Ministry of Training, Colleges and Universities

2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	OCAD University

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.

Consistent with the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 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.

Where possible, to help streamline the 2011-2012 MYAA Report Back process, the Ministry pre-populated *OCAD University's* 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2010-2011 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry in *OCAD University's* 2011-2012 MYAA Report Back is denoted with the symbol (+).

1) Enrolment - Headcount*

DEFINITION: <u>Headcount</u> is the actual enrolment for Fall 2011 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2011-2012 fiscal year.

OCAD University's the total Headcount enrolment count in 2011-2012 = **3,142**[(+)].

Please indicate the number of students aged 18-24 (age as of Novermber 1, 2011) from the total Headcount enrolment reported by **OCAD University** to the Ministry for 2011-2012 = **2,624**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment reported by **OCAD University** to the Ministry for 2011-2012 = **427**.

Please indicate the number of students under the age of 18 (age as of November 1, 2011) from the total Headcount enrolment reported by at **OCAD University** to the Ministry in 2011-2012 = **91**.

* 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 2011-2012 to manage enrolment.

Undergraduate enrolment was increased as planned by maintaining our first-year intake target and the flow-through of past intake growth into the upper years. Growth has been across-the-board in existing programs, with some high demand programs taking a larger share of the growth. Moving forward, undergraduate enrolment growth will be concentrated into new program areas and accommodated through development of online/hybrid courses, maximizing facility use, and off-campus, for credit experiential learning opportunities. We are undertaking recruitment outreach to new markets for our undergraduate Digital Futures and Aboriginal Visual Culture, which in turn builds diversity in our student body. Graduate enrolment has increased as planned with addition of a second cohort in several new programs.

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

*DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of **OCAD University's** annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).

*DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.

Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.

Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).

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

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

Students With Disabilities	First Generation Students	Aboriginal Students
Please indicate the total number of Full-Time *Students with Disabilities* at **OCAD University** who registered with the Office for Students with Disabilities and received support services in 2011-2012= **219** Please calculate the total indicated above as a comparative % of **OCAD University's** 2011-2012 Enrolment Headcount: (Insert Total From Above) **219** ÷ **3,142**[(+)] (2011-2012 Enrolment Headcount) x 100 = **7**% Please also indicate the total number of Part-Time *Students with Disabilities* at **OCAD University** who registered with the Office for Students with Disabilities and received support services in 2011-2012 = **124**	Please indicate the total number of Full-Time *First Generation Students* enrolled at **OCAD University** in 2011-2012= **496** Please calculate the total indicated above as a comparative % of **OCAD University's** 2011-2012 Enrolment Headcount: (Insert Total From Above) **496** ÷ **3,142** [(+)] (2011-2012 Enrolment Headcount) x 100 = **15.8**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **OCAD University** in 2011-2012 = **136**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **OCAD University** in 2011-2012= **60** Please calculate the total indicated above as a comparative % of **OCAD University's** 2011-2012 Enrolment Headcount: (Insert Total From Above) **60** ÷ **3,142**[(+)] (2011-2012 Enrolment Headcount) x 100 = **1.9**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **OCAD University** in 2011-2012 = **14**

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

For students with disabilities: Number of students identified by the Centre for Students with Disabilities.

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 92% response rate for 2011-12.

