



Performance and Activity Indicators

Annual Report to the Board of Governors

November 2013

President's Message

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

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

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

Dr. Amit Chakma
President and Vice-Chancellor

The Primary Data Sources

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 By agreement, the member institutions do not publish comparisons which might damage the reputation of another member institution.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

In 1999 the executive heads of the G10, Canada's ten most research-intensive universities (Laval, Montreal, McGill, Queen's, Toronto, McMaster, Waterloo, Western, Alberta, and British Columbia) formed a data exchange consortium to facilitate comparative analysis and benchmarking. The G10 data exchange (G10DE) was modelled after a similar data exchange consortium of leading American research universities, and with the passage of time, the G10DE has produced a valuable set of comparative data. The G10 group was expanded in 2006 and again in 2010 to include Dalhousie University, the University of Ottawa, the University of Calgary, the University of Manitoba, and the University of Saskatchewan. Since that time the comparative indicators have been expanded gradually to include the larger U15 group as the five new members begin to provide data.

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

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

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

The Format for the Indicators

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

1. Western compared to peer institutions over time,
2. Western compared to peer institutions at a point in time (the most recently available year), or
3. Western's performance over a period of time with no peer comparator data.

Acknowledgements

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

Secondary School Grades of Incoming Students

Figures 1 and 2

Data Source: Ontario University Applications Centre (OUAC)

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

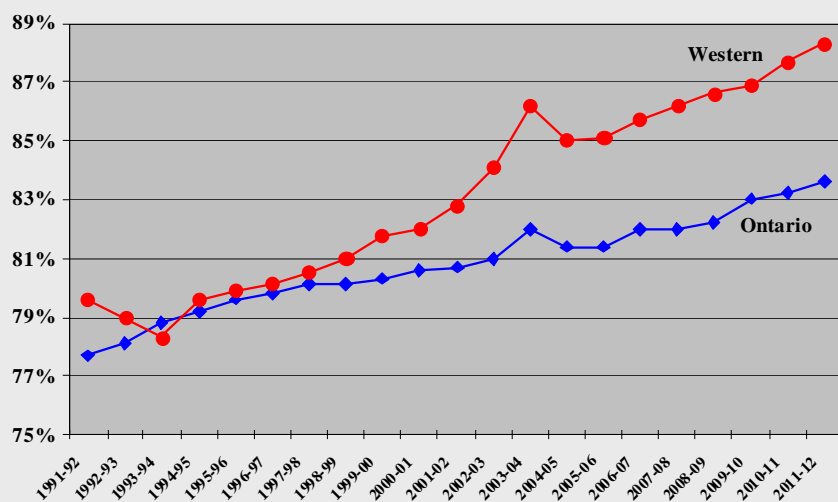
Relation to Strategic Plan: Commitment 1.2, Excellence: we aspire in our teaching and research to academic excellence that is recognized nationally and internationally. We set high standards for the recruitment and performance of our faculty, staff, and students.

Commentary: In the mid-1990s the average entering grade for Western students fell below the Ontario average. This trend has been reversed, and the average entering grade of Western's first-year students is now considerably higher than the provincial average. In 2004-05 there was a decline in the entering average for Western and for all Ontario universities, reflecting the passage of the sharp increase in applicants in 2003-04 occasioned by the double cohort. In 2011-12, the average grade for Western was nearly 5 percentage points higher than the aggregate of other Ontario universities.

The long-term trend is particularly pronounced at the highest end of the grade scale: Western's share of all Ontario secondary school applicants with averages of 85 percent or better has increased by almost 65 percent, from under 6 percent of the provincial total in 1996-97 to nearly 9.4 percent in 2011-12.

Figure 1

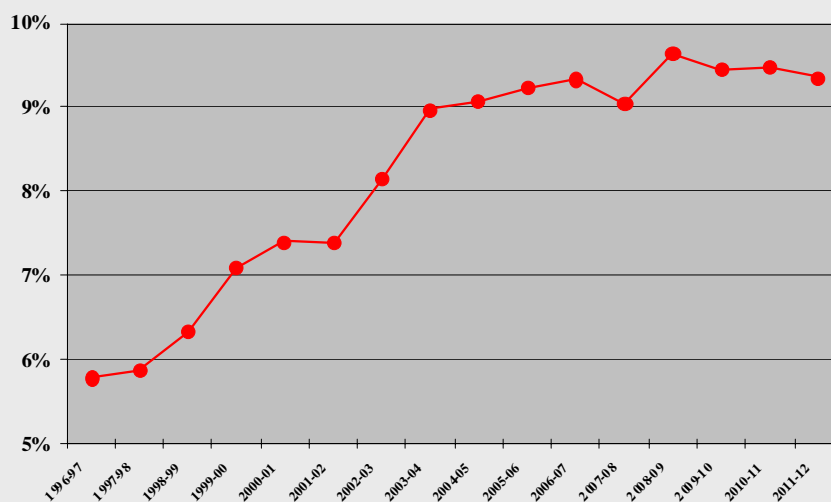
Average Entering Grades of New Full-Time First-Year Ontario Secondary School Students



Source: Council of Ontario Universities and Western University

Figure 2

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



Source: Council of Ontario Universities and Western University

Out-of-Province and International Students

Figures 3 and 4

Data Source: Ontario University Applications Centre (OUAC)

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

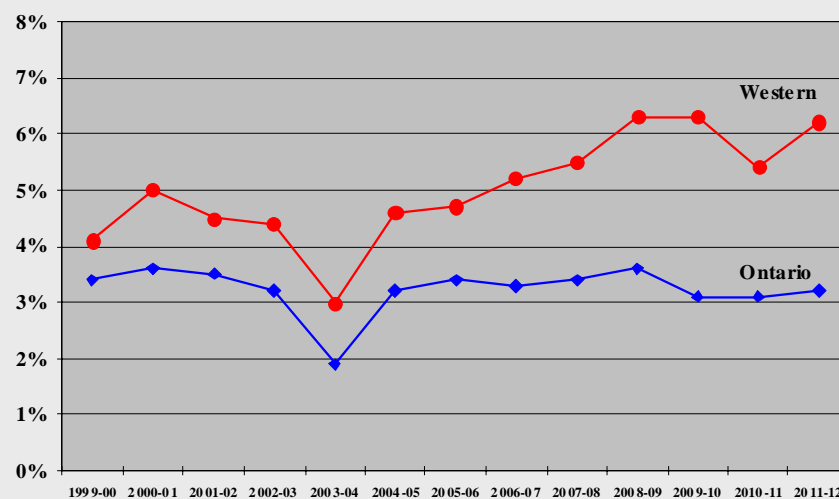
Relation to Strategic Plan: Commitment 1.2, Excellence: we aspire in our teaching and research to academic excellence that is recognized nationally and internationally. We set high standards for the recruitment and performance of our faculty, staff, and students.

Commentary: In cooperation with the Ministry of Training, Colleges, and Universities, all of Ontario's universities, including Western, deliberately reduced the intake of out-of-Province and international students in 2002-03 and 2003-04 in order to create more first-year places for Ontario secondary school students who were graduating as part of the double cohort. This trend has been reversed, and Western's intake of out-of-Province students in 2011-12 was double the provincial average.

Expansion of undergraduate international enrolment is a strategic priority for the University, and an array of recruitment strategies have been implemented to achieve enrolment growth.

Figure 3

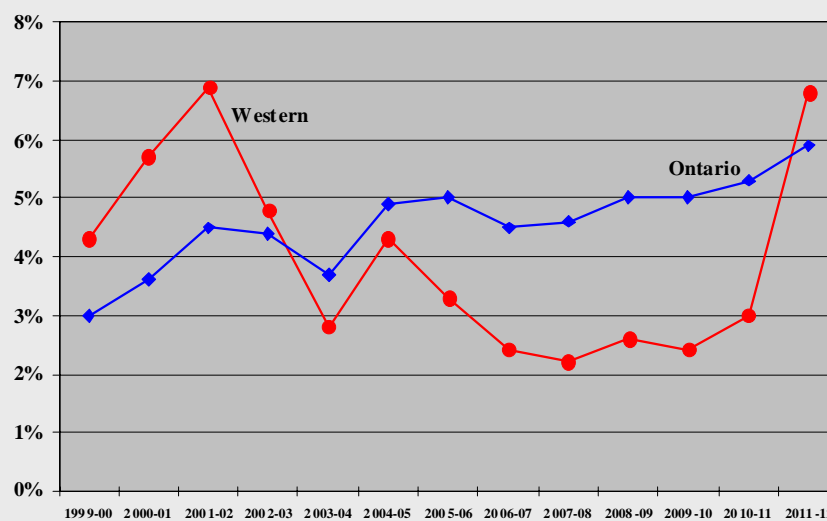
Proportion of First-Year Students from Other Canadian Provinces



Source: Council of Ontario Universities and Western University

Figure 4

Proportion of First-Year Students from Other Countries



Source: Council of Ontario Universities and Western University

Undergraduate Student Retention Rates

Figures 5 and 6

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

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

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

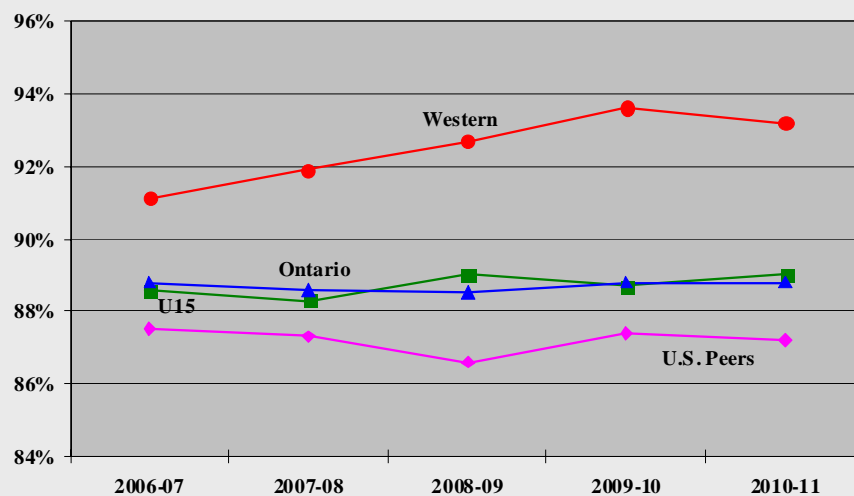
Commentary: In the 2012 reporting cycle, all Ontario universities and twelve of the U15 universities participated in the CSRDE – permitting meaningful comparison of retention rates across institutions.

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

Western compares favourably in year 1 retention rates with other Canadian institutions, and considerably exceeds the rates experienced by our American peer institutions. Within the U15 group, only Queen's achieves higher year 1 to year 2 retention rates.

Figure 5

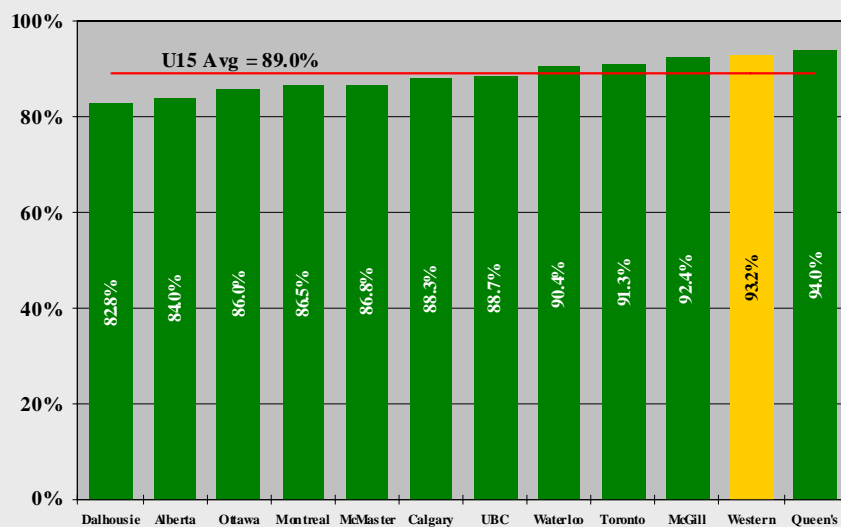
Year 1 to Year 2 Retention Rates 2006-07 to 2010-11 Entering Cohorts



Source: August 2012 CSRDE Peer Institutional Reports. U.S. Peers include the University of Arizona, University of Iowa, Michigan State University, University of North Carolina at Chapel Hill, and Ohio State University.

