

FOR THE PUBLIC GOOD: Performance Measures

1 December 2017



The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, traditional lands of First Nations and Métis people.

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FOR THE PUBLIC GOOD: Performance Measures

Introduction

This document provides performance measures to allow the university to monitor progress on its strategic plan, *For the Public Good*.

Measures that have been identified as applicable to more than one *For the Public Good* goal will appear multiple times in the document.

BUILD a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.

“Through the development of strategic recruitment, retention, and renewal plans, the University of Alberta is working to build a community of exceptional students, educators, scholars, researchers, and staff.”

– For the Public Good

Composition of the Student Body

Just under one-third of U of A undergraduate students and just over one-third of graduate students come from outside of Edmonton. These proportions have remained relatively stable over the reported period.

Table 1: Composition of the Student Body from Outside of Edmonton

| Proportion of Alberta Students from Outside of Edmonton | 2014-15 | 2015-16 | 2016-17 |
|---------------------------------------------------------|--------------|--------------|--------------|
| <i>Undergraduate</i> | 31.8% | 31.5% | 31.3% |
| <i>Graduate</i> | 34.5% | 34.0% | 35.5% |
| <i>Total</i> | 32.2% | 31.8% | 31.9% |

Source: Acorn Institutional Data Warehouse, U of A, Student Headcount and FLE
Notes: Proportion based on students registered on December 1 of the reported year. Alberta students from outside of Edmonton, have an original hometown census province of Alberta and an original hometown census division other than Edmonton. The undergraduate figures include students in career preparation programs. Excludes post-graduate medical residents, students who did not report a hometown, students who are only auditing courses, and withdrawn students.

Just over one-quarter of undergraduate students are from outside of Alberta. The majority of graduate students' hometowns are outside of Alberta.

Table 2: Composition of the Student Body from Outside of Alberta

| Proportion of Students from Outside Alberta | 2014-15 | 2015-16 | 2016-17 |
|---------------------------------------------|--------------|--------------|--------------|
| <i>Undergraduate</i> | 27.1% | 27.1% | 26.7% |
| <i>Graduate</i> | 61.4% | 61.6% | 60.2% |
| Total | 34.0% | 33.9% | 33.4% |

Source: Acorn Institutional Data Warehouse, U of A, Student Headcount and FLE

Notes: Proportion based on students registered on December 1 of the reported year.

Percent outside Alberta includes students with an original hometown province that is not Alberta.

The undergraduate figures include students in career preparation programs. Excludes post-graduate medical residents, students who did not report hometown, students who are only auditing courses, and withdrawn students.

The proportion of students who have self-identified as Aboriginal has been increasing slightly since 2014-15.

Table 3: Composition of the Student Body, Self-identified as Aboriginal

| Proportion of Students who have self-identified as Aboriginal | 2014-15 | 2015-16 | 2016-17 |
|---------------------------------------------------------------|-------------|-------------|-------------|
| Total | 3.6% | 3.7% | 4.0% |

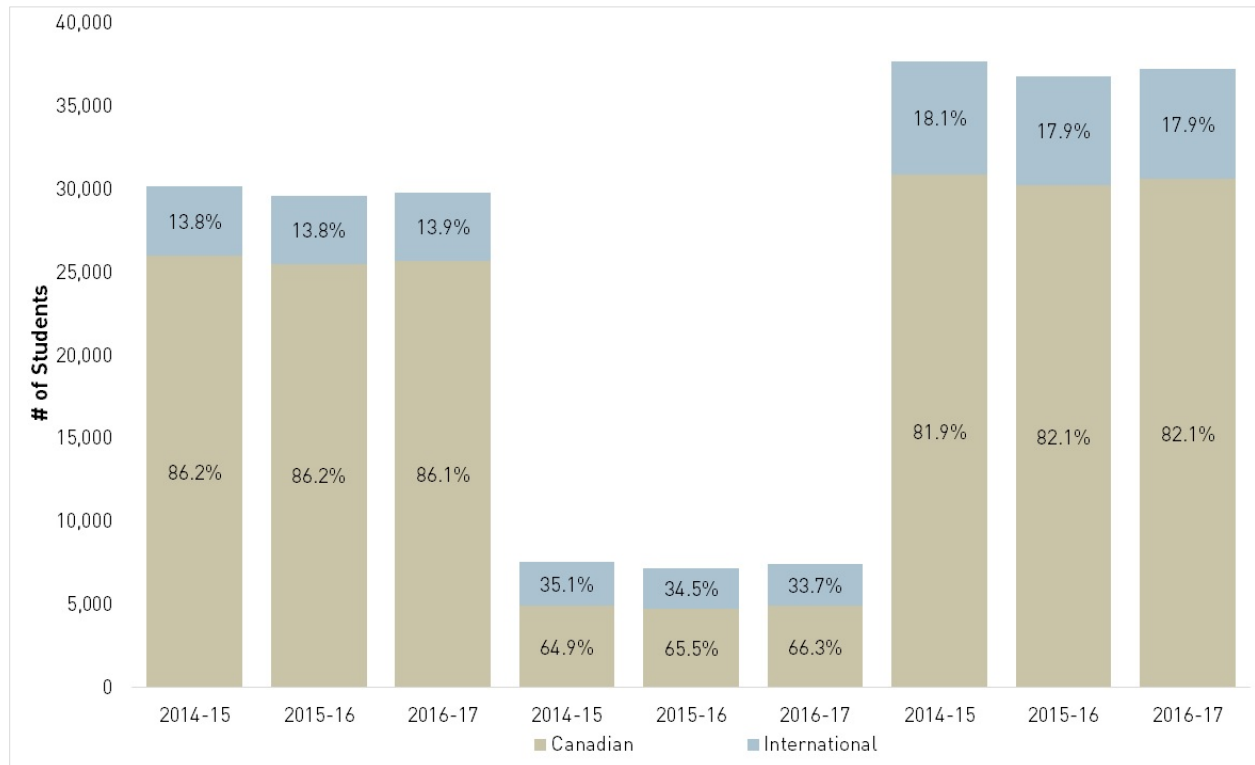
Source: Acorn Institutional Data Warehouse, U of A, Student Headcount and FLE

