

2006-07 Multi-Year Accountability Agreement Report-Back for: OCAD

As noted in the Multi-Year Accountability Agreement for Universities for 2006-07 to 2008-09 (MYAA), the government appreciates that implementing this and future agreements will be part of an evolutionary process which will incorporate maturing consensus on how to best measure and indicate access and quality. This will require a strong collaborative partnership between institutions and the Ministry of Training, Colleges and Universities.

This Multi-Year Accountability Agreement Report-Back Template has been designed to assist with the ministry's continuing efforts to measure the participation of students from under-represented groups, and as outlined in Appendix B (the Multi-Year Action Plan) of the MYAA, update the planned net new hires table, and the strategies and programs that will be used by your institution to participate in the Student Access Guarantee initiative.

Pursuant to the MYAA, the release of the full amount of your 2007-08 and 2008-09 Accessibility to Higher Quality Education Fund¹ 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. The ministry will also use the completed Multi-Year Accountability Report-Back Template to review the progress made on the commitments outlined in your Multi-Year Action 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 information contained in this report-back template will also be used to inform the development of best practices and the creation of measures of system-wide results. These measures may be incorporated in revised requirements in future years to demonstrate system-wide improvements.

A. ACCESS
Increased Participation of Under-Represented Students — Measurement

To assist with the ministry's continuing efforts to develop a system measure that will track the participation of students from under-represented groups (Aboriginal, First Generation, Students with Disabilities) the ministry is seeking new information with respect to the number of students who are self-identifying as under-represented pursuant to the methodologies currently in place to measure these students at your institution. Please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups. The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. To the extent that you are able to do so, eliminate any double-counting in the column, "Total Number Self-Identifying as Member of Under-represented Group".

Measurement Methodology (including description)	Student Groups in Your Student Population			Total Number Self-Identifying as Member of Under-represented Group	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities		
	#	#	#		
Self-identified through various institutional bursary, scholarship & awards programs in the Financial Aid & Awards Office and the Centre for Students with Disabilities	1	48	148	197	n/a
Self-identified through sponsorship arrangements with the Finance Office	9	n/a	n/a	9	n/a
Self-identified through the OUAC	9	n/a	n/a	9	n/a

If you would like to provide any other comments, please do so in the following space:

¹ Excluding your Per Student Funding portion of this fund.

24 applicants who identified themselves as aboriginals (it is optional for them to do so), 15 who received an offer and 9 who accepted our offer of admission.

Increased Participation of Under-Represented Students — Programs/Strategies

Pursuant to your approved Multi-Year Action Plan, please identify your proposed and achieved results for 2006-07. If your institution has not achieved your proposed results, please explain the variance in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
Recruitment and Student Support	<p>-Increase the number of under-represented students</p> <p>-Conduct an inventory of the number under-represented students enrolled at OCAD and carry out a needs-assessment survey</p> <p>Recommendation for revision:</p> <p>- Develop and implement a diversity strategy that features recommendations on Aboriginal and diversity hiring, curriculum development, and community engagement, as well as Aboriginal and diversity sensitivity training workshops</p> <p>- Develop and implement proposal for a Program in Aboriginal Visual Culture: Art, Media, and Design</p>	<p>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</p> <p>Revised 2007/08:</p> <p>- Recruit faculty coordinator for Aboriginal Visual Culture Program (for July 1, 2008)</p> <p>- Establish Aboriginal Education Council</p> <p>- Apply for Elder Program support</p> <p>Revised 2008/09:</p> <p>- Increase underrepresented students by 5%</p>	<p>We were able to visit 8 schools and hosted visits to OCAD. We continue to develop strategies that allow a student to imagine a future at OCAD.</p>	<p>It was very difficult to actually identify the schools. The TDSB does not have, or does not circulate, a list. It took some time to identify the schools and the exercise of identification made us realize what some of the complications were: racial profiling, stereotyping, cultural biases etc. The experience has engendered a much more subtle approach. Instead of focusing on schools as a venue for presentation we will use some Community Centres and/or community organizations as a way to provide access to students. Some of the programs which exist within this structure have ways of recognizing student accomplishment that may translate into providing expanded admission access to OCAD.</p> <p>Our information systems still need development so that we can adequately track the increased number of underrepresented students.</p> <p>We were unable to conduct the planned inventory due to staff shortages and the resignation of our Director of Diversity. Deferred to 2007/08</p> <p>INTERIM ARRANGEMENT: The Equity in Education and Employment Task Force (EEETF) has temporarily assumed responsibility for the initiatives associated with the Director of Diversity position. Currently, the EEETF is overseeing program to support community involvement and encourage enrolment, among these are the development and implementation of a diversity strategy that features recommendations on Aboriginal and diversity hiring, curriculum development, and community engagement, as well as Aboriginal and diversity sensitivity training workshops. Implementation of these recommendations begins in the Winter term of 2008. The addition of a Director of Institutional Planning and Analysis in January</p>

