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Secwepemc Cultural Education Society  
and Simon Fraser University

# The First Year

Annual Report  
1988-89 Academic Year



SCES/SFU Joint Steering Committee  
May 1989

# **The First Year**

Annual Report on the Affiliation  
between  
Secwepemc Cultural Education Society  
and  
Simon Fraser University  
1988-89 Academic Year

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prepared for the SCES/SFU Joint Steering Committee  
by Marianne Boelscher  
May 1989

## I. BACKGROUND: THE SCES/SFU AGREEMENT AND CONTRACT FOR SERVICES

On March 25, 1988, after five months of dialogue and negotiation, Simon Fraser University and the Secwepemc Cultural Education Society in Kamloops signed an agreement proposing an affiliation between the two institutions, "with the aim of developing an integrated research and teaching program to be implemented, in the first phase, through the Sociology and Anthropology Department." The possibilities to be explored under the terms of this agreement included:

- the provision of University level courses specifically oriented toward the needs of the Shuswap people,
- a jointly conducted program of research and research training,
- the provision of applied sociological and anthropological research by SFU experts,
- the eventual incorporation of other disciplines into the program,
- the eventual creation of a Native Studies Centre in Kamloops,
- the coordination of course offerings and other programs with local educational institutions,
- the study of the academic, financial and material bases upon which any plans may appropriately be realized.

A Joint Steering Committee comprised of three representatives from SCES and three SFU representatives was established to study and implement the above tasks.

In May 1988, a Contract for Services between SCES and SFU was signed to provide for the delivery of four Sociology and Anthropology Courses in Kamloops in the Fall 1988 and Spring 1989 semesters. This Contract was for \$47,270 and included teaching staff salaries, travel, the cost of learning materials, supplies, student activity fees, administrative support to SFU and a 15% overhead charged by the University.

This report evaluates the progress of the agreement between SFU and SCES during the 1988-89 academic year, and the success of the teaching program in Kamloops. It was preceded in January 1989 by an interim report authored by Marianne Boelscher and Steve Duguid which evaluated the progress of the teaching program during the Fall 1988 semester. This interim report was tabled with the Department of Indian Affairs to seek funding for the 1989-90 year. This Annual Report deals specifically with issues outlined in items I and II of the Agreement, including the functioning of the Joint Committee, the success of the teaching program, financial and material bases of the education and research programs, the progress of research ventures, and the planning of the program for 1989-90 as it was carried out during the past year.

## II. THE JOINT STEERING COMMITTEE

The initial SFU members of the Joint Committee were Dr. Mary Lee Stearns and Dr. Hari Sharma of the Sociology/Anthropology Department and Dr. Evan Alderson, Associate Dean of Arts. Dr. Stearns was later followed by Dr. Beverly Gartrell, then by Dr. Arlene McLaren, both of the Sociology/Anthropology Department; Dr. Alderson was replaced by Dr. Ellen Gee when she took his place as Associate Dean of Arts. The initial SCES members were Chief Ron Ignace, President of SCES, Rita Jack, Education Coordinator, and Gerald Etienne, SCES Administrator. Rita Jack was later replaced by Sheila Dick, who took her post as Education Coordinator. In May 1989, Gerald Etienne was replaced by Muriel Sasakamoose, the new SCES administrator. Dr. Marianne Boelscher, the Instructor/Administrative Assistant of the program, acted as advisor to the Joint Committee.

The Joint Steering Committee held monthly meetings throughout the year, with the exception of July-September 1988. Minutes of all Joint Committee meetings were recorded and circulated. The meetings alternated between SFU and Kamloops. Despite the high cost of travel associated with these meetings, it was felt by the Committee members that during the

initial year, monthly meetings were necessary to insure the proper implementation and especially the future planning of the program.

The Joint Committee made decisions on and monitored all aspects of the program, including course offerings and program planning; liaison with other University departments; research planning; hiring and screening of instructional staff; pursuing educational and research funding. The Joint Committee structure seems to have been an effective one in all respects. Most importantly, it provided for parity of decision making between the University and SCES, the native organization. This became an important aspect of the program under the new Department of Indian Affairs' policy regarding the funding of native education institutions, which called for "Indian control and management" of a program. Through the Joint Committee structure and the overall agreement, we could point out that the SCES/SFU agreement provided for an unusually high degree of decision making over post-secondary program planning and implementation by a native organization, including developing procedures for hiring sessional instructors for the SCES/SFU program.

The Committee also called an informal Advisory Committee composed of further members of the Sociology/Anthropology Department, and faculty from the Linguistics, History and Archaeology Departments. Members of this advisory committee joined the Steering Committee on several occasions and gathered for a special session on research ventures in late October 1988. Although no specific plans developed from this, the faculty from the various departments seem to have become departmental liaison people to implement teaching plans for 1989-90, and have also stimulated some interest in their respective departments. In addition, this session provided some feedback for the formulation of the specific research projects which were initiated during the year and are discussed in item V below.

