

2007-08 Multi-Year Accountability Agreement Report-Back for: York University

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

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

Pursuant to the MYAA, the release of the full amount of your 2008-09 Accessibility to Higher Quality Education Fund¹ will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the ministry. The ministry will also use the completed Multi-Year Accountability Report-Back Template to review the progress made on the commitments outlined in your Multi-Year Action Plan. Based on this review, you may be required to submit an improvement plan to the ministry, developed in consultation with faculty, staff and students.

The information contained in this report-back template will also be used to inform the development of best practices and the creation of measures of system-wide results. These measures may be incorporated in revised requirements in future years to demonstrate system-wide improvements.

University Specific Mission and Objectives

The following academic plans and objectives are based on York's University Academic Plan (UAP) which was updated and approved in June 2005. York is committed to providing a high quality educational experience for our students and enabling them to work with excellent faculty both in and out of the classroom.

Research Intensification- Our University Academic Plan commits to intensifying and widening of the research culture at York including cultivating increased research activity across the entire professoriate, investing more in research infrastructure and building cooperative research partnerships outside York.

Expansion of Graduate Enrolment- York's University Academic Plan commits to proportionately more growth at the PhD level as part of our increased focus on university research at York, as well as building on our established strengths in our already significant Masters level enrolment.

¹ Excluding your Per Student Funding portion of this fund.

Controlled Undergraduate Enrolment Levels- Following the double cohort, York has focused on stabilizing undergraduate enrolment growth. However, York remains committed to responding to the demographic changes in the Greater Toronto Area and will continue to monitor growth patterns and respond should appropriate resources become available.

Enhanced Quality of the Student Learning Experience and Greater Student Engagement- Enhancing the student experience is a priority for York. York University has and will continue to participate in several student experience surveys including the National Student Survey of Student Engagement (NSSE) and if applicable, the Canadian Graduate and Professional Student Survey (CGPSS). The survey data retained will assist us in identifying areas requiring future improvement.

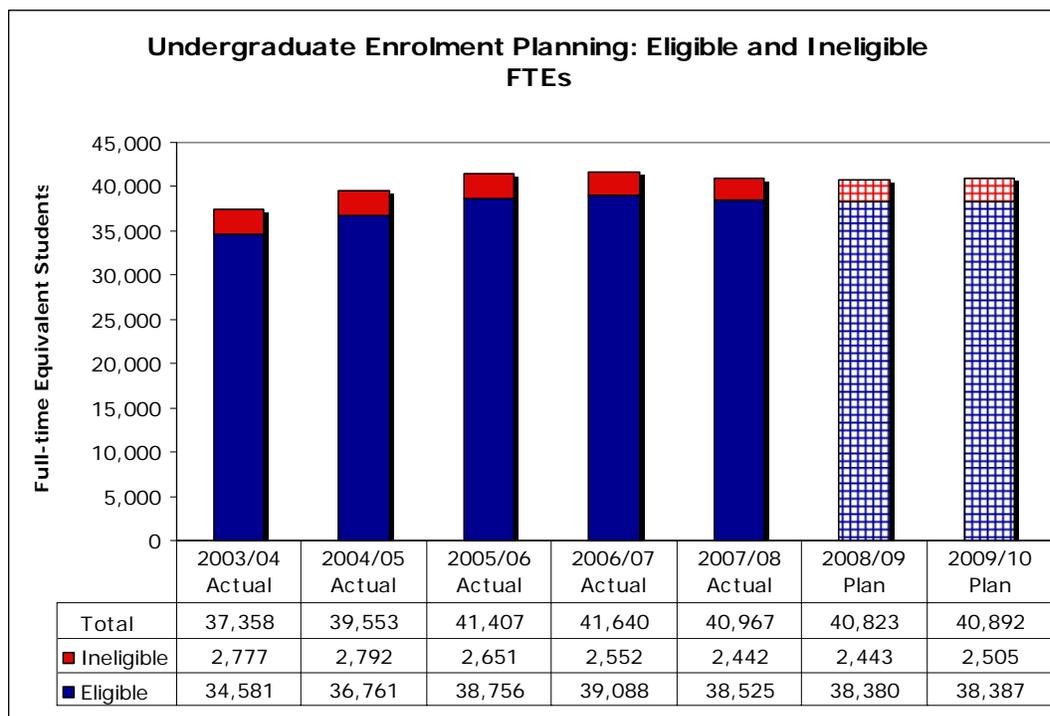
Review of Academic Programs- Undertake regular review of structures and units to ensure that they support and achieve a structural array appropriate to the university mission and academic planning objectives.

