

2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Nipissing University
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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.

Consistent with the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 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.

Where possible, to help streamline the 2011-2012 MYAA Report Back process, the Ministry pre-populated ***Nipissing University's*** 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2010-2011 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry in ***Nipissing University's*** 2011-2012 MYAA Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2011 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2011-2012 fiscal year.*

Nipissing University's the total Headcount enrolment count in 2011-2012 = **3,595**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment reported by ***Nipissing University*** to the Ministry for 2011-2012 = **2,786**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment reported by ***Nipissing University*** to the Ministry for 2011-2012 = **383**.

Please indicate the number of students under the age of 18 (age as of November 1, 2011) from the total Headcount enrolment reported by at ***Nipissing University*** to the Ministry in 2011-2012 = **426**.

* 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 is derived from student 11FW registrarial records as of October 11 2012. Note that the definition excludes part-time undergraduate and graduate students and collaborative partnerships in Nursing, Concurrent Education, and Business (1721 students). Also, excluded by this definition are ineligible programs such as Additional Qualifications for teachers, some graduate programs and foreign students (1421 students).

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 2011-2012 to manage enrolment.

Nipissing University continued to provide automatic entrance scholarships to students entering their first year of full-time studies in the amounts of \$1,250 with incoming averages of 80%-84%, \$2,250 with incoming averages of 85%-89% and the equivalent of full tuition with incoming averages of +90%. In addition, there are 100 Schulich Scholarships valued at \$6,000 each available for qualifying incoming students studying Science or Mathematics or Physical Health and Education with a focus on education. First year students are also guaranteed a single room in residence when applied for before the residence application deadline date.

The Common Degree Framework was expanded in 2011-12 to allow program diversity, variability and flexibility for students to pursue their unique academic interests when registering in undergraduate programs. The Common Degree Framework provides a breadth and sequence of courses, and/or units of study, research and practice within areas of disciplinary or interdisciplinary study leading to completion of an Honours Specialization Major, Honours Double Major, Specialization Major, Double Major, Major and Minor Program pathways.

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 **Nipissing University's 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.*

*NOTE: Please do not include International Students in the calculations below.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Nipissing University who registered with the Office for Students with Disabilities and received support services in 2011-2012= <u>297</u></p> <p>Please calculate the total indicated above as a comparative % of Nipissing University's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>297</u> ÷ <u>3,595</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>8.3</u>%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Nipissing University who registered with the Office for Students with Disabilities and received support services in 2011-2012 = <u>122</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Nipissing University in 2011-2012= <u>329</u></p> <p>Please calculate the total indicated above as a comparative % of Nipissing University's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>329</u> ÷ <u>3,595</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>9.2</u>%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Nipissing University in 2011-2012 = <u>103</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Nipissing University in 2011-2012= <u>247</u></p> <p>Please calculate the total indicated above as a comparative % of Nipissing University's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>247</u> ÷ <u>3,595</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>6.9</u>%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Nipissing University in 2011-2012 = <u>62</u></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.

Counselling Services and Disability Services utilize a Survey Monkey Feedback form available on line and with intake and closing summary packages.

Participants of the GEN1 Photojournalism Project are asked to complete and submit a confidential questionnaire online. Students are advised prior to the start of the questionnaire, in an e-mail that the results will be released to the Ontario Ministry of Training Colleges and Universities. Results are analyzed as part of the overall program evaluation process.

