The University of Western Ontario

Performance and Activity Indicators

Annual Report to the Board of Governors

October 2011

This document is dedicated to Martin England, Director of Institutional Research and Senior Policy Advisor to the President, who passed away March 13, 2011. Marty started at Western in January 2004, after many years at the University of Toronto. He was the driving force behind the creation of this report, first produced in April 2005. His vision was a document that reported both strengths and weaknesses in areas of strategic importance to Western. Through his guidance and leadership, this document delivers an unbiased depiction of Western and is intended to assist the University develop and meet its priorities.

President's Message

Since 1995, the administration has presented the Board with an annual report describing Western's progress towards our strategic goals and giving members of our community a sense of our relative standing within the Province and the country on a variety of statistical measures. This is the sixth annual report to give the presentation a more formal structure. These annual reports reproduce the same array of core performance and activity indicators on a consistent basis, so that we will have a set of benchmarks which can be measured over time.

The report is an important element of the administration's accountability to the Board. Increasingly the provincial government has been calling upon Ontario's universities for greater levels of accountability and transparency, and we are currently engaged with the government on the attributes of an enhanced accountability framework. At Western we are already well-positioned to respond to these calls, in the sense that our academic plans, budget plans, financial statements, and Board and Senate proceedings are already publicly available on a readily-accessible public accountability website.

In selecting a set of core indicators, we have attempted to produce a concise and focussed report. It is important to note that this is not intended as a promotional document. It contains not only indicators which suggest significant achievement by Western, but also ones that identify areas where improvement is necessary in order to achieve our strategic plans and aspirations.

Dr. Amit Chakma
President and Vice-Chancellor

The Primary Data Sources

The Council of Ontario Universities has for many years collected a wide variety of information from its member institutions: applications and marks data, space inventory, faculty and staff counts, and an annual financial report. By agreement, the member institutions do not publish comparisons which might damage the reputation of another member institution. Therefore, Western's performance indicators compare us to the aggregate of the other member institutions.

In 1999 the executive heads of the G10, Canada's ten most research-intensive universities (Laval, Montreal, McGill, Queen's, Toronto, McMaster, Waterloo, Western, Alberta, and British Columbia) formed a data exchange consortium to facilitate comparative analysis and benchmarking. The G10 data exchange (G10DE) was modelled after a similar data exchange consortium of leading American research universities, and with the passage of time, the G10DE has produced a valuable set of comparative data. The scope of the G10DE continues to expand, and it holds promise for the development of additional benchmarking data in future. The G10 group was in 2006 expanded to include the University of Ottawa, the University of Calgary, and Dalhousie University: since that time the comparative indicators have been expanded gradually to include the larger G13 group as the three new members begin to provide data.

Western also participates in a number of American-based data exchange initiatives which can be used for comparison purposes:

- The Consortium for Student Retention Data Exchange (CSRDE)
- The Association of Research Libraries (ARL)
- The National Survey of Student Engagement (NSSE)

When considering comparisons to American universities, Western selects the group of publicly-funded institutions classified by the Carnegie Foundation as being in the highest category of research-intensity.

The Format for the Indicators

The indicators in this report will be presented in one of three formats, and the selection of a particular format is in large measure a function of data availability. Over time, with increased data availability, the format of a particular indicator may be modified and enhanced. Data will be presented as one of:

1. Western compared to peer institutions over time,

2. Western compared to peer institutions at a point in time (the most recently available year), or

3. Western's performance over a period of time with no peer comparator data.

Acknowledgements

The analyses in this report have been prepared by James MacLean and Anna Bitel of the Office of Institutional Planning and Budgeting. They have been assisted by staff in all of the central administrative offices in the data collection effort. Martin England and Ruban Chelladurai were responsible for the integrity of the analyses presented here, as well as for the organization of the report.

Secondary School Grades of Incoming Students

Figures 1 and 2

Data Source: Ontario University Applications Centre (OUAC)

Calculation of Indicator: The analysis displays the final Ontario secondary school average grades for all first-time applicants who registered in the first year of study as full-time students at an Ontario university. Figure 1 shows the average for first-year registrants at Western as compared to the aggregate of all Ontario universities.

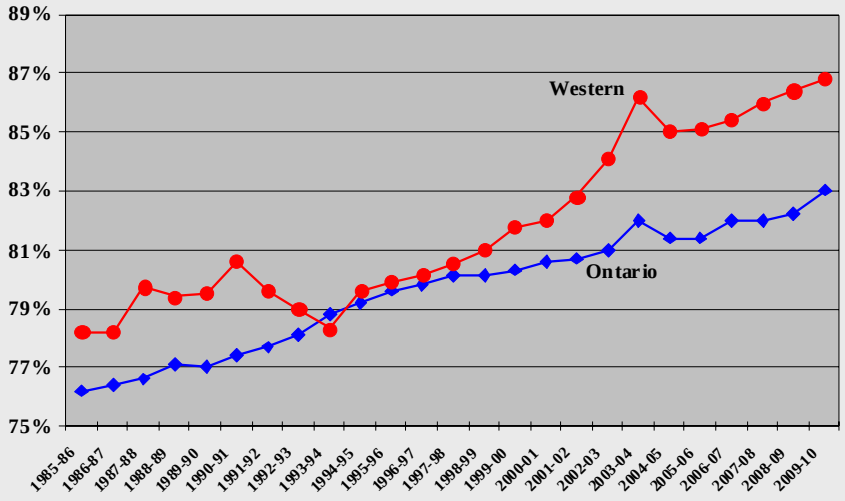
Relation to Strategic Plan: Commitment 1.2, Excellence: we aspire in our teaching and research to academic excellence that is recognized nationally and internationally. We set high standards for the recruitment and performance of our faculty, staff, and students.

Commentary: In the mid-1990s the average entering grade for Western students fell below the Ontario average. This trend has been reversed, and the average entering grade of Western's first-year students is now considerably higher than the provincial average. In 2004-05 there was a decline in the entering average for Western and for all Ontario universities, reflecting the passage of the sharp increase in applicants in 2003-04 occasioned by the double cohort. In 2009-10, entering average grades for Western continued to be nearly 4 percentage points higher than the aggregate of other Ontario universities.

The long-term trend is particularly pronounced at the highest end of the grade scale: Western's share of all Ontario secondary school applicants with averages of 85 percent or better has increased by over 50 percent, from under 6 percent of the provincial total in 1996-97 to well over 9 percent in 2009-10.

Figure 1

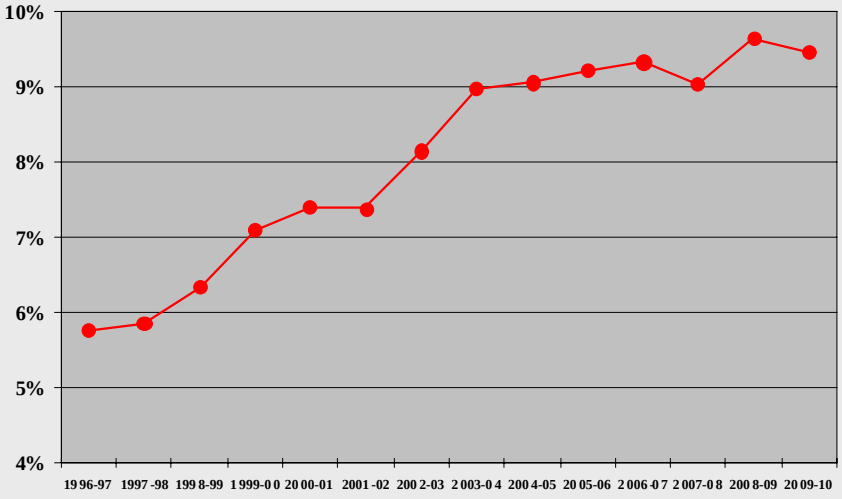
Average Entering Grades
of New Full-Time First-Year Ontario Secondary School Students



Source: Council of Ontario Universities and The University of Western Ontario

Figure 2

Western's Share of All First Choice Ontario Secondary School
Applicants with Entering Grades of 85%+



Source: Council of Ontario Universities and The University of Western Ontario

Out-of-Province and International Students

Figures 3 and 4

Data Source: Ontario University Applications Centre (OUAC)

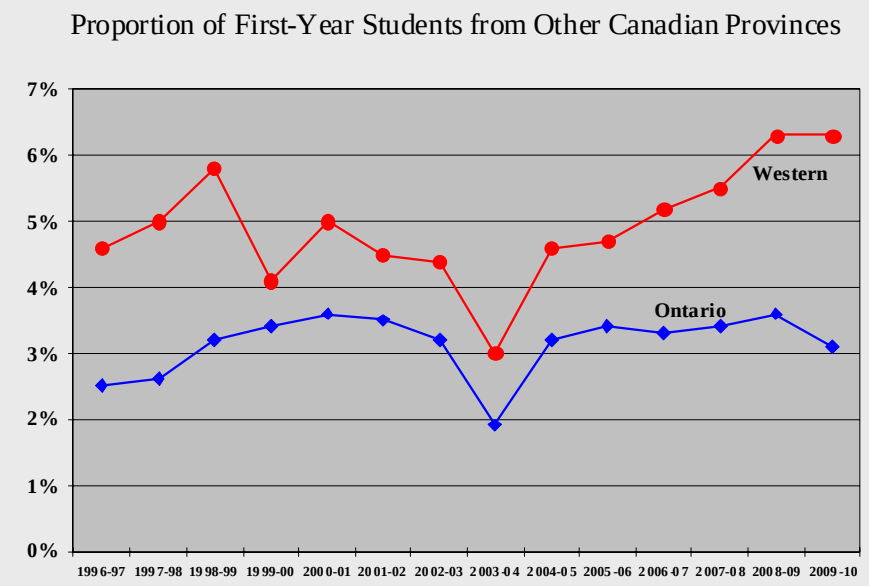
Calculation of Indicator: The proportion of Western's first time, first-year registrants in direct entry programs from out-of-Province and out-of-country are compared to the proportion of these first time registrants for the aggregate of all Ontario's universities.

Relation to Strategic Plan: Commitment 1.2, Excellence: we aspire in our teaching and research to academic excellence that is recognized nationally and internationally. We set high standards for the recruitment and performance of our faculty, staff, and students.

Commentary: In cooperation with the Ministry of Training, Colleges, and Universities, all of Ontario's universities, including Western, deliberately reduced the intake of out-of-Province and international students in 2002-03 and 2003-04 in order to create more first-year places for Ontario secondary school students who were graduating as part of the double cohort. This trend has been reversed, and Western's intake of out-of-Province students in 2009-10 has now surpassed the recent historical high achieved in 1997-98. Western's intake of out-of-Province students is now more than double the aggregate for other Ontario universities.

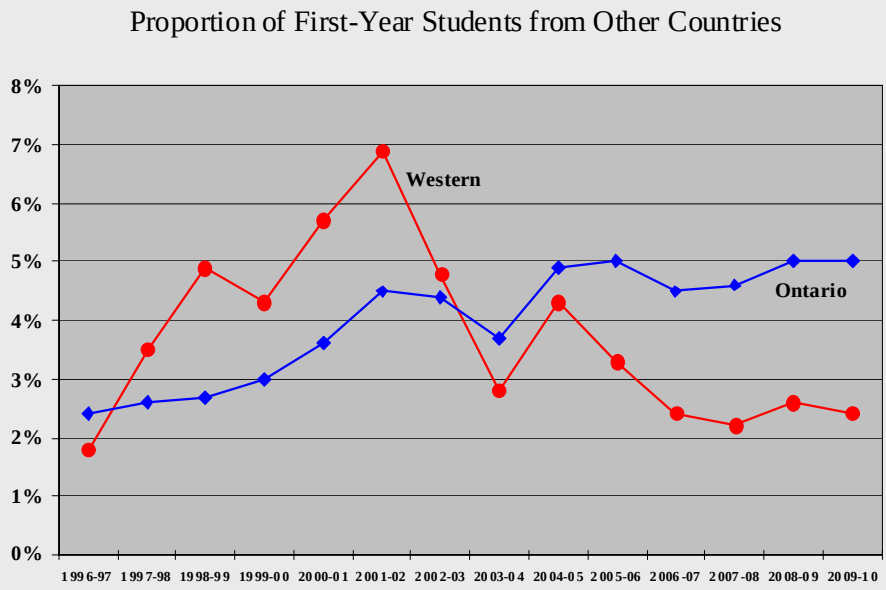
Conversely, Western's proportion of first-year students from other countries remains below the provincial average, and considerably below the recent historical peak of 7 percent of the incoming class. The Premier of Ontario has recently expressed an aspiration for much higher levels of international enrolment: a 50 percent increase over the next five years. Western shares this aspiration, and has developed an array of strategies to achieve significant growth.

Figure 3



Source: Council of Ontario Universities and The University of Western Ontario

Figure 4



Source: Council of Ontario Universities and The University of Western Ontario

Undergraduate Student Retention Rates

Figures 5 and 6

Data Source: Consortium for Student Retention Data Exchange (CSRDE)

Calculation of Indicator: Each year the participants in the CSRDE submit data for the number of students who have successfully proceeded from year 1 to year 2 of study in direct-entry undergraduate programs.

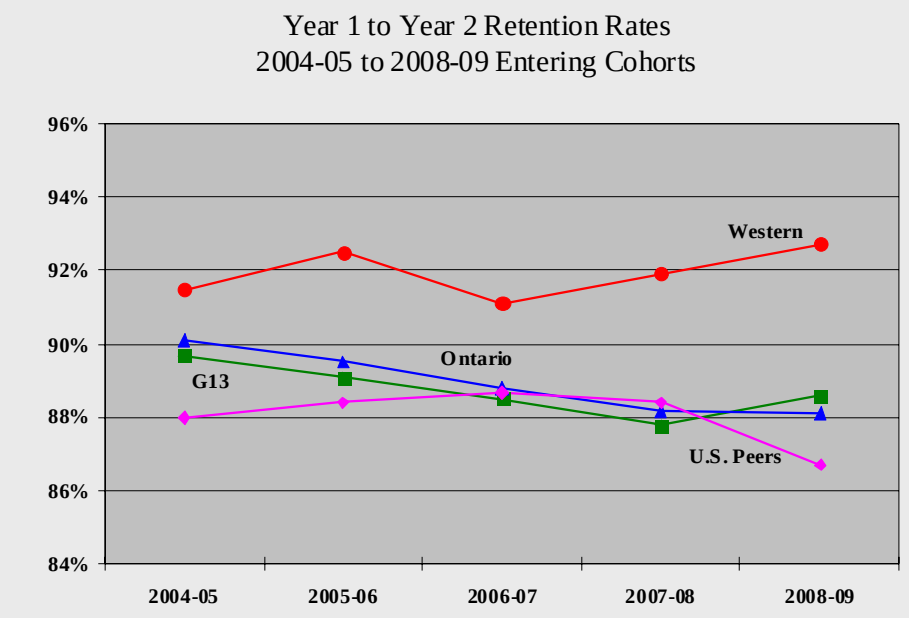
Relation to Strategic Plan: Commitment 12.3: Urge the Higher Education Quality Council of Ontario to approach university accountability in a manner that supports institutional diversity and autonomy, and to use the best of existing measures of university quality and performance, including ... the Consortium for Student Retention Data Exchange (CSRDE).

