

2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	University of Western Ontario
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Consistent with the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

Where possible, to help streamline the 2011-2012 MYAA Report Back process, the Ministry pre-populated **University of Western Ontario's** 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2010-2011 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry in **University of Western Ontario's** 2011-2012 MYAA Report Back is denoted with the symbol (+).



1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2011 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2011-2012 fiscal year.*

University of Western Ontario's the total Headcount enrolment count in 2011-2012 = **30,143**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment reported by **University of Western Ontario** to the Ministry for 2011-2012 = **25,317**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment reported by **University of Western Ontario** to the Ministry for 2011-2012 = **4,740**.

Please indicate the number of students under the age of 18 (age as of November 1, 2011) from the total Headcount enrolment reported by at **University of Western Ontario** to the Ministry in 2011-2012 = **80**.

* The space below is provided for **University of Western Ontario** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount.

The sum of the 3 age bands is 30,137. There are 6 students who have an unreported birth year.

Please provide one or more examples, in the space provided below, of highlights from *University of Western Ontario's* Enrolment Management Plan that *University of Western Ontario* used during 2011-2012 to manage enrolment.

Strategic Enrolment Planning is a key element in the University's overall approach to integrated planning. The following are specifics of our enrolment strategy:

Our highest priority is to maintain and enhance quality.

Continuation of our common minimum entrance requirement across programs. Thus, student demand drives program-specific enrolments.

Increase our first-year international student enrolment from 150 in 2010-11 to at least 400 by 2014-15.

Provost will continue to encourage Faculties to develop upper-year undergraduate programs, including 2 + 2 programs and partnership arrangements.

Graduate expansion continues to be a high priority. Therefore, we will work to increasing the relative proportion of graduate students from the current level of 17%.

http://www.uwo.ca/univsec/senate/minutes/2010/r1011scup_app1.pdf

2) Under-Represented Students: Students with Disabilities*, First Generation* and Aboriginal*

DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of **University of Western Ontario's annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).*

**DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.

Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).

**DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.*

*NOTE: Please do not include International Students in the calculations below.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at University of Western Ontario who registered with the Office for Students with Disabilities and received support services in 2011-2012= <u>1,165</u></p> <p>Please calculate the total indicated above as a comparative % of University of Western Ontario's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>1,165</u> ÷ <u>30,143</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>3.9</u>%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at University of Western Ontario who registered with the Office for Students with Disabilities and received support services in 2011-2012 = <u>309</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at University of Western Ontario in 2011-2012= <u>2,998</u></p> <p>Please calculate the total indicated above as a comparative % of University of Western Ontario's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>2,998</u> ÷ <u>30,143</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>9.9</u>%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at University of Western Ontario in 2011-2012 = <u>256</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at University of Western Ontario in 2011-2012= <u>327</u></p> <p>Please calculate the total indicated above as a comparative % of University of Western Ontario's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>327</u> ÷ <u>30,143</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>1.1</u>%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at University of Western Ontario in 2011-2012 = <u>10</u></p>

* The space below is provided for **University of Western Ontario** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students.

First Generation: Students self-identified as FG on one of the following: current or prior OUAC application, survey at Summer Academic Orientation, and/or on Western's financial aid application.

Students with Disabilities: must self-identify. Students with Disabilities must provide documentation to the Student Development Centre's Services for Students with Disabilities

Aboriginal Documentation: On your application you have stated you are Canadian Resident Aboriginal. Please submit a scanned copy or a legible faxed copy of both the front and back of your Certificate of Indian Status, Metis status or Inuit status card to: Indigenous Services via is.staff@uwo.ca , 519-661-3357 or mail to: Indigenous Services, Student Development Centre, Room 2100, Western Student Services Building, The University of Western Ontario, London, ON, N6B 2A3. Your proof of status will be verified by the University. If you have circumstances that have prevented you from obtaining documentation, you are encouraged to contact Indigenous Services for assistance. If you are not Aboriginal, please contact the Admissions Office to have this requirement removed.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving University of Western Ontario's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by University of Western Ontario to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving University of Western Ontario's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by University of Western Ontario to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving University of Western Ontario's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by University of Western Ontario to be an innovative practice, success story and/or key accomplishment.</p>
<p>1. Services for Students with Disabilities (SSD) arranged academic accommodation and related support for 1,520 students in 2011-12, which is a 3% increase over the previous year. Larger increases since 2010-11 occurred for students with acquired brain injuries (38%) and psychiatric disabilities (13%). The largest groups consisted of students with learning disabilities, attention deficit disorders, psychiatric disabilities and multiple disabilities, who also require extensive services.</p> <p>2. SSD successfully provided alternative format textbooks for 16% more students than in 2010-11. The number of students who received these texts has increased by 114% over the last five years.</p> <p>3. SSD worked with MTCU and representatives from five other disability services to further develop a system to facilitate the sharing of digital textbooks among publishers, universities and colleges. The pilot phase of this project was successfully completed this summer, and the new system will be available this fall for disability services at publicly funded Ontario universities and colleges.</p>	<p>For the past number of years, Western University has been working with First Generation students in a variety of programs. We have offered first generation students support through our First Year Resource Centre; advising through our First Generation Coordinator and mentorship through our GPS: Guide to Professional Success Program. This program benefits FG students who do not have an understanding of, or contacts in, a variety of career areas that lead from university education. As a result, career decision- making of FG students will be improved by the “real world experience” shared by their mentors.</p> <p>In 2012-2013 we are adding an additional program to our First Generation programs, called Western INTEL. This is a seminar series for first year, first generation students that will help them build confidence, emotional intelligence and leadership skills in a supportive and interactive environment.</p>	<p>The Indigenous Services (IS) Access Transition Opportunities (ATO) program provides academic, personal and cultural supports and resources that address the access, transition and graduation needs of Indigenous students.</p> <p>The 2011/12 academic year included a 13.2% increase in first year student participation in the ATO program, and an increase of 41% in total participants (first, second and third year students). There was also an increase in the number of Teaching Assistants providing academic resources (the Faculties of Arts and Humanities, Health Sciences, Social Science and Science provide 7 GTA's to support the program and 5 tutors are provided through Indigenous Services) as well as an increase in students accessing TA/Tutor support. The program also showed an increase in retention rates (88.4%) for first year students and an increase in graduation rates (7 out of the 21 students graduating from undergrad Studies were ATO participants).</p>

