Ontario

Ministry of Training, Colleges and Universities

2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Ryerson University

OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Consistent with the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

Where possible, to help streamline the 2011-2012 MYAA Report Back process, the Ministry pre-populated *Ryerson University's* 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2010-2011 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry in *Ryerson University's* 2011-2012 MYAA Report Back is denoted with the symbol (+).

1) Enrolment - Headcount*

*DEFINITION: Headcount is the actual enrolment for Fall 2011 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2011-2012 fiscal year.

Ryerson University's the total Headcount enrolment count in 2011-2012 = **20,565**(+).

Please indicate the number of students aged 18-24 (age as of Novermber 1, 2011) from the total Headcount enrolment reported by **Ryerson University** to the Ministry for 2011-2012 = **17,023**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment reported by **Ryerson University** to the Ministry for 2011-2012 = **3,264**.

Please indicate the number of students under the age of 18 (age as of November 1, 2011) from the total Headcount enrolment reported by at **Ryerson University** to the Ministry in 2011-2012 = **278**.

* 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 2011-2012 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: <u>Students with disabilities</u> 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: <u>First Generation</u> 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: <u>Aboriginal</u> is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.

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

Students With Disabilities	First Generation Students	Aboriginal Students
Please indicate the total number of Full-Time *Students with Disabilities* at **Ryerson University** who registered with the Office for Students with Disabilities and received support services in 2011-2012= **681** Please calculate the total indicated above as a comparative % of **Ryerson University's** 2011-2012 Enrolment Headcount: (Insert Total From Above) **681** $\div$ **20,565**[+] (2011-2012 Enrolment Headcount) x 100 = **3.3**% Please also indicate the total number of Part-Time *Students with Disabilities* at **Ryerson University** who registered with the Office for Students with Disabilities and received support services in 2011-2012 = **733**	Please indicate the total number of Full-Time *First Generation Students* enrolled at **Ryerson University** in 2011-2012= **4,608** Please calculate the total indicated above as a comparative % of **Ryerson University's** 2011-2012 Enrolment Headcount: (Insert Total From Above) **4,608** $\div$ **20,565** [+] (2011-2012 Enrolment Headcount) x 100 = **22.4**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **Ryerson University** in 2011-2012 = **2,237**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **Ryerson University** in 2011-2012= **305** Please calculate the total indicated above as a comparative % of **Ryerson University's** 2011-2012 Enrolment Headcount: (Insert Total From Above) **305** $\div$ **20,565**[+] (2011-2012 Enrolment Headcount) x 100 = **1.5**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **Ryerson University** in 2011-2012 = **136**

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

Estimates of the number of self-identified First Generation students and self-identified Aboriginal students are derived from survey data, which are subject to an inherent degree of statistical error.

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving ***Ryerson University's*** initiatives for *Students with Disabilities*. 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 the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving ***Ryerson University's*** initiatives for *First Generation Students*. 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 the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving ***Ryerson University's*** initiatives for *Aboriginal Students*. 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 2011-12, Ryerson's Access Centre for Students with Disabilities supported professional development for tutoring staff in the Writing Centre and Math Assistance Centre around accessibility issues, allowing students with disabilities to obtain a range of supports in relation to specific academic issues. Where appropriate, the Access Centre referred students to these academic support services.	The University offered a Fall orientation event aimed at providing First Generation students with information about services and supports available to them. In addition to the general event, a Faculty-specific event was held to allow First Generation Science students in first year to meet student leaders within their Faculty.	Ryerson provides continuous information and support to self-identified Aboriginal students before their application to the University, during the application process and after admission to Ryerson programs. Ryerson's Aboriginal Admissions and Liaison Officer participates in outreach and community visits, provides in-depth advising to Aboriginal students to ensure that they understand the application process, monitors students who have applied to Ryerson programs, and offers follow-up with students after admission.

3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, *Ryerson University* committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines.

NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Ryerson University as of July 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL $	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	$6,267,328[(+)]	3,728[(+)]
Other SAG Expenditures (towards other assessed shortfalls)	$3,179[(+)]	0[(+)]
Total SAG Expenditures Reported by *Ryerson University*	$6,270,507[(+)]	3,728[(+)]

Did **Ryerson University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?

