

2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	York University
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

As in previous years, the Ministry will withhold a portion of **York University's** 2011-2012 allocation until the completion of the Minister's review and approval of **York University's** 2010-2011 MYAA Report Back.

PRE-POPULATED DATA CONTAINED IN THE 2010-2011 MYAA REPORT BACK

Where possible, the Ministry has pre-populated the 2010-2011 MYAA 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 reporting process. All of the pre-populated data in the 2010-2011 MYAA Report Back has been collected from confirmed institutional, ministry, or third party sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY VIA MYAA WEBSITE

The deadline for **York University** to complete and submit the 2010-2011 MYAA Report Back to the Ministry exclusively via the MYAA Web space is **September 30, 2011**. Please ensure that **York University's** completed 2010-2011 MYAA Report Back has Executive Head or Board of Governors approval prior to submitting the completed Report Back to the Ministry. The 2010-2011 MYAA Report Back will constitute part of the public record and, as such, must be made available on **York University's** website. Please ensure **York University's** completed 2010-2011 MYAA Report Back is posted at the same location on **York University's** website as its Multi-Year Action Plan.

CONTACT

For any questions regarding the 2010-2011 MYAA Report Back template, please email Arlene Woolley, Senior Policy Advisor, Universities Unit, at Arlene.woolley@ontario.ca or telephone (416) 325-2877.

2010-2011 SYSTEM WIDE INDICATORS

The 2010-2011 MYAA Report Back continues to collect information on system-wide indicators and **York University's** progress related to access, quality and accountability, as outlined in its Multi-Year Action Plan.

The 2010-2011 MYAA Report Back will allow the Ministry to continue tracking progress on current key government initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives.

The 2010-2011 MYAA Report Back will highlight **York University's** activities, which contribute to maintaining or improving its results for each system-wide indicator.

The System-wide Indicators for 2010-2011 are:

- 1) Enrolment – Headcount
- 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
- 3) Compliance with the Student Access Guarantee (SAG) in 2010-2011
- 4) Participation in the Credit Transfer System
- 5) Class Size
- 6) eLearning
- 7) International
- 8) Supply Chain Compliance / Broader Public Sector Accountability Act
- 9) Space Utilization
- 10) College Student Satisfaction
- 11) Graduation Rate
- 12) Graduate Employment Rate
- 13) Student Retention
- 14) Quality of the Learning Environment
- 15) Ten percent Reduction in Executive Office Costs beginning in 2011-2012

1) Enrolment - Headcount*

*DEFINITION: Headcount is the actual enrolment for Fall 2010 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2010-2011 fiscal year.

York University reported to the Ministry the total Headcount enrolment in 2010-2011 = **40,941**.

The number of students aged 18-24 from the total Headcount enrolment reported by **York University** to the Ministry for 2010-2011 = **32,515**.

The number of students aged 25+ from the total Headcount enrolment reported by **York University** to the Ministry for 2010-2011 = **5,149**.

The number of students under the age of 18 enrolled at **York University** in 2010-2011 = **67**.

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

A large number of our students live and work in the GTA and are enrolled at York on a part-time basis; in 2010-11 there were 8,595 part-time, eligible-for-funding students enrolled at York, and we remain committed to meeting the needs of this important group of students.

Please provide one or more examples, in the space provided below, of highlights from **York University's** Enrolment Management Plan that **York University** used during 2010-2011 to manage enrolment.

York University remains committed to responding to demographic changes in the Greater Toronto Area and will continue to monitor population growth patterns and respond should appropriate resources become available. The Provostial White Paper* - released in April 2010 – communicates York's intention to manage enrolment strategically in order to promote research intensiveness and balance across disciplines. 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, which is 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.

* <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 (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.

