

**An Analysis of Undergraduate Course Delivery
At the University of Victoria:
Academic Year 1996/97**

**Chris Conway
Esther Hart**

**Office of Institutional Analysis
University of Victoria**

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1. Summary

At UVic, undergraduate courses are delivered in numerous formats. The majority are delivered in a “traditional” fashion -- by a single instructor, for credit, in a classroom-based (or similar) lecture format, on campus. (Sometimes such courses involve a laboratory or seminar component as well). A significant minority of courses, however, are delivered in “alternative” formats ranging from independently supervised studies, to co-op work term placements, to team-taught courses. This report

- (a) presents a summary of undergraduate course delivery methods by faculty and department for the 1997/98 academic year;
- (b) provides a detailed analysis of undergraduate course sections delivered in the “traditional” format, at the level of the department/school, faculty, course level, and instructor type;
- (c) summarizes course section sizes for “traditional” courses by department/school, level and faculty.

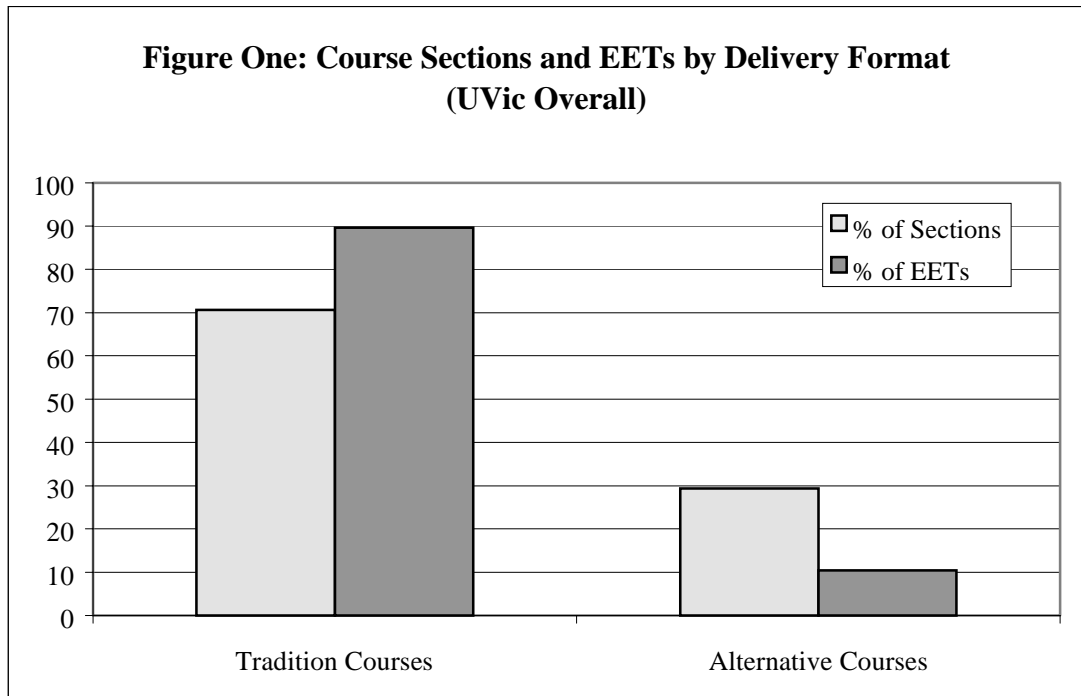
2. Key Findings

Traditionally delivered courses accounted for 71 percent of all undergraduate course sections, and 89 percent of all undergraduate EETs, in 1997/98. These overall percentages are virtually unchanged from the 1996/97 academic year. Faculty by faculty, traditional delivery represented a low of 30 percent of all course sections in the Faculty of Human and Social Development, and a high of 84 percent in the Faculty of Humanities. In individual departments and schools, traditional delivery represents over 90 percent of course sections in numerous departments (e.g. Hispanic Studies, Political Science, Electrical Engineering), and less than 50 percent in others, such as Biology, Nursing, and Social Work.

