

PROGRAM REVIEW REPORT

on the

COLLEGE PREP.

ENGLISH AS A SECOND LANGUAGE

(CESL) PROGRAM

OCTOBER, 1995

SUMMARY

The College Prep English As A Second Language (CESL) Evaluation Committee found the CESL program to be generally well regarded by the students, teaching faculty and by the staff in International Education. The personal commitment and professional concern of faculty clearly drive the high quality of the CESL program, which itself offers the students a flexible, yet intensive course in learning English as a second language. Both flexibility and intensity, however, come at a price. The range of students served in Level I is broad, and some students find more work than they anticipated before they can enter non-CESL courses in Levels III to V. Further, though the program prepares students adequately in reading and writing, it lacks sufficient depth in speaking and listening skills, as well as in courses offering Canadian content.

The CESL program must also deal with numerous tensions. Faculty differences in teaching approaches offer creative variety, but this may hamper the efficiency demanded of an intensive program. The program must be sensitive to the changing needs of its clientele, the need for basic consistency in content and approach among related courses, and the potential and apparent weaknesses in its administration. Different objectives between marketing and teaching also demand mutual understanding and respect between the CESL faculty and International Education. Open, regular communication must be established and maintained, building on the potential good will that the Evaluation Committee found everywhere within the program and International Education.

It is clear, too, that senior-level decisions must be made about the future of CESL and International Education. Since its inception in 1987, the CESL program has expanded from serving 23 students from two countries taught by three faculty to over 250 students from 22 countries taught by 15 faculty--increases of 1100%, 1100% and 500% respectively. Enrolment is already marginally over the 5% international student policy set by the Board, and the program is under constant pressure to service an increasingly diverse clientele. Enrolment ceilings and classroom space are therefore two factors that must be addressed.

**CESL
PROGRAM REVIEW**

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1995 CESL PROGRAM REVIEW CHRONOLOGY

The 1995 review of the College Prep. English as a Second Language (CESL) Program was initiated on March 29 and April 3 with two planning and design sessions attended by Elizabeth Templeman, Chairperson ESL, and Institutional Research. Because most former CESL students were still attending the University College of the Cariboo but might be gone by the beginning of May, it was decided to survey them immediately. This was done on April 10, with follow-up on April 24 and telephone contact on May 1-2.

Further input on questionnaire design was solicited at a CESL departmental meeting on April 13, and as a result, questionnaires were sent to receiving departments on May 8 and to CESL faculty on May 9. Current CESL students were surveyed in eight classes between May 24 and 26. Cut-off date for all responses was June 8. Summarized data on the CESL Program were distributed to Evaluation Team members and CESL faculty on August 21, and the CESL Evaluation Committee met on September 11 and 12 to analyze the data and make its assessment.

Although a previous review of the English as a Second Language Prep. Program, the predecessor of CESL, was completed in 1989, the Educational Planning and Program Review Committee expressed reservations about the reliability and validity of the questionnaire data used in that review. Thanks to systematic planning of the process for the 1995 review, and the careful tailoring of the questionnaire items to the levels of comprehension achieved by the students and former students, Institutional Research is confident that the data are both valid and reliable in this iteration.

PROGRAM BACKGROUND AND CONTEXT

The College Prep. English as a Second Language (CESL) Program has been in existence since Fall, 1987, but has undergone many changes since its inception.

Since 1991, the CESL Program has had a five-level format, with Certificates of Proficiency in English granted to applicants who complete Level IV with satisfactory grades. Level V, comprised of two courses, constitutes a set of prerequisites for admission to English 110.

The CESL Program is designed to lead, therefore, toward a supported entry into other academic programs. The courses at the first level are predominantly oral/aural in skill focus, with the skills integrated in courses of fifteen and ten hours (CESL 014 and 016, respectively). The program becomes increasingly more coursified in Levels II and III, the skill focus gradually shifting toward an emphasis on written language in Levels IV and V.

The CESL Program serves, primarily, overseas international or visa students, from Japan and South-East Asian countries; increasing numbers of students from a variety of other geographical areas point to new markets for the future. As well, a growing number of landed immigrants of South-East Asian, South American and European descent are entering the program. Occasionally, French-speaking Canadians make their way to Kamloops to enrol in CESL for a year of English study. The program has clearly benefitted from this increasing diversity of student population--in terms of native language, cultural background, and circumstance.

The program objectives, as described in the UCC Calendar (pages 126-127), are "to provide specific and appropriate language training for English as second language speakers who intend to proceed to post-secondary study. Successful completion of the program means that a student has a sufficient level of English language proficiency to successfully undertake studies at English speaking colleges or universities". The program has also expanded to include an increasing number of students who come for communication skills, and has mounted elective courses to meet this demand.

Over 92% of CESL students are full-time, though a small percentage elects to study part-time. Program intakes average 55 students, with fall intakes typically in the eighties. The current trend is towards slow but steady growth. Classes are enrolled at near-full capacity (18 maximum, for all CESL courses; approximately 16 students, on average). While Levels I and II maintain healthy enrolments, for most semesters the majority of students enter the program with an approximate Level III placement.

The ESL Department participates actively in provincial ESL articulation, though that process itself is relatively new. Among the various programs offered by universities and colleges in the province, CESL is comparable in its objectives and approach to language learning. The CESL program is flexible in design, particularly in terms of placing students by skill, rather than placing them in a single level. It is coursified to a great extent to accommodate placement by skill, and to allow for integration with other UCC courses and programs.

Until recently, lack of an allocated budget identified by program (rather than funding source) made it difficult to track global or line expenditures. As growth and changing circumstances increasingly pushed CESL to program with dollars from many sources, a clearly and conventionally described budget became more essential. This need was recognized not only by the CESL Program Evaluation Committee but by the Vice-President, Instruction, and the Vice-President Administration and Finance, and CESL now has line control over its own budget allocation.

ADMISSIONS DATA AND PERFORMANCE STATISTICS

Admissions Requirements:

Students are required to take the English Placement Test to determine appropriate placement. The EPT is given at least three times a year. International students are required to take appropriate CESL courses as follows:

Students whose test results put them at:

LEVEL I: are considered full-time ESL students. The curriculum is one semester of full-time ESL study. On successful completion, students proceed to Level II.

LEVEL II: students are considered full-time ESL students. The curriculum consists of one semester of full-time ESL study. One additional CESL elective **may** be taken. On successful completion, students proceed to Level III.

LEVEL III: may take a mixed program of ESL and non-ESL courses. The Level III curriculum consists of 4 courses. Students may take all 4 at once and thereby complete this level in one semester of full-time study. If a mixed program (ESL--non-ESL) is chosen, all four CESL courses must be taken in the first semester following admission to the College.

LEVEL IV: a mixed program of ESL and non-ESL courses. The Level IV curriculum consists of three CESL courses. Students must complete all three courses in the first two semesters following admission to the College or entry into Level IV from the previous level.

