

# 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 OCAD 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 OCAD University was:	78.9
The employment rate for 2013 graduates, 2 years after graduation, at OCAD University was:	91.1

## 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 OCAD University was:	64
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 OCAD University was:	78

### Additional Information

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

Every two years, OCAD University [OCAD U] participates in the Strategic National Arts Alumni Project (SNAAP), a multi-institutional survey used by both comprehensive and specialized universities in the U.S. and Canada. This survey provides more detailed data on the career trajectory and skills of graduates, as well as benchmark data for institutions similar to OCAD U.

The 2015 results of SNAAP indicate:

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- 73% of graduates (of undergraduate programs) report that their first job after graduation was somewhat or closely related to their arts training;
- 83% of graduates (of undergraduate programs) report being very or somewhat satisfied with their current work;
- 76% of graduates (of undergraduate programs) report being somewhat or very satisfied with opportunities to be creative at their current work.

### Highlights

Please provide highlights of OCAD 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 OCAD University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The Centre for Emerging Artists & Designers is OCAD U specialized career development resource unit for students. Staff tailor programs, events and opportunities to the needs of each academic discipline to:

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- Cultivate industry relationships that help match talent to sector needs;
- Build relevant skills sets among students through co-curricular opportunities and resources, including access to mentoring through the innovative Ten Thousand Coffees platform;
- Develop early exposure opportunities - through guest speakers, information sessions, studio visits, exhibitions, sales and competitions - in the cultural sector and creative industries to assist students in goal setting and planning.

All undergraduate programs at OCAD U include a Professional Practice course that introduces students to the networks, standards and business practices of the industries to which their program aligns.

The Imagination Catalyst, OCAD U's art and design focused business incubator, engages students in early stage business development through workshops, competitions and guest speakers and, conversely, introduces the strategic advantage of design thinking to the start-up ecosystem.

## 2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture OCAD 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 OCAD University for NSSE question "How would you evaluate your entire educational experience at this institution?" for Senior Year respondents.	70.00
Per the 2014 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of definitely yes and probably yes responses) at OCAD 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.	73.00

### 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.)

N/A

### Highlights

Please provide highlights of OCAD University's activity in 2015-2016 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by OCAD University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

After a pilot test in 2014-15, OCAD U implemented 24/7 access to our main buildings for the full semester in Winter 2016. The lack of access to work and study space for students has been repeatedly highlighted by students – through surveys and through advocacy efforts – for several years and was a major source of discontent. As OCAD U is an entirely commuter campus with no residences, students were often forced to pack up their (often large) projects when the building closed and transport them home via public transit. With the introduction of 24/7 hours, students are often able to start and complete a project or a component of a project in one space. This has been particularly welcomed by our final year undergraduate students working on their capstone projects.

The University administration and the OCAD Student Union have since formed the Student Experience Working Group - a group involving both students and key staff in facilities, IT, communications and Security - to work toward the implementation of several projects that have had a positive impact. The group has crowdsourced projects from the general student population, prioritized and implemented several projects over the course of 2015-16, including adding furnishings to open areas, pilot testing a series of wayfinding kiosks, introducing new fee payment options for international students and initiating a project to introduce online purchasing for materials in OCAD U's shops and studios.

## 2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015-2016, the graduation rate at OCAD University is	67.6

\*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.)

N/A

### Highlights

Please provide highlights of OCAD 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 OCAD University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

OCAD U maintains a flexible approach to the pace of degree completion. Given our diverse population, with a high proportion of students with disabilities and/or who face financial barriers, many students choose to take a reduced course load. This results in a longer time to completion than in programs where full-time study is either incentivized or controlled by policy.

OCAD U's retention efforts continue to focus on the first-to-second year transition with innovative outreach initiatives using interactive voice technology. OCAD U contacts every new student by telephone during the first semester and follows up with specific interventions (advising, counseling, bursary support, time management workshops) designed to reduce barriers to success. The results of this approach have consistently shown a correlation between a student's response to the call and their persistence to second year.

