List of Student Comments by Topic

The following is a list of 500 randomly selected comments provided in answer to the following survey question:

“Discuss any concerns that you may have with regard to your ACADEMIC EXPERIENCE at SFU.”

The comments are separated by topic. In cases where a student’s comment applies to more than one topic, the entire comment is included in all applicable topics. An analysis of these responses is available in Appendix C of the 2006 Undergraduate Student Survey Report of Findings.

Course Availability:

- Courses at surrey are CONSTANTLY one-timer only!!! if I miss a course 1 semester, I will have to wait a whole year before I can take the course. Either host more courses at surrey or cut down the requirement to grad.
- I recommend that some course such as in the 300-400 level should have more than 1 class offerings. Some students to have class early in the morning rather than having it in the late afternoon. Sometimes, class are only offered at the night time.
- I am concerned that I will not graduate on time because the courses I need will be full.
- I always get an enrollment appointment on one of the last days so I end up getting left overs. I can never register for the time I want.
- I think SFU should have more GIS courses and a bigger GIS lab that all geography majors can access, instead of the current situation in which only people registered in GIS courses have access to the GIS lab. GIS theoretical training is strong at SFU but we are falling behind BCIT in terms of hands-on technical training and that will be a liability for SFU geography graduates when they enter the job market. Another issue is that course conflicts arise not only due to conflicting time schedules but also because some courses are at Burnaby and some are at Harbour Centre. You need at least an hour to travel between the two campuses and that makes things very difficult when selecting courses. SFU should abandon its satellite campuses and focus on the Burnaby Mountain campus.
- Very poor student service, advising counsellors could not answer any of my questoins and directed me to three different people who directed me back to them, when I first arrived in 2002. Instructors change course scheduling from what is notified in the calendar to extend the course time when it is not possible with the busy life I have living and taking care of myself. The stream I originally intended to be in disappeared within two semesters of me being here without any notice or foreshadowing. Courses required to graduate will be scheduled one right after the other but on different campuses, Surrey, Downtown, and Burnaby. TA’s are given a class list with my nationality listed next to my name, there is no reason they should need to know this, unless I tell them. In my first semesters I didn’t know about appeals and had TA’s grade me based on how they felt about my nationality rather than my work (evident from group projects and how they were marked and what the TAs would say to me). Have also had TAs arrange to discuss papers with me and then fail to show up, sending me an apology email to my inquiry to why a week later. Have had Instructors assign assignments when they will be out of country, and the TA as well, leaving

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1 Comments are reproduced exactly as written by students, except that profanities and references to individuals have been removed. Altered text is in [square brackets]. Comments that address concerns in more than one category are included in all applicable categories.
students with no one to talk to for guidance. Overall, I've had a disappointing experience with the Student services at SFU. But overall, I am glad I have managed to make it this far and made the best of many bad situations and in the end I will succeed.

- The course offerings can be quite restricted some semesters.
- The university should have more BUS 320, BUS 321 and 329 courses. These courses are need to start CASB Module 1.
- Registration has always been an inconvenience because of either course conflict, courses not offered or registration system issues. Despite promises to lower tutorial size, I have noticed an increase in students in each tutorial. Rooms for many tutorials are not adequate, not being able to hold all the students. Having classes at different campuses is also an inconvenience, especially when two required classes are in the same day at different locations with not enough time to travel between them.
- Classes are only offered once and therefore fill up easily. My friends and family who attend other universities rarely have problems with enrolling in a class. At SFU on the other hand it seems like it is a regular part of registration.
- Availability of courses was weak some semesters. The courses that I wanted to take would be full before my registration date. Need more interesting courses, new topics.
- There are a lack of courses in my subject offered each semester. I come from a distance and most of the classes are either not offered, or the classes offered are so spread out that I cannot take certain classes.
- A lot of the required courses are not offered every semester. Required courses should ALWAYS be offered, every semester. Some courses could be distance ed, and some courses should be in class. Listen to the students feedback. If the professor is just reiterating stuff out of the text... distance ed class. I have found attending some classes so pointless because they literally follow the text book, to the tee.
- In terms of the availability of seats in courses in SFU, I found it quite miserable. Around half of the courses I attempted to register were full and no longer opened. 30% put me on waitlist, 10% of them I need to email the advisor for a seat and so only 10% of the time were enrolled successfully. It always takes me at least 1.5 hours for enrollment. Even when I have declared my major, I still have trouble enrolling courses. This is my second last semester and I was totally amazed that I had so much trouble with enrollment. I sent out several email to advisors from different departments and asked for seats for my 2 courses, and asked questions regarding the status of 3 other courses. The newspaper sent out was not accurate all the time, even the outline on the website might not be correct. Enrollment has become a frustrating task for me. I just wonder why is it so difficult to get the courses that I want. I heard that it is a problem for many of my friends in SFU, so I wonder who took the seats? Other than this, my academic experience in SFU is great. People are being nice and helpful, especially the advisors. My impression for SFU is getting better and better.
- Trying the get the desired 4th year Math courses at the right time in SFU is just a PAIN!
- Courses are full pretty quickly.
- Courses fill up too quickley and final times too often conflict. For example, last spring, I was supposed to take 3 third year psych courses but ALL THREE had finals at the EXACT SAME TIME. I know many others who were unable to register for all those courses because of the conflicting final times. That was extremely frustrating.
- Your courses are always full!!
- Courses commonly taken together should not be scheduled with conflicting class times or conflicting exams. This is a common occurrence with 300 and 400 level kinesiology courses and it is unfortunate because it often results in students being unable to take the courses they want/need.

APPENDIX D
• [Department] advisor offers no real help. Business 300 level classes should allow some entry of those wishing to minor and aren't in the faculty.

• In Visual Art Program, the studio courses (for example: FPA 160, 161, 260, 261, etc.,) are offered in too limited spaces and semesters. This really took more than 4 years for a student to complete this program. Secondly, I understand all SFU's summer semester will have reduced courses offered in different faculties. However, I MUST believe the School of Contemporary Art offered the least amount of courses in summer semester as compare to other faculties. Which make students feel frustrated and outrageous about the amount of courses offered in EVERY summer semester - ONLY 5 FPA COURSES ARE OFFERED IN SUMMER SEMESTER 2006 IN THE WHOLE SCHOOL OF CONTEMPORARY ART AND NONE OF THESE 5 FPA COURSES FOR VISUAL ARTS STUDENTS. This is a very serious problem of an university and it is absolutely lack of support and administration toward School of Contemporary Art. In fact, please take a look at those old and temporary portable buildings besides B-Lot. How could this kind of facilities and equipments satisfied the needs of students in School of Contemporary Arts? The facilities and equipments are not even supporting the students to study in this field. In addition, those protable buildings are "TEMPORARY" since the year of SFU open until today. This is not only a problem; this show this university ABSOLUTELY not even care about this department - The School of Contemporary Arts. This extreme lack of courses and facilities created an instant problem for a student to complete his/her degree in Art related fields; and it leads to a direct problem for their future with this kind of delayed studies schedule and a series of problems.

• Please limit english 300 and 400 level courses to english majors and minors before opening them up to the general population. I'm in my third year with a CGPA of 3.8 and an UDGPA of 4.0 and yet every english course but one was full when I tried to register.

• I was hoping to take 5 classes this semester but was not allowed because I have a limit of 18 credits per semester (one more class would have made it 19 credits) I am doing a joint major in history and humanities and often times these courses have conflicting times.

• I'm concerned that I'm not going to get the courses that I need next semester because the times conflict. The courses that I need to take next semester are very specific and if I can't take them then I'm going to have some problems.

• I feel that course content is too broad...and cannot be applied to most real life situations. I had an extremely frustrating time registering for classes. All the ones I wanted were either full or not offered and as I result I am taking classes that I am not interested in.

• A week prior to my registration date for fall 2006, I started looking at which of the courses that I wanted were still available. Many had filled up and any that weren't had conflicting time schedules. At this point, I hadn't decided what specific area of study I wanted to do so all my first choices, ie, ANthropology, criminology and French, Italian and selected sociology courses were completely full. I ended up having to choose a couple courses that I did not want including a distance ed course (that pertained to sociology) and a communications course just so that I could be a full time student and not fall behind , credit-wise. I was very dissapointed with the class space and my late registration date that made my choices inevitably smaller.

• Many evening courses are offered too early (5:30 pm) and this gives people who work very little time to get to school. Another concern is that is that most events, seminars, etc. are pretty much only accessible to students who do not work or who are available to attend during business hours. It is too difficult for people who work to attend any of these important seminars and other events because of the time at which these are offered.

• many criminology courses full, seems like the opportunity/availability for these courses could be better.
• Departmental restrictions on class enrollment can make it very hard for people to register in courses outside of their area. As well, Post Baccalaureate students are not always seen as minors or majors in their area. This means they have to wait until the restrictions are lifted on classes to enroll in required area courses, which can make it very hard to get into necessary courses. It seems silly to do this, especially after Post Bacc students are given earlier registration dates so that they're able to get those upper division courses they need to take.
• The availability of engineering science courses in upcoming semesters. For example, ensc 150.
• I am in the communications program and it was discouraging that some of the 200 level classes I needed/wanted were full, especially since they are not offered every semester
• The Latin American Studies program does not offer enough courses as it is and yet each year the number of courses offered decreases.
• The chemistry department offers very few upper division courses some semesters/
• In order to complete my degree I need to complete an upper division course in Business Administration. Although I have all the prerequisites required I am unable to register since I am not a MBA student. It would be helpful if there were seats reserved for students outside the faculty as there doesn't seem to be any easy way to register except hoping for someone to drop out a few weeks into the semester. Also, it would be most helpful to have a wider array of distance education courses for communications students.
• Lack of space in upper level classes, ie 400 level!
• 300 level geog courses are impossible to get into. they are always full
• Please provide more tutorial section in 300 level business courses.
• when courses are available. If i’m in a co-op work term, and need to take a class offered only during that semester, i have to wait a full year. Also, some of the pre-reqs required for some classes are pointless
• I would like more upper-level Psychology courses to be offered by distance education. 2. I would like popular courses to have more than one section to minimize time conflicts and classes that are full by the third day of registration.
• Biggest frustration was the amount of history classes with conflicting times. I would also like to see more European History classes offered. (example the WWII class)
• There seems to be not enough upper division biology courses to take in the Spring semester and so many choices in the fall but i can't take them all.
• Courses I want are not available, because of conflict schedules or full capacity.
• I am concerned that I will not be able to get into a few specific classes (In PSYC) as they are not often offered and when they are, there are not enough seats.
• Lack of clarity in regards to degree requirements in the University Calender. There was only one second year anthropology, SA 201, course offered this semester on campus, and it only had under thirty seats available. Next semester the calender shows that only one section will be available again and no other second level anthro course will be offered, however my lower level degree requirements require that I take SA 201 and one other 'A' course, however no other second year A course is being offered in the forseeable future
• Chem 260 needs to be offered more than once a year as it is the prerequesite to the majority of 3rd year chemistry courses and makes registration especially difficult for a college transfer student. Summer semester needs more 3rd and 4th year sciences classes.
• More availability and variety of upper level classes would be appreciated.
• Somehow, people with lower CGPA have the first choice in classes; therefore, it's even harder for me to get the classes i need to complete my degree.
• I would be much more satisfied if courses were available with more than one time slot, especially when required courses are only available at night. (I am in philosophy and this
has happened twice in two semesters) Not only do I work at night, but also transit at night time is less desirable, especially off campus. Thank you for running this survey.

• While I did eventually get into the courses that I wanted, I want to note that despite being accepted into my certificate program I was waitlisted for the required courses. I have relocated to Vancouver to take this certificate course and was not impressed when it appeared that I would be waitlisted for the required courses. I was not officially registered in the courses until the second week of September, which is quite unsettling for someone who has uprooted their life to move for school.

• Extremely difficult when reaching the "bottleneck" courses for 2nd year Kinesiology. Not enough availability for KIN 201, 205 and 207, inconvenient timing, tutorial/lab times conflict with other courses. Difficult to get all prerequisites for those courses, and for 300 level courses. My degree will be delayed a year or more because I can't get the prerequisites for the 300 level courses.

• I earned [an] award and was informed 3 weeks into the semester that it had been terminated because I had 9 credit hours instead of 12. I would have obtained 12 credit hours if 3 of my desired courses weren't filled up. Also, I hope to take 12 credit hours next semester, but [the administration] is still reluctant to offer the scholarship that I earned.

• I was very disappointed this semester because it was my first semester after I had declared my criminology major. I was very excited for registration because I thought I would be able to get all the courses I wanted. Unfortunately I only got 1 of the 4 courses I wanted which were all upper level criminology courses. Now I'm stuck taking 100 level electives and feel like I'm wasting my time.

• not enough available spots in all classes

• it takes far too long to get the degree I desire. As well, I have dropped out of a certificate program due to too many conflicts with my degree program.

• I'm concerned about final exams being pre-scheduled. I find that this really interferes with my course selection because, if I need 2 specific courses and their exam times conflict, I'm delaying my degree completion.

• With Bisc 101, an essential course for any following Biology courses, there was a gross underestimate of how many tutorial spaces would be required given the class maximum size. I was forced to be on the waitlist until additional tutorial periods were opened up. Personally, I wonder why I should bother to try to attain a high grade point average if I can't even be assured that I'll get into the classes necessary for me to complete my degree.

• Although there are a variety of classes that I would like to take, those offered are somewhat limited and always have too many people. There are actually not enough chairs and room for them in both of my 400 level classes. More classes should be offered. Those should also be offered in 3 or 4 hour blocks as they are more convenient.

• All required courses should be available every semester and should hold more of the same classes to distribute the number of students evenly. Unavailability of classes impedes student's graduation date. If required courses are always available there will be less delay in graduation.

• The teaching needs improvement. I think longer classes would help; instructors can discuss topics in more detail. I'd like to see more professors who actually care about how their students are doing in their course - some already do.

• Not enough elective psychology courses offered in the summer

• classes are always full!

• Many required core courses have time conflict (business). It would be ideal to have multiple sessions for the most popular tutorial times. To fit our schedules in 1 to 3 days, most students tend to have similar schedules, leading to a disadvantage for those with less credit hours.
This is my last semester, and I have not been able to take the 2 courses that I REALLY wanted to take, as they were not offered this semester, and the last time they were offered I couldn't get in because they were full.

I am very concerned that due to high tuition and lack of class space that it will take me many more years than expected to get a degree.

I was a new student in January. I don't think as a new student, the school does enough to get them into classes they need. I always had one of the last registration dates because i didn't have any credits. The first years who come to SFU in September get priority but new students in January or May don't get that option. As a result, I had to take many electives to fill out my course load.

My only struggle this term came as many of the classes that I needed to take were offered on the same days at the same times. It forced me to take fewer classes than what I had originally planned to!

Courses don't have enough seats. Upper division courses in the SAME department are at the SAME TIME.

It would be nice if upper level courses had more than one sections in the french department.

I think there should be more than one Engl 101 available as it is a popular course.

My biggest beef is that in the fine arts, courses are rarely offered in the summer semester, and 99% of courses that I need for my program are offered once a year, if that. Some are offered once every 2 years!!! And I need studio courses for my program, and there is so much bureaucratic [****] that makes it almost imposible (and for this semester, completely impossible) to register for studio courses. I really needed to get into a human movement class, i emailed my advisor about it, thinking he would understand my need to achieve a studio credit. But I was not permitted into the class because it is reserved for dance majors, theatre students, and athletes. I need that class!!!!

gosfu system is terrible. course selection is atrocious.

I would prefer there to be more offered courses of each faculty. If this is not possible then it wold be nice to know what courses are being offered a couple of semesters in advance so as to better plan which courses to take at what time.

courses needed arent always offered.

More tutorials. Tutorial times conflict most with other courses.

Throughout my years at SFU Surrey so far, I've been having difficulties with my course planning because several required courses are not offered during specific semesters and if I miss taking a course one semester, I will have to wait for another year to take it. It would also be very nice to have Interactive Arts courses offered in the summer at the Surrey campus.

the courses that i am interested in and that are required for me to take are no available to me when my registration date finally comes. although i can still take classes that will go towards my major they are not ones that i am overly interested in and i can only take usually two beacuse the other ones all have conflicting times

Spring semester does NOT offer a good amount and since most students are unsure they can't plan around this. Spring semester needs more course availability...Hint hint German 201...

I may not be able to graduate on time because specific courses I need are constantly full before I have a chance to register. It is not fair.

I've found it difficult to take the initial science prerequisite course (ie. chem 121, bio 101, 102) and continue to maintain my employment since they are only offered at awkward times during the day (for example chem 121 was only offered this fall at 10 in the morning or 12:30, there were no afternoon options)
I really hope that courses can be offered at times that are not conflicting. I opted to take 4 courses this semester but I only got 3. 1 of which was a 300 course that I was only minorly interested in, and it was offered at 830am. This greatly affects my ability to finish my degree ASAP.

Every course should be offered more than one semester in a year. Please hire some skilled professors.

I'm in the General Studies program but it seems that all the upper level courses that I want are restricted to people of that program. If I have to wait until everyone who qualifies to register first, I will not get the courses I want. Don't know how I'm going to complete my degree on time if this persists.

