

REPFW129 - PSED Accountability Report - SMA University Verification Report

Organization : University of Western Ontario

Submission Period : SMA - Strategic Mandate Agreement University Annual Report 2014-2015

STRATEGIC MANDATE AGREEMENT (SMA) - UNIVERSITY

2014-2015 Report Back

Introduction

The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual universities and the Ministry of Training, Colleges and Universities (the ministry) outline the role that each university currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the university are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2014-2015 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.

1. Jobs, Innovation & Economic Development (JIED)

This component highlights University of Western Ontario's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

In 2015, the ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment Rate

Per the KPI results reported from the graduate survey of 2012 graduates:

The employment rate for 2012 graduates, 6 months after graduation, at University of Western Ontario was:

Percentage

88.50

The employment rate for 2012 graduates, 2 years after graduation, at University of Western Ontario was:

93.32

1b. Employment in a Related Job

Per the graduate survey of 2012 graduates:

	Percentage
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the subject matter of the program of study that the respondent completed in 2012 at University of Western Ontario was:	75.59
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the skills (i.e. critical thinking, analytical, communication, problem solving) that the respondent developed at University of Western Ontario was:	87.53

Additional Information

Please indicate any methods, in addition to the graduate survey results reported in 2014-2015, that University of Western Ontario used in 2014-2015 to measure graduate employment rate.

we use the graduate survey exclusively to measure employment rates of graduates

Highlights

Please provide highlights of University of Western Ontario's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market. 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 (up to 600 words approx.).

- Launched Propel in September 2014, an on-campus resource for youth entrepreneurs and individuals interested in learning more about entrepreneurship. Propel features an on-campus co-working space available throughout the year, access to mentorship from experienced entrepreneurs and service providers, seed funding/grant opportunities, connections to a broader entrepreneurial ecosystem, as well as a formal summer incubator program. In 2014-15 Propel worked with more than 100 start-ups, and more than 250 students and Alumni. In total, startups working with Propel generated more than \$500,000 in investments and over \$250,000 in sales. It's mandate is to increase exposure and awareness of entrepreneurship throughout campus; to provide a safe environment for youth entrepreneurs to explore and test their ideas; and to foster local economic development by targeting support to high-potential startups.
- For the fifth 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 students nearing graduation to ensure their job readiness before connecting them with local employment opportunities.
- Organized a wide variety of events to reduce the gap between students and employers including an annual career fair, job fair, and virtual career fair; Employer Information Sessions that brought employers to campus to promote their organizations to students; a career conference that featured sessions to help students prepare for entry into the labour market; job posting board; And employer hosted interviews.
- Engagement programs offered to increase graduates' employability and employment rate were: Backpack to Briefcase, Arts & Humanities & Social Science Job Shadow Programs, London Career Crawls, Student 2 Business Networking Conference, Seed Your Start-up Business Pitch Competition, and Careers & Coffee.
- Launched the hirewesternu campaign, an intentional strategy designed to support employers in accessing Western students for Work Integrated Learning (WIL) opportunities; 55 employers attended the kick-off event for the campaign
- 206 community partners were engaged in our Community Engaged Learning programs (curricular and co-curricular)
- 134 industry partners hosted Work Integrated Learning opportunities
- 106 campus and London community members attended the Engage Western event, an opportunity to share perspectives and stories about the ways academic institutions partner with community organizations to share resources, create knowledge, and contribute to the well-being of the communities in which they are situated.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture University of Western Ontario's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning,

work integrated learning, and international exchange opportunities.

2a. Student Satisfaction

Per the 2014 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?" for Senior Year respondents.

Percentage

88.00

Per the 2014 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?" for Senior Year respondents.

83.00

Additional Information

Please indicate the methods, in addition to the NSSE survey, that University of Western Ontario used in 2014-2015 to measure student satisfaction.

From Western's 2014-15 Survey of Graduating Students Report

a. 78.5% of respondents were very satisfied with the overall education received.

b. 91% of respondents would recommend Western to a friend.

Highlights

Please provide highlights of University of Western Ontario's activity in 2014-2015 that contributed to maintaining or improving student satisfaction. 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 (up to 600 words approx.).

