Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	OCAD University

OVERVIEW

Through the 2008-09 MYAA Report-Back process, *OCAD University* was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. *OCAD University* was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of OCAD University's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that *OCAD University* is on track for meeting its commitments or has an improvement plan in place, and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Enrolment, Student Access Guarantee) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for *OCAD University* to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on *OCAD University*'s website. Please ensure *OCAD University*'s completed 2009-10 Report Back is posted at the same location on *OCAD University*'s website as its Multi-Year Action Plan.

CONTACT

For any questions regarding this Report Back template, please email Preet Gill, Senior Policy Advisor, Universities Unit at Preet.Gill@ontario.ca or telephone (416) 325-9262, or Aamir Taiyeb, Research Policy Analyst, Universities Unit at Aamir.Taiyeb@ontario.ca or telephone at (416) 325-4237.

PART 1: 2009-10 SYSTEM WIDE INDICATORS

• The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on OCAD University's commitments regarding access, quality and accountability as outlined in the original accountability agreements.

• The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the governments strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.

• System Wide Indicators for 2009-10:

  1) Enrolment - Headcount
  2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
  3) Compliance with the Student Access Guarantee (SAG) in 2009-10
  4) The Student Access Guarantee (SAG) for 2010-11
  5) Participation in the Credit Transfer System
  6) Class Size
  7) Online Learning
  8) International
  9) Supply Chain Compliance
  10) Space Utilization
  11) College Student Satisfaction
  12) Graduation Rate
  13) Graduate Employment Rate
  14) Student Retention Rates
  15) Quality of the Learning Environment

1) Enrolment - Headcount*

DEFINITION: Headcount is the number of full-time students enrolled in 2009-10, including full-time undergraduate and graduate students eligible for funding consideration.

- **OCAD University** reported to TCU the total Headcount enrolment in 2009-10 = **2,695**

- Please indicate the number of students aged 18-24 from the total Headcount enrolment reported by **OCAD University** to the Ministry for 2009-10 = **2,327**

- Please indicate the number of students aged 25+ from the total Headcount enrolment reported by **OCAD University** to the Ministry for 2009-10 = **364**

- Please provide one or more examples in the space provided below of a promising practice that **OCAD University** used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

> As a specialized institution, OCAD University is able to choose committed students from a pool of highly-qualified students who will succeed in an art and design intensive culture. They are nurtured through small, hands-on studio classes with an unusually high amount of interaction among students and faculty.
>
> OCADU restructured the administration of Faculty offices to provide closer contact with students, including giving program Chairs direct responsibility for students and creating dedicated program assistants to support Chairs and students.

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

DEFINITION: Students with disabilities is the total number of students with disabilities 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 Fund (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

Please indicate the total number of *students with disabilities* at **OCAD University** who registered with the Office for Students with Disabilities and received support services in 2009-10= **367**
 	
Please indicate the number of *students with disabilities* at **OCAD University** who registered with the Office of Students for Disabilities and received support services in 2009-10 who were:
  Full-time: **204**
  Part-time: **163**
  Total (Full-Time + Part-time): **367**
 	
Please calculate as % of Enrolment Headcount:
 	
(Insert Total From Above) **367** ÷ **2,695** (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = **13.6**%
	Please indicate the total number of *First Generation students* enrolled at **OCAD University** in 2009-10= **720**
	
	Please indicate the number of *First Generation students* enrolled at **OCAD University** in 2009-10 who were:
	
	  Full-time: **538**
	  Part-time: **182**
	  Total (Full-Time + Part-time): **720**
	
	Please calculate as % of Enrolment Headcount:
	
	(Insert Total From Above) **720** ÷ **2,695** (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = **20**%
		Please indicate the total number of *Aboriginal students* enrolled at **OCAD University** in 2009-10= **72**
		
		Please indicate the number of *Aboriginal students* enrolled at **OCAD University** in 2009-10 who were:
		
		  Full-time: **63**
		  Part-time: **9**
		  Total (Full-Time + Part-time): **72**
		
		Please calculate as % of Enrolment Headcount:
		(Insert Total From Above) **72** ÷ **2,695** (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = **2.1**%

