

Multi-Year Agreement for Universities for 2006-07 to 2008-09

As part of the 2005 Ontario Budget, the government introduced “Reaching Higher: The McGuinty Government Plan for Postsecondary Education”, which will provide a cumulative investment of \$6.2B in Ontario’s post-secondary education and training system by 2009-10.

The government’s goal is to use the Reaching Higher investments to improve the access, quality and accountability of the post-secondary education system.

Traditionally, MTCU has allocated grants and institutions have reported on outcomes achieved with the funding on an annual basis. This practice was continued and strengthened in 2005-06 when the government introduced the Interim Accountability Agreement, a one-year agreement which confirmed the commitments and results expected by government and each institution for the first year of the new Reaching Higher investments.

The government recognizes that publicly-funded institutions will have a greater ability to develop plans that meet government goals for the sector and achieve results if there is funding stability and predictability. This is why the government is building on the groundwork established by Interim Accountability Agreements and introducing Multi-Year Agreements and funding allocations.

The Multi-Year Agreement (MYA) articulates the government’s goals for the system, and its roles and responsibilities in meeting those goals. This agreement confirms the commitments expected from each institution and the sector-wide indicators that will be used to report on results achieved.

This agreement constitutes an integral and central component of the overall performance and accountability relationship between government and publicly funded PSE institutions. It does not however, replace existing performance and accountability arrangements, and will be supplemented by existing and, where applicable, modified or new transfer payment reporting requirements, such as those associated with individual grants. The Ministry remains committed to the goal of reducing and consolidating accountability and reporting requirements wherever possible, consistent with the high standard of overall accountability for public funds expected by the public. This document constitutes part of the public record, and as such, should be made available on your institution’s web-site.

The Role of the Higher Education Quality Council of Ontario

The government appreciates that implementing this MYA and future agreements will be part of an evolutionary process which will require a strong collaborative partnership between institutions and the Ministry. The government has also recently established the Higher Education Quality Council of Ontario (HEQCO). This council will play a significant role in developing a quality framework for postsecondary education in Ontario to facilitate multi-year accountability agreements with institutions, including the development of indicators for performance measurement and monitoring the Student Access Guarantee.

In partnership with institutions, the Ministry is committed to reviewing and revising this agreement as needed on an annual basis to ensure that colleges and universities remain focused on meeting the government goals for post-secondary education. Advice from and research undertaken by HEQCO will inform this process.

1. Government Goals and Responsibilities for the Postsecondary Education System

This section summarizes the government's expected goals for access, quality and accountability as announced in the 2005 Budget through the Reaching Higher investments in postsecondary education, and outlines its role and responsibilities for meeting those system goals.

1.1 Access

The government is committed to ensuring that there is an increase in the number of Ontarians who have the opportunity to successfully pursue higher quality postsecondary education that is affordable and accessible across Ontario including northern and remote, rural and urban areas.

The government will undertake the following initiatives designed to improve access in the postsecondary education system:

- Establish enrolment targets and policies that will ensure that the government meets its commitment to increase university and college full-time enrolment, increase graduate enrolment by 12,000 in 2007-08 and 14,000 by 2009-10, and increase medical enrolments by a further 23 per cent by 2009-10;
- Develop policies and provide funding to deliver services that will promote access and increase opportunities for Aboriginal Peoples, Francophones, persons with disabilities, and persons who are the first in their family to attend postsecondary education. The strategies will be informed by the committees established to provide advice to the Minister on how to maximize the educational experiences of these students. The First Generation Strategy offers an opportunity to target "at risk" and low-income communities and families and consider socio-economic factors;
- In partnership with institutions, develop a Student Access Guarantee that provides that no qualified Ontario student will be prevented from attending Ontario's public colleges and universities due to lack of financial support programs. The Student Access Guarantee means that students in need will have access to the resources they need for their tuition, books, and mandatory fees;
- Continue enhancements of the Ontario Student Assistance Program. This includes extending access grant eligibility to students from low- and middle-income families, updating the book and supply allowance, continuing to limit students' annual repayable debt, and matching funds raised by institutions to establish endowments. In partnership with institutions, the government will also implement a website for 2007-08 that will allow students to identify costs and sources of financial aid;
- Work jointly with the Chair of HEQCO to establish a research agenda on participation and access to be carried out by the Council;
- Define the role and responsibilities of HEQCO in monitoring and making

recommendations relating to the implementation of the Student Access Guarantee;

- Develop system measures to track the participation of under-represented students with the assistance of institutions and HEQCO in a manner that is sensitive to privacy concerns; and
- Develop a comprehensive international marketing strategy to assist in the internationalization of Ontario's postsecondary education system and to ensure that Ontario remains competitive in an increasingly globalized environment.

1.2 Quality

The government's Reaching Higher Plan is committed to the highest standards in teaching, research, and the student learning experience, and will undertake the following initiatives designed to help the postsecondary education system improve quality:

- Provide funding that will allow institutions to enhance the quality of their learning environment as evidenced by student engagement, satisfaction and success;
- Participate in the Ontario Universities' Key Performance Indicator initiative as per the current process;
- Comply with the MTCU-COU protocol regarding the use of data from the National Survey on Student Engagement (NSSE), the Consortium on Student Retention Data Exchange (CSRDE) and the Canadian Graduate and Professional Survey on Satisfaction (CGPSS) to establish benchmarks from which to assess improvements in quality;
- Work jointly with the Chair of HEQCO to establish a research agenda on quality to be carried out by the Council;
- Define the role and responsibilities of HEQCO on monitoring quality in the system, and receive guidance from the Council on improving quality;
- Work with the Ministry of Research and Innovation to support the role of institutions in implementing the province's research, innovation and commercialization agenda;
- Co-operate and work with the College-University Consortium Council (CUCC) and institutions to develop strategies and policies that will improve and increase collaboration between institutions and sectors, in support of student success and mobility; and,
- Receive advice from HEQCO and CUCC on the best way to measure increased collaboration.

