



SIMON FRASER UNIVERSITY
INSTITUTIONAL RESEARCH AND PLANNING

To: Senate

From: Jacy Lee, Director 
Institutional Research and
Planning (IRP)

Subject: IRP Reports for Information

Date: August 22, 2012

At a meeting of Senate held on March 7, 2011, Senator Paul Percival requested that relevant IRP reports, such as, the annual Grades Report be brought to Senate for information.

Attached are two reports for information:

- **2011/12 Grades Report:** This report is prepared once a year and it summarizes student course grades at the University over a ten year period. The 2011/12 Grades Report covers the period from 2002/03 to 2011/12. Attached is the Summary Report. The full report is located at IRP's website at:
http://www.sfu.ca/content/dam/sfu/irp/students/grades_report/grades.report.pdf
- **2011 Undergraduate Student Survey (UGSS) Report:** The UGSS survey is conducted every fall term. The attached Highlights report presents a summary of key findings from the Fall 2011 survey. Topics covered are selected in consultation with Faculties, Student Services and other administrative units of the University. The topics included: course availability, teaching and curriculum, student engagement and selected services, such as Facilities, use of campuses and the Library and Student Learning Commons. The full report is located at:
<http://www.sfu.ca/content/dam/sfu/irp/surveys/ugss/ugss2011report.pdf>

Enclosure



SFU

SIMON FRASER UNIVERSITY
INSTITUTIONAL RESEARCH AND PLANNING

2011/12 Grades Report:
Summary
Historical Distribution of
Undergraduate and Graduate Course Grades
2002/03 to 2011/12

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Table of Contents

I. Introduction.....	4
II. Definitions and Notes.....	4
III. Analysis.....	5
Undergraduate Course Grades.....	5
Lower Division.....	5
Upper Division.....	9
Undergraduate Course Grades by Student Faculty.....	13
Graduate Course Grades.....	15

I – Introduction

This report summarizes student course grades at Simon Fraser University over the ten year period from 2002/03 to 2011/12¹. The full report, which presents the full grade distributions in both tabular and graphical formats, is available online, here:

https://www.sfu.ca/content/dam/sfu/irp/students/grades_report/grades.report.pdf.

II – Definitions and Notes

To calculate the average course grades, each grade is assigned a numeric value, defined in Table 1. These values are weighted by the number of students who received each particular grade, to produce an overall average.

Table 1: Simon Fraser University's Grade Scale

A+ = 4.33	B+ = 3.33	C+ = 2.33	D = 1.00	N = 0.00
A = 4.00	B = 3.00	C = 2.00	F = 0.00	
A- = 3.67	B- = 2.67	C- = 1.67	FD = 0.00	

Notes: At the graduate level, A+ grades have only been in use since Fall 2002.

FD is defined as a fail (academic discipline) and has only been in use since Summer 2009.

Table 2 lists the grades that have no numerical equivalent, and are therefore omitted from the calculation of average grade. Although they are not included in the average, credit is granted for the following grades: "AE", "CC", "CR", and "P".

Table 2: Grades with No Numerical Equivalent

Grade	Definition
AE	aegrotat standing, compassionate pass
AU	audit
CC	course challenge
CF	course challenge failed
CN	did not complete challenge
CR	credit without grade
DE	deferred grade
FX	formal exchange
GN	grade not reported
IP	in progress
P	pass, ungraded
W	withdrawn
WD	withdrawal
WE	withdrawal under extenuating circumstances

¹Effective April 1, 2009, SFU introduced two new Faculties: the Faculty of Communication, Art and Technology, and the Faculty of Environment. Also, effective April 1, 2011, the Department of Archeology moved from the Faculty of Arts and Social Sciences to the Faculty of Environment. This new Faculty structure has initiated the move of certain courses to different Faculties. All data in this report reflects the current Faculty structure.

Among undergraduate courses, "lower division" courses are those numbered from 001 to 299 inclusive. "Upper division" courses are numbered 300 to 499 inclusive.

Data reported on a yearly basis refers to fiscal year. For example, 2010/11 grades are the grades accumulated over the 2010 Summer term (SFU term code: 1104), the 2010 Fall term (SFU term code: 1107), and the 2011 Spring term (SFU term code: 1111).

To protect student privacy, grade distributions based on five grades or fewer are not reported. Co-op courses, work-terms, and practicums are excluded from this report. Where they could be identified, courses graded as Pass/Fail are also excluded.

III – Analysis

III.A – Undergraduate Course Grades

III.A.1 – Lower Division Course Grades (Courses Numbered 001-299 Inclusive)

FACULTY COMPARISONS:

- The Faculty of Education (EDUC) has awarded the highest average lower division course grades in seven of the last ten years, with an average awarded grade of 3.04 over the past decade.
- In 2006/07, the Faculty of Health Sciences (HSCI) began offering undergraduate courses. In its first three years, courses in Health Sciences awarded the highest average lower division grades, and have since remained among the top three Faculties for awarding the highest average lower division course grades (6-year average of 3.06).
- The average grades awarded in lower division in the Faculty of Communication, Art and Technology (CAT) courses have been increasing over the past decade. This Faculty awarded the second highest lower division grades for the last two years.
- All the other Faculties have consistently awarded lower average grades in their lower division courses. In general, lower division courses in the Faculty of Environment (ENV) have awarded higher grades than those in Arts and Social Sciences (ARTS) and Applied Sciences (APSC), while lower division courses in the Beedie School of Business (BUS) and the Faculty of Science (SCI) have awarded the lowest average grades.

Table 3: Average Undergraduate Course Grades Awarded and Percentage of "A" Grades Awarded, by Course Faculty – Lower Division

Course Faculty	<u>Average Course Grades</u>		<u>% "A" Grades Awarded</u>	
	2011/12	10-Year Average	2011/12	10-Year Average
Applied Sciences	2.55	2.59	23.5%	25.4%
Arts and Social Sciences	2.63	2.63	17.9%	17.8%
Business	2.51	2.52	13.8%	13.5%
Communication, Art and Technology	3.00	2.93	30.3%	26.3%
Education	3.02	3.04	31.9%	34.6%
Environment	2.69	2.69	21.2%	21.0%
Health Sciences	2.97	3.06	30.1%	36.1%*
Science	2.51	2.50	20.5%	20.3%
University Total	2.64	2.64	20.7%	20.3%

