



**2013-2014 Report Back**

<b>Institution Name:</b>	<b>York University</b>
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**OVERVIEW**

The annual 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.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **York University's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **York University's** 2013-2014 Report Back is denoted with the symbol (+).

**1) Enrolment - Headcount\***

*\*DEFINITION: Headcount is the actual enrolment for Fall 2013 as of November 1, 2013 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2013-2014 fiscal year (enrolment reported in 2013-2014 remains subject to audit and/or correction).*

**York University** reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **39,903**<sup>(+)</sup>.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment reported by **York University** to the Ministry for 2013-2014 = **31,394**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment reported by **York University** to the Ministry for 2013-2014 = **7,642**.

Please indicate the number of students under the age of 18 (age as of November 1, 2013) from the total Headcount enrolment reported by at **York University** to the Ministry in 2013-2014 = **867**.

\* 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 2013-14 there were 8,075 part-time, eligible-for-funding students enrolled at York, and we remain committed to meeting the needs of the important group of students. For more information about York and its student population, visit <http://oira.info.yorku.ca/reports/>

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 2013-2014 to manage enrolment.

In 2013-14, York University developed a comprehensive Strategic Enrolment Management (SEM) Plan, set strategic enrolment directional goals, instituted enrolment contracts with each Faculty to meet specified targets, and identified mission critical strategies. Pan-university efforts were undertaken to: identify recruitment and retention opportunities and challenges within the Faculties; collect, analyze and share enrolment intelligence data; gather market research; investigate early alert systems; increase assessment capacity and develop evidence-based communications strategies. An online 'Student Self-Assessment' survey was developed to help new first year students reflect on and understand more about themselves as learners, specifically in relation to non-cognitive characteristics and skills that are related to academic success, including motivations for attending university, goal clarity, academic self-efficacy, personal and social resourcefulness and persistence and passion for long-term goals. Data from this survey will help inform numerous SEM initiatives at York.