For full-time students only one required course may be deferred in any one semester.

Note:

1. Students should consult the Academic Advisor, International Students about additional English language requirements for entry into specific post-secondary courses or programs.
2. For the purposes of these regulations, a student's CESL level is defined as that Level at which he/she requires the greatest number of courses.
3. Level V courses, CESL 057 and CESL 058, are prerequisite courses for ENGL 110 and ENGL 111.

Certificate of Level IV Completion

To qualify for a certificate, a student must **complete a minimum of seven CESL courses to include at least two elective CESL courses.** The student must complete CESL 045, 047, and 048--each with a C+ or better. (CESL 040, 041, and 047 for Tourism students).

Sequences of CESL Courses

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V
		CESL 033 <i>Grammar Study</i>		
CESL 014 <i>Basic Communication Skills (oral & grammar)</i>	CESL 024 <i>Integrated Communication Skills (oral & grammar)</i>	CESL 035 <i>Listening & Speaking</i>	CESL 045 <i>Advanced Speaking Skills</i>	
	CESL 027 <i>Reading Skills</i>	CESL 037 <i>Reading and Study Skills</i>	CESL 047 <i>Advanced Reading & Study Skills</i>	CESL 057 <i>College Reading Skills</i>
CESL 016 <i>Basic Reading and Writing Skills</i>				
	CESL 028 <i>Writing Skills</i>	CESL 038 <i>Paragraph Composition</i>	CESL 048 <i>Advanced Composition</i>	CESL 058 <i>College Composition</i>
<hr/>				
CESL Electives:	CESL 081 <i>Language Through Activity</i>	CESL 082 <i>Intermediate Listening</i>	CESL 092 <i>Academic Listening</i>	CESL 096 <i>Vocabulary for Academic English</i>
	CESL 085 <i>English Language & Culture Through Popular Media</i>	CESL 089 <i>Canadian Studies</i>	CESL 098 <i>Advanced Pronunciation</i>	CESL 099 <i>Special Topics in Language Study</i>
CESL Electives for Tourism Students:			CESL 090 <i>English for Careers I</i>	CESL 091 <i>English for Careers II</i>

Program Capacity/Demand:

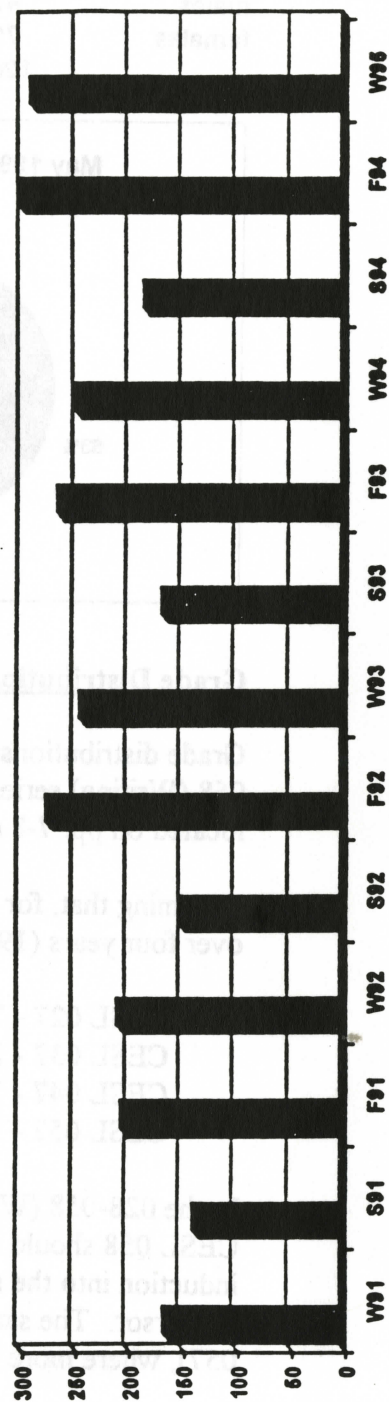
International student numbers are fixed by UCC policy at a number of FTE's no greater than 5% of UCC's total full-time equivalent enrolment. In 1994/95, that figure was $4957.9 \text{ FTE} \times 5\% = 248 \text{ FTE}$. 1994-95 records show that 257 International students were enrolled at UCC (see table, p.5). This figure may be calculated by adding together the Summer 94, Fall 94 and Winter 95 enrolment figures and dividing by three to produce an FTE. Hence $(184 + 289 + 299) = 772 \div 3 = 257.33 \text{ FTE}$, slightly above the policy line.

ENROLMENT OF INTERNATIONAL STUDENTS:

WINTER 1991 - Winter 1995

Countries	Wl 91	Su 91	Fa 91	Wl 92	Su 92	Fa 92	Wl 93	Su 93	Fa 93	Wl 94	Su 94	Fa 94	Wl 95
Hongkong			79	63	33	80	70	46	67	63	40	60	63
Japan			72	84	59	99	78	60	98	90	87	138	130
Taiwan			18	27	32	42	46	33	49	43	32	42	38
Macau			11	07	03	14	14	06	15	16	07	19	18
Singapore			11	12	15	19	17	08	16	15	08	13	12
Indonesia			05	04	00	05	05	06	07	06	02	05	05
Korea			01	03	04	05	04	04	03	02	04	06	06
India			01	01	00	02	02	00	00	00	00	00	00
Trinidad			01	01	01	01	01	00	01	01	00	01	01
USA			01	00	00	01	00	00	00	00	00	02	01
China			00	00	00	00	01	02	02	03	00	04	07
Zambia			00	00	00	01	01	00	01	01	00	01	01
Swaziland			00	00	00	01	01	00	00	00	00	00	00
Thailand			02	02	00	01	01	00	00	00	00	01	00
Czec.			00	00	00	01	00	00	00	00	00	00	01
Mexico			00	00	00	01	00	00	01	01	02	03	02
Israel			00	00	00	01	01	00	01	01	01	01	01
Malaysia			01	00	00	00	00	00	01	01	00	01	02
Sudan			00	00	00	00	00	00	01	01	01	00	00
Switzerland			00	00	00	00	00	00	00	00	00	01	00
Germany			00	00	00	00	00	00	00	00	00	00	01
France			02	02	01	00	00	00	00	00	00	01	00
Total	164	136	204	207	149	273	242	166	263	244	184	299	289

214

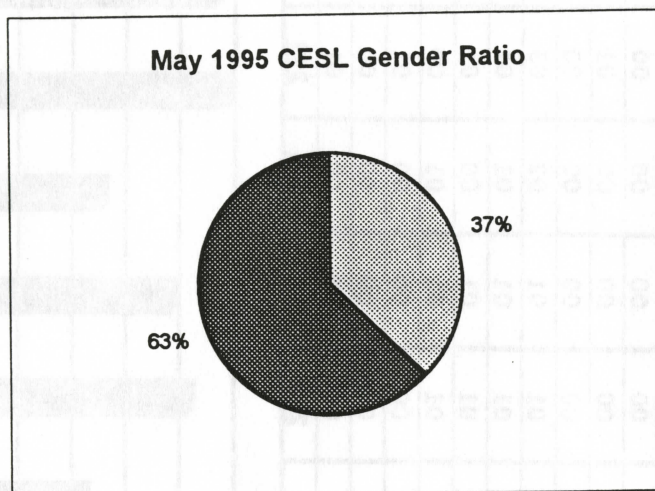


* This does not include short-term study-tour students, who in 1994-95 numbered 116.

