



2014 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.

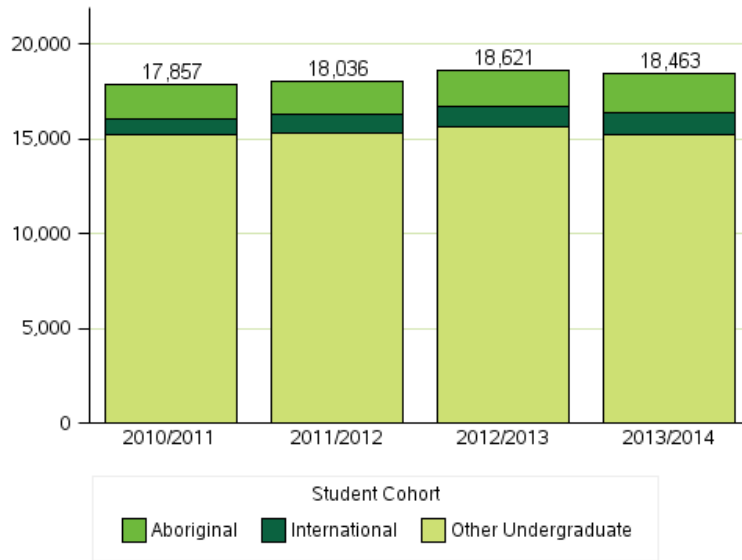
** In the past, the online Achievement Record was promoted with an accompanying printed brochure, but there is much more information available online, including expandable details at the college level. The Achievement Record is now available primarily online (www.usask.ca/achievementrecord), with a high level summary version available in Acrobat pdf format.*



Teaching, Learning and the Student Experience

Students

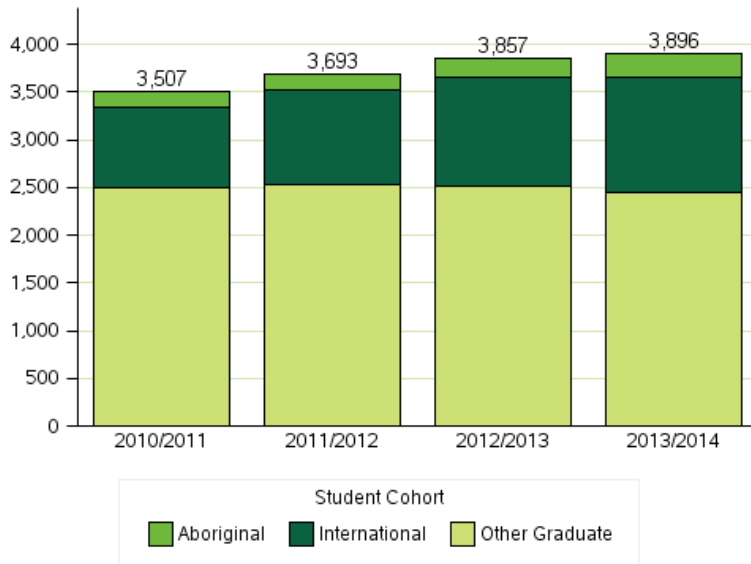
Total number of undergraduate students in each year



Student Cohort	2010/2011	2011/2012	2012/2013	2013/2014
Aboriginal	1,787	1,748	1,886	2,082
International	901	1,013	1,108	1,175

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	2010/2011	2011/2012	2012/2013	2013/2014
Aboriginal	162	177	207	241
International	844	990	1,140	1,210

