

Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	York University
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OVERVIEW

Through the 2008-09 MYAA Report-Back process, York was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. York was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of York's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that York is on track for meeting its commitments or has an improvement plan in place; and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. USER, CUDO) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for York to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on York's website. Please ensure York's completed 2009-10 Report Back is posted at the same location on York's website as its Multi-Year Action Plan.

CONTACT

For any questions regarding this Report Back template, please email Preet Gill, Senior Policy Advisor, Universities Unit at Preet.Gill@ontario.ca or telephone (416) 325-9262, or Aamir Taiyeb, Research Policy Analyst, Universities Unit at Aamir.Taiyeb@ontario.ca or telephone at (416) 325-4237.

PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information on system-wide indicators and will reflect and report on progress on York's commitments regarding access, quality and accountability as outlined in the original accountability agreements.
- The 2009-10 Report Back is requesting data on credit transfer, online learning and international students. This is in keeping with the government's strategic priorities as per discussions with Colleges Ontario and the Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 report-back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.
- System Wide Indicators for 2009-10:
 - 1) Enrolment – Headcount
 - 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
 - 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
 - 4) The Student Access Guarantee (SAG) for 2010-11
 - 5) Participation in the Credit Transfer System
 - 6) Class Size
 - 7) Online Learning
 - 8) International Enrolment
 - 9) Supply Chain Compliance
 - 10) Space Utilization
 - 11) University Student Satisfaction
 - 12) Graduation Rate
 - 13) Graduate Employment Rate
 - 14) Student Retention Rates
 - 15) Quality of the Learning Environment

1) Enrolment – Headcount*

**DEFINITION: Headcount* is the number of full-time students enrolled in 2009-10, including full-time undergraduate and graduate students eligible for funding consideration.

- York reported to TCU the total Headcount enrolment in 2009-10 = **40,264**
- Please indicate the **number of students aged 18-24** from the total Headcount enrolment reported by York to the Ministry for 2009-10 = **30,222**
- Please indicate the **number of students aged 25+** from the total Headcount enrolment reported by York to the Ministry for 2009-10 = **10,042**
- Please provide one or more example in the space provided below of a promising practice that York used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

York remains committed to responding to the demographic changes in the Greater Toronto Area and will continue to monitor population growth patterns and respond should appropriate resources become available.

In 2009 President Shoukri directed that a strategic consultation and planning process be undertaken, leading to the release of the Provostial White Paper* in April 2010. The White Paper communicates York's intention to manage enrolment strategically in order become more comprehensive and to promote research intensiveness.

One practice in use by York University that helps us manage enrolment levels in an effective and efficient manner is our student financial profile service available to all incoming and continuing students. This tool gives students full information on available financial assistance and helps ensure that York makes the best possible use of available student support funds.

A large number of our students live and work in the GTA and are enrolled at York on a part-time basis; in 2009-10 there were 9,512 part-time students enrolled at York, and we remain committed to meeting the needs of this important group of students.

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

2) Under-Represented Students: Students with Disabilities*, First Generation* and Aboriginal*

**DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of the institutions' annual report to the Ministry for the Accessibility Fund for Students with Disabilities Fund (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.*

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- For the following, please include full-time and part-time, but not international students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at York who registered with the Office for Students with Disabilities and received support services in 2009-10= 2,377</p> <p>Please indicate the number of <i>students with disabilities</i> at York who registered with the Office of Students for Disabilities and received support services as a percentage of the total student population in 2009-10 who were:</p> <p>Full-time = 1,423 Part-time = 954 Total (Full-Time + Part-time) = 2,377</p> <p>Please calculate as % of Enrolment Headcount: 2,377 ÷ 40,264 (Enrolment Headcount from Page 3) x 100 = 6%</p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at York in 2009-10= 21,560</p> <p>Please indicate the number of <i>First Generation students</i> enrolled at York as a percentage of the total York student population in 2009-10 who were:</p> <p>Full-time = 17,630 Part-time = 3,930 Total (Full-Time + Part-time) = 21,560</p> <p>Please calculate as % of Enrolment Headcount: 21,560 ÷ 40,264 (Enrolment Headcount from Page 3) x 100 = 54%</p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at York in 2009-10= 179</p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at York as a percentage of the total York student population in 2009-10 who were:</p> <p>Full-time = 92 Part-time = 87 Total (Full-Time + Part-time) = 179</p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above 179 ÷ 40,264 (Enrolment Headcount from Page 3) x 100 = 0.4%</p>