Yes

*The space below is provided for **Ryerson University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.

4) Participation in the Credit Transfer System

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

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2011.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2007	48815[(+)]	5032[(+)]	5487[(+)]	783[(+)]
2008	52278[(+)]	5411[(+)]	6072[(+)]	1179[(+)]
2009	53795[(+)]	5757[(+)]	6279[(+)]	1090[(+)]
2010	53262[(+)]	5932[(+)]	6024[(+)]	1077[(+)]
2011	55159	6116	5978	1122

*Transfers from publicly assisted colleges in Ontario

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

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

The Ministry encourages *Ryerson University* to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, *Ryerson University* should report institutional data which includes data from OUAC and other sources.

Year	Ryerson University's Total Applications	Ryerson University's Total Registrations	Ryerson University's Transfer Applications	Ryerson University's Transfer Registrations
2010	N/A[(+)]	N/A[(+)]	N/A[(+)]	N/A[(+)]
2011	N/A	N/A	N/A	N/A

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

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

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

Ryerson is one of the most transferred-to universities in the Province. In 2011-12, 28% of Ryerson undergraduate students had previously attended another university or college. New collaborations with colleges such as George Brown and Centennial will explore partnerships in engineering education and pathways for students.

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

Ryerson conducted focus groups with current transfer students to help identify specific types of support services, including orientation and transition activities, that would be useful to them. As part of this initiative, Ryerson has developed an online orientation tool specifically for transfer students.

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

Ryerson has undertaken to develop a new document management system in order to provide transfer applicants with more timely information about their eligibility for specific credits. Ryerson has also participated as a test site for the ONCAT transfer credit database.

5) Class Size

Per the 2011 Common University Data Ontario (CUDO) report for Fall 2010, the percentage of **Ryerson University**'s undergraduate class size for first entry* programs was:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	260[+]	43.9%[+]	274[+]	49.3%[+]	289[+]	52.5%[+]	348[+]	67.1%[+]
30 to 60 students	175[+]	29.6%[+]	157[+]	28.2%[+]	167[+]	30.4%[+]	110[+]	21.2%[+]
61 to 100 students	60[+]	10.1%[+]	71[+]	12.8%[+]	62[+]	11.3%[+]	51[+]	9.8%[+]
101 to 250 students	81[+]	13.7%[+]	54[+]	9.7%[+]	32[+]	5.8%[+]	10[+]	1.9%[+]
251 or more	16[+]	2.7%[+]	0[+]	0.0%[+]	0[+]	0.0%[+]	0[+]	0.0%[+]
Total	592[+]	100.0%[+]	556[+]	100.0%[+]	550[+]	100.0%[+]	519[+]	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 2011-2012, 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. The success of this strategy is demonstrated in the most recent Canadian University Report, published by the Globe and Mail, where Ryerson receives the highest rating in terms of student satisfaction with class size among the fourteen large universities in Canada.

In addition, Ryerson has committed to providing high quality space for student use. In 2011-12, the Mattamy Athletic Centre was constructed in the former Maple Leaf Gardens in downtown Toronto. This state-of-the-art, multifunctional facility has more than doubled the University's recreation and athletics space.

6) eLearning

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

In spring 2010, the Ministry conducted a postsecondary survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity taking place across Ontario.

In its 2010-2011 MYAA Report Back, **Ryerson University** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **Ryerson University** is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

Fully Online Learning* and Synchronous Conferencing*

DEFINITIONS:

Courses:

A <u>Fully Online Learning (asynchronous) course</u> 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 <u>Synchronous Conferencing course</u> 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 <u>Fully Online Learning (asynchronous) program</u> 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 <u>Synchronous Conferencing program</u> 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 2011-2012:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit **Courses** Offered Through Fully Online Learning	193	0
Number of Ministry-funded, For-credit **Courses** Offered Through Synchronous Conferencing	11	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	204	0
PROGRAMS DATA	**UNDERGRADUATE**	**GRADUATE**
Number of Ministry-funded, For-credit **Programs** Offered Through Fully Online Learning	3	0
Number of Ministry-funded, For-credit **Programs** Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Programs Offered in elearning Format	3	0
COURSE REGISTRATIONS	**UNDERGRADUATE**	**GRADUATE**
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	14,927	0
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	261	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	15,188	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's School of Disability Studies offers an online course, Community Access and Technology, with a weekend "mini conference" that brings a range of experts into the classroom to enrich students' learning. Similarly, a course in research methods combines online learning with in-class components related to statistics.

