

2010-2011 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, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 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.



1) Enrolment - Headcount*

***DEFINITION:** *Headcount* is the actual enrolment for Fall 2010 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2010-2011 fiscal year.

University of Western Ontario reported to the Ministry the total Headcount enrolment in 2010-2011 = **29,540**.

The number of students aged 18-24 from the total Headcount enrolment reported by **University of Western Ontario** to the Ministry for 2010-2011 = **24,687**.

The number of students aged 25+ from the total Headcount enrolment reported by **University of Western Ontario** to the Ministry for 2010-2011 = **4,759**.

The **number of students under the age of 18** enrolled at **University of Western Ontario** in 2010-2011= **85**.

*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 three age bands total 29,531. The 9 remaining students do not have a reported 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 2010-2011 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 the institutions' 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.*

For the following, please include Full-Time and Part-Time, but not International students.

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 2010-2011= <u>1,473</u></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <u>1,473</u> ÷ University of Western Ontario (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <u>5%</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 2010-2011 = <u>N/A</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at University of Western Ontario in 2010-2011= <u>2,036</u></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <u>2,036</u> ÷ University of Western Ontario (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <u>6.9%</u></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at University of Western Ontario in 2010-2011 = <u>24</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at University of Western Ontario in 2010-2011= <u>250</u></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <u>250</u> ÷ University of Western Ontario (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <u>0.8%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at University of Western Ontario in 2010-2011 = <u>12</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 -

Western requests the following 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.

First Generation Students and Students with Disabilities must self identify. Students with Disabilities must provide documentation to the Student Development Centre.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution 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 2010-2011, 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 the institution 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 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>Services for Students with Disabilities (SSD) partnered with a psychologist in private practice, to provide a social skills training group for students with Asperger's Syndrome. The group will be offered again in 2011-12 based on its success in 2010-11.</p> <p>SSD explored ways in which to expand the interventions and support it offers to students who have learning and attention disorders. SSD has provided Cogmed training for the purpose of improving students' attention and working memory, and has facilitated students' work with an ADHD coach. These partnerships and initiatives will continue. In addition, the use of neurofeedback will be offered to a small number of students in 2011-12. This new offering is possible because of extensive training undertaken in 2010-11 by staff members in SSD.</p> <p>In partnership with Exam Services and SSD at King's, 8,633 exams were arranged for 956 students. These numbers represent a 17% increase over numbers from the previous year.</p> <p>For further information about Services for Students with Disabilities Western please visit http://www.sdc.uwo.ca/ssd/</p>	<p>The University of Western Ontario has been engaged in mentoring of FG students from academic, financial and professional perspectives.</p> <p>One mentoring initiative, the Guide to Professional Success (GPS) program, facilitates the personal and professional development of FG students through the establishment of meaningful mentoring relationships, providing advice and networking opportunities. 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>The following is a testimonial from a participant of the GPS program:</p> <p>"The GPS Mentorship Program has been a phenomenal experience for me. ...My mentor has exceeded my expectations on all accounts and has provided me with a wealth of resources and professional contacts both in London and abroad. His help has encouraged me to network in my field of interest and optimize my marketability as I search for a summer and post-grad job. As our mentor/protégé relationship continues to develop, I believe my mentor will become a life-long friend and adviser. I truly cannot recall how many friends have been impressed and envious of my experience in this</p>	<p>The Access Transition Opportunities program (ATOp) for Aboriginal students includes specialized admissions procedures, registration assistance, residence/housing priorities, Faculty support ie. Teaching Assistants, tutors, Faculty members support, and a number of other academic supports ie. Learning Skills, Effective Writing, as well as Indigenous Services Counsellors, Elders, Wisdomkeepers, and a number of special events throughout the year. All programs and services are designed to address the barriers Aboriginal students face when attending university.</p> <p>For more information about Services for Indigenous Students please visit http://indigenous.uwo.ca/</p>



	<p>program. I am really thankful for the work by all the program coordinators and encourage others to partake in the most rewarding program available at Western.”</p>	
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3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **University of Western Ontario** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

*NOTE: SAG data as of June 9, 2011

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$7,152,066	2,938
Other SAG Expenditure to Supplement OSAP	\$5,567,680	2,519
TOTAL	\$12,719,746	5,457

Did **University of Western Ontario** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

Yes

The space below is provided for **University of Western Ontario** to describe methodology, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2010-2011.

