

REPFW129 - PSED Accountability Report - SMA University Verification Report

Organization : Ryerson University

Submission Period : SMA - Strategic Mandate Agreement University Annual Report 2014-2015

STRATEGIC MANDATE AGREEMENT (SMA) - UNIVERSITY

2014-2015 Report Back

Introduction

The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual universities and the Ministry of Training, Colleges and Universities (the ministry) outline the role that each university currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the university are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2014-2015 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.

1. Jobs, Innovation & Economic Development (JIED)

This component highlights Ryerson University's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

In 2015, the ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment Rate

Per the KPI results reported from the graduate survey of 2012 graduates:	Percentage
The employment rate for 2012 graduates, 6 months after graduation, at Ryerson University was:	83.05
The employment rate for 2012 graduates, 2 years after graduation, at Ryerson University was:	94.01

1b. Employment in a Related Job

Per the graduate survey of 2012 graduates:	Percentage
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the subject matter of the program of study that the respondent completed in 2012 at Ryerson University was:	81.86
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the skills (i.e. critical thinking, analytical, communication, problem solving) that the respondent developed at Ryerson University was:	89.37

Additional Information

Please indicate any methods, in addition to the graduate survey results reported in 2014-2015, that Ryerson University used in 2014-2015 to measure graduate employment rate.

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Highlights

Please provide highlights of Ryerson University's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market. This could include a strategy, initiative or program viewed by Ryerson University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Launched in 2014-15, Ryerson's Law Practice Program underscores the University's strength in developing career-related programs that respond to societal need and support innovation. In partnership with the Law Society of Upper Canada, Ryerson started a new program to address a shortage of articling positions for law students in Ontario. Building on Ryerson's strengths in experiential learning and online education, the program provides students with real-world experience through a combination of technology-enhanced and live-actor simulations, online modules and four-month work placements in a diverse range of legal practices.

Also in 2014-15, Ryerson expanded its zone learning network with the addition of four new zones: the Legal Innovation Zone, Biomedical Zone, iBoost Zone, and the Launch Zone.

Zone learning encourages and enables close collaboration across disciplines and with industry and community partners. The incubator environment provided within

entrepreneurial zones fosters new companies and student-created jobs. The Digital Media Zone (DMZ), which was Ryerson's first zone, has incubated and accelerated 219 startups.

Magnet, a not-for-profit initiative co-founded by Ryerson University and the Ontario Chamber of Commerce in 2014, was developed to connect students and recent graduates to the labour market. Magnet uses powerful networking technology developed at Ryerson to help connect jobs to job-seekers by collecting data on individuals' skills and employers' needs. Magnet has expanded to 23 universities and colleges across Ontario and close to 70,000 users have created profiles. The network also includes over 4,000 employers and 91

community- and labour-based organizations, including economic development groups, municipalities and cities, local chambers of commerce and not-for-profit groups.

Magnet's members receive an average of 11 targeted job invitations per month that match their skills and qualifications. Magnet also generates rich data that can be used to provide insights on labour market supply and demand.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Ryerson University's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction

Per the 2014 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?" for Senior Year respondents.

Percentage

75.00

Per the 2014 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?" for Senior Year respondents.

74.00

Additional Information

Please indicate the methods, in addition to the NSSE survey, that Ryerson University used in 2014-2015 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 73.1% to 76.9% for the evaluation of one's entire experience. Similarly, 72.1% to 75.9% 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. Ryerson also participates in the Canadian Graduate and Professional Student Survey (CGPSS), which is conducted among master's and doctoral students.

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

Highlights

Please provide highlights of Ryerson University's activity in 2014-2015 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative

or program viewed by Ryerson University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

RU Student Life is an online student community that has won recognition for its innovative use of technology and digital engagement. During the 2014-15 academic year, RU Student Life conducted a survey of students regarding their use of social media and other online resources. The survey found that students' use of social media and of RU Student Life in particular is an important way for them to connect with the university. Also in 2014-15, RU Student Life launched RU Money Smart, a social-media based financial literacy program for students.