A. ACCESS

Enrolment Plans

York's recent enrolment history and current undergraduate enrolment plan through to 2008-09 follows.

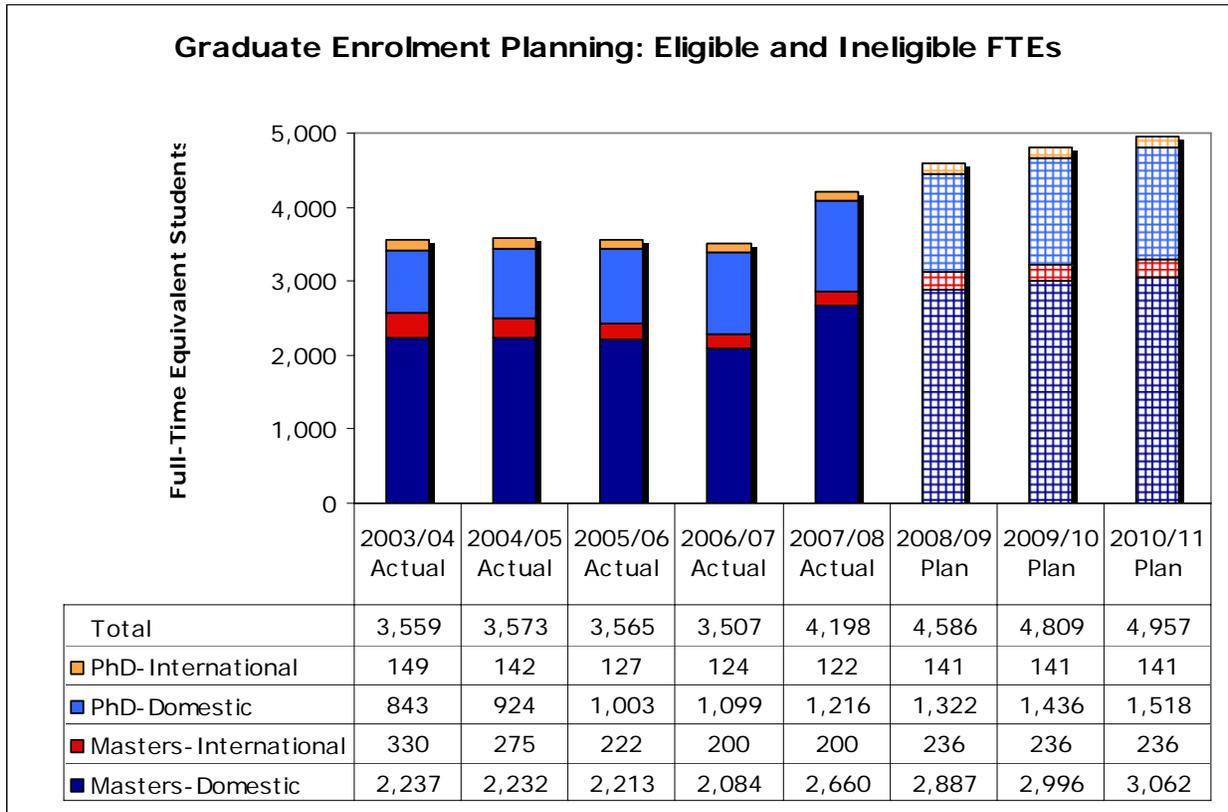
York Undergraduate Student FTEs



Source: Office of AVP Academic Resource Planning and Office of Institutional Research and Analysis

York's recent enrolment history and current graduate enrolment plan through to 2009-10 follows.

York Graduate Student FTEs



Source: Office of AVP Academic Resource Planning and Office of Institutional Research and Analysis

Increased Participation of Under-Represented Students — Measurement

To continue assisting with our efforts to develop a system measure that will track the participation of students from under-represented groups (Aboriginal, First Generation, Students with Disabilities, and Francophone Students) the ministry is again seeking information with respect to the number of students who are self-identifying as under-represented pursuant to the methodologies currently in place to measure these students at your institution. Please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups. The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

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

Measurement Methodology (including description)	Student Groups in Your Student Population			Total Number Self-Identifying as Member of Under-represented Group	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities		
	#	#	#		
NSSE – 2008 Survey of 1st and Final year students	2% of 1st year students	44% of 1st year students	n/a	44%	401 1st year students
	<1% of final year students	42% of final year students		42%	533 final year students
Students Registering with the York's Disabilities Office	n/a	n/a	2,153	n/a	n/a
Students Registering with York's Aboriginal Resource Centre	180	n/a	n/a	n/a	n/a

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

York is currently unable to track individual students and are only able to estimate overall numbers based on survey data. York welcomes the opportunity to work with HEQCO on developing approaches that will allow us to identify and track the progress of students from under represented groups.

