2013-2014 Report Back

Institution Name:	University of Western Ontario

OVERVIEW

The annual 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.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **University of Western Ontario's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 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** 2013-2014 Report Back is denoted with the symbol [+].

1) Enrolment - Headcount*

*DEFINITION: <u>Headcount</u> is the actual enrolment for Fall 2013 as of November 1, 2013 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2013-2014 fiscal year (enrolment reported in 2013-2014 remains subject to audit and/or correction).

University of Western Ontario reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **30,213**[(+)].

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment reported by **University of Western Ontario** to the Ministry for 2013-2014 = **25,264**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment reported by **University of Western Ontario** to the Ministry for 2013-2014 = **4,853**.

Please indicate the number of students under the age of 18 (age as of November 1, 2013) from the total Headcount enrolment reported by at **University of Western Ontario** to the Ministry in 2013-2014 = **94**.

* 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.

> Counts by age band exclude 2 students 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 2013-2014 to manage enrolment.

> Strategic Enrolment Planning is a key element in the University's overall approach to integrated planning. The following are specifics of our enrolment strategy:
>
> Our highest priority is to maintain and enhance quality.
>
> Continuation of our common minimum entrance requirement across programs. Thus, student demand drives program-specific enrolments.
>
> Increase our first-year international student enrolment from 150 in 2010-11 to at least 400 by 2014-15.
>
> Provost will continue to encourage Faculties to develop upper-year undergraduate programs, including 2 + 2 programs and partnership arrangements.
>
> Graduate expansion continues to be a high priority. Therefore, we will work to increasing the relative proportion of graduate students from the current level of 17%.
>
> http://www.uwo.ca/univsec/senate/minutes/2010/r1011scup_app1.pdf

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

*DEFINITION: <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, languages, 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 2013-2014= **1,590** The total indicated above as a comparative % of **University of Western Ontario's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **1,590** $\div$ **30,213**[+] (2013-2014 Enrolment Headcount) x 100 = **5.3**%	Please indicate the total number of Full-Time *First Generation Students* enrolled at **University of Western Ontario** in 2013-2014= **3,101** The total indicated above as a comparative % of **University of Western Ontario's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **3,101** $\div$ **30,213** [+] (2013-2014 Enrolment Headcount) x 100 = **10.3**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **University of Western Ontario** in 2013-2014 = **247**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **University of Western Ontario** in 2013-2014= **454** The total indicated above as a comparative % of **University of Western Ontario's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **454** $\div$ **30,213**[+] (2013-2014 Enrolment Headcount) x 100 = **1.5**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **University of Western Ontario** in 2013-2014 = **29**

* 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.

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

Indigenous Students are asked to self-identify.

Aboriginal Liaison Admission Advocacy
In 2013-14, Western's Indigenous Services Unit piloted a new position entitled the Indigenous Liaison/Admission Coordinator. This role was responsible for supporting the proactive recruitment of Aboriginal students from the stage of application through to
admissions. This new role worked with a high level of autonomy to attract Indigenous students through direct entry and Aboriginal admission pathways by providing customer service, presenting information about academic prerequisites, faculties and program
options, and providing admission advocacy supporting applicants at various stages of the application/admission process. This new role worked closely with Indigenous communities to develop and implement innovative marketing strategies including supporting the development and distribution of Western's Indigenous View Book. In carrying out the responsibilities of the position this role interacted collaboratively strengthening working relationships with Western's Office of the Registrar including the Undergraduate Liaison Team and Admissions Office.