To improve student awareness of degree requirements and ensure fewer students extend their anticipated graduation date, OCAD U has implemented a Degree Audit tool as part of the self-service menu of options in our new student information system, MyOCADU. The Degree Audit tool, available to students who entered in 2013 and after, provides a clear accounting of courses a student has completed, has in progress, or requires in order to meet the graduation requirements specific to their program.

## 2c. Teaching and Learning - Student Retention

### 2c. Retention Rates

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

Entering Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
1st to 2nd Year	89.1	88.9	84.9	82.90
1st to 3rd Year	79.5	77.7	72.50	

### Highlights

Please provide highlights of OCAD 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 OCAD University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

As with all universities in Ontario, mental health - including the effects of depression, anxiety, stress, and sleep disorders - is a significant barrier to student progress and retention. OCAD U has implemented a model for early identification of students demonstrating warning signs of distress. The model includes a poster distributed to faculty that clearly lays out the steps to follow, a training session, and the implementation of a "counselor on call" model that enables our Health & Wellness Centre to respond to all walk-ins and to provide support on site in urgent situations. Because of the small size of our studio classes, attendance can also be used as an early indicator of a student at-risk of dropping out.

As a follow-up to initial contact with a counselor, OCAD U has improved referral processes to other key services (eg. financial aid) and have developed an expedited route to accommodations based on disability to ensure students have accommodations in place prior to critical deadlines.

With the support of the OCAD Student Union, through our Ancillary Fee Protocol, an increase to the fee for Health and Wellness services was approved in April 2015 has enabled OCAD U to expand counseling services as well as initiate a peer support model for promoting and education students around wellness.

## 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 OCAD University in 2015-2016:

Co-operative Education Program Type	Number of programs at OCAD University with a Co-op Stream	Number of students at OCAD University enrolled in a Co-op program
Undergraduate	N/A	N/A
Graduate	N/A	N/A

### Highlights

Please provide highlights of OCAD 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 OCAD University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Professional Practice courses have now been introduced into all undergraduate programs at OCAD U and are mandatory in most. In addition, OCAD U introduced a Minor in Entrepreneurship & Social Innovation available to all undergraduate students in 2015-16. This program aims to enhance the capabilities of those working in the creative industries so that they can engage with the world of business in an informed manner. Students develop a range of transferable skills and the confidence to apply those skills to business challenges.

At the same time, OCAD U continues to build course options that include a work-integrated learning placement. Our unique model has students completing placements alongside their other courses to enable students to continue progress toward their degree completion while gaining work experience.



## 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. OCAD 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	7	1
Number of ministry-funded, for-credit courses offered through synchronous conferencing	0	0
<b>Total Number of ministry-funded, for-credit courses offered in e-Learning format</b>	7	1

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

<b>Total Number of ministry-funded, for-credit programs offered in e-Learning format</b>	0	0
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<b>Course Registrations</b>	<b>Undergraduate</b>	<b>Graduate</b>
Registrations in ministry-funded, for-credit courses offered through fully online learning	320	15
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing	0	0
<b>Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format</b>	320	15

#### 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.).

A further six (6) (five (5) undergraduate and one (1) graduate) courses are offered with hybrid online/classroom delivery to a total of 908 student registrations.

All students in the Faculty of Design complete either *GDES 1014 Color & 2D Design* and *GDES 1022 Color In Context* course in their first year of study and have an option of completing it in a hybrid or fully online format. Non-traditional learners, students who maintain heavy part-time work schedules in addition to their student roles and students who commute are appreciative of the fully online option.

#### Highlights

Please provide highlights of OCAD 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 OCAD University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

*GDES 3094 Creative Practice* is a very popular elective offering with a waitlist that exceeds the total number of enrollments in the course. This course has students develop a business plan, build contacts and engage with individuals who are in their desired industry, and connects students' course work with a career path in the creative fields of art and design.

## 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 OCAD University's use of Hybrid Learning courses and/or programs.(up to 600 words approx.).

At the graduate level, the Inclusive Design program offers several of its courses in a highly accessible multi-modal format where within a single cohort students are simultaneously completing their courses utilizing face-to-face, online synchronous and online asynchronous modalities. This reflects the expanding implementation of courses and programs across OCAD U that are increasingly web-enhanced with select modules online and/or high use of technology-enabled learning to complement in class learning.