Commentary: In the 2010 reporting cycle, all Ontario universities and twelve of the G13 universities participated in the CSRDE – permitting meaningful comparison of retention rates across institutions.

The data suggest that, as the quality of Western's incoming class (as measured by entering averages) has steadily improved, so too have the retention rates of our students. Western's retention rates are on an upward trajectory.

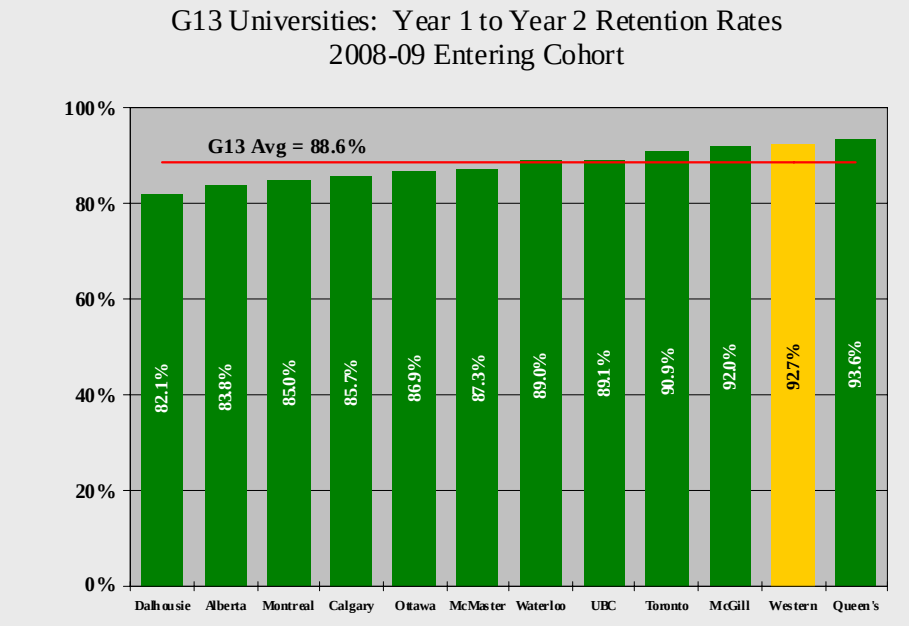
Western compares favourably in year 1 retention rates with other Canadian institutions, and considerably exceeds the rates experienced by our American peer institutions. Within the G13 group, only Queen's achieves higher year 1 to year 2 retention rates.

Figure 5



Source: July 2010 CSRDE Peer Institutional Reports. U.S. Peers include the University of Arizona, University of Iowa, Michgan State University, University of North Carolina at Chapel Hill, and Ohio State University

Figure 6



Source: July 2010 CSRDE Peer Institutional Reports

Undergraduate Student Graduation Rates

Figures 7 and 8

Data Source: Consortium for Student Retention Data Exchange (CSRDE)

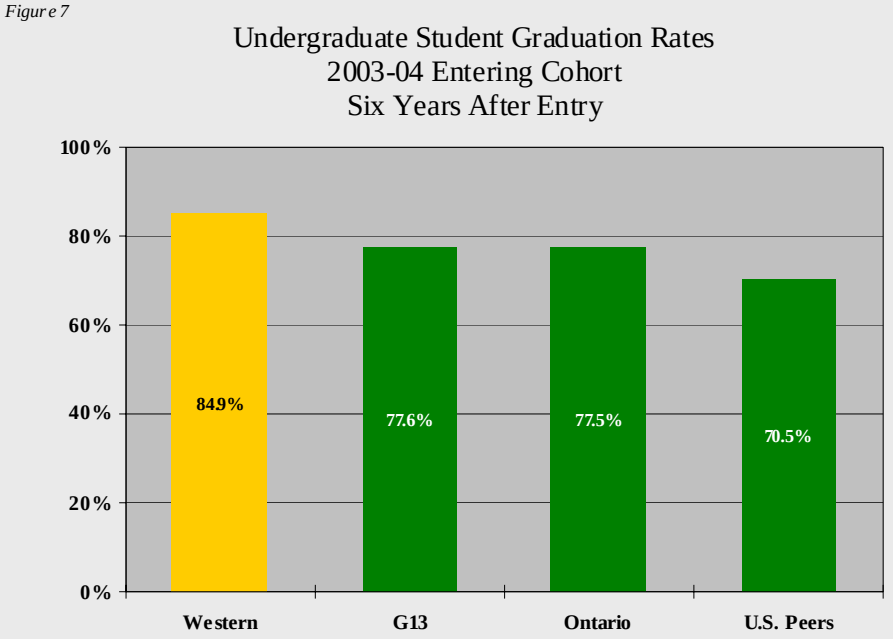
Calculation of Indicator: Each year the participants in the CSRDE submit data for the number of students who have successfully graduated from direct-entry undergraduate programs within six years of their entry into the program.

Relation to Strategic Plan: Commitment 12.3: Urge the Higher Education Quality Council of Ontario to approach university accountability in a manner that supports institutional diversity and autonomy, and to use the best of existing measures of university quality and performance, including ... the Consortium for Student Retention Data Exchange (CSRDE).

Commentary: In the 2010 reporting cycle, all Ontario universities and twelve of the G13 universities participated in the CSRDE – permitting meaningful comparison of graduation rates across institutions.

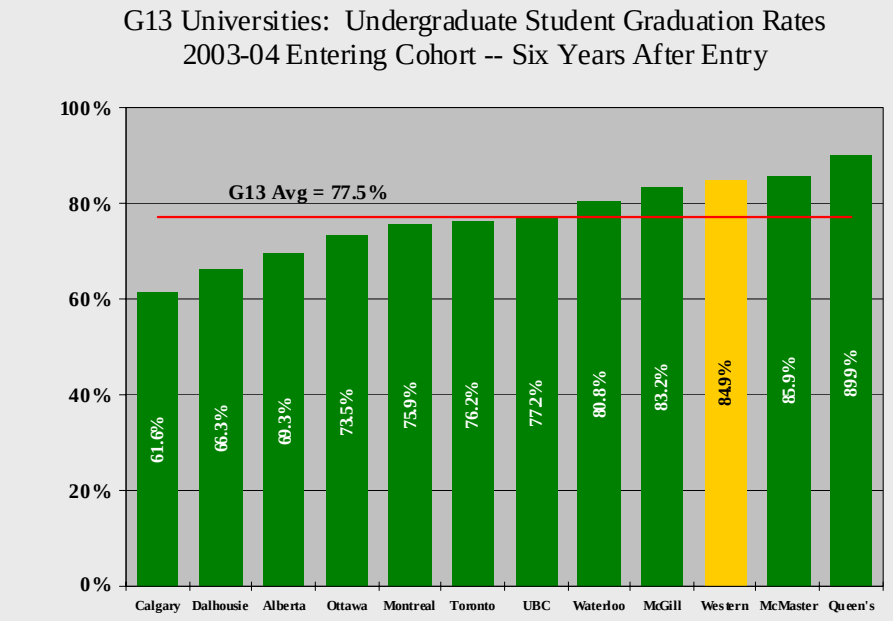
Western's six-year graduation rate is higher than the G13 average, the Ontario average, and the average for U.S. peer institutions. Within the G13 group, Western's graduation rate is at the higher end of the range – but notably lower than Queen's.

Figure 7



Source: July 2010 CSRDE Peer Institutional Reports. U.S. Peers include the University of Arizona, University of Iowa, Michigan State University, University of North Carolina at Chapel Hill, and Ohio State University

Figure 8



Source: July 2010 CSRDE Peer Institutional Reports

Proportion of First-Year Students in Residence

Figure 9

Data Source: The University of Western Ontario

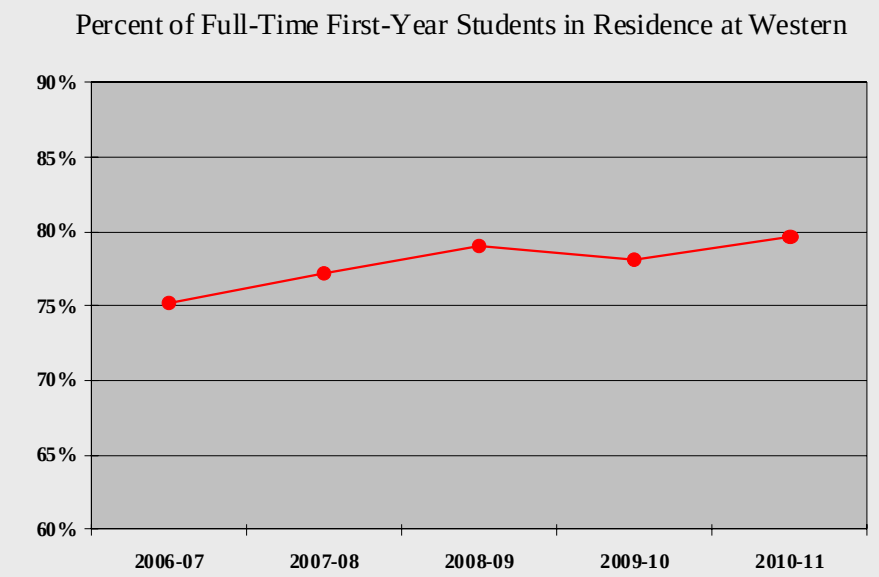
Calculation of Indicator: The number of full-time, first-year students living in Western student residences expressed as a percentage of the full-time first-year student population.

Relation to Strategic Plan: Commitment 2.3: Maintain the Western guarantees with regard to a first-year residence room, choices for first-year courses, and our financial commitment that no undergraduate student will be denied access or the ability to complete a degree because of financial need.

Commentary: One of the hallmarks of the Western undergraduate experience is the commitment to an offer of a residence place for all first-year students. This has become increasingly important to prospective students and their parents because of the compressed Ontario secondary school curriculum and the resulting younger postsecondary incoming class.

Through the construction of new residences and effective use of existing residences, the proportion of first-year students in residence has increased slightly to nearly 80 percent.

Figure 9



Source: The University of Western Ontario

Student Satisfaction: Evaluation of Instructor Effectiveness and Overall Satisfaction with Education Received

Figures 10 and 11

Data Source for Figure 10: Instructor/Course Evaluation Survey at Western

Calculation of Indicator: Each year, all Western undergraduate students are invited to submit a course evaluation. Students grade their course experience on a variety of measures, on a scale of 1 (poor) to 7 (outstanding). The indicator summarizes five years of these student evaluations of their course instructor's effectiveness.

Relation to Strategic Plan: Chapter 2: Enhancing the Undergraduate Student Experience. A significant component of the high level of student and alumni satisfaction is the strong interaction among students, faculty, and staff and the feeling of students that faculty and staff take a personal interest in them. Maintaining that interaction will set limits on the future growth of the University at the undergraduate level.

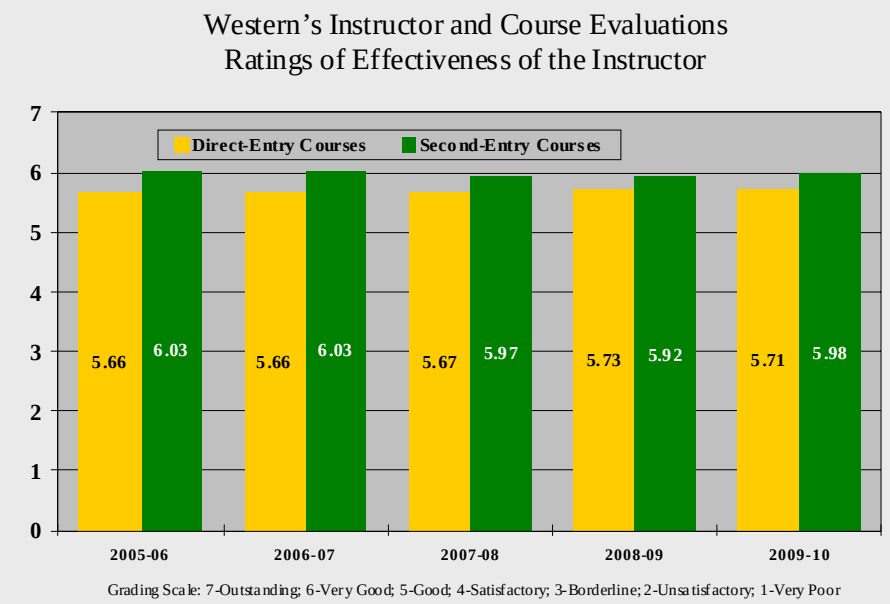
Commentary: The survey results indicate a stable but very high level of satisfaction on the part of students at both the direct-entry and second-entry level.

Data Source for Figure 11: Exit survey of all undergraduate students at time of graduation.

Calculation of Indicator: Graduating students are invited to grade their overall undergraduate educational experience at Western on a scale of 1 (not at all satisfied) to 5 (very satisfied). The indicator presents a five-year history of students' satisfaction with the overall educational experience.