Please provide one or more highlights, in the space provided below, of an activity that **Ryerson University** used during 2011-2012, 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 continues to ensure that innovative course delivery options covering a broad range of subjects are available for students of all ages and career stages. As a leader in online university education in Ontario, Ryerson has developed and implemented interactive tools such as online roleplaying modules, responsedriven quizzes, interactive case studies, competency mapping, communication assessments, interactive tours and videos. Eight international institutions use Ryerson's opensource videos to deliver learning.

7) International

7.1 Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Ryerson University** had in 2011-2012:

- Outbound students* = <u>766</u>
  DEFINITION: <u>Outbound students</u> are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = <u>211</u>

  DEFINITION: <u>Inbound students</u> are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Ryerson University** in 2011-2012 = **$12,468,482**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Ryerson University** had outside of Canada in 2011-2012 = **$24,002**

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 2011-2012, 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 2011-2012	2011-2012 Total Enrolment by Program
N/A	N/A	N/A	N/A

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

7.2 Enrolment

In 2011-2012, *Ryerson University* reported to TCU the following top 5 source countries for international students:

	Source Country	Number of International Students	International Students from Source Country as a Percentage of *Ryerson University* Total Full-Time International Student Enrolment[(+)]
1.	India[(+)]	77[(+)]	10.1%[(+)]
2.	China[(+)]	76[(+)]	10%[(+)]
3.	Iran[(+)]	52[(+)]	6.9%[(+)]
4.	Saudi Arabia[(+)]	50[(+)]	6.6%[(+)]
5.	Korea, South[(+)]	41[(+)]	5.4%[(+)]

Ryerson University reported to TCU that International Enrolment* in 2011-2012 = **759[(+)]**.

*DEFINITION: International Enrolment is the headcount of Full-Time university (undergraduate and graduate) students who are a not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2011, including students who are both eligible and ineligible for operating grant purposes who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).

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

Ryerson's international enrolment is somewhat limited. With the highest applications to registrant ratio in the Province, and a 72% increase in first-choice applications since 2004, Ryerson strives not to close spaces to domestic students, and therefore has not made expansion of international enrolment a priority.

Please provide **Ryerson University's** 2011-2012 Part-Time International Student Enrolment = 355

Please provide one or more highlights, in the space provided below, of an activity that **Ryerson University** used during 2011-2012, 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's RTA School of Media has developed Global Campus Network, a broadcast network that can connect colleges and universities around the world. Students using the network participate in the production of newscasts in two or more countries simultaneously. Current partners include Ryerson, the Danish School of Media and Journalism in Denmark, AUT University in New Zealand and Rutgers University in the United States.

The network relies on video streaming technology that offers a number of advantages over traditional satellite transmissions; for example, the time delay is almost imperceptible, the cost is much less than satellite connections, and communication is bi-directional, allowing operators in different countries to both send and receive full HD video, intercom, IFB and audio. Using this technology, individuals who are located thousands of kilometres apart can work collaboratively on the same content at the same time.

7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **Ryerson University** in 2011-2012 = <u>160</u>

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Ryerson University** used in 2011-2012 to create pathways for *International students* from **Ryerson University's** ESL or FSL programming to postsecondary studies.

Ryerson offers an intensive English language course to equip students with the communication skills necessary for academic work in a postsecondary setting. This course offers useful preparation for completing English language proficiency tests required for entrance into academic programs. In addition, Ryerson offered tutoring assistance to students via Skype in 2011-12 in order to broaden access to English Language support services.

