



Report on the Survey of Graduating Students: 2011-12

Office of the Provost and Vice-President (Academic)

October 2012

Report on the Survey of Graduating Students: 2011-12

Western's Strategic Plan, **Engaging the Future** affirms the importance of assessing the University's performance in its primary missions of teaching and research. A significant component of this evaluative process is the measurement of the learning experience of our students.

In February 1995, the President and Vice-Presidents initiated a voluntary, confidential exit survey, sponsored by the Provost, to determine undergraduates' perceptions of the quality of their educational experiences and their satisfaction with facilities and academic support services at Western University. The Survey of Graduating Students continues both to provide information for planning and to reinforce the University's commitment to excellence.

The Survey Questionnaire

The 2011-12 Survey of Graduating Students (attached as Appendix A) was a 16-item questionnaire in which graduates rated their satisfaction with academic courses and programs, the quality of instruction, the degree to which their university experience enhanced a range of abilities and skills, and their satisfaction with Western's physical facilities and administrative services. Graduates were also asked to describe their reasons for pursuing post-secondary education and for choosing Western, their living arrangements and funding sources while at university, their education-related debt upon graduation, and their plans for future employment or study. Minimal identifying information about Faculty or College, academic program, full- or part-time status, and gender was requested. Three open-ended questions provided an opportunity for graduates to offer comments about their experiences at Western and their suggestions for improving the University and the Survey itself.

Survey Procedure

Questionnaire Distribution

A web-based survey including an explanatory letter was made available to a total of 5,481 undergraduate, certificate, and diploma students who were registered at the Constituent University and who were, at the time of distribution, expected to graduate at the Fall 2010 or Spring 2011 Convocations. The cover letter enlisted students' cooperation and assured them that participation was voluntary, responses would be treated confidentially, and only aggregate data would be published.

Response Rate

Of the 5,556 questionnaires distributed to graduates of the Constituent University, 855 completed questionnaires (or 15.4%) were received.

Table 1 shows response rates, by Faculty of registration, for the 855 respondents who identified themselves as registered at the Constituent University.

The respondents were characteristic of graduates in marital status, immigration status, and applicant type, but females were more heavily represented among respondents. With this caveat, respondents can be regarded as representative of the Fall 2011 and Spring 2012 graduating classes as a whole.

Limitations

When interpreting the results of the survey, it should be noted that the methodology permits only relatively global generalizations to be made. The number of respondents is not large enough to permit meaningful analysis at the level of academic Departments or individual programs. Despite the small sample sizes within departmentalized Faculties, it is entirely reasonable to expect differences in responses at this level. Furthermore, these differences will be both above and below the Faculty average and as a result the reader should not assume that the Faculty-level responses will mirror the responses at the Department level. Available resources and existing physical structures also vary significantly across campus. Some Faculties/Departments have the benefit of newer buildings and/or recent renovations, and these factors may affect the rankings of specific Faculties. Furthermore, it is very likely that some respondents have allowed bleak job prospects to affect their responses.

In addition, the present questionnaire does not take into account respondents' degree of experience with items that they are rating. Although the survey format did offer respondents the option of indicating which items were "not applicable" to them, it is not possible to distinguish the opinions of students with limited exposure to certain facilities or services from those who have used them extensively.

Distortion or loss of specific recollection may affect responses to some questions, particularly Questions 10 and 11, where respondents ranked reasons for pursuing postsecondary education and for choosing Western University. In most instances, graduates would have made those decisions 4 to 6 years ago.

In Question 9, respondents indicated their current plans upon graduation. It is important to note that these questionnaires were distributed in April and May for June graduates and therefore the responses to Question 9 reflect the students' employment status or plans at that particular time. If the survey were to be distributed 6 months after Convocation it could perhaps yield different results.

Although generally positive, the results of the survey point to areas that deserve more extensive study to determine whether changes are warranted. For example, the results suggest the need to determine why graduates were only moderately satisfied with campus food outlets, career services and financial and scholarship services. Similarly, within certain academic units, more information should be sought in response to lower satisfaction ratings about teaching quality, academic programs, and facilities.

Faculties, Colleges, and support units that require more detailed feedback might consider gathering supplementary information through questionnaires, interviews, or focus groups with the current student or graduate populations.

Despite these limitations, the Survey of Graduating Students seems capable of revealing larger trends in students' attitudes and opinions. In future, as changes to academic programs, support services, and

facilities are introduced at Western, the views of graduates who returned the survey can serve as a benchmark against which the effects of changes may be measured.

Index of Tables

| | |
|----------|---|
| Table 1 | Distribution of Population and Responses -- by Faculty |
| Table 2 | Reasons for Pursuing Post-Secondary Education -- all respondents |
| Table 3 | Reasons for Attending The University of Western Ontario -- all respondents |
| Table 4 | Three Largest Sources of Financial Assistance -- all respondents |
| Table 5 | Estimate of Education-Related Debt -- all respondents |
| Table 6 | Plans upon Graduation -- all respondents |
| Table 7 | Satisfaction with Physical Facilities on Campus -- all respondents |
| Table 8 | Satisfaction with Support Units -- all respondents |
| Table 9 | Satisfaction with Teaching and Learning Experiences -- all respondents |
| Table 9a | Overall Satisfaction with Education Received and Courses -- all respondents |
| Table 10 | Academic and Personal Improvements -- all respondents |
| Table 11 | Percentage of Students who would Recommend U.W.O. to a Friend -- by Faculty |

Faculty and program-level data are available by contacting The Office of Institutional Planning and Budgeting.

Table 1*Western University*

Survey of Graduating Students: 2011-12

Distribution of Population and Responses by Faculty

| Faculty | Population | | Responses | | Response |
|------------------------------|------------|------------|-----------|------------|----------|
| | N | % of total | N | % of total | Rate |
| Arts & Humanities | 260 | 4.7 | 40 | 4.7 | 15.4 |
| Business | 519 | 9.3 | 48 | 5.6 | 9.2 |
| Dentistry | 55 | 1.0 | 5 | 0.6 | 9.1 |
| Education | 701 | 12.6 | 97 | 11.3 | 13.8 |
| Engineering | 239 | 4.3 | 46 | 5.4 | 19.2 |
| Health Sciences | 877 | 15.8 | 126 | 14.7 | 14.4 |
| Info & Media Studies | 242 | 4.4 | 29 | 3.4 | 12.0 |
| Law | 157 | 2.8 | 31 | 3.6 | 19.7 |
| Medicine: B. Med Sci Program | 304 | 5.5 | 71 | 8.3 | 23.4 |
| Medicine: MD Program | 148 | 2.7 | 7 | 0.8 | 4.7 |
| Music | 119 | 2.1 | 21 | 2.5 | 17.6 |
| Science | 549 | 9.9 | 103 | 12.0 | 18.8 |
| Social Science | 1,386 | 24.9 | 231 | 27.0 | 16.7 |
| Total | 5,556 | 100.0 | 855 | 100.0 | 15.4 |

