



MEMO

ATTENTION Senate	TEL
FROM Zareen Naqvi, Director, Institutional Research and Planning (IRP)	
RE IRP Reports for Information	
DATE August 27, 2015	TIME

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:

- **2014/15 Grades Report:** This report is prepared once a year and it summarizes student course grades at the University over a ten year period. The 2014/15 Grades Report covers the period from 2005/06 to 2014/15. Attached is the Summary Report. More detailed information is available on IRP's website: <http://www.sfu.ca/irp/students/grades-report.html>
- **2014 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 2014 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, and general and academic services. The full report is located at: <http://www.sfu.ca/content/dam/sfu/irp/surveys/ugss/ugss2014report.pdf>

Enclosure



SFU

Simon Fraser University

Institutional Research and Planning

**2014/15 Grades Report:
Historical Distribution of
Undergraduate and Graduate Course Grades**

2005/06 to 2014/15

Prepared by
David Ham, Analyst
Jessica Tilley, Analyst
Institutional Research and Planning
Summer 2015

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I – Introduction

This report summarizes student course grades at Simon Fraser University over the ten year period from 2005/06 to 2014/15¹. SFU faculty and staff can access more detailed information at the SFU Institutional Research and Planning website (<http://www.sfu.ca/irp/students/grades-report.html>).

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	

Note: 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 grades, and from this report. 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

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, 2014/15 grades are the grades accumulated over the 2014 Summer term (SFU term code: 1144), the 2014 Fall term (SFU term code: 1147), and the 2015 Spring term (SFU term code: 1151). The grades data for each fiscal year is taken as

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 Archaeology 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 reflect the current faculty structure.

of the middle of the following summer term, to allow time for grade challenges and deferred grades to be resolved.

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 (see Table 3 and Figure A):

- For each of the past ten years², the faculties of Communication, Art and Technology (CAT), Education (EDUC), and Health Sciences (HSCI) have awarded higher average lower division grades than the rest of the faculties.
 - The Faculty of Communication, Art and Technology (CAT) awarded the highest average lower division grades in 2014/15.
 - The Faculty of Education (EDUC) has awarded the highest average lower division course grades in four of the last ten years, with an average awarded grade of 3.02 over the past decade.
 - In 2006/07, the Faculty of Health Sciences (HSCI) began offering undergraduate courses. In its first three years, Health Sciences awarded the highest average lower division grades, and has since remained among the top three faculties for awarding the highest average lower division course grades (9-year average of 3.00).
- In general, lower division courses in the Faculty of Environment (ENV) have awarded higher average grades than those in Arts and Social Sciences (ARTS) and Applied Sciences (APSC). However, for each of the past ten years, APSC has awarded a higher percentage of “A” grades³ than those in ENV and ARTS.
- Lower division courses in the Beedie School of Business (BUS) and the Faculty of Science (SCI) have generally awarded the lowest average grades.

² Nine years for the Faculty of Health Sciences, which only began offering undergraduate courses in 2006/7.

³ This includes “A+”, “A”, and “A-”.

Figure A
Average Lower Division Course Grades Awarded by Faculty

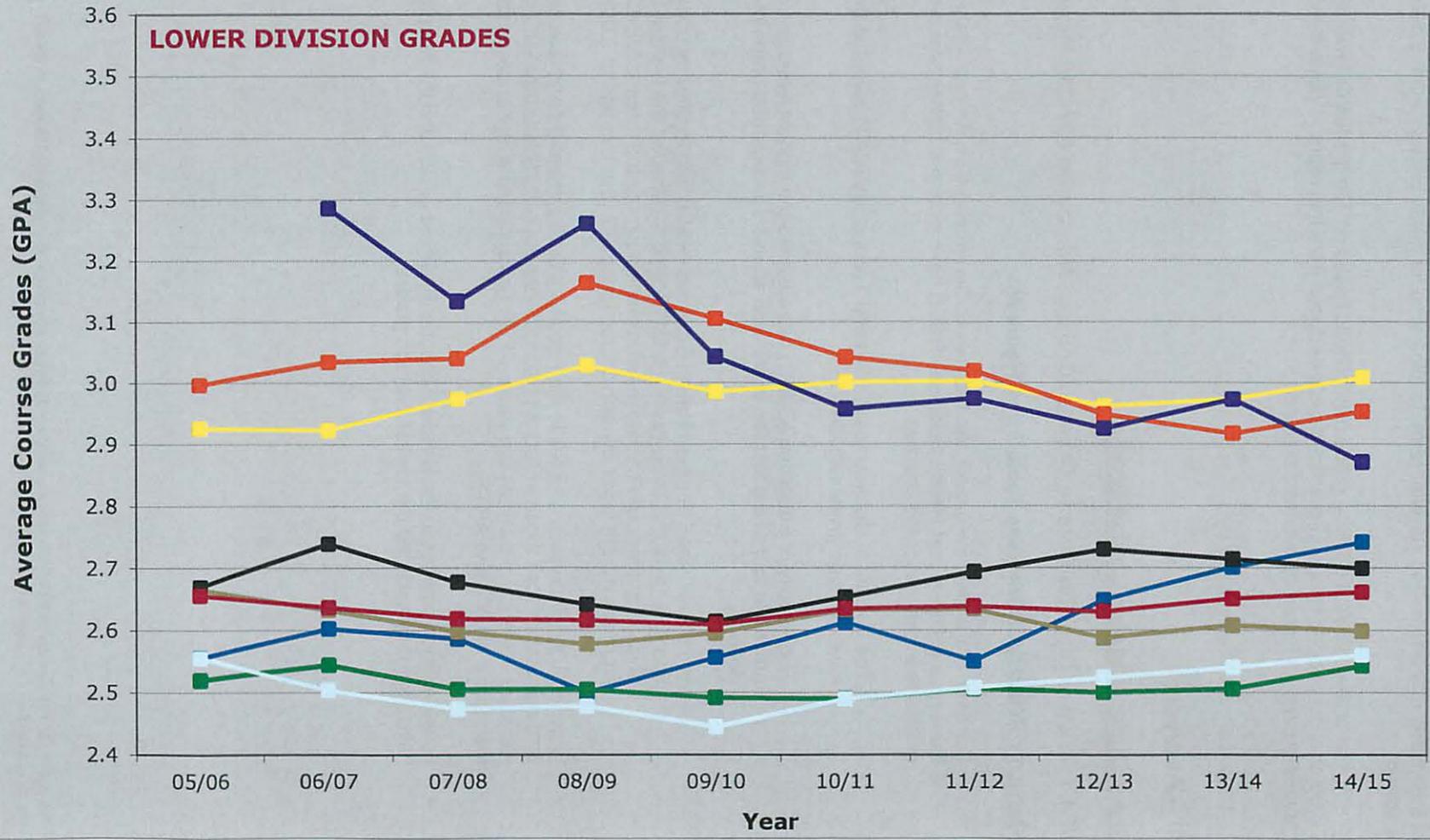
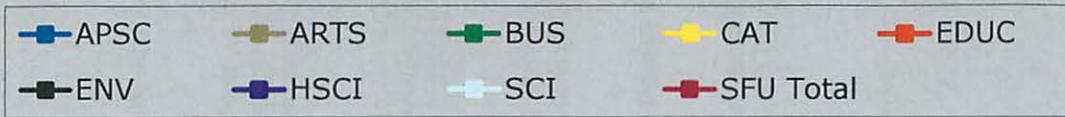


Table 3: Average Undergraduate Course Grades Awarded and Percentage of “A” Grades Awarded, by Course Faculty – Lower Division

Course Faculty	Average Course Grades		% “A” Grades Awarded	
	2014/15	10-Year Average	2014/15	10-Year Proportion
Applied Sciences	2.74	2.62	27.5%	25.4%
Arts and Social Sciences	2.60	2.61	17.1%	17.5%
Business	2.54	2.51	14.0%	13.4%
Communication, Art and Technology	3.01	2.98	27.3%	27.7%
Education	2.95	3.02	29.4%	33.6%
Environment	2.70	2.68	21.2%	21.0%
Health Sciences	2.87	3.00*	23.5%	32.4%*
Science	2.56	2.51	21.3%	20.4%
University Total	2.66	2.64	20.7%	20.4%