Students With Disabilities	First Generation Students	Aboriginal Students
Please provide one or more highlights, in the space provided below of an activity in 2013-2014, 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.	Please provide one or more highlights, in the space provided below of an activity in 2013-2014, 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.	Please provide one or more highlights, in the space provided below of an activity in 2013-2014, 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.
Services for Students with Disabilities (SSD) arranged academic accommodation and related support for 1,843 students in 2013-14, which represents a 6% increase from the previous year. Larger increases occurred for students with acquired brain injuries (41%), chronic illnesses (23%), psychiatric disabilities (18%), and multiple disabilities (17%). The largest groups consisted of students with learning disabilities, psychiatric disabilities, attention deficit disorders, and multiple disabilities. The size of these groups is noteworthy given the extensive services that are required by many students in these groups. In collaboration with Western's Information Technology Services, the Registrar's Web and IT Team, and Western Libraries, SSD developed procedures to facilitate timely provision of accessible textbooks, classroom and course website material, and material on Reserve in Western's libraries. SSD developed a partnership with Parkwood Hospital's Return to School Program for the purpose of facilitating a successful return to university and greater retention for students who have symptoms associated with concussions and mild brain injuries. A counsellor in SSD will meet participants and present information about services at the final session of each Return to School Program in which Western students or prospective students participate. SSD collaborated with a faculty member in Occupational Therapy to	Western University has taken a multifaceted approach to eliminating barriers to success for first generation (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- a drop-in centre for first year students, which is staffed by peer mentors from each faculty, as well as Western Student Services professionals. We also started offering an annual career exploration event to help first year students begin to think about careers and learn how to network. 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. Leadership and Mentorship Program (LAMP) that guides students through their first year of university by pairing them with an upper-year student with 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	Access Transition Opportunities (ATO) Program Indigenous Services Access Transition Opportunities (ATO) program provides special access, transition, and graduation supports for Indigenous students in their 1st and 2nd years of study at Western. Under the ATO program, Indigenous students' receive the intensive supports including: pre-enrolment information and counselling services; admission advocacy designed; financial aid referrals and follow-up; housing assistance and childcare referrals; intensive orientation; course selection assistance; culturally-sensitive academic, personal/social counselling and academic services/programs, access to the Visiting Elders program for personal and group counselling; academic skill building through specialized tutors and teaching assistant services ie., research/writing, biology, health sciences, math, anatomy/physiology and psychology supports; career services and graduate school advocacy. The ATO programming anchors Indigenous student services and provides a focal point for other Western units/departments to offer supplementary resources and services to support Indigenous students. Of the 93 1st year Indigenous students enrolled for the 2013-2014 academic year, 43 were participants in the ATO program including 24 2nd year students, 29 3rd year, 19 4th year and 2 5th year. Of the 2014 Graduating Class, 20 of the 39 students graduating were

further knowledge concerning the transition from post-secondary education to employment for individuals with disabilities. Two SSD staff members served as co-applicants on a grant proposal entitled A Scoping Review of Policy and Evidence Literature on the Work Transitions of Youth with Disabilities Enrolled in Postsecondary Education. This application was successful, and $24,834 was awarded by the Ontario Human Capital Research and Innovation Fund. One of the SSD staff members also was a co-applicant on a SSHRC proposal entitled A Collaborative Approach to the Transition from Post-secondary Education to Work: Addressing Unemployment and Work Disengagement of Youth with Disabilities. The outcome of this application is not yet known. SSD engaged in outreach activities intended to facilitate students' transition to university by encouraging early and effective use of services. SSD staff members presented information concerning services to students, student leaders, student volunteers, an associate dean and department chairs in the Faculty of Science, and parents of prospective students with Autism Spectrum Disorder	financial needs of FG students and the financial programs available was provided. Students were referred to Financial Aid Counsellors to discuss their specific financial concerns. We also offered three financial literacy sessions targeted to FG students to help them develop personal finance skills and help address common questions for students around budgeting, credit, student debt etc.	participants in the ATO program. • In the Student Experience portfolio: The Student Success Centre collaborated with Indigenous Services (IS) to hire an Indigenous Services Summer Academic Orientation (SAO) Leader who worked on both the SAO student leader team, as well as on the Indigenous Services team. The staff member led tours of IS to new students who had identified as Indigenous or individuals who were interested in learning more about IS, met with self-identified Indigenous students and provided information to the students and their families. The student also worked with IS on projects related to transition and orientation.

3) 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 2013.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2009	46359[+]	5884[+]	886[+]	192[+]
2010	47307[+]	6127[+]	916[+]	171[+]
2011	48984[+]	6406[+]	1542[+]	192[+]
2012	49893[+]	6051[+]	1551[+]	175[+]
2013	50689	6099	1113	152

*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;
- Information 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
2012	N/A[+]	6185[+]	1608[+]	192[+]
2013	N/A	N/A	4636	695

*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 4,636, the number of offers extended was 1,560 and the total number of registrants is 695. The breakdown of the 695 registrants is as follows: Year 1: 234, Year 2: 317, Year 3: 143, Year 4: 1.

