

Appendix B: Multi-Year Action Plan for Universities

The Ministry recognizes and appreciates that each institution has its own unique mission and objectives in the post-secondary education system.

The purpose of this Multi-Year Action Plan (Action Plan) is to provide an outline of how each institution will use their total operating budget, including multi-year funding allocations from the government and increased tuition revenues, to develop and strengthen its unique missions and objectives while contributing to the achievement of the Reaching Higher goals and results for access, quality and accountability identified in Appendix A of the Multi-Year Agreement (MYA).

This Action Plan will set out your institution specific commitments for multi-year strategies, performance indicators and results designed to achieve the system-wide goals and results for access, quality and accountability, developed in consultation with faculty, staff and students.

The release of the full amount of your 2006-07 allocations is conditional on the Ministry approving your completed Multi-Year Action Plan. Thereafter, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your Action Plan.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the Ministry.

This annual review will also allow for revisions needed to accommodate the input and advice of institutions and the Higher Education Quality Council of Ontario (HEQCO) with respect to best way to measure performance and ensure the accountability of colleges and universities.

University Specific Mission and Objectives

The Ministry recognizes that each university has its own unique mission which will impact on the variety of approaches which will be used across the sector to meet the Ministry's priorities.

Please identify your university's mission or objectives. This may relate to your programming priorities, institutional culture, or student profile:

The Ontario College of Art & Design shapes imagination, providing art and design studies at the undergraduate and graduate levels, in a learning environment that integrates studio-based education with history, critical thought and scientific inquiry. OCAD values accessibility, cultural diversity, equitable global citizenship, art and design advocacy, sustainability and entrepreneurship.

The institution's unique learning environment draws from its high-quality, diverse research practice, undertaken with extensive outreach and partnerships.

OCAD students, faculty and alumni make significant contributions as cultural leaders, educators, innovators, creative thinkers and strategists in the field of emerging technology and in the art and design professions.

OCAD offers disciplinary and integrated cross-disciplinary opportunities for cultural and lifelong learning in concert with local, national and international communities.

A. ACCESS

Increased Enrolment

As outlined in Section 2.1 of the MYA, your institution will report on the following pursuant to the established reporting protocols, or as requested by the Ministry:

- Enrolment growth at the undergraduate level
- Achievements of the growth targets agreed to for graduate expansion (if applicable)
- Targets agreed to for medical enrolments increases (if applicable)

The Ministry will use these reports to ensure that the system is on track to meet its commitment to increase university and college full-time enrolment, increase graduate enrolment by 12,000 in 2007-08 and 14,000 by 2009-10, and increase medical enrolments by a further 23 per cent by 2009-10.

Increased Participation of Under-Represented Students

The Ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns. This Multi-Year Action Plan will be revised to incorporate this measure and the accountability mechanisms which will be used to ensure that the system is increasing the participation of under-represented students and is affordable and accessible across Ontario including northern and remote, rural and urban areas.

To inform this process, please provide any measurement methodologies your institution currently uses to track the participation of these students, and in particular, any measures to find and track those who are the first in their family to attend postsecondary education (including “at risk” and low income students):

Measurement methodologies used by OCAD to track the participation of under-represented students are as follows:

- Students from underrepresented groups are tracked and identified as part of administrative processes, such as aboriginal students whose fees are sponsored when they disclose their status to the Finance Office
- OCAD’s Writing & Learning Centre conducts English language placement tests for first year applicants to identify levels of placement need for ESL support
- Students with disabilities self-identify through the Centre for Students with Disabilities. The CSD encourages students to actively participate in the development of services and programs to ensure that their individual needs are met.

- low income students are identified through the OSAP program as well as through institutional bursary programs
- Metis, First Nations and rural students are identified through institutional bursary and scholarship programs
- Students are provided with recognized student organizations that offer support for various culture groups, coordinated through the Campus Life office

Please provide a description of your institution's strategies and programs that will support the increased participation of aboriginal, first generation and students with disabilities, as appropriate to your institution's unique focus:

