Ministry of Training, Colleges and Universities

2012-2013 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Nipissing University

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 previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 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 2012-2013 MYAA Report Back process, the Ministry pre-populated *Nipissing University's* 2012-2013 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2011-2012 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in *Nipissing University's* 2012-2013 MYAA Report Back is denoted with the symbol [+].

Ministry of Training, Colleges and Universities

1) Enrolment - Headcount*

DEFINITION: <u>Headcount</u> is the actual enrolment for Fall 2012 as of November 1, 2012 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2012-2013 fiscal year (enrolment reported in 2012-2013 remains subject to audit and/or correction).

Nipissing University's total Headcount enrolment count in 2012-2013 = **3,727**[(+)].

Please indicate the number of students aged 18-24 (age as of Novermber 1, 2012) from the total Headcount enrolment reported by **Nipissing University** to the Ministry for 2012-2013 = **3,185**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment reported by **Nipissing University** to the Ministry for 2012-2013 = **498**.

Please indicate the number of students under the age of 18 (age as of November 1, 2012) from the total Headcount enrolment reported by at **Nipissing University** to the Ministry in 2012-2013 = **44**.

* 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 Fall 2012 University Statistical Enrolment Report (USER) file selecting eligible, FT, and no duplicate records.

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 2012-2013 to manage enrolment.

A new, collaborative partnership in the Bachelor of Commerce degree program was established with Centennial College, bringing the number of BCOMM College Partnership Programs to seven.

The Admissions Office set and achieved earlier target dates to issue offers of admission to Arts & Science, Applied & Professional Schools, Consecutive Education applicants.

Increased outreach strategies were implemented for Consecutive Education Applicants which included on-line chat sessions, electronic communications and faculty calls.

Nipissing University updated its marketing materials with targetted communications to high affinity applicants.

The university's website was updated and included as one main objective - making it easier to navigate by prospective applicants and keeping information applicant and student focussed.

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

*DEFINITION: <u>Students with disabilities</u> 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: <u>First Generation</u> 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: <u>Aboriginal</u> 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
Please indicate the total number of Full-Time *Students with Disabilities* at **Nipissing University** who registered with the Office for Students with Disabilities and received support services in 2012-2013= **352** Please calculate the total indicated above as a comparative % of **Nipissing University's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **352** ÷ **3,727**[(+)] (2012-2013 Enrolment Headcount) x 100 = **9.4**% Please also indicate the total number of Part-Time *Students with Disabilities* at **Nipissing University** who registered with the Office for Students with Disabilities and received support services in 2012-2013 = **104**	Please indicate the total number of Full-Time *First Generation Students* enrolled at **Nipissing University** in 2012-2013= **438** Please calculate the total indicated above as a comparative % of **Nipissing University's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **438** ÷ **3,727** [(+)] (2012-2013 Enrolment Headcount) x 100 = **11.8**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **Nipissing University** in 2012-2013 = **100**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **Nipissing University** in 2012-2013= **235** Please calculate the total indicated above as a comparative % of **Nipissing University's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **235** ÷ **3,727**[(+)] (2012-2013 Enrolment Headcount) x 100 = **6.3**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **Nipissing University** in 2012-2013 = **114**

* 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:
Each spring, all students registered with Student Accessibility Services are asked to complete a confidential survey evaluating their experiences with SAS. The results of these surveys inform the annual review process.

FIRST GENERATION STUDENTS:
Applicants have the option to self-identify as being a first generation student when completing their application or when updating their profile after registration. Reported numbers of first generation students are then derived from the University's student information systems records.

Policies and procedures are reviewed on a yearly basis in Student Accessibility Services (SAS) to ensure that needs of students with disabilities are properly met and that any adverse trends that have been identified during the academic year are evaluated and addressed.

ABORIGINAL STUDENTS
In addition to students registered in the Faculty of Arts and Science, Applied and Professional Schools and Education, in each

academic year, there are 2 cohorts of students enrolled in the Summer Aboriginal Education Programs. They are the Fall/Winter cohort (enrolled in practicum) and summer cohort (enrolled in course work). Students participating in the Summer Aboriginal Programs qualify as full-time during the summer term and part-time during the Fall/Winter Term.

