



University  
of Victoria

Office of the University Secretary  
Tel (250) 721-8101, Fax (250) 721-6223

**SENATE**

Notice of  
Meeting and Agenda

**The next open meeting of the Senate of the University of Victoria is scheduled for Friday, December 1, 2017 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.**

**AGENDA** as reviewed by the Senate Committee on Agenda and Governance.

- 1. APPROVAL OF THE AGENDA** **ACTION**
  
- 2. MINUTES** **ACTION**
  - a. November 3, 2017 (**SEN-DEC 1/17-1**)  
  

Motion: That the minutes of the open session of the meeting of the Senate held on November 3, 2017 be approved and that the approved minutes be circulated in the usual way.
  
- 3. BUSINESS ARISING FROM THE MINUTES**
  
- 4. REMARKS FROM THE CHAIR**
  - a. President's report **INFORMATION**
  - b. Update on strategic planning process **INFORMATION**
  - c. University rankings **INFORMATION**  
*Tony Eder, Executive Director Academic Resource Planning has been invited to attend.*
  
- 5. CORRESPONDENCE**
  
- 6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES**
  - a. Senate Committee on Academic Standards - Dr. Sara Beam, Chair
    - i. University of Victoria Grading Patterns Reporting Portal **INFORMATION**  
(**SEN-DEC 1/17-2**)

b. Senate Committee on Agenda and Governance – Prof. Jamie Cassels, Chair

- i. Revised Terms of Reference for the Senate Committee on Planning (SEN-DEC 1/17-3) **ACTION**

Motion: That Senate approve the revised terms of reference for the Senate Committee on Planning.

c. Senate Committee on Awards – Dr. John Walsh, Chair

- i. New and Revised Awards (SEN-DEC 1/17-4) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document:

- Balbir Singh Sidhu Memorial Bursary in the Faculty of Science (revised)\*
- Carmen Kirkness Award (new)\*
- Grace Swannell Memorial Scholarship in Piano (revised)\*
- W.R. (Bill) Gordon Scholarship (revised)\*
- G. Neil Perry Award in Public Administration (revised)\*
- Simon Ibell Vikes Inspiration Award (new)\*
- Faculty of Humanities Undergraduate Research Travel Award (revised)
- Speakman-Granewall Bursary in Mechanical Engineering (revised)\*
- Bayview Place Vikes Tour Award (new)
- Jean Foley International Business Scholarship (new)
- Mohamed and Prabha Ibrahim Undergraduate Scholarship in Chemistry (new)\*
- Mohamed and Prabha Ibrahim Graduate Scholarship in Chemistry (new)\*
- YLaw's Best Lawyering Award (new)

*\* Administered by the University of Victoria Foundation*

d. Senate Committee on Planning – Dr. Nancy Wright, Chair

- i. Proposal to Establish a Minor in Art Education (**SEN-DEC 1/17-5**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a minor in Art Education, as described in the document “Proposal for a Minor in Art Education”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

- ii. Proposal to Establish a Combined Major in Biology and Mathematics and Statistics (**SEN-DEC 1/17-6**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a combined major in Biology and Mathematics and Statistics, as described in the document “Proposal for a Combined Major in Biology and Mathematics and Statistics”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

**7. PROPOSALS AND REPORTS FROM FACULTIES**

**8. PROPOSALS AND REPORTS FROM THE VICE-PRESIDENT ACADEMIC AND PROVOST**

- a. Establishment of Raincoast Research Chair in Applied Conservation Science (**SEN-DEC 1/17-7**) **ACTION**

Motion: That Senate approve, and recommend that the Board of Governors also approve, the establishment of the Raincoast Research Chair in Applied Conservation Science.

**9. OTHER BUSINESS**

**10. ADJOURNMENT**



University  
of Victoria

## MINUTES

A meeting of the Senate of the University of Victoria was held on November 3, 2017 at 3:30 p.m. in the David Strong Building, room C116.

### 1. APPROVAL OF THE AGENDA

Motion: (R. Lipson/C. Beaveridge)

That the agenda be approved as circulated.

**CARRIED**

### 2. MINUTES

#### a. October 6, 2017

Motion: (P. Kostek/S. Rogers)

That the minutes of the open session of the meeting of the Senate held on October 6, 2017 be approved and that the approved minutes be circulated in the usual way.

**CARRIED**

### 3. BUSINESS ARISING FROM THE MINUTES

There was none.

### 4. REMARKS FROM THE CHAIR

#### a. President's Report

Prof. Cassels provided a report to members of Senate. He acknowledged the recent posting of anti-Semitic posters on campus and commented on the university's response. In response to a question about protections for vulnerable students, Prof. Cassels said there was a heightened level of vigilance on campus and that concerns and suggestions should be referred to the Office of Equity and Human Rights.

Prof. Cassels provided information on the upcoming Convocation ceremonies and the Victoria Forum. He reported on a recent UVic mission to Asia which involved meetings in Vietnam and China. In response to a question, Prof. Cassels commented on the long history between UVic and institutions in Vietnam. He also provided further details regarding agreements and partnerships discussed with universities in these countries.

With respect to matters at the provincial level, Prof. Cassels reported that the research universities had presented sector-wide priorities to the new government. These included student support,



support for graduate students, the expansion of technology programs, infrastructure, and research support.

**b. Update on strategic planning process**

Prof. Cassels introduced an update on the strategic planning process. Mr. Tony Eder, Executive Director Academic Resource Planning, reviewed the consultation process that had unfolded to date. In particular, he commented on the engagement process that had taken place using Thoughtexchange. Mr. Eder reviewed some of the themes emerging from the consultations which included our academic environment, our learning environment, sustainable futures, research impact and excellence, commitment to Indigenous opportunity and reconciliation, looking forward, and organizational effectiveness. He commented on next steps, which included an opportunity for members of Senate and the Board of Governors to engage in conversation during the upcoming Joint Senate Board Retreat.

A question was raised regarding how comments regarding diversity and equity had featured in the consultations. Mr. Eder said comments regarding equity and diversity had been present across the emerging themes. He clarified that the emerging themes identified in the presentation were high level categories and did not capture the details of feedback received during the consultations.

A question was raised about opportunities for student engagement. Mr. Eder provided details about student participation rates in the Thoughtexchange process, and also on consultation sessions with student groups. A question was raised about engagement opportunities for retirees. Prof. Cassels commented that the Thoughtexchange process had provided an opportunity for engagement by all members of the university community.

**c. United Way Presentation**

Dr. Rachael Scarth, UVic United Way Campaign Co-Chair, provided members of Senate with information about the university's United Way campaign.

**5. CORRESPONDENCE**

There was none.

**6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES**

**a. Senate Committee on Agenda and Governance**

**i. Appointments to the 2017/2018 Senate standing committees**

Dr. Lepp introduced the proposal.

Motion: (A. Lepp/R. Grant)

That Senate approve the appointments to the 2017/2018 Senate standing committees for the terms indicated in the attached document.

**CARRIED**

**ii. Appointments to the Joint Senate Board Retreat Committee**

Dr. Lepp introduced the proposal.

Motion: (A. Lepp/S. Lewis)

That Senate approve the appointments of Dr. Neil Burford, Faculty of Science, Dr. Jo-Anne Clarke, Division of Continuing Studies, and Mr. David Foster, Student Senator to the Joint Senate Board Committee for a one year term from December 1, 2017 ending November 30, 2018.

**CARRIED**

**iii. Appointments to the *ad hoc* Committee to Review the Procedures for the Appointment of the President**

Dr. Lepp introduced the proposal.

Motion: (A. Lepp/M. Garcia-Barrera)

That Senate approve the appointments of Dr. Peter Driessen and Mr. Brent Cantarutti to the *ad hoc* committee to review the Procedures for the Appointment of the President.

**CARRIED**

**b. Senate Committee on Awards**

**i. New and Revised Awards**

Dr. Walsh introduced the proposal.

In response to a question about the Social Justice Award, Dr. Walsh confirmed that the wording of the terms of reference for the award intentionally included broad eligibility criteria.

Motion: (A. Lepp/C. Goto-Jones)

That Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document:

- Social Justice Award (new)
- Sheila & John Hackett Research Travel Award (revised)\*
- Tamara Vrooman Women's Leadership Award (new)

- Peninsula Co-op Dr. Ian MacPherson Memorial Scholarship (revised)\*
- Marlene Donald Vikes Women's Rugby Award (new)\*
- Empresa Properties Vikes Cross Country and Track Award (new)\*
- Elsa Groundwater Scholarship (revised)
- Elsa Stephens Scholarship in Nursing (revised)\*
- Esther S. Gardom Scholarship (revised)\*
- Eva Hannah Parlee Scholarship (revised)\*
- Gertrude Helen Robertson Scholarship (revised)\*
- Glenn and Pauline Greene Scholarship in Nursing (revised)\*
- Julia Alice Saddington Memorial Scholarship (revised)\*
- Peter and Leela M. Bertram Scholarship (revised)\*
- Mrs. Anne Greskiw Scholarship in Nursing (revised)\*
- Marion Ricker Memorial Scholarship in Nursing (revised)\*
- Margaret A. Evans Scholarship in Nursing (revised)\*
- London Drugs Undergraduate Scholarship in Nursing (revised)\*
- Sharron Higgins Scholarship in the School of Nursing (revised)\*
- Royal Jubilee Hospital School of Nursing Alumni Association Student Award (revised)\*
- Robert S. Evans Memorial Scholarship in Nursing (revised)\*
- Purves Sisters Memorial Scholarship (revised)\*
- Pacific Blue Cross Scholarship (revised)
- Phillips, Hager and North Prize in Research Excellence in Environmental and Resource Economics (revised)\*
- Eugene Dowling Scholarship (new)\*
- Women in Economics Graduate Scholarship (new)
- Gilbert and Marie Alice Peart Scholarship in Music (revised)\*
- Kathleen Mary Oliver Nursing Scholarship (revised)
- Robert and Audrey Harry Indigenous Scholarship in Nursing (revised)
- University of Victoria Youth in Care Award (revised)

*\* Administered by the University of Victoria Foundation*

**CARRIED**

## **ii. Annual Report**

Dr. Walsh introduced the report. He acknowledged the contribution of committee members over the past year.

A question was raised regarding levels of scholarship funding. It was explained that while exact disbursements vary annually, overall funding for scholarships and bursaries were continuing to increase. In response to a question about the number of awards distributed and the number of recipients, the annual process for determining award recipients was briefly explained. A question was raised about administration of some awards by the University of Victoria Foundation. It was

explained that while the foundation was responsible for the management of endowed funds, the terms of reference for awards were approved by the university's governing bodies.

**c. Senate Committee on Planning**

**i. Change the Name of the Centre for Addictions Research of BC (CARBC) to the Canadian Institute for Substance Use Research (CISUR)**

Dr. Wright introduced the proposal.

Senate members expressed support for the name change. In response to a question regarding name recognition, Dr. Tim Stockwell, Director, CARBC, provided some information about the consideration given to this question and the planned transition strategies. In response to a question regarding the difference between a centre and an institute, Dr. Lisa Kalynchuk, Associate Vice-President Research confirmed either term was acceptable.

Motion: (N. Wright/R. Grant)

That the Senate approve renaming of the Centre for Addictions Research BC (CARBC) as the Canadian Institute for Substance Use Research (CISUR), with the approval of CISUR as a multi-faculty research centre in effect until December 31, 2021.

**CARRIED**

**ii. Proposed Change of Transcript Information Recording Enrolment in Programs Offered by Electrical and Computer Engineering**

Dr. Wright introduced the proposal.

Motion: (N. Wright/R. Lipson)

That the Senate approve that transcripts of students enrolled in, and graduating from, programs offered by the Department of Electrical and Computer Engineering specify the current name of the School.

**CARRIED**

**7. PROPOSALS AND REPORTS FROM FACULTIES**

**a. Faculty of Education**

**i. Faculty Council Membership**

Dr. Catherine McGregor, Associate Dean, Faculty of Education, introduced the proposal.

Questions were raised regarding the reduction in the number of student representatives. Dr. McGregor confirmed that the amendment reflected a discussion by the Faculty regarding the overall composition of the Faculty Council. A positive comment was made regarding the inclusion of non-faculty staff members.

Motion: (S. Hundza/M. Garcia-Barrera)

That Senate approve the Faculty of Education's Policy on Faculty Council Membership and Functions, effective January 1, 2018.

**CARRIED**

**8. PROPOSALS AND REPORTS FROM THE VICE-PRESIDENT ACADEMIC AND PROVOST**

**a. Update on Enrolment**

Dr. Wright provided Senate members with an update on enrolment. She reported that the university had exceeded its funded enrolment targets. She provided information on enrolment numbers as compared to last year, both domestically and internationally at the graduate and undergraduate levels. Dr. Wright also provided some brief information on the university's recruitment and enrolment management efforts. In response to a question, Prof. Cassels confirmed that no additional funding was received for exceeding provincial enrolment targets. He added that the university was advocating for additional funding for enrolment in high demand areas.

There being no other business the meeting was adjourned at 4:43 p.m.

| Name                      | In Attendance                       | Regrets                             |   | Position                               |
|---------------------------|-------------------------------------|-------------------------------------|---|--|
| Alamchandani, Dheeraj     | <input type="checkbox"/>            | <input type="checkbox"/>            | Student Senator                               | Elected by the students                |
| Andersen, Carrie          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Associate University Secretary                | By invitation                          |
| Angelblazer, Pierre-Paul  | <input type="checkbox"/>            | <input type="checkbox"/>            | Student Senator                               | Elected by the students                |
| Aragon, Janni             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Social Sciences                    | Elected by the Faculty                 |
| Baer, Doug                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Social Sciences                    | Elected by the faculty members         |
| Bashir, Rizwan            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Convocation Senator                           | Elected by the convocation             |
| Beam, Sara                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Faculty of Graduate Studies                   | Elected by the Faculty                 |
| Beaveridge, Chandra       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Convocation Senator                           | Elected by the convocation             |
| Begoray, Deborah          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Faculty of Education                          | Elected by the faculty members         |
| Bengtson, Jonathan        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | University Librarian                          | Ex officio                             |
| Burford, Neil             | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Faculty of Science                            | Elected by the Faculty                 |
| Butler-Palmer, Carolyn    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Fine Arts                          | Elected by the Faculty                 |
| Calder, Gillian           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Law                                | Elected by the Faculty                 |
| Cantarutti, Brent         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Student Senator                               | Elected by the students                |
| Capson, David             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Dean, Faculty of Graduate Studies             | Ex officio                             |
| Cassels, Jamie            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | President and Vice-Chancellor                 | Chair of Senate                        |
| Castle, David             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Vice-President Research                       | Ex officio                             |
| Charlton, Lauren          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Convocation Senator                           | Elected by the convocation             |
| Chasib, Noor              | <input type="checkbox"/>            | <input type="checkbox"/>            | Student Senator                               | Elected by the students                |
| Clarke, Jo-Anne           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Dean, Division of Continuing Studies          | Ex officio                             |
| Colby, Jason              | <input type="checkbox"/>            | <input type="checkbox"/>            | Faculty of Humanities                         | Elected by the Faculty                 |
| Cumberland, Mackenzie     | <input type="checkbox"/>            | <input type="checkbox"/>            | Student Senator                               | Elected by the students                |
| Devor, Aaron              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Social Sciences                    | Elected by the faculty members         |
| Driessen, Peter           | <input type="checkbox"/>            | <input type="checkbox"/>            | Faculty of Engineering                        | Elected by the Faculty                 |
| Dunsdon, Jim              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Associate Vice-President Student Affairs      | By invitation                          |
| Durno, John               | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Librarian                                     | Elected by the Professional Librarians |
| Eastman, Julia            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | University Secretary                          | Secretary of Senate                    |
| Fairley, Kate             | <input type="checkbox"/>            | <input type="checkbox"/>            | Student Senator                               | Elected by the students                |
| Foster, David             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Student Senator                               | Elected by the students                |
| Fry, Kate                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Student Senator                               | Elected by the students                |
| Gagné, Lynda              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Human and Social Development       | Elected by the Faculty                 |
| Garcia-Barrerra, Mauricio | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Graduate Studies                   | Elected by the Faculty                 |
| Gillen, Mark              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Law                                | Elected by the Faculty                 |
| Goto-Jones, Christopher   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Dean, Faculty of Humanities                   | Ex officio                             |
| Grant, Rebecca            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Peter B. Gustavson School of Business         | Elected by the Faculty                 |
| Gray, Garry               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Faculty of Social Sciences                    | Elected by the faculty members         |
| Greengoe, Nicole          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Registrar                                     | By invitation                          |
| Hallgrimsdottir, Helga    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Social Sciences                    | Elected by the faculty members         |
| Haskett, Tim              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Humanities                         | Elected by the faculty members         |
| Haynes, Carl              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Student Senator                               | Elected by the students                |
| Hicks, Robin              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Science                            | Elected by the faculty members         |
| Hundza, Sandra            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Education                          | Elected by the Faculty                 |
| Husband, Alyssa           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Student Senator                               | Elected by the students                |
| Karpovskaia, Natalia      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Student Senator                               | Elected by the students                |
| Klein, Saul               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Dean, Peter B. Gustavson School of Business   | Ex officio                             |
| Koning, Hannah            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Student Senator                               | Elected by the students                |
| Kostek, Patricia          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Fine Arts                          | Elected by the Faculty                 |
| Krull, Catherine          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Dean, Faculty of Social Sciences              | Ex officio                             |
| Kuehne, Valerie           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Vice-President Academic and Provost           | Ex officio                             |
| Kurki, Helen              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Social Sciences                    | Elected by the Faculty                 |
| Kushniruk, Andre          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Human and Social Development       | Elected by the Faculty                 |
| Laidlaw, Mark             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Science                            | Elected by the faculty members         |
| Lepp, Annalee             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Humanities                         | Elected by the Faculty                 |
| Lewis, Susan              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Dean, Faculty of Fine Arts                    | Ex officio                             |
| Liddell, Peter            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Convocation Senator                           | Elected by the convocation             |
| Lipson, Robert            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Dean, Faculty of Science                      | Ex officio                             |
| Marck, Patricia           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Dean, Faculty of Human and Social Development | Ex officio                             |
| Nwoko, Ngozi              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Student Senator                               | Elected by the students                |
| Popova, Diana             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Student Senators                              | Elected by the students                |
| Prendergast, Monica       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Faculty of Education                          | Elected by the Faculty                 |
| Rogers, Shelagh           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Chancellor                                    | Ex officio                             |
| Saint-Vil, Colin          | <input type="checkbox"/>            | <input type="checkbox"/>            | Student Senators                              | Elected by the students                |
| Salem, Joseph             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Faculty of Fine Arts                          | Elected by the faculty members         |
| Smith, Brock              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Peter B. Gustavson School of Business         | Elected by the Faculty                 |
| St. Clair, Ralf           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Dean, Faculty of Education                    | Ex officio                             |
| Struchtrup, Henning       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Engineering                        | Elected by the Faculty                 |
| Tiedje, Tom               | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Dean, Faculty of Engineering                  | Ex officio                             |
| Ulysses, Alicia           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Continuing Sessional                          | Elected by the Continuing Sessionals   |
| Varela, Diana             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Science                            | Elected by the Faculty                 |
| Warburton, Rebecca        | <input type="checkbox"/>            | <input type="checkbox"/>            | Faculty of Human and Social Development       | Elected by the faculty members         |
| Webber, Jeremy            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Dean, Faculty of Law                          | Ex officio                             |
| Welling, Linda            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Social Sciences                    | Elected by the faculty members         |
| Wright, Bruce             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Head, Division of Medical Sciences            |  |
| Wright, Nancy             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Associate Vice-President Academic Planning    | By invitation                          |
| Wyatt, Victoria           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Faculty of Fine Arts                          | Elected by the faculty members         |
| Yadawad, Deepti           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Student Senator                               | Elected by the students                |



## MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

**Effective October 6, 2017**EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)

Chancellor: Shelagh Rogers (31/12/20)  
 President and Vice-Chancellor: Jamie Cassels, Chair  
 V.P. Academic & Provost: Valerie Kuehne  
 V.P. Research: David Castle  
 Dean, Peter B. Gustavson School of Business: Saul Klein  
 Dean of Education: Ralf St. Clair  
 Dean of Engineering: Thomas Tiedje  
 Dean of Continuing Studies: Jo-Anne Clarke  
 Dean of Fine Arts: Susan Lewis  
 Dean of Graduate Studies: David Capson  
 Dean of Humanities: Christopher Goto-Jones  
 Dean of HSD: Patricia Marck  
 Dean of Law: Jeremy Webber  
 Dean of Science: Robert Lipson  
 Dean of Social Sciences: Catherine Krull  
 University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI: Rebecca Grant (30/6/19)  
 Brock Smith (30/6/18)  
 EDUC: Sandra Hundza (30/6/20)  
 Monica Prendergast (30/6/19)  
 ENGR: Peter Driessen (30/6/19)  
 Henning Struchtrup (30/6/20)  
 FINE: Carolyn Butler Palmer (30/6/19)  
 Patricia Kostek (30/6/18)  
 GRAD: Sara Beam (30/6/19)  
 Mauricio Garcia-Barrera (30/6/20)  
 HSD: Lynda Gagné (30/6/19)  
 Andre Kushniruk (30/6/18)  
 HUMS: Jason Colby (30/6/18)  
 Annalee Lepp (30/6/19)  
 LAWF: Gillian Calder (30/6/20)  
 Mark Gillen (30/6/19)  
 SCIE: Neil Burford (30/6/20)  
 Diana Varela (30/6/20)  
 SOSC: Janni Aragon (30/6/18)  
 Helen Kurki (30/6/20)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Doug Baer - SOSC (30/6/20)  
 Deborah Begoray – EDUC (30/6/18)  
 Aaron Devor – SOSC (30/6/20)  
 Garry Gray – SOSC (30/6/19)  
 Helga Hallgrimsdottir – SOSC (30/6/18)  
 Tim Haskett – HUMS (30/6/20)  
 Robin Hicks – SCIE (30/6/18)  
 Mark Laidlaw – SCIE (30/6/20)

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

Joseph Salem – FINE (30/6/20)  
 Rebecca Warburton - HSD (30/6/19)  
 Linda Welling – SOSC (30/6/20)  
 Victoria Wyatt - FINE (30/6/19)

MEMBERS ELECTED FROM THE STUDENTSOCIETIES – Section 35 (2) (h)

Dheeraj Alamchandani (ENGR) (30/6/18)  
 Pierre-Paul Angelblazer (SOSC) “  
 Brent Cantarutti (GRAD) “  
 Noor Chasib (SCIE) “  
 Mackenzie Cumberland (SOSC) “  
 Kate Fairley (BUSI) “  
 David Foster (LAW) “  
 Kate Fry (HUMS) “  
 Carl Haynes (BUSI) “  
 Alyssa Husband (EDUC) “  
 Natalia Karpovskaia (SOSC) “  
 Hannah Koning (FINE) “  
 Ngozi Nwoko (GRAD) “  
 Diana Popova (GRAD) “  
 Colin Saint-Vil (SOSC) “  
 Deepti Yadawad (HSD) “

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

Rizwan Bashir (30/06/18)  
 Chandra Beaveridge (30/06/18)  
 Lauren Charlton (30/06/18)  
 Peter Liddell (30/06/18)

ADDITIONAL MEMBERS - Section 35 (2) (k)

Head, Division of Medical Sciences: Bruce Wright  
 Member elected by the Professional Librarians:

John Durno (30/06/18)

Continuing Sessional: Alicia Ulysses (30/06/20)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Julia Eastman

BY INVITATION - Seated with specified speaking rights

Assoc. V.P. Student Affairs: Jim Dunsdon

Assoc. V.P. Academic Planning: Nancy Wright

Registrar: Nicole Greengoe

Associate University Secretary: Carrie Andersen



**Date:** November 15, 2017  
**To:** Senate  
**From:** Senate Committee on Academic Standards  
**Re:** University of Victoria Grading Patterns Reporting Portal

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To ensure continued oversight of grading patterns, a grading patterns summary report is presented annually to the Senate Committee on Academic Standards and Senate. The attached report was provided to the Senate Committee on Academic Standards at its meeting on November 8, 2017.

Respectfully submitted,

**2017/2018 Senate Committee on Academic Standards**

Sara Beam, Chair, Faculty of Graduate Studies

Laurie Barnas, Associate Registrar

Gillian Calder, Faculty of Law

Rosaline Canessa, Faculty of Social Sciences

Gillian Dornan, GSS Representative

Kate Fry, Student Senator

Kathy Gaul, Faculty of Education

Nicole Greengoe, Registrar

Catherine Harding, Faculty of Fine Arts

David Harrington, Faculty of Science

Daniel Lake, UVSS Representative

Annalee Lepp, Acting Associate Dean, Academic Advising (Faculty of Science, Social Sciences and Humanities)

Susan Lewis, Dean, Faculty of Fine Arts (VPAC designate)

Peter Liddell, Convocation Senator

Michele Martin, Division of Medical Sciences

Norah McRae, Executive Director, Cooperative Education and Career Services

Michael Nowlin, Faculty of Humanities

Abdul Roudsari, Faculty of Human and Social Development

Richard Rush, Division of Continuing Studies

Ada Saab, Director, Graduate Admissions and Records

Henning Struchtrup, Faculty of Engineering

Ken Thornicroft, Peter B. Gustavson School of Business

Nancy Wright, Associate Vice-President Academic Planning (President's nominee)

Deepti Yadawad, Student Senator

Carrie Andersen (Secretary), Associate University Secretary

/Attachment







University  
of Victoria

**Institutional Planning and Analysis**

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VictoriaBritish ColumbiaV8W 2Y2Canada  
Tel (250) 721-8026 Fax 721-7213  
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**MEMO**

Date: Tuesday, October 10<sup>th</sup>, 2017  
To: Chair, Senate Committee on Academic Standards  
From: Office of Institutional Planning and Analysis  
Re: University of Victoria Grading Patterns Reporting Portal

The purpose of the grading reports is to document patterns of grades awarded at the university, faculty, and school or department levels over a five-year period for undergraduate, graduate, and law courses at the University of Victoria. Previous paper reports were prepared every two years for the Senate Committee on Academic Standards and the Vice-President Academic and Provost, with relevant sections distributed to interested parties, such as deans and chairs.

In 2013, the system was revamped to be more comprehensive, timely, detailed, and available on-line. This report comprises grading statistics up to the Spring Term of the 2016-2017 academic year. Starting with the Summer 2014 term, percentage grades are now being collected and this report presents some overall percentage grades in addition to the usual 9-point and letter grade statistics.

Access is via the Office and Institutional Planning and Analysis website ([www.inst.uvic.ca](http://www.inst.uvic.ca)). **Full instructions on how to access and navigate the system as well as reports at the following levels are attached to this memorandum.**

**Attached Reports:**

- **Overall Undergraduate**
- **Overall Graduate**
- **Faculty of Law**
- **Faculty of Education**
- **Faculty of Engineering**
- **Faculty of Fine Arts**
- **Faculty of Human and Social Development**
- **Faculty of Humanities**
- **Division of Medical Sciences**
- **Faculty of Science**
- **Faculty of Social Sciences**
- **PB Gustavson School of Business**

For the university as a whole, the five academic years with complete information show that the grade distributions have remained relatively constant with GPAs ranging from 5.42 to 5.47 although A<sup>+</sup>'s have risen from 9.9 to 11 percent and 2<sup>nd</sup> class grades have decreased from 32.7% to 30.8%. Expanding the academic years into individual terms shows, however, that grade performance during the summer is consistently better than during the fall and spring terms, with better GPAs, first class results, and lower fail rates. Perhaps not surprisingly, performance in undergraduate courses by level is better as the level goes up. For example, in 2016/17 the average GPA for 100, 200, 300, and 400 level courses were 4.80, 5.15, 5.73, and 6.60 respectively.

These reports are intended to be descriptive rather than analytical or prescriptive. There are numerous possible explanations for changes in grade distributions over time, for differences in grade distributions across sections of a course, and for variations in grade distributions among departments and faculties. These reports document general time-series trends and grading anomalies, but do not (nor should they) attempt to explain them.

Attachments:

Appendix A – Grading reports

Appendix B – Accessing and navigating the Grading Reports



## Section Grading Patterns - UVic

**Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate**

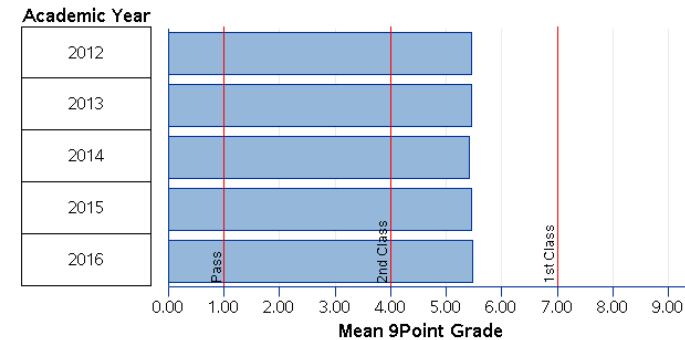
### ALL COURSE LEVELS

**Applied filters:** Time 5 years ending with the last year (currently 2016) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 2012          | 5.45              | .                  | 9.9% | 43.0%       | 32.7%       | 19.6%  | 4.7%   | 126,841             | 4.5%   | 137,670         |
| 2013          | 5.45              | .                  | 10%  | 43.2%       | 32.2%       | 19.7%  | 4.8%   | 130,629             | 4.9%   | 142,925         |
| 2014          | 5.42              | 74.6               | 10%  | 42.9%       | 32.0%       | 20.2%  | 4.9%   | 133,820             | 4.8%   | 146,475         |
| 2015          | 5.46              | 74.8               | 11%  | 44.3%       | 30.5%       | 20.3%  | 4.9%   | 138,163             | 4.7%   | 150,715         |
| 2016          | 5.47              | 74.9               | 11%  | 44.2%       | 30.8%       | 20.1%  | 4.9%   | 139,629             | 4.6%   | 152,450         |

### ALL COURSE LEVELS

**Applied filters:** Time 5 years ending with the last year (currently 2016) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



### BY COURSE LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 100 Level         | 2012          | 4.83              | .                  | 8.7% | 34.2%       | 31.6%       | 26.5%  | 7.8%   | 37,412              | 5.8%   | 39,876          |
|                   | 2013          | 4.76              | .                  | 7.7% | 33.3%       | 31.8%       | 26.9%  | 8.0%   | 39,780              | 6.4%   | 43,420          |
|                   | 2014          | 4.82              | 71.4               | 8.5% | 34.2%       | 31.7%       | 25.9%  | 8.0%   | 41,933              | 6.3%   | 45,644          |
|                   | 2015          | 4.80              | 71.3               | 9.0% | 34.8%       | 30.0%       | 26.8%  | 8.4%   | 42,854              | 6.2%   | 46,276          |
|                   | 2016          | 4.87              | 71.7               | 9.5% | 35.6%       | 30.4%       | 26.0%  | 8.0%   | 41,850              | 6.0%   | 45,027          |
| 200 Level         | 2012          | 5.03              | .                  | 8.7% | 37.4%       | 31.6%       | 25.0%  | 5.9%   | 27,211              | 5.0%   | 29,434          |
|                   | 2013          | 5.05              | .                  | 9.0% | 37.8%       | 31.1%       | 24.9%  | 6.1%   | 27,513              | 5.3%   | 29,869          |

Note:

\* **1st Class:** Includes grades A+, A, and A-

\* **2nd Class:** Includes grades B+, B, and B-

\* **Pass:** Includes grades C+, C, and D

\* **Fail:** Includes grades E, F, and N

\* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

\* **Official Reporting:** Please verify with Institutional Planning & Analysis.



Section Grading Patterns - UVic

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 200 Level         | 2014          | 5.09              | 73.1               | 9.5% | 38.1%       | 31.2%       | 25.1%  | 5.5%   | 29,281              | 5.3%   | 31,680          |
|                   | 2015          | 5.24              | 73.8               | 11%  | 40.6%       | 30.5%       | 23.6%  | 5.3%   | 32,087              | 4.8%   | 34,664          |
|                   | 2016          | 5.15              | 73.2               | 10%  | 39.3%       | 30.5%       | 24.4%  | 5.8%   | 32,783              | 5.2%   | 35,545          |
| 300 Level         | 2012          | 5.75              | .                  | 9.5% | 45.7%       | 35.8%       | 15.7%  | 2.8%   | 42,690              | 4.1%   | 45,974          |
|                   | 2013          | 5.79              | .                  | 9.9% | 46.6%       | 35.2%       | 15.5%  | 2.7%   | 43,047              | 4.3%   | 46,172          |
|                   | 2014          | 5.68              | 76.0               | 9.7% | 45.2%       | 34.8%       | 16.9%  | 3.0%   | 42,546              | 4.3%   | 45,605          |
|                   | 2015          | 5.76              | 76.5               | 11%  | 47.3%       | 32.8%       | 17.0%  | 2.8%   | 43,012              | 4.3%   | 46,171          |
| 400 Level         | 2016          | 5.73              | 76.4               | 11%  | 46.8%       | 33.2%       | 17.0%  | 2.9%   | 43,329              | 3.9%   | 46,548          |
|                   | 2012          | 6.58              | .                  | 15%  | 61.5%       | 29.7%       | 7.4%   | 1.4%   | 19,287              | 2.4%   | 21,825          |
|                   | 2013          | 6.62              | .                  | 16%  | 63.0%       | 28.1%       | 7.4%   | 1.4%   | 20,081              | 2.8%   | 22,959          |
|                   | 2014          | 6.61              | 80.6               | 17%  | 63.2%       | 27.5%       | 8.0%   | 1.3%   | 19,839              | 2.6%   | 23,033          |
| 700 Level         | 2015          | 6.61              | 80.6               | 17%  | 63.7%       | 26.5%       | 8.3%   | 1.4%   | 19,989              | 2.8%   | 23,108          |
|                   | 2016          | 6.60              | 80.5               | 17%  | 63.2%       | 26.8%       | 8.6%   | 1.4%   | 21,477              | 2.8%   | 24,871          |
|                   | 2012          | 6.97              | .                  | 9.5% | 69.3%       | 29.0%       | 0.4%   | 1.2%   | 241                 | 0.2%   | 561             |
|                   | 2013          | 6.94              | .                  | 13%  | 54.8%       | 44.2%       | 0.5%   | 0.5%   | 208                 | 0.2%   | 505             |
| 700 Level         | 2014          | 6.88              | 82.1               | 3.6% | 61.5%       | 37.6%       | .      | 0.9%   | 221                 | 1.0%   | 513             |
|                   | 2015          | 6.87              | 81.1               | 4.5% | 69.7%       | 28.5%       | 0.5%   | 1.4%   | 221                 | 1.4%   | 496             |
|                   | 2016          | 6.91              | 82.4               | 6.3% | 58.4%       | 41.6%       | .      | .      | 190                 | 0.4%   | 459             |

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)



Note:

\* **1st Class:** Includes grades A+, A, and A-

\* **2nd Class:** Includes grades B+, B, and B-

\* **Pass:** Includes grades C+, C, and D

\* **Fail:** Includes grades E, F, and N

\* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

\* **Official Reporting:** Please verify with Institutional Planning & Analysis.



