

Multi-Year Accountability Agreement Report-Back

University:	RYERSON UNIVERSITY	Year:	2008-09
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As noted in the Multi-Year Accountability Agreement for Universities for 2006-07 to 2008-09 (MYAA), the government appreciates that implementing this and future agreements will be part of an evolutionary process which will incorporate maturing consensus on how to best measure and indicate access and quality. This will require a strong collaborative partnership between institutions and the Ministry of Training, Colleges and Universities.

This Multi-Year Accountability Agreement Report-Back Template has been designed to assist with the ministry's continuing efforts to measure the participation of students from under-represented groups, and as outlined in Appendix B (the Multi-Year Action Plan) of the MYAA, update the planned net new hires table, and the strategies and programs that will be used by your institution to participate in the Student Access Guarantee initiative. The ministry will also use the completed Multi-Year Accountability Report-Back Template to review the progress made on the commitments outlined in your Multi-Year Action Plan.

As in previous years, MTCU will withhold a portion of your institution's yearly allocations until the completion of the annual Report-Back review and confirmation that your institution is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

MYAA Transition Year 2009-10

As outlined in the MTCU memo to colleges and universities dated March 31, 2009 the MYAAs have been extended into 2009-10 in order for the government and its postsecondary education partners to transition into a re-aligned accountability framework that reflects the future directions for the system in 2010 and beyond.

The expectation for the transition year is that institutions will maintain their commitments for access, quality and accountability as outlined in the original agreement. This includes reporting enrolment through the established protocol (reflecting updated graduate and medical expansion targets), providing information to assist the Higher Education Quality Council of Ontario (HEQCO) with its research on access and quality, continued participation in student engagement and retention measures and compliance with the Tuition Fee Framework and the Student Access Guarantee.

MTCU does not require your institution to set additional targets in 2009-10. The attached Report-Back Template provides space for you to identify how your institution-specific access and quality improvement strategies for 2006-07 to 2008-09 will be extended, consolidated and/or best practices applied in 2009-10. You are also asked to outline how you will continue to monitor the impact of these access and quality improvements over the transition year. You will find appended to this Report-Back Template a summary of consolidated access and quality improvement strategies developed from the previous Report-Back years. The expectation is that by strategically aligning activities and focusing on evaluation of outcomes that your 2009-10

year will provide the basis for your institution to develop a new Multi-Year Action Plan with corresponding targets in 2010.

A. ACCESS

Increased Participation of Under-Represented Students — Measurement

As stated in the MYAA, the ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns.

To assist with these efforts, please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups. The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. To the extent that you are able to do so, eliminate any double-counting in the column, "Total Number Self-Identifying as Member of Under-represented Group".

Measurement Methodology (including description)	Student Groups in Your Student Population			Total Number Self-Identifying as Member of Under-represented Group	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities		
	#	#	#		
NSSE 2008	Between 0.2% and 2.4% (with observed level of 1.3%)*			54	4,136
NSSE 2008		Between 18.9% and 21.1% (with observed level of 20.0%)*		818	4,091
Accessibility Fund for Students with Disabilities			1,095		

If you would like to provide any other comments, please do so in the following space:

Note that NSSE was not conducted in 2009. A degree of error is inherent in any estimate derived from survey results. Ryerson's results are presented as a range, which reflects the point estimate plus or minus statistical error.

Increased Participation of Under-Represented Students — Programs/Strategies

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Access	Proportion of self-identified students indicating that, if they could start over, they would probably or definitely attend Ryerson again (according to the results of the most recent round of NSSE)	Aboriginal Students: 78% or higher (2007-08 result: 65.5% to 80.7% with observed level of 73.1% based on NSSE 2008) First Generation: 82% or higher (2007-08 result: 80.9% to 83.1% with observed level of 82.0% based on NSSE 2008)	NSSE not conducted in 2008-09.	
	Proportion of students with disabilities responding to annual survey conducted by Ryerson Access Centre who agree with the statement that "My accommodations have allowed me to be on a level playing field with other students at Ryerson". In 2006-07, 81% of students indicated that they agree or strongly agree with this statement, and a further 13% reported a neutral response.	Maintain or improve this result for 2007-08 and 2008-09 (with anticipated statistical error of plus or minus 10 percentage points). (2007-08 result: 78% agree or strongly agree)	80%	
	Number of students enrolled in the Spanning the Gaps: Initiatives for first generation students.	Information component serves at least 150 students; Second First Chance serves 10-20 students. Second	Information component served 189 clients in	Targets exceeded for all program components.



Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
	<p>This program has three components 1) Information: the provision of information about post-secondary education and application procedures for first generation students; 2) A Second First Chance: assistance for secondary school who may be missing particular prerequisite courses and/or whose grades are not quite high enough for admission; 3) Second Chances: the provision of "transitional" courses for older youth and adults taken before entrance into the regular-stream degree program.</p>	<p>Chances enrolls first cohort of 15-20 students</p> <p>[2007-08 result: Information presentations 278 (combined groups and individual) 13 Second first Chance Students]</p>	<p>2008-09.</p> <p>23 secondary school students participated in Second First Chance in 2008-09.</p> <p>Second Chances enrolled 31 students in a September 2008 cohort and 16 students in a January 2009 cohort. In addition, a further 10 students enrolled in individual Continuing Education courses.</p>	

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1.	<p>We plan to maintain or increase the number of students to whom we provide the "information" component of our Spanning the Gaps initiatives. In addition, we plan to maintain or increase enrolment in Second Chances.</p>
2.	<p>Ryerson has established a number of committees to facilitate compliance with the standards of the AODA (Accessibility for Ontarians with Disabilities Act). In addition, the Access Centre will continue to provide support for students with disabilities.</p>

3.	Ryerson has applied to the Government for funding for a Post-Secondary Education Plan for Aboriginal students. Should the University receive funding, we will implement a range of initiatives as outlined in our proposal to the Government.
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Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through feedback, surveys, tracking participants' progress, etc.).

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	The participation of students in Spanning the Gaps is tracked.
2.	We will continue with the annual satisfaction survey of clients of the Access Centre for Students with Disabilities.
3.	We will continue to use NSSE as a tool to measure the extent to which students who self-identify as Aboriginal or First Generation are satisfied with their experience at Ryerson.

2008-09 Student Access Guarantee

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2008-09, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2008-2009 Student Access Guarantee Guidelines.

	Yes	No
The institution met students' tuition/book shortfall in allocating financial aid, as set out in the <u>2008-2009 Student Access Guarantee Guidelines</u>	✓	

If you answered no, please explain.

Please complete the following table, using the most recent available year-to-date information from your institution's 2008-09 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$3,056,682	2,165
Other SAG Expenditure to Supplement OSAP	\$113,087	69
Total	\$3,169,769	2,234

Date screen was last updated: 16 / 08 / 2009

2009-10 Student Access Guarantee

As an extension of the commitments made under the original Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the [2009-10 Student Access Guarantee Guidelines](#). Please complete the following template to update the strategies and programs that your institution will use in 2009-10 to participate in the Student Access Guarantee initiative.

<p>Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be:</p> <p>a) Provided to those students who apply for institutional financial aid; or</p> <p>b) Automatically issued to students based on their OSAP information</p>	<p>Ryerson automatically issues aid towards tuition/book shortfalls to students with such a shortfall based on their OSAP information. A section on the Financial Assistance website is dedicated to explaining eligibility and receipt of a tuition/book shortfall bursary.</p>	
<p>If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee.</p> <p>- Identify any applicable deadlines.</p> <p>- Identify your communications strategies to inform students of how to apply.</p>		
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so:</p> <p>a) Identify the programs by name and by OSAP cost code;</p> <p>b) Describe how you determine how much loan aid to provide</p>	<p>Not applicable.</p>	
<p>Describe other financial support programs and strategies that your institution will use to assist university students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.</p>	<p>Ryerson offers "work between terms" programs to all students facing financial barriers.</p> <p>Students with emergency situations have their cases reviewed on an individual basis and alternative funding or employment may be arranged depending on circumstances.</p>	
<p>Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.</p>	<p>Students meet with the Manager of Student Financial Assistance and are provided with the details of the calculations used to assess their case under the Student Access Guarantee. Students are also asked to identify any changes in their circumstances since funds were provided.</p>	

If you would like to provide any other comments, please do so in the following space:

B. QUALITY

Quality of the Learning Environment

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Quality	Student Faculty Ratio	20.5 (represents decrease of 5% from 2005-06) (2007-08 result: 20.2; 2006-07 result: 20.2)	20.5	
	\$ per FFTE on Library Expenditures	\$410 to \$430 per FFTE (2007-08 result: \$490; 2006-07 result: \$463)	\$453	Exceeded target
	Number of externally funded and adjudicated grants per faculty member	0.61 to 0.64 externally funded and adjudicated grants per faculty anticipated (2007-08 result: 0.66; 2006-07 result: 0.59)	0.57	Large number of new faculty hires. While highly qualified, many junior faculty members are still in the early stages of establishing their research record and are not yet at the stage to obtain new grants. Further, a large number of new faculty are in fields where the number of grants available is relatively low. Note that these figures include all externally funded and adjudicated grants. If limited to tri-council grants (SSHRC, NSERC, CIHR), the number of grants per faculty member has been increasing over the past few years. In addition, Research Infosource has named Ryerson as the fastest growing among primarily undergraduate universities in Canada in terms of research publications.