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

LONG-TERM COMPARISONS AND TRENDS WITHIN FACULTIES⁴:

Comparing the average lower division grades awarded over the last ten years⁵:

- Applied Sciences (APSC):
 - Courses in Chinese (CHIN) have awarded the highest average lower division grades. Note that 2013/14 was the first year that this subject was offered by APSC.
 - Mathematics and Computing Science (MACM) courses have awarded grades considerably below the APSC average.
- Arts and Social Sciences (ARTS):
 - Courses in Greek (GRK) have awarded the highest average grades. In fact, the five subjects in the Faculty of Arts and Social Sciences to award the highest average grades in the last ten years are all language subjects (Greek, Persian, Arabic, Chinese, and Italian). Note that this is only the second year that Arabic (ARAB) courses have been offered, and only the fifth year that Persian (PERS) courses have been offered.
 - Philosophy (PHIL) and Economics (ECON) courses have awarded the lowest average lower division grades.
- Business (BUS):
 - Over the last ten years, lower division courses in Business Administration and Economics (BUEC) and Business Administration (BUS) have awarded very similar average grades.
- Communication, Art and Technology (CAT):
 - Contemporary Arts (FPA) and Publishing (PUB) courses have awarded the highest lower division course grades over the last ten years. Note that this is only the third year that lower division PUB courses have been offered.
 - Communication (CMNS) courses have awarded the lowest average grades.
- Education (EDUC):
 - On average, Education (EDUC) courses have awarded higher lower division grades than Foundations of Academic Literacy (FAL) courses.

⁴ Faculties with only one subject at the lower division level are not discussed in this section since there are no comparisons to make.

⁵ excluding subjects that awarded five or fewer grades in the most recent fiscal year

- Environment (ENV):
 - Excluding the Environment (ENV) subject (which has only been offered in two of the past ten fiscal years and has awarded relatively few grades), the highest average lower division grades have been awarded in Sustainable Community Development (SCD).
 - Geography (GEOG), Archeology (ARCH) and Development and Sustainability (DEVS) courses have awarded the lowest average grades. Note that this is only the fourth year that DEVS courses have been offered.
- Science (SCI):
 - Other than Management and Systems Science (MSSC) courses (which are seminars with small numbers of students), the highest average lower division grades have been awarded in Biomedical Physiology and Kinesiology (BPK) courses.
 - Actuarial Mathematics (ACMA), Mathematics and Computing Science (MACM) and Mathematics (MATH) courses have awarded the lowest average grades.

CURRENT COMPARISONS AND TRENDS WITHIN FACULTIES⁴:

2014/15 Average Lower Division Course Grades:

- Applied Sciences (APSC):
 - The highest average lower division grades awarded in 2014/15 were in Chinese (CHIN) courses.
 - The lowest average lower division grades were awarded in Mathematics and Computing Science (MACM) courses.
- Arts and Social Sciences (ARTS):
 - The highest average lower division grades awarded in 2014/15 were in Greek (GRK).
 - The lowest average lower division grades were awarded in Economics (ECON).
- Business (BUS):
 - Business Administration and Economics (BUEC) courses awarded lower average lower division grades than Business Administration (BUS) courses in 2014/15.
- Communication, Art and Technology (CAT):
 - The highest average lower division grades awarded in 2014/15 were in Publishing (PUB) courses.
 - The lowest average lower division grades were awarded in Interactive Arts and Technology (IAT).
- Education (EDUC):
 - In 2014/15, Education (EDUC) courses awarded higher average lower division grades than Foundations of Academic Literacy (FAL) courses.
- Environment (ENV):
 - The highest average lower division grades awarded in 2014/15 were in Environment (ENV) courses. Note that this average is based on a relatively small number of grades.
 - The lowest average lower division grades were awarded in Archaeology (ARCH) courses.
- Science (SCI):
 - The highest average lower division grades in 2014/15 were awarded in Management and Systems Science (MSSC) courses, followed by Biomedical Physiology and Kinesiology (BPK) courses.
 - The lowest average grades were awarded in Actuarial Mathematics (ACMA).

Large Changes in 2013/14 to 2014/15 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: Arabic (ARAB: 2.98 to 3.36) and Sustainable Community Development (SCD: 2.81 to 3.12). Note that relatively few grades were awarded in Sustainable Community Development and Arabic this year.
 - Decreases: Actuarial Mathematics (ACMA: 2.05 to 1.54), Environment (ENV: 3.85 to 3.44⁶), Environmental Science (EVSC: 3.16 to 2.90), Cognitive Science (COGS: 2.87 to 2.62), and Engineering Science (ENSC: 3.09 to 2.84). Note that relatively few grades were awarded in Actuarial Mathematics and Environment.

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

FACULTY COMPARISONS (see Table 4 and Figure B):

- 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: 3.51).
- After Education, the Faculties of Communication, Art and Technology (CAT) and Health Sciences (HSCI) have awarded the highest average upper division grades over the past ten years (10-year average of 3.20 and 3.16, respectively). It should be noted that HSCI has only been offering undergraduate courses for the past nine 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 2.90 to 3.05. Upper division grades awarded in the Faculty of Environment (ENV) have generally been higher than those awarded in the remaining faculties.

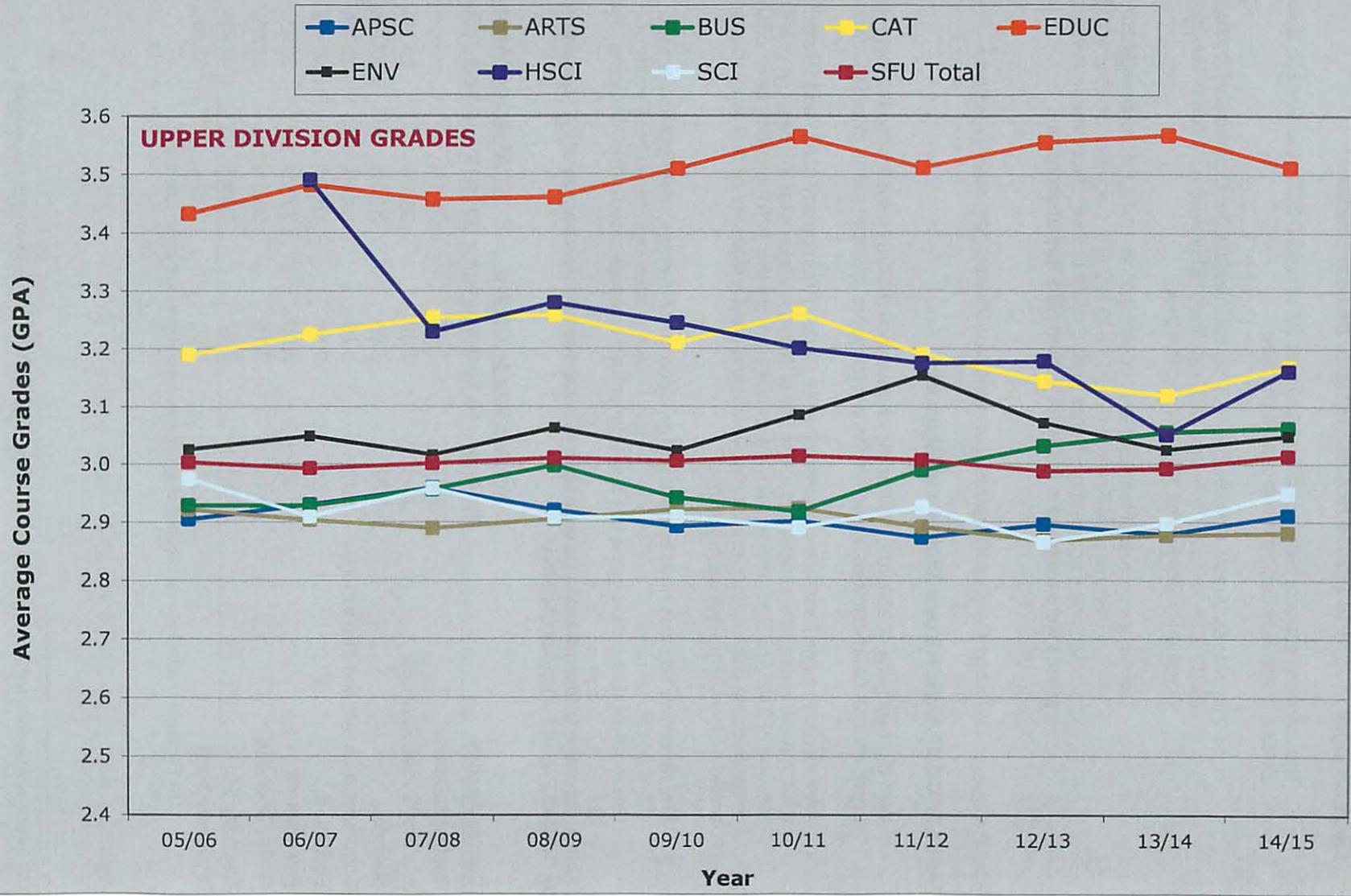
Table 4: Average Undergraduate Course Grades Awarded and Percentage of “A” Grades Awarded, by Course Faculty – Upper Division

