



**2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back**

<b>Institution Name:</b>	<b>Nipissing University</b>
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**OVERVIEW**

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.



**1) Enrolment - Headcount\***

\**DEFINITION: Headcount is the actual enrolment for Fall 2010 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2010-2011 fiscal year.*

***Nipissing University*** reported to the Ministry the total Headcount enrolment in 2010-2011 = **3,601**.

The number of students aged 18-24 from the total Headcount enrolment reported by ***Nipissing University*** to the Ministry for 2010-2011 = **3,087**.

The number of students aged 25+ from the total Headcount enrolment reported by ***Nipissing University*** to the Ministry for 2010-2011 = **457**.

The **number of students under the age of 18** enrolled at ***Nipissing University*** in 2010-2011= **57**.

\*The space below is provided for ***Nipissing University*** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount

Headcount data is derived from student registrarial records as of October 11, 2011.

Please provide one or more examples, in the space provided below, of highlights from *Nipissing University's* Enrolment Management Plan that *Nipissing University* used during 2010-2011 to manage enrolment.

The Common Degree structure applicable to BA, BSc, BPHE, BBA, and BComm was introduced in 2010-2011. The purpose of the Common Degree structure is to allow diversity, variability and flexibility for students to pursue their interests when registering in the programs. This is considered a significant enhanced retention strategy.

Financial support for 32.5 out of an available 100 entrance scholarships worth \$6,000.00 each was provided to students registering in Mathematics and Science programs in 2010-2011 under the Schulich Scholarships program. This generous scholarship program will continue to be promoted as part of the university's overall Enrolment Management Plan.

Additional partnerships were established with 2 Ontario colleges which will allow college students graduating with a business diploma to complete a business degree within one calendar year while studying at their former college campus.

**2) Under-Represented Students: Students with Disabilities\*, First Generation\*\* and Aboriginal\*\*\***

*\*DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of the institutions' annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).*

*\*\*DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

*Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.*

*Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).*

*\*\*\*DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.*

For the following, please include Full-Time and Part-Time, but not International students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at <b>Nipissing University</b> who registered with the Office for Students with Disabilities and received support services in 2010-2011= <b>366</b></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount:            (Insert Total From Above) <b>366</b>  <math>\div</math> <b>Nipissing University</b> (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <b>10.2%</b></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at <b>Nipissing University</b> who registered with the Office for Students with Disabilities and received support services in 2010-2011 = <b>67</b></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at <b>Nipissing University</b> in 2010-2011= <b>487</b></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount:            (Insert Total From Above) <b>487</b>  <math>\div</math> <b>Nipissing University</b> (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <b>13.5%</b></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at <b>Nipissing University</b> in 2010-2011 = <b>235</b></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at <b>Nipissing University</b> in 2010-2011= <b>246</b></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount:            (Insert Total From Above) <b>246</b>  <math>\div</math> <b>Nipissing University</b> (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <b>6.8%</b></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>Nipissing University</b> in 2010-2011 = <b>62</b></p>

\* The space below is provided for **Nipissing University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students -

Students with Disabilities: Students numbers are derived from the Disability Services Office based on the number of actual students who registered with the office in 2010-2011. Since only students who register with the DSO are identified, this number is probably under-representative of students with disabilities.

First Generation: Introduced in 2010-2011, students were required to indicate whether they were FG when updating information in the student information system. Since this is a self-identified and self-reported number, the number of FG students is probably under-represented.

