

**REPORT OF THE**

**ENGLISH LANGUAGE**

**PROFICIENCY**

**WORKING GROUP**

**10 JULY 2008**

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10 July 2008

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**FROM:** *The English Language Proficiency Working Group*

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## EXECUTIVE SUMMARY

The English Language Proficiency Working Group was created in the fall of 2007 in response to questions raised both within and without the university community as to the fairness and efficacy of our English language proficiency policies. The Working Group was charged by Provost Wise with examining a set of questions including who should be assessed for proficiency, how they should be assessed, what types of coursework or other support the university should provide, and who should pay for such coursework or support. Provost Wise also asked that the Working Group survey best practices at comparable universities, and provide her with recommendations on these and other issues the group identified as significant.

The Working Group found that our current policies reflect their origins; they were developed for a university with a much smaller and less diverse nonnative-speaker population than we find today. Under present conditions, these policies do not promote an environment conducive to best pedagogical practice nor the UW's commitments to campus diversity. If we are to meet our commitment to offering all of our multi-talented students the best possible education for a newly globalized world, our current structures need significant change.

Current policy is based on a remediation model; students who are identified as not sufficiently proficient in English language skills must complete, at their own expense, between one and five courses as they begin their studies. We agree that students admitted with the lowest proficiency levels will continue to need some immediate, required courses for English language learners. Beyond that, however, studies regularly show that students develop language skills best when those skills are studied in the context of actual academic work, and that support for language learning at the level required by university study must extend throughout students' entire academic careers. The Working Group thus recommends that we reorient our English proficiency policies away from remediation toward support-based programs.

Using support models already developed for smaller numbers of our students, we strongly recommend that within the next two years we enact on our campus the kind of flexible, coherent, effective, and fairly-applied policy that research has shown will benefit English language learners from all of Washington state's growing citizen, immigrant, and international student populations.

(Summary recommendations appear on the next page.)

## Recommendations

A schematic representation of our recommendations appears as Appendix C.

1. ***Reorient English language policies.*** Adopt a UW English Language Proficiency policy that replaces the current remediation model with a support-based model.
2. ***Screen all students.*** Screen all students, not just noncitizens, for English language proficiency.
3. ***Redesign diagnostic testing.*** Extend and redesign our current diagnostic testing to reflect a revised Academic English Program curriculum and a newly expanded set of support programs.
4. ***Transform the Academic English Program (AEP) curriculum:***
  - to include language and academic skills courses early on for students whose language levels put them especially at risk,
  - to articulate with newly expanded support programs.
5. ***Develop additional support structures.*** Facilitate directed self-placement into additional support structures through assessment-informed advising.
6. ***Strength writing center support.*** Coordinate support services through the Odegaard Writing and Research Center (OWRC), which would offer additional tutoring for all students and ELL workshops.
7. ***Award credit and omit additional fees.*** Award credit toward graduation for English language learning courses. Resident students should not be required to pay extra fees for these courses.

## Budget Recommendations

***Ramp Up:*** For 2008-09, implementing these recommendations entails funding at the level of \$56,165.

***Steady State:*** The recommendations project ongoing costs of \$1,215,518 per year.

# **REPORT OF THE ENGLISH LANGUAGE PROFICIENCY WORKING GROUP**

The English Language Proficiency Working Group was charged with examining institutional policies and procedures to assure that UW students have the English language proficiency necessary to succeed in their studies. Our deliberations have focused first on ways to create a fair and equitable academic English proficiency assessment process for all students admitted under current graduate and undergraduate UW admissions standards. Second, we have focused on developing an appropriate array of support programs to help all students of whatever language background succeed in their university coursework.

## **THE WORKING PROCESS**

The Working Group met weekly during the 2008 Winter and Spring Quarters. When appropriate, we met more frequently in subgroups, particularly around costing issues, internal demographics, admissions, and framing support options. Betty Feetham convened a focus group with graduate advisors and administered an on-line survey for departmental graduate program assistants; Debbie Wiegand liaised with undergraduate advisors. As needed, we asked others to join the group, specifically Andrew Hummel-Schluger (Associate Director of Academic Data Management, Office of the Registrar) and, most recently, Nana Lowell (Director, Office of Educational Assessment). We also consulted with Anis Bawarshi (Director of the English Department's Expository Writing Program). We are grateful for expert staff support from Karen Parrish. Research Assistant Shawna Shapiro did outstanding work compiling data on 23 internal programs as well as national data on the array of support options offered by other institutions of higher education. As a result, we were able to review program descriptions for 14 kinds of interventions at more than 20 comparable institutions. Significantly, virtually every phone interview Shapiro conducted ended with the observation that the other institution was actively grappling with the issue of English language learner support and anxious to hear what the University of Washington decides to put in place.

## **THE DEMOGRAPHIC CONTEXT**

National demographics indicate that we are facing a pressing national issue. Presently, close to 13% of undergraduate students in the United States are nonnative speakers (NNSs) of English.<sup>1</sup> By the year 2030, it is estimated that one out of four students in the U.S. will be at some stage on the continuum of learning English.<sup>2</sup> This is already the case in California's public schools.<sup>3</sup> (In a school context, NNSs are often termed English language learners: ELLs. For a complete list of acronyms used in this report, see Appendix A.)

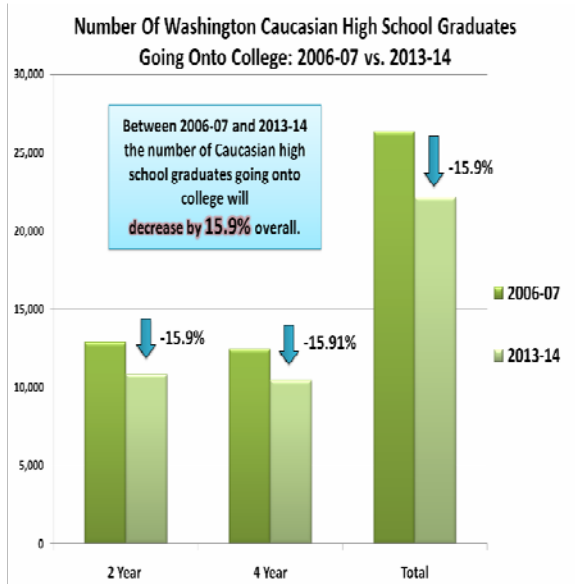
Washington state mirrors the national trend. Approximately 14% of UW undergraduates are NNSs.<sup>a</sup> All projections indicate a continuing rapid increase. This is most obvious when looking at the K-12 student population.<sup>4</sup> Twenty-four school districts in Washington state report that 25% or more of their student population are ELLs. While most of these are in central and

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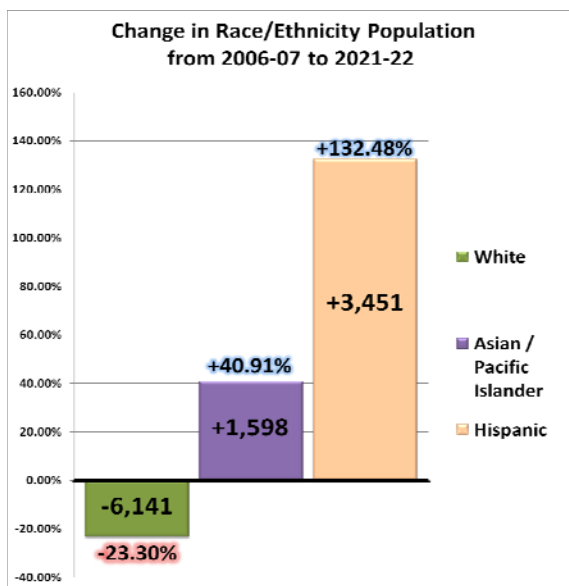
<sup>a</sup> Note, many of our figures are approximations as we are only now beginning to collect some categories of data.

eastern Washington, the highest *growth* rates are being seen closer to Seattle (Highline, 23.7%; Renton, 14.5%; Bellevue, 9.0%; Edmonds, 7.5%, from 2005 to 2006). Currently 72 home languages are spoken by students in Seattle Public Schools alone.

