



Date: February 14, 2024
To: Senate
From: Senate Committee on Planning
Re: Proposal for changes to the Pathway Program in the Division of Continuing Studies

At its meeting on February 14, 2024 the Senate Committee on Planning considered the proposal for changes to the Pathway Program in the Division of Continuing Studies.

The Division of Continuing Studies initiated a review of the Pathway Program and consulted with internal and external stakeholders to identify strategic changes that will enhance enrolment, retention, and improve the student experience for international students at UVic.

The proposed program revisions will shift the structure of the program from a cohort to a hybrid co-location model to facilitate earlier integration and building stronger cultural competencies, add additional pathway streams in Business and Computer Science and Software Engineering to the current streams in Social Sciences, Sciences and Engineering and increase course options within the streams. The proposed revisions will promote student success and retention.

Recommended motion:

That Senate approve, the proposed changes to the Pathway Program in the Division of Continuing Studies as described in the document "Continuing Studies Pathway Program".

Respectfully submitted,

2023-2024 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Dr. Eva Baboula, Associate Dean, Fine Arts / Graduate Studies
Dr. Alexandrine Boudreault-Fournier, Graduate Advisor, Anthropology
Dr. Alexandre Brolo, Chair, Chemistry
Dr. Jane Butterfield, President's Nominee, Mathematics and Statistics
Dr. Adam Con, Music
Ms. Andrea Giles, Executive Director, Co-Op & Career Services
Dr. Robin Hicks, Dean, Graduate Studies
Dr. Sandra Hundza, Director, Exercise Science, Physical and Health Education
Mr. Cole Kennedy, Student Senator
Dr. Annalee Lepp, Dean, Humanities
Dr. Geoff Loomer, Associate Dean, Administration and Research, Law
Dr. Cynthia Milton, VPRI's Designate, Vice President Research and Innovation
Dr. Tania Muir, Director, Languages, Arts and Cultures, Continuing Studies
Dr. Pablo Restrepo Gaultier, Grad Advisor, Hispanic and Italian Studies, Humanities
Dr. Maureen Ryan, Associate Dean, Academic, Human and Social Development
Dr. Kristin Semmens, VPAC's Designate, Germanic and Slavic Studies
Dr. Henning Struchtrup, Mechanical Engineering
Ms. Wendy Taylor, Acting Registrar
Khushi Wadhwa, UVSS Representative
Dr. Jie Zhang, Peter B. Gustvason School of Business
Ms. Christine McLaughlin, Acting Secretary

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Pathway Program

- Double or dual degree programs involving existing degrees
- Programs involving partnerships or agreements with other institutions
- Changes to a program degree or title
- Significant changes to program focus, content, structure, new stream within existing program or requirements
- Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Dr. Jo-Anne Clarke, Dean	uvcsdean@uvic.ca
Academic unit, department, or school	Division of Continuing Studies English Language Centre	
Name, title, and email of contact person	Dr. Seppy Masoodi Director, English Language Centre	elcdirector@uvic.ca
Anticipated change start date	September 2024	

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	July 28, 2023
Departmental/School approval	October 23, 2023
Faculty Curriculum Committee approval	Faculty approvals – see letters of support
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	N/A

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) <i>*supporting documentation required for all consultations</i>	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	N/A	
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	N/A	
Office of the Registrar – OREGSCPConsultation@uvic.ca	Sept 6, 2023	

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<p>Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceed@uvic.ca **Please complete the IACE Consultation form and submit with proposal.</p>	<p>N/A</p>	
<p>Internal Consultation (emails/letters of support as per section I)</p>	<p>Faculties of Social Sciences, Science, Computer Science and Engineering, Academic advising. Faculty of Education</p>	<p>Yes</p>
<p>Non-standard Tuition</p>	<p>Yes* or N/A</p>	<p>Non-standard form attached (Y/N)</p>
<p>Proposed program change involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template</p>	<p>N/A</p>	

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**A. Provide a summary of the proposed change. Clearly articulate the rationale for the change.
How does the proposed change align with unit/faculty/UVic institutional plans and priorities?**

UVic's Pathway program (PW) is a one-year bridging program for students who are academically qualified to enter the university but who need to improve their English language proficiency to meet entry requirements for admission. In the Pathway program, students take a combination of credit courses and academic English language classes. In addition to their studies, students benefit from additional academic assistance and participate in cultural activities with extra support they need to adapt to life in Canada.

To qualify for the Pathway program, students must meet the university's academic requirements. To satisfy the English Language Proficiency requirement, the applicant may present CAEL 50 with no section less than 40, IELTS 5.5 with no section less than 5.0, or TOEFL 71 with no section less than 15. International students attending high school in a Canadian curriculum whose first language is not English, may apply to the Pathway Program if they completed Grade 12 English Studies (or its equivalent) with a grade of 50% or higher. For specific international admission requirements, visit [UVic's admissions](#).

Attracting international students and ensuring their retention and success. As we start to rebuild Pathway program enrollments, it is an opportune time to reflect on what is working well and identify improvements that will set students up for success in their academic studies at UVic. Over the past year, we consulted with internal and external stakeholders to identify strategic changes that will enhance the overall student experience and contribute to improved enrollment, retention, and success within the program. The insights and feedback gathered from various perspectives have been instrumental in shaping our approach to fostering positive and meaningful changes within the Pathway program.

The revised program proposes the following changes:

1. Shift from a cohort to a hybrid co-location model,
2. Expand the list of approved credit courses for Pathway students, and
3. Reformat academic streams.

PROPOSED CHANGES:

1. Hybrid co-location model.

The Pathway program was initially set up as a cohort model with prescribed curriculum to ensure international students had the support and attention they may require to be successful. While students did form strong bonds with peers in their cohort, an unintended consequence was that Pathway students did not build strong relationships and networks with other first-year university students. We know that peer and social bonding is a big part of any first-year student's experience; it is even more crucial for international students who are often adjusting to a new culture and life in Canada.