Full-time Aboriginal Student numbers include students in undergraduate Arts and Science, Applied and Professional Schools, Education, Masters degree programs and full-time spring/summer programs - Native Classroom Assistant Diploma Program, Native Special Education Assistant Diploma Program, Aboriginal Teacher Certification Program and Teacher of Anishnaabemwin as a Second Language Program. Aboriginal students taking AQ courses are not included in the numbers reported. There were 39 aboriginal students taking AQ courses in 2011-2012.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Nipissing University's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Nipissing University 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 2011-2012, which contributed to maintaining or improving Nipissing University's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Nipissing University 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 2011-2012, which contributed to maintaining or improving Nipissing University's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Nipissing University to be an innovative practice, success story and/or key accomplishment.</p>
<p>A previously occupied administrative area of the University was allocated to Student Development and Services in 2011-2012. This new, fully accessible area will provide increased and improved administrative and student support space for students with disabilities. Improvements to the reception area and privacy for those persons being served is one priority that has been identified through service-user evaluations. Additional improvements include a larger, more efficient testing area and the addition of five additional individual testing rooms (bringing the total to 8) with 2 fully accessible individual rooms with electronic adjustable desks and additional floor space. All rooms have dimmable lighting and alternate lighting with lamps. The new office space includes a student wellness room and student resource centres.</p> <p>Collaboration with community partners particularly in the areas of Asperger's and Mental Health continued to flourish with seminars and community meetings hosted or co-facilitated with a Learning Strategist from the Accessibility Team.</p> <p>Three of the counsellors began training in cyber-counselling (e-counselling) through University of Toronto/Factor-Inwentash School of Social Work.</p>	<p>Nipissing's GEN1 Photojournalism Project put First Generation students behind the lens of a camera to document what life is like for a first generation student starting university studies. The goal of this one-of-a-kind GEN1 Project in Canada is to have first generation students tell us and other first generation students, through their photos, what they are experiencing as they make their way through their first year.</p> <p>Photojournalism is an innovative strategy in which first generation students – usually those with limited connection to the student role and insights into academic success -- use photo images to capture aspects of their environment and experiences to share them with others and to validate their experiences to themselves. The pictures are also collected by our Project Leader as part of a larger research project, to bring the realities of the photographers' lives home to the public and university administration in order to spur changes in services and policies for the first generation student population.</p> <p>This Project also aims to ease stress related to the transition into university, by providing each first generation student with a personal peer facilitator to connect them to a network of student services, to include them within a community of caring peers coming from similar backgrounds, and to support their leadership development to</p>	<p>Introduced in 2011-2012, the Aboriginal Advantage pilot program (AAP) coordinated by the Office of Aboriginal Initiatives (OAI) is intended to help increase the enrolment and retention of Aboriginal learners at Nipissing University by helping to build a sense of community and student strength through directed, culturally appropriate programming . Establishing a greater presence of Aboriginal learners entering and completing degree programs is beneficial for First Nation communities and peoples. The University has, by building on its successful responsive approach in engaging Aboriginal leadership in the design of programs, developed this innovative transition program by engaging local resources.</p> <p>The transition to university program provides flexible admission criteria, personal support and academic supports; in particular directed tutoring that comprehends Aboriginal first languages. It also provides access to workshops and a speaker series facilitated by local Aboriginal elders and residential school survivors, cultural support by Aboriginal elders and academic coaching. Additionally, the program staff's knowledge, experience and understanding of Aboriginal worldviews assist student success in university studies. Staff facilitation is an essential part of the program through weekly individual and group academic updates. Cultural awareness and engagement sessions are also held for faculty members teaching the courses</p>

	<p>improve their future aspirations.</p>	<p>offered in the program.</p> <p>The AAP facilitates the transition experience of aboriginal students, allowing them to establish a supportive network that can guide them through their entire university experience. Programming that encourages interaction between AAP students, continuing undergraduate students and student leaders working in the outreach programming offered through the OAI helps build peer networks and positive relationships. These relationships help students to learn how to ask for help, to access assistance, and most importantly to offer a helping hand to each other. Sharing circles that open and close each week, potluck lunches and group tutoring sessions also facilitate student community building. Exposure to students participating in the Aboriginal Student Links mentorship program is a positive step in encouraging the retention of Aboriginal learners in AAP.</p> <p>The formal and informal interaction of AAP students, elders and resource persons, undergraduate students, and student leaders in the OAI lounge helps to establish and maintain the recognition of OAI, Engi Giigdoyang, as a place to gather, to meet and to discuss.</p>
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3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, **Nipissing University** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines.

NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Nipissing University as of July 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$454,818(+)	641(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$530,925(+)	423(+)
Total SAG Expenditures Reported by <i>Nipissing University</i>	\$985,743(+)	1,064(+)

Did **Nipissing University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?

Yes

*The space below is provided for **Nipissing University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.

Nipissing used the automatic SAG download report generated by MTCU as the basis for meeting our SAG obligation. In addition to automatically meeting the minimum requirement, Nipissing provides students an opportunity to submit an on-line bursary application to allow us to obtain a more comprehensive picture of their financial situation (which in many cases results in us providing more than the calculated SAG entitlement). Students were notified via email and the majority of payments were made to the student's fee accounts in December 2011.

For students enrolled in spring/summer, SAG obligations were met automatically in late June (payments were made directly to their fee accounts, and students were notified by letter).