ATCP - F/W cohort: 23 students enrolled in practicum (PT)
TASL - F/W cohort: 4 students enrolled in practicum (PT)
NCADP/NSEADP - F/W cohort: 28 students enrolled in practicum (PT)

ATCP - Summer Cohort: 20 students enrolled in courses (FT)
TASL - Summer Cohort: 4 students enrolled (FT)
NCADP/NSEADP - Summer Cohort - 38 students enrolled (FT)

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving **Nipissing University's** initiatives for *Students with Disabilities*. A highlight could be a strategy, initiative or program viewed by **_Nipissing University_** to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving **Nipissing University's** initiatives for *First Generation Students*. A highlight could be a strategy, initiative or program viewed by **_Nipissing University_** to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving **Nipissing University's** initiatives for *Aboriginal Students*. A highlight could be a strategy, initiative or program viewed by **_Nipissing University_** to be an innovative practice, success story and/or key accomplishment.

Effective January 2013, Nipissing's Disability Services Office took the new title of Student Accessibility Services. This title change came following an extensive consultation and research process including students, faculty, staff and colleagues both at Nipissing and at other institutions. We believe that this new name reflects the current trends within the field and is more reflective of the overall goal of the office, providing equal access to education for students registered with the office.

In February 2013, the Office of Student Development and Services, which encompasses Student Accessibility Services, moved into a newly designed space specifically engineered for the operations of this department. The new office space of Student Accessibility Services includes 8 private testing rooms and 1 large testing room for the provision of testing services in SAS. The 8 private testing rooms are each equipped with an iMac, height adjustable table, adjustable lighting, and were engineered to offer students ambient noise reduction. The larger testing room is equipped with 12 iMac computers. This new space has provided a threefold increase in testing capacity.

Two braille printers were purchased to enhance campus accessibility and services. A braille embosser (Everest-D V4) was purchased to offer braille formatted textbooks and exams to students. The embosser also improves the University's level of service and AODA compliance by providing a mechanism for creating University documents and publications in alternate format. Also, a braille engraving machine (Gravograph IS 900) was purchased to produce accessible signage in all University spaces. This purchase will allow the University to meet AODA regulations, meet the needs of student's with disability, and offer a more inclusive environment for students, staff, faculty, and visitors.

Nipissing's GEN1 Photojournalism Project provided self-identifying students the opportunity to document their experiences as a student entering into post-secondary studies. In 2012-13, the Project invested more resources into community development with the assistance of upper-year, academically successful Peer Facilitators. The concept of promoting a greater level of student involvement to encourage academic achievement, student satisfaction with the institution, and persistence toward graduation has been a long-established baseline in Student Affairs (Astin, 1977, 1984). Increasing peer supports through social media channels, physical drop-in spaces, and community development initiatives, first generation students at Nipissing were provided greater opportunities to experience "mattering" and receive appropriate academic and social supports.

The further development of programming to support first generation students who were academically at-risk also saw an increase in retention statistics regarding the first generation demographic for the institution. Implementing short-term learning goals and providing appropriate arenas for support, positively impacted our first generation community and has also directly improved the networking between upper-year and first-year first generation students on our campus.

Introduced in 2011-2012, the Aboriginal Advantage Program (AAP) coordinated by the Office of Aboriginal Initiatives 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 responsible approach in engaging Aboriginal leadership in the design of programs, developed this innovative transition program by engaging local resources.

The transition to university program provides flexible admission criteria, personal support and academic supports. It provides access to workshops and Aboriginal elders, as well as directed tutoring that comprehends Aboriginal first languages. Staff facilitation is an essential part of the program through weekly individual and group academic updates.

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. 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.

The Aboriginal Teacher Certification Program (ATCP), and the Teacher of Anishnaabemwin as a Second Language (TASL) Program are two Aboriginal specific programs that provide opportunities for Aboriginal students to earn an Ontario College of Teachers certification as either a Primary/Junior educator, or a teacher of Anishnaabemwin (Ojibwe) in all Ontario schools. These programs are delivered

| | | during the summer months, permitting interested individuals the ability to earn a professional accreditation and a post-secondary diploma/degree without requiring them to leave their communities and support network for an extended period of time.

The strength of these two programs is the development of Aboriginal teachers trained in the philosophy and pedagogical focus of Aboriginal worldviews, culture, heritage and language, including the necessary skills and knowledge of a certified Ontario school teacher. Our teachers are then better equipped to work with Aboriginal children in First Nation and in public schools across Ontario. Our graduates are not only exceptionally trained teachers, but also potential role models for Aboriginal children in public and First Nation schools, providing guidance to Aboriginal children at an academic and cultural level. |

3) Student Access Guarantee

Through its signed MYAA, **Nipissing University** committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 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 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL $	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	$396,448[(+)]	557[(+)]
Other SAG Expenditures (towards other assessed shortfalls)	$263,977[(+)]	309[(+)]
Total SAG Expenditures Reported by *Nipissing University*	$660,425[(+)]	866[(+)]

Did **Nipissing University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 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 2012-2013.

