

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

Institution Name:	Ryerson University
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OVERVIEW

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



1) Enrolment - Headcount*

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

Ryerson University reported to the Ministry the total Headcount enrolment in 2010-2011 = **19,817**.

The number of students aged 18-24 from the total Headcount enrolment reported by **Ryerson University** to the Ministry for 2010-2011 = **16,108**.

The number of students aged 25+ from the total Headcount enrolment reported by **Ryerson University** to the Ministry for 2010-2011 = **3,228**.

The **number of students under the age of 18** enrolled at **Ryerson University** in 2010-2011= **481**.

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

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

Enrolment Intake Planning: The University continues to employ a rigorous program-by-program policy and process for enrolment intake control that allows the Registrariat to minimize variation from planned target levels. This process, occurring annually over a nine-month period, involves active participation of all Deans and academic departments and schools. It has ensured that the University achieves its enrolment and budget targets.

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

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

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

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

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

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

For the following, please include Full-Time and Part-Time, but not International students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Ryerson University who registered with the Office for Students with Disabilities and received support services in 2010-2011= 642</p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) 642 ÷ Ryerson University (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = 3.2%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Ryerson University who registered with the Office for Students with Disabilities and received support services in 2010-2011 = 662</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Ryerson University in 2010-2011= 4,058</p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) 4,058 ÷ Ryerson University (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = 20.5%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Ryerson University in 2010-2011 = 2,107</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Ryerson University in 2010-2011= 314</p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) 314 ÷ Ryerson University (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = 1.6%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Ryerson University in 2010-2011 = 137</p>

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

Estimates of the number of First Generation students and Aboriginal students are derived from survey data, which are subject to an inherent degree of statistical error. Results are, therefore, presented as a range:

First Generation Students: 3,977 to 4,139 FT students (20.1% to 20.9%); 2,004 to 2,210 PT students (21.4% to 23.6%)

Aboriginal Students: 222 to 391 FT students (1.1% to 2.0%); 97 to 167 PT students (1.1% to 2.0%)

The estimates provided in the tables above reflect the survey results for undergraduate and graduate students, respectively, and the ranges reflect the error inherent in survey estimates.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Ryerson University's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Ryerson University's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Ryerson University's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>This year, Ryerson offered Online to Success, a six-week summer program to provide transition support for students with learning disabilities and/or ADHD. The program offered students strategies to better prepare themselves for post-secondary full-time studies. Topics included: tools for success, academic strategies and self-advocacy.</p>	<p>The University offers a variety of workshops and information sessions at community agencies and selected Toronto secondary schools to provide First Generation students with information about post-secondary education options, how to apply, and what to expect in a post-secondary environment.</p> <p>First Generation students who are in their first year at Ryerson can register to be paired with a mentor (upper year student) who provides information and support to facilitate the adjustment to university life.</p>	<p>Ryerson Aboriginal Student Services offers peer support to Aboriginal students on campus. Peer supporters provide academic information as well as help students to get involved in social and cultural events on campus.</p>

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

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

*NOTE: SAG data as of June 9, 2011

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$4,680,261	3,147
Other SAG Expenditure to Supplement OSAP	\$13,666	8
TOTAL	\$4,693,927	3,155

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

Yes

The space below is provided for **Ryerson University** to describe methodology, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2010-2011.

Ryerson's records indicate that SAG expenditures in 2010-11 are as follows: Expenditures for Tuition/Book SAG Amount = \$5,057,776 Number of Accounts = 3,187 Other SAG Expenditures = \$13,666 Number of Accounts = 8 Total = \$5,071,442 Number of Accounts = 3,195

4) Participation in the Credit Transfer System

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

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2010.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2006	45,232	4,568	5,684	789
2007	48,815	5,032	5,487	783
2008	52,278	5,411	6,072	1,179
2009	53,795	5,757	6,279	1,090
2010	53,262	5,932	6,024	1,077

*Transfers from publicly assisted colleges in Ontario

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

- *the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;*
- *a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;*
- *transfer data is not limited to college graduates who apply through OUAC; and*
- *only includes full-time students applying and registering in the fall to the first year of a university program.*



The Ministry encourages **Ryerson 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, **Ryerson University** should report institutional data which includes data from OUAC and other sources.

