



UNIVERSITY
OF ALBERTA

For the Public Good:

PERFORMANCE MEASURES

MAY 2022

The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway/Saulteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

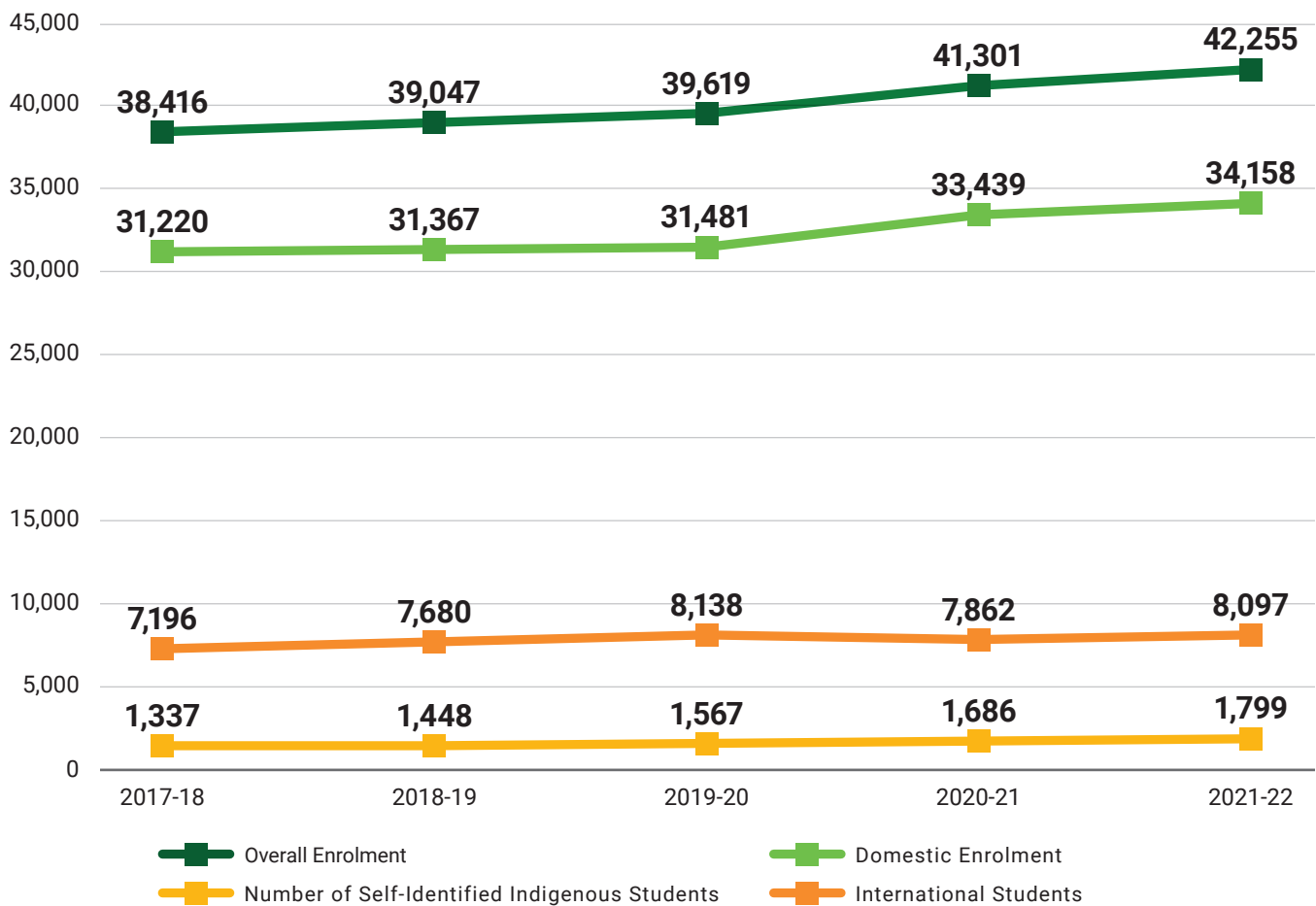
BUILD

GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world

Overall Student Enrolment

Total, domestic, and Indigenous student enrolment increased every year; international student enrolment decreased slightly (fewer than 300 students) in 2020-21 because of the COVID-19 pandemic and travel restrictions.