The 2012 counts represent only full-time, first-year students from colleges.

In the space provided below, please provide one or more highlights of an activity that *University of Western Ontario* used in 2013-2014, 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, initiative or program viewed by *University of Western Ontario* to be an innovative practice, success story and/or key accomplishment.

During this past year, Western analyzed current transfer strategies using a variety of methodologies. By conducting surveys with stakeholders, we heard that applicants applying from colleges with Articulation Agreements needed to be identified prior to being assessed for admission. The result was the creation of an online Declaration of Intent Form designed for applicants to alert Admissions Officers to their aim to be admitted under an existing Articulation Agreement. A Transfer Audit was also conducted to provide insight into how students are using their transfer credit towards their degree programs. Registered transfer students were surveyed as to their admission, registration and service experience as a transfer students from another Ontario Collegeor University. In conjunction with these projects, market research was also conducted to determine if Western's transfer credit process is similar to other institutions (Colleges and Universities). These projects resulted in valuable information that will continue to be synthesized to improve all levels of services to transferring students to Western.

4) Class Size

Per 2013 Common University Data Ontario (CUDO) report for Fall 2012, **University of Western Ontario's** undergraduate class size for first entry* programs:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	124[+]	35.1%[+]	496[+]	45.3%[+]	471[+]	58.3%[+]	449[+]	77.5%[+]
30 to 60 students	36[+]	10.2%[+]	258[+]	23.5%[+]	234[+]	29.0%[+]	101[+]	17.4%[+]
61 to 100 students	50[+]	14.2%[+]	182[+]	16.6%[+]	66[+]	8.2%[+]	21[+]	3.6%[+]
101 to 250 students	86[+]	24.4%[+]	125[+]	11.4%[+]	29[+]	3.6%[+]	8[+]	1.4%[+]
251 or more	57[+]	16.1%[+]	35[+]	3.2%[+]	8[+]	1.0%[+]	0[+]	0.0%[+]
Total	353[+]	100.0%[+]	1,096[+]	100.0%[+]	808[+]	100.0%[+]	579[+]	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 2013-2014, 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.

Biology Mentorship Program is a partnership between the Biology Department and the Student Success Centre to provide additional support, review sessions and online help for students taking first year Biology. We hired approximately 7 upper year student volunteers to run review sessions before Biology exams. One event had more than 400 first year students showing up to receive assistance by the mentors.

Out of Province Students' Association was newly created to assist with the transition and adjustment for students attending Western from outside of Ontario. The first year of the program was a great success and we had more than 125 students engaged in events, volunteering in the community and learning more about Ontario/London.

Science Discovery Café is a program in which Science faculty members and undergraduate peer leaders co-facilitate weekly meetings of first-year students to discuss interesting issues in Science as well as important aspects of the academic life as a student of Science. This initiative provides the opportunity to get to know professors outside of the classroom, effectively helping to "shrink" the Faculty of Science.

Experiential learning opportunities continued to increase in all disciplines and transformed how students applied classroom learning in a variety of real-world settings. Western students participated in internships, practica, fieldwork, and community engaged learning. These experiences enhanced students' academic learning, supported the development of transferable skills for future employment, and strengthened capacities within partnering industry and community organizations. In 2013-14, approximately 1400 students participated in experiential learning within Student Success Centre programs.
Additional opportunities existed within individual faculties at both the undergraduate and graduate level.

5) eLearning

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. **University of Western Ontario** is asked to provide information on e-learning courses, programs and registrations in 2013-2014.

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 2013-2014:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit **Courses** Offered Through Fully Online Learning	298	36
Number of Ministry-funded, For-credit **Courses** Offered Through Synchronous Conferencing	19	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	317	36
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit **Programs** Offered Through Fully Online Learning	25	4
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	25	4
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	12,201	445
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	1,678	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	13,879	445

*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 'Couses" and "Course Registrations" 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 been weighted as two half courses.

Program numbers reflect the number of modules that a student could do completely 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.