The Student Initiatives Fund at Ryerson provides seed funding for student groups and projects that:

- Are tied to the academic mission of the University
- Enhance student life beyond academic requirements
- Assist in developing a sense of community at Ryerson

These projects may take place in Canada or internationally, and must contribute to a student's cultural, academic or leadership development. Examples of projects that received support from SIF in 2014-15 include:

TEDxRyersonU: This is a TED-independent organization with the main goal of coordinating with Faculties and course unions to create a diverse event that unites the Ryerson community while sharing great ideas. This event is tailored to teach and inspire students with speakers from the Ryerson family, including specially selected student speakers. [R]ed[u]x Lab at Nuit Blanche 2014: [R]ed[u]x Lab showcases the products of collaborative, interdisciplinary student involvement. The goal is to use Nuit Blanche as an opportunity for experiential learning through the process of planning, designing, and ultimately constructing a project for the community. The installations reflect the goals of Ryerson University by supporting and promoting digital technology and media.

North American Culture Show: A team representing Ryerson participated in an inter-university and college dance event while promoting South Asian culture within the community. The organizers educated the Ryerson community and celebrated South Asian heritage by getting students involved in traditional and modern forms of South Asian dance.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates

Per the KPI results reported in 2014 , the graduation rate at Ryerson University is

Percentage

71.75

***The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2006 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year one enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2006 - 2013 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).**

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Ryerson University used in 2014-2015 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 provide 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).

Highlights

Please provide highlights of Ryerson University's activity in 2014-2015 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Ryerson University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Ryerson continued its successful Fresh Start program, where students who have received Required to Withdraw (RTW) status due to prolonged and poor academic performance are offered a program that builds skills, involves the student in self-reflection and thoughtful choice-making, and creates an avenue for students to take courses to be reinstated into their programs. Students who participate in Fresh Start are more likely than non-Fresh Start students to persist and graduate at Ryerson University.

Dissertation Assistance Program (DAP), designed for doctoral students, was introduced in 2014-15. The DAP provides dedicated support for students writing their dissertation and involves individual appointments, workshops, and writing/peer-review groups.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

Using data from Ryerson University's Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide Ryerson University's achieved results:

Entering Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort
1st to 2nd Year	85.70	85.80	87.50	88.40
1st to 3rd Year	80.70	81.80	83.00	

Highlights

Please provide highlights of Ryerson University's activity in 2014-2015 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Ryerson University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The Virtual Ward Program, funded by a MTCU Mental Health Innovation Fund grant, helped vulnerable students transition from hospital care back to university. Ryerson took the lead (with University of Toronto, York University, and Women's College Hospital) to develop a model to support hospitalized and acutely suicidal post-secondary students to connect to appropriate community and post-secondary services during the transition back to school. This allowed students, who before would not have been able to continue their studies after hospitalization due to acute medical and/or psychological needs, to receive the critical support they require while re-entering their program of study.

Ryerson undertook an Early Alert Pilot to raise awareness of Student Affairs support programs among students who were identified as being near the grade point cut-off upon arrival at Ryerson. Ryerson telephoned these students to connect them to on-campus services and programs designed to facilitate their success. This initiative resulted in an increase in students' uptake of various supports such as the Career Centre, the Tri-Mentoring Program (peer mentoring program for first generation students, students with

disabilities, and other marginalized student populations), Student Learning Support (math, writing, study skills, and English language supports), and the Counselling Centre.

2d. Teaching and Learning - Work-Integrated Learning*

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

*DEFINITIONS:

Work-Integrated Learning (WIL) 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. Usually, the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.cafce.ca/coop-defined.html>, 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 the Ryerson University in 2014-2015:

Co-operative Education Program Type	Number of programs at Ryerson University with a Co-op Stream	Number of students at Ryerson University enrolled in a Co-op program
Undergraduate	15	687
Graduate		

Highlights

Please provide highlights of Ryerson University's activity in 2014-2015 that contributed to providing WIL opportunities for students. Along with co-op, other examples may 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 (up to 600 words approx.).