Table 1: Student Enrolment



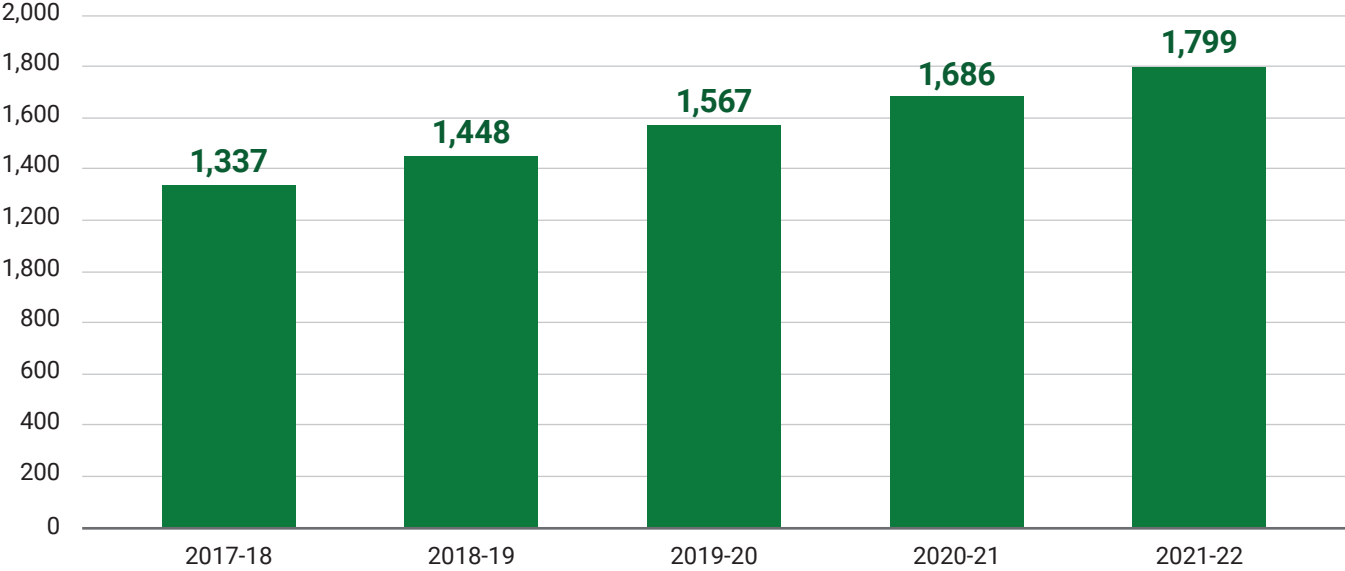
Source: Acorn Institutional Data Warehouse, Student Headcount and FLE, as of May 10, 2022

Notes: Overall Enrolment, Overall Domestic Enrolment, Indigenous and International data are reported in fall headcount. Numbers of Indigenous students include those who have ever self-identified as Indigenous. Domestic is defined as Canadian Citizenship and Permanent Residency. Excludes PGME and Career Preparation.

Indigenous Student Enrolment Growth

The number of students who identify as Indigenous has increased by an annual average of approximately 8 percent, and by a total of 462 students in the past five years.

