Ministry of Training, Colleges and Universities

Multi-Year Accountability Agreement Report-Back

University:	WATERLOO	Year:	2008-09

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

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

As in previous years, MTCU will withhold a portion of your institution's yearly allocations until the completion of the annual Report-Back review and confirmation that your institution is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

MYAA Transition Year 2009-10

As outlined in the MTCU memo to colleges and universities dated March 31, 2009 the MYAAs have been extended into 2009-10 in order for the government and its postsecondary education partners to transition into a re-aligned accountability framework that reflects the future directions for the system in 2010 and beyond.

The expectation for the transition year is that institutions will maintain their commitments for access, quality and accountability as outlined in the original agreement. This includes reporting enrolment through the established protocol (reflecting updated graduate and medical expansion targets), providing information to assist the Higher Education Quality Council of Ontario (HEQCO) with its research on access and quality, continued participation in student engagement and retention measures and compliance with the Tuition Fee Framework and the Student Access Guarantee.

MTCU does not require your institution to set additional targets in 2009-10. The attached Report-Back Template provides space for you to identify how your institution-specific access and quality improvement strategies for 2006-07 to 2008-09 will be extended, consolidated and/or best practices applied in 2009-10. You are also asked to outline how you will continue to monitor the impact of these access and quality improvements over the transition year. You will find appended to this Report-Back Template a summary of consolidated access and quality improvement strategies developed from the previous Report-Back years. The expectation is that by strategically aligning activities and focusing on evaluation of outcomes that your 2009-10

year will provide the basis for your institution to develop a new Multi-Year Action Plan with corresponding targets in 2010.

A. ACCESS

Increased Participation of Under-Represented Students — Measurement

As stated in the MYAA, the ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns.

To assist with these efforts, please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups. The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

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

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

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

1. Identification of aboriginal students remains a challenge. We have undertaken a new project to formally register Aboriginal students for Aboriginal services allowing us to better identify and track these students; this program has been launched in Fall 2009 term. . We have replicated the methods used last year and report again this year a range that reflects the scope of the variance between methods.

2. We have not yet conducted another NSSE survey so do not have new data that would refute or call into question the estimates we have provided. We have reported the number of students who responded to the question related to level of parents' education. Waterloo's response rate was not as high for 2008 as in previous years and may account for the apparent drop in the first generation population at Waterloo. It is important to note that the percent of survey respondents who responded to the question regarding level of parental education has steadily declined from 94% in 2004, to 90% in 2006 and 84% in 2008 and may account for the apparent decline in the population of first generation students as represented by NSSE.

Increased Participation of Under-Represented Students — Programs/Strategies

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
3. Improve access to barrier-free education	3.1 Waterloo financial guarantee.	Continue to meet the OSAP unmet financial needs of students. [2007-08 result: 40% increase in expenditures over 2006-07; Bursary assistance increased from 3829 in 2006-07 to 5087 in 2007-08 (approx. 24%)]	Waterloo continues to meet the financial needs of our students. Expenditures for local student aid increased by 25% over 07-08. The number of students receiving bursary assistance increased from 5087 in 07-08 to 6325 in 08/09, an increase of about 20%.	On task with no variance
	3.2 Aboriginal student services.	Count the number of students who use Aboriginal student services. Evaluate the services offered and student satisfaction. (2007-08 result: Initialized count of Aboriginal students and new tracking/monitoring system in Fall 2008, Student satisfaction tool 10/08; 2006-07 result: New system to track students implemented)	The University of Waterloo has approximately 300 Aboriginal students in attendance each program year. The Ontario Universities Application Centre provides data on first-year self-identified Aboriginal students entering the university's programs of which we were provided a list of 35 new incoming self-identified Aboriginal first year students in September 2008. Note that the OUAC Aboriginal self-identification question is not currently answered by all incoming Aboriginal Students and all incoming Aboriginal students are not first year students which results in an under-reported base-line number. As both the AASC and UW DIRECTIONS are new programs	On task with no variance