A large portion of Nipissing's SAG obligation relates to second-entry students (most in the one year Bachelor of Education program). As a participant in the TD Line of Credit program negotiated by COU/MTCU, we provided students in this program (with a SAG entitlement) a referral letter to be given to TD for (special) line of credit consideration (over 250 students). Nipissing also provided them with a \$500 bursary to assist with their costs. Those students who identified themselves as being denied line of credit access were provided with bursary assistance.

Nipissing also has a generous entrance and in-course scholarship program, which assists greatly in the university meeting its SAG obligations. Many students are also provided with an opportunity to earn funds by working on campus through our internal work study program. This program (which also assists us in meeting our SAG obligation) is partially funded through tuition set-aside funds. Nipissing University expended a total of \$2.69 million in student financial aid through scholarships, bursaries, awards and work-study programs in 2011-2012.

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 2011.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2007	4045(+)	929(+)	309(+)	56(+)
2008	4016(+)	852(+)	249(+)	54(+)
2009	3793(+)	720(+)	282(+)	55(+)
2010	3908(+)	832(+)	253(+)	54(+)
2011	4050	1037	375	91

*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;*
- *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	4515 ⁽⁺⁾	1246 ⁽⁺⁾	673 ⁽⁺⁾	220 ⁽⁺⁾
2011	4648	1057	937	259

*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 is derived from student registrarial records as of October 29, 2012. Only full-time students are counted in the Total Registrations and Transfer Registrations columns in the above table. Consequently, a large cohort of part-time transfer students in our nursing programs are not included. When these part-time students are included, Nipissing University's Total Registrations = 1457 and Nipissing University's Transfer Registrations = 432.

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 **Nipissing University** 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.)

In addition to several existing articulation agreements with specific Colleges of Applied Arts and Technology (CAAT), Nipissing provides advanced standing into specific degree programs for CAAT graduates from a number of recognized diploma programs including:

- Early Childhood Education
- Educational Assistant
- Drug and Alcohol Counsellor
- Indigenous Wellness and Addictions Prevention
- Mental Health and Addictions Worker
- Social Service Worker
- Developmental Services Worker
- Community and Justice Services
- Police Foundations
- Business Administration
- Fine Arts

CAAT graduates meeting the minimum GPA specified, may be eligible for admission for advanced standing into related Nipissing University degree programs including Bachelor of Business Administration, Bachelor of Fine Arts, and designated Bachelor of Arts majors.

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

In 2011-2012, Transition Programs and Academic Advising expanded capacity to run support services for transfer students as part of Nipissing's New Student Transitions (NST) program. The NST strategy is to provide each transfer student an opportunity to use a variety of mediums to learn about the expectations and requirements of incoming students. Each participating transfer student has access to a First Year Workbook, a corresponding NST website, and individual appointments with an Academic Advisor, Transition Coordinator and Success Coach. In addition, we utilize both virtual and on-site Orientation Tours to connect transfer students to the physical layout of the campus. Notable changes include the introduction of a unique website (www.nipissingu.ca/nst), a dedicated email account and phone line that transfer students can use to communicate with the university, especially for their questions, concerns, and to access our services. In 2011-12, with the addition of 2 dedicated Success Coaches, with a planned for a cap of 75, the NST was able to accommodate 82 students.

The Noel-Levitz College Student Inventory is used to help identify and address student perceptions or misconceptions of their ability to engage or re-engage in the student role. During a transition planning appointment we ensure our transfer students have processed and assessed actions they can take to ensure that they become fully participating members of our academic and social communities. In an Academic Advising appointment, students meet individually with an Academic Advisor to review their transfer credits, explore program options, and make course selections for the upcoming year. NST is also a program that accommodates itself to a student's personal schedule in its delivery.

Overall, this program has been very successful. Results of the program's satisfaction survey show that 62% of all participating transfer students indicate that they found the program 'Very Helpful' while the other 38% found the program 'Helpful'. Overall, we found that transfer students responded very well to the individualized nature of the NST program because of its flexibility to accommodate their working and life schedules and in how it personalizes both academic and transition support to their unique situation.

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

In 2011-2012, Nipissing University has published a College Transfer Guide outlining programs with transfer opportunities and admission requirements. The guide also includes student testimonials, information about student life and the university experience. The printed publication is an extension of the information available at www.nipissingu.ca/collegetransfer, launched last year. Both are designed to make information easy for applicants to find with all information in one place. Nipissing University also continues to strengthen its partnerships with various Ontario colleges and actively promotes its Bachelor of Commerce degree for graduates with a Business Administration diploma and its Bachelor of Science in Nursing degree for Registered Practical Nurses. Outreach initiatives include plans to continue to attend information fairs at various Ontario colleges.