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more examples of promising practices that **OCAD University** used in 2009-10 to develop and maintain results for students with disabilities.	In the space below, please provide one or more examples of a promising practice that **OCAD University** used in 2009-10 to develop and maintain results for First Generation students.	In the space below, please provide one or more examples of a promising practice that **OCAD University** used in 2009-10 to develop and maintain results for Aboriginal students.
The size of OCAD University allows the staff from the Centre for Students with Disabilities (CSD) to provide intensive individualized support to those students seeking it. It ensures that all students needing updated assessments or medical documentation receive support in the form of referrals to psychological and medical specialists when needed, as well as bridging accommodations during the term in which these assessments and documentation are being prepared. In 2009-2010 CSD improved collaboration with the Faculties, which helped bridge gaps in understanding and facilitated the implementation of academic accommodations. In 2009-2010 CSD offered a redesigned summer transition program for students with disabilities that strongly emphasized academic preparedness through intensive skills training in learning strategies and assistive technology instruction, taught in an art and design context. Due to the intensive nature of this program and the full participation of all CSD staff, the students were also provided with the opportunity to become familiar with the type of support they could receive from the Centre upcoming year, which increased the likelihood that those students remain actively connected with the service.	OCAD University established the First Year Experience Program in September 2009 as a transition program. It provided first-generation students the opportunity to experience the intellectual rigour of studio and liberal studies learning alongside academic, cultural, health and well-being supports designed for their success.	OCAD University established the Aboriginal Visual Culture program to remove barriers to learning through the design of culturally appropriate curricula, with a significant range of options regarding Aboriginal content. At the same time it put in place extracurricular supports in the interest of student recruitment, retention and graduation. The program also provides Aboriginal Ontario residents with professional futures in the growing knowledge economy. OCADU created a national Aboriginal Visual Culture Research Centre to consolidate and advance scholarship in collaboration with Aboriginal communities, other post-secondary institutions and individual researchers. OCADU hired six Aboriginal faculty members and appointed its first Aboriginal advisor/mentor.

OCAD University can use the space below to describe methodology, survey tools, caveats and other information regarding the numbers reported herein re. Students with Disabilities, First Generation and Aboriginal Students:

OCAD University developed an online, under-represented survey that achieved a 92% response rate. As a result we know the first-generation or Aboriginal characteristics of nearly all the student population, with the caveat that all the data is self-reported.

For students with disabilities: we report full- and part-time students identified by the Office of Students with Disabilities and divide the result into the full-time population as per MTCU directions.

For first-generation students: estimated using self-reported data from OCADU's Under-Represented Students survey. The results are ±0.4% at the 95% confidence level. The percentage is determined by dividing full- and part-time students into the full-time population as directed by MTCU.

For Aboriginal students: estimated using self-reported data from OCADU's Under-Represented Students survey. The results are ±0.15% at the 95% confidence level. The percentage is determined by dividing full- and part-time students into the full-time population as directed by MTCU.

3) Compliance with the Student Access Guarantee (SAG) in 2009-10

*Through its signed MYAA, **OCAD University** committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.*

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL $	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	$411,084	344
Other SAG Expenditure to Supplement OSAP	$237,552	144
TOTAL	$649,636	488

Data as of July 06, 2010

- Did **OCAD University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **Yes**

4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 Student Access Guarantee Guidelines.

For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs. Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.	Aid will be issued automatically in early December on the basis of the download file, applied as tuition payments for the 2nd semester. All recipients will be notified by email.
Identify whether your institution plans to provide loan assistance in values greater than $1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide.	N/A

5) Participation in the Credit Transfer System

• *Using Ontario Universities Application Centre (OUAC) reports, please provide data for the following years:*

Years	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2005	2,424	898	97	60
2006	2,372	661	97	79
2007	2,505	826	102	89
2008	2,585	750	105	72
2009	2,692	945	106	92

*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. The Ministry recognizes that a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data. The Ministry recognizes that 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 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.

Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.

Further details on where the pre-populated data in the statement "Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was 81.9%" was derived from the College KPI Graduate Outcomes (Employment/Satisfaction) Survey. Information on the Survey is as follows:

• *Telephone based surveys (more than 100 fields of data)*
• *Survey conducted by a third party service provider, presently Forum Research Inc., based on audited student information provided by the colleges*
• *Conducted annually, three times a year, six months after graduation*
• *Census type survey - attempt to reach every eligible graduate from ministry-approved postsecondary program*
• *Sample size, 2009-10 survey: 40,410 completed Graduate Employment/Satisfaction survey;*
• *Response Rate 2009-10 survey: 64%*
• *Response Rate 2008-09 survey: 68%*
• *Survey responses used to tabulate two college Key Performance Indicators - Graduate Employment and Graduate Satisfaction*
• *The Survey, including definitions and methodology information, can be found on the web (in Appendix A of the document link below) at the following website:*
   http://www.edu.gov.on.ca/eng/document/serials/eprofile07-08/profile08.pdf

• Please provide any additional comments regarding transition experience either from college to university or university to university.