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more example of promising practices that York used in 2009-10 to develop and maintain results for <i>students with disabilities</i>.</p> <div data-bbox="212 667 711 1424" style="border: 1px solid black; padding: 10px;"> <p>York's Counseling and Disability Services unit provides a wide range of services, including personal counseling, group development workshops, learning skills training, support and academic accommodation for students with learning, mental health, physical, sensory and medical disabilities. Examples of activities in 2009-10 include: York provided transition support for incoming students through Project ADVANCE, a 5 week intensive summer transition program for students with learning disabilities, and workshops provided to parents of students with disabilities regarding strategies to assist their children make the transition to post-secondary studies.</p> </div>	<p>In the space below, please provide one or more example of a promising practice that York used in 2009-10 to develop and maintain results for <i>First Generation students</i>.</p> <div data-bbox="785 667 1306 1424" style="border: 1px solid black; padding: 10px;"> <p>We estimate that first generation students (FGSs) comprise 43% undergraduate students at York University. At these levels of participation, virtually all of York's programming and services must implicitly take the needs of FGSs into account. Of particular note, however, is the innovative York / Westview Partnership suite of programs, through which York University promoted FGS access to and persistence in post-secondary education via a wide array of outreach and support programs aimed at potential first generation university students currently in primary school through secondary school, as well as support programs for FGS currently attending York. In 2009-10, these programs reached 1,440 individuals.</p> </div>	<p>In the space below, please provide one or more example of a promising practice that York used in 2009-10 to develop and maintain results for <i>Aboriginal students</i>.</p> <div data-bbox="1358 667 1879 1424" style="border: 1px solid black; padding: 10px;"> <p>York's Aboriginal Post-Secondary Education and Training (PSET) Action Plan, which was tabled with MTCU in 2009, included an environmental scan, an inventory of programs and services at York, a gap analysis of those programs and services vis-à-vis needs and opportunities, a strategic plan and detailed action plan. In 2009-10 York began the three-year process of implementing the Action Plan.</p> <p>The Aboriginal Student Centre's programming includes an Indigenous Speakers Series and a Visiting Elders program. To ensure that aboriginal students have access to current digital information our Aboriginal Centre offers a Laptop Lending program.</p> </div>

3) Compliance with the Student Access Guarantee (SAG) in 2009-10

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	4,674,074	2,393
Other SAG Expenditure to Supplement OSAP	12,402,044	7,793
TOTAL	17,076,118	10,186

Data as of July 6th, 2010

The institution met students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **YES**

4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (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 2010-11 SAG Guidelines.

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>York is committed to providing all students with funding to cover the Student Access Guarantee.</p> <p>It is York's policy to request all students complete the Student Financial Profile to ensure the student can access the full range of student support opportunities available. Students who complete the Student Financial Profile receive Student Access Guarantee funding as part of their funding package in the Fall term. Students who are identified on the Ministry file as having a tuition and book shortfall but who did not complete a Student Financial Profile will receive funding in January. In all cases, students receive credits to their financial account in the amount of their SAG allocation.</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 in 2010-11. If so:</p>	<p>Access to a bank line of credit is provided to students enrolled in Osgoode and masters-level programs in</p>

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- a) Identify the programs by name and by OSAP cost code;
 b) Describe how you determine how much loan aid to provide

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.

OSAP cost codes are:

Bachelor of Laws: LLB, LLB2, LLBF, LLBF2, LLBW, LLBW2, LLBS, LLBS2

Master of Laws: LLM, LLM2, LLMF, LLMF2, LLMW, LLMW2, LLMS, LLMS2

Master of Bus Admin: MBA, MBA2, MBAF, MBAF2, MBAW, MBAW2, MBAS, MBAS2

International MBA: TNL MBA, TNL MBA2

Master of Public Admin: MPA, MPA2

5) Participation in the Credit Transfer System

- Using Ontario Universities Application Centre (OUAC) reports, please provide data for the following years:

Years	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2005	57,459	9,904	2,707	424
2006	67,481	10,178	2,726	376
2007	57,122	9,703	2,467	395
2008	64,681	9,310	2,224	407
2009	51,060	9,336	2,000	409

*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. The Ministry recognizes that a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data. The Ministry recognizes that transfer data is not limited to college graduates who apply through OUAC and only includes full-time students applying and registering in the fall to the first year of a university program. 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.*

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Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the *percentage* of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.

