

2012-2013 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.

Consistent with previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 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.

Where possible, to help streamline the 2012-2013 MYAA Report Back process, the Ministry pre-populated **Ryerson University's** 2012-2013 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2011-2012 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Ryerson University's** 2012-2013 MYAA Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2012 as of November 1, 2012 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2012-2013 fiscal year (enrolment reported in 2012-2013 remains subject to audit and/or correction).*

Ryerson University's total Headcount enrolment count in 2012-2013 = 21,866⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment reported by **Ryerson University** to the Ministry for 2012-2013 = 18,039.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment reported by **Ryerson University** to the Ministry for 2012-2013 = 3,220.

Please indicate the number of students under the age of 18 (age as of November 1, 2012) from the total Headcount enrolment reported by at **Ryerson University** to the Ministry in 2012-2013 = 607.

* 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 2012-2013 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 **Ryerson University's annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).*

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

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

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

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

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Ryerson University who registered with the Office for Students with Disabilities and received support services in 2012-2013= 708</p> <p>Please calculate the total indicated above as a comparative % of Ryerson University's 2012-2013 Enrolment Headcount: (Insert Total From Above) 708 ÷ 21,866⁽⁺⁾ (2012-2013 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 2012-2013 = 729</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Ryerson University in 2012-2013= 5,107</p> <p>Please calculate the total indicated above as a comparative % of Ryerson University's 2012-2013 Enrolment Headcount: (Insert Total From Above) 5,107 ÷ 21,866⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 23.4%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Ryerson University in 2012-2013 = 3,535</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Ryerson University in 2012-2013= 313</p> <p>Please calculate the total indicated above as a comparative % of Ryerson University's 2012-2013 Enrolment Headcount: (Insert Total From Above) 313 ÷ 21,866⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 1.4%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Ryerson University in 2012-2013 = 203</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 self-identified First Generation students and self-identified Aboriginal students are derived from survey data, which are subject to an inherent degree of statistical error.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2012-2013, 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 Ryerson University 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 2012-2013, 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 Ryerson University 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 2012-2013, 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 Ryerson University to be an innovative practice, success story and/or key accomplishment.</p>
<p>Ryerson ran revamped orientation workshops for new students to inform them of our services and important first steps in order to increase student preparedness before the initial meeting with an Accommodation Facilitator at the University's Access Centre for Students with Disabilities.</p> <p>In 2012-2013, the Ryerson Mental Health Advisory Committee undertook an environmental scan and gap analysis, and developed recommendations related to mental health awareness, policies, services and programs.</p>	<p>Ryerson's Tri-Mentoring Program held events and workshops where First Generation students were able to meet and interact with faculty members in their program of study.</p> <p>In addition, Tri-Mentoring staff received training from Ryerson's Learning Success unit to help them identify students who may be experiencing learning/academic difficulties and refer them for appropriate supports.</p>	<p>Ryerson developed a framework to identify the ways in which Aboriginal students are transitioning from their studies into the workforce and create appropriate partnerships both outside the University and within Ryerson (e.g., with internship or work-study opportunities).</p> <p>Ryerson's links with the Aboriginal community are demonstrated in a number of ways, including the awarding of honorary doctorates to Aboriginal leaders. In 2012-13, the Honorable Justice Murray Sinclair, Chair of the Truth and Reconciliation Commission of Canada received an honorary doctorate from Ryerson, as did Shawn Atleo, National Chief of the Assembly of First Nations.</p>

3) Student Access Guarantee

Through its signed MYAA, **Ryerson University** committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines.

NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Ryerson University as of July 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$3,973,701(+)	2,880(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$604,555(+)	381(+)
Total SAG Expenditures Reported by <i>Ryerson University</i>	\$4,578,256(+)	3,261(+)

Did **Ryerson University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines?

Yes

*The space below is provided for **Ryerson University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2012-2013.