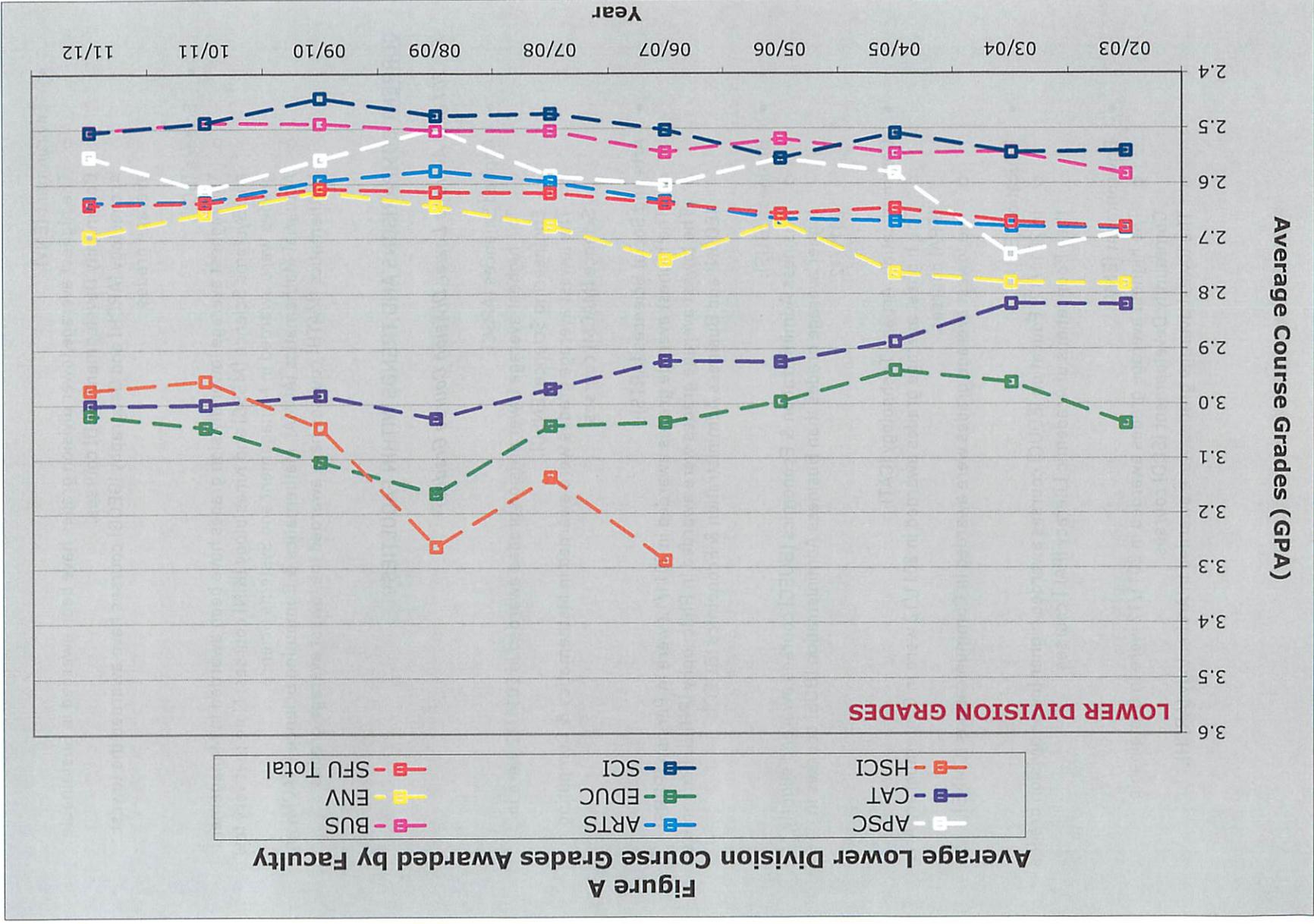
* The Faculty of Health Sciences began offering undergraduate classes in the Fall 2006 term.

LONG-TERM COMPARISONS WITHIN FACULTIES²:

Comparing the average lower division grades awarded over the last ten years:

- Applied Sciences (APSC):
 - Courses in Engineering Science (ENSC) have awarded the highest average lower division course grades.
 - Mathematics & Computing Science (MACM) courses have awarded grades considerably below the APSC average.
- Arts and Social Sciences (ARTS):
 - Courses in Chinese (CHIN) have awarded the highest average grades.
 - Philosophy (PHIL), Economics (ECON) and Business Administration & Economics (BUEC) courses have awarded the lowest average lower division grades.
- Business (BUS):
 - Over the last ten years, lower division courses in Business Administration & Economics (BUEC) and Business Administration (BUS) have awarded the same average grades.
- Communication, Art and Technology (CAT):
 - Contemporary Arts (FPA) and Interactive Arts and Technology (IAT) courses have awarded the highest lower division course grades over the last ten years.
 - Communications (CMNS) courses have awarded the lowest average grades.
- Education (EDUC):
 - On average, Education (EDUC) courses have awarded slightly higher lower division grades than Foundations of Academic Literacy (FAL) courses.

² Faculties with only one subject are not discussed in this section since there is no comparison to make.



- Environment (ENV):
 - The highest average lower division grades have been awarded in Sustainable Community Development (SCD) courses.
 - Archeology (ARCH) and Geography (GEOG) courses have awarded the lowest average grades.
- Science (SCI):
 - The highest average lower division grades have been awarded in Management and Systems Science (MSSC) and Kinesiology (KIN) courses. Note that very few grades were awarded in Management and Systems Science.
 - Actuarial Mathematics (ACMA), Mathematics & Computing Science (MACM) and Mathematics (MATH) courses have awarded the lowest average grades.

CURRENT COMPARISONS AND TRENDS WITHIN FACULTIES²:

2011/12 Average Lower Division Course Grades:

- Applied Sciences (APSC):
 - The highest average lower division grades awarded in 2011/12 were in Engineering Science (ENSC).
 - The lowest average grades were awarded in Mathematics & Computing Science (MACM) courses.
- Arts and Social Sciences (ARTS):
 - The highest average grades awarded in 2011/12 were in Persian (PERS).
 - The lowest average grades were awarded in Philosophy (PHIL), Economics (ECON) and Business Administration & Economics (BUEC).
- Business (BUS):
 - Business Administration & Economics (BUEC) courses awarded slightly higher average grades than Business Administration (BUS) courses in 2011/12.
- Communication, Art and Technology (CAT):
 - The highest average grades awarded in 2011/12 were in Contemporary Arts (FPA) courses.
 - The lowest average grades were awarded in Communications (CMNS).
- Education (EDUC):
 - In 2011/12, Education (EDUC) courses awarded higher lower division grades than Foundations of Academic Literacy (FAL) courses.
- Environment (ENV):
 - The highest average grades awarded in 2011/12 were in Sustainable Community Development (SCD) courses.
 - The lowest average grades were awarded in Archeology (ARCH).

- Science (SCI):
 - The highest average grades in 2011/12 were awarded in Management & Systems Science (MSSC; note that very few grades were awarded in MSSC this year)
 - The lowest average grades were awarded in Actuarial Mathematics (ACMA).

Large Changes in 2010/11 to 2011/12 Average Lower Division Grades:

- The following subjects have seen large changes (of at least 0.25) in the average lower division grade awarded from last year to this year:
 - Increases: Environmental Science (EVSC: 2.64 to 2.92) and Management & Systems Science (MSSC: 3.94 to 4.24; note that very few grades were awarded in MSSC this year).
 - Decreases: Foundations of Academic Literacy (FAL: 2.93 to 2.63) and Labour Studies (LBST: 2.99 to 2.68).

III.A.2 – Upper Division Course Grades (Courses Numbered 300-499 Inclusive)

FACULTY COMPARISONS:

- With the exception of 2006/07, the Faculty of Education (EDUC) awarded the highest average upper division course grades in each of the last ten years (average grade awarded: 3.47).
- After Education, the Faculties of Communication, Art and Technology (CAT) and Health Sciences (HSCI) have awarded the highest upper division average grades over the past ten years (10-year average of 3.21 and 3.22, respectively.) It should be noted that HSCI has only been offering undergraduate courses for the past six years, and the averages for its first two years were based on relatively small sample sizes.
- The remaining Faculties have consistently awarded lower average upper division grades, averaging in the range of 2.92 to 3.04. However, upper division grades awarded in the Faculty of Environment (ENV) have been increasing over the past two years, and are now nearly as high as those in Communication, Art and Technology (CAT) and Health Sciences (HSCI).

