

**2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back**

<b>Institution Name:</b>	<b>York University</b>
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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 **York University'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 **York University's** 2011-2012 MYAA Report Back is denoted with the symbol <sup>(+)</sup>.



**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.*

**York University's** the total Headcount enrolment count in 2011-2012 = **40,763**<sup>(+)</sup>.

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment reported by **York University** to the Ministry for 2011-2012 = **31,984**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment reported by **York University** to the Ministry for 2011-2012 = **8,002**.

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 **York University** to the Ministry in 2011-2012 = **777**.

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

A large number of our students live and work in the GTA and are enrolled at York on a part-time basis. In 2011-12 there were 8,548 part-time, eligible-for-funding students enrolled at York, and we remain committed to meeting the needs of this important group of students. For more information about York and its student population, visit <http://www.yorku.ca/oira/reports.html>

Please provide one or more examples, in the space provided below, of highlights from *York University's* Enrolment Management Plan that *York University* used during 2011-2012 to manage enrolment.

York University remains committed to responding to demographic changes in the Greater Toronto Area and will continue to monitor population growth patterns and respond should appropriate resources become available. The Provostial White Paper\* communicates York's intention to manage enrolment strategically in order to promote research intensiveness and balance across disciplines. One practice in use by York University that helps us manage enrolment levels in an effective and efficient manner is our student financial profile service, which is available to all incoming and continuing students. This tool gives students full information on available financial assistance and helps ensure that York makes the best possible use of available student support funds.

\* <http://vpacademic.yorku.ca/whitepaper/index.php>

**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 **York University'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 <b>York University</b> who registered with the Office for Students with Disabilities and received support services in 2011-2012= <b>2,023</b></p> <p>Please calculate the total indicated above as a comparative % of <b>York University's</b> 2011-2012 Enrolment Headcount: (Insert Total From Above) <b>2,023</b> ÷ <b>40,763<sup>(+)</sup></b> (2011-2012 Enrolment Headcount) x 100 = <b>5%</b></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at <b>York University</b> who registered with the Office for Students with Disabilities and received support services in 2011-2012 = <b>474</b></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at <b>York University</b> in 2011-2012= <b>11,699</b></p> <p>Please calculate the total indicated above as a comparative % of <b>York University's</b> 2011-2012 Enrolment Headcount: (Insert Total From Above) <b>11,699</b> ÷ <b>40,763<sup>(+)</sup></b> (2011-2012 Enrolment Headcount) x 100 = <b>28.7%</b></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at <b>York University</b> in 2011-2012 = <b>2,453</b></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at <b>York University</b> in 2011-2012= <b>151</b></p> <p>Please calculate the total indicated above as a comparative % of <b>York University's</b> 2011-2012 Enrolment Headcount: (Insert Total From Above) <b>151</b> ÷ <b>40,763<sup>(+)</sup></b> (2011-2012 Enrolment Headcount) x 100 = <b>0.4%</b></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>York University</b> in 2011-2012 = <b>21</b></p>

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

The proportion of students attending York University who are first generation students is estimated based on response data from York's academic services questionnaire for 2011-12. Counselling & Disability Services (CDS) maintains records of students with disabilities who are registered with the office. These data are cross-referenced with the Registrar's Office to confirm enrolment statuses of students with disabilities. Data on the number of aboriginal students at York is obtained from a number of sources including student financial profile records, university application data, and students who self-identify at the Centre for Aboriginal Student Services.