When enrollments experienced a sharp decline amid the pandemic, the feasibility of establishing dedicated course sections solely for Pathway students became challenging. In response, we initiated a co-location model, integrating Pathway students into existing courses alongside other undergraduate students. This approach, born out of necessity, enabled us to sustain the Pathway program with smaller numbers and experiment with a new co-location strategy.

Building upon the success of this model, we now aim to adopt an approved hybrid co-location approach that integrates Pathway students with other undergraduate students, allowing for better integration and scalability. Co-locating Pathway students not only offers them a chance to develop a stronger sense of

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belonging within the UVic student community but also serves as an opportunity to break down silos and foster cultural competencies among all students. This model reflects our commitment to creating a more integrated and inclusive learning environment.

In the proposed hybrid co-location model, Pathway students are placed in the same English language courses based on their language proficiency levels, allowing them to progress as a cohesive cohort throughout the program. All students also have access to additional English language academic and study support through the English Language Centre’s Writing and Learning Centres.

When these students register for credit courses, they will receive guidance to enroll in select courses identified by faculties from a pre-approved list (details provided in the next section). This approach ensures that Pathway students in the same stream still benefit from a supportive group of peers. It also facilitates the provision of tailored tutorial and advising support to the Pathway cohort from the units responsible for delivering the credit courses.

Faculties pertinent to this initiative have been consulted, and their expressions of support are documented in the appended letters (Appendix C).

The primary advantage of the hybrid co-location model lies in providing students with a well-defined community of support and specialized academic advising. This structure reduces the likelihood of students feeling lost as they navigate university systems and courses, better preparing them for the subsequent years of their degree programs.

2. Expand the list of approved credit courses for Pathway students

The Pathway curriculum was established just over ten years ago when the program was launched in 2012. Pathway students identify one of two academic streams: Science & Engineering or Social Sciences and all students follow a prescribed mandatory curriculum with limited number of options.

Social Sciences stream	Science and Engineering stream
ELPI 490 (Academic English level 4)	ELPI 490 (Academic English level 4)
ELPI 570 (Academic English level 5)	ELPI 570 (Academic English level 5)
University Admission Preparation	University Admission Preparation
Canadian Studies 101 (1.5 units)	Canadian Studies 101 (1.5 units)
ATWP 135 (1.5 units)	ATWP 135 (1.5 units) ¹
Math 109 (1.5 units)	Math 109 (1.5 units)
SOSC 190 (1.5 units)	Math 101 (1.5 units)
Economics 103 (1.5 units)	Physics 110 (1.5 units)
Economics 104 (1.5 units)	Physics 111 (1.5 units)
Elective (varies, e.g. Art 104 or Geography 288) (1.5 units)	Elective (e.g. Chemistry 150, Engineering 141 (1.5 units)

Currently, students in the Social Sciences stream must take ECON 103, ECON 104, and MATH 109, limiting

¹ ATWP 135 is a required course for the Pathway students. However, if the students don’t take it during the Pathway program, they will have to take it during their degree program.

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their exploration of other disciplines. Similarly, the Science and Engineering stream lacks options, notably the absence of biology and computer science courses, despite student interest in biological sciences and computer science programs.

To address these limitations, the proposed curriculum maintains key courses from the existing Pathway program but introduces an expanded list of curated, approved course options. This approach aims to increase flexibility, allowing students to enrol in courses that align with their academic goals and interests.

To maintain the personalized support that smaller tutorial groups historically provided, the proposal involves collaborating with faculties to create a select list of credit courses for each intake. Prior to course registration, the English Language Centre staff will consult with relevant faculties to curate suitable study plans for Pathway students, considering specific streams. Faculties will identify courses from approved lists, considering factors like enrollment numbers, students' goals and interests, course schedules, seat availability, and plans for advising and support. DCS staff will then advise and direct students to register exclusively in these recommended courses, closely monitoring their registration to ensure enrollment in advised courses. If necessary, DCS staff can work with faculties to hold seats in courses and avoid potential waitlist situations.

This collaborative approach between DCS and faculties aims to ensure appropriate course sequencing, providing a tailored and efficient academic journey. When students feel their academic needs and interests are being addressed, it creates a more positive and fulfilling learning experience. The ripple effect of this alignment extends to retention, as students who find value and purpose in their studies are more likely to persist and successfully complete their Pathway program.

3. Reformat academic streams

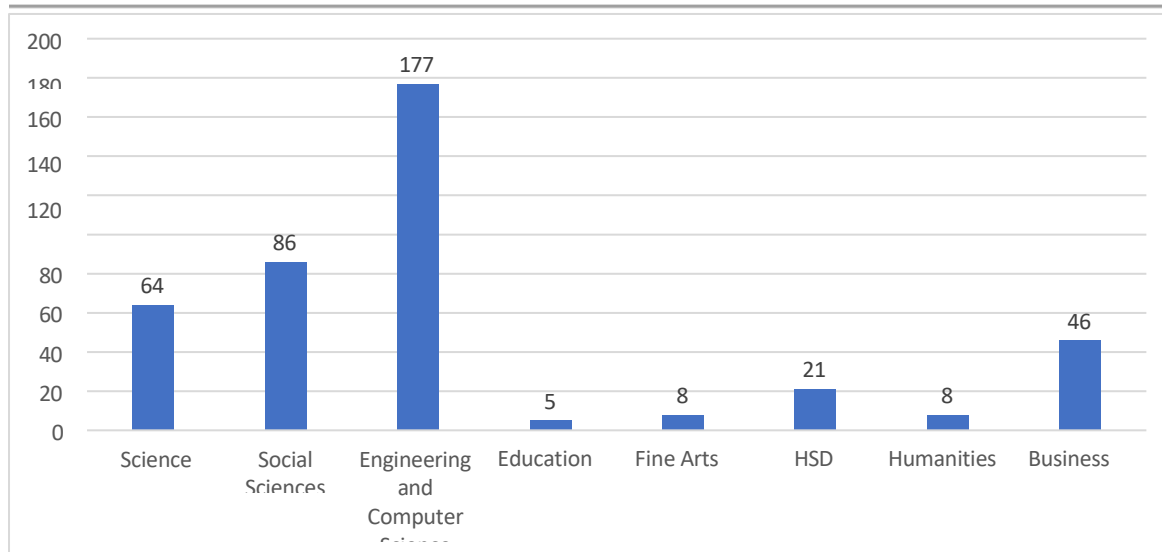
The existing Pathway program offers only two established streams: Social Sciences or Science and Engineering. To facilitate Pathway applicants' advising and more efficiently direct students towards their intended academic path at their application point, we are proposing the following:

- Separate Science and Engineering streams
- Retitle the Engineering stream to include Computer Science
- Add Business stream for eligible students

We propose expanding the Pathway streams from the current two (Social Sciences or Science and Engineering) to four streams (Social Sciences, Science, Engineering & Computer Science and Business). Within each stream is an expanded list of course options. To inform the selection of these streams, we have analyzed historical Pathway findings and recent application data. Recognizing this data may have limitations, it does provide valuable insight into emerging trends.

Data from Kaplan applications received in 2023 provide us with some indication of market demand. Of the 415 applications for undergraduate programming, the majority of students expressed interest in applying to the Faculty of Computer Science and Engineering (43%), followed by Social Sciences (21%), Science (15%) and Business (11%). Of those students who expressed interest in Engineering and Computer Science, the majority (67%) were interested in Computer Science specifically. This data aligns with the information we have been receiving from other recruitment sources.

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This strategic realignment not only streamlines the journey from Pathway to academic program but also serves as a catalyst for increased motivation and commitment among prospective students. When individuals perceive a direct link between their academic interests and the Pathway they choose, it fosters a sense of purpose and determination.

Summary Section

1. *Add approved courses to the **Social Science stream***

Courses in red are approved by the faculty to be added to the full list of potential options but Pathway students will be directed to enroll from a smaller curated list as outlined earlier.

Current Courses	Proposed courses
ELPI 490 (Academic English level 4)	ELPI 490 (Academic English level 4)
ELPI 570 (Academic English level 5)	ELPI 570 (Academic English level 5)
University Admission Preparation (UAP)	University Admission Preparation (UAP)
Canadian Studies 101	ATWP 135
ATWP 135	5 courses from the following list.: ED-D 101 (* strongly recommended) ANTH 100 ANTH 150 CS101 ECON 103 ECON 104 GEOG 100 GEOG 101A GEOG 101B GEOG 103 GEOG 104 MATH 109
MATH 109	
SOSC 190	
ECON 103	
ECON 104	
Elective (varies depending on what is offered at the time, e.g. ART 104 or ART105)	

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	POLI 101 POLI 103 PSYC 100A SOSC 190 SOCI 100A SOCI 103 SJS 100
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2. Science stream

Current Courses	Proposed courses
ELPI 490 (Academic English level 4)	ELPI 490 (Academic English level 4)
ELPI 570 (Academic English level 5)	ELPI 570 (Academic English level 5)
University Admission Preparation	University Admission Preparation (UAP)
Canadian Studies 101	MATH 109
ATWP 135	PHYS 110
MATH 109	ATWP 135
MATH 101	3 courses from the following list: ED-D 101 (* strongly recommended) BIO 184 BIO 186 CHEM 101 CS101 PHYS 111 MATH 101
PHYS 110	
PHYS 111	
Elective (e.g. CHEM 150, ENGR 141)	

3. Retitle the Engineering stream to *Engineering and Computer Science stream*.

This will allow a clearer presentation of the stream for the applicants whose goal is Computer Science. One Computer Science course (CSC) is added to the list as well.

Current Courses	Proposed courses
ELPI 490 (Academic English level 4)	ELPI 490 (Academic English level 4)
ELPI 570 (Academic English level 5)	ELPI 570 (Academic English level 5)
University Admission Preparation	University Admission Preparation (UAP)
Canadian Studies 101	MATH 109
ATWP 135	CSC 111 (or 110)
MATH 109	ATWP 135 (or ENGR 110)
MATH 101	3 courses from the following list: ED-D 101 (* strongly recommended) CHEM 101 or 150 CSC 115 or CSC 116 CS101 MATH 101 MATH 110 PHYS 110 PHYS 111
PHYS 110	
PHYS 111	
Elective (e.g. CHEM 150, ENGR 141)	

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4. Establish a **Business Stream** for eligible applicants.

In the current Pathway program, students interested in studying business are encouraged to register in the Social Sciences stream where they will take Economics. Establishing a new Business stream will provide an opportunity for applicants interested in business to start their studies at the university with a focused goal. Students will need a 5.0 GPA to progress in Business. Those who do not reach this level will still be able to continue with their studies in other areas.

Current courses	Proposed courses
ELPI 490 (Academic English level 4)	ELPI 490 (Academic English level 4)
ELPI 570 (Academic English level 5)	ELPI 570 (Academic English level 5)
University Admission Preparation (UAP)	University Admission Preparation (UAP)
Canadian Studies 101 (CS101)	ECON 103
ATWP 135	COM 100
MATH 109	ENT 100
SOSC 190	ATWP 135
ECON 103	2 courses from the following list: ED-D 101 (* strongly recommended) CSC 105 CS101 ECON 104 MATH 102 MATH 109 MATH 151 SOCS 190
ECON 104	
Elective (varies depending on what is offered at the time, e.g. ART 104 or ART 105)	

The four proposed streams have been selected to align with current student interests and demand; however, additional streams can be considered in the future if there is a clear demand from students for specific pathways. For the present, students aspiring to enroll in Humanities or Fine Arts programs can choose the Social Sciences stream.