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
			they will provide the program base-line for our 2009-2010 programming. Our Aboriginal Academic Support Centre completed 135 student intakes and directed needs assessments for the 2008-2009 academic year with those numbers expected in increase in the Winter and Spring 2009 semesters. The participation in our workshops exceeds these student numbers as many of the students attend more than one workshop. We've hosted 25 one-on–one tutoring sessions in the Fall 2008 semester and 10 group tutoring workshops. These requests have already increased for our Winter 2009 workshop sign up. We have hosted 25 culture based skills and learning management based workshops in which we have averaged 10 students per workshop. Our public lecture series has an increased rate of attendance (generally 35-50 people) because it is open to Aboriginal community members and all UW university students. Our 2008-2009 UW DIRECTIONS Conferences will host up to 100 students over a full academic year. These conferences had over 175 applications for 30 possible spaces. Over 75% of those applications were from North Western Ontario First Nations communities	
	3.3 Services for students with disabilities.	Continue to offer the necessary services to support academic success for students with	We continue to meet the needs of students with disabilities. The number of students requiring	On task with no variance

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
		disabilities. Increase of 5-10% in the number of students requiring support anticipated. (2007-08 results: increase of 5% over 2006-07; 2006-07 result: number of students requiring support increased by about 2% over 2005-06).	support decreased slightly by about 1% in 2008/09. Over the past several years the number of students served has steadily increased from just over 1000 in 02/03 to between 1420 and 1460 in each of the past three years. We anticipate an increase in 09/10 due to the increase in the size of our year one class.	
	3.4 Tutoring in residence pilot project to offer additional academic support, particularly for those students who may be at higher risk for academic, social and cultural challenges.	Track participation and satisfaction. Expand program as appropriate. (2007-08 result: number of visits continues to rise at a steady pace. Midterm prep sessions for various subjects including Chemistry and Biology; 2006-07 result: program expanded to include: Accounting, English Language Proficiency Exam review appointments, academic help writing clinic, and midterm and exam prep sessions for psychology. Number of visits/access of service increased by 12% over 05-06)	The tutoring in residence service is now promoted online on the residence life webspace with a regular schedule of support sessions becoming an integral piece in the academic support of students.	On track with no variance
4. Provide alternatives to on-campus, in-class learning	4.1 Enhance Distance Education and web-delivered learning opportunities.	Count the number of students who make use of alternative learning modes and may not have otherwise attended university. Continue to evaluate offerings. (2007-08 result; Online Learning Task Force struck in May 2007; 2006-07 result: offerings as a percent of UG courses remained relatively constant – Spring 06 was 12%, Fall 06 was 5%, Winter 07 was 6%)	Courses offered through the web and distance education has increased and shifted somewhat with more courses offered in the Fall and Winter terms compared to 07/08. Offerings as a percent of UG courses remained relatively constant – Spring 08 was 10%, Fall 08 was 7%, Winter 09 was 12% compared to Spring 07 at 5%, Fall 07 a t5% and Winter 08 at 12% A draft report of the online learning taskforce was made available in May 2009 and will help to inform our planning for	On track with no variance

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
			2010 and beyond.	

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1.	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.
2.	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 student snot living in residence.
3.	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.

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through feedback, surveys, tracking participants' progress, etc.).

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	Continue to track the number of students who receive support.
2.	Review services available, gather student response and input where appropriate and available.
3.	Examine not only the number of course offered through distance education but how the institution responds to a higher level review and recommendations.

2008-09 Student Access Guarantee

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2008-09, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2008-2009 Student Access Guarantee Guidelines.

	Yes	No
The institution met students' tuition/book shortfall in allocating financial aid, as set out in the <u>2008-2009 Student Access Guarantee Guidelines</u>	X	

If you answered no, please explain.