- Please provide any additional comments regarding transition experience either from college to university or university to university.

York is already a leader in providing opportunities and pathways for students to move between colleges and universities, including stable and transparent policies and processes that are well communicated on the web*, in print and in other ways (see next box). York's policies make transfer credits available to any Ontario college student via an assessment based on program of study and student achievement.

*http://yorku.ca/futurestudents/requirements/univ_coll

- Please provide one or more example in the space provided below of a promising practice that York used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports 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 addition to having stable policies that we communicate clearly on the web, York University establishes a physical, local presence on the campus of partnering Ontario colleges (e.g. Seneca), 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. In many cases, offers of admission are offered "on the spot" to transfer students.

6) Class Size

- Per the 2009 Common University Data Ontario (CUDO) report for Fall 2008, the percentage of York's undergraduate class size:

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
Less than 30 students	294	43.6%	294	38.3%	547	53.4%	673	82.1%
30 to 60 students	129	19.1%	234	30.5%	361	35.2%	138	16.8%
61 to 100 students	91	13.5%	121	15.8%	87	8.5%	4	0.5%
101 to 250 students	119	17.7%	103	13.4%	30	2.9%	4	0.5%
251 or more students	41	6.1%	15	2.0%	0	0%	1	0.1%
Total	674	100%	767	100%	1,025	100%	820	100%

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Please provide one or more example in the space provided below of a promising practice that York used during 2009-10 regarding class size. A promising practice could be 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.

To better understand and respond to the needs of our students, Vice President Academic and Provost Patrick Monahan commissioned a survey of the views and experiences of current students at York, as well as of applicants to York who declined an offer of admission, and of applicants to other GTA universities who did not apply to York. The survey research*, undertaken by the *Strategic Counsel* in 2009, showed that students identified class size as an important concern.

York is committed to managing class sizes and providing a high quality educational experience to its students. Research shows that, properly structured, even large classes can provide very positive learning experiences, but it is important that they be supplemented by access to advising and other supports for learning and the student experience.

One of York's class size management initiatives identified by the White Paper process was the creation of *student learning communities* (in which groups of student enrol in a common set of "block scheduled" courses augmented by study groups and/or peer mentor involvement) is one strategy that will help to address the issues that lie behind student concern with class size, particularly for first year students. York currently is implementing a learning community pilot project involving first-year science students, and will continue to implement learning community initiatives in the years ahead, based on the lessons learned via the pilot.

* http://vpacademic.yorku.ca/whitepaper/docs/York_University_Strategic_Positioning_Report.pdf

7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.
- To complement this work, please provide one or more example in the space provided below of a promising practice that York used during 2009-10 to develop and enhance online learning. A promising practice could be 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 2009-10, York University offered a total of 137 undergraduate courses in an e-learning format, and 42 graduate courses in an e-learning format. York's Provostial White Paper, released in April 2010, calls for a planned and coordinated effort to expand e-learning opportunities for students as a strategy for improving student accessibility, engagement, and learning as well as part of a strategy for managing the enrolment pressures facing the Institution. The Provost's E-learning Working Group recently recommended that York pursue a strategy emphasizing blended learning opportunities (courses combining online and face-to-face experiences) while at the same time increasing fully online course offerings in key areas.

8) International Enrolment*

**DEFINITION: International enrolment is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

- York reported to TCU that International Enrolment in 2009-10 = **2,832**.

- In 2009-10, York reported to TCU the following top 3 source countries for international students:
 1. **China**
 2. **South Korea**
 3. **India**

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences York had in 2009-10:
 - Outbound students = **144**
 - Inbound students = **324**

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at York in 2009-10 = **\$38.5 M**

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that York had outside of Canada in 2009-10 = **N/A**

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- Please list in the table below all For Credit, Stand-Alone campuses York operated abroad in 2009-10, including city, country and total enrolment for each campus: **None**

Campus Name	City/Municipality	Country	Total Enrolment
N/A	N/A	N/A	N/A

- Please provide one or more example in the spaces provided below of a promising practice that York used during 2009-10 to develop and maintain results for international activities. A promising practice could be 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 Recruitment, the Faculties, and York International, as well as other areas of the University. The Provostial White Paper, released in April 2010, identified specific targets for international recruitment: By 2013, at least 7.5% of York students will be international students; by 2017, at least 10% of all York students will be international students.

9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the university that are consistent with the principles outlined within the Supply Chain Guideline. MTCU 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.