Increased Participation of Under-Represented Students – Programs/Strategies

As identified in York's 2006-07 Multi-year Action Plan, York has invested in several specific initiatives that will better meet the special needs of our diverse students.

Enhanced Services for Students with Disabilities. Enhanced services for students with disabilities will ensure that York will continue to be an Ontario leader in providing special needs services to our community. We continue to expand the number of resources available for testing and examination requirements to accommodate students with special needs.

Maintain and expand community outreach programs to reach under-represented groups (eg: First-generation, visible minorities, low income). These programs allow students in elementary and secondary school the opportunity to become familiar with not only York's campus and the resource it can provide, but with the opportunities that come with a postsecondary education. York's Office of University Events and Community Relations recently published an "Inventory of Community Engagement" and will be publishing an expanded version of the inventory in November 2008. Examples of the many outreach programs include:

- *York Summer Science Program*: Students from Grades 11 & 12 spent six weeks in the summer semester participating in both lab-based and field-based projects at York's Faculty of Science and Engineering.
- *York Summer Literacy*: Students preparing to enter Grade 10 who have been identified by teachers and guidance councillors spent two weeks in the summer semester working with York's teacher candidates working to improve literary skills. Now called the "Readers to Leaders" program.
- *York Summer Arts*: Students from the community participate in the design, development and successful completion of a large art installation.
- *Advanced Credit Experience (ACE)*: This program provides senior secondary school students the opportunity to enrol in university credit courses at no cost while they were completing their high school program.
- *York Youth Connection*: The program is targeted to elementary school students who use York University facilities and their families who attend special events. The goal is allow the community to become familiar with the campus and its resources.
- *York Sport Camps*: Targeted to students in Grades 4–6, ages 10–12, York's Sport Camps provide access to facilities and faculty/student athletes for in-depth training in soccer, basketball, creative Arts and fitness camps.
- *Readers to Leaders*: Readers to Leaders is a literacy enrichment program that provides high school students in grades nine and ten with the opportunity to build motivation and confidence while developing reading, writing, listening, speaking and test-taking skills.
- *York/Seneca Summer Science and Technology Program*: SS&TP is an intensive five week program offering secondary school students from the Jane and Finch communities on the job training, workplace skills and familiarity with the worlds of employment and postsecondary education.
- *Summer Arts*: This program offers high quality arts enrichment for elementary students in the community surrounding York at no cost to the families. The program aims to increase opportunities for post-secondary education, particularly in the fields in the Fine Arts, including dance, drama, music and visual arts.
- *Westview Alumni @ York (WAY) Mentoring*: WAY is a group of Westview alumni studying in upper years at York who help new students transition from secondary school to university. The objectives of the WAY Mentoring program are: 1) To increase mentees' academic and personal achievement, raising their likelihood of success in their first year of university ; 2) To strengthen mentors' leadership skills and give them the opportunity to give back to their community; 3) To assist mentors financially by providing much needed part-time employment.
- *Home and School Learning at Firgrove Model School*: Featured a series of after-school and weekend discussion forums for teacher researchers, students and parents/caregivers regarding issues such as home and school literacy supports, authority and learning, bullying, and homework and equity policies.

