

2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	OCAD University
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) 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, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2010 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2010-2011 fiscal year.*

OCAD University reported to the Ministry the total Headcount enrolment in 2010-2011 = 2,947.

The number of students aged 18-24 from the total Headcount enrolment reported by **OCAD University** to the Ministry for 2010-2011 = 2,527.

The number of students aged 25+ from the total Headcount enrolment reported by **OCAD University** to the Ministry for 2010-2011 = 413.

The **number of students under the age of 18** enrolled at **OCAD University** in 2010-2011= 7.

*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 2010-2011 to manage enrolment.

Undergraduate enrolment was increased as planned through existing programs and maximized space utilization. Graduate enrolment was increased as planned through introduction of new programs and facilities to support them. Moving into 2011-12, OCAD University's new Academic Plan for 2011 to 2016 will inform planning for both undergraduate and graduate enrolment. In 2010-11, undergraduate enrolment grew by almost 9% and graduate enrolment grew by almost 49% over 2009-10. Graduate studies began at OCAD University in 2008-09 with 26 students; this increased to 95 students in 2010-11.

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 the institutions' 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, language, cultural practices and spiritual beliefs.*

For the following, please include Full-Time and Part-Time, but not International students.

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 2010-2011= 191</p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) 191 ÷ OCAD University (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = 6.5%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at OCAD University who registered with the Office for Students with Disabilities and received support services in 2010-2011 = 96</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at OCAD University in 2010-2011= 532</p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) 532 ÷ OCAD University (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = 18.1%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at OCAD University in 2010-2011 = 189</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at OCAD University in 2010-2011= 59</p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) 59 ÷ OCAD University (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = 2%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at OCAD University in 2010-2011 = 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 Office of Student with Disabilities.

For first generation and Aboriginal students: Estimated using self-reported data from OCAD U's underrepresented student survey.

OCAD U's online underrepresented student survey achieved a 94% response rate for 2010-11.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>A new staffing model within OCAD U's Centre for Students with Disabilities (CSD) based on intra-professional collaboration provides students with access to a range of expertise, including Learning Strategist/Adaptive Technologists, counseling and occupational therapists. Engagement of our CSD staff with faculty teaching within the liberal arts and sciences builds trust and facilitates the smooth implementation of accommodation strategies that are often more challenging for faculty to understand and incorporate.</p> <p>OCAD University also houses the Inclusive Design Research Centre (IDRC). IDRC is a research and development centre focused on working to ensure that emerging information technology and practices are designed inclusively.</p>	<p>Our First Generation Student Success Program provides supplemental instruction connected to specific first year courses identified as more academically challenging. Outreach and referrals to tutorials and writing clinics are done directly through classes and often involve faculty who teach those specific courses, This provides a sense of cohesion and familiarity for students who would be less likely to attend something more general.</p>	<p>The Aboriginal Visual Culture Program, a unique combination of curriculum and culturally specific student services designed to foster expertise and scholarship in Aboriginal art, design, media and other related fields was officially launched in February 2009. It was estimated that OCADU's student population in September 2008 included between 10 and 15 Aboriginal students. An important goal of the ABVC program was to increase both enrollment and retention of Aboriginal learners through the creation of meaningful curriculum and effective support services. In each of the three years since its inception the program has exceeded its goals in this regard. By September 2010, the Aboriginal student population at OCAD, documented through a voluntary self-identification process at enrollment, had grown to 106 students, a 500 percent increase. By the end of the 2010/11 academic year, the ABVC program had developed a dozen new courses across all three Faculties (Art, Design, Liberal Studies) and adapted several others to include Aboriginal perspective or material. A minor in Aboriginal Visual Culture has been available to students since 2009 and a BFA in Aboriginal Visual Culture is in the final stages of internal approval with a goal of launching the program in 2012 or 2013.</p>

3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **OCAD University** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

**NOTE: SAG data as of June 9, 2011*

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$461,388	370
Other SAG Expenditure to Supplement OSAP	\$234,210	59
TOTAL	\$695,598	429

Did **OCAD University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

Yes

The space below is provided for **OCAD University** to describe methodology, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2010-2011.

