

Multi-Year Accountability Agreement Report-Back

University:	YORK	Year:	2008-09
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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. 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.

As in previous years, MTCU will withhold a portion of your institution's yearly allocations until the completion of the annual Report-Back review and confirmation that your institution is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

MYAA Transition Year 2009-10

As outlined in the MTCU memo to colleges and universities dated March 31, 2009 the MYAAs have been extended into 2009-10 in order for the government and its postsecondary education partners to transition into a re-aligned accountability framework that reflects the future directions for the system in 2010 and beyond.

The expectation for the transition year is that institutions will maintain their commitments for access, quality and accountability as outlined in the original agreement. This includes reporting enrolment through the established protocol (reflecting updated graduate and medical expansion targets), providing information to assist the Higher Education Quality Council of Ontario (HEQCO) with its research on access and quality, continued participation in student engagement and retention measures and compliance with the Tuition Fee Framework and the Student Access Guarantee.

MTCU does not require your institution to set additional targets in 2009-10. The attached Report-Back Template provides space for you to identify how your institution-specific access and quality improvement strategies for 2006-07 to 2008-09 will be extended, consolidated and/or best practices applied in 2009-10. You are also asked to outline how you will continue to monitor the impact of these access and quality improvements over the transition year. You will find appended to this Report-Back Template a summary of consolidated access and quality improvement strategies developed from the previous Report-Back years. The expectation is that by strategically aligning activities and focusing on evaluation of outcomes that your 2009-10

year will provide the basis for your institution to develop a new Multi-Year Action Plan with corresponding targets in 2010.

University Specific Mission and Objectives

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

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

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

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

Increased Participation of Under-Represented Students — Measurement

As stated in the MYAA, the ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns.

To assist with these efforts, please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups. The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. To the extent that you are able to do so,

eliminate any double-counting in the column, “Total Number Self-Identifying as Member of Under-represented Group”.

Measurement Methodology (including description)	Student Groups in Your Student Population			Total Number Self-Identifying as Member of Under-represented Group	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities		
	#	#	#		
NSSE – Survey of 1 st and final year students	2% of 1 st year students	44% of 1 st year students	n/a	44%	401 1 st year students
	<1% of final year students	42% of final year students		42%	533 final year students
Students Registering with York’s Disabilities Office	n/a	n/a	2,196	n/a	n/a
Students Registering with York’s Aboriginal Resource Centre	161	n/a	n/a	n/a	n/a

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

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

Increased Participation of Under-Represented Students — Programs/Strategies

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

Enhanced Services for Students with Disabilities.

Enhanced services for students with disabilities will ensure that York will continue to be an Ontario leader in providing special needs services to our community. We continue to work towards expanding 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 and at-risk 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. Examples of the many outreach programs include:

- *York Summer Literacy*: Students preparing to enter Grade 10 who have been identified by teachers and guidance councillors spent two weeks in the summer semester working with

York's teacher candidates working to improve literary skills. Now called the "Readers to Leaders" program.

- *York Summer Arts*: Students from the community participate in the design, development and successful completion of a large art installation.
- *Advanced Credit Experience (ACE)*: This program provides senior secondary school students the opportunity to enrol in university credit courses at no cost while they were completing their high school program.
- *York Youth Connection*: The program is targeted to elementary school students who use York University facilities and their families who attend special events. The goal is allow the community to become familiar with the campus and its resources.
- *York Sport Camps*: Targeted to students in Grades 4–6, ages 10–12, York's Sport Camps provide access to facilities and faculty/student athletes for in-depth training in soccer, basketball, creative Arts and fitness camps.
- *Readers to Leaders*: Readers to Leaders is a literacy enrichment program that provides high school students in grades nine and ten with the opportunity to build motivation and confidence while developing reading, writing, listening, speaking and test-taking skills.
- *York/Seneca Summer Science and Technology Program*: SS&TP is an intensive five week program offering secondary school students from the Jane and Finch communities on the job training, workplace skills and familiarity with the worlds of employment and postsecondary education.
- *Summer Arts*: This program offers high quality arts enrichment for elementary students in the community surrounding York at no cost to the families. The program aims to increase opportunities for post-secondary education, particularly in the fields in the Fine Arts, including dance, drama, music and visual arts.
- *Westview Alumni @ York (WAY) Mentoring*: WAY is a group of Westview alumni studying in upper years at York who help new students transition from secondary school to university. The objectives of the WAY Mentoring program are: 1) To increase mentees' academic and personal achievement, raising their likelihood of success in their first year of university ; 2) To strengthen mentors' leadership skills and give them the opportunity to give back to their community; 3) To assist mentors financially by providing much needed part-time employment.
- *Home and School Learning at Firgrove Model School*: Featured a series of after-school and weekend discussion forums for teacher researchers, students and parents/caregivers regarding issues such as home and school literacy supports, authority and learning, bullying, and homework and equity policies.
- *Math Experience Camp*: A 6 day summer program targeting elite math students from Oakdale Park and Elia MS ran for the first time for 6 days in July and August.
- *The Festival of the Arts - Choral Concert Project* partnered for the second year with Art of Jazz and Share the Music in a year long choral music program aimed at nurturing artistic excellence in young people and ensuring the perpetuation of jazz as an art form in Toronto.
- *Promoting Excellence*: This program is designed to both help students develop the skills needed to be successful at secondary school, and to provide the social support necessary to make a smooth transition. It is expected that increased academic success will improve students' self esteem and help them to envision a future that includes post secondary education or training.
- *After School Programs*: Twelve programs covering a wide range of arts and recreation activities successfully provided arts enrichment, recreation and academic and personal management skills in local elementary schools. Participants enhanced literacy and numeracy