3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, **University of Western Ontario** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines.

NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **University of Western Ontario as of July 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$7,592,491(+)	3,473(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$4,705,661(+)	1,958(+)
Total SAG Expenditures Reported by <i>University of Western</i>	\$12,298,152(+)	5,431(+)

Did **University of Western Ontario** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?

Yes

*The space below is provided for **University of Western Ontario** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.

Yes, the University of Western Ontario met students' tuition/book shortfalls as set out in the 2011-2012 SAG Guidelines.

Information submitted by students on their financial aid application was cross-referenced with each student's SAG amount as provided by the Ministry in the daily download file. A bursary was provided that equaled or exceeded their SAG amount,

For students in first-entry programs who were not required to submit a financial aid application, a bursary equaling their SAG amount was provided automatically. Students were notified in November and their bursaries were paid out in early December.

All assessments, notifications and disbursements were successfully completed within the prescribed deadlines.



4) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2011.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2007	44576 ⁽⁺⁾	5725 ⁽⁺⁾	1010 ⁽⁺⁾	179 ⁽⁺⁾
2008	46677 ⁽⁺⁾	5870 ⁽⁺⁾	896 ⁽⁺⁾	176 ⁽⁺⁾
2009	46359 ⁽⁺⁾	5884 ⁽⁺⁾	886 ⁽⁺⁾	192 ⁽⁺⁾
2010	47307 ⁽⁺⁾	6127 ⁽⁺⁾	916 ⁽⁺⁾	171 ⁽⁺⁾
2011	48984	6406	1542	192

*Transfers from publicly assisted colleges in Ontario

NOTE: OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that:

- *the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;*
- *a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;*
- *only includes full-time students applying and registering in the fall to the first year of a university program.*

The Ministry encourages **University of Western Ontario** to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, **University of Western Ontario** should report institutional data which includes data from OUAC and other sources.

Year	University of Western Ontario's Total Applications	University of Western Ontario's Total Registrations	University of Western Ontario's Transfer Applications	University of Western Ontario's Transfer Registrations
2010	N/A(+)	N/A(+)	N/A(+)	N/A(+)
2011	0	0	0	0

*The space below is provided for **University of Western Ontario** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Transfer applications and registrations - Institutional data.

Please provide one or more highlights, in the space provided below, of an activity that *University of Western Ontario* used in 2010-2011 and which contributed to maintaining or improving *University of Western Ontario's* efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by *University of Western Ontario* to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc), a success story and/or a key accomplishment in each of the following categories:

4.1) Expanding Transfer Pathways excluding collaborative degree programs without transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, projects to facilitate course-by-course transfer in General Arts and Science diploma programs, pathway projects to support university to university or college to college transfer, etc.)

Western began laying the groundwork for undertaking an initiative to become more transparent with exact equivalencies and have identified 20 high impact courses with our largest university partners (6 universities) which represent 50 – 60% of university students transferring to Western over the past two years. Also, Western continued to review current and research new articulation agreements with external colleges and universities. This resulted in not only the renewal of a number of our existing agreements such as Early Childhood Education, Social Service Worker, and Child and Youth Worker, but also the creation of, or the beginning of the creation of, other agreements including Computer Science, Foods and Nutrition, First Nations Studies, Human Resources, Police Foundations, General Arts and Science and Chemical Laboratory Technician with Colleges such as Fanshawe, Lambton, Sheridan, Seneca, and St. Clair Colleges. In addition, Western participated in a project to develop a bridging program for college students in particular programs wishing to pursue a degree in Environmental Science at Western but who may lack some of the entry requirements to be admitted to that program. Western continues to identify and pursue the development of additional articulation agreements.

