

Multi-Year Accountability Agreement Report-Back

University:	NIPISSING	Year:	2008-09
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As noted in the Multi-Year Accountability Agreement for Universities for 2006-07 to 2008-09 (MYAA), the government appreciates that implementing this and future agreements will be part of an evolutionary process which will incorporate maturing consensus on how to best measure and indicate access and quality. This will require a strong collaborative partnership between institutions and the Ministry of Training, Colleges and Universities.

This Multi-Year Accountability Agreement Report-Back Template has been designed to assist with the ministry's continuing efforts to measure the participation of students from under-represented groups, and as outlined in Appendix B (the Multi-Year Action Plan) of the MYAA, update the planned net new hires table, and the strategies and programs that will be used by your institution to participate in the Student Access Guarantee initiative. The ministry will also use the completed Multi-Year Accountability Report-Back Template to review the progress made on the commitments outlined in your Multi-Year Action Plan.

As in previous years, MTCU will withhold a portion of your institution's yearly allocations until the completion of the annual Report-Back review and confirmation that your institution is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

MYAA Transition Year 2009-10

As outlined in the MTCU memo to colleges and universities dated March 31, 2009 the MYAAs have been extended into 2009-10 in order for the government and its postsecondary education partners to transition into a re-aligned accountability framework that reflects the future directions for the system in 2010 and beyond.

The expectation for the transition year is that institutions will maintain their commitments for access, quality and accountability as outlined in the original agreement. This includes reporting enrolment through the established protocol (reflecting updated graduate and medical expansion targets), providing information to assist the Higher Education Quality Council of Ontario (HEQCO) with its research on access and quality, continued participation in student engagement and retention measures and compliance with the Tuition Fee Framework and the Student Access Guarantee.

MTCU does not require your institution to set additional targets in 2009-10. The attached Report-Back Template provides space for you to identify how your institution-specific access and quality improvement strategies for 2006-07 to 2008-09 will be extended, consolidated and/or best practices applied in 2009-10. You are also asked to outline how you will continue to monitor the impact of these access and quality improvements over the transition year. You will find appended to this Report-Back Template a summary of consolidated access and quality improvement strategies developed from the previous Report-Back years. The expectation is that by strategically aligning activities and focusing on evaluation of outcomes that your 2009-10

year will provide the basis for your institution to develop a new Multi-Year Action Plan with corresponding targets in 2010.

A. ACCESS

Increased Participation of Under-Represented Students — Measurement

As stated in the MYAA, the ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns.

To assist with these efforts, please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups. The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. To the extent that you are able to do so, eliminate any double-counting in the column, "Total Number Self-Identifying as Member of Under-represented Group".

Measurement Methodology (including description)	Student Groups in Your Student Population			Total Number Self-Identifying as Member of Under-represented Group	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities		
	#	#	#		
First year full-time Students 6 week in survey (36% return rate)*	16*	133*	14*		373 of 950
Estimated or identified all years	360	1300 (all years)	417 identified all years		

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

Increased Participation of Under-Represented Students — Programs/Strategies

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Aboriginal	Non-traditional student success course (modules) Number of courses / sections offered	4 (2007-08 result: 4; 2006-07 result: 2)	3	Overall low enrolment, students may prefer the traditional module Increase and invite more Aboriginal students earlier in academic year through self-identification
	Non-traditional student success course (modules) Number of courses / sections offered			
	Number of first-generation students identified and enrolled/continuing	20 (2007-08 result: 20; 2006-07 result: 7)	19	
	Development of First Generation Student Satisfaction Survey	(2007-08 result: 3.59/5)	3.94/5.00	
	Aboriginal recruitment support Number of aboriginal students enrolled / continuing	360 (2007-08 result: 319, target 330; 2006-07 result: 300)	360	
	Number of aboriginal students enrolled in University Success First Generation module	15 (2007-08 result: 7, target 8; 2006-07 result: 5, target 4)	4	Low overall enrolment, therefore even lower potential number of aboriginal students in course Original target unrealistic
	Number of faculty and staff visits to aboriginal committees	12 (2007-08 result: 11, target 10; 2006-07 result: 8, target 8)	13	