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

8) Supply Chain Compliance / *Broader Public Sector Accountability Act*

SUPPLY CHAIN COMPLIANCE

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

Ryerson University confirmed in its 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, *Ryerson University* adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Ryerson University confirmed in its 2010-2011 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2011-2012, *Ryerson University* adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Ryerson University confirmed in its 2010-2011 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, *Ryerson University* participated in the Ontario Education Collaborative Marketplace (OECM): **No**

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

Ryerson continues to participate in CAUBO's preferred supplier agreement for Brokerage Services.

Ryerson has signed Client Services Agreements as part of the OECM and its Master Agreements effective 2012-13 for two categories: Printing Services and Desktops/Laptops. These suppliers are listed as 'preferred' on Ryerson's Purchasing web site.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

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

BPS Procurement Directive

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

> i. formally adopt the supply chain code of ethics in accordance with their governance processes; and

> ii. comply with the mandatory requirements of the Directive.

☑ *Ryerson University* confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that *Ryerson University* used during 2011-2012, which contributed to *Ryerson University's* compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by *Ryerson University* to be an innovative practice, success story and/or key accomplishment.

A key initiative is the implementation of a holistic purchasing software package that streamlines the purchasing process at all stages. It allows suppliers to submit proposals electronically, includes electronic review and evaluation capabilities, and allows for required file retention periods to be achieved in an efficient manner.

BPS Expenses Directive

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

> i. requiring designated BPS organization to establish expense rules, and

> ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

☑ *Ryerson University* confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

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

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

Please provide one or more highlights, in the space provided below, of an activity that *Ryerson University* used during 2011-2012, which contributed to *Ryerson University's* compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by *Ryerson University* to be an innovative practice, success story and/or key accomplishment.

> Policies related to travel, meal and hospitality expenses, consistent with the Expenses Directive, had been established at Ryerson prior to the Expense Directive being issued, and appropriate authority levels for approval of expenditures are in place.

BPS Perquisites Directive

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

☑ *Ryerson University* confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that *Ryerson University* used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by *Ryerson University* to be an innovative practice, success story and/or key accomplishment.

Ryerson has reviewed its employee contracts and confirms that it is in compliance with section 4.1 of the directive. Rules on perquisites are currently under development.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2011-2012 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

*DEFINITIONS:

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

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

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

Based on the definitions provided above, please provide WIL data for *Ryerson University* in 2011-2012:

	Undergraduate	Graduate
Number of programs at *Ryerson University* with a Co-op Stream	10	0
Number of students at *Ryerson University* enrolled in a Co-op program	415	0

Please provide one or more highlights, in the space provided below, of an activity that *Ryerson University* used during 2011-2012, 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 Digital Media Zone (DMZ) plays a leading role in expanding entrepreneurial education in Ontario with its incubator environment in which students develop business plans, create commercial or nonprofit products and services, and develop startup ventures. Since its launch, the DMZ has incubated and/or accelerated 51 startups, and there are currently over 200 innovators in the zone. The DMZ attracts top innovation and entrepreneurial talent from around the world to Toronto, helping to build the GTA's digital media industry.

Still in its early stages, Ryerson's new Innovation Centre for Urban Energy (iCUE) is an incubator and accelerator for green energy enterprises, developing and commercializing innovative sustainability solutions.

Entrepreneurial zones foster creative economy companies and studentcreated jobs. Zone based education will improve the Province's and Canada's economic productivity through innovation. Ryerson's zonebased approach to innovation and entrepreneurship is an effective generator of creative economy jobs. The zone model cultivates innovators who create jobs for others. DMZ startups have already created hundreds of jobs.

10) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **Ryerson University** for *NSSE Question* "How would you evaluate your entire educational experience at this institution?" = **77%**[(+)] for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *definitely yes and probably yes* responses) at **Ryerson University** for *NSSE Question* "If you could start over again, would you go to the same institution you are now attending?" = **78%**[(+)] for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **Ryerson University** used in 2011-2012 to measure student satisfaction.

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

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

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

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

Please provide one or more highlights, in the space provided below, of an activity that **Ryerson University** used during 2011-2012, 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.