5) Class Size

Per the 2011 Common University Data Ontario (CUDO) report for Fall 2010, 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
Fewer than 30	282 ⁽⁺⁾	79.0% ⁽⁺⁾	192 ⁽⁺⁾	63.6% ⁽⁺⁾	154 ⁽⁺⁾	66.0% ⁽⁺⁾	111 ⁽⁺⁾	78.7% ⁽⁺⁾
30 to 60 students	53 ⁽⁺⁾	14.8% ⁽⁺⁾	86 ⁽⁺⁾	28.5% ⁽⁺⁾	77 ⁽⁺⁾	33.0% ⁽⁺⁾	28 ⁽⁺⁾	19.9% ⁽⁺⁾
61 to 100 students	20 ⁽⁺⁾	5.6% ⁽⁺⁾	22 ⁽⁺⁾	7.3% ⁽⁺⁾	3 ⁽⁺⁾	1.1% ⁽⁺⁾	2 ⁽⁺⁾	1.4% ⁽⁺⁾
101 to 250 students	2 ⁽⁺⁾	0.6% ⁽⁺⁾	2 ⁽⁺⁾	0.7% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
251 or more	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
Total	357 ⁽⁺⁾	100.0% ⁽⁺⁾	302 ⁽⁺⁾	100.0% ⁽⁺⁾	234 ⁽⁺⁾	100.0% ⁽⁺⁾	141 ⁽⁺⁾	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 2011-2012, which contributed to maintaining or improving **Nipissing University's** class size initiatives. This could include a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment that **Nipissing University** would like to highlight.

During 2011-12, Nipissing University's flexible learning model was further integrated into many courses providing students with alternative ways to access course content, resources and complete assignments through the use of technology-enhanced and independent learning.

Additional classroom space, allowing for more course sections, is included in the expansion of the Surtees Athletic Centre and renovations to the former library space.

Upholding Nipissing University's reputation for small class size, the university maintained consistency with a core value set out in its Strategic Plan - being student centred which is evidenced by our commitment to maintaining small class sizes. Our overall course registration per section quotient was kept consistent, at 27.88 in 2011-2012 in the combined faculties of Arts & Science, Applied & Professional Schools and Education at the North Bay campus.

6) eLearning

The Government of Ontario, in the recently released discussion paper, *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary 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 taking place across Ontario.

In its 2010-2011 MYAA Report Back, *Nipissing University* provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, *Nipissing University* is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

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 2011-2012:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	73	28
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	1
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	73	29
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	3	2
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	3	2
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	2,009	593
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	22
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	2,009	615

*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: counts only the total number of unique courses and not multiple sections of the same course.

Programs: counts only unique programs (UG: BCOMM, BBA, RPN-Bridging; GRAD: MEd, PhD - Education)

Registrations: counts all students in all sections in the above courses.

The above numbers do 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.

Nipissing continues to experience solid enrolments in its online MEd program. The uptake in this online program is evidence of the need and interest in online programs for professionals.

Our College Partnership Program (Bachelor of Commerce) continues to grow both in terms of number of college partners and student enrolments. While students enjoy face to face learning supports through facilitated face to face tutorials, the program is an online program as per the requirement of 80% of the experience being online. Their course content and assessments are found online.

Nipissing's online bridging program for registered practical nurses to earn their Bachelor of Science in Nursing degree continues to be the first of its kind in the province. As well, its growth is substantive with one to two new cohorts starting the program every new semester.



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 of 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.

Nipissing's Scholar Practitioner Program, a second degree program where students earn a BScN degree in a condensed time frame, is an excellent example of innovative and blended learning. It involves the use of technology to support learning (through online means and mobile devices (see highlights in the section below); clinical learning in leading academic health centres and hospitals in Toronto; and learning approaches grounded in the theory and practices of narrative inquiry.

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2011-2012, which contributed to maintaining or improving elearning opportunities at **Nipissing University**. This could include a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment that **Nipissing University** would like to highlight.

As reported in 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 online modes as well as other kinds of learning supported by Nipissing.