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

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

*\*\*DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

*Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.*

*Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).*

*\*\*\*DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.*

\*NOTE: Please do not include International Students in the calculations below.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at <b>York University</b> who registered with the Office for Students with Disabilities and received support services in 2013-2014= <b><u>1,739</u></b></p> <p>The total indicated above as a comparative % of <b>York University's</b> 2013-2014 Enrolment Headcount: (Insert Total From Above) <b><u>1,739</u></b> ÷ <b><u>39,903</u></b><sup>(+)</sup> (2013-2014 Enrolment Headcount) x 100 = <b><u>4.4</u></b>%</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at <b>York University</b> in 2013-2014= <b><u>9,680</u></b></p> <p>The total indicated above as a comparative % of <b>York University's</b> 2013-2014 Enrolment Headcount: (Insert Total From Above) <b><u>9,680</u></b> ÷ <b><u>39,903</u></b><sup>(+)</sup> (2013-2014 Enrolment Headcount) x 100 = <b><u>24.3</u></b>%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at <b>York University</b> in 2013-2014 = <b><u>1,959</u></b></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at <b>York University</b> in 2013-2014= <b><u>129</u></b></p> <p>The total indicated above as a comparative % of <b>York University's</b> 2013-2014 Enrolment Headcount: (Insert Total From Above) <b><u>129</u></b> ÷ <b><u>39,903</u></b><sup>(+)</sup> (2013-2014 Enrolment Headcount) x 100 = <b><u>0.3</u></b>%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>York University</b> in 2013-2014 = <b><u>13</u></b></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 total number of full-time and part-time students with disabilities who registered with Disability Services at York in 2013-14 was 2,863 as reported in York University's annual report to the Ministry for the Accessibility Fund for Students with Disabilities.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving <b>York University's</b> initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by <b>York University</b> to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving <b>York University's</b> initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by <b>York University</b> to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving <b>York University's</b> initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by <b>York University</b> to be an innovative practice, success story and/or key accomplishment.</p>
<p>Highlights of activities in 2013-14 which contributed to maintaining or improving York University's initiatives for students with disabilities:</p> <p>1) We launched a demonstration project at York University that aims to enhance the transition process from high school to post-secondary education for students with Autism Spectrum Disorders. In addition to providing direct support for students with ASD at York University, project outcomes will be evaluated and findings shared with all post-secondary institutions in the Province of Ontario.</p> <p>2) We developed a "Virtual Tour of Support Services for Students with Disabilities". Available on York's Disability Services website, this online captioned video provides easy access to students with disabilities to learn about the campus supports available to them and the various locations on campus where they can be found. The online format makes the information more accessible to students who, due to the nature of their disabilities, may have difficulties attending in-person orientation events or retaining information that typically would be provided at those events.</p> <p>3) We continued to offer summer transition programming for students with disabilities to prepare students with various types of disabilities for the challenges of post-secondary education including: "Project ADVANCE" for</p>	<p>The Writing Centre continued to expand its services to first generation students and provided workshops and individualized support to students completing final papers/assignments. The writing support programs are central to the University's priority commitments to mediate structural discrimination, enhance accessibility, promote academic excellence, and stimulate student engagement in learning. Research is clear that such writing support improves students' academic self-confidence, student retention rates and student grades.</p> <p>The majority of students in York's Transition Year Program (TYP) are First Generation students, many of whom face additional barriers to participating in post-secondary education. TYP is a special access program for youth (19+) and adults who, due to various barriers, have not had an opportunity to finish high school and who do not have the formal educational credentials to qualify for university admission. The Program offers an intensive, two-term, full-time course of study leading to entrance to a selected York University degree program. In order to facilitate a smooth transition to full-time studies, TYP offers academic skills-building and 'introduction to campus culture' workshops as part of its expanded orientation programming in late summer.</p>	<p>Initiatives undertaken in 2013-14 to support York's aboriginal students include:</p> <p>1) Revamped and Expanded Aboriginal Sharing Circle - The Aboriginal Sharing Circle is York's Aboriginal Peer Mentoring program where upper year students and new students gather on a monthly basis to discuss academic, social and cultural supports. A total of 35 students were part of the program last year.</p> <p>2) Appointment of Academic Director - York recently appointed Professor Susan Dion as the Academic Director for Aboriginal Services. One of the responsibilities of this role is to build an inventory of curriculum with an indigenous focus and work with faculty colleagues who wish to include indigenous thinking in their course work.</p> <p>3) Writing and Learning Skills - In partnership with York's Writing Centre, a writing and learning skills instructor holds dedicated office hours and workshops in the Centre for Aboriginal Student Services.</p>



graduating high school students with learning disabilities, Attention Deficit Hyperactivity Disorder or Autism Spectrum Disorder, and "Head Start" for students with mental health disabilities.		
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### **3) Participation in the Credit Transfer System**

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

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2013.

<b>Year</b>	<b>Total Applications</b>	<b>Total Registrations</b>	<b>Transfer Applications*</b>	<b>Transfer Registrations*</b>
<b>2009</b>	50725 <sup>(+)</sup>	8816 <sup>(+)</sup>	2000 <sup>(+)</sup>	409 <sup>(+)</sup>
<b>2010</b>	54446 <sup>(+)</sup>	9219 <sup>(+)</sup>	2050 <sup>(+)</sup>	398 <sup>(+)</sup>
<b>2011</b>	57062 <sup>(+)</sup>	10228 <sup>(+)</sup>	2693 <sup>(+)</sup>	381 <sup>(+)</sup>
<b>2012</b>	55671 <sup>(+)</sup>	10632 <sup>(+)</sup>	2365 <sup>(+)</sup>	306 <sup>(+)</sup>
<b>2013</b>	57306	13075	1769	152

\*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;*
- *Information only includes full-time students applying and registering in the fall to the first year of a university program.*

The Ministry encourages **York University** to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, **York University** should report institutional data which includes data from OUAC and other sources.

Year	York University's Total Applications	York University's Total Registrations	York University's Transfer Applications	York University's Transfer Registrations
2012	55671(+)	10632(+)	3830(+)	1493(+)
2013	65256	12783	4966	1249

\*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.

