

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

Institution Name:	York University
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OVERVIEW

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

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

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

1) Enrolment - Headcount*

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

York University's total Headcount enrolment count in 2012-2013 = **40,572**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment reported by **York University** to the Ministry for 2012-2013 = **31,946**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment reported by **York University** to the Ministry for 2012-2013 = **7,801**.

Please indicate the number of students under the age of 18 (age as of November 1, 2012) from the total Headcount enrolment reported by at **York University** to the Ministry in 2012-2013 = **825**.

* 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 2012-13 there were 8,439 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 2012-2013 to manage enrolment.

In order to continue to evolve York's Strategic Enrolment Management (SEM) approach to setting and realizing targets, our 2012-13 undergraduate enrolment targets were based on customized trend analyses of Faculty applications, offers, conversions, retention and other statistics, and by student groups, to maximize the achievement of targets. Work to-date has been based on an environmental scan, and the collection and analysis of new data (including, for example, surveys done with applicants, non-applicants, and academically eligible students who chose to leave York prior to graduation). We also undertook a comprehensive review of our SEM processes, and as a result, created several working groups to provide leadership and oversight on identified initiatives to address gaps (e.g., early intervention programs). We continued with our "Summer at York" program to offer students greater activities over the summer terms, and we expanded our winter enrolment. We also remain actively engaged in credit transfer and bridging programs for students who are not entering directly from high school. At the graduate level, we offered an enhanced Entrance Scholarship for students with an 'A' grade average.

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 York University who registered with the Office for Students with Disabilities and received support services in 2012-2013= <u>2,135</u></p> <p>Please calculate the total indicated above as a comparative % of York University's 2012-2013 Enrolment Headcount: (Insert Total From Above) <u>2,135</u> ÷ <u>40,572⁽⁺⁾</u> (2012-2013 Enrolment Headcount) x 100 = <u>5.3%</u></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at York University who registered with the Office for Students with Disabilities and received support services in 2012-2013 = <u>497</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at York University in 2012-2013= <u>11,644</u></p> <p>Please calculate the total indicated above as a comparative % of York University's 2012-2013 Enrolment Headcount: (Insert Total From Above) <u>11,644</u> ÷ <u>40,572⁽⁺⁾</u> (2012-2013 Enrolment Headcount) x 100 = <u>28.7%</u></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at York University in 2012-2013 = <u>2,422</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at York University in 2012-2013= <u>187</u></p> <p>Please calculate the total indicated above as a comparative % of York University's 2012-2013 Enrolment Headcount: (Insert Total From Above) <u>187</u> ÷ <u>40,572⁽⁺⁾</u> (2012-2013 Enrolment Headcount) x 100 = <u>0.5%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at York University in 2012-2013 = <u>25</u></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 a database of students with disabilities who are registered with the office. This database is cross-referenced with the Registrar's Office to confirm enrolment statuses of students with disabilities. Data about the number of Aboriginal students at York University 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 2012-2013, which contributed to maintaining or improving York University's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by York University to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving York University's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by York University to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving York University's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by York University 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, which is a summer transition preparatory program for graduating high school students with learning disabilities who intend to pursue postsecondary studies; 5) Head Start, a summer transition program for students with mental health disabilities attending York University; 6) In partnership with the Office of Emergency Preparedness, refined comprehensive standard operating procedures and information materials for effective evacuation of individuals with disabilities in the event of emergencies on campus.</p>	<p>York achieved improved integration of student/academic support services for incoming First Generation students in 2012-13. Specifically, students were given information and early access to campus resources through their initial advising appointment. The Writing Centre also expanded its services to incoming First Generation students and provided workshops and individualized support to students completing final papers/assignments.</p> <p>The majority of students in York's Transition Year Program (TYP) are First Generation students, many of whom face additional barriers to participating in post-secondary education. In order to facilitate a smooth transition into full-time studies, TYP offers academic skills-building and 'introduction to campus culture' workshops as part of its expanded orientation programming in late summer.</p>	<p>The new Centre for Aboriginal Student Services (CASS) continues to serve as a vital gathering space for Aboriginal students. For 2012-2013, the most important step taken in supporting access, engagement, retention and graduation for Aboriginal learners at York was the unveiling of the new Tipi on campus. This is the first standing Tipi at any Toronto university, and provides a significant learning, ceremonial and community space. Not only will the Tipi will be used for CASS programming such as the Elder-on-Campus program, but it will also be open for use to the broader York community.</p> <p>We continue to offer a number of programs to support students including the weekly Elder-on-Campus Program, the Aboriginal Sharing Circle Program, the Laptop Lending program and Indigenous Speaker Series. York expanded its Elder programming to include both a male and female Elder who provide cultural programming and one-to-one counselling for Aboriginal students. We also hosted a number of workshop sessions that included both a Hand Drum Making and Big Drum Making workshops. Our new Big Drum will be used for a bi-weekly Big Drum night sessions. York University also hosted a graduation ceremony specifically to recognize and celebrate convocating Aboriginal students.</p> <p>For more information about the Tipi, visit http://yfile.news.yorku.</p>