1.3 Accountability

The government is committed to ensuring that it and postsecondary institutions be held accountable for accomplishing the goals and objectives established under the Reaching Higher Plan.

The government will undertake the following initiatives designed to help institutions improve accountability:

- Track and report on the achievement of the Reaching Higher Measurement and Results Schematic identified in **Appendix A**;
- Receive the advice of HEQCO on the best way to measure performance and ensure the accountability of colleges and universities;
- Continue the ongoing review of institutional reporting requirements to streamline,

- consolidate and improve reporting requirements;
- Sign and implement this Multi-Year Agreement with the understanding that it will be reviewed annually in partnership with the institutions to determine whether any revisions are needed pursuant to the advice and input of HEQCO or to reflect maturing consensus on how to measure and encourage quality and access; and
- Participate in the annual review of the Multi-Year Action Plan located in **Appendix B** of the agreement. When completed, the Multi-Year Action Plan will establish the institution-specific strategies, indicators and results designed to contribute to the system-wide goals and results for access, quality and accountability identified in the Reaching Higher Measurement and Results Schematic located in **Appendix A**.

1.4 Funding

Recognizing the importance of stability and predictability of funding for institutional planning, and in order to increase the capacity of institutions to meet shared goals of quality and accessibility, the government will provide multi-year funding allocations for the three years covered by this agreement.

Preliminary allocations for 2006-07 and notional allocations for 2007-08 and 2008-09 will be provided based on best information available and are subject to change as updated information becomes available.

2. Institution Commitments

This section outlines the commitments and results expected from each institution.

2.1 Access

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve access:

- Participate in the Student Access Guarantee. In partnership with the government, develop a Student Access Guarantee that provides that no qualified Ontario student will be prevented from attending Ontario's public colleges and universities due to lack of financial support programs. The Student Access Guarantee means that students in need will have access to the resources they need for their tuition, books and mandatory fees;
- Provide the Ministry with the assistance needed to design and implement a website that will allow students to identify costs and sources of financial aid;
- Comply with the new Tuition Fee Framework;
- Provide HEQCO with the assistance needed to complete access related research;
- Provide the Ministry and HEQCO with the assistance needed to develop a system measure to track the participation of under-represented groups in a manner that is sensitive to privacy concerns. The First Generation Strategy is expected to develop measures to find and track those who are the first in their family to attend postsecondary education (including “at risk” and low income students);

- Report on institutional enrolment growth at the undergraduate and graduate level in keeping with established protocols, or as requested by the Ministry, thereby contributing to the sector targets established by the government, and where applicable report on institutional targets agreed to for medical enrolments; and
- Provide the Ministry with institution-specific multi-year access strategies, indicators and results in the Multi-Year Action Plan template located in **Appendix B** of the agreement.

2.2 Quality

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve quality:

- Participate in the Ontario Universities' Key Performance Indicator initiative as per the current process;
- Participate in the National Survey of Student Engagement, the Consortium on Student Retention Exchange and the Canadian Graduate and Professional Student Survey (if applicable), and pursuant to the MTCU-COU protocol, submit results to MTCU;
- Provide HEQCO with the assistance needed to complete quality-related research;
- Provide the Ministry with institution specific multi-year quality strategies, indicators and results in the Multi-Year Action Plan template located in **Appendix B** of the agreement; and
- Co-operate and work with other postsecondary education institutions and the College-University Consortium Council (CUCC) to develop strategies and policies that will improve and increase collaboration between institutions and sectors in support of student success and mobility, and provide HEQCO and the CUCC with the assistance needed to develop advice on the best way to measure increased collaboration.

2.3 Accountability

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve accountability:

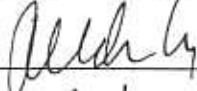
- Complete the Multi-Year Action Plan template attached in **Appendix B** which, when completed, will establish the institution specific strategies and results designed to contribute to the system-wide goals and results for access, quality and accountability identified in the Reaching Higher Measurement and Results Schematic located in **Appendix A**.
- Participate in an annual review of the Multi-Year Action Plan as outlined in **Appendix B**;
- Continue all other reporting requirements linked to transfer payments and grants, in addition to any revised or new reporting requirements related to Francophone students and the Access and Opportunity Fund;
- Provide HEQCO with the assistance needed to determine the best way to measure performance and ensure the accountability of colleges and universities;
- Sign and implement this Multi-Year Agreement with the understanding that it will be reviewed annually in partnership with the government to determine whether any

- revisions are needed pursuant to the advice and input of HEQCO or to reflect maturing consensus on how to measure and encourage quality and access; and
- Post the MYA on your institution's web site.

Please Note: The release of the full amount of your 2006-07 funding is conditional on the Ministry approving your completed Multi-Year Action Plan. Please complete and submit this Action Plan to the Ministry by September 29, 2006.

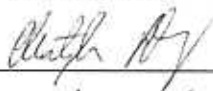
For the subsequent years, the 2007-08 and 2008-09 the release of the full amount of your institution's allocations will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.