Aboriginal Students: Student numbers are derived from registrarial records and include full-time summer programs as reported by the Office for Aboriginal Initiatives. This number may be slighted under-representative of the actual number since it is possible that not all students have registered with the Office.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving <b>Nipissing University's</b> initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving <b>Nipissing University's</b> initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving <b>Nipissing University's</b> initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>The 2010-2011 academic year presented our first opportunity to provide complete ASL interpreter services staffed by a team of 3 qualified interpreters. Early identification, screening and assessment/re-assessment for students with learning disabilities continued through a collaborative agreement with the Northern Ontario Assessment and Resource Centre resulting in 27 psycho-educational assessments being completed. Professional notetaker services increased by 90% over the previous year, where 73 professional notetakers and 9 notesharers were coordinated for 59 students. 101 students registered with mental health disabilities in 2010-2011 which is an increase of 158% over the past 3 years.</p>	<p>In 2010-2011, students were asked to self-identify and report as First Generation students when registering in the student information management system.</p> <p>A core group of identified first generation students voluntarily participated in a photo-journalism research project which is being extended into year 2 for 2011-2012. This unique project provides an opportunity for participating FG students to identify and reflect upon their overall thoughts, feelings, and experiences during their first year at Nipissing University. Participants are supported by peer mentors and a research project facilitator where topical information sessions and debriefing exercises are provided.</p> <p>Recommendations for improving services and specialized programming for first generation students is gathered. First Generation students are monitored and coached to engage in a range of specialized student support services during their academic term.</p>	<p>Building on the success of the Aboriginal Student Links "In-Schools Program", and an identified need to provide a next step for participating Aboriginal secondary school students, Aboriginal Services introduced a Summer Entrepreneurship component to the ASL project. 6 students from the participating secondary schools were selected to receive training and to develop their own Aboriginal youth business, "7 Spirits Leadership Team". Led by one of ASL's undergraduate interns, students developed a business plan, organizational structure and registered their business. Included in the entrepreneurship training was public speaking, business finance, and group management. Activities that the students undertook included facilitating presentations at the multi-cultural centres Canada Day showcase, preparing and serving food at North Bay Gathering Place for people in need, volunteering at the North Bay food Bank, facilitating activities for Children and youth camps and facilitating a weekly youth program for the North Bay Indian Friendship Centre. This addition to the ASL project has been the catalyst for the participating students to apply the skills, self-awareness and personal growth in real life situations. The addition of this component of the project has also provided the opportunity for the students to be exposed to Nipissing University on a daily basis, increasing the likelihood that they will go on to higher education once completing their secondary school studies.</p>

### 3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **Nipissing University** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

\*NOTE: SAG data as of June 9, 2011

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
<b>Expenditures for Tuition / Book SAG Amount</b>	\$353,240	366
<b>Other SAG Expenditure to Supplement OSAP</b>	\$528,189	550
<b>TOTAL</b>	\$881,429	916

Did **Nipissing University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

**Yes**

The space below is provided for **Nipissing University** to describe methodology, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2010-2011.

Note: Nipissing University's SAG Report as of Oct 7, 2011 is: Expenditures for Tuition/Book SAG Total: \$358,830; Accounts: \$375.00 Other SAG Expenditure to supplement OSAP Total: \$528,199; Accounts: \$550.00 TOTAL: \$887,029; Accounts: \$925.00

#### **4) Participation in the Credit Transfer System**

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2010.

<b>Year</b>	<b>Total Applications</b>	<b>Total Registrations</b>	<b>Transfer Applications*</b>	<b>Transfer Registrations*</b>
<b>2006</b>	3,367	703	272	52
<b>2007</b>	4,045	929	309	56
<b>2008</b>	4,016	852	249	54
<b>2009</b>	3,793	720	282	55
<b>2010</b>	3,908	832	253	54

\*Transfers from publicly assisted colleges in Ontario

***NOTE:** OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that:*

- *the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;*
- *a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;*
- *transfer data is not limited to college graduates who apply through OUAC; and*
- *only includes full-time students applying and registering in the fall to the first year of a university program.*



The Ministry encourages **Nipissing University** to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, **Nipissing University** should report institutional data which includes data from OUAC and other sources.

Year	Nipissing University's Total Applications	Nipissing University's Total Registrations	Nipissing University's Transfer Applications	Nipissing University's Transfer Registrations
2010	4,515	1,246	673	220

\*The space below is provided for **Nipissing University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Transfer applications and registrations - Institutional data

Data for Total Applications and Registrations and data for College Transfer Applications and Registrations derived from student registrarial records as of September 30, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used in 2010-2011 and which contributed to maintaining or improving **Nipissing University's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by the institution to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc), a success story and/or a key accomplishment in each of the following categories:

**4.1) Expanding Transfer Pathways** excluding collaborative degree programs without transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, projects to facilitate course-by-course transfer in General Arts and Science diploma programs, pathway projects to support university to university or college to college transfer, etc.)

Nipissing University created a second degree program - the BScN Scholar Practitioner Program, in partnership with a health care institution consortium in Toronto. This program offers a two year nursing degree program to students who have completed a university degree in another discipline. This program is offered in the health care institution consortium through a blended delivery model and is six semesters in length over two years. Applications were being accepted in 2010-2011 for a Fall 2011 start date.