In previous years, Total Applications and Total Registrations were reported based on Ontario University Application Centre (OUAC) data, and thus did not include those students applying directly to York University. Transfer Applications were reported based on the number of unique individuals applying to York, and did not take into account multiple applications from the same person, thereby under-reporting the true level of access to, and interest in, York programs on the part of Ontario college students. Data for 2013 represent all applications and registrations, including students who applied directly to York instead of through OUAC.

Using this new methodology York's data for 2012 is: Total Applications 66,186; Total Registrations 13,112; Transfer Applications 5,853; Transfer Registrations 1,491.





In the space provided below, please provide one or more highlights of an activity that **York University** used in 2013-2014, and which contributed to maintaining or improving **York University's** efforts to develop and enhance credit transfer. A highlight could be a strategy, initiative or program viewed by **York University** to be an innovative practice, success story and/or key accomplishment.

York is already an established leader in providing transfer pathways for students to move between colleges and universities. York's policies make transfer credits available to any Ontario college student via an assessment based on program of study and achievement. Aside from the many articulation agreements, collaborative agreements and joint programs between York University and various Ontario colleges, York offers a "block transfer credit system" via which most college programs and diplomas are assigned block transfer credit based on academic content and rigour of studies. Students who have completed at least two full semesters in an academic program at a CAAT or Institute of Technology and Advanced Learning (ITAL) in Ontario may thus be considered for transfer credits at York University. York University is also a member institution of the Ontario Council on Articulation and Transfer (ONCAT), and participates in several innovative projects coordinated by ONCAT and funded by MTCU. These projects are exploring and implementing strategies to expand student pathways, create more seamless educational experiences and increase college-university collaboration. York's participation in these projects focuses on developing credit transfer opportunities in the fields of business, engineering, information technology, and journalism/public relations, as well as on a course-by-course basis in the arts and sciences. 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 'credit transfer desk'. These local desks operate as information portals regarding York's policies and processes, and also act as access points to these processes, helping interested college students understand the significant credit transfer opportunities offered by York and expediting the credit transfer assessment process. And through our participation in the innovative projects coordinated by ONCAT and funded by MTCU, York is working to further improve transparency and access to information about credit transfer and transfer pathways.

#### 4) Class Size

Per 2013 Common University Data Ontario (CUDO) report for Fall 2012, **York University's** undergraduate class size for first entry\* programs:

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
<b>Fewer than 30</b>	247 <sup>(+)</sup>	36.4% <sup>(+)</sup>	244 <sup>(+)</sup>	34.4% <sup>(+)</sup>	581 <sup>(+)</sup>	54.9% <sup>(+)</sup>	648 <sup>(+)</sup>	76.3% <sup>(+)</sup>
<b>30 to 60 students</b>	124 <sup>(+)</sup>	18.3% <sup>(+)</sup>	184 <sup>(+)</sup>	26.0% <sup>(+)</sup>	300 <sup>(+)</sup>	28.4% <sup>(+)</sup>	167 <sup>(+)</sup>	19.7% <sup>(+)</sup>
<b>61 to 100 students</b>	81 <sup>(+)</sup>	11.9% <sup>(+)</sup>	152 <sup>(+)</sup>	21.4% <sup>(+)</sup>	121 <sup>(+)</sup>	11.4% <sup>(+)</sup>	26 <sup>(+)</sup>	3.1% <sup>(+)</sup>
<b>101 to 250 students</b>	177 <sup>(+)</sup>	26.1% <sup>(+)</sup>	117 <sup>(+)</sup>	16.5% <sup>(+)</sup>	54 <sup>(+)</sup>	5.1% <sup>(+)</sup>	6 <sup>(+)</sup>	0.7% <sup>(+)</sup>
<b>251 or more</b>	49 <sup>(+)</sup>	7.2% <sup>(+)</sup>	12 <sup>(+)</sup>	1.7% <sup>(+)</sup>	2 <sup>(+)</sup>	0.2% <sup>(+)</sup>	2 <sup>(+)</sup>	0.2% <sup>(+)</sup>
<b>Total</b>	678 <sup>(+)</sup>	100.0% <sup>(+)</sup>	709 <sup>(+)</sup>	100.0% <sup>(+)</sup>	1,058 <sup>(+)</sup>	100.0% <sup>(+)</sup>	849 <sup>(+)</sup>	100.0% <sup>(+)</sup>

\* 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 2013-2014, which contributed to maintaining or improving **York University's** class size initiatives. This could include a strategy, initiative or program viewed by **York University** to be an innovative practice, success story and/or key accomplishment that **York University** would like to highlight.