4) 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 2010.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2006	2,372	661	97	79
2007	2,505	826	102	89
2008	2,585	750	105	72
2009	2,692	945	106	92
2010	2,795	1,024	130	79

*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;*
- *transfer data is not limited to college graduates who apply through OUAC; and*
- *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
2010	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



Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used in 2010-2011 and which contributed to maintaining or improving **OCAD University's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by the institution to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc), a success story and/or a key accomplishment in each of the following categories:

4.1) Expanding Transfer Pathways excluding collaborative degree programs without transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, projects to facilitate course-by-course transfer in General Arts and Science diploma programs, pathway projects to support university to university or college to college transfer, etc.)

OCAD University negotiated with Georgian College a 3+2 (diploma to degree) articulation agreement that will serve as the model for future 2+2 and 3+2 agreements with appropriate art and design programs in the community college sector.

Furthermore, OCAD University undertook an extensive study of transfer credit history and students admitted with advanced standing to determine the most frequent pathways followed by students themselves, and to measure progression and success of students with community college experience. Based on that research, we have developed a list of college programs we are targeting for the development of articulation agreements that would provide more transparency and ease of access for students.

4.2) Providing Support Services for Transfer Students (including student transition experience/activities and supports to promote student success)

OCAD University offered a specific welcome and orientation day for advanced standing students with tailored coaching and assistance in course selection and registration for those arriving with transfer credits.

4.3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways

We have created an extensive FAQ section for our admissions website that explains our policies and procedures for transfer of credit, advanced standing, prior learning assessment and course challenge.

5) Class Size*

Per the 2010 Common University Data Ontario (CUDO) report for Fall 2009, the percentage of **OCAD University's** undergraduate class size for first entry* programs was:

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	240	88.2%	304	91.0%	288	86.0%	143	92.3%
30 to 60 students	26	9.6%	16	4.8%	38	11.3%	9	5.8%
61 to 100 students	N/A	N/A	7	2.1%	5	1.5%	3	1.9%
101 to 250 students	4	1.5%	7	2.1%	4	1.2%	N/A	N/A
251 or more	2	0.7%	N/A	N/A	N/A	N/A	N/A	N/A
Total	272	100.0%	334	100.0%	335	100.0%	155	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 2010-2011, which contributed to maintaining or improving **OCAD University's** class size 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.

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-nine percent of the courses offered at OCAD U have less than 30 students, while only 2% have more than 100 students. The average class size at OCAD U is 28 students.

Further to this, in 2010-11, OCAD University developed a new Academic Plan for 2011-16 and a key strategic priority of this plan is the university's commitment to improving class size initiatives through stabilizing enrollment growth and refining program requirements. In particular, the plan outlines the way in which the Faculties of Art and Design will allow for slight increases and then strategically manage enrolment in their existing studio undergraduate programs by gradually reducing intake and setting controlled enrollment targets for entry to these programs. This strategy will ensure that these programs have competitive and selective admissions processes and will also allow the university to manage space and resources better in pursuit of a balance between excellence and fiscal responsibility. In addition and in tandem with efforts to stabilize undergraduate enrollment growth, the plan stipulates that program requirements will be refined to accommodate expanded integration of relevant and desirable humanities, social science and science knowledge into studio programs. Each program will work to identify appropriate required and/or elective course offerings from the Arts and Sciences, and collaboratively develop new curriculum as required. This will allow OCAD University to maintain its focus on studio art and design with hands-on education and high interaction among faculty and students.



6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the government announced the creation of a new Ontario Online Institute (OOI). In Spring 2010, the Ministry conducted a survey on elearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of elearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Ontario Online Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

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 2010-2011:

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



*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.

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 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

Expanding the Use of e-Library Resources:

The OCAD U Library is building its e-Library collection and during the Winter 2011 semester, the Faculty of Liberal Arts & Sciences and the School of Interdisciplinary Studies collaborated with the Library on an e-Library pilot project. The objective of this project was to explore the use of all e-library database sources for a second year Visual Culture course. OCAD U intends to promote greater adoption of e-Library resources to support our undergraduate and graduate curriculum and this pilot was enormously helpful in identifying effective practices and areas in need of improvement.

