

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, May 18, 2017 meeting:

Agenda Title: **Items Deemed Minor/Editorial**

The Following Proposal(s) are Deemed Minor/Editorial (GFC ASC's Terms of Reference (Mandate)(3.A.i and iii) by the Vice-Provost (Programs) and Chair, GFC ASC, and are APPROVED UNDER DELEGATED AUTHORITY FROM GFC IN A SINGLE OMNIBUS MOTION.

Agenda Title: **Office of the Registrar: Proposed Approvals of Transfer Credit for May 2017**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed transfer credit for May 2017, as submitted by the Office of the Registrar, to take effect upon final approval.

Final Item: 4A.

Agenda Title: **Increase to Required English Language Proficiency (ELP) Scores for Undergraduate Admissions**

CARRIED MOTION: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee the approval of:

- the minimum overall TOEFL score be increased 4 points to 90, with no change to the required score of 21 on each band
- the minimum band score for the IELTS Academic be increased from 5.0 to 5.5, with no change to the required minimum overall score of 6.5

as submitted by the Office of the Registrar, and as set forth in Attachment 4, to take effect for fall 2018.

Final Item: 5

OUTLINE OF ISSUE
Action Item

 Agenda Title: **Items Deemed Minor/Editorial to be approved under an Omnibus Motion**
4A. Proposed Approval of Transfer Credit for May 2017, Office of the Registrar
Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Lisa Collins, Vice-Provost and Registrar
Presenter	Tammy Hopper, Vice-Provost (Programs) and Chair, GFC Academic Standards Committee

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	See individual items for detail on proposed changes submitted by Faculties and the Office of the Registrar.
The Impact of the Proposal is	See individual items for detail on proposed changes submitted by Faculties and the Office of the Registrar.
Replaces/Revises (eg, policies, resolutions)	Updates the Alberta Transfer Guide.
Timeline/Implementation Date	Item 4A: To take effect upon approval
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	N/A
Supplementary Notes and context	The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are routine or editorial in nature. ASC's terms of reference provide that "the term 'routine and/or editorial' refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy" (3.A.i).

Engagement and Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Vice-Provost (Programs) and Chair, GFC Academic Standards Committee; Faculty Councils; Representatives of the Office of the Registrar and the Office of the Provost and Vice-President (Academic)
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee – May 18, 2017
Final Approver	GFC Academic Standards Committee

Alignment/Compliance

Alignment with Guiding Documents	<i>For the Public Good</i> GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to
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	<p>the benefit of all.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment of students to take courses. The Board has delegated its authority over these areas to GFC. GFC has thus established, and delegated certain powers to, an Academic Standards Committee.</p> <p>2. PSLA “29(1) A faculty council may: [...] (c) provide for the admission of students to the faculty, (d) determine the conditions under which a student must withdraw from or may continue the student’s program of studies in the faculty [...] subject to any conditions or restrictions that are imposed by the general faculties council.</p> <p>3. GFC ASC Terms of Reference (Mandate of the Committee) “D. Alberta Transfer Guide i. ASC approves, for inclusion in the Alberta Transfer Guide, courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. Approval will be based upon an assessment of course content and level of instructor qualifications. ii. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. iii. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta. iv. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta.”</p> <p>4. UAPPOL Transfer Credit Articulation Procedure (Overview and Procedure): “The University of Alberta will accept for transfer credit the courses recommended by Faculties and approved by ASC for inclusion in the Alberta Transfer guide, to the extent that the courses fit the degree program that the student wishes to enter. Credit for such courses will be considered in a credit-no credit basis only and will not be included in the University grade point average calculation on the University transcript. Faculties may have other requirements...Transfer credit is assessed on an individual course-by-course basis for by a block transfer agreement.”</p> <p>5. GFC Academic Standards Committee Terms of Reference (Mandate of the Committee) “A. Definitions i. “Routine and/or Editorial [...]</p>

Item No. 4A

	<p>the term “routine and/or editorial” refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and which do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy.</p> <p>[...]</p> <p>B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)</p> <p>i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.</p> <p>ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations”</p>
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Attachments

1. Attachment A: Office of the Registrar: Proposed Approval of Transfer Credit for May 2017

Prepared by: Meg Brolley, GFC Secretary, meg.brolley@ualberta.ca

May 4, 2017

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Proposals Recommended for APPROVAL of Transfer Credit at the
Academic Standards Committee Meeting on May 18, 2017

Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
CONCORDIA UNIVERSITY OF EDMONTON				
	PACT 111 (3)	PAC 111 (3) OR AUPAC 178/ 278/ AUPED 1XX (3)		
	PACT 131 (3)	PAC 131 (3) OR AUPAC 124/ 224/ AUPED 1XX (3)		
	PACT 240 (3)	PAC 1XX (3) OR AUPAC 270/ AUPED 2XX (3)		
PORTAGE COLLEGE				
	NATA 166 (3)	ART 240 (3)		Students presenting any two of NATA 166, 167, 168 or 169, will not also receive credit for ART 134 at UofA
	NATA 167 (3)	ART 1XX (3)		Students presenting any two of NATA 166, 167, 168 or 169, will not also receive credit for ART 134 at UofA
	NATA 168 (3)	ART 1XX (3)		Students presenting any two of NATA 166, 167, 168 or 169, will not also receive credit for ART 134 at UofA
	NATA 169 (3)	ART 1XX (3)		Students presenting any two of NATA 166, 167, 168 or 169, will not also receive credit for ART 134 at UofA

