

MEMORANDUM

As amended at
Senate 7/2/83
and editorialized

To..... SENATE.
.....
Subject..... POLICY ON B.C. PRIVATE HIGH SCHOOLS -
..... (INCLUDING EQUIVALENTS IN OTHER
..... CANADIAN PROVINCES AND TERRITORIES).

From..... SENATE UNDERGRADUATE
..... ADMISSIONS BOARD.
.....
Date..... 20 JANUARY 1983.

Further action undertaken by the Senate Undergraduate Admissions Board at its meeting of January 19th, 1983, gives rise to the following motion:--

MOTION: "That Senate approve and recommend approval to the Board of Governors, as set forth in S.83-16 Revised

'That for admission from a Private High School, Simon Fraser University consider only those qualified applicants from B.C. Private High Schools granted Group II status under the Ministry of Education guidelines (including equivalents in other Canadian Provinces and Territories). Where a school chooses to remain outside the Ministry of Education guidelines for Group II status, for reasons other than academic, the Senate Undergraduate Admissions Board may grant that school a waiver.'

That this policy become effective for applicants in 1984 and subsequently."

NOTE: The SUAB wishes to emphasize that this action is recommended in anticipation of a problem that has developed elsewhere in Canada. Further, students who do not qualify for admission as a result of this policy, may qualify under existing transfer policy from a post-secondary institution.

Encl.

SIMON FRASER UNIVERSITY

MEMORANDUM

SENATE UNDERGRADUATE ADMISSIONS
BOARD
Subject.....PRIVATE HIGH SCHOOLS - SUAB 98.....

From.....ALAN C. McMILLAN
.....SECRETARY, S.U.A.B.
Date.....17TH JANUARY, 1983.....

On January 10, 1983, the Senate referred back to the Senate Undergraduate Admissions Board SUAB paper 98 (S.83-16) requesting that the Board reconsider the recommendation, taking into account several points raised by Senate. Based on the discussion at Senate, the following points need to be addressed by SUAB:--

- a) What statistics can be provided to support the implementation of this policy?
- b) Is there any assurance that inspection of these schools will improve their academic standards?
- c) What impact will the International Student Quota of 7% have on visa student admission from these Private High Schools?
- d) Is it possible to implement this policy and take into consideration those individuals, or schools who, for reasons other than academic merit, choose to not apply to the Ministry of Education for funding and/or inspection?

The following information is provided to SUAB in response to the Senate concerns.

- 1) The SUAB has anticipated a problem that is likely to increase and create a situation that would have implications on our admission standards. As a result, very little data is available on performance of students entering directly from "visa schools" in B.C.

As we have only dealt with one visa school, YMCA College, in terms of admission from Grade XII, we are able to provide data as it relates to that school only. To this point, we have not admitted Columbia College students on their Grade XII

program and the remaining six "visa schools" are relatively new.

The attached data reports on the distribution of new B.C. high school entrants by cumulative grade point average for the 1982-3 semester and for all students registered in 82-3 entering from a B.C. "visa school".

- 2) The inspection process does not guarantee high standards, however, it does ensure that a consistent curriculum is being followed. There is also the knowledge that the school will be inspected every four years and that the inspection process is extensive and addresses the quality of teaching in the classroom.
- 3) The implementation of the International Student Quota will place greater pressure on visa students to achieve better than average grades in order to qualify for admission to Simon Fraser. This, along with the opening of new visa schools, will create increased competition amongst visa schools. As the sole purpose of these schools is to prepare foreign students for admission to University, and their reputation and survival depends upon the success rate of their students, there exists the potential for grade inflation and a lowering of standards to achieve the desired results.

Representatives from several visa schools have indicated that they will apply for Group II status and are confident that such will be granted. Several representatives have stated that they would welcome such a policy.

It is our opinion that this policy will enhance our International Student Quota policy by giving us some assurance that there is consistency in curriculum, standards and grading, thus ensuring that we are selecting the better applicants.

- 4) The SUAB recognizes that some schools may, for reasons other than academic, choose to remain outside the Ministry of Education guidelines for Group II status. In such cases, a school can apply to the Senate Undergraduate Admissions Board for a waiver of this policy.

DISTRIBUTION OF UNDERGRADUATE STUDENTS (ALL LEVELS)
BY CUMULATIVE G.P.A.