This place is very isolated and strongly needs plans and new structures for students to have a real social life. And I felt at a several times that there are pre-requisite courses I must take but they only offer them once a year. What a heck is that about! It seriously impedes my learning. Then I started to regret that I didn't choose to go to UBC, where there are more resources of finance, teachers, classrooms, studios and many more interesting courses on various subjects. [***]!!

I wish there was more 4th year anthropology courses to choose from!

I am concerned about the lack of kinesiology courses offered in the summer semester and the upper division courses in the fall semester. It delays graduating.

TAs' lack of teaching skills would cause confusion regarding the subject. TAs' inability to speak understandable english. The lack of spaces of upper level business courses that are available to students who are not majoring in Business.

There are not many Interaction design courses offered in summer.

Many of the classes that I wanted to take had exams on Dec. 7 or around the 12/13. It would be better if exams within the faculty are spread out more. It is difficult to fit in some courses that are required for a degree when they are always offered at the same time and not every semester. A distance education option for these courses would help.

course availability is extremely limited for working students. Courses beginning in late afternoon / early evening would help enormously. Tuition is ridiculously expensive, and financial aid is utterly unavailable to anyone who is working, REGARDLESS of hours worked or wages earned. There should be a sliding financial aid scale or some such, for available funding. and the pay parking rates are obscene.

I have been receiving late registration times for every semester at SFU, except my first one. Many of the courses I want are already full by the time I can register for them. This is incredibly frustrating because I have to pay the same amount of tuition for courses I don't want to take, and I do not enjoy them as much. I am a 4th year student now, and should be getting the courses I want by now!

I could not enroll in any 100-level English course even though I met all the English requirements. After telling SFU about the problem, they were able to fix it, but it was too late for the class I wanted was already full.

Although I have had trouble registering for the courses I wanted in the past, this year due to my early registration date I had no problems.

There is a lack of upper level geography courses that are being offered frequently enough that are related to my human geography theme. I was hoping to graduate by spring but the courses I wanted were not being offered.

No science courses in the evenings, and few lower requirement courses in the evening as well.

part time students are frequently receiving late registration dates, and often classes are full. also, classes that are only offered once a year, and are a prerequisite for another course
limit choices, especially if that class is full before one can register, thereby denying entry into the next level course for literally a whole more year.

- There needs to be more class availability when registering for courses.
- There was little help available to provide direction in terms of deciding on degrees and helping to determine a career goal, little learned in terms of applied knowledge and experience that can strengthen your resume, lack of availability in courses, not enough distance courses available for the working student, very expensive with little career prospects after graduation.
- I am concerned that students in Cognitive Science Majors will have a harder time to graduate on time due to course conflict (in time) and courses that are not always offer (e.g. Phil 343/341... only once every 4 to 5 semester without conflict with other courses).
- I have found it very difficult to get into the classes that I want or need. TAs tend not to be very helpful at all. I have a hard time figuring out who to get in touch with when I need information about courses needed.
- I wanted to try out some courses in contemporary arts but I'm not good at those things so I'm not likely going to pass the interview or auditions in the field of any kind so ultimately I don't really get to try them out, which is disappointing.
- There is minimal availability of evening courses in the English department, which has made it challenging for me to finish my degree expeditiously.
- It is difficult to register in the courses required for certain programs due to course conflicts which delays graduation. As well, it's frustrating that I am putting so much money towards my education, but some profs and TAs are completely apathetic and barely understand the subjects they're teaching. For example, many profs simply read word for word off their power point slides in lecture which I can just as easily access by downloading on the internet. SFU offers too many classes and employs too many instructors who do not challenge students nor promote growth. For example, I do not feel my writing skills have improved during my time at SFU despite my enrollment in multiple W courses. It seems as though I am simply paying thousands of dollars to obtain a degree as opposed to actually learning.
- It would be nice if the psychology department offered more upper division (3rd & 4th) courses for students working full time or those trying to finish their degrees on a part time basis. Also more evening classes 6pm or later would be nice to see.
- Can't get the courses I want.
- Getting the necessary courses sometimes is a huge struggle.
- Very difficult and competitive to enroll into required classes. Everytime I try to enroll in my required class it is full. Without the required classes it's very hard to proceed to the upper division courses.
- I find that the administration's decisions to spread SFU out over three municipalities [Vancouver (Centre for Dialogue, Harbour Centre etc...), Burnaby (Emily Carr and The Hill), Surrey] when combined with the reliance on distance classes and the shrinking per-capita common space, is turning SFU into a degree mill. We're not held in high esteem as is, and this doesn't help. I'm less inclined to do my MSc here than I was when I first came here. I'll probably go to UBC.
- Class availability and overlap. There are extreme problems with this and it is very disappointing to not be able to get the classes you want or take certain classes at the same time.
- I think that there are too many conflicts between science courses and arts courses. It does hinder me a bit from pursuing courses outside of science.

APPENDIX D
• Lack of certain practical classes (such as, transportation infrastructure for example). Non-Business Faculty students are treated like lepers by the Business Faculty when they want to take business classes. Business course planners also need to try and
• SFU does not make it easy to finish a degree by a certain time. Not enough sections of some classes are offered, especially for 3rd and 4th year classes.
• That my academic experience will take forever because I can never get the classes I need.
• As a Psyc major, I am very disappointed in the offerings for upper levels. Several courses that I have the prerequisites for are not offered at all -- either because professors are retiring or are on sabbatical (except for bio-psyc). Also, no distance-ed courses are available for upper levels. Finally, because no 5 credit and few 4 credit courses are available, I will need at least 2 extra courses to complete my degree. Compared to other faculties, psychology seems to be going backwards!!!!
• earlier on in my academic experience, i had difficulty getting in to the courses i had wanted to; i am not sure if that has changed in any way over the last few years
• I'm concerned that i will be attending SFU for a very long time because the Philosophy Department is incredibly small and, consequently, there are few philosophy courses that are offered each semester.
• The registration date for this year's fall semester was very late, even though my grade point average is not very low, due to which I was unable to get into a lot of the second year classes which I needed to take. Also, the online distance education classes have a lot of technical problems and do not provide a good system of communication between the students and the TA's, like lectures and tutorials do.
• lack of availability of courses - i.e. courses that are only offered every 2/3 years and courses that are still listed in the calendar, but haven't been offered in years and there are no future plans to offer them (ie. SA 286)
• Lots of classes do not have enough room in them for all the students that want to take them, then in the first week or two some people drop out, so there is extra space, yet the people who still want in often can't do so.
• Not enough or variety of evening courses available to complete degree
• Need more language courses to transfer to MA studies. Need more courses to transfer to UBC.
• Need more evening and maybe even weekend classes, also need more business classes downtown.
• The enrollment dates into second year are often the last ones and as such, it is really difficult to get into the required classes for some majors.
• I wish I could take some of my courses in different order and the schedule fits better than it did. It's really inconvenient when you cannot take some courses you need in a semester.
• Difficulty getting 3rd and 4th year communication classes. Most of these are seminar classes.
• not enough spaces in kines courses
• lack of course availability in the sciences. Everything is geared towards business and MBB now and the sciences are suffering as a result. Out of 25 different biological science courses that I need to take there are maybe 2 scheduled to be offered in the Spring 2007 semester. This makes it exceedingly difficult to graduate in a reasonable time frame.
• Not being able to get the courses I want is frustrating.
• There should be more than one session of the popular courses (core courses). Preferably one day and one evening session for each of them, so that co-op students can take the evening classes, and don't have to delay their graduation too long.
• Course availability in upper division can cause increase in time to complete degree.
Why is an art history course that is required by the School of Contemporary arts a night class at the Harbour Centre campus-I must say, it is very stupid!

Course availability is a big problem...I have found it very difficult to get into the classes I want due to space issues. Other students I have spoken with have had the same problem.

Academic? Hmm, I wish there was more accessible guidance to go about graduating. I feel very alone in the process, trying to weed out what to take and what not to take. I understand it is my responsibility, but I sometimes need affirmation on the right track. I don't know if I have all the tools or am using all the right resources to accomplish this effectively. I also wish there were more availability of the courses I want. Multiple day offerings or semesters where courses are available. There is a lot of waiting around for particular courses, so I end up not taking what I truly want to, and I settle for something else.

Trouble getting the courses I need. It was fine not getting the courses I wanted when I only had a small amount of credits, I simply took other ones, however, now there are certain ones that I need and I'm still not getting them.

Try to get into the courses is frustrating

I think there are a lot of requirements for business students. I am currently in the arts program but want to transfer to business and I need Math157, which I am currently taking, but they won't inform me if I get accepted until after my grades are in, and then it's going to be too late to register for courses I want to take, and that's really stupid.

I need to learn how to look for classes that are open when registering as I need to take night classes and the classes I want are often full when I go to register, or not available at night. Distance classes are okay but I do not learn as well as being immersed in a real classroom. SFU will not except 1 year's worth of credits from UVIC, and am seriously thinking of transferring to UBC, which would be sad because I really like SFU.

I would like more diversity in the courses that are offered for distance education.

Not being able to be where I want - Can't enroll in Business Admin courses while in Sciences

I do not appreciate paying a 100 dollar fee every semester especially when almost all classes are full and I only receive 1 per semester.

Degree Completion Time:

Courses at Surrey are CONSTANTLY one-timer only!!! If I miss a course 1 semester, I will have to wait a whole year before I can take the course. Either host more courses at Surrey or cut down the requirement to grad.

I am concerned that I will not graduate on time because the courses I need will be full.

That I might have to take extra courses to fulfill the new required courses needed to obtain a BA (eg. W-classes etc) and also, that I might have to add on an extra year to finish taking some of the lower division courses that I need for my degree that I didn't take at my college because I was not aware I needed them.

In Visual Art Program, the studio courses (for example: FPA 160, 161, 260, 261, etc.) are offered in too limited spaces and semesters. This really took more than 4 years for a student to complete this program. Secondly, I understand all SFU's summer semester will have reduced courses offered in different faculties. However, I MUST believe the School of Contemporary Art offered the least amount of courses in summer semester as compared to other faculties. Which make students feel frustrated and outrageous about the amount of courses offered in EVERY summer semester - ONLY 5 FPA COURSES ARE OFFERED IN SUMMER SEMESTER 2006 IN THE WHOLE SCHOOL OF CONTEMPORARY ART AND NONE OF THESE 5 FPA COURSES FOR VISUAL ARTS STUDENTS. This is a very serious problem of an university and it is absolutely lack of support and administration toward School of Contemporary Art. In fact, please take a look at those old and temporary...
portable buildings besides B-Lot. How could this kind of facilities and equipments satisfied the needs of students in School of Contemporary Arts? The facilities and equipments are not even supporting the students to study in this field. In addition, those portable buildings are "TEMPORARY" since the year of SFU open until today. This is not only a problem; this show this university ABSOLUTELY not even care about this department - The School of Contemporary Arts. This extreme lack of courses and facilities created an instant problem for a student to complete his/her degree in Art related fields; and it leads to a direct problem for their future with this kind of delayed studies schedule and a series of problems.

- Extremely difficult when reaching the "bottleneck" courses for 2nd year Kinesiology. Not enough availability for KIN 201, 205 and 207, inconvenient timing, tutorial/lab times conflict with other courses. Difficult to get all prerequisites for those courses, and for 300 level courses. My degree will be delayed a year or more because I can't get the prerequisites for the 300 level courses.
- it takes far too long to get the degree I desire. As well, I have dropped out of a certificate program due to too many conflicts with my degree program.
- I'm concerned about final exams being pre-scheduled. I find that this really interferes with my course selection because, if I need 2 specific courses and their exam times conflict, I'm delaying my degree completion.
- The fact that I am forced to do Co-op in engineering will likely entice me to drop out of engineering, because I do not want to spend more than four years here. I will likely pursue some other degree.
- All required courses should be available every semester and should hold more of the same classes to distribute the number of students evenly. Unavailability of classes impedes student's graduation date. If required courses are always available there will be less delay in graduation.
- Too expensive, and yes, that relates to academic experience, as I am unable to learn everything that I need to within a reasonable amount of time.
- i want to graduate this semester. i don't want to delay anymore.
- I am very concerned that due to high tuition and lack of class space that it will take me many more years than expected to get a degree.
- That I will be pursuing my degree for a longer duration of time than initially intended.
- Not enough money to finish my degree, TOO many credits needed
- If I take coop and finish CA studies, it will take me 3 more years than expected to graduate
- I may not be able to graduate on time because specific courses I need are constantly full before I have a chance to register. It is not fair.
- I really hope that courses can be offered at times that are not conflicting. I opted to take 4 courses this semester but I only got 3. 1 of which was a 300 course that I was only minorly interested in, and it was offered at 830am. This greatly affects my ability to finish my degree ASAP
- yes, it takes too long to get a degree and the french program is too difficult - you wonder why nobody stays in it? its not fun!!!! Also, there should be more people admitted for PDP - huge teacher shortage, why not train some people who want to do it??!!!
- I am concerned about the lack of kinesiology courses offered in the summer semester and the upper division courses in the fall semester. It delays graduating.
- THIs was the first time that a course I was registered for was cancelled less than 1 week before starting. THis was EDUC 260 Learning through technology which I was very excited to be taking. I based the time schedule for this course on the history course (Hist 106 )that I needed to take to further my minor in history. When the Educ course was cancelled at the last minute, I was required to spend a lot of time searching for another course that I needed to further my B. Ed along with working in the time frame that I had. I had already accepted a
term job position at the Langley School Board because I was to be at SFU on Tues and Thurs. When the course was cancelled this through everything up in the air and I had to juggle all the courses and times. Nothing was available for me to sign into to of course because everything was full as it was less than one week to starting the courses!! This meant that I had to drop the history course and take a different course of class room management which I am enjoying however, I have been slowed down somewhat with my time frame. When a class is cancelled it has a snowball effect on students and their carefully mapped out plans! If a class is to be cancelled then more notice should be required by SFU!! For me, I drive in from Langley so when I organize my days to be at SFU is it with great care in planning so I don't have to drive everyday! It would have worked out so nicely if the EDUC class had not been cancelled! Thanks, [student's name]

- too many credit hours to graduate
- There is a lack of upper level geography courses that are being offered frequently enough that are related to my human geography theme. I was hoping to graduate by spring but the courses I wanted were not being offered.
- I am concerned that students in Cognitive Science Majors will have a harder time to graduate on time due to course conflict (in time) and courses that are not always offer (e.g. Phil 343/341... only once every 4 to 5 semester without conflict with other courses)...
- There is minimal availability of evening courses in the English department, which has made it challenging for me to finish my degree expediently.
- It is difficult to register in the courses required for certain programs due to course conflicts which delays graduation. As well, it's frustrating that I am putting so much money towards my education, but some profs and ta's are completely apathetic and barely understand the subjects they're teaching. For example, many profs simply read word for word off their power point slides in lecture which I can just as easily access by downloading on the internet. SFU offers too many classes and employs too many instructors who do not challenge students nor promote growth. For example, I do not feel my writing skills have improved during my time at SFU despite my enrollment in multiple W courses. It seems as though I am simply paying thousands of dollars to obtain a degree as opposed to actually learning.
- SFU does not make it easy to finish a degree by a certain time. Not enough sections of some classes are offered, especially for 3rd and 4th year classes.
- That my academic experience will take forever because I can never get the classes I need.
- As a Psyc major, I am very disappointed in the offerings for upper levels. Several courses that I have the prerequisites for are not offered at all -- either because professors are retiring or are on sabbatical (except for bio-psyc). Also, no distance-ed courses are available for upper levels. Finally, because no 5 credit and few 4 credit courses are available, I will need at least 2 extra courses to complete my degree. Compared to other faculties, psychology seems to be going backwards!!
- I'm concerned that i will be attending SFU for a very long time because the Philosophy Department is incredibly small and, consequently, there are few philosophy courses that are offered each semester.
- Students don't usually take 15 credits per semester, which results that many students have to take courses in the summer semester too or otherwise they would have to graduate after more than 4 years of study.
- lack of course availability in the sciences. Everything is geared towards business and MBB now and the sciences are suffering as a result. Out of 25 different biological science courses that I need to take there are maybe 2 scheduled to be offered in the Spring 2007 semester. This makes it exceedingly difficult to graduate in a reasonable time frame.
• There should be more than one session of the popular courses (core courses). Preferably one day and one evening session for each of them, so that co-op students can take the evening classes, and don’t have to delay their graduation too long.
• Course availability in upper division can cause increase in time to complete degree.
• Too many credits are required to graduate for arts students - if most courses are only worth 3 credits and one needs 120 of them to graduate, it is impossible to do it in less than 5 years. Courses are very demanding in content and 5 courses per semester is too much if one has a job or a social life.

