



2013-2014 Report Back

Institution Name:	Ryerson University
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OVERVIEW

The annual Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

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



1) Enrolment - Headcount*

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

Ryerson University reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **23,062**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment reported by **Ryerson University** to the Ministry for 2013-2014 = **19,147**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment reported by **Ryerson University** to the Ministry for 2013-2014 = **3,220**.

Please indicate the number of students under the age of 18 (age as of November 1, 2013) from the total Headcount enrolment reported by at **Ryerson University** to the Ministry in 2013-2014 = **695**.

* 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 2013-2014 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, languages, cultural practices and spiritual beliefs.*

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Ryerson University who registered with the Office for Students with Disabilities and received support services in 2013-2014= 888</p> <p>The total indicated above as a comparative % of Ryerson University's 2013-2014 Enrolment Headcount: (Insert Total From Above) 888 ÷ 23,062⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 3.9%</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Ryerson University in 2013-2014= 5,712</p> <p>The total indicated above as a comparative % of Ryerson University's 2013-2014 Enrolment Headcount: (Insert Total From Above) 5,712 ÷ 23,062⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 24.8%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Ryerson University in 2013-2014 = 4,375</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Ryerson University in 2013-2014= 285</p> <p>The total indicated above as a comparative % of Ryerson University's 2013-2014 Enrolment Headcount: (Insert Total From Above) 285 ÷ 23,062⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 1.2%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Ryerson University in 2013-2014 = 268</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.

Students with Disabilities: In addition to the 888 full-time students noted above, 810 part-time students registered at Ryerson's Access Centre for Students with Disabilities in 2013-14.

First Generation Students and Aboriginal Students: Estimates of the number of 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>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, 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>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, 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>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, 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 introduced enhanced programming tailored to students with disabilities. This programming augmented traditional academic supports by addressing social and community-related issues often faced by students with disabilities. First-year students were paired with peer mentors in upper years as part of this initiative, and students attended workshops and events on a range of topics, including, for example, relationships, job searches, and housing.</p>	<p>Ryerson developed an interactive academic preparation workshop for First Generation students that covers a comprehensive set of skills for success in a post-secondary environment.</p> <p>In addition, Ryerson's Student Learning Support Services developed a series of FG Student Writing and Learning Groups. The groups were developed to help FG students develop the academic skills they need, and to show them that many of their challenges are not dissimilar from the challenges faced by non-FG students. The groups used a peer-to-peer learning support model.</p>	<p>In Fall 2013, Ryerson launched a certificate in Aboriginal Knowledges and Experiences. The program explores the experiences of Aboriginal peoples in Canada and their relationships with non-Aboriginal peoples from many dimensions: historical, political, social and arts- and health-related. This certificate program is of interest to both public and private sectors in areas such as social services, education, tourism business, public administration and land use.</p>

3) Participation in the Credit Transfer System

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

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

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2009	53795 ⁽⁺⁾	5757 ⁽⁺⁾	6279 ⁽⁺⁾	1090 ⁽⁺⁾
2010	53262 ⁽⁺⁾	5932 ⁽⁺⁾	6024 ⁽⁺⁾	1077 ⁽⁺⁾
2011	55159 ⁽⁺⁾	6116 ⁽⁺⁾	5978 ⁽⁺⁾	1122 ⁽⁺⁾
2012	57736 ⁽⁺⁾	6180 ⁽⁺⁾	5464 ⁽⁺⁾	1018 ⁽⁺⁾
2013	62946	6677	5603	931

*Transfers from publicly assisted colleges in Ontario

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

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

The Ministry encourages **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
2012	N/A(+)	N/A(+)	N/A(+)	N/A(+)
2013	N/A	N/A	6942	1413

*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.



In the space provided below, please provide one or more highlights of an activity that **Ryerson University** used in 2013-2014, and which contributed to maintaining or improving **Ryerson University's** efforts to develop and enhance credit transfer. 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 2013-14, Ryerson finalized an articulation agreement with Sheridan Institute of Technology and Advanced Learning. Qualified graduates from the existing two-year diploma programs in either Journalism-Broadcast or Journalism-Print at Sheridan are now eligible for consideration for admission as second-year students in Ryerson's Bachelor of Journalism program. The first cohort of students from Sheridan began their studies at Ryerson in Fall 2014. Ryerson also created an entry option allowing college graduates to enter the second year of the Bachelor of Social Work program. The first cohort entered in September 2014. A new electronic document management system was implemented for the 2013-14 admission cycle to significantly shorten the time required to review transfer credit applications and subsequently provide students with transfer admission decisions.