skills, explored creativity, developed confidence and risk taking, and learned positive social and life skills.

- *Higher 5*: A full day of activities for grade 5 students to visit York and learn about postsecondary opportunities.
- *Mentoring programs*: The Westview Partnership collaborates with a number of organizations both within and outside York University to offer many high quality mentoring programs for young people in the Jane-Finch community. Partnerships with the School of Nursing and the School of Kinesiology in the Faculty of Health, with the Homework and Study Club at Driftwood Community Centre, with a group of lawyers from the federal Department of Justice, and with Women in Leadership at Schulich School of Business, provide specialized mentoring for approximately 150 students.

Expanded on- and off-campus programming for aboriginal students.

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

Build on our leadership role in providing education to first generation students.

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

Introduce new academic programs to recruit increased francophone enrolment at Glendon.

We are working on the development of a new Centre of Excellence for Francophone and Bilingual Education at Glendon College. The new Centre will see the introduction of a new French-language Concurrent Bachelor of Education program along with new graduate programs in Public Affairs and International Studies and create more space for French-language college students to complete a university degree. New programming is already being offered and a \$20 million capital investment in early 2008 is helping to provide the required infrastructure to support these initiatives. The Centre is expected to be fully realized by about 2012, serving the needs of about 650 additional students.

Build on student financial support services.

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



Ontario

Ministry of Training, Colleges and Universities

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result 2008-09	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Outreach	To maintain or increase participation rates. <u>2006-07 results:</u> Summer Literacy: 21 Summer Arts: 96 (07-08 target is 85) Advanced Credit Experience (ACE): 32 Youth Connection: 267 Campers Sports Camps: 300 Students	To maintain or increase participation rates. <u>2007-08 results:</u> Summer Literacy (Readers to Leaders): 65 Summer Arts: 85 Advanced Credit Experience (ACE): 57 Youth Connection: 227 Campers Sports Camps: 331 Students	 60 84 56 272 262	 For many programs, small variation between the target number of participants and the actual number applying for participation is normal and beyond the control of the program administrators. Other programs experience wide fluctuations year-over-year that again are hard to control. In 2008-09 the Youth Connection program showed much stronger participation relative to the previous year, whereas sports camps participation was reduced. York continues to track participation in all its outreach programs.
Other Outreach programs	Develop and expand our portfolio or outreach programs	<u>2007-08 results:</u> Summer Science and Technology program (SS&TP): 17 Promoting Excellence: 75 Math Experience: 21 Westview Alumni @York: 26 Higher 5: 325 Home and School: 45 families	 11 100 22 60 0 45 families	 Enrolment in SS&TP has been adjusted downward due to difficulties in recruiting faculty and staff to supervise summer students. Strike precluded space & time to deliver the Higher 5 program in 2008-09.