Nipissing University continued to create more partnerships with health care agencies in Ontario to expand our Bachelor of Science in Nursing (RPN Bridging - Distance delivery) program.

Two additional pathway/partnerships with Confederation College and St Clair College were added for Fall 2011 admissions to Nipissing's BCOMM College Partnership Degree Completion for College Graduates. Nipissing University now has 5 partnerships in 6 locations with specific Ontario Community Colleges. Graduates from these Colleges with a 3 year business diploma and a minimum overall average of 72 percent may be granted up to 45 credit advanced standing towards a 90-credit BComm degree. Full-time and part-time options towards obtaining a BComm degree within this college partnership program are available.

Nipissing University established new transfer policies with Georgian College (Visual and Creative Arts diploma) and Haliburton School of the Arts (Fine Arts and Fine Arts-Advanced diplomas) for applicants to Nipissing's Fine Arts and Culture and the Arts programs.

**4.2) Providing Support Services for Transfer Students** (including student transition experience/activities and supports to promote student success)

In 2010-2011, Transition Programs and Academic Advising strengthened its support services for transfer students by expanding individual orientation programming on a year-round basis for transfer credit students. This includes specially focused appointments with Transition and Academic Advising staff for transition and academic planning along with an individualized campus tour with an upper year student. In addition, a student success conference was organized by Transition Programs in September, exclusively for mature and transfer students, which had current upper year mature and transfer students offer workshops on writing expectations, best practices for note taking, time management, budgeting, and researching. In addition, the conference also included activities where students had the opportunity to experience, first-hand, the personal transition into university life with specific insights on how to adapt to university professors' academic expectations and teaching styles.

**4.3) Improving Transparency and Access to Information** about Credit Transfer and Transfer Pathways



Nipissing University developed and launched 2 new sections in our updated institution website [www.nipissingu.ca/collegetransfer](http://www.nipissingu.ca/collegetransfer). This site brings all of our transfer policies into one location and is designed to make information easy for applicants to find. The website includes information on making an application, program requirements and course offerings and student testimonials and answers to frequently asked questions.

We plan to continue to update information that is found in college transfer guides at different Ontario colleges.

Outreach initiatives include plans to continue to attend information fairs at various Ontario colleges.

**5) Class Size\***

Per the 2010 Common University Data Ontario (CUDO) report for Fall 2009, the percentage of *Nipissing University's* undergraduate class size for first entry\* programs was:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
<b>Fewer than 30</b>	256	76.4%	185	60.7%	178	72.1%	105	87.5%
<b>30 to 60 students</b>	49	14.6%	100	32.8%	69	27.9%	15	12.5%
<b>61 to 100 students</b>	26	7.8%	19	6.2%	0	0.0%	0	0.0%
<b>101 to 250 students</b>	4	1.2%	1	0.3%	0	0.0%	0	0.0%
<b>251 or more</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	335	100.0%	305	100.0%	247	100.0%	120	100.0%

\* First entry programs include - arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above.



Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2010-2011, which contributed to maintaining or improving **Nipissing University's** class size initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Nipissing has recently introduced a model of flexible learning for many of its courses. This model integrates new technologies into classrooms and insures that students not only get assistance in smaller classes but that they have the additional benefit of graduating with the ability to learn independently through technology.



## **6) eLearning**

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the government announced the creation of a new Ontario Online Institute (OOI). In Spring 2010, the Ministry conducted a survey on elearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of elearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Ontario Online Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

### **Fully Online Learning\* and Synchronous Conferencing\***

*\*DEFINITIONS:*

#### **Courses:**

*A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.*

*A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.*

#### **Programs:**

*A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.*

*A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.*



### Course, Program and Registration Data

Based on the definitions provided above, provide *Nipissing University's* elearning data for 2010-2011:

<b>COURSES DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Fully Online Learning	67	12
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Synchronous Conferencing	0	0
<b>Total Number of Ministry-funded, For-credit Courses Offered in eLearning format</b>	67	12
<b>PROGRAMS DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Fully Online Learning	3	1
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Synchronous Conferencing	0	0
<b>Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format</b>	3	1
<b>COURSE REGISTRATIONS</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	2,319	234
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
<b>Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format</b>	2,319	234

\*The space below is provided for **Nipissing University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

Courses: Reported numbers account for the total number of unique courses, but do not reflect the total number of sections being offered.

