

OIPA provides information, analysis, and services that promote and support effective and informed academic and administrative decision-making and planning at the University.

Mark Conrad, Director, Strategic Intelligence & Predictive Analytics

Iris An, Acting Director, Institutional Reporting and Analysis

Victoria Ng, Senior Institutional Analyst – Surveys & Special Projects

Contact: cprdata@yorku.ca



Undergraduate Program CPR Data

Alignment with Undergraduate Self-Study Template

- Appendix C: Courses in Program (3.3)
- Appendix G: Course Enrolment Data (3.18)

3. Program Curriculum, Program Structure, and Learning Outcomes

- Appendix H: Application Trends For 101 Applications (4.5)
- Appendix I: Application Trends for 105 Applications (4.6)

4. Admissions

- Appendix J: Student Profile (5.1)
- Appendix K: Student Self-Assessment (5.1)
- Appendix M: National Survey on Student Engagement (NSSE) Results (5.9)

5. Students: Enrolment, Retention, Graduation

- Appendix N: List of Faculty (6.1)
- Appendix O: Tabulation of Instructor Rank and Teaching Levels (6.2)

6. Resources

Overarching report

Appendix A: Academic Program Report (1.5)

1. Introduction
Appendix A:
Undergraduate
Academic Program
Report (1.5)



Understand the Data

Academic Program Reports (APRs) provide a statistical trends of the student life cycle from application to enrolment, to retention and finally graduation.

- Cover an eight-year time span
- APRs are kind of like gigantic baseball cards, but for academic programs instead of ball players
- Often useful to refer to an APR as you are considering other parts of the data kit

Year	Club	G	IP	W	L	P	ERA	SO	BB	ERA+
1960	Mets	2	3	0	1	0	5.00	4	0	1.15
1961	Mets	21	124	6	5	2	3.66	60	12	1.09
1962	Mets	25	89	6	7	2	3.26	29	12	1.14
1963	Mets	27	122	11	6	0	2.88	68	17	1.01
1964	Mets	28	152	16	10	0	2.81	103	13	1.09
1965	Angels	39	204	16	16	0	3.00	127	15	1.07
1966	Angels	41	275	20	16	1	3.11	161	18	1.02
1967	Angels	42	322	22	13	1	3.17	181	18	1.02
1968	Angels	28	168	11	11	1	3.17	106	12	1.02
1969	Angels	35	204	13	13	1	3.17	106	12	1.02
1970	Angels	28	168	11	11	1	3.17	106	12	1.02
1971	Angels	35	204	13	13	1	3.17	106	12	1.02
1972	Angels	35	204	13	13	1	3.17	106	12	1.02
1973	Angels	35	204	13	13	1	3.17	106	12	1.02
Total	Major League	284	1633	122	116	13	3.03	884	188	1.11



Insight and Perspective

- Review and Reflect: Data in the APRs typically cover the years since the last Cyclical Program Review. Consider the data in the APRs in relation to the actions and strategies implemented since the previous review. In some cases, the data may provide situational context for these actions and strategies, and in other cases may hint at their effectiveness.

Academic Program Reports – for other programs, for Faculties as a whole, and for the University as a whole – can be accessed anytime at <https://www.yorku.ca/oipa/py-staff-area/academic-program-reports/>

Appendix A: Undergraduate Academic Program Report (1.5)

A. Admissions (Academic Year)	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23*	Trend
1.0 Applications	279	332	407	402	390	386	320	359	
1.1.1 Applications 101-Domestic	129	162	183	154	159	143	147	186	
1.1.2 Applications 101-International	6	11	26	36	53	70	25	25	
1.1.3 Applications 105-Domestic	125	129	150	146	126	121	100	97	
1.1.4 Applications 105-International	19	30	48	66	52	52	48	51	
1.2.1 1st Choice Applications	67	82	91	74	60	61	57	65	
1.2.2 Highest Applications	126	166	228	207	195	212	153	216	
1.2.3 Switch Applications	30	25	20	16	16	16	11	10	
1.3 Applications:Transfer	85	85	93	72	68	72	57	53	
1.3.1 Applications:ON College Transfer	40	41	35	29	31	24	27	19	
1.3.2 Applications:ON University Transfer	30	23	44	30	28	30	17	18	
1.3.3 Applications:Other Transfer	15	21	14	13	9	18	13	16	
1.4 Applications:Previous York	20	14	13	19	11	8	10	8	
1.5.1 101 Applications Mean Final Average	81	79	80	80	80	83	86	86	
1.5.2 % of 101 Applications With Final GPA of 75% or greater	79	71	76	74	75	87	91	90	
1.5.3 % of 101 Applications With Final GPA of 80% or greater	54	50	53	54	51	65	80	77	
2.0 Offers	210	258	286	277	267	263	255	286	
2.1.1 Offers 101-Domestic	119	145	158	137	134	127	142	169	
2.1.2 Offers 101-International	5	7	13	21	20	37	18	17	
2.1.3 Offers 105-Domestic	77	92	87	82	83	64	63	65	
2.1.4 Offers 105-International	9	14	28	37	30	35	32	35	
2.2.1 1st Choice Offers	50	59	60	42	40	39	38	47	

5 CPR Workshop #4 – Storytelling with Data



Notice that different section of the APR will organize the data by academic year, fiscal year or calendar year. These differences are due to the manner in which these data are typically used for other pre-existing planning and reporting purposes.

Caution: The trend lines on the far right of the report are scaled differently for each row, so that the highest and lowest values in a row of data are always located at the very top and very bottom of the trend line area. These lines are only suitable for interpreting changes in values within a row, and not for comparing magnitude of changes across different rows.

101s: Individuals applying to an Ontario university directly from an Ontario secondary school.

105s: All other applicants, including transfers, mature students, out-of-province students, and international students not currently enrolled at an Ontario secondary school.

Appendix A: Undergraduate Academic Program Report (1.5)

B. Enrolment Heads Home (Nov. Count)	2015	2016	2017	2018	2019	2020	2021	2022	Trend
1.0 Major1 Total	486	467	390	334	300	248	192	168	
1.1.1 Entry Type:New	56	48	44	39	30	28	18	26	
1.1.2 Entry Type:Continuing	355	358	311	260	234	189	149	121	
1.1.3 Entry Type:Degree Change/Faculty Transfer	37	34	10	12	14	8	5	2	
1.1.4 Entry Type:Reactivated	38	27	25	23	22	23	20	19	
1.2.1 FT/PT:Full-Time	366	358	295	239	225	193	129	123	
1.2.2 FT/PT:Part-Time	120	109	95	95	75	55	63	45	
1.3.1 Immi. Status:Canadian/Landed Immigrants	452	418	357	301	260	219	177	159	
1.3.2 Immi. Status:Visa/Unknown/No Status	34	49	33	33	40	29	15	9	

C. Enrolment FTEs Home (Fiscal Year)	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	Trend
1.0 Total Home FTEs	414	396	330	249	247	218	158	147	
1.1 Eligible FTEs	385	358	297	225	209	190	145	137	
1.2 Ineligible Visa FTEs	28	38	32	24	38	28	13	9	

E. Retention Rates of New Yr 1 Full Time Nov 1st Undergrads	2015	2016	2017	2018	2019	2020	2021	2022	Trend
1.0 New Year 1 Full Time Heads	37	36	30	25	25	21	13	21	
1.1 % in Same Prog 1 Yr Later	54	50	77	68	60	48	77		
1.2 % in Diff Prog 1 Yr Later	22	19	13	28	16	14	8		
1.3 % Not Here 1 Yr Later	24	31	10	4	24	38	15		

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Each column of retention rate and graduation rate data track a cohort of students.

e.g. 54% of the 37 new yr 1 students entering in Fall 2015, returned to same program 1 year later.



‘FFTE’ means Fiscal Full-time Equivalent. Thirty credits per year is the nominal full course load for almost all undergraduate programs. An FFTE is calculated by summing course credits taken by students and dividing by the nominal full course load of the programs in which they are enrolled.

‘Home FFTEs’ are the FFTEs generated by students in a particular program or Faculty (depending on the level of aggregation), regardless of which unit of Faculty is teaching the courses being taken by those same students.

‘Responsible FFTEs’ are the FFTEs generated by all students enrolled in courses being offered by a particular unit of Faculty, regardless of the student’s ‘home’ unit or Faculty.

Thus, Home FFTEs and Responsible FFTEs both refer to the same underlying FFTEs; they are just ‘sliced’ differently.