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

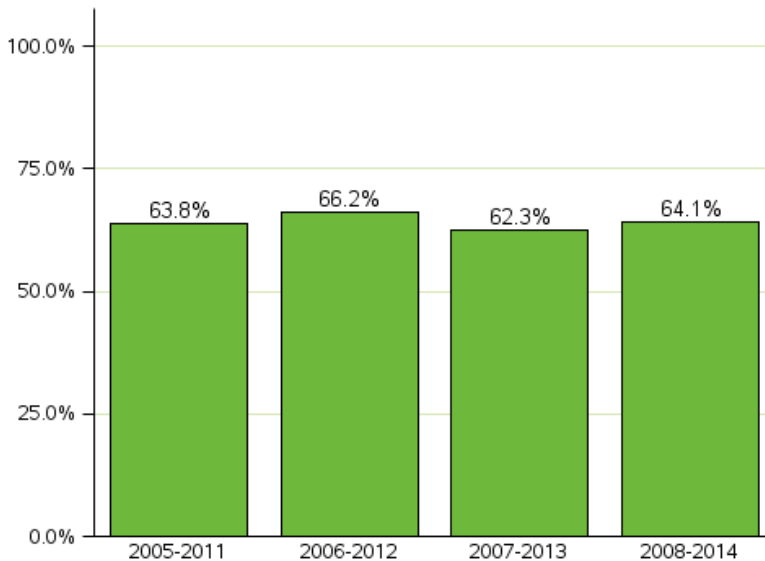


Note: Instructional activity from previous years has been restated to include retroactive adjustments in registration activity.



Student Completion Rates

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

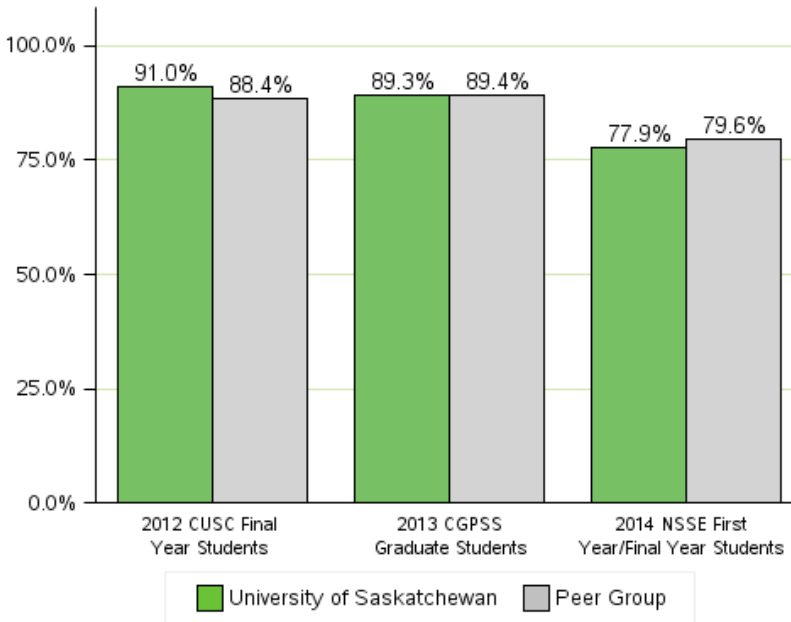


Note: The cohort definition for student completion rates has been modified to follow CSRDE (Consortium of Student Retention Data Exchange) standards (see <http://www.usask.ca/achievementrecord/teaching-learning/student-completion-rates-definition.php>).

** 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

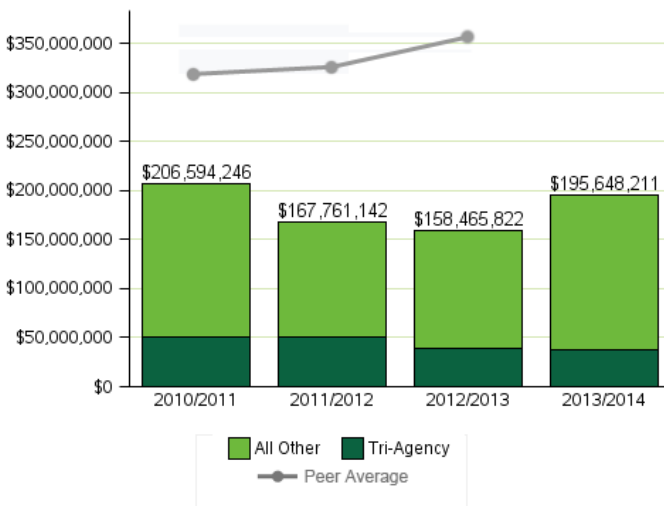
According to the University of Saskatchewan (U of S) Learning Charter(2010), *achieving the learning vision and goals to which we aspire requires the active commitment of students, instructors, and the institution.* In the Third Integrated Plan, *Promise and Potential*, we have set the goal of having defined learning outcomes for all undergraduate and graduate programs by 2016. Considerable activity designed to reach this goal was undertaken in 2012-13. In its first full year of operation at the Gwenna Moss Centre for Teaching Effectiveness, the Curriculum Development Group worked with 12 colleges, 3 schools, 46 departments and the Library on aspects of curriculum development and instructional design. Learning outcomes in professional colleges are closely tied to accreditation requirements. Program- and college-level learning goals (also called learning assurances, degree expectations) are evident in all of the direct entry colleges (Agriculture and Bioresources, Arts and Science, Edwards School of Business, Engineering, Kinesiology). Similarly, the College of Graduate Studies and Research has established learning outcomes for each of the four graduate degrees (PGD, PGDSC, Master's, and Doctoral). There is clear alignment and overlap between the articulation of program-level learning goals within colleges and the core goals outlined in the Learning Charter. Work in moving from a higher level of goals to learning outcomes at the departmental level (where appropriate) continues. Some colleges (e.g. Engineering and Arts and Science), have advanced to the stage of creating and piloting assessment rubrics for the purpose of evaluating whether learning outcomes are being achieved.



