




SIMON FRASER UNIVERSITY
INSTITUTIONAL RESEARCH AND PLANNING

To: Senate

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

Subject: IRP Reports for Information

Date: September 9, 2011

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:

- **2010/11 Grades Report:** This report is prepared once a year and it summarizes student course grades at the University over a ten year period. The 2010/11 Grades Report covers the period from 2001/02 to 2010/11. 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
- **2010 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 2010 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, language skills and selected services, such as the library, bookstore, financial aid and SFU orientation. The full report is located at: <http://www.sfu.ca/content/dam/sfu/irp/surveys/ugss/ugss2010report.pdf>

Enclosure



SFU

SIMON FRASER UNIVERSITY
INSTITUTIONAL RESEARCH AND PLANNING

**2010/11 Grades Report:
Summary
Historical Distribution of
Undergraduate and Graduate Course Grades
2001/02 to 2010/11**

Prepared by
Christoffer Dharma, Co-op Student
Jessica Tilley, Analyst
Institutional Research and Planning
September 2011

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.....	14

I – Introduction

This report summarizes student course grades at Simon Fraser University over the ten year period from 2001/02 to 2010/11. 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 been in use since Fall 2002.

FD is defined as a fail (academic discipline) and has 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

* Effective 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. In the last two years, Health Sciences courses have awarded the second and third highest average lower division grades (5-year average of 3.09).
- After Education and Health Sciences, the Faculties of Communication, Art and Technology (CAT) and Environment (ENV) have consistently awarded higher average lower division course grades than the other Faculties (10-year averages of 2.92 and 2.71, respectively.)
- The Faculty of Arts & Social Sciences (ARTS) and Applied Sciences (APSC) have consistently awarded lower division course grades close to the University average (10-year averages of 2.64 and 2.61, respectively.)
- The Faculty of Science (SCI) and the Beedie School of Business (BUS) have consistently awarded the lowest average lower division course grades (10-year averages of 2.51 and 2.53, respectively.)

Figure A
Average Lower Division Course Grades Awarded by Faculty

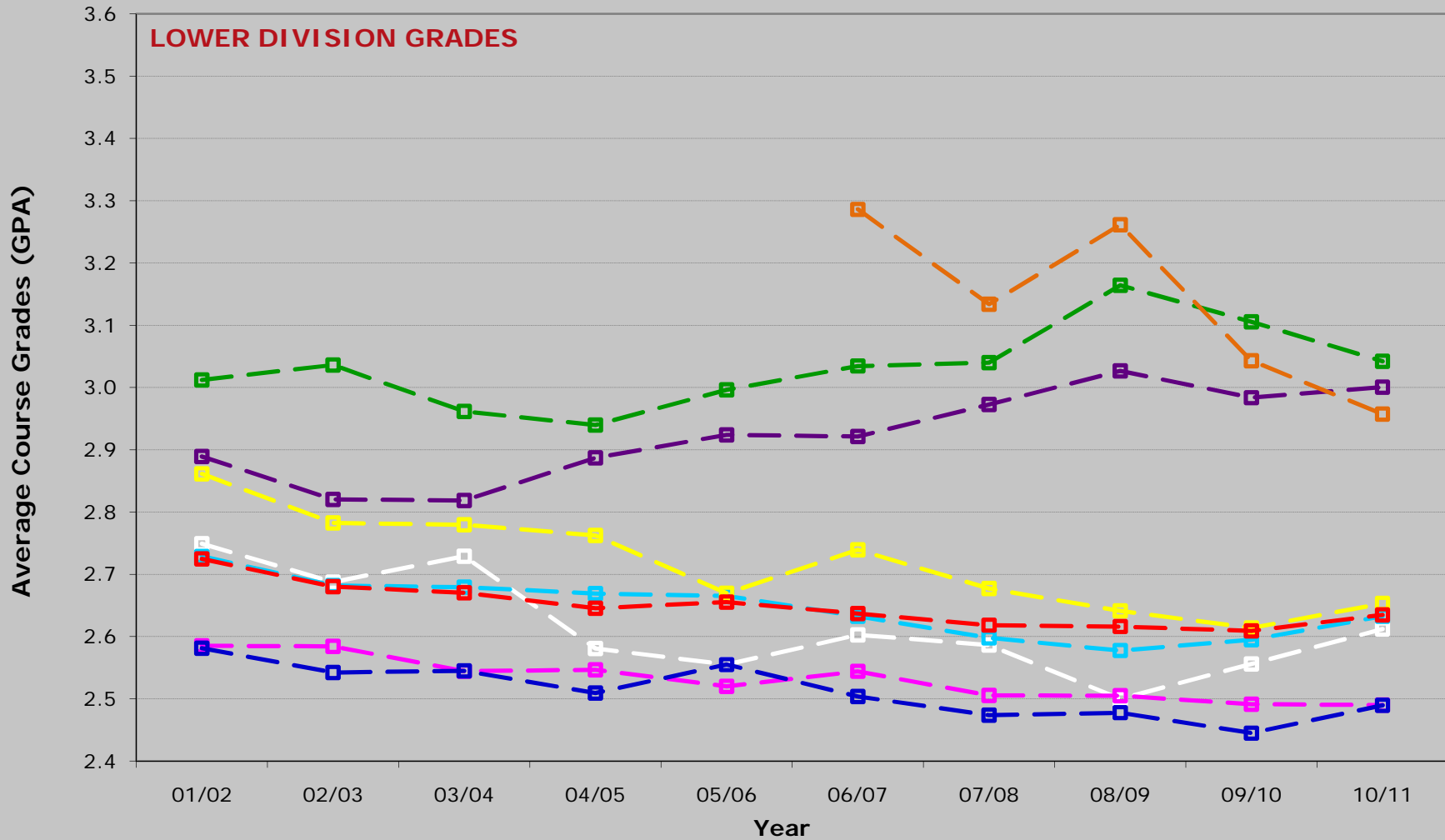
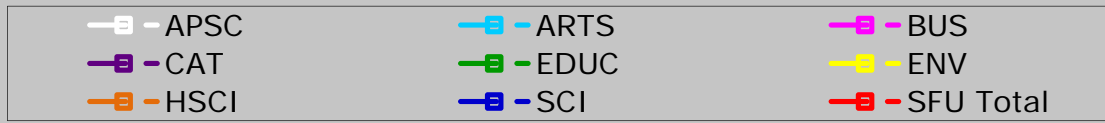