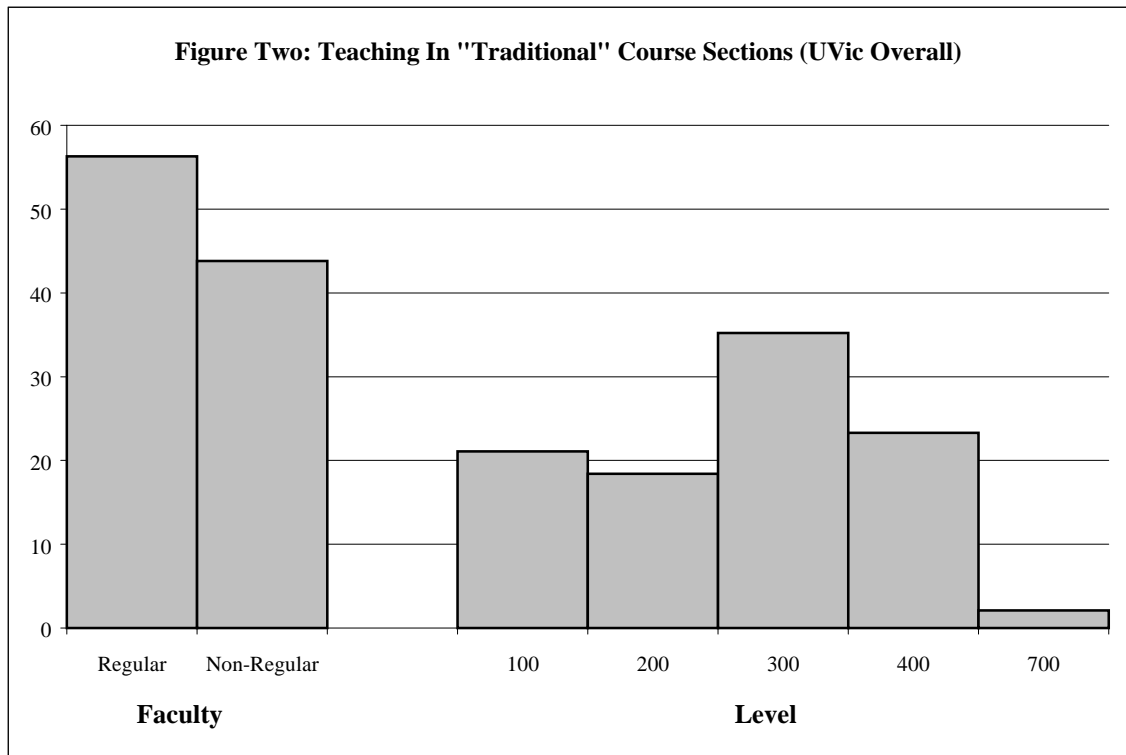
Courses delivered in alternative formats constitute 29 percent of all undergraduate course sections, and 11 percent of all undergraduate EETs. Independently supervised studies represent 9 percent of alternative courses, as do off-campus/distance/exchange courses. Sections of co-op work term courses account for 6 percent. All other alternative formats (practica, cross-listed courses, courses offered by multiple faculty, non-credit courses, and challenge courses) represent only about 6 percent of total course sections combined. (See *Table One and Figure One*)

Across the entire university, regular faculty instructed in 56 percent of all traditionally delivered courses, while non-regular (sessional) faculty instructed in 44 percent. Regular faculty members accounted for anywhere from 44 percent (Education) to 69 percent (Science) of instruction. Sessional faculty perform relatively more teaching at the 100-level than regular faculty (12.2 percent of total instruction versus 8.9 percent for regular faculty); however, regular faculty perform more teaching than sessionals at the 200-, 300- and 400-levels. Individual departments and schools utilize sessional and regular faculty in different ways: the overall contribution of regular and sessional faculty, and their utilization at each level of teaching, vary widely. (See *Table Two and Figures Two, Three (a), Three (b), and Five*)

Sections of courses delivered in traditional format averaged 36 registrations across all undergraduate offerings. Section size declined with level, decreasing from a mean of 53 registrations in 100-level courses to 20 registrations in 400-level courses. By department, the mean class size varied from 12.4 in Germanic Studies, to 81.1 in Psychology. (See *Table Three and Appendix*)



- 71 percent of all course sections representing 89 percent of undergraduate EETs are of the “traditional” variety; 29 percent of sections representing 11 percent of EETs fall into one of the “alternative” delivery formats.



- 56 percent of “traditional” course sections are taught by UVic’s regular faculty; 44 percent by non-regular faculty.
- About 20 percent of “traditional” course sections are offered at each of the 100 and 200 level, one-third are at the 300 level; and one quarter are at the 400 level.

Figure Three (a) Percentage of "Traditional" Sections Taught by Regular Faculty (by Department/School)

