As required by the subject Request for Information (RFI) all questions, interpretations or clarifications of this RFI must be requested in writing.

1. Will completion of the IEP program be accepted as proof of fulfilling Cal Poly’s English Proficiency Requirements for admission as an alternative to the English Proficiency Test results published in this RFP: a TOEFL of 550 (paper version)/80(Internet based) or an IELTS of 7.0?

   **Response:** Completion of this program could be acceptable as an exception to the TOEFL or IELTS exam. We would need to discuss the outcomes and set a specific standard.

2. Will on-campus housing be available for IEP students?

   **Response:** We are negotiating this issue with Cal Poly Housing at present, and are hopeful to have a housing option that is either on campus or directly adjacent to campus.

3. Will IEP students have access to use of the university’s facilities (on a negotiated student-fee basis), as would any matriculated Cal Poly Student?

   **Response:** Yes.

4. Can you please provide clarification regarding the availability of Conditional Admission to students interested in studying at the IEP with plans to matriculate to Cal Poly? Students in many countries will not be able to secure a visa for English language study ONLY, and will need to show evidence of university conditional admission. Therefore:

   a. Will Undergraduate first-year and transfer students be considered for Conditional Admission? To which academic programs? Can academic and English proficiency testing
requirements for these students be presented at time of matriculation rather than at time of application?

Response: As an institution with impacted programs, we are not exploring conditional admission for undergraduate students who need English language assistance at this time.

b. Will Graduate Students be considered for Conditional Admission? To which academic programs? Can academic and English proficiency testing requirements for these students be presented at time of matriculation rather than at time of application?

Response: We are not exploring conditional admission for graduate students who need English language assistance at this time.

5. In the RFI, you identify these “key guiding principles”:

3. The program should benefit the international students who are already enrolled at Cal Poly as well as international students who will enroll in the future.

How many hours/days per week would the Cal Poly students be available to attend classes at the IEP? Are there specific skills you have found that your matriculated students need, i.e., advanced writing, scientific writing, general 4 skills language training, etc.?

Response: The Director of the Writing and Rhetoric Center indicates that full-time students are willing to commit an hour weekly to developing their writing skills. Assuming that classes for the IEP would be longer than an hour each week, we might find that students would participate in an additional class of up to four hours per week.

Cal Poly requires that undergraduates pass a Writing Proficiency Exam. The scoring guide for the writing proficiency exam (Attachment 1) provides much information as to what is expected of students to pass the exam. International students who struggle to meet the expectations of the writing proficiency exam often do so for a number of reasons, most notably 1) lack of comprehension of the exam question, 2) severe sentence-level patterns of error that get in the way of meaning, and 3) inability to sustain and support an argument. Aside from meeting the requirements for the Graduation Writing Requirement, students must succeed at a variety of writing tasks depending on their major. A university-wide writing committee developed a writing rubric for our last accreditation process; that rubric (Attachment 2) also may provide insight into Cal Poly’s writing expectations. If desired, we may be able to provide you with the opportunity to review senior projects and graduate theses available in our library’s digital commons to provide examples of the kinds of writing students submit for their capstones/culminating works.

4. The program should also benefit domestic students enrolled at Cal Poly who need support for English proficiency, academic and social acculturation.

Can you please clarify/identify what you see as the specific needs of your domestic students in the areas identified here in #4?

Response: Many first generation students need extra support and guidance as they adjust to the academic demands of college. In many cases, these courses provide the extra time and instruction for students and connect them to additional resources to help them succeed. It also provides them opportunities to connect with other students with similar experiences, creating a support peer network.

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