## Section Grading Patterns - UVic

### Program Course Level.PROGRAM\_COURSE\_LEVEL: Graduate

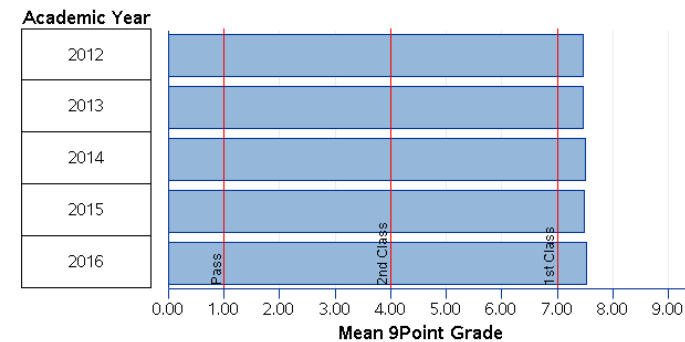
#### ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 2012          | 7.47              | .                  | 21%  | 82.5%       | 15.9%       | 0.9%   | 0.7%   | 7,472               | 1.7%   | 16,982          |
| 2013          | 7.47              | .                  | 23%  | 82.1%       | 16.4%       | 1.1%   | 0.4%   | 7,812               | 2.0%   | 17,694          |
| 2014          | 7.51              | 84.8               | 25%  | 83.6%       | 14.7%       | 1.3%   | 0.4%   | 7,705               | 2.4%   | 17,816          |
| 2015          | 7.49              | 84.7               | 24%  | 82.8%       | 15.5%       | 1.3%   | 0.5%   | 8,290               | 2.6%   | 18,676          |
| 2016          | 7.52              | 84.9               | 25%  | 83.7%       | 14.8%       | 1.0%   | 0.5%   | 7,713               | 2.2%   | 17,749          |

#### ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



#### BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 500 Level         | 2012          | 7.45              | .                  | 21%  | 82.2%       | 16.1%       | 0.9%   | 0.7%   | 7,184               | 2.0%   | 13,574          |
|                   | 2013          | 7.46              | .                  | 23%  | 81.8%       | 16.7%       | 1.1%   | 0.4%   | 7,505               | 2.3%   | 14,054          |
|                   | 2014          | 7.49              | 84.7               | 24%  | 83.3%       | 15.0%       | 1.4%   | 0.4%   | 7,394               | 2.9%   | 14,058          |
|                   | 2015          | 7.47              | 84.6               | 24%  | 82.5%       | 15.7%       | 1.3%   | 0.5%   | 8,034               | 3.1%   | 14,969          |
|                   | 2016          | 7.52              | 84.9               | 25%  | 83.6%       | 15.0%       | 1.0%   | 0.4%   | 7,464               | 2.7%   | 14,126          |
| 600 Level         | 2012          | 7.82              | .                  | 36%  | 88.9%       | 9.4%        | 0.7%   | 1.0%   | 288                 | 0.7%   | 3,408           |
|                   | 2013          | 7.72              | .                  | 29%  | 87.6%       | 11.4%       | 0.3%   | 0.7%   | 307                 | 0.7%   | 3,640           |

Note:

\* **1st Class:** Includes grades A+, A, and A-

\* **2nd Class:** Includes grades B+, B, and B-

\* **Pass:** Includes grades C+, C, and D

\* **Fail:** Includes grades E, F, and N

\* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

\* **Official Reporting:** Please verify with Institutional Planning & Analysis.



Section Grading Patterns - UVic

Program Course Level.PROGRAM\_COURSE\_LEVEL: Graduate

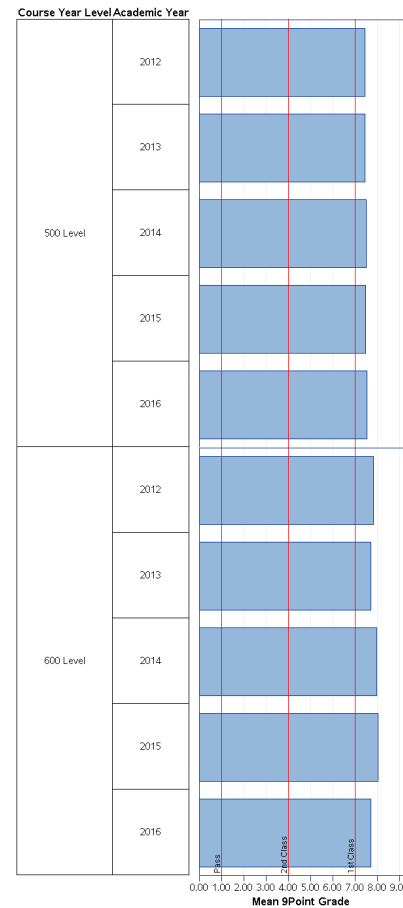
BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 600 Level         | 2014          | 7.96              | 87.2               | 36%  | 92.3%       | 7.1%        | 0.3%   | 0.3%   | 311                 | 0.7%   | 3,758           |
|                   | 2015          | 8.02              | 87.4               | 47%  | 90.6%       | 7.4%        | 0.8%   | 1.2%   | 256                 | 0.7%   | 3,707           |
|                   | 2016          | 7.71              | 85.8               | 32%  | 88.8%       | 7.6%        | 2.4%   | 1.2%   | 249                 | 0.4%   | 3,623           |

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)



Note:

\* **1st Class:** Includes grades A+, A, and A-

\* **2nd Class:** Includes grades B+, B, and B-

\* **Pass:** Includes grades C+, C, and D

\* **Fail:** Includes grades E, F, and N

\* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

\* **Official Reporting:** Please report with Institutional Planning & Analysis.



Section Grading Patterns - UVic

Program Course Level.PROGRAM\_COURSE\_LEVEL: Law

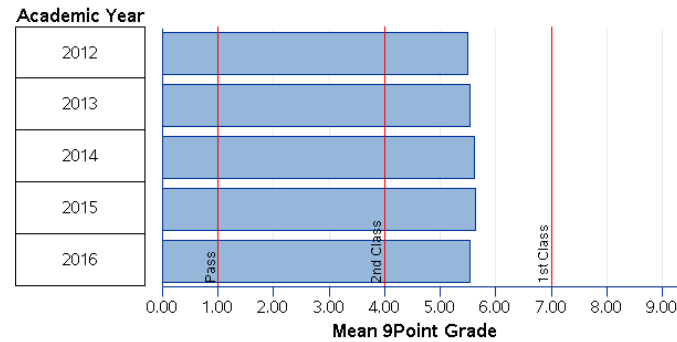
ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 2012          | 5.49              | .                  | 1.9% | 28.4%       | 59.7%       | 11.6%  | 0.2%   | 2,757               | 0.2%   | 3,242           |
| 2013          | 5.54              | .                  | 1.9% | 29.7%       | 59.5%       | 10.4%  | 0.4%   | 2,633               | 0.3%   | 3,092           |
| 2014          | 5.61              | 76.2               | 1.2% | 31.0%       | 59.6%       | 8.8%   | 0.5%   | 2,503               | 0.7%   | 2,995           |
| 2015          | 5.64              | 76.6               | 1.1% | 30.2%       | 61.5%       | 8.0%   | .      | 2,574               | 1.9%   | 3,110           |
| 2016          | 5.53              | 75.7               | 1.2% | 27.6%       | 63.3%       | 8.4%   | 0.6%   | 2,646               | 1.8%   | 3,319           |

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 100 Level         | 2012          | 5.17              | .                  | 1.0% | 17.0%       | 70.4%       | 12.5%  | 0.1%   | 778                 | .      | 886             |
|                   | 2013          | 5.25              | .                  | 0.1% | 15.7%       | 76.7%       | 7.6%   | .      | 724                 | 1.0%   | 833             |
|                   | 2014          | 5.33              | 75.3               | 0.5% | 22.4%       | 66.9%       | 10.7%  | .      | 740                 | .      | 850             |
|                   | 2015          | 5.24              | 74.9               | 0.1% | 16.3%       | 74.8%       | 8.5%   | .      | 798                 | 3.0%   | 941             |
|                   | 2016          | 5.14              | 73.9               | .    | 13.9%       | 77.4%       | 7.0%   | 1.7%   | 859                 | 4.1%   | 1,023           |
| 300 Level         | 2012          | 5.60              | .                  | 2.1% | 32.3%       | 55.9%       | 11.3%  | 0.3%   | 1,963               | 0.2%   | 2,230           |
|                   | 2013          | 5.61              | .                  | 2.3% | 34.2%       | 53.7%       | 11.6%  | 0.6%   | 1,885               | .      | 2,125           |

Note:

- \* **1st Class:** Includes grades A+, A, and A-
- \* **2nd Class:** Includes grades B+, B, and B-
- \* **Pass:** Includes grades C+, C, and D
- \* **Fail:** Includes grades E, F, and N
- \* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
- \* **Official Reporting:** Please verify with Institutional Planning & Analysis.



Section Grading Patterns - UVic

Program Course Level.PROGRAM\_COURSE\_LEVEL: Law

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 300 Level         | 2014          | 5.70              | 76.5               | 1.4% | 33.9%       | 57.2%       | 8.2%   | 0.7%   | 1,741               | 1.1%   | 2,004           |
|                   | 2015          | 5.79              | 77.3               | 1.4% | 35.6%       | 56.3%       | 7.9%   | .      | 1,750               | 1.5%   | 2,023           |
|                   | 2016          | 5.69              | 76.5               | 1.6% | 33.6%       | 57.0%       | 9.1%   | 0.1%   | 1,771               | 0.8%   | 2,162           |
| 500 Level         | 2012          | 7.75              | .                  | 19%  | 93.8%       | 6.3%        | .      | .      | 16                  | .      | 54              |
|                   | 2013          | 8.00              | .                  | 27%  | 100%        | .           | .      | .      | 22                  | .      | 68              |
|                   | 2014          | 7.55              | 83.9               | 4.5% | 95.5%       | 4.5%        | .      | .      | 22                  | .      | 61              |
|                   | 2015          | 7.79              | 86.1               | 17%  | 95.8%       | 4.2%        | .      | .      | 24                  | .      | 58              |
|                   | 2016          | 7.75              | 85.4               | 19%  | 93.8%       | 6.3%        | .      | .      | 16                  | .      | 51              |
| 600 Level         | 2012          | .                 | .                  | .    | .           | .           | .      | .      | 0                   | .      | 72              |
|                   | 2013          | 8.50              | .                  | 50%  | 100%        | .           | .      | .      | 2                   | .      | 66              |
|                   | 2014          | .                 | .                  | .    | .           | .           | .      | .      | 0                   | .      | 80              |
|                   | 2015          | 8.00              | 86.5               | .    | 100%        | .           | .      | .      | 2                   | .      | 88              |
|                   | 2016          | .                 | .                  | .    | .           | .           | .      | .      | 0                   | .      | 83              |

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)



Note:

\* **1st Class:** Includes grades A+, A, and A-

\* **2nd Class:** Includes grades B+, B, and B-

\* **Pass:** Includes grades C+, C, and D

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\* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

\* **Official Reporting:** Please verify with Institutional Planning & Analysis.



### Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Education

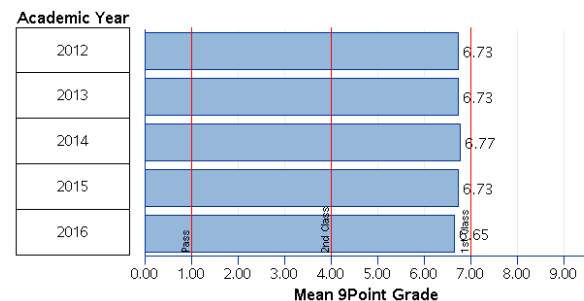
#### FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 2012          | 6.73              | .                  | 14%  | 65.2%       | 28.0%       | 5.8%   | 1.0%   | 10,191              | 2.0%   | 12,242          |
| 2013          | 6.73              | .                  | 14%  | 65.1%       | 27.7%       | 6.3%   | 0.9%   | 9,892               | 2.5%   | 11,888          |
| 2014          | 6.77              | 81.5               | 16%  | 66.3%       | 26.7%       | 6.1%   | 1.0%   | 9,826               | 2.3%   | 11,690          |
| 2015          | 6.73              | 81.2               | 16%  | 64.8%       | 27.6%       | 6.7%   | 1.0%   | 10,423              | 2.4%   | 12,509          |
| 2016          | 6.65              | 80.8               | 17%  | 62.0%       | 29.4%       | 7.3%   | 1.3%   | 10,320              | 2.1%   | 12,200          |

#### FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



#### COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 100 Level         | 2012          | 6.17              | .                  | 11%  | 56.4%       | 29.1%       | 12.5%  | 2.0%   | 2,289               | 4.2%   | 2,390           |
|                   | 2013          | 6.09              | .                  | 12%  | 53.9%       | 29.7%       | 14.4%  | 2.0%   | 2,196               | 4.6%   | 2,303           |
|                   | 2014          | 6.15              | 78.3               | 13%  | 54.9%       | 30.1%       | 12.6%  | 2.4%   | 2,117               | 5.1%   | 2,283           |
|                   | 2015          | 5.94              | 77.3               | 12%  | 52.4%       | 28.6%       | 16.8%  | 2.2%   | 2,275               | 5.4%   | 2,573           |
|                   | 2016          | 5.92              | 77.3               | 15%  | 51.8%       | 28.2%       | 16.9%  | 3.1%   | 2,278               | 4.2%   | 2,450           |
| 200 Level         | 2012          | 6.29              | .                  | 14%  | 52.6%       | 36.8%       | 9.7%   | 0.9%   | 992                 | 2.5%   | 1,224           |
|                   | 2013          | 6.43              | .                  | 13%  | 59.7%       | 31.0%       | 8.2%   | 1.1%   | 998                 | 3.1%   | 1,251           |
|                   | 2014          | 6.34              | 79.5               | 12%  | 57.4%       | 32.4%       | 9.4%   | 0.7%   | 937                 | 2.1%   | 1,131           |
|                   | 2015          | 6.63              | 80.8               | 15%  | 61.9%       | 31.0%       | 6.4%   | 0.7%   | 955                 | 1.0%   | 1,236           |
|                   | 2016          | 6.70              | 80.7               | 16%  | 64.8%       | 26.9%       | 6.9%   | 1.4%   | 958                 | 2.2%   | 1,245           |
| 300 Level         | 2012          | 6.71              | .                  | 11%  | 63.8%       | 30.7%       | 4.6%   | 0.9%   | 3,476               | 1.9%   | 4,143           |
|                   | 2013          | 6.77              | .                  | 13%  | 63.5%       | 31.2%       | 4.5%   | 0.7%   | 3,617               | 2.7%   | 4,206           |

Note:

\* **1st Class:** Includes grades A+, A, and A-

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Education

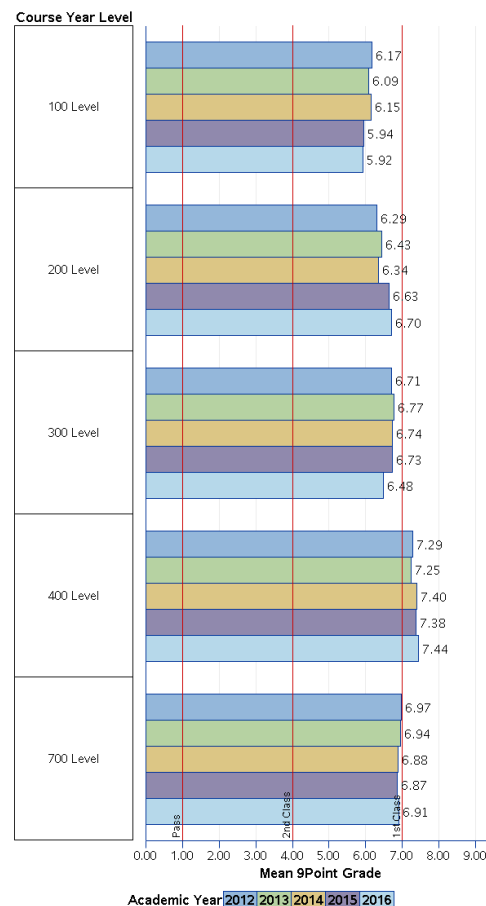
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 300 Level         | 2014          | 6.74              | 81.4               | 13%  | 64.0%       | 30.4%       | 5.0%   | 0.6%   | 3,617               | 2.5%   | 4,181           |
|                   | 2015          | 6.73              | 81.3               | 13%  | 62.3%       | 32.2%       | 4.8%   | 0.7%   | 4,189               | 2.3%   | 4,862           |
|                   | 2016          | 6.48              | 80.0               | 12%  | 55.6%       | 37.0%       | 6.4%   | 1.0%   | 4,027               | 1.8%   | 4,678           |
| 400 Level         | 2012          | 7.29              | .                  | 20%  | 76.5%       | 21.5%       | 1.5%   | 0.5%   | 3,193               | 0.8%   | 3,924           |
|                   | 2013          | 7.25              | .                  | 17%  | 78.3%       | 19.4%       | 2.0%   | 0.3%   | 2,873               | 0.9%   | 3,623           |
|                   | 2014          | 7.40              | 84.4               | 24%  | 80.5%       | 17.0%       | 2.0%   | 0.4%   | 2,934               | 0.5%   | 3,582           |
|                   | 2015          | 7.38              | 84.3               | 22%  | 79.3%       | 18.6%       | 1.8%   | 0.4%   | 2,783               | 0.8%   | 3,342           |
| 700 Level         | 2012          | 6.97              | .                  | 9.5% | 69.3%       | 29.0%       | 0.4%   | 1.2%   | 241                 | 0.2%   | 561             |
|                   | 2013          | 6.94              | .                  | 13%  | 54.8%       | 44.2%       | 0.5%   | 0.5%   | 208                 | 0.2%   | 505             |
|                   | 2014          | 6.88              | 82.1               | 3.6% | 61.5%       | 37.6%       | .      | 0.9%   | 221                 | 1.0%   | 513             |
|                   | 2015          | 6.87              | 81.1               | 4.5% | 69.7%       | 28.5%       | 0.5%   | 1.4%   | 221                 | 1.4%   | 496             |
|                   | 2016          | 6.91              | 82.4               | 6.3% | 58.4%       | 41.6%       | .      | .      | 190                 | 0.4%   | 459             |

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)



Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Education

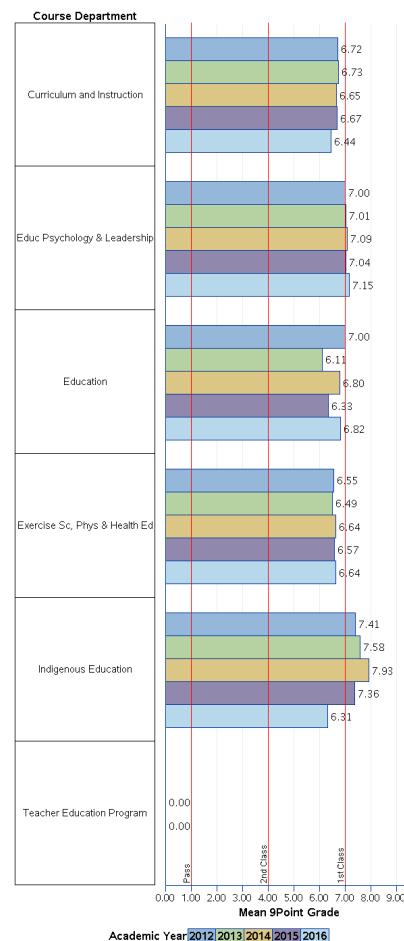
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Course Department             | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| Curriculum and Instruction    | 2012          | 6.72              | .                  | 10%  | 63.3%       | 32.3%       | 3.6%   | 0.8%   | 3,863               | 1.9%   | 4,154           |
|                               | 2013          | 6.73              | .                  | 11%  | 63.2%       | 32.4%       | 3.6%   | 0.8%   | 3,851               | 2.6%   | 4,204           |
|                               | 2014          | 6.65              | 80.8               | 9.5% | 62.9%       | 32.1%       | 4.1%   | 0.8%   | 3,785               | 2.2%   | 5,043           |
|                               | 2015          | 6.67              | 81.0               | 10%  | 62.2%       | 32.9%       | 4.2%   | 0.6%   | 4,058               | 2.2%   | 5,315           |
|                               | 2016          | 6.44              | 80.0               | 9.2% | 54.5%       | 38.7%       | 6.0%   | 0.7%   | 4,148               | 1.9%   | 5,330           |
| Educ Psychology & Leadership  | 2012          | 7.00              | .                  | 19%  | 72.2%       | 22.0%       | 4.3%   | 1.5%   | 2,259               | 1.8%   | 2,566           |
|                               | 2013          | 7.01              | .                  | 17%  | 75.5%       | 17.5%       | 6.0%   | 1.0%   | 2,133               | 1.3%   | 2,424           |
|                               | 2014          | 7.09              | 83.0               | 23%  | 74.1%       | 19.0%       | 6.1%   | 0.8%   | 2,229               | 1.2%   | 2,509           |
|                               | 2015          | 7.04              | 82.8               | 22%  | 74.9%       | 16.4%       | 8.0%   | 0.7%   | 2,170               | 1.4%   | 2,420           |
| Education                     | 2012          | 7.00              | .                  | 17%  | 66.7%       | 29.2%       | 4.2%   | .      | 24                  | 6.3%   | 32              |
|                               | 2013          | 6.11              | .                  | .    | 44.4%       | 50.0%       | 5.6%   | .      | 18                  | 11.5%  | 26              |
|                               | 2014          | 6.80              | 80.8               | .    | 80.0%       | 20.0%       | .      | .      | 5                   | .      | 13              |
|                               | 2015          | 6.33              | 78.5               | 6.2% | 58.0%       | 32.1%       | 7.4%   | 2.5%   | 81                  | 8.5%   | 94              |
|                               | 2016          | 6.82              | 81.2               | 24%  | 65.9%       | 26.0%       | 4.9%   | 3.1%   | 223                 | 1.3%   | 231             |
| Exercise Sc, Phys & Health Ed | 2012          | 6.55              | .                  | 14%  | 61.4%       | 28.6%       | 9.2%   | 0.8%   | 3,750               | 2.7%   | 3,900           |
|                               | 2013          | 6.49              | .                  | 16%  | 59.3%       | 30.1%       | 9.6%   | 1.0%   | 3,594               | 3.7%   | 3,786           |
|                               | 2014          | 6.64              | 80.9               | 18%  | 63.1%       | 27.2%       | 8.5%   | 1.2%   | 3,573               | 3.4%   | 3,740           |
|                               | 2015          | 6.57              | 80.6               | 17%  | 60.5%       | 29.6%       | 8.9%   | 1.0%   | 3,852               | 2.8%   | 4,017           |
|                               | 2016          | 6.64              | 80.9               | 20%  | 63.9%       | 24.6%       | 10.3%  | 1.2%   | 3,800               | 2.7%   | 3,955           |
| Indigenous Education          | 2012          | 7.41              | .                  | 15%  | 85.4%       | 12.5%       | 1.7%   | 0.3%   | 287                 | 0.5%   | 418             |
|                               | 2013          | 7.58              | .                  | 19%  | 88.0%       | 9.2%        | 2.4%   | 0.3%   | 292                 | 0.3%   | 395             |
|                               | 2014          | 7.93              | 87.0               | 27%  | 94.9%       | 4.7%        | .      | 0.4%   | 234                 | 0.3%   | 385             |
|                               | 2015          | 7.36              | 81.0               | 31%  | 85.9%       | 5.7%        | 1.5%   | 6.9%   | 262                 | 3.9%   | 663             |
|                               | 2016          | 6.31              | 76.2               | 19%  | 57.1%       | 32.7%       | 2.9%   | 7.3%   | 275                 | 0.7%   | 569             |
| Teacher Education Program     | 2012          | 0.00              | .                  | .    | .           | .           | .      | 100%   | 8                   | 0.4%   | 1,172           |
|                               | 2013          | 0.00              | .                  | .    | .           | .           | .      | 100%   | 4                   | 0.6%   | 1,053           |

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Note:

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**Section Grading Patterns by Faculty**

**Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate**

**Course Faculty.COURSE\_FACULTY\_1: Faculty of Engineering**

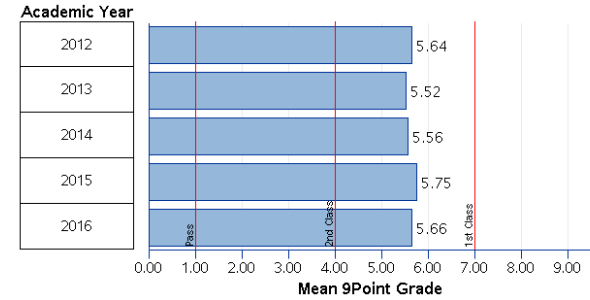
**FACULTY LEVEL**

**Applied filters:** Time 5 years ending with the last year (currently 2016) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 2012          | 5.64              | .                  | 15%  | 47.6%       | 27.8%       | 19.7%  | 4.5%   | 10,814              | 4.9%   | 11,397          |
| 2013          | 5.52              | .                  | 14%  | 45.7%       | 28.6%       | 20.2%  | 5.2%   | 12,494              | 5.3%   | 13,768          |
| 2014          | 5.56              | 75.2               | 16%  | 46.6%       | 28.2%       | 19.1%  | 5.7%   | 14,046              | 5.3%   | 15,413          |
| 2015          | 5.75              | 76.3               | 18%  | 50.2%       | 26.1%       | 18.6%  | 5.0%   | 16,852              | 5.0%   | 17,748          |
| 2016          | 5.66              | 75.8               | 17%  | 48.4%       | 26.5%       | 19.4%  | 5.5%   | 18,488              | 5.1%   | 19,523          |

**FACULTY LEVEL**

**Applied filters:** Time 5 years ending with the last year (currently 2016) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



**COURSE YEAR LEVEL**

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 100 Level         | 2012          | 5.39              | .                  | 14%  | 44.8%       | 26.9%       | 20.2%  | 8.0%   | 3,078               | 6.4%   | 3,288           |
|                   | 2013          | 5.13              | .                  | 10%  | 40.1%       | 29.8%       | 21.9%  | 8.0%   | 3,774               | 6.8%   | 4,617           |
|                   | 2014          | 5.22              | 72.5               | 15%  | 44.1%       | 25.7%       | 18.9%  | 10.8%  | 4,166               | 6.7%   | 5,050           |
|                   | 2015          | 5.65              | 75.4               | 19%  | 50.3%       | 24.2%       | 17.2%  | 8.4%   | 4,931               | 6.5%   | 5,274           |
|                   | 2016          | 5.66              | 74.9               | 22%  | 51.4%       | 21.9%       | 16.5%  | 10.1%  | 4,993               | 6.5%   | 5,353           |
| 200 Level         | 2012          | 5.34              | .                  | 14%  | 44.5%       | 26.9%       | 22.4%  | 5.6%   | 2,269               | 6.1%   | 2,418           |
|                   | 2013          | 5.14              | .                  | 11%  | 40.7%       | 28.1%       | 22.5%  | 8.0%   | 2,401               | 6.1%   | 2,560           |
|                   | 2014          | 5.32              | 74.0               | 13%  | 41.5%       | 30.8%       | 21.7%  | 5.4%   | 3,135               | 6.5%   | 3,353           |
|                   | 2015          | 5.50              | 75.3               | 14%  | 44.9%       | 28.9%       | 20.9%  | 5.1%   | 4,037               | 4.6%   | 4,233           |
| 300 Level         | 2012          | 5.43              | .                  | 14%  | 42.6%       | 30.2%       | 23.8%  | 2.8%   | 3,327               | 4.1%   | 3,488           |
|                   | 2013          | 5.47              | .                  | 14%  | 43.5%       | 30.3%       | 22.6%  | 3.3%   | 3,664               | 4.4%   | 3,842           |

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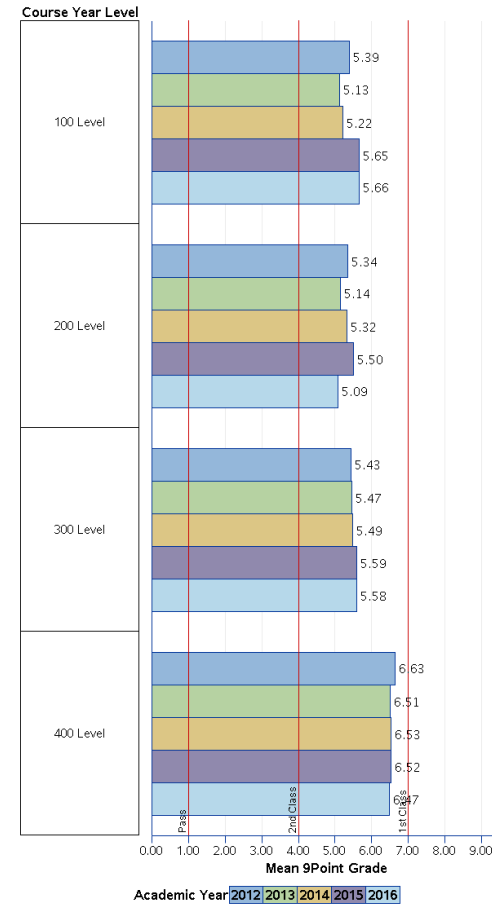
**COURSE YEAR LEVEL**

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 300 Level         | 2014          | 5.49              | 75.3               | 14%  | 44.0%       | 30.3%       | 21.6%  | 3.7%   | 4,142               | 3.8%   | 4,305           |
|                   | 2015          | 5.59              | 75.6               | 17%  | 47.2%       | 26.5%       | 22.1%  | 3.8%   | 4,909               | 4.1%   | 5,118           |
|                   | 2016          | 5.58              | 75.8               | 17%  | 46.4%       | 27.1%       | 22.5%  | 3.8%   | 5,556               | 4.3%   | 5,820           |
| 400 Level         | 2012          | 6.63              | .                  | 21%  | 62.9%       | 26.4%       | 9.6%   | 0.9%   | 2,140               | 2.8%   | 2,203           |
|                   | 2013          | 6.51              | .                  | 21%  | 61.3%       | 25.2%       | 12.2%  | 1.2%   | 2,655               | 3.3%   | 2,749           |
|                   | 2014          | 6.53              | 80.6               | 23%  | 61.1%       | 25.9%       | 12.1%  | 1.0%   | 2,603               | 3.7%   | 2,705           |
|                   | 2015          | 6.52              | 80.5               | 22%  | 61.9%       | 24.8%       | 12.0%  | 1.3%   | 2,975               | 4.7%   | 3,123           |
|                   | 2016          | 6.47              | 80.3               | 20%  | 61.0%       | 25.8%       | 12.2%  | 0.9%   | 3,531               | 3.9%   | 3,682           |