The work of the Joint Steering Committee was financially supported throughout the first year by both SFU and SCES. The University provided \$2,300 in travel and hospitality funding for the Committee Meetings. SCES, similarly, provided the

travel funds for the SCES Joint Committee members as well as covering the cost of the meetings held in Kamloops. In addition, SCES provided \$4,000 in spring 1989 in order for the Instructor/Administrative Assistant to carry out tasks in the areas of program planning and student recruitment during the spring and early summer. Both institutions, in addition, donated the time of their respective committee members to carry out the committee work and attend meetings.

### III. THE INSTRUCTIONAL PROGRAM, 1988-89

Under the 1988-89 Contract for Services, the following Sociology and Anthropology courses were offered on site in Kamloops:

Fall 1988

SA 100 Canadian Social Issues  
SA 101 Introduction to Anthropology

Spring 1989:

SA 150 Introduction to Sociology  
SA 286 Native Cultures of British Columbia.

SA 101 and SA 286 were taught by Dr. Marianne Boelscher, the resident half-time Instructor/Administrative Assistant. SA 100 and SA 150 were taught by two sessional instructors who commuted from the lower mainland on a weekly basis, Dr. Doug Hudson and Ron McGivern, M.A. student in the SA Department.

#### 1. The Facility

The instructional site is the former Kamloops Indian Residential School, which is now operated by the Kamloops Indian Band and houses the Secwepemc Cultural Education Society, its museums and archives, as well as various educational operations, the Shuswap Nation Tribal Council, and numerous other institutions which provide services for native people of the area. Within this building, two large rooms (the former girls' dormitory rooms which were quite familiar to some of the older students) were rented for the program. One was

equipped with desks and chairs, as well as a blackboard, to serve as a classroom; the other was furnished with some used couches and chairs to serve as student lounge. A small adjoining room was equipped with essential office furniture and a typewriter and served as the Instructor/Administrative Assistant's office.

The SFU facility is directly below the NITEP facility, which made communication and movement between these places easy for both students and instructors. However, it is in another wing of the building than the SCES offices and SCES' other educational facilities (Native Adult Basic Education and the College Prep program). This created a five-minute commuting distance for photocopying, long distance phone calls (the SFU office had a local telephone only), consultation with the SCES Education Coordinator, and other office errands.

While classroom space was more than sufficient for the program, classroom equipment was at a minimum, due to the budget constraints of the first year. Classroom equipment consisted of desks, chairs and a blackboard. A VCR was borrowed from the SCES museum when videos were shown in class. For the program to continue, additional equipment will be required, including:

- some room dividers to create study space
- a VCR for classroom use only
- an overhead projector
- some computers and typewriters for student use and for administrative record keeping.

The possibility of installing a modem for electronic mail hook-up with SFU should be seriously considered.

## 2. The Students

During the Fall 1988 semester, a total of 19 students were taking courses in the program. In Spring 1989, one student moved and three others joined the program, bringing the number to 21.

Of the 22 students who took courses in the program in 89-1, 8 were male, 14 were female. In terms of band membership, 13 of the students were Shuswap (two of these were non-Shuswap, that is, they were Nl'akapmx and Nootka, respectively, married into Shuswap bands); 3 were Nl'akapmx (Thompson); 2 were Stetlemc (Lillooet), 2 were Chilcotin; 1 Okanagan; 1 Cree. Despite the fact that the program was administered by a Shuswap organization, the student population was composed of members of all Interior Salish and some other aboriginal nations.

Student ages ranged from the early twenties to early fifties, the majority being mature students who were admitted to the program in the 'special entry' category. About half the students had completed the Interior Native University and College Entrance Program (INUCEP or College Prep) at SCES in previous years.

## 3. Program Design

During the Fall 1988 semester, 19 students were enrolled in one or both of the SFU courses. A detailed quantitative analysis of enrollments and students' academic performance is provided in Appendix 1 and 2. This report will add some qualitative evaluations from the instructor's point of view. Of the 19 students enrolled in the fall, 13 were also enrolled at the University of British Columbia's NITEP/First Nations' House of Learning facility which is situated upstairs from the SFU facility. During the spring semester, the ratio changed somewhat: of 21 students, 12 were also enrolled at NITEP/FNHL. These students took the SFU Sociology and Anthropology courses as electives, and NITEP was billed a proportion of the full time program fee. The liaison with NITEP/FNHL seems to have worked quite well and will continue in the 1989-90 academic year. As a significant proportion of our students will continue to be UBC students, care should be taken to ensure

transferability of all SFU courses to UBC for elective or specific credit. During the 1989-90 academic year, the students will be expected for pick up a total of 7.5 UBC units in electives from SFU and other institutions. This amounts to 4-5 courses.

