

## SIMON FRASER UNIVERSITY

## OFFICE OF THE VICE-PRESIDENT, ACADEMIC

## MEMORANDUM

To: Senate

From: D. Gagan, Chair *AC & DPG*  
Senate Committee on Academic Planning

Subject: Proposed Diverse Qualifications  
Undergraduate Admission Policy

Date: March 14, 1996

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Action undertaken at the meeting of the Senate Committee on Academic Planning on March 13, 1996 gives rise to the following motion:

## Motion:

"That Senate approve and recommend to the Board of Governors as set forth in S.96 - 28, the proposed policy on undergraduate admissions, for a trial period from Spring Semester 1997 until Fall Semester 1999, with a review to occur in 1998, as described in the attached paper 'Diverse Qualifications Undergraduate Admission Policy' and that an appropriate committee be established for the adjudication of this policy."

## Motion (as amended)

"that Senate approve and recommend to the Board of Governors as set forth in S.96-28, the proposed policy on undergraduate admissions, for a trial period from Spring Semester 1997 until Fall Semester 1999, with a review by SCAP with report to Senate to occur in Summer Semester 1998 before the policy, as described in the attached paper 'Diverse Qualifications Undergraduate Admission Policy' continues, and that an appropriate committee be established for the adjudication of this policy"

Memo from Nick Heath  
Director of Admissions  
Simon Fraser University

To: Alison Watt, Secretary, SCAP

Date: December 20, 1995

**Subject: Attached admission proposal from SUAB**

SUAB was instructed by Senate to route this through SCAP, if re-submitting it to Senate. For this reason I request that you place this item on a SCAP agenda as soon as it convenient.

Judith Osborne has reviewed this material and feels that it is ready for the Committee's consideration. However, should there be any need to refer the matter back, you should be aware that SUAB is now dissolved. I suppose SCUS would be the appropriate body, in that event.

copy: Ron Heath, Judith Osborne

nh Dec 95

# Simon Fraser University

To: SCAP  
From: Nick Heath, Director of Admissions

Date: December 20, 1995

**Subject: Diverse Qualifications Undergraduate Admission Policy - Proposed**

## Proposed Motion:

*That Senate consider and approve the proposed policy on undergraduate admissions, for a trial period from Spring Semester 1997 until Fall semester 1999, with a review to occur in 1998, as described in the attached paper 'Diverse Qualifications Undergraduate Admission Policy' and that an appropriate committee be established for the adjudication of this policy.*

## Background

Discussions began within SUAB in February 1994. A proposal was drafted and was considered by Senate at its 19 September 1994 meeting. In the related debate, opinion on the proposal was divided. Some Senators felt that wider discussion of the proposal within the University was desirable before a decision was taken. Accordingly, the proposal was referred back to SUAB, with instruction to consult widely.

SUAB has carried out its task, collecting 54 written submissions from within the SFU community and 17 from school principals and counsellors from outside the university. SUAB has considered each submission and has made changes to the proposal as a result of the comments received. On October 17 1995, SUAB approved by majority vote the following motion:

*That SUAB consider and approve the attached proposal to introduce a Diverse Qualifications Admission Policy on a pilot basis, as described in SUAB 275 and recommend it to Senate for consideration and approval*

In September 1994, Senate stipulated that, if the proposal were to be re-submitted, it should first be routed through SCAP. It is for this reason that the document is now submitted for SCAP's consideration, with the expectation that SCAP will approve it and forward it to Senate.

## Rationale

Since 1988, the University has been selecting its new students from among the pool of qualified applicants, using a single criterion, academic merit, as expressed by the applicant's gpa. A consequence of this policy is to exclude some outstanding, qualified applicants, whose qualities are not apparent from their gpas. These qualities could include other forms of academic or creative achievement (e.g. publications), community service and athletic or artistic ability. While the University must continue to stress the importance of encouraging the highest levels of scholarship, the decisions made at the margin are based on minute differences in gpa and cannot be reliably attributed to real differences in performance. A grade average difference of only 1% will separate those admitted from those turned away, yet the measurement error in provincial exams is reported by the Ministry of Education to be 4%.

Representatives of B.C.'s secondary school system have frequently commented negatively on the University's apparent indifference to some of the outstanding qualities and achievements of their graduates. Class Presidents, Valedictorians, musicians and Olympic medallists have to be concerned about the elevated averages needed for entry to SFU (recently approx. 78% from BC Grade 12, with 67% the theoretical floor gpa). School principals report that one consequence of these elevated averages is lower participation in school activities, and a chilling effect on those who might otherwise take academic risks or heavier-than-normal course loads.

Many applicants need to work part-time because of the economic plight of their families. A great number of applicants to the University, especially transfer students and degree holders, have not only family responsibilities but might also have significant professional, political or community involvement. The current process makes no allowance for the special situations of these accomplished, mature learners.

A single admission criterion, while 'efficient,' is not necessarily fair in its distribution of university places. More 'holistic' approaches are common, even within this University. For example, selections for Education's PDP, and certain other limited undergraduate programs, as well as all graduate programs, involve more diverse criteria than gpa alone.

Resource limitations face all units in the University and a full-scale adoption of broader admission criteria for every new undergraduate student would have a heavy price tag. The current proposal attempts at a reasonable compromise between cost (very modest) and benefit. The benefit, however, is mostly un-quantifiable, being in the form of improved public and community image, enhanced activity by the student body and a more diverse student body..

The only university in Canada which is known to have similar policy for general admission is the University of Guelph, but many other universities, most technical institutions and most colleges take into account a range of factors in determining whom to admit to specific programs. For example the University of British Columbia has adopted a similar policy for admissions to the Faculty of Forestry and is considering the policy for other faculties. Guelph's experience is reported to have been very positive and measurement of student performance following adoption of the policy showed no adverse impact on performance levels.

#### **Note: on "special" admission**

Some members of the community have incorrectly interpreted the proposed policy as a form of affirmative action, by which under-qualified applicants are given an opportunity to enter under controlled conditions. It is important to recognize that only applicants who already meet university entrance requirements, as established by Senate, will be considered. This will mean that a Grade 12 student who has an average of 70% or a degree holder with a 2.60 average and who has some outstanding attributes will stand a reasonable chance of being admitted directly to SFU. Under present policies, this student stands little chance, yet might be a better candidate overall than one who is admitted.

## **Diverse Qualifications Undergraduate Admission Policy**

### **Summary**

The policy proposes that 10% of undergraduate students newly admitted to the University shall be admitted on the basis of Diverse Qualifications.

### **Purpose**

The purpose of the policy is to encourage applicants to participate in a broad range of activities and services to society, through recognizing in the admission process their achievements and contributions. This recognition must not have a negative effect on academic performance of students at the university. Rather, it should promote an enrichment of the university environment by encouraging applicants to focus less narrowly on course work and promote a broader appreciation of worthwhile intellectual, and socially-responsible activities or pursuits.

### **Policy statement and principles**

Simon Fraser University seeks to admit not only applicants who are academically very well-qualified but also those who meet minimum admission standards and have

- demonstrated commitment and/or excellence in other endeavours
- and/or • presented a clear and valid reason for attending Simon Fraser University
- and/or • have succeeded in their studies in spite of difficult circumstances.

#### **1. Name**

The name of the policy shall be the Diverse Qualifications Undergraduate Admission Policy.

#### **2. The policy shall not alter the trimester nature of the admission process or the proportions of new students drawn from the various entry groups**

Senate has approved admission targets for each semester, broken down into three broad groups and into Science and non-Science faculties. These targets and the resulting mix should not be changed as a result of this policy. The policy must provide an opportunity for prospective new students entering any semester, regardless of origin, goals or age.

#### **3. The policy shall apply to all general university admissions, unless a faculty (having separate admission requirements and targets) wishes to opt out**

General university admission is currently broken down into two broad groups : non-Science (APSC, ARTS, BUS, EDUC) and Science. The policy may be applied to all faculties or only to one or other of these two groups, as Senate wishes.

**4. Two methods of determining admission shall be used**

- 1) Normal academic qualifications, (i.e. the gpa or percent average based on the secondary or post-secondary record) and
- 2) a combination of academic qualifications and Diverse Qualifications.

(Currently, only academic qualifications are used, and qualified applicants are ranked accordingly by descending gpa. Offers are made in descending rank order until all available places are filled.)

**5. Academic qualifications alone shall be used for most decisions**

Initially, it is recommended that 90% of admission decisions be based on academic criteria alone, leaving the remaining 10% to be determined under the Diverse Qualifications Policy. These proportions should be reviewed, based on experience and might change over time.