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 Full-Time <i>Students with Disabilities</i> at York University who registered with the Office for Students with Disabilities and received support services in 2010-2011= 2,036</p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) 2,036 ÷ 40,941 (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = 4.9%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at York University who registered with the Office for Students with Disabilities and received support services in 2010-2011 = 362</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at York University in 2010-2011= 11,156</p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) 11,156 ÷ 40,941 (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = 27.25%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at York University in 2010-2011 = 2,342</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at York University in 2010-2011= 103</p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) 103 ÷ 40,941 (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = 0.3%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at York University in 2010-2011 = 97</p>

* The space below is provided for **York University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students -

The proportion of students attending York University who are first generation students is estimated based on response data from York's academic services questionnaire for 2010-11.
This year York University introduced a change in reporting methodology regarding counts of currently registered full-time and part time students with disabilities. This change in methodology allows York to report these statistics with greater accuracy, but also results an apparent decline in the number of students with disabilities registered at York University when comparing 2010-11 data to 2009-10 data.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving York University's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving York University's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving York University's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>York has maintained and improved services for students with disabilities in several ways, including 1) expanded facilities and improved ease of access to online booking requests by students who require accommodated tests and exams; 2) expanded facilities and improved access to assistive technology hardware and software in a Assistive Technology Lab and in the Scott Library; 3) provision of training and information workshops to high school guidance counsellors and special education personnel regarding best practices for transition programming for students with learning, mental health, physical, sensory and medical disabilities who are considering attending postsecondary; 4) Project ADVANCE, a 6-week summer intensive transition preparatory program for graduating high school students with learning disabilities who intend to pursue postsecondary studies; 5) provision of a continuing series of “How do I?” workshops targeted toward students with disabilities on topics of relevance such as taking effective notes, reading for meaning, accessing financial assistance, and other topics.</p>	<p>While an estimated 27.25% of York students have parents without any PSE education, we estimate that between 47% and 53% of our students have parents with no <i>university</i> education. At these levels of participation, virtually all of York’s programming and services must implicitly take the needs of first generation students (FGSs) into account. Of particular note 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.</p>	<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> <p>The university has an aboriginal recruitment officer whose priority is to expand student and community knowledge of post-secondary options available and the pathways to admission for York in particular. To complement this, aboriginal focused recruitment and programming materials have been developed that highlight the dedicated programs, services, faculty and staff that are key components of aboriginal community at York.</p>

3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **York University** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

*NOTE: SAG data as of June 9, 2011

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$6,049,720	3,085
Other SAG Expenditures to Supplement OSAP	\$11,914,744	8,508
TOTAL	\$17,964,464	11,593

Did York University meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

Yes.

4) Participation in the Credit Transfer System

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

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2006	56,308	8,691	2,726	376
2007	57,122	9,703	2,467	395
2008	54,489	7,917	2,224	407
2009	50,725	8,816	2,000	409
2010	54,446	9,219	2,050	398

*Transfers from publicly assisted colleges in Ontario

NOTE: OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that:

- The transfer data set only includes those students who have applied to university through OUAC and have self identified on applications to OUAC;
- a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;
- 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 encourages **York University** to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, **York University** should report institutional data which includes data from OUAC and other sources.

Year	Ontario College Transfer Applications*	Ontario College Transfer Registrations*
2006	4,436	1,558
2007	4,298	1,576
2008	4,135	1,633
2009	3,968	1,597
2010	4,165	1,714

*Transfers from publicly assisted colleges in Ontario

*The space below is provided for **York University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Transfer applications and registrations - Institutional data

The data reported above include all undergraduate students entering as new students at York University who previously had been studying at an Ontario publicly-funded college. As such these data reflect more accurately the magnitude of college-to-university transfer activity at York University.

Please provide one or more highlights, in the space provided below, of an activity that **York University** used in 2010-2011 and which contributed to maintaining or improving **York University's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by the institution to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc), a success story and/or a key accomplishment in each of the following categories:

4.1) Expanding Transfer Pathways excluding collaborative degree programs without transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, projects to facilitate course-by-course transfer in General Arts and Science diploma programs, pathway projects to support university to university or college to college transfer, etc.)

York is already an established leader in providing opportunities and pathways for students to move between colleges and universities. York's policies make transfer credits available to *any* Ontario college student via an assessment based on program of study and student achievement. For example, aside from the many articulation agreements, collaborative agreements and joint programs between York University and various Ontario colleges, York offers a "block transfer credit system" via which most college programs and diplomas are assigned block transfer credit based on academic content and rigour of studies. Students who have completed at least two full semesters in an academic program at a College of Applied Arts and Technology (CAAT) or Institute of Technology and Advanced Learning (ITAL) in Ontario may thus be considered for transfer credits at York University.