Figure 6

U15 Universities: Year 1 to Year 2 Retention Rates 2010-11 Entering Cohort



Source: August 2012 CSRDE Peer Institutional Reports

Undergraduate Student Graduation Rates

Figures 7 and 8

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

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

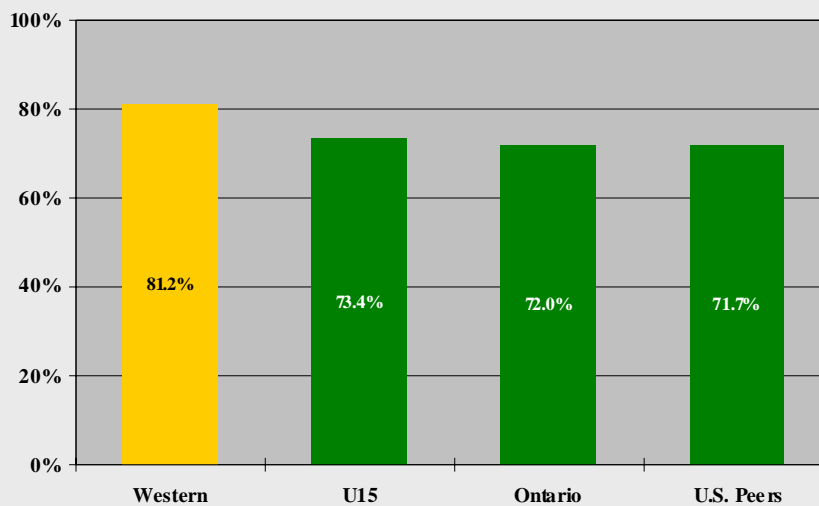
Relation to Strategic Plan: Commitment 12.3: Urge the Higher Education Quality Council of Ontario to approach university accountability in a manner that supports institutional diversity and autonomy, and to use the best of existing measures of university quality and performance, including ... the Consortium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

Commentary: In the 2012 reporting cycle, all Ontario universities and twelve of the U15 universities participated in the CSRDE – permitting meaningful comparison of graduation rates across institutions.

Western's six-year graduation rate is higher than the U15 average, the Ontario average, and the average for U.S. peer institutions. Within the U15 group, Western's graduation rate is at the higher end of the range – but notably lower than Queen's.

Figure 7

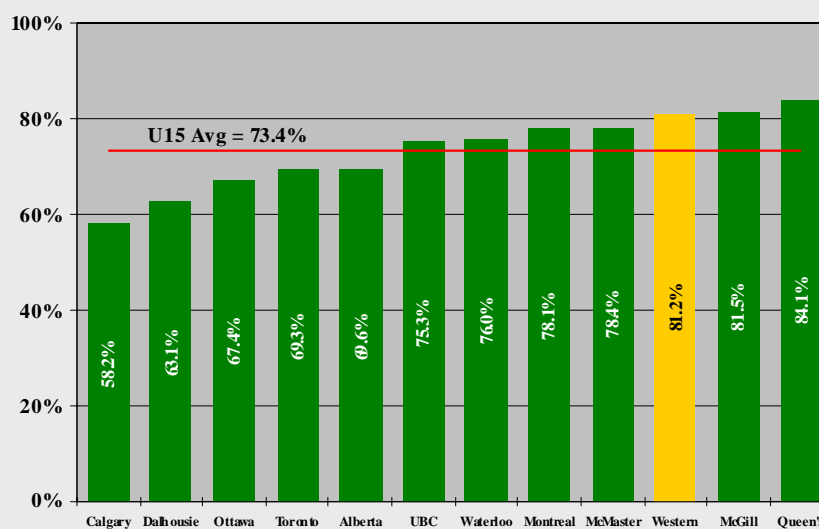
Undergraduate Student Graduation Rates 2005-06 Entering Cohort Six Years After Entry



Source: August 2012 CSRDE Peer Institutional Reports. U.S. Peers include the University of Arizona, University of Iowa, Michigan State University, University of North Carolina at Chapel Hill, and Ohio State University

Figure 8

U15 Universities: Undergraduate Student Graduation Rates 2005-06 Entering Cohort -- Six Years After Entry



Source: August 2012 CSRDE Peer Institutional Reports

Proportion of First-Year Students in Residence

Figure 9

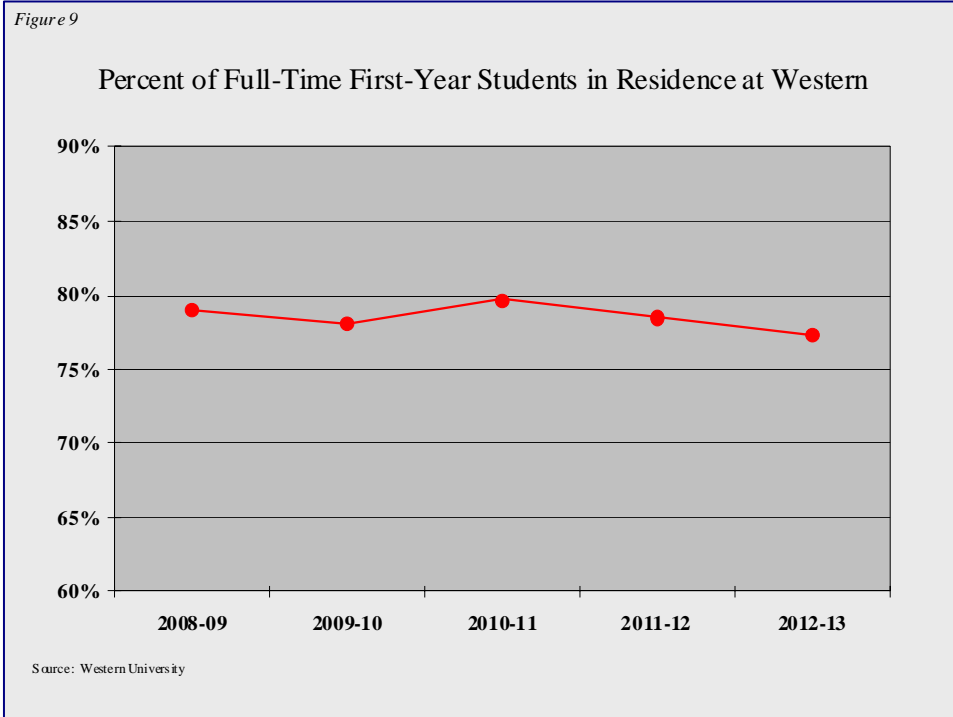
Data Source: Western University

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

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

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

Through the construction of new residences and effective use of existing residences, the proportion of first-year students in residence remains around 80 percent.



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

Figures 10 and 11

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

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

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

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

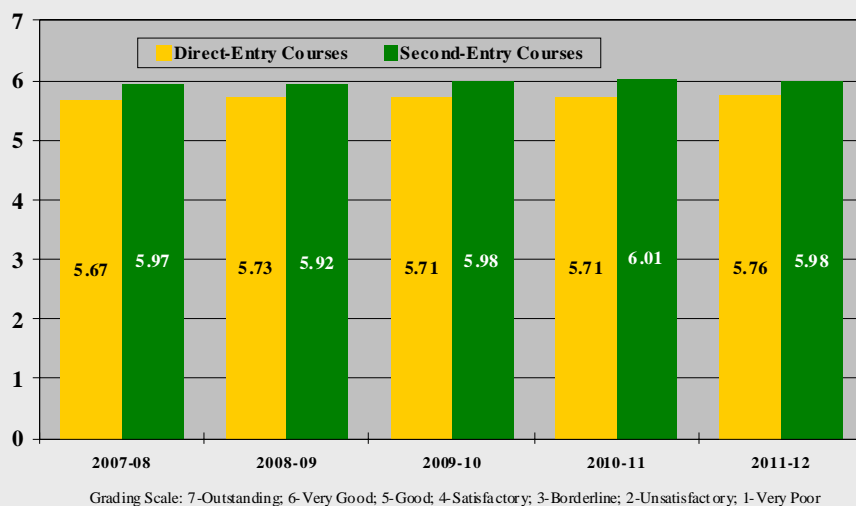
Data Source for Figure 11: Exit survey of all undergraduate students at time of graduation.

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

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

Figure 10

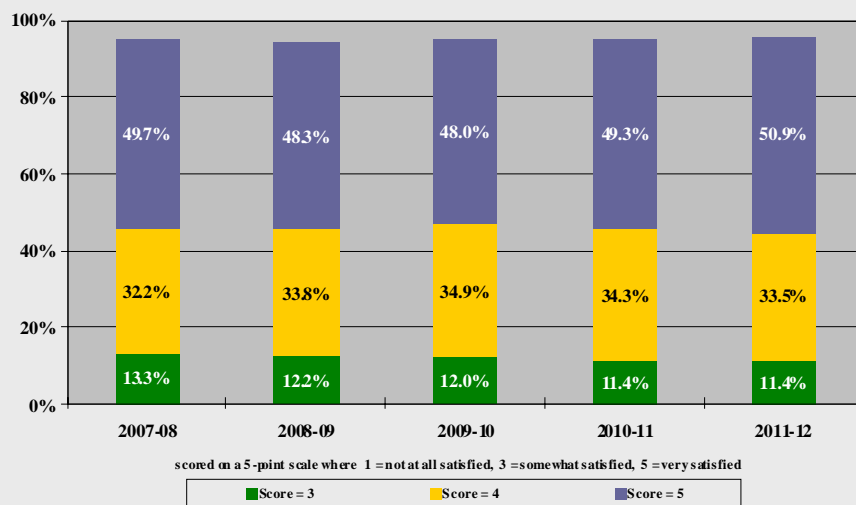
Western's Instructor and Course Evaluations Ratings of Effectiveness of the Instructor



Source: Western University

Figure 11

Overall Satisfaction with Education Received Percentage of Responses Between 3 and 5 (on a 5 point scale)



Source: Western University

Undergraduate Student Engagement

Figures 12 through 16

Data Source: National Survey of Student Engagement (NSSE)

Calculation of Indicator: In the Spring of 2011, over 40 Canadian universities, including Western, elected to participate in the National Survey of Student Engagement (NSSE) administered through Indiana University. The NSSE survey, it must be emphasized, is not a student satisfaction survey, but rather an attempt to measure the extent to which students are involved in campus life and their academic program. Student responses are segregated between first-year and senior-year students in direct-entry undergraduate programs.

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

Commentary: The NSSE survey contains a very large and rich source of information about the student experience. The 2011 cycle marks the fourth survey at Western – following 2004, 2006, and 2008. The survey will be administered again in 2014.

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

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

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

In the charts which follow, Western's benchmark scores in these five areas are presented for each of the three years in which the survey was administered to display changes over time. The 2011 results for Western are also compared to the aggregate for all Ontario universities, for all U15 universities, and the aggregate for all American universities in the Carnegie Foundation's category of highly research-intensive universities.