Table 2: Self-Identified Indigenous Students



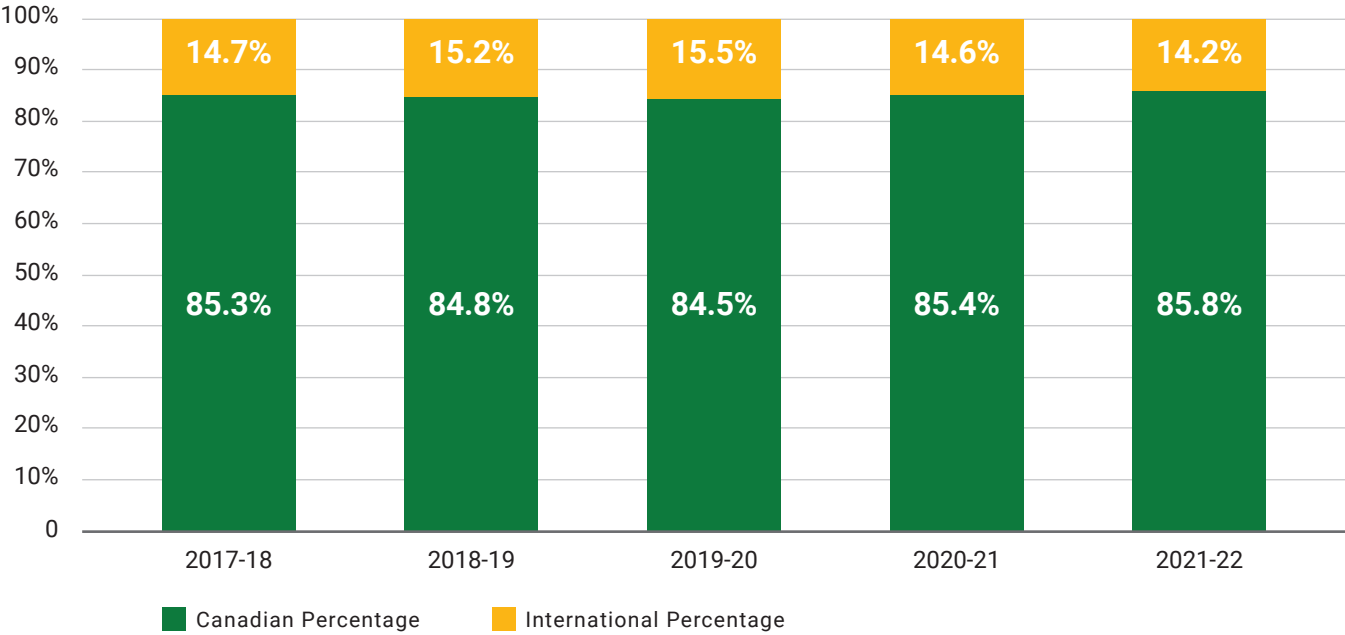
Source: Acorn Institutional Data Warehouse, Student Headcount and FLE, as of May 10, 2022
Notes: Data is reported using fall headcount. Numbers of Indigenous students include those who have ever self-identified as Indigenous. Excludes PGME and Career Preparation.

International Student Enrolment

The total count of international students has increased every year; the total percentage of international students was highest in 2019-20, then decreased slightly because of the COVID-19 pandemic in 2020-22.

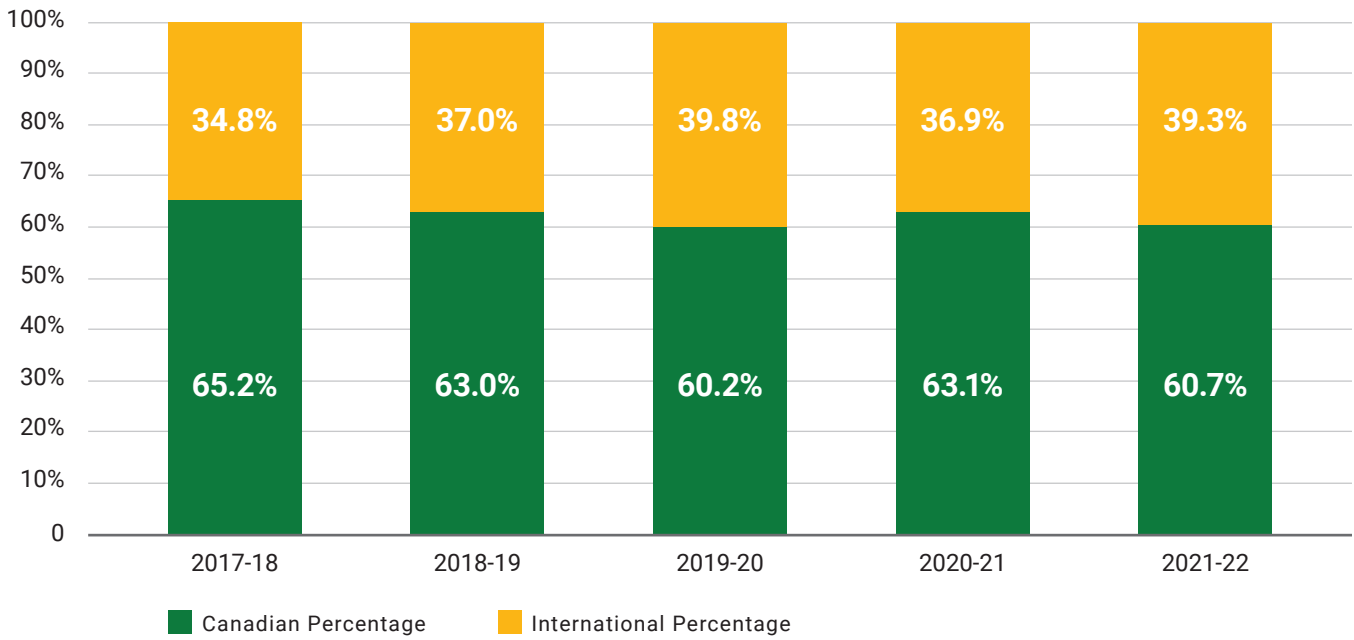
Table 3: Proportion of International Students

