

SMA - Strategic Mandate Agreement University Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual universities and the Ministry of Advanced Education and Skills Development (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 2015-2016 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.

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
 - a. Graduate Employment Rates
 - b. Number of graduates employed full-time in a related job
2. Teaching and Learning
 - a. Student Satisfaction
 - b. Graduation Rates
 - c. Retention Rates
 - d. Number of students enrolled in a co-op program at institution
 - e. Number of online course registrants, programs and courses at institution
3. Student Population
 - a. Number and proportion of
 1. Students with Disabilities
 2. First Generation Students
 3. Indigenous Students
 4. French-Language Students
 - b. Number and proportion of international students
 - c. Proportion of an institution's enrolment that receives OSAP
4. Research and Graduate Education
5. Program Offerings
 - a. Concentration of enrolment at universities by program specialty or major
 - b. Institution's system share of enrolment by program specialty or major
6. Institutional Collaboration to Support Student Mobility
 - a. Transfer applicants and registrants
7. Financial Sustainability

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. It establishes the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

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 2013:	Percentage
The employment rate for 2013 graduates, 6 months after graduation, at Ryerson University was:	82.8
The employment rate for 2013 graduates, 2 years after graduation, at Ryerson University was:	91.7

1b. Employment in a Related Job

Per the graduate survey of 2013:	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 2013 at Ryerson University was:	82
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

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: Graduate Employment Rates (up to 600 words approx.).

Results indicated above are derived from a survey. Like all survey data, results are subject to an inherent degree of statistical error. The margin of error for each survey question is as follows:

Employment rate 6 months after graduation: +/- 1.2 percentage points

Employment rate 2 years after graduation: +/- 0.9 percentage points

Percentage of students with work that is closely or somewhat related to subject matter of program: +/- 1.4 percentage points

Percentage of students with work that is closely or somewhat related to skills developed: +/- 1.2 percentage points

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.).

Career Checkpoint: Ryerson launched Career Checkpoint to embed individual professional learning for students who have on-campus employment positions. In its 2015/16 pilot year, the program has already been recognized with a national award from the Canadian Association of Career Educators and Employers.

Career Checkpoint is a program where supervisors and student staff receive a toolkit that helps them to identify specific learning outcomes for on-campus employment positions. The learning outcomes are tied to requirements that future employers will have (e.g., communication skills, digital literacy skills, technical aptitude). On-campus supervisors have regular "checkpoint" meetings on a one-on-one basis with student employees regarding departmental goals, the student's personal goals, and progress towards planned learning

outcomes. Checkpoint also offers a bank of on-campus employment opportunities organized by job families (e.g., Peer Support, Multimedia and Design).

Career Compass: Ryerson received a national award in 2015/16 for Career Compass, a unique job search compendium that helps students to explore various career paths, with information from Ryerson alumni and industry leaders, sample resumes, tips on career planning (e.g., networking, social media) and job interview advice. The tool includes content tailored to international students and new Canadians. It is also available to Magnet's 80,000 users.

Magnet: Ryerson, in partnership with the Ontario Chamber of Commerce, founded Magnet to connect students and alumni to the labour market. Since its inception, Magnet has become a national network of over 80,000 individuals, 31 post-secondary institutions, 190 labour- and community-based organizations and over 8,500 employers. It uses a matching technology that links individuals with opportunities reflecting their skills, preferences and talent. Magnet can provide labour market intelligence and information on job-seeker activity, and it fills a knowledge gap by bridging the demand and supply side of the labour market.

Magnet was recently awarded the Gold Global Best Award by the International Partnership Network. The Gold Global Best Awards recognize strong and effective partnerships between educational institutions, private businesses and other stakeholders that work to improve employability and have a positive impact on communities.

DMZ Ranked First in North America: The DMZ at Ryerson was ranked the top university-based incubator in North America in 2015 by UBI Global, a Stockholm-based research organization that benchmarks incubation programs. Since its launch six years ago, the DMZ has incubated more than 260 start-ups and established partnerships internationally, including in India, South Africa, the UK and Tunisia.

International Partnership with Ryerson's Centre for Urban Energy: In 2015-16, Ryerson, in partnership with SmartGrid Canada, signed agreements with two companies in India in support of ongoing energy research at Ryerson's Centre for Urban Energy. The agreements will help to advance Ryerson's work on microgrids. As a smaller version of the typical generating and distribution infrastructure, a microgrid is used for energy generation and storage, and includes software for energy distribution. Microgrids can reduce reliance on a city or region's power grid and are more efficient because they avoid power loss across long distribution lines.