		<p>ca/2013/03/14/york-unveils-its-own-tipi-a-place-to-learn-and-foster-awareness/</p>
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3) Student Access Guarantee

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

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

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$5,955,377(+)	3,053(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$12,931,256(+)	9,074(+)
Total SAG Expenditures Reported by <i>York University</i>	\$18,886,633(+)	12,127(+)

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

Yes

*The space below is provided for **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 2012-2013.

4) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

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

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2008	54489(+)	7917(+)	2224(+)	407(+)
2009	50725(+)	8816(+)	2000(+)	409(+)
2010	54446(+)	9219(+)	2050(+)	398(+)
2011	57062(+)	10228(+)	2693(+)	381(+)
2012	55671	10632	2365	306

*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
2011	57062 ⁽⁺⁾	10228 ⁽⁺⁾	3860 ⁽⁺⁾	1607 ⁽⁺⁾
2012	55671	10632	3830	1493

*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 2012-2013 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 transfer 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 achievement. 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 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 (ONCAT), and participates in several innovative projects coordinated by ONCAT and funded by MTCU. These projects are exploring and implementing 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 business, engineering, information technology, and journalism/public relations, as well as on a course-by-by course basis in the arts and sciences. York hired a Partnership Coordinator in collaboration with Seneca this past year in order to advance these specific pathways, and also to prepare a paper on "models for multiple pathways" to be shared with the college and university sector at appropriate conferences/workshops.

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 2012-13 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 ONCAT 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 2012 Common University Data Ontario (CUDO) report for Fall 2011, 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
Fewer than 30	282 ⁽⁺⁾	40.9% ⁽⁺⁾	265 ⁽⁺⁾	36.6% ⁽⁺⁾	561 ⁽⁺⁾	53.5% ⁽⁺⁾	653 ⁽⁺⁾	76.6% ⁽⁺⁾
30 to 60 students	104 ⁽⁺⁾	15.1% ⁽⁺⁾	175 ⁽⁺⁾	24.2% ⁽⁺⁾	324 ⁽⁺⁾	30.9% ⁽⁺⁾	169 ⁽⁺⁾	19.8% ⁽⁺⁾
61 to 100 students	83 ⁽⁺⁾	12.0% ⁽⁺⁾	146 ⁽⁺⁾	20.2% ⁽⁺⁾	119 ⁽⁺⁾	11.4% ⁽⁺⁾	21 ⁽⁺⁾	2.5% ⁽⁺⁾
101 to 250 students	173 ⁽⁺⁾	25.1% ⁽⁺⁾	121 ⁽⁺⁾	16.7% ⁽⁺⁾	42 ⁽⁺⁾	4.0% ⁽⁺⁾	8 ⁽⁺⁾	0.9% ⁽⁺⁾
251 or more	47 ⁽⁺⁾	6.8% ⁽⁺⁾	17 ⁽⁺⁾	2.3% ⁽⁺⁾	2 ⁽⁺⁾	0.2% ⁽⁺⁾	2 ⁽⁺⁾	0.2% ⁽⁺⁾
Total	689 ⁽⁺⁾	100.0% ⁽⁺⁾	724 ⁽⁺⁾	100.0% ⁽⁺⁾	1,048 ⁽⁺⁾	100.0% ⁽⁺⁾	853 ⁽⁺⁾	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 2012-2013, 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 including those that support self-directed learning. 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 help to address the issues that lay behind student concerns 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. York's Academic Innovation Fund has also been supporting several initiatives that support the classroom through the development of instructor-assisted, student-led on-line resources. See the description of (PerLS) below.