Provisions for Student Success

Pathway students have a designated coordinator within the English Language Centre, with whom they regularly meet. This coordinator offers guidance, connects students with additional campus resources and support services—such as the Math and Stats Assistance Centre, Centre for Academic Communication, and more—and ensures a seamless integration into the broader university environment.

Several additional strategies are being developed and proposed to ensure Pathway students’ success in the program. These include:

- *ED-D 101 Learning Strategies for University Success added to the approved lists.*

In our recent review of curriculum and in consultations with key faculty stakeholders, we consistently heard praise for [ED-D 101](#) as means to prepare students for success. ED-D 101 was in the original curriculum design of the Pathway program; however, rapid growth of enrollments in the first three years led to administrative and scheduling challenges. We have consulted with the Faculty of

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Education about bringing this course back into the curriculum and there is commitment from all parties to work together to support students taking this course.

➤ *Meeting the Academic Writing Requirement.*

In recent years, the Faculty of Humanities has launched additional supports and options for students to complete their academic writing requirement including ATWP 101 Fundamentals of Academic Literacy. Students who pass University Admissions Preparation (UAP) but would benefit from additional English language support, will be advised to take ATWP 101 Fundamentals of Academic Literacy in the fall term before taking ATWP 135.

➤ *Reinstating the Pathway Program Committee*

Historically, Pathway committees played a crucial role in providing oversight, advising, and support to the program. Unfortunately, due to declining enrollments, these committees were put on hold. However, recognizing the importance of such committees, plans are now underway to reinstate them as soon as possible. This reinstatement will facilitate effective collaboration and communication between campus stakeholders and provide necessary guidance and support for the Pathway program to ensure its success.

The reinstated committee for the Pathway program could fulfill various roles and responsibilities, including:

- Recommending changes to the program when necessary and appropriate,
- Identifying additional supports for Pathway students, including those considered "at-risk",
- Identifying data points to track, monitor, and evaluate Pathway students' progress and retention. This may involve revisiting success measures and tracking systems more broadly, especially considering the challenges posed by the pandemic and the decline in program enrollment post-2021,
- Providing recommendations to enhance student success and retention beyond the first year,
- Reviewing and recommending course and service requirements in academic and service units to ensure appropriate instructional administration and student support,
- Evaluating the effectiveness of the program, ensuring oversight mechanisms are in place, and reviewing metrics of student success, and
- Communicating with deans, chairs, and other internal stakeholders.

➤ *Providing advising and support to students in registering for credit courses*

DCS staff and faculties will collaborate closely to determine the credit courses in which students should enroll. A proposed support plan is outlined in the flowchart provided in Appendix B. This plan serves as a visual representation of a proposed framework and will be adjusted as needed in collaboration with advisors from tri-faculties, Engineering and Computer Science, and Business, as well as OREM (Office of the Registrar and Enrolment Management).

➤ *The hybrid co-location model will allow for tailored support from the faculties.*

The intentional placement of Pathway students in credit courses as a cohort, whenever feasible, is designed to enhance scheduling efficiency and prevent course conflicts. This strategic approach allows faculties to organize tutorial sessions specifically for these cohorts, fostering a more tailored and supportive learning environment. The scalability of the proposed model means that resources can be added to align with the growing needs of the student population.

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Alignment with UVic Strategies and Plans

The proposed changes support UVic’s goal to transform “from a Canadian university that engages in global activities to a global university that thrives in a Canadian context” (UVic Global Engagement Strategy 2023-2028). It also aligns directly with the following goals and tactics identified in a number of UVic’s plans including:

Strategic Enrollment Management:

- Goal 2C - By 2024, improve undergraduate student retention from year 1 to year 2 as well as overall progression to 85% for new international student recruitment (up from 83%).
- Goal 4A – By 2024, the university will strengthen the international undergraduate student population building a cohort that is approximately 17% of undergraduate population; further diversifying by country of original; and rebalancing the representation across faculties.

Equity Action Plan:

- Equity-centred culture - Create an inclusive campus community that values diversity and challenges dominant systems of power, including colonization, white supremacy, historical trauma and patriarchal norms, through research, teaching, curriculum, policy and practice.
- Relationality and belonging - Transform university structures and practices to show value for diverse lived experiences and ways of knowing to build relationships across and beyond UVic.
- Recruitment and retention - Attract, advance, and retain students, staff, faculty, librarians and senior leadership from systemically and historically marginalized communities.

They also support UVic’s new strategic priorities to:

- People, Place and the Planet
 - Include and support diverse and talented students.
 - Address systemic barriers to equity and inclusion and progressively integrate our guiding principles throughout all decisions, process and outcomes, to transform practices within UVic.
- Partnering for a Shared Future
 - Advancing and strengthening interdisciplinary and interdepartmental opportunities to provide new teaching, learning, research, creative works and service solutions.
 - Cultivating a culture of partnership so our university community and the communities we serve experience it as a defining cultural element at UVic—we are an open, responsive, supportive and preferred partner.

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B. Does the proposed change require additional resources (faculty/staff appointments, space, library) beyond the unit's current complement? If yes, please provide details.

No new resources are required at this time as we anticipate a relatively small cohort of students for 2024. While current resources can support small groups of students. As the number of students increases, the increased tuition revenues will help fund the provision of additional resources.

C. Does the proposed change have an impact on admission requirements? If so, please provide details.

No, the proposed changes will not affect admission requirements.

D. Impact on Students – does the proposed change have an impact on students (student evaluation, student progression, supervision, etc. You should address transition between the current program and proposed change, if applicable).