Ryerson's financial records show that total SAG expenditures for 2012-13 are \$4,724,422, with 3,292 student accounts. These records cover the period from September 1, 2012 to August 31, 2013.



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 2012.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2008	52278 ⁽⁺⁾	5411 ⁽⁺⁾	6072 ⁽⁺⁾	1179 ⁽⁺⁾
2009	53795 ⁽⁺⁾	5757 ⁽⁺⁾	6279 ⁽⁺⁾	1090 ⁽⁺⁾
2010	53262 ⁽⁺⁾	5932 ⁽⁺⁾	6024 ⁽⁺⁾	1077 ⁽⁺⁾
2011	55159 ⁽⁺⁾	6116 ⁽⁺⁾	5978 ⁽⁺⁾	1122 ⁽⁺⁾
2012	57736	6180	5464	1018

*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;
- 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
2011	N/A(+)	N/A(+)	N/A(+)	N/A(+)
2012	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 2012-2013 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 **Ryerson University** 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.)

Ryerson is one of the most transferred-to universities in the Province. During 2012-13, Ryerson's School of Hospitality and Tourism Management and School of Journalism worked on the development of articulation agreements with related college programs. It is anticipated that these agreements will be confirmed shortly.

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

Ryerson launched an online orientation tool specifically for transfer students in 2012, and in 2013, the University continued to make enhancements to the tool. The orientation tool was initially developed to address feedback received during focus group consultations with transfer students to determine the types of supports and information they require.

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

Ryerson is participating in the ONCAT database initial launch. As part of this project, Ryerson is providing data to ONCAT to help with the development of a comprehensive set of information about transfer students across the province.

5) Class Size

Per the 2012 Common University Data Ontario (CUDO) report for Fall 2011, 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	258 ⁽⁺⁾	42.0% ⁽⁺⁾	332 ⁽⁺⁾	54.2% ⁽⁺⁾	328 ⁽⁺⁾	54.0% ⁽⁺⁾	383 ⁽⁺⁾	63.3% ⁽⁺⁾
30 to 60 students	199 ⁽⁺⁾	32.4% ⁽⁺⁾	156 ⁽⁺⁾	25.4% ⁽⁺⁾	168 ⁽⁺⁾	27.7% ⁽⁺⁾	150 ⁽⁺⁾	24.8% ⁽⁺⁾
61 to 100 students	54 ⁽⁺⁾	8.8% ⁽⁺⁾	68 ⁽⁺⁾	11.1% ⁽⁺⁾	73 ⁽⁺⁾	12.0% ⁽⁺⁾	56 ⁽⁺⁾	9.3% ⁽⁺⁾
101 to 250 students	94 ⁽⁺⁾	15.3% ⁽⁺⁾	56 ⁽⁺⁾	9.1% ⁽⁺⁾	38 ⁽⁺⁾	6.3% ⁽⁺⁾	16 ⁽⁺⁾	2.6% ⁽⁺⁾
251 or more	10 ⁽⁺⁾	1.6% ⁽⁺⁾	1 ⁽⁺⁾	0.2% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
Total	615 ⁽⁺⁾	100.0% ⁽⁺⁾	613 ⁽⁺⁾	100.0% ⁽⁺⁾	607 ⁽⁺⁾	100.0% ⁽⁺⁾	605 ⁽⁺⁾	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 2012-2013, which contributed to maintaining or improving **Ryerson University's** class size initiatives. This could include a strategy, initiative or program viewed by **Ryerson University** to be an innovative practice, success story and/or key accomplishment that **Ryerson University** would like to highlight.

Ryerson makes every attempt to keep class sizes relatively small, enhancing opportunities for hands-on learning, student engagement and student-faculty interaction.

In addition, Ryerson has committed to providing high quality space for student use. In Fall 2012, the Mattamy Athletic Centre opened in the former Maple Leaf Gardens in downtown Toronto. This state-of-the-art, multifunctional facility has more than doubled the University's recreation and athletics space. In addition, the construction of the new Student Learning Centre is underway. The facility will house a range of academic, study and collaborative spaces for students. A number of student support services will also be located in the building.