Research, Scholarly and Artistic Work

External Funding for Research, Scholarly and Artistic Work

Total and Tri-Agency Research Revenue

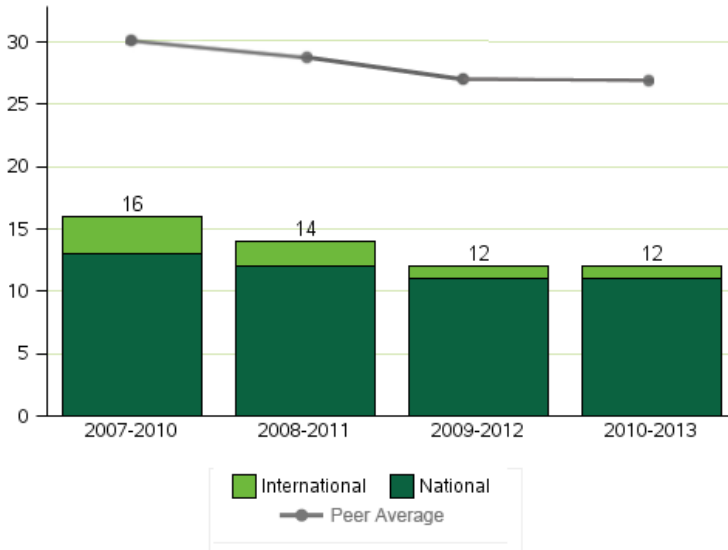


Revenue Source	2010/2011	2011/2012	2012/2013	2013/2014
All Other	\$155,606,333	\$117,354,880	\$119,453,130	\$157,425,000
Tri-Agency	\$50,987,913	\$50,406,262	\$39,012,692	\$38,223,211
Total	\$206,594,246*	\$167,761,142*	\$158,465,823*	\$195,648,211*

** Please note: The totals above are based on Financial Services Division published research revenue data. University of Saskatchewan research revenue amounts in the CAUBO reports used in the benchmarks for peer data are based on a unique definition of research revenue and vary from the above totals by a small amount.*