Information submitted by students on their financial aid application was cross-referenced with each student's SAG amount. A bursary was provided that was either equal to, or more than, 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. 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 2010.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2006	42,447	5,651	1,137	230
2007	44,576	5,725	1,010	179
2008	46,677	5,870	896	176
2009	46,359	5,884	886	192
2010	47,307	6,127	916	171

*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;*
- *transfer data is not limited to college graduates who apply through OUAC; and*
- *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

*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

Excluding enrolments in collaborative programs with college partners, Western has an enrolment of 1,399 undergraduate students with some college experience in 2010-11.

Similarly, our 2010-11 undergraduate enrolment of students with some university experience totals 2,636.



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 the institution 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.)

We continue to work with most Faculties to identify and develop new and enhance existing pathways with Ontario Colleges. Further potential agreements have been identified which may provide new pathways to upper year programs in the Faculty of Science. We continue to explore opportunities to enhance our current articulation agreement between the Liberal Studies program at Fanshawe and the Faculties of Arts and Social Science at Western. We are also currently exploring a bridging program from Fanshawe College to the Faculty of Engineering at Western.

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

All transfer students admitted to first year were invited to attend Summer Academic Orientation. Transfer students were 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. A special half day orientation session was provided to Transfer and Mature Students on July 13th to become familiar with Western and meet with other transfer students. There was also a Transfer and Mature Student orientation on September 10th led by current Western students and focused on the Western library system, Student Development Centre, Study Groups registration, the Leadership and Mentorship program and other student supports at Western.

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

Western has ensured that it has updated comprehensive information about its articulation agreements with Ontario Colleges on our Prospective Student website. As well, we have reviewed all previous articulation agreements, have renewed the majority of them at this time and posted them to the Ontario Post Secondary Transfer Guide. We expect that those agreements which have been affected by course changes at the colleges will be renewed in the fall after a full review of the college curriculum has been completed at Western.

5) Class Size*

Per the 2010 Common University Data Ontario (CUDO) report for Fall 2009, 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	108	32.8%	476	45.3%	405	55.8%	430	79.7%
30 to 60 students	41	12.4%	285	27.1%	228	31.4%	89	16.5%
61 to 100 students	46	13.9%	135	12.8%	57	7.9%	17	3.1%
101 to 250 students	94	28.5%	117	11.1%	28	3.9%	4	0.7%
251 or more	41	12.4%	39	3.7%	7	1.0%	0	0.0%
Total	330	100.0%	1,052	100.0%	725	100.0%	540	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 2010-2011, which contributed to maintaining or improving **University of Western Ontario's** class size 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.

In a first year Physics course the instructor uses Wimba (a synchronous teaching tool) to extend and augment the classroom beyond the physical class size. The professor has found that this allows not only face to face students to review previous lectures but the class can be extended to online distance students as well.

Science Discovery Café: In ongoing collaboration with The Student Success Centre, the Faculty of Science is enhancing the experience of academic community for first-year Science students by arranging ongoing meetings with 10 small groups, each co-facilitated by a faculty member and an undergraduate peer mentor.

Although groups are free to follow their own interests, the main outcomes for the Café include: i) an expansion of supportive academic relationships; ii) an improved understanding of the process of research and the nature of knowledge that it produces; and iii) a greater awareness of the structure of the University and the range of academic careers that it provides.

Reference: Tom Haffie, Faculty Associate, Teaching Resource Centre, Western Reflections, Fall 2010

The Instructional Skills Workshop (ISW) for faculty offers the opportunity to explore, in very practical and hands-on ways, the conditions that give rise to powerful learning experiences among students. The ISW is offered within a small group setting and is designed to enhance the teaching effectiveness of both new and experienced instructors. These sessions provide new instructors with an introduction to designing and facilitating effective learning activities. The ISW also serves as a laboratory for experienced instructors who wish to refine and expand their teaching practice, to explore new ideas, or to revisit the fundamentals.



6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the government announced the creation of a new Ontario Online Institute (OOI). In Spring 2010, the Ministry conducted a 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 currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Ontario Online Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

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 2010-2011:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	366	10
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	5	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	371	10
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	17	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	17	0
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	14,248	160
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	823	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	15,071	160

*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. Students can complete 11 module minors, 4 module majors, and one Certificate, and one Diploma 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 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

UWO does not track hybrid courses separately.