Notes: Reflects students registered on December 1 of the reported year. Includes undergraduate students with an original hometown province of Alberta who have self-identified as being of Aboriginal ancestry. Excludes post-graduate medical residents, students who are only auditing courses, and withdrawn students.

Proportion of International Students

The total count and proportion of international students has remained relatively stable over the reported period.

Figure 1: Proportion of International Students by Academic Career



Source: Acorn Institutional Data Warehouse, U of A, Student Headcount and FLE

Notes: International Students reflect those students who are not Canadian Citizens or Permanent Residents. This information reflects the number of students who were registered on December 1 of each respective academic year. Excludes post-graduate medical education residents.

Distribution of International Students

The U of A continues to be a destination for talented students from around the world, particularly for students coming from China.

Table 4: Distribution of International Students, Top 5 Countries

| Country of Citizenship | 2014-15 | 2015-16 | 2016-17 |
|------------------------|---------|---------|---------|
| China | 53.0% | 56.4% | 55.3% |
| Iran | 6.2% | 5.9% | 5.6% |
| India | 4.8% | 4.8% | 5.2% |
| Nigeria | 2.1% | 2.2% | 2.4% |
| United States | 2.4% | 2.3% | 2.3% |

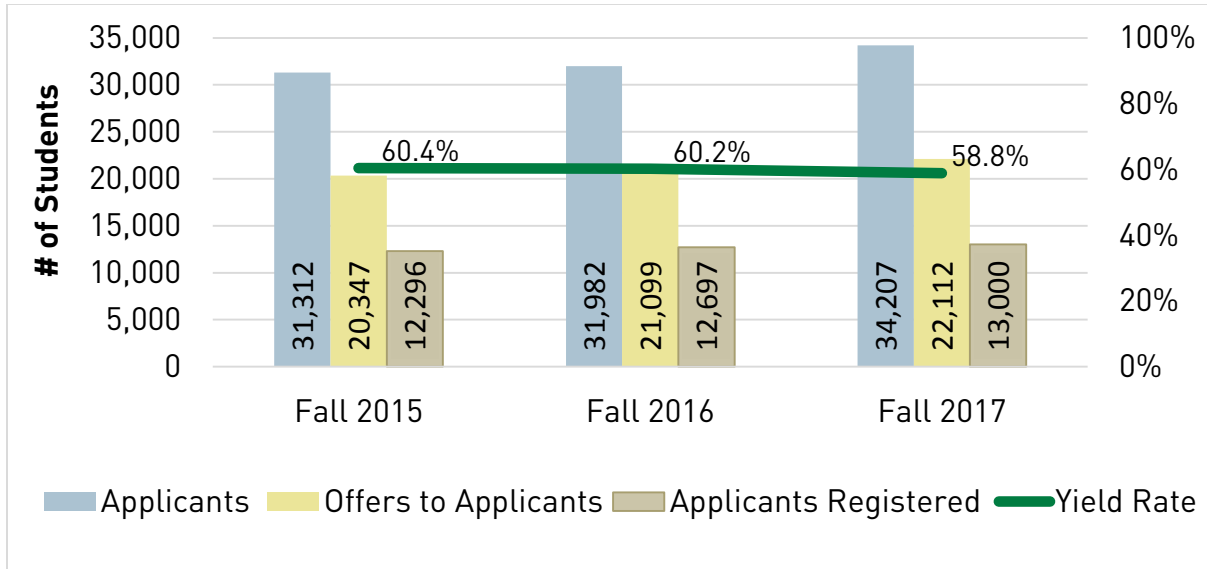
Source: Acorn Institutional Data Warehouse, U of A

Notes: International students include those who were neither Canadian Citizens nor Permanent Residents when they were first admitted to the U of A. Country of Citizenship is as of students' admission date. The countries listed are the top five for 2016-17. This information reflects students who were registered on December 1 of each respective academic year.

Yield Rates, Undergraduate

The undergraduate yield rate has remained stable for the past three years. For 2017, the number of applicants, offers and registered students have all increased.

