

2011-2012 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 the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 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 2011-2012 MYAA Report Back process, the Ministry pre-populated **University of Waterloo's** 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2010-2011 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry in **University of Waterloo's** 2011-2012 MYAA Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2011 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2011-2012 fiscal year.*

University of Waterloo's the total Headcount enrolment count in 2011-2012 = **22,172**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment reported by **University of Waterloo** to the Ministry for 2011-2012 = **19,326**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment reported by **University of Waterloo** to the Ministry for 2011-2012 = **2,105**.

Please indicate the number of students under the age of 18 (age as of November 1, 2011) from the total Headcount enrolment reported by at **University of Waterloo** to the Ministry in 2011-2012 = **741**.

* 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 2011 term.

Headcounts including co-op students on a work term in Fall 2011 are:

18-24: 23,423

25+: 2,248

under 18: 742

Total: 26,413

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 2011-2012 to manage enrolment.

The University of Waterloo pursues several strategies every year to effectively manage enrolment, and to set a course for the next year based on best evidence in enrolment management practices.

In 2008/09 the University of Waterloo invested resources in adopting a document management system (DMS) in our Graduate Studies Office that allowed uW to move processing of OUAC applications to a paperless system, electronic workflow and other support for timely application adjudication, and delivery of online services and communications to applicants. In 2011/12 the University of Waterloo further invested resources in adopting a document management system (DMS) in our Registrar's Office that allowed uW to move processing of non-OUAC applications, including college transfer student applications, to a paperless system. The implementation of the DMS allowed us to streamline the management of documents required to process university applications, and provide students with improved support throughout the application process. uW was able to expedite the review of student transcripts, to deliver more timely communication to applicants on the status of their application, and in the case of credit transfer students more timely information on the transfer credits they could expect when admitted to uW.

In 2011/12 the University of Waterloo invested in web services training for several staff members in the Registrar's Office to assist in the implementation of the Ontario Education Number (OEN) in our student information system. These staff members were trained in preparing the uWaterloo infrastructure to adopt the OEN, and to facilitate data exchange with MTCU when a new OEN needs to be assigned, or when an incorrect OEN must be corrected in a student's record. Full implementation of the OEN will allow uW and MTCU to better manage student enrolment and track movement of students throughout their postsecondary careers.

In 2011/12, the University of Waterloo undertook a transformation of the booth it presented at the Ontario Universities' Fair. The University gathered baseline information from University applicant and incoming student surveys and conducted oncampus stakeholder interviews. Based on this feedback, a set of guiding principles were created to guide the development of the booth. Computer science and architecture students and graduates were engaged to assist in the creation of the booth. The transformed booth was launched at the Ontario Universities' Fair, and results were very positive. We saw an increase from 30,000 to 70,000 in the number of brochures given out, a 28% increase in the number of names collected, as well as a 2.4% increase in the number of first-choice applications to the University. The transformed booth helped uWaterloo to meet and/or exceed its enrolment targets for 2011/12. This initiative garnered two awards - a Council for Advancement and Support of Education (CASE) grand gold for collaborative program, and a Canadian Council for Advancement and Support of Education (CCAEE) Gold for best recruitment initiative.

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 2011-2012= <u>1,355</u></p> <p>Please calculate the total indicated above as a comparative % of University of Waterloo's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>1,355</u> ÷ <u>22,172</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>6.1</u>%</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 2011-2012 = <u>280</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at University of Waterloo in 2011-2012= <u>1,100</u></p> <p>Please calculate the total indicated above as a comparative % of University of Waterloo's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>1,100</u> ÷ <u>22,172</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>5</u>%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at University of Waterloo in 2011-2012 = <u>0</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at University of Waterloo in 2011-2012= <u>125</u></p> <p>Please calculate the total indicated above as a comparative % of University of Waterloo's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>125</u> ÷ <u>22,172</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>0.6</u>%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at University of Waterloo in 2011-2012 = <u>0</u></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.

The Office for Persons with Disabilities does not record the visa status of students who register for services so the count of students above may include some international students.