Table 2
Western University
Survey of Graduating Students: 2011-12
Reasons For Pursuing Postsecondary Education

| How important were each of the following reasons for you when you first decided to pursue postsecondary education? | Scale: 1 = Not At All Important / 5 = Very Important | | | | | | | | | | | | | | | | 2010-11 Results | | |
|--|--|------|------------|------|------------|------|------------|------|------------|------|--------------|------|-----|-------------|---|------------|-----------------|-------|-----|
| | Response-1 | | Response-2 | | Response-3 | | Response-4 | | Response-5 | | Response=N/A | | | No Response | | Response-4 | Response-5 | Total | |
| | N | % | N | % | N | % | N | % | N | % | Total | Mean | N | % | N | % | % | Mean | |
| | | | | | | | | | | | | | | | | | | | |
| Preparing to enter a specific job or career | 73 | 8.6 | 51 | 6.0 | 128 | 15.2 | 177 | 21.0 | 415 | 49.2 | 844 | 4.0 | 9 | 1.1 | 2 | 0.2 | 21.1 | 47.4 | 3.9 |
| | 84 | 10.5 | 50 | 6.2 | 115 | 14.3 | 180 | 22.4 | 374 | 46.6 | 803 | 3.9 | 48 | 5.6 | 4 | 0.5 | 21.1 | 48.5 | 3.9 |
| Required for professional or career advancement | 75 | 8.9 | 62 | 7.4 | 121 | 14.4 | 286 | 33.9 | 299 | 35.5 | 843 | 3.8 | 8 | 0.9 | 4 | 0.5 | 30.9 | 37.2 | 3.8 |
| | 91 | 11.1 | 92 | 11.2 | 139 | 16.9 | 214 | 26.0 | 287 | 34.9 | 823 | 3.6 | 25 | 2.9 | 7 | 0.8 | 24.9 | 35.9 | 3.7 |
| Preparing for further study at an advanced level | 103 | 12.5 | 122 | 14.9 | 195 | 23.8 | 230 | 28.0 | 171 | 20.8 | 821 | 3.3 | 28 | 3.3 | 6 | 0.7 | 28.6 | 21.8 | 3.4 |
| | 142 | 18.0 | 126 | 16.0 | 186 | 23.6 | 167 | 21.2 | 168 | 21.3 | 789 | 3.1 | 60 | 7.0 | 6 | 0.7 | 19.6 | 23.4 | 3.1 |
| To obtain a broad general education | 277 | 36.0 | 158 | 20.5 | 122 | 15.8 | 117 | 15.2 | 96 | 12.5 | 770 | 2.5 | 77 | 9.0 | 8 | 0.9 | 11.8 | 12.5 | 2.4 |
| | 339 | 55.1 | 81 | 13.2 | 71 | 11.5 | 47 | 7.6 | 77 | 12.5 | 615 | 2.1 | 233 | 27.3 | 7 | 0.8 | 5.9 | 9.2 | 1.9 |

Table 3
Western University
 Survey of Graduating Students: 2011-12
Reasons For Attending The University of Western Ontario

| How important were each of the following reasons in your decision to enrol at UWO? | Scale: 1= Not At All Important / 5 = Very Important | | | | | | | | | | | | | | | 2010-11 Results | | | | | | |
|--|---|------|-----|------------|-----|------|------------|------|-----|------------|-----|-----|------------|------|----|-----------------|------|------------|------|------------|---|-------|
| | Response=1 | | | Response=2 | | | Response=3 | | | Response=4 | | | Response=5 | | | Response=N/A | | Response=4 | | Response=5 | | Total |
| | N | % | | N | % | | N | % | | N | % | | N | % | | Total | Mean | N | % | % | % | Mean |
| Quality of programs offered | 66 | 7.9 | 40 | 4.8 | 79 | 9.5 | 278 | 33.4 | 369 | 44.4 | 832 | 4.0 | 18 | 2.1 | 5 | 0.6 | | 34.8 | 41.3 | 4.0 | | |
| | 88 | 10.8 | 68 | 8.3 | 141 | 17.2 | 230 | 28.1 | 291 | 35.6 | 818 | 3.7 | 31 | 3.6 | 6 | 0.7 | | 29.4 | 32.8 | 3.7 | | |
| Unique programs or specializations | 83 | 10.3 | 94 | 11.7 | 157 | 19.5 | 210 | 26.1 | 262 | 32.5 | 806 | 3.6 | 43 | 5.0 | 6 | 0.7 | | 26.1 | 31.0 | 3.6 | | |
| Good social atmosphere | 98 | 12.1 | 80 | 9.9 | 145 | 17.9 | 273 | 33.7 | 215 | 26.5 | 811 | 3.5 | 37 | 4.3 | 7 | 0.8 | | 32.6 | 27.5 | 3.5 | | |
| Variety of programs offered | 110 | 13.9 | 94 | 11.8 | 159 | 20.0 | 226 | 28.5 | 205 | 25.8 | 794 | 3.4 | 54 | 6.3 | 7 | 0.8 | | 30.6 | 22.7 | 3.4 | | |
| Advice from teachers/counsellors | 143 | 18.1 | 109 | 13.8 | 202 | 25.6 | 212 | 26.9 | 122 | 15.5 | 788 | 3.1 | 59 | 6.9 | 8 | 0.9 | | 26.9 | 13.8 | 3.0 | | |
| Good student support services | 154 | 19.2 | 122 | 15.2 | 215 | 26.8 | 214 | 26.7 | 97 | 12.1 | 802 | 3.0 | 45 | 5.3 | 8 | 0.9 | | 21.5 | 11.7 | 2.8 | | |
| Size of university/college | 168 | 21.1 | 135 | 16.9 | 223 | 27.9 | 177 | 22.2 | 95 | 11.9 | 798 | 2.9 | 51 | 6.0 | 6 | 0.7 | | 22.4 | 12.2 | 2.9 | | |
| Good athletic facilities/programs | 205 | 26.3 | 135 | 17.3 | 161 | 20.7 | 161 | 20.7 | 117 | 15.0 | 779 | 2.8 | 67 | 7.8 | 9 | 1.1 | | 16.3 | 12.2 | 2.6 | | |
| Proximity to home community | 248 | 35.6 | 69 | 9.9 | 111 | 15.9 | 102 | 14.6 | 167 | 24.0 | 697 | 2.8 | 151 | 17.7 | 7 | 0.8 | | 14.6 | 23.1 | 2.8 | | |
| Size of classes | 166 | 20.7 | 163 | 20.3 | 249 | 31.1 | 150 | 18.7 | 73 | 9.1 | 801 | 2.8 | 48 | 5.6 | 6 | 0.7 | | 16.9 | 10.1 | 2.7 | | |
| Wanted to live in London | 273 | 34.3 | 133 | 16.7 | 114 | 14.3 | 123 | 15.4 | 154 | 19.3 | 797 | 2.7 | 52 | 6.1 | 6 | 0.7 | | 15.7 | 20.7 | 2.7 | | |
| Quality of clinical training | 250 | 37.0 | 115 | 17.0 | 128 | 18.9 | 109 | 16.1 | 74 | 10.9 | 676 | 2.5 | 169 | 19.8 | 10 | 1.2 | | 13.4 | 12.0 | 2.4 | | |
| Scholarships offered | 268 | 37.6 | 101 | 14.2 | 129 | 18.1 | 122 | 17.1 | 93 | 13.0 | 713 | 2.5 | 131 | 15.3 | 11 | 1.3 | | 16.3 | 10.0 | 2.4 | | |
| Able to live at home | 338 | 60.5 | 29 | 5.2 | 21 | 3.8 | 40 | 7.2 | 131 | 23.4 | 559 | 2.3 | 289 | 33.8 | 7 | 0.8 | | 5.9 | 23.5 | 2.3 | | |
| Friends were attending | 336 | 46.9 | 115 | 16.1 | 115 | 16.1 | 86 | 12.0 | 64 | 8.9 | 716 | 2.2 | 130 | 15.2 | 9 | 1.1 | | 11.2 | 10.6 | 2.2 | | |
| Availability of distance learning | 352 | 50.3 | 116 | 16.6 | 106 | 15.1 | 61 | 8.7 | 65 | 9.3 | 700 | 2.1 | 143 | 16.7 | 12 | 1.4 | | 8.3 | 8.4 | 2.0 | | |
| Family tradition | 399 | 66.3 | 60 | 10.0 | 57 | 9.5 | 35 | 5.8 | 51 | 8.5 | 602 | 1.8 | 245 | 28.7 | 8 | 0.9 | | 6.6 | 7.6 | 1.8 | | |
| Rejected elsewhere | 337 | 70.1 | 37 | 7.7 | 31 | 6.4 | 26 | 5.4 | 50 | 10.4 | 481 | 1.8 | 357 | 41.8 | 17 | 2.0 | | 3.7 | 9.4 | 1.7 | | |

