



2012-2013 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	University of Waterloo
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Consistent with previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

Where possible, to help streamline the 2012-2013 MYAA Report Back process, the Ministry pre-populated **University of Waterloo's** 2012-2013 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2011-2012 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **University of Waterloo's** 2012-2013 MYAA Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2012 as of November 1, 2012 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2012-2013 fiscal year (enrolment reported in 2012-2013 remains subject to audit and/or correction).*

University of Waterloo's total Headcount enrolment count in 2012-2013 = 22,493⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment reported by **University of Waterloo** to the Ministry for 2012-2013 = 19,722.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment reported by **University of Waterloo** to the Ministry for 2012-2013 = 2,077.

Please indicate the number of students under the age of 18 (age as of November 1, 2012) from the total Headcount enrolment reported by at **University of Waterloo** to the Ministry in 2012-2013 = 694.

* The space below is provided for **University of Waterloo** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount.

Please note that the enrolment numbers above are taken from the User submission and do not include uWaterloo students on a co-op work term in the Fall 2012 term.

Headcounts including co-op students on a work term in Fall 2012 are:

18-24: 24,448

25+: 2,250

under 18: 696

Total: 27,394

Please provide one or more examples, in the space provided below, of highlights from *University of Waterloo's* Enrolment Management Plan that *University of Waterloo* used during 2012-2013 to manage enrolment.

The University of Waterloo has pursued an evidence-based approach to enrolment management since 1997, and 2012/13 continued this approach. Each marketing and communications recruitment initiative is based on best practices in enrolment management, research evidence, and enrolment data analysis. In many ways, Waterloo's specialized curriculum, with over 100 entry programs requires a graduate recruitment approach – greater investment and integration of efforts between Marketing & Undergraduate Recruitment and the Faculties to raise awareness and cultivate prospect and applicant relationships and commitment.

In 2012/13, Marketing & Undergraduate Recruitment embedded specialists within four of Waterloo's six Faculties. These specialists develop evidence-based Faculty marketing and communications plans, which integrate with the University's overall undergraduate recruitment marketing plan. As a result, three of these Faculties, which had initially predicted shortfalls in reaching their recruitment targets, were able to overshoot their enrolment targets for the 2013 enrollment year. This effort involved a concerted commitment to the conversion process from initial offer (as early as October/November) to confirmation (around May).

Waterloo also implemented a mobile application strategy in 2012/13, which included development of mobile applications for both Blackberry and iPhone.

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

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

*NOTE: Please do not include International Students in the calculations below.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at University of Waterloo who registered with the Office for Students with Disabilities and received support services in 2012-2013= 1,372</p> <p>Please calculate the total indicated above as a comparative % of University of Waterloo's 2012-2013 Enrolment Headcount: (Insert Total From Above) 1,372 ÷ 22,493⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 6.1%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at University of Waterloo who registered with the Office for Students with Disabilities and received support services in 2012-2013 = 295</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at University of Waterloo in 2012-2013= 3,816</p> <p>Please calculate the total indicated above as a comparative % of University of Waterloo's 2012-2013 Enrolment Headcount: (Insert Total From Above) 3,816 ÷ 22,493⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 17%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at University of Waterloo in 2012-2013 = 913</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at University of Waterloo in 2012-2013= 105</p> <p>Please calculate the total indicated above as a comparative % of University of Waterloo's 2012-2013 Enrolment Headcount: (Insert Total From Above) 105 ÷ 22,493⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 0.5%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at University of Waterloo in 2012-2013 = 4</p>

* The space below is provided for **University of Waterloo** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students.

First Generation students reported here reflect our best estimate, based on students who self-declare as first generation students on their OUAC application. In the OUAC application, applicants are provided with the option to self-identify as a First Generation student. In the Fall of 2012, approximately 42% of students chose not to answer this question, which means that there are concerns with the accuracy of these estimates.

OUAC responses include both undergraduate and graduate first year students who applied through OUAC and registered as a student (full-time, Canadian fee paying students only) at Waterloo.

Aboriginal students reported here reflect our best estimate based on students who self-declare as Aboriginal on their OUAC application, and students whose fees are paid by a Band Council. In the OUAC application, applicants are provided with the option to self-identify as an Aboriginal student. Students who chose not to answer the question are recorded with an undeclared Aboriginal Status. We know that we have aboriginal students at uWaterloo who do not self-declare, and based on the number of students participating in the services offered by the Office of Aboriginal Services, we believe this number underestimates the total uWaterloo aboriginal population.

