

SMA - Strategic Mandate Agreement University Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual universities and the Ministry of Advanced Education and Skills Development (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 2015-2016 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.

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
 - a. Graduate Employment Rates
 - b. Number of graduates employed full-time in a related job
2. Teaching and Learning
 - a. Student Satisfaction
 - b. Graduation Rates
 - c. Retention Rates
 - d. Number of students enrolled in a co-op program at institution
 - e. Number of online course registrants, programs and courses at institution
3. Student Population
 - a. Number and proportion of
 1. Students with Disabilities
 2. First Generation Students
 3. Indigenous Students
 4. French-Language Students
 - b. Number and proportion of international students
 - c. Proportion of an institution's enrolment that receives OSAP
4. Research and Graduate Education
5. Program Offerings
 - a. Concentration of enrolment at universities by program specialty or major
 - b. Institution's system share of enrolment by program specialty or major
6. Institutional Collaboration to Support Student Mobility
 - a. Transfer applicants and registrants
7. Financial Sustainability

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. It establishes the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

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 2013:	Percentage
The employment rate for 2013 graduates, 6 months after graduation, at University of Western Ontario was:	88.9
The employment rate for 2013 graduates, 2 years after graduation, at University of Western Ontario was:	94.6

1b. Employment in a Related Job

Per the graduate survey of 2013:	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 2013 at University of Western Ontario was:	76
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

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: Graduate Employment Rates (up to 600 words approx.).

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.).

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- For the sixth consecutive year, we offered an International Student Group Career Counselling program, consisting of 24 hours of group counseling for international students nearing graduation and hoping to work in Canada following graduation. Sessions allowed participants, both undergraduate and graduate students, 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.

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- 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.
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- Operationalized the hirewesternu campaign with specific focus on telephone outreach and in-person consultations to employers. 640 telephone calls were made with 155 full consultations completed. 30 in-person consultations were facilitated.
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- Partnered with Employment Sector Council London-Middlesex on the Job Developer's Network, a group of 16+ non-profit employment agencies who respond to labor market demands, share information, solve problems and promote collaborative service delivery to jobs seekers and employers.
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- Partnered with the London Community Economic Roadmap Committee on the strategic priority of developing a top quality workforce. This group is tasked with ensuring local employers have access to the talent they require, bolstering the local and regional supply of STEM occupations and encouraging deeper connections between post-secondary students and the city
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- Organized a wide variety of events to reduce the gap between students and employers including an annual career fair and job 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 and recruiter-hosted workshops
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- Engagement programs offered to increase graduates' employability and employment rate were: Campus-Wide Job Shadow Program, Student 2 Business Networking Conference, Seed Your Start-Up Business Pitch Competition, Careers & Coffee Series.
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- 250+ community partners (non-profit organizations) hosted students as part of our Community Engaged Learning programs (curricular and co-curricular)
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- 172 industry partners hosted students in Work Integrated Learning (internship, co-op, practicum) opportunities.

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- The Experiential Learning team became a founding co-tenant of London's first social innovation shared space, Innovation Works. The space is designed to foster cross-sector collaborations that support the social and economic well-being of members of the London community.
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- The Experiential Learning team expanded the Job Shadow program to offer these opportunities to students from all faculties. Job Shadow allows students to explore career paths by spending a day with a professional in a chosen field.
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- 127 Western students, staff, faculty and London-Middlesex community members attended the 3rd annual Engage Western event, a one-day program designed to bring the university and community together to explore hot topics and consider pathways to collaboration. This event featured speakers, a panel, and roundtable discussions on: retaining Western talent in London, Western as an 'engaged campus', strategies for engaging students in the broader London community, the skills graduates need to succeed post-graduation, etc.

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	Percentage
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.	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

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

From Western's 2015-16 Survey of Graduating Students Report

- a. 79.9% of respondents were very satisfied with the overall education received.
- b. 94% of respondents would recommend Western to a friend.