Course Faculty	Average Course Grades		% “A” Grades Awarded	
	2014/15	10-Year Average	2014/15	10-Year Proportion
Applied Sciences	2.91	2.90	30.1%	31.6%
Arts and Social Sciences	2.88	2.90	26.0%	27.2%
Business	3.06	2.98	31.5%	27.9%
Communication, Art and Technology	3.17	3.20	34.0%	39.3%
Education	3.51	3.51	60.6%	60.5%
Environment	3.05	3.05	33.8%	33.8%
Health Sciences	3.16	3.16*	36.0%	37.9%*
Science	2.95	2.92	32.9%	32.2%
University Total	3.01	3.00	32.2%	32.5%

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

⁶ ENV subject courses were not offered in 2013/14, so these averages are for 2012/13 and 2014/15, respectively.

Figure B
Average Upper Division Course Grades Awarded by Faculty



LONG-TERM COMPARISONS AND TRENDS WITHIN FACULTIES⁷:

Comparing the average upper division grades awarded over the last ten years⁸:

- Applied Sciences (APSC):
 - On average, Mechatronic Systems Engineering (MSE) and 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 have been awarded in Italian (ITAL). Note that upper division ITAL courses have only been offered for six of the past ten years, and have only awarded 12 or fewer grades each year.
 - Business Administration and Economics (BUEC) courses have awarded average upper division grades considerably below the faculty average.
- Communication, Art and Technology (CAT):
 - Contemporary Arts (FPA) courses have awarded the highest average upper division grades.
 - Publishing (PUB) courses have awarded the lowest average upper division grades. Note that this is based on only five years of data.
- Environment (ENV):
 - Development and Sustainability (DEVS) and Sustainable Community Development (SCD) courses have awarded the highest average upper division grades. Note that this is only the fourth year that DEVS courses have been offered, and that DEVS has awarded fewer than 30 upper division grades each year.
 - Geography (GEOG) courses have awarded the lowest average upper division grades.
- Science (SCI):
 - The highest average grades have been awarded in Marine Science (MASC) and Dialogue (DIAL). Note that MASC courses have awarded fewer than 40 upper division grades each year.
 - Mathematics and Computing Science (MACM) and Mathematics (MATH) courses have awarded the lowest average upper division grades.

CURRENT COMPARISONS AND TRENDS WITHIN FACULTIES⁷:

2014/15 Average Upper Division Course Grades:

- Applied Sciences (APSC):
 - In 2014/15, Mechatronic Systems Engineering (MSE) and Engineering Science (ENSC) courses awarded higher average upper division grades than Computing Science (CMPT) courses.
- Arts and Social Sciences (ARTS):
 - The highest average upper division grades awarded in 2014/15 were in Italian (ITAL), Spanish (SPAN), and Cognitive Science (COGS). Note that very few grades were awarded in Italian and Cognitive Science.
 - Business Administration and Economics (BUEC) and Economics (ECON) courses awarded the lowest average upper division grades in 2014/15.

⁷ Faculties with only one subject at the upper division level are not discussed in this section since there are no comparisons to make.

⁸ excluding subjects that awarded five or fewer grades in the most recent fiscal year

- Communication, Art and Technology (CAT):
 - The highest average upper division grades awarded in 2014/15 were in Contemporary Arts (FPA).
 - The lowest average upper division grades awarded in 2014/15 were in Publishing (PUB) and Interactive Arts and Technology (IAT).
- Environment (ENV):
 - The highest average upper division grades awarded in 2014/15 were in Development and Sustainability (DEVS) and Sustainable Community Development (SCD). Note that very few grades were awarded in DEVS this year.
 - The lowest average upper division grades were awarded in Geography (GEOG).
- Faculty of Science (SCI):
 - The subjects awarding the highest average upper division grades in 2014/15 were Marine Science (MASC) and Dialogue (DIAL). Note that very few grades were awarded in MASC this year.
 - The lowest average upper division grades were awarded in Mathematics and Computing Science (MACM) and Mathematics (MATH).

Large Changes in 2013/14 to 2014/15 Average Upper Division Course Grades:

- The following subjects have seen large changes (of at least 0.25) in the average upper division grade awarded from last year to this year:
 - Increases: Japanese (JAPN: 3.07 to 3.35), Mathematics and Computing Science (MACM: 2.20 to 2.47), and Gender, Sexuality, and Women's Studies (GSWS: 3.02 to 3.28). Note that very few grades were awarded in upper division JAPN courses.
 - Decreases: Development and Sustainability (DEVS: 3.69 to 3.22). Note that very few grades were awarded in upper division DEVS courses.

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

- In 2014/15, the average undergraduate grade awarded was 2.81.
- 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 average grades than lower division courses in all faculties.

III.B – Undergraduate Course Grades by Student Faculty (see Table 5 and Figure C)

This section summarizes the 2014/15 undergraduate course grade distributions within each faculty, controlling for the faculty of undergraduate students enrolled in the courses.