				<p>2008 will allow us to undertake the originally planned inventory of under-represented students. In collaboration with the EEETF and the Director of Student Services, the DIPA will assist in developing and implementing a needs assessment. The EEETF is currently revising the position designation for the Director of Diversity and expects to recruit for and fill this position within the next six months</p>
Produce Student Guide	<p>Comprehensive guide for all new students, available in hard copy and on-line, with clear referrals.</p>	<p>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</p>	<p>Student Guide was expanded from 42 pages to 60 pages. Admissions distributed over 1000 copies to outreach to new students. Focus groups were conducted to assess relevance of guide. As a result, new sections on campus resources were added and the focus of the guide was changed. Student Guide will be revamped to address student concerns beyond first-year. A comprehensive A-Z guide was developed.</p>	
Develop Mentoring Program	<p>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.</p> <p>Recommend to establish realistic target of 25% for 2007/08 and 35% 2008/09 to reflect modifications in administration and program structure. 2006/07 targets were based on student enrolment only, not participation.</p> <p>Please see Proposed Result column for details.</p> <p>Suggest that we submit the enrolment percentages as well as actual student participation for 2007/08 and 2008/09 Report Backs.</p>	<p>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.</p> <p>2007-2008 Revised Targets:</p> <p>Sign-up: 41%; Participation: 25%</p> <p>2008-2009 Revised Targets:</p> <p>Sign-up: 46%; Participation: 35%</p>	<p>Successfully recruited and trained a diverse group of 35 upper year students to be mentors. 36% of the first year class (262) students signed up in 2006-2007; of these approx. one-third (12% of total) participated.</p>	<p>Variance in participation by first-year students can be explained by new FIPPA guidelines which restricted our ability to automatically match all first year students. This was not realized until late in the year. So first year students were contacted and had to opt-in to the program.</p> <p>Strategies to meet revised targets:</p> <ul style="list-style-type: none"> - Target all new students with email, web, and paper campaign to encourage participation in program. - Develop an evaluation of program to assess program objectives. - Work with mentors to strengthen the quality of their relationships with individual students. - Enhance mentor recruitment and training program based on evaluation results. <p>Strategy for 2008/09:</p>