Table 4: Average Undergraduate Course Grades Awarded and Percentage of "A" Grades Awarded, by Course Faculty – Upper Division

Course Faculty	Average Course Grades		% "A" Grades Awarded	
	2011/12	10-Year Average	2011/12	10-Year Average
Applied Sciences	2.87	2.93	31.0%	32.7%
Arts and Social Sciences	2.89	2.92	26.8%	28.1%
Business	2.99	2.96	29.7%	26.4%
Communication, Art and Technology	3.19	3.21	38.6%	40.8%
Education	3.51	3.47	62.7%	58.1%
Environment	3.14	3.04	36.8%	32.8%
Health Sciences	3.18	3.22*	38.0%	41.9%*
Science	2.93	2.93	32.4%	32.7%
University Total	3.01	3.01	33.0%	32.7%

* The Faculty of Health Sciences began offering undergraduate classes in the Fall 2006 term.

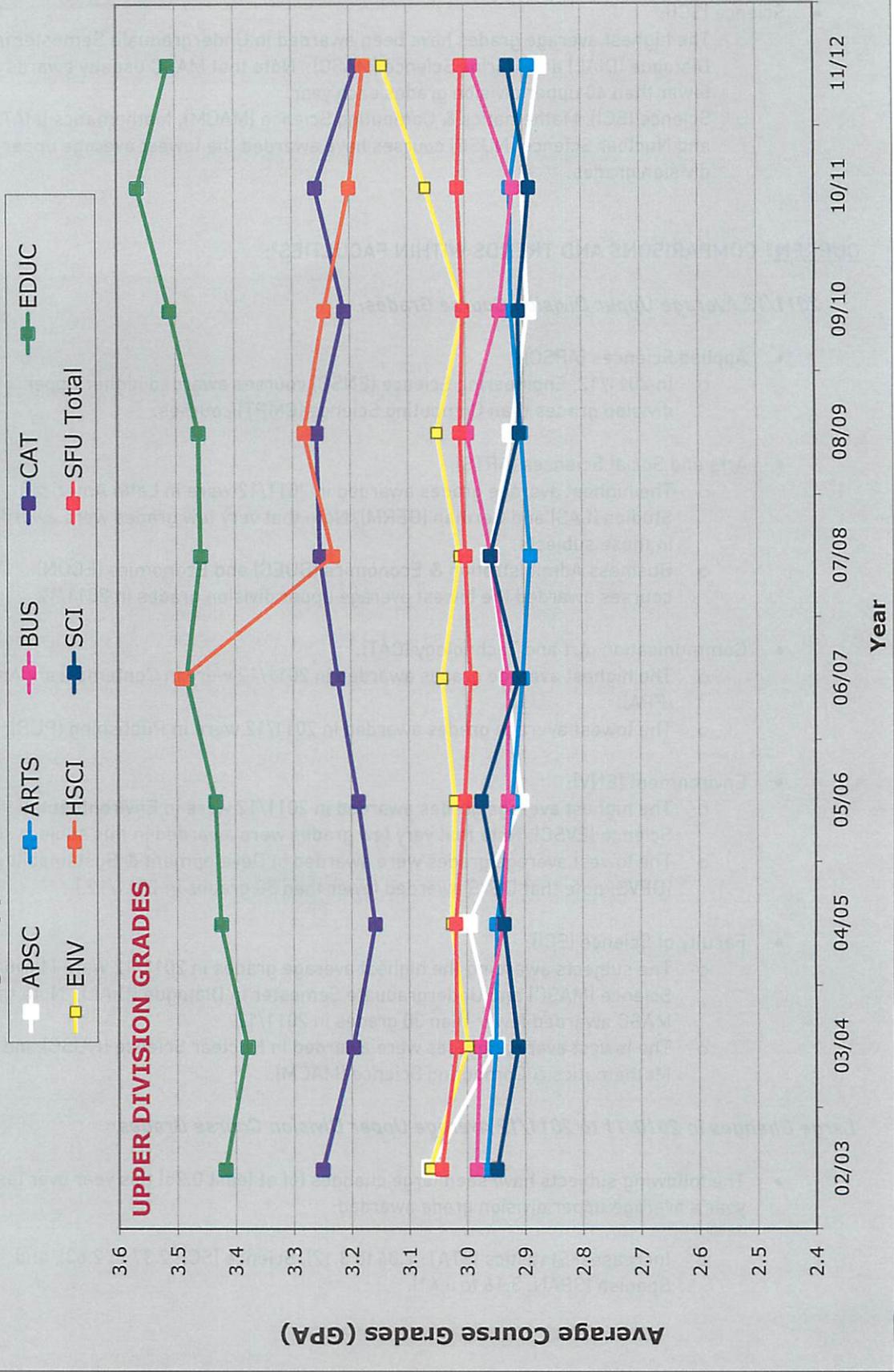
LONG-TERM COMPARISONS AND TRENDS WITHIN FACULTIES³:

Comparing the average upper division grades awarded over the last ten years:

- Applied Sciences:
 - On average, Engineering Science (ENSC) courses have awarded higher upper division grades than Computing Science (CMPT) courses.
- Arts and Social Sciences (ARTS):
 - The highest average upper division grades were awarded in German (GERM; note that there are only two years of data for this subject) and General Studies (GS) courses.
 - Business Administration & Economics (BUEC) courses have awarded average grades considerably below the Faculty average.
- Communication, Art and Technology:
 - Contemporary Arts (FPA) courses have awarded the highest average upper division grades.
 - Publishing (PUB) courses have awarded the lowest upper division grades. Note that this is based off of only two years of data.
- Environment (ENV):
 - Environment Science (EVSC) courses have awarded the highest average upper division grades. Note that very few grades have been awarded in Environment Science.
 - Development & Sustainability (DEVS) courses have awarded the lowest average upper division grades (note that very few grades were awarded in this subject this year and there is only one year of data for this subject).

³ Faculties with only one subject are not discussed in this section since there is no comparison to make.

Figure B
Average Upper Division Course Grades Awarded by Faculty



- Science (SCI):
 - The highest average grades have been awarded in Undergraduate Semester in Dialogue (DIAL) and Marine Science (MASC). Note that MASC usually awards fewer than 40 upper division grades each year.
 - Science (SCI), Mathematics & Computing Science (MACM), Mathematics (MATH), and Nuclear Science (NUSC) courses have awarded the lowest average upper division grades.

CURRENT COMPARISONS AND TRENDS WITHIN FACULTIES³:

2011/12 Average Upper Division Course Grades:

- Applied Sciences (APSC):
 - In 2011/12, Engineering Science (ENSC) courses awarded higher upper division grades than Computing Science (CMPT) courses.
- Arts and Social Sciences (ARTS):
 - The highest average grades awarded in 2011/12 were in Latin American Studies (LAS) and German (GERM). Note that very few grades were awarded in these subjects.
 - Business Administration & Economics (BUEC) and Economics (ECON) courses awarded the lowest average upper division grades in 2011/12.
- Communication, Art and Technology (CAT):
 - The highest average grades awarded in 2011/12 were in Contemporary Arts (FPA).
 - The lowest average grades awarded in 2011/12 were in Publishing (PUB).
- Environment (ENV):
 - The highest average grades awarded in 2011/12 were in Environmental Science (EVSC). Note that very few grades were awarded in this subject.
 - The lowest average grades were awarded in Development & Sustainability (DEVS; note that DEVS awarded fewer than 30 grades in 2011/12.)
- Faculty of Science (SCI):
 - The subjects awarding the highest average grades in 2011/12 were Marine Science (MASC) and Undergraduate Semester in Dialogue (DIAL). Note that MASC awarded fewer than 30 grades in 2011/12.
 - The lowest average grades were awarded in Nuclear Science (NUSC) and Mathematics & Computing Science (MACM).

Large Changes in 2010/11 to 2011/12 Average Upper Division Course Grades:

- The following subjects have seen large changes (of at least 0.25) this year over last year's average upper division grade awarded:
 - Increases: Statistics (STAT: 2.84 to 3.12), Science (SCI: 2.37 to 2.63), and Spanish (SPAN: 3.16 to 3.41).