<u>G.P.A.</u>	<u>TOTAL UNDERGRADS (After 82-3)</u>	<u>PERCENTAGE OF TOTAL</u>	<u>Y.M.C.A. UNDERGRADS (After 82-2)</u>	<u>PERCENTAGE OF TOTAL</u>
3.50 & up	714	10%	-	-
3.00-3.49	1,696	23%	4	5.6%
2.50-2.99	2,293	31%	24	35.2%
2.00-2.49	1,875	25%	31	43.6%
Below 2.00	863	12%	12	16.9%

DISTRIBUTION OF B.C. GRADE 12 STUDENTS (1ST SEMESTER)
BY CUMULATIVE G.P.A. IN 82-3

<u>G.P.A.</u>	<u>ALL B.C. XII</u>	<u>PERCENTAGE OF TOTAL</u>	<u>ALL "VISA" SCHOOLS</u>	<u>PERCENTAGE OF TOTAL</u>
3.50 & up	62	6.3%	4	21%
3.00-3.49	149	15.3%	3	16%
2.50-2.99	249	25.6%	6	32%
2.00-2.49	276	28.4%	4	21%
Below 2.00	235	24.2%	2	11%

MEMORANDUM

TO..... SENATE.....

From..... ALAN C. McMILLAN.....

..... SECRETARY, S.U.A.B.

Subject... POLICY..ON..B.C.,..PRIVATE..HIGH..SCHOOLS..

Date..... 17TH..DECEMBER.,..1982.....

Action undertaken by the Senate Undergraduate Admissions Board at its meeting of November 25th, 1982, gives rise to the following motion:--

MOTION: " That Senate approve and recommend approval to the Board of Governors, as set forth in S.83-16

 " That for admission from a Private High School, Simon Fraser University consider for admission only those qualified applicants from Private High Schools granted Group II status under the Ministry of Education guidelines. That this policy become effective for applicants in 1984 and subsequently. "

RATIONALE:

The Senate Undergraduate Admissions Board was concerned that private secondary schools could operate on the Ministry of Education program without having to be accountable to an inspection process and that recognition of non-inspected schools by SFU could be seen as counter productive to our efforts to maintain high standards. It was for these reasons that the SUAB opted for the above motion which will ensure that applicants enter only from private high schools which have undergone an external evaluation as outlined in Appendix A.

Attach.
ACM:bc

SIMON FRASER UNIVERSITY

MEMORANDUM

.....SENATE UNDERGRADUATE.....
.....ADMISSIONS BOARD.....
Subjed.....PRIVATE HIGH SCHOOLS... SUAB.98..

From.....ALAN C. McMILLAN.....
.....SECRETARY..S.U.A.B.....
Date.....21ST.OCTOBER..1982.....

Historically, the University has accepted for admission, applicants graduating on the Ministry of Education Secondary School Curriculum, whether from a public or private school. The one exception has been Columbia College where the Grade XII program has not been accepted for admission even though we have recognized the majority of their college transfer courses.

Columbia College has requested that we recognize their Secondary School program for admission purposes. Their request is attached.

The current enrolment (82-3) at Columbia is 460 students. Approximately 40% are studying on a university-transfer program, while 40% are in their secondary school program, with the remaining 202 studying as ESL students only. Given our current policy and the fact that Columbia teaches the Provincial curriculum, it seems we have no justification for not accepting a Secondary School graduate from Columbia.

However, we do need to review the entire private school situation in the Province and our policy regarding these schools. At present, there are approximately 200 private schools in B.C., ranging in size from a dozen students to those enrolling several hundred students. Approximately, 70 of these schools offer a Grade XII program.

The Ministry of Education (Independent Schools Division) categorizes independent schools into three categories. They include:--

a) GROUP II SCHOOLS

These schools receive 30% funding based on an FTE count for Canadians and Landed Immigrants enrolled. They must teach the B.C. approved school curriculum and they are fully inspected by the Ministry.

b) GROUP I SCHOOLS

These schools receive 9% funding (as above). They are not required to teach the B.C. curriculum and apparently most of them do not. These schools are inspected only for facilities, safety, health and space and to qualify for funding, they must ensure that they are not fostering political, religious, or social intolerance. The Ministry does not monitor these schools and approval for funding is given provided there is no evidence that they contravene the above.

c) NON-FUNDED SCHOOLS

All schools in this category are eligible for registration and allocation of textbooks from the Ministry. Some of these schools do operate on the Ministry's curriculum.

