2012-2013 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	University of Western Ontario

OVERVIEW

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

Consistent with previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

Where possible, to help streamline the 2012-2013 MYAA Report Back process, the Ministry pre-populated *University of Western Ontario's* 2012-2013 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2011-2012 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in *University of Western Ontario's* 2012-2013 MYAA Report Back is denoted with the symbol [(+)].

1) Enrolment - Headcount*

DEFINITION: Headcount is the actual enrolment for Fall 2012 as of November 1, 2012 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2012-2013 fiscal year (enrolment reported in 2012-2013 remains subject to audit and/or correction).

University of Western Ontario's total Headcount enrolment count in 2012-2013 = **30,157**[(+)].

Please indicate the number of students aged 18-24 (age as of Novermber 1, 2012) from the total Headcount enrolment reported by **University of Western Ontario** to the Ministry for 2012-2013 = **25,280**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment reported by **University of Western Ontario** to the Ministry for 2012-2013 = **4,786**.

Please indicate the number of students under the age of 18 (age as of November 1, 2012) from the total Headcount enrolment reported by at **University of Western Ontario** to the Ministry in 2012-2013 = **90**.

* 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.

Above counts by age exclude 1 student with an unreported birthdate.

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 2012-2013 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

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

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

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

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

Students With Disabilities	First Generation Students	Aboriginal Students
Please indicate the total number of Full-Time *Students with Disabilities* at **University of Western Ontario** who registered with the Office for Students with Disabilities and received support services in 2012-2013= **1,735**

Please calculate the total indicated above as a comparative % of **University of Western Ontario's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **1,735** ÷ **30,157**[+] (2012-2013 Enrolment Headcount) x 100 = **5.8**%

Please also indicate the total number of Part-Time *Students with Disabilities* at **University of Western Ontario** who registered with the Office for Students with Disabilities and received support services in 2012-2013 = **248** | Please indicate the total number of Full-Time *First Generation Students* enrolled at **University of Western Ontario** in 2012-2013= **3,009**

Please calculate the total indicated above as a comparative % of **University of Western Ontario's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **3,009** ÷ **30,157** [+] (2012-2013 Enrolment Headcount) x 100 = **10**%

Please also indicate the total number of Part-Time *First Generation Students* enrolled at **University of Western Ontario** in 2012-2013 = **232** | Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **University of Western Ontario** in 2012-2013= **387**

Please calculate the total indicated above as a comparative % of **University of Western Ontario's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **387** ÷ **30,157**[+] (2012-2013 Enrolment Headcount) x 100 = **1.3**%

Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **University of Western Ontario** in 2012-2013 = **21** |

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

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

Aboriginal student numbers determined through OUAC/Admissions liaison, Band sponsorship/education counsellors, self-identified walk-ins to Indigenous Services Learning Resource Centre. Likely does not adequately reflect the actual numbers due to student personal barriers regarding self-identification.

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving **University of Western Ontario's** initiatives for *Students with Disabilities*. A highlight could be a strategy, initiative or program viewed by **_University of Western Ontario_** to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving **University of Western Ontario's** initiatives for *First Generation Students*. A highlight could be a strategy, initiative or program viewed by **_University of Western Ontario_** to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving **University of Western Ontario's** initiatives for *Aboriginal Students*. A highlight could be a strategy, initiative or program viewed by **_University of Western Ontario_** to be an innovative practice, success story and/or key accomplishment.
1. Services for Students with Disabilities (SSD) arranged academic accommodation and related support for 1,735 students in 2012-13, which represents a 14% increase from the previous year. Larger increases occurred for students with acquired brain injuries (34%) and attention deficit disorders (36%). The largest groups consisted of students with learning disabilities, attention deficit disorders, psychiatric disabilities and multiple disabilities. The size of these groups is noteworthy given the extensive services that are required by many students in these groups. 2. SSD partnered with Western's Faculty of Health Sciences to organize a conference entitled Embracing Diversity: Supporting Students with Mental Health Challenges in Professional Practice. Clinical instructors from Nursing, Physical Therapy, Occupational Therapy, and Communication Sciences and Disorders learned about practices for supporting students who encounter challenges during their practica because of mental health disabilities. Representatives from SSD delivered a keynote presentation and an afternoon session in addition to participating in the organization of the conference. 3. In partnership with TD Bank and Western's Career Services, SSD organized a novel networking opportunity for students with disabilities and TD employers. This event was	Western University has taken a multi-faceted approach to eliminating barriers to success for FG students. As a result, we exceeded our target number of participants in FG programming by over 88%. Some successful initiatives have been: • First Year Resource Centre and Peer Mentoring program, a drop-in centre for first year students which is staffed by peer mentors as well as Western Student Services professionals. We offered faculty specific career exploration events. • GPS: Guide to Professional Success Program that paired students with community partners to give FG students exposure to the successful experiences of their mentors and to help them make informed career decisions. Networking opportunities led to internship placements in some cases. • LAMP (Leadership and Mentorship Program) which guides students through their first year of university life by pairing them with an upper-year student in a similar academic focus. FG students benefit from their mentor's academic advice as well as gain a better understanding of the unique experiences of a university student from someone who has "been there." • One-on-one mentoring regarding the financial needs of FG students and the financial programs available. Students were referred to Financial Aid	In January 2013, Western University partners came together to launch an Indigenous community engagement strategy consisting of over 150 internal and external participants (students, alumni, staff, faculty and community members) to identify barriers to and effective strategies for enhancing Indigenous community outreach and engagement; Indigenous student and staff advancement and Indigenous research and academic development. The strategy resulted in a detailed review of Indigenous educational highlights to date, a series of recommendations along with a preliminary draft for a university-wide Indigenous strategic plan. A report/brochure outlining the comprehensive results of the engagement strategy was released to participants and the general public. Indigenous Services publicly acknowledged and celebrated the achievements of the 2012/2013 Indigenous student graduating class by hosting the First Annual Indigenous Student Graduation Celebration. The university Indigenous student population increased 14.8% and the total student graduation rates increased 25%. The Access Transition Opportunities (ATO) program which supports academic engagement and success for Indigenous students included an increase of 28% in student program

