

Multi-Year Accountability Agreement Report-Back

|                    |      |              |         |
|--------------------|------|--------------|---------|
| <b>University:</b> | OCAD | <b>Year:</b> | 2008-09 |
|--------------------|------|--------------|---------|

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. 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.

As in previous years, MTCU will withhold a portion of your institution's yearly allocations until the completion of the annual Report-Back review and confirmation that your institution is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

**MYAA Transition Year 2009-10**

As outlined in the MTCU memo to colleges and universities dated March 31, 2009 the MYAAs have been extended into 2009-10 in order for the government and its postsecondary education partners to transition into a re-aligned accountability framework that reflects the future directions for the system in 2010 and beyond.

The expectation for the transition year is that institutions will maintain their commitments for access, quality and accountability as outlined in the original agreement. This includes reporting enrolment through the established protocol (reflecting updated graduate and medical expansion targets), providing information to assist the Higher Education Quality Council of Ontario (HEQCO) with its research on access and quality, continued participation in student engagement and retention measures and compliance with the Tuition Fee Framework and the Student Access Guarantee.

MTCU does not require your institution to set additional targets in 2009-10. The attached Report-Back Template provides space for you to identify how your institution-specific access and quality improvement strategies for 2006-07 to 2008-09 will be extended, consolidated and/or best practices applied in 2009-10. You are also asked to outline how you will continue to monitor the impact of these access and quality improvements over the transition year. You will find appended to this Report-Back Template a summary of consolidated access and quality improvement strategies developed from the previous Report-Back years. The expectation is that by strategically aligning activities and focusing on evaluation of outcomes that your 2009-10 year will provide the basis for your institution to develop a new Multi-Year Action Plan with corresponding targets in 2010.

**A. ACCESS**

**Increased Participation of Under-Represented Students — Measurement**

As stated in the MYAA, 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.

To assist with these efforts, 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 | 5<br>This many students applied for targeted institutional bursaries | 44<br>This many students applied for the Ontario First Generation Bursary in 08/09 | 235                        | tba  | n/a  |
| Survey (fall 2009)  | 80   | 807  | 265                        | 1152   | 3780   |
|   |  |  |                            |  |  |

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

- 1) Re: Survey – Estimates based results from results from a survey to all undergraduate students with a 77% response rate, extrapolated to a total population.
- 2) Re: Survey – “First-Generation” defined as those students for whom neither their mother nor their father attended college or university or who did not know their parents’ educational attainment. If the definition is broadened to students for whom neither parent completed university, the number rises to 46.7%

### Increased Participation of Under-Represented Students — Programs/Strategies

#### MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

| Strategy / Program      | Indicator                                     | Proposed Result                                     | Achieved Result                                  | Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take |
|-------------------------|---|---|--|--|
| Recruitment Initiatives | Develop / implement a diversity strategy that | Increase underrepresented students by 5% over 2007- | Increased strategies in 2008/09 by 5 % to target | Targets met.   |



**Ontario**  
**Ministry of Training, Colleges and Universities**

| Strategy / Program | Indicator   | Proposed Result   | Achieved Result   | Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take |
|--------------------|---|---|---|--|
|                    | <p>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>08<br/>           (2007-08 result: Faculty coordinator hired, Aboriginal Education Council established, Forums, student participation in Lieutenant-Governor's Literacy Camps)</p> <p>Launch Aboriginal Visual Culture program in September 2009</p> | <p>underrepresented/at-risk students.</p> <p>Successfully targeted 3 new first year students through the Specialist High Skills Major (SHSM) arts and culture program who then registered for the 2009/10 academic year. Anticipate an addition of at least 5 more first year registrants in 2010/11 through this program.</p> <p>Continued involvement with the Pathways to Education Program.</p> <p>Participated in YMCA newcomer programs which included campus site-visits</p> <p>Pledged to participate in the Scadding Court Diversity Scholarship Program, expect to admit student(s) in 2010/11</p> <p>Advisor/Mentor hired Winter 2008 followed by a full launch of the Aboriginal Visual Culture Program in February 2009.</p> <p>Interim Director in place Winter 2009.</p> <p>Aboriginal Visual Culture Minor launched Spring 2009 with the introduction of three new Aboriginal Interdisciplinary courses. Curriculum development towards Graduate studies and a major is on-going.</p> <p>Aboriginal Education Council</p> | <p>Targets exceeded.</p>   |