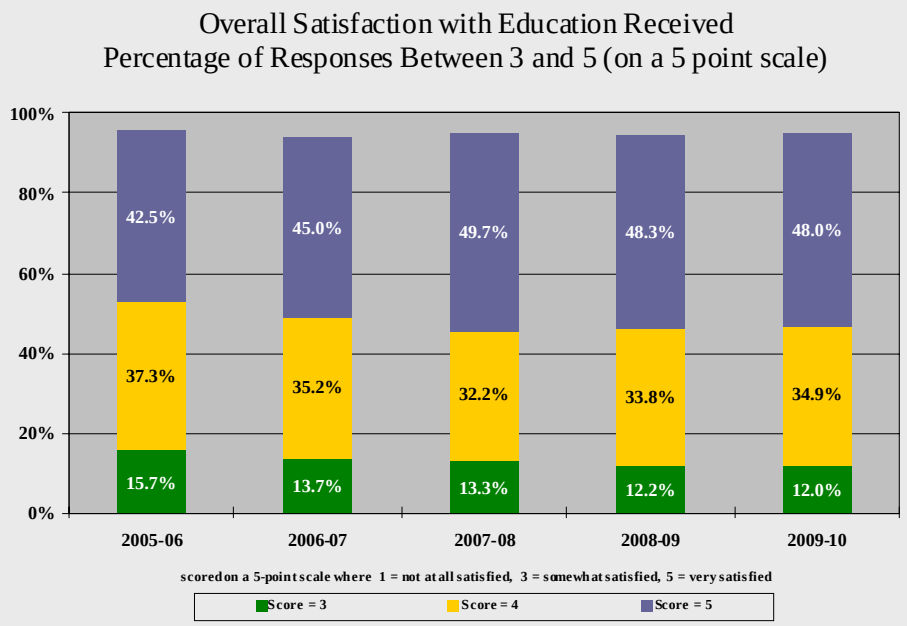
Commentary: The results indicate that, at the time of graduation, about 95 percent of Western's undergraduates were satisfied with the overall educational experience. This level of satisfaction has been consistent over the past five years.

Figure 10



Source: The University of Western Ontario

Figure 11



Source: The University of Western Ontario

Undergraduate Student Engagement

Figures 12 through 16

Data Source: National Survey of Student Engagement (NSSE)

Calculation of Indicator: In the Spring of 2008, over 40 Canadian universities, including Western, elected to participate in the National Survey of Student Engagement (NSSE) administered through Indiana University. The NSSE survey, it must be emphasized, is not a student satisfaction survey, but rather an attempt to measure the extent to which students are involved in campus life and their academic program. Student responses are segregated between first-year and senior-year students in direct-entry undergraduate programs.

Relation to Strategic Plan: Commitment 2.12: Use ongoing involvement in NSSE to establish additional benchmarks for performance in student-related activities and services and measures of Western's success.

Commentary: The NSSE survey contains a very large and rich source of information about the student experience. The 2008 survey marks the third administration at Western, following 2004 and 2006. The survey will be administered again in early 2011, and the results will be available in August 2011.

The major challenge faced by universities in using the NSSE results is to focus upon the particular areas of student response that represent, for the individual institution itself, priorities for the maintenance and improvement of the student experience.

The NSSE Institute provides each participating institution with a benchmark report which groups and aggregates responses to individual questions into five benchmarks:

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

In the charts which follow, Western's benchmark scores in these five areas are presented for each of the three years in which the survey was administered to display changes over time. The 2008 results for Western are also compared to the aggregate for all Ontario universities, for all G13 universities, and the aggregate for all American universities in the Carnegie Foundation's category of highly research-intensive universities.

NSSE: Level of Academic Challenge

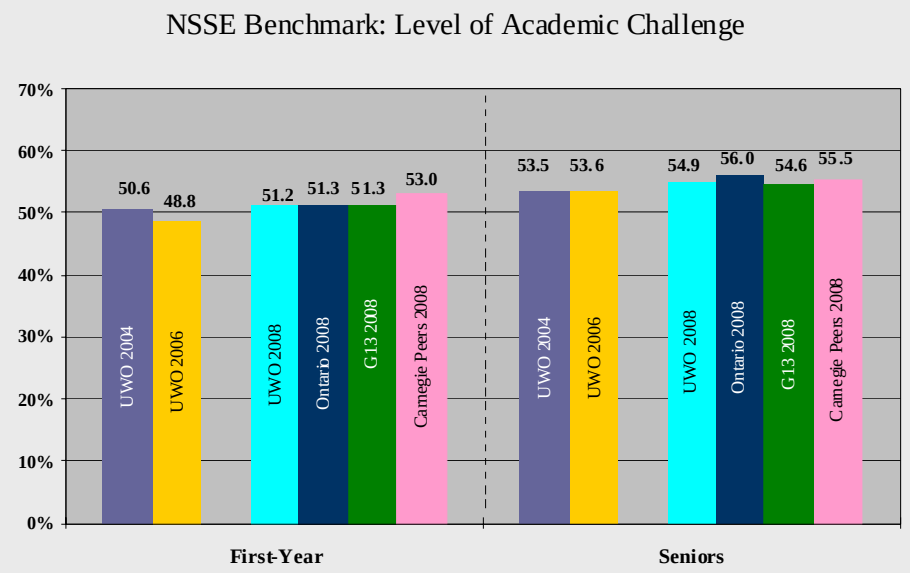
Figure 12

Calculation of the Benchmark: This benchmark combines student responses to the following group of questions:

- Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizes: Analysis of the basic elements of an idea, experience or theory
- Coursework emphasizes: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: Making of judgments about the value of information, arguments, or methods
- Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work.

Commentary: There has been a slight improvement in Western's benchmark score between 2004 and 2008. For this particular indicator, the results are very tightly grouped for Western and its comparator groups.

Figure 12



Source: The National Survey of Student Engagement

NSSE: Active and Collaborative Learning

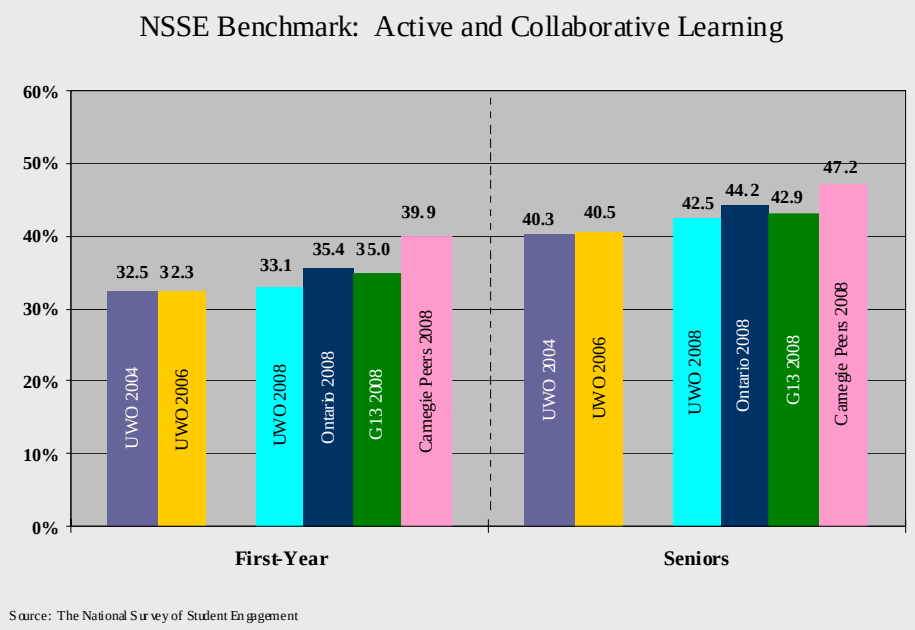
Figure 13

Calculation of the Benchmark: This benchmark combines student responses to the following group of questions:

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Commentary: There has been a slight improvement in Western's benchmark score between 2004 and 2008, more so at the level of fourth-year students. For this particular indicator, Western underperforms its comparator groups. The gap is most pronounced between Western and its U.S. peer comparators.

Figure 13



Source: The National Survey of Student Engagement

NSSE: Student-Faculty Interaction

Figure 14

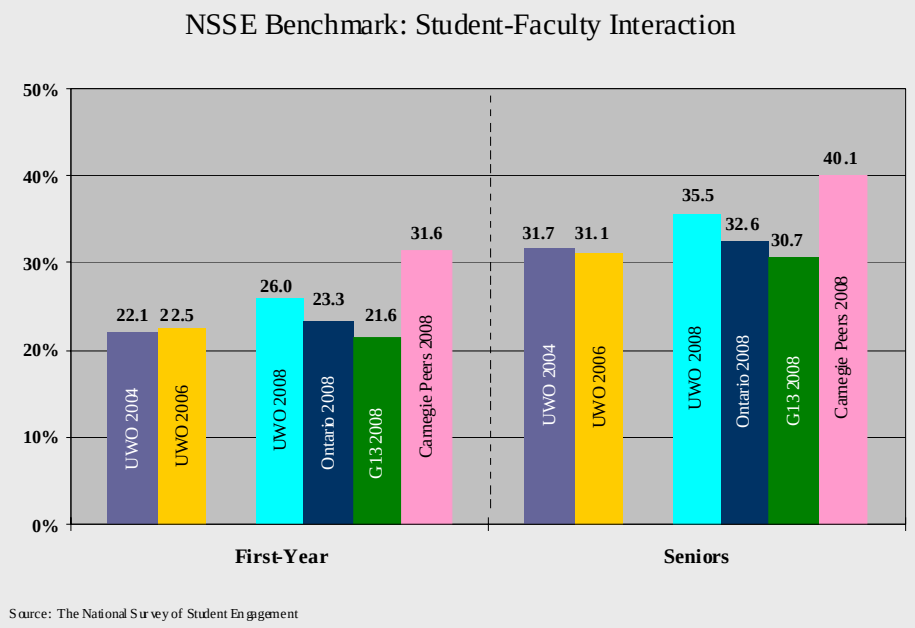
Calculation of the Benchmark: This benchmark combines student responses to the following group of questions:

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

Commentary: Of the five benchmark scores, this is the one in which Western has achieved the greatest improvement since 2004, and one area in which we significantly outperform our Canadian peer institution. Intuitively one might attribute this improvement to two factors: Western's decision to limit undergraduate intake, and increased faculty hiring arising from recent Provincial Government investments in postsecondary education.

At the same time, this is the benchmark area in which we lag significantly behind our peer institutions in the U.S., in all likelihood due to better student-faculty ratios prevailing at those institutions.

Figure 14



Source: The National Survey of Student Engagement

NSSE: Enriching Educational Experiences

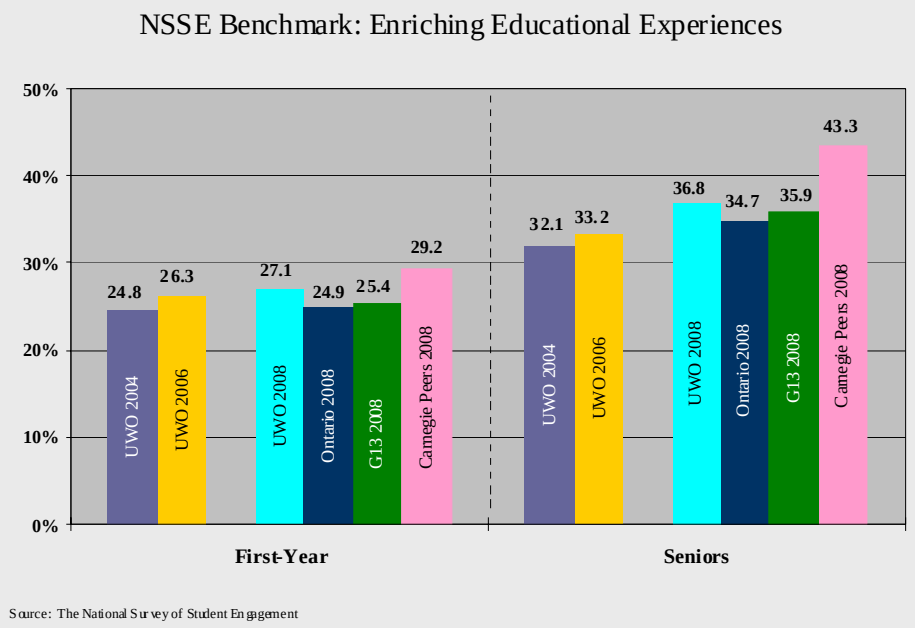
Figure 15

Calculation of the Benchmark: This benchmark combines student responses to the following group of questions:

- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework / Study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

Commentary: Western has achieved improvement in this benchmark since 2004, and we outperform our Canadian peer institutions. However, we lag significantly behind our peer institutions in the U.S.

Figure 15



Source: The National Survey of Student Engagement

NSSE: Supportive Campus Environment

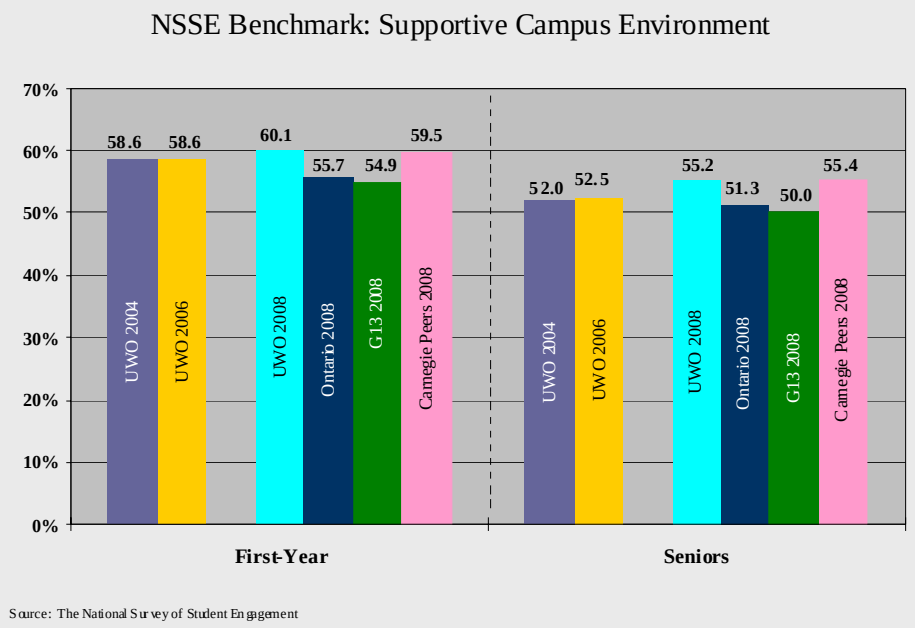
Figure 16

Calculation of the Benchmark: This benchmark combines student responses to the following group of questions:

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

Commentary: In this benchmark Western outperforms its Canadian peers and equals the performance of its U.S. peers.

Figure 16



Source: The National Survey of Student Engagement

Student Aid Funding at Western

Figure 17

Data Source: The University of Western Ontario

Calculation of Indicator: Total operating budget expenditures for student aid divided by total full-time equivalent (FTE) enrolment, 1999-2000 through 2009-10. Expenditures from the central budget are presented separately from expenditures from Faculty budgets and from student aid provided from gifts and endowments.