- *Math Experience Camp*: A 6 day summer program targeting elite math students from Oakdale Park and Elia MS ran for the first time for 6 days in July and August.
- *The Festival of the Arts - Choral Concert Project* partnered for the second year with Art of Jazz and Share the Music in a year long choral music program aimed at nurturing artistic excellence in young people and ensuring the perpetuation of jazz as an art form in Toronto.
- *Promoting Excellence*: This program is designed to both help students develop the skills needed to be successful at secondary school, and to provide the social support necessary to make a smooth transition. It is expected that increased academic success will improve students' self esteem and help them to envision a future that includes post secondary education or training.
- *After School Programs*: Twelve programs covering a wide range of arts and recreation activities successfully provided arts enrichment, recreation and academic and personal management skills in local elementary schools. Participants enhanced literacy and numeracy skills, explored creativity, developed confidence and risk taking, and learned positive social and life skills.
- *Higher 5*: A full day of activities for grade 5 students to visit York and learn about postsecondary opportunities.
- *Mentoring programs*: The Westview Partnership collaborates with a number of organizations both within and outside York University to offer many high quality mentoring programs for young people in the Jane-Finch community. Partnerships with the School of Nursing and the School of Kinesiology in the Faculty of Health, with the Homework and Study Club at Driftwood Community Centre, with a group of lawyers from the federal Department of Justice, and with Women in Leadership at Schulich School of Business, provide specialized mentoring for approximately 150 students.

Expanded on and off-campus programming for aboriginal students. The University actively reaches out to meet with under-represented groups through on-going and special information sessions, both on and off-campus, organized by our Aboriginal Counsellor and our admissions recruitment team. In recognition of the need to have substantial representation in the legal profession York's Osgoode Hall Law School strongly encourages applications from aboriginal students.

Build on our leadership role in providing education to first generation students. We have enhanced our student and parent orientation programs with the objective of improving retention rates and enhancing the learning experiences of our students. In recognition of the financial pressures confronting our students we have established specific awards for first generation students. Recipients of these awards will also participate in mentorship and leadership programs in secondary schools in the city. We have also expanded our work/study programs with an academic focus that will permit students not only to earn funds to offset their educational expenses but will also enhance their academic experience.

Introduce new academic programs to recruit increased francophone enrolment at Glendon. We are working on the development of a new Centre of Excellence for Francophone and Bilingual Education at Glendon College. The new Centre will see the introduction of a new French-language Concurrent Bachelor of Education program along with new graduate programs in Public Affairs and International Studies and create more space for French-language college students to complete a university degree. New programming is already being offered and a \$20

million capital investment in early 2008 is helping to provide the required infrastructure to support these initiatives. The Centre will be fully realized by about 2012, serving the needs of about 650 additional students.

Build on student financial support services. We continue to make improvements to our student financial profile service for all incoming and continuing students. This tool gives students full information on available financial assistance and to ensure that we make the best possible use of our available student support funds. Pursuant to your approved Multi-Year Action Plan, please identify your achieved results for 2007-08. If your institution has not achieved your proposed results, please explain the variance and your planned remedial action in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Remedial Action You Expect to Take
Outreach programs previously reported.	Maintain or increase participation in outreach programs. <u>2005-06 info follows:</u>	To maintain or increase participation. <u>2006-07 results:</u>	<u>2007-08:</u>	
	Summer Science Program: 80 Students	Summer Science Program: 81	81	
	Summer Literacy: 21	Summer Literacy: 21	65	Summer Literacy program now called "Readers to Leaders."
	Summer Arts: 84	Summer Arts: 96 (07-08 target is 85)	85	
	Advanced Credit Experience (ACE): 31	Advanced Credit Experience (ACE): 32	57	While applications to the Youth Connection program do tend to fluctuate on a yearly basis, the roots of this year's decrease to 227 campers is being investigate with the intention of raising enrolment in the program to previous years' levels.
	Youth Connection: 248 Campers	Youth Connection: 267 Campers	227	
	Sports Camps: 10,525 Students over 5 years	Sports Camps: 300 Students	331	
Other outreach programs.	Develop and expand our portfolio of outreach programs.		Participation in <u>2007-08:</u>	
		Summer Science and Technology Program (SS&TP)	17	
		Promoting Excellence	75	
		Math Experience	21	
		Westview Alumni @ York	26	
		Higher 5	325	
		Home and School	45 families	See above for description of outreach programs.