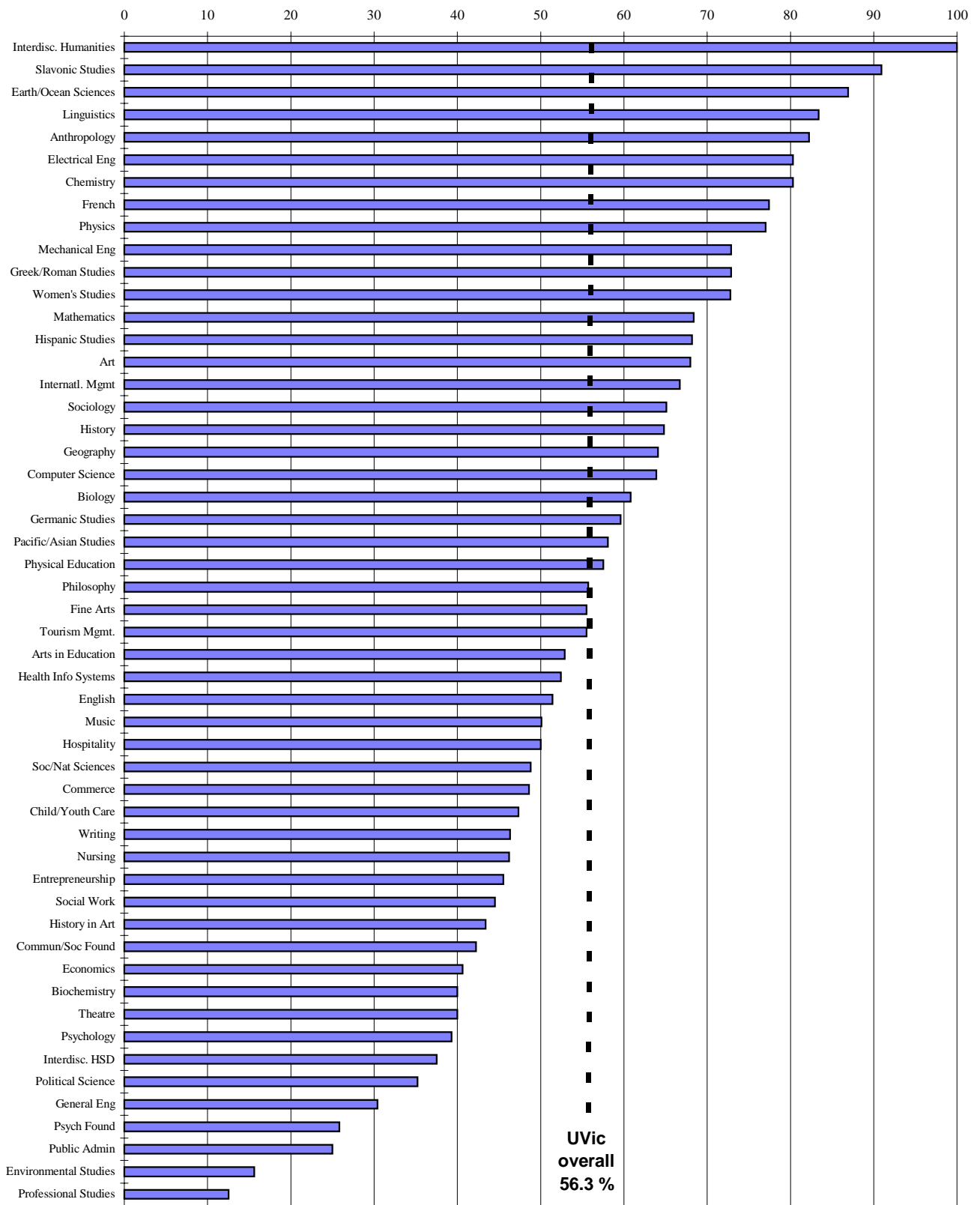


Figure Three (b): Teaching in "Traditional" Course Sections by Faculty

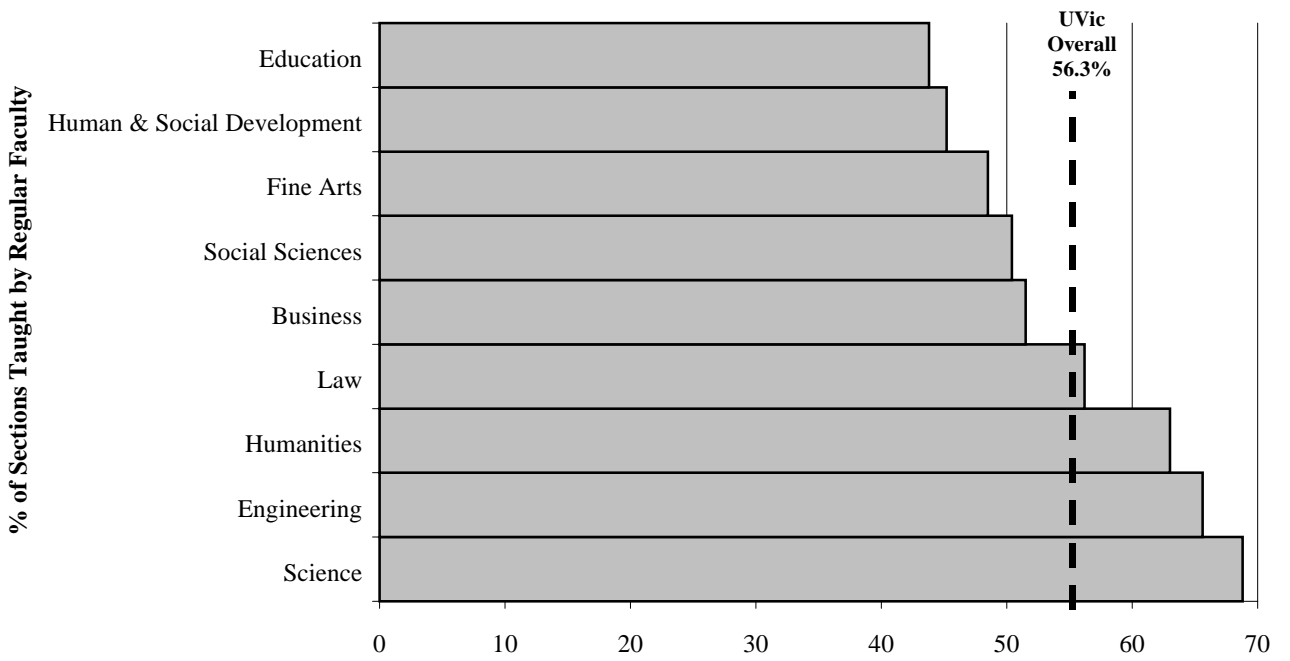