Gender Ratio:

The gender ratio of students in the CESL program in May, 1995 was as follows:

males	47	37%
females	79	63%
	126	



Grade Distributions/Attrition Rates:

Grade distributions were run on the CESL 027-057 (Reading) series and the CESL 028-058 (Writing) series for the Fall intakes from 1991 to 1994. Tables of distributions are located on pp. 7-8 of this report.

Assuming that, for promotional purposes, a D is unsatisfactory, aggregated attrition rates over four years (1991-94) were as follows:

CESL 027 - 7%
CESL 037 - 13.6%
CESL 047 - 15.4%
CESL 057 - 10.1%

CESL 028 - 7.1%
CESL 038 - 9.2%
CESL 048 - 19.7%
CESL 058 - 25.2%

In the 028-058 (Writing) series, the rising attrition rate, from 7% in CESL 028 to 25% in CESL 058 should not be viewed as alarming, but rather as a healthy prelude to and induction into the standards that will be found in English 110, to which this series is the precursor. The same dramatic rise in attrition was not found in the Reading series (027-057), where more benign attrition rates were the norm.

SELECTED COURSE GRADES IN CESL PROGRAM

Grades Distributions (Fall semester intakes only)

CESL 027	A+	A	A-	B+	B	B-	C+	C	D	F	W/DNC	Total
1994	1	4	4	10	4	9		4			2	38
1993	2	6	3	7	2	5	1			1	4	31
1992	8	5	17	9	3	2	2		1		1	48
1991	2	7	4	6	6	7	3	1		2		38

Aggrt'd % 8.4% 14.2% 18.1% 20.6% 9.7% 14.8% 3.9% 3.2% 0.6% 1.9% 4.5%

CESL 028	A+	A	A-	B+	B	B-	C+	C	D	F	W/DNC	Total
1994	3	7	10	13	4	4	1	1	1		2	46
1993	3	3	4	7	6	3					5	31
1992	1	9	13	15	5	5					2	50
1991	0	7	7	7	9	8	1	1	1		1	42

Aggrt'd % 4.1% 15.4% 20.1% 24.9% 14.2% 11.8% 1.2% 1.2% 1.2% 0.0% 5.9%

CESL 037	A+	A	A-	B+	B	B-	C+	C	D	F	W/DNC	Total
1994	3	3	12	10	7	7	3	4		3	4	56
1993	1	5	7	1	10	5	2				5	36
1992	0	6	4	12	5	4	2	1	1		5	40
1991	2	4	1	1	1	3	1			1	1	15

Aggrt'd % 4.1% 12.2% 16.3% 16.3% 15.6% 12.9% 5.4% 3.4% 0.7% 2.7% 10.2%

CESL 038	A+	A	A-	B+	B	B-	C+	C	D	F	W/DNC	Total
1994	0	6	11	15	10	5	1				11	59
1993	0	3	2	11	14	8	3				1	42
1992	0	3	7	13	12	13	2	2			4	56
1991	0	3	3	10	13	6	1				2	38

Aggrt'd % 0.0% 7.7% 11.8% 25.1% 25.1% 16.4% 3.6% 1.0% 0.0% 0.0% 9.2%

CESL 047	A+	A	A-	B+	B	B-	C+	C	D	F	W/DNC	Total
1994	2	1	9	12	12	8	3	2	2	2	6	59
1993	1	5	6	7	1	5					9	34
1992	1	9	4	9	10	9	2			2	3	49
1991	0	5	3	6	5	8	2	1			3	33

Aggrt'd % 2.3% 11.4% 12.6% 19.4% 16.0% 17.1% 4.0% 1.7% 1.1% 2.3% 12.0%

CESL 048	A+	A	A-	B+	B	B-	C+	C	D	F	W/DNC	Total
1994	0	2	4	1	10	11	6			4	8	46
1993	0	4	2	6	6	3	2				14	37
1992	2	4	4	11	3	7	5	1	1		3	41
1991	0	0	4	5	9	10	2	2			1	33

Aggrt'd % 1.3% 6.4% 8.9% 14.6% 17.8% 19.7% 9.6% 1.9% 0.6% 2.5% 16.6%

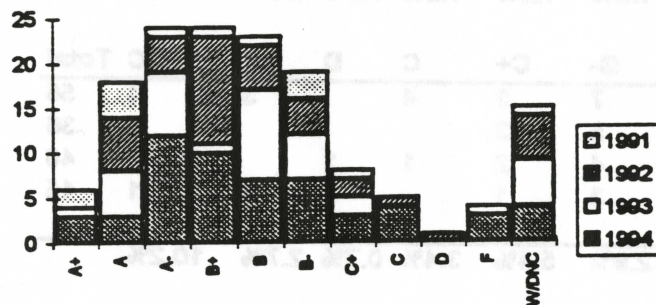
CESL 057	A+	A	A-	B+	B	B-	C+	C	D	F	W/DNC	Total
1994	0	1	3	2	5	7	2	1		1		22
1993	0	1	2	5	5	6	5				5	29
1992	0	1	6	2	3	4		1			3	20
1991	0	0	3	4	6	3	2					18

Aggr'd % 0.0% 3.4% 15.7% 14.6% 21.3% 22.5% 10.1% 2.2% 0.0% 1.1% 9.0%

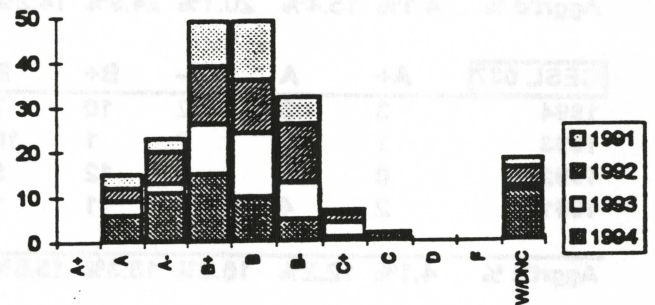
CESL 058	A+	A	A-	B+	B	B-	C+	C	D	F	W/DNC	Total
1994	0	1	1	2	3	3	1		1		6	18
1993	1	1	2	3	7	3	2		1		9	29
1992	0	1	1	6	5	10	4	5			7	39
1991	0	0	1	1		8	2	3			2	17