For 95/96, this would give the following totals:

|                                           |                   |
|-------------------------------------------|-------------------|
| Admitted on Academic qualifications alone | 4185 new students |
| Admitted under Diverse Qualifications     | 465 new students  |
| Total planned admissions                  | 4650 new students |

**6. The Policy shall recognize demonstrated excellence and the applicant's reasons for believing that s/he will be successful**

- Demonstrated excellence may be in a number of fields (e.g. academic, social, athletic, artistic, professional);
- Reasons for success might be prior success in the face of difficult circumstances (physical, psychological, social or economic) or an unusually high level of motivation.

**7. The Policy shall be applied only if the candidate meets the published admission requirements**

An applicant whose gpa is below the published minimum, who lacks the required English test score, who has insufficient credit for admission or in any other way has failed to meet the minimum requirements for admissions set by Senate shall be ineligible for consideration under the Policy. Consequently, only those who are otherwise 'turnaways' from the University shall be considered.

**8. Applicant information shall be voluntary and self-reported**

Applicants may choose whether or not they wish to provide detailed personal information for consideration under the Policy. A Personal Information Profile (PIP) may be submitted giving the following information:

- a 250 word statement of the reasons for wishing to attend Simon Fraser University and why success is likely;
- a summary of notable activities and achievements;
- the names and addresses of two persons who could verify the information.
- At least one letter of reference.

This information shall be taken into considered in the adjudication process.

**9. Adjudication and Appeals**

Adjudication shall be by a specially selected joint committee of the faculties. The University shall establish a such a committee. A suggested structure is given in Appendix 4. The Committee to Review Undergraduate Admissions shall continue to hear admissions appeals, where there are significant special circumstances.

**10. Scoring**

Scoring of PIPs shall be holistic. Guidelines should be used to achieve reasonable consistency in the ranking of candidates. (See Appendix 2). The adjudication committee will be expected to refine these guidelines in the light of experience.

**11. Interviews**

Candidates will not be interviewed. Given the difficult logistics and low reliability of interviews, these are believed to be not worthwhile.

**12. Review period**

The policy shall be in place initially for three years, starting Spring Semester 1997, with a review by SCAP with a report to Senate to occur in Summer Semester 1998 before the policy continues. If the policy is not renewed, it will lapse after Fall semester 1999. The policy may be renewed for two year periods, with review at the end of every other year (i.e. 2000 etc.)

**Procedure**

All applicants shall be invited to submit a Personal Information Profile with their applications. Submission of the PIP shall be voluntary. It shall be made clear to applicants that reference will be made to the PIP only for determining admission cases, under the Diverse Qualifications Admission Policy. Further, applicants shall be advised that admission under the Policy is limited to 10% of admissions and that those to be considered must meet minimum university entrance requirements. Applicants who feel that their applications might be marginal should submit a Personal Information Profile. University staff may offer general advice on the desirability of submitting a Personal Information Profile, but will not give specific advice prior to a formal assessment of admissibility.

Applicants must submit the Personal Information Profile by the deadline for submitting an application for admission. The University will not accept late submissions or changes.

The Personal Information Profile is recorded as a received admission document by the Office of the Registrar and filed, retained temporarily and eventually destroyed according to the Registrar's document retention schedule (usually 12 months).

Applications shall be assessed, as at present, on academic qualifications, and offers made to fill 90% of the target for that semester. Normally, this will be achieved before

the following dates:

|            |                     |
|------------|---------------------|
| 5 August   | Fall applications   |
| 5 December | Spring applications |
| 5 April    | Summer applications |

The release of new and continuing student to the registration system is usually complete by the above dates. Typically, the admission target is adjusted after analysis of the registration data. Consequently, by these dates, the admission gpa (sometimes referred to as the 'cut-off gpa') will be known for that semester, even though not all decisions will have been made.

All applicants whose applications are complete and who are technically admissible, but who have not been selected because their admission gpa falls below the 'cut-off gpa', (i.e. currently coded as 'DL' - Deferred Limited Enrolment) shall compete for the remaining 10% of places. This pool of applicants is the total number of remaining qualified applicants and it shall include both those who have and who have not submitted a Personal Information Profile.

Scoring, ranking and selection of applicants should take place within approximately 10 days, with admission offers released around the following dates:

|             |                     |
|-------------|---------------------|
| 15 August   | Fall applications   |
| 15 December | Spring applications |
| 15 April    | Summer applications |

Registration prospects for those selected and offered admission will be reduced compared with those admitted under academic qualifications alone. It is not easy to correct this unless all offers are processed earlier or if scoring for all Personal Information Profiles is done on receipt. If so, a much larger number of Profiles must be scored, because the initial admission decision will not yet be determined. Hence delaying the scoring greatly reduces the number of applicants' PIPs to be scored, because most will be admitted on academic qualifications alone.

### **Adjudication of applications**

When the Director of Admissions has determined the number of offers to be made under the Policy for a particular admission group and has determined the admission gpa for the semester, the following must happen in the time frame indicated:

- 1) Score the Personal Information Profiles for all Deferred Limited Enrolment applicants - (time required 5 days);
- 2) Rank the Deferred Limited Enrolment applicants by Basis of Admission using the admission GPA (time required 0.5 day);
- 3) The adjudication committee meets and determines new rankings (1 day)
- 4) Director of Admissions makes sufficient offers to fill the remaining places - (time required 5 days).

**Adjudication of ranked candidates**

A small adjudication committee, consisting of representatives from each faculty and from the student body, is suggested (See Appendix 4). If the scoring and ranking have taken place prior to the meeting of the committee, the time spent on adjudication can be minimized and the committee can focus on marginal cases, exceptions and a review of outcomes.

**Appeals**

The Committee to Review Undergraduate Admissions adjudicates appeals, where there are special circumstances.

**Implementation Date**

Diverse Qualifications Admissions will start with admissions for Spring 1997.

## Appendix 1

(Note that this Profile may be developed in paper form and/or as an electronic form for use on the World-Wide-Web)

### Personal Information Profile (Draft)

Surname (Last or family name) \_\_\_\_\_ Given names \_\_\_\_\_

Is your application for admission a) previously submitted? \_\_\_\_\_  
b) attached? \_\_\_\_\_ (indicate which)

#### Diverse Qualifications Admission Policy

Each semester, Simon Fraser University receives many more applications than can be accepted. Academic performance is the main criterion for admission and is used exclusively in 90% of cases. However, we recognize that some candidates have other attributes and achievements which should be recognized in determining admission. Accordingly, Simon Fraser University seeks to admit not only applicants who are academically very well-qualified but also those who meet minimum admission standards and have:

- demonstrated commitment and/or excellence in other endeavours
- and/or • presented a clear and valid reason for attending Simon Fraser University
- and/or • have succeeded in their studies in spite of difficult circumstances.

We invite you to provide any additional information that could help us make a fair admission decision. We guarantee to respect your personal privacy, as required by law, and we shall destroy all copies of this Profile within 12 months of the start of the semester you have applied for, whether or not you are admitted to the University.

#### INSTRUCTIONS

You are advised to submit a Personal Information Profile if you have concern that you will not be selected for admission, based on your academic record alone. University staff will be able to advise you in general of the grade range in which the Personal Information Profile has been relevant in past semesters, but cannot predict future demand for admission, so you will have to judge whether completing this Profile to support your application is worthwhile.

What you write and how the information is presented may affect our admission decision, so we urge you to review this Personal Information Profile carefully before responding. The Profile must be completed neatly and legibly. You should answer all parts without assistance from others. You may respond on a separate sheet but, if so, you must clearly identify and number the points you wish to make, as shown on this Profile and you must limit the length of each response to the number of words indicated on the Profile.

The Profile must be received by the University by the application deadline for the semester for which you are applying. (Applicants for Summer Session must meet the Summer Semester deadline.)

### **Referees**

Please list two people who could verify the information you have submitted. One should be an educator (e.g. teacher, counsellor, college or university instructor or administrator) who knows you well. The other reference could be someone from your community such as a group leader, coach or individual who is aware of your personal situation. At least one letter of reference must be included. Any letters submitted should support the statements you have made in your Profile and should not be general character references. All such materials become the property of the University and will not be returned to you.