Table 3-1: Undergraduate



Source: Acorn Institutional Data Warehouse, Student Headcount and FLE, as of May 10, 2022
Notes: Undergraduate data is reported using fall headcount. Domestic is defined as Canadian Citizenship and Permanent Residency. Excludes PGME and Career Preparation.

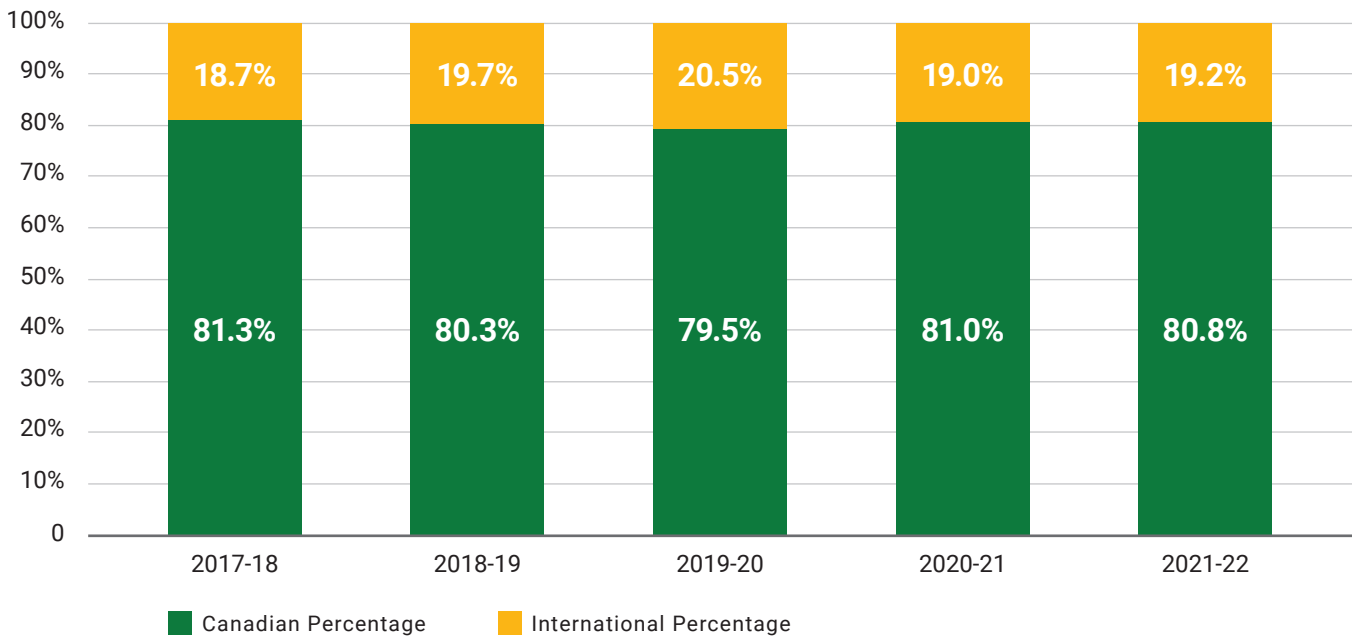
Table 3-2: Graduate



Source: Acorn Institutional Data Warehouse, Student Headcount and FLE, as of May 10, 2022

Notes: Graduate data is reported using fall headcount. Domestic is defined as Canadian Citizenship and Permanent Residency. Excludes PGME and Career Preparation.