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 <b>York University's</b> initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by <b>York University</b> 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 <b>York University's</b> initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by <b>York University</b> 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 <b>York University's</b> initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by <b>York University</b> to be an innovative practice, success story and/or key accomplishment.</p>
<p>York has maintained and improved services for students with disabilities in a number of ways, including: 1) Continued improvement in ease of access to online booking requests by students who require accommodated tests and exams; 2) Access to updated assistive technology hardware and software in an Assistive Technology Lab and in the Scott Library; 3) Provision of training and information workshops to high school guidance counsellors and special education personnel regarding best practices for transition programming for students with learning, mental health, physical, sensory and medical disabilities who are considering attending postsecondary; 4) Project ADVANCE, a 6-week summer intensive transition preparatory program for graduating high school students with learning disabilities who intend to pursue postsecondary studies; 5) In partnership with the Office of Emergency Preparedness, comprehensive standard operating procedures and information materials were developed for effective evacuation of individuals with disabilities in the event of emergencies on campus.</p>	<p>While an estimated 28.7% of York students have parents without any PSE education, we estimate that 57% of our students have parents with no university education. At these levels of participation, virtually all of York's programming and services must implicitly take the needs of first generation students (FGSs) into account. Innovative programming, such as those offered by the York / Westview Partnership has allowed York University to promote FGS access to and persistence in post-secondary Education.</p>	<p>For 2011-2012, the most important step taken in supporting access, engagement, retention and graduation for Aboriginal learners at York was the opening of a new location for the Centre for Aboriginal Student Services. The response from students to the space has been very positive. Also, an additional staff member was hired to support the Centre and it's members. The Centre delivers programs to support students including a weekly Elders Program, a Peer Mentoring Program that matches senior students to new students, and a laptop-lending program. These programs support the students who decide to attend York, often as a result of the direct relationship they develop with our Aboriginal Recruitment Officer who provides information about York and post secondary education in general.</p>

**3) Compliance with the Student Access Guarantee (SAG) in 2011-2012**

Through its signed MYAA, **York University** 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 **York University** as of July 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
<b>SAG Expenditures towards Tuition/Book Shortfalls</b>	\$7,140,400(+)	3,805(+)
<b>Other SAG Expenditures (towards other assessed shortfalls)</b>	\$11,281,488(+)	7,536(+)
<b>Total SAG Expenditures Reported by <i>York University</i></b>	\$18,421,888(+)	11,341(+)

Did **York University** 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 **York University** 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.

#### **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.

<b>Year</b>	<b>Total Applications</b>	<b>Total Registrations</b>	<b>Transfer Applications*</b>	<b>Transfer Registrations*</b>
<b>2007</b>	57122 <sup>(+)</sup>	9703 <sup>(+)</sup>	2467 <sup>(+)</sup>	395 <sup>(+)</sup>
<b>2008</b>	54489 <sup>(+)</sup>	7917 <sup>(+)</sup>	2224 <sup>(+)</sup>	407 <sup>(+)</sup>
<b>2009</b>	50725 <sup>(+)</sup>	8816 <sup>(+)</sup>	2000 <sup>(+)</sup>	409 <sup>(+)</sup>
<b>2010</b>	54446 <sup>(+)</sup>	9219 <sup>(+)</sup>	2050 <sup>(+)</sup>	398 <sup>(+)</sup>
<b>2011</b>	57062	10228	2693	381

\*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 **York University** 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, **York University** should report institutional data which includes data from OUAC and other sources.

Year	York University's Total Applications	York University's Total Registrations	York University's Transfer Applications	York University's Transfer Registrations
2010	54446 <sup>(+)</sup>	9219 <sup>(+)</sup>	4165 <sup>(+)</sup>	1714 <sup>(+)</sup>
2011	57062	10228	3860	1607

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

The data reported above include all undergraduate students entering as new students at York University who previously had been studying at an Ontario publicly-funded college. As such these data reflect more accurately the magnitude of college-to-university transfer activity at York University.

Please provide one or more highlights, in the space provided below, of an activity that **York University** used in 2010-2011 and which contributed to maintaining or improving **York University'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 **York University** 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.)

York is already an established leader in providing opportunities and pathways for students to move between colleges and universities. York's policies make transfer credits available to any Ontario college student via an assessment based on program of study and student achievement. For example, aside from the many articulation agreements, collaborative agreements and joint programs between York University and various Ontario colleges, York offers a "block transfer credit system" via which most college programs and diplomas are assigned block transfer credit based on academic content and rigour of studies. Students who have completed at least two full semesters in an academic program at a College of Applied Arts and Technology (CAAT) or Institute of Technology and Advanced Learning (ITAL) in Ontario may thus be considered for transfer credits at York University. York University is also a member institution of the Ontario Council on Articulation and Transfer (OCAT), and in 2011 the University began participating in several new, innovative projects coordinated by OCAT and funded by MTCU. These projects will explore and implement strategies to expand student pathways, create more seamless educational experiences and increase college-university collaboration. York's participation in these projects focuses on developing credit transfer opportunities in the fields of engineering, information technology, and journalism/public relations, as well as on a course-by-by course basis in the arts and sciences.