NSSE: Level of Academic Challenge

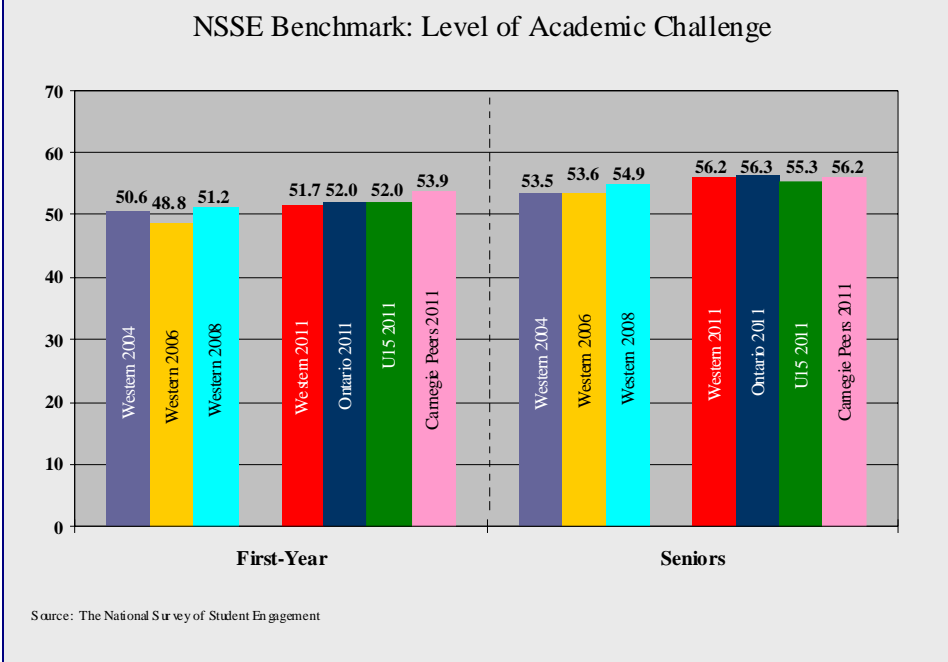
Figure 12

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

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

Commentary: There has been a slight improvement in Western's benchmark score between 2008 and 2011. For this particular indicator, the results are very tightly grouped for Western and its comparator groups.

Figure 12



NSSE: Active and Collaborative Learning

Figure 13

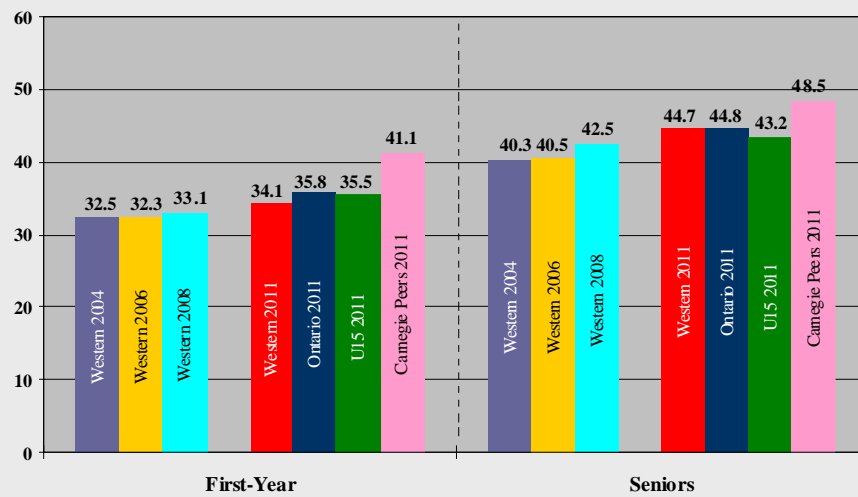
Calculation of the Benchmark: This benchmark combines student responses to the following group of questions:

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

Commentary: There has been a slight improvement in Western's benchmark score between 2008 and 2011, more so at the level of fourth-year students. For this particular indicator, Western, Ontario, and the U15 are reasonably close in benchmark scores. The gap is most pronounced between Western and its U.S. peer comparators.

Figure 13

NSSE Benchmark: Active and Collaborative Learning



Source: The National Survey of Student Engagement

NSSE: Student-Faculty Interaction

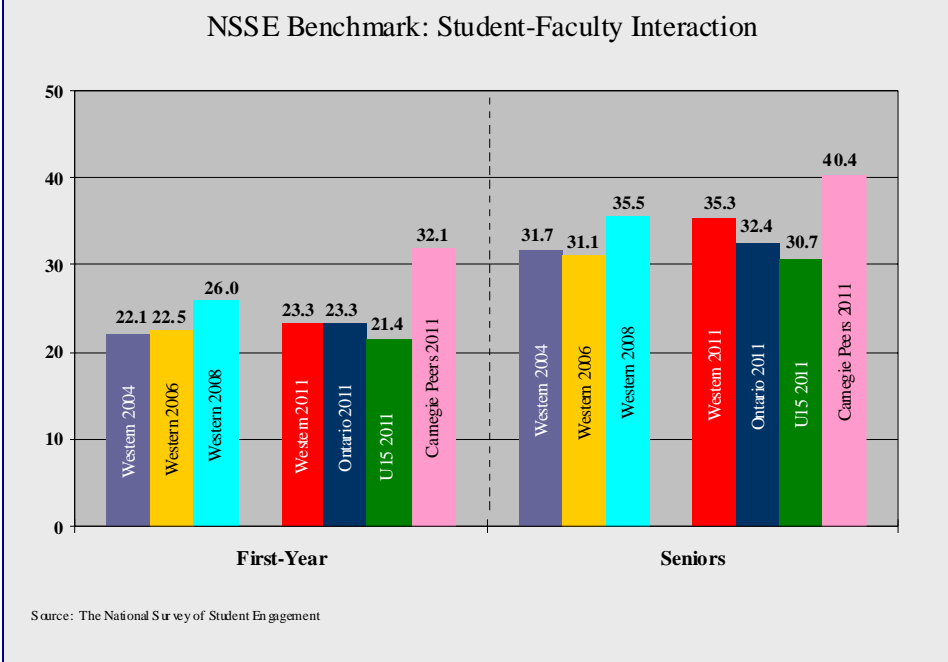
Figure 14

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

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

Commentary: In this indicator, Western outperforms the Ontario and U15 groups, but we continue to lag significantly behind our peer institutions in the U.S. – in all likelihood due to better student-faculty ratios prevailing at those institutions.

Figure 14



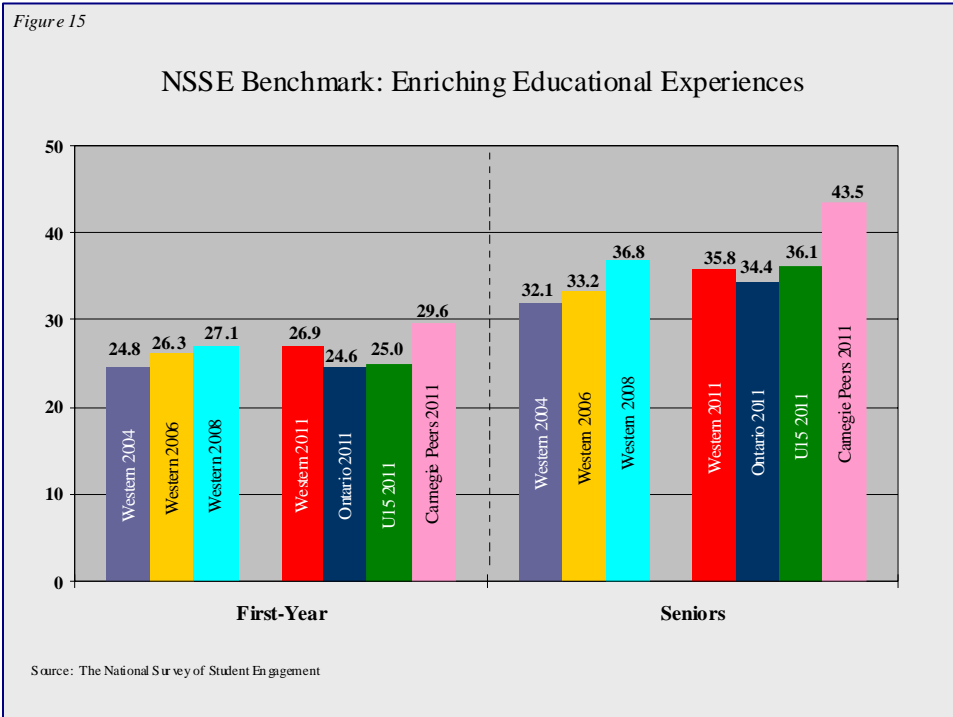
NSSE: Enriching Educational Experiences

Figure 15

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

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

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



NSSE: Supportive Campus Environment

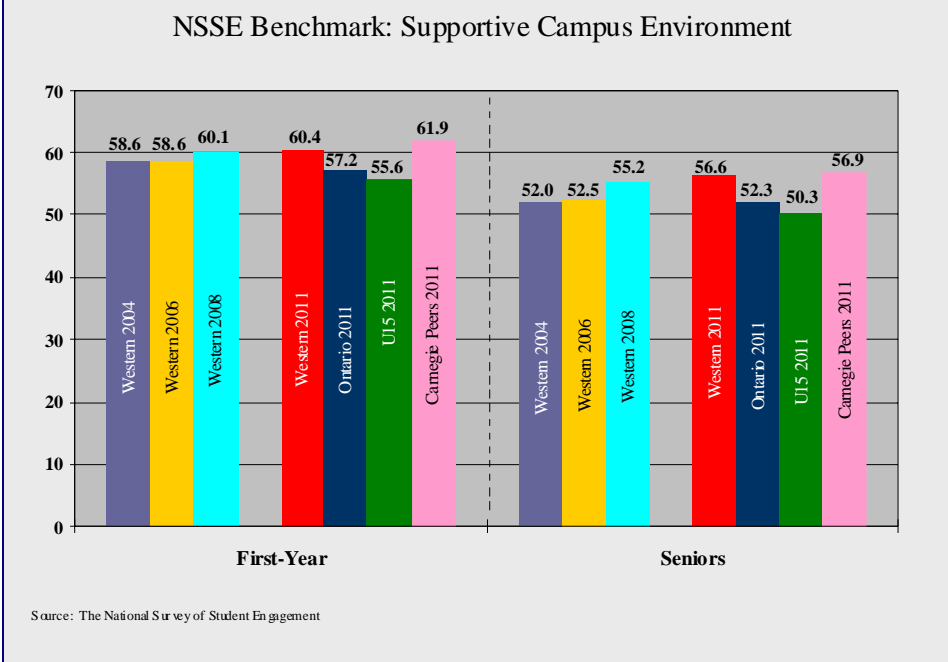
Figure 16

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

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

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

Figure 16



Student Aid Funding at Western

Figure 17

Data Source: Western University

Calculation of Indicator: Total operating budget expenditures for student aid divided by total full-time equivalent (FTE) enrolment, 1999-2000 through 2011-12. Student aid provided from gifts and endowments is shown separately.

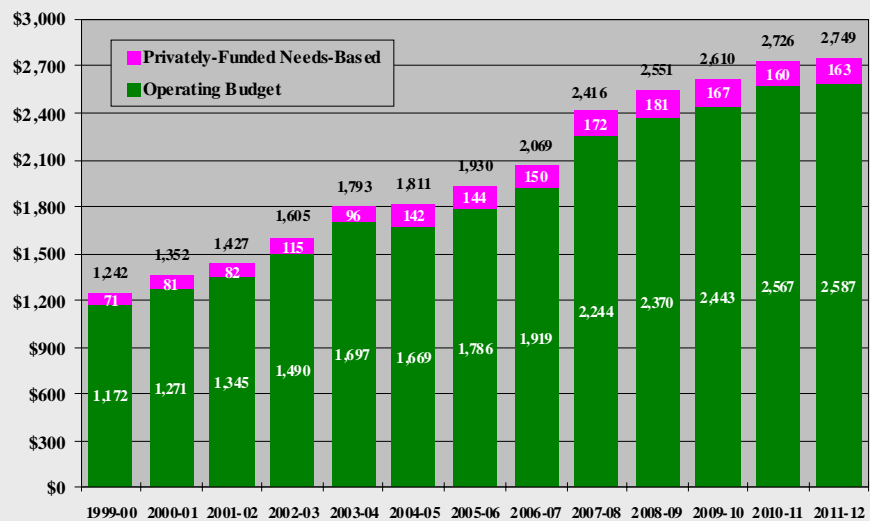
Relation to Strategic Plan: Commitment 2.3: Maintain the Western guarantees with regard to a first-year residence room, choices for first-year courses, and our financial commitment that no undergraduate student will be denied access or the ability to complete a degree because of financial need.