Please complete the following table, using the most recent available year-to-date information from your institution's 2008-09 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL $	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	3,773,187	2204
Other SAG Expenditure to Supplement OSAP	4,775,537	1741
Total	8,548,724	3945

Date screen was last updated: day / month / year

2009-10 Student Access Guarantee

As an extension of the commitments made under the original Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the <u>2009-10 Student Access Guarantee Guidelines</u>. Please complete the following template to update the strategies and programs that your institution will use in 2009-10 to participate in the Student Access Guarantee initiative.

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be: a)Provided to those students who apply for institutional financial aid; or b) Automatically issued to students based on their OSAP information	The University guarantees to fund unmet need as defined by OSAP (Ontario Student Assistance Program) or a student assistance program from another Canadian province. The University aspires to identify students in need and ensure that all eligible students admitted to full-time undergraduate programs have the financial assistance necessary to complete their studies. Students are required to seek financial support from all sources, including family, employment, government support programs and loans. Unmet need is calculated using OSAP allowable costs minus the student's expected/actual resources. Note: When other provincial jurisdictions include institutional bursaries as a resource, the University is not in a position to provide further bursary assistance to replace/repay loan overpayments.

	From: http://safa.uwaterloo.ca/bursaries/supportstatement.html
If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee. - Identify any applicable deadlines. - **Identify your communications strategies to inform students of how to apply**.	Students apply for bursary assistance or a reconsideration of their automatic bursary assessment by accessing the following site: http://safa.uwaterloo.ca/bursaries/ugbursaryft.html The deadlines are: October 30 - for Fall Only term February 1 - for Fall & Winter term February 28 - for Winter Only term June 30 - for Spring Only term Note: where the advertised deadline date falls on a Saturday or Sunday, the deadline date is the preceding Friday.
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: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide	We do not provide loan assistance. The University guarantees to fund unmet need as defined by OSAP (Ontario Student Assistance Program) or a student assistance program from another Canadian province for all eligible students admitted to full-time undergraduate programs.
Describe other financial support programs and strategies that your institution will use to assist university students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.	**Emergency Loans** http://safa.uwaterloo.ca/loanprograms/uwemergency.html **UW Entrance Bursary** http://safa.uwaterloo.ca/bursaries/entrance.html **UW Full-time UG Bursary** http://safa.uwaterloo.ca/bursaries/ugbursaryft.html **For complete list of bursaries available see**: http://safa.uwaterloo.ca/bursaries/index.htm
Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.	The Bursary Committee will process requests for reconsideration of a bursary assessment using the specified deadlines. Students are expected to provide a detailed report of their costs and resources. Cases are often resolved with direct one-on-one consultation. http://safa.uwaterloo.ca/forms.html#bursaryforms

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

B. QUALITY

Quality of the Learning Environment

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Technology	5.1 Enhance the e-classroom technology	Where appropriate, convert an additional 5-15% of the classrooms. Approximately 15% of the classrooms will not be converted since they are small spaces. (2007-08 result: inventory of Registrar controlled classrooms and a final report has been submitted to senior administration for review; 2006-07 result: May 06 to April 07 – 5.6% of central classrooms converted)	To date we have met our target for classroom conversion. The report of the classroom assessment group will provide a potential source of information to help establish priorities for upgrades and renovations. Some academic units have expressed interest in extending the classroom assessment process to those instructional spaces that are managed by the academic units.	On task with no variance
Technology	5.2 Continue to implement UW-ACE – a web-based course management system	More courses make use of the UW-ACE, course management system	UW-ACE is the tool of choice for our course management system. About 40% of our courses are using ACE.	On task with no variance