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

York continues to enhance the wide array of services it provides to support smooth transitions to university life and promote student success. The Provostial White Paper indicates York's commitment to develop an "enhanced first year experience" that will help undergraduate students better understand university culture, promote connections between students and between students and faculty, and encourage a student's active engagement in their own learning. York's Academic Innovation Fund\* supported numerous projects in 2011-12 aimed at developing and implementing innovative support services for students transitioning to university life. Many transfer students self-identify as mature students, and are able to access the numerous services and supports offered by the Atkinson Centre for Mature and Part-time Students (ACMAPS). Open to anyone who feels that they will benefit from its services, ACMAPS is a resource for mature and part-time students from recruitment through to graduation. Centre staff are available to assist students in their transition to university studies and to help them navigate their York experience.

\*<http://aifprojects.yorku.ca>

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

In addition to having stable and transparent credit transfer policies that we communicate clearly on the web and in print, York University establishes a physical, local presence on the campus of partnering Ontario colleges (e.g. Seneca, Centennial), in the form of a temporary credit transfer desk. These local desks operate as information portals regarding York's policies and processes, and also act as access points to these processes, helping interested college students understand the significant credit transfer opportunities offered by York and expediting the credit transfer assessment process. And through our participation in the innovative projects coordinated by OCAT and funded by MTCU, York is working to further improve transparency and access to information about credit transfer and transfer pathways.

## 5) Class Size

Per the 2011 Common University Data Ontario (CUDO) report for Fall 2010, the percentage of *York University'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
<b>Fewer than 30</b>	275(+)	40.4%(+)	245(+)	33.6%(+)	431(+)	47.3%(+)	639(+)	78.2%(+)
<b>30 to 60 students</b>	113(+)	16.6%(+)	175(+)	24.0%(+)	321(+)	35.2%(+)	160(+)	19.6%(+)
<b>61 to 100 students</b>	64(+)	9.4%(+)	162(+)	22.2%(+)	113(+)	12.4%(+)	13(+)	1.6%(+)
<b>101 to 250 students</b>	176(+)	25.8%(+)	127(+)	17.4%(+)	44(+)	4.8%(+)	3(+)	0.4%(+)
<b>251 or more</b>	53(+)	7.8%(+)	20(+)	2.7%(+)	2(+)	0.2%(+)	2(+)	0.2%(+)
<b>Total</b>	681(+)	100.0%(+)	729(+)	100.0%(+)	911(+)	100.0%(+)	817(+)	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 **York University** used during 2011-2012, which contributed to maintaining or improving **York University's** class size initiatives. This could include a strategy, initiative or program viewed by **York University** to be an innovative practice, success story and/or key accomplishment that **York University** would like to highlight.

York is committed to managing class sizes and providing a high quality educational experience to its students. Research shows that – properly structured – even large classes can provide very positive learning experiences, but it is important that they be supplemented by access to advising and other supports for learning and the student experience. One of York's class size management initiatives is the creation of student learning communities (in which groups of student enroll in a common set of "block scheduled" courses augmented by study groups and/or peer mentor involvement) that will help to address the issues that lie behind student concern with class size, particularly for lower year students. The 'Science First!' Learning Community, for example, contributes to students' transition to university by establishing a Faculty of Science and Engineering-wide learning community, bringing together groups of students to participate in activities intended to build study skills, promote lateral thinking, encourage development of scientific thought, develop writing and presentation skills and build relationships and cultural awareness.

## **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, **York University** 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, **York University** 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 *York University's* eLearning data for 2011-2012:

<b>COURSES DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Fully Online Learning	127	45
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Synchronous Conferencing	0	0
<b>Total Number of Ministry-funded, For-credit Courses Offered in eLearning format</b>	127	45
<b>PROGRAMS DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Fully Online Learning	1	1
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Synchronous Conferencing	0	0
<b>Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format</b>	1	1
<b>COURSE REGISTRATIONS</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	9,750	552
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
<b>Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format</b>	9,750	552



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

1) At the present time, York University does not track the use of synchronous conferencing as a mode of course delivery. 2) Up to the present time, E-learning opportunities at York have been designed and offered at the course level, not the program level. Students are free to select from numerous traditional and e-learning courses while pursuing their program of studies at York, and therefore we do not usually identify specific programs as being e-learning-based. The two exceptions to date are an online Bachelor of Administration Studies and an online Master of Science in Nursing.