Biology for Science I, Biology 1001A, was re-developed by Lecturer Jennifer Waugh and offered in a hybrid format during the summer term of the 2013-14 academic year. This course is an introduction to the study of biology at the post-secondary level and acts as a pre-requisite, with Biology 1002B, for senior biology courses and modules offered by the Department of Biology.

Informed by research that suggests improved student outcomes (see, for example, McLaughlin et al., 2013), Ms. Waugh redeveloped the course as a hybrid course, structuring it in a fundamentally different way than the fall and winter offerings of Biology 1001A. One such difference is the compressed structure of delivery: rather than being offered over twelve weeks, the course was offered over a month. Taking a hybrid approach aligned well with engaging students with the course material over this timeline.

Enrolled students were expected to learn foundational material (such as basic concepts and relevant vocabulary) in a self-directed manner, facilitated by learning objects (such as readings, videos, and simulations) provided by Ms. Waugh on the course website. This website, created in Western's learning management system (OWL) and designed to guide student learning, included directed course material for each class. It was a student's responsibility to log into OWL prior to each class to review and complete the independent study tasks.

Given the compressed delivery, where each day was the equivalent of a week's worth of content during the fall or winter, students were expected to come to each class having completed approximately two hours of reading and one hour of viewing recorded course materials. Ms. Waugh provided a variety of linked activities (including on-line quizzes or short assignments) to:
(i) encourage students to actively engage with and reflect on the material/course on a regular basis;
(ii) ensure students are prepared to get the most out of in-class sessions; and
(iii) provide students with feedback on their understanding of fundamental course material.
Students were then guided to the expected depth and complexity of understanding through learning outcomes linked to each day's material.

With essential concepts introduced in the online environment, in-class sessions were devoted to students "digging in" to the course concepts and class material in order to ensure comprehension. Students were expected to, individually or in small groups, work through meaningful learning material such as open-ended questions or case studies. The pedagogical goal here was to have students' build higher-level thinking skills and the connections amongst the course concepts that lead to deep learning. As Ms. Waugh points out, when a particularly difficult concept was identified in class, there was a greater opportunity to examine and explain it in more detail, helping to ensure comprehension through peer learning and instructor guidance.

Student feedback to the hybrid redesign of Biology 101A, though preliminary in nature, was positive. Anecdotally, there was a measured increase in student excitement with the course design and non-traditional students expressed that they found the course design to be well aligned to their diverse scheduling needs.

McLaughlin, J. E., Roth, M. T., Glatt, D. M., Gharkholonarehe, N., Davidson, C. A., Griffin, L. M., et al. (2013). The Flipped Classroom. Academic Medicine, 1–8. doi:10.1097/ACM.0000000000000086

Please provide one or more highlights, in the space provided below, of an activity that *University of Western Ontario* used during 2013-2014, 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.

Technology enhanced learning opportunities

The Teaching Support Centre at Western applied for and received a Productivity and Innovation Fund grant for the construction of a "smart" classroom. After months of literature review, participation in research collaboratories with centres that had designed technology-enhanced classrooms, Western proposed WALS – Western's Active Learning space – with emphasis on pedagogy and active learning, in addition to the use of technology for collaboration and student engagement.

Beginning in May, while the classroom was being constructed as a retrofit of an existing General Use classroom, a temporary active learning space was opened to enable instructors to learn effective methods of creating active learning opportunities for students. During a four-day "Drop in and Explore", over 100 students and faculty came to explore WALS. Additionally, an intersession class in Graduate Statistics was taught in the space daily for six weeks. But the temporary space was only a taste of what was to come when the classroom was fully on-line at the end of August.

During the first term of the 2014 school year, there have been well-attended, faculty Sandbox sessions, where instructors could come and learn a new skill to use in the WALS classroom. Currently, nine different disciplines hold classes in WALS, realizing our dream of building a classroom that would appeal across units, faculties, and disciplines at the institution. Further, some innovative practices are taking root as demonstrated by the following examples:

1. Dr. Bruce Morton and his Teaching Assistant hold a 3rd Year Psychology class in WALS. Their draw to the space was the ability of the instructor to share multiple MRI images on the screens adjacent to the seven pods in the room. Additionally, students can use the interactive whiteboard to annotate anomalies on the images, which can be saved and assessed by the instructor.