Figure 2: Yield Rates – Undergraduate Applicants and Offers



Source: Acorn Institutional Data Warehouse, U of A, Student Application Trend Summary

Notes: The data reflect distinct counts of individuals. Excludes post-graduate medical education residents. Yield rate is percentage of *applicants registered* to *offers to applicants*. *Offers to applicants*, includes the following: active; cancelled; declined; and revoked offers. This represents a change in methodology. Data are as of October 1 of each respective year. The official enrolment reporting for registered students comes December 1 of each respective year, at which time it would be expected to see a slight variance from the October numbers.

Student Completion Rates

Masters students continue to experience the highest completion rates compared to Undergraduate and PhD students, although Masters rates have declined slightly for 2015-16. Conversely, PhD student completion rates improved slightly for 2015-16. Undergraduate student completion rates remain very stable, hovering around 76%.

Table 5: Student Completion Rates

| Report Year | Undergraduate | Masters | PhD |
|-------------|---------------|---------|-------|
| 2015-16 | 76.1% | 85.8% | 78.5% |
| 2014-15 | 75.6% | 88.7% | 74.8% |
| 2013-14 | 76.4% | 89.8% | 73.4% |

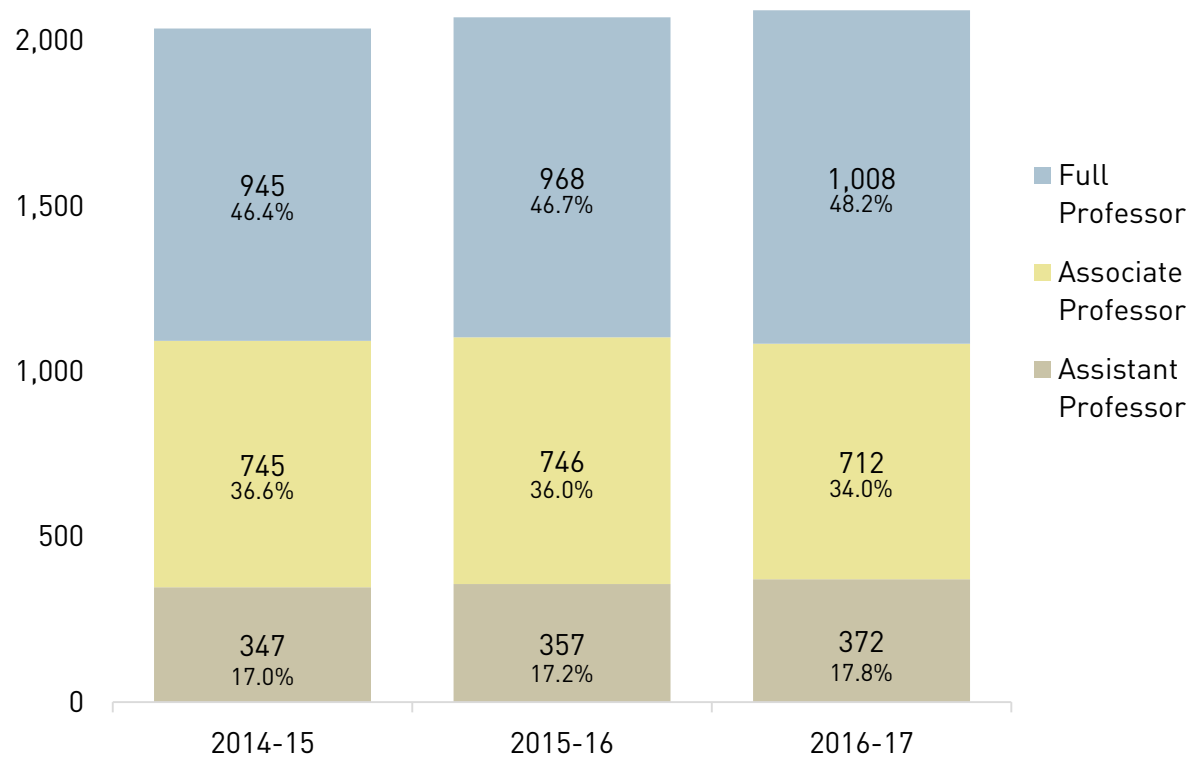
Source: Acorn Institutional Data Warehouse, U of A

Notes: Completion rates reflect the percentage of full-time students completing a degree-granting program within a designated number of years from the time of their first registration. Undergraduate completion rates reflect students in the following: Direct Entry Programs, admitted from high school (6 years); Second Entry Programs (5 years); and Transfers from other post-secondary institutions (5 years). Graduate completion rates reflect students in the following: Masters completion rates (5 years); and PhD completion rates (9 years). Excludes withdrawn and part-time students.

Proportion of the Professoriate by Rank

The last three years show a slight upward trend for Full Professors, who now comprise nearly half of the professoriate. The number and proportion of Assistant Professors have also increased over the reported period.