In 2014-15, Ryerson opened the Launch Zone for aspiring and emerging entrepreneurs. This Zone plays a unique role in that it is aimed at students who are at an earlier stage of their entrepreneurial journey than students in other Zones. Open to all Ryerson students in any field and year of study, the Launch Zone provides space and support for the early development of entrepreneurial skills in communication, collaboration, design, business planning and leadership. Through workshops, mentoring, and networking

events, students have the opportunity to turn their ideas into products, businesses and social ventures. Other new zones opened in 2014-15 include the Legal Innovation Zone, Biomedical Zone, and iBoost Zone.

Also in 2014-15, Ryerson began expansion of co-op education in its undergraduate business majors: Accounting and Finance as well as Hospitality and Tourism Management added co-op learning to their undergraduate curriculum. Co-op options will be phased in for all other business majors by 2017-18. Expansion of experiential learning opportunities also occurred with the addition of an optional internship to the undergraduate program in Professional Communication, as well as a co-op in Architecture. These opportunities allow students to develop hands-on skills and enhance their career preparation.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Ryerson University is asked to provide information on e-learning courses, programs and registrations in 2014-2015.

Fully Online Learning* and Synchronous Conferencing*

***DEFINITIONS:**

Courses:

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

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

Programs:

A Fully Online Learning (asynchronous) program describes a program that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data

Based on the definitions provided above, provide the Ryerson University's eLearning data for 2014-2015:

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	239	

Number of ministry-funded, for-credit courses offered through synchronous conferencing

Total Number of ministry-funded, for-credit courses offered in e-Learning format

239

0

Program Data

Undergraduate

Graduate

Number of ministry-funded, for-credit programs offered through fully online learning

2

Number of ministry-funded, for-credit programs offered through synchronous conferencing

Total Number of ministry-funded, for-credit programs offered in e-Learning format

2

0

Course Registrations

Undergraduate

Graduate

Registrations in ministry-funded, for-credit courses offered through fully online learning

17946

Registrations in ministry-funded, for-credit courses offered through synchronous conferencing

Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format

17946

0

Additional Information

Describe methodology, survey tools, caveats and other information regarding the numbers reported above re: e-Learning Course, Program and Registration Data (up to 600 words approx.)

Counts provided are for 2014-15.

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 50% of the course delivery should be online.

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

Additional Information

Please highlight one example of Ryerson University's use of Hybrid Learning courses and/or programs.

Ryerson's Business Decision Making is a course designed to give management students essential critical thinking skills. It is currently a required course for students in undergraduate programs in Accounting & Finance and Law & Business.

In 2014-15, the course was "flipped" to include a one-hour asynchronous online component and a two-hour in-class session. During the online hour, students review custom readings, watch one or more instructional videos, and then complete mandatory self-test quizzes focusing on basic skills. Students are expected to complete these elements before the scheduled, weekly in-class session. During class sessions, lecture elements proceed quickly, based on the assumption that students have mastered basic skills during their online sessions. This allows classroom time to be spent on more advanced materials and complex examples, focusing on the application of skills to real-life

problems.

Early feedback from students indicates strong satisfaction with the flipped model.

Highlights

Please provide highlights of Ryerson University's activity in 2014-2015 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Ryerson University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Ryerson has developed seven open-access online learning modules across a diversity of disciplines and topics, including psychology, critical thinking, entrepreneurship, film and video imaging, nursing, midwifery, and journalism. These were funded through the Shared Online Course Funding from MTCU.

Ryerson started a tablet-lending initiative in one of its programs on a pilot basis. This is intended to support mobile, situated, tablet-enhanced learning, which differs significantly from laptop-enabled learning.