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Faculty Development	6.1 Use of Centre for Learning and Teaching Through Technology (LT3) training opportunities. Baseline: At Least one workshop each term.	Monitor the use of Centre for Learning and Teaching Through Technology (LT3) resources. [2007-08 results: approximate 20 events each term and 11 projects over 900 participants in various professional development activities, an increase from 880 participants in 2006-07(One faculty member may have attended several events)]	In 2008/09 we offered, on average, 20 events each term to which faculty members were invited. Some were targeted specifically at faculty members (e.g., workshops for new faculty members), while others were open to the entire UW community (e.g., Learning about Teaching symposium). This past year, we also worked on 13 projects for departments in which we provided programming and/or facilitation services for departments on teaching issues and/or the review of current program curriculum. We also worked with 2 Faculty-level committees on curriculum issues. CTE also provides one-on-one consultations to faculty members to discuss course evaluations, classroom/course management issues, course design, and use of UW-ACE. In addition to the over 950 participants (not unique faculty members) in various activities we provided over 1500 one on one consultations to faculty members to discuss course evaluations, classroom/course management issues, course design, and use of UW-ACE.	On task with no variance

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Faculty Development	6.2 Centralized approach to monitor the availability of professional development opportunities for faculty members, teachers and staff.	Evaluate the progress of the Office of Organizational & Human Development to provide leadership and develop training opportunities. (2007-08 results: 520 staff attended a 2-day staff conference providing 15 separate sessions; developed 12 module student leadership programs to be rolled out in January 2009, Collaboration on Career Development e-manual)	• Have trained a number of staff (15) to facilitate the Student Leadership program creating a tri-mentorship model of student-staff-OHD for maximum development opportunity. • Have begun the early stages of a Supervisory program for staff. • Developed two forms for training requests – one form for customized departmental training and one form to request funds for training that meets specific UW criteria. • Revamped Orientation to include the "Basic Principles of the UW Workplace" as part of new hires orientation to UW. • Successfully delivered a two day staff conference including 5 keynotes and 12 workshops, and a Passport to Health to assist staff in monitoring their own health concerns. Attendance was over 720 people. We are now planning the 2010 conference.	On task with no variance
Academic Programs	7.1 The design and development of innovative and responsive academic programs.	First graduates of Mechatronics program offered by Faculty of Engineering (2007-08 result: 40 first year students in the bachelor of knowledge integration program)	Our new management sciences engineering program admitted 67 first year students in Fall 2008. Our BKI and Nanotechnology programs continue to attract high quality students.	On task with no variance
Undergraduate research	8.1 Undergraduate students engaged in	Measure participation in undergraduate research opportunities. Evaluate student experience and	A total of 666 students who entered the University between 2006 and 2008 with a 95% average and achieved an 80% average in year 1 are eligible for the	On task with no variance

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
	university research.	effectiveness of program. (2007-08 result: Approximately 406 students who entered university in 06-07 are eligible and approx 5% have claimed the award)	President's Research Award which includes the opportunity to participate in research along with a $1500 award. These students will take advantage of this opportunity in their upper years. To date, about 10% have claimed the award. An additional 355 students have been admitted in 2009 who could become eligible for the award in 2010. While our sixth decade plan states that all undergraduate students will participate in a "research" or equivalent "inquiry based learning" project, we have not established targets for the President's Research Award or for undergraduate participation in research internships/opportunities.	
Ensure access to a strong and vibrant library.	9.1 High faculty, staff and student satisfaction with information resources, services and facilities.	Continue to monitor user feedback (2007-08 result: major renovations underway to address noise, library working with groups to address issue of lack of space in mid to long term)	On an ongoing basis, the Library engages with its user community, through both formal means and on an as needed basis, in order to assess student, faculty and staff satisfaction with library resources and services. In 2009, we consulted with and surveyed students and student leaders on a variety of matters, including ongoing space and noise issues. We listened and acted upon what we heard. A major user satisfaction survey (LibQual Lite) will be conducted in early 2010.	On task with no variance
Ensure responsive and relevant co-operative education and career services. In Fall 2005, more than 11,500, or 55% of undergrad students were registered in co-operative education programs. In 2005/06 12,419 students scheduled to work, earning $124M. Waterloo	10.1 Conduct in-depth review of co-operative education and career services.	Review and implement recommendations of the CECS review team. (2007-08 result: Report is available on web site and **most** recommendations have been implemented; 2006-07 result: Report is available on web site and **many** recommendations have been implemented)	• Recommendations from the CECS report are substantially complete. Work on remaining areas has been integrated into co-op operations. • A new co-op employer relations and marketing strategy has been developed; implementation planned on a pilot basis in 2010.	On task with no variance

