



# 2012 Achievement Record



## Development of the U of S Achievement Record

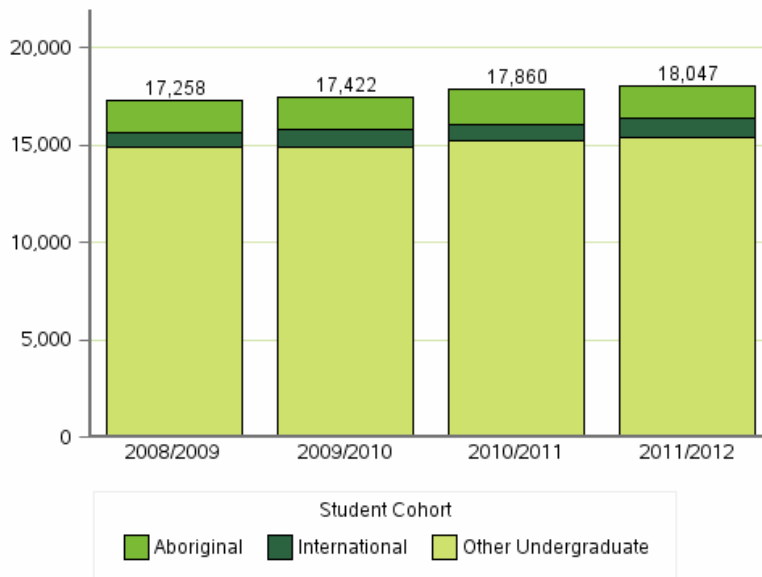
Institutions hold themselves accountable because they care about the quality and impact of what they do, and because they value their relationships with the public and with stakeholder groups. Accountability takes many forms, including annual reports, speeches and presentations by leaders, and meetings with interested communities. All forms of accountability must be backed by information that is clear, transparent, accessible and that is presented with a minimum of commentary. It is essential to convey institutional achievements widely, succinctly and based on evidence.

*\* In the past, the online Achievement Record was promoted with an accompanying printed brochure, but there is much more information available online, including expandable details at the college level. This year the Achievement Record will be available solely online, in its full-functional form.*

# Teaching, Learning and the Student Experience

## Students

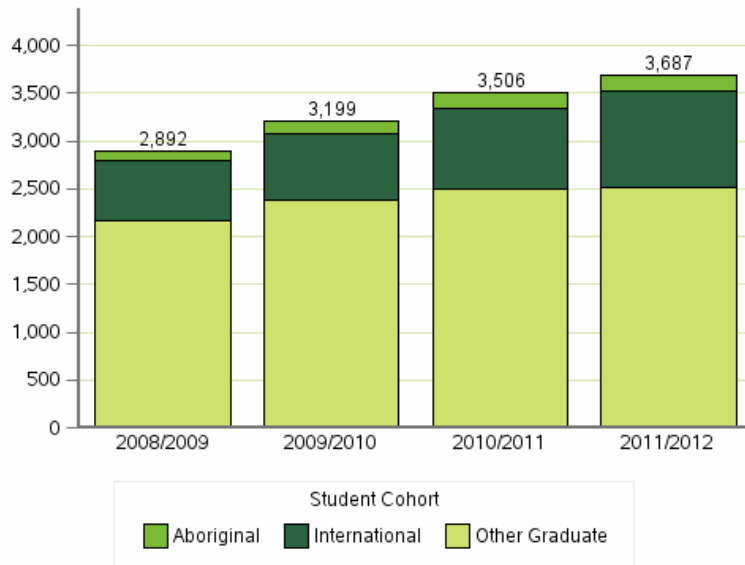
Total number of undergraduate students in each year



Student Cohort	2008/2009	2009/2010	2010/2011	2011/2012
<b>Aboriginal</b>	1,624	1,664	1,788	1,648
<b>International</b>	777	847	902	1,015

*Note: Student headcounts from previous years have been restated to include retroactive adjustments in registration activity.*