Signature of President or Board Chair



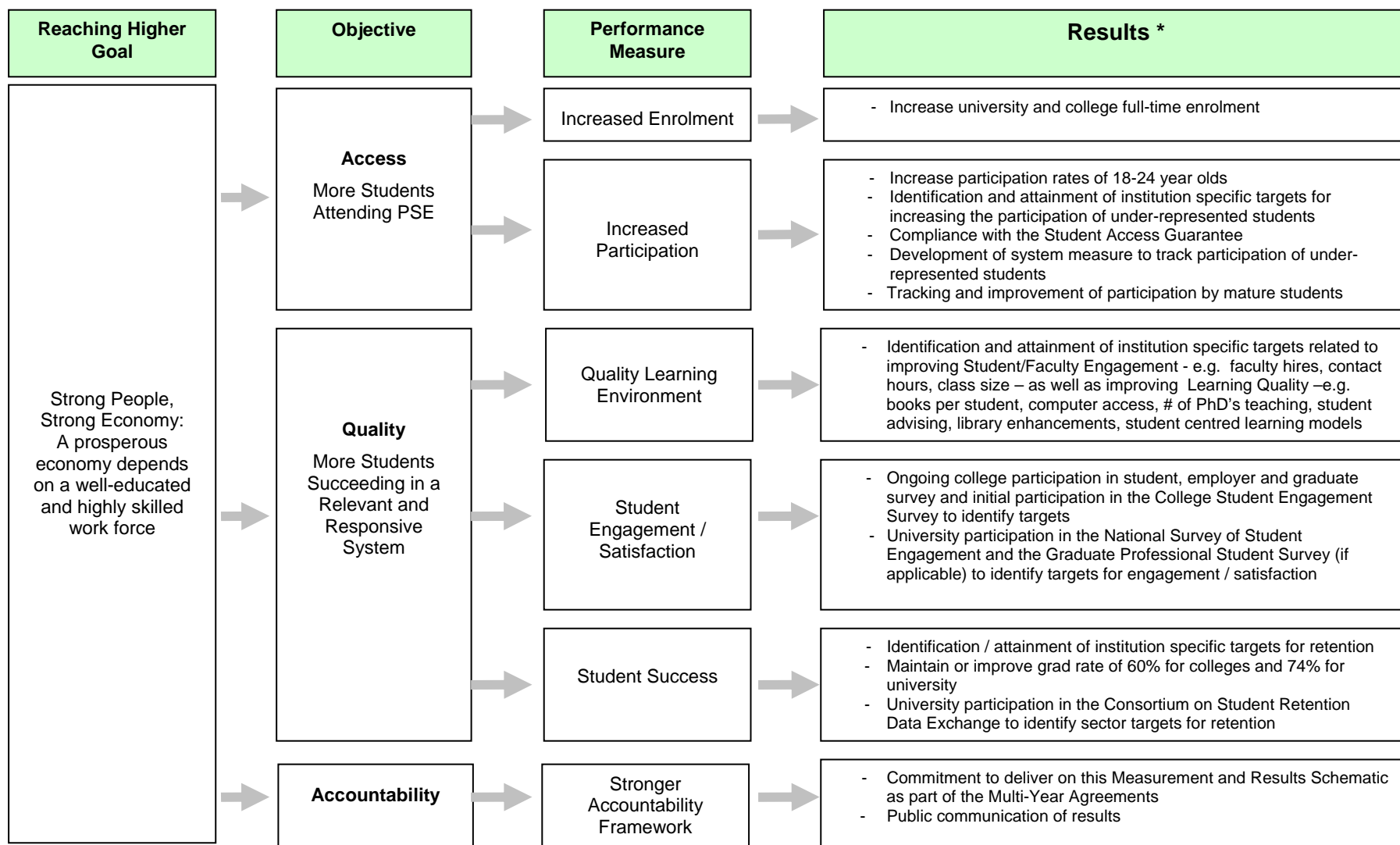
Date: Oct 10/06

Signature of Minister



Date: Nov 14/06

Appendix A “REACHING HIGHER” MEASUREMENT AND RESULTS SCHEMATIC FOR 2006-07 to 2008-09



* Additional results may be incorporated

Appendix B: Multi-Year Action Plan for Universities

The Ministry recognizes and appreciates that each institution has its own unique mission and objectives in the post-secondary education system.

The purpose of this Multi-Year Action Plan (Action Plan) is to provide an outline of how each institution will use their total operating budget, including multi-year funding allocations from the government and increased tuition revenues, to develop and strengthen its unique missions and objectives while contributing to the achievement of the Reaching Higher goals and results for access, quality and accountability identified in Appendix A of the Multi-Year Agreement (MYA).

This Action Plan will set out your institution specific commitments for multi-year strategies, performance indicators and results designed to achieve the system-wide goals and results for access, quality and accountability, developed in consultation with faculty, staff and students.

The release of the full amount of your 2006-07 allocations is conditional on the Ministry approving your completed Multi-Year Action Plan. Thereafter, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your Action Plan.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the Ministry.

This annual review will also allow for revisions needed to accommodate the input and advice of institutions and the Higher Education Quality Council of Ontario (HEQCO) with respect to best way to measure performance and ensure the accountability of colleges and universities.

University Specific Mission and Objectives

The Ministry recognizes that each university has its own unique mission which will impact on the variety of approaches which will be used across the sector to meet the Ministry's priorities.