We estimate the number of first generations students at uWaterloo to be at least between 700 and 1200. However, uWaterloo currently has no way to measure the number of first generation students directly. The 1,100 First Generation students reported here is based on our best estimate based on consultation with various data sources, including students who self-declare as first generation students on the NSSE survey or on their OUAC application. NSSE data yields approximately 600 students who self-identify as first generation, and OUAC data yields over 4,000. There is variability in terms of the number of students who choose to answer this question both by year and by source. In both cases, students self-declare by choosing to respond to an optional question that asks "Have either or both of your parents attended a university or college?" NSSE survey responses include only first and fourth year undergraduates students who responded to the survey, which is less than 20% of our student population. 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).

The approximately 125 Aboriginal students reported here are students who have self-declared their aboriginal student status in

our student enrolment system as of the Fall 2011 term. We know that we have aboriginal students at uWaterloo who do not self-declare, and based on the numbers of students participating in the services offered by the Office of Aboriginal Services we believe this number to underestimate the total uWaterloo aboriginal population.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2011-2012, 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 2011-2012, 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 2011-2012, 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>The University of Waterloo's Office for Persons with Disabilities Education & Technology Lab and Library Adaptive Technology Centre provide a "home away from home" for study, research, and demonstrations of adaptive technology software and hardware which may be purchased through the Bursary for Students with Disabilities. The Adaptive Technology Centre located in our Dana Porter Library is equipped with the latest adaptive software and hardware. Our Co-ordinator of Library Services for Persons with Disabilities also has access to the same resources to support students with their research and requests for literary works in alternate formats. Last year our Center was a showcase of Accessibility and was highlighted during a visit by our Lieutenant Governor David Onley. The Office for Persons with Disabilities continues to lead and co-ordinate campus accessibility initiatives in partnership with University faculty and student service departments. Instruction for faculty and staff on the use of adaptive technology continues to grow in popularity and is provided through our Extended Technology lab by our Education Technologist. In 2011-12, the office provided an increased number of presentations and workshops to faculty, staff and course instructors to spread the word about the Accessibility for Ontarians with Disabilities Act (AODA), with the goal to incorporate accessibility and Universal Learning Design concepts into curriculum both on campus and via our the Centre for Extended Learning. The office is also working in partnership with the Centre for Teaching Excellence to develop workshops for faculty and graduate students and will partner to host the Power of IDEAS conference in December 2012.</p>	<p>In 2011-12, the Student Success Office established success coaches. Success coaches are available to all students, but may particularly benefit first generation students. The initial demand for success coaches has been high.</p> <p>Success Coaches support a holistic approach to student development by working with students to achieve "all-around" success by: helping students to set goals and develop plans related to personal, academic, social and career objectives, helping students move their plans forward, and helping students identify and overcome barriers to success, connecting students to other resources and professional services on campus, such as financial aid, academic advising, and counselling services.</p> <p>In addition, over 2011/12, the Centre for Extended Learning worked with the Student Success Office to develop a set of "Welcome to uWaterloo" online modules for new, incoming students (face-to-face or online) that will provide them with strategies for success and information about the many resources available to them.</p>	<p>In 2011-12, the University opened a dedicated Aboriginal Gathering Space at St. Paul's University College for all Aboriginal students, staff and faculty and anyone else interested in the Aboriginal Canadian experience. The space is 2,300 square feet of gathering space, offices, kitchen, library and computer room. The gathering space will be used for: Aboriginal Student Association meetings and events, University of Waterloo student & staff support, Postsecondary Education awareness conferences for Aboriginal high school students to the North and West, and cultural events for Aboriginal Community Organizations.</p>
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3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, **University of Waterloo** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 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 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$8,133,408(+)	3,584(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$1,808,093(+)	558(+)
Total SAG Expenditures Reported by <i>University of Waterloo</i>	\$9,941,501(+)	4,142(+)

Did **University of Waterloo** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 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 2011-2012.

As of September 9, 2012, uWaterloo records that the total expenditures in 2011/12 towards tuition/book shortfalls had increased to 3,628 accounts for a total of \$8,270,283, and the total SAG expenditures towards other assessed shortfalls had increased to 592 accounts for a total of \$1,898,155. This brought the total institutional SAG expenditures up to 4,220 accounts for a total of \$10,168,438.