**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 **York University's** use of Hybrid Learning courses and/or Programs.

HLST 3310 Electronic Health Records course offered by the Faculty of Health School of Health Policy and Management (enrollment 43 students) was adapted to the blended learning format for the winter 2012 term. Lectures were recorded using Camtasia Studio software and delivered on-line (50% of the course) while the in-class component was taught in the computer lab where students discussed the concepts from the on-line lectures, reviewed case studies, completed on-line quizzes and hands-on exercises with a specialized Electronic Health Records software. A Moodle website was designed for students to have access to all the course materials, engage in on-line discussions, collaborate on group assignments using wikies, and submit all the assignments online. Students received timely feedback and grades on-line and were able to track their progress in the course and improve their skills. Students enjoyed the blended learning model compared to in-class or fully online because they were able to get to know their colleagues in class during group activities and this made it easier for them to collaborate more online. They also found it easier engage with the course instructor both in class and online. Of the 8 courses evaluated, this course was one of three that ranked the highest in website design, student satisfaction, and engagement.

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2011-2012, which contributed to maintaining or improving eLearning opportunities at **York University**. This could include a strategy, initiative or program viewed by **York University** to be an innovative practice, success story and/or key accomplishment that **York University** would like to highlight.

- 1) York is committed to creating and sustaining a culture of student success that spans the student lifecycle, in part by supporting innovations in teaching and learning with a focus on blended learning (and also experiential education). In 2011-12, eight eLearning projects received Academic Innovation Fund support. These projects are a part of Yorks sustained efforts to develop pedagogically sound strategies for the integration and embedding of eLearning (including web-enhanced and fully online, but with an emphasis on blended education) in our degree programs.
- 2) Schulich School of Business' groundbreaking eLearning approach, which is part of their New Mindsets program, facilitates blended on-line learning and promises to establish the next-generation online learning standard.
- 3) To help York's programs deal with enrollment pressures, address students' needs for flexibility and accessibility, and to enhance engagement and learning outcomes, York created and will be evaluating the infrastructure to support instructors in transforming face-to-face courses to a blended or online format. The infrastructure includes all necessary technical and educational support for instructors. Probably the most important and required part of participating in the project is attending the eLearning@York course that is organized in a blended format so that instructors will experience what they will be creating for their students. We will evaluate their blended and online course design, and the impact on retention, engagement and student success.
- 4) Providing reliable, responsive and transparent support for student learning, with particular attention to the needs of mobile, commuter students, was a University Information and Technology priority for 2011-12. Considerable progress was made during the year in terms of remove barriers to on-line access by extending and enhancing wireless network access on campus; providing students with "anytime/anywhere" access to general and specialized applications to support their academic work; and supporting the enhanced experience of mobile, web-oriented students by making more institutional and learning resources and services available online and accessible from mobile devices.



## **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 **York University** had in 2011-2012:

- Outbound students\* = 146

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

- Inbound students\* = 341

\**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 **York University** in 2011-2012 = **\$59,650,000**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **York University** had outside of Canada in 2011-2012 = **\$823,910**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **York University** 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:

<b>Campus Name</b>	<b>City/Municipality/Country</b>	<b>List all programs offered at the Campus, Partner Campus or Partnership in 2011-2012</b>	<b>2011-2012 Total Enrolment by Program</b>
S.P. Jain Institute	Mumbai / India	MBA	41

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



7.2 Enrolment

In 2011-2012, York University 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 York University Total Full-Time International Student Enrolment(+)
1.	China(+)	1,337(+)	35.7%(+)
2.	India(+)	250(+)	6.7%(+)
3.	Korea, South(+)	213(+)	5.7%(+)
4.	Pakistan(+)	147(+)	3.9%(+)
5.	United States(+)	139(+)	3.7%(+)

York University reported to TCU that International Enrolment\* in 2011-2012 = 3,749(+).

\*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 York University to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

[Empty box for methodology and caveats]



Please provide **York University's** 2011-2012 Part-Time International Student Enrolment = 483

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2011-2012, which contributed to maintaining or improving **York University'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.