All students who were enrolled in the 1988-89 SCES/SFU program were native and were funded by the Department of Indian Affairs. This funding covers a living allowance, and the cost of tuition, books and learning supplies. The students apply to their bands for funding and these funds are administered by their local Education Coordinator. DIA considers a minimum of three courses per semester a full course load; some bands set the minimum at four. Therefore, we augmented the SFU course offerings by additional courses designated in part to upgrade students' skill levels and in part to fulfill funding and credit hour requirements. The additional courses which were offered to all students (including NITEP/ FNHL) were:

- Math upgrading to Algebra 11 and 12 levels ( 4 hours/week). Since a significant number of students were special entry and had not completed Math 11 or 12, it was essential to bring them to the regular University entrance levels. In addition, some courses and majors will require Math 11 or 12 as prerequisites.

- English 102 and 103 (Native Literature) from the Open Learning Institute, taught on site by an instructor provided by NITEP/FNHL on a cost-sharing basis. Many students had difficulty with the English course, especially since the tutor/counsellor did not materialize and the students should more appropriately have been offered an English prep course. However, with a lot of hard work and the extension of the course completion deadline into March 1989, most of them eventually successfully completed English 102. Some students are taking English 103 during the summer months, others will take it in 89-90. Another problem with the English course was the fact that the flexible OLI time frame for the completion of courses did not fit well into the SFU/UBC semester system.

The SA courses were taught with content involving native studies, wherever appropriate. Course outlines of these courses are appended. For example, SA 101 (Introduction to Anthropology) had special focus on the comparative study of African hunter/gatherers and Interior Salish hunting/gathering societies. SA 100 had significant focus on contemporary native issues and native rights in the context of overall Canadian society also.

In summary, the total course load for the SCES/SFU students involved five credit courses, or a total of 19 credit hours for the year, in addition to a Math prep course taught throughout the year. Students had 15 hours of classroom instruction per week provided through this program.

#### **4. Liaison with Continuing Studies**

In order to facilitate the admissions and course registrations procedures, as well as financial administration of the Contract for Services, the SCES/SFU program delivery operated through a liaison with the SFU Office of Continuing Studies. This liaison was a very effective one, in that it sped up the admissions and registration procedures, course adds and withdrawals, submission of grades and grade changes, order and delivery of textbooks, and all other aspects of the day to day delivery of the program.

#### **5. Academic Performance of Students**

A detailed analysis of student performance data is included in an Appendix to this Report. Because the program is small and because the instructors are able to monitor student performance, as well as comings and goings, quite closely, we can include some observations on factors affecting student performance.

During the Fall 1988 semester, the student success rate, for a native program, was outstanding, with 62.5% of the students successfully completing SA 100 with a C mark or better, and 84.7% of the students successfully completing SA 101 with a C

mark or better. During the Spring 1989 semester, 61% successfully completed SA 150 and 71.4% successfully completed SA 286. The higher pass rate for the Anthropology courses can be explained by two factors: a) The anthropology instructor was resident part time, hence there was more contact with students; b) The anthropology courses focused on native content to a higher degree than the sociology courses.

In his report for the 1988 Fall semester, Steve Duguid noted that "it will be important to monitor the number of 'N' (failure to complete) marks in the future to see if these are in fact 'failing marks' or the result of other factors affecting student performance." The high rate of N marks continued during the Spring 1989 semester. In SA 286, there were 4 Ns and 3 DEs (only one of which was turned into a pass mark), in SA 150, there were 4 Ns and 2 of the three D marks in fact reflected marginal performance due to failure to complete all assignments. In evaluating the N marks throughout the year, in the SA courses, as well as in the English course and the Math course, which showed similar patterns, it is striking that the same 4-5 students consistently failed all courses they enrolled in. All instructors agreed that this failure to complete courses had little to do with lack of academic ability or skill; instead, it was due to lack of attendance and failure to study. The students who obtained Ns in all their courses were young students. It should also be pointed out that the mature students, although initially lacking some writing and analytic skills, made up for this during the year by hard work, and most of them completed all their courses successfully. There are different ways to prevent this kind of failure to complete in the future, namely:

a) More thorough screening by SCES regarding applications to the program.

b) Closer monitoring of attendance by instructors and the tutor-counsellor. As there was no full-time resident instructor or tutor available during the past year, this was difficult to do, but should be much more successful during the coming year when two full-time staff will be on site.

c) Closer liaison with the Education Coordinators who control the flow of monthly student allowances, and to whom the students are accountable at the local level. The Instructor/Administrative Assistant and SCES Education Coordinator actually attempted this during the past year, but we would benefit from some directives and a clear-cut policy regarding failure to attend courses regularly and failure to complete.