OUTLINE OF ISSUE
Action Item

Agenda Title: Increase to Required English Language Proficiency (ELP) Scores for Undergraduate Admissions

MOTION: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee the approval of:

- the minimum overall TOEFL score be increased 4 points to 90, with no change to the required score of 21 on each band.
- the minimum band score for the IELTS Academic be increased from 5.0 to 5.5, with no change to the required minimum overall score of 6.5

as submitted by the Office of the Registrar, and as set forth in Attachment 4, to take effect fall 2018.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Lisa Collins, Vice Provost and University Registrar
Presenter	Melissa Padfield, Deputy Registrar

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To make changes to the minimum overall TOEFL score and the minimum band score for the IELTS Academic to better support student success and increase the likelihood of improved academic outcomes. The proposed changes are supported by research undertaken by the Office of the Registrar.
The Impact of the Proposal is	It is anticipated that the proposed changes will have a positive impact on student success within the international student body. Research conducted by the Enrolment Management unit in the Office of the Registrar shows the correlation between a higher overall ELP score and student success in first year courses, as indicated by final GPA and/or course withdrawals. As a result of the proposed changes, an increased number of applicants might enter their chosen faculty/program through the Bridging program. The number of International applications may decrease which may lead to a reduction in the number of students admitted. There may also be a positive reputational impact associated with more rigorous ELP requirements.
Replaces/Revises (eg, policies, resolutions)	Calendar section "Language Proficiency Requirements"
Timeline/Implementation Date	Fall 2018
Estimated Cost and funding source	None
Next Steps (ie.: Communications Plan, Implementation plans)	Publish in 2018/2019 calendar Promote to students through recruitment channels Bear Track messaging on requirements Applications and admissions of International students will be monitored over a three year period.
Supplementary Notes and context	On November 19, 2015, the Chair reported on the establishment of a group to look at English language proficiency and ASC had a brief discussion on current band scores and the difference in requirements for graduate and undergraduate programs.

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • University of Alberta International (John Soltice, Cen Huang) (May-June 2016) • Faculty of Extension, English Language School (Donald Mason, Greg Sowak, Mimi Hui, Michael Viola, Martin Guardado) Monday, July 11th, 2016 • Academic Standards Committee June 2016 • Faculty of Arts Executive Committee • Faculty of Arts Chairs' Council • International and undergraduate advisors in the Faculty of Arts • Stuart Landon • Advisory Committee on Enrolment Management (May, June 2016) <p><u><i>Those who are actively participating:</i></u> ELP Working Group Tuesday, December 15th, 2015 Friday, May 27th, 2016 <u>Members</u> Brenda Leskiw (Science) Jim Bohun (ALES) Melissa Casey (RO) Nat Kav (Vice Provost's office) Elizabeth Taylor (Rehabilitation Medicine) Sam Stowe (RO) December 2015 meeting only Rebecca Nagel (Arts) Yidi Liu (SU) May 2016 meeting only Marina Banister (SU) May 2016 meeting only Fahim Rahman (SU) December 2015 meeting only Suzanne French (Provost's office)</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>ASC Subcommittee on Standards – May 4, 2017 GFC Academic Standards Committee – May 18, 2017 GFC Academic Planning Committee – June 14, 2017 GFC Executive Committee (for information) – September 11, 2017 General Faculties Council – September 25, 2017</p>
<p>Final Approver</p>	<p>General Faculties Council</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>Alignment with the Institutional Strategic Plan – <i>For the Public Good</i> OBJECTIVE - Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world. Strategy: Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university.</p>
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<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Sections 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (GFC ASC).</p> <p>2. GFC Academic Standards Committee (ASC) Terms of Reference: “B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)</p> <p>iv. ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or to academic standing regulations.</p> <p>v. ASC provides advice or recommends to APC on general University admission or</p> <p>3. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. These criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)</p> <p>The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</p> <p>4. UAPPOL Admissions Procedure:</p> <p>“PROCEDURE EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS</p> <p>Following approval by GFC:</p> <p>a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar). For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in</p>
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	<p>March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).”</p> <p>b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.</p> <p>5. GFC Academic Planning Committee Terms of Reference</p> <p>“7. Admission, Transfer and Academic Standing</p> <p>a. To consider advice or recommendation from the GFC ASC on proposals for the establishment of or change to general University admission or transfer policies affecting students, including policies affecting Open Studies students, and to act for GFC in approving policies which in APC’s view are minor or routine; and to recommend to GFC on proposals involving major change</p> <p>b. To consider advice or recommendation from GFC ASC on proposals which involve substantial change to admission/transfer or to academic standing regulations.”</p>
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Attachments