The application and registration data above are provided directly from OUAC

• Please provide one or more examples in the space provided below of a promising practice that **OCAD University** used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports 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 preliminary assessment of likely transfer credits is sent to every advanced standing candidate before the deadline to accept the offer so that they can make an informed decision.

A portfolio assessment remains the primary criterion for the admission decision. This is an advantage for prospective students because it levels the admissions playing field and it makes it easier for OCADU to give academic credit for prior-learning studio accomplishment.

6) Class Size

• *Per the 2009 Common University Data Ontario (CUDO) report for Fall 2008, the percentage of **OCAD University**'s undergraduate class size 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
Less than 30	125	96.2%	181	90.5%	167	91.3%	84	96.6%
30 to 60 students	2	1.5%	12	6.0%	15	8.2%	2	2.3%
61 to 100 students	0	0.0%	5	2.5%	1	0.5%	1	1.1%
101 to 250 students	3	2.3%	2	1.0%	0	0.0%	0	0.0%
251 or more	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	130	100.0%	200	100.0%	183	100.0%	87	100.0%

Note: There are a number of one-on-one instruction classes, including independent study, independent research, internships and practicums that are excluded from the above class sections. Class sub-sections such as labs and tutorials are also excluded.

• Please provide one or more examples in the space provided below of a promising practice that *OCAD University* used during 2009-10 regarding class size. A promising practice 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.

OCAD University maintains a focus on studio art and design with hands-on education and high interaction among faculty and students. The success of this strategy is demonstrated by high levels of engagement among our students.

Although average class sizes have risen at OCADU in the past few years, they remain among the smallest in the system and our goal is to maintain that standing. The Faculty of Liberal Studies has the largest classes but is committed to providing small tutorials for its large lecture courses and it provides professional development to help its faculty engage students effectively even in larger classes.

7) Online Learning

• A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.

• To complement this work, please provide one or more examples in the space provided below of a promising practice that **OCAD University** used during 2009-10 to develop and enhance online learning. A promising practice 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.

Established an e-Learning Strategies Working Group to:
•Guide OCAD University's online learning expectations with respect to its technology capabilities, e-strategy initiatives and strategic plan
•Ensure that e-learning improves the overall experience of OCADU's community by providing tools and infrastructure for using technology in innovative and effective ways
•Review and recommend policies related to e-learning and online learning
•Assess technological solutions in collaboration with IT Services and others
•In consultation with local units, guide the overall strategic direction and operations of course management technologies at OCADU so that they work well for all students, faculty, and staff
•Identify strategic University-wide e-learning opportunities
•Review the feasibility of hybrid and online course development applications

8) International

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.

- **OCAD University** reported to TCU that International Enrolment in 2009-10 = **144**.

- In 2009-10, **OCAD University** reported to TCU the following top 3 source countries for international students:
    South Korea
    China
    Hong Kong

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences **OCAD University** had in 2009-10:

    - Outbound students = **38**

    - Inbound students = **20**

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at **OCAD University** in 2009-10 = **$2,363,795**

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that **OCAD University** had outside of Canada in 2009-10 = **$118,910**

- Please list in the table below all For Credit, Stand-Alone campuses *OCAD University* operated **abroad** in 2009-10, including city, country and total enrolment for each campus:

- Please provide one or more examples in the space provided below of a promising practice that *OCAD University* used during 2009-10 to develop and maintain results for international activities. A promising practice 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.

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*Outbound students includes 23 participants in OCAD's Off-Campus Study program in Florence, Italy.

OCAD University has signed memoranda of understanding (MOU) with specialized art and design institutions in the UK, Scotland, France, Finland, Sweden, Denmark, the Netherlands, China, India, Israel and Australia. We are currently pursuing MOUs with Argentina and Brazil.

The University developed an internationalization strategy that focuses on internationalizing the curriculum, increasing student and faculty mobility and engaging in more international scholarship and research.

OCADU engaged a senior academic from India to help develop new programming involving students from India, exchange agreements and research partnerships with educational institutions and firms in that country.

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9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including colleges, 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 college that are consistent with the principles outlined within the 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.

