2012-2013 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 previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 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 2012-2013 MYAA Report Back process, the Ministry pre-populated *OCAD University's* 2012-2013 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2011-2012 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in *OCAD University's* 2012-2013 MYAA Report Back is denoted with the symbol [+].

1) Enrolment - Headcount*

DEFINITION: Headcount is the actual enrolment for Fall 2012 as of November 1, 2012 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2012-2013 fiscal year (enrolment reported in 2012-2013 remains subject to audit and/or correction).

OCAD University's total Headcount enrolment count in 2012-2013 = **3,327**[(+)].

Please indicate the number of students aged 18-24 (age as of Novermber 1, 2012) from the total Headcount enrolment reported by **OCAD University** to the Ministry for 2012-2013 = **2,800**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment reported by **OCAD University** to the Ministry for 2012-2013 = **462**.

Please indicate the number of students under the age of 18 (age as of November 1, 2012) from the total Headcount enrolment reported by at **OCAD University** to the Ministry in 2012-2013 = **65**.

* 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 2012-2013 to manage enrolment.

OCAD University's plan for undergraduate enrolment growth is to maintain consistent intake levels in the existing programs, while expanding enrolment through the introduction of new programs. Growth experienced during 2012-13 was the result of primarily the flow-through of growth in intake achieved in prior years, as well as the introduction of the Digital Futures undergraduate program, which admitted its first cohort in 2012. Moving forward, growth is anticipated in the Digital Futures program, the newly launched Indigenous Visual Culture Program, and, in 2014, a new Bachelor of Arts in Visual and Critical Studies: Art History.

Graduate enrolment increased with intake of second cohorts into 3 new programs launched in 2011-12.

OCAD University invested towards an enrolment management system and centralized its recruitment offices in year 2013-14.

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

DEFINITION: <u>Students with disabilities</u> 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: <u>First Generation</u> 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: <u>Aboriginal</u> 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 2012-2013= **268** Please calculate the total indicated above as a comparative % of **OCAD University's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **268** ÷ **3,327**[(+)] (2012-2013 Enrolment Headcount) x 100 = **8.1**% 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 2012-2013 = **131**	Please indicate the total number of Full-Time *First Generation Students* enrolled at **OCAD University** in 2012-2013= **535** Please calculate the total indicated above as a comparative % of **OCAD University's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **535** ÷ **3,327** [(+)] (2012-2013 Enrolment Headcount) x 100 = **16.1**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **OCAD University** in 2012-2013 = **161**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **OCAD University** in 2012-2013= **65** Please calculate the total indicated above as a comparative % of **OCAD University's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **65** ÷ **3,327**[(+)] (2012-2013 Enrolment Headcount) x 100 = **2**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **OCAD University** in 2012-2013 = **12**

* 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 students survey.

OCAD U's online underrepresented student survey achieved a 89% response rate for 2012-13.

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2012-2013, 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 2012-2013, 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 2012-2013, 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 has made a concerted effort to promote access for students with disabilities by providing our recruitment materials in alternative format, incorporating sign language interpretation and transcription at presentations, and training recruitment staff and volunteers to ensure public events and tours are inclusive and accommodate various needs. Our Masters program in Inclusive Design, and the activities and profile of our Inclusive Design Research Centre serve to extend our reach, attract students with disabilities to the institution and demonstrate our commitment to accessible learning.	Our outreach activities to promote not only OCAD University but also access to higher education generally include many programs delivered in partnership with organizations in Toronto and beyond, including Pape Adolescent Resource Centre (PARC) and Pathways to Education. Our First Generation Student Success program, funded by MTCU, experienced growth in participation in 2012-13 with a wider array of supports and services. The program has a very high rate of participants continuing their programs at OCAD University, including students identified as being at-risk academically, and receives extremely high satisfaction ratings from students.	In 2012-13, OCAD University launched a new Major in Indigenous Visual Culture (INVC) (formerly named Aboriginal Visual Culture) which will admit its first cohort in Fall 2013. This new program, coupled with our pre-existing Minor in Indigenous Visual Culture, as well as a welcoming hub of services and supports for Aboriginal students, provides a full spectrum of opportunities for Aboriginal students to engage both socially and academically with OCAD University. Our outreach efforts in 2012-13 included participation in Aboriginal recruitment events, visits and presentations in northern communities specifically to introduce our collaborative first year INVC program with Laurentian University, and the development of our first ever Duke Redbird Summer Intensive, a weeklong program of art and design education for Aboriginal youth.