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 of their additional entitlement via email and the majority of payments were made to the student's fee accounts in December 2012.

For students enrolled in the spring/summer semester, 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 300 students). Nipissing also provided them with a $300 bursary to assist with their costs. Those students who identified themselves as being denied line of credit access were provided with alternative 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 $2.34 million in student financial aid through scholarships, bursaries, awards and work-study programs in 2012-2013.

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 2012.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2008	4016[(+)]	852[(+)]	249[(+)]	54[(+)]
2009	3793[(+)]	720[(+)]	282[(+)]	55[(+)]
2010	3908[(+)]	832[(+)]	253[(+)]	54[(+)]
2011	4050[(+)]	1037[(+)]	375[(+)]	91[(+)]
2012	4298	994	818	254

*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
2011	4648[(+)]	1057[(+)]	937[(+)]	259[(+)]
2012	5016	1056	1131	335

*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.

The above registration numbers include FT only. When PT registrations are added, the total number of registrations becomes 1510 and the total number of transfer registrations becomes 487. Additionally, it should be noted that Nipissing University's collaborative BScN degree program with Canadore College is an *integrated* model where Nipissing provides full credit at a 1:1 ratio for credits earned by students in Canadore College Nursing courses. Consequently, students in the BScN Collaborative degree program are not counted technically as transfer students. In 2012-13 there were 384 applications to, and 95 registrations in, the BScN Collaborative Program.

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used in 2012-2013 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 programs recognized for advanced standing for admission into Nipissing University Degree programs, the following CAAT programs have been added:
- Law Clerk
- Engineering Technology
- Leisure Studies

The BA in Social Welfare and Social Development progam is exploring pathways and credit transfer opportunties for high affinity programs related to this degree program.

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

Nipissing University continued its support for transfer students through the New Student Transitions (NST) program. The NST strategy remains providing 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 successful upper year student. This year we hired a student position specifically focused on providing support to the transfer student demographic who also coordinated with other departments to offer online pre- and post-orientation webinars to ease the transition into university studies. In addition, we utilize both virtual and on-site Orientation Tours to connect transfer students to the physical layout of the campus. The maintenance 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 from 2011-2012 remained effective. Further integration of Student Success Workshops (SSWs) and Mentee relationships through the Learning Network have helped increase our efforts to promote transfer student involvement and indicate a high level of persistence through our program survey responses.

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

The Recruitment Department attended 15 college fairs between November 2012- January 2013 which were targeted at providing more information to prospective students on the transfer opportunities and pathways to a university degree.

Liaison and Recruitment staff targetted visits to campuses where College Partnership Programs are in place. There was also omne online chat session dedicated to answering College Partnership Program questions on transfer pathways.

Nipissing University plans to increase our level of participation at '105' applicant events such as college fairs in 2013-14.

* A decision was made in 2012-13 to purchase Customer Relationship Management (CRM) software which will have a space dedicated for communication with the 105 applicant audience and a recruiter responsible for developing relationships with colleges and their pathway coordinators to better serve the needs of transfer students.

* Nipissing University's College Transfer Guide continues to be updated as new program admissions criteria and transfer pathways are developed.

* The College Transfer website (http://www.nipissingu.ca/departments/admissions-registrar/how-to-apply/undergraduate/college-transfer/Pages/default.aspx) was updated in 2012-13 to make it more user-friendly and to provide additional information to applicants.

Marketing research was completed in 2012-2013 on high affinity programs in order to accurately allocate and prioritize recruitment resources for transfer credit applicants.

5) Class Size

Per the 2012 Common University Data Ontario (CUDO) report for Fall 2011, 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	255[+]	78.5%[+]	191[+]	61.6%[+]	184[+]	70.0%[+]	116[+]	80.0%[+]
30 to 60 students	47[+]	14.5%[+]	90[+]	29.0%[+]	72[+]	27.4%[+]	25[+]	17.2%[+]
61 to 100 students	20[+]	6.2%[+]	25[+]	8.1%[+]	7[+]	2.7%[+]	4[+]	2.8%[+]
101 to 250 students	3[+]	0.9%[+]	4[+]	1.3%[+]	0[+]	0.0%[+]	0[+]	0.0%[+]
251 or more	0[+]	0.0%[+]	0[+]	0.0%[+]	0[+]	0.0%[+]	0[+]	0.0%[+]
Total	325[+]	100.0%[+]	310[+]	100.0%[+]	263[+]	100.0%[+]	145[+]	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 2012-2013, 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.