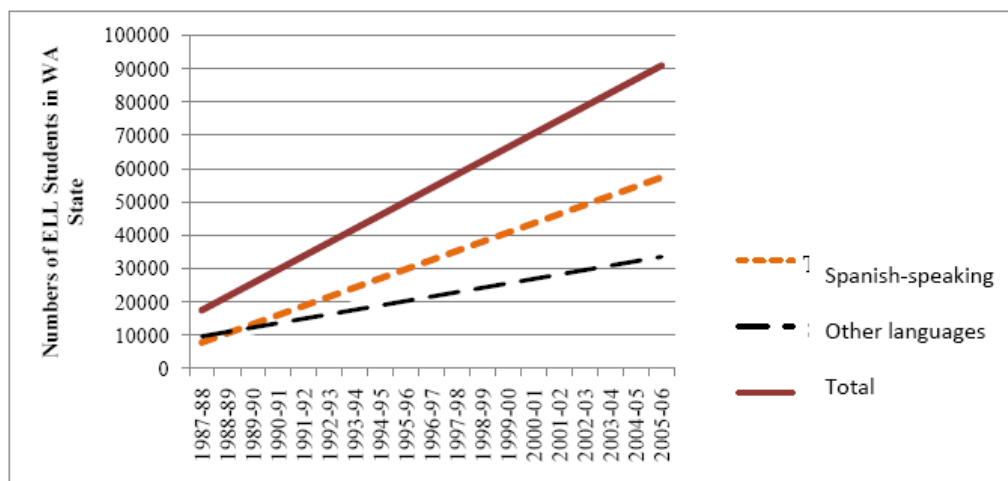
The simple summary is that the national and Washington state student populations are becoming increasingly diverse, with language diversity an increasing reality. Looking at the general numbers of Washington high school graduates going on to college, the prediction is that between 2006-07 and 2013-14 the number of Caucasian high school graduates going on to college will decrease by 16% overall.<sup>5</sup>



During that same period, the number of Hispanic/Latino graduates going on to college will increase by 43%. That increase is projected to be 132% by 2021.<sup>6</sup>



While we don't know what percentage of the Latino student population will be Spanish-speaking English language learners, the trend is clear: Between 1987 and 2002 the number of Spanish speaking students in Washington state increased from 10,000 to almost 45,000 students. In California, 45% of Latino students are English language learners,<sup>7</sup> of whom 75% were born in the U.S. In Seattle public schools, we are also seeing significant growth (> 10% from 2003-2006) in populations speaking Somali (184%), Arabic (156%), Cambodian, Vietnamese, Tagalog, and Korean.<sup>8</sup>



Washington's multilingual student population is particularly vulnerable. One reason is age of arrival. Research has long shown that the acquisition of academic language takes much longer than the mastery of informal conversational skills: While conversational fluency requires just one to two years, academic fluency generally requires five to seven (Cummins, 1981).<sup>9</sup> And these are figures for students who arrive relatively young. In Washington state, the percentage of ELL students who are newly arrived (in relation to total ELL students) is highest in grades 9-11—particularly grade 9. This means that a substantial portion of the ELL population will continue to need language support upon entry into college. These are students who began their academic English studies relatively late and are typically less prepared academically than their peers. Collier (1987)<sup>10</sup> finds that this older group requires 6-8 years to reach grade level language skills. Language learning past puberty is always an extended process.

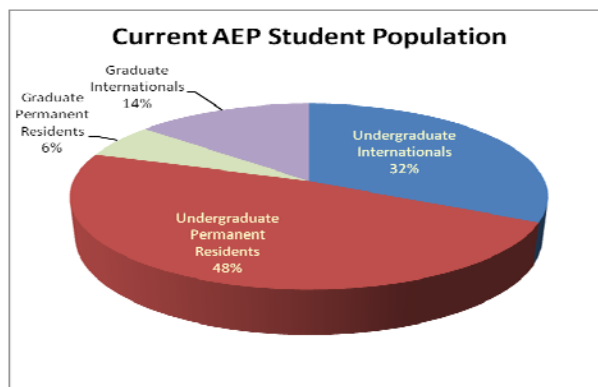
Multilingual students are likely to have socioeconomic challenges that compound those posed by their language proficiency. At the University of Washington, 24% of low-income permanent resident students were in ESOL (English for speakers of other languages) classes last year. There are poignant examples of the effects of poverty on these students. In a qualitative study of English language learners at UW (Kanno & Varghese),<sup>11</sup> one student, particularly strapped for funds, reported that although he usually enjoys sports, while he is at the University, he is refraining from physical exercise so as to curb his appetite and require less food.

Combined, these linguistic and economic challenges produce students who will need appropriate support to succeed in university-level instruction. NNSs make up a larger proportion (24%) of UW students presenting standardized test scores *below* the current proficiency cutoff (490 SAT-V, 580 TOEFL, and other equivalents) than they do of the UW student population overall

(approximately 14%). This is particularly the case for permanent resident students: Fourteen percent of permanent residents and ten percent of international students present low test scores in contrast to their percentage of the overall population: six percent and eight percent, respectively). Among undergraduates entering from high school (the only group for which we currently have data), NNSs tend to take longer to graduate and earn lower GPAs.

Some of our ELL transfer population face particular challenges. While 92% of transfer students do not require any English language support, those who do require support comprise more than 70% of the domestic students in ESOL classes. Often they have attended community college first because they arrived in the United States too late to have had the four years of high school English required to apply to the UW. In such cases, they are likely entering the University with less English instruction than their peers. Additionally, many of these students have not had sufficient academic instruction in their native language(s) to have mastered transferable linguistic knowledge or skills. Notwithstanding the often excellent English instruction they receive at two-year institutions, this is a population that will, for the foreseeable future, require ongoing support. Moreover, anecdotal reports and qualitative research alike indicate that, within the population of ELLs, it is transfer students who most often report feeling isolated and uncertain how to seek out support.

Finally, we observe that the graduate student population will probably also undergo a similar demographic shift. At present, most graduate-level ELLs are international students.<sup>b</sup>



By the end of the twentieth century, about one in three to four doctorate recipients at U.S. universities were foreign nationals. While many of these individuals are returning to their home countries, the number who stay in the U.S. for postdoctoral fellowships or to pursue academic, research, or business/industry careers is still significant.<sup>12</sup> International students will continue to need support and preparation to fully contribute to U.S. society.