In addition, Ryerson acquired a concurrent cross-campus license for lynda.com for students, staff and faculty to integrate high-quality digital material into courses and for co-curricular learning. The material provided through lynda.com allows students to learn about topics that may be of interest but are outside of class content, or may be used as tutorials to help students refine or practice skills taught in class.

3. Student Population

This component highlights Ryerson University's contributions to improve access and success for underrepresented groups (Aboriginal, first generation, students with disabilities and French-language students).

Full-Time Students

of Students

The total Full-Time Headcount Enrolment* at Ryerson University in 2014-2015:

25408

***Headcount is the actual enrolment for Fall 2014 as of November 1, 2014 including full-time undergraduate and graduate students eligible for funding as reported to the ministry for the 2014-2015 fiscal year (enrolment reported in 2014-2015 remains subject to audit and/or correction).**

3a. Under-Represented Students: Students with Disabilities*, First Generation*, Aboriginal and French-Language* Students

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

Students with Disabilities *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 Ryerson University's annual report to the ministry for the Accessibility Fund for Students with Disabilities (AFSD).

Students With Disabilities

of Students

Percentage

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 2014-2015:

1077

The total indicated above as a comparative % of the Ryerson University's 2014-2015 Full-Time Enrolment Headcount:

4.24

First Generation Students

**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 have not necessarily 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).*

First Generation Students

	# of Students	Percentage
The total number of Full-Time First Generation Students enrolled at Ryerson University in 2014-2015:	6383	
The total indicated above as a comparative % of the Ryerson University's 2014-2015 Full-Time Enrolment Headcount:		25.12
The total number of Part-Time First Generation Students enrolled at Ryerson University in 2014-2015:	3343	

Aboriginal Students

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

Aboriginal Students

	# of Students	Percentage
The total number of Full-Time Aboriginal Students enrolled at Ryerson University in 2014-2015:	433	
The total indicated above as a comparative % of the Ryerson University's 2014-2015 Enrolment Headcount:		1.70
The total number of Part-Time Aboriginal Students enrolled at Ryerson University in 2014-2015:	227	

French-Language Students

** DEFINITION: A student is considered a French-language student if he or she meets at least one of the following criteria -*

- 1) His/her mother tongue is, or includes French (the student is a francophone);*
- 2) His/her language of correspondence with the institution is French;*
- 3) He/she was previously enrolled in a French-language education institution; or*
- 4) He/she was enrolled in a postsecondary program delivered at least partially in French.*

French-Language Students

	# of Students	Percentage
The total number of Full-Time French-Language Students enrolled at Ryerson University in 2014-2015:	162	
The total indicated above as a comparative % of the Ryerson University's 2014-2015 Enrolment Headcount:		0.64

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

Ryerson’s count of students declaring that their mother tongue is French is relatively low, reflecting that the University’s mandate does not include provision of instruction in French.

In addition to the 1,077 full-time students with disabilities noted above, there were 847 part-time students with disabilities registered at Academic Accommodation Support at Ryerson in 2014-15.

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

Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students

Highlights

Please provide highlights of Ryerson University's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

2014-15 saw the expansion of the RU Noted program, where student volunteers provide note-taking services for students with disabilities. In addition, following the success of the 2013-14 pilot project, Ryerson continued First Generation programming that is tailored for students with disabilities.

Ryerson implemented one-on-one learning supports for First Generation students who use Writing Support, Study Skills and Transition Support, and English Language Support. To ensure the most effective supports, staff received training on the learning and transition needs to the First Generation student population.

Ryerson launched the Aboriginal Foundations Program to support individuals from the Aboriginal community to develop academic writing and critical thinking skills that are required in a postsecondary environment. This non-credit, preparatory program was offered on a weekly basis for eight weeks. In addition, the Aboriginal Summer Experience Program was offered over a two-day period to provide a positive and supportive point of contact that allows individuals to consider the postsecondary environment as familiar and accessible.