Exams:
• the exams are scheduled too close to each other.
• It is a shame that the mathematics department grades you on speed and not in actual content. What matters is how gast you can do the exam, not really how well. A real academic turn-off.
• When professors make exams they shouldn't make it more harder just because the course is bell-curved. They should focus more on a test that would give a bell-curve already, without adjusting it.
• Anxiety with exams or presentations
• Many of the classes that I wanted to take had exams on Dec. 7 or around the 12/13. It would be better if exams within the faculty are spread out more. It is difficult to fit in some courses that are required for a degree when they are always offered at the same time and not every semester. A distance education option for these courses would help.
• schedules of final exams are too close although in the same faculty
• I am afraid of tough exams and failing them. I think the university needs to make exams a little easier. That would be Great.
• 20% courses are excellent. 10% courses are real tuff, not because the content is hard to learn. Some professor takes advantage on teaching basic to show course content very easily, but the three hours final exam is just out of course content too far away, which may make the course score curve nice.
• Exams are not a good way of testing our knowledge, there should be more emphasis put upon oral solo/group presentations. Exams cause unnecessary stress and lost sleep
• it is hard to cram for finals

Grades:
• i hate the curve!!!
• Personally, I feel that undergraduate students at SFU are not treated with the requisite amount of dignity and respect that they deserve. We pay vast amounts of tuition and are the largest segment of the university's population, yet we have to wait hours for buses, spend hours on hold to talk to an advisor, spend too much money on custom courseware, deal with poor student to teacher ratios, etc. I find that the quality of the educational experience that I received at Douglas College to be superior, and it cost half as much. In addition, I am VERY displeased that my college GPA does not transfer to SFU, thereby penalizing students with high academic standing, and rewarding those with lower standing.
• Entry to business is highly competitive despite the lowering of the GPA each semester. It is difficult to raise grade point averages after the first year.
• I do not like how my gpa from douglas college was not transfered over to SFU. Now I feel disadvantaged in getting into courses.
• I would like to improve my GPA in order to get rid of my Academic Probation status.
• When professors make exams they shouldn't make it more harder just because the course is bell-curved. They should focus more on a test that would give a bell-curve already, without adjusting it.
• It is nearly impossible to raise a low CGPA. There should be a higher number of course retakes allowed.
• I find the some students have difficulty with the concept of academic integrity. I also don't like the fact that there is so much scaling. There should be a minimum standard that must be met.
• Hard to get high grades. Should be easier to get them.
• Grading within a faculty is inconsistent and depends on the instructor (e.g. in some instructors consider A+ to be 90% and above while a few consider A+ as 95% and above.) I believe the grading scheme should be the same in all courses within a faculty so that some students don't receive a B+ that was supposed to be an A- if it was taught by somebody else.
• Personal interactions with professors who seem hard to reach because most prefer that the student talks to the TA instead. 2) Larger classes (as compared with colleges) decrease student-professor interaction 3) Marking criteria (i.e. grading curve) which may work to a student's disadvantage if they are bumped down a letter grade versus what their actual percentage should be
• In BA, with a dangerously low GPA, and need to get into BBA. Not interested in taking any science related courses. I have no idea what to do with my education/life. Overall academic experience at SFU, I would have to say horrible!!!
• Tuition is too high. I have to work too many hours to pay for it which results in lower grades than I could get if I was working less.
• failing is a possibility and that is my only concern
• GPA from College was not transferred over - this [****] ME over.
• -Please abolish the Q, W, B requirements; they serve no ulterior academic purpose other than to extract more money for students' pockets -A need for a more universal and less department-centric grading system; an A- student in political science should not
• I'm very buoyed by it. I think the CMNS department is rather behind the times in regards new media which is like having a Gutenberg workshop next door and a Luther hammering in protest to every door and not really paying attention, but I've been able to focus on it all the same if to the detriment of my GPA. I very much like the department other than that, am having a lot of fun and excited to continue on to the end.
• I'm an English major and I always worry about the subjectivity of marking. However, I realize not a lot can be done about this.
• It does educate you on your career choices, or things to consider for grad school or professional school. I found the english courses to be marked very subjectively, depending on the TA or prof. Some profs should not be teaching because they just don't know how. Some can be both good researchers and teachers, but not many. A better system on determining who should be teaching large classes should be developed.
• I'm a bit concern with the way the Bell Curve is distributed. Though I have not received any marks as of yet, I know that most classes are marked on a Bell Curve. However, many (or most) students in my classes are not first-year students, despite the fact that I am in first-year courses. (Geog 100, Poli 100, Hist 146) I know that you can't exactly compare a third-year History student with a first-year History student when on a Bell Curve. The third-year
history student is likely to be seen as the better student. I am wondering what steps their are to ensure that first-year students in first-year courses are getting the mark they deserve. Thank you for your time.

- Being unable to perform as well as I did in high school.
- The curve rule for students are really discouraging, there are always talent students in every different class. To get an A is impossible for the less talent student even though they paid their effort because there are limited number of As.
- In general, I think not enough people fail classes. Grade inflation is particularly problematic when considering the low end of the scale: many people who get C's and D's should be failing. The result of this problem is that classes tend to be full of people who are stupid and/or uninterested. Another huge problem: classes which are taught in English are often full of people who cannot speak English even to a minimally acceptable extent. This problem is particularly problematic because of how widespread it is. The illusion is created in the instructor's mind (I am a TA, and include myself) that, because it is so common for a student to have a tenuous ability to express him/herself, it is therefore normal and acceptable. But it is neither. This may be the biggest problem facing the quality of education in the University, and the meaningfulness of the grades and degrees it meets out.

- business faculty should not curve

- I feel that my academic experience has SFU has started to become very unchallenging, the overlap between courses is huge and there seems to not be much new material unless you start taking courses in other faculties. Many professors way of grading is ineffective and frustrating. It does not allow for any sort of growth but rather regurgitation.

- It is very difficult to jump from highschool straight into university. This is the main reason I received a RTW and had to go to college to obtain the grades to get back in again. I think there should be a course provided that helps new students coop better with the jump from highschool to university (for those that apply).

- I'm worried that if I decide to take a break to reconsider what I want to study that I won't able to reapply due to my low GPA.

- My only concern is putting up my GPA, coming in straight from high school, was a very difficult transition and one that i did not think would be so difficult, hence my grade suffered. So it is definitely a struggle to put my GPA up to the standards that i want.

- How to calculate our GPA?

- Too few retakes

- I feel that the PDP program does not fulfill their job in providing students with adequate support and parameters while doing the work for teacher certification. Further to this, I feel that unless the students in their care are in physical or emotional jeopardy then no one who is doing the work through the PDP program should fail. In fact, if they do fail I would have to say that this would be the fault of the faculty and school associates and reflects poorly on the service that SFU is offering. Further to this, if a student is forced to withdraw even though they have completed the work as outlined in the 401/402 and 405 courseload why should they be penalized another 2500.00 dollars to complete a course they would have gladly finished given the opportunity. In conclusion, I think that what is being taught through the PDP course is not demonstrated in the quality or depth of the information given to teachers in training.

- Curve Marking for SFU courses aren't FAIR at all.
Tuition & Fees & Financial Aid:

- Personally, I feel that undergraduate students at SFU are not treated with the requisite amount of dignity and respect that they deserve. We pay vast amounts of tuition and are the largest segment of the university's population, yet we have to wait hours for buses, spend hours on hold to talk to an advisor, spend too much money on custom courseware, deal with poor student to teacher ratios, etc. I find that the quality of the educational experience that I received at Douglas College to be superior, and it cost half as much. In addition, I am VERY displeased that my college GPA does not transfer to SFU, thereby penalizing students with high academic standing, and rewarding those with lower standing.

- My main concern is that there are no services to assist a transfer student with a completed degree from a local college namely Langara. There is no assistance for a mature student either. I ended up resorting to lower level courses, paying higher tuition fees, less services than college, inadequate TA's professionalism in the smaller tutorial sessions (same size at college but run by an experienced teacher), administrative challenges consumed a huge amount of my time when I first got to SFU (delays in recording marks - not recognizing courses taken at Langara such as Peace and Conflict Studies which is designated as General XX)...this list goes on and on with respect of figuring out the administration at SFU.

- Up until this year, registration has been very frustrating. Tuition has increased every single year that I have attended SFU.

- The cost of having an academic experience at SFU is nearly prohibitive.

- Too expensive, and yes, that relates to academic experience, as I am unable to learn everything that I need to within a reasonable amount of time.

- Many of the teacher I have had are horribly inexperienced as opposed to those at Langara College. The financial aid system favours already privileged students and operates on several flawed assumption with regard to age, gender and income.

- I am very concerned that due to high tuition and lack of class space that it will take me many more years than expected to get a degree.

- Not enough money to finish my degree, TOO many credits needed

- Whu some teachers still don't use powerpoint shows? Why printing is so expensive and printers so old.

- expenses

- This place is very isolated and strongly needs plans and new structures for students to have a real social life. And I felt at a several times that there are pre-requisite courses I must take but they only offer them once a year. What a heck is that about! It seriously impedes my learning. Then I started to regret that I didn't choose to go to UBC, where there are more resources of finance, teachers, classrooms, studios and many more interesting courses on various subjects. [****]!!

- I am taking one 4 credit course, and I am paying $150.00 in student fees(not including the $100.00 dollars for the u-pass. For someone taking one course, I feel strongly that this is too much to pay in fees(perhaps a sliding scale format depending on number of credits taken) This would definately discourage me from taking one course at SFU.(which is all I currently have time for)

- course availability is extremely limited for working students. Courses beginning in late afternoon / early evening would help enormously. Tuition is ridiculously expensive, and financial aid is utterly unavailable to anyone who is working, REGARDLESS of hours worked or wages earned. There should be a sliding financial aid scale or some such, for available funding. and the pay parking rates are obscene.

- It is difficult for autistic people to attend University. Course outlines seldom convey the learning style required. There is little context to University other than money and employment. Tuition is too high for autistic people to succeed; I am poor and work/school 6-7
days per week. When I started at University, I expected to come to a place of learning. I was mistaken.

- there was little help available to provide direction in terms of deciding on degrees and helping to determine a career goal, little learned in terms of applied knowledge and experience that can strengthen your resume, lack of availability in courses, not enough distance courses available for the working student, very expensive with little career prospects after graduation

- Tuition is too high. I have to work too many hours to pay for it which results in lower grades than I could get if I was working less.

- Need more funding, pitiful for SFU not to say anything about budget cutbacks in public education.

- It is difficult to register in the courses required for certain programs due to course conflicts which delays graduation. As well, it's frustrating that I am putting so much money towards my education, but some profs and ta's are completely apathetic and barely understand the subjects they're teaching. For example, many profs simply read word for word off their power point slides in lecture which I can just as easily access by downloading on the internet. SFU offers too many classes and employs too many instructors who do not challenge students nor promote growth. For example, I do not feel my writing skills have improved during my time at SFU despite my enrollment in multiple W courses. It seems as though I am simply paying thousands of dollars to obtain a degree as opposed to actually learning.

- the only I don't like are TAs instead of professors - I always try to take courses where the prof does the lecture and seminar - much more interesting and valuable - also beter when they grade you rather than TAs - also the tuition is way too high - currently I am employed fulltime as a Bby teacher and unable to make the minimum payments on my loans per month - I owe approx $65K - the education for my BA and PDP was fantastic

- -Please abolish the Q, W, B requirements; they serve no ulterior academic purpose other than to extract more money for students' pockets -A need for a more universal and less department-centric grading system; an A- student in political science should not

- Upper-level classes in Psychology are becoming way too big in size. It's difficult for average students to get individual attention in class and get to know the professors better. (It's hard to ask for academic reference letters.) 2. High tuition is ALWAYS a concern. So many students (international or domestic) are working so many hours that they don't have enough time for coursework.

- academic costs are rising so much i have no money to eat or live with. distance education has become so crowded that no one goes to classes any more. class times are so limited

- very expensive. hard to survive without help from parents (and my parents can't really afford to help).

- tuition keeps rising, so there is a fair amount of pressure to take as many courses as possible, but that would result in much unneeded stress; so often times, finding a balance between taking too many or not enough courses is a bother

- I feel that the PDP program does not fulfill their job in providing students with adequate support and parameters while doing the work for teacher certification. Further to this, I feel that unless the students in their care are in physical or emotional jeopardy then no one who is doing the work through the PDP program should fail. In fact, if they do fail I would have to say that this would be the fault of the faculty and school associates and reflects poorly on the service that SFU is offering. Further to this, if a student is forced to withdraw even though they have completed the work as outlined in the 401/402 and 405 course load why should they be penalized another 2500.00 dollars to complete a course they would have gladly finished given the opportunity. In conclusion, I think that what is being taught through
the PDP course is not demonstrated in the quality or depth of the information given to teachers in training.

- I am broke! AAAAAH!
- Scholarship maintenance requirements are very high.
- Tuition fee is too high
- Textbooks are expensive
- I strongly believe that it is ridiculous for an academic institution that charges such high prices for classes to deem compulsive the taking of classes outside of the subject area of one's intended degree. For example, someone taking an arts degree who is required to take x number of credits in a lab science. Being forced to try things about which one knows little can be a healthy and illuminating experience, but that's what high school is for. People who pay top dollar for a focused education on a topic of interest to them should not have to spend even more of their money jumping through arbitrarily set hoops, taking classes in which they have no interest and for which they may never find a use.

- Great communications faculty. Excellent instructors, excellent program, best choice I have ever had. The only problem I have with SFU is that my beloved left wing-inclined uni is becoming a sell-out, offering privatised education to international students and that international students PAY A LOT to come here and are often refused scholarships and bursaries. Bloody do something about it already. I paid $4500 for 10 credits and I do everything to scrimp and save so that I don't burn a hole in my parents' wallet (and they don't own a bank by the way). I know other international students who starve because they are often broke. My name is [student's name], I work hard for my 3.5 GPA and nobody wants to [****] give me a bursary.
- I do not appreciate paying a 100 dollar fee every semester especially when almost all classes are full and I only receive 1 per semester.
- Many of the courses that I take are all theoretical with no practical component. This provides me with no practical experience in my field of study. As for using co-op to gain practical experience, many students are working and value their current jobs over co-op. That is simply for the fact that our current jobs are higher paying and in tuition is not cheap.

Professors & Instructors:

- The inability for some professors to communicate course materials.
- Very poor student service, advising counsellors could not answer any of my questions and directed me to three different people who directed me back to them, when I first arrived in 2002. Instructors change course scheduling from what is notified in the calendar to extend the course time when it is not possible with the busy life I have living and taking care of myself. The stream I originally intended to be in disappeared within two semesters of me being here without any notice or foreshadowing. Courses required to graduate will be scheduled one right after the other but on different campuses, Surrey, Downtown, and Burnaby. TA's are given a class list with my nationality listed next to my name, there is no reason they should need to know this, unless I tell them. In my first semesters I didn't know about appeals and had TA's grade me based on how they felt about my nationality rather than my work (evident from group projects and how they were marked and what the TAs would say to me). Have also had TAs arrange to discuss papers with me and then fail to show up, sending me an apology email to my inquiry to why a week later. Have had Instructors assign assignments when they will be out of country, and the TA as well, leaving students with no one to talk to for guidance. Overall, I've had a disappointing experience with the Student services at SFU. But overall, I am glad I have managed to make it this far and made the best of many bad situations and in the end I will Succeed.
- Having difficult to get assistance from TA.
• A lot of the required courses are not offered every semester. Required courses should ALWAYs be offered, every semester. Some courses could be distance ed, and some courses should be in class. Listen to the students feedback. If the professor is just reiterating stuff out of the text... distance ed class. I have found attending some classes so pointless because they literally follow the text book, to the tee.

• Some professors are just so horrible. Have someone who can ACTUALLY teach? Not like this note will have effect WHATS SO EVER, bye

• My main concern is that there are no services to assist a transfer student with a completed degree from a local college namely Langara. There is no assistance for a mature student either. I ended up resorting to lower level courses, paying higher tuition fees, less services than college, inadequate TA's professionalism in the smaller tutorial sessions (same size at college but run by an experienced teacher), administrative challenges consumed a huge amount of my time when I first got to SFU (delays in recording marks - not recognizing courses taken at Langara such as Peace and Conflict Studies which is designated as General XX)...this list goes on and on with respect of figuring out the administration at SFU.

• Two of my professors were horrendously bad. It feels like the university has contempt for students allowing them to continue to teach.

• In my experiences at Simon Fraser University Surrey, I continually have to tell myself "it will get better" as time goes on. My entire first year (TechOne) felt entirely irrelevant to what I want to do, with the exception of [instructor's] IAT classes. All my other classes feel entirely useless, or very, very watered down. I can understand how the first year might be a more general program, but the idea that someone who wants to do Graphic Design has to take math, programming, "Creative And Critical" and more is absolutely absurd. This semester, one of my classes is IAT [**] with [instructor]. In the lectures, the content is completly irrelevant to anything one would ever use, and [the instructor's] accent is so thick, and [the instructor's] english is so poor it is next to impossible to follow what [the instructor] is saying. There is literally zero initiative to attend [the instructor's] lectures. In many classes, the students seem to be, and probably are, able to do a better job teaching than the proffesors are. One of my fellow students showed me an email that their TA had sent them (from [the same] class coincidently) and I could honestly not beleive what I saw. The grammar and spelling was absolutely atrocious. This was not even a case of accedently hitting the wrong keys on the keyboard, these were glaring errors that anyone should have caught before pressing send. Things such as these make me question the ability of the proffesors'/ TA's, and wonder how they are qualified to do what they do. As I mentioned earlier, the program is so general it is frustrating. I would like to do graphic design, and when I toured the school before applying here, this school looked to be what I was hoping for. I was sadly mistaken. I have had a grand total of one...maybe two design related projects, and a plethora of unrelated, irrelevant ones. I am merely taking courses because I need them for my degree. None of the courses are really 100% on track with what the students want. The idea of a student who knows exactly what they want to do and learn, and being at the ideal campus to do so, but not having the option is disheartening. I dont want to be paying to learn about irrelevant topics while I could be enrolled in quality design classes elsewhere, or even making money in the same field, instead of dishing it out to the school. Overall, I would NOT recommend the TechOne program to anyone, and SIAT is quickly headed the same direction.