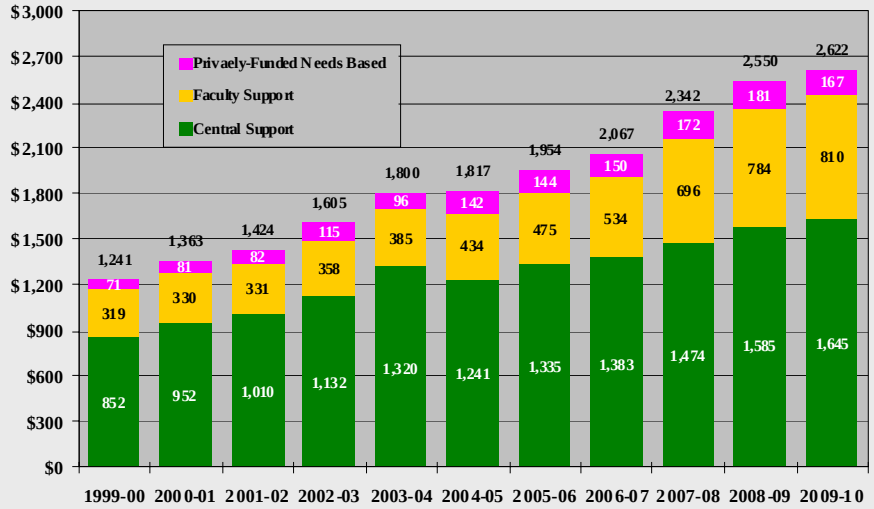
Relation to Strategic Plan: Commitment 2.3: Maintain the Western guarantees with regard to a first-year residence room, choices for first-year courses, and our financial commitment that no undergraduate student will be denied access or the ability to complete a degree because of financial need.

Commentary: Commencing in 1996-97 Ontario universities were required to set aside 30 percent of revenues arising from tuition rate increases for needs-based student aid. This requirement was removed in 2006-07, but this has not diminished the resources Western devotes to student aid. Historically, Western has exceeded this requirement. Ontario's universities continue to work with the Provincial Government on the implementation of a Province-wide 'Student Access Guarantee' which will better integrate student aid from institutional and Provincial sources.

In satisfaction of the student aid policy, Western's per-student expenditure for student aid has more than doubled from $1,241 per FTE student in 1999-2000 to over $2,600 per FTE student in 2009-10. Efforts to further increase student aid will continue through Western's current fundraising campaign, and the Province has re-instituted the requirement, effective with 2010-11, that 10 percent of incremental tuition revenue be earmarked for student aid.

Figure 17

Student Aid Funding from the Operating Budget per FTE Student at Western



Source: The University of Western Ontario

Student Debt

Figure 18

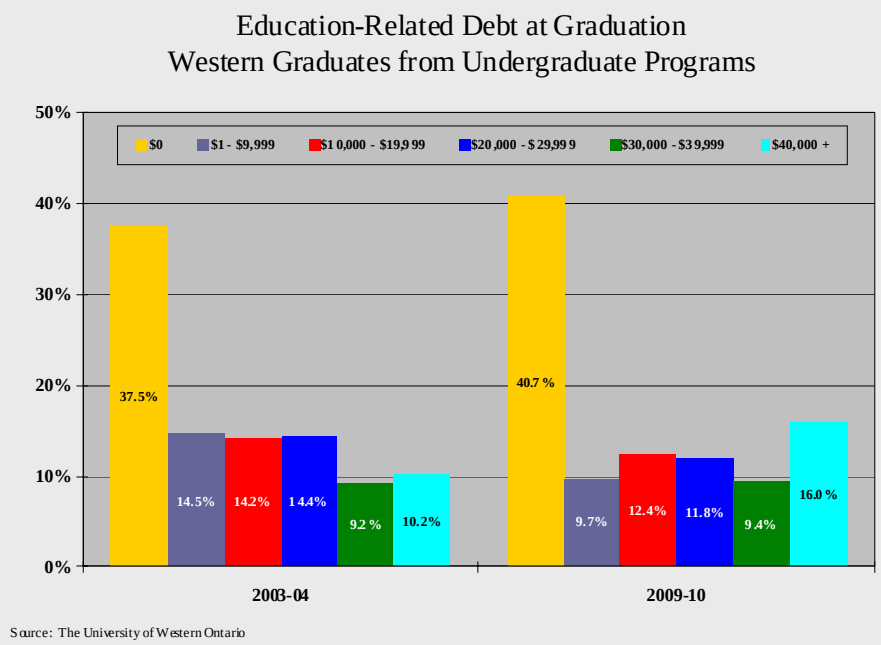
Data Source: Western's exit survey of all undergraduate students at time of graduation

Calculation of Indicator: All undergraduate students, including students in second-entry undergraduate programs, are asked to report on the level of education-related debt they have accumulated at the time of graduation. Reported debt is presented for the 2003-04 and 2009-10 graduating classes.

Relation to Strategic Plan: Commitment 2.3: Maintain the Western guarantees with regard to a first-year residence room, choices for first-year courses, and our financial commitment that no undergraduate student will be denied access or the ability to complete a degree because of financial need.

Commentary: The analysis indicates that the majority of Western's undergraduates continue to graduate with debt less than $10,000, and the proportion who graduate with no reported debt has increased to over 40 percent of the total. However, there has been an increase in the number of graduates with debt in excess of $40,000. This latter group of students are primarily from second-entry professional programs.

Figure 18



Source: The University of Western Ontario

International Graduate Student Enrolment as a Proportion of Total Graduate Student Intake

Figure 19

Data Source: University of Western Ontario

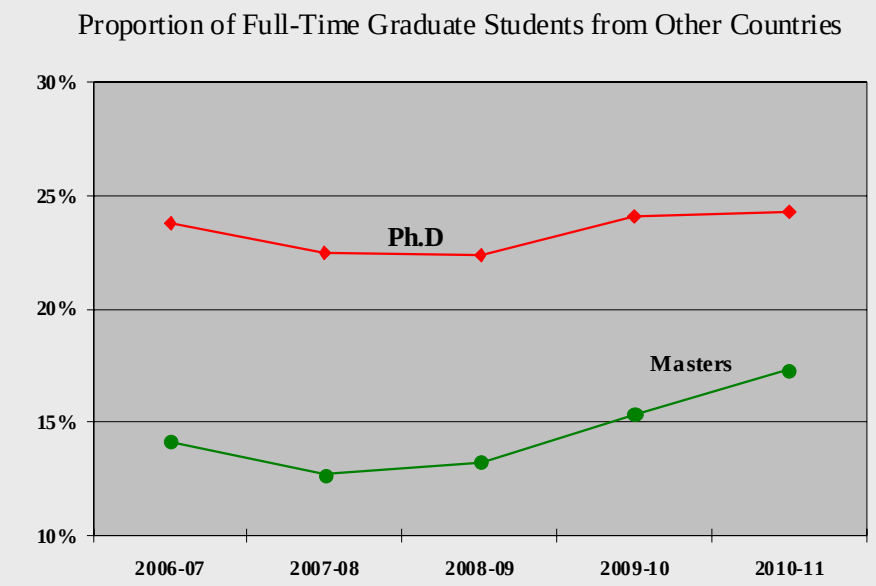
Calculation of Indicator: First-time, full-time international Masters and PhD students as a percentage of all first-time, full-time Masters and PhD students.

Relation to Strategic Plan: Commitment 1.2, Excellence: we aspire in our teaching and research to academic excellence that is recognized nationally and internationally. We set high standards for the recruitment and performance of our faculty, staff, and students.

Commitment 3.1: Double the number of PhD students and significantly increase Masters-level students at Western from the base-line of 2000-01 by 2010-11, and continue a strong rate of graduate expansion thereafter.

Commentary: Demand is very strong for access to our graduate programs from international students. The absolute number of international graduate students has increased steadily over the past five years, and in proportional terms approximately 17 percent of Masters and 24 percent of doctoral students are from other countries. This is occurring at the same time as a significant expansion of domestic graduate student enrolment funded by the Province.

Figure 19



Source: The University of Western Ontario

Graduate Student Enrolment as a Proportion of Total Enrolment

Figure 20

Data Source: G13 Data Exchange

Calculation of Indicator: For each of the G13 universities, fall full-time headcount enrolments for Masters and Doctoral students are expressed as a percentage of total fall full-time headcount enrolment.

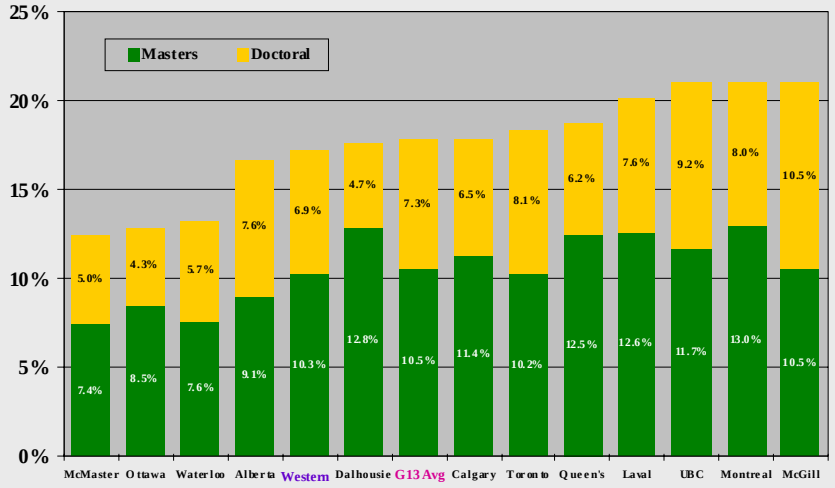
Relation to Strategic Plan: Commitment 3.1: Double the number of PhD students and significantly increase Masters-level students at Western from the base-line of 2000-01 by 2010-11, and continue a strong rate of graduate expansion thereafter.

Commentary: Western has established the priority to double its doctoral enrolment over the ten-year period commencing in 2001. Western's doctoral enrolment currently stands at 6.9 percent of total enrolment, whereas UBC and McGill are in the 9 to 10 percent range. This comparison puts the doubling objective into context: if Western attains this objective, we will enjoy an enrolment balance comparable to other leading research universities.

The Ontario Ministry of Training, Colleges, and Universities has allocated additional graduate capacity among Ontario's universities on a competitive basis. The allocations were highly differential among institutions, and just over 15 percent of the additional places were awarded to Western, second only to the University of Toronto. If we achieve the assigned capacity targets by 2011-12, Western's graduate enrolment will increase to 17.6 percent of total enrolment (7.3 percent at the PhD level), moving us closer to the front ranks within the G13.

Figure 20

Full-Time Masters and Doctoral Students
as a Proportion of Total Full-Time Student Enrolment
2009-10



Source: G13 Data Exchange

Doctoral Students: Completion Rates and Time-to-Completion

Figures 21 and 22

Data Source: G13 Data Exchange

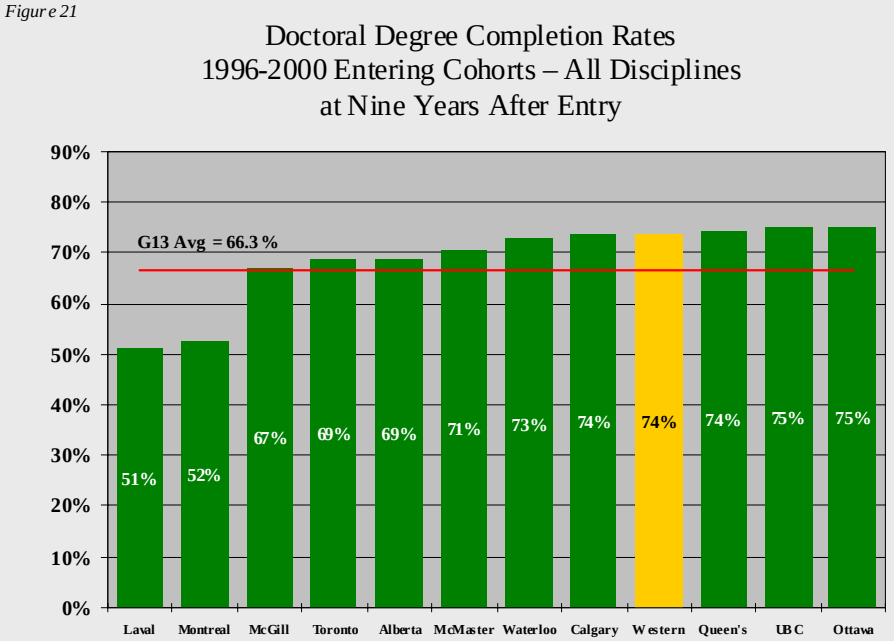
Calculation of Indicator: In order to accurately measure the completion rates and time-to-completion for students in doctoral programs, the G13 data exchange developed a detailed methodology which tracks each entering student on a term-by-term basis for nine years after first registration. This gives a precise reading on the percentage of each entering cohort who graduate, as well as the length of time involved to complete the program. The exchange has gathered information on the 1996 through 2000 entering cohorts.

Relation to Strategic Plan: Commitment 3.11: Monitor our progress through the continued benchmarking of graduate student aid, completion rates and time-to-completion, and graduate student satisfaction.

Commentary: Over 70 percent of Western's doctoral students successfully complete the PhD, taking an average of under five years to do so. Both indicators for Western are better than the G13 average, and both are improving over time. As Western proceeds with expansion of doctoral enrolment, it will be important to monitor these two indicators.

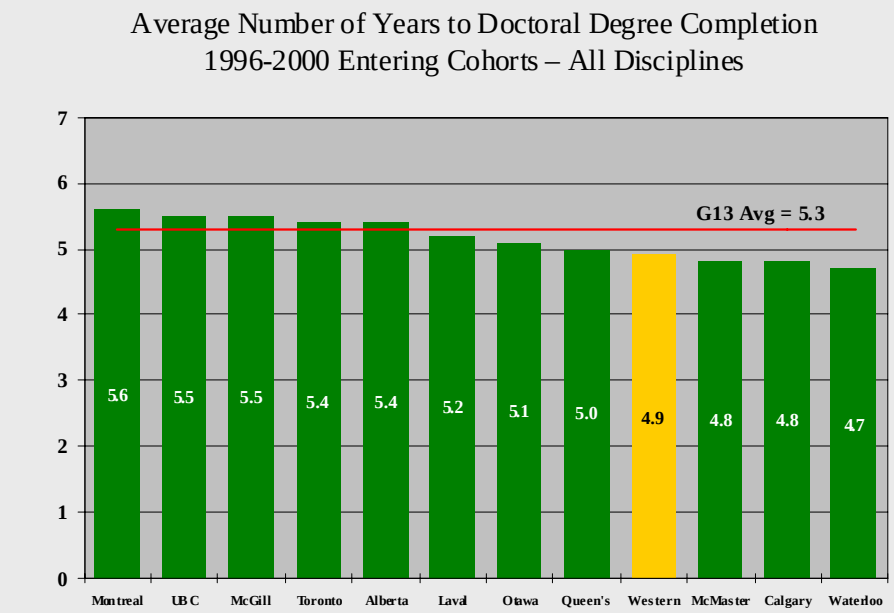
A cautionary note about these two indicators: both the completion rate and the time-to-completion will vary significantly by disciplinary group, with lower completion rates and longer completion times, for example, in the humanities disciplines across all universities.