- Decreases: Nuclear Science (NUSC: 2.74 to 2.37), Environmental Science (EVSC: 4.33 to 4.00; note that very few grades were awarded in EVSC), and Publishing Program (PUB: 3.09 to 2.79).

III.A.3 – General Observations (All Undergraduate Courses)

- In 2011/12, the average undergraduate grade awarded was 2.79.
- The average undergraduate grade awarded over the past ten years is 2.79.
- Over the past ten years, upper division courses have consistently awarded higher grades than lower division courses in all Faculties.

III.B – Undergraduate Course Grades by Student Faculty

This section summarizes the 2011/12 undergraduate course grade distributions within each Faculty, controlling for the Faculty of undergraduate students enrolled in the courses.

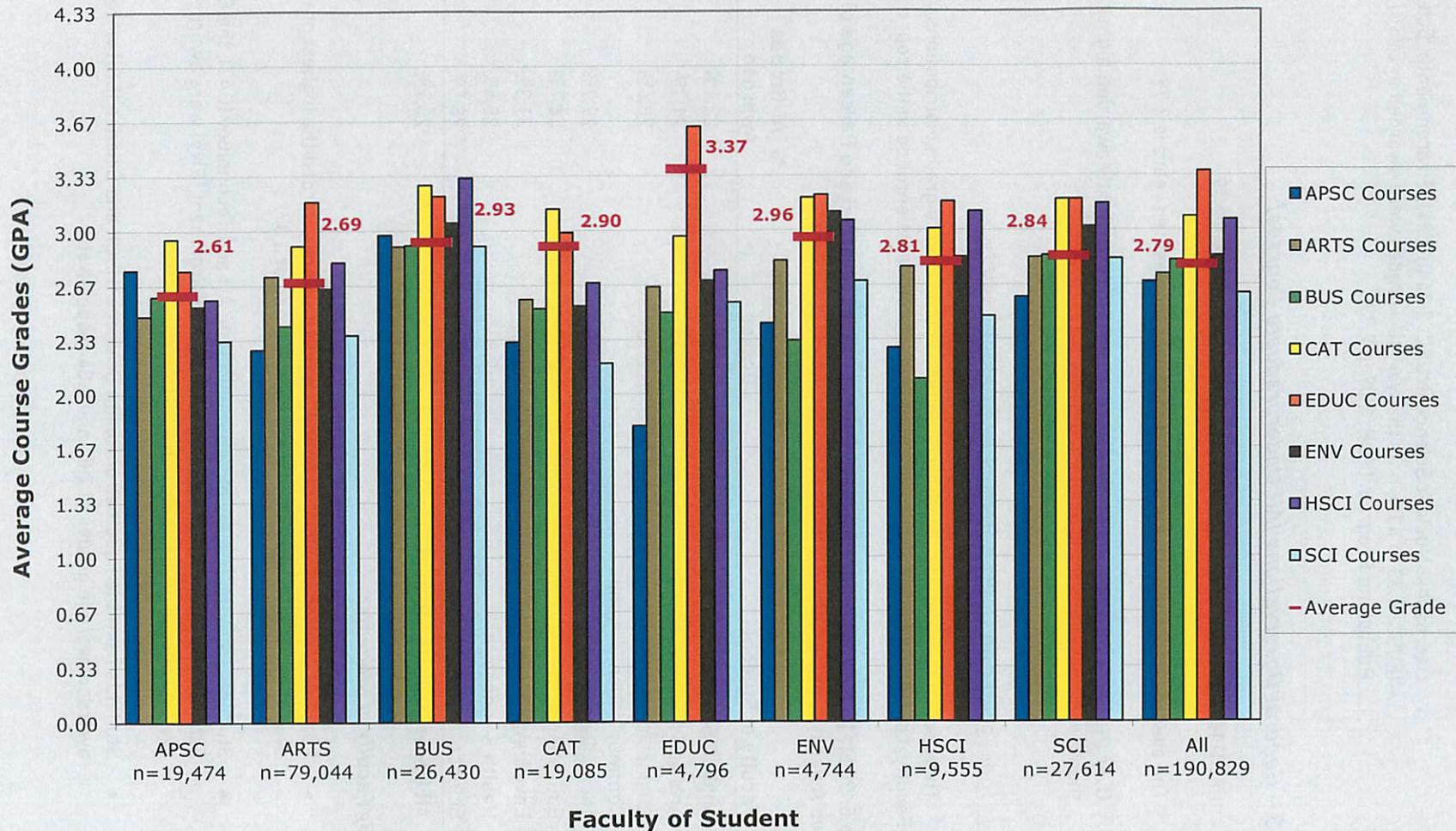
Table 5: 2011/12 Average Undergraduate Course Grades Awarded and Percentage of “A” Grades Awarded, by Faculty of Student

Faculty of Student	Average Course Grades	% “A” Grades Awarded
Applied Sciences	2.61	23.1%
Arts and Social Sciences	2.69	21.2%
Business	2.93	28.5%
Communication, Art and Technology	2.90	29.7%
Education	3.37	56.7%
Environment	2.96	31.3%
Health Sciences	2.81	25.5%
Science	2.84	28.5%
All Undergraduate Students	2.79	25.7%

By Faculty of Students:

- Students from the Faculty of Education (EDUC) were awarded the highest grades overall in 2011/12, with an average course grade of 3.37.
- Students from the Faculty of Communication, Art and Technology (CAT), the Beedie School of Business (BUS), and the Faculty of Environment (ENV) were awarded average course grades between 2.90 to 2.96.
- Students from the Faculties of Health Sciences (HSCI) and Science (SCI) were awarded average grades of 2.81 and 2.84 respectively.

Figure C
Simon Fraser University: Undergraduate Course Grades, 2011/12
Faculty of Course vs. Faculty of Student



Notes: Only averages based on 6 or more grades are graphed.
 'All' category includes students who are not associated with a Faculty.
 Only includes grades awarded to undergraduate students.

- Students from the Faculties of Arts and Social Sciences (ARTS) and Applied Sciences (APSC) were awarded the lowest average grades in 2011/12, with an average course grade of 2.69 and 2.61 respectively.
- Students from all Faculties most commonly took courses from their own Faculties.

By Faculty of Courses:

- In courses offered by the Faculty of Education (EDUC), students from the Faculty of Education (EDUC) received the highest average grades in 2011/12.
- In courses offered by the Faculty of Environment (ENV), students from the Faculty of Environment (ENV) received the highest average grades in 2011/12.
- In courses offered by all other Faculties, students from the Beedie School of Business (BUS) received the highest average grades in 2011/12.
- Apart from the Faculty of Environment (ENV), courses in all Faculties were most frequently taken by students from within those Faculties. Faculty of Environment (ENV) courses were most often taken by students from the Faculty of Arts and Social Sciences (ARTS).

III.C – Graduate Course Grades

FACULTY COMPARISONS:

- The Faculty of Environment (ENV) has awarded the highest average graduate level course grades in nine of the last ten years, with an average awarded grade of 3.91.
- The Faculty of Education (EDUC) has been one of the top two Faculties in eight of the last ten years, in terms of average graduate grades awarded (10-year average is 3.88.)
- The Faculties of Communication, Art and Technology (CAT), Health Sciences (HSCI), and Science (SCI) have awarded similar average grades over the past decade, with 10-year averages of 3.83, 3.81 and 3.80, respectively.
- The Faculties of Applied Sciences (APSC) and Arts and Social Sciences (ARTS) have generally awarded lower average graduate grades than all other Faculties except Business (10-year averages of 3.73 and 3.70, respectively.)
- The Beedie School of Business (BUS) has awarded the lowest average grades in each of the last ten years, with an average grade awarded of 3.46.