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving **OCAD University's** initiatives for *Students with Disabilities*. A highlight could be a strategy, initiative or program viewed by **_OCAD University_** to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving **OCAD University's** initiatives for *First Generation Students*. A highlight could be a strategy, initiative or program viewed by **_OCAD University_** to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving **OCAD University's** initiatives for *Aboriginal Students*. A highlight could be a strategy, initiative or program viewed by **_OCAD University_** to be an innovative practice, success story and/or key accomplishment.
OCAD University revamped its summer transition program for students with disabilities focusing on active and hands-on learning skills training delivered by faculty; we introduced service improvements in the provision of alternative format materials for courses, and moved to a system of student-driven notification of accommodation requests that places an emphasis on self-advocacy. 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. The Inclusive Design Research Masters is a unique program that provides a fully accessible online learning environment. Students engage with design methods, technology invention and policy development and research that will serve disabled and marginalized communities.	OCAD University piloted a highly successful two-day transition program for first generation students (Compass) and connected first generation students to a system of academic supports, including study groups, tutoring and workshops that are linked to particularly challenging first year courses. The Studio Resource Project, a partnership between our First Gen Student Success Centre and the Writing and Learning Centre, focused on the skills students need to develop within the context of the studio environment, including skills in writing about visual work and in delivering and receiving feedback as part of the critique process.	In January 2012 the program's proposal for a Major in Aboriginal Visual Culture was approved by the Ontario Universities Council on Quality Assurance and received MTCU approval the following May. The BFA in Aboriginal Visual Culture at OCAD University combines contemporary and traditional Aboriginal aesthetic and social studies with a comprehensive studio-based art education. It prepares students to engage in complex and evolving global discourses around Aboriginal history, art history and contemporary art practice across a range of expressions, materials and media. Combining practice-specific and interdisciplinary studio courses in the Faculty of Art and the Faculty of Design with concentrations in the visual, cultural, social, and political history of Aboriginal peoples drawn from the Faculty of Liberal Arts & Sciences, the curriculum is designed to develop students' critical and aesthetic responses and practical expertise in Aboriginal cultural and artistic practices. The Aboriginal Visual Culture BFA will begin admitting students February 2013, for the commencement of classes in September 2013.

3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, **OCAD University** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines.

*NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **OCAD University** as of July 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL $	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	$507,684[+]	376[+]
Other SAG Expenditures (towards other assessed shortfalls)	$435,501[+]	131[+]
Total SAG Expenditures Reported by *OCAD University*	$943,185[+]	507[+]

Did **OCAD University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?

> **Yes**

*The space below is provided for **OCAD University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.

> Data presented in the table represent all bursary expenditures as reported by OCAD University through the Ministry's Bursary Recording System.
>
> OCAD University is committed to Ontario's Student Access Guarantee. Using information on tuition and book shortfalls, identified by the Ministry through the OSAP system and available in our institutional download files, we issue bursary funds to students for the SAG amount identified. This is an automatic process, as required by the Ministry (ie, the students don't need to apply in order for them to receive their SAG obligation). Remaining bursary or other funds are used to support students who have demonstrated need in excess of the SAG amount or for other types of costs not covered by the SAG amount (tuition and books only).

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 2011.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2007	2505[(+)]	826[(+)]	102[(+)]	89[(+)]
2008	2585[(+)]	750[(+)]	105[(+)]	72[(+)]
2009	2692[(+)]	945[(+)]	106[(+)]	92[(+)]
2010	2795[(+)]	1024[(+)]	130[(+)]	79[(+)]
2011	2742	1069	147	97

*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;
- 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[(+)]
2011	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 *OCAD University* 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 conducted a province-wide environmental scan of college level programs and analysis of program synergy for potential diploma-to-degree articulation and hosted a meeting/tours for potential partners in January 2012. As a result, we have targeted 6 institutions/programs for the development of new agreements.

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

> OCAD University has a dedicated Transfer Credit Officer within the Admissions & Recruitment Office who provides direct assistance to students and facilitates the transfer of credit process to ensure timely response to applications. OCAD University also offers 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

> In preparation for our new Enterprise Resource Planning (ERP) implementation (including a new student information system), OCAD University undertook extensive business process analysis, mapping student, registrarial and faculty office workflow with respect to the transfer credit application and administrative process and has developed the project plan to an electronic document management system that would streamline this process.