		Learning at Firgrove Model School	100 parents and children	
		Mentoring Programs	50	
		Festival of Arts	240	
		Triangle of Hope	30	
		After School Programming in conjunction with schools, community groups and artists.	600	
All Outreach Programs	Participation across all outreach programs.	Maintain or increase participation.	Participation in <u>2007-08:</u> 1690	
Orientation	Participation rates of Parents (approx. 8000 students & 800 parents participated in 2006)	To maintain or increase participation rates. <u>2006-07 result:</u> 8,200 students 1,200 parents	<u>2007-08 result:</u> 8,500 students 1,900 parents	
Recruitment	Participation rates of students from under-represented Groups. 2005-06 Benchmarking Info: First Generation: 43% of 1 st and final year students Students registering with Disability Services Aboriginal: 2% of 1 st and final year students Students registering with Aboriginal Services	To maintain or increase the number of students from under-represented groups. <u>2006-07 result:</u> 40.9% 1 st year 45.3% final year 1,987 2% of 1 st year 2% of final year 150	<u>2007-08 result:</u> 43.6% 1 st year and 42.0% final year 2,153 2% of 1 st year < 1% final year 150	York is already home to many students from traditionally underrepresented groups. This continues to be a priority for the University. York is also committed to benchmark our success on this measure both against our history and also against the average in the Ontario University Sector. A necessary first step will be to develop a systematic way to identify and track these students. In its 2007 Review and Research Plan published in July 2007, the Higher Education Quality Council of Ontario identifies this as one of its priority research areas. York remains committed to working with HEQCO to achieve this common objective.

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

Some figures provided in York's Multi-year Action Plan were cumulative numbers over the past five years.

Student Access Guarantee and Commitment

Instructions for 2007-08:

Through your signed MYAA, you committed to participate in the student access guarantee. For 2007-08, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2007-2008 Student Access Guarantee Guidelines.

	<u>Yes</u>	<u>No</u>
The institution met students' tuition/book shortfall in allocating financial aid, as set out in the <u>2007-2008 Student Access Guarantee Guidelines</u>	X	

Please complete the following table, using the most recent available year-to-date information from your institution's 2007-08 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

2007-08 TUITION / BOOK SHORTFALL AID:		
	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$4,032,883	1,589
Other SAG Expenditure to Supplement OSAP	\$9,747,943	5,811
Total	\$13,780,826	

Date screen was last updated: 28 / 09 / 2008

MYAA Action Plan – 2008-09 Revision: Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2008-09 Student Access Guarantee Guidelines. Please complete the following template to update the strategies and programs that your institution will use in 2008-09 to participate in the Student Access Guarantee initiative.

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be: a) Provided to those students who apply for institutional financial aid; or b) Automatically issued to students based on their	a) Students who have completed York's Student Financial Profile and who have a tuition/textbook shortfall identified by the Ministry are evaluated for this assistance in light of all other forms of assistance that may have already been provided, e.g. scholarships.
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<p>OSAP information</p>	
<p>If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee.</p> <p>Identify any applicable deadlines.</p>	<p>See above.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so:</p> <p>a) Identify the programs by name and by OSAP cost code;</p> <p>b) Describe how you determine how much loan aid to provide</p>	<p>Access to a bank line of credit is provided to students enrolled in Osgoode and graduate programs in the Schulich School of Business. Students in these programs who complete a York Student Financial Profile are also considered for financial assistance that may cover all or a significant portion of the tuition/textbook shortfall. Loan aid is determined by the lending institution and is based on an analysis of resources, personal and academic expenses (living, tuition, books) and the amount of outstanding debt incurred by the student. Aid amounts vary and are evaluated and disbursed on a case-by-case basis. Students in Osgoode are requested to apply for OSAP. Those found to be ineligible for OSAP are still eligible for bursary assistance and bank line of credit.</p> <p>OSAP cost codes are:</p> <p>Bachelor of Laws: LLB, LLB2, LLB3</p> <p>Master of Laws: LLM, LLM2</p> <p>Master of Bus Admin: MBA, MBA2, MBA3</p> <p>International MBA: TNLMBA, TNLMBA2</p> <p>Master of Public Admin: MPA, MPA2</p>
<p>Describe other financial support programs and strategies that your institution will use to assist university students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.</p>	<p>All students who submit a Student Financial Profile are considered for financial assistance on an individual basis. Assistance may be provided in the form of awards, bursaries, scholarships, and work/study. Emergency assistance is available to all students on the basis of personal circumstances.</p>

Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.

To date York has not received a single appeal regarding the tuition/textbook shortfall. Those who might indicate that they are still have financial need would be reviewed again by members of the Office of Student Financial Services, including at least one new member who was not part of the original decision. It should also be noted that a Student Advisory panel has been established to assist the Student Financial Services office to provide advice on budgets and information needs of students.

B. QUALITY

Quality of the Learning Environment

York is committed to providing a high quality education experience for our students, one that achieves the highest standards in teaching, research and the student learning experience, resulting in skills and innovation that will support Ontario's economic growth.