Table 6: Average Graduate Course Grades Awarded and Percentage of "A" Grades Awarded, by Course Faculty

Course Faculty	Average Course Grades		% "A" Grades Awarded	
	2011/12	10-Year Average	2011/12	10-Year Average
Applied Sciences	3.74	3.73	79.6%	76.8%
Arts and Social Sciences	3.73	3.70	77.9%	76.4%
Business	3.42	3.46	45.2%	48.3%
Communication, Art and Technology	3.90	3.83	91.2%	84.9%
Education	3.91	3.88	91.1%	89.6%
Environment	3.91	3.91	94.3%	94.1%
Health Sciences	3.80	3.81*	85.5%	85.1%*
Science	3.85	3.80	83.7%	82.2%
University Total	3.70	3.69	72.7%	72.3%

* The Faculty of Health Sciences began offering graduate classes in the Fall 2005 term.

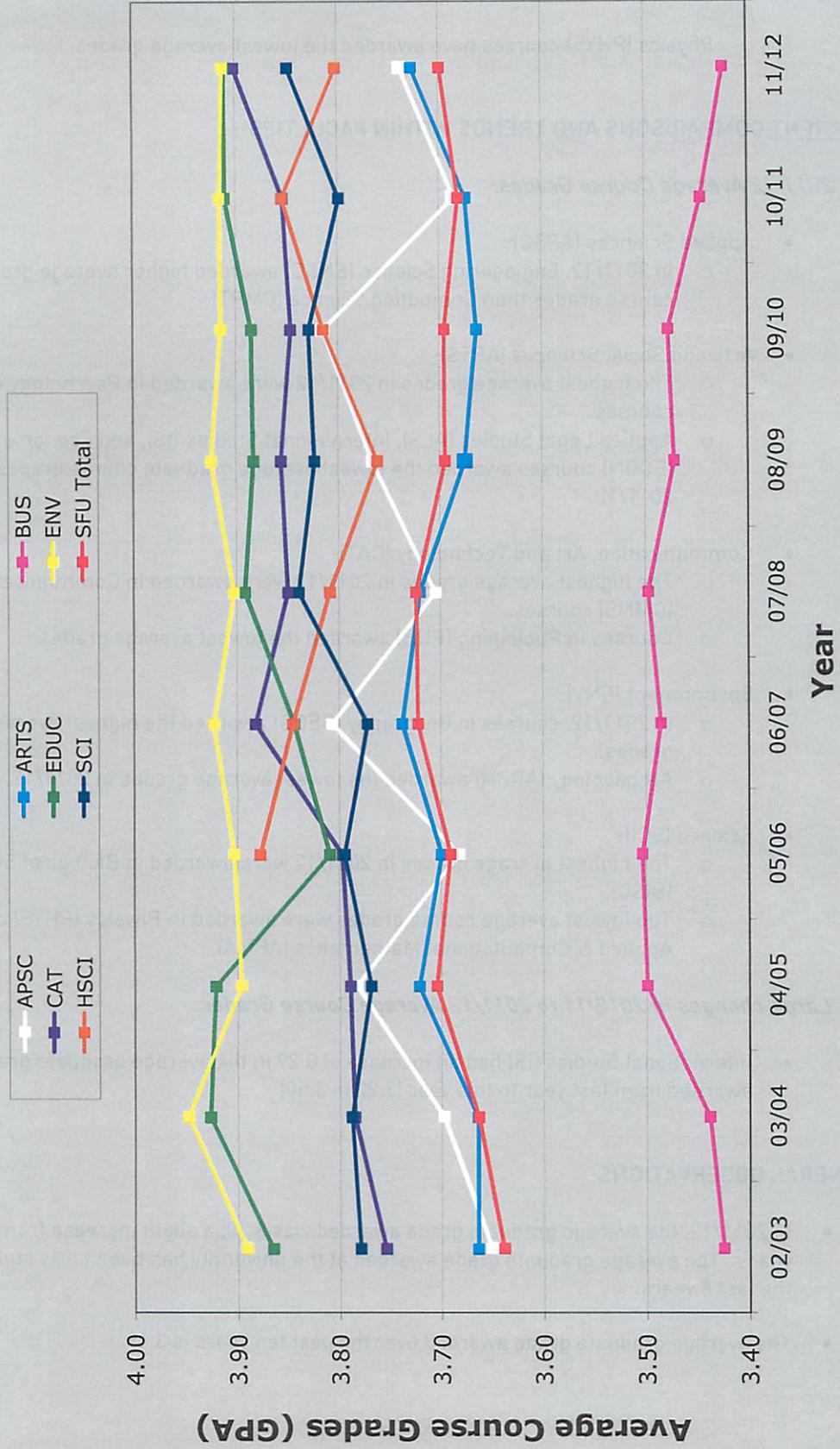
LONG-TERM COMPARISONS AND TRENDS WITHIN FACULTIES⁴:

Comparing the average graduate course grades awarded over the last ten years:

- Applied Sciences (APSC):
 - On average, Computing Science (CMPT) courses have awarded slightly higher grades than Engineering Science (ENSC) courses.
- Arts and Social Sciences (ARTS):
 - Psychology (PSYC), Criminology (CRIM), and Linguistics (LING) have awarded the highest average grades over the past decade. Note that Linguistics (LING) awarded fewer than 50 graduate course grades in each year.
 - Applied Legal Studies (ALS), International Studies (IS) and Economics (ECON) have awarded relatively low average grades.
- Communication, Art and Technology (CAT):
 - Communications (CMNS) has awarded the highest average grades.
 - All other subjects have awarded very similar average course grades.
- Environment (ENV):
 - Resource & Environmental Management (REM) has awarded the highest average grades.
 - Development & Sustainability (DEVS) has awarded the lowest average graduate course grades. Note that the average grades for this subject are based on a small sample size, and that this is only on the second year that DEVS courses have been offered.
- Science (SCI):
 - Courses in Molecular Biology & Biochemistry (MBB) and Biological Sciences (BISC) have awarded the highest average graduate course grades.

⁴ Faculties with only one subject are not discussed in this section since there is no comparison to make.

Figure D
Average Graduate Course Grades Awarded by Faculty



- Physics (PHYS) courses have awarded the lowest average grades.

CURRENT COMPARISONS AND TRENDS WITHIN FACULTIES⁴:

2011/12 Average Course Grades:

- Applied Sciences (APSC):
 - In 2011/12, Engineering Science (ENSC) awarded higher average graduate course grades than Computing Science (CMPT).
- Arts and Social Sciences (ARTS):
 - The highest average grades in 2011/12 were awarded in Psychology (PSYC) courses.
 - Applied Legal Studies (ALS), International Studies (IS), and Economics (ECON) courses awarded the lowest average graduate course grades in 2011/12.
- Communication, Art and Technology (CAT):
 - The highest average grades in 2011/12 were awarded in Communications (CMNS) courses.
 - Courses in Publishing (PUB) awarded the lowest average grades.
- Environment (ENV):
 - In 2011/12, courses in Geography (GEOG) awarded the highest average grades.
 - Archaeology (ARCH) awarded the lowest average grades in 2011/12.
- Science (SCI):
 - The highest average grades in 2011/12 were awarded in Biological Sciences (BISC).
 - The lowest average course grades were awarded in Physics (PHYS) and Applied & Computational Mathematics (APMA).