### Total number of graduate students in each year

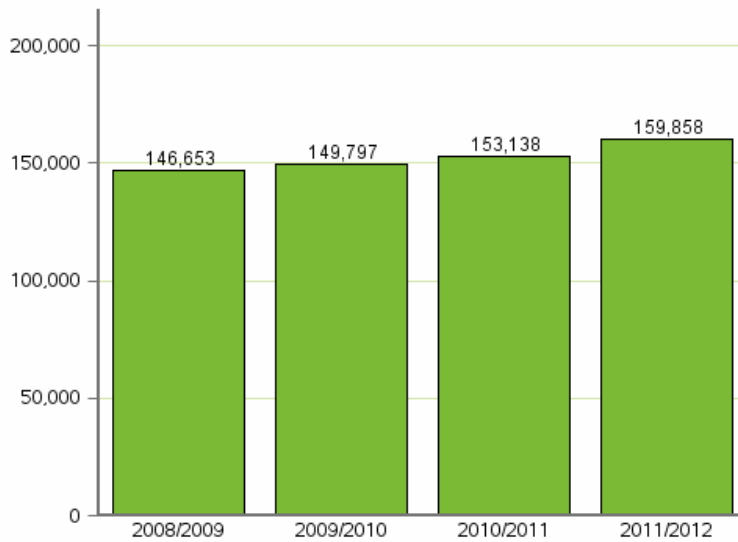


Student Cohort	2008/2009	2009/2010	2010/2011	2011/2012
<b>Aboriginal</b>	98	122	159	171
<b>International</b>	628	702	847	997

*Note: Student headcounts from previous years have been restated to include retroactive adjustments in registration activity.*

## Instructional Activity

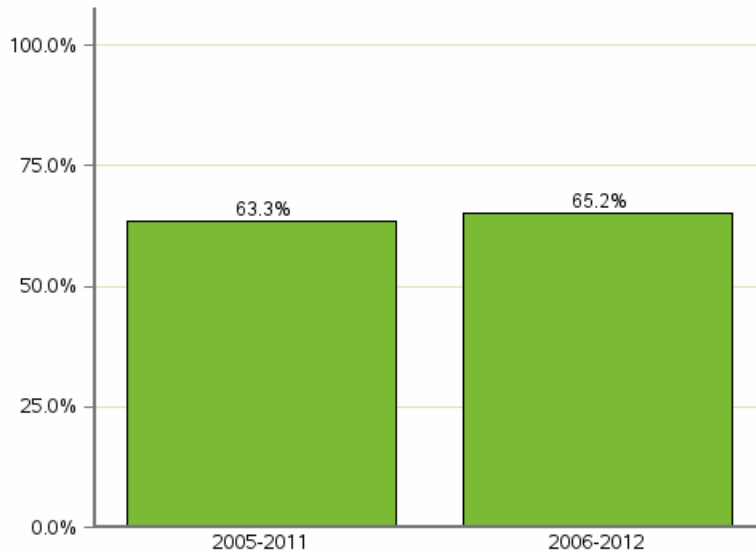
Number of three credit unit equivalent registrations (3CUE) in each year



*Note: Instructional activity from previous years has been restated to include retroactive adjustments in registration activity.*

## Student Completion Rates

Percentage of first-time, full-time direct entry students who graduated within a six-year time frame

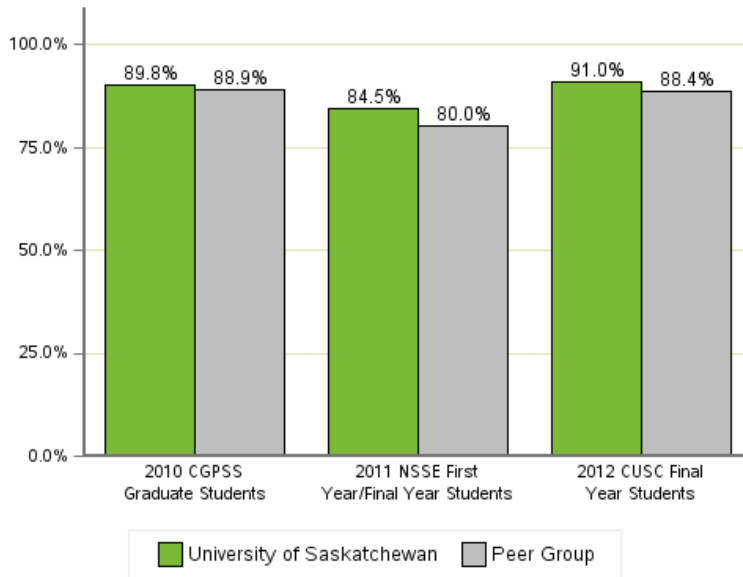


*Note: The cohort definition for student completion rates has been modified to follow CSRDE (Consortium of Student Retention Data Exchange) standards (see <http://www.usask.ca/achievementrecord/teaching-learning/student-completion-rates-definition.php>).*