2. Dr. Rob Corless and his Teaching Assistant are excited to have their new first year Undergraduate course in Applied Mathematics timetabled into the WALS classroom. "We make equations come to life", explains Dr. Coreless, as his students are eagerly showing a solution to a question posed from their own device, and projecting their screen to the larger Pod screen for classmates to critique. Further, Dr. Coreless is able to share the materials from one screen with the rest of the class, with a single push of a button on the instructor panel in the middle of the room.

3. The community is welcomed into WALS by Dr. Aleks Zecevic and her Teaching Assistant. In her 4th Year Gerontology course, the students connect with their community partner for 30 minutes at the end of each class. The students and their partners work together virtually via Skype on documents that are mutually created using Google Docs, or use the interactive whiteboard if the community member is able to be present in the room.

4. Linda Jack is a Careers Counsellor attached to the Professional Program in Science and Communications. She uses the WALS classroom to connect real-life careers with the skills that her students have cultivated in undergraduate, or pursuing graduate studies. Linda invited each of the students to project their Curriculum Vitae as one of four students sharing the Pod screen through Cresstron, in order to compare resumes, make suggestions, and connect to – Careers – enabling Graduate students to search for employment and make explicit links from information on career sites to their resumes.

6) International 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 2013-2014:

- Outbound students* = <u>380</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>410</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 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 2013-2014, 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 2013-2014	2013-2014 Total Enrolment by Program
Ivey School of Business	Hong Kong / Hong Kong	Executive MBA	54

*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 750 students took part in other study/work abroad 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 (n~30).

Please provide one or more highlights, in the space provided below, of an activity that *University of Western Ontario* used during 2013-2014, 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.

Developed summer school opportunities for students to study in Spain.

7) 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.

*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 2013-2014:

	Undergraduate	Graduate
Number of programs at *University of Western Ontario* with a Co-op Stream	0	1
Number of students at *University of Western Ontario* enrolled in a Co-op program	0	38

Please provide one or more highlights, in the space provided below, of an activity that *University of Western Ontario* used during 2013-2014, 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, Student Experience:

Sent 8 undergraduate students on international entrepreneurial summer internships with the Ontario Global Edge program

Increased 4-16-month paid internships in the Faculties of Science, Social Science and Engineering by 16% (277 students in total)

Engaged 36 international students (from Brazil) in Science Without Borders internships in the London community

Added 5 new Community Engaged Learning courses, impacting 147 students

Provided 45 Job Shadow opportunities for Social Science and Arts & Humanities students

Worked with 806 students in co-curricular (not-for-credit) Community Engaged Learning programs

8) 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 2013-2014 to measure student satisfaction.

Overall satisfaction with the education you received = 4.2 (on a 5-point scale), with 81% of all respondents ranking as 4 or 5.
% who would recommend Western to a friend = 92%
(source: Report on the Survey of Graduating Students: 2013-14)

Overall satisfaction = A (highest ranked among large Canadian universities)
(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 2013-2014, 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.

Developed and implemented Degree to Career website, helping students better understand how to connect their academic studies with career pathways; received positive feedback from student users about its value and accessibility for relevant career information.

Introduced Western's Co-Curricular Record, which allowed students to showcase the skills and abilities they gained from their engagement in outside of the classroom activities throughout their studies at Western.

Increased number and variety of employers visiting campus to recruit Western students, enhancing opportunities for employment and other experiential learning opportunities

Free photograph for all Western graduates at Convocation, and online RSVP process.

Increased awareness and usage of programs and seminars available for students: Psychological Services, Experiential Learning activities (alternative spring break, western serves), Writing Support Services, Learning Skills

9) 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 2013-2014, that *University of Western Ontario* used in 2013-2014 to measure graduation rate.

Based on the 2007-08 entering cohort Western's 6-year graduation rate is 82.2%,
ranking Western 2nd among Ontario institutions and 2nd within the U15
(source: CSRDE reports, August 2014)

Please provide one or more highlights, in the space provided below, of an activity that *University of Western Ontario* used during 2013-2014, 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.

Summer Academic Orientation program welcomed approximately 4000 students to the Western campus before their studies began, providing them with an opportunity to get acquainted with campus, gain knowledge about campus resources that they can access across their academic career, and plan their course schedules among other things.