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Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
	Retention Programming Academic Outreach Advising	60 (2007-08 result: 50, target 50; 2006-07 result: 47, target 40)	80	
	Orientation / Workshops	20 (2007-08 result: 18, target 15; 2006-07 result: 33)	19	Fewer 1 st year students
Student Transition	Student Orientation for under-represented students # of students/parents participating (05-06: 566/741)	All new students/parents (2007-08 result: 706/1578(44.74%); 2006-07 result: 80%)	2007-08 reported incorrectly 2008-09: 706/1578 Participation rate 78.4%	
	Satisfaction rating from students/parents (2005/06: 4.43/4.37 on 5 point scale)	No target established (2007-08 result: 4.4/5; 2006-07 result: 4.39/4.38)	4.41/4.68	
	# of students participating in Non-Traditional Student Orientation (2005/06: 32)	No target established (2007-08 result: 51; 2006-07 result: 65 – target: 67)	43	For upcoming year added new workshops on finances, employment, technology and math and science and increased student-student contacts, as improvements to increase student engagement and satisfaction.
	# of college transfer students participating in Non-traditional Student Orientation (2005/06: 10)	No target established (2007-08 result: 13; 2006-07 result: 24)	27	
	Satisfaction rating of Non-Traditional Student Orientation Participants (2005/06:n/a)	No target established (2007-08 result: 4.4/5; 2006-07 result: 4.25)	3.69	
	# of new students participating in Disability Services Orientation /Transition Program (2005/06: 7)	No target established (2007-08 result: 31; 2006-07 result: 19)	28	



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Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
	Satisfaction rating of Disability Services Orientation/Transition Program (2005/06: n/a)	No target established (2007-08 result: 4.23/5)	Satisfaction rating of Disability Services/Orientation/Transition Program: 4.24 out of 5.00	
	Career Workshops Number of workshops and visits per year	75 (2007-08 result: 68; 2006-07 result: 66)	56	Some workshops were integrated to better serve the student population Individual interactions also increased: 07-08: 178 08-09: 307
	Academic Skills workshops Number of workshops offered (05-06: 17)	20 (2007-08 result: 25; 2006-07 result: 25)	11)))
	Number of students participating (05-06: 900)	1,000 (2007-08 results: 764; 2006-07 result: 861)	723) Lower 1 st year) student intake coupled with a 20% reduction in staffing
	Academic Services Number of student group sessions	No target established (2007-08 result: 739; 2006-07 result: 584 target: 615)	837) in academic services due to budget reductions has) resulted in lower results
	Number of individual student sessions	4761 (2007-08 result: 3814; 2006-07 result: 3677, target 4329)	3984) achieved across the) board
	Student satisfaction rating	No target established (2007-08 result: 4.6/5; 2006-07 result: 4.7/5)	Not complete due to staffing cuts)
	Leadership development initiatives Monetary value of Student Union and Student Affairs programs per year	40,000 (2007-08 result: 25,000; 2006-07 result: 20,000)	\$25,000 (capped at this amount through admin/student union protocol agreement)	
	# of transcripts developed and issued per year	250 (2007-08 result: 293; 2006-07 result: 285)	313	