*\* Entry and final year of the six-year time frame shown on the graph.*

## Overall Satisfaction

Percentage of students who responded favourably to questions about their overall quality of education/evaluation of their entire educational experience



## Learning Outcomes

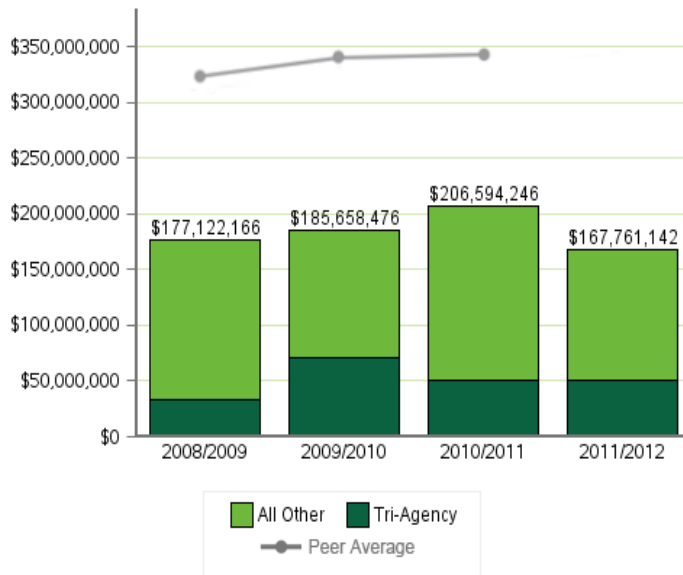
### In progress

According to the University of Saskatchewan (U of S) Learning Charter, *achieving the learning vision and goals to which we aspire requires the active commitment of students, instructors, and the institution.* The U of S is working towards assessment tools for **Learning Outcomes** that will evaluate students' knowledge of their discipline or profession, as well as their ability to apply critical and creative thinking to theoretical and practical problems. To that end, almost 30 programs (undergraduate and graduate) have drafted or have nearly completed drafting program learning outcomes in consultation with staff from the Gwenna Moss Centre for Teaching Effectiveness. Some of these programs have been formally approved by their respective departments or colleges and others are pending approval. In addition, there are about 6 programs in the early stages of formulating their program goals and outcomes.

## Research, Scholarly and Artistic Work

### External Funding for Research, Scholarly and Artistic Work

#### Total and Tri-Agency Research Revenue



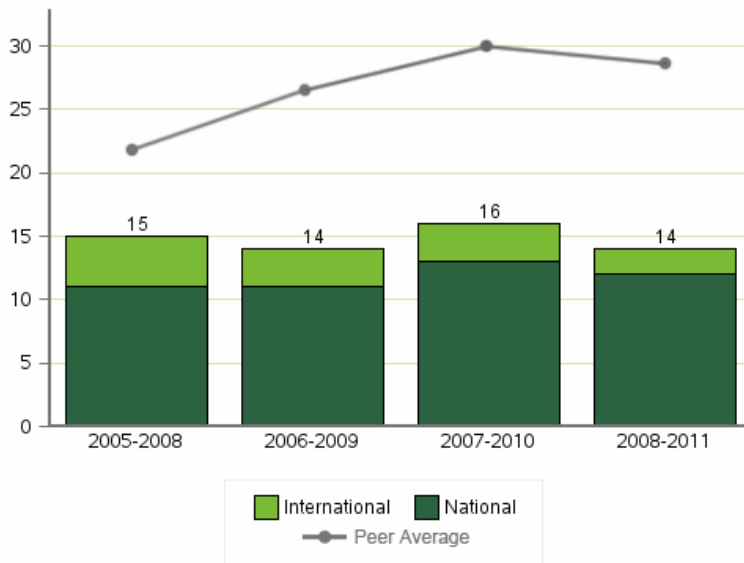
Revenue Source	2008/2009	2009/2010	2010/2011	2011/2012
All Other	\$143,215,936	\$114,547,473	\$155,606,333	\$117,354,880
Tri-Agency	\$33,906,230	\$71,111,003	\$50,987,913	\$50,406,262
<b>Total</b>	<b>\$177,122,166</b>	<b>\$185,658,476</b>	<b>\$206,594,246</b>	<b>\$167,761,142</b>

\* In May 2011, the U of S received funding from UBC for construction of the QSMC beam-line at CLSI. This triggered discovery of an agreement that had been signed in the 2008/2009 year but had never been recorded as revenue in university financial records. The construction intended in this agreement had been delayed when a lead design scientist left the project and a replacement had to be found; no funding was received by the university until May 2011. Nonetheless, based on the university's interpretation of its revenue recognition policy, the revenue associated with this agreement should have been accrued when the agreement was signed. The 2011 financial statements include a restatement whereby \$6,485,362 (the UBC agreement total) is included in the 2008/2009 year. The 2008/2009 totals have been adjusted accordingly.