				<p>We will be changing how we administer the program to increase participation. This is based on more extensive use of online technology and other ways to contact students, and going back to the format of automatically assigning a mentor to every first year student. We are also planning to enhance training of mentors and change expectations to ensure that the quality of the relationships with the first year student is enhanced.</p>
<p>Refine Orientation Programming</p>	<p>-Summer orientation/registration workshops provide information on course selection, academic expectations and financial planning helping students (and parents) prepare for the coming year.</p> <p>Recommend establishment of realistic targets for 2007/08 and 2008/09 to reflect modifications in administration and program structure. See Proposed Result column for further information.</p>	<p>Approximately 400 (60%) students attend the summer orientation/registration workshops.</p> <p>In September, approximately 500 (70%) new students attend the new student orientation.</p> <p>Approximately 50% of new international students attended a special international student orientation day.</p> <p>Revised Targets for 2007-2008</p> <p>Because about 15% of our first year class has previous post secondary experience, we are targeting our orientation efforts in summer and fall to FIRST TIME university students. We are aiming to have 55% of first time, first year students participate in Summer Orientation and 70% of first time, first year students participate in Fall Orientation.</p> <p>2008-2009 Revised Target</p> <p>Summer: 60% first time, first year students</p> <p>Fall: 75% first time, first year students</p>	<p>In July 2006, 54% of the 733 students admitted in September 2006 participated in Registration/Orientation workshops.</p> <p>84% (620 students) of the first-year class participated in the new student orientation program</p> <p>50% of international students are estimated to have participated in the international student orientation day.</p>	<p>As we only have space to accommodate 100 students max on each day due to the space in the computer labs, we were unable to accommodate more than this number. This was our maximum. A survey was developed and evaluated to assess whether the program met its objectives. Electronic surveys were emailed to all participants and we had a 22% return rate on the surveys. Suggestions from the survey were incorporated into planning for 2007.</p> <p>Strategies for 2008/09:</p> <p>We will offer the sessions on additional days in 2008-2009 to accommodate more students.</p> <p>We are also increasing our orientation programming to include online interaction.</p> <p>Other strategies include: involvement from more departments to include greater academic support, more involvement from student organizations, and more faculty involvement.</p>
<p>Support Student Groups</p>	<p>-Formation and support of policies for recognition of student groups representing the student body, and renewal of those student groups in subsequent years</p>	<p>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</p>	<p>Nine (9) student groups were established including an Aboriginal Student Association. Staff support was allocated and</p>	

		will be renewed on an annual basis and we expect to have new groups join each year	programming was developed to support this initiative. In this way, we were able to address the issue of underrepresented groups with existing staff resources, despite our deferral of the survey instrument.	
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If you would like to provide any other comments, please do so in the following space:

Student Access Guarantee and Commitment

	Yes	No
The institution took into consideration the Ministry's student tuition/book shortfall calculation in allocating financial aid, as set out in the <u>2006-2007 Student Access Guarantee Guidelines</u>	Yes	

If you have answered no, please explain:

2007-08 Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Accountability Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee as outlined in the 2007-08 Student Access Guarantee Guidelines. Please complete the following table to update the strategies and programs that your institution will use in 2007-08 to participate in the Student Access Guarantee initiative.