Figure 21



Source: G13 Data Exchange. UBC and Laval data are for 1996, 1997, 1998 and 1999 only; Ottawa data are for 1999 and 2000 only

Figure 22



Source: G13 Data Exchange. UBC and Laval data are for 1996, 1997, 1998 and 1999 only; Ottawa data are for 1999 and 2000 only

Graduate Student Satisfaction

Figures 23 to 26

Data Source: Graduate and Professional Student Survey

Calculation of Indicator: In January through April 2010 Western, along with thirty-seven other Canadian universities, administered the Graduate and Professional Student Survey to all graduate students, excluding those enrolled in the MBA program. This survey was originally designed and administered by the Massachusetts Institute of Technology, and has been adapted for Canadian use. It assesses student satisfaction in all areas of the graduate student experience. The survey has been administered in 2005, 2007, and 2010.

Relation to Strategic Plan: Commitment 3.11: Monitor our progress through the continued benchmarking of graduate student aid, completion rates and time-to-completion, and graduate student satisfaction.

Commentary: The survey results indicate a very high level of satisfaction on the part of graduate students with most aspects of the Western experience. For PhD students there has been a sustained improvement in the overall quality of the student experience, and in the quality of the student life experience. Students reported an increase in the quality of the academic experience and in the quality of their program from 2005 through 2007, but indicated a slight decline in these two measures from 2007 through 2010.

Masters students reported an increase in all aspects of their experience from 2005 through 2010.

When asked a series of questions concerning their willingness to recommend graduate studies at Western to others, or to enrol in their program if they were to start over again, the response trends were mixed for both Masters and PhD students. The strongest positive responses were to the question ‘If you were to start again, would you select this same program’.

Figure 23

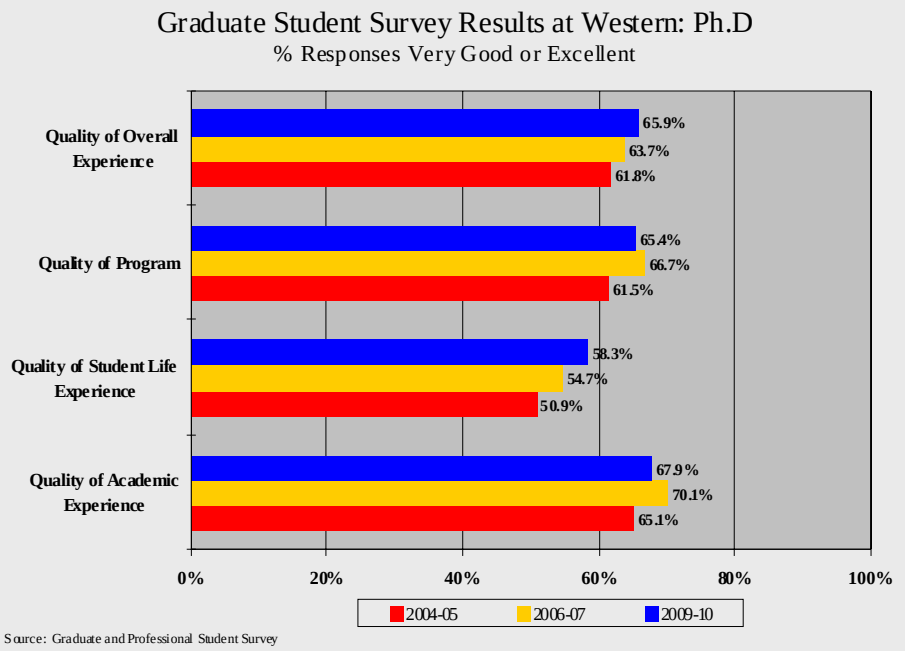
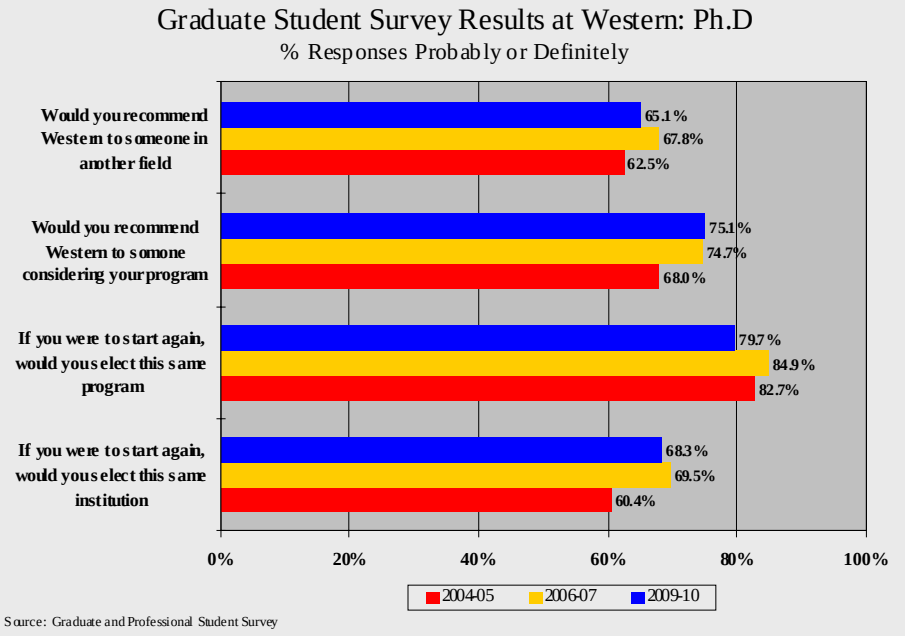


Figure 24



[this page intentionally left blank]

Figure 25

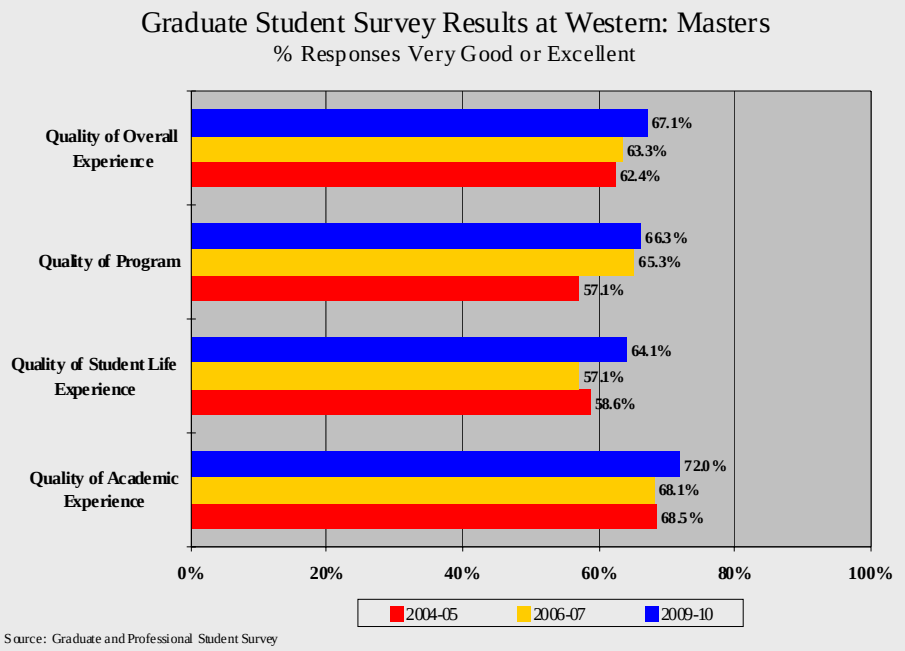
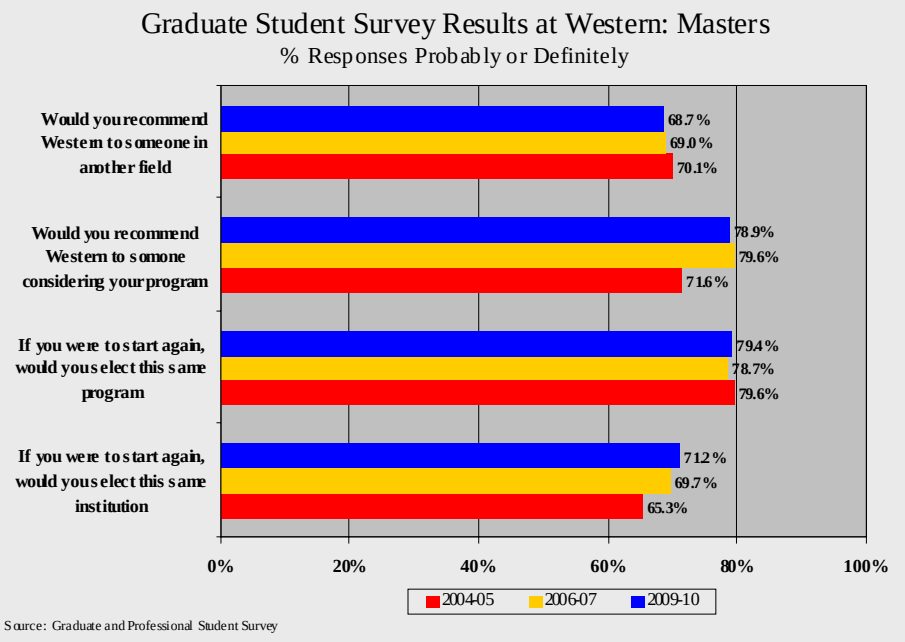


Figure 26



Average Financial Support per Masters and Doctoral Student

Figures 27 and 28

Data Source: G13 Data Exchange

Calculation of Indicator: The G13 institutions have submitted a record-level file of all student support provided to its masters and doctoral students for the 2008-09 academic year. The data exchange has noted certain problems of data comparability in the medical sciences, and has thus excluded them from the analysis.

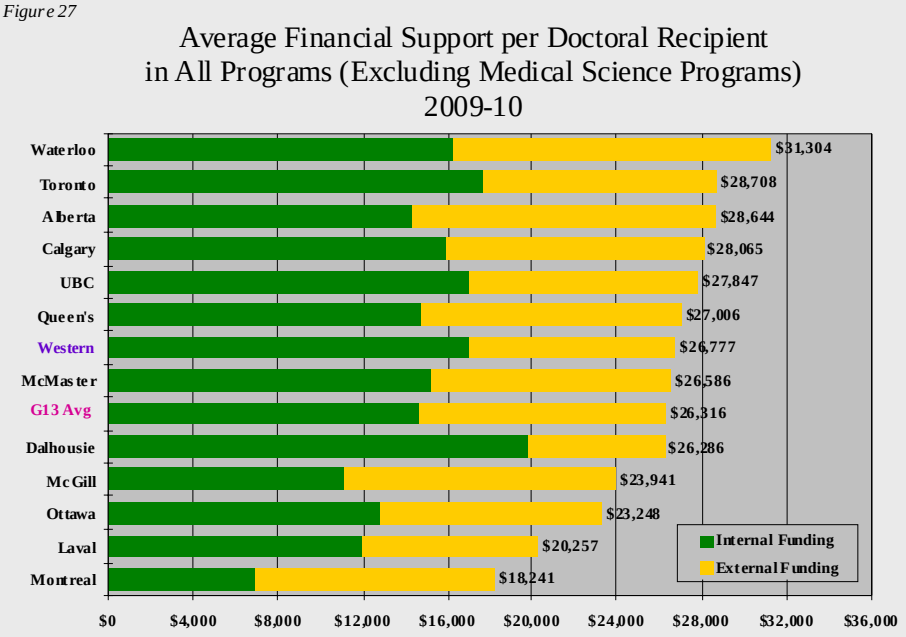
Relation to Strategic Plan: Commitment 3.3: Ensure competitive levels of graduate student financial support from internal and external sources.

Commentary: In order to realize its plans to significantly increase doctoral enrolment, Western must offer a competitive package of financial support to prospective students. The data indicate that Western's total support, both from internal and external sources, is competitive among the leading research universities, but that Western provides a lower proportion of its support from external sources.

Ontario's universities have been engaged in ongoing discussions with the Provincial Government concerning the need to substantially expand the Ontario Graduate Scholarship program to assist the universities in meeting graduate expansion targets. These efforts have succeeded, with the announcement in the 2010 Provincial Budget of an additional 1,000 Ontario Graduate Scholarships commencing in 2011.

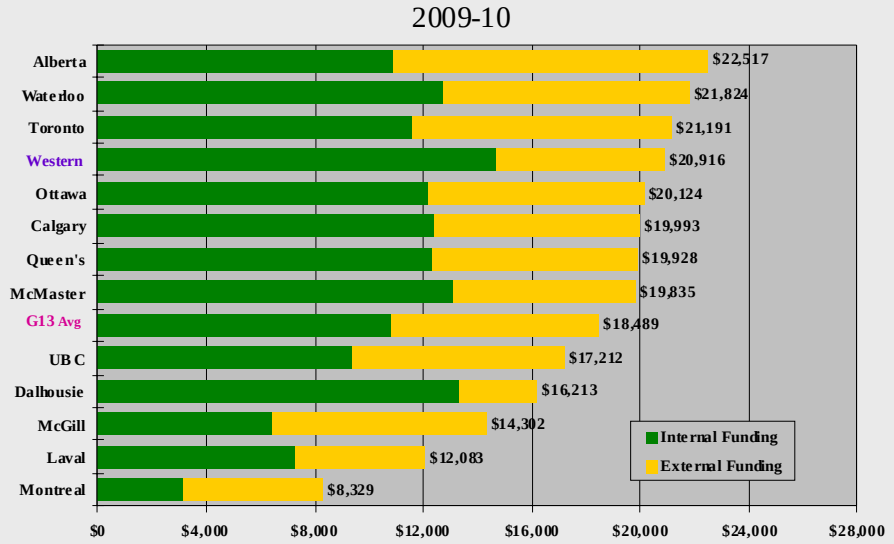
Similarly, the Association of Universities and Colleges of Canada (AUCC) has established enhanced fellowship and research assistantship support as a high priority in Federal Government advocacy.