**COURSE YEAR LEVEL**

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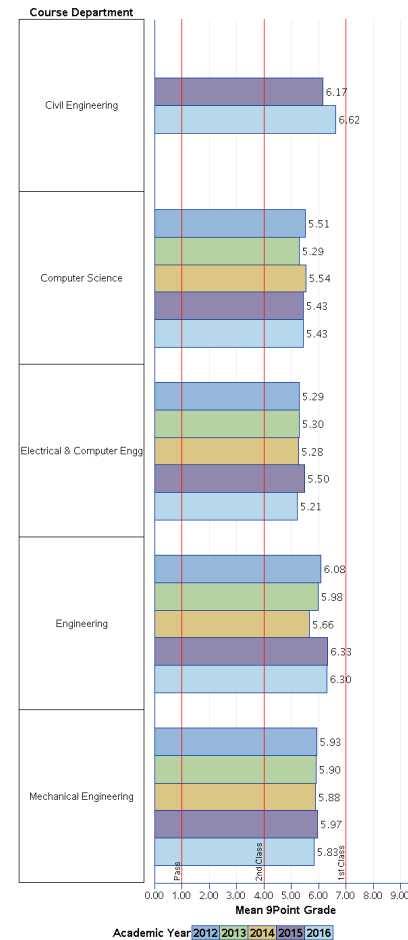
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Course Department          | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|----------------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| Civil Engineering          | 2015          | 6.17              | 79.4               | 14%  | 54.0%       | 30.5%       | 14.2%  | 1.3%   | 226                 | .      | 226             |
|                            | 2016          | 6.62              | 81.3               | 20%  | 61.8%       | 28.2%       | 9.3%   | 0.6%   | 1,363               | 1.1%   | 1,378           |
| Computer Science           | 2012          | 5.51              | .                  | 16%  | 47.0%       | 25.4%       | 21.1%  | 6.5%   | 4,176               | 7.5%   | 4,513           |
|                            | 2013          | 5.29              | .                  | 13%  | 43.5%       | 27.1%       | 22.4%  | 6.9%   | 4,845               | 8.5%   | 5,301           |
|                            | 2014          | 5.54              | 74.9               | 18%  | 47.9%       | 25.5%       | 19.2%  | 7.4%   | 5,577               | 7.7%   | 6,045           |
|                            | 2015          | 5.43              | 74.5               | 17%  | 46.8%       | 24.2%       | 21.3%  | 7.7%   | 6,111               | 7.4%   | 6,602           |
| Electrical & Computer Engg | 2012          | 5.29              | .                  | 16%  | 40.7%       | 28.5%       | 27.7%  | 2.5%   | 2,629               | 3.3%   | 2,736           |
|                            | 2013          | 5.30              | .                  | 14%  | 41.0%       | 29.5%       | 25.8%  | 3.3%   | 3,167               | 3.7%   | 3,296           |
|                            | 2014          | 5.28              | 74.3               | 15%  | 41.9%       | 27.9%       | 25.3%  | 4.5%   | 3,221               | 5.6%   | 3,411           |
|                            | 2015          | 5.50              | 75.2               | 18%  | 46.6%       | 24.4%       | 23.9%  | 4.9%   | 3,757               | 3.9%   | 3,912           |
| Engineering                | 2012          | 5.21              | 73.9               | 14%  | 40.2%       | 28.4%       | 26.0%  | 5.3%   | 3,759               | 4.3%   | 3,934           |
|                            | 2013          | 6.08              | .                  | 16%  | 56.8%       | 25.5%       | 12.5%  | 4.9%   | 1,922               | 4.5%   | 2,014           |
|                            | 2014          | 5.98              | .                  | 14%  | 52.2%       | 29.7%       | 13.0%  | 4.8%   | 2,169               | 3.5%   | 2,802           |
|                            | 2015          | 5.66              | 75.3               | 13%  | 45.9%       | 33.4%       | 14.0%  | 5.7%   | 2,598               | 3.4%   | 3,253           |
| Mechanical Engineering     | 2012          | 6.33              | 79.4               | 21%  | 58.5%       | 26.4%       | 12.2%  | 2.9%   | 3,572               | 3.6%   | 3,705           |
|                            | 2013          | 6.30              | 79.1               | 20%  | 57.1%       | 28.2%       | 11.4%  | 2.9%   | 2,455               | 2.3%   | 2,521           |
|                            | 2014          | 5.93              | .                  | 13%  | 49.3%       | 33.8%       | 13.3%  | 2.6%   | 2,087               | 2.1%   | 2,134           |
|                            | 2015          | 5.90              | .                  | 14%  | 50.7%       | 29.6%       | 14.5%  | 4.5%   | 2,313               | 2.3%   | 2,369           |
| Mechanical Engineering     | 2014          | 5.88              | 76.7               | 15%  | 50.6%       | 29.2%       | 16.2%  | 3.4%   | 2,650               | 2.0%   | 2,704           |
|                            | 2015          | 5.97              | 77.6               | 14%  | 51.2%       | 31.0%       | 14.6%  | 2.7%   | 3,186               | 3.5%   | 3,303           |
|                            | 2016          | 5.83              | 76.6               | 15%  | 48.7%       | 30.7%       | 16.9%  | 3.1%   | 3,143               | 2.6%   | 3,231           |

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Note:

\* **1st Class:** Includes grades A+, A, and A-

\* **2nd Class:** Includes grades B+, B, and B-

\* **Pass:** Includes grades C+, C, and D

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\* **Official Reporting:** Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Fine Arts

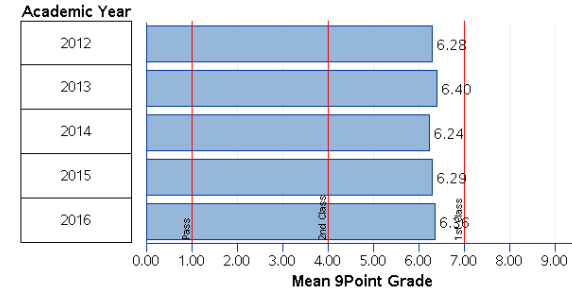
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 2012          | 6.28              | .                  | 12%  | 56.1%       | 32.1%       | 8.9%   | 2.8%   | 9,295               | 4.2%   | 9,758           |
| 2013          | 6.40              | .                  | 14%  | 59.4%       | 29.0%       | 8.6%   | 2.9%   | 8,355               | 4.2%   | 8,780           |
| 2014          | 6.24              | 78.4               | 14%  | 57.4%       | 28.7%       | 11.1%  | 2.8%   | 8,955               | 4.0%   | 9,389           |
| 2015          | 6.29              | 78.4               | 14%  | 58.4%       | 28.3%       | 10.0%  | 3.4%   | 9,230               | 4.5%   | 9,777           |
| 2016          | 6.36              | 78.8               | 16%  | 60.1%       | 27.3%       | 9.2%   | 3.3%   | 9,310               | 4.6%   | 9,888           |

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 100 Level         | 2012          | 6.03              | .                  | 12%  | 52.2%       | 31.6%       | 12.7%  | 3.5%   | 3,144               | 4.6%   | 3,296           |
|                   | 2013          | 6.12              | .                  | 13%  | 54.6%       | 29.9%       | 12.1%  | 3.5%   | 2,910               | 5.8%   | 3,089           |
|                   | 2014          | 5.95              | 77.0               | 13%  | 53.4%       | 28.4%       | 14.3%  | 3.9%   | 3,140               | 5.2%   | 3,313           |
|                   | 2015          | 5.94              | 76.7               | 12%  | 53.2%       | 29.1%       | 13.3%  | 4.5%   | 3,557               | 5.0%   | 3,759           |
|                   | 2016          | 6.00              | 76.9               | 13%  | 54.7%       | 28.2%       | 12.6%  | 4.6%   | 3,577               | 5.6%   | 3,795           |
| 200 Level         | 2012          | 6.08              | .                  | 9.4% | 52.5%       | 34.6%       | 9.6%   | 3.2%   | 1,909               | 4.7%   | 2,017           |
|                   | 2013          | 6.24              | .                  | 11%  | 55.9%       | 31.9%       | 9.7%   | 2.5%   | 1,623               | 4.4%   | 1,710           |
|                   | 2014          | 6.06              | 77.6               | 11%  | 53.3%       | 31.4%       | 12.4%  | 2.9%   | 1,714               | 2.9%   | 1,776           |
|                   | 2015          | 6.07              | 77.4               | 12%  | 53.7%       | 31.0%       | 11.5%  | 3.8%   | 1,873               | 4.1%   | 1,987           |
|                   | 2016          | 6.19              | 78.0               | 12%  | 56.1%       | 30.9%       | 10.0%  | 3.0%   | 1,782               | 5.8%   | 1,905           |
| 300 Level         | 2012          | 6.47              | .                  | 12%  | 58.4%       | 33.0%       | 6.6%   | 2.0%   | 3,342               | 3.9%   | 3,491           |
|                   | 2013          | 6.61              | .                  | 15%  | 63.7%       | 27.4%       | 6.1%   | 2.8%   | 2,989               | 3.2%   | 3,107           |
|                   | 2014          | 6.45              | 79.4               | 15%  | 59.7%       | 29.9%       | 8.1%   | 2.3%   | 3,241               | 4.2%   | 3,402           |
|                   | 2015          | 6.64              | 80.0               | 17%  | 63.9%       | 27.5%       | 6.2%   | 2.3%   | 2,866               | 4.7%   | 3,034           |

Note:

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- \* **Official Reporting:** Please verify with Institutional Planning & Analysis.

**Section Grading Patterns by Faculty**

**Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate**

**Course Faculty.COURSE\_FACULTY\_1: Faculty of Fine Arts**

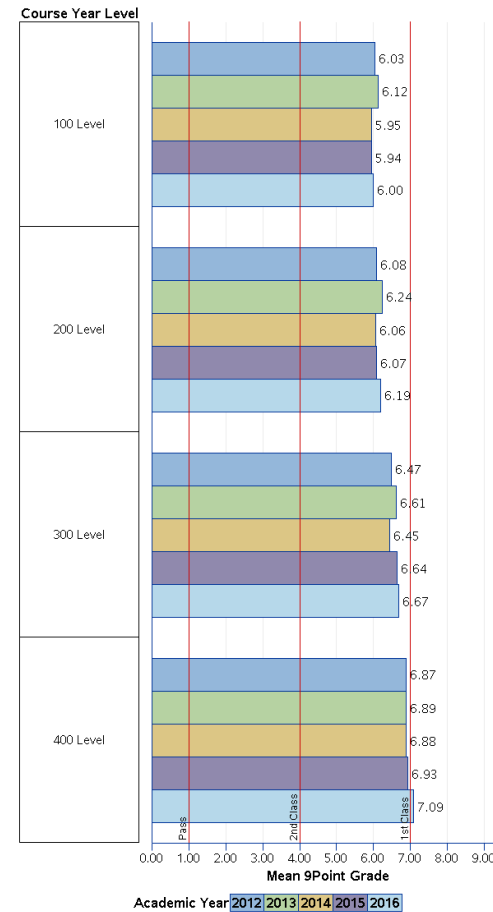
**COURSE YEAR LEVEL**

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 300 Level         | 2016          | 6.67              | 80.3               | 19%  | 63.9%       | 27.5%       | 6.2%   | 2.4%   | 2,963               | 3.4%   | 3,110           |
| 400 Level         | 2012          | 6.87              | .                  | 16%  | 68.9%       | 25.7%       | 3.2%   | 2.2%   | 900                 | 2.9%   | 954             |
|                   | 2013          | 6.89              | .                  | 18%  | 68.1%       | 26.1%       | 3.5%   | 2.4%   | 833                 | 1.8%   | 874             |
|                   | 2014          | 6.88              | 81.7               | 19%  | 71.0%       | 20.5%       | 7.4%   | 1.0%   | 860                 | 1.6%   | 898             |
|                   | 2015          | 6.93              | 81.8               | 21%  | 70.3%       | 21.8%       | 6.1%   | 1.7%   | 934                 | 2.7%   | 997             |
|                   | 2016          | 7.09              | 82.3               | 23%  | 75.6%       | 17.5%       | 4.9%   | 2.0%   | 988                 | 2.1%   | 1,078           |

**COURSE YEAR LEVEL**

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2016)



Note:

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Section Grading Patterns by Faculty

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Course Faculty.COURSE\_FACULTY\_1: Faculty of Fine Arts

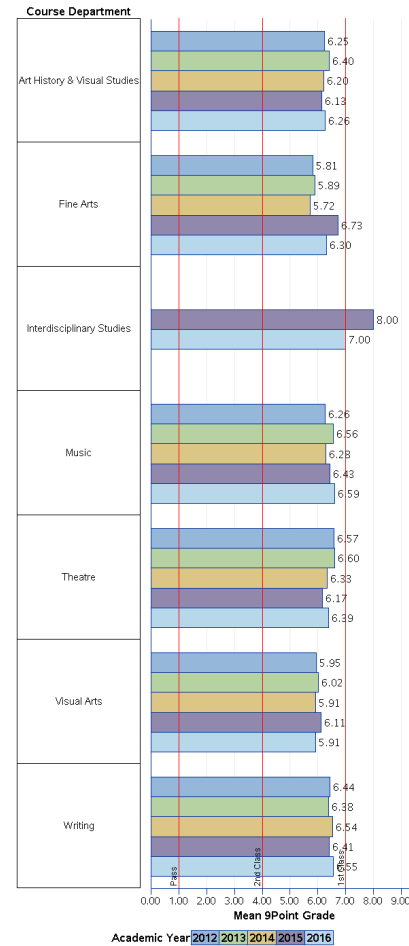
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Course Department            | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+  | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|------------------------------|---------------|-------------------|--------------------|-------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| Art History & Visual Studies | 2012          | 6.25              | .                  | 14%   | 54.7%       | 33.4%       | 7.7%   | 4.2%   | 1,983               | 5.6%   | 2,106           |
|                              | 2013          | 6.40              | .                  | 16%   | 59.7%       | 28.3%       | 7.6%   | 4.3%   | 1,884               | 4.3%   | 1,972           |
|                              | 2014          | 6.20              | 77.5               | 13%   | 56.7%       | 30.1%       | 9.4%   | 3.8%   | 1,957               | 4.1%   | 2,052           |
|                              | 2015          | 6.13              | 76.8               | 13%   | 54.7%       | 31.0%       | 10.0%  | 4.3%   | 1,836               | 5.3%   | 1,946           |
|                              | 2016          | 6.26              | 77.2               | 16%   | 57.9%       | 28.8%       | 8.6%   | 4.7%   | 1,961               | 4.3%   | 2,069           |
| Fine Arts                    | 2012          | 5.81              | .                  | 6.7%  | 43.1%       | 42.3%       | 12.3%  | 2.3%   | 480                 | 4.8%   | 504             |
|                              | 2013          | 5.89              | .                  | 11%   | 47.3%       | 35.8%       | 13.1%  | 3.8%   | 366                 | 5.7%   | 388             |
|                              | 2014          | 5.72              | 76.1               | 12%   | 47.3%       | 33.0%       | 15.6%  | 4.0%   | 448                 | 4.3%   | 468             |
|                              | 2015          | 6.73              | 80.1               | 7.1%  | 70.6%       | 23.2%       | 4.3%   | 1.9%   | 422                 | 2.8%   | 434             |
| Interdisciplinary Studies    | 2016          | 6.30              | 78.2               | 8.3%  | 58.1%       | 31.4%       | 7.7%   | 2.8%   | 506                 | 3.8%   | 526             |
|                              | 2015          | 8.00              | 88.0               | .     | 100%        | .           | .      | .      | 1                   | .      | 1               |
|                              | 2016          | 7.00              | 80.0               | .     | 100%        | .           | .      | .      | 1                   | .      | 1               |
| Music                        | 2012          | 6.26              | .                  | 16%   | 58.5%       | 26.5%       | 11.0%  | 4.0%   | 2,216               | 4.2%   | 2,325           |
|                              | 2013          | 6.56              | .                  | 20%   | 64.2%       | 23.4%       | 8.8%   | 3.7%   | 2,054               | 5.5%   | 2,183           |
|                              | 2014          | 6.28              | 78.7               | 21%   | 60.6%       | 21.5%       | 14.0%  | 3.9%   | 2,330               | 5.3%   | 2,471           |
|                              | 2015          | 6.43              | 79.4               | 24%   | 63.5%       | 20.4%       | 10.8%  | 5.2%   | 2,324               | 6.0%   | 2,508           |
|                              | 2016          | 6.59              | 80.3               | 27%   | 65.8%       | 20.3%       | 9.0%   | 4.9%   | 2,205               | 7.6%   | 2,408           |
| Theatre                      | 2012          | 6.57              | .                  | 11%   | 60.5%       | 31.7%       | 6.3%   | 1.5%   | 1,607               | 3.3%   | 1,697           |
|                              | 2013          | 6.60              | .                  | 12%   | 65.6%       | 23.9%       | 8.7%   | 1.8%   | 1,409               | 2.8%   | 1,490           |
|                              | 2014          | 6.33              | 79.3               | 10%   | 58.4%       | 29.9%       | 10.7%  | 1.1%   | 1,425               | 2.5%   | 1,496           |
|                              | 2015          | 6.17              | 78.2               | 9.8%  | 54.4%       | 32.6%       | 10.7%  | 2.3%   | 1,588               | 3.5%   | 1,712           |
| Visual Arts                  | 2016          | 6.39              | 79.3               | 11%   | 60.1%       | 30.1%       | 8.4%   | 1.4%   | 1,563               | 1.8%   | 1,636           |
|                              | 2012          | 5.95              | .                  | 4.3%  | 46.2%       | 42.3%       | 10.2%  | 1.3%   | 1,201               | 3.7%   | 1,247           |
|                              | 2013          | 6.02              | .                  | 3.9%  | 46.3%       | 44.0%       | 7.7%   | 2.0%   | 1,109               | 3.9%   | 1,154           |
|                              | 2014          | 5.91              | 76.9               | 4.0%  | 48.9%       | 38.4%       | 10.3%  | 2.4%   | 1,202               | 3.8%   | 1,250           |
|                              | 2015          | 6.11              | 77.8               | 6.9%  | 52.4%       | 35.1%       | 10.6%  | 1.9%   | 1,413               | 2.8%   | 1,454           |
| Writing                      | 2016          | 5.91              | 76.8               | 7.4%  | 49.0%       | 36.2%       | 12.3%  | 2.4%   | 1,399               | 3.0%   | 1,487           |
|                              | 2012          | 6.44              | .                  | 12%   | 61.0%       | 28.7%       | 8.4%   | 1.9%   | 1,808               | 3.7%   | 1,879           |
|                              | 2013          | 6.38              | .                  | 12%   | 59.6%       | 29.5%       | 9.1%   | 1.8%   | 1,533               | 3.6%   | 1,593           |
|                              | 2014          | 6.54              | 80.3               | 16%   | 61.8%       | 28.1%       | 9.1%   | 1.7%   | 1,593               | 3.5%   | 1,652           |
|                              | 2015          | 6.41              | 79.3               | 15%   | 60.9%       | 27.4%       | 9.1%   | 2.6%   | 1,646               | 4.1%   | 1,722           |
| 2016                         | 6.55          | 80.0              | 15%                | 65.0% | 23.8%       | 9.0%        | 2.3%   | 1,675  | 4.9%                | 1,761  |                 |

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

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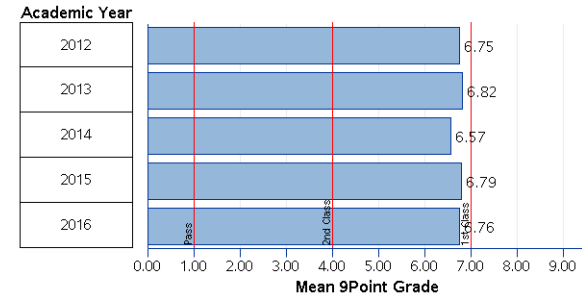
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 2012          | 6.75              | .                  | 13%  | 66.3%       | 27.8%       | 4.3%   | 1.6%   | 7,847               | 3.6%   | 10,039          |
| 2013          | 6.82              | .                  | 17%  | 67.4%       | 26.1%       | 5.0%   | 1.4%   | 9,439               | 4.0%   | 11,422          |
| 2014          | 6.57              | 80.0               | 14%  | 62.5%       | 28.7%       | 7.1%   | 1.7%   | 9,353               | 4.7%   | 11,604          |
| 2015          | 6.79              | 81.3               | 17%  | 67.0%       | 26.3%       | 5.4%   | 1.3%   | 9,012               | 3.7%   | 11,048          |
| 2016          | 6.76              | 80.9               | 16%  | 67.5%       | 25.0%       | 5.9%   | 1.6%   | 8,973               | 3.7%   | 11,231          |

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 100 Level         | 2012          | 5.99              | .                  | 9.7% | 50.0%       | 34.4%       | 12.2%  | 3.4%   | 596                 | 3.1%   | 615             |
|                   | 2013          | 5.64              | .                  | 15%  | 50.0%       | 25.6%       | 17.8%  | 6.6%   | 640                 | 8.3%   | 698             |
|                   | 2014          | 5.37              | 74.0               | 8.8% | 39.9%       | 35.6%       | 20.4%  | 4.1%   | 582                 | 9.3%   | 643             |
|                   | 2015          | 5.33              | 72.9               | 8.5% | 38.7%       | 37.0%       | 18.5%  | 5.8%   | 568                 | 7.3%   | 613             |
|                   | 2016          | 5.69              | 75.4               | 12%  | 49.6%       | 24.0%       | 21.9%  | 4.4%   | 524                 | 4.7%   | 551             |
| 200 Level         | 2012          | 6.62              | .                  | 12%  | 62.7%       | 29.8%       | 5.7%   | 1.7%   | 1,331               | 4.5%   | 1,395           |
|                   | 2013          | 6.78              | .                  | 17%  | 65.9%       | 26.8%       | 6.5%   | 0.7%   | 1,520               | 3.5%   | 1,576           |
|                   | 2014          | 6.30              | 79.2               | 15%  | 59.7%       | 25.2%       | 13.3%  | 1.8%   | 1,534               | 5.3%   | 1,620           |
|                   | 2015          | 6.74              | 81.1               | 19%  | 66.7%       | 24.2%       | 7.8%   | 1.3%   | 1,503               | 3.4%   | 1,556           |
|                   | 2016          | 6.58              | 80.1               | 18%  | 63.7%       | 25.4%       | 9.0%   | 1.9%   | 1,633               | 4.2%   | 1,705           |
| 300 Level         | 2012          | 6.83              | .                  | 14%  | 67.4%       | 28.1%       | 3.1%   | 1.4%   | 3,336               | 4.0%   | 4,136           |
|                   | 2013          | 6.82              | .                  | 15%  | 66.2%       | 28.8%       | 3.9%   | 1.1%   | 4,158               | 4.0%   | 4,869           |
|                   | 2014          | 6.54              | 79.7               | 12%  | 60.6%       | 32.0%       | 5.5%   | 1.9%   | 3,949               | 4.7%   | 4,681           |

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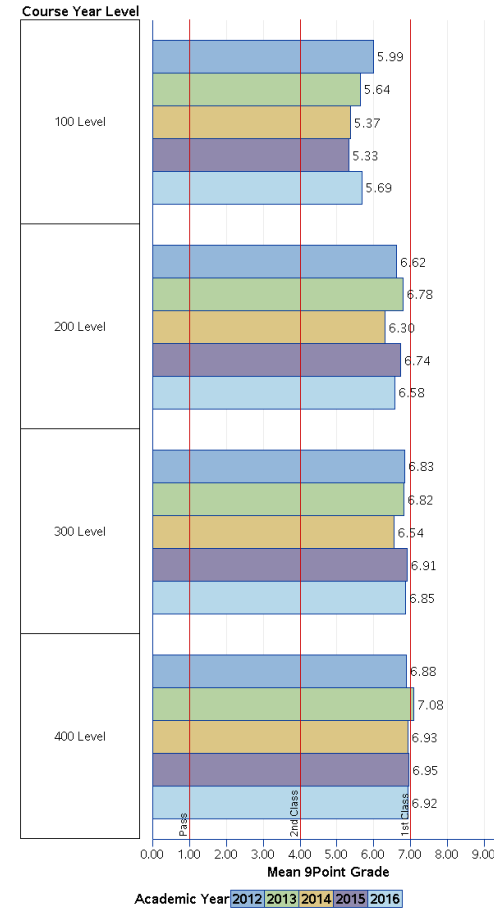
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 300 Level         | 2015          | 6.91              | 81.9               | 18%  | 68.2%       | 26.8%       | 4.1%   | 1.0%   | 3,744               | 3.4%   | 4,391           |
|                   | 2016          | 6.85              | 81.3               | 15%  | 69.2%       | 25.6%       | 3.8%   | 1.5%   | 3,655               | 3.6%   | 4,378           |
| 400 Level         | 2012          | 6.88              | .                  | 12%  | 70.4%       | 24.7%       | 3.4%   | 1.5%   | 2,584               | 2.8%   | 3,893           |
|                   | 2013          | 7.08              | .                  | 20%  | 73.3%       | 22.3%       | 3.2%   | 1.2%   | 3,121               | 3.4%   | 4,279           |
|                   | 2014          | 6.93              | 81.9               | 18%  | 70.0%       | 25.1%       | 3.8%   | 1.2%   | 3,288               | 3.7%   | 4,660           |
|                   | 2015          | 6.95              | 82.1               | 16%  | 70.8%       | 24.9%       | 3.5%   | 0.8%   | 3,197               | 3.7%   | 4,488           |
|                   | 2016          | 6.92              | 81.8               | 17%  | 70.5%       | 24.2%       | 4.1%   | 1.2%   | 3,161               | 3.5%   | 4,597           |

COURSE YEAR LEVEL

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\* **Pass:** Includes grades C+, C, and D

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\* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

\* **Official Reporting:** Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Human & Social Dev.

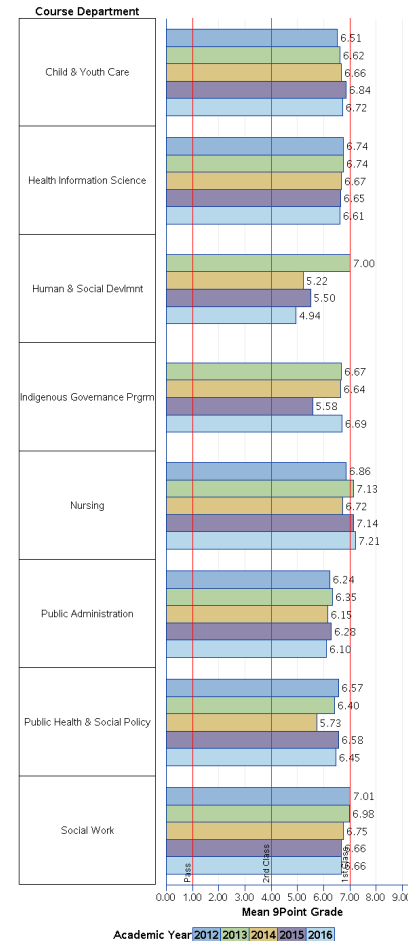
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Course Department             | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| Child & Youth Care            | 2012          | 6.51              | .                  | 13%  | 62.1%       | 28.1%       | 7.1%   | 2.7%   | 1,896               | 4.1%   | 1,986           |
|                               | 2013          | 6.62              | .                  | 19%  | 64.9%       | 24.4%       | 8.0%   | 2.7%   | 2,047               | 5.2%   | 2,159           |
|                               | 2014          | 6.66              | 80.2               | 19%  | 65.8%       | 24.4%       | 7.4%   | 2.4%   | 1,984               | 5.9%   | 2,110           |
|                               | 2015          | 6.84              | 81.0               | 23%  | 68.7%       | 22.4%       | 6.3%   | 2.6%   | 1,758               | 5.5%   | 1,861           |
|                               | 2016          | 6.72              | 80.5               | 21%  | 67.3%       | 21.1%       | 9.1%   | 2.5%   | 1,807               | 4.5%   | 1,901           |
| Health Information Science    | 2012          | 6.74              | .                  | 14%  | 66.5%       | 26.5%       | 6.1%   | 0.9%   | 675                 | 1.7%   | 687             |
|                               | 2013          | 6.74              | .                  | 17%  | 65.5%       | 26.4%       | 7.6%   | 0.6%   | 872                 | 2.6%   | 896             |
|                               | 2014          | 6.67              | 81.4               | 23%  | 67.2%       | 19.4%       | 12.5%  | 0.9%   | 857                 | 0.8%   | 864             |
|                               | 2015          | 6.65              | 81.2               | 22%  | 65.7%       | 22.9%       | 10.8%  | 0.7%   | 900                 | 1.3%   | 912             |
|                               | 2016          | 6.61              | 80.8               | 15%  | 65.3%       | 23.3%       | 10.3%  | 1.1%   | 818                 | 1.0%   | 827             |
| Human & Social Devlmt         | 2013          | 7.00              | .                  | 7.1% | 71.4%       | 28.6%       | .      | .      | 14                  | 26.3%  | 19              |
|                               | 2014          | 5.22              | 74.3               | .    | 33.3%       | 50.0%       | 11.1%  | 5.6%   | 18                  | .      | 18              |
|                               | 2015          | 5.50              | 76.7               | 8.3% | 41.7%       | 41.7%       | 16.7%  | .      | 12                  | 13.3%  | 15              |
|                               | 2016          | 4.94              | 67.6               | .    | 29.4%       | 58.8%       | .      | 11.8%  | 17                  | 13.6%  | 22              |
|                               | 2013          | 6.67              | .                  | 6.5% | 67.4%       | 23.9%       | 4.3%   | 4.3%   | 46                  | 4.2%   | 48              |
| Indigenous Governance Prgrm   | 2014          | 6.64              | 81.2               | 29%  | 64.3%       | 21.4%       | 14.3%  | .      | 14                  | 6.7%   | 15              |
|                               | 2015          | 5.58              | 73.2               | .    | 52.6%       | 26.3%       | 10.5%  | 10.5%  | 19                  | .      | 19              |
|                               | 2016          | 6.69              | 81.7               | 15%  | 65.4%       | 26.9%       | 7.7%   | .      | 26                  | 3.7%   | 27              |
|                               | 2012          | 6.86              | .                  | 16%  | 67.7%       | 27.7%       | 3.1%   | 1.5%   | 2,320               | 2.2%   | 3,966           |
|                               | 2013          | 7.13              | .                  | 24%  | 71.4%       | 24.5%       | 3.3%   | 0.8%   | 2,654               | 2.5%   | 4,000           |
| Nursing                       | 2014          | 6.72              | 80.7               | 17%  | 63.7%       | 29.5%       | 4.9%   | 1.8%   | 2,426               | 3.6%   | 3,874           |
|                               | 2015          | 7.14              | 83.3               | 23%  | 72.6%       | 23.0%       | 3.7%   | 0.7%   | 2,456               | 2.3%   | 3,802           |
|                               | 2016          | 7.21              | 83.5               | 23%  | 75.2%       | 21.4%       | 2.7%   | 0.7%   | 2,411               | 1.8%   | 3,955           |
|                               | 2012          | 6.24              | .                  | 1.3% | 53.8%       | 39.8%       | 4.2%   | 2.1%   | 377                 | 9.4%   | 416             |
|                               | 2013          | 6.35              | .                  | 2.9% | 57.3%       | 36.6%       | 4.8%   | 1.3%   | 524                 | 4.9%   | 551             |
| Public Administration         | 2014          | 6.15              | 77.8               | 3.2% | 54.1%       | 37.2%       | 6.7%   | 2.0%   | 505                 | 7.8%   | 548             |
|                               | 2015          | 6.28              | 78.7               | 4.8% | 52.7%       | 41.6%       | 4.8%   | 0.9%   | 438                 | 7.8%   | 475             |
|                               | 2016          | 6.10              | 76.9               | 4.6% | 55.7%       | 33.6%       | 7.5%   | 3.3%   | 456                 | 8.9%   | 515             |
|                               | 2012          | 6.57              | .                  | 17%  | 58.9%       | 33.2%       | 7.1%   | 0.9%   | 693                 | 2.8%   | 713             |
|                               | 2013          | 6.40              | .                  | 13%  | 59.1%       | 29.9%       | 9.4%   | 1.7%   | 1,025               | 4.6%   | 1,086           |
| Public Health & Social Policy | 2014          | 5.73              | 76.7               | 12%  | 47.2%       | 31.5%       | 19.3%  | 1.9%   | 1,065               | 6.1%   | 1,160           |
|                               | 2015          | 6.58              | 80.6               | 19%  | 62.3%       | 26.9%       | 9.6%   | 1.2%   | 1,110               | 4.3%   | 1,187           |
|                               | 2016          | 6.45              | 79.6               | 19%  | 62.0%       | 24.6%       | 10.9%  | 2.4%   | 1,161               | 4.3%   | 1,243           |
|                               | 2012          | 7.01              | .                  | 8.7% | 73.9%       | 23.6%       | 1.5%   | 1.1%   | 1,886               | 5.1%   | 2,271           |

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Note:

- \* **1st Class:** Includes grades A+, A, and A-
- \* **2nd Class:** Includes grades B+, B, and B-
- \* **Pass:** Includes grades C+, C, and D
- \* **Fail:** Includes grades E, F, and N

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\* **Official Reporting:** Please verify with Institutional Planning & Analysis.