Partial renovations of the former library space were completed in 2012-2013, adding additional classroom space over what was available in the previous year.

As an internal measure of classroom space management, Nipissing University monitors the number of course registrations per section. Our overall Fall/Winter 'course registrations per section quotient' effectively decreased from 27.88 reported in 2011-12 to 26.23 in 2012-13, using the same parameters 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 2011-2012 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 2012-2013.

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 2012-2013:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit **Courses** Offered Through Fully Online Learning	59	29
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	59	30
PROGRAMS DATA	**UNDERGRADUATE**	**GRADUATE**
Number of Ministry-funded, For-credit **Programs** Offered Through Fully Online Learning	3	1
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	1
COURSE REGISTRATIONS	**UNDERGRADUATE**	**GRADUATE**
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	2,735	711
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	2,735	711

*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: Includes only the total number of unique courses; not multiple sections of the same course.

Programs: Includes only unique programs (UG: BCOMM, BBA, RPN-Bridging)

Registrations: Counts all students in all sections in the above courses

The number of unique courses offered does not provide a clear picture of the general demand for our courses as the rapid growth in specialized programming (e.g., our RPN to BScN program) finds us offering multiple sections of courses. The registration numbers provide a better reflection of the overall growth in undergraduate eLearning initiative this past year at Nipissing.

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.

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 50% of the experience being online.

In 2012/13 our College Partnership Program involved offering 107 courses distributed over 7 college partner sites serving 1641 registrants.

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2012-2013, 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.

The Centre for Flexible Teaching and Learning (CFTL) continues to be a major part of life at Nipissing and is a major influence on online and blended learning at Nipissing. Both online and hybrid 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.

In 2013 the CFTL has facilitated a few new initiatives related to online and synchronous learning. One project involves the use of lecture capture as a way to provide rich course materials to online learners. In another project we have utilized the Blackboard Collaborate service to offer synchronous learning opportunities for students in our College Partnership Program with much success.

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 2012-2013:

- Outbound students* = <u>113</u>
  DEFINITION: <u>Outbound students</u> are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = <u>69</u>

  DEFINITION: <u>Inbound students</u> are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Nipissing University** in 2012-2013 = **$341,376**

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 2012-2013 = **$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 2012-2013, 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 2012-2013	2012-2013 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). Four outbound students undertook an internship for a semester in Kenya under the Students for Development Internship Program funded by CIDA. Six other students participated in a BioPower exchange in Finland and Slovakia, funded by HRSDC.

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 were six students via a new transitional agreement with a university in St. Kitts for completion of our BScN Nursing degree.

7.2) Enrolment

In 2012-2013, **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's** Total Full-Time International Student Enrolment[(+)]
1.	China[(+)]	5[(+)]	17.9%[(+)]
2.	Nigeria[(+)]	5[(+)]	17.9%[(+)]
3.	United States[(+)]	5[(+)]	17.9%[(+)]
4.	France[(+)]	2[(+)]	7.1%[(+)]
5.	Sri Lanka[(+)]	2[(+)]	7.1%[(+)]

Nipissing University reported to TCU that International Enrolment* in 2012-2013 = **28[(+)]**.

*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, 2012, 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. Nine of the students in these charts are studying the NU BComm degree via our community college partnership agreements. Six students transitioned from a partner institution in St. Kitts, who studied for only their final fourth year of the BScN (nursing degree) at Nipissing University.

Please provide *Nipissing University's* 2012-2013 Part-Time International Student Enrolment = <u>33</u>

Please provide one or more highlights, in the space provided below, of an activity that *Nipissing University* used during 2012-2013, 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. Nipissing University has sent a total of 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 has been further supported by HRSDC for the BioPower Project, utilizing forestry bi-products as sources of renewable energy with partners in Finland and Slovakia and over the past two years a total of 10 Nipissing U students have greatly benefited from their study and internship experiences abroad.

These two programs that provide seed funding for student mobility, has helped to increase the number of outbound students, and both programs have resulted in formation of ongoing bi-lateral partnerships with the project partner universities as well as many other successful outcomes.