Highlights

Please provide highlights of University of Western Ontario's activity in 2015-2016 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.).

The Career Counselling team supported 2,760 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.

The Career Counselling Team extended its reach by providing 79 workshops and presentations attended by 4270 students including the second annual Career Conference. 1405 Students were helped in our daily drop-in service for resume, cover letter, LinkedIn profile support.

Students had increased access to a diverse range of employment opportunities including international, internship and post-graduate full-time positions:

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- 1098 work integrated learning opportunities posted by employers this year compared to 701 in 2014-15. 56.6% increase
- 5288 Employment opportunities posted on CareerCentral this year compared to 5131. 3.06% increase
- Students had increased access to Employers recruiting through information sessions at Western.
- More information sessions by Employers resulted in an increase of student attendance from 2014-15. Last year, 2163, this year 2701, +538 or 24.9% increase

Propel Entrepreneurship

Propel continues to be the leading on-campus resource for entrepreneurs and individuals interested in learning more about entrepreneurship at Western University. This was another phenomenal year of growth and success for Propel startups. The department won a national award for its innovative Supporting Student Businesses partnership with Western Retail Services, provided support to over 220 startups, and reached over 8,000 community members through their entrepreneurship programming and events. Propel's

mandate is threefold:

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- To increase exposure and awareness of entrepreneurship throughout campus;
- To provide a safe environment for entrepreneurs to explore and test their ideas;
- To foster local economic development by providing targeted support to high-potential startups.

Since its launch in 2014, the department has worked with over 300 startups, representing more than 575 Western students and alumni. In 2015-16, startups working with Propel generated more than \$1,200,000 in sales and over \$1,600,000 in investments.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015-2016, the graduation rate at University of Western Ontario is	83.9

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2007 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 2007 – 2014 (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

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

Western is a member of the CSRDE data exchange.

Based on 2006 cohort of entering direct-entry students Western's 6-year graduation rate of 83.6% ranked 2nd among U15 institutions (Canada's research intensive universities) and 2nd among Ontario institutions

Highlights

Please provide highlights of University of Western Ontario's activity in 2015-2016 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.).

- Successfully divided group career counselling for international students into two streams, one for undergraduate students and one for graduate students, in order to better meet the needs of international students nearing graduation and looking for work in Canada. This program provided 72 hours of counselling, compared to 24 hours in the previous year.
- 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; Employer Information Sessions that brought employers to campus to promote their organizations to students; Career Conference, which featured sessions to help students enhance their employability; job posting board; Interview suites to facilitate employers' access to students during the interview process
- Engagement programs offered to increase graduate's employability and employment rate included: Student2Business (S2B) networking conference, Job Shadow Program, Employer hosted workshops, Magnet employment networking services for University graduate students and alumni, Seed Your Start-Up Business Pitch Competition, Mentorship, Careers and Coffee, Biology Graduate Student Career Series, and more.

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	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
1st to 2nd Year	92.8	93.2	92.5	93.30
1st to 3rd Year	88.0	88.7	88.20	

Highlights

Please provide highlights of University of Western Ontario's activity in 2015-2016 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):

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- In 2015-16 there were 17,585 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 (2253 students)*, *Student Development Centre's Learning Help Centre (1391 students)*, and *individual counseling (1651 students)* – 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 5,000 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,

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- Orientation presentations to 530 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 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 1074 registrants at April 30 and the Learning Skills website had over 51,750 page views this year.

Writing Support Centre:

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- Provided services to a record number of 15,158 students including 4,350 individual counselling sessions, over 100 presentations, a record number of registrants for the *GradWRITE Conference* (235), and 4878 students in the Writing Support Centre's bridging program (*Summer Academic Writing Clinic*)

Psychological Services:

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- In 2015-16, 74 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 117% increase over the 34 interns in 2014-15; a 138% increase over the 31 interns in 2013-14. All candidates in 2014-15 successfully completed the requirements of their academic program and accreditation requirements
- The overall direct psychological service hours including individual appointments, supervision, groups, lecture series, presentations, consultation, outreach for 2015-16 was 8,525.