York already has strong international recruitment initiatives in place through Admissions and Recruiting, the Faculties, and York International, as well as other areas of the University. The Provostial White Paper identified specific targets for international recruitment: By 2017, at least 10% of all York students will be international students.

### 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 **York University** in 2011-2012 = 1,999

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

In 2011-21, York University English Language Institute developed YU Bridge, which is an English language course for international students. Students complete an 8-month English course plus at least 6 academic credits, and then go directly on to a degree program at York University. Glendon College offers non-credit 'EXPLORE' ESL and FSL programs during the summer. These are intensive residential immersion programs sponsored by the Canadian government. International students may enrol in the program as paid participants prior to beginning degree studies. Glendon also offers Saturday FSL classes throughout the year.

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

**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.

**York University** 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, **York University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

**York University** 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, **York University** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

**York University** confirmed in its 2010-2011 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, **York University** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **York University's** OECM purchases in 2011-2012: 40,000

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

In last year's report York University indicated that we had dedicated a significant amount of time, resources and effort toward the OECM eMarketplace initiative and that York University was the first (and only) institution to sign the institutional services agreement with OECM. When OECM announced that it could not reach an agreement with the technology/implementation partner, York University was forced to find an alternative solution. We believed that a strategy that would reduce processing costs and increase visibility into spend analytics would ultimately result in significant savings. In keeping with the BPS Procurement Directive we conducted a competitive process and ultimately engaged SciQuest Inc., a university and research based eMarketplace, software as a service provider, and implemented an online buying tool, which we branded as Sm@rtBuy. The implementation was extremely successful and we are now using the system. This will give us insight into how much we are spending on individual items which will in turn increase our negotiating leverage with suppliers. And, in this climate of shrinking budgets, it will also substantially reduce processing costs which will be redirected to more value add activities in critical areas providing better services to York University faculty, staff and students.

Secondly, as an ongoing initiative York University continues to increase its collaborative spend. For fiscal 2011/12 purchasing through consortiums represented a total value of \$11,638,836 involving 27 vendors through eight consortiums, which include the provincial government, municipalities and educational institutions. This is a 9.6% increase over 2010/11. The University also participated in 2 OECM contracts during the current year for a total value of \$40,000. York University regularly reviews the offerings of OECM to identify contracts that are more financially attractive than the University's current contracts. York has subsequently assessed the OECM Dell contract and to the end of September 2012, a total value of \$321,490 has been procured via that contract.

**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.



**York University** 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 **York University** used during 2011-2012, which contributed to **York University's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **York University** to be an innovative practice, success story and/or key accomplishment.

York University's compliance with the BPS Procurement Directive was substantially complete in fiscal 2010/11. In 2011/12 we changed some of our forms to match those of the Implementation Toolkit (e.g. Non-Competitive Procurement) and continued delivering training sessions to the York University community.

**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.



**York University** 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 **York University's** website where a copy of **York University's** publicly available Expenses Directive can be found:

<http://http://www.yorku.ca/univsec/policies/document.php?document=60>

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2011-2012, which contributed to **York University's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **York University** to be an innovative practice, success story and/or key accomplishment.

York University already had in place, prior to 2010-11, Board-approved policies regarding expense rules. In 2010-11 a Gap Analysis was undertaken to compare York's policies against the eight mandatory requirements of the Directive, and the analysis confirmed the need to clearly outline policies on alcohol and hospitality for contractors and external guests and to commence the requirement for receipts on per diems. Subsequent to this Gap Analysis, relevant policy changes were drafted and consultations within the university community regarding these policies are scheduled to take place during Fall 2011. Formal approval and implementation of the policy changes occurred in 2012.



### **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.



**York University** 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 **York University** 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 **York University** to be an innovative practice, success story and/or key accomplishment.

York University's Board of Governors approved a new Perquisites Policy in 2012 and the Policy has been fully implemented. The Policy is publicly available at: <http://www.yorku.ca/secretariat/policies/document.php?document=212>

## **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 **York University** in 2011-2012:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at <b>York University</b> with a Co-op Stream	0	0
Number of students at <b>York University</b> enrolled in a Co-op program	0	0

Please provide one or more highlights, in the space provided below, of an activity that **York University** 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 **York University** to be an innovative practice, success story and/or key accomplishment.