5) Class Size

Per the 2011 Common University Data Ontario (CUDO) report for Fall 2010, 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	264[+]	90.1%[+]	324[+]	90.8%[+]	313[+]	87.7%[+]	140[+]	94.0%[+]
30 to 60 students	26[+]	8.9%[+]	18[+]	5.0%[+]	40[+]	11.2%[+]	6[+]	4.0%[+]
61 to 100 students	0[+]	0.0%[+]	7[+]	2.0%[+]	3[+]	0.8%[+]	3[+]	2.0%[+]
101 to 250 students	1[+]	0.3%[+]	8[+]	2.2%[+]	1[+]	0.3%[+]	0[+]	0.0%[+]
251 or more	2[+]	0.7%[+]	0[+]	0.0%[+]	0[+]	0.0%[+]	0[+]	0.0%[+]
Total	293[+]	100.0%[+]	357[+]	100.0%[+]	357[+]	100.0%[+]	149[+]	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 2011-2012, which contributed to maintaining or improving **OCAD University's** class size initiatives. This could include a strategy, initiative or program viewed by **OCAD University** to be an innovative practice, success story and/or key accomplishment that **OCAD University** would like to highlight.

In winter 2012, OCAD University commissioned Educational Consulting Services (ECS) to conduct a space planning study of the University's facilities in order to assist in identifying for the institution a number of short term and longer term recommendations to improve its overall space utilization with a view to preserving its already low class sizes. With respect to teaching spaces, OCAD University confirmed the following facts:

• Utilization rates for OCAD University's 34 general purpose classrooms are very high at over 40 hrs/week on average, well above the COU target of 30 to 34 hrs/wk;

• OCAD University has a shortage of studio spaces with most studios scheduled well in excess of the COU target of 18 hrs/wk;

• Insufficient dedicated work space is available for 4th year thesis students and open studio space is insufficient to meet demand for suitable project workspace;

• High rates of scheduled use in the fabrication studios leaves limited open access time for art and design-making by students, particularly at end of semester when project-work is due.

With an overall Inventory to Generated Space Ratio (I:G), of just over 40% (where the COU average is approximately 72%), OCAD University's ability to free-up or repurpose space is extremely limited. However, for the Fall of 2012, the administration worked with a local developer to "rent" two buildings on McCaul Street (52 and 60) that are slated for future redevelopment in order to establish dedicated work space for upper year students in the Faculties of Art and Design. In addition, the Student Gallery was relocated to 52 McCaul to make space for the Office of Continuing Education. The "rent" for these facilities came in the form of property tax relief to the owner and in exchange OCAD University acquired approximately 1,486 GSM (16,000 square feet). OCAD U's costs related to these facilities are for utilities, caretaking and security thus having only a minor impact on its operating budget.

Although this space gain helps to provide much needed creation and work space for OCAD University's undergraduate programs, it provides only temporary relief as it is expected that redevelopment of these properties will begin in earnest sometime in 2014 which will further exacerbate OCAD University's current space challenges. Because of the temporary nature of the space, it also prevents OCAD University from using the space for formal scheduling of classes and therefore provides no relief from the pressures experienced in the University's general teaching spaces.

6) eLearning

The Government of Ontario, in the recently released discussion paper, Strengthening Ontario's Centres of Creativity, Innovation and Knowledge, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary 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 taking place across Ontario.

In its 2010-2011 MYAA Report Back, **OCAD University** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **OCAD University** is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

Fully Online Learning* and Synchronous Conferencing*

DEFINITIONS:

Courses:

A <u>Fully Online Learning (asynchronous) course</u> 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 <u>Synchronous Conferencing course</u> 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 <u>Fully Online Learning (asynchronous) program</u> 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 <u>Synchronous Conferencing program</u> 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 2011-2012:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit **Courses** Offered Through Fully Online Learning	0	5
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	5
PROGRAMS DATA	**UNDERGRADUATE**	**GRADUATE**
Number of Ministry-funded, For-credit **Programs** Offered Through Fully Online Learning	0	0
Number of Ministry-funded, For-credit **Programs** Offered Through Synchronous Conferencing	0	1
Total Number of Ministry-funded, For-credit Programs Offered in elearning Format	0	1
COURSE REGISTRATIONS	**UNDERGRADUATE**	**GRADUATE**
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	0	73
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	73

*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.