Figure Four: Mean Section Sizes in "Traditional" Course Sections

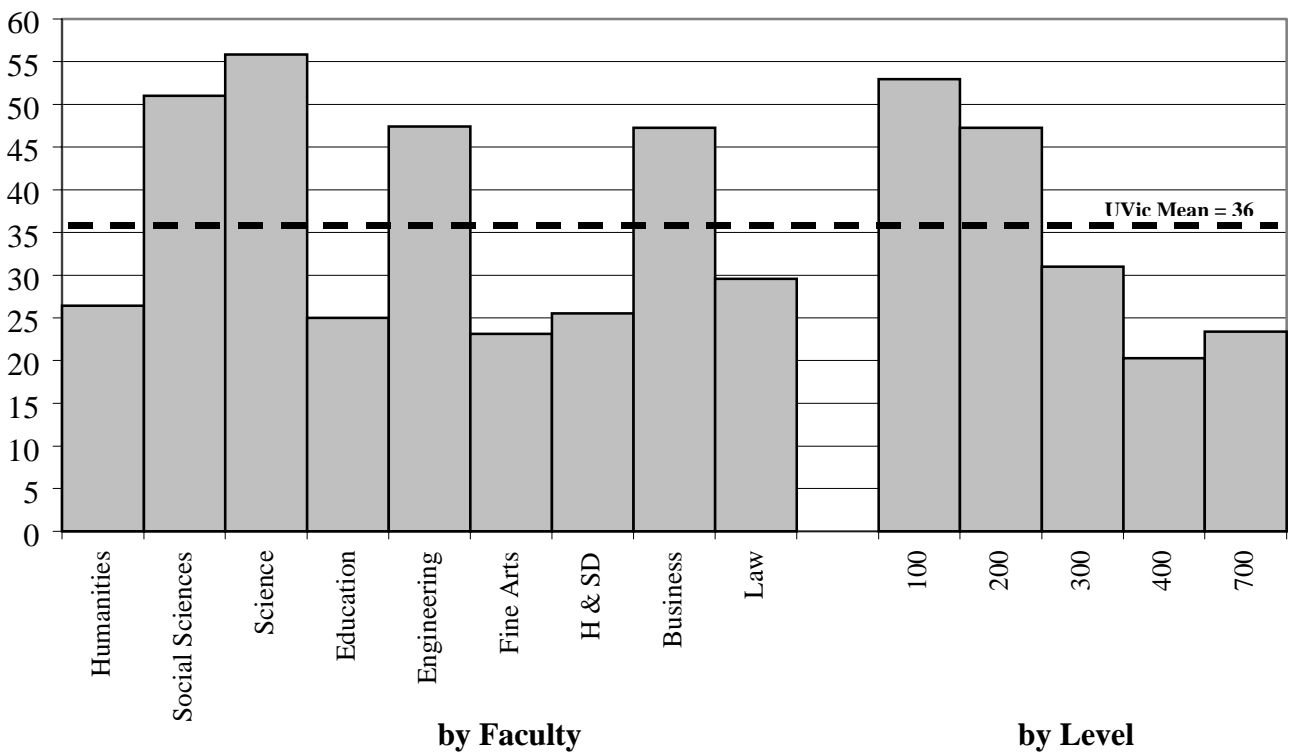
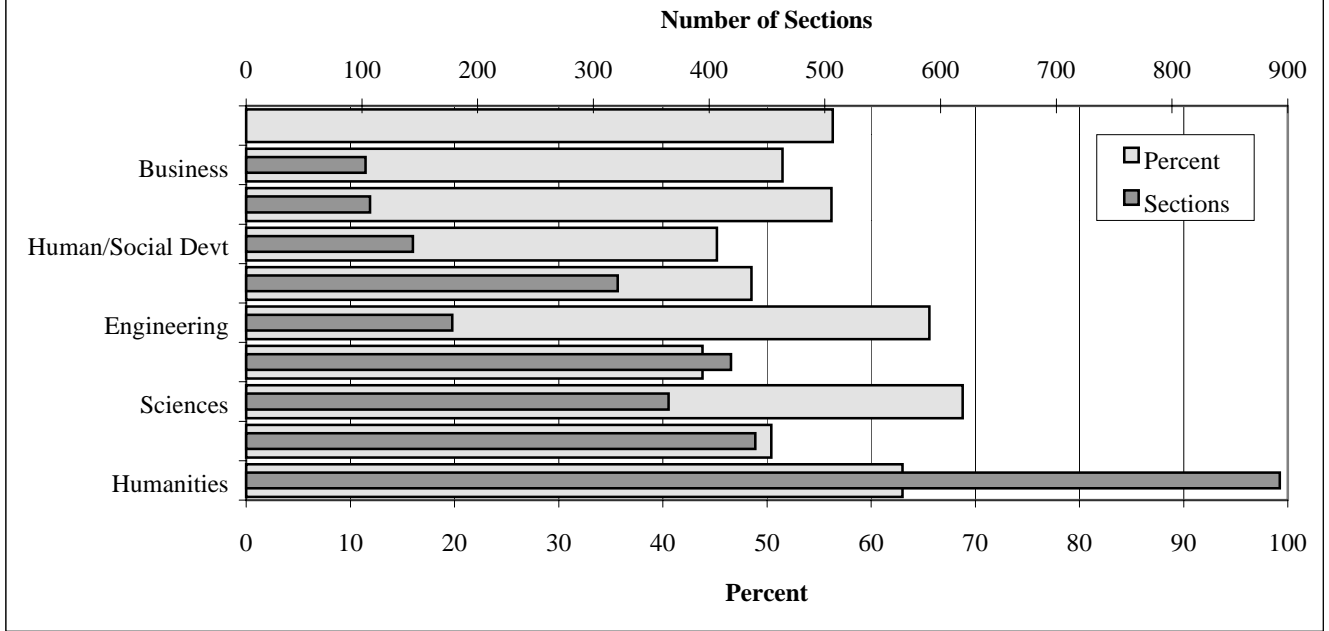