- In 2014-2015, we provided over 2,600 students with experiential learning opportunities in the areas of Work Integrated Learning, Community Engaged Learning, and Global Experience. Through these programs, we worked with 340 community and industry partners to give students meaningful, hands-on learning experiences that complement their academic studies.
- Launched the hirewesternu marketing campaign to increase Work Integrated Learning opportunities for students.
- The Career Counselling team supported 2,709 undergraduate and graduate students in one-on-one counselling appointments, assisting them in linking their academic interests to the world of work, working through career-related stress and anxiety, and making career decisions.
- Launched in September 2014, Propel is an on-campus resource for youth entrepreneurs and individuals interested in learning more about entrepreneurship. Propel features an on-campus co-working space available throughout the year, access to mentorship from experienced entrepreneurs and service providers, seed funding/grant opportunities, connections to a broader entrepreneurial ecosystem, as well as a formal summer incubator program. Propel has worked with more than 100 start-ups, more than 250 students and Alumni.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates

Per the KPI results reported in 2014 , the graduation rate at University of Western Ontario is

Percentage

82.98

***The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2006 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 2006 - 2013 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).**

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that University of Western Ontario used in 2014-2015 to measure graduation rate.

Western is a member of the CSRDE data exchange.

Based on 2008 cohort of entering direct-entry students Western's 6-year graduation rate of 82.3% ranked 2nd among U15DE institutions and 2nd among Ontario institutions.

Highlights

Please provide highlights of University of Western Ontario's activity in 2014-2015 that contributed to maintaining or improving the graduation rate. 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 (up to 600 words approx.).

- 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 entering 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

2c. Teaching and Learning - Student Retention

2c. Retention Rates

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:

Entering Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort
1st to 2nd Year	93.20	92.80	93.20	92.50
1st to 3rd Year	88.90	88.00	88.70	

Highlights

Please provide highlights of University of Western Ontario's activity in 2014-2015 that contributed to maintaining or improving the retention rate. 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 (up to 600 words approx.).

- Summer Academic Orientation (SAO) 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 the 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.
- Learning Skills Services (LSS):

- In 2014-15 there were 15,430 student contacts. Presentation Series (which includes topical presentations on a number of learning skills that will foster students' success at University) experienced an increase in attendance with many students choosing to put the Certificate of Academic Engagement on their co-curricular record. Also, the Learning Help Centre was accessed at the second highest rate since its opening. Learning Skills Services continues to be a heavily accessed service that engages and meets the needs of diverse groups of students while effectively collaborating with various units across campus.
- Along with the three core services – the Learning Skills Presentation Series, Student Development Centre's Learning Help Centre, and individual counselling – the area contributed to Western's mandate by providing a wide range of additional highly-used services:
 - ? Campus collaboration and outreach services were provided to 1,976 students, with collaborators including the Student Success Centre, the International and Exchange Student Centre, Housing and Ancillary Services, The Teaching Support Centre, the Faculty of Social Science, the Faculty of Health Sciences, Health Services and the Department of Athletics, ? Orientation presentations to 619 international students, graduate students, indigenous students, student volunteers, prospective students, varsity athletes and others, ? Group Training to Housing's Academic and Leadership Programmers and Community Leaders, Student Development Centre's volunteers, interns and residents, and varsity mentors, ? Online Support Services that included sending informative and supportive bi-weekly emails out to over 4,485 undergraduate and graduate students, as well as the Learning Skills Services Twitter account. Also, the Learning Skills OWL site (Western's Online Learning Management System) had 981 registrants at April 30 and the Learning Skills website had over 92,000 page views this year.

Writing Support Centre:

- Provided services to a record number of 12,805 students including 4,529 individual counselling sessions (a 103% increase over 6 years), over 100 presentations, a record number of registrants for the GradWRITE Conference (206), and 236 incoming first-year students in the Writing Support Centre's bridging program (Summer Academic Writing Clinic)
- Also created a writing film for first-year students, doubled online paper submissions and collaborated with Schulich School of Medicine & Dentistry to produce a podcast for aspiring medical students

Psychological Services:

- In 2014-15, 37 Interns, Practicum students, Residents and Registration supervisees were trained and supervised at Student Development Centre. This is the highest participation rate to date and represents a 19.4% increase over the 31 interns in 2012-13; a 95% increase over the 19 interns in 2011-12 and a 311% increase since 2008-9. All candidates in 2014-15 successfully completed the requirements of their academic program and accreditation requirements
- The direct psychological service hours totaled 8,675.