York is committed to managing class sizes and providing a high quality educational experience to its students. Research shows that – properly structured – even large classes can provide very positive learning experiences, but it is important that they be supplemented by access to advising and other supports for learning and the student experience including those that support self-directed learning. One of York's class size management initiatives is the creation of student learning communities (in which groups of student enroll in a common set of "block scheduled" courses augmented by study groups and/or peer mentor involvement) that help to address the issues that lay behind student concerns with class size, particularly for lower year students. And York's Academic Innovation Fund supports several initiatives that support the classroom through the development of instructor-assisted, student-led, on-line resources.

## **5) eLearning**

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. **York University** is asked to provide information on e-learning courses, programs and registrations in 2013-2014.

### **Fully Online Learning\* and Synchronous Conferencing\***

*\*DEFINITIONS:*

#### **Courses:**

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

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

#### **Programs:**

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

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



**Course, Program and Registration Data:**

Based on the definitions provided above, provide **York University's** eLearning data for 2013-2014:

<b>COURSES DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Fully Online Learning	152	108
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Synchronous Conferencing	0	0
<b>Total Number of Ministry-funded, For-credit Courses Offered in eLearning format</b>	152	108
<b>PROGRAMS DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Fully Online Learning	1	1
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Synchronous Conferencing	0	0
<b>Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format</b>	1	1
<b>COURSE REGISTRATIONS</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	12,891	695
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
<b>Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format</b>	12,891	695



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

**Hybrid Learning\***

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

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

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

Hybrid Learning - also known as blended learning - offers advantages that extend beyond convenience and ease of use. In 2013-14, York's Faculty of Liberal Arts and Professional Studies created two new first year General Education courses using blended learning approaches: 'HUMA 1170 The Modern Age' and 'WRIT 1700 Writing Theory & Practice'. These courses were offered for the first time in Summer 2014. Both courses delivered weekly, two-hour lecture components on-line and each held two-hour in-person tutorials, with several of the tutorial sections in each course offered 7pm-9pm to accommodate the schedules of students with day jobs. Of particular note were the benefits of blended learning that accrued to international students new to Canada and/or for whom English was a second language. Students reported that being able to stop, "rewind," and re-watch portions of the lectures that they found linguistically challenging was a tremendous advantage. Some students also reported sharing the lectures with friends and extended family members so that the learning of English-language writing or modern Western culture was, or could be, widely shared. Students also appreciated the courses' on-line journal-writing and blogging activities as ways to improve their English in a 'safe space'. Instructors of these courses observed that students from a wide variety of disciplines and with significant variations in language capacity were able to interact in communally beneficial ways, both in-person and on-line, and that the on-line and in-person interactions reinforced each other.

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2013-2014, which contributed to maintaining or improving eLearning opportunities at **York University**. This could include a strategy, initiative or program viewed by **York University** to be an innovative practice, success story and/or key accomplishment that **York University** would like to highlight.

York is building a comprehensive eLearning system to make more extensive use of technology to support and enhance the academic experiences of our students and improve learning. Work is occurring in 4 areas:

1. Elevating the culture of teaching and learning through eLearning approaches
2. Promoting the broad adoption of eLearning tools and resources in face-to-face courses
2. Increasing the adoption of blended learning approaches
4. Developing fully online courses and programs

A common language for eLearning has been established. Course codes and descriptions now inform students about the type of eLearning approach a course offers prior to their enrolment, and also enable institutional metrics for eLearning courses at York.

Faculty eLearning leaders ('leads') have been identified and Faculties have conducted eLearning audits of their degree programs. Faculty-level eLearning targets are currently being set.