successful and generated a high level of interest among students. It will serve as an excellent model for future career events for students with disabilities.

4. SSD engaged in a variety of outreach activities intended to facilitate students' transition to university by encouraging early use of services. SSD staff members delivered presentations to: students with hearing loss in the London District Catholic School Board, individuals with acquired brain injury and their families at Parkwood Hospital and remote sites through the Ontario Telemedicine Network, and individuals with learning disabilities at the Learning Disabilities Association of Ontario's London Region Office.

Counsellors to discuss their specific financial concerns. We also offered three financial literacy sessions that targeted first generation students to help them develop personal finance skills and help address common questions for students around budgeting, credit, student debt etc. We also offered a program called Western INTEL. It was a seminar series to help first generation students develop greater emotional intelligence, increase confidence and increase their leadership skills.

participation and an increase in first year student retention rates from 88.4% to 90%.

New pilot projects include: Addressing gaps in Indigenous mental health services – culturally-based counselling via Indigenous Social Worker, Canadian Roots Exchange – building leadership roles in the area of national reconciliation, Indigenous Peer Mentoring program – development of culturally-based program to foster healthy relationships and academic success, Indigenous Food and Medicine Garden – to promote Indigenous presence cross-cultural relationship building.

3) Student Access Guarantee

Through its signed MYAA, **University of Western Ontario** committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines.

*NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **University of Western Ontario** as of July 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL $	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	$6,842,382[+]	2,445[+]
Other SAG Expenditures (towards other assessed shortfalls)	$5,132,886[+]	2,185[+]
Total SAG Expenditures Reported by *University of Western*	$11,975,268[+]	4,630[+]

Did **University of Western Ontario** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines?

Yes

*The space below is provided for **University of Western Ontario** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2012-2013.

Yes, the University of Western Ontario met students' tuition/book shortfalls as set out in the 2012-2013 SAG Guidelines. Information submitted by students on their online financial aid application was cross-referenced with each student's SAG obligation as provided by the Ministry in the daily download file. A bursary was provided that equaled or exceeded Western's SAG obligation. For students in first-entry programs who were not required to submit a financial aid application, a bursary equaling Western's SAG obligation was provided automatically. Students were notified in November and their bursaries were paid in early December. All assessments, notifications and disbursements were successfully completed within the prescribed deadlines.

4) Participation in the Credit Transfer System

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

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2012.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2008	46677[+]	5870[+]	896[+]	176[+]
2009	46359[+]	5884[+]	886[+]	192[+]
2010	47307[+]	6127[+]	916[+]	171[+]
2011	48984[+]	6406[+]	1542[+]	192[+]
2012	49893	6051	1551	175

*Transfers from publicly assisted colleges in Ontario

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

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

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

Year	University of Western Ontario's Total Applications	University of Western Ontario's Total Registrations	University of Western Ontario's Transfer Applications	University of Western Ontario's Transfer Registrations
2011	0(+)	0(+)	0(+)	0(+)
2012	N/A	6185	1608	192

*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.