The figures reported above do not include students on a co-op work term in Fall 2012.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving University of Waterloo's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by University of Waterloo to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving University of Waterloo's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by University of Waterloo to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving University of Waterloo's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by University of Waterloo to be an innovative practice, success story and/or key accomplishment.</p>
<p>In 2012/13, the University of Waterloo Office for Persons with Disabilities changed their name to AccessAbility Services to help remove the stigma that may have accompanied the previous name. AccessAbility Services supports the potential of students with a variety of temporary and permanent conditions, and visible and invisible disabilities. An increasing number of students with chronic mental health conditions and students identified with Asperger's Syndrome accessed these services for support and/or academic accommodations in 2012/13. To create a comfortable and inclusive environment for students and to remove the isolation factor that often accompanies these conditions, AccessAbility services launched several new peer support groups which are growing in popularity and participation by students in both undergraduate and graduate programs.</p> <p>In 2012/13, AccessAbility Services partnered with the Centre for Teaching Excellence, the Centre for Extended Learning and various faculty members across several disciplines to create a new Universal Design at Waterloo group. The goal of this group is to create a community of practice to build awareness regarding Universal Learning Design principles that can be integrated into curriculum to enhance accessibility and engagement for all students.</p>	<p>Working with a variety of campus partners, the University of Waterloo has developed consistent, focused and intentional training for a variety of student mentorship programs. The training focuses on building great mentoring relationships, developing effective communications skills, and building knowledge of available resources. The opportunity for mentors to learn from each other helps build a stronger community of mentors across campus. 2012/13 was the inaugural year for five programs.</p> <p>Mentors learn how to listen and coach their fellow students through problems recognizing when and where to refer them to campus resources. Mentees have access to peers who are trained in how to coach them, helping them more successfully navigate the transition into their programs, Faculty, and the university.</p> <p>Learning outcomes of improved training for mentors are:</p> <ol style="list-style-type: none"> 1. Recognize and establish meaningful, appropriate, professional relationships with the students with whom they work 2. Develop and apply appropriate transferable communication skills, such as attending, active listening, and responding to questions. 3. Identify appropriate resources that exist on campus to which they can refer a mentee or use themselves 4. Understand the importance of diversity and cultural awareness as a mentor 	<p>University of Waterloo DIRECTIONS is a post-secondary information and careers readiness conference for Aboriginal youth from First Nations and urban communities across Ontario. The conference brings together status, non-status, Métis, and Inuit high school students from across Ontario for five action-packed days centred on, but not limited to, post-secondary education and a career in an applied health care profession.</p> <p>The mission of this program is three-fold, including: 1) Increased motivation to complete high school; 2) enhanced self-confidence of participants for post-secondary success through increased awareness and familiarity of post-secondary institutions; and lastly, 3) consideration of a post-secondary program of study.</p> <p>Participants are immersed in a complete post-secondary experience which includes: living in residence; selecting and attending university lectures of interest; learning how to access on-campus resources; participation in hands-on workshops; plus much more.</p> <p>The program nurtures a love of learning and offers its participants a positive and supportive experience that not only helps to prepare them for what they might encounter in a post-secondary institution, it does so using an Aboriginal world view and the teachings of the medicine wheel.</p>

	<p>5. Relate training topics back to their personal mentor role and program</p>	<p>Students get a taste of many different Applied Health Care subjects including pharmacy, hypnotherapy, kinesiology, optometry, social work, environmental studies, etc., that are offered in university, college, and apprenticeship programs. Being allowed the opportunity to experience post-secondary education firsthand will help students strengthen current career interests and/or open up a brand new horizon of career possibilities.</p> <p>The Waterloo Aboriginal Education Centre also hosts a weekly Soup Lunch where students, staff and faculty connect over traditional bannock bread, and hearty homemade soups. The program is offered each Wednesday at noon, and attracts both an Indigenous and non-Indigenous crowd. The time is spent chatting, connecting and sharing together. The Centre uses this weekly program to promote Indigenous workshops, sessions, and student supports offered by the Centre, both on campus, and in the local community. The weekly soup lunch attracts 25 people on a weekly basis. The Waterloo Aboriginal Education Centre sees this initiative as a true success connecting people and encouraging conversation and cultural understanding.</p>
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3) Student Access Guarantee

Through its signed MYAA, **University of Waterloo** committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines.

NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **University of Waterloo as of July 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$8,088,294(+)	2,898(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$1,601,032(+)	666(+)
Total SAG Expenditures Reported by <i>University of Waterloo</i>	\$9,689,326(+)	3,564(+)

Did **University of Waterloo** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines?

Yes

*The space below is provided for **University of Waterloo** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2012-2013.

As of August 30, 2013, Waterloo records that the total expenditures in 2012/13 towards tuition/book shortfalls had increased to 3,367 accounts for a total of \$9,136,608, and the total SAG expenditures towards other assessed shortfalls had increased to 669 accounts for a total of \$1,849,568. This brought the total institutional SAG expenditures up to 4,036 accounts for a total of \$10,986,176.

In 2012/13, the University of Waterloo exceeded the "SAG amount after deductions" for the First Entry Programs. For Second Entry programs, we fell short of the SAG amount by \$38,097 (0.3%). Students in Second Entry programs are required to submit an application if they have need. Not all students with a SAG amount submitted an application for assistance. Secondly, the amounts uploaded onto the BRS do not reflect the students who were referred to a TD Canada Trust Student Line of Credit for additional assistance.



4) Participation in the Credit Transfer System

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.

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2012.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2008	38231 ⁽⁺⁾	6018 ⁽⁺⁾	527 ⁽⁺⁾	33 ⁽⁺⁾
2009	37459 ⁽⁺⁾	5742 ⁽⁺⁾	491 ⁽⁺⁾	34 ⁽⁺⁾
2010	36653 ⁽⁺⁾	6483 ⁽⁺⁾	403 ⁽⁺⁾	34 ⁽⁺⁾
2011	39326 ⁽⁺⁾	6414 ⁽⁺⁾	521 ⁽⁺⁾	39 ⁽⁺⁾
2012	40181	6543	510	44

*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;
- a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;
- only includes full-time students applying and registering in the fall to the first year of a university program.

The Ministry encourages **University of Waterloo** to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, **University of Waterloo** should report institutional data which includes data from OUAC and other sources.

Year	University of Waterloo's Total Applications	University of Waterloo's Total Registrations	University of Waterloo's Transfer Applications	University of Waterloo's Transfer Registrations
2011	41677 ⁽⁺⁾	6416 ⁽⁺⁾	527 ⁽⁺⁾	39 ⁽⁺⁾
2012	43047	6568	528	42

*The space below is provided for **University of Waterloo** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Transfer applications and registrations - Institutional data.

The augmented numbers for 2012 are pulled from our student administration system, and include applications from all sources received for admission into 1st year for full-time undergraduate studies. These numbers understate the total amount of credit transfer activity at uWaterloo, since a number of students transfer to uWaterloo with advanced standing, and are placed into the equivalent of 2nd year or higher, and are not included in either of the two tables above.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used in 2012-2013 and which contributed to maintaining or improving **University of Waterloo's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by **University of Waterloo** to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc.), a success story and/or a key accomplishment in each of the following categories:

4.1) Expanding Transfer Pathways excluding collaborative degree programs without transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, projects to facilitate course-by-course transfer in General Arts and Science diploma programs, pathway projects to support university to university or college to college transfer, etc.)

