



**FAIRLEIGH
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Vancouver Campus

**Foundation Program for International
Student Success**

BCCIE Summer Seminar 2015

Overview

- **Historical Context of FDU and its Programs**
- **Pre-Master's Program**
- **Student Profile**
- **Outcomes**



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BCCIE Summer Institute

Global Responsibility and Institutional Mandate: Opportunity for Innovation



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Fairleigh Dickinson University

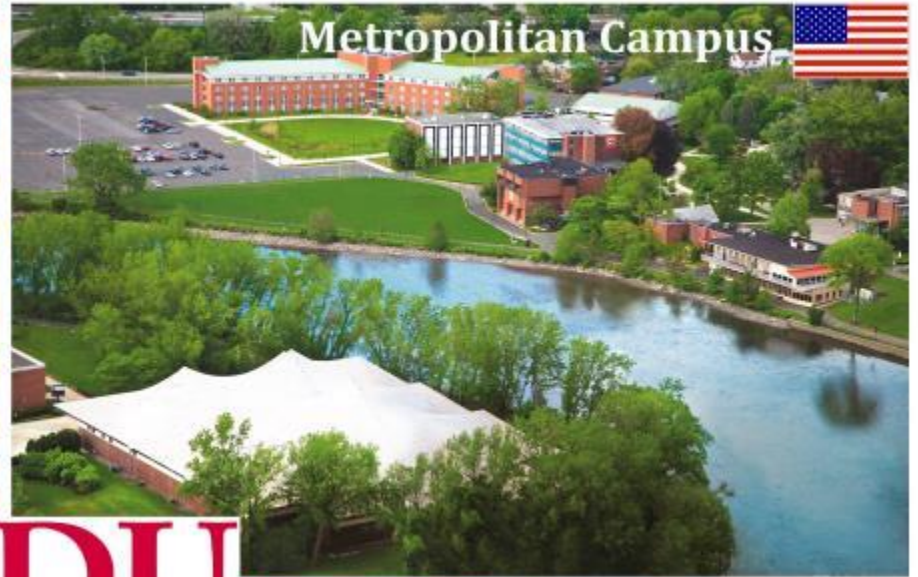
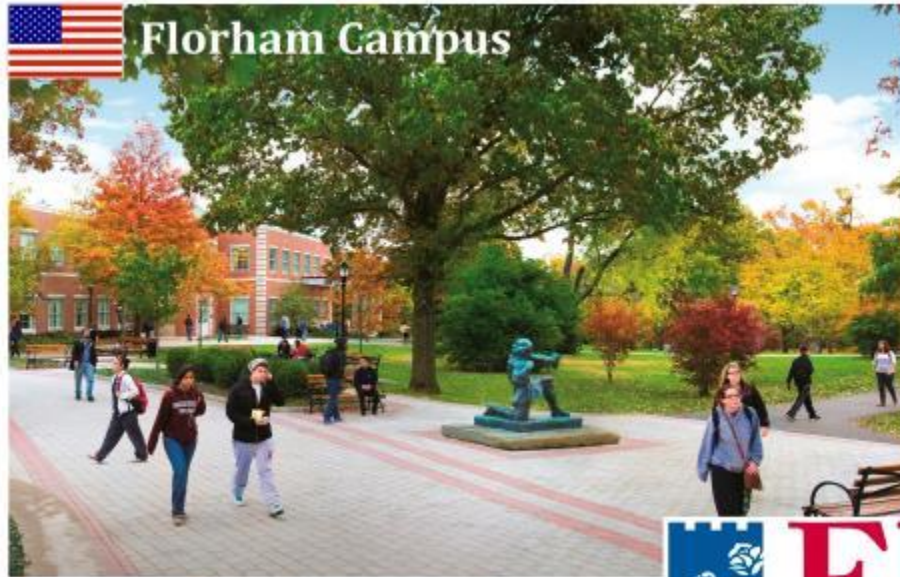
- Founded in 1942 to be a university 'of and for the world'
- Independent, not for profit
- Vancouver Campus founded in 2007



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Four International Campuses



Student Body

- 2014-2015 over 900 students
- @ 95 % International
- 70 countries Since 2007



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Programs

Undergraduate

- BS Business Administration
- BS Information Technology
- BA Individualized Studies
- BA IS – Hospitality Tourism

Graduate

- Administrative Science
- Hospitality Management



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University Preparation Programs

English for Professional Success

- Pre-University (UG)
- Pre-Masters (GR)



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Why did we start the EPS programs?