Table 4

Western University

Survey of Graduating Students: 2011-12

Three Largest Sources of Financial Assistance

| Source of Financial Assistance | 2011-12 | | | | | | 2010-11 | | | | | |
|---|--|-------|---|-------|--|-------|--|-------|---|-------|--|-------|
| | Largest Source of Financial Assistance | | Second Largest Source of Financial Assistance | | Third Largest Source of Financial Assistance | | Largest Source of Financial Assistance | | Second Largest Source of Financial Assistance | | Third Largest Source of Financial Assistance | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Parents (non-repayable) | 380 | 44.4 | 71 | 8.3 | 54 | 6.3 | 433 | 42.8 | 76 | 7.5 | 63 | 6.2 |
| Repayable Loans | 199 | 23.3 | 87 | 10.2 | 56 | 6.5 | 234 | 23.1 | 121 | 12.0 | 66 | 6.5 |
| Summer Employment | 74 | 8.7 | 235 | 27.5 | 169 | 19.8 | 75 | 7.4 | 289 | 28.6 | 193 | 19.1 |
| Bank Loans | 48 | 5.6 | 48 | 5.6 | 26 | 3.0 | 75 | 7.4 | 78 | 7.7 | 30 | 3.0 |
| Parents (repayable) | 40 | 4.7 | 45 | 5.3 | 37 | 4.3 | 60 | 5.9 | 44 | 4.4 | 31 | 3.1 |
| Scholarships/Bursaries | 31 | 3.6 | 140 | 16.4 | 126 | 14.7 | 31 | 3.1 | 150 | 14.8 | 159 | 15.7 |
| Spouse/Partner | 9 | 1.1 | 13 | 1.5 | 6 | 0.7 | 18 | 1.8 | 12 | 1.2 | 7 | 0.7 |
| Part-time Employment During Academic Year | 18 | 2.1 | 70 | 8.2 | 80 | 9.4 | 20 | 2.0 | 76 | 7.5 | 92 | 9.1 |
| Personal Savings Not Obtained from Employment | 17 | 2.0 | 26 | 3.0 | 33 | 3.9 | 17 | 1.7 | 20 | 2.0 | 58 | 5.7 |
| Full-time Employment During Academic Year | 16 | 1.9 | 10 | 1.2 | 9 | 1.1 | 9 | 0.9 | 18 | 1.8 | 10 | 1.0 |
| Other | 14 | 1.6 | 12 | 1.4 | 9 | 1.1 | 29 | 2.9 | 11 | 1.1 | 10 | 1.0 |
| No Response | 9 | 1.1 | 98 | 11.5 | 250 | 29.2 | 10 | 1.0 | 116 | 11.5 | 292 | 28.9 |
| Total | 855 | 100.0 | 855 | 100.0 | 855 | 100.0 | 1,011 | 100.0 | 1,011 | 100.0 | 1,011 | 100.0 |

Table 5*Western University*

Survey of Graduating Students: 2011-12

Estimate of Education-Related Debt
(Excluding International Students)

| Debt | 2011-12 | | | 2010-11 | | |
|------------------|---------|-------|--------|---------|-------|--------|
| | N | % | Cum. % | N | % | Cum. % |
| Nil | 350 | 44.7 | 44.7 | 368 | 39.4 | 39.4 |
| 1 - 999 | 1 | 0.1 | 44.8 | 9 | 1.0 | 40.4 |
| 1,000 - 1,999 | 3 | 0.4 | 45.2 | 4 | 0.4 | 40.8 |
| 2,000 - 2,999 | 5 | 0.6 | 45.8 | 13 | 1.4 | 42.2 |
| 3,000 - 3,999 | 5 | 0.6 | 46.5 | 2 | 0.2 | 42.4 |
| 4,000 - 4,999 | 5 | 0.6 | 47.1 | 7 | 0.8 | 43.2 |
| 5,000 - 5,999 | 14 | 1.8 | 48.9 | 13 | 1.4 | 44.6 |
| 6,000 - 6,999 | 5 | 0.6 | 49.6 | 4 | 0.4 | 45.0 |
| 7,000 - 7,999 | 5 | 0.6 | 50.2 | 12 | 1.3 | 46.3 |
| 8,000 - 8,999 | 12 | 1.5 | 51.7 | 11 | 1.2 | 47.5 |
| 9,000 - 9,999 | 2 | 0.3 | 52.0 | 7 | 0.8 | 48.2 |
| 10,000 - 10,999 | 22 | 2.8 | 54.8 | 35 | 3.8 | 52.0 |
| 11,000 - 11,999 | 4 | 0.5 | 55.3 | 5 | 0.5 | 52.5 |
| 12,000 - 12,999 | 11 | 1.4 | 56.7 | 12 | 1.3 | 53.8 |
| 13,000 - 13,999 | 7 | 0.9 | 57.6 | 6 | 0.6 | 54.4 |
| 14,000 - 14,999 | 4 | 0.5 | 58.1 | 4 | 0.4 | 54.9 |
| 15,000 - 15,999 | 25 | 3.2 | 61.3 | 26 | 2.8 | 57.7 |
| 16,000 - 16,999 | 7 | 0.9 | 62.2 | 8 | 0.9 | 58.5 |
| 17,000 - 17,999 | 6 | 0.8 | 63.0 | 4 | 0.4 | 58.9 |
| 18,000 - 18,999 | 4 | 0.5 | 63.5 | 10 | 1.1 | 60.0 |
| 19,000 - 19,999 | 2 | 0.3 | 63.7 | 3 | 0.3 | 60.3 |
| 20,000 - 20,999 | 29 | 3.7 | 67.4 | 41 | 4.4 | 64.7 |
| 21,000 - 21,999 | 7 | 0.9 | 68.3 | 2 | 0.2 | 65.0 |
| 22,000 - 22,999 | 5 | 0.6 | 69.0 | 9 | 1.0 | 65.9 |
| 23,000 - 23,999 | 2 | 0.3 | 69.2 | 11 | 1.2 | 67.1 |
| 24,000 - 24,999 | 5 | 0.6 | 69.9 | 6 | 0.6 | 67.7 |
| 25,000 - 29,999 | 40 | 5.1 | 75.0 | 57 | 6.1 | 73.8 |
| 30,000 - 34,999 | 51 | 6.5 | 81.5 | 63 | 6.8 | 80.6 |
| more than 35,000 | 145 | 18.5 | 100.0 | 181 | 19.4 | 100.0 |
| Total (excl NR) | 783 | 100.0 | | 933 | 100.0 | |

| | | |
|-----------------------|----------|----------|
| Mean Debt (incl. Nil) | \$17,174 | \$18,668 |
| Mean Debt (excl. Nil) | \$31,056 | \$30,826 |

