Report from the Multilingual Students Academic Success Committee

April 2019
Prepared for GMU Faculty Senate
Executive Summary

- This committee was created in December 2016 to identify needs of and resources for supporting multilingual students at Mason.
- In addition to course-based surveys, we’re now gathering university-wide data that identify 40-50% of Mason students as multilingual.
- Two new faculty fellows will support MASC efforts in data analysis and resource development.
- A web-based faculty resource guide is scheduled to launch Fall 2019.
- We’re coordinating with NVCC faculty about supporting multilingual students, and will participate in the ACE Internationalization Lab GMU cohort for 2019-2020.
- For 2019-2020, the committee plans further surveys and resource guides.
As Mason moves toward the goal of greater access to education and commitment to student achievement, the role of faculty in supporting international and multilingual student academic success is essential. Our population of multilingual learners steadily grows; thus, the need to be more thoughtful and agile in how we offer course instruction becomes increasingly important. Looking for ways to modify approaches in the classroom, and enhance course content for deeper student learning, is essential as we work to build an institution truly committed to learning for all of our students.

We are very grateful to our Mason faculty who have created a culture of community devoted to helping students succeed and who are willing to put in the time and effort to connect with students from all cultures and levels of experience. Our diversity at Mason is our great strength; our ability to adapt and grow with this diversity is both our challenge, and our tremendous accomplishment.

Thank you for all you do to help our students be successful. It truly matters.

–Janette Muir, Associate Provost for Academic Initiatives and Services
Committee Charge

The committee will be responsible for assisting in the implementation of efforts to support multilingual students. This will include offering input on the types of direct student resources (e.g., classes and tutoring services) needed for students with varying English language (writing, speaking, listening, and reading) abilities, the types of faculty development support needed to enhance the teaching of linguistically diverse students across the curriculum; and the types of administrative support needed to enable key programs to lead specialized curriculum and faculty development efforts.
# Committee Membership 2018-19

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelley Reid, Co-chair</td>
<td>Director for Teaching Excellence, Stearns Center for Teaching and Learning</td>
</tr>
<tr>
<td>Karyn E Kessler, Co-chair</td>
<td>Interim Director, INTO George Mason University</td>
</tr>
<tr>
<td>Melissa Broeckelman-Post</td>
<td>Director, Basic Course/Faculty, Communication</td>
</tr>
<tr>
<td>Stephanie Foster</td>
<td>Associate Director, Undergraduate Education</td>
</tr>
<tr>
<td>Maoira Kirker</td>
<td>Interim Team Lead, Teaching and Learning, Libraries</td>
</tr>
<tr>
<td>Michelle LaFrance</td>
<td>Director, Writing Across the Curriculum, English</td>
</tr>
<tr>
<td>Susan Lawrence</td>
<td>Director, Writing Center, English</td>
</tr>
<tr>
<td>Erin McSherry</td>
<td>Director of Advising and Retention, CHSS</td>
</tr>
<tr>
<td>Pierre Rogers (elected through 5/20)</td>
<td>Associate Professor, Sport Management</td>
</tr>
<tr>
<td>Lori Scher</td>
<td>Assistant Dean, University Life</td>
</tr>
<tr>
<td>Ellen Serafini (elected through 5/19)</td>
<td>Assistant Professor, Spanish Applied Linguistics, Modern and Classical Languages</td>
</tr>
<tr>
<td>Thomas Winston (elected through 5/20)</td>
<td>Assistant Professor, Information Sciences &amp; Technology</td>
</tr>
<tr>
<td>Courtney Wooten</td>
<td>Director of Composition, English</td>
</tr>
</tbody>
</table>
Overview: Current **and Planned**

- Committee Information & Charge
- **Linguistic diversity**: A vision of success
- **Multilingual students at Mason**: What does linguistic diversity look like? → How are linguistically diverse students succeeding?
- **Faculty at Mason**: What does supporting multilingual students look like? → What resources can we offer to support faculty?
- **Peer Institutions**: What does supporting multilingual students and their faculty look like elsewhere? → How do our peers participate in internationalization overall?
- **Improving support at Mason**: How can we collaborate with other institutions? → How can we support our growing ADVANCE partnership with NVCC?
- Appendices
Mason 2025: Vision of Success for Linguistically Diverse Student Population

We'd like to add this!
Internationalization + DI&Wb

Workforce and community:
Multi-dimensional problem-solvers able to participate on local, national, and global scales.