4.2) Providing Support Services for Transfer Students (including student transition experience/activities and supports to promote student success)

Western is committed to supporting transfer students through their educational career at the University and we continue to identify opportunities for improvement to our services in order to increase the support available to this group of students. Some of the activities we have undergone include: building on a transfer student orientation program to assist with student transition and education this group of students of the processes, such as online course registration, that they will need to be familiar with in order to work through the administrative components of being a student at Western. Encouraging students to seek academic counselling for course selection and program planning; we provide them with the contact information of these individuals as part of that promotion. Huron University College developed a Transfer Student Transition Counsellor to be a central point of contact for transfer students. In addition, Western created a Transfer Credit Specialist position on its Main Campus to investigate current processes and make recommendations for improvements to the process. This individual has consulted with Associate Deans and Academic Counsellors from the various Faculties at Western not only to gain an understanding the road blocks they experience as employees of the university mandated to assist students, but also with any difficulties they can identify students experience once they arrive on campus and work to obtain their degree. We began the investigation and development of the admission assessment functionality of our software to improve services for students and reduce admission decision response times. We also began to review our current formal and informal policies around the granting of transfer credit and admission requirements to question whether we are recognizing transfer students previous education to the fullest extent possible.

All transfer students admitted to first and second year are invited to attend Summer Academic Orientation. Transfer students are able to select and register for courses with an academic counsellor, learn about Western's support services and university life, and participate in campus tours.

Western also offers multiple sessions for Transfer and Mature Students. If a transfer student is unable to attend Summer Academic Orientation, they can opt to attend one of our Transfer and Mature Student events. We ran four orientation events this past year, and students were able to select which format best suited their needs.



For 2012-2013, we are developing some online tools to better assist transfer students who are unable to attend any of our in-person workshops and sessions.

4.3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways

Western began to attend additional college recruitment events to provide direct access to transfer specific information and promote Western as a destination for transfer students. Western also increased its advertising initiatives to include transfer specific advertisements in college student handbook. Western also began the brainstorming stages of updating and expanding the information presented on its websites to increase transparency of the transfer process as well as credit eligibility, timelines and expectations.

5) Class Size

Per the 2011 Common University Data Ontario (CUDO) report for Fall 2010, the percentage of *University of Western Ontario's* undergraduate class size for first entry* programs was:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	124 ⁽⁺⁾	34.1% ⁽⁺⁾	493 ⁽⁺⁾	46.2% ⁽⁺⁾	430 ⁽⁺⁾	56.3% ⁽⁺⁾	408 ⁽⁺⁾	76.4% ⁽⁺⁾
30 to 60 students	46 ⁽⁺⁾	12.6% ⁽⁺⁾	274 ⁽⁺⁾	25.7% ⁽⁺⁾	248 ⁽⁺⁾	32.5% ⁽⁺⁾	99 ⁽⁺⁾	18.5% ⁽⁺⁾
61 to 100 students	40 ⁽⁺⁾	11.0% ⁽⁺⁾	141 ⁽⁺⁾	13.2% ⁽⁺⁾	47 ⁽⁺⁾	6.2% ⁽⁺⁾	20 ⁽⁺⁾	3.7% ⁽⁺⁾
101 to 250 students	103 ⁽⁺⁾	28.3% ⁽⁺⁾	123 ⁽⁺⁾	11.5% ⁽⁺⁾	32 ⁽⁺⁾	4.2% ⁽⁺⁾	7 ⁽⁺⁾	1.3% ⁽⁺⁾
251 or more	51 ⁽⁺⁾	14.0% ⁽⁺⁾	36 ⁽⁺⁾	3.4% ⁽⁺⁾	7 ⁽⁺⁾	0.9% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
Total	364 ⁽⁺⁾	100.0% ⁽⁺⁾	1,067 ⁽⁺⁾	100.0% ⁽⁺⁾	764 ⁽⁺⁾	100.0% ⁽⁺⁾	534 ⁽⁺⁾	100.0% ⁽⁺⁾

* First entry programs include - arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above.

Please provide one or more highlights, in the space provided below, of an activity that **University of Western Ontario** used during 2011-2012, which contributed to maintaining or improving **University of Western Ontario's** class size initiatives. This could include a strategy, initiative or program viewed by **University of Western Ontario** to be an innovative practice, success story and/or key accomplishment that **University of Western Ontario** would like to highlight.

Attracting and retaining world-class faculty is the most critical part of Western's Best Student Experience. For 2011-12 the number of full-time faculty increased relative to the previous year and Western has dedicated a major portion of its current fund-raising campaign to an increase in the number of funded faculty Chairs – with a goal to have 20 new Chairs by 2015.

Science Discovery Café - improves the learning experience. Professors in Science and undergraduate Peer Leaders co-facilitate weekly meetings of first-year students to discuss interesting issues in Science as well as important aspects of the academic life as a student of Science. This initiative provides the opportunity to get to know professors outside of the classroom. Why is this important? Professors can become mentors for you and you might even be able to use them as academic references for graduate school or professional programs! Discovery Café helps to “shrink” the Faculty of Science – many students find that by being in the program they feel like Science is an amazing community of scholars and friends and it truly “made their university experience”

In-class lectures, seminars and labs are enriched with experiential learning that pervades the Western experience on-campus and off-campus and requires collaboration with local and global partners ranging from the business/ industry sectors to school boards, and from non-profit agencies to health care organizations. Programs in many Faculties have a practicum component (Health Sciences, Education, Medicine & Dentistry, Law, Social Science, and Information and Media Studies) and thousands of Western students pursue the “hands-on” component of their education in public and private venues throughout southwest Ontario.