Greater Adoption of Web 2.0 Technologies:

OCAD U has experienced significant increases in the rates of production and subscription to institutionally produced podcasts stored on our iTunes U site. OCAD U captures and uploads podcasts of visiting speakers, course lectures, help sessions for the use of educational technologies and for student work including submissions to competitions. To meet demand for this service and encourage the further adoption of podcasting in accordance with best practices of use, OCAD U is now training interested members of our community in the use of Camtasia Relay.

The Educational Technologies unit also runs blogging and wiki services that have experienced an impressive rate of uptake during 2011. Instructors and students at OCAD U are taking advantage of these e-learning technologies for communication and collaboration and to extend classroom or studio-based discussions. Similarly, with the support of our skilled staff in Educational Technologies, OCAD U faculty members are beginning to experiment with the use of twitter feeds for educational purposes.

Expansion of the Laptop Program:

Skilled use of particular technologies and industry standard software packages is integral to the preparation of Artists and Designers within specific disciplines at OCAD U, so the University has established a mandatory laptop program within selected programs commencing in the student's second year of study. OCAD U conducts an annual review of this program and our most recent feedback indicates that 82% of laptop program students agree or strongly agree that "having a Laptop in the classroom enhances my learning experience, and helps me complete my assignments." 85% of laptop program students reported that access to the software provided in conjunction with the laptop program was essential to their educational experience. As a result of this feedback, OCAD U is expanding this program to other degree specializations as appropriate to the curriculum and is seeking innovative ways to broker more economical solutions on behalf of our students.

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2010-2011, which contributed to maintaining or improving elearning opportunities at **OCAD University**. 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 U is committed to participation in the Ontario Online Institute and to expanding flexible learning opportunities for our students. In the fall of 2010, OCAD University embarked on an extensive, multi-phased e-learning technologies review, selection and implementation process. As a result, OCAD University has selected two community-sourced Learning Management Systems, Canvas by Instructure, and ATutor by OCAD U's own Inclusive Design Research Centre, as the primary platforms for the delivery of distance and hybrid courses. We have also selected a suite of web 2.0 technologies that are institutionally recommended for use and for which there will be technical and pedagogical user support provided.

OCAD U is currently in the process of preparing nine DE courses for delivery in Fall 2011 at the graduate level in ATutor specifically for our Master's of Design in Inclusive Design program. At the undergraduate level, one fully distance education course and several hybrid courses are slated for development in Canvas by Instructure during the Fall 2011 semester and piloting during the Winter 2012 semester. These hybrid and distance course offerings will be developed using the Quality Matters Rubric Standards (2011-2013 edition) and with the support of staff in the Centre for Innovation in Art & Design Education and the Educational Technologies unit of OCAD U's Information Technology Services directorate. There is considerable interest in e-learning at OCAD U and we anticipate that adoption will be rapid once we commence our full implementation of our new LMS and suite of web 2.0 tools for Fall 2012.

7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **OCAD University's** current top five source countries for International Students, as shown in International Enrolment section below) in which **OCAD University** actively engaged in recruitment activities in 2010-2011:

Turkey
Venezuela

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 2010-2011:

- Outbound students* = 31
 *DEFINITION: *Outbound students* are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
- Inbound students* = 27
 *DEFINITION: *Inbound students* are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **OCAD University** in 2010-2011 = **\$2,628,348**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **OCAD University** had outside of Canada in 2010-2011 = **\$143,515**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **OCAD University** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

*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

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7.2 Enrolment

In 2010-2011, **OCAD University** reported to TCU the following top 5 source countries for international students:

	Source Country	Number of International Students	International Students from Source Country as a Percentage of OCAD University Total Full-Time International Student Enrolment
1.	South Korea	43	27.4%
2.	China	19	12.1%
3.	Hong Kong	11	7%
4.	United States of America	8	4.5%
5.	Taiwan	7	3.8%

OCAD University reported to TCU that International Enrolment* in 2010-2011 = **157**

**DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

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

The international enrolment reported above includes both undergraduate (152) and graduate (5) full-time international headcounts. The part-time international enrolment reported below also includes both undergraduate (29) and graduate (2) international headcounts. The source countries for the full-time graduate international students are: USA (2), France (1), Brazil (1) and Mexico (1).