- Please confirm that in 2009-10 *OCAD University* adopted the Government of Ontario's Supply Chain Code of Ethics: **Yes**

- Please confirm that in 2009-10 *OCAD University* adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

- In 2009-10 did *OCAD University* participate in the Ontario Education Collaborative Marketplace (OECM)? **Yes**

- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: **12,742**

- Please provide one or more examples in the space provided below of a promising practice that **OCAD University** used during 2009-10 related to supply chain management. A promising practice 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.

OCAD University is one of the 10 universities who are purchasing from the Ontario Education Collaborative Marketplace's six strategically sourced contracts. Currently we are participating and saving money through two contracts. One for office supplies with Grand & Toy and the other one for fine copy paper with Xerox. We have signed the Institution Service Agreement with both organizations.

The next agreement we plan to pursue is for janitorial services so that we can control costs on janitorial supplies and consolidate the supplier base for all OCAD University buildings. This OECM sourcing initiative is currently under way.

The approximate value of OECM purchases cited above reflects only one month in the fiscal year.

10) Space Utilization

• In 2009-10, did *OCAD University* have a Space Utilization planning process in place to assess and optimize academic space utilization? **Yes**

• If yes, please indicate in the space below the methodology used to inform *OCAD University*'s academic space utilization planning process:

> OCAD University has upgraded and expanded its use of TPHi-Infosilem course management software to centralize space allocation decisions and optimize space utilization.

• Please provide one or more examples in the space provided below of a promising practice that *OCAD University* used during 2009-10 to assess and optimize academic space utilization. A promising practice 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.

> OCAD University has established a Curriculum Space Management Committee to oversee and advise on effective space usage in support of learning.

11) Student Satisfaction

• Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of excellent and good responses) at your institution for NSSE Question "How would you evaluate your entire educational experience at this institution?" for Senior Year respondents = **65.5%**

• Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of definitely yes and probably yes responses) at your institution for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" for Senior Year respondents = **72.4%**

• Please provide one or more examples in the space provided below of a promising practice that *OCAD University* used during 2009-10 to increase student satisfaction. A promising practice 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.

OCAD University expanded its orientation programs, increased support for campus life activities and further developed the student mentor program. In response to a desire for more career services, we created the position of Career Services Advisor and expanded the number of career programs.

12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at your institution = **62%**

- Please provide one or more examples in the space provided below of a promising practice that *OCAD University* used during 2009-10 related to the achievement of the graduation rate. A promising practice 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.

Student advisors are focusing on students who are entering their final year of study to inform them of their remaining requirements.

Requirements missing from previous years are being noted on student records for their reference and an email is sent to students reminding them to check these notes and to contact faculty advisors if necessary.

Raised admission standards.

13) Graduate Employment Rate

• Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at your institution = **95.7%**

• Per the KPI results reported in 2009-10 the graduate employment rate, 2 years upon graduation, at your institution = **93.5%**

• Please provide one or more examples in the space provided below of a promising practice that *OCAD University* used during 2009-10 related to the achievement of the graduate employment rate. A promising practice 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.

> OCAD University has enhanced the career services office to do more outreach. In particular, it has initiated a case-study approach to help students develop a professional "brand" as they progress through their studies.

14) Student Retention Rates

The table below has been pre-populated with the proposed results set for 2008-09 in **OCAD University**'s approved Multi-Year Action Plan. Referring to these proposed results, please identify **OCAD University**'s achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	**Retention Rate Achieved For 2008-09**	**Retention Rate Achieved For 2009-10**
1st to 2nd Year	87%-89%	86%	86.0%
2nd to 3rd Year	88%-91%	87%	88.0*
3rd to 4th Year	89%-91%	87%	90.0%

• Please indicate in the space below the methodology used by **OCAD University** to calculate the retention rates indicated above

Year 1 includes all new undergraduate admissions to OCAD University (including all part-time and full-time students, and all transfer students)
Year 2 includes all students returning the following year
Year 3 includes all students returning from the previous year (2)
Year 4 includes all students returning from the previous year (3)

• Please provide one or more examples in the space provided below of a promising practice that *OCAD University* used during 2009-10 related to student retention. A promising practice 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.

OCAD University restructured the administration of its Faculty offices to provide closer contact with students, including giving program Chairs direct responsibility for students and creating dedicated program assistants to support Chairs and students.

The Office of the Registrar has increased its vigilance to ensure that students are progressing smoothly and it sends reminder emails to students who need to contact a faculty advisor.

All front-line staff received customer service training to enhance their communication skills and all staff have been given training to sensitize them to the special needs of students with visible and invisible disabilities.

