

**2006-07 Multi-Year Accountability Agreement Report-Back for:
Nipissing University**

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		
	#	#	#		
Actual self-identified	173*		344*	517	
Survey results		1700**			1700

* includes only self-identified

** extrapolated from survey results

¹ Excluding your Per Student Funding portion of this fund.

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

Nipissing University has some programs that are restricted to aboriginal students. In our consecutive BEd program we have twenty places set aside for aboriginal students who self identify and our Aboriginal Services and Programs department tracks the students they serve. The total for all three combined is 173 students who have self identified as Aboriginal. These numbers probably under represent the Aboriginal students at Nipissing University. Survey results such as NSSE 2006 show 4% of first year respondents and 7% of senior year respondents, answering “yes” to the question: “Are you an aboriginal Person?”. This compares with the provincial average of 2% for first year and only 1% for upper year and none of the students in programs restricted to Aboriginal students were part of the NSSE survey.

A survey conducted in July of 2007 of new freshman high school admits showed 3.18% identified themselves as Aboriginal students.

The number of students with disabilities, who self identified and sought intervention with our Student Services department in 2006/07 was 344 students. We know that many students do not self identify and based on the 2006 CUSC survey, 7% of Nipissing University’s population has disabilities compared to the national average of 5%.

Under-represented groups such as “first-generation students” can be measured in a general way by responses on surveys such as Canadian Undergraduate Survey Consortium (CUSC) and National Survey of Student Expectations (NSSE). For example, on the 2006 NSSE questions asking students about their mother’s and father’s educational attainment, the response regarding father’s education shows only 23% of Nipissing students whose father has completed one or more degrees, while the percentage for all Ontario universities is 46% and the response for mother’s education was also lower with only 23% having completed a degree compared to the Ontario average of 40%. Clearly, Nipissing has more “first-generation students” than the provincial average.

A survey conducted in July of 2007 of new freshman high school admits showed 33.39% identified themselves as first generation when asked the question: “Are you the first in your family to participate in postsecondary education?”

Taken from the 2007 Survey of First Year Students (CUSC)

Table 1: Parents’ education Q56					
	All students (n=12,648)	Group			Nipissing University (n=347)
		1 (n=4,721)	2 (n=3,652)	3 (n=4,275)	
Mother’s education					
Less than high school	6%	6%	6%	7%	7%
High school or CEGEP	21%	22%	20%	21%	24%
Some post-secondary	10%	11%	10%	8%	10%
College/technical/trade school graduate	17%	19%	17%	16%	26%
University graduate/professional	32%	28%	33%	36%	20%
Other/don’t know/no response	13%	14%	14%	12%	14%
Father’s education					
Less than high school	9%	10%	9%	9%	7%
High school or CEGEP	16%	18%	16%	15%	24%
Some post-secondary	7%	7%	8%	6%	5%
College/technical/trade school graduate	17%	19%	17%	16%	29%
University graduate/professional	35%	30%	35%	41%	18%
Other/don’t know/no response	15%	16%	15%	14%	16%

OSAP data, survey questions about financial need and debt levels also provide valid indicators of barriers to students’ success.

Nipissing also asks students to self-identify and tracks them in the following ways:

1. Students are initially asked to self-identify in their application process and indicate if they are aboriginal or disabled.

2. Once again, students are asked to identify through the New Student Orientation Program (particularly to identify mature, college transfer, disabled and aboriginal students through voluntary workshops for non-traditional students).
3. Students are advised through the Academic Services Office to consider the appropriate module of University 1011. Modules geared to specific first-generation students have been developed.

University 1011 Course Description:

This is a 3-credit course designed specifically for first-year students. The method of instruction will vary throughout the duration of the course but will include lectures, small group discussions, guest lecturers, a variety of assignments, and reflective journals. This introductory course is designed to help students understand and integrate effectively into the university environment through the development of attitudes, skills and knowledge that promote success in higher education.

4. Early identification once students enroll in University 1011.
5. Direct question on parental education in the 6-week student satisfaction/evaluation survey.