Please provide **OCAD University's** 2010-2011 Part-Time International Student Enrolment = 31

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **OCAD University** in 2010-2011 = 20

Please provide a highlight in the space provided below of an initiative, strategy or practice that **OCAD University** used in 2010-2011 to create pathways for *International students* from **OCAD University's** ESL programming to postsecondary studies.

The English for Art & Design is designed specifically for ESL who have accepted an offer of admission to OCAD University. The non-credit program is taught by OCAD faculty and prepares them for the use of English language both inside and outside the classroom and in the context of art and design education. Caveat - The English for Art & Design program is not restricted to international students.

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

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2010-2011, 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.

The English Language Pathways provide ESL students with a stream of sections of core courses that are designed to accommodate ESL learners while continuing to meet the same learning outcomes as the non-ESL versions of the courses. Pathways are available in first-year art and design and include five required credit courses in each program.



8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

Effective April 1, 2010, Broader Public Sector organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have a Code of Ethics and Procurement Policies and Procedures in place within the university that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

OCAD University confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **OCAD University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

OCAD University confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **OCAD University** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

OCAD University confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **OCAD University** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **OCAD University's** OECM purchases in 2010-2011: 79,728

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2010-2011, which contributed to maintaining or improving **OCAD University's** supply chain management. 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.

The university negotiated a campus agreement for unlimited access for students, faculty and staff to the lynda.com online library of software tutorials resulting in \$70,000 annual instructional savings in the delivery of lap top instruction.

*The space below is provided for **OCAD University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Supply Chain Management and OEMC purchases

Purchases from June 1, 2010 to May 31, 2011.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities are to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through two new directives, establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including universities, to establish rules on perquisites.

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.

Given the proclamation date of April 1, 2011, **OCAD University** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **OCAD University** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **OCAD University** adopted in 2010-2011 to prepare for compliance.

OCAD University has adopted a mandatory approval authority framework and competitive process for the acquisition of consulting services. In collaboration with other Ontario universities, OCAD University has classified common university services between consulting and non-consulting.



BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

Given the proclamation date of April 1, 2011, **OCAD University** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **OCAD University** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **OCAD University** adopted in 2010-2011 to prepare for compliance.

OCAD University is in consultation with other Ontario universities in establishing common expense rules.

BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including universities, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the university including appointees, board members, elected officials and employees.

Given that the effective date for compliance is August 2, 2011, **OCAD University** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **OCAD University** to attest that it is in compliance with this Directive.

9) Space Utilization

OCAD University indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2010-2011, which contributed to maintaining or improving **OCAD University's** space utilization. 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 has continued to upgrade and expand its use of TPHi-Infosilem course management software to centralize space allocation decisions and optimize space utilization. The newest upgrade allows for online booking requests for all departments allowing for easier and faster transfer of data which enables various scenarios to be tested.

OCAD University conducts an annual in-depth review of classrooms to ensure that appropriate sized rooms are available to accommodate curriculum needs. In 2010/11, in order to accommodate curriculum changes and increased enrollment, the university created rooms capable of handling 30-35 and 50-55 students per room. Renovations were specifically targeted to ensure that these rooms were available by either amalgamating smaller rooms together or partitioning rooms to a smaller size. Subsequently, the university created 4 new classrooms to provide for the 30-35 class size category and 2 classrooms to provide for the 50-55 class size category.



10) 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** uses to measure student satisfaction.

OCAD U is participating in the Strategic National Arts Alumni Project for the first time this year. This will provide OCAD U with information on satisfaction and outcomes of alumni.

OCAD University participated fully in the Canadian University Report in March 2011 and is using the results in combination with NSSE to develop strategies to improve the student experience.

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2010-2011, which contributed to maintaining or improving student satisfaction at **OCAD University**. 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 reorganized the administrative structure to align all units supporting student success and retention – including Admissions, Registrar and Student Services -- under a single Associate Vice-President, Students charged with leading a renewal of efforts to enhance the student experience.

The university improved communications to students by creating a monthly e-newsletter that brings together information from a number of different departments into a single voice.

Enhanced training of student mentors in a very popular program enables OCAD University to deliver key messages and offer support through a peer-to-peer approach.