At Western University we count the following admit types as 'transfer' students: Community college, Ontario university, and out of province university. As we admit many students into upper year based on transfer credit we do not limit our definition to first year. We include all of the aforementioned groups as transfer students regardless of the year to which they are admitted and regardless of their academic load. Students may apply through OUAC as first year student and we may award transfer credit which allows them to register in second year and so on. Given
our slightly broader definition of transfer students the number of applications is 5,080, the number of offers extended was 1,612 and the total number of registrants is 715. The breakdown of the 715 registrants is as follows: Year 1: 298, Year 2: 286, Year 3: 125, Year 4: 6

Please provide one or more highlights, in the space provided below, of an activity that **University of Western Ontario** used in 2012-2013 and which contributed to maintaining or improving **University of Western Ontario's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by **University of Western Ontario** to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc.), a success story and/or a key accomplishment in each of the following categories:

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

During this past year, Western has entered into two new bilateral agreements with Fanshawe College's General Arts and Science program. An agreement with the Faculty of Social Science (First Nations Studies) has been developed as a pathway for Aboriginal students in the General Arts and Science (First Nations Studies major) diploma program in effort to promote the continuation of diploma graduates towards a Bachelors degree. A similar pathway was developed for Fanshawe College's General Arts and Science (University Preparatory Studies) and the Faculty of Arts and Humanities and the Faculty of Social Science. Both of these new agreements were designed to introduce new pathways to underrepresented populations. Western continues to make progress on the renewal of existing agreements such as Human Resources, Police Foundations and Chemical Laboratory Technician.

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

Western has created efficiencies in our Student Information System to improve services to transfer students and provide better data for tracking applicants coming from Ontario colleges and other Ontario universities. An automated transfer credit process was developed where admissions officers are able to select the courses that qualify for credit and the full course details populate the student's admissions record and any preapproved transfer credit is automatically assigned. This will reduce the time necessary to assess the transfer credit and advise the student of the results. Another process was created that permits the Student Information System to archive transfer credit. Previously, if a student elected
not to attend Western, the transfer credit offered at that time would be deleted as part of the clean up process. Having this function, will allow us to create a more comprehensive database of course equivalencies and will prevent duplication of work. We are starting to explore the possibility of hiring a Transfer Transitions Advisor dedicated to transfer pre-admission counselling, recruiting and to help facilitate the transfer credit assessment process.

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

Western continues to improve recruitment efforts to attract and retain transfer students. Over the past year, updates were made to the future student web site providing further transparency of Western's formal policies around transfer admission and the transferring credits. We are continuing to evaluate the effectiveness of this section of the web site and we are exploring opportunities to create a dedicated page for transfer policy and pathway agreements, including promotion of the ONTransfer web site. A designated transfer staff person attended all major recruitment events both on and off campus. Information sheets and audience specific advertisements were created to increase understanding of transfer at Western. In future, Western will be developing a transfer-oriented publication to be included in the offer of admission package sent
to university and college transfer applicants. We are currently exploring the idea of providing additional program specific reference guides detailing FAQs and the admission and transfer credit assessment process for students planning to attend as part of one of our Articulation Agreements

5) Class Size

Per the 2012 Common University Data Ontario (CUDO) report for Fall 2011, 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	120[+]	33.3%[+]	524[+]	47.0%[+]	426[+]	54.9%[+]	423[+]	77.8%[+]
30 to 60 students	43[+]	11.9%[+]	268[+]	24.1%[+]	258[+]	33.2%[+]	93[+]	17.1%[+]
61 to 100 students	51[+]	14.2%[+]	167[+]	15.0%[+]	59[+]	7.6%[+]	23[+]	4.2%[+]
101 to 250 students	93[+]	25.8%[+]	116[+]	10.4%[+]	28[+]	3.6%[+]	5[+]	0.9%[+]
251 or more	53[+]	14.7%[+]	39[+]	3.5%[+]	5[+]	0.6%[+]	0[+]	0.0%[+]
Total	360[+]	100.0%[+]	1,114[+]	100.0%[+]	776[+]	100.0%[+]	544[+]	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 2012-2013, which contributed to maintaining or improving **University of Western Ontario's** class size initiatives. This could include a strategy, initiative or program viewed by **University of Western Ontario** to be an innovative practice, success story and/or key accomplishment that **University of Western Ontario** would like to highlight.

Attracting and retaining world-class faculty is the most critical part of Western's Best Student Experience. For 2012-13 the number of full-time faculty increased relative to the previous year and Western has dedicated a major portion of its current fund-raising campaign to an increase in the number of funded faculty Chairs – with a goal to have 20 new Chairs by 2015.

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

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

6) eLearning

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

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

In its 2011-2012 MYAA Report Back, **University of Western Ontario** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **University of Western Ontario** is asked to provide information on eLearning courses, programs and registrations in 2012-2013.

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 2012-2013:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit **Courses** Offered Through Fully Online Learning	278	10
Number of Ministry-funded, For-credit **Courses** Offered Through Synchronous Conferencing	16	2
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	294	12
PROGRAMS DATA	**UNDERGRADUATE**	**GRADUATE**
Number of Ministry-funded, For-credit **Programs** Offered Through Fully Online Learning	22	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	22	0
COURSE REGISTRATIONS	**UNDERGRADUATE**	**GRADUATE**
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	11,518	158
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	1,530	4
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	13,048	162

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

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

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

Hybrid Learning*

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

A <u>Hybrid Learning program</u> 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.