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Strategy / Program	Indicator	Proposed Result	Achieved Result 2008-09	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
		Learning at Firgrove Model School: 100 parents and children Mentoring programs: 50 Festival of Arts: 240 Triangle of Hope: 30 After School Programming in conjunction with schools, community groups and artists: 600	100 children 150 250 34 1100	
All Outreach	Participation across all outreach programs	Maintain or increase participation (2007-08 result: 1690)	2400	Despite small variations in some programs we are please to continue and expand our outreach efforts in our local area. This is in no small part due to the continued funding from MTCU's First Generation Grant. 2009-10 is the final year of the five year funding envelope. We look forward to discussion the future of this funding envelope over the course of the up coming year.
Orientation	Participation rates of Parents (approx. 8000 students & 800 parents participated in 2006)	To maintain or increase participation rates. (2007-08 result: 8,500 students and 1,900 parents; 2006-07 result: 8,200 students and 1,200 parents)	:8,900 students and 2,100 parents	
Recruitment	Participation rates of students from under-represented Groups. 2005-06 Benchmark: First Generation: 43% of 1 st and 4 th year students; 2006-07 result : 40.9% 1 st year and 45.3% 4 th year)	To maintain or increase the number of students from under-represented groups. 2007-08 Result: First Generation: 43.6% 1 st year and 42.0% final year	44% 1 st year and 42% final year	



Strategy / Program	Indicator	Proposed Result	Achieved Result 2008-09	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
	Students with Disabilities: 2005-06 benchmark: 2,900 self-identified; 2006-07 result: Over 2,900	Students with Disabilities: 2,153	2,196	
	Aboriginal: 2005-06 Benchmark: 2% of 1 st and 4 th year students; 2006-07 result: 2% of 1 st and 4 th year students	Aboriginal: 2% of 1 st year, < 1% final year	2% of 1 st year, < 1% final year	
	Students registering with Aboriginal Services	150	161	

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1.	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.
2.	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.
3.	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

	<p>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>
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Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through feedback, surveys, tracking participants' progress, etc.).

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	<p>We propose to continue monitoring the number of FGS students participating in York's array of outreach and support programs and aim to maintain or increase participation across these programs as a whole, and report on these programs annually.</p>
2.	<p>As part of our ongoing collaborative efforts with MTCU to serve the needs of students with disabilities, York University provides MTCU with an Annual Report on programs aimed at meeting the needs of students with disabilities (including improved participation in university studies) and we will continue this practice of monitoring, evaluating and reporting to MTCU on these programs via that mechanism.</p>
3.	<p>York's Aboriginal Post-secondary Education and Training Plan 2009, already tabled with MTCU earlier in 2009, identifies numerous measures by which outcomes will be monitored and evaluated, including outcomes in the areas of access and recruitment, retention, success and satisfaction, and leadership returns.</p>

2008-09 Student Access Guarantee

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2008-09, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2008-2009 Student Access Guarantee Guidelines.

	<u>Yes</u>	<u>No</u>
<p>The institution met students' tuition/book shortfall in allocating financial aid, as set out in the <u>2008-2009 Student Access Guarantee Guidelines</u></p>	X	

Please complete the following table, using the most recent available year-to-date information from your institution's 2008-09 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	4,111,392	1,588
Other SAG Expenditure to Supplement OSAP	7,525,866	6,148

Total	11,637,258	7,736
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Date screen was last updated: 23 / 07 / 2009

2009-10 Student Access Guarantee

As an extension of the commitments made under the original Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2009-10 Student Access Guarantee Guidelines. Please complete the following template to update the strategies and programs that your institution will use in 2009-10 to participate in the Student Access Guarantee initiative.

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

	International MBA: TNL MBA, TNL MBA2 Master of Public Admin: MPA, MPA2
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.	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.
Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.	To date York has not received a single appeal regarding the tuition/textbook shortfall. Those who might indicate that they still have financial need would be reviewed again by members of the Office of Student Financial Services, including at least one new member who was not part of the original decision. It should also be noted that a Student Advisory panel has been established to assist the Student Financial Services office to provide advice on budgets and information needs of students.

B. QUALITY

Quality of the Learning Environment

Quality of the Learning Environment

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

York's Continued Quality Improvements to the Student Learning Environment

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

Libraries: acquisitions, study spaces & programs

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

Academic writing programs

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

International and local internship & exchange opportunities

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

Experiential education opportunities

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

Centre for Support of Teaching

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

Counselling & Development Centre programs & workshops

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

Classroom technology & wireless presence on campus

Along with the significant changes with the new network technologies and infrastructure that have been brought into the classroom, Computing Network Services (CNS) at York have ensured that the introduction and expansion of wireless network services have responded to the rapidly changing demands of the community by increasing wireless from 100 access points in 2003-2004 to 880 at end of 2008-09 (York now has 933 access points in operation).