6) eLearning

The Government of Ontario, in the recently released discussion paper, *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity taking place across Ontario.

In its 2010-2011 MYAA Report Back, *University of Western Ontario* provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, *University of Western Ontario* is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.



Course, Program and Registration Data

Based on the definitions provided above, provide *University of Western Ontario's* eLearning data for 2011-2012:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	288	10
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	11	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	299	10
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	20	0
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	20	0
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	10,931	109
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	1,317	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	12,248	109



*The space below is provided for **University of Western Ontario** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

The 'Courses Data' and 'Course Registration' data are calculated as half (0.5) course basis, where a half course is a one term course September to December or January to April. A full course (1.0) September to April session would have been weighted as 2 half courses.

Program numbers reflect the number of modules that a student could complete entirely online.

Hybrid Learning*

*A **Hybrid Learning course** is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half of the course delivery should be online.*

*A **Hybrid Learning program** is a program in which 80% or more of its courses are hybrid learning courses.*

In the space provided below, please highlight one example of **University of Western Ontario's** use of Hybrid Learning courses and/or Programs.

We currently do not track courses that are hybrid. All of our undergraduate and graduate courses can have an online component in the LMS. We currently have 2525 courses that actively use the LMS at Western.

Please provide one or more highlights, in the space provided below, of an activity that **University of Western Ontario** used during 2011-2012, which contributed to maintaining or improving elearning opportunities at **University of Western Ontario**. This could include a strategy, initiative or program viewed by **University of Western Ontario** to be an innovative practice, success story and/or key accomplishment that **University of Western Ontario** would like to highlight.

We view instruction both face-to-face and online as one of the most important function that we do at Western. To further develop online teaching competencies we have developed an online version of the Instructional Skills Workshop. This ISWO will be used to provide training in online facilitation skills that are crucial in online teaching. We believe ISWO training will make our online instructors more skilled instructors, and therefore our students more effective online learners.

7) International

7.1 Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **University of Western Ontario** had in 2011-2012:

- Outbound students* = 365

**DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.*

- Inbound students* = 348

**DEFINITION: Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **University of Western Ontario** in 2011-2012 = **\$34,118,910**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **University of Western Ontario** had outside of Canada in 2011-2012 = **\$3,901,326**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **University of Western Ontario** delivers courses and/or programs **abroad (outside of Canada)** in 2011-2012, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2011-2012	2011-2012 Total Enrolment by Program
Ivey School of Business	Hong Kong / Hong Kong	Executive MBA	52

*The space below is provided for **University of Western Ontario** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Initiatives.

Outbound students: The number of students reported above represents that number of students who took part in formal exchange programs. An additional approximately 500 students took part in short-term or long-term study work abroad for credit opportunities.

7.2 Enrolment

In 2011-2012, **University of Western Ontario** reported to TCU the following top 5 source countries for international students:

	Source Country	Number of International Students	International Students from Source Country as a Percentage of University of Western Ontario Total Full-Time International Student Enrolment ⁽⁺⁾
1.	China ⁽⁺⁾	1,086 ⁽⁺⁾	42% ⁽⁺⁾
2.	Iran ⁽⁺⁾	157 ⁽⁺⁾	6.1% ⁽⁺⁾
3.	India ⁽⁺⁾	124 ⁽⁺⁾	4.8% ⁽⁺⁾
4.	United States ⁽⁺⁾	109 ⁽⁺⁾	4.2% ⁽⁺⁾
5.	Saudi Arabia ⁽⁺⁾	108 ⁽⁺⁾	4.2% ⁽⁺⁾

University of Western Ontario reported to TCU that International Enrolment* in 2011-2012 = **2,586⁽⁺⁾**.

**DEFINITION: International Enrolment is the headcount of Full-Time university (undergraduate and graduate) students who are a not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2011, including students who are both eligible and ineligible for operating grant purposes who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).*

*The space below is provided for **University of Western Ontario** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

The number of students and source countries represent a combination of graduate and undergraduate students. The source countries at Western vary along graduate and undergraduate lines and recruitment approaches are different at the graduate and undergraduate levels. Recruitment at the graduate level relies primarily on the reputation and connections of our faculty. At the undergraduate level we identify emerging markets and recruit directly. Our top five source countries for undergraduate students are China, South Korea, Pakistan, Saudi Arabia, and Trinidad and Tobago.

Please provide **University of Western Ontario's** 2011-2012 Part-Time International Student Enrolment = 134

Please provide one or more highlights, in the space provided below, of an activity that **University of Western Ontario** used during 2011-2012, which contributed to maintaining or improving **University of Western Ontario's** international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The Provost established the office of Western International late in 2011. In June, 2012 a Vice Provost-International was appointed. This office will be responsible for institutional strategic international planning, which will include developing emerging target markets for international recruitment, providing a coherent strategy for Western students to engage in international education, providing a continuum of support for international students, and developing strategic international university partnerships.

7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **University of Western Ontario** in 2011-2012

= 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **University of Western Ontario** used in 2011-2012 to create pathways for *International students* from **University of Western Ontario's** ESL or FSL programming to postsecondary studies.

Western continued to work with Fanshawe College's ESL program and another private EAP program to offer conditional acceptances to students who were academically admissible to our programs but who did not have the necessary language skills. Of our international undergraduate students, 230 came to us through these programs.