## Section Grading Patterns by Faculty

**Program Course Level.PROGRAM\_COURSE\_LEVEL:** Undergraduate

**Course Faculty.COURSE\_FACULTY\_1:** Faculty of Human & Social Dev.

### DEPARTMENT LEVEL

**Applied filters:** Time 5 years ending with the last year (currently 2016) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Course Department | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| Social Work       | 2013          | 6.98              | .                  | 12%  | 71.9%       | 25.4%       | 1.5%   | 1.2%   | 2,257               | 5.1%   | 2,663           |
|                   | 2014          | 6.75              | 80.7               | 8.6% | 65.5%       | 31.4%       | 1.8%   | 1.3%   | 2,484               | 5.1%   | 3,015           |
|                   | 2015          | 6.66              | 80.3               | 5.1% | 65.5%       | 30.9%       | 2.3%   | 1.3%   | 2,319               | 4.2%   | 2,777           |
|                   | 2016          | 6.66              | 80.2               | 5.1% | 65.7%       | 30.5%       | 2.4%   | 1.4%   | 2,277               | 5.4%   | 2,741           |

Note:

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## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Humanities

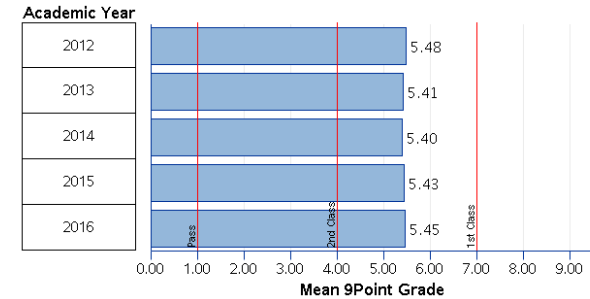
### FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 2012          | 5.48              | .                  | 8.0% | 39.6%       | 39.6%       | 16.9%  | 3.8%   | 24,081              | 5.3%   | 25,586          |
| 2013          | 5.41              | .                  | 7.5% | 38.6%       | 39.3%       | 18.2%  | 3.8%   | 24,552              | 5.8%   | 26,243          |
| 2014          | 5.40              | 74.3               | 7.7% | 38.6%       | 39.4%       | 17.9%  | 4.1%   | 24,541              | 5.6%   | 26,104          |
| 2015          | 5.43              | 74.3               | 8.4% | 40.0%       | 37.7%       | 18.1%  | 4.3%   | 23,963              | 5.3%   | 25,428          |
| 2016          | 5.45              | 74.6               | 7.5% | 40.4%       | 38.1%       | 17.7%  | 3.9%   | 23,454              | 5.2%   | 24,961          |

### FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



### COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 100 Level         | 2012          | 5.11              | .                  | 7.1% | 32.1%       | 42.5%       | 20.9%  | 4.5%   | 8,438               | 5.6%   | 9,012           |
|                   | 2013          | 5.11              | .                  | 6.1% | 32.3%       | 42.1%       | 21.5%  | 4.1%   | 8,900               | 6.0%   | 9,569           |
|                   | 2014          | 5.08              | 72.9               | 6.5% | 32.7%       | 41.4%       | 21.1%  | 4.8%   | 9,609               | 6.1%   | 10,259          |
|                   | 2015          | 5.11              | 73.0               | 7.1% | 34.2%       | 39.3%       | 21.4%  | 5.1%   | 9,523               | 5.5%   | 10,125          |
|                   | 2016          | 5.20              | 73.5               | 6.1% | 35.4%       | 40.0%       | 20.4%  | 4.3%   | 9,136               | 5.5%   | 9,719           |
| 200 Level         | 2012          | 5.46              | .                  | 8.8% | 41.3%       | 36.1%       | 18.9%  | 3.7%   | 5,727               | 5.6%   | 6,088           |
|                   | 2013          | 5.24              | .                  | 8.6% | 37.8%       | 36.5%       | 21.0%  | 4.7%   | 5,939               | 6.3%   | 6,362           |
|                   | 2014          | 5.33              | 74.1               | 8.8% | 38.8%       | 36.3%       | 21.1%  | 3.9%   | 5,975               | 5.8%   | 6,366           |
|                   | 2015          | 5.46              | 74.3               | 9.5% | 41.3%       | 35.9%       | 18.4%  | 4.4%   | 5,957               | 5.4%   | 6,329           |
| 300 Level         | 2012          | 5.66              | .                  | 7.1% | 42.7%       | 39.9%       | 13.7%  | 3.7%   | 6,943               | 5.3%   | 7,390           |
|                   | 2013          | 5.58              | .                  | 6.0% | 41.1%       | 40.1%       | 15.5%  | 3.4%   | 6,751               | 5.8%   | 7,199           |

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Humanities

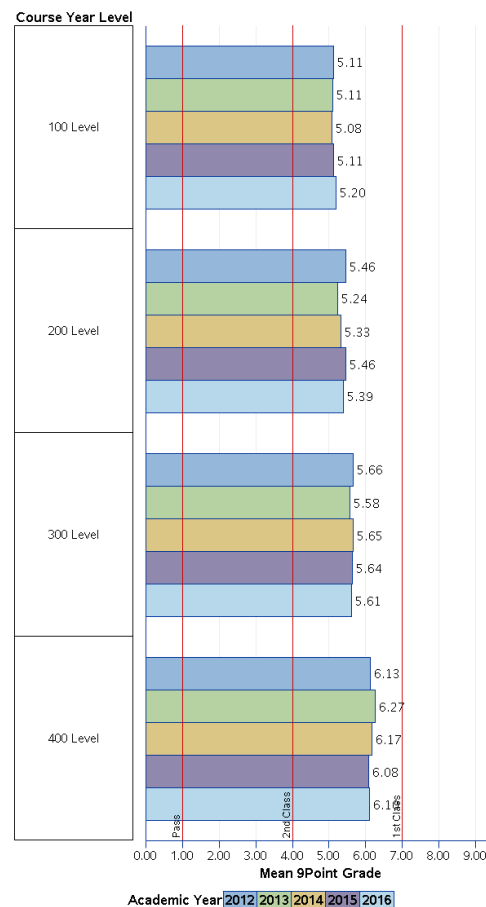
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 300 Level         | 2014          | 5.65              | 75.1               | 7.4% | 42.4%       | 40.4%       | 13.4%  | 3.8%   | 6,768               | 5.2%   | 7,174           |
|                   | 2015          | 5.64              | 75.1               | 8.0% | 42.9%       | 38.9%       | 14.7%  | 3.6%   | 6,174               | 5.3%   | 6,552           |
|                   | 2016          | 5.61              | 75.1               | 7.5% | 42.5%       | 39.1%       | 14.9%  | 3.5%   | 5,957               | 4.9%   | 6,354           |
| 400 Level         | 2012          | 6.13              | .                  | 11%  | 50.2%       | 38.0%       | 9.2%   | 2.6%   | 2,973               | 3.5%   | 3,096           |
|                   | 2013          | 6.27              | .                  | 13%  | 54.0%       | 34.7%       | 9.1%   | 2.1%   | 2,962               | 4.3%   | 3,113           |
|                   | 2014          | 6.17              | 78.2               | 11%  | 52.6%       | 35.6%       | 9.4%   | 2.3%   | 2,189               | 4.2%   | 2,305           |
|                   | 2015          | 6.08              | 77.6               | 12%  | 52.6%       | 32.6%       | 12.3%  | 2.5%   | 2,309               | 3.7%   | 2,422           |
|                   | 2016          | 6.10              | 77.8               | 11%  | 52.4%       | 33.7%       | 11.6%  | 2.3%   | 2,691               | 3.4%   | 2,835           |

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)



Note:

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- \* **2nd Class:** Includes grades B+, B, and B-
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Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Humanities

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

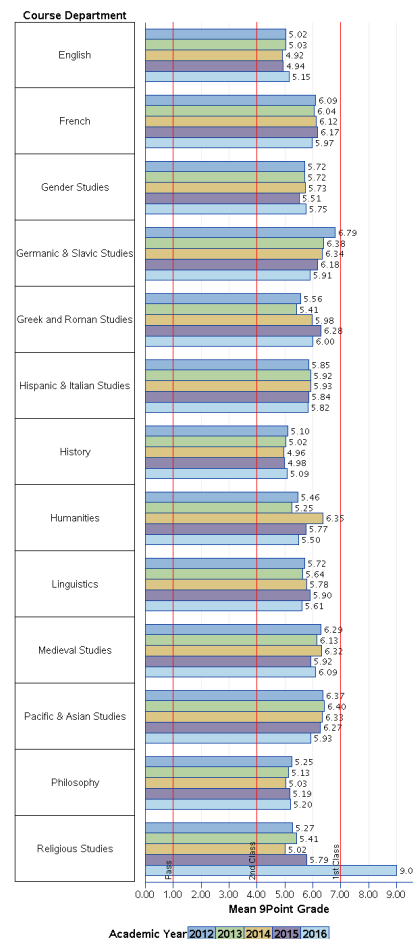
| Course Department          | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+  | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|----------------------------|---------------|-------------------|--------------------|-------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| English                    | 2012          | 5.02              | .                  | 1.4%  | 26.5%       | 51.5%       | 18.1%  | 3.9%   | 7,006               | 4.0%   | 7,304           |
|                            | 2013          | 5.03              | .                  | 1.5%  | 27.7%       | 49.3%       | 19.2%  | 3.8%   | 7,341               | 4.5%   | 7,700           |
|                            | 2014          | 4.92              | 72.2               | 1.7%  | 26.3%       | 48.9%       | 20.1%  | 4.6%   | 7,670               | 4.2%   | 8,015           |
|                            | 2015          | 4.94              | 71.8               | 2.0%  | 28.6%       | 46.2%       | 19.4%  | 5.8%   | 7,449               | 4.3%   | 7,790           |
|                            | 2016          | 5.15              | 73.3               | 2.5%  | 31.2%       | 46.8%       | 17.9%  | 4.2%   | 6,834               | 4.2%   | 7,166           |
| French                     | 2012          | 6.09              | .                  | 13%   | 51.7%       | 33.1%       | 13.6%  | 1.6%   | 1,089               | 4.3%   | 1,186           |
|                            | 2013          | 6.04              | .                  | 12%   | 51.5%       | 33.0%       | 13.5%  | 2.0%   | 1,112               | 5.6%   | 1,224           |
|                            | 2014          | 6.12              | 78.4               | 17%   | 55.5%       | 27.1%       | 15.0%  | 2.5%   | 968                 | 4.3%   | 1,064           |
|                            | 2015          | 6.17              | 78.6               | 18%   | 56.4%       | 26.4%       | 14.9%  | 2.3%   | 920                 | 4.4%   | 1,005           |
| 2016                       | 5.97          | 77.6              | 13%                | 51.1% | 31.7%       | 14.7%       | 2.5%   | 877    | 2.7%                | 958    |                 |
| Gender Studies             | 2012          | 5.72              | .                  | 4.0%  | 41.7%       | 45.5%       | 10.1%  | 2.7%   | 1,000               | 5.5%   | 1,067           |
|                            | 2013          | 5.72              | .                  | 5.8%  | 44.6%       | 37.8%       | 14.9%  | 2.8%   | 1,003               | 4.4%   | 1,053           |
|                            | 2014          | 5.73              | 75.8               | 3.6%  | 42.4%       | 43.0%       | 12.3%  | 2.3%   | 1,004               | 4.8%   | 1,057           |
|                            | 2015          | 5.51              | 74.8               | 5.6%  | 40.5%       | 39.1%       | 17.5%  | 2.9%   | 1,186               | 4.5%   | 1,246           |
| 2016                       | 5.75          | 75.7              | 3.7%               | 47.0% | 36.5%       | 13.5%       | 3.0%   | 1,115  | 4.7%                | 1,179  |                 |
| Germanic & Slavic Studies  | 2012          | 6.79              | .                  | 23%   | 65.9%       | 25.0%       | 7.9%   | 1.2%   | 1,555               | 2.9%   | 1,601           |
|                            | 2013          | 6.38              | .                  | 17%   | 57.4%       | 29.9%       | 11.1%  | 1.6%   | 1,670               | 3.7%   | 1,734           |
|                            | 2014          | 6.34              | 79.0               | 14%   | 57.4%       | 31.7%       | 8.6%   | 2.3%   | 1,185               | 4.4%   | 1,241           |
|                            | 2015          | 6.18              | 78.7               | 14%   | 54.7%       | 29.6%       | 14.0%  | 1.6%   | 1,431               | 3.7%   | 1,491           |
| 2016                       | 5.91          | 77.6              | 14%                | 49.9% | 30.5%       | 17.8%       | 1.8%   | 1,601  | 4.2%                | 1,674  |                 |
| Greek and Roman Studies    | 2012          | 5.56              | .                  | 11%   | 46.7%       | 29.5%       | 19.1%  | 4.7%   | 1,551               | 5.3%   | 1,641           |
|                            | 2013          | 5.41              | .                  | 12%   | 42.1%       | 33.5%       | 18.5%  | 5.9%   | 1,193               | 6.9%   | 1,283           |
|                            | 2014          | 5.98              | 77.0               | 14%   | 50.0%       | 33.7%       | 13.2%  | 3.1%   | 1,242               | 5.8%   | 1,320           |
|                            | 2015          | 6.28              | 77.6               | 19%   | 58.8%       | 26.0%       | 10.8%  | 4.4%   | 1,157               | 4.0%   | 1,211           |
| 2016                       | 6.00          | 77.2              | 13%                | 51.1% | 33.6%       | 12.5%       | 2.8%   | 1,254  | 4.5%                | 1,320  |                 |
| Hispanic & Italian Studies | 2012          | 5.85              | .                  | 19%   | 51.7%       | 24.9%       | 19.9%  | 3.5%   | 1,332               | 4.2%   | 1,395           |
|                            | 2013          | 5.92              | .                  | 16%   | 54.1%       | 25.6%       | 16.6%  | 3.8%   | 1,267               | 6.1%   | 1,354           |
|                            | 2014          | 5.93              | 77.1               | 17%   | 53.0%       | 26.3%       | 17.4%  | 3.3%   | 1,379               | 6.0%   | 1,469           |
|                            | 2015          | 5.84              | 76.9               | 19%   | 50.7%       | 26.1%       | 19.6%  | 3.6%   | 1,230               | 5.7%   | 1,305           |
| 2016                       | 5.82          | 76.8              | 14%                | 50.4% | 28.8%       | 17.6%       | 3.2%   | 1,124  | 5.5%                | 1,198  |                 |
| History                    | 2012          | 5.10              | .                  | 2.3%  | 30.8%       | 46.4%       | 18.2%  | 4.6%   | 3,776               | 7.2%   | 4,077           |
|                            | 2013          | 5.02              | .                  | 2.7%  | 30.5%       | 44.2%       | 20.6%  | 4.7%   | 4,005               | 6.2%   | 4,276           |
|                            | 2014          | 4.96              | 71.4               | 2.4%  | 29.7%       | 45.4%       | 19.6%  | 5.3%   | 3,750               | 6.5%   | 4,015           |

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DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level





## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Humanities

### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Course Department       | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| History                 | 2015          | 4.98              | 71.5               | 2.0% | 29.4%       | 45.6%       | 20.0%  | 5.0%   | 3,531               | 6.3%   | 3,770           |
|                         | 2016          | 5.09              | 72.2               | 3.4% | 32.7%       | 42.5%       | 20.0%  | 4.7%   | 3,369               | 6.5%   | 3,633           |
| Humanities              | 2012          | 5.46              | .                  | 14%  | 39.0%       | 36.9%       | 18.6%  | 5.5%   | 344                 | 6.2%   | 370             |
|                         | 2013          | 5.25              | .                  | 12%  | 36.9%       | 34.2%       | 25.6%  | 3.2%   | 371                 | 4.1%   | 387             |
|                         | 2014          | 6.35              | 78.7               | 18%  | 57.9%       | 28.1%       | 11.0%  | 3.0%   | 473                 | 2.5%   | 485             |
|                         | 2015          | 5.77              | 76.0               | 12%  | 46.9%       | 34.1%       | 16.1%  | 2.9%   | 311                 | 5.2%   | 328             |
|                         | 2016          | 5.50              | 74.3               | 12%  | 42.5%       | 36.3%       | 17.3%  | 4.0%   | 400                 | 5.1%   | 429             |
| Linguistics             | 2012          | 5.72              | .                  | 15%  | 50.3%       | 25.5%       | 19.7%  | 4.5%   | 1,517               | 4.2%   | 1,656           |
|                         | 2013          | 5.64              | .                  | 13%  | 48.6%       | 26.6%       | 20.7%  | 4.0%   | 1,486               | 5.3%   | 1,668           |
|                         | 2014          | 5.78              | 76.6               | 18%  | 51.1%       | 25.9%       | 18.7%  | 4.3%   | 1,500               | 5.7%   | 1,616           |
|                         | 2015          | 5.90              | 77.0               | 18%  | 54.7%       | 23.1%       | 18.3%  | 4.0%   | 1,517               | 5.6%   | 1,655           |
|                         | 2016          | 5.61              | 75.5               | 13%  | 48.4%       | 27.5%       | 20.0%  | 4.1%   | 1,495               | 4.8%   | 1,600           |
| Medieval Studies        | 2012          | 6.29              | .                  | 7.7% | 57.4%       | 32.4%       | 7.4%   | 2.9%   | 312                 | 9.0%   | 343             |
|                         | 2013          | 6.13              | .                  | 5.3% | 55.5%       | 30.8%       | 9.5%   | 4.2%   | 263                 | 8.4%   | 287             |
|                         | 2014          | 6.32              | 78.7               | 14%  | 56.4%       | 32.7%       | 9.0%   | 1.9%   | 312                 | 7.4%   | 337             |
|                         | 2015          | 5.92              | 77.6               | 8.2% | 47.1%       | 40.0%       | 12.4%  | 0.6%   | 170                 | 5.0%   | 179             |
|                         | 2016          | 6.09              | 76.6               | 6.6% | 55.1%       | 32.1%       | 8.6%   | 4.1%   | 243                 | 6.5%   | 262             |
| Pacific & Asian Studies | 2012          | 6.37              | .                  | 17%  | 55.8%       | 33.5%       | 8.4%   | 2.3%   | 1,351               | 4.7%   | 1,418           |
|                         | 2013          | 6.40              | .                  | 19%  | 57.5%       | 29.9%       | 10.3%  | 2.4%   | 1,469               | 5.3%   | 1,555           |
|                         | 2014          | 6.33              | 79.2               | 16%  | 56.4%       | 31.7%       | 10.0%  | 1.8%   | 1,682               | 4.9%   | 1,771           |
|                         | 2015          | 6.27              | 79.1               | 16%  | 55.7%       | 31.5%       | 11.4%  | 1.4%   | 2,008               | 4.1%   | 2,098           |
|                         | 2016          | 5.93              | 77.1               | 13%  | 50.5%       | 32.1%       | 14.9%  | 2.5%   | 2,169               | 3.1%   | 2,242           |
| Philosophy              | 2012          | 5.25              | .                  | 8.7% | 39.6%       | 33.7%       | 21.0%  | 5.6%   | 2,709               | 8.3%   | 2,964           |
|                         | 2013          | 5.13              | .                  | 8.0% | 35.3%       | 37.4%       | 22.4%  | 4.9%   | 2,963               | 9.8%   | 3,288           |
|                         | 2014          | 5.03              | 72.2               | 6.9% | 35.2%       | 35.2%       | 24.3%  | 5.2%   | 3,023               | 9.4%   | 3,343           |
|                         | 2015          | 5.19              | 73.0               | 8.3% | 37.6%       | 35.1%       | 22.6%  | 4.6%   | 3,020               | 8.6%   | 3,317           |
|                         | 2016          | 5.20              | 72.9               | 7.7% | 38.1%       | 35.8%       | 20.7%  | 5.5%   | 2,971               | 9.2%   | 3,297           |
| Religious Studies       | 2012          | 5.27              | .                  | 6.5% | 36.4%       | 39.9%       | 21.2%  | 2.6%   | 539                 | 4.3%   | 564             |
|                         | 2013          | 5.41              | .                  | 8.8% | 42.5%       | 33.3%       | 19.8%  | 4.4%   | 409                 | 5.5%   | 434             |
|                         | 2014          | 5.02              | 71.8               | 5.4% | 34.3%       | 36.8%       | 23.2%  | 5.7%   | 353                 | 4.9%   | 371             |
|                         | 2015          | 5.79              | 76.0               | 6.1% | 45.5%       | 39.4%       | 12.1%  | 3.0%   | 33                  | .      | 33              |
|                         | 2016          | 9.00              | 92.0               | 100% | 100%        | .           | .      | .      | 2                   | 33.3%  | 3               |

Note:

\* **1st Class:** Includes grades A+, A, and A-

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\* **Fail:** Includes grades E, F, and N

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\* **Official Reporting:** Please verify with Institutional Planning & Analysis.

## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Medical Sciences

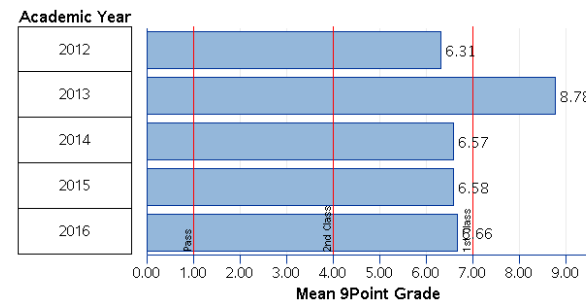
### FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 2012          | 6.31              | .                  | 31%  | 61.1%       | 19.4%       | 16.7%  | 2.8%   | 36                  | 2.7%   | 37              |
| 2013          | 8.78              | .                  | 78%  | 100%        | .           | .      | .      | 18                  | 10.0%  | 20              |
| 2014          | 6.57              | 81.8               | 37%  | 61.1%       | 20.4%       | 16.7%  | 1.9%   | 54                  | .      | 55              |
| 2015          | 6.58              | 81.3               | 30%  | 65.0%       | 21.7%       | 13.3%  | .      | 60                  | 3.2%   | 62              |
| 2016          | 6.66              | 81.9               | 26%  | 63.2%       | 23.7%       | 13.2%  | .      | 38                  | 2.6%   | 39              |

### FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



### COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 300 Level         | 2012          | 5.54              | .                  | 11%  | 50.0%       | 25.0%       | 21.4%  | 3.6%   | 28                  | 3.4%   | 29              |
|                   | 2014          | 5.32              | 75.9               | 13%  | 38.7%       | 32.3%       | 25.8%  | 3.2%   | 31                  | .      | 32              |
|                   | 2015          | 5.12              | 74.8               | 8.0% | 36.0%       | 40.0%       | 24.0%  | .      | 25                  | 3.8%   | 26              |
|                   | 2016          | 6.03              | 78.8               | 6.7% | 53.3%       | 30.0%       | 16.7%  | .      | 30                  | 3.2%   | 31              |
| 400 Level         | 2012          | 9.00              | .                  | 100% | 100%        | .           | .      | .      | 8                   | .      | 8               |
|                   | 2013          | 8.78              | .                  | 78%  | 100%        | .           | .      | .      | 18                  | 10.0%  | 20              |
|                   | 2014          | 8.26              | 89.7               | 70%  | 91.3%       | 4.3%        | 4.3%   | .      | 23                  | .      | 23              |
|                   | 2015          | 7.63              | 86.0               | 46%  | 85.7%       | 8.6%        | 5.7%   | .      | 35                  | 2.8%   | 36              |
|                   | 2016          | 9.00              | 93.8               | 100% | 100%        | .           | .      | .      | 8                   | .      | 8               |

Note:

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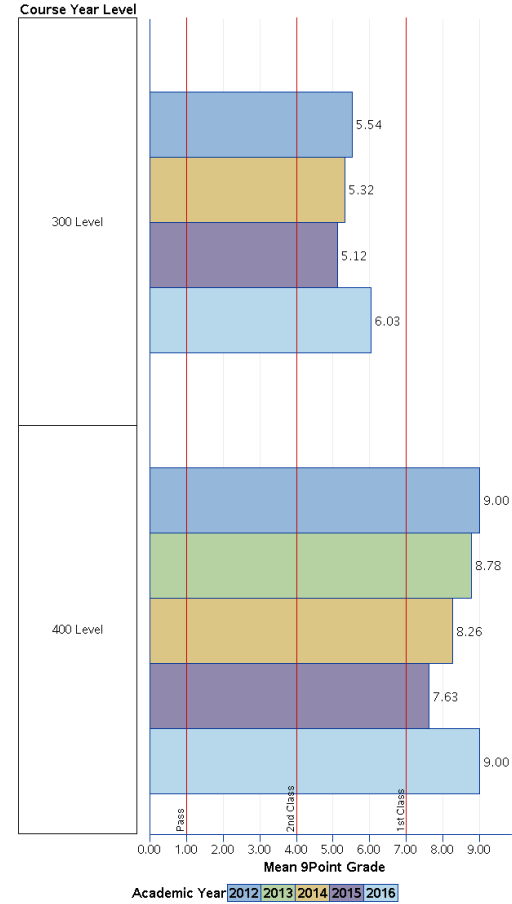
**Section Grading Patterns by Faculty**

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Medical Sciences

**COURSE YEAR LEVEL**

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)



Note:

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**Section Grading Patterns by Faculty**

**Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate**

**Course Faculty.COURSE\_FACULTY\_1: Medical Sciences**

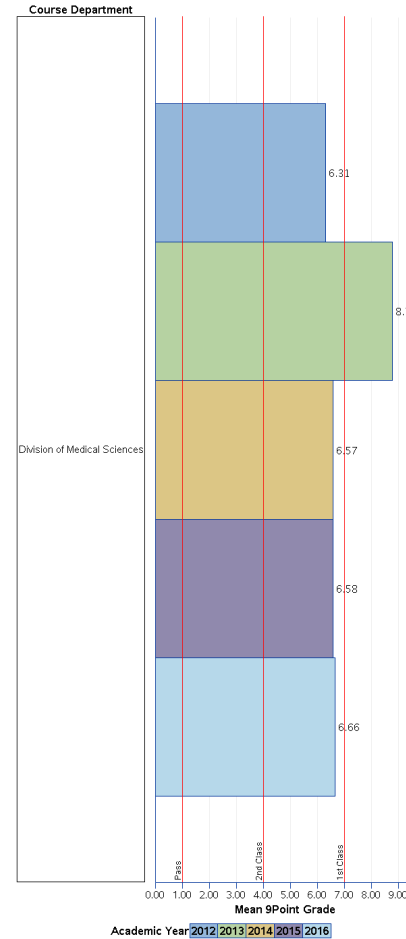
**DEPARTMENT LEVEL**

**Applied filters:** Time 5 years ending with the last year (currently 2016) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Course Department            | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|------------------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| Division of Medical Sciences | 2012          | 6.31              | .                  | 31%  | 61.1%       | 19.4%       | 16.7%  | 2.8%   | 36                  | 2.7%   | 37              |
|                              | 2013          | 8.78              | .                  | 78%  | 100%        | .           | .      | .      | 18                  | 10.0%  | 20              |
|                              | 2014          | 6.57              | 81.8               | 37%  | 61.1%       | 20.4%       | 16.7%  | 1.9%   | 54                  | .      | 55              |
|                              | 2015          | 6.58              | 81.3               | 30%  | 65.0%       | 21.7%       | 13.3%  | .      | 60                  | 3.2%   | 62              |
|                              | 2016          | 6.66              | 81.9               | 26%  | 63.2%       | 23.7%       | 13.2%  | .      | 38                  | 2.6%   | 39              |

**DEPARTMENT LEVEL**

**Applied filters:** Time 5 years ending with the last year (currently 2016) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



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### Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Science

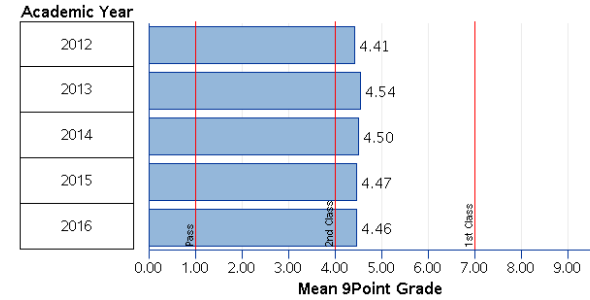
#### FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 2012          | 4.41              | .                  | 9.1% | 30.9%       | 26.6%       | 32.4%  | 10.1%  | 25,577              | 6.2%   | 27,392          |
| 2013          | 4.54              | .                  | 9.1% | 32.7%       | 27.0%       | 30.5%  | 9.8%   | 27,038              | 6.7%   | 29,080          |
| 2014          | 4.50              | 70.0               | 8.9% | 31.8%       | 27.3%       | 31.2%  | 9.7%   | 28,609              | 6.6%   | 30,732          |
| 2015          | 4.47              | 69.7               | 9.6% | 32.1%       | 25.8%       | 31.8%  | 10.3%  | 28,639              | 6.8%   | 30,865          |
| 2016          | 4.46              | 69.9               | 10%  | 31.7%       | 26.2%       | 32.1%  | 10.0%  | 28,313              | 6.7%   | 30,572          |

#### FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



#### COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 100 Level         | 2012          | 3.90              | .                  | 6.8% | 24.5%       | 25.4%       | 36.1%  | 14.0%  | 11,342              | 7.6%   | 12,289          |
|                   | 2013          | 4.04              | .                  | 6.7% | 26.2%       | 26.3%       | 33.9%  | 13.6%  | 12,840              | 8.0%   | 13,952          |
|                   | 2014          | 4.09              | 67.6               | 7.1% | 26.5%       | 26.7%       | 34.1%  | 12.7%  | 13,672              | 7.7%   | 14,820          |
|                   | 2015          | 3.85              | 66.0               | 6.3% | 24.3%       | 24.6%       | 36.5%  | 14.5%  | 13,265              | 8.1%   | 14,450          |
|                   | 2016          | 3.93              | 66.8               | 6.9% | 24.4%       | 26.3%       | 35.8%  | 13.5%  | 12,815              | 8.1%   | 13,979          |
| 200 Level         | 2012          | 3.97              | .                  | 7.8% | 26.0%       | 24.0%       | 38.5%  | 11.5%  | 7,133               | 5.7%   | 7,591           |
|                   | 2013          | 4.30              | .                  | 8.8% | 30.2%       | 24.9%       | 34.5%  | 10.4%  | 6,978               | 6.4%   | 7,490           |
|                   | 2014          | 4.36              | 69.4               | 9.5% | 30.6%       | 25.3%       | 33.6%  | 10.4%  | 7,797               | 6.2%   | 8,341           |
|                   | 2015          | 4.56              | 70.6               | 11%  | 33.2%       | 25.7%       | 31.8%  | 9.3%   | 8,241               | 5.9%   | 8,788           |
| 300 Level         | 2012          | 4.37              | 69.3               | 11%  | 31.3%       | 23.7%       | 34.5%  | 10.5%  | 7,964               | 6.3%   | 8,554           |
|                   | 2013          | 5.36              | .                  | 11%  | 40.8%       | 33.4%       | 22.8%  | 3.1%   | 4,737               | 4.9%   | 5,016           |
|                   | 2016          | 5.29              | .                  | 9.8% | 40.0%       | 32.8%       | 24.0%  | 3.3%   | 4,716               | 4.9%   | 4,993           |

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Section Grading Patterns by Faculty

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Course Faculty.COURSE\_FACULTY\_1: Faculty of Science

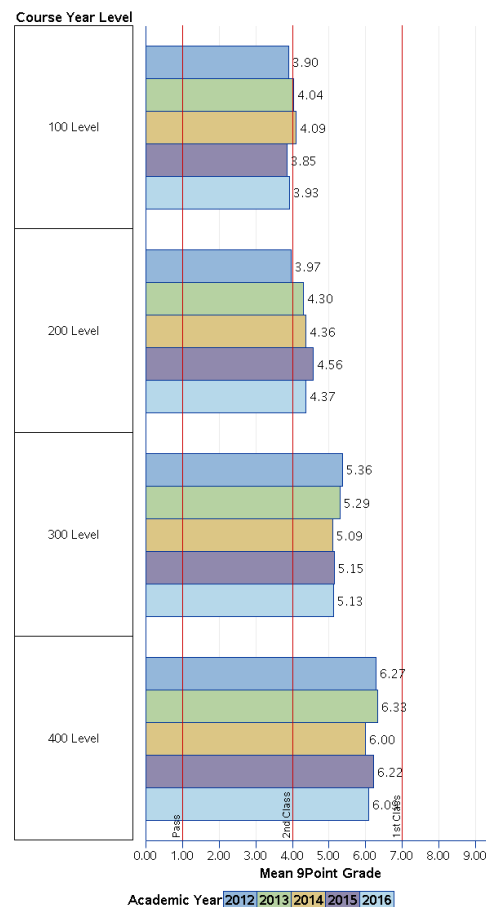
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 300 Level         | 2014          | 5.09              | 73.6               | 8.0% | 37.3%       | 32.1%       | 26.5%  | 4.0%   | 4,452               | 5.4%   | 4,748           |
|                   | 2015          | 5.15              | 74.0               | 12%  | 39.2%       | 29.3%       | 27.1%  | 4.5%   | 4,782               | 6.0%   | 5,131           |
|                   | 2016          | 5.13              | 74.1               | 10%  | 38.7%       | 31.0%       | 26.4%  | 4.0%   | 4,830               | 5.2%   | 5,170           |
| 400 Level         | 2012          | 6.27              | .                  | 21%  | 57.2%       | 26.2%       | 15.0%  | 1.6%   | 2,365               | 3.3%   | 2,496           |
|                   | 2013          | 6.33              | .                  | 21%  | 59.0%       | 24.8%       | 14.7%  | 1.4%   | 2,504               | 4.0%   | 2,645           |
|                   | 2014          | 6.00              | 78.1               | 18%  | 52.8%       | 27.6%       | 17.6%  | 2.1%   | 2,688               | 3.6%   | 2,823           |
|                   | 2015          | 6.22              | 79.0               | 20%  | 57.3%       | 25.2%       | 15.4%  | 2.1%   | 2,351               | 3.6%   | 2,496           |
|                   | 2016          | 6.09              | 78.4               | 21%  | 54.9%       | 25.3%       | 17.1%  | 2.7%   | 2,704               | 3.9%   | 2,869           |

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)



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Section Grading Patterns by Faculty

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Course Faculty.COURSE\_FACULTY\_1: Faculty of Science

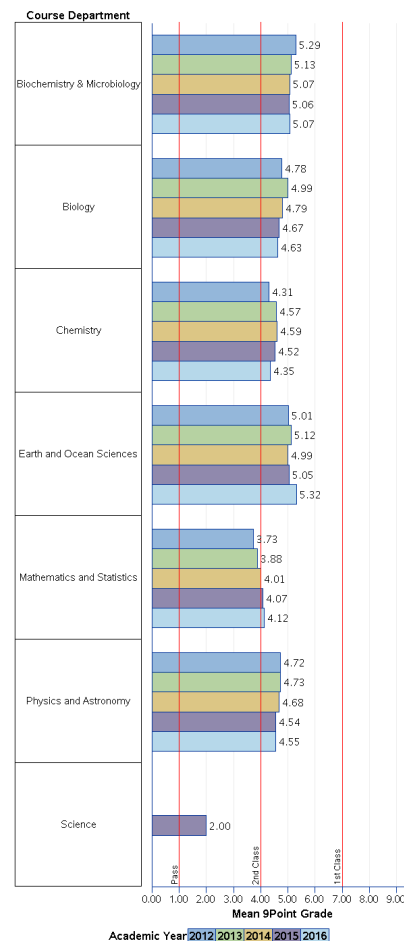
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Course Department           | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-----------------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| Biochemistry & Microbiology | 2012          | 5.29              | .                  | 11%  | 40.7%       | 30.6%       | 26.0%  | 2.7%   | 1,995               | 5.0%   | 2,108           |
|                             | 2013          | 5.13              | .                  | 7.2% | 38.8%       | 31.5%       | 26.8%  | 2.9%   | 1,980               | 5.4%   | 2,096           |
|                             | 2014          | 5.07              | 73.8               | 7.5% | 37.5%       | 31.0%       | 28.1%  | 3.4%   | 2,059               | 5.1%   | 2,190           |
|                             | 2015          | 5.06              | 74.0               | 8.5% | 39.0%       | 27.5%       | 30.7%  | 2.7%   | 2,298               | 5.3%   | 2,450           |
|                             | 2016          | 5.07              | 74.0               | 8.9% | 37.2%       | 30.5%       | 29.6%  | 2.7%   | 2,344               | 3.8%   | 2,482           |
| Biology                     | 2012          | 4.78              | .                  | 9.0% | 33.3%       | 30.4%       | 31.9%  | 4.4%   | 6,446               | 3.8%   | 6,738           |
|                             | 2013          | 4.99              | .                  | 9.6% | 36.8%       | 29.5%       | 29.7%  | 4.0%   | 6,581               | 4.0%   | 6,875           |
|                             | 2014          | 4.79              | 71.8               | 8.7% | 33.3%       | 30.2%       | 31.6%  | 4.9%   | 6,540               | 3.8%   | 6,815           |
|                             | 2015          | 4.67              | 71.4               | 8.0% | 31.8%       | 29.6%       | 33.9%  | 4.8%   | 6,398               | 4.5%   | 6,720           |
|                             | 2016          | 4.63              | 71.7               | 8.6% | 31.3%       | 29.0%       | 34.6%  | 5.1%   | 6,090               | 4.9%   | 6,434           |
| Chemistry                   | 2012          | 4.31              | .                  | 7.8% | 30.7%       | 24.4%       | 33.9%  | 10.9%  | 4,076               | 5.0%   | 4,353           |
|                             | 2013          | 4.57              | .                  | 10%  | 33.4%       | 26.1%       | 29.3%  | 11.3%  | 4,235               | 5.7%   | 4,548           |
|                             | 2014          | 4.59              | 71.4               | 8.3% | 32.0%       | 28.9%       | 29.8%  | 9.3%   | 4,495               | 5.1%   | 4,792           |
|                             | 2015          | 4.52              | 70.7               | 10%  | 32.1%       | 26.6%       | 30.4%  | 10.9%  | 4,472               | 6.1%   | 4,825           |
|                             | 2016          | 4.35              | 70.2               | 10%  | 30.1%       | 25.7%       | 33.5%  | 10.7%  | 4,227               | 5.8%   | 4,556           |
| Earth and Ocean Sciences    | 2012          | 5.01              | .                  | 6.4% | 34.8%       | 35.3%       | 24.7%  | 5.2%   | 2,005               | 2.6%   | 2,061           |
|                             | 2013          | 5.12              | .                  | 7.5% | 34.9%       | 38.0%       | 22.7%  | 4.5%   | 1,884               | 4.2%   | 1,967           |
|                             | 2014          | 4.99              | 73.2               | 6.0% | 33.9%       | 35.3%       | 26.1%  | 4.7%   | 1,781               | 3.5%   | 1,845           |
|                             | 2015          | 5.05              | 73.2               | 7.4% | 35.8%       | 33.9%       | 25.9%  | 4.4%   | 1,739               | 3.0%   | 1,793           |
|                             | 2016          | 5.32              | 74.9               | 7.0% | 40.1%       | 34.5%       | 21.8%  | 3.6%   | 1,703               | 4.1%   | 1,780           |
| Mathematics and Statistics  | 2012          | 3.73              | .                  | 10%  | 25.5%       | 20.3%       | 35.6%  | 18.5%  | 8,349               | 8.7%   | 9,149           |
|                             | 2013          | 3.88              | .                  | 9.2% | 27.5%       | 21.2%       | 34.3%  | 17.1%  | 9,123               | 9.5%   | 10,085          |
|                             | 2014          | 4.01              | 66.5               | 10%  | 29.0%       | 21.3%       | 33.6%  | 16.1%  | 10,217              | 9.6%   | 11,307          |
|                             | 2015          | 4.07              | 66.5               | 11%  | 30.6%       | 20.1%       | 32.4%  | 17.0%  | 10,399              | 9.1%   | 11,445          |
|                             | 2016          | 4.12              | 66.8               | 12%  | 30.6%       | 21.0%       | 32.5%  | 15.9%  | 10,732              | 8.5%   | 11,775          |
| Physics and Astronomy       | 2012          | 4.72              | .                  | 9.3% | 32.2%       | 30.6%       | 31.4%  | 5.8%   | 2,706               | 8.8%   | 2,983           |
|                             | 2013          | 4.73              | .                  | 8.5% | 33.0%       | 30.0%       | 30.2%  | 6.8%   | 3,235               | 7.4%   | 3,509           |
|                             | 2014          | 4.68              | 71.3               | 9.4% | 32.2%       | 30.9%       | 29.8%  | 7.0%   | 3,517               | 6.6%   | 3,783           |
|                             | 2015          | 4.54              | 70.4               | 9.5% | 30.3%       | 29.6%       | 32.2%  | 7.7%   | 3,332               | 7.4%   | 3,631           |
|                             | 2016          | 4.55              | 70.6               | 8.0% | 29.7%       | 31.8%       | 31.1%  | 7.4%   | 3,217               | 8.6%   | 3,535           |
| Science                     | 2015          | 2.00              | 60.0               | .    | .           | .           | 100%   | .      | 1                   | .      | 1               |
|                             | 2016          | .                 | .                  | .    | .           | .           | .      | .      | 0                   | .      | 10              |

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Note:

\* **1st Class:** Includes grades A+, A, and A-

\* **2nd Class:** Includes grades B+, B, and B-

\* **Pass:** Includes grades C+, C, and D

\* **Fail:** Includes grades E, F, and N

\* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

\* **Official Reporting:** Please verify with Institutional Planning & Analysis.