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Tenure Stream Faculty	Increasing the number of Faculty and Librarian Tenure-Stream Complement	2008-09 target: 1,470 (2007-08 target: 1,435, result: 1,445; 2006-07 target: 1,383, result: 1371)	1,470	
Student Faculty	Maintaining or Improving Student :	Maintain or improve ratios		



Ontario

Ministry of Training, Colleges and Universities

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Ratio	<p>Faculty Ratios 2005 Benchmarking Info: Undergrad Student : Faculty Ratio including both Full-Time / Part Time Faculty – 16.9 including teaching assistants and 19.7 excluding</p> <p>Student : Faculty Ratio including Full-Time Faculty Only – 30.6 for undergraduate, 2.6 for graduate and 33.2 for total student</p> <p>Student : Faculty Ratio including Tenured and Tenure Stream Faculty Only – 33.7 for Undergrad, 2.6 for graduate and 36.6 for total Student</p>	<p>2007-08 results:</p> <p>2007-08 result: 15.1 including teaching assistants and 18.2 excluding; 2006-07 result: 16.5 including TAs and 19.2 excluding</p> <p>2007-08 result, including full-time faculty only: 28.2 for undergraduate, 2.8 for Graduate and 31.0 for all students; 2006-07 result: 29.7 for undergraduate, 2.7 for graduate and 32.4 for all students</p> <p>2007-08 results, including Tenured and Tenure Stream Faculty only: 30.7 for undergrad, 3.1 for graduate and 33.8 for all students; 2006-07 results: 32.7 for undergrad, 3.0 for graduate and 35.6 for total students</p>	<p>2008-09 results:</p> <p>15.4 including teaching assistants and 18.0 excluding;</p> <p>2008-09 result, including full-time faculty only: 27.9 for undergraduate, 2.9 for Graduate and 30.8 for all students;</p> <p>2008-09 results, including Tenured and Tenure Stream Faculty only: 30.0 for undergrad, 3.2 for graduate and 33.2 for all students;</p>	<p>The slightly increased graduate student:faculty ratios are an expected consequence of a planned expansion in graduate enrolments. These ratios are being managed in that context and will improve over time.</p>
Average Class Size	<p>. Average class size for the primary meeting (normally a lecture) in each course by year level.</p> <p>2005 Benchmarking Info: 83.2 at 1st year level, 62.0 at 2nd year level, 37.3 at 3rd year level, 20.4 at 4th year level</p>	<p>Maintain or reduce sizes of primary class meets.</p> <p>2007-08 results: 81.8 at 1st year level, 60.0 at 2nd year level, 34.8 at 3rd year level, 20.9 at 4th year level</p> <p>2006-07 results: 81.3 at 1st year level, 61.7 at 2nd year level,</p>	<p>2008-09 results: 86.0 at 1st year level, 60.9 at 2nd year level, 34.0 at 3rd year level, 20.8 at 4th year level</p>	<p>In 2007-08 and 2008-09 York University achieved greater than expected first year enrolments, leading to temporary increases in class sizes for first and second year students in 2008-09. York continues to monitor and manage class sizes to ensure a high-quality learning environment for its students.</p>



Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
	Percent of time in classes of < 30 students. 2005 Benchmarking Info – 28.8% at 1 st year level, 27.5% at 2 nd year level, 29.9% at 3 rd year level, 45.7% at 4 th year level	36..4 at 3 rd year level, 21.4 at 4 th year level Maintains or increase the percentage. 2007-08 Results: 27.0% at 1 st year level, 28.6% at 2 nd year level, 31.4% at 3 rd year level, 48.0% at 4 th year level; 2006-07 result: 29.4% at 1 st year level, 28.7% at 2 nd year level, 29.6% at 3 rd year level, 46.4% at 4 th year level	2008-09 Results: 30.7% at 1 st year level, 30.9% at 2 nd year level, 32.5% at 3 rd year level, 49.7% at 4 th year level;	

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your quality improvement strategies will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1.	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.
2.	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.
3.	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 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.
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Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through NSSE, KPI's, CGPSS or CSRDE):

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	York University will continue to monitor student:faculty ratios, particularly student:full-time faculty, in order to ensure a high-quality learning environment.
2.	Relevant monitoring and evaluation plans for projects related to student space enhancements will be developed after specific projects have been identified. One key project will be to finalize and expedite plans to develop a new Learning Commons on the second floor of Scott Library. This area could include more student seating and create a greater variety of learning environments that will facilitate learning, interaction, collaboration, group study and teaching, with the larger goal of enhancing student academic success. Appropriate indicators of student space availability and use will be identified once project plans are in place.
3.	It is expected that the Provostial White Paper and subsequently York's new University Academic Plan will describe strategic directions for York University and form the basis for the extension and consolidation of initiatives aimed at ensuring high quality learning environments for all York students. Monitoring and evaluation practices will be designed as appropriate given the specific initiatives that are developed at that time.