In the proposed new model, Pathway students are treated more like other UVic undergraduate first-year students. They will have additional supports, as outlined earlier, but will need to adhere to the published deadlines for registration and established processes. Students will be advised to engage with existing supports for first-year students such as Registration 101. And DCS registration staff will follow-up with students to ensure they understand expectations and successfully navigate UVic processes and systems. Currently, DCS student advisers work closely with identified contacts in OREM to coordinate and assist with enrollment, payment and other registration questions. This coordination will continue.

We expect the proposed changes will improve the Pathways program to enhance student retention and success. A more flexible program is likely to attract a wider array of students who see opportunities to pursue their interests at UVic. Students will have more agency over their academic journey, which should enhance their experience and sense of belonging.

E. Does the proposed change involve changes to the curriculum? If yes, include a draft of the proposed curriculum changes and clearly indicate how it differs from the existing curriculum.

Yes, see Summary Section.

F. Does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.

The proposed changes do not affect current program learning outcomes.

G. Does the proposed change affect opportunities for experiential learning opportunities, including co-op, community engaged and research-enriched learning, integration of Indigenous perspectives, decolonization, equity, diversity, inclusion, global perspectives, etc. If yes, please provide details.

The proposed program design strengthens UVic's ability to offer greater accessibility to academic courses, some of which may include experiential learning opportunities and integration of Indigenous perspectives and decolonization. In addition, co-locating Pathway courses with other UVic

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undergraduates will provide enhanced opportunities for all students to gain cultural competencies. It is an important step in becoming a global institution. We do not anticipate the Pathway students in their first year to be taking part in courses that require work-integrated learning components.

H. Does the proposed change align or distinguish the program from comparable programs at other BC post-secondary institutions? If yes, please provide details.

A number of post-secondary institutions in BC have a pathway-type of program for international students that combines English language and credit courses. Our closest competitors are SFU and UBC.

UBC's Vantage College is an in-house program that offers an 11-month program with two streams: Engineering and Science. This is a cohort model with prescriptive curriculum similar to what we offer now. Students in the Science stream are located on the Vancouver campus while those in Engineering complete their third term at UBC Okanagan campus.

Because SFU does not have an established English language program, it uses a third-party provider called Fraser International College. There are two undergraduate transfer pathway programs (UTP II and I). UTP Stage 2 is most similar to our Pathway program. It is three terms in length and offers a combination of English language and academic courses. The SFU-FIC pathway is much more flexible, promoting pathways into Arts and Social Sciences, Business Administration, Communication, Art and Technology, Computing Science, Engineering Science, Environment, Health Sciences, Mechatronics, Sciences, and Sustainable Energy Engineering.

The changes we propose will shift UVic's structure closer to the flexible design offered by SFU- FIC with the in-house brand and quality assurance of UBC's Vantage College. The flexibility and integration proposed in the new Pathway structure will distinguish UVic as the best choice for students who know exactly what they want to study as well as those who want to explore. It is a graduated support model that will allow us to scale based on enrollments and student interests. Every student will feel like UVic student from day one.

I. Does the proposed change affect anticipated enrolment? If yes, please provide details.

The proposed changes will make the Pathway program flexible and responsive to students' interests and improve the student experience, thereby attracting more international students and position UVic's program competitively in the international education landscape.

J. Show evidence of consultation with and support of related UVic academic units/programs, and other BC post-secondary institutions where appropriate (provide emails/letters of support in an appendix).

Consultations:

- Faculty of Engineering and Computer Science – Dr. LillAnne Jackson, Associate Dean Undergraduate Programs
- Faculty of Social Sciences – Dr. Reuben Rose-Redwood, Associate Dean Academic
- Faculty of Science - Dr. Adam H. Monahan, Associate Dean Academic
- Gustavson School of Business – Dr. Graham Brown, Associate Dean, Teaching and Learning
- Faculty of Education – Dr. Vanessa Andreotti, Dean
- Office of the Registrar & Enrolment Management (OREM) – Wendy Taylor, Acting Registrar

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- OREM, Advising – Humanities, Sciences and Social Sciences (ADVA) – Susan Corner, Associate Registrar
- Academic Advising Centre – Janine Mayers, Assistant Registrar, Academic Advising Centre
- International Centre for Students – Tricia Best, Director

Letters of support:

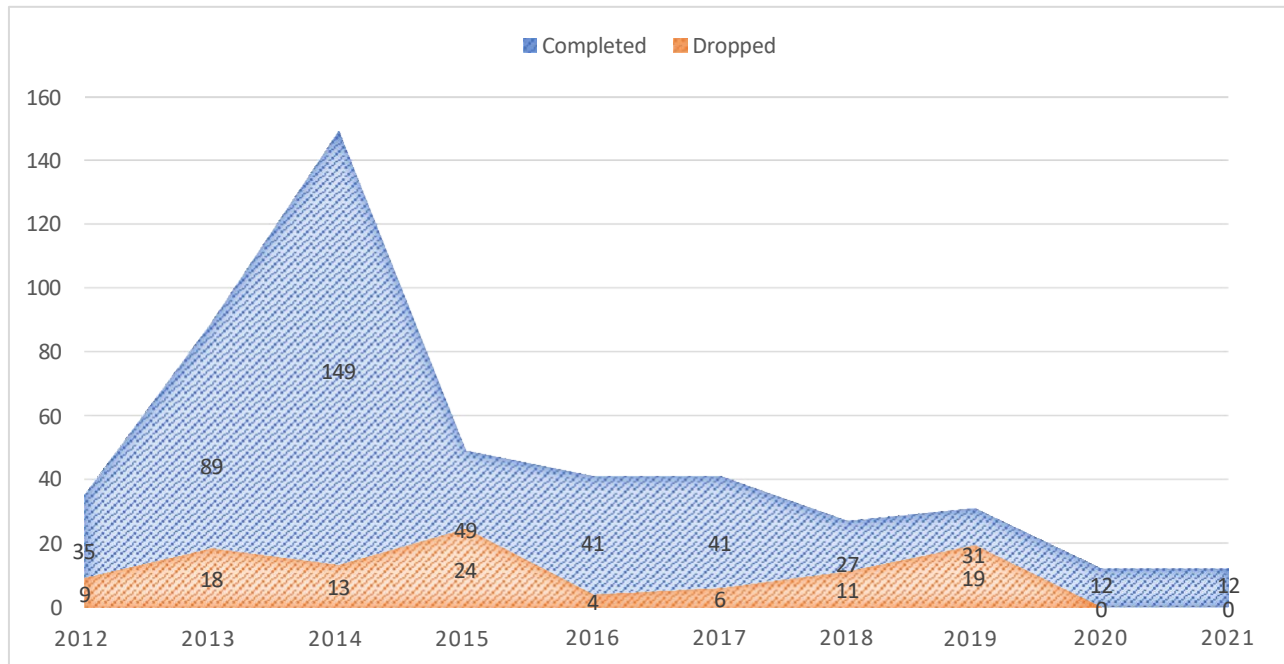
- Faculty of Engineering and Computer Science
- Faculty of Social Sciences
- Faculty of Science
- Gustavson School of Business
- Faculty of Education

