



## 2006-07 Multi-Year Accountability Agreement Report-Back

### York University

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

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

Pursuant to the MYAA, the release of the full amount of your 2007-08 and 2008-09 Accessibility to Higher Quality Education Fund<sup>1</sup> will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the ministry. The ministry will also use the completed Multi-Year Accountability Report-Back Template to review the progress made on the commitments outlined in your Multi-Year Action Plan. Based on this review, you may be required to submit an improvement plan to the ministry, developed in consultation with faculty, staff and students.

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

### University Specific Mission and Objectives

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

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

**Expansion of Graduate Enrolment-** York's University Academic Plan commits to proportionately more growth at the PhD level as part of our increased focus on university research at York, as

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<sup>1</sup> Excluding your Per Student Funding portion of this fund.

well as building on our established strengths in our already significant Masters level enrolment.

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

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

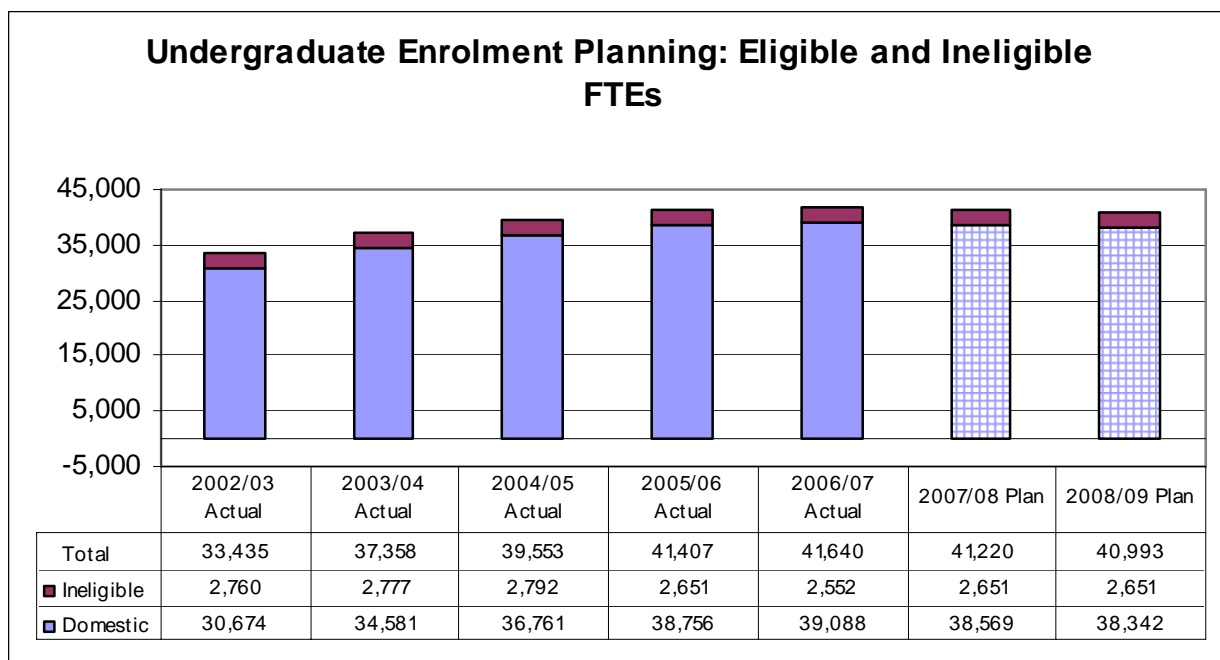
**Review of Academic Programs-** Undertake regular review of structures and units to ensure that they support and achieve a structural array appropriate to the university mission and academic planning objectives.