York University is also a member institution of the Ontario Council on Articulation and Transfer (OCAT), and in 2011 the University began participating in several new, innovative projects coordinated by OCAT and funded by MTCU. These projects will explore and implement strategies to expand student pathways, create more seamless educational experiences and increase college-university collaboration. York's participation in these projects focuses on developing credit transfer opportunities in the fields of engineering, information technology, and journalism/public relations, as well as on a course-by-course basis in the arts and sciences.

4.2) Providing Support Services for Transfer Students (including student transition experience/activities and supports to promote student success)

York continues to enhance the wide array of services it provides to support smooth transitions to university life and promote student success. One example of this is the new Learning Commons, which was officially opened in October 2010. Among other benefits, the Learning Commons brings together in a highly accessible, central location a variety of services previously scattered across campus, including research, writing, and learning skills support. An integrated team of librarians, tutors and other professionals – from the Library, the Writing Department and Learning Skills Services – offer support in the form of drop-in consultations, workshops and other programming to help students achieve their academic best.

Furthermore, the Provostial White Paper indicates York's commitment to develop, by September 2012, an "enhanced first year experience" that will help undergraduate students better understand university culture, promote connections between students and between students and faculty, and encourage a student's active engagement in their own learning. York's Academic Innovation Fund, which was initiated in 2010-11, supports several projects aimed at developing and implementing innovative support services for students transitioning to university life.

Many transfer students self identify as mature students, and are able to access the numerous services and supports offered by the Atkinson Centre for Mature and Part-time Students (ACMAPS). Open to anyone who feels that they will benefit from its services, ACMAPS is a resource for mature and part-time students from recruitment through to graduation. Centre staff are available to assist students in their transition to university studies and to help them navigate their York experience.

4.3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways

In addition to having stable and transparent credit transfer policies that we communicate clearly on the web and in print, York University establishes a physical, local presence on the campus of partnering Ontario colleges (e.g. Seneca, Centennial), in the form of a temporary credit transfer desk. These local desks operate as information portals regarding York's policies and processes, and also act as access points to these processes, helping interested college students understand the significant credit transfer opportunities offered by York and expediting the credit transfer assessment process. And through our participation in the innovative projects coordinated by OCAT and funded by MTCU, York is working to further improve transparency and access to information about credit transfer and transfer pathways.

5) Class Size*

Per the 2010 Common University Data Ontario (CUDO) report for Fall 2009, the percentage of *York University's* undergraduate class size for first entry* programs was:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	277	42.3%	282	36.7%	524	50.2%	639	78.3%
30 to 60 students	98	15.0%	186	24.2%	361	34.6%	164	20.1%
61 to 100 students	71	10.8%	171	22.2%	114	10.9%	8	1.0%
101 to 250 students	161	24.6%	114	14.8%	43	4.1%	2	0.2%
251 or more	48	7.3%	16	2.1%	2	0.2%	3	0.4%
Total	655	100.0%	769	100.0%	1,044	100.0%	816	100.0%

* First entry programs include - arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2010-2011, which contributed to maintaining or improving **York University's** class size initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Survey research – undertaken for York University by the *Strategic Counsel* in 2009 – 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, 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 is 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) that will help to address the issues that lie behind student concern with class size, particularly for lower year students. In 2010-11 York worked on 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.

6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the government announced the creation of a new Ontario Online Institute (OOI). In Spring 2010, the Ministry conducted a survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Ontario Online Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

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

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

Programs:

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

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

Course, Program and Registration Data

 Based on the definitions provided above, provide *York University's* eLearning data for 2010-2011:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	128	52
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing		
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format		
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	1	1
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing		
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format		
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	9,790	505
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing		
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format		

*The space below is provided for **York University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

At the present time, York University does not track the use of synchronous conferencing as a mode of course delivery.

Up to the present time, E-learning opportunities at York have been designed and offered at the course level, not the program level. Students are free to select from numerous traditional and e-learning courses while pursuing their program of studies at York, and therefore we do not usually identify specific programs as being e-learning-based. The two exceptions to date are an online Bachelor of Administration Studies and an online Master of Science in Nursing.

Hybrid Learning*

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

A Hybrid Learning program is a program in which 80% or more of its courses are hybrid learning courses.