Table 6
Western University
 Survey of Graduating Students: 2011-12
Plans Upon Graduation

| Current Plans | 2011-12 | | 2010-11 | |
|---|---------|-------|---------|-------|
| | N | % | N | % |
| I have a job arranged (see below) | 235 | 27.5 | 251 | 24.8 |
| I plan to seek employment | 216 | 25.3 | 238 | 23.5 |
| I plan to enrol in a graduate program | 189 | 22.1 | 242 | 23.9 |
| I plan to enrol in a professional school | 120 | 14.0 | 153 | 15.1 |
| I plan to enrol in a community college | 13 | 1.5 | 27 | 2.7 |
| No definite plans | 28 | 3.3 | 23 | 2.3 |
| Other | 52 | 6.1 | 75 | 7.4 |
| No Response | 2 | 0.2 | 2 | 0.2 |
| Total | 855 | 100.0 | 1,011 | 100.0 |
| Of the respondents that have a job arranged (excluding No Responses) | | | | |
| Closely related to studies | 160 | 68.7 | 174 | 69.3 |
| Somewhat related to studies | 49 | 21.0 | 43 | 17.1 |
| Not related to studies | 24 | 10.3 | 34 | 13.5 |
| Permanent position | 146 | 62.4 | 165 | 65.7 |
| Temporary position | 88 | 37.6 | 86 | 34.3 |
| Full-time position | 202 | 86.3 | 216 | 86.1 |
| Part-time position | 32 | 13.7 | 35 | 13.9 |

Table 7
Western University
 Survey of Graduating Students: 2011-12
Satisfaction with Physical Facilities on Campus

| Please rate your satisfaction with the following physical facilities on campus | Scale: 1= Not At All Satisfied / 5= Very Satisfied | | | | | | | | | | | | | | | | 2010-11 Results | | |
|--|--|------|------------|------|------------|------|------------|------|------------|------|--------------|-----|-------------|---|------------|---|-----------------|------|-------|
| | Response=1 | | Response=2 | | Response=3 | | Response=4 | | Response=5 | | Response=N/A | | No Response | | Response=4 | | Response=5 | | Total |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | |
| Athletic/recreation facilities | 34 | 4.4 | 36 | 4.7 | 78 | 10.1 | 244 | 31.7 | 378 | 49.1 | | 76 | 8.9 | 9 | 1.1 | | 33.0 | 49.7 | 4.2 |
| General condition of buildings and grounds | 27 | 3.2 | 48 | 5.7 | 126 | 14.9 | 378 | 44.7 | 266 | 31.5 | | 6 | 0.7 | 4 | 0.5 | | 48.0 | 29.3 | 4.0 |
| Libraries | 30 | 3.6 | 55 | 6.5 | 171 | 20.3 | 353 | 42.0 | 232 | 27.6 | | 6 | 0.7 | 8 | 0.9 | | 42.3 | 28.2 | 3.9 |
| Laboratories | 23 | 4.2 | 40 | 7.3 | 133 | 24.4 | 223 | 40.8 | 127 | 23.3 | | 304 | 35.6 | 5 | 0.6 | | 41.2 | 17.2 | 3.6 |
| Residences | 41 | 7.2 | 34 | 5.9 | 110 | 19.2 | 248 | 43.3 | 140 | 24.4 | | 279 | 32.6 | 3 | 0.4 | | 43.4 | 28.2 | 3.8 |
| Bookstore | 39 | 4.6 | 79 | 9.4 | 225 | 26.8 | 323 | 38.5 | 174 | 20.7 | | 13 | 1.5 | 2 | 0.2 | | 42.1 | 19.0 | 3.6 |
| Classrooms | 18 | 2.1 | 67 | 7.9 | 249 | 29.3 | 383 | 45.1 | 132 | 15.5 | | 5 | 0.6 | 1 | 0.1 | | 44.8 | 13.7 | 3.6 |
| Clinical training facilities | 24 | 7.2 | 39 | 11.6 | 93 | 27.8 | 113 | 33.7 | 66 | 19.7 | | 512 | 59.9 | 8 | 0.9 | | 34.6 | 21.0 | 3.6 |
| Computer labs | 25 | 3.4 | 87 | 11.7 | 234 | 31.5 | 284 | 38.3 | 112 | 15.1 | | 109 | 12.7 | 4 | 0.5 | | 40.6 | 16.0 | 3.5 |
| Facilities for student clubs, etc. | 40 | 5.9 | 74 | 10.8 | 220 | 32.2 | 258 | 37.8 | 91 | 13.3 | | 170 | 19.9 | 2 | 0.2 | | 32.3 | 12.6 | 3.3 |
| Campus food outlets | 85 | 10.5 | 153 | 19.0 | 259 | 32.1 | 215 | 26.6 | 95 | 11.8 | | 45 | 5.3 | 3 | 0.4 | | 28.3 | 11.9 | 3.1 |
| Parking | 206 | 32.0 | 193 | 30.0 | 149 | 23.2 | 62 | 9.6 | 33 | 5.1 | | 208 | 24.3 | 4 | 0.5 | | 12.8 | 4.6 | 2.3 |

Table 8
Western University
 Survey of Graduating Students: 2011-12
Satisfaction with Support Units