**Section Grading Patterns by Faculty**

**Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate**

**Course Faculty.COURSE\_FACULTY\_1: Faculty of Social Sciences**

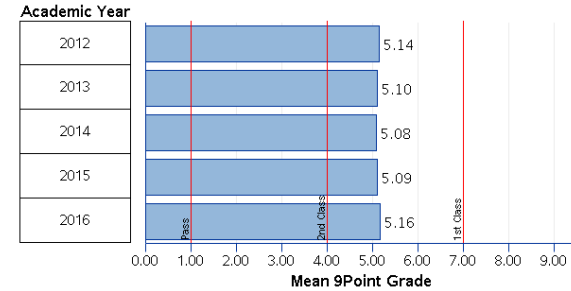
**FACULTY LEVEL**

**Applied filters:** Time 5 years ending with the last year (currently 2016) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 2012          | 5.14              | .                  | 8.7% | 36.8%       | 34.6%       | 24.2%  | 4.4%   | 31,976              | 4.6%   | 33,600          |
| 2013          | 5.10              | .                  | 7.7% | 36.0%       | 35.3%       | 24.2%  | 4.6%   | 32,023              | 4.8%   | 33,707          |
| 2014          | 5.08              | 73.3               | 8.0% | 36.1%       | 34.4%       | 25.3%  | 4.3%   | 31,197              | 4.7%   | 32,781          |
| 2015          | 5.09              | 73.4               | 8.8% | 37.3%       | 32.6%       | 26.0%  | 4.2%   | 32,248              | 4.7%   | 33,895          |
| 2016          | 5.16              | 73.6               | 9.0% | 38.1%       | 32.8%       | 24.9%  | 4.2%   | 32,722              | 4.3%   | 34,342          |

**FACULTY LEVEL**

**Applied filters:** Time 5 years ending with the last year (currently 2016) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



**COURSE YEAR LEVEL**

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 100 Level         | 2012          | 4.68              | .                  | 9.6% | 31.5%       | 30.9%       | 31.4%  | 6.2%   | 8,106               | 4.6%   | 8,498           |
|                   | 2013          | 4.49              | .                  | 6.2% | 28.4%       | 31.9%       | 33.1%  | 6.6%   | 8,231               | 5.1%   | 8,674           |
|                   | 2014          | 4.70              | 71.5               | 7.4% | 31.0%       | 33.3%       | 29.6%  | 6.1%   | 8,158               | 4.6%   | 8,556           |
|                   | 2015          | 4.60              | 70.9               | 7.6% | 30.0%       | 31.5%       | 32.5%  | 6.1%   | 8,357               | 4.7%   | 8,775           |
|                   | 2016          | 4.61              | 71.1               | 6.9% | 29.9%       | 32.3%       | 32.1%  | 5.6%   | 7,974               | 3.9%   | 8,319           |
| 200 Level         | 2012          | 4.83              | .                  | 6.6% | 32.1%       | 35.1%       | 27.9%  | 5.0%   | 6,736               | 4.8%   | 7,081           |
|                   | 2013          | 4.82              | .                  | 7.2% | 32.1%       | 33.9%       | 28.7%  | 5.3%   | 6,870               | 4.7%   | 7,219           |
|                   | 2014          | 4.84              | 72.3               | 6.9% | 32.4%       | 34.4%       | 29.0%  | 4.2%   | 6,938               | 4.7%   | 7,288           |
|                   | 2015          | 5.02              | 73.0               | 8.9% | 36.1%       | 32.4%       | 27.2%  | 4.3%   | 8,051               | 4.5%   | 8,437           |
|                   | 2016          | 5.12              | 73.3               | 9.1% | 36.8%       | 33.3%       | 25.5%  | 4.4%   | 8,816               | 4.6%   | 9,266           |
| 300 Level         | 2012          | 5.37              | .                  | 8.5% | 39.0%       | 36.8%       | 20.7%  | 3.6%   | 14,788              | 4.7%   | 15,559          |
|                   | 2013          | 5.39              | .                  | 8.2% | 38.8%       | 38.2%       | 19.5%  | 3.5%   | 14,479              | 4.8%   | 15,262          |
|                   | 2014          | 5.20              | 73.9               | 8.3% | 37.3%       | 35.5%       | 23.6%  | 3.7%   | 13,663              | 4.9%   | 14,398          |
|                   | 2015          | 5.24              | 74.1               | 8.3% | 38.6%       | 34.4%       | 23.7%  | 3.3%   | 13,292              | 5.1%   | 14,023          |

Note:

- \* **1st Class:** Includes grades A+, A, and A-
- \* **2nd Class:** Includes grades B+, B, and B-
- \* **Pass:** Includes grades C+, C, and D
- \* **Fail:** Includes grades E, F, and N
- \* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
- \* **Official Reporting:** Please verify with Institutional Planning & Analysis.



**Section Grading Patterns by Faculty**

**Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate**

**Course Faculty.COURSE\_FACULTY\_1: Faculty of Social Sciences**

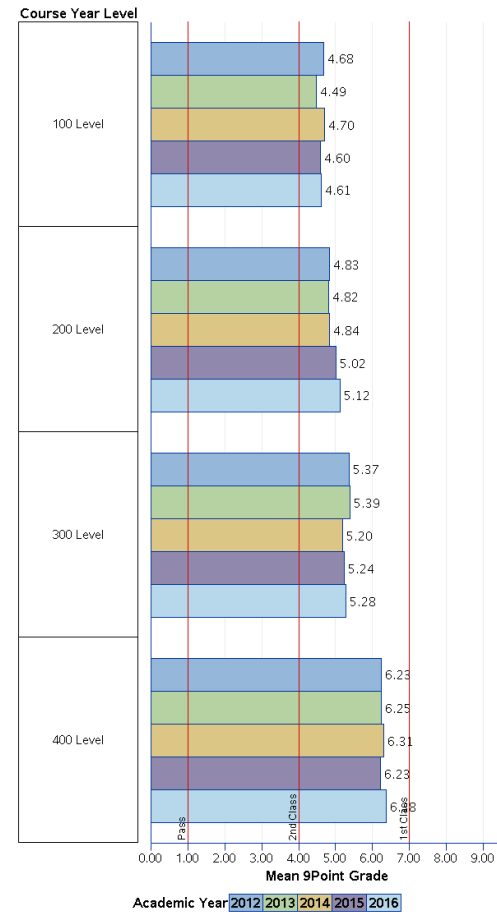
**COURSE YEAR LEVEL**

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 300 Level         | 2016          | 5.28              | 74.2               | 9.0% | 39.6%       | 33.8%       | 22.9%  | 3.7%   | 13,266              | 4.6%   | 13,959          |
| 400 Level         | 2012          | 6.23              | .                  | 13%  | 54.5%       | 32.5%       | 11.0%  | 2.0%   | 2,346               | 3.7%   | 2,462           |
|                   | 2013          | 6.25              | .                  | 11%  | 55.4%       | 33.3%       | 8.7%   | 2.7%   | 2,443               | 3.6%   | 2,552           |
|                   | 2014          | 6.31              | 79.1               | 12%  | 56.5%       | 32.3%       | 9.8%   | 1.4%   | 2,438               | 3.3%   | 2,539           |
|                   | 2015          | 6.23              | 78.5               | 15%  | 58.1%       | 26.8%       | 12.8%  | 2.3%   | 2,548               | 3.3%   | 2,660           |
|                   | 2016          | 6.38              | 79.4               | 15%  | 59.6%       | 27.7%       | 10.8%  | 1.9%   | 2,666               | 3.4%   | 2,798           |

**COURSE YEAR LEVEL**

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2016)



Note:

- \* **1st Class:** Includes grades A+, A, and A-
- \* **2nd Class:** Includes grades B+, B, and B-
- \* **Pass:** Includes grades C+, C, and D
- \* **Fail:** Includes grades E, F, and N
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Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Social Sciences

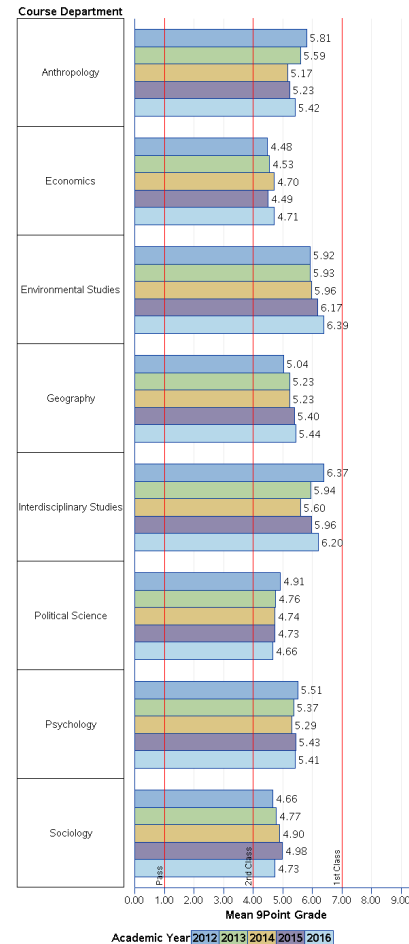
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Course Department         | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|---------------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| Anthropology              | 2012          | 5.81              | .                  | 11%  | 46.9%       | 34.3%       | 16.1%  | 2.7%   | 3,052               | 3.7%   | 3,179           |
|                           | 2013          | 5.59              | .                  | 11%  | 43.2%       | 35.4%       | 17.7%  | 3.7%   | 2,864               | 4.9%   | 3,012           |
|                           | 2014          | 5.17              | 73.7               | 8.5% | 38.5%       | 32.5%       | 24.6%  | 4.3%   | 2,611               | 4.7%   | 2,741           |
|                           | 2015          | 5.23              | 73.4               | 7.7% | 40.4%       | 32.0%       | 23.4%  | 4.2%   | 2,517               | 4.8%   | 2,646           |
|                           | 2016          | 5.42              | 74.7               | 9.4% | 42.4%       | 32.7%       | 20.9%  | 4.0%   | 2,544               | 4.4%   | 2,666           |
| Economics                 | 2012          | 4.48              | .                  | 8.9% | 29.9%       | 28.8%       | 33.8%  | 7.6%   | 6,532               | 5.0%   | 6,879           |
|                           | 2013          | 4.53              | .                  | 6.9% | 30.1%       | 30.4%       | 32.9%  | 6.5%   | 7,048               | 4.6%   | 7,386           |
|                           | 2014          | 4.70              | 71.9               | 9.0% | 33.2%       | 28.7%       | 32.5%  | 5.5%   | 7,539               | 4.3%   | 7,880           |
|                           | 2015          | 4.49              | 70.8               | 8.9% | 30.2%       | 28.3%       | 35.5%  | 6.0%   | 8,386               | 4.5%   | 8,784           |
|                           | 2016          | 4.71              | 71.7               | 9.5% | 33.7%       | 28.1%       | 32.7%  | 5.6%   | 8,067               | 4.4%   | 8,454           |
| Environmental Studies     | 2012          | 5.92              | .                  | 8.1% | 49.7%       | 34.6%       | 13.2%  | 2.5%   | 1,898               | 3.4%   | 1,991           |
|                           | 2013          | 5.93              | .                  | 8.9% | 49.7%       | 35.0%       | 12.4%  | 2.8%   | 1,936               | 3.7%   | 2,027           |
|                           | 2014          | 5.96              | 77.5               | 7.2% | 49.0%       | 37.6%       | 11.6%  | 1.7%   | 1,825               | 3.7%   | 1,912           |
|                           | 2015          | 6.17              | 78.4               | 11%  | 55.2%       | 32.0%       | 11.1%  | 1.7%   | 1,765               | 3.3%   | 1,842           |
|                           | 2016          | 6.39              | 79.5               | 14%  | 59.3%       | 29.2%       | 10.0%  | 1.5%   | 1,931               | 3.1%   | 2,017           |
| Geography                 | 2012          | 5.04              | .                  | 4.8% | 32.2%       | 40.3%       | 24.3%  | 3.2%   | 4,294               | 4.5%   | 4,497           |
|                           | 2013          | 5.23              | .                  | 5.3% | 35.5%       | 39.6%       | 21.6%  | 3.3%   | 4,115               | 4.0%   | 4,288           |
|                           | 2014          | 5.23              | 74.3               | 5.6% | 37.7%       | 36.6%       | 23.0%  | 2.7%   | 3,777               | 3.9%   | 3,930           |
|                           | 2015          | 5.40              | 75.2               | 7.3% | 41.2%       | 34.3%       | 22.4%  | 2.1%   | 3,629               | 4.5%   | 3,799           |
|                           | 2016          | 5.44              | 75.3               | 6.8% | 41.3%       | 35.4%       | 21.1%  | 2.3%   | 3,818               | 3.5%   | 3,960           |
| Interdisciplinary Studies | 2012          | 6.37              | .                  | 12%  | 61.0%       | 29.2%       | 4.1%   | 5.7%   | 318                 | 3.6%   | 330             |
|                           | 2013          | 5.94              | .                  | 4.0% | 48.7%       | 38.5%       | 8.7%   | 4.0%   | 275                 | 4.8%   | 292             |
|                           | 2014          | 5.60              | 74.4               | 6.6% | 47.7%       | 32.1%       | 14.6%  | 5.6%   | 302                 | 5.9%   | 322             |
|                           | 2015          | 5.96              | 76.3               | 7.1% | 50.9%       | 34.5%       | 10.1%  | 4.5%   | 397                 | 6.1%   | 423             |
|                           | 2016          | 6.20              | 77.9               | 12%  | 54.5%       | 34.5%       | 7.8%   | 3.2%   | 528                 | 3.5%   | 549             |
| Political Science         | 2012          | 4.91              | .                  | 2.0% | 27.2%       | 47.7%       | 19.8%  | 5.4%   | 3,572               | 6.2%   | 3,816           |
|                           | 2013          | 4.76              | .                  | 1.5% | 24.6%       | 47.6%       | 21.6%  | 6.1%   | 3,493               | 7.1%   | 3,766           |
|                           | 2014          | 4.74              | 70.6               | 1.2% | 23.9%       | 48.6%       | 22.0%  | 5.5%   | 3,266               | 6.7%   | 3,510           |
|                           | 2015          | 4.73              | 70.4               | 1.1% | 24.6%       | 47.5%       | 22.2%  | 5.7%   | 3,262               | 5.5%   | 3,459           |
|                           | 2016          | 4.66              | 69.2               | 1.0% | 25.3%       | 45.4%       | 21.8%  | 7.4%   | 3,155               | 5.7%   | 3,396           |
| Psychology                | 2012          | 5.51              | .                  | 14%  | 45.0%       | 28.4%       | 23.3%  | 3.3%   | 9,013               | 4.1%   | 9,418           |
|                           | 2013          | 5.37              | .                  | 13%  | 43.2%       | 28.8%       | 24.4%  | 3.6%   | 8,939               | 4.5%   | 9,402           |
|                           | 2014          | 5.29              | 74.7               | 12%  | 40.5%       | 30.5%       | 25.3%  | 3.7%   | 8,743               | 4.8%   | 9,203           |
|                           | 2015          | 5.43              | 75.5               | 14%  | 43.4%       | 28.6%       | 25.3%  | 2.7%   | 8,722               | 4.7%   | 9,167           |
|                           | 2016          | 5.41              | 75.3               | 13%  | 43.1%       | 28.6%       | 25.1%  | 3.2%   | 9,043               | 4.1%   | 9,454           |

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Note:

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- \* **2nd Class:** Includes grades B+, B, and B-
- \* **Pass:** Includes grades C+, C, and D
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- \* **Official Reporting:** Please verify with Institutional Planning & Analysis.

## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Social Sciences

### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Course Department | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| Sociology         | 2012          | 4.66              | .                  | 4.1% | 25.1%       | 42.5%       | 28.1%  | 4.4%   | 3,297               | 5.2%   | 3,490           |
|                   | 2013          | 4.77              | .                  | 3.0% | 26.4%       | 44.1%       | 24.3%  | 5.2%   | 3,353               | 5.0%   | 3,534           |
|                   | 2014          | 4.90              | 71.8               | 3.4% | 30.5%       | 41.3%       | 23.6%  | 4.6%   | 3,134               | 4.4%   | 3,283           |
|                   | 2015          | 4.98              | 72.0               | 4.9% | 33.9%       | 37.5%       | 23.4%  | 5.2%   | 3,570               | 5.4%   | 3,775           |
|                   | 2016          | 4.73              | 71.2               | 3.4% | 26.8%       | 42.1%       | 26.5%  | 4.6%   | 3,636               | 5.3%   | 3,846           |

#### Note:

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\* **Pass:** Includes grades C+, C, and D

\* **Fail:** Includes grades E, F, and N

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### Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: PB Gustavson Schl of Business

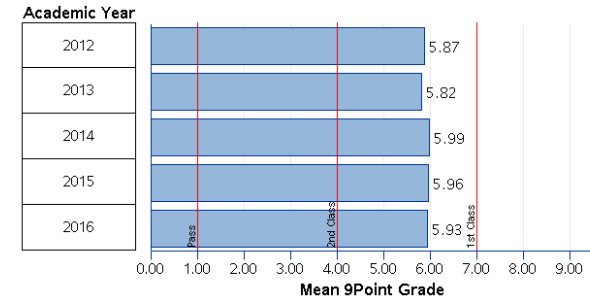
#### FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 2012          | 5.87              | .                  | 5.1% | 44.1%       | 43.1%       | 12.1%  | 0.8%   | 7,024               | 0.9%   | 7,619           |
| 2013          | 5.82              | .                  | 5.3% | 46.0%       | 38.6%       | 13.5%  | 1.8%   | 6,818               | 1.2%   | 8,017           |
| 2014          | 5.99              | 77.9               | 6.7% | 48.8%       | 38.2%       | 11.9%  | 1.1%   | 7,239               | 0.9%   | 8,707           |
| 2015          | 5.96              | 77.9               | 6.5% | 48.5%       | 38.1%       | 12.3%  | 1.2%   | 7,736               | 1.0%   | 9,383           |
| 2016          | 5.93              | 77.7               | 6.6% | 47.6%       | 38.7%       | 12.5%  | 1.1%   | 8,011               | 0.8%   | 9,694           |

#### FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2016) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



#### COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 100 Level         | 2012          | 5.04              | .                  | 5.5% | 35.6%       | 34.1%       | 28.2%  | 2.1%   | 419                 | 2.5%   | 488             |
|                   | 2013          | 3.90              | .                  | 4.5% | 23.5%       | 24.9%       | 41.5%  | 10.0%  | 289                 | 2.1%   | 518             |
|                   | 2014          | 4.69              | 71.4               | 3.3% | 31.3%       | 32.1%       | 31.7%  | 4.9%   | 489                 | 1.3%   | 720             |
|                   | 2015          | 5.28              | 74.3               | 3.2% | 39.9%       | 36.8%       | 19.6%  | 3.7%   | 378                 | 1.3%   | 707             |
|                   | 2016          | 5.41              | 75.4               | 3.1% | 33.8%       | 48.6%       | 16.1%  | 1.4%   | 553                 | 1.3%   | 861             |
| 200 Level         | 2012          | 5.36              | .                  | 6.1% | 39.0%       | 37.2%       | 21.7%  | 2.1%   | 1,114               | 2.5%   | 1,620           |
|                   | 2013          | 4.73              | .                  | 3.9% | 30.6%       | 34.3%       | 30.2%  | 5.0%   | 1,184               | 2.6%   | 1,701           |
|                   | 2014          | 5.60              | 75.9               | 8.6% | 43.9%       | 33.3%       | 21.1%  | 1.8%   | 1,251               | 3.5%   | 1,805           |
|                   | 2015          | 5.06              | 73.7               | 8.5% | 35.2%       | 34.1%       | 28.0%  | 2.7%   | 1,470               | 3.0%   | 2,098           |
|                   | 2016          | 4.96              | 72.9               | 5.8% | 35.5%       | 32.2%       | 28.5%  | 3.7%   | 1,552               | 2.4%   | 2,149           |
| 300 Level         | 2012          | 5.70              | .                  | 4.0% | 37.2%       | 50.8%       | 11.7%  | 0.3%   | 2,713               | 0.3%   | 2,722           |
|                   | 2013          | 5.93              | .                  | 5.4% | 46.1%       | 41.3%       | 12.3%  | 0.4%   | 2,673               | 0.7%   | 2,694           |

Note:

\* **1st Class:** Includes grades A+, A, and A-

\* **2nd Class:** Includes grades B+, B, and B-

\* **Pass:** Includes grades C+, C, and D

\* **Fail:** Includes grades E, F, and N

\* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

\* **Official Reporting:** Please verify with Institutional Planning & Analysis.

### Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: PB Gustavson Schl of Business

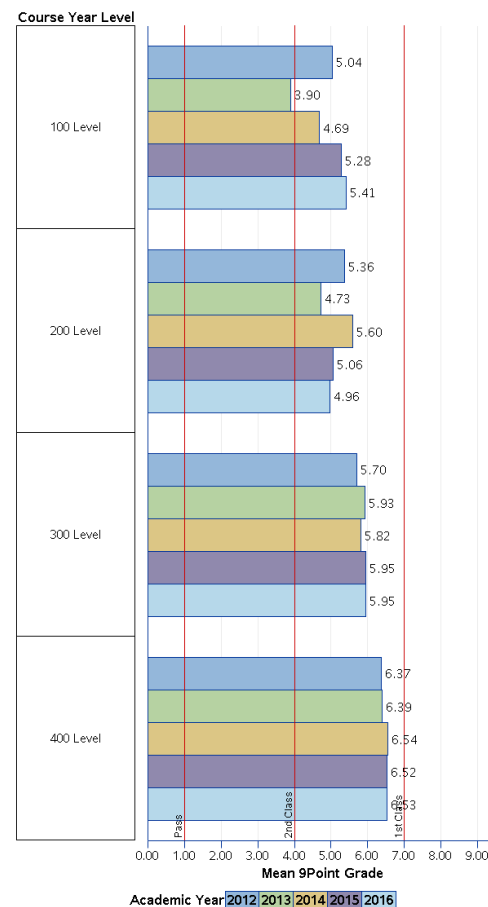
#### COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)

| Course Year Level | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 300 Level         | 2014          | 5.82              | 77.5               | 4.8% | 42.2%       | 45.1%       | 12.2%  | 0.4%   | 2,683               | 0.0%   | 2,684           |
|                   | 2015          | 5.95              | 78.1               | 5.4% | 45.5%       | 42.8%       | 11.4%  | 0.3%   | 3,031               | 0.1%   | 3,034           |
|                   | 2016          | 5.95              | 78.1               | 5.9% | 45.3%       | 43.4%       | 11.1%  | 0.2%   | 3,045               | 0.1%   | 3,048           |
| 400 Level         | 2012          | 6.37              | .                  | 5.7% | 54.1%       | 39.2%       | 6.1%   | 0.6%   | 2,778               | 0.4%   | 2,789           |
|                   | 2013          | 6.39              | .                  | 5.9% | 55.2%       | 39.4%       | 4.4%   | 1.0%   | 2,672               | 0.7%   | 3,104           |
|                   | 2014          | 6.54              | 80.3               | 8.3% | 60.4%       | 34.8%       | 4.0%   | 0.8%   | 2,816               | 0.2%   | 3,498           |
|                   | 2015          | 6.52              | 80.5               | 7.1% | 59.6%       | 35.2%       | 4.1%   | 1.1%   | 2,857               | 0.6%   | 3,544           |
|                   | 2016          | 6.53              | 80.3               | 8.4% | 59.3%       | 35.4%       | 4.6%   | 0.6%   | 2,861               | 0.4%   | 3,636           |

#### COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2016)



Note:

\* **1st Class**: Includes grades A+, A, and A-

\* **2nd Class**: Includes grades B+, B, and B-

\* **Pass**: Includes grades C+, C, and D

\* **Fail**: Includes grades E, F, and N

\* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

\* **Official Reporting**: Please verify with Institutional Planning & Analysis.

**Section Grading Patterns by Faculty**

**Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate**

**Course Faculty.COURSE\_FACULTY\_1: PB Gustavson Schl of Business**

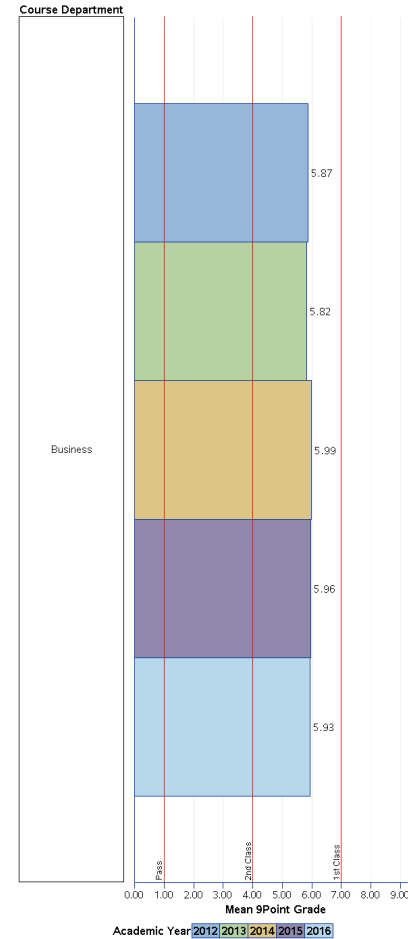
**DEPARTMENT LEVEL**

**Applied filters:** Time 5 years ending with the last year (currently 2016) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Course Department | Academic Year | Mean 9Point Grade | Mean Percent Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|-------------------|---------------|-------------------|--------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| Business          | 2012          | 5.87              | .                  | 5.1% | 44.1%       | 43.1%       | 12.1%  | 0.8%   | 7,024               | 0.9%   | 7,619           |
|                   | 2013          | 5.82              | .                  | 5.3% | 46.0%       | 38.6%       | 13.5%  | 1.8%   | 6,818               | 1.2%   | 8,017           |
|                   | 2014          | 5.99              | 77.9               | 6.7% | 48.8%       | 38.2%       | 11.9%  | 1.1%   | 7,239               | 0.9%   | 8,707           |
|                   | 2015          | 5.96              | 77.9               | 6.5% | 48.5%       | 38.1%       | 12.3%  | 1.2%   | 7,736               | 1.0%   | 9,383           |
|                   | 2016          | 5.93              | 77.7               | 6.6% | 47.6%       | 38.7%       | 12.5%  | 1.1%   | 8,011               | 0.8%   | 9,694           |

**DEPARTMENT LEVEL**

**Applied filters:** Time 5 years ending with the last year (currently 2016) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Note:

\* **1st Class:** Includes grades A+, A, and A-

\* **2nd Class:** Includes grades B+, B, and B-

\* **Pass:** Includes grades C+, C, and D

\* **Fail:** Includes grades E, F, and N

\* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

\* **Official Reporting:** Please verify with Institutional Planning & Analysis.

## Appendix B: Accessing the SAS Portal

The UVic SAS Reporting System portal can be accessed via:

- Institutional Planning & Analysis homepage  
<http://www.uvic.ca/institutionalplanning/>
- <https://sas.uvic.ca/>

### 1.1 Supported Browsers

Currently, the SAS Portal fully supports:

- Internet Explorer 7.0 (or higher) for the PC
- Firefox 3.6 (or higher) or the PC or for the Mac
- Testing reveals that the portal also works with Safari (although not strictly “supported” by SAS).

## Logging into the Portal

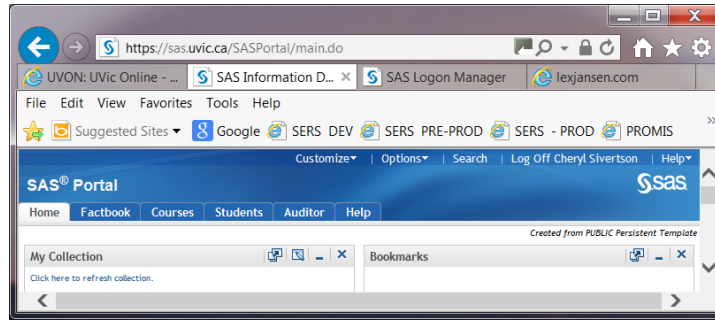
**NOTE:** If you are accessing the portal from off campus, you will need to use our Virtual Private Network client software (<http://www.uvic.ca/systems/services/internettelephone/remotefaccess/>).