Appendix A: Undergraduate Academic Program Report (1.5)

F. Degrees Awarded (Calendar Year)	2015	2016	2017	2018	2019	2020	2021	2022	Trend
1.0 Major1	143	130	113	88	81	96	74	62	
1.1 Ordinary/90 Credit Degree	95	74	80	52	51	74	58	45	
1.2 Honours Degree	32	44	27	29	23	19	11	13	
1.3 Double Major Degree	1	2	1		1	1	1	1	
1.4 Major Minor Degree	4	7	4	4	6		2	2	
1.5 Specialized Honours Degree	11	3	1	3		2	2	1	
2.0 Major2	2	7	2	2	1		1		
3.0 Minor	8	8	6	4	5	5	2	2	

G. Graduation Rates of New Full Time Nov 1st Undergrads	2011	2012	2013	2014	2015	2016	2017	2018	Trend
1.0 New Year 1 Full Time Heads	47	29	39	30	37	36	30	25	
1.1.1 % Graduated fr. same prog. within 4 yrs	20	17	10	16	11	17	13	20	
1.1.2 % Graduated fr. diff. prog. within 4 yrs	4	17	17	6	11			8	
1.2.1 % Graduated fr. same prog. within 5 yrs	26	23	24	26	24	21	31		
1.2.2 % Graduated fr. diff. prog. within 5 yrs	22	23	29	19	24	10	3		
1.3.1 % Graduated fr. same prog. within 6 yrs	30	23	26	35	32	38			
1.3.2 % Graduated fr. diff. prog. within 6 yrs	30	23	40	35	24	21			

The graduation rate (within 6 years) for the 2014 cohort is 70%.

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‘FFTE’ means Fiscal Full-time Equivalent. Thirty credits per year is the nominal full course load for almost all undergraduate programs. An FFTE is calculated by summing course credits taken by students and dividing by the nominal full course load of the programs in which they are enrolled.

‘Home FFTEs’ are the FFTEs generated by students in a particular program or Faculty (depending on the level of aggregation), regardless of which unit of Faculty is teaching the courses being taken by those same students.

‘Responsible FFTEs’ are the FFTEs generated by all students enrolled in courses being offered by a particular unit of Faculty, regardless of the student’s ‘home’ unit or Faculty.

Thus, Home FFTEs and Responsible FFTEs both refer to the same underlying FFTEs; they are just ‘sliced’ differently.



Understand the Data

Data Source : Academic Resource Management System (ARMS)

Time Frame: Current year plus past 4 years

Data Elements: Course Code, Course Title, Course Description

Instruction: Review and modify current year's list and use the past 4 years of courses as reference to generate the complete set of program course information. Indicate whether courses are required/core or optional/elective.



Insight and Perspective

- Curriculum Relevance and Effectiveness: Do the course descriptions accurately reflect the current state of the field?

3. Program Curriculum, Program Structure, and Learning Outcomes
Appendix C: Courses in Program (3.3)

Appendix C: Courses in Program (3.3)

#	Course Code	Course Title	Short Course Description
1	AP/CCY 1999 6.00	Intro to Childhood & Youth Studies	This course introduces students to the field of Children, Childhood & Youth studies. It includes the historical, developmental, anthropological, sociological, and sociocultural approaches that have governed and continue to govern the study of children, childhood and youth. It reviews varied methodological approaches to this growing field. This course focuses on issues around discourses of the rights and power of children and youth and the "new childhood paradigm" in academic disciplines. Course Credit Exclusion: HUMA 1970 9.0 and 6.0
2	AP/CCY 2999 6.00	Global Child & Youth Cultures	This course is a critical, cross-disciplinary introduction to the global cultures of children and young people. It explores the ways young people in diverse places and spaces participate in and express social and cultural values and practices in their everyday lives. It understands childhood as culturally defined, and young people as active agents in and of culture. Prerequisite: AP/CCY 1999 6.00. Course Credit Exclusion: AP/HUMA 2690 6.00 and HUMA 2690 9.00
3	AP/CCY 3999 6.00	Research Methods with Children	This course explores methods and methodologies for child-centred research with a focus on ethical standards and guidelines that shape the field and sustain best practice for research with children. A child-centred approach is central to examining how children can be an integral part of the research process without being subjected to objectification and/or marginalization. Prerequisites: CCY 1999 6.00, CCY 2999 6.00 Course Credit Exclusion: AP/HUMA 3695 6.00
4	AP/CCY 4999 6.00	CCY Honours Research Project	In this course, students will conduct a community-based research project (framework for which was created in CCY 3998 6.00 or CCY 3999 6.00). This will include undertaking a unique research project focusing on children and/or youth, submitting a Human participants ethics protocol, conducting independent research, analyzing research findings, and disseminating research knowledge in a formal setting. Prerequisites: CCY 1999 6.00, CCY 2999 6.00, CCY 3998 6.00 or CCY 3999 6.00
5	AP/CLTR 1953 6.00	Canadian Writers in Person	Explores the works of 12 contemporary Canadian writers who give readings to the class and respond to questions about their work.
6	AP/CLTR 2100 6.00	Questioning Culture	Designed to introduce students to the theoretical study of contemporary culture in past and contemporary society, offering tools for questioning and decoding the social and political contexts of cultural production. Areas of focus may include popular media, consumer culture and technology.

9

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Notes

1) This report is for Undergraduate Self-study template Appendix C: Courses in Program (3.3).

2) ARMS meet assignment dataset is the source for the report. Course data are selected for this report based on 'responsible unit' that offers the course.

3) Current year plus past 4 years of course information are provided.

4) Current year data are as of reporting date and may not be complete.

5) Review and modify current year's record and use the past 4 years of courses as reference to generate the complete set of program course information.

6) Copy and paste the course information to the self-study template and further identify whether the course is required or optional.

3. Program Curriculum, Program Structure, and Learning Outcomes

Appendix G: Course Enrolment Data (3.18)



Understand the Data

Data Source: ARMS teaching assignments (e.g. CDs/Instructor)

Time Frame: Current year plus past 4 years of course section enrolment information

Data Elements: Course Code, Course Title, Period, Section, Format, Instructor Type, Total Enrolments, Total Space Available

Instruction: Describe and analyze trends related to course enrolment use the course section enrolment data provided. Copy and paste the applicable course enrolment data to the self-study template.



Insight and Perspective

- Program Health and Trends: What are the trends in course enrolment, and what might they suggest about students' interests in the program or discipline area, or perceptions of the labour market?
- Curriculum Relevance and Effectiveness: Do the course enrolment data suggest gaps or bottlenecks that might cause issues for student progression and retention? Or perhaps room for resource optimization?
- Curriculum Relevance and Effectiveness: Are there any courses with declining enrolment that you already sense may need revisioning? Or perhaps the suggest opportunities at the level of program structure and requirements?

Appendix G: Courses Enrolment Data (3.18)

Co-taught = multiple rows!!

#	Course Code	Course Title	Period	Section	Format	Instructor Type	Total Enrolments	Total Spaces Available
1	AP/CCY 1999 6.00	Intro to Childhood & Youth Studies	Y	A	LECT	Full-time	169	200
2	AP/CCY 2999 6.00	Global Child & Youth Cultures	Y	A	LECT	CUPE-2	111	175
3	AP/CCY 2999 6.00	Global Child & Youth Cultures	Y	A	LECT	Full-time	111	175
4	AP/CCY 3999 6.00	Research Methods with Children	W	M	SEMR	CUPE-1	25	30
5	AP/CCY 3999 6.00	Research Methods with Children	Y	A	SEMR	Full-time	30	31
6	AP/CCY 3999 6.00	Research Methods with Children	Y	B	SEMR	Full-time	29	30
7	AP/CCY 3999 6.00	Research Methods with Children	Y	C	SEMR	Full-time	26	30
8	AP/CCY 4999 6.00	CCY Honours Research Project	Y	A	ONLN	Full-time	17	20
9	AP/CCY 4999 6.00	CCY Honours Research Project	Y	B	ONLN	Full-time (Overload)	14	20
10	AP/CCY 4999 6.00	CCY Honours Research Project	Y	B	ONLN	Full-time	14	20
11	AP/CLTR 1953 6.00	Canadian Writers in Person	Y	A	LECT	Full-time	66	150
12	AP/CLTR 1953 6.00	Canadian Writers in Person	Y	A	LECT	Full-time	66	150
13	AP/CLTR 2100 6.00	Questioning Culture	Y	A	LECT	CUPE-2	51	75
14	AP/CLTR 2210 6.00	Media, Culture and Technology	Y	A	LECT	CUPE-2	27	30

Go to related report.



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- 1) This report is for Undergraduate Self-study template Appendix G: Courses Enrolment Data (3.18).
- 2) ARMS teaching assignments (e.g. CDs/Instructor) data are the source for the report. Courses with zero assignment are excluded.
- 3) Course section enrolment information are based on primary meet.
- 4) Course data are selected for this report based on 'responsible unit' that offers the course.
- 5) Current year plus past 4 years of course section

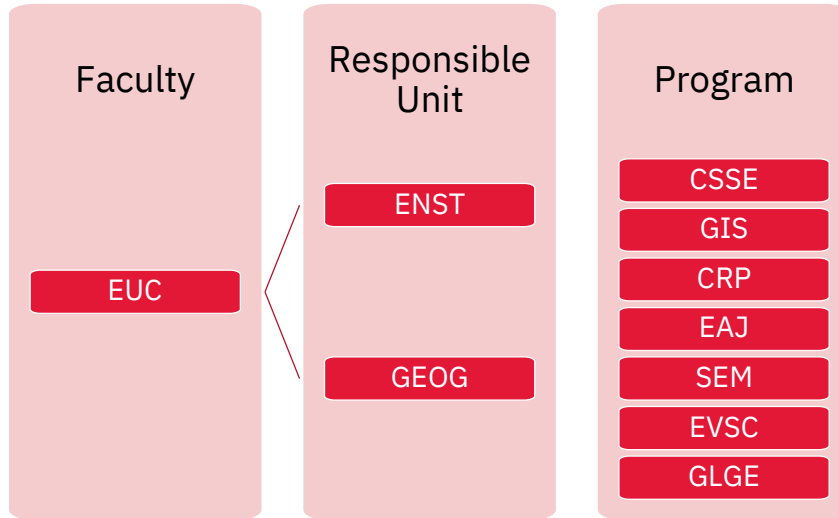
enrolment information are provided for further analysis.