Table 3: Average Undergraduate Course Grades Awarded and Percentage of “A” Grades (A-through A+) Awarded, by Course Faculty – Lower Division

Course Faculty	<u>Average Course Grades</u>		<u>% “A” Grades Awarded</u>	
	2010/11	10-Year Average	2010/11	10-Year Average
Applied Sciences	2.61	2.61	26.2%	26.1%
Arts and Social Sciences	2.63	2.64	17.7%	17.9%
Business	2.49	2.53	13.2%	13.5%
Communication, Art and Technology	3.00	2.92	28.9%	25.8%
Education	3.04	3.04	34.1%	34.9%
Environment	2.65	2.71	21.0%	21.2%
Health Sciences	2.96	3.09*	30.5%	37.8%*
Science	2.49	2.51	20.3%	20.3%
University Total	2.63	2.65	20.6%	20.4%

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

LONG-TERM COMPARISONS WITHIN FACULTIES¹:

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):
 - On average, courses in Business Administration & Economics (BUEC) have awarded higher lower division grades than courses in Business Administration (BUS).
- 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.
 - TechOne (TECH) courses have awarded the lowest average grades.

¹ This section only includes those Faculties offering courses in more than one subject, so that subject-to-subject comparisons are possible.

- Education (EDUC):
 - On average, Foundations of Academic Literacy (FAL) courses have awarded higher lower division grades than Education (EDUC) courses.
- 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 (MATH) and Mathematics & Computing Science (MACM) courses have awarded the lowest average grades.

CURRENT COMPARISONS AND TRENDS WITHIN FACULTIES:

2010/11 Average Lower Division Course Grades¹:

- Applied Sciences (APSC):
 - The highest average lower division grades awarded in 2010/11 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 2010/11 were in Chinese (CHIN).
 - The lowest average grades were awarded in Philosophy (PHIL), Economics (ECON) and Business Administration & Economics (BUEC).
- Business (BUS):
 - Business Administration (BUS) courses and Business Administration & Economics (BUEC) courses awarded very similar average grades in 2010/11.
- Communication, Art and Technology (CAT):
 - The highest average grades awarded in 2010/11 were in Contemporary Arts (FPA) courses.
 - The lowest average grades were awarded in Communications (CMNS).
- Education (EDUC):
 - In 2010/11, Education (EDUC) courses awarded higher lower division grades than Foundations of Academic Literacy (FAL) courses.
- Environment (ENV):
 - The highest average grades awarded in 2010/11 were in Sustainable Community Development (SCD) courses.
 - The lowest average grades were awarded in Archeology (ARCH).

- Science (SCI):
 - The highest average grades in 2010/11 were awarded in Management and Systems Science (MSSC; note that very few grades were awarded in MSSC this year.)
 - The lowest average grades were awarded in Mathematics and Computing Science (MACM).

Large Changes in 2009/10 to 2010/11 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: Actuarial Mathematics (ACMA: 1.82 to 2.21) and Earth Sciences (EASC: 2.30 to 2.56).
 - Decreases: Environmental Science (EVSC: 3.57 to 2.64) and Foundations of Analytical and Quantitative Reasoning (FAN: 2.62 to 2.36).

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: 3.45).
- 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 3.22 and 3.24, respectively.) It should be noted that HSCI has only been offering undergraduate courses for the past five 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, in the range of 2.90 to 3.10.