2d. Teaching and Learning - Work-Integrated Learning*

As part of the Ontario government's postsecondary education 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 (WIL) 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. Usually, the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.cafce.ca/coop-defined.html>, 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 the University of Western Ontario in 2014-2015:

Co-operative Education Program Type	Number of programs at University of Western Ontario with a Co-op Stream	Number of students at University of Western Ontario enrolled in a Co-op program
Undergraduate		
Graduate	1	31

Highlights

Please provide highlights of University of Western Ontario's activity in 2014-2015 that contributed to providing WIL opportunities for students. Along with co-op, other examples may 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 (up to 600 words approx.).

- Added 6 new Community Engaged Learning courses for total of 20 courses across faculties
- Served 2,209 students through Community Engaged Learning (CEL) initiatives (CEL course participants + Western Serves participants + Western Serves Network participants + Canadian Alternative Spring Break participants)
- 248 students participated in Work Integrated Learning programs (Long-term [i.e. 8-16 months] internships + Social Science Summer Internship + Job Shadow)
- Supported 207 students in Global Experience programs (International Alternative Spring Break locations) + Faculty of Education Transition to Professional Practice participants + International Community Engaged Learning course participants (Rwanda) + Ontario Global Edge)
- Opened Propel, Western's on-campus resource for youth entrepreneurs and individuals interested in learning more about entrepreneurship. Propel features an on-campus co-working space available throughout the year, access to mentorship from experienced entrepreneurs and service providers, seed funding/grant opportunities, connections to a broader entrepreneurial ecosystem, as well as a formal summer incubator program.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education 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 2014-2015.

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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A *Synchronous Conferencing program* describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data

Based on the definitions provided above, provide the University of Western Ontario's eLearning data for 2014-2015:

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	301	79
Number of ministry-funded, for-credit courses offered through synchronous conferencing	36	18
Total Number of ministry-funded, for-credit courses offered in e-Learning format	337	97
Program Data	Undergraduate	Graduate
Number of ministry-funded, for-credit programs offered through fully online learning	47	4
Number of ministry-funded, for-credit programs offered through synchronous conferencing		
Total Number of ministry-funded, for-credit programs offered in e-Learning format	47	4
Course Registrations	Undergraduate	Graduate
Registrations in ministry-funded, for-credit courses offered through fully online learning	13131	989
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing	1914	123
Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format	15045	1112

Additional Information

Describe methodology, survey tools, caveats and other information regarding the numbers reported above re: e-Learning Course, Program and Registration Data (up to 600 words approx.)

for this purpose the term programs has been used to include modules.

Hybrid Learning*

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

A *Hybrid Learning program* is one in which 80% or more of its courses are hybrid learning courses.

Additional Information

Please highlight one example of University of Western Ontario's use of Hybrid Learning courses and/or programs.

French 3906A - Speaking Texts (Dr. Sébastien Ruffo and Dr. Mario Longtin)

The main outcome of this hybrid course is to provide undergraduate students with the means to improve their mastery of the French language through their active engagement with the language. This is facilitated by providing students with the opportunity to practice speaking and hearing French texts, in multiple settings. Students are engaged in reading and speaking a variety of styles of writing, including interviews and plays.

In class time is used for hands-on workshop activities and application based from the course text, students' oral reading as well as listening to videos that are examples of the work to be completed at home. Students are expected to demonstrate their mastery of skills through the completion of online assignments, facilitated through a suite of

eLearning tools, including YouTube and Western's Learning Management System, OWL. On OWL students are also expected to listen to and comment on to their classmates' homework. Student feedback on this flexible design has been positive, with one student writing that they feel that "...this course is one of the few in the French department where I will take the skills I learn, and be able to directly apply them in the world...I really enjoyed the class and the creative assignments."

The co-instructors of French 3906A were recognized for their instructional innovation through their selection as recipients of the 2015 University Student's Council – Scotiabank Award of Excellence in Undergraduate Teaching.

Highlights

Please provide highlights of University of Western Ontario's activity in 2014-2015 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. 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 (up to 600 words approx.).

Teaching Fellows are outstanding University teachers and educational leaders selected to work collaboratively with Western's Teaching Support Centre and within their Faculties to enhance eLearning innovation at Western. Their role is to initiate and coordinate faculty-specific programming and to conduct research to promote teaching excellence and curriculum innovation in areas such as eLearning innovation.