Net New Hires

Referring to your approved Multi-Year Action Plan, please identify your planned and actual net new hires for 2008-09. In 2009-10, the ministry is seeking information on annual net new hires according to your institution's established definitions for full-time tenured, full-time limited term and part-time. The ministry appreciates that accurate data on net new hires for 2009-10 may not be available until late fall. As such, please identify your planned net new hires for 2009-10.

Actual New Hires in 2008-09 Planned New Hires in 2009-10		Faculty / Academic			Student Services Staff*		Admin Staff**
		Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Hires	Planned 2008-09	70	67	n/a	47	n/a	261
	Actual 2008-09	69	68	n/a	47	n/a	261
	Planned 2009-10	22	20	Available in March 2010	53	Available in March 2010	277
	Planned 2008-09	43	85	n/a	52	n/a	208



Actual New Hires in 2008-09 Planned New Hires in 2009-10		Faculty / Academic			Student Services Staff*		Admin Staff**
		Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Retires / Departures	Actual 2008-09	44	84	n/a	52	n/a	208
	Planned 2009-10	68	38	Available in March 2010	50	Available in March 2010	202
Net New Hires	Planned 2008-09	27	(18)	1,300	(5)	1.4	53
	Actual 2008-09	26	(16)	1,334	(5)	1.4	53
	Planned 2009-10	(46)	(18)	Available in March 2010	3	Available in March 2010	25

* 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.

If applicable, please explain variance between the proposed and actual 2008-09 net new hires.

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.

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please report on the 2008-09 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
One year later	Maintain or improve fall 2006 Cohort: 87.9%	fall 2007 Cohort: 86.8%	York University is closely monitoring its retention rates, both for the University as a whole and for specific populations at risk. Subsequent to the Fall 2003 cohort of undergraduate students, retention rates have been edging lower, and we are

			actively seeking to understand and mitigate this downward trend. See the notes
Two years later	Maintain or improve fall 2005 cohort: 81.1%	fall 2006 Cohort: 80.8%	See above.

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

York continues to participate in the Consortium on Student Retention Data Exchange (CSRDE) and to report retention rates based on the CSRDE methodology. Additionally, York is undertaking research aimed at 1) providing a quantitative characterization of the various factors that are associated with undergraduate retention and attrition; and 2) developing methods to identify, as early in an academic session as possible, York students who may be at risk of leaving their university studies, either on a temporary or permanent basis. Results from this analysis suggest that institution-wide assessments of stop-out risks and individual-level stop-out risk assessments may be generated from the same analysis, allowing for a coordinated view of forces affecting retention rates and the effect of institutional responses to those forces (i.e. the effectiveness of interventions). The methods are currently being tested.

Furthermore York is participating in the development of a multi-institution project, supported by HEQCO, aimed at further development of practical analytical tools for assessing retention risks, identify students-at-risk, and evaluate the efficacy of retention practices.

MYAA Transition Year 2009-10

In 2009-10 your institution is asked to continue to participate in the Consortium on Student Retention Data Exchange (CSRDE). Pending advice from HEQCO on the development of student retention measures and targets, we also ask that you continue to track student retention in 2009-10 according to your institution's established practices.

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

York will continue to participate in the Consortium on Student Retention Data Exchange (CSRDE) and to report retention rates based on the CSRDE methodology. Additionally, we will continue our efforts aimed at identifying populations- and students-at-risk, as well as retention intervention design and evaluation.

C. ACCOUNTABILITY

MYAA Report-Back 2008-09

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space:

<http://www.yorku.ca/presidnt/news/MYA/MYA%20page.html>

This 2008-09 Report-Back document constitutes part of the public record, and as such, should also be made available on your institution's web site. Please ensure that this document is posted at the same location as your Multi-Year Action Plan and 2007-08 Report-Back.

MYAA 2008-09 Report-Back Contact	
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