OCAD University has prioritized the development of online learning within its new strategic plan, hence our Centre for Innovation and Art and Design Education began the development of five new online courses in 2011-12 that will be completed in 2012-13 and rolled out.

Hybrid Learning*

A <u>Hybrid Learning course</u> is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half of the course delivery should be online.

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

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

In the fall of 2011, OCAD University welcomed students into its initial offering of an innovative hybrid Master of Design (MDes) in Inclusive Design program. The MDes in Inclusive Design is a full-time, low-residency, two-year program with an executive style delivery format to accommodate the needs of working professionals and international students.

This program features two, two-week summer residencies which bookend the degree experiences for our students, as well as seminar courses delivered in a highly interactive online format throughout the year, a major research project and a culminating festival and graduate symposium. The program approach is to recruit and engage a very diverse group of students, support these students in forming a cohesive learning community that then participates in the co-construction of an inclusive learning experience, to learn about inclusive design. Students span a large variety of disciplinary backgrounds, professions, nationalities, languages and abilities. Many students bring personal experiences with alternative access systems and accessibility barriers.

The MDes in Inclusive Design uses the ATutor Learning Management system (LMS) to support student learning in engaging and collaborative online courses that build expertise in inclusive digital media, information communication technologies (ICT) and practices. As an accessible open source LMS, ATutor allows students to "hack" or redesign their own learning environment. This innovative program will produce graduates with the capacity to form, lead and sustain a much-needed community of expertise on digital inclusion, which will span multiple sectors.

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2011-2012, which contributed to maintaining or improving elearning opportunities at **OCAD University**. This could include a strategy, initiative or program viewed by **OCAD University** to be an innovative practice, success story and/or key accomplishment that **OCAD University** would like to highlight.

During the 2011-2012 year, the Centre for Innovation in Art & Design Education in partnership with IT Services, the Library and the Faculties, conducted a needs analysis, review and selection process for e-Learning technologies suited to supporting the unique nature of curriculum, teaching and learning at OCAD U. The e-Learning team began this initiative by conducting an environmental scan, consulting with colleagues, vendors and service-providers from across the country, and seeking campus input on their vision for e-Learning at OCAD U. The information gathered drove the selection of a new Learning Management System (LMS) and associated suite of web 2.0 technologies to support OCAD U's plan to offer a selection of innovative, well designed and richly interactive hybrid and distance course offerings at the undergraduate and graduate level.

Early in the process, OCAD U shortlisted several Learning Management Systems and reviewed and ranked the systems according to selection criteria set in advance by the members of the team. We then conducted faculty and student tests of the short-listed Learning Management Systems and asked the participants to rank their selections and discuss their choices in focus group settings. A relatively new hosted or community-sourced Learning Management System, Canvas by Instructure, rose to the top as a clear preference among students and faculty, and the members of the e-Learning team made the decision to conduct a two semester limited test of the community-sourced version of the Canvas LMS in self-hosted environment. The two semester test resulted in an affirmation of our choice of Canvas as our new LMS for Fall 2012 implementation with planned integrations with Google Apps for Education, Adobe Connect, and Camtasia for our iTunes lecture podcasting service.

OCAD U will also continue to support our well-used WordPress blogging service to support the academic enterprise and the Master's of Inclusive Design program will continue to use the ATutor Learning Management System as it is an ideal tool to support the curriculum in that degree program. We are committed to ensuring that our curriculum and pedagogies determine the academic technologies in use rather than having our selection of e-learning technologies influence our curricular and pedagogical choices.

The 2011-2012 academic year was also an opportunity for OCAD University to set the criteria for the selection of courses to be developed as hybrid or fully online offerings and to determine the principles and practices that we will employ for online course design, development and ongoing quality assurance and quality improvement across campus. These criteria and principles were broadly discussed at OCAD U and endorsed by the academic leadership. The necessary support structures and resources in our Faculties, IT Services, Library and Educational Development Centre have been put in place to enable us to reach our goals. OCAD University stands ready to create 35 high quality hybrid or fully online courses over 7 semesters commencing in the 2012-2013 academic year.