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Appendix A – Pathway Student Data

The following chart illustrates completion rates from 2012 to 2021.

Figure 1.0 Pathway Program Completion Rates



Every year a few students register for Pathway, but never show up to start the program. Presumably they have applied elsewhere or decided not to come but did not drop out prior to commencement. Of those who start, between 80 to 85% complete the program and meet the eligibility requirements for admission into UVic. Students who withdraw during the program drop out for a variety of reasons but primarily because they recognize they are likely to fail. Some students who withdraw will study for their IELTS and reapply if they achieve a higher score. Some students go to Camosun to continue their studies, while others choose to return home or apply elsewhere.

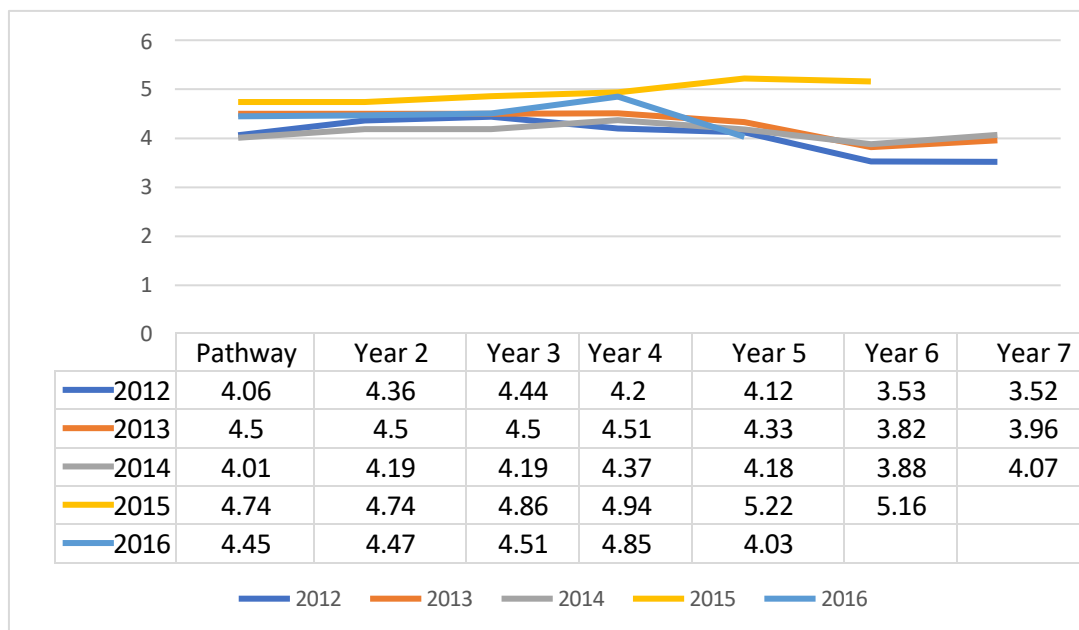
GPA for credit courses are typically between a B and B minus in the first year.

Table 1.0 Average cumulative GPA for Pathway year

2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
4.06	4.50	4.19	4.01	4.74	4.45	3.39	4.23	4.74	4.28	3.56

Tracking the first five cohorts to completion, the data tells us that the average cumulative GPA remains consistent over time between 4.0 and 5.0.

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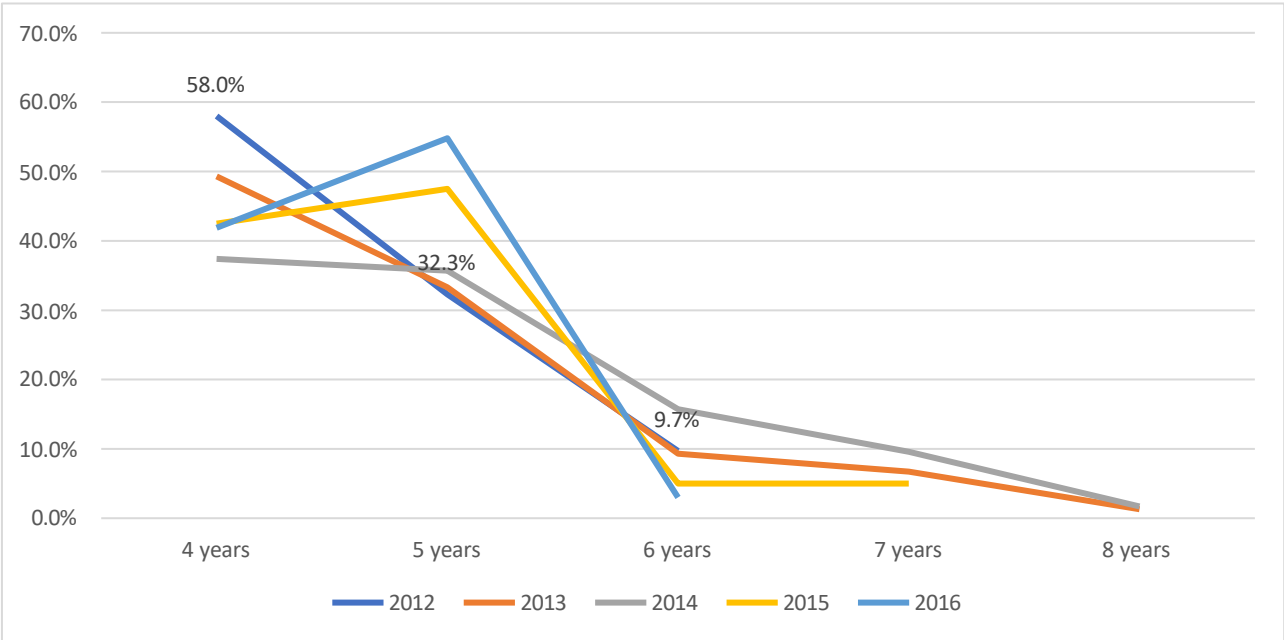
About 80% of those students who move into regular undergraduate studies complete their degree.