6) eLearning

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

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

In its 2011-2012 MYAA Report Back, **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 2012-2013.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

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

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

Programs:

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

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



Course, Program and Registration Data

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

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	143	74
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	143	74
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	1	1
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	1	1
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	11,557	581
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	11,557	581



*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.



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.

A third year course, 'Neuroscience of Aging and Cognitive Health' offered by the Department of Psychology in the Faculty of Health, was created in the blended (hybrid learning) format and implemented in the Fall 2012 term. The course combined traditional in-person classroom experiences, online mini-lectures delivered via the Camtasia platform, online discussions and a book club forum delivered via the Moodle platform. Students also developed a "Resource Guide for Aging Gracefully in Canada" using the Moodle Wiki feature. By the end of the course students were able to examine how neuroscience research may inform strategies to sustain cognitive health in older adults, and were able to propose and debate the merits of specific aging and cognitive health interventions.

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2012-2013, 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.

As outlined in York's White Paper, York is committed to building a comprehensive eLearning system to make more extensive use of technology to support and enhance the academic experiences of our students and improve learning. Academic Innovation Fund projects that are affordable, scalable, and sustainable are currently being implemented in the Faculties of Health, Liberal Arts and Professional Studies, Fine Arts and Education.

In winter 2013, York's Academic Technology Advisory (ATA) Group published a discussion paper to guide the innovative use of technology in advancing the University's strategic priorities in teaching and learning. Based on the recommendations of the paper, York is further enhancing its eLearning infrastructure and support for use by students and faculty. For example, additional technical assistance via online and face-to-face tutorials is now available to both faculty and students regarding the use of Moodle, capacity for recording lectures and offering them online has been increased, and developmental courses are available through the Teaching Commons for faculty members who would like to learn how to transform their courses through the use of eLearning technologies.

Personalized Learning Spaces (PerLS) is a new trans-disciplinary, web-based, open-source suite of pedagogical tools for curriculum development. This approach to teaching/learning promotes students' choice, community dialogue and meaningful application of conceptual content. PerLS can be utilized in web enhanced, blended and full online formats in both course and degree programs. PerLS was piloted with 25 students in a 4th year Psychology course in Fall 2012, and 20 students in a Fine Arts media course in a blended eLearning format in Winter 2013. PerLS will be expanded to over 450 students across three disciplines during the Fall/Winter 2013-14 academic year.

In addition, York has joined with six other Ontario universities (OUO) to advance system-wide collaborative approaches to increase on-line and blended courses, student support and access to on-line courses.

7) International

7.1) Initiatives

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

- Outbound students* = 333

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

- Inbound students* = 406

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

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **York University** in 2012-2013 = \$69,900,000

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 2012-2013 = \$82,000

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 2012-2013, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2012-2013	2012-2013 Total Enrolment by Program
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 2012-2013, **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's Total Full-Time International Student Enrolment⁽⁺⁾
1.	China ⁽⁺⁾	1,471 ⁽⁺⁾	37.1% ⁽⁺⁾
2.	India ⁽⁺⁾	259 ⁽⁺⁾	6.5% ⁽⁺⁾
3.	South Korea ⁽⁺⁾	207 ⁽⁺⁾	5.2% ⁽⁺⁾
4.	Pakistan ⁽⁺⁾	185 ⁽⁺⁾	4.7% ⁽⁺⁾
5.	Nigeria ⁽⁺⁾	145 ⁽⁺⁾	3.7% ⁽⁺⁾

York University reported to TCU that International Enrolment* in 2012-2013 = **3,968⁽⁺⁾**.

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

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

Please provide **York University's** 2012-2013 Part-Time International Student Enrolment = 616

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2012-2013, 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: In Fall 2012 about 8.4% of York's students taking credit courses were international students, and by 2017, at least 10% of all York students will be international students.

One strategy has been to have the deans in relevant faculties join the international recruitment visits, and in some cases, offer mini-lectures for the students and their parents. This approach in combination with the use of agents in some countries has been very effective.

