

Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	Ryerson University
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OVERVIEW

Through the 2008-09 MYAA Report-Back process, Ryerson was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. Ryerson was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Ryerson's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that Ryerson is on track for meeting its commitments or has an improvement plan in place; and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. USER, CUDO) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for Ryerson to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on Ryerson's website. Please ensure Ryerson's completed 2009-10 Report Back is posted at the same location on Ryerson's website as its Multi-Year Action Plan.

CONTACT

For any questions regarding this Report Back template, please email Preet Gill, Senior Policy Advisor, Universities Unit at Preet.Gill@ontario.ca or telephone (416) 325-9262, or Aamir Taiyeb, Research Policy Analyst, Universities Unit at Aamir.Taiyeb@ontario.ca or telephone at (416) 325-4237.

PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information on system-wide indicators and will reflect and report on progress on Ryerson's commitments regarding access, quality and accountability as outlined in the original accountability agreements.
- The 2009-10 Report Back is requesting data on credit transfer, online learning and international students. This is in keeping with the government's strategic priorities as per discussions with Colleges Ontario and the Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 report-back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.
- System Wide Indicators for 2009-10:
 - 1) Enrolment – Headcount
 - 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
 - 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
 - 4) The Student Access Guarantee (SAG) for 2010-11
 - 5) Participation in the Credit Transfer System
 - 6) Class Size
 - 7) Online Learning
 - 8) International Enrolment
 - 9) Supply Chain Compliance
 - 10) Space Utilization
 - 11) University Student Satisfaction
 - 12) Graduation Rate
 - 13) Graduate Employment Rate
 - 14) Student Retention Rates
 - 15) Quality of the Learning Environment

1) Enrolment – Headcount*

**DEFINITION: Headcount* is the number of full-time students enrolled in 2009-10, including full-time undergraduate and graduate students eligible for funding consideration.

- Ryerson reported to TCU the total Headcount enrolment in 2009-10 = **19,168**
- Please indicate the **number of students aged 18-24** from the total Headcount enrolment reported by Ryerson to the Ministry for 2009-10 = **15,556**
- Please indicate the **number of students aged 25+** from the total Headcount enrolment reported by Ryerson to the Ministry for 2009-10 = **3,141**
- Please provide one or more example in the space provided below of a promising practice that Ryerson used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Enrolment Intake Planning: The University employs 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 occurs over a nine-month period and involves active participation of all Deans and academic departments/schools.

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

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

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

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

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

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

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- For the following, please include full-time and part-time, but not international students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at Ryerson who registered with the Office for Students with Disabilities and received support services in 2009-10= 1,148</p> <p>Please indicate the number of <i>students with disabilities</i> at Ryerson who registered with the Office of Students for Disabilities and received support services as a percentage of the total student population in 2009-10 who were:</p> <p>Full-time = _____ Part-time = _____ Total (Full-Time + Part-time) = 1,148</p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) $1,148 \div 19,168$ (Enrolment Headcount from Page 3) $\times 100 = 6.0\%$</p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at Ryerson in 2009-10= estimate of 5,359 to 5,657</p> <p>Please indicate the number of <i>First Generation students</i> enrolled at Ryerson as a percentage of the total Ryerson student population in 2009-10 who were:</p> <p>Full-time = _____ Part-time = _____ Total (Full-Time + Part-time) = 28.0% to 29.5%</p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) $5,359 \text{ to } 5,657 \div 19,168$ (Enrolment Headcount from Page 3) $\times 100 = \text{estimated } 28.0\% \text{ to } 29.5\%$</p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at Ryerson in 2009-10= estimate of 235 to 298</p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at Ryerson as a percentage of the total Ryerson student population in 2009-10 who were:</p> <p>Full-time = _____ Part-time = _____ Total (Full-Time + Part-time) = 1.2% to 1.6%</p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) $235 \text{ to } 298 \div 19,168$ (Enrolment Headcount from Page 3) $\times 100 = \text{estimated } 1.2\% \text{ to } 1.6\%$</p>