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your quality improvement strategies will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1.	Demand for enrolment at Ryerson, while already very strong, is expected to increase as a result of growth in the GTA, and the University has increased its enrolment over the past few years. Within the financial resources available, Ryerson will make its best effort to sustain its student-faculty ratio.
2.	As described above, Ryerson has responded to strong demand for enrolment by increasing its student intake over the past few years. We will strive to sustain library expenditures per FFTE within the current financial environment.
3.	Enhancements in the area of research will continue and include support for research activity, mentoring of new faculty and post-doctoral fellowships. The hiring of new faculty with strong research potential will also enhance future research output.

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through NSSE, KPI's, CGPSS or CSRDE):

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
	<i>Continuation of our integrated planning processes where academic priorities, budget priorities and performance indicators are closely linked. Evaluation measures include:</i>
1.	Student : Faculty ratio
2.	Library expenditures (\$) per FFTE
3.	External research grants per faculty member

Net New Hires

Referring to your approved Multi-Year Action Plan, please identify your planned and actual net new hires for 2008-09. In 2009-10, the ministry is seeking information on annual net new hires according to your institution's established definitions for full-time tenured, full-time limited term and part-time. The ministry appreciates that accurate data on net new hires for 2009-10 may not be available until late fall. As such, please identify your planned net new hires for 2009-10.

Actual New Hires in 2008-09 Planned New Hires in 2009-10		Faculty / Academic			Student Services Staff*		Admin Staff**
		Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Hires	Planned 2008-09	60	13		2	1	23
	Actual 2008-09	63	15		7	0	42
	Planned 2009-10	25	7		4	0	15
Retires / Departures	Planned 2008-09	25	15		1	1	23
	Actual 2008-09	26	25		3	5	50
	Planned 2009-10	14	20		1	0	15
Net New Hires	Planned 2008-09	35	-2	-11.0	1	0	0
	Actual 2008-09	37	-10	6.5	4	-5	-8
	Planned 2009-10	11	-13	0	3	0	0, if all vacant positions are filled within the year

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

**For admin staff definition, please refer to the administration & general functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report.

If applicable, please explain variance between the proposed and actual 2008-09 net new hires.

FACULTY: The overall net faculty hires exceed the target (total of 33.5 FTE compared to a target of 22.0), but there has been a shift across the various categories of faculty – net new full-time tenured faculty and part-time faculty hires exceed targets while limited-term faculty are lower.

STUDENT SERVICES: In 2008-09, Ryerson undertook a restructuring initiative in Student Services which saw some part-time positions consolidated. As a result, the number of full-time hires is higher than initially anticipated, while there was an associated decline in the part-time FTE. There is still one full-time position remaining to be filled as part of the restructuring.

ADMIN STAFF: A large number of the 2008-09 departures occurred near the end of the year, and the hiring process for permanent replacements is still underway. The number of net new hires to be made in 2009-10 will depend on how many

vacant positions can be filled within the year.

Student Success: Student Retention Rates

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please report on the 2008-09 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
1 st to 2 nd Year	88.0%– 90.0% (2007-08 result: 88%)	89%	
After 2 nd Year	90.0% - 93.0% (2007-08 result: 91%)	93%	

If you would like to provide any other comments, please do so in the following space:

MYAA Transition Year 2009-10

In 2009-10 your institution is asked to continue to participate in the Consortium on Student Retention Data Exchange (CSRDE). Pending advice from HEQCO on the development of student retention measures and targets, we also ask that you continue to track student retention in 2009-10 according to your institution's established practices.

If you would like to provide any other comments, please do so in the following space:

Ryerson is committed to providing a high quality teaching, learning and research environment. While we have set targets for achievements in these areas, it is clear that we require resources in order to accomplish these objectives. If resources are not forthcoming, it will be difficult to meet targets.

C. ACCOUNTABILITY

MYAA Report-Back 2008-09

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space:

**<http://www.ryerson.ca/about/accountability/documents/Multi-Year%20Agreement%202006-07.pdf>
<http://www.ryerson.ca/about/accountability/documents/MYIRreport-Back2007-08.pdf>**

This 2008-09 Report-Back document constitutes part of the public record, and as such, should also be made available on your institution's web site. Please ensure that this document is posted at the same location as your Multi-Year Action Plan and 2007-08 Report-Back.

MYAA 2008-09 Report-Back Contact	
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