Among the sixteen innovative projects that received funding via York's Academic Innovation Fund (AIF) in 2011-12 are two new internship programs – the Business & Public Administration Internship Program (BPAIP) and the Environmental Studies Internship Program (ESIP). These new programs, partnerships between the Career Centre and the Faculty of Liberal Arts and Professional Studies and the Career Centre and the Faculty of Environmental Studies respectively, are optional, paid, experiential education programs that provide students with the opportunity to engage in four, eight, twelve or sixteen month internships. While on internship, students augment their classroom learning with skills and competencies developed in a work environment, get hands-on professional work experience related to their discipline, build job search and employability skills, explore potential career options, and develop relationships with colleagues and employers in their field of study. In alignment with the White Paper, AIF's support of the expansion of these experiential education internships will not only aid students in the application of learning and the development of skills, but also contribute to enhancing the student experience and promoting community engagement.

Through a series of pilot projects funded by the Academic Initiative Fund (AIF) in 2011-12, and continuing in 2012-13, the Faculty of Health (HH) is developing a model EE infrastructure that is sustainable, replicable, compatible with the Faculty's degree programs and that will expand the Faculty's capacity to deliver curricular-embedded EE activities, whether they occur within the classroom (2011-13) or within the community (2012-13).



## 10) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **York University** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **64%**<sup>(+)</sup> 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 **York University** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **64%**<sup>(+)</sup> for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **York University** used in 2011-2012 to measure student satisfaction.

Prior to 2011-12, Vice President Academic and Provost Patrick Monahan commissioned a set of surveys of the views and experiences of current students at York, as well as of applicants to York who declined an offer of admission, and of applicants to other GTA universities who did not apply to York. The purpose of the survey research was to better understand the nature of student expectations and experiences and proactively address issues that relate to student satisfaction. The research was conducted by Strategic Counsel and a research report was tabled in February 2010. The results of this research, in addition to the 2011 NSSE, continue to inform strategic planning at York and will help improve student satisfaction in the years ahead.

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2011-2012, which contributed to maintaining or improving student satisfaction at **York University**. This could include a strategy, initiative or program viewed by **York University** to be an innovative practice, success story and/or key accomplishment that **York University** would like to highlight.

York's Academic Innovation Fund (AIF) provided an investment of \$2.5 million in support of innovation and change at York. Applications were invited for funding (up to \$200,000 each) to support new initiatives advancing York's strategic priorities in relation to teaching and learning and the student experience. From the 99 applications submitted, 39 projects, led by faculty, staff, and students, were awarded funding. Funding was provided for project activities in 2011-12 and 2012-13. Fifteen AIF projects are thematically located in the area of student experience and student success, sixteen of the projects involve innovations in experiential education, and another eight projects deal with innovations in e-learning and technology enhanced learning. Each of these projects is designed to positively impact student success and student satisfaction at York University. Detailed information on these projects can be found at the following website: <http://aifprojects.yorku.ca>

## **11) Graduation Rate**

Per the KPI results reported in 2011, the graduation rate at **York University** = 73.9%(+)\*

\*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 **York University** used in 2011-2012 to measure graduation rate.

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2011-2012, which contributed to maintaining or improving **York University's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **York University** to be an innovative practice, success story and/or key accomplishment that **York University** would like to highlight.

One of the key factors driving graduation rates is the retention of students, particularly first and second year students who exhibit the lowest retention rates. York University's Retention Council brings together faculty and staff from across the institution to monitor retention issues that exist at York and coordinate activities in the planning, design, implementation and evaluation of interventions. York is undertaking research aimed at 1) providing a quantitative characterization of the various factors that are associated with undergraduate retention and attrition; and 2) developing methods to identify, as early in an academic session as possible, York students who may be at risk of leaving their university studies, either on a temporary or permanent basis, 3) implementing these methods in pilot projects. This work was ongoing in 2010-11 and remains underway, and will continue to inform the work of the Retention Council.