Registrations: Reported numbers account for the total sustained "N" registrations but do not include the double count of six credit sustained "N" registrations.

Note: Correspondence courses and face-to-face courses offered in locations at a distance from the campus have not been included.

As a point of information, the above data does not include in-service numbers for courses taken by teachers in pursuit of additional qualifications and additional basic qualifications. While these courses and enrolments are not ministry funded, it is important to recognize that Nipissing University delivers a significant number of unfunded offerings that use online and hybrid formats.

As well, there are two other programs in professional areas that may qualify as hybrid learning programs next year:

- 1) a program called the Scholar Practitioner Program that enables degree graduates to complete a Bachelor of Science (Nursing) in a condensed time frame and;
- 2) Nipissing's first PhD program in Educational Sustainability. These programs, as well as Nipissing's existing online and hybrid programs, underscore the sustained appeal of this mode of learning by those interested in professional disciplines. This point is further validated by the recent expansion of Nipissing's College Partnership Program (Bachelor of Commerce) from four to six college partners.



**Hybrid Learning\***

*A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.*

*A Hybrid Learning program is a program in which 80% or more of its courses are hybrid learning courses.*

In the space provided below, please highlight one example of **Nipissing University's** use of Hybrid Learning courses and/ or Programs

During 2010-2011, Nipissing developed and implemented a Bachelor of Science (Nursing) Bridging program to assist in RPN transition to baccalaureate status. This program is the first of its kind in the province and represents a unique response to the health human resources crisis in Ontario and elsewhere.

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2010-2011, which contributed to maintaining or improving elearning opportunities at **Nipissing University**. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

During 2010-2011, Nipissing created and staffed a Centre for Flexible Teaching and Learning (CFTL). Created through an amalgamation of several related departments, the objectives of the CFTL are to increase efficiencies, to provide timely customer service, and to provide educational technology and pedagogy supports to students, staff, and faculty in order to enhance the quality of teaching and learning throughout the university. These objectives pertain to elearning modes as well as other kinds of learning supported by Nipissing.



**7) International**

**7.1 Initiatives**

Please identify emerging markets for International Students (i.e. countries who are not represented in **Nipissing University's** current top five source countries for International Students, as shown in International Enrolment section below) in which **Nipissing University** actively engaged in recruitment activities in 2010-2011:

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Nipissing University** had in 2010-2011:

- Outbound students\* = 108  
\*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
- Inbound students\* = 66  
\*DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Nipissing University** in 2010-2011 = \$192,000

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Nipissing University** had outside of Canada in 2010-2011 = \$0

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **Nipissing University** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

\*The space below is provided for **Nipissing University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Initiatives

Our numbers of outbound students include: students studying on bi-lateral and consortia exchanges as well as community service learning internships, study/research tours, nursing preceptorships and teacher education practica (the latter involves teaching experiences in rural communities within Kenya and Ecuador, providing rich cultural interaction in a developing country context while requiring flexibility and ingenuity skills of our teacher candidates).

Our numbers of inbound students include: degree-seeking students, exchange students, and students who came to NU to study via a "Comprehensive Summer Study" program that is designed as a combination of two for-credit courses in addition to unique northern Ontario cultural experiences.

## 7.2 Enrolment

In 2010-2011, **Nipissing University** reported to TCU the following top 5 source countries for international students:

	<b>Source Country</b>	<b>Number of International Students</b>	<b>International Students from Source Country as a Percentage of Nipissing University Total Full-Time International Student Enrolment</b>
1.	Nigeria	4	17.4%
2.	France	3	13%
3.	China	2	8.7%
4.	Germany	2	8.7%
5.	Saint Vincent and the Grenadines	2	8.7%

**Nipissing University** reported to TCU that International Enrolment\* in 2010-2011 = 23

*\*DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

\*The space below is provided for **Nipissing University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

Student numbers are derived from Registrarial records and the International Initiatives Office.

Please provide **Nipissing University's** 2010-2011 Part-Time International Student Enrolment = 3

### **7.3 English as a Second Language**

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Nipissing University** in 2010-2011 = 17

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Nipissing University** used in 2010-2011 to create pathways for *International students* from **Nipissing University's** ESL programming to postsecondary studies.