Table 3-3: U of A



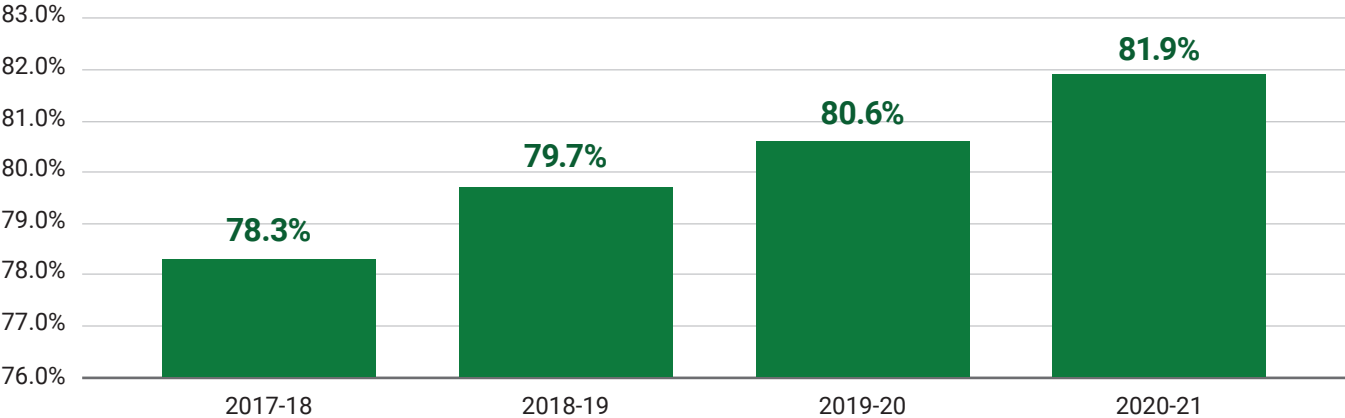
Source: Acorn Institutional Data Warehouse, Student Headcount and FLE, as of May 10, 2022

Notes: Overall Enrollment data is reported using fall headcount. Domestic is defined as Canadian Citizenship and Permanent Residency. Excludes PGME and Career Preparation.

Completion rates

Completion rates for all undergraduate and graduate students have increased slightly every year and were not negatively affected by the pandemic.

Table 4: Student Completion Rates



Source: Acorn Data Warehouse, Student Completion Rates.
Notes: On-time is six years for Undergraduates, five for Master's and nine for PhDs.

EXPERIENCE

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

High impact practices, experiential learning

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: demand considerable time and effort; facilitate learning outside of the classroom; require meaningful interactions with faculty and students; encourage collaboration with other diverse groups of people; and provide frequent and substantive feedback.

From the National Survey of Student Engagement, the proportion of U of A Senior Students with HIP participation is consistently slightly higher than the U15 average. The National Survey of Student Engagement (NSSE) is conducted every three years, with the next one scheduled for 2023 (results expected in late 2023).

Table 5: Proportion of senior students participating in high impact practices

	2014	2017	2020
Proportion of students participating in one or more HIP	84.00%	83.90%	85.80%
U15 average	79.30%	81.40%	81.90%

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.

Graduate employment

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 from 2014 to 2016, and the 1% decrease between 2018 and 2020, coincide with a similar decrease in Alberta's employment rate.

The Alberta Graduate Outcomes Survey is conducted every two years and the Canadian Graduate and Professional Student Survey (CGPSS) is conducted every three years. New results for both are expected in late summer or early fall of 2022. Results shown in tables below include the most recent available data.

Table 6: Proportion of graduates indicating they are employed

	2012	2014	2016	2018	2020
Graduates employed	97%	97%	94%	94%	93%

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.

Table 7: Proportion of graduates indicating they are employed in a field related to general skills and abilities acquired in their degree

Alumni increasingly are being employed in a field related to their degree, with a record high reported in 2020.

	2012	2014	2016	2018	2020
Graduates employed in a field related to general skills and abilities acquired in their degree	88.40%	93.20%	91.40%	95.00%	96.40%

Source: Alberta Graduate Outcomes Survey (GOS)

Notes: Includes degree recipients, two years post-graduation. GOS question: How related is your current main job to the general skills and abilities you acquired (For example, communication skills, critical thinking, problem solving)? Percentage includes those respondents that answered 'Somewhat Related' and 'Very Related'.

Table 8: Proportion of senior students that feel U of A contributed to them being informed and active citizens

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

	2014	2017	2020
Experience at U of A has contributed to citizenship	81.7%	84.9%	83.6%
U15 Average	81.4%	83.7%	83.1%

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?"

Graduate satisfaction

Table 9: Proportion of UGRD students rating their experiences as good or excellent

Undergraduate student satisfaction with their U of A experience decreased in 2020, likely because of disruptions caused by the COVID-19 pandemic.