Figure B
Average Upper Division Course Grades Awarded by Faculty

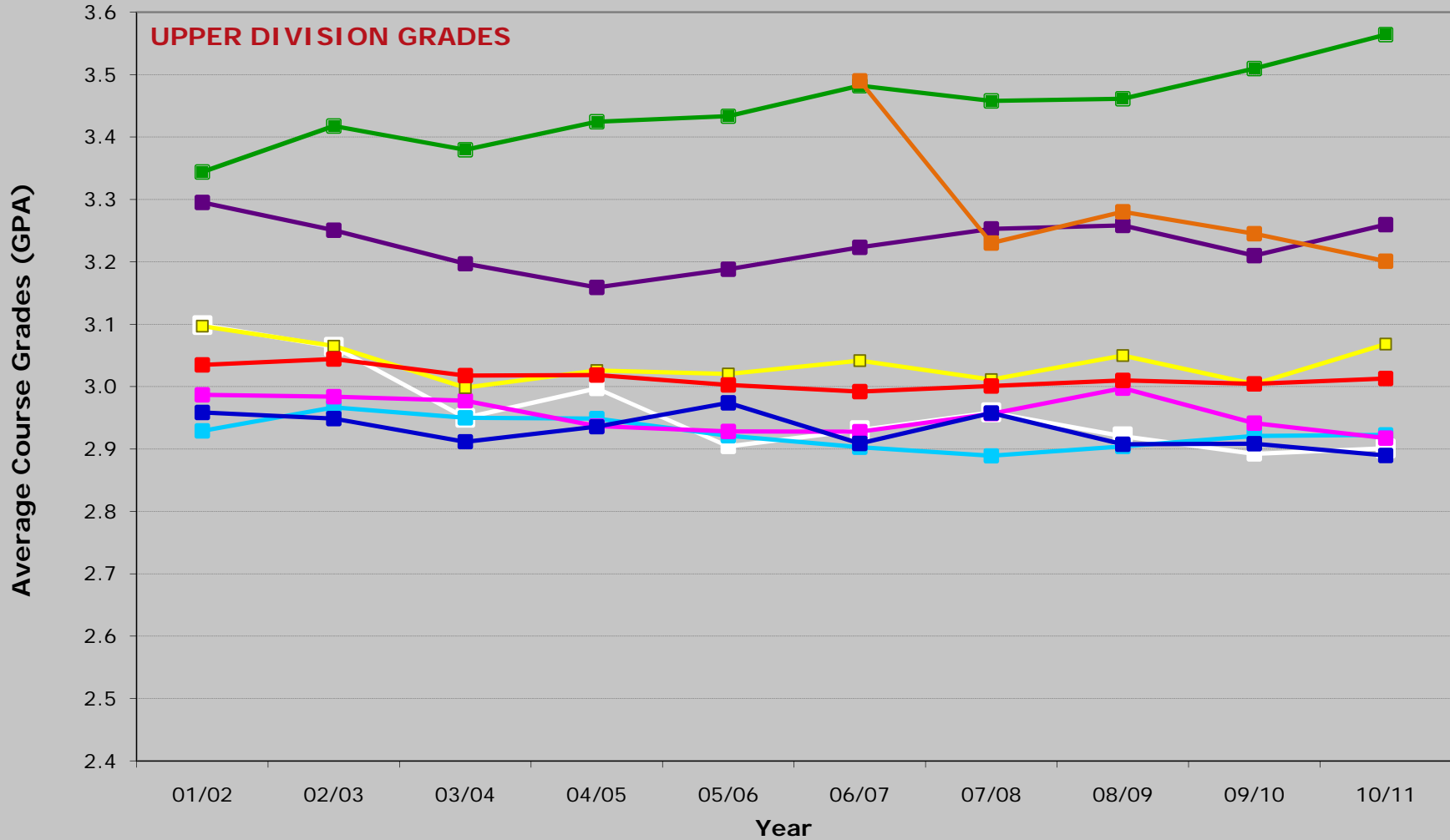


Table 4: Average Undergraduate Course Grades Awarded and Percentage of “A” Grades (A-through A+) Awarded, by Course Faculty – Upper Division

Course Faculty	Average Course Grades		% "A" Grades Awarded	
	2010/11	10-Year Average	2010/11	10-Year Average
Applied Sciences	2.90	2.96	31.9%	33.1%
Arts and Social Sciences	2.92	2.92	27.9%	28.2%
Business	2.92	2.95	25.5%	25.9%
Communication, Art and Technology	3.26	3.22	42.9%	41.3%
Education	3.56	3.45	65.5%	56.8%
Environment	3.07	3.04	34.2%	32.6%
Health Sciences	3.20	3.24*	39.8%	43.6%*
Science	2.89	2.93	31.3%	32.7%
University Total	3.01	3.01	33.2%	32.7%

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

LONG-TERM COMPARISONS AND TRENDS WITHIN FACULTIES¹:

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 Italian (ITAL) and German (GERM) courses. Note that very few grades were awarded in these subjects.
 - 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 the first year that Publishing courses have been offered.
- 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.
 - Geography (GEOG) courses have awarded the lowest average upper division grades.

- 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) and Mathematics (MATH) courses have awarded the lowest average upper division grades.

CURRENT COMPARISONS AND TRENDS WITHIN FACULTIES:

2010/11 Average Upper Division Course Grades¹:

- Applied Sciences (APSC):
 - In 2010/11, 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 2010/11 were in Latin American Studies (LAS) and German (GERM). Note that very few grades were awarded in these subjects.
 - Business Administration & Economics (BUEC), Labour Studies (LBST) and Economics (ECON) courses awarded the lowest average upper division grades in 2010/11.
- Communication, Art and Technology (CAT):
 - The highest average grades awarded in 2010/11 were in Contemporary Arts (FPA).
 - The lowest average grades awarded in 2010/11 were in Publishing (PUB).
- Environment (ENV):
 - The highest average grades awarded in 2010/11 were in Environmental Science (EVSC). Note that very few grades were awarded in this subject.
 - The lowest average grades were awarded in Archeology (ARCH), Geography (GEOG), and Environment (ENV) courses.
- Faculty of Science (SCI):
 - The subjects awarding the highest average grades in 2010/11 were Undergraduate Semester in Dialogue (DIAL) and Marine Science (MASC). Note MASC awarded fewer than 30 grades in 2010/11.
 - The lowest average grades were awarded in Science (SCI), Mathematics (MATH), and Mathematics & Computing Science (MACM).

Large Changes in 2009/10 to 2010/11 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: Latin American Development Studies (LAS: 3.22 to 3.70), Cognitive Science (COGS: 3.06 to 3.48), and Marine Science (MASC: 3.66 to 3.95). Note that very few grades were awarded in all of these subjects.
 - Decreases: Actuarial Mathematics (ACMA: 3.18 to 2.68), Statistics (STAT: 3.14 to 2.84), First Nations Studies (FNST: 3.40 to 3.13), and Science (SCI: 2.62 to 2.37).

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

- In 2010/11, the average undergraduate grade awarded was 2.78.
- The average undergraduate grade awarded over the past ten years was 2.80.
- 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 2010/11 undergraduate course grade distributions within each Faculty, controlling for the Faculty of undergraduate students enrolled in the courses.

Table 5: 2010/11 Average Undergraduate Course Grades Awarded and Percentage of “A” Grades (A- through A+) Awarded, by Faculty of Student

Faculty of Student	Average Course Grade	% “A” Grades Awarded
Applied Sciences	2.62	24.0%
Arts and Social Sciences	2.72	21.9%
Business	2.89	26.8%
Communication, Art and Technology	2.93	30.7%
Education	3.46	60.6%
Environment	2.92	30.7%
Health Sciences	2.76	24.4%
Science	2.77	26.4%
All Undergraduate Students	2.78	25.6%

By Faculty of Students:

- Students from the Faculty of Education (EDUC) were awarded the highest grades overall in 2010/11, with an average course grade of 3.46.
- Students from the Faculty of Communication, Art and Technology (CAT), the Faculty of Environment (ENV), and the Beedie School of Business (BUS) were awarded average course grades between 2.89 to 2.93.
- Students from the Faculties of Science (SCI), Health Sciences (HSCI), and Arts and Social Sciences (ARTS) were awarded average grades between 2.72 and 2.77.
- Students from the Faculty Applied Sciences (APSC) were awarded the lowest average grades in 2010/11, with an average course grade of 2.62.
- Students from all Faculties most commonly took courses from their own Faculties.