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

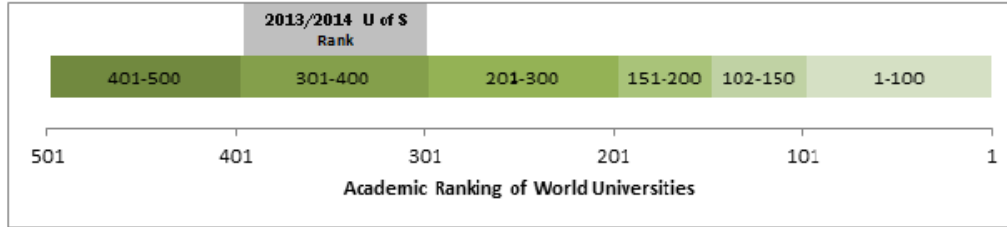


Output and Impact

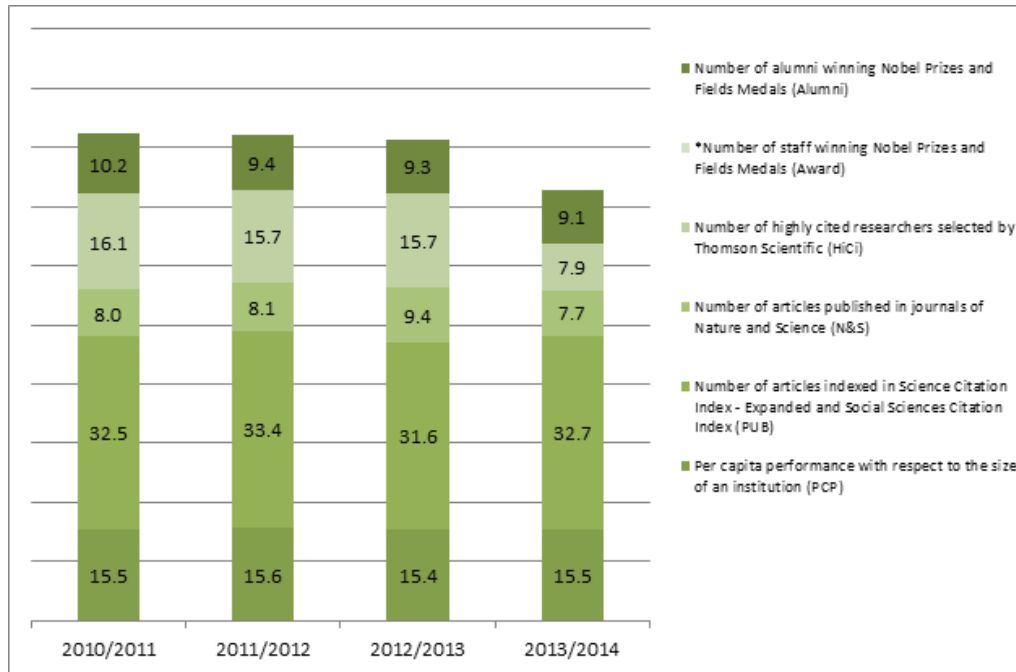
Academic Ranking of World Universities (ARWU)

Commonly known as the Shanghai Ranking

2013/2014 University of Saskatchewan ARWU Ranking 301-400



University of Saskatchewan Scores on ARWU Indicators

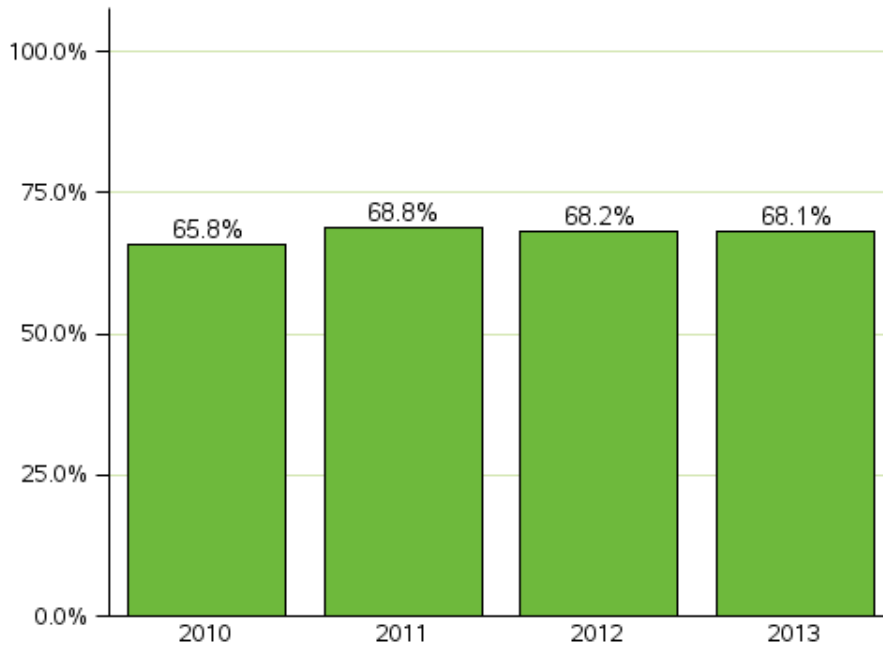


*The U of S received a score of zero for this indicator in the ARWU. As a result, this indicator cannot be displayed on the graph.