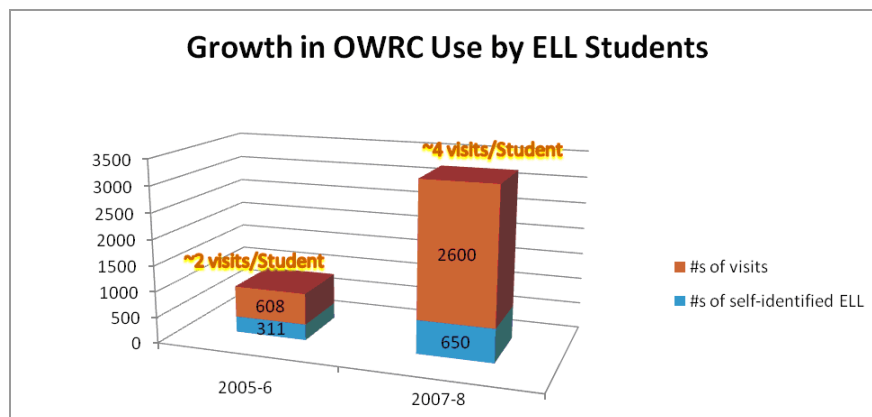
At the same time the demographics that are changing the face of undergraduate education will be reaching U.S. graduate schools, particularly through master's programs. We anticipate more resident immigrants entering graduate school, and some of these students will need increased ongoing language support. This is a different population from international students. Like their undergraduate counterparts, they are more likely to face socioeconomic challenges unknown to

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<sup>b</sup> 13% of international students overall require English language support

most international students. And they are less likely to have the home support and high-level literacy training we see in many students from abroad.

Importantly, the demographics of UW students placed in required ESOL courses substantially underrepresent the language support needs we are seeing on campus (for both native and nonnative speakers, both graduates and undergraduates). Under the current system, we have approximately 1,000 required student placements in the English Language Programs' (ELP) Academic English Program (AEP) annually. Additionally, approximately 10% of students in English Department composition courses are English language learners in need of more substantial support than those courses and the TAs who staff them are really equipped to supply. Not surprisingly, then, it is estimated that as many as 60% of student visits to the Odegaard Writing and Research Center (OWRC) and the Mary Gates Center for Learning and Undergraduate Enrichment (CLUE)—the two largest writing centers on campus—are made by ELLs. And the numbers are steadily increasing. With respect to Odegaard, two years ago, 311 self-identified ELLs made a total of 608 visits, averaging two visits per student. This year, 650 students made 2600 visits, thus averaging four visits per student. (Note also that twenty percent of all student visits to the OWRC are made by graduate students, and 40-50% of those students also self-identify as ELLs).



This increase in usage, particularly repeat visits per student, indicates that ELLs increasingly rely on writing centers for sustained help over the course of a quarter. Unfortunately, the numbers of students who are turned away (detailed below) document substantial unmet need.

## THE CURRENT SYSTEM

The University of Washington does not require all entering students to demonstrate English language proficiency. Instead it requires only non-U.S. citizens to do so. Students may demonstrate English proficiency by submitting minimum test scores or by completing mandatory English language course work through the UW's Academic English Program. If students become citizens after admission, but before the first day of class, they are exempt from the English requirement. However, if they gain citizenship while satisfying this requirement, they must continue to fulfill it.

Scores on a number of standardized tests as well as on our in-house diagnostic test (developed by the UW English Language Programs) may be presented as proof of English proficiency. Those submitting minimum scores before enrolling as a degree-seeking student are considered to have met the proficiency requirement. Minimum scores submitted after students are enrolled will exempt them from future AEP course requirements.

Students with an English language proficiency requirement must enroll in at least one AEP course during every quarter in which they register for courses at the University of Washington. Students must register for their AEP course before registering for any other courses; however, students are allowed to begin a full course of study before completing their English language requirement. Undergraduates may receive a one quarter delay in AEP course work if there is compelling academic reason. For graduate students, the departmental graduate program coordinator may request a delay from the Associate Dean of the Graduate School.

The AEP Diagnostic/Placement Examination is administered by the Office of Educational Assessment. The test is free to the student the first time it is taken, \$45 for retesting.

Depending on the level of English proficiency on entry, a student may be required to take from one to five AEP courses. On average, 9% of those who take the Diagnostic/Placement exam are exempted from this coursework. Of those who are not exempted, between 50% and 65% place in the lowest three courses.<sup>c</sup> Descriptions of current AEP courses appear as Appendix B.

Of the approximately 1,000 students placed in the AEP each academic year, some 60% are resident noncitizens, and 40% are international students. Eighty percent of the students are undergraduates, 20% graduate students; of undergraduates, 50% are freshmen, 50% college transfers. These students represent over 80 majors. Until now, there have not been resources to provide separate support measures for graduate students.

Students pay additional tuition for AEP courses (\$1067.00 per course). They do not receive credit toward graduation for these courses, though courses do count as five credit hours for purposes of full-time student status, immigration, and financial aid. AEP grades are factored into the GPA for undergraduate students only. Once they enter this system, students cannot graduate until they have demonstrated English language proficiency either through passing designated courses or one of the approved tests.

Quantitative evaluations indicate a high level of satisfaction with the teaching of these courses. Our assessment is that these classes have been taught by a talented group of well-trained professionals who can boast a great many successes. At the same time, qualitative data also indicate (sometimes substantial) dissatisfaction with the current system, particularly, its sole focus on noncitizens, the additional cost for courses, the fact that the course credits do not count toward graduation, and the lack of broader and ongoing language support. Additionally, graduate advisors would like more instructional resources keyed solely to graduate students.

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<sup>c</sup> One reason for the large range is the small Ns as the institution gains experience with a revised diagnostic test.

A brief review of the current context will help clarify our recommendations for the future. The current shorthand describing the mandate given to ESOL courses (UW's de facto language policy) has been to "fix students' English." With this in mind, the instruction has been "front loaded," delivered as students enter the university. While we affirm that students with the lowest proficiency should be required to take AEP courses immediately upon entry, we believe the university needs to think more broadly about the range of ongoing support students require if we are to assure that all students achieve the language proficiency necessary to academic success. Moreover, stakeholders need to understand that our goal is not solely grammatical accuracy (some brilliant students may never achieve this), but rather the range of academic English skills that allows all students to reach their highest levels of success in their chosen fields of study. This report thus seeks to create an explicit UW language policy that is not only more realistic, but also reflects an approach more commonly shared by the legislature and our colleagues in other institutions of higher education and all along the P-20 educational continuum.

## **STATE AND NATIONAL APPROACHES TO ENGLISH LANGUAGE LEARNERS**

At the state level, there has been increased awareness of the demographic shifts referenced above. The 2007 action report of the state English Language Learners Work Group, for instance, asks educational institutions to "identify...structures, systems and resources to implement successful ELL practices within and across segments of the P-20 system." In our attempt to do so, we find that the state report resonates with a number of our findings.

Perhaps the most important resonance is with its Guiding Assumption: "ELL is not a remedial activity, but a systematic learning continuum for learners at every level of English language skills and in the P-20 education system." To respond to that continuum, the state report recommends "a variety of support services necessary for learners to make progress," noting that effective language learning implies that "the pathway for every learner has multiple entries and exits."

These recommendations parallel the January 2001 "Statement on Second Language Writing and Writers" by the Conference on College Composition and Communication (CCCC; the largest professional organization for researching and teaching composition). It notes that "the acquisition of a second language and second-language literacy is a time-consuming process that will continue through students' academic careers and beyond."

Our recommendations similarly eschew a sense of language learning as remedial. Rather, we adopt a "support model," offering a range of diversified, user-appropriate support structures that should be available throughout a student's entire academic career.

## RECOMMENDATIONS

A schematic representation of our recommendations appears as Appendix C. An estimated budget to implement the following recommendations is presented as Appendix D.