1. Attachment 1: Changes to the Undergraduate English Language Proficiency Requirements Case for Action (page(s) 1)
2. Attachment 2: English Language Proficiency Requirements for U15 (page(s) 2-3)
3. Attachment 3: IELTS Band Score Group Analysis (page(s) 3-9)
4. Attachment 4: Calendar Change Proposal 2018-19 (page(s) 12)

Prepared by: Melissa Padfield, Deputy Registrar, melissa.padfield@ualberta.ca

Attachment 1: Increase to Required English Language Proficiency (ELP) Scores for Undergraduate Admissions

Changes to the Undergraduate English Language Proficiency Requirements Case for Action

Context:

Raising the undergraduate English Language Proficiency (ELP) requirement for the TOEFL and IELTS¹ is critical to support the academic success of applicants for whom English is a second language. Changes to these requirements began to be actively discussed in 2015. At that time concerns were raised as to the whether the existing minimum thresholds were sufficient to ensure student success. It was also noted that the ELP requirements at the University of Alberta were lower than all our comparator institutions in the U15. Preliminary research conducted within the Faculty of Arts by Stuart Landon (June 2015) observed that there was a positive correlation between IELTS scores and academic performance. Due to this interest and early research the Office of the Registrar conducted research on all direct entry undergraduate programs and Business. The findings of that research supported the proposed changes to the minimum thresholds for IELTS and TOEFL.

Proposed Changes:

- IELTS change minimum band score to 5.5 (currently 5.0) with no change to the current overall score of 6.5
- TOEFL score to be increased to 90 and no change on the minimum band score of 21

Key Issues to solve and support:

- Student success
- Institutional competitiveness

Analysis:

- The analysis focussed on IELTS only as the most predominant method of meeting ELP and specifically on student who were in a degree program, not Bridging Program
- Given that the six years of data used saw similar results across all year's additional years of data have not been added to the existing analysis
- The analysis showed that the greatest gain for student success was found in elevating the IELTS band score minimum from 5.0 to 5.5, raising it further did not have a significantly greater impact on student success as measured by first year GPA
- The number of courses that students withdrew from was not significantly impacted when evaluating the three groups within the study
- Of the students included in the analysis approximately 7% or 123 total across six years (individual years ranged from 4%-12%) would no longer be admissible based on the proposed changes to the IELTS threshold

Future state:

- Requirements that improve student success in first year
- Requirements that are more consistent with other U15 institutions
- Changes to IELTS and TOEFL will have the broadest impact on the applicant pool as they are the two most predominant standardized test presented by applicants

¹ IELTS and TOEFL are the most commonly presented means by which students attempt to meet ELP requirements, representing on average 50% and 10% of the applicant pool each year respectively.

Attachment 1: Increase to Required English Language Proficiency (ELP) Scores for Undergraduate Admissions

- The proposed change in the TOEFL score is strictly the equivalent score increase to IELTS in the context of their scoring standard. We have included it here as it is the second most commonly used method of meeting ELP. Most applicants using TOEFL are already meeting this standard.
- Other methods of meeting ELP will be calibrated as needed and brought forth following these initial changes.

English Language Proficiency Requirements for the U15

Accurate as of May 8, 2017

(Only U15 institutions offering programs delivered in English as the primary languages of instruction have been included- Universite Laval and Universite de Montreal have been excluded)

Institution	IELTS		TOEFL(iBT)		Notes
	Total	Component	Total	Component	
U of A (current)	6.5	5	86	21	Applicants to teaching and health sciences disciplines need a further level of spoken English Proficiency. A minimum score of 7.5 on IELTS Speaking or 26 on TOEFL speaking.
UBC	6.5	6	90	Listening: 22 Speaking & Writing: 21	
U of T	6.5	6	100	Writing: 22	Discretionary Range: total score 89~99 & 19~21 on Writing
McGill	6.5	6	90	21	Education & Management: TOEFL score of 100 Music: TOEFL score of 79~80
U of C	6.5	N/A	86	N/A	Nursing: IELTS 7.0 with no components below a 7.0; TOEFL: 92 with no components below 23 Education: IELTS 8.0 with no components below a 7.0; TOEFL 100 with no components below 27
McMaster	6.5	5	86	20	
Waterloo	6.5	Writing: 6.5 Speaking: 6.5	90	Writing: 25 Speaking: 25	

Attachment 2: Increase to Required English Language Proficiency (ELP) Scores for Undergraduate Admissions

		Reading: 6.0 Listening: 6.0			
Queens University	6.5	N/A	88	Writing:24 Speaking: 22 Reading: 22 Listening: 20	
Dalhousie University	6.5	6	90	20	
University of Manitoba	6.5	N/A	86	20	
U of Saskatchewan	6.5	6	86	19	
Western	6.5	6	83	20	
U Ottawa (Programs offered in English)	6.5	Writing: 6.5	86	22	

FIRST YEAR GRADE POINT AVERAGES AND COURSE WITHDRAWALS AMONG REGISTERED HIGH SCHOOL AND POST-SECONDARY TRANSFER APPLICANTS WHO MET ELP REQUIREMENT BY IELTS

1. DESCRIPTION OF DATA

Over the academic years from 2010/12 to 2015/16, a total of 5,580 observed¹ high school and post-secondary transfer applicants who had submitted IELTS result as part of their application were admitted. Of this, a total of 3,876 eventually registered. Of those who registered, 2,302 were registered in degree programs while 1,574 registered in bridging program.

