



2013-2014 Report Back

Institution Name:	OCAD University
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OVERVIEW

The annual Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **OCAD University's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **OCAD University's** 2013-2014 Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

DEFINITION: **Headcount is the actual enrolment for Fall 2013 as of November 1, 2013 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2013-2014 fiscal year (enrolment reported in 2013-2014 remains subject to audit and/or correction).*

OCAD University reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **3,254**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment reported by **OCAD University** to the Ministry for 2013-2014 = **2,708**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment reported by **OCAD University** to the Ministry for 2013-2014 = **471**.

Please indicate the number of students under the age of 18 (age as of November 1, 2013) from the total Headcount enrolment reported by at **OCAD University** to the Ministry in 2013-2014 = **75**.

* The space below is provided for **OCAD University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount.

Please provide one or more examples, in the space provided below, of highlights from **OCAD University's** Enrolment Management Plan that **OCAD University** used during 2013-2014 to manage enrolment.

OCAD University's plan for undergraduate enrolment growth is to maintain consistent intake levels in our traditional BFA and BDes programs, while expanding enrolment through the introduction of new programs, including interdisciplinary programs in Digital Futures and Indigenous Visual Culture and a Bachelor of Arts in Visual and Critical Studies. OCAD University has brought in formal processes of Strategic Enrolment Management, including market analysis, recruitment strategy and efforts to ensure retention. Analysis has shown that our students are increasingly derived from transfer, and second entry and we are making efforts to reach these mature student populations. In order to meet our enrolment objectives, in 2013-14 OCAD University invested in an additional staff position of Manager, Student Recruitment, centralizing recruitment planning for both undergraduate and graduate programs, increased the number and diversity of high school visits, including out-of-province visits, and expanded our reach internationally through strategic partnerships.



2) Under-Represented Students: Students with Disabilities*, First Generation** and Aboriginal***

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

***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 not necessarily having 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).

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

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at OCAD University who registered with the Office for Students with Disabilities and received support services in 2013-2014= 288</p> <p>The total indicated above as a comparative % of OCAD University's 2013-2014 Enrolment Headcount: (Insert Total From Above) 288 ÷ 3,254⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 8.9%</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at OCAD University in 2013-2014= 540</p> <p>The total indicated above as a comparative % of OCAD University's 2013-2014 Enrolment Headcount: (Insert Total From Above) 540 ÷ 3,254⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 16.6%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at OCAD University in 2013-2014 = 174</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at OCAD University in 2013-2014= 67</p> <p>The total indicated above as a comparative % of OCAD University's 2013-2014 Enrolment Headcount: (Insert Total From Above) 67 ÷ 3,254⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 2.1%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at OCAD University in 2013-2014 = 19</p>

* The space below is provided for **OCAD University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students.

For students with disabilities: Number of students identified by the Centre for Students with Disabilities (an additional 163 part-time students were registered).

For First Generation and Aboriginal students: Estimated using self-reported data from OCAD U's underrepresented students survey.