## Faculty Awards and Honours

Number of prestigious awards received by U of S faculty based on national and international awards and honours over a four-year period

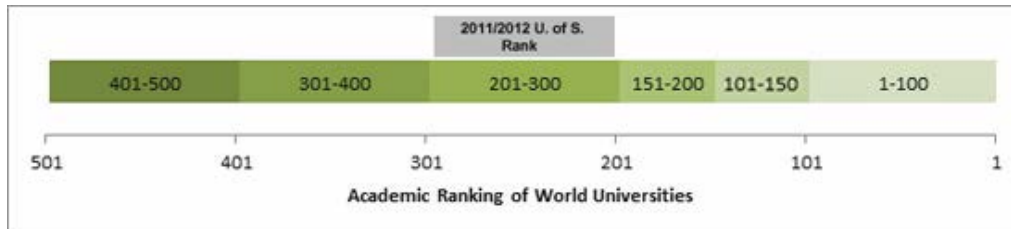


# Output and Impact

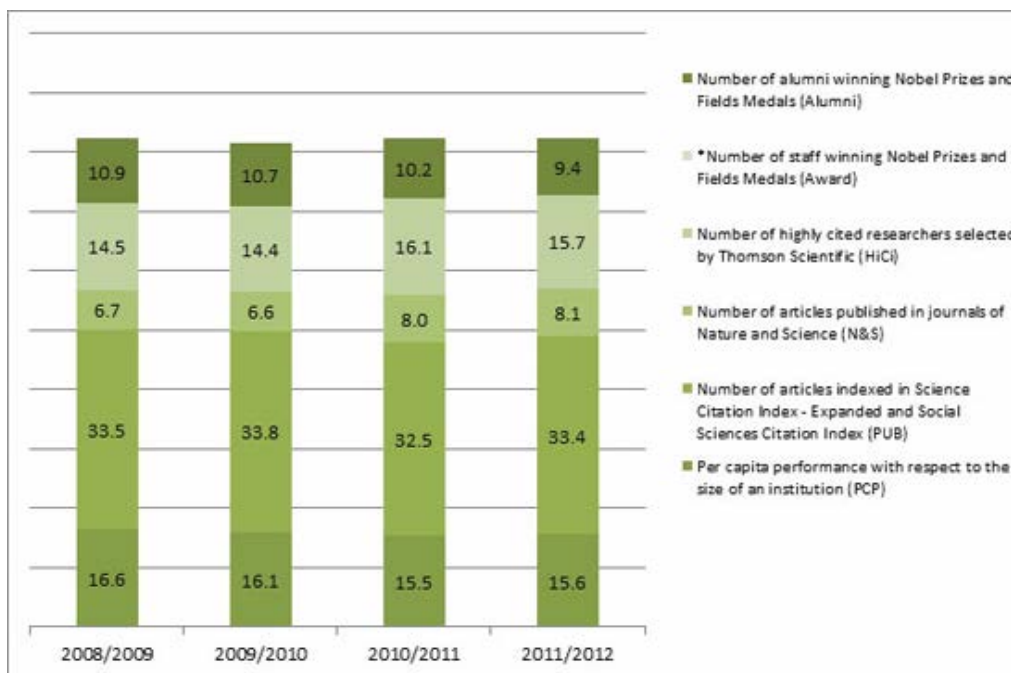
## Academic Ranking of World Universities (ARWU)