*Please note that Personal Information Profiles submitted after the deadline date cannot be considered*

|                  |                  |
|------------------|------------------|
| a. Name: _____   | b. Name: _____   |
| Position: _____  | Position: _____  |
| Address: _____   | Address: _____   |
| Telephone: _____ | Telephone: _____ |

**RETURN THIS PROFILE, PLUS ANY SUPPORTING DOCUMENTATION TO:**

**ADMISSIONS, OFFICE OF THE REGISTRAR  
SIMON FRASER UNIVERSITY  
BURNABY, BC V5A 1S6**

**Please do not submit the Profile by FAX**

### **PLEASE TYPE (OR NEATLY PRINT) YOUR RESPONSES**

1. Why do you think you will be successful at Simon Fraser University? You may comment on your choice of program or specialization, any career plans you may have and any difficulties you have overcome related to your education.  
(250 words maximum)

2. List and describe any awards, honours or recognition that you have received for either academic endeavours or other activities.

|                      |               |                |               |
|----------------------|---------------|----------------|---------------|
| Award or Distinction | Granting Body | Reason Granted | Calendar Year |
|                      | /Organization |                |               |

3. List **up to three** significant interests and activities. For example, you may wish to include clubs or organizations, athletics, community or volunteer work, career or professional experience and any other skills development or activity in which you

have been involved. Indicate the level (e.g. national or local) of activity and of commitment, if possible.

| Activity | Nature and<br>Level of Involvement | Time Commitment<br>(Hrs/wk) | Time Period<br>(Calendar Yrs) |
|----------|------------------------------------|-----------------------------|-------------------------------|
|----------|------------------------------------|-----------------------------|-------------------------------|

- 1.
- 2.
- 3.

How have these activities contributed to your personal growth and capability? Are there are other factors which you consider to be highly significant?  
(100 words maximum)

### **Freedom of information and protection of privacy**

The information on this form is collected under the authority of the University Act (R.S.B.C. 1979,c.419) and is needed to process your application for admission. The information will be used to select candidates under the Diverse Qualifications Undergraduate Admission Policy. The information you provide is subject to verification by Simon Fraser University. If you have any questions about the collection and use of this information contact the Director of Admissions, Office of the Registrar, (604) 291-3224.

### **Declaration**

I certify that all information that I have provided is true and complete and was prepared entirely by me. I consent to the disclosure of information on this form to the referees I have named, when necessary to verify my statements. I understand that any misrepresentation may result in cancellation of my admission or registration status.

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Signature

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Date

## **Appendix 2**

### **Scoring guidelines - Personal Information Profile**

The PIPs shall be scored holistically, i.e. they shall receive an overall rating for the impression they leave on the reader, with reference to the following guidelines. The scorer shall choose the overall score category which best represents the applicant's accomplishments and potential. The achievement of a 'high' score in one category is not sufficient for the overall score to be 'high'. Applicants shall be scored as follows:

**High** (one or more statements might apply)

- presents a cogent and well-developed educational plan
- demonstrates very strong academic interest, which corresponds with the University's program
- demonstrates excellence in performance at a high level
- has contributed strongly in a leading role to the community or profession
- has received significant recognition from recognized regional or national organizations
- has overcome great difficulties in achieving her/his educational objectives.

**Medium** (one or more statements might apply)

- presents a clear, sound educational plan
- demonstrates an academic interest which corresponds with the University's program
- demonstrates a high level of proficiency in performance at a local or regional level
- has contributed significantly to the community or profession
- has received significant recognition from recognized local or community organizations
- has overcome significant difficulties in achieving her/his educational objectives.

**Low** (one or more statements might apply)

- presents no clear educational plan
- demonstrates little academic interest in the disciplines which make up the University's program
- lacks other notable contributions or achievements
- has overcome only routine difficulties in achieving her/his educational objectives.
- has not submitted a PIP

The weighting of the factors relative to the gpa shall be at the discretion of the adjudication committee. The guidelines for scoring shall be developed further in the light of experience and in accordance with the wishes of the adjudication committee.

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## Appendix 3

### Feasibility

SUAB did not attempt to estimate the costs of implementation in detail. This estimate has been prepared by the Director of Admissions. This assumes that the PIP will be scored by an Admission Officer, within the Office of the Registrar.

#### How many PIPs must be scored?

|        | New admission<br>applications (typical) | New students<br>(typical) | 'Turnaways'<br>(qualified but no spaces) |
|--------|-----------------------------------------|---------------------------|------------------------------------------|
| Fall   | 13,000                                  | 2900                      | 1,100                                    |
| Summer | 2,600                                   | 800                       | 300                                      |
| Spring | 3,700                                   | 850                       | 400                                      |

The pool of students to be considered under the policy will be all 'turnaways' plus 10% of admitted students

|        |                |      |
|--------|----------------|------|
| Fall   | $290 + 1100 =$ | 1390 |
| Summer | $80 + 300 =$   | 380  |
| Spring | $85 + 400 =$   | 485  |

It is estimated that 50% of applicants will submit a PIP. Therefore, the number of PIPs to be scored will be

|        |     |
|--------|-----|
| Fall   | 700 |
| Summer | 150 |
| Spring | 200 |

Hence about 700 PIPs will require scoring for a Fall semester, and 200 or fewer for other semesters.

#### How much will this cost?

This will require approximately 0.5 additional professional staff positions (\$25,000 incl. benefits). This estimate includes the anticipated increase in time required to explain and discuss the process with applicants. There could be a substantial increase in the volume of paper and documents to be received and handled within the Office of the Registrar. However, these increases can be absorbed without additional clerical staff, partly because of improved efficiency, resulting from technological changes in the normal processing of documents. These new technologies include Electronic Data Interchange of transcripts and WWW electronic admission applications. Additional printing, paper and distribution costs are inevitable, in the order of \$5,000 p.a. Other costs will include enhancements to the student computerized record system and to track the processing and scoring of PIPs.

A faculty member or student who sits on the adjudication committee will be expected to do so as part her/his service to the University, without (additional) remuneration. Meeting expenses are likely to be limited to covering audio visual equipment, coffee etc. and a light lunch, assuming the meetings are lengthy.

|                               |              |
|-------------------------------|--------------|
| Staffing                      | \$25,000     |
| Printing and distribution     | \$5,000      |
| Meetings                      | <u>\$750</u> |
| Total annual cost (estimated) | \$30,000     |

## Appendix 4

# Diverse Qualifications Adjudication Committee

### Suggested Committee Terms of Reference

Standing committee reporting annually to SCUS.

| <u>Members</u>                              | <u>Conditions</u>                                             | <u>Term</u> | <u>Expiry Date</u> | <u>Name</u> |
|---------------------------------------------|---------------------------------------------------------------|-------------|--------------------|-------------|
| Assoc. Vice-Pres<br>Academic (or designate) | Chair,<br>Ex-officio<br>Non-voting except<br>in case of a tie |             |                    |             |
| Registrar<br>(or designate)                 | Secretary<br>Ex-officio<br>Non-voting                         |             |                    |             |
| Faculty Member                              | Elected by<br>Senate                                          | 2 yrs       |                    |             |
| Lay Senator                                 | Elected by and<br>from Senate                                 | 2 yrs       |                    |             |
| Faculty Member<br>(Applied Sciences)        | Elected                                                       | 2 yrs       |                    |             |
| Faculty Member<br>(Arts)                    | by                                                            | 2 yrs       |                    |             |
| Faculty Member<br>(Business Admin.)         | respective                                                    | 2 yrs       |                    |             |
| Faculty Member<br>(Education)               |                                                               | 2 yrs       |                    |             |
| Faculty Member<br>(Science)                 | Faculties                                                     | 2 yrs       |                    |             |
| Undergraduate Student                       | Elected<br>by Senate                                          | 1 yr        |                    |             |
| Undergraduate Student                       | Named by the<br>Student Society                               | 1 yr        |                    |             |

#### Purpose and responsibilities:

- 1) To adjudicate admission decisions under the University's Diverse Qualifications Undergraduate Admission Policy.
- 2) Where necessary, to provide general direction in the interpretation of such policies.
- 3) To recommend to SCUS changes or additions to the Policy

Membership Notes:

- 1) If a Faculty is not a participant in the Diverse Qualifications Undergraduate Admission Policy, that faculty shall not elect a Faculty member to the committee.
- 2) If no Lay member of Senate is available to serve, Senate may elect a general member of the community to serve in that position.

Responsibilities of the Registrar (or designate)

1. To serve as Secretary.
2. To participate in the evaluation, review and development of the Policy and associated procedures, including the collection and analysis of statistical data concerning outcomes.
3. To administer the policy and provide the necessary support services.

Committee meetings are scheduled at least once per semester.

Proposed Diverse Qualifications Admission Policy

Some comments by L.K. Peterson  
(A minority report)

The Diverse Qualifications Admission Proposal came before Senate in September 1994. It was referred back to SUAB, and thence to a sub-committee of SUAB, of which I am a member. The sub-committee has attempted to implement or recognize the various comments made about DQAP, and has probably done its best, given the differing philosophies of the members, in preparing the current revisions. Nevertheless, a "sense of unease" remains.