## A. ACCESS

### Enrolment Plans

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

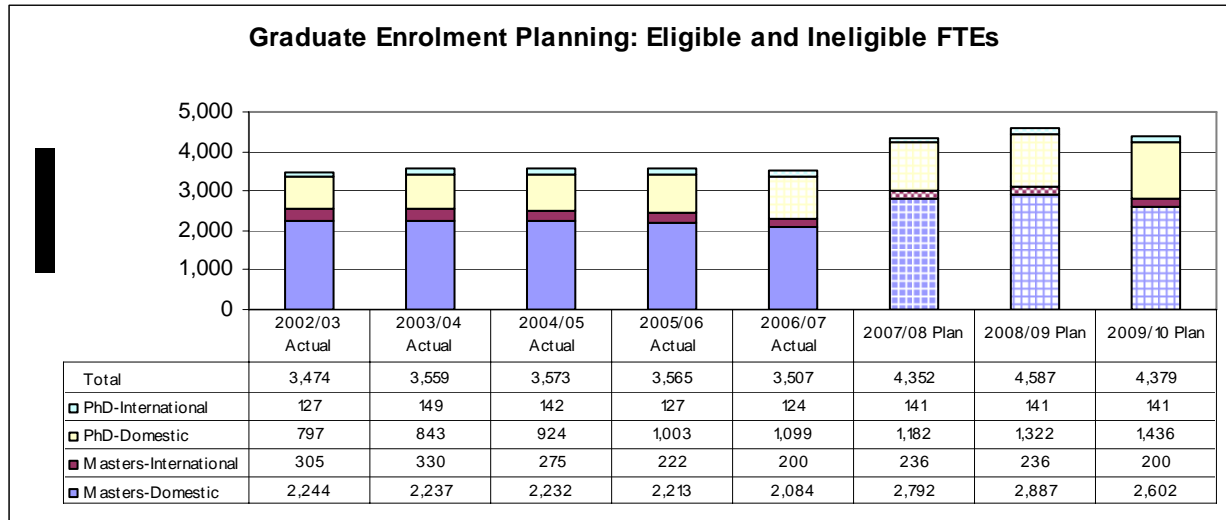
### York Undergraduate FTEs



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

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

### Graduate Student FTEs



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

### Increased Participation of Under-Represented Students — Measurement

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

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

Measurement Methodology (including description)	Student Groups in Your Student Population			Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities	
	#	#	#	
NSSE – 2006 Survey of 1 <sup>st</sup> and Final year students	2% of 1 <sup>st</sup> year students	40.9% of 1 <sup>st</sup> year students	n/a	573 1 <sup>st</sup> year students
	2% of final year students	45.3% of final year students		653 final year students
Students Registering with the York's Disabilities Office	n/a	n/a	Over 2,900	n/a
Students Registering with York's Aboriginal Resource Centre	150	n/a	n/a	n/a

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

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

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

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

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

**Maintain and expand community outreach programs to reach under-represented groups (eg: First-generation, visible minorities, low income):** These programs allow students in elementary and secondary school the opportunity to become familiar with not only York's campus and the resource it can provide, but with the opportunities that come with a postsecondary education. York's programs include::

- **York Summer Science Program:** Students from Grades 11 & 12 spent six weeks in the summer semester participating in both lab-based and field-based projects at York's Faculty of Science and Engineering. In 2006-07, 81 students participated in this program, as compared to 80 last year.
- **York Summer Literacy:** Students preparing to enter Grade 10 who have been identified by teachers and guidance councillors spent two weeks in the summer semester working with York's teacher candidates working to improve literary skills. In 2006-07, 21 students participated in this program, as compared to 21 last year.

- *York Summer Arts*: Students from the community participate in the design, development and successful completion of a large art installation. In 2006-07, 96 students participated in the program, as compared to 84 last year.
- *Advanced Credit Experience (ACE)*: This program provides senior secondary school students the opportunity to enrol in university credit courses at no cost while they were completing their high school program. In 2006-07, 32 students participated in the program, as compared to 31 last year.
- *York Youth Connection*: The program is targeted to elementary school students who use York University facilities and their families who attend special events. The goal is allow the community to become familiar with the campus and its resources. In 2006-07, 267 students participated in this program, as compared to 248 last year.
- *York Sport Camps*: Targeted to students in Grades 4–6, ages 10–12, York's Sport Camps provide access to facilities and faculty/student athletes for in-depth training in soccer, basketball, creative Arts and fitness camps. In 2006-07, over 300 students participated in these programs about the same number as the previous year.

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

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

***E. Introduce new academic programs to recruit increased francophone enrolment at Glendon.*** We are working on the development of a new Centre of Excellence for Francophone and Bilingual Education at Glendon College. When fully realized, the new Centre will see the introduction of a new French-language Concurrent Bachelor of Education program along with new graduate programs in Public Affairs and International Studies and create more space for French-language college students to complete a university degree.

***F. Build on student financial support services.***

We continue to make improvements to our student financial profile service for all incoming and continuing students. This tool gives students full information on available financial assistance and to ensure that we make the best possible use of our available student support funds.

Pursuant to your approved Multi-Year Action Plan, please identify your proposed and achieved results for 2006-07. If your institution has not achieved your proposed results, please explain the variance in the column provided.