The CFTL continues to be a major part of life at Nipissing and is a major influence on online and blended learning at Nipissing. The blended course offerings at Nipissing grow every term. These include courses where face-to-face teaching is complemented by online activities made possible through the learning management system as well as growing use of mobile devices. We have completed a number of pilots using iPads in business courses and are presently engaged in a project called iLearn. In the iLearn project, iPads are used in the Bachelor of Business Administration program to support teaching and learning. iPads are presently being deployed to nursing students in a unique second degree program called the Scholar Practitioner Program.

7) International

7.1 Initiatives

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 2011-2012:

- Outbound students* = 150

*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = 85

*DEFINITION: Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Nipissing University** in 2011-2012 = **\$382,000**

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 2011-2012 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Nipissing University** delivers courses and/or programs **abroad (outside of Canada)** in 2011-2012, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2011-2012	2011-2012 Total Enrolment by Program
N/A	N/A	N/A	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: International Initiatives.

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).

Numbers of inbound students include: degree-seeking students, exchange students, students who have transferred from Ontario college via partnerships to complete our BComm degree. Also included are two students via a new transitional agreement with a university in St. Kitts for completion of our BScN Nursing degree, as well as one student via the SFD internship funded through CIDA.



7.2 Enrolment

In 2011-2012, **Nipissing University** reported to TCU the following top 5 source countries for international students:

	Source Country	Number of International Students	International Students from Source Country as a Percentage of Nipissing University Total Full-Time International Student Enrolment ⁽⁺⁾
1.	China ⁽⁺⁾	3 ⁽⁺⁾	13.6% ⁽⁺⁾
2.	France ⁽⁺⁾	3 ⁽⁺⁾	13.6% ⁽⁺⁾
3.	Nigeria ⁽⁺⁾	3 ⁽⁺⁾	13.6% ⁽⁺⁾
4.	Saint Vincent and the Grenadines ⁽⁺⁾	2 ⁽⁺⁾	9.1% ⁽⁺⁾
5.	Bermuda ⁽⁺⁾	1 ⁽⁺⁾	4.5% ⁽⁺⁾

Nipissing University reported to TCU that International Enrolment* in 2011-2012 = 22⁽⁺⁾.

**DEFINITION: International Enrolment is the headcount of Full-Time university (undergraduate and graduate) students who are a not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2011, including students who are both eligible and ineligible for operating grant purposes who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).*

*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** 2011-2012 Part-Time International Student Enrolment = 1

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2011-2012, 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.

Funding from CIDA has provided Students for Development (SFD) internships in various developing countries. Our current project "Building Capacity through Knowledge Sharing and Experiential Learning" is in partnership with Moi University in Kenya and Free the Children, an NGO out of Toronto. Nipissing University has sent 7 students to Kenya for a semester to conduct SFD internships, and we have received one Kenyan SFD student to study/research at Nipissing.

Student mobility is supported by HRSDC projects:

- 1) BioPower utilizing forestry bi-products as sources of renewable energy with partners in Finland and Slovakia; and
- 2) Community Health Nursing involving Nursing students conducting preceptorships in the USA.

A new articulation agreement with a university in St. Kitts, transitions senior students into the 4th year Nursing degree at Nipissing University, increasing our international degree-seeking numbers.

7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **Nipissing University** in 2011-2012 = 29

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Nipissing University** used in 2011-2012 to create pathways for *International students* from **Nipissing University's** ESL or FSL programming to postsecondary studies.

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.

Two English ESL courses were offered during regular semesters in 2011-2012 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 or FSL.

Numbers of international students enrolled in ESL courses are derived from the university's course registration records. No FSL courses or programs are offered.

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 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 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, **Nipissing University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Nipissing University confirmed in its 2010-2011 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 2011-2012, **Nipissing University** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Nipissing University confirmed in its 2010-2011 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, **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 2011-2012: 11,500

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 is located in a shared facility with Canadore College, the institutions are working together to create a shared Senior Buyer position that will assist in centralizing purchasing activities for both institutions, monitor compliance and identify cost saving opportunities for the institutions.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities were to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The *Act*, through three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

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.



Nipissing University confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2011-2012, which contributed to **Nipissing University's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment.

(*The MYAA is asking for confirmation of compliance as of April 1, 2011, the date on which the directive was effective, rather than the period of the MYAA. Last year, the COFO group worked with MTCU and it was decided that Universities would be considered to be compliant as long as they were working towards compliance. Although our policy changes did not become effective until July 2012, we were working towards compliance so the University is checking the box based on this understanding.)