In Fall 2012, a flipped classroom strategy was introduced into a third-year Biochemistry course with an enrolment of 180 students. The flipped classroom, or inverted classroom, is a course model in which the acquisition of knowledge, which would typically be done in lecture during class-time, is completed by students outside of class on their own time. Class time is then reserved for the application of knowledge. Students were expected to come to class having read assigned sections of the textbook and having watched an online video lecture. Short assignments due 30 minutes before class encouraged students to compete the preparatory work. Their class time with the instructor, was spent in a richer more interactive manner, clarifying misconceptions and promoting deeper understanding of the concepts they had seen previously. Most in-class activities were problems based on experiments published in the scientific literature, with some featuring tactile manipulation of objects to illustrate biochemical concepts. Overall, student response to the new teaching style was positive, with most students recommending retaining the new teaching style the following year. Feedback received from this first offering of the class has assisted the instructor in revising the in-class activities to be even more successful in promoting student learning.

Medical Sciences 4200 is a new course offering for students in fourth year Medical Sciences Honours Specialization. This course focuses on the role of inflammation in disease through the lens of the basic medical sciences. While the role of inflammation in disease is a key focus of the content of this course, goals and aims of the course also include the development of critical thinking skills, oral communication skills, scientific writing skills and group work skills. In order to achieve these goals and aims, a flipped classroom using vodcasts to delivering course content was employed.

In Medical Sciences 4200, students complete interactive online learning modules prior to class where they learn about the role of inflammation in disease. Class time is then used for problem-solving, class discussion about case studies, review and critique of scientific literature, and presentations from guest speakers. Students are expected to come prepared to class and work in small-groups to come up with "group answers" to several different questions presented in the online learning modules. Students are also working in their small groups to complete a capstone project in which they will become experts in an inflammatory disease and create an online resource accessible to their peers and first-year medical students.

The feedback that has been received from students regarding this course has been overwhelmingly positive. Students greatly appreciate the availability of the instructor for help during class sessions, the discussion and interaction with their peers, and the ability to apply what they have learned.

Please provide one or more highlights, in the space provided below, of an activity that **University of Western Ontario** used during 2012-2013, which contributed to maintaining or improving eLearning opportunities at **University of Western Ontario**. This could include a strategy, initiative or program viewed by **University of Western Ontario** to be an innovative practice, success story and/or key accomplishment that **University of Western Ontario** would like to highlight.

On March 8th the first Technology in Education Symposium (TIES) was held at Western in the Faculty of Education building with over 300 people in attendance. The TIES @ Western symposium was created with the intention to highlight the tremendous work being done on our campus to integrate technology into teaching in new, and pedagogically effective ways. This day-long symposium featured presentations and panel discussions by more than 70 faculty, staff, and students from all areas of the university demonstrating and sharing their innovations in teaching.

Following the keynote, given by Dr. Michael Wesch (Kansas State University), 19 concurrent sessions were held over the morning and afternoon illustrating technology integration in learning, and its critical examination. Concurrent session topics discussed at TIES include social media, blended learning, online and face-to-face instructional and e-Learning technology tools, promoting online learning communities, MOOCs, developing online teaching skills, information literacy in the digital age, and the legal and ethical use of teaching technologies.

Finally, the Teaching Support Centre at Western has created the Instructional Skill Workshop Online to assist online instructors with their skills' development. This 5 week workshop provides online instructors not only with skills they can apply and adapt to their online teaching, but also with experience in learning through being a student in an online course. We believe when faculty participates as an online student, this type of engagement will make them a better online instructor. In addition, this workshop builds online facilitation skills with the participants, and models best practices in online instruction and course construction that participants can adapt to their own teaching practice. The workshop was successfully run in November 2012 and will be repeated twice in 2013

7) International

7.1) Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **University of Western Ontario** had in 2012-2013:

- Outbound students* = <u>385</u>
  DEFINITION: <u>Outbound students</u> are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = <u>343</u>

  DEFINITION: <u>Inbound students</u> are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **University of Western Ontario** in 2012-2013 = **$42,880,838**

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 2012-2013 = **$4,877,079**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **University of Western Ontario** delivers courses and/or programs **abroad (outside of Canada)** in 2012-2013, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2012-2013	2012-2013 Total Enrolment by Program
Ivey School of Business	Hong Kong / Hong Kong	Executive MBA	50

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

Outbound students: The number of students reported above represents the number of students who took part in formal exchange programs. An additional approximately 500 students took part in other study/work abroad for credit opportunities.

Inbound students: The number of students reported above includes those who took part in formal exchange programs and in the Science without Borders program

7.2) Enrolment

In 2012-2013, **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's* Total Full-Time International Student Enrolment[(+)]
1.	China[(+)]	1,324[(+)]	46.4%[(+)]
2.	Saudi Arabia[(+)]	146[(+)]	5.1%[(+)]
3.	Iran[(+)]	136[(+)]	4.8%[(+)]
4.	India[(+)]	118[(+)]	4.1%[(+)]
5.	United States[(+)]	110[(+)]	3.9%[(+)]

University of Western Ontario reported to TCU that International Enrolment* in 2012-2013 = **2,851[(+)]**.