York's Continued Quality Improvements to the Student Learning Environment

York is focused on improving the quality of the learning environment. As a result York is active developing and improving on various initiatives that significantly enhance the educational experience for our students. Current York initiatives include:

Libraries: acquisitions, study spaces & programs

Study spaces in York Libraries have increased by 60% (from 1,917 to 3,080 study spaces) from 2001-02 to the present. York Libraries contribute to supporting learning initiatives for students and faculty with resources and skills through Tutorials and research guides, Library instruction, Reference resources, guides on Academic Integrity and Plagiarism, etc.

Academic writing programs

York provides students with access to academic writing resources with practical instruction on the major elements of effective essay writing with a specialization in working with ESL students, and students who have disabilities affecting language learning and language skills. York also provides students with electronic tutoring, credit courses in academic writing, group workshops, and an on-line writing centre.

International and local internship & exchange opportunities

Over the last several years, York has seen over a 100% increase in the number of students participating in the formal exchange programs, in International Internship programs, and in study abroad opportunities (through the York International Mobility Award (YIMA)) – a remarkable increase in student interest and enthusiasm to participate in these new learning opportunities.

Experiential education opportunities

York has developed various experiential education opportunities for students in the form of internships, work/study programs, co-operative education, studio arts, laboratory studies and fieldwork. Experiential education has been an integral aspect of York's university curricula for many years and we are working to further develop structures and financial systems to support the goals of these programs.

Centre for Support of Teaching

Provides support for excellence and innovation in teaching by assisting individuals, units and

Faculties in improving student learning. Many of the effective teaching and learning successes are recognized in the nominations and acclamations seen by the numerous internal and external teaching award recipients held by York faculty members.

Counselling & Development Centre programs & workshops

The centre provides a wide range of essential services to the York University Community by supporting students with needs for personal counseling, group development workshops, learning skills training, and support for learning disabilities and psychiatric disabilities.

Classroom technology & wireless presence on campus

Along with the significant changes with the new network technologies and infrastructure that have been brought into the classroom, Computing Network Services (CNS) at York have ensured that the introduction and expansion of wireless network services have responded to the rapidly changing demands of the community by increasing wireless from 100 access points in 2003-2004 to 737 access points in 2007-2008.

Pursuant to your approved Multi-Year Action Plan, please identify your achieved results for 2007-08. If your institution has not achieved your proposed results, please explain the variance and your planned remedial action in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result in 2007-08	Explain Variance between Proposed and Achieved Results (if applicable) and Any Remedial Action You Expect to Take
Tenure Stream Faculty	Increasing the number of Faculty and Librarian Tenure-Stream Complement	1,435 Planned	1,445	
Student Faculty Ratio	Maintaining or Reduce Student : Faculty Ratios <u>2005 Benchmarking Info:</u> Undergrad Student : Faculty Ratios Including Both Full-Time & Part Time Faculty: 16.9% including TAs 19.7 excluding TAs Student : Faculty Ratios Including Full-Time Faculty Only: 30.6% for undergraduate, 2.6% for graduate 33.2% for total student Student : Faculty Ratios Including Tenured and Tenure Stream Faculty Only: 33.7% for undergrad 2.6% for graduate 36.6% for all student	Maintain or reduce ratios. <u>2006-07 results:</u> 16.5% including TAs 19.2% excluding TAs 29.7% for undergraduate 2.7% for graduate 32.4% for all students 32.7% for undergrad 3.0% for graduate 35.6% for all students	15.6% 18.2% 28.2% 2.8% 31.0% 30.7% 3.1% 33.8%	The slightly increased graduate student: faculty ratios are an expected consequence of a planned expansion in graduate enrolments in 2007-08. These ratios are being managed in that context and will continue to improve over time.
Average	Average class size for the	Maintain or reduce sizes		

Class Size	primary meeting (normally a lecture) in each course by year level. 2005 Benchmarking Info: 83.2 at 1 st year level 62.0 at 2 nd year level 37.3 at 3 rd year level 20.4 at 4 th year level	of primary class meets.			The small increase in 1 st year class sizes in 2007-08 were due to larger than expected 1 st year enrolments. York continues to monitor and manage class sizes to ensure a high-quality learning environment for its students.
	Percent of time in classes of < 30 students. 2005 Benchmarking Info – 28.8% at 1 st year level 27.5% at 2 nd year level 29.9% at 3 rd year level 45.7% at 4 th year level	Maintains or increase the percentage. <u>2006-07 result:</u> 29.4% at 1 st year level 28.7% at 2 nd year level 29.6% at 3 rd year level 46.4% at 4 th year level	<u>2006-07 results:</u> 81.3 at 1 st year level 61.7 at 2 nd year level 36.4 at 3 rd year level 21.4 at 4 th year level	81.8 60.0 34.8 20.9	