OCAD U's online underrepresented student survey achieved a 88% response rate for 2013-14.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving OCAD University's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by OCAD University to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving OCAD University's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by OCAD University to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving OCAD University's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by OCAD University to be an innovative practice, success story and/or key accomplishment.</p>
<p>An investment in an additional full-time Disability Counsellor in our Centre for Students with Disabilities in 2013-14 is helping to ensure students have the accommodations and coaching necessary for student success. We continue to model best practice in full participation of people with disabilities in the OCAD U community through newly developed Guidelines for Inclusive Events, a new course for faculty in Inclusive Teaching, and through the leadership, internally and externally, of the Inclusive Design Research Centre.</p>	<p>OCAD University is an active member of the Council of Educators of Toronto, a network of colleges and universities dedicated to improving access to post-secondary education among those who do not traditionally attend. OCAD U's access and outreach programs including partnerships and programming in a variety of community-based settings. Through a grant from MTCU, OCAD U has been able to engage and support First Generation students through diverse and very successful programming, including a two-day orientation program for first year students, study groups and tutorials, social programming and an exhibition and publication bringing profile to the experiences of first generation students. Participation in this program has been consistently associated with higher rates of retention and success among students.</p>	<p>In 2013-14, the Indigenous Visual Culture (INVC) program at OCAD U entered its fourth year as a minor and first year as a major. The program continues to evolve with newly developed curriculum and extracurricular activities that reinforce learning outcomes. Through 3 symposia that engage local, regional and global conversations across the diversity of Indigenous culture; Retracing the Lines of Inuit Tattoos, Wampum: Language and Learning, and Conversations on Cognitive Justice: Strategic Change in Indigenous Knowledge Systems, mentoring opportunities through INVC's Artist In Resident and alumni Luke Parnell, and Writing and Learning counseling support, Aboriginal students at OCAD U have a full spectrum of unique opportunities at hand. INVC's outreach efforts have developed collaborative projects with the Aboriginal organizations across the GTA and recruitment strategies continue to reach into the north. The INVC also collaborated internationally with the Institute of American Indian Arts (Santa Fe, NM) and coordinated an exchange and produced a calendar titled 'we are all related' supported through the United States Consulate.</p>

3) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2013.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2009	2692 ⁽⁺⁾	945 ⁽⁺⁾	106 ⁽⁺⁾	92 ⁽⁺⁾
2010	2795 ⁽⁺⁾	1024 ⁽⁺⁾	130 ⁽⁺⁾	79 ⁽⁺⁾
2011	2742 ⁽⁺⁾	1069 ⁽⁺⁾	147 ⁽⁺⁾	97 ⁽⁺⁾
2012	2826 ⁽⁺⁾	1076 ⁽⁺⁾	177 ⁽⁺⁾	104 ⁽⁺⁾
2013	2809	998	149	68

*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 those 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 which 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	N/A(+)	N/A(+)	N/A(+)	N/A(+)
2013	N/A	N/A	N/A	N/A

*The space below is provided for **OCAD University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Transfer applications and registrations - Institutional data.



In the space provided below, please provide one or more highlights of an activity that **OCAD University** used in 2013-2014, and which contributed to maintaining or improving **OCAD University's** efforts to develop and enhance credit transfer. A highlight could be a strategy, initiative or program viewed by **OCAD University** to be an innovative practice, success story and/or key accomplishment.

The OCAD University Senate approved nine new college diploma-to-degree transfer articulation agreements in May 2013 including a number of low-affinity agreements articulating into our Digital Futures program. Outreach visits to several colleges were undertaken in order to inform students about pathways to OCAD University's design and art programs. Through the addition of a full-time Student Advisor in our Advising Centre, OCAD University is streamlining the transfer credit and transition process for incoming students. Participation in the Ontario Council on Articulation & Transfer's new course equivalency database is providing more transparency to students interested in transferring in to OCAD University. These levers will enable the return to previous levels of transfer students.

4) Class Size

Per 2013 Common University Data Ontario (CUDO) report for Fall 2012, **OCAD University's** undergraduate class size for first entry* programs:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	323 ⁽⁺⁾	91.5% ⁽⁺⁾	366 ⁽⁺⁾	91.5% ⁽⁺⁾	405 ⁽⁺⁾	88.6% ⁽⁺⁾	175 ⁽⁺⁾	93.6% ⁽⁺⁾
30 to 60 students	22 ⁽⁺⁾	6.2% ⁽⁺⁾	20 ⁽⁺⁾	5.0% ⁽⁺⁾	48 ⁽⁺⁾	10.5% ⁽⁺⁾	10 ⁽⁺⁾	5.3% ⁽⁺⁾
61 to 100 students	0 ⁽⁺⁾	0.0% ⁽⁺⁾	8 ⁽⁺⁾	2.0% ⁽⁺⁾	4 ⁽⁺⁾	0.9% ⁽⁺⁾	2 ⁽⁺⁾	1.1% ⁽⁺⁾
101 to 250 students	0 ⁽⁺⁾	0.0% ⁽⁺⁾	6 ⁽⁺⁾	1.5% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
251 or more	8 ⁽⁺⁾	2.3% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
Total	353 ⁽⁺⁾	100.0% ⁽⁺⁾	400 ⁽⁺⁾	100.0% ⁽⁺⁾	457 ⁽⁺⁾	100.0% ⁽⁺⁾	187 ⁽⁺⁾	100.0% ⁽⁺⁾

* First entry programs include - arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above.