If you are on campus, or have started the VPN client, navigate to the following URL using Internet Explorer (for the PC) or using Firefox (for the Mac):

<https://sas.uvic.ca/>

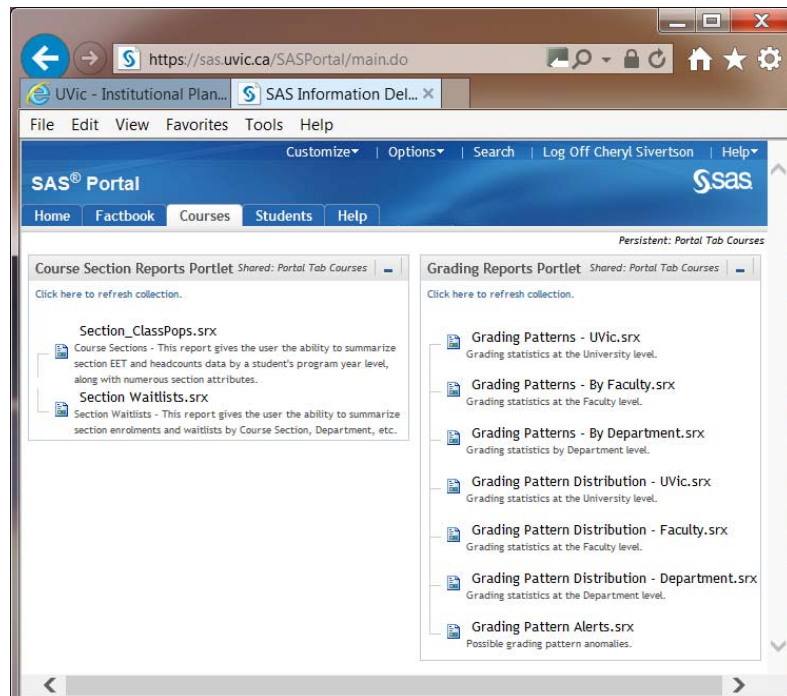
Once there, you will see the login screen where you will need to enter your NetlinkID and password.

Once you have successfully logged into the Portal you will see something like the following:



## Locating the Grading Reports

From your “Home” tab, you will need to click on the “Courses” tab:



## Viewing Each Grading Report

The UVic SAS Reporting System currently contains seven grading reports:

The first report “**Grading Patterns – UVic**” consists of two tables (and associated graphs) that present, by default, the last five academic years of summary undergraduate grades for the university as a whole, including 1<sup>st</sup> class (A+, A, and A-), 2<sup>nd</sup> class (B+, B, B-), pass (C+, C, and D), fail (E, F, N), and dropped, as well as mean grade point averages and headcounts. Note that the dropped percentages are based on initial course enrolment, while the other categories are based on final course enrolment. The second table expands the information by course year level such as, “100 level” or “200 level”.

Selecting the plus icon on the left of any row will **expand** that table to show the equivalent information on the three terms that make up the academic year. Selecting the down arrow (**drill-down**) has a filtering effect and will expand the information on only the item selected. Note that, depending on the time of year, not all three terms that make up the most recent academic year may yet be available.



There are two sets of options on the left of this screen. The first allows the user to examine summary grade information by graduate and law programs in addition to undergraduate programs. The second set allows the addition or subtraction of columns from the default tables. For example, the user may wish remove the percentage of A<sup>+</sup>'s displayed and add the percentage of fails instead.

The second home-page report, "**Grading patterns – By Faculty**", is similar to the first except that it allows an examination of grades by faculty. The third report "**Grading patterns – By Department**" does the same for school or department. At the department level, each subject area can be expanded (plus symbol) or drilled-down (down arrow symbol) to the course and course section level of detail.

- Grading Patterns UVic.srx*** → Grading patterns at the University level (tables & charts):
  - All course levels
  - By course level
- Grading Patterns By Faculty.srx*** → Grading patterns at the Faculty level (tables & charts):
  - All courses at the faculty level
  - All courses by course year level
  - All courses by department
- Grading Patterns By Department.srx*** → Grading patterns by Department level:
  - All courses at the department level
  - All courses by course year level
  - All courses by subject (can go all the way down to the individual section level)

The next three reports: "**Grading Pattern Distribution – UVic**", "**Grading Pattern Distribution – Faculty**", and "**Grading Pattern Distribution – Department**", operate in the same way as the first three, the main difference being that actual grades, such as D, C, C<sup>+</sup>, are displayed. Again, the expanding and drill-down buttons can present course and course section levels of detail.

- Grading Pattern Distribution - UVic.srx*** → Grading pattern distributions at the University level:
  - All course levels
  - All courses by PASS, 2nd CLASS, & 1<sup>st</sup> CLASS grades
  - All courses by course level (PASS, 2nd CLASS, & 1<sup>st</sup> CLASS)
- Grading Pattern Distribution - Faculty.srx*** → Grading pattern distributions at the Faculty level:
  - All courses at the faculty level
  - All courses by PASS, 2nd CLASS, & 1<sup>st</sup> CLASS grades
  - All courses by course level (PASS, 2nd CLASS, & 1<sup>st</sup> CLASS)
  - All courses by department (PASS, 2nd CLASS, & 1<sup>st</sup> CLASS)
- Grading Pattern Distribution - Department.srx*** → Grading pattern distributions at the Department level:
  - All courses at the department level
  - All courses by PASS, 2nd CLASS, & 1<sup>st</sup> CLASS grades
  - All courses by course level (PASS, 2nd CLASS, & 1<sup>st</sup> CLASS)

- All courses by subject (PASS, 2nd CLASS, & 1<sup>st</sup> CLASS) and can go all the way down to the individual section level

The seventh and final report is “**Grading Pattern Alerts**”, and is designed to show possible grading pattern anomalies for a given school or department over any of the last three academic years. The table allows the user to expand or drill down to the level of a course section for a given term. Grading anomaly criteria were chosen to capture possible grading issues, and include sections with mean GPAs 8.0 or greater, GPAs 2.0 or less, A<sup>+</sup>s accounting for 33% or more of the grades, A’s accounting for 50% or more of the grades, and failure or drop rates at 20% or more. Any section with an enrolment of 20 or less is flagged with an exclamation mark to indicate that an anomaly may say more about the individuals enrolled than about the characteristics or presentation of the section itself. Such sections should be viewed with even greater than usual circumspection.

**Grading Pattern Alerts.srx** → Possible grading pattern anomalies by department.

This report *\*only\** contains sections that meet at least one of the following criteria:

- Mean GPA: Greater than or equal to 8.0
- Mean GPA: Less than or equal to 2.0
- % Students Receiving an A+: 33% or higher
- % Students Receiving an A: 50% or higher
- % Students Receiving a Fail: 20% or higher
- % Students who Dropped: 20% or higher
- Gradeable Headcount: 20 or less

## Navigating the Reports

All reports have some common navigation methods:

### Table of Contents

Use the **Table of Contents** item to directly select a sub-set of data for the report.

For example, in the report “Grading Patterns – By Faculty” the Table of Contents reveals that the data is first subdivided into “Undergraduate”, “Law,” and “Graduate” courses. Then the data is further sub-divided by faculty. Thus, in the example to the right, the data currently selected shows “Undergraduate” sections from the “Faculty of Education.” These selections are also reflected in the report’s red sub-titles.

The screenshot shows the SAS Web Report Studio interface. The title bar indicates the user is logged off as Cheryl Silvertson. The main window title is "SAS Web Report Studio - Grading Patterns - By Faculty". The interface includes a menu bar (File, Edit, View, Data, Tools, Edit, View) and a navigation pane on the left. The "Table of Contents" pane is highlighted with a pink box and shows a tree view with "Undergraduate" selected, and "Faculty of Education" selected under it. The main report area displays "Section Grading Patterns by Faculty" with red sub-titles for "Program Course Level: Undergraduate" and "Course Faculty: Faculty of Education". The report title is "Grading Patterns - By Faculty". The report content shows "FACULTY LEVEL" and "Applied filters: Time 5 years ending with the last year (currently 2012) AND Co 300 Level, 400 Level, 500 Level, 600 Level, 700 Level". The report table has columns for Mean, % 1st, % 2nd, and Gradeable.

Reveal More Detailed Data

To reveal more detailed data → click the “Expand” button, the plus sign (+). You will note that it changes to a “minus sign” once clicked.

In this example, you can see that we have “expanded” the “Faculty of Engineering” to reveal the next level of detailed information, while still keeping the rest of the information for the other faculties visible.

| Course Department          | Subject Code | Academic Year | Mean 9Point Grade | % A+ |
|----------------------------|--------------|---------------|-------------------|------|
| Computer Science           |              | 2008          | 6.45              | 17%  |
|                            |              | 2009          | 6.21              | 12%  |
|                            |              | 2010          | 6.30              | 12%  |
|                            |              | 2011          | 6.42              | 14%  |
| Electrical & Computer Engg |              | 2008          | 5.95              | 14%  |
|                            |              | 2009          | 5.78              | 12%  |
|                            |              | 2010          | 6.02              | 14%  |
|                            |              | 2011          | 6.00              | 14%  |
| Engineering                | BME          | 2012          | 5.74              | 18%  |
|                            |              | 2008          | 6.75              | 17%  |
|                            |              | 2009          | 5.86              | 13%  |
|                            |              | 2010          | 5.86              | 10%  |
| Engineering                | ENGR         | 2011          | 5.98              | 15%  |
|                            |              | 2012          | 6.16              | 18%  |
|                            |              | 2008          | 6.67              | 22%  |
|                            |              | 2009          | 6.60              | 20%  |
| Engineering                | SENG         | 2010          | 6.81              | 16%  |
|                            |              | 2011          | 6.59              | 16%  |
|                            |              | 2012          | 6.26              | 17%  |
|                            |              | 2011          | 6.59              | 16%  |

View a Subsection of Data (Drill Down)

To view a subsection of data → Use the “Drill Down” button, the down arrow button (▾).

In this example, if you click the drill down arrow for the course subject “A E”, you will change the table to view all “A E” course numbers (to the exclusion of all other data).

When you “drill down” into a subsection of data, a “breadcrumb” trail is formed (see the pink arrow to the right). To return “up” a level, click on the breadcrumb trail text (in this example click on “Subject Org”).

COURSE LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012)  
300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Subject Code | Academic Year | Mean 9Point Grade | % A+ | % 1st Class | % 2nd Class | % Pas |
|--------------|---------------|-------------------|------|-------------|-------------|-------|
| AE           | 2008          | 6.28              | 5.9% | 48.0%       | 4           |       |
|              | 2009          | 6.18              | 7.4% | 46.2%       | 4           |       |
|              | 2010          | 6.37              | 6.9% | 54.0%       | 3           |       |
|              | 2011          | 5.93              | 1.9% | 38.4%       | 5           |       |
| ED-P         | 2012          | 6.25              | 6.5% | 52.1%       | 3           |       |
|              | 2008          | 1.33              |      | 12.5%       |             |       |
|              | 2009          | 0.00              |      |             |             |       |
|              | 2010          | 6.87              | 5.1% | 66.3%       | 3           |       |
| EDCI         | 2009          | 6.82              | 6.0% | 66.0%       | 3           |       |
|              | 2010          | 6.93              | 7.1% | 69.2%       | 2           |       |
|              | 2011          | 6.96              | 6.1% | 66.5%       | 3           |       |
|              | 2011          | 6.96              | 6.1% | 66.5%       | 3           |       |

COURSE LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012)  
300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Subject Org > AE

| Course Number | Academic Year | Mean 9Point Grade | % A+ | % 1st Class | % 2nd Class | % Pas |
|---------------|---------------|-------------------|------|-------------|-------------|-------|
| 103           | 2008          | 6.52              |      | 66.7%       | 23.8%       | 9.5%  |
|               | 2009          | 6.46              | 4.2% | 66.7%       | 25.0%       |       |
|               | 2010          | 6.53              | 5.9% | 70.6%       | 11.8%       | 17.6% |
|               | 2011          | 6.50              |      | 68.2%       | 27.3%       |       |
| 103A          | 2012          | 6.97              | 3.3% | 83.3%       | 13.3%       |       |
|               | 2008          | 5.54              |      | 23.9%       | 71.7%       | 2.2%  |
|               | 2009          | 5.65              |      | 28.2%       | 64.1%       | 2.6%  |
|               | 2010          | 5.75              | 1.6% | 40.6%       | 50.0%       | 3.1%  |
| 200           | 2011          | 5.62              |      | 30.4%       | 58.9%       | 8.9%  |
|               | 2012          | 6.05              | 2.2% | 44.4%       | 46.7%       | 6.7%  |
|               | 2008          | 5.84              | 5.3% | 47.4%       | 36.8%       | 15.8% |
|               | 2009          | 6.21              | 16%  | 57.9%       | 31.6%       |       |
| 201           | 2010          | 7.59              | 23%  | 81.8%       | 18.2%       |       |
|               | 2011          | 6.27              | 9.1% | 36.4%       | 54.5%       | 9.1%  |
|               | 2008          | 6.15              | 5.4% | 40.5%       | 51.4%       | 8.1%  |
|               | 2009          | 6.27              | 9.1% | 36.4%       | 54.5%       | 9.1%  |

## Export Data

To export table (or chart) data to MS Excel or MS Word, right-mouse-click over the table data you are interested in and select the “**Export Table...**” item from the resulting pop-up menu (Item **E** shown to the right).

**NOTE:** *This will \*only\* export the table (or chart) data. We strongly encourage you to copy/paste the following information to your exported file to ensure that in the future you know where the data came from, along with all filters that were applied:*

- A. Report title
- B. Report section
- C. Report sub-section
- D. All filters applied to the data

**Section Grading Patterns by Faculty**

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate  
Course Faculty.COURSE\_FACULTY\_1: Faculty of Education  
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 10 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

| Academic Year | Mean 9Point Grade | % A+ | % 1st Class | % 2nd Class | % Pass | % Fail | Gradeable Headcount | % Drop | Total Headcount |
|---------------|-------------------|------|-------------|-------------|--------|--------|---------------------|--------|-----------------|
| 2008          | 6.65              | 7.0% | 58.8%       | 35.5%       |        |        |                     | 7%     | 12,061          |
| 2009          | 6.49              | 7.4% | 57.6%       | 36.6%       |        |        |                     | 1%     | 12,855          |
| 2010          | 6.46              | 6.8% | 59.2%       | 35.6%       |        |        |                     | 9%     | 13,597          |
| 2011          | 6.49              | 6.2% | 57.1%       | 38.3%       |        |        |                     | 1%     | 12,510          |
| 2012          | 6.77              | 14%  | 66.9%       | 27.1%       |        |        |                     | 2%     | 7,275           |

Applied filters: Course Year Level equal to 10 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

COURSE YEAR LEVEL

## Print Data

To print a report to a PDF, select “**Print...**” from the **File** menu.

To print landscape or portrait, along with adjusting margin widths, select “**Page Setup...**” from the **File** menu.

## SAS Training

Institutional Planning & Analysis provides regular training for the Uvic SAS Reporting System. For a list of upcoming training dates visit <http://www.inst.uvic.ca>

To arrange for customized group training, contact Institutional Planning & Analysis.



**Date:** November 17, 2017

**To:** Senate

**From:** Senate Committee on Agenda and Governance

**Re:** **Revised Terms of Reference for the Senate Committee on Planning**

The Senate Committee on Agenda and Governance met on November 17, 2017 to consider revisions to the terms of reference for the Senate Committee on Planning. Details of the proposed revisions, set out in the attached document, add the Dean of the Faculty of Graduate Studies as a voting member and allow both the Vice-President Academic and Provost and the Vice-President Research to appoint designates.

The addition of the Dean of the Faculty of Graduate Studies to the committee will provide consistent and knowledgeable input to the committee on graduate programs. It will also supplement consideration of undergraduate programs, particularly as they relate to progression to graduate studies.

Appointments of designates by the Vice-President Academic and Provost and the Vice-President Research are consistent with the terms of references for other Senate committees.

### **Recommended Motion**

*That Senate approve the revised terms of reference for the Senate Committee on Planning.*

Respectfully submitted,

### **2017/2018 Senate Committee on Agenda and Governance**

Jamie Cassels, Chair, President and Vice-Chancellor  
Catherine Krull, Vice-Chair, Faculty of Social Sciences  
Lauren Charlton, Convocation Senator  
Mackenzie Cumberland, Student Senator  
Aaron Devor, Social Sciences  
John Durno, Library  
Julia Eastman, University Secretary  
Mark Gillen, Law  
Robin Hicks, Science  
Valerie Kuehne, Vice-President Academic and Provost  
Annalee Lepp, Humanities  
Carrie Andersen (Secretary), Associate University Secretary

/Attachment



## SENATE COMMITTEE ON PLANNING TERMS OF REFERENCE

The Committee shall:

1. Study, and submit recommendations to Senate concerning, proposals for the creation or disestablishment of programs, faculties, schools, departments, centres and institutes and major modifications of existing programs;
2. Assist and advise Senate, after due consultation with the faculties, in the formulation of appropriate academic policy; and
3. Advise Senate and the President on academic issues as required.

Senate standing and *ad hoc* committee meetings are normally closed. A committee may determine that the whole or part of any committee discussion or document presented to the committee shall be held in confidence.

### Interaction between the Deans and committee

The agenda and minutes of all meetings will be sent to all the Deans.

The Dean of any Faculty or Division (or designate) involved in a matter being discussed by the Senate Committee on Planning should attend the presentation.

### Composition

- 10 faculty members representing the faculties (at least 2 of whom shall be members of Senate) (voting)
- 2 members representing the divisions (Continuing Studies and Medical Sciences) (voting)
- 2 students - including at least 1 student member of Senate; 1 undergraduate student representative, 1 graduate student representative; the student who is not a member of Senate is to be nominated by the UVSS or the GSS as appropriate (voting)
- 1 Dean, other than the Dean of the Faculty of Graduate Studies, nominated by the Deans (voting)\*
- the Dean, Faculty of Graduate Studies (*ex officio*, voting)
- the President or nominee (*ex officio*, voting)
- the Vice-President Academic and Provost or designate (*ex officio*, voting)
- the Associate Vice-President Academic Planning (Chair) (*ex officio*, voting)
- the Vice-President Research or designate (*ex officio*, voting)
- the Registrar (*ex officio*, non-voting)
- the Director or designate, Cooperative Education and Career Services (*ex officio*, non-voting)
- the University Secretary or designate\_ (*ex officio*, non-voting)

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Total membership – ~~232~~ (1920 voting members)

The secretary of the committee is a representative from the Office of the Vice President Academic and Provost.

*\*the Dean will be nominated by and from the Deans for a three-year term, the nomination being sent to the Senate Committee on Agenda and Governance for approval by Senate. It is understood that a Dean may be re-appointed, if the Deans so desire.*

Approved by Senate September 14, 1983  
Revised September 16, 1987  
Revised November 16, 1992  
Revised November 3, 1994  
Revised March 1, 2000  
Revised February 4, 2005  
Revised February 6, 2006  
Revised October 5, 2007  
Revised May 4, 2012  
Revised October 5, 2012  
Revised October 4, 2013  
Revised December 6, 2013  
Revised April 4, 2014



# MEMO

## Student Awards and Financial Aid

University Centre B202  
PO Box 3025 STN CSC Victoria BC V8V 3P2  
Phone: 250-721-8425 | Fax: 250-721-8757  
Email: [lnolt@uvic.ca](mailto:lnolt@uvic.ca) | Website: [www.uvic.ca/safa](http://www.uvic.ca/safa)

---

**DATE:** November 15, 2017

**TO:** Secretary of Senate  
University Secretary's Office

**FROM:** Lori Nolt, Director, Student Awards and Financial Aid  
Secretary, Senate Committee on Awards

**RE:** Awards Recommended to Senate for Approval

A handwritten signature in cursive script that reads "Lori Nolt".

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Lori Nolt

**2017/2018 Senate Committee on Awards**

J. Walsh (Chair), A. Cirillo, H. Hallgrimsdottir, A. Lepp,  
M. Runtz, C. Saint-Vil, C. Schallie, L. Welling, J. Wyatt,  
C. Watt, N. Greengoe, L. Nolt, Y. Rondeau, L. Hume.

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The Senate Committee on Awards recommends that the Senate approves and recommends to the Board of Governors the following awards:

\*Administered by the University of Victoria Foundation  
Additions are underlined  
Deletions are ~~struck through~~

### **BALBIR SINGH SIDHU MEMORIAL BURSARY IN THE FACULTY OF SCIENCE\* (REVISED-UG)**

One or more bursaries are awarded to ~~3rd~~third or ~~4th~~fourth year undergraduate students in the Faculty of Science with preference for students studying neuroscience and/or volunteering in the community for a mental health related agency.



### **CARMEN KIRKNESS AWARD\* (NEW-UG)**

One or more awards are given to undergraduate students who compete on the Vikes Women's Field Hockey team. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the qualities and character that are so memorable about Carmen including her courage, humility, hard work, heart and loyalty, and performance criteria set by the Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Associate Director, Sport.

### **GRACE SWANNELL MEMORIAL SCHOLARSHIP IN PIANO\* (REVISED-UG)**

One or more scholarships are awarded to academically outstanding entering or continuing undergraduate students studying piano in the School of Music.

### **W. R. (BILL) GORDON SCHOLARSHIP\* (REVISED-UG)**

One or more scholarships are awarded to academically outstanding undergraduate ~~3<sup>rd</sup>~~3<sup>rd</sup> or 4<sup>th</sup> year students in a Major or Honours program in ~~the Department of Mathematics & Statistics, the Faculty of Science or the Faculty of Engineering, with preference being given to students in the Department of Mathematics and Statistics, either solely or in conjunction with other academic departments.~~ Students must have made a significant contribution to one or more aspects of university life through involvement in areas such as student athletic programs, student affairs or service on university bodies or committees. Applications must be submitted to the Student Awards and Financial Aid Office via their online application by May 31<sup>st</sup> and must be accompanied by a letter or resume describing their contributions.

### **G. NEIL PERRY AWARD IN PUBLIC ADMINISTRATION\* (REVISED-GS)**

One or more ~~An awards of \$125 will be granted~~ given to a student whose Administration 598 report is judged to be the best. Selection of the recipient(s) will be made by the Graduate Awards Committee upon the recommendation of the School of Public Administration.

### **SIMON IBELL VIKES INSPIRATION AWARD\* (NEW-UG)**

One or more awards are given to undergraduate students who compete on a Vikes Varsity team. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria set by the Director of Athletics and Recreation in consultation with Varsity coaches and the Associate Director, Sport.



### **FACULTY OF HUMANITIES UNDERGRADUATE RESEARCH TRAVEL AWARD (REVISED-UG)**

This fund supports undergraduate students travelling to participate in research activities. Each year, one or more students will be awarded up to \$500 to assist with air fare and living expenses while engaged in research at international libraries, universities or other related sites. One or more awards may be made annually, provided there are applications of sufficient merit. Applications must be submitted to the Associate Dean of Humanities by Feb 28 ~~Oct. 15th and March 15th~~. The nomination of the recipients and the determination on the amount of the award will be made by the Associate Dean of Humanities.

### **SPEAKMAN-GRANEWALL BURSARY IN MECHANICAL ENGINEERING\* (REVISED-UG)**

One or more bursaries, of a minimum of \$500 each, are awarded to undergraduate students in the Department of Mechanical Engineering. Preference will be given to single parents who have successfully completed their ~~2nd~~second year.

### **BAYVIEW PLACE VIKES TOUR AWARD (NEW-UG)**

One or more awards of \$500 each are given to entering or continuing undergraduate students who have demonstrated a commitment to volunteerism and community leadership and have been a member of the Bayview Place Vikes Junior Golf Tour.

### **JEAN FOLEY INTERNATIONAL BUSINESS SCHOLARSHIP (NEW-UG)**

One scholarship will be awarded to an academically outstanding Bachelor of Commerce student in the Peter B. Gustavson School of Business who is entering fourth year and will be participating in an international exchange semester with a partner school.

### **MOHAMED AND PRABHA IBRAHIM UNDERGRADUATE SCHOLARSHIP IN CHEMISTRY\* (NEW-UG)**

One or more scholarships of \$1,000 each are awarded to academically outstanding undergraduate students in the Department of Chemistry. Selection of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Chemistry.



### **MOHAMED AND PRABHA IBRAHIM GRADUATE SCHOLARSHIP IN CHEMISTRY\* (NEW-GS)**

One or more scholarships of \$1,000 each are awarded to academically outstanding graduate students in the Department of Chemistry. Selection of the recipients will be made by the Graduate Awards Committee upon the recommendation of the Department of Chemistry.

### **YLAW'S BEST LAWYERING AWARD (NEW-UG)**

One award of \$700 per term will be given to an undergraduate student who has demonstrated outstanding skills attending to clients' needs, representing clients at the Supreme Court and Provincial Court levels and who knows the value of proper legal representation. Recipients must have been enrolled in LAW 350, Law Centre: Clinical Law Term, during the previous academic year. This award may be given to graduating students.





University  
of Victoria

**Associate Vice-President Academic Planning**

PO Box 1700 STN CSC  
Victoria British Columbia V8W 2Y2 Canada  
Tel (250) 721-7012 Fax (250) 721-7216  
E-mail avpap@uvic.ca Web <http://www.uvic.ca/vpac>

**MEMO**

Date: November 15, 2017  
To: The Secretary of the Senate  
From: Dr. Nancy Wright, Chair, Senate Committee on Planning  
Re: Proposal to Establish a Minor in Art Education

At its meeting on November 1, 2017, the Senate Committee on Planning discussed and approved the proposal to establish a Minor in Art Education.

The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a minor in Art Education, as described in the document "Proposal for a Minor in Art Education", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

:sld

Committee Membership:

Dr. Nancy Wright, Chair  
Dr. Abdul Roudsari  
Ms. Nicole Greengoe  
Dr. Stan Dosso  
Mr. David Schostek  
Dr. Reuven Gordon  
Ms. Carrie Andersen  
Dr. David Castle  
Dr. Jason Colby  
Dr. Merwan Engineer  
Ms. Sandra Duggan, Secretary

Dr. Valerie S. Kuehne  
Dr. Sang Nam  
Dr. Graham McDonough  
Dr. Victoria Wyatt  
Dr. Anne Stahl  
Dr. Andrea Giles  
Dr. Stephen Evans  
Ms. Gillian Calder  
Dr. Ralf St. Clair  
Ms. Paige Bennett  
Dr. Patrick Nahirney

UNIVERSITY OF VICTORIA

# Minor in Art Education

|  |  |
|--|--|
| Dean's Name and Date of consultation with AVPAP:<br><i>St. Clair Aug 2017.</i>                     | Signature Dean:<br><i>Rolf K. Clini</i>        |
| Contact Name and Number<br>Dr. Michael J. Emme (250) 724-7896<br>Dr. Michelle Wiebe (250) 724-7894 |  |
| Date approved by Department:<br>October 11, 2017   | Head:<br>Deborah Begoray <i>[Signature]</i>    |
| Date approved by Faculty:<br><i>20 October 2017</i>  | Dean or Faculty Chair:<br><i>Rolf K. Clini</i> |

*- Pending faculty approval.*



|  |   |
|--|---|
|  |   |
| <p><b>A. Art Education Minor</b><br/><i>(Track A: Visual Expression and Inquiry in Education; Track B: Visual Design and Inquiry in Education)</i></p>   |   |
| Name, Location, Academic units (Faculties, departments, or schools) offering the new Minor   | To be offered by the Department of Curriculum and Instruction in the Faculty of Education.                |
| Anticipated Minor start date   | September 2018  |
| Name, title, phone number and e-mail address of contact person   | Dr. Michael J. Emme • (250) 721-7896 • memme@uvic.ca<br>Dr. Michelle Wiebe • (250) 721-7894 • mxw@uvic.ca |
| <p><b>B. History and context of the Minor</b></p> <p>Currently the pathway to certification to teach art in the schools of British Columbia involves a combination of extensive postsecondary study in Visual Art and Art Education focused on studio practice and production, supported with academic work in Art History, theory and criticism, infused with or followed by pedagogic training and practicum experience as mandated by the Ministry of Education. Serving students on this pathway is the primary mandate of the UVic Art Education subject area which has offered a B.Ed (Secondary Curriculum) in Art Education for decades. Beginning in September, 2018, the BEd program is to be discontinued, which means that all students preparing to be secondary art teachers must complete an undergraduate degree and accumulate appropriate content knowledge in Art Education before being admitted to UVic's secondary post-degree program (with Art Education as a teaching area). This proposal for a minor in art education is intended to offer the content knowledge required by the faculty of education and the B.C. Ministry of Education for certification in British Columbia with art as a teaching area.</p> <p>In addition, this minor is also designed to serve several other learning communities. Early on, Art Education programmes generally, and UVic's in particular served a wider community. Up to the late 1950s across North America, post-secondary art learning at Universities was largely the mandate of Faculties of Education and art was taught as both practically and conceptually valuable learning for a broad spectrum of students. As Universities grew in the 60s and 70s, they also grew in specialization which was reflected in the emergence of discrete visual art programmes and the creation of faculties of Fine Arts. These changing circumstances effectively narrowed the focus of Art Education programmes to a core focus on teacher education. With the ongoing expansion of visually-based communication technologies, the value of visual education for non-specialists is reflected in the emergence of media studies curriculum in the 80s and 90s and the ever-increasing relevance of visual literacy and creativity as areas of research and elements of undergraduate learning in many fields.</p> |   |

This proposed minor in Art Education is an evolution of a continuous and vigorous offering of degrees in Art Education at UVic that dates back more than 40 years, with programming that is easily traced to the Victoria Normal school of the 1940s. Anticipating the interdisciplinary and community focus articulated in the University's current strategic plan, where "... **programs will reflect the dynamic nature of the disciplines and evolving interdisciplinary areas,**" UVic Art Education, is proposing to replace our existing 'B.Ed in Art Education', and 'B.Ed expanded in Art Education' with a minor that will be able to serve multiple learning communities, including:

1. Undergraduates hoping to qualify for art as a teaching area (with special focus on Visual Arts BFAs) as they plan to enter after-degree certification;
2. Cross-campus undergraduates who understand that the creative skills and critical visual literacy learned through art education experience will be a valuable addition to their undergraduate majors (as scientists, marketers, social researchers, community workers, health care professionals and visually literate people generally).
3. As a future element once the minor is established, we also hope to work toward serving classroom teachers looking to expand their own visual literacy while working toward 5+ salary and qualification status professionally.

#### **The Beginnings: UVic Art Education as a creative educational community.**

Within several years of the Art Education programme opening its doors along with the new UVic campus in 1963, the first Art Education chair, A. Wilfrid Johns, established a strong, appealing programme and gathered a faculty to support it. From early on, Art Education courses were so popular that some of the Arts and Science students wanted access to them. Within a few years, Professor Johns' was also a key player in the development of UVic's new Fine Arts department, though he declined the invitation to move to that new faculty as chair, preferring to focus on art as a key element in education rather than focus on the art world and studio production as singular professions. In the years that have followed, UVic art educators have consistently position themselves as educational scholars and visual artists with a particular interest in nurturing visual art as an essential aspect of individual learning and community education.

Over the years, UVic art education has evolved with the expanding scholarship in the academy and creative insights of the art world. From the mid-70s to the present, the research by key faculty from UVic Art Education engaged a growing awareness of and respect for the Canadian context and decolonizing practice. Beginning with a series of consultations with indigenous artists, UVic art education faculty produced the nationally significant teaching resources *Art First Nations: Tradition and Innovation* (Zuk & Bergland 1992) *Art First Nations: Tradition and Innovation in the Circumpolar World* (Zuk & Dalton 1999), both of which continue in print to support the study and celebration of both early and contemporary (to the early 1990s) indigenous art as a central aspect of art and education. This theme is also reflected in the invitation of Lansdowne scholars such as Roy Henry Vickers and Daphne Odjig as early visiting artists and educators of the (then) new Art Education Master's program, continuing with more recent hosting of Michael Nicoll Yahgulanaas, Butch Dick, Chris Paul, Angela Marston and Rande Cook as keynotes and featured artists during a national art educators conference hosted by UVic Art Education in October 2016.

Since the turn of the millennium, and in close correspondence with the explosion of image-based technologies in art, communication and research, the art education course offerings have expanded beyond the core participation of future teachers, to include a wide range of students across campus. The need for university curriculum to address the visual literacy of their students, regardless of discipline of study, is a theme across campuses (Hattwig, D., Bussert, B., Medaille, A., & Burgess, J., 2013). As an area that combines a dedication to

current and traditional understandings of art with a focus on educators and generalist learners, Art Education (as a field) and this minor (as proposed) is ideally situated to address visual learning of a broad cohort of students. In fact, current enrollments reflect both that student need and interest. Mixing studio practice in specific studio disciplines with readings, research and critical inquiry guided by current art education literature and new directions in the BC public school art curriculum, since 2008, UVic Art Education course offerings have increased by about 10% in terms of the number of sections offered while increasing capacity in individual classes by more than 35%, all while sustaining strong enrollment numbers (See Appendix 3).

There are already indications that students from outside the faculty of education are using art education courses as a pathway into the faculty. It is our contention that offering a minor in Art Education with two tracks (one focused on Art as Expression and pedagogy; the other focused on Art as Design and pedagogy), will allow students from across campus to focus this learning in useful ways that can complement their major studies. We are also confident that this minor will serve the existing need for preservice education in art and will also prove appealing to in-practice teachers wishing to pursue art education as part of their continuing education.

### **Recent History: Steadiness, Adaptation and Expansion**

The most recent 10 years have seen a blend steadiness, adaptation and expansion in the Art Education area. The number of students registering in the B.Ed and B.Ed (expanded) in Art Education as well as students seeking certification through our after degree programme has been steady (see appendix 3). At the same time, university-wide calls to offer larger and fuller classes has pressured the whole campus to adapt pedagogically within the context of fixed budgets for people, materials and spaces. The challenge of offering an appropriately small programme (the need for newly trained art educators for the public school system is steady) in an environment where policy has shifted minimum class and program-size requirements has been very successfully addressed within the Art Education area. With its long history of courses that have interdisciplinary appeal in terms of quality content, and pedagogy that is particularly suited to introducing new concepts, skills and experiences, Art education has been able to expand the sections offered by 5-10%, increase individual course capacity by 37.6%, and increase, by 4%, an already stellar actual enrollment percentage through being opened to student enrollment across faculties.

### **Today**

In the very recent context of a Faculty of Education that is moving toward an almost exclusive focus on after-degree certification but an environment that is also increasingly concerned with visuality as a dominant literacy as well as an essential vehicle for creative work, the Art Education area has been challenged to simultaneously fold its existing B.Ed degrees while tuning its well-subscribed undergraduate course offerings to serve the needs of an expanded range of contemporary students. The proposed Art Education Minor is designed to meet these challenges.