In the space provided below, please highlight one example of **York University's** use of Hybrid Learning courses and/ or Programs

York is actively working to enhance its suite of hybrid learning courses. One example is a first year psychology course, in which approximately half of the lecture hours have been replaced with group collaboration sessions. Previously, students working on group projects had to find time/space on their own outside of class to meet and collaborate on their course projects, while face-to-face class time was devoted to listening to their instructor lecture. By recording instructor lectures as podcasts accessible through the course website, it becomes possible to reverse the situation - students listen to lectures on their own outside of class when and wherever they wish, while project groups meet in the freed up lecture hours in the presence, and with the assistance, of the Course Director and TAs. Students also complete a weekly writing assignment on an electronic discussion board, a procedure that allows greater integration of the students' work into the tutorial discussion. Assignments previously completed outside of class and seen only by the instructor become an extension of the in-class discussion of the course material. Similarly the use of a course wiki allows the group projects to become part of the ongoing discussion in the course. Students can contribute to, edit, and comment on the group projects as they take shape over the course of the term.

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2010-2011, which contributed to maintaining or improving eLearning opportunities at **York University**. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

York's Provostial White Paper, released in 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. Subsequently, the Provost's E-learning Working Group recommended that York pursue a strategy emphasizing blended learning opportunities (courses combining online and face-to-face experiences, i.e. "hybrid learning") while at the same time increasing fully online course offerings in key areas. To that end, in 2010-11, eight innovative projects related to e-learning and technology enhanced learning received funding through York's \$2.5M Academic Innovation Fund. Project leaders have been provided with access to the support that they need, whether it be pedagogical or technological, and it is anticipated that after implementing and evaluating these projects, York will begin to identify prototypical approaches upon which an eLearning system can be built for the institution. Descriptions of these projects can be found at the following website: <http://aifprojects.yorku.ca>

7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **York University's** current top five source countries for International Students, as shown in International Enrolment section below) in which **York University** actively engaged in recruitment activities in 2010-2011:

York University continues to actively recruit exceptional international students from the following markets: China, India, Southeast Asia.

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **York University** had in 2010-2011:

- Outbound students* = 181

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

- Inbound students* = 310

*DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **York University** in 2010-2011 = \$46,200,000

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **York University** had outside of Canada in 2010-2011 = N/A

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **York University** delivers courses and/or programs abroad (outside of Canada) in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

	Source Country	Number of International Students	International Students from Source Country as a Percentage of <i>York University</i> Total Full-Time International Student Enrolment
1.	China	1,006	29.7%
2.	India	262	7.7%
3.	South Korea	221	6.5%
4.	Pakistan	146	4.3%
5.	United States of America	142	4.2%

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

7.2 Enrolment

In 2010-2011, **York University** reported to TCU the following top 5 source countries for international students:

York University reported to TCU that International Enrolment* in 2010-2011 = **3,391**

*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, excluding ESL students from abroad who are taking short-term language

Please provide **York University's** 2010-2011 Part-Time International Student Enrolment = **386**

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **York University** in 2010-2011 = 1,268

Please provide a highlight in the space provided below of an initiative, strategy or practice that **York University** used in 2010-2011 to create pathways for *International students* from **York University's** ESL programming to postsecondary studies.

The York University English Language Institute (YUELI) offers the Destination York program, which is designed to provide an intensive learning experience for university-bound for high school graduates overseas, principally in China. Students apply to both YUELI and York, and are admitted to both at the same time (with conditional admission to York undergraduate degree programs). Graduating high school students who are eligible to join Destination York are among a select group of high achievers who are motivated to improve their academic English skills. The program is comprised of two distinct parts: a very intensive 2-month English Language Program at YUELI, followed by immediate entry to a four-year undergraduate degree program at York University. Last year, over 200 students entered York degree programs via the Destination York (DY) program, and the results so far have been excellent, with DY graduates outperforming other international as well as domestic students in terms of grade point averages.

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

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2010-2011, which contributed to maintaining or improving **York University's** international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

York already has strong international recruitment initiatives in place through Admissions and 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.

8) Supply Chain Compliance / Broader Public Sector Accountability Act**SUPPLY CHAIN COMPLIANCE**

Effective April 1, 2010, Broader Public Sector organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have a Code of Ethics and Procurement Policies and Procedures in place within the university that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

York University confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **York University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

York University confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **York University** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

York University confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **York University** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

OECM purchase dollar amt required. \$0

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2010-2011, which contributed to maintaining or improving **York University's** supply chain management. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In previous years, 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 the visibility of the MGS' sourced contracts available to the broader public sector with relative ease of implementation.