Introduced Independent Orientation Events during Orientation Week, which allowed for campus-wide engagement and involvement in educational and academic support sessions, reinforcing messaging delivered during Summer Academic Orientation

Developed the Degree to Career website (http://degreetocareer.uwo.ca/) to help students better understand career pathways associated with their degree choices; research suggests that students who lack an understanding of how they can use their degree to transition into the labour market are more likely to withdraw from their studies, and the creation and ongoing development of the site provides a 24/7 resource that students can access to begin exploring various career paths

10) Graduate Employment Rate

Per the KPI results reported in 2014 the employment rate for 2011 graduates, 6 months after graduation, at *University of Western Ontario* = **89.66%**[(+)]

Per the KPI results reported in 2014 the employment rate for 2011 graduates, two years after graduation, at *University of Western Ontario* = **95.06%**[(+)]

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that *University of Western Ontario* used in 2013-2014 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 2013-2014, 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.

For the fourth consecutive year, we offered an International Student Group Career Counselling program, consisting of 24 hours of group counselling for international students nearing graduation and hoping to work in Canada following graduation. Sessions allowed participants to explore topics that included culture shock, self-understanding, skills identification, job search strategies, job search documents, self-promotion strategies and strategies for maintaining employment in Canada. The group survey results demonstrated an increase in participants' knowledge, understanding and readiness for securing and maintaining employment in Canada.

Partnered with the London-Middlesex Immigrant Employment Council (LMIEC) on their Job Match Network program, working with international earing graduation to ensure their job readiness before connecting them with local employment opportunities.

Organized a wide variety of events to reduce gap between students and employers including an annual career fair, graduate and professional school fair, job fair, and virtual career fair; Employer Information Sessions that brought employers to campus to promote their organizations to students; Career Week, which featured events to enhance students' employability; job posting board; Employer hosted interviews.

Brought together 718 recruiters and 10,258 students through a variety of events, which represents a more than 10% increase of employers utilizing recruitment activities over the previous year. There was also an over 13% increase in the number of students utilizing recruitment activities over the previous year.

Engagement programs offered to increase graduates' employability and employment rate were:
Mentorship, Backpack to Briefcase, Arts & Humanities & Social Science Job Shadow Programs, London Calling Networking Event, London Career Crawls, Student 2 Business Networking Conference, Seed Your Start-up Business Pitch Competition and Recruiter-led workshops.

11) 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	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
1st to 2nd Year	93.6%[(+)]	93.2%[(+)]	92.8%[(+)]	93.2%
1st to 3rd Year	88.7%[(+)]	88.9%[(+)]	88%	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.

Based on the 212-13 entering cohort Western's year 1 to year 2 retention rate of 93.2%, Western ranks 2nd among Ontario institutions and 2nd within the U15
(source: CSRDE reports, August 2014)

Please provide one or more highlights, in the space provided below, of an activity that **University of Western Ontario** used during 2013-2014, 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 including:

Summer Academic Orientation (SAO), which sees more than 85% of our first year students who receive one to one support from upper year student leaders and academic advisors prior to beginning classes in the fall. We also offer SAO Rewind during fall and winter add/drop period to support students with academic questions that are not within the scope of questions for our academic counselling offices.

Specialized orientation and transition programming for Mature and Transfer Students, Off-Campus students, First Generation students and out of province students

Transition programs like Discovery Café and the Biology Mentorship Program, offered in partnership with the Faculty of Science, are intended to create smaller communities within the first year student population to help increase academic engagement and persistence.

Western also partners with the Thames Valley School Board to offer the School within A University program (SWAU). 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, many of whom are pursuing post-secondary programs upon graduation from SWAU