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 elearning opportunities at **University of Western Ontario**. 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.

UWO continues to develop and redevelop more than 20 online courses per year.

7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **University of Western Ontario's** current top five source countries for International Students, as shown in International Enrolment section below) in which **University of Western Ontario** actively engaged in recruitment activities in 2010-2011:

Brazil
India

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 2010-2011:

- Outbound students* = 303
*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
- Inbound students* = 339
*DEFINITION: Inbound students are international students registered at an Ontario college/university 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 2010-2011 = **\$26,627,508**

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 2010-2011 = **\$3,830,347**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **University of Western Ontario** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, 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 in 2010-2011	2010-2011 Total Enrolment by Program
Hong Kong	Hong Kong / China	EMBA	56

*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

<p>Outbound Students - the number reported above represents the number of students who took part in formal exchange programs. An additional 480 students took part in short term or long-term study/work abroad for credit opportunities.</p>

7.2 Enrolment

In 2010-2011, **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	888	38.6%
2.	Iran	148	6.4%
3.	India	100	4.4%
4.	United States of America	99	4.3%
5.	Saudi Arabia	78	3.4%

University of Western Ontario reported to TCU that International Enrolment* in 2010-2011 = 2,298

**DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

*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, Trinidad and Tobago, and Saudi Arabia.

Please provide **University of Western Ontario's** 2010-2011 Part-Time International Student Enrolment = 102

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **University of Western Ontario** in 2010-2011 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **University of Western Ontario** used in 2010-2011 to create pathways for *International students* from **University of Western Ontario's** ESL programming to postsecondary studies.

In 2010-11 Western began working 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. Through these programs we project that an additional 100 students (undergraduate students) will register in our programs in 2011-12.

*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

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** 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 Education with a mandate to focus more directly on developing emerging target markets for international recruitment and for providing more opportunities for Western students to engage in international education. This office will be led by a Vice-Provost and Associate Vice-President, International Education, a position that will be filled by July 1, 2012.

For more information about Western's international initiatives please visit <http://international.uwo.ca/>



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 a 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 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **University of Western Ontario** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

University of Western Ontario confirmed in its 2009-2010 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 2010-2011, **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 2009-2010 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **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 2010-2011:
200,000

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.

Western participated in a number of collaborative purchasing initiatives with local purchasing groups, other universities and colleges. In 2010-2011 we spent over \$38M or slightly over 10% of our operating purchases on collaborative initiatives. Western developed software called Perfect Invoice Preparation and Entry (PIPE) software that doubled Accounts Payable data entry and provided visibility to all invoices in process in our Process to Pay systems. Western has joined the Education Advisory Board (EAB) and more specifically their Spend Collaborative. EAB brings over 90 higher education institutions together to share best practices. The Spend Collaborative is a powerful software product that provides detailed analytics on spend data and helps to highlight opportunities negotiate better vendor pricing, increase contract compliance, eliminate contract over-payments, and potentially changes end-users product choices. The data gathering for this project is a challenge so we are investigating the potential of implementing an e-procurement tool to further streamline business practices across the entire procure to payment process as well as provide robust data for the Spend Collaborative.

*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: Supply Chain Management and OEMC purchases

OECM participation
Xerox paper = ~\$200K annually
Western is in the process is signing on to the Grand & Toy stationary contract (Sept 1st, 2011) annual spend = ~\$500K
Western has participated in the following sourcing events with OECM: Toner, Courier, Long Distance

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities are to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through two new directives, establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including universities, to establish rules on perquisites.

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.

Given the proclamation date of April 1, 2011, **University of Western Ontario** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **University of Western Ontario** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **University of Western Ontario** adopted in 2010-2011 to prepare for compliance.

In order to be compliant with the new Procurement Directive, Western has adopted the process of ensuring all procurement opportunities tied to consulting services, as described in the Procurement Directive, are competitively bid, regardless of value. If for some reason an opportunity is not competitively bid, Western's President must sign-off on this non-competitive process, provided there is an exemption from competitive bidding under the AIT and the value of the opportunity is under \$1M. If the value is greater than \$1M, the Board of Governors must approve the non-competitive transaction.