## **12) Graduate Employment Rate**

Per the KPI results reported in 2011 the employment rate for 2008 graduates, 6 months after graduation, at **York University** = **89.6%(+)**

Per the KPI results reported in 2011 the employment rate for 2008 graduates, two years after graduation, at **York University** = **91.9%(+)**

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

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2011-2012, which contributed to maintaining or improving **York University's** graduate employment rate. This could be a strategy, initiative or program viewed by **York University** to be an innovative practice, success story and/or key accomplishment that **York University** would like to highlight.

A commitment to the significant expansion of Experiential Education (EE) opportunities over the next few years is one of the ways in which York University is enhancing the employment prospects of its graduates. Experiential Education provides students with the opportunity to apply their knowledge and skills to the solution of concrete, "real world" problems and reflect upon the connections between theory and practice. To achieve this goal, numerous EE related innovation projects were supported in 2011-12 via York's \$2.5M Academic Innovations Fund (AIF). For more information on the AIF go to the following website: <http://aifprojects.yorku.ca>

### **13) Student Retention**

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

Entering Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
1st to 2nd Year	86.8%(+)	86.8%(+)	86.3%(+)	85.6%
1st to 3rd Year	80.7%(+)	79.2%(+)	78.9%	N/A(+)

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

As agreed in the 2006 Multi-year Action Plan, York continues to participate in the Consortium on Student Retention Data Exchange (CSRDE) and to report retention rates based on the CSRDE methodology.



Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2011-2012, which contributed to maintaining or improving **York University's** retention initiatives. This could be a strategy, initiative or program viewed by **York University** to be an innovative practice, success story and/or key accomplishment that **York University** would like to highlight.

York is undertaking a HEQCO funded, multi-year project aimed at developing and piloting advanced data analysis techniques and approaches for the early identification of, and intervention with, undergraduate students at risk of leaving their studies at York prior to entering second year. In 2011-12 most of the work on this project involved a qualitative research study involving interviews with individuals who did not resume their studies at York past their first year, and focus groups with staff and faculty from across the university who have longstanding involvement with student retention issues. (Most of these faculty and staff were members of York's Retention Council, a body that brings together faculty and staff from across the institution to monitor retention issues that exist at York and coordinate activities in the planning, design, implementation and evaluation of interventions.) The results of the qualitative research was presented at a 'collaborative sensing-making' workshop which helped identify options for the capture, management, and analysis of data for the purposes of early identification of and intervention with students at risk of leaving their studies. This project is being conducted jointly with Carleton University.



#### **14) Quality of the Learning Environment**

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2011-2012, which contributed to enhancing **York University'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.)**

York's Academic Innovation Fund (AIF) is providing an investment of \$2.5 million in support of innovation and change at York. Applications were invited for funding (up to \$200,000 each) to support new initiatives advancing York's strategic priorities in relation to teaching and learning and the student experience, and many of these projects will impact the in-class experience of York's students. From the 99 applications submitted, 39 projects, led by faculty, staff, and students, were awarded funding. These projects were active in 2011-12 and are continuing in 2012-13. Detailed information on these projects can be found at the following website: <http://aifprojects.yorku.ca>

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

YU START is an innovative, three step program, currently at the pilot project stage of development, which was designed in 2011-12 and offered in Summer 2012. The program is intended to help new students acquire the tools and skills needed for first year success at York, following a 'five senses' model in which new students are provided information and supports as that they: prepare by learning how to enroll in courses, navigate the campus and become familiar with student services; connect by developing social ties on campus and joining students clubs; discover individual strengths and potential career paths; believe in their ability to succeed at York; and finally become engaged student citizens at York. YU START involves an online learning community and on-campus 'Making Connections' sessions.

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

The Learning Commons\* provides an integrated approach to support student learning at York University. The key areas of support are: writing, research, learning skills and career services. The learning commons integrates programming and services of several partners, including the Writing Centre, which offers individual instruction and group workshops to help students become confident and successful writers; the Research Librarian services; Learning Skills Services, which offers individual workshops and one-on-one meetings to help students build an individualized toolkit of study strategies and learning skills; and Career Services.

\*<http://www.library.yorku.ca/cms/learning-commons>

**Attestation:**

By checking this box, **York University** 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 **York University's** Executive Head.

**Contact:**

For additional information regarding **York University's** 2011-2012 MYAA Report Back please contact -

- Name: N/A
- Telephone: N/A
- Email: N/A

Please indicate the address on **York University'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):

- N/A