3b. Student Population - International Students

International Students

**DEFINITION: International Enrolment is the headcount of full-time university (undergraduate and graduate) students who are 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, 2014, 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).*

International Students

of Students

Percentage

Ryerson University reported to the ministry Full-time International Enrolment* in 2014-2015: 906

The total indicated above as a comparative % of Ryerson University's 2014-2015 Full-Time Enrolment Headcount (Funding Eligible and Ineligible): 3.42

Ryerson University's 2014-2015 Part-time International Enrolment is 394

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

The numbers provided reflect student headcounts on November 1, 2014.

Highlights

Please provide highlights of Ryerson University's activity in 2014-2015 that contributed to maintaining or improving the international student experience 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 (up to 600 words approx.).

The Ryerson Career Centre launched the International Students' Career Development Program (CDP) in collaboration with International Student Support. The pilot program was broken into supporting a job search in the three key international student destinations: Canadian immigration, returning to home country or seeking a career in a third country. Following the success of the pilot, the 'International CDP' is being expanded for 2015-16.

Initiatives to support the mental health of international students were also introduced. A monthly "Let's Talk" series, for example, included topics such as relationships, exams, coping with winter, and graduation. Residence advisors received training related to mental health of international students. In addition, the inaugural national symposium on mental health for international students was hosted by Ryerson. It was attended by professionals and students representing 30 academic institutions from six provinces, as well as representatives from the Ministry of Training, Colleges and Universities (MTCU), Canadian Bureau for International Education (CBIE), University Health Insurance Plan (UHIP) and the Centre for Innovation in Campus Mental Health (CICMH).

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

**Definition: Receives OSAP is the number of OSAP awards, including any student at Ryerson University who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.*

Proportion of an institution's enrolment that receives OSAP

	# of Students	Percentage
Ryerson University's 2014-2015 proportion of an institution's enrolment that receives OSAP is	19209	64.50

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

4. Program Offerings

This component articulates the breadth of programming based on enrolment, along with program areas of institutional strength/specialization.as outlined in Ryerson University's SMA.

a. Concentration of full-time enrolment* at universities by program Specialty or Major (SPEMAJ)

b. Institution's share of system full-time enrolment by program specialty or major (SPEMAJ).

DEFINITION: Headcount is the actual enrolment for Fall 2014 as of November 1, 2014 including full-time undergraduate and graduate students as reported to the ministry for the 2014-2015 fiscal year (enrolment reported in 2014-2015 remains subject to audit and/or correction).

Undergraduate / Graduate Students		Percentage of System Enrolment		
Undergraduate		7.08		
Graduate		4.58		
SPEMAJ	# of undergraduate students in a program as a % of total # of undergraduate students across all programs at Ryerson University	# of graduate students in a program as a % of total # of graduate students across all programs at Ryerson University	Ryerson University's share of system-wide undergraduate enrolment in each PROGRAM	Ryerson University's share of system-wide graduate enrolment in each PROGRAM
1. Agricultural & Bio. Sciences	3.19	5.40	3.15	5.13
2. Architecture & Landscape Arch.	1.27	5.04	24.12	14.14
3. Business & Commerce	29.02	6.39	15.71	3.53
4. Computer Science	3.63	3.28	11.30	9.02
5. Dentistry				
6. Education	2.52		7.13	
7. Engineering	10.85	24.52	9.00	10.81
8. Fine & Applied Arts	10.27	6.22	18.27	9.06
9. Food Science & Nutrition	0.98	2.05	5.67	10.23
10. Forestry				

11. Health Professions	2.47		4.09	
12. Humanities	5.10	5.28	3.94	2.58
13. Journalism	2.58	6.63	45.87	61.75
14. Kinesiology/Recreation/Phys-Ed				
15. Law				
16. Mathematics	0.51	0.94	2.59	2.54
17. Medicine				
18. Nursing	8.68	4.05	17.30	9.04
19. Optometry				
20. Other Arts & Science	0.41		0.31	
21. Other Education		1.41		1.11
22. Pharmacy				
23. Physical Sciences	0.70		2.96	
24. Social Sciences	17.82	28.80	5.83	5.44
25. Theology				
26. Therapy & Rehabilitation				
27. Veterinary Medicine				

Notes:

- Other Arts & Science includes students enrolled in General Arts and Science majors not specified by other categories or unspecified.

