

**REPORT FOR AUGMENTED**

**ACADEMIC PROGRAM REVIEW**

|  |
| --- |
| ProgramProgramProgramProgram |

Cyclical Year Cycle

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\*Note: the tables provided are specifically numbered. Tables may appear to be missing; however, certain tables have been left out as they are not relevant to the program under review (e.g., Table 9 is for PhD programs, only).

**PREAMBLE**

A good self-study has the following attributes:

* + Presents a ‘snapshot’ of the program during the review period;
	+ Celebrates successes but recognizes areas for improvement throughout;
	+ Is reflective and self-critical;
	+ Consults a broad spectrum of stakeholders (faculty, staff, students, alumni, employers, professional associations [for professional programs] etc.);
	+ Provides evidence to support claims, where applicable; and
	+ Hyperlinks to additional information through web sources, wherever possible.

When multiple programs are being reviewed, the self-study should provide sufficient differentiation and granularity for each of the programs.

Programs are responsible for making observations on their strengths, weaknesses, challenges and opportunities. Consultation with students, alumni, faculty and staff is strongly encouraged.

**NOTES**

* + - * All references in gray font or yellow highlights are for information and should be changed or removed prior to submission (with the exception of in-text table references).
* All self-study volumes (I, II, III) should retain the same style built into the templates – please do not alter the templates.
* The majority of tables have been pre-populated using the data provided by IAP. Programs are responsible for completing the tables that require data or information fromtheprogram itself.
* Programs are responsible for interpreting the data in the tables and should provide summaries of each table, with a table reference, within the respective sections of the main body of the document. All table references should be hyperlinked to the table at the end of the document.
	+ Tables in the template have been added and hyperlinked by the Academic Quality Enhancement Office. Do not delete in-text table references (e.g., [Table 5](#Table_5), [Table 24](#Table_24) etc.). If you delete this text, the hyperlink to the table at the end of the document will be broken and the reader will not be able to jump to this table and then back to the text.
* The Table of Contents is automatically generated based on the headings used throughout the document. However, it is not dynamic. Please use the “update field” command to refresh any changes that will affect the Table of Contents (e.g., adding a sub-section or an additional heading).

**Note: the final year of data will be distributed to the program in late June, following Spring convocation.**

# SELF-STUDY SUMMARY

In an executive summary (1/2 page max), briefly summarize:

* The strengths, challenges and weaknesses of the program, particularly those on which advice is sought from the external reviewers ([Section 10.1](#_Advice_on_Identified))
* The additional topics (e.g., proposed changes, long-term visions, other ideas) on which advice is sought from the external reviewers ([Section 10.2](#_Request_for_Insights))

# BACKGROUND

## Program History (1 page max)

Comment on:

* Important milestones in the evolution of the program;
* Date program started;
* Date co-op stream started (if applicable).

## Program Goals (1 page max)

* How does the program prepare graduates for their subsequent career paths – educational, professional or otherwise?
* What is the program trying to accomplish (i.e., what are the attributes of the ideal graduate?)
* At a high level, situate the program’s goals relevant to departmental, Faculty and [Institutional](https://uwaterloo.ca/strategic-plan/) goals.

Detailed learning outcomes should be discussed in section 5.1.

## Programs Included in the Self-Study

* Elaborate on program content and qualities for each program included in the self-study: degrees, minors, options, specializations, diplomas, certificates, etc. (1-2 paragraphs for each program).
* Identify [fields](https://uwaterloo.ca/graduate-studies-academic-calendar/general-information-and-regulations/graduate-research-fields)\* and [specializations](https://uwaterloo.ca/graduate-studies-academic-calendar/general-information-and-regulations/graduate-specializations), if any are offered, for graduate programs.

\*Note: These fields must be those previously approved and/or listed in the student online application. For a list of fields that are currently offered, please consult the program listing in the [Graduate Studies Academic Calendar.](https://uwaterloo.ca/graduate-studies-academic-calendar/)

## Assessment of Program

* Situatethe program relevant to similar provincial and national programs. If rankings exist, provide references and hyperlinks.

## Quality Enhancement in the Review Period

* Reflect on actions taken and demonstrate impact of previous academic program review recommendations. Include these recommendations as an Appendix.
* Comment on and demonstrate impact of any other quality enhancement measures that the program has taken since the last review.

## Self-Study Process

Comment on how the program involved faculty and staff members, alumni and employers (if there is a co-op stream or internship), Professional programs must also seek feedback from employers and professional associations.

* in preparation of the self-study. Include a copy of the surveys in the appendices, if applicable.
* Discuss how students were consulted for this self-study, and what role students played in creating this self-study. Include a copy of the surveys in the appendices, if applicable.
* Most data are provided by Institutional Analysis and Planning (IAP). When relying on data that are not from IAP (e.g., surveys or focus groups), add context to give confidence in the data.

# HUMAN RESOURCES

## Program Administrative Structure

* What is the administrative organization and reporting structure for faculty and staff positions ([Table 1](#_Table_1))? Include an organization chart or other similar diagram.

## Faculty Members

*This section is intended to allow programs to reflect on the faculty complement that delivers the academic program. Other than those considered integral to the program delivery, sessional instructors (i.e., individuals contracted on a course-by-course basis) are to be discussed in* [*5.3 Teaching Assignments*](#_Teaching_Assignments_1)*).*

### Distribution of Faculty Complement

*The distribution of faculty – by rank, career status, and age – can influence a program’s ability to deliver its curriculum.*

Using [Table 2](#_Table_2) and [Table 3](#_Table_3_1) comment on:

* Total number of faculty involved in the delivery of the program, and how that number has evolved over the review period;
* Distribution of faculty by rank ([Figure 1](#Figure_1)), and how this distribution has evolved over the review period;
* Distribution of faculty by career status ([Figure 2](#Figure_2));
	+ Early-career faculty: typically junior faculty who are new to the academy and beginning to establish their teaching and research programs;
	+ Mid-career faculty: faculty who are typically (recently) tenured, with an established pattern of production – teaching, research and service as appropriate;
	+ Senior faculty: typically full professors whose productivity is intended to continue at current levels over the period until the next review;
	+ Late-career faculty: well-established faculty for whom a substantive decrease in productivity is likely (typically due to retirement) in the upcoming period.
* Commitment to replacement of retirements (if any);
* Vacant positions;
* Cross appointments;
* Adjunct faculty members;
* Impact of lost positions (if any);
* Faculty members’ workloads – if they vary give an explanation.

To modify, select the table, right click and ‘edit data.’ An Excel sheet will pop up where you can manually insert the values for each type.

To modify, select the table, right click and ‘edit data.’ An Excel sheet will pop up where you can manually insert the values for each type.

### Faculty Accomplishments and Recognitions

*The quality of a program may be linked to the accomplishments and recognitions received by associated faculty.*

Comment on faculty accomplishments, including:

* Various awards, honours, recognition received (e.g., Distinguished Teaching Award, CRC, FRSC, etc.);
* Involvement with professional/disciplinary associations;
* Roles as journal editors and/or membership on editorial boards;
* Involvement as reviewers for journals and granting agencies;
* Community service.

## Staff Members

Comment on:

* Number and type of staff associated with the program (it is not necessary to identify individuals by name, only by their position or title);
* Any changes in staff complement and changes over the review period;
* Impact of lost positions and risk associated with impeding/expected retirements;
* Workload and distribution among staff.

# RESEARCH

1.
2.
3.

## Research Output

[Table 4](#Table_4): Please enter the annual research output (e.g., journals, conference proceedings, presentations, books and book chapters produced, etc.) by faculty members listed in Table 3 over the review period. This information can be obtained from the CVs in Volume II of the self-study.

* The ‘Other’ category is intended for discipline-specific outputs. For research that falls under this category, please specify the type(s) of research reported.

| **TABLE 4****Research Output and Creative Activity** |
| --- |
| **Period** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **Total** |
| **2014** |  |  |  |  |  |  |  |  |  |  |
| **2015** |  |  |  |  |  |  |  |  |  |  |
| **2016** |  |  |  |  |  |  |  |  |  |  |
| **2017** |  |  |  |  |  |  |  |  |  |  |
| **2018** |  |  |  |  |  |  |  |  |  |  |
| **2019** |  |  |  |  |  |  |  |  |  |  |
| **2020** |  |  |  |  |  |  |  |  |  |  |

 \* **produced by program**

A = books and monographs

B = edited books and monographs

C = chapters in books and monographs

D = refereed journal articles

E = refereed conference proceedings

F = presentations at conferences

G = technical reports

H = invited/keynote addresses

I = other

## External Research Funding

UNDERGRADUATE PROGRAMS:

* If applicable, comment on how external research funding directly or indirectly benefits undergraduate students (e.g., equipment or facilities that undergraduate students access, funding used to improve teaching).

graduate programs:

Using the categories in [Table 5](#Table_5), comment on:

* The amount of funding available to support faculty and graduate students’ research, either through the provision of stipends or materials for the conduct of the research;
	+ NOTE: For this reason, grants for travel and publication awarded to faculty are not included in this table.
* Any changes, trends or outliers over the review period (obtained from CVs in Volume II);
* Any substantive changes that have impacted the program over the review period; gaps in funding sources and potential impact on the program.

Using [Table 6](#Table_6) comment on:

* Any major difference in funding between fields.

## Graduate Supervision

Using [Table 7](#_Table_3.3.1) comment on:

* Completed and current supervisions of master, doctoral and post-doctoral fellows by faculty member. If there are different types of degrees included in the review (e.g., MA, MSc, PhD) separate categories should be added to the table;
* Anything that stands out (e.g., very high number of students supervised by one professor etc.);
* Any current supervisions of students outside of UW.

Comment on and provide evidence of:

* Program averages and expectations for graduate student supervisory loads, by rank;
* Impact of supervisions on teaching load;
* Any supervisory awards received by faculty members.

## Financial Support for Graduate Students

Using [Table 8](#Table_8) and [Table 9](#Table_9) comment on:

* Types of support available for graduate students (e.g., TA/RA-ships offered);
* Sufficiency of funding: is the program content with the level and source of funding for students? Is there a guaranteed minimum for master’s-level funding?
* Program growth: Is the availability of funding a limitation of growth of the program?

# CONTRIBUTION OF PHYSICAL RESOURCES TO PROGRAM QUALITY

##  Library

### Library Report

* Include Library report here.

### Reflection on Library Resources

Comment on:

* Program, faculty, staff and student interactions with the library and library resources.

## Teaching Space

Comment on and provide evidence of:

* Teaching facilities, including teaching laboratories and computing facilities (if any);
* Classroom / seminar space dedicated to the program (if any);
* How does teaching space affect the quality of the program (i.e., is the amount of teaching space satisfactory, a limitation or a strength)?

## Research Space

Comment on and provide evidence of:

* Faculty, graduate student and general research facilities (if any);
* Is the amount of research space satisfactory, a limitation or strength? Explain.

## Office Space

Comment on and provide evidence of:

* Office space available for administrators, faculty and staff (including visiting faculty);
* Availability of graduate student office space;
* Is the amount of office space satisfactory, a limitation or strength? Explain.

## Social Space

Comment on and provide evidence of:

* Type, quantity and quality of social space;
* Formal or informal study space (e.g., reading rooms, study carrels, computing rooms, group study areas, lounges, etc.);
* How does social space affect the quality of the program (i.e., is the amount of social space satisfactory, a limitation or a strength)? Explain.

# TEACHING

## Undergraduate Learning Outcomes

Learning Outcomes

List the program learning outcomes. If learning outcomes have not been defined for the program or are not current, these need to be identified. For assistance [identifying](https://uwaterloo.ca/centre-for-teaching-excellence/support-faculty-and-staff/curriculum-renewal/design-and-development/identifying-program-outcomes), [refining](https://uwaterloo.ca/centre-for-teaching-excellence/support-faculty-and-staff/curriculum-renewal/design-and-development/refining-program-outcomes) or [critiquing](https://uwaterloo.ca/centre-for-teaching-excellence/support-faculty-and-staff/curriculum-renewal/design-and-development/critiquing-program-outcomes-0) program outcomes, please contact CTE.

Comment on:

* Are learning outcomes:
	+ aligned with program goals?
	+ achievable in the time allotted?
* Is there a clear relationship between the undergraduate program’s learning outcomes to UW’s [Undergraduate Degree Level Expectations (UDLEs).](https://uwaterloo.ca/academic-quality-enhancement/degree-level-expectations-dles/undergraduate-degree-learning-expectations-udles) **Map the program learning outcomes to the respective UDLE(s) in the following table.**

|  |  |
| --- | --- |
| **Program Learning Outcome** | [**UDLE(s)**](https://uwaterloo.ca/academic-quality-enhancement/degree-level-expectations-dles/undergraduate-degree-learning-expectations-udles) |
| e.g., By the end of the program, students should be able to integrate evidence-based practice to execute a student-initiated research project. | Application of Knowledge |
|  |  |
|  |  |
|  |  |
|  |  |
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|  |  |

Curriculum Map

Provide a [curriculum map](https://uwaterloo.ca/centre-for-teaching-excellence/support-faculty-and-staff/curriculum-renewal/design-and-development/curriculum-mapping) to assist in identification of program learning outcomes and students’ progression toward fulfilling those outcomes. Refer to [Questions to Consider as you Create Your Curriculum Map](https://uwaterloo.ca/academic-program-reviews/sites/ca.academic-program-reviews/files/uploads/files/curriculum_map_critique_24-sep-14_0.pdf). Please contact CTE for assistance if required.

Comment on:

* Is there a well-defined progression from introductory level to proficiency in content, skills, and values across courses and years?
* Is there a clear relationship between core courses (including non-program requirements), electives, and other key learning experiences?

Methods of Assessment

*Assessments – assignments, quizzes, exams, papers, etc. – are intended to determine if students have achieved the desired learning outcomes and degree level expectations.*

Comment on:

* Steps taken within courses to ensure that specific learning objectives are aligned with and measured through assessments;
* Processes used across the program to ensure that appropriate assessments are used to achieve broader, program-wide learning objectives.

## Graduate Learning Outcomes

Learning Outcomes

List the program learning outcomes. If learning outcomes have not been defined for the program, these need to be developed. For assistance [identifying](https://uwaterloo.ca/centre-for-teaching-excellence/support-faculty-and-staff/curriculum-renewal/design-and-development/identifying-program-outcomes), [refining](https://uwaterloo.ca/centre-for-teaching-excellence/support-faculty-and-staff/curriculum-renewal/design-and-development/refining-program-outcomes) or [critiquing](https://uwaterloo.ca/centre-for-teaching-excellence/support-faculty-and-staff/curriculum-renewal/design-and-development/critiquing-program-outcomes-0) program outcomes, please contact CTE.

Comment on:

* Are learning outcomes:
	+ aligned with program goals?
	+ achievable in the time allotted?
* Is there a clear relationship between the graduate program’s curriculum to UW’s [Graduate Degree Level Expectations (GDLEs).](https://uwaterloo.ca/academic-quality-enhancement/degree-level-expectations-dles/graduate-degree-learning-expectations-gdles) **Map the program learning outcomes to the respective GDLE(s) in the following table.**

|  |  |
| --- | --- |
| **Program Learning Outcome** | [**GDLE(s)**](https://uwaterloo.ca/academic-quality-enhancement/degree-level-expectations-dles/graduate-degree-learning-expectations-gdles) |
| e.g., By the end of the program, students should be able to integrate evidence-based practice to execute a student-initiated research project. | Application of Knowledge |
|  |  |
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Curriculum Map

Provide a [curriculum map](https://uwaterloo.ca/centre-for-teaching-excellence/support-faculty-and-staff/curriculum-renewal/design-and-development/curriculum-mapping) to assist in identification of program learning outcomes and students’ progression toward fulfilling those outcomes. Refer to [Questions to Consider as you Create Your Curriculum Map](https://uwaterloo.ca/academic-program-reviews/sites/ca.academic-program-reviews/files/uploads/files/curriculum_map_critique_24-sep-14_0.pdf). Please contact CTE for assistance if required.

Comment on:

* Is there a well-defined progression from introductory level to proficiency in content, skills, and values across courses and years?
* Is there a clear relationship between core courses (including non-program requirements), electives, and other key learning experiences?

Methods of Assessment

*Assessments – assignments, quizzes, exams, papers, etc. – are intended to determine if students have achieved the desired learning outcomes and degree level expectations.*

Comment on:

* Steps taken within courses to ensure that specific learning objectives are aligned with and measured through assessments;
* Processes used across the program to ensure that appropriate assessments are used to achieve broader, program-wide learning objectives.

## Teaching Assignments

Comment on:

* Teaching assignments by faculty members over past three years;
	+ From your own records, complete [Table 10](#Table_10): list instructors for the program, teaching responsibilities over the past 3 years, and any comments.
* Distribution of teaching by appointment type and rank;
* Identify the proportion of courses taught by sessional instructors (i.e., individuals contracted on a course-by-course basis).
	+ Reflect on the motivation for hiring sessional instructors (e.g., professionals who are experts in a particular field, graduate student instructors, etc.).

## Undergraduate Teaching

### Undergraduate Courses Offered

* Include a hyperlink to course descriptions for all programs under review.

Using [Table 11](#Table_11), comment on:

* Courses offered by level as well as the enrolment in these courses and any changes over the review period.

Using [Table 12](#Table_12), comment on:

* Type and amount of service teaching; who receives the service teaching?
* Known examples of high level of service teaching (e.g., large first-year course that serves multiple programs, courses taught as requirements for other programs, etc.).

Comment on and provide evidence of:

* Number of undergraduate students taking graduate-level courses;
* Whether the program offers online courses? To what extent? At what level? What have been the enrolment totals over the last few years?
* Whether the program is involved with continuing or professional education? To what extent? To whom? How is the product delivered?

### Evaluation of Undergraduate Teaching Quality

Comment on and provide evidence of:

* How the program measures teaching effectiveness in its courses;
	+ Are other methods of assessment used in addition to student perception surveys, and if so, how?
	+ Are steps taken to ensure that courses fulfill their role as described in the curriculum mapping described above?
* How the program seeks awareness of student satisfaction with their courses;
	+ When student surveys are used, are factors such as class size, required vs. elective courses, gender of instructor, etc. considered when interpreting results?
* How the program encourages continuous improvement of its pedagogy.
	+ Are there established mechanisms to provide advice and mentoring to graduate student instructors, new faculty, and faculty who need support?
	+ Are there ways that appropriate innovation is encouraged and awarded?

## **Graduate** Teaching

### Graduate Courses Offered

* Include a link to course descriptions for all programs under review.

Comment on and provide evidence of:

* List of courses offered as well as the enrolment in these courses and any changes over the review period ([Table 13](#Table_13));
* Courses restricted to graduate students; which are open to undergraduate students?
* Regulations regarding the number of 500-level, held-with or graduate-level courses that can be taken as part of a graduate degree, if applicable;
* Regulations regarding the inclusion of undergraduate courses in the curriculum of a graduate student, if applicable.

Comment on and provide evidence of:

* If applicable, type and amount of service teaching; who receives the service teaching?
* Whether the program offers online courses? To what extent? At what level? What have been the enrolment totals over the last few years?
* Whether the program is involved with continuing or professional education? To what extent? To whom? How is the product delivered?

### Evaluation of Graduate Teaching Quality

Comment on and provide evidence of:

* How the program measures teaching effectiveness in its courses;
	+ Are other methods of assessment used in addition to student perception surveys, and if so, how?
	+ Are steps taken to ensure that courses fulfill their role as described in the curriculum mapping described above?
* How the program seeks awareness of student satisfaction with their courses;
	+ When student surveys are used, are factors such as class size, required vs. elective courses, gender of instructor, etc. considered when interpreting results?
* How the program encourages continuous improvement of its pedagogy.
	+ Are there established mechanisms to provide advice and mentoring to graduate student instructors, new faculty, and faculty who need support?
	+ Are there ways that appropriate innovation is encouraged and awarded?

### Evaluation of Graduate Student Supervision

Comment on and provide evidence of:

* Quality of graduate student supervision;
* How the program monitors graduate student supervision;
* How the program seeks awareness of student satisfaction with their supervision;
* How the program encourages continuous improvement of supervision.

## Co-operative Education and Experiential Learning

### Co-operative and Experiential Education Report

* Include Co-operative and Experiential Education Report here, if applicable.

### Reflection on Co-operative Education Report

* Comment on the Co-operative and Experiential Education Report in relation to the program learning outcomes.

### Other Work-Integrated or Experiential Learning Opportunities

Comment on and provide evidence of:

* Whether the program offers other experiential learning opportunities (e.g., service learning, internships, practicums etc.).

## Program Regulations, Management and Advisement

* Include hyperlink to program admissions information.

Comment on and provide evidence of:

* How students are informed about program regulations that address admission standards and degree requirements, language requirements and residency requirements;
* How graduate students’ academic progress is monitored and how theses are evaluated (if applicable);
* Student involvement in managing the program;
* Mechanisms in place in the program to regularly solicit feedback from students on academic or other issues;
* By what methods students access both curricular and non-curricular advising, and what resources are available to them;
* How the level of advising contributes to the student experience.

## Learning Community

Comment on and provide evidence of:

* Program-supported activities, non-curricular learning experiences or student-initiated events that enhance the student experience and may contribute to learning outcomes (e.g., student societies, living-learning communities, events such as seminars, mentorship programs, TAships, etc.).

## Internationalization and Interdisciplinarity

Comment on and provide evidence of:

* Internationalization and student exchanges (if any);
* Any academic collaboration with other programs at Waterloo or elsewhere (e.g., cross-listed courses, special minors/options, other joint offerings, etc.);
* Interdisciplinarity of program and offerings (i.e., opportunities to engage in curricular or non-curricular activities beyond the core area of study).

# UNDERGRADUATE STUDENTS

## Applicants

Comment on:

* Subject of major interest indicated by students when applying to second-entry programs ([Table 14](#Table_14));
* Number of applicants to the program, changes in number of applicants, and interest in the program based on rank on application (i.e., 1st, 2nd, 3rd, etc.) over the review period ([Table 15a](#Table_15a), [Table 15b](#Table_15b), [Table 15c](#Table_15c)).

## First Year Students

Using [Table 16](#Table_16) comment on:

* Overall growth of programs.

Using [Table 17a](#Table_17a), [Table 17b](#Table_17b), [Table 17c](#Table_17c) and [Table 18](#Table_18) comment on:

* Academic quality of first-year students, and any changes over the review period;
* Number of students who received [President’s Scholarships](https://uwaterloo.ca/future-students/financing/scholarships/presidents-scholarships) in the last 7 years and any changes over this period.
	+ President’s Scholarship of Distinction: 95% or higher admission average
	+ President’s Scholarship: 90 – 94.9% admission average
	+ Merit Scholarship: 85 – 89.9% admission average

Using [Table 19](#Table_19) comment on:

* Where undergraduate students come from (if possible, differentiate Ontario from rest of Canada and international, otherwise differentiate Canada from international);
* Any changes over the review period?

Using [Table 20](#Table_20) comment on:

* Gender balance in the program and any changes over the review period?

Using [Table 21a](#Table_21a), [Table 21b](#Table_21b), [Table 21c](#Table_21c) comment on:

* Number of first-year students that proceeded to second year, and any changes over the review period?

## Upper Year Students

Using [Table 22a](#Table_22a), [Table 22b](#Table_22b), [Table 22c](#Table_22c), comment on:

* Retention of student cohorts between year 1 and graduation for general, regular and co-op streams over the review period;
* Retention rates amongst streams and comparison to faculty averages, if available. Reflect on why any disparities may exist.

Using [Table 23](#Table_23) comment on:

* Which faculties/programs students transfer to (attrition to program but not institution);
* Which faculties/programs students transfer from (internal transfers from other Waterloo programs);
* If possible, comment on similar programs in other faculties that are common for students to transfer to or from;
* If possible, comment on reasons for transfers out of the program.

Comment on:

* Availability of upper year scholarships (provide a table if warranted).

## Graduates from Bachelor Program

Using [Table 24](#Table_24) and [Table 25](#Table_25), comment on:

* Number of degrees granted in the program over the review period, as well as the number of students who graduated with the minor/option/diploma;
* Time to graduate in the program (anticipated length of the program);
* % of students graduating on the Dean’s Honours List over the review period;
* Any trends over the review period.

Contact IAP for information from the Ontario University Graduate Survey [OUGS] and contact your Faculty Alumni Advancement Officer to survey alumni.

Comment on and provide evidence of:

* Employment of graduates from the program
	+ In the field;
	+ Outside of the field;
	+ Unemployed;
	+ Pursing further education.

# GRADUATE STUDENTS

## Graduate Applicants

Comment on:

* Trends in application numbers, offers given, and offers accepted ([Table 26a](#Table_26a), [Table 26b](#Table_26b));
* Academic quality of the students accepted into the program.

Table 26 should be provided for each type of graduate program included in the review (e.g., MEng, MASc, MSc, and PhD).

## Admission Requirements

Reflect on the programs’ admission requirements. Are they:

* Sufficiently rigorous to ensure that students have appropriate backgrounds to be successful?
* Sufficiently flexible to allow interested and qualified students to be admitted?

## Student Cohort

Using [Table 27a](#Table_27a) and [Table 27b](#Table_27b) comment on:

* Citizenship status of students enrolled in the program, source (e.g., UW, Ontario, other provinces, international, transfer from other universities) and proportion of students and each category; any changes during the review period?
* Gender balance in the program; any changes during the review period?

## Retention Rates

Comment on:

* Graduate intake and enrolment for the review period and whether the plans for the review period were fulfilled;
* Retention rates, and any changes over the review period? ([Table 28](#Table_28), [Table 30](#Table_30));
* Any differences in retention based on citizenship status ([Table 29](#Table_29), [Table 31](#Table_31));
* Master’s students who transferred to PhD programs.

Comment on:

* Program time limits, and graduations within and beyond those limits;
* Time to completion expectation and average time to complete ([Table 32](#Table_32), [Table 34](#Table_34));
* Citizenship status of students and impact on time to completion ([Table 33](#Table_33), [Table 35](#Table_35)).

For each graduate program, comment on the statistics, assess improvements needed (e.g., to correct long time to completion or high attrition rates) and explain any corrective measures taken.

Tables 28, 29, 32, and 33 will be provided for each type of Master’s program included in the review (e.g., MEng, MASc, MSc). Tables 30, 31, 34 and 35 are provided for Doctoral programs.

## Projected Intake/Enrolment

Using [Table 36](#Table_36) comment on:

* Target intake for the next seven years and give reasons if these figures vary significantly from the current data;
* The program’s target steady-state enrolment;
* The projected intake of domestic vs. international applicants.

## Student Research Dissemination

Comment on and provide evidence of:

* Opportunities for students to disseminate their research to a larger audience. Provide examples of exceptional opportunities, if applicable;
* Based on typical research outputs for the program, identify the proportion of students who have contributed research in these areas;
* Prevalence of students publishing as sole authors or with a supervisor;
* Obstacles that exist for students to disseminate research, if any.

## Post Graduate Employment

Contact your [Faculty Alumni Officer or Alumni Advancement Officer](https://uwaterloo.ca/alumni/about/people) to survey alumni.

Comment on and provide evidence of:

* Employment of graduates from the program
	+ In academia;
	+ In the field (professionally);
	+ Outside of the field;
	+ Unemployed;
	+ Pursing further education.

# EQUITY AND ACADEMIC INTEGRITY

## Equity, Diversity and Inclusion

Comment on how the program contributes to the equity, diversity and inclusion goals articulated in the University of Waterloo’s [Strategic Plan](https://uwaterloo.ca/strategic-plan/).

Discuss the program’s efforts towards equity, diversity and inclusion, particularly in the following areas:

* In teaching and learning activities (e.g., courses, workshops, seminars, etc.);
* In admission of students;
* In hiring and retaining faculty and staff.

Contact the [Office of Human Rights, Equity and Inclusion](https://uwaterloo.ca/human-rights-equity-inclusion/) for further information and support.

## Indigenization

Document the program’s efforts in contributing toward the University’s [Indigenization Strategy](https://uwaterloo.ca/indigenization-strategy/).

Contact the Senior Educational Developer, Indigenous Knowledges and Anti-Racist Pedagogies at the Centre for Teaching Excellence for further information and support.

## Academic Integrity

Comment on the program’s efforts to promote Academic Integrity:

* In students’ learning activities (e.g., courses, workshops, seminars, etc.) – this should include activities above and beyond the course syllabus disclaimer and Graduate Academic Integrity Module (Grad AIM);
* In faculty-specific teaching and learning activities (e.g., CTE workshops, seminars, etc.);
* In faculty and staff development activities (e.g., initiatives focused on integrity, OHD sessions, etc.).

Discuss any systemic challenges that the program faces surrounding academic integrity (e.g., large courses with multiple choice exams).

Discuss future initiatives planned to promote academic integrity or integrity.

**Contact the** [**Office of Academic Integrity**](https://uwaterloo.ca/academic-integrity/) **for further information and support.**

# PROGRAM STRENGTHS, CHALLENGES, WEAKNESSES AND OPPORTUNITIES FOR IMPROVEMENT

*A summary of the strengths, challenges and weaknesses of the program, and additional topics on which advice is sought from the external reviewers is to be included in the* [*Self-Study Summary*](#_SELF-STUDY_SUMMARY)*.*

1.

## Summary of Strengths, Challenges and Weaknesses based on Self-Study

Identify the strengths, challenges and weaknesses of the program(s) included in the self-study. If more than one program is being reviewed, please differentiate the programs from one another.

Strengths

Challenges (factors that are external to the program and beyond the direct control of the program)

Weaknesses (factors that are internal to the program and the program could directly address)

## Opportunities for Program Improvement and Enhancement

Reflecting on the strengths, challenges and weaknesses listed above, describe the program’s short-, mid-, and long-term plans to enhance the program.

# TOPICS FOR ADVICE

*A summary of the strengths, challenges and weaknesses of the program, and additional topics on which advice is sought from the external reviewers is to be included in the* [*Self-Study Summary*](#_SELF-STUDY_SUMMARY)*.*

1.

## Advice on Identified Weaknesses and Challenges

* List the specific challenges and weaknesses on which advice is sought from the external reviewers.

## Request for Insights from External Reviewers

* List a maximum of 3 additional topics (e.g., exploratory thoughts, proposed changes, long-term visions, other ideas) that are not covered in the bullet above, on which advice is sought from the external reviewers.

# TABLES\*

\*Note: the tables provided are specifically numbered. Tables may appear to be missing; however, certain tables have been left out as they are not relevant to the program under review (e.g., Table 9 is for PhD programs only).

***Note: the final year of data will be distributed to the program in late June, following Spring convocation.***

#### [Table 1](#_2.1_Department/Program" \o "Click here to return to text. )

| **TABLE 1****Faculty Members Holding Administrative Positions Over the Last Three Years** |
| --- |
| **Year** | **Chair/Director** | **Associate****Chair/Director****Undergraduate** | **Associate****Chair/Director****Graduate** |
| **2018/19** |  |  |  |
| **2019/20** |  |  |  |
| **2020/21** |  |  |  |

 \* **produced by program**

#### [Table 2](#_2.2_Faculty_Members" \o "Click here to return to text. )

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| --- |
| **TABLE 2****Faculty Complement in Support of the Program Over the Last Three Years****(September count dates)** |
| **Year** | **Gender1** | **Open Position2** | **Total Number** |
| **Male** | **Female** | **Other Gender Identity** | **Unreported** |
| **2018/19** |  |  |  |  |  |  |
| **2019/20** |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |

 \* **produced by program**

**Notes:**

**1 Programs are encouraged to report gender in the way that best represents their faculty members and program. If additional columns are desired, please add them.**

**2 Open Position: a faculty position that carries a salary, but that is currently vacant**

#### [Table 3](#_2.2_Faculty_Members" \o "Click here to return to text. )

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| --- |
| **Table 3****List of All Faculty**  |
| **Faculty Name**  | **Appointment Category** | **Appointment Type** | **Appointment Intensity** | **Rank** | **Home Unit (Department/School)** |
| *e.g. Doe, John* | *Regular Faculty* | *Tenure* | *Full-time* | *Professor* | *Department of Waterloo* |
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\* **produced by program based on Program Information Sheet**

Notes ([Policy 76 – Faculty Appointments](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-76)):

1. Appointment Category: Regular, Research, Visiting, Adjunct, Special
2. Appointment Type: Tenured, Continuing, Probationary-Term, Definite-Term
3. Appointment Intensity: Full-time, Part-time, Fractional Load
4. Rank: Professor, Associate Professor, Assistant Professor, Lecturer
5. Sessionals (i.e., individuals contracted on a course-by-course basis) that are considered integral to the delivery of the program should be included in this table as follows: Appointment Category: Special (Sessional), Appointment Type: Definite-Term, Appointment Intensity: Part-time, Rank: Lecturer.

#### [Table 4 (in text)](#_3.1_Research_Output" \o "Click here to return to text. )

#### [Table 5](#_3.2__External" \o "Click here to return to text. )

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| **Table 5****Research funding ($) by source and award year** |
| **Award Year**  | **Tri-Agency Awards** | **Public Sector and Non-Profit Funding** | **Private Sector Funding**  | **Internal Awards**  | **Equipment Awards** | **Total** |
| **2014/15** |  |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |  |
| **2018/19** |  |  |  |  |  |  |
| **2019/20** |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |
| **Totals** |  |  |  |  |  |  |

Notes:

1. Data are reported on the **primary investigator only**. Table includes research awards for faculty identified in Table 3.
2. Data are reported on the award year. Waterloo’s award year runs from April 1 until March 30th.
3. Most recent year of data is preliminary, and only provides data on research awards received to date.

#### [Table 6](#_3.2__External)

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| **Table 6****Total External Research Funding (7 years) by Field**  |
| **Field**  | **Tri-Agency Awards** | **Public Sector and Non-Profit Funding** | **Private Sector Funding**  | **Equipment Awards** | **Total** |
| **Field 1** |  |  |  |  |  |
| **Field 2** |  |  |  |  |  |
| **Field 3** |  |  |  |  |  |
| **Total** |  |  |  |  |  |

Notes:

1. Data are reported on the **primary investigator only**. The table includes research awards for faculty identified in Table 3.
2. Data are reported on the award year. Waterloo’s award year runs from April 1 until March 30th. Totals in Table 6 may not correspond exactly with totals in Table 5 due to rounding.
3. Faculty members are listed in the Fields specified in Table 7.

#### [Table 7](#_3.3__Graduate" \o "Click here to return to text. )

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| **Table 7****Career and Current Numbers of Thesis Supervisions by Faculty Member** |
| **Faculty Name** | **Field(s)** | **Career** | **Current** |
| **Master's** | **PhD** | **Post-Doctoral** | **Master's** | **PhD** | **Post-Doctoral** |
| *e.g. Doe, John* |  | *15* | *8* | *3* | *2* | *2* | *0* |
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 \* **produced by program based on faculty and fields identified in Program Information Sheet (same faculty as listed in Table 3).**

Notes:

1. At UW, all tenured and tenure-track faculty at the University are encouraged to sole- (supervision equal to 1.0) or co-supervise (supervision equal to 0.5) research Master’s students. Faculty are also at the time of appointment allowed to co-supervise Ph.D. students. In order to sole-supervise Ph.D. students, faculty members must hold Approved Doctoral Dissertation Supervisory (ADDS) Status.
2. Career supervisions are defined as all **completed** supervisions to date, including all supervisions completed at other institutions.
3. Current supervisions includes all supervisions that are currently in progress in the program under review. Faculty members who are involved in more than one graduate program should list the number of students supervised in the program under review and, in parentheses, the total number of students supervised in all graduate programs.

#### [Table 8](#_3.4_Financial_Support" \o "Click here to return to text. )

|  |
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| **Table 8****Financial Support for Master’s Students** |
| **Year** | **Full-time Equivalent (FTEs) (#) and Amount of Support ($)** | **Students Funded** |
| **External Scholarship****(#) ($)** | **University Scholarship (#) ($)** | **Teaching Assistantship (#) ($)** | **Research Assistantship (#) ($)** | **Research** **Studentships** **(#) ($)** | **Other** **(#) ($)** | **Total****(#) ($)** | **#****(#) (%)** | **Average Support ($)** |
| **2014/15** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2018/19** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2019/20** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Notes:

1. Data are reported on the fiscal year. Waterloo’s fiscal year runs from May 1st in one year until April 30th of the next year, and includes three consecutive terms – Spring, Fall, and Winter.
2. # Funded Students is the number of student FTEs that received some form of support within the fiscal year. If a full-time student is registered in all three terms in the fiscal year but receives support in only one of those three terms they will be counted as 1/3 of an FTE (1/9 for part-time) in the number of funded students
3. Both supported students (FTEs) and $ amount of support exclude inactive graduate students and non-degree students.
4. Other funds include any other funds paid through HR/payroll to registered graduate students, e.g. honoraria, casual work, etc. for each fiscal year, including vacation pay from funds paid to teaching/research assistantships. Other funds include graduate bursaries.

#### [Table 9](#_3.4_Financial_Support" \o "Click here to return to text. )

|  |
| --- |
| **Table 8****Financial Support for PhD Students** |
| **Year** | **Full-time Equivalent (FTEs) (#) and Amount of Support ($)** | **Students Funded** |
| **External Scholarship****(#) ($)** | **University Scholarship (#) ($)** | **Teaching Assistantship (#) ($)** | **Research Assistantship (#) ($)** | **Research** **Scholarships** **(#) ($)** | **Other** **(#) ($)** | **Total****(#) ($)** | **#****(#) (%)** | **Average Support ($)** |
| **2014/15** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2018/19** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2019/20** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Notes:

1. Data are reported on the fiscal year. Waterloo’s fiscal year runs from May 1st in one year until April 30th of the next year, and includes three consecutive terms – Spring, Fall, and Winter.
2. # Funded Students is the number of student FTEs that received some form of support within the fiscal year. If a full-time student is registered in all three terms in the fiscal year but receives support in only one of those three terms they will be counted as 1/3 of an FTE (1/9 for part-time) in the number of funded students.
3. Both supported students (FTEs) and $ amount of support exclude inactive graduate students and non-degree students.
4. Other funds include any other funds paid through HR/payroll to registered graduate students, e.g. honoraria, casual work, etc. for each fiscal year, including vacation pay from funds paid to teaching/research assistantships. Other funds include graduate bursaries.

#### [Table 10](#_Teaching_Assignments_1)

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| **Table 10****Teaching Assignments 1 Over the Past 3 Years (2018/19, 2019/20, 2020/21)**  |
| **Faculty Name** | **Rank** | **Total Courses Taught by Course Level** | **Comments** |
| *100/200* | *300/400* | *500/600/700* | *800+* |
| *e.g. Doe, John* | *Professor* | *1* | *3* | *0* | *0* |  |
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 \* **produced by program based on faculty listed in Table 3**

Notes:

1. Includes all undergraduate and graduate courses taught by those faculty members deemed part of the program (i.e. included in Table 3).
2. Table 10 is based on fiscal year. Waterloo’s fiscal year runs from May 1st in one year until April 30th of the next year, and includes three consecutive terms – Spring, Fall, and Winter. This table should capture a total of 9 terms.

#### [Table 11](#_Undergraduate_Courses_Offered)

|  |
| --- |
| **Table 11****Total Undergraduate Course Enrolments in Subject by Course Level** |
| **SUBJECT** |
| **Course Level** | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** |
| **100 Level** |  |  |  |  |  |  |  |
| **200 Level** |  |  |  |  |  |  |  |
| **300 Level** |  |  |  |  |  |  |  |
| **400 Level** |  |  |  |  |  |  |  |
| **All Levels** |  |  |  |  |  |  |  |

Notes:

1. Data includes headcounts only.
2. Includes undergraduate academic courses only - excludes Co-op, PD and work report courses.
3. Counts student course enrolments each fiscal year for the primary class components only.
4. Includes all students enrolled in the subject’s courses regardless of their registered program.

#### [Table 12](#_Undergraduate_Courses_Offered)

|  |
| --- |
| **Table 12****Total Service Teaching in Subject by Faculty (All Course Levels)** |
| **SUBJECT** |
| **Faculty** | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** |
| **Program** |  |  |  |  |  |  |  |
| **AHS** |  |  |  |  |  |  |  |
| **ARTS** |  |  |  |  |  |  |  |
| **ENG** |  |  |  |  |  |  |  |
| **ENV** |  |  |  |  |  |  |  |
| **MATH** |  |  |  |  |  |  |  |
| **SCI** |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |

Notes:

1. Data includes headcounts only.
2. Includes undergraduate academic courses only - excludes Co-op, PD and work report courses.
3. Counts student course enrolments each fiscal year for the primary class components only.
4. Includes all students enrolled in the subject’s courses regardless of course level.
5. ‘Program’ is a special additional group for the academic program being reviewed. If the academic program being reviewed is English, all students that are registered in English (either in the primary or a non-primary academic plan) would be counted in the special "English" group and would not be counted in the Arts faculty group.

#### [Table 13](#_Graduate_Courses_Offered)

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| **Table 13** **Total Graduate Course Enrolment by Subject** |
| **Course Code** | **Course Title** | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** |
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Courses included in this table are based on both the subject(s) and specified courses as provided in the Program Information Sheet.

Notes:

1. This table presents data on enrolment in all courses offered to graduate students in the program being reviewed in the review period.
2. Data are reported on the fiscal year. Waterloo’s fiscal year runs from May 1st in one year until April 30th of the next year, and includes three consecutive terms – Spring, Fall, and Winter.
3. Excludes enrolment in undergraduate level courses that are held with graduate level courses but does include undergraduate students taking graduate level courses.
4. For *held with* courses, enrolment is only reported for subjects shown in the subject list in the Program information sheet.
5. Special topics courses show the course's topic instead of the course's title.

#### [Table 14](#_6.1__Applicants)

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| --- |
| **Table 14****Number of Applicants, Offers and First-year Registrants of Students Indicating Interest in the Subject** |
| **Application Plan** | **Subject of Major Interest** |  | **Application Term** |
| **Fall 2014** | **Fall 2015** | **Fall 2016** | **Fall 2017** | **Fall 2018** | **Fall 2019** | **Fall 2020** |
|  |  | Applicants |  |  |  |  |  |  |  |
| Offers |  |  |  |  |  |  |  |
| Registrants |  |  |  |  |  |  |  |
|  |  | Applicants |  |  |  |  |  |  |  |
| Offers |  |  |  |  |  |  |  |
| Registrants |  |  |  |  |  |  |  |
|  |  | Applicants |  |  |  |  |  |  |  |
| Offers |  |  |  |  |  |  |  |
| Registrants |  |  |  |  |  |  |  |
|  |  | Applicants |  |  |  |  |  |  |  |
| Offers |  |  |  |  |  |  |  |
| Registrants |  |  |  |  |  |  |  |
|  |  | Applicants |  |  |  |  |  |  |  |
| Offers |  |  |  |  |  |  |  |
| Registrants |  |  |  |  |  |  |  |

 Notes:

1. Data includes headcountsonly.
2. Subject of Major Interest refers to the student’s declared interest at the time of application.
3. No distinction is made between deflected offers and one that is made for the plan/program on the application.

#### [Table 15a](#_6.1__Applicants)

|  |
| --- |
| **Table 15a****Number of Applicants, Offers and First-year Registrants in General Program**  |
| **Fiscal Year** | **Applicants** | **1st Choice Applicants (%)** | **2nd Choice Applicants (%)** | **3rd Choice** **or lower Applicants (%)** | **Offers** | **Registrants** | **Registrants as % of Offers** |
| **2014/15** |  |  |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |  |  |
| **2018/19** |  |  |  |  |  |  |  |
| **2019/20** |  |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |  |

Notes:

1. Data includes headcounts only.
2. The Fiscal Year is the year the student applied to start the program and is typically the fall of the fiscal year (e.g., 2014/15 that would be Fall 2014).  Registration count is based on the student's desired starting term and not on the actual first registration term (e.g., if a student deferred their acceptance).
3. Applicants include all applicants who applied to the program in the fiscal year window, not just the fall term. IAP's application reporting process excludes application records that have been immediately withdrawn (i.e., before any application processing has taken place).  Therefore, application counts may be lower than the total number of applications officially recorded in the Quest system.
4. Registrants includes only 1A students in the given fiscal year and excludes students starting with advanced standing (e.g., students are excluded if their first term in the program is in 1B or higher).
5. This report does not show confirmation counts.  Registration counts tend to be slightly lower than confirmation counts; only students that registered and had their fees arranged by count date are included.

#### [Table 15b](#_6.1__Applicants)

|  |
| --- |
| **Table 15b****Number of Applicants, Offers and First-year Registrants in Honours Regular Program** |
| **Fiscal Year** | **Applicants** | **1st Choice Applicants (%)** | **2nd Choice Applicants (%)** | **3rd Choice** **or lower Applicants (%)** | **Offers** | **Registrants** | **Registrants as % of Offers** |
| **2014/15** |  |  |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |  |  |
| **2018/19** |  |  |  |  |  |  |  |
| **2019/20** |  |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |  |

Notes:

1. Data includes headcounts only.
2. The Fiscal Year is the year the student applied to start the program and is typically the fall of the fiscal year (e.g., 2014/15 that would be Fall 2014).  Registration count is based on the student's desired starting term and not on the actual first registration term (e.g., if a student deferred their acceptance).
3. Applicants include all applicants who applied to the program in the fiscal year window, not just the fall term. IAP's application reporting process excludes application records that have been immediately withdrawn (i.e., before any application processing has taken place).  Therefore, application counts may be lower than the total number of applications officially recorded in the Quest system.
4. Registrants includes only 1A students in the given fiscal year and excludes students starting with advanced standing (e.g., students are excluded if their first term in the program is in 1B or higher).
5. This report does not show confirmation counts.  Registration counts tend to be slightly lower than confirmation counts; only students that registered and had their fees arranged by count date are included.

#### [Table 15c](#_6.1__Applicants)

|  |
| --- |
| **Table 15c****Number of Applicants, Offers and First-year Registrants in Honours Co-op Program** |
| **Fiscal Year** | **Applicants** | **1st Choice Applicants (%)** | **2nd Choice Applicants (%)** | **3rd Choice****or lower Applicants (%)** | **Offers** | **Registrants** | **Registrants as % of Offers** |
| **2014/15** |  |  |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |  |  |
| **2018/19** |  |  |  |  |  |  |  |
| **2019/20** |  |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |  |

Notes:

1. Data includes headcounts only.
2. The Fiscal Year is the year the student applied to start the program and is typically the fall of the fiscal year (e.g., 2014/15 that would be Fall 2014).  Registration count is based on the student's desired starting term and not on the actual first registration term (e.g., if a student deferred their acceptance).
3. Applicants include all applicants who applied to the program in the fiscal year window, not just the fall term. IAP's application reporting process excludes application records that have been immediately withdrawn (i.e., before any application processing has taken place).  Therefore, application counts may be lower than the total number of applications officially recorded in the Quest system.
4. Registrants includes only 1A students in the given fiscal year and excludes students starting with advanced standing (e.g., students are excluded if their first term in the program is in 1B or higher).
5. This report does not show confirmation counts.  Registration counts tend to be slightly lower than confirmation counts; only students that registered and had their fees arranged by count date are included.

#### [Table 16](#_6.2_First_Year)

|  |
| --- |
| **Table 16****Total Number of Students Registered in All Undergraduate Year Levels** **(Fall-Term Registration Only)** |
| **Year** | **General** | **Honours** | **Honours Co-op** | **Total** |
| **Fall 2014** |  |  |  |  |
| **Fall 2015** |  |  |  |  |
| **Fall 2016** |  |  |  |  |
| **Fall 2017** |  |  |  |  |
| **Fall 2018** |  |  |  |  |
| **Fall 2019** |  |  |  |  |
| **Fall 2020** |  |  |  |  |

Notes:

1. Data includes headcounts only.
2. Registration count includes all undergraduate students in all year levels registered in the program in the given Fall term.
3. Data includes full-time, part-time and students on a work or study term.

To modify, select the table, right click and ‘edit data.’ An Excel sheet will pop up where you can manually insert the values for each type.

#### [Table 17a](#_6.2_First_Year)

|  |
| --- |
| **Table 17a****High School Grades of Students Registered in First-Year – General Program** |
| **Fiscal Year** | **No Grade** | **<80%** | **80-84%** | **85-89%** | **90-94%** | **95+%** | **Total** |
| # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| **2014/15** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2018/19** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2019/20** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Notes:

1. Data includes headcounts only.
2. First-Year students include only students registered in 1A in the given fiscal year.
3. High School grades in this table are based on the student's best six grade 12 (or equivalent) courses and may exclude courses used for admissions purposes.

#### [Table 17b](#_6.2_First_Year)

|  |
| --- |
|  **Table 17b****High School Grades of Students Registered in First-Year – Honours Program** |
| **Fiscal Year** | **No Grade** | **<80%** | **80-84%** | **85-89%** | **90-94%** | **95+%** | **Total** |
| # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| **2014/15** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2018/19** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2019/20** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Notes:

1. Data includes headcounts only.
2. First-Year students include only students registered in 1A in the given fiscal year.
3. High School grades in this table are based on the student's best six grade 12 (or equivalent) courses and may exclude courses used for admissions purposes.

#### [Table 17c](#_6.2_First_Year)

|  |
| --- |
| **Table 17c****High School Grades of Students Registered in First-Year – Honours Co-op Program** |
| **Fiscal Year** | **No Grade** | **<80%** | **80-84%** | **85-89%** | **90-94%** | **95+%** | **Total** |
| # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| **2014/15** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2018/19** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2019/20** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Notes:

1. Data includes headcounts only.
2. First-Year students include only students registered in 1A in the given fiscal year.
3. High School grades in this table are based on the student's best six grade 12 (or equivalent) courses and may exclude courses used for admissions purposes.

#### [Table 18](#_6.2_First_Year)

|  |
| --- |
| Table 18**Total Number and Amount of Entrance Scholarships Awarded to Students in Program** |
|  | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** |
| **President’s Scholarship of Distinction** | **Award Count** |  |  |  |  |  |  |  |
| **Student Count** |  |  |  |  |  |  |  |
| **Award Amount** |  |  |  |  |  |  |  |
| **President’s Scholarship**  | **Award Count** |  |  |  |  |  |  |  |
| **Student Count** |  |  |  |  |  |  |  |
| **Award Amount** |  |  |  |  |  |  |  |
| **Merit Scholarship**  | **Award Count** |  |  |  |  |  |  |  |
| **Student Count** |  |  |  |  |  |  |  |
| **Award Amount** |  |  |  |  |  |  |  |
| **Other Scholarship**  | **Award Count** |  |  |  |  |  |  |  |
| **Student Count** |  |  |  |  |  |  |  |
| **Award Amount** |  |  |  |  |  |  |  |
| **Total** | **Award Count** |  |  |  |  |  |  |  |
| **Student Count** |  |  |  |  |  |  |  |
| **Award Amount** |  |  |  |  |  |  |  |

Notes:

1. Only awards given to students through the student awards office are included in this report. Award amount data includes only the student’s accepted award amounts.
2. Award Count - counts each award a student is given over each fiscal year (including the same award given over multiple terms.)
3. Student Count - unique student count per fiscal year (in each category) regardless of the number of awards given.
4. Only Entrance Scholarship Awards are listed in this report. The "Other Scholarships" category lists Faculty awarded non-Presidential Entrance Scholarship awards.
5. Fiscal Year is the year the student was in first year. For second entry programs this year is not the year they started in the second entry program but rather the year they started their studies at UW. For second entry programs, the student's first year entrance awards and bursaries are included in this report.
6. <https://uwaterloo.ca/future-students/financing/scholarships>

#### [Table 19](#_6.2_First_Year)

|  |
| --- |
| **Table 19****Citizenship Status of First-Year Students** |
| **Fiscal Year** | **Count** | **Canadian** | **Permanent Resident** | **International** |
| **2014/15** |  |  |  |  |
| **2015/16** |  |  |  |  |
| **2016/17** |  |  |  |  |
| **2017/18** |  |  |  |  |
| **2018/19** |   |   |  |   |
| **2019/20** |  |  |  |  |
| **2020/21** |  |  |  |  |

Notes:

1. Data includes headcounts only.
2. First-Year students include only students registered in 1A in the given fiscal year.
3. Citizenship is based on the country of citizenship reported to the university.

#### [Table 20](#_6.2_First_Year)

|  |
| --- |
| **Table 20****Gender of First-year Students**  |
| **Fiscal Year** | **Count** | **Female** | **Male** | **Another Gender Identity** | **Unreported** |
| **2014/15** |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |
| **2018/19** |  |  |  |  |  |
| **2019/20** |   |   |   |  |  |
| **2020/21** |  |  |  |  |  |

Notes:

1. Data includes headcounts only.
2. First-Year students include only students registered in 1A in the given fiscal year.

#### [Table 21a](#_6.2_First_Year)

|  |
| --- |
| **Table 21a****First-Year to Second-Year Retention in the General Program** |
| **Fiscal Year** | **1st Year Count** | **2nd Year Count** | **Retention %** |
| **2014/15** |  |  |  |
| **2015/16** |  |  |  |
| **2016/17** |  |  |  |
| **2017/18** |  |  |  |
| **2018/19** |  |  |  |
| **2019/20** |   |   |   |
| **2020/21** |  |  |  |

Notes:

1. Data includes headcounts only.
2. 1st Year count is based on 1A registrations in a given fiscal year in the General program.
3. 2nd Year count is based on continued registration in the General program.

#### [Table 21b](#_6.2_First_Year)

|  |
| --- |
| **Table 21b****First-Year to Second-Year Retention in the Honours Regular Program** |
| **Fiscal Year** | **1st Year Count** | **2nd Year Count** | **Retention %** |
| **2014/15** |  |  |  |
| **2015/16** |  |  |  |
| **2016/17** |  |  |  |
| **2017/18** |  |  |  |
| **2018/19** |  |  |  |
| **2019/20** |   |   |   |
| **2020/21** |  |  |  |

Notes:

1. Data includes headcounts only.
2. 1st Year count is based on 1A registrations in a given fiscal year in the Honours Regular program.
3. 2nd Year count is based on continued registration in the Honours Regular program.

#### [Table 21c](#_6.2_First_Year)

|  |
| --- |
| **Table 21c****First-Year to Second-Year Retention in the Honours Co-op Program** |
| **Fiscal Year** | **1st Year Count** | **2nd Year Count** | **Retention %** |
| **2014/15** |  |  |  |
| **2015/16** |  |  |  |
| **2016/17** |  |  |  |
| **2017/18** |  |  |  |
| **2018/19** |  |  |  |
| **2019/20** |   |   |   |
| **2020/21** |  |  |  |

Notes:

1. Data includes headcounts only.
2. 1st Year count is based on 1A registrations in a given fiscal year in the Honours Co-op program.
3. 2nd Year count is based on continued registration in the Honours Co-op program.

#### [Table 22a](#_Upper_Year_Students)

|  |
| --- |
| **Table 22a****Student Retention in the General Program** |
| **Fiscal Year** | **Cohort Size** | **Still Seeking in General** | **Still Seeking in any Other Program** | **Degree in General** | **Degree in Other Program Level** | **Degree in Different Program** | **Withdrawn from UW** | **General Retention %** | **UW Retention %** |
| **2014/15** |  |  |  |  |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |  |  |  |  |
| **2018/19** |   |   |   |   |   |   |   |   |   |
| **2019/20** |  |  |  |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |  |  |  |

Notes:

1. Data includes headcounts only.
2. Fiscal Year is the time period when the student started in the General program in their 1st year of study.
3. Still Seeking in any Other Program means the student is still registered in either the Honours Regular or Co-op program or any program outside of the program.
4. Degree in Other Program Level means degree in the program but not in the General level.
5. Degree in Different Program means degree outside of the program.
6. Withdrawn from UW means that the student has not completed any degree and has not had any registrations in the most recent fiscal year.
7. General Retention % is the percentage of students that either obtained a General degree in the program or are still studying in the General program.
8. UW Retention % is the percentage of students who started in the program that either obtained a degree in any program at UW or are still studying in any program at UW.

#### [Table 22b](#_6.3__Upper)

|  |
| --- |
| **Table 22b****Student Retention in the Honours Regular Program** |
| **Fiscal Year** | **Cohort Size** | **Still Seeking in Honours Regular** | **Still Seeking in any Other Program** | **Degree in Honours Regular** | **Degree in Other Program Level** | **Degree in Different Program** | **Withdrawn from UW** | **Honours Regular Retention %** | **UW Retention %** |
| **2014/15** |  |  |  |  |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |  |  |  |  |
| **2018/19** |   |   |   |   |   |   |   |   |   |
| **2019/20** |  |  |  |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |  |  |  |

Notes:

1. Data includes headcounts only.
2. Fiscal Year is the time period when the student started in the Honours Regular program in their 1st year of study.
3. Still Seeking in any Other Program means the student is still registered in either the Honours Co-op or General program or any program outside of the program.
4. Degree in Other Program Level means degree in the program but not in the Honours Regular level.
5. Degree in Different Program means degree outside of the program.
6. Withdrawn from UW means that the student has not completed any degree and has not had any registrations in the most recent fiscal year.
7. Honours Regular Retention % is the percentage of students that either obtained an Honours Regular degree in the program or are still studying in the Honours Regular program.
8. UW Retention % is the percentage of students who started in the program that either obtained a degree in any program at UW or are still studying in any program at UW.