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 2011.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2007	34171 ⁽⁺⁾	5677 ⁽⁺⁾	548 ⁽⁺⁾	46 ⁽⁺⁾
2008	38231 ⁽⁺⁾	6018 ⁽⁺⁾	527 ⁽⁺⁾	33 ⁽⁺⁾
2009	37459 ⁽⁺⁾	5742 ⁽⁺⁾	491 ⁽⁺⁾	34 ⁽⁺⁾
2010	36653 ⁽⁺⁾	6483 ⁽⁺⁾	403 ⁽⁺⁾	34 ⁽⁺⁾
2011	39326	6414	521	39

*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
2010	37008 ⁽⁺⁾	6538 ⁽⁺⁾	423 ⁽⁺⁾	35 ⁽⁺⁾
2011	41677	6416	527	39

*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.

We discovered inconsistencies in the data for 2010. As we work towards consistent reporting on credit transfer, we have corrected numbers for the 2010 data. They are:

Total applications: 37,915

Total Registrations: 5,944

Total Transfer Applications: 633

Total Transfer Registrations: 30

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used in 2010-2011 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 2011/12, the Registrar's Office invested in putting the infrastructure in place to implement its 2012/13 plan. The Office installed a document management system to facilitate the processing and management of transfer credit assessments.

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

The Office for Persons with Disabilities extends support to all students, including transfer students, via on-line support groups and on-campus support. Some of the groups are available for students who are coping with Depression and a new group was launched for students with Asperger's Syndrome. Our on-line group for students with chronic pain and fatigue continues to grow in popularity with over 60 members. Transfer students are made aware of services from the Office for Persons with Disabilities during a one-day orientation that our Student Success Office provides to transfer students. This year, over 250 transfer students participated. The one-day orientation provides transfer students assistance in their transition to uWaterloo. It includes an overview of Waterloo and student services offered, a campus tour, a goal-setting and success planning session, and the opportunity to meet other transfer students. In their evaluations of the orientation day, transfer students reported that the orientation helped them establish a connection with other uWaterloo transfer students, and to recognize the breadth of services and supports available on campus.

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

In 2011/12, the Registrar's office hired four key positions to help improve transparency and access to information about credit transfer and transfer pathways. Two dedicated recruitment and admissions officers were hired as contact points for credit transfer students. These recruiting and admissions officers will function as the key contact points for credit transfer students throughout their entire transfer process from recruitment to admissions. A credit transfer pathways manager was also hired to coordinate credit transfer activities, coordinate the creation of new articulation agreements and assist transfer students. These new officers have attended recruitment activities, run orientations and conducted focus groups with transfer students, and will be key in assisting them with their transition to uWaterloo. The fourth person is managing the flow of documents and maintaining uWaterloo's information on the ONCat website.

As noted in the Enrolment Management section of this report, in 2011/12 the University of Waterloo also invested resources in adopting a document management system (DMS) in our Registrar's Office that allowed uW to move the processing of non-OUAC applications, including college transfer student applications, to a paperless system. The implementation of the DMS allowed us to streamline the management of documents required to process applications from college students applying for admission to uW. This process allowed uW to expedite the review of student transcripts, and to deliver more timely communication to applicants on the status of their application, and the transfer credits they could expect when admitted to uW.

5) Class Size

Per the 2011 Common University Data Ontario (CUDO) report for Fall 2010, 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	158 ⁽⁺⁾	27.5% ⁽⁺⁾	161 ⁽⁺⁾	28.5% ⁽⁺⁾	187 ⁽⁺⁾	42.6% ⁽⁺⁾	257 ⁽⁺⁾	64.6% ⁽⁺⁾
30 to 60 students	128 ⁽⁺⁾	22.3% ⁽⁺⁾	145 ⁽⁺⁾	25.7% ⁽⁺⁾	140 ⁽⁺⁾	31.9% ⁽⁺⁾	75 ⁽⁺⁾	18.8% ⁽⁺⁾
61 to 100 students	91 ⁽⁺⁾	15.8% ⁽⁺⁾	107 ⁽⁺⁾	19.0% ⁽⁺⁾	82 ⁽⁺⁾	18.7% ⁽⁺⁾	53 ⁽⁺⁾	13.3% ⁽⁺⁾
101 to 250 students	172 ⁽⁺⁾	29.9% ⁽⁺⁾	139 ⁽⁺⁾	24.6% ⁽⁺⁾	25 ⁽⁺⁾	5.7% ⁽⁺⁾	13 ⁽⁺⁾	3.3% ⁽⁺⁾
251 or more	26 ⁽⁺⁾	4.5% ⁽⁺⁾	12 ⁽⁺⁾	2.1% ⁽⁺⁾	5 ⁽⁺⁾	1.1% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
Total	575 ⁽⁺⁾	100.0% ⁽⁺⁾	564 ⁽⁺⁾	100.0% ⁽⁺⁾	439 ⁽⁺⁾	100.0% ⁽⁺⁾	398 ⁽⁺⁾	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 2011-2012, 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.