### **1. Reorient English language policies. *Adopt a UW English language policy that replaces the current remediation model with a support-based model.***

We urge a move away from the current focus on remediation to a “support model.” Research on a new generation of students makes clear the need for ongoing support. The state English Language Learners Work Group reflects this perspective when it references a “learning continuum.” Instead of a primary mandate to assure grammatical accuracy, those responsible for teaching ELLs can provide a range of support options designed to focus on academic performance viewed more broadly in terms of language-based general academic and subject-area skills.

***Implementation:*** Some low-scoring students will continue to need formal ESOL courses delivered by highly trained professionals. But those same professionals can also join with others to provide a wider range of support structures. In the words of the state ELL document, our recommendations propose “a *variety* of support services necessary for learners to make progress.”<sup>d</sup> The first step in delivering appropriate and effective support is a revised assessment system.

### **2. Screen all students. *Screen all students, not just noncitizens, for English language proficiency.***

We propose implementation of an initial screening process for all entering students to identify those who may require additional language support during their tenure at the UW. Students who fall below a specified performance level would be required to take a further diagnostic test to determine the level of support required.

For the great majority of incoming students, screening would consist simply of a review of their standardized test scores collected as part of the regular UW admissions process. Students who present a score above a specified cutoff on the Scholastic Aptitude Test (SAT) Critical Reading or Writing subtests or on the Test of English as a Foreign Language (TOEFL) would be exempted from further testing. Students may substitute comparable scores on equivalent tests as specified for admission. In the case of students presenting multiple standardized test scores, the highest score would be accepted.

Students who do not present a standardized test score would be administered the Diagnostic English Language Needs Assessment (DELNA) Screening test. This is a 20-minute, online assessment developed at the University of Auckland for use with student populations similar to ours.

***Rationale:*** We currently assess the language proficiency only of noncitizens, a practice that some see both as discriminatory and is too narrow to identify the full range of students who can benefit from support. We have not found any other U.S. institution that makes this determination on the basis of citizenship. By introducing a brief screening assessment (again, offered only to those not submitting other test scores), we are able to include all students in a screening process

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<sup>d</sup> Italics added.

and identify those (both citizens and noncitizens) who may benefit from further assessment and support. The DELNA Screening test would allow some students now tested to avoid taking a more extensive diagnostic test. We also expect that a small number of citizens would now be identified as needing diagnostic testing.

**Implementation:** We would carry out a *pilot administration* of the DELNA Screening during summer orientation 2008. The test would be administered to selected groups of entering first-year, transfer, and international students during August and September. The pilot would enable us to explore the logistics of administration as well as analyze the relationship of test scores to other indicators such as 1) student demographics,<sup>e</sup> 2) SAT, ACT, TOEFL, and IELTS scores, 3) results of the newly revised AEP diagnostic test, and 4) subsequent student course grades. These analyses would enable us to evaluate the quality of the DELNA Screening instrument and to set cutoff scores to be used in the future for referral to diagnostic testing. During the pilot, students would be directed to take the AEP diagnostic exam according to the same criteria that are currently in place (i.e., noncitizens who do not submit a minimum test score on an accepted test). Costs to conduct the pilot would be absorbed by First Year Programs and the Office of Educational Assessment.

Regular, *ongoing implementation* of the DELNA Screening test would begin in spring and summer 2009 for the fall entering class, and would be carried out by the Office of Educational Assessment. Students who do not present standardized test scores or other evidence of English proficiency would be required to take the screening test, and would be referred on to subsequent diagnostic testing based on cutoff scores determined by analysis of pilot test results. Costs of administering the DELNA Screening would be recaptured in student test fees.

### **3. Redesign diagnostic testing. *Extend and redesign our current diagnostic testing to reflect a revised Academic English Program curriculum and a newly expanded set of support programs.***

**Rationale:** The current AEP diagnostic test was developed to place students within one of five AEP courses, some of which have narrower goals than will the new curriculum. We need to be sure that our diagnostic testing provides an accurate basis on which to place students into the transformed AEP curriculum as well as the broader range of support structures that advisors would need to recommend.

**Implementation:** We will need funding for both test development and ongoing validation as well as administration. Currently the costs of administering the test are partially paid by the ELP for first administration, and by the student for any subsequent retesting. However, a significant portion of the cost of administration has been absorbed by the Office of Educational Assessment; fees to the student may need to be significantly increased to meet UW regulations relating to cost centers.

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<sup>e</sup> It will also allow us to discover whether we identify numbers of at-risk native speakers who are not already receiving support under programs such as EOP.

#### **4. Transform the AEP curriculum:**

- *to include language and academic skills courses early on for students whose language levels put them especially at risk, and*
- *to articulate with newly expanded support programs.*

We recommend continuing our policy of required coursework for students currently placing into the lowest AEP courses. At the same time, the lowest three levels (focusing on literacy skills)—the current English 100A, B, and C—would be reconfigured. Students currently placing into either 100A or B would be placed into a semi-intensive (2 hour/day) course. During the quarter in which students are registered for this course, they would be permitted to register for no more than five additional credits. Course performance would determine whether students would be required to take an additional AEP course. Students currently placing into 100C, or those continuing on from the semi-intensive course would take a required course that meets one hour/day. These students would be permitted to register for no more than 12 additional credits. Students would pass these courses based on class performance, rather than a single exit exam. We assume that as many as 65% of students in the lowest level would continue on to the one-hour/day writing course, based on a grade that passes the course but does not exempt from the next course. Students who place higher than these courses have strong advising to self-place into appropriate additional support structures described under Recommendations 5 and 6, below. Note that Working Group deliberations have focused on literacy skills. Students who currently place into 101B (the lecture listening course) would continue to be required to take that course (currently 70% of students tested are exempted) until there is data to suggest otherwise.

***Rationale:*** Reducing the number of courses students could be required to take from five to three reflects our shifting focus to ongoing support. Most institutions we surveyed require up to two-to-three courses for incoming students, then provide additional support. This also reflects the state work group focus on ongoing support, with a variety of entry and exit points.

***Implementation:*** We applaud the fact that ELP curriculum transformation discussions are already taking place as are meetings with writing faculty across campus. We expect that curriculum revisions will be carried on throughout next year. To lead these ongoing transformations, we will need a Director of the AEP. Additionally, when the new tenure-stream joint hire between Arts & Sciences (English) and Educational Outreach (ELP) is in place, that person will serve as a resource and liaison. For the coming year, Professor Anis Bawarshi will need to be released from one course to continue articulation initiatives between the ELP and Arts and Sciences, particularly curriculum development work.

#### **5. Develop additional support structures. *Facilitate directed self-placement into additional support structures through assessment-informed advising.***

Based on results of either the screening process or the diagnostic test, advisors would direct students to appropriate support options.

## Advising

Advisers would need to be working with new students, both freshmen and transfer students, during orientation to develop a plan for English language support during their first year at UW. Advisers would then monitor each student's progress to ensure that the plan is appropriate as students advance through their coursework. Advising should continue into the second year and beyond, as needed, for each student. Advisers would also serve as a resource on advising ELLs for advisers and other staff across campus

**Rationale:** Under the proposed system, comprising both required courses and directed self-placement, it would be crucial to have advising staff skilled at interpreting diagnostic test results and knowledgeable about available English language resources. Advisers would need to assist each student in selecting the best resource(s) for individual skill level and learning style. (Note this includes alerting students to the writing center resources detailed under the next recommendation.) .

**Implementation:** One English language adviser would be located in Undergraduate Advising at the Gateway Center and one in the Educational Opportunity Program in the Office of Minority Affairs and Diversity. Graduate staff assistants from related programs would assist the two full-time professional advisers. The Graduate School would collaborate to arrange training for graduate faculty and staff advisors so they are prepared to help their students make appropriate decisions about resources best suited to their needs.