Currently there are eight Teaching Fellows, representing the Faculties of Arts and Humanities, Education, Engineering, Health Sciences, Information and Media Studies, Science, and Social Science as well as the Schulich School of Medicine and Dentistry.

In relation to expanding eLearning options and improving students' eLearning experience, relevant Teaching Fellows' projects include:

Dr. Dan Belliveau, Health Sciences. Dr. Belliveau has created an online, interactive modular program to support the successful transition of incoming first year Health Sciences students to both their discipline and the university more generally;

Dr. George Gadanidis, Education. Dr. Gadanidis has developed the first-edition of an open-access math-for-teachers textbook developed primarily for teacher candidates, which includes classroom documentaries, animations, and interactive content; and

Dr. Sarah McLean, Schulich School of Medicine and Dentistry. Dr. McLean has developed and implemented an online laboratory simulation that allow students to test-drive common laboratory experiments prior to completing the "real lab"; enabling them to evaluate their understanding of key concepts, increase their confidence, and improve their lab performance.

3. Student Population

This component highlights University of Western Ontario's contributions to improve access and success for underrepresented groups (Aboriginal, first generation, students with disabilities and French-language students).

Full-Time Students

of Students

The total Full-Time Headcount Enrolment* at University of Western Ontario in 2014-2015:

30129

***Headcount is the actual enrolment for Fall 2014 as of November 1, 2014 including full-time undergraduate and graduate students eligible for funding as reported to the ministry for the 2014-2015 fiscal year (enrolment reported in 2014-2015 remains subject to audit and/or correction).**

3a. Under-Represented Students: Students with Disabilities*, First Generation*, Aboriginal and French-Language* Students

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

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

Students With Disabilities

of Students

Percentage

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 2014-2015:

2073

The total indicated above as a comparative % of the University of Western Ontario's 2014-2015 Full-Time Enrolment Headcount:

6.88

First Generation Students

**DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

- *Parents/guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.*
- *Postsecondary Attendance: have attended (but have not necessarily 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).*

First Generation Students

	# of Students	Percentage
The total number of Full-Time First Generation Students enrolled at University of Western Ontario in 2014-2015:	2993	
The total indicated above as a comparative % of the University of Western Ontario's 2014-2015 Full-Time Enrolment Headcount:		9.93
The total number of Part-Time First Generation Students enrolled at University of Western Ontario in 2014-2015:	259	

Aboriginal Students

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

Aboriginal Students

	# of Students	Percentage
The total number of Full-Time Aboriginal Students enrolled at University of Western Ontario in 2014-2015:	402	
The total indicated above as a comparative % of the University of Western Ontario's 2014-2015 Enrolment Headcount:		1.33
The total number of Part-Time Aboriginal Students enrolled at University of Western Ontario in 2014-2015:	28	

French-Language Students

** DEFINITION: A student is considered a French-language student if he or she meets at least one of the following criteria -*

- 1) His/her mother tongue is, or includes French (the student is a francophone);*
- 2) His/her language of correspondence with the institution is French;*
- 3) He/she was previously enrolled in a French-language education institution; or*
- 4) He/she was enrolled in a postsecondary program delivered at least partially in French.*

French-Language Students

	# of Students	Percentage
The total number of Full-Time French-Language Students enrolled at University of Western Ontario in 2014-2015:	368	
The total indicated above as a comparative % of the University of Western Ontario's 2014-2015 Enrolment Headcount:		1.22
The total number of Part-Time French-Language Students enrolled at University of Western Ontario in 2014-2015:	35	

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

Indigenous Students:

- The total Indigenous student population was determined by cross referencing first year student admissions and retention from 2010-2011 to 2014-2015 with Indigenous student registration for Indigenous Services (2009-2010 to 2014-2015) and Indigenous students' completion of Western's new Aboriginal Student Self-Identification Survey (implemented June 2014).