<b>Strategy / Program</b>	<b>Indicator</b>	<b>Proposed Result</b>	<b>Achieved Result</b>	<b>Explain Variance between Proposed and Achieved Results (if applicable)</b>
<p>Work with Higher Education Quality Council of Ontario (HEQCO) to develop better means of identifying and following the progress of students from underrepresented groups.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>In its 2007 Review and Research Plan published in July 2007, the Higher Education Quality Council of Ontario identifies this as one of its priority research areas.</p> <p>York remains committed to working with HEQCO to achieve this objective</p>
<p>Continue to expand and support existing outreach programs, e.g. Advanced Credit Experience (ACE), Sport Camps, to under-represented communities to encourage elementary and secondary school students to pursue post-secondary studies.</p>	<p>Number of students enrolled</p>	<p>To maintain or increase</p>	<p>Please see above for complete results of York's Outreach programs.</p>	<p>The description above provides the total number of students for 2006-07 as compared to 2005-06.</p> <p>Some figures provided in York's Multi-year Action Plan were cumulative numbers over the past five years.</p>
<p>Maintain and build upon the orientation programming provided to the students and parents of under-represented groups.</p>	<p>Participation rates of students and parents</p>	<p>To maintain or increase</p>	<p>This year, over 8,200 students and 1,200 parents participated in the program</p>	
<p>Maintain and build upon its successes of recruiting students from under-represented groups.</p>	<p>Participation of under-represented students</p>	<p>To maintain or increase</p>	<p>Please see table on page 4</p>	<p>York is proud of its track record in recruiting students from under-represented groups.</p> <p>York is already home to many students from traditionally underrepresented groups. This continues to be a priority for the university.</p> <p>York is also committed to benchmark our success</p>

				on this measure both against our history but also against the average in the Ontario University Sector. A necessary first step will be to develop a systematic way to identify and track these students. York is fully committed to working with HECQO in this common goal.
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### Student Access Guarantee and Commitment

	Yes	No
The institution took into consideration the Ministry's student tuition/book shortfall calculation in allocating financial aid, as set out in the <a href="#">2006-2007 Student Access Guarantee Guidelines</a>	X	

### 2007-08 Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Accountability Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid).

The detailed requirements for participation in the student access guarantee as outlined in the [2007-08 Student Access Guarantee Guidelines](#). Please complete the following table to update the strategies and programs that your institution will use in 2007-08 to participate in the Student Access Guarantee initiative.

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be:  a) Provided to those students who apply for institutional financial aid; or  b) Automatically issued to students based on their OSAP information.	Students who have completed York's Student Financial Profile and who have a tuition/textbook shortfall identified by the Ministry are evaluated for this assistance in light of all other forms of assistance that may have already been provided, e.g. scholarships.
Identify whether your institution plans to provide loan assistance to meet tuition/book shortfalls of students in any of your second entry programs. If so:  a) Identify the programs by name and	Access to a bank line of credit is provided to students enrolled in Osgoode and graduate programs in the Schulich School of Business. Students in these programs who complete a York Student Financial Profile are also considered for financial assistance that may cover all or a significant portion of the tuition/textbook shortfall. Loan aid is

<p>by OSAP cost code;</p> <p>b) Describe how you determine how much loan aid to provide.</p>	<p>determined by the lending institution and is based on an analysis of resources, personal and academic expenses (living, tuition, books) and the amount of outstanding debt incurred by the student. Aid amounts vary and are evaluated and disbursed on a case-by-case basis. Students in Osgoode are requested to apply for OSAP. Those found to be ineligible for OSAP are still eligible for bursary assistance and bank line of credit.</p> <p>OSAP cost codes are:</p> <p>Bachelor of Laws: LLB, LLB2, LLB3  Master of Laws: LLM, LLM2  Master of Bus Admin: MBA, MBA2, MBA3  International MBA: TNL MBA, TNL MBA2  Master of Public Admin: MPA, MPA2</p>
<p>If your institution has a process in place to collect statistics on the socio-economic accessibility of Professional programs that you offer, please describe the data that you collect.</p>	<p>Data is collected solely through the Student Financial Profile voluntarily completed by students. It serves only to assist in the evaluation of financial need.</p>
<p>Describe other financial support programs and strategies that your institution will use to assist university students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.</p>	<p>All students who submit a Student Financial Profile are considered for financial assistance on an individual basis. Assistance may be provided in the form of awards, bursaries, scholarships, and work/study. Emergency assistance is available to all students on the basis of personal circumstances.</p>
<p>Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.</p>	<p>To date York has not received a single appeal regarding the tuition/textbook shortfall. Those who might indicate that they are still have financial need would be reviewed again by members of the Office of Student Financial Services, including at least one new member who was not part of the original decision. It should also be noted that a Student Advisory panel has been established to assist the Student Financial Services office to provide advice on budgets and information needs of students.</p>



## **B. QUALITY**

### **Quality of the Learning Environment**

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

#### **York's Continued Quality Improvements to the Student Learning Environment**

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

#### **Libraries- acquisitions, study spaces & programs**

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

#### **Academic writing programs**

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

#### **International and local internship & exchange opportunities**

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

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

#### **Centre for Support of Teaching**

Provides support for excellence and innovation in teaching by assisting individuals, units and Faculties in improving student learning. Many of the effective teaching and learning successes are recognized in the nominations and acclamations seen by the numerous internal and external teaching award recipients held by York faculty members.