| Please rate your satisfaction with the following administrative services on campus | Scale: 1= Not At All Satisfied / 5 = Very Satisfied | | | | | | | | | | | | | | | | | 2010-11 Results | | | |
|--|---|------|------------|------|------------|------|------------|------|------------|------|--------------|-----|-----|-------------|----|------------|------------|-----------------|-----|--|--|
| | Response=1 | | Response=2 | | Response=3 | | Response=4 | | Response=5 | | Response=N/A | | | No Response | | Response=4 | Response=5 | Total | | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | % | Mean | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| Campus safety | 16 | 2.1 | 31 | 4.1 | 110 | 14.5 | 329 | 43.2 | 275 | 36.1 | 761 | 4.1 | 81 | 9.5 | 13 | 1.5 | 44.7 | 34.3 | 4.0 | | |
| Library access via web | 37 | 4.5 | 40 | 4.8 | 107 | 13.0 | 298 | 36.1 | 344 | 41.6 | 826 | 4.1 | 20 | 2.3 | 9 | 1.1 | 33.9 | 40.9 | 4.0 | | |
| Library hours of operation | 47 | 5.7 | 58 | 7.0 | 119 | 14.3 | 348 | 41.9 | 258 | 31.1 | 830 | 3.9 | 17 | 2.0 | 8 | 0.9 | 36.6 | 31.0 | 3.8 | | |
| Student Health services | 38 | 5.5 | 28 | 4.0 | 140 | 20.2 | 279 | 40.2 | 209 | 30.1 | 694 | 3.9 | 152 | 17.8 | 9 | 1.1 | 39.3 | 31.0 | 3.9 | | |
| Bookstore hours of operation | 19 | 2.3 | 60 | 7.4 | 200 | 24.7 | 398 | 49.2 | 132 | 16.3 | 809 | 3.7 | 36 | 4.2 | 10 | 1.2 | 45.1 | 16.8 | 3.7 | | |
| Department administration | 46 | 6.0 | 59 | 7.7 | 228 | 29.8 | 283 | 37.0 | 148 | 19.4 | 764 | 3.6 | 81 | 9.5 | 10 | 1.2 | 38.2 | 17.9 | 3.5 | | |
| International student services | 12 | 7.1 | 12 | 7.1 | 45 | 26.8 | 64 | 38.1 | 35 | 20.8 | 168 | 3.6 | 675 | 78.9 | 12 | 1.4 | 27.7 | 27.7 | 3.6 | | |
| Learning Skills services | 23 | 6.1 | 23 | 6.1 | 107 | 28.3 | 159 | 42.1 | 66 | 17.5 | 378 | 3.6 | 465 | 54.4 | 12 | 1.4 | 35.2 | 20.1 | 3.5 | | |
| Bookstore access for off-campus learners | 23 | 5.4 | 38 | 8.9 | 120 | 28.2 | 178 | 41.8 | 67 | 15.7 | 426 | 3.5 | 418 | 48.9 | 11 | 1.3 | 37.7 | 18.3 | 3.6 | | |
| Effective Writing program | 22 | 6.9 | 27 | 8.4 | 90 | 28.1 | 124 | 38.8 | 57 | 17.8 | 320 | 3.5 | 522 | 61.1 | 13 | 1.5 | 30.3 | 17.3 | 3.4 | | |
| Faculty or College administration | 55 | 7.1 | 68 | 8.8 | 237 | 30.8 | 283 | 36.8 | 127 | 16.5 | 770 | 3.5 | 75 | 8.8 | 10 | 1.2 | 38.0 | 14.2 | 3.4 | | |
| Financial aid (OSAP) services | 38 | 8.2 | 48 | 10.4 | 120 | 26.0 | 163 | 35.4 | 92 | 20.0 | 461 | 3.5 | 384 | 44.9 | 10 | 1.2 | 36.6 | 19.3 | 3.4 | | |
| Off-campus housing services | 25 | 4.7 | 53 | 10.0 | 152 | 28.8 | 207 | 39.2 | 91 | 17.2 | 528 | 3.5 | 316 | 37.0 | 11 | 1.3 | 37.5 | 16.0 | 3.5 | | |
| Services for students with disabilities | 13 | 9.8 | 10 | 7.5 | 30 | 22.6 | 51 | 38.3 | 29 | 21.8 | 133 | 3.5 | 705 | 82.5 | 17 | 2.0 | 24.8 | 27.1 | 3.5 | | |
| Administrative office hours of operation | 40 | 5.0 | 96 | 11.9 | 264 | 32.8 | 321 | 39.8 | 85 | 10.5 | 806 | 3.4 | 41 | 4.8 | 8 | 0.9 | 39.1 | 10.3 | 3.4 | | |
| Career services | 45 | 9.5 | 59 | 12.5 | 114 | 24.2 | 156 | 33.1 | 98 | 20.8 | 472 | 3.4 | 371 | 43.4 | 12 | 1.4 | 31.5 | 15.3 | 3.3 | | |
| Registration procedures | 63 | 7.7 | 96 | 11.8 | 251 | 30.8 | 297 | 36.4 | 108 | 13.3 | 815 | 3.4 | 29 | 3.4 | 11 | 1.3 | 37.0 | 12.2 | 3.3 | | |
| Scholarship services | 47 | 8.3 | 78 | 13.7 | 168 | 29.6 | 176 | 31.0 | 99 | 17.4 | 568 | 3.4 | 276 | 32.3 | 11 | 1.3 | 31.1 | 14.5 | 3.3 | | |
| Academic counselling | 90 | 12.2 | 114 | 15.4 | 173 | 23.4 | 223 | 30.2 | 138 | 18.7 | 738 | 3.3 | 108 | 12.6 | 9 | 1.1 | 28.8 | 16.7 | 3.2 | | |
| Food outlet hours of operation | 43 | 5.3 | 115 | 14.1 | 283 | 34.7 | 299 | 36.7 | 75 | 9.2 | 815 | 3.3 | 32 | 3.7 | 8 | 0.9 | 35.7 | 9.2 | 3.3 | | |
| Students' Council services | 53 | 8.3 | 84 | 13.1 | 214 | 33.3 | 207 | 32.2 | 84 | 13.1 | 642 | 3.3 | 191 | 22.3 | 22 | 2.6 | 28.8 | 9.2 | 3.1 | | |
| Employment services | 40 | 11.7 | 55 | 16.1 | 103 | 30.1 | 98 | 28.7 | 46 | 13.5 | 342 | 3.2 | 499 | 58.4 | 14 | 1.6 | 27.6 | 12.1 | 3.1 | | |
| On-campus work opportunities | 53 | 11.0 | 85 | 17.6 | 134 | 27.7 | 133 | 27.5 | 78 | 16.1 | 483 | 3.2 | 363 | 42.5 | 9 | 1.1 | 25.8 | 15.3 | 3.1 | | |
| Library study space | 77 | 9.4 | 164 | 20.1 | 229 | 28.0 | 254 | 31.1 | 93 | 11.4 | 817 | 3.1 | 30 | 3.5 | 8 | 0.9 | 32.0 | 10.2 | 3.2 | | |

Table 9
Western University
 Survey of Graduating Students: 2011-12
Ratings of Teaching and Learning Experiences