The list of schools in each category has been requested from the Ministry. They have agreed to provide such lists.

The major concern in the Admissions Office is the ease with which a new private school can be established, and be allowed to teach the Provincial Curriculum without any inspection. Four such schools have been set up in the last twelve months and there have been several enquiries from individuals considering such a project.

The following suggestions are presented for discussion:--

- 1) Continue the existing policy of recognizing all schools teaching the B.C. Curriculum and closely monitor the progress of all students entering from private schools. Those schools that prove to be providing inadequate preparation for success in first year will be advised that their program will no longer be accepted by SFU.
- 2) Accept graduates from Group II schools only.
- 3) Accept Group II schools without condition and

Group I and non-funded schools conditionally and establish an internal review based on academic success of entering students.

- 4) Reserve making a decision until we have an opportunity to review the private school lists being provided by the Ministry.

Attach.
ACM:bc

EXTERNAL EVALUATION OF INDEPENDENT SCHOOLS
IN BRITISH COLUMBIA

APPENDIX-A

I Preamble:

In 1977 the Legislature of British Columbia enacted the School Support (Independent) Act which for the first time in over 105 years provided for public funding support to independent denominational and non-denominational schools in the province. Schools are classified by the Inspector of Independent Schools as Group 1 or Group 2 schools for support grant purposes.

Group 1 classified schools satisfy minimum requirements as set out in Section 5, School Support (Independent) Act. They obtain as a grant for each "qualifying" pupil 9% of the operating cost per pupil of the public school district in which the independent school is located. Group 2 classified schools not only satisfy the minimum requirements, but also the additional provisions of Section 6, School Support (Independent) Act. These relate to curriculum, time allotments, school operation and administration, and teacher certification. The level of funding for these schools for each "qualifying" pupil is increased to 30% of the operating cost per pupil of the public school district in which the school is located.

The Inspector of Independent Schools appoints External Evaluation Committees to assist in the classification of independent schools. He names the members and prescribes their duties.

II Function of External Evaluation Committees:

The work of the E.E.C. provides confirmation that the criteria for funding set forth in the SS(I) Act are being met by the schools receiving government support. It confirms that these schools are serving their pupils and the public interest in a manner which merits public support.

III Structure of External Evaluation Committees:

The assignment of the E.E.C. determines its size and composition. Committee sizes vary from one-member committees evaluating kindergartens and special education programs to six members required to evaluate large elementary-secondary schools.

The formulation of E.E.C.'s is outlined in the following table:

TABLE I

Composition of External Evaluation Committees According to Size and Assignment

<u>Committee</u>	<u>No. of Members</u>	<u>Structure</u>	<u>Assignment</u>
#1	1	Education Consultant	Special Assignment
#2	3	Chairman Primary Specialist Intermediate Specialist	Elementary or Small Elementary-Junior Sec. Schools K-IX
#3	4	Chairman Secondary Consultant Sec. Subject Specialists(2)	Junior-Secondary Schools Senior-Secondary Schools Junior-Senior-Sec. Schools
#4	6	Chairman Secondary Consultant Primary Specialist Intermediate Specialist Sec. Subject Specialists(2)	Elementary - Secondary Schools K-XII

The Chairmen of E.E.C.'s have so far been chosen from a select list of recently-retired Superintendents, Assistant Superintendents, and Directors of Instruction. Secondary Consultants have so far been either former Assistant Superintendents of Schools, or former Directors of Instruction with acknowledged expertise and experience in secondary education.

Elementary Primary and Intermediate Specialists, and Secondary School Subject Specialists are seconded from the various independent schools in the province under a co-operative arrangement through the Federation of Independent School Associations (FISA).

The size of the school and the circumstance determines the time devoted to the external evaluation of a school. An E.E.C. currently spends one to two days for the evaluation and reporting on an elementary school, and three days for most other types of schools.

IV Process and Procedure:

Prior to an external evaluation of a school, the Inspector or his staff examines the annual data submitted by the school to determine whether the reported information satisfies the criteria for funding at the Group 2 classification level. The E.E.C. reviews the data and the conclusions of the Office of the Inspector of Independent Schools before visiting the school. The committee uses the data to gain an understanding of the school and confirms through its visit that the reported school information accurately reflects the current school situation.