Western will be launching its own ESL/EAP program in 2013 through its Faculty of Education.

*The space below is provided for **University of Western Ontario** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment and ESL or FSL.



8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

Effective April 1, 2010, Broader Public Sector organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have Code of Ethics and Procurement Policies and Procedures in place within the university that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

University of Western Ontario confirmed in its 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, **University of Western Ontario** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

University of Western Ontario confirmed in its 2010-2011 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2011-2012, **University of Western Ontario** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

University of Western Ontario confirmed in its 2010-2011 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, **University of Western Ontario** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **University of Western Ontario's** OECM purchases in 2011-2012:
400,000

Please provide one or more highlights, in the space provided below, of an activity that **University of Western Ontario** used during 2010-2011, which contributed to maintaining or improving **University of Western Ontario's** supply chain management. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

During 2011-2012 Western participated in a number of collaborative procurement contracts, some with OEM. Western's spend on OEM contracts includes Stationery Products (\$82,784), Xerox Paper (\$312,847) and UPS Courier (\$4,778) for a total of \$400,409. Western recently joined the Customs Brokerage OEM Agreement. Increases in the above contract spend coupled with this new agreement should push anticipated spend for 2012-13 to \$1.7 M. In addition, Western participates in collaborative spend in several categories totaling over \$37 M primarily from utilities and IT. A key accomplishment achieved as the decision to change our delivery model for stationery goods from an in-house warehousing operation to a vendor managed operation. A second major accomplishment was the awarding of preferred status to Bell as Western's preferred cellular supplier which included a large commitment from Bell to invest several million dollars in distributed and macro antenna systems to improve cellular coverage on campus.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities were to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The *Act*, through three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.



University of Western Ontario confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **University of Western Ontario** used during 2011-2012, which contributed to **University of Western Ontario's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **University of Western Ontario** to be an innovative practice, success story and/or key accomplishment.

New Procurement Policies and Procedures were developed and approved by the University of Western Ontario Board of Governors on Nov 24th, 2011. Although the Policy and Procedures were not approved until Nov., the Procurement Services team starting implementing and managing to the new Policy and Procedures April 1st, 2011.

During 2010/11 Western helped lead a COFO team to understand the requirements of the new BPS Accountability Act and more specifically the Procurement Directive. As one of the biggest changes between the Supply Chain Guidelines and the Procurement Directive was the requirement to competitive bid all opportunities for consulting services, Western developed a listing of activities that met the new definition of a consulting service and shared it with all the other universities in Ontario. This helped to ensure that all universities would have common classifications in terms of their definitions of consulting versus professional services to ensure compliance with the requirement to competitively bid all consulting service opportunities regardless of value. This document was well received by the other universities in Ontario

BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.



University of Western Ontario confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

Please indicate the address on **University of Western Ontario's** website where a copy of **University of Western Ontario's** publicly available Expenses Directive can be found:

<http://www.uwo.ca/univsec/mapp/section2/mapp216/pdf>

Please provide one or more highlights, in the space provided below, of an activity that **University of Western Ontario** used during 2011-2012, which contributed to **University of Western Ontario's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **University of Western Ontario** to be an innovative practice, success story and/or key accomplishment.

Western has updated the Travel and Expenses Policy 2.16 to comply with the BPS Expenses Directive. Expense rules with eight mandatory requirements of the BPS Expenses Directive are established in the new Policy effective January 1, 2012.

An Extensive communication and training plan was developed to educate the Western community and to clarify the new Policy requirements. Over 10 workshops, video presentations and online training were provided to make sure that Western faculty and staff are aware of the changes in the expense reimbursement process.

New compliance criteria have been built into Western systems to ensure control over all BPS mandatory requirements. Comprehensive audit processes have been established to monitor Western's compliance with the BPS Expenses Directive

BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including universities, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the university including appointees, board members, elected officials and employees.



University of Western Ontario confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that **University of Western Ontario** used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by **University of Western Ontario** to be an innovative practice, success story and/or key accomplishment.

The University of Western Ontario provides benefits that are in accordance with:

- the provisions of collective agreements
- insured benefits including pension plans and employee assistance programs available to all employees
- related to health and safety requirements such as protective equipment of glasses, clothes or boots

The University of Western Ontario perquisites have always been in accordance with the BPS Perquisites Directive.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2011-2012 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

***DEFINITIONS:**

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for **University of Western Ontario** in 2011-2012:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at University of Western Ontario with a Co-op Stream	0	0
Number of students at University of Western Ontario enrolled in a Co-op program	0	0

Please provide one or more highlights, in the space provided below, of an activity that **University of Western Ontario** used during 2011-2012, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **University of Western Ontario** to be an innovative practice, success story and/or key accomplishment.

Western University has given significant attention to Work Integrated Learning (WIL) in recent years, with a goal of expanding opportunities in three key areas: internships, community service learning, and job shadow. The Student Success Centre offers resources and support to faculty-based WIL, and 2011-12 saw marked growth in a number of programs, including:

Internships

In 2011-12, long-term internships increased by 25% in the Faculties of Science, Engineering, and Social Science. This was due, in part, to increased efforts by The Student Success Centre's employer relationship developers to promote the value of hiring Western students. A new, short-term internship program was introduced in the Faculty of Social Science to accommodate interest from students in degree-related experience during the summer months, as well as the demand from employers to access student talent on a limited-term basis. Future growth to Western's internship program will include the introduction of an international internship program in May 2013.