Figure 27



Source: G13 Data Exchange

Figure 28



Source: G13 Data Exchange

Graduate Student Support from Federal Granting Councils

Figures 29 through 31

Data Source: Awards data from the three federal granting councils for the years 2007-08 through 2009-10 have been compiled for the G13 by the Observatoire des Sciences et des Technologies. Graduate enrolment data has been provided from the G13 data exchange for the academic year 2009-10.

Calculation of Indicator: The average number of fellowships from the three federal granting councils are expressed as a percentage of the total graduate student population (masters and doctoral) at each of the G13 institutions. The graduate enrolments for each institution have been subdivided into the three granting council categories for the analysis: engineering and physical sciences (NSERC); humanities and social sciences (SSHRC); and health sciences (CIHR).

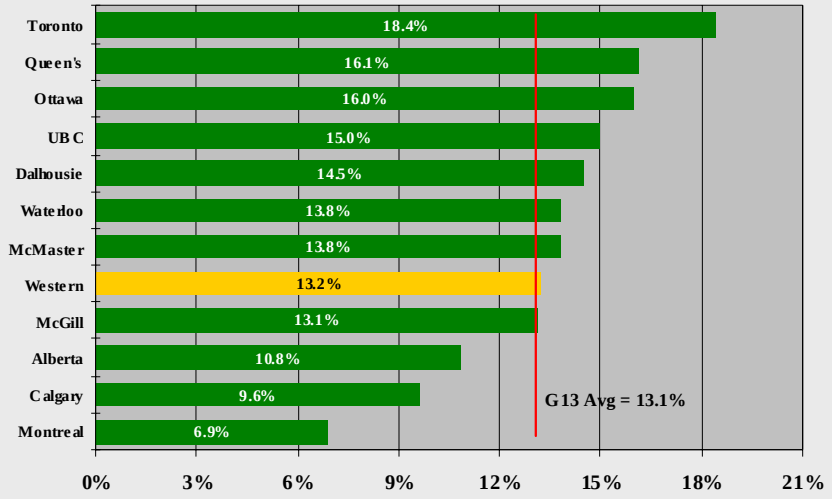
Relation to Strategic Plan: Commitment 3.2: Stimulate recruitment through ensuring and promoting the quality and value of Western's graduate programs. We will make special efforts to attract award-winning students, engaging and supporting faculty members to be the leaders of this process.

Commentary: The data suggest that Western is near the average of the other G13 institutions in competition for graduate student awards from NSERC and SSHRC, but well below average in the CIHR disciplines. In consequence, Western must commit more of its own internal resources to maintain competitive funding packages.

This is an important indicator to monitor as Western realizes its aspirations for growth in doctoral stream programs.

Figure 29

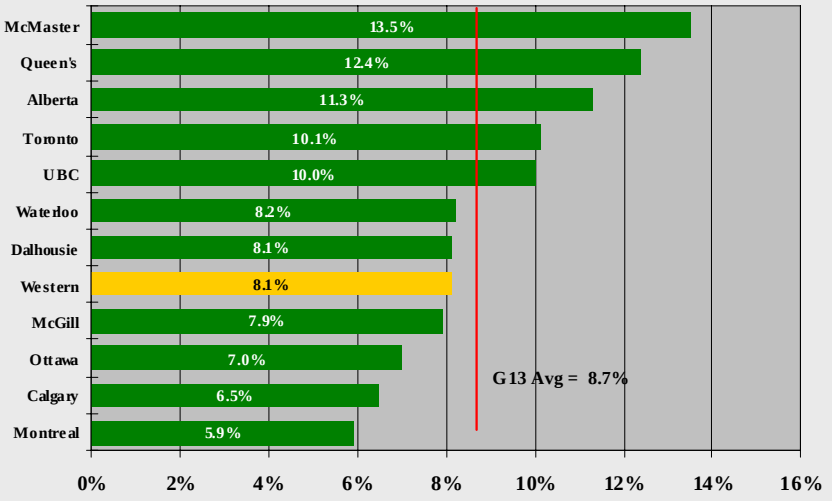
Graduate Student Fellowships
Natural Sciences and Engineering Research Council of Canada
3-Year Average Awards as a % of Full-Time Eligible Graduate Students



Source: Awards data from NSERC, as compiled by the OST (2007-10); Enrolments from G13DE (2009-10)

Figure 30

Graduate Student Fellowships
Social Sciences and Humanities Research Council of Canada
3-Year Average Awards as a % of Full-Time Eligible Graduate Students

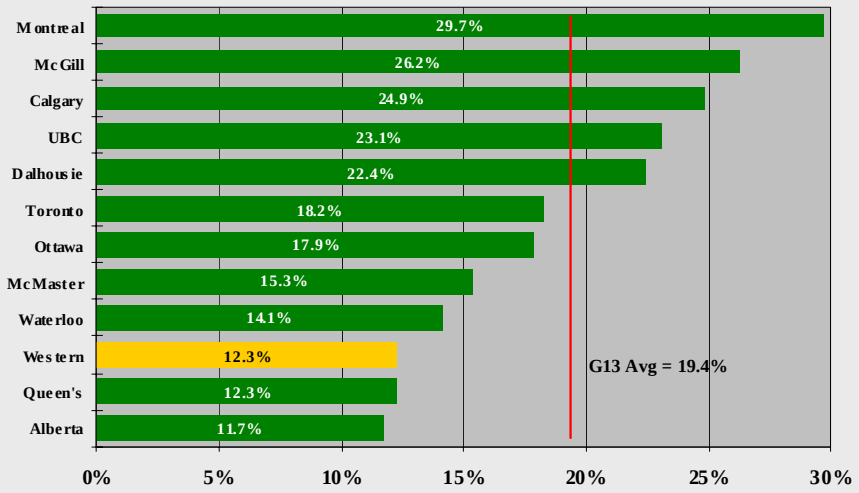


Source: Awards data from SSHRC, as compilee by the OST (2007-10); Enrolments from G13DE (2009-10)

[this page intentionally left blank]

Figure 31

Graduate Student Fellowships
Canadian Institutes of Health Research
3-Year Average Awards as a % of Full-Time Eligible Graduate Students



Source: Awards data from CIHR, as compiled by the OST (2007-10); Enrolments from G13DE (2009-10)

Gender Balance of Tenure-Track Faculty Appointments

Figures 32 and 33

Data Source: G13 Data Exchange

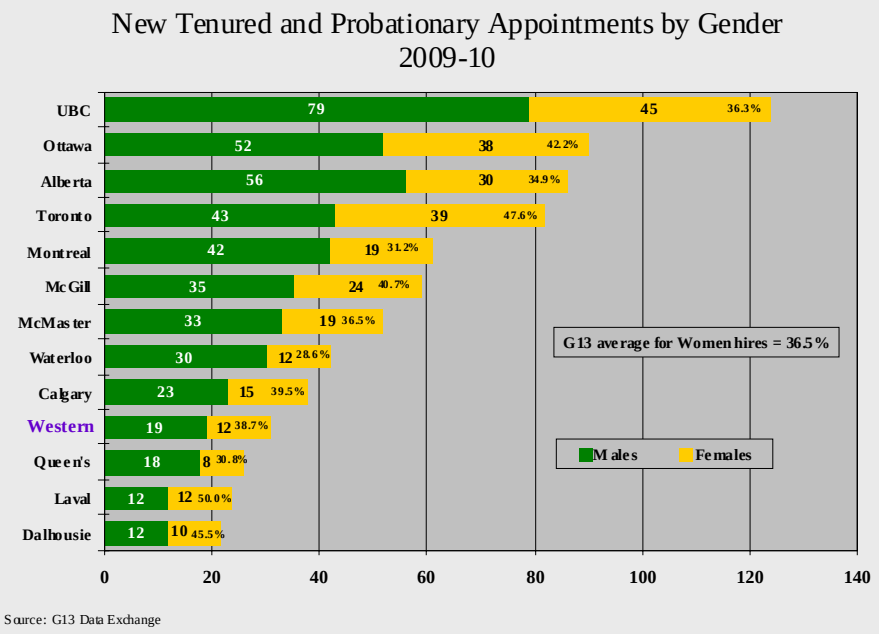
Calculation of Indicator: All new tenure-track faculty appointments for 2009-10, as well as the total tenure-track complement, are shown by gender and by institution.

Relation to Strategic Plan: Commitment 6.2: Increase the number of women among newly-recruited Probationary/Tenured faculty; increase the retention of the women faculty we do recruit; and promote a career balance that ensures that service responsibilities carried by women to maintain gender equity are not greater than for men.

Commentary: For the 2009-10 academic year, over 36 percent of new tenure-track faculty at the G13 institutions were women. For Western, nearly 39 percent of all new hires were women, in the mid-range among the G13 universities.

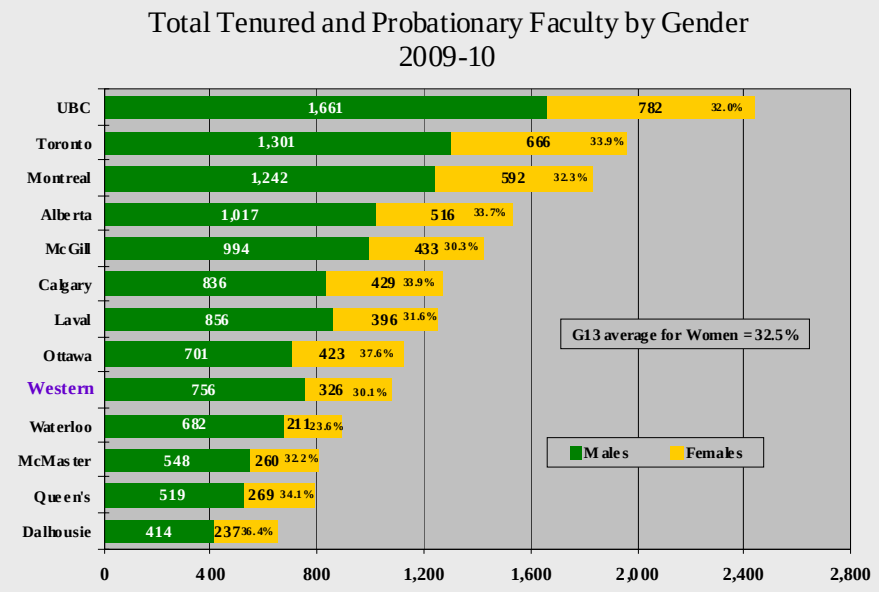
In terms of total tenure-track complement, Western is slightly below the G13 average of 32 percent women.

Figure 32



Source: G13 Data Exchange

Figure 33



Source: G13 Data Exchange

Student-Faculty and Student-Staff Ratios

Figures 34 and 35

Data Source: G13 Data Exchange and Western's Student and Human Resources databases

Calculation of Indicator: Two indicators are presented: the full-time student to full-time faculty ratio for the G13 universities for 2009-10; and a summary of the full-time student to full-time faculty and full-time student to full-time staff ratios at Western from 2005-06 through 2009-10. Comparative data are not available for UBC.

Relation to Strategic Plan: Commitment 11.2: Plans have been guided by the concept of Making Choices, that is, investments in faculty, staff, and support resources are strategic and selective.

Commentary: The comparative analysis indicates that Western experiences a lower student-faculty ratio than the G13 average. The five-year trends for Western show fairly stable student-faculty and student-staff ratios.

Figure 34

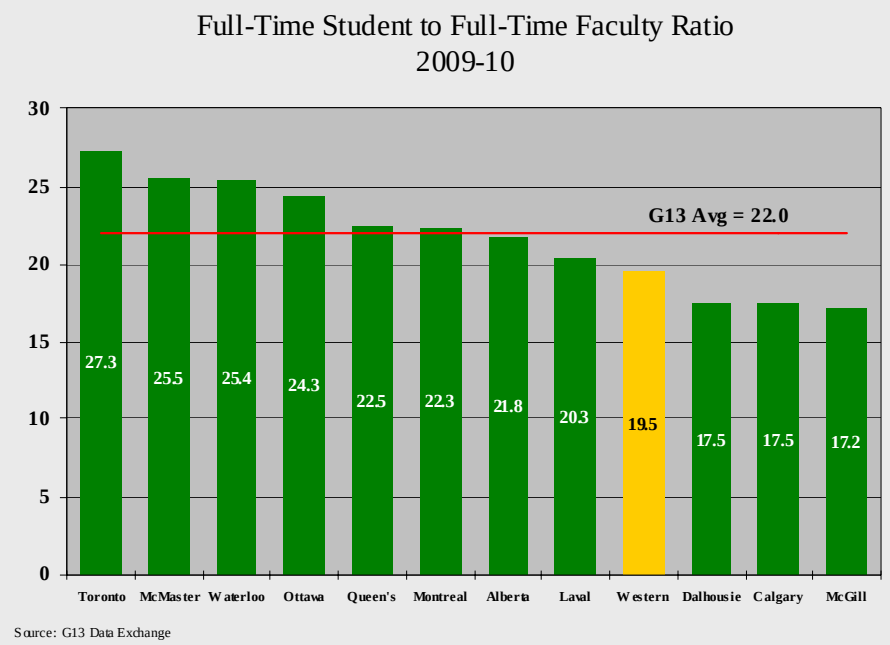
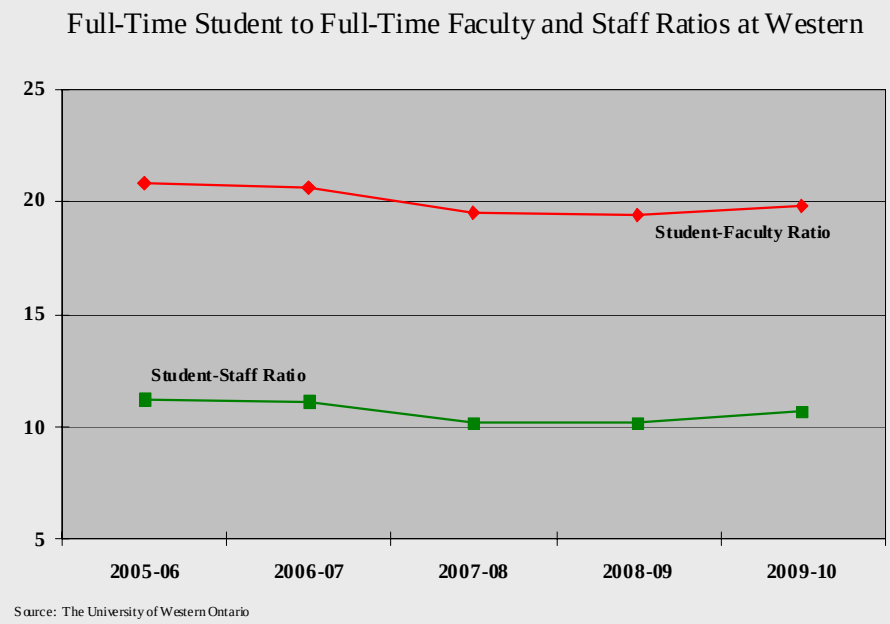


Figure 35



Research Funding: SSHRC Awards per Eligible Faculty Member

Figure 36

Data Source: Social Sciences and Humanities Research Council (SSHRC) grants as compiled by the Observatoire des Sciences et des Technologies; and G13 data exchange for faculty counts.

