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2007-08 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 2008-09 Accessibility to Higher Quality Education Fund[1] 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 continue assisting with our 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 again seeking 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".

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[1] Excluding your Per Student Funding portion of this fund.

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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	2	46	177	225	n/a
Self-identified through sponsorship arrangements with the Finance Office	13	n/a	n/a	13	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:

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. We are actively recruiting Aboriginal students through an outreach campaign.

Increased Participation of Under-Represented Students — Programs/Strategies

Pursuant to your approved Multi-Year Action Plan, please identify your achieved results for 2007-08. If your institution has not achieved your proposed results, please explain the variance and your planned remedial action in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Remedial Action You Expect to Take
Recruitment Initiatives	Develop / implement a diversity strategy that features recommendations on Aboriginal and diversity hiring, curriculum development, and community engagement, and Aboriginal and diversity sensitivity training workshops Develop and implement proposal for a Program in Aboriginal Visual Culture: Art, Media, and Design	Recruit faculty coordinator for Aboriginal Visual Culture Program (for July 1, 2008) Establish Aboriginal Education Council and apply for Elder Program support	Faculty coordinator for the Aboriginal Visual Culture Program has been hired and the program is being developed with the aim of having it launched by September 2009. In the meantime, we have augmented course offerings. Aboriginal Education Council was established and held its first meeting on August 26, 2008. Meetings are ongo-	Target achieved.

			ing. Application for Elder Program Support has been approved. Forums with the local Aboriginal community and the OCAD community have begun. OCAD students are participating in Lieutenant-Governor's Summer Literacy Camps in Aboriginal communities.	
Student Guide	Comprehensive guide for all new students available in hard copy and on-line with clear referrals	Assess relevance of guide for new students in relation to addressing concerns beyond first year and produce a relevant student publication.	Focus groups were conducted and as a result, the focus was changed to produce a comprehensive handbook for the benefit of all new and returning students. Developed, printed, and distributed 3000 copies of new Student Handbook to all students, starting in September 2007. Handbook increased to 88 pages.	Target achieved.
Mentoring Program	Use newly established Mentor Program blog to create an on-line community and track and monitor usage	Sign up 41% of the first year class, and have 25% of the students who have signed up participated. (06-07 results: 36% signed up and 12% participated)	54% of the first-year class signed up and 25% of these students participated.	We had positive results. We did focus groups with Mentors and Mentees in Winter 2008 and are revising the program for Fall 2008-09 to be more concentrated and effective and include an on-line component to increase participation
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	55% of first time, first year students participate in Summer Orientation and 70% of first time, first year students participate in Fall Orientation.	61% of new students (56% were first-time, first year) participate in Summer and 74% of new students participated in Fall Orientation.	Surpassed target.
Student Groups	Formation and support of policies to groups representing the student body, and renewal of those student groups in subsequent years	Promote established student groups at orientation by means of a mini student group fair to promote a variety of student interests 06/07 Student Groups renewed and new groups established, up to 10 in all (06-07 result: 9 groups established)	18 student groups were registered in 2007-08.	Target achieved.

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

Student Access Guarantee and Commitment

Instructions for 2007-08:

Through your signed MYAA, you committed to participate in the student access guarantee. For 2007-08, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2007-2008 Student Access Guarantee Guidelines.

	Yes	No
The institution met students' tuition/book shortfall in allocating financial aid, as set out in the 2007-2008 Student Access Guarantee Guidelines	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 2007-08 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

2007-08 TUITION / BOOK SHORTFALL AID:		
	TOTAL $	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	$192,437	161
Other SAG Expenditure to Supplement OSAP	$463,191	331
Total	$655,628	492

Date screen was last updated: 29.09.2008

MYAA Action Plan – 2008-09 Revision: Student Access Guarantee

Pursuant to Section 2.1 of the 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 2008-09 Student Access Guarantee Guidelines. Please complete the following template to update the strategies and programs that your institution will use in 2008-09 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: a)Provided to those students who apply for institutional financial aid; or b) Automatically issued to students based on their OSAP information	b) In 2008-2009, the majority of bursary assistance available through TSA funding will be automatically issued to students on the basis of OSAP information. Some TSA funds will be reserved for emergency, appeal and special consideration cases, as well as for an institutional work-study plan. Students will be 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. Identify any applicable deadlines.	Does not apply; aid will be provided automatically to students based on 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: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide	Does not apply; OCAD does not have any second entry programs.
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.