Commonly known as the Shanghai Ranking

### 2011/2012 University of Saskatchewan ARWU Ranking 201-300



### University of Saskatchewan Scores on ARWU Indicators

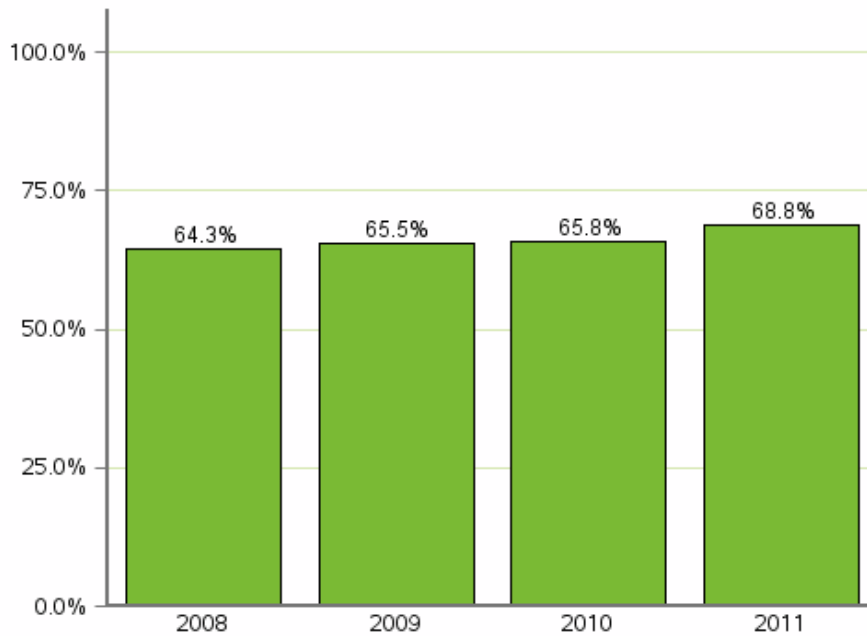


\* The U of S received a score of zero for this indicator in the ARWU. As a result, this indicator cannot be displayed on the graph.

## Working Together

### Faculty and Staff Engagement

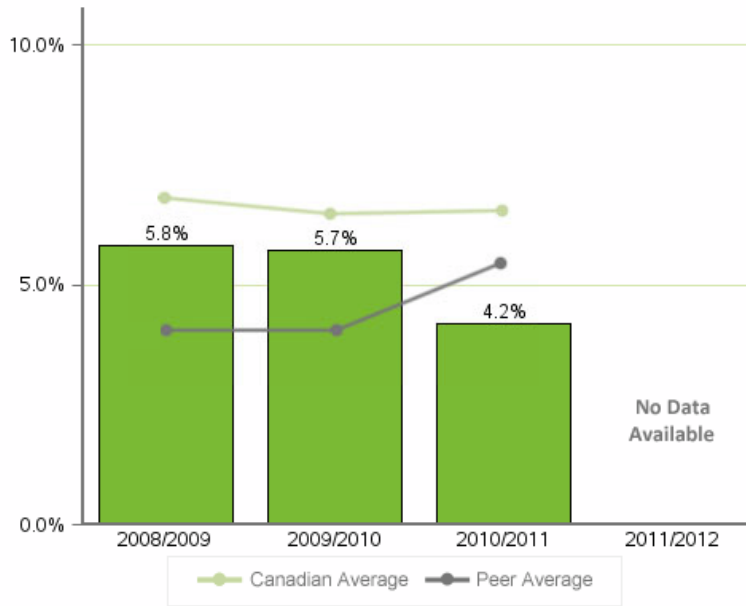
Percentage of U of S faculty and staff who responded favourably to questions in the annual Employee Opinion Survey about their level of engagement



# Administrative Efficiency

## Administrative Cost Ratio

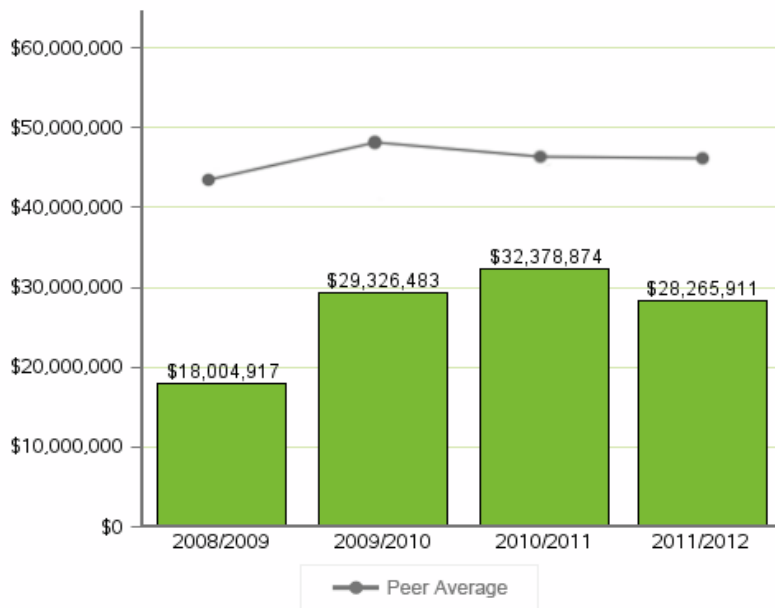
Administrative and general expenses as a percentage of total expenditures