On the whole, the success rate of the students continued to be good during the spring semester, with over 60% completing both courses successfully. Much of this can be attributed to the hard work and dedication of the students, especially the mature students.

## 6. Tutor-Counsellor

Due to the budget constraints, no full-time tutor-counsellor could be hired by SCES. This was the major drawback to success and student satisfaction during the 1988-89 year. The SCES Education Coordinator filled in with some life-skills counselling, and the Instructor/ Administrative Assistant undertook some tutoring in academic subjects and provided academic advice and counselling. However, all parties were aware that this was an insufficient solution. The students would have benefitted greatly from a native person on site who could have provided life skills support and academic support on a full-time basis. The mature students would have benefitted from this in order to make an easier transition into post-secondary education; the young students, for whom attendance became a problem, would also have benefitted from this, and may have been encouraged to attend more regularly and take their studies more seriously. During the year, SCES applied for tutoring funds to the Department of Indian Affairs, and further requests for tutor-counsellor funding were made to individual bands. However, by the time the Department allotted any money, the spring semester was almost over, and thus no tutor-counsellor could be provided throughout the year. The financial prognosis for the program for 1989-90 looks much better (see Financial

Situation, below), and the hiring of a full-time native tutor-counsellor will be one of the priorities.

## **7. The Instructors and the Logistics of Instruction**

Three SFU instructors taught in the program during 1988-89. One of them was a half-time resident Assistant Professor who taught two courses throughout the year while the other two were Sessional Instructors who commuted from the Lower Mainland on a weekly basis, each teaching one course. The two sessional instructors were male, while the Instructor/Administrative Assistant is female. All Instructors are non-native, although the resident Instructor/Administrative Assistant had conducted intensive field research with several of the Shuswap bands for the previous four years and was already known to some of the students. Of the two sessional instructors, one had extensive research experience in B.C. native communities, the other had taught in the SFU Klemtu program during the previous year. The student evaluations of the instructors in the SFU courses were well above average, compared to evaluations on the SFU campus, and indicated that the students considered the instructors to be effective and that the course content was interesting and met their needs. All students supported the emphasis on native content and issues. In future years, the hiring of native staff with appropriate qualifications would be an asset to the program, and the teaching positions should be posted with native organizations well in advance of the application deadline, to solicit applications from native candidates.

On the whole, the weekly commuting by plane or car seems to have caused no major problem. The Sessional Instructor who taught during the fall semester commuted mainly by car and arrived on time for each class. The sessional instructor who taught in the 89-1 semester was delayed twice due to some difficulties with flight schedules and ticketing. These delays caused some confusion and frustration among the students, who were not notified of the change in class schedule. We should take great care to avoid such delays in the future, and any

changes in class schedules need to be promptly phoned in and passed on to the students.

It should also be noted that, as far as driving or flying to Kamloops is concerned, the Spring semester poses more problems in terms of weather than the Fall semester.

The students noted that the weekly commuting left little time for contact hours with the instructor outside of class time regarding both tutoring and discussions with the instructor and in general getting to know him/her. Perhaps we can find some ways to alleviate this problem in the coming year.

## **8. Academic Advice**

Throughout the first half of the year, the students had very vague notions about academic and career plans as they related to taking Sociology and Anthropology courses. During the Spring semester, the Instructor/Administrative Assistant spent some joint and individual sessions with them going through the SFU calendar, clarifying course loads, degree requirements, credit hours and grade point averages. The students said they greatly benefitted from this information. In early April 1989, the SFU students and some of the NITEP students went on a field trip to SFU with the Instructor. During this field trip, they spent a morning at the Academic Advice Centre and with Jean Jordan, Departmental Assistant at the Sociology/Anthropology Department. In addition, they heard Dr. Nick Petryszak give a presentation on the SFU Co-op program. Again, they greatly benefitted from the academic advice sessions, but also from the general atmosphere of welcome at the University, mentioning that for the first time they felt like SFU students. They also met the SFU Native Student Society on this occasion. Such field trips should definitely become an annual component of the program. It has been suggested that these trips should take place during the fall, to give students academic and career advice soon after they enter the program.

## 9. The Financial Situation of the Instructional Program

During the 1988-89 year, the program operated on a minimal budget. SCES could meet its Contract for Services with SFU thanks to a financial contribution from education surpluses provided by the Skeetchestn band, and through revenue from program fees collected in lieu of tuition from the students, who were in turn funded by the Department of Indian Affairs. As indicated above, this lack of funds caused some hardship, particularly in the areas of tutor-counselling and classroom equipment. During the 1988-89 year, the Kamloops Indian Band generously waived the rental costs for the classroom facility, which allowed SCES to keep expenses outside of instructional costs at a minimum.