Figure Five: Number of "Traditional" Sections Taught and Percentage Taught by Regular Faculty



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 Analysis of Undergraduate Course Delivery

Table One: Distribution of Undergraduate Course Sections and EETs by Delivery Format and Faculty
 November 1997

		Humanities	Social Sciences	Science	Education	Engineering	Fine Arts	HSD	Law	Business	Total
(a) Course Sections											
Traditional Classroom Delivery		83.1%	77.7%	70.4%	71.7%	71.0%	65.6%	30.7%	75.4%	72.0%	70.6%
Independent Supervised Study		8.9	13.3	9.9	5.9	5.2	14.8	6.4	5.3		8.9
Practica					5.5			13.6			2.1
Off-Campus and Distance		1.9	1.6	4.3	11.3	0.4	8.5	43.8	1.8		8.1
Cross-Listed Courses		0.9	2.4		0.4		2.4			3.5	1.0
Exchange Courses						0.4			2.6	7.0	0.4
Courses Taught by Multiple Faculty		0.1				0.4	5.3		1.8		0.7
Co-op Work Term Courses		1.4	4.2	13.6	3.9	22.2	3.4	3.6	13.2	10.5	6.3
Non-Credit Courses		3.6		1.2						7.0	1.3
Challenge Credit Courses		0.1	0.7	0.6	0.2			1.9			0.4
Other					1.1	0.4					0.2
Total	percent	23.5	14.6	13.2	14.4	6.7	11.0	9.6	3.0	3.8	100.0
	# sections	881	548	493	541	252	413	361	114	143	3746
(b) EETs											
Traditional Classroom Delivery		97.1%	97.7%	97.9%	83.0%	98.5%	85.5%	33.6%	95.5%	95.3%	89.4%
Alternative Delivery		2.9	2.3	2.1	17.0	1.5	14.5	66.4	4.5	4.7	10.6
# EETs		2454	2333	2125	1265	860	895	1023	329	507	11791

University of Victoria Office of Institutional Analysis
 Analysis of Undergraduate Course Delivery

Table Two: Distribution of 1996/97 "Traditional" Course Units by Faculty, Level and Instructor Type
 November 1997

Faculty	Regular Faculty						Non-Regular Faculty						# 1.5-unit section equivs.
	100	200	300	400	700	Total	100	200	300	400	700	Total	
University Overall													
Humanities	12.0	13.7	22.7	14.6		63.0	22.2	6.2	5.3	3.5		37.2	893
Social Sciences	5.2	7.7	23.6	13.9		50.4	8.2	8.0	25.2	8.2		49.6	440
Sciences	17.8	15.6	17.7	17.7		68.8	9.3	7.4	6.8	7.7		31.2	365
Education	3.3	5.9	14.3	13.1	7.2	43.8	6.6	6.9	14.5	20.6	7.6	56.2	419
Engineering	5.1	14.6	20.6	25.3		65.6	6.8	10.7	5.6	11.3		34.4	178
Fine Arts	9.7	12.5	18.5	7.8		48.5	13.7	10.7	20.9	6.2		51.5	321
Human/Social Devt	0.7	4.9	25.0	14.6		45.2	1.4	7.6	26.4	19.4		54.8	144
Law	13.0		43.2			56.2	7.5		36.3			43.8	107
Business		11.7	15.5	24.3		51.5	1.0	12.6	21.4	13.6		48.6	103
University Overall	8.9	10.9	21.1	14.4	1.0	56.3	12.2	7.5	14.1	8.9	1.1	43.8	2970