	2014	2017	2020
Undergraduate students rating their overall experience at the University of Alberta as good or excellent	79.20%	82.10%	74.60%

Source: National Survey of Student Engagement (NSSE)

Note: Represents responses from senior students in their final program year

Table 10: Proportion of GRAD students rating their experiences as good, very good, or excellent

Graduate student satisfaction remains steady.

	2013	2016	2019
Graduate students rating their overall experience at the University of Alberta as good, very good or excellent	87.30%	87.10%	88.30%

Source: Canadian Graduate and Professional Student Survey (CGPSS)

Note: Represents responses from students in both course-based and thesis-based graduate programs.

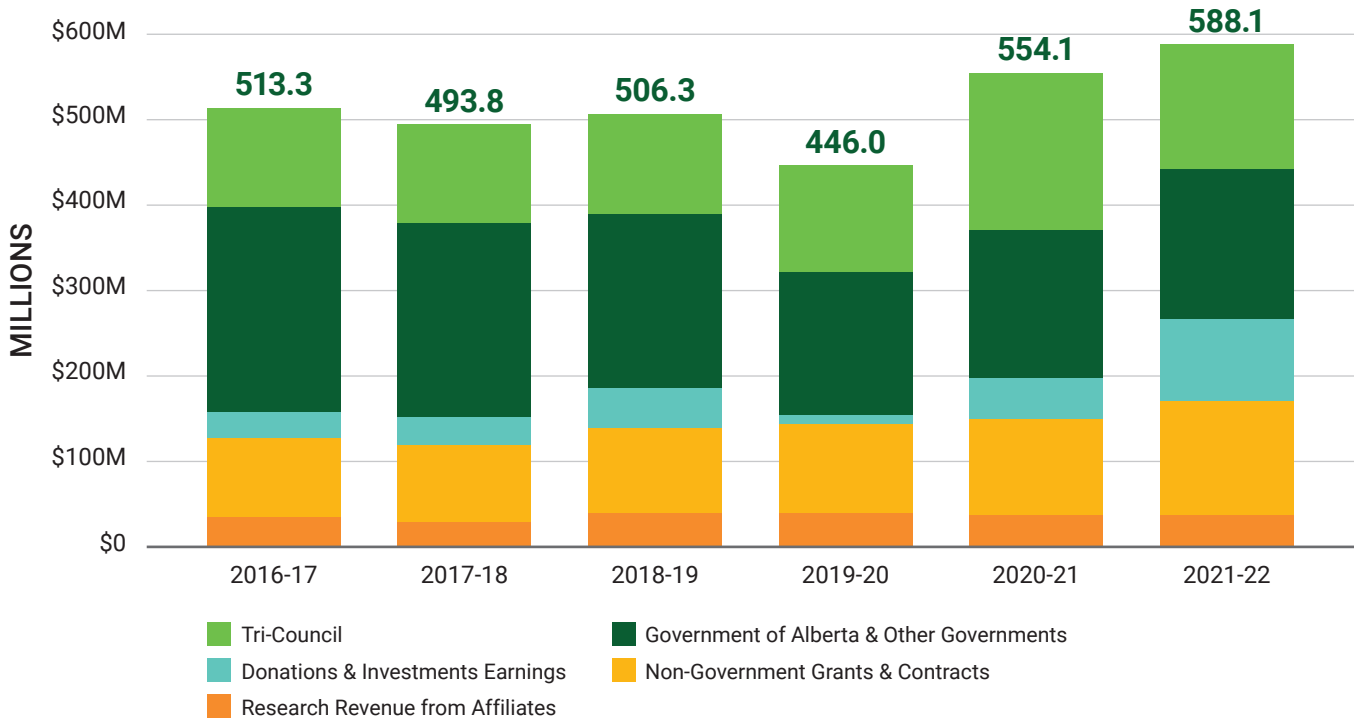
EXCEL

GOAL: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service

Sponsored research revenue

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.

Table 11: Sponsored Research Income



Source: Research Services Office, May 19, 2022.

Notes: Tri-Council grants include Research Support Funds from the federal government. Revenue from affiliates for 2022 is estimated from the 2021 income as it is not available at the time when the report is prepared in May 2022.