<p>Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be:</p> <p>a) Provided to those students who apply for institutional financial aid; or</p> <p>b) Automatically issued to students based on their OSAP information.</p>	<p>Students must apply for bursary assistance through tuition set aside funds or institutional aid programs. Eligible students receive the higher of their tuition/book <i>snapshot</i> shortfall calculation as provided by OSAP or established institutional bursary levels.</p> <p>Although there are various bursary programs available to OCAD students generated through government, donations and endowments (to OSOTF or OTSS for example), or external agencies, the vast majority of bursary assistance for OCAD students is available through tuition set-aside funds.</p> <p>From a philosophical perspective, like OSAP assistance, bursaries at OCAD are intended to supplement, not replace, other sources of funding that students may have for their studies. Bursaries can range in value from \$250 to \$2500 (and often more) depending on the specific program, the total amount available and the number of students who apply. Students may apply for and receive bursaries through more than one program, and students are encouraged to apply to all bursary programs for which they are eligible. Funds are limited through all bursary programs, so not all students will receive a bursary through each and every program to which they apply, although in all cases the Financial Aid & Awards office ensures that it meets the Student Access Guarantee and the student's minimum tuition/books shortfall amount as identified through the OSAP program.</p> <p>Common criteria for bursary decisions have been developed by the Financial Aid & Awards office so that applications will receive comparable consideration. Although other factors may be considered, the deciding factor is financial need. All decisions regarding applications (unless specified otherwise) are made by the Financial Aid & Awards</p>
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	<p>office.</p> <p>The common factors that are considered and assessed for each application include (but is not limited to) the following: a student's OSAP status (including unmet need and tuition/books snapshot shortfall); personal status (single dependent, single independent, married) and number of children, if any; course load and course costs; living situation; the financial need identified by the student through completion of a detailed budget; any special costs or circumstances as identified by the student (these can vary from special equipment costs or school supplies in excess of established OSAP allowances to medical costs not covered through another program); and, finally, the amount of funding requested by the student. Each application is carefully reviewed and assessed; students are categorized, and bursary awards are established for each category and financial need. In many cases, students will demonstrate need through this internal adjudication process where they do not demonstrate unmet need or a tuition/books shortfall through OSAP. This is particularly true for single dependents who live with their parents in Toronto, although we see this across the board. Once a student has been assessed for a bursary through our process, we then compare the potential award to the OSAP tuition/books snapshot shortfall amount, and the student will receive an award which is the higher of the two amounts. If the tuition/books snapshot shortfall amount is higher than the internal bursary award amount identified, the student will receive the shortfall amount, usually rounded up to the nearest \$100 or \$500, depending on the funds available and the number of applicants.</p> <p>In our view, this approach allows OCAD to continue to assist OCAD students well, both OSAP and non-OSAP students, full- and part-time at the same time meeting our obligations under the Student Access Guarantee. Using an automatic awarding approach (no application required) would concentrate our available funds on a smaller number of students, and would use almost the entirety of our tuition set aside revenue. We would no longer be able to assist many students who have received assistance in the past and could reasonably expect to receive some support on an annual basis, and who we know from experience greatly appreciate and benefit from the support they have been given.</p>
<p>Identify whether your institution plans to provide loan assistance to meet tuition/book shortfalls of students in any of your second entry programs. If so:</p> <p>a) Identify the programs by name and by OSAP cost code;</p> <p>b) Describe how you determine how much loan aid to provide.</p>	<p>Does not apply; OCAD does not have any second entry programs.</p>
<p>If your institution has a process in place to collect statistics on the socio-economic accessibility of Professional programs that you offer, please describe the data that you collect.</p>	<p>Does not apply; OCAD does not have any professional programs.</p>
<p>Describe other financial support programs and strategies that your institution will use to assist university students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.</p>	<p>Bursary assistance through the tuition set aside funds and institutional aid programs is the primary method for addressing financial need. In addition, OCAD uses part of the TSA funds to create an institutional work study program. OCAD has both emergency bursary and short-term loans programs which are considered on a weekly basis to respond to immediate/crisis needs of students.</p>
<p>Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.</p>	<p>Students with questions about the amount of assistance they have received are encouraged to contact the Financial Aid & Awards office to review their entitlement. If new information becomes available which was not factored into the original decision, the amount may be adjusted. Some of the TSA funds are reserved for appeal or special consideration requests.</p>

If you would like to provide any other comments, please do so in the following space:

B. QUALITY
Quality of the Learning Environment

Pursuant to your approved Multi-Year Action Plan, please identify your proposed and achieved results for 2006-07. If your institution has not achieved your proposed results, please explain the variance in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
NSSE	- Improve OCAD's Benchmarks	Participate in NSSE 2007 and increase benchmark scores from 2006	We participated in NSSE 2007 and 7 of 10 benchmark scores were higher.	Small participation rate in the survey due to survey timing.
Curriculum Review	- Review current curriculum and establish cross-disciplinary and cross-cultural learning opportunities	Review current curriculum in its entirety to identify existing disciplinary, cross-disciplinary, and cross-cultural content	<p>New Ecology of Learning (NEL) Workshop launched curricular reform with plans for conducting inventory of existing cross-disciplinary curriculum and consideration of new Degree Level Expectations.</p> <p>Steering Committee has established subcommittees structured to process inventory, identify existing cross-cultural, cross-disciplinary curriculum and create programming which adheres to the following principles: Sustainability, Diversity, Wellness, Contemporary Ethics, Technical Innovation.</p> <p>Timing and achievements on track.</p>	
OCGS	<p>-Graduate studies programs launched</p> <p>- Meet demand for increased graduate opportunities with successful pilot programs</p>	Obtain approval for 2 new graduate programs	<p>Program submitted and approved.</p> <p>Several successful OCGS Site Visits with positive report backs.</p> <p>Graduate program slated to commence 2008/09.</p> <p>Appointment of VP of Research and Graduate Studies.</p>	<p>Both programs were approved by OCGS on August 30, 2007 (by Review Committee on August 24th and by OCGS Executive on August 30th).</p> <p>Dr. Michael Owen will fill the position of Vice-President, Research and Graduate Studies as of October 1, 2007.</p>
Faculty Development Advisory Committee	- Increase the number of workshops and training activities to encourage faculty teaching and learning improvement	Organize and run 3 Faculty Development workshops/events	<p>4 Faculty Development workshops in 2006-07 administered by the Office of the Vice-President, Academic.</p> <p>Advisory Committee reporting to Vice-President Academic established.</p>	
Library	-Enhance collections to	Establish multi-year licence agreements with Ontario	Yes – OCAD Library is partner in	