# Ontario

## Ministry of Training, Colleges and Universities

| Strategy / Program | Indicator  | Proposed Result   | Achieved Result  | Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take  |
|--------------------|--|---|--|---|
|                    |  |   | (AEC) 2 <sup>nd</sup> annual meeting and Symposium was held May 26 2009.<br><br>3 <sup>rd</sup> annual AEC meeting and Symposium planned for Feb 2010.   |   |
| Student Guide      | Comprehensive guide for all new students available in hard copy and on-line with clear referrals     | Monitor and track distribution of guide to ensure that it is effective in assisting students and use guide as outreach tool to target potential students in Priority Designation Neighbourhoods (2007-08 result: developed, printed and distributed 3,000 copies of new student handbook) | Developed, printed and distributed 3,000 copies of new student handbook/agenda and made available to all new and continuing students in September 2008.<br><br>And:<br><br>Purchased license to print and post on-line copies of new booklet titled: <i>Transitions, A Reality Check</i> .<br><br>Posted small and large booklets on-line; printed 1000 copies of small booklet and made available to all new students over summer and fall orientation. | Target exceeded.<br><br>Student Services collaborated with OCAD Student Union to produce a new expanded student handbook/agenda.<br><br>Received positive feedback on both publications.  |
| Mentoring Program  | Use newly established Mentor Program blog to create an on-line community and track and monitor usage | Sign up 46% of the first year class, and have 35% of the students who have signed up, participate. (2007-08 result: 54% signed-up and 25% participated; 2006-07 results: 36% signed up and 12% participated)  | 35% new first-year students signed up and were assigned to Peer Mentors.   | Further on-line programs were developed to assist in the transition of new students to OCAD in 2008-09:<br><br><i>Accepted to OCAD September 2008:</i><br>Student initiative with Student Mentor contributions.<br><br><i>You're Virtually Here – Student Forum:</i><br>Various OCAD departments driven |

| Strategy / Program  | Indicator   | Proposed Result   | Achieved Result   | Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take  |
|---------------------|---|---|---|---|
|                     |   |   |   | <i>Facebook Group.</i><br>Mentor Program and Campus Life driven   |
| Orientation Program | Percentage of first time, first year students participate in Summer Orientation and percentage of first time, first year students participating in Fall Orientation | 60% of first time, first year students participate in Summer Orientation and 75% of first time, first year students participate in Fall Orientation.<br><br>(2007-08 result: 61% of new students participated in Summer orientation and 74% Participated in Fall Orientation) | 60% of all new students (53% were first-time, first year) participated in summer Registration Assistance Days) and 79% students participated in Fall Orientation. | Targets met. Campus Life and the Office of the Registrar to collaborate on further developments of the RAD program to explore ways of increasing student participation during the summer. |
| Student Groups      | Formation and support of policies for recognition of student groups representing the student body, and renewal of those student groups in subsequent years          | Student Groups of 2006-07 renewed and new groups established, up to 12 in all<br><br>(2007-08 results: 18 student groups registered)  | 11 groups renewed from 07-08; 12 new groups registered, 23 groups in total.   | Targets exceeded.   |

#### MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

| Strategy / Program | Brief Description  |
|--------------------|--|
| 1.                 | New survey introduced in September 2009 now assisting in the identification of Aboriginal and First Generation Students. This will result in the development of the provision of appropriate services to encourage student engagement.       |
| 2.                 | OCAD FIRST: First Year Experience Program (Post-admission transition initiative - program started in September 2009)<br><br>This is a transition and first-year experience program providing under-representative students, First Generation |