Figure 1: Six-Year Total Registration among observed High School and Post -Secondary Transfer Applicants who submitted IELTS Scores for Admission (2010/11 – 2015/16)

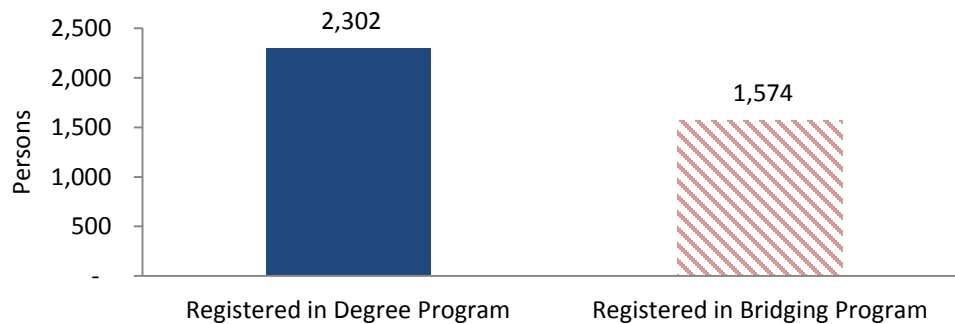
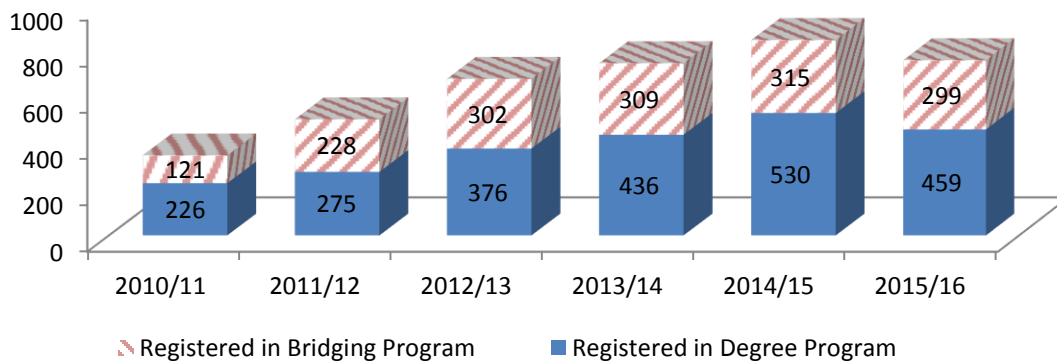


Figure 2 below shows the yearly breakdown of registration in degree and bridging program.

Figure 2: Yearly Registration among observed High School and Post -Secondary Transfer Applicants who submitted IELTS Scores for Admission



¹ There are 6,149 applicants (471 registered) whose applicant type (high school, post secondary or internal transfer) could not be observed. As this analysis is specific only to high school and post secondary applicants, applicants for which type could not be observed were removed from consideration.

This report analyzes GPAs as well as course withdrawals within three defined groups drawn from among the 2,302 persons who registered in degree programs. Each group includes only persons with IELTS overall score of 6.5 or greater. In addition to meeting the overall score requirement, the following conditions applied to persons in specified group.

Group 1: Band Score = 5.0 or greater in each IELTS band and at least one band score = 5.0

Group 2: Band Score = 5.5 or greater in each IELTS band and at least one band score = 5.5

Group 3: Band Score = 6.0 or greater in each IELTS band and at least one band score = 6.0

Of the 2,302 students registered in degree programs, a total of 1,728 were caught by this grouping criteria as shown in table 1.

Table 1: Number of Students Identified in defined Groups by Academic Year.

Academic Year	Group 1	Group 2	Group 3
2010/11	13	77	53
2011/12	26	105	84
2012/13	18	158	110
2013/14	23	147	145
2014/15	18	206	193
2015/16	25	180	147
TOTAL	123	873	732

Comparison is made between each group with regards to;

- I. Fall and Winter GPA in the first year of study
- II. Proportion of persons in each group whose first year Fall and Winter GPA fall below 2.0
- III. Proportion of persons in each group who withdrew from at least one course during their first year of study and
- IV. Average number of course withdrawals among those withdrawing.

2. ANALYSES

2.1. FALL & WINTER GPAs

Figure 3 shows yearly averages of first-year Fall and Winter GPAs of students in each group. As will be seen throughout this report, 2013/2014 shows a remarkable variation in the yearly trends for students in Group 1. Therefore, aggregate statistics is presented in two parts - figure 4 presents the overall GPAs in the 6 year aggregate data in panel 4a whereas the GPAs are reestimated in panel 4b without 2013/2014 data.