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2013-2014, which contributed to maintaining or improving **OCAD University's** class size initiatives. This could include a strategy, initiative or program viewed by **OCAD University** to be an innovative practice, success story and/or key accomplishment that **OCAD University** would like to highlight.

As illustrated in the previous table, OCAD University continues to maintain small class sizes due to the nature of the specialized studio education offered. Eighty-one percent of the courses offered at OCAD University have less than 30 students, while less than 1% have more than 250 students.

OCAD University has continued efforts in 2013-14 towards both maintaining and improving class size initiatives. In 2013-14, OCAD University obtained funding from the Online Ontario Initiative Shared Online Course Fund, a competitive grant from the Council of Ontario Universities to create online curriculum. The Faculty of Liberal Arts and Sciences was able to develop a fully online course option to their existing course VISD 2B36 – History and Evolution of Typography, alleviating space for classes, while accommodating the numerous students for which this course is a requirement in two Faculty of Design programs, and a Faculty of Art minor, and also offered as an elective for other programs.

The same fund also allowed for the development of a new online course for the Graphic Design program: GDEX 3B16 Creative Practice: Preparing for a Changing World, a hybrid and online course GDES 1B24 Colour and Two-dimensional Design and enabled resources to be put towards the creation of the hybrid and online course offerings for GDES 1B16 Colour in Context. This offer of alternative access to classes has allowed class sizes to remain low with the offering of multiple sections.

We are continuing to look for strategies to reduce our space-related challenges which impact class size. This includes plans already underway to repurpose areas on campus into student specific space such as our administrative building at 115 McCaul Street which will soon be dedicated to studio and experiential learning. Renovations are also being purposed for the creation of more classrooms and expanded studios in our main building at 100 McCaul Street, as well as in some of our buildings at our south campus (205 Richmond Street West and 240 Richmond Street West).

5) eLearning

As part of the government's PSE 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 2013-2014.

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, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.

Course, Program and Registration Data:

 Based on the definitions provided above, provide **OCAD University's** eLearning data for 2013-2014:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	2	0
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	8
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	2	8
PROGRAMS 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	1
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	0	1
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	57	0
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	132
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	57	132



*The space below is provided for **OCAD University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

n/a



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 half of the course delivery should be online.

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

In the space provided below, please highlight one example of **OCAD University's** use of Hybrid Learning courses and/or Programs.

In 2013-14, OCAD University undertook the development of a number of courses for hybrid delivery. The course GDES 1B24, Colour & Two-Dimensional Design was developed as a hybrid course. The three hours of face-to-face classroom time have been reduced and students complete a 1-1.5 hour independent tutorial online each week. This was first delivered in the Fall 2013 semester for enrolling approximately 190 students.

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2013-2014, which contributed to maintaining or improving eLearning opportunities 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 that **OCAD University** would like to highlight.

In 2013-14, OCAD University developed a course for faculty in Inclusive Teaching & Learning as part of meeting provincial AODA legislation and advancing our commitment to accessibility and inclusivity across the university. The course lives on the University's learning management system, Canvas, and models best practices of course design and delivery. It is highly recommended and encouraged that all faculty complete the course. In doing so, faculty are experiencing the learning management system from a student perspective and are exposed to design practices that they can then incorporate into the set up and design of their own courses on the learning management system.

OCAD University's Inclusive Design Masters program continues to offer ground-breaking Hybrid Learning courses which begin with a two week intensive seminar and then proceeds through two years of accessible on-line delivery.