7) International

7.1 Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that *OCAD University* had in 2011-2012:

- Outbound students* = <u>32</u>
  DEFINITION: <u>Outbound students</u> are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = <u>33</u>

  DEFINITION: <u>Inbound students</u> are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at *OCAD University* in 2011-2012 = **$3,558,876**

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 2011-2012 = **$115,710**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which *OCAD University* delivers courses and/or programs **abroad (outside of Canada)** in 2011-2012, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2011-2012	2011-2012 Total Enrolment by Program
N/A	N/A	N/A	N/A

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

7.2 Enrolment

In 2011-2012, **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.	Korea, South[(+)]	44[(+)]	22.8%[(+)]
2.	China[(+)]	29[(+)]	15%[(+)]
3.	Hong Kong[(+)]	12[(+)]	6.2%[(+)]
4.	United States[(+)]	12[(+)]	6.2%[(+)]
5.	Taiwan[(+)]	9[(+)]	4.7%[(+)]

OCAD University reported to TCU that International Enrolment* in 2011-2012 = **193[(+)]**.

*DEFINITION: International Enrolment is the headcount of Full-Time university (undergraduate and graduate) students who are a not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2011, including students who are both eligible and ineligible for operating grant purposes who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).

*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.

International enrolment reported above only includes full-time undergraduate students. There were an additional 15 full-time international graduate students in 2011.

Please provide *OCAD University's* 2011-2012 Part-Time International Student Enrolment = <u>49</u>

Please provide one or more highlights, in the space provided below, of an activity that *OCAD University* used during 2011-2012, 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.

To provide more options for students to participate in exchange programs, OCAD University's Senate approved a policy change to extend the period of eligibility from third year to include students in the first semester of fourth year as well. Within the Photography program, a new international collaborative course was piloted using a variety of media – including blogs, Skype and a collaborative exhibition in Toronto – to engage students in cross-learning across three distinct regions (Canada-Finland-Korea). This course is the prototype for new courses in development that provide international exposure to students in a relatively low-cost format.

OCAD University has engaged consultants in the development of a plan to further develop our international recruitment strategies at the graduate level and to strengthen our international partnerships.

7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **OCAD University** in 2011-2012 = 21

Please provide a highlight in the space provided below of an initiative, strategy or practice that **OCAD University** used in 2011-2012 to create pathways for *International students* from **OCAD University's** ESL or FSL programming to postsecondary studies.

Available to students who have accepted their offer of admissions to OCAD University, the English for Art and Design program provides new students who speak English as a second language a chance to develop their English speaking skills the summer prior to starting their studies at the institution. As part of the program, participants work on group projects, discuss and debate with students and faculty and make presentations about their art work in English.

*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 or FSL.

The number reported indicates the number of students who participated in the English for Art and Design program in summer 2011.

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 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 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, *OCAD University* adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

OCAD University confirmed in its 2010-2011 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 2011-2012, *OCAD University* adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

OCAD University confirmed in its 2010-2011 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, *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 2011-2012: 133,972

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.

In the spring, OCAD University held a full day workshop for OCAD University Managers entitled "Changes in Broader Public Sector Procurement" which educated OCAD University Managers on the implementation of the procurement sections of the BPSAA(Broader Public Sector Accountability Act) and the Broader Public Sector Procurement (BPSP) Directive. The seminar was conducted by Peter Vankessel, the Project Manager of the new TIFF (Toronto International Film Festival) Bell Light box Building.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities were to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The *Act*, through three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

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.

☑   ***OCAD University*** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that ***OCAD University*** used during 2011-2012, which contributed to ***OCAD University's*** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by ***OCAD University*** to be an innovative practice, success story and/or key accomplishment.