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
maintains relationships with more than 3,000 employers.				
	10.2 Complete an in-depth review of the JobMine system for co-operative education.	Review and implement recommendations of the JobMine Review Team. (2007-08 result: Report is available on web site and development of a new system is underway; 2006-07 result: Report is available on web site)	• Development of a new system to replace JobMine continues, with implementation planned in late 2010.	On task with no variance
Increase support from alumni— financial and volunteer.	11.1 Campaign Waterloo Results	Establish new goals. (2007-08 result: $465M received to date, exceeded target of $350M)	In 2008/09 we exceeded $ 500 million dollars in cumulative campaign results.	On task with no variance
	11.2 Participation of alumni in volunteer activities.	Track participation of alumni in volunteer activities. (2007-08 result: concluded Alumni council review of Alumni engagement and report prepared outlining next steps, survey of Alumni to determine opportunities to increase alumni participation; 2006-07 result: nearly 19% participate in making donations. UW is researching best practices in measuring alumni engagement via	In 2008/09 18% of our alumni for whom we have valid addresses participated in our donor programs.	On task with no variance

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
		a Working Group of Alumni Council)		
Increase international opportunities.	12.1 Opportunities for Waterloo students to study abroad or to participate in exchange programs.	Track the participation of students in available international activities. Evaluate student experience. (2007-08 result: 250FTE students; 2006-07 result: Baseline of 200 students established)	In 2008/09 more than 270 FTE students participated in a study abroad opportunity or exchange program. We continue to investigate this measure to be certain we are getting the most meaningful measure.	On task with no variance
Enhance the learning environments	13.1 Implement the living-learning and learning community.	Evaluate the effectiveness / student engagement as a result of the learning community. (2007-08 result: School of Accounting and Finance had a 1st year living centre community with 135 students, expended to add 4 more communities; 2006-07 result: Partnered with School of Accountancy to form first living-learning community. 111 1st year students joined)	The living-learning community model at UW has expanded to include Arts & Business, Health Studies, Recreation & Leisure and is now well established components of the UW experience. Details on the communities are available at http://www.housing.uwaterloo.ca/live_learn/communities/	On task with no variance
Monitor student retention—see Student Success section		Participate in the CSRDE as agreed		On task with no variance
Monitor graduation rate—see Student Success section		Post KPIs on web site as required.		On task with no variance

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Improve competitiveness of our students for work term and graduate employment. Beginning in 2005, UW offered about 2000 course enrolments in professional development courses in Faculty of Engineering (PD-ENG). Other Faculties have been assessing how this model can be expanded and incorporated.	16.1 Offer a series of courses on professional development for students in co-operative education programs.	Implement additional PD-UW courses. Monitor and evaluate effectiveness. Increase of 50%. By 2008, all co-op students will be required to successfully complete work-related PD courses that focus on 'soft-skills' not usually covered in classroom (e.g. interpersonal communication and ethics) [2007-08 result: WATPD (non-engineering) all co-op students who started in 2007 or later are required to take 4-5 work related PD courses, 7 courses have been developed; 2006-07 result: four levels of PD for 1st year students in the Faculties of Mathematics and Arts offered, with more than 1000 course registrants)	Our offerings of PD courses have nearly doubled in each academic term since 2007/08. We should be reaching the saturation point in terms of offerings for both PD Eng and PD and will be in maintenance mode.	On task with no variance
Disseminate broadly our accountability instruments. Currently, Waterloo posts several accountability documents on its web space, including: KPIs, annual Performance Indicator reports, submission to MTCU (Graduate	17.1 Our accountability instruments will be easily accessible for our stakeholders.	Identify improvement in the methods of dissemination and availability of accountability instruments. (2007-08result: launch and continue t maintain the public accountability website; 2006-07 result: development of website which will provide the common elements	Maintain our public accountability website with access to relevant documents related to governance, finance, academics, strategic plans, survey results, public data sources and other relevant materials.	On task with no variance

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Expansion, IAA, MYAA, NSSE benchmarks and reports, Senate Finance Packages, Sixth Decade Plan, Faculty Plans).		described in the COU Accountability Website Project document)		
Assess risk for Waterloo annually and manage.	18.1 Monitor the effectiveness of risk management activities.	Ensure appropriate procedures are in place to mitigate risk. Report annually to the Board of Governors. (2007-08 and 2006-07 result: continue to ensure appropriate procedures are in place to mitigate risk)	We continue to ensure appropriate procedures are in place to mitigate risk.	On task with no variance
Complete annual performance indicators.	19.1 Reports will be completed with meaningful indicators of university performance.	A permanent university working group will manage the production of indicators and report. (2007-08 result: 3rd annual report published and posted on web site)	The fourth annual Performance Indicator report was published in the Fall 2008. This document has become a go-to resource for official university definitions and tracking.	On task with no variance
Report regularly to the Board of Governors on corporate matters (e.g. finance, audit, governance, risk).	20.1 Regular reports to the Board of Governors.	Demonstrate accountability and effective management. (2007-08 and 2006-07 results: continued to demonstrate accountability and effective management)	Continue to demonstrate accountability and effective management, especially in these difficult economic times.	On task with no variance

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your quality improvement strategies will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description

1.	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.
2.	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.
3.	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 offerings managed through the graduate studies and potentially the office of research—an area we have not tracked for the purposes of the MYAA.

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through NSSE, KPI's, CGPSS or CSRDE):

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	Track the numbers of offerings and attendees. Begin to examine the nature of the offerings, looking for changes, new ideas, and best practices. Collect anecdotal, qualitative information.
2.	Continue to facilitate the exercise of producing the PI report with an eye to additional or supplemental pieces that may help to illuminate our progress toward the sixth decade.
3.	Count the number of undergraduate students who participate in the range of opportunities available.

Net New Hires

Referring to your approved Multi-Year Action Plan, please identify your planned and actual net new hires for 2008-09. In 2009-10, the ministry is seeking information on annual net new hires according to your institution's established definitions for full-time tenured, full-time limited term and part-time. The ministry appreciates that accurate data on net new hires for 2009-10 may not be available until late fall. As such, please identify your planned net new hires for 2009-10.

Actual New Hires in 2008-09 Planned New Hires in 2009-10		Faculty / Academic			Student Services Staff*		Admin Staff**
		Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Hires	Planned 2008-09	38	NA	NA	25	NA	36
	Actual 2008-09	48	25	117	30	0	37
	Planned 2009-10	47[1]	16[1]	NA	12[1]	NA	7[1]
Retires / Departures	Planned 2008-09	25	NA	NA	5	NA	5
	Actual 2008-09	28	15	0	14	0	18
	Planned 2009-10	15	2	NA	2	NA	11
Net New Hires	Planned 2008-09	20	NA	NA	12	NA	14
	Actual 2008-09	20	10	117	16	0	19
	Planned 2009-10	32	14	NA	10	NA	-4

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

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

If applicable, please explain variance between the proposed and actual 2008-09 net new hires.

1. Due to the economic pressures we do have a mission critical hiring restriction in place through to the end of 2010; however we recognize that, with new programs and departures, we will have new hires.

2. We do not plan departures and with the abolition of mandatory retirement, this is a difficult number to project or plan. While we have reviewed historical trends, given the unknown nature of this behaviour these are considered very soft numbers.

3. Our goal for 2009/10 will be to at least maintain staffing levels in both the academic and academic support areas. Planned hires are subject to the availability of adequate funding.