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 2015-2016:

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	0	0
Graduate	2	110

Highlights

Please provide highlights of University of Western Ontario's activity in 2015-2016 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.).

Number of students that participated in Work Integrated Learning programs = 282

* Number of Work Integrated Learning opportunity postings = 1098

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- Launched *Experiential Learning Central*, a comprehensive online resource for faculty interested in developing a Community Engaged Learning (CEL) course. In its first year, the site had 65 unique faculty users.
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- Hosted an event for approximately 40 local employers to showcase the variety of funding streams they can access to support the hiring of students in Work Integrated Learning opportunities. This information has been added to the hirewesternu website, mass emails, as well as digital and print booklets in order to market funding sources more effectively to employers.
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- 236 students participated in long-term (8-16-month), paid internships within the Faculties of Science, Engineering and Social Science.

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- The Experiential Learning team supported 29 Community Engaged Learning courses across all disciplines, impacting 1673 undergraduate and graduate students.

Success Story: Psychology students in Western's *Addictions: Theory and Research* course engaged in a high-impact Community Service Learning project. Through partnership with various drug treatment facilities within the greater London area, students simultaneously participated in placements to gain real world exposure to the challenges of addiction, while completing an applied research project to address a critical issue defined by the partnering organization.

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- 170 students participated in Western's Alternative Spring Break program, spending one-week in a community engaged learning project in one of 12 local, national, or international locations.

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- 70 students participated in a Faculty-Led Study Abroad experience, linking course learning with meaningful global experience.

Success Story: Classical Studies students in Western's *Study Tour of Greece* course brought their learning to life during a 3-week tour of cultural locations and sites of historic events. Students presented on specific topics, such as the sacred sanctuary of Delphi, on location as if they were travel guides. This Faculty-Led study abroad experience helped students develop transferable skills (e.g., research, communication, teamwork, etc.), and also helped them connect course content with real-world experience.

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Western's **Master of Science in Nursing (MScN)** program is the longest-standing graduate nursing program in Canada, and provides the basis for leadership in professional Nursing and the foundation for doctoral studies. This flexible research-based program provides opportunities for co-op study as well as the option to fast-track to the PhD Program after the first year of full-time study.

Graduate Master of Library & Information Science - The MLIS Co-op program, begun in 1979, formally integrates a student's academic study with paid work experience. Students are exposed to the professional environment, and have the opportunity to use and develop newly acquired skills, and gain practical experience which will contribute to their training as professionals. Employers gain enthusiastic, adaptable, temporary employees with up-to-date skills on a "just-in-time" basis.

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 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

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 for 2015-2016

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	282	118
Number of ministry-funded, for-credit courses offered through synchronous conferencing	79	18
Total Number of ministry-funded, for-credit courses offered in e-Learning format	361	136

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	0	0

Total Number of ministry-funded, for-credit programs offered in e-Learning format	47	4
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Course Registrations	Undergraduate	Graduate
Registrations in ministry-funded, for-credit courses offered through fully online learning	12,498	1,801
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing	3,997	139
Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format	16,495	1,940

Additional Information

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

not applicable

Highlights

Please provide highlights of University of Western Ontario's activity in 2015-2016 that captures 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.).

We are highlighting two eLearning initiatives that support students' learning experience at Western University by preparing incoming undergraduate students for continued success at the University level. Leveraging Western's Learning Management System to host these initiatives, students are 1) able to access and engage in the modules before they are on-campus; and 2) continual access to the modules on an on-going basis to review modules as they become relevant.