Working Together

Faculty and Staff Engagement

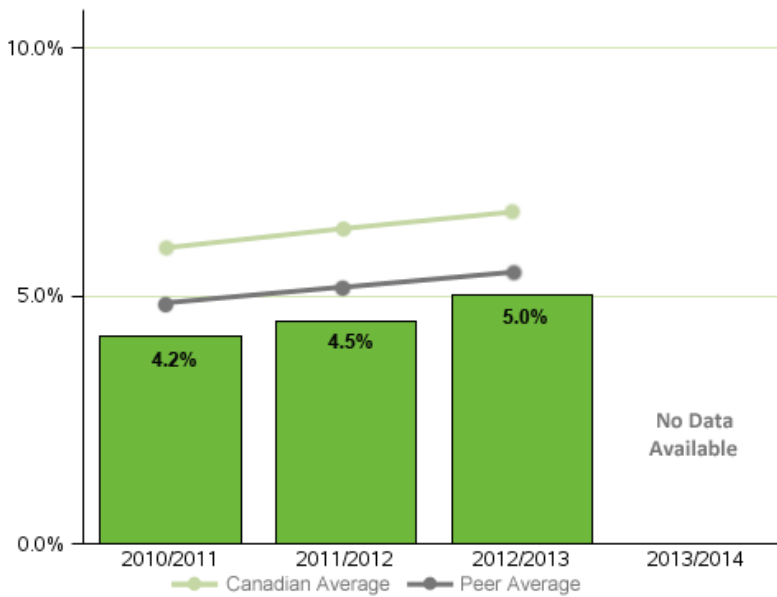
Percentage of U of S faculty and staff who responded favourably to questions in the annual Employee Opinion Survey about their level of engagement



Administrative Efficiency

Administrative Cost Ratio

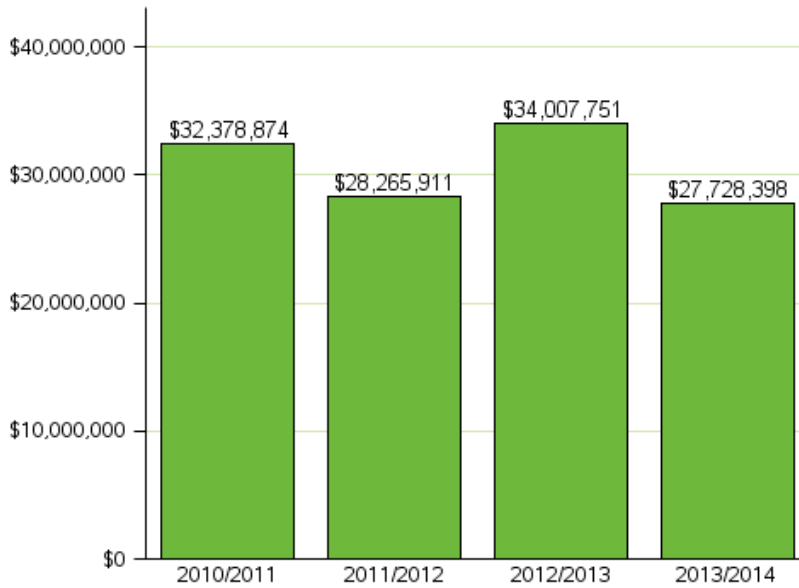
Administrative and general expenses as a percentage of total expenditures



* Data for 2013/2014 is pending the release of data by CAUBO (Canadian Association of University Business Officers).