Figure 3: Yearly Averages of First-Year Fall and Winter GPA²

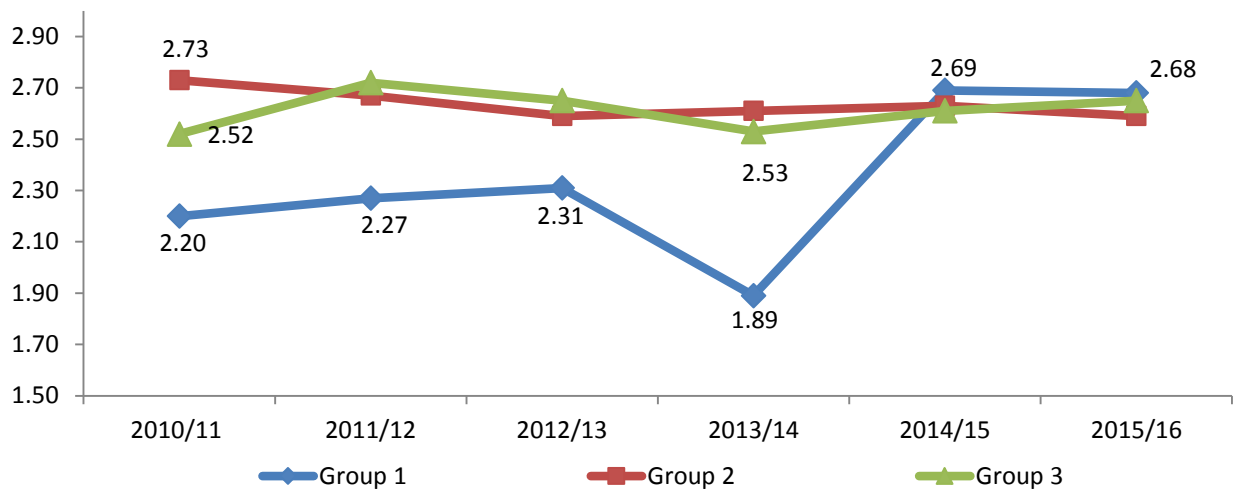
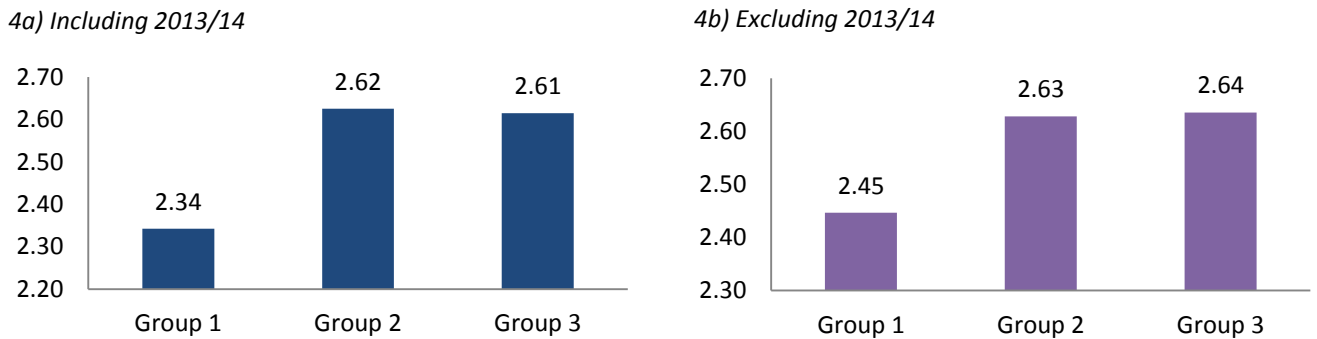


Figure 4: Averages of First-Year Fall and Winter GPA from 2010/11 to 2015/2016 Data.



² 2015/16 GPA is based only on Fall term as Winter term is yet incomplete. GPAs for all other years cover both Fall and Winter terms.

2.2. PROPORTION OF STUDENTS WITH FIRST YEAR FALL/ WINTER GPA OF LESS THAN 2.0

Figure 5 shows the proportions of students in each group whose first year Fall and Winter GPAs fell below 2.0. For instance in 2010/11 academic year, 5 of the 13 students in Group 1 - therefore 38% of Group 1 - had GPAs falling below 2.0. Also 12 of the 77 students in Group 2, - therefore 16% of Group 2 had GPAs of less than 2.0 in 2010/11. Figures 6a and 6b shows the aggregate proportions with and without 2013/14 respectively.

