

Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	University of Waterloo
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OVERVIEW

Through the 2008-09 MYAA Report-Back process, **University of Waterloo** was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. **University of Waterloo** was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of University of Waterloo's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that **University of Waterloo** is on track for meeting its commitments or has an improvement plan in place, and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Enrolment, Student Access Guarantee) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for **University of Waterloo** to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on **University of Waterloo's** website. Please ensure **University of Waterloo's** completed 2009-10 Report Back is posted at the same location on **University of Waterloo's** website as its Multi-Year Action Plan.

CONTACT

For any questions regarding this Report Back template, please email Preet Gill, Senior Policy Advisor, Universities Unit at Preet.Gill@ontario.ca or telephone (416) 325-9262, or Aamir Taiyeb, Research Policy Analyst, Universities Unit at Aamir.Taiyeb@ontario.ca or telephone at (416) 325-4237.

PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on University of Waterloo's commitments regarding access, quality and accountability as outlined in the original accountability agreements.

- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the governments strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.

- System Wide Indicators for 2009-10:
 - 1) Enrolment - Headcount
 - 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
 - 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
 - 4) The Student Access Guarantee (SAG) for 2010-11
 - 5) Participation in the Credit Transfer System
 - 6) Class Size
 - 7) Online Learning
 - 8) International
 - 9) Supply Chain Compliance
 - 10) Space Utilization
 - 11) College Student Satisfaction
 - 12) Graduation Rate
 - 13) Graduate Employment Rate
 - 14) Student Retention Rates
 - 15) Quality of the Learning Environment



1) Enrolment - Headcount*

**DEFINITION: Headcount is the number of full-time students enrolled in 2009-10, including full-time undergraduate and graduate students eligible for funding consideration.*

- **University of Waterloo** reported to TCU the total Headcount enrolment in 2009-10 = **21,150**
- Please indicate the number of students aged 18-24 from the total Headcount enrolment reported by **University of Waterloo** to the Ministry for 2009-10 = **17,554**
- Please indicate the number of students aged 25+ from the total Headcount enrolment reported by **University of Waterloo** to the Ministry for 2009-10 = **2,217**
- Please provide one or more examples in the space provided below of a promising practice that **University of Waterloo** used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

While 83% of the total population is aged 18--24, 35% of our graduate population is aged 18-24, compared to 88% of our UG; 65% of our graduate population is aged 25+ compared to 4.3% of our undergraduate population. In addition, we have nearly 8% of our UG population aged <18 years.

In 2009/10 we reflected on the impact of the recent economic challenges and initiated a process to review our enrolment management philosophies and procedures, assess our capacity to grow, and discuss institutional practices related to revenue and revenue sharing.

As a result, we have recently launched the total enrolment management working group, and will undertake an investigation of a more robust multi-year planning process.



2) Under-Represented Students: Students with Disabilities*, First Generation* and Aboriginal*

**DEFINITION: Students with disabilities is the total number of students with disabilities registered with the Office for Students with Disabilities and reported in Table 1 of the institutions' annual report to the Ministry for the Accessibility Fund for Students with Disabilities Fund (AFSD).*

**DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.

Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).

**DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.*

- For the following, please include full-time and part-time, but not international students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at University of Waterloo who registered with the Office for Students with Disabilities and received support services in 2009-10= <u>1,473</u></p> <p>Please indicate the number of <i>students with disabilities</i> at University of Waterloo who registered with the Office of Students for Disabilities and received support services in 2009-10 who were: Full-time: <u>1,250</u> Part-time: <u>223</u> Total (Full-Time + Part-time): <u>1,473</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>1,473</u> ÷ <u>21,150</u> (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>7%</u></p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at University of Waterloo in 2009-10= <u>500</u></p> <p>Please indicate the number of <i>First Generation students</i> enrolled at University of Waterloo in 2009-10 who were: Full-time: <u>500</u> Part-time: <u>0</u> Total (Full-Time + Part-time): <u>500</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>500</u> ÷ <u>21,150</u> (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>2.6%</u></p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at University of Waterloo in 2009-10= <u>300</u></p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at University of Waterloo in 2009-10 who were: Full-time: <u>300</u> Part-time: <u>0</u> Total (Full-Time + Part-time): <u>300</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>300</u> ÷ <u>21,150</u> (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>1.4%</u></p>