Year	Ryerson University's Total Applications	Ryerson University's Total Registrations	Ryerson University's Transfer Applications	Ryerson University's Transfer Registrations
2010	N/A	N/A	N/A	N/A

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



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

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

The undergraduate admissions department at Ryerson has participated actively in updating and expanding the information provided in the Ontario Postsecondary Transfer Guide (OPTG). The OPTG is "an interactive database that was developed to assist college and university students to find out how credits for learning at one institution can transfer to another" and is found at: www.ocutg.on.ca

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

Ryerson's curriculum advising department offers a service whereby confirmed students can access an online tool to generate an "Advisement Report" to determine applicability of transfer credits by program. Curriculum advising staff and transfer credit representatives at Ryerson also take part in academic orientations to provide information about advisement reports and transfer credits to new students during the orientation period.

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

Confirmed students with courses taken at Ontario universities and colleges have been able to apply online for instant transfer credit results. Curriculum Advising has expanded this service to include eleven Canadian universities outside of Ontario.

5) Class Size*

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

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	221	35.2%	275	49.5%	286	53.0%	354	66.9%
30 to 60 students	200	31.9%	159	28.6%	173	32.1%	120	22.6%
61 to 100 students	70	11.2%	82	14.8%	63	11.7%	50	9.5%
101 to 250 students	125	19.9%	39	7.1%	17	3.2%	5	0.9%
251 or more	11	1.1%	0	0.0%	0	0.0%	0	0.0%
Total	627	100.0%	555	100.0%	539	100.0%	529	100.0%

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



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

In 2010-11, Ryerson launched the Learning and Teaching Enhancement Fund, a pilot program to fund new strategies that reflect the University's commitment to classroom innovation. Ryerson faculty members were invited to apply for grants to support the development and implementation of strategies that will strengthen teaching and learning at either the undergraduate or graduate level. The initiative has been very successful, with 7 grants awarded in 2010-11. One example involves web-based, narrative video tutorials and interactive 3-D modeling with which Architecture students can develop and present their design projects.



6) eLearning

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

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

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

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

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

Programs:

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

A Synchronous Conferencing program describes a program, which is considered 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 *Ryerson University's* elearning data for 2010-2011:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	168	0
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	7	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	175	0
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	0	0
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	0	0
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	12,605	0
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	225	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	12,830	0



*The space below is provided for **Ryerson 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 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 **Ryerson University's** use of Hybrid Learning courses and/ or Programs

Ryerson delivers videoconference/internet courses to Nursing students using a combination of videoconferencing and internet-based instruction, with at least 50% of the course delivered through videoconferencing technology. The classroom-based videoconferencing instruction is conducted at specific sites using the Ontario Telemedicine Network (OTN). All students registered in these courses have access to technical and administrative support. The delivery of the post-diploma Nursing courses via videoconference hybrid has allowed Ryerson to meet the learning needs of rural Ontario nurses and provide them with access to Ryerson degrees and certificates.

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

Ryerson created and launched an online application called Lake Devo, which provides an adaptable role-play environment to support the pedagogical objectives of various online courses. Lake Devo has been used in online interdisciplinary courses such as Conflict Resolution in Community Services, and in subject areas such as Food Security, Fundraising Management and Nursing Leadership.

Users can create their own characters and work collaboratively on scripts, which are then published as a 2-D "movie" that can be discussed, debated and analyzed. This application engages students in problem-solving in a variety of contexts, enables students to work synchronously online, helps to promote a community of learners, and provides a tangible product (the movie) for class debriefing or for use with additional course activities.

This application won the WOW Category for the Canadian Award for Training Excellence, offered by the Canadian Society for Training and Development (CSTD), and an Honorable Mention for the Distance Education Innovation Award, offered by the National University Technology Network.

7) International

7.1 Initiatives

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

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

- Outbound students* = 330
*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
- Inbound students* = 173
*DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Ryerson University** in 2010-2011 = \$11,739,149

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Ryerson University** had outside of Canada in 2010-2011 = \$0

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

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

7.2 Enrolment

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

	Source Country	Number of International Students	International Students from Source Country as a Percentage of Ryerson University Total Full-Time International Student Enrolment
1.	China	65	9.3%
2.	India	64	9.2%
3.	Iran	45	6.4%
4.	South Korea	36	5.2%
5.	United States of America	35	5%

Ryerson University reported to TCU that International Enrolment* in 2010-2011 = **698**

**DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

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

Please provide **Ryerson University's** 2010-2011 Part-Time International Student Enrolment = **326**

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Ryerson University** in 2010-2011 = 158

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

Ryerson offers an intensive English language course to equip students with the communication skills necessary for academic work in a postsecondary setting. This course offers useful preparation for completing English language proficiency tests required for entrance into academic programs.