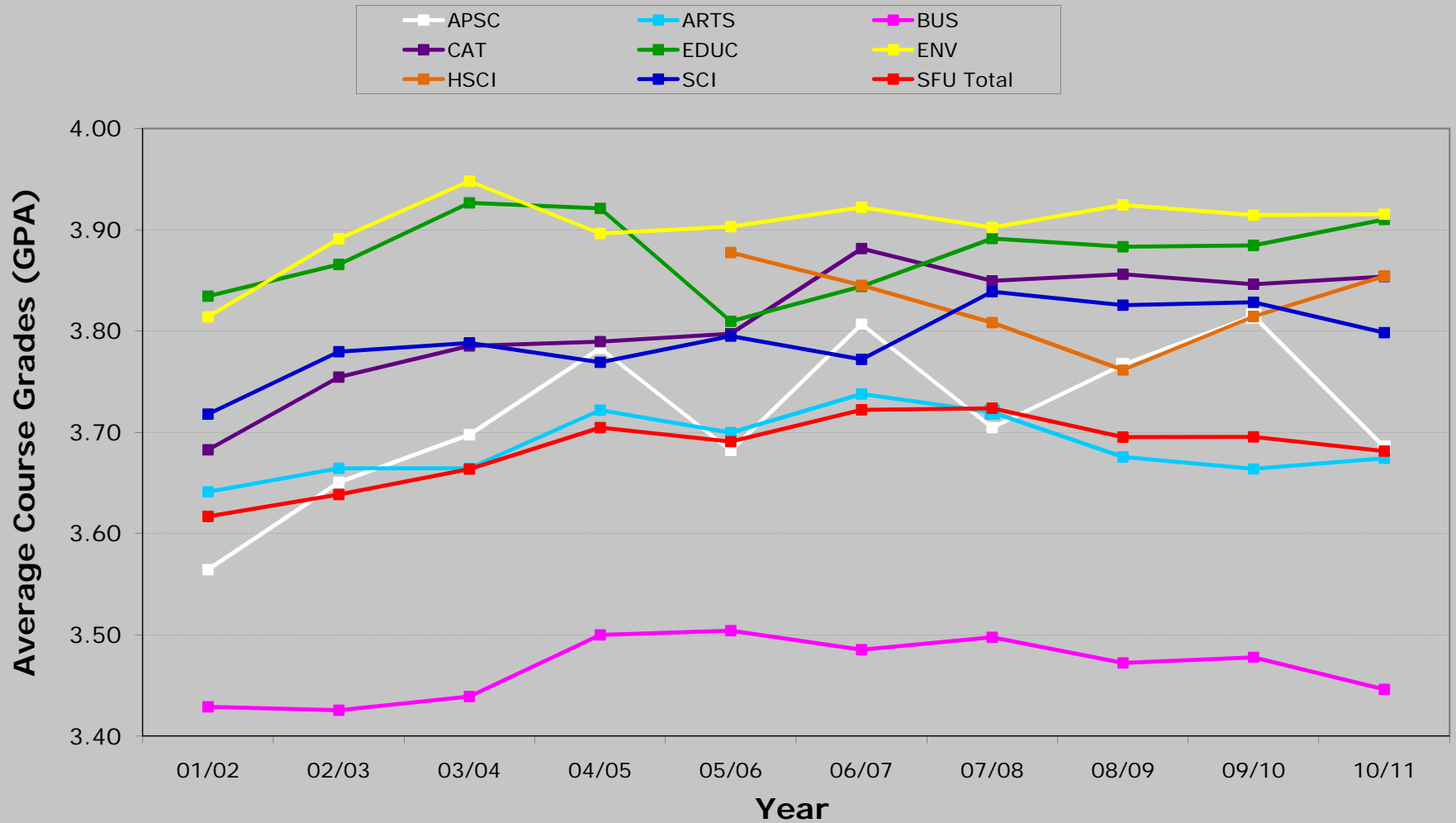
By Faculty of Courses:

- In courses offered by the Faculty of Education (EDUC), students from the Faculty of Education (EDUC) received the highest average grades in 2010/11.
- In courses offered by the Faculty of Environment (ENV), students from the Faculty of Environment (ENV) received the highest average grades in 2010/11.
- In courses offered by all other Faculties, students from the Beedie School of Business (BUS) received the highest average grades in 2010/11.
- 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 eight of the last ten years, with an average awarded grade of 3.90.
- The Faculty of Education (EDUC) has been one of the top two Faculties in 8 of the last 10 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 3.81, 3.81 and 3.79, respectively.

Figure C
Average Graduate Course Grades Awarded by Faculty



- 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 3.72 and 3.69, 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 3.47.

Table 6: Average Graduate Course Grades Awarded and Percentage of “A” Grades (A-through A+) Awarded, by Course Faculty

Course Faculty	Average Course Grades		% “A” Grades Awarded	
	2010/11	10-Year Average	2010/11	10-Year Average
Applied Sciences	3.69	3.72	72.3%	75.6%
Arts and Social Sciences	3.67	3.69	73.1%	76.2%
Business	3.45	3.47	45.5%	48.6%
Communication, Art and Technology	3.85	3.81	89.2%	84.0%
Education	3.91	3.88	90.6%	89.5%
Environment	3.92	3.90	92.5%	93.7%
Health Sciences	3.85	3.81*	87.0%	85.1%*
Science	3.80	3.79	80.3%	81.6%
University Total	3.68	3.68	70.3%	72.0%

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

LONG-TERM COMPARISONS AND TRENDS WITHIN FACULTIES¹:

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.