6) Current year data are as of reporting date and may not be complete.

7) Please describe and analyze trends related to course enrolment use the course section enrolment data provided.

8) Copy and paste the course section enrolment data to the self-study template.

Appendix G: Courses Enrolment Data (3.18) Data Selected Based on Course Responsible Unit



For each program, review the data and adjust if needed

- might need to add courses taught by other responsible units
- might need to remove courses not associated with the program requirements

4. Admissions
Appendix H:
101 Admission
(4.5)



Understand the Data

Data Source: Section A of Undergraduate Academic Program Report

Time Frame: Current year plus past 8 years

Data Elements: Total applications, total offers, total registered, % of applications with 75% GPA or greater, % of applications with 80% GPA or greater, % of registered with 75% GPA or greater, % of registered with 80% GPA or greater

Instruction: Describe admission trends related to the 101 applications. Copy and paste the provided data to the corresponding section of the self-study template.



Insight and Perspective

- Program Health and Trends: How has the applicant pool changed over the years for the Ontario high school students?
- Quality of Admission: Did the quality of admissions remain consistent throughout the admission cycle?

Appendix H: Admission Trends For 101 Applications (4.5)

101s: Individuals applying to an Ontario university directly from an Ontario secondary school.

Year	Total # Apps (Sections 1.1.1+ 1.1.2)	Total # Offers (Sections 2.1.1+ 2.1.2)	Total # Registered (intake) (Sections 4.1.1+ 4.1.2)	% Applications 75% GPA or greater (Section 1.5.2)	% Applications 80% GPA or greater (Section 1.5.3)	% Registered 75% GPA or greater (Section 4.5.2)	% Registered 80% GPA or greater (Section 4.5.2)
2015	135	124	24	79.3	54.1	62.5	37.5
2016	173	152	27	71.1	50.3	55.6	33.3
2017	209	171	17	76.1	53.1	52.9	35.3
2018	190	158	16	74.2	53.7	62.5	50
2019	212	154	14	75	51.4	71.4	35.7
2020	213	164	13	86.9	65.3	69.2	61.5
2021	172	160	9	91.3	79.7	77.8	66.7
2022	211	186	11	90	77.7	81.8	54.5
2023	182	161	14	77.5	64.8	64.3	42.9

- 1) This report is for Undergraduate Self-study template Appendix H: Admission Trends For 101 Applications (4.5).
- 2) Section A of Undergraduate Academic Program Report is the source for this report.
- 3) Current year plus past 8 years of admission information are provided.
- 4) Current year data are as of reporting date and may not be complete.
- 5) Describe admission trends related to the 101 applications (Ontario high school students).

6) Copy and paste the provided data to the corresponding section of the self-study template.

4. Admissions
Appendix I:
105 Admission
(4.6)



Understand the Data

Data Source: Section A of Undergraduate Academic Program Report

Time Frame: Current year plus past 8 years

Data Elements: total # of 105 applications, total # of 105 Registered, Total # of International students registered, total number of upper year student registered

Instruction: Describe admission trends related to the 105 applications. Copy and paste the provided data to the corresponding section of the self-study template.



Insight and Perspective

- Program Health and Trends: How has the applicant pool changed over the years for the 105 applicants?
- Program Health and Trends: Does the program possess a global appeal that attracts international students?
- Program Health and Trends: Does the program attract transfer students?

Appendix I: Admission Trends For 105 Applications (4.6)

105s: All other applicants, including transfers, mature students, out-of-province students, and international students not currently enrolled at an Ontario secondary school.

Year	Total # of 105 Applications (Sections 1.1.3+ 1.1.4)	Total # of 105 Registered (intake) (Sections 4.1.3+ 4.1.4)	Total # of International Students Registered (intake) (Section 4.1.4)	Total # of Upper Year Students Registered (intake) (Section 4.7.2)
2015	144	28	.	41
2016	159	31	1	37
2017	198	25	1	32
2018	212	25	2	29
2019	178	19	4	26
2020	173	17	4	20
2021	148	13	2	18
2022	149	18	.	21
2023	157	20	5	20

- 1) This report is for Undergraduate Self-study template Appendix I: Admission Trends For 105 Applications (4.6).
- 2) Section A of Undergraduate Academic Program Report is the source for this report.
- 3) Current year plus past 8 years of admission information are provided.
- 4) Current year data are as of reporting date and may not be complete.
- 5) Describe admission trends related to the 105 applications (e.g. applications from individuals not

currently enrolled at an Ontario high school).

6) Copy and paste the provided data to the corresponding section of the self-study template.

**5. Students:
Enrolment,
Retention,
Graduation**
*Appendix J:
Student Segment
Profile
(5.1)*



Understand the Data

Data Source: Official enrolment count data and SIS admission data.

Time Frame: 2010 Fall to 2023 Fall

Segment: The report provides demographic information on new students entering the program. Student are categorized into segments like 101s and 105s from GTA, 101s and 105s from outside GTA, transfers from Ontario CAAT and Universities, international students, and mature students.

Data element: The profile for each student segment contains age, gender, first or upper year, admission basis, commuting or residence, immigration status, and mother tongue information.

Instruction: Describe the profile of students in your program. Include relevant information from the Student Profile in the self-study template.



Insight and Perspective

- Do trends in the student profile suggest shifts in the program's approach to retention, time-to-completion, other support for students (language support, mode of delivery, etc...)?
- Can shifts in student demographic help understand other data points? e.g., graduation rates, time-to-completion

Appendix J: Student Profile Data (5.1)

Data Profile For New UG Students Entering XXXXXX From Fall 2010 Through Fall 2023

Student Population Segment: New Students

New Undergraduates (Fall and Winter Admits) By Academic Year

	2010		2011		2012		2013		2014		2015		2016		2017		2018	
	Heads	% Total	Heads	% Total	Heads	% Total	Heads	% Total	Heads	% Total	Heads	% Total	Heads	% Total	Heads	% Total	Heads	% Total
Age Group																		
a. 18 years and younger	26	24.30%	30	26.55%	14	16.47%	29	42.65%	20	29.85%	24	35.82%	28	48.28%	17	32.69%	15	34.88%
b. Between 19 and 20 years	27	25.23%	28	24.78%	21	24.71%	17	25.00%	15	22.39%	14	20.90%	14	24.14%	15	28.85%	13	30.23%
c. Between 21 and 24 years	35	32.71%	25	22.12%	29	34.12%	9	13.24%	19	28.36%	13	19.40%	11	18.97%	13	25.00%	5	11.63%
d. Between 25 and 34 years	17	15.89%	22	19.47%	16	18.82%	9	13.24%	11	16.42%	12	17.91%	4	6.90%	4	7.69%	8	18.60%
e. Between 35 and 44 years	1	0.93%	4	3.54%	4	4.71%	2	2.94%	1	1.49%	3	4.48%	1	1.72%	2	3.85%	1	2.33%
f. 45 years and older	1	0.93%	4	3.54%	1	1.18%	2	2.94%	1	1.49%	1	1.49%			1	1.92%	1	2.33%
Total	107	100.00%	113	100.00%	85	100.00%	68	100.00%	67	100.00%	67	100.00%	58	100.00%	52	100.00%	43	100.00%
Gender																		
F	80	74.77%	77	68.14%	60	70.59%	49	72.06%	52	77.61%	51	76.12%	38	65.52%	39	75.00%	27	62.79%
M	27	25.23%	36	31.86%	25	29.41%	19	27.94%	15	22.39%	16	23.88%	20	34.48%	13	25.00%	16	37.21%
U																		
Total	107	100.00%	113	100.00%	85	100.00%	68	100.00%	67	100.00%	67	100.00%	58	100.00%	52	100.00%	43	100.00%
First or Upper Year																		
First Year	61	57.01%	63	55.75%	43	50.59%	46	67.65%	41	61.19%	46	68.66%	44	75.86%	37	71.15%	31	72.09%
Upper Year	46	42.99%	50	44.25%	42	49.41%	22	32.35%	26	38.81%	21	31.34%	14	24.14%	15	28.85%	12	27.91%
Total	107	100.00%	113	100.00%	85	100.00%	68	100.00%	67	100.00%	67	100.00%	58	100.00%	52	100.00%	43	100.00%
Full-Time or Part-time																		
FT	90	84.11%	91	80.53%	68	80.00%	63	92.65%	59	88.06%	58	86.57%	51	87.93%	47	90.38%	35	81.40%
PT	17	15.89%	22	19.47%	17	20.00%	5	7.35%	8	11.94%	9	13.43%	7	12.07%	5	9.62%	8	18.60%
Total	107	100.00%	113	100.00%	85	100.00%	68	100.00%	67	100.00%	67	100.00%	58	100.00%	52	100.00%	43	100.00%
Admit Basis																		
101-Current Ontario/HS	31	28.97%	39	34.51%	16	18.82%	31	45.59%	22	32.84%	30	44.78%	29	50.00%	19	36.54%	16	37.21%
105-Intl/Baccalaureate																		
105-Mature	5	4.67%	5	4.42%	3	3.53%	1	1.47%	2	2.99%	4	5.97%	1	1.72%	2	3.85%	5	11.63%

18 CPR Workshop #4 – Storytelling with Data



- 1) This report is for Undergraduate Self-study template Appendix J: Student Profile Data (5.1).
- 2) The Student Profile data is based on official enrolment count date data and SIS admission data.
- 3) The report provides demographic information on new students entering the program.
- 4) Student are categorized into segments like 101s and 105s from GTA, 101s and 105s from outside GTA, transfers from Ontario CAAT and Universities, international students, and mature students.