#### **Counselling & Development Centre programs & workshops**

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

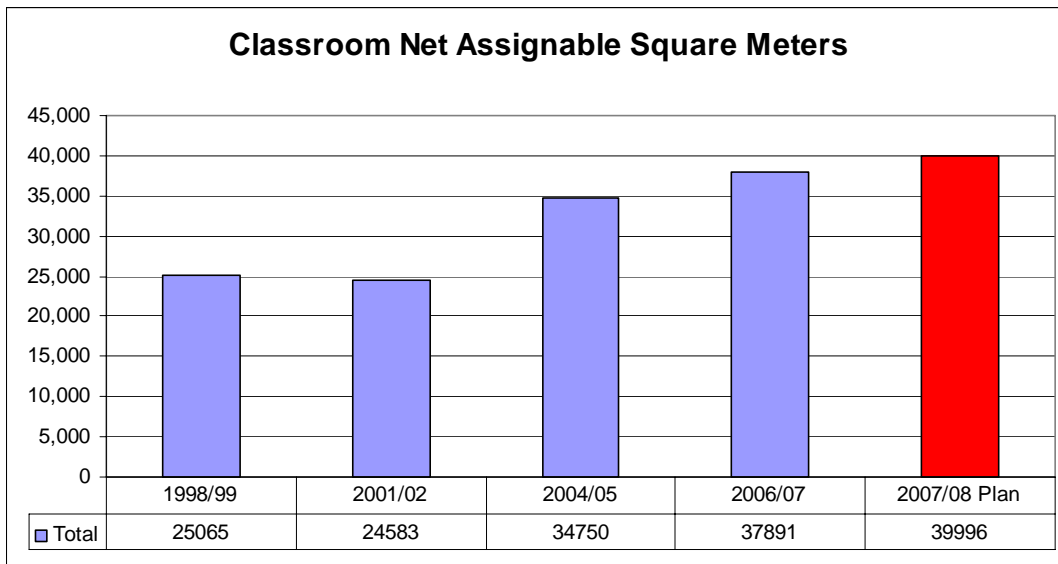
#### **Classroom technology & wireless presence on campus**

Along with the significant changes with the new network technologies and infrastructure that have been brought into the classroom, Computing Network Services (CNS) at York have ensured that the introduction and expansion of wireless network services have responded to the

rapidly changing demands of the community by increasing wireless from 100 access points in 2003-2004 to 682 access points in 2006-2007.

**New and renovated classrooms**

Throughout the double cohort period York has focused on developing new classrooms and renovating existing class rooms to bring them up to current standards. Between 2001-02 and 2004-05 we added more than 10,000 net assignable square meters of new classroom space. Since 2004-05, we have opened our new Accolade complex and made plans for additional graduate and research space. By 2007 we expect to add another 5,000 net assignable square meters of classroom space above the 2004 level.