Commentary: Commencing in 1996-97, Ontario universities were required to set aside 30 percent of revenues arising from tuition rate increases for needs-based student aid. Historically, Western has exceeded this requirement by providing additional needs-based student aid. Ontario's universities continue to work with the Provincial Government on the implementation of a Province-wide 'Student Access Guarantee' which will better integrate student aid from institutional and provincial sources.

Western's per-student expenditure for student aid has more than doubled from \$1,242 per FTE student in 1999-2000 to over \$2,700 per FTE student in 2011-12. Student aid is a high priority in our current fundraising campaign.

Figure 17

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



Source: Western University

Student Debt

Figure 18

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

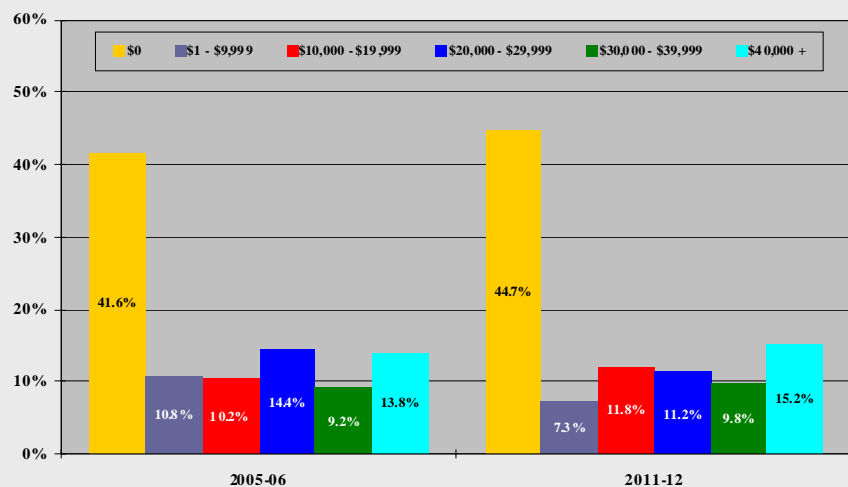
Calculation of Indicator: All undergraduate students, including students in second-entry undergraduate programs, are asked to report on the level of education-related debt they have accumulated at the time of graduation. Reported debt is presented for the 2005-06 and 2011-12 graduating classes.

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

Commentary: The analysis indicates that over half of Western's undergraduates continue to graduate with debt less than \$10,000, and the proportion who graduate with no reported debt is almost 45 percent of the total. However, there has been a slight increase in the number of graduates with debt in excess of \$40,000. This latter group of students are primarily from second-entry professional programs.

Figure 18

Education-Related Debt at Graduation Western Graduates from Undergraduate Programs



Source: Western University

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

Figure 19

Data Source: Western University

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

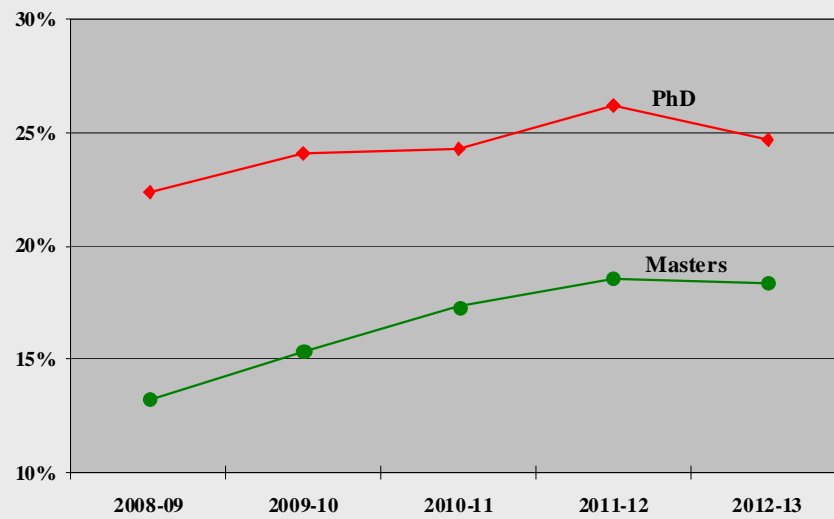
Relation to Strategic Plan: Commitment 1.2, Excellence: we aspire in our teaching and research to academic excellence that is recognized nationally and internationally. We set high standards for the recruitment and performance of our faculty, staff, and students.

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

Commentary: Demand is very strong for access to our graduate programs from international students. The absolute number of international graduate students has increased steadily over the past five years, and in proportional terms approximately 19 percent of Masters and 25 percent of doctoral students are from other countries. This is occurring at the same time as a significant expansion of domestic graduate student enrolment funded by the Province.

Figure 19

Proportion of Full-Time Graduate Students from Other Countries



Source: Western University

Graduate Student Enrolment as a Proportion of Total Enrolment

Figure 20

Data Source: U15 Data Exchange

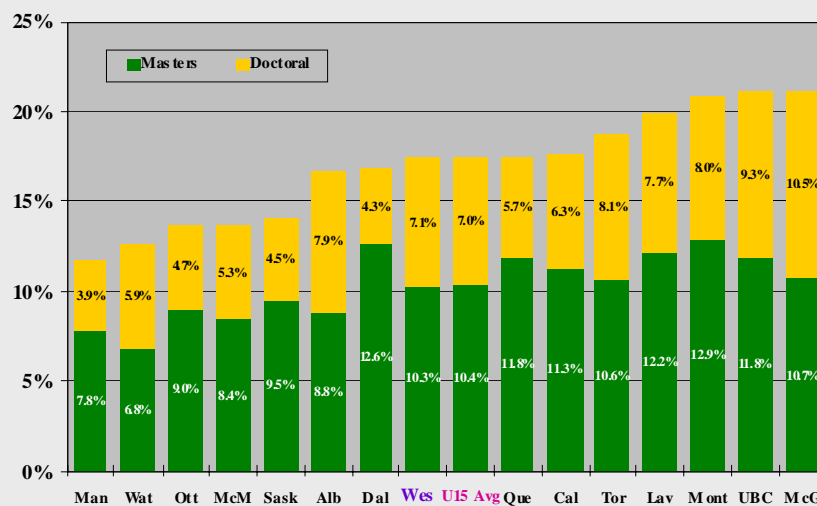
Calculation of Indicator: For each of the U15 universities, fall full-time headcount enrolments for Masters and Doctoral students are expressed as a percentage of total fall full-time headcount enrolment.

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

Commentary: Western's doctoral enrolment currently stands at 7.1 percent of total enrolment, whereas UBC and McGill are in the 9 to 11 percent range. If we achieve our current graduate enrolment plans up to 2014-15, Western's graduate enrolment will increase to nearly 19 percent of total enrolment (7.5 percent at the PhD level), moving us closer to the front ranks within the U15.

Figure 20

Full-Time Masters and Doctoral Students
as a Proportion of Total Full-Time Student Enrolment
2011-12



Source: U15 Data Exchange

Doctoral Students: Completion Rates and Time-to-Completion

Figures 21 and 22

Data Source: U15 Data Exchange

Calculation of Indicator: In order to accurately measure the completion rates and time-to-completion for students in doctoral programs, the U15 data exchange developed a detailed methodology which tracks each entering student on a term-by-term basis for nine years after first registration. This gives a precise reading on the percentage of each entering cohort who graduate, as well as the length of time involved to complete the program. The exchange has gathered information on the 1998 through 2002 entering cohorts.

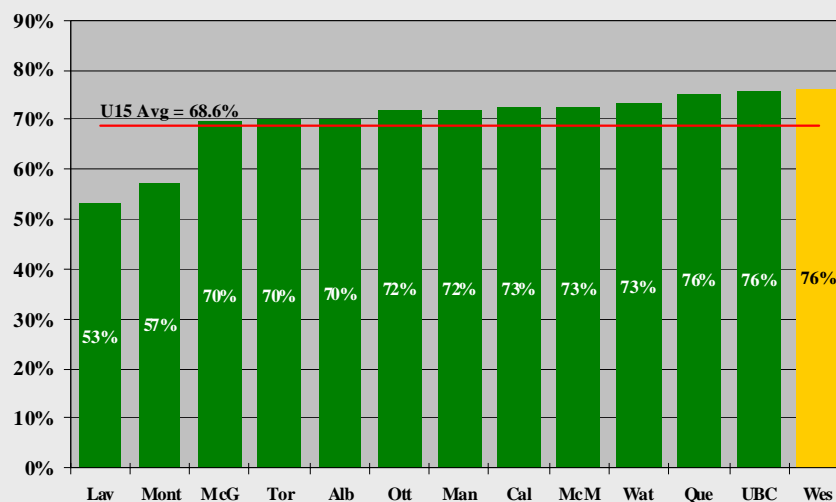
Relation to Strategic Plan: Commitment 3.11: Monitor our progress through the continued benchmarking of graduate student aid, completion rates and time-to-completion, and graduate student satisfaction.

Commentary: 76 percent of Western's doctoral students successfully complete their PhD, taking an average of under five years to do so. Both indicators for Western are better than the U15 average, and both are improving over time. As Western proceeds with expansion of doctoral enrolment, it will be important to monitor these two indicators.

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

Figure 21

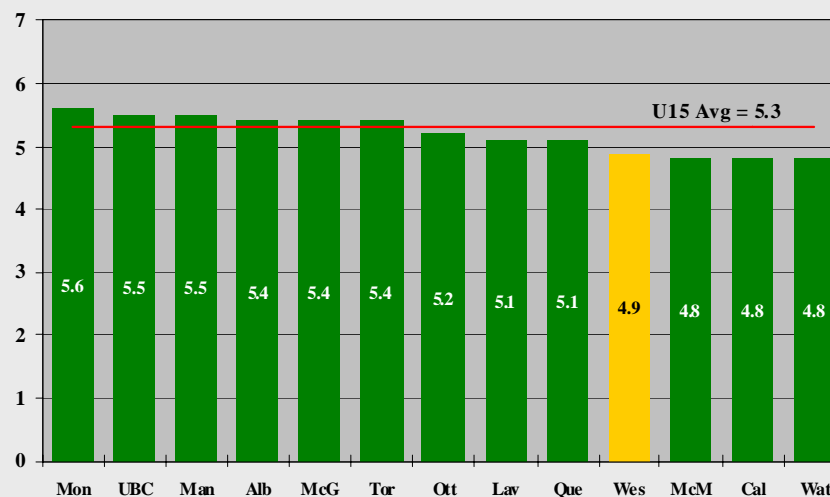
Doctoral Degree Completion Rates
1998-2002 Entering Cohorts – All Disciplines
at Nine Years After Entry



Source: U15 Data Exchange. UBC data are for 1998 and 1999 only; Laval data are for 1998, 1999 and 2002 only; Ottawa data are for 1999, 2000, 2001 and 2002 only; Manitoba data are for 2001 and 2002 only

Figure 22

Average Number of Years to Doctoral Degree Completion
1998-2002 Entering Cohorts – All Disciplines



Source: U15 Data Exchange. UBC data are for 1998 and 1999 only; Laval data are for 1998, 1999, and 2002 only; Ottawa data are for 1999, 2000, 2001 and 2002 only; Manitoba data are for 2001 and 2002 only

Graduate Student Satisfaction

Figures 23 to 26

Data Source: Graduate and Professional Student Survey

Calculation of Indicator: From January through April 2010 Western, along with thirty-seven other Canadian universities, administered the Graduate and Professional Student Survey to all graduate students, excluding those enrolled in the MBA program. This survey was originally designed and administered by the Massachusetts Institute of Technology, and has been adapted for Canadian use. It assesses student satisfaction in all areas of the graduate student experience. The survey has been administered in 2005, 2007, and 2010. It will next be administered in early 2013.