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B. QUALITY

Quality of the Learning Environment

Pursuant to your approved Multi-Year Action Plan, please identify your achieved results for 2007-08. If your institution has not achieved your proposed results, please explain the variance and your planned remedial action in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Remedial Action You Expect to Take
NSSE	Improve OCAD's benchmarks	Participate in NSSE 2008 and increase benchmark scores from 2007	We participated in NSSE 2008 and 5 of 10 benchmark scores were higher.	
			The response rate for NSSE 2007 was too low at 7.5% overall to make an adequate comparison with 2008. All 10 benchmarks improved from 2006. OCAD scores significantly above the Ontario average in "active and collaborative learning" and "student/faculty interaction".	
Curriculum Review	Review to establish cross-disciplinary and cultural learning opportunities	Establish up to 10% new disciplinary, cross-disciplinary and cross-cultural curriculum programming	In August 2007, OCAD held a New Ecology of Learning (NEL) Workshop that launched curricular reform with plans for conducting inventory of existing cross-disciplinary curriculum and implementation of new Degree Level Expectations. The NEL Steering Committee was constituted to oversee both curricular and extracurricular program development that would enable the following six themes or principles to become embedded in the OCAD student experience: Interdisciplinarity, Sustainability, Diversity, Wellness, Contemporary Ethics, and Technical Innovation. In Spring 2008, under the auspices of the NEL, OCAD introduced Studio and Liberal Studies minors into its overall curriculum. Minors give students the opportunity and the flexibility to pursue a secondary field of study without compromising their major field. Plans for Interdisciplinary Minors are ready for launch in 2009-10. Digital Futures Initiative Minors will launch in 2009-10; a Major program is in development.	Targets met.

OCGS	Graduate studies programs launched with successful pilot programs	Launch OCGS approved graduate programs and obtain approval for 1 new graduate program	Launched 2 Graduate Programs: MFA in Criticism & Curatorial Practice and Interdisciplinary Masters in Art, Media and Design in 2008. Obtained approval for an Executive Master of Design in Advertising in Summer 2008 and launched in Fall 2008. 2 graduate DFI programs are in development.	Targets met.
Faculty Development	Advisory Committee – Increase # of workshops and training activities	Continue to develop and run up to 4 Faculty Development workshops/events	Developed and ran 6 information/workshop events for all faculty in the area of Research. Develop and ran 6 workshops for all faculty on NEL principles.	Targets met.
Library Resources	Enhanced collections, access to e-resources, media resources, digital content			Exceeded targets.
	Library: 2007-08	Establish multi-year licence agreements with Ontario Council of University Libraries (OCUL), Canadian Research Knowledge Network (CRKN), and Association of Independent Colleges of Art & Design (AICAD)	Committed to multi-year agreement to sustain Scholars Portal as a delivery platform; Students have access to additional content, under three year license agreements (2008-11) negotiated by CRKN with CFI funding. The content includes full-text journals, e-books, and media from: Adam Matthew Digital, CAIRN, Érudit, Alexander Street Press, Gibson Library, Oxford University Press, Cambridge University Press, Taylor & Francis, JSTOR, Micromedia/ProQuest, and the Association of Learned and Professional Society Publishers. Additional content licensed through AICAD library consortium, including AskART (an auction records database).	
		Implement Scholars Portal enhancements	Implemented the Ontario Buys-funded ODESI (Ontario Data Documentation, Extraction Service and Infrastructure Initiative). This is a combined database and research tool for faculty and students.	
		Complete a Needs Assessment and Preliminary Space Program for a new Library & Archives (including collaborating units)	Needs Assessment and Preliminary Space Program completed June, 2008.	

	Imaging: 2007-08	Obtain critical mass of media/digital images with Canadian content: 8,000 – 10,000 digital images will be added in-house annually;	Local digitization targets are being exceeded annually; local digital image database includes more than 42,500 images.	
		500,000 images will be accessible from third-party vendors for instructional purposes.	Additional images are accessible to faculty and students through license agreements: 700,000 high-res images of art objects ARTstor; 130,000 high-quality images of art objects AMIG: Art Museum Image Gallery; 1M digital press photos from AP Multimedia Archive; image views of 1,400 material samples Material ConneXion; and hundreds of thousands of historic press photos from CORBIS	
		Investigate partnerships that will enhance Canadian content	Partnership options under consideration; plans underway to collaborate on a Canadian project possibly utilizing FADIS (Fine Art Digital Image Service developed by UofT). Enhanced Canadian content by over 1,100 and First Nations content over 1,000.	
Computer / Technology Access	Make all classrooms "smart rooms", update equipment, and enhance access	6 smart rooms added and 6 existing smart rooms upgraded to stereo	6 smart rooms were added and existing smart room upgrades were completed by November 2007. As of August 2008, 7 additional smart rooms were installed at various locations on campus (for a total of 13 smart rooms). An additional room has been set up as a multimedia sounds studio with 5.1 Dolby surround. Auditorium was upgraded to incorporate a new podium. The RFP process to upgrade, with smart podiums, the Nora Vaughan Auditorium was completed. These upgrades include a computer, amplifier and a document digital camera. AV & Imaging Services, in collaboration with IT Services, 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 proc-	Targets met.