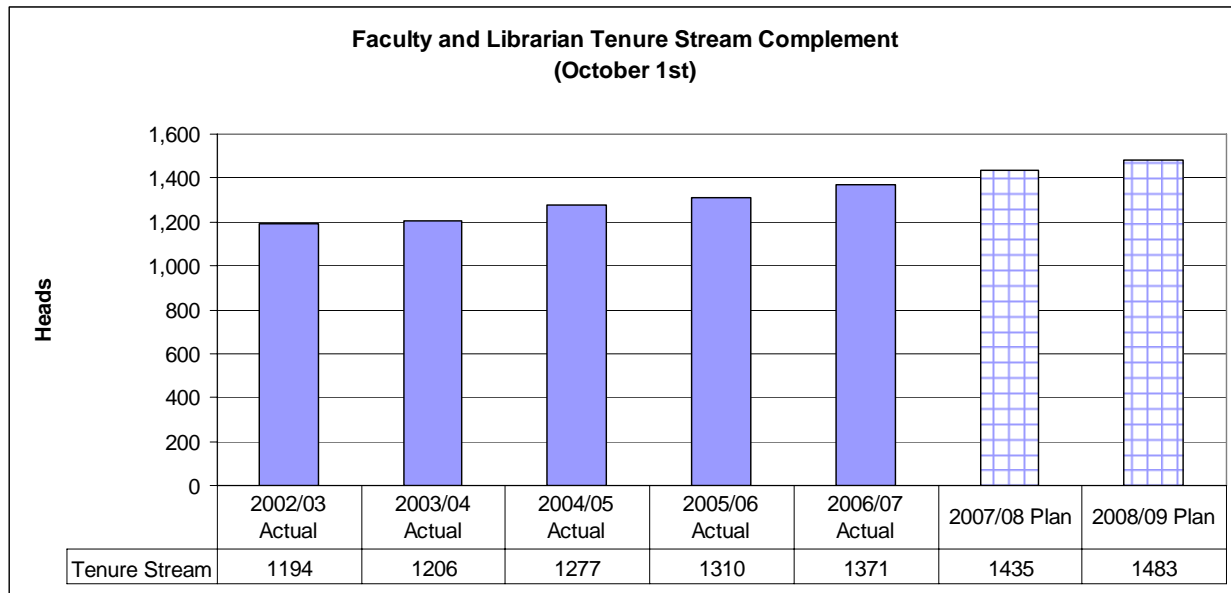


Source: Office of Institutional Research and Analysis

### Quality of Academic Programs

York's focus continues to be will be on increasing the number of tenure-stream faculty, maintaining or improving our student –faculty ratios and to maintain or improve the percentage of time spent in a small classroom setting. While the results below show that York is succeeding in these goals, continued success is dependant upon the resources available to support these goals.

#### York University Complement Plan to 2008-2009



\*Plans assume that all replacement appointments can be afforded within the Faculty budgets.

#### York University Student-Faculty Ratios

Student –faculty ratios are one measure which provide an indication of the interaction between students and faculty members. The following array of ratios provides a nuanced picture of the student experience at York. Each ratio presented below provides an important view of the student experience for our undergraduate and graduate students.

	2002/03	2003/04	2004/05	2005/06	2006/07
<b>Including both Full Time and Part Time Faculty</b>					
Undergraduate (including TAs)	16.7	17.0	17.0	16.9	16.5
Undergraduate (excluding TAs)	19.4	20.0	19.9	19.7	19.2
<b>Including Full Time Faculty only</b>					
Undergraduate	28.2	30.6	30.5	30.6	29.7
Graduate	2.9	2.9	2.7	2.6	2.7
Total Students	31.1	33.4	33.3	33.2	32.4
<b>Including Tenured and Tenure Stream Faculty Only</b>					
Undergraduate	30.3	32.9	32.7	33.7	32.7
Graduate	3.1	3.1	2.9	2.9	3.0
Total Students	33.1	36.0	35.7	36.6	35.7

Source: Office of Institutional Research and Analysis

**Class Size**

The following two charts present two different measures of class size to provide a more detailed view of the student experience at York University. First, we have provided the average class sizes for the primary meeting (normally a lecture) in each course by year level. In addition we have provided a separate calculation of the percentage of time spent in classes of less than 30 students by year level. This second measure captures the time students spend in tutorial groups, laboratories and other small group situations and better reflects the overall class size experience of individual students.

**Average Class Size Based on Primary Meet**

	<b>2002/03</b>	<b>2003/04</b>	<b>2004/05</b>	<b>2005/06</b>	<b>2006/07</b>
1st Year Level	92.3	89.0	84.3	83.2	81.3
2nd Year level	59.9	60.8	63.7	62.0	61.7
3rd Year Level	35.7	35.0	36.3	37.3	36.4
4th year Level	18.7	18.9	18.8	20.4	21.4

**Percent of Time Spent in Classes with less than 30 Students**

	<b>2002/03</b>	<b>2003/04</b>	<b>2004/05</b>	<b>2005/06</b>	<b>2006/07</b>
1st Year Level	27.9%	28.6%	29.4%	28.8%	29.4%
2nd Year level	28.3%	31.6%	28.1%	27.5%	28.7%
3rd Year Level	30.7%	30.9%	29.8%	29.9%	29.6%
4th year Level	47.8%	47.0%	47.4%	45.7%	46.4%

Pursuant to your approved Multi-Year Action Plan, please identify your proposed and achieved results for 2006-07. If your institution has not achieved your proposed results, please explain the variance in the column provided.