11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate* at **OCAD University** = 65.5%*

*Percentage of 2002 Year 1 New to Institution Students Who Received a Degree between 2003-2009

Please provide one or more highlights, in the space provided below, of a **OCAD University** activity in 2010-2011, which contributed to maintaining or improving **OCAD University's** graduation rate initiatives. This could be 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.

A network of program assistants and advisors at the Faculty level connect each student with a frontline staff member to ensure program requirements are being met. Advisors conduct a graduation assessment for students entering their final year of study to ensure they are aware of, and prepared to meet, all remaining program requirements. A new online advising portal provides an account of these assessments ensuring students have a documented record of their remaining requirements that have been vetted by professional staff.



12) Graduate Employment Rate

Per the KPI results reported in 2011, the graduate employment rate*, 6 months upon graduation, at **OCAD University = 89.2%**

Per the KPI results reported in 2011 the graduate employment rate*, two years upon graduation, at **OCAD University = 90.4%**

*Percentage of 2008 graduates of bachelors or first professional degree programs who were employed six months and two years after graduation.

Please provide one or more highlights, in the space provided below, of a **OCAD University** activity in 2010-2011, which contributed to maintaining or improving **OCAD University's** graduate employment initiatives. This could be 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.

Professional Practice courses offered within most programs at OCAD University are designed to prepare students with employment and entrepreneurial skills, introduce them to professional networks, and expose them to opportunities for continued professional growth and experience.

For example, OCAD University has created the Imagination Catalyst, an incubator to provide collaboration opportunities for students with SMES, mentorship by entrepreneurs, and alumni and student business development support.

In addition, OCAD University provides opportunities for industry and social enterprises to partner with specific courses, providing applied research opportunities for students that lead to employment.

OCAD University also organizes tours of its graduate exhibition for employers, facilitating recruitment.

OCAD University's Graduate students undertake internships as part of their program. Some programs integrate industry faculty into their delivery.

13) 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	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
1st to 2nd Year	91.4%	88.7%	86.8%	88.2%
1st to 3rd Year	81.6%	79.8%	77.3%	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: Full-Time Student Retention Rate

Data for 1st to 2nd year and 1st to 3rd year is as provided by OCAD U to CSRDE. 1st to 3rd year retention for the 2009 cohort is not yet available.



Please provide one or more highlights, in the space provided below, of a **OCAD University** activity in 2010-2011, which contributed to maintaining or improving **OCAD University's** retention initiatives. This could be 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.

A new on-line Advising Portal, integrated with the course management system, records interactions between OCAD University students and their staff and faculty advisors. The tool provides a transparent way of communicating with students advice given and actions taken with respect to course equivalencies, pre-requisites, graduation requirements, and other administrative procedures. The tool builds accountability on the part of both the university and its students, ensures consistency among staff working with the same student, and facilitates the student's academic progress by providing clarity in process.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2010-2011, which contributed to enhancing **OCAD University's** learning environment for the three quality measure categories indicated below:

14.1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

Establishment of a New Teaching and Learning Centre

In October 2011, OCAD University founded the Centre for Innovation in Art & Design Education (CIADE) with the following mandate:

1. Work collaboratively with campus partners to enrich the teaching and learning environment at OCAD University and promote the adoption of effective and innovative educational practices;
2. support the scholarship of teaching and learning and build internal capacity for mentorship and teaching inquiry;
3. recognize excellence in teaching and support communities of educational practice;
4. lead the process of defining OCADU's e-learning strategy and support elect, adopt and disseminate educationally effective e-learning tools;
5. lead the process of defining for-credit Experiential Learning opportunities for OCADU and create a centralized program coordination function;
6. foster the growth and development of engaging and rewarding continuing studies offerings for both fledgling and established artists and designers
7. improve the quality of student writing and study skills and student engagement in educationally purposeful activities; and
8. contribute to policy development, advocacy and the clear constitution and focused pursuit of priorities for improving teaching and learning institutionally, provincially and nationally through service on committees, organizations and through research and publications.

During the last months of 2011, the CIADE began to offer new professional development opportunities for faculty, consulted broadly with academic leadership and conducted a review of existing programs and services within the directorate and prepared a three-year strategic plan.