Highlights

Please provide highlights of Ryerson University's activity in 2014-2015 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Ryerson University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In Fall 2014, the new undergraduate program in Sport Media was launched. The program has been very successful and has generated high student demand. Building on the expertise and infrastructure of Ryerson's renowned RTA program, the degree in Sport Media provides students with a valuable combination of technical and business skills. It combines hands-on production on multiple platforms (e.g., television, online) with business and communication skills.

An expansion of experiential learning opportunities occurred with the addition of an optional internship to the undergraduate program in Professional Communication, as well

as a co-op in Architecture. Co-op options were also introduced in Accounting and Finance and in Hospitality and Tourism Management. These opportunities allow students to develop hands-on skills and enhance their career preparation.

In addition, Ryerson launched the optional specialization in Engineering Innovation and Entrepreneurship for students who want to combine their engineering studies with entrepreneurial pursuits. Through this specialization, engineering students learn how to develop and test ideas as well as launch start-ups. Students also have access to industry mentors and seed funding.

5. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be 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 that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

Ontario Council on Articulation and Transfer (ONCAT) is leading the development of Student Mobility indicators for use in future SMA Report Backs.

Transfer applicants and registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2014.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2010	53262	5932	6024	1077
2011	55159	6116	5978	1122
2012	57736	6180	5464	1018
2013	62946	6677	5603	931
2014	63067	8537	4825	839

*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 students who have applied to university through OUAC and have self-identified on applications to OUAC;
 - a significant number of transfer students apply directly to the university and, as such, are not captured in OUAC data;

- Information only includes full-time students applying and registering in the fall to the first year of a university program.

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

Year	Ryerson University's Total Applications	Ryerson University's Total Registrations	Ryerson University's Transfer Applications*	Ryerson University's Transfer Registrations*
2011				
2012				
2013				
2014				

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

The counts provided reflect applications for admission to the University in 2014-15.

Highlights

Please provide highlights of Ryerson University's activity in 2014-2015 that demonstrate Ryerson University's efforts to ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Ryerson University to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

A new electronic document management system was implemented to significantly shorten the time required to review transfer credit applications and subsequently provide students with transfer admission decisions. Transferring students can now upload their application documents, eliminating the need to rely on post-mail, and making the process more user-friendly and efficient.

In 2014-15, Ryerson introduced an advanced standing opportunity allowing entry into second year of its undergraduate Social Work program for holders of a college diploma in the social services field and less than two years of work experience. This new entry option expands pathways available in Social Work, which has also had an entry option into third year for graduates with more work experience.

6. Financial Sustainability

Highlights

Please provide highlights of Ryerson University's activity in 2014-2015 that demonstrate Ryerson University's efforts to support ongoing financial sustainability of Ryerson

University.

With over 90 percent of its operating revenue tied directly to student enrolment, the University continues to employ effective enrolment management mechanisms. Ryerson has 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. In addition, Ryerson continues to generate strong demand for its programs, with a 9:1 ratio of applications to registrants for undergraduate programs in Fall 2014.

In addition, the University has effective expenditure controls to ensure sustainability. This is tied to the policy of Ryerson's Board of Governors that requires the University to have a balanced operating budget. Also in 2014-15, Ryerson's pension plan continued to generate a surplus.

7. Attestation

By submitting this report to the ministry:

Ryerson University confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from Ryerson University's Executive Head.

Checkbox



For additional information regarding Ryerson University's 2014-2015 SMA Report Back please contact

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Information