6) eLearning

The Government of Ontario, in the recently released discussion paper, *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary 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 taking place across Ontario.

In its 2011-2012 MYAA Report Back, **Ryerson University** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **Ryerson University** is asked to provide information on eLearning courses, programs and registrations in 2012-2013.

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 2012-2013:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	214	0
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	6	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	220	0
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	3	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	3	0
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	15,290	0
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	14	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	15,304	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 of the course delivery should be online.

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

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

Ryerson is home to a strong, central team of professionals that work with programs and faculty members across the University on hybrid course development and delivery.

Hybrid components that Ryerson has successfully developed and implemented include interactive tools such as online role-playing, response-driven quizzes, interactive case studies, competency mapping, communication assessments, interactive tours and videos. These have been used in a number of courses including those in Community Services and Business Management programs. An example of a course that has been very successful in incorporating these components is Health Assessment, a course that helps nurses develop health assessment skills in relation to interviewing, taking health history, assessing mental status and family issues, considering cultural beliefs and values, and conducting physical assessments.

Please provide one or more highlights, in the space provided below, of an activity that **Ryerson University** used during 2012-2013, which contributed to maintaining or improving eLearning opportunities at **Ryerson University**. This could include a strategy, initiative or program viewed by **Ryerson University** to be an innovative practice, success story and/or key accomplishment that **Ryerson University** would like to highlight.

Ryerson uses a collaborative course development model for online education that involves subject matter experts and a strong central team of instructional designers and technical production staff. Together, they ensure that content is engaging, interactive and leads to desired learning outcomes for students. Ensuring AODA compliance is an integral part of online course development.



7) International

7.1) Initiatives

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 2012-2013:

- Outbound students* = 478

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

- Inbound students* = 282

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

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Ryerson University** in 2012-2013 = \$13,418,809

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 2012-2013 = \$746,730

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Ryerson University** delivers courses and/or programs **abroad (outside of Canada)** in 2012-2013, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2012-2013	2012-2013 Total Enrolment by Program
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: International Initiatives.



7.2) Enrolment

In 2012-2013, **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's Total Full-Time International Student Enrolment ⁽⁺⁾
1.	China ⁽⁺⁾	97 ⁽⁺⁾	12.9% ⁽⁺⁾
2.	India ⁽⁺⁾	67 ⁽⁺⁾	8.9% ⁽⁺⁾
3.	Iran ⁽⁺⁾	57 ⁽⁺⁾	7.6% ⁽⁺⁾
4.	Saudi Arabia ⁽⁺⁾	52 ⁽⁺⁾	6.9% ⁽⁺⁾
5.	South Korea ⁽⁺⁾	37 ⁽⁺⁾	4.9% ⁽⁺⁾

Ryerson University reported to TCU that International Enrolment* in 2012-2013 = **750⁽⁺⁾**.

**DEFINITION: International Enrolment is the headcount of Full-Time university (undergraduate and graduate) students who are a not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2012, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).*

*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.

Ryerson's international enrolment is somewhat limited. With the highest applications to registrant ratio in the Province, Ryerson strives not to close spaces to domestic students, and therefore has not made expansion of international enrolment a priority.

Please provide **Ryerson University's** 2012-2013 Part-Time International Student Enrolment = 299

Please provide one or more highlights, in the space provided below, of an activity that **Ryerson University** used during 2012-2013, 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.

Ryerson has actively sought international partners that share our focus on innovation and entrepreneurialism to offer new opportunities to students, faculty and staff. The Ryerson Digital Media Zone International Fellowship program serves to bring entrepreneurial students from leading partner institutions to develop their business ideas at Ryerson's successful incubator/accelerator, the Digital Media Zone (DMZ). Participants are selected on a competitive basis in collaboration with our partner institutions. Ryerson has welcomed students from Tel Aviv University, the Indian Institute of Technology-Delhi and Indian Institute of Technology-Madras, and anticipates that students from the Communications University of China will participate during the 2013-14 academic year.