As well, Western is in the process of re-drafting Board Policies related to Procurement and consulting with Senior Leaders, Faculties and Business Units. This new Policy is anticipated to go into effect in the Fall of 2011.

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.

Given the proclamation date of April 1, 2011, **University of Western Ontario** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **University of Western Ontario** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **University of Western Ontario** adopted in 2010-2011 to prepare for compliance.

Western is in the process of re-drafting Board Policies related to travel and expenses and consulting with Senior Leaders, Faculties and Business Units. This new Policy is anticipated to go into effect in the Fall of 2011. These Policies address the eight mandatory requirements as laid out in the Expense 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.

Given that the effective date for compliance is August 2, 2011, **University of Western Ontario** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **University of Western Ontario** to attest that it is in compliance with this Directive.

9) Space Utilization

University of Western Ontario indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

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** space utilization. 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.

Space planning -- which includes space utilization analyses and space allocation recommendations -- have been a central part of Western's integrated planning process since the mid-1990's. As part of our planning process, we carry out Faculty by Faculty space data/analyses including actual space and projected "required" space. These data are used by the Provost in making final space allocation decisions.

An outcome of the fall 2010 planning process, was the introduction of a new budgetary mechanism aimed at ensuring that the University community is aware of the costs of space, and as a result would require them to do a careful review of space utilization and needs -- before coming forward with incremental space requests.

This new mechanism requires the Faculties to:

- a. Provide clear rationale for the need for incremental space.
- b. Pay 50% of the operating costs (utilities, caretaking, maintenance, and infrastructure) of incremental space.

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** uses to measure student satisfaction.

Percentage of students that would recommend UWO to a friend = 92% (source: 2010-11 Survey of Graduating Students)

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 student satisfaction at **University of Western Ontario**. 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 "Experiential Learning in Rwanda" program is an Interdisciplinary Experiential Learning Course on Rwanda, based in the Department of French Studies, which intends to give opportunities to Western students who would like to learn more about Rwandan society and about themselves by serving in an international social and cultural setting through service learning activities and volunteer placements. This was the second year of the course being implemented which allowed the participants to build upon the foundations and relationships established by last year's class. The students read several articles about the country's history, politics, judicial system, education, health and of course, the 1994 genocide as well as the reconstruction efforts currently being made. Multiple guest speakers were invited to speak to the class about social justice issues and international travel. In groups of two students completed an oral presentation about the course readings in order to facilitate critical thinking and group discussions about the material. Each student wrote two research papers on selected topics. Learning about Rwanda's culture and society 2 increased the excitement the students felt in anticipation of traveling there and learning about these aspects first hand. Class discussions regarding trip plans were frequent and the participation of all of the students was encouraged in contributing ideas of the vision they had for this trip.

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 provide one or more highlights, in the space provided below, of a **University of Western Ontario** activity in 2010-2011, which contributed to maintaining or improving **University of Western Ontario's** graduation rate initiatives. This could be 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.

Western's Summer Academic Orientation program is one of the oldest and most comprehensive programs of its type offered by an Ontario university. We are successful in consistently reaching 90% of our first-year class with critical information that helps students be successful. We know that when students are successful, they are more likely to be retained and therefore complete their programs. Our Summer Academic Orientation leaders, themselves highly engaged and successful Western students, encourage our new students to be engaged in their studies by taking advantage of the wide range of services and resources that support students in reaching their goals. They are influential in their messages since they are sharing their own experience with our new students. First-year students also meet with a faculty member to discuss their academic plans. Student involvement in the academic institution, with regular faculty-student interaction, increases student academic success, satisfaction, and retention (Astin, 1993; Pascarella & Terenzini, 1991).

12) Graduate Employment Rate

Per the KPI results reported in 2011, the graduate employment rate*, 6 months upon graduation, at **University of Western Ontario = 91.9%**

Per the KPI results reported in 2011 the graduate employment rate*, two years upon graduation, at **University of Western Ontario = 94.7%**

*Percentage of 2008 graduates of bachelors or first professional degree programs who were employed six months and two years after graduation.

Please provide one or more highlights, in the space provided below, of a **University of Western Ontario** activity in 2010-2011, which contributed to maintaining or improving **University of Western Ontario's** graduate employment initiatives. This could be 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 Student Success Centre (SSC) at Western is the 'hub' of activity aimed at ensuring the Western experience culminates in graduation and transition to the 'world of work'. The 'careers' function at the SSC provides a comprehensive set of services and activities ranging from interview preparation to career fairs.