4) Class Size

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

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	183 ⁽⁺⁾	30.0% ⁽⁺⁾	285 ⁽⁺⁾	48.6% ⁽⁺⁾	279 ⁽⁺⁾	50.4% ⁽⁺⁾	327 ⁽⁺⁾	64.5% ⁽⁺⁾
30 to 60 students	214 ⁽⁺⁾	35.1% ⁽⁺⁾	152 ⁽⁺⁾	25.9% ⁽⁺⁾	162 ⁽⁺⁾	29.2% ⁽⁺⁾	113 ⁽⁺⁾	22.3% ⁽⁺⁾
61 to 100 students	89 ⁽⁺⁾	14.6% ⁽⁺⁾	75 ⁽⁺⁾	12.8% ⁽⁺⁾	74 ⁽⁺⁾	13.4% ⁽⁺⁾	48 ⁽⁺⁾	9.5% ⁽⁺⁾
101 to 250 students	112 ⁽⁺⁾	18.4% ⁽⁺⁾	74 ⁽⁺⁾	12.6% ⁽⁺⁾	39 ⁽⁺⁾	7.0% ⁽⁺⁾	19 ⁽⁺⁾	3.7% ⁽⁺⁾
251 or more	12 ⁽⁺⁾	2.0% ⁽⁺⁾	1 ⁽⁺⁾	0.2% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
Total	610 ⁽⁺⁾	100.0% ⁽⁺⁾	587 ⁽⁺⁾	100.0% ⁽⁺⁾	554 ⁽⁺⁾	100.0% ⁽⁺⁾	507 ⁽⁺⁾	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 2013-2014, 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. For example, the new Student Learning Centre is slated to open in early 2015. The facility will house a range of academic, support, study and collaborative spaces for students.



5) eLearning

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

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

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

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

Programs:

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

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



Course, Program and Registration Data:

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

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	229	0
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	229	0
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	2	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	2	0
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	17,132	0
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	17,132	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 virtual tours and videos. These have been used in a number of courses including those in the Faculty of Community Services and Ted Rogers School of Business Management.

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. Students are given the opportunity to practice skills through downloads for labs, and relevant case studies for debate and discussion.

In 2013-14, Ryerson's new five-year Academic Plan "Our Time to Lead" was developed. One of the strategies explicitly noted in the plan is that, as part of a blended learning strategy, Ryerson will continue to develop best practices for high-quality distance education and hybrid learning. To that end, one project that has been undertaken is the redevelopment of a six-course "Business Essentials Minor" program (a business minor for non-business students available across the university campus) to a fully flipped format. A "flipped" course is a particular kind of hybrid learning in which activities traditionally done in the classroom (lectures on basic concepts) are available digitally, so that students can learn at their own pace and on their own schedule, with guidance. Learning activities typically done outside of the classroom (assignments, projects) are moved into the classroom to create an opportunity to discuss what was learned through digital resources.

Also in 2013-14, a writing and research course offered by the English department was "flipped" to allow more engagement and active learning inside the classroom. In this model, students viewed lecture material and other digital resources outside class time, turning the classroom into a full writing workshop, allowing much more time for applied learning and allowing the professor to be in the role of facilitator, tutor and aide as needed.

Please provide one or more highlights, in the space provided below, of an activity that **Ryerson University** used during 2013-2014, 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 and delivery.

Ryerson's Learning and Teaching Office offers workshops and resources for faculty professional development that emphasize the use of technology in the classroom. Ryerson continues to evolve these programs in response to faculty demand as opportunities to develop hybrid courses continue to increase.

In addition, the G. Raymond Chang School of Continuing Studies developed and successfully piloted a robust professional development program for online instructors that is anchored in the research conducted by accrediting and professional organizations for online education as well as feedback gathered from student surveys and the Chang School and Ryerson instructors, who altogether represent over fifteen years of innovative online learning and teaching experience. The goal of this program is to enhance teaching skills of Chang School online instructors to effectively address the learning needs of adult and diverse learners.