15) Quality of the Learning Environment

• Please provide information in the space provided below of what **OCAD University** did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

Established the Centre for Innovation in Art & Design Education (CIADE). Under the leadership of a newly appointed Director, the CIADE is responsible for advancing excellence and innovation in teaching and learning at OCAD University through the provision of curriculum development leadership, service and support to the academic units.

OCAD University ran over 10 faculty development workshops directed towards teaching and learning development.

Allocated Curriculum Innovation Funding to 4 faculty-driven projects. These funds are awarded to faculty and staff with an interest in enhancing the OCAD University student experience through curricular innovation.

Established a rigorous review of undergraduate and graduate curricula towards a five-year academic plan that will be tabled in 2010-11.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES

- **Increased Participation of Under-Represented Students - Programs/Strategies**

As part of its 2008-09 Report Back, your institution was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
Survey New survey introduced in September 2009 now assisting in the identification of Aboriginal and First Generation Students. This will result in the development of the provision of appropriate services to encourage student engagement.	Achieved 91.7% response rate among eligible undergraduates, which allows us to identify virtually all of the Aboriginal and First Generation student populations, subject to the limitation that the data was self-reported.
OCAD FIRST: First Year Experience Program OCAD FIRST: First Year Experience Program (Post-admission transition initiative - program started in September 2009) This is a transition and first-year experience program providing under-representative students, First Generation students in particular, with the opportunity to experience the intellectual rigor of studio and liberal studies learning alongside academic, cultural, health, and well-being supports designed for their success.	Students benefited from small tutorial and workshop class sizes, which helped them to form supportive friendships and discuss topics in-depth. The sense of continuity offered through common core first year classes and from the first to the second term provided the opportunity for students to cultivate a sense of community with one another. 97% of the students in the program returned to OCAD University the following year.
Opportunities in Art & Design (Outreach Initiative - Workshops will take place in the winter term, January to March, 2010) A partnership between OCAD Admissions & Recruitment, Financial Aid & Awards, Campus Life & Career Services and the YMCA of Greater Toronto Post Secondary Access Partnership. Working with the Newcomer Information Centre, OCAD will hold workshops and meetings with parents and students about postsecondary educational opportunities.	Worked with 18 branches of the Mississauga Public Library to reach out to students who like to make art, but who might not consider a postsecondary education in visual art and design. The program allowed us to make contact with them and identify some of the barriers they face; including poverty, language and cultural differences. As a result, OCAD University is exploring targeted expansion of its admission bursaries in the future.
Explore Your Potential: Preparation & Portfolio Clinics (Pre-admission transitional program - workshops will take place November 2009 to February 2010) This initiative targets under-represented groups to encourage students to learn about making art and design work and preparing portfolios, with hands-on programs. The university works with community partners and targeted schools in the GTA to identify low-income and First Generation students who might benefit from participating in a Portfolio Clinic or a Summer Intensive (week-long program). The transportation, materials, and registration costs would be covered for participants.	Explore Your Potential was attended by about 50 First-Generation students. The program introduced young students to the possibility of a post-secondary art and design education even if they are years from becoming eligible to attend. OCADU will continue to track these students and offer them additional opportunities in future to develop their talent, and to consider and prepare for a post-secondary education in art and design.

- **Quality of the Learning Environment**

As part of its 2008-09 Report-Back, your institution was asked to provide 3 to 5 examples of how its quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
HEQCO Study Participating in the HEQCO study on NSSE to help develop program-specific benchmarks in the Ontario system and to find determinants of retention.	Completed the study to develop program-specific NSSE benchmarks in other Ontario universities. HEQCO has postponed further work on the retention study pending refinement of the proposal.
Curricular Development Curricular Development - Develop/expand new programs and minors offerings in 2009/10. Develop curricular maps for all programs combining DLEs with OCAD's Learning Matrix.	Completed curricular mapping exercise. Created new minors in expanded animation and sculpture/animation.
Faculty Development Faculty Development - Increase the number Faculty Development Workshops & Professional Development Opportunities by 20%	Ran over 10 Faculty Development Workshops directed on a diverse range of topics.
OCAD Research Ethics Board OCAD Research Ethics Board has approved our participation in "OCUL MINES for Libraries: Scholar's Portal access to e-journals". The Survey will be conducted in 2009.	The survey was conducted in 2010 and was designed to measure the impact of networked electronic services delivered through Scholars Portal and local university library platforms. The results will be tabulated in 2011. They will enable co-relation of e-resource access and usage patterns with individual motivating factors within each of our undergraduate and graduate disciplinary affiliations and major fields of study.