- Geography (GEOG) has awarded the lowest average graduate course grades. Note that the average grades for this subject are based on small sample sizes.
- Science (SCI):
 - Courses in Molecular Biology & Biochemistry (MBB) and Biological Sciences (BISC) have awarded the highest average graduate course grades.
 - Physics (PHYS) courses have awarded the lowest average grades.

CURRENT COMPARISONS AND TRENDS WITHIN FACULTIES:

2010/11 Average Course Grades¹:

- Applied Sciences (APSC):
 - In 2010/11, Engineering Science (ENSC) awarded higher average graduate course grades than Computing Science (CMPT).
- Arts and Social Sciences (ARTS):
 - The highest average grades in 2010/11 were awarded in Psychology (PSYC) courses.
 - Applied Legal Studies (ALS) and International Studies (IS) courses awarded the lowest average graduate course grades in 2010/11.
- Communication, Art and Technology (CAT):
 - The highest average grades in 2010/11 were awarded in Communications (CMNS) courses.
 - Courses in Publishing (PUB) awarded the lowest average grades.
- Environment (ENV):
 - In 2010/11, courses in Geography (GEOG) awarded higher average grades than courses in Resource & Environmental Management (REM) and Archaeology (ARCH). Note that average grades for both Geography and Archaeology are based on small sample sizes.
- Science (SCI):
 - The highest average grades in 2010/11 were awarded in Molecular Biology and Biochemistry (MBB) and Biological Sciences (BISC).
 - The lowest average course grades were awarded in Applied & Computational Mathematics (APMA: small sample size.)

Large changes in 2009/10 to 2010/11 Average Course Grades:

- The following subjects have seen large changes (of at least 0.25) in the average graduate grade awarded from last year to this year:
 - Increases: Geography (GEOG: 3.68 to 3.98)
 - Decreases: International Studies (IS: 3.47 to 3.22) and Philosophy (PHIL: 3.85 to 3.53).

GENERAL OBSERVATIONS:

- In 2010/11, the average graduate grade awarded was 3.68, a slight decrease from last year. The average graduate grade awarded at the university has been fairly stable over the last 7 years.
- The average graduate grade awarded over the past ten years was 3.68.



HIGHLIGHTS

FALL 2010 SFU UNDERGRADUATE STUDENT SURVEY

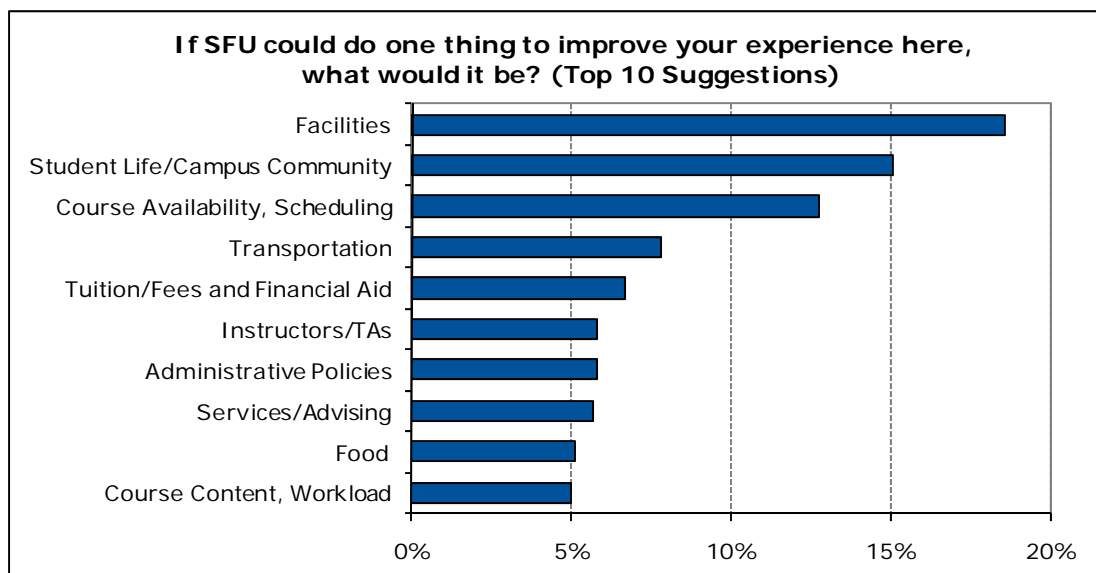
The Undergraduate Student Survey has been conducted at Simon Fraser University every Fall semester since 1992¹ (except in 2002.) This annual survey provides essential feedback on the academic experiences and concerns of our undergraduate students. Every year, the survey asks students about their experiences 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 and curriculum, language skills, and a selected range of services.

A total of 5,832 students participated in this year's survey, yielding an overall response rate of 28.6%. Highlights of the survey results are presented here. Statistics provided in this summary and in the full report are estimates based on survey respondents, and are accurate within $\pm 1.3\%$, 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

- 88% of respondents are 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 student life, and
 - improve course availability, variety and scheduling



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.

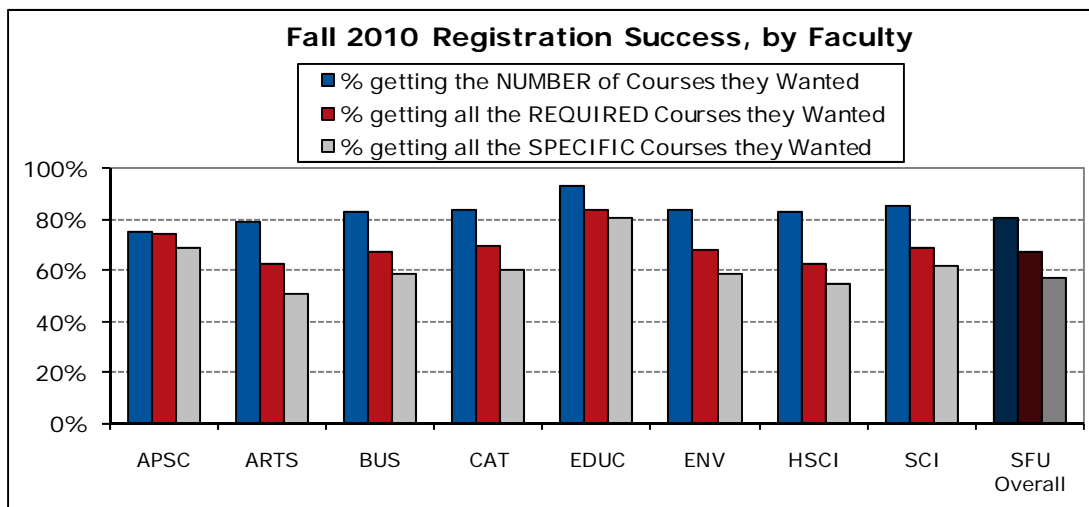
² This margin of error applies to estimates based on the entire sample, assuming that the sample is representative.