In the evaluation process of a large elementary-secondary or secondary school, the Secondary Consultant visits the school several days prior to the visit of the E.E.C. On this visit the Consultant tours the school, obtains additional information from the principal, and reviews the "Catalogue of School Data" with him. The "Catalogue of School Data", which is completed by the principal, contains greater detail on school organization and operation to supplement material already available to the E.E.C. The Consultant, with his most recent and direct knowledge of the school, is a resource person to the E.E.C.

The E.E.C. plans, where possible, to meet briefly with the staff before visiting classrooms. This practice affords an opportunity for the school staff to meet committee members, to "break the ice", and to resolve any difficulties or concerns about the external evaluation.

During the evaluation period at the school it is helpful for the committee to have a small room or private area available to them where members may meet to consult.

The School Support (Independent) Act requires the "authority" to agree to assist the E.E.C. to examine and assess programs, operations and administration in the school. This assistance involves making available information and records to the Chairman of the E.E.C., and providing access to classrooms during instruction, and to other areas of the school. The committee members, therefore, examine records, visit classrooms and discuss items with personnel within the school.

In general the committee examination determines whether the established curriculum complies with the minimum instructional time requirements in the course subject areas under evaluation. Independent School Circular #12 outlines these time requirements. For Elementary Schools the requirement is 80% of the "target time" stated in the Administrative Handbook for Elementary and Secondary Schools. In the Secondary Schools the requirement is 100 hours per year for each course. There are special circumstances, however, in some schools and the Inspector exercises discretionary authority on the merits of the situation within reasonable limits.

The committee determines whether pupil progress is demonstrated in the various course subject areas by an adequate testing program. Through classroom visitations, committee members gain a feel for the school and a broad understanding of how the school's programs are implemented.

The committee assesses the programs, operations and administration to determine their appropriateness and effectiveness and to confirm that they correspond with the paper information available to the Inspector. This assessment involves the examination of the timetable, pupil records, school regulations and practices, and

teacher assignments and qualifications. The committee also reviews teacher certification information to ensure compliance with Section 6(e), SS(1) Act.

Although external evaluations may be scheduled at any time, there are two main external evaluation periods. The first period is in November. At that time schools are well into their programs and have their operational practices in place. The routine series of regular external evaluations are usually scheduled during this period. There is a second evaluation period in March. The number of schools evaluated in this period depends on available funds at the time. Current practice affords external evaluation preference to new schools, and the interim re-evaluation of schools whose continued Group 2 classification is subject to certain changes being made within a stated time span.

Present schedules provide for the external evaluation of Group 2 classified schools at least once in a four-year period. In the interim the Inspector or his appointee visits the school periodically in a monitoring process to review the annual data submitted, discuss concerns with the principal and/or staff, and answer questions on any matters pertaining to the SS(1) Act.

V External Evaluation Committee Report:

At the conclusion of the external evaluation period the E.E.C. prepares a report to the Inspector of Independent Schools. This report outlines the observations of the committee on the items in Sections 5 and 6, SS(1) Act. These observations must be first-hand observations and must not include indirect observations made on the basis of hearsay remarks. The report carefully avoids making reference to individual teachers. Teacher evaluation is not the purpose of the external evaluation process. The chief purpose is to assist the Inspector in determining the classification level.

Although the report is to the Inspector (and the committee is not at liberty to divulge the substance of the report before submission to the Inspector), staffs are often anxious to obtain some of the committee's impressions about the school before it leaves. The Inspector encourages committees to meet with staffs when it is feasible, to answer questions, and to discuss items of the staff's concern before the committee departs from the school.

VI Action Following the Report:

The Inspector reviews the report of the E.E.C., and arranges to share the contents with the interested parties. The report is a confidential document but the Inspector normally provides a copy to the authority. The authority in turn may then

arrange for the school principal to review it.

The Inspector usually meets, a month or two after the evaluation, with school trustees or authorities, the principal, and sometimes teachers to review the report, answer questions, offer educational advice, and receive feedback on the evaluation process. If the authority, on behalf of the principal and staff, requests a professional meeting to discuss aspects of the report, the Inspector invites the Chairman of the E.E.C., and any available committee members to meet with him and the professional staff of the school. At such a meeting free discussion on a professional level is encouraged, but no written records are kept of the discussion.