3) Student Access Guarantee

Through its signed MYAA, **OCAD University** committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 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 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL $	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	$465,568[(+)]	299[(+)]
Other SAG Expenditures (towards other assessed shortfalls)	$234,826[(+)]	119[(+)]
Total SAG Expenditures Reported by *OCAD University*	$700,394[(+)]	418[(+)]

Did **OCAD University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 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 2012-2013.

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, we issue bursary funds to students for the SAG amount identified. Any change in year-over-year data is likely a reflection of changes in Ministry policy (eg. Ontario Tuition Grant) rather than any change in OCAD U practices or any significant change in our student population.

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 2012.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2008	2585[+]	750[+]	105[+]	72[+]
2009	2692[+]	945[+]	106[+]	92[+]
2010	2795[+]	1024[+]	130[+]	79[+]
2011	2742[+]	1069[+]	147[+]	97[+]
2012	2826	1076	177	104

*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
2011	N/A[(+)]	N/A[(+)]	N/A[(+)]	N/A[(+)]
2012	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 2012-2013 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.)

> The OCAD University Senate approved two new college diploma-to-degree transfer articulation agreements in 2012-13 (Humber College, Fanshawe College) and engaged in negotiations on three additional agreements anticipated to be approved in Fall 2013. A comprehensive collaboration with George Brown College was initiated in 2012-13 and will result in a number of articulations and partnerships over the course of the next year.

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

> With support from ONCAT (previously CUCC), OCAD University conducted an in-depth study of our transfer student population to identify issues and concerns with the application, transfer credit or transition processes at OCAD University. Based on a series of interviews with almost 40 students, the report led to a series of recommendations and an action plan. Most actions were completed within the 2012-13 year, including revisions to the transfer credit policy and specific welcome events for transfer students.

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

> OCAD University is in the midst of a replacement of our student information system, a multi-year project which will ultimately vastly improve access to data and information for all stakeholders, including students. In the meantime, we have improved and clarified web content, ensured our articulation agreements are well-publicized (including through ONTransfer) and have joined the ONCAT initiative to create a course equivalency database.

5) Class Size

Per the 2012 Common University Data Ontario (CUDO) report for Fall 2011, 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	312[+]	90.1%[+]	379[+]	90.8%[+]	355[+]	87.8%[+]	138[+]	94.0%[+]
30 to 60 students	23[+]	8.9%[+]	15[+]	5.0%[+]	39[+]	9.8%[+]	11[+]	7.4%[+]
61 to 100 students	0[+]	0.0%[+]	11[+]	2.7%[+]	3[+]	0.8%[+]	0[+]	0.0%[+]
101 to 250 students	5[+]	0.3%[+]	8[+]	1.9%[+]	1[+]	0.3%[+]	0[+]	0.0%[+]
251 or more	4[+]	0.7%[+]	0[+]	0.0%[+]	0[+]	0.0%[+]	0[+]	0.0%[+]
Total	344[+]	100.0%[+]	413[+]	100.0%[+]	398[+]	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 2012-2013, 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.

OCAD University's increased efforts in 2012-13 toward the development of courses that are delivered in a hybrid format have resulted in increased space efficiencies for the institution. For example, one 300-student section of the lecture course, LBST 1B04: Global Visual and Material Culture: Beginnings to 1800, has been developed so that the 10 tutorial sections (30 students / tutorial x 10 tutorial sections = 300 students) are being delivered online in the Fall 2013 semester, thus reducing space demands by 10 hours of tutorial classroom time per week.

The above achievements notwithstanding, OCAD University continues to experience space-related challenges. Utilization rates for the 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/week. As well, the campus has a shortage of studio spaces, with most scheduled well in excess of the COU target of 18 hrs/week. Insufficient dedicated works pace is available for fourth-year thesis students and open studio space is inadequate to meet demand for suitable project workspace.