Table 12: Commercialization (VPRI)

Fiscal Year	Issued Patents	Spin-off Companies Created	Gross Licensing Revenue	Gross Royalty Revenue (included in Gross Licensing Revenue)
2015/16	56	4	\$1,124,940.00	\$328,968.00
2016/17	58	4	\$1,144,944.00	\$365,075.00
2017/18	131	11	\$720,328.55	\$438,775.00
2018/19	59	10	\$2,243,128.00	\$402,654.00
2019/20	69	2	\$1,112,315.00	\$465,432.00
2020/21	63	6	\$750,594.00	\$548,272.00
2021/22	20	9	\$374,931.00	\$213,882.00
Total	456	46	\$7,471,180.00	\$2,763,058.00

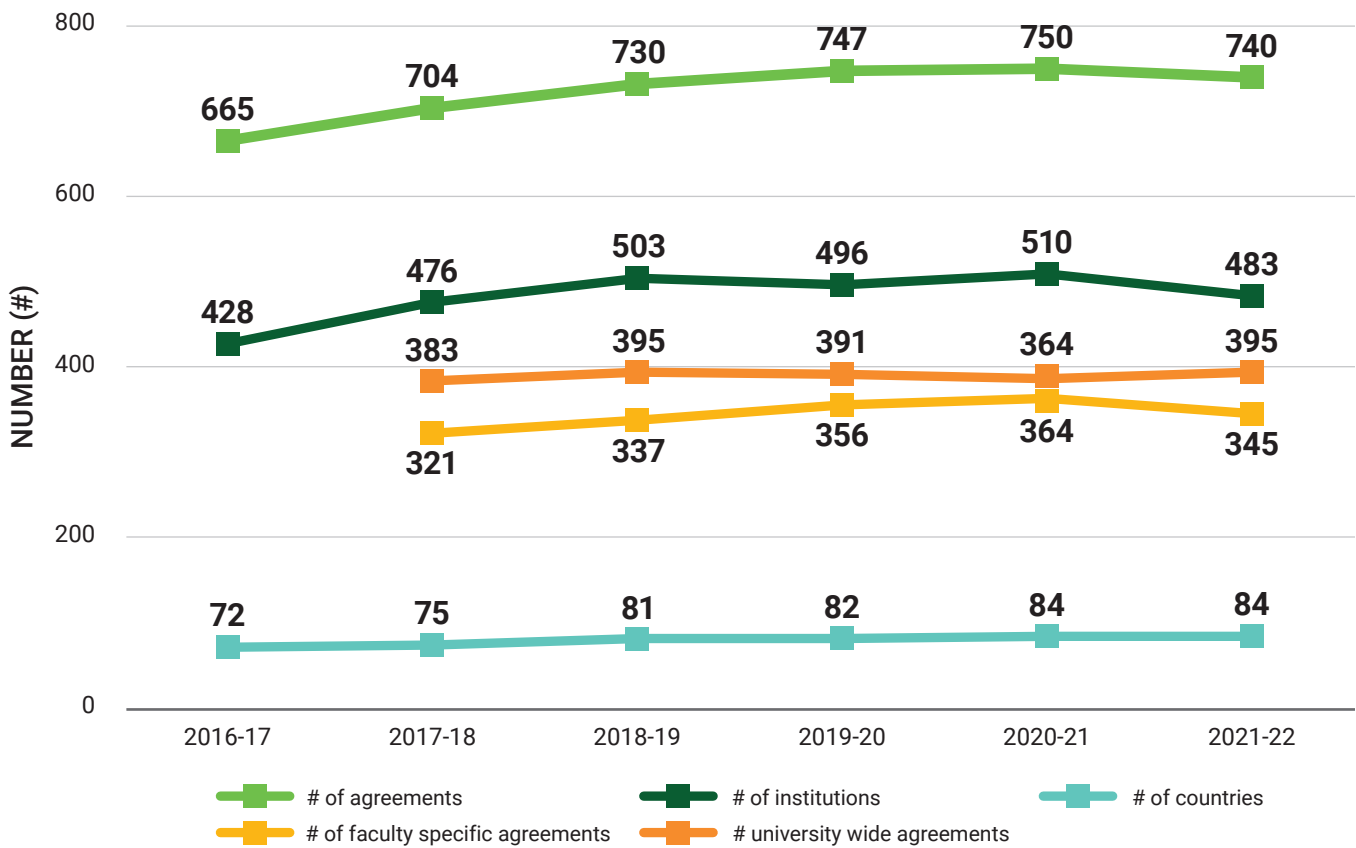
ENGAGE

GOAL: 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

International Partnerships

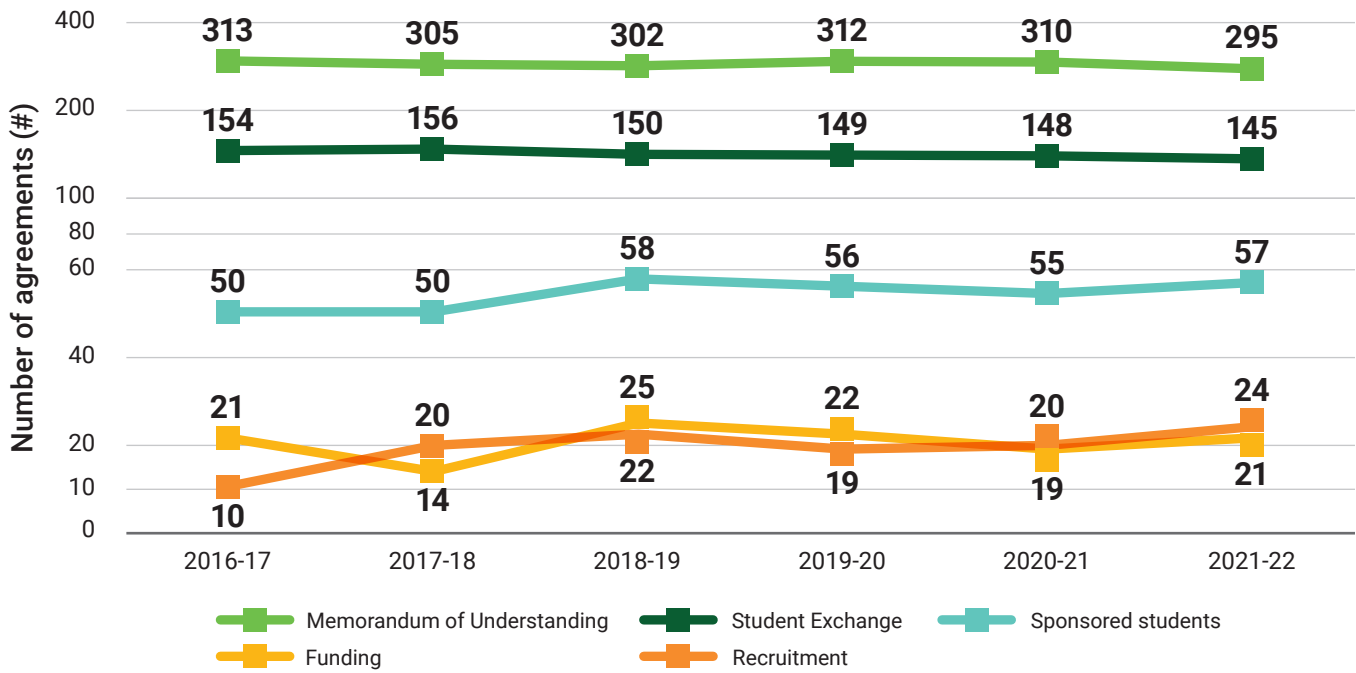
Significantly, historical increases of total active agreements were primarily driven by faculties. In 2021-22, there was a decline in faculty agreements, despite university wide agreements continuing to increase. Country and partner numbers remain stable.

Table 13: Active Agreements



*Faculty-specific and uni-wide numbers not available for 2016-2017.

Table 14: Active Agreements – by type



Note: CSC-SSP and SSP combined

Alumni Engagement

Alumni, volunteers, students and friends continue to enrich the U of A community. Volunteer hours increased steadily, but saw a decline between 2020-22 due to the pandemic. The impact of the pandemic on alumni engagement in events differed, with strong interest in online webinars in 2020-21, and declining interest in 2021-22 as Zoom fatigue set in.

Table 15: Alumni Engagement

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	Total
Volunteerism (in hours)	N/A	7,745	9,456	12,398	14,933	9,861	9,932	64,325
Experiences (by attendance)	17,473	44,289	66,290	54,168*	38,922	43,750	23,787	288,679

*Note that in FY19 tracking methodology changed to match new industry standards.

SUSTAIN

GOAL: 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

Fundraising Achievement by Purpose

With record-setting annual totals since 2016, the university attracted more than **\$1 billion** between 2016-2022.

Table 16: Fundraising Achievement by Purpose