## Linked or stretch courses

These are support classes linked to "subject area" courses. They focus on the special needs of English language learners in the context of composition or subject-area course material. In the long run, we recommend experimenting with 5-credit versions of these courses, linked to introductory Biology and science courses and/or with English 131. A related model is a "stretch" version of English composition, in which English language learners study over two quarters material typically covered in one. A stretch 131 would parallel the model that has long been used with considerable success and student satisfaction for EOP students in English 104/5. Special linked courses for ELLs would extend the model of the Interdisciplinary Writing Program (IWP), winner of the Brotman Award for Instructional Excellence. We would hope to pilot both formats for English 131 to determine which is more effective.

**Rationale:** These courses implement a system of directed self-placement for students who test above the lowest levels of proficiency. In the context of strong advising, these courses allow for appropriate entries and exits into an on-going support system. Rather than requiring that higher proficiency students (primarily those currently placed in English 101 A & B) find their support in free-standing AEP courses, linked or stretch courses provide language support in the context of ongoing composition or subject-area work, in courses in which we already know that ELLs are struggling.

**Implementation:** We would anticipate offering approximately six stretch or linked classes per year—approximately five courses allied with English "C" courses, and at least one linked to a large introductory psychology or science course. For 2008-09 we recommend piloting an AEP

link to English 131. Students would have the option of electing an English 100C/101 AEP course, linked to English 131. The object would be to teach the AEP course in the learning context of the materials students are working with in EGL 131. Since these would be students currently placed in AEP courses, this could be done with no additional cost to the institution.

## **Studio courses**

Studio courses would be credit/no credit classes, would meet twice a week, and would be limited to 10 students. In terms of teaching load, two studios would be considered the equivalent of teaching one course. Taught by a faculty member from the English Language Programs, studios would provide English language learners with additional instruction on discrete reading, writing or oral skills that are required of them in composition or subject-area courses.

**Rationale:** Studios courses—already used in a number of other universities—serve students who require intensive and extended one-on-one or small-group attention. These are students being transitioned to be more independent learners. They don't need full-fledged course support, but they're not yet ready to succeed with only occasional writing center support. This is another format that can be tailored to graduate students; we could offer a studio course for all graduate students in a particular discipline or division.

**Implementation:** Ultimately, we anticipate offering 40 studios/year to serve 400 students (100 of those enrolled in English 131 courses). For 2008-09 we recommend piloting two studio courses/quarter (6 total).

## **6. Strength writing center support. *Coordinate support services through the Odegaard Writing and Research Center (OWRC), which would also offer additional tutoring for all students as well as ELL workshops.***

The support courses listed above would be coordinated by an ELL Services Coordinator housed in the OWRC. This staff person, with specific ELL expertise, would develop and schedule support courses and workshops, and train tutors. Data from the Odegaard Writing and Research Center (OWRC) and the Mary Gates Center for Learning and Undergraduate Enrichment (CLUE) demonstrate the increasing role that writing centers play for students seeking self-directed academic support. Together, these two centers delivered more than 10,000 mentoring sessions during the past year. Approximately 45% of students visiting the OWRC self-identify as ELLs; center administrators take the actual number to be approximately 60%.<sup>f</sup> Our proposed model of ongoing support would require additional writing center assistance, both with respect to additional mentoring as well as expanded services. The OWRC will need to begin coordinating stand-alone workshops. Currently, the OWRC is maintained on a shoestring budget of temporary funds. Our long-term recommendation is for permanent funding for the Odegaard center for increased tutorial staff for all students, a half-time staff person, a permanent director (overseeing the center for all students), and an ELL Services Coordinator (who develops and

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<sup>f</sup> Some resident students avoid self-labeling as English language learners; a more accurate (higher) figure is based on tutor consensus.

schedules linked courses, studios, and workshops—at least one of which he or she would teach—as well as trains and provides mentoring support for OWRC tutors).

**Rationale:** As we move toward a model of ongoing support, undergraduate and graduate students increasingly will be finding their way to our writing centers, through advising, instructor recommendation, or as the result of their already-established positive reputation in the student community. The unmet need is already substantial. Virtually all available writing center appointments are currently booked online one-to-two weeks in advance. There is no way to track the number of students who log on, only to be met with the fact that the center is already 100% booked. We do know that when tutors are added to the schedule, they are booked within the hour. And the center turns away 20+ walk-ins each week (approximately 700 students/year). Permanent funding will help meet the burgeoning writing center demand by both native and nonnative speakers, graduate and undergraduate students. Appendix E reports OWRC usage by academic unit.

Focus groups of graduate advisors indicate particular interest in ELL-related topics workshops. These would be designated graduate or undergraduate, focusing on critical reading, writing, oral, and study skills. Potential topics at the graduate/professional level, in response to ELL student requests, include: Writing the Graduate Paper/Thesis/Dissertation, Grant and/or Proposal Writing, Conference Presentations. Undergraduates also need help in academic reading/writing and speaking/listening. Note that as we conceptualize the writing and research center as an ELL resource, it will provide students some support in oral skills as well.

**Implementation:** For 2008-09 we are recommending allocating \$10,000 to launch a series of academic-skills workshops. Our budget recommendation for the next biennium includes enhanced permanent funding.

### ***7. Award credit and omit additional fees. Award credit toward graduation for English language learning courses. Resident students should not be required to pay extra fees for these courses.***

**Rationale:** The 2007 state work group document declares: “ELL is not a remedial activity, but a systematic learning continuum for learners at every level of English language skills and in the P-20 education system.” As part of a learning continuum, like so many others in the university curriculum, these courses should not carry an extra fee, and they should be credit bearing. This policy shift (actually a return to the original intent of the courses, which were credit bearing from the time of their inception in 1952 until 1981) implements an institutional commitment to access and support.

## **RAMP UP**

Following are activities that our recommendations project for the coming year (2008-09)—planning and piloting measures that we can institute quickly and productively. Note that while current policies are under review, undergraduate ELLs can be granted deferrals (and potentially waivers) for required ELP courses under guidelines based on academic performance. During this period, advisors will counsel students on the advantages of beginning support courses as early as possible. To avoid instability, it would be ideal to have most of a revised support system in place during the 2009-10 academic year.

### ***Continue the ELL Proficiency Working Group***

One of the most important things we learned from our deliberations this year is how pressing and complex a language problem this institution faces. We were grateful that the administration brought together on this working group the broadest range of programs/offices working in the area. We think it critically important not to lose the institutional momentum established this year. Implementing English language learning support at the institutional level will entail ongoing consultation. Members of the Working Group are glad to continue this important work. To help implement changes recommended for 2008-09, we would expect to meet once or twice a month. Should the Working Group continue to meet the following year, we would assume it could carry out its business through monthly meetings.

### ***Assessment***

Next year UW would pilot the DELNA Screening test as well as finalize the diagnostic process.

### ***AEP Curriculum Revision***

A new mandate will require curriculum transformation. The format and, to some extent, the focus of AEP courses would change. Required courses will take on a broader range of academic skills. The most advanced writing course is being replaced with linked, stretch, and studio courses; to some extent writing center mentoring and workshops will also meet some of these needs as well as those not currently addressed.

### ***Piloting Courses***

We anticipate piloting an AEP link to English 131. Instead of the required course students would normally attend, they will have the option of electing an English 100C/101A AEP course, linked to English 131.

We also recommend piloting two studio courses/quarter, linked to English 131.