Figure 3: Proportion of Professoriate by Rank



Source: Acorn Institutional Data Warehouse, U of A, HR Staff Headcount and FTE

Notes: Data are as of October 1 of each respective year. Faculty includes contingent faculty. These data represent teaching faculties only.

Proportion of Faculty and Staff who are Female

Representation of faculty who are female has been increasing over the past three years. The proportion of staff who are female has remained quite stable over the same time period at just under two thirds of all staff.

Table 6: Proportion of Faculty and Staff who are Female

| | 2014-15 | 2015-16 | 2016-17 |
|--------------------------------------|---------|---------|---------|
| Proportion of faculty who are female | 34.7% | 35.7% | 36.1% |
| Proportion of staff who are female | 64.0% | 63.6% | 63.4% |

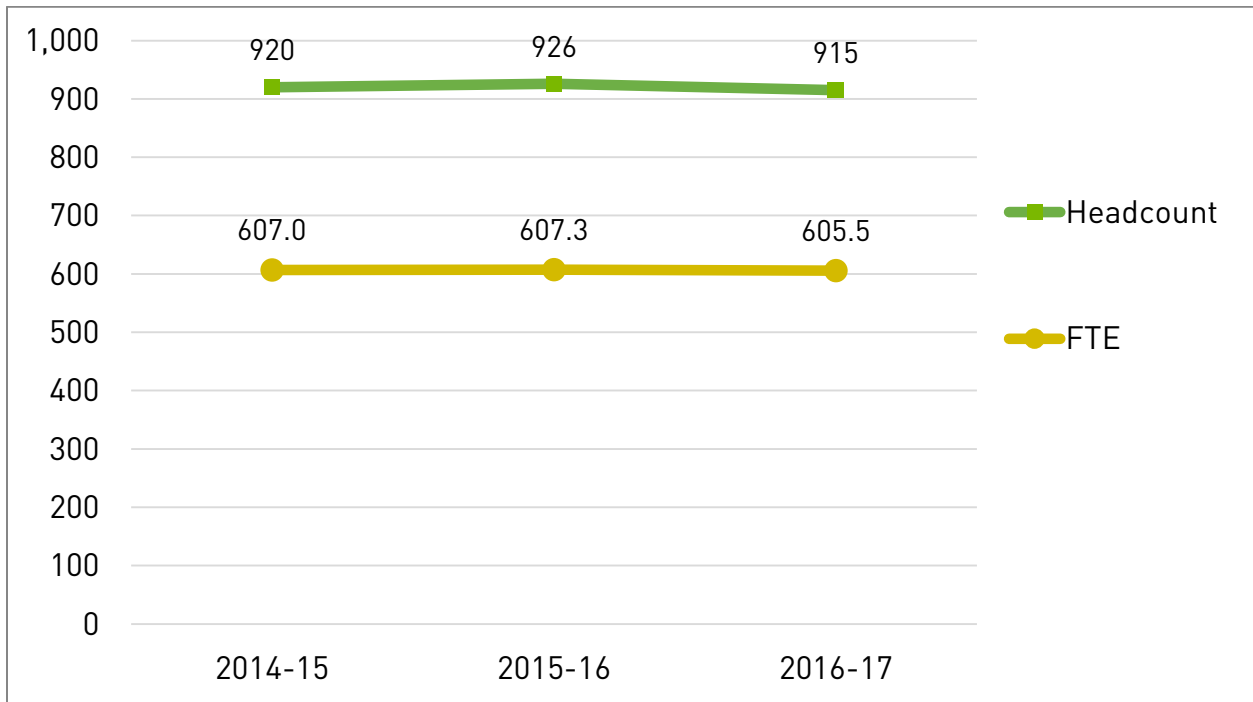
Source: Acorn Institutional Data Warehouse, U of A, HR - Staff Headcount and FTE

Notes: Data are as of October 1 of each respective year. Faculty includes professors in teaching faculties. Staff includes the Administrative Professional Officers, Contract Academic Teaching Staff, Faculty Service Officers, Librarians, Research Academic Staff, and Support Staff (not casual).

Contract Academic Staff Utilization

The number and FTE of CAST have remained relatively stable over the last three years.

Figure 4: Contract Academic Staff: Teaching (CAST) Utilization, Headcount and FTE



Source: Acorn Institutional Data Warehouse, U of A, HR Staff Headcount and FTE

Notes: Headcount and FTE (full-time equivalent). Data are as of October 1 of each respective year. These data represent teaching faculties only.

EXPERIENCE

diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success

“Pushing beyond the conventional, students—no matter their background, age, or stage of education—experience learning as an integral part of all their activities at the University of Alberta, where they have access to and participation in a broad range of curricular experiential learning opportunities that are well integrated with program goals and enrich their academic experience.”

– For the Public Good

Experiential Learning, Senior Students

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated as *high-impact*. High-Impact Practices (HIPs) share several traits: they demand considerable time and effort; facilitate learning outside of the classroom; require meaningful interactions with faculty and students; encourage collaboration with diverse others; and provide frequent and substantive feedback.

From the National Survey of Student Engagement, Table 7 shows that the proportion of U of A Senior Students with HIP participation is slightly higher than the U15 average.