In 2012/13, the University of Waterloo pursued a bilateral agreement with the Lawrence Kinlin School of Business at Fanshawe College, creating a pathway from the Diploma in Business - Marketing to Waterloo's Global Business and Digital Arts degree program. Both institutions have approved the pathway and are finalizing specific transfer credits. Admission of students was expected to occur as of Winter 2013.

The University of Waterloo also revived discussions between our Fine Arts department and Georgian College with view to creating an articulation agreement. This pathway has been approved by the Faculty of Arts, has been signed by the Dean, and is on its way to the Provost's office. Georgian graduates could begin enrolling at Waterloo via this pathway in 2013/14.

Lastly, in 2012/13 we initiated discussions with Niagara College on a number of fronts including pathways to our degree programs in Environmental Studies and International Development. The Manager, College and University Partnerships is a member of the Academic & Liberal Studies Division Program Advisory Committee at Niagara College. As a member, she advises the College on program development and helps ensure students can successfully transition to university.

Waterloo is also considering admitting students from the Niagara College Pre-Health Sciences Certificate. Students who have either the requirements from High School, as well as the Pre-Health Certificate with a 78% and the required courses of Biology & Chemistry with a minimum grade of 70%; for the Health Promotion program English 75% required. For students who don't have the requirements from High School, we will consider admitting them directly from the Certificate with an overall average of 80+ as well as the required courses of Biology & Chemistry with a minimum grade of 70%; for the Health Promotion program English 75% required.

4.2) Providing Support Services for Transfer Students (including student transition experience/activities and supports to promote student success)

In 2012/13, the Registrar's Office hired two Recruitment & Admissions Officers, with a specific focus on college pathways. These two officers will function as single points of contact with all college transfer applicants throughout the application process from prospect to registered student. The recruitment and admissions officers visit individual Colleges and College open houses/fairs and build relationships with prospects and applicants, providing personalised information and advice. They will manage the application process for College transfer applicants, ensuring timely processing of applications, collection of transcripts and assessment of transfer credits. They will also facilitate the transition to Waterloo in partnership with the Student Success Office.

To date, we have observed a modest 5% increase in applications from Ontario colleges and Ontario university transfer applications have increased by 41%. We hope to realize better conversion in applicants from both categories as we work to provide a detailed transfer credit assessment with the offers of admission.

4.3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways



The Manager, College and University Partnerships position is crucial in ensuring transparency about credit transfer and transfer pathways. This position is mandated to develop ongoing relationships with key staff at other Colleges and universities (i.e. Career Advisors, Academic Advisors, University Liaison managers, among others). In 2012/13, a marketing and communications plan was developed, and short-term initiatives were completed: Facebook ads, Hosting a networking dinner for college colleagues at the Student Pathways in Higher Education Conference, promotion in Waterloo publications targeted at influencers (High School Guidance Counsellors e-newsletter).

As a result of the networking dinner, Lambton College planned a visit to the Waterloo campus in April to discuss new articulation opportunities. Discussions are also proceeding with Algonquin College to establish the pathway for Recreation and Leisure Services and Fitness and Health Promotion programs. Conversations were also renewed with Confederation College Recreation and Leisure Services program to finalize the pending agreement. Conversations were renewed with Seneca college to finalize and update the existing Recreation Pathway agreement.

5) Class Size

Per the 2012 Common University Data Ontario (CUDO) report for Fall 2011, the percentage of *University of Waterloo's* undergraduate class size for first entry* programs was:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	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
Fewer than 30	157 ⁽⁺⁾	26.7% ⁽⁺⁾	175 ⁽⁺⁾	30.6% ⁽⁺⁾	176 ⁽⁺⁾	40.8% ⁽⁺⁾	272 ⁽⁺⁾	64.0% ⁽⁺⁾
30 to 60 students	124 ⁽⁺⁾	21.1% ⁽⁺⁾	143 ⁽⁺⁾	25.0% ⁽⁺⁾	129 ⁽⁺⁾	29.9% ⁽⁺⁾	103 ⁽⁺⁾	24.2% ⁽⁺⁾
61 to 100 students	116 ⁽⁺⁾	19.7% ⁽⁺⁾	123 ⁽⁺⁾	21.5% ⁽⁺⁾	84 ⁽⁺⁾	19.5% ⁽⁺⁾	39 ⁽⁺⁾	9.2% ⁽⁺⁾
101 to 250 students	160 ⁽⁺⁾	27.2% ⁽⁺⁾	112 ⁽⁺⁾	19.6% ⁽⁺⁾	37 ⁽⁺⁾	8.6% ⁽⁺⁾	11 ⁽⁺⁾	2.6% ⁽⁺⁾
251 or more	31 ⁽⁺⁾	5.3% ⁽⁺⁾	18 ⁽⁺⁾	3.2% ⁽⁺⁾	5 ⁽⁺⁾	1.2% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
Total	588 ⁽⁺⁾	100.0% ⁽⁺⁾	571 ⁽⁺⁾	100.0% ⁽⁺⁾	431 ⁽⁺⁾	100.0% ⁽⁺⁾	425 ⁽⁺⁾	100.0% ⁽⁺⁾

* First entry programs include - arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2012-2013, which contributed to maintaining or improving **University of Waterloo's** class size initiatives. This could include a strategy, initiative or program viewed by **University of Waterloo** to be an innovative practice, success story and/or key accomplishment that **University of Waterloo** would like to highlight.