Over 2010-2011, uWaterloo sought to improve its space management practices in order to be more effective at managing the space available and to facilitate appropriate scheduling of classes by size. In June 2010, the University of Waterloo formed the Space Information Advisory Group (SIAG) to bring together people from various departments who are involved in planning and management of Waterloo's space.

The SIAG has based much of its work on the University Leadership Council's Education Advisory Board report entitled *Maximizing Space Utilization: Measuring, Allocating, and Incentivizing Efficient Use of Facilities (2010)*. The group adopted this document as the "gold standard" for space allocation and utilization. SIAG is currently working to develop policies and operational standards to guide space allocation and use, based on the document's recommendations. The group has drafted *Space Allocation & Utilization Principles and Standards for the University of Waterloo*, which is currently under review.

Additionally, in consultation with the Registrar's Office in 2010, it was determined that Waterloo would strive to meet a "gold standard" of 47 hours/week utilization; each classroom would be expected to be used for 7 hours each day and for four 3-hour sessions in the evening. However, in order to coordinate the use of classrooms between the Registrar's office and Faculties, a need was identified for a central scheduling system incorporating both the Registrar managed and Faculty managed classrooms. The Registrar's Office is in the process of implementing Infosilem, a central electronic space coordinating system, in order to accomplish this goal and plans to roll out the software to Faculty users across campus by the end of 2012.

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 2010-2011 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 2011-2012.

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 2011-2012:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	334	49
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	17
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	334	66
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	11	3
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	6
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	30,323	1,573
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	442
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	30,323	2,015

*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 are in the process of redefining our coding standards to better support eLearning analysis.

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 terms, we are counting that as one offering.

Registrations are counted from the counts of students enrolled in the courses reported in the "course Data" sections. the students are counted if they are enrolled and not withdrawn as of count date for that term. We have done our best to identify online activity, but 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.

One example of a hybrid learning program is Engineering Economics for Civil Engineers (CIVE 292) and Environmental Engineers (ENVE 292). These courses are taught by Dr. Bruce Hellinga in a blended (hybrid) format. Although these are two separate courses, the same instructor teaches both and the course is identical for both groups. This course introduces engineering students to principles of engineering economics, including interest formulas and derivations, annual worth comparisons and benefit-cost ratio depreciation. Traditionally this course consisted of three 50 minute lectures with Dr. Hellinga and one 50 minute tutorial with a course teaching assistant per week. It was redesigned in 2010 and in the new format the students are expected to attend only one 50 minute lecture and the 50 minute tutorial per week. In the new blended format students interact with a series of presentations narrated online that were created by the instructor. Students can access these from UWaterloo's learning management system (LEARN) at times that fit their schedule. The students are able to interact with the presentations at their own pace; they are able to repeat sections of the presentation if a concept is challenging to them, or stop and reflect on material, or refer to their textbook as necessary. Students can work through the online material individually or in small groups to take advantage of the opportunity to discuss the concepts with their peers. The instructor meets with the class face-to-face once a week to introduce new concepts and work through complex problems with the class. Students solve practice problem sets in advance of tutorial time where teaching assistants demonstrate the process of solving selected problems and answer questions. Online discussion forums and office hours with the instructor and teaching assistants are also used to field student's questions about content, assignments and problem solving.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2011-2012, 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.