Leg Up: preparing BHSc students for study in the Health Sciences

Developed under the leadership of Dr. Dan Belliveau, *Leg Up: An Introduction to Health Across the Lifespan* is a six-week pre-university online course offered to incoming students of the University of Western Ontario's Bachelor of Health Science program. Accessible through Western's Learning Management System, the six weeks of *Leg Up* open consecutively, each week exploring a new area of health. *Leg Up* is interactive and formatted to help students develop solid study habits, offer career trajectory vignettes with "day in the life" segments on different health professions, and introduce tips on how to maintain healthy physical and mental wellness throughout their years at Western. Each week includes a section called the "university toolkit" that is devoted to developing different skill sets identified as potentially relevant for success at university. An example of one university toolkit item is online communication skills, where students apply these skills within the context of the health topic of the week. In this way, *Leg Up* combines the delivery of resources to nurture the skill with the application of the skill in a university context, all while personalizing the process using the student's chosen discipline as the subject matter.

Western 1010: providing incoming students with learning strategies and resources for success

A collaboration between Student Experience and Academic Programs portfolios, *Western 1010* is a series of online learning modules aimed at providing incoming Western students the strategies and resources to use as they adjust to life as a university student. Current module topics, accessible via Western's Learning Management System, include: information on transitioning to university learning and testing; how to learn from exam errors; information security; campus safety; health and wellness; mental health; and introductions to Western Libraries and Western's Writing Support Centre. The underlying rationale in developing the *Western 1010* eLearning tool is that the modules introduce and assist students in both their academic and non-academic life at Western. In the future, further work will be undertaken with campus partners to expand the content within *Western 1010* so that it can be used as part of the institution's Summer Academic Orientation program. It is the goal of *Western 1010* is to be an up-to-date resource for information that students will use: prior to arriving at Western; in their first year of studies and; throughout their Western undergraduate career.

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.

Hybrid Learning Highlights

Please highlight one example of University of Western Ontario's use of Hybrid Learning courses and/or programs.(up to 600 words approx.).

Digital Ethics is a cross-listed second-year hybrid Philosophy and Digital Humanities course taught by Professor Samantha Brennan, asking students the question of what it means to be ethical in a digital world. The course has students consider how norms related to privacy, intellectual property, and identity differ in the online environment. First offered in 2013, the course was most recently offered in the Winter 2016 semester with an enrollment of 120 students.

Rather than having students meet in-class for a typical three hours a week, Professor Brennan has transitioned *Digital Ethics* to a hybrid delivery model where students meet in class for an hour a week, with the balance of significant learning occurring in the online learning environment. Broadly speaking, the pedagogy of the course follows a flipped approach, where students are first asked to engage in learning activities (in the case of *Digital Ethics*, this includes reading course material, watching videos related to course themes, and responding online to instructor-provided questions) before they meet in-person. During that face-to-face class, *Digital Ethics* students engage in the synthesis and analysis of the course themes, facilitated through learning activities like discussion. There is an alignment between the teaching and learning activities and the modalities of delivery: Professor Brennan reserves activities that require the active engagement of students with each other to the weekly face-to-face class.

Given the topic of the course, it is not surprising that Professor Brennan asks students to engage online, including through the use of a course blog used to post course material and short discussion assignments. Students have the option of responding to discussion assignments in the public venue facilitated by the course blog or privately using Western University's Learning Management System. When examining the impact of peer-readership on writing, research has suggested that public postings means that students take greater intellectual risks while private postings mean that students take more emotional risks (Foster, 2015). Professor's Brennan's design of this assignment allows for greater student choice in selecting a location for submitting their work; this choice, in turn fostering greater student engagement in the material.

Professor Brennan has observed a change in student engagement in the course with the move to the hybrid delivery of the course. For example, she has noted better student attendance during the weekly face-to-face course meeting. This change in attendance patterns is attributed to students' own belief in the importance of attending the single class, weekly. The hybrid delivery also works to add a pace to the delivery of the course. In fully-online courses there is a risk that some students will leave course work to be completed in an irregular schedule. By having *Digital Ethics* students meet weekly, the face-to-face class drives the on-going engagement of students in the material and helps to ensure student success.