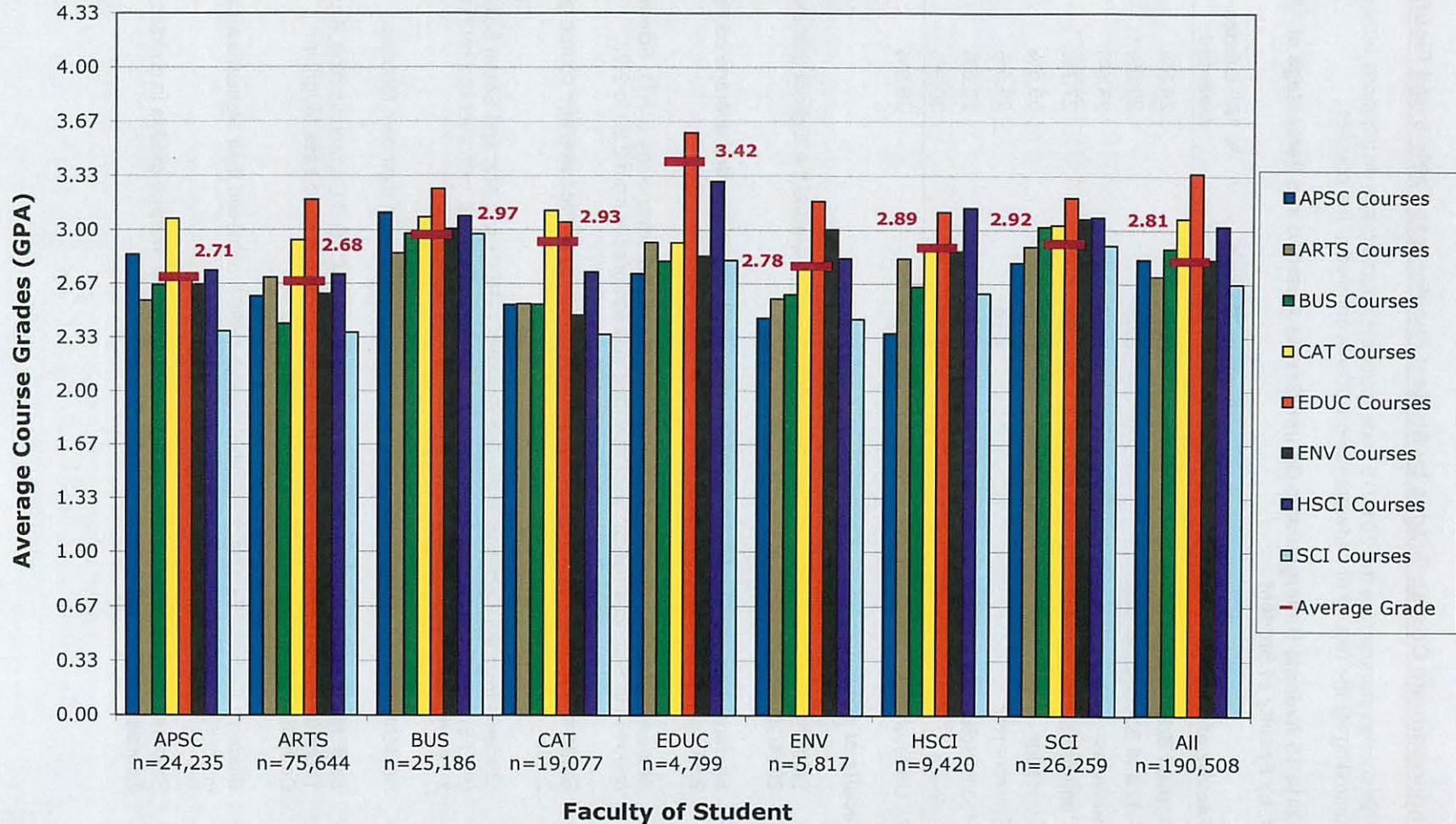
Table 5: 2014/15 Average Undergraduate Course Grades Awarded and Percentage of “A” Grades Awarded, by Faculty of Student

Faculty of Student	Average Course Grades	% “A” Grades Awarded
Applied Sciences	2.71	24.5%
Arts and Social Sciences	2.68	20.5%
Business	2.97	28.6%
Communication, Art and Technology	2.93	27.7%
Education	3.42	55.8%
Environment	2.78	25.5%
Health Sciences	2.89	26.8%
Science	2.92	30.9%
All Undergraduate Students	2.81	25.6%

By Faculty of Students:

- Students from the Faculty of Education (EDUC) were awarded the highest grades overall in 2014/15, with an average course grade of 3.42.
- Students from the Beedie School of Business (BUS) were awarded average course grades of 2.97.
- Students from the Faculties of Communication, Art and Technology (CAT), Science (SCI), and Health Sciences (HSCI) were awarded average grades from 2.89 to 2.93.
- Students from the Faculty of Environment (ENV) were awarded average course grades of 2.78.
- Students from the Faculties of Applied Sciences (APSC) and Arts and Social Sciences (ARTS) were awarded the lowest average grades in 2014/15, with average course grades of 2.71 and 2.68, respectively.
- Students from all faculties most frequently took courses from their own faculties.
- Students from the Faculties of Applied Sciences (APSC) and Communication, Arts and Technology (CAT) achieved their highest average grades in courses taught in Communication, Arts and Technology (CAT).
- Students from the Faculty of Health Sciences (HSCI) achieved their highest average grades in courses taught in Health Sciences (HSCI).
- Students from all other faculties achieved their highest average grades in courses taught in Education (EDUC).

Figure C
Simon Fraser University: Undergraduate Course Grades, 2014/15
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.

By Faculty of Courses:

- In courses offered by the Faculties of Applied Science (APSC) and Science (SCI), students from the Beedie School of Business (BUS) received the highest average grades in 2014/15.
- In courses offered by the Faculties of Arts and Social Sciences (ARTS) and Education (EDUC), students from the Faculty of Education (EDUC) received the highest average grades in 2014/15.
- In courses offered by the Faculty of Health Sciences (HSCI), students from the Faculty of Education (EDUC) received the highest average grades in 2014/15. However, this average is based on only 21 grades. Excluding these students, HSCI students received the highest average grades in HSCI courses in 2014/15.
- In courses offered by the Beedie School of Business (BUS) and the Faculty of Environment (ENV), students from the Faculty of Science (SCI) received the highest average grades in 2014/15.
- In courses offered by the Faculty of Communication, Art and Technology (CAT), students from the Faculty of Communication, Art and Technology (CAT) received the highest average grades in 2014/15.
- 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), followed by students from the Faculty of Environment (ENV).

III.C – Graduate Course Grades**FACULTY COMPARISONS (see Table 6 and Figure D):**

- 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 3.92.
- 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 3.90).
- The Faculties of Communication, Art and Technology (CAT), Science (SCI), and Health Sciences (HSCI) have awarded similar average grades over the past decade, with 10-year averages of 3.85, 3.82 and 3.81, 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 3.72 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 3.48.

Figure D
Average Graduate Course Grades Awarded by Faculty

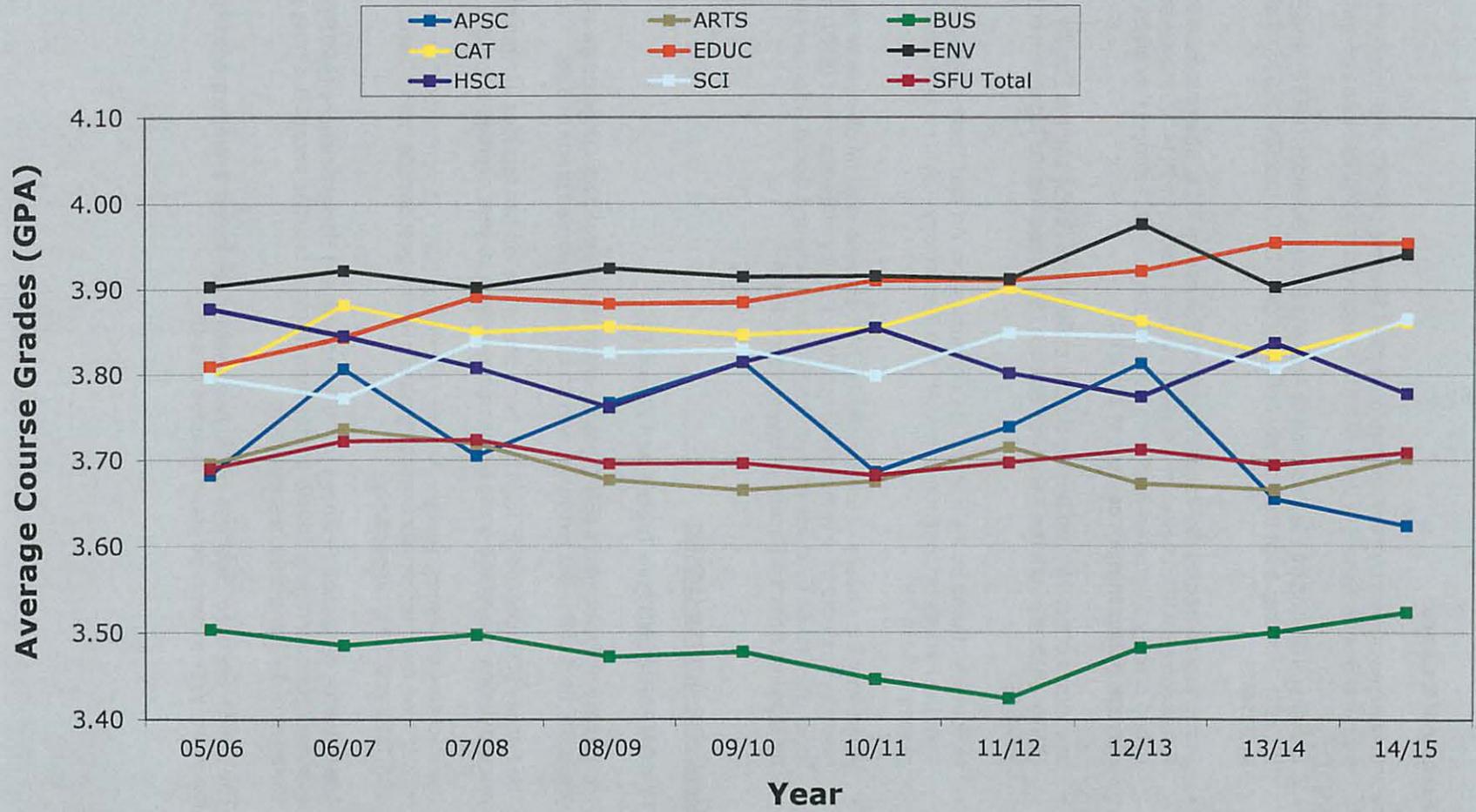


Table 6: Average Graduate Course Grades Awarded and Percentage of “A” Grades Awarded, by Course Faculty