12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **University of Western Ontario** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Western's Active Learning Space (WALS)[(+)]	WEST-CPR1-I[(+)]	To date, approximately $50,000 savings in reduced direct training and urgent tech support.	Western University intends to move forward with the creation of two additional active learning spaces in the near future, each with a different floor plan and technology configuration. These Active Learning Spaces will be "next steps" based on the recommendations from users of the WALS classroom in this proposal
A New Framework for Experiential Learning Delivery and Supports at Western University[(+)]	WEST-CPR3-I[(+)]	approximately $400,000 (in total)	As Experiential Learning Central is rolled out in the 2014-15 academic year, the School of Graduate and Postdoctoral Studies and Affiliated University Colleges will be engaged to expand the use of the online resource. Additionally, detailed user access metrics will be collected, along with evaluation through focus groups and user surveys will support the ongoing evaluation and development of this tool.
Best Value Business Model[(+)]	WEST-ASDT8-M[(+)]	Western only - average annual savings = $433k, with total contract lifetime savings = $2.377M.	The sharing of experiences across all of these projects will accelerate the number of projects that can be completed as well as the knowledge and learning on the BVBM techniques. Then by becoming a Centre of Knowledge and sharing the BVBM with all other non-participating Ontario Universities, the concepts can become entrenched in the Ontario University sector as a best practice for Request for Proposals (RFP) and their associated project management requirements.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Ontario Consortium for Graduate Professional Skills Development[+]	MAC-CPR3-M[+]	$100k (to date)	Continue to develop new modules for this project. Continous refinement of existing modules. Review success of these modules on our internal professional skills workshops to maximize enrolment in both the modules and workshops.
Optimizing the reception, scanning and authentication of admission documents coming from foreign students[+]	OTTW-ASDT7-M[+]	$0 (to date)	We are interested in moving ahead with our colleagues but are in a hold pattern until next steps are finalized.
Enhancing registered nurse job readiness and patient safety outcomes through clinical simulation[+]	QUEN-CPR2-M[+]	Approximately $350k to date for 4 simulators and another $370k for access to 37 scenarios.	Develop new clinical simulation scenarios. Review senior level clinical courses to enhance learning with high risk clinical simulations
Peoplesoft shared responsibility model study for Ontario Higher Education[+]	QUEN-ASDT3-M[+]	$0	Western did participate in the PIF project through completion goal of the feasibility assessment of a share responsibility model. At the end of the project each institution saw varying value in the portions of assessment process depending on where the are in the maturity of their life cycle in PeopleSoft. The scope of some of the initiatives was to narrow discussion being just PeopleSoft in isolation and wrong conclusions may have been drawn. Schools early on in cycle saw greater value of starting with new Knowledge Management Structure for Ontario Universities verses which already exists in larger scale in the PeopleSoft community. Later initiatives regarding sustainment of our systems are larger and of more significant value to Western. We are staying connected to the next steps following the accessment (PIF project) but not activity participating at this point.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Multi-Institution Space Management Solution[(+)]	UOFT-ASDT3-M[(+)]	approximately $100k (to date)	The new multi-institution space management solution, Archibus, will provide the benefits of shared software, standardized training and support opportunities, improved opportunities for collaboration, common reporting and analytical tools, shared knowledge base, web access, and mobile technology. The new space management solution software gives Western the ability to produce various reports efficiently, with roughly $10,000 cost savings per year in man-hours reduction and better ability to analyze the space utilization. -There is the potential for other Ontario institutions to move to the new solution and benefit from lower incremental costs related to space management and access to the new shared knowledgebase. -There is a potential of linking this space management solution to other software applications that Western is already using.
Shared High Density Library Storage Facility[(+)]	UOFT-ASDT5-M[(+)]	$0	The business committee is currently meeting to develop a business model. Actions on hold until business plan developed.
Teaching Culture Indicators: Enhancing Quality Teaching[(+)]	WIND-CPR6-M[(+)]	cost savings per student and faculty retained = $20 - $25k per year.	Western's on-going participation includes survey development, pilot of survey, and statistical support.

DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.

Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.

*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: Cost Savings/Cost Avoidance.

In many respects it is much too early to be stating cost savings/avoidance at this time. For most projects they are simply too new to have any sort of established track record. That said, all these projects hold tremendous potential for costs savings/avoidance through projects ranging from physical infrastructure to an improved student experience.

Ministry of Training, Colleges and Universities

Attestation:

☑ ***University of Western Ontario*** confirms that all information being submitted to the Ministry as part of the 2013-2014 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*** 2013-2014 Report Back please contact -

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- Email: rchellad@uwo.ca

Please indicate the address on ***University of Western Ontario's*** website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

- http://www.ipb.uwo.ca/multi_year_accountability_agreements.php