The eLearning Curriculum Innovation Grant was established to encourage and support full-time and part-time faculty members in the creation of new or the conversion of existing courses to blended and/or fully online courses.

York's Academic Innovation Fund was established in Fall 2010 and has, over the past three years, invested a total of \$6M across fifty-four projects led by faculty, staff and/or students. Under the eLearning theme, the AIF has achieved the following:  
- eLearning strategies (web enhanced, blended and/or fully online) embedded in over 120 courses, with over 160 offerings of these courses



- Over 24,000 students experienced at least one eLearning course
- Students now have a suite of 24/7 online learning resources called the 'Student Papers and Academic Research Kit' (SPARK) that help students develop research, writing and learning skills. Over 20,000 undergraduate students have used SPARK.



## 6) International Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **York University** had in 2013-2014:

- Outbound students\* = 358

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

- Inbound students\* = 429

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

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **York University** delivers courses and/or programs **abroad (outside of Canada)** in 2013-2014, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2013-2014	2013-2014 Total Enrolment by Program
Schulich India	Hyderabad / India	MBA	35

\*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.

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2013-2014, 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's internationalization focuses on international student recruitment and retention, outbound student mobility and strategic academic partnerships with governmental bodies and institutions.

York has strong international recruitment initiatives in place through Admissions and Recruiting, the Faculties, and York International, as well as other areas of the University. York has specific targets for international recruitment: In Fall 2013, 9% of undergraduate students and 12% of graduate students were international. The University's goal is to have by 2017, at least 10% of international students.

York International (YI) is a central office at York that provides services and programs designed to ease international students' transition to life in Canada and at York, to help them succeed academically, and prepare for graduation and beyond. YI provides assistance with employment and immigration matters related to their international status. Additionally, it offers programs to connect internationals with domestic students, including the Global House residence and the Peer Program, and also provides many opportunities for domestic and international students to enhance their global knowledge and skills both at home and abroad during their program of study.

Outbound student mobility is enhanced by global learning opportunities available to all students. York students can study on exchange at more than 270 universities in 49 countries, participate in a global internship, summer abroad course, practicum placement, or fieldwork opportunity. In 2013 almost 11% of York students participated in a global learning opportunity.

As for partnerships, York University enjoys more than 280 partnerships with institutions around the world. Such partnerships allow for active research and teaching collaborations. In 2013-14 York has active partnership activity with India, China and Europe. York International facilitates the establishment of strategic partnerships especially in regions identified as priority markets for Canada (i.e. China, India, Brazil).



## **7) Work-Integrated Learning\***

As part of the Government's PSE Transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

### **\*DEFINITIONS:**

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

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

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

Based on the definitions provided above, please provide WIL data for **York University** in 2013-2014:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at <b>York University</b> with a Co-op Stream	5	0
Number of students at <b>York University</b> enrolled in a Co-op program	17	0

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2013-2014, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **York University** to be an innovative practice, success story and/or key accomplishment.

One of York's institutional priorities is Experiential Education (EE). A pan-University EE Work Group was established in spring 2013 and in 2013-14 the EE Work Group drafted common language for EE at York that includes course-focused, community-focused and work-focused approaches, articulated a vision for EE at York, and developed a comprehensive operational plan that includes:

- research on post-secondary EE infrastructures,
- Faculty audits of current EE activities,
- the establishment of an EE Faculty Leads Group to provide support for the implementation of the EE integration strategy,
- an incentive program to encourage faculty involvement in EE approaches,
- guidelines for EE course design and evaluation,
- a unified approach to engaging community and employer partners, and
- a communications plan for sharing EE successes.

Projects in EE are also underway through York's Academic Innovation Fund (AIF), developing EE models and prototypes that can be embedded in degree programs. Through AIF over 16,000 students at York experienced experiential education as a learning tool within their courses, and over 100 course directors participated in experiential education related projects.

The Career Centre continued to support work-focused EE initiatives such as 20 internship and 5 co-op programs giving students an opportunity to gain hands-on experience and develop skills, thereby increasing their employability. In 2013-14, the Centre saw 225 students enrolled in internship and co-op programs and handled over 1,200 job postings.