VII Outcomes of Independent School Evaluations:

The fundamental purpose of external evaluations is to assure the Minister of Education and the public that schools in receipt of public funding satisfy the provisions of the School Support (Independent) Act. The evaluations will also, in many cases, provide an external view which should assist school authorities in their efforts to achieve educational excellence.

VIII Postscript:

Other Evaluations

Because of the restricted nature of their task, External Evaluation Committees sometimes do not fully meet the expectations or fulfil the hopes of school authorities and staffs. Part of the reason for writing a description of the evaluation process has been to assist authorities, principals, and teachers to have realistic expectations about the outcome.

From a professional point of view, it would be highly desirable periodically for every school to contract for an external evaluation on its own terms, to choose its own evaluators, and to specify the kind of evaluation desired. Such evaluations could be in-depth "formative" investigations of certain subject areas, or of organizational aspects of the schools, or of the total school program. Evaluations of this kind, while expensive, need not be joltingly so.

Consideration may also be given to intensive self-evaluation by schools, using some formal method such as that outlined in the elementary school self-assessment booklets and secondary school accreditation booklets available from the Ministry of Education.

While voluntarily undertaken evaluations of a 'formative' design are by far the most useful in attaining excellence in schools, all those connected with external evaluations conducted through the Office of the Inspector of Independent Schools nevertheless hope that their efforts will be of some limited educational value in addition to fulfilling the more mundane purposes of classifying schools for grant purposes. The purpose of the School Support (Independent) Act is, after all, to assist in developing and maintaining high quality education in a wide variety of good schools throughout beautiful British Columbia. External evaluations of independent schools by government-appointed committees are not intended, nor should they ever be intended in the future, to inhibit the schools' legitimate work, but only to meet legal requirements and to assist responsible, independent teachers to contribute freely and competently to the common good in ways which their compassion and consciences lead them.

MEMORANDUM

To..... SENATE

From..... SENATE UNDERGRADUATE

..... ADMISSIONS BOARD

Subject..... PROPOSED ENGLISH AS A SECOND
LANGUAGE TESTING AND REMEDIAL
PROGRAM

Date..... 20TH JANUARY, 1983

Action undertaken by the Senate Undergraduate Admissions Board at its meeting of January 19, 1983, gives rise to the following motion:--

MOTION: "That Senate approve and recommend approval to the Board of Governors, as set forth in S.83-26

That an ESL Testing and Remedial Program be established in cooperation with Douglas College as per the attached SUAB proposal."

It is intended that SUAB, along with any appropriate resource people selected by SUAB, be responsible for working with Douglas College in establishing the ESL Program. The SUAB will be responsible for the ongoing operation of the program and will submit a report to Senate following the first full year of operation. It is intended that SUAB also will identify to Senate testing and program details yet to be established.

SIMON FRASER UNIVERSITY

MEMORANDUM

o..... SENATE UNDERGRADUATE ADMISSIONS.....
..... BOARD.....
Subject... ESL ASSESSMENT PROGRAM - SUAB.100....

From... ALAN C. McMILLAN.....
..... SECRETARY, S.U.A.B.....
Date.... 19TH JANUARY, 1983.....

The International Student policy passed by Senate in June, 1982, included approval in principle of the requirement for non-native speakers of English to take ESL testing and remedial study. The motion passed by Senate states that:--

" Beginning in May, 1983, international students who are not native speakers of English will be required to take a special English language proficiency test in the week before classes begin. Based on the results of the test, students may be required to undertake, and successfully complete, remedial work in English. This may be provided by Simon Fraser University or by other institutions. All costs of this program will be recovered from the students involved through fees.

The University will continue to use the TOEFL as a screening device. Consideration will be given to modifying the criteria used in evaluating the scores on the test. "

The process used by SUAB in selecting a proposal involved reviewing submissions by Vancouver Community College (King Edward Campus), the University of British Columbia and Douglas College. The Committee also invited Dr. G. Sampson of the Faculty of Education and Dr. E.R. Colhoun of the Department of Languages, Literatures and Linguistics, to review each proposal and discuss the merits of each with the Board.