Over the next several months, OCAD U will be developing a strategic capital plan to address current capital challenges in the face of a number of development opportunities afforded by section 37 proposals, various strategic partners, and re-purposing opportunities within its own space inventory.

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 2011-2012 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 2012-2013.

Fully Online Learning* and Synchronous Conferencing*

DEFINITIONS:

Courses:

A _Fully Online Learning (asynchronous) course_ is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A _Synchronous Conferencing course_ is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

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

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

Course, Program and Registration Data

Based on the definitions provided above, provide *OCAD University's* eLearning data for 2012-2013:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit **Courses** Offered Through Fully Online Learning	1	2
Number of Ministry-funded, For-credit **Courses** Offered Through Synchronous Conferencing	1	6
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	2	8
PROGRAMS DATA	**UNDERGRADUATE**	**GRADUATE**
Number of Ministry-funded, For-credit **Programs** Offered Through Fully Online Learning	0	0
Number of Ministry-funded, For-credit **Programs** Offered Through Synchronous Conferencing	0	1
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	0	1
COURSE REGISTRATIONS	**UNDERGRADUATE**	**GRADUATE**
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	29	41
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	9	104
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	38	145

*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.

The University has prioritized the development of hybrid and online courses within its strategic plan, hence the Centre for Innovation in Art and Design Education has initiated the development of 8 new hybrid courses in 2012-13 that will be completed and rolled out in 2013-14.

OCAD University boasts an extensive use of Canvas Learning Management System as a support for hybrid learning throughout its studio and classroom offerings.

OCAD University's Inclusive Design Masters is a unique online studio program that is fully accessible.

Hybrid Learning*

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

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

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

> In 2012-13, OCAD University has undertaken the development of a number of courses for hybrid delivery. As previously mentioned, one 300-student section of the lecture course, LBST 1B04: Global Visual and Material Culture: Beginnings to 1800, has been developed so that the 10 tutorial sections (30 students / tutorial x 10 tutorial sections = 300 students) are being delivered online in the Fall 2013 semester. Another highlight is the development of an online first-year shop orientation consisting of content, videos, and quizzes that has been integrated into 24 course sections, and will be accessed by over 600 students in 2013-14.

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2012-2013, which contributed to maintaining or improving eLearning opportunities at **OCAD University**. This could include a strategy, initiative or program viewed by **OCAD University** to be an innovative practice, success story and/or key accomplishment that **OCAD University** would like to highlight.

> In September 2012, OCAD University launched the learning management system Canvas, by Instructure. Over 50% of faculty participated in Canvas training, offered by the Centre for Innovation in Art and Design Education and IT Services, to learn Canvas and to begin using it effectively in their courses. Canvas is now used as the learning management system for all undergraduate courses at the university and as the platform for hybrid and online course delivery. Integrations with Google Apps for Education, Adobe Connect, and Camtasia are in place to support our iTunes lecture podcasting service. The Master's of Inclusive Design program continues to use the ATutor learning management system as it is an ideal program to support the curriculum in that program. We are committed to ensuring that our curriculum and pedagogies determine the academic technologies in use rather than the technology influencing our curricular and pedagogical choices.
>
> In January 2013, OCAD University hired an Educational Developer (E-Learning) whose role is focused on supporting faculty through the recently established 13-week hybrid and online course development process. The university, through the Centre for Innovation in Art and Design Education, initiated the development of 4 hybrid courses that will roll out in 2013-14, and is moving closer to its goal of developing 15 courses for hybrid or online delivery per year.
>
> Looking forward to 2013-14, the Centre for Innovation in Art and Design Education is expanding its professional development offerings for faculty that relate to the effective use of educational technologies including the learning management system Canvas. This includes developing an online course for faculty that will prepare them to develop and deliver hybrid and online courses at the university. In partnership with IT Services, the Centre is also planning to integrate the course evaluation system with the learning management system to implement administrative efficiencies and increase the rate of student participation.