Course Faculty	Average Course Grades		% “A” Grades Awarded	
	2014/15	10-Year Average	2014/15	10-Year Proportion
Applied Sciences	3.62	3.72	69.8%	76.4%
Arts and Social Sciences	3.70	3.69	73.9%	75.1%
Business	3.52	3.48	50.7%	48.6%
Communication, Art and Technology	3.86	3.85	88.2%	87.4%
Education	3.95	3.90	93.0%	90.1%
Environment	3.94	3.92	94.5%	94.4%
Health Sciences	3.78	3.81	81.6%	84.9%
Science	3.86	3.82	86.1%	83.3%
University Total	3.71	3.70	71.5%	72.4%

LONG-TERM COMPARISONS AND TRENDS WITHIN FACULTIES⁹:

Comparing the average graduate course grades awarded over the last ten years¹⁰:

- Applied Sciences (APSC):
 - Mechatronic Systems Engineering (MSE) has awarded the highest average graduate course grades. Note that MSE has only been offering graduate-level courses for the past seven years, and the averages for its first three years were based on relatively small sample sizes.
 - Computing Science (CMPT) has awarded the lowest average graduate grades.
- Arts and Social Sciences (ARTS):
 - Psychology (PSYC) has awarded the highest average graduate grades over the past decade.
 - Applied Legal Studies (ALS), International Studies (IS), and Economics (ECON) have awarded relatively low average graduate grades.
- Communication, Art and Technology (CAT):
 - Contemporary Arts (FPA) and Communication (CMNS) have awarded the highest average graduate grades.
 - Publishing (PUB) has awarded the lowest average graduate grades.
- Environment (ENV):
 - Resource and Environmental Management (REM) has awarded the highest average graduate grades.
 - On average, Geography (GEOG) and Archaeology (ARCH) courses have awarded similar grades.
- Science (SCI):
 - Courses in Biological Sciences (BISC) and Molecular Biology and Biochemistry (MBB) have awarded the highest average graduate course grades.
 - Physics (PHYS) courses have awarded the lowest average graduate grades.

⁹ Faculties with only one subject at the graduate level are not discussed in this section, since there are no comparisons to make.

¹⁰ excluding subjects that awarded five or fewer grades in the most recent fiscal year

CURRENT COMPARISONS AND TRENDS WITHIN FACULTIES⁹:

2014/15 Average Course Grades:

- Applied Sciences (APSC):
 - In 2014/15, Mechatronic Systems Engineering (MSE) awarded the highest average graduate course grades.
 - Computing Science (CMPT) and Engineering Science (ENSC) awarded very similar average graduate course grades.
- Arts and Social Sciences (ARTS):
 - The highest average graduate grades in 2014/15 were awarded in Psychology (PSYC).
 - Applied Legal Studies (ALS) and Economics (ECON) courses awarded the lowest average graduate course grades in 2014/15.
- Communication, Art and Technology (CAT):
 - The highest average graduate grades in 2014/15 were awarded in Contemporary Arts (FPA) and Interactive Arts and Technology (IAT) courses.
 - Courses in Communication (CMNS) awarded the lowest average graduate grades.
- Environment (ENV):
 - In 2014/15, courses in Archaeology (ARCH) and Resource and Environmental Management (REM) awarded the highest average graduate grades.
 - Geography (GEOG) awarded the lowest average graduate grades in 2014/15.
 - Note that very few grades were awarded in ARCH and GEOG.
- Science (SCI):
 - The highest average grades in 2014/15 were awarded in Biological Sciences (BISC) and Chemistry (CHEM).
 - The lowest average course grades were awarded in Actuarial Mathematics (ACMA). Note that very few grades were awarded in ACMA.

Large changes in 2013/14 to 2014/15 Average Course Grades:

- The following subjects have seen large changes (of at least 0.25) in the average graduate course grade awarded from last year to this year:
 - Increases: Humanities (HUM: 2.62 to 3.84), Sociology and Anthropology (SA: 3.30 to 3.87), and Physics (PHYS: 3.40 to 3.69). Note that very few grades were awarded in graduate level HUM courses.
 - Decreases: Geography (GEOG: 4.04 to 3.64) and History (HIST: 3.83 to 3.51). Note that very few grades were awarded in graduate level GEOG and HIST courses.

GENERAL OBSERVATIONS:

- In 2014/15, the average graduate grade awarded was 3.71, a slight increase from last year. The average graduate grade awarded at the university has been fairly stable over the last ten years.
- The average graduate grade awarded over the past ten years is 3.70.

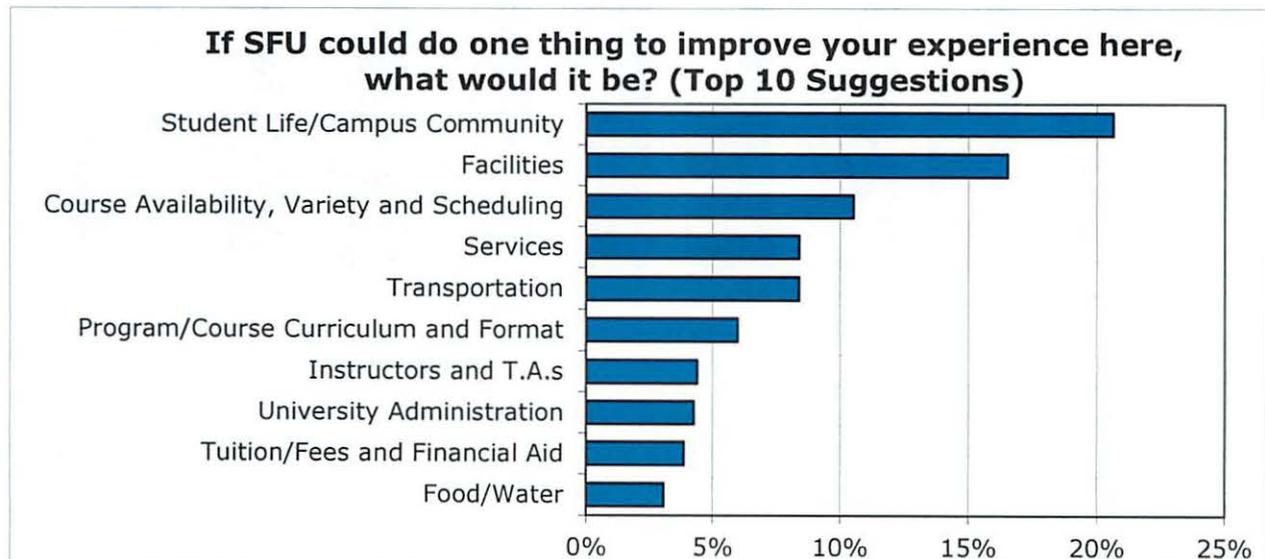
Fall 2014 Undergraduate Student Survey: Highlights

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. This year's topics included teaching and curriculum and general and academic services, including a section on SFU's learning management system, Canvas.