- OCAD will conduct a campaign to target secondary and elementary schools designated priority-destination neighbourhoods as part of its new recruitment efforts to increase the diversity of OCAD's student population and to increase these students' chances of being accepted to the institution
- OCAD will strengthen its capacity to assess its diverse students in the admission cycle and then assess the ways they progress through the programs
- OCAD will review admission policies to provide pathways for increased access for students without reducing excellence
- Portfolio interviews and clinics are held to ease the transition of applicants to university expectations
- OCAD's Centre for Advising & Campus Life has launched a comprehensive Student Guide for newly admitted students outlining program requirements and available resources. The guide also outlines resources for under-represented students and parents for adjusting to life at OCAD, financial and student support and guidance in achieving academic success
- Emphasis on awareness and increasing representation at OCAD of under-represented groups of faculty, staff, board members and engagement of alumni
- Introduction of a new student Mentoring Program of partnering all first year students with upper year students, creating community in-person and on-line, one-on-one and in groups
- Undertaking a system review to implement policies and practices to ensure they are barrier-free and to adopt policies that reflect best practices
- address under-represented students recruitment and retention issues through the Enrolment, Recruitment and Retention Committee of Academic Council
- Create a demographic profile and inventory of under-represented students through the newly created Office of Institutional Analysis
- Create programming to increase the participation of under-represented students through the Student Groups initiative and liaison with the Student Union
- OCAD's established Student Group Policy will, among other things, encourage the development of voluntary organizations formed by students to help contribute to the institution's diversity (including aboriginal students, first generation students, students with disabilities, students from visible minorities, Francophone students, and students from different cultures and orientations). Student organizations will have the right to pursue social, cultural and other interests and to organize and hold various activities for the benefit of their members.

- Continue Equity in Education and Employment Task Force reporting to President
- Hire Director of Equity reporting directly to the President
- Undertake curriculum review to ensure that it embodies needs of under-represented groups

In the table below, identify the institution specific performance indicators you have developed to confirm that these strategies and programs will achieve their intended objectives. This may include the indicator(s) you have identified above. Please provide at least one indicator per strategy / program:

Performance Indicators

Strategy / Program	Indicator
Recruitment and Student Support	<ul style="list-style-type: none"> - Increase the number of under-represented students - Conduct an inventory of the number under-represented students enrolled at OCAD and carry out a needs-assessment survey
Produce Student Guide	<ul style="list-style-type: none"> - Comprehensive guide for all new students, available in hard copy and on-line, with clear referrals.
Develop Mentoring Program	<ul style="list-style-type: none"> - Comprehensive transition and retention initiative - Newly established Mentor Program blog will also create an on-line community and will also include a tracking function that will be monitored for usage.
Refine Orientation Programming	<ul style="list-style-type: none"> - Summer orientation/registration workshops provide information on course selection, academic expectations and financial planning helping students (and parents) prepare for the coming year.
Support Student Groups	<ul style="list-style-type: none"> - Formation and support of policies for recognition of student groups representing the student body, and renewal of those student groups in subsequent years

Pursuant to these indicators, please outline your institution specific quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Year	Indicator	Result
2006-07	Recruitment Initiatives	- Programs and policies targeting some of the Priority Designation Neighbourhoods, (such as Regent Park, Malvern, and Chester Le, to name a few) in place by Summer 2007
	Student Guide	- 2000 new student guides produced, 800 are distributed to incoming new students through the Centre for Advising & Campus Life and 1200 are used by the Admissions & Recruitment office to distribute to potential new students and also used for outreach to new constituencies representing under-represented students
	Mentoring Program	- 30 upper year students are matched with incoming new students through the mentoring program upon request of new students. Approximately 300 (40%) new students opt to take advantage of this program - establish formal evaluation process to evaluate the various components of the program, including the newly launched Mentor Program blog
	Orientation Programming	- Approximately 400 (60%) students attend the summer orientation/registration workshops. In September, approximately 500 (70%) new students attend the new student orientation. Approximately 50% of new international students attended a special international student orientation day
	Student Groups	- 3 groups have been established for 06/07 under OCAD's new Student Group Organization Policy and we expect to have 6 to 8 by the end of 06/07. These groups will be renewed on an annual basis and we expect to have new groups join each year.
2007-08	Recruitment Initiatives	- Develop additional policies to ensure the reduction of cultural barriers at OCAD and increase number of under-represented students by 5% over 06/07
	Student Guide	- Continue to monitor and track distribution of student guide to ensure that it is effective in assisting students towards adjusting to life at OCAD and in helping them to achieve