- **Began with UG Program**
- **International Focus**
- **Meeting Students needs**
- **Grad Program Feedback**
 - **Instructor and placement test**

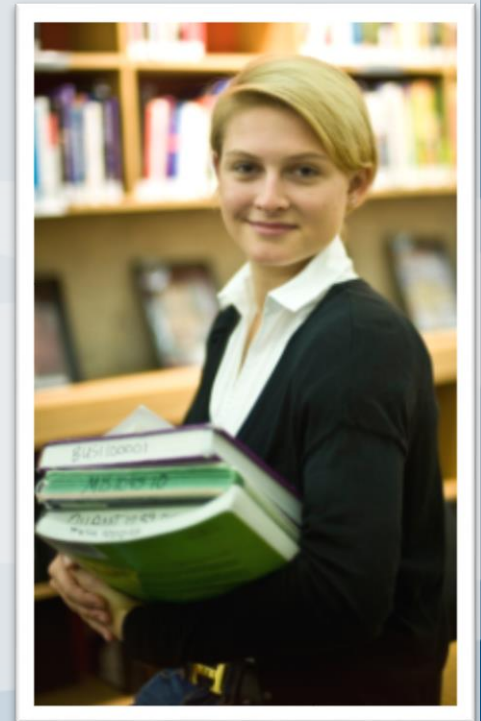


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Goals

- To allow students whose English language skills are not satisfactory to transition into our graduate programs
- To help those students perform to similar performance levels as those students who enter the MAS program directly



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Pre-MAS

- **One semester program (15 weeks approx.)**
- **Students will take:**
 - **2 non-credit bearing Academic English Courses**
 - **4.5 hrs instruction**
 - **1.5 hrs Lab**
 - **1 Academic course - 3 credits (Finance)**



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Pre-MAS Structure

- **Class sizes @ 14**
- **Labs (held in computer Lab)**
 - **7 students/class**
 - **1 on 1 tutoring**
- **Optional**
 - **Writing centre**
 - **Workshops**
- **Grading – P or NC**



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Fees

Special Tuition Flat Rate for EPS Courses	\$1724
Regular Graduate Course (Finance) 3 Credits	\$839/credit

- Note all fees are in US\$



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What do students learn?

Academic Writing Skills	Using Language for Academic Purposes
<ul style="list-style-type: none">• Abstracts, paraphrasing, summarizing• sentence structure and effective use of words• for higher language sophistication• Vocabulary with higher Academic value	<ul style="list-style-type: none">• Persuasive vs expository writing• How to use language and rhetorical structure Academic Integrity and APA citation
Communication and Team Work	Critical Thinking
<ul style="list-style-type: none">• Seminar leadership• Presentations• Peer editing	<ul style="list-style-type: none">• Analysis of text (various media) and evaluation/critique• engage in conversations that reveal awareness of their own writing, reading and linguistic skills.

Learning Competencies

produce a unified piece of writing that exhibits a good command of content, ability to organize ideas meaningfully, and a developing ability to use language with reasonable fluency and accuracy;

read an academic selection and demonstrate that they comprehend the content, recognize the organization and understand how the language explains relationships between ideas;

write summaries and paraphrases – comprehend a reading and express meaning in their own words;

utilize strategies to enhance writing with research and avoid plagiarism;

engage in conversations that reveal awareness of their own writing, reading and linguistic skills.



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MAS

- **Began 2011**

Students Enrolled since Start	1153
Students Graduated	623
Students who have taken the EPS Program	478
Average Pre Masters Placement of new students	@50%



Student Placement

- **Admission Requirements**
- **IELTS score of 6.0 level or TOEFL 78**
- **Writing band not lower than 5.5**

- **All Students take the FDU English Placement test**



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Placement Test

- **1 hour**
- **Short article and a topic question**
- **Essay showing point of view**
 - **Supporting argument based on article of experience**
- **Assessment**
 - **Content**
 - **Organization**
 - **Language Use**



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Placement Test

- Each category is scored using a 6-point scale
 - 1 (Minimal) evidence to 6 (Full)
- Tests all evaluated by at least two markers
- Score is averaged
- Students scoring between 11.5-15 (out of 18) are placed in the Pre Master's program
- Borderline cases (14.5) given the option to enter directly with support from writing centre.
- Below 11.5 - placed in a partner academic English pathway program



Pre Test Orientation

- **Admission Package with information about test**
 - **why it is done**
 - **sample questions**
- **Pre departure webinar explaining test how evaluated what scores mean, outcomes for the scores, why important to go where placed, cost**
- **Orientation**



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Challenges

- **Student Reactions**
 - I don't want to take it
 - I don't need to take it
 - I can't afford to take it
 - I have an IELTS score for entrance requirement
 - I am quitting
- **Students who don't meet the EPS requirement and need ESL**
- **Appeal Process/Advising**



Measuring Success

- **Students entering a graduate program with lower English language ability would be disadvantaged and should not perform as well academically as those students with higher English language levels.**
- **Compare Pre MAS graduates with those who entered MAS directly**

Results

MAS GPA	3.25
PRE MAS GPA	3.28
BORDERLINE GROUP	3.19

- With a probability of error of .05, the analysis did not show a statistically significant difference between the EPS students and students who entered directly into the MAS Program



Reflections

- **The negative reaction to the program greatly reduced.**
- **Student Success and positive feedback**
- **More students who realize the benefit of getting a solid foundation of language and academic skills.**
- **Most recognize their own weaknesses and understand why it is important**
- **Students request to take the course**
- **Some are unhappy, but most talk to others and realize they could benefit.**



Conclusions

- **Program has been successful**
- **Students could have been considered to have been disadvantaged but do as well as those who enter directly**
- **Greater understanding and acceptance of the program by students**



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Thank You

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