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

Please provide one or more highlights, in the space provided below, of an activity that **Ryerson University** used during 2010-2011, which contributed to maintaining or improving **Ryerson 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.

International Development:

Ryerson faculty with research partners in developed and emerging economies undertake projects to improve quality of life, especially in marginalized urban communities. A successful example is the piloting of programs with civil society organizations and government to establish sustainable food security initiatives that meet the needs of urban communities, including sites in Brazil and the Republic of Angola.

International Research:

Ryerson faculty engage in international research projects that improve the quality of life for Canadians and international communities. One example is the "Locomorph," a project that combines multidisciplinary approaches to study locomotion and movements in animals and robots. The insights gained from this research will be applied to the development of medical prosthetics and service robots to increase maneuverability and usability in unknown environments.



8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

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

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

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

Ryerson University confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **Ryerson University** participated in the Ontario Education Collaborative Marketplace (OECM): **No**

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

File Capture: Suppliers are provided with an e-mail address to which they send their invoices. Instead of printing invoices and submitting them for processing through our document management and imaging system, File Capture retrieves and reads the PDF and JPEG invoices that are attached to email. This furthers our paper reduction initiative and leverages the optical character recognition (OCR) capabilities that Ryerson previously introduced.

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

Ryerson continues to consider OECM offerings when making purchases, but in the past year, none of their contracts met our requirements.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

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

BPS Procurement Directive

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

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

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

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

- 1) A new Execution of Contracts and Documents and Approval Authority Schedule has been approved by Ryerson's Board of Governors. Effective September 1, 2011 there are authority levels assigned for different types and values of purchases and contracts including petty cash, purchase cards, and bid requirements.
- 2) The new BPS rules were communicated across Ryerson by facilitating over 30 meetings that reached staff and faculty members. Items covered in these meetings included: new rules for consultants' competitive bid requirements; new expense rules for supplier reimbursements; and mandatory purchasing directives. Advice on proceeding in accordance with the directives is ongoing.



BPS Expenses Directive

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

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

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

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

Elimination of "per diem" allowances for travel. Now, receipts must be provided for all travel-related expenses, including meals. (When funding from an external agency is used to support travel, if the agency's written regulations differ from Ryerson's, the agency's regulations are used.)

BPS Perquisites Directive

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

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



9) Space Utilization

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

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

The University uses space efficiently, with a large number of evening enrolments and Spring/Summer enrolments that generate usage during typically "off-peak" periods. Currently, Ryerson's space inventory is far below Council of Ontario Universities' (COU) standards and the average across the sector.

The University monitors space utilization of classrooms, labs and studios carefully on an ongoing basis. Classrooms are booked centrally and good utilization is being achieved. A numbers of factors have been found to affect utilization, including the age and condition of physical plant and lab equipment, as well as course-specific needs such as set-up and breakdown requirements. The University continues to implement strategies for improving utilization, including reconfiguration of labs to enable more multi-purpose use of facilities, as well as scheduling refinements. As a part of its ongoing efforts to improve utilization, Ryerson has set aside \$1.4 million in the current fiscal year for a program to increase lab utilization. Where possible, underutilized labs are being renovated and converted to uses with more pressing needs.

10) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **Ryerson University** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **77%** 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 **Ryerson University** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **78%** for Senior Year respondents.

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

Results indicated above are derived from survey data, which are subject to an inherent degree of statistical error. Results are, therefore, presented as a range: the proportion of fourth-year students who responded positively to the survey questions cited above ranges from 75.6% to 78.8% for the evaluation of one's entire experience. Similarly, 76.0% to 79.2% report that they would attend the same institution again.

Ryerson is a member of the Canadian University Survey Consortium, a group of approximately 25 universities that conducts surveys of undergraduate students on a triennial cycle. In each year of the cycle, a different group of students is surveyed: first year students, graduating students, and a comprehensive survey of students in all years.

Ryerson also participates in the Canadian Graduate and Professional Student Survey (CGPSS), which is conducted among master's and doctoral level students.

In addition to participation in consortium surveys, Ryerson frequently conducts special purpose surveys that provide decision-support information on particular issues.

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

Ryerson makes every attempt to keep its class sizes relatively small, enhancing opportunities for hands-on learning, student engagement and student-faculty interaction. Please refer to information in Section 5 on class size.

