

# What Works: Language Learners Talk About College Success

30<sup>th</sup> Annual Courage to Risk Conference  
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Dr. Roberta Brack Kaufman  
Nevada State College

# Participant Outcomes

1. Discuss the impact of language learners on college campuses
2. Identify strategies that support language learners
3. Create an action plan to implement

# What's Happening? Comparing States: NV v CO

EL-factsheet2018-Nevada\_Final.pdf (SECURED) - Adobe Acrobat Pro



**Table 1. Foreign- and U.S.-Born Populations of Nevada and the U.S., 2016**

	Nevada	
	Foreign Born	U.S. Born
Number	586,799	2,353,359
Share of total population	20.0%	80.0%
<b>Population Change over Time</b>		
% change: 2000-16	85.3%	39.9%
% change: 1990-2000	202.0%	53.3%
<b>Age Group</b>		
Share under age 5	0.5%	7.7%
Share ages 5-17	4.2%	19.9%
Share ages 18+	95.3%	72.4%

Source: Migration Policy Institute (MPI) Data Hub, "State Immigration Data Profiles: Demographics & Social," accessed May 16, 2018, [www.migrationpolicy.org/data/state-profiles/state/demographics/NV/US/](http://www.migrationpolicy.org/data/state-profiles/state/demographics/NV/US/).

EL-factsheet2018-Colorado\_Final (1).pdf (SECURED) - Adobe Acrobat Pro

**Table 1. Foreign- and U.S.-Born Populations of Colorado and the United States, 2016**

	Colorado		United States	
	Foreign Born	U.S. Born	Foreign Born	U.S. Born
Number	544,733	4,995,812	43,739,345	279,388,170
Share of total population	9.8%	90.2%	13.5%	86.5%
<b>Population Change over Time</b>				
% change: 2000-16	47.3%	27.1%	40.6%	11.6%
% change: 1990-2000	159.7%	24.7%	57.4%	9.3%
<b>Age Group</b>				
Share under age 5	1.1%	6.6%	0.7%	7.0%
Share ages 5-17	6.3%	17.8%	5.1%	18.5%
Share ages 18+	92.6%	75.6%	94.2%	74.5%

Source: Migration Policy Institute (MPI) Data Hub, "State Immigration Data Profiles: Demographics & Social," accessed May 15, 2018, [www.migrationpolicy.org/data/state-profiles/state/demographics/CO/US/](http://www.migrationpolicy.org/data/state-profiles/state/demographics/CO/US/).

# From High School to College

- A majority of public school districts in the U.S. have English learners in high school. Although ELL students tend to be in elementary school, 62% of public school districts in 2015 had at least some high school English learners.
- Nationwide, the U.S. had nearly 800,000 high school ELL students, according to a separate NCES survey on programs and services for high school English learners.
- Although most districts have high school English learners, many districts only have a few ELL students in high school: Half had 10 or fewer English learner students, while half had 11 or more.

<http://www.pewresearch.org/fact-tank/2018/10/25/6-facts-about-english-language-learners-in-u-s-public-schools/>

# Limited National & State Data on HE Outcomes

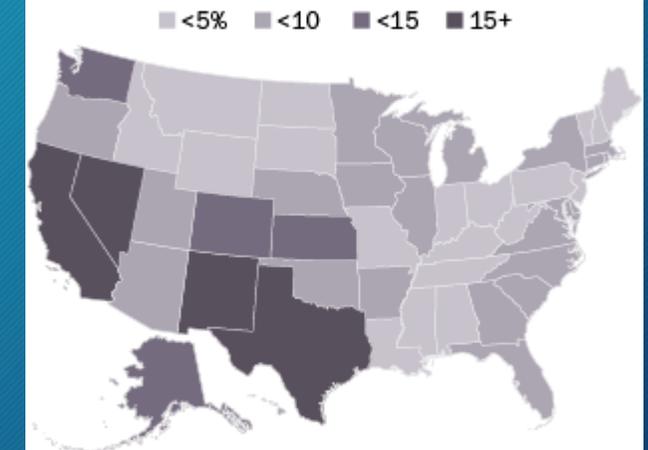
What we know:

1. An increasing number of college students are language learners
2. Latinx lag behind every other population group in
  - ✓ College matriculation rates
  - ✓ College retention rates
  - ✓ Other socioeconomic categories

(A. Hurtado, Figueroa, & García, 1996; S. Hurtado, Kurotsuchi, Inkelas, Briggs, & Rhee, 1997; S. Hurtado, Sáenz, Santos, & Cabrera, 2008)

## States in Southwest have largest shares of ELL students

*English language learner students as a % of total public elementary and secondary school enrollment, fall 2015*



Note: State shown in highest possible category.

Percentages are aggregated from data collection at the school district level.

Source: U.S. Department of Education, National Center for Education Statistics.

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# What does this have to do with TPP?

For teacher preparation programs (TPP) regardless of the organizational culture of the institution, more diverse students on campus can equal an opportunity to prepare teachers of color.

Step 1: Recruitment

Step 2: Retention & Persistence to Graduation

# Research and Background



- HSI Status
- Seed Grant
- Sabbatical Research

# Ideas For Faculty

1. Create welcoming introductions and environments.
2. Get to know the student's situation.
3. Be available.
4. Reflect on instructional practices whether teaching online or face to face courses.
5. Use visuals in Syllabi.
6. Identify Critical Vocabulary.

# For Peers

1. Be open. Become acquainted with diverse students on campus.
2. Invite culturally and linguistically diverse peers to be part of social, academic and honor organizations.
3. Participate in peer mentoring and study groups.
4. Stay connected. Continue networking.