Please identify your university's mission or objectives. This may relate to your programming priorities, institutional culture, or student profile:

Ryerson's mission is to serve societal need through the provision of career-related education. This is manifested in three ways:

- a unique mixture of innovative, professionally-relevant programs and associated scholarship, research and creative activity;
- distinctive methods of learning built on the creative integration of theoretical and applied knowledge through lab, studio, clinical and workplace settings; and
- a strong relationship to the external community of industry, community agencies, government and public sector organizations

In March 2006, Ryerson's Board of Governors approved the Quality Agenda: the 2006-07 University Budget. The Quality Agenda identifies four priorities for quality enhancement. They are:

- Student engagement and success
- Scholarship, research and creative activity
- Graduate program development
- Reputation enhancement

A. ACCESS

Increased Enrolment

As outlined in Section 2.1 of the MYA, your institution will report on the following pursuant to the established reporting protocols, or as requested by the Ministry:

- Enrolment growth at the undergraduate level
- Achievements of the growth targets agreed to for graduate expansion (if applicable)
- Targets agreed to for medical enrolments increases (if applicable)

The Ministry will use these reports to ensure that the system is on track to meet its commitment to increase university and college full-time enrolment, increase graduate enrolment by 12,000 in 2007-08 and 14,000 by 2009-10, and increase medical enrolments by a further 23 per cent by 2009-10.

Increased Participation of Under-Represented Students

The Ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns. This Multi-Year Action Plan will be revised to incorporate this measure and the accountability mechanisms which will be used to ensure that the system is increasing the participation of under-represented students and is affordable and accessible across Ontario including northern and remote, rural and urban areas.

To inform this process, please provide any measurement methodologies your institution currently uses to track the participation of these students, and in particular, any measures to find and track those who are the first in their family to attend postsecondary education (including "at risk" and low income students):

The data available reflect self-identification when students register for services at the Access Centre (for students with disabilities), Aboriginal Student Services, and the Tri-Mentoring program (including first-generation students, Aboriginal students and students with disabilities). We do not have information about the number of students in under-represented groups who do not approach these units for services.

Please provide a description of your institution's strategies and programs that will support the increased participation of aboriginal, first generation and students with disabilities, as appropriate to your institution's unique focus:

Support for Aboriginal students:

Ryerson provides outreach to Aboriginal organizations across the province, informing potential students of the programs and services offered at Ryerson. For Aboriginal students who are interested in applying to Ryerson for admission, we provide advice and support with respect to the admissions process and Aboriginal-specific scholarships and bursaries. For Aboriginal students enrolled at Ryerson, we provide academic advising as well as peer support. Support for Aboriginal students is coordinated by Ryerson Aboriginal Student Services.

In cooperation with the First Nations Technical Institute, Ryerson offers two programs, Social Work and Public Policy and Administration, that are designed specifically for Aboriginal students. Enrolment in these programs in Fall 2006 is estimated at 37 students for Social Work and 80 students for Public Policy and Administration.

Support for students with disabilities:

New Ryerson students with disabilities can participate in orientation sessions where they are connected with peer supporters. During the summer before they begin studies, new Ryerson students with disabilities can participate in an on-line course that teaches them about skills for making the transition to university, self-advocacy skills, learning strategies, and adaptive technologies.

Ryerson assists students with problem-solving and advocacy surrounding disability issues. For example, the Ryerson Access Centre offers support to students with disabilities who apply to Ryerson by liaising with the Admissions Office. The Access Centre also provides accommodation where needed for test-taking, completing assignments in alternative formats, etc. In addition, the Access Centre provides advice to faculty members on working with students with disabilities.

Ryerson's program in Disability Studies attracts students with and without disabilities and provides training to students planning careers with a focus on disability-related issues. This program, the only one of its kind in Canada, provides the Ryerson community with the advantage of a research and teaching base dedicated to disability-related issues, and has strengthened awareness of these issues across the University. Funding from RBC has allowed Ryerson to hire two faculty members in the area of disability, who, in turn, have generated funds from research and other grants to support developments in the Disability Studies research program.

Support for first-generation students:

Ryerson has provided outreach in targeted secondary and middle schools, informing first-generation students about post-secondary education. For first-generation students enrolled at Ryerson, the Tri-Mentoring program provides upper-year peer mentors for first-year students, including first-generation students, Aboriginal students and students with disabilities. Mentors as well as group events and workshops assist these students with their integration into the University. In turn, the mentees, once they are in their upper years of study, act as peer mentors to new first-year students. Students in upper years are paired with career mentors based in workplace settings related to their field of study – career mentors assist students in making the transition from university to career.

Future initiatives to support the participation of under-represented groups:

Ryerson is committed to playing a role in the Greater Toronto community in terms of expanding educational opportunities and building educational capacity. One of the ways we plan to realize this commitment is to provide access to adults who do not have the formal educational background to qualify for university admission, but who have the potential and motivation to succeed in a university setting. With sufficient funding, we will develop transitional courses leading to access to specific Ryerson programs. At this stage, we anticipate that the first programs will be Social Work, Nutrition, Retail Management and Information Technology Management. Students who complete the transition program successfully will be guaranteed admission to one of these programs, with some credits towards their degree. Once they are enrolled in the degree program, students will continue to receive academic support.

In addition to the transitional courses described above, Ryerson also plans to expand its outreach efforts by visiting secondary schools to inform first-generation students about post-secondary education.