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **Nipissing University** in 2012-2013 = 5

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Nipissing University** used in 2012-2013 to create pathways for *International students* from **Nipissing University's** ESL 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 2012-2013 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 the students tools to be effective participants in class and group presentations as well.

7.4 French as a Second Language

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **Nipissing University** in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Nipissing University** used in 2012-2013 to create pathways for *International students* from **Nipissing University's** FSL programming to postsecondary studies.

There are no FSL courses or programs offered.

*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.

Several of our exchange partnerships are with primarily English speaking institutions; consequently many of the International students coming to Nipissing University are not required to participate in an ESL course.

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 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, *Nipissing University* adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Nipissing University confirmed in its 2011-2012 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 2012-2013, *Nipissing University* adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Nipissing University confirmed in its 2011-2012 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, *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 2012-2013: 341,376

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2012-2013, which contributed to maintaining or improving **Nipissing University's** supply chain 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.

A new Senior Buyer position was created and hired late in the fiscal year to oversee the procurement activities at the University and monitor compliance with the BPS Procurement Directive.

Policies and procedures are continuously reviewed and discussed in group settings. The Procurement Office regularly provides individual coaching sessions to members of the University community.

Nipissing University utilizes the MERX Electronic Tendering Service for all purchases over $100,000.

The University's Procurement staff received training on the MERX Electronic Bid Submission process at the end of fiscal 12-13 with plans to adopt this new process in the 3rd Quarter of fiscal year 2013 – 2014. The University believes the new process will add efficiencies to the tending process as hard copies of bids (which are traditionally couriered, mailed or hand delivered to the University) will no longer be required.

The University continues to review and participate in OECM and BPS Supply Chain Secretariat Agreements.

__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 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.

☑ By checking this box, **Nipissing University** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2012-2013, 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.

New Policies on Procurement and Approval Authority were formally approved in July 2012. The new policies were communicated to members of the University community to educate individuals involved in procurement activities of the requirements that must be followed when procuring goods/services at the University.

The University adopted the OECM Templates as our standard templates to ensure compliance with the BPS 25 Mandatory Requirements

BPS Expenses Directive

The 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.

☑ By checking this box, *Nipissing University* confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

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%20-%20May%202013.pdf

Please provide one or more highlights, in the space provided below, of an activity that *Nipissing University* used during 2012-2013, 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.

> Two new policies (Travel Policy and Hospitality and Working Meal Expense Policies) were approved July 2012. The new policies include all of the necessary requirements to comply with the BPS Expense Directive. An information session was provided to the University's Upper Management Group as well as to various other individuals within the organization throughout the fiscal year.

BPS Perquisites Directive

The 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.

☑ By checking this box, **Nipissing University** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that **Nipissing University** used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. A highlight could be a strategy, initiative or program viewed by **Nipissing University** to be an innovative practice, success story and/or key accomplishment.

Employees not covered by either the Administrative Employees Guidelines or a Collective Agreement (specifically excluded from the Directive) receive a compensation agreement (employment contract). All compensation agreements are prepared and authorized by HR who ensure that they are compliant with the BPS Perquisites Directive.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, 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 2012-2013 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 2012-2013:

	Undergraduate	Graduate
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 2012-2013, 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.

Nipissing University does not offer a co-op stream or co-op programs in any discipline. We do include a variety of work-integrated learning opportunties across many of our disciplines. This includes internships, clinical practicals in Nursing, teaching practicums in Education, service learning community placements, international work-study programs and volunteerism. Listed below are highlights of some of the work-integrated learning opportunities provided across disciplines at Nipissing University.

School of Business
- Internships (iLEAD Program)
Flexible options available for students to gain relevant part-time or full-time professional work experience with a built-in academic component under the supervision of faculty members. This has enabled several students to work with private companies and local non-profit organizations.

- Field Experience
iLEAD Expedition to Jamaica has provided students with the opportunity to apply management tools and theory to a practical work environment in an international setting through small, eco-tourism operators in the country.

School of Criminology & Criminal Justice
- CRJS 4346 Placement Course
18 students completed the placement last year
Students completed placements in criminal justice-related organizations in the community (i.e. police services, court services, victim services, and social services)

School of Human & Social Development
- SWLF 2995 Community Service-Learning Course (6 credits)

School of Nursing
- While Nursing does not offer co-ops, the philosophical and practical underpinnings of the Scholar Practitioner Program offered in Toronto is an innovative experiential second degree nursing program. Students learn principally in the environments of some of Canada' finest hospitals and agencies including Mount Sinai Hospital, Sick Children's Hospital, the University Health Network, and Toronto Public Health. This experiential approach to learning nursing practice is a targeted response to learners' desire for work-focused education contextualized in a broader university context. Graduates are highly employable and have reported a positive transition from studies to the workplace. Clinical practicums are integral to the Collaborative BScN as well as the RPN to BScN Bridging program.