Reference

Foster, D. (2015). Private Journals versus Public Blogs: The Impact of Peer Readership on Low-stakes Reflective Writing. *Teaching Sociology*, 43(2), 104–114. <http://doi.org/10.1177/0092055X14568204>

For further reference, please visit:

<https://ethicsforadigitalworld.wordpress.com>

3. Student Population

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

Full-Time Students	# of Students
The total Full-Time Headcount Enrolment* at University of Western Ontario in 2015-2016:	34,297

*DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students both eligible and ineligible for ministry funding, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).

3a. Under-Represented Students: Students with Disabilities, First Generation, Indigenous and French-language Students

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 2015-2016:	2,228	
The total indicated above as a comparative % of the University of Western Ontario's 2015-2016 full-time enrolment headcount:		6.50

Highlights

Please provide highlights of University of Western Ontario's activity in 2015-2016 that captures contributions to improve access, and success for students with disabilities (up to 600 words approx.).

Services for Students with Disabilities (SSD) continues to see increases in demand for service and in the complexity of issues faced by students with disabilities. Despite having substantially higher caseloads than similar services at other institutions, 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. For example, alternative format text requests were moved to an online system in 2015/16 which allows students to request textbooks and retrieve digital versions of those text books, without having to travel to campus or meet with the Assistive Technologist. This streamlined system has increased the speed and efficiency with which service is provided to students, and allowed the Assistive Technologist more time for one on one training with students. In addition, SSD purchased a site license for Kurzweil, which was made available for any student with a print disability to use at no cost. Uptake for this service was high (325 students) and feedback from students was very positive. As Western continues with a review of its policy on Academic Accommodation for Students with Disabilities that began early in 2016, it is anticipated that there will be more opportunities to refine and enhance services.

Another highlight of the 2015/16 year is that for the first time students with Mental Health Disabilities outnumbered students with Learning Disabilities (which has traditionally been the largest group of students with disabilities). This change is indicative both of more awareness on campus of the supports available to students struggling with Mental Health disabilities, and the increasing incidence of Mental Health concerns in university populations. Similarly, the number of students seeking supports from SSD as a result of concussion has increased dramatically as members of the Western Community are more aware of the impact of concussion and the availability of supports.

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 2015-2016:	2,659	
The total indicated above as a comparative % of the University of Western Ontario's 2015-2016 full-Time enrolment headcount:		7.75
The total number of part-time First Generation students enrolled at University of Western Ontario in 2015-2016:	251	

Highlights

Please provide highlights of University of Western Ontario's activity in 2015-2016 that captures contributions to improve access, and success for First Generation students (up to 600 words approx.).

-
- 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 2015-2016 we officially launched a mentoring program for 2nd year students. First Generation students are a primary target student population for this program. One event that is particularly helpful for First Generation Students is our "Graduate Student Shadow Program" where 2nd year students can shadow someone in a professional or graduate program and learn about those programs early to determine if they are a fit
- 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 Biology Mentorship Program for first year students enrolled in Biology. The program is open to all students taking Biology but can be of particular interest to First Generation students who may not know a senior student or a family member that has taken Biology at the post-secondary level before.
- 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.
- In 2016 we launched an updated version of our Online Academic Orientation: it has 6500 members, 81% of members have visited the Academic Orientation Site, 3.7 Million views of online resources by the members between July and October 2016

Indigenous Students

* *DEFINITION: Indigenous 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.*

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at University of Western Ontario in 2015-2016:	454	
The total indicated above as a comparative % of the University of Western Ontario's 2015-2016 Enrolment Headcount:		1.32
The total number of part-time Indigenous students enrolled at University of Western Ontario in 2015-2016:	29	

Highlights

Please provide highlights of University of Western Ontario's activity in 2015-2016 that captures contributions to improve access, and success for Indigenous students (up to 600 words approx.).