Nipissing University continued to work towards compliance during the fiscal year by reviewing new policies adopted at other institutions and utilizing the resources, tools and templates available on the Ministry's BPS website. All necessary policy changes were effective July 2012 as this time was necessary in order to communicate and educate the various stakeholders involved in procurement activities at the institution.

Since the University is located in a shared facility with Canadore College, the institutions are working together to create a shared Senior Buyer position that will assist in centralizing purchasing activities for both institutions, monitor compliance and identify cost saving opportunities for the institutions.

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.



Nipissing University confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

Please indicate the address on **Nipissing University's** website where a copy of **Nipissing University's** publicly available Expenses Directive can be found:

<http://www.nipissingu.ca/departments/vpfa/Documents/2.4.2012.U-%20Travel%20Expense%20Policy%20Final.pdf>

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2011-2012, which contributed to **Nipissing University's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment.

(*The MYAA is asking for confirmation of compliance as of April 1, 2011, the date on which the directive was effective, rather than the period of the MYAA. Last year, the COFO group worked with MTCU and it was decided that Universities would be considered to be compliant as long as they were working towards compliance. Although our policy changes did not become effective until July 2012, we were working towards compliance so the University is checking the box based on this understanding.)

Nipissing University continued to work towards compliance during the fiscal year by reviewing new policies adopted at other institutions and collaborating with other similar sized institutions to obtain best practice information. All necessary policy changes were effective July 2012 as this time was necessary in order to communicate and educate the various stakeholders involved in travel related activities at the institution.

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.



Nipissing University confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that **Nipissing University** used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment.

(*The MYAA is asking for confirmation of compliance as of August 2, 2011, the date on which the directive was effective, rather than the period of the MYAA. Last year, the COFO group worked with MTCU and it was decided that Universities would be considered to be compliant as long as they were working towards compliance. Although our policy changes did not become effective until July 2012, we were working towards compliance so the University is checking the box based on this understanding.)

Nipissing University continued to work towards compliance during the fiscal year by reviewing executive compensation agreements and collaborating with other similar sized institutions to obtain best practice information. A formal policy was approved and effective July 2012.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2011-2012 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

***DEFINITIONS:**

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for **Nipissing University** in 2011-2012:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at Nipissing University with a Co-op Stream	0	0
Number of students at Nipissing University enrolled in a Co-op program	0	0

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2011-2012, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment.

Work-integrated learning opportunities exist in a range of academic programs and are achieved using different models. These include:

1. iLead program - The "Learn through Experience, Action and Discovery" program offers Business students the opportunity to earn credits toward their degree through directed study, honours thesis, workplace internships, overseas study and service to others.
2. Bachelor of Education Practicums - 12 weeks of practice teaching (BEd Consecutive program and 8 weeks in the first 4 years of the 5 year Concurrent Education program).
3. Internship courses in Community Leadership in Biology, Physical Health & Education, and Business Administration: provide community leadership placements in industry, government and non-government organizations within North America and abroad.
4. Service Learning Placements: Community placements which are part of selected courses are coordinated by the Community Service Learning Office.
5. BScN (Nursing): Clinical Practicums are included in each year of all BScN programs.
6. Volunteerism: Numerous volunteer opportunities on campus and in the community are promoted and coordinated for students by the Student Development and Services Office.
7. International Work-Study Program: This program provides part-time, on-campus employment for international students who demonstrate financial need.

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** used in 2011-2012 to measure student satisfaction.

In 2011-12, Nipissing University participated in the Canadian University Survey Consortium - Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU), a student satisfaction survey of graduating students. Participation in this survey provided the university with the data from 36 other Canadian universities of all sizes for comparison and planning purposes. Relative reported levels of student satisfaction can be identified and acted upon at the institutional level.

Course evaluations are administered at the end of term for all courses. The results of course evaluations are provided to the individual course instructor(s) and aggregate results may be used as part of the Institutional Quality Assurance Process (IQAP).

Nipissing University participated in the 2011-12 Canadian University Report administered by the Globe and Mail. Many aspects of this report are measures of student satisfaction. Raw institutional data is returned to each participating university for further analysis.

Nipissing University's administrative officers make it a priority to meet regularly with student leaders in student government (NUSU) and other student-oriented programs such as the Nipissing University Women's Centre as well as student clubs and groups. Student representatives are included on the University's Board of Governors and Academic Senate.