Two English ESL courses were offered during regular semesters in 2010-2011 at Nipissing University to serve as a support to students who are already enrolled in courses. These courses provide opportunities for students to expand their writing and grammar skills and to develop their verbal presentation skills in a supported learning environment. This in turn provides confidence for classroom participation that is a requirement in most courses, and gives them the tools to be effective participants in required group presentations.

\*The space below is provided for **Nipissing University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment and ESL

At the time that our offers of admission are sent out, we recommend that all new incoming international students, whose first language is not English, take the noted ESL courses. Students who do participate in these classes discover self-confidence and often establish supportive friendships with other international students in the classes.

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2010-2011, which contributed to maintaining or improving **Nipissing University's** international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Nipissing University's International Initiatives Office has extended its outreach to all departments across our three campuses for any type of University-sanctioned international initiative. In addition to traditional study exchanges, the IIO now includes: teacher education practica, community service learning, nursing preceptorships and collaboration with professors who lead study/research tours. The IIO has implemented an on-line database to track all incoming and outgoing student activities. Also, by establishing a risk management system to ensure that due diligence is attended to, emergency response is actively provided for all students and for professors leading group trips internationally.

**8) Supply Chain Compliance / Broader Public Sector Accountability Act****SUPPLY CHAIN COMPLIANCE**

Effective April 1, 2010, Broader Public Sector organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have a Code of Ethics and Procurement Policies and Procedures in place within the university that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

**Nipissing University** confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **Nipissing University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

**Nipissing University** confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **Nipissing University** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

**Nipissing University** confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **Nipissing University** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Nipissing University's** OECM purchases in 2010-2011: 3,800

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2010-2011, which contributed to maintaining or improving **Nipissing University's** supply chain management. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Nipissing University implemented the use of electronic payments in place of paper-based cheques for a targeted group of payees in order to increase efficiencies with the procurement office. In addition to reducing the costs associated with printing cheques, the efficiencies achieved through this process has enabled procurement staff to devote more time to monitoring compliance with policies and procedures.

\*The space below is provided for **Nipissing University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Supply Chain Management and OEMC purchases

Information was gathered by reviewing invoices and adding the total invoice costs for the OEMC equipment.

**BROADER PUBLIC SECTOR ACCOUNTABILITY ACT**

All universities are to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through two new directives, establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including universities, to establish rules on perquisites.

**BPS Procurement Directive**

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.

Given the proclamation date of April 1, 2011, ***Nipissing University*** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require ***Nipissing University*** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices ***Nipissing University*** adopted in 2010-2011 to prepare for compliance.

Individuals directly involved in the procurement process, as well as those individuals responsible for large acquisitions, participated in training sessions to understand the new Directive and the impact that it will have on the University's existing processes. Changes to key areas, such as the rules surrounding procurement for consulting services, was communicated to those individuals routinely involved in these purchases. The University commenced a review of best practices in the system in order to update policies and procedures.

A link to the Directive was posted on the University's website.

**BPS Expenses Directive**

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

Given the proclamation date of April 1, 2011, **Nipissing University** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Nipissing University** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Nipissing University** adopted in 2010-2011 to prepare for compliance.

Individuals directly involved in the procurement process participated in training sessions to understand the new Directive and the impact that it will have on the University's existing practices. Changes to existing practices, such as the need to eliminate the use of per diems for meal expenses, was communicated to those directly affected by the changes and a plan to implement these changes was developed. The University participated in discussions within the system to determine best practices and identify improvements to existing practices.

A link to the Directive was posted on the University's website.

**BPS Perquisites Directive**

The new BPS Perquisites Directive requires BPS organizations, including universities, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the university including appointees, board members, elected officials and employees.

Given that the effective date for compliance is August 2, 2011, **Nipissing University** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **Nipissing University** to attest that it is in compliance with this Directive.





## 9) Space Utilization

**Nipissing University** indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2010-2011, which contributed to maintaining or improving **Nipissing University's** space utilization. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Nipissing University has maintained a strong focus on managing class sizes in order to maximize existing classroom space utilization which is now at over 90%. Throughout 2010-2011 specifically, Nipissing implemented an integration approach to both department offices and program classrooms alike to minimize movement, provide additional cohesion, and simplify bookings.