Table 7: Experiential Learning, Senior Students, High-Impact Practices

| Participation in High-Impact Practices (HIP) | 2014 | 2017 |
|---------------------------------------------------------------------------|-------|-------|
| Proportion of students participating in one or more high-impact practices | 84.0% | 83.9% |
| U15 average | 79.3% | 81.4% |

Source: National Survey of Student Engagement (NSSE)

Notes: Figures include participation in a learning community, service-learning, research with faculty, participation in an internship or field experience, study abroad, and culminating senior experience. NSSE is conducted every three years.

Co-op programs allow students to gain complementary employment experience that will assist them in making informed decisions regarding their future education, training, and careers.

Co-op participation is concentrated in the faculties of Business and Engineering.

Table 8: Experiential Learning, Co-op Programs

| Participation in Co-op Programs | 2014-15 | 2015-16 | 2016-17 |
|------------------------------------------------------|---------|---------|---------|
| Percent of students participating in a co-op program | 7.9% | 8.4% | 8.4% |

Source: Acorn Institutional Data Warehouse, U of A, Student Headcount and FLE

Notes: Participation rates reflect undergraduate students registered on December 1 of the reporting year. Excludes post-graduate medical education residents, students who are only auditing courses, and withdrawn students.

Student Satisfaction, Senior Students

Consistently measured and monitored student satisfaction ratings serve as a barometer for educational experience (e.g. university performance, service delivery, student life, etc.). The following tables show that the undergraduate and graduate populations are consistently highly satisfied with their educational experience at the U of A.

Table 9: Student Satisfaction, Senior Students - Undergraduate Students

| Undergraduate | 2011 | 2014 | 2017 |
|---------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|
| How would you evaluate your entire educational experience at this institution? <i>(Percent responding Good or Excellent)</i> | 78.5% | 79.2% | 82.1% |

Source: National Survey of Student Engagement (NSSE)

Table 10: Student Satisfaction – Graduate Students

| Graduate | 2010 | 2013 | 2016 |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|
| How would you rate the quality of your overall experience at this university? <i>(Percent responding Good, Very Good or Excellent)</i> | 87.9% | 87.3% | 87.1% |

Source: Canadian Graduate and Professional Student Survey (CGPSS)

Notes: 2013 and 2016 represent responses from students in both course-based and thesis-based graduate programs, while 2010 represents responses from students in thesis-based graduate programs only.

Graduate Employment, Two Years Post-Graduation

Graduate employment is regarded as a key outcome indicator. The U of A's graduate employment rate remained strong over the reported period. This indicator is sensitive to economic factors beyond the university's control, however, and will rise or fall with Alberta's employment rate. The 2.8% decrease in 2016 coincides with a similar decrease in Alberta's employment rate¹.

Table 11: Graduate Employment, Two Years Post-Graduation

| | 2012 | 2014 | 2016 |
|---------------------------------|-------|-------|-------|
| Percent of respondents employed | 97.0% | 96.7% | 93.9% |

Source: Alberta Graduate Outcomes Survey (GOS)

Notes: Includes degree recipients, two years post-graduation. The GOS survey instrument was slightly modified for each administration year, possibly contributing to deviations in the graduate employment rates.

¹ Alberta Government Labour Force Statistics: <https://open.alberta.ca/publications/2727158>

EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.

“The University of Alberta aims to sustain a learning and research culture that inspires, supports and champions high professional standards and outstanding achievements in basic and applied research and scholarship, creative activity, administration, and governance.”