- 5) The profile for each student segment contains age, gender, first or upper year, admission basis, commuting or residence, immigration status, and mother tongue information.
- 6) Current year data are as of reporting date and may not be complete. The program might not have all the segments for which the profile can be created.
- 7) Describe the profile of students in your program.
- 8) Copy and paste the relevant or appropriate data to the corresponding section of the self-study template.

**5. Students:
Enrolment,
Retention,
Graduation**
*Appendix K:
Student Self-
Assessment
Summary
(5.1)*



Understand the Data

Selection Criteria: New, 1st-year students entering in the fall term, with major or minor in the program

Time Frame: 2014-2022, conducted mid-August each year

Survey Type: Non-anonymous self-report survey,

Threshold: 15 responses to generate program level report

Data Elements: Self-report measures of non-cognitive characteristics and behaviours that related to academic success.

Instruction: Describe the profile of students in your program. Include relevant information from the Student Self-Assessment in the self-study template.

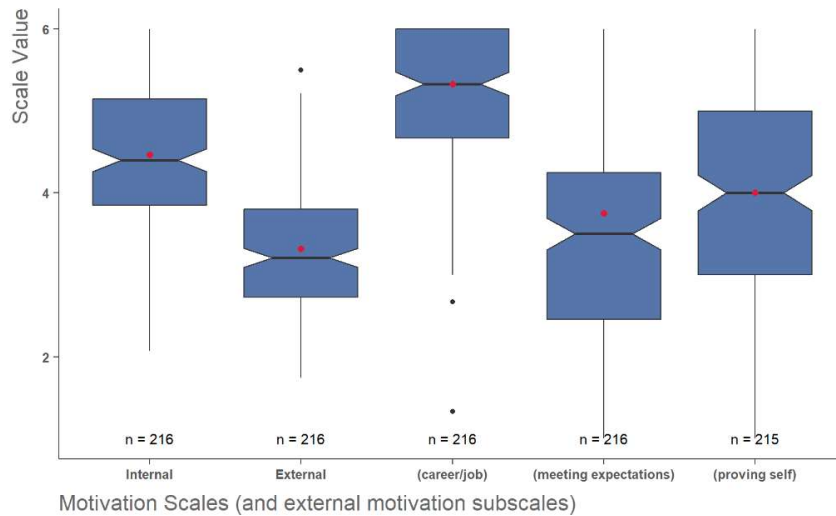


Insight and Perspective

- Student Experience and Outcomes: Considering that many students express *both* strong internal motivations and strong career job/motivations for attending university, how can we design our curriculum and pedagogies, student engagement initiatives, and support services to align with and fulfill students' aspirations?
- Enrolment, retention and graduation data from the Academic Program Reports may also support this reflection.

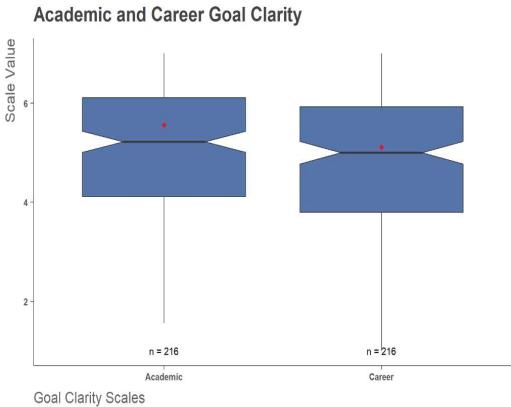
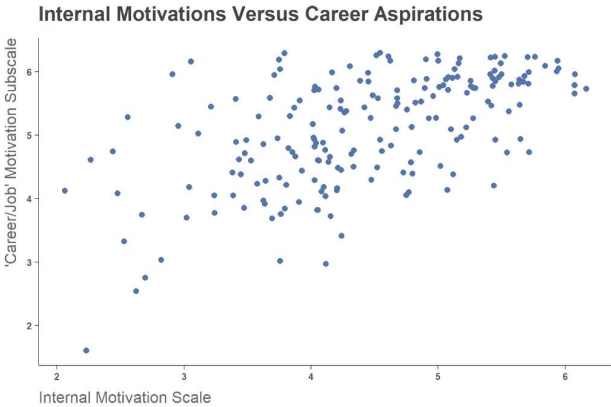
Appendix K: Student Self-Assessment Summary (5.1)

Reasons for Attending University



Example of data visualized in the student self-assessment report contained in the data kit

Appendix K: Student Self-Assessment Summary (5.1)



Example of data visualized in the student self-assessment report contained in the data kit

**5. Students:
Enrolment,
Retention,
Graduation**
*Appendix M:
The National
Survey of Student
Engagement
(5.9)*



Understand the Data

The National Survey of Student Engagement (NSSE) measures **undergraduate student engagement**.

Administered by: The University of Indiana

Selection Criteria: Undergraduate degree students in 1st and 4th year

Threshold: 30 response to generate program level report

Time Frame: 2023, every 3 years

Data Elements:

- High-Impact practices (HIPs): Work with a faculty member on a research project; student abroad program; learning community, community-based project; internship/co-op/field experience/student teaching/clinical placement.
- Engage Indicators: academic challenge, campus environment, experience with faculty, and learning with peers.







Insight and Perspective

- Student Experience and Outcomes: Do the survey results on HIPs reflect your perceptions of the program? Are HIPs and their outcomes (knowledge, skills, and personal development) organized intentionally at the level of the program?
- Student Experience and Outcomes: How engaged are your students with peers, academic advisors, faculty members, administrative staff, and student services staff?

Exclude: Bachelor of Education Students and Osgoode Law students.






Appendix M: National Survey on Student Engagement (5.9)

Effect size indicates practical significance.
An effect size of .2 is often considered small, .5 moderate, and .8 large.

-  Your student's average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
-  Your student's average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
-  Your student's average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
-  Your student's average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First Year

Highest Performing Relative to the Rest of York

Question	Item Section	Difference	Significance	Effect Size
2c	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	26.0	***	
2b	Connected your learning to societal problems or issues	21.0	**	
5d	Instructors: Provided feedback on a draft or work in progress	16.4	*	
4d	Coursework emphasized: Evaluating a point of view, decision, or information source	15.8	*	
4b	Coursework emphasized: Applying facts, theories, or methods to practical problems or new situations	13.6	*	

Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential.

Appendix M: National Survey on Student Engagement (5.9)

Effect size indicates practical significance.
An effect size of .2 is often considered small,
.5 moderate, and .8 large.

Senior

Highest Performing Relative to the Rest of York

- ▲ Your student's average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ Your student's average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ Your student's average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ Your student's average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Question	Item Section	Difference	Significance	Effect Size
3d Discussed your academic performance with a faculty member	Student-Faculty Interaction	36.0	*	▲
7 Estimated pages of assigned writing, recoded and summed by NSSE from wrshort, wrmed, and wrlong using the midpoints of response ranges and an estimate for unbounded options	Recoded Reports	33.2	***	▲
13d Quality of interactions with student services staff	Quality of Interactions	32.1		---
5b Instructors: Taught course sessions in an organized way	Effective Teaching Practices	29.7	***	▲
14b Institutional emphasis: Providing support to help students succeed academically	Supportive Environment	29.3	*	▲

Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential.

24 CPR Workshop #4 – Storytelling with Data

YORK U

Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. A positive effect size indicates that your program's mean was greater than that of the comparison group, thus showing a favourable result for your program. A negative effect size indicates your program lags behind the comparison group, suggesting that the student behaviour or institutional practice represented by the item may warrant attention. Effect sizes for independent t-tests use Cohen's d. Cohen's d is calculated by dividing the mean difference by the pooled standard deviation.