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more example of promising practices that Ryerson used in 2009-10 to develop and maintain results for <i>students with disabilities</i>.</p> <div data-bbox="210 633 709 1218" style="border: 1px solid black; padding: 10px;"> <p>Work Placement Accommodation Initiative: Ryerson's Access Centre for Students with Disabilities works closely with academic program departments to ensure that students who have identified as having a disability and complete a work placement or practicum as part of their program have appropriate accommodations at placement sites. This is done on a case-by-case basis to take into account individual student needs and the characteristics of the placement site.</p> </div>	<p>In the space below, please provide one or more example of a promising practice that Ryerson used in 2009-10 to develop and maintain results for <i>First Generation students</i>.</p> <div data-bbox="781 633 1306 1042" style="border: 1px solid black; padding: 10px;"> <p>First Generation Outreach: The University offers a variety of workshops and information sessions at community agencies and selected Toronto secondary schools to provide First Generation students with information about post-secondary education options, how to apply, and what to expect in a post-secondary environment.</p> </div>	<p>In the space below, please provide one or more example of a promising practice that Ryerson used in 2009-10 to develop and maintain results for <i>Aboriginal students</i>.</p> <div data-bbox="1352 626 1877 1159" style="border: 1px solid black; padding: 10px;"> <p>Aboriginal Student Peer Support: Ryerson Aboriginal Student Services offers peer support to Aboriginal students registered on campus. Peer supporters provide academic information as well as help students to get involved in social and cultural events on campus.</p> </div>

3) Compliance with the Student Access Guarantee (SAG) in 2009-10

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	4,018,103	2,714
Other SAG Expenditure to Supplement OSAP	470,161	229
TOTAL	4,488,264	2,943

Data as of July 6th, 2010

The institution met students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **YES** NO

4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 SAG Guidelines.

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>Process unchanged from previous years:</p> <p>November: Student Financial Assistance will filter OSAP Download to identify all students with SAG shortfalls using the snapshot column in the download report.</p> <p>December: Undergraduate students will be notified by email of SAG amount and half will be deposited to student's account. Graduate students will be notified by email of SAG amount and a third will be deposited to student's account.</p> <p>February: Students who continue to qualify for SAG will be notified by email and the second half of the SAG will be deposited to undergraduate student accounts and the second third to graduate student accounts</p> <p>May: Graduate students who continue to qualify for SAG will be notified by email and the final third of the SAG will be deposited to graduate student accounts</p> <p>SAG funds will pay down tuition and a student can receive a direct payment of any remaining funds.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs in 2010-11. If so:</p>	<p>N/A</p>

a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide	
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5) Participation in the Credit Transfer System

- Using Ontario Universities Application Centre (OUAC) reports, please provide data for the following years:

Years	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2005	41,620	5,841	n/a	n/a
2006	45,232	4,568	5,684	789
2007	48,815	5,032	5,487	783
2008	52,278	5,411	6,072	1,179
2009	53,795	5,757	6,279	1,090

*Transfers from publicly assisted colleges in Ontario; transfer data include students applying directly to Ryerson

***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. The Ministry recognizes that a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data. The Ministry recognizes that transfer data is not limited to college graduates who apply through OUAC and only includes full-time students applying and registering in the fall to the first year of a university program. The Ministry 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.*

Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the *percentage* of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.

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- Please provide any additional comments regarding transition experience either from college to university or university to university.

Please note that the province-wide figure of 81.9% above was derived from a telephone survey that was conducted by Ontario colleges. The University cannot comment on the accuracy of the survey results or their applicability to Ryerson.

Ryerson offers a wide range of services to support students through their transition to the University. These include the Writing Centre, Math Assistance Centre, Learning Success Centre, English Language Support, Access Centre for Students with Disabilities, Aboriginal Student Services, Office of Student Community Life, the Tri-Mentoring Program, and the Centre for Student Development and Counselling.

- Please provide one or more example in the space provided below of a promising practice that Ryerson used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Transfer Credit Recognition Website: The Ted Rogers School of Business Management offers a degree-completion (Bachelor of Commerce) program to students who have graduated from community college programs in Business Management. To facilitate the application and entry of these students, the University's website includes a special section that provides clear information to prospective transfer students about program requirements and which college courses will be accepted for transfer credit. This information can be found at: www.ryerson.ca/tedrogersschool/bm/current/direct_entry/

6) Class Size

- Per the 2009 Common University Data Ontario (CUDO) report for Fall 2008, the percentage of Ryerson's undergraduate class:

	First Year		Second Year		Third Year		Fourth Year	
Class Size	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
Less than 30 students	269	40.7%	312	56.3%	296	56.2%	345	66.1%
30 to 60 students	206	31.2%	129	23.4%	167	31.7%	128	24.5%
61 to 100 students	92	13.9%	76	13.7%	43	8.1%	41	7.9%
101 to 250 students	81	12.3%	34	6.2%	21	3.9%	8	1.5%
251 or more students	13	1.9%	2	0.4%	0	0.0%	0	0.0%
Total	661	100.0%	554	100.0%	527	100.0%	522	100.0%

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Please provide one or more example in the space provided below of a promising practice that Ryerson used during 2009-10 regarding class size. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Writing for Success: The Faculty of Community Services has introduced a *Writing for Success* program. This initiative allows all first-year students in the Faculty to meet weekly in small groups to share their writing and work with a specially trained teaching assistant to enhance their writing skills. This initiative is intended to focus on effective writing skills as an important learning outcome distinct from mastery of course content.