In 2011/12, uWaterloo developed an application to deliver Math content in a digital format that is interactive, mobile-ready, and accessible for screen readers. It utilizes a custom HTML/CSS/JavaScript framework, that leverages the open source MathJax engine to effectively and elegantly display mathematical notation in a web browser as scalable and "readable" text. In the past math was typically only displayed on the web as images or Java Applets - both options are inaccessible to screen readers. In the uWaterloo solution, content is displayed in up to three discreet zones of the screen, mimicking the multiple writing surfaces used by the professor in a typical math lecture, accompanied by audio narration from the subject matter expert. Interactive self-test quizzes are included within presentation segments to provide immediate formative feedback. The resulting application is innovating the way we author and deliver Math courses.

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 2011-2012:

- Outbound students* = 590

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

- Inbound students* = 270

***DEFINITION:** Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **University of Waterloo** in 2011-2012 = \$71,255,000

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 2011-2012 = \$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 2011-2012, 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 2011-2012	2011-2012 Total Enrolment by Program
UAE Waterloo	Dubai / UAE	Chemical Engineering	60
UAE Waterloo	Dubai / UAE	Civil Engineering	50
UAE Waterloo	Dubai / UAE	Fin. Analysis & Risk Mgmt	41
UAE Waterloo	Dubai / UAE	Info Tech Mgmt	7
UAE Waterloo	Dubai / UAE	Mathematics	4

*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 2011/12 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.

7.2 Enrolment

In 2011-2012, **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 University of Waterloo Total Full-Time International Student Enrolment ⁽⁺⁾
1.	China ⁽⁺⁾	1,743 ⁽⁺⁾	43.2% ⁽⁺⁾
2.	Iran ⁽⁺⁾	268 ⁽⁺⁾	6.6% ⁽⁺⁾
3.	India ⁽⁺⁾	244 ⁽⁺⁾	6.1% ⁽⁺⁾
4.	Pakistan ⁽⁺⁾	231 ⁽⁺⁾	5.7% ⁽⁺⁾
5.	Korea, South ⁽⁺⁾	194 ⁽⁺⁾	4.8% ⁽⁺⁾

University of Waterloo reported to TCU that International Enrolment* in 2011-2012 = **4,033⁽⁺⁾**.

**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, 2011, including students who are both eligible and ineligible for operating grant purposes 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 2011 term, including full-time undergraduate students. It does not include graduate students.

The top 5 source countries for international graduate students were:

China: 383

Iran: 237

India: 98

Saudi Arabia: 98

Egypt: 60

Please provide **University of Waterloo's** 2011-2012 Part-Time International Student Enrolment = 297

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2011-2012, 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.

In 2011/12, the University of Waterloo launched an International Research Partnership Grant program. The program provides internal seed funding to promote international collaboration with the purpose to provide Waterloo researchers with incentives to develop new or existing international research collaborations with institutions known for high quality research and global ranking in areas of mutual strategic interest. In 2011/12, 21 projects were funded through three competitions led by researchers from all six faculties. The budget normally involves a 50/50 cost-sharing where the Office of the Vice-President Research covers 50% of the costs. The remaining 50% must be a cash contribution from another source(s). In 2011/12, \$320,000 was awarded and researchers leveraged \$510,000 in matching funds from other sources (e.g. faculties, departments, industry partners, PI research funds) to support the activities of their projects.

7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **University of Waterloo** in 2011-2012 = 1,314

Please provide a highlight in the space provided below of an initiative, strategy or practice that **University of Waterloo** used in 2011-2012 to create pathways for *International students* from **University of Waterloo's** ESL or FSL programming to postsecondary studies.

The English Language Centre offers the "English for Academic Success" (EFAS) program which meets the English Language Requirement for the University of Waterloo in the same way that English language proficiency tests such as the IELTS and TOEFL do. The Graduate Studies office admits some students on the condition that they complete the EFAS program before beginning their graduate programs. The Faculty of Science, the Faculty of Environment and the Faculty of Arts admit 2+2 (students who have taken 2 years of study at an approved university which are applied to their uWaterloo degree) undergraduate students into the Fall term on the condition of their completing the 6-week EFAS program during the summer months.

Additionally, the Faculty of Arts admits a small number of undergraduate students in to the Arts/EFAS program. Students in this program are admitted in the Faculty of Arts on the condition that they successfully complete the EFAS program. These students took either the 300 or 400 level of EFAS in the Fall. Students who passed the 400 level with an 80% went on to full-time undergraduate studies in the Winter. Students who scored between a 75-79% took EFAS part-time and one credit course in the Winter. Students with less than 75% in the 400 level had to repeat the level.