A total of 5,081 students participated in this year's survey, yielding an overall response rate of 20.9%. Highlights of the survey results are presented here. Statistics provided in this summary and in the full report are estimates based on survey respondents. Assuming that the sample is representative, proportions calculated on all respondents are accurate within $\pm 1.3\%$ ², 19 times out of 20. The full report is available on the Institutional Research and Planning web-site: <http://www.sfu.ca/irp/surveys/ugss.html>

General Experience

- 90% 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 student life,
 - improve facilities, and
 - improve course availability, variety and scheduling.

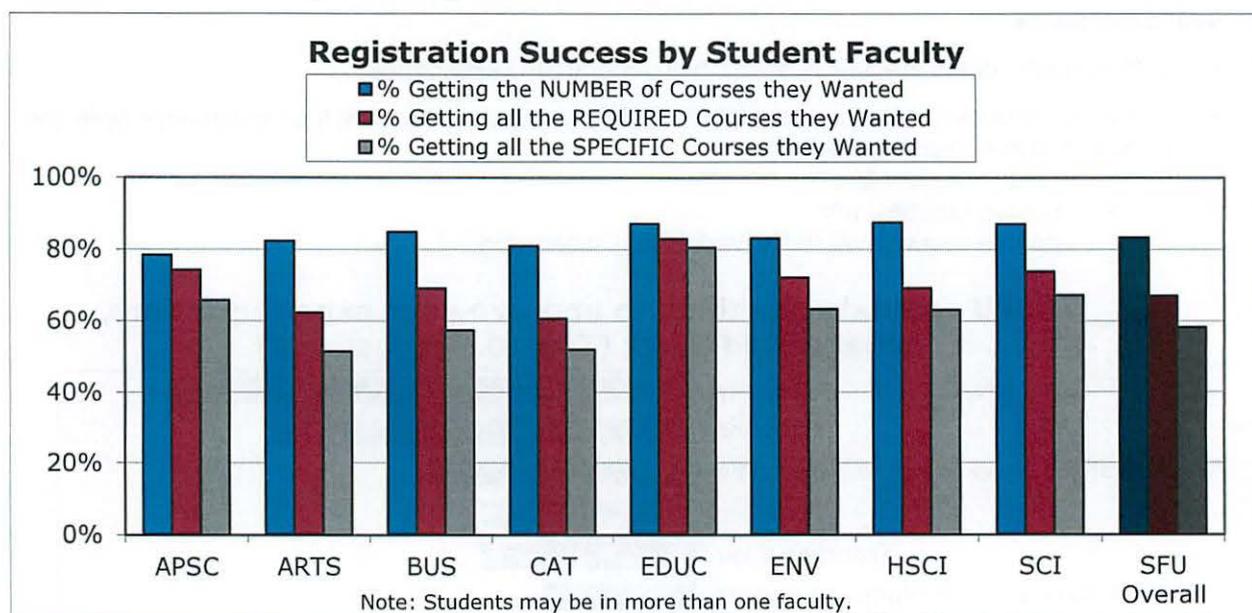


¹ It should be noted that a change in methodology, from in-class paper survey to online survey, was instituted in 2006. The paper surveys, administered to a random sample of classes, resulted in a "captive audience" and high response rates. In contrast, the online surveys, usually administered to the 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.

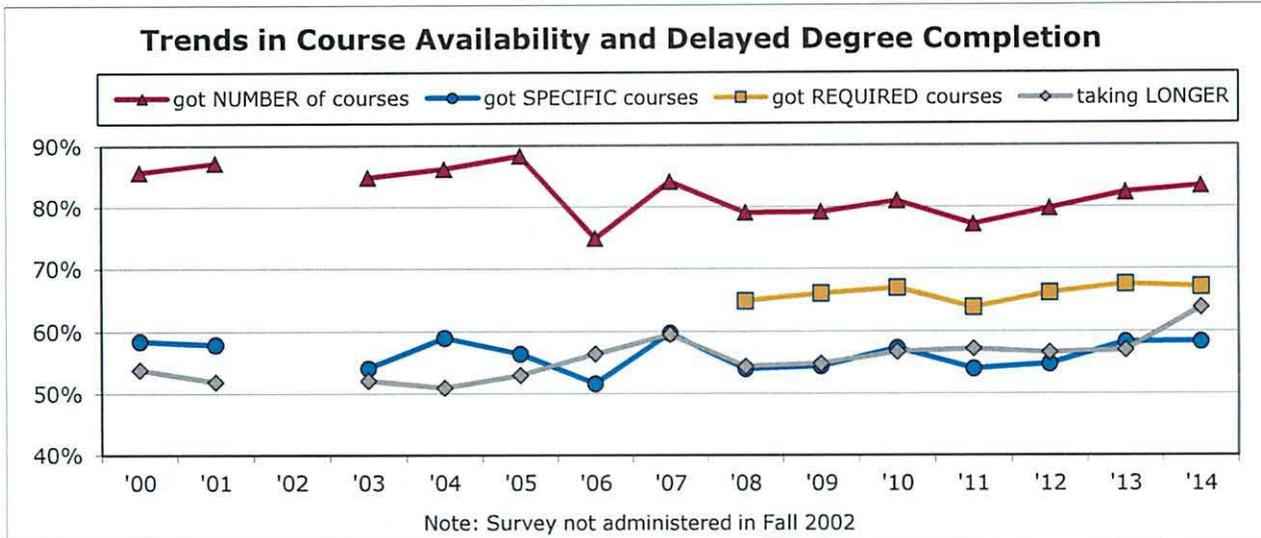
² Note that this margin of error does not control for multiple comparisons. Survey research should be considered exploratory, and definitive conclusions must be drawn with caution.

Course Availability

- This year's course availability results were similar to the 2013 results. Differences were not statistically significant.
- **NUMBER of Courses:** 83% of respondents were able to register in the number of courses they wanted this fall, versus 82% last fall.
- **SPECIFIC Courses:** 58% were able to register in all of the specific courses they wanted to take this term. This is the same as last year's rate.
- **REQUIRED Courses:** 67% were able to register in all of the REQUIRED courses they wanted this term. This is the same as last year's rate.
 - Registration difficulty in required courses was most often due to:
 - full classes,
 - scheduling conflicts,
 - courses not being offered this term, and
 - spaces being reserved for other students.