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more examples of promising practices that University of Waterloo used in 2009-10 to develop and maintain results for students with disabilities.</p>	<p>In the space below, please provide one or more examples of a promising practice that University of Waterloo used in 2009-10 to develop and maintain results for First Generation students.</p>	<p>In the space below, please provide one or more examples of a promising practice that University of Waterloo used in 2009-10 to develop and maintain results for Aboriginal students.</p>
<p>Many initiatives were undertaken at the University of Waterloo during 2009-10 to promote the potential of students with disabilities and to build awareness. We were hosts to a shared campus and community Disability Awareness Day for students, staff and faculty and offered the "Open Doors" transition program supporting first year students identified with LD, ADHD, and Asperger's and their families in a successful transition University.</p>	<p>The 500 First Generation reported here is as reported in NSSE 2008 and represents 14% of that UG only sample--we currently have no method to count First Generation students in our undergrad our grad population aside from NSSE self report.</p> <p>We had made some promising progress with our Waterloo Unlimited outreach initiatives through the First Generation pilot projects. With the termination of that funding we will need to review and explore which, if any, of the initiatives we can continue to support. Strategies with significant potential for real impact included:</p> <ol style="list-style-type: none"> 1. Identify and recruit First Generation Student (FGS): <ul style="list-style-type: none"> • Bursary distribution to FGS has been an effective method to identify and recruit FGS. • Liaising with, and recruiting from, educational organizations identified as serving FGS: <ul style="list-style-type: none"> Pathways to Education Canada Aboriginal Services Coordinator, St Paul's College University 2. Direct recruitment activities in higher agricultural economic base areas: Brant, Bruce, Grey, Huron and Perth counties <ul style="list-style-type: none"> • development of a Waterloo Unlimited brochure for distribution at conferences, meetings, targeted mailings • special initial mailing campaign and subsequent ongoing contact via email and mailings <p>about our upcoming programs to researched 131 contacts in the targeted geographical area</p> <ul style="list-style-type: none"> • Meetings with school contacts, school visits, as well as attendance at school conferences (approx 1216 during the 	<p>The 300 Aboriginal reported here is of the UG population only and would represent about 1.8% of our UG only population--we currently have no method to count Aboriginals in our grad population. We are working with our Registrarial and Financial colleagues to explore better ways to count our Aboriginal students including the feasibility of using Band and AHRDA indicators.</p> <p>In September 2010 we launched a 'WHY ID' media and communications initiative on the UW Campus targeting UW faculty and staff. Most Aboriginal Self-ID programs at other postsecondary institutions target the student population. We are targeting the faculty and staff population to</p> <ol style="list-style-type: none"> 1. Increase staff and faculty knowledge (capacity) about the important of Aboriginal Student Self-ID 2. Increase general knowledge of the range Aboriginal services available to students, staff, and faculty so they can better assist Aboriginal students 3. Build a better on-campus referral network to decrease duplication of services while increasing and streamlining currently delivered services meeting identified need.

	<p>funding time period)</p> <ul style="list-style-type: none"> • A oneday program specifically for all the high schools in the Bluewater District Board of Education (BDBE) was developed (in conjunction with contact at BDBE). At the last moment, there were not enough students to attend. We were able to host this group one day during the regular May grade 10 program. <p>3. Share learning and best practices</p> <ul style="list-style-type: none"> • Hosting guests from other universities, teachers and other interested organizations, i.e. Pathways to Education coordinators, University of British Columbia, Carleton University; some with a view to establishing a similar outreach at their institution. • Communications about program activities and learning objectives were regularly sent to teachers and parents of program participants along with invitations to attend sessions and public events. <p>4. Collaborations</p> <ul style="list-style-type: none"> • Development of proposal involving a local school and in collaboration with the Social Generation Innovation Group at Waterloo. • Networking with Integrated Programs at High School program consultants 	
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3) Compliance with the Student Access Guarantee (SAG) in 2009-10

Through its signed MYAA, **University of Waterloo** committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$3,428,332	2,364
Other SAG Expenditure to Supplement OSAP	\$1,075,168	414
TOTAL	\$4,503,500	2,778

Data as of July 06, 2010

- Did **University of Waterloo** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **Yes**

4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (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 2010-11 Student Access Guarantee Guidelines.