- Please confirm in 2009-10 York adopted the Government of Ontario's Supply Chain Code of Ethics: **YES**
- Please confirm in 2009-10 York adopted or is in the process of adopting the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures? **YES**
- In 2009-10, did York participate in the Ontario Education Collaborative Marketplace (OECM): **YES**
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: **N/A**
- Please provide one or more example in the space provided below of a promising practice that York used during 2009-10 related to supply chain management. A promising practice could be 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 University participated in several OECM sourcing initiatives; however, only one contract met the requirements of the University (Natural Gas). Of the others that York participated in (photocopiers and office supplies) greater savings and process efficiencies were offered by existing contracts with the Ministry of Government Services. Other sourcing initiatives did not meet York's requirements (e.g. the copy paper contract did not allow for desk-top delivery – a requirement as York does not have centralized shipping/receiving). Although York also participated in the office furniture sourcing initiative, OECM cancelled the process as a failed bid. We are currently participating on the desktop and notebook sourcing initiative, however, this process is still in progress. In summary, York has to date found its greatest value from participating in the Ministry of Government Services contracts.

York University also dedicated a significant amount of time, resources and effort toward the OECM eMarketplace initiative. It was the first institution to sign the institutional services agreement with OECM that committed York to implementing the eMarketplace tool. We had finalized the design specifications when OECM announced it could not reach agreement with the technology/implementation partner. York is now looking to an alternative solution.

Of the supply chain management initiatives introduced by the Supply Chain Secretariat, the Supply Chain Guideline has provided the greatest value and benefit to York by raising the value and profile of the activity within the institution and secondly, by increasing

10) Space Utilization

In 2009-10, did York have a Space Utilization planning process in place to assess and optimize academic space utilization?

YES

If yes, please indicate in the space below the methodology used to inform York's academic space utilization planning process:

The University uses many complementary processes to ensure the most efficient use of York's inventory of space for teaching and learning process. The Registrar's Office maintains the *Resource 25* central booking system. This system tracks all room bookings and allows a central body to monitor usage and adjust as appropriate. In tandem with the *Resource 25* system, the Vice-President Academic & Provost's Office Chairs a Classroom Utilization Committee that meets regularly to review the usage of classrooms and labs and make recommendations to improve efficiencies. These improvements include the implementation of best practices across campus as well as the capital investments in learning technologies and repair and maintenance to ensure the longevity of this scarce asset.

- If yes, please provide one or more example in the spaces provided below of a promising practice that York used during 2009-10 to assess and optimize academic space utilization. A promising practice could be 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 University has well developed strategic plans to transform Scott Library by repurposing existing space. The visionary plans will provide new state-of-the-art student learning spaces that accommodate a variety of different uses: from group work to collaborative learning to individual study. One component of these plans is the conversion of the second floor of the Scott Library into a Learning Commons, bringing together student study space and a variety of services previously scattered across the campus, including research, writing, and learning skills support services. The co-location of these supports recognizes the interconnected nature of study, learning and reasoning and communication skills. Phases one and two of the Learning Commons project commenced in 2010.

11) Student Satisfaction

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of *excellent* and *good* responses) at York for *NSSE Question* “How would you evaluate your entire educational experience at this institution?” = **70.0%** for Senior Year respondents.
- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of *definitely yes* and *probably yes* responses) at York for *NSSE Question* “If you could start over again, would you go to the same institution you are now attending?” = **71%** for Senior Year respondents.
- Please provide one or more example in the space provided below of a promising practice that York used during 2009-10 to increase student satisfaction. A promising practice could be 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 2009, Vice President Academic and Provost Patrick Monahan commissioned a set of surveys of the views and experiences of current students at York, as well as of applicants to York who declined an offer of admission, and of applicants to other GTA universities who did not apply to York. The purpose of the survey research was to better understand the nature of student expectations and experiences and proactively address issues that relate to student satisfaction. The research was conducted by the *Strategic Counsel* in 2009 and a research report was tabled in February 2010. The results of the research initiative is informing strategic planning at York and will help improve student satisfaction in the years ahead.

12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at York = **73.9%**
- Please provide one or more example in the space provided below of a promising practice that York used during 2009-10 related to the achievement of the graduation rate. A promising practice could be 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.