Visiting international entrepreneurs have worked to develop their businesses with an eye to expanding into North America. Projects have included India's first web'zine for young women, an anonymous chat application and an opportunity for users to create a digital self portrait, among others. The international fellows further enrich the cross-pollination of ideas that makes the DMZ so vibrant.

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **Ryerson University** in 2012-2013 = 75

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Ryerson University** used in 2012-2013 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. In addition, a number of Ryerson programs have introduced post-admissions writing assessments from which students receive feedback on their current English writing skills and recommendations for choosing elective courses that will help them improve their written communication skills.

7.4 French as a Second Language

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **Ryerson University** in 2012-2013 = 61

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Ryerson University** used in 2012-2013 to create pathways for *International students* from **Ryerson University's** FSL programming to postsecondary studies.

Ryerson offers French as a Second Language courses to both international and domestic students. These are often taken as electives within a student's program of study. However, Ryerson does not offer FSL programming specifically designed as a pathway to postsecondary studies for international students.

*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 or FSL.

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 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 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, **Ryerson University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Ryerson University confirmed in its 2011-2012 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 2012-2013, **Ryerson University** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Ryerson University confirmed in its 2011-2012 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, **Ryerson University** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Ryerson University's** OECM purchases in 2012-2013: 3,970,000



Please provide one or more highlights, in the space provided below, of an activity that **Ryerson University** used during 2012-2013, which contributed to maintaining or improving **Ryerson University's** supply chain 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.

Ryerson has signed OECM's Client Service Agreement for Customs Brokerage Services. Training for staff has been completed to ensure a smooth transition to the new provider.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities were to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The *Act*, through three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

BPS Procurement Directive

The 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.



By checking this box, **Ryerson University** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that **Ryerson University** used during 2012-2013, which contributed to **Ryerson University's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Ryerson University** to be an innovative practice, success story and/or key accomplishment.

Ryerson has maintained compliance with the BPS Directive throughout 2012-13. For example, Ryerson continues to post all competitive bids over \$100,000 on MERx.

Ryerson has continued to support internal departments in procurement planning through regular meetings and updates. The University's purchasing software tool, implemented in 2011-12, has continued to provide an integrated and efficient purchasing environment. This webbased tool allows suppliers/vendors to submit proposals and quotations electronically, and captures records created by evaluators who review proposals.

BPS Expenses Directive

The 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.



By checking this box, **Ryerson University** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

Please indicate the address on **Ryerson University's** website where a copy of **Ryerson University's** publicly available Expenses Directive can be found:

<http://http://www.ryerson.ca/financialservices/about/services/policies/index.html>

Please provide one or more highlights, in the space provided below, of an activity that **Ryerson University** used during 2012-2013, which contributed to **Ryerson University's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **Ryerson University** to be an innovative practice, success story and/or key accomplishment.

In 2012-13, Financial Services developed and launched the Financial Services Certificate Program for multiple internal staff training sessions related to Expenses Directive and procedures for reimbursement. Topics include, for example, business travel policy, faculty and staff reimbursement, managing research funds, and electronic expense reporting. To date, there have been 3,600 course registrations.

BPS Perquisites Directive

The 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.



By checking this box, **Ryerson University** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that **Ryerson University** used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. A highlight could be a strategy, initiative or program viewed by **Ryerson University** to be an innovative practice, success story and/or key accomplishment.

Ryerson reviews its compensation packages at least annually. Its most recent review of executive compensation packages this past spring confirmed that Ryerson is in compliance with the directive.