First Generation Students:

- Self-identified on OUAC
- Self-identified on financial aid application
- Self-identified in financial aid appointments
- Referrals from First Generation initiatives (i.e., if a student comes to a financial aid mentoring appointment and refers the service to another student who is First Generation but did not self-identify)
- Last year's First Generation students, verify if they're still here, then add the new students from this year from the above sources

Services for Students with Disabilities:

- Every student who uses Services for Students with Disabilities is seen individually by a counsellor. At that time documentation is received regarding all the disability issues involved with that student. The documentation required to support a disability is a report from a physician or psychologist that includes a diagnosis and/or the report of psychometric testing by a psychologist that provides details about the type of disability and the appropriate accommodation required. Once a diagnosis is established the counsellor will use the CALM database to record the disability issues for the client. The final report of numbers and types of disabilities is taken from Services for Students with Disabilities' CALM database. The numbers of accommodated exams is received from Exam Services. The Assistive Technologist records all contacts with students; appointments with the Assistive Technologist are also discharged on the CALM database.

Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students

Highlights

Please provide highlights of University of Western Ontario's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

Indigenous Services

- The Indigenous Services unit provides key leadership in fulfilling Western's strategic priority of improving accessibility and success in higher education for Indigenous peoples. In 2014-15, Indigenous Services launched several new initiatives including its inaugural Indigenous Awareness Week that had over 500 participants, implemented a new Aboriginal student self-identification process, and hosted an Indigenous graduate student world cafe. Indigenous Services continues to expand on its Indigenous admission access pathway and transition programming where over 700 student visits with tutors took place. Indigenous Services also celebrated its 3rd annual graduation ceremony recognizing 50 outstanding Indigenous graduates.
- 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 Indigenous Services to new students who had identified as Indigenous or individuals who were interested in learning more about Indigenous Services, 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.
- The Student Success Centre and Indigenous Services collaborated on delivery of three career workshops and a career panel for Indigenous students.

First Generation

- First year, First Generation students are matched with upper year students from their faculty through our Leadership and Academic Mentorship Program. These students also have access to the First Year Resource Centre, a drop-in centre for first year students, which is staffed by peer mentors from each faculty.
- In 2014-2015 we piloted the Leadership and Academic Mentorship Program (LAMP) 2.0 mentoring program and in 2015-2016 are launching a mentoring program for 2nd year students. First Generation students are a primary target student population for this program.
- First Generation students are also encouraged to reach out to mentors in Financial Services to assist with planning and budgeting for school through the First Generation Mentorship program run by Student Financial Services
- The Success Centre also runs the Discovery Café program and Biology Mentorship Program for first year Science and Medical Science Students. These program are open

to all students but are particularly helpful for our First Generation student population

- Upper year First Generation students have access to the Western Job Shadow Program where they are able to connect with an employer in a professional field of which they are interested.

Services for Students with Disabilities (SSD)

- A caseload of approximately 250 students with disabilities has been considered reasonable by the Inter-University Disability Issues Association (IDIA). IDIA examined caseloads for academic year 2012-13, and found that average and median caseloads for 18 universities that completed a survey were 241 and 257, respectively. Western had the third highest average in the province (369 students), and two of Services for Students with Disabilities' counsellors had the highest caseloads (440 & 402 students). Despite these caseloads, SSD has been a leader in the province with respect to its discerning approach to accommodation, documentation requirements, etc. Students with Disabilities' procedures are extremely efficient, and are frequently reviewed and refined
- Students with Disabilities implemented a software program that was designed by the Registrar's Web and IT Team to support scheduling of note-takers for students who have hearing impairments.
- 177 students used accessible textbooks; 90 students were provided with Accessible Campus Transportation; 1,379 students wrote 13,641 accommodated exams, and 256 students worked with the Assistive Technologist.

3b. Student Population - International Students

International Students

**DEFINITION: International Enrolment is the headcount of full-time university (undergraduate and graduate) students who are not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e., student visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2014, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).*

International Students

	# of Students	Percentage
University of Western Ontario reported to the ministry Full-time International Enrolment* in 2014-2015:	3721	
The total indicated above as a comparative % of the University of Western Ontario's 2014-2015 Full-Time Enrolment Headcount:		10.80
University of Western Ontario's 2014-2015 Part-time International Enrolment is	142	

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

as reported to MTCU

Highlights

Please provide highlights of University of Western Ontario's activity in 2014-2015 that contributed to maintaining or improving the international student experience 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 (up to 600 words approx.).

Our aim at Western is to provide international students with the services they need to succeed both academically and socially. Support begins before students arrive on campus through Summer Academic Orientation (SAO). SAO Western provides one to one academic counseling and orientation from mid-June until the end of July. This counseling service matches the needs of the student – they may choose to attend in person, or an officer will call the student at their preferred time anywhere in the world. Approximately 50% of our international students make use of the SAO service.