In the table below, identify the institution specific performance indicators you have developed to confirm that these strategies and programs will achieve their intended objectives. This may include the indicator(s) you have identified above. Please provide at least one indicator per strategy / program:

Performance Indicators

Strategy / Program	Indicator
Support provided by Aboriginal Student Services	<p><u>Indicators based on information currently available:</u></p> <ul style="list-style-type: none">- Proportion of self-identified Aboriginal students indicating that, if they could start over, they would probably or definitely attend Ryerson again (according to results of National Survey of Student Engagement) <p><u>Indicators to be developed:</u></p> <ul style="list-style-type: none">- Develop a more reliable method of estimating the number of Aboriginal students at Ryerson as well as a method of tracking outcomes for them.
Tri-Mentoring	<p><u>Indicators based on information currently available:</u></p> <ul style="list-style-type: none">- Proportion of self-identified first-generation students indicating that, if they could start over, they would probably or definitely attend Ryerson again (according to results of National Survey of Student Engagement) <p><u>Indicators to be developed:</u></p> <ul style="list-style-type: none">- Develop a more reliable method of estimating the number of first-generation students at Ryerson as well as a method of tracking outcomes for them.

Strategy / Program	Indicator
Support provided by the Access Centre	<p><i>Indicators based on information currently available</i></p> <ul style="list-style-type: none"> - Proportion of students with disabilities who are clients of the Access Centre reporting that they would recommend the Access Centre to another student with a disability (according to survey conducted by the Ryerson Access Centre) <p><i>Indicators to be developed:</i></p> <ul style="list-style-type: none"> - Develop a more reliable method of estimating the number of students with disabilities at Ryerson as well as a method of tracking outcomes for them.
Transitional program	<ul style="list-style-type: none"> - Number of students who enrol in the transitional program - Percentage of students who complete transitional courses successfully - Percentage of students in good academic standing after first year of degree program

Pursuant to these indicators, please outline your institution specific quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Year	Indicator	Result
2006-07	<p style="text-align: center;">INDICATORS BASED ON INFORMATION CURRENTLY AVAILABLE</p> <p>Proportion of self-identified Aboriginal students indicating that, if they could start over, they would probably or definitely attend Ryerson again (according to results of most recent round of National Survey of Student Engagement)</p> <p>Proportion of self-identified first-generation students indicating that, if they could start over, they would probably or definitely attend Ryerson again (according to results of most recent round of National Survey of Student Engagement)</p> <p>Proportion of students with disabilities responding to the annual survey conducted by the Ryerson Access Centre who indicate that they would recommend the Access Centre to another student with a disability.</p>	<p>75 percent or higher</p> <p>80 percent or higher</p> <p>94 percent or higher</p>

Year	Indicator	Result
2006-07	<p align="center">OUTCOME INDICATORS TO BE DEVELOPED</p> <p><u>Participation of Aboriginal students:</u> The number of Aboriginal students at Ryerson changes from year to year, as does the mix of programs in which Aboriginal students are enrolled. Further, our estimate of the number of Aboriginal students enrolled at Ryerson is based on those who approach Ryerson Aboriginal Student Services.</p> <p><u>Participation of first-generation students:</u> Our current estimate of the number of first-generation students attending Ryerson is derived from the 2005 and 2006 rounds of the National Survey of Student Engagement. Fewer than a quarter of respondents report that neither of their parents attended college or university. We need to develop a reliable method of measuring the participation of first-generation students as well as a method of tracking outcomes for them.</p> <p><u>Participation of students with disabilities:</u> The number of students with disabilities at Ryerson, as well as the nature of students' disabilities and the services required, varies from year to year. Identification of students with disabilities occurs when students approach the Ryerson Access Centre.</p> <p><u>Transitional Year Program:</u> This year, Ryerson will plan the program, develop the curriculum and recruit faculty, staff and the first cohort of students.</p>	<p>Development of a systematic method of measuring the participation of Aboriginal students at Ryerson as well as a method of tracking outcomes for them. This will not be possible until 2007/08 at the earliest, as the Fall 2006 cohort of students has already registered.</p> <p>Development of a systematic method of measuring the participation of first-generation students at Ryerson as well as a method of tracking outcomes for them. This will not be possible until 2007/08 at the earliest, as the Fall 2006 cohort of students has already registered.</p> <p>Development of a systematic method of measuring the participation of students with disabilities at Ryerson as well as a method of tracking outcomes for them. This will not be possible until 2007/08 at the earliest, as the Fall 2006 cohort of students has already registered.</p> <p>Program has been planned; start-up and operating funding has been secured.</p>
2007-08	<p align="center">INDICATORS BASED ON INFORMATION CURRENTLY AVAILABLE</p> <p>Proportion of self-identified Aboriginal students indicating that, if they could start over, they would probably or definitely attend Ryerson again (according to results of most recent round of National Survey of Student Engagement)</p> <p>Proportion of self-identified first-generation students indicating that, if they could start over, they would probably or definitely attend Ryerson again (according to results of most recent round of National Survey of Student Engagement)</p>	<p>75 percent or higher</p> <p>80 percent or higher</p>