Community Service Learning (CSL)

In 2011-12, 7 new CSL courses were introduced across the disciplines that resulted in a 75% increase in student participation in CSL courses (444 in 2011-12 vs. 256 in 2010-11). A course of particular interest was Gerontology in Practice. 40 students were partnered with 9 local, health-based nonprofit organizations to work on projects that support seniors in the London community. This highly successful CSL course had students presenting their work to high level boards, such as the Age Friendly London Task Force, and resulted in a nomination for the Pillar NonProfit Innovation Awards under the category of community collaboration. Another course, Global Health Promotions, saw a group of 10 students travel to Mwanza, Tanzania to collaborate with local high school students and women's groups to raise awareness about the health benefits of probiotic yogurt and strategies for HIV/AIDS prevention. The Student Success Centre continues to deliver professional development, and on-going support to faculty members with the goal of increasing CSL course offerings and developing new partnerships with communities, both locally and internationally.

Job Shadow

In 2011-12, 85 Social Science students participated in job shadow experiences with Southwestern Ontario business and nonprofit organizations. This program continues to receive excellent feedback from participants and job shadow hosts who see the value of 'test-driving' a job as part of a holistic approach to students' career development. The success of the Social Science job shadow program has sparked interest from the Faculty of Arts & Humanities, who will launch a similar program in Winter 2013.



10) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **University of Western Ontario** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **86%**⁽⁺⁾ for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *definitely yes and probably yes* responses) at **University of Western Ontario** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **84%**⁽⁺⁾ for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **University of Western Ontario** used in 2011-2012 to measure student satisfaction.

overall satisfaction with education received = 4.3 (on a maximum 5 point scale)
% who would recommend Western to a friend = 92.6%

above data from the Report on the Survey of Graduating Students: 2011-12

Please provide one or more highlights, in the space provided below, of an activity that **University of Western Ontario** used during 2011-2012, which contributed to maintaining or improving student satisfaction at **University of Western Ontario**. This could include a strategy, initiative or program viewed by **University of Western Ontario** to be an innovative practice, success story and/or key accomplishment that **University of Western Ontario** would like to highlight.

Student Services has created a group that brings together service areas from across campus to focus assessment efforts, to better understand student needs, to improve services and to assess programs with respect to student outcomes as recommended by the Council for the Advancement of Standards (CAS). We have responded to the feedback from on-going assessment by making service changes.

11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate at **University of Western Ontario** = 84.4%^{(+)*}

*Percentage of 2002 Year 1 New-to-Institution Students Who Received a Degree between 2003-2009

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **University of Western Ontario** used in 2011-2012 to measure graduation rate.

Please provide one or more highlights, in the space provided below, of an activity that **University of Western Ontario** used during 2011-2012, which contributed to maintaining or improving **University of Western Ontario's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **University of Western Ontario** to be an innovative practice, success story and/or key accomplishment that **University of Western Ontario** would like to highlight.

Western's uncompromising commitment to excellence and the delivery of the Best Student Experience is embedded in our mission and reflected in all aspects of the Western learning experience. And it translates into high levels of achievement and graduation. What does it mean?

The Best Student Experience is all about Putting Students First to ensure student success. Student success optimizes the investments made by students, the province, and the institution, and results in graduates who will make a positive contribution to society in many ways. Western students and graduates are part of a University that values students and recognizes the transformative nature of the learning experience that takes place in the classroom and the lab, in experiential opportunities, on-campus and on-line, in Ontario and overseas, in the library, in the residences, in the extra-curricular opportunities, and with the help of student services that encourage student success.

It begins with the Western guarantee (access to 1st year courses and a space in residence) and is kick-started with the Summer Academic Orientation (SAO) that connects first-year students with the campus, course selection, a faculty member or academic advisor, peers, and the services available to help ensure their success - before they begin school in September.

It is nurtured in our residences where residence programs focus on the student, providing assistance in the transition to independence and ensuring our students take advantage of the rich academic and extra-curricular environments that characterize Western.

It is facilitated with program choice. In addition to Western's unique modular delivery program Western has many exemplars of stand alone, joint, dual, and combined programs. Our HBA degree, for example, can be accessed on its own or in combination with no fewer than 12 disciplinary degrees. We have 2+2 and 3+1+1 degree opportunities with international partners in China and we have more than 20 professional programs at the Masters level ranging from emerging professions in health, such as Clinical Physics, to high-demand applied science and technology professions, such as Geophysics. Specialized certificates are available in many programs and an International Learning Certificate will be introduced in September 2013.

It is enriched with experiential learning noted previously and it is enhanced with innovative delivery mechanisms from technologically-enhanced course delivery, through distance education delivery, to 'capstone' courses requiring peer-to-peer learning, research experience and often involving industry participation, to one on one studio based formats all designed to



provide learning opportunities that optimize the learning experience and increase the depth of learning.

The Best Student Experience translates into high levels of student engagement and graduation.