6) International Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **OCAD University** had in 2013-2014:

- Outbound students* = 36

**DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.*

- Inbound students* = 39

**DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.*

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **OCAD University** delivers courses and/or programs **abroad (outside of Canada)** in 2013-2014, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2013-2014	2013-2014 Total Enrolment by Program
N/A	N/A	N/A	N/A

*The space below is provided for **OCAD University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Initiatives.

n/a

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2013-2014, which contributed to maintaining or improving **OCAD University's** international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

OCAD University's partnership with the National Institute of Design (NID) in India has continued to deepen and expand, through short-term educational visits by NID students and faculty to OCAD U, OCAD U faculty leadership in short-term workshops at NID, the hosting of student internships at OCAD U and a number of other collaborations. This relationship has been formalized through a Memorandum of Understanding in 2013.

International recruitment efforts at OCAD U have focused on Asia (Korea, China, Hong Kong, Thailand) through participation in portfolio development events and developing a social media presence in China; and in Latin and South America through school visits, leveraging of our research collaborations and Brazil's Science without Borders scholarship program.

International opportunities form an important part of graduate learning at OCAD University. OCAD University has created significant international research opportunities for graduate students to collaborate with faculty in Brazil through a Mitacs grant. The Curatorial and Critical Studies Masters program offers students the opportunity to collaborate with international galleries and museums.



7) Work-Integrated Learning*

As part of the Government's PSE 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 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. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 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 **OCAD University** in 2013-2014:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at OCAD University with a Co-op Stream	0	0
Number of students at OCAD University enrolled in a Co-op program	0	0

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2013-2014, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL 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.

Our most significant advancement in the area of work-integrated learning is the development and approval of a comprehensive Experiential Learning Program Policy. This policy sets out definitions and standards for course-based experiential learning models, including work-integrated learning and service-learning, establishes clear roles and responsibilities for faculty, staff and students, and articulates the University's position on unpaid, non-credit internships. Several new courses have emerged over the past year that are shaped by this policy and will enable the University to reach goals of expanding opportunities for students in this area.

OCAD University's Imagination Catalyst supports recent alumni who have developed a prototype during their final undergraduate or graduate year to commercialize their products. The Imagination Catalyst celebrated the graduation of its first cohorts this year with awards from industry partners.

8) Student Satisfaction

Per the 2011 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?" = **73.6%**⁽⁺⁾ for Senior Year respondents.

Per the 2011 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?" = **76.3%**⁽⁺⁾ for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **OCAD University** used in 2013-2014 to measure student satisfaction.

During the 2013-14 academic year, OCAD University also participated in the Strategic National Arts Alumni Project (SNAAP). SNAAP is an annual online survey administered to art and design alumni from participating institutions across North America. The survey asks about their experiences at the institution and post-graduation, with a focus on employment outcomes.

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2013-2014, which contributed to maintaining or improving student satisfaction 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 that **OCAD University** would like to highlight.

OCAD University continues to make progress on a number of issues identified through the analysis of our 2011 NSSE results. Two major policy changes have now taken effect -- a revision of Grading Practices Policy and Grade Distribution Requirements, and the replacement of our Academic Progression Policies with a system of pre-requisites – both of which have been identified as sources of student dissatisfaction in the past. In addition, the realignment of the institution's Social Media Officer to support student satisfaction and engagement has enabled us to provide exceptional customer service via social media where student concerns are often first expressed.



9) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **OCAD University** = 64.8%^{(+)*}

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2004 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 2005 - 2011 (subsequent 7 years). For students who received two or more degrees during this seven year period, every effort was made to use the initial degree awarded (based upon the year in which degree was awarded).

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **OCAD University** used in 2013-2014 to measure graduation rate.

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2013-2014, which contributed to maintaining or improving **OCAD University's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **OCAD University** to be an innovative practice, success story and/or key accomplishment that **OCAD University** would like to highlight.

OCAD University is in the final stages of a multi-year project to replace our dated student information system with a new enterprise level system that will enable students to more actively and accurately plan out degree pathways to completion. This project launches in March 2014. At the same time, OCAD University continues to enhance learning skills supported through our Writing and Learning Centre, our Centre for Students with Disabilities and our Health and Wellness Centre to ensure students who encounter barriers and challenges are able to overcome them and succeed.