### **References**

Hattwig, D., Bussert, B., Medaille, A., & Burgess, J. (2013). Visual literacy standards in higher education: New opportunities for libraries and student learning. *Libraries and the Academy*13(1) 61-89.

### **C. Aims, goals and/or objectives**



## Distinctive Characteristics

Like the B.Ed and B.Ed expanded degrees it is replacing, the two tracks within the proposed Art Education minor seek to introduce future teachers, and others to visual fluency (combining theories of the image as a socially constructed mode of expression and communication, with studio practice as an essential means of fully engaging in the visual exchange of ideas) as part of their undergraduate education. Though heavily informed by both traditions and contemporary directions in visual art, this minor is designed to access student's visuality by focusing on teaching and learning as aspects of visual thinking. This minor will ask students to practice making and looking as research, as analysis, as invention and as expression. It will give students the opportunity to make judgements through "experiencing qualitative relationships, and to discover the role of "flexible purposing" as an essential part of creative work. Through studio work student will be asked to recognize that "Form and content is most often inextricable" and that "Not everything knowable can be articulated in propositional form" (from: Eisner, E. (2002). What can education learn from the arts about the practice of education? *John Dewey Lecture for 2002*, Stanford University.)

More specifically, the art education minor will ask students to experience and understand art pedagogy through studio practice, critical inquiry, and both visual and disciplinary research through the following schedule of courses:

This minor will involve 15 units of coursework

- 1.5 AE 103A Introduction to Art Education
- 1.5 **AE 300** Design Thinking (**Revised AE 200**)
- 1.5 AHVS 200-400 level (focus on Indigenous Art and contemporary Canadian art are recommended)
- 1.5 AE 300-400 level 2-D analog (drawing, painting, printmaking)
- 1.5 AE 300-400 level 2-D technolog (Digital Art, Photography)
- 1.5 AE 300-400 level 3-D (sculpture, ceramics)
- 1.5 AE 314 Art Education in the community

**subtotal of 10.5 units (at least 7.5 units at 300-400 level)**

### **Track A: Visual Expression and Inquiry in Education**

- 1.5 AE 300-400 level course (from AE 2D analog, 2-D Technolog or 3-D)
- 1.5 300-400 AHVS, FA or AE Elective (on approval of AE advisor)
- 1.5 **AE 410?**/EDCI 510A Visual Inquiry as Research: School & Community (**New**)

### **Track B: Visual Design and Inquiry in Education**

- 1.5 AE 310 Introduction to Applied **Design** (or AE advisor approved alternate)
- 1.5 AE 330 Visual Design for Marketing, Advocacy and Persuasion
- 1.5 **AE 410?**/EDCI 510A Visual Inquiry as Research: School & Community (**New**)

**subtotal of 4.5 units**

**Total 15 units (at least 12 units at 300-400 level)**

**For a full listing of existing and proposed courses with calendar descriptions, see Appendix 1.**

## Anticipated contribution to the UVic, Faculty, and academic unit's strategic plans

Art education has long worked from a multimodal, inquiry-based model of learning and knowing that embraces student contribution to the themes that drive their creative work.

The University's current strategic plan, calls for "... programs [that] reflect the dynamic nature of the disciplines and evolving interdisciplinary areas," The historic approach to Art Education, described in the preceding and tuned to current research and realities regarding the visual fluency needed for student success and contribution after graduation is reflected in the proposed Art Education minor.

In alignment with many current innovations in the Faculty of Education at UVic, the proposed Art Education minor is designed to reflect the Inquiry-based learning approach that guides the new BC. Art Education curriculum

([https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/curriculum\\_intro.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/curriculum_intro.pdf)). It is our contention that continuing to develop innovative and responsive programs supports the Faculty of Education's Strategic Plan for Learning and teaching that calls for "**providing new services and programs to the campus community**". **The organization of ongoing and new course offerings proposed here not only expand the accessibility of Art Education to both pre-service and in-service art educators but also offer several tracks for a diverse cohort of students across campus to make visual fluency part of the skill-set they carry with them at graduation.**

**While Art Education curriculum is typically built around an applied/ apprenticeship model of teaching and learning which speaks to one aspect of the experiential learning mentioned in the Faculty strategic plan, it is the intention of this course of studies is to expand its involvement with the community based learning through two courses, AE 314 and the proposed AE 410. The first will ask students to engage with art programming in the community as volunteers, observers, program developers and grant writers, while the second, will introduce students to Arts-based research practices that will invite students to engage in a studio practice as a way of experiencing the connections between art-making, academic inquiry and community action.**

**As described in the opening and reflected in the Schedule of course delivery (see appendix 1), one focus of** this minor is to provide in-service educators hoping to develop art (and visual fluency) as an area of strength in their teaching. The selection of courses available, and commitment to offer sections of those courses later in the day (as well as in the summer) addresses an important aspect of the faculty of Educations **focus on lifelong learning** that also resonates with the goal in our department of **Curriculum & Instruction** to offer additional opportunities for graduate **certificates and diplomas**. Finally, the department of Curriculum and Instruction describes a goal to offer more general education courses. As should be evident for the course offerings itemized in appendix 3, Art Education is the very successful model for achieving this goal.

#### **Target audience, student and labour market demand**

This minor is designed to serve 2 student communities: Preservice teachers, Undergraduates across campus seeking a minor in visual fluency and pedagogy as support to their major.

**Pre-service teachers:** Over the past 8 years we have averaged 12 students completing their certification yearly. Moving forward with this community, we anticipate two groups-of-interest. The first, those focused on art as a specialization that combines teaching with their own studio practice, will be guided to combine BFA study with an Art Education minor to fully develop a studio practice, and acquire a familiarity with the educational needs and capacities of learners through art. The second group are those who are planning two teaching areas, where the first teaching area will be based on their major degree, and art will serve as both a minor, and preparation for art teaching.

**Undergraduates across campus:** Even if preservice art education students were enrolled in 100% art education courses (which would be uncommon) our graduating cohort represents about 120 enrollments out of our total of around 1500 in recent years. This means that 1380 enrollments could, potentially, represent 90 minors each year. Realistically, the number who would want to focus this way would be much smaller, but if even 15% of the enrollments by other than preservice teachers chose to pursue a minor, that could result in 20 minors per year. As a choice of minor for students across campus, the minor will offer an opportunity to consolidate and focus a body of courses that can serve as a supplement to their degree major. There is an extensive literature that draws from research in business [as for example: Amabile, T.& and Khaire, M. (2008) and the field of education [as, for example: Buchanan, S., Harlan, M., Bruce, C., & Edwards, S. (2016)] that ties the enhancement of creativity to inquiry-based models that are at the heart of Art Education Curriculum. By offering two tracks within the minor, we will, with little strain on our existing capacity, encourage students to select either visual expression or design as a thread that will complement their career plans. The Art Education subject area specialists will consult with a number of faculties (Anthropology, Economics, History, English, Visual art, Art History, Theatre, Visual Arts) regarding the compatibility of art education as a minor for their majors.

**Include plans for student recruitment, retention, and success**

As described in the history and context section, the selection of courses in Art Education by students focused on art as a teaching area has been consistent, while selection by many others interested simply in art education as part of their University learning has been expanding. Now that the Elementary Education programme offers direct entry from high school, Campus recruiting has been doing a far more effective job advocating for Education programmes in their campaign. Once the Art Education minor is in place, it is our hope that we will be able to use this vehicle as a way of drawing incoming students' attention to the programme. There are also several departments in other faculties that have been important sources of students enrolling in courses with the current programme. Please see appendix 4 for a full listing of consultations across campus that have played a part in developing this proposal.

**References**

Amabile, T.& and Khaire, M. (2008). Creativity and the role of the leader. *Harvard Business Review* 86(10)100-9, 142.

Buchanan, S., Harlan, M., Bruce, C., & Edwards, S. (2016) Inquiry Based Learning Models, Information Literacy, and Student Engagement: A literature review. *School Libraries Worldwide* 22(2) 23- 39.

**D. Admission requirements**

The minor in art education is opened to any students enrolled at the University of Victoria. Courses listed by the registrar as transferable matches from other programmes within the BC system will apply to the requirements for this minor.

**E. Areas of specialization and evidence of adequate faculty complement (Include short faculty CV information in an appendix)**

**See Appendix 2 for CV's of all current full-time faculty.**

The Art education subject area includes three full-time faculty and one recently hired assistant teaching professor. Each faculty member has a terminal degree in education with a focus on aspects of curriculum design, implementation and evaluation relevant to the proposed minor. In addition, each faculty member is an active, exhibiting artist with a studio specialist's involvement in their own creative work (embracing, areas of, digital art, painting, printmaking, photography), along with years of practical teaching experience with a full range of media in classrooms. As well, our programme is supported by a team of graduated master's and doctoral students, many of whom are classroom teachers who serve as part-time sessional instructors while maintaining their work in the classroom and in their studios.

**Delivery methods (e.g., plans for distance education, or computer assisted delivery) as appropriate to targeted student segments**

The art education minor will be delivered primarily as classroom/studio-based courses using the long-established and well-maintained art education facilities available in the Maclauriin Building. These facilities include process specific equipment for ceramics, photography and printmaking as well as more general studio spaces appropriate for small scale painting, drawing, design and sculpture. Some courses (Like AE 314) which have a community orientation, will combine studio meeting with links to community spaces arising from community partnerships.

**Linkages between the learning outcomes and the curriculum design In development**

**UVic Art Education Minor • Learning Outcomes**

Students will demonstrate:

- knowledge and skill as critical inquirers able to conduct research with, through and about visual cultures and practices using a combination of the tools of the artist, art critic, art historian and art educator;
- attitudes and dispositions appropriate to the profession of teaching as evidenced by professional integrity and commitment to the collaborative workspace of the learning and teaching studio;
- familiarity with art theory and criticism as reflected in the ability to think, speak, write and purposefully reflect about their own and others' works of art;
- awareness and experience of studio practice; techniques, materials, and various creative methodologies, effectively using these with some knowledge of the traditional and contemporary practices of the area;
- The ability to effectively choose materials, processes, form, and content to engage in substantive self-directed artistic activity;
- knowledge and skill in the analysis, adaptation and application of arts-based pedagogic strategies.

Track A (*Visual Expression and Inquiry in Education*) Specific Outcomes:

- Within an educational context, understand and demonstrate visually the capacity to reveal a strong or sensitive response to experience, a personal statement or vision, and a subtlety or depth of feeling

Track B (*Visual Design and Inquiry in Education*) Specific Outcomes:

- Within an educational context, demonstrate an understanding of the roles of the creative professions in the development of products and messages.

**Integration of opportunities for experiential learning or other forms of civic engagement in the learning opportunity**

One of the required courses with the Art Education minor is AE 314 Art Education in the community. This course is designed to introduce students to the role that art plays in a variety of engaged community settings. Students will be expected to visit and study a setting of their choice. They will be guided in recognizing the philosophies, planning and community awareness required to develop a successful



program. They will be introduced to grant writing as a means of supporting arts engagements in the community and invited to develop a proposal for programming (and funding) for the community site they have visited.

#### **Residency requirements and anticipated times to completion**

Students will be required to maintain the status required for university enrollment in undergraduate courses.

- This minor has no specific residency requirement.

Anticipated time to completion:

For full-time undergrads - within context of major (4 years)

#### **Policies on student evaluation, candidacy exams, and oral examinations**

As an undergraduate minor, the Art Education Minor will NOT require candidacy or oral exams. The student evaluation process and grading scale would be the same as is currently in place within the Faculty of Education for undergraduate courses.

#### **Plans for integration of teaching and research**

AE 410/510 is proposed as an introduction to Arts-based research. The course will combine a survey of current directions in Arts-based research with a studio component that will be designed to engage students in active research. Depending on the instructor that may link to existing instructor research program or be an opportunity for guided, individual research by students.

**G. Enrolment plan for the length of the Minor (Include a table of anticipated annual intake and graduates including those in any existing Minor)**

Currently the B.Ed and B.Ed expanded degrees in Art Education enroll and graduate approximately 12 students annually. This number can serve as a base enrollment for the minors. With the minor offering opportunities to a broader community that should include students majoring in The Visual Arts and Art History BFA's, and the range of students from other faculty who currently enroll in art education courses without the opportunity of receiving a minor in the area, We would anticipate 12-15 additional registrations and graduations annually.

**H. Funding plan for the length of the Minor**

**Resources required for Faculty appointments**

Currently funded faculty resources

Current staffing complement is 4 faculty with no new faculty required. (Though recent and imminent retirements may alter this total).

- New faculty resources required **None**

**Resources required for Staff appointments**

The current B.Ed and B.Ed expanded degrees, are supported with a  $\frac{3}{4}$  time studio technician's position. Because the minor is intended to replace the current degree offerings, current levels of staff support should be maintained, and should be sufficient to serve the new Art Education Minor.

- Additional staff resources required **None**

**Resources required for Space**

The current B.Ed and B.Ed expanded degrees, are supported with art education facilities that include 3 classroom studios, one ceramics studio, darkroom facilities, an art education technician's office and storage. We also access existing Faculty computer labs for computer-based studio courses. Because the minor is intended to replace the current degree offerings resources required for space should be maintained, and should be sufficient to serve the new Art Education Minor.

- Additional space resources required **None**

**Resources required from Library**

- Additional library resources required **None**

**See appendix 4 for library consultation letter**

## ***I. Related Minors in your own or other British Columbia post-secondary institutions***

There are 27 Institutions in Canada offering some form of art education. Most focus on a limited number of pedagogy courses for elementary generalists.

### **BC**

Vancouver Island University

- **No minor or specialization in Art Education**
- Minor and diploma in Art <https://calendar.viu.ca/fine-arts/bachelor-arts-visual-art-major-and-minor>

### **UBC**

- **No minor in Art Education**
- Diploma 30 credits [http://pdce.educ.ubc.ca/diploma-art-education/#tab\\_About-0](http://pdce.educ.ubc.ca/diploma-art-education/#tab_About-0)
- Visual arts minor (39) <http://ahva.ubc.ca/undergraduate/visual-art-undergraduate-programs/ba-in-visual-art-minor-program/>

### **SFU**

- offers a range of education minors (24units) (**but No minor in Art Education**)
- <http://www.sfu.ca/education/undergrad/programs/degrees/bachelor-of-general-studies-in-education.html>
- Fine Art Minor (27 units) <https://www.sfu.ca/students/calendar/2017/spring/programs/fine-and-performing-arts/minor.html>
- Extended minor (35 Units) <https://www.sfu.ca/students/calendar/2017/spring/programs/visual-art/extended-minor.html>

### **Alberta**

University of Alberta

- **No minor in Art Education** (Though they do prescribe courses for a 'major' or 'minor' teaching area as part of their B.Ed. Secondary [http://ualberta.catalog.acalog.com/preview\\_program.php?catoid=6&poid=3061](http://ualberta.catalog.acalog.com/preview_program.php?catoid=6&poid=3061))

University of Calgary

- **No 'distinct' minor in Art Education.** BFA students can choose a 'visual studies concentration' that will support admission into an after degree certification course. <http://www.ucalgary.ca/pubs/calendar/current/arts-4-8-5.html>

### **Manitoba**

U of M after (BFA) degree.

- **No minor in Art Education**

### **Quebec**

Concordia

- (24 credits) <https://www.concordia.ca/finearts/art-education/programs/bfa.html>

McGill

- (18 credit) Education Minor for Arts students (adolescent psych, education law etc.) <http://www.mcgill.ca/study/2016-2017/faculties/arts/undergraduate/programs/bachelor-arts-ba-minor-concentration-education-arts-students>



**J. Evidence of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable (Provide copies of letters of support in an appendix)**

✓ Curriculum & Instruction chair

✓ Faculty of Education Dean

Consultations

✓ (two consults) Marian Postnikoff Manager Undergraduate Programs [edupmgr@uvic.ca](mailto:edupmgr@uvic.ca)

✓ Tad Suzuki, Fine Art Librarian, McPherson Library (April 2017)

- Paul Walde – Chair of Visual Arts - [pwalde@uvic.ca](mailto:pwalde@uvic.ca) - 250-721-8011
- Erin Campbell – Chair of Art History & Visual Studies - [arthistorychair@uvic.ca](mailto:arthistorychair@uvic.ca) - 250-721-7940
- TriFaculty advisors - Joyce Gutensohn - 250-721-7567 UVC A203 - [advising@uvic.ca](mailto:advising@uvic.ca)
- Fine Art Advising - Sara Riecken - [fineartsadvisor@uvic.ca](mailto:fineartsadvisor@uvic.ca) - (250) 472-5165 (250) 721-7748
- UBC Faculty of education - Rita Irwin - [rita.irwin@ubc.ca](mailto:rita.irwin@ubc.ca)
- Concordia Art Education - Juan Carlos Castro [castrjuancarlos@gmail.com](mailto:castrjuancarlos@gmail.com)

## Appendix 1

### Schedule of Course Delivery

This minor will involve 15 units of coursework and satisfy requirements for Art Education as a teachable area for certification in British Columbia **Current**

**Teachable Areas** <http://www.uvic.ca/education/prospective/teacher/programs/secpdpp/index.php>

#### Core Courses • 10.5 Units

##### 1.5 AE 103A Introduction to Art Education (existing course)

Units: 1.5, Hours: 3-0

A foundation course for those interested in teaching art in school or community settings. Working in various studio activities, students will build knowledge and skill in studio art while considering how those experiences may be adapted for young learners. Art education topics include artistic development, critical and cultural perspectives on art, and teaching methodologies.

**Notes:**

- Credit will be granted for only one of AE 103A, AE 103, AE 100, AE 101, AE 204, ED-A 701, EDCI 307, EDCI 307A, EDCI 307B, EDUC 307.
- Students planning to emphasize art in their degree program should register in this course.

Formerly: Part of AE 103

##### 1.5 AE 300 Design Thinking (modified course: formerly AE 200)

Units: 1.5, Hours: 3-0

**To be updated for classroom and Community:** Creative problem solving through art. A studio exploration of the elements and principles of art, media and processes, and the development of ideas in fine and applied art. Consideration is given to the ways in which this theory and practical experience can be applied in a variety of teaching and learning contexts.

##### 1.5 HA 200-400 level

##### 1.5 AE 300-400 level 2-D analog Studio Methods (drawing, painting, printmaking)

AE 305 Drawing (existing course)

Units: 1.5, Hours: 3-1

Development of skills and teaching methods in drawing through studio exploration. Instructional applications in various learning environments are considered.

**Note:** Credit will be granted for only one of 305, 302.

**AE 306 Painting** (existing course)

**Units: 1.5, Hours: 3-1**

Development of skills and teaching methods in painting through studio exploration. Instructional applications in various learning environments are considered.

**Note:** Credit will be granted for only one of 306, 302.

**AE 307 Printmaking** (existing course)

**Units: 1.5, Hours: 3-1**

An introduction to printmaking including its history, related concepts, and selected studio techniques. Exploration and experimentation are emphasized as a means of skill development. Instructional applications in various learning environments are considered.

**Note:** Credit will be granted for only one of 307, 300.

**1.5 AE 300-400 level 2-D Technology Studio Methods (Computer Art, Photography)**

**AE 319 Photography** (existing course)

**Units: 1.5, Hours: 3-1**

Basic approaches to photography as an art medium. An exploration of concepts and methods appropriate to elementary and secondary classrooms and other educational settings from simple technologies such as photograms and pinhole photography to 35 mm cameras and darkroom procedures.

**AE 322 Digital Arts** (existing course)

**Units: 1.5, Hours: 3-1**

An introductory survey of digital media production focusing on graphics, 2D animation, 3D modelling and animation, audio, video, and website construction. Students will learn to generate media ideas, collect resources, construct and edit concepts using industry-standard software packages. Emphasizes the production and teaching of digital media for creative, educational, and commercial environments. No previous computer experience is required.

**1.5 AE 300-400 level 3-D (sculpture, ceramics)**

**AE 303A Ceramics 1** (existing course)

**Units: 1.5, Hours: 3-0**

Formerly: part of 303

Fundamental ceramics skills of hand-building, wheel throwing and glazing. The history of clay and study of the principles of form. A projects-based studio course.

**Note:** Credit will be granted for only one of AE 303A, AE 303.

**AE 308 Sculpture** (existing course)

**Units: 1.5, Hours: 3-1**

Development of skills and teaching methods in sculpture through studio exploration. Instructional applications in various learning environments are considered.

**Note:** Credit will be granted for only one of 308, 301.

**AE 309 Ceramics: Hand Building** (existing course)

**Units: 1.5, Hours: 3-1**

Studio experience in the methods and techniques of hand-built ceramics and their application to different levels of student development; appropriate curriculum, assessment, and critiquing strategies.

Undergraduate course in Art Education offered by the Department of Curriculum and Instruction in the Faculty of Education.

**1.5 AE 314 Art Education in the community** (existing course)

**Units: 1.5, Hours: 3-0**

Investigates creative learning through community art education. Combining observation at a community centre, drop-in programme or gallery with studio research, students will develop and propose an art education curriculum designed to serve a specific community's art educational goals. Includes off-campus involvements

**subtotal of 10.5 units**

### **Emphasis • 4.5 Units**

#### ***Track A: Visual Expression and Inquiry in Education***

**1.5 AE 300-400 level course (from AE 2D analog, 2-D Technolog or 3-D)**

**1.5 300-400 FA or AE Studio elective (on approval of AE advisor)**

**1.5 AE 410 Studio as Research and Art Education** (proposed course)

**Units: 1.5, Hours: 3-1**

Combining lecture, seminar and studio practice, Students will investigate the merging of studio processes and research conventions as they impact Art Education and the social sciences.

**Track B: Visual Design and Education**

**1.5 AE 310 Introduction to Applied Design (or approved alternate) (existing course)**

**Units: 1.5, Hours: 3-1**

Introduction to skills and teaching methods in selected applied design areas through studio exploration.

**Note: Credit will be granted for only one of AE 310, AE 304.**

**1.5 AE 330 Visual Design for Marketing, Advocacy and Persuasion (existing course)**

**Units: 1.5, Hours: 3-0**

Focus is primarily on design for marketing within the context of its persuasive role in education and educational advocacy. Explores visual design as a problem-solving approach in the development of high impact communication through a combination of theory and studio practice.

**1.5 AE 410 Studio Process as Research and Art Education (proposed course)**

**Units: 1.5, Hours: 3-1**

Combining lecture, seminar and studio practice, Students will investigate the merging of studio processes and research conventions as they impact Art Education and the social sciences.

**Please note that we propose to be cross list AE 410 (new) with EDCI 510A:**

Currently EDCI 510 *Research Issues and Studio Development in Art* is offered in the summers only as a single, 3-unit course in conjunction with our M.Ed Art Education cohort – we propose to divide this course into two sequential courses: EDCI 510A (1.5 Units) and 510B (1.5 units) and rename each as: *Research Issues and Studio Development in Art Education* and *Advanced Research Issues and Studio Development in Art Education*. Together these will continue be offered as requirements for the summer cohort. This division will allow us to cross list 510a and schedule that for the same time as the proposed AE 410 described above. Offered in the late afternoon or evening, this cross-listing will support both classroom teachers looking for a 5+ credential from the ministry, and make the course available to graduate students across the faculty and campus interested in Arts-based research as well as giving undergraduate minors an opportunity to work with more experienced artists and educators.

**EDCI 510 Research Issues and Studio Development in Art (existing course)**

**Units: 3.0**

**Hours: 3-0**

Formerly: ED-A 570

Review of contemporary art education research issues; development of a teaching creed and proposal; studio exploration linked to current instructional practice.

**Note: Credit will be granted for only one of EDCI 510, ED-A 570.**

**subtotal of 4.5 units**

**total 15 units**

### Appendix 3

#### UVic Undergrad AE Stats/ Art Education

|                              | Sections Offered | average cap | seats offered | seats filled | % Capacity | AE Graduates |
|------------------------------|------------------|-------------|---------------|--------------|------------|--------------|
| 2008 Partial Totals (200809) | 30               | 21.133      | 634           | 541          | 88%        | 16           |
| 2009 Totals                  | 50               | 22.02       | 1101          | 878          | 75%        | 14           |
| 2010 Totals                  | 53               | 22.66       | 1196          | 982          | 80%        | 10           |
| 2011 Totals                  | 50               | 24.04       | 1202          | 953          | 78%        | 16           |
| 2012 Totals                  | 49               | 25.3        | 1247          | 948          | 76%        | 8            |
| 2013 Totals                  | 50               | 28.5        | 1437          | 1161         | 80%        | 8            |
| 2014 Totals                  | 55               | 29.9        | 1675          | 1255         | 75%        | 9            |
| 2015 Totals                  | 52               | 31.038      | 1614          | 1345         | 83%        | 14           |
| 2016 Totals                  | 59               | 30.610      | 1806          | 1581         | 88%        | 13           |
| 2017 Partial Totals (201701) | 16               | 29.353      | 499           | 451          | 91%        | n/a          |

#### Change

|  |       |          |
|--|-------|----------|
| Average course CAP 2008-2017:                                      | 37.6% | increase |
| annual sections offered (variable but between)                     | 5-10% | increase |
| % of Capacity (2008/2012 compared to 2013/2017) from 79.5 to 83.4% | 4%    | increase |
| Materials annual budget: 2008 - \$13,000; current- \$17,000        | 31%   | increase |



Juan Carlos Castro, Ph.D.  
Department of Art Education  
(514)848-2424 ex. 4787  
[JuanCarlos.Castro@concordia.ca](mailto:JuanCarlos.Castro@concordia.ca)

October 15, 2017

Re: Letter of Support for Art Education Minor, University of Victoria

I am writing in support of the proposed Art Education Minor degree program. The proposed minor is aligned with the standards, curricula, and outcomes of art education minor programs in Canada. After careful consideration of the proposed curriculum and detailed conversations with Art Education faculty at the University of Victoria, it is clear that the new Minor in Art Education is in the best interest of students.

In 2011, the Department of Art Education at Concordia University instituted the Minor degree in Art Education. Our minor is comprised of 24 credits that cover many of the same topics as the proposed minor at the University of Victoria—see table below for comparison. The proposed curriculum is exciting and innovative. Where the University of Victoria proposal differs from Concordia’s—course work in topics such as Indigenous Art and Visual Design for Marketing, Advocacy and Persuasion—are aspects that would enhance our minor program.

| University of Victoria   | Concordia University  |
|--|---|
| 1.5 AE 103A Introduction to Art Education  | ARTE 201 Art in Early Childhood I (3 credits)                               |
| 1.5 AE 300 Design Thinking (Revised AE 200)  | ARTE 320 Multidisciplinary Approaches to Art and Teaching (3 credits)       |
| 1.5 HA 200-400 level (focus on Indigenous Art and contemporary Canadian art are recommended) | ARTE 330 Introduction to Community Art Education (3 credits)                |
| 1.5 AE 300-400 level 2-D analog (drawing, painting, printmaking)                             | ARTE 432 Community Art Education: Theory and Practice (3 credits)           |
| 1.5 AE 300-400 level 2-D technology (Digital Art, Photography)                               | ARTE 434 Professional Practice for Art Educators (3 credits)                |
| 1.5 AE 300-400 level 3-D (sculpture, ceramics)   | 9 credits from the following:   |
| 1.5 AE 314 Art Education in the community  | ARTE 398 Special Topics in Art Education (3 credits)                        |
| <b>Track A: Visual Expression and Inquiry in Education</b>                                   | ARTE 352 Light-based Media (3 credits)                                      |
| 1.5 AE 300-400 level course (from AE 2D analog, 2-D Technology or 3-D)                       | ARTE 354 Time-based Media (3 credits)                                       |
| 1.5 300-400 HA, FA or AE Elective (on approval of AE advisor)                                | ARTE 498 Special Topics in Inter-Related Media and Technologies (3 credits) |
| 1.5 AE 410/EDCI 510A Visual Inquiry as Research: School & Community (New)                    |   |
| <b>Track B: Visual Design and Inquiry in Education</b>                                       |   |
| 1.5 AE 310 Introduction to Applied Design (or AE advisor approved alternate)                 |   |
| 1.5 AE 330 Visual Design for Marketing, Advocacy and Persuasion                              |   |
| 1.5 AE 410/EDCI 510A Visual Inquiry as Research: School & Community (New)                    |   |





Annually, there is high demand for the minor from BFA Studio Art Majors and Art History Majors in the Faculty of Fine Arts—the average annual acceptance rate in the minor is 33%. We also experienced interest in the minor from outside of the Faculty of Fine Arts. This university-wide interest indicates the value of art education in the overall learning of students at Concordia—from the humanities to economics.

The proposed Art Education Minor will also benefit students seeking a second teachable subject area for employment in public schools. In Ontario the requirement of a second teachable is becoming the standard of teacher education programs. And in Quebec, 15 credits is the minimum standard for a second teachable. We strongly advise our BFA Specialization students (who earn QC teacher certification) to take 15 credits in a second teachable to advance their employment prospects. The Art Education Minor is forward thinking in terms of preparing students for the competitive job market across Canada.

It is with confidence, derived from experience with our own Minor in Art Education that I support the proposed minor degree program in Art Education at the University of Victoria.

Sincerely,

Original signed by Juan Carlos Castro

Juan Carlos Castro  
Chair, Department of Art Education



University  
of Victoria

Department of Art History & Visual Studies  
Faculty of Fine Arts  
Fine Arts Complex, Room 151  
PO Box 1700, STN CSC  
Victoria, BC V8W 2Y2  
Canada

Tel: (250) 721-7942  
Fax: (250) 721-7941  
Web: <http://finearts.uvic.ca/historyinart>

October 15, 2017

Dear Colleagues,

In reviewing the proposed Art Education Minor from the Department of Curriculum and Instruction in the Faculty of Education, I wish to express my support for this program. The creation of the minor will allow the long history of instruction in this area to be translated into a viable undergraduate minor. I envision that this minor would be attractive to students in Art History and Visual Studies who are interested in pursuing art education in the museum, gallery, or community setting, as well as those wishing to go on to become certified as teachers.

The existing faculty and resources strike me as sufficient in expertise and materials to offer this minor. I don't see any competition with the existing AHVS minor. Instead, I see these two programs as complementary.

Sincerely,

Erin J. Campbell, Professor, Chair

Art History & Visual Studies

Email: [erinjc@uvic.ca](mailto:erinjc@uvic.ca)

Tel: 250-721-7940



a place of mind  
THE UNIVERSITY OF BRITISH COLUMBIA

Department of Curriculum and Pedagogy  
UBC Faculty of Education  
2125 Main Mall  
Vancouver, BC, Canada V6T 1Z4

Tel: 604-822-5337  
Fax: 604-822-4714  
www.edcp.educ.ubc.ca

October 12, 2017

Dr. Mike Emme  
Department of Curriculum & Instruction  
University of Victoria

Dear Dr. Emme:

It gives me great pleasure to write this letter of support for the proposed Art Education Minor in the Department of Curriculum and Instruction in the Faculty of Education at the University of Victoria.

In reviewing the proposal, I was impressed to see that it addresses the Education Faculty's ongoing mandate to prepare teachers (specifically in the area of Art Education) while also being designed to offer enriched experiences for all students at U of Vic. Learning experiences focused on visual fluency will surely attract many interested students across the U of Vic campus. In my ongoing position as a professor of art education with a research interest in national and international policy regarding the value of visual experience, I feel that the scope and structure of this proposal reflects important, emerging approaches to supporting both preservice teachers and students across the university in developing needed visual practices and critical sophistication. As former Associate Dean of Teacher Education in the Faculty of Education at UBC I have advocated for programmes like the minor described in this proposal and have found them to be highly desirable, with tremendous uptake. It is apparent to me that such offerings benefit all students, and ultimately those with whom they will engage with artistically and creatively after they leave the U of Vic.

With all of this in mind, it gives me tremendous pleasure to offer my support for this much needed proposal. It holds great promise for the future.

Sincerely,

Original signed by Rita L. Irwin

Rita L. Irwin, Ed.D.  
*Distinguished University Scholar*  
Professor, Art Education

**MEMORANDUM**

TO: Prof. Mike Emme, Art Education, Dept. of Curriculum and Instruction, Faculty of Education

FROM: Tad Suzuki, Fine Art Librarian, McPherson Library

DATE: April 3, 2017

**RE: Library Response to the [Draft] Proposal for Art Education Minor**

---

**Summary:** The proposed Minor Program in Art Education in the Faculty of Education is largely consisted of preexisting courses with a new course in "Studio Process." Therefore, it does not immediately cause concerns with regards to the Library collections. Art Education in the Faculty had been a long-established subject area of instruction and research and the Library has well-established practices to support the subject area.

**The Library Collections:** As outlined in section C. "Aims, goals and/or objectives," in the proposal document on Art Education Minor, the proposed Minor program is consist of existing courses drawn from the well-established B.Ed. and B.Ed. expanded degree programs in Art Education, which are proposed to be replaced by this Minor program. The Library has built a strong collection to support the past Art Education programs in monographs, journals and e-journals, and databases and continues to support material needs for art education.

The Library currently subscribes to over a dozen art education journals and a dozen art and education-related databases. The monographic collections on art education are currently housed in both McPherson Library and Curriculum Library. In addition, McPherson Library houses comprehensive collections on art history, art theory, and contemporary art practices in monographs, journals and various media formats to support the teaching and research for the Faculty of Fine Arts; I believe these materials are also useful for teaching and research for the Art Education Minor program.

The proposed new course in "Studio Process as Research and Art Education," in my view, does not require any new budget in collection activities.

Thus, it is my view that the proposed introduction of Art Education Minor program does not cause immediate concerns in the Library's ability to support the teaching and research. Any future development and changes in the proposed program should be brought to the attention of the Education Librarian as soon as they arise.