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

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

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

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

Figure 23

Graduate Student Survey Results at Western: PhD % Responses Very Good or Excellent

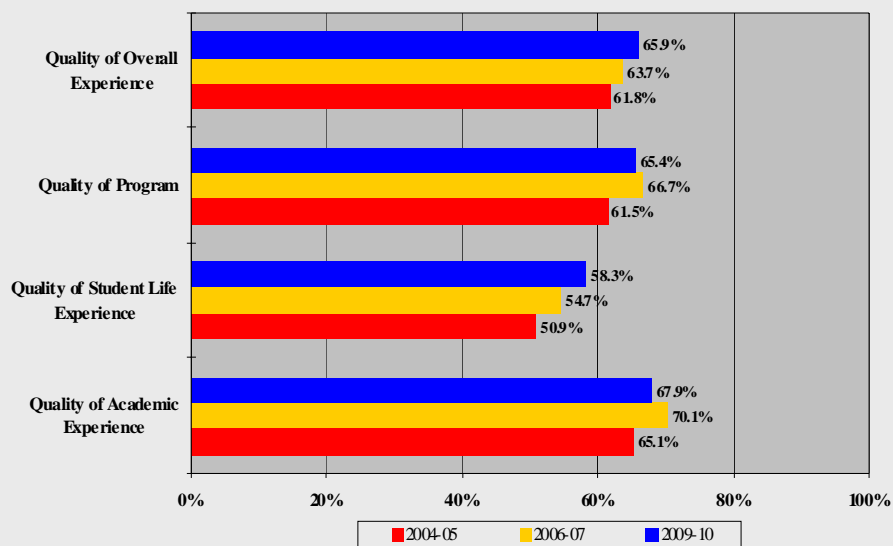
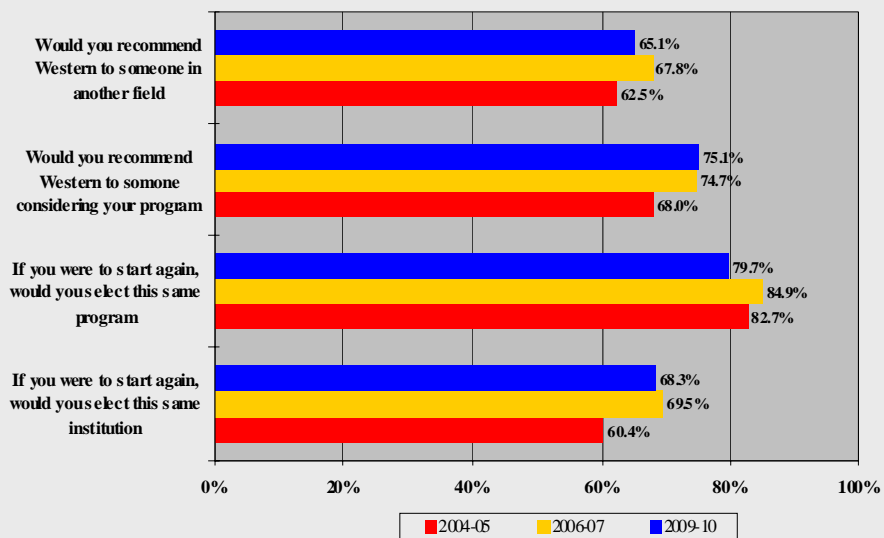


Figure 24

Graduate Student Survey Results at Western: PhD % Responses Probably or Definitely



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Figure 25

Graduate Student Survey Results at Western: Masters % Responses Very Good or Excellent

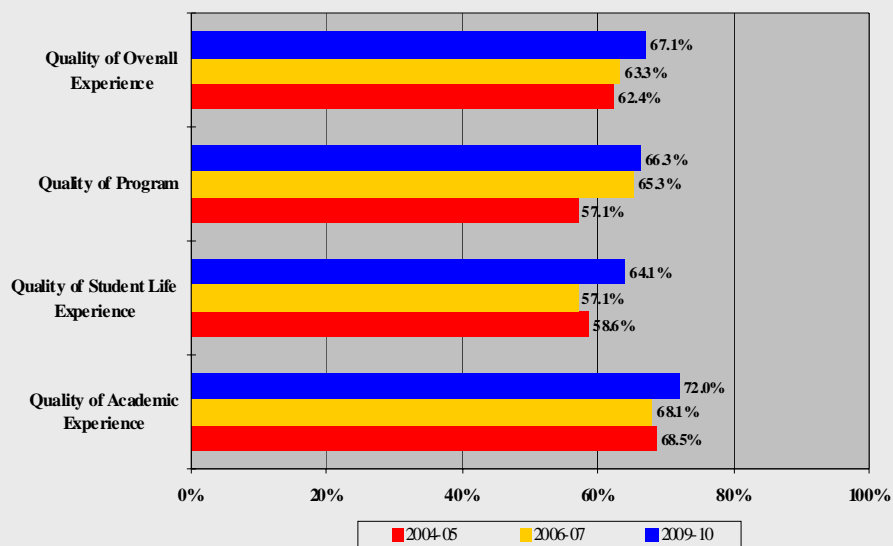
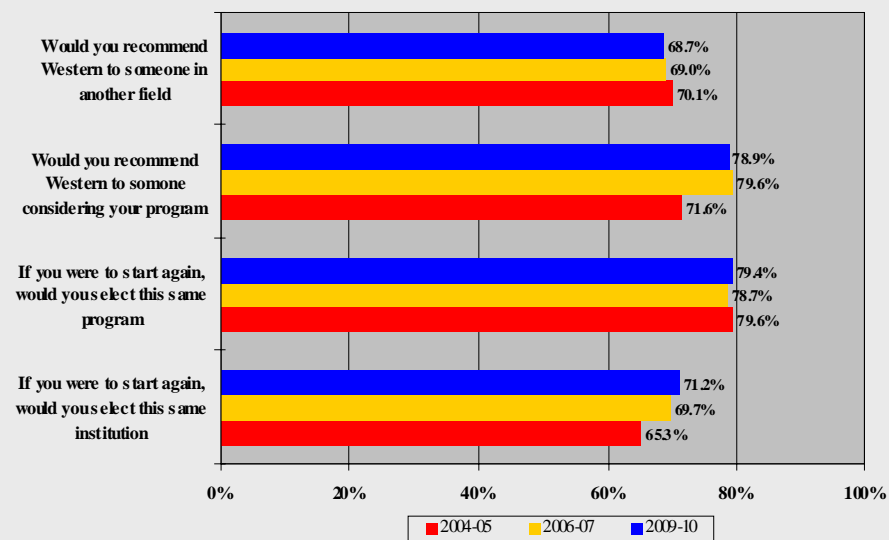


Figure 26

Graduate Student Survey Results at Western: Masters % Responses Probably or Definitely



Average Financial Support per Masters and Doctoral Student

Figures 27 and 28

Data Source: U15 Data Exchange

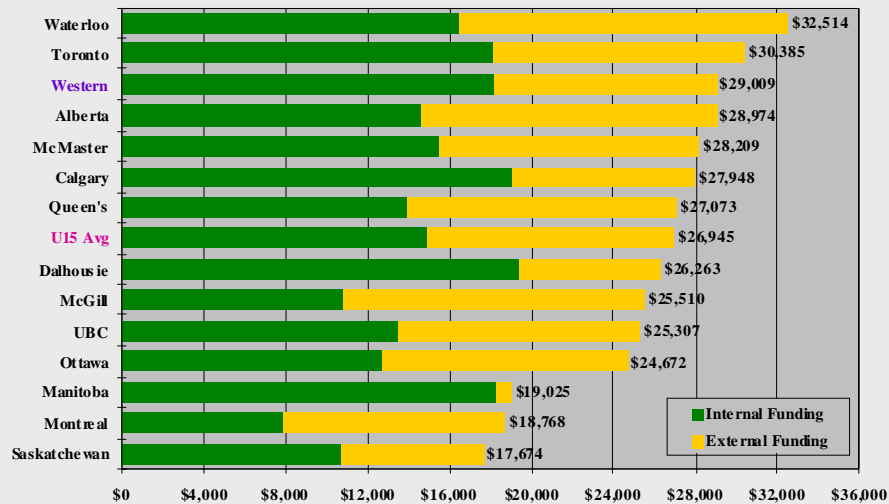
Calculation of Indicator: The U15 institutions have submitted a record-level file of all student support provided to its masters and doctoral students for the 2011-12 academic year. The data exchange has noted certain problems of data comparability in the medical sciences, and has thus excluded them from the analysis.

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

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

Figure 27

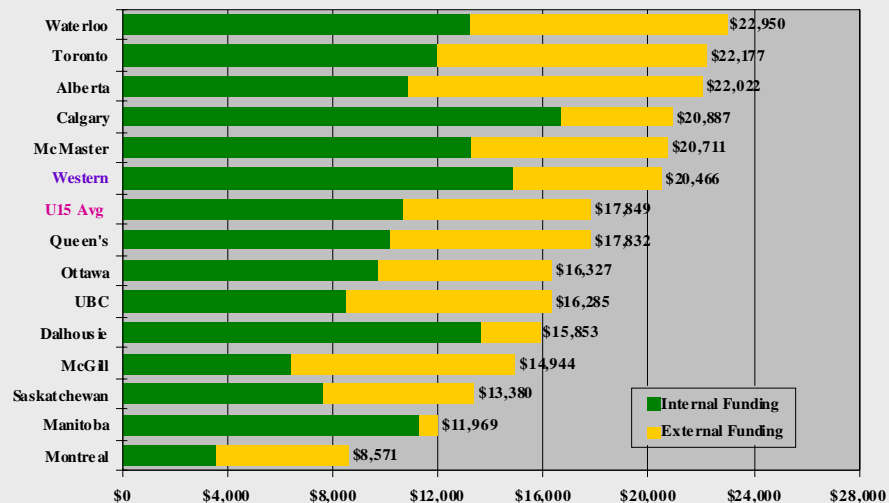
Average Financial Support per Doctoral Recipient
in All Programs (Excluding Medical Science Programs)
2011-12



Source: U15 Data Exchange

Figure 28

Average Financial Support per Masters Recipient
in All Programs (Excluding Medical Science Programs)
2011-12



Source: U15 Data Exchange

Graduate Student Support from Federal Granting Councils

Figures 29 through 31

Data Source: Awards data from the three federal granting councils for the years 2009-10 through 2011-12 have been compiled for the U15 by the Observatoire des Sciences et des Technologies. Graduate enrolment data has been provided from the U15 data exchange for the academic year 2011-12.

Calculation of Indicator: The average number of fellowships from the three federal granting councils are expressed as a percentage of the total graduate student population (masters and doctoral) at each of the U15 institutions. The graduate enrolments for each institution have been subdivided into the three granting council categories for the analysis: engineering and physical sciences (NSERC); humanities and social sciences (SSHRC); and health sciences (CIHR).

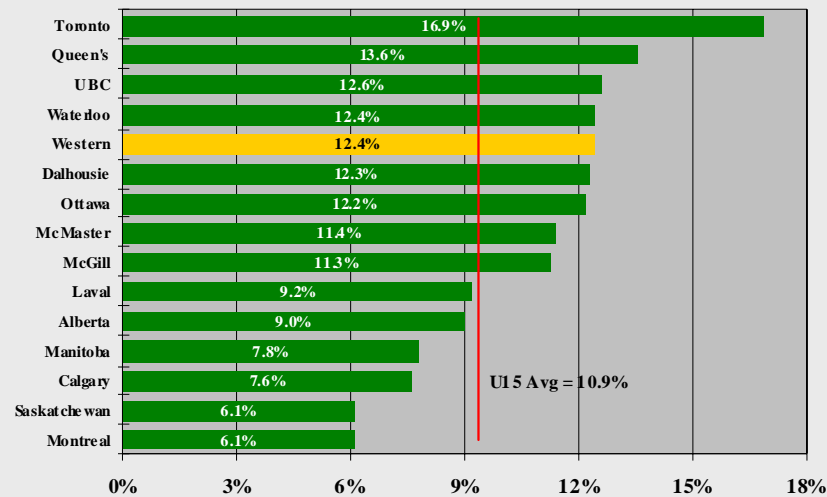
Relation to Strategic Plan: Commitment 3.2: Stimulate recruitment through ensuring and promoting the quality and value of Western's graduate programs. We will make special efforts to attract award-winning students, engaging and supporting faculty members to be the leaders of this process.

Commentary: The data suggest that Western is above the average of the other U15 institutions in competition for graduate student awards from NSERC and SSHRC, but well below average in the CIHR disciplines. Consequently, Western must commit more of its own internal resources to maintain competitive funding packages.