7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.
- To complement this work, please provide one or more example in the space provided below of a promising practice that Ryerson used during 2009-10 to develop and enhance online learning. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Online Learning Development Team: Ryerson is one of Ontario's largest providers of online and distance learning, offering 335 online and hybrid credit courses. In 2009/10, distance education courses accounted for 14,287 credit registrations.

The University has a team that works with teaching faculty on the planning and implementation of online courses. It has created templates, standards and best practices that enable instructors to devise and implement intuitive and pedagogically sound solutions for their online courses that enhance students' learning experience.

8) International Enrolment*

**DEFINITION: International enrolment is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

- Ryerson reported to TCU that International Enrolment in 2009-10 = **709**.

- In 2009-10, Ryerson reported to TCU the following top 3 source countries for international students:
 1. **China**
 2. **Iran**
 3. **India**

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences Ryerson had in 2009-10:
 - Outbound students = 421
 - Inbound students = 142

Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at Ryerson in 2009-10 = \$10,500,000

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that Ryerson had outside of Canada in 2009-10 = \$0
- Please list in the table below all For Credit, Stand-Alone campuses Ryerson operated abroad in 2009-10, including city, country and total enrolment for each campus:

Campus Name	City/Municipality	Country	Total Enrolment
n/a			

- Please provide one or more example in the spaces provided below of a promising practice that Ryerson used during 2009-10 to develop and maintain results for international activities. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

International Student Peers: All incoming international students are linked with a peer support person who shares a common cultural background and academic interests. Peer supporters play an important role in ensuring a smooth transition to the University and to life in Toronto.

9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the university that are consistent with the principles outlined within the Supply Chain Guideline. MTCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

- Please confirm in 2009-10 Ryerson adopted the Government of Ontario's Supply Chain Code of Ethics: **YES** NO
- Please confirm in 2009-10 Ryerson adopted or is in the process of adopting the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures? **YES** NO
- In 2009-10, did Ryerson participate in the Ontario Education Collaborative Marketplace (OECM): **YES** NO
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: \$5,000
- Please provide one or more example in the space provided below of a promising practice that Ryerson used during 2009-10 related to supply chain management. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The total dollar value of OECM purchases is relatively low because the University has pre-existing agreements for many items available through the OECM, including copiers and other devices that are on long-term leases.

Electronic Vendor Payment: In 2009-10, Ryerson introduced the electronic funds transfer option to the vendor payment process, which deposits funds directly into vendor accounts rather than sending cheques for funds owing.

10) Space Utilization

In 2009-10, did Ryerson have a Space Utilization planning process in place to assess and optimize academic space utilization?

YES

The University uses space efficiently, with a large number of evening enrolments and Spring/Summer enrolments that generate usage during typically “off-peak” periods. (In 2009-10, there were over 29,000 registrations in the Spring/Summer terms, and over 42,000 evening registrations during the Fall and Winter combined.) Currently, Ryerson has only 56% of the total space required by the COU Building Blocks space standards, and only 62% of Teaching, Research and Academic Support space.

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

- If yes, please provide one or more example in the spaces provided below of a promising practice that Ryerson used during 2009-10 to assess and optimize academic space utilization. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Please see above.

11) Student Satisfaction

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of *excellent* and *good* responses) at Ryerson for *NSSE Question* “How would you evaluate your entire educational experience at this institution?” = **77%** for Senior Year respondents.
- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of *definitely yes* and *probably yes* responses) at Ryerson for *NSSE Question* “If you could start over again, would you go to the same institution you are now attending?” = **80%** for Senior Year respondents.
- Please provide one or more example in the space provided below of a promising practice that Ryerson used during 2009-10 to increase student satisfaction. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The NSSE 2008 results for senior year respondents, shown above, are estimated to be accurate within 1.4 percentage points 19 times out of 20. Thus, the range for satisfaction with one’s entire educational experience is 75.6% to 78.4%. The range for the percentage of respondents reporting that they would attend the same institution again is 78.6% to 81.4%.

Gould Street Pedestrian Mall: The University began a pilot project to pedestrianize a section of Gould Street, which is located within the heart of the Ryerson campus. This pilot project is consistent with the “people first” principle underlying Ryerson’s Master Plan, which calls for increased pedestrianization and green space on campus.

12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at Ryerson = **75.5%**
- Please provide one or more example in the space provided below of a promising practice that Ryerson used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Enhanced Degree Audit: Ryerson has developed and implemented an enhanced degree audit process that allows students to access online reports to get information about their outstanding degree requirements (i.e., courses they require to complete their degree). Students are contacted at designated points in the academic year so that they are aware of and use this tool throughout their program of study. Enhanced clarity about degree requirements at regular intervals allows for smooth progress to graduation.