Following an extensive review and discussion of each proposal, it was the unanimous opinion of the resource people and the Board that the Douglas College proposal was best suited to our perceived needs.

FEATURES

A summary of those features in the Douglas College proposal that were identified as important in establishing our Program included:--

- i) the use of diagnostic tests;
- ii) a series of courses to deal with different levels of ability;
- iii) the opportunity for the client (ie: SFU) to have input into course development;
- iv) clearly defined objectives;
- v) a needs analysis;
- vi) a familiarity with current curriculum development in the area;
- vii) taking a developmental approach and making adjustments as we progress.

TESTING

The ESL test will be administered each semester to all new undergraduate International students for whom the Test of English as a Foreign Language (TOEFL) is a requirement for admission. This test will not substitute for the TOEFL, which will continue to be required before admission is granted. An International student is defined as one who holds either a "student authorization (visa)", a "visitor's visa", or has not provided a visa status on the application form.

Students will be encouraged to write the test prior to in-person registration, or pre-registration if possible. This will allow time for publication of these test results which will determine the academic course load allowed. Testing also will be conducted in the first week of classes for the late arrivals. Students may be required to alter their registration status after their test results are known.

The test results will determine whether or not a student will be required to register for the Remedial Program and under what conditions.

The Remedial Program will require that a student register:--

- a) in full time remedial program for one semester,

OR

- b) in a part-time remedial program for one semester and a part-time academic load.

Some students will be identified, through the results of the Test, as having sufficient skills to allow them to enrol in full time academic work. Any of these students, or any admitted prior to Fall, 1983, who wish to enrol in the Remedial Program on a voluntary basis, will be allowed to do so only if space is available.

Those students who are required to register in the Remedial Program (part-time, or full-time) must do so in their first semester at SFU. They will be expected to complete the Remedial Program in one semester. In exceptional cases where a student is unable to achieve satisfactory results after one semester, the SUAB may consider a one semester extension.

If the results indicate that the student is unlikely to achieve an acceptable level of proficiency following one semester (two semesters in exceptional cases) of Remedial Study, the SUAB will have the authority to withdraw the student from the University for one academic year.

OPERATION

The ESL Program will operate on a cost recovery basis. Other aspects of the operation of the program will be determined once Senate approval is granted and further discussions with Douglas College have been conducted. Those discussions will involve such topics as:--

- 1) Registration fees for Testing and Remedial Work. (Douglas estimates the cost at \$75

to \$100 per credit where a full time upgrading program would be 12 credits and one course, 3 credits).

- 2) Location for Testing and Remedial Program.
- 3) Determination of achievement levels on the Test and the Remedial Program.

Attach.
ACM:bc

September 7, 1982

Mr. Alan C. McMillan
Director of Admissions
Simon Fraser University
Burnaby, B.C.
V5A 1S6

Dear Mr. McMillan:

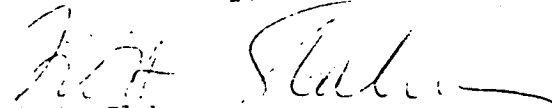
As I suggested I would do in August, here is a more detailed proposal to deal with the university's ESL international students' assessment in 1983.

This proposal is concerned with the assessment process and the upgrading program structure. The question of cost estimates and fee structures for the assessment testing and upgrading program to be initiated in 1983 are an objective of this proposal. However, information from the field indicates that student fees could run from \$75.00 to \$100.00 per "credit" where a full-time upgrading program would be no more than 12 "credits" and a "course" would be valued at three "credits".

These figures are best-guesses in 1982 dollars. Variables such as program structure will affect final costing.

I hope you find this proposal acceptable. I anticipate hearing from you by return.

Yours sincerely,



Scott Glabus
Instructor, ESL
Community Programs &
Services Division

SG/be

cc J. Doerr

Enclosure

PROPOSAL

English Assessment Testing and Upgrading Programs for ESL International Students Admitted to Simon Fraser University.

ORIGINATOR

ESL/Instructional Services Department
Community Programs and Services Division
Douglas College
P.O. Box 2503
New Westminster, B.C.
V3L 5B2

CONTACT

Scott Glabus
Telephone: 524-0371, Local 24

THE PROBLEM

Simon Fraser University currently admits ESL International students on the dual basis of their (a) academic standing and (b) performance on the Test of English as a Foreign Language (TOEFL). While the TOEFL test is widely used as an entry discriminator by post-secondary institutions, any student's ability to meet an institution's score requirement does not guarantee success in that educational setting. It appears that there are skills that a successful post-secondary student needs which the TOEFL does not measure.