*Note: Errors in the calculation of the Canadian and Peer averages in 2008/2009 and 2009/2010 have been corrected.*

*\* Data for 2011/2012 is pending the release of data by CAUBO (Canadian Association of University Business Officers).*

## Diversified Revenues



### Monetary donations received by the U of S

*Note: Errors in the calculation of the Canadian and Peer averages in 2008/2009 and 2009/2010 have corrected.*

## Campus Sustainability

U of S Rating on STARS (Sustainability Tracking, Assessment and Rating System)

*Please note: A STARS update is not available this year but is anticipated for the 2013 version of the Achievement Record*

**2010/2011 University of Saskatchewan Overall STARS Rating Bronze**



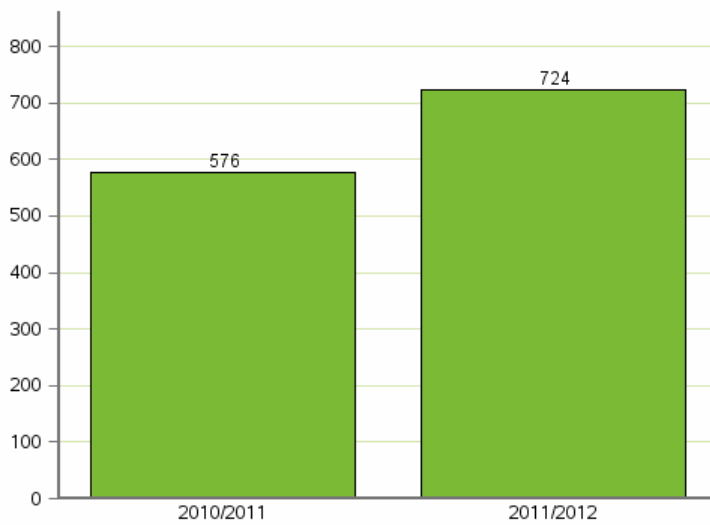
STARS Categories	2010/2011	
	Total Possible Credits	U of S Category Score
Education and Research	100.00	23.7%
Operations	99.75	23.1%
Planning, Administration and Engagement	99.75	45.7%
<b>Category Average</b>	<b>99.83</b>	<b>30.8%</b>
<b>Innovation Credits</b>	<b>4.00</b>	<b>4.00</b>
<b>Overall Score = Category Average + Innovation Credits</b>	<b>104</b>	<b>34.8</b>

# An Engaged University

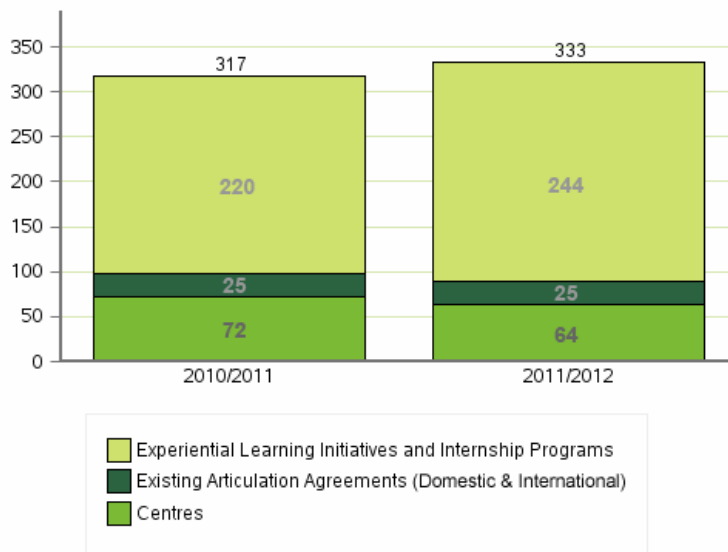
## Engagement Partnerships

Current number of (a) research partnerships with external partners, (b) centres, (c) existing articulation agreements and (d) experiential learning initiatives and internship programs.