9) Work Integrated Learning*

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

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2012-2013 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

***DEFINITIONS:**

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

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

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

Based on the definitions provided above, please provide WIL data for **Ryerson University** in 2012-2013:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at Ryerson University with a Co-op Stream	10	0
Number of students at Ryerson University enrolled in a Co-op program	540	0

Please provide one or more highlights, in the space provided below, of an activity that **Ryerson University** used during 2012-2013, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Ryerson University** to be an innovative practice, success story and/or key accomplishment.

Experiential learning, central to Ryerson's mission, emerges from a carefully designed mix of activities and environments including coop, internship, service learning, clinical placements, practica, lab work, field study, and simulations. Over 90% of undergraduate programs at Ryerson include experiential learning and over 130,000 student registrations are in courses with an experiential learning component.

Through its development of Innovation and Entrepreneurship Zones across the University, Ryerson plays a leading role in allowing students to gain an integrated suite of skills in technology, creativity, communications, and business. In the Digital Media Zone (DMZ) and the Innovation Centre for Urban Energy (iCUE), students hone these skills by developing business plans, creating products and services, and generating startup ventures. Since their launch, Ryerson Zones have incubated and/or accelerated 112 start-ups and are currently home to more than 350 innovators.

Meanwhile, across campus, other Zones are emerging as important sites for more specific enterprises. These include the Design Fabrication Zone and the Fashion Zone.

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** used in 2012-2013 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 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 2012-2013, which contributed to maintaining or improving student satisfaction at **Ryerson University**. This could include a strategy, initiative or program viewed by **Ryerson University** to be an innovative practice, success story and/or key accomplishment that **Ryerson University** would like to highlight.

The Office of the Vice Provost, Students launched a division-wide assessment project designed to support unit managers in their efforts to collect important data to shape program delivery. Now, offices and programs in Student Affairs, Athletics, Undergraduate Admissions and the University Registrar's Office have a toolbox of resources to help them track program participation and service delivery, measure the outcomes of those programs and services, and gauge student satisfaction with resources provided by the University.



11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **Ryerson University** = 73.3%^{(+)*}

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

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Ryerson University** used in 2012-2013 to measure graduation rate.

Ryerson participates as a member of the Consortium for Student Retention Data Exchange (CSRDE), which measures graduation of students from commonly defined cohorts of first-time students entering undergraduate degree programs directly from secondary schools. The CSRDE data provides a better measure of graduation rates than the KPI because CSRDE uses a standard cohort type and includes only first-entry undergraduate programs. In contrast, the KPI treats all undergraduate programs equally without differentiating between first-entry, four-year programs and others, such as one-year and second-entry programs (e.g., teacher education, law, medicine).

Please provide one or more highlights, in the space provided below, of an activity that **Ryerson University** used during 2012-2013, which contributed to maintaining or improving **Ryerson University's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Ryerson University** to be an innovative practice, success story and/or key accomplishment that **Ryerson University** would like to highlight.



With increased focus on the importance of a university degree for career development and satisfaction, Ryerson's Career Development and Employment Centre offered a curriculum of advising, workshops and employment events geared toward students in different stages of their academic life. Support for new students was offered during orientation week with workshops focused on the importance of good academic planning and performance on career development. Workshops on resume and cover letter writing and summer internship opportunities were offered to returning students, and a series of events for graduating students (such as the popular Grab-a-Grab Job Fair) aimed to connect Ryerson's soon-to-be alumni with employment opportunities. In addition, the University funded a robust Work Study program that allows over 700 students to work while enrolled, gaining valuable, convenient paid work experience.

12) Graduate Employment Rate

Per the KPI results reported in 2013 the employment rate for 2010 graduates, 6 months after graduation, at **Ryerson University** = **83.5%⁽⁺⁾**

Per the KPI results reported in 2013 the employment rate for 2010 graduates, two years after graduation, at **Ryerson University** = **92.15%⁽⁺⁾**

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Ryerson University** used in 2012-2013 to measure graduate employment rate.

