

**2006-07 Multi-Year Accountability Agreement Report-Back for:
RYERSON UNIVERSITY**

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.

Pursuant to the MYAA, the release of the full amount of your 2007-08 and 2008-09 Accessibility to Higher Quality Education Fund¹ will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the ministry. 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. Based on this review, you may be required to submit an improvement plan to the ministry, developed in consultation with faculty, staff and students.

The information contained in this report-back template will also be used to inform the development of best practices and the creation of measures of system-wide results. These measures may be incorporated in revised requirements in future years to demonstrate system-wide improvements.

A. ACCESS

Increased Participation of Under-Represented Students — Measurement

To assist with the ministry's continuing efforts to develop a system measure that will track the participation of students from under-represented groups (Aboriginal, First Generation, Students with Disabilities) the ministry is seeking new information with respect to the number of students who are self-identifying as under-represented pursuant to the methodologies currently in place to measure these students at your institution. 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".

¹ Excluding your Per Student Funding portion of this fund.

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		
	#	#	#		
Comprehensive Student Survey 2005 (Canadian Undergraduate Survey Consortium) – undergraduate students across all 4 years			Between 0.1% and 9.5% (with observed level of 4.8%)*	19	399
National Survey of Student Engagement 2006 – undergraduate students in Years 1 and 4**		Between 18.5% and 21.1% (with observed level of 19.8%)*		637	3,222
National Survey of Student Engagement 2006 – undergraduate students in Years 1 and 4**	Between 0.0% and 2.6% (with observed level of 1.3%)*			42	3,252

* The ranges reported take into account statistical error and are estimated to be accurate 19 times out of 20.

** The total number of students surveyed differs for the Aboriginal and First Generation items in NSSE because non-respondents (students who complete the survey but do not answer a particular item) are excluded from the denominator.

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

A degree of error is inherent in any estimate that is derived from survey results. Ryerson's results are presented as a range, which reflects the point estimate plus or minus statistical error.

Beginning with the Fall 2007 cohort, Ryerson will ask incoming undergraduate students to self-identify as Aboriginal, first-generation, and/or as having a disability. Self-identification will be voluntary. It is anticipated that this will result in a more accurate estimate of the number of Ryerson students who are members of the under-represented groups identified by the Government, and should allow us to monitor academic outcomes for these groups.

Increased Participation of Under-Represented Students — Programs/Strategies

Pursuant to your approved Multi-Year Action Plan, please identify your proposed and achieved results for 2006-07. If your institution has not achieved your proposed results, please explain the variance in the column provided.

Strategy / Program	Indicator	Proposed Result for 2006/07	Achieved Result for 2006/07	Explain Variance between Proposed and Achieved Results (if applicable)
Aboriginal Student Services	Proportion of self-identified Aboriginal students indicating that, if they could start over, they would probably or definitely attend Ryerson again (National Survey of Student Engagement)	n/a	n/a	NSSE was not conducted in 2006/07.
	Develop a more reliable method of estimating the number of Aboriginal students at Ryerson as well as a method of tracking outcomes for them	Develop method	Process is underway for asking incoming under-graduate students at Ryerson to self-identify as Aboriginal at the time of registration. This begins with the Fall 2007 cohort.	
Access Centre for Students with Disabilities	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."	Maintain or improve level of 81 percent with anticipated statistical error of plus or minus 10 percentage points	81% (A further 13% report a "neutral" response.)	
	Develop a more reliable method of estimating the number of students with disabilities at Ryerson as well as a method of tracking outcomes for them	Develop method	Process is underway for asking incoming under-graduate students at Ryerson to self-identify	

			as having a disability at the time of registration. This begins with the Fall 2007 cohort.	
Tri-Mentoring	Proportion of self-identified first-generation students indicating that, if they could start over, they would probably or definitely attend Ryerson again (National Survey of Student Engagement)	n/a	n/a	NSSE was not conducted in 2006/07.
	Develop a more reliable method of estimating the number of first-generation students at Ryerson as well as a method of tracking outcomes for them	Develop method	Process is underway for asking incoming undergraduate students at Ryerson to self-identify as being first-generation. This begins with the Fall 2007 cohort.	
Spanning the Gaps: initiatives for first generation students	Number of students enrolled	Plan program, set targets for 2007-08 and 2008-09	Initiatives planned and targets set (see right).	Spanning the Gaps is a three-part program that includes a) Information: the provision of information about post-secondary education and application procedures to first-generation students; b) A Second First Chance: assistance for secondary school students who may be missing particular prerequisite courses and/or whose grades are not quite high enough for admission; c) Second Chances: the provision of "transitional" courses for older youth and adults taken before entrance into the regular-stream degree program. Targets for next two years: 2007-08: Information component serves at least 75 students. Second First Chance is piloted with about 5 students. Planning for Second Chances is completed, with infrastructure in place to begin first cohort in 2008-09. 2008-09: Information component serves 150

				to 200 students. <i>Second First Chance</i> serves 10 to 20 students. <i>Second Chances</i> enrolls its first cohort of 15 to 25 students.
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If you would like to provide any other comments, please do so in the following space:

Student Access Guarantee and Commitment

	<u>Yes</u>	<u>No</u>
The institution took into consideration the Ministry's student tuition/book shortfall calculation in allocating financial aid, as set out in the 2006-2007 Student Access Guarantee Guidelines	✓	

If you have answered no, please explain:

2007-08 Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Accountability 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 as outlined in the [2007-08 Student Access Guarantee Guidelines](#). Please complete the following table to update the strategies and programs that your institution will use in 2007-08 to participate in the Student Access Guarantee initiative.

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be: a) Provided to those students who apply for institutional financial aid; or b) Automatically issued to students based on their OSAP information.	Ryerson automatically provides OSAP recipients with a bursary based on their OSAP shortfalls. Students not eligible for OSAP submit a request for consideration. Funds relating to the Access Guarantee are issued for costs that exceed OSAP fee and book maximums.
Identify whether your institution plans to provide loan assistance to meet tuition/book shortfalls of students in any of your second entry programs. If so: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide.	Not applicable.

<p>If your institution has a process in place to collect statistics on the socio-economic accessibility of Professional programs that you offer, please describe the data that you collect.</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>An emergency bursary program has been developed to respond to emergency situations. Students submit an application for consideration. Each student's situation is assessed on a case-by-case basis.</p> <p>Work-study positions & research assistantships: Students who demonstrate unmet need according to Ryerson criteria are eligible to apply for work-study positions and research assistantships. In 2006/07, there were 960 positions on campus.</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 can be provided with the details of the calculations used to assess their case under the Access Guarantee.</p>

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

B. QUALITY

Quality of the Learning Environment

Pursuant to your approved Multi-Year Action Plan, please identify your proposed and achieved results for 2006-07. If your institution has not achieved your proposed results, please explain the variance in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
Faculty Recruitment	Student-Faculty Ratio	21.2	20.2	Ryerson exceeded not only its 2006-07 target, but its 2007-08 target as well. The maintenance of this lower student-faculty ratio will depend on sufficient ongoing funding for replacement faculty hiring.
	Student-Faculty Interaction benchmark score (NSSE)	n/a (NSSE not conducted in 2006/07)	n/a	

Student Study Space and Library	\$ per FFTE on Library expenditures	\$390 to \$410	\$463	Ahead of schedule, Ryerson has exceeded 2007-08 and 2008-09 targets for Library expenditures. The maintenance of this high level of expenditures over the next two years is dependent upon funds available to the University. The severe library space shortage will also continue to limit the University's ability to expand Library expenditures.
Research Activity	Number of externally funded and externally adjudicated grants per faculty member	0.59 to 0.62	0.59 in 2005-06	Target achieved.

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

Net New Hires

Pursuant to your approved Multi-Year Action Plan, please identify your actual net new hires for 2006-07. The ministry appreciates that accurate data on net new hires for 2007-08 may not be available until late fall. As such, please identify your planned net new hires for 2007-08.

Actual New Hires in 2006-07 Planned New Hires in 2007-08		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 2006-07	65	18		13	1	48
	Actual 2006-07	76	22		12	0	83
	Planned 2007-08	50	33		0	0	29
Retires / Departures	Planned 2006-07	25	10		0	1	17
	Actual 2006-07	30	9		3	2	42
	Planned 2007-08	31	14		6	2	11
Net New Hires	Planned 2006-07	40	8	7.0	13	0	31
	Actual 2006-07	46	13	0.0	9	-2	41
	Planned 2007-08	19	19	-14.0	-6	-2	18

* 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 2006-07 net new hires.

Because Ryerson was more successful than anticipated in hiring full-time faculty, an increase in part-time faculty was not required in 2006-07.

In the Student Services area, there was one less full-time hire than anticipated because of difficulty in finding a suitable candidate for a particular position. In addition, the number of departures was higher than initially anticipated – these departures are the result of a shift in priorities with some short-term contracts not being renewed.

Student Success: Student Retention Rates

Pursuant to your approved Multi-Year Action Plan, please report on the retention target proposed by your institution for 2006-07, and your achieved rate.

	Proposed 2006-07 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable)
1 st to 2 nd Year	88 – 90%	88.0%	
After 2 nd year	90 – 93%	92.3%	

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

C. ACCOUNTABILITY

Please insert the current internet link to your posted Multi-Year Action Plan in the following space: [www.ryerson.ca/about/accountability/documents/Multi-Year Agreement 2006-07.pdf](http://www.ryerson.ca/about/accountability/documents/Multi-Year%20Agreement%202006-07.pdf)

If the Action Plan is moved to another location on your web site, please provide the ministry with an updated link.

This 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.

December 4, 2007