### ***Internal Liaison Work<sup>g</sup>***

As students and instructors once housed exclusively in the ELP move into instructional formats within the Colleges, there will need to be joint planning work. The English Department and ELP have already taken the initiative to establish a joint working group. And once a joint professorial hire between Educational Outreach and the College of Arts and Sciences (approved and

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<sup>g</sup> The budget is based on several premises. First is that the new ELP diagnostic test requires courses for fewer students than the test used until this year. In terms of class size, we budget stretch & linked courses at 20 students, studio courses at 10 (with two studios equivalent to a teaching load of one course), and ELP courses at 14.

advertised last fall at an associate professor rank) is made, that individual will form an important ongoing bridge among stakeholders. In the meantime, we will need to provide course release for Anis Bawarshi to continue some coordination and curriculum development work.

Note also that these recommendations involve curriculum changes in the ELP and constitute a change in undergraduate graduation requirements for English language learners. The undergraduate components of these require approval by the Faculty Council on Academic Standards (FCAS), which will need to review any proposed changes next year. The Graduate School Council may also be asked to discuss and respond to a recommendation about graduate students.

### ***External Liaison Work***

The university will need to work with the State Board of Community and Technical Colleges (SBCTC) as well as with those colleges as our screening procedures change. Others at the state level may also need to be briefed.

## **CONCLUSION**

All projections point to an increasing need for English language support across a wider range of formats as the institution fulfills its commitment to access and responds to the need of our state economy for highly educated English language learners. Our recommendations are designed not only to respond to the ethical, political, pedagogical, and economic imperatives of the current moment, but also to position the University to Washington to meet a student body that will be changing over time. With appropriate support, our English language learners can be among the best and the brightest.

## APPENDIX A: ACRONYMS

**AEP:** Academic English Program, the unit within the UW English Language Programs that teaches Academic English courses to matriculated students.

**CLUE:** Housed in Mary Gates Hall, the Center for Learning and Undergraduate Enrichment is a free, late-night, multidisciplinary study center.

**CCCC:** Conference on College Composition and Communication. Housed under the National Council of Teachers of English (NCTE), since 1949 CCCC has been the world's largest professional organization for researching and teaching composition, from writing to new media.

**ELP:** Previously known as the ESL Center, these UW programs teach English Language Learners in short-term and full-term courses. Some students come for the 10 week intensive courses which meet 4 hours/day. Others are matriculated students in the AEP. The ELP also offers short-term courses for students from around the world, including English language teachers. Some courses are also offered online.

**ELL:** English language learner; students for whom English is not their primary language and are somewhere on the continuum of learning English.

**ESOL:** English to speakers of other languages.

**DELNA:** Diagnostic English Language Needs Assessment of the University of Auckland, New Zealand.

**IWP:** The Interdisciplinary Writing Program, winner of the Brotman Award for Instructional Excellence, offers expository writing courses linked with lecture courses in various disciplines. These writing courses are designed to help students improve their writing skills while further exploring ideas and materials assigned in the lecture courses.

**NSEOF:** New Student Enrollment and Orientation Fee. This fee (currently \$250 for undergraduates, \$150 for graduate students) confirms students' UW registration.

**OWRC:** The Odegaard Writing and Research Center is the largest writing center on campus. Together with CLUE it accounts for 60-70% of student writing center visits.

## APPENDIX B: CURRENT AEP COURSE DESCRIPTIONS

**100A, 100B, and 100C** The intent of the three 100-level courses is to help students increase the range and accuracy of their grammar and vocabulary so that they can edit their own writing for courses and comprehend texts at an undergraduate reading level. While the focus of the series is on grammar and vocabulary, teachers are encouraged to incorporate reading and lecture listening into their course plan. Because lexical and syntactic knowledge are intricately linked, syntax should, as much as possible, be taught in the context of lexical collocations common to university language. The three courses are cumulative. Students are expected to demonstrate, in their writing and on exams, control of the objectives from previous courses in the sequence.

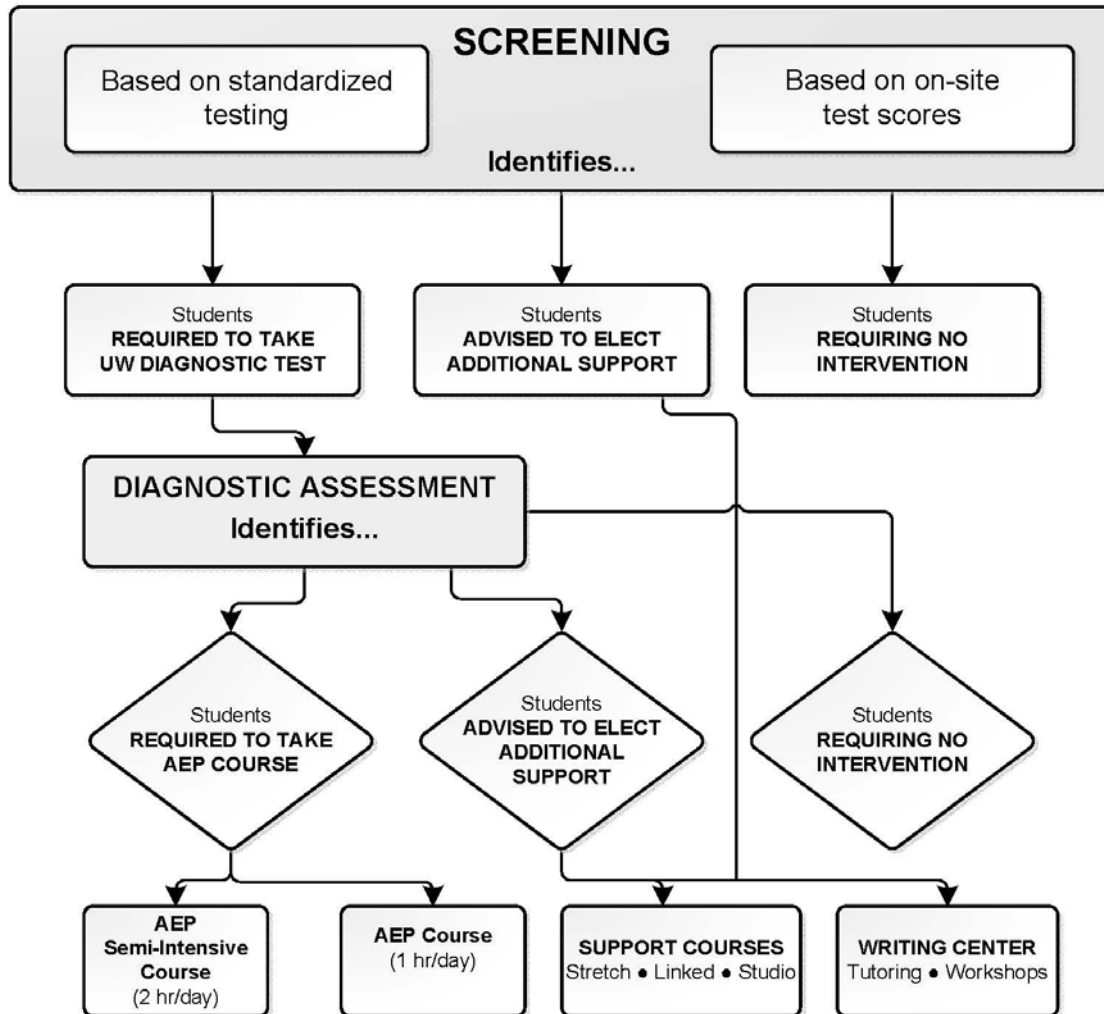
**101A *Writing About Sources*** is an undergraduate-level writing course intended to help students improve their ability to recognize and use the basic rhetorical structures commonly found in academic writing across disciplines. The course focuses on the short answer and short essay types of writing typically required on in-class quizzes and exams. Throughout the course, students are taught to recognize appropriate grammatical structures, organizational patterns, rhetorical phrases, and academic style in their reading, and to correctly apply them to their writing. The types of sources about which students may write are diverse, but emphasis is placed on students' ability to produce well-formed, accurate, and comprehensible written responses that meet the standards and conventions of academic style. Thus students will need to know how to quote, paraphrase, cite, and avoid plagiarism, as well as be able to demonstrate their ability to analyze and synthesize information from two or more sources. It is expected that 101A students will already know the grammar and vocabulary covered in 100A, 100B and 100C.