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Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
	# of tutors, in various programs, active per year	200 (2007-08 result: 100; 2006-07 result: 137, target: 165)	142 (200 was an unrealistic target)	
	Personal counselling # of first year students	53 (2007-08 result: 34; 2006-07 result: 43, target: 45)	49	
	Number of first-generation students served (under development)	No target established (2007-08 70; 2006-07 result: 106)	249	
	Career counselling # of first year students	32 (2007-08 result: 4; 2006-07 result: 6, target: 25)	19 (32 was an unrealistic target)	
	Number of first-generation students served	No target established (2007-08 result: 34; 2006-07 result: 48)	88	
	Program evaluation scores	No target established (2007-08 result: 4.48/5; 2006-07 result: 4.44/5)	How well did the counsellor respond to your concerns? 4.67/5.00 How well did the counsellor assist you to reach a resolution? 4.54/5.00 How well did the counsellor direct you to appropriate resources? 4.63/5.00 Extent counselling services contributed positively to your	



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Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
			academic performance? 4.22/5.00 Extent counselling services contributed positively to your personal growth and development? 4.52/5.00	
Students with Disabilities	High school mentorship program # of Nipissing University students with disabilities participating per year	6 Pilot project discontinued (2007-08 results: 0; 2006-07 result: 3)		
	Disability Awareness # of workshops / events per year	5 (2007-08 result: 11; 2006-07 result: 9)	10	
	Total attendees per session	75 (2007-08 result: 30; 2006-07 result: 10)	34	
	Nipissing University Diversity Committee Support # of projects and events per year	4 (2007-08 result: 4; 2006-07 result: 12)	4	
	# of attendees per year	100 (2007-08 result: 85; 2006-07 result: 85)	100	
	Accessibility Planning # of initiatives, projects and / or barriers identified and addressed per year (note progress happens when the # goes down because more barriers are being removed as each year ends)	15 (2007-08 result: 35; 2006-07 result: 9)	Initiatives identified: 11 Initiatives addressed: 25	

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1.	UNIV1011 – final analysis completed – further discussion in adjusting to increase success ongoing with Deans
2.	6 week in survey and CUSC survey for 2009/10 to be completed in fall of 09/10
3.	Aboriginal Program – increased programs through Univ/AETS funding proposal Aboriginal Council on Education Strategic Plan now completed, approved and distributed

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through feedback, surveys, tracking participants' progress, etc.).

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	Further gathering and refining of survey instrument data specifically for the “6 week in” and “UNIV1011” surveys.
2.	Begin to compare results of student satisfaction data over time
3.	Continue to build Aboriginal programming, staffing and outreach in line with recently completed ACE Strategic Plan

2008-09 Student Access Guarantee

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2008-09, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2008-2009 Student Access Guarantee Guidelines.

	<u>Yes</u>	<u>No</u>
The institution met students' tuition/book shortfall in allocating financial aid, as set out in the <u>2008-2009 Student Access Guarantee Guidelines</u>	X	

If you answered no, please explain.

Please complete the following table, using the most recent available year-to-date information from your institution's 2008-09 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	239,085	278
Other SAG Expenditure to Supplement OSAP	694,611	603
Total	933,696	881

Date screen was last updated: 07/09/09

2009-10 Student Access Guarantee

As an extension of the commitments made under the original Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the [2009-10 Student Access Guarantee Guidelines](#). Please complete the following template to update the strategies and programs that your institution will use in 2009-10 to participate in the Student Access Guarantee initiative.

<p>Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be:</p> <p>a) Provided to those students who apply for institutional financial aid; or</p> <p>b) Automatically issued to students based on their OSAP information</p>	<p>Nipissing University will meet students' tuition/book shortfalls for students through a web-based bursary/student awards application process. Only students submitting such an application will be considered for funding to meet their calculated shortfall. The Ministry-calculated shortfall will be adjusted according to the budget resource and expense figures provided by the student.</p> <p>Students enrolled in Spring/Summer session will automatically be considered for assistance based on their OSAP assessment.</p>
<p>If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee.</p> <p>- Identify any applicable deadlines.</p> <p>- Identify your communications strategies to inform students of how to apply.</p>	<p>Students apply internally through Web Advisor to be consider for bursary assistance for the fall/winter session. The deadline is November 1st.</p> <p>Communication occurs via the institution website, orientation sessions, emails, and verