

2007-08 Multi-Year Accountability Agreement Report-Back for: Waterloo

As noted in the Multi-Year Accountability Agreement for Universities for 2006-07 to 2008-09 (MYAA), the government appreciates that implementing this and future agreements will be part of an evolutionary process which will incorporate maturing consensus on how to best measure and indicate access and quality. This will require a strong collaborative partnership between institutions and the Ministry of Training, Colleges and Universities.

This Multi-Year Accountability Agreement Report-Back Template has been designed to assist with the ministry's continuing efforts to measure the participation of students from under-represented groups, and as outlined in Appendix B (the Multi-Year Action Plan) of the MYAA, update the planned net new hires table, and the strategies and programs that will be used by your institution to participate in the Student Access Guarantee initiative.

Pursuant to the MYAA, the release of the full amount of your 2008-09 Accessibility to Higher Quality Education Fund¹ will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the ministry. The ministry will also use the completed Multi-Year Accountability Report-Back Template to review the progress made on the commitments outlined in your Multi-Year Action Plan. Based on this review, you may be required to submit an improvement plan to the ministry, developed in consultation with faculty, staff and students.

The information contained in this report-back template will also be used to inform the development of best practices and the creation of measures of system-wide results. These measures may be incorporated in revised requirements in future years to demonstrate system-wide improvements.

A. ACCESS**Increased Participation of Under-Represented Students — Measurement**

To continue assisting with our efforts to develop a system measure that will track the participation of students from under-represented groups (Aboriginal, First Generation, Students with Disabilities) the ministry is again seeking information with respect to the number of students who are self-identifying as under-represented pursuant to the methodologies currently in place to measure these students at your institution. Please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups. The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. To the extent that you are able to do so, eliminate any double-counting in the column, "Total Number Self-Identifying as Member of Under-represented Group".

¹ Excluding your Per Student Funding portion of this fund.

Measurement Methodology (including description)	Student Groups in Your Student Population			Total Number Self-Identifying as Member of Under-represented Group	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities		
	#	#	#		
Aboriginal identification ¹ --Under development	57—250(1.6%--7% depending on method)	NA	NA	57--250	NA
Responses to NSSE indicating neither parent <i>attended</i> post-secondary education	NA	Nearly 500 (about 14%)	NA	500	3495
Self identified at Office for Persons with Disabilities	NA	NA	About 1460 (about 7%)	About 1460	NA

If you would like to provide any other comments, please do so in the following space:

1. Identification of aboriginal students remains a challenge. While we have undertaken a new project to formally register Aboriginal students for Aboriginal services allowing us to better identify and track these students, this program is still too new to give us concrete and reliable results. We have replicated the methods used last year and report again this year a range that reflects the scope of the variance between methods. We can see there appears to be an increase in our Aboriginal population.
2. Here we have reported the number of students who responded to the question related to level of parents' education. Waterloo's response rate was not as high for 2008 as in previous years and may account for the apparent drop in the first generation population at Waterloo. **It is important to note that the percent of survey respondents who responded to the question regarding level of parental education has steadily declined from 94% in 2004, to 90% in 2006 and 84% in 2008 and may account for the apparent decline in the population of first generation students as represented by NSSE.**

Increased Participation of Under-Represented Students — Programs/Strategies

Pursuant to your approved Multi-Year Action Plan, please identify your achieved results for 2007-08. If your institution has not achieved your proposed results, please explain the variance and your planned remedial action in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Remedial Action You Expect to Take
3. Improve access to barrier-free education	3.1 Waterloo financial guarantee.	Continue to meet the OSAP unmet financial needs of students. (06-07 result: about a 10% increase in numbers receiving local student aid)	Waterloo continues to meet the financial needs of our students. Expenditures for local student aid increased by 40% over 06-07. The number of	On task with no variance

			students receiving bursary assistance increased from 3829 in 06-07 to 5087 in 07-08, an increase of 24%.	
	3.2 Aboriginal student services.	Count the number of students who use aboriginal student services. Evaluate the services offered and student satisfaction. (06-07 result: New system to track students implemented)	Initialized count of Aboriginal students Fall 2008. Student satisfaction tool ready 10/08. new tracking/monitor system implemented Fall 2008.	On task with no variance
	3.3 Services for students with disabilities.	Continue to offer the necessary services to support academic success for students with disabilities. Increase of 5-10% in the number of students requiring support anticipated. (06-07 result: number of students requiring support increased by about 2% over 05-06).	We continue to meet the needs of students with disabilities. The number of students requiring support increased by about 5% in 2007/08 over 2006/07.	On task with no variance
	3.4 Tutoring in residence pilot project to offer additional academic support, particularly for those students who may be at higher risk for academic, social and cultural challenges.	Track participation and satisfaction. Expand program as appropriate. (06-07 result: program expanded to include: Accounting, English Language Proficiency Exam review appointments, academic help writing clinic, and midterm and exam prep sessions for psychology. Number of visits/access of service increased by 12% over 05-06)	07-08 results: Number of visits continues to rise at a steady pace. Intentional placement of Tutoring in Residence sessions has allowed us to target our student populations more effectively. We had many midterm exam prep sessions for various subjects including Chemistry and Biology.	On task with no variance
4. Provide alternatives to on-campus, in-class learning	4.1 Enhance Distance Education and web-delivered learning opportunities.	Establish a baseline from which number of students who make use of Distance Education and web-delivered learning opportunities who other wise may not have studied at the university can be measured. (06-07 result: offerings as a percent of UG courses remained relatively constant – Spring 06 was 12%, Fall 06 was 5%, Winter 07 was 6%)	In May 2007 the Provost struck the Online Learning Task Force Committee. This committee has prepared a set of recommendations that are about to go to Senate Long Range Planning and Senate in Fall 2008 (after much discussion, feedback, revision). One of the things that this report	On task with no variance

			<p>recommends is the identification and support for specific programs to be made available online (at a distance) in order to be attractive to those students who otherwise may not have studied at the university, including adult learners. This will include some shorter-duration certificate programs as well as full degrees, with the hope that the certificates may ladder in to a degree—quicker milestones for students to achieve when studying part time at a distance. In addition the Director of Distance and Continuing Education on the Steering Committee for the new Ministry-funded eLearnNetwork Access Centres, intended to target under-served groups and facilitate their entry in to post-secondary education. (07-08 result: offerings as a percent of UG courses remained relatively constant – Spring 07 was 12%, Fall 07 was 5%, Winter 08 was 6%)</p>	
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If you would like to provide any other comments, please do so in the following space:

Student Access Guarantee and Commitment

Instructions for 2007-08:

Through your signed MYAA, you committed to participate in the student access guarantee. For 2007-08, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2007-2008 Student Access Guarantee Guidelines.

	<u>Yes</u>	<u>No</u>
The institution met students' tuition/book shortfall in allocating financial aid, as set out in the <u>2007-2008 Student Access Guarantee Guidelines</u>	X	

If you answered no, please explain.

Please complete the following table, using the most recent available year-to-date information from your institution's 2007-08 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

2007-08 TUITION / BOOK SHORTFALL AID:		
	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	3,196,173	2,089
Other SAG Expenditure to Supplement OSAP	4,545,410	1,605
Total	7,741,583	3,694

Data supplied by Liz Stayer, MTCU and was last updated: 28/09/2008

MYAA Action Plan – 2008-09 Revision: Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2008-09 Student Access Guarantee Guidelines.

Please complete the following template to update the strategies and programs that your institution will use in 2008-09 to participate in the Student Access Guarantee initiative.

<p>Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be:</p> <p>a) Provided to those students who apply for institutional financial aid; or</p> <p>b) Automatically issued to students based on their OSAP information</p> <p>The University of Waterloo uses both a) and b) to effectively and fairly meet students' needs. In the first</p>	<p>The University guarantees to fund unmet need as defined by OSAP (Ontario Student Assistance Program) or a student assistance program from another Canadian province.</p> <p>The University aspires to identify students in need and ensure that all eligible students admitted to full-time undergraduate programs have the financial assistance necessary to complete their studies. Students are required to seek financial support from all sources, including family, employment, government support programs and loans. Unmet need is calculated using OSAP allowable costs minus the student's expected/actual resources.</p>
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<p>instance, we automatically issue bursaries based on OSAP information (a). Students who need more assistance than provided by the automatic process can apply for reconsideration of the bursary assessment (b). Also, students who were not automatically assessed can submit an application.</p>	<p>Note: When other provincial jurisdictions include institutional bursaries as a resource, the University is not in a position to provide further bursary assistance to replace/repay loan overpayments.</p> <p>From: http://safa.uwaterloo.ca/bursaries/supportstatement.html</p>
<p>If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee. Identify any applicable deadlines.</p>	<p>Students apply for bursary assistance or a reconsideration of their automatic bursary assessment by accessing the following site: http://safa.uwaterloo.ca/bursaries/ugbursaryft.html</p> <p>The deadlines are:</p> <p>October 30 - for Fall Only term February 1 - for Fall & Winter term February 28 - for Winter Only term June 30 - for Spring Only term</p> <p>Note: where the advertised deadline date falls on a Saturday or Sunday, the deadline date is the preceding Friday.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so:</p> <p>a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide</p>	<p>We do not provide loan assistance. The University guarantees to fund unmet need as defined by OSAP (Ontario Student Assistance Program) or a student assistance program from another Canadian province for all eligible students admitted to full-time undergraduate programs.</p>
<p>Describe other financial support programs and strategies that your institution will use to assist university students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.</p>	<p>Emergency Loans http://safa.uwaterloo.ca/loanprograms/uwemergency.html UW Entrance Bursary http://safa.uwaterloo.ca/bursaries/entrance.html UW Full-time UG Bursary http://safa.uwaterloo.ca/bursaries/ugbursaryft.html For complete list of bursaries available see: http://safa.uwaterloo.ca/bursaries/index.htm</p>
<p>Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.</p>	<p>The Bursary Committee will process requests for reconsideration of a bursary assessment using the specified deadlines. Students are expected to provide a detailed report of their costs and resources. Cases are often resolved with direct one-on-one consultation.</p> <p>http://safa.uwaterloo.ca/forms.html#bursaryforms</p>

B. QUALITY
Quality of the Learning Environment

Pursuant to your approved Multi-Year Action Plan, please identify your achieved results for 2007-08. If your institution has not achieved your proposed results, please explain the variance and your planned remedial action in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Remedial Action You Expect to Take
5. Enrich learning environment on campus through increased use of technology. Currently, about 70% of classrooms scheduled by the Office of Registrar have been converted.	5.1 Enhance the e-classroom technology—classrooms with dedicated podium computer, DVD, VCR, audio amplifier, speakers, network connections.	Where appropriate, convert an additional 5-15% of the classrooms. Approximately 15% of the classrooms will not be converted since they are small spaces. (06-07 result: May 06 to April 07 – 5.6% of central classrooms converted)	In 2007, Waterloo undertook an inventory of Registrar-controlled classrooms, under the leadership of the Classroom Assessment Group, assessing the condition of each classroom with regard to light, sound, equipment, flooring etc. A final report has been prepared and submitted to senior administration for review with the goal to establish a five-year plan for bringing all classrooms up to standard, and keeping them up to date.	On task with no Variance
6. Increased opportunities for continuous professional development for faculty members, teachers, and staff.	6.1 Use of Centre for Learning and Teaching Through Technology (LT3) training opportunities. Baseline: At Least one workshop each term.	Monitor the use of Centre for Learning and Teaching Through Technology (LT3) resources. (06-07 result: 5-6 workshops each term and other services, such as Lunch & Learns, retreats, etc. Nearly 880 faculty participants made use of the various services, more than double the 05-06 result)	UW's Teaching Resources office offers teaching-based workshops each term, one-on-one consultations for faculty members and most recently, orientation for new faculty members. The Centre's baseline is to offer at least one workshop each term. The following are highlights of the services offered in 2007/08: <ul style="list-style-type: none"> • We offered, on average, 20 events each term to which faculty members were invited. Some were 	On task with no Variance

			<p>targeted specifically at faculty members (e.g., workshops for new faculty members), while others were open to the entire UW community (e.g., Learning about Teaching symposium).</p> <ul style="list-style-type: none"> • This past year, we also worked on 11 projects for departments in which we provided programming and/or facilitation services for departments on teaching issues and/or the review of current program curriculum. • CTE also provides one-on-one consultations to faculty members to discuss course evaluations, classroom/course management issues, course design, and use of UW-ACE. <p>In 2007/08 over 900 faculty participants attended the various professional development activities. Please note that these numbers do not represent individual faculty members. Rather, they are the total number of participants. One faculty member may attend several events.</p>	
	<p>6.2 Centralized approach to monitor the availability of professional development opportunities for faculty members, teachers and staff.</p>	<p>Evaluate the progress of the Office of Organizational & Human Development to provide leadership and develop training opportunities. (06-07 result: new unit established)</p>	<p>Highlights of the activities of the Office of Organizational & Human Development:</p> <ul style="list-style-type: none"> • successfully initiated and delivered a 2-day staff conference providing 15 separate sessions/opportunities for training and development. The result was highly successful and 520 staff members attended. • Development of a 12 module Student 	<p>On task with no Variance</p>

			<p>Leadership program to be rolled out January 2009.</p> <p>Fall 2008 OHD will be advertising for student, staff & faculty members to be trained to facilitate these modules by team teaching – one student with one faculty or staff member. This will provide another development opportunity for all groups to learn new presentation and facilitation skills.</p> <ul style="list-style-type: none"> In collaboration with Career services developed the Career Development e-manual, available for the entire UW community. This guide walks users through the six steps to career development: self assessment, research, career decision making, marketing yourself, work, and work/life planning. 	
7. Encourage innovative and responsive academic programs.	7.1 The design and development of innovative and responsive academic programs.	120 undergraduate students registered in school of pharmacy. (06-07 result: Nanotechnology program registered 194 FT students)	One of the newest additions to UW's slate of innovative undergraduate programs is the bachelor of knowledge integration program, beginning in September 2008 with a target of 40 year one students. This program will graduate students comfortable with numeracy, hands-on experience of investigative science and a meaningful literacy in the humanities.	On task with no Variance
8. Increase number of UGs participating in university research.	8.1 Undergraduate students engaged in university research.	Measure participation in undergraduate research opportunities. Evaluate student experience and effectiveness of program. (06-07 result: eligibility criteria established Proposed result was to establish criteria <u>and</u> targets)	A total of 406 students who entered the University in '06 and '07 with a 95% average and achieved an 80% average in year 1 are eligible for the President's Research Award which includes the opportunity to participate in research along with a \$1500 award. These students will take advantage of this opportunity in their upper years. To date, about 5% have claimed the award. An additional 339 students have	On task with no Variance

			been admitted in 2008 who could become eligible for the award in 2009. While our sixth decade plan states that all undergraduate students will participate in a “research” or equivalent “inquiry based learning” project, we have not established targets for the President’s Research Award or for undergraduate participation in research internships/opportunities.	
9. Ensure access to a strong and vibrant library.	9.1 High faculty, staff and student satisfaction with information resources, services and facilities.	Participate in community needs assessment. (06-07 result: 2 web surveys conducted to capture responses from students, faculty and staff. Users are satisfied but there are concerns re noise and space. Initiatives designed to respond to input will be implemented and communicated to users)	Major renovations now underway in the two main libraries (Porter and Davis) will help address the noise and space issues identified in the previous surveys of students and faculty. We have met with the leaders of the campus student associations to communicate the changes underway and as well to solicit further input on the effectiveness of Library services and resources. The Library is working closely with other campus groups and stakeholders to address the general issue of lack of space in the mid to longer term.	On task with no Variance
10. Ensure responsive and relevant co-operative education and career services. In Fall 2005, more than 11,500, or 55% of undergrad students were registered in co-operative education programs. In 2005/06 12,419 students scheduled to work, earning \$124M. Waterloo maintains relationships with more than 3,000 employers.	10.1 Conduct in-depth review of co-operative education and career services.	Review and implement recommendations of the CECS review team. (06-07 result: Report is available on web site and many recommendations have been implemented)	07-08 result: Report is available on web site and most recommendations have been implemented.	On task with no Variance
	10.2 Complete an in-depth review of the JobMine system for co-operative education.	Review and implement recommendations of the JobMine Review Team. (06-07 result: Report is available on web site)	07-08 result: Report is available on web site and development of a new system is underway.	On task with no Variance
11. Increase support from alumni—financial and volunteer.	11.1 Campaign Waterloo Results.	Establish new goals.	Campaign Waterloo exceeded its stretch goal of \$350M in 2007-08, reporting	On task with no Variance

			\$465M had been received to date. Alumni contributions made up over 38% of this achievement, with 18% of addressable alumni participating in making annual contributions. Strategic planning continues in each Faculty to assess fundraising priorities, and to encourage support for new goals and initiatives springing from the objectives of the 6th Decade Plan.	
	11.2 Participation of alumni in volunteer activities.	Track participation of alumni in volunteer activities. (06-07 result: nearly 19% participate in making donations. UW is researching best practices in measuring alumni engagement via a Working Group of Alumni Council)	07-08 result: Concluded Alumni Council review of Alumni engagement and a report was prepared outlining next steps. Conducted a comprehensive alumni survey to determine opportunities to increase alumni participation.	On task with no Variance
12. Increase international opportunities.	12.1 Opportunities for Waterloo students to study abroad or to participate in exchange programs.	Track the participation of students in available international activities. Evaluate student experience. (06-07 result: Baseline of 200 students established)	07-08 result: 250 FTE students participated in a study abroad opportunity or exchange program. We continue to investigate this measure to be certain we are getting the most meaningful measure.	On task with no Variance
13. Enhance the learning environments	13.1 Implement the living-learning and learning community.	Evaluate the effectiveness / student engagement as a result of the learning community. (06-07 result: Partnered with School of Accountancy to form first living-learning community. 111 1 st year students joined)	07-08 results: The School of Accounting and Finance had a first-year student Living-Learning Community again with 135 students. We expanded by adding 4 more communities. The School of Accounting and Finance added a community for their 2 nd year students, as well as a Community for Health Studies, Arts and Business, and Environmental Studies.	On task with no Variance
14. Monitor student retention—see Student Success section		Participate in the CSRDE as agreed	Complete for 2007/08	On task with no Variance
15. Monitor graduation rate—see Student Success section		Post KPIs on web site as required.	Complete for 2007/08	On task with no Variance
16. Improve competitiveness of our students for work term and graduate employment. Beginning in 2005, UW offered about 2000 course enrolments in professional	16.1 Offer a series of courses on professional development for students in co-operative education programs.	Implement additional PD-UW courses. Monitor and evaluate effectiveness. Increase of 50%. By 2008, all co-op students will be required to successfully complete work-related PD courses that focus on 'soft-skills' not usually covered in	WatPD (Non-Engineering) All co-op students who started at UW in 2007 or later are required to take 4-5 work-related PD courses as part of the requirements for their co-op degree. Seven courses have been created with topics ranging from Conflict	On task with no Variance

<p>development courses in Faculty of Engineering (PD-ENG). Other Faculties have been assessing how this model can be expanded and incorporated.</p>		<p>classroom (e.g. interpersonal communication and ethics) (06-07 result: four levels of PD for 1st year students in the Faculties of Mathematics and Arts offered, with more than 1000 course registrants)</p>	<p>Resolution to Project Management. Course evaluations, completed by students are collected during each offering and a plan for the full program evaluation has been developed.</p> <p>PDEng is now offered across all year levels and we see an improvement from year one to year four in completion and credit achieved.</p> <p>The PD courses are now offered for all students in co-operative education programs. In 2007/08 we had over 8,000 course participants.</p>	
<p>17. Disseminate broadly our accountability instruments. Currently, Waterloo posts several accountability documents on its web space, including: KPIs, annual Performance Indicator reports, submission to MTCU (Graduate Expansion, IAA, MYAA, NSSE benchmarks and reports, Senate Finance Packages, Sixth Decade Plan, Faculty Plans).</p>	<p>17.1 Our accountability instruments will be easily accessible for our stakeholders.</p>	<p>Identify improvement in the methods of dissemination and availability of accountability instruments. (06-07 result: development of website which will provide the common elements described in the COU Accountability Website Project document)</p>	<p>Launched and continue to maintain the public accountability website with up-to-date relevant information.</p> <p>http://www.uwaterloo.ca/accountability/</p>	<p>On task with no Variance</p>
<p>18. Assess risk for Waterloo annually and manage.</p>	<p>18.1 Monitor the effectiveness of risk management activities.</p>	<p>Ensure appropriate procedures are in place to mitigate risk. Report annually to the Board of Governors. (06-07 result: continue to ensure appropriate procedures are in place to mitigate risk)</p>	<p>Continue to ensure appropriate procedures are in place to mitigate risk.</p>	<p>On task with no Variance</p>
<p>19. Complete annual performance indicators.</p>	<p>19.1 Reports will be completed with meaningful indicators of university performance.</p>	<p>A permanent university working group will manage the production of indicators and report. (06-07 result: 2nd annual report published and posted on web site)</p>	<p>The 3rd annual report was published and posted on web site in October 2007.</p>	<p>On task with no Variance</p>
<p>20. Report regularly to the Board of Governors on corporate matters (e.g. finance, audit, governance, risk).</p>	<p>20.1 Regular reports to the Board of Governors.</p>	<p>Demonstrate accountability and effective management. (06-07 result: continued to demonstrate accountability and effective management)</p>	<p>Continued to demonstrate accountability and effective management.</p>	<p>On task with no Variance</p>

If you would like to provide any other comments, please do so in the following space:

Net New Hires

Pursuant to your approved Multi-Year Action Plan, please identify your actual net new hires for 2007-08. The ministry appreciates that accurate data on net new hires for 2008-09 may not be available until late fall. As such, please identify your planned net new hires for 2008-09.

Actual New Hires in 2007-08 Planned New Hires in 2008-09		Faculty / Academic			Student Services Staff*		Admin Staff**
		Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Hires	Planned 2007-08	50	NA	NA	20	NA	10
	Actual 2007-08	59	18	120	29	10	41
	Planned 2008-09	38	NA	NA	25	NA	36
Retires / Departures	Planned 2007-08	25 ²	NA	NA	5 ²	NA	5 ²
	Actual 2007-08	43	20	0	9	0	12
	Planned 2008-09	18	NA	NA	13	NA	22
Net New Hires	Planned 2007-08	25 ²	NA	NA	15 ²	NA	5 ²
	Actual 2007-08	16	-2	NA	20	10	29
	Planned 2008-09	20	NA	NA	12	NA	14

For student services staff definition, please refer to the student services functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report. Student Services Staff do not include ancillary staff.

**For admin staff definition, please refer to the administration & general functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report.

If applicable, please explain variance between the proposed and actual 2007-08 net new hires.

1. We had no articulated concrete hiring plan for 07/08.
 2. We do not plan departures and with the abolition of mandatory retirement, this is a difficult number to project or plan. While we have reviewed historical trends, given the unknown nature of this behaviour these are considered very soft numbers.
 3. Our goal for 2008/09 will be to at least maintain staffing levels in both the academic and academic support areas. Planned hires are subject to the availability of adequate funding.

Student Success: Student Retention Rates

Pursuant to your approved Multi-Year Action Plan, please report on the 2007-08 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned remedial action in the column provided.

	Proposed 2007-08 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Remedial Action You Expect to Take
1 st to 2 nd Year	Not less than 90% (plus/minus 5 to 10% to account for error in methodology and anomalies in cohort populations)	88%	CSRDE retention of 2006 first year cohort. However, our co-operative education environment presents challenges in tracking student retention for instruments such as CSRDE which is designed primarily to capture the activity of “regular stream” four year institutions. Our retention remains constant at 88%.
2 nd to 3 rd Year	Not less than 85% (plus/minus 5 to 10% to account for error in methodology and anomalies in cohort populations)	84%	CSRDE retention of 2005 cohort to their second year. This is a dip from prior years which have been about 86—88%. We are taking steps in 2008/09 to further investigate this apparent trend. However, our co-operative education environment presents challenges in tracking student retention for instruments such as CSRDE which is designed primarily to capture the activity of “regular stream” four year institutions.

If you would like to provide any other comments, please do so in the following space:

C. ACCOUNTABILITY

Please insert the current internet link to your posted Multi-Year Action Plan and 2006-07 Multi-Year Accountability Agreement Report-Back in the following space:

http://www.analysis.uwaterloo.ca/docs/Accountability/Waterloo_MYAAReportback_0607_FinalApproved_Web.pdf

This report-back document constitutes part of the public record, and as such, should also be made available on your institution’s web site. Please ensure that this document is posted at the same location as your Multi-Year Action Plan and 2006-07 Report-Back.

2007-08 Report Back Contact: Mary Jane Jennings

Contact’s telephone number and email: 519-888-4567 x36029 mjennin@uwaterloo.ca