<p>Resources</p>	<p>achieve greater parity with Ontario University standards</p> <p>- Enhance access to e-resources and services to facilitate student engagement and success</p> <p>- Enhance access to media resources and digital images and to unique digital content to facilitate both student engagement and teaching and learning</p>	<p>Council of University Libraries (OCUL), Canadian Research Knowledge Network (CRKN), and Association of Independent Colleges of Art & Design (AICAD); and implementation of Scholars Portal enhancements</p> <p>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 accessed from third-party vendors for instructional purposes</p> <p>- Agreement with ARTstor to partner with OCAD on project to enhance Canadian content</p>	<p>Ontario Buys and ORF funded OCUL content development initiatives for data and e-books; CFI-funded CRKN content development initiative for social sciences and humanities; AICAD collaborative licensing of collections in art & design; and Scholars Portal enhancements including digitization of unique collections.</p> <p>Yes – digital image targets reached; OCAD Library received YCW grant in 07 for digitization of archival governance records (unique content).</p> <p>In Progress: ARTstor approached; partnership options under consideration; plans underway to collaborate on a Canadian project utilizing FADIS (Fine Art Digital Image Service developed by UofT). Will enhance and provide access to Canadian content.</p> <p>Our online digital image database for faculty use has grown by over 14,200 images in the past year, and now totals over 31,120 digital images.</p>	
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<p>Computer and Technology Access</p>	<p>Make all classrooms “smart rooms” and update existing equipment</p> <p>- Enhance computer and technology access through the expansion of the laptop program, as well as wireless and WiFi systems for learning delivery</p>	<p>6 smart rooms added and 6 existing smart rooms upgraded to stereo</p>	<p>6 smart rooms have been added and existing smart room upgrades were completed by November 2007, having received RFP funding.</p> <p>The RFP process to upgrade, with smart podiums, the Nora Vaughan Auditorium is near completion and the Central Hall upgrade is completed. These upgrades include a computer, amplification and a document digital camera.</p> <p>AV & Imaging Services, in collaboration with IT Services, have expanded the number of access points to laptops for teaching purposes. Faculty can now access laptops in the new Sharp Centre for Design, AV Equipment Loans at 100 McCaul and AV Equipment Loans at 113 McCaul. This makes the process of bringing technology to the classroom much easier.</p> <p>Wireless has been expanded at 100 McCaul and 113 McCaul so that coverage is available at all points, including administrative areas, classrooms and the library.</p>	
<p>Writing and Learning Centre (WLC)</p>	<p>- Increase the number of contacts with students in each fiscal year</p> <p>- Determine and track the nature of these contacts (tutoring appointment, tutoring drop-in, class visit, customized workshop, study group meeting, advising)</p> <p>- Identify and track the kinds of students that use the WLC (gender, ESL, year-level, other)</p>	<p>Conduct 25 class visits for promotion of the WLC and run 15 customized workshops for curriculum classes. Increase 05/06 benchmarks by 10%.</p> <p>Recommendation for Revision: In completing this report-back document we realized that due to administrative changes the 2006/07 numbers in the Proposed Result were incorrect. See correct proposed results for 2006/07 below. This correction will facilitate the achievement of 10% benchmark increase.</p> <p>Description of benchmarks: (1) Number of students registered for tutoring at WLC – 260 with 117 self-identified as ESL (2) Number of contact hours with students in tutoring program – 800 with 440 contact hours for students</p>	<p><u>Student orientation and transition:</u> The WLC staffed information tables, provided Liberal Studies course choice advising to 57 students, and delivered 2 student success workshops at orientation events for new students in summer and fall 06. In summer 2006 the WLC coordinated the English for Art & Design (EAD) transition program (with credit and non-credit components) for ESL students with seven students registered.</p> <p><u>Class visits and customized workshops:</u> In fall 2006 the WLC conducted 25 class visits for promotion and delivered 24 customized workshops for curriculum classes during the 2006/07 fall/winter semesters. NB: Class sizes ranged from 25 – 300 students and workshops, from 15 - 50</p> <p><u>Study groups and Conversation</u></p>	<p>2006/07 saw marked growth in student participation in most WLC programs.</p> <p><u>Student orientation and transition</u> For the first time, the WLC implemented summer orientation, course choice advising and English for Art & Design—two transition/student success programs for new OCAD students.</p> <p><u>Class visits and customized workshops:</u> The number of customized workshops the WLC provided increased by 60% from 2005/06 (more than the proposed benchmark increase of 10%).</p> <p><u>Study groups and Conversation Club:</u> We implemented a new spoken English program for students—conversation club.</p> <p><u>Tutoring program:</u> Student participation in the WLC tutoring program increased by</p>