The Centre for Urban Energy is part of Ryerson's zone learning network for students. The zone learning network encourages and enables close collaboration across disciplines and with industry or community partners. The incubator environment of entrepreneurial zones fosters new companies and student-created jobs. The network now includes 10 zones across Ryerson: Biomedical Zone, Centre for Urban Energy, Design Fabrication Zone, Digital Media Zone (DMZ), Fashion Zone, iBoost, Legal Innovation Zone, Science Discovery Zone, Social Ventures Zone, and the Transmedia Zone.

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	Percentage
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.	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

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

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 2015-2016 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.).

Consent Comes First: Orientation 2015 launched the #ConsentComesFirst campaign to foster a consent-based culture at Ryerson to prevent sexual violence. In addition to materials provided to students, Ryerson provided workshops focused on consent-based scenarios as part of the Orientation Week programming for incoming students.

Connect RU: Ryerson's online student engagement platform, ConnectRU, saw student participation increase from 5,000 to 27,000 between September and December 2015. ConnectRU is an online source for students to get information about a wide range of on-campus and off-campus organizations, clubs, events and workshops. These range from off-campus volunteer opportunities to on-campus writing workshops and student clubs. Users can search events and organizations by theme, and students can create a profile so that ConnectRU can recommend specific activities that may be of interest.

Your Neighbour: In 2015, the "Your Neighbour" program partnered residence student leaders and first-year students in residence with charitable community organizations for a daylong learning experience. Partner organizations were selected to correspond with one or more of the values in Ryerson's academic plan, Our Time to Lead. The program focuses not only on experiential learning, but is also a sharing of learning and values between students and community organizations.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015-2016, the graduation rate at Ryerson University is	73.2

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2007 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 2007 – 2014 (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

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

Highlights

Please provide highlights of Ryerson University's activity in 2015-2016 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.).

Supported Learning Groups: Ryerson offers facilitated study groups for challenging first-year courses. In 2015-2016, participation in these "Supported Learning Groups" increased significantly as Student Learning Support Services gained increased visibility with its location in the new Student Learning Centre. Student participation in these groups is linked to higher grades and lower rates of course failure in comparison with students who do not attend. Attendees also report improvement in their ability to complete practice exercises, ability to understand terminology, confidence with course content, strategies for approaching problems/assignments/quizzes and test review strategies. In the PSE research literature, student academic success in first year is linked to greater student persistence and completion rates.

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	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
1st to 2nd Year	85.8	87.5	88.4	88.80
1st to 3rd Year	81.8	83.0	82.70	

Highlights

Please provide highlights of Ryerson University's activity in 2015-2016 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.).

Student Learning Support Services: 2015-2016 marks the first full year that Student Learning Support (SLS) Services were located in the new Student Learning Centre, along with a "one-stop" reception for receiving student enquiries regarding support services. During the first week of classes, Student Learning Support had more than 1,000 in-person visits and phone calls, followed by more than 3,820 enquiries from mid-September to mid-October 2015. In the annual student satisfaction survey conducted by Student Learning Support, 90% of students agreed or strongly agreed that their issues, questions and problems were handled effectively, and 91% would recommend Student Learning Support to a fellow student.

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 2015-2016:

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	21	766
Graduate	0	N/A

Highlights

Please provide highlights of Ryerson University's activity in 2015-2016 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.).

Co-op Education in Business: In 2015-16, Ryerson expanded its co-op offerings by introducing a co-op option in 6 undergraduate business majors: Economics & Management Science, Global Management Studies, Human Resources Management & Organizational Behaviour, Law & Business, Real Estate Management, and Retail Management. These opportunities allow students to gain hands-on experience and enhance their career preparation.

Law Practice Program: 2015-16 marked the second year of Ryerson's Law Practice Program, the first of its kind in Ontario. As an innovative alternative to traditional articling, the LPP is a rigorous and demanding eight-month program combining on-line training and experiential learning with a hands-on work term. Live actor simulation is used to provide students' with opportunities to hone their skills in realistic situations with a diversity of clients, and to receive feedback from senior law professionals.