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 2012-2013:

- Outbound students* = <u>35</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>32</u>

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

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **OCAD University** in 2012-2013 = **$4,346,110**

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 2012-2013 = **$281,625**

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 2012-2013, 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 2012-2013	2012-2013 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.

The $281,625 entered as gross revenue for off-shore activities assumes tuition and grant from Florence students.

7.2) Enrolment

In 2012-2013, **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's** Total Full-Time International Student Enrolment[(+)]
1.	South Korea[(+)]	60[(+)]	23%[(+)]
2.	China[(+)]	59[(+)]	22.6%[(+)]
3.	United States[(+)]	18[(+)]	6.9%[(+)]
4.	Hong Kong[(+)]	14[(+)]	5.4%[(+)]
5.	United Kingdom[(+)]	7[(+)]	2.7%[(+)]

OCAD University reported to TCU that International Enrolment* in 2012-2013 = **261[(+)]**.

*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, 2012, 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.

Please provide **OCAD University's** 2012-2013 Part-Time International Student Enrolment = <u>40</u>

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2012-2013, which contributed to maintaining or improving **OCAD University's** international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

OCAD University engaged consultants to provide advice in strategy and implementation in the areas of international graduate recruitment, as well as international partnership development. The report was completed in November 2012 and an Internationalization Steering Committee has been established to implement the recommendations.

In the meantime, undergraduate international recruitment strategies have focused on establishing relationships with key schools in China, Southeast Asia, Latin and South America as well as Turkey and on the development of pathways through local English language schools.

A new study abroad course, piloted within the Faculty of Design, provided students with the opportunity to engage in design challenges within community settings in India, working with local NGOs. This will serve as a model going forward.

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **OCAD University** in 2012-2013 = 47

Please provide a highlight in the space provided below of an initiative, strategy or practice that **OCAD University** used in 2012-2013 to create pathways for *International students* from **OCAD University's** ESL programming to postsecondary studies.

During the 2012-13 academic year, OCAD University's Writing & Learning Centre provided three areas of specialized service aimed at supporting the academic success of ESL students studying at OCAD University. The primary service for ESL students was one-on-one writing and academic skills consultations with an ESL Specialist. These sessions were generally assignment-focused but also provided help with academic skills such as critical reading, note-taking and other challenges associated with adapting to a new academic culture. We also offered two ESL Mini-series: Vocabulary-building for Academic Writing and Editing for Grammar. Each Mini-series involved an assessment of student written language skills and provided tailored support to help ESL students develop language learning strategies they can apply to a range of assignments and coursework. The third area of specialized support was a series of four Academic Speaking workshops for ESL students. These sessions provided strategies for effective spoken participation in university studies in the following areas: in-class discussions, oral presentations, critique and working in groups. ESL students also participated in a range of general programs and services offered by the Writing & Learning Centre, including our facilitated study group program, first-year writing workshops, daily writing drop-in, and avoiding plagiarism workshops.

In addition, OCAD University offers a specialized course for ESL students entering their first-year entitled: "English for Art and Design", which is held in the summer through the Office of Continuing Studies. This course helps prepare OCAD University students for first-year Visual Culture courses by introducing them to specialized vocabulary and concepts in art and design. The course is designed to encourage ESL students to become more confident in expressing their opinions, writing short essays and responses, and participating in class discussions in English. The course also includes a skills workshop component which includes conversation classes which engage ESL students and help them gain confidence with informal conversational English. In addition, the course includes reading classes which help ESL students learn to read the kinds of texts that are be assigned in OCAD University courses. The program also includes weekly visits to a Toronto gallery or museum with an English language speaker as a guide. Students also participate in weekend cultural activities and other outings that give them a chance to meet current OCAD University students and get to know Toronto.

Furthermore, OCAD University continues to offer its English Language Pathway program which provides in-class support for ESL students in first-year. It is designed to help first-year students achieve success in their first-year courses and prepare them for the rest of their studies at OCAD University. English Language Pathway is a group of first year courses with extended tutorials and added ESL support throughout the year. It includes three liberal studies courses and one studio course.

7.4 French as a Second Language

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **OCAD University** in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **OCAD University** used in 2012-2013 to create pathways for *International students* from **OCAD University's** FSL programming to postsecondary studies.

Not applicable.

*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 of international students enrolled in ESL courses or programs provided above refers to the number of international students enrolled in OCAD U's LBST 1B12: The Essay and the Argument: ESL, a first year writing course designed specifically to support ESL students.

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 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, *OCAD University* adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

OCAD University confirmed in its 2011-2012 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 2012-2013, *OCAD University* adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

OCAD University confirmed in its 2011-2012 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, *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 2012-2013: 1,853,963

Please provide one or more highlights, in the space provided below, of an activity that *OCAD University* used during 2012-2013, which contributed to maintaining or improving *OCAD University's* supply chain 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.

Entered into OECM agreement for classroom furniture and exploring P-card OECM agreement with Bank of Montreal.

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 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.

☑ By checking this box, *OCAD University* confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that *OCAD University* used during 2012-2013, 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.

OCAD University has joined Merx and used this organization's services for Facilities projects >$25,000 and less than $100,000 leading to more streamlined RFP/RFQ processes.

BPS Expenses Directive

The 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.

☑ By checking this box, *OCAD University* confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

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

Please provide one or more highlights, in the space provided below, of an activity that *OCAD University* used during 2012-2013, 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 implemented during the year an electronic on-line form for P-card reconciliation replacing paper reconciliations.

BPS Perquisites Directive

The 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.

☑ By checking this box, *OCAD University* confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that *OCAD University* used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. 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 is in the transition of joining the new OECM agreement for procurement cards with Bank of Montreal which will expand the management reports and hierarchy security available to administer procurement cards.

OCAD University continues rigorous sign-off procedures on all management, VP, and Presidential expenditures.

9) Work Integrated Learning*

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

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2012-2013 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 2012-2013:

	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 2012-2013, 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.

While OCAD University does not offer a Co-op program as defined above, all programs provide an option for for-credit work-integrated learning through specific courses, or through field study. Our Experiential Learning Coordinator has developed partnerships with art and design-related businesses, not-for-profit agencies, galleries, schools and other organizations to provide a wide variety of facilitated placements for students enrolled in our work and community-integrated learning courses. Well-developed risk management procedures have helped to ensure all parties understand roles and responsibilities.

Our art and design-focused business incubator, the Imagination Catalyst, welcomed, through a competitive process, a new cohort of graduating students while continuing to support, train and mentor the previous cohort in the development of their business and marketing plans.

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 2012-2013 to measure student satisfaction.

> OCAD University participated for the first time in the Strategic National Arts Alumni Project (SNAAP) in fall 2011. SNAAP is an annual online survey administered to art and design alumni from across North America. The survey asks alumni about their experiences at the institution and post-graduation. OCAD U will participate again in fall 2013. According to the 2011 administration of the survey, 85% of alumni rated their overall experience at OCAD University as excellent or good.

Please provide one or more highlights, in the space provided below, of an activity that **OCAD University** used during 2012-2013, which contributed to maintaining or improving student satisfaction at **OCAD University**. This could include a strategy, initiative or program viewed by **OCAD University** to be an innovative practice, success story and/or key accomplishment that **OCAD University** would like to highlight.

> OCAD University continues to make progress on a number of issues identified through the analysis of our 2011 NSSE results. These include the expansion of study groups as a means of both providing effective academic support and building a sense of community; increased social programming through both our First Generation Program, our Campus Life activities, and our Student Gallery; reducing administrative and procedural barriers by centralizing and relocating to a more central area, our student advising functions, and engaging in a campus-wide mental health strategy.

11) Graduation Rate

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

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2004 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year one enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2005 - 2011 (subsequent 7 years). For students who received two or more degrees during this seven year period, every effort was made to use the initial degree awarded (based upon the year in which degree was awarded).

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that *OCAD University* used in 2012-2013 to measure graduation rate.

Please provide one or more highlights, in the space provided below, of an activity that *OCAD University* used during 2012-2013, 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.

Our new Student Advising Centre was opened in January 2013 as a result of a comprehensive review of advising functions conducted in the previous year. New position descriptions for the advisors, as well as the Centre's manager, focus not only on responsive and timely assistance for students, but in development and implementing tools, resources and programs to effectively reach students who are less likely to reach out for help. Many of these initiatives are expected to improve our graduation rates as well as improve student satisfaction overall.

As previously noted, OCAD University is also engaged in a replacement of our student information system which will include tools and systems for identifying students at risk and self-service tools for students to effectively plan for degree completion.

12) Graduate Employment Rate

Per the KPI results reported in 2013 the employment rate for 2010 graduates, 6 months after graduation, at *OCAD University* = **81.95%[(+)]**

Per the KPI results reported in 2013 the employment rate for 2010 graduates, two years after graduation, at *OCAD University* = **91.67%[(+)]**

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that *OCAD University* used in 2012-2013 to measure graduate employment rate.

Please provide one or more highlights, in the space provided below, of an activity that *OCAD University* used during 2012-2013, 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.

In 2012-13, we introduced a suite a new services and programs designed to facilitate transition to employment, business or entrepreneurship for our graduates. Some highlights include: development of a new alumni mentorship program, an art and design-focused Career Fair, development of a new database and employment listing service called the Talent Network, and the pilot test of a partnership with a digital portfolio platform (now fully implemented.) Our expanding array of experiential learning opportunities also contribute to the career readiness of our graduates. Our business incubator, the Imagination Catalyst, provides a specific ecosystem of supports for top talent looking to bring an idea to market.

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	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
1st to 2nd Year	86.8%[(+)]	88.2%[(+)]	88.7%[(+)]	89.1%
1st to 3rd Year	77.3%[(+)]	78.6%[(+)]	79.5%	N/A[(+)]

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

Please provide one or more highlights, in the space provided below, of an activity that *OCAD University* used during 2012-2013, 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.

We continue to focus on the quality and expansion of academic and student supports in order to retain students in difficulty due to academic, financial or personal concerns. Expanded programming through our Writing and Learning Centre include workshops and resources specifically geared to introducing students to the studio environment, particularly the critique process, as well as expanding our study group program and other academic supports. Our financial literacy program provides an ongoing series of workshops to assist students in planning appropriately and in managing debt. Our new Student Advising Centre was developed with a specific mandate to enhance student retention and has initiated an awareness campaign to ensure students know where to seek support.

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 2012-2013, 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.)

The Faculty & Curriculum Development Centre (FCDC) offered a number of professional learning workshops focused on teaching excellence during the 2012-13 academic year. One notable workshop series is the Faculty Lunchbox. This is a faculty learning community where faculty gather monthly to discuss and work through teaching and learning issues with the support of their colleagues and staff of the FCDC. The FCDC also offers individual confidential consultations for faculty and is establishing a base of web-resources to promote teaching excellence.

During the 2013-14 year, the FCDC will expand its professional learning opportunities for faculty and implement a new annual Celebration of Teaching Excellence internal conference that will provide faculty with venue for sharing best teaching practices and facilitate the growth of the scholarship of teaching and learning by OCAD U faculty.

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

Fall orientation programs in 2012 were expanded to include a full week of lead up transition programs for specific populations of students including: students with learning disabilities, ADD and ADHD; first generation students; mature and transfer students; and international students. All of these programs involved cross-collaboration between multiple departments and involved faculty as part of introducing students to the expectations and the resources of their new learning community.

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

OCAD University initiated a campus-wide approach to mental health in 2012-13 by soliciting input from the entire campus community and through outreach activities headed by our Health & Wellness Centre. Serving as a placement for students from the nursing program at Humber College has enabled us to enhance our outreach activities on a number of key health issues. In partnership with Ryerson University, and with support from MTCU's Mental Health Innovation Grant, OCAD University is implementing a multi-year strategy to achieve a number of outcomes, including increases in awareness of mental health resources, help-seeking behaviour and identification and referrals for students in difficulty.

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Attestation:

☑ By checking this box, *OCAD University* confirms that all information being submitted to the Ministry as part of the 2012-2013 MYAA Report Back is accurate and has received approval from *OCAD University's* Executive Head.

Contact:

For additional information regarding *OCAD University's* 2012-2013 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 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

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