   *DEFINITION: International Enrolment is the headcount of Full-Time university (undergraduate and graduate) students who are a not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2012, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).

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

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

Please provide *University of Western Ontario's* 2012-2013 Part-Time International Student Enrolment = <u>134</u>

Please provide one or more highlights, in the space provided below, of an activity that *University of Western Ontario* used during 2012-2013, 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.

We launched a English Language Centre in September, 2013 which will provide English as a Second Language training to academically qualified international students.

Western's Global and Intercultural Engagement Certificate was also launched in September, 2013.

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **University of Western Ontario** in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **University of Western Ontario** used in 2012-2013 to create pathways for *International students* from **University of Western Ontario's** ESL programming to postsecondary studies.

> We launched a Engl</br>ish Language Centre in September, 2013 which will provide English as a Second Language training to academically qualified international students

7.4 French as a Second Language

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **University of Western Ontario** in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **University of Western Ontario** used in 2012-2013 to create pathways for *International students* from **University of Western Ontario's** FSL programming to postsecondary studies.

> 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: International Enrolment and ESL or FSL.

> n.a.

8) Supply Chain Compliance / *Broader Public Sector Accountability Act*

SUPPLY CHAIN COMPLIANCE

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

University of Western Ontario confirmed in its 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, *University of Western Ontario* adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

University of Western Ontario confirmed in its 2011-2012 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 2012-2013, *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 2011-2012 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, *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 2012-2013: 565,000

Please provide one or more highlights, in the space provided below, of an activity that *University of Western Ontario* used during 2012-2013, which contributed to maintaining or improving *University of Western Ontario's* supply chain 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.

Western University led a multi-institution RFP on behalf of OUPMA to procure an e-Procurement Solution for the Ontario Universities. Queens University, the University of Ottawa and the University of Toronto participated with Western in this initiative. Through a robust evaluation process, SciQuest was the successful supplier. Western negotiated the Master Agreement on behalf of all institutions. Western completed its own internal business case and signed a Participation Agreement and Scope of Work with SciQuest on March 27th, 2013. Implementation of this system will begin in late August 2013.

Western completed a business case on its Western Office Supplies distribution process and made the decision to shut down its internal warehousing and distribution process. Although Western was already using the Ontario Education Collaborative Marketplace (OECM) contract for stationery, we were not taking advantage of the distribution system that is part of that contract due to pricing challenges on toner and paper. By collaborating with Carleton University on their Grand & Toy (G&T) paper contract and negotiating toner pricing with G&T under the OECM agreement, Western was able to move forward and realize the improved distribution network and open up the full G&T product offerings to faculties and departments

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

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

BPS Procurement Directive

The 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.

☑ By checking this box, *University of Western Ontario* confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that *University of Western Ontario* used during 2012-2013, which contributed to *University of Western Ontario's* compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by *University of Western Ontario* to be an innovative practice, success story and/or key accomplishment.

Western University participated in four Ontario Education Collaborative Marketplace (OECM) contracts spending approximately $565K. More impressive is the additional $40 M in collaborative spend that Western participates in with others through the Ontario Association of Physical Plant Administrators (OAPPA), our libraries, and joint contracts with other public sector entities. This brings our total to over 23% of our spend being procured through collaboration. This number will increase further with additional collaborative contracts that Western has entered in 2013/14.

Western competitively bids most opportunities, however, exception reports are processed. Each instance is tied to an exception or exemption under the Agreement on Internal Trade.

BPS Expenses Directive

The 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.

☑ By checking this box, *University of Western Ontario* confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

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

http://www.uwo.ca/univsec/pdf/policies_procedures/section2/mapp216.pdf

Please provide one or more highlights, in the space provided below, of an activity that *University of Western Ontario* used during 2012-2013, which contributed to *University of Western Ontario's* compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by *University of Western Ontario* to be an innovative practice, success story and/or key accomplishment.

Western continued the statistical sampling of expense claims and review of procedures with claimants.

BPS Perquisites Directive

The 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.

☑ By checking this box, *University of Western Ontario* confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that *University of Western Ontario* used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. A highlight could be a strategy, initiative or program viewed by *University of Western Ontario* to be an innovative practice, success story and/or key accomplishment.

The AVP Human Resources reviews with Senior Operations Committee of the Board all relevant contracts to ensure compliance requirements of the legislation on an annual basis.

9) Work Integrated Learning*

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

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2012-2013 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

*DEFINITIONS:

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

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

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

Based on the definitions provided above, please provide WIL data for *University of Western Ontario* in 2012-2013:

	Undergraduate	Graduate
Number of programs at *University of Western Ontario* with a Co-op Stream	5	1
Number of students at *University of Western Ontario* enrolled in a Co-op program	311	114

Please provide one or more highlights, in the space provided below, of an activity that *University of Western Ontario* used during 2012-2013, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by *University of Western Ontario* to be an innovative practice, success story and/or key accomplishment.

The Student Success Centre:
• Launched the Ontario Global Edge program in partnership with Western International, resulting in 4 interns completing summer internships in Bangalore, India and Nairobi, Kenya.
• 27% increase in the number of employers or industry partners who hired Western students for Work Integrated Learning initiatitives.
• Addition of 5 new CSL courses for the 2012-2013 academic year
• Arts and Humanities Job Shadow Program launched – 18 students participated through opportunities offered by 11 employers
• 66 students participated in Social Science Job Shadow through partnerships with 51 employers

Student Development Centre has the largest clinical and counselling internship training program of any university in the Province. In 2012-13, there were 24 students including undergraduate and graduate students in Social Work, graduate students in Counselling Psychology, doctoral-level graduate students in Clinical Psychology, pre-doctoral Clinical Psychology Residents and post-doctoral College of Psychologists temporary registrants participating in supervised practice. The placements range from 5 to 35 hours per week and form a necessary part of completion of educational programs and of completion of requirements for entrance into a Regulated College or area of professional practice.

10) Student Satisfaction

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

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

Please indicate the methods, in addition to the NSSE survey, that **University of Western Ontario** used in 2012-2013 to measure student satisfaction.

Overall satisfaction with the education you received = 4.3 (on a 5-point scale), with 82.7% of all responding ranking as 4 or 5.
% who would recommend Western to a friend = 92.4%
(above data from the Report on the Survey of Graduating Students: 2012-13)

Overall Satisfaction = A (top ranking among large Canadian institutions)
(source: 2013 Canadian University Report, Globe & Mail)

Please provide one or more highlights, in the space provided below, of an activity that **University of Western Ontario** used during 2012-2013, which contributed to maintaining or improving student satisfaction at **University of Western Ontario**. This could include a strategy, initiative or program viewed by **University of Western Ontario** to be an innovative practice, success story and/or key accomplishment that **University of Western Ontario** would like to highlight.

The Student Success Centre has introduced and is integrating an evidenced-based model of student engagement. It is a model has been developed that incorporates Laurie Shriners model of Student Thriving and the Council for the Advancement of Standards. This model is being used to set new program development standards as well as assess current programs and services. The power of this model for student satisfaction is that it focuses programming and services very clearly on areas of a student's being that are open and malleable to change and development. Student Services practitioners are able to developing programs that have measurable and directed outcomes.

The Student Success Centre has also introduced several new programs that have responded to a voiced need by students. An example of this is a new student group for out-of –province students. A group of student identified to the Centre that they were concerned that their academic and community needs were not as well supported as in-province students. Together with The Student Success Centre all incoming students from out-of- province where reached out to during Summer Academic Orientation and invited to a new student group. Upper year students are being reached through social media and other channels. This group, although only a few months old, has over two hundred members and many events and activities developed to address transition, academic and social needs. Evaluation and feedback opportunities will be employed to track and measure success of this new initiative.

11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at *University of Western Ontario* = **82%(+)***

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2004 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year one enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2005 - 2011 (subsequent 7 years). For students who received two or more degrees during this seven year period, every effort was made to use the initial degree awarded (based upon the year in which degree was awarded).

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that *University of Western Ontario* used in 2012-2013 to measure graduation rate.

Based on the 2006-07 entering cohort Western's 6-year graduation rate ranked second among Ontario institutions (using CSRDE data/methodology)

Please provide one or more highlights, in the space provided below, of an activity that *University of Western Ontario* used during 2012-2013, which contributed to maintaining or improving *University of Western Ontario's* graduation rate initiatives. This could be a strategy, initiative or program viewed by *University of Western Ontario* to be an innovative practice, success story and/or key accomplishment that *University of Western Ontario* would like to highlight.

The Student Success Centre has developed programming which recognizes that students, although they have unique needs, also often share common themes around "needs and low motivation" at various transition or challenging times in their academic journey. In our career area we have put together a very easy to follow year by year "pathway" that helps student access support at "typical" times that they might be seeking information or struggling. We lay out clear and easily accessible information that can be used from first year until graduate school about programs and services that are available for each step of their journey, making suggestions that they might not have even considered as options for support during these challenging or confusing times. We have made this very user friendly and readably available both through our website, social media as well as in paper form as a "take away" pathway for consideration after most career services.

12) Graduate Employment Rate

Per the KPI results reported in 2013 the employment rate for 2010 graduates, 6 months after graduation, at *University of Western Ontario* = **87.17%**[(+)]

Per the KPI results reported in 2013 the employment rate for 2010 graduates, two years after graduation, at *University of Western Ontario* = **93.87%**[(+)]

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that *University of Western Ontario* used in 2012-2013 to measure graduate employment rate.

Please provide one or more highlights, in the space provided below, of an activity that *University of Western Ontario* used during 2012-2013, which contributed to maintaining or improving *University of Western Ontario's* graduate employment rate. This could be a strategy, initiative or program viewed by *University of Western Ontario* to be an innovative practice, success story and/or key accomplishment that *University of Western Ontario* would like to highlight.