Figure 5: Proportion of Students with first year GPA less than 2.0

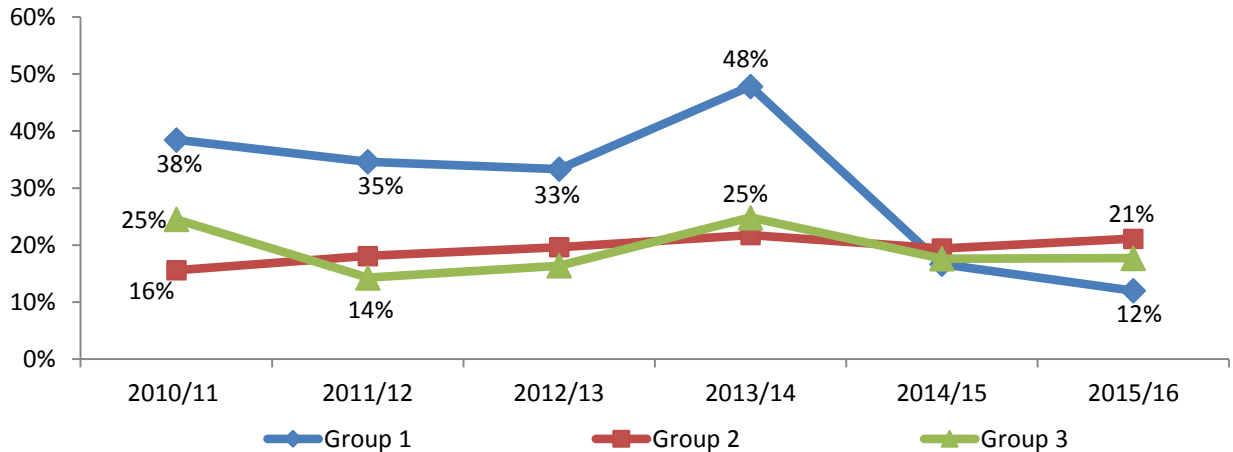
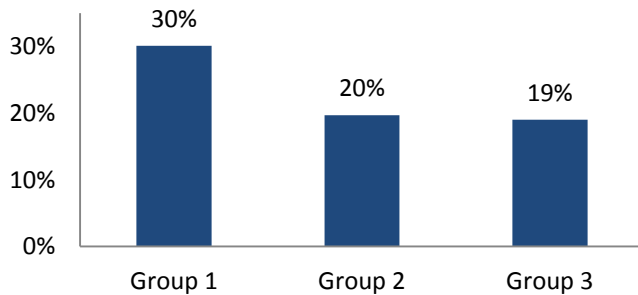


Figure 6: Proportion of Students with first year GPA less than 2.0 from 2010/11 to 2015/16 Data

6a) Including 2013/14



6b) Excluding 2013/14

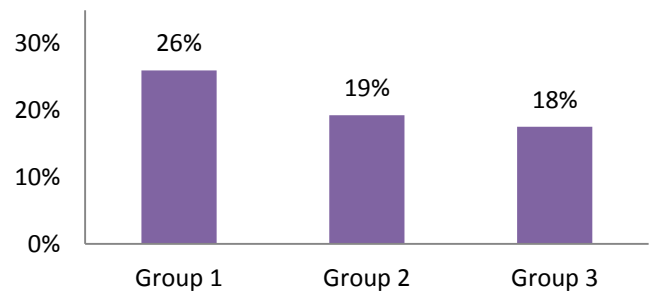


Table 2: Number of Students with GPA less than 2.0

Academic Year	Group 1	Group 2	Group 3
2010/11	5	12	13
2011/12	9	19	12
2012/13	6	31	18
2013/14	11	32	36
2014/15	3	40	34
2015/16	3	38	26
TOTAL	37	172	139

Table 3: GPA Sub-Categories among Students with GPAs less than 2.0 from 2010/11 to 2015/16 Data

	Group 1	Group 2	Group 3	Total
GPA = 1.7 to 1.9	6	67	40	113
GPA = 1.1 to 1.6	21	48	43	112
GPA below 1.1	10	57	56	123
Total	37	172	139	348

2.3 PROPORTION OF STUDENTS WHO WITHDREW FROM AT LEAST ONE COURSE IN FIRST YEAR

Figure 7 shows the yearly proportion of students in each group who withdrew from at least one course during their first year on the program. Figures 8a and 8b show the estimates from aggregated data.

Figure 7: Proportion of Students who Withdrew from at Least One Course During their First Year