Finally, Ryerson appointed a Director of eLearning effective September 2013. The Director is responsible for planning and developing the strategic direction of eLearning, ensuring that it meets Ryerson's strategic and operational goals. The Director guides the coordination of eLearning initiatives across the university, and engages with the community on issues and best practices related to eLearning.

6) International Initiatives

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

- Outbound students* = 366

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

- Inbound students* = 248

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

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

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2013-2014	2013-2014 Total Enrolment by Program
none	n/a / n/a	n/a	0

*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.

n/a

Please provide one or more highlights, in the space provided below, of an activity that **Ryerson University** used during 2013-2014, 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 University continues to work with partners both in Canada and abroad to promote economic development through innovation and entrepreneurship. On February 28, 2014, Governor General David Johnston was in Mumbai to officially launch Zone Startups Mumbai, a collaboration between Ryerson University and the Bombay Stock Exchange Institute, that created a joint incubator within the Bombay Stock Exchange building in central Mumbai, already home to more than 40 dynamic startups.

The Government of Ontario International Marketing Centre and Ryerson University had previously set the stage for this partnership by collaborating on the 'Next Big Idea Contest' in September 2013, designed to raise Ontario's profile as a hub for innovation. The contest was open to Indian startups involved in Clean Technology, Information Technology, Digital Media and Life Sciences – key sectors for Ontario – with an all-expense-paid, three-week program at Ryerson's Digital Media Zone as the prize.

Ryerson is currently in discussions with the High Commission of Canada in London, UK regarding a potential innovation incubator to be opened at Canada House. In addition, Ryerson is evolving collaborations with University of the Witwatersrand in Johannesburg, and other South African universities, on academic initiatives that include a research exchange and shared work in the field of data analytics. Students from South Africa will also come to Ryerson's Digital Media Zone as part of the DMZ International Fellows program.



7) Work-Integrated Learning*

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

***DEFINITIONS:**

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

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

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

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

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at Ryerson University with a Co-op Stream	11	0
Number of students at Ryerson University enrolled in a Co-op program	698	0

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

Ryerson's zone education model, including the Digital Media Zone (DMZ) incubator, is proving an effective way to support entrepreneurship, job creation and economic development. The DMZ has been ranked as the top business incubator in Canada and fifth in the world by the UBI Index.

Entrepreneurial innovation zones will drive innovation in Ontario through student collaboration with faculty members, industry and community partners in diverse areas, including, for example, science and engineering initiatives, activities in digital media and creative industries, as well as civic and social ventures.

Zone learning goes beyond what occurs in academic programs and equips students with the skill sets needed to start new companies and become employers. The zone model of entrepreneurial education provides Ryerson students with valuable opportunities and resources designed to help take ideas from concept, draft, and prototype stages to commercially viable, sustainable new businesses or civic and social ventures. Working alongside other forward-thinking people in zone environments that are emerging throughout the University, students have the chance to receive mentorship from faculty and leading industry professionals.

Building on the demonstrated international success of the Digital Media Zone (DMZ), Ryerson is continuing to expand zone learning through the creation of additional Zones including: Design Fabrication Zone, Transmedia Zone, Fashion Zone, and the Centre for Urban Energy.



8) 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 2013-2014 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 middle years survey of students in years two and three.

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 2013-2014, 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.

Three units within Student Services at Ryerson, Orientation, Student Housing, and International Student Services, participated in national benchmarking surveys to measure their effectiveness against others in Canada.

In addition, new programming was implemented on the basis of feedback collected from students. This includes:

- Student Learning Support offered Dissertation Bookcamp, a series of specific writing workshops and instructional sessions focused on support for doctoral students completing their dissertation projects.
- The Career Centre offered a new curriculum of programming for PhD students to help them explore alternative career paths outside of traditional teaching roles in higher education.
- Student Life and Student Housing collaborated to introduce a new weekend-long student leadership conference. This initiative has resulted in the creation of an entire leadership development program that will be offered throughout the 2014-15 academic year and will include two leadership conferences.

Student engagement also remained a top priority. Two major initiatives included:

- Passport, an online involvement portal allowing students to engage with clubs and organizations on campus and to keep a record of their involvement for reference during future interviews and applications for awards and employment.
- RU Student Life, a leader in digital community and engagement, increased its reach with full embrace of all social media platforms. This online student community continues to win recognition for its innovative use of technology and digital engagement.