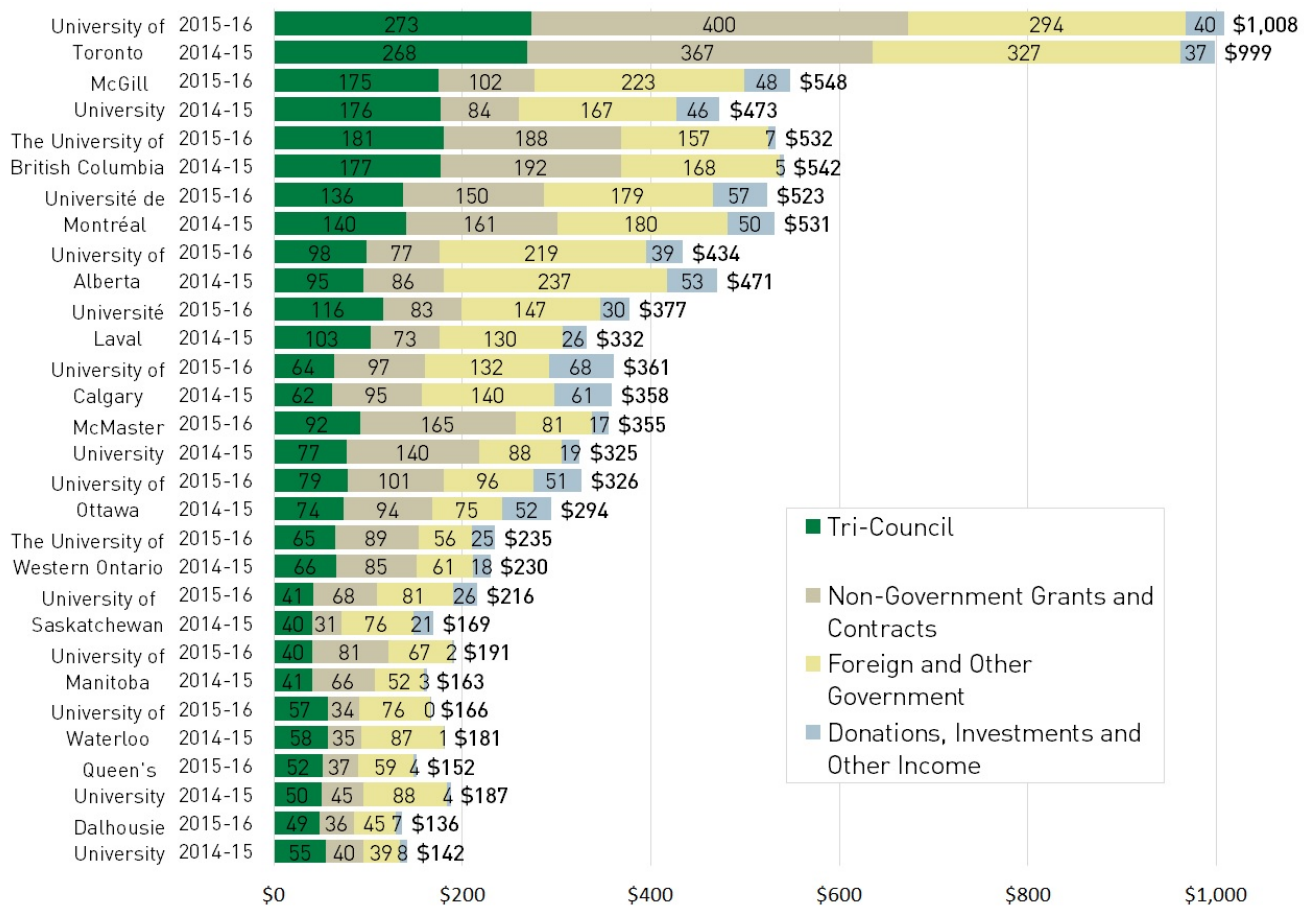
– For the Public Good

Sponsored Research Funding

Federal funding through the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council, and the Social Sciences and Humanities Research Council (collectively termed Tri-Council funding) supports both basic and applied research. In addition, the university attracts substantial research funding support from other international, regional, and private sector partners. This measure demonstrates the U of A’s success in attracting all types of research relative to Canada’s other U15 universities.

The University of Alberta remains in fifth place (as of 2015-16) amongst U15 peers for total sponsored research funding.

Figure 5: Sponsored Research Funding (in thousands of dollars)



Source: Canadian Association of University Business Officers (CAUBO): Financial Information of Universities and Colleges, Report 3.1
Notes: Income from Tri-Council includes the following: Social Sciences and Humanities Research Council (SSHRC); Natural Sciences and Engineering Research Council (NSERC); and Canadian Institutes of Health Research (CIHR). Other Government income reflects income from all government departments and agencies; grants and contracts (less Tri-Council support), and includes foreign government income. Donations, Investment and Other income and Non-Government Grants and Contracts, are reported in each respective category on the CAUBO report. Université de Montréal includes HEC Montréal and École Polytechnique de Montréal. Data are the most recent available.

Student Perceptions of Teaching, Senior Students

Effective teaching practices are an indicator of student engagement. Students learn first-hand how experts think about and solve problems by interacting with faculty members.

U of A senior students report higher perceptions of teaching than their U15 counterparts, as indicated below.

Table 12: Student Perceptions of Teaching, Senior Students

| | NSSE 2014 Mean score | NSSE 2017 Mean score |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|
| Effective teaching practices <i>(Students report receiving clear course goals and requirements; organized course sessions; use of examples/illustrations; providing feedback on work in progress; providing feedback on completed work)</i> | 36.6 | 35.8 |
| U15 average | 34.8 | 34.3 |

Source: National Survey of Student Engagement (NSSE)

Notes: Each indicator is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (i.e. Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item, while a score of 60 indicates a student responded at the top of the scale for every item.

Undergraduate First-Year Retention

Over the course of a degree, the highest proportion of student withdrawals generally occur between the first and second years. As such, first-year retention is an important indicator of student success. The U of A's first-year undergraduate retention has been steadily increasing.