#### [Table 22c](#_6.3__Upper)

|  |
| --- |
| **Table 22c****Student Retention in the Honours Co-op Program** |
| **Fiscal Year** | **Cohort Size** | **Still Seeking in Honours Co-op** | **Still Seeking in any Other Program** | **Degree in Honours Co-op** | **Degree in Other Program Level** | **Degree in Different Program** | **Withdrawn from UW** | **Honours Co-op Retention %** | **UW Retention %** |
| **2014/15** |  |  |  |  |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |  |  |  |  |
| **2018/19** |   |   |   |   |   |   |   |   |   |
| **2019/20** |  |  |  |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |  |  |  |

Notes:

1. Data includes headcounts only.
2. Fiscal Year is the time period when the student started in the Honours Co-op program in their 1st year of study.
3. Still Seeking in any Other Program means the student is still registered in either the Honours Regular or General program or any program outside of the program.
4. Degree in Other Program Level means degree in the program but not in the Honours Co-op level.
5. Degree in Different Program means degree outside of the program.
6. Withdrawn from UW means that the student has not completed any degree and has not had any registrations in the most recent fiscal year.
7. Honours Co-op Retention % is the percentage of students that either obtained an Honours Co-op degree in the program or are still studying in the Honours Co-op program.
8. UW Retention % is the percentage of students who started in the program that either obtained a degree in any program at UW or are still studying in any program at UW.

#### [Table 23](#_6.3__Upper)

|  |
| --- |
| **Table 23****Student Mobility - by First and Last Term Faculty over Last 7 Years** |
|  |  | **Last Faculty** |
| **First Faculty** | **First Faculty Total** | **AHS** | **ARTS** | **ENG** | **ENV** | **SCI** | **MATH** | **PROGRAM** |
| **AHS** |  |  |  |  |  |  |  |  |
| **ARTS** |  |  |  |  |  |  |  |  |
| **ENG** |  |  |  |  |  |  |  |  |
| **ENV** |  |  |  |  |  |  |  |  |
| **MATH** |  |  |  |  |  |  |  |  |
| **SCI** |  |  |  |  |  |  |  |  |
| **PROGRAM** |  |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |  |

Notes:

1. Interpretation notes, with examples, are available on the [Resources](https://uwaterloo.ca/academic-program-reviews/cyclical-program-reviews/resources) page of the Academic Quality Enhancement website.
2. Second year cohort mobility report - students are selected for inclusion in this report if they are registered in one of the plans in the selection list in any of their second year terms. Note - this applies to primary and non-primary plans (joint programs are included where the non-primary plan is in the plan selection list.)
3. First and Last Faculty - the faculty of registration for the student's first and last term of registration. This is usually the student's 1A term Faculty of registration and their 4B term Faculty of registration. Note - some students many have advanced standing and start their studies at UW in their 2nd year.
4. The first and last faculty categories have a special additional group for the academic program being reviewed. E.g., if the academic program being reviewed is English, then there would be an "English" group in the first and last faculty group lists. Students that are registered in English (either in the primary or a non-primary academic plan) would be counted in the special "English" group and would not be counted in the Arts faculty group.

####

#### [Table 24](#_Graduates_from_Bachelor)

|  |
| --- |
| **Table 24****Number of Students who Graduated in all Undergraduate Programs** |
| **Program Level** |  **Total Number of Graduates (#) and percentage on the Dean’s Honours List (DHL)**  |
| **2014** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| **#** | **% DHL** | **#** | **% DHL** | **#** | **% DHL** | **#** | **% DHL** | **#** | **% DHL** | **#** | **% DHL** | **#** | **% DHL** |
| **General** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Honours** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Honours Co-op** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Notes:

1. Data includes headcounts only.
2. Degree Year is the year of the student's convocation (when the degree is awarded - which may be different than the date when the degree completion requirements were met.)
3. Data includes AFIW students, if applicable.

To modify, select the table, right click and ‘edit data.’ An Excel sheet will pop up where you can manually insert the values for each type.

#### [Table 25](#_6.4__Graduates)

|  |
| --- |
| **Table 25****Number of Students who Graduated with a Minor/Option/Diploma in Academic Plan: XXX** |
| **Program Level** | **Total Number of Graduates (#) and percentage on the Dean’s Honours List (DHL)** |
| **2014** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| **#** | **% DHL** | **#** | **% DHL** | **#** | **% DHL** | **#** | **% DHL** | **#** | **% DHL** | **#** | **% DHL** | **#** | **% DHL** |
| **General** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Honours** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Honours Co-op** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Notes:

1. Data includes headcounts only.
2. Degree Year is the year of the student's convocation (when the degree is awarded - which may be different than the date when the degree completion requirements were met.)
3. Data includes AFIW students, if applicable.

#### [Table 26a](#_Graduate_Applicants)

|  |
| --- |
| **TABLE 26a****Master’s Program: Applications, Offers and Offers Accepted by Academic Year** |
|  |  | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** |
| **Applications** | **Domestic** |  |  |  |  |  |  |  |
| **International** |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |
| **Offers** | **Domestic** |  |  |  |  |  |  |  |
| **International** |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |
| **Offers Accepted** | **Domestic** |  |  |  |  |  |  |  |
| **International** |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |
| **% Confirm** | **Domestic** |  |  |  |  |  |  |  |
| **International** |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |

\*Provided by Graduate Studies and Postdoctoral Affairs.

#### [Table 26b](#_7.1__Graduate)

|  |
| --- |
| **TABLE 26b****PhD: Applications, Offers and Offers Accepted by Academic Year** |
|  |  | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** |
| **Applications** | **Domestic** |  |  |  |  |  |  |  |
| **International** |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |
| **Offers** | **Domestic** |  |  |  |  |  |  |  |
| **International** |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |
| **Offers Accepted** | **Domestic** |  |  |  |  |  |  |  |
| **International** |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |
| **% Confirm** | **Domestic** |  |  |  |  |  |  |  |
| **International** |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |

\*Provided by Graduate Studies and Postdoctoral Affairs.

#### [Table 27a](#_Student_Cohort)

|  |
| --- |
| **Table 27a****Master’s Program: Student Enrolment (New and Continuing) by Citizenship Status and Gender** |
| **Fiscal Year** | **Enrolment** | **Citizenship Status (%)** | **Gender (%)** |
| **Canadian** | **Permanent Resident** | **International** | **Female** | **Male** | **Another Gender Identity** | **Unreported** |
| **2014/15** |  |  |  |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |  |  |  |
| **2018/19** |  |  |  |  |  |  |  |  |
| **2019/20** |  |  |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |  |  |

Notes:

1. Data are reported on the fiscal year. Waterloo’s fiscal year runs from May 1st in one year until April 30th of the next year, and includes three consecutive terms – Spring, Fall, and Winter.
2. Student enrolment for a given fiscal year is the number of students continuing from the previous fiscal year plus the number of new students starting in the given fiscal year.
3. Citizenship Status: data refers to the student’s citizenship status at first registration in the program.

#### [Table 27b](#_Source_of_StudentsStudent)

|  |
| --- |
| **Table 27b****PhD: Student Enrolment (New and Continuing) by Citizenship Status and Gender** |
| **Fiscal Year** | **Enrolment** | **Citizenship Status (%)** | **Gender (%)** |
| **Canadian** | **Permanent Resident** | **International** | **Female** | **Male** | **Another Gender Identity** | **Unreported** |
| **2014/15** |  |  |  |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |  |  |  |
| **2018/19** |  |  |  |  |  |  |  |  |
| **2019/20** |  |  |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |  |  |

Notes:

1. Data are reported on the fiscal year. Waterloo’s fiscal year runs from May 1st in one year until April 30th of the next year, and includes three consecutive terms – Spring, Fall, and Winter.
2. Student enrolment for a given fiscal year is the number of students continuing from the previous fiscal year plus the number of new students starting in the given fiscal year.
3. Citizenship Status: data refers to the student’s citizenship status at first registration in the program.

#### [Table 28](#_Retention_Rates)

|  |
| --- |
| **Table 28****Master’s Program: Retention by Year of Admission** |
| **Fiscal Year** | **Intake** | **Total** |
| **Completions** | **Transfers** | **Withdrawals** | **In Progress** |
| **2014/15** |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |
| **2018/19** |  |  |  |  |  |
| **2019/20** |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |

Notes:

1. Intake data are reported on the fiscal year. Waterloo’s fiscal year runs from May 1st in one year until April 30th of the next year, and includes three consecutive terms – Spring, Fall, and Winter. Intake (admitted and registered for the first time) in a given fiscal year forms the cohort for that year. These include students transferred from a different master's program and include intake from all entry points (Spring, Fall and Winter terms) during a fiscal year.
2. Completion is associated with completion of all program requirements for the degree, and not the time of the degree being awarded (i.e. convocation date).
3. Transfers includes students who transferred to a different Master’s program (e.g., from MA History to MA Planning or MASc to MEng) or were promoted into a doctoral program without receiving a Master's degree. Students who transferred into this program (their second program) are included in the fiscal year intake when they started their first program (i.e., the time spent in the first program is credited to the second program).
4. Students are considered Withdrawn, in a given fiscal year, if they were not registered as of the last term of the fiscal year, did not complete the degree requirements, and had no subsequent registrations in the program in any of the following fiscal years.
5. Students who are In Progress include those registered in the program and those on leave.