• Some profs are great (as in the best I have ever experienced at university) but others teach so poorly that I'm finding for the first time ever I need a tutor to help me through the class.

• Some of the Teacher Assistants are quite hard to understand due because English is their second language. Considering the amount of money spent for tuition and fees for a single semester, I have found TAs worse than high school Teacher on Calls.
Many of the course are repetitious. An example of this is International business & international marketing (essentially the same course). Although the course titles and descriptions are different, the basic material is the same. It really feels like a waste of time and money. Currently a fourth year student, I now realize how awful some of my first and second year t/a's were. Some could barely speak English let alone understand how to utilize any kind of pedagogical model or framework (especially econ t/a's, they were by far the worst). In the business faculty many of the courses are fragmented, there does not seem to be much of an attempt to pull together the most valuable information into a few select courses in order to implement and better understand all the material. Although 478 is doing a pretty good job of it, more courses like that, with greater technological implementations, are required to compliment all the arterial knowledge acquired during the first 2-3 years of study. The school is blessed with some great profs, not all of which are tenured or even tenure track. I've had many a great sessional prof. For the business faculty anyways, it's always great to see profs that actually have business experience and first hand knowledge of the subject material they are talking about. At least to me it seems to give them more credibility.

Boring lecturers are highly detrimental to anybody's learning experience. No names mentioned.

Some course material could be better. Computer Science courses need to be updated with newer technology and taught by people who actually have used it in a business of some sort. CMPT [***] is an example where a professor needs real world experience, but does not.

Some professors discouraged me from asking questions. I found it very rude. Also, the whole lecture is not for particular students. The professors should repeat the questions that some students asked because other students did not hear or didn't know what those students asked about. I saw one student asking something who was sitting right in front of the professor and the professor just answered. I was sitting on a back and had no idea what they were talking about. I could be valuable and good to share that questions with others. The lecture shouldn't operate in that way.

The teaching needs improvement. I think longer classes would help; instructors can discuss topics in more detail. I'd like to see more professors who actually care about how their students are doing in their course - some already do.

Many of the teacher I have had are horribly inexperienced as opposed to those at Langara College. The financial aid system favours already privileged students and operates on several flawed assumption with regard to age, gender and income.

so profs sucks

My biggest concern about the academic experience at SFU is the poor spoken English skills among my classmates, teaching assistants, and sometimes even professors. When you can't converse with your classmates, it makes group work and other vital parts of your education more difficult. There has to be stricter spoken English requirements for students and TAs.

mostly the challenge in the time availability to get extra help

Why some teachers still don't use powerpoint shows? Why printing is so expensive and printers so old.

My biggest concern with regards to my academic experience at SFU has been the quality of TAs. I have had several courses where my TA did not have a level of English proficiency that would allow the class to even understand the words the TA was speaking, let alone the concepts he/she was trying to explain. More rigorous procedures for selecting TAs would be a benefit to the entire undergraduate community.
The TA's should be screened with proper and fluent english as a requirement. sometimes it is very difficult to understand the TA's because of their heavy accents or uncertainty with english. It really takes away from the learning experience and limits what the students learn in that class.

open labs for math, and physics courses are packed and there are not very many helpful TAs

i am concerned about instructors who know a lot about a subject but lack teaching skills. it's one thing to know ABOUT something, and another to know how to communicate those concepts.

As a Social-Science student, specifically as a Political Science Major, I often find that I am in many situations where personal beliefs, morals, and ideologies are at discussion during class and normal campus life. It seems as though many of the students, and even faculty members are more to the left-side of the ideological spectrum. This is never a problem, as we all hold our own views and are fully entitled to them. I feel it does become a problem however when students holding views (which evidently turn out to be the opposite of mine) act very cynical and stubborn. Sharing one's personal views is one thing, but arbitrarily opposing, mocking, and disregarding the views different than theirs is highly disrespectful, and incredibly unprofessional and unacademic. This has hindered me from expressing myself completely and gaining valuable academic experience.

yes, it takes too long to get a degree and the french program is too difficult - you wonder why nobody stays in it? its not fun!!!! Also, there should be more people admitted for PDP - huge teacher shortage, why not train some people who want to do it???!??

Every course should be offered more than one semester in a year. Please hire some skilled professors.

This place is very isolated and strongly needs plans and new structures for students to have a real social life. And I felt at a several times that there are pre-requisite courses I must take but they only offer them once a year. What a heck is that about! It seriously impedes my learning. Then I started to regret that I didn't choose to go to UBC, where there are more resources of finance, teachers, classrooms, studios and many more interesting courses on various subjects. [****]!!

The TA ing system is very untransparent and seems to be the luck off the draw most of the time. Overall marking is not consistent at all. And the aesthetics of the school are not very good very dirty and things are breaking down all over the place

TAs' lack of teaching skills would cause confusion regarding the subject. TAs' inability to speak understandable english. The lack of spaces of upper level business courses that are available to students who are not majoring in Business.

Some instructors are terrible at teaching/terrible attitudes towards students. Instructor evaluation should be taken into consideration more seriously.

TAs are often very good but often very bad. Seems like there is no process for their acceptance or evaluation and no training is provided for them.

Some teachers this semester are reading the whole lecture from the power point slides Some t/a cannot answer basic questions about the course material

Personal interactions with professors who seem hard to reach because most prefer that the student talks to the TA instead. 2) Larger classes (as compared with colleges) decrease student-professor interaction 3) Marking criteria (i.e. grading curve) which may work to a student's disadvantage if they are bumped down a letter grade versus what their actual percentage should be

The quality of the courses offered relating to their relavance to useful knowledge upon graduation is not that the level it should be. The quality of lecturers with regard to their ability to teach and to lecturing abilities are poor. The student evaluations are not taken
seriously - the feedback given results in no change. The abhorrringly low admittance average from highschool and elsewhere is resulting in a lower level of teaching material and lower quality of students at the output.

- I have found it very difficult to get into the classes that I want or need. TAs tend not to be very helpful at all. I have a hard time figuring out who to get in touch with when I need information about courses needed.
- Feeling disconnected from the professor. Disliked the fact that T.A.'s most often marks essays and other students' work, when they are by no means QUALIFIED teachers. They should not be marking essays.
- TA's do not get any training and are not qualified teachers. Because the majority of our pedagogical experience is with them I think they should have more training - especially in watching out for things like their own biases. I've also found that most of the distance ed courses I've taken to be poorly put together i.e. structured, the TA's to not be interested in helping.
- It is difficult to register in the courses required for certain programs due to course conflicts which delays graduation. As well, it's frustrating that I am putting so much money towards my education, but some profs and TA's are completely apathetic and barely understand the subjects they're teaching. For example, many profs simply read word for word off their power point slides in lecture which I can just as easily access by downloading on the internet. SFU offers too many classes and employs too many instructors who do not challenge students nor promote growth. For example, I do not feel my writing skills have improved during my time at SFU despite my enrollment in multiple W courses. It seems as though I am simply paying thousands of dollars to obtain a degree as opposed to actually learning.
- the only I don't like are TAs instead of professors - I always try to take courses where the prof does the lecture and seminar - much more interesting and valuable - also better when they grade you rather than TAs - also the tuition is way too high - currently I am employed fulltime as a Bby teacher and unable to make the minimum payments on my loans per month - currently owe approx $65K - the education for my BA and PDP was fantastic
- 20% courses are excellent. 10% courses are real tuff, not because the content is hard to learn. Some professor takes advantage on teaching basic to show course content very easily, but the three hours final exam is just out of course content too far away, which may make the course score curve nice.
- I find in a lot of my courses that they professors are very vocal about their dislike of Christianity and being a Christian that really bothers me. I feel like when the professors say those things, I can't fight back for fear I'll be penalized or made fun of.
- TAs - the TA you receive is totally hit-and-miss; Some are really good at their job, others are horrible. Practical Skills - Not enough courses that teach employable skills; I appreciate the need for theory, however a Bachelor's should prepare me for a job after grad, not just prepare me for Grad school. Academic Advising - If you are not going for a straight-across-the-board degree, academic advisors aren't very knowledgeable. I knew more than my advisor.
- Profs need to better trained with AV equipment. Some profs spend to much time setting up simple things like their Mic/volume/powerpoint. Some dont even use any of these, which is ridiculous considering some of the class sizes in 100/200 level courses. Also, group work should only be mandatory in 100 level courses. Anything above that level, students should be given an option whether they want to work as a group or individually.
- You never know information until it is too late. All my friends and I agree. Seeing an advisor should be stressed in first year. I have also had a T.A. and a prof who did not speak english
well at all. The T.A. had to write sentences down because we couldn't understand him. That was NOT his first year assisting with the course.

- It does educate you on your career choices, or things to consider for grad school or professional school. I found the english courses to be marked very subjectively, depending on the TA or prof. Some profs should not be teaching because they just don't know how. Some can be both good researchers and teachers, but not many. A better system on determining who should be teaching large classes should be developed.
- Upper level French courses, a faculty review would be very useful as some of the teachers are far below par and "teaching" information that is simplistic and / or are very dull.
- Most TA's in the geography department waste time and are pointless as they repeat what was said in lecture and do not go into more details.
- I've noticed that most TAs are qualified in terms of their marks, but lack the people skill to lead and teach a class.
- In such a fast paced competitive environment it can often be quite hard to find help with coursework in certain courses when you need it. It becomes very easy to fall behind.
- There needs to be more First Nations professors to give all students' the First Nations perspective.
- Teachers expect too much of us sometimes. They think their class is the only class we take and thus think we have tons of time to read a zillion pages of reading.
- Distance education - resources not available for help. Communication through email is not always answered, and if so replies are too slow. Overall - education is very impersonal.
- The campus experience is only go to school - lecture/lab/tut./leave...
- So far everything seems pretty good except getting some teachers that are not as good as I would expect for some courses.
- I have 2 TAs that have no idea what they are doing - one gives blatantly wrong information in class.
- Some professors seem to lack in teaching or going into detail. In my physics we are basically being taught how to do the drawings but we must learn...on our own the calculations, this is introduction to physics, I have absolutely no experience in physics and would appreciate a tutorial or open lab.
- Have to teach myself.
- I feel the calibre of teaching could be improved in general, both TAs and professors.
- Most professors in Pol Sc have a bias. Most profs are left of center, however, I have one this semester that is very right. Not many are middle (lib)
- Posting of lectures notes was a big issue. Some professors post them 15 minutes before the actual lecture. There is not enough time to print and bring them to class, let alone reading before hand to prepare for lectures.
- The biggest concern is staying up to date with reading. Some profs tend to assign a fairly unreasonable amount of reading for a class...and then often don't cover all the reading material assigned.
- My only concerns so far with my academic experience at SFU are with the amount of attention paid to proper writing technique and the amount of training teaching assistants get before they are thrown into a classroom with us. A good deal of the time I have been hugely frustrated with the incompetence of the TA's and the disconnect between what the prof says they want and how the TA's mark the papers. There really needs to be a training program for these TA's, it's not their fault. Also give them more money and they might have more time to spend with us/work on providing comments for our papers. Classroom sizes are terribly large especially in the 3rd and 4th year classes. We should be getting better access to the profs at this point. Also there is no reason why I should have to stand in a 4th year course.
because there are not enough seats for all the students enrolled. This is a serious problem at Harbour Centre.

- Some of the teachers need to have yearly or bi-yearly reviews. There are some tenure professors who don't know how, or don't care to teach students that well. Tenure professors should have to prove themselves worthy of their merit by satisfying student expectations.
- TA's sometimes ill-prepared for tutorials
- Not enough open lab times/office hours available for help that fit into my school schedule
- not much feedback given. not retained much specific course information, but learned how to think. very helpful.
- Besides 2 bad profs I have had a great time in MBB. I like how I can take a few classes in other faculties.

Class Size:
- Registration has always been an inconvenience because of either course conflict, courses not offered or registration system issues. Despite promises to lower tutorial size, I have noticed an increase in students in each tutorial. Rooms for many tutorials are not adequate, not being able to hold all the students. Having classes at different campuses is also an inconvenience, especially when two required classes are in the same day at different locations with not enough time to travel between them.
- Personally, I feel that undergraduate students at SFU are not treated with the requisite amount of dignity and respect that they deserve. We pay vast amounts of tuition and are the largest segment of the university's population, yet we have to wait hours for buses, spend hours on hold to talk to an advisor, spend too much money on custom courseware, deal with poor student to teacher ratios, etc. I find that the quality of the educational experience that I received at Douglas College to be superior, and it cost half as much. In addition, I am VERY displeased that my college GPA does not transfer to SFU, thereby penalizing students with high academic standing, and rewarding those with lower standing.
- class sizes, i realize it is university but a class of over 500+ is not a well suited learning environment for lectures/out of class activities ie) labs, workshop help availability
- With the courses being full (even in my 200 level ones) I am unable to enjoy the courses and understand them to the extent that the prof would wish, so I don't do as well in the course.
- Personal interactions with professors who seem hard to reach because most prefer that the student talks to the TA instead. 2) Larger classes (as compared with colleges) decrease student-professor interaction 3) Marking criteria (i.e. grading curve) which may work to a student's disadvantage if they are bumped down a letter grade versus what their actual percentage should be
- 1) Upper-level classes in Psychology are becoming way too big in size. It's difficult for average students to get individual attention in class and get to know the professors better. (It's hard to ask for academic reference letters.) 2. High tuition is ALWAYS a concern. So many students (international or domestic) are working so many hours that they don't have enough time for coursework.
- Profs need to better trained with AV equipment. Some pros spend to much time setting up simple things like their Mic/volume/powerpoint. Some dont even use any of these, which is ridiculous considering some of the class sizes in 100/200 level courses. Also, group work should only be mandatory in 100 level courses. Anything above that level, students should be given an option whether they want to work as a group or individually.
- academic costs are rising so much i have no money to eat or live with. distance education has become so crowded that no one goes to classes any more. class times are so limited
I am not hugely pleased with the large 100 level courses that often have a few hundred people in them. I am taking one 200 level seminar course and I find that the atmosphere of discussion and intimacy is much more conducive to engaged learning. I would like to see fewer large classes.

My only concerns so far with my academic experience at SFU are with the amount of attention paid to proper writing technique and the amount of training teaching assistants get before they are thrown into a classroom with us. A good deal of the time I have been hugely frustrated with the incompetence of the TA's and the disconnect between what the prof says they want and how the TA's mark the papers. There really needs to be a training program for these TA's, it's not their fault. Also give them more money and they might have more time to spend with us/work on providing comments for our papers. Classroom sizes are terribly large especially in the 3rd and 4th year classes. We should be getting better access to the profs at this point. Also there is no reason why I should have to stand in a 4th year course because there are not enough seats for all the students enrolled. This is a serious problem at Harbour Centre.

Some of the class sizes are too big which makes the class really impersonal.

Course Content & Work Load:

• For some courses I don't have a clue why we should take that, e.g Bus 303

• Personally, I feel that undergraduate students at SFU are not treated with the requisite amount of dignity and respect that they deserve. We pay vast amounts of tuition and are the largest segment of the university's population, yet we have to wait hours for buses, spend hours on hold to talk to an advisor, spend too much money on custom courseware, deal with poor student to teacher ratios, etc. I find that the quality of the educational experience that I received at Douglas College to be superior, and it cost half as much. In addition, I am VERY displeased that my college GPA does not transfer to SFU, thereby penalizing students with high academic standing, and rewarding those with lower standing.

• too little time, too much to do

• In the future, I may find that I cannot handle the minimum of 15 credits required for engineering. Currently I am doing alright, but it may become too difficult for me in the future.

• Too much academic pressure to re-gurgitate information and research old theories and ideas. Not enough time or opportunities to develop individual, original thoughts. University is suppose to be breeding grounds for new ideas. In addition, there is no need for those new writing intensive courses. University is already intense enough, student will only avoid taking these courses, until of course they become mandatory for degree req. On a positive note, the new SFU gym is out of this world FANTASTIC! Finally money well spent... now if we could only spring for a couple of cans of paint to spruce up the old campus; that'd be peachy.

• most courses are having too much of homework loads very difficult courses

• I feel that course content is too broad...and cannot be applied to most real life situations. I had an extremely frustrating time registering for classes. All the ones I wanted were either full or not offered and as I result I am taking classes that I am not interested in.