*The space below is provided for **York University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Supply Chain Management and OECM purchases

York University has actively participated in the development and negotiation of OECM contracts, but to date we have found that contracts with other purchasing consortiums sponsored by the Ontario Government, including Ministry of Government Services contracts, have offered better value to York, and we do approximately \$10,000,000 per year in consortium spending. York is still actively participating in OECM ventures (presently desktop technology) with the intent of using OECM contracts should they at some point become a viable alternative for York.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities are to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through two new directives, establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including universities, to establish rules on perquisites.

BPS Procurement Directive

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

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

Given the proclamation date of April 1, 2011, **York University** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **York University** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **York University** adopted in 2010-2011 to prepare for compliance.

A Supply Chain Code of Ethics was adopted by the York University Board of Governors in 2010-11. Subsequently a Gap Analysis was prepared comparing the requirements of the Directive with existing York policies. The Gap Analysis confirmed substantial compliance with the twenty-five required standards of the Directive, with the exception of two – a vendor debriefing procedure and a bid dispute resolution process. A vendor debriefing procedure has been implemented and a bid dispute resolution process has been drafted with expected implementation by the end of October 2011. A new, required consulting framework has been drafted and an education process directed at the university community has commenced. Required policy changes have also been drafted and are moving through York's governance structure, with policy adoption expected by January 1, 2012.

BPS Expenses Directive

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

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

Given the proclamation date of April 1, 2011, **York University** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **York University** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **York University** adopted in 2010-2011 to prepare for compliance.

York University already had in place, prior to 2010-11, Board-approved policies regarding expense rules. In 2010-11 a Gap Analysis was undertaken to compare York's policies against the eight mandatory requirements of the Directive, and the analysis confirmed the need to clearly outline policies on alcohol and hospitality for contractors and external guests and to commence the requirement for receipts on per diems. Subsequent to this Gap Analysis, relevant policy changes were drafted and consultations within the university community regarding these policies are scheduled to take place during Fall 2011. Formal approval and implementation of the policy changes is targeted for January 2012.

BPS Perquisites Directive

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

Given that the effective date for compliance is August 2, 2011, **York University** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **York University** to attest that it is in compliance with this Directive.

9) Space Utilization

York University indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2010-2011, which contributed to maintaining or improving **York University's** space utilization. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In 2010-11 York University began implementing a multi-year strategic plan to transform Scott Library by repurposing existing space. The visionary plans 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, with Phase One officially opening in October 2010.

10) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **York University** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **64%** for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *definitely yes and probably yes* responses) at **York University** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **64%** for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **York University** uses to measure student satisfaction.

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 this research informed strategic planning at York and will help improve student satisfaction in the years ahead.

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2010-2011, which contributed to maintaining or improving student satisfaction at **York University**. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In the Fall of 2010, Provost Patrick Monahan announced the establishment of the Academic Innovation Fund (AIF) to provide an investment of \$2.5 million in support of innovation and change at York. Applications were invited for funding (up to \$200,000 each) to support new initiatives advancing York's strategic priorities in relation to teaching and learning and the student experience. From the 99 applications submitted, 39 projects, led by faculty, staff, and students, were awarded funding. Fifteen AIF projects are thematically located in the area of student experience and student success, sixteen of the projects involve innovations in experiential education, and another eight projects deal with innovations in e-learning and technology enhanced learning. Each of these projects is designed to positively impact student success and student satisfaction at York University. Detailed information on these projects can be found at the following website:
<http://aifprojects.yorku.ca>

11) Graduation Rate

Per the KPI results reported in 2010-2011, the graduation rate* at **York University = 73.9%***

*Percentage of 2002 Year 1 New to Institution Students Who Received a Degree during 2003-2009

Please provide one or more highlights, in the space provided below, of a **York University** activity in 2010-2011, which contributed to maintaining or improving **York University's** graduation rate initiatives. This 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. 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, 3) implementing these methods in pilot projects. This work was ongoing in 2010-11 and remains underway, and will continue to inform the work of the Retention Council.