9) 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 2013-2014, that **Ryerson University** used in 2013-2014 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 2013-2014, 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.

Recognizing that a motivating factor for students' completion of a university degree is promise of employment after graduation, a number of career development enhancements were initiated. Examples include:

- A series of workshops, programs, and employer engagements for students with disabilities to help students learn how to disclose their disabilities to employers and feel comfortable with advocating for necessary accommodations.
- Programs focusing on students' digital competencies as they relate to career development. These included an internationally recognized program on creating dynamic LinkedIn profiles, using social media for an effective job search, and curating a positive digital footprint that is inviting to prospective employers.



10) Graduate Employment Rate

Per the KPI results reported in 2014 the employment rate for 2011 graduates, 6 months after graduation, at **Ryerson University** = **84.4%⁽⁺⁾**

Per the KPI results reported in 2014 the employment rate for 2011 graduates, two years after graduation, at **Ryerson University** = **92.13%⁽⁺⁾**

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

The survey from which the estimates of employment rates are derived also asks respondents to indicate the degree to which their employment is related to the skills, and to the subject matter, of their studies. Ryerson consistently ranks at or very near the top of all Ontario universities with respect to the relatedness of employment to the skills or subject matter of students' university studies.

Please provide one or more highlights, in the space provided below, of an activity that **Ryerson University** used during 2013-2014, 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.

Magnet, co-founded by Ryerson and the Ontario Chamber of Commerce, was developed to connect students and alumni to the labour market. Magnet uses powerful new networking technology developed at Ryerson to help connect jobs to job-seekers by collecting data on individuals' skills and employers' needs. Magnet has expanded to 18 universities and colleges across Ontario and more than 25,000 users have created profiles.



11) 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	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
1st to 2nd Year	86.7%(+)	85.7%(+)	85.8%(+)	87.5%
1st to 3rd Year	80.1%(+)	80.7%(+)	81.8%	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 2013-2014, 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.

Recognizing that residence students enjoy a wide range of services and programs aimed at supporting student retention and success, Student Housing offered a series of workshops to first-year students as they prepared to leave residence and continue their studies at Ryerson while living off-campus. Those workshops focused on topics such as:

- finding safe, affordable housing near campus
- financial management for off-campus living
- healthy eating without a campus meal plan
- how to continue to utilize campus resources as a commuter student
- how to excel academically while living off campus

Retention of specific marginalized and under-represented student populations is a priority for Ryerson. As such, Ryerson has worked to ensure delivery of services and supports for part-time, mature, non-traditional, new Canadian, and returning students. These efforts have led to greater student engagement and retention.

Ryerson also launched AccessTMP, a new branch of the popular Tri-Mentoring Program, for students with disabilities. The program provides peer mentoring, social engagement, and personal development supports.

12) Productivity and Innovation Fund (PIF)

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

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Course Delivery Redesign ⁽⁺⁾	RYER-CPR1-I ⁽⁺⁾	Increased efficiency (reduced duplication of effort by faculty, less time on non-academic tasks)	Redesigned courses are being implemented and subsequently evaluated. It is anticipated that successful implementations will serve as examples that can be extended or adapted for use in other courses. Faculty members who have participated in the project will act as leaders, developing templates and other materials that can be applied broadly to achieve both efficiencies and improvements in student learning. Features of the redesigned courses include, for example: - Online multiple choice problems that students complete weekly in order to monitor their progress - Online mini tutorials - Interactive problem-solving activities - Hands-on case studies and laboratory problems - Mobile video capture of in-class student presentations