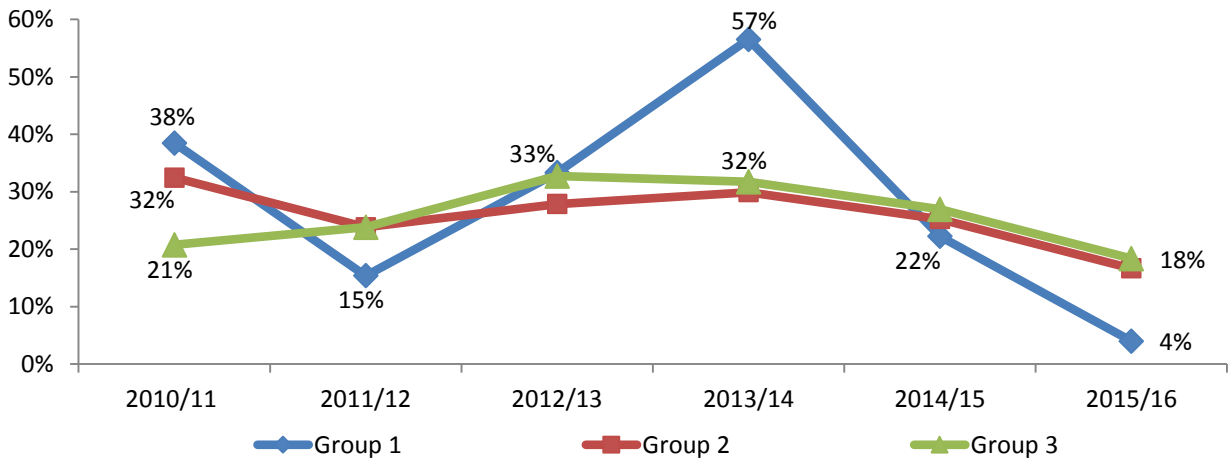
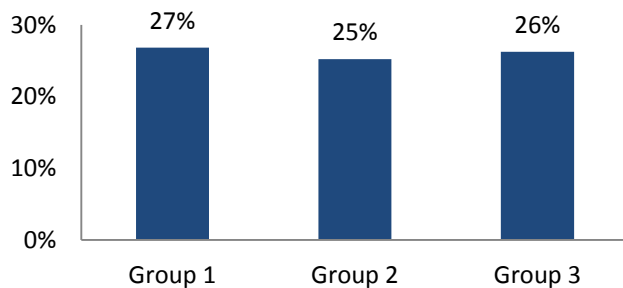


Figure 8: Proportion of Students who Withdrew from at Least One Course in their First Year from 2010/11 to 2015/16 Data

8a) Including 2013/14



8b) Excluding 2013/14

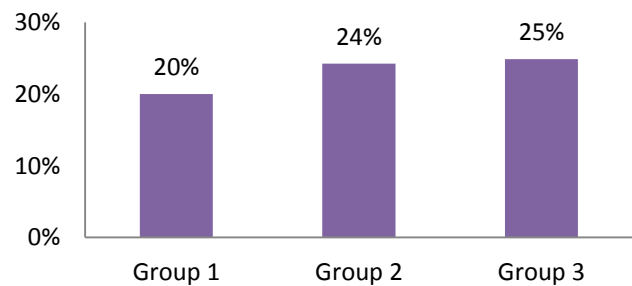


Table 4: Number of Students who Withdrew from at least One Course

	Group 1	Group 2	Group 3
2010/11	5	25	11
2011/12	4	25	20
2012/13	6	44	36
2013/14	13	44	46
2014/15	4	52	52
2015/16	1	30	27
TOTAL	33	220	192

2.4 AVERAGE NUMBER OF COURSE WITHDRAWALS AMONG THOSE WITHDRAWING

Some of the students withdrew from more than one course during their first year of study. Figure 9 shows the average number of courses withdrawn from among persons in each group who withdrew from at least one course. For instance, the figure shows that a Group 1 student who had at least one course withdrawal in 2012/13 withdrew from an average of 2 courses, whereas a Group 3 student with at least one withdrawal withdrew from an average of 1.42 courses. Figures 10a and 10b shows the corresponding averages in the aggregated data.

Figure 9: Average Number of Courses Withdrawn by those who withdrew from at least One Course in their First Year

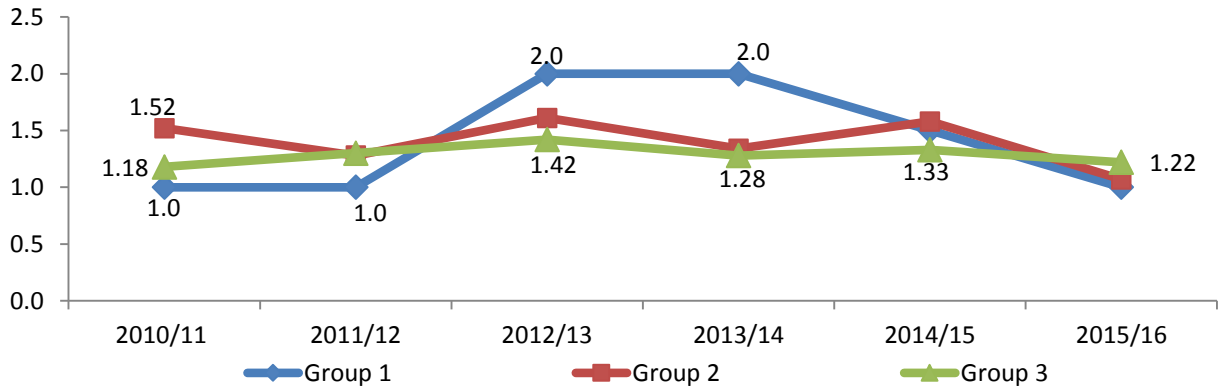
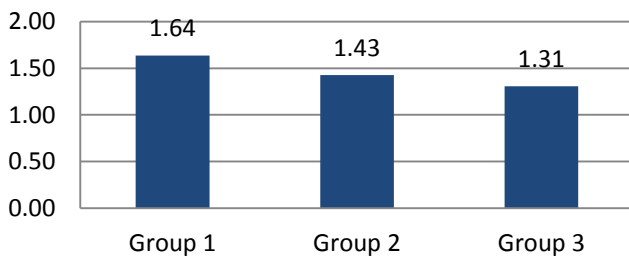
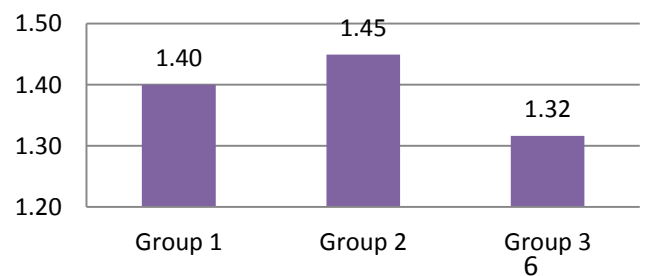