In making my own comments, I must acknowledge the thoughtful and careful critiques of many concerned people, who have identified the strong and the weak points of the proposal. My list of acknowledgments includes Nazmin Bhatia, Marilyn Bowman, Kate Braid, Bruce Brandhorst, Bruce Clayman, Charles Crawford, Frank Cunningham, Thelma Finlayson, Jo-Anne Hallam, Laurine Harrison, Roberta Mason, Milton McClaren, Klaus Rieckhoff, Norman Swartz, Dick Woldring, plus many others who provided brief but cogent remarks. I have attempted to gain some "expertise" on matters relating to student performance, by consulting with Professor Harvey Mandel, Director of the Institute on Motivation and Achievement at York University. His research findings may provide useful guidelines relating to university admissions policies.

Given the importance of the Admissions Policy in identifying the values of the University, changes must be done with the greatest of care. The goals and hence the admission criteria are likely to differ among departments or faculties, hence a common policy imposed upon all is likely to be defective and counter productive in one or more cases. For these reasons a provision for opting out (of DQAP) should be given more emphasis.

The concept of "roundedness" has merit in some circles, while the "work ethic" is lauded in other cultures. Our stated Purpose should avoid any undesirable cultural massaging. Some outstanding scholars are not the least bit "rounded", but achieve their pinnacles of fame by virtue of a single-minded focus and dedication to a chosen pursuit. If extra-curricular activities are to be encouraged, this should surely be done among the academically most able students, not as an afterthought for those low on the academic scale.

One respondent vigorously countered the serious charge that SFU's admissions "favours students who contribute little to their school or communities", noting instead that the "academic top scorers are often the stars in extra-curricular activities, including sports".

I strongly disagree with the statement that the "feedback (to the original proposal) was overwhelmingly positive". Many respondents expressed considerable unease, particularly with the difficulty of evaluating "excellence in other endeavours", "reasons for being successful", and "difficult circumstances" in any consistent way. The danger that economically disadvantaged students are likely to suffer unfair treatment, and/or those with English as a second language, was noted. In fact, not one of the Faculties at SFU fully endorsed the DQA proposal, although various individuals did comment. The Dean's Advisory Committee of the Faculty of Science concluded that the effort and cost would be out of proportion with the possible beneficial outcomes of implementing DQAP. It seems that similar DQ endeavours elsewhere have been abandoned.

The impact upon public image is by no means clear or certain. Those whose hopes are raised, then dashed by rejection, will carry a disappointment for a long time. Neighbours whose offspring are "jumped" by others with lower academic marks will be most unhappy. Many will perceive unfairness in the subjectivity of decisions based on DQAP.

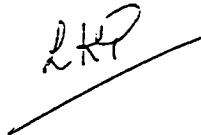
Is the "Personal Information Profile" important or not? (see "Policy Statement #8). If it is important, it should be a common requirement, not a voluntary one. If it is voluntary and unimportant, then the matter of participation in extra-mural activities is unimportant, something that we really do not take seriously (lip service). Given the extreme shortage of student places, the validation of claims becomes very important. "Some persons are diffident in self-advertising, while others revel in it". Thus I believe that interviews should be mandatory, contrary to what is stated in "Policy Statement #11".

The apparent philosophy of DQAP is out of line with the public call for more attention to the "academic essentials" in schools, and with the Education Ministry's moves in the direction of more and better performance testing. This move is surely a response to the public image of schools "wasting taxpayers' money" on non-academic activities. Scholastic Aptitude Testing, as used by many places, could

be considered. Mature Applicants, who attended school in a different era, should be in a separate category from current high-schoolers.

The proposed DQAP, alone in a single institution in British Columbia, will do nothing to foster a renaissance of the intellectual calibre of the community at large. Programs within the University would have to incorporate broadened concepts of the meaning of education, to include "allowance" or "recognition" for extra-curricular participations. Institutions of higher learning in B.C., though autonomous, should develop a common front. I quote Professor Milton McClaren:

"It is within our capacity as an institution to send different messages to our community and to stimulate a different sort of secondary school environment for all students, whether university-bound or not. We should enlarge the focus of the current proposal on Diverse Qualifications to address this possibility".



Louis K. Peterson  
27th September, 1995.

**Memo from Nick Heath  
Director of Admissions  
Simon Fraser University**

**To:** SCAP  
**Date:** February 20, 1996

**Subject: Experience with Diverse Qualifications at Guelph**

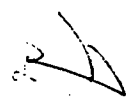
The University of Guelph has provided the attached statistical analysis of their 'Student Profile Form' admissions for 1992 - 94. The characteristics of these new students conform closely with the students who would be admitted to SFU under the Diverse Qualifications Admission Policy, if it were approved.

Ann Hollings of the Student-Environment Study Group at the University of Guelph states:

*"We matched them (SPF students) with students in the same degree programs who had been admitted 1% to 2% above the required averages for these programs. We have been tracking each cohort since 1992, and have followed them through semester by semester, comparing semester averages, dropout rates, failure rates, cumulative averages, etc. ....the bottom line is that SPF students tend to persist better in the early stages, although their marks are marginally lower than comparison groups. By third year they have usually pulled up to the same academic level, and are virtually indistinguishable from the comparison groups by then.*

*Our SPF students are usually admitted with 3% to 5% below cutoff, most programs allow for 10% of the incoming class to be admitted. Our tracking has not included students admitted on compassionate grounds."*

This appears to confirm that the SPF policy at Guelph has had no obvious negative impact on academic performance. Other effects of the SPF policy appear to have been positive, according to staff in their Registrar's Office.



nh Feb 96

Student Profile Form, Fall 1994

**Background**

Comparisons between SPF students and the comparison group were carried out on a similar basis as in previous years. The comparison group consisted of students with admission averages up to 1% above cutoff (rather than 1.5%), since the number of students falling in this range provided a large enough group for comparison by program and specialization.

**Overview of SPF and Comparison groups**

There were 253 SPF students (172 female, 81 male), and 285 comparison students (188 female and 97 male). Distribution by sex, program and group are summarized in Table 1.

Table 1

| Program      | Females    |            | Males     |            | Total      |
|--------------|------------|------------|-----------|------------|------------|
|              | SPF        | Comparison | SPF       | Comparison |            |
| BSc(Agr)     | 2          | 5          | 3         | 7          | 17         |
| BSc(Eng)     | 9          | 9          | 7         | 13         | 38         |
| BASc         | 17         | 14         | 3         | 1          | 35         |
| BComm        | 14         | 13         | 10        | 22         | 59         |
| BComm(Co-op) | 1          | 1          | 1         | 2          | 5          |
| BA           | 78         | 68         | 29        | 20         | 195        |
| BSc          | 46         | 73         | 26        | 28         | 173        |
| BSc(Env)     | 5          | 5          | 2         | 4          | 16         |
| <b>Total</b> | <b>172</b> | <b>188</b> | <b>81</b> | <b>97</b>  | <b>538</b> |

**Results**

A total of 11 students withdrew without penalty during the Fall 1994 semester, 5 SPF and 6 comparison group. In Winter 95, both groups carried an average of 4.8 courses, a slightly heavier course load than in for the F92 and F93 groups. Table 2 summarizes admission averages, Semester 1 averages and average mark drop by program, sex and group.

Table 2

| Item                                                              | SPF   | Comparison | Significance |
|-------------------------------------------------------------------|-------|------------|--------------|
| <b>Admission average</b>                                          |       |            |              |
| Overall                                                           | 77.7% | 80.4%      | ***          |
| Females                                                           | 77.9% | 80.7%      | ***          |
| Males                                                             | 77.3% | 79.8%      | ***          |
| <b>Semester 1 average</b>                                         |       |            |              |
| Overall                                                           | 64.1% | 66.0%      | **           |
| Females                                                           | 63.6% | 66.4%      | **           |
| Males                                                             | 65.1% | 65.2%      | NS           |
| <b>Average mark drop between admission average and semester 1</b> |       |            |              |
| Overall                                                           | 13.6% | 14.4%      | NS           |
| Females                                                           | 14.3% | 14.3%      | NS           |
| Males                                                             | 12.1% | 14.5%      | *            |
| <b>Withdrawals during F94</b>                                     |       |            |              |
| Overall                                                           | 5     | 6          | NS           |
| Females                                                           | 4     | 4          | NS           |
| Males                                                             | 1     | 2          | NS           |
| <b>Registration W95</b>                                           |       |            |              |
| Overall                                                           | 96.8% | 97.9%      | NS           |
| Females                                                           | 95.9% | 97.9%      | NS           |
| Males                                                             | 98.8% | 97.9%      | NS           |
| <b>Winter 95 average</b>                                          |       |            |              |
| Overall                                                           | 65.5% | 65.4%      | NS           |
| Females                                                           | 65.2% | 65.7%      | NS           |
| Males                                                             | 66.0% | 64.7%      | NS           |

\*\*\*  $p < .005$ , \*\*  $p < .05$ , \*  $p < .10$ , NS No significant difference.