#### [Table 29](#_7.4__Retention)

|  |
| --- |
| **Table 29****Master’s Program: Retention by Citizenship Status** |
| **Fiscal Year** | **Completions** | **Transfers** | **Withdrawals** | **In Progress** |
| **Canadian** | **Permanent Resident** | **Intl** | **Canadian** | **Permanent Resident** | **Intl** | **Canadian** | **Permanent Resident** | **Intl** | **Canadian** | **Permanent Resident** | **Intl** |
| **2014/15** |  |  |  |  |  |  |  |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |  |  |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |  |  |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |  |  |  |  |  |  |  |
| **2018/19** |  |  |  |  |  |  |  |  |  |  |  |  |
| **2019/20** |  |  |  |  |  |  |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |  |  |  |  |  |  |

Notes

1. Citizenship Status refers to the student’s citizenship status at first registration in the program.
2. Completion is associated with completion of all program requirements for the degree, and not the time of the degree being awarded (i.e. convocation date).
3. Transfers includes students who transferred to a different Master’s program (e.g., from MA History to MA Planning, or MASc to MEng) or were promoted into a doctoral program without receiving a Master's degree. Students who transferred into this program (their second program) are included in the fiscal year intake when they started their first program (i.e., the time spent in the first program is credited to the second program).
4. Students are considered Withdrawn, in a given fiscal year, if they were not registered as of the last term of the fiscal year, did not complete the degree requirements, and had no subsequent registrations in the program in any of the following fiscal years.
5. Students who are In Progress include those registered in the program and those on leave.

#### [Table 30](#_7.4__Retention)

|  |
| --- |
| **Table 30****PhD: Retention by Year of Admission** |
| **Fiscal Year** | **Intake** | **Total** |
| **Completions** | **Withdrawals** | **In Progress** |
| **2014/15** |  |  |  |  |
| **2015/16** |  |  |  |  |
| **2016/17** |  |  |  |  |
| **2017/18** |  |  |  |  |
| **2018/19** |  |  |  |  |
| **2019/20** |  |  |  |  |
| **2020/21** |  |  |  |  |

Notes:

1. Intake data are reported on the fiscal year. Waterloo’s fiscal year runs from May 1st in one year until April 30th of the next year, and includes three consecutive terms – Spring, Fall, and Winter. Intake (admitted and registered for the first time) in a given fiscal year forms the cohort for that year. These include students transferred from a different master's program and include intake from all entry points (Spring, Fall and Winter terms) during a fiscal year.
2. Completion is associated with completion of all program requirements for the degree, and not the time of the degree being awarded (i.e. convocation date).
3. Students are considered Withdrawn, in a given fiscal year, if they were not registered as of the last term of the fiscal year, did not complete the degree requirements, and had no subsequent registrations in the program in any of the following fiscal years.
4. Students who are In Progress include those registered in the program and those on leave.

#### [Table 31](#_7.4__Retention)

|  |
| --- |
| **Table 31****PhD: Retention by Citizenship Status** |
| **Fiscal Year** | **Completions** | **Withdrawals** | **In Progress** |
| **Canadian** | **Permanent Resident** | **Intl** | **Canadian** | **Permanent Resident** | **Intl** | **Canadian** | **Permanent Resident** | **Intl** |
| **2014/15** |  |  |  |  |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |  |  |  |  |
| **2018/19** |  |  |  |  |  |  |  |  |  |
| **2019/20** |  |  |  |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |  |  |  |

Notes

1. Citizenship Status refers to the student’s citizenship status at first registration in the program.
2. Completion is associated with completion of all program requirements for the degree, and not the time of the degree being awarded (i.e. convocation date).
3. Students are considered Withdrawn, in a given fiscal year, if they were not registered as of the last term of the fiscal year, did not complete the degree requirements, and had no subsequent registrations in the program in any of the following fiscal years.
4. Students who are In Progress include those registered in the program and those on leave.

#### [Table 32](#_7.4__Retention)

|  |
| --- |
| **Table 32****Master’s Program: Time to Completion by Year of Admission** |
| **Fiscal Year** | **Intake** | **Completions****(#) (%)** | **Time to Completion** |
| **≤ 6 Terms (#)** | **7-9 Terms (#)** | **> 9 Terms (#)** | **Average (Years)** |
| **2014/15** |  |  |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |  |  |
| **2018/19** |  |  |  |  |  |  |  |
| **2019/20** |  |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |  |

Notes:

1. Intake data are reported on the fiscal year. Waterloo’s fiscal year runs from May 1st in one year until April 30th of the next year, and includes three consecutive terms – Spring, Fall, and Winter. Intake (admitted and registered for the first time) in a given fiscal year forms the cohort for that year. These include students transferred from a different master's program and include intake from all entry points (Spring, Fall and Winter terms) during a fiscal year.
2. Completion is associated with completion of all program requirements for the degree, and not the time of the degree being awarded (i.e. convocation date). Total Completions is the number of completions for all the timeframes indicated in the table.
3. Average to completion is based on elapsed time, calculated from the start of the first term of registration, to the end of the final term of registration when all degree requirements were met, including leaves. Time to completion is presented in years to 1 decimal point.

#### [Table 33](#_7.4__Retention)

|  |
| --- |
| **Table 33****Master’s Program: Average Time to Completion by Citizenship Status** |
| **Fiscal Year** | **Canadian** | **Permanent Resident** | **International** |
| **2014/15** |  |  |  |
| **2015/16** |  |  |  |
| **2016/17** |  |  |  |
| **2017/18** |  |  |  |
| **2018/19** |  |  |  |
| **2019/20** |  |  |  |
| **2020/21** |  |  |  |

Notes:

1. Average to completion is based on elapsed time, calculated from the start of the first term of registration, to the end of the final term of registration when all degree requirements were met, including leaves. Time to completion is presented in years to 1 decimal point.
2. Citizenship Status refers to the student’s citizenship status at first registration in the program.

#### [Table 34](#_7.4__Retention)

|  |
| --- |
| **Table 34****PhD: Time to Completion by Year of Admission** |
| **Fiscal Year** | **Intake** | **Completions****(#) (%)** | **Time to Completion** |
| **≤ 12 Terms****(#)** | **13-15 Terms (#)** | **16-18 Terms (#)** | **> 18 Terms (#)** | **Average (Years)** |
| **2011/12** |  |  |  |  |  |  |  |  |
| **2012/13** |  |  |  |  |  |  |  |  |
| **2013/14** |  |  |  |  |  |  |  |  |
| **2014/15** |  |  |  |  |  |  |  |  |
| **2015/16** |  |  |  |  |  |  |  |  |
| **2016/17** |  |  |  |  |  |  |  |  |
| **2017/18** |  |  |  |  |  |  |  |  |
| **2018/19** |  |  |  |  |  |  |  |  |
| **2019/20** |  |  |  |  |  |  |  |  |
| **2020/21** |  |  |  |  |  |  |  |  |

Notes:

1. Intake data are reported on the fiscal year. Waterloo’s fiscal year runs from May 1st in one year until April 30th of the next year, and includes three consecutive terms – Spring, Fall, and Winter. Intake (admitted and registered for the first time) in a given fiscal year forms the cohort for that year. These include students transferred from a different master's program and include intake from all entry points (Spring, Fall and Winter terms) during a fiscal year.
2. Completion is associated with completion of all program requirements for the degree, and not the time of the degree being awarded (i.e. convocation date). Total Completions is the number of completions for all the timeframes indicated in the table.
3. Average to completion is based on elapsed time, calculated from the start of the first term of registration, to the end of the final term of registration when all degree requirements were met, including leaves. Time to completion is presented in years to 1 decimal point.

#### [Table 35](#_7.4__Retention)

|  |
| --- |
| **Table 35****PhD: Average Time to Completion by Citizenship Status** |
| **Fiscal Year** | **Canadian** | **Permanent Resident** | **International** |
| **2011/12** |  |  |  |
| **2012/13** |  |  |  |
| **2013/14** |  |  |  |
| **2014/15** |  |  |  |
| **2015/16** |  |  |  |
| **2016/17** |  |  |  |
| **2017/18** |  |  |  |
| **2018/19** |  |  |  |
| **2019/20** |  |  |  |
| **2020/21** |  |  |  |

Notes:

1. Average to completion is based on elapsed time, calculated from the start of the first term of registration, to the end of the final term of registration when all degree requirements were met, including leaves. Time to completion is presented in years to 1 decimal point.
2. Citizenship Status refers to the student’s citizenship status at first registration in the program.

#### [Table 36](#_7.4__Retention)

|  |
| --- |
| **TABLE 36****Projected Intake (FTE) for the Next 7 Years** |
| **YEAR** | **Domestic** | **International** | **TOTAL** |
| **Master’s Program** | **PhD** | **Master’s Program** | **PhD** | **Master’s Program** | **PhD** |
| **2021/22** |  |  |  |  |  |  |
| **2022/23** |  |  |  |  |  |  |
| **2023/24** |  |  |  |  |  |  |
| **2024/25** |  |  |  |  |  |  |
| **2025/26** |  |  |  |  |  |  |
| **2026/27** |  |  |  |  |  |  |
| **2027/28** |  |  |  |  |  |  |

 \* **produced by Program**

# APPENDICES

Any supplemental materials the program wishes to provide such as curriculum maps, course descriptions, survey questions and responses would be added in this section.