Year	Indicator	Result
2007-08	Proportion of students with disabilities responding to the annual survey conducted by the Ryerson Access Centre who indicate that they would recommend the Access Centre to another student with a disability.	95 percent or higher
	<p align="center"><i>OUTCOME INDICATORS TO BE DEVELOPED</i></p> <p><u>Participation of Aboriginal students:</u> The number of Aboriginal students at Ryerson changes from year to year, as does the mix of programs in which Aboriginal students are enrolled. Further, our estimate of the number of Aboriginal students enrolled at Ryerson is based on those who approach Ryerson Aboriginal Student Services.</p> <p><u>Participation of first-generation students:</u> Our current estimate of the number of first-generation students attending Ryerson is derived from the 2005 and 2006 rounds of the National Survey of Student Engagement. Fewer than a quarter of respondents report that neither of their parents attended college or university. We need to develop a reliable method of measuring the participation of first-generation students as well as a method of tracking outcomes for them.</p> <p><u>Participation of students with disabilities:</u> The number of students with disabilities at Ryerson, as well as the nature of students' disabilities and the services required, varies from year to year. Identification of students with disabilities occurs when students approach the Ryerson Access Centre.</p> <p><u>Transitional Year Program:</u> The first cohort is expected to begin in Fall 2007. As the year progresses, we will evaluate the program and make adjustments, as well as recruit our second cohort.</p>	<p>Identification of the number of Aboriginal students entering Ryerson. This data should be suitable for tracking outcomes such as retention or percentage of students with good/clear academic standing.</p> <p>Identification of the number of first-generation students entering Ryerson. This data should be suitable for tracking outcomes such as retention or percentage of students with good/clear academic standing.</p> <p>Identification of the number of students with disabilities entering Ryerson. This data should be suitable for tracking outcomes such as retention or percentage of students with good/clear academic standing.</p> <p>Approximately 20 students are enrolled in the program. Over 50 percent of the first cohort completes transition courses successfully.</p>
2008-09	<p align="center"><i>INDICATORS BASED ON INFORMATION CURRENTLY AVAILABLE</i></p> <p>Proportion of self-identified Aboriginal students indicating that, if they could start over, they would probably or definitely attend Ryerson again (according to results of most recent round of National Survey of Student Engagement)</p>	78 percent or higher

Year	Indicator	Result
2008-09	<p>Proportion of self-identified first-generation students indicating that, if they could start over, they would probably or definitely attend Ryerson again (according to results of most recent round of National Survey of Student Engagement)</p> <p>Proportion of students with disabilities responding to the annual survey conducted by the Ryerson Access Centre who indicate that they would recommend the Access Centre to another student with a disability.</p>	<p>82 percent or higher</p> <p>96 percent or higher</p>
	<p><i>OUTCOME INDICATORS TO BE DEVELOPED</i></p> <p><u><i>Participation of Aboriginal students:</i></u> The number of Aboriginal students at Ryerson changes from year to year, as does the mix of programs in which Aboriginal students are enrolled. Further, our estimate of the number of Aboriginal students enrolled at Ryerson is based on those who approach Ryerson Aboriginal Student Services.</p> <p><u><i>Participation of first-generation students:</i></u> Our current estimate of the number of first-generation students attending Ryerson is derived from the 2005 and 2006 rounds of the National Survey of Student Engagement. Fewer than a quarter of respondents report that neither of their parents attended college or university. We need to develop a reliable method of measuring the participation of first-generation students as well as a method of tracking outcomes for them.</p> <p><u><i>Participation of students with disabilities:</i></u> The number of students with disabilities at Ryerson, as well as the nature of students' disabilities and the services required, varies from year to year. Identification of students with disabilities occurs when students approach the Ryerson Access Centre.</p> <p><u><i>Transitional Year Program:</i></u> The second cohort of students is expected to begin in Fall 2008, and the first cohort will be enrolled in the first year of their degree program.</p>	<p>Set baseline for the proportion of Aboriginal students in the Fall 2007 cohort who have good academic standing or the proportion who have been retained after one year of study. Once this baseline is set, Ryerson will aim to improve the outcome by 3 to 5 percent over the subsequent three years.</p> <p>Set baseline for the proportion of first-generation students in the Fall 2007 cohort who have good academic standing or the proportion who have been retained after one year of study. Once this baseline is set, Ryerson will aim to improve the outcome by 3 to 5 percent over the subsequent three years.</p> <p>Set baseline for the proportion of students with disabilities in the Fall 2007 cohort who have good academic standing or the proportion who have been retained after one year of study. Once this baseline is set, Ryerson will aim to improve the outcome by 3 to 5 percent over the subsequent three years.</p> <p>Between 20 and 30 students are enrolled in transitional courses. Over 60 percent of the second cohort completes these courses successfully. 60 percent of the students now enrolled in a degree program are in good academic standing*.</p>

- * Good academic standing, also called clear academic standing, refers to students who are not under academic probation or suspension. Students in good standing have a cumulative grade point average of at least 2.00 and have achieved a passing grade in each of their courses.

Official Languages Education Program

French-language and bilingual institutions will report on their strategies for supporting the access to programs for francophone students, and their expected outcomes, as part of the reporting requirements established for the 2005-09 Canada-Ontario Agreement on Minority-Language Education and Second-Language Instruction and the Canada-Ontario Agreement Relative to the Complementary Funds for Minority-Language Education at the Postsecondary Level (2005-06 to 2006-07) under the Official Languages in Education program (OLE).

Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee, including a new web-site to allow Ontario students to identify costs and sources of financial aid.

Please indicate below strategies and programs that your institution will use in 2006-07 to support access for qualified Ontario students who face financial barriers, in accordance with the principles expressed through the Student Access Guarantee.

Ryerson has a three-pronged approach to ensuring that students have access to the resources required for their education. These programs are currently funded through tuition set-aside funds and University funds, and are available to students who are Canadian citizens paying domestic tuition fees.