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Faculty	Regular Faculty						Non-Regular Faculty						# 1.5-unit section equivs.
	100	200	300	400	700	Total	100	200	300	400	700	Total	
Humanities													
English	8.3	11.5	17.6	14.0		51.4	36.7	5.8	1.8	4.3		48.6	278
French	14.7	22.7	17.3	22.7		77.4	18.7		4.0			22.7	75
Germanic Studies	4.3	10.6	17.0	27.7		59.6	34.0	2.1		4.3		40.4	47
Greek/Roman Studies	21.6	16.2	27.0	8.1		72.9	5.4	5.4	16.2			27.0	37
Hispanic Studies	31.7	9.5	9.5	17.5		68.2	22.2	7.9	1.6			31.7	63
History	6.6	15.6	34.4	8.2		64.8	11.5	4.1	13.9	5.7		35.2	122
Interdisc. Humanities	16.7	16.7	33.3	33.3		100.0						0.0	6
Linguistics	5.6	11.1	46.3	20.4		83.4	5.6	1.9	5.6	3.7		16.8	54
Pacific/Asian Studies	15.1	12.8	20.9	9.3		58.1	22.1	5.8	5.8	8.1		41.8	86
Philosophy	17.1	12.9	18.6	7.1		55.7	17.1	20.0	7.1			44.2	70
Slavonic Studies	18.2	18.2	31.8	22.7		90.9			4.5	4.5		9.0	22
Women's Studies	6.1	18.2	30.3	18.2		72.8	6.1	18.2	3.0			27.3	33
Total	12.0	13.7	22.7	14.6		63.0	22.2	6.2	5.3	3.5		37.2	893
Social Sciences													
Anthropology	14.3	16.1	41.1	10.7		82.2	8.9	1.8	3.6	3.6		17.9	56
Environmental Studies			3.1	12.5		15.6			53.1	31.3		84.4	32
Economics	5.1	10.1	12.7	12.7		40.6	12.7	13.9	25.3	7.6		59.5	79
Geography	4.0	6.7	22.7	30.7		64.1	4.0	5.3	21.3	5.3		35.9	75
Political Science	3.7	5.6	18.5	7.4		35.2	7.4	9.3	37.0	11.1		64.8	54
Psychology		6.0	25.0	8.3		39.3	11.9	11.9	32.1	4.8		60.7	84
Sociology	10.0	6.7	36.7	11.7		65.1	6.7	6.7	15.0	6.7		35.1	60
Total	5.2	7.7	23.6	13.9		50.4	8.2	8.0	25.2	8.2		49.6	440
Science													
Biochemistry		8.6	20.0	11.4		40.0			17.1	42.9		60.0	35
Biology	6.8	10.2	23.9	19.9		60.8		13.6	15.3	10.2		39.1	59
Chemistry	15.8	21.7	25.0	17.8		80.3	5.9	3.9	7.9	2.0		19.7	51
Earth/Ocean Sciences	8.7	13.0	26.1	39.1		86.9	4.3		4.3	4.3		12.9	23
Mathematics	22.6	20.3	15.0	10.5		68.4	19.5	9.8	0.8	1.5		31.6	133
Physics	32.3	10.8	7.7	26.2		77.0	6.2	6.2	6.2	4.6		23.2	65
Total	17.8	15.6	17.7	17.7		68.8	9.3	7.4	6.8	7.7		31.2	365

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Table Two: Distribution of 1996/97 "Traditional" Course Units by Faculty, Level and Instructor Type
 November 1997

Faculty	Regular Faculty						Non-Regular Faculty						# 1.5-unit section equivs.
	100	200	300	400	700	Total	100	200	300	400	700	Total	
Education													
Arts in Education	3.7	16.9	22.2	7.6	2.5	52.9	1.6	26.3	14.4	3.7	1.2	47.2	81
Commun/Soc Found			16.5	16.5	9.2	42.2			21.1	29.4	7.3	57.8	109
Psych Found			10.1	15.7		25.8			20.2	53.9		74.1	89
Physical Education	8.8	14.5	17.1	15.8	1.3	57.5	22.8	10.1	5.3	3.1	1.3	42.6	76
Professional Studies					12.5	12.5					87.5	87.5	8
Soc/Nat Sciences	7.1		3.6	8.9	29.2	48.8	16.1		7.1	1.8	26.2	51.2	56
Total	3.3	5.9	14.3	13.1	7.2	43.8	6.6	6.9	14.5	20.6	7.6	56.2	419
Engineering													
Computer Science	12.5	13.9	19.4	18.1		63.9	12.5	4.2	11.1	8.3		36.1	72
Electrical Eng		8.8	29.9	41.6		80.3		8.8		10.9		19.7	46
General Eng		30.4				30.4	13.0	43.5		13.0		69.5	23
Mechanical Eng		13.5	24.3	35.1		72.9		5.4	5.4	16.2		27.0	37
Total	5.1	14.6	20.6	25.3		65.6	6.8	10.7	5.6	11.3		34.4	178
Fine Arts													
Art	16.0	20.0	32.0			68.0	16.0	4.0	12.0			32.0	50
Fine Arts		44.4	11.1			55.5			44.4			44.4	9
History in Art	3.8	9.4	18.9	11.3		43.4		20.8	28.3	7.5		56.6	53
Music	14.1	12.4	16.5	7.1		50.1	19.4	5.9	21.2	3.5		50.0	57
Theatre	12.9	4.7	11.8	10.6		40.0	17.6	11.8	24.7	5.9		60.0	85
Writing	3.0	14.9	19.4	9.0		46.3	14.9	11.9	13.4	13.4		53.6	67
Total	9.7	12.5	18.5	7.8		48.5	13.7	10.7	20.9	6.2		51.5	321
Human and Social Development													
Child/Youth Care		13.9	16.7	16.7		47.3		11.1	25.0	16.7		52.8	36
Health Info Systems	4.8	4.8	9.5	33.3		52.4	9.5	9.5	28.6			47.6	21
Interdisc. HSD				37.5		37.5			50.0	12.5		62.5	8
Nursing			38.5	7.7		46.2			7.7	46.2		53.9	26
Public Admin			25.0			25.0			37.5	37.5		75.0	8
Social Work		2.2	35.6	6.7		44.5		11.1	31.1	13.3		55.5	45
Total	0.7	4.9	25.0	14.6		45.2	1.4	7.6	26.4	19.4		54.8	144