|    |   |
|----|---|
|    | students in particular, with the opportunity to experience the intellectual rigor of studio and liberal studies learning alongside academic, cultural, health, and well-being supports designed for their success.  |
| 3. | <p>Explore Your Potential: Preparation &amp; Portfolio Clinics (Pre-admission transitional program - workshops will take place November 2009 to February 2010)</p> <p>This initiative targets under-represented groups to encourage students to learn about making art and design work and preparing portfolios, with hands-on programs. The university works with community partners and targeted schools in the GTA to identify low-income and First Generation students who might benefit from participating in a Portfolio Clinic or a Summer Intensive (week-long program). The transportation, materials, and registration costs would be covered for participants.</p> |
| 4. | <p>Opportunities in Art &amp; Design (Outreach Initiative - Workshops will take place in the winter term, January to March, 2010)</p> <p>A partnership between OCAD Admissions &amp; Recruitment, Financial Aid &amp; Awards, Campus Life &amp; Career Services and the YMCA of Greater Toronto Post Secondary Access Partnership. Working with the Newcomer Information Centre, OCAD will hold workshops and meetings with parents and students about postsecondary educational opportunities.</p>   |

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through feedback, surveys, tracking participants' progress, etc.).

| Strategy / Program | Brief Description of Monitoring and Evaluation of Outcomes                              |
|--------------------|---|
| 1.                 | Track numbers of incoming students who have self-identified through the survey.         |
| 2.                 | Monitor Participation Rates and academic success student survey for satisfaction rates. |
| 3.                 | Monitor Participation Rates.  |
| 4.                 | Monitor Participation Rates.  |

#### 2008-09 Student Access Guarantee

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2008-09, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the [2008-2009 Student Access Guarantee Guidelines](#).

|   | <u>Yes</u> | <u>No</u> |
|---|------------|-----------|
| The institution met students' tuition/book shortfall in allocating financial aid, as set out in the <a href="#">2008-2009 Student Access Guarantee Guidelines</a> | Yes        |           |

If you answered no, please explain.

Please complete the following table, using the most recent available year-to-date information from your institution's 2008-09 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

| 2008-09 TUITION / BOOK SHORTFALL AID:      | TOTAL \$         | # ACCOUNTS |
|--|------------------|------------|
| Expenditures for Tuition / Book SAG Amount | \$400,585        | 276        |
| Other SAG Expenditure to Supplement OSAP   | \$291,658        | 136        |
| <b>Total</b>                               | <b>\$692,243</b> | <b>412</b> |

Date screen was last updated: 05 / 10 / 2009

#### 2009-10 Student Access Guarantee

As an extension of the commitments made under the original Multi-Year 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 are outlined in the [2009-10 Student Access Guarantee Guidelines](#). Please complete the following template to update the strategies and programs that your institution will use in 2009-10 to participate in the Student Access Guarantee initiative.

|   |   |
|---|---|
| Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be:<br>a) Provided to those students who apply for institutional financial aid; or<br>b) Automatically issued to students based on their OSAP information  | b) In 2008-2009, the majority of bursary assistance (available through TSA funding) was automatically issued to students on the basis of OSAP information in order to meet the SAG.<br><br>Some TSA funds were reserved for emergency, appeal and special consideration cases, as well as for an institutional work-study plan. All students were able to apply for some institutional aid programs, like OTSS or the Ontario First Generation Bursary Program. |
| If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee.<br><br>- Identify any applicable deadlines.<br><br>- Identify your communications strategies to inform students of how to apply. | Does not apply; OCAD automatically issues funds to students on the basis of their OSAP information.   |
| Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so:<br>a) Identify the programs by name and by OSAP cost code;   | Does not apply; OCAD does not have any second entry programs.   |

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| b) Describe how you determine how much loan aid to provide  |   |
| 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. | 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. |
| 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.  | 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.                       |

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

OCAD submitted the SAG Communications Questionnaire to the Ministry on June 3, 2009 which provided specific information on how we meet the Student Access Guarantee and relevant communications strategies.

## B. QUALITY

### Quality of the Learning Environment

#### MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

| Strategy / Program | Indicator  | Proposed Result  | Achieved Result   | Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take |
|--------------------|--|--|---|--|
| NSSE               | Improve OCAD's benchmarks  | Next NSSE participation scheduled for fall 2011.   |   |  |
| Curriculum Review  | Review to establish cross-disciplinary and cultural learning opportunities | Implement a further 10% new disciplinary, cross-disciplinary and cross-cultural curriculum programming | 19 minors developed and approved in 2007/08 for launch in fall 2009. The minors were specifically developed in accordance with OCAD's New Ecology of Learning (NEL). The NEL gives students more flexibility to construct a program | Target exceeded.   |