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)
a) Aboriginal Non-traditional student success course (modules)	i) Number of courses/sections offered ii) Number of first-generation students identified and enrolled/continuing iii) First-generation student satisfaction survey	2 10 Under development – results by December 2007	2 7	We estimated both the numbers of Aboriginal students who would enrol and, from those, the number who self identify; our estimate of ten for 2006/07 was close. The twenty projected for 2007/08 was arrived at after discussions with local bands based on their population growth and the fact that they felt the "Rae Report" would quickly lead to more funding for the bands to send students to university. These students need band funding. Since there has been no more money from either level of government to increase the number of "band students" we no longer think we can reach our target of 20.
Aboriginal recruitment support	i) Number of aboriginal students enrolled/continuing ii) Number of aboriginal students enrolled in University Success First Generation module iii) Number of faculty and staff visits to aboriginal committees	300 4 8	300 5 8	
Retention programming	i) Academic Outreach Advising ii) Orientation/workshops	40 10	47 33	

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
b) Student Transition Student Orientation <ul style="list-style-type: none"> • College Transfer • Mature • Disabled • Other first generation 	i) Number of students/parents participating (2005/06: 566/741) ii) Satisfaction rating from students/parents (2005/ 06): 4.43/4.37) on 5 point scale iii) Number of students participating in the Non-traditional Student Orientation (2005/06: 32) iv) Number of college transfer students participating in Non-traditional Student Orientation (2005/06: 10) v) Satisfaction rating of Non-Traditional Student Orientation Participants (2005/06: n/a) vi) Number of new students participating in Disability Services Orientation/Transition Program (2005/06: 7) vii) Satisfaction rating of Disability Services Orientation/Transition Program (2005/06: n/a)	587/1,055 4.4/4.5 67 24 4.25 12 in progress	2007-2008 680/846 4.39/4.38 65 24 82.25% of the respondents rated their satisfaction with the workshops as good or very good – this is 4.15 19 Scale was 1-5 with 1 being "poor" and 5 "very good"	
Workshops for job search, interview skills, resume, portfolio development	i) Number of workshops and visits per year	62	66	
Academic Skills workshops	i) Number of workshops offered (2005/06: 17) ii) Number of students participating (2005/06: 900)	20 900	25 861	
Academic Services	i) Number of student group sessions ii) Number of individual student sessions iii) Student satisfaction rating	615 3,579 4.2/5	584 3,677 4.7/5	
Leadership development initiatives <ul style="list-style-type: none"> • Student development program • Co-curricular transcripts • Tutoring 	i) Monetary value of Student Union and Student Affairs programs per year ii) Number of transcripts developed and issued per year iii) Number of tutors, in various programs, active per year	20,000 130 165	\$20,000 285 137	Fewer tutors applied to work – plan to recruit harder this academic year
Personal counselling	i) Number of first-year students served ii) Number of first- generation students served	45 under development	43 106 (.39 x 273)	Personal counselling is influenced by many things beyond anyone's control. For example this year two students died in a car accident.

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Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
Career counselling	i) Number of first-year students served ii) Number of first- generation students served iii) Program evaluation scores	25	6 48 (.39 x 122) A) 4.63/5.0 B) 4.63/5.0 C) 4.66/5.0 D) 4.35/5.0 E) 4.48/5.0	Perhaps this decrease is because more students are enrolled in programs leading directly to a career such as Nursing or it may just be that the students are waiting until upper year.
c) Students with Disabilities High school mentorship program	i) Number of Nipissing University students with disabilities participating per year	3	3	
Disability awareness	i) Number of workshops/events per year ii) Total attendees per session	4 40	9 10	More workshops, fewer students/workshop=better individual service
Nipissing University Diversity Committee support	i) Number of projects and events per year ii) Number of attendees per year	3 60	12 85	
Accessibility planning	i) Number of initiatives, projects and/or barriers identified and addressed per year Note: progress is happening when each year the number of initiatives/projects goes down because more barriers are being removed as each year ends.	25	9	Progress is happening when each year the number of initiatives/projects goes down because more barriers are being removed as each year ends.