Ryerson works with the Law Society of Upper Canada and the legal community, including a strategic alliance with the Ontario Bar Association, to deliver a dynamic program that prepares Law School graduates to succeed in their legal practice and careers.

Zone Learning: Ryerson's zone learning network 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. In 2015-16, participation in zone learning increased significantly, with 1,047 participants, an increase of more than 60% compared to 2014-15.

The zone network now includes 10 zones across Ryerson: Biomedical Zone, Centre for Urban Energy, Design Fabrication Zone, DMZ, Fashion Zone, iBoost, Legal Innovation Zone, Science Discovery Zone, Social Ventures Zone, Transmedia Zone.

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 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

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 for 2015-2016

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	236	0
Number of ministry-funded, for-credit courses offered through synchronous conferencing	30	0
Total Number of ministry-funded, for-credit courses offered in e-Learning format	266	0

Program Data	Undergraduate	Graduate
Number of ministry-funded, for-credit programs offered through fully online learning	2	0
Number of ministry-funded, for-credit programs offered through synchronous conferencing	0	0

Total Number of ministry-funded, for-credit programs offered in e-Learning format	2	0
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Course Registrations	Undergraduate	Graduate
Registrations in ministry-funded, for-credit courses offered through fully online learning	18,827	N/A
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing	1,064	N/A
Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format	19,891	0

Additional Information

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

Highlights

Please provide highlights of Ryerson University's activity in 2015-2016 that captures 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.).

Therapeutic Communication and Mental Health Assessment: Through a collaboration involving Ryerson University, George Brown College and Centennial College, a valuable learning resource has been developed to support students as well as practitioners in nursing and other healthcare professions.

Learners go through three online modules that are designed to augment the teaching of foundational therapeutic communication and mental health assessment skills. These modules provide content on assessment techniques and principles which are then followed by a simulation exercise where students apply their learning from the modules as they conduct mental health assessments in a virtual clinical situation. This allows students to practice their skills and make clinical decisions in a safe setting. These modules are provided as an Open Education Resource for educational institutions.

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.*

Hybrid Learning Highlights

Please highlight one example of Ryerson University's use of Hybrid Learning courses and/or programs.(up to 600 words approx.).

Introductory Physics: Ryerson offers introductory Physics in a hybrid format where classroom instruction and labs are complemented by online tutorials, videos and assessments. A combination of pre-lecture preparation activities (e.g., readings, videos) and post-lecture activities (e.g., problem-solving assignments) is included.

The online component of the course provides a complement to the in-class experience, as students can access various resources at anytime, from anywhere, and as often as they need. A major benefit of the hybrid arrangement in this Physics course is the way in which online quizzes and assignments are used. In this class, the professor monitors student progress and follows up by providing differentiated assignments to students depending on their needs, targeting areas where each student most needs to develop his or her skills.

3. Student Population

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

Full-Time Students	# of Students
The total Full-Time Headcount Enrolment* at Ryerson University in 2015-2016:	28,159

*DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students both eligible and ineligible for ministry funding, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).

3a. Under-Represented Students: Students with Disabilities, First Generation, Indigenous and French-language Students

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 2015-2016:	1,219	
The total indicated above as a comparative % of the Ryerson University's 2015-2016 full-time enrolment headcount:		4.33

Highlights

Please provide highlights of Ryerson University's activity in 2015-2016 that captures contributions to improve access, and success for students with disabilities (up to 600 words approx.).

NOTE: In addition to the full-time students noted above, 918 part-time students (i.e., those with a course load of less than 0.8 FTE) registered with Ryerson's Academic Accommodation Support office.

Further, it is important to note that Ryerson uses a threshold of 0.8 FTE to determine full-time or part-time status, while some universities use 0.6 FTE. The difference in the definition of "full-time" across institutions can affect comparisons that may be made between universities.

Campus Accessibility Tours: Orientation 2015 was the launch of Access Tours, an initiative to provide students with accessibility needs with a guided tour of accessible routes around campus. Along with the guided tour, incoming students received an informational package including referrals to on- and off-campus supports for students with disabilities. In addition, students were invited to be part of the Access Ryerson Student Working Group to bring student voices to the Access Ryerson Advisory Committee, which aims to remove barriers to the full participation of all community members with disabilities.

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 2015-2016:	6,784	
The total indicated above as a comparative % of the Ryerson University's 2015-2016 full-Time enrolment headcount:		24.09
The total number of part-time First Generation students enrolled at Ryerson University in 2015-2016:	3,408	

Highlights

Please provide highlights of Ryerson University's activity in 2015-2016 that captures contributions to improve access, and success for First Generation students (up to 600 words approx.).