For example, the course *INCD 6002 Foundational Seminar in Inclusive Design*, introduces students to inclusive design in the digital context, where inclusive design is defined as design that considers the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human difference. Students engage in both a review and analysis of relevant research and the current state of the field combined with more experiential problem solving and the application of inclusive design ICT theory and methods. Each week, students participate in an online discussion forum in response to a series of topical seed questions, complete a short assignment (in a series of 10 assignments), and engage with various forms of online media. This asynchronous component of the course is complemented by synchronous one-hour classes that students can participate in online or in person.

The course *INCD 6004 Effecting Cultural Change*, is delivered online as well as onsite and includes both synchronous and asynchronous interaction, debates, invited guests and collaborative assignments. A constructivist, experiential, rather than didactic, learning approach is taken. The course situates inclusive design in relation to social justice theory, systems theory, and related cultural

movements. Instruments and processes of cultural change are explored and legislation, policy, international interoperability specifications and standards are studied along with the development processes and factors that affect compliance. Institutional cultures, societal structures, ecosystems relevant to ICT development and implementation are critically explored with an eye to how to design cultures of inclusion within institutional frameworks. Students critically reflect on how to achieve the greatest impact with limited time and resources. "Top-down", "bottom-up" and viral effects and mechanisms will be critically examined. Students practice developing "business cases" or policy frameworks that integrate inclusive design and put theories and processes discussed into practice.

A final example, *INCD-6010, Lab 3: Inclusive Design in Context*, is a course in which students examine the convergence of technical, social, cultural, biological, and activist perspectives. Each is framed by values, ontological frameworks, and metatheoretical contexts that influence how a design is conceptualized, evaluated, or deemed to be "accessible" or "inclusive." Students create and review case studies of real world examples to critically examine inclusive design methods and practices in education, culture, civic engagement, health, policy, legislation, financial inclusion and ICT application design and development in addition to "traditional" design disciplines. The course utilizes a multimodal delivery method for the course meetings that take place every other week. Face to face seminars are conducted on campus while students off campus can choose to join the session synchronously through video conferencing, or asynchronously by viewing recordings of the sessions at a later time. In alternate weeks, students participate through online discussions moderated by faculty using the Canvas learning management system. Groups projects and collaboration are facilitated through online tools and project presentations are completed synchronously either on campus or through video conferencing.

### 3. Student Population

This component highlights OCAD 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 OCAD University in 2015-2016:	3,491

\*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 OCAD 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 OCAD University who registered with the Office for Students with Disabilities and received support services in 2015-2016:	297	
The total indicated above as a comparative % of the OCAD University's 2015-2016 full-time enrolment headcount:		8.51

#### Highlights

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

A new Policy on Academic Accommodations for Students, approved by the OCAD U Senate in 2016, sets out the University's commitment to students and outlines expectations of faculty, staff, the University and its students. The policy aligns with the most recent policy and advice of the Ontario Human Rights Commission with respect to the accommodations process, and includes mechanisms for resolving disputes. The Centre for Students with Disabilities has developed procedures for expediting access to accommodations for students who identify and/or become aware of the impact of their disabilities during the course of their studies.

#### 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 OCAD University in 2015-2016:	491	
The total indicated above as a comparative % of the OCAD University's 2015-2016		14.06

full-Time enrolment headcount:		
The total number of part-time First Generation students enrolled at OCAD University in 2015-2016:	185	

## Highlights

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

In 2015-16, the OCAD U First Generation Program continued to offer academic support programs, collaborative student support initiatives and opportunities for community engagement. Housed in the Writing & Learning Centre, the First Generation Program collaborates with other student-facing units on campus to offer an integrated model of support for first generation students throughout their programs.

The First Generation program offers dedicated university transition support for students through orientation and workshops. Compass, a two-day orientation specifically for first generation students, offered an opportunity for students to meet faculty and staff who were also first generation, and to learn about the wide range of resources and support across campus. Compass was attended by 69 students in September 2015. INK is a 4-hour workshop that supports students' academic skills through content and activities related to managing expectations for university, building independent learning skills, and adjusting to the art and design context. INK was attended by 28 students in September 2015. In August 2016, OCAD U's Onboarding workshop was offered for the first time in collaboration with Academic Advising, and 28 students participated. This two-hour workshop for incoming students helps them to prepare for the transition from a high school to a post-secondary environment.