For more information please visit <http://success.uwo.ca/index.cfm/careers/>

The Student Success Centre's online information management system, CareerCentral, consistently helps Western student in finding employment. This 'one stop shop' for student's career needs allow them to search and apply to job postings, receive interview offers, search and register for career related events, all from one, web based application that is accessible from anywhere with an internet connection, at any time of day. Over 3000 job postings were entered to the system last academic year, across a wide spectrum of industries and job types. CareerCentral allows students to search for part time, summer, internship and volunteer opportunities during their time at Western, which enhances their employability when they graduate. CareerCentral also houses many New Graduate and Full Time opportunities. In addition, the system is exclusive to members of the Western community, including all current students and alumni, meaning that many of our job postings are specifically posted with our community in mind and consequently, may not be available elsewhere. Importantly, online job postings provide our students with the opportunity to network and meet with potential employers. CareerCentral is the registration hub for all of our career events, including our Employer Information Sessions. These sessions create access to recruiters from top companies to network with the students. Employers also have access through CareerCentral to online interview booking, and then may also use our physical on campus interview location to interview Western students. CareerCentral makes the processes involved in accessing and hiring Western students very easy for both employers and students.



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	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
1st to 2nd Year	91.1%	91.9%	92.7%	93.6%
1st to 3rd Year	85.6%	87.7%	87.8%	N/A

*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: 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 a **University of Western Ontario** activity in 2010-2011, which contributed to maintaining or improving **University of Western Ontario's** retention initiatives. This could be 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.

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.

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 25 and 40% 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.

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 2010-2011, 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.)

Western's Certificate in Teaching enhances the quality of teaching by graduate students and furthers their preparation for future careers. The presentation and group facilitation skills gained while completing the certificate benefit graduate students in a number of ways and are valued skills in business, industry, and academe. Program participants receive a certificate and a letter of accomplishment after completion of the program's five components.

As noted earlier, Western also offers the Instructional Skills workshop for faculty--over 60 faculty participated last year.

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

Alternative Spring Break is an exciting opportunity for students to participate in a week-long, hands-on, community service learning experience! Options include teaching English at the Hope of a Child Orphanage in the Dominican Republic, providing medical clinics to under-served communities in Costa Rica, or helping to support programs for at-risk populations in our own community of London, Ontario. The Alternative Spring Break (ASB) program is designed to allow students the chance to do something different during Western's Reading Week in February. We have partnered with a variety of community organizations, both locally and across the globe, who are anxious to benefit from the knowledge, passion, and hard work of students. When students participate in an ASB experience, they get the chance to learn about different cultures, communities, and social issues by working with a variety of service organizations. They also have a unique opportunity to learn from teammates on the service sites, in facilitated reflection, and in the pre-departure workshops leading up to the experience.

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

For International Students, Continuing Studies at Western, is working on making the changeover as seamless as possible through the Language Enhancement Academic Program (LEAP), a mix of academic, cultural and social activities designed to help the students become comfortable with their new learning and living environment before the official start of classes. In its second year, LEAP is a 17-day program (52 hours) that includes classes, as well as social and cultural activities that will help students enhance their English language skills, make them more aware of the Canadian academic world as well as increase their social network.

The Business Networking Conference, at the London Convention Centre, connects emerging talent with London's business community and professionals from seven leading industries. The Student-2-Business Networking Conference (S2B) aims to engage highly skilled students from The University of Western Ontario, Fanshawe College and surrounding professional schools so graduates consider London as a place to launch their careers. S2B introduces students to the city's thriving business community, and offers insider information on the various industries and opportunities in London. The conference provides students with an afternoon of workshops, a keynote address and a forum to mix and mingle with local business and



community representatives.

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **University of Western Ontario's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **University of Western Ontario's** 2010-2011 budget for their executive offices.



University of Western Ontario confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

Attestation:



University of Western Ontario confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **University of Western Ontario's** Executive Head.

Contact:

Please provide the contact information for the representative at **University of Western Ontario** to whom public inquiries can be directed regarding **University of Western Ontario's** 2010-2011 MYAA Report Back:

- 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 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

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