	<p>Mentoring Program</p> <p>Orientation Programming</p> <p>Student Groups</p>	<p>academic success</p> <p>-Use student guide as an outreach resource to target potential new students in Priority Designation Neighbourhoods</p> <p>- Increase capacity of participation in the program to be able to support and deliver it to up to 50% of the student population</p> <p>- Increase student activities by 10% to reflect OCAD's policies promoting diversity. Identify special populations (i.e. out-of-town/rural students/ students with language barriers, LGBTQ and students with disabilities) that will benefit from targeted orientation days/workshops/info sessions. Promote established student groups at orientation by means of a mini student group fair to promote a variety of student interests.</p> <p>- Student Groups of 06/07 renewed and new groups established, up to 10 in all</p>
2008-09	<p>Recruitment Initiatives</p> <p>Student Guide</p> <p>Mentoring Program</p> <p>Orientation Programming</p>	<p>Evaluate and review existing policies and develop additional policies to ensure the reduction of cultural barriers at OCAD and increase number of under-represented students by 5% over 07/08</p> <p>- Continue to monitor and track distribution of student guide to ensure that it is effective in assisting students towards adjusting to life at OCAD and in helping them to achieve academic success</p> <p>-Use student guide as an outreach resource in Priority Designation Neighbourhoods to target potential new students</p> <p>- Maintain the momentum of the program and aim to stretch the 50% targeted capacity of the program.</p> <p>- Increase student activities by 10% to reflect OCAD's policies promoting diversity. Develop mandatory workshops on diversity to offer as part of orientation programming. Review the timing and length of orientation activities to ensure that they are meeting the needs of OCAD's students.</p>

	Student Groups	- Student Groups of 06/07 renewed and new groups established, up to 12 in all
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Official Languages Education Program

French-language and bilingual institutions will report on their strategies for supporting the access to programs for francophone students, and their expected outcomes, as part of the reporting requirements established for the 2005-09 Canada-Ontario Agreement on Minority-Language Education and Second-Language Instruction and the Canada-Ontario Agreement Relative to the Complementary Funds for Minority-Language Education at the Postsecondary Level (2005-06 to 2006-07) under the Official Languages in Education program (OLE).

Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee, including a new web-site to allow Ontario students to identify costs and sources of financial aid.

Please indicate below strategies and programs that your institution will use in 2006-07 to support access for qualified Ontario students who face financial barriers, in accordance with the principles expressed through the Student Access Guarantee.

OCAD agrees to participate and support the provincial government's Student Access Guarantee which stipulates that no qualified Ontario student will be prevented from attending Ontario's publicly supported colleges and universities due to lack of financial support.

OCAD will continue to be committed to investing in accessibility initiatives through financial support programs for students to help fulfill the Ontario government's student access guarantee. Although the primary responsibility for providing financial assistance to students in-need resides with the federal and provincial governments, OCAD will work to help students meet their financial gaps in cases where available funding is insufficient in meeting actual costs. This assistance is provided in a variety of forms and includes: financial bursaries, in-study work study programs, needs-based academic grants, emergency bursaries and loans, budgeting and financial counseling. OCAD will consider the Tuition/Books Shortfall calculation provided by the Ministry when determining the amount and format of financial assistance for students. Strategies and programs that OCAD will use in 2006/07 to support access for qualified Ontario students who face financial barriers are as follows:

- OCAD will participate in the Ministry's implementation of a proposed web-site which will allow Ontario students to identify costs and sources of financial aid
- A new student mentoring program has been introduced partnering all first year students with upper year students improving their retention
- Advising & orientation workshops are held in the summer which address issues

such as registering for courses, understanding the post-secondary environment, time management, financial aid workshops and specific workshops directed at English as a Second Language students. The workshops also include a program targeted at parents to assist parents in learning about the academic community and resources available to students. Workshops on “Financing Your Education” are directed at both students and parents