Also in August 2016, a "First Year Academic Survival Guide" was published. This booklet targets key areas in which students have historically needed guidance and support. The booklet has been well received by students, and is used by workshop facilitators, tutors, and supplemental instruction leaders as a referral guide. In addition, the Writing and Learning Centre and the Dorothy H. Hoover Library created a handbook titled "Library Research Skills and Tips for Undergraduate Students". This resource includes information and tips on how to approach the process of academic research in art and design contexts. Both resources are available to students in print and online formats.

Building on knowledge gained from research on first generation and transition support and five years of program delivery, the university's ability to integrate community building with academic support has become a key accomplishment. These programs encourage participation, peer support and engagement both with students' academic programs and on campus, which research shows leads to academic success and retention.

Programs and events offered in 2015-2016 include:

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- Long Night Against Procrastination (LNAP), an all-night event designed to assist students during a critical time in the semester by offering tutoring services, a break zone and space to work on assignments in a friendly and safe environment (267 students participated);
- Study Group, a weekly peer-facilitated supplemental instruction program for the historically difficult courses VISC-1001/1002 (519 students participated);
- Critique Club, a weekly informal critique meeting led by a Drawing & Painting Alumni (60 students); and
- Hands-on History, a series of workshops exploring art and history by learning to use techniques, materials and mediums of traditional and non-traditional methods (18 participants).

The First Generation Student Publication and Exhibition, *Reflections*, saw the largest number of student participants since we began hosting this event in 2011; 27 students exhibited their work, and 9 students assisted with installing the exhibition. It was an opportunity for first generation students to showcase their talent, as well as to demystify for families and friends the concept of an art and design school. For many students, this exhibition marks their first experience showing their work in a professional setting. They gain skills in their professional practice by learning how to write artist statements and mount an installation. The Publication and Exhibition will continue in 2016-2017 under the theme *Unbounded*.

## 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 OCAD University in 2015-2016:	60	

The total indicated above as a comparative % of the OCAD University's 2015-2016 Enrolment Headcount:		1.72
The total number of part-time Indigenous students enrolled at OCAD University in 2015-2016:	22	

### Highlights

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

A newly expanded Indigenous Visual Culture Centre serves as a programming and community hub for indigenous students and all students interested in Indigenous culture. The Centre hosts a resource centre, weekly gatherings centred around Indigenous art practices, literature or food, and provides culturally relevant counseling and advising. In 2016 the Indigenous Students Association orchestrated a highly successful student-run Exhibition of the work of Indigenous Students.

More specifically, through weekly Buffalo Stew luncheons and recurring Pancake Breakfasts served out of the INVC program office there has been a strengthened bridging between the INVC office, the Writing & Learning Centre and other academic support staff from across the university for OCAD U students. This facilitates improved referral pathways between units, fosters new collaborations between units and helps to build on-going awareness of and access to INVC events and activities.

The Bead & Read program expanded in participation numbers but also in scope through recruitment of guest readers from the wider art and literary community, hosting special events such the annual zine workshop by Walter Scott, and delivering an off-site session with a Truth and Reconciliation awareness event. These activities ensured that Bead and Read reached a more diverse group of students from across programs and year levels as well as remaining responsive to student needs and interests.

The cross-departmental collaboration between the WLC and INVC has also enhanced opportunities for Aboriginal student employment, leadership skills development and professional development. Through expanded outreach and program delivery to Aboriginal students, the WLC has been able to hire an Aboriginal student as a Peer Tutor (comprising one of only three new hires for the 2014-15 academic year) to provide writing and learning support to undergraduate students. As an Aboriginal student in a leadership role they received training in writing pedagogy, academic skills support strategies, facilitation and collaborative learning techniques, as well as meaningful employment that advanced both their academic and professional goals. As is well-documented in the literature, placing Aboriginal people in leadership roles to provide services for students ultimately improves access to those services for Aboriginal students, as well as advances the recognition of Aboriginal knowledge and pedagogies more broadly. It is hoped that this promising practice can be used as a model for Aboriginal student mentorship and professional development in the future.