As previously mentioned, OCAD University held a full day workshop for OCAD University Managers entitled "Changes in Broader Public Sector Procurement" which educated OCAD University Managers on the implementation of the procurement sections of the BPSAA(Broader Public Sector Accountability Act) and the Broader Public Sector Procurement (BPSP) Directive. The seminar was conducted by Peter Vankessel, the Project Manager of the new TIFF (Toronto International Film Festival) Bell Light box Building.

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.

OCAD University confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

Please indicate the address on *OCAD University's* website where a copy of *OCAD University's* publicly available Expenses Directive can be found:

http://www.ocadu.ca/about-ocad/administrative-policies.htm

Please provide one or more highlights, in the space provided below, of an activity that *OCAD University* used during 2011-2012, which contributed to *OCAD University's* compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by *OCAD University* to be an innovative practice, success story and/or key accomplishment.

OCAD University briefed and consulted the University's Finance Committee as to the implications of the BPS Expense Directive, implemented revisions to the University's Reimbursement Policies and extended the roll out of the new Reimbursement Policies to the Broader OCAD University community including communication on the University website.

In implementing the new BPS Expense Directive, OCAD U provided users guidance by publishing current services and related definitions that were defined as "consulting services". Expense reimbursement forms were redesigned and reissued to the OCAD U community as part of the BPS Expense Directive implementation

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.

☑   *OCAD University* confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that *OCAD University* used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by *OCAD University* to be an innovative practice, success story and/or key accomplishment.

OCAD University reviewed perquisite directive rules and regulations with external legal counsel to ensure existing operations were in compliance. OCAD University's Finance Committee/Board of Governors were briefed and consulted as to the provisions and implications of the BPS Perquisites Directive and we affirmed that we are correctly following this directive.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2011-2012 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

*DEFINITIONS:

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for **OCAD University** in 2011-2012:

	Undergraduate	Graduate
Number of programs at **OCAD University** with a Co-op Stream	0	0
Number of students at **OCAD University** enrolled in a Co-op program	0	0

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2011-2012, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **OCAD University** to be an innovative practice, success story and/or key accomplishment.

In the Faculty of Art, a new Community Practice course was developed and approved and will contextualize art practice within service-learning placements in community, education and arts organizations. (The course launched in September 2012)
Within the Faculty of Design, an internship course provides work-integrated learning opportunities to students in several fields, under the guidance of an OCAD University faculty member.

OCAD University's new program, Digital Futures: Technology/Innovation/Art/Design includes a required internship, as does the Masters Program in Digital Futures.

In 2011-12, OCAD University formally launched the Imagination Catalyst, an art and design-focused entrepreneurship and innovation incubator/accelerator designed to aggregate OCAD University's existing innovation, research and commercialization activities.

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** used in 2011-2012 to measure student satisfaction.

> OCAD University participated for the first time in the Strategic National Arts Alumni Project (SNAAP) in fall 2011. SNAAP invites arts alumni to participate in a survey that includes assessment of overall satisfaction with the institution and satisfaction with various aspects of the institution (e.g., academic advising, opportunities to take non-arts classes), and how helpful the institution was in helping develop various skills (e.g., artistic technique). The survey also assesses post-graduation work-related variables. Participation in SNAAP allows OCAD University to compare OCAD University alumni to other art and design alumni in North America.

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2011-2012, which contributed to maintaining or improving student satisfaction at **OCAD University**. This could include a strategy, initiative or program viewed by **OCAD University** to be an innovative practice, success story and/or key accomplishment that **OCAD University** would like to highlight.

> OCAD University shared widely the results of NSSE 2011 through a series of presentations to governance bodies, faculty, administrative staff, and students to build an evidence-based culture of planning and improvement. Selected results were then incorporated into the metrics of the institution's new Strategic Plan.
>
> Several initiatives are either underway or completed which respond directly to the NSSE results. Examples:
>
> - Study groups – shown to be important to the development of sense of community and to relate to improved academic performance, have been expanded.
>
> - A comprehensive space study has been completed, addressing issues most often cited by students including lack of study space, work space and social space.
>
> - On campus work opportunities are being expanded.