12) Graduate Employment Rate

Per the KPI results reported in 2010-2011, the graduate employment rate, 6 months upon graduation, at **York University** = **92.15%**

Per the KPI results reported in 2010-2011 the graduate employment rate, two years upon graduation, at **York University** = **95.03%**

Please provide one or more highlights, in the space provided below, of a **York University** activity in 2010-2011, which contributed to maintaining or improving **York University's** graduate employment initiatives. This 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. To achieve this goal, numerous EE related innovation projects began at York in 2010-11, with the support of York's \$2.5M Academic Innovations Fund (AIF). For more information on the AIF go to the following website: <http://aifprojects.yorku.ca>

13) Student Retention

Using data from **York University's** Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide **York University's** achieved results for all years in the table below:

	Cohort 2006	Cohort 2007	Cohort 2008	Cohort 2009
1st to 2nd Year	87.9%	86.8%	86.8%	86.3%
1st to 3rd Year	80.8%	80.7%	79.2%	N/A

*The space below is provided for **York University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Full-Time Student Retention Rate

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.

Please provide one or more highlights, in the space provided below, of a **York University** activity in 2010-2011, which contributed to maintaining or improving **York University's** retention initiatives. This 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 2010-11 York began work on a HEQCO funded, multi-year project aimed at developing and piloting advanced data analytics techniques and approaches for the early identification of, and intervention with, undergraduate students at risk of leaving their studies at York prior to entering second year. In 2010-11 most of the work on this project involved exploring specific data mining and predictive modeling techniques for use in the project, and also a significant qualitative research study involving in-depth interviews with individuals who did not resume their studies at York past their first year. The result of the qualitative research study will be used to orient and frame subsequent discussions and collaborative decision-making regarding data capture, management, and analysis for the purposes of early identification of and intervention with students at risk of leaving their studies. This project is being conducted jointly with Carleton University, and is being undertaken at York in coordination with the activities of York's Retention Council, a body that 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.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2010-2011, which contributed to enhancing **York University's** learning environment for the three quality measure categories indicated below:

14.1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

In the Fall of 2010, Provost Patrick Monahan announced the establishment of the Academic Innovation Fund (AIF) to provide an investment of \$2.5 million in support of innovation and change at York. Applications were invited for funding (up to \$200,000 each) to support new initiatives advancing York's strategic priorities in relation to teaching and learning and the student experience, and many of these projects will impact the in-class experience of York's students. From the 99 applications submitted, 39 projects, led by faculty, staff, and students, were awarded funding. Detailed information on these projects can be found at the following website: <http://aifprojects.yorku.ca>

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

York is developing an "enhanced first year experience" that will help undergraduate students better understand university culture, promote connections between students and between students and faculty, and encourage a student's active engagement in their own learning. The creation and support of "student learning communities," including the use of block scheduling in first year, is one important strategy that is being explored. In 2010-11, numerous other innovative approaches to engagement began receiving support via York's \$2.5M Academic Innovation Fund.

In terms of work-learning opportunities, York is committed to a significant expansion of Experiential Education (EE) opportunities over the next few years. 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. In 2010-11, sixteen projects aimed at developing and implementing innovation in experiential education began receiving support via York's \$2.5M Academic Innovation Fund.

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

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. Phase One of this Learning Commons project was officially opened in October 2010 and subsequent Phases are underway. The Learning Commons is a new state-of-the-art student learning space that accommodates a variety of different uses: from group work to collaborative learning to individual study. At the heart of the Learning Commons are key academic supports and services offered by research, writing and learning skills professionals. Technologies to support learning are integrated throughout, including such things as Wi-Fi access, LCD panel displays and repositionable whiteboards.

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **York University's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **York University's** 2010-2011 budget for their executive offices.

By checking this box, **York University** confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

Attestation:

By checking this box, **York University** confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **York University's** Executive Head.

Contact:

Please provide the contact information for the representative at **York University** to whom public inquiries can be directed regarding **York University's** 2010-2011 MYAA Report Back:

- Name: Glenn Craney
Senior Policy Advisor to the President &
Executive Director, Office of Institutional Research and Analysis
- Telephone: 416-736-2100 ext. 70400
- Email: gcraney@yorku.ca

Please indicate the address on **York University's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

www.yorku.ca/president/MYAA