1. OSAP-defined unmet need: Ryerson provides OSAP recipients who receive the maximum OSAP loan but still have unmet need (as defined by OSAP parameters) with a bursary for a combination of books, tuition and mandatory fees, and living expenses.
2. Ryerson-defined unmet need: Ryerson performs its own estimate of funds required for books, tuition and mandatory fees, and living expenses. Ryerson evaluates students' resources (including OSAP and bursary monies received under #1 above) and provides a supplement to any funds provided under #1 above to cover Ryerson-defined unmet need.
3. Work-study positions/research assistantships: Students who demonstrate unmet need according to Ryerson criteria are eligible to apply for work-study positions and research assistantships. Results from the 2005 National Survey of Student Engagement (NSSE) indicate a relationship between employment on campus and increased levels of student engagement. Ryerson has responded to this finding by redirecting almost \$200,000 of bursary funding for 2006-07 to create over 100 additional work-study positions and research assistantships over 2005-06 levels.

In addition to the supports outlined above, Ryerson provides emergency loans to students on a case-by-case basis.

For 2007-08, the Ministry will consult with institutions on how to improve the co-ordination and communication of financial aid from government and institutional sources and, based on these consultations, revisions to this section of your Action Plans may be required in future years.

As noted in Section 1.1 of the MYA, the Ministry is committed to working with institutions and HEQCO to develop an approach for tracking results of the Student Access Guarantee, also to be reflected in 2007-08 revisions.

B. QUALITY

Quality of the Learning Environment

Pursuant to the consultation process on the Multi-Year Agreements, there is stakeholder consensus that a quality postsecondary education system is one that achieves high standards in the quality of the learning environment.

Please provide a description of your strategies that will support the quality of your undergraduate and graduate learning environment as appropriate to your institution's unique focus. In particular, the Ministry is seeking information on strategies and programs designed to improve student/faculty engagement and learning quality. Examples include but are not limited to: academic and student advising, student centred-learning models, first-year seminars, enhanced computers and technology access, learning commons, and library expansions and enhancements:

Ryerson is committed to providing a high quality learning environment for students. As a follow-up to the 2005-06 President's Commission on Student Engagement and Experience, a number of student engagement and success initiatives will be undertaken. A new position at Ryerson, Vice-Provost Students, is being created to take the lead in supporting students from recruitment to convocation. This individual will coordinate a variety of services including those provided by the Registrariat and Student Services. In order to strengthen customer service, a number of Student Services were moved to a central, easily accessible location to allow students to obtain a variety of services in one place. This year, we will expand the number of work-study positions available to students. As mentioned above, results from the 2005 National Survey of Student Engagement point to a link between on-campus employment and higher levels of student engagement.

We plan to enhance student-faculty interaction through the expansion of our faculty complement, and we have introduced extensive training to graduate teaching assistants to ensure that they make the best possible contribution to students' learning. Classroom and lab space is being renovated and expanded, and will include the newest information and presentation technology to enhance the student learning experience. Investments will be made in the Library to expand services offered as well as increase our collections.

Major developments are also occurring in the areas of graduate education and research. Ryerson's graduate enrolment is expanding rapidly with five new Master's programs beginning in Fall 2006. Current plans call for 28 Master's programs and 13 doctoral programs by 2009/10. In addition, developments in the area of research will be supported by the Vice President, Research and Innovation, which is a new position at Ryerson. The expansion of research activity at Ryerson will enhance the learning experience at both graduate and undergraduate levels. Students will have opportunities to become involved in research with faculty members, and the classroom experience will be enriched as faculty members incorporate the latest research methods and findings into their teaching.

Finally, Ryerson is embarking on a Master Planning process, which will result in a blueprint for the Ryerson campus over the next 20 years.

In the table below, identify the performance indicators developed by your institution to confirm that these strategies and programs will achieve their intended objectives. Please provide at least one indicator per strategy / program:

Performance Indicators

Strategy / Program	Indicator
Faculty recruitment	Student-Faculty ratio Student-Faculty Interaction benchmark score (NSSE)
Student Study Space and Library	\$ per FFTE on Library expenditures
Research activity	Number of externally funded and externally adjudicated grants per faculty member

Pursuant to these indicators, please outline the quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Year	Indicator	Result
2006-07	Student Faculty ratio	Student-Faculty ratios have been increasing in recent years, from 19.6 in 2002-03 to 21.2 in 2005-06. With increased enrolment in 2006-07, we will aim to keep our student-faculty ratio at current levels.
	\$ per FFTE on Library expenditures	Library expenditures per FFTE can fluctuate from year to year where there are special projects or large acquisitions in a particular year. In recent years, library expenditures at Ryerson typically have ranged from approximately \$340 to \$410 per FFTE. In 2006-07, it is anticipated that library expenditures will range from \$390 to \$410 per FFTE.
	Number of externally funded and externally adjudicated grants per faculty member	In recent years, the proportion of faculty with doctoral degrees has increased at Ryerson. Many of our new faculty are at the early stages of their career. In 2004-05, there were 0.57 externally funded and externally adjudicated grants for every faculty member. It is anticipated that Ryerson's research output will continue to expand as the research agenda of new faculty members matures. We anticipate that in 2006-07, this number will increase to between 0.59 and 0.62 grants.
2007-08	Student Faculty ratio	We will aim to decrease our student-faculty ratio to 20.5. This represents a decrease of 5 percent from 2005-06 levels.