| How much do you agree or disagree with the following about learning experiences at Western | Scale: 1= Strongly Disagree / 5 = Strongly Agree | | | | | | | | | | | | | | | 2010-11 Results | | |
|--|--|-----|-----|------------|-----|------|------------|------|-----|------------|-----|-----|------------|------|----|-----------------|------|-------|
| | Response-1 | | | Response-2 | | | Response-3 | | | Response-4 | | | Response-5 | | | Response-4 | | Total |
| | N | % | | N | % | | N | % | | N | % | | N | % | | % | % | Mean |
| Instructors treated students with respect | 20 | 2.4 | 39 | 4.6 | 113 | 13.3 | 438 | 51.7 | 238 | 28.1 | 848 | 4.0 | 5 | 0.6 | | 49.2 | 27.5 | 3.9 |
| My program had sufficient theoretical focus | 23 | 2.7 | 38 | 4.5 | 114 | 13.5 | 386 | 45.7 | 283 | 33.5 | 844 | 4.0 | 4 | 0.8 | | 45.9 | 32.3 | 4.0 |
| Generally, I was satisfied with the quality of teaching | 33 | 3.9 | 40 | 4.7 | 127 | 15.0 | 398 | 46.9 | 250 | 29.5 | 848 | 3.9 | 2 | 0.6 | | 46.1 | 26.8 | 3.9 |
| I was generally able to get the classes I wanted | 38 | 4.5 | 50 | 6.0 | 124 | 14.8 | 355 | 42.5 | 269 | 32.2 | 836 | 3.9 | 15 | 1.8 | 4 | 0.5 | | 3.9 |
| Instructors displayed a positive attitude toward students | 18 | 2.1 | 38 | 4.5 | 140 | 16.5 | 447 | 52.7 | 205 | 24.2 | 848 | 3.9 | 2 | 0.2 | 5 | 0.6 | | 3.9 |
| Instructors were reasonably accessible to help students | 19 | 2.2 | 46 | 5.4 | 139 | 16.4 | 440 | 52.1 | 201 | 23.8 | 845 | 3.9 | 7 | 0.8 | 3 | 0.4 | | 3.9 |
| Library staff provided helpful assistance | 31 | 4.0 | 35 | 4.6 | 137 | 17.8 | 326 | 42.4 | 239 | 31.1 | 768 | 3.9 | 77 | 9.0 | 10 | 1.2 | | 4.0 |
| My learning experience was enjoyable | 33 | 3.9 | 51 | 6.0 | 133 | 15.7 | 366 | 43.2 | 265 | 31.3 | 848 | 3.9 | 2 | 0.2 | 5 | 0.6 | | 3.9 |
| Instructors took pride in their teaching | 25 | 3.0 | 49 | 5.8 | 182 | 21.5 | 372 | 44.0 | 217 | 25.7 | 845 | 3.8 | 2 | 0.2 | 8 | 0.9 | | 3.7 |
| My learning experiences were intellectually stimulating | 35 | 4.1 | 52 | 6.1 | 141 | 16.7 | 398 | 47.0 | 220 | 26.0 | 846 | 3.8 | 3 | 0.4 | 6 | 0.7 | | 3.9 |
| My program offered an enriching learning experience | 38 | 4.5 | 60 | 7.1 | 155 | 18.3 | 343 | 40.4 | 252 | 29.7 | 848 | 3.8 | 3 | 0.4 | 4 | 0.5 | | 3.8 |
| Class participation was actively encouraged | 27 | 3.2 | 63 | 7.4 | 218 | 25.7 | 332 | 39.1 | 209 | 24.6 | 849 | 3.7 | 3 | 0.4 | 3 | 0.4 | | 3.7 |
| Instructors stimulated me to want to learn more | 35 | 4.1 | 69 | 8.1 | 202 | 23.8 | 325 | 38.4 | 216 | 25.5 | 847 | 3.7 | 3 | 0.4 | 5 | 0.6 | | 3.7 |
| Instructors took an active interest in my learning | 30 | 3.5 | 70 | 8.2 | 192 | 22.5 | 392 | 46.0 | 168 | 19.7 | 852 | 3.7 | 3 | 0.4 | 0 | 0.0 | | 3.6 |
| Instructors tried to ensure that material was understood | 28 | 3.3 | 67 | 7.9 | 192 | 22.6 | 403 | 47.5 | 159 | 18.7 | 849 | 3.7 | 3 | 0.4 | 3 | 0.4 | | 3.7 |
| Library collections supported my course requirements | 35 | 4.4 | 61 | 7.7 | 194 | 24.5 | 308 | 38.9 | 193 | 24.4 | 791 | 3.7 | 58 | 6.8 | 6 | 0.7 | | 3.7 |
| Evaluation (exams and marking) was fair | 33 | 3.9 | 58 | 6.8 | 221 | 26.1 | 411 | 48.5 | 125 | 14.7 | 848 | 3.6 | 3 | 0.4 | 4 | 0.5 | | 3.6 |
| Instructors encouraged feedback regarding their teaching | 34 | 4.0 | 94 | 11.2 | 236 | 28.0 | 320 | 38.0 | 159 | 18.9 | 843 | 3.6 | 6 | 0.7 | 6 | 0.7 | | 3.5 |
| Library instruction improved my research skills | 54 | 7.3 | 80 | 10.8 | 192 | 26.0 | 253 | 34.2 | 160 | 21.7 | 739 | 3.5 | 110 | 12.9 | 6 | 0.7 | | 3.6 |
| My assignments were useful learning experiences | 31 | 3.6 | 98 | 11.5 | 255 | 30.0 | 335 | 39.4 | 131 | 15.4 | 850 | 3.5 | 3 | 0.4 | 2 | 0.2 | | 3.5 |
| I had sufficient opportunity for self-paced learning | 53 | 6.4 | 94 | 11.4 | 237 | 28.8 | 315 | 38.3 | 124 | 15.1 | 823 | 3.4 | 24 | 2.8 | 8 | 0.9 | | 3.4 |
| Instructors provided helpful feedback throughout course | 37 | 4.4 | 109 | 12.9 | 244 | 28.8 | 360 | 42.6 | 96 | 11.3 | 846 | 3.4 | 3 | 0.4 | 6 | 0.7 | | 3.4 |
| My program had sufficient practical focus | 74 | 8.8 | 135 | 16.0 | 194 | 23.0 | 272 | 32.3 | 167 | 19.8 | 842 | 3.4 | 7 | 0.8 | 6 | 0.7 | | 3.4 |
| Teaching assistants were used effectively | 63 | 8.0 | 134 | 16.9 | 243 | 30.7 | 262 | 33.1 | 90 | 11.4 | 792 | 3.2 | 55 | 6.4 | 8 | 0.9 | | 3.2 |

Table 9a
Western University
 Survey of Graduating Students: 2011-12
Overall Satisfaction

| | Scale: 1 = Not At All Satisfied / 5 = Very Satisfied | | | | | | | | | | | | | | 2010-11 Results | | |
|--|--|-----|------------|-----|------------|------|------------|------|------------|------|-------|-----|------|---|-----------------|------------|-------|
| | Response=1 | | Response=2 | | Response=3 | | Response=4 | | Response=5 | | Total | | Mean | | Response=4 | Response=5 | Total |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | % | % | Mean |
| Overall satisfaction with the education you received | 10 | 1.2 | 26 | 3.0 | 97 | 11.4 | 286 | 33.5 | 434 | 50.9 | 853 | 4.3 | | | 34.3 | 49.3 | 4.3 |
| Overall satisfaction with the courses taught in your home department | 13 | 1.5 | 35 | 4.1 | 120 | 14.1 | 281 | 32.9 | 405 | 47.4 | 854 | 4.2 | | | 34.6 | 41.6 | 4.1 |
| Overall satisfaction with the courses taught in other departments | 18 | 2.4 | 34 | 4.6 | 183 | 24.9 | 286 | 38.9 | 214 | 29.1 | 735 | 3.9 | | | 40.3 | 29.0 | 3.9 |
| | | | | | | | | | | | | | | | | | |

Table 10
Western University
 Survey of Graduating Students: 2011-12
Areas of Academic and Personal Improvements