Appendix M: National Survey on Student Engagement (5.9)

Question	Student Year	Percentage		Significance	Effect Size
			Rest of AP		
How would you evaluate your entire educational experience at this institution?	1st-Year	70.27	66.94		---
How would you evaluate your entire educational experience at this institution?	4th-year	81.82	77.33		---
If you could start over again, would you go to the SAME INSTITUTION you are now attending?	1st-Year	72.97	73.75		---
If you could start over again, would you go to the SAME INSTITUTION you are now attending?	4th-year	81.82	74.24		---

**5. Students:
Enrolment,
Retention,
Graduation**
*Ontario University
Graduate Survey
(5.8)*



Understand the Data

Administered by: Ministry of Colleges and Universities (MCU)

Selection Criteria: graduating cohort of year 2020 for **undergraduate program** only

Time Frame: Jan 2023 to August 2023

Threshold: 15 responses to generate program level report

Date Elements:

- Employment Rates 6 month and 2 years after graduation
- Average Salary
- Skills match and subject match with the employment



Insight and Perspective

- Employment outcome: What insights can be gained from the Ontario University Graduate Survey (OUGS) regarding post-graduation outcomes? Can graduates find employment close to their field of study? Are they equipped with the skills when they graduated to find a job?
- Curriculum Relevance and Effectiveness: Do we need to introduce new courses or modify existing courses to align with the industry needs and improve graduate preparedness.

Employment rate is calculated as the percentage of graduates employed (based on employment survey respondents who reported that they were employed) divided by survey respondents considered to be in the labour force (employed or looking for employment).
Skills Match: percentage of respondents who said their work was either closely or somewhat related to the skills they developed at university
Subject Match: percentage of respondents who said their work was either closely or somewhat related to the subject matter of their university program

Ontario University Graduate Survey (5.8)

Employment Rate	
At 6 months	At 2 yrs
74%	91%

HOW CLOSELY WAS YOUR WORK RELATED TO THE SKILLS YOU DEVELOPED AT UNIVERSITY?

	At 6 months		At 2 years	
	n	%	n	%
Closely related	5	36%	5	25%
Somewhat related	5	36%	8	40%
Not related at all	4	29%	7	35%
Do not know	0	0%	0	0%
Total	14	100%	20	100%

HOW CLOSELY WAS YOUR WORK RELATED TO THE SUBJECT MATTER OF THE PROGRAM OF STUDY?

	At 6 months		At 2 years	
	n	%	n	%
Closely related	3	21%	4	20%
Somewhat related	5	36%	4	20%
Not related at all	6	43%	12	60%
Do not know	0	0%	0	0%
Total	14	100%	20	100%

6. Resources
Appendix N:
Faculty List (6.1)



Understand the Data

Data Source:

- Full-time Faculty information is based on October Heads of Full-time Faculty File, including cross and joint appointments.
- Part-time Faculty information is based on ARMS teaching meet assignments.

Time Frame: Current Year

Report Connection: Part-time Faculty teaching resources in the Faculty list was determined by data extracted for Appendix G course enrolment.

Instruction: Review and modify current year's record to generate the complete set of faculty list information for the program. Describe the areas of strength and expertise of the faculty. Copy and paste the data to the corresponding section of the self-study template.



Insight and Perspective

- What is the capacity for teaching? Are there enough faculty members specializing in areas where courses are seeing increased enrolment? What are the areas of strength?
- Does the curriculum's requirements, influenced by market demand, align with the faculty members' areas of specialization?



Appendix N: List of Faculty (6.1)

<i>Faculty Member Name</i>	<i>Rank</i>	<i>Home Department</i>	<i>Area(s) of Specialization</i>
	Assoc Prof	Cross App. Humanities	English Language/Literature
	Full Prof	Cross App. Humanities	History
	Assist Prof	Humanities	Other Languages/Literature
	Assist Prof	Humanities	Other Languages/Literature
	Assist Prof	Humanities	Other Languages/Literature
	Assist Prof	Humanities	Other Languages/Literature
	Assist Prof	Humanities	Other Languages/Literature
	Assist Prof	Humanities	Other Languages/Literature
	Assist Prof	Humanities	Other Languages/Literature
	Assist Prof	Humanities	Other Languages/Literature
	Assist Prof	Humanities	Other Languages/Literature
	Assist Prof	Humanities	Other Languages/Literature

- 1) This report is for Undergraduate Self-study template Appendix N: List of Faculty (6.1).
- 2) Full-time Faculty information is based on October Heads of Full-time Faculty File, including cross and joint appointments.
- 3) Part-time Faculty information is based on ARMS teaching meet assignments.
- 4) Current year data are as of reporting date and may not be complete.
- 5) Review and modify current year's record to generate the

complete set of faculty list information for the program.

6) Describe the areas of strength and expertise of the faculty.

7) Copy and paste the data to the corresponding section of the self-study template.

Appendix N: List of Faculty (6.1)

type=Part-time Faculty: Contract Instructors

<i>Faculty Member Name</i>	<i>Rank</i>	<i>Home Department</i>	<i>Area(s) of Specialization</i>
A		Humanities	
		Humanities	
		Humanities	
		Humanities	
		Humanities	
		Humanities	
		Humanities	
		Humanities	
		Humanities	
		Humanities	
		Humanities	
		Humanities	
		Humanities	
		Humanities	
		Humanities	
		Humanities	
		Humanities	
L		Humanities	

- 1) This report is for Undergraduate Self-study template Appendix N: List of Faculty (6.1).
- 2) Full-time Faculty information is based on October Heads of Full-time Faculty File, including cross and joint appointments.
- 3) Part-time Faculty information is based on ARMS teaching meet assignments.
- 4) Current year data are as of reporting date and may not be complete.
- 5) Review and modify current year's record to generate the

complete set of faculty list information for the program.

6) Describe the areas of strength and expertise of the faculty.

7) Copy and paste the data to the corresponding section of the self-study template.



Understand the Data

Data Source: ARMS

Time Frame: Current year plus past 4 years of summary of number of course teaching assignments by instructor type and by teaching level are provided.

Definition: Full-time Faculty includes overload, visitor, and Contract Instructor includes CUPE 1/2/E and secondees.

Report Connection: The report uses data from Appendix G course enrolment to determine the total number of sections and categorize them by year level and instructor type.

Instruction: Describe and comment on trends and any challenges related to instructor types (FT/PT/Retired) and year-level teaching across the program. Copy and paste the provided data to the corresponding section of the self-study template.



Insight and Perspective

- Faculty and Instruction: Is the distribution of faculties and instructors by teaching level and by FT/PT optimal for delivering the curriculum?

6. Resources
[Appendix O:
Tabulation of
Instructor Type and
Teaching Levels
\(6.2\)](#)

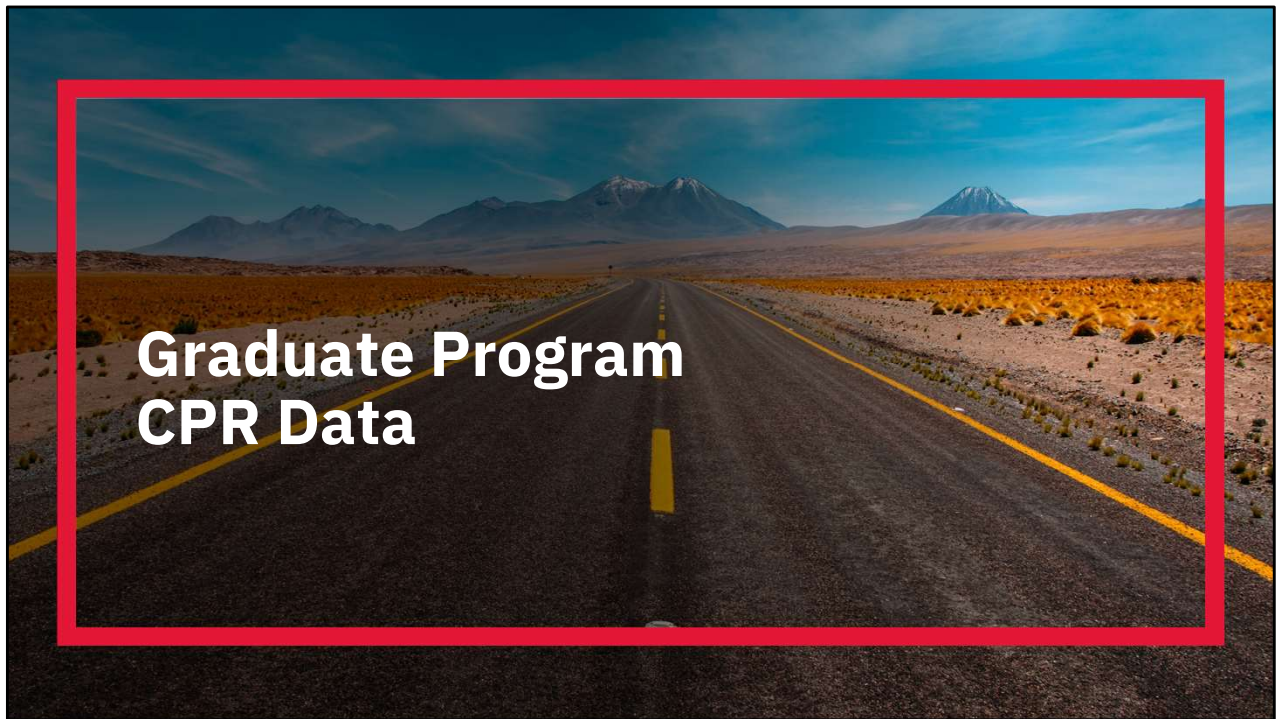
Appendix O: Tabulation of Instructor Type and Teaching Levels (6.2)

<i>Year Level</i>	<i>Full-Time Faculty</i>	<i>Retired Faculty</i>	<i>Contract Instructors</i>
1000 level	22	.	46
2000 level	5	.	10
3000 level	32	3	17
4000 level	27	.	20
Total	86	3	93



- 1) This report is for Undergraduate Self-study template Appendix O: Tabulation of Instructor Type and Teaching Levels (6.2).
- 2) ARMS meet assignment dataset is the source for this report.
- 3) Current year plus past 4 years of summary of number of course teaching assignments by instructor type and by teaching level are provided.
- 4) Current year data are as of reporting date and may not be complete.