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>Automatic process to be run in early October, and late January:</p> <ul style="list-style-type: none"> •if no SAG, no automatic bursary •if SAG obligation automatic bursary not to exceed remaining SAG obligation •minimum value of automatic bursary is \$100 •automatic bursaries with a value of \$1,000 will be split 50/50 over two term assessments •bursaries with a value of less than \$1,000 will be applied in the winter term for two term assessments.
<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>OPT and PHARM are our second entry cost codes.</p> <p>Assessment of bursary applications will include confirming the remaining SAG obligation and any automatic bursary. Bursary will be assessed first based on the Waterloo aspire of \$2,000 per term for OPT and PHARM students.</p> <p>Bursaries will be capped at @1,200 per term for UG and \$2,000 per term for OPT and PHARM and \$3,000 for graduate students.</p>

5) Participation in the Credit Transfer System

- Using Ontario Universities Application Centre (OUAC) reports, please provide data for the following years:

Years	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2005	29,464	5,854	527	56
2006	32,639	6,135	509	38
2007	35,363	5,677	548	46
2008	39,385	6,180	527	33
2009	38,315	5,871	491	34

*Transfers from publicly assisted colleges in Ontario

NOTE: OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC. The Ministry recognizes that a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data. The Ministry recognizes that transfer data is not limited to college graduates who apply through OUAC and only includes full-time students applying and registering in the fall to the first year of a university program. The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways and amount of credit granted.

Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.

Further details on where the pre-populated data in the statement "Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was 81.9%" was derived from the College KPI Graduate Outcomes (Employment/Satisfaction) Survey. Information on the Survey is as follows:

- Telephone based surveys (more than 100 fields of data)
- Survey conducted by a third party service provider, presently Forum Research Inc., based on audited student information provided by the colleges
 - Conducted annually, three times a year, six months after graduation
 - Census type survey - attempt to reach every eligible graduate from ministry-approved postsecondary program
 - Sample size, 2009-10 survey: 40,410 completed Graduate Employment/Satisfaction survey;
 - Response Rate 2009-10 survey: 64%
 - Response Rate 2008-09 survey: 68%
 - Survey responses used to tabulate two college Key Performance Indicators - Graduate Employment and Graduate Satisfaction
 - The Survey, including definitions and methodology information, can be found on the web (in Appendix A of the document link below) at the following website:
<http://www.edu.gov.on.ca/eng/document/serials/eprofile07-08/profile08.pdf>



- Please provide any additional comments regarding transition experience either from college to university or university to university.

Nothing to add



- Please provide one or more examples in the space provided below of a promising practice that **University of Waterloo** used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Waterloo has an information page geared to college transfer students with links to each Faculty's policies, information for transfers from OCAATs, bible colleges, within and outside of Canada.

<http://www.findoutmore.uwaterloo.ca/admissions/transfer.php>

6) Class Size

• Per the 2009 Common University Data Ontario (CUDO) report for Fall 2008, the percentage of **University of Waterloo's** undergraduate class size was:

	First Year		Second Year		Third Year		Fourth Year	
Class Size	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Less than 30	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
30 to 60 students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
61 to 100 students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
101 to 250 students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
251 or more	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: There are a number of one-on-one instruction classes, including independent study, independent research, internships and practicums that are excluded from the above class sections. Class sub-sections such as labs and tutorials are also excluded.



- Please provide one or more examples in the space provided below of a promising practice that **University of Waterloo** used during 2009-10 regarding class size. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

We are undertaking an exercise to optimize the use of our classrooms, to better match the room capacity to the class caps.



7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.

- To complement this work, please provide one or more examples in the space provided below of a promising practice that **University of Waterloo** used during 2009-10 to develop and enhance online learning. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Quality Guidelines

Ensuring the quality of the student online learning experience is of paramount importance. Guidelines that cover aspects of course design, development, and delivery have been developed and refined based on evaluation and feedback from students and instructors. These guidelines are shared with all instructors embarking on an online course project, and help guide the CEL team's design of courses.

8) International

**DEFINITION: International Enrolment* is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

- **University of Waterloo** reported to TCU that International Enrolment in 2009-10 = **3,107**.
- In 2009-10, **University of Waterloo** reported to TCU the following top 3 source countries for international students:
 - China
 - Iran
 - South Korea
- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences **University of Waterloo** had in 2009-10:
 - Outbound students = **256**
 - Inbound students = **444**
- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at **University of Waterloo** in 2009-10 = **\$43,000,000**
- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that **University of Waterloo** had outside of Canada in 2009-10 = **\$5,000,000**



• Please list in the table below all For Credit, Stand-Alone campuses **University of Waterloo** operated **abroad** in 2009-10, including city, country and total enrolment for each campus:

Campus Name	City/Municipality	Country	Total Enrolment
UAE Waterloo	Dubai	UAE	21

• Please provide one or more examples in the space provided below of a promising practice that **University of Waterloo** used during 2009-10 to develop and maintain results for international activities. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

1. Practices:

(a) Combining international undergraduate recruitment with international outreach.