<b>Strategy / Program</b>	<b>Indicator</b>	<b>Proposed Result</b>	<b>Achieved Result</b>	<b>Explain Variance between Proposed and Achieved Results (if applicable)</b>
<b>Hire more tenure-stream faculty</b>	Size of the tenure-stream complement	To increase tenure-stream faculty	Net increase of 40 tenure stream faculty	<p>The total increase in net new faculty was less than original projected. The difference were the result of two factors:</p> <p>First, offers were made to 17 additional faculty who did not begin their appointment until after October 1, 2007 (York's official count date). These faculty will appear in the 2007-08 results.</p> <p>Second, there were 19 more departures than were original projected. Plans to replace these departures have been incorporated into the 2007-08 projections.</p>

<p><b>Improve student-faculty ratios</b></p>	<p>Student-faculty ratios (see above student-faculty ratio chart)</p>	<p>To maintain or improve ratios</p>	<p>Student-faculty ratios improved in all undergraduate measures</p> <p>Graduate student faculty ratios increased slightly</p>	<p>Despite the increase, graduate student to faculty ratios were lower than in 2002-03. (See table on page 11.)</p> <p>Graduate student to faculty ratios will continue to adjust as York expands the number of student spaces in graduate education. York is committed to expand its graduate education with quality.</p>
<p><b>Manage class sizes</b></p>	<p>Average size of primary class meets</p>	<p>To maintain or reduce sizes of primary class meets</p>	<p>Average class sizes were reduced for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year classes.</p>	<p>The increases experienced in 4<sup>th</sup> year classes were due to the final effects of the double cohort.</p>
	<p>Percent of time in classes of &lt; 30 students</p>	<p>To maintain or increase the percentage of time spent in classes &lt;30</p>	<p>Time spent in classes of less than 30 students increased for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year classes</p>	<p>It is expected that the size of 4<sup>th</sup> year classes will decrease as double cohort begin to graduate.</p>

**Net New Hires**

Pursuant to your approved Multi-Year Action Plan, please identify your actual net new hires for 2006-07. The ministry appreciates that accurate data on net new hires for 2007-08 may not be available until late fall. As such, please identify your planned net new hires for 2007-08.

Actual New Hires in 2006-07		<u>Faculty / Academic</u>			<u>Student Services Staff*</u>		<u>Admin Staff**</u>
		Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Planned New Hires in 2007-08							
<b>Hires</b>	Planned 2006-07	134	57	1,228	29	n/a	189
	Actual 2006-07	121	68	1,228	29		189
	Planned 2007-08	104	41	Available in March 2008	50	Available in March 2008	242
<b>Retires / Departures</b>	Planned 2006-07	62	25	1,294	26	n/a	146
	Actual 2006-07	81	74	1,294	26		146
	Planned 2007-08	40	44	Available in March 2008	36	Available in March 2008	178
<b>Net New Hires</b>	Planned 2006-07	72	32	66	3	n/a	43
	Actual 2006-07	40	(6)	66	3	2	43
	Planned 2007-08	64	(3)	Available in March 2008	14	Available in March 2008	64

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

\*\*For admin staff definition, please refer to the administration & general functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report.

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

If applicable, please explain variance between the proposed and actual 2006-07 net new hires.

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

**Student Success: Student Retention Rates**

York University is striving to increase overall retention rates of all students. As agreed in the 2006 Multi-year Action plan, York continues to participate in the Consortium on Student Retention Data Exchange (CSRDE) and to report retention rates based on the CSRDE methodology. In the figures that follow we present York's retention rates according to that methodology.

Pursuant to your approved Multi-Year Action Plan, please report on the retention target proposed by your institution for 2006-07, and your achieved rate.

	<b>Proposed 2006-07 Retention Target</b>	<b>Retention Rate Achieved</b>	<b>Explain Variance between Proposed and Achieved Results (if applicable)</b>
Retention of New First year students, 1 year later	Maintain or improve Fall 2004 result of 88.4%	87.9%	See below for a detailed analysis of results
Retention of New First year students, 2 year later	Maintain or improve Fall 2003 result of 84.1%	81.4%	See below for a detailed analysis of results

Note: The time frame relates to the year of the incoming class. One year later results for the Fall 2004 cohort reflect the retention rate of those who entered in Fall 2004

The time series of CSRDE results can be seen below. While retention rates have been improving significantly since 2000, we have seen some weakness in the overall year 1, one year later retention rate over the last two reporting cycles. In response to these year over year shifts in retention, a group was convened to more fully investigate the changes in retention over time and determine best practices to facilitate future improvements.

The analysis provided two key findings, both of which can be seen in the charts below.