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

Student Access Guarantee and Commitment

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

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.	Nipissing University will meet students' tuition/book shortfalls for students through a web-based bursary/student awards application process. Only students submitting such an application will be considered for funding to meet their calculated shortfall. The Ministry-calculated shortfall, with allowable adjustments, will be adjusted according to the budget resource and expense figures provided by the student.
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: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide.	At this point we do not plan to offer loan assistance to meet shortfalls in second entry programs.
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.	N/A
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>In addition to our web-based bursary application, the following other financial support programs will assist Nipissing University students facing financial barriers to access:</p> <p><u>Web Advisor Bursary/Awards Program</u> – This program will continue as the gateway to the student access guarantee mandate. The application has been revised to allow first generation and aboriginal students to self identify. This program also provides a measurement tool for the determination of financial need under other programs such as OSOTF and OTSS. Funds distributed through these sources will also address shortfalls for all recipients.</p> <p><u>Entrance Scholarship Program</u> – Our guaranteed entrance scholarship program will continue. Many students who would otherwise have a calculated shortfall will have this addressed through the provision of generous entrance scholarships.</p> <p><u>Tuition Assistance and other Entrance Award Programs</u> – We will continue to offer these programs to entering applicants, but have revised the application such that we provide an opportunity for students to self identify as first generation and/or aboriginal students.</p> <p><u>Nipwork/Work Study Program</u> – Provided funds permit, these programs will continue, and a student's shortfall may also be fully or partially met through on-</p>

	<p>campus employment.</p> <p><u>In-Course Scholarship Program</u> – Returning students who demonstrate high academic merit are rewarded through our in-course scholarship program. These expenditures will assist upper year students with calculated shortfalls.</p> <p><u>Emergency Bursaries and Loans</u> – Students in financial crisis who are unable to continue with their studies for financial reasons can apply for small amounts of non-repayable or repayable emergency assistance</p> <p><u>Fee Payment Arrangements</u> – Students who are unable to meet the standard deadlines for fee payment are able to inquire about individual fee payment arrangements based on their ability to pay over an extended period of time</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 disputing the amount of assistance provided as part of the student access guarantee can arrange a one-on-one interview with our Student Awards Coordinator to discuss their concerns</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)
Maintain Appropriate Class Sizes	Maintain class sizes that are pedagogically appropriate for a small, primarily undergraduate university	Average class sizes of approx. 49, 35 and 25 for 1 st , 2 nd , and 3 rd /4 th years classes respectively	45 – 1 st yr 34 – 2 nd yr 22 – 3 rd /4 th yr	
Modes of Instruction	Full participation in ITeach initiative in Concurrent Ed	Brantford - third year students		Most students have a computer by 3 rd year, however, the Ontario Ministry of Education software can not be loaded on to their personal computers. Requiring the students to lease a Nipissing University computer is an additional financial burden and we are trying to find alternatives.
	Increased use of new teaching and learning technologies and initiatives by faculty and students	Establish benchmarks to measure faculty use of Office of Instruction and Learning (e.g. number of faculty using the service; types of service required; number of faculty using new teaching technologies, such as WebCT)	# of faculty using new teaching technologies: 2005/6 – 40 2006/7 - 100	
	Increased participation in Biidaaban/Service Learning Initiative	<ul style="list-style-type: none"> i) Number of courses with a service learning component ii) Number of students participating in aboriginal or community service-learning iii) Number of active community and aboriginal partner organizations 	<ul style="list-style-type: none"> i) 9 courses (covered all 23 sections) Arts and Science: 6 courses Business: 0 courses ii) 142 students (17 students had a CSL experience with an Aboriginal focus) Arts and Science: 52 students (3 students had a CSL experience with an Aboriginal focus) iii) 32 active partner organizations, 4 of which have an Aboriginal focus 	