The estimated employment rates are derived from survey data, which are subject to an inherent degree of error. The response rate for the survey of 2010 graduates is 33.6%.

Please provide one or more highlights, in the space provided below, of an activity that **Ryerson University** used during 2012-2013, which contributed to maintaining or improving **Ryerson University's** graduate employment rate. This could be a strategy, initiative or program viewed by **Ryerson University** to be an innovative practice, success story and/or key accomplishment that **Ryerson University** would like to highlight.

Every undergraduate program at Ryerson continues to have 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. A new undergraduate program in Sport Media, a field with significant employment opportunities, has been submitted to the Ministry of Training, Colleges and Universities for funding approval beginning Fall 2014.

WhoPlusYou was developed at Ryerson's Digital Media Zone to connect individuals to the labour market. Users of this tool create detailed profiles of their qualifications, skills and experience. Employers looking for new talent can set criteria to identify potential candidates, and users are then given the opportunity to make a contact. About 17,000 members of the Ryerson community have profiles on WhoPlusYou. In addition to facilitating specific connections, WhoPlusYou can be used to gather and analyze data on both job seekers and labour market needs.



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	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
1st to 2nd Year	83.1%(+)	86.7%(+)	85.7%(+)	85.8%
1st to 3rd Year	77.9%(+)	80.1%(+)	80.7%	N/A(+)

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



Please provide one or more highlights, in the space provided below, of an activity that **Ryerson University** used during 2012-2013, which contributed to maintaining or improving **Ryerson University's** retention initiatives. This could be a strategy, initiative or program viewed by **Ryerson University** to be an innovative practice, success story and/or key accomplishment that **Ryerson University** would like to highlight.

With participation of about 2,000 students, Ryerson's Tri-Mentoring Program is a successful peer mentoring initiative designed to offer support for specific populations of new students for whom persistence and success may prove challenging. Students from culturally and linguistically diverse backgrounds and first-generation students voluntarily register with the program to receive mentoring support from upper-year students who benefitted as mentees during their own first year. Participation in this program supports retention.

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 2012-2013, 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.)

Ryerson has continued its investment in the Learning and Teaching Enhancement Fund to support new strategies that reflect the University's commitment to classroom innovation. Faculty members are invited to apply for grants to support the development and implementation of strategies that will strengthen teaching and learning. Since its launch in 2010, the initiative has supported 24 faculty-lead projects.

Ryerson offers a program for graduate student teaching assistants, allowing them to undertake a series of seminars related to teaching skills. Completion of the series is noted on transcripts. In 2012-13, more than 400 teaching assistants enrolled in the series.

To meet the requirements of the Ontario Government, Ryerson has created resources supporting universal design for teaching. These resources include website modules to assist faculty in making their classes accessible to all of their students. The modules are based on best practice from literature and surveys of Ryerson faculty and students.

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

We have seen enhanced participation in co-curricular activities, with more than 145 clubs engaging students. Ryerson's Passport Program, launched in 2012, provides an online avenue for students to connect their talents and interests with campus clubs and events. The Passport Program also provides a template for students to track their co-curricular activity over the course of their academic study, facilitating the creation of a record of involvement.

In Fall 2012, the Mattamy Athletics Centre opened, resulting in tremendous increases in intramural participation, fitness class registrations, and open recreation hours available for student use.

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

SHIFT (Students Heading Into Full-Time) at Ryerson is a growing initiative aimed at supporting incoming students with learning disabilities and/or ADHD. The program, held over the summer and during orientation week, introduces new students to post-secondary education, provides learning strategies and facilitates social connections.

Attestation:



By checking this box, **Ryerson University** confirms that all information being submitted to the Ministry as part of the 2012-2013 MYAA Report Back is accurate and has received approval from **Ryerson University's** Executive Head.

Contact:

For additional information regarding **Ryerson University's** 2012-2013 MYAA Report Back please contact -

- 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 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

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