• In my experiences at Simon Fraser University Surrey, I continually have to tell myself "it will get better" as time goes on. My entire first year (TechOne) felt entirely irrelevant to what I want to do, with the exception of [instructor's] IAT classes. All my other classes feel entirely useless, or very, very watered down. I can understand how the first year might be a more general program, but the idea that someone who wants to do Graphic Design has to take math, programming, "Creative And Critical" and more is absolutely absurd. This semester, one of my classes is IAT [***] with [instructor]. In the lectures, the content is completely irrelevant to anything one would ever use, and [the instructor's] accent is so thick, and [the instructor's] English is so poor it is next to impossible to follow what [the instructor] is saying.
There is literally zero initiative to attend [the instructor's] lectures. In many classes, the students seem to be, and probably are, able to do a better job teaching than the professors are. One of my fellow students showed me an email that their TA had sent them (from [the same] class coincidently) and I could honestly not believe what I saw. The grammar and spelling was absolutely atrocious. This was not even a case of accidentally hitting the wrong keys on the keyboard, these were glaring errors that anyone should have caught before pressing send. Things such as these make me question the ability of the professors/ TAs, and wonder how they are qualified to do what they do. As I mentioned earlier, the program is so general it is frustrating. I would like to do graphic design, and when I toured the school before applying here, this school looked to be what I was hoping for. I was sadly mistaken. I have had a grand total of one...maybe two design related projects, and a plethora of unrelated, irrelevant ones. I am merely taking courses because I need them for my degree. None of the courses are really 100% on track with what the students want. The idea of a student who knows exactly what they want to do and learn, and being at the ideal campus to do so, but not having the option is disheartening. I don't want to be paying to learn about irrelevant topics while I could be enrolled in quality design classes elsewhere, or even making money in the same field, instead of dishing it out to the school. Overall, I would NOT recommend the TechOne program to anyone, and SIAT is quickly headed the same direction.

• Many of the course are repetitious. An example of this is International business & international marketing (essentially the same course). Although the course titles and descriptions are different, the basic material is the same. It really feels like a waste of time and money. Currently a fourth year student, I now realize how awful some of my first and second year t/a's were. Some could barely speak English let alone understand how to utilize any kind of pedagogical model or framework (especially econ t/a's, they were by far the worst). In the business faculty many of the courses are fragmented, there does not seem to be much of an attempt to pull together the most valuable information into a few select courses in order to implement and better understand all the material. Although 478 is doing a pretty good job of it, more courses like that, with greater technological implementations, are required to compliment all the arterial knowledge acquired during the first 2-3 years of study. The school is blessed with some great profs, not all of which are tenured or even tenure track. I've had many a great sessional prof. For the business faculty anyways, it's always great to see profs that actually have business experience and first hand knowledge of the subject material they are talking about. At least to me it seems to give them more credibility.

• Some course material could be better. Computer Science courses need to be updated with newer technology and taught by people who actually have used it in a business of some sort. CMPT [***] is an example where a professor needs real world experience, but does not.

• why does it seem that taking 3 or 4 courses at SFU is equivalent to taking 5 anywhere else?
• i find that the pre requisites can sometimes be found unnessary
• U need to really work hard and i finally learnt that last minute craming doesn't really help :( hard :
• Anxiety with exams or presentations

As a Social-Science student, specifically as a Political Science Major, I often find that I am in many situations where personal beliefs, morals, and ideologies are at discussion during class and normal campus life. It seems as though many of the students, and even faculty members are more to the left-side of the ideological spectrum. This is never a problem, as we all hold our own views and are fully entitled to them. I feel it does become a problem however when students holding views (which evidently turn out to be the opposite of mine)
act very cynical and stubborn. Sharing one’s personal views is one thing, but arbitrarily opposing, mocking, and disregarding the views different than theirs is highly disrespectful, and incredibly unprofessional and unacademic. This has hindered me from expressing myself completely and gaining valuable academic experience.

- yes, it takes too long to get a degree and the french program is too difficult - you wonder why nobody stays in it? Its not fun!!!! Also, there should be more people admitted for PDP - huge teacher shortage, why not train some people who want to do it???!?!?
- Too much reading.
- The students there work much harder than those in HK.
- Some courses may be too hard to be placed in the 100 level. Other than that, no concerns really.
- It is difficult for autistic people to attend University. Course outlines seldom convey the learning style required. There is little context to University other than money and employment. Tuition is too high for autistic people to succeed; I am poor and work/school 6-7 days per week. When I started at University, I expected to come to a place of learning. I was mistaken.
- Certain 3rd year courses are much much more difficult than others in regard to needing an extensive academic background to even participate in the dialogues going on in class.
- The quality of the courses offered relating to their relavance to useful knowledge upon graduation is not that the level it should be. The quality of lecturers with regard to their ability to teach and to lecturing abilities are poor. The student evaluations are not taken seriously - the feedback given results in no change. The abhorringly low admittance average from highschool and elsewhere is resulting in a lower level of teaching material and lower quality of students at the output.
- there was little help available to provide direction in terms of deciding on degrees and helping to determine a career goal, little learned in terms of applied knowledge and experience that can strengthen your resume, lack of availability in courses, not enough distance courses available for the working student, very expensive with little career prospects after graduation
- books are good for learning theory, but they are not a means of gaining hands-on experience
- Too much focus on political corectness. In courses discussing history/political science where are always 2-3 people who claim that authors should be dismissed because they are white and "dont get ____", the blank represents whichever non-White ethnicity/culture is being discussed.
- TA's do not get any training and are not qualified teachers. Because the majority of our pedagogical experience is with them I think they should have more training - especially in watching out for things like their own biases. I've also found that most of the distance ed courses I've taken to be poorly put together i.e. structured, and the TA's to not be interested in helping.
- not enough opportunities to improve on essay writing
- Specifically in the School of Communications, strong political biases are evident in course materials. This occurs to such an overwhelming degree at times that the expression of alternative perspectives is demonized.
- Too much of a workload. The courses itself are not that difficult, but the readings make the course boring therefore taking away from my interest in the course.
- TAs - the TA you receive is totally hit-and-miss; Some are really good at their job, others are horrible. Practical Skills - Not enough courses that teach employable skills; I appreciate the need for theory, however a Bachelor's should prepare me for a job after grad, not just prepare me for Grad school. Academic Advising - If you are not going for a straight-across-
the-board degree, academic advisors aren't very knowledgeable. I knew more than my advisor.

- I'm very buoyed by it. I think the CMNS department is rather behind the times in regards new media which is like having a Gutenberg workshop next door and a Luther hammering in protest to every door and not really paying attention, but I've been able to focus on it all the same if to the detriment of my GPA. I very much like the department other than that, am having a lot of fun and excited to continue on to the end.

- Lack of certain practical classes (such as, transportation infrastructure for example). -Non-Business Faculty students are treated like lepers by the Business Faculty when they want to take business classes. -Business course planners also need to try and

- I am a student in the English department, and I think the curriculum is very narrow, and would have appreciated it if the professors had been allowed some breadth in what they taught. I also feel like the courses were aimed at a pretty low level, to accomodate students who had little interest in learning. This was perhaps due to the high number of students getting an English degree in order to enter the Education program.

- Most of my concerns are regarding business courses. Although they are very competitive I find that the amount of information that I actually gain is minimal when compared to courses in other faculties. There is lack of actual thought in business courses. I find them to be thoroughly unrewarding.

- Upper level French courses, a faculty review would be very useful as some of the teachers are far below par and "teaching" information that is simplistic and or are very dull.

- Too many useless and pointless classes that make me question what the university was thinking by including them in the curriculum.

- We need more practicality in our courses. We need assignments that will help us learn more about the industry we tend to get into as well as guest speakers. We need to learn what is happening in the industry as we speak. Assignments should be applicable to help us when we graduate. We also need Resume/coverletter/interview courses as part of the program to help us with our careers.

- In such a fast paced competitive environment it can often be quite hard to find help with coursework in certain courses when you need it. It becomes very easy to fall behind.

- I don't like lower level courses so far as they are too broad in their course content. This means I have to study things that don't really interest me and I find it tedious.

- More hands on, less talk. More teachers that like what they do, less that don't. More online collaboration in courses, less text books from the 90's. One online central system for online courses like the CMS back in TechBC, less of here's one URL for one teachers, there's another.

- Teachers expect too much of us sometimes. They think their class is the only class we take and thus think we have tons of time to read a zillion pages of reading.

- Some professors seem to lack in teaching or going into detail. In my physics we are basically being taught how to do the drawings but we must learn...on our own the calculations, this is introduction to physics, I have absolutely no experience in physics and would appreciate a tutorial or open lab.

- Not having enough time to study because of work and other important events.

- overload

- always too many projects at one time.

- Enough time to manage the demands of school (work) and work

- I would generaly like to have more information about a class before taking something, often it seems like i am taking random classes
Aside from classroom discussion and group work, my classes at SFU have little to no practical engagement. What I mean by this is that aside from learning how to speak in public, I don't recall anything that will help me in a job situation. My coursework is very theoretical, not practical.

I feel that my academic experience has SFU has started to become very unchallenging, the overlap between courses is huge and there seems to not be much new material unless you start taking courses in other faculties. Many professors way of grading is ineffective and frustrating. It does not allow for any sort of growth but rather regurgitation.

Tuition keeps rising, so there is a fair amount of pressure to take as many courses as possible, but that would result in much unneeded stress; so often times, finding a balance between taking too many or not enough courses is a bother.

I think that it is more beneficial for students (in Computer Science specially) to gain more hands on experience. Because I feel that although we have strong theoretical backgrounds we lack hands on experience that would aid us in finding jobs.

In computing science there are too much theory courses as required and not enough application learnings.

Wasting time on taking courses in which the skills attained will not be any use to me after graduation.

The biggest concern is staying up to date with reading. Some profs tend to assign a fairly unreasonable amount of reading for a class...and then often don't cover all the reading material assigned.

Some upper level courses are tend to be too tense with too much to learn for students and too much to teach for professors. I would prefer some courses could be split into two courses.

Too many credits are required to graduate for arts students - if most courses are only worth 3 credits and one needs 120 of them to graduate, it is impossible to do it in less than 5 years. Courses are very demanding in content and 5 courses per semester is too much if one has a job or a social life.

could use more in-depth step-by-step approaches for problem solving. Crowding is becoming an issue, too many people, not enough space to study.

too theoretical. Not enough practical experience

My only concerns so far with my academic experience at SFU are with the amount of attention paid to proper writing technique and the amount of training teaching assistants get before they are thrown into a classroom with us. A good deal of the time I have been hugely frustrated with the incompetence of the TA's and the disconnect between what the prof says they want and how the TA's mark the papers. There really needs to be a training program for these TA's, it's not their fault. Also give them more money and they might have more time to spend with us/work on providing comments for our papers. Classroom sizes are terribly large especially in the 3rd and 4th year classes. We should be getting better access to the profs at this point. Also there is no reason why I should have to stand in a 4th year course because there are not enough seats for all the students enrolled. This is a serious problem at Harbour Centre.

Completing all of my assignments on time

Not much feedback given. Not retained much specific course information, but learned how to think. Very helpful.

Many of the courses that I take are all theoretical with no practical component. This provides me with no practical experience in my field of study. As for using co-op to gain practical experience, many students are working and value their current jobs over co-op. That is simply for the fact that our current jobs are higher paying and in tuition is not cheap.
Programs:

- I think SFU should have more GIS courses and a bigger GIS lab that all geography majors can access, instead of the current situation in which only people registered in GIS courses have access to the GIS lab. GIS theoretical training is strong at SFU but we are falling behind BCIT in terms of hands-on technical training and that will be a liability for SFU geography graduates when they enter the job market. Another issue is that course conflicts arise not only due to conflicting time schedules but also because some courses are at Burnaby and some are at Harbour Centre. You need at least an hour to travel between the two campuses and that makes things very difficult when selecting courses. SFU should abandon its satellite campuses and focus on the Burnaby Mountain campus.

- Very poor student service, advising counsellors could not answer any of my questions and directed me to three different people who directed me back to them, when I first arrived in 2002. Instructors change course scheduling from what is notified in the calendar to extend the course time when it is not possible with the busy life I have living and taking care of myself. The stream I originally intended to be in disappeared within two semesters of me being here without any notice or foreshadowing. Courses required to graduate will be scheduled one right after the other on different campuses, Surrey, Downtown, and Burnaby. TA's are given a class list with my nationality listed next to my name, there is no reason they should need to know this, unless I tell them. In my first semesters I didn't know about appeals and had TA's grade me based on how they felt about my nationality rather than my work (evident from group projects and how they were marked and what the TAs would say to me). Have also had TAs arrange to discuss papers with me and then fail to show up, sending me an apology email to my inquiry to why a week later. Have had Instructors assign assignments when they will be out of country, and the TA as well, leaving students with noone to talk to for guidance. Overall, I've had a disappointing experience with the Student services at SFU. But overall, I am glad I have managed to make it this far and made the best of many bad situations and in the end I will Succeed.

- Availability of courses was weak some semesters. The courses that I wanted to take would be full before my registration date. Need more interesting courses, new topics.

- Business Faculty is too competitive. This doesn't make for an enjoyable college experience.

- Too much academic pressure to re-gurgitate information and research old theories and ideas. Not enough time or opportunities to develope individual, original thoughts. University is suppose to be breading grounds for new ideas. In addition, there is no need for those new writing intensive courses. University is already intense enough, student will only avoid taking these courses, until of course they become manditory for degree req. On a positive note, the new SFU gym is out of this world FANTASTIC! Finally money well spent... now if we could only spring for acouple of cans of paint to spruce up the old campus; tha'd be peachy.

- That i might have to take on extra courses to fulfill the new required courses needed to obtain a BA (eg W-classes etc) and also, that i might have to add on an extra year to finish taking some of the lower division courses that i need for my degree that i didnt take at my college because i was not aware i needed them

- In my experiences at Simon Fraser University Surrey, I continually have to tell myself "it will get better" as time goes on. My entire first year (TechOne) felt entirely irrelevant to what I want to do, with the exception of [instructor's] IAT classes. All my other classes feel entirely useless, or very, very watered down. I can understand how the first year might be a more general program, but the idea that someone who wants to do Graphic Design has to take math, programming, "Creative And Critical" and more is absolutely absurd. This semester, one of my classes is IAT [***] with [instructor]. In the lectures, the content is completely irrelevant to anything one would ever use, and [the instructor's] accent is so thick, and [the instructor's] english is so poor it is next to impossible to follow what [the instructor] is saying.
There is literally zero initiative to attend [the instructor’s] lectures. In many classes, the students seem to be, and probably are, able to do a better job teaching than the professors are. One of my fellow students showed me an email that their TA had sent them (from [the same] class coincidently) and I could honestly not believe what I saw. The grammar and spelling was absolutely atrocious. This was not even a case of accidently hitting the wrong keys on the keyboard, these were glaring errors that anyone should have caught before pressing send. Things such as these make me question the ability of the professors/TA’s, and wonder how they are qualified to do what they do. As I mentioned earlier, the program is so general it is frustrating. I would like to do graphic design, and when I toured the school before applying here, this school looked to be what I was hoping for. I was sadly mistaken. I have had a grand total of one…maybe two design related projects, and a plethora of unrelated, irrelevant ones. I am merely taking courses because I need them for my degree. None of the courses are really 100% on track with what the students want. The idea of a student who knows exactly what they want to do and learn, and being at the ideal campus to do so, but not having the option is disheartening. I dont want to be paying to learn about irrelevant topics while I could be enrolled in quality design classes elsewhere, or even making money in the same field, instead of dishing it out to the school. Overall, I would NOT recommend the TechOne program to anyone, and SIAT is quickly headed the same direction.

- The Latin American Studies program does not offer enough courses as it is and yet each year the number of courses offered decreases.
- Entry to business is highly competitive despite the lowering of the GPA each semester. It is difficult to raise grade point averages after the first year.
- Biggest frustration was the amount of history classes with conflicting times. I would also like to see more European History classes offered. (example the WWII class)
- when i can get into my program and how the co-op program will help me get the experience I need for my field.
- I wish to see more variety in the types of courses. eg theology
- the requirments that i am taking and must take in the future interfers with my studies in the sense that i cannot explore areas of study as much as i want to because i have to take a lot more courses which take my time and money.
- I wish that the Fine Arts programs (films in particular) is not as restricting as it currently is. They are passing by a lot of talents because they focus on GPA too much. When we're speaking of artists, we must account for the possibility that not all of them work well within the limiting confines set by the university. I believe that is stiffling creativity.
- yes, it takes too long to get a degree and the french program is too difficult - you wonder why nobody stays in it? its not fun!!!! Also, there should be more people admitted for PDP - huge teacher shortage, why not train some people who want to do it???
• This place is very isolated and strongly needs plans and new structures for students to have a real social life. And I felt at a several times that there are pre-requisite courses I must take but they only offer them once a year. What a heck is that about! It seriously impedes my learning. Then I started to regret that I didn't choose to go to UBC, where there are more resources of finance, teachers, classrooms, studios and many more interesting courses on various subjects. ![****]!!

• I wish there was more 4th year anthropology courses to choose from!

• I don't understand how breadth requirements are applicable to a second degree. I think that it is pointless to force students with degrees in math or science to take another quantitative course, or english majors to take another writing course, for a B.Ed. as a second degree. How does this make sense?

• Science courses should not have tutorials, but regulated sections like the CLAW for math. It is a much better system than tutorials.

• While I like the fact that SFU encourages diversity through it's degree requirements, these diverse course loads can work out to be heavier academic course loads than other institutions.

• NO ACS MAJOR program is a pain!~ even Kwantlen has it!!!