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

Figure 29

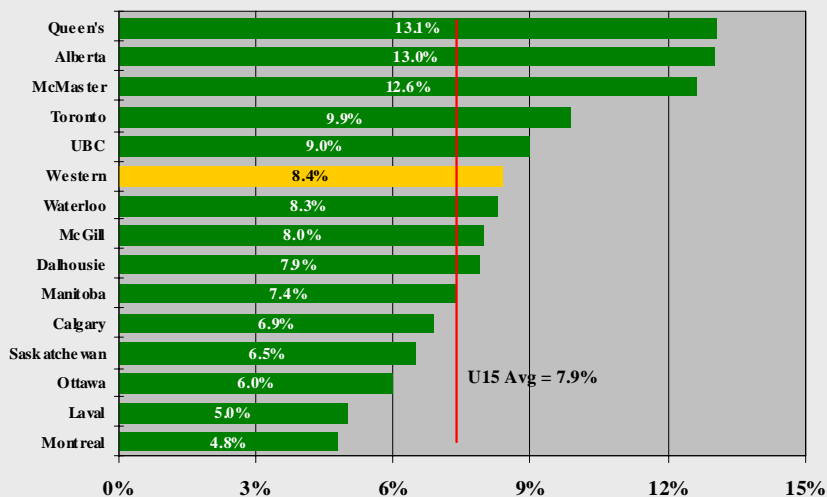
Graduate Student Fellowships
Natural Sciences and Engineering Research Council of Canada
3-Year Average Awards as a % of Full-Time Eligible Graduate Students



Source: Awards data from NSERC, as compiled by the OST (2009-12); Enrolments from U15DE (2011-12)

Figure 30

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

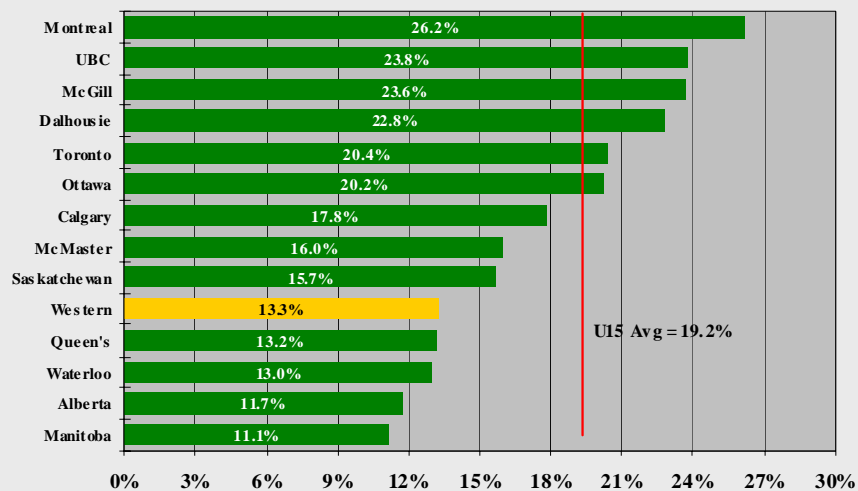


Source: Awards data from SSHRC, as compiled by the OST (2009-12); Enrolments from U15DE (2011-12)

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Figure 31

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



Source: Awards data from CIHR, as compiled by the OST (2009-12); Enrolments from U15DE (2011-12)

Gender Balance of Tenure-Track Faculty Appointments

Figures 32 and 33

Data Source: U15 Data Exchange

Calculation of Indicator: All new tenure-track faculty appointments for 2011-12, as well as the total tenure-track complement, are shown by gender and by institution.

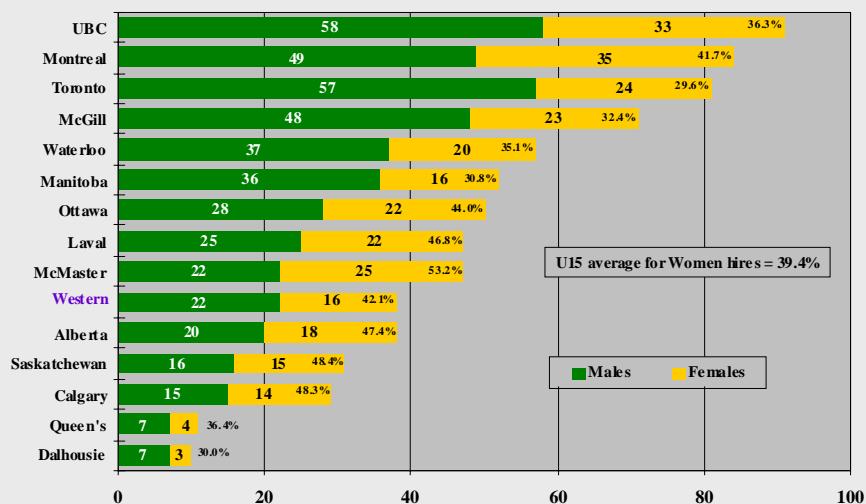
Relation to Strategic Plan: Commitment 6.2: Increase the number of women among newly-recruited Probationary/Tenured faculty; increase the retention of the women faculty we do recruit; and promote a career balance that ensures that service responsibilities carried by women to maintain gender equity are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

Commentary: For the 2011-12 academic year, just over 39 percent of new tenure-track faculty at the U15 institutions were women. For Western, 42 percent of all new hires were women..

In terms of total tenure-track complement, Western is slightly below the U15 average of 33 percent women.

Figure 32

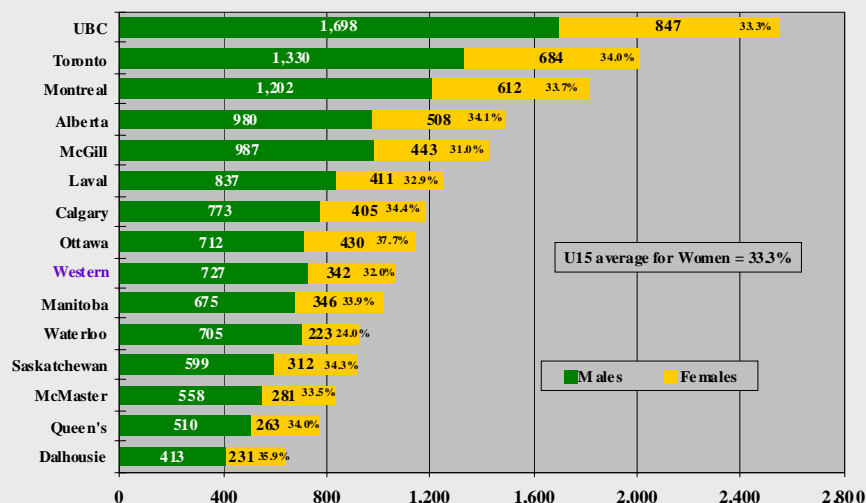
New Tenured and Probationary Appointments by Gender 2011-12



Source: U15 Data Exchange

Figure 33

Total Tenured and Probationary Faculty by Gender 2011-12



Source: U15 Data Exchange

Student-Faculty and Student-Staff Ratios

Figures 34 and 35

Data Source: U15 Data Exchange and Western's Student and Human Resources databases.

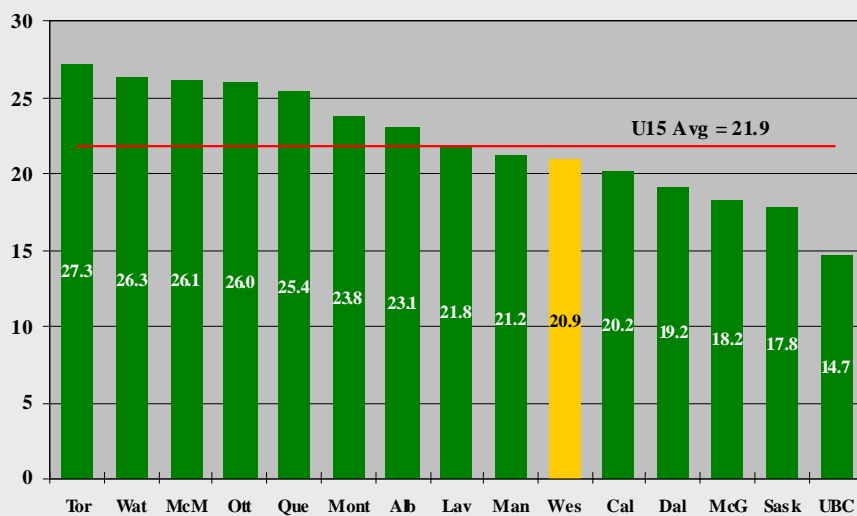
Calculation of Indicator: Two indicators are presented: the full-time student to full-time faculty ratio for the U15 universities for 2011-12; and a summary of the full-time student to full-time faculty and full-time student to full-time staff ratios at Western from 2007-08 through 2011-12.

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

Commentary: The comparative analysis indicates that Western experiences a lower student-faculty ratio than the U15 average. The five-year history for Western shows trends with slight increases in student-faculty and student-staff ratios.

Figure 34

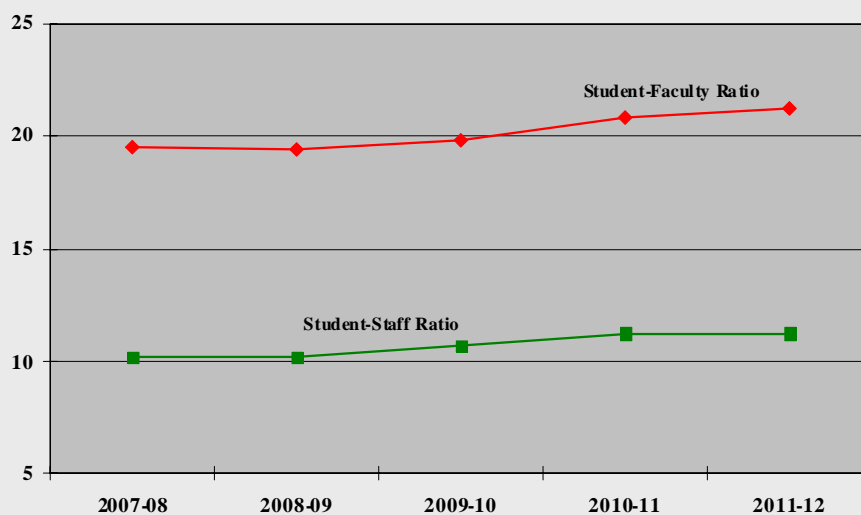
Full-Time Student to Full-Time Faculty Ratio 2011-12



Source: U15 Data Exchange

Figure 35

Full-Time Student to Full-Time Faculty and Staff Ratios at Western



Source: Western University

Research Funding: SSHRC Awards per Eligible Faculty Member

Figure 36

Data Source: Social Sciences and Humanities Research Council (SSHRC) grants as compiled by the Observatoire des Sciences et des Technologies; and U15 data exchange for faculty counts.

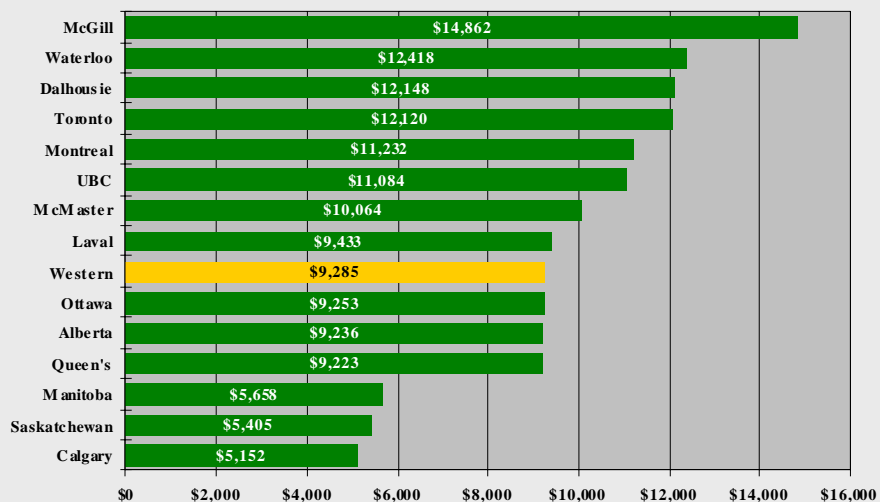
Calculation of Indicator: The total value of peer-adjudicated research grants awarded by the SSHRC in 2011-12 divided by the number of tenure-track faculty members at each institution in SSHRC disciplines.