Further, Ryerson has committed to providing high quality space for student use, including renovating and repurposing existing space to provide study areas for students. Ryerson's Long Term Capital Plan, submitted to the Government in 2010-11, emphasizes the importance of space for student use with the inclusion of study space in every building proposed. The new Student Learning Centre, for which construction is underway, is designed to provide a variety of spaces for student use.



11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate* at **Ryerson University** = 76.3%*

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

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

Facilitated Study Groups: These study groups are led by tutors who are trained to offer tailored support in courses that many students find challenging. Accounting, mathematics, statistics, physics and chemistry are among the courses involved.



12) Graduate Employment Rate

Per the KPI results reported in 2011, the graduate employment rate*, 6 months upon graduation, at **Ryerson University = 91.3%**

Per the KPI results reported in 2011 the graduate employment rate*, two years upon graduation, at **Ryerson University = 95.3%**

*Percentage of 2008 graduates of bachelors or first professional degree programs who were employed six months and two years after graduation.

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

Program Advisory Councils: Every undergraduate program at Ryerson has an Advisory Council comprised of industry/field experts to ensure that programs reflect the most current practices in the field and that students graduate with career-relevant skills.

Ryerson programs are designed to meet societal need and market demand. For example, collaboration between the Ted Rogers School of Management at Ryerson and industry leaders have led to developments in program areas with significant employment opportunities, such as Real Estate Management and Mining Management.



13) Student Retention

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

Entering Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
1st to 2nd Year	87.4%	88.9%	83.1%	86.7%
1st to 3rd Year	81.3%	80.9%	77.9%	N/A

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

The retention rate for the 2008 cohort (1st to 2nd year rate for 2009-10; 1st to 3rd year rate for 2010-11) reflects a temporary change to academic policy where some students stop out. The retention rates for this cohort, therefore, are not comparable to rates for other years.

For the 2009 cohort, the retention rate to third year will be available after the Government's fall enrolment count date of November 1, 2011. (It is not yet available as of the October 15, 2011 deadline for submission of this MYAA report.)



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

In 2010-11, Ryerson expanded student support services in the area of mathematics. The Math Assistance Centre provides:

- in class support at the request of faculty members,
- workshops and study groups for math-intensive courses, and
- drop-in tutorial support for students

14) Quality of the Learning Environment

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

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

Within each Faculty at Ryerson is a Faculty Teaching Committee. These committees develop and undertake initiatives aimed at enhancing teaching ability and the in-class experience. For example, in 2010-11, the committee in the Faculty of Communication and Design created a workshop to improve the ability of faculty to fairly critique student in-class projects and provide feedback that would be useful not only in class but in future work endeavours.

In 2010-11 Ryerson launched the Open Door Program. In this program faculty are invited to visit any teaching award winner's classroom to observe their methods of engaging students. This observational program attracted eighty new faculty members to classrooms of award winners.

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

Ryerson offers a large number of practical, hands-on learning opportunities through field placements and internships. Hundreds of community agencies and workplace settings are on the roster of potential placements for students. In addition, degree level courses are offered that include a service learning or community outreach component, allowing students to link their classroom learning with real-world experience. Opportunities include collaboration with local non-profit organizations, working in international communities to learn about development and disaster recovery, and assisting students in local elementary schools by serving as mentors or classroom assistants.

In 2010-11, Ryerson launched the Digital Media Zone (DMZ). In addition to being a facility where students, alumni, and growing companies can turn their innovations into market-ready products, the DMZ also provides a place where industry can turn for digital solutions to real-world, real-time problems. At the DMZ, young entrepreneurs are provided with the equipment, services and tools they need to develop and launch their own businesses in a minimal risk setting. With the goal of removing barriers for young startups, the DMZ alleviates startup costs and facilitates industry and other partnership connections, increasing the likelihood of business success. Students have many access points at the DMZ: as entrepreneurs, as employees for start-ups, as work/study students, as research assistants, as interns and as volunteers.

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



Fresh Start: This program gives students with poor academic performance the opportunity to “try again” with a limited number of courses and provides specially designed supports to help them resolve their challenges. If the students are successful, they are eligible to be reinstated in their program of study.

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

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

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



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

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

Attestation:



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

Contact:

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

- Name: Dr. Paul Stenton
- Telephone: (416) 979-5033
- Email: pstenton@ryerson.ca

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

- <http://http://www.ryerson.ca/about/accountability/index.html>