# Ontario

## Ministry of Training, Colleges and Universities

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|                     |   |  | of study that responds to their particular interests and needs.  |  |
| OCGS                | Graduate studies programs launched with successful pilot programs   | Launch OCGS approved graduate programs and obtain excellent evaluations of these first programs  | <p>Received approval for two graduate programs: MA in Contemporary Art History which will be launched in 2010-11 and MDes in Strategic Foresight and Innovation which was launched in Fall 2009 as a Part Time program.</p> <p>Two graduate programs related to Digital Media Studies are in development.</p>  | Targets met/exceeded   |
| Faculty Development | Advisory Committee: Increase # of workshops and training activities | Continue to develop and run Faculty Development workshops/events and conduct survey of faculty to ensure that faculty find initiatives effective (2007-08 results: 6 research workshops and 6 workshops on NEL principles) | <p>Developed and ran a wide variety of faculty workshops in graduate studies and research, a total of 10. These workshops focused on grant development, graduate student supervision, research methodologies, and research outcomes (the latter included faculty reporting on their research projects). Also ran 2 NEL workshops and increased Professional Development funding opportunities to faculty including a new Curriculum Innovation Fund.</p> <p>Also developed two new faculty awards: OCAD Award for Distinguished Research and Creative Activity (awarded first time in 2008-09) and OCAD Award for Early Stage Research (to be awarded in 2009-10).</p> | Targets met/exceeded   |
| Library Resources   | Enhanced collections, access to e-resources                         | Continue multi-year licence agreements with OCUL, CRKN, and AICAD; and implementation of Scholars Portal   | E-resources accessible 24x7 from the Library's web platform and from Scholars Portal. These resources include thousands of full-text E-Journals and E-Books, Data Sets, Visual Images, Media and Audio Clips, and Streaming Videos. Also included are full scans of 165 out-of-copyright books from OCAD's own collection, contributed to the open-content Internet Archive project and available at <a href="http://www.archive.org/details/ontario_college_art_design">http://www.archive.org/details/ontario_college_art_design</a>   | <p>Library Resource Targets exceeded.</p> <p>Library Strategic Plan 2009-14 focused on development of physical and virtual learning environments.</p> <p>In 2008-09, OCAD Library enhanced the virtual learning environment through the addition of new e-resource content, platforms and tools.</p> |



|                  |   |   |  |   |
|------------------|---|---|--|---|
|                  |   |   | <p>OCUL licenses: Access Science; AnthroSource; Avery Index; Bibliography of the History of Art; Business Source Complete; Canadian Almanac; Canadian Reference Centre; CPI/Q; CPPD; Credo; CRL subscriptions; Dictionary of Art Online; Encyclopedia Britannica Online; Grove Art Online; GMID; Johns Hopkins Guide; Nature Online; Oxford Islamic; Project Muse</p> <p>CRKN licenses: Adam Matthews; ArtSTOR; Cairn; Cambridge University Press Journals; Canadian Heritage Globe &amp; Mail; DCI – Swets; Early Canadiana Online; Erudit; Intelx; JStor; Periodicals Archive Online; SAGE; Wiley InterScience</p> <p>AICAD licenses: AP Multimedia Archive; Art Bibliographies Modern; Art Full Text/AMIG; Art Index Retro; AskArt; Design &amp; Applied Arts Index; Design Abstracts; Material ConneXion</p> <p>Independent licenses: Academic Search Premier; Agent Portal; CBCA; Choice; Film &amp; Television Literature Full Text; IEEE; Literature Research Centre/MLA; MasterFile Fulltext; OCLC Canada; Serials Solutions</p> | <p>In 2008-09 OCAD Library opened an experimental Learning Zone with MTCU funding. "The Learning Zone is a supported hands-on, self-serve area for OCAD Students; it is an experimental information-rich laboratory with extensive high-tech and low-tech options for students to access and responsibly utilize third-party content, to create their own content, and to produce analog and digital materials. The Learning Zone is a collaborative enterprise of librarians, academic support staff, and faculty. The purpose of the Learning Zone is to enrich the student learning experience, to provide them with meaningful extra-curricular programmatic content, current information and useful training opportunities."</p> |
| Visual Resources | Enhance collections, media resources, digital content | Obtain critical mass of media/digital images with Canadian content: 8,000 – 10,000 digital images will be added in-house annually | <p>Local digitization targets are being exceeded annually; local digital image database includes more than 68,600 images.</p> <p>500,000 images are accessible from third-party vendors for instructional purposes.</p>  | <p>Targets exceeded.</p> <p>Targets exceeded. Additional images are accessible to faculty and students through license agreements: 16,000 high resolution images purchased from Archivision; 700,000 high-res images of art objects ARTstor; 130,000 high-quality images of art</p>   |