In the Spring of 2012, an initiative was put forward to address the need for a comprehensive pathways program for undergraduate studies at the University of Waterloo. This pathways program is called "Bridge to Academic Success in English" (BASE). If prospective students' English Language test scores don't meet Waterloo's admission standards, they may still qualify for conditional acceptance through the BASE program.

http://www.findoutmore.uwaterloo.ca/international/english_pathway.php

The BASE program allows students to work on their English skills while taking one university credit course, so they can get started on their degree studies.

*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 total number of students enrolled in an English and a Second Language (ESL) course or program is provided from the counts of students enrolled in several ESL programs and courses offered at uWaterloo. As a results some students may be counted more than once if they took part in more than one course or program. There may also be some Canadian students included in the ESL numbers as our ESL programs and courses are not restricted to international students.

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 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, **University of Waterloo** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

University of Waterloo confirmed in its 2010-2011 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 2011-2012, **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 2010-2011 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, **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 2011-2012: 610,000

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2010-2011, which contributed to maintaining or improving **University of Waterloo's** supply chain management. 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.

uWaterloo has developed and begun to use a contract management software program which will help to systematically organize, tender and pro-actively manage our business contracts. The contract management program was developed by the University, and it allows Procurement and Contract Services to produce enhanced reporting which was a requirement of Bill 122.



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 new 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.



University of Waterloo confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2011-2012, 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.

Procurement & Contract Services adopted a small set of Key Performance Indicators to track our performance, quality of service, business activity and efficiencies. Examples of key indicators include: the percentage of purchase orders for \$5K, New Collaborative PO, which are new purchases that are done in a collaborative manner, and number of formal supplier debriefings. Formal debriefings is intended as a measure of how many times a supplier is formally asking for an explanation of why we made a decision(s) that kept them from being chosen as the supplier for uWaterloo.

BPS Expenses Directive

The new 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 as of April 1, 2011.

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://C\) http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-31](http://C) http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-31)

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2011-2012, 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.

The University of Waterloo is currently working towards compliance on this Directive. The University has modified its Travel Policy and eliminated "per diems". Additional procedures related to the management of hospitality expenses are under development; uWaterloo is drafting revised guidelines based on the requirements included in the Province's Expense Directive.

BPS Perquisites Directive

The new 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.



University of Waterloo confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that **University of Waterloo** used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. 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.

Policy 31 (Travel) and related detailed guidelines have been significantly revised to reflect the requirements of the Province's Expense Directive including the elimination of per diems.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, 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 2011-2012 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 2011-2012:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at University of Waterloo with a Co-op Stream	149	11
Number of students at University of Waterloo enrolled in a Co-op program	16,616	128

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2011-2012, 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.

uWaterloo continues to operate the largest post-secondary co-op program of its kind in the world with over 16,000 students enrolled over three terms each year. One of the strongest benefits of our co-op program is the integration of experiential learning into the academic program, and the connections students make with employers and industry at the very early stages of their academic career. These early connections with potential employers help to strengthen uWaterloo's strong graduate employment rates.

The School of Pharmacy at the University of Waterloo was founded in January 2007, and is the only undergraduate program in Canada that offers a co-op component as part of its curriculum. Students participate in four four-month experiential (or co-op) work terms throughout the course of the curriculum. In 2011/12, the School undertook a study to determine how "soft" skills are developed during students experiences of their co-op work terms or experiential learning, with the purpose of developing a baseline that will inform future studies. Interviews and focus groups were conducted with students, faculty members and employer of the vanguard graduating class of 2011. Results of the study showed that students perceived increases in: confidence, self-discovery, communication, constructive feedback, and ability to practice throughout their work terms. The study also identified that the link between academic and experiential learning is critical for quality assurance of teaching and learning. The experiential component of the Pharmacy program has been identified as critical to successful completion of the pharmacy accreditation.

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 2011-2012 to measure student satisfaction.