Table 3

Academic Review Decisions and Withdrawals (by end of Winter 1995)

|                              | SPF | Comparison | Total |
|------------------------------|-----|------------|-------|
| Deferred pending privilege   | 1   | 1          | 2     |
| Failed course(s) - WD        | 4   | 3          | 7     |
| C-reqt not met - special     | 3   | 0          | 3     |
| C-reqt not met - WD pgm      | 2   | 3          | 5     |
| Withdrawal, no penalty (W95) | 1   | 2          | 3     |

(Numbers too small for statistical tests of differences.)

Table 4

| Program/Sex | F94   |       |       | W95   |       |       |
|-------------|-------|-------|-------|-------|-------|-------|
|             | SPF   | Comp. | Sign. | SPF   | Comp. | Sign. |
| BSc(Agr)    | 55.2% | 60.5% | NS    | 60.7% | 59.0% | NS    |
| BSc(Eng)    | 62.1% | 65.9% | NS    | 65.7% | 68.0% | NS    |
| BASc        | 67.2% | 68.9% | NS    | 67.1% | 67.4% | NS    |
| BComm       | 62.7% | 63.1% | NS    | 66.0% | 58.3% | *     |
| BComm(Coop) | 65.0% | 63.4% | NS    | 65.8% | 69.4% | NS    |
| BA          | 64.0% | 66.5% | *     | 63.3% | 63.7% | NS    |
| BSc         | 65.1% | 67.6% | *     | 68.1% | 68.3% | NS    |
| BSc(Env)    | 60.8% | 59.0% | NS    | 66.8% | 62.1% | NS    |

\*\*\*  $p < .005$ , \*\*  $p < .05$ , \*  $p < .10$ , NS No significant difference.

### Summary

The F94 groups show the same early pattern of academic performance as we have seen in the previous two studies. At this point it is impossible to detect any potential trend, but it seems safe to assume that we can expect most of the SPF group to persist in their studies, and to gradually pull up their marks over the next few semesters.

## Student Profile Forms: Fall 1993

### Background

Comparisons were made on the same basis as for the Fall 1992 group; students with admission averages of no more than 1.5% above the cutoff for their programs were selected for the comparison group. Comparison students were available in each program/specialization combination in which SPF students were registered.

### Overview of SPF and comparison groups

There were 246 SPF students (157 female, 89 male), and 333 comparison students (240 female, 93 male). Distribution by sex, program and group are summarized in Table 1.

Table 1

| Program    | Females |            | Males |            | Total |
|------------|---------|------------|-------|------------|-------|
|            | SPF     | Comparison | SPF   | Comparison |       |
| BSc(Agr)   | 4       | 4          | 5     | 3          | 16    |
| BSc(Eng)   | 7       | 10         | 12    | 8          | 37    |
| BASc       | 5       | 9          | 0     | 0          | 14    |
| BComm      | 8       | 11         | 9     | 15         | 43    |
| BA         | 76      | 118        | 32    | 31         | 257   |
| BSc        | 51      | 67         | 23    | 22         | 163   |
| BSc(Co-op) | 3       | 7          | 3     | 4          | 17    |
| BSc(Env)   | 3       | 14         | 5     | 10         | 32    |
| Total      | 157     | 240        | 89    | 93         | 579   |

### Results

T-tests and chi-square tests were used to assess differences in academic performance based on group. There were enough students in most programs to support the use of these statistics in determining differences by program. In each semester the average course load for each group was consistent at about 4.5. Table 2 summarizes the differences overall.

Table 2

| Item                                                              | SPF   | Comparison | Significance |
|-------------------------------------------------------------------|-------|------------|--------------|
| <b>Admission average</b>                                          |       |            |              |
| Overall                                                           | 77.7% | 80.9%      | ***          |
| Females                                                           | 78.1% | 81.0%      | ***          |
| Males                                                             | 77.0% | 80.6%      | ***          |
| <b>Semester 1 average (F93)</b>                                   |       |            |              |
| Overall                                                           | 63.6% | 67.2%      | ***          |
| Females                                                           | 64.4% | 67.5%      | ***          |
| Males                                                             | 62.3% | 66.7%      | ***          |
| <b>Average mark drop between admission average and semester 1</b> |       |            |              |
| Overall                                                           | 14.0% | 13.6%      | NS           |
| Females                                                           | 13.6% | 13.5%      | NS           |
| Males                                                             | 14.7% | 13.9%      | NS           |
| <b>Withdrawals during F93</b>                                     |       |            |              |
| Overall                                                           | 1.2%  | 0.6%       | NS           |
| Females                                                           | 1.2%  | 0.8%       | NS           |
| Males                                                             | 1.1%  | 0.0%       | NS           |
| <b>Registration W94</b>                                           |       |            |              |
| Overall                                                           | 95.9% | 99.1%      | **           |
| Females                                                           | 96.8% | 98.8%      | NS           |
| Males                                                             | 94.4% | 100%       | **           |
| <b>Semester 2 average (W94)</b>                                   |       |            |              |
| Overall                                                           | 64.8% | 68.3%      | ***          |
| Females                                                           | 65.3% | 68.3%      | ***          |
| Males                                                             | 63.7% | 68.3%      | ***          |
| <b>Change in average between F93 and W94</b>                      |       |            |              |
| Overall                                                           | +0.3% | +0.9%      | NS           |
| Females                                                           | +0.7% | +0.7%      | NS           |
| Males                                                             | -0.3% | +1.5%      | *            |
| <b>Withdrawals during W94</b>                                     |       |            |              |
| Overall                                                           | 4.5%  | 1.8%       | *            |
| Females                                                           | 3.8%  | 2.5%       | NS           |
| Males                                                             | 5.6%  | 0.0%       | **           |
| <b>Cumulative average after 2 semesters (W94)</b>                 |       |            |              |
| Overall                                                           | 64.6% | 67.7%      | ***          |
| Females                                                           | 64.8% | 67.7%      | ***          |
| Males                                                             | 64.1% | 67.5%      | **           |

continued...

Table 2 (continued)

| Item                                         | SPF   | Comparison | Significance |
|----------------------------------------------|-------|------------|--------------|
| <b>Registered F94</b>                        |       |            |              |
| Overall                                      | 90.6% | 89.9%      | NS           |
| Females                                      | 91.1% | 90.0%      | NS           |
| Males                                        | 89.9% | 89.5%      | NS           |
| <b>Average in F94</b>                        |       |            |              |
| Overall                                      | 65.6% | 67.5%      | **           |
| Females                                      | 66.2% | 67.7%      | NS           |
| Males                                        | 64.4% | 67.0%      | NS           |
| <b>Cumulative average in F94</b>             |       |            |              |
| Overall                                      | 65.6% | 67.5%      | ***          |
| Females                                      | 66.2% | 67.7%      | NS           |
| Males                                        | 64.4% | 67.0%      | **           |
| <b>Change in average between F93 and W94</b> |       |            |              |
| Overall                                      | +0.4% | -1.3%      | **           |
| Females                                      | +0.5% | -1.0%      | NS           |
| Males                                        | +0.1% | -2.1%      | NS           |
| <b>Change in average between F93 and F94</b> |       |            |              |
| Overall                                      | +1.0% | -0.3%      | *            |
| Females                                      | +1.4% | -0.2%      | NS           |
| Males                                        | +0.3% | -0.6%      | NS           |

\*\*\*  $p < .005$ , \*\*  $p < .05$ , \*  $p < .10$ , NS No significant difference.

Table 3 summarizes the Academic Review Decisions for both groups for W94 and F94. Most involve requirement to withdraw from programs because of course failure or failure to meet C requirement, or deferrals or special status for the same reason.

Table 3

|     | SPF       | Comparison | Total     |
|-----|-----------|------------|-----------|
| W94 | 20 (8.4%) | 21 (6.3%)  | 41 (7.2%) |
| F94 | 18 (8.1%) | 9 (2.9%)   | 27 (5.2%) |

Table 4 shows average marks by degree program for each semester.