In December 1988, SCES applied to the Department of Indian Affairs for Institutional funding for the 1989-90 academic year and for the balance of the 1988-89 year. To stimulate the Department's interest in the SCES/SFU program, a meeting was held between the SCES/SFU Joint Committee, members of the Advisory Committee, the Dean of Arts, the SFU President and Academic Vice-President, as well as Dr. Owen Anderson, the DIA Superintendent for the B.C. Region, on January 17, 1989.

In Fall 1988, the Department of Indian Affairs had developed a new policy for Institutional (Core) funding to Native Organizations delivering post-secondary education programs. This policy stipulates that a) such programs be under Indian management and control, b) that they include native content, and c) that instructional staff is hired by the native organization. With support from many Indian Bands of the Interior, native organizations, NITEP, and the University itself, SCES was able to convince the Department of Indian Affairs and its native advisory committee to allot such institutional funding over \$82,000 to the Society for the 1989-90 year. This, along with future revenue from student tuitions and other funds provided the Department of Indian Affairs, will secure the financial basis of the program for 1989-90, and hopefully for future years.

## 10. Course and Program Planning for 1989-90

Besides implementing the 1988-89 program, a good deal of the Joint Committee's activities during the past year were dedicated to planning the overall program and specific course offerings for the 1989-90 academic year. During the year, the Joint Steering Committee liaised with the Departments of Linguistics, History and Archaeology, and some courses from the above disciplines will be included in the 1989-90 course offerings. The courses planned for Fall 1989 are as follows:

SA	101-4	Introduction to Anthropology
SA	201-4	The Anthropology of Modern Life
SA	255-4	Introduction to Social Research
LING	100-3	Communication and Language

These courses will again be augmented by Math prep and English courses from Cariboo College.

The tentative course offerings for Spring 1990 are:

SA	150-4	Introduction to Sociology
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plus two out of the following three:

SA	286-4	Native Cultures of British Columbia
SA	386-4	Native Peoples and Public Policy
SA	263-4	Peoples of the Third World
HIST	201-3	The History of Western Canada
LING	130-3	Practical Phonetics

with additional courses in English and Math accredited by Cariboo College.

The hiring and screening of Sessional Instructors for 89-3 has been initiated by the Joint Committee.

As far as the overall program design is concerned, the Joint Steering Committee is working on proposing some additions to the program. These include:

- The establishment of a Native Studies Certificate Program. This would be a certificate program within the framework of other SFU certificate programs which will attest the completion of a series of core and elective courses in various disciplines, all focusing on native studies, as well as a practicum in the area of native studies.

- The institution of the Sociology-Anthropology Co-op program in the Kamloops area. It is planned to start the first semester of the Co-op program in the 90-2 semester, since a number of students will by then have met the prerequisites for a first SA Co-op semester.

The establishment of both the Co-op and Native Studies Certificate Program has met with enthusiastic response among the students.

#### IV. RESEARCH INCENTIVES AND PROJECTS

The SCES/SFU agreement calls for the exploration of a jointly conducted program of anthropological and sociological research, and the eventual incorporation of other disciplines into research ventures. Initially, the exploration of research plans and the implementation of research projects turned out to be a difficult task, as it called for the coordination of numerous individuals with different research expertise and plans. An informal meeting on research with the advisory committee was held on Oct. 27, 1988, where the Joint Steering Committee members were joined by Dr. Ian Whitaker and Dr. Arlene McLaren from the SA Department, Dr. Robin Fisher from the History Department, Dr. Neville Lincoln and Dwight Gardiner from the Linguistics Department, and Dr. Brian Hayden and Diane Alexander from the Archaeology Department. While coming up with no concrete plans and results, this meeting at least brought together SFU faculty and graduate students with interests in carrying out research, and some of the Shuswap people. The general situation of research in different disciplines was explored, as well as funding possibilities.

In November/December 1988, the Joint Committee decided to prioritize research projects to get started on the task of initiating research projects. The projects which were deemed important as a starting point were:

- 1) The compilation of an annotated bibliography on the Shuswap people.
- 2) A research planning and inventory study, to determine what research projects had already been carried out in the Shuswap Nation, what the needs of the Bands, SCES and the Tribal Council were, and what SFU personnel was interested and available to carry on any such projects.
- 3) The compilation of an ethnohistory source book.

In addition, it was decided that a study researching existing models of affiliation between native organizations and post-secondary institutions should be carried out to make some plans and recommendations as to the future liaison between SFU and SCES, and as to the future content and scope of the educational program(s).