-
- 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 continued several initiatives including its 2nd annual Indigenous Awareness Week that had over 600 participants, and an Aboriginal student self-identification process. 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 4rd annual graduation ceremony recognizing 50 outstanding Indigenous graduates.
-
- The university has been working toward completing its Indigenous Strategic plan by the end of this fiscal year.
-
- The Indigenous Services Learning Resource Centre (LRC) will be finishing renovations to the LRC space and is looking to expand the LRC space in the upcoming year to accommodate the increasing volume of students.
-
- The Student Success Centre continues to collaborate 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 continue to collaborate on delivery of three career workshops and a career panel for Indigenous students.

French-Language Students

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

- 1) *The student's mother tongue is, or includes French (the student is a francophone);*
- 2) *The student's language of correspondence with the institution is French;*
- 3) *The student was previously enrolled in a French-language education institution; or*
- 4) *The student 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 2015-2016:	339	
The total indicated above as a comparative % of the University of Western Ontario's 2015-2016 enrolment headcount:		0.99
The total number of part-time French-language students enrolled at University of Western Ontario in 2015-2016:	35	

Highlights

Please provide highlights of University of Western Ontario's activity in 2015-2016 that captures contributions to improve access, and success for French-Language students (up to 600 words approx.).

Western offers the following French activities:

- French films every two weeks
- Regular conferences in French
- Punctual academic conference in French
- Annual play in French, usually presented in March

As well, in March 2016 the French Department sponsored a series of information sessions in French about immigration for French speaking immigrants.

In addition to the above, Western Continuing Studies provides French as a second language as well as French as a first language programming to hundreds of students every spring and summer at its two campuses in Quebec. The acquisition and/or improvement of language skills provide our participants with a world of practical, intellectual and aspirational opportunities.

During the summer of 2016, there were over 600 participants at the Trois-Pistoles campus, enrolled in both degree-credit and non-credit French as a second language programming. We offer courses at all levels so that beginners as well as more advanced level learners may benefit from the full language immersion experience, improving their knowledge of French and experiencing the culture of Quebec.

60 Francophone students in Grades 8 and 9 from across Canada attended our French as a first language programming at our Rimouski campus. This French language enrichment program allows participants to improve their language skills through classes, workshops, and cultural activities.

Our programming is accessible to most of our participants through the federal government's Official Languages Bursary Programs, whose mandate is to promote the study of Canada's official languages.

Additional Information

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

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, 2015, 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 2015-2016:	3,997	
The total indicated above as a comparative % of University of Western Ontario's 2015-2016 full-time enrolment headcount (Funding Eligible and Ineligible):		11.65
University of Western Ontario's 2015-2016 part-time international enrolment is	177	

Additional Information

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

Highlights

Please provide highlights of University of Western Ontario's activity in 2015-2016 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. All international students are encouraged to attend the International Student Orientation Day, which is run by Western International and offered each term. Other innovative services organized, developed and run by Western International and that are well utilized by students include the following:

- Online pre-arrival guide (e.g., Checklist, Planning Your Trip, Before You Arrive, etc.)
- Immigration support services.
- Online international student/immigration advising service (iesc@uwo.ca and iesc-immig@uwo.ca)
- Orientation Week Welcome Centre
- 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
- iwelnes.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 2015-2016 number of OSAP awards	15,082	
Headcount enrolment (Funding eligible undergraduate and graduate) November 1st headcount of students with 60% Load (0.3FTE) or greater.	29,779	
Proportion of full-time students receiving OSAP		50.65

Additional Information

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

4. Research and Graduate Education

University of Western Ontario's 2014-17 Strategic Mandate Agreement (SMA) includes information which identifies the breadth and depth of institutional research activity. The 2015-2016 SMA Report Back does not require University of Western Ontario to report on the system wide research and graduate education metrics included in its 2014-17 SMA.

5. 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.