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

For the 2012-2013 academic year, we brought together 709 recruiters and 10,267 students. With our Fairs (Career Fair, Grad Fair and Job Fair), we received approximately 222 organizations and engaged 3749 students alone. We had 65 Employer Information Sessions with attendance of 2415 students. Career Week saw 1497 students and 80 employers. Finally, we hosted 138 organizations for on-campus interviews, with 977 hours of interviews, involving 1180 students. Western's CareerCentral had 5286 jobs posted for students.

Other programs we offered to increase graduates' employability and employment rate included:

· A 6-part career series for graduate students and postdoctoral scholars registered in the Schulich School of Medicine & Dentistry who were exploring careers outside of academia; 132 students participated in the inaugural series

· A one day conference for over 600 Bachelor of Education teacher candidates to explore transferability of their skills to roles other than teaching, as well as to provide practical guidance on job search strategies, resume writing and interviewing

· A student-led drop-in resume and cover letter writing support service that was accessed by 1168 students and alumni seeking assistance with the development of professional and appropriate job search documents, representing a 9% increase over previous year

· A career counselling service that provided 2200 individual career counselling appointments to students, alumni and postdoctoral scholars who sought guidance on career decision making, overcoming barriers to employment, job search strategies, and interview preparation among other discussion items

New engagement programs we offered to increase graduates' employability and employment rate were:

KPMG mentorship, Arts & Humanities Job Shadow, London Career Crawl, Western Apprentice Club Networking Events and Recruiter-led workshops. Student's participation in engagement programs increased from 3387 (2011-2012) to 4017 (2012-2013) or 15.6%.

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	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
1st to 2nd Year	92.7%[(+)]	93.6%[(+)]	93.2%[(+)]	92.8%
1st to 3rd Year	87.8%[(+)]	88.7%[(+)]	88.9%	N/A[(+)]

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

Per CSRDE methodology - - -http://csrde.ou.edu/web/surveys.html

Please provide one or more highlights, in the space provided below, of an activity that *University of Western Ontario* used during 2012-2013, which contributed to maintaining or improving *University of Western Ontario's* retention initiatives. This could be a strategy, initiative or program viewed by *University of Western Ontario* to be an innovative practice, success story and/or key accomplishment that *University of Western Ontario* would like to highlight.

Western University offers a number of programs and services related to retention. Our Summer Academic Orientation program sees more than 85% of our first year students getting one to one support from upper year student leaders and academic advisors. We offer orientation and transition programming for Mature and Transfer Students, Off campus students (through the Society of Off Campus Students), First Generation students through our first year resource centre and our LAMP Peer Mentor program and new in 2012-2013, we offered SAO Rewind during winter add/drop to support students with academic questions that were not within the scope of questions for our academic counselling offices. Our office also partners with the Faculty of Science to offer "Discovery Café", a program for first year students to meet weekly with a Science professor and a small group of science students to discuss Science related topics. All of our transition programs are meant to create smaller communities within the first year student population to help increase academic engagement and persistence. In 2013-2014, Western also initiated the School within A University program (SWAU) in partnership with the Thames Valley District School board. The SWAU program provides at risk students the opportunity to complete their final year of high school at Western while also taking one tuition free university course. The students are supported by a variety of student support units and we have seen increased academic motivation with these students.

In collaboration with the Department of Athletics, Student Development Centre's (SDC) Learning Skills Services recently launched the Academic Success Program for Western's athletes. Students who are competing at a varsity level have an xtremely demanding schedule and any setback in their academics puts their university career and their eligibility to compete in jeopardy. Learning Skills also provided specialized workshops and seminars for International students, a drop-in help service for Indigenous services, assistance to students on academic probation
in the Faculty of Social Sciences and offered a large percentage of individual counselling appointments to students with disabilities. In addition
as the result of a request by Western International and the Department of MOS, LSS counsellors are researching the MOS first year courses and the academic skills needed to be successful in order to better support the retention of MOS students. LSS has also actively recruited upper year MOS students to act as learning skills assistants in the Learning Help Centre.

SDC's Psychological Services conducted workshops and a presentation series for over 700 students on topics such as distress tolerance, mindfulness, procrastination, thesis support, public speaking anxiety, stress management and healthy relationships in order to assist students to develop more effective coping and life skills.SDC's Writing Support Centre worked with 11,000 students to assist them in the development of Academic Writing Skills. One-to-one counseling sessions were provided to 3,922 students; a 76% increase over the past four years. ESL
students represented 40% of those attending the individual counsellling sessions. 2100 students attended group workshops; 836 were graduate students.

Indigenous Students enrolled in SDC's Indigenous Services Access Transition Program showed a 90% retention rate in their first year. The ATO program is a targeted academic and personal support program designed to reduce barriers to successful transition to university studies

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 2012-2013, 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.)