• It is difficult to register in the courses required for certain programs due to course conflicts which delays graduation. As well, it's frustrating that I am putting so much money towards my education, but some profs and ta's are completely apathetic and barely understand the subjects they're teaching. For example, many profs simply read word for word off their power point slides in lecture which I can just as easily access by downloading on the internet. SFU offers too many classes and employs too many instructors who do not challenge students nor promote growth. For example, I do not feel my writing skills have improved during my time at SFU despite my enrollment in multiple W courses. It seems as though I am simply paying thousands of dollars to obtain a degree as opposed to actually learning.

• Currently, the system is great. However, I am concern with the new W and Q system. How effective will it be? Can it really serves its purpose?

• -Please abolish the Q, W, B requirements; they serve no ulterior academic purpose other than to extract more money for students' pockets -A need for a more universal and less department-centric grading system; an A- student in political science should not

• It is really frustrating that students are forced to enrolled in FALX99 and FANx99 despite their confidence in English and Math.

• disagree with Q/W/B system.

• I am concerned that the School of Contemporary Arts is completely ignored in regards to finance and support.

• We need more practicality in our courses. We need assignments that will help us learn more about the industry we tend to get into as well as guest speakers. We need to learn what is happening in the industry as we speak. Assignments should be applicable to help us when we graduate. We also need Resume/coverletter/interview courses as part of the program to help us with our careers.

• I was just hoping that Sfu would introduce a creative writing program.

• I am generally pleased with my experience at SFU, however, I wish that the school would streamline some of the program requirements, so as to reduce the effort required, while still maintaining a diverse and interesting curriculum. This is a difficult task, but one that SFU should be up for.

• Should enforce student to take more variety of course which can help the student to build a stronger interest in different field

• difficult to get into programs
Kin students should not have to complete Organic Chemistry if it doesn't apply to their future. It is a difficult class, that may no be needed for all who take it, therefore bringing their GPA down.

My needs are not being addressed as adequately as others in the class, because my faculty is not experienced in the specific area within the field I am pursuing - music.

I think there are alot of requirements for business students. i am currently in the arts program but want to transfer to business and i need math157, which i am currently taking, but they wont inform me if i get accepted until after my grades are in, and then its going to be too late to reg for courses i want to take, and thats really stupid

I strongly believe that it is ridiculous for an academic institution that charges such high prices for classes to deem compulsive the taking of classes outside of the subject area of one's intended degree. For example, someone taking an arts degree who is required to take x number of credits in a lab science. Being forced to try things about which one knows little can be a healthy and illuminating experience, but that's what high school is for. People who pay top dollar for a focused education on a topic of interest to them should not have to spend even more of their money jumping through arbitrarily set hoops, taking classes in which they have no interest and for which they may never find a use.

Just the W/Q/B concerns. (Don't like the new system.)

Why cannot I have the ability to take a 1 credit upper division course when I am one credit shy of 45 upper division credits. It is ridiculous that I must take 12 upper division geography classes for a total of 48 UD credits, instead of 11 UD classes, and an additional 1 credit UD class.

I am not enjoying myself because I have to deal with all of this WQB stuff that is taking up the majority of my time taking away from my studies and not allowing me to enjoy my SFU experience.

I find that SFU doesnt offer alot of information for how we can use our degrees in certain careers. Also, it is unfortunate that SFU doesnt provide any (besides the few) programs such as nursing, pharmaceutical sciences etc. I believe this would be beneficial as it would allow students to focus their studies in a certain field that they may be interested in. However, if students want to go into one of these programs, and also like the environment at SFU, they are forced to chose between leaving SFU or not pursuing their program of interest.

Facilities:

I think SFU should have more GIS courses and a bigger GIS lab that all geography majors can access, instead of the current situation in which only people registered in GIS courses have access to the GIS lab. GIS theoretical training is strong at SFU but we are falling behind BCIT in terms of hands-on technical training and that will be a liability for SFU geography graduates when they enter the job market. Another issue is that course conflicts arise not only due to conflicting time schedules but also because some courses are at Burnaby and some are at Harbour Centre. You need at least an hour to travel between the two campuses and that makes things very difficult when selecting courses. SFU should abandon its satellite campuses and focus on the Burnaby Mountain campus.

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- Registration has always been an inconvenience because of either course conflict, courses not offered or registration system issues. Despite promises to lower tutorial size, I have noticed an increase in students in each tutorial. Rooms for many tutorials are not adequate, not being able to hold all the students. Having classes at different campuses is also an inconvenience, especially when two required classes are in the same day at different locations with not enough time to travel between them.

- Personally, I feel that undergraduate students at SFU are not treated with the exquisite amount of dignity and respect that they deserve. We pay vast amounts of tuition and are the largest segment of the university's population, yet we have to wait hours for buses, spend hours on hold to talk to an advisor, spend too much money on custom courseware, deal with poor student to teacher ratios, etc. I find that the quality of the educational experience that I received at Douglas College to be superior, and it cost half as much. In addition, I am VERY displeased that my college GPA does not transfer to SFU, thereby penalizing students with high academic standing, and rewarding those with lower standing.

- There are a lack of courses in my subject offered each semester. I come from a distance and most of the classes are either not offered, or the classes offered are so spread out that I can not take certain classes.

- Too much academic pressure to re-gurgitate information and research old theories and ideas. Not enough time or opportunities to develop individual, original thoughts. University is suppose to be breading grounds for new ideas. In addition, there is no need for those new writing intensive courses. University is already intense enough, student will only avoid taking these courses, until of course they become mandatory for degree req. On a positive note, the new SFU gym is out of this world FANTASTIC! Finally money well spent... now if we could only spring for a couple of cans of paint to spruce up the old campus; that'd be peachy.

- In Visual Art Program, the studio courses (for example: FPA 160, 161, 260, 261, etc.,) are offered in too limited spaces and semesters. This really took more than 4 years for a student to complete this program. Secondly, I understand all SFU's summer semester will have reduced courses offered in different faculties. However, I MUST believe the School of Contemporary Art offered the least amount of courses in summer semester as compare to other faculties. Which make students feel frustrated and outrageous about the amount of courses offered in EVERY summer semester - ONLY 5 FPA COURSES ARE OFFERED IN SUMMER SEMESTER 2006 IN THE WHOLE SCHOOL OF CONTEMPORARY ART AND NONE OF THESE 5 FPA COURSES FOR VISUAL ARTS STUDENTS. This is a very serious problem of an university and it is absolutely lack of support and administration toward School of Contemporary Art. In fact, please take a look at those old and temporary portable buildings besides B-Lot. How could this kind of facilities and equipments satisfied the needs of students in School of Contemporary Arts? The facilities and equipments are not even supporting the students to study in this field. In addition, those portable buildings are "TEMPORARY" since the year of SFU open until today. This is not only a problem; this show this university ABSOLUTELY not even care about this department - The School of
Contemporary Arts. This extreme lack of courses and facilities created an instant problem for a student to complete his/her degree in Art related fields; and it leads to a direct problem for their future with this kind of delayed studies schedule and a series of problems.

- I would be much more satisfied if courses were available with more than one time slot, especially when required courses are only available at night. (I am in philosophy and this has happened twice in two semesters) Not only do I work at night, but also transit at night time is less desirable, especially off campus. Thank you for running this survey.

- Could not take a required course this semester because it was only offered in Surrey and I live near the Burnaby campus and I do not have time to commute because of work obligations.

- Although there are a variety of classes that I would like to take, those offered are somewhat limited and always have too many people. There are actually not enough chairs and room for them in both of my 400 level classes. More classes should be offered. Those should also be offered in 3 or 4 hour blocks as they are more convenient.

- My education is being disrupted due to the fact that Simon Fraser University is so cheap, and cannot pay to upgrade the road up the hill to SFU. In addition, SFU is so cheap that they can’t create more areas that are open until late in the morning so students can study at SFU. In addition, my academic experience at SFU is being disrupted due in part to the fact that the facilities at SFU are extremely poor. Stop being so [****] cheap, invest some money into the infrastructure and maybe people will enjoy coming to school at SFU, and not think of it as a punishment.

- Too few courses offered at the Surrey campus which will cause me to have to get to the Burnaby campus to complete core courses even tho I am a Surrey student.

- There should be at least 3 of the same courses in each campus. I have problems with travelling to the Burnaby and Vancouver campus.

- Why some teachers still don’t use powerpoint shows? Why printing is so expensive and printers so old.

- I find that SFU is associated with too many websites. I am referring to www.sfu.com, my.sfu.ca, go.sfu.ca, LON-CAPA, Gradebook, webct, etc. I feel it would be a lot more convenient to combine everything into one system, instead of having so many. It almost seems ridiculously unnecessary. I also think it would be good to have all course websites follow a consistent template. This would make navigation much easier and more efficient. It would also be beneficial to all to have the SFU website(s) redesigned with web standards, using valid CSS and xHTML so that all browsers can view the content in the same way.

- This place is very isolated and strongly needs plans and new structures for students to have a real social life. And I felt at a several times that there are pre-requisite courses I must take but they only offer them once a year. What a heck is that about! It seriously impedes my learning. Then I started to regret that I didn’t choose to go to UBC, where there are more resources of finance, teachers, classrooms, studios and many more interesting courses on various subjects. [****]!!

- The TA ing system is very untransparent and seems to be the luck of the draw most of the time. Overall marking is not consistent at all. AND the aesthetics of the school are not very good very dirty and things are breaking down all over the place

- The quality of the facilities in the evening are very bad. The washrooms are not maintained. There is no food service. The bookstore closes too early (how are evening students supposed to buy their books when the bookstore closes at 4 p.m.? I had to take a day off work just to buy my book. This is totally redicolus. It should stay open till at least 7 p.m.)

- This was the first time that a course I was registered for was cancelled less than 1 week before starting. This was EDUC 260 Learning through technology which I was very excited to be taking. I based the time schedule for this course on the history course (Hist 106) that I
needed to take to further my minor in history. When the Educ course was cancelled at the last minute, I was required to spend a lot of time searching for another course that I needed to further my B. Ed along with working in the time frame that I had. I had already accepted a term job position at the Langley School Board because I was to be at SFU on Tues and Thurs. When the course was cancelled this through everything up in the air and I had to juggle all the courses and times. Nothing was available for me to sign into to of course because everything was full as it was less than one week to starting the courses!! This meant that I had to drop the history course and take a different course of class room management which I am enjoying however, I have been slowed down somewhat with my time frame. When a class is cancelled it has a snowball effect on students and their carefully mapped out plans! If a class is to be cancelled then more notice should be required by SFU!! For me, I drive in from Langley so when I organize my days to be at SFU is it with great care in planning so I don't have to drive everyday! It would have worked out so nicely if the EDUC class had not been cancelled! Thanks, [student's name]

- tables in some lecture halls are falling apart
- I find that the administration's decisions to spread SFU out over three municipalities [Vancouver (Centre for Dialogue, Harbour Centre etc...), Burnaby (Emily Carr and The Hill), Surrey] when combined with the reliance on distance classes and the shrinking per-capita common space, is turning SFU into a degree mill. We're not held in high esteem as is, and this doesn't help. I'm less inclined to do my MSc here than I was when I first came here. I'll probably go to UBC.
- dead social atmosphere, and what were people thinking of putting a school on top of a mountain! worst place to commute.
- The registration date for this year's fall semester was very late, even though my grade point average is not very low, due to which I was unable to get into a lot of the second year classes which I needed to take. Also, the online distance education classes have a lot of technical problems and do not provide a good system of communication between the students and the TA's, like lectures and tutorials do.
- More hands on, less talk. More teachers that like what they do, less that don't. More online collaboration in courses, less text books from the 90's. One online central system for online courses like the CMS back in TechBC, less of here's one URL for one teachers, there's another.
- Some computer problems with online courses. In particular, a misunderstanding about a quiz resulting in a mark of zero.
- As an online distance education student, I would have found having a tele-communication conference a useful way of communicating with like students enrolled in the same courses.
- could use more in-depth step-by-step approaches for problem solving. crowding is becoming an issue, too many people, not enough space to study.
- My only concerns so far with my academic experience at SFU are with the amount of attention paid to proper writing technique and the amount of training teaching assistants get before they are thrown into a classroom with us. A good deal of the time I have been hugely frustrated with the incompetence of the TA's and the disconnect between what the prof says they want and how the TA's mark the papers. There really needs to be a training program for these TA's, it's not their fault. Also give them more money and they might have more time to spend with us/work on providing comments for our papers. Classroom sizes are terribly large especially in the 3rd and 4th year classes. We should be getting better access to the profs at this point. Also there is no reason why I should have to stand in a 4th year course because there are not enough seats for all the students enrolled. This is a serious problem at Harbour Centre.
Registration Process & goSFU:
- Registration has always been an inconvenience because of either course conflict, courses not offered or registration system issues. Despite promises to lower tutorial size, I have noticed an increase in students in each tutorial. Rooms for many tutorials are not adequate, not being able to hold all the students. Having classes at different campuses is also an inconvenience, especially when two required classes are in the same day at different locations with not enough time to travel between them.
- In terms of the availability of seats in courses in sfu, I found it quite miserable. Around half of the courses I attempted to register were full and no longer opened. 30% put me on waitlist, 10% of them I need to email the advisor for a seat and so only 10% of the time were enrolled successfully. It always takes me at least 1.5 hours for enrollment. Even when I have declared my major, I still have trouble enrolling courses. This is my second last semester and I was totally amazed that I had so much trouble with enrollment. I sent out several emails to advisors from different departments and asked for seats for my 2 courses, and asked questions regarding the status of 3 other courses. The newspaper sent out was not accurate all the time, even the outline on the website might not be correct. Enrollment has become a frustrating task for me. I just wonder why is it so difficult to get the courses that I want. Other than this, my academic experience in sfu is great. People are being nice and helpful, especially the advisors. My impression for sfu is getting better and better.
- The goSFU enrollment website said my desired course is full, but when I asked my department head, she said it was available. I find that odd, don't you?
- Up until this year, registration has been very frustrating. Tuition has increased every single year that I have attended SFU.
- Lack of clarity in regards to degree requirements in the University Calendar. There was only one second year anthropology, SA 201, course offered this semester on campus, and it only had under thirty seats available. Next semester the calendar shows that only one section will be available again and no other second level anthro course will be offered, however my lower level degree requirements require that I take SA 201 and one other 'A' course, however no other second year A course is being offered in the forseeable future.
- Somehow, people with lower CGPA have the first choice in classes; therefore, it's even harder for me to get the classes I need to complete my degree.
- Had problem with administration. Some mistakes were made with my transcript. The gosfu operators does not know enough information (they gave me the wrong information and were unwilling to help and impolite)
- Unclear what courses offered in certain semesters due to not being listed in the course schedule and then being added part way through the preceding semester.
- I was a new student in January. I don't think as a new student, the school does enough to get them into classes they need. I always had one of the last registration dates because I didn't have any credits. The first years who come to SFU in September get priority but new students in January or May don't get that option. As a result, I had to take many electives to fill out my course load.
- I am a PTEM student, it's a module in the PDP. I was not able to register online. My registration was done by a PDP faculty member on behalf of all students in the PTEM. Hope you'll be able to fix this problem because I'll have to take courses out of my dept. in Summer 2007.
- gosfu system is terrible. Course selection is atrocious.
- The drop dead date for any courses should be until the end of October and not in September. As it is no way of finding about the midterms marks until then. It would make lot more sense to do that.
I could not enroll in any 100-level English course even though I met all the English requirements. After telling SFU about the problem, they were able to fix it, but it was too late for the class I wanted was already full.

part time students are frequently receiving late registration dates, and often classes are full. also, classes that are only offered once a year, and are a prerequisite for another course limit choices, especially if that class is full before one can register, thereby denying entry into the next level course for literally a whole more year.

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Academic Advising:

Very poor student service, advising counsellors could not answer any of my questions and directed me to three different people who directed me back to them, when I first arrived in 2002. Instructors change course scheduling from what is notified in the calendar to extend the course time when it is not possible with the busy life I have living and taking care of myself. The stream I originally intended to be in disappeared within two semesters of me being here without any notice or foreshadowing. Courses required to graduate will be scheduled one right after the other but on different campuses, Surrey, Downtown, and Burnaby. TA's are given a class list with my nationality listed next to my name, there is no reason they should need to know this, unless I tell them. In my first semesters I didn't know about appeals and had TA's grade me based on how they felt about my nationality rather than my work (evident from group projects and how they were marked and what the TAs would say to me). Have also had TAs arrange to discuss papers with me and then fail to show up, sending me an apology email to my inquiry to why a week later. Have had Instructors assign assignments when they will be out of country, and the TA as well, leaving students with no one to talk to for guidance. Overall, I've had a disappointing experience with the Student services at SFU. But overall, I am glad I have managed to make it this far and made the best of many bad situations and in the end I will succeed.

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Still not sure exactly what I need to complete my chosen academic program...counsellors not helpful at all.

[Department] advisor offers no real help. Business 300 level classes should allow some entry of those wishing to minor and aren't in the faculty.

More information from academic advising in respective departments. For example, undergraduate options that may enhance or enrich an undergraduate experience besides the co-op program.