Aggr'd % 1.0% 2.9% 4.9% 11.7% 14.6% 23.3% 8.7% 7.8% 1.9% 0.0% 23.3%

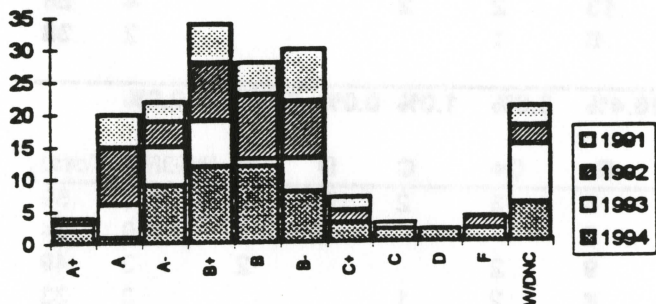
CESL 037



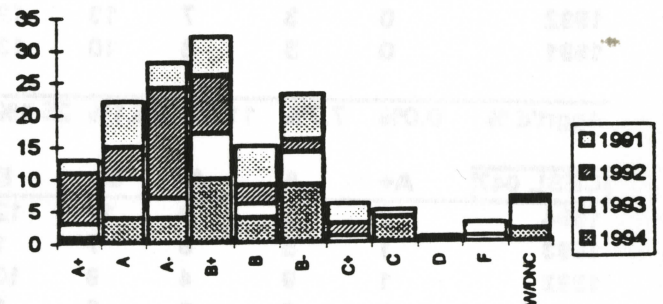
CESL 038



CESL 047



CESL 027



TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES
CESL PROGRAM REVIEW

The categories and quantities of responses are tabled below:

Recipient	# Sent	# Completed & Returned	% Returned
FACULTY:	15	14	93%
RECEIVING FACULTY:	40	34	85%
STUDENTS:			
- Current	142	126	90%
FORMER STUDENTS:	140	54	39%
TOTAL	337	228	68%

Former Students:

Returned by Post Office: 01

Non-Respondents: 85

SUMMARY OF QUESTIONNAIRE RESPONSES

1. Former Students:

Questionnaires were sent to 140 students who took the CESL program between 1990 and 1994, of whom 54 responded, creating a response rate of 39%. Of those 54 respondents, the ratio of male to female was 4:6 and 70.4% were in the age range of 20 - 24 years. Almost half (48.1%) of the students who responded were from the 1993/94 class. The most common language of origin was Japanese (49% of respondents), followed by Chinese (47%). Fifty-eight percent of respondents had Grade 12 or equivalent on entering the CESL program, 17% had some college, 8% held a college diploma and 17% were degree-holders. The mode level of achievement in the CESL program was Level IV, which 83% of respondents had completed. However, only 24% of respondents had received a CESL Certificate of Proficiency. Since taking the program, all students had proceeded on a full-time (98%) or part-time (2%) basis to other UCC programs: mainly Business (37%), Tourism (11%), Sciences (11%), and Arts (9%) (see "Further Education: Former CESL Student Destinations", p.13).

Respondents' evaluation of the CESL program ranged from highs of 3.94 ("gave me enough writing practice"), 3.85 ("gave me enough reading practice"), and 3.87 ("gave me enough homework"), to 3.32 ("used many different learning activities"; "used texts that were useful and helpful"), 3.31 ("used different a/v devices"); 3.25 ("gave me enough speaking practice"), and 3.24 ("made the lessons useful and interesting"). All ratings of program procedures and processes were 3.24 or above on a scale where 5 equals "strongly agree" and 1 equals "disagree strongly". The International Student Advisor's ratings ranged from 3.67 ("polite and courteous") to 3.04 ("helped me understand UCC rules and regulations").

In terms of outcomes, former students evaluated the improvement of their writing skills at 3.28 on a scale of 4.00, where 4 equals "a lot of improvement" and 1 equals "no improvement". Grammar skills improvement was rated 3.00, listening skills at 3.04, reading at 3.15; falling below the level of 3.0 were speaking skills (2.87), pronunciation (2.77) and knowledge of Canada (2.70).

On average, former students' evaluations of the CESL's program's procedures and activities (3.56) were marginally higher than those of current students (3.44), as were former students' estimates of their improvements in seven outcomes areas: listening skills, speaking skills, pronunciation, reading, writing, grammar and knowledge of Canada (2.97 versus 2.8 among current students).

In the "subjective comments" area, several recurrent themes were detected:

1. complaints about cheating and the need for stricter student surveillance and student ethics;
2. complaints about favouritism and bias among some instructors in marking and evaluation;
3. requests for more information on how to acquire a CESL Certificate of Proficiency.

4. requests for more practice in speaking skills;
5. comments on the discrepancy between regular fall-winter instruction and that provided in the summer months.

2. Current Students:

Eight classes of CESL students from Level II to Level V were surveyed between May 24 and 26, 1995. The breakdown of classes was as follows: CESL 028, two sections; CESL 038, 2 sections; CESL 048, two sections; CESL 058 two sections. Of a potential 142 students, 126 completed the questionnaire, for a 90% response rate.

Sixty-three percent of respondents were female and 37% males, a ratio close to the 6:4 ratio among former students. Most respondents (62%) were in the 20-24 age group, and almost half (48%) were Japanese-speaking, with the next largest group being Chinese-speakers (37%). The previous educational level of most respondents was Grade 12 or equivalent (50%), though 20% had some college, 19% had college diplomas, and 10% had degrees. The most common entry points into the CESL program were Level II (31%) and Level III (35%). Ninety-two percent of respondents were full-time students, with the remainder part-time or part-time and employed. Sixty-three percent indicated that they would continue their studies at UCC, while 13% said they would enrol at another institution. Of the 79 respondents who declared UCC as their educational destination, 32% indicated an interest in Business programs, and 24% in Tourism programs. (see "Further Education: CESL Current Student Destinations", p.13).

In their evaluation of 16 instructional processes and procedures in the CESL program, respondents were neither highly enthusiastic nor highly critical. The response range was between 3.06 ("give me enough speaking experience") and 3.99 ("give me enough homework") on a scale of 5, where 5 equals "strongly agree" and 1 equals "disagree strongly". No ratings were above 4.0, nor under 3.0; the lowest ratings went to sufficient speaking practice (3.06), use of variety of a-v devices by instructors (3.07), and sufficient listening practice (3.13). The ratings accorded to the International Student Academic Advisor fell between 3.63 ("polite and courteous") and 3.10 ("helped me understand course selection" and "helped me understand UCC rules and regulations").