All international students are encouraged to attend the International Student Orientation Day, which is run by IESC and offered each term. Other innovative services organized, developed and run by IESC and that are well utilized by students include the following:

- Global Café -- a weekly drop-in social and cultural gathering

- International Peer Connection — a program connecting new international students with Peer Guides/Mentors
- Canada, Eh? Transitioning to Canada Series — a program that provides students with opportunities to learn about aspects of Canadian culture while meeting and building connections with others
- iwellnes.uwo.ca – A website designed specifically for international students that provides information on how to maintain health and well-being along 7 dimensions taking into account transitional and cultural issues.

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

*Definition: Receives OSAP is the number of OSAP awards, including any student at University of Western Ontario who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.

Proportion of an institution's enrolment that receives OSAP

	# of Students	Percentage
University of Western Ontario's 2014-2015 proportion of an institution's enrolment that receives OSAP is	15303	50.80

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

counts provided by MTCU

4. Program Offerings

This component articulates the breadth of programming based on enrolment, along with program areas of institutional strength/specialization.as outlined in University of Western Ontario's SMA.

- Concentration of full-time enrolment* at universities by program Specialty or Major (SPEMAJ)
- Institution's share of system full-time enrolment by program specialty or major (SPEMAJ).

DEFINITION: Headcount is the actual enrolment for Fall 2014 as of November 1, 2014 including full-time undergraduate and graduate students as reported to the ministry for the 2014-2015 fiscal year (enrolment reported in 2014-2015 remains subject to audit and/or correction).

Undergraduate / Graduate Students

	Percentage of System Enrolment
Undergraduate	7.92
Graduate	9.68

SPEMAJ	# of undergraduate students in a program as a % of total # of undergraduate students across all programs at University of Western Ontario	# of graduate students in a program as a % of total # of graduate students across all programs at University of Western Ontario	University of Western Ontario's share of system-wide undergraduate enrolment in each PROGRAM	University of Western Ontario's share of system-wide graduate enrolment in each PROGRAM
1. Agricultural & Bio. Sciences	4.90	5.22	5.43	10.49
2. Architecture & Landscape Arch.				

3. Business & Commerce	14.10	4.36	8.55	5.08
4. Computer Science	0.46	0.97	1.61	5.64
5. Dentistry	0.94	0.17	38.60	7.23
6. Education	2.85		9.01	
7. Engineering	5.46	8.44	5.07	7.86
8. Fine & Applied Arts	1.93	4.22	3.85	12.99
9. Food Science & Nutrition	3.18	0.78	20.55	8.19
10. Forestry				
11. Health Professions	12.72	11.19	23.52	11.96
12. Humanities	9.18	12.35	7.93	12.76
13. Journalism		0.69		13.66
14. Kinesiology/Recreation/Phys-Ed	4.65	3.33	8.58	15.40
15. Law	1.85	0.36	6.90	3.38
16. Mathematics	0.46	2.05	2.62	11.73
17. Medicine	5.40		32.23	
18. Nursing	3.14	2.30	7.00	10.88
19. Optometry				
20. Other Arts & Science	12.81		10.89	
21. Other Education		13.58		22.71
22. Pharmacy				
23. Physical Sciences	1.27	4.58	6.06	10.86
24. Social Sciences	14.19	11.58	5.20	4.62
25. Theology	0.23	0.17	18.13	1.54
26. Therapy & Rehabilitation	0.27	13.66	14.40	27.46
27. Veterinary Medicine				

Notes:

- Other Arts & Science includes students enrolled in General Arts and Science majors not specified by other categories or unspecified.

Highlights

Please provide highlights of University of Western Ontario's activity in 2014-2015 that contributed to maintaining or improving programming. 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 (up to 600 words approx.).

Western Integrated Science (WISc) is a first entry, four-year program administered by the Faculty of Science. It is designed to provide select students with the diverse science education necessary to address the interdisciplinary nature of today's major scientific challenges (e.g., climate change, world hunger, alternative energy). WISc combines unique Integrated Science courses with traditional discipline-specific courses. In Year 2, WISc students will enroll in an Integrated Science Honors Specialization module administered jointly by the Faculty of Science and individual Science departments. Students who complete WISc will graduate with an "Honors Bachelor of Science in Integrated Science with (specific discipline)."