(b) Implemented direct international recruitment in key markets for the Dubai campus with the result of tripling enrolment in Dubai in the second year of operation. Students from 15 countries

(c) Continue twinning arrangements with Chinese universities (“2+2” programs). Working on expanding this type of to India



9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including colleges, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU) are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

- Please confirm that in 2009-10 **University of Waterloo** adopted the Government of Ontario's Supply Chain Code of Ethics: **Yes**

- Please confirm that in 2009-10 **University of Waterloo** adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

- In 2009-10 did **University of Waterloo** participate in the Ontario Education Collaborative Marketplace (OECM)? **No**

- Please provide one or more examples in the space provided below of a promising practice that **University of Waterloo** used during 2009-10 related to supply chain management. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The University of Waterloo has adopted the Ontario Supply Chain Code of Ethics for the organization, as well as the Code of Ethics provided by the Purchasing Management Association of Canada for our core procurement staff.

We have adopted each of the 25 mandatory components as put forth by Ontario Buys. On certain items there is a requirement for policy to be amended and that is currently under way.

The UofW has participated in the OECM in the sense that we have monitored each contract that has been established by OECM. We have yet to take part in any as of yet as the UofW contract value improves upon what is offered by the OECM contract, or our commodity is currently under contract.

Procurement and Contracts established a "satellite" procurement station in a faculty, to complement our centralized procurement office. The goal was to establish a stronger relationship with individual researchers, increase efficiencies in terms of knowledge transfer and to enhance response times. The satellite has been well received by those in the faculty.

10) Space Utilization

- In 2009-10, did **University of Waterloo** have a Space Utilization planning process in place to assess and optimize academic space utilization? **Yes**

- If yes, please indicate in the space below the methodology used to inform **University of Waterloo's** academic space utilization planning process:

After consultation with colleagues at other Canadian universities, academic and academic support contacts, the Registrar's Office and Institutional Analysis & Planning, Waterloo adopted a utilization standard of 47 hours per week per instructional room. This translates to 7 hours per day for a five day week (35 hours) , and four 3-hour sessions in the evening (12 Hours) – 75.8% of the total number of instructional hours available in a week (62 hours/week). This standard takes into account reasonable breaks between classes to allow for traffic flow. This standard is applied for the Fall and Winter terms; a modified standard is used for Spring terms based on the percentage of classes offered versus the Fall term. Suggest you explain how the 7 hours a day was chosen, because 7 hours per day will seem light, at UW to people who think of lectures starting at 8:30 in the morning and ending at 5:30, which is a 9 hour day (or 56 hours per week), plus 3 hours in evenings for 4 days, for a total of $56 + 12 = 68$ hours). A study was conducted in March 2010 to analyze the utilization of the centrally booked classrooms. UW scheduled between 67% and 73% of the standard for the Fall 2009 term.

When comparing UW's schedule to the COU standard of 30-34 hours per week, UW consistently scheduled between 111% and 123% of the COU standard.

- Please provide one or more examples in the space provided below of a promising practice that **University of Waterloo** used during 2009-10 to assess and optimize academic space utilization. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Waterloo developed a methodology by which use of decentralized instructional space can be optimized. Academic departments are asked to provide additional information on the utilization of the instructional space under their management. That information and related analyses are provided to the Registrar's Office. The Registrar's Office will then use that information to schedule classes in unused time blocks to optimize classroom utilization.



11) Student Satisfaction

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of excellent and good responses) at your institution for NSSE Question "How would you evaluate your entire educational experience at this institution?" for Senior Year respondents = **84%**

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of definitely yes and probably yes responses) at your institution for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" for Senior Year respondents = **83%**

- Please provide one or more examples in the space provided below of a promising practice that **University of Waterloo** used during 2009-10 to increase student satisfaction. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Integrated Training Camps: Two hundred student-athletes from five Warrior teams (men's and women's soccer, field hockey, football and women's rugby) joined together in an integrated residential training camp. The athletes trained independently according to their team protocols but lived, ate and learned together in residence during the camp. The approach was developed as a team-building exercise, to develop camaraderie between teams, and to provide a shared learning environment. The camp is thought to be one of the first of its kind at a Canadian university.



12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at your institution = **81.3%**
- Please provide one or more examples in the space provided below of a promising practice that **University of Waterloo** used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In 2009 we launched an Undergraduate Student Retention Committee to undertake a review of retention at Waterloo and to propose realistic objectives regarding enhanced retention and identify best practice initiatives that should be improved or introduced. That report will inform strategic planning initiatives, and the work of both the total enrolment management working group and the new student transition program.