As to outcomes, students accorded the highest ratings to improvements in their writing skills (3.06) and listening skills (3.03), on a scale of 4, where 4 equals "a lot of improvement" and 1 equals "no improvement at all". They rated improvements in their pronunciation (2.48), knowledge of Canada (2.66), and speaking skills (2.72) less generously.

Several themes appeared with some frequency among the students' comments:

1. requests for more speaking and pronunciation practice;
2. requests for uniformity and objectivity in grading, especially among parallel sections of the same course;

3. comments on excessive class size in contrast to the overseas advertisement of small sections;
4. requests for integration of social activities with Canadian students;
5. requests that only English be allowed in class situations;
6. comments on the accuracy and fairness of the English placement test in determining starting level in the program.

3. Faculty:

Fourteen of 15 CESL faculty completed the questionnaire for a 93% response rate. In general, faculty expressed satisfaction with the program. Of the 23 outcomes that faculty were asked to evaluate, only one response was below 3.00: time available for faculty to participate in program curriculum development (2.83).

Articulation and liaison communications had the majority of faculty in agreement (42.9%) or neutral (42.9%) about the level of communications with the UCC community about their program. Forty-three percent responded "not applicable" when asked about communications with other institutions regarding the program--a curious statistic when one considers the extent to which Douglas College, V.C.C. and other Lower Mainland colleges were cited by faculty in interviews as paragons of good ESL practice.

Of the 13 student outcomes surveyed, faculty responded above 3.00 in 11 of those outcomes while the other 2 were at 3.00: student interpersonal skills and student oral communication skills.

It is significant to note that the faculty's overall rating of the program was 4.00 and of its students, 4.08.

4. Receiving Faculty:

Of the 40 questionnaires sent to receiving faculty, 34 responded, thus creating an 84% response rate. When receiving faculty were asked what level of CESL completion was required for admission to their programs, the majority (52.9%) indicated they did not know while 26.5% did not respond.

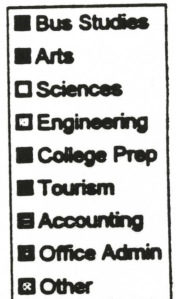
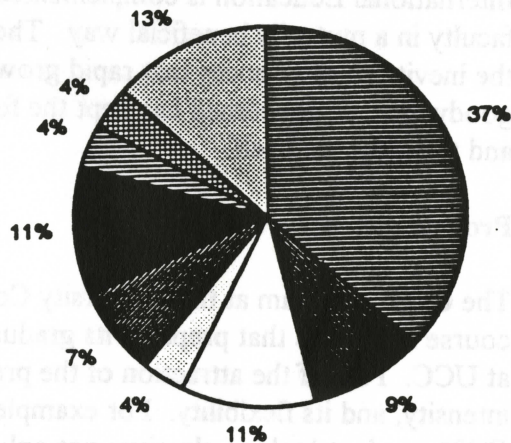
Of the eight skill sets that receiving faculty were asked to evaluate among incoming CESL students, five were rated below 3.00: vocabulary skills (2.86), speaking skills (2.81), writing skills (2.86), class participation skills (2.85), and group interaction skills (2.95). Two of the eight outcomes were at 3.00--pronunciation skills and grammar skills--and reading skills were rated at 3.57 on a scale of 5, where 5 equals "very satisfied" and 1 equals "very dissatisfied". It should also be noted that in each of these eight outcomes, a third of the receiving faculty responded that they had no experience or they did not think that it was applicable.

Further Education Opportunities:

The following charts indicate the most common program destinations at The University College of the Cariboo for CESL Former Students (1990-94), and declared destinations for CESL students in the spring semester 1995.

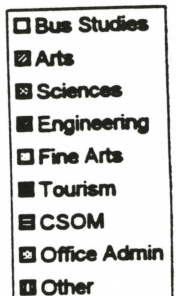
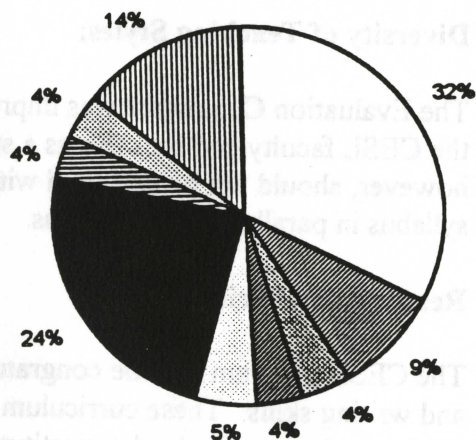
**UCC Program Destinations
CESL Former Students, 1990-94**

Bus Studies	20	37.00%
Arts	5	9.00%
Sciences	6	11.00%
Engineering	2	4%
College Prep	4	7%
Tourism	6	11%
Accounting	2	4%
Office Admin	2	4%
Other	7	13%
	54	100.00%



**UCC Program Destinations
CESL Current Students, May 1995**

Bus Studies	26	32.00%
Arts	7	9.00%
Sciences	3	4.00%
Engineering	3	4%
Fine Arts	4	5%
Tourism	19	24%
CSOM	3	4%
Office Admin	3	4%
Other	11	14%
	79	100.00%



STRENGTHS OF THE PROGRAM

The Evaluation Committee identified the following strengths in the CESL Program:

1. CESL/International Education Collaboration:

Notwithstanding the recommendations elsewhere in this report on ways of fine-tuning the relationship between CESL and International Education, the CESL Evaluation Committee found that the International Education/CESL collaboration is the bedrock of the CESL program's success. International Education recruits off-shore students--the bulk of CESL enrolments--and CESL instructs them; the marketing expertise of International Education is complemented by the instructional expertise of the CESL faculty in a mutually beneficial way. The Evaluation committee noted that in spite of the inevitable differences that rapid growth has brought, the generosity, energy and goodwill of all concerned has kept the focus on the overall welfare of CESL students and the program itself.

2. Program Structure, Flexibility:

The CESL program at the University College of the Cariboo offers a flexible, ladderized course of studies that prepares its graduates to function in the academic environment at UCC. Part of the attraction of the program appears to be its short duration, its intensity, and its flexibility. For example, the provision for Level IV and Level V CESL students' taking electives not only from within, but from programs outside the CESL program--e.g. Tourism--is seen as a strength of the program in that it encourages student transition to other UCC program offerings.

3. Instructional Quality:

The Evaluation Committee noted the frequent comments from former and current students on the competence, professionalism and, most of all, patience of the CESL faculty. Although the evidence suggests that international students arrive at UCC with a multiplicity of motives and expectations, which in turn mean that the CESL program has to be all things to all people, the program and its faculty achieved creditable ratings in all areas.

4. Diversity of Teaching Styles:

The Evaluation Committee was impressed by the diversity of teaching styles among the CESL faculty and sees this as a strength of the program. Diversity of style, however, should not be confused with the need for uniformity of curriculum and syllabus in parallel course sections.