NOTE: The number of First Generation students indicated above is an estimate based on responses to a survey.

In addition, it is important to note that Ryerson uses a threshold of 0.8 FTE to determine full-time or part-time status, while some universities use 0.6 FTE. The difference in the definition of "full-time" across institutions can affect comparisons that may be made between universities.

Career Development Support: The *Next Steps Series* of workshops helped graduating students prepare for job searching post-graduation. Heavily attended workshops were around the topics of Budgeting & Financial Management along with the First Generation Working Professionals Panel.

In addition, the *Voices of Experience* networking and speaker series was aimed at providing students with role models and case studies of career paths taken by recent alumni and community leaders. Events focussed on equity-seeking groups, or on unique career paths which cut across academic programs and sectors, including the non-profit sector and entrepreneurship.

Indigenous Students

* **DEFINITION:** *Indigenous* 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.

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at Ryerson University in 2015-2016:	452	
The total indicated above as a comparative % of the Ryerson University's 2015-2016 Enrolment Headcount:		1.61
The total number of part-time Indigenous students enrolled at Ryerson University in 2015-2016:	152	

Highlights

Please provide highlights of Ryerson University's activity in 2015-2016 that captures contributions to improve access, and success for Indigenous students (up to 600 words approx.).

NOTE: It is important to note that Ryerson uses a threshold of 0.8 FTE to determine full-time or part-time status, while some universities use 0.6 FTE. The difference in the definition of "full-time" across institutions can affect comparisons that may be made between universities.

Ryerson Aboriginal Student Services (RASS) created a **Tea and Bannock** series on a monthly, drop-in basis. Staff, faculty and students from across the university are welcome to drop in to hear about services and programs available to Aboriginal students. Faculty and staff can also learn about how to provide culturally appropriate support for Aboriginal students. The series was developed in light of the numerous requests that colleagues in Student Affairs and in academic departments had made to RASS as they were seeking information about how to support students best. The successful series has provided an opportunity not only to share information, but also to explore opportunities for collaboration across the university in support of Aboriginal students.

French-Language Students

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

- 1) The student's mother tongue is, or includes French (the student is a francophone);
- 2) The student's language of correspondence with the institution is French;
- 3) The student was previously enrolled in a French-language education institution; or
- 4) The student 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 2015-2016:	178	
The total indicated above as a comparative % of the Ryerson University's 2015-2016 enrolment headcount:		0.63
The total number of part-time French-language students enrolled at Ryerson University in 2015-2016:	75	

Highlights

Please provide highlights of Ryerson University's activity in 2015-2016 that captures contributions to improve access, and success for French-Language students (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.

Additional Information

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

It is important to note that Ryerson uses a threshold of 0.8 FTE to determine full-time or part-time status, while some universities use 0.6 FTE. The difference in the definition of "full-time" across institutions can affect comparisons that may be made between universities.

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, 2015, 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 2015-2016:	1,092	
The total indicated above as a comparative % of Ryerson University's 2015-2016 full-time enrolment headcount (Funding Eligible and Ineligible):		3.88
Ryerson University's 2015-2016 part-time international enrolment is	375	

Additional Information

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

It is important to note that Ryerson uses a threshold of 0.8 FTE to determine full-time or part-time status, while some universities use 0.6 FTE. The difference in the definition of "full-time" across institutions can affect comparisons that may be made between universities.

Highlights

Please provide highlights of Ryerson University's activity in 2015-2016 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.).

Glocal Links: In 2016, Ryerson was recognized by the Canadian Bureau for International Education with a Panorama Award for an Outstanding International Education Program for *Glocal Links*. This co-curricular program fosters meaningful connections between international and Canadian students, and helps to enhance the sociocultural competency, or intercultural skills, of both groups. The program champions cultural diversity with one-on-one cultural discussions, international film screenings, excursions to cultural hubs in the city, and informative workshops that celebrate differences and help students to become more globally engaged. These activities allow international and Canadian students to expand their social circles, learn more about Canadian culture, and gain knowledge and respect for other cultures.