OCAD University's major campaign includes a focus on student bursaries and scholarships that will help to alleviate financial burdens for students and could hence assist with time to completion as well as retention.



10) Graduate Employment Rate

Per the KPI results reported in 2014 the employment rate for 2011 graduates, 6 months after graduation, at **OCAD University** = **82.35%(+)**

Per the KPI results reported in 2014 the employment rate for 2011 graduates, two years after graduation, at **OCAD University** = **88%(+)**

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **OCAD University** used in 2013-2014 to measure graduate employment rate.

During the 2013-14 academic year, OCAD University also participated in the Strategic National Arts Alumni Project (SNAAP). SNAAP is an annual online survey administered to art and design alumni from participating institutions across North America. The survey asks about their experiences at the institution and post-graduation, with a focus on employment outcomes.

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2013-2014, which contributed to maintaining or improving **OCAD University's** graduate employment rate. This could be a strategy, initiative or program viewed by **OCAD University** to be an innovative practice, success story and/or key accomplishment that **OCAD University** would like to highlight.

Through the infusion of private sector and foundation support in 2013, OCAD U's career development and experiential learning program has expanded and re-branded as the Centre for Emerging Artists & Designers (CEAD). This development, combined with the expansion of our art and design-focused business incubator Imagination Catalyst, industry relationships developed through our faculty, and the introduction of Professional Practice courses in several programs has enabled OCAD U to provide supports and opportunities uniquely tailored to the needs of art and design students and their roles within the cultural sector and creative industries. This unique alignment of career development programs, curriculum and incubation opportunities creates an ecosystem that supports entrepreneurs, freelancers, researchers, scholars and workers alike, giving students a variety of options in terms of how they apply their talents and creativity.

11) Student Retention

Using data from **OCAD University's** Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide **OCAD University's** achieved results for all years in the table below:

Entering Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
1st to 2nd Year	88.2%(+)	88.7%(+)	89.1%(+)	88.9%
1st to 3rd Year	78.6%(+)	79.5%(+)	79.5%	N/A(+)

*The space below is provided for **OCAD University** to describe the methodology, survey tools, caveats and other information regarding the numbers reported above re: Full-Time Student Retention Rate.

n/a

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2013-2014, which contributed to maintaining or improving **OCAD University's** retention initiatives. This could be a strategy, initiative or program viewed by **OCAD University** to be an innovative practice, success story and/or key accomplishment that **OCAD University** would like to highlight.

In October 2013 and January 2014, OCAD University implemented a pilot retention initiative using automated interactive voice calls to all first year students to determine whether they needed support in a range of areas. The results demonstrated very high levels of need (compared to other institutions using the same technology) for academic advising, learning skills support, time management, financial planning and personal support. Once a need had been identified through the automated voice call, a member of the OCAD U staff followed up with specific interventions for each student. Preliminary analysis of the outcomes of this initiative show a strong relationship between participation in the call and retention (semester one to semester two and year one to year two). As a result, the project will be run again in Fall 2014 with some modifications.