1. The so-called “double cohort” students have been retained at a much higher rate than the students who came both before and after. The success of this particular cohort of students masks the longer term, increasing trend of retention at York. This can be best seen in the chart below that compares the retention rate of Fall 2003 (double cohort students) to that result of the students who came one year later.
2. The retention rates of non-traditional students (called 105s) that include mature students, students transferring into university from non-university higher education institutions, and part-time students is significantly different from that of more traditional students who come to university directly from secondary school (called 101s). Moreover, the 105 group exhibits pronounced variation in retention rates over time – a statistical consequence of the inherently high risk nature of this group. Even though retention rate variability over time appears to be decreasing for non-traditional students in upper years – which is further evidence of improving retention outcomes – York University is not complacent and continues its work to understand, mitigate and ultimately defeat the risk factors associated with non-traditional pathways to university education.

This is an important result in particular for York University because we are committed to meeting the needs of university students following non-traditional pathways. We believe that these students deserve opportunities to avail themselves of the benefits of a high quality university education, and thus York University admits a greater proportion of such students relative to all other Ontario universities including, other GTA universities.

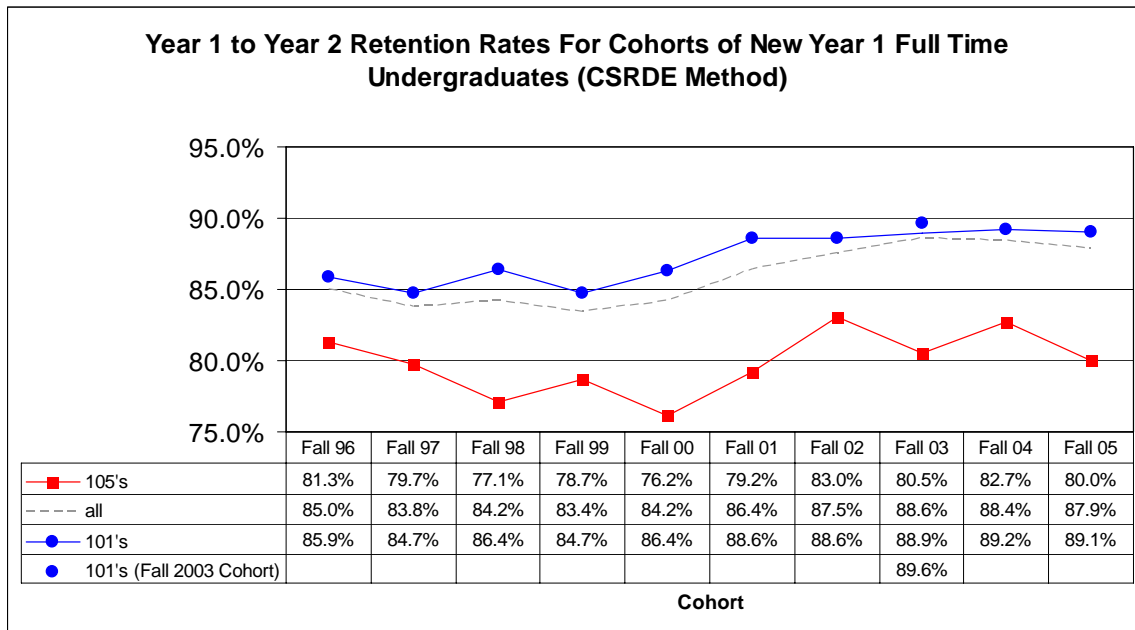
**Figure 1**


Figure 1 presents “year 1 to year 2” retention rates, highlighting the stable retention rates of students from secondary school (101’s), the exceptional retention rate associated with the Fall 2003 cohort of 101’s and the improved, but highly variable, retention rates of students from other sources (105’s).