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 2015-2016 number of OSAP awards	20,290	
Headcount enrolment (Funding eligible undergraduate and graduate) November 1st headcount of students with 60% Load (0.3FTE) or greater.	31,179	
Proportion of full-time students receiving OSAP		65.08

Additional Information

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

4. Research and Graduate Education

Ryerson University's 2014-17 Strategic Mandate Agreement (SMA) includes information which identifies the breadth and depth of institutional research activity. The 2015-2016 SMA Report Back does not require Ryerson University to report on the system wide research and graduate education metrics included in its 2014-17 SMA.

5. 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 enrolment* at universities by program specialty or major (SPEMAJ)
- b. Institution's share of system enrolment by program specialty or major (SPEMAJ).

DEFINITION: Headcount is the actual funding eligible enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students as reported to the ministry for the 2015-2016 fiscal year

Undergraduate / Graduate Students	Percentage of System Enrolment
Undergraduate	7.48
Graduate	4.64

	# 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	3.41	5.33	3.42	5.07
2. Architecture & Landscape Arch.	1.31	5.05	17.44	14.40
3. Business & Commerce	28.88	5.33	16.04	2.96
4. Computer Science	3.86	3.26	11.57	9.98
5. Dentistry	0.00	0.00	0.00	0.00
6. Education	2.30	0.00	11.81	0.00
7. Engineering	11.30	25.21	9.28	11.53
8. Fine & Applied Arts	9.83	6.57	18.85	9.51
9. Food Science & Nutrition	1.00	2.30	5.76	11.82
10. Forestry	0.00	0.00	0.00	0.00
11. Health Professions	2.51	0.00	4.21	0.00
12. Humanities	5.37	5.84	4.60	2.97
13. Journalism	2.60	7.19	47.74	72.32
14. Kinesiology/Recreation/Phys-Ed	0.00	0.00	0.00	0.00
15. Law	0.00	0.00	0.00	0.00
16. Mathematics	0.72	1.12	3.70	2.98
17. Medicine	0.00	0.00	0.00	0.00
18. Nursing	8.24	3.99	16.72	8.73
19. Optometry	0.00	0.00	0.00	0.00
20. Other Arts & Science	0.46	0.00	0.37	0.00

21. Other Education	0.00	1.07	0.00	0.79
22. Pharmacy	0.00	0.00	0.00	0.00
23. Physical Sciences	0.55	0.00	2.39	0.00
24. Social Sciences	17.67	27.74	6.15	5.33
25. Theology	0.00	0.00	0.00	0.00
26. Therapy & Rehabilitation	0.00	0.00	0.00	0.00
27. Veterinary Medicine	0.00	0.00	0.00	0.00

Notes:

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

Optional Additional Information

Caveats and/or other information regarding the numbers reported above (up to 600 words approx.).

It is important to note that Ryerson uses a threshold of 0.8 FTE to determine full-time or part-time status, while some universities use 0.6 FTE. The difference in the definition of “full-time” across institutions can affect comparisons that may be made between universities.

Highlights

Please provide highlights of Ryerson University's activity in 2015-2016 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 2015-16, Ryerson prepared to launch a suite of new graduate programs for implementation in Fall 2016. All programs are in areas that demonstrate high student demand and direct links with societal and labour market need. These include a doctoral program in Mathematical Modelling and Methods, both a master's and a doctoral program in Biomedical Engineering as well as master's programs in Child & Youth Care, Data Science & Analytics, and Engineering Innovation & Entrepreneurship.

Also in 2015-16, Ryerson expanded its co-op offerings by introducing a co-op option in 6 undergraduate business majors: Economics & Management Science, Global Management Studies, Human Resources Management & Organizational Behaviour, Law & Business, Real Estate Management, and Retail Management. These opportunities allow students to gain hands-on experience and enhance their career preparation.

In January 2016, Ryerson had its first COU Quality Assurance Audit under the new Quality Assurance Framework. The auditors commended Ryerson on its commitment to quality assurance in the teaching and learning dimensions of post-secondary education. The audit report includes information that will assist Ryerson in its ongoing commitment to the quality assurance agenda and especially to the student learning experience.

6. 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 through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

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.

Development of these metrics will be done in partnership with the sector and ONCAT.

Transfer Applicants and Registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2015.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2011	55,159	6,116	5,978	1,122
2012	57,736	6,180	5,464	1,018
2013	62,946	6,677	5,603	931
2014	63,067	8,537	4,825	839
2015	64,480	8,884	4,308	857

*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*
2012				
2013				
2014				
2015				

Additional Information

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

There has been a trend of declining application numbers from college transfer students. This is directly attributable to the introduction and expansion of college degree programs.