Year	Indicator	Result
2007-08	\$ per FTE on Library expenditures	We will aim to make between \$400 and \$420 per FTE in Library expenditures in 2007-08.
	Number of externally funded and externally adjudicated grants per faculty member	It is anticipated that in 2007-08, Ryerson will have between 0.60 and 0.63 externally funded and externally adjudicated grants per faculty member.
2008-09	Student-Faculty Interaction benchmark score from National Survey of Student Engagement (NSSE)*	2005 marked the first year that Ryerson participated in NSSE. Recently, we received the results of the 2006 round of the survey and are in the process of analyzing the data. Because of our limited experience with NSSE to date, the targets we provide should be considered tentative. It is anticipated that our scores for the Student-Faculty Interaction benchmark will be as follows: 23.5 – 25.5 at Year 1 level; 31.0 – 33.0 at Year 4 level.
	Student Faculty ratio	We will aim for a decrease of at least 5 percent in our student-faculty ratio compared to 2005-06.
	\$ per FTE on Library expenditures	We will aim to make between \$410 and \$430 per FTE in Library expenditures in 2008-09.
	Number of externally funded and externally adjudicated grants per faculty member	It is anticipated that in 2007-08, Ryerson will have at least 0.61 to 0.64 externally funded and externally adjudicated grants per faculty member.

* The year(s) for which NSSE results are available may change depending on when the Government requires universities to participate. Further, the anticipation of future results is based on the assumption that the survey questions remain unchanged in comparison to previous years.

In addition to the indicators and results you have outlined above, the Ministry is also seeking information on annual net new hires pursuant to the definitions for full time tenured, full time limited term and part time outlined in your 2005-06 Interim Accountability Agreement (IAA). Please outline your planned net new hires for 2006-07 in the table below:

Net New Hires

2006-07	Faculty / Academic			Student Services Staff*		Admin Staff**
	Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Hires	65	18		13	1	48
Retires/ Departures	25	10		0	1	17
Net New Hires	40	8	7.0	13	0	31

- * For student services staff definition, please refer to the student services functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report. Student Services Staff do not include ancillary staff.
- ** For admin staff definition, please refer to the administration & general functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report.

The Ministry will be asking institutions to update this table as part of the annual review of the Action Plan.

Student Engagement and Satisfaction

Pursuant to Section 2.2 of the MYA, your institution will participate in the National Student Survey of Student Engagement (NSSE) and if applicable, the Canadian Graduate and Professional Student Survey (CGPSS), and submit results from these surveys in accordance with the MTCU-COU protocol.

As experience with NSSE and the CGPSS grows, and subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student engagement and satisfaction scores. In the meantime, institutions may wish to use their NSSE and CGPSS results as their indicators of quality in the section above.

Student Success

Retention

Pursuant to Section 2.2 of the MYA, your institution will participate in the Consortium on Student Retention Data Exchange (CSRDE) and submit results from the exchange in accordance with the MTCU-COU protocol.

As experience with the CSRDE grows, and subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student retention.

Pending the development of targets using the CSRDE, please establish multi-year targets for student retention rates that are appropriate to your institution's unique focus.

Please use the institution specific definitions and methodologies for measuring retention outlined in your 2005-06 IAA. If you have used a different definition or methodology to establish these rates, please provide the Ministry with your new definition and methodology, and an explanation of why your institution has changed it:

Student Retention Rates

In comparison to peer institutions (e.g., through data collected by the Consortium for Student Retention Data Exchange), Ryerson's retention rates are high. Our objective is to achieve rates toward the higher end of the ranges identified below.

	2006-07	2007-08	2008-09
1st to 2nd Year	88.0 – 90.0%	88.0 – 90.0%	88.0 – 90.0%
After 2nd Year	90.0 – 93.0%	90.0 – 93.0%	90.0 – 93.0%

* The Ministry would prefer to receive information on student retention rates from 2nd to 3rd year and the rate from the 3rd to the 4th year, but will accept the student retention rate after the 2nd year.

Graduation Rates

Pursuant to Section 2.1 of the MYA, your university will continue to participate in the Key Performance Indicator initiative, including the provision of the data needed to determine graduation rates.

The Ministry will use the graduation data to determine whether the graduation rate of 74 per cent for the university system is being maintained or improved, pursuant to the “Reaching Higher” Measurement and Results Schematic located in Appendix A of the MYA.

C. ACCOUNTABILITY

Multi-Year Action Plan

Please provide details on how the institution consulted with faculty, staff and students on the content of this Action Plan:

During Winter 2006, in preparation for the 2006-07 Quality Agenda Budget, the Provost and Associate Vice President, University Planning consulted broadly on priorities for improvement and investment during Town Halls as well as consultations with each Faculty across the University; in total, 10 meetings were held. In addition, the President's Commission on Student Engagement and Experience held 14 meetings or Town Halls with students in February and March 2006 with the aim of identifying ways to improve the student experience. The outcome of these consultations is reflected in the strategies outlined above for improvement in the Quality of the Learning Environment.

In August and September 2006, consultations on the content of the Multi-Year Action Plan were held. First, the President met with student leaders. In addition, four Town Halls were held where faculty, staff and students provided input on the content of the Multi-Year Action Plan. One of the Town Hall presentations has been web-cast so that distance education students and other community members who could not attend were able to participate in the consultation process.

As previously noted, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your plan.

Based on this review, you may be required to submit an improvement plan to the Ministry, developed in consultation with faculty, staff and students.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.