| | Scale: 1= Not At All / 5 = A Great Deal | | | | | | | | | | | | | | | | | | | | 2010-11 Results | | | |
|---|---|------|------------|------|------------|------|------------|------|------------|------|--------------|-----|-------|------|------|-----|-------------|--|------------|------------|-----------------|-------|-----|--|
| | Response=1 | | Response=2 | | Response=3 | | Response=4 | | Response=5 | | Response=N/A | | Total | | Mean | | No Response | | Response=4 | Response=5 | % | Total | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall, how much did your education at Western contribute to improvements in each of the following areas | 50 | 5.9 | 37 | 4.4 | 110 | 13.1 | 306 | 36.4 | 338 | 40.2 | 841 | 4.0 | 13 | 1.5 | 1 | 0.1 | | | | | 35.0 | 38.3 | 3.9 | |
| Ability to learn and work on your own | 28 | 3.3 | 44 | 5.2 | 125 | 14.8 | 335 | 39.6 | 314 | 37.1 | 846 | 4.0 | 7 | 0.8 | 2 | 0.2 | | | | | 41.0 | 36.9 | 4.0 | |
| Critical judgement | 30 | 3.6 | 45 | 5.4 | 149 | 17.7 | 364 | 43.3 | 253 | 30.1 | 841 | 3.9 | 11 | 1.3 | 3 | 0.4 | | | | | 41.6 | 28.5 | 3.8 | |
| Problem-solving | 50 | 6.0 | 46 | 5.5 | 136 | 16.3 | 285 | 34.1 | 319 | 38.2 | 836 | 3.9 | 14 | 1.6 | 5 | 0.6 | | | | | 35.7 | 39.1 | 4.0 | |
| Research skills | 50 | 5.9 | 44 | 5.2 | 146 | 17.2 | 295 | 34.8 | 312 | 36.8 | 847 | 3.9 | 7 | 0.8 | 1 | 0.1 | | | | | 37.0 | 35.4 | 3.9 | |
| Time management | 42 | 5.0 | 56 | 6.7 | 167 | 19.9 | 343 | 40.9 | 231 | 27.5 | 839 | 3.8 | 15 | 1.8 | 1 | 0.1 | | | | | 40.1 | 26.6 | 3.8 | |
| Ability to work well with others | 61 | 7.3 | 53 | 6.3 | 155 | 18.5 | 269 | 32.1 | 299 | 35.7 | 837 | 3.8 | 14 | 1.6 | 4 | 0.5 | | | | | 30.0 | 36.8 | 3.8 | |
| Desire for further education | 54 | 6.4 | 60 | 7.2 | 145 | 17.3 | 282 | 33.6 | 298 | 34.5 | 839 | 3.8 | 14 | 1.6 | 2 | 0.2 | | | | | 33.2 | 34.8 | 3.8 | |
| Study skills | 51 | 6.3 | 72 | 8.8 | 167 | 20.5 | 301 | 36.9 | 225 | 27.6 | 816 | 3.7 | 36 | 4.2 | 3 | 0.4 | | | | | 35.5 | 26.6 | 3.7 | |
| Awareness of ethical issues | 51 | 6.1 | 57 | 6.8 | 196 | 23.3 | 299 | 35.6 | 237 | 28.2 | 840 | 3.7 | 13 | 1.5 | 2 | 0.2 | | | | | 37.5 | 25.7 | 3.7 | |
| Leadership skills | 49 | 5.8 | 69 | 8.2 | 166 | 19.8 | 323 | 38.5 | 233 | 27.7 | 840 | 3.7 | 12 | 1.4 | 3 | 0.4 | | | | | 38.5 | 25.9 | 3.7 | |
| Self-confidence | 61 | 7.3 | 58 | 6.9 | 176 | 21.0 | 300 | 35.8 | 243 | 29.0 | 838 | 3.7 | 15 | 1.8 | 2 | 0.2 | | | | | 36.8 | 26.6 | 3.7 | |
| Social skills | 59 | 7.0 | 67 | 8.0 | 178 | 21.3 | 277 | 33.1 | 256 | 30.6 | 837 | 3.7 | 16 | 1.9 | 2 | 0.2 | | | | | 36.0 | 28.3 | 3.7 | |
| Writing abilities | 63 | 7.7 | 81 | 9.9 | 179 | 21.8 | 264 | 32.2 | 234 | 28.5 | 821 | 3.6 | 32 | 3.7 | 2 | 0.2 | | | | | 31.7 | 26.8 | 3.6 | |
| Appreciation of diversity (e.g. cultures, race) | 53 | 6.4 | 72 | 8.7 | 211 | 25.4 | 318 | 38.2 | 178 | 21.4 | 832 | 3.6 | 20 | 2.3 | 3 | 0.4 | | | | | 36.3 | 19.5 | 3.5 | |
| Conflict-resolution | 51 | 6.1 | 87 | 10.4 | 210 | 25.0 | 302 | 36.0 | 189 | 22.5 | 839 | 3.6 | 14 | 1.6 | 2 | 0.2 | | | | | 35.8 | 22.6 | 3.6 | |
| Speaking abilities | 77 | 11.0 | 79 | 11.3 | 123 | 17.6 | 214 | 30.6 | 207 | 29.6 | 700 | 3.6 | 151 | 17.7 | 4 | 0.5 | | | | | 29.3 | 29.2 | 3.5 | |
| Understanding of science | 62 | 8.2 | 82 | 10.8 | 179 | 23.7 | 259 | 34.3 | 174 | 23.0 | 756 | 3.5 | 94 | 11.0 | 5 | 0.6 | | | | | 33.5 | 20.8 | 3.5 | |
| Ability to understand graphical information | 66 | 7.9 | 99 | 11.8 | 208 | 24.8 | 281 | 33.5 | 186 | 22.1 | 840 | 3.5 | 11 | 1.3 | 4 | 0.5 | | | | | 31.8 | 21.3 | 3.4 | |
| Career prospects | 96 | 12.3 | 110 | 14.1 | 169 | 21.6 | 240 | 30.7 | 166 | 21.3 | 781 | 3.3 | 68 | 8.0 | 6 | 0.7 | | | | | 27.8 | 21.3 | 3.3 | |
| Awareness of responsibilities of citizenship | 87 | 11.2 | 110 | 14.2 | 232 | 29.9 | 231 | 29.8 | 115 | 14.8 | 775 | 3.2 | 75 | 8.8 | 5 | 0.6 | | | | | 27.6 | 14.1 | 3.2 | |
| Computer proficiency | 78 | 9.3 | 137 | 16.4 | 262 | 31.3 | 253 | 30.3 | 106 | 12.7 | 836 | 3.2 | 15 | 1.8 | 4 | 0.5 | | | | | 24.7 | 14.1 | 3.1 | |
| Creativity | 122 | 17.0 | 139 | 19.4 | 157 | 21.9 | 169 | 23.5 | 131 | 18.2 | 718 | 3.1 | 134 | 15.7 | 3 | 0.4 | | | | | 21.1 | 18.5 | 3.0 | |
| Appreciation of literature and fine arts | 117 | 16.0 | 122 | 16.7 | 218 | 29.8 | 168 | 23.0 | 106 | 14.5 | 731 | 3.0 | 121 | 14.2 | 3 | 0.4 | | | | | 24.9 | 14.1 | 3.0 | |
| Mathematical proficiency | | | | | | | | | | | | | | | | | | | | | | | | |

Table 11
Western University
 Survey of Graduating Students: 2011-12
**Percentage of Students Who Would Recommend
 Western To A Friend**

| Faculty | Number of Respondents | | % Who Would Recommend UWO To A Friend | |
|------------------------------|-----------------------|---------|---------------------------------------|---------|
| | 2011-12 | 2010-11 | 2011-12 | 2010-11 |
| Arts & Humanities | 40 | 71 | 92.3 | 88.7 |
| Business | 48 | 57 | 100.0 | 98.3 |
| Dentistry | 5 | 6 | 80.0 | 100.0 |
| Education | 97 | 107 | 86.5 | 80.8 |
| Engineering | 46 | 42 | 89.1 | 92.9 |
| Health Sciences | 126 | 147 | 92.9 | 90.4 |
| Info & Media Studies | 29 | 29 | 96.6 | 96.6 |
| Law | 31 | 35 | 90.3 | 82.9 |
| Medicine: B. Med Sci Program | 71 | 77 | 94.4 | 94.8 |
| Medicine: MD Program | 7 | 18 | 100.0 | 100.0 |
| Music | 21 | 27 | 76.2 | 92.6 |
| Science | 103 | 140 | 96.1 | 93.5 |
| Social Science | 231 | 255 | 93.5 | 94.1 |
| All Faculties | 855 | 1,011 | 92.6 | 91.7 |

Appendix A

1. Please choose your Faculty or College.

Arts and Humanities
Business
Dentistry
Education
Engineering
Health Sciences
Information & Media Studies
Law
Medicine
Music
Science
Social Science
Brescia University College
Huron University College
King's University College

2. While working on this program, were you mainly a full-time or part-time student ?

Mainly full-time
Mainly part-time

3. During the time that you were enrolled in your program, approximately what percentage of time did you spend :

*** Please enter numbers between 0 - 100 and make sure the sum of the numbers is <= 100**

living with your parent(s) ?

0 %

living in a university or college residence ?

0 %

living off-campus alone or with room-mate(s) ?

0 %

living off-campus with a partner and/or children ?

0 %

4. Please rank the **three** main sources of financial assistance for your studies in this program.

Instructions

- If *none* of them is applicable, then leave all the fields blank.
- If *one* of them is applicable, then put 1 into the appropriate field.
- If *two* of them are applicable, then put 1 and 2 into the appropriate fields.
- If *three* of them are applicable, then put 1, 2 and 3 into the appropriate fields.