Undergraduate research opportunities exist across many disciplines, culminating in the Undergraduate Research Conference hosted by Nipissing University. This annual conference provides our undergraduate students with an opportunity to promote

and describe their research work to the broader community and is an excellent preparatory experience for students who will be pursing studies at the graduate level.

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 2012-2013 to measure student satisfaction.

> In addition to the 2011 NSSE survey, Nipissing University used the following methods to measure student satisfaction in 2012-13:
> - Canadian University Survey Consortium - Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU), Survey of First Year Students;
> - Canadian Graduate and Professional Students Survey (CGPSS) - Nipissing University participated for the first time in this survey and plans to continue to participate in future years;
> - Course Evaluations completed by students at the conclusion of each course section offered;
> - Canadian University Report Card (Globe & Mail);
> - Regualar meetings involving members of university management and Nipissing University Student Union executive members;
> - Departmental client/customer evalations, (e.g. Student Development & Services, etc.);
> - Student representatives are included on the University 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 2012-2013, 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.

> Nipissing University's decision to join and participate in the Canadian Graduate and Professional Students' Survey (CGPSS) for the first time in 2012-13 marked a significant step forward in gathering student satisfaction data from this group of our student population. Comparative analysis of our results can be made with the Ontario sector as well as at a national level. Nipissing University was very pleased with the overall satisfaction ratings shown by this survey, where Nipissing University students rated their "academic experience", "graduate/professional program" and "overall experience" between 3.8 and 3.9 out of 5 and above the provincial and national means in all 3 areas.
>
> At the undergraduate level, the School of Criminology & Criminal Justice has provided examples of student-focused activities that contribute to high levels of student satisfaction:
> - Criminal Justice Adviser/Placement Officer - provides support/direction
> - Criminal Justice Students Association events
> - Alpha Phi Sigma events
> - CRJS Facebook page

11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **Nipissing University** = **88.3%(+)***

> *The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2004 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year one enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2005 - 2011 (subsequent 7 years). For students who received two or more degrees during this seven year period, every effort was made to use the initial degree awarded (based upon the year in which degree was awarded).

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Nipissing University** used in 2012-2013 to measure graduation rate.

Nipissing University has developed and written a program to calculate "discipline-specific" graduation rates. This dis-aggregated level of graduation rate calculations are used internally to contribute to the Institutional Quality Assurance Process.

Please provide one or more highlights, in the space provided below, of an activity that **Nipissing University** used during 2012-2013, 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.

Nipissing University continues to offer specialized programs and supports to recognized under-represented populations of students with one objective being each student's successful transition, adaptation and completion of their program(s)of study. Measures for the early identification of any student who is at risk of not being successful are taken by the Academic Advising Office and the Dean of the academic faculty with which the student is registered.

At the academic level, one particular program being highlighted in this narrative section is he School of Nursing where graduation rates are high. Notably, it is essential that students who do not demonstrate competence in relation to required learning outcomes at an entry to practice standard cannot graduate; there is a distinct level of responsibility to public safety that is non-negotiable in nursing education. This said, graduation rates are well in line with that of other nursing schools in Ontario. Moreover, Nipissing students perform quite well on the Canadian Nurses Registration Exams.

12) Graduate Employment Rate

Per the KPI results reported in 2013 the employment rate for 2010 graduates, 6 months after graduation, at ***Nipissing University*** = **86.86%**[(+)]

Per the KPI results reported in 2013 the employment rate for 2010 graduates, two years after graduation, at ***Nipissing University*** = **92.77%**[(+)]

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that ***Nipissing University*** used in 2012-2013 to measure graduate employment rate.

Nipissing University participated in the inaugural National Baccalaureate Graduate Outcomes Survey (NBGOS)during the 2013 winter term. Although not specifically focused on graduate employment rates, the results of this survey are being analysed with the goals of determining how Nipissing's academic programs and student services can be improved to optimize the success of our students as they transition from their university studies.

Please provide one or more highlights, in the space provided below, of an activity that ***Nipissing University*** used during 2012-2013, 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.