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Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
Student Involvement in Research	Increased involvement of students in research as part of their undergraduate educational experience	Explore potential for Nipissing Undergraduate Research Opportunities Program (UROP)	<p>VP Academic & Research attended a US conference on "The Undergraduate as Scholar"; developed as proposal for a Critical Inquiry Initiative (CII), including an Undergraduate Research, Internationalization, Community Service Learning, and Sustainability to be integrated into the undergraduate curriculum at Nipissing;</p> <p>An assistant to the VP Academic & Research appointed to lead the development & implementation of the CII, including an annual Undergraduate Research Conference commencing in 2008.</p>	
Support for Graduate Students	Increased program opportunities for graduate studies	<p>Submit proposal to OCGS to expand the current part-time master's program in Education to provide a full-time option</p> <p>Submit proposal to OCGS to join the Joint PhD in Education with Brock, Lakehead, and Windsor Universities</p> <p>Submit proposal to OCGS for master's program in History</p>	<p>Proposal for full-time MEd submitted to OCGS and approved; first class of 25 to start in September 2007 and is fully subscribed.</p> <p>Proposal for an MA in History approved by Senate and submitted to OCGS on July 3, 2007.</p>	To date, partners in the Joint PhD in Education have not been willing to permit Nipissing to join; we are looking at other options including a stand-alone PhD in Education at Nipissing.
	Creation of a School of Graduate Studies	Establish Interim School of Graduate Studies	Interim School of Graduate Studies approved by Senate in January 2007; interim Graduate Studies regulations developed.	
	Creation of space for full-time graduate students	Create space for full-time master's and doctoral students in Education	Space for the 25 full-time Education graduate students and the graduate faculty has been created (in The Monastery property recently acquired by Nipissing).	
	Increased support for graduate students through internal graduate scholarships and Teaching Assistantships	<p>Establish Nipissing Graduate Scholarships</p> <p>Establish Nipissing Graduate Teaching Assistantship Program</p>	Graduate Scholarships and Teaching Assistantships of \$5000 per student have been established for the full-time MEd students.	
Internationalization	Number of incoming and outgoing student/faculty exchanges per year	Increase to 38	Incoming/outgoing student exchanges: 38 Incoming/outgoing faculty exchanges: 16	
	Number of full-time international students enrolled per year	Increase to 25	32	
	Number of exchange and active articulation agreements per year	Increase to 18	20	
	Number of international placements per year	Increase to 80	133	

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
Student Success and Retention	Improved academic success, increased retention and reduced attrition rates	Reduction of failure rates due to increased student capability and ensuring academic standards are appropriate. Improve student retention rates.	Overall retention rates have improved as shown in the chart for retention from year to year.	
	Expansion and improvements in pre-university preparation, mentoring, and the UNIV 1011 course	Increase number of sections in UNIV 1011 (University Success course). Develop sections of UNIV 1011 for specific target groups	2 full sections 1 Aboriginal (modules) 1 First Generation (modules)	
	Review the student first-year experience	Commence review of student first-year experience	CUSC & NSSE Surveys ongoing	
	Undertake student attrition survey	Survey reasons for student attrition and develop recommendations	6-week survey complete – ongoing analysis	
Writing Drop-in	i) Number of hours of operation ii) Number of visits and sessions per yr	10 per week 220	18 hrs/week 287	
Student Satisfaction	Maintain Nipissing's national and provincial leadership in student satisfaction	Achieve above-average results for Ontario universities in the first NSSE survey for Nipissing	<p>1. NSSE 2006 results for question #13, <i>"How would you evaluate your entire educational experience at this institution?"</i></p> <p>90% of first year Nipissing University students responded either good or excellent compared to the Ontario provincial average of 79% and the NSSE 2006 average of 82%.</p> <p>89% of senior Nipissing University students responded either good or excellent compared to the provincial average of 78% and the NSSE 2006 average of 85%.</p> <p>2. NSSE 2006 results for question #14, <i>"If you could start over again, would you go to the same institution you are now attending?"</i></p> <p>89% of first year Nipissing University students responded either probably yes or definitely yes compared to the provincial average of 84% and the NSSE 2006 average of 83%.</p> <p>84% of senior Nipissing University students responded yes or definitely yes compared to the provincial average of 76% and the NSSE 2006 average of 81%.</p>	