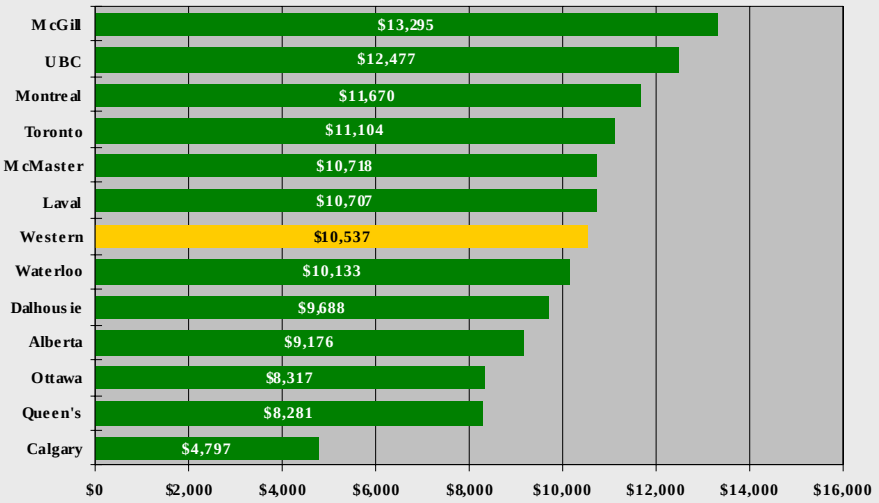
Calculation of Indicator: The total value of peer-adjudicated research grants awarded by the SSHRC in 2009-10 divided by the number of tenure-track faculty members at each institution in SSHRC disciplines.

Relation to Strategic Plan: Commitment 4.6: Track research funding per faculty member from the Social Science and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC), and total research funding from the Canadian Institutes for Health Research (CIHR), and seek to be in the first rank among Canadian universities by these measures.

Commentary: On a per-faculty-member basis, Western's success in competition for SSHRC grants has improved and is now in the mid-range of the G13 universities.

Figure 36

SSHRC Awards
Funding per SSHRC-Eligible Tenure-Track Faculty Member
2009-10



Source: SSHRC, as compiled by the OST, Faculty counts from G13DE. All data are from 2009-10.

Research Funding: NSERC Awards per Eligible Faculty Member

Figure 37

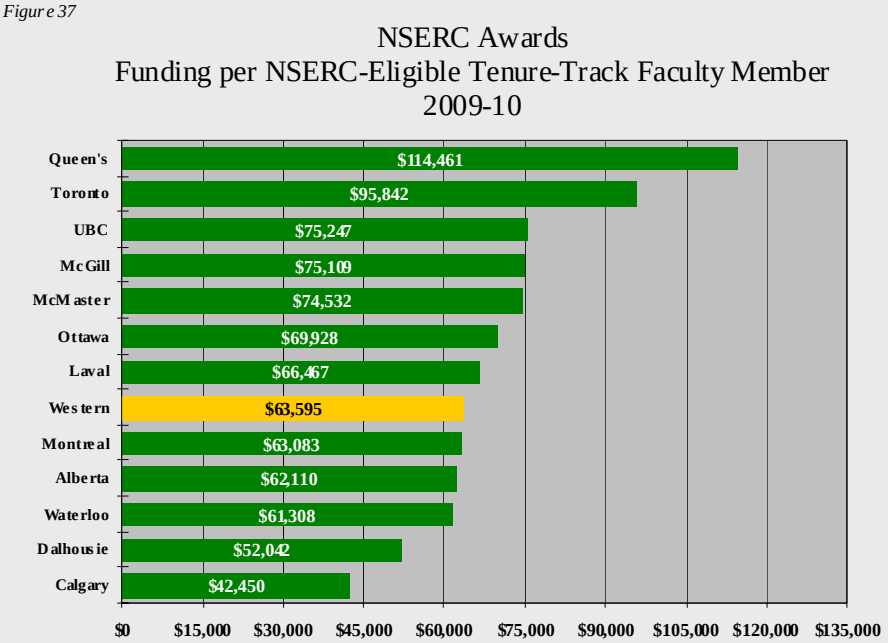
Data Source: Natural Science and Engineering Research Council (NSERC) grants as compiled by the Observatoire des Sciences et des Technologies; and G13 data exchange for faculty counts.

Calculation of Indicator: The total value of peer-adjudicated research grants awarded by the NSERC in 2009-10 divided by the number of tenure-track faculty members at each institution in NSERC disciplines.

Relation to Strategic Plan: Commitment 4.6: Track research funding per faculty member from the Social Science and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC), and total research funding from the Canadian Institutes for Health Research (CIHR), and seek to be in the first rank among Canadian universities by these measures.

Commentary: On a per-faculty-member basis, Western's success in competition for NSERC grants declined slightly in 2009-10, and remains at the lower end of the range of the G13 universities – clustered with Montreal, Alberta, and Waterloo.

Figure 37



Source: NSERC, as compiled by the OST, Faculty counts from G13DE. All data are from 2009-10.

Research Funding: CIHR Awards by Institution

Figure 38

Data Source: Canadian Institutes for Health Research (CIHR) as compiled by the Observatoire des Sciences et des Technologies.

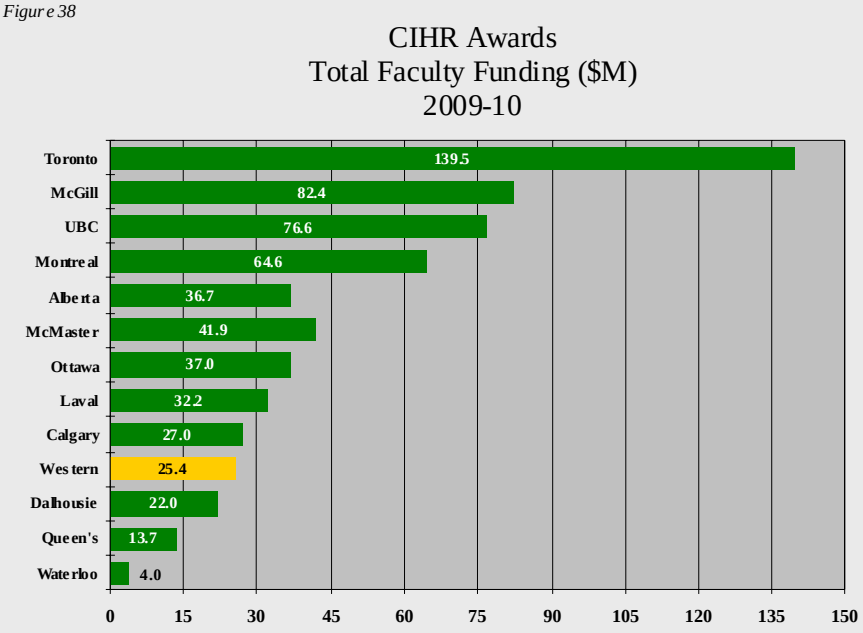
Calculation of Indicator: The total value of peer-adjudicated research grants awarded by the CIHR in 2009-10 as compiled by the Observatoire des Sciences et des Technologies, by institution.

Relation to Strategic Plan: Commitment 4.6: Track research funding per faculty member from the Social Science and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC), and total research funding from the Canadian Institutes for Health Research (CIHR), and seek to be in the first rank among Canadian universities by these measures.

Commentary: This particular indicator, unlike the comparable indicators for SSHRC and NSERC, presents the dollar value of CIHR awards by institution in order to give an overall sense of scale of the health research enterprise at each of the G13 institutions. It is not possible to compute the grants on a per-faculty-member basis due to different practices from one institution to the next in counting clinical faculty members.

Western's relative position continues to remain at the low end of the range among the G13 institutions.

Figure 38



Source: CIHR, as compiled by the OST. All data are from 2009-10.

Bibliometric Measures: Publications per NSERC-Eligible Faculty Member

Figure 39

Data Source: Observatoire des Sciences et des Technologies (OST) for publication counts; and the G13 data exchange for NSERC-eligible faculty counts.

Calculation of Indicator: The OST collects data on the publications of Canadian faculty members in refereed journals via the International Science Indicators (ISI). The number of publications by faculty members at the G13 institutions in NSERC disciplines are expressed on a per-faculty-member basis.

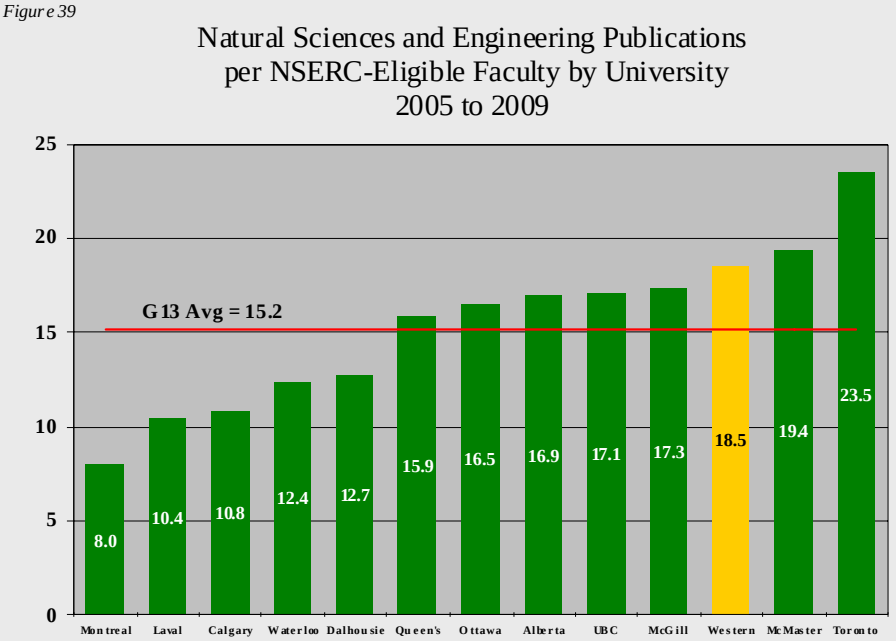
Relation to Strategic Plan: Commitment 4.3: Emphasize the importance of knowledge transfer, technology transfer, contract research, and commercialization of research discoveries, and track progress in all of these areas.

Commentary: Western's faculty members in the NSERC disciplines publish in refereed journals at above the average rate of the G13 group. Bibliometric output is commonly used as a proxy for research productivity.

Western's output increased from last year's report, as has the overall G13 average.

Comparable analyses for the SSHRC and CIHR disciplines are not presented here. While the analysis is reliable for the NSERC disciplines, in the case of SSHRC the ISI does not capture the full spectrum of published faculty output. With respect to CIHR disciplines, the G13 has been unsuccessful in attempts to accurately and consistently report the clinical research population to which the clinical discipline publications could be normalized.

Figure 39



Source: Publications from OST are totals for the period 2005 to 2009 excluding those categorized as clinical Medicine; NSERC-eligible faculty from G13 Data Exchange is from 2009-10

Contract Research Revenue

Figure 40

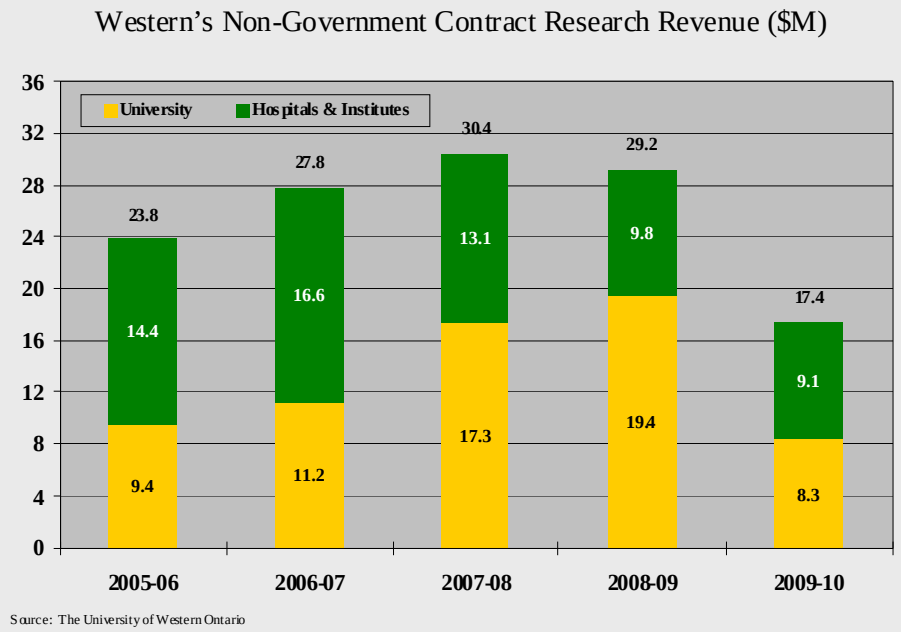
Data Source: The University of Western Ontario

Relation to Strategic Plan: Commitment 4.3: Emphasize the importance of knowledge transfer, technology transfer, contract research, and commercialization of research discoveries, and track progress in all of these areas.

Calculation of Indicator: This indicator is a five-year summary of Western's revenue from research contracts, excluding government research contracts. Research contracts administered through the hospitals and affiliated research institutes are included but displayed separately.

Commentary: The volume of contract research is a limited measure of the University's research collaboration with industry. Between 2005 and 2008, the volume of contract research at Western showed steady increased. However, there was a substantial decrease in 2009 – which, in all likelihood, is attributable to the economic downturn in 2008-09.