12) Graduate Employment Rate

Per the KPI results reported in 2011 the employment rate for 2008 graduates, 6 months after graduation, at **University of Western Ontario = 91.9%⁽⁺⁾**

Per the KPI results reported in 2011 the employment rate for 2008 graduates, two years after graduation, at **University of Western Ontario = 94.7%⁽⁺⁾**

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **University of Western Ontario** used in 2011-2012 to measure graduate employment rate.

Please provide one or more highlights, in the space provided below, of an activity that **University of Western Ontario** used during 2011-2012, which contributed to maintaining or improving **University of Western Ontario's** graduate employment rate. This could be a strategy, initiative or program viewed by **University of Western Ontario** to be an innovative practice, success story and/or key accomplishment that **University of Western Ontario** would like to highlight.

The Student Success Centre (success.uwo.ca) organizes a wide variety of events to reduce the gap between students and employers. Some examples of supports for improving the graduate employment rate for our students are: Fairs (Career Fair, Grad Fair, Job Fair), Information Sessions (bringing employers on campus to promote their organizations to our students), Career Week (a one week event hosting workshops, panels, networking opportunities, keynote speakers and various other events to enhance the employability of our students), and Interviews (hosting employers on-campus to interview our students for a variety of positions, including full-time positions).

For the 2011-2012 academic year, we helped bring together over 600 organizations and 12,000 students. With our Fairs (Career Fair, Grad Fair and Job Fair), we received approximately 214 organizations and engaged over 4,000 students. We had 98 Information Sessions with 76 different organizations, with an attendance of over 4,000 students. Career Week saw over 1,500 students and 68 employers. Finally, we hosted 136 organizations for on-campus interviews, with an approximate 906 hours of interviews, involving a total of over 1,100 students, out of which 305 were targeted for New Graduates.

Other programs we offered to increase our graduates' employment rate were:

- One day conference for over 600 teacher candidates to explore transferability of their skills to roles other than teacher, as well as practical guidance on job search strategies, resume writing and interviewing
- Drop-in resume and cover letter writing support service that was accessed by 1068 students and alumni seeking assistance with the development of professional and appropriate job search documents
- Delivery of individual career counselling appointments to over 1400 students, alumni and postdoctoral fellows who sought guidance on career decision making, overcoming barriers to employment, job search strategies, and interview preparation among other discussion items

One of the key programs that Western offers its graduate students is a free, week-long program entitled "Preparing for Post-Academic Employment." Designed specifically for PhDs and postdoctoral scholars, the program recognizes the growing number of individuals who are deciding to pursue career opportunities outside of academia. For a number of reasons, including the limited employment opportunities currently in higher education, these individuals require practical support as they transition from an academic career path to a post-academic career path, and the "Preparing for Post-Academic Employment" program addresses these practical concerns.

13) Student Retention

Using data from **University of Western Ontario's** Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide **University of Western Ontario's** achieved results for all years in the table below:

Entering Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
1st to 2nd Year	91.9%(+)	92.7%(+)	93.6%(+)	93.2%
1st to 3rd Year	87.7%(+)	87.8%(+)	88.7%	N/A(+)

*The space below is provided for **University of Western Ontario** to describe the methodology, survey tools, caveats and other information regarding the numbers reported above re: Full-Time Student Retention Rate.

per CSRDE methodology
<http://csrde.ou.edu/web/surveys.html>

Please provide one or more highlights, in the space provided below, of an activity that **University of Western Ontario** used during 2011-2012, which contributed to maintaining or improving **University of Western Ontario's** retention initiatives. This could be a strategy, initiative or program viewed by **University of Western Ontario** to be an innovative practice, success story and/or key accomplishment that **University of Western Ontario** would like to highlight.

Student development literature provide strong support for programs that heighten students' involvement and integration into university life as such programs result in increasing persistence in post-secondary education. At Western the following programs all contribute toward the goal of improving retention.

SAO – The Summer Academic Orientation program (a one day orientation session offered to all Main Campus First Year students) is one of the first tools in Western's retention kit. SAO connects first year students with upper year student leaders from their faculty/program, professors provide one on one academic advise, we offer individualized assistance with timetables and course registration and provide student an opportunity to tour the campus and learn about campus life and student services. Parents and guests are also invited to attend our concurrent guest program. At SAO we see just under 90% of the first year class.

LAMP--The Leadership and Mentorship Program (LAMP) provides first-year students with a strong sense of both academic and community support. First-year students are guided through their transitional first year to university life by upper-year students in similar fields of academic interest and study. Students are connected with a supportive learning community to enhance their academic success. The benefits of the LAMP include the opportunity to build relationships and connections with people who share academic and career interests, having an experienced student to answer questions and help first-year students access the many resources on campus. This program reaches between 40 and 50% of our first-year class.

Mature students at Western make up a significant portion of our part-time student enrollment. Through the National Survey on Student Engagement, we know that students perform better and are more satisfied when there is an opportunity to engage in meaningful social and academic relationships. Our SAGE Society for mature students creates a formal infrastructure for this cohort. Regular events give mature students the opportunity to meet one another, benefit from peer support, as well as learn concrete skills to assist them in being successful in their academic and professional goals.