The addition of new space as a result of 2 significant capital projects that will be completed in the 2011-12 academic year (the Harris Learning Library and Phase 1 of the Active Living and Learning Centre expansion) will increase Nipissing's space offerings, accommodating a broad spectrum of student study areas and program activity space (for BPHE primarily) in the 2011-12 year.



**10) Student Satisfaction**

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **Nipissing University** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **88%** for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *definitely yes and probably yes* responses) at **Nipissing University** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **82%** for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **Nipissing University** uses to measure student satisfaction.

Nipissing University has participated in Canadian University Survey Consortium surveys of First Year, Graduating and All Students since 1996 to current date. These surveys measure student satisfaction with facilities, programs and services as well as the teaching and learning experience.

Student course evaluations are completed by students at the end of each course.

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2010-2011, which contributed to maintaining or improving student satisfaction at **Nipissing University**. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Completion of the Harris Learning Library in June 2011

Phase 1 of the Active Living and Learning Centre expansion to the Robert Surtees Athletic Centre in progress.



**11) Graduation Rate**

Per the KPI results reported in 2011, the graduation rate\* at **Nipissing University** = 91.1%\*

\*Percentage of 2002 Year 1 New to Institution Students Who Received a Degree between 2003-2009

Please provide one or more highlights, in the space provided below, of a **Nipissing University** activity in 2010-2011, which contributed to maintaining or improving **Nipissing University's** graduation rate initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

<p>1. Nipissing University applied for, and received project funding support for First Generation students. The FG programming initiative is intended to facilitate the successful transition and adaptation to post-secondary studies for an identified high-risk category of students.</p> <p>2. Implementing the Common Degree Structure is intended to maintain or improve graduation rates as this initiative provides students with greater flexibility in choosing and completing of majors as they progress through their years of study.</p>
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**12) Graduate Employment Rate**

Per the KPI results reported in 2011, the graduate employment rate\*, 6 months upon graduation, at ***Nipissing University*** = **91.3%**

Per the KPI results reported in 2011 the graduate employment rate\*, two years upon graduation, at ***Nipissing University*** = **96%**

\*Percentage of 2008 graduates of bachelors or first professional degree programs who were employed six months and two years after graduation.

Please provide one or more highlights, in the space provided below, of a ***Nipissing University*** activity in 2010-2011, which contributed to maintaining or improving ***Nipissing University's*** graduate employment initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In 2010-2011, Nipissing University was approved as an Initial Recipient for Industry Canada's Small Business Internship Program (SBIP). \$70,000 was funded to provide full-time internship experience for 12 weeks to current undergraduate students throughout Ontario. The program aims to support small and medium-size enterprises in their effort to adopt e-commerce practices within their business process and to develop career opportunities for post-secondary students while helping them fund their education.

The Transition Office continues to respond to the growing needs of current students by providing them with school to work support. A pilot project for a Certificate in Career Mentoring was initiated which involved training and workshops on the world of work, career preparation (cover letter, resume and interview skills), networking, job searching, with a practical skills component wherein participants conducted a resume clinic for other undergraduate students.



**13) Student Retention**

Using data from **Nipissing University's** Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide **Nipissing University's** achieved results for all years in the table below:

Entering Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
1st to 2nd Year	82.8%	84.3%	83.4%	82.9%
1st to 3rd Year	72.4%	74.4%	74.8%	N/A

\*The space below is provided for **Nipissing University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Full-Time Student Retention Rate

Nipissing University uses a cohort survival model to determine the rates noted above.



Please provide one or more highlights, in the space provided below, of a **Nipissing University** activity in 2010-2011, which contributed to maintaining or improving **Nipissing University's** retention initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

One Book Program: Introduced in 2010 and continued in 2011, first year students in the Faculty of Applied and Professional Schools are introduced to this program where a common book is provided to students to read and participate in faculty-led discussions with over-arching objectives of enhancing student learning and engagement through student involvement, course integration, building community, and introducing university level critical thinking, literacy and analysis.