Knowledge:
Self-awareness and knowledge of cultural worldviews

Skills:
Empathy, Communication

Abilities:
Personal and Social Responsibility, Problem-Solving

Attitudes:
Curiosity, Openness

Diversity

Inclusion

Internationalization

Interconnectivity
Technology/Research
Environment/Energy
Global health/wellness
Equity

Well-being
Multilingual students at Mason & in the US

INTERNATIONAL STUDENT TRENDS*

In 2017/18, the number of international students in the U.S. increased by 1.5% to 1,094,792 students.
Students in Communication 100 & 101

- Fall 2017 (2018 data is very similar)
- Which of the following best describes the language(s) you speak?
- N=1539, tracked by G#
Students in Mason Core Assessment Courses (Global+History)

- Fall 2017 (2018 data is very similar)
- Which of the following best describes the language environment in which you grew up?
- N=636, tracked by G#

- English ONLY 58%
- Multiple lang. WITH English 37%
- One lang. NOT English 3%
- Multiple lang. NOT English 2%
Students in English 302

- Spring 2018 (Fall 2018 data is very similar)
- **Which of the following best describes the language environment in which you grew up?**
- N=657, G# not tracked in pilot survey

![Pie chart showing language environments:](chart)

- English ONLY 40%
- Multiple lang. WITH English 40%
- One lang. NOT English 15%
- Multiple lang. NOT English 5%
New for 2019: Support from 4VA and Provost’s Office

- Faculty Fellow for Linguistic Diversity: Data Analysis
- Faculty Fellow for Linguistic Diversity: Resource Development
- Moderate resource investment
- Intensive resource investment
- Educational Developer for Diversity/Inclusion
- Culturally Inclusive Teaching Academy
- New for 2019: Support from 4VA and Provost’s Office

Data Collection & Analysis

Expert Leadership

Extended Curriculum- and Faculty- Development Programs

Faculty Resource Development
Preliminary Data: Graduating Senior Survey, 18-19


VIII. Language Experience

15. Which of the following best describes the language environment in which you grew up?

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. Multiple languages not including English</td>
<td>11</td>
<td>2%</td>
</tr>
<tr>
<td>b. No English language</td>
<td>61</td>
<td>8%</td>
</tr>
<tr>
<td>c. Multiple languages including English</td>
<td>296</td>
<td>41%</td>
</tr>
<tr>
<td>a. English language only</td>
<td>360</td>
<td>40%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>718</td>
<td>100%</td>
</tr>
</tbody>
</table>

34% ML

81 Languages
### Preliminary Data: Graduate Student Survey, 18-19


#### 13. Which of the following best describes the language environment in which you grew up?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. English language only</td>
<td>326</td>
<td>64%</td>
</tr>
<tr>
<td>b. No English language</td>
<td>44</td>
<td>9%</td>
</tr>
<tr>
<td>c. Multiple languages including English</td>
<td>129</td>
<td>25%</td>
</tr>
<tr>
<td>d. Multiple languages not including English</td>
<td>13</td>
<td>3%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>512</td>
<td>100%</td>
</tr>
</tbody>
</table>

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**Bar Chart:**

- **English language only:** 64%
- **No English language:** 9%
- **Multiple languages including English:** 25%
- **Multiple languages not including English:** 3%
How are multilingual student doing in terms of academic success?
MASC is developing a plan to collect and analyze data on multilingual students’ academic performance according to key indicators.

What are key indicators of students’ academic performance?

- INTO Mason International Students
- Direct Entry International Students
- Non-International Multilingual Students
Who are Mason’s multilingual students? MASC has a plan to collect and analyze student data on linguistic diversity at multiple points along the student journey. Next up: Possible tracking via G# to identify patterns of academic success Next up: Focus groups to determine student needs
What are the needs of Mason faculty in supporting linguistically diverse students?
2017-2018: Faculty pilot survey revealed key needs

- University Policy/Procedure
- Syllabus Design
- Instructional Support

- Cultural Factors (video)
- Teaching Source Integration (handout and video)

Faculty Survey Response: “Also, the support for international students should be more obvious and consolidated into one easy website.”
New for 2019: Support from 4VA and Provost’s Office

- Faculty Fellow for Linguistic Diversity: Data Analysis
- Faculty Fellow for Linguistic Diversity: Resource Development
- Educational Developer for Diversity/Inclusion
- Culturally Inclusive Teaching Academy

Data Collection & Analysis

Faculty Resource Development

Extended Curriculum- and Faculty-Development Programs

Expert Leadership

Moderate resource investment
Intensive resource investment

New for 2019: Support from 4VA and Provost’s Office
Current: Faculty Web Resources, Stearns Center