		<p>who self-identified as ESL (3) Number of students registered in study groups—140 with 54 who self-identified as ESL.</p>	<p><u>Club:</u> Over the 2006/07 fall/winter semesters the WLC implemented a study group program with a total of 107 students registered as well as a conversation club for ESL students with 14 students registered.</p> <p><u>Tutoring program:</u> During the 2006/07 fiscal year, the WLC had 302 students registered in the tutoring program. We encourage students to use our tutoring program regularly over the fall and winter semesters. Our 302 registered students used 863 contact hours with our tutors. 51% of these student contact hours were with ESL students.</p>	<p>60% from 2005/06 figures by student contact hours.</p>
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If you would like to provide any other comments, please do so in the following space:

Net New Hires

Pursuant to your approved Multi-Year Action Plan, please identify your actual net new hires for 2006-07. The ministry appreciates that accurate data on net new hires for 2007-08 may not be available until late fall. As such, please identify your planned net new hires for 2007-08.

Actual New Hires in 2006-07 Planned New Hires in 2007-08		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	Planned 2006-07	5	1	7.42	2	2.99	7
	Actual 2006-07	5	1	11.52	3	3.34	12
	Planned 2007-08	1	0	8.54	2	2	5
Retires / Departures	Planned 2006-07	0	0	2.25	1	.173	6
	Actual 2006-07	1	1	9.64	1	0	5
	Planned 2007-08	1	4	7	1	0	2
Net New Hires	Planned 2006-07	5	1	5.17	1	2.82	1
	Actual 2006-07	4	0	1.88	2	3.34	7
	Planned 2007-08	1	0	1.54	1	2	3

* 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.

If applicable, please explain variance between the proposed and actual 2006-07 net new hires.

REMARKS:

+ Faculty / Academic's Part Time (FTE) data based on Total part-time faculty salary budget divided by the floor of the Assistant Professor salary rate (i.e. All Sessional Faculty, Contractually Limited Teaching Appointment (CLTA) with less than 100% workload, and Continuing Faculty with less than 100% workload)

Student Success: Student Retention Rates

Pursuant to your approved Multi-Year Action Plan, please report on the retention target proposed by your institution for 2006-07, and your achieved rate.

	Proposed 2006-07 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable)
1 st to 2 nd Year	87 – 89 %	88 %	
2 nd to 3 rd Year	88 – 91%	88 %	
3 rd to 4 th Year (if applicable)	89 – 91 %	87 %	This figure represents students who take a longer time to graduate than in previous years. Some students have indicated that a lack of funding is the reason that they step away for a year to work full-time. Others choose to carry a lower course load than we anticipated while working part-time.

If you would like to provide any other comments, please do so in the following space:

C. ACCOUNTABILITY

Please insert the current internet link to your posted Multi-Year Action Plan in the following space:

<http://www.ocad.ca/static/common%5Fdata%5Fset/>

If the Action Plan is moved to another location on your web site, please provide the ministry with an updated link.

This report-back document constitutes part of the public record, and as such, should also be made available on your institution's web site. Please ensure that this document is posted at the same location as your Multi-Year Action Plan.