Student Success: Student Retention Rates

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please report on the 2008-09 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
1st to 2nd Year	Not less than 90% (2007-08 result: 88%)	88%	No real change over last year
2nd to 3rd Year	Not less than 85% (2007-08 result: 84%)	84%	No real change over last year
3rd to 4th Year	NA		

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

MYAA Transition Year 2009-10

In 2009-10 your institution is asked to continue to participate in the Consortium on Student Retention Data Exchange (CSRDE). Pending advice from HEQCO on the development of student retention measures and targets, we also ask that you continue to track student retention in 2009-10 according to your institution's established practices.

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

C. ACCOUNTABILITY

MYAA Report-Back 2008-09

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space:

http://analysis.uwaterloo.ca/docs/MTCUSubmissions.php

This 2008-09 Report-Back document constitutes part of the public record, and as such, should also be made available on your institution's web site.   Please ensure that this document is posted at the same location as your Multi-Year Action Plan and 2007-08 Report-Back.

MYAA 2008-09 Report-Back Contact	
Name:	Mary Jane Jennings
Phone:	519-888-4567 x36029
Email:	mjjennin@uwaterloo.ca

APPENDIX A: Summary of consolidated strategies and programs for 2009-10 Transition Year

Increased Participation of Under-Represented Students

Outreach: targeted outreach activities with local community organizations and high schools, or advertising / marketing activities to improve participation of under-represented groups.

Bridging & Pathways: activities to bridge students into PSE (including dual credit programs, academic upgrading and other services) and assist students' pathways between college and university (i.e. credential assessment, advising for transferred students) or into work placements and co-operative programs.

Student Services & Supports: activities including personal and career counselling, academic advising and supports, and cultural programming (i.e. Aboriginal Elders on-site).

Academic Programming: activities to assess or develop programs to ensure accessibility in terms of delivery and / or content, enhance opportunities for under-represented groups, or deliver the program in partnership with other institutions.

Building Capacity: activities focusing on the capacity of the college or university to ensure greater accessibility, including staff training, research and needs assessment of the student population and the identification of barriers.

Quality of the Learning Environment

Graduate Education Enhancements: activities that support graduate students in career development (TA workshops, conferences, research best practices, funding seminars) and strengthen academic resources (program development, research / lab spaces) and student engagement.

Academic Programming: program development and quality review processes, and improved program policies and quality audits.

Student Engagement & Satisfaction: activities to increase student engagement through effective educational practices (interaction, cooperation amongst students, active learning, prompt feedback and time on task). Also includes overall assessments of student satisfaction and engagement through designated tools (KPI, NSSE, CUSC).

Student Services & Supports: academic supports such as tutoring, academic advising and foundational skills (English and Math).

Teaching / Classroom Enhancements: overall enhancements to students' experience inside the classroom through targets for student-faculty ratio, student assessment of teaching and physical classroom upgrades (technology, seating).

Operations: activities to support effective operations, including faculty / staff development, infrastructure / capital and library and technology enhancements.

APPENDIX B: Example of extended / consolidated programs and strategies

Multi-Year Action Plan for 2006-07 to 2008-09

Quality Strategy / Program	Indicator	Results		
Academic Writing Centre	% of 1st year students using centre	% in 2006-07	% in 2007-08	% in 2008-09
Peer Tutoring Program	# of clients served	**#** in 2006-07	# in 2007-08	# in 2008-09
Entering Student Retention Strategy	1st to 2nd year retention rate	**%** in 2006-07	% in 2007-08	% in 2008-09

Transition Year 2009-10

Consolidated or extended Quality Strategy / Program	Brief Description
1. Entering Student Success Strategy: Student Services & Supports	We will continue to offer a range of student supports and services to ensure students receive the academic counselling and support they need to succeed in their studies and persist to year two of their program.

Consolidated or extended Quality Strategy / Program	Description of Monitoring and Evaluation of Outcomes
1. Entering Student Success Strategy: Student Services & Supports	In 2009-10 we will continue to monitor the impact of our entering student success strategy through responses on the use and evaluation of student services in our student engagement survey. We will also continue to monitor the overall retention rate for 1st to 2nd year students in the long-term to serve as the baseline for a new Multi-Year Action Plan in 2010.