In early 1989, Simon Fraser University provided a total of \$16,000 towards the implementation of these tasks. In March 1989, the Department of Indian Affairs allotted an additional \$6,000 towards research tasks to SCES/SFU. The Joint Steering Committee decided to prioritize the Research Inventory and Planning Study, the Bibliography Project, and the Affiliation Study. After advertising and screening procedures, Dr. Doug Hudson was hired to undertake the research planning and inventory study, and Ron McGivern was hired to undertake the affiliation study. Job descriptions and terms of reference for both positions were developed, and the respective projects began in early May 1989.

The Bibliography Project was initiated in March 1989. Dwight Gardiner provided the database software, and at SCES, Brenda Louis was commissioned to work with Marianne Boelscher on compiling and keyboarding bibliographical

information which is locally available at SCES, the Cariboo College library and other institutions. This task is now nearly completed with over 200 items having been entered and annotated. At SFU, a work-study student is compiling bibliographic information from the SFU library. It is expected that a preliminary print-out of the bibliography will be available by late May.

In Spring 1989, Dr. Hari Sharma applied for and obtained a small SSHRC grant to undertake some exploratory research during the summer into the cultural and national revival of the Shuswap people. This work is to commence in early July 1989.

By the end of summer, all above research projects initiated and carried out during the first year should be completed. These will include the study of existing affiliations, a detailed research inventory planning study, and a complete annotated bibliography on the Shuswap. These projects will show the way to further joint projects and to individuals carrying out research projects in various disciplines with the Shuswap people, and in conjunction with SCES.

## APPENDIX 1. REPORT ON FALL 1988 SEMESTER

Two courses were offered in the Program during the Fall Semester, S.A.100-4 (*Canadian Social Issues*) taught by Dr. Douglas Hudson, and S.A. 101-4 (*Introduction to Anthropology*) taught by Dr. Marianne Boelscher. By virtually any standard of measurement the SFU/Secwepemc Program was an outstanding academic success during its inaugural semester. In addition to these courses, most of the students were registered in a university level writing course offered through the Open Learning Institute and a Mathematics Upgrading course offered via Cariboo College.

Enrolment and course completion data is summarized as follows:

- Of the 22 students who registered for SFU courses in September, three withdrew from the program during the semester, an attrition rate of only 14%.
- Of the remaining 19 students, all but two completed at least one credit course, a success rate of 90%.
- Of the 35 final enrolments in the two courses, 28 were successful completions for credit, a 'pass rate' of 80%.

Because academic programs at the University are analyzed in terms of both number of 'actual' students (*headcount*) and the number of enrolments in specific courses (*enrolments*), it is necessary to look at both of these dimensions of the Program in measuring academic performance.

	Headcount	Enrolment
Admissions	24	--
Initial Registration	22	42 (S.A. 100 = 20) (S.A. 101 = 22)
Withdrawals - 3*	19	35 (S.A. 100 = 16)** (S.A. 101 = 19)
Successful Completions	17	28

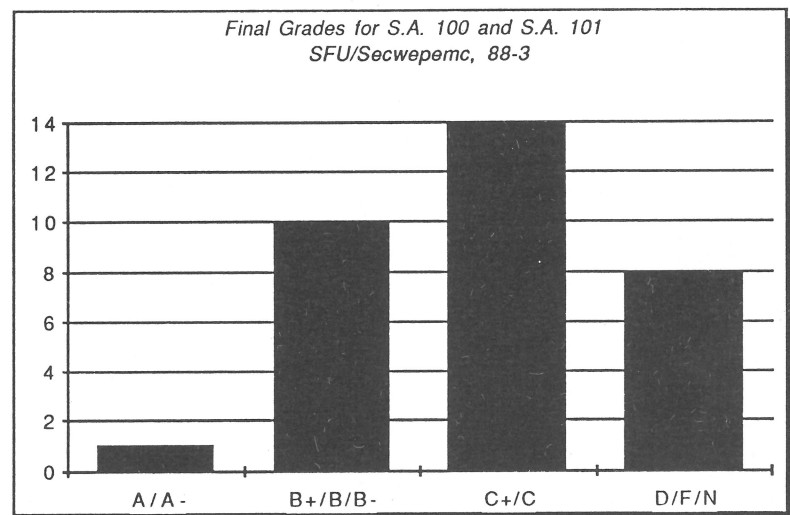
\* Two of the withdrawals were due to work-related pressures or moves; one due to "inability" to handle university level work.

\*\* One student dropped S.A. 100 while staying in S.A. 101

The record of successful completions in the SFU courses was matched in the writing and mathematics courses, making this first semester of the SFU/Secwepemc program an outstanding academic success.

### Distribution of Grades

The distribution of final marks in the two courses was as follows:



The distribution of marks reflects the rigorous academic standards applied in the program and the solid response of the students. Forty per cent of the marks were in the 'C' range while 28% were in the 'B' range. It will be important to monitor the number of 'N' (failure to complete) marks (20% in 88-3) in the future to see if these are in fact 'failing' marks or the result of other factors affecting student performance.