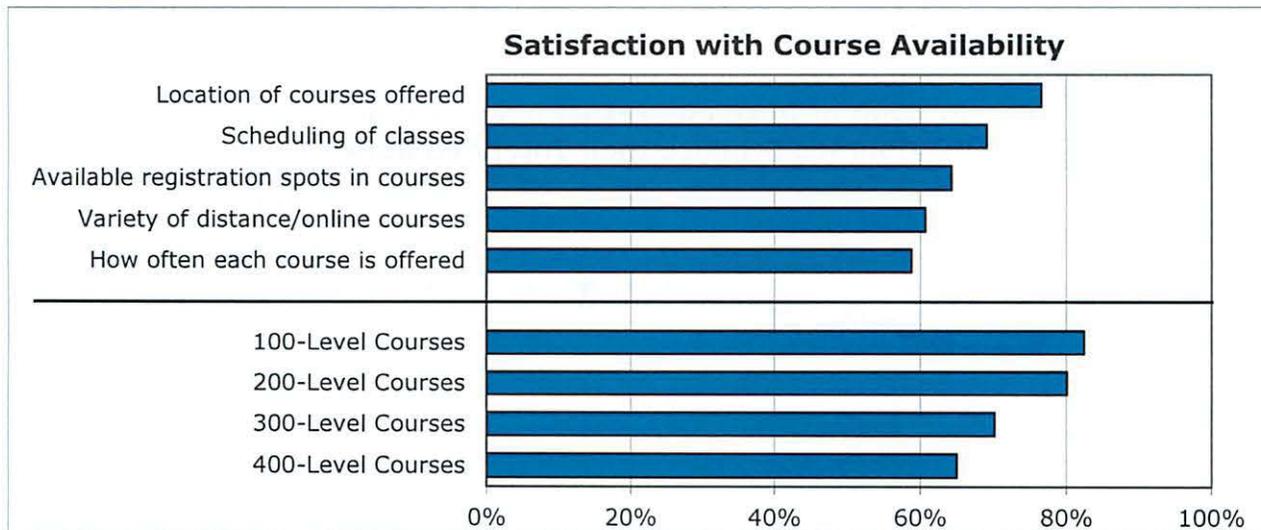


- **Credential Completion Time:** 64% of respondents reported that it is taking them longer than expected to complete their credential. This is a statistically significant increase from last year's rate of 57%. This increase does not reflect a drop in the percentage of respondents expecting to complete on time, but rather a shift away from respondents saying that they don't know.
 - Commonly cited reasons for delay include:
 - course availability issues (e.g. full courses, schedule conflicts, courses not offered, etc.; 51% of delayed respondents cited this cause, down from 53% last year),
 - students choosing to reduce their course load (41%, down from 42% last year), and
 - working in a job, outside of co-op (33%, up from 32% last year).
 - Rates of delayed completion are highest in the Faculty of Health Sciences (70%) and the Faculty of Science (69%), and lowest in the Faculty of Education (39%).
- **Trends:** While course availability has improved in the past few years, it is still an issue, with about one third of respondents unable to register in their required courses in recent fall terms.



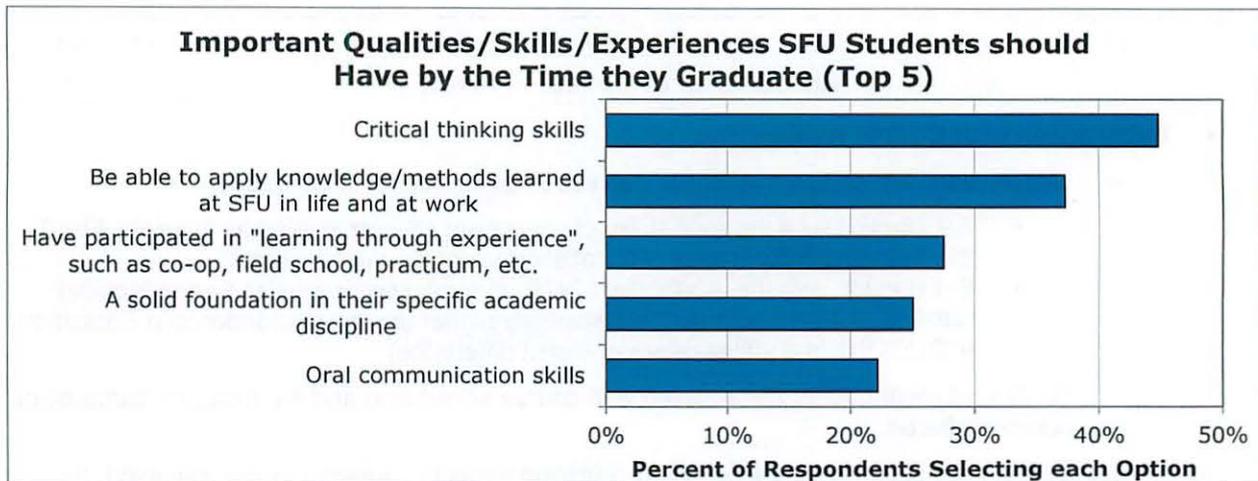
• **Satisfaction with Course Availability:**

- Satisfaction with course availability decreases as course level increases.
 - Satisfaction with the availability of courses at all year levels has increased by 3-8% from last year. These are statistically significant 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; this is a statistically significant difference).
- 69-77% of respondents are satisfied with course scheduling and the location (campus) of courses offered.
- 59-64% are satisfied with available registration spots in courses (course capacity), the variety of distance/online courses offered, and course frequency.

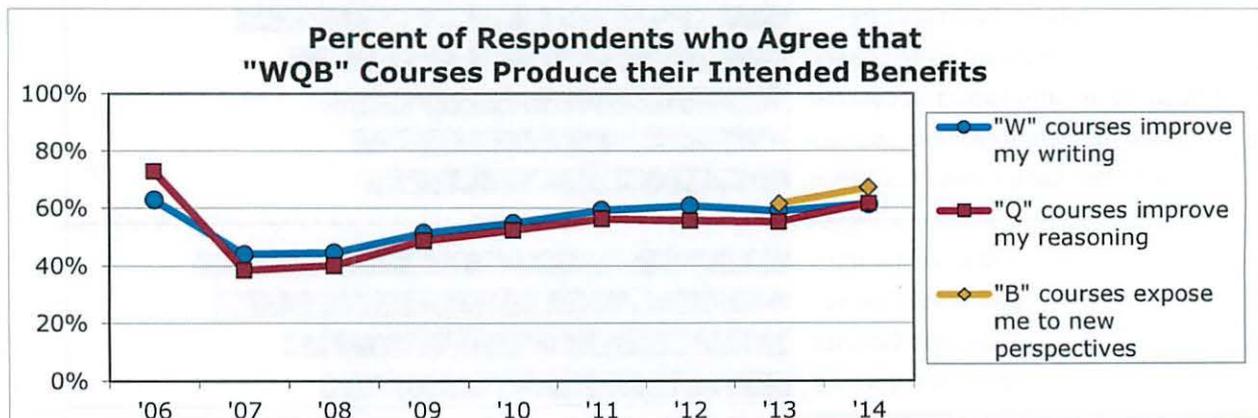


Teaching and Curriculum

- **Quality of Teaching:** 87% of respondents are satisfied with the quality of teaching at SFU.
- **Student Learning Outcomes:** Students were asked what qualities, skills or experiences they think an SFU graduate should have. Students could select up to three choices, and top choices are displayed in the graph below. Among the top five selected skills:
 - 88% of respondents are satisfied that SFU is equipping them with critical thinking skills,
 - 74% are satisfied that SFU is preparing them to apply the knowledge and methods they have learned,
 - 75% are satisfied that SFU is providing opportunities for “learning through experience”,
 - 89% are satisfied that SFU is giving them a solid foundation in their academic discipline, and
 - 71% are satisfied that SFU is developing their oral communication skills.



- **WQB Courses:** Just over half of this year’s respondents agreed that these courses produce the benefits for which they were designed (61% agreement for “W” courses, 62% for “Q” courses, and 67% for “B” courses).



- **Research with Faculty Members:** 19% of respondents considered to be in fourth year or higher (based on credits completed and basis of admission) said that they have worked within a faculty member’s research team, outside of coursework.

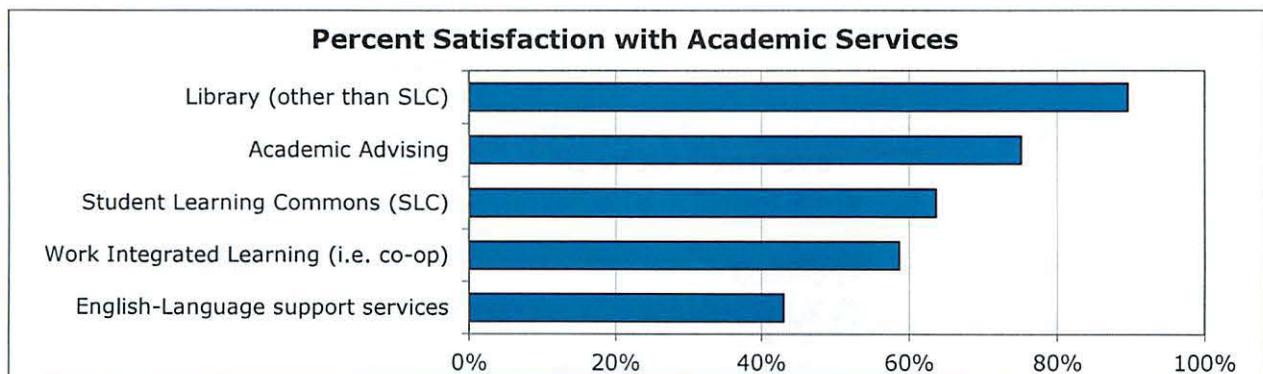
Language Skills and Support

- **English Language Skills:**

- 88% of respondents speak some English at home, with 41% speaking only English at home.
- 59% speak at least one non-English language at home, and 12% speak no English at home.
- 41% were identified as English as an Additional Language (EAL) students. Among these students, 27% indicated that they speak no English at home.
- 46% of respondents said that they sometimes struggle in their classes because of their instructors' English language skills.
- 13% of respondents felt they would perform better in their classes if they had English language support.
- 26% of respondents have used English-language support services at SFU, and 43% of those respondents are very/somewhat satisfied with these services.