- 5) Full-time Faculty includes overload, visitor, and Contract Instructor includes CUPE 1/2/E and secondees.
- 6) For details of instructor type, please refer to the course enrolment data provided for Self-Study Report Section 3.18.
- 7) Describe and comment on trends and any challenges related to instructor types (FT/PT/Retired) and year-level teaching across the program.
- 8) Copy and paste the provided data to the corresponding section of the self-study template.



**Graduate Program
CPR Data**

Alignment with Graduate Self-Study Template

- Appendix C: Courses in Program (3.5)
- Appendix G: Course Enrolment (3.21)

3. Program Curriculum, Program Structure, and Learning Outcomes

- Appendix H: Admission for Domestic Students (4.5)
- Appendix I: Admission for International Students (4.6)

4. Admissions

- Appendix K: CGPSS (5.2)
- Appendix L: Enrolment, Completion and Graduation Rates by Cohort (5.4)
- Appendix M: Financial Support of Graduate Students (5.5)

5. Students: Enrolment, Retention, Graduation

- Appendix Q: List of Faculty (6.1)
- Appendix S: Research Funding by FGS Appointment (6.6)

6. Resources

Overarching report

Appendix A: Academic Program Report (1.5)

1. Introduction
Appendix A:
Graduate
Academic
Program
Report (1.5)



Understand the Data

Academic Program Report allows the program to gain a holistic view of the student life cycle from **application to enrolment, to progression and finally graduation** at York University.

Time Frame: 2015/16 -2022/23

Additional Elements for Graduate Programs:

- Graduate External Scholarships Awarded
- Terms to Graduation



Insight and Perspective

- Review and Reflect: Analyze the overall effectiveness of actions and strategies implemented over the past eight years since the previous review. Assess their impact on key metrics such as admission, enrolment, progression, and graduation outcomes, identifying trends of growth or decline to inform future planning.

Appendix A: Graduate Academic Program Report (1.5)

E. External Scholarships Awarded (Fiscal Year)

1.0 Masters	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	Trend
1.0 Total No. of Students Awarded						1	4	1	
1.3 No of Students Awarded-SSHRC						1	2	1	
1.5 No. of Students Awarded-Other							2		
2.0 Total External Scholarships (\$)						11,667	17,750	5,833	
2.3 External Scholarships(\$)-SSHRC						11,667	17,500	5,833	
2.5 External Scholarships(\$)-Other							250		

F. Terms to Graduation by Degree Year

1.0 Masters	2015	2016	2017	2018	2019	2020	2021	2022	Trend
1.0 Full-time	4	5	5	5	5	4	6	4	
2.0 Part-time	8	7						4	
2.0 Doctorate	2015	2016	2017	2018	2019	2020	2021	2022	Trend
1.0 Full-time	17	19	20	21	16	18	19	18	

3. Program Curriculum, Program Structure, and Learning Outcomes
Appendix C: Course in Program (3.5)



Understand the Data

Data Source : ARMS

Time Frame: Current year plus past 4 years of course information are provided.

Data Elements: Course Code, Course Title, Course Description

Instruction: Review and modify current year's list and use the past 4 years of courses as reference to generate the complete set of program course information. Indicate whether courses are required/core or optional/elective.



Insight and Perspective

- Curriculum Evaluation: Are the courses offered aligned with the program's objectives and current industry/academic standards?

Appendix C: Course in Program (3.5)

#	Course Code	Course Title	Short Course Description
1	AP/HUMA 5100 6.00	Research Practices & Methodologies	Provides MA students with the core tools for interdisciplinary Humanities scholarship. It introduces basic techniques and methodologies of conducting, presenting and publishing research, with an emphasis on qualitative methods. Students practice, and reflect on, the process of planning, carrying out, and presenting research in ways that are adequate for specific contexts, topics, and problematics in the Humanities.
2	AP/HUMA 6100 3.00	Paris, 1938-1968	This interdisciplinary course focuses on the place of Paris in literary writing during and about a fraught era that encompasses the Nazi occupation of the city during WWII; the emerging discourse about deportation, resistance and collaboration; the African American diaspora; the Algerian War; and the student revolution. Discussions engage the spatial turn in literary studies and memory studies.
3	AP/HUMA 6157 3.00	Comparative and World Literature	Introduces students to the conditions of emergence and development of the discipline of Comparative Literature from its beginnings in nineteenth-century Europe to its most recent global iteration of World Literature. Students will experience how expanded understandings of cultural translation and textuality have radically altered and expanded the Eurocentric character of the discipline. Questions for investigation includes: How have the aesthetics and politics of Comparative Literature changed over the past two hundred years? What factors have influenced those changes? How is World Literature related to Comparative Literature? How do both relate to colonial, post-colonial, diasporic, cultural and translation studies and digital humanities?
4	AP/HUMA 6207 3.00	Religion and Contemporary Cinema	This course brings into conversation the interpretive vocabularies of Religious Studies and Film Studies. It provides students with opportunities to study and research the ways in which contemporary cinema narrativizes, problematizes, recontextualizes and celebrates religious myths, histories, rituals and doctrines.

- 1) This report is for Graduate Self-study template Appendix C: Courses in Program (3.5).
- 2) ARMS course view dataset is the main data source for the report. Course information are based on primary meet.
- 3) Current year plus past 4 years of course information are provided.
- 4) Current year data are as of reporting date and may not be complete.
- 5) Review and modify current year's record and use the past 4 years of courses as reference to generate the

complete set of program course information.

6) Copy and paste the course information and further identify instructor type (FT/PT/Retried) and whether the course is required or optional.

3. Program Curriculum, Program Structure, and Learning Outcomes
Appendix G: Course Enrolment Data (3.21)



Understand the Data

Data Source: ARMS teaching assignments (e.g. CDs/Instructor)

Time Frame: Current year plus past 4 years of course section enrolment information

Data Elements: Course Code, Course Title, Period, Section, Format, Instructor Type, Instructor, Total Enrolments, Total Space Available

Instruction: Describe and analyze trends related to course enrolment. Copy and paste the applicable course enrolment data to the self-study template.



Insight and Perspective

- Enrolment and Market Demand: What are the enrolment trends, and what do they suggest about the demand for our program?

Appendix G: Course Enrolment Data (3.21)

#	Course Code	Course Title	Period	Section	Format	Instructor	Total Enrolments	Total Spaces Available
1	AP/HUMA 5100 6.00	Research Practices & Methodologies	Y	A	SEMR		15	15
2	AP/HUMA 6100 3.00	Paris, 1938-1968	W	M	SEMR		3	15
3	AP/HUMA 6157 3.00	Comparative and World Literature	F	A	SEMR		9	15
4	AP/HUMA 6157 3.00	Comparative and World Literature	W	M	SEMR		11	16
5	AP/HUMA 6207 3.00	Religion and Contemporary Cinema	W	M	SEMR		6	15
6	AP/HUMA 6215 3.00	Secularism & Its Challenges	W	M	SEMR		7	15
7	AP/HUMA 6228 3.00	Religion, Secularism & Colonial Encounter	F	A	SEMR		11	15
8	AP/HUMA 6231 3.00	Frankfurt and Freiburg: East/West Dialogs	S1	A	SEMR		14	15

- 1) This report is for Graduate Self-study template Appendix G: Courses Enrolment Data (3.21).
- 2) ARMS meet assignment dataset is the main data source for the report. Courses with zero enrolment are excluded.
- 3) Course enrolment information are based on primary meet for course director/instructor type of positions.
- 4) Current year plus past 4 years of course enrolment information are provided for further analysis.
- 5) Current year data are as of reporting date and may not be complete.

6) Please describe and analyze trends related to course enrolment use the course enrolment data provided.

7) Copy and paste the course enrolment data to the self-study template.

4. Admissions
*Appendix H:
Admission for
Domestic
Students (4.5)*



Understand the Data

Data Source: Section A of Graduate Academic Program Report

Time Frame: Current year plus past 8 years

Data Elements: Total # of Applications, offers and registrations; % Registration with A or greater, B+ Or greater, and B or greater; % Registration with NSA grade.

Instruction: Describe admission trends related to domestic students. Review the data and make changes where appropriate. Copy and paste the data to the corresponding section of the self-study template.



Insight and Perspective

- Program Health and Trends: What do admission data for domestic (Appendix H) and international students (Appendix I) indicate about our program's reach and appeal?
- Admission Quality: Did the quality of admissions remain consistent throughout years?