Net New Hires

Pursuant to your approved Multi-Year Action Plan, please identify your actual net new hires for 2007-08. The ministry appreciates that accurate data on net new hires for 2008-09 may not be available until late fall. As such, please identify your planned net new hires for 2008-09.

Actual New Hires in 2007-08 Planned New Hires in 2008-09		Faculty / Academic			Student Services Staff*		Admin Staff**
		Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Hires	Planned 2007-08	104	41	n/a	50	n/a	242
	Actual 2007-08	117	77	n/a	76	n/a	360
	Planned 2008-09	70	67	Available in March 2009	47	Available in March 2009	261
Retires / Departures	Planned 2007-08	40	44	n/a	36	n/a	178
	Actual 2007-08	43	93	n/a	59	n/a	278
	Planned 2008-09	43	85	Available in March 2009	52	Available in March 2009	208
Net New Hires	Planned 2007-08	64	(3)	6	14	(3.0)	64
	Actual 2007-08	74	(16)	6	17	(3.0)	82
	Planned 2008-09	27	(18)	Available in March 2009	(5)	Available in March 2009	53

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

**For admin staff definition, please refer to the administration & general functional area definition developed by the Council of Finance

Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report.

*** Full-time complement is based on an October 1st count. Authorized and appointments made are counted as of July 1st; departures are counted as May 1st. Consequently the difference between appointments and departures will not be equal to the change in the full-time complement counted as of October 1st.

If applicable, please explain variance between the proposed and actual 2007-08 net new hires.

York University strives to be as accurate as possible in its projections for staff and faculty. However, it is often difficult to project the mix of full and part-time faculty and number part-time staff at this point in the hiring cycle as there can be substantial changes at the start of the Fall semester. In some cases, final hiring decisions are made into the first several weeks of term.

Student Success: Student Retention Rates

York University is striving to increase overall retention rates of all students. 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. Additionally, in 2007-08 York initiated a research project 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. Preliminary results from this analysis suggest that institution-wide assessments of stop-out risks and individual-level stop-out risk assessments may be generated from the same analysis, allowing for a coordinated view of forces affecting retention rates and the effect of institutional responses to those forces (i.e. the effectiveness of interventions). A full report will be published in 2008-09.

Pursuant to your approved Multi-Year Action Plan, please report on the 2007-08 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned remedial action in the column provided.

	Proposed 2007-08 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Remedial Action You Expect to Take
One Year Later	Maintain or Improve Fall 2005 Cohort Result of 87.9%	Fall 2006 Cohort: 87.9%	
Two Years Later	Maintain or Improve Fall 2004 Cohort Result of 81.4%	Fall 2005 Cohort: 81.1%	"Two years later" retention rates combine the effects of a year 1-to-2 rate and a subsequent year 2-to-3 rate. Over this past year, York has maintained its year 1-to-2 rate (i.e. the "one year later" rate; see above), and has improved its year 2-to-3 rate (92.3% versus last year's rate of 91.8%). The small drop in the "two years later" rate is due to the effect of the historical drop in year 1-to-2 rates for students entering in Fall 2005 versus Fall 2004 (87.9% versus 88.4%) and does not reflect the current successes that York is realizing in its efforts to maintain and improve retention rates.

Note: the time frame relates to the year of the incoming class. For example, the one year later results for the Fall 2005 cohort reflect the retention rate of those who entered in Fall 2005.

C. ACCOUNTABILITY

Please insert the current internet link to your posted Multi-Year Action Plan and 2006-07 Multi-Year Accountability Agreement Report-Back in the following space:

<http://www.yorku.ca/presidnt/news/index.html>

This report-back document constitutes part of the public record, and as such, should also be made available on your institution's web site. Please ensure that this document is posted at the same location as your Multi-Year Action Plan and 2006-07 Report-Back.

2007-08 Report Back Contact:

Glenn Craney,
Executive Director
Office of Institutional Research and Analysis
416-736-5161
gcraney@yorku.ca