## 8) 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%**<sup>(+)</sup> 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%**<sup>(+)</sup> for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **York University** used in 2013-2014 to measure student satisfaction.

Per the 2014 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?" for Senior Year respondents, was 74%.

Per the 2014 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?" for Senior Year respondents, was 69%.

York University used various tools to measure student satisfaction and guide work towards achieving key outcomes in 2013-14 including the following:

- 2014 National Survey of Student Engagement (NSSE)
- Family and Parent Survey (re: orientation)
- 'Orient The Leaders' Training Feedback Survey (delivered to 1100 student trainees)
- New Student Orientation Survey (benchmarked to the NODA Survey)
- Career Centre program evaluation
- Student Client Services Feedback Form
- Residence Life Survey

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2013-2014, which contributed to maintaining or improving student satisfaction at **York University**. This could include a strategy, initiative or program viewed by **York University** to be an innovative practice, success story and/or key accomplishment that **York University** would like to highlight.



York University's Student Client Services delivers customer service to over 100,000 prospective students and supports 55,000 current students. In 2013 the area serviced 224,000 phone calls, 65,000 visits and 13,000 email queries. To maintain student satisfaction while managing the increase in volume necessitates continual process improvement and adoption of new technology. To that end, the Student Client Services phone system was upgraded in 2013 to an integrated voice response phone system (IVR). Providing "just in time" information (24 hours a day, 7 days a week), the IVR system is designed to effectively manage call volume and convey important information to students when they need it. Since implementation in September 2013, the new IVR has decreased the average wait time in queue for callers by 42.9%, and 5,000 weekend callers were able to access information through the system instead of encountering a non-interactive, after-hours message.

## 9) Graduation Rate

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

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

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **York University** used in 2013-2014 to measure graduation rate.

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2013-2014, which contributed to maintaining or improving **York University's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **York University** to be an innovative practice, success story and/or key accomplishment that **York University** would like to highlight.

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

## **10) Graduate Employment Rate**

Per the KPI results reported in 2014 the employment rate for 2011 graduates, 6 months after graduation, at **York University** = **82.43%<sup>(+)</sup>**

Per the KPI results reported in 2014 the employment rate for 2011 graduates, two years after graduation, at **York University** = **90.09%<sup>(+)</sup>**

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **York University** used in 2013-2014 to measure graduate employment rate.

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2013-2014, which contributed to maintaining or improving **York University's** graduate employment rate. This could be a strategy, initiative or program viewed by **York University** to be an innovative practice, success story and/or key accomplishment that **York University** would like to highlight.

York University's Career Centre provides career exploration, job search, experiential education (EE) and further studies support to help York students and new graduates in their pursuit of career success. In addition to offering workshops, one-on-one appointments, online career supports (660,000+ website visits), and an online job posting system (400,000+ job board visits), the Centre conducts extensive employer outreach to build relationships with industry, build partnerships and secure employment opportunities for students. Students and new graduates connect with professionals through career fairs, information sessions, panel discussions, mentoring programs and networking activities.

Campus recruiting practices have changed with the expansion of social media and mobile recruiting. The Career Centre extended its social media presence and updated curriculum to ensure York students remain competitive with the introduction of employer-led Twitter chats and webinars.

The Career Development Mentorship Program matches students registered in Learning Disabilities Services with specialized industry mentors who volunteer to work with students to help them to better understand themselves, their disabilities, their career goals, industry requirements, and diverse educational options that might assist students in achieving their academic and career goals. Mentors help students build skills, confidence, resourcefulness, so that they are better positioned to make progress towards their educational and career goals.

Through York's Career Centre programming, students acquire career self-management skills, gain clarity about their career paths, build relationships with professionals in their fields of interest, are able to articulate the value of their work and volunteer experiences, and gain confidence – essential skills for securing meaningful employment.



**11) Student Retention**

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

Entering Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
1st to 2nd Year	86.3%(+)	85.6%(+)	85.7%(+)	85.4%
1st to 3rd Year	78.9%(+)	78.8%(+)	78.2%	N/A(+)

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

Please provide one or more highlights, in the space provided below, of an activity that **York University** used during 2013-2014, which contributed to maintaining or improving **York University's** retention initiatives. This could be a strategy, initiative or program viewed by **York University** to be an innovative practice, success story and/or key accomplishment that **York University** would like to highlight.