The Nigig Visiting Art Residency supported through the Targeted Initiative Fund (TIFF) has provided key opportunities for Indigenous to receive career coaching, mentorship and critique. Sought out collaborative opportunities from across the GTA in the arts and culture provide greater access to an expansive cultural and creative economy for Indigenous students to contribute to and learn from.

### French-Language Students

\* *DEFINITION: A student is considered a French-language student if the student 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 OCAD University in 2015-2016:	34	
The total indicated above as a comparative % of the OCAD University's 2015-2016 enrolment headcount:		0.97
The total number of part-time French-language students enrolled at OCAD University in 2015-2016:	5	

### Highlights

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

N/A

### **Additional Information**

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

To ensure consistency with prior years, only eligible students are reported. Percentage of total full-time, eligible students (methodology used in prior years) are reported below.

For Students with Disabilities: Number of students identified by the Centre for Students with Disabilities (9.56% of full-time, eligible students).

For First Generation and Aboriginal students: Estimated using self-reported data from OCAD U's underrepresented students survey for students entering prior to 2016-16 and estimated based on self-declaration on OUAC application for those who entered in 2015-16 (first generation students represent 15.81% of full-time, eligible students and Aboriginal students represent 1.93% of full-time, eligible students).

For French Language students: Number of Francophone students (1.09% of full-time, eligible students).

## 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
OCAD University reported to the ministry full-time international enrolment* in 2015-2016:	389	
The total indicated above as a comparative % of OCAD University's 2015-2016 full-time enrolment headcount (Funding Eligible and Ineligible):		11.14
OCAD University's 2015-2016 part-time international enrolment is	74	

### Additional Information

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

N/A

### Highlights

Please provide highlights of OCAD University's activity in 2015-2016 that contributed to maintaining or improving the international student experience at OCAD University. This could include a strategy, initiative or program viewed by OCAD University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In 2015-16, OCAD U added an additional FTE staff person in our International Student Services unit. This has enabled the University to offer an expanded suite of supports and services. In collaboration with other departments, workshops for international students in topics such as navigating the health care system have served not only to more proactively educate students but also serve to connect students to one another. A decision by the OCAD U Board of Governors in March 2016 will see a proportion of international student fees flow back to student aid in the form of emergency bursaries and international student work study positions on campus, which have now doubled as a result of this policy decision. A complete review of programs and services for English Language Learners isolated student needs and will shape the design of in-course and co-curricular language supports going forward.

At the graduate level, OCAD U has established a Graduate Peer Advisor Program wherein all incoming international students are paired with a returning new students, in the summer before they enrol. The advisor provides advice, tips and answers some questions, to ease transition in Graduate Studies and the city of Toronto. Graduate Studies at OCAD U also has a Graduate Writing Consultant staff available for scheduled appointments and drop in hours to assist in graduate student writing. This service is not targeted to international students per say, but international students are a big user of the service.



### 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 OCAD 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
OCAD University's 2015-2016 number of OSAP awards	2,195	
Headcount enrolment (Funding eligible undergraduate and graduate) November 1st headcount of students with 60% Load (0.3FTE) or greater.	3,652	
Proportion of full-time students receiving OSAP		60.10

**Additional Information**

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

N/A

## 4. Research and Graduate Education

OCAD 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 OCAD 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 OCAD 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	0.89
Graduate	0.30