Figure 10: Average Number of Courses Withdrawn by those who withdrew from at least One Course in their First Year from 2010/11 to 2015/16 Data

10a) Including 2013/14



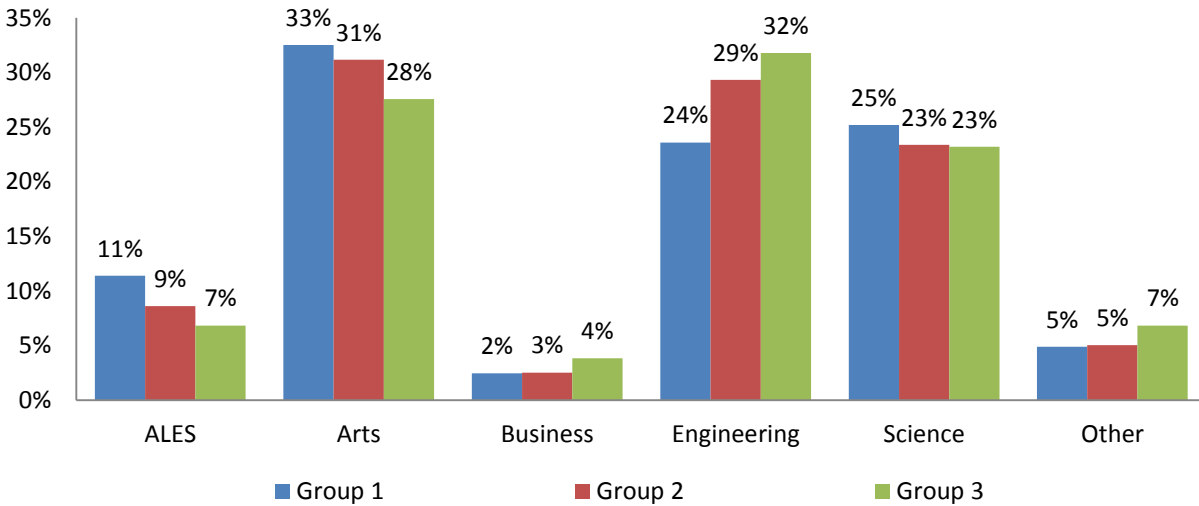
10b) Excluding 2013/14



APPENDIX 1: STUDENT DISTRIBUTION BY FACULTY

Majority of the students who submitted IELTS test scores and registered into degree programs were registered in the faculties of ALES, Arts, Business, Engineering and Science. This following chart shows the distribution of the sub sample of 1,728 students that were caught by the grouping criteria. 95% of those in Group 1 were registered in one of the five faculties listed above. Likewise, 95% of those in Group 2 as well as 93% of those in Group 3 were registered in one of the five faculties.

Figure A: Distribution of Students in Specified Groups by Faculty



Attachment 4. Increase to Required English Language Proficiency (ELP) Scores for Undergraduate Admissions

Link to Calendar section “Language Proficiency Requirements”: http://calendar.ualberta.ca/content.php?catoid=6&navoid=819#language_proficiency_requirements

CURRENT	PROPOSED
<p>English Language Proficiency</p> <p>...</p> <ol style="list-style-type: none"> 5. One of the two TOEFL (Test of English as a Foreign Language) test formats with the appropriate score; <ol style="list-style-type: none"> a. Internet-based TOEFL (iBT) of at least 86, with no less than 21 on each band (see Note 4). b. Paper-based TOEFL of at least 580 with a TWE of 4.0 or better (see Note 4). 6. A score of at least 85 on the MELAB (Michigan English Assessment Battery) (see Note 4). 7. A score of at least 6.5 on the IELTS Academic (International English Language Testing System) with no band less than 5.0 (see Note 4). <p>...</p>	<p>English Language Proficiency</p> <p>...</p> <ol style="list-style-type: none"> 5. One of the two TOEFL (Test of English as a Foreign Language) test formats with the appropriate score; <ol style="list-style-type: none"> a. Internet-based TOEFL (iBT) of at least 90, with no less than 21 on each band (see Note 4). b. Paper-based TOEFL of at least 580 with a TWE of 4.0 or better (see Note 4). 6. A score of at least 85 on the MELAB (Michigan English Assessment Battery) (see Note 4). 7. A score of at least 6.5 on the IELTS Academic (International English Language Testing System) with no band less than 5.5 (see Note 4). <p>...</p>