**101B** The intent of *Listening to Lectures* is to help students learn to actively listen to and comprehend academic lectures and to take, use, and access notes on those lectures. This entails the ability to recognize spoken rhetorical cues and organizational patterns, and to analyze and synthesize content, viewpoint and inferences critically. Students demonstrate these skills through selecting appropriate answers or writing well-formed, accurate, and comprehensible short-answer and short-essay answers on a test. The lectures are modeled on standard undergraduate lectures on general topics related to the humanities, social and physical sciences.

**102** This course is designed specifically for *International Teaching Assistants* (ITAs) who will be teaching at the University of Washington. The main objectives are to develop language production skills, lesson planning and presentation skills, and TA-student interaction skills related to classroom teaching. Language production skills include pronunciation, grammar, and vocabulary usage. Lesson presentation skills include organization and presentation of lessons. TA-student interaction skills include initiating classroom interaction, responding to questions, and comprehending spoken English

Online sections of most courses are also available Autumn-Spring Quarters.

# Appendix C Proposed UW ELL Assessment & Support Model



## Appendix D

### Estimated Budget & Budget Description

Following are the estimated costs to implement each of the proposed recommendations.

| Type of Activity                 | Unit | 2008-2009<br>Cost | Steady-state<br>Cost | Fee-based<br>Revenue | Steady-state<br>State-funded<br>Request |
|----------------------------------|------|-------------------|----------------------|----------------------|---|
| <b>Screening test (DELNA)</b>    |      |                   |                      |                      |   |
| Licensing fee                    |      | \$0               | \$3,000              |                      | \$3,000                                 |
| Use fee                          |      | \$1,005           | \$1,875              |                      | \$1,875                                 |
| Administration                   | OEA  |                   | \$30,000             | -\$30,000            | \$0                                     |
| Room rental and misc costs       |      | \$5,000           |                      |                      | \$0                                     |
| Test validation                  | OEA  | \$6,500           |                      |                      |   |
| <b>Diagnostic test (local)</b>   |      |                   |                      |                      |   |
| Administration                   | OEA  |                   | \$72,000             | -\$72,000            | \$0                                     |
| Devel, coord, validation 1.5 FTE | AEP  |                   | \$113,580            |                      | \$113,580                               |
| <b>AEP Curriculum</b>            |      |                   |                      |                      |   |
| Semi-Intensives 2 hour/day (23)  | AEP  |                   | \$345,000            | -\$138,000           | \$207,000                               |
| Writing 1 hour/day (24)          | AEP  |                   | \$180,000            | -\$72,000            | \$108,000                               |
| Oral 1 hour/day (7)              | AEP  |                   | \$60,000             | -\$24,000            | \$36,000                                |
| 102 class for Graduate TAs       |      |                   | \$96,475             | -\$96,475            | \$0                                     |
| Director 1.0 FTE                 | AEP  |                   | \$75,720             | -\$30,288            | \$45,432                                |
| <b>Advanced Support Courses</b>  |      |                   |                      |                      |   |
| Advising                         |      |                   | \$168,640            |                      | \$168,640                               |
| Studios (40)                     |      | \$22,500          | \$150,000            |                      | \$150,000                               |
| Stretch Classes (6)              |      |                   |                      |                      |   |
| Development                      |      | \$11,160          | \$0                  |                      | \$0                                     |
| Implementation                   |      |                   | \$45,000             |                      | \$45,000                                |
| <b>Writing Center</b>            |      |                   |                      |                      |   |
| ELL Workshops                    |      | \$10,000          | \$10,000             |                      | \$10,000                                |
| Director 1.0 FTE                 |      |                   | \$75,720             |                      | \$75,720                                |
| ELL Services Coordinator 1.0     |      |                   | \$75,720             |                      | \$75,720                                |
| Support staff .5 FTE             |      |                   | \$31,551             |                      | \$31,551                                |
| Tutorial staff                   |      |                   | \$144,000            |                      | \$144,000                               |
| <b>Totals</b>                    |      | <b>\$56,165</b>   | <b>\$1,684,780</b>   | <b>-\$462,763</b>    | <b>\$1,215,518</b>                      |

## **Budget Description**

### **Recommendation 2. Screen all students. *Screen all students, not just noncitizens, for English language proficiency***

#### **Pilot administration:**

A pilot administration of the DELNA Screening test will be conducted during summer 2008 new student orientation. We anticipate testing approximately 1520 students (1060 incoming freshmen, 300 transfer students, and 160 international students). A test use fee of \$1005 will be paid to the University of Auckland (\$1/student for the first 500; \$.50/student for next 1000; \$.25/student or any remaining). Costs to administer the pilot will be absorbed by the Offices of Advising and Educational Assessment, with the exception of \$5,000 for room rental and other direct expenses. Analysis of test scores and relationships to other indicators is estimated to be \$6500.

#### **Ongoing administration:**

Following the 2008 pilot, we anticipate testing approximately 2000 students annually. We expect to have firm licensing and use fees from DELNA by our July 14 meeting. These would be no more than (and perhaps less than) the normal fees: a one-time licensing fee of \$9,000 (our estimated budget amortizes this over three years) and a yearly use fee of \$1875. Costs to administer the test will be met by student fees, and will cover OEA testing, research, and programming staff, as well as honoraria and facilities fees to community college testing centers. Projected test fees will be \$15 (\$30,000 total in test fees).

### **Recommendation 3. Redesign diagnostic testing. *Extend and redesign our current diagnostic testing to reflect a revised Academic English Program curriculum and a newly expanded set of support programs.***

#### **Pilot administration:**

The revised AEP diagnostic test will be introduced during the pilot period but costs to administer and score the test will continue to be absorbed by the Office of Educational Assessment and the Academic English Program, with a small contribution from student fees. Therefore, no costs associated with this test are included in the estimated budget for this time period.

#### **Ongoing development, coordination, and administration:**

Following the 2008 pilot, we anticipate testing approximately 800 students annually. Costs to administer the test will be met by student fees, and will cover OEA testing, research, and programming staff. Projected test fees will be \$90 (\$72,000 total in test fees).

The Academic English Program will be responsible for ongoing development, coordination, scoring, reporting, and validation of the test. These responsibilities will be carried out by a combination of administrative and instructional staff (1.5 FTE total).

### **Recommendation 4. Transform the AEP Curriculum *to include language and academic skills courses early on for students whose language levels put them especially at risk and to articulate with newly expanded support programs.***

The current series of 5 Academic English Program (AEP) courses will be revised to a three-course series. The lowest level course will be offered in a semi-intensive format of 2 hours of class per day for 10 credits. The proposal includes offering 23 sections of this course spread over Early Fall Start, Autumn, and Winter quarters. A higher-level writing course will be offered in a standard format of 1 hour of class per day for 5 credits. Twenty-four sections of this course are proposed spread over Early Fall Start, Autumn, Winter, and Spring quarters. Eight sections of an aural/oral skills course will be offered in the same format. The TA-training course (102) is self-supporting. Course costs are calculated as follows:

**Semi-intensive course:**

23 sections x \$7500 salary for instructor x 2 instructors per course = \$345,000. (Based on student residency status, 40% of funding would be fee-based.)