Our International Office also undertook a major review in 2012-13 to identify best strategies as well as any gaps that should be addressed. This review has informed the development of a new Strategic Internationalization Approach to be implemented in 2013-2014.



7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **York University** in 2012-2013 = 1,990

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

York's new YUBridge Program, designed for high-achieving international high school graduates, combines academic credit courses with 8 months of English language instruction delivered by the York University English Language Institute. Students with high grade point averages (80% or better) who have achieved a minimum of 5.0 on the IELTS test can enroll for up to 9 credits of Liberal Arts or Science and Engineering courses, so that by the end of the 8-month program, they have achieved the required level of English to enter York's degree programs and, at the same time, can move forward with 6 or 9 credits on their academic transcripts. Before arriving in Canada, YUBridge students will be conditionally admitted to a York degree program, the condition requiring successful achievement of York's language proficiency requirements. Students are otherwise recommended for YUELI courses so that they are able to raise their English proficiency.

In addition to York's credit bearing ESL courses, Glendon College offers non-credit 'EXPLORE' ESL programs during the summer. This is an intensive residential immersion program sponsored by the Canadian government. International students may enrol in the program as paid participants prior to beginning degree studies.

7.4 French as a Second Language

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **York University** in 2012-2013 = 56

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

In addition to credit-bearing FSL courses, Glendon College offers non-credit 'EXPLORE' FSL programs during the summer. This is an intensive residential immersion program 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 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, **York University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

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

York University confirmed in its 2011-2012 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, **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 2012-2013: 2,600,000

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

In fiscal 2012/13 York completed the implementation of its eMarketplace system through SciQuest, Inc., branded as Sm@rtBuy. It has proven to be a valuable tool for reducing processing costs and increasing visibility into spend analytics ultimately resulting in significant savings. At the end of fiscal 12/13 we had an administrative user adoption rate of up to 70% (This has now climbed to 90%) and had processed 4,277 transactions through the system. This now gives us insight into how much we are spending on individual items and the ability to continue to drive costs down through educated negotiations with vendors. Taking the 4,277 manual transactions out of the system has reduced processing costs which will be an ongoing savings into the future and can 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 2012/13 purchasing through consortiums represented a total value of \$16.9M involving 35 vendors through 11 consortiums, which include the provincial government, municipalities and educational institutions. This is a 31% increase over 2011/12.



BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

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

BPS Procurement Directive

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

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



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

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2012-2013, 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 has been in complete compliance with the BPS Procurement Directive for fiscal 2012/13. We have met all the mandatory requirements, trained staff and changed forms to mirror those provided in the Implementation Toolkit (e.g. Non-Competitive Procurement).

BPS Expenses Directive

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

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



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

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

<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 2012-2013, 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's pre-existing, Board-approved policies regarding expense rules have been brought into alignment with the eight mandatory requirements of the BPS Expenses Directive. Formal approval and implementation of these policy changes occurred in 2012.

BPS Perquisites Directive

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



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

Please provide one or more highlights in the space provided below, of an activity that **York University** used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. A highlight could be a strategy, initiative or program viewed by **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, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

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

***DEFINITIONS:**

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

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

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

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

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at York University with a Co-op Stream	5	0
Number of students at York University enrolled in a Co-op program	10	0

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

One of our institutional priorities is Experiential Education. A pan-University EE Work Group was established in spring 2013 with a mandate to developing a high level strategy and recommendations for the integration of experiential education in degree programs. Projects in EE are also underway through York's Academic Innovation Fund (AIF), developing EE models and prototypes that can be embedded in degree programs. Through AIF over 8,000 students at York experienced experiential education as a learning tool within their courses, and 35 course directors participated in experiential education related projects.

In 2012-13, the Career Centre continued to administer 6 internship programs across 24 areas of study in partnership with York's Faculty. Programs range across disciplines from engineering, science, public administration, environmental studies, computer science, information technology and business. These optional, experiential education programs provide students with the opportunity to engage in four, eight, twelve or sixteen month paid 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 January 2013, York piloted the introduction of co-op programs. The first co-op program, a partnership between the Faculty of Science and the Career Centre, is available to students in Biochemistry, Biotechnology, Chemistry, Environmental Biology, and Environmental Science Honours degree programs. While on work term co-op students apply their classroom learning in work environments, explore potential career options, and build relationships with colleagues and employers in their field of study. Co-op students begin their first work term after their second year of classroom study and take part in a minimum of three, full-time, four-month work terms that alternate with periods of academic study. Students receive enhanced preparation for their first work term through a Professional Communications course and also reflect on their work term learning through a specially designed course in Professional Development.