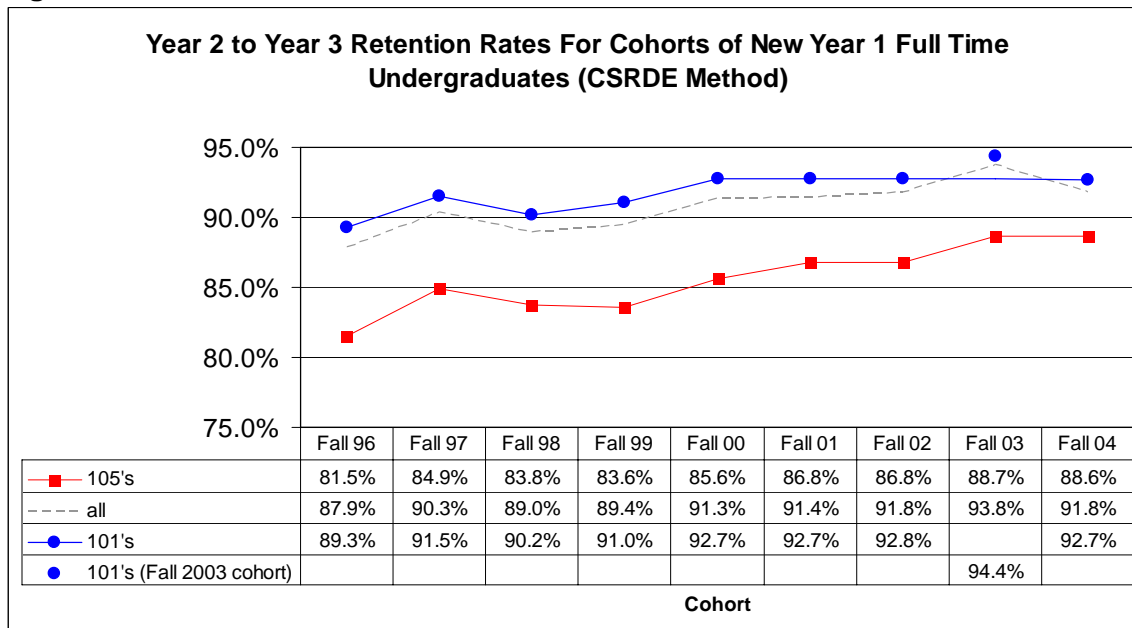
**Figure 2**


Figure 2 presents “year 2 to year 3” retention rates, again highlighting stable retention rates for 101’s, the stellar performance of the Fall 2003 cohort of 101’s, and the impressive gains made in the retention rates amongst 105’s since the Fall 1999 cohort.



## Student Success: National Survey of Student Engagement

York's University Academic Plan (UAP) identifies the Student Experience as an academic priority for the University. To this end, York has participated in the National Survey of Student Engagement (NSSE) in 2004, 2005 and 2006. In 2007, York did not participate in the full NSSE survey but piloted the Beginning College (University) Survey of Student Experience (BSSE). The BSSE asks students about their student engagement experiences in secondary school and gauges expectations for their first year of university study. When paired with the full NSSE survey, the BSSE will provide a powerful tool to examine the first year university experience. York is participating again in BSSE this summer and will participate in the full NSSE again with all other Ontario Universities in Winter 2008.

Over the course of the 2006/07, York analyzed the three cohorts of previously collected NSSE data and consulted widely about the type of student experience that York wants to provide its students and how NSSE can help us achieve these goals. Not surprisingly, the main finding of this process was that York is a diverse environment with a diverse student body which leads to a diverse set of student experiences.

A NSSE steering group has been struck to review the feedback collected to date and to develop a NSSE framework that best reflects the York Student Experience. The group is chaired by York's new Associate Vice-President, Academic Learning Initiatives and includes the Vice-President Students as well as members from the Office of the Vice-President Academic and the Office of Institutional Research and Analysis. The group will be releasing a discussion paper early in the Fall. The discussion paper will work towards identifying a key set of NSSE benchmarking questions that will be tracked over time. The benchmark questions will encompass a broad sweep of topic areas, ranging from specific questions that have the potential to be affected by new short-to-medium term strategies, to longer more complex questions that reflect a student's cumulative experience at York.

Questions in the former category will be selected using well known criteria in the literature on teaching and learning. For example, Chickering and Gamson's Seven Principles of Good Practice in Undergraduate Education (encourages contact between students and faculty, develops reciprocity and cooperation among students, encourages active learning, gives prompt feedback, emphasizes time on task, communicates high expectations, and respects diverse talents and ways of learning.) and Bob Sharpe's citation of practices associated with deep or transformative learning, such as exercising higher order, integrative and reflective skills.

Questions in the latter category include capstone questions such as how do you rate your overall experience at York University? And to what extent did your experience at York University contribute to your development of a personal code of values and ethics? While the results to these questions cannot be affected by a single program, they represent higher order university outcomes to which York aspires. And as such, they deserve to be tracked and reported over time.

Ultimately, the final list of questions selected will be determined by the York community. And the results will be widely distributed on York's web site.

In the interim, York results from the 2004, 2005 and 2006 NSSE surveys can be found at [www.yorku.ca/oira/reports.html](http://www.yorku.ca/oira/reports.html).

York's Multi-year Action Plan and York's Multi-Year Action Plan Report Back documents can be found at: <http://www.yorku.ca/presidnt/news/index.html>

If the Action Plan is moved to another location on your web site, please provide the ministry with an updated link.

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