG 101, 40.34% (*n*= 71) were originally placed into ENG 100 by ODSP. The success rate for these students was 52.11 percent (*n*=37). However, nearly 94 percent (*n*=61) of successful ODSP students placed into ENG 101 also enrolled in ENG 101. Moreover, these students comprised 61 percent (*n*=61) of all ODSP students successful in transfer-level courses.

One of the most interesting ACCUPLACER findings was a significant misalignment between ENG 101 placement result and course enrollment. In the data set, ACCUPLACER placed only 344 students into ENG 101, but nearly four times the number of students enrolled in ENG 101. Concerning enrollment practices, of the 344 students placed into ENG 101 by ACCUPLACER, 338 students enrolled in ENG 101, while six enrolled in ENG 100, and interestingly, none were successful in either of the composition courses.

ACCUPLACER also placed 1,531 students into ENG 100. Only 31.38 percent (*n*=487) of these students placed in ENG 100 followed their ACCUPLACER results and enrolled in the course they were placed in. Regardless of their ACCUPLACER placement, 67.53 percent of these students (*n*=1,034) chose to enroll one level higher into ENG 101. Placement data show that of the 1,034 ENG 101 students, 910 students enrolled into the mainstream ENG 101, and 121 students enrolled into the corequisite (three students enrolled for only the 101 portion of the corequisite class). However, of the total 1,390 students enrolled in the ENG 101 course, 1,000 students were successful, which is around a 70 percent success rate.

From this data set, we cannot speculate how these students were enrolled, although the pre-COVID policy required students to abide by the ACCUPLACER placement. One possible hypothesis for why this anomaly exists in the data is the lifting of placement algorithms within the student enrollment software. When ACCUPLACER was no longer tenable, the holds that normally would have prevented students from enrolling in classes that they did not place into were lifted. This finding requires further exploration.

Conclusion

Findings are consistent with many of the previous studies about DSP and ODSP. ACCUPLACER consistently underestimates students for placement (Bahr et al., 2019; Scott-Clayton, 2012). Also, students, when given the information to enroll in classes via ODSP recommendations and their own agency, can be successful in the class that they choose. The main finding of this study, however, is that even a five-question survey created and deployed quickly and under pressure can be a useful tool for students.

So the question that becomes is: Which is better: ACCUPLACER or ODSP? This data set did not allow for a direct success comparison between the ACCUPLACER and ODSP because ACCUPLACER rarely placed students into the transfer-level courses, but ODSP did, and students were passing the transfer-level course after being placed (or deviating from the test/survey placement and placing themselves). These findings reiterate the importance of redistribution in placement scores for equity and ethical impact, as the placement of our largely Hispanic and multilingual student population was essentially redistributed by the ODSP, as other studies have also shown (e.g., Poe et al., 2018). The nature of the question is complicated, and the interpretation of it relies on the values of the interpreter.

We came to the conclusion that, as an open-access institution, and in terms of time and resources, the ODSP was more advantageous. It was a brief five-question survey (not a test), which helped students understand the behaviors that were required of them in the transfer-level course of ENG 101. Furthermore, the ODSP was free to the institution (save the wages of the people who created and administered it) and did not need to be proctored. Perhaps most importantly, it was also beneficial for students to have the flexibility, or what Saenkhum (2016) calls agency, to reject the recommended placement, especially from the ACCUPLACER, but also from the ODSP. This could focus on student empowerment in meaningful ways. Students were allowed to make decisions based on available information and choose the FYC course that they thought would best serve them. By fostering choice, the college trusted students with their perceptions of their writing abilities, their preparedness level, and FYC expectations.

ACCUPLACER's tendency to place students into below-transfer-level courses supports the concern by multiple scholars that students who are required to take courses before their transfer-level courses will be delayed in their studies through higher education (Adams et al., 2009; Caouette, 2019; Snyder, 2017, 2018). In our experience, it is advantageous for a placement tool like the ODSP to place higher than previous tools, and for students to have the option to place themselves into higher courses because, according to the data—and Wayne Gretzky—students miss 100 percent of the shots they do not take. When the placement rate of the ACCUPLACER into the transfer-level course is just over one-third that of the ODSP, but the ACCUPLACER success rate in the same class is zero, something is wrong, and students are paying for that in multiple ways.

Limitations

This data set represents a year of anomalies as the COVID-19 pandemic raged through the United States, and we hope to continue this research as higher education recovers from the pandemic to make sure that this data is consistent longitudinally. Also, at the onset of the COVID-19 pandemic, our institution took an important step to invite students to participate in ODSP as a means to locate their FYC courses. However, we acknowledge that students were experiencing an immense amount of stress and the emergency implementation was not perfect. The data should be acknowledged and interpreted in this light as an anomalous year, and not representative or generalizable to future years.

Future Implications

The in-house ODSP process is continuing to be refined as it should be revised continuously to fit our student population. Incorporation of the multilingual factor into the ODSP is also important moving forward, as we feel that the lack of placement options for multilingual students signals a lack of equity. We want ODSP to empower students to positively identify and choose through their own agency multilingual-specific courses in the future. Because the multilingual FYC courses were put on hold during the pandemic, and the multilingual ODSP was not actually used, we hope to reconstruct the multilingual ODSP survey in order to help students with lateral transfer into a multilingual section.

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