The fundamental goals of WISc are to: (1) make Science at Western a destination of choice for more high school students with an interest in pursuing a career in science or mathematics, thus diversifying the Faculty of Science student body; (2) provide a forum where first-year students will be exposed to a greater diversity of scientific disciplines, thus creating more balance between departments in program enrollment in senior years; and (3) offer a program that provides students the skills and aptitudes required for the interdisciplinary approaches necessary to tackle today's most pressing issues, and in so doing, leaving them better prepared for both the workplace and graduate school.

These goals will be achieved by introducing courses that bridge the scientific disciplines in first year, as well as research-intensive courses aligned with the major research themes in the Faculty of Science and led by Canada Research Chairs in years two and three. Second- and third-year students will also enroll in a course on scientific ethics offered by the Dept. of Philosophy, as well as a course on project management, enhancing their job-readiness. Fourth-year students will complete a senior research project under the mentorship of at least two faculty members from different departments, at least one of whom will be in the Faculty of Science. We expect that the innovative teaching and learning strategies developed by faculty seconded into the program will enhance our traditional, discipline-specific offerings as well.

5. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be 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 that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

Ontario Council on Articulation and Transfer (ONCAT) is leading the development of Student Mobility indicators for use in future SMA Report Backs.

Transfer applicants and registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2013.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2010	47307	6127	916	171
2011	48984	6406	1542	192
2012	49893	6051	1551	175
2013	50689	6099	1113	152
2014	50348	6309	1256	100

*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 students who have applied to university through OUAC and have self-identified on applications to OUAC;

- o a significant number of transfer students apply directly to the university and, as such, are not captured in OUAC data;
- o 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 that includes data from OUAC and other sources.

Year	University of Western Ontario's Total Applications	University of Western Ontario's Total Registrations	University of Western Ontario's Transfer Applications*	University of Western Ontario's Transfer Registrations*
2011				
2012		6185	1608	192
2013			4636	695
2014			4558	601

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

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 4,558, the number of offers extended was 1,275 and the total number of registrants is 601. The breakdown of the 601 registrants is as follows: Year 1: 199, Year 2: 255, Year 3: 144, Year 4: 3.

Highlights

Please provide highlights of University of Western Ontario's activity in 2014-2015 that demonstrate University of Western Ontario's efforts to ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by University of Western Ontario to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

During this past year, Western reviewed current transfer processes for efficiencies. By conducting surveys with internal stakeholders, we learned that the processing of course description evaluations was cumbersome to students, admissions, academic counselling offices and departmental evaluators. As such, we embarked on the creation of an improved equivalency database and the introduction of a workflow. Creating a centralized database will result in faster evaluations of course descriptions and consistency of credit evaluation across the Western complex.

Previous studies have shown that the majority of the university-to-university transfer applications received by Western are from a small number of institutions. In the spring of this year, a method to automatically populate previously evaluated transfer credit using the existing database of course-to-course evaluations was developed. High-impact courses from those universities that the admissions office sees most often were uploaded to the student information system. The system would then read the course number, subject, and institution, and automatically populate the corresponding Western equivalency. The result was time savings as the admissions officers no longer have to code the Western equivalency for the most popular courses that are transferred.

6. Financial Sustainability

Highlights

Please provide highlights of University of Western Ontario's activity in 2014-2015 that demonstrate University of Western Ontario's efforts to support ongoing financial sustainability of University of Western Ontario.

The University enjoys a strong financial position, holding a credit rating of AA/Stable from Standard and Poors. This reflects Western's enrolment levels, continued increases in demand from high quality students, good budgetary performance, and growth in financial resources.

Our multi-year approach to planning and budgeting has served us well, and we have a history of prudent budgeting practices where we ensure that expenditures are managed within the available resources. In each year of the past decade, our year-end position on the Operating Budget has met or exceeded the Board-approved budget plan – and our Operating Reserve has always exceeded the level mandated by our Board of Governors. Our planning and forecasts for the coming years continue using this prudent approach and commitment to balanced budgets.

7. Attestation

By submitting this report to the ministry:

University of Western Ontario confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from University of Western Ontario's Executive Head.

Checkbox



For additional information regarding University of Western Ontario's 2014-2015 SMA Report Back please contact

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Information

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