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 indicate any methods, in addition to the KPI survey results reported in 2011-2012, that *OCAD University* used in 2011-2012 to measure graduation rate.

Please provide one or more highlights, in the space provided below, of an activity that *OCAD University* used during 2011-2012, which contributed to maintaining or improving *OCAD University's* graduation rate initiatives. This could be a strategy, initiative or program viewed by *OCAD University* to be an innovative practice, success story and/or key accomplishment that *OCAD University* would like to highlight.

A comprehensive review of our student advising system was completed in May 2012, resulting in a series of recommendations to be implemented in 2012-13. The report identified key issues related to time-to-completion and graduation rates, including: lack of awareness among students on where to go for advice on specific questions, complicated program requirements that some students had difficulty interpreting, difficulty navigating the volume and frequency of information delivered, and the need for tools to assist students in program planning. Action taken to-date includes a re-organization of web information architecture and training of student-facing staff in multiple offices to improve referrals. Further changes in the service model are being implemented in Fall 2012. In addition, OCAD University has embarked on a project to replace its core Student Information System which will not only improve service-delivery and access to information, but will incorporate program planning tools and improve student communications through a portal environment.

12) Graduate Employment Rate

Per the KPI results reported in 2011 the employment rate for 2008 graduates, 6 months after graduation, at **OCAD University** = **89.2%[(+)]**

Per the KPI results reported in 2011 the employment rate for 2008 graduates, two years after graduation, at **OCAD University** = **90.4%[(+)]**

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **OCAD University** used in 2011-2012 to measure graduate employment rate.

> OCAD University participated for the first time in the Strategic National Arts Alumni Project (SNAAP) in fall 2011. Along with assessing satisfaction, the SNAAP survey collects information from alumni on post-graduation work-related variables (e.g., length of time to secure first job, relevance of education for first job, current and past occupations, relevance of arts training to current occupation, income level, etc.). Participation in SNAAP allows OCAD University to compare employment outcomes of OCAD University alumni to employment outcomes of other art and design alumni in North America.

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2011-2012, which contributed to maintaining or improving **OCAD University's** graduate employment rate. This could be a strategy, initiative or program viewed by **OCAD University** to be an innovative practice, success story and/or key accomplishment that **OCAD University** would like to highlight.

> A complete review of our Career Development unit was conducted in summer 2011 with recommendations implemented in Fall 2011. The review report recommended a greater emphasis on non-technical skill development in areas complementary to the curriculum, development of curricular and paid internships opportunities in relevant sectors, and an institutional role in coordinating alumni mentorship. As a result, a new series of career development workshops was rolled out in 2011/12, an additional staff position was created to generate experiential learning opportunities for OCAD University students and graduates, and alumni networking events have been pilot tested and will be incorporated into a full program in 2013. The results of our work in this area are being measured through an alumni survey developed specifically for the arts sector (the Strategic National Arts Alumni Project) administered every two years.

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	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
1st to 2nd Year	88.7%[+]	86.8%[+]	88.2%[+]	88.7%
1st to 3rd Year	79.8%[+]	77.3%[+]	78.6%	N/A[+]

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

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2011-2012, which contributed to maintaining or improving **OCAD University's** retention initiatives. This could be a strategy, initiative or program viewed by **OCAD University** to be an innovative practice, success story and/or key accomplishment that **OCAD University** would like to highlight.

An analysis of student engagement data revealed a strong correlation between student attrition and a perceived lack of student support. We have therefore focused efforts on improved communications with both faculty and students to ensure student support services, including support for students with disabilities and students struggling with personal, emotional or mental health issues, are well-known and understood.

In an effort to reduce financial barriers to completion, OCAD University offers a comprehensive financial literacy program providing students with the tools and information to make informed financial choices and to access resources available to them.

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 2011-2012, 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.)