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Intra-Program Redesign: Curriculum Mapping to Improve Learning Outcomes Fit and Reduce Curricular Redundancy ⁽⁺⁾	RYER-CPR2-I ⁽⁺⁾	See "Ongoing Activity"	<p>The software tool has been broadly adopted and use of the streamlined tool is now required for program review. York University has tested the application and is currently preparing for an installation and pilot of the software for implementation. Waterloo is next in line for the implementation. It is expected that Western University and McMaster University will be testing the program in the coming year. Developed in-house in a Java format, the tool saves the cost of expensive fees for use of Cold Fusion software and does not require a proprietary LMS. Accessible across the web, this program saves faculty time, as mapping is generally completed within 90 minutes and immediately generates reports which do not require time-consuming manual compilation into spreadsheets. Previously, this would have required days of additional effort. Established programs are using mapping to streamline courses and align learning outcomes more effectively. Courses with considerable redundancy or poor alignment to outcomes have been removed, providing more curricular flexibility for students.</p>
Cross-Program Redesign: Broad-based curriculum renewal and reform ⁽⁺⁾	RYER-CPR4-I ⁽⁺⁾	Categorization of courses will allow for identification of redundancies	<p>This project has enabled the creation of a searchable database for students to select their elective courses. The database is searchable by academic subject and area of interest. This will facilitate students' course selection, as they will no longer need to look through a list of hundreds of elective courses. Further categorization of courses will allow for the identification of redundancies. For example, if there are several courses aimed at developing proficiency in a particular skill set, redundancy could be identified and eliminated, and a smaller number of these courses could be made available to students across Faculties.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Acceleration of Integrated Academic Prioritization Processes ⁽⁺⁾	RYER-PP5-I ⁽⁺⁾	Projected up to 0.5 FTE of staff time	Departments and Faculties are consolidating and reporting academic planning information with the use of an online tool, which was developed at Ryerson. This tool includes provisions to suggest relevant indicators that Department Chairs, Deans and other administrators can use to track progress on their academic goals, and will provide updated indicator values in an automated fashion. The development of more efficient methods for the production of decision-support indicators, such as more extensive use of data warehousing and automated data loading, is resulting in a greater breadth of indicator information being made available in a timely manner to support resource allocation decisions and planning activities across the University.
Optimizing the reception, scanning and authentication of admission documents coming from foreign students ⁽⁺⁾	OTTW-ASDT7-M ⁽⁺⁾	Eventual centralization would reduce duplication and speed up the admissions process	Results of the feasibility study indicate that it is worthwhile to engage a credential evaluation service for authentication and assessment of application documents (e.g., transcripts) submitted by international student applicants. Implications of the study are being examined and next steps are in development.
Enhancing registered nurse job readiness and patient safety outcomes through clinical simulation ⁽⁺⁾	QUEN-CPR2-M ⁽⁺⁾	Reduced pricing on bulk purchases; faculty efficiencies with simulation repository	Schools of Nursing have developed a standardized format, template and set of learning outcomes for clinical simulation, along with a repository of at least 40 simulations available in the newly standardized format. The repository is open to all Ontario Schools of Nursing. In addition, more than 150 Nursing faculty members from across the province attended professional development sessions on clinical simulation that were offered as part of this project. The initiative also included the creation of a procurement consortium to negotiate favourable pricing on bulk purchases.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Peoplesoft shared responsibility model study for Ontario Higher Education ⁽⁺⁾	QUEN-ASDT3-M ⁽⁺⁾	Study identifies opportunities for shared services to reduce duplication and enhance productivity	The study examined the way that PeopleSoft is used across multiple institutions, with the goal of identifying operational gaps, productivity challenges, and opportunities for collaboration. Through the study, six PeopleSoft support functions were identified as potentially suitable areas for development of a shared responsibility model. Partners are continuing to collaborate beyond the formal end of the project, and are moving forward with recommendations stemming from the study.
Multi-Institution Space Management Solution ⁽⁺⁾	UOFT-ASDT3-M ⁽⁺⁾	See "Ongoing Activity"	The new, multi-institution space management solution, Archibus, will provide the benefits of shared software, standardized training and support opportunities, improved opportunities for collaboration, common reporting and analytical tools, shared knowledge base, web access, and mobile technology. There is the potential for other Ontario institutions to move to the new solution and benefit from lower incremental costs related to space management and access to the new shared knowledge base. Cost savings are achieved through: - Development of one RFP rather than one for each site, saving \$5,000 to \$10,000 for every RFP avoided. -Savings associated with vendor cost to respond to one RFP which can be as much as \$50,000 per RFP response. -Collective implementation led to substantial savings considering the cost associated with this service can range between \$23,000 and \$48,000 per institution based on market research.

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

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



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

n/a

Attestation:



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

Contact:

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

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

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