Ryerson has undertaken a curriculum renewal initiative aimed at broadening student choice, allowing students greater flexibility in shaping their program of study, and enabling specializations that will help students to meet their career goals.

In addition, students now have access to an online suggestion tool called SoapBox that was developed by a Ryerson student at the Digital Media Zone. SoapBox is an online platform for community-based change that allows students to put their ideas and questions before key decision makers on campus. Students submit an idea and have peers vote on it. Appropriate University leaders respond to student input, answering questions, implementing suggested changes or providing relevant details to students. Not only has SoapBox been a success within Ryerson, the SoapBox technology is currently in use by high profile organizations including Indigo Books and Music Inc. as part of its recently launched Indigo Ideas campaign for improving customer service.

11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate at ***Ryerson University*** = **76.3%**[(+)*]

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

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that ***Ryerson University*** used in 2011-2012 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 2011-2012, 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.

> Ryerson's Math Assistance Centre launched statistics support for undergraduate students in all disciplines where statistics are used, including Business Management and the Social Sciences. This initiative responds to community feedback (e.g., obtained through an online feedback form and from faculty advisors) indicating a need for student support in statistics.

12) Graduate Employment Rate

Per the KPI results reported in 2011 the employment rate for 2008 graduates, 6 months after graduation, at *Ryerson University* = **91.3%**[(+)]

Per the KPI results reported in 2011 the employment rate for 2008 graduates, two years after graduation, at *Ryerson University* = **95.3%**[(+)]

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that *Ryerson University* used in 2011-2012 to measure graduate employment rate.

Please provide one or more highlights, in the space provided below, of an activity that *Ryerson University* used during 2011-2012, which contributed to maintaining or improving *Ryerson University's* graduate employment rate. This could be a strategy, initiative or program viewed by *Ryerson University* to be an innovative practice, success story and/or key accomplishment that *Ryerson University* would like to highlight.

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

Ryerson programs are designed to meet societal need and market demand. A number of new undergraduate programs, planned for Fall 2013 implementation, have been submitted to the Ministry of Training, Colleges and Universities for funding approval. These programs are in areas with significant employment opportunities, such as Real Estate Management, Professional Communication and management in Creative Industries.

13) Student Retention

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

Entering Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
1st to 2nd Year	88.9%[+]	83.1%[+]	86.7%[+]	85.7%
1st to 3rd Year	80.9%[+]	77.9%[+]	80.1%	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 2011-2012, 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.

Ryerson's Writing Centre launched two writing groups for students: Writing for Personal Development and Academic Writing. The implementation of these groups allows students to obtain support in a collegial environment and ensures a sustained learning experience related to writing. It also allows the Writing Centre to provide support to more students at one time.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that *Ryerson University* used during 2011-2012, which contributed to enhancing *Ryerson University's* learning environment for the three quality measure categories indicated below:

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

The new Teaching Tips Program allows trained assessors to evaluate the in-class teaching of faculty members who request such an evaluation. The faculty members who are assessed receive a confidential report, resources and recommendations to improve their teaching. In addition, each Faculty at Ryerson has a Teaching Chair who provides leadership and advice to faculty members on classroom teaching practices.

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

Student engagement was the theme of Ryerson's 2011-12 faculty conference on teaching and learning, which was attended by about two-thirds of Ryerson's tenure track faculty members. In addition to the keynote address, forty-two conference sessions about student engagement and pedagogical improvement were conducted.

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

Following a successful pilot year, Ryerson continued with its Fresh Start initiative. This program gives students with poor academic performance the opportunity to "try again" with a limited number of courses and provides specially designed supports to help them resolve their challenges. If the students are successful, they are eligible to be reinstated in their program of study.

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Attestation:

☑   *Ryerson University* confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from *Ryerson University's* Executive Head.

Contact:

For additional information regarding *Ryerson University's* 2011-2012 MYAA Report Back please contact -

- Name: Dr. Paul Stenton

- Telephone: (416) 979-5033

- Email: pstenton@ryerson.ca

Please indicate the address on *Ryerson University's* website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

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