#### **14) Quality of the Learning Environment**

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2010-2011, which contributed to enhancing **Nipissing University's** learning environment for the three quality measure categories indicated below:

##### **14.1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)**

The newly created Centre for Flexible Teaching and Learning provides on-going education and training for both faculty members and students. For students, the Centre provides tutorials on how to use Blackboard and has developed mathematics and writing guides. For faculty, the Centre has run a dynamic workshop series that covers topics for creating and facilitating discussion to developing ways to assess students' learning outcomes. New and experienced faculty members are encouraged to participate in all of these workshops.

Most recently, the university has established Schulich teaching fellowships that identify outstanding post secondary teachers and second them to the CFTL to work with their colleagues over the course of the year.

The Build Your Own Degree, newly introduced in 2011, enables students to mix and match majors and minors in such as way as to enhance their future employability.

##### **14.2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)**

This year, new students participated in an orientation program (Academics 101) that directed them towards making positive choices in their academic program and social life at the university.

The Undergraduate Research Conference sponsored by the university in late March showcased undergraduate research from Nipissing as well as other universities. A second conference held in late May showcased research conducted by graduate students in history and mathematics.

The mathematics and computer sciences department worked closely with Ontario Northland on finding solutions for real-world problems related to the transportation industry. This preliminary work is the foundation for a new Centre for Industrial Problem Solving that will engage graduate and undergraduate students in working with industry to solve problems. For students this will mean increased employment opportunities after graduation.

A common book program referenced elsewhere in this report brings students and professors from across the Applied and Professional Faculty to explore themes and introduces students to academic discourse and written language. By examining the text from multiple perspectives students gain an appreciation of the ways in which the various disciplines might interact to solve complex problems.

The new Harris Learning Library has increased the number of student study spaces to over 500. This move together with the range of library spaces from private study areas to small group study rooms has facilitated student engagement

The CFTL piloted as course in conjunction with the Trillium Lakelands School District. This course provided secondary students with the opportunity to complete a secondary school leadership credit and at the same time gain a university credit (UNIV 1011) that enabled them to develop an understanding of the requirements of university level course work and see the ways in which such work is an extension of their secondary school studies.

**14.3) SUPPORT (Examples may include personal and academic supports to students, etc.)**

Nipissing prides itself on offering students an outstanding level of student support. This past year as the Build Your Own Degree structure came into play, an additional academic advisor was added to staff and an employee from the Registrar's office was seconded to modify the calendar to make it more student-friendly and accessible. This work will continue into the next academic year. Permanent counselling staff numbers have been increased as a result of the recognition that many more students face the stresses created by entering an unfamiliar and at times overwhelming environment. The additional staff, as well as faculty members, have had the opportunity to participate in specialized workshops such as ways to work with students with Aspergers Spectrum Disorder and SafeTalk training. On a special note, the Schulich School of Education was able to accommodate a student who was profoundly Deaf. The School, together with Disability Services, worked closely with local school districts and with faculty members to insure that the student had the best possible experience. This student graduated in June with honours and is recommended to the College of Teachers for certification.

In the area of mathematics, a subject found challenging by many students, the faculty has offered specialized hands-on workshops to help improve skills. In addition, such workshops have been modified to meet the specialized needs of nursing students.

The Academic Skills Centre has a vigorous and growing menu of offers for students in need of support from individualized writing, math and science tutoring through to group sessions on the basics of grammar.

Nipissing has a large enrolment of Aboriginal students who are supported by Enji Giidoyang (Office of Aboriginal Initiatives). The Office has recognized that during the summer when students come to the university from remote areas they and their families need support. The Office has run science camps based on traditional ways of knowing for the children of summer school students and has sponsored special activities for families during the times that students are in school. In addition, the creation of the Office has provided a common meeting place for Aboriginal students where they can go for advice, to study, or simply develop a community with their peers.



### **15) Ten Percent Reduction in Executive Office Costs for 2011-2012**

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of ***Nipissing University's*** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is ***Nipissing University's*** 2010-2011 budget for their executive offices.



***Nipissing University*** confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

**Attestation:**



**Nipissing University** confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **Nipissing University's** Executive Head.

**Contact:**

Please provide the contact information for the representative at **Nipissing University** to whom public inquiries can be directed regarding **Nipissing University's** 2010-2011 MYAA Report Back:

- Name: Dan Pletzer
- Telephone: 705-474-3450 ext 4012
- Email: danp@nipissingu.ca

Please indicate the address on **Nipissing University's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- <http://www.nipissingu.ca/departments/institutional-planning/Pages/default.aspx>