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
Student Satisfaction continued	Establish benchmarks to measure continued high levels of student satisfaction in output surveys (Globe and Mail, CUSC, MGS, NSSE, etc.)	Benchmark results from student and graduate surveys	Results of CUSC surveys are available as follows: 2007 – 1 st yr students 2006 – Graduating students 2005 – Comprehensive survey	
Classroom Resources	Ability to provide superior academic experience in various labs with better equipment, additional software and the provision of more supplies for undergraduate research projects	Measure number of classrooms and labs upgraded Measure amount of funds to support undergraduate research	Upgraded six classrooms and two labs \$240,408 in faculty supervision time for student research and individualized study. \$60,546 for student research assistantships through four separate programs that support undergraduate student research (Internal Research Grants, Small University Research Grants, Top-ups to NSERC Undergraduate Student Research Awards, and NipWorks employment program).	
Library Resources	Plan and build a new "Information and Learning Resource Centre" to provide new space for the library and associated learning and information support for students and faculty of Nipissing University and Canadore College	Building design RFP and capital fundraising campaign	With the assistance of Larkspur Associates Inc, the Library completed a functional space programme for a new Library and Learning Centre in July 2006. Nipissing University and Canadore College then sought bids from architects to create a design concept for this new Centre. Diamond and Schmitt Architects were selected and they provided the design concept in April 2007. This concept is currently (June 2007) being used by the joint Nipissing/Canadore Capital Campaign to raise funds for construction of the Centre.	
	Improved access to digital information for the Human and Social Sciences through CRKN	Participation in a new CRKN proposal to the Canada Foundation for Innovation - Digital Content Infrastructure for the Human & Social Sciences Increased provision of digital information sources for Human and Social Sciences	The Library agreed to participate in the CRKN proposals for digital access to: Times Digital Archive; Taylor & Francis Journals online; Oxford University Press Journals online and Archive; Cambridge University Press Journals online; and Blackwell Journals online and Archive. Access to these was activated in February / March 2007. Effective October 2006, the Library has redeployed a staff member into Interlibrary Loans to enable the growing demand from students for this service to be met. The Library has participated in the 2007 LibQual survey tool, to measure students' level of satisfaction with library services. The survey process was completed in April 2007 and results will be provided by the Association of Research Libraries in August 2007.	

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
IT Resources	Wireless access in more areas of the university has improved student satisfaction and usage	Increase percentage of campuses with wireless access. Demonstrated by connectivity maps which now show good to excellent wireless strength in all classroom and common student areas Number of users – approx. 900 (faculty and students)	100 % of both North Bay Main Campus and Brantford campus with wireless access. Bracebridge campus will become 100% wireless access when new building opens in the fall of 2008. In 2006-07 there were more than 1100 students and faculty who used the wireless network.	
	IT support for expanded ITeach program.	Increase support through the number of help desks, IT leaders, and ITeach boot camp	Increase hours for the Help Desk by 5 hours per week.	
	Implementation of Portal Project	Expected number of users: 1000+ Complete preliminary development work performed to date	Re-developed the portal using new software. New portal is now used by most students and faculty.	
	Upgrade administrative system hardware and software	Number of users – anticipated to be approx 10,000 students (F/T and P/T), faculty and staff	Nipissing University is continuing to work toward a major upgrade to the Datatel system used for admissions, records, financials, HR, residences and alumni services. In 2006-07 we purchased new hardware and are now moving into the testing phase of the project.	

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	21	12		8	3.95	5
	Actual 2006-07	19	21		12	5.31	9
	Planned 2007-08	9	10		11	3.54	14
Retires / Departures	Planned 2006-07	5 / 7	0 / 12		1 / 4	0 / 1.29	0 / 1
	Actual 2006-07	4 / 11	18		1 / 7	0 / 1.97	1 / 1
	Planned 2007-08	5	10		3 / 6	.69	0 / 7
Net New Hires	Planned 2006-07	9	0	9.14	3	2.66	4
	Actual 2006-07	4	3		4	3.34	7
	Planned 2007-08	4	0		2	2.84	7

* 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.

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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	84%	83%	
2 nd to 3 rd Year	76%	79%	
3 rd to 4 th Year (if applicable)	73%	77%	

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

Overall retention results are better than those proposed and the first year results are very close.

C. ACCOUNTABILITY

Please insert the current internet link to your posted Multi-Year Action Plan in the following space: <http://www.nipissingu.ca/accountability/agreement.asp>.

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.