5. Reading and Writing Skills:

The CESL program is to be congratulated on the success of its instruction in reading and writing skills. These curriculum areas were rated highly by former and current CESL students, and clearly constitute elements of strength in the program.

AREAS OF CESL PROGRAM WHICH CAN BE IMPROVED

This section highlights aspects of the CESL program which the data suggest can be improved. Parenthetical page references are to the CESL Program Information package received by the CESL Evaluation Committee and CESL faculty.

1. TEACHING/ CLASSROOM ADMINISTRATION

a. English Language in Classes

Perhaps the single most common request from present and former students was that only English be allowed in the classroom. The request was forcibly underscored by the student interviewed by the Evaluation Committee. This request for only English in the classroom undoubtedly has roots in past practice for most students, possibly as well as present practice in other British Columbia institutions, including non-UCC institutions in Kamloops. Further, the inability of international students to understand each other frustrates some. One comment reads, "The teachers should not allow us to speak in our mother tongue because it will make people like me who does not speak Cantonese/Japanese lost" (p. 169, added emphasis).

Evaluation Committee discussions revealed some reluctance among CESL faculty to demand observance of the English only practice, but this reluctance is obviously interpreted as a weakness in the program, and perhaps a feeling that CESL faculty really don't care about their students' improvement. In the survey of current students, for instance, speaking practice ranked lowest of all responses relating to CESL teachers (p. 160), and pronunciation ranked lowest in the "Extent to which I have improved" category. The complaint about speaking practice appeared in the former student survey as well.

b. Listening and Speaking

Survey results from former students reflect the disparity between felt improvement in speaking and pronunciation skills (2.87, 2.77 respectively) vs. writing skills (3.28). Additional comments provide anecdotal support for the survey results. Results from the faculty survey, supported by individual comments, mirror the student concerns. Oral communication skills are ranked at 3.0, compared with a 3.75 ranking for writing. One faculty comment states explicitly, "Our program is stronger in Reading and Writing--Listening and Speaking is [sic] lumped together and omitted at Level 5--I think this is a weakness" (p. 188).

c. Conversation with Canadian Students

Student concerns in both surveys and comments reflected frustration about lack of education concerning Canada and lack of contact with Canadian students. A newly enrolled student, reflecting the hopes of others, writes, "I hope we will have a lot of chance to meet Canadian and talk with them" (p. 172). One student approvingly points to the practice of the UCC Japanese instructor, who has her students talk with Japanese tutors. Why can't the same be done for CESL students? (p. 182) A faculty member also suggests, "Perhaps Education students could be paired with CESL students as part of an assignment" (p. 190).

The need for integrating CESL students with Canadians extends into the social sphere as well. Receiving faculty offer the following comments:

Students converse with each other in their native languages and make little effort to converse with English speaking Canadians (p. 195);

[Their] social skills could be improved--especially in expressing themselves in a total way in a group situation (p. 195);

[Conducting] seminars in classes to mostly CESL students is like pulling teeth (196);

Another receiving faculty member comments on "hostilities in classes where they must work in groups and can't 'pull their weight' when it comes to writing and public speaking" (p. 195).

d. Uniformity Among Parallel Courses

One faculty member responded to survey question #3 about logical course sequencing as follows:

Contrary teaching practices occur when other instructors do not know what is being taught in some courses. It is particularly distracting for those who teach the courses in the same level, or the same topic in levels on either side of a course in which the content is unknown. When the content is unknown, it is impossible for instructors teaching adjacent courses to encourage understanding of the big topic, English, or to make smooth transitions from one level to another.

... Therefore, I would like to propose that student texts and course outline can be changed only with the consent of some kind of a review committee to ensure that all the courses in our program follow a logical sequence. (p. 191)

Former students possibly reflect similar concerns, though expressed differently, often as varied standards in grading, although one student states directly, "The expectation from each instructor teaching in the same level varies" (p. 184). Another former student asks for "standard CESL instructors during summer time." He notes, "The materials which are covered in the summer can not be matched with the instructor's expectation in Fall and Winter semester" (p. 185).

e. Summer to Fall Bridging

The problem of using part-time instructors for summer instruction, as noted in the previous section on uniformity among courses and sections, offers no easy solutions, but the quality of the CESL program demands that solutions to this matter be sought.

f. Bridging into Academic Courses, especially English 110

Representative comments of previous students highlight the difficulty of preparing ESL students for standard university-level courses, with English 110 (Composition) and 111 (Contemporary Fiction) offering perhaps the most challenging obstacle:

Level 5's level is too low to catch up any Academic course!! (p. 182)

As I found out many students (i.e. me) have difficulties in research papers for univ. level English. (p. 183)

I took English 110 for this winter semester in 1995. However, because I didn't improve my writing skills enough in CESL courses, I needed someone's help all the time. I really feel the low level of CESL at UCC. To tell you the truth, it's not helpful for regular ENGLISH courses for college. (p. 183)

Concern for weak student preparation is echoed by numerous receiving faculty; concerns are constant among English faculty.

Possible solutions discussed in the Evaluation Committee included an additional short capstone course of two hours per week, an adjunct course, use of the Writing Centre, or an ESL study skills course. Last spring, CESL faculty met with English Department faculty to discuss mutual problems, and a committee of volunteers from each department was struck, but that committee has never met.

g. Tracking of CESL Students in Academic Courses

Evaluation Committee discussions noted that the UCC Colleague system should be able to track CESL students to determine their levels of success in academic programs.

h. CESL Electives

Present student and former student comments showed frustration with the lack of electives, especially in senior level grammar and in Canadian studies. With few electives, students of various English abilities are forced into the same sections, thereby undermining the quality of the instruction for both the novice and the advanced learner.

The Evaluation Committee heard differing opinions about the value of skills courses, such as grammar, taken in isolation. Strong arguments can be mounted in favour of integrating advanced grammar with course content. CESL faculty themselves recognize the need for more courses than are now offered in speaking and listening, courses that could possibly integrate Canadian Studies as well as grammar in practice. The department will have to discuss the various learning approaches advanced by its faculty and come to some agreement about how to expand the present range of electives.