- a. Concentration of enrolment* at universities by program specialty or major (SPEMAJ)
- b. Institution's share of system enrolment by program specialty or major (SPEMAJ).

DEFINITION: Headcount is the actual funding eligible enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students as reported to the ministry for the 2015-2016 fiscal year

Undergraduate / Graduate Students	Percentage of System Enrolment
Undergraduate	7.75
Graduate	9.69

	# 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	4.73	5.46	4.91	10.84
2. Architecture & Landscape Arch.	0.00	0.00	0.00	0.00
3. Business & Commerce	14.52	4.98	8.35	5.77
4. Computer Science	0.64	1.00	1.99	6.37
5. Dentistry	0.98	0.16	37.54	7.14
6. Education	1.44	0.00	7.64	0.00
7. Engineering	6.46	8.15	5.50	7.78
8. Fine & Applied Arts	1.81	3.95	3.61	11.95
9. Food Science & Nutrition	3.08	0.89	18.35	9.51
10. Forestry	0.00	0.00	0.00	0.00
11. Health Professions	13.08	11.25	22.75	11.99
12. Humanities	8.86	12.35	7.88	13.10
13. Journalism	0.00	0.00	0.00	0.00
14. Kinesiology/Recreation/Phys-Ed	4.62	3.15	8.35	13.95
15. Law	1.85	0.35	6.60	3.32
16. Mathematics	0.53	1.91	2.84	10.58
17. Medicine	5.54	0.00	32.34	0.00
18. Nursing	3.33	2.39	6.99	10.95
19. Optometry	0.00	0.00	0.00	0.00
20. Other Arts & Science	12.83	0.08	10.74	1.01

21. Other Education	0.00	14.50	0.00	22.34
22. Pharmacy	0.00	0.00	0.00	0.00
23. Physical Sciences	1.22	4.49	5.51	11.24
24. Social Sciences	13.84	11.41	4.99	4.58
25. Theology	0.30	0.13	19.12	1.31
26. Therapy & Rehabilitation	0.34	13.40	17.25	27.65
27. Veterinary Medicine	0.00	0.00	0.00	0.00

Notes:

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

Optional Additional Information

Caveats and/or other information regarding the numbers reported above (up to 600 words approx.).

Highlights

Please provide highlights of University of Western Ontario's activity in 2015-2016 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 introduced a Masters in Management of Applied Science (MMASc) in Fall 2014. The MMASc program is a 12-month, course-based, interdisciplinary program that includes an internship or Major Research Project. It is designed to enhance and link the academic and professional skills of BSc or BA graduates who will be highly qualified to enter the private or public-sector workforce with the academic and professional qualifications to assume leadership positions. The program will be offered jointly by our Faculties of Science, Medicine & Dentistry, the DAN Management and Organizational Studies Program in the Faculty of Social Science, Arts & Humanities, and will eventually involve other faculties including the Faculty of Media and Information Studies. As the program grows, we anticipate the addition of more Faculties, and fields within those Faculties. This program is designed to prepare graduates to move into the business world with leadership and entrepreneurship skills that resonate with rapidly evolving careers – and some positions not yet even conceived – in government, NGOs, private industry or self employment. To the best of our knowledge, this is the only program of its kind in Canada and replicates the growing number of professional science master's programs in the US.

6. 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 through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

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.

Development of these metrics will be done in partnership with the sector and ONCAT.

Transfer Applicants and Registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2015.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2011	48,984	6,406	1,542	192
2012	49,893	6,051	1,551	175
2013	50,689	6,099	1,113	152
2014	50,348	6,309	1,256	100
2015	50,096	6,251	1,189	114

*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;
 - a significant number of transfer students apply directly to the university and, as such, are not captured in OUAC data;
 - Information only includes full-time students applying and registering in the fall to the first year of a university program.