	# of undergraduate students in a program as a % of total # of undergraduate students across all programs at OCAD University	# of graduate students in a program as a % of total # of graduate students across all programs at OCAD University	OCAD University's share of system-wide undergraduate enrolment in each PROGRAM	OCAD University's share of system-wide graduate enrolment in each PROGRAM
1. Agricultural & Bio. Sciences	0.00	0.00	0.00	0.00
2. Architecture & Landscape Arch.	0.00	0.00	0.00	0.00
3. Business & Commerce	0.00	0.00	0.00	0.00
4. Computer Science	0.00	0.00	0.00	0.00
5. Dentistry	0.00	0.00	0.00	0.00
6. Education	0.00	0.00	0.00	0.00
7. Engineering	0.00	0.00	0.00	0.00
8. Fine & Applied Arts	100.00	100.00	22.81	9.27
9. Food Science & Nutrition	0.00	0.00	0.00	0.00
10. Forestry	0.00	0.00	0.00	0.00
11. Health Professions	0.00	0.00	0.00	0.00
12. Humanities	0.00	0.00	0.00	0.00
13. Journalism	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00	0.00
17. Medicine	0.00	0.00	0.00	0.00
18. Nursing	0.00	0.00	0.00	0.00
19. Optometry	0.00	0.00	0.00	0.00
20. Other Arts & Science	0.00	0.00	0.00	0.00
21. Other Education	0.00	0.00	0.00	0.00

<b>22. Pharmacy</b>	0.00	0.00	0.00	0.00
<b>23. Physical Sciences</b>	0.00	0.00	0.00	0.00
<b>24. Social Sciences</b>	0.00	0.00	0.00	0.00
<b>25. Theology</b>	0.00	0.00	0.00	0.00
<b>26. Therapy &amp; Rehabilitation</b>	0.00	0.00	0.00	0.00
<b>27. Veterinary Medicine</b>	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.).

N/A

### Highlights

Please provide highlights of OCAD University's activity in 2015-2016 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by OCAD University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The Writing Across the Curriculum (WAC) Initiative is in its third year of implementation. The initiative is a university-wide, interdisciplinary collaboration to develop strong writing and communication skills. In 2015/2016, the initiative was implemented in the first year of a designated stream of courses. The writing streams will require every undergraduate student to take one writing-designated course in each year of their program. The WAC team works with faculty to align teaching and learning activities and assignments with the writing-specific learning outcomes. The initiative will be implemented in designated second-year courses through 2016/2017, and in third and fourth-year courses in 2017/2018 and 2018/2019 respectively.

In May 2015, the OCAD U Senate unanimously passed an English Language Learning (ELL) Strategy. The strategy affirms the university's commitment to inclusivity and diversity, ensuring that cultural and linguistic diversity is recognized and valued. The strategy also recommends the development of curricular support, co-curricular programming, post-admission and non-credit supports for ELL students, as well as the creation of opportunities for faculty dialogue and professional learning.

In June of 2016, the OCAD U Senate unanimously passed a revision to the Senate Academic Misconduct Policy. The newly revised policy explicitly defines academic integrity, acknowledges the range of creative work in art and design and clarifies the responsibilities of students, staff and faculty to uphold the principles of academic integrity. The revised policy also clarifies procedures, especially for communications and meetings between course instructors and students, to ensure consistency and equity across all Faculties.

Data collection for the cyclical review process has been enhanced through the development of standardized undergraduate and graduate student surveys for program review. The surveys are aligned with the Undergraduate and Graduate Degree Level Expectations, and enhanced demographic questions allow perceptions of student performance and experience to be analyzed in relation to key demographic groups such as English language learners and students requiring academic accommodations.

Two activities to improve accessibility of programming are the adoption of a campus wide course outline template and the adoption of OCAD U's first Policy on Academic Accommodations for Students with Disabilities. In response to student calls for consistency in course outlines across their courses and the desire to improve accessibility, a cross-Faculty team as worked for the last three years navigating disciplinary differences and priorities to develop an outline template for all credit courses that will be implemented in the 2016-17 academic year. A second initiative to improve accessibility was the development and approval by Senate of the Policy on Academic Accommodations for Students with Disabilities. The policy aims to ensure that students with disabilities are accommodated in accordance with the University's legal responsibilities under the terms of the Ontario Human Rights Code. It also defines the roles and responsibilities for students, faculty, departments, academic units, Faculties, and University personnel in the provision of academic accommodations.

## 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	2,742	1,069	147	97
2012	2,826	1,076	177	104
2013	2,809	998	149	68
2014	2,737	912	143	68
2015	3,036	1,111	126	78

\*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 OCAD 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, OCAD University should report institutional data that includes data from OUAC and other sources.

Year	OCAD University's Total Applications	OCAD University's Total Registrations	OCAD University's Transfer Applications*	OCAD 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.).