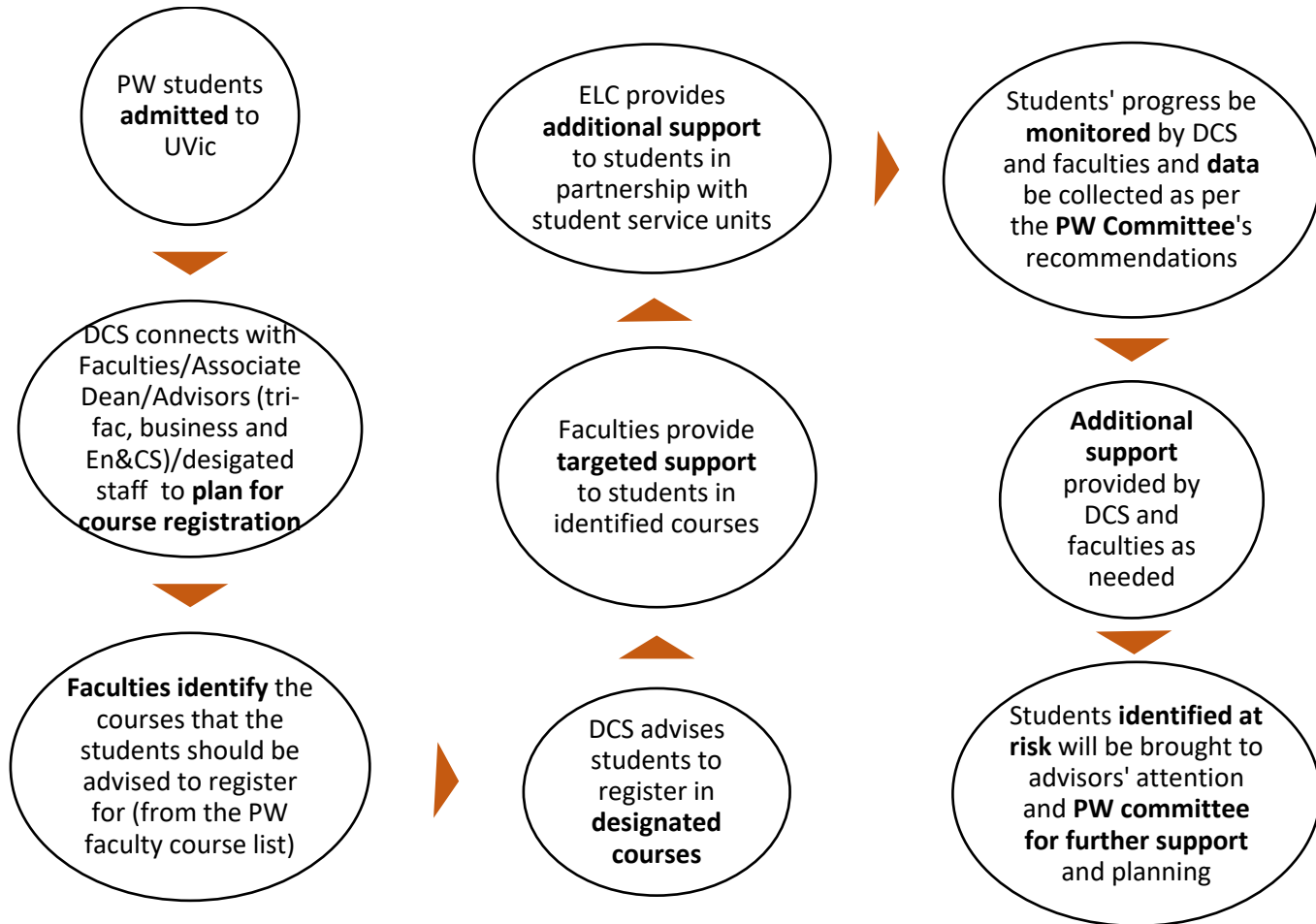
Table 2.0 Undergraduate degree graduation rates

Cohort	Started	Graduated	%	Dropped/did not complete	%
2012	35	31	88.6%	4	11.4%
2013	89	75	84.2%	9	10.1%
2014	149	115	79.9%	34	22.8%
2015	49	40	81.6%	9	18.4%
2016	37	31	83.8%	6	16.2%

Time to completion is typically four to five years from the start of the Pathway program.

Figure 2.0 Years to complete



➤ *Advising and support flowchart***Tailored support provided by ELC**

From the inception of the 'cohort Pathway' program model, there has been a "Pathway Support Team" of DCS staff responsible for supporting the students' study and monitoring their progress to graduation. This support team is currently in place and can be expanded if necessary. It currently includes a program coordinator, registration administrator, and an administrator who tracks and collects data annually on student progress. Members of the Pathway support team serve as key contacts to work with OREM and faculties for questions about students and courses. This team is always ready to pivot to meet the needs of current and future students.