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2011-2012, which contributed to maintaining or improving student satisfaction at **Nipissing University**. This could include a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment that **Nipissing University** would like to highlight.

In the academic area, under the new Common Degree Framework, students now have more options than ever available to them to chart out the courses that they can take to personalize their academic program. With readily available support and counsel by knowledgeable and trained academic advising staff, students are guided through their course planning options which allow them to select a Major or Double Major, a Specialization, an Honours Specialization and Minors. The individualized nature and variety of academic program choices makes the Nipissing learning experience a positive and meaningful one.

Recreationally, the RJ Surtees Athletics Complex expansion completed in 2011-12 features an 8800 square foot gymnasium, an internationally certified squash court, a fully equipped 2100 square foot fitness centre with modern treadmills, recumbent bikes, spinning bikes, weight machines and free weights. In 2011-12, Nipissing University announced its commitment to introduce Women's Varsity level hockey for the 2013-14 season.

From a student support perspective, a commitment in 2011-2012 to the re-location and expansion plan for Student Development and Services into a more spacious and integrated service area of the University occurred. Counselling services expanded its mental health and wellness mandate to include on-line counselling support.



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 indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Nipissing University** used in 2011-2012 to measure graduation rate.

The Institutional Quality Assurance Process includes an analysis of graduation rates through a review of institutional registarial records at the program level.

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2011-2012, which contributed to maintaining or improving **Nipissing University's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment that **Nipissing University** would like to highlight.

1. In 2011-2012, Nipissing University applied for and, again, received project funding support for First Generation (FG) 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.
2. The Common Degree Structure (CDS) first implemented in 2010-11 was continued and expanded in 2011-2012. The CDS is intended to maintain or improve graduation rates as this initiative provides students with greater flexibility in choosing and completion of majors as they progress through their years of study.

12) Graduate Employment Rate

Per the KPI results reported in 2011 the employment rate for 2008 graduates, 6 months after graduation, at **Nipissing University** = **91.3%**⁽⁺⁾

Per the KPI results reported in 2011 the employment rate for 2008 graduates, two years after graduation, at **Nipissing University** = **96%**⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Nipissing University** used in 2011-2012 to measure graduate employment rate.

No other methods in addition to the 2011-2012 KPI survey were used to measure graduate employment rates. Nipissing University is interested in participating in the 5-Year-Out Outcomes Survey of Graduating Students, scheduled to be implemented in 2012-13.

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2011-2012, which contributed to maintaining or improving **Nipissing University's** graduate employment rate. This could be a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment that **Nipissing University** would like to highlight.

The Record of Student Development, a co-curricular transcript was enhanced in 2011-2012 to include the student's professional development activities in addition to extra-curricular awards, foundational development, experiential learning and leadership activity. This record may be used by students to augment their employment search and application process.

In 2011-2012, Student Employment Services expanded with a name change to better reflect the scope of services provided to students. Now called "Career Services", this department provides a broader range of career transition services designed to help students access employment opportunities. Career transition services include a series of career preparation workshops, job search guidance, and useful links to employee recruitment websites in the private and public sectors.

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	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
1st to 2nd Year	84.3%(+)	83.4%(+)	82.9%(+)	82%
1st to 3rd Year	74.4%(+)	74.8%(+)	76%	N/A(+)

*The space below is provided for **Nipissing University** to describe the 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 an activity that **Nipissing University** used during 2011-2012, which contributed to maintaining or improving **Nipissing University's** retention initiatives. This could be a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment that **Nipissing University** would like to highlight.

Nipissing University introduced a new series of Academic Writing courses (coded ACAD) specifically designed for students in the Humanities, Social Sciences, Sciences or Applied and Professional Studies. Each discipline-specific ACAD course cultivates foundational skills in research writing within the discipline, developing skills in academic inquiry, research methods, information literacy, documentation style, analysis, effective writing and argumentation which are directly related to the student's field of study.

The Common Book Program originally developed for students in Faculty of Applied and Professional Studies programs has been expanded to include students in the Faculty of Arts and Science and the Schulich School of Education. The 2 main retention-related goals of this program are 1) to introduce students in an academic way to literacy and critical thinking, and 2) to provide students with some common intellectual ground to facilitate discussion and friendship.