13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at Ryerson = **94.0%**.
- Per the KPI results reported in 2009-10 the graduate employment rate, 2 years upon graduation, at Ryerson = **95.9%**.
- Please provide one or more example in the space provided below of a promising practice that Ryerson used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The employment rates provided above are derived from survey data. Inherent in survey data is a degree of statistical error. The results shown above are estimated to be accurate within 3.2 percentage points 19 times out of 20.

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

14) Student Retention Rates

- The table below has been pre-populated with the proposed results set for 2008-09 in Ryerson's approved Multi-Year Action Plan. Referring to these proposed results, please identify Ryerson's achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10 (not comparable to 2008-09 due to change in academic policy)
1 st to 2 nd Year	88.0% - 90.0%	89%	83%* (88%)*
2 nd to 3 rd Year	90.0% - 93.0%	93%	91%
3 rd to 4 th Year			

- Please indicate in the space below the methodology used by Ryerson to calculate the retention rates indicated above:

* The 2009-10 retention rate reflects a recent academic policy change where some students stop out temporarily. Had the former academic policy been in place, the CSRDE measured retention rate would have been within the former 2008-09 target at 88%.

Used Consortium for Student Retention Data Exchange (CSRDE) method:

- 1st to 2nd year retention: Percentage of newly-admitted, full-time students enrolled in first-entry, four-year programs who were admitted to Ryerson directly from secondary school in Fall 2008 and were retained in Fall 2009.
- 2nd to 3rd year retention: Percentage of students retained in Fall 2009 among the newly-admitted, full-time students enrolled in first-entry, four-year programs who were admitted to Ryerson directly from secondary school in Fall 2007 and retained in Fall 2008.

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- Please provide one or more example in the space provided below of a promising practice that Ryerson used during 2009-10 related to student retention. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Supplemental Instruction: The Faculty of Arts initiated several peer mentoring programs to provide academic support to students in historically difficult courses. For example, an academic assistance (supplemental instruction) program that uses peer-assisted study sessions was implemented in a first-year Critical Thinking course that is required in six academic programs. Preliminary data indicate that students who attended these sessions earned higher final grades than those who did not attend.

15) Quality of the Learning Environment

Please provide information in the space provided below of what Ryerson did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

Faculty Teaching Chairs: In 2009-10, the University created a new program designed to cultivate and promote teaching excellence and enhance the student learning experience. A Ryerson Faculty Teaching Chair has been named in each Faculty for the 2010 academic year. These individuals will serve as advisors and resources to their faculty members in the area of teaching and learning skills and practices. The incumbents will also chair a Faculty Teaching Committee composed of representatives from each of the schools and departments within their faculty.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES

- **Increased Participation of Under-Represented Students — Programs/Strategies**

As part of your 2008-09 Report-Back, Ryerson was asked to provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
We plan to maintain or increase the number of students to whom we provide the “information” component of our Spanning the Gaps initiatives. In addition, we plan to maintain or increase enrolment in Second Chances (bridging courses).	Provided over 100 presentations for more than 5,000 youth and adults. More than 90 students enrolled in bridging courses.
Ryerson has established a number of committees to facilitate compliance with the standards of the AODA (Accessibility for Ontarians with Disabilities Act). In addition, the Access Centre will continue to provide support for students with disabilities.	Committee’s work completed. Training on customer service standard provided to University employees. Access Centre continues to provide support for students with disabilities.
Ryerson has applied to the Government for funding for a Post-Secondary Education Plan for Aboriginal students. Should the University receive funding, we will implement a range of initiatives as outlined in our proposal to the Government.	Funding approved. Initiative now in its second year of a three-year plan.

- **Quality of the Learning Environment**

As part of your 2008-09 Report-Back Ryerson was asked to provide 3 to 5 examples of how your quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
Demand for enrolment at Ryerson, while already very strong, is expected to increase as a result of growth in the GTA, and the University has increased its enrolment over the past few years. Within the financial resources available, Ryerson will make its best effort to sustain its student-faculty ratio.	The ratio of FTE students to FTE faculty was 21.1 in 2009-10.
As described above, Ryerson has responded to strong demand for enrolment by increasing its student intake over the past few years. We will strive to sustain library expenditures per FFTE within the current financial environment.	\$476 per FFTE for 2008-09 fiscal year.
Enhancements in the area of research will continue and include support for research activity, mentoring of new faculty and post-doctoral fellowships. The hiring of new faculty with strong research potential will also enhance future research output.	\$21,834,000 in external research funding in 2008-09 fiscal year.