The Pathway team is responsible for, but not limited to:

- Advising students of their study plan and options,
- Advising students of registration procedures and processes,
- Answering student academic and non-academic questions or redirecting to appropriate services and resources,
- Liaising with faculties and departments as needed, in order to best support students,
- Providing program information sessions,
- Maintaining a Pathway Program information Brightspace Site,
- Ongoing data collection and recording of Pathway student progress,
- Learning Centre support (extra writing and grammar tutorials as needed)



Faculty of Engineering and Computer Science
EOW 206, PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-8941 | engr@uvic.ca

DATE: January 31, 2024

TO: Dr. Seppy Masoodi, Director, English Language Centre

FROM: Dr. LillAnne Jackson, Associate Dean, Undergraduate Programs,
Faculty of Engineering and Computer Science

RE: Pathway Program, Program Change

Greeting Seppy and the Pathway Program Team,

Thank you for providing the program planning document for the updated Pathway Program.

On behalf of the Faculty of Engineering and Computer Science (ECS), I can say that we are in strong support of your proposed updated program. We agree that these students will benefit from the inclusion of the ED-D 101 Learning Strategies for Success course. And it is a course that is suitable as an elective in all of our faculty's programs.

In your table of proposed courses for the "Engineering and Computer Science stream", we recommend that you also consider the inclusion of the course CSC 115 (or 116) under the title "3 courses from the following list". The students who choose the Computer Science program will prefer this course over Chem 101 or 150 and Phys 110 and Phys 111 and are not required for a degree in the stream.

We are in support of the plan to work with the faculties for monitoring and support of the students in the Pathway program. As part of your admission cycle, when you seek guidance from the Faculty of ECS, please contact me (Associate Dean, Undergraduate Programs) and LeAnne Golinsky (Admissions and Advising Officer).

We look forward to working with you on the implementation of the re-development of this important program.

Sincerely,

A handwritten signature in black ink that reads "L Jackson".

LillAnne Jackson, PhD, PLEn



January 31, 2024

Dear Seppy Masoodi,

I have reviewed the revised Pathways proposal and confirm the willingness of the Faculty of Social Sciences to work with the Pathways program to ensure that the appropriate supports are in place for Pathways students. I look forward to working with Continuing Studies to advance the success of the program.

Sincerely,

A handwritten signature in blue ink that reads "Reuben Rose-Redwood".

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria
redwood@uvic.ca



MEMO

Date: January 29 2024

To: Seppy Masoodi, English Language Centre Director, Division of Continuing Studies

From: Adam Monahan, Associate Dean Academic, Faculty of Science

Re: Revised Pathway Program Proposal

Dear Seppy –

I am writing to confirm the strong support of the Faculty of Science for the revised Pathway Program proposal. The Faculty of Science is committed to increasing the diversity of our undergraduate student population. Science is a fundamentally international endeavor; we welcome opportunities to increase the participation of international students from around the world in courses and programs offered by the Faculty of Science. We are particularly supportive of broadening the Pathway Program to provide opportunities for students interested in the biological sciences.

Faculty of Science courses identified in the revised Pathway Program proposal are all foundational courses, each of which is offered at least once per year. The Faculty of Science commits that these courses will continue to be accessible to Pathways students (subject potentially to the same enrolment caps that are applied to all students). In addition, the Faculty of Science commits to work with the Division of Continuing Studies to identify appropriate courses for individual Pathways cohorts and for coordination of advising, support, and tutorials.

Sincerely,

A handwritten signature in blue ink, appearing to read "Adam Monahan".

Adam Monahan
Associate Dean Academic, Faculty of Science
scieada@uvic.ca



Gustavson
School of Business
University of Victoria

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January 30, 2024

Dear Seppy,

I am pleased to provide a letter of support on behalf of the Gustavson School of Business. We feel the changes are positive for the students and we are willing to work with the Pathways program to ensure that the appropriate supports are in place for students.

Sincerely,

Graham Brown

GRAHAM BROWN, PhD, Associate Dean, Teaching and Learning
Professor and Tim Price Entrepreneurship Fellow
Gustavson School of Business | University of Victoria
PO Box 1700 STN CSC | Victoria BC, V8W 2Y2
grbrown@uvic.ca | 250-721-6069

From: [Vanessa Andreotti - Dean of Education](#)
To: [Jo-Anne Clarke - Dean, DCS](#); [Rose Vukovic - EPLS Chair](#); [Seppy Masoodi - ELC Director](#)
Subject: Re: ED-D 101 as a strongly recommended course in Pathway
Date: October 5, 2023 1:06:43 PM
Attachments: [image001.png](#)
[OutlookEmoji-1688593812883c78ef786-13d5-4deb-b9f6-8b80d2641912.png](#)
[OutlookEmoji-168859381288384d01d76-4bd2-40b0-9f32-4db6310d9213.png](#)

Hi Jo-Anne and Seppy,

Thank you for the update and the proposed alteration to the Pathway program. Rose and I have discussed this, and we both agree that including ED-D101 as a strongly recommended course rather than mandatory is a sensible adjustment. It allows for greater flexibility while ensuring students are still encouraged to take advantage of the valuable learning opportunities ED-D101 provides.

You have our agreement on this proposal, and we appreciate your consideration of Allyson's input once she returns. Please go ahead and include our email in the proposal through Senate committees.

Thanks for your collaborative approach and your efforts in enhancing the Pathway program.

Best regards,
Vanessa



Vanessa Andreotti, Ph.D. (she/her)

Dean and Professor

Faculty of Education

[University of Victoria](#)

T: 250-721-7757



Emails: educdean@uvic.ca

vanessa.andreotti@uvic.ca

University
of Victoria