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

Commentary: On a per-faculty-member basis, Western's success in competition for SSHRC grants is in the mid-range of the U15 universities.

Figure 36

SSHRC Awards Funding per SSHRC-Eligible Tenure-Track Faculty Member 2011-12



Source: SSHRC, as compiled by the OST, Faculty counts from U15DE. All data are from 2011-12.

Research Funding: NSERC Awards per Eligible Faculty Member

Figure 37

Data Source: Natural Science and Engineering Research Council (NSERC) grants as compiled by the Observatoire des Sciences et des Technologies; and U15 data exchange for faculty counts.

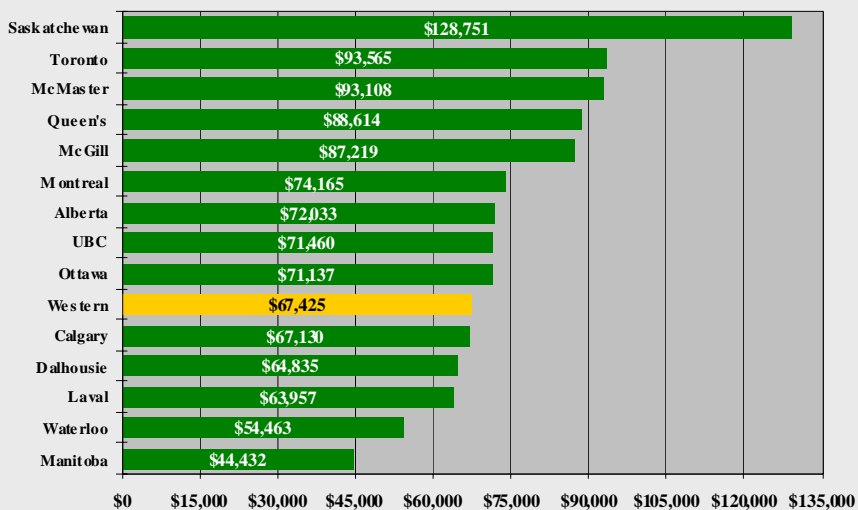
Calculation of Indicator: The total value of peer-adjudicated research grants awarded by the NSERC in 2011-12 divided by the number of tenure-track faculty members at each institution in NSERC disciplines.

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

Commentary: On a per-faculty-member basis, Western's success in competition for NSERC grants increased in 2011-12, yet remains at the lower end of the range of the U15 universities.

Figure 37

NSERC Awards Funding per NSERC-Eligible Tenure-Track Faculty Member 2011-12



Source: NSERC, as compiled by the OST. Faculty counts from U ISDE. All data are from 2011-12.

Research Funding: CIHR Awards by Institution

Figure 38

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

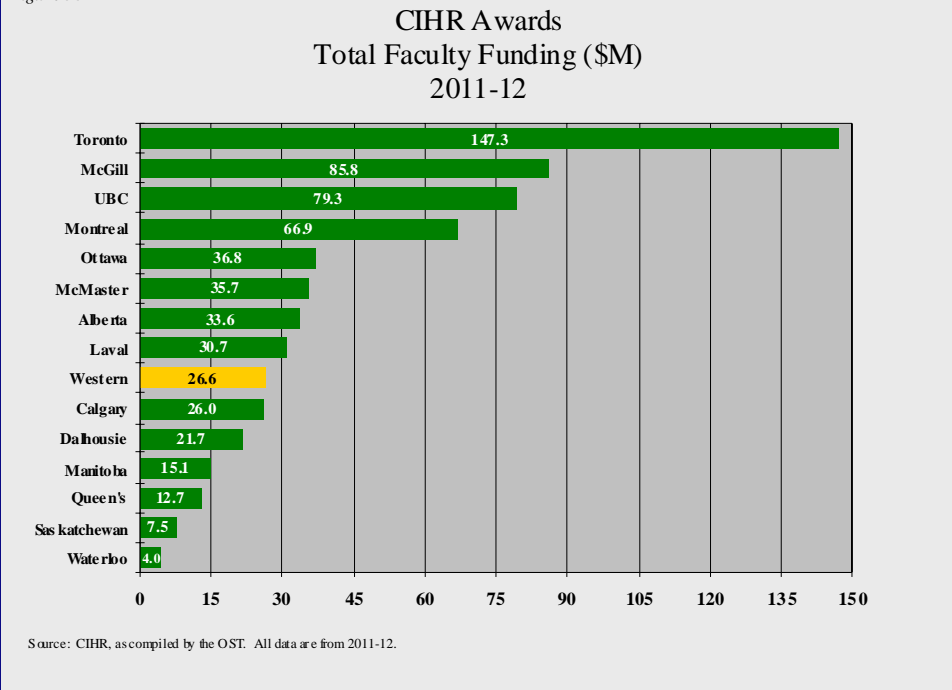
Calculation of Indicator: The total value of peer-adjudicated research grants awarded by the CIHR in 2011-12 as compiled by the Observatoire des Sciences et des Technologies, by institution.

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

Commentary: This particular indicator, unlike the comparable indicators for SSHRC and NSERC, presents the dollar value of CIHR awards by institution in order to give an overall sense of scale of the health research enterprise at each of the U15 institutions. It is not possible to compute the grants on a per-faculty-member basis due to different practices from one institution to the next in counting clinical faculty members.

Western's relative position continues to remain at the low end of the range among the U15 institutions.

Figure 38



Bibliometric Measures: Publications per NSERC-Eligible Faculty Member

Figure 39

Data Source: Observatoire des Sciences et des Technologies (OST) for publication counts; and the U15 data exchange for NSERC-eligible faculty counts.

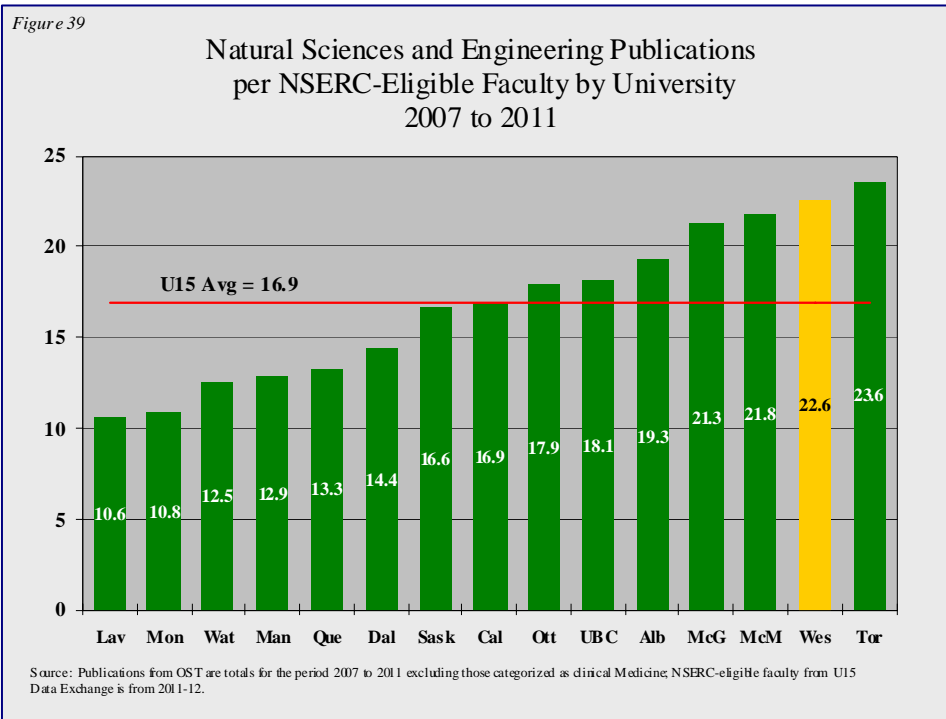
Calculation of Indicator: The OST collects data on the publications of Canadian faculty members in refereed journals via the International Science Indicators (ISI). The number of publications by faculty members at the U15 institutions in NSERC disciplines are expressed on a per-faculty-member basis.

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

Commentary: Western's faculty members in the NSERC disciplines publish in refereed journals at above the average rate of the U15 group. Bibliometric output is commonly used as a proxy for research productivity.

Western's output increased from last year's report, compared to an overall decline in the U15 average.

Comparable analyses for the SSHRC and CIHR disciplines are not presented here. While the analysis is reliable for the NSERC disciplines, in the case of SSHRC the ISI does not capture the full spectrum of published faculty output. With respect to CIHR disciplines, the U15 has been unsuccessful in attempts to accurately and consistently report the clinical research population to which the clinical discipline publications could be normalized.



Contract Research Revenue

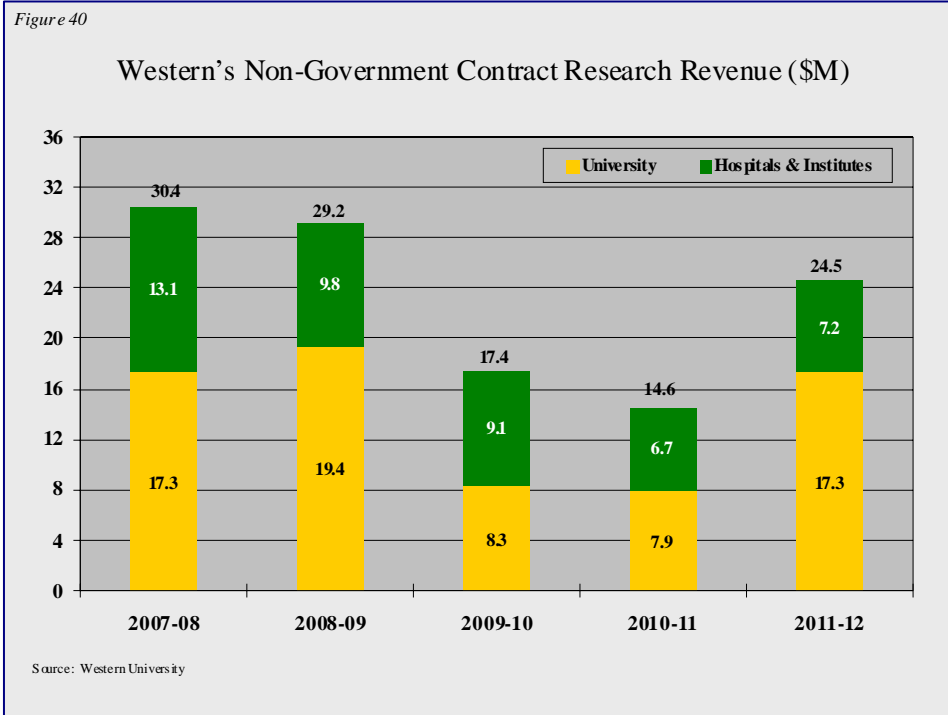
Figure 40

Data Source: Western University

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

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

Commentary: The volume of contract research is a limited measure of the University's research collaboration with industry. In 2007-08 and 2008-09 the volume of contract research at Western was about \$30 million. However, there was a substantial decrease beginning in 2009-10 and continuing in 2010-11 – which, in all likelihood, is attributable to the economic downturn in 2008-09. In 2011-12, the volume has once again increased and is now at about 85% of the 2007-08 and 2008-09 levels.