An analysis of the data gathered by the National Baccalaureate Graduate Outcomes Survey shows that Nipissing University students report the following aspects of their undergraduate experience as having the strongest effect in preparing them for employment and a career:
1. Co-op/practicum/internship
2. Small classes
3. Curriculum and courses
4. Interaction with faculty and staff outside of class
As Nipissing University embarks upon its Strategic Planning process in 2013-2014, these top four areas as reported by our graduates will be considered important qualities to preserve and enhance as we move forward. Continuing to optimize and promote undergraduate research engagement remains an integral part of the preparation of our students for life after completing their undergraduate studies.

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	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
1st to 2nd Year	83.4%[(+)]	82.9%[(+)]	82%[(+)]	80.3%
1st to 3rd Year	74.8%[(+)]	76%[(+)]	73.6%	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 continued to maintain its membership with the Consortium for Student Retention and Data Exchange during 2012-2013. As a Consortium member, Nipissing is required to update and report retention data annually. A cohort survival model is used to determine the retention rates recorded above.

Please provide one or more highlights, in the space provided below, of an activity that *Nipissing University* used during 2012-2013, 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.

For 2012-2013, the two courses ACAD 1501 - Preparation for Academic Writing and ACAD 1601 - Academic Writing, experienced nearly a 10% increase in registrations as well as an increase in course section offerings from 15 in 2011-12 to 20 in 2012-13. Overall average course section size for these 2 courses was effectively reduced from 22 to 18, providing opportunity for increased in-class and student-to-professor interaction.

Across all academic programs, every effort is made to support and retain students as early as possible into their academic program, thus improving outcomes when intervention is needed. Examples have been provided by two schools in particular, below.

School of Criminology & Criminal Justice
- Flexible program (students in Policing and Corrections streams can decide when they would like to do their year at Canadore College
- Criminal Justice Newsletter (annual electronic publication)
- Criminal Justice Handbook (electronic version produced in 2013)

School of Nursing
- Faculty know the students, watch for students at risk and intervene. This occurs in each of the three nursing programs the School of Nursing presently provides. There is likewise greater involvement of the library staff and staff in the accessibility centre in the life of the School and more importantly, the lives of students.

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 2012-2013, 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.)

School of Business:
iLearn - use of tablet technology in-class to enhance the learning experience of students

School of Criminology & Criminal Justice:
- iPad Pilot Course (CRJS 4926) where Faculty completed iPad training sessions

School of Nursing:
- The teaching and learning experiences occurring in the blended learning program which supports the transition of RPNs to RNs is exceptional. First, all courses offered online are prepared through a rigorous peer review instructional design process involving a collaboration between the course developer, e.g., a faculty member and educational developers in the Centre for Flexible Teaching and Learning. Second, there is ongoing work by the program manager with the clinical education lead, faculty, library staff and staff in the Centre for Flexible Teaching and Learning to develop appropriate learning supports including supports for academic writing. This program received an Award of Excellence from the Canadian Association of University Continuing Education in Spring 2013.

Faculty of Arts & Science:
In the Spring Session of 2013, our faculty launched a new introductory course in cross-disciplinary analysis. The concept was first developed by a committee of faculty tasked with increasing interest in Spring and Summer programming. The committee initially proposed organizing the Spring/Summer term around a single theme, and inviting faculty members to offer courses connected to the theme. The concept shifted to a single course, facilitated by a faculty member with strong cross-interdisciplinary training, and comprising 10 guest lectures from 10 different disciplines. The result was a highly successful course that provided students with an innovative, interdisciplinary in-class experience.

A six credit course offered in condensed form over six weeks required four lectures per week. Each week included two lectures from contributing faculty members and two classes with the core facilitator. Readings for guest lecturers were chosen by the lecturers themselves, guided only by the theme for the inaugural year: DIRT. Additional readings on cross, multi, trans and interdisciplinary analysis, the history of liberal education and core curricula, as well as introductory scholarship in the area of Critical University Studies were selected by the core facilitator and together provided the meta-framework for the course.

An essential aspect of the class was the notion of emergent knowledge, and this contributed significantly to the in-class experience. No attempt was made to dictate the content presented by the guest lecturers. Faculty were invited to participate and those that volunteered met with the facilitator for one meeting where there was a brief discussion of the theme, how each member might relate their interests to it, and what dates they were available. No other discussions were held and each member presented material entirely of their choosing. This lack of internal coordination was essential to the success and innovation of the course, first for minimizing the commitment of the guest faculty, but especially for enabling interdisciplinary pedagogy as students became responsible for forging connections between seemingly divergent material and analysis. They became the knowledge producers, but within an environment of specialized expertise.