Diagram:
- stearnscenter.gmu.edu
- Knowledge Center
  - Knowing Mason Students
  - Student Engagement and Classroom Management
  - Supporting Students at Mason
- Multilingual Learners
- Webpage with Resources
Moving to success: **Current support** for ML students

**Writing Center:** 25%+ increase in capacity (65% ML writers)
- Steady decrease in unmet demand (and still: 588 unfulfilled requests for Fall ‘18)
- Support for thesis/dissertation writers
  - 80% use by ML writers
- ESL grad student writing groups
- F/T ESL Specialist = tutoring + training

**Composition Program**
- New Director for 2018-2019
- Associate Director for I/ML student support, funded by Mason Korea

**Communications Center**
- New, serving students beginning in Fall 2018

**INTO Mason**

**Learning Resource Center:**
- English language and content tutoring for INTO Mason and all other I/ML populations
- ITA oral English proficiency testing and language tutoring
- English language workshops for I/ML populations
- Computer/media/library/resources

**Mason + INTO Mason MOU:**
- Supports Outreach Services (e.g. workshops, committee work)
- Supports English language programs (e.g. Workplace English, Special Programs)
Future inquiry into faculty perceptions/needs

- **Fall 2019**: University-wide faculty survey
- **2018-2019**: Faculty focus groups
How can Mason collaborate with partners to support linguistically diverse students?

Exploring NVCC Connections

- 2019 Mason-NOVA Writing Program Leadership Collaborative
  - 15 Faculty Feb 2019
  - 8 Faculty April 2019
- Attention to ML students
  - Student surveys planned
  - Curriculum coordination planned
Mason Initiatives: ACE Internationalization Lab

Rick Davis (CVPA), Pam Patterson (UL), Karyn Kessler (INTO Mason)

Extended Timeline for Mason (through SP 2020)

Gathering for Chairs and Committee Members April 2019

Mason Subcommittees:

- Curriculum
- Faculty Development
- Student/Campus Life
- Enrollment Management/Partnerships
- Education Abroad
- Research

COMPREHENSIVE INTERNATIONALIZATION
In sum, MASC 2018-19

Key achievements

● New faculty fellow support
● Student information from university-wide surveys
● Draft of faculty online resource guide
● Ongoing coordination of efforts to identify and meet needs

Key challenges that lie ahead

● Identify not just who students are but how to support their success
● Extend faculty support beyond the web
● Create a university-wide vision and plan for internationalization and inclusion that accounts for ML students
“I came to George Mason University because Mason is a place with great diversity and is home to various cultures. The kind of education provided and the healthy environment makes the growth of an international student much more valuable.”

Miloni Paw, India
MS Psychology ’20
Graduate Bridge Program

“I chose Mason because it is considered one of the best universities in the country. The diversity at Mason is incredible. When I walk around campus I hear new languages, and I get to make new friends which is really cool.”

Daniel Encaoua, Venezuela
BS Marketing ’19
Undergraduate Pathway Program
List of Appendices

- **Appendix A**: Who are Mason’s Multilingual Students
- **Appendix B**: Additional Data from Senior Survey
- **Appendix C**: Additional Data from Comm 100/101 Survey
- **Appendix D**: INTO Mason Undergraduate Pathways
- **Appendix E**: INTO Mason Expectations for Language Development
Appendix A: Who are Mason’s multilingual students?

Given the rate at which we hope international students and students from diverse language backgrounds choose Mason, we acknowledge our responsibility as an institution to reciprocate our commitment to this special population through the support of their academic success. We can anecdotally report that increased international and multilingual student enrollments have led to many positive impacts, including increased access to a Mason education, greater cultural and linguistic diversity in the classroom, a heightening of Mason’s global reputation and increased opportunities to attract high-achieving students with diverse technological and content expertise. We also take seriously our responsibility to determine the special linguistic and academic needs of this group and the faculty/staff who serve them, a task we cannot complete without data on their numbers and experiences.

As one step among several we are taking in order to be good stewards of our shared resources in our efforts to support growing numbers of international and multilingual students across Virginia’s most diverse campus, the Faculty Senate Multilingual Academic Success Committee has received approval from OIRA to have the following questions added to the Graduating Senior Survey and the Graduate Exit Survey (beginning 2018) and that results from the survey be provided to the committee in order to drive data-informed decisions around student and faculty academic support development.
Appendix B: Exit Survey Question Series