14.2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

Support for the expansion of credit experiential learning opportunities

OCAD University recognizes the educational value of creating credit experiential learning opportunities for our students that place learners in authentic experiences that permit them to reflect critically on their acquired knowledge, skills and values and stretch themselves further in a supportive environment. To spur the creation of innovative offerings of credit Experiential Learning Courses for our students, for the 2010-2011 academic year, OCAD U targeted the competition for our Curriculum Innovation Funds to the creation of experiential learning courses. As a result, faculty at OCAD U created 5 new credit Experiential Learning opportunities:

- 1) Gibraltar Point: A Living Laboratory
- 2) TAMK/OCAD U Photography Collaboration (Study Abroad)
- 3) The Future of Inhabited Form (Study Abroad)
- 4) Journal of Curatorial Studies Internship
- 5) Alumni Artist Initiative

These opportunities were well subscribed by students and community presentations and consultations to review these new

offerings and to determine ways to sustain and grow such offerings are scheduled for Fall 2011. Additionally, to create a continuum of offerings for credit and non-credit experiential learning opportunities at OCAD U, the Faculties, CIADE and Student Affairs are working collaboratively toward the provision of a searchable database that will permit members of the OCAD U community and its partners secure access to paid and unpaid, credit and non-credit experiential learning opportunities.

14.3) SUPPORT (Examples may include personal and academic supports to students, etc.)

Proactive support for students with English as a Second Language:

OCAD U has instituted an innovative first-year cohort model for our Art & Design Students who have English as Another Language. To provide additional support for oral and written communications for ESL students, while keeping these students integrated into the common first year course schedules for Art and Design, students enrolled in the English Language Pathway program register in a special section of each of the five common courses, or in a special small group tutorial that meets in addition to the regular course. These are not “ESL classes” — the content of the Pathway sections is the same as other sections of the course and they are taught by regular OCAD University instructors who are specialists in Art and Design. The difference is that in the Pathway sections, the students receive extra help in developing the language skills and completing assignments. The Pathway program contributes to the academic success, retention and graduation of ESL students.

First year students who have English as Another Language are also able to enroll in English for Artists and Designers (EAD), a Summer program for ESL Students Entering First-Year at OCAD University that runs from mid July to mid August. Designed specifically for students who speak English as a second language, English for Art & Design is for OCAD University students, taught by OCAD University instructors. Students who participate in the EAD program work on group projects with native speakers, discuss and debate with students and faculty, and make presentations about their art work in English. Demand for this program is strong and a review is scheduled for 2011-2012 with the aim of determining how to secure the resources required to open up additional seats for ESL students.

Additionally, to ensure support for ESL undergraduate and graduate students throughout the course of their time at OCAD U, the Writing and Learning Centre retains TESOL trained writing specialists and offers special materials and support for non-native speakers of English.

Expansion of Academic Support Services for Students:

The programs, services and resources offered by the Writing and Learning Centre at OCAD U are critical to the on-going improvement of OCAD U's graduation rate. The Writing and Learning Centre offers writing and learning consultations, workshops on effective study strategies and approaches to writing, and printed and electronic resources to assist students in becoming better learners and writers. There is considerable unmet demand for access to WLC programs and services, so during the 2010-2011 year, the Writing and Learning Centre sought to expand opportunities for students to access services through the creation of first-come, first-serve drop-in writing help hours held in the Library Learning Zone and through the expansion of OCAD U's Supplemental Instruction program into a greater number of historically challenging courses. The Writing and Learning Centre also created a tailored series of classroom or studio-embedded workshops for undergraduate and graduate students.

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **OCAD University's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **OCAD University's** 2010-2011 budget for their executive offices.



OCAD University confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

Attestation:



OCAD University confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **OCAD University's** Executive Head.

Contact:

Please provide the contact information for the representative at **OCAD University** to whom public inquiries can be directed regarding **OCAD University's** 2010-2011 MYAA Report Back:

- Name: Dr. Sarah M. McKinnon, Vice-President, Academic
- Telephone: 416-977-6000 ext. 322
- Email: smckinnon@ocadu.ca

Please indicate the address on **OCAD University's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- http://www.ocad.ca/about_ocad/accountability.htm