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Table Two: Distribution of 1996/97 "Traditional" Course Units by Faculty, Level and Instructor Type
 November 1997

Faculty	Regular Faculty						Non-Regular Faculty						# 1.5-unit section equivs.
	100	200	300	400	700	Total	100	200	300	400	700	Total	

Business

Commerce	18.2	15.2	15.2			48.6	1.5	19.7	19.7	10.6		51.5	66
Entrepreneurship				45.5		45.5			27.3	27.3		54.6	11
Hospitality			50.0			50.0			50.0			50.0	2
Internatl. Mgmt			26.7	40.0		66.7			13.3	20.0		33.3	15
Tourism Mgmt.			11.1	44.4		55.5			33.3	11.1		44.4	9
Total	11.7	15.5	24.3			51.5	1.0	12.6	21.4	13.6		48.6	103

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Table Three: Mean Section Sizes of 1996/97 "Traditional" Course Sections by Dept/School and Level
 November 1997

Faculty/Department	Course Level						Number of Sections
	100	200	300	400	700	All	
English	25.89	22.67	25.49	23.48		24.96	246
French	20.95	17.29	17.33	16.92		18.36	61
Germanic Studies	18.88	17.00	8.67	8.71		12.42	33
Greek/Roman Studies	39.60	34.50	29.14	6.00		30.56	27
Hispanic Studies	28.50	24.20	26.83	12.90		24.77	56
History	67.73	53.13	30.38	18.60		37.02	90
Interdisc. Humanities	22.00	33.00	27.00	11.00		24.00	5
Linguistics	61.33	44.43	23.92	15.54		29.00	51
Pacific/Asian Studies	23.71	41.83	17.42	16.73		24.03	66
Philosophy	36.92	41.79	39.67	17.50		38.04	50
Slavonic Studies	20.00	10.00	26.00	11.00		19.07	15
Women's Studies	44.00	23.42	23.55	8.40		23.69	32
Humanities Total	29.15	31.19	25.97	17.22		26.43	732
Anthropology	81.00	65.10	32.84	18.63		47.75	56
Environmental Studies			30.39	26.79		28.81	32
Economics	91.64	48.58	37.93	20.13		46.51	78
Geography	106.33	99.89	39.03	24.31		46.72	74
Political Science	85.83	57.13	32.70	17.50		39.41	54
Psychology	204.30	109.50	58.36	19.20		81.08	74
Sociology	92.50	61.38	42.03	25.09		50.19	58
Social Sciences Total	109.44	71.74	40.81	22.33		50.99	426
Biochemistry		265.00	47.36	23.92		52.38	26
Biology	221.75	123.57	53.78	26.11		73.29	59
Chemistry	121.82	96.92	32.53	10.90		63.96	51
Earth/Ocean Sciences	191.00	39.00	48.00	8.20		48.17	23
Mathematics	77.98	62.00	24.00	5.88		55.98	133
Physics	85.60	29.82	13.22	7.35		34.15	55
Science Total	94.95	77.65	37.16	13.94		55.85	347
Art in Education	22.50	21.69	16.50	11.00	9.00	17.90	73
Commun/Soc Found			21.37	25.26	22.44	23.14	88
Psychological Found			25.54	23.49		24.27	63
Physical Education	33.06	39.56	35.71	25.57	18.50	32.71	106
Professional Studies					22.75	22.75	8
Soc/Nat Sciences	24.62		13.00	20.50	26.36	23.60	50
Education Total	30.79	28.04	22.80	23.26	23.38	25.00	388
Computer Science	141.44	62.77	41.77	16.84		63.91	72
Electrical Eng		60.88	39.47	20.71		33.53	47
General Eng	54.33	25.82		62.67		34.35	23
Mechanical Eng		60.86	57.73	24.11		41.05	37
Engineering Total	129.00	48.18	44.71	22.51		47.41	179
Art	23.25	16.00	18.18			19.59	39
Fine Arts		26.50	19.60			21.57	7
History in Art	177.00	45.15	34.54	14.00		36.57	47
Music	38.89	18.00	24.00	21.00		27.90	51
Theatre	25.67	17.23	13.59	6.83		16.21	70
Writing	31.78	17.73	15.50	16.47		18.75	57
Fine Arts Total	32.21	23.55	21.21	13.66		23.10	271