			ess of bringing technology to the classroom much easier. Wireless was expanded at 100 McCaul and 113 McCaul so that coverage is available at all points, including administrative areas, classrooms and the library. In addition, the Learning Zone was established and launched through funding received from MTCU in 2007-08 for campus renewal and will open as a physical facility in 2008-09.	
Writing and Learning Centre	Increase # contacts with students in each fiscal year and identify and track the # of students using WLC and type of services required	Increase promotional class visits and customized workshops for curriculum classes by 10% 2006-07 results: 25 class visits	The WLC did not conduct class visits for first year students in Fall 2007	Class visits not required due to the overwhelming success of writing@ocad. WLC saw virtually all 2007 first year students in this program.
		2006-07 results: 24 customized workshops for curriculum classes.	The WLC gave 23 customized workshops for courses in the curriculum.	Improved service by adding a classroom-based tutoring option where 37 students received one-on-one help.
		WLC had 302 students registered in the tutoring program. 863 contact hours uses and 51% were with ESL students.	During 07/08 the WLC had 373 students registered in the Tutoring program for a 24% increase. They used 959 contact hours of which 45% were with ESL students	Less than 2% decline in ESL student contact hours in tutoring programs

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

Other improvements to the Writing and Learning Centre:

1) More involved in student orientation and transition initiatives. As a result:

    a. One-on-one contacts for course choice advising and university writing improved by 1200%.

    b. Workshops for fall student orientation increased by 33%

    c. Number of students enrolled in English for Art and Design increased by 71%

2) Study groups and Conversation club:

    a. The total number of students registered in Study Groups increased by 59% and the total number of registrants for Conversation Club increased by 50.

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Net New Hires

Pursuant to your approved Multi-Year Action Plan, please identify your actual net new hires for 2007-08. The ministry appreciates that accurate data on net new hires for 2008-09 may not be available until late fall. As such, please identify your planned net new hires for 2008-09.

Actual New Hires in 2007-08 Planned New Hires in 2008-09		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 2007-08	2	4	8.54	2	2	5
	Actual 2007-08	2	4	9.71	13	3	23
	Planned 2008-09	5	7	8.67	13	3.1	18
Retires / Departures	Planned 2007-08	1	4	7	1	0	2
	Actual 2007-08	2	4	8.71	7	1.89	12
	Planned 2008-09	Not Known	2	8.01	1	0	9
Net New Hires	Planned 2007-08	1	0	1.54	1	2	3
	Actual 2007-08	0	0	1	6	1.11	11
	Planned 2008-09	5	5	0.7	12	3.1	9

*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 2007-08 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. Student Services/Admin Staff data accounts for all individuals who left their positions as well as those who were hired to replace them. In addition, OCAD restructured its Faculty Offices in 07/08 which resulted in the creation of more staff positions to support students and faculty.

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Student Success: Student Retention Rates

Pursuant to your approved Multi-Year Action Plan, please report on the 2007-08 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned remedial action in the column provided.

	Proposed 2007-08 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Remedial Action You Expect to Take
1st to 2nd Year	87 - 89%	87%	Achieved.
2nd to 3rd Year	88 - 91%	87%	Close to proposed range.
3rd to 4th Year	88 - 91%	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 1st to 2nd 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 2nd to 3rd 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.

C. ACCOUNTABILITY

Please insert the current internet link to your posted Multi-Year Action Plan and 2006-07 Multi-Year Accountability Agreement Report-Back in the following space: **http://www.ocad.ca/about_ocad/accountability.htm** .

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 and 2006-07 Report-Back.

2007-08 Report Back Contact: **Sarah M. McKinnon, PhD, Vice-President, Academic**

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