> In 2012-13, the Teaching Support Centre hosted two teaching and learning conferences (Spring and Fall Perspectives),which focussed on "Academic Integrity" and "High Impact Educational Practices" for faculty and graduate student teaching assistants, with a total of 520 registrants.
>
> We enhanced faculty development through the delivery of four 3-day Instructional Skills Workshops (ISW) with a total of 49 participants, plus we offered our first online version (ISWO) to address the needs of Western faculty who teach online.
>
> A new faculty learning community on graduate supervision was introduced in 2012-13.
>
> We continue to offer communication and teaching development programs to help international graduate students succeed at Western by helping them develop their presentation skills and increase their confidence in the classroom.

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

> The Student Success Centre recognizes the importance of providing opportunities for students to learn and develop inside the classroom and beyond. Students' engagement in experiential learning (e.g. internships, co-curricular activities) helps them develop the transferable skills that employers value, including teamwork, leadership, and communication. The Student Success Centre provides a number of opportunities that engage students in the local (campus and London), national and international communities including:
>
> • Coordination of three main co-curricular programs; Western Serves, Alternative Spring Break, and the Community Service Learning Network (CSLN) promote students' civic engagement while at the same time developing their leadership and teamwork skills. In 2012-2013, 350 students participated in the one-day Western Serves program, 168 participated in the Alternative Spring Break Program, and 120 engaged with the CSLN in local co-curricular CSL initiatives.
>
> • Provision of 8-16 month paid internship programs for students in the Faculty of Engineering, Faculty of Science, Faculty of Information and Media Studies and the Management and Organizational Studies program in the Faculty of Social Science. In 2012-2013, 311 undergraduate students secured internships. An additional 114 graduate students in the Master of Library and Information Science program secured internships.
>
> • Creation of the Success Leaders program, which offers students opportunities to deliver a variety of student-centred programming on a volunteer basis, while at the same time developing their own leadership capacity. Amongst the Success Leaders in 2012-2013, 40 oversaw Western's Employment Resource Centre, where they provided 1168 appointments to assist their peers in the development of their resumes and cover letters. Additionally, 96 upper-year students acted as Peer Mentors to 2100 first-year students, and another 65 upper-year students supported between 600-700 first year off-campus students during Orientation week and throughout the academic year.
>
> Student Development Centre runs a large Volunteer Program which involves over a 100 students each year throughout all areas of SDC and Western International. Students are trained and supervised to work in a wide variety of positions such as staffing The Learning Help Centre, leading group presentations across campus on Learning Skills, working as Peer Tutors in the Writing Support Centre, working with students in Indigenous Services, leading English Conversation workshops for Western International, as well as working with program design and implementation, public relations, marketing and promotion, and serving on SDC's student advisory committee

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

The Student Success Centre offers a number of services and programs that support students in their personal and career development. In particular, to help students better prepare for successful transitions from their studies into the workplace, The Student Success Centre endeavours to orient students to the world of work in a number of ways including:

• Delivery of an annual job shadow program for students in the faculties of Social Science and Arts & Humanities, in which students are exposed to a "day-in-the-life" of professionals in their chosen careers. In 2012-2013, 88 students participated in job shadow and in the future the goal is to offer the job shadowing program to students in all faculties.

• Facilitation of group career counseling for international students who require support and information as they prepare to enter the Canadian labour market. In 2012-2013, two separate 8-week groups were offered to 30 students, who explored questions around job search strategies, integration into the labour market, and marketing their skills and experience to employers.

• Provision of individual career counseling appointments, in which students receive support for career decision-making, overcoming barriers to employment and identifying skills/interests/values/personality as they pertain to career paths, among other topics. In 2012-2013, 2220 individual career counselling appointments took place through The Student Success Centre.

SDC has employed innovative practices to help meet the growing need for mental health support for undergraduate and graduate students. Over the past 4 years there has been a 77% increase in the number of direct service hours including individual and group work as well as crisis response to help provide students with the support and skills development required.In 2012 through a partnership between Student Development Centre and Western International's International and Exchange Student Centre Western launched a Mental Health Website for International Students entitled: International Students and Wellness http://iwellness.uwo.ca/index.html
SDC's Learning Skills Services provided assistance to 14,608 students in 2012; a 73% increase over a 4 year period.
Indigenous Services 24 hour access Learning Resource Centre provides a vital space for Indigenous student to develop a sense of community and support on campus. Visiting Elders, Cultural Teachers, and cultural programs including Indigenous language learning, beading, drumming/singing, sharing circles, daily smudging and regular social gatherings form an essential part of Indigenous Student support.

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Attestation:

☑ By checking this box, *University of Western Ontario* confirms that all information being submitted to the Ministry as part of the 2012-2013 MYAA Report Back is accurate and has received approval from *University of Western Ontario's* Executive Head.

Contact:

For additional information regarding *University of Western Ontario's* 2012-2013 MYAA Report Back please contact -

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Please indicate the address on *University of Western Ontario's* website where a PDF copy of this 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

- http://http://www.uwo.ca/pvp/accountability.html#