Large changes in 2010/11 to 2011/12 Average Course Grades:

- International Studies (IS) had an increase of 0.29 in the average graduate grade awarded from last year to this year (3.22 to 3.50)

GENERAL OBSERVATIONS:

- In 2011/12, the average graduate grade awarded was 3.70, a slight increase from last year's. The average graduate grade awarded at the university has been fairly stable over the last 8 years.
- The average graduate grade awarded over the past ten years is 3.69.



SFU HIGHLIGHTS

FALL 2011 SFU UNDERGRADUATE STUDENT SURVEY

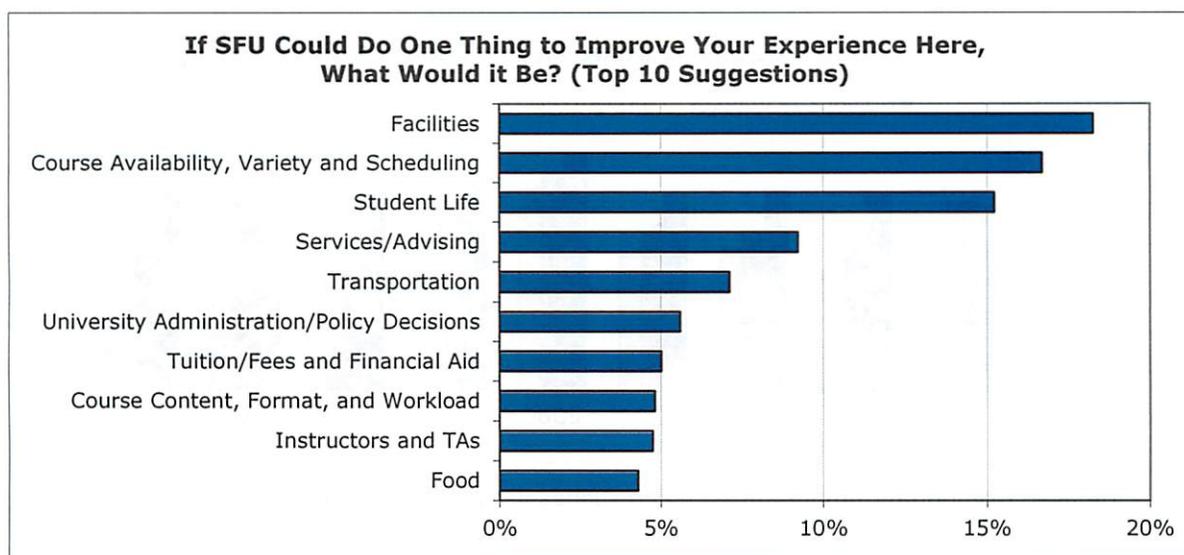
The Undergraduate Student Survey has been conducted at Simon Fraser University every Fall semester since 1992¹ (except in 2002.) This annual survey provides essential feedback on the academic experiences and concerns of our undergraduate students. Every year, students are asked about their experiences with course availability at SFU, as well as a range of other topics that change from year to year. The new topics for this year's survey were teaching/curriculum, services, and student engagement.

A total of 6,953 undergraduate students participated in this year's survey. This represents a response rate of 28.5%, which is very similar to last year's response rate of 28.6%. Assuming that the sample is representative, proportions calculated on all respondents are accurate within $\pm 1.2\%$, 19 times out of 20². The full report is available on the Institutional Research and Planning web-site:

<http://www.sfu.ca/irp/surveys/ugss/index.html>

General Experience

- 89% of respondents are very/somewhat satisfied with their general SFU experience.
- When students were asked what single thing SFU could do to improve their experience here, the most common responses were:
 - improve facilities,
 - improve course availability, variety, and scheduling, and
 - improve student life.



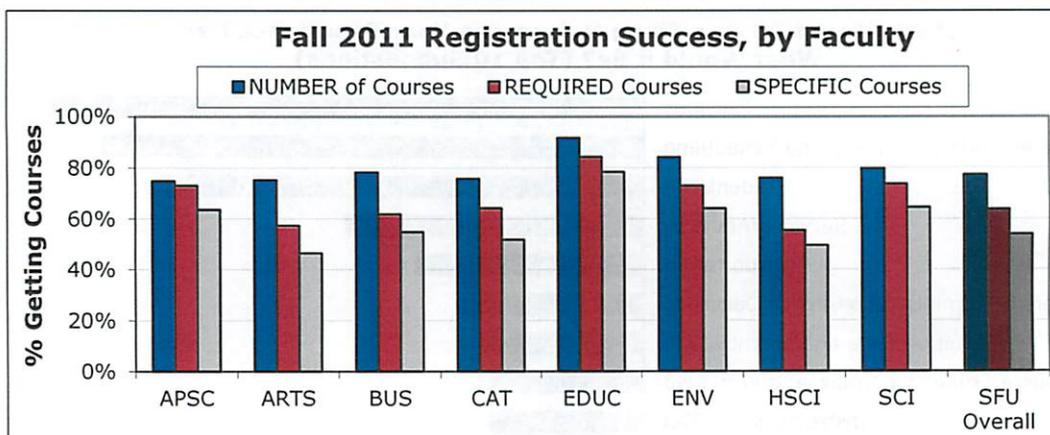
¹ It should be noted that a change in methodology, from in-class paper survey to online survey, was instituted in 2006. The paper surveys, administered to a random sample of classes, resulted in a "captive audience" and high response rates. In contrast, the online surveys, usually administered to the entire SFU undergraduate student population, result in larger samples but lower response rates, which could make the results less generalizable. Measures were taken to reduce potential biases resulting from a lower response rate.

² This margin of error applies to estimates based on the entire sample, assuming that the sample is representative.

- When asked to compare their experience at SFU to their expectations when they first arrived:
 - 14% of respondents said that SFU has exceeded their expectations,
 - 67% said SFU has met their expectations, and
 - 19% indicated that SFU has failed to meet their expectations.