University  
of Victoria

**Associate Vice-President Academic Planning**

PO Box 1700 STN CSC  
Victoria British Columbia V8W 2Y2 Canada  
Tel (250) 721-7012 Fax (250) 721-7216  
E-mail avpap@uvic.ca Web <http://www.uvic.ca/vpac>

**MEMO**

Date: November 15, 2017  
To: The Secretary of the Senate  
From: Dr. Nancy Wright, Chair, Senate Committee on Planning  
Re: Proposal to Establish a Combined Major in Biology and Mathematics and Statistics

At its meeting on November 1, 2017, the Senate Committee on Planning discussed and approved the proposal to establish a Combined Major in Biology and Mathematics and Statistics.

The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a combined major in Biology and Mathematics and Statistics, as described in the document "Proposal for a Combined Major in Biology and Mathematics and Statistics", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

A handwritten signature in cursive script that reads "N Wright".

:sld

Committee Membership:

Dr. Nancy Wright, Chair  
Dr. Abdul Roudsari  
Ms. Nicole Greengoe  
Dr. Stan Dosso  
Mr. David Schostek  
Dr. Reuven Gordon  
Ms. Carrie Andersen  
Dr. David Castle  
Dr. Jason Colby  
Dr. Merwan Engineer  
Ms. Sandra Duggan, Secretary

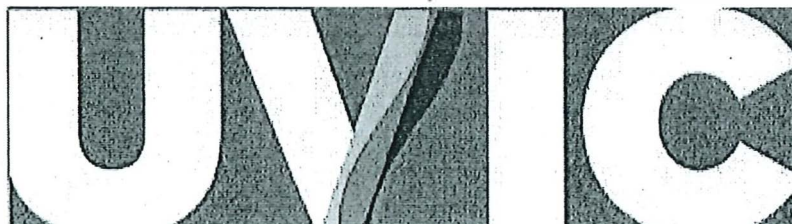
Dr. Valerie S. Kuehne  
Dr. Sang Nam  
Dr. Graham McDonough  
Dr. Victoria Wyatt  
Dr. Anne Stahl  
Dr. Andrea Giles  
Dr. Stephen Evans  
Ms. Gillian Calder  
Dr. Ralf St. Clair  
Ms. Paige Bennett  
Dr. Patrick Nahirney



UNIVERSITY OF VICTORIA

# Combined major in Biology and Mathematics and Statistics

|   |  |
|---|--|
| Dean's Name: Rob Lipson<br>Acting Dean: Robin Hicks   | Acting<br>Signature/Dean: <i>Robin Hicks</i>   |
| Contact Name and Number: Laura Cowen (6152) or Marcelo Laca (7436)                          |  |
| Barbara Hawkins (7091)  | <i>B. Hawkins</i>  |
| Date approved by Department:<br>MATH: September 15, 2017<br><br>Biology: September 15, 2017 | Head:<br>MATH: Marcelo Laca <i>Marcelo Laca</i> 13.10.17<br><br>Biology: Barbara Hawkins |
| Date approved by Faculty:<br><br>OCT 16 2017  | Dean or Faculty Chair:<br>Acting <i>Robin Hicks</i>                                      |



|  |   |
|--|---|
|  |   |
| <b>A. Identification of new Major</b>  |   |
| Name, Location, Academic units (Faculties, departments, or schools) offering the new Major   | <b>Combined Major in Biology and Mathematics and Statistics</b>   |
| Anticipated start date   | <b>September 2018</b>   |
| Name, title, phone number and email address of contact person  | <b>Laura Cowen (Curriculum Chair, Math &amp; Stats),<br/>Tel: 6152; email: <a href="mailto:lcowen@uvic.ca">lcowen@uvic.ca</a><br/>Barbara Hawkins (Chair, Biology) – Tel: 7091; email: <a href="mailto:biochair@uvic.ca">biochair@uvic.ca</a></b> |
| <b>B. History and context of the existing undergraduate program and relation to new Major</b>  |   |
| <p>Both departments currently have combined programs with several other disciplines but not with each other.</p> <p>For a number of years, there has been a stream of strong undergraduate students with interests in both Biology and Mathematics or Biology and Statistics, who find out eventually that they want to attain expertise in both disciplines. Many start as Biology students, some eventually do double degrees (satisfying all requirements of each of the two separate Major programs) and some choose to do a Minor in one and a Major in the other. However, there has been nothing in the calendar to alert students to the existence of the fields of mathematical biology or biostatistics, both rapidly growing areas of research. Students with an interest in biology and a talent for mathematics have been finding out late that combining them sets them up extremely well for this highly significant research area, or sets them up to be a better biologist with more powerful theoretical and analytic tools at their disposal.</p> <p>Thus, creating a combined program in Biology and Mathematics and Statistics would let potentially interested students know at the outset that this interdisciplinary field exists, and that this combination of expertise leads to viable careers and potentially makes them more marketable. It would be less demanding than a double Major (and feasible to do in four years), but would give a more thorough training in both disciplines than a Major/Minor combination.</p> |   |



**C. Aims, goals and/or objectives**

Distinctive characteristics

See above.

Anticipated contribution to the UVic, Faculty, and academic unit's strategic plans

From UVic's strategic plan: "We expect that programs will reflect the dynamic nature of the disciplines and evolving interdisciplinary areas." The proposed combined Major is expressly designed to meet this need.

UVic's strategic research plan highlights the contributions of biology, mathematics and statistics, and biostatistics in particular, to research in health and life sciences. It points out that "The Department of Mathematics and Statistics has an internationally recognized team in mathematical modelling of biochemical networks and disease dynamics and epidemiology."

Thus, development of this combined program is solidly in line with UVic's Academic and Research objectives.

Target audience, student and labour market demand

The combined Major should appeal to Biology students with a facility for, and interest in, mathematics and/or statistics, or to mathematics and statistics students with an interest in applications of their knowledge to biology.

Biology has about 200 program students per year. The vast majority of them are not inclined towards mathematics or statistics; however, there are about 40 students taking Math 100/101 each year and that pool of students might be interested in taking this program. We know that this pool of students exists, since we see them doing double Majors and the like.

Mathematical biology and biostatistics are vibrant and active research areas in themselves. A strong quantitative foundation will give a biologist in certain areas (epidemiology, ecology, neuroscience, cell biology, genetics, genomics, for example) a more powerful set of tools than the majority of people working in that field, and will thus make them more marketable. A strong foundation in biology will also make a more credible and effective researcher in mathematical biology or biostatistics.

Graduates of our program would be well suited to do graduate work in mathematics biology programs, such as UBC's (<http://www.math.ubc.ca/~cytryn/MathBio/>).

Include plans for student recruitment, retention, and success

The existence of the combined program in the Calendar will likely attract a small cohort of students in itself, and additional promotion will help to launch the program – on departmental websites, in outreach to high schools, and in recruitment fairs like 'Experience UVic'.

Faculty members involved in this program will co-ordinate a meeting with potential students at the end of the first semester to inform them about the possible careers in math/biology and biostatistics (for example disease epidemiology, clinical trials, statistical ecology).



|   |
|---|
| <b><i>D. Admission requirements</i></b>   |
| Include plans for admissions and transfer within BC system where appropriate<br><br>Regular Science admissions.<br>Transfer into the program late could be difficult without delay, because of the broad 1 <sup>st</sup> and 2 <sup>nd</sup> year requirements. As a result, students transferring into the program late may take longer to complete their degree requirements. |
| <b><i>E. Areas of specialization</i></b>  |
| No new courses are anticipated at this point to support this program, so no new faculty resources are required.<br><br>The proposal does include three streams on the Biology side, and allows enough flexibility on the Math & Stats side to allow a specialization in Mathematics or in Statistics.   |
| <b><i>F. Curriculum design</i></b>  |

Schedule of course delivery

- Identify the prescribed set of core and prerequisite courses.
- Identify which courses already exist at UVic and which new courses will be implemented as a result of the program.

No new courses will be implemented as a result of this program. **Appendix 1** contains course names and descriptions for required courses. The schedule of course delivery is as follows:

First and Second Years

|  |     |
|--|-----|
| BIOL 184, 186, 215, 225, 230             | 7.5 |
| CHEM 101, 102, 231                       | 4.5 |
| CSC 110, 115                             | 3.0 |
| MATH 100 or 109, 101, 122, 200, 204, 211 | 9.0 |
| STAT 255 or 260, 256 or 261 <sup>1</sup> | 3.0 |
| Electives <sup>2</sup>                   | 3.0 |

Third and Fourth Years

|  |      |
|--|------|
| BIOC 299 <sup>3</sup>                                      | 1.5  |
| BIOL 330, 355 or 435                                       | 3.0  |
| BIOL upper level electives <sup>4</sup>                    | 10.5 |
| MATH 342, 377  | 3.0  |
| Two of STAT 350, 353, 354, 359 or two of MATH 346,348, 379 | 3.0  |
| MATH / STAT upper level electives <sup>5,6</sup>           | 4.5  |
| Electives <sup>4,5</sup>                                   | 4.5  |

<sup>1</sup> It is strongly recommended that students interested in this program take STAT 260 and STAT 261

<sup>2</sup> Recommended electives: MATH 236, 248, CHEM 232, PHYS 102A, 102B

<sup>3</sup> BIOC 300A or 300B may be used to fulfill the Biochemistry requirement and may be prerequisites for recommended courses.

<sup>4</sup> Students interested in cell and molecular biology should take BIOL 360, at least three of BIOL 309, 361, 362, 401A, 435, 436, 439; and BIOL 326, 432, 458, 459, 465, 467, 490F are also relevant. Students interested in physiology and medicine should take BIOL 365, at least three of BIOL 309, 360, 367, 432, 435, 436, 447; and BIOL 362, 366, 404, 401A, 409B, 439, 448, 467, 490E,F,H are also relevant. Students interested in ecology and evolution should select courses from BIOL 329, 335, 345, 346, 370, 418, 435, 438, 446, 457, 461, 462, 468, 490B,D,G,J.

<sup>5</sup> Recommended upper level electives: MATH 442, 446, 452, 492, 498, STAT 355, 450, 453, 454, 456, 457, 458, 459, 498

<sup>6</sup> At least 3.0 units of 4<sup>th</sup> year courses must be taken in the department of Mathematics and Statistics.

Delivery methods (e.g., plans for distance education, or computer assisted delivery) as appropriate to targeted student segments

All courses are run as usual, on campus, face-to-face.

Linkages between the learning outcomes and the curriculum design

Students will learn the critical mathematics and/or statistics background to function as quantitative biologists. The intersection of mathematics and statistics with biology is expanding as biologists are challenged by the analysis of large data sets in genetics and genomics, and in ecology. The curriculum of the proposed combined program has been designed to give students a broad background in mathematics or statistics, with a focus on one of three areas of biology in which quantitative skills would be of great value.

Integration of opportunities for experiential learning or other forms of civic engagement in the learning opportunity

- Describe use and purpose of practical, Co-op work terms, or other forms of experiential learning
- Where work terms or field placements are a component of the Major, describe the unit's plans to develop placement opportunities for students and the level of support that will be extended to students seeking placements.
- Where applicable, describe the anticipated outcomes of the work term or field placement, how the experience will provide an opportunity to put the stated learning outcomes into practice, and how the students will be evaluated during their placements.
- Opportunities for civic engagement

Experiential learning could come in the form of a Co-op work term in either biology or math/stats. Now that the mathematics and statistics co-op is housed within Science there will be more support for these students. Department co-op representatives will work with the co-op office to find relevant co-op opportunities for these students.

Special purpose experiential courses will not be created specifically for this program at the outset. Directed Studies courses offer the opportunity for project-based experiential learning.

Residency requirements and anticipated times to completion

This is designed as a 4-year program.

Policies on student evaluation,

Same as existing programs.

Plans for integration of teaching and research

Undergraduate research projects jointly supervised by Biology and Math/Stat faculty members are an excellent prospect. Note that BIOL 490A-J, STAT 498, or MATH 498 could be used for this purpose.

Describe any plans to develop international or Indigenous content or perspectives

Again, since no new courses will initially be created, there is no immediate development of international or indigenous content or perspectives beyond what already exists in the parent programs.



**G. Enrolment plan for the length of the Major**

Designed as a 4-year program, but students need a significant number of first- and second-year courses, so if a student opts for the program late, they may need an extra term or two to complete.

Possibly 5-10 students per year to start. This will likely grow as we have a growing number of Biology students completing Minors in mathematics and statistics.

Whether this will attract students to UVic who otherwise might not come is not clear.

**H. Funding plan for the length of the Major**

Resources required for Faculty appointments

- Currently funded faculty resources
- New faculty resources required

None. However, if this program grows significantly, we might have to look at offering more sections of upper division courses, especially in statistics where we are already seeing a large increase in student numbers. Ultimately, an increase in student numbers would lead to new faculty resources required that could teach the affected courses.

Resources required for staff appointments

None. However, if class sizes grow significantly, this may require reassessment of the current TA allocations.

Resources required for space

None.

Resources required from Library

(Include evidence of consultation with UVic Librarian)

None.

***I. Related Majors within UVic or other British Columbia post-secondary institutions***

At UVic:

Major in Biology.

Major in Mathematics.

Major in Statistics.

Within Canada:

York, undergrad: <http://mathstats.info.yorku.ca/our-programs/mathematical-biology/>

McGill, undergrad: [http://biology.mcgill.ca/undergrad/jointmajor\\_biolmath.html](http://biology.mcgill.ca/undergrad/jointmajor_biolmath.html)

Queens, undergrad: <https://biology.queensu.ca/academics/undergraduate/degree-plans/biology-mathematics-ssp/>

Some US examples:

Pittsburgh: <http://www.mathematics.pitt.edu/node/811>

Penn: <https://www.math.upenn.edu/ugrad/biomath.html>

Elsewhere:

<http://www.smb.org/resources/education/degree.shtml>

<http://www.canadian-universities.net/Universities/Programs/Biostatistics.html>

***J. Evidence of support and recognition from other UVic Faculties, post-secondary institutions, where applicable (Provide copies of letters of support in an appendix)***

See appendix 2.

**Appendix 1: required courses titles and descriptions**

**First and second year required courses**

**BIOL 184** Evolution and Biodiversity Units: 1.5 Hours: 3-3

Formerly: part of 190B

An introductory course in the biological sciences. Evolutionary theory, Mendelian genetics, mitosis and the cell cycle, meiosis and sexual life cycles, and diversity of prokaryotes, protists, plants, fungi, invertebrates and craniates.

**BIOL 186** Physiology and Cell Biology Units: 1.5 Hours: 3-3

Formerly: part of 190A

An introductory course in the biological sciences. Biological chemistry, cellular diversity, membrane structure and function, energy transduction, DNA replication. Structure, growth, nutrition, and development of plants; principles of animal physiology including homeostatic mechanisms, circulation, gas exchange, osmoregulation, thermoregulation, defense systems, chemical signalling, reproduction and development.

**BIOL 215** Principles of Ecology Units: 1.5 Hours: 3-3

An introduction to factors controlling the distribution and abundance of plants and animals. Physical environments of organisms; biotic environments and interactions among species; factors influencing population growth; behavioural ecology; community ecology; succession; trophic levels and energy flow, island biogeography; biodiversity; human impact on global ecology; conservation ecology.

**BIOL 225** Principles of Cell Biology Units: 1.5 Hours: 3-3

An introduction to cellular, subcellular, and molecular structure/function relationships in eukaryotic cells. Membrane structure and dynamics, membrane transport, protein sorting, vesicular transport, endocytic pathways, extracellular matrices, interactions with the cellular and acellular environments, endomembrane system, cytoskeleton and motility, cellular reproduction, mechanisms of cell signalling, techniques in cell biology.

**BIOL 230** Principles of Genetics Units: 1.5 Hours: 3-3

Introduction to principles of inheritance. Classical genetic theory; meiosis, mitosis, recombination, population genetics and evolution, genotype, phenotype, random assortment, dominance, DNA structure, function, replication and molecular basis of inheritance. RNA and protein synthesis, regulation of transcription and gene organization. Introduction to DNA technologies.

**CHEM 101** Properties of Materials Units: 1.5 Hours: 3-3

Introduction to the modern theory of atomic structure and its relation to chemical bonding. Introduction to organic chemistry and modern materials, including polymer chemistry. Laboratory emphasizes skills typically needed in a scientific environment including observing, recording and discussing experimental data. Basic chemical techniques are introduced using a variety of different types of experiments.

**CHEM 102** Environmental and Physical Chemistry Units: 1.5 Hours: 3-3

Basic physical chemistry of the environment including thermodynamics, states of matter, chemical equilibrium, kinetics, the atmosphere, and water chemistry. Laboratory builds on the experience of CHEM 101, with practice in developing routine skills. Continued emphasis is given to reporting data accurately.

**CHEM 231** Introductory Organic Chemistry Units: 1.5 Hours: 3-0-1

An introduction to organic chemistry; nomenclature; functional group survey; ionic and free radical reactions; alkanes, cycloalkanes, conformational analysis; stereochemistry; nucleophilic substitution and elimination; alkenes, alkynes; electrophilic substitution; alcohols and ethers; reduction and oxidation.

**CSC 110** Fundamentals of Programming I Units: 1.5 Hours: 3-2

Introduction to designing, implementing, and understanding computer programs using an object-oriented programming



language. Topics include an introduction to computing and problem solving, selection and iteration, arrays and collections, objects and classes, top-down design and incremental development.

**CSC 115**      Fundamentals of Programming II      Units: 1.5      Hours: 3-2

Techniques, methods, and tools for systematic development and maintenance of software systems and documentation; basic algorithms and data structures; and fundamental concepts of object-oriented programming. Topics include control and data abstraction, modularization, abstract data types, layers of abstraction, information hiding, separation of concerns, type checking, program design, separate compilation, software libraries, techniques for the development of high-quality software components, program understanding.

**MATH 100**      Calculus I      Units: 1.5      Hours: 3-0-1

Review of analytic geometry; functions and graphs; limits; derivatives; techniques and applications of differentiation; antiderivatives; the definite integral and area; logarithmic and exponential functions; trigonometric functions; Newton's, Simpson's and trapezoidal methods; l'Hopital's rule.

**MATH 101**      Calculus II      Units: 1.5      Hours: 3-0-1

Volumes; arc length and surface area; techniques of integration with applications; polar coordinates and area; Taylor's formula; improper integrals; series and tests for convergence; power series and Taylor series; complex numbers.

**MATH 109**      Introduction to Calculus      Units: 1.5      Hours: 3-0-1

A first course intended for students with no previous exposure to calculus. Review of analytic geometry; functions and graphs; limits; derivatives; techniques and applications of differentiation; antiderivatives; the definite integral and area; logarithmic and exponential functions; trigonometric functions; Newton's, Simpson's and trapezoidal methods; l'Hopital's rule.

**MATH 110**      Matrix Algebra for Engineers      Units: 1.5      Hours: 3-0-1

Complex numbers, matrices and basic matrix operations, vectors, linear equations, determinants, eigenvalues and eigenvectors, linear dependence and independence, orthogonality.

**MATH 122**      Logic and Foundations      Units: 1.5      Hours: 3-0

Formerly: 224

Logic and quantifiers, basic set theory, mathematical induction and recursive definitions, divide and conquer recurrence relations, properties of integers, counting, functions and relations, countable and uncountable sets, asymptotic notation.

**MATH 200**      Calculus III      Units: 1.5      Hours: 3-0-1

Vectors and vector functions; solid analytic geometry; partial differentiation; directional derivatives and the gradient vector; Lagrange multipliers; multiple integration with applications; cylindrical and spherical coordinates; change of variables; surface area; introduction to line and surface integrals.

**MATH 204**      Calculus IV      Units: 1.5      Hours: 3-0-1

Vector fields; div, grad and curl operators; line integrals; Green's Theorem; surface integrals; flux; Divergence Theorem; Stokes' Theorem; multivariate Taylor series; Fourier series; first and second order differential equations with applications; variation of parameters; reduction of order; power series solutions about ordinary points; Laplace transform.

**MATH 211**      Matrix Algebra I      Units: 1.5      Hours: 3-0

Formerly: 233A

Matrices: simultaneous equations; determinants; vectors in 2-, 3- and n-tuple space; inner product; linear independence and rank; change of coordinates; rotation of axes in 2- and 3-dimensional Euclidean space; orthogonal matrices; eigenvalues and eigenvectors.

**STAT 255**      Statistics for Life Sciences I      Units: 1.5      Hours: 3-0

Descriptive statistics; probability; random variables and probability distributions; expectation; binomial, Poisson, and normal distributions; random sampling and sampling distributions; point and interval estimation; classical hypothesis testing and significance testing. Statistical examples and applications from life sciences will be emphasized.

**STAT 256**      Statistics for Life Sciences II      Units: 1.5      Hours: 3-1-0

Estimation and hypothesis testing; analysis of variance and the design of experiments; regression and correlation; analysis of categorical data; distribution-free procedures. Statistical examples and applications from life sciences will be emphasized.

**STAT 260**      Introduction to Probability and Statistics I      Units: 1.5      Hours: 3-0

Descriptive statistics; elementary probability theory; random variables, discrete and continuous probability distributions, expectation, joint, marginal and conditional distributions; linear functions of random variables; random sampling and sampling distributions; point and interval estimation; classical hypothesis testing and significance testing. The mathematical foundations of statistical inference will be introduced and illustrated with examples from a variety of disciplines.

**STAT 261**      Introduction to Probability and Statistics II      Units: 1.5      Hours: 3-1-0

Estimation and hypothesis testing; normal sampling distribution theory; analysis of variance and the design of experiments; regression and correlation; analysis of categorical data; distribution-free procedures. The mathematical foundations of statistical inference will be introduced and illustrated with examples from a variety of disciplines.

**Third and Fourth year required courses**

**BIOC 299**      Biochemistry for Non-Majors      Units: 1.5      Hours: 3-0

An introduction to the concepts of biochemistry intended for students not majoring in biochemistry or microbiology. Properties of bio-molecules, basic enzymology and metabolism. Bioenergetics, nucleic acid structure and synthesis. Protein synthesis. Structure and properties of membranes.

**BIOL 330**      Study Design and Data Analysis      Units: 1.5      Hours: 3-3

Also: [ES 344](#)

An introduction to the statistical analysis of biological data, experimental design, and sampling design. Laboratories emphasize computer-based analysis of selected data sets as well as a major research project.

**BIOL 355**      Evolution      Units: 1.5      Hours: 3-0

Formerly: 455

Evolutionary processes and the spatial and temporal patterns they produce. Natural selection, genetic drift and other microevolutionary processes; the basis of morphological and molecular change; species and speciation; macroevolution; phylogeny reconstruction; origin of life.

**BIOL 435**      Molecular Evolution      Units: 1.5      Hours: 3-0

Using population genetic and evolutionary principles to understand how and why genes and genomes change, and to reconstruct the evolutionary history of genes, genomes, and organisms.

**MATH 342**      Intermediate Ordinary Differential Equations      Units: 1.5      Hours: 3-0

Formerly: 325

Picard-Lindelöf and Peano existence theorems, series solutions near regular singular points, Frobenius method, systems of first order linear equations, complex and repeated eigenvalues, nonhomogeneous linear systems, qualitative theory for nonlinear systems; Lyapunov stability theory; periodic solutions; introduction to bifurcations and chaos.

**MATH 346**      Introduction to Partial Differential Equations      Units: 1.5      Hours: 3-0

Formerly: 326

Partial differential equations in physics (wave, heat and Laplace equations), solution by separation of variables, method of



characteristics for first-order partial differential equations, boundary value problems, orthogonal functions, Fourier series, transform methods (Laplace and Fourier transforms), numerical methods.

**MATH 348** Numerical Methods Units: 1.5 Hours: 3-0

Error analysis (round off and truncation errors), roots of equations (bisection, Newton, secant), systems of linear equations (Gauss elimination and LU factorization), function approximation (interpolation, least squares, orthogonal polynomials), numerical differentiation, numerical integration (Newton-Cotes, Gauss), numerical solution of ordinary differential equations (Euler, Taylor, Runge-Kutta, Adams), and a selection of additional topics, such as numerical optimization, finite difference methods for linear partial differential equations, iterative methods for linear systems.

**MATH 377** Mathematical Modelling Units: 1.5 Hours: 3-0

The formulation, analysis and interpretation of mathematical models in various areas of application. Both continuous and discrete deterministic and stochastic models will be employed. Mathematical techniques used may include: differential and difference equations, matrix analysis, optimization, simple stochastic processes, decision theory, game theory and numerical methods. The phenomena modelled may vary from year to year.

**MATH 379** Nonlinear Dynamical Systems and Chaos Units: 1.5 Hours: 3-0

An introduction to dynamical systems aimed at mathematics students and mathematically-inclined students from the sciences and engineering. Topics include: existence theory, geometric analysis, stability theory, bifurcation theory and chaos for differential equations with emphasis directed to applications in science. Assignments may involve the use of simple mathematical software.

**STAT 350** Mathematical Statistics I Units: 1.5 Hours: 3-0

Discrete and continuous probability models, random variables and their distributions, mathematical expectation, moment generating functions, sums of random variables, limit theory, and sampling distributions. Emphasis on the probability theory needed for 450.

**STAT 353** Applied Regression Analysis Units: 1.5 Hours: 3-0

An outline of linear regression theory with applications; multiple linear regression, polynomial regression, model adequacy checking, variable transformation, variable selection, indicator variable, diagnostics for leverage and influential observations, multicollinearity problem, model selection, stepwise regression, prediction and inference.

**STAT 354** Sampling Techniques Units: 1.5 Hours: 3-0

Principal steps in planning and conducting a sample survey. Sampling techniques including stratification, systematic sampling and multistage sampling. Practical survey designs with illustrations. Nonsampling errors.

**STAT 359** Data Analysis Units: 1.5 Hours: 3-1

An introductory data analysis course for students who have had an introduction to descriptive statistics, probability distributions, estimation, hypothesis testing and confidence intervals. Emphasis is placed on proper use of computer software, interpretation of output and assumptions required for use of each statistical method. Topics may include: linear and nonlinear regression, time series analysis, analysis of variance, design of experiments, generalized linear models, repeated measures analysis, survival analysis, methods for multivariate data, and nonparametric methods.

**Appendix 2: Supporting Letters**



**Faculty of Engineering**

University of Victoria  
RM 248, Engineering Office Wing  
PO Box 1700 STN CSC  
Victoria, BC, Canada V8W 2Y2

November 13, 2017

Dr. Robin Hicks,  
Associate Dean (Academic),  
Faculty of Science  
University of Victoria  
[rhicks@uvic.ca](mailto:rhicks@uvic.ca)

Dear Robin,

**Re: Combined Biology and Mathematics or Statistics Program**

I would like to thank you and Barbara Hawkins for sending me the description of your proposed new combined program in Biology and Mathematics or Statistics. I am pleased to support your efforts to establish this promising new program. As Barbara has noted this program will be much more attractive to University of Victoria students than a dual degree program. A quantitative approach to biology is timely and will create good careers opportunities for graduates. It is also complementary to the Faculty of Engineering program in Biomedical Engineering, which takes a quantitative approach to medical science.

I have circulated the program curriculum change form to LillAnne Jackson, Associate Dean and Chair of the Faculty of Engineering Curriculum Committee, and Ulrike Stege, Chair of the Computer Science Department and they are also supportive.

Best wishes,

Original signed by Tom Tiedje

Tom Tiedje, PEng  
Professor and Dean, Faculty of Engineering  
University of Victoria



Division of Medical Sciences  
Medical Sciences Building Room 104 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada  
T 250-472-5500 | F 250-472-5505 | [uvic.ca/medsci/](http://uvic.ca/medsci/)

November 15, 2017

Dear Committee Members:

RE: Letter of Support - Biology/Mathematics or Statistics combined Major program

I have reviewed the proposed Biology/Mathematics or Statistics combined Major program and am very supportive. As there is a growing intersection between the disciplines of Mathematics and Biology, this program is very timely. As well, it is important to have students gain experience in how to deal with "big data" (i.e. data science) in the biological sciences. To this end, the program meets a well-defined need.

Sincerely,

Original signed by

Bruce J. Wright, MD, CCFP, FCFP  
Regional Associate Dean, Vancouver Island  
Faculty of Medicine, University of British Columbia  
Head, Division of Medical Sciences  
University of Victoria  
email: [brucewri@uvic.ca](mailto:brucewri@uvic.ca)



Biomedical Engineering Program  
Faculty of Engineering  
PO Box 3055, STN CSC  
Victoria, British Columbia V8W 3P6 Canada

University  
of Victoria

Nov. 13, 2017

Prof. Robin Hicks  
Associate Dean  
Faculty of Science  
University of Victoria

Dear Prof. Hicks,

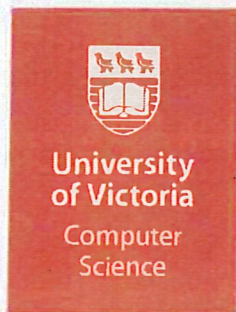
I have reviewed the proposed Combined Biology and Mathematics or Statistics Program. As the Acting Director of Biomedical Engineering Program at the Faculty of Engineering, I would like to express support to this new program. It is an innovative idea to offer a program that combines biology and mathematics or statistics, as there is increasing use of mathematics or statistics in biology, and biology is becoming more of a driving force for advancements in applied mathematics or statistics. Students in this program are offered opportunities to build foundations in the interdisciplinary field and good future career choices.

Sincerely,

Original signed by Xiaodai Dong

Xiaodai Dong  
Professor  
Acting Director of Biomedical Engineering Program  
Dept. Electrical and Computer Engineering  
University of Victoria  
Tel: 250-721-6029  
Email: [xdong@ece.uvic.ca](mailto:xdong@ece.uvic.ca)





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November 9, 2017

**RE: Combined Biology/Math and Statistics Major**

Computer Science is happy to support this great initiative. We used to have a bioinformatics and unfortunately had to cancel it due to the lack of instructors in the area; students really liked it. I assume this combined program will be of interest to quite a few students.

There is one issue—I cannot promise that we'll always have the spaces for all students when they want to take the computer science courses. Due to the combination of our increased enrolment, the short staffed department with respect to faculty positions, and classroom restrictions, sometimes waitlists cannot be completely accommodated. We recently had to begin to put some registration restrictions on our first-year courses. I am quite hopeful that these are temporary issues and measures that will be resolved as soon as we were able to hire more faculty.

Regards,

Original Signed by Ulrike Stege

Ulrike Stege

Chair



University  
of Victoria

**Vice-President Academic and Provost**

PO Box 1700 STN CSC  
Victoria British Columbia V8W 2Y2 Canada  
Tel (250) 721-7010 Fax (250) 721-7216  
E-mail [provost@uvic.ca](mailto:provost@uvic.ca) Web <http://www.uvic.ca/vpac>

**MEMO**

Date: November 9, 2017  
To: Senate  
From: Valerie Kuehne, Vice-President Academic & Provost  
Cc: Catherine Krull, Dean, Faculty of Social Sciences  
Re: **Establishment of Raincoast Research Chair in Applied Conservation Science**

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## 1. Rationale

[Policy AC1100](#) requires Senate to approve the establishment of Endowed or Term Chairs and Professorships. Once approved by Senate, the proposal is presented to the Board for final approval.

## 2. Background

The Faculty of Social Sciences would like to establish the Raincoast Research Chair in Applied Conservation Science. This Chair position will advance the university's academic goals and objectives and contribute significantly to the body of scholarship in applied conservation science. The holder of the Research Chair is expected to advance knowledge in the field of Applied Conservation Science and contribute to academic programs through research, teaching and service. The establishment of the Chair position will also benefit our graduate and postdoctoral students by engaging them in resource management activities and community-engaged research.

The University has a close working relationship with the Raincoast Conservation Foundation which supports the establishment of the chair position.

## 2. Recommendation

I am recommending that Senate approve the establishment of this Term Chair.

Motion:

*That Senate approve, and recommend that the Board of Governors also approve, the establishment of the Raincoast Research Chair in Applied Conservation Science.*

### 3. Focus and Duties including Term and Renewal process

The mandate of the Research Chair in Applied Conservation Science is to:

- a) work with world class applied conservation science graduate students and postdoctoral fellows who develop a combination of excellent science skills, interdisciplinary skills to leverage other key contributions;
- b) advance the sustainability of key animal species within coastal British Columbia. In particular, this involves applied research, media communications, policy involvement, and related activities to contribute significantly towards the conservation of bears and other wildlife. Additionally, this applies to contributing significantly towards enhancing and maintaining salmon at an abundance and diversity that can sustain animal species, in particular bears, that depend on this food source. Finally, this work involves research and policy involvement to contribute significantly towards safeguarding important forested habitat for bears;
- c) work closely with key stakeholders to initially develop and then implement Evidence-Based Management Policies for key resources within coastal British Columbia. This will involve working closely with Indigenous communities of the central and north coast of British Columbia as they will be the groups that eventually manage the resources of the area again, and have expressed interest in continuing their partnerships with the Research Chair and his lab to acquire the information and skills to pursue their resource management objectives; and
- d) contribute to Indigenous communities in the Great Bear Rainforest in their self-determined route to ecological and community well-being. This work involves, among other activities, supporting resource management activities when invited to do so via community-engaged research, practicing dedicated educational outreach with youth, and providing assistance and inspiration to community youth who are considering university education.

#### **Term:**

The Raincoast Research Chair in Applied Conservation Science is being funded for a five-year term, from 2017 to 2021, and may be renewed for four additional five-year terms (a total of 25 years).



During the first three months of the final year of the Initial Term, and the three subsequent five year terms if the Agreement is renewed for such terms, the donor and UVic will review whether the goals of establishing the Research Chair are being achieved, and whether the Research Chair continues in the view of the donor and UVic to be viable. If upon completion of the first review, and each subsequent review, if any, the donor and UVic agree that the goals of establishing the Research Chair are being met and the Research Chair continues to be viable, the donor may, in their sole and absolute discretion, renew the Agreement for a further term of five years.

#### **4. Funding Information**

An anonymous donor has pledged funds to establish the Research Chair position. A portion of the funds will be used to support Indigenous students participating in the “University of Koeye” UVic Geography field course.

The Raincoast Conservation Foundation has also pledged additional funds to support the Research Chair position.