Table 4

| F93          |       |            |       | W94   |            |    |
|--------------|-------|------------|-------|-------|------------|----|
| Degree Sign. | SPF   | Comparison | Sign. | SPF   | Comparison |    |
| BSc(Agr)     | 53.3% | 54.9%      | NS    | 61.3% | 58.4%      | NS |
| BSc(Eng)     | 68.7% | 71.8%      | NS    | 67.6% | 73.6%      | ** |
| BASc         | 68.9% | 69.1%      | NS    | 67.2% | 69.8%      | NS |
| BComm        | 60.1% | 60.2%      | NS    | 62.7% | 66.4%      | NS |
| BA           | 65.4% | 67.0%      | *     | 64.2% | 67.9%      | ** |
| BSc          | 61.2% | 69.2%      | ***   | 65.2% | 69.2%      | ** |
| BSc(Co-op)   | 72.1% | 76.8%      | NS    | 74.4% | 74.1%      | NS |
| BSc(Env)     | 62.5% | 64.2%      | NS    | 60.5% | 64.7%      | *  |
| F94          |       |            |       | W95   |            |    |
| BSc(Agr)     | 61.9% | 60.9%      | NS    |       |            |    |
| BSc(Eng)     | 61.7% | 68.6%      | **    |       |            |    |
| BASc         | 70.6% | 69.1%      | NS    |       |            |    |
| BComm        | 62.2% | 65.3%      | NS    |       |            |    |
| BA           | 64.8% | 68.3%      | **    |       |            |    |
| BSc          | 68.1% | 67.6%      | NS    |       |            |    |
| BSc(Co-op)   | 73.8% | 64.5%      | NS    |       |            |    |
| BSc(Env)     | 65.9% | 65.6%      | NS    |       |            |    |

\*\*\*  $p < .005$ , \*\*  $p < .05$ , \*  $p < .10$ , NS No significant difference.

### Summary

Superficial examination of the tables indicates a fairly consistent pattern of SPF averages below those of the comparison group, although these differences are not always statistically significant. Given the known relationship between incoming averages and university averages, this is not an unexpected result. The drop between high school and Semester 1 averages was identical for both groups and was comparable to the overall drop.

SPF students tended to catch up somewhat by Semester 2; those in BSc(Agr) in particular managed to achieve averages about 3% above the comparison group. SPF students in the BSc program, although still performing below their comparison group, narrowed the gap considerably in Semester 2.

Although Semester 2 (W94) drop-out rates were higher for SPF students, F94 re-registration rates were identical for both groups, overall, by degree program and by sex. And despite the tendency of

SPF students to perform academically a few percentage points below the comparison group, there is no reason to doubt their ability to persist to graduation, since the indication from the Fall 1992 group is that the differences will decrease over time. The last two items in Table 2 show that SPF students steadily improve on their Semester 1 marks while the comparison group shows a steady decline.

## Student Profile Form, Fall 1992

### Background

SPF students were compared to students who had achieved slightly over the required admission average. The cutoff point varied by degree program and in some cases by specialization within degree program. Students with admission averages of no more than 1.5% above the required cutoff for their degree/specialization combination were used as the comparison group. Groups were matched on sex, degree program and specialization. In the few cases for which no exact comparison was available, the match was made using a specialization with the same cutoff within the same program.

### Overview of SPF and Comparison Groups

There were 70 students in the SPF group (53 female, 17 male), and 195 in the comparison group (156 female, 39 male). Table 1 summarizes distributions by sex, program and group.

Table 1

| Program           | Females |            | Males |            |
|-------------------|---------|------------|-------|------------|
|                   | SPF     | Comparison | SPF   | Comparison |
| B.Sc.(Eng.)       | 5       | 5          | 4     | 13         |
| B.Sc.(Agr.) Co-op | 0       | 0          | 1     | 1          |
| B.A.Sc.           | 0       | 0          | 9     | 17         |
| B.A.Sc. Co-op     | 1       | 5          | 0     | 0          |
| B.Comm.           | 9       | 10         | 5     | 8          |
| B.Comm. Co-op     | 1       | 4          | 2     | 2          |
| B.A.              | 18      | 76         | 2     | 6          |
| B.Sc.             | 5       | 26         | 0     | 0          |
| B.Sc.(Env.)       | 3       | 7          | 0     | 0          |
| B.Sc.(H.K.)       | 2       | 6          | 3     | 9          |
| Totals            | 53      | 156        | 17    | 39         |

### Results

SPF students, overall and within gender, had significantly lower admission and Grade 13 averages. Since the groups were defined on the basis of their admission averages, this is not an unexpected result. However, SPF students achieved Semester 1 grades which were not significantly different from the comparison group, and had significantly lower mark drops than the comparison group. Their dropout and returning rates were not significantly different from those of the comparison group. Average number of courses in each semester was steady at about 4.5 courses, with no differences between SPF and comparison groups. Table 2 tracks the progress of both groups over all semesters to date.

Table 2 (continued)

| Item                                         | SPF        | Comparison  | Significance |
|----------------------------------------------|------------|-------------|--------------|
| <b>Average in F93</b>                        |            |             |              |
| Overall                                      | 65.5%      | 67.9%       | **           |
| Females                                      | 66.7%      | 68.6%       | NS           |
| Males                                        | 62.1%      | 64.7%       | NS           |
| <b>Cumulative average in F93</b>             |            |             |              |
| Overall                                      | 65.4%      | 68.8%       | NS           |
| Females                                      | 66.3%      | 67.6%       | NS           |
| Males                                        | 63.2%      | 63.4%       | NS           |
| <b>Change in average between F92 and F93</b> |            |             |              |
| Overall                                      | +0.1%      | +0.6%       | NS           |
| Females                                      | +0.1%      | +0.8%       | NS           |
| Males                                        | +0.1%      | -0.4%       | NS           |
| <b>Change in average between W93 and F93</b> |            |             |              |
| Overall                                      | +0.2%      | +0.7%       | NS           |
| Females                                      | +1.5%      | +1.1%       | NS           |
| Males                                        | -3.5%      | -1.1%       | NS           |
| <b>Average in W94</b>                        |            |             |              |
| Overall                                      | 67.3%      | 68.9%       | NS           |
| Females                                      | 67.8%      | 69.9%       | *            |
| Males                                        | 66.2%      | 64.2%       | NS           |
| <b>Cumulative average in W94</b>             |            |             |              |
| Overall                                      | 66.4%      | 67.5%       | NS           |
| Females                                      | 66.8%      | 67.9%       | NS           |
| Males                                        | 65.0%      | 65.3%       | NS           |
| <b>Average in F94</b>                        |            |             |              |
| Overall                                      | 70.8%      | 69.8%       | NS           |
| Females                                      | 70.7%      | 70.3%       | NS           |
| Males                                        | 71.1%      | 67.1%       | *            |
| <b>Cumulative average in F94</b>             |            |             |              |
| Overall                                      | 65.7%      | 67.7%       | NS           |
| Females                                      | 65.0%      | 68.1%       | NS           |
| Males                                        | 67.8%      | 66.0%       | NS           |
| <b>Registered in F94</b>                     |            |             |              |
| Overall                                      | 55 (78.6%) | 153 (78.5%) | NS           |
| Females                                      | 42 (79.2%) | 127 (81.4%) | NS           |
| Males                                        | 13 (76.5%) | 26 (66.7%)  | **           |
| <b>Change in average between F92 and F94</b> |            |             |              |
| Overall                                      | +4.1%      | +2.1%       | NS           |
| Females                                      | +2.9%      | +2.0%       | NS           |
| Males                                        | +7.8%      | +2.6%       | NS           |

\*\*\*  $p < .005$ , \*\*  $p < .05$ , \*  $p < .10$ , NS No significant difference.

Table 3 summarizes the Academic Review Decisions for both groups for each semester. Because the numbers are relatively small, the decisions are grouped together; most involve requirement to withdraw from programs because of course failure, failure to meet C requirement, or deferrals or special status for the same reasons. Percentages in brackets indicate percent of each group registered in that semester, who had an Academic Review Decision.

Table 3

|     | SPF       | Comparison | Total     |
|-----|-----------|------------|-----------|
| W93 | 2 (2.9%)  | 10 (5.3%)  | 12 (4.7%) |
| F93 | 4 (5.9%)  | 5 (2.9%)   | 9 (3.8%)  |
| W94 | 7 (10.8%) | 11 (6.7%)  | 18 (7.9%) |
| F94 | 0 (0.0%)  | 7 (4.5%)   | 7 (3.4%)  |

Table 4 shows academic performance by degree program and semester.