**Regular writing course:**

24 sections x \$7500 salary for instructor = \$180,000. (Based on student residency status, 40% of funding would be fee-based.)

**Regular oral skills course**

8 sections x \$7500 salary for instructor = \$60,000.

**TA-training course:**

Self-supporting.

**Director:**

This individual would oversee the AEP curriculum revision and offerings and coordinate with writing and other academic programs across campus. Salary for the director is estimated at \$60,000. Benefits are added at a rate of 26.2%. (Based on student residency status, 40% of funding would be fee-based.)

**Revenue:**

Some sections could be offered during Early Fall Start to generate revenue.

**Recommendation 5. Develop additional support structures. Facilitate *directed self-placement into additional support structures through assessment-informed advising***

**Advising:**

Two professional advisers, one located in Undergraduate Advising in the Gateway Center and one in the Educational Opportunity Program in the Office of Minority Affairs and Diversity are included at a salary of \$60,000 and benefit rate of 26.2%. Graduate staff assistants will assist in orientation advising and in supporting offices across campus who are working with ELL students. Two GSA's at a cost of \$8600 each are included in the budget.

**Studio courses:**

During pilot year 2 studio courses per quarter will be linked to a composition course. Cost is 6 sections x \$7500 per instructor ÷ 2 sections per instructor = \$22,500

Ongoing 40 sections of studio courses are expected to be offered. Estimated cost is 40 sections x \$7500 per instructor ÷ 2 sections per instructor = \$150,000.

**Stretch/linked courses:**

During the pilot year, 2008-09, a link to a composition course will be developed by Anis

Bawarshi, Director of the English Writing Program. Release time for Professor Bawarshi is budgeted at \$11,160.

Six sections per year of stretch and linked courses are included in the ongoing budget at a cost of \$7500 per instructor. For 6 courses the ongoing cost is \$45,000.

**Recommendation 6. Coordinate support services through the Odegaard Writing and Research Center (OWRC), which would offer additional tutoring for all students as well as ELL workshops.**

**During the pilot year,** weekly ELL workshops will be offered. Cost covers the tutorial staff time to lead the workshops: \$10,000.

**Ongoing plans** are based on securing permanent funding that supports a director and staff. The Director oversees the Odegaard Writing and Research Center that serves all students. Director salary is estimated at \$60,000 per year plus a benefit rate of 26.2%. An ELL Resource Coordinator develops and schedules linked courses, studios, and workshops (at least one of which s/he would teach) as well as trains and provides mentoring support for OWRC tutors. The salary is estimated at \$60,000 per year plus a benefit rate of 26.2%. Support staff time (0.5 FTE) is budgeted at \$50,000 ÷ 2 plus a benefit rate of 26.2% = \$31,551. Tutorial staff is calculated as 18,000 mentoring sessions x \$8.00 per session = \$144,000.

## APPENDIX E

### DEPARTMENTS & SCHOOLS REPRESENTED<sup>13</sup>

Students from over 150 different departments or academic units visited the OWRC in 2007-08. The most commonly represented departments or academic units are listed below. Of the 6068 sessions offered in 2007-08, some 47% (approx. 540) were with non-CAS students (note: undecided/undeclared students were not factored into this equation).

#### STUDENTS WE SUPPORT ACCORDING TO THEIR DECLARED MAJOR (SCHOOL SPECIFIC)

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• College of Architecture (62)</li><li>• College of Education (17)</li><li>• College of Forest Resources (4)</li><li>• Foster School of Business (189)</li><li>• School of Medicine (17)</li><li>• School of Public Health (32)</li><li>• Undecided/Undeclared (466)</li></ul> | <ul style="list-style-type: none"><li>• College of Arts &amp; Sciences (973)</li><li>• College of Engineering (111)</li><li>• College of Ocean and Fisheries (6)</li><li>• Information School (31)</li><li>• School of Nursing (55)</li><li>• School of Social Work (14)</li></ul> |
|--|--|

#### STUDENTS WE SUPPORT ACCORDING TO THE COURSE/PAPER TYPE THEY REQUEST HELP WITH

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• College of Architecture courses (154)</li><li>• College of Education courses (97)</li><li>• College of Forest Resources courses (123)</li><li>• Foster School of Business courses (297)</li><li>• School of Medicine courses (27)</li><li>• School of Public Health courses (84)</li><li>• College of Engineering courses (111)</li><li>• College of Ocean and Fisheries courses (23)</li><li>• Information School courses (75)</li><li>• School of Nursing courses (89)</li><li>• School of Social Work courses (66)</li><li>• Resume or Cover Letters (134)</li><li>• Personal/Scholarship Essays (831)</li></ul> | <ul style="list-style-type: none"><li>• Senior or MA Thesis' (391)</li><li>• Dissertations (378)</li><li>• College of Arts &amp; Sciences courses (3558)<ul style="list-style-type: none"><li>○ English courses (1427)</li><li>○ Jackson School courses (480)</li><li>○ Political Science courses (167)</li><li>○ Sociology courses (148)</li><li>○ Psychology courses (112)</li><li>○ Technical Communications courses (105)</li><li>○ History courses (93)</li><li>○ Communications courses (87)</li><li>○ Geography courses (66)</li><li>○ Biology (62)</li><li>○ Art courses (63)</li><li>○ Philosophy courses (38)</li></ul></li></ul> |
|---|---|

## ENDNOTES

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- <sup>1</sup> W.S. Department of Education, National Center for Education Statistics, (2000) (cited in Kanno & Varghese).
- <sup>2</sup> Suarez-Orozco, C., & Suarez-Orozco, M.M. (2001). *Children of immigration*. Cambridge, MA: Harvard University Press.
- <sup>3</sup> California Department of Education (2005). Cited in Fraga & Elis, 2006, *Interests and representation: Ethnic advocacy on California school boards* (Power Point Presentation).
- <sup>4</sup> Data in the rest of this paragraph comes from OSPI, Educating English language learners in Washington state, 2005-06: Report to the legislature, March 2008. Available from <http://www.k12.wa.us/MigrantBilingual/pubdocs/TBIP2005-06-Mar11-08Final.pdf>.
- <sup>5</sup> Information and graphic from OSPI, cited in Ballinger, P. (2008). *Climate change in college admissions: A statistical analysis of demographic forces changing the future* (Power Point Presentation).
- <sup>6</sup> Ibid.
- <sup>7</sup> California Department of Education (2005). Cited in Fraga & Elis, 2006.
- <sup>8</sup> OSPI, 2008.
- <sup>9</sup> Cummins, J. (1981). Age on arrival and immigrant second language learning in Canada: A reassessment. *Applied Linguistics*, 11(2), 132-149.
- <sup>10</sup> Collier, V.P. (1987). Age and rate of acquisition of second language for academic purposes. *TESOL Quarterly*, 21, 617-641.
- <sup>11</sup> Kanno, Y., & Varghese, M. (2008). *Immigrant English language learners' access to four-year college education*. Manuscript submitted for publication.
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- <sup>13</sup> Lopez, T. (2008). *Odegaard Writing and Research Center Application for UAA Funding & 2007-08 Student Usage Report*.