The Osgoode Hall Law School is the first in Canada to introduce experiential education as a requirement in its three-year Juris Doctor (JD) program. Students who began their JD program in September 2012 will be exposed to law in action through an experiential course or program as part of their legal education.

York is proud of its tradition of community engagement, which provides many of our students with opportunities to learn while working with community organizations, both inside and outside the classroom. One example of this is the New Opportunities for Innovative Student Engagement (NOISE) for Social Change, a unique engaged-learning opportunity for Bachelor of Social Work students at York. It brings social work students together with high school students from the Jane-Finch community and York University alumni in 20 community action pods. In 2012-2013 each pod designed and implemented projects relevant to contemporary socio-political-economic conditions in the Jane-Finch community. The social action projects ground academic concepts in real-world contexts and allow the high school and university students to learn from each other, from alumni and faculty members.



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%**⁽⁺⁾ 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%**⁽⁺⁾ for Senior Year respondents.

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

York University used various tools to measure student satisfaction in 2012-13, including the following:

- 2012 Orientation Benchmarking Survey
- On Campus Employment Survey
- Student Client Services Feedback Form
- Residence Life Survey

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2012-2013, 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.

OSAP funding was one of the areas in which York University worked to improve student satisfaction during 2012-13. Two specific goals were to realize a 7% improvement in the percentage of students who had funding available by September 15 and to reduce the average number of days required to complete our review of detailed documents by 26%. York University met both these goals. The percentage of students who applied for OSAP and were confirmed to receive funding increased by 9% overall. The average number of days required to conduct a detailed review of OSAP related documents was reduced by 51%. The cumulative impact of all these changes combined with committed, experienced and engaged staff members allowed us to get funds into the hands of more students by mid-September.

This year we also redesigned the information York provides to students about how to apply for OSAP online. A "microsite" was launched for students which helps guide students on all the questions they may have about applying for and receiving OSAP at <http://osap.yorku.ca/> With the help of some social networking promotion, using our bulletins online and regular referrals to the site within Student Client Services, we achieved usage levels of this site that were over 10 times the usage levels of our previous website.



11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **York University** = 72.8%⁽⁺⁾*

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

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

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2012-2013, 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.



Graduation is the culminating academic milestone achieved by undergraduate students. Virtually all of the initiatives reported in this document - and particularly in the sections on Quality of the Learning Environment, Student Retention, Student Satisfaction, Work Integrated Learning, and Under-Represented Students - contribute directly to student success and ultimately graduation.

12) Graduate Employment Rate

Per the KPI results reported in 2013 the employment rate for 2010 graduates, 6 months after graduation, at **York University** = **83.68%**⁽⁺⁾

Per the KPI results reported in 2013 the employment rate for 2010 graduates, two years after graduation, at **York University** = **89.68%**⁽⁺⁾

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

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2012-2013, 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.

York University's Career Centre helps students and new graduates strengthen their abilities and confidence as they pursue career success. The Centre does this by creating and delivering innovative career development, job search and experiential education support. In 2012-13: over 9,300 employment opportunities were posted for York students; over 500 professionals (employers, educators and alumni) visited campus to connect with York students during industry-specific panel discussions, recruitment sessions, career fairs and other activities; over 380 workshops were offered on the topics of career exploration, job search and professional etiquette; and over 3,500 students received one-on-one support through Career Consults, Career Counselling, Job Search Advising, Resumé Reviews and Interview Practice Sessions.

In 2012-13, there were 24 academic programs at York that offered internships and 5 programs offered co-op experiences, giving students an opportunity to gain hands-on experience to compete in the real world

"Classrooms to Careers", a program designed to help students succeed on the job, was launched in 2012-13. The three-day event brought together students, alumni and employers to share information about making a successful transition from university to work life. Panel discussions, workshops and keynote speakers focused on employers' expectations of new hires, what to expect when you land your first job, workplace etiquette, skills necessary for success in the workplace, and work/life balance.