Note: 1 is the most important, 3 is the least important

If you rank 'h' and/or 'i', please leave the hours/week field blank or enter number between 0 - 99.99

- ☐ a. Parents (non-repayable)
- ☐ b. Parents (repayable)
- ☐ c. Spouse/Partner
- ☐ d. Repayable government loans (including OSAP)
- ☐ e. Bank loans
- ☐ f. Scholarships/Bursaries
- ☐ g. Summer employment
- ☐ h. Part-time employment during academic year (including on-campus Work-Study)
Approximately how many hours per week were you working at this job ? hours/week
- ☐ i. Full-time employment during academic year
Approximately how many hours per week were you working at this job ? hours/week
- ☐ j. Personal savings not obtained from employment
- ☐ k. Other (Please specify)

5. What do you estimate your education-related debt will be when you graduate ?
(Include student loans and all other repayable loans)

*** Please leave blank or enter a number between 0 - 999999.99**

\$

6. What are your plans now that you are graduating ?

- ☐ I have a job/job arranged
☐ I plan to seek employment
☐ I plan to enroll in a graduate program
☐ I plan to enroll in a professional school (e.g. Law, Medicine, Dentistry, etc.)
☐ I plan to enroll in a community college
☐ No definite plans

Other (Please specify)

6a)i. How closely is this job related to the expertise you acquired in your university studies ?

- ☐ Not at all
☐ Somewhat
☐ Closely Related

6a)ii. Is this job permanent or temporary (i.e. contract or seasonal) ?

- ☐ Permanent
☐ Temporary

6a)iii. Is this job full-time or part-time ?

- ☐ Full-time
☐ Part-time

7. How important were each of the following reasons for you when you first decided to pursue postsecondary education ?

| | 1 | 3 | 5 | NA | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Not at All Important | Somewhat Important | Very Important | Not Applicable | |
| Preparing to enter a specific job or career | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Preparing for further study at an advanced level | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Required for professional or career advancement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| To obtain a broad general education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal development/fulfillment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parents wanted me to go university | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Friends were going to university | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Could not find a job/good job | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other (please specify) | | | | | |
| <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. How important were each of the following reasons in your decision to enroll at Western, Brescia, Huron or King's ?

| | 1 | 3 | 5 | NA |
|---|----------------------|--------------------|----------------|----------------|
| | Not at All Important | Somewhat Important | Very Important | Not Applicable |
| Quality of programs offered | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Variety of programs offered | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Unique programs or specialization | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Career-relevant programs | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Availability of mediated or distance learning | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Size of university/college | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Size of classes | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Good student support services | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Good athletic facilities/programs | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Quality of clinical training | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Good social atmosphere | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Advice from teachers/counsellors | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Wanted to live in London | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Able to live at home | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Proximity to home community | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Friends were attending | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Family tradition | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Scholarships offered | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Rejected elsewhere | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Other (please specify) | | | | |
| <input type="text"/> | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| <input type="text"/> | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |

9. Please rate your satisfaction with the following physical facilities on campus or, if applicable, at your college.

| | 1 | 3 | 5 | NA |
|--|----------------------|--------------------|----------------|----------------|
| | Not at All Satisfied | Somewhat Satisfied | Very Satisfied | Not Applicable |
| Classrooms | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Laboratories | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Computer labs | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Libraries | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Clinical training facilities | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Facilities for student associations, clubs, government, etc. | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Bookstore | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Residences | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Campus food outlets | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Parking | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Campus recreation facilities | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| General condition of buildings and grounds | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Other facilities (please specify) | | | | |
| <input type="text"/> | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| <input type="text"/> | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |

10. Please rate your satisfaction with the following administrative services on campus or, if applicable, at your college.

| | 1 - Not at All Satisfied | 3 - Somewhat Satisfied | 5 - Very Satisfied | NA - Not Applicable |
|---|--------------------------|-------------------------|-------------------------|--|
| Administrative office hours | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Food outlet hours | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Library hours | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Library access via the Web | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Bookstore hours | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Bookstore access for off-campus and mediated learners | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Library study space | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Student Health Services | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Campus safety | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Off-campus housing services | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Registration procedures | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Academic Counselling | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| On-campus work opportunities | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Faculty or College administration | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Department administration | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Financial Aid (OSAP) services | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Scholarship services | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Students' Council services | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| <u>Student Development Centre :</u> | | | | |
| Learning Skills Services | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| International Student Services | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Career Services | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Effective Writing Programs | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Employment Services | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Services for Students with Disabilities | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Other services (please specify) | | | | |

11. How much do you agree or disagree with the following statements about learning experiences at Western, Brescia, Huron or King's.

| | 1 | 3 | 5 | NA |
|--|-------------------------|-----------------------------------|-------------------------|--|
| Strongly Disagree | | Neither Agree nor Disagree | Strongly Agree | Not Applicable |
| Instructors took an active interest in my learning | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Instructors were reasonably accessible outside of class to help students | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Instructors tried to ensure that students understood the material taught | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Class participation was actively encouraged | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| My assignments were useful learning experiences | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Evaluation (exams and marking) was fair | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Instructors provided helpful feedback throughout courses | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| My program offered an enriching learning experience | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Instructors stimulated me to want to learn more | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| My learning experience was enjoyable | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Teachers took pride in their teaching | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| I was generally able to get the classes I wanted | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Instructors displayed a positive attitude toward students | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Instructors treated students with respect | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Instructors encouraged feedback from the class regarding their teaching | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Generally, I was satisfied with the quality of teaching I received | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| My program had sufficient practical focus | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| My program had sufficient theoretical focus | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| My learning experiences were intellectually stimulating | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Teaching assistants were used effectively | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| I had sufficient opportunity for self-paced learning | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Library collections supported my course requirements | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Library staff provided helpful assistance | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |
| Library instruction improved my research skills | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> 5 <input type="radio"/> NA <input type="radio"/> |

12. Overall, how satisfied were you with the courses within your major field of study ?

- ☐ Not at All Satisfied
- ☐
- ☐ Somewhat Satisfied
- ☐
- ☐ Very Satisfied
- ☐ Not Applicable

13. Overall, how satisfied were you with the courses in departments other than your main field(s) of study ?

- ☐ Not at All Satisfied
- ☐
- ☐ Somewhat Satisfied
- ☐
- ☐ Very Satisfied
- ☐ Not Applicable

14. Overall, how much did your education at Western, Brescia, Huron or King's contribute to improvements in each of the following areas ?

| | 1 | 3 | 5 | NA |
|---|------------|----------|--------------|----------------|
| | Not at All | Somewhat | A Great Deal | Not Applicable |
| Writing abilities | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Speaking abilities | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Critical judgement | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Creativity | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Study skills | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Ability to learn and work on your own | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Desire for further education | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Problem-solving | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Conflict-resolution | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Mathematical proficiency | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Computer proficiency | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Ability to understand information presented graphically | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Understanding of science | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Appreciation of literature and fine arts | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Awareness of ethical issues | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Awareness of the rights and responsibilities of citizenship | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Appreciation of diversity (e.g. cultures, gender, race, religion) | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Career prospects | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Self-confidence | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Leadership skills and abilities | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Social skills | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Ability to work well with others | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Time management | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |
| Research Skills | 1 ● | 2 ● | 3 ● | 4 ● 5 ● NA ● |

15. Overall, how satisfied are you with the education that you received here at Western, Brescia, Huron or King's ?

- ☐ Not at All Satisfied
- ☐
- ☐ Somewhat Satisfied
- ☐
- ☐ Very Satisfied
- ☐ Not Applicable

16. Would you recommend The University of Western Ontario to a friend ?

- Yes
- No