Undergraduate Research Opportunities: The NU Undergraduate Research Conference celebrates undergraduate research. The conference provides an opportunity for undergraduates from across Ontario to present research. This scholarly event is an excellent opportunity for students across disciplines to share and discuss their original research contributions while gaining experience in a formal academic conference. Students can present research as a Poster, a Paper, or in a Panel discussion. Students can use course work, directed study projects, internships or practicum projects, or volunteer research.

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

School of Business:
* School Huddles -- scheduled student social activities and celebrations of student achievements
* Enactus -- challenging students to make a difference in their community (www.enactus.org)
* Nipissing University Business Community -- Student-led organization designed to help students pursuing a business degree gain the most from their education. The group organizes events that provide students with opportunities to network with members from organizations in the community and to increase student participation in case competitions offered by other universities and organizations.
* Facebook & Twitter pages

School of Criminology & Criminal Justice:
* Criminal Justice "meet and greet" for new and returning students in September
* Criminal Justice Students' Association & social events
* Alpha Phi Sigma (USA National Criminal Justice Honour Society - Nipissing University has the ONLY Canadian Chapter of this honour society)
* Criminal Justice Graduation Reception for grads and their families
* Facebook & Twitter pages

School of Nursing:
* Nursing students within the collaborative program are an active group. Examples include their participation in the Ontario Universities' Fair and ordering and distribution of nursing orientation kits for new students. The members of the management team within the School likewise engage with the student group and are moving to a model where student representatives will be invited to participate, as appropriate, in specific meetings by the management team.

Faculty of Arts & Science:
* In the interdisciplinary Dialogue course, previously mentioned, students were encouraged to enter into the controversies and disagreements introduced by the faculty members. Student feedback was overwhelmingly positive. The in-class experience was also enhanced by the fact that guest faculty frequently attended more than their own lecture – though they were not required to do so. Students responded very enthusiastically to the experience of several faculty members engaging with each other. Guest lecturers had to contend not only with students but also with fellow faculty responding to ideas outside their own areas of expertise. Having faculty model informed inquiry for the under-graduate students was invaluable. Students were surprised to see the limits of faculty knowledge, which had a democratizing pedagogical effect that circumvented the posturing and feigning of understanding that happen within the pressurized and disciplinary environment of "higher" learning. Everyone in the room could claim an area of specialization, while also being unguarded about what they didn't yet understand. And because no one quite knew where these fault lines lay for any given particular student, the classroom became a space where asking questions was not thought to reveal ignorance. For this reason, among others, the students were highly engaged and participatory.

Levels of engagement may be best illustrated by just one of many simialar quotes taken directly from students who participated in this course:

"Overall assessment: most useful course of my academic career. It builds and strengthens critical thinking, exposes you to a wonderful amount of subjects, professors and resources to aid you in your academic career. It shows you how a university classroom is supposed to function. I would not recommend more courses but demand them. One of the best things (and there were many) about this course was the open door policy among the professors involved, which only amplified the true workings of a university classroom, and really gave us insight into how interdisciplinarity is supposed to work." JR, History/Gender Equality & Social Justice

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

School of Business
- We have broadened the support for our BComm CPP students to have access to more of Nipissing's support infrastructure (e.g. Academic Advising)

School of Criminology & Criminal Justice
- Criminal Justice Adviser/Placement Officer
- Mentoring available within Criminal Justice department
- Referrals to student services made when necessary

School of Nursing
Students in the Scholar Practitioner Program are receiving increasing support through the greater involvement of North Bay campus faculty in the program and the Director who visits Toronto regularly. Examples of recent supports to these students include a session of scholarly writing delivered by the Director to the students. Likewise, the students have the support and involvement of the Director in situations of academic and other challenges. Support strategies extended to the students in this program include the Director's involvement in learning plans with students at risk and the dedicated support for remote students now available through the Student Accessibility Centre. Increasingly, through conversations involving Nursing faculty and administrators and staff in the accessibility centre, appropriate supports for students at a physical distance from the campus are being made available.

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Attestation:

☐ By checking this box, *Nipissing University* confirms that all information being submitted to the Ministry as part of the 2012-2013 MYAA Report Back is accurate and has received approval from *Nipissing University's* Executive Head.

Contact:

For additional information regarding *Nipissing University's* 2012-2013 MYAA Report Back please contact -

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- Email: N/A

Please indicate the address on *Nipissing University's* website where a PDF copy of this 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

- http://