In addition to the NSSE survey, uWaterloo also participated in the Canadian Undergraduate Survey Consortium (CUSC) survey of first-year students, and the Canadian Graduate and Professional student Survey (CGPSS) in 2010, and the CUSC survey of graduating in 2012. All surveys include a number of questions that allow uWaterloo to gauge the satisfaction of our students with multiple aspects of their university experience.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2011-2012, 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.

In October 2011, the Student Success Office ran "Success Week". The week was designed to help students reflect on how they define success for themselves, and to build awareness of the departments and individuals on campus who can help them succeed. Activities during Success Week included: study skills sessions in the residences, career workshops at the Tatham Centre, Library Day, and Mental Health Wellness Day. Departments all across the campus were connected with the event. For example, the theme at retail services (the bookstore, Campus Tech and other outlets) was "Tools for Student Success", and there were presentations in the residences under the heading "Study for Success in Residence". Each day had a theme, including "Social/ Cultural/ Civic Day", "Career/ Professional Day", and Wednesday, the busiest day of the week, was "Academic/ Intellectual Day", with programming that included a bookstore discount, promotion of a student-created DVD to help teach linear algebra, faculty members serving lunch in the Village I cafeteria, and an evening study break in the Ron Eydtt Village great hall promising "free pizza, bubble tea, and fun fall activities". Thursday was "Mental Health and Wellness Day", profiling support on campus from: Counselling Services, Health Services, Office for Persons with Disabilities, Student Resource Office, and Police Services to facilitate personal and social growth; intervene in times of crisis, and help enhance study skills. And Friday was Student Success Day, with the grand opening of the Student Success Office, an office that encourages students to take a holistic approach to the university experience.

11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate at **University of Waterloo** = 81%^{(+)*}

*Percentage of 2002 Year 1 New-to-Institution Students Who Received a Degree between 2003-2009

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **University of Waterloo** used in 2011-2012 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, which includes a breakdown of graduation rates by faculty.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2011-2012, 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.

First year can be particularly challenging for students who find themselves on their own for the first time and are ill-prepared by their high school for advanced academic studies. The purpose of the Foundation Term is to empower students with the skills necessary to succeed academically at university while maintaining a balanced lifestyle during their studies at uWaterloo. In 2011/12, the Student Success Office launched a pilot program targeting first year students who received a failed standing in either of 1A or 1B. These students were given the option to attend a Foundation Term. Upon successful completion of the Foundation Term, the student may resume studies in their original faculty. The Foundation Term has a reduced course load of three courses, anchored by one common course, UNIV 101. UNIV 101 is a new 0.5 unit study/life skills course developed specifically to equip students who have had difficulty transitioning from high school to university during first year. The twelve week UNIV 101 course covers topics from self-actualization to wellness habits and from time management to note taking. Every attempt is made to make UNIV 101 relevant to the discipline the students have chosen. UNIV 101 is jointly taught by a Success Coach and a lecturer from one of the four disciplines. Skills instruction and curriculum development is led by the Success Coach. The professor ensures the skills are appropriately linked to relevant assignments and liaises with the professor(s) teaching the other common course(s) in the Foundation Term. It is hoped that the Foundation Term will help students build the skills and confidence needed to succeed academically and graduate.



12) Graduate Employment Rate

Per the KPI results reported in 2011 the employment rate for 2008 graduates, 6 months after graduation, at **University of Waterloo** = **92.5%⁽⁺⁾**

Per the KPI results reported in 2011 the employment rate for 2008 graduates, two years after graduation, at **University of Waterloo** = **93.7%⁽⁺⁾**

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **University of Waterloo** used in 2011-2012 to measure graduate employment rate.

In 2011-12, the University undertook an investigation of and agreed to participate in a survey of undergraduates five years after graduation. The survey, initiated in British Columbia, will provide labour market and social impact measures of undergraduates five years after graduation. The survey will be administered in winter of 2013, and results will be available in the fall of 2013.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2011-2012, 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.

In February 2011, uWaterloo added another initiative to the support we offer for student entrepreneurship with the opening of the new 6500 sq ft VeloCity Garage workspace connected to the Communitech Hub in downtown Kitchener. The VeloCity Garage houses University of Waterloo students and alumni with emerging business plans, often developed through our VeloCity residence, to help kickstart their companies. Residents are budding entrepreneurs, and this new space allows them to gain access to industry-leading mentoring and much-needed space. Companies in the space work alongside other startups at similar stages of development to learn, collaborate, and innovate. This innovative space can accommodate approximately 25 startups and up to 75 students and alumni.