How did Students Choose SFU?

- When asked where they heard the information that led them to choose SFU for their studies, respondents most often cited friends, high school counselors/teachers, and family.
- International respondents most commonly cited friends, the SFU website, and University Rankings (e.g. MacLean's.)

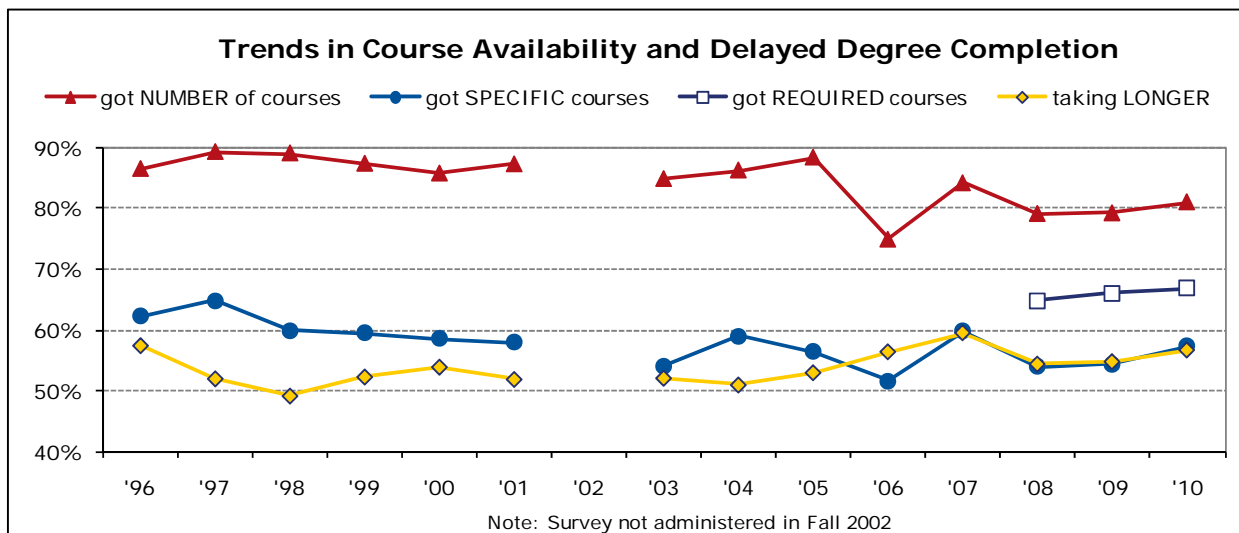
Course Availability

- In general, this year's course availability results were similar to the 2009 results. Most differences were not statistically significant (exceptions are noted.)
- **NUMBER of Courses:** 81% of respondents were able to register in the number of courses they wanted this fall, versus 79% last fall.
- **SPECIFIC Courses:** 57% were able to register all of the specific courses they wanted to take this term, a statistically significant increase over last fall's rate of 54%.
- **REQUIRED Courses:** 67% were able to register all of the REQUIRED courses they wanted this term (vs. 66% last fall.) Registration difficulty was most often due to:
 - full classes,
 - scheduling conflicts,
 - courses not being offered this term, 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.

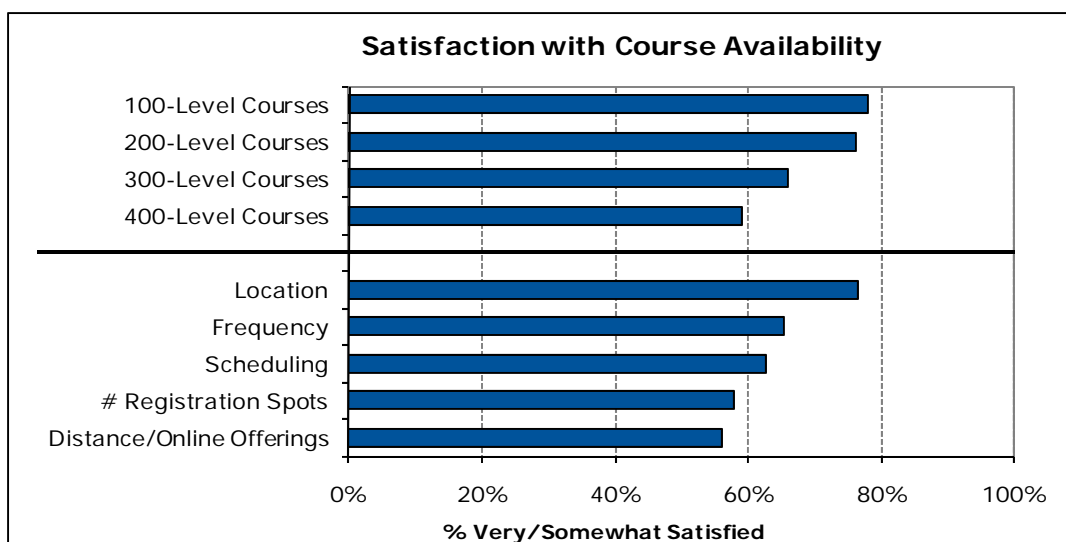


- **Delayed Credential Completion:** 57% of respondents reported that they are taking longer than expected to complete their credential (vs. 55% last fall.)
 - 85% of students felt that it was important to finish within their expected timeframe.
 - Commonly cited reasons for delay include:
 - course availability issues (e.g. full courses, scheduling conflicts, courses not being offered, etc.; 60% of delayed respondents),
 - taking a reduced course load (50%), and
 - employment (37%).