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|                              |   |   | <p>Investigate partnerships to enhance Canadian content.</p> <p>Implement the digitization of video documentation of lectures both current and archival.</p>   | <p>objects AMIG: Art Museum Image Gallery; 1M digital press photos from AP Multimedia Archive; image views of 1,400 material samples Material ConneXion.</p> <p>Targets met. Plans underway to collaborate on a Canadian project possibly utilizing FADIS (Fine Art Digital Image Service developed by UofT). Enhanced Canadian content by over 2,100 and First Nations content over 2,000.</p> <p>Targets exceeded. Over 180 lectures and archival videos have been digitized and are streamed on the web via a username and password protected portal.</p> |
| Computer / Technology Access | Make all classrooms "smart rooms", update equipment, and enhance access | Increase number of smart rooms by 20% and refresh equipment in existing smart rooms | <p>5 new smart classrooms were created. Funds were used to repair and refresh ten existing rooms, increasing functionality, durability and ultimately, access.</p> <p>1 interactive SMART board was installed in room 530 for use by Design.</p> <p>3 LCD displays (integrated display solutions) were installed in rooms to be used by students (learning zone, 630, 5<sup>th</sup> floor open studio)</p> <p>Out of 50 existing smart classrooms, 10 were completely refreshed. 4 of these were upgraded to include multimedia lecterns with build in computers and controls for the AV equipment (smart podiums).</p> | <p>Targets met. 9 new spaces, 18% increase.</p> <p>Targets met. 20% equipment refresh.</p>   |



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| <p>Writing and Learning Centre</p> | <p>Increase # contacts with students in each fiscal year and identify and track the # of students using WLC and type of services required</p> | <p>Increase promotional class visits and customized workshops for curriculum classes by 10% and increase 2007-08 benchmarks by 10%</p> <p>[2007-08 results: WLC did not conduct class visits, 23 customized workshops, 373 students registered with WLC (24% increase), used 959 contact hours (45% with ESL students)]</p> | <p>The WLC did not conduct class visits for first year students in Fall 2008.</p> <p>The WLC gave 17 classroom-based workshops.</p> <p>The total number of students registered with the WLC dropped 13% to 322. However total contact hours increased to 1077, an 11% increase.</p> | <p>Class visits were not required due to the cusses of writing@ocad. writing@ocad advisors met with a majority of first year students individually in this program.</p> <p>While the total number of classroom-based workshops decreased slightly, WLC Teaching Assistants carried out more sustained work with faculty in one program, Material Art &amp; Design, through the Writing &amp; Research Fellows program.</p> <p>This change indicates that while the WLC was seeing fewer students, tutors were establishing a more sustained relationship with students, who were making the WLC a more regular part of their learning.</p> |
|------------------------------------|---|---|---|--|

**MYAA Transition Year 2009-10**

Please provide 3 to 5 examples of how your quality improvement strategies will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

| Strategy / Program | Brief Description  |
|--------------------|--|
| 1.                 | Participating in the HEQCO study on NSSE to help develop program-specific benchmarks in the Ontario system and to find determinants of retention.                          |
| 2.                 | Curricular Development – Develop/expand new programs and minors offerings in 2009/10. Develop curricular maps for all programs combining DLEs with OCAD's Learning Matrix. |
| 3.                 | Faculty Development – Increase the number Faculty Development Workshops & Professional Development Opportunities by 20%  |
| 4.                 | OCAD Research Ethics Board has approved our participation in "OCUL MINES for Libraries: Scholar's Portal access to e-journals". The Survey will be conducted in 2009.      |

|  |   |
|--|---|
|  | OCAD Library is committed to improving the Quality of the Learning Environment at OCAD. |
|--|---|