N/A

## Highlights

Please provide highlights of OCAD University's activity in 2015-2016 that demonstrates OCAD 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 OCAD University to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

OCAD U has 23 active articulation agreements with other post-secondary institutions. Fifteen of these agreements are into Faculty of Art programs; six are into Faculty of Design programs, and two are into Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies. These agreements support the mobility of college graduates into degree completion at OCAD U. In 2015-16, nine of these agreements were renewed for a three-year term.

In 2015-16, OCAD U implemented a new articulation agreement with Six Nations Polytechnic [SNP] that allows students to complete their first year of an OCAD U degree in Indigenous Visual Culture at SNP. This unique arrangement sees students completing two OCAD U foundation courses online while completing their studio courses on site at SNP. The first cohort of students began this program in September 2015.

Also in 2015-16, OCAD U undertook an ONCAT funded study to identify the costs and benefits of articulation at the university, specifically by considering the costs associated with the development of articulation agreements and those associated with articulating students once enrolled at the university, against potential benefits including the additional funding and revenue generated. The study led to the development of a series of recommendations to improve articulation practices across the university including consolidation of articulation activities under a key institutional coordinator, enhanced tracking of articulation students, and the development of a more strategic approach to the cultivation of student mobility partnerships.

OCAD U continues to provide an entry route to second or third year for students with previous studio experience through the portfolio assessment process. This model bypasses complex course-by-course credit transfer and facilitates entry to the appropriate year level based on the portfolio of art or design work completed by the student.

At the same time, the course-by-course credit transfer process for students with non-studio educational backgrounds is being streamlined through the development of a database.

## 7. Financial Sustainability

### FINANCIAL HEALTH and SUSTAINABILITY METRICS

		2013-14	2014-15
Performance	Net Income / Loss Ratio (%)	2.02	1.77
	Net Operating Revenues Ratio (%)	4.42	-2.73

#### Optional

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

OCAD U's metrics are similar to those of other smaller universities from 2011/12 to 2014/15.

		2013-14	2014-15
Liquidity	Primary Reserve Ratio (days)	22.74	31.84

#### Optional

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

		2013-14	2014-15
Leverage	Interest Burden Ratio (%)	2.92	2.76
	Viability Ratio (%)	13.99	20.83

#### Optional

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

#### Additional Information

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

OCAD U's overall Financial Health & Sustainability Metric results are similar to other small Ontario Universities. OCAD U outperforms the small university cluster average in the interest burden ratio over a three year period which suggests that OCAD U's debt coverage and expense is mildly superior to others in this classification. For the years 2011/12 to 2014/15 OCAD U's primary reserve ratio and viability ratios have been progressively improving each year such that in 14/15 it exceeded the average of the smaller universities.

#### Highlights

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

OCAD U plans to improve financial sustainability through reviewing options of debt reorganization, increased revenue diversification and increased reliance on annual increases in international student enrolment.

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

OTHER FINANCIAL METRICS REPORTED by OCAD University		2013-14	2014-15	2015-16
1	Net debt per FTE	7,908.00	4,471.00	
2	Undergraduate International enrolment as a % of total undergraduate enrolment	7.50	8.30	
3	Donations as a % of total revenue	2.20	2.40	
4	% increase in endowment fund	11.60	15.60	

#### Additional Information

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

OCAD U through the conveyance of its 50% interest in one of the campus facilities in 2014/15 set aside cash proceeds from the transaction to lower its debt exposure leading to a reduction in the debt per FTE metric. As part of OCAD U's revenue diversification plan, revenue increase is taking place from increases in international enrolment. OCAD U mounted a major campaign with a goal of \$60M with proceeds targeted towards supporting student excellence, capital projects, faculty research and supporting the operating budget.



## 8. Attestation

By submitting this report to the ministry:	Checkbox
OCAD 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 OCAD University's Executive Head.	<input checked="" type="checkbox"/>

For additional information regarding OCAD University's 2015-2016 SMA Report Back please contact -	Information
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Please indicate the address on OCAD 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:	<a href="http://www.ocadu.ca/about/accountability.htm">http://www.ocadu.ca/about/accountability.htm</a>