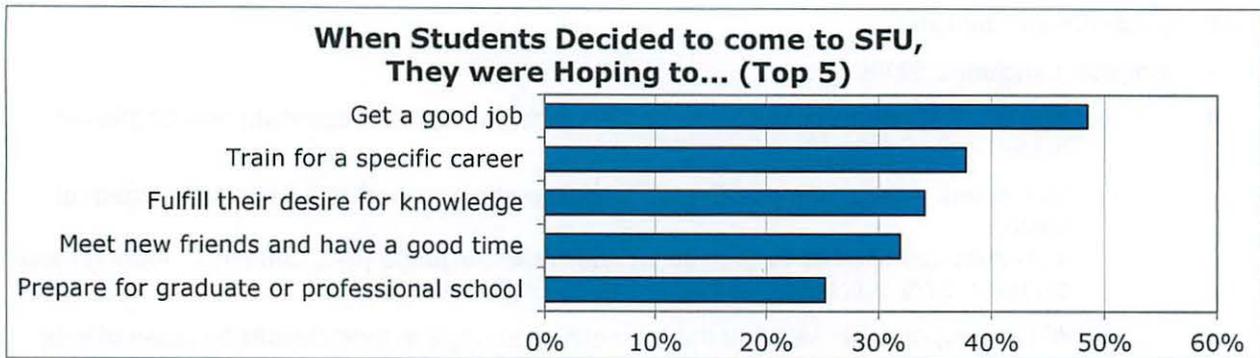
Services

- **Advising:** 79% of respondents have used academic advising services at SFU, and of those who have used these services, 75% are very/somewhat satisfied.
- **Library:** 87% of respondents have used the Library, and 90% of those respondents are satisfied with this service.
- **Technology Services:** 94% of respondents have used technology services on campus (e.g. wifi, mySFU, computer support, etc.), and 79% of those respondents are satisfied with these services.
- **Food:** 90% of respondents have used the food services on campus, and of those respondents, 74% are very/somewhat satisfied.
- **Canvas:** 98% of respondents have used Canvas in an SFU course, and 35% would be interested in using Canvas for non-course activities, such as for student clubs.
- **Health and Wellness:** 46-49% of respondents agree that it is easy to make meaningful social connections with others at SFU and that SFU provides them with a supportive environment that reduces unnecessary personal and academic stress.



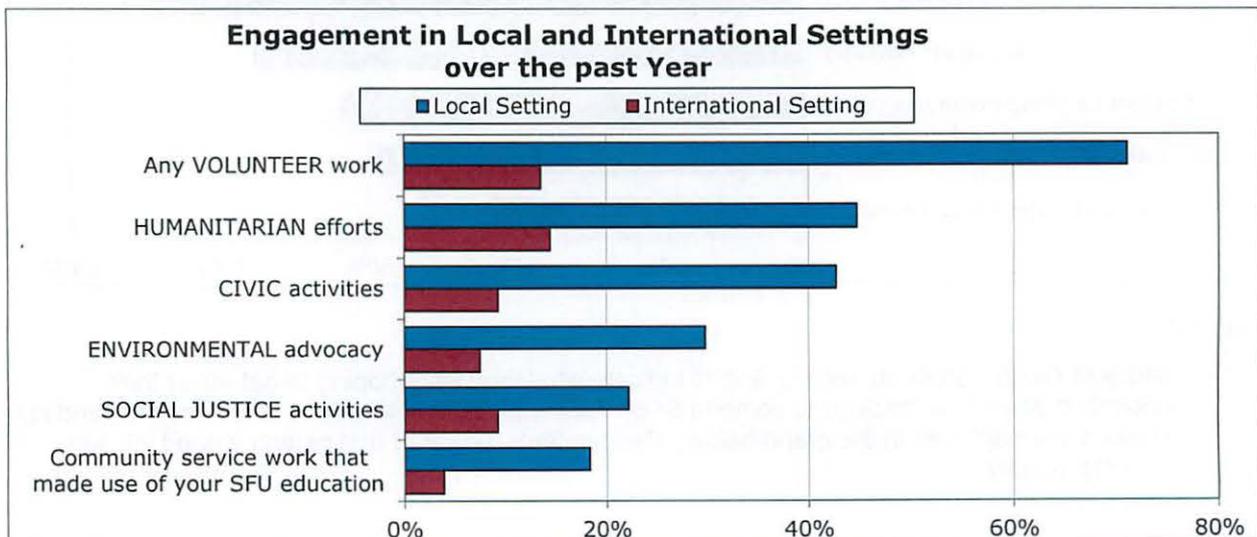
General

- **Student Goals:** Students were asked to indicate what they were hoping to get out of their education when they decided to come to SFU. Students could select up to three choices, and top choices are displayed in the graph below. Respondents indicated that getting a good job was their top priority.



- **Engagement at SFU:** Students were asked about their participation in various activities at SFU over the course of their education here. Among respondents:
 - 45% have participated in an SFU club, with an additional 25% planning to participate.
 - 35% have participated in a department, program, or faculty event, while 17% indicated that they were unaware of such events.
 - 16-18% have participated in co-op, an SFU volunteer program, or a class project involving a community or business organization.
 - 18-46% more said they would like to participate in these experiences.
 - 9% have participated in student government, with an additional 15% indicating that they are interested in participating, and 60% saying they are not interested in participating.
 - 3-7% have participated in work-study, international exchange/study abroad, or field schools.
 - An additional 19-34% said they were planning to participate in these programs.
 - 29% of respondents indicated that they were not aware of field schools at SFU.

- **Engagement in the Community:** Students were asked about their engagement in their local community and in an international setting in the past year.
 - 71% of respondents participated in volunteer work in their local community, compared to 14% in an international setting,
 - 43-45% of respondents engaged in humanitarian and civic activities in their local community, vs. 9-14% internationally,
 - 30% engaged in environmental advocacy locally, vs. 7% internationally, and
 - 18-22% engaged locally in social justice activities and in community service work that made use of their SFU education, compared to 4-9% internationally.



- **Employment:** Over half (53%) of respondents are currently employed or self-employed. Among these:
 - 11% work 30 hours or more per week in a paid job,
 - 63% work 10-29 hours per week, and
 - 26% work less than 10 hours per week.

Recommendations

- **Student Life/Campus Community:** Students continue to request improvements to student life and the campus community, such as holding more social events, including parties and group activities.
- **Facilities:** Based on comments received, student satisfaction with facilities could be further improved by:
 - continuing to improve and increase the number of study spaces on campus,
 - continuing to repair and improve the washrooms, as well as cleaning them more frequently,
 - improving the outdoor shelters and walkways, along with the drainage systems,
 - improving the heating and cooling of SFU buildings, and
 - continuing to renovate and repair buildings, such as fixing the broken chairs and desks in classrooms.
- **Course Availability and Scheduling:** Student responses suggest the need for continued effort to:
 - increase the frequency of courses, especially required courses,
 - increase the number of evening and online courses, and
 - increase the number of courses offered at the Surrey campus.
- **Policies and Services:** Some additional student suggestions over the last few years for improving their experience at SFU include:
 - providing more advertising about available services,
 - improving transportation service and parking availability,
 - increasing the amount of practical/hands-on experience in courses,
 - improving the registration priority system,
 - improving the English-language skills of instructors and TAs,
 - lowering tuition and fees, and/or improving financial aid,
 - continuing to improve food quality while keeping prices low,
 - improving access to wi-fi and power outlets,
 - continuing to improve the SFU website, enrollment system, and online course systems, and
 - improving academic advising.