Table 4

| Degree        | SPF   | F92<br>Comp. | Sign. | SPF   | W93<br>Comp. | Sign. |
|---------------|-------|--------------|-------|-------|--------------|-------|
| BSc(Eng)      | 62.3% | 66.1%        | NS    | 62.0% | 68.5%        | **    |
| BSc(Agr)Co-op | 40.3% | 67.7%        | -     | 63.2% | 71.4%        | -     |
| BASc          | 69.8% | 66.6%        | *     | 65.4% | 63.7%        | NS    |
| BASc Co-op    | 72.8% | 70.8%        | -     | 68.5% | 66.7%        | -     |
| BComm         | 62.9% | 62.6%        | NS    | 61.8% | 62.9%        | NS    |
| Bcomm Co-op   | 64.1% | 60.5%        | NS    | 65.4% | 60.5%        | NS    |
| BA            | 69.1% | 68.2%        | NS    | 68.0% | 68.8%        | NS    |
| BSc           | 65.9% | 68.6%        | NS    | 65.6% | 68.4%        | NS    |
| BSc(Env)      | 61.1% | 65.1%        | NS    | 64.6% | 64.3%        | NS    |
| BSc(HK)       | 57.8% | 55.7%        | NS    | 62.8% | 58.6%        | NS    |

|               |       | F93   |    |       | W94   |    |
|---------------|-------|-------|----|-------|-------|----|
| BSc(Eng)      | 62.9% | 67.3% | NS | 65.3% | 66.9% | NS |
| BSc(Agr)Co-op | 55.7% | 64.4% | NS | -     | -     | -  |
| BASc          | 68.0% | 68.6% | NS | 65.6% | 68.1% | NS |
| BASc Co-op    | 69.8% | 75.1% | -  | 69.5% | 69.6% | NS |
| BComm         | 62.3% | 63.8% | NS | 66.4% | 67.3% | NS |
| BComm Co-op   | 66.3% | 68.9% | NS | 66.9% | 66.8% | NS |
| BA            | 69.5% | 70.0% | NS | 71.6% | 70.5% | NS |
| BSc           | 69.2% | 68.6% | NS | 66.9% | 69.5% | NS |
| BSc(Env)      | 58.9% | 63.9% | NS | 65.6% | 72.0% | NS |
| BSc(HK)       | 59.3% | 58.5% | NS | 57.3% | 62.2% | ** |

| Degree      | SPF   | F94<br>Comp. | Sign. | SPF | W95<br>Comp. | Sign. |
|-------------|-------|--------------|-------|-----|--------------|-------|
| BSc(Eng)    | 69.5% | 67.8%        | NS    |     |              |       |
| BASc        | 71.3% | 70.5%        | NS    |     |              |       |
| BASc Co-op  | 71.2% | 70.5%        | -     |     |              |       |
| BComm       | 64.6% | 68.7%        | NS    |     |              |       |
| BComm Co-op | 66.9% | 66.8%        | NS    |     |              |       |
| BA          | 73.1% | 70.1%        | *     |     |              |       |
| BSc         | 73.2% | 70.3%        | NS    |     |              |       |
| BSc(Env)    | 75.2% | 72.0%        | NS    |     |              |       |
| BSc(HK)     | 69.7% | 67.2%        | NS    |     |              |       |

*Note: Where significance levels are not shown, programs only have 1 student in either the SPF or the comparison group.*

### Summary

In some of these analyses, particularly those in Table 4, the numbers of SPF and comparison students are too small to offer any statistical evidence of differences between groups. A visual inspection of the various measures suggests that, while SPF students tend to perform at a marginally lower academic level than comparison students in the early semesters, they persist in their studies, and by third year manage to perform at the same or an even higher academic level.

There are a few points of concern, for example the 10.8% of SPF students under Academic Review in W94; however, there is no particular trend to indicate that SPF students are a greater risk overall. It perhaps should be noted that all of these students, both SPF and comparison groups, represent the lower end of admissions in terms of academic status on admission. Based on our knowledge of the relationship between academic standing on admission and subsequent performance in university, we should expect all of these students to be lower than average. These results show that both SPF and comparison students are performing exactly as we would expect.

## THE UNIVERSITY OF BRITISH COLUMBIA



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Date: January 12, 1996  
To: Senate  
From: Senate Admissions Committee

Re: **Broader Based Admission Calendar Statement**

The Senate Admissions committee recommends that the following be added to the Admissions section of the Calendar (p.39, 1995-96) under "*Undergraduate Admissions - General Policy on Admissions*" as the second paragraph of the section.

"Academic criteria are the bases of admission for the majority of applicants offered admission, but additional criteria may be used in some programs in the selection of a limited number of qualified students. Programs to which admission may be based on both academic and other criteria are identified in the respective Faculty and School Calendar entries on admission."

# UBC REPORTS

Volume 42, Number 4

February 22, 1996

from  
Hearf  
703

## Broad entrance policy approved by Senate

by Gavin Wilson

Staff writer

UBC faculties will be able to use criteria other than grades—such as leadership abilities, extra-curricular activities and career-related work experience—for admitting students directly from Grade 12 in the 1996/97 academic year.

Senate approved the broad-based admission policy at its February meeting. Programs such as rehabilitation sciences, landscape architecture, medicine and fine arts have long admitted students based on a mix of grades, interviews, portfolios and career- or program-related considerations.

However, this marks the first time programs that admit students directly from Grade 12 can use such criteria, with the exception of a recent pilot program in the Faculty of Forestry.

Applied Science will be the next faculty to offer broad-based admission standards. In next year's Calendar, Applied

Science will invite prospective students to list technical courses, summer jobs, science projects and "experiences related to athletic, cultural, family, community or other activities requiring considerable personal initiative."

It is not yet clear how many other faculties will follow suit.

The changes are in response to concerns raised in recent years about admission standards, said Prof. Robert Will, chair of Senate's admissions committee.

Many felt that important qualities were being ignored in favour of an undue focus on grades, as increasing demand sent grade point average cut-offs soaring.

Will said, however, that the new policy is not a trade-off of extracurricular activities for lower standards. Students will still have to meet or exceed minimum academic standards before being admitted.

It will not be enough for students to have merely participated in extracurricular

See *ADMISSIONS* Page 2

## Admissions

*Continued from Page 1*

bar activities, he added. "They will have to have excelled or in some way distinguished themselves."

No formal limit has been set on the number of students a faculty can admit on this basis, but Senate is recommending it be no more than 15 per cent.

In other changes, prospective students whose academic record may have been adversely affected by extenuating circumstances will find it easier to plead their case in future.

Application forms will now allow them to explain why disability, health problems or family situations prevented them from meeting the criteria. Previously, such students had to first be refused and then take their case to appeal.

Will noted that these changes complete an overhaul of admission requirements undertaken by Senate in conjunction with the faculties that began six years ago.

## Production

The B.Sc. degree is designed to prepare students for the profession of forestry; the B.Sc. degrees for students in specialized fields relating to forest sciences, forest sciences and wood-based industries, and conservation, recreation and natural areas management. Education within the Faculty of Forestry can also serve as a foundation for entry into other professions such as teaching and law. Some students will be interested in Forestry as a broad education in an important natural resources field.

Because the standards for admission to most Associations of Professional Foresters involve experience and examination following graduation, and a group of core courses may not be taken by all students, those students in the B.S.F. programs, but interested in Professional Forestry should design their study plans to satisfy the requirements of the Province in which they plan to register.

Graduate programs are provided through the Faculty of Forestry under the authority of the Faculty of Graduate Studies. The degrees include the following and are designed to enable students who already hold degrees to pursue advanced studies leading to careers in management, research, and education.

M.F. — in professional and applied scientific aspects of forestry for students with a B.S.F. degree;

M.Sc. — in scientific aspects of forestry and wood science for students with a B.Sc., B.Sc. (Agr.), B.A.Sc., B.S.F. or equivalents;

A.Sc. — in Forest Engineering for graduates with a B.Sc. degree or equivalent;

M.D. — in fields concerned with the basic scientific or technical aspects of forestry and forest products.

## Environment for Learning

The Faculty of Forestry is favourably situated for education of men and women as foresters, wood scientists, business administrators and forest biologists. It is the benefits of a large university with good library and other facilities for study. The teaching staff of the Faculty of Forestry is widely diversified. The Forest Engineering Research Institute of Canada (FERIC), Pulp and Paper Research Institute of Canada (PAPRICAN) and the Forest Laboratory of Forintek Canada Corp. located on campus cooperate in teaching and research in engineered forest products. The forests of the University of British Columbia, adjoining the campus, provide a readily accessible environment for field instruction and research. The adjacent south campus area also has a conifer forest seedling nursery, operated by the Faculty for teaching, research and demonstration purposes.

In addition to the lecture and laboratory classrooms the Faculty of Forestry has two large teaching and research forests; the Malcolm Knapp Research Forest in Maple Ridge comprising an area of 5,156 hectares of coastal forest and the Alex Fraser Research Forest, near Williams Lake comprising some 8,000 hectares of interior forests. Field classes, special studies and professional experience are conducted by students at each of these forests.

Outside the formal boundaries of the Faculty of Forestry the Province of British Columbia provides, within reasonable travel access, one of the most diversified patterns of forest resources anywhere in the world. Throughout the region the forest resources management and utilization may be observed by students on scheduled field trips or during summer employment.

# The Faculty of Forestry

Forestry is the science, art, and practice of managing and using wisely the natural resources associated with and derived from forest lands. These resources include wood products, water, forage, soil and stream productivity, wildlife, recreation and environmental quality.

The Faculty of Forestry offers four-year degree programs leading to:

- B.S.F. Major in Forest Resources Management  
Major in Forest Operations
- B.Sc. (Natural Resources Conservation)
- B.Sc. (Forestry)  
Major in Wood Science and Industry  
Major in Forest Science

There is also a Diploma in Forestry (Advanced Silviculture).