Table 13: Undergraduate First Year Retention

| 2014-15 | 2015-16 | 2016-17 |
|---------|---------|---------|
| 86.3% | 87.1% | 88.5% |

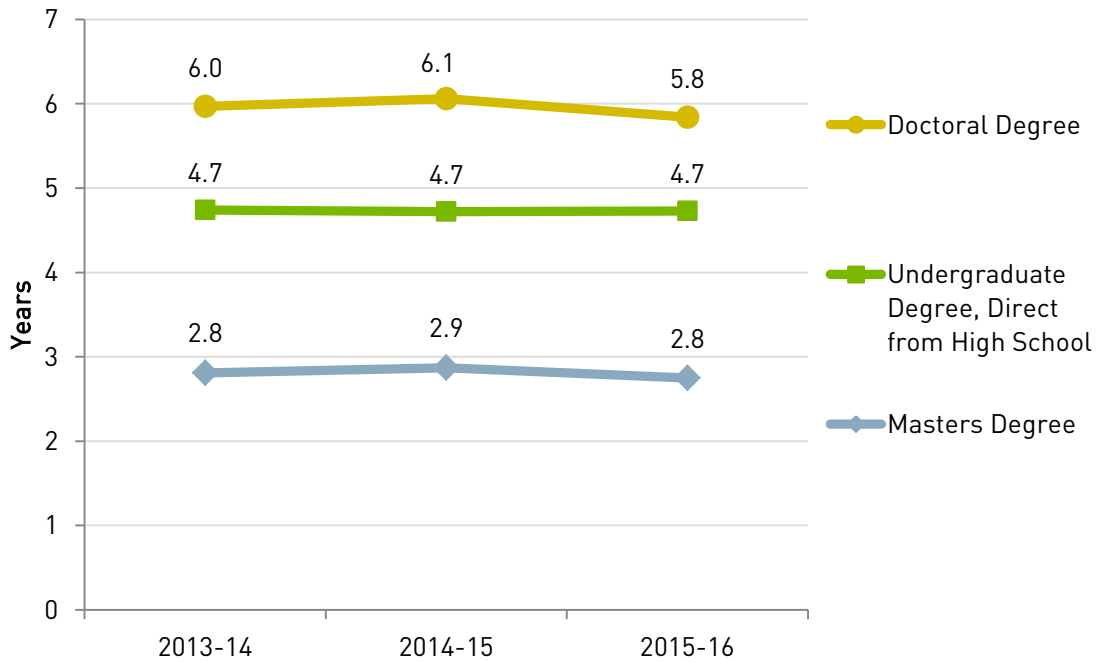
Source: Acorn Institutional Data Warehouse, U of A, Student Retention Rates

Notes: Based on a cohort of undergraduate students registered in year 1 of their program in the Fall Term of each respective year. The students in the cohort are identified as being retained if they were registered at the U of A, in any program or faculty, in the subsequent Fall Term.

Time to Completion

Time to completion for all groups of students have remained relatively stable over the reported period.

Figure 6: Time to Completion



Source: Acorn Institutional Data Warehouse, U of A, Student Completion Dashboard

Notes: Time to completion is calculated in number of years for full-time students. The average is based on students who complete within the designated number of years, as per the Completion Rates measure.

The reporting year is the end of the time period in which student activity is tracked for on-time completion.

Major Research and Teaching Awards

The 3M National Teaching Fellowship awards excellence in educational leadership and teaching at the university and college level in Canada. Candidates are nominated, and up to ten fellowships are selected annually. The U of A's strength in garnering 3M National Teaching Fellowships demonstrates its proficiency in delivering exceptional teaching and learning opportunities. Compared to U15 peers, Table 14 shows that over the past decade, the U of A has received the most 3M awards.

Table 14: Major Teaching Awards - 3M National Teaching Fellows, Last Ten Years (2008-2017)

| Rank | University | 3M Fellows |
|------|------------------------------------|------------|
| 1 | University of Alberta | 12 |
| 2 | McMaster University | 7 |
| 2 | The University of British Columbia | 7 |
| 2 | University of Toronto | 7 |
| 5 | Western University | 4 |
| 6 | University of Calgary | 3 |
| 6 | University of Saskatchewan | 3 |
| 8 | Queen's University | 2 |
| 8 | University of Waterloo | 2 |
| 10 | Dalhousie University | 1 |
| 10 | McGill University | 1 |
| 10 | Université de Montréal | 1 |
| 10 | University of Ottawa | 1 |

Source: 3M award counts from Society of Teaching and Learning in Higher Education

Notes: Data are the most recent available.

The Canada Research Chairs Program invests approximately \$265 million per year to attract and retain some of the world’s most accomplished and promising minds². Chairholders aim to achieve research excellence in engineering and the natural sciences, health sciences, humanities, and social sciences. As of February 2017, the U of A is home to 78 Chairholders.

Table 15: Major Research Awards Canada Research Chairs (CRCs)

| Rank | U15 University | CRCs |
|----------|------------------------------------|-----------|
| 1 | University of Toronto | 216 |
| 2 | The University of British Columbia | 147 |
| 3 | McGill University | 129 |
| 4 | Université Montréal | 118 |
| 5 | University of Alberta | 78 |
| 6 | Université Laval | 72 |
| 7 | McMaster University | 69 |
| 8 | University of Ottawa | 53 |
| 9 | University of Calgary | 50 |
| 10 | University of Waterloo | 49 |
| 11 | The University of Western Ontario | 45 |
| 12 | Queen’s University | 39 |
| 13 | Dalhousie University | 27 |
| 13 | University of Manitoba | 27 |
| 15 | University of Saskatchewan | 23 |

Source: Social Sciences and Humanities Research Council of Canada

Notes: Includes active CRCs as of February 2, 2017. Université de Montréal includes École Polytechnique de Montréal and HEC Montréal.