- The Financial Aid & Awards office works closely with the Development Office to establish new scholarships and bursaries for students, including needs-based academic bursaries. OCAD provides approximately \$900,000 in needs-based bursaries and \$225,000 in merit-based scholarships and awards to its undergraduate students
- Institution financial assistance, provided primarily through bursary and work study programs, is funded primarily through tuition set-aside revenue, private donations and endowments established under the provincial programs Ontario Student Opportunities Trust Fund and Ontario Trust for Student Support Program. OCAD increased its endowment for OTSS from \$900,000 in 04/05 to \$2.7 million in 05/06 therefore increasing funds available for students in financial need in 06/07
- Library Procedure for Acquisition of Materials in Alternate Formats developed in consultation with the Centre for Students with Disabilities
- OCAD partnering with its Student Union have added the new position in 06/07 of Career Counselor
- In addition to the enhancements of the Ontario Student Assistance Program announced in 06/07 by the Ministry, OCAD will maintain the allocation of funding towards unmet need at 05/06 levels
- A guide for new students was produced in 06/07 and posted to OCAD’s website that assists students in
 - a) expense and budget planning
 - b) estimation of expenses
 - c) providing budget tips
 - d) providing bursary, work study and other sources of funding information
- Special fall orientation sessions are held for international students to assist in their retention
- Student retention issues are being addressed through the Enrolment, Recruitment and Retention Committee of Academic Council
- Development and delivery of a series of workshops on financial assistance and financial management skills, such as student loans, graduate studies scholarships/bursaries, bursary programs, scholarships and award programs, OSAP appeals, budgeting, Money 101 – general overview of financial issues for students and their parents, including work study opportunities, tax information for students, paying tuition fees, etc.
- Purchase and distribution of free materials such as the “Debt Free Grad Guide” by Murray Baker to all new students
- Extensive resource material made available on the OCAD web site
- One-on-one counseling available to all students

For 2007-08, the Ministry will consult with institutions on how to improve the co-ordination and communication of financial aid from government and institutional sources and, based on these consultations, revisions to this section of your Action Plans may be required in future years.

As noted in Section 1.1 of the MYA, the Ministry is committed to working with institutions and HEQCO to develop an approach for tracking results of the Student Access Guarantee, also to be reflected in 2007-08 revisions.

B. QUALITY

Quality of the Learning Environment

Pursuant to the consultation process on the Multi-Year Agreements, there is stakeholder consensus that a quality postsecondary education system is one that achieves high standards in the quality of the learning environment.

Please provide a description of your strategies that will support the quality of your undergraduate and graduate learning environment as appropriate to your institution's unique focus. In particular, the Ministry is seeking information on strategies and programs designed to improve student/faculty engagement and learning quality. Examples include but are not limited to: academic and student advising, student centred-learning models, first-year seminars, enhanced computers and technology access, learning commons, and library expansions and enhancements:

The following are strategies that will support the quality of OCAD's undergraduate and graduate learning environment:

- Review of curriculum to represent directions in new Strategic Plan for revitalized disciplinary and increased cross-disciplinary studies
- Additional nationally and internationally recruited faculty will be hired to support increased student learning, the pursuit of research activities, participation in graduate programming and provide an increasingly dynamic and challenging learning environment
- Enhance the Library's collections to achieve greater parity with Ontario University standard
- Enhance Library access to e-resources and services to facilitate student engagement and success
- Enhance Library access to media resources and digital images to facilitate teaching and learning
- Enhance Library access to unique digital content to facilitate student engagement with the university community
- OCAD's new Professional Gallery will open in the Spring of 2007, improving both the student and faculty experience, provide graduate studies capacity, enhance the OCAD's profile and lead to new partnership opportunities with cultural institutions
- In order to build a climate for collegial debate and discussion, high-impact speakers summits, conference programs and a series of forums will offer faculty

and students an opportunity to discuss and debate key areas of practice and research

- Improved student/faculty engagement will take place through the use of pilot programs that will refine cross-disciplinary approaches, extend current programs, integrate cultural diversity, create links to the larger community, open new curricular areas and develop new learning approaches and methodologies. These pilot programs will address the areas of :
 - a) new cross-disciplinary programs
 - b) broad thematic areas of knowledge such as sustainability
 - c) methodology courses building on think tank and studio seminars
 - d) approaches that enhance diversity within curriculum and expand OCAD's reputation on the world stage
- Enhanced computer and technology access will be expanded by expansion of the number of "smart classrooms" and all areas of OCAD will take advantage of wireless and WiFi systems for learning delivery
- A new Centre for the Support of Teaching and Learning will provide a professional development and support plan for faculty to ensure that OCAD attempts to meet the highest possible standard of excellence in teaching and student satisfaction with the learning experience
- In addition to internal faculty and program advisory groups, an external advisory committee will provide strategic advice to OCAD on the impact externally of its programs
- Initiate and build graduate programs with related support structures
- Hire Associate VP Research and Graduate Studies
- Build incremental research capacity and projects across and within Art, Design and Liberal Studies
- Consolidate Research Office and Graduate studies support
- Increase incentive programs for faculty research
- Initiate additional international exchange programs

In the table below, identify the performance indicators developed by your institution to confirm that these strategies and programs will achieve their intended objectives. Please provide at least one indicator per strategy / program:

Performance Indicators

Strategy / Program	Indicator
NSSE	- Improve OCAD's benchmarks
Curriculum Review	- Review current curriculum and establish cross-disciplinary and cross-cultural learning opportunities
OCGS	- Graduate studies programs launched - Meet demand for increased graduate opportunities with successful pilot programs
Faculty Development Advisory Committee	- Increase the number of workshops and training activities to encourage faculty teaching and learning improvement

Library Resources	<ul style="list-style-type: none"> -Enhance collections to achieve greater parity with Ontario University standards - Enhance access to e-resources and services to facilitate student engagement and success - Enhance access to media resources and digital images and to unique digital content to facilitate both student engagement and teaching and learning
Computer and Technology Access	<p>Make all classrooms “smart rooms” and update existing equipment</p> <ul style="list-style-type: none"> - Enhance computer and technology access through the expansion of the laptop program, as well as wireless and WiFi systems for learning delivery
Writing and Learning Centre (WLC)	<ul style="list-style-type: none"> - Increase the number of contacts with students in each fiscal year - Determine and track the nature of these contacts (tutoring appointment, tutoring drop-in, class visit, customized workshop, study group meeting, advising) - Identify and track the kinds of students that use the WLC (gender, ESL, year-level, special needs, other)

Pursuant to these indicators, please outline the quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Year	Indicator	Result
2006-07	NSSE	- Participate in NSSE 2007 and increase benchmark scores from 2006
	Curriculum Review	- Review current curriculum in its entirety to identify existing disciplinary, cross-disciplinary, and cross-cultural content
	OCGS	-Obtain approval for 2 new graduate programs
	Faculty Development Advisory Committee	- Organize and run 3 Faculty Development workshops/events
	Library Holdings	- Establish multi-year licence agreements with Ontario Council of University Libraries (OCUL), Canadian Research Knowledge Network (CRKN),

	<p>Computer and Technology Access</p> <p>Writing and Learning Centre</p>	<p>and Association of Independent Colleges of Art & Design (AICAD); and implementation of Scholars Portal enhancements</p> <ul style="list-style-type: none"> - Obtain critical mass of media/digital images with Canadian content: 8,000 – 10,000 digital images will be added in-house annually; 500,000 will be accessed from third-party vendors for instructional purposes - Agreement with ARTstor to partner with OCAD on project to enhance Canadian content - 6 smart rooms added and 6 existing smart rooms upgraded to stereo - Conduct 25 class visits for promotion of the WLC and run 15 customized workshops for curriculum classes. Increase 05/06 benchmarks by 10% (# of students registered at WLS – 260 (130 of which self-identified as ESL); # of students participating in one-on-one student visits to WLS – 800 (700 self-identified as ESL))
2007-08	<p>NSSE</p> <p>Curriculum Review</p> <p>OCGS</p> <p>Faculty Development Advisory Committee</p> <p>Library Resources</p>	<ul style="list-style-type: none"> - Participate in NSSE 2008 and increase benchmark scores from 2007 - Establish up to 10% of new disciplinary, cross-disciplinary, and cross-cultural curriculum programming - Launch OCGS approved graduate programs and obtain approval for 1 new graduate program - Continue to develop and run up to 4 Faculty Development workshops/events - Continue multi-year licence agreements with OCUL, CRKN, and AICAD; and implementation of Scholars Portal enhancements - Continue to develop critical mass of media/digital images with Canadian content: 8,000 – 10,000 digital images created in-house; continue licensing digital content with third-party vendors

	<p>Computer and Technology Access</p> <p>Writing and Learning Centre</p>	<p>for instructional purposes</p> <ul style="list-style-type: none"> - Work to partner with ARTstor on projects to enhance Canadian digital content - Continue to work towards the goal of making all classrooms on campus “smart rooms” by increasing the number of smart rooms by 20% and updating existing technology and equipment - Refresh equipment in existing smart rooms - Increase promotional class visits and customized workshops for curriculum classes by 10% - Increase 06/07 benchmarks by 10%
2008-09	<p>NSSE</p> <p>Curriculum Review</p> <p>OCGS</p> <p>Faculty Development Advisory Committee</p> <p>Library Resources</p>	<ul style="list-style-type: none"> - Will not participate in NSSE 2009 - Implement a further 10% of disciplinary, cross-disciplinary, and cross-cultural curriculum programming -Launch OCGS approved graduate programs -Obtain excellent evaluation of these first graduate programs with successful pilots - Continue to develop and run Faculty Development workshops/events - Conduct a survey of faculty to ensure that Faculty Development initiatives are effective in encouraging teaching and learning improvement - Continue multi-year licence agreements with OCUL, CRKN, and AICAD; and implementation of Scholars Portal enhancements - Continue to develop critical mass of media/digital images with Canadian content: 8,000 – 10,000 additional images created in-house; additional online images accessed through licenses with third-party vendors. - Continue the working relationship with ARTstor