The Evaluation Committee also reviewed comments questioning the ability of students in Level III to cope with electives outside the CESL program, and queried such practice.

i. Computer Lab Facilities

The Evaluation Committee discussed with CESL faculty and within itself various advantages and disadvantages of Computer Assisted Instruction. Apart from the potential value of specific programs, the Committee heard evidence about the success of programs with computers in motivating students to learn. Given the increasing opportunities for CAI, combined with the woeful quality of computers in the present B234, the Evaluation Committee considers important further investigation into the possibility of sharing a well equipped computer lab with the rest of the Division of Developmental and Regional Programs.

j. Review of Ethics in Courses

Numerous student comments referred to favouritism exhibited by CESL instructors. Perhaps the appearance of favouritism might be somewhat alleviated by attention to as much uniformity as possible between related courses, but that is not the specific concern here. Rather, the concern is raised by a former student's comments about cheating:

1. Should have different exam paper every term so nobody can ever take advantage of the former student in order to perform their ability.
2. . . . if the level has couple . . . classes. . . have the exam at the same time or different paper.
3. For essay, I would prefer that the topic is given in class. . . so students won't have chances to ask other students to write for them. . . . (p. 182)

This student's concerns are echoed by receiving faculty concerns. Once faculty member writes, "I have numerous (8 in last 2 years) occurrences of cheating. . . . This compares with only 2 occurrences of cheating for non-CESL students" (198).

The Evaluation Committee learned that some international students are under extreme pressure to succeed. It is therefore important to ensure the integrity of exams as much as possible to safeguard the reputation of the CESL program at UCC.

k. Readability of Course Outlines

Discussion of course outlines in the CESL program revealed that some outlines may have been written more for past college committees than for present students. Faculty might be reminded that the primary audience for course outlines is the class of students taking the course. All faculty should review the appropriateness of outlines for the courses they teach, and the department should assign to someone a review of outlines for courses not presently taught.

2. PROGRAM ADMINISTRATION

a. Importance of Placement Test

Among student suggestions for improving the CESL program, numerous responses targeted a dissatisfaction with the present placement test. A current student in CESL 058 stated, "Some of the new students who just arrive and take the test do not know how important is the test. Like me, I didn't know that the test influenced my study here so I just did it carelessly" (p. 173). A former student wrote, "If students finished grade [sic] 12 in own country, I though [sic] everybody can take some academic classes after ESL Level 3 or 4. However, some of my friends must take College Preparation class when Ms. Carol sees their high school marks." This student continues, "I think the College must say this before students apply to College" (p. 185).

Because a number of students, both past and present, saw the interpretation and use of test scores a problem, the CESL program must examine the issue. The Evaluation Committee also discussed the matter of when the test is given, but recognized that the interpretation of test scores now allows for jet lag, so delaying the test, as requested by some students, might prove counterproductive.

b. Certificate Flow Chart

In the former student survey, 72% of the respondents had not received a CESL certificate. A number of reasons is given for this lack, but numerous students also expressed ignorance about the existence of the certificate as well as about how to get it. In her report, the Department Chair indicates that demand for the certificate has increased in the last two years (p. 16). perhaps because an increasing trend among student clientele is to come for communication skills rather than academic preparation.

Part of the problem may be addressed by the new entry in the 1995/96 UCC Calendar, which now lists the "Certificate of Level IV Completion" (UCC Calendar, p.127), but CESL is not listed under "Certificate Programs" in the UCC Calendar Index. Further, given the students' confusion about the issue, requirements and application procedures for the certificate should be clarified.

c. Support for Social and Cultural Integration

Since its inception in 1987, the CESL program has grown and changed substantially. In the early years, faculty hosted social events that helped students integrate easily. Some of the social support was paid for by International Education but organized by faculty (p. 191, c). As the program grew, however, informal arrangements have disappeared, and communication between the CESL and International Education may also have thinned and become more formal than it was earlier. One casualty of this growth in size and formality has been student socialization.

Discussion in the Evaluation Committee isolated the need for social support within the CESL program as a whole, with responsibility for this resting with the CESL program faculty, who are closer to the students and the social units formed in the classroom. The International Education Department might supplement and support such activities, for example, by providing reciprocal information on host families to students, as well as student information to host families. The Evaluation Committee agreed on the need

for student involvement in the planning, which might integrate input from students in various programs such as Tourism and Business, but also seek support from the Student Society and from Coop activity. The need for this initiative was seen as separate from the need for the integration of international students and Canadian students and culture as required in individual courses within the CESL program. (See **Area for Improvement c.**). Funding for these social activities should be provided in the CESL budget under the line item "Field Trips".

d. International Education Liaison Committee

The Evaluation Committee noted that the present International Education Advisory Committee included mainly administrative personnel (Safford, Templeman, Wojna, Pillar, Huber, Kerr), and was therefore aimed at program administration rather than educational advising. A change in name would target the appropriate interests of this committee.

e. International Education Advisory Committee

The CESL program presently operates without a regular committee that brings together persons involved primarily in international students' educational interests. Given the admissions of both CESL and International Education staff that the relationships between the two partners can sometimes be "tricky," this lack of formal liaison between the two parties could have dubious potential. A committee entitled "International Education Advisory Committee", composed of CESL Faculty, Intentional Educational representatives and International Student Advisors should be established to discuss program issues such as placement tests, certification, liaison with agents, and current trends in language learning in different cultures. A further benefit of this committee would be the frequent contact among CESL faculty and International Education staff, thereby establishing a base for closer contacts than now exist, resulting in informal as well as formal communication.

f. CESL Faculty Involvement in Marketing

Given the differing interests of International Education and the CESL faculty, developing a mutual understanding of each other's perspectives could help the CESL program at UCC. In marketing the CESL program, International Education must plan three to five years in advance, while CESL faculty must deal with immediate issues in the classroom. On the other hand, international agents who sell foreign educational opportunities like to know as much about foreign conditions as possible.

Involving faculty in marketing by having them join International Education marketers could provide the following advantages:

- a. It could provide international agents direct access to faculty in the CESL program, assuring these agents of the commitment of both UCC and its faculty to the welfare of international students;
- b. It could improve the quality of instruction in CESL by helping faculty understand the social and cultural adjustments faced by international students;

- c. It could improve the students' confidence in the CESL program, given the faculty appreciation of the student's home culture. The "bottom line" is that more students will return to their native lands with greater levels of satisfaction; they will be more likely to recommend UCC to their younger siblings and friends, and thus a steady "generational flow" will be set up which will translate into steady revenues for UCC.
- d. Finally, sharing in recruiting responsibilities could foster a close spirit of cooperation between International Education and CESL, thereby enhancing the educational environment for students in the CESL program.

Other ways in which faculty could become involved in marketing are by conducting focus groups with samplings of their students on their total experience and on ways in which promotion of the program might be improved, and by representing the CESL program to the growing potential market in other public and private colleges in British Columbia.

g. Dedicated Classrooms

Because of the present stability of the CESL program, and with a low semester attrition rate, the CESL needs for classroom space can be accurately planned. Present and previous students have preferred daytime classes, but, as the need for classroom space grows throughout UCC, this may not be possible at all times, unless classroom space is dedicated to the CESL program.

Dedicated classroom space is important not only for current students but for marketing as well. If UCC advertises specific class sizes, the CESL program is contractually bound to honour such advertising. Further, limits on classrooms may have financial implications for the program as well.