The administration can be improved. Trying to be a student at SFU was an especially long and difficult process. My faculty advisor forced me to take a trip from Vancouver Island to Burnaby to declare myself a student here. This was pointless as it required nothing special and could have been done over the phone. In addition, two sets of transcripts from my
college (One sent by my college and another mailed, tracked and paid by myself) were lost, which caused me to consider applying to another university. Better care is necessary to ensure students do not become aggravated with the process.

- Easier access to Academic Advisors, especially for new students needing extra assistance.
- I am concerned that the requirements for the [student's] Certificate ([department]) changed in the middle of my program, though before I had declared it. I had put off declaring at the suggestion of the academic advisor and no longer satisfy all the requirements for it.
- There's a distinct lack of communication (or lack of immediately available information or easily found information) about what courses are required to complete an undergraduate degree in Computing Science.
- I wish they would have set courses or an outline to let students have some sort of idea what classes and how many they need to get a degree. something like a checklist.
- I'm accepted into Biological Sciences. But I'm not sure if I'm suppose to be taking certain courses or not. I'm not sure of the courses i'm suppose to take to get my degree
- I'm worried I enrolled in too many Eng. 100 classes, I didn't get any academic advising when enrolling, and am hoping all my courses will work towards a degree.
- Advisors seem to be too busy since they seldom reply soon. Definitely need more advisors. Definitely need more General Inquiry staff too. There are usually long lines of students every day waiting for a General Inquiry representative.
- being able to co-ordinate all the required courses i need to take to graduate.
- I feel confused as to which particular courses are needed to complete my degree and am disappointed with the level of guidance I have received on the matter thus far. I feel like I may be wasting money and time and would have liked to receive more help in regards to determining which courses were required and elective, etc. for a degree.
- there was little help available to provide direction in terms of deciding on degrees and helping to determine a career goal, little learned in terms of applied knowledge and experience that can strengthen your resume, lack of availability in courses, not enough distance courses available for the working student, very expensive with little career prospects after graduation
- I have found it very difficult to get into the classes that I want or need. TAs tend not to be very helpful at all. I have a hard time figuring out who to get in touch with when I need information about courses needed.
- would like to have possibility to speak to academic advisors in specific departments before applying for specific department, as I am 2nd degree student and would like to find out more information on before deciding on a particular department.
- TAs - the TA you receive is totally hit-and-miss; Some are really good at their job, others are horrible. Practical Skills - Not enough courses that teach employable skills; I appreciate the need for theory, however a Bachelor's should prepare me for a job after grad, not just prepare me for Grad school. Academic Advising - If you are not going for a straight-across-the-board degree, academic advisors aren't very knowledgeable. I knew more than my advisor.
- You never know information until it is too late. All my friends and I agree. Seeing an advisor should be stressed in first year. I have also had a T.A. and a prof who did not speak english well at all. The T.A. had to write sentences down because we couldn't understand him. That was NOT his first year assisting with the course.
- lack of educational guidance
- The business advisors have changed their procedures of helping students prepare for their graduation checkup list. Before advisors were able to help students with their graduation checkup before the students saw the advisors. The checkups would be done by the advisors. Now students are required to bring the checkup home, do it themselves then bring
it back to the advisors. I find it odd that students are required to do it themselves when they obviously find it difficult to do, hence seeing an advisor.

- Academic? Hmm, I wish there was more accessible guidance to go about graduating. I feel very alone in the process, trying to weed out what to take and what not to take. I understand it is my responsibility, but I sometimes need affirmation on the right track. I don’t know if I have all the tools or am using all the right resources to accomplish this effectively. I also wish there were more availability of the courses I want. Multiple day offerings or semesters where courses are available. There is a lot of waiting around for particular courses, so I end up not taking what I truly want to, and I settle for something else.

- I worry that I don’t have a clear enough idea of what is required for the degree that I am interested in pursuing (International Studies)

**Other Academic Support:**

- My main concern is that there are no services to assist a transfer student with a completed degree from a local college namely Langara. There is no assistance for a mature student either. I ended up resorting to lower level courses, paying higher tuition fees, less services than college, inadequate TA’s professionalism in the smaller tutorial sessions (same size at college but run by an experienced teacher), administrative challenges consumed a huge amount of my time when I first got to SFU (delays in recording marks - not recognizing courses taken at Langara such as Peace and Conflict Studies which is designated as General XX)...this list goes on and on with respect of figuring out the administration at SFU.

- Had problem with administration. Some mistakes were made with my transcript. The gosfu operators does not know enough information (they gave me the wrong information and were unwilling to help and impolite)

- The administration can be improved. Trying to be a student at SFU was an especially long and difficult process. My faculty advisor forced me to take a trip from Vancouver Island to Burnaby to declare myself a student here. This was pointless as it required nothing special and could have been done over the phone. In addition, two sets of transcripts from my college (One sent by my college and another mailed, tracked and paid by myself) were lost, which caused me to consider applying to another university. Better care is necessary to ensure students do not become aggravated with the process.

- Long lines for all services!!! Maybe during the first two weeks of school when everyone is waiting to pay tuition or speak to student services...have ALL tills open. This may require hiring more staff for those busy times.

- Advisors seem to be too busy since they seldom reply soon. Definitely need more advisors. Definitely need more General Inquiry staff too. There are usually long lines of students every day waiting for a General Inquiry representative.

- Lines are always to long

- When you are going to cancel a class please let the people enrolled in that class know before the first week of impolite.

- This was the first time that a course I was registered for was cancelled less than 1 week before starting. This was EDUC 260 Learning through technology which I was very excited to be taking. I based the time schedule for this course on the history course (Hist 106) that I needed to take to further my minor in history. When the Educ course was cancelled at the last minute, I was required to spend a lot of time searching for another course that I needed to further my B. Ed along with working in the time frame that I had. I had already accepted a term job position at the Langley School Board because I was to be at SFU on Tues and Thurs. When the course was cancelled this through everything up in the air and I had to juggle all the courses and times. Nothing was available for me to sign into to of course because everything was full as it was less than one week to starting the courses!! This
meant that I had to drop the history course and take a different course of class room management which I am enjoying however, I have been slowed down somewhat with my time frame. When a class is cancelled it has a snowball effect on students and their carefully mapped out plans! If a class is to be cancelled then more notice should be required by SFU!! For me, I drive in from Langley so when I organize my days to be at SFU is it with great care in planning so I don’t have to drive everyday! It would have worked out so nicely if the EDUC class had not been cancelled! Thanks, [student's name]

- Whenever I go to the registrar's office to have my resp forms signed, the staff inform me that they can not authorize them as they seem to believe that there is a discrepancy between their definition of full-time student and the bank's definition. Both institutions inform me that they feel that 9 credit hours per semester is sufficient to be considered full time, and I have never enrolled in less than 12 at any given time. However the staff at SFU have repeatedly informed me that I lack sufficient credits on my transcript for courses previously taken for them to be able to sign off my forms, making it difficult for me to cover my tuition costs. I do not understand why they insist upon torturing me in this way every fall, but I would certainly appreciate it if there was a way to make the registrar office staff less anal about what seems to me to be such a nonissue.

- My decision to enrol in SFU as second degree student was based on the information that is available in department website; some information in department website (e.g.: about courses that might be waived for second degree students), are different compared to what I was told in person and also is available in different university references

- I find that instructors in general are helpful and informative. Administration wastes my time and money, there is too many hoops to jump through at SFU taking away from the actualy education part of the experience.

- The discrepancy between the amount of lecture time allotted per class at SFU is less than the lecture time per class at UBC. One hour less per class per week on average. I emailed to find out why the two schools are so different and I never received a reply. I find this difference to be huge and I was very disappointed that I did not receive a reply to my inquiry. I understand that they may not know the answer but a reply to acknowledge my concern would have been nice. I take pride in my school and I would like to know why it is that it differs from a neighboring competing school.

- Parts of the administration are ineffective, not equitable and inefficient. I am not saying the employees are, rather the proceeses and guidelines. I have 45 transfer credits that still aren't being excepted, which is completely ridiculous. There is no way I'm going to do an extra 2 years to get a degree. Their eason I have been told is that my courses "overlap"SFU courses. Clearly, this decentralized transfer credit process is futile. I have several other examples if you want to hear them...I've written them in the school paper.

- I am concerned that there isn't enough support for students that are stuggling balanceing classes and work

- Support for students at SFU is crap, and so are our academic standards. It's just paying for degrees. Way too many people without any skills are getting second class grades, and the rewards for excellent performance and academic ability are dwindling with each year.

- It is very difficult to jump from highschool straight into university. This is the main reason I received a RTW and had to go to college to obtain the grades to get back in again. I think there should be a course provided that helps new students coop better with the jump from highschool to university (for those that apply).

- I feel that the PDP program does not fulfill their job in providing students with adequate support and parameters while doing the work for teacher certification. Further to this, I feel that unless the students in their care are in physical or emotional jeopardy then no one who is doing the work through the PDP program should fail. In fact, if they do fail I would have to
say that this would be the fault of the faculty and school associates and reflects poorly on the service that SFU is offering. Further to this, if a student is forced to withdraw even though they have completed the work as outlined in the 401/402 and 405 course load why should they be penalized another 2500.00 dollars to complete a course they would have gladly finished given the opportunity. In conclusion, I think that what is being taught through the PDP course is not demonstrated in the quality or depth of the information given to teachers in training.

- should have a more effective notifying system (eg for separate applications for a specific program like film)
- I think there should be more services for students who need more help in their writing skills.
- I strongly believe that it is ridiculous for an academic institution that charges such high prices for classes to deem compulsive the taking of classes outside of the subject area of one's intended degree. For example, someone taking an arts degree who is required to take x number of credits in a lab science. Being forced to try things about which one knows little can be a healthy and illuminating experience, but that's what high school is for. People who pay top dollar for a focused education on a topic of interest to them should not have to spend even more of their money jumping through arbitrarily set hoops, taking classes in which they have no interest and for which they may never find a use.

- Line ups at the registrars office always take too long you need more people working there.
- it is to difficult to transfer faculties within the school, and there is to much of a academic emphasis at the school, nothing is placed on other forms of involvement.

Other Concerns:

- Very poor student service, advising counsellors could not answer any of my questions and directed me to three different people who directed me back to them, when I first arrived in 2002. Instructors change course scheduling from what is notified in the calendar to extend the course time when it is not possible with the busy life I have living and taking care of myself. The stream I originally intended to be in disappeared within two semesters of me being here without any notice or foreshadowing. Courses required to graduate will be scheduled one right after the other but on different campuses, Surrey, Downtown, and Burnaby. TA's are given a class list with my nationality listed next to my name, there is no reason they should need to know this, unless I tell them. In my first semesters I didn't know about appeals and had TA's grade me based on how they felt about my nationality rather than my work (evident from group projects and how they were marked and what the TAs would say to me). Have also had TAs arrange to discuss papers with me and then fail to show up, sending me an apology email to my inquiry to why a week later. Have had Instructors assign assignments when they will be out of country, and the TA as well, leaving students with no one to talk to for guidance. Overall, I've had a disappointing experience with the Student services at SFU. But overall, I am glad I have managed to make it this far and made the best of many bad situations and in the end I will Succeed.

- Personally, I feel that undergraduate students at SFU are not treated with the requisite amount of dignity and respect that they deserve. We pay vast amounts of tuition and are the largest segment of the university's population, yet we have to wait hours for busses, spend hours on hold to talk to an advisor, spend too much money on custom courseware, deal with poor student to teacher ratios, etc. I find that the quality of the educational experience that I received at Douglas College to be superior, and it cost half as much. In addition, I am VERY displeased that my college GPA does not transfer to SFU, thereby penalizing students with high academic standing, and rewarding those with lower standing.

- Some professors are just so horrible. Have someone who can ACTUALLY teach? Not like this note will have effect WHAT'S SO EVER. bye
• That i might have to take on extra courses to fulfill the new required courses needed to obtain a BA (eg W-classes etc) and also, that i might have to add on an extra year to finish taking some of the lower division courses that i need for my degree that i didnt take at my college because i was not aware i needed them.

• In Visual Art Program, the studio courses (for example: FPA 160, 161, 260, 261, etc.,) are offered in too limited spaces and semesters. This really took more than 4 years for a student to complete this program. Secondly, I understand all SFU's summer semester will have reduced courses offered in different faculties. However, I MUST believe the School of Contemporary Art offered the least amount of courses in summer semester as compare to other faculties. Which make students feel frustrated and outrageous about the amount of courses offered in EVERY summer semester - ONLY 5 FPA COURSES ARE OFFERED IN SUMMER SEMESTER 2006 IN THE WHOLE SCHOOL OF CONTEMPORARY ART AND NONE OF THESE 5 FPA COURSES FOR VISUAL ARTS STUDENTS. This is a very serious problem of an university and it is absolutely lack of support and administration toward School of Contemporary Art. In fact, please take a look at those old and temporary portable buildings besides B-Lot. How could this kind of facilities and equipments satisfied the needs of students in School of Contemporary Arts? The facilities and equipments are not even supporting the students to study in this field. In addition, those protable buildings are “TEMPORARY” since the year of SFU open until today. This is not only a problem; this show this university ABSOLUTELY not even care about this department - The School of Contemporary Arts. This extreme lack of courses and facilities created an instant problem for a student to complete his/her degree in Art related fields; and it leads to a direct problem for their future with this kind of delayed studies schedule and a series of problems.

• I was hoping to take 5 classes this semester but was not allowed because I have a limit of 18 credits per semester (one more class would have made it 19 credits). I am doing a joint major in history and humanities and often times these courses have conflicting times.

• My main concern is that there are no services to assist a transfer student with a completed degree from a local college namely Langara. There is no assistance for a mature student either. I ended up resorting to lower level courses, paying higher tuition fees, less services than college, inadequate TA's professionalism in the smaller tutorial sessions (same size at college but run by an experienced teacher), administrative challenges consumed a huge amount of my time when I first got to SFU (delays in recording marks - not recognizing courses taken at Langara such as Peace and Conflict Studies which is designated as General XX)...this list goes on and on with respect of figuring out the administration at SFU.

• Many evening courses are offered too early (5:30 pm) and this gives people who work very little time to get to school. Another concern is that is that most events, seminars, etc. are pretty much only accessible to students who do not work or who are available to attend during business hours. It is too difficult for people who work to attend any of these important seminars and other events because of the time at which these are offered.

• the school seems unorganized.

• when i can get into my program and how the co-op program will help me get the experience I need for my field.

• Having a pretty hard time

• I find the some students have difficulty with the concept of academic integrity. I also don't like the fact that there is so much scaling. There should be a minimium standard that must be met.

• My biggest concern about the academic experience at SFU is the poor spoken English skills among my classmates, teaching assistants, and sometimes even professors. When you can't converse with your classmates, it makes group work and other vital parts of your
education more difficult. There has to be stricter spoken English requirements for students and TAs.

- Not much activities
- Just trying to get into BBA @ Surrey right now, attempting to get through all the pre-reqs.
- Whu some teachers still don't use powerpoint shows? Why printing is so expensive and printers so old.
- Better "student-life" required (ie:events,etc).
- Transfer program from BCIT Chemical Science Technology program needs work.
- I hope that my degree from SFU will be able to help me get into a good grad school.
- hard :(  
- open labs for math, and physics courses are packed and there are not very many helpful TAs
- I wish that the Fine Arts programs (films in particular) is not as restricting as it currently is. They are passing by a lot of talents because they focus on GPA too much. When we're speaking of artists, we must account for the possibility that not all of them work well within the limiting confines set by the university. I believe that is stifling creativity.
- I find that SFU is associated with too many websites. I am referring to www.sfu.com, my.sfu.ca, go.sfu.ca, LON-CAPA, Gradebook, webct, etc. I feel it would be a lot more convenient to combine everything into one system, instead of having so many. It almost seems ridiculously unnecessary. I also think it would be good to have all course websites follow a consistent template. This would make navigation much easier and more efficient. It would also be beneficial to all to have the SFU website(s) redesigned with web standards, using valid CSS and xHTML so that all browsers can view the content in the same way.
- This place is very isolated and strongly needs plans and new structures for students to have a real social life. And I felt at a several times that there are pre-requisite courses I must take but they only offer them once a year. What a heck is that about! It seriously impedes my learning. Then I started to regret that I didn't choose to go to UBC, where there are more resources of finance, teachers, classrooms, studios and many more interesting courses on various subjects. [****]!!
- I am dissapointed that many of my college courses are not considered equivalent to SFU's classes, even though I have noticed a lot of overlap in the materials being taught.
- provide more campus jobs for international studnets, not only for Canadian students.
- Can high level courses for one major be counted for another major?
- The only thing I can think of is the Centre for Dist Ed should come up with resolution in cases where students whose papers were honestly lost in the mail. Because believe it or not, it does happen. For instance, I had my term paper lost in the mail, and my computer crashed, so I lost all my data, however I did have proof that I handed my assignment in on time and although it was eventually proven that what happened to me was authentic, because the Centre never received my paper, I ended up with the first F I ever got in my entire academic careeer since, well ever. This in my opinion is totally unfair because the F was not a real reflection of my academic ability nor was deserving on my part. I have requested that a grade of N be recorded instead of the F, as I thought it reflected my situation more accurately in that I never actually got a mark for my term paper cause it was never marked! But was denied and so I just think that this is a serious matter and should be taken seriously, cause it does happen, although it is probably rare, but can still happen. I am living proof of that and hence, something should be done to rectify this problem so that nothing like this would happen ever again.
- Kind of confused about the credits... are each course 4 credits each or... 3 credits each?
- It is difficult for autistic people to attend University. Course outlines seldom convey the learning style required. There is little context to University other than money and
employment. Tuition is too high for autistic people to succeed; I am poor and work/school 6-7 days per week. When I started at University, I expected to come to a place of learning. I was mistaken.