'New student transition' begins with acceptance to the University and extends to the end of a student's first semester. It is a critical phase in the First Year Experience. The research is unequivocal: students who develop the knowledge, skills and attitudes needed to make a successful transition to university are more likely to persist and succeed, even if and when challenges arise.

York's very successful 'YU START' New Student Transition Program is a collaborative program designed to support new students during the period of transition to university (pre-matriculation -- from the time of accepting offer of admission to first academic experience). In addition to the centralization and coordination of communications to incoming students, YU START includes three main components: 1) Online First Year Course Enrolment; 2) Online Learning Communities, which provide a planned, coordinated and integrated set of learning activities to develop skills and capacities empirically demonstrated to positively impact student success; and 3) Making Connections, which is an in-person, on-campus, full-day 'academic orientation'.

External reviews are glowingly positive:

"YU START holds the promise of being a National best practice model" (SEM Works, 2013)

"The program is comprehensive and makes great use of student talent. I liked the online components of the program – this is cutting edge!" (Reviewer, Canadian Society for the Study of Higher Education, 2014)

**12) Productivity and Innovation Fund (PIF)**

Productivity and Innovation Fund (PIF) records indicate that **York University** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Academic & Administrative Prioritization <sup>(+)</sup>	YORK-PP1-I <sup>(+)</sup>	Target savings of 2-5% of annual operating budget.	The analysis and assessment phase of AAPR is complete, culminating in the release of two reports: one report for academic programs and one report for administrative programs. The task force reports highlight themes and observations, and discuss institutional scatter plots, where programs are placed relative to cumulative scores for quality and sustainability. The overarching goal of the Academic and Administrative Program Review is to strengthen the quality of programs and services delivered, while achieving efficiencies across the University. Activities in the months ahead will focus on engaging the York community in important discussions that will inform future decisions on how the University will achieve its academic mission within the complex and challenging higher education context.
Ontario Higher Education Community Cloud Service for Data Backups <sup>(+)</sup>	YORK-ASDT4-M <sup>(+)</sup>	Project as a proof-of-concept. No direct cost savings were claimed.	Estimated costs if/when the service is implemented: \$345 annual per TB secondary storage & \$2,585 annual per TB full backup. These estimated costs compare favourably with similar shared services in other jurisdictions. The goal of the project was to execute a proof of concept for community cloud backup leveraging and extending an existing shared arrangement between University of Guelph and York University. The project demonstrated that a service was viable at costs below commercial providers. Work has continued beyond the project to utilize the infrastructure at at least one of the project partners and to bring on other partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
eTravel and Expense Solution Proposal <sup>(+)</sup>	YORK-ASDT5-M <sup>(+)</sup>	Actual cost savings will be reportable beginning FY14-15. (est. \$233K-380K annual per institution)	York University is implementing its Concur eTravel and Expense solution in three phases. Phase One - Electronic Expense Reporting - went live with its pilot user group in late April 2014 and the roll-out to the entire York community occurred over the period May - August 2014. Additional cost savings will be realized as Phase Two - Integration of Credit Card and Travel Agency - occurs and further savings will be realized in Phase Three when additional functionality is introduced that will enhance data intelligence for negotiating discounts with airlines and travel-related companies.
Enhancing registered nurse job readiness and patient safety outcomes through clinical simulation <sup>(+)</sup>	QUEN-CPR2-M <sup>(+)</sup>	Single institution estimate of savings-to-date well in excess of \$1M. (based on Queen's experience)	Ongoing activity includes: 1) Peer review and revisions of simulation scenarios and learning objectives as they are implemented at Queen's University 2) Systematic collection of student feedback on scenarios as they are implemented and adjustments to scenarios if appropriate 3) Ongoing revisions to simulation scenarios to keep them up to date with the latest evidence and most current clinical practice guidelines 4) Establishment and integration of a collaborative network of simulation educators from across the province for ongoing development of simulation-based learning in health care. 5) Ongoing collaboration with universities across the province, in areas of pedagogy as well as instructional and programmatic activity. 6) Shared repository that will be available to all pre-licensure nursing programs in the province (14 universities and 24 colleges) with all the scenarios, and modules to help faculty develop new scenarios.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Peoplesoft shared responsibility model study for Ontario Higher Education <sup>(+)</sup>	QUEN-ASDT3-M <sup>(+)</sup>	No direct cost savings reported.	The report that resulted from the project has been widely shared beyond the project participants in order to foster dialogue around the potential for shared services. A number of project participants, including York, are working together to implement the first phase of the report's recommendations by establishing processes and systems to advance knowledge sharing and information exchange.