This record of solid academic accomplishment reflects well upon the support for the program given by the Secwepemc Cultural Education Society and the Sociology and Anthropology department at SFU, the skills of the teaching

staff of the program and, most of all, upon the dedication and abilities of the students.

### Enrolment for 89-1 Semester

Two courses are again being offered by SFU during the 89-1 (Spring) semester; S.A 150-4 (*Introduction to Sociology*) taught by Ronald McGivern, and S.A. 286-4 (*Native Cultures of British Columbia*) taught by Dr. Marianne Boelscher. A total of 21 students are registered for these courses (S.A. 150 = 18; S.A. 286 = 21), including 18 students continuing from the 88-3 semester and three new admissions. This total of 39 enrolments for the 89-1 semester is a drop of three from initial registration in 88-3.

### Budget and Finances

The total cost of the SFU/Secwepemc Program over the 1988-89 academic year (Sept. '88 to April '89) is based on the following cost items:

Contract with SFU	\$47,270
Utilities	170
OLI English course*	2,328
Student Lounge	376
Classroom Furniture	4,179
Phone	
306	
Building Rental (\$600/mo. x 8 mo.)	4,800
Math Preparatory course - Cariboo College	<u>3,000</u>
<b>Total Cost</b>	<b>\$62,429</b>

There are a number of ways in which the cost-per-student amount may be determined, including calculations based on headcount at various times, on enrolment in courses and on annualized FTE (full time equivalent). The following examples are illustrative of the various ways to view this issue:

- Based on the *initial registration* numbers for each of the two semesters, 22 and 21 respectively, the cost per student for the 8

\* One-third of actual cost - remainder paid by NITEP Program.

month period is \$1,452 (based on a total of 43 students) or \$2,973 (based on an 'average' headcount of 21 over the two semesters).\*\*

- Based on the *final registration* for each semester the amount would be slightly higher. Estimating 18 final registrations for 89-1, for a total of 37 registered students/headcount over two semesters, the **cost-per-student** would be \$1,687. Based on an 'average' headcount of 18 students over two semesters the cost-per-student would be \$3,468.

- Based on *successful completions* (e.g. students receiving credit), the amount would be higher still (estimating 17 for 88-3 and 17 for 89-1, the **cost-per-student** would be \$1,836 or, if an 'average' of 17 successful students is used, \$3,672 per student over 8 months).

Recognizing that from the perspective of the funding source, *successful completions* is the more desirable measure for assessing program cost while from the university's view *initial registration* is the number that most directly affects costs, the **mid-point** between these initial and concluding numbers could be used for the calculation of the cost-per-student. For the 88-3 semester that would result in a headcount figure of 19.5 students and an annual cost-per-student of \$1,600 (half of annual budget =  $\$31,214.50 \div 19.5$ ).

- The annualized FTE calculation is equally complex. Using only SFU courses in the Fall semester we can calculate that the 28 successful completions in two 4 credit courses = 7.5 annualized FTE. ( $28 \times 4 = 112 \div 15 = 7.5$ ). Dividing half of SFU's 2 semester budget - \$23,635 -- by 7.5 FTE gives a cost-per-FTE of \$3,151. If we include the **entire academic program** we could calculate the annualized FTE at 13.2 and the cost-per-student at \$2,364.\*\*

\*\* It is understood, of course, that this calculation does **not** take into account the non-SFU courses being taken by these same students, even though a portion of the total costs do include these OLI and Cariboo College courses. The cost-per-student based on enrolments would be lower if these courses were included.

\*\* This would include the OLI Writing course with 19 students earning 3 credits plus 19 students earning the equivalent of 1.5 credits each in the Cariboo College Math course, together equalling 85.5 credits. These, added to the 112 SFU credits =  $197.5 \text{ credits} \div 15 = 13.2 \text{ FTE}$ . Dividing \$31,214 [half of total budget] by 13.2 FTE = \$2,364.

It would appear that the **most accurate cost-per-student figure is this estimate of \$2,364 per annualized FTE**, based as it is on the total course load taken and the total education budget for the SFU/Secwepemc Program.

## APPENDIX 2. REPORT ON THE SPRING 1989 SEMESTER

Two courses were offered in the Program during the Spring Semester, SA 150 (Introduction to Sociology) taught by Ronald McGivern, and SA 286 (Native Cultures of British Columbia) taught by Marianne Boelscher.

**Enrolment and Course Completion** data is summarized as follows:

- Of the 21 students who registered for SFU courses in January, **all** remained registered through to the end of the semester.
- Of those students, 17 successfully completed at least one credit course, a success rate of **81%**.
- Of the 39 'enrolments', 29 were successful completions for credit, a 'pass rate' of **80%**.