- I am uncertain if I am in applied sciences or arts and social sciences: Communications?
- The quality of the courses offered relating to their relevance to useful knowledge upon graduation is not that the level it should be. The quality of lecturers with regard to their ability to teach and to lecturing abilities are poor. The student evaluations are not taken seriously - the feedback given results in no change. The abhorribly low admittance average from highschool and elsewhere is resulting in a lower level of teaching material and lower quality of students at the output.
- transferring from Alberta to SFU is terrible. Transfer credits are not addressed adequately
- there was little help available to provide direction in terms of deciding on degrees and helping to determine a career goal, little learned in terms of applied knowledge and experience that can strengthen your resume, lack of availability in courses, not enough distance courses available for the working student, very expensive with little career prospects after graduation
- In BA, with a dangerously low GPA, and need to get into BBA. Not interested in taking any science related courses. I have no idea what to do with my education/life. Overall academic experience at SFU, I would have to say horrible!!!
- not much help
- i don't find it fulfilling and I don't feel that it is preparing me for life after graduation. I see my time at SFU just as time it takes to get a degree. Nothing more.
- This space is too small for me to discuss my concerns. Overall I am quite satisfied with my academic experience.
- The discrepancy between the amount of lecture time allotted per class at SFU is less than the lecture time per class at UBC. One hour less per class per week on average. I emailed to find out why the two schools are so different and I never received a reply. I find this difference to be huge and I was very disappointed that I did not receive a reply to my inquiry. I understand that they may not know the answer but a reply to acknowledge my concern would have been nice. I take pride in my school and I would like to know why it is that it differs from a neighboring competing school.
- Critical thinking is fairly important, it distinguishes a degree in university and a diploma in technical school.
- I find that the administration's decisions to spread SFU out over three municipalities [Vancouver (Centre for Dialogue, Harbour Centre etc...), Burnaby (Emily Carr and The Hill), Surrey] when combined with the reliance on distance classes and the shrinking per-capita common space, is turning SFU into a degree mill. We're not held in high esteem as is, and this doesn't help. I'm less inclined to do my MSc here than I was when I first came here. I'll probably go to UBC.
- Definitely need to see an academic advisor about learning how to get into the Education program after getting a degree in the arts.
- Profs need to better trained with AV equipment. Some profs spend to much time setting up simple things like their Mic/volume/powerpoint. Some dont even use any of these, which is ridiculous considering some of the class sizes in 100/200 level courses. Also, group work should only be mandatory in 100 level courses. Anything above that level, students should be given an option whether they want to work as a group or individually.
- At times I feel that I am so focused on getting the grade that I forget about the whole learning experience. I feel that all I've really learnt about school is how to cram for an exam. It doesn't feel that it is preparing me for the future.
• Parts of the administration are ineffective, not equitable and inefficient. I am not saying the employees are, rather the proceeses and guidelines. I have 45 transfer credits that still aren't being excepted, which is completely ridiculous. There is no way I'm going to do an extra 2 years to get a degree. Ther eason I have been told is that my courses "overlap"SFU courses. Clearly, this decentralized transfer credit process is futile. I have several other examples if you want to hear them...I've written them in the school paper.
• dead social atmosphere, and what were people thinking of putting a school on top of a mountain! worst place to commute.
• Spring 2006, RCB 6206. Noisy construction going on right outside classroom all semester. Kudos to whoever authorized that. Very enriching educational experience.
• The open labs (workshops) are not open for enough ours per week. I am specifically talking about the Physics Workshop/Open Lab and the Algebra Workshop/Open Lab. The workshop/open lab is a great idea, but it needs to be open for more hours since there are so many students that need access to it.
• I sincerely hope that I don't pursue a BA and fall in to the "artist's trap" by not being able to get a job. I have yet to ask for Academic Advising, but my greatest worry is that I'll never use my talents for public speaking because employers see me as another starving artist.
• My first language is not English. I am not very confident about my English.I am not sure if my English is qualified for me to perform all the courses very well. I just think language is the biggest problem for me.
• When the psychology department changed many upper level psychology courses from 4 credits to 3 credits I feel this affected many students in a negative way and that students were not given enough voice on this issue.
• It is very important to know the Canadian cultures and society.
• academic costs are rising so much i have no money to eat of live with. distance education has become so crowded that no one goes to classes any more. class times are so limited
• lack of future career opportunities for international students
• Students don't usually take 15 credits per semester, which results that many students have to take courses in the summer semester too or otherwise they would have to graduate after more than 4 years of study.
• Although the majority of the students' age 18 to 24, there are a number of active senior (Age 65+) students who need large prints for their studies. It would be really helpful, if this consideration is included in the course material provided. Afterall, SFU does has its own publishing and printing department.
• Need more language courses to transfer to MA studies. Need more courses to transfer to UBC.
• My academic experience at SFU has not been very reassuring.
• In general, I think not enough people fail classes. Grade inflation is particularly problematic when considering the low end of the scale: many people who get C's and D's should be failing. The result of this problem is that classes tend to be full of people who are stupid and/or uninterested. Another huge problem: classes which are taught in English are often full of people who cannot speak English even to a minimally acceptable extent. This problem is particularly problematic because of how widespread it is. The illusion is created in the instructor's mind (I am a TA, and include myself) that, because it is so common for a student to have a tenuous ability to express him/herself, it is therefore normal and acceptable. But it is neither. This may be the biggest problem facing the quality of education in the University, and the meaningfulness of the grades and degrees it meets out.
• The competition is very fierce.
• distance education - resources not available for help. Communication through email is no always answered, and if so replies are too slow. Overall, education is very impersonal. Campus experience is only go to school - lecture/lab/tut./leave...
• that I won't get a job after!
• Will I get a good paying job after my degree?
• Support for students at SFU is crap, and so are our academic standards. It's just paying for degrees. Way too many people without any skills are getting second class grades, and the rewards for excellent performance and academic ability are dwindling with each year.
• Entry into CS seems far too easy now with a 2.6 minimum GPA requirement. When I transferred in in 2002 it was 3.0.
• Library use: the library is huge and I don't know who to talk to for information, and I'm not sure how to use the resources I know are available.
• It is not helping me to build connections for the workforce in regards to pursuing my career (i.e. gov't opportunities)
• I feel that the PDP program does not fulfill their job in providing students with adequate support and parameters while doing the work for teacher certification. Further to this, I feel that unless the students in their care are in physical or emotional jeopardy then no one who is doing the work through the PDP program should fail. In fact, if they do fail I would have to say that this would be the fault of the faculty and school associates and reflects poorly on the service that SFU is offering. Further to this, if a student is forced to withdraw even though they have completed the work as outlined in the 401/402 and 405 course load why should they be penalized another 2500.00 dollars to complete a course they would have gladly finished given the opportunity. In conclusion, I think that what is being taught through the PDP course is not demonstrated in the quality or depth of the information given to teachers in training.
• The center for disability doesn't seem to offer much for those with learning or mental illness disabilities.
• In first year courses too many people cheat on exams which inflates the average mark thus reducing all honest students effective grades.
• I wish there was more of a sense of community at SFU.
• I think that it is ridiculous that I am forced to take 24 credits a year to remain on the football team. I am not a student that can handle all that so I am being forced to choose between my dream of playing football or my school work and have no time left for my young family.
• I have often felt that my studies at SFU won't prepare me adequately when I enter the workforce after graduation.
• I am unaware of some job opportunities that may arise after graduation; I am afraid I won't be able to find a job.
• No concerns. I just seem to be getting more and more difficult to get a good job after graduation with only a bachelor of arts. It often takes more than that these days to get where you want to go. I think the co-op program is a great opportunity.
• I need to learn how to look for classes that are open when registering as I need to take night classes and the classes I want are often full when I go to register, or not available at night. Distance classes are okay but I do not learn as well as being immersed in a real classroom. SFU will not except 1 year's worth of credits from UVIC, and am seriously thinking of transferring to UBC, which would be sad because I really like SFU.
• I am concerned that I won't be able to get a specific job after I graduate even though SFU is providing me with very broad skills.
• More community events and activities would make the experience much better.
• Concerned with whether or not my degree will sufficiently prepare me for my future career.
• Not enough open lab times/office hours available for help that fit into my school schedule.
- It is difficult to transfer faculties within the school, and there is too much of an academic emphasis at the school; nothing is placed on other forms of involvement.
- Great communications faculty. Excellent instructors, excellent program, best choice I have ever had. The only problem I have with SFU is that my beloved left-wing-inclined uni is becoming a sell-out, offering privatized education to international students and that international students pay a lot to come here and are often refused scholarships and bursaries. Bloody do something about it already. I paid $4500 for 10 credits and I do everything to scrimp and save so that I don't burn a hole in my parents' wallet (and they don't own a bank by the way). I know other international students who starve because they are often broke. My name is [student's name], I work hard for my 3.5 GPA and nobody wants to [****] give me a bursary.
- I find that SFU does not offer a lot of information for how we can use our degrees in certain careers. Also, it is unfortunate that SFU does not provide any (besides the few) programs such as nursing, pharmaceutical sciences etc. I believe this would be beneficial as it would allow students to focus their studies in a certain field that they may be interested in. However, if students want to go into one of these programs, and also like the environment at SFU, they are forced to choose between leaving SFU or not pursuing their program of interest.

Positive Comments:
- In terms of the availability of seats in courses in SFU, I found it quite miserable. Around half of the courses I attempted to register were full and no longer opened. 30% put me on waitlist, 10% of them I need to email the advisor for a seat and so only 10% of the time were enrolled successfully. It always takes me at least 1.5 hours for enrollment. Even when I have declared my major, I still have trouble enrolling courses. This is my second last semester and I was totally amazed that I had so much trouble with enrollment. I sent out several email to advisors from different departments and asked for seats for my 2 courses, and asked questions regarding the status of 3 other courses. The newspaper sent out was not accurate all the time, even the outline on the website might not be correct. Enrollment has become a frustrating task for me. I just wonder why is it so difficult to get the courses that I want. I heard that it is a problem for many of my friends in SFU, so I wonder who took the seats? Other than this, my academic experience in SFU is great. People are being nice and helpful, especially the advisors. My impression for SFU is getting better and better.
- Too much academic pressure to re-gurgitate information and research old theories and ideas. Not enough time or opportunities to develop individual, original thoughts. University is supposed to be breeding grounds for new ideas. In addition, there is no need for those new writing intensive courses. University is already intense enough, student will only avoid taking these courses, until of course they become mandatory for degree req. On a positive note, the new SFU gym is out of this world FANTASTIC! Finally money well spent... now if we could only spring for a couple of cans of paint to spruce up the old campus; that'd be peachy.
- Some profs are great (as in the best I have ever experienced at university) but others teach so poorly that I'm finding for the first time ever I need a tutor to help me through the class.
- Many of the course are repetitious. An example of this is International business & international marketing (essentially the same course). Although the course titles and descriptions are different, the basic material is the same. It really feels like a waste of time and money. Currently a fourth year student, I now realize how awful some of my first and second year t/a's were. Some could barely speak English let alone understand how to utilize any kind of pedagogical model or framework (especially econ t/a's, they were by far the worst). In the business faculty many of the courses are fragmented, there does not seem to be much of an attempt to pull together the most valuable information into a few select
courses in order to implement and better understand all the material. Although 478 is doing a pretty good job of it, more courses like that, with greater technological implementations, are required to compliment all the arterial knowledge acquired during the first 2-3 years of study. The school is blessed with some great profs, not all of which are tenured or even tenure track. I've had many a great sessional prof. For the business faculty anyways, it's always great to see profs that actually have business experience and first hand knowledge of the subject material they are talking about. At least to me it seems to give them more credibility.

- appreciate the opportunity and enjoying it immensely.
- so far I am very satisfied with my experience at SFU
- The teaching needs improvement. I think longer classes would help; instructors can discuss topics in more detail. I'd like to see more professors who actually care about how their students are doing in their course - some already do.
- thank you
- at the moment, i'm pretty content with how things are going at sfu.
- I find SFU a great place to study and have fun. In university, all study is self-study with assistance from teachers.
- It has been a good experience to be a student at SFU. Schoolmates are nice, in general. I am able to get help when necessary. I guess I have learnt what I expected, and maybe more.
- My classroom experience has improved over these three years.
- TAs are often very good but often very bad. Seems like there is no proccess for their acceptance or evaluation and no training is provided for them.
- I do not really have any concerns with regard to my academic experience. However, I want to share my experience of doing a research. I went to the East Hasting and interviewed the business owners and residents, and I was asking for different perspectives and feelings about those drug addicts in Eastside Vancouver. and the experience was just fun and creepy. I am a new student of TechOne at SFU, and I've already started doing face-to-face like students who are in year 3 or 4.
- It's okay so far.
- While I like the fact that SFU encourages diversity through it's degree requirements, these diverse course loads can work out to be heavier academic course loads than other institutions.
- So far so good
- I find that instructors in general are helpful and informative. Administration wastes my time and money, there is too many hoops to jump through at SFU taking away from the actualy education part of the experience.
- This space is too small for me to discuss my concerns. Overall I am quite satisfied with my academic experience.
- Currently, the system is great. However, I am concern with the new W and Q system. How effective will it be? Can it really serves its purpose?
- the only I don't like are TAs instead of professors - I always try to take courses where the prof does the lecture and seminar - much more interesting and valuable - also better when they grade you rather than TAs - also the tuition is way too high - currently I am employed fulltime as a Bby teacher and unable to make the minimum payments on my loans per month - I owe approx $65K - the education for my BA and PDP was fantastic
- 20% courses are excellent. 10% courses are real tuff, not because the content is hard to learn. Some professor takes advantage on teaching basic to show course content very easily, but the three hours final exam is just out of course content too far away, which may make the course score curve nice.
I'm very buoyed by it. I think the CMNS department is rather behind the times in regards to new media which is like having a Gutenberg workshop next door and a Luther hammering in protest to every door and not really paying attention, but I've been able to focus on it all the same if to the detriment of my GPA. I very much like the department other than that, am having a lot of fun and excited to continue on to the end.

The open labs (workshops) are not open for enough ours per week. I am specifically talking about the Physics Workshop/Open Lab and the Algebra Workshop/Open Lab. The workshop/open lab is a great idea, but it needs to be open for more hours since there are so many students that need access to it.

I am very satisfied and have no concerns.

It does educate you on your career choices, or things to consider for grad school or professional school. I found the English courses to be marked very subjectively, depending on the TA or prof. Some profs should not be teaching because they just don't know how. Some can be both good researchers and teachers, but not many. A better system on determining who should be teaching large classes should be developed.

It's a hard transition from high school. Your grades certainly drop. It's part of the learning experience though and I guess that'll be very helpful in the end. I really like how we are encouraged to learn something new and get out of our comfort zone. I like the practicality of some of my courses too.

I really appreciate the course/prof evaluations at the end of the semester. I appreciate the accessible computer labs and variety of resources available in the student building. I have also only had excellent experience with the SFU libraries.

So far everything seems pretty good except getting some teachers that are not as good as I would expect for some courses.

the courses are very practical

so far so good

I am generally pleased with my experience at SFU, however, I wish that the school would streamline some of the program requirements, so as to reduce the effort required, while still maintaining a diverse and interesting curriculum. This is a difficult task, but one that SFU should be up for.

I am satisfied with my academic experience at SFU so far.

My experience has been great so far

No concerns. I just seems to be getting more and more difficult to get a good job after graduation with only a bachelor of arts. It often takes more than that these days to get where you want to go. I think the co-op program is a great opportunity.

I need to learn how to look for classes that are open when registering as I need to take night classes and the classes I want re often full when go to register, or not available at night. distanceclasses are okay but I do not learn as well as being immersed in a real classroom. SFU will not except 1 years worth of credits from UVIC, and am seriously thinking of transferring to UBC, which would be sad because I really like SFU.

I am concerned that I won't be able to get a specific job after I graduate even though SFU is providing me with very broad skills.

not much feedback given. not retained much specific course information, but learned how to think. very helpful.

Pretty good. I don't have much to compare it to, so what can I judge? Although, I never thought I'd say this, but I actually wouldn't say enjoy- am finding FAN X99 helpful

so far so good

Great communications faculty. Excellent instructors, excellent program, best choice I have ever had. The only problem I have with SFU is that my beloved left wing-inclined uni is becoming a sell-out, offering privatised education to international students and that
international students PAY A LOT to come here and are often refused scholarships and
bursaries. Bloody do something about it already. I paid $4500 for 10 credits and I do
everything to scrimp and save so that I don't burn a hole in my parents' wallet (and they
don't own a bank by the way). I know other international students who starve because they
are often broke. My name is [student's name], I work hard for my 3.5 GPA and nobody
wants to [****] give me a bursary.
• Besides 2 bad profs I have had a great time in MBB. I like how I can take a few classes in
other faculties.