VIII. Language Experience
15. Which of the following best describes the language environment in which you grew up?
   a. English language only
   b. No English language
   c. Multiple languages including English
   d. Multiple languages not including English
15.1. (if a is selected for Q15) Which of the following best describes your current language abilities?
   a. Use English only
   b. Use at least one other language with some fluency
   c. Use at least one other language with high fluency
15.2. (if b or d is selected for Q15) Which of the following best describes your current English abilities?
   d. Use English with some fluency
   e. Use English with high fluency
15.3. (if c or d is selected for Q15) Do you still remain fully fluent in at least two languages?
   f. Yes
   g. No
15.4. (if c is selected for Q15 AND Yes is selected for Q15.3) Is English one of the languages you remain fully fluent?
   h. Yes
   i. No
Appendix B: Additional Senior Survey Preliminary Data

15.1. Which of the following best describes your current language abilities?

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use at least one other language with high fluency</td>
<td>6</td>
<td>2%</td>
</tr>
<tr>
<td>Use at least one other language with some fluency</td>
<td>92</td>
<td>26%</td>
</tr>
<tr>
<td>Use English only</td>
<td>250</td>
<td>72%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>348</td>
<td>100%</td>
</tr>
</tbody>
</table>

15.2. Which of the following best describes your current English abilities?

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use English with some fluency</td>
<td>14</td>
<td>20%</td>
</tr>
<tr>
<td>Use English with high fluency</td>
<td>56</td>
<td>80%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>70</td>
<td>100%</td>
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</table>
Appendix B: Additional Grad Exit Survey Preliminary Data

### 13.1. Which of the following best describes your current language abilities?

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use at least one other language with high fluency</td>
<td>16</td>
<td>5%</td>
</tr>
<tr>
<td>Use at least one other language with some fluency</td>
<td>65</td>
<td>20%</td>
</tr>
<tr>
<td>Use English only</td>
<td>243</td>
<td>75%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>324</td>
<td>100%</td>
</tr>
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</table>

### 13.2. Which of the following best describes your current English abilities?

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use English with some fluency</td>
<td>18</td>
<td>32%</td>
</tr>
<tr>
<td>Use English with high fluency</td>
<td>39</td>
<td>68%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>57</td>
<td>100%</td>
</tr>
</tbody>
</table>
Appendix C: Comm 100 & 101 Survey Details

- Fall 2017, N=1539
- Which of the following best describes the languages that you speak?

**66.3% L1:** I grew up speaking English as my first language. English is the primary language that I speak with my family and is the language that I typically speak in school and with my friends.

**25.0% Gen 1.5:** I learned a language other than English as my first language and sometimes speak in that language with my family when I am at home. However, I mostly attended schools that were taught in English and have been speaking in English for many years. When I am with my friends, I might speak in English or another language, depending on the language that my friends prefer.

**6.6% L2:** I learned a language other than English as my first language and speak another language when I am at home with my family. I am more comfortable speaking in another language when I am with my friends and family, did not use English as my primary language in school until fairly recently, and consider English my second language.

**2.2% I'm not sure**
Appendix C: Comm 100 & 101 Survey Details

- Fall 2017, N=1539
- Which of the following best describes the languages that you speak?

  66.3% L1
  25.0% Gen 1.5
  6.6% L2
  2.2% I'm not sure
Appendix D: INTO Mason Undergraduate Pathways

Direct Admission → Academic English

Pathway Program:
- Accelerated (1 semester)
- Standard (2 semesters)
- Comprehensive (3 semesters)

Entry Path → Progression Path

Semester 1 → Semester 2 → Undergraduate Degree Program Year 1 → UG Degree Program Year 2 → UG Degree Program Year 3 → UG Degree Program Year 4

Average credits to graduate: 120

14 – 16 credits
27 – 30 credits
## Appendix E: INTO Mason Expectations for Language Development

<table>
<thead>
<tr>
<th>Overall TOEFL Scores</th>
<th>Curriculum Level (CEFR Scale)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>B2+</td>
</tr>
<tr>
<td>100</td>
<td>B2</td>
</tr>
<tr>
<td>85</td>
<td>B1+</td>
</tr>
<tr>
<td>75</td>
<td>B1</td>
</tr>
<tr>
<td>57</td>
<td>A2+</td>
</tr>
<tr>
<td>40</td>
<td>A2</td>
</tr>
</tbody>
</table>

### Undergraduate Proficiency Requirements
- Direct Admit Undergraduate (80)
- Accelerated Undergraduate (80)
- Standard Undergraduate (60)
- Comprehensive Undergraduate (50)

- Progress made in 1 semester (accelerated pathway) = approx. 1 level
- Progress made in 2 semesters (standard pathway) = approx. 2 levels
- Progress made in 3 semesters (comprehensive pathway) = approx. 3 levels
WHEN I WAS A CHILD, I WANTED TO EXPLORE DIFFERENT ENVIRONMENTS