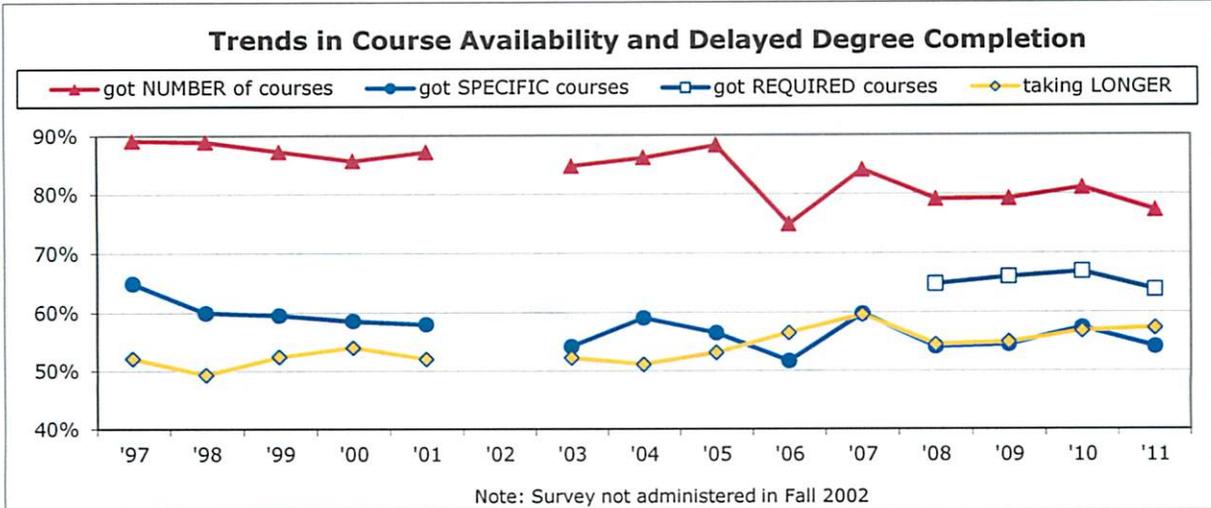
Course Availability

- In general, this year's course availability results represent a step backwards from the Fall 2010 results.
- **NUMBER of Courses:** 77% of respondents were able to register in the number of courses they wanted this fall, a statistically significant decrease from last year's rate of 81%.
- **SPECIFIC Courses:** 54% were able to register in all of the specific courses they wanted to take this term. This is on par with the 2009 rate, and is a statistically significant decrease from last year's rate of 57%.
- **REQUIRED Courses:** 64% were able to register in all of the REQUIRED courses they wanted this term (vs. 67% last fall, a statistically significant decrease.) Registration difficulty was most often due to:
 - full classes,
 - scheduling conflicts,
 - courses not being offered this term,
 - insufficient travel time to get between courses offered at different campuses, and
 - inconvenient scheduling.
 - Respondents in the Faculty of Education were most successful in registering for all of the required courses they wanted to take, while those in Health Sciences and in Arts and Social Sciences were least successful. This is the same pattern as in Fall 2010.



- **Delayed Credential Completion:** 57% of respondents reported that they are taking longer than expected to complete their credential (the same as last year's rate.)
 - 85% of students felt that it was important to finish within their expected timeframe.
 - Commonly cited reasons for delay include:
 - course availability issues (e.g. full courses, schedule conflicts, courses not offered, etc.; 66% of delayed respondents),
 - taking a reduced course load (50%), and
 - employment (40%).

- Rates of delayed completion are highest in the Faculty of Health Sciences (64%) and lowest in the Faculty of Education (40%).
- **Trends:** Course availability has become generally more problematic over the past fifteen years.

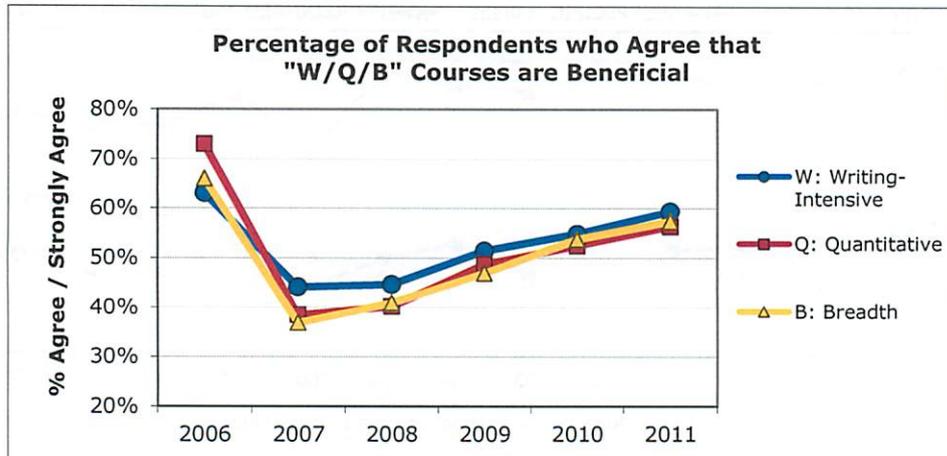


- **Satisfaction with Course Availability:**
 - Satisfaction with course availability decreases as course level increases.
 - Satisfaction with the availability of 400-level courses is similar across Faculties, with the exception of being substantially higher among respondents in Education (EDUC) and Business (BUS), and lower among those in Health Sciences (HSCI)
 - Satisfaction with various aspects of course availability (scheduling of classes, available registration spots, etc.) is quite similar to last year, with the following exceptions:
 - satisfaction with course scheduling has increased by 4%, and
 - satisfaction with course frequency (how often each course is offered) has decreased by 9%.

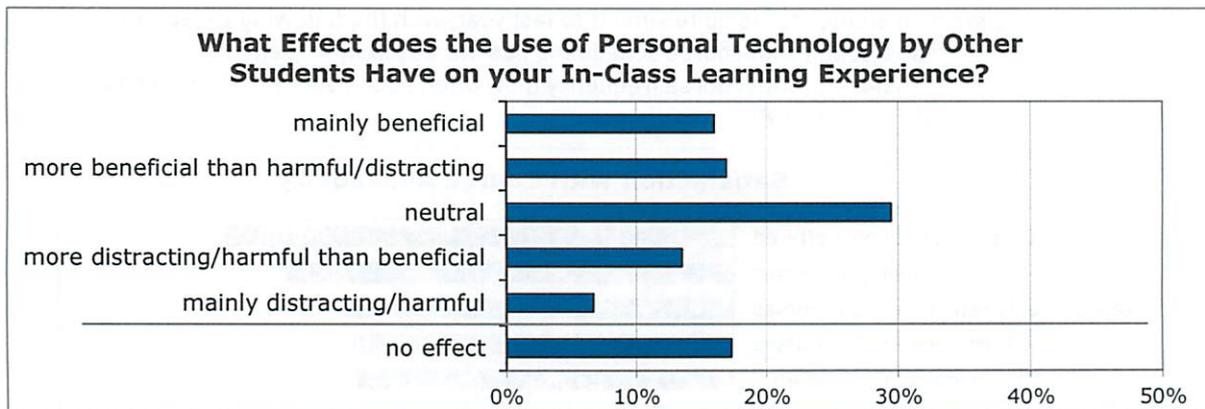


Teaching/Curriculum

- **Quality of Teaching:** 86% of respondents are satisfied with the overall quality of teaching at SFU.
- **W/Q/B Courses:** Just over half of respondents agree that these courses succeed in producing the benefits for which they were designed (59% agreement for "W" courses, 57% for "B" courses, and 56% for "Q" courses). This is a statistically significant improvement over last fall's results.

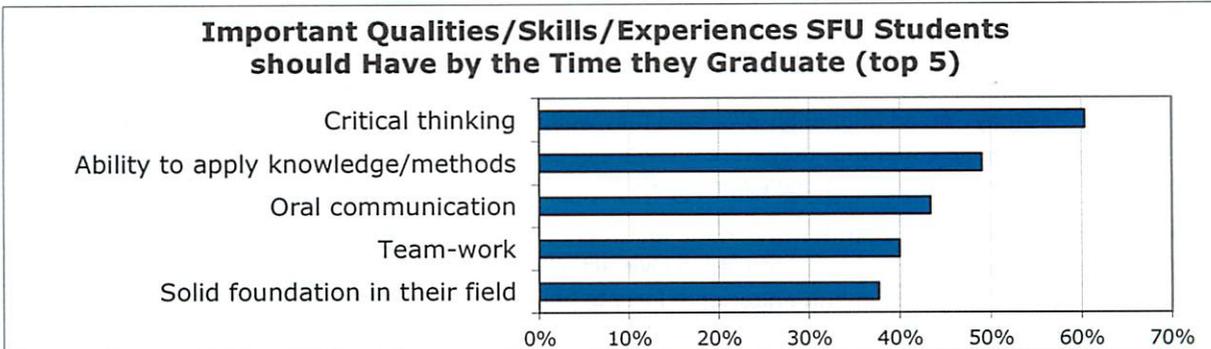


- **Use of Personal Technology in Class:**
 - 33% of respondents said the use of personal technology by other students has a positive effect on their in-class learning experience,
 - 30% said the advantages and disadvantages are roughly equal,
 - 20% said the effect is negative, and
 - 17% indicated that it has no effect on their in-class learning experience.