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	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
1st to 2nd Year	87.8%(+)	89%(+)	89.4%(+)	90.4%
1st to 3rd Year	84%(+)	85.3%(+)	84.9%	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 2010 Cohort who continued to 3rd year will not be available until the 2012-13 CSRDE Retention Report is available (expected June 2013).



Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2011-2012, 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 example of an initiative that contributes to maintaining and improving our retention rate is our University 101 course, launched this year by the Student Success Office. University 101 is a credit course targeted at students who have struggled academically in their first year of studies. Students learn skills and strategies to help them be successful in your studies while maintaining life balance. The assignments apply directly to the students' area of study and focus on practical skills and hands-on workshops. University 101 is team taught with a faculty instructor (from the students' faculty or related discipline) and a success coach. The pilot was completed over the winter 2012 term, and the program is in the process of being rolled out to all faculties as of Fall 2012.

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 2011-2012, 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.)

In response to feedback from various stakeholders, the Engineering Faculty initiated a pilot project in Fall 2011 aimed at improving the integration of first-year mechatronics courses, enhancing students' learning experiences, creating a balance between theory and experiential learning, and developing students' problem solving, communication, teamwork and leadership skills.

Supported by the First-Year Director and Department Chair, the pilot focused on three first-year courses: Mechatronics Engineering, Chemistry, and Digital Programming. The courses were chosen based on the instructors' experience level and willingness to try new instructional methods to enhance student learning. They also worked together to identify overlaps in course content and removed some content to focus on integration components.

The team developed three major assessments to facilitate integration. The engine dissection project had students tear apart and reassemble small engines not only to reinforce mechatronics concepts but also to set the stage for approaches to learning needed in all three courses: open-ended questions, problem-solving, and interaction amongst students, professors, and others. The project encouraged creativity and freedom to experiment in a safe environment, elements also necessary for success in the other two integrated projects. Reports written as part of the fuel cell car project helped students connect chemistry theory to a mechatronics application of enhancing a fuel cell car's performance. Developing creative thinking was the focus of the third project where students created motorized Lego structures which exposed them to mechatronic system components in their digital programming course. Being able to choose their own topics encouraged students to take ownership of the project and resulted in projects that exceeded expectations in performance and complexity.

Feedback from both students and instructors indicates the pilot was a success and achieved its goals. The integrated courses are running again this Fall, and future steps include formalizing a learning impact study.

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

uWaterloo's Marketing & Undergraduate Recruitment department developed a number of initiatives in 2011/12 to enhance student engagement. Over the course of 2011/12, uWaterloo's print literature was completely transformed in order to facilitate students program entry and help them choose the right program. Applicant and incoming student survey data showed that print material is highly utilized by students, and can be very influential in helping to inform students about the program to which they should apply. Focus groups with high school counsellors and students helped the Marketing and Undergraduate Recruitment team to transform uWaterloo's print literature to focus on eight thematic areas which better outline the programs uWaterloo has to offer.

In addition, international student applicants in markets that do not typically have students employed during their high school years are offered a workshop called "Skills Identification & Resume Building". It is a fun and interactive way for students to explore all aspects of their past experiences to identify a list of skills they have developed within both work and non-work environments. They receive a toolkit of resources and progressive exercises, students learn to present those skills in a professional, concise and quantitative manner. Skills learned in the workshop are applicable to students who are looking for part time jobs, co-op positions or even for those filling out their university applications. This workshop helps uWaterloo to provide outreach to prospective students, and helps international students who may have little or no work experience build the skills to begin applying for their first work term positions.

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

A new initiative to support graduate teaching assistants was launched in 2011/12. The Centre for Extended Learning created (and delivered) a blended training program for graduate teaching assistants (TAs) who will be supporting delivery of online courses. This initiative was so successful that the Centre is now working on expanding this for all instructors who will be teaching online.

Attestation:



University of Waterloo confirms that all information being submitted to the Ministry as part of the 2011-2012 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** 2011-2012 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 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

- <http://http://analysis.uwaterloo.ca/pubs/tcu.php>