- Rates of delayed completion are highest in the Beedie School of Business (62%) and lowest in the Faculty of Education (36%).
 - Many Business students were delayed due to entering a co-op program. Since the co-op program is intended to enhance the educational experience, delayed completion may not be a negative outcome in some cases.
- **Trends:** Course availability has become generally more problematic over the past fifteen years. However, there have been slight improvements in registration success rates since 2008.

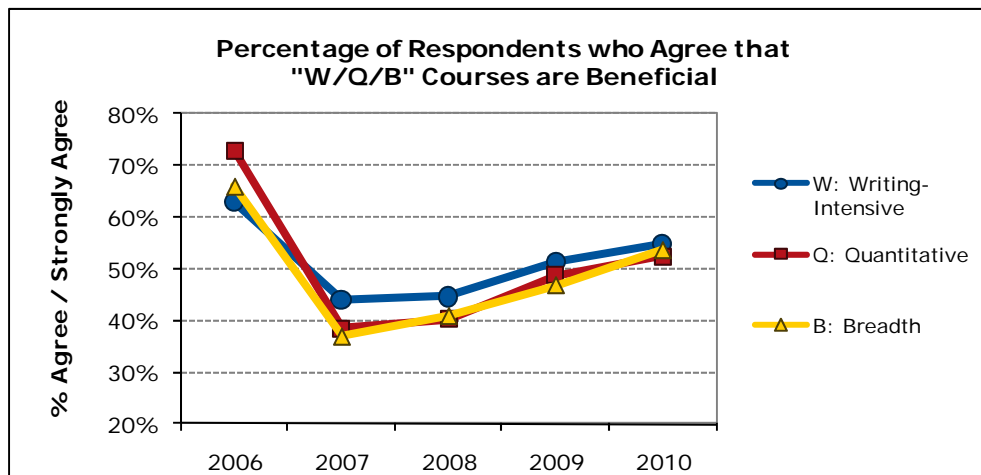


- **Satisfaction with Course Availability:**
 - Satisfaction with course availability decreases as course level increases. Satisfaction by course level improved slightly from Fall 2009 to Fall 2010.
 - 76% of respondents are satisfied with the location (campus) of courses offered.
 - 63 - 65% are satisfied with course frequency (how often courses are offered) and scheduling.
 - 56 - 58% are satisfied with available registration spots in courses (course capacity) and the variety of distance/online courses offered.

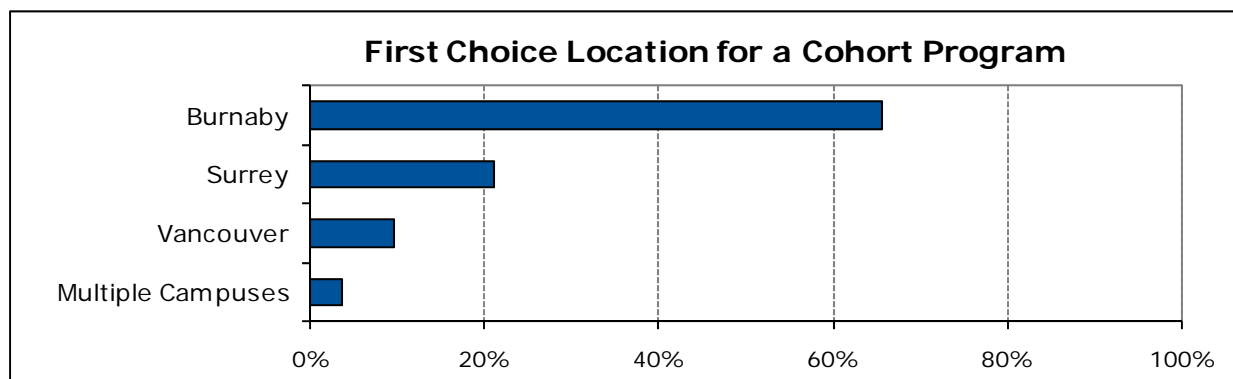


Teaching and Curriculum

- W/Q/B Courses:** Just over half of this year's respondents agreed that W/Q/B (writing-intensive, quantitative, and breadth) courses produce the benefits for which they were designed. This is a statistically significant increase over last year's results.



- W/Q/B Curriculum:** In both 2006 and 2010, students were asked a set of questions relating to writing, quantitative, and breadth content in courses, as well as the value of their education at SFU. It was hoped to determine whether the WQB courses had impacted student perception about the importance of these aspects of coursework, their confidence in their own skills in these areas, and their perception of the value of their educational experience here.
 - Overall, there were few changes: the percentage of respondents agreeing with the WQB curriculum statements changed by no more than 5% from 2006 to 2010.
 - Students who are further along in their credential seem to place a higher value on writing and quantitative aspects of coursework, and have more confidence in their own writing and quantitative skills, but appear to have less confidence in the value of their education at SFU.
- Cohort Programs:**
 - 63% of respondents said that if they were to start their SFU studies over again, they would be interested in joining a cohort program (a group of students who take courses together at the same time.)