Appendix H: Admission for Domestic Students (4.5)

Year	Total # of Apps	Total # of Offers	Total # of Registered	% Registration with A or greater	% Registration with B+ or greater	% Registration with B or greater	% Registration with NSA Grade
2015	24	22	9	33.33	77.78	77.78	22.22
2016	25	21	14	35.71	71.43	92.86	7.14
2017	24	16	11	36.36	72.73	90.91	9.09
2018	25	19	8	37.5	75	100	.
2019	29	17	13	30.77	53.85	69.23	30.77
2020	20	12	7	57.14	100	100	.
2021	26	20	14	57.14	78.57	92.86	7.14
2022	17	12	6	50	66.67	66.67	33.33
2023	17	7	5	20	60	100	.

- 1) This report is for Graduate Self-study template Appendix H: Admission Trends For Domestic Students (4.5).
- 2) Section A of Graduate Academic Program Report is the source for this report.
- 3) Current year plus past 8 years of admission information are provided.
- 4) Current year data are as of reporting date and may not be complete. Review the data and make changes where appropriate.
- 5) Describe admission trends related to domestic students.

6) Copy and paste the data to the corresponding section of the self-study template.

4. Admissions
*Appendix I:
Admission for
International
Students (4.6)*



Understand the Data

Data Source: Section A of Graduate Academic Program Report

Time Frame: Current year plus past 8 years

Data Elements: Total # of Applications, offers and registrations; % Registration with A or greater, B+ Or greater, and B or greater; % Registration with NSA grade.

Instruction: Describe admission trends related to international students. Review the data and make changes where appropriate. Copy and paste the data to the corresponding section of the self-study template.



Insight and Perspective

- Program Health and Trends: Does the graduate program possess a global appeal that attracts international students?

Appendix I: Admission for International Students (4.6)

Year	Total # of Apps	Total # of Offers	Total # of Registered	% Registration with A or greater	% Registration with B+ or greater	% Registration with B or greater	% Registration with NSA Grade
2015	2	.	.	.	.	.	.
2016	8	.	.	.	.	.	.
2017	2	.	.	.	.	.	.
2018	4	2	1	.	.	100	.
2019	22	3	2	100	100	100	.
2020	8	1	1	100	100	100	.
2021	8	2	1	100	100	100	.
2022	5	4	2	50	50	100	.
2023	2	1	.	.	.	.	.

- 1) This report is for Graduate Self-study template Appendix I: Admission Trends For International Students (4.6).
- 2) Section A of Graduate Academic Program Report is the source for this report.
- 3) Current year plus past 8 years of admission information are provided.
- 4) Current year data are as of reporting date and may not be complete. Review the data and make changes where appropriate.
- 5) Describe admission trends related to international

students.

6) Copy and paste the data to the corresponding section of the self-study template.

**5. Students:
Enrolment,
Retention,
Graduation**
*Appendix K:
The Canadian
Graduate and
Professional
Survey (5.2)*



Understand the Data

CGPSS provides quantitative data on various aspects of the graduate student experience.

Time Frame: Feb to March 2022, every 3 years

Threshold: 15 responses to generate program level report

Data Element: The survey addresses graduate issues relating to academic progress, sources of financial support, debt loads, and overall satisfaction.

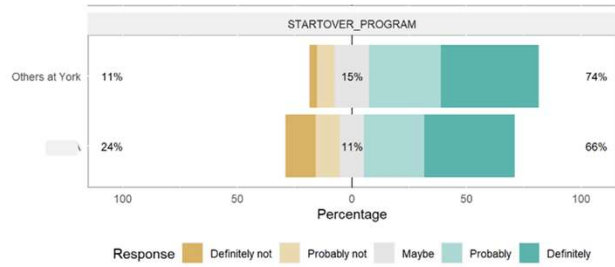


Insight and Perspective

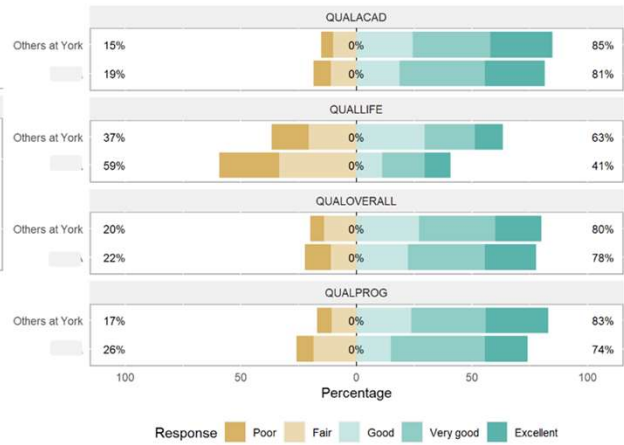
- What feedback does the Canadian Graduate and Professional Survey provide about graduate student satisfaction?
- Student Experience and Outcomes: What is the variability among students in their engagement with peers, principal supervisor, committee members, administrative staff, and student services staff?

Appendix K: Canadian Graduate and Professional Survey (5.2)

STARTOVER_PROGRAM Please select your answer to the following questions. - Would you recommend this university to someone considering your program?



QUALACAD Overall, how would you rate the quality of... - Your academic experience at this university
 QALLIFE Overall, how would you rate the quality of... - Your student life experience at this university
 QUALOVERALL Overall, how would you rate the quality of... - Your overall experience at this university
 QUALPROG Overall, how would you rate the quality of... - Your graduate / professional program at this university



**5. Students:
Enrolment,
Retention,
Graduation**
*Appendix L:
Enrolment,
Completion and
Graduation Rate
(5.4)*



Understand the Data

Data Source: OIPA enrolment and graduation data

Time Frame: Masters programs are tracked for 8 years of cohorts and each cohort for up to 4 years after the admission, and PhD program are tracked for 10 years of cohorts and each cohort for up to 10 years after the admission where applicable.

Methodology: Full-time new students are tracked whether they are in progress or graduated each year after their admission to the program. If the students are in progress, then the headcounts are counted towards retention. If the students are graduated, then the headcounts are counted towards graduation. If they are neither in progress and nor graduated, then the headcounts are counted towards attrition. The total percentage of retention, graduation, and attrition should add up to 100 percent for any cohort.

Instruction: Use the data to describe and analyze trends and challenges related to attrition (withdrawal), time-to-completion, and graduation. 8) Based on the length of the program length, select the graduation and attribution rate by the number of years after admission. Copy and paste the data to the corresponding section of the self-study template.



Insight and Perspective

- What do attrition and graduation rates reveal about student success and program effectiveness?

Appendix L: Enrolment, Completion and Graduation Rates (5.4)

Doctorate		year									
		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
FT	Heads	15	16	11	13	11	11	16	12	8	3
	% In Progress 1 Yr Later	93.30%	100.00%	90.90%	100.00%	100.00%	81.80%	87.50%	91.70%	87.50%	.
	% In Progress 2 Yrs Later	93.30%	100.00%	90.90%	92.30%	100.00%	90.90%	81.30%	91.70%	.	.
	% In Progress 3 Yrs Later	86.70%	93.80%	90.90%	92.30%	90.90%	90.90%	68.80%	.	.	.
	% In Progress 4 Yrs Later	86.70%	75.00%	90.90%	76.90%	100.00%	81.80%	.	.	.	.
	% In Progress 5 Yrs Later	73.30%	75.00%	63.60%	61.50%	81.80%	.	.	.	.	.
	% In Progress 6 Yrs Later	26.70%	31.30%	9.10%	23.10%	.	.	.	.	.	.
	% In Progress 7 Yrs Later	13.30%	6.30%	.	.	.	.	.	.	.	.
	% In Progress 8 Yrs Later	.	6.30%	.	.	.	.	.	.	.	.
	% Graduated by the end of Yr 4	.	6.30%	.	.	.	.	.	.	.	.
	% Graduated by the end of Yr 5	6.70%	6.30%	9.10%	7.70%	9.10%	.	.	.	.	.
	% Graduated by the end of Yr 6	6.70%	18.80%	9.10%	7.70%	.	.	.	.	.	.
	% Graduated by the end of Yr 7	20.00%	25.00%	27.30%	.	.	.	.	.	.	.
	% Graduated by the end of Yr 8	33.30%	25.00%	.	.	.	.	.	.	.	.
	% Graduated by the end of Yr 9	33.30%	.	.	.	.	.	.	.	.	.
	% Graduated by the end of Yr 10	.	.	.	.	.	.	.	.	.	.
	% Attrition by the end of Yr 4	13.30%	18.80%	9.10%	23.10%	0.00%	18.20%	.	.	.	.
	% Attrition by the end of Yr 5	20.00%	18.80%	27.30%	30.80%	9.10%	.	.	.	.	.
	% Attrition by the end of Yr 6	66.70%	50.00%	81.80%	69.20%	.	.	.	.	.	.
	% Attrition by the end of Yr 7	66.70%	68.80%	72.70%	.	.	.	.	.	.	.
	% Attrition by the end of Yr 8	66.70%	68.80%	.	.	.	.	.	.	.	.
	% Attrition by the end of Yr 9	66.70%	.	.	.	.	.	.	.	.	.
	% Attrition by the end of Yr 10	.	.	.	.	.	.	.	.	.	.