Detailed information on graduate programs may be obtained from the Faculty of Graduate Studies section of the *Calendar*.

## Admission

### B.S.F. and B.Sc. (Forestry)

The Faculty of Forestry will accept applications from students with varying educational preparation:

- 1) directly from secondary graduation;
- 2) following completion of university-level work at UBC or the equivalent at another post-secondary institution;
- 3) after the completion of a two-year Forestry, Wood Products or Engineering diploma program at a recognized college or institute of technology; or
- 4) from an approved one- or two-year Forestry transfer program at a B.C. College.

Achievement of the minimum academic requirements outlined in this section of the *Calendar* and in the Admissions section does not guarantee admission to these programs. Should the number of applicants to first-year Forestry exceed the number of available spaces, the admission of applicants from other post-secondary institutions will be determined competitively on the basis of admission average. The majority of applicants from secondary school will also be admitted on the basis of admission average, calculated as the average of four specified Grade 12 subjects (see the Admissions section of the *Calendar*).

However, approximately ten applicants from secondary school who meet minimum academic requirements, but who do not meet the requisite competitive average for admission, will be selected for admission by the Admissions Committee of the Faculty of Forestry on the basis of additional information provided on a Supplementary Application Form. Such applicants may also be interviewed. All applicants who do not meet the admission-average cutoff for early admission will be sent a copy of this form, with an invitation to submit it for possible consideration by the Admission Committee. Submission is optional. The Admission Committee will consider all applicants who submit a Supplementary Application Form

and who have a final grade minimum average equal to or above the minimum average for admission to the University (67%).

Students entering from secondary school must have met the general University entrance requirement (see General Information section of the *Calendar*), including Mathematics 12, two of Biology 11, Chemistry 11, Physics 11 (all three are strongly recommended), and one of Chemistry 12 or Physics 12. Students entering the Wood Science and Industry major must have Physics 12.

Students who enter the B.S.F. or B.Sc. (Forestry) programs following the completion of at least 30 credits of work at UBC, or its equivalent at another post-secondary institution, must have attained an overall average of at least 60% in all credits attempted. Students entering with less than 30 credits of university-level work must also meet the secondary school requirements outlined above.

On entry into the Faculty of Forestry, students must select one of four major programs: Forest Resources Management, Forest Operations, Wood Science and Industry, or Forest Science. To be eligible for second year of Forest Resources Management or Forest Operations, students must have completed 30 credits or more of university-level work, including six credits of first-year English; Mathematics 100 and 101 (or 140 and 141 for the Forest Management major); Biology 120 and one of: Biology 110 or 115 or Biology 12 with a grade of 80% or better; and either Physics (100 and 101 or 101 and 102) or Chemistry (103 or 110 or 121 and 122), or an equivalent. If either Chemistry or Physics has not been taken at the Grade 12 level, it must be the subject included in the above-stated requirements. Moreover, it is recommended that students include both Chemistry and Physics in their First-Year program. To be eligible for second year of the Forest Science major, students must have completed six credits of first-year English; Biology 120 and one of: Biology 110 or 115 or Biology 12 with a grade of 80% or better; Mathematics 100 and 101 (or 140 and 141); and Chemistry (103 or 110 or 121 and 122). To be eligible for second year

## Chemistry

OAC Chemistry, OAC Calculus and OAC Physics are strongly recommended for chemistry majors.

## Environmental and Resource Studies

OAC Chemistry, OAC Calculus, and OAC Biology are recommended for the B.Sc. option. A student who has taken Grade 12 Environmental Science in Ontario or the equivalent elsewhere may opt to write a test during introductory week, for which a grade of 60% will result in exemption from *ES 100*, but will not alter the minimum required number of ERS courses.

## Mathematics

OAC Calculus with a minimum 60% or successful completion of Trent's *Mathematics 100* is required to major in Mathematics. OAC Algebra is strongly recommended.

## Physics

OAC Calculus or OAC Algebra is required to enrol in *Physics 100* at Trent. OAC Calculus and OAC Physics are strongly recommended.

For more detailed program requirements please consult the appropriate section of the Calendar.

## Equivalents to Ontario Secondary School Requirements

Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland, Northwest Territories, Nova Scotia, Prince Edward Island, Saskatchewan, Yukon-Grade 12. Quebec-Completion of year one of a CEGEP program or equivalent. England and Wales, West Indies, East and West Africa, Hong Kong-General Certificate of Education (or equivalent) with (a) passes in at least five subjects, two of which must be advanced level, or (b) passes in four subjects of which three must be advanced level.

Advanced standing may be considered for appropriate advanced level subjects with C grades or better.

## International Baccalaureate (IB)

Completion of the IB Diploma with at least six subjects (three of which must be at the higher level) with a minimum grade total of 28 on final grades. Advanced standing may be considered for appropriate subjects at the higher level with grades of 5 or better.

USA-High School Graduation Diploma. Applicants are required to submit College Entrance Examination Board scores and a letter of reference from a high school

teacher or counsellor.

For those countries not listed, written requests regarding admission requirements may be directed to the Registrar's Office.

*Possession of the minimum requirements does not guarantee admission.*

## University Transfers

Candidates wishing to transfer from another university to the full-time studies program must apply through the Ontario Universities' Application Centre (OUAC). Successful candidates who are admitted will automatically be considered for advanced standing. Refer to the Advanced Standing section of this Calendar for further details.

Students will not be accepted for transfer from another university during a period in which they have been suspended, debarred, or are otherwise ineligible for re-admission to their home university.

## Colleges of Applied Arts and Technology

Candidates who have completed a two- or three-year diploma with standing acceptable to the University will be considered for admission. Those admitted with appropriate academic courses and standing in completed three-year diploma programs may receive advanced standing for up to five courses. Candidates admitted with appropriate academic courses and standing in completed two-year diploma programs may receive advanced standing for up to three courses. Applicants are asked to write to the Registrar's Office for specific information.

*Possession of the minimum requirements does not guarantee admission.*

## Bible Colleges

Candidates transferring from Bible colleges accredited by the American Association of Bible Colleges may receive advanced standing for up to five credits depending on the nature and number of courses taken at Bible college and the grades obtained. Each case will be assessed on an individual basis; however, no credits below a grade of B- will be deemed acceptable for transfer. The candidate seeking to exercise this option must submit course outlines for the courses for which credit is sought.

*Possession of the minimum requirements does not guarantee admission.*

Students from areas other than those listed above should submit full details and academic documents to the Registrar's Office for evaluation.

## English Language Proficiency

Candidates from areas where English is not the language of instruction will be required to provide evidence of a knowledge of English sufficient to enable them to profit from their university studies. All such international students must write the Test of English as a Foreign Language (TOEFL) and obtain a minimum score of 550; or alternatively, write the Michigan English Language Assessment Battery (MELAB) test and obtain an overall score of 85.

## Exceptions to the Normal Requirements

The University is prepared to consider other candidates who, while failing to meet the regular requirements, can satisfy the University that they are likely to be successful in university work. Applicants may apply as mature students if they are at least 21 years of age and have been out of a full-time educational program for a minimum of two years. Maturity, motivation, and experience will be taken into account. Any candidate who wishes to apply for admission and who does not possess the normal requirements should write to the Registrar's Office, outlining academic qualifications experience and the grounds on which admission is requested. In some instances, the Committee on Admissions and Scholarships may require the applicant to be present for an interview. Mature student applicants normally are considered for admission to the part-time program. In exceptional cases, mature candidates may be considered for admission to the full-time program.

## Transferring from Part-time to Full-time Studies

Part-time students must apply to the Registrar's Office on the Early Registration Form by the required submission date if they wish to transfer to full-time status for the next Fall/Winter session. The minimum requirements to transfer to full-time studies include a current academic status of 'eligible to proceed' and a cumulative average of 65% or higher over three or more courses completed for credit. Students placed on probation will not normally be considered for admission or re-admission to the full-time program.

The Committee on Admissions and Scholarships considers all applications following review of final marks. Notifications are mailed to students with their grade reports in mid-June.

*Possession of the minimum requirements does not guarantee admission to full-time studies.*

## Re-admission

Students who have not completed a course at Trent during the previous 12-month period must apply for re-admission. The deadlines for submitting an application for re-admission are the same as those for admission.

The minimum requirements for re-admission to full-time studies include a current academic status of 'eligible to proceed' and a cumulative average of 65% or higher over three or more courses completed for credit. Applicants who do not meet these requirements will be considered for re-admission to part-time studies. Applicants whose previous academic standing is 'probation' may be limited to one course.

Applicants who have completed fewer than three full course equivalents for credit will be considered for admission to full-time studies on an individual basis upon the same criteria used for other applicants to Trent University.