Figure 40



Source: The University of Western Ontario

Total Endowment Value

Figure 41

Data Source: The University of Western Ontario

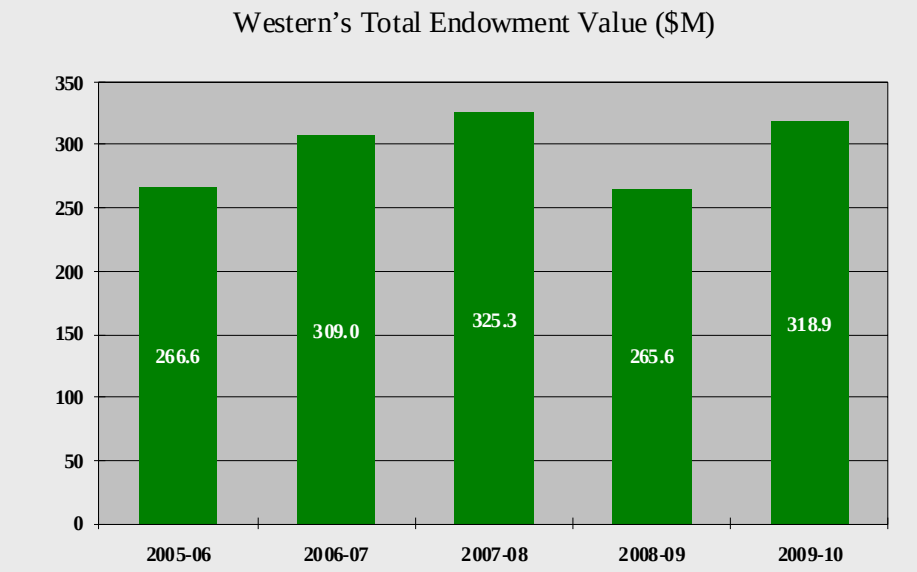
Calculation of Indicator: This indicator is a five-year summary of the value of Western's endowments at the end of the fiscal year.

Relation to Strategic Plan: Commitment 9.2: Increase the level of endowed funds, in partnership with Foundation Western, to provide for long-term financial stability and independence for Western.

Commentary: Western's endowment increased steadily from 2005 through 2009, in large measure due to the Ontario Student Opportunity Trust Fund (now the Ontario Trust for Student Support), a provincial government matching program to encourage endowed gifts for student aid.

The market downturn of 2008-09 had a significant downward impact on Western's endowments. The partial recovery in 2009-10 has brought our endowment closer to the 2007-08 level.

Figure 41



Source: The University of Western Ontario Audited financial statments as of April 30th

Total Gifts to Western

Figure 42

Data Source: The University of Western Ontario

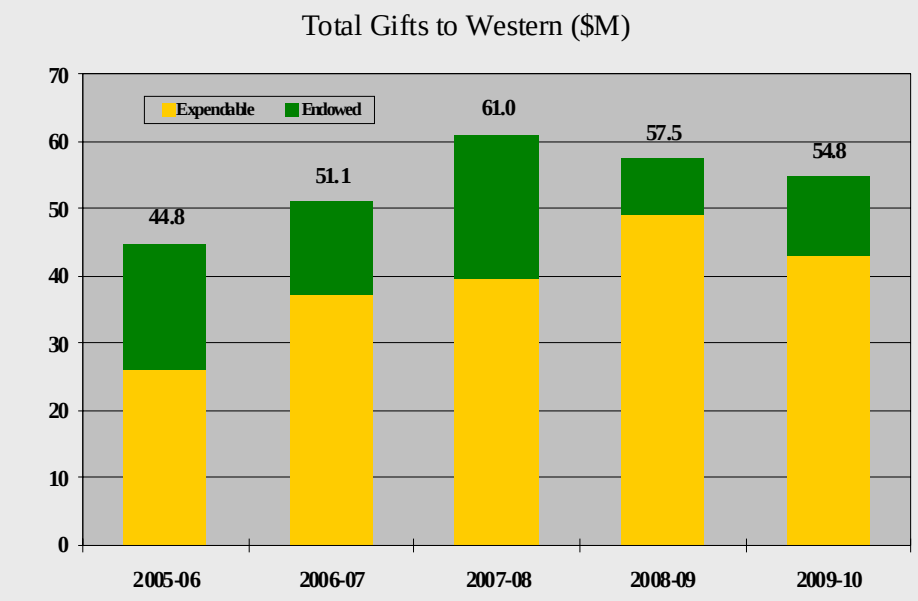
Calculation of Indicator: This indicator is a five-year history of gifts to Western, segregated between endowed and expendable purposes.

Relation to Strategic Plan: Commitment 9.1: Implement the next major institutional fundraising campaign from 2007-2013 based on approved academic and research priorities.

Commentary: The current annual target of $60 million was met in 2007-08. This was especially challenging in the subsequent years because of the economic downturn in 2008-09. There was a pronounced trend toward expendable rather than endowed gifts in 2008-09 and 2009-10, which is understandable given the volatility of equity markets.

Our fundraising campaign plan is currently being updated – and the campaign will be re-launched in the coming months. As part of this re-launching, our annual target will likely be revised.

Figure 42



Source: The University of Western Ontario

Comparative Endowment Levels

Figures 43 and 44

Data Source: Canadian Association of University Business Officers (CAUBO)

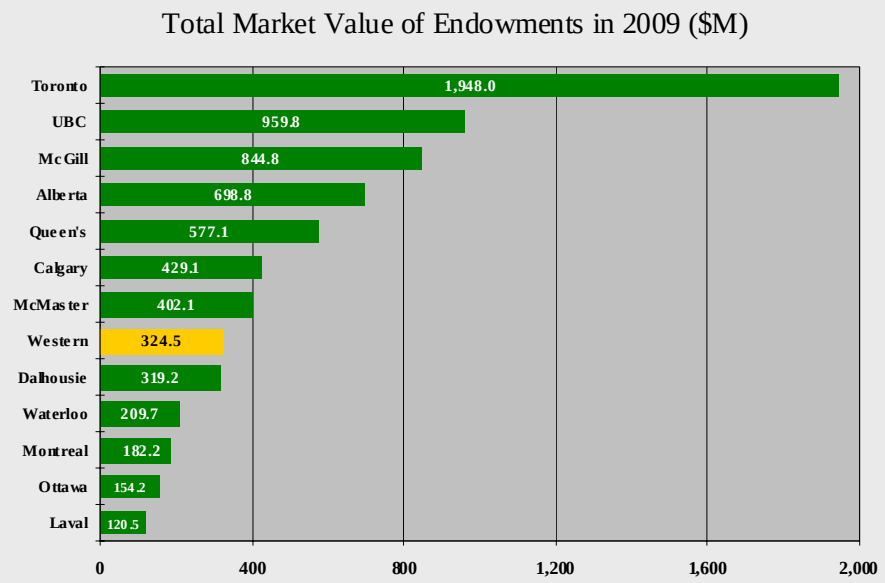
Calculation of Indicator: Data on the total market value of endowments as at December 31, 2009 for the G13 universities are displayed both in terms of the absolute value, and as a value per FTE student.

Relation to Strategic Plan: Commitment 9.2: Increase the level of endowed funds, in partnership with Foundation Western, to provide for long-term financial stability and independence for Western.

Commentary: The analysis indicates that Western's endowment fund, as compared to other G13 institutions, is quite modest both in absolute terms and on a per-FTE-student basis. Western's relative position within the G13 is unchanged from last year's report.

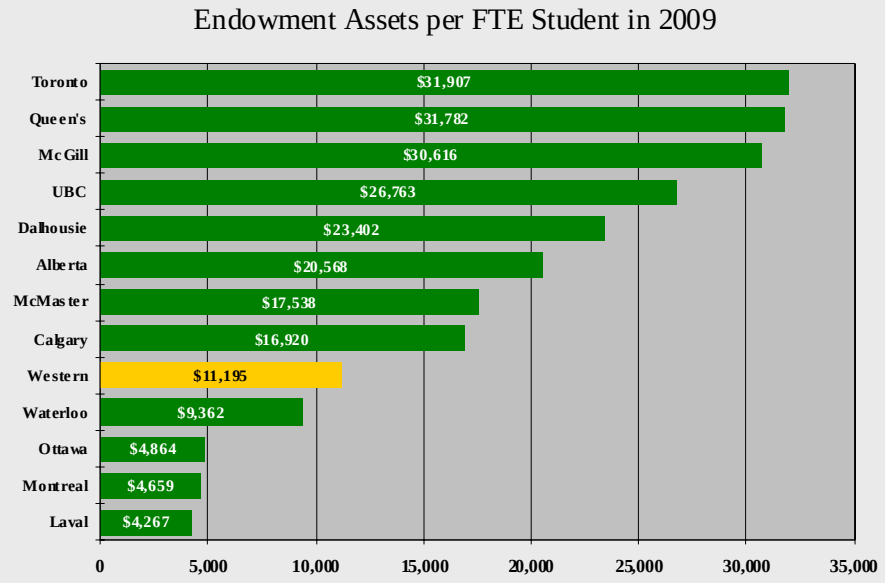
Endowment levels at all of the G13 institutions rebounded in 2009 as a result of the partial recovery of the equity markets.

Figure 43



Source: CAUBO University Investment Survey (December 31, 2009)

Figure 44



Source: CAUBO University Investment Survey (December 31, 2009)

Physical Infrastructure: Actual Space vs. Required Space

Figure 45

Data Source: Council of Ontario Universities (COU)

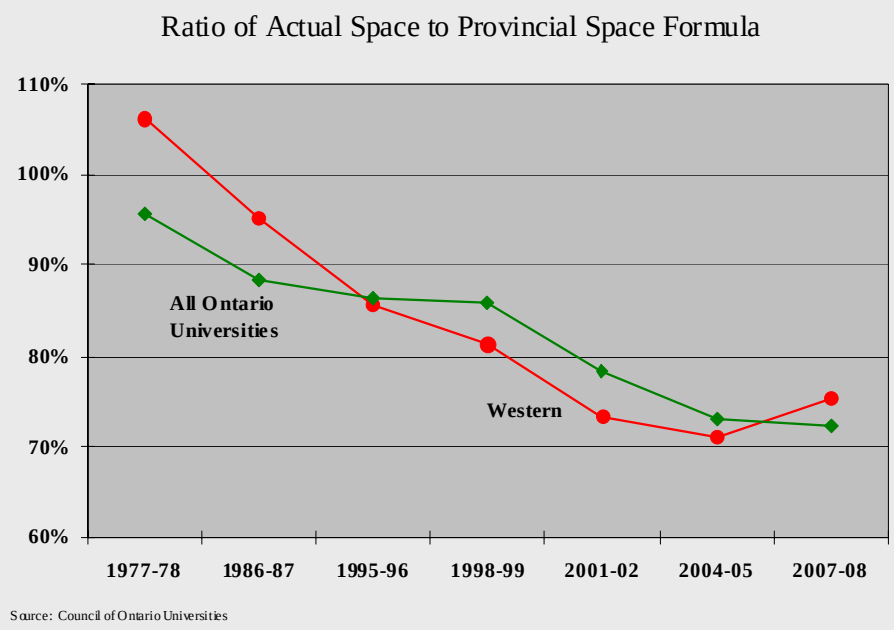
Calculation of Indicator: On a triennial cycle, each Ontario university reports to COU, quantifying space inventory in a number of categories such as research space, classrooms, faculty offices, student services. The COU then calculates the amount of space required by each university through the use of space standards formulae. The analysis then computes each university's actual space inventory as a percentage of the space requirement generated by the formula.

Relation to Strategic Plan: Chapter 11: As we plan our academic directions in terms of faculty, staff and students, and the teaching and research programs that they will populate, our aspirations must be carefully kept in balance and closely coupled with the space needed for success. Western's ambitious building and modernization plan for the period 2006-2013 offers an unparalleled opportunity for significant reflection and change.

Commentary: The analysis indicates that Western, and all Ontario universities, have fallen considerably below the provincial space standard. Ontario's universities have for a number of years absorbed significant enrolment and research growth without adequate expansion of capital facilities. The Provincial Government has very recently demonstrated a renewed commitment to capital construction and campus renewal, which may lead to future improvement in this measure.

Western has experienced an improvement in the results of the most recent triennial survey, largely due to the recent addition of several substantial buildings to our inventory, most notably: the Biotron; the Robarts Research Institute Building; Westminister Hall; and the Clinical Skills Building. The results of the 2010-11 survey are expected to be released in the summer of 2012.

Figure 45



Source: Council of Ontario Universities

Maintenance, Modernization, and Infrastructure Expenditures

Figure 46

Data Source: The University of Western Ontario

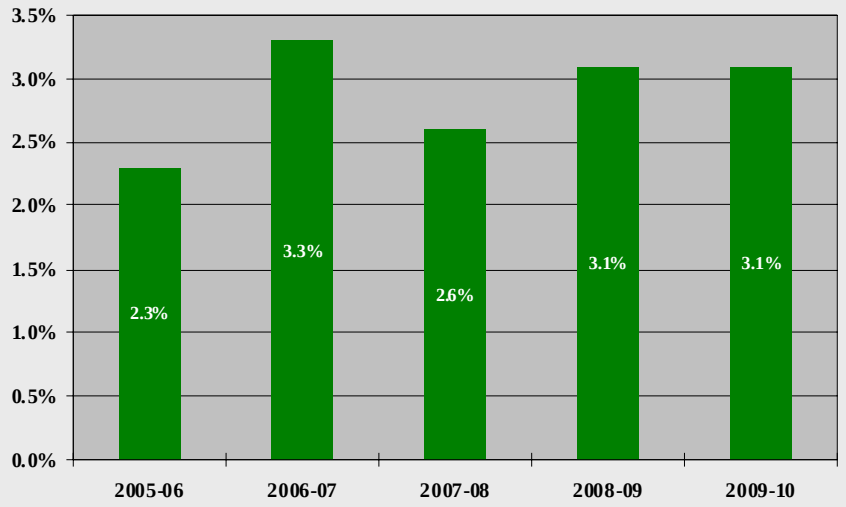
Calculation of Indicator: Annual expenditures for facilities maintenance, modernization, and infrastructure are expressed as a percentage of the estimated building replacement value, excluding the value of student residences.

Relation to Strategic Plan: Chapter 11: As we plan our academic directions in terms of faculty, staff and students, and the teaching and research programs that they will populate, our aspirations must be carefully kept in balance and closely coupled with the space needed for success. Western's ambitious building and modernization plan for the period 2006-2013 offers an unparalleled opportunity for significant reflection and change.

Commentary: Annual expenditures are now at just over three percent of the replacement value of campus buildings, which compares favourably to industrial standards. The Provincial Government has demonstrated a renewed commitment to capital construction and campus renewal, and this is reflected in the expenditure levels in 2008-09 and 2009-10.

Figure 46

Western's Maintenance, Modernization, and Infrastructure Expenditures as a Percentage of Building Replacement Value



Source: The University of Western Ontario; Replacement Value includes Non-Residential Buildings, Utilities and Infrastructure