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through NSSE, KPI's, CGPSS or CSRDE):

| Strategy / Program | Brief Description of Monitoring and Evaluation of Outcomes  |
|--------------------|---|
| 1.                 | Monitoring newly-established benchmarks and apply system best practices   |
| 2.                 | Successful completion of the development of new programs (DFI and Aboriginal in particular) and 3 new minors in 2009/10.              |
| 3.                 | Monitor attendance at workshops/development opportunities and obtain feedback from faculty through surveys                            |
| 4.                 | MINES survey results; analysis of usage statistics; student feedback through Library and Learning Zone surveys and other initiatives. |

#### Net New Hires

Referring to your approved Multi-Year Action Plan, please identify your planned and actual net new hires for 2008-09. In 2009-10, the ministry is seeking information on annual net new hires according to your institution's established definitions for full-time tenured, full-time limited term and part-time. The ministry appreciates that accurate data on net new hires for 2009-10 may not be available until late fall. As such, please identify your planned net new hires for 2009-10.

| Actual New Hires in 2008-09<br>Planned New Hires in 2009-10 |                 | Faculty / Academic |                        |                   | Student Services Staff* |                 | Admin Staff** |
|---|-----------------|--------------------|------------------------|-------------------|-------------------------|-----------------|---------------|
|   |                 | Full Time Tenured  | Full Time Limited Term | Part Time (FTE) 1 | Full Time               | Part Time (FTE) | Full Time 2   |
| Hires   | Planned 2008-09 | 5                  | 7                      | 8.67              | 13                      | 3.1             | 18            |
|   | Actual 2008-09  | 5                  | 6                      | 10.15             | 16                      | 0               | 9             |
|   | Planned 2009-10 | 8                  | 4                      | 8.53              | 5                       | 0               | 4             |
| Retires / Departures  | Planned 2008-09 | Not Known          | 2                      | 8.01              | 1                       | 0               | 9             |
|   | Actual 2008-09  | 2                  | 2                      | 8.49              | 6                       | 0               | 10            |
|   | Planned 2009-10 | 2                  | 2                      | 7.19              | 2                       | 0               | 3             |
| Net New Hires   | Planned 2008-09 | 5                  | 5                      | 0.7               | 12                      | 3.1             | 9             |
|   | Actual 2008-09  | 3                  | 4                      | 1.66              | 10                      | 0               | 9             |
|   | Planned 2009-10 | 6                  | 2                      | 1.34              | 3                       | 0               | 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.

If applicable, please explain variance between the proposed and actual 2008-09 net new hires.

1. 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)
2. OCAD restructured its Faculty Offices in 07/08 which resulted in the creation of more staff positions to support students and faculty.

#### Student Success: Student Retention Rates MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please report on the 2008-09 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

|   | Proposed 2008-09 Retention Target | Retention Rate Achieved | Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take |
|---|-----------------------------------|-------------------------|--|
| 1 <sup>st</sup> to 2 <sup>nd</sup> Year | 87%-89%<br>(2007-08 result: 87%)  | 86%                     | Close to proposed range.   |
| 2 <sup>nd</sup> to 3 <sup>rd</sup> Year | 88%-91%<br>(2007-08 result: 87%)  | 87%                     | Close to proposed range.   |
| 3 <sup>rd</sup> to 4 <sup>th</sup> Year | 89%-91%<br>(2007-08 result: 87%)  | 87%                     | Close to proposed range.   |

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

Using the CSRDE method, which tracks the progress of first-time, full-time students through their studies, OCAD exceeded the system average in 1<sup>st</sup> to 2<sup>nd</sup> year retention in the last six CSRDE reports and had the second highest retention rate among participating Canadian institutions in the most current report. In 2<sup>nd</sup> to 3<sup>rd</sup> year retention OCAD's results are consistent with the Ontario system average.

The upper-year results above are affected by the high market demand for OCAD-trained students, who often reduce their course load to accept part-time opportunities.

**MYAA Transition Year 2009-10**

In 2009-10 your institution is asked to continue to participate in the Consortium on Student Retention Data Exchange (CSRDE). Pending advice from HEQCO on the development of student retention measures and targets, we also ask that you continue to track student retention in 2009-10 according to your institution's established practices.