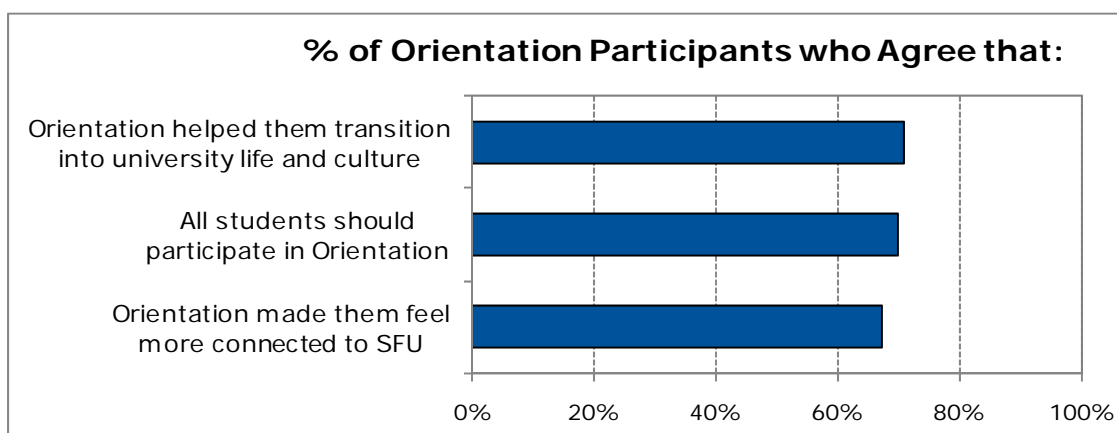
- **Quality of Teaching:** 85% of respondents are satisfied with the quality of teaching at SFU.
- **Research with Faculty Members:** 13% of graduating respondents said that they have worked within a faculty member's research team, outside of coursework.

English Language Skills

- **English Language Skills of Instructors:** Students were asked how often they encounter instructors who have difficulty communicating in English. Overall:
 - ~70% of respondents have had SFU instructors who did not speak clearly, and instructors with poor English or an accent they had trouble understanding
 - ~45% have had SFU instructors who used unfamiliar language (e.g. slang, difficult vocabulary, etc.)
 - Only 4-8% have experienced these problems with "most" or "all" of their SFU instructors.
 - These problems were experienced most often by respondents in Applied Sciences, and least often by those in Education.
 - International students were more likely to complain about instructors using unfamiliar language and not speaking clearly, while domestic students were more likely to complain of instructors with poor English or an accent they had trouble understanding.
- **Use of English by Students:** Most respondents speak, read, and write in English outside of class on a daily basis (95%, 96% and 88%, respectively.)
- **English Language Programs:** Over 70% of international respondents indicated that they are interested in programs that help to improve their English language conversation skills, presentation skills, and pronunciation/accent. Interest levels are considerably lower among domestic students.

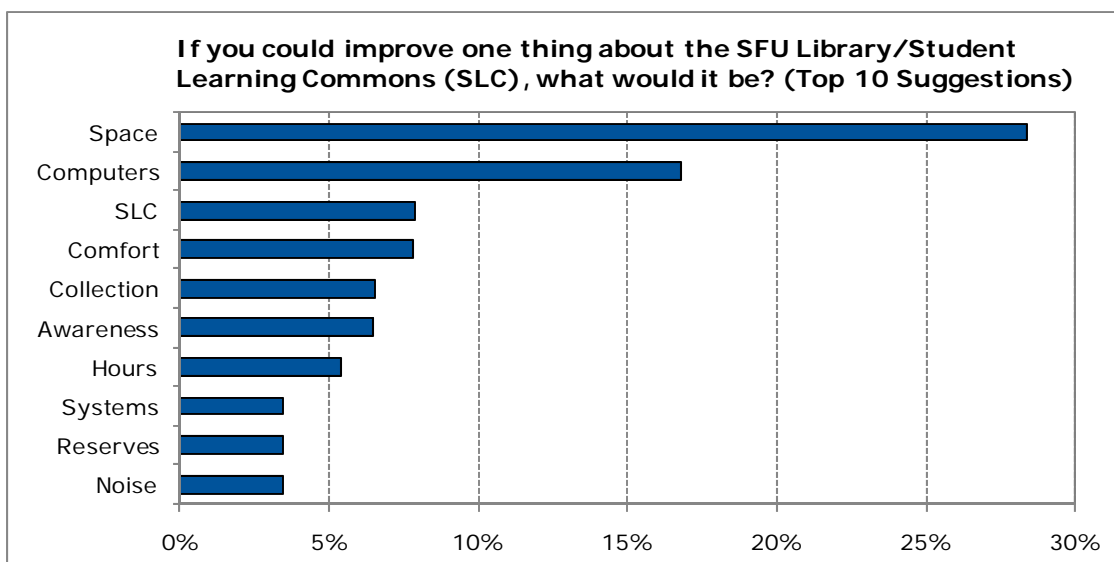
Services / General

- **Orientation:**
 - 54% of respondents attended an Orientation program when they first came to SFU.
 - Approximately 70% of these students agree that orientation was useful to them, and that all students should participate.



- **Facilities:** 77% of respondents are satisfied with the overall quality of on-campus facilities.

- **Bookstore:** 88% of respondents are satisfied with extended hours during the first week of classes, while 46% are satisfied with the Book Buyback Program.
- **Library and Student Learning Commons:**
 - 72% of respondents have used the Library's quiet study areas.
 - 32% have borrowed laptops or digital projectors.
 - 27% have attended workshops, consultations, or drop-in sessions on research/writing/study/computer skills.
 - 26% have used novels, music, and movies from the Library, while 27% were not aware that the Library collection includes these items.



- **Financial Aid:**
 - 50% of respondents have used the Financial Aid and Awards advising services, while 47% have used/attended their websites, presentations, or brochures/information sheets.
 - Roughly half of those who have used these services went on to apply for financial aid opportunities. Comparing respondents who used advising services with those who used websites/presentations:
 - respondents who used advising were more likely to apply for government student loans, and
 - respondents using websites/presentations were more likely to apply for scholarships, bursaries, and the work-study program.
- **Employment:** 53% of respondents are currently employed or self-employed. Among these:
 - 10% work more than 30 hours per week,
 - 34% work 16 – 30 hours per week, and
 - 45% work 6 – 15 hours per week.
 - 56% of employed respondents are also studying full-time (at least 12 credits in Fall 2010, compared to 63% of non-employed respondents.)
 - Respondents working 16+ hours per week have similar registration success as other students, but are more often taking longer than expected to complete their credential (67% delayed, versus 53% among other students.)