The ministry encourages University of Western Ontario to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, University of Western Ontario should report institutional data 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*
2012		6,185	1,608	192
2013			4,636	695
2014			4,558	601
2015			4,401	590

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 4,401, and the total number of registrants is 590. The breakdown of the 590 registrants is as follows: Year 1: 161, Year 2: 250, Year 3: 174, Year 4: 4.

Highlights

Please provide highlights of University of Western Ontario's activity in 2015-2016 that demonstrates 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 the past year a Transfer Credit Management System database was developed and is now being used by the Western complex (Main campus and Affiliates). This new database includes features such as an electronic warehouse for course syllabi being sent through the system, and workflow allowing the syllabi to be received, reviewed and credit recommendations made electronically and stored in the database for future reference. Created records can also include memo notes where individuals can add further information about prerequisite standings, grade requirements for credit, module eligibility, etc. Training on use of the database has been given to 142 users across the University both at the Main Campus as well as at the Affiliated University Colleges. Creating a centralized database has resulted in faster evaluations of course descriptions and consistency in credit evaluation across the Western complex.

In addition to a database for transfer course assessments, an Articulation Agreement Repository was added as a feature of the Transfer Credit Management System. All 45 current and past articulation agreements have been added to the TCMS for users' convenience. The project began with inclusion of an Articulation Agreement Section under all institutions. Crucial information was input into a created form which populates the main institution page and is searchable. Signed, final agreements are available for review in PDF formats for all users.

Additional resources were developed that were tailored specifically to transfer students at Western. For example, a Transfer Student Guide was created and inserted into offer of admission packages for admitted students who receive transfer credit. The Guide is a condensed version of the Academic Calendar specific to transferring students and provides academic and non-academic information such as supports and services available.

7. Financial Sustainability

FINANCIAL HEALTH and SUSTAINABILITY METRICS

		2013-14	2014-15
Performance	Net Income / Loss Ratio (%)	7.93	6.57
	Net Operating Revenues Ratio (%)	12.17	13.29

Optional

Comments on Performance Metrics (up to 600 words approx.)

		2013-14	2014-15
Liquidity	Primary Reserve Ratio (days)	172.98	190.34

Optional

Comments on Liquidity Metric (up to 600 words approx.)

		2013-14	2014-15
Leverage	Interest Burden Ratio (%)	1.21	1.68
	Viability Ratio (%)	169.63	194.59

Optional

Comments on Leverage Metrics (up to 600 words approx.)

Additional Information

Additional comments on the overall Financial Health & Sustainability Metrics Result (up to 600 words approx.)

Western's metrics are consistently above the metrics for comparable large universities and well above that of the sector as a whole.

Highlights

Please provide one or more highlights that demonstrate University of Western Ontario's commitment to improved or continued financial sustainability. (up to 600 words approx.)

Credit rating agencies provide an independent assessment of the university's ability to meet its financial obligations, hence it provides an opinion on the university's future financial sustainability. The university credit rating is considered to be of high credit quality as indicated by the AA (Stable) rating by S&P.

The ministry encourages University of Western Ontario to augment the current list of financial health and sustainability metrics with other metrics. Reporting this data is optional. University of Western Ontario may add up to four additional metrics in the space provided below.

OTHER FINANCIAL METRICS REPORTED by University of Western Ontario		2013-14	2014-15	2015-16
1	Operating Revenue (at year-end) \$M	41.40	39.50	53.10
2				
3				
4				

Additional Information

Comments related to University of Western Ontario's other reported metrics (up to 600 words approx.)

8. Attestation

By submitting this report to the ministry:	Checkbox
University of Western Ontario confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from University of Western Ontario's Executive Head.	<input checked="" type="checkbox"/>

For additional information regarding University of Western Ontario's 2015-2016 SMA Report Back please contact -	Information
Name:	Ruban Chelladurai
Telephone:	519-661-2111 ext. 84514
Email:	rchellad@uwo.ca

Please indicate the address on University of Western Ontario's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	http://www.ipb.uwo.ca/strategic_mandate_agreements.php