One of the key factors driving graduation rates is the retention of students, particularly first and second year students who exhibit the lowest retention rates. York University's Retention Council brings together faculty and staff from across the institution to monitor retention issues that exist at York and coordinate activities in the planning, design, implementation and evaluation of interventions. Committees of the Retention Council have been established to further investigate issues such as the first year experience, peer mentoring and academic advising.

York is also undertaking research aimed at 1) providing a quantitative characterization of the various factors that are associated with undergraduate retention and attrition; and 2) developing methods to identify, as early in an academic session as possible, York students who may be at risk of leaving their university studies, either on a temporary or permanent basis. This work was ongoing in 2009-10 and will continue in the year ahead, and will continue to inform the work of the Retention Council.

13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at York = 92.6%.
- Per the KPI results reported in 2009-10 the graduate employment rate, 2 years upon graduation, at York = 94.2%.
- Please provide one or more example in the space provided below of a promising practice that York used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be 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.

A commitment to the significant expansion of Experiential Education (EE) opportunities over the next few years is one of the ways in which York University is enhancing the employment prospects of its graduates. Experiential Education provides students with the opportunity to apply their knowledge and skills to the solution of concrete, “real world” problems and reflect upon the connections between theory and practice. As part of the expansion of EE opportunities, York is engaging senior graduate students as EE facilitators and mentoring new faculty at the University in leading-edge EE approaches.

14) Student Retention Rates

- The table below has been pre-populated with the proposed results set for 2008-09 in York's approved Multi-Year Action Plan. Referring to these proposed results, please identify York's achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1 st to 2 nd Year	87.9%	86.8%	86.8%
2 nd to 3 rd Year	81.1%	80.8%	80.7%
3 rd to 4 th Year	N/A	N/A	N/A

- Please indicate in the space below the methodology used by York to calculate the retention rates indicated above:

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.

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- Please provide one or more example in the space provided below of a promising practice that York used during 2009-10 related to student retention. A promising practice could be 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.

One of the key factors driving graduation rates is the retention of students, particularly first and second year students who exhibit the lowest retention rates. York University's Retention Council brings together faculty and staff from across the institution to monitor retention issues that exist at York and coordinate activities in the planning, design, implementation and evaluation of interventions. Committees of the Retention Council have been established to further investigate issues such as the first year experience, peer mentoring and academic advising.

York is also undertaking research aimed at 1) providing a quantitative characterization of the various factors that are associated with undergraduate retention and attrition; and 2) developing methods to identify, as early in an academic session as possible, York students who may be at risk of leaving their university studies, either on a temporary or permanent basis. This work was ongoing in 2009-10 and will continue in the year ahead, and will continue to inform the work of the Retention Council.

15) Quality of the Learning Environment

Please provide information in the space provided below of what York did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

During the 2009-2010, York University undertook a wide ranging and broadly consultative approach to strategic goal setting for the next decade. Components of this approach included the Presidential Task Force on Community Engagement,* the Presidential Task Force on Student Life, Learning and Community, the Strategic Positioning survey research undertaken by *Strategic Counsel*, the Provostial White Paper initiative, and the Report on Academic Planning and Graduate Education.** These activities have laid the planning foundation for improvements in the quality of the learning environment at York University for years to come.

At a more immediate level, one of the most significant projects affecting the quality of the learning environment at York University must be the expansion and repurposing of space in the Scott Library. In 2009-10, construction work began on phase one and two of the conversion of the second floor of this library into a Learning Commons, which brings together student study space with a variety of services previously scattered across the campus; research, writing, learning skills support. The incorporation of these supports recognizes the interconnected nature of study, learning, reasoning, and communication skills. Technology will be integrated throughout, including such things as Wi-Fi access, LCD panel displays and repositionable whiteboards.

* <http://www.yorku.ca/commeng/documents/finalreport.pdf>

** <http://www.yorku.ca/grads/council/january-2010/5-academicplanning-graduateeducation-report-council-january2010.jpg.doc>

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES

• **Increased Participation of Under-Represented Students — Programs/Strategies**

As part of your 2008-09 Report-Back, York was asked to provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>First generation students (FGSs) comprise 44% of first year and 42% of final year undergraduate students at York University. At these levels of participation, virtually all of York’s programming and services must implicitly take the needs of FGSs into account, and York is deeply committed to the needs of these students. More explicitly, York University promotes FGS access to and persistence in post-secondary education via a wide array of outreach and support programs aimed at potential first generation university students currently in primary school through secondary school, as well as support programs for FGS currently attending York.</p>	<p>Results achieved by many of York’s innovative outreach and support programs are already reported to MTCU in the annual report on the York / Westview Partnership. The Final Report on the Partnership was released in July 2010. In 2009-10, the Partnership reached 1,440 first generation students.</p>
<p>York University is proud of the work we have undertaken to better understand and serve the needs of students with disabilities, and will continue to work with MTCU on the design, implementation, monitoring and evaluation of programs aimed at improving participation of students with disabilities, with an overall goal of maintaining and improving the number of students with disabilities participating in university level studies at York.</p>	<p>York provided transition support for incoming students through Project ADVANCE, a 5 week intensive summer transition program for students with learning disabilities, and workshops provided to parents of students with disabilities regarding strategies to assist their children make the transition to post-secondary studies. York also offered workshops to secondary school counsellors on academic accommodations for students with psychiatric disabilities, and partnered with the Graduate Program in Psychology to pilot a new mentorship program for students with Asperger</p>

	syndrome.
<p>In December 2008 York received funding from the MTCU to develop via a consultative process an Aboriginal Post-Secondary Education and Training (PSET) Action Plan. The Plan, which was tabled with MTCU in 2009 included an environmental scan, an inventory of programs and services at York, a gap analysis of those programs and services vis-à-vis needs and opportunities, a strategic plan and detailed action plan. As the various components of the Action Plan are implemented over the next three years, York will increase the number of Aboriginal students applying to and attending the university. In addition to improving access, York will augment its links with the Aboriginal community, enhance the support services available to Aboriginal learners, and improve the retention and graduation rates of Aboriginal students. A more robust Aboriginal community presence will be developed on the campus.</p>	<p>The Aboriginal Post-Secondary Education and Training (PSET) Action Plan was tabled with MTCU in 2009 and sets out a three year action plan, which York University is in the process of implementing. The Aboriginal Student Centre's programming includes an Indigenous Speakers Series and a Visiting Elders program. To ensure that aboriginal students have access to current digital information our Aboriginal Centre offers a Laptop Lending program.</p>

- **Quality of the Learning Environment**

As part of your 2008-09 Report-Back York was asked to provide 3 to 5 examples of how your quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Increasing the full-time faculty complement was a key strategic focus throughout the period of the MYAA (2006-07 through 2008-09) and York University made a concerted effort to maintain and improve student: full-time faculty ratios during this period. These efforts were seriously challenged by the difficult economic market conditions of the past year, but York remains committed to this goal moving forward.</p>	<p>The Provostial White Paper affirms that increasing the full-time faculty complement is a central strategic goal for York University. The financial realities facing universities as a result of problems in the wider economy led York to impose a hiring freeze in 2009-10. Beginning in 2010-11, York will begin the process of making sixty new full-time faculty appointments in strategically selected areas, bringing York back to 2008-09 faculty levels over a two year period.</p>
<p>York University recognizes the need for more undergraduate and graduate student space for study and social purposes as one of the highest priorities for students and a key component of enhancing the learning experience at York. The University will conduct a consultative process with students to review space in order to define and prioritize the various student space enhancements that would improve the quality of student experience on campus. The process of identifying student space priorities will be done in time to provide input to the University Long-Term Capital Plan update, currently anticipated to be completed May 2010.</p>	<p>The <i>Presidential Task Force on Student Life, Learning and Community</i> and a survey conducted in 2009 for York University by the <i>Strategic Counsel</i> were consultative processes used in part to inform academic space planning at York in 2009-10. Findings from these consultative processes informed the University's long-range capital planning, and underscores the need for student space projects undertaken in 2009-10, such as the expansion and re-purposing of student space in York's libraries.</p>
<p>In July 2009 York University initiated a strategic planning process that will lead to the development of a Provostial White Paper on the future of the University. The White Paper, to be published in February 2010, will articulate York's longer-term strategic priorities</p>	<p>York University's Provostial White Paper was released in April 2010. http://vpacademic.yorku.ca/whitepaper/index.php</p>

and provide a context for existing academic and administrative planning processes including the development of York's next University Academic Plan. Numerous discussion papers are currently under development as part of the overall White Paper process, including papers on student experience, teaching innovation and student learning, strategic expansion of research activity, strategic enrolment and program planning, and internationalization and community engagement. Each of these areas impact the overall quality of learning experiences at York and it is expected that a consolidated, forward-looking set of strategic priorities in each of these areas will be furnished in the White Paper and inform the development of the next University Academic Plan.