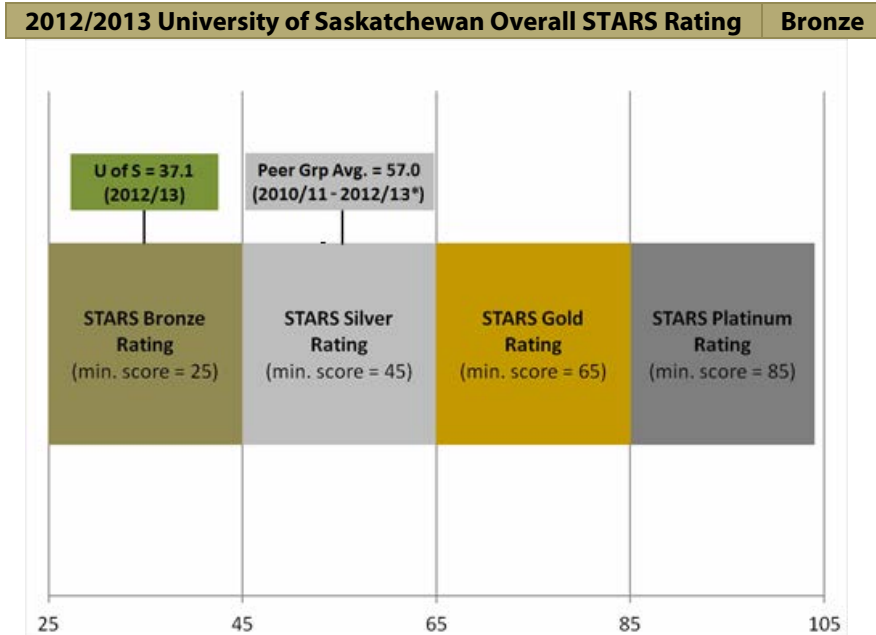
Diversified Revenues

Monetary donations received by the U of S



Campus Sustainability

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



*Please note: Dalhousie University, the University of British Columbia and Western University data is from 2010/11. McGill University data is from 2011/2012. University of Ottawa, University of Saskatchewan, University of Alberta and University of Calgary data is from 2012/13.

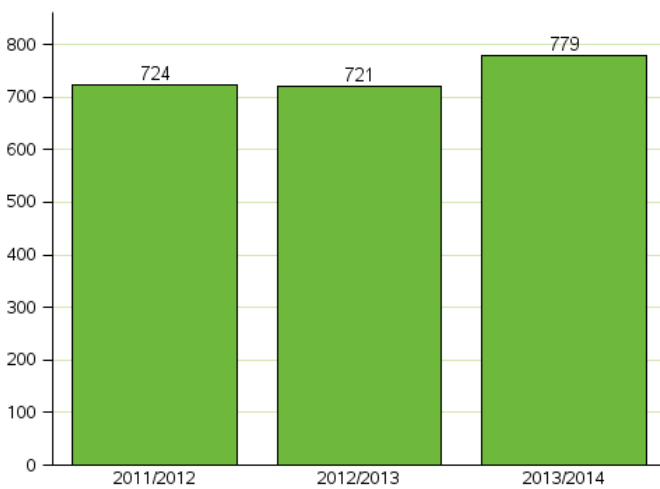
STARS Categories	2012/2013	
	Total Possible Credits	U of S Category Score
Education and Research	100.00	23.7%
Operations	99.75	24.7%
Planning, Administration and Engagement	99.75	51.0%
Category Average	99.83	33.1%
Innovation Credits	4.00	4.00
Overall Score = Category Average + Innovation Credits	104	37.1