Research Partnerships with External Partners

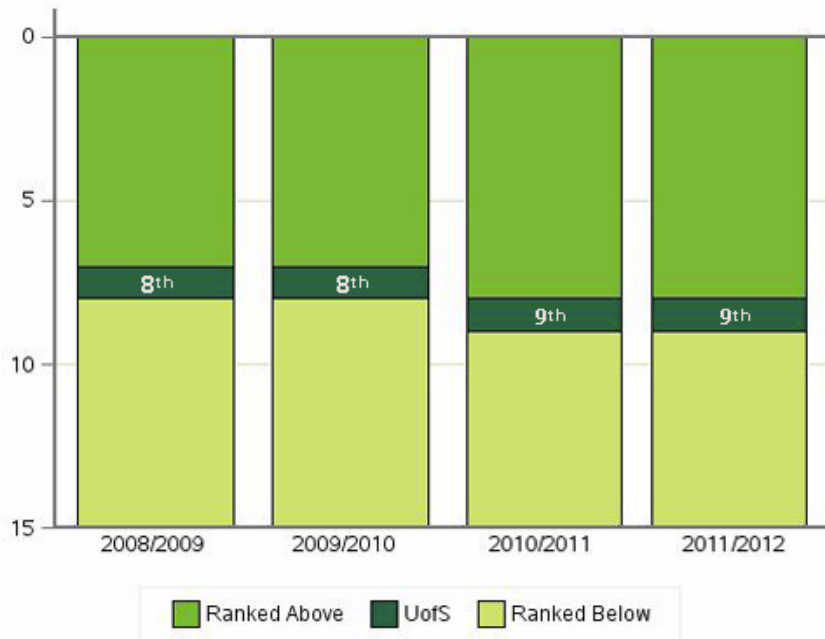


Experiential Learning Initiatives and Internship Programs, Existing Articulation Agreements, and Centres



## National Reputation

Ranking of the U of S among 15 medical/doctoral institutions in Canada according to Maclean's University Rankings





# Aboriginal Community

## Aboriginal Student Success

Number of self-identified Aboriginal students who have graduated in each calendar year

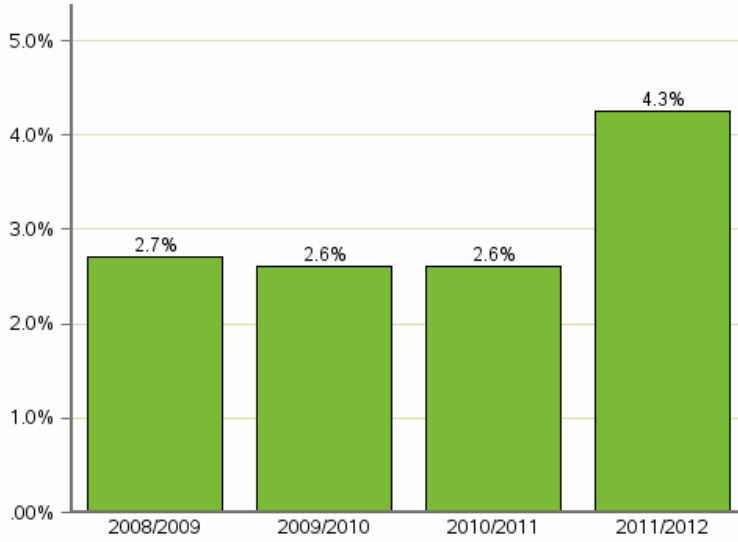


Level	2009	2010	2011
Graduate	21	28	31
Undergraduate	267	250	253

\* 2012 graduation data available in December, 2012.

### Aboriginal Faculty and Staff

Percentage of faculty and staff who have declared Aboriginal ancestry





## Principles of the U of S Achievement Record

1. The Achievement Record should be widely discussed and collaboratively used.
2. The Achievement Record should support multiple purposes.
3. To serve its varied purposes, the Achievement Record should be simple.
4. Indicators ought to measure, as much as practical, the things that are meaningful or important to the organization.
5. Initially, the University of Saskatchewan should focus on a practical initial set of indicators, leaving more elaborate development for later if needed.

*We are working toward becoming an engaged university. Many of the indicators of our success require further development as part of our commitment to quality and accountability.*