The Evaluation Committee also noted the shortcomings of some of the classrooms currently in use, e.g. B231 and B233, which fan noise and poor air circulation make less than desirable, especially for oral/aural activities.

h. Meeting Future Market Demand

The need for creative, flexible and speedy response to burgeoning market trends was impressed upon the Evaluation Committee. For example, there is increasing demand for specifically Business English, and for programs customized for companies and professional groups. This adds substantial pressure to the Chairperson and faculty's workload. The Evaluation Committee feels that if the CESL program faculty are to respond to market opportunities in timely fashion, additional release time should be made available. Increased release time will become crucial as International Education brings new markets to UCC, and if the 5% policy on International students is re-considered.

RECOMMENDATIONS

1. TEACHING/ CLASSROOM ADMINISTRATION

a. English Language in Classes

That the CESL faculty implement and follow the policy of requiring students to speak only in English during class time.

**ACTION: CESL Chairperson;
Faculty**

b. Listening and Speaking

That the CESL faculty emphasize listening and speaking across the levels to ensure that these become as successful as reading and writing across the levels of the CESL program.

**ACTION: CESL Chairperson;
Faculty**

c. Conversation with Canadian Students

That the CESL faculty continue to explore ways for CESL students to be exposed to situations which involve conversation with Canadian students during regular class time.

**ACTION: CESL Chairperson;
Faculty**

d. Uniformity Among Parallel Courses

That the CESL Chairperson and faculty work toward uniformity of curriculum and syllabus within parallel course sections, and make this a program policy.

**ACTION: CESL Chairperson;
Faculty**

e. Summer to Fall Bridging

That the CESL faculty look at alternatives such as team teaching, "banking" or 50% workload for 12 weeks versus 100% workload for six weeks to promote better bridging between the summer and fall semesters.

**ACTION: CESL Faculty; CESL
Chairperson; Dean, Developmental
and Regional Programs**

f. Bridging into Academic Courses, especially English 110

That the CESL faculty continue to investigate methods to help students bridge effectively into academic courses, especially English 110. It is also recommended that CESL faculty continue to meet with faculty members who teach English 110 to share with colleagues effective strategies for teaching CESL students.

**ACTION: CESL Faculty; CESL
Chairperson; Dean, Developmental
and Regional Programs**

g. Tracking of CESL Students in Academic Courses

That the CESL Chairperson and Dean, Developmental and Regional Programs use the facilities of the Registrar's Office to track the success of CESL graduates in other UCC programs.

**ACTION: CESL Chairperson; Dean,
Developmental and Regional
Programs**

h. CESL Electives

That the CESL faculty review program electives, especially in grammar and Canadian studies at higher levels, and reformulate policy and clarify Calendar wording on the number of electives a CESL student may take outside the CESL program, especially at Level III and Level IV.

**ACTION: CESL Chairperson;
Faculty**

i. Computer Lab Facilities

That the CESL Chairperson work in conjunction with the Division of Developmental and Regional Programs to expand the current lab facilities in B234 to ensure that Computer Aided Instruction can be used in courses where it is deemed appropriate.

**ACTION: CESL Chairperson;
Faculty; Dean, Developmental and
Regional Programs**

j. Review of Ethics in Courses

That the CESL faculty impress upon their students the consequences of cheating, and ensure the integrity of their own examining system.

ACTION: CESL Faculty

k. Readability of Course Outlines

That the CESL Chairperson annually review course outlines to ensure that they are written at a level students can understand.

**ACTION: CESL Chairperson;
Faculty**

2. PROGRAM ADMINISTRATION

a. Importance of Placement Test

That the CESL faculty and the International Education agents in the field inform students about the importance of the placement test and how it is used as an indicator for entry level into the CESL program.

ACTION: CESL Faculty; Executive Director and Associate Directors, International Education

b. Certificate Flow Chart

That the CESL Chairperson develop a flow chart which clarifies for students the point at which they should apply for the CESL certificate, and ensure that a system is in place to remind potential graduates of the existence of this certificate.

ACTION: CESL Chairperson

c. Support for Social and Cultural Integration

That with the support of International Education, the CESL program faculty re-assume the social and cultural integration of CESL students. CESL students should be involved in the planning of these activities along with the Student Society, Co-operative Education, and so on. Incorporating student expertise is invaluable in this integration process.

ACTION: CESL Chairperson; Faculty

d. International Education Liaison Committee

That the present "International Education Advisory Committee" change its name to "International Education Liaison Committee", which better reflects its purpose and membership and thereby eliminates any confusion about its role.

ACTION: Dean, Developmental and Regional Programs

e. International Education Advisory Committee

That a second committee be struck whose membership includes International Education Student and Academic Advisors, CESL faculty, an International Education administrator, and the Dean, Developmental and Regional Programs. This new committee should be named the "International Education Advisory Committee", should hold regular, formal meetings and should operate as the committee which facilitates discussion on curriculum, instructional quality, promotional policies, etc.

ACTION: Associate Director, International Education; Dean, Developmental and Regional Programs

f. CESL Faculty Involvement in Marketing

That the International Education Department consider including CESL instructors in their marketing strategy by inviting them to accompany International Education representatives abroad, and by encouraging them to conduct focus groups with CESL students and explore potential markets in British Columbia.

ACTION: Executive and Associate Directors, International Education;

g. Dedicated Classrooms

That CESL Chairperson and the Dean, Developmental and Regional Programs discuss with the Registrar the need for dedicated classroom space of a type suitable for language instruction.

ACTION: CESL Chairperson; Dean, Developmental and Regional Programs

h. Meeting Future Market Demand

That the V.P. Instruction and the Dean, Developmental and Regional Programs explore the need for increased release time in the ESL Department to respond to expanding markets.

ACTION: V.P. Instruction; Dean, Developmental and Regional Programs

APPENDIX A

METHODOLOGY

The data were collected in the following ways:

- 1) Consultation took place with Elizabeth Templeman, Chairperson, ESL, and the CESL program faculty on the design of the questionnaires.
- 2) Standard questionnaires were administered to CESL former students, faculty, receiving faculty, and current students. All data were processed with an SPSS software program to achieve mean, mode, and standard deviation responses. Verbal comments for each group were recorded separately and anonymously.
- 3) Elizabeth Templeman completed a "SWOT" (Strengths, Weaknesses, Opportunities, Threats) analysis of the CESL program, and CESL faculty supplied course outlines and resumés.
- 4) Statistical data on program capacity and demand, attrition rates, graduation rates, and grade distribution were provided by the Office of Institutional Research.
- 5) The following people associated with the program were interviewed:

Gerry Hewitt, Instructor, CESL

Carole Keyworth, Instructor, CESL

Junko Kosugo, Level V CESL and Tourism student

Valerie Oszust, Instructor, CESL

Joan Tithecott, Instructor, CESL

Vera Wojna, Assoc. Director, International Education