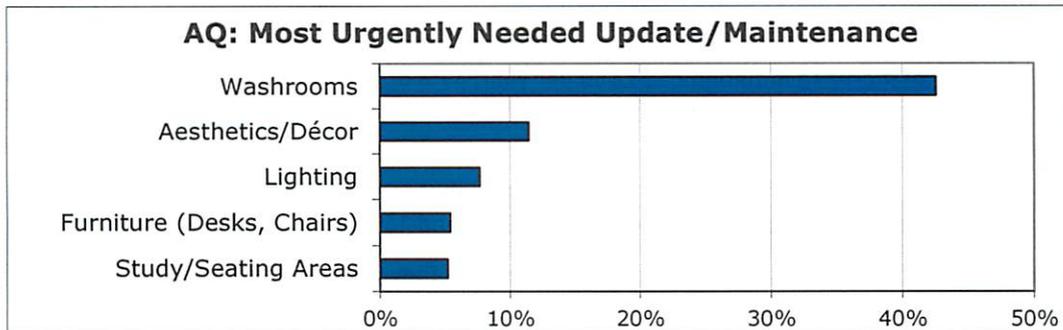
- **Research with Faculty Members:** 15% of graduating respondents reported that they have worked within a faculty member's research team, outside of coursework.
- **English Language Skills and Group Work:** Among respondents who have done group work at SFU, 93% reported that there are students in their groups who have difficulty with their English language communication skills. Of these:
 - 10% said the effect on their group work experience is mainly beneficial,
 - 27% said its advantages and disadvantages are roughly equal,
 - 51% said it is mainly harmful, and
 - 12% said it has no effect on their group work experience.

- **Student Learning Outcomes:** Students were asked what qualities/skills they thought an SFU graduate should have. Respondents indicated that critical thinking skills are the most important.



Services

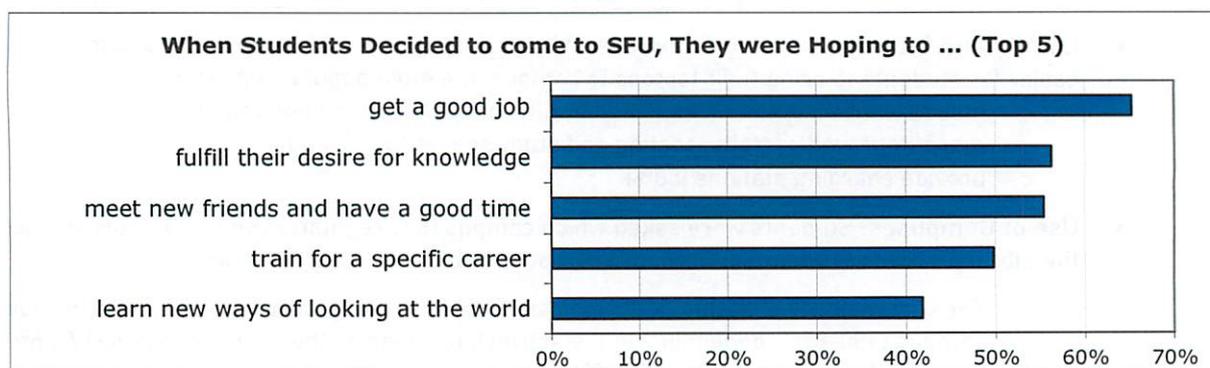
- **Facilities:** 74% of respondents are satisfied with the quality of on-campus buildings and facilities (vs. 77% last year, a statistically significant change.)
 - When asked which building has the greatest need of updating, the top choices were:
 - Academic Quadrangle (AQ, selected by 48% of respondents),
 - Robert C. Brown Hall/Images Theatre (RCB/IMAGTH, 11%), and
 - West Mall Centre (WMC, 11%).



- **Library and Student Learning Commons:** When asked what the Library could do to make it easier for students to bring their laptops to campus, the most popular replies were:
 - more electrical outlets (requested by 68% of applicable respondents),
 - more/improved carrells, seating and study spaces (65%), and
 - provide charging stations (58%).
- **Use of Campuses:** Students were asked which campus they regularly use to take classes, use the Library, access Student Services, use computer labs, and use study space.
 - The vast majority of respondents indicated that they do these activities at the Burnaby campus (~80-87%, depending on the activity), followed by the Surrey campus (17-26%), then the Vancouver campus (7-15%).
 - Some students regularly use multiple campuses for these activities:
 - 24% of respondents regularly take classes at multiple campuses,
 - 9% access Student Services at multiple campuses, and
 - 17% use the Library, computer labs, and study space at more than one campus.

General

- **Engagement at SFU:** Graduating students were asked about their participation in various activities at SFU, over the course of their studies here. Among respondents:
 - 19% had participated in co-op, and an additional 62% said that they would have liked to.
 - 7-11% had participated in field schools, international exchange/study abroad, and work-study. An additional 55-67% said they would have liked to participate in these programs.
 - 13% indicated that they were unaware of events in their department, program or Faculty in which they could have participated.
- **Engagement in the Community:** In the last year:
 - 40% of respondents engaged in civic activities in their local community,
 - 33% engaged in humanitarian efforts to help the needy, and
 - 15-20% engaged in environmental advocacy, social justice activities, and community service work that made use of their SFU education.
 - Among those who did engage in these activities, 21% did so in an international setting.
 - 34-55% indicated that they are not planning on engaging in these types of activities.
- **Employment:** 53% of respondents are currently employed or self-employed. Among these:
 - 10% work more than 30 hours per week in a paid job,
 - 31% work 16 – 30 hours per week, and
 - 58% work 15 hours or less per week.
- **Tuition for International Students:** International students were asked whether they would still have come to SFU if the tuition had been higher.
 - At an increase in tuition of \$1,000 per year, 47% of international respondents indicated that they definitely would have come, 22% said that they would not have come, and 31% were unsure.
 - At an increase of \$5,000 per year, 14% said that they definitely would have come, while 71% definitely would not have come to SFU, and 15% were unsure.
- **Student Goals:** Students were asked to indicate what they were hoping to get out of their SFU education. Respondents indicated that getting a good job had been their top priority.



Recommendations

- **Facilities:** While overall satisfaction with facilities is relatively high (74%), in the student comments, facilities were the most frequently cited improvement requested. Based on comments received, student satisfaction with facilities could be further improved by:
 - Continuing to make improvements to on-campus washrooms, as well as keeping the washrooms clean throughout the day, and in a good state of repair. Washrooms in the AQ were most frequently cited as being in need of updating or maintenance.
 - Increase lighting in lecture halls.
 - Continuing to add, expand, and make improvements to study areas.
- **Course Availability and Scheduling:** Student responses suggest the need for continued effort to:
 - Increase the frequency of required upper division courses.
 - Increase the seat capacity of courses that have been historically popular.
 - Schedule courses likely to be taken together at non-overlapping times (and at sufficiently spaced times, when they are offered on different campuses.)
 - Check that exam times for courses commonly taken together do not overlap, before releasing the exam schedule.
- **Student Life/Campus Community:** Students continue to request improvements to student life and the campus community, such as holding more student events on campus.
- **WQB Courses:** While students' perception of the value of WQB courses has been rising for several years, the rigidity of the requirements seems to cause issues for some students. Respondents suggest that the requirements would be less cumbersome if there were more designated WQB courses, especially at the upper division level.
- **Policies and Services:** Some additional student suggestions over the last few years for improving their experience at SFU include:
 - Reducing wait times to see academic advisors.
 - Improving the registration priority system, and communicating the algorithm to students.
 - Increasing the English-language communication standards for incoming students.
 - Lowering tuition and fees, and/or improving financial aid.