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	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
1st to 2nd Year	86.8%(+)	86.3%(+)	85.6%(+)	85.7%
1st to 3rd Year	79.2%(+)	78.9%(+)	78.8%	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.



Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2012-2013, 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.

'New student transition' is the phase along the student life-cycle that begins with acceptance to the University and extends (potentially) to the end of the first semester. It is the link between recruitment and retention, making it a critical phase in the First Year Experience. A thorough review of the literature points to the relationship between new student transition and student success. The evidence is unequivocal: students who develop the knowledge, skills and attitudes needed to make a successful transition to university will be successful and will therefore persist even if and when challenges arise.

York's very successful 'YU START' New Student Transition Program is a collaborative program designed to support new students during the period of transition to university (pre-matriculation -- from the time of accepting offer of admission to first academic experience). In addition to the centralization and coordination of communications to incoming students, YU START includes three main components. These components are: 1) Online First Year Course Enrolment, 2) Online Learning Communities, and 3) Making Connections, an in-person, on-campus, full-day 'academic orientation'.

The overarching goal of the YU Start Program is to improve student satisfaction, engagement and preparedness to successfully begin university studies by providing a planned, coordinated and integrated set of learning activities and opportunities aimed at developing capacities that are empirically demonstrated to positively impact student retention and success.

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 2012-2013, 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.)

The Teaching Commons (TC) at York opened in September 2012, with a mandate to support and enhance the student experience. The Teaching Commons offers a suite of workshops and courses for faculty, including courses in eLearning, Experiential Education, Supervising Graduate Students, and a full range of support and courses for teaching assistants. The Teaching Commons features a rapidly expanding website with resources aimed at supporting teaching, including a library of video interviews with award winning teachers. Educational Developers at the Teaching Commons work with individual faculty members through voluntary engagement with the programs, and also with Faculties at a more strategic level to providing tailored support for identified needs.

The 'eLearning @ York' course offered by the Teaching Commons, is the first in Canada to achieve international accreditation by the UK organization SEDA (Staff and Educational Development Association). While other universities (e.g. Windsor and Guelph) have achieved SEDA recognition York is the first to do with a course aimed specifically at supporting the development and enhancement of online and blended course delivery. As a unique course for experienced Teaching Assistants interested in developing their teaching and learning the Senior Teaching Assistant Program is also SEDA accredited.

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

YU START is a collaborative program designed to support new students during the period of transition to university with the aim of ensuring student success in their first year of studies. The program includes three main components; 1) Online First Year Course Enrolment; 2) Online Learning Communities, which are anchored by centrally-developed, themed blog posts that motivate online small group discussions and activities; 3) Making Connections, which is an in-person, on-campus, full-day 'academic orientation'. During 2012-13 work was undertaken to expand YU START, and the initiative now serves over 2,400 new, direct-entry students across 3 Faculties.

The HealthAid Network is a peer and academic support network that fosters student engagement, development and academic success while building student leadership capacity through mentorship. The Network is designed to help ease students' transition into university, develop leadership skills amongst students and increase their academic know-how. Students are organized into mentorship teams that meet biweekly for two hours from September through April. During the 2012-13 academic year the program was offered within the Faculty of Health, reaching 3,300 first year students majoring in Kinesiology and Health Science, Psychology, Nursing and Health Policy, Health Management, and Health Informatics.

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



The Learning Commons - part of the Library at York - provides an integrated approach to support student learning, bringing key areas of support in writing, research, learning skills and career service. It offers individual instruction and group workshops. In 2012-13, with the assistance from York's Academic Innovation Fund, the Learning Commons developed an online resource to support students as they complete written research assignments. The project, called SPARK – Student Papers and Academic Research Kit – brings together three units at York: the Libraries, Learning Skills Services, and the Writing Department. Development of SPARK was completed in 2012-13 and launched in Fall 2013. Faculty members can embed SPARK within York's online learning management systems as course assignments are posted. The project has been featured in the Contact North newsletter for Pockets of Innovation and has been presented at several conferences. For more information visit <http://www.library.yorku.ca/cms/yourlibrariesatyork/tag/spark/>

Attestation:

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

Contact:

For additional information regarding **York University's** 2012-2013 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 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

- <http://>