Total Endowment Value

Figure 41

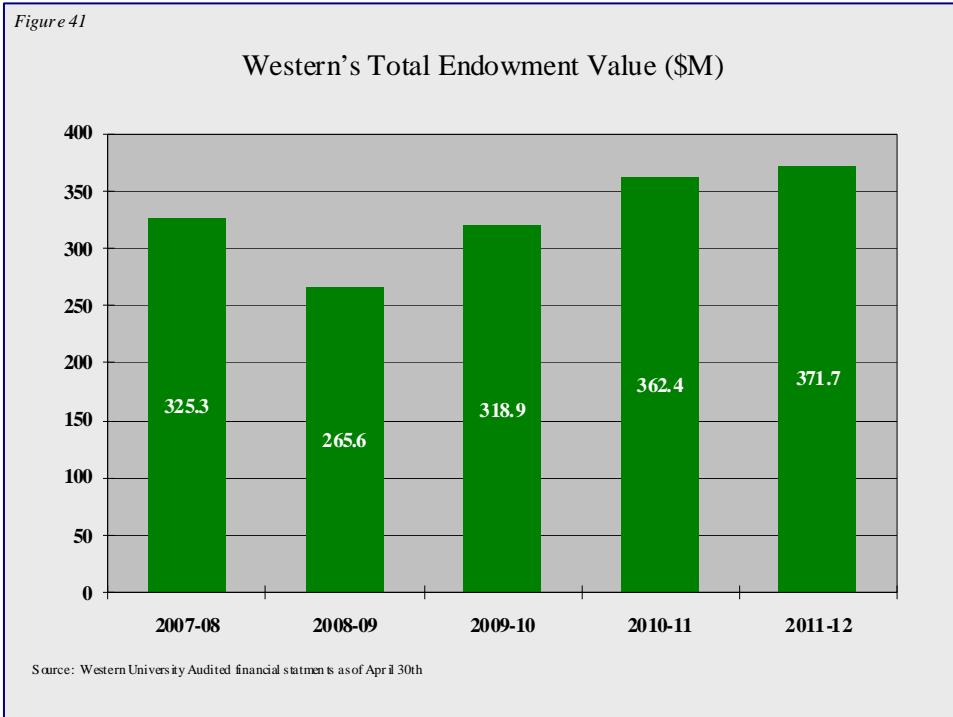
Data Source: Western University

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

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

Commentary: Western's endowment increased significantly between 2006 and 2010, in large measure due to the Ontario Student Opportunity Trust Fund (now the Ontario Trust for Student Support), a provincial government matching program to encourage endowed gifts for student aid.

The market downturn of 2008-09 had a significant downward impact on Western's endowments. The recovery in 2009-10 has continued through 2011-12.



Total Gifts to Western

Figure 42

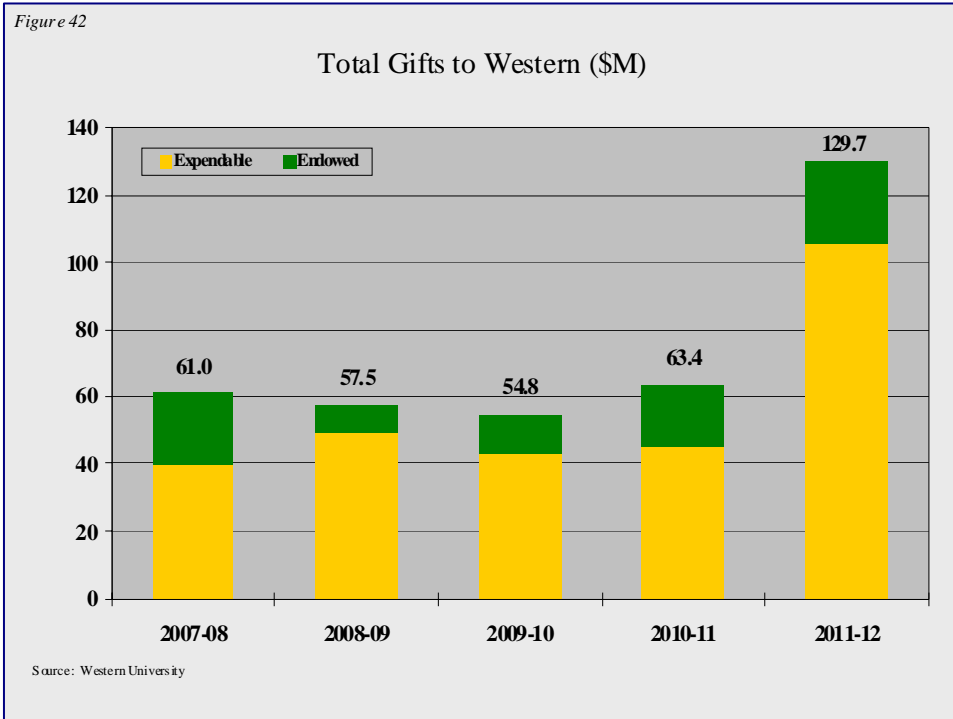
Data Source: Western University

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

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

Commentary: The annual target for 2011-12 was \$60 million, and the actual fundraising figure for the year was nearly \$130 million – which included a \$65 million in-kind donation from IBM Canada. There was a marked increase in endowed gifts in 2011-12 which can be attributed to the priority of doubling our endowment by 2018 and the implementation of the endowed chair matching program.

Our current fundraising campaign is well underway – with a total goal of \$750 million by April 30, 2018.



Comparative Endowment Levels

Figure 43

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

Calculation of Indicator: Data on the total market value of endowments as at December 31, 2011 for the U15 universities is displayed in terms of the absolute value.

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

Commentary: The analysis indicates that Western's endowment fund, as compared to other U15 institutions, is quite modest in absolute terms. Western's relative position within the U15 is unchanged from last year's report.

Endowment levels at all of the U15 institutions have now increased as a result of the continued recovery of the equity markets.

Figure 44

In the past this chart reported the total market volume of endowments on a per FTE student basis. The 2012 FTE student data used by CAUBO has not been updated from 2011 and contains errors. For this reason these data are not reported.

Figure 43

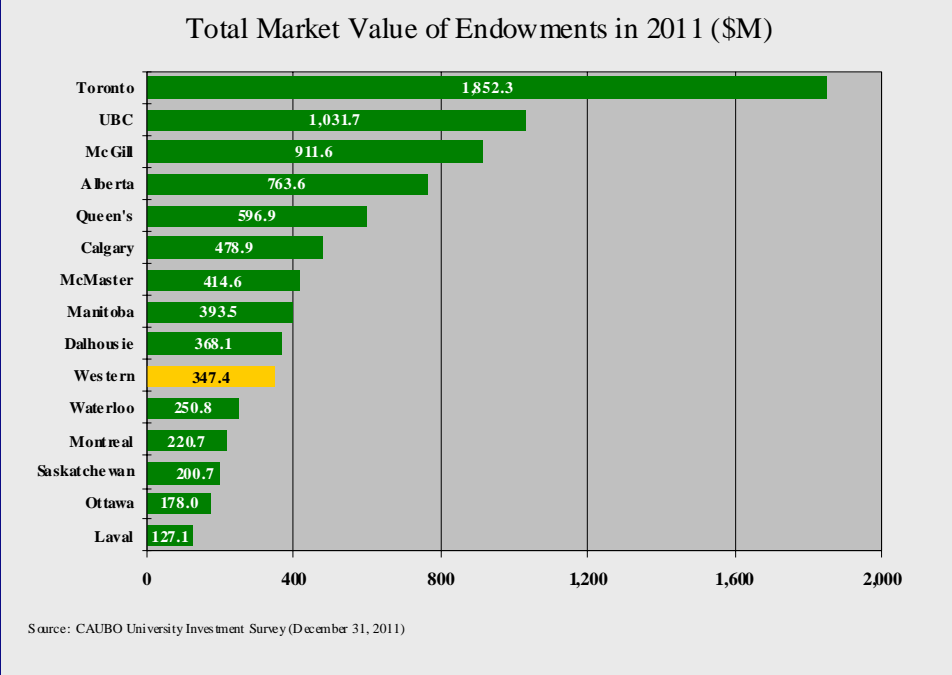


Figure 43

Data Not Yet Available

Physical Infrastructure: Actual Space vs. Required Space

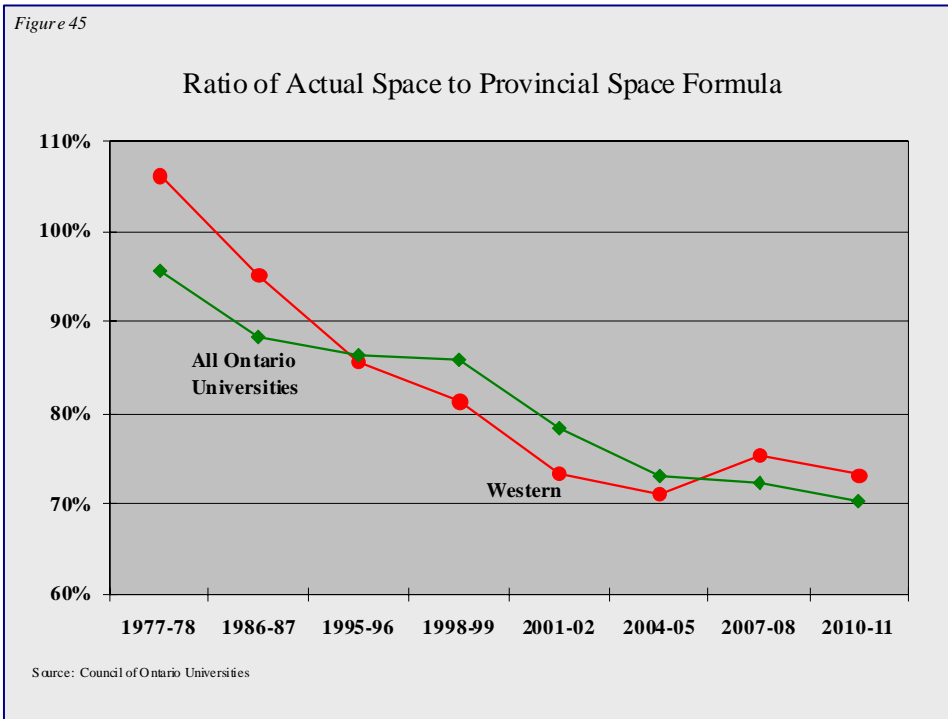
Figure 45

Data Source: Council of Ontario Universities (COU)

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

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

Commentary: The analysis indicates that Western, and all Ontario universities, have fallen considerably below the provincial space standard. Ontario's universities have for a number of years absorbed significant enrolment and research growth without adequate expansion of capital facilities.



Maintenance, Modernization, and Infrastructure Expenditures

Figure 46

Data Source: Western University

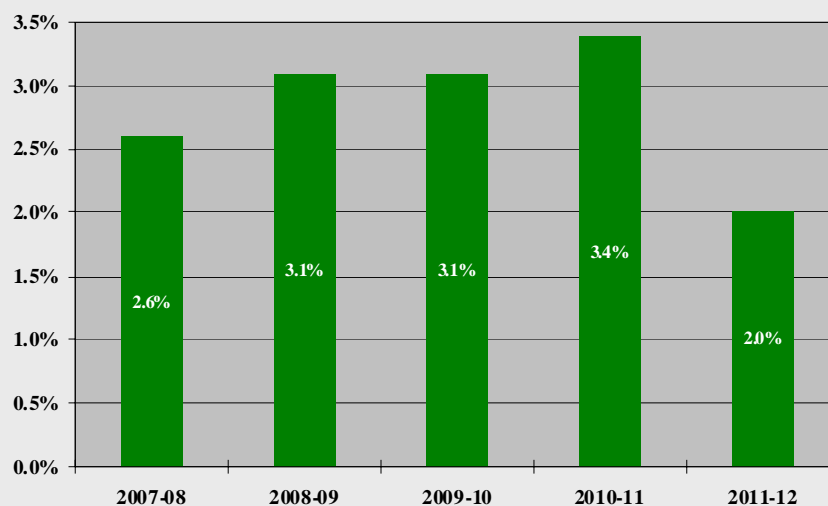
Calculation of Indicator: Annual expenditures for facilities maintenance, modernization, and infrastructure are expressed as a percentage of the estimated building replacement value, excluding the value of student residences.

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

Commentary: The substantial drop in 2011-12 is due the timing of major building renovation projects in our Long-Range Space Plan. We are currently in the early stages of planning for the next round of major renovation projects – and, when these projects begin, our expenditures in this area will also increase.

Figure 46

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



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