Multi-Institution Space Management Solution <sup>(+)</sup>	UOFT-ASDT3-M <sup>(+)</sup>	See "Ongoing Activity"	<p>Cost savings achieved through: 1) Development of one RFP rather than one for each site – saving \$5,000-\$10,000 for every RFP avoided. 2) Savings associated with vendor cost to respond to one RFP which can be as much as \$50,000 per RFP response. 3) Collective implementation led to substantial savings considering the cost associated with this service can range between \$23,000-\$48,000 per institution based on market research. Highlights and Ongoing Activities: 1) The new multi-institution space management solution, Archibus, will provide the benefits of shared software, standardized training and support opportunities, improved opportunities for collaboration, common reporting and analytical tools, shared knowledge base, web access, and mobile technology. 2) There is the potential for other Ontario institutions to move to the new solution and benefit from lower incremental costs related to space management and access to the new shared knowledgebase.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Ontario Digital Library Research Cloud(+)	UOFT-ASDT4-M(+)	ODLRC per TB cost of \$133 CDN as opposed to \$357 US if Amazon services were used.	<p>The Ontario Digital Library Cloud is a three-year project that pools resources to build a large scale shared data storage service for partner universities. To estimate cost savings, we compare per TB storage costs achieved through the ODLRC model and the per TB storage costs of commercial data storage services such as Amazon and Google.</p> <p>Highlights and Ongoing Activities: -The first year of this project included establishment of a project team, hiring and training of systems support staff, establishment of a governance structure, development of communication vehicles for the project, sourcing appropriate hardware, receipt and assembly of the hardware at the central data centre at the U of T, design of a network topology between the partner sites that supports traffic between storage nodes, and investigation of options for integration of the storage service with common library repository tools. -In years 2 and 3, the partners will complete the rollout of the storage hardware to all partner libraries, integrate storage service software with common repository tools, and develop a research support compute cluster to support analysis of content in the cloud.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
A multi-institutional feasibility study to explore mechanisms for the development of shared, modular first-year and large-enrolment courses. <sup>(+)</sup>	WIND-CPR5-M <sup>(+)</sup>	Feasibility study only; potential cost savings not known at this time.	All PIF project partners (and additional institutions) to participate in submitting an Expression of Interest to the OOLC Call. This project has significantly improved our understanding of the mechanics, potential challenges, and strategic value of inter-institutional collaboration. This PIF project has informed discussions and decision making regarding online course development at the sectoral level through COU planning of the OOLC and the current online courses call for proposals. The team presented to the Ontario Council of Academic Vice-Presidents in October. Team members are presenting at the International Conference of Education, Research and Innovation, with an article to be published in the conference proceedings. Submissions are planned for the Educational Developers Caucus and the Society for Teaching and Learning in Higher Education (STLHE) 2015. Members of the team already presented on the institutional mechanics of collaborative projects at STLHE 2014.

*\*DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.*

*Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.*

\*The space below is provided for **York University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Cost Savings/Cost Avoidance.







**Attestation:**



**York University** confirms that all information being submitted to the Ministry as part of the 2013-2014 Report Back is accurate and has received approval from **York University's** Executive Head.

**Contact:**

For additional information regarding **York University's** 2013-2014 Report Back please contact -

- Name: N/A
- Telephone: N/A
- Email: N/A

Please indicate the address on **York University's** website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

- <http://>