	Computer and Technology Access	- Continue to work towards the goal of making all classrooms on campus “smart rooms” by increasing the number of smart rooms by 20% and updating existing technology and equipment -refresh equipment in existing smart rooms
	Writing and Learning Centre	- Increase promotional class visits and customized workshops for curriculum classes by 10% - Increase 07/08 benchmarks by 10%

In addition to the indicators and results you have outlined above, the Ministry is also seeking information on annual net new hires pursuant to the definitions for full time tenured, full time limited term and part time outlined in your 2005-06 Interim Accountability Agreement (IAA). Please outline your planned net new hires for 2006-07 in the table below:

Net New Hires

2006-07	Faculty / Academic			Student Services Staff*		Admin Staff**
	Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Hires	5	1	7.423	2	2.99	7
Retires/ Departures	0	0	2.253	1	.173	6
Net New Hires	5	1	5.17	1	2.817	1

* For student services staff definition, please refer to the student services functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report. Student Services Staff do not include ancillary staff.

**For admin staff definition, please refer to the administration & general functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report.

The Ministry will be asking institutions to update this table as part of the annual review of the Action Plan.

Student Engagement and Satisfaction

Pursuant to Section 2.2 of the MYA, your institution will participate in the National Student Survey of Student Engagement (NSSE) and if applicable, the Canadian

Graduate and Professional Student Survey (CGPSS), and submit results from these surveys in accordance with the MTCU-COU protocol.

As experience with NSSE and the CGPSS grows, and subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student engagement and satisfaction scores. In the meantime, institutions may wish to use their NSSE and CGPSS results as their indicators of quality in the section above.

Student Success

Retention

Pursuant to Section 2.2 of the MYA, your institution will participate in the Consortium on Student Retention Data Exchange (CSRDE) and submit results from the exchange in accordance with the MTCU-COU protocol.

As experience with the CSRDE grows, and subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student retention.

Pending the development of targets using the CSRDE, please establish multi-year targets for student retention rates that are appropriate to your institution's unique focus.

Please use the institution specific definitions and methodologies for measuring retention outlined in your 2005-06 IAA. If you have used a different definition or methodology to establish these rates, please provide the Ministry with your new definition and methodology, and an explanation of why your institution has changed it:

Student Retention Rates

	2006-07	2007-08	2008-09
1st to 2nd Year	87% - 89%	87% - 89%	87% - 89%
2nd to 3rd Year*	88% - 91%	88% - 91%	88% - 91%
3rd to 4th Year*	89% - 91%	89% - 91%	89% - 91%

* The Ministry would prefer to receive information on student retention rates from 2nd to 3rd year and the rate from the 3rd to the 4th year, but will accept the student retention rate after the 2nd year.

Graduation Rates

Pursuant to Section 2.1 of the MYA, your university will continue to participate in the Key Performance Indicator initiative, including the provision of the data needed to determine graduation rates.

The Ministry will use the graduation data to determine whether the graduation rate of 74 per cent for the university system is being maintained or improved, pursuant to the "Reaching Higher" Measurement and Results Schematic located in Appendix A of the MYA.

C. ACCOUNTABILITY

Multi-Year Action Plan

Please provide details on how the institution consulted with faculty, staff and students on the content of this Action Plan:

OCAD has recently undertaken a rigorous strategic planning process that began in the autumn of 2005 and culminated with a draft strategic plan being tabled at OCAD's Board of Governors meeting on September 11, 2006. This document provided guidance to the contents of the Multi-Year Action Plan. A core working group of 30 students, faculty, staff, alumni and Board members refined scenarios and strategies in brainstorming sessions to bring forward this draft strategic plan for 2006-2012 and onwards.

Prior to submission of the Multi-Year Action Plan, OCAD's Academic Council (composed primarily of a cross section of faculty and students) reviewed the Multi-Year Action plan.

As previously noted, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your plan.

Based on this review, you may be required to submit an improvement plan to the Ministry, developed in consultation with faculty, staff and students.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.