² Source: <http://www.chairs-chaieres.gc.ca>, accessed November 8, 2017.

University Rankings

The U of A participates in the QS and THE international university rankings. For THE rankings, the U of A has fallen to 119 from 107 in the current year. U of A's THE rank has fluctuated, with large single year swings being common. For QS rankings, the University rose four places in 2017.

Table 16: Overall Ranking, THE and QS

| Year | THE | QS |
|------|-----|----|
| 2017 | 119 | 90 |
| 2016 | 107 | 94 |
| 2015 | 137 | 96 |

Source: Times Higher Education (THE) World University Rankings. Quacquarelli Symonds (QS) World University Rankings

ENGAGE communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.

“We engage across disciplines, campuses, faculties, and units to create interdisciplinary learning experiences for our students that prepare them to face the complex nature of today’s challenges and workplaces. We continue to build and deepen mutually beneficial and reciprocal partnerships with local, provincial, national, and international communities, agencies, industries, businesses, and organizations.”

– For the Public Good

Student-Reported Citizenship Development, Senior Students

A high percentage of senior students felt that their experience at the U of A contributed to them being informed and active citizens.

Table 17: Student-reported Citizenship Development, Senior Students

| | 2014 | 2017 |
|-----------------------------------------------------|-------|-------|
| Experience at U of A has contributed to citizenship | 81.7% | 84.9% |
| U15 Average | 81.4% | 83.7% |

Source: National Survey of Student Engagement (NSSE)

Notes: Includes senior students who answered *Some, Quite a bit* or *Very much*, to the following question: “How much has your experience at this institution contributed to your knowledge, skills, and personal development in being an informed and active citizen?”

Faculty of Extension Enrolments

Class enrolments in the Faculty of Extension have declined each year from 2014-15 to 2016-17, with an overall decline of approximately one-quarter over the reported period.

Table 18: Extension Enrolments

| Academic Year | Courses Taught | Class Sections Taught | Enrolments | Student Headcount |
|---------------|----------------|-----------------------|------------|-------------------|
| 2016-17 | 262 | 664 | 9,878 | 5,127 |
| 2015-16 | 283 | 784 | 11,773 | 5,719 |
| 2014-15 | 289 | 847 | 13,260 | 6,112 |

Source: Campus Solutions, U of A

Notes: Academic Year begins with Spring Term and ends with Winter Term. Courses with historical transfer credit, are excluded from this data. Select courses owned by Public Health and Medicine, are also excluded. Data are as of November 6, 2017.

Alumni Engagement

Alumni, volunteers, students and friends continue to enrich the U of A community.

Table 19: Alumni Engagement³

| Connections with Alumni and Students | Engagement Event Participants | Volunteers Engaged |
|--------------------------------------|-------------------------------|---------------------|
| 948,008 | 35,707 | 1,188 (7,745 hours) |

Source: Office of Advancement

Notes: Data are from Fiscal Year 2017.

³ Alumni Programming data are from the annual dashboard of metrics in Alumni Relations. It is information for Fiscal Year 2017. Connection with Alumni Students reflects all connections facilitated through special events, volunteerism, website hits and social media activity. Engagement Event Participants includes all registrants, (not students) in alumni events. Volunteers Engaged is the number of volunteers involved in the past year and an estimate of their volunteer hours contributed.

SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.

“We sustain our people by promoting health, wellness, and safety as a defining feature of the University of Alberta’s learning and working experience—by delivering proactive, relevant, responsive and accessible services and initiatives and by maintaining and enhancing the university’s essential teaching, learning, and research infrastructure.”

– For the Public Good

Financial Measures

Financial endowments are an important measure of a university’s wealth. They are highly-valued because of their enormous potential to provide return on investments. U of A’s endowments have increased over the reported period.

Table 20: Financial Measures (in thousands of dollars)

| Year | Endowment Net Assets (\$) | Accumulated Deficit from Operations (\$) | Primary Reserve Ratio (Days) | Viability Ratio |
|---------|---------------------------|------------------------------------------|------------------------------|-----------------|
| 2016-17 | 1,304,254 | (16,066) | 46 | 0.94 |
| 2015-16 | 1,149,716 | (23,782) | 48 | 0.95 |
| 2014-15 | 1,181,493 | (2,187) | 52 | 1.12 |

Source: Financial Services, Audited Financial Statements

Definitions: Primary Reserve Ratio: compares expendable net assets to total expenses and indicates the number of days an institution could function using only those resources that can be expended without restriction (i.e. expendable net assets over total expenses, expressed in days).

Viability Ratio: provides an indication of expendable net assets available to settle long-term obligations (i.e. expendable net assets over long-term debt).

Notes: Where financial statements have been restated, the amounts shown are based on the restated amounts. For the ratio calculations, total Employee Future Benefit liabilities have been added back to arrive at expendable net assets.