12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **OCAD University** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
OCAD University Redesign for Sustainability(+)	OCAD-CPR1-I(+)	See "Ongoing Activity"	<p>Cost Savings/Cost Avoidance (as reported in final report): - At the institutional level, OCAD University projects possible cost savings and avoidance of between 1-2% annually, particularly in the areas of more efficient administration and use of space. - At the government level, anticipated savings include reduced per student funding and financial assistance funding, where applicable, due to reduced time to completion. - Informed by this project, a decision was made to restructure the staffing complement of the Centre for Innovation in Art & Design Education. On a cost neutral basis, the Centre will have increased administrative support and a new Educational Developer (Curriculum Development) role that will better serve the needs of the university community. - Data collected through the PIF project has and will continue to impact strategic enrolment planning at the institution, facilitating more accurate budget planning. Ongoing Activity: OCAD University adapted the United Kingdom's TRAC method of program costing to evaluate sustainability. The Transparent Approach to Costing (TRAC) is a tool used to support the development and implementation of cost savings to promote sustainability in the postsecondary education sector and has become the standard methodology used in UK postsecondary education institutions to help manage their academic and financial sustainability, including in teaching and research. OCAD University is performing a full costing of its program with all undergraduate programs completed by April 2015. Program costing will be attached to all initiatives presented in our new Academic Plan currently being developed, to recognize the need to ensure affordability for the institution. Furthermore, knowledge of unit costs to run a faculty will enable directors and managers to be more efficient with resources and better control their</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
			<p>budgets. The integration of program costing into curriculum development has enabled the University to develop a clear methodology for how to make better future curricular decisions, manage and reduce teaching and curriculum costs, deliver better value for money, understand the financial sustainability of academic programs and make well informed workload planning and resource allocation decisions across our program. For example, the creation of basic studio safety orientations on video has enabled consistent high quality delivery, repeat and just in time access by students, and a reduction in the cost of paying studio technicians to conduct many small group, in-person orientations. Once the full review of program costing based on TRAC is completed in 2015, OCAD University will share the results and learnings gained through the implementation of the costing process reforms at OCAD University and will benefit other universities by sharing with them the outcomes and experience in development of the program costing process.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Multi-Institution Space Management Solution ⁽⁺⁾	UOFT-ASDT3-M ⁽⁺⁾	See "Ongoing Activity"	<p>Cost savings achieved through: - Development of one RFP rather than one for each site – saving \$5,000-\$10,000 for every RFP avoided. -Savings associated with vendor cost to respond to one RFP which can be as much as \$50,000 per RFP response. -Collective implementation led to substantial savings considering the cost associated with this service can range between \$23,000-\$48,000 per institution based on market research. Highlights and Ongoing Activities: -The new multi-institution space management solution, Archibus, will provide the benefits of shared software, standardized training and support opportunities, improved opportunities for collaboration, common reporting and analytical tools, shared knowledge base, web access, and mobile technology. -There is the potential for other Ontario institutions to move to the new solution and benefit from lower incremental costs related to space management and access to the new shared knowledgebase.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Ontario Higher Education Community Cloud Service for Data Backups ⁽⁺⁾	YORK-ASDT4-M ⁽⁺⁾	See "Ongoing Activity"	<p>Cost Savings/Cost Avoidance (as reported in final report): The pilot project allowed for the definition of a sustainable pricing model for both services: - Secondary backup (storage only): \$345 per TB data stored (annually); Full backup (client software included): \$2,585 per TB of data protected (annually)</p> <p>These prices compare favourably to pricing for similar shared services in other jurisdictions. The pricing models also now provide information for development of institutional business cases for participation. The business case dimensions for cost savings to an institution would include</p> <ul style="list-style-type: none"> •Discounts of scale •Avoid building in-house expertise •Avoidance of cost for geographically dispersed data centres •Ability to scale capacity on demand rather than build excess capacity up front •Potential to extend to additional shared opportunities <p>The drivers for the pilot “customer” institutions provided examples of the application of the case for shared services: Ontario College of Art & Design University (OCAD U) -</p> <ul style="list-style-type: none"> •Secondary geographically dispersed backup site •Retain compatibility with their existing Commvault backup solution <p>Ongoing Activity: As OCAD U continues to assess and develop its disaster recovery and business continuity plans the PIF funded shared back up initiative will be an important component for an effective strategy. OCAD U continues to work with York University, University of Guelph and Queen’s University to develop governance and provisioning of the backup service in order to expand participation to other Ontario universities and colleges.</p>

**DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.*

Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.



*The space below is provided for **OCAD University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Cost Savings/Cost Avoidance.

n/a



Attestation:



OCAD University confirms that all information being submitted to the Ministry as part of the 2013-2014 Report Back is accurate and has received approval from **OCAD University's** Executive Head.

Contact:

For additional information regarding **OCAD University's** 2013-2014 Report Back please contact -

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Please indicate the address on **OCAD University's** website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

- <http://www.ocadu.ca/about/accountability.htm>