13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at your institution = **95%**
- Per the KPI results reported in 2009-10 the graduate employment rate, 2 years upon graduation, at your institution = **96.5%**

• Please provide one or more examples in the space provided below of a promising practice that **University of Waterloo** used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Our mission is to educate and motivate all UW students (regular and co-op) and alumni to develop and take action to achieve current and future career goals. We accomplish this through high quality in-person and online services in partnership with students, alumni, employers, faculty and staff.

To that end we offer students the support and services of our Centre for Career Action
<http://www.careerservices.uwaterloo.ca/>

14) Student Retention Rates

The table below has been pre-populated with the proposed results set for 2008-09 in *University of Waterloo's* approved Multi-Year Action Plan. Referring to these proposed results, please identify *University of Waterloo's* achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1st to 2nd Year	Not less than 90%	88%	At 88% our rate is on track, with no real change over last year. Our target are understood to be set at 90% plus/minus 5 to 10% to account for error in methodology and anomalies in cohort populations)The trend over several years is important here.
2nd to 3rd Year	Not less than 85%	84%	At 88% our rate is on track, with no real change over last year. Our target are understood to be set at 85% plus/minus 5 to 10% to account for error in methodology and anomalies in cohort populations)The trend over several years is important here.
3rd to 4th Year	N/A	N/A	we do not provide data for this item

- Please indicate in the space below the methodology used by *University of Waterloo* to calculate the retention rates indicated above



We are reporting the CSRDE results.



- Please provide one or more examples in the space provided below of a promising practice that **University of Waterloo** used during 2009-10 related to student retention. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Under the guidance of a university committee, we undertook a review of the entire student services portfolio. One key outcome of this study is the establishment of a new student transition program that reframes our understanding of the student experience and the requirements for a successful transition to post-secondary education.

15) Quality of the Learning Environment

- Please provide information in the space provided below of what **University of Waterloo** did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

Course Design and Development--Instructional Design and Multi-meida support

The Centre for Extended Learning (CEL) provides academic units and instructors with instructional design and multimedia development support for new online courses. Despite having a team of over two dozen such experts, it has been difficult to keep up with demand for these services. CEL is piloting a more agile development process where we are rapidly prototyping materials, enabling instructors to quickly visualize design and more effectively and efficiently collaborate on content creation. Specific to mathematical content, CEL has been introducing new tools and techniques to effectively create digital math media within the learning management system (LMS), and to enable students to interact with that content. In addition, CEL uses a template as a foundation for all online credit courses. This template has been overhauled over the past year, based on feedback from students and instructors, to improve usability. Individual course elements are easy to locate, and topics like academic integrity and library resources are highlighted.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES
• Increased Participation of Under-Represented Students - Programs/Strategies

As part of its 2008-09 Report Back, your institution was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
The Waterloo Financial Guarantee has been endorsed by the Board of Governors and will continue to be a core strategy in UW's goal to improve access to barrier-free education.	On target no variance
Tutoring in residence is one tool in providing better, more accessible support to students in academic disciplines - for all students not only those living in residence. Online access to other tools, including study skill modules/materials is one example of how web based access can enhance student awareness of the resources available to them. With most of the residence spaces occupied by year one students it is important to review and enhance access for those students not living in residence.	On target no variance
We anticipate the findings of the Online Learning Task Force will help us to plan and deliver effective distance education and web-delivered learning opportunities.	The task force completed its work and presented its findings in 2009. the final report can be found at http://ist.uwaterloo.ca/projects/ole_review/final_report_ole201

• Quality of the Learning Environment

As part of its 2008-09 Report-Back, your institution was asked to provide 3 to 5 examples of how its quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
Faculty development and support will remain a cornerstone of UW's quality plan. We will continue to offer training and services through our Centre for Teaching Excellence, particularly in the areas of curriculum planning and professional development.	On track no variance
The annual Performance Indicator report will continue as a resource for institutional monitoring and planning. There is an opportunity to extend the functionality of this report to assist in the tracking of our sixth decade objectives.	On track no variance
Undergraduate research opportunities are an important objective in our sixth decade plan and are essential to ignite interest in post-graduate learning opportunities at both the Masters and Doctoral levels. Currently we track the opportunities available to our undergraduates that result from the President's Research Award. We will examine those	On track no variance



offerings managed through the graduate studies and potentially the office of research - an area we have not tracked for the purposes of the MYAA.	
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