ESL International students entering SFU without these skills impair the efficiency of the institution as well as endangering their own academic survival.

Simon Fraser University has no means of identifying which, if any, ESL International students admitted to the university are, in spite of acceptable academic standings and TOEFL scores, likely to have trouble meeting the university's standards of academic performance.

In addition, there are no services available within SFU for the support and development of ESL international students' English proficiency, socio-linguistic skills and related academic skills.

PURPOSES OF THE PROJECT

This project has two central purposes. The first purpose is to develop an English and socio-linguistic skills assessment instrument. This instrument will be capable of identifying ESL students' skill deficiencies which will interfere with their successful academic participation in the university.

The administrative result of this assessment will be a recommendation on each student to the university as to the mix of university credit and upgrading courses each international student should carry.

The second purpose of the project is to develop a skills upgrading curriculum and program structure to meet international students' needs as they have been identified by the assessment instrument.

This assessment service and upgrading program will operate on a cost-recovery basis with no direct cost to the university.

PROJECT OBJECTIVES

By December 31, 1982:

- survey university teachers and international students on their subjective perceptions of why international students may not be academically successful.
- identify the standards of English and socio-linguistic acceptability used by teachers in evaluating students' academic performance.
- compile information on current testing and upgrading practices at other Canadian universities.
- review the academic performance of international students in previous years in order to profile students who are more likely to receive poor evaluations of their academic performance notwithstanding their having met the university's formal entry requirements.

By April 30, 1983:

- on the basis of the information gathered above, prepare and validate an assessment instrument.
- recommend a process for administering the assessment instrument including the liaison and reporting mechanisms between the college and university on credit and upgrading course recommendations.
- propose the curriculum and structure of the upgrading programs; prepare cost estimates and fee schedules for the upgrading program as well as predicting student participation rates.
- propose a research design for a follow-up study on the assessment instrument and upgrading program.
- arrange for information sessions on this assessment test and upgrading program to be open to university teachers and staff who are in contact with and who evaluate the performance of ESL international students.

BUDGET

Coordination/administrative liaison/costing/ preparation of fee schedules/overhead	\$ 1,000.00
Research/preparation of test instrument/ validation of instrument/upgrading program proposal/follow-up research design	6,270.00
Information sessions for university teachers and staff (2 @ \$150.00)	<u>300.00</u>
TOTAL	\$ 7,570.00

11715 224th Street
Maple Ridge
British Columbia
Canada V3L 5B2

December 10, 1982

Mr. Alan C. McMillan
Director of Admissions
Simon Fraser University
Burnaby, B.C.
V5A 1S6

Dear Mr. McMillan:

Further to our telephone conversation of November 30, 1982, I enclose our Douglas College Calendar descriptions of courses which we currently offer to ESL students bound for post-secondary institutions.

For the information of the Student Undergraduate Admissions Board, ENG 130 - Expository Writing already carries three transfer credits to SFU's ENG 101.

ESL 141 is the ESL equivalent of our English Department's ENG 120/121- Writing Skills - a remedial course for native-English speakers. These courses meet one of BCIT's entry requirements in English.

ESL 142 is the equivalent of the College's Reading and Study Skills Department's RRS 100/102- Introductory Reading Skills and Reading Skills for College. We offer these three courses above to ESL students in separate sections to accommodate these students' special problems and special needs.

Our other courses, ESL 138- Listening and Pronunciation Problems, ESL 139 - Participation Skills and ESL 140 - College Preparation round out a program that we have seen to be appropriate to prepare ESL students for success at the post-secondary level.

The purpose of making these course descriptions available to SUAB is to make sure that the Committee is aware that we at Douglas College are now programming successfully for ESL speakers resident in our region. Should we be asked to undertake Simon Fraser's upgrading programming for foreign students, our experience in this area, as well as our faculty's experience with foreign students in other institutions, will inform our programming decisions for SFU.