The academic standards established in the Fall semester were maintained in the Spring, with 66% of the marks being in the 'B' to 'C' range and 30% falling in the 'D' or below (unsatisfactory) range. This latter occurrence is the result of poor performance by a few students taking both courses.

The completion rates and the rate of expenditure remained much as in the Fall semester, keeping the Program well within the annualized FTE cost per student figure of \$2,300 reported in January.

### APPENDIX 3. COURSE OUTLINES

Sociology /Anthropology 101-4: Introduction to Anthropology  
Instructor: Dr. Marianne Boelscher  
Fall 1988

This course is to provide a general introduction to the scope and methods involved in the study of human society and culture. Case material from a variety of cultures, both modern and traditional, will be discussed to explain the way human institutions and systems of communication, such as language, kinship, politics, symbolic systems and economy and exchange, function and are related to one another. Some emphasis will be placed on comparing the social institutions and history of Canadian Native people with those of other cultures to lead to an understanding of the students' own culture and history in the context of human cultural diversity and historical conditions. Some attention will be devoted to studying the economic and social changes faced by indigenous peoples in the context of colonialization.

#### Course Organization:

Four hours of combined lectures and seminar per week

#### Required Textbooks:

Rosman, Abraham and P. Rubel, *The Tapestry of Culture*

Lee, Richard B., *The Dobe !Kung*

In addition, numerous journal articles and book excerpts will be assigned as required reading.

A detailed reading list, assignment schedule and list of topics to be covered during the course will be distributed during the first week of classes.

#### Evaluation:

1 Quiz	10%
4 written assignments	40%
Final Exam	25%
Seminar Participation	25%

Sociology/Anthropology 100-4: Aspects of Canadian Society  
Dr. Douglas Hudson  
Fall 1988

Using basic sociological concepts and approaches, S.A. 100 examines the sociological literature dealing with selected issues in Canadian society, particularly issues such as social stratification, elites, inequality, Native rights, changes in family structures, poverty, education, and underdevelopment. The development of sociological theories dealing with Canadian social issues is also examined. The course draws upon material from lectures, films, discussions of assigned readings, guest speakers (where and if possible) and various assignments.

#### Texts:

Michael Czerny and Jamie Swift, *Getting Started on Social Analysis in Canada*

D. Forcese and S. Richer, *Social Issues: Sociological Views of Canada*

D. Purich, *Our Land: Native Rights in Canada*

#### Course Requirements:

S.A. 100 has two major written assignments, an exam, and a number of 'work sheets' (questions based on readings which are due at specific dates). All of these assignments will be used for in-class discussions.

Study Review	10%
Essay	25%
In-Class Projects and	
Participation	10%
Work Sheets	30%
Final Exam	25%

Sociology/Anthropology 150-4: Introduction to Sociology  
Ronald McGivern  
Spring 1989

The major objective of this course is to introduce, in a general overview, the origins, history, and current status of sociology as a discipline. The course will also be an exercise in recognizing the importance of developing a sociological outlook as a basis for understanding our everyday existence. The first part of the course will be devoted to the early theorists and their contributions to sociology. Next, we will examine some of the contemporary theoretical and methodological tools used to understand society and culture. With this background, the remainder of the course will concentrate on several of the social institutions we tend to take for granted--i.e., the economy, the family, education, the mass media and religion--in an attempt to better understand concepts such as social order, social conflict, and social process.

Texts:

Lorne Tepperman and R. Jack Richardson, *The Social World: An Introduction to Sociology*

Randall Collins, *Three Sociological Traditions*

Pertinent articles will be made available throughout the course

Evaluation:

Midterm (multiple choice & small paragraph)	20%
Short essay or book report	10%
Major essay	30%
Final Exam	40%

Sociology/Anthropology 286-4: Native Cultures of British Columbia  
Dr. Marianne Boelscher  
Spring 1989

In this course we will examine ethnographic and ethnohistoric materials on selected native peoples of British Columbia. The emphasis will be on the traditional culture and social organization, although aspects of the history of colonization and cultural change will be discussed.

The first part of the course will include an overview of the linguistic and tribal divisions of B.C. native peoples, and an overview of economic systems, ecological adaptations, as well as social organization and ceremonial life. The second portion of the course will involve a practical "hands-on" approach involving the detailed study by students of ethnographic and ethnohistorical materials pertaining to their own culture and the presentation of these materials under the guidance of the instructor.

Texts:

Hugh Brody, *Maps and Dreams*

Wayne Suttles, *Coast Salish Essays*

In addition, sets of articles on the Interior Salish people, as well as unpublished materials, will be made available to students.

Course Requirements:

4 hours of combined lecture/tutorial per week

Quiz	10%
Participation	15%
Oral Presentation	25%
Written Project/Term Paper	50%

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APR 12 1999

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