> Beginning with our well-attended Faculty Welcome event held just prior to the start of the fall semester, OCAD University now offers an annual cycle of professional development opportunities for our instructional staff, including our Lunch and Learn teaching workshop series, individual and small group consultations with Educational Developers, faculty discussion groups, LMS Boot Camp sessions, e-learning technology user group meetings, a classroom observation service, and the Annual Big Talk! keynote address on Teaching and Learning. These campus-wide OCAD University faculty professional development opportunities are complemented by mentorship programs, lecture series and special interest group meetings hosted by OCAD University's three Faculties.
>
> In 2011-2012, OCAD University also began the process of instituting an innovative new method for collecting student feedback on courses. Taking advantage of OCAD University's mandatory and optional lap-top programs and the ubiquity of web-enabled devices among our students, it is collecting student feedback on courses primarily on-line and during class time to ensure higher student participation rates. The feedback received by students is one of several important sources of information that our instructors can use to improve course design and delivery for our students.

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

> OCAD University is committed to supporting social and collaborative learning on our non-residential campus. In 2011-2012 we adopted two new educational technologies intended to make peer-based learning easier and richer for our students no matter where they are studying. OCAD University is now a Google Apps for Education campus and we have adopted Canvas by Instructure as our primary Learning Management System – primarily because this e-learning technology excels at supporting collaborative, connected learning. These e-Learning technologies will be welcome additions to the suite of tools already in use at OCAD University, including our iTunes U lecture podcast site, Adobe Connect service, OCAD University online Image Gallery and our blog service, and will prepare OCAD University well for the planned expansion of online hybrid and DE courses scheduled to commence in the Fall of 2012.
>
> The 2011-2012 academic year also marked a period of planning and development for the expansion of credit and non-credit work-integrated learning opportunities for our students. As part of OCAD University's Student Success Programs, the Program Coordinator for Experiential Learning has worked closely with the Faculties and members of the arts and culture, media, social services, and business communities to build up the support structures and partnerships that will sustain the growth of work-integrated learning at OCAD University.

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

In addition to OCAD University's long-standing broad-based services and resources to support and enrich the educational experiences of our whole student population, in 2011-2012, faculties and units across OCAD University formed a number of innovative partnerships to serve our Graduate, Aboriginal, First Generation, and ESL students better. A mix of targeted workshops, individual consultations, print resources, specialized programs and social events which addressed the unique needs and interests of these constituencies resulted from our collaborative endeavours and were well-attended and well-appreciated by our students and faculty. During the Winter 2012 semester, OCAD University also hosted a "Day of Conversations" – an opportunity for ESL professionals from across the GTA to gather to discuss best practices in supporting the unique needs of ESL students. This event was followed in July by the release of the HEQCO sponsored study of ESL Sheltered Programs jointly authored by two staff members from OCAD University's Writing and Learning Centre.

Also, because studio-based education is a signature pedagogy at OCAD University and defines a significant proportion of our students' educational experiences, it wishes to ensure that our faculty and students have ample opportunity to delve into the educational theory and practice of teaching and learning by critique. To support this shared interest, in 2011-2012, the OCAD University's Writing & Learning Centre initiated the Studio Education Resource Development Project which consisted of a critical review of scholarly literature, a qualitative and quantitative review of practices in effect at OCAD University and a series of in-class and out-of-class workshops on effective practices in teaching and learning by critique. Studio critique practice was also the topic of the 2011-2012 Big Talk! on Teaching and Learning. Although in limited release during the Winter 2012 semester, 118 students participated in the pilot of this project. It has proven to be a successful intervention for building understanding of critique conventions and effective approaches to learning from critique and is slated for further development and expansion in 2012-2013.

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Attestation:

☑ *OCAD University* confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from *OCAD University's* Executive Head.

Contact:

For additional information regarding *OCAD University's* 2011-2012 MYAA Report Back please contact -

- Name: Laura Wood, Manager, Institutional Analysis

- Telephone: 416-977-6000 ext. 4610

- Email: lwood@ocadu.ca

Please indicate the address on *OCAD University's* website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

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