I would like to also point out that although our proposal for research leading to test development is rather bald, we do have a very good idea of just what language problems foreign students face in a university setting. However, we need to know the breadth and depth of these students' problems at Simon Fraser

...2

Mr. Alan C. McMillan
Page 2
December 10, 1982

before we will know how to go about alleviating difficulties. This is why we have proposed a research program which will look also at the difference in social and cultural expectations at the interface between foreign students and the faculty members responsible for evaluating their performance.

We would like to be able to confirm our hypothesis that the difficulties which foreign students face are related to academic behaviours which are different in kind from the language skills measured by the TOEFL, the ELA or any other primarily language-based proficiency estimator. Academic behaviours, here refers to such things as extended prose or verbal argument, interpersonal communication in a seminar setting, or critical reading skills.

Let me emphasize that we would not necessarily anticipate applying our current programming wholesale to the problems of foreign students at SFU. Rather, in the interests of economy and efficiency, we are anticipating that we would "cannibalize" these existing courses to put together a modular upgrading program able to meet the high priority academic needs of SFU's foreign students. However, such program planning is, of course, subject to our two institutions' agreement as well as to the results of the research project which may well bring to light some needs of foreign students at SFU which are distinctly different from those of our current, resident ESL speakers.

Finally, our original proposal assumed that a researcher/program designer would work over 8 months on this project. The project can be equally done by two people working over 4 months or so beginning in January.

Regarding your question as to our preferred location for this programming, it seems to us that the major determinants of the decision will be the students' access to transportation and the university's space availability. We have a good deal of space available at our new campus at 700 Royal Avenue should your decision be to go off campus.

Thank you for your attention.

Sincerely,



Scott Glabus 520-5463
Instructor - ESL
Community Programs & Services
Division

cc J. Doerr, Dean

SG/be 520-5400

Enclosure

ESL COURSE OFFERINGS
DOUGLAS COLLEGE 1982 - 1983

Course Number: ESL 138

Descriptive Title: Listening and Pronunciation Problems in Canadian English for Students of English as a Second Language

Catalogue Description:

This course is for registered College students and other adults who wish to improve their understanding and pronunciation of spoken English. The course explores problems in spoken English which contribute to difficulties in understanding or being understood. Students will practice using the sound system of Canadian English, phrasing, syllable reduction, stress and intonation. Students will learn and use phonetic symbols. The instructor will be available for remediation and advice during weekly lab sessions.

Course Number: ESL 139

Descriptive Title: Discussion and Participation Skills for Students of English as a Second Language

Catalogue Description:

This course is for registered College students and other adults who wish to increase their understanding of spoken English in lectures, seminars and other formal presentations as well as their ability to participate in formal and informal discussions in classrooms and meetings. The course teaches how English is used to explain, to make points and to argue. Students will practice: questioning, stating a position with supporting data, interrupting, closing, reiterating, compromising, conceding and making formal presentations. Recommended for students for whom English is a Second Language and who have no major pronunciation problems.

Course Number: ESL 140

Descriptive Title: College Preparation for Students of English as a Second Language

Catalogue Description:

An intensive course (10 hours weekly), for students wishing to upgrade their language skills for the purpose of: (1) entering the work force at a level matching their previous job training or (2) entering university transfer, career or vocational courses. Students will review English grammar and sentence structure, and will practice reading, writing, and study skills. Study skills include orientation to students' role in the learning environment.

Course Number: ESL 141

Descriptive Title: Writing Skills for Students of English as a Second Language

Catalogue Description:

This is a paragraph writing course stressing the remediation of error characteristics of students of English as a Second Language. Students will review and practice sentence structure, grammar, punctuation, vocabulary and paragraph development. An introduction to essay writing is also included. This course is designed for students with experience in writing English.

Course Number: ESL 142

Descriptive Title: Reading Skills for Students of English as a Second Language

Catalogue Description:

This course is designed for ESL students wishing to improve their reading speed and comprehension. Students will practice skimming and scanning, reading critically, and analyzing information.

Course Number: ENG 130

Descriptive Title: Special Section of Expository Writing (Limited to students for whom English is a Second Language)

Catalogue Description:

This course, designed especially for ESL students, includes an in-depth study of various expository writing forms. The primary emphasis will be placed on the writing of essays which apply the critical and analytical concepts studied in the course. The secondary emphasis will be placed on remediation of ESL problems. The development of the study skills necessary for successful college-level writing will also be stressed.