48 CPR Workshop #4 – Storytelling with Data



- 1) This report is for Graduate Self-study template Appendix L (5.4).
- 2) OIPA enrolment and degree datasets are used to develop this report.
- 3) Full-time Students are tracked whether they are in progress or graduated each year after their admission to the program.
 If the students are in progress, then the heads are counted towards retention.
 If the students are graduated, then the heads are counted towards graduation.
 If they are neither in progress and nor graduated, then the heads are counted towards attrition.
 The total percentage of retention, graduation, and attrition should add up to 100 percent for any cohort.
- 4) Masters programs are tracked for 8 years of cohorts and each cohort for up to 4 years after the admission, and PhD program are tracked for 10 years of cohorts and each cohort for up to 10 years after the admission where applicable.
- 5) Part-time student's graduation and attrition information are provided for reference

only.

6) For validation of the ratio, please refer to the data tab for student level details. Review the data and make changes where appropriate.

7) Use the data to describe and analyze trends and challenges related to attrition (withdrawal), time-to-completion, and graduation.

8) Based on the length of the program length, select the graduation and attribution rate by the number of years after admission. Copy and paste the data to the corresponding section of the self-study template.

**5. Students:
Enrolment,
Retention,
Graduation**
*Appendix M:
Financial Support
for Graduate
Students (5.5)*



Understand the Data

Data Source: The primary data source for this report is OIPA graduate funding data which incorporates graduate funding sources from various awards, CUPE1/2/3, GSRA payroll databases.

Time Frame: Current year plus past 8 years

Methodology: The financial support provided to graduate students is organized by academic year and broken down into several categories: external scholarships, York fellowships, internal scholarships and awards, as well as various assistantships including Teaching Assistant (TA), Research Assistant (RA), and Graduate Assistant (GA) positions.

Instruction: Student level details for each applicable financial support category are provided as a reference in the associated tabs. Review the summary table, use the student level details to validate, and make changes to the summary table where appropriate. Use the data to describe and analyze trends related to financial support received by Master's students and PhD students (if applicable) for the past eight years. Copy and paste the table from the "Report" tab to the corresponding section of the self-study template.



Insight and Perspective

- How does the financial support provided to students affect enrolment and graduation?

Appendix M: Financial Support of Graduate Students (5.5)

Year	External Scholarship	York Fellowship	Internal Scholarships & Awards	TAs	RAs	GAs	Other	# of Students Funded	Average Amount
2015/16	155000	.	250625	1046290	257554	10688		72	23891
2016/17	103333	296456	258981	1007898	32100	.		70	24268
2017/18	126667	302864	264137	1170640	5660	.		72	25972
2018/19	98332	304735	221350	1085140	14896	5660		74	23380
2019/20	105796	281098	485721	876083	13490	11545		74	23969
2020/21	100000	299312	595236	849565	46800	11545		74	25709
2021/22	50075	297850	514771	728910	27547	7852		70	23243
2022/23	50050	286241	477921	665780	47083	7931		63	24365
2023/24	21667	77731	180078	633130	13824	.		57	16253

- 1) This report is for Graduate Self-study template Appendix M: Financial Support of Graduate Students (5.5).
- 2) The primary data source for this report is OIPA graduate funding dataset which incorporates graduate funding sources from various awards, CUPE1/2/3, GSRA payroll databases.
- 3) Current year's financial data are provided as of reporting date.
- 4) The graduate student financial support are summarized in Report tab by academic year under categories like external scholarship, York fellowship, internal scholarship

and awards, TA, RA and GA.

5) Student level details for each applicable financial support category are provided as a reference in the associated tabs.

6) Review the summary table, use the student level details to validate, and make changes to the summary table where appropriate.

7) Use the data to describe and analyze trends related to financial support received by Master's students and PhD students (if applicable) for the past eight years.

8) Copy and paste the table from the "Report" tab to appendix M of the self-study template.

6. Resources
Appendix O:
List of Faculty
(6.1)



Understand the Data

Data Source: ARMS and FGS appointment. For graduate faculty membership, please refer to <https://www.yorku.ca/gradstudies/faculty-staff/academic-affairs/graduate-faculty-membership/> for details.

Time Frame: Current year

Instruction: Review the data and make changes where appropriate. Copy and paste the name, rank, home unit, and primary graduate program data to the corresponding section of the template and add information on faculty members' specialization in an additional column. Use the data to describe the areas of strength and expertise of the faculty.



Insight and Perspective

- How do faculty members' expertise and research interests contribute to achieving the graduate program's objectives and providing quality mentorship to students?

Appendix Q: List of Faculty (6.1)

Category	Faculty Member Name	Role	Rank	Home Department	Primary Graduate Program (yes/no)	Effective Start Date	Effective End Date	Current Status
Adjunct Member		Course Director; Committee Member			Yes	07JAN2021	30JUN2025	Accepted
		Committee Member			Yes	01JUL2019	30JUN2024	Renew
		Committee Member	Assist Prof Tch	LAPS-Humanities	Yes	01JUL2023	30JUN2024	Renew
Associate Member		Principal supervisor of Master's Theses; Course Director; Committee Member	Assoc Prof	LAPS-Humanities	Yes	01JUL2011	30JUN2039	Accepted
		Principal supervisor of Master's Theses; Course Director; Committee Member	Full Prof	LAPS-Humanities	Yes	01JUN2015	30JUN2039	Accepted
		Principal supervisor of Master's Theses; Course Director; Committee Member	Assoc Prof	LAPS-Humanities	Yes	01JUL2012	30JUN2039	Accepted
		Co-supervisor of Doctoral Dissertations; Principal supervisor of Master's Theses; Co-supervisor of Master's Theses; Course Director; Committee Member	Assoc Prof	LAPS-English	Yes	01OCT2016	30JUN2039	Accepted

- 1) This report is for Graduate Self-study template Appendix Q: List of Faculty (6.1).
- 2) The primary data source for this report is ARMS. For graduate faculty membership, please refer to <https://www.yorku.ca/gradstudies/faculty-staff/academic-affairs/graduate-faculty-membership/> for details.
- 3) Current year's appointment information are provided as of reporting date.
- 4) Review the data and make changes where appropriate. The effective date of start and end of the Faculty

appointment, as well as the current status are provided for validation purpose.

5) Copy and paste the name, rank, home unit, and primary graduate program data to the table under appendix Q and add information on faculty members' specialization in an additional column.

6) Use the data to describe the areas of strength and expertise of the faculty.

6. Resources
Appendix S:
Research
Funding by
FGS
Appointments
(6.6)



Understand the Data

Data Source: ARMS FGS appointment information and E-report Fund 400 and 500 data.

Time Frame: Current year plus past eight year's information are provided.

Methodology: The report is based on research revenues from faculty member's e-report fund 400 and 500 cost centres for the fiscal years that the faculty members were actively appointed to the graduate program.

Instruction: Program can review the FGS appoints and check whether the faculty member is appointed to multiple programs. Program can cross-check with OIPA for the record level entry, should the program think the research funding needs to be adjusted. Use the data to describe the research environment in the program/unit/Faculty for graduate students regarding research funding. Copy and paste the data to the corresponding section of the self-study template.



Insight and Perspective

- Faculty Research and Funding: In what ways has the faculty's research funding contributed to elevating the program's academic reputation and expanding the spectrum of research opportunities available to students?

Please be cautious that research funding will be double counted if the faculty member is actively appointed to multiple graduate programs in the same year. Program can review the FGS appoints and check whether the faculty member is appointed to multiple programs. Program can cross-check with OIPA for the record level entry, should the program think the research funding needs to be adjusted.

Appendix S: Research Funding by FGS Appointment (6.6)

Year	Tri-Council	Other Government	Industry	Not for Profit	Other External	Internal	Other
2015/16	1244415.4	15000	.	34618.8	215198.35	164988.44	.
2016/17	934943.43	13233.87	.	4000	211651.6	273866.25	400
2017/18	551539.97	14746.17	.	89400	102147.54	238938.46	700
2018/19	1348482.8	131050.3	.	29750	46600.82	482628.35	.
2019/20	1131865.3	179167	.	70404	.	412795.14	.
2020/21	1241324.8	393180.07	.	4000	.	323702.14	4192
2021/22	1668449.4	890628.33	.	5000	.	254297.54	19000
2022/23	1530083.2	304606.34	.	.	.	424262.76	28000

- 1) This report is for Graduate Self-study template Appendix T: Research Funding (6.6).
- 2) The primary data sources for this report are ARMS FGS appointment data and E-report Fund 400 and 500 data.
- 3) Current year plus past eight year's information are provided. Current year data is as of reporting date.
- 4) The report is based on research revenues from faculty member's e-report fund 400 and 500 cost centres for the fiscal years that the faculty members were actively appointed to the graduate program.

- 5) Please be cautious that research funding will be double counted if the faculty member is actively appointed to multiple graduate programs at the same year.
- 6) Review the data and make changes where appropriate.
- 7) Use the data to describe the research environment in the program/unit/Faculty for graduate students with regard to research funding.
- 8) Copy and paste the data to the corresponding section of the self-study template.