Not including Nipissing University's College Partnership Programs, or the traditional Fall/Winter terms, students were provided with more choices in course offerings within their programs of study during Spring and Summer sessions. Spring/Summer 2010 showed 105 course section offerings with 1375 registrants and these numbers increased to 125 course section offerings and 1420 registrants in Spring/Summer 2011.



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 2011-2012, 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.)

During 2011-12, Nipissing University's School of Business, in conjunction with the Centre for Flexible Teaching and learning engaged in the preliminary stages of developing our new iLearn program. Recognizing the important role that technology plays in the learning and work environments, the iLearn program will lead students by integrating mobile technology in the form of iPads in the BBA program, beginning in the student's first year of studies. Taking advantage of the many applications available that can facilitate more effective time management, small group collaboration, information management and sharing will provide students with advanced skills developed in the classroom and transferrable to the work environment.

The university's Centre for Flexible Teaching and Learning continued to offer a wide range of workshops and training opportunities for faculty and students on topics related to effective teaching and learning during the 2011-2012 academic year.

Mentioned in a previous section of this MYAA, Nipissing University has developed 4 discipline-specific versions of academic writing courses. With a preparatory Academic Writing course available without prerequisites, students in their first year of studies are able to immediately engage in learning how to meet the academic writing expectations at the university level. An intermediate level academic writing course is also available without prerequisite and there are 4 discipline-specific, upper year academic writing courses with a 24 credit prerequisite requirement.

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

In July 2011, Nipissing University continued the practice of delivering its highly successful, with capacity attendance, New Student Orientation program. With five program-specific orientation days spanning a 2-week period, our new students and their parents and guardians participated in a day filled with essential transition and adaption information, as well as the completion of their first year course selection and scheduling. A modified orientation model providing more one-to-one guidance and attention was provided for our new mature and transfer students. Each orientation program, through their unique design is highly effective in creating the foundation for each new student's early and full engagement in their whole university experience.

Recognizing the importance of work-integrated learning experiences, Nipissing offered several for-credit internship opportunities for students in Biology, Business Administrations well as community placements in Physical Health and Education, community service learning initiatives as well as international internships.

In 2011-12, Nipissing University provided over 100 on-campus employment opportunities for students, with many of these positions being filled by more than one student. On-campus employment positions provide students with opportunities to build and enhance their employment related skills in a supportive environment, supervised by staff and faculty at the university.

Nipissing University's Common Book Program is another strategy that the university has adopted to facilitate student engagement in critical reading and thinking as they embark upon their university learning experience.

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

Highlighted below are four learning environment supports that were either developed or introduced during 2011-2012:

Cyber counselling: Counselling staff members in Student Development and Services were trained in on-line counselling strategies and prepared for the launch of this extended level of student support in 2012-2013.

New Student Transitions: With more than 200 new transfer and mature students each year coming to Nipissing, transfer and mature students are an integral part of the new student community. The New Student Transition program is offered year-round as it is a program that allows newly admitted transfer students to select the date and time for their personalized orientation. The main components of this special orientation and early transition program include: Transition Planning, an Orientation Tour, Academic Planning and Course Registration support.

Harris Learning Library: A long term project shared by Canadore College and Nipissing University, our new library was opened in June 2011. The new library features more than twice the space of our former library, expanded print collections, a Learning Commons that will accommodate 450 students, collaborative workrooms, group instruction rooms, and an adaptive technology area capable of accommodating 100 students.

Aboriginal Advantage Program: Nipissing University and the Office of Aboriginal Initiatives recently developed and launched the Aboriginal Advantage Program (AAP). Students enrolled in this program will have the opportunity to earn university credits in an environment which encourages growth while respecting cultures and traditions. The program provides students with a supportive learning environment where they can pursue their academic goals and be successful. Relying on an integrated team of Elders, staff, faculty and a Student Success Coordinator, the Aboriginal Advantage program supports learners while recognizing and celebrating the unique identities, perspectives and experiences of Aboriginal people. Upon successful completion of their first year, students will have earned up to 24 university credits towards their university degree. Students will also have developed a strong foundational base of academic and personal skills to help ensure their continued success in their post-secondary studies at Nipissing University.

Attestation:



Nipissing University confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from **Nipissing University's** Executive Head.

Contact:

For additional information regarding **Nipissing University's** 2011-2012 MYAA Report Back please contact -

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Please indicate the address on **Nipissing University's** website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

- <http://www.nipissingu.ca/departments/institutional-planning/Pages/Multi-Year-Action-Plans.aspx>