Large enrolment first-year classes can sometimes results in a high drop/fail/withdraw (DFW) rate, with many students feeling overwhelmed, disengaged and unprepared for the realities of university level courses. A pilot initiative undertaken in Fall 2012 by Dr Heidi Engelhardt of the Biology Department, in collaboration with a Living Learning community, has attempted to address these issues in Biology 130, a 1300+ student course. The pilot involved a small-scale implementation of the Supplemental Instruction model originally developed by the University of Missouri-Kansas City and head-quartered in Canada at the University of Guelph. Supplemental Instruction involves organized, voluntary, course-specific study groups facilitated by trained student leaders who have recently taken and excelled in the course. Each session consists of peer leader-developed, instructor-guided activities related to the current course material.

The Fall 2012 pilot, referred to as Supplemental Learning Groups (SLG) hereafter, involved weekly sessions offered at four different times, facilitated by two peer leaders. Over the term there were 212 unique attendees, with 56 students attending more than 4 times and several attending nearly weekly. When surveyed, the majority of the non-participating respondents cited distance and timing of sessions as reasons for not attending.

Feedback from the instructor, the peer leaders, and the students was very positive. Student surveys indicated that 84% of respondents felt that participation in the SLG sessions helped them understand course concepts better and 66% felt they improved their study skills. A sample of student feedback when asked about the value of the SLG sessions included:

"They really helped me develop my study skills and improve my understanding of the course content"

"VERY helpful to clear up concepts and relate them to the grand scheme of what is happening. Such as the transcription, translation unit"

"I think that these sessions are a good idea, and I think that they are a good resource for anyone struggling in the course or wanting extra practice."

"I would start with SLG sessions from day one and follow them through because my test marks rose as I started to go to the sessions"

Spearheaded by Dr. Engelhardt, following on the positive outcome of the initial run, a larger pilot is being undertaken this Fall with an increased cadre of players. A uWaterloo LITE grant was received to help expand the study and gather further data on the effectiveness of this model in the Waterloo context. In the current term, Fall 2013, three very large first year courses (Biology 130, Chemistry for Engineers 102, and Economics 101) are offering SLGs, and the Student Success Office has taken the lead in co-ordinating the training and management of the peer leaders. Data will be collected including grades and DFW rates for participants and non-participants, normalized against high-school grades. The data will also be compared to grade distribution and course averages to those from prior years. Exit survey data will evaluate this model of course support.

6) eLearning

The Government of Ontario, in the recently released discussion paper, *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity taking place across Ontario.

In its 2011-2012 MYAA Report Back, *University of Waterloo* provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, *University of Waterloo* is asked to provide information on eLearning courses, programs and registrations in 2012-2013.

Fully Online Learning* and Synchronous Conferencing*

*DEFINITIONS:

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.



Course, Program and Registration Data

Based on the definitions provided above, provide *University of Waterloo's* eLearning data for 2012-2013:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	335	60
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	29
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	335	89
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	11	5
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	0	3
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	11	8
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	33,520	1,897
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	496
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	33,520	2,393

*The space below is provided for **University of Waterloo** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

The course and enrolment data above are extracted from our student administration system. The identification of online, synchronous and blended courses is based on system coding. We have done our best to identify online activity, however keeping the coding of elearning courses up to date with the new learning technologies is an ongoing challenge.

In the data above we have defined a course offering as a distinct course subject and number offered in a term. If the course is offered in two terms in the year it counts as two offerings. If it is offered as two sections in one term, we are counting that as one offering.

The students reported above are counted if they are enrolled and not withdrawn as of count date for that term. Note that some hybrid/blended courses that meet the 80% criterion may be excluded.



Hybrid Learning*

*A **Hybrid Learning course** is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half of the course delivery should be online.*

*A **Hybrid Learning program** is a program in which 80% or more of its courses are hybrid learning courses.*

In the space provided below, please highlight one example of **University of Waterloo's** use of Hybrid Learning courses and/or Programs.

SMF 206, Couples, Marriages, and Families, is a course offered by the Sexuality, Marriage, and Studies Family department at St. Jerome's University, University of Waterloo. It has been developed by Dr. Tracy Penny Light.

This is both a blended and a block course. Formerly offered over the traditional 12 week term with three scheduled in-class meetings a week, this course can now be completed by students in 4 weeks. This change is possible through the use of a blended (hybrid) format that relies on both face-to-face and online lecture components and face-to-face and online discussions and group work. Students now spend 6 hours a week for 4 weeks in the classroom engaging with the instructor and each other, while their out-of-class time is spent reading, viewing online lectures, collaborating with their group members online and working on weekly reflections and a final assignment in their eportfolio.

This course uses a carefully chosen sequence of online and face-to-face activities such as lectures, resources (e.g., video documentaries), discussions and group work to critically explore the dynamics of couple and family relationships throughout the life cycle situating these within the various theories regarding couple and family relationships. Students are assessed primarily through an online eportfolio, where they collect evidence of their learning and reflect on how their own culture and family experiences have influenced their attitudes about family and relationships.

The blended (hybrid), block course design provides an opportunity for students to complete an intensive course experience at the beginning of the spring term. Since many students may not have not started summer employment yet, so the month of May is a convenient time for students to take a block course. The new blended course was created in conjunction with a fully online offering of the course offered in the Fall and Winter terms which resulted in an efficient use of resources in the creation and reuse of course content and activity designs.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2012-2013, which contributed to maintaining or improving eLearning opportunities at **University of Waterloo**. This could include a strategy, initiative or program viewed by **University of Waterloo** to be an innovative practice, success story and/or key accomplishment that **University of Waterloo** would like to highlight.

The University of Waterloo developed two new eLearning programs in 2012/13 year: a Master of Social Work (Renison University College), and a Master of Health Informatics (Applied Health Sciences). Both are asynchronous programs. Several others are under development. Both programs above are asynchronous programs.

Renison University College, University of Waterloo offers the only online Master of Social Work program in Canada with a specific focus on health. Available for both full-time and part-time studies, the program begins and ends with by two short but intensive residential experiences. The program uses many different methods of content delivery, including narrated presentations, audio podcasts, interviews with experts in the field, video clips, interactive exercises, and student-generated material to address different learner needs.