Highlights

Please provide highlights of Ryerson University's activity in 2015-2016 that demonstrates 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.).

In 2015-16, Ryerson's undergraduate program in Disability Studies expanded the breadth of college programs from which students can apply. Disability Studies is offered as a degree completion program that is structured to allow flexible part-time study. Examples of college diploma programs that can be used as the basis for admission include Developmental Services Worker, Social Service Worker and Early Childhood Education.

In 2014-15, Ryerson implemented an electronic document management system to improve the central transfer credit application and evaluation process. In 2015-16, the system was enhanced to allow its use within the Faculty of Engineering and Architectural Science, which has a more complex transfer credit assessment process that requires close involvement of faculty. The new, harmonized electronic process provides students with a more efficient transfer credit application experience by significantly shortening evaluation and response times.

7. Financial Sustainability

FINANCIAL HEALTH and SUSTAINABILITY METRICS

		2013-14	2014-15
Performance	Net Income / Loss Ratio (%)	4.84	5.30
	Net Operating Revenues Ratio (%)	11.26	8.07

Optional

Comments on Performance Metrics (up to 600 words approx.)

A modest increase in Ryerson's net income reflects Ryerson's growth, coupled with the continued strategy of oversight and monitoring of operating budgets and expenses. The drop in the Net Operating Revenue Ratio reflects timing variations in the conversion of operating income receivables and operating expense payables to cash between the two year ends.

		2013-14	2014-15
Liquidity	Primary Reserve Ratio (days)	82.61	54.68

Optional

Comments on Liquidity Metric (up to 600 words approx.)

The reduction from 2013-14 to 2014-15 reflects Ryerson's strategy of reducing its cost of capital by leveraging its unspent internally restricted funds for internal financing of capital projects. This has the effect of increasing the deficit offset by an increase in the Investment in Capital Assets. While this internal financing strategy has a negative effect on the ratio, it is not an indicator of decreased financial health.

		2013-14	2014-15
Leverage	Interest Burden Ratio (%)	1.76	1.61
	Viability Ratio (%)	59.79	41.06

Optional

Comments on Leverage Metrics (up to 600 words approx.)

Ryerson's debt servicing costs are modest in relation to its size. Ryerson strives to minimize its cost of capital by leveraging the internal funds generated from its unspent internally restricted funds for internal financing of capital projects over the short run. As outlined above for the Primary Reserve Ratio, the strategy of internally financing capital assets increases the deficit and reduces the total expendable net assets. This strategy has a negative impact on these ratios, but is not an indicator of decreased financial health.

Additional Information

Additional comments on the overall Financial Health & Sustainability Metrics Result (up to 600 words approx.)

The current ratios do not take into account the implications of Employee Future Benefits. Ryerson has a net asset position for its Employee Future Benefits of \$76.4M (2013-14) and \$106.9M (2014-15). By comparison, most Ontario universities have significant net liabilities for their Employee Future Benefits. If this was included in the computation of the expendable net assets of all universities, it would result in significant improvement to the Primary Reserve and Debt Viability indicators as shown for Ryerson, above, as well as the results relative to other universities.

Highlights

Please provide one or more highlights that demonstrate Ryerson University's commitment to improved or continued financial sustainability. (up to 600 words approx.)

With over 90% of 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 Registrar 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 2015.

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. Further, regular reporting to the Board of Governors includes enrolment updates as well as comprehensive quarterly financial statements that include forecasts and budget to actual variances.

The ministry encourages Ryerson University to augment the current list of financial health and sustainability metrics with other metrics. Reporting this data is optional. Ryerson University may add up to four additional metrics in the space provided below.

OTHER FINANCIAL METRICS REPORTED by Ryerson University	2013-14	2014-15	2015-16	2015-16
1				
2				
3				
4				

Additional Information

Comments related to Ryerson University's other reported metrics (up to 600 words approx.)

8. Attestation

By submitting this report to the ministry:	Checkbox
Ryerson University confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from Ryerson University's Executive Head.	<input checked="" type="checkbox"/>

For additional information regarding Ryerson University's 2015-2016 SMA Report Back please contact -	Information
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Please indicate the address on Ryerson University's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	http://www.ryerson.ca/about/accountability/