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Table Three: Mean Section Sizes of 1996/97 "Traditional" Course Sections by Dept/School and Level
 November 1997

Faculty/Department	Course Level						Number of Sections
	100	200	300	400	700	All	
Child/Youth Care		39.57	24.00	30.25		31.57	21
Health Info Systems	44.67	36.67	22.00	20.86		26.95	21
Interdisc. HSD			23.00	13.75		18.38	8
Nursing			28.25	24.09		26.26	23
Public Administration			17.20	17.67		17.38	8
Social Work		35.33	20.80	21.11		23.80	30
HSD Total	44.67	37.44	22.98	22.64		25.52	111
Commerce	98.00	68.04	54.43	35.29		55.32	66
Entrepreneurship			38.00	28.88		31.36	11
International Mgmt			48.83	35.00		40.53	15
Tourism Mgmt			32.75	22.60		27.11	9
Business Total	98.00	68.04	47.66	32.28		47.27	103
Law Total	49.94		24.55			29.57	86
University Total	52.92	47.27	30.99	20.28	23.38	36.00	2643

- 1 The tables are based on course sections data for the academic year 1996/97. The data are accurate as at the download dates (November 1 for fall and year sections; March 1 for spring sections; and August 1 for summer sections). The data are consistent with the Institutional Analysis "class populations reports". All undergraduate course sections were downloaded for analysis. The analysis excluded all graduate-level teaching; all advising, counselling, and other out-of-class activities of faculty; and, of course, all research and service functions.
- 2 Course sections can fall into more than one classification. The method/order used to classify sections was to assign a default value of "traditional delivery" to all sections, and to overwrite this value for the following conditions:
 - (a) zero credit course sections, excluding co-op work term sections, were assigned to a category;
 - (b) co-op work term course sections were assigned to a category;
 - (c) independently supervised studies (ISS), directed readings, and thesis/major project courses were assigned to a category on the basis of the 1996/97 "pro forma" registration list; all sections with registrations of 3 or less not included on the pro-forma list were checked to ensure their proper classification;
 - (d) off-campus courses were defined as having section numbers between 50-83; this analysis did not utilize the ISIS "course location" field; it relied on course section numbers only, supplemented with information from the academic units
 - (e) practicum course numbers were checked with Social Work, Education and Nursing;
 - (f) cross-listed courses were identified using the cross-listing master list, and through discussions with individual departments; one of each cross-list "pair" was defined as a duplicate and deleted; the "surviving" element was the one linked to the home department of the instructor; the registrations for the deleted element were assigned to the surviving element;
 - (g) course sections for courses taken on exchange were identified through discussions with individual departments;
 - (h) courses in ISIS with missing instructor values, or values of "TBA" or "members of department" were assigned an instructor name, where possible, based on discussions with departments; where the course was team/jointly taught, it was so classified;
 - (i) courses with instructor values of "special evaluation" were assigned to the "challenge credit" category;
 - (i) courses with section numbers of 84-90 were classified as "other".
- 3 The status of instructors as "regular" or "non-regular" was undertaken by manually checking a comprehensive list of regular faculty names against the "instructor name" field in the data base. Where matches could be made, based in part on discussions with departments, the course section was assigned to a regular faculty member. All extra-to-load teaching by regular faculty members was classified as "regular".
- 4 Tables One includes all 3746 course sections offered in 1996/97, regardless of credit value or type. Sections appear in the table unweighted. EETs values (equal to unit course registrations divided by 15) do capture the varying unit value of courses and the number of registrations in the sections. Non-credit courses, including co-op work term courses, do not contribute to EETs totals.
- 5 Table Two includes only the 2643 "traditional" format course sections. Each section is weighted by its unit value; for example, a 3-unit course is weighted twice as heavily as a 1.5 unit course. The total number of sections (2746) has been adjusted to represent 1.5 unit equivalent sections (weighted n=2970).

- 6 Table Three again describes the 2643 "traditional" format course sections. Each section appears unweighted; in other words, both 3-unit and 1.5 unit sections (and other sections with unit values greater than zero) contribute to mean section sizes equally.
- 7 The classification of courses relied on information available in the course sections data base, and on information obtained from academic units. Since every data item could not be manually confirmed, it is certain that some classification errors remain. However, we believe the tables still present a reasonably reliable picture of the range of undergraduate teaching strategies employed by the academic units. Any analysis on smaller departments/schools is subject to greater data error than that performed on larger departments or faculties. The Faculty of Human and Social Development offers the majority of its course sections in "alternative" formats; the data should be interpreted accordingly.
- 8 Rows and columns may not sum to the displayed total, or to 100%, because of rounding.
- 9 All tables should be read and interpreted with caution. For example, a course section for an ISS course is a different entity than a section in a co-op work term course or a section of a regularly scheduled course. Arts co-op course sections have been assigned to the Faculty of Humanities; reassigning these sections would affect the "course sections", but not the "EETs" portion of Table One. Some co-op work term sections use the same course prefix as regular courses (e.g. COM), others have unique prefixes (e.g. BCMB).