An Engaged University

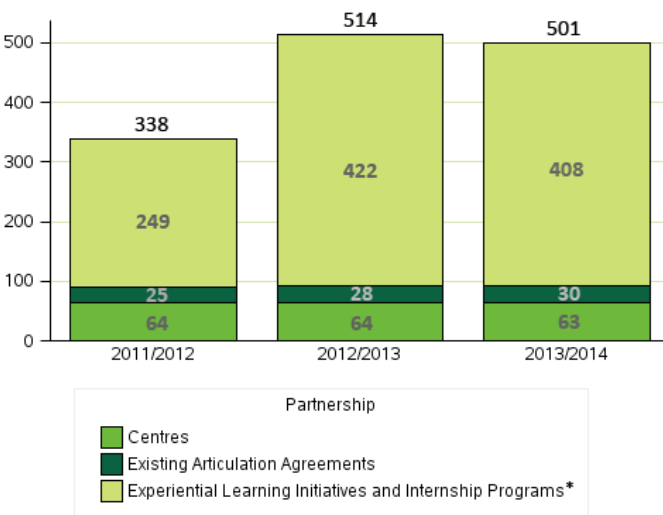
Engagement Partnerships

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



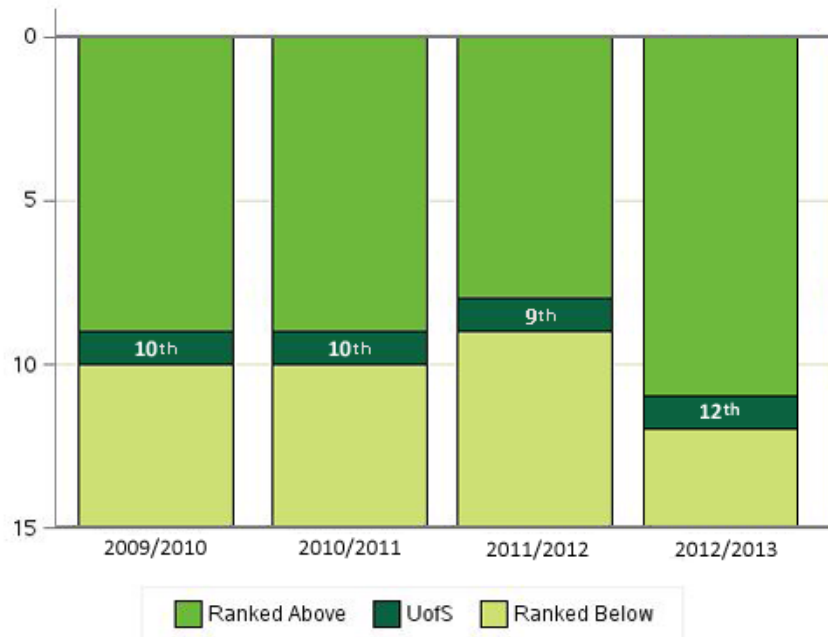
Experiential Learning Initiatives and Internship Programs, Existing Articulation Agreements, and Centres



** Improved tracking of experiential learning initiatives and internship programs has resulted in a significant increase from last year.*

National Reputation

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

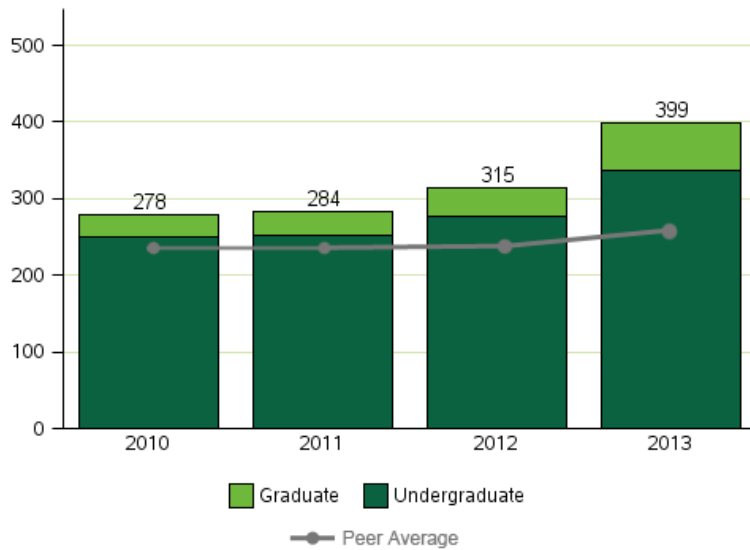


** In previous years, rankings that were published on the Achievement Record website were based on our placement in the Maclean's reputational survey only. Survey responses were gathered from university officials, high school principals and guidance counselors, CEOs and corporate recruiters across Canada. This year's Achievement Record uses the overall ranking from all six indicators instead, as it provides a more holistic measurement of the reputation of the U of S.*

Aboriginal Community

Aboriginal Student Success

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

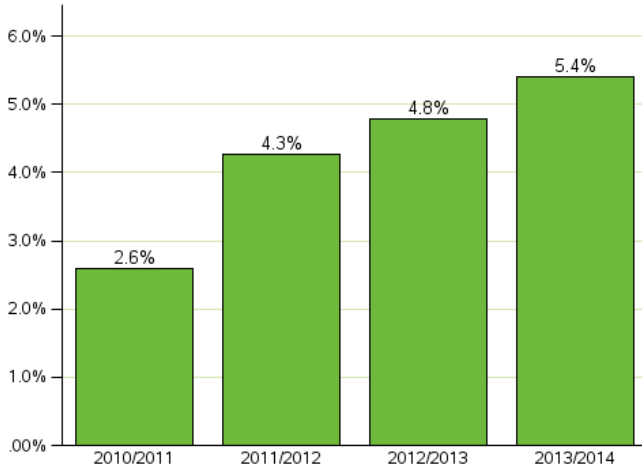


Level	2010	2011	2012	2013
Graduate	28	31	39	63
Undergraduate	250	253	276	336

* 2014 graduation data available in December, 2014.

Aboriginal Faculty and Staff

Percentage of faculty and staff who have declared Aboriginal ancestry (based on a sample of 2,600 employees in 2013/2014)



* *Self-declared Aboriginal faculty and staff increased in part due to a campaign for self-declaration. The sample of 2,600 employees is as of 2013/2014.*



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.