Society of Off-Campus Students (SOCS): The majority of first-year students who live off campus belong to our Society. The goals of our SOCS program include ensuring these students feel welcome to Western, feel part of the university community, are supported in their transition, and informed about a range of university services and resources to support their success. The programming offered through SOCS mirrors the residence life programming to offer off campus students a similar experience even though they are not formally in our residence system.

Scholar's Electives Program/Western Scholars: Top Canadian high school students are recruited into this program which provides challenging academic and leadership opportunities that complement the Scholars' in-class and extracurricular pursuits. We prepare the Scholars to be competitive and successful in major awards, national fellowships and scholarships, post-undergraduate studies and employment opportunities. This level of engagement that results from these activities contributes toward the retention and completion rates for this cohort.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that *University of Western Ontario* used during 2011-2012, which contributed to enhancing *University of Western Ontario's* learning environment for the three quality measure categories indicated below:

14.1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

The Teaching Support Centre organizes biannual conferences on teaching and learning (Perspectives on Teaching) each fall and spring for faculty and graduate students. Spring Perspectives 2011, which had a record of 346 registrants, focused on student engagement and featured a panel discussion with several of Western's award winning teachers who shared their strategies for engaging students.

We expanded our curriculum offerings to faculty and departments to support the program review process. This included a two-day workshop for programs up for review, a one-day conference on assessing learning outcomes, and a two-day course design workshop for individual faculty members.

Western continues to offer the Instructional Skills Workshop for Faculty—over 50 participated in 2011-12.

14.2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

The Student Success Centre recognizes the importance of providing engaging opportunities for students to learn, both inside the classroom and beyond. Students who participate in experiential learning, including internships, say they develop transferable skills in the areas of teamwork, leadership, and communication. Students also note the ways in which their academic learning is enhanced by seeing practical application of concepts learned in textbooks or lectures. Increasing the number of internships is a current strategic priority for Western University, and we will continue to see growth in this area in the coming years.

In 2011-12, Western placed 153 students in paid internships, ranging from 8 – 16 months. This represents a 39% increase from the previous year. Internships are currently offered to students between 3rd and 4th year in the Faculty of Engineering, the Faculty of Science, and the Management and Organizational Studies program in the Faculty of Social Science. In 2011-12, Western also introduced a summer internship program to students in the Faculty of Social Science. 6 students were placed in May 2012, and the growth of this program will be a priority moving forward.

14.3) SUPPORT (Examples may include personal and academic supports to students, etc.)

The Student Development Centre's (SDC) Writing Support Centre provides individual instruction, workshops and seminars on a wide range of writing topics, online assistance through the Western Online Writing Labs, and specialized help for ESL students. In the most recent academic year, the WSC saw a total of 11,835 students, almost 500 more than the previous year. Specific services to support students include individual consultations and workshops where counsellors help students with their specific writing needs in individual appointments or a subject specific workshop.

The SDC's Learning Skills Services (LSS) provides information and support to help Western students achieve academic success. Learning Skills Services is for both undergraduate and graduate students, students who experience academic setbacks, as well as students who want to maintain exceptional academic standing. In 2011-12 over 13,000 students participated in LSS activities and programs. Specific services include individual counselling, presentations and seminars on

topics aimed at improving academic effectiveness, and on-line resources.

The SDC's Indigenous Services offers culturally sensitive and respectful services and programs designed to recruit, retain and graduate First Nations, Inuit and Métis students. Specific support services include the Learning Resource Center (LRC) where Indigenous students are able to access workshops in areas concerning academic, cultural and social needs and resources for career and employment opportunities. As well, the Access Transition Opportunities (ATO) program advocates for specialized admissions and offers personal, cultural and academic support services for Indigenous students who are entering the Faculties of Arts and Humanities, Engineering, Education, Health Sciences, Sciences and Social Sciences. The ATO program realized an increase of 81% in first year registrations and the retention rate in the program stands at 85%.

An example of an innovative career development initiative is the Student Success Centre partnership with the Faculty of Social Science to provide an annual Job Shadow program. The program gives students the opportunity to learn more about career opportunities within their area of interest by observing a "day-in-the-life" of a professional in their chosen field. Students benefit from exposure to the job market and the chance to make meaningful connections with professional staff, many of whom are Western alumni. In 2011-12, 110 students participated in the Social Science Job Shadow program. In 2012-13, the program will expand to include students from the Faculty of Arts & Humanities, with the goal of including all faculties over the next few years.

One of the new ways that Western provided support for students while at the same time contributing to the learning environment is through the provision of career supports designed for our international student population. For the last two years we have offered resume and cover letter writing support in multiple languages including Arabic, French, Hindi and Mandarin. Western has also introduced a group career counselling program supporting up to 15 international students who are approaching their graduation date, the sessions address issues of self-awareness (e.g. skills, interests, values and personality), identifying and marketing skills, networking and interview strategies, and succeeding in the Canadian workplace.

Attestation:



University of Western Ontario confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from **University of Western Ontario's** Executive Head.

Contact:

For additional information regarding **University of Western Ontario's** 2011-2012 MYAA Report Back please contact -

- Name: Ruban Chelladurai
- Telephone: 519-661-2111 ext. 84514
- Email: rchellad@uwo.ca

Please indicate the address on **University of Western Ontario's** website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

- <http://www.uwo.ca/pvp/accountability.html>