Social workers consult with many other professionals in their jobs, so every course in the Master of Social Work program includes a substantial amount of group work and small- and large-group discussion. The students, spread across Canada from Newfoundland to British Columbia, use many techniques and tools to bridge the distance and time differences, given both their locales and their diverse work schedules.

One innovative aspect of the program is the local practicum, in which students work in a social work position in the local community. This practicum is coupled with an Integration Seminar, an online course that supports and builds on their experiences. Several topic classrooms are available online focussed on specific issues students may experience during their practicum, providing students with the opportunity to discuss issues with peers in similar situations.

The University of Waterloo Master of Social Work program is unique in Canada. It can be completed primarily online and asynchronous, providing greater access for working professionals, especially those in remote regions, and using many unique pedagogical and technological features, to provide a quality learning experience to all students.

7) International

7.1) Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **University of Waterloo** had in 2012-2013:

- Outbound students* = 782

**DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.*

- Inbound students* = 316

**DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **University of Waterloo** in 2012-2013 = \$82,378,431

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **University of Waterloo** had outside of Canada in 2012-2013 = \$0

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **University of Waterloo** delivers courses and/or programs **abroad (outside of Canada)** in 2012-2013, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2012-2013	2012-2013 Total Enrolment by Program
UAE Waterloo	Dubai / UAE	Chemical Engineering	65
UAE Waterloo	Dubai / UAE	Civil Engineering	62
UAE Waterloo	Dubai / UAE	Information Tech Mgmt	8
UAE Waterloo	Dubai / UAE	Fin Analysis & Risk Mgmt	49
UAE Waterloo	Dubai / UAE	Prof. Risk Mgmt	2

*The space below is provided for **University of Waterloo** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Initiatives.

The count of outbound students participating in a student exchange, study abroad, internship, or international experience in 2012/13 comes from our student administration system. We know that this data excludes some types of international experiences including international co-op work terms, and the Beyond Borders program at St. Jerome's University, so the total number of uWaterloo students with an international experience is larger than the numbers above indicate. The total gross revenue for all off-shore activities at uWaterloo is not available, and is denoted with a 0. uWaterloo does not currently identify all off-shore revenues centrally. As of Fall 2013, the UAE Waterloo campus has closed.

7.2) Enrolment

In 2012-2013, **University of Waterloo** reported to TCU the following top 5 source countries for international students:

	Source Country	Number of International Students	International Students from Source Country as a Percentage of <i>University of Waterloo's</i> Total Full-Time International Student Enrolment ⁽⁺⁾
1.	China ⁽⁺⁾	2,070 ⁽⁺⁾	45% ⁽⁺⁾
2.	India ⁽⁺⁾	288 ⁽⁺⁾	6.3% ⁽⁺⁾
3.	Iran ⁽⁺⁾	257 ⁽⁺⁾	5.6% ⁽⁺⁾
4.	Pakistan ⁽⁺⁾	240 ⁽⁺⁾	5.2% ⁽⁺⁾
5.	South Korea ⁽⁺⁾	180 ⁽⁺⁾	3.9% ⁽⁺⁾

University of Waterloo reported to TCU that International Enrolment* in 2012-2013 = **4,601⁽⁺⁾**.

**DEFINITION: International Enrolment is the headcount of Full-Time university (undergraduate and graduate) students who are a not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2012, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).*

*The space below is provided for **University of Waterloo** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

Students captured in the table above include enrolled students in the Fall 2012 term, including full-time undergraduate students. It also includes graduate students. It also includes international students on a co-op work term in the Fall term.

Please provide **University of Waterloo's** 2012-2013 Part-Time International Student Enrolment = 351

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2012-2013, which contributed to maintaining or improving **University of Waterloo's** international initiatives. This could include 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 is a participant in the "International Doctoral Student – FunMat" program with a network of European institutions centred around the University of Bordeaux. It is an Erasmus Mundus program in which Ph.D. students investigating a range of topics involving nanomaterial science and engineering are co-supervised by faculty at the University of Bordeaux and faculty from our Engineering and Science Faculties. Students spend several years in Canada and France while conducting research and participating in other scholarly and professional activities in each country. On successful completion they are awarded a Ph.D. by both institutions and their parchment recognizes that the degree is a result of a "co-tutelle" arrangement between Waterloo and the University of Bordeaux. These collaborative research-based Ph.D. programs, using mobile Ph.D. students to connect research programs and labs in several countries, are becoming the way of the future in Europe. The benefits of this approach are increased research strength and outcomes through collaboration and access to funding that would not otherwise be available. In the coming years, Waterloo plans to extend and deepen our participation in this program.

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **University of Waterloo** in 2012-2013 = 1,244

Please provide a highlight in the space provided below of an initiative, strategy or practice that **University of Waterloo** used in 2012-2013 to create pathways for *International students* from **University of Waterloo's** ESL programming to postsecondary studies.

In 2012-13, the University of Waterloo began implementing a program called "Bridge to Academic Success in English" (BASE) to address the need for students to improve their English language skills if they meet all other entrance requirements. The program was developed based on priorities identified in the University's Strategic Plan. The program is student-centred and intends to address both the social and academic aspects of students' lives.

BASE is a program targeted to students who have been offered conditional admission into select undergraduate programs because they have met the academic requirements but not the English language requirement. The program is offered as an integrated process combining staff from Marketing and Undergraduate Recruitment, the Student Success Office and the English Language Centre, working together to create supports for students in their bridging term(s) to help them successfully transition to full-time university studies. The program is open to students from five of the six Faculties and will be launched in the Fall of 2013.

The BASE curriculum was developed over the Spring of 2013 using three points of research. First, former students from Renison's English for Academic Success (EFAS) program were interviewed to gather information about their experience in EFAS and how it helped them transition to degree studies. Next, a survey was sent to faculty members who teach first year courses to learn about their expectations of first-year students. Also, discussions with professors teaching two of the credit courses students take over the course of the BASE program (ECE 105 and PSYCH 101). These discussions focused on explaining the BASE program and clarifying course expectations. Finally, a review of the literature (with a focus on engineers) regarding the importance of communication skills was also completed. Using this information, the BASE curriculum was developed, and with the help of the Centre for Teaching Excellence, the course outcomes were mapped onto the accountability framework for outstanding academic programming.

Students in the BASE program will also attend workshops on campus to expose them to the multitude of resources available to students. The Library, Organizational and Human Development, the Office of Academic Integrity and Learning Services (Student Success Office) are active partners in identifying ways to include BASE students in their programming. The Library and the Office of Academic Integrity have agreed to run dedicated sessions for the BASE students.

7.4 French as a Second Language

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **University of Waterloo** in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **University of Waterloo** used in 2012-2013 to create pathways for *International students* from **University of Waterloo's** FSL programming to postsecondary studies.

The University of Waterloo does not offer French as a Second language courses or programs.

*The space below is provided for **University of Waterloo** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment and ESL or FSL.

The number provided above for English as a Second Language (ESL) programs counts students who enrolled in ESL courses in the Fall of 2012. The total number of students enrolled in an ESL course or program is provided from the counts of students enrolled in several ESL programs and courses offered at uWaterloo. Some students may be counted more than once if they took part in more than one course or program. Canadian students are excluded.

8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

Effective April 1, 2010, Broader Public Sector organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have Code of Ethics and Procurement Policies and Procedures in place within the university that are consistent with the principles outlined within the Government of Ontario's 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.

University of Waterloo confirmed in its 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, **University of Waterloo** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

University of Waterloo confirmed in its 2011-2012 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2012-2013, **University of Waterloo** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

University of Waterloo confirmed in its 2011-2012 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, **University of Waterloo** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **University of Waterloo's** OECM purchases in 2012-2013: 1,000,000

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2012-2013, which contributed to maintaining or improving **University of Waterloo's** supply chain initiatives. This could include 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 has deployed resources to develop a contract management program which will be used to warehouse, store and report on University of Waterloo contracts.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities were to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The *Act*, through three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

BPS Procurement Directive

The BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.



By checking this box, **University of Waterloo** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2012-2013, which contributed to **University of Waterloo's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **University of Waterloo** to be an innovative practice, success story and/or key accomplishment.

In 2012/13 Waterloo has added an additional FTE to our Procurement group to deal with the increase in consulting competitive bidding requirements.

BPS Expenses Directive

The BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.



By checking this box, **University of Waterloo** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

Please indicate the address on **University of Waterloo's** website where a copy of **University of Waterloo's** publicly available Expenses Directive can be found:

<http://https://uwaterloo.ca/secretariat/policies-procedures-guidelines/guidelines/eligible-hospitality-expenses>

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2012-2013, which contributed to **University of Waterloo's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **University of Waterloo** to be an innovative practice, success story and/or key accomplishment.

In 2012/13, the University of Waterloo implemented a formal written "Guidelines for Eligible Hospitality Expenses".

BPS Perquisites Directive

The BPS Perquisites Directive requires BPS organizations, including universities, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the university including appointees, board members, elected officials and employees.



By checking this box, **University of Waterloo** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that **University of Waterloo** used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. A highlight could be a strategy, initiative or program viewed by **University of Waterloo** to be an innovative practice, success story and/or key accomplishment.

The University does not have a practice to highlight at this time.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2012-2013 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

***DEFINITIONS:**

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for **University of Waterloo** in 2012-2013:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at University of Waterloo with a Co-op Stream	178	16
Number of students at University of Waterloo enrolled in a Co-op program	17,235	136

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2012-2013, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **University of Waterloo** to be an innovative practice, success story and/or key accomplishment.

The Building Entrepreneurs Towards Success (BETS) program works specifically with first year engineering students to help them develop transferable workplace skills and provide students with hands-on exposure to entrepreneurship. In conjunction with a training program focussed on skills development and entrepreneurial thinking, these students work in pairs in three successive short duration assignments (four weeks long) with different, relatively young, start-up ventures. These ventures are often challenged by tight cash-flow, making them very price sensitive, and are developing their ability to acquire and manage a co-op student for a full work term. The four-week placements provide a solution that works for both the BETS students who are gain valuable experience, and the start-ups companies who do not need to commit to a full co-op placement.

To date, two pilot offerings of BETS, in the Spring 2012 and Spring 2013 work terms, have been completed. Twenty students participated in each pilot. Outcomes from both pilots are generally very positive with high levels of satisfaction among start-up employers and indications that students' experiences are bolstering both traditional and entrepreneurial workplace. The University of Waterloo will continue to refine elements of this innovative program and explore possibilities to expand in order to strengthen connections between the University, entrepreneurial talent and the local start-up community.

10) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **University of Waterloo** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **79.5%**⁽⁺⁾ for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *definitely yes and probably yes* responses) at **University of Waterloo** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **77.7%**⁽⁺⁾ for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **University of Waterloo** used in 2012-2013 to measure student satisfaction.

In addition to the NSSE survey, the University of Waterloo also participated in the Canadian University Survey Consortium (CUSC) survey of first-year students, and the Canadian Graduate and Professional student Survey (CGPSS) in 2013, and the CUSC survey of graduating students in 2012. All surveys include a number of questions that allow Waterloo to gauge the satisfaction of our students with multiple aspects of their university experience.

The University of Waterloo also participates in the International Student Barometer survey, which is administered to first-year and upper-year full-time visa students. This survey measures international student satisfaction about arrival, living, learning, and support. Survey results are used to identify areas for improvement and areas of strength. The information obtained from this survey is used to set institutional priorities and to develop and refine our recruitment strategies and student services.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2012-2013, which contributed to maintaining or improving student satisfaction at **University of Waterloo**. This could include a strategy, initiative or program viewed by **University of Waterloo** to be an innovative practice, success story and/or key accomplishment that **University of Waterloo** would like to highlight.

The Residence Move-In Engagement Project is a community-building initiative designed to welcome new students to the university community. Senior administration, staff and faculty members from across campus are invited to assist with moving students into residence and providing a face to the university. Staff and Faculty are paired with a student staff member such as a don or peer leader from the residence community. As a team, they welcome new students and their families to campus. Staff and faculty are invited to eat with students in their residence community, mingle, and answer questions for the students and their families. This initiative helps the university establish a strong campus community and helps build relationships between students and staff and faculty.



11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **University of Waterloo** = 76.8%(+)*

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2004 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year one enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2005 - 2011 (subsequent 7 years). For students who received two or more degrees during this seven year period, every effort was made to use the initial degree awarded (based upon the year in which degree was awarded).

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **University of Waterloo** used in 2012-2013 to measure graduation rate.

Information on graduation rates, including those reported in the KPI results are pulled from our student administration system. This same data set informs the University of Waterloo's performance indicators.

Per the KPI results reported in 2011, graduation rate at the University of Waterloo was 84.0%. This reflects first year, new to the institution undergraduate students from the Fall 2003 enrolment file.

The drop in graduation rate between the 2002 and 2003 / 2004 cohorts may be due to the effect of the double cohort. The elimination of Grade 13 initially impacted university enrolment, as two cohorts of high school students both sought admission at the same time. Students in the double cohort applied for admission to university in fall 2003, so this reform was expected to have its peak effect on overall university enrolment between 2003 and 2004.

As we begin to report on graduation rates of 2003 and 2004 cohorts, we may begin to see that the double cohort also had an effect on graduation rates.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2012-2013, which contributed to maintaining or improving **University of Waterloo's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **University of Waterloo** to be an innovative practice, success story and/or key accomplishment that **University of Waterloo** would like to highlight.



A new initiative developed in 2012/13, Supported Learning Groups (SLG's) are peer led study groups that provide students with an opportunity to gain a more in-depth understanding of course content, meet other students and test their knowledge prior to tests/exams. The focus of SLG sessions are informed by the needs of students.

SLG's are being offered to students enrolled in courses which history demonstrates can be challenging for students. Peers selected to run learning groups work closely with course instructors to develop content and guide discussions. Peer leaders receive extensive training and must have performed well academically in the courses they are selected to lead. This program is being launched in the Fall of 2013.

12) Graduate Employment Rate

Per the KPI results reported in 2013 the employment rate for 2010 graduates, 6 months after graduation, at **University of Waterloo** = **87.5%⁽⁺⁾**

Per the KPI results reported in 2013 the employment rate for 2010 graduates, two years after graduation, at **University of Waterloo** = **93.03%⁽⁺⁾**

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **University of Waterloo** used in 2012-2013 to measure graduate employment rate.

Per the KPI reported in 2012, the employment rate for 2009 graduates was 87.0% six months after graduation and 93.5% two years after graduation.

Graduate employment rate, as reported in the KPI results, are taken from results of the MTCU Graduate Employment Survey, and reflects self-reported employment of the undergraduate student alumni who responded to the survey. The survey is administered too all undergraduate alumni who agree to participate in the survey two years after graduation.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2012-2013, which contributed to maintaining or improving **University of Waterloo's** graduate employment rate. This could be a strategy, initiative or program viewed by **University of Waterloo** to be an innovative practice, success story and/or key accomplishment that **University of Waterloo** would like to highlight.

The University of Waterloo's Centre for Career Action (CCA) offers a number of services focused on student employment, almost all of which are regularly evaluated. In addition to satisfaction rates, program participants also self-evaluate their pre- and post-intervention learning and motivation. The CCA aims to provide programs which lead to better-equipped graduates. Program evaluation data helps the centre evaluate whether clients increase their knowledge of the labour market and career options, as well as their motivation to act on that knowledge.

CCA has been a leader among Canadian university career centres in terms of gathering, interpreting and implementing client feedback, and has co-developed a guide to robust service evaluation. In the past few years, CCA has implemented a number of suggestions identified via client post-appointment, drop-in and workshop surveys, as well as two larger studies comprised of service users and non-users. These new offerings include the introduction and subsequent expansion of drop-in services, the development of a faculty-based, Waterloo-specific alumni career database (uwaterloo.ca/career-action/resources-library/career-view-mirror), and the creation of less text-dominant online resources (animations, infographics, employer and advisor videos; interactive learning activities).

The University of Waterloo also conducted the first ever five year out employment survey of 2007 graduates (the National Graduate Outcome Survey, or NGOS). Survey results are expected to provide a longitudinal lookat graduate employment experiences.



13) Student Retention

Using data from **University of Waterloo's** Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide **University of Waterloo's** achieved results for all years in the table below:

Entering Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
1st to 2nd Year	89% ⁽⁺⁾	89.4% ⁽⁺⁾	90.4% ⁽⁺⁾	90.8%
1st to 3rd Year	85.3% ⁽⁺⁾	84.9% ⁽⁺⁾	85.8%	N/A ⁽⁺⁾

*The space below is provided for **University of Waterloo** to describe the methodology, survey tools, caveats and other information regarding the numbers reported above re: Full-Time Student Retention Rate.

Data on the % of students from the 2011 Cohort who continued to 3rd year will not be available until the 2013-14 CSRDE Retention Report is available (expected June 2014).

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2012-2013, which contributed to maintaining or improving **University of Waterloo's** retention initiatives. This could be a strategy, initiative or program viewed by **University of Waterloo** to be an innovative practice, success story and/or key accomplishment that **University of Waterloo** would like to highlight.

One fifth of Waterloo's student population will encounter mental illness at some point in their lives, and events like Mental Health Awareness Day and Mental Health Wellness Day provide awareness and resources to help students succeed in the face of mental health challenges.

The University of Waterloo hosted a Mental Health Wellness Day October 25, 2012, and Mental Health Wellness week October 1-4. As part of Mental Health Wellness Week, students led an awareness campaign called Stand Up to Stigma in partnership with Campus Wellness with the goal of starting a conversation among students, faculty, and staff about mental health at the university. Although the program was targeted to the entire campus community, first generation students may be particularly susceptible to stigma around mental health issues.

Mental Health Wellness Day showcased the resources available to students. Those who wore orange 'ask-me' T-shirts provided an approachable source of information for students with questions about uW's mental health services.

Stickers distributed from campus offices were also used to help spread information on Waterloo's resources for those with mental illnesses. Stickers were created with a QR code so all students can quickly connect with mental health resources and supports.



14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2012-2013, which contributed to enhancing **University of Waterloo's** learning environment for the three quality measure categories indicated below:

14.1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

Building on the university's tremendous success in co-operative education, and moving beyond just co-op, the University of Waterloo is committed to providing experiential education to all students. Experiential education is a key area in the University of Waterloo's strategic plan. Integrating a Community Service Learning (CSL) experience into a course is one way to enrich a classroom experience with an experiential component. CSL is a series of techniques, philosophies and actions that together create an especially effective learning environment. It is characterized by student participation in an organized service activity that is connected to specific learning outcomes, meets identified community needs, and provides structured time for student reflection. Above all, CSL promotes deep learning.

Second-year students in the School of Public Health and Health Systems are required to take HLTH 260 Social Determinants of Health. They are given the option of working directly with a community group in the Kitchener Waterloo area in lieu of completing a more traditional assignment. Each of the placements is an opportunity to examine first-hand the social determinants of health discussed in the course. Students who choose the CSL option work with a community partner on a project and are required to keep reflective journals that connect the course material to the project placements. During the in-class discussions, the CSL students report back to the class, providing real world examples of key course concepts, enriching the classroom discussions, and adding details to the course readings. The course model involves focusing less on lectures during class time, and more on class discussions. Typically, out of a mid-sized class of approximately 50 students, five to ten students will choose the CSL option. However, such community-based courses are challenging to coordinate, particularly as class sizes increase.

To address these challenges, Dr. Kelly Anthony, the course instructor, has undertaken a research project, with funding from a Waterloo Learning Innovation and Teaching Enhancement (LITE) Grant, to test a modified CSL model. Her project aims to determine if providing CSL opportunities for a small group of interested students who would then 'peer-teach' their classmates enhances student experience and engagement in class for both CSL and non-CSL students without requiring the resources to coordinate volunteer service for an entire class. The intent is to use the findings from this pilot study to develop a model for implementing CSL in a larger course, and to share lessons learned across disciplines to promote an overall deep learning culture at Waterloo.

The pilot CSL model was used in the Winter 2013 term. An experimental pre-test/post-test research design with a qualitative component was used to test for possible added benefits of CSL in the classroom. Preliminary results suggest that students experienced strong, positive learning impacts from this CSL, peer-learning model. Students reported enjoying the CSL model and benefiting from the class discussions, the placements or other students' reports about the placements, and the journaling and structured critical reflection. Students spoke about transformative learning experiences in the class and were highly supportive of continuing the model. Quantitative data from pre-post surveys revealed a significant change in students' understanding of key course concepts, including political influences on health outcomes, the connection between early childhood experiences and health, and the control people have over their own health outcomes. Additionally, 81% of students surveyed felt that the peer interactions in the class strongly improved the quality of their learning experience. Further testing of the model is planned in a larger class. So far the model appears to be beneficial in facilitating an enhanced learning experience for our students.

14.2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

In 2012/13, a group of five individuals from the University of Waterloo attended the Summer Institute on High Impact Practices with the goal of learning more about how to develop approaches to student success that are highly engaging to students and effective at improving student outcomes. The Summer Institute enables institutions to identify areas for improvement and target interventions. Participants address barriers to student success and devise integrative plans to strengthen student learning.

In addition, Canadian Culture Connection is a series of weekly sessions where international students learn about Canadian culture and have the opportunity to share their experiences of living in a new country. They have the opportunity to meet other international students and ask questions about their experiences as an international student.

Topics covered include Canadian social expectations and values, friendships and making friends in Canada, healthy eating and health in Canada, dating and romantic relationships, traditions and holidays, Canadian tourism, aboriginal culture of Canada, and learning to love winter in Canada.

14.3) SUPPORT (Examples may include personal and academic supports to students, etc.)

Providing adequate and appropriate support for students with mental health concerns has become a significant challenge on many campuses across North America, including the University of Waterloo. The Student Mental Health project was undertaken in 2012/13 and was designed to review and assess the mental health and related services provided to students at Waterloo. A primary focus of the review was the programs and services of three Waterloo departments: Counselling Services (CS), Health Services (HS) and the Office for Persons with Disabilities (OPD).

The results of the campus consultation and sources of professional literature were used in deriving conclusions and interpretations leading to the project's recommendations, from which a number of key strategies are expected to emerge related to: organizing mental health services to work together smoothly; enhancing efficient access to services for students; recognizing the diversity of the student body in facilitating access to mental health services; considering the needs of students with mental health concerns in the OPD context; promoting staff development and education for best practices; providing resources to address staff wellness and care for the caregiver; and encouraging proactive approaches to mental wellness, including prevention and health promotion.

Attestation:



By checking this box, **University of Waterloo** confirms that all information being submitted to the Ministry as part of the 2012-2013 MYAA Report Back is accurate and has received approval from **University of Waterloo's** Executive Head.

Contact:

For additional information regarding **University of Waterloo's** 2012-2013 MYAA Report Back please contact -

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Please indicate the address on **University of Waterloo's** website where a PDF copy of this 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

- <http://https://uwaterloo.ca/institutional-analysis-planning/reports/multi-year-accountability-agreements-myaa-0>