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

|  |
|--|
|  |
|--|

**C. ACCOUNTABILITY**

**MYAA Report-Back 2008-09**

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space: [http://www.ocad.ca/about\\_ocad/accountability.htm](http://www.ocad.ca/about_ocad/accountability.htm).

This 2008-09 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 and 2007-08 Report-Back.

|   |   |
|---|---|
| <b>MYAA 2008-09 Report-Back Contact</b> |   |
| <b>Name:</b>                            | Dr. Sarah M. McKinnon, Vice-President, Academic |
| <b>Phone:</b>                           | 416-977-6000 ext. 233                           |
| <b>Email:</b>                           | smckinnon@ocad.ca                               |

APPENDIX A: Summary of consolidated strategies and programs for 2009-10 Transition Year

Increased Participation of Under-Represented Students

**Outreach:** targeted outreach activities with local community organizations and high schools, or advertising / marketing activities to improve participation of under-represented groups.

**Bridging & Pathways:** activities to bridge students into PSE (including dual credit programs, academic upgrading and other services) and assist students' pathways between college and university (i.e. credential assessment, advising for transferred students) or into work placements and co-operative programs.

**Student Services & Supports:** activities including personal and career counselling, academic advising and supports, and cultural programming (i.e. Aboriginal Elders on-site).

**Academic Programming:** activities to assess or develop programs to ensure accessibility in terms of delivery and / or content, enhance opportunities for under-represented groups, or deliver the program in partnership with other institutions.

**Building Capacity:** activities focusing on the capacity of the college or university to ensure greater accessibility, including staff training, research and needs assessment of the student population and the identification of barriers.

Quality of the Learning Environment

**Graduate Education Enhancements:** activities that support graduate students in career development (TA workshops, conferences, research best practices, funding seminars) and strengthen academic resources (program development, research / lab spaces) and student engagement.

**Academic Programming:** program development and quality review processes, and improved program policies and quality audits.

**Student Engagement & Satisfaction:** activities to increase student engagement through effective educational practices (interaction, cooperation amongst students, active learning, prompt feedback and time on task). Also includes overall assessments of student satisfaction and engagement through designated tools (KPI, NSSE, CUSC).

**Student Services & Supports:** academic supports such as tutoring, academic advising and foundational skills (English and Math).

**Teaching / Classroom Enhancements:** overall enhancements to students' experience inside the classroom through targets for student-faculty ratio, student assessment of teaching and physical classroom upgrades (technology, seating).

**Operations:** activities to support effective operations, including faculty / staff development, infrastructure / capital and library and technology enhancements.

APPENDIX B: Example of extended / consolidated programs and strategies

Multi-Year Action Plan for 2006-07 to 2008-09

| Quality Strategy / Program          | Indicator  | Results      |              |              |
|-------------------------------------|--|--------------|--------------|--------------|
|                                     |  | % in 2006-07 | % in 2007-08 | % in 2008-09 |
| Academic Writing Centre             | % of 1 <sup>st</sup> year students using centre        | % in 2006-07 | % in 2007-08 | % in 2008-09 |
| Peer Tutoring Program               | # of clients served                                    | # in 2006-07 | # in 2007-08 | # in 2008-09 |
| Entering Student Retention Strategy | 1 <sup>st</sup> to 2 <sup>nd</sup> year retention rate | % in 2006-07 | % in 2007-08 | % in 2008-09 |



Transition Year 2009-10

| Consolidated or extended Quality Strategy / Program               | Brief Description  |
|---|--|
| 1. Entering Student Success Strategy: Student Services & Supports | We will continue to offer a range of student supports and services to ensure students receive the academic counselling and support they need to succeed in their studies and persist to year two of their program. |

| Consolidated or extended Quality Strategy / Program               | Description of Monitoring and Evaluation of Outcomes  |
|---|---|
| 1. Entering Student Success Strategy: Student Services & Supports | In 2009-10 we will continue to monitor the impact of our entering student success strategy through responses on the use and evaluation of student services in our student engagement survey. We will also continue to monitor the overall retention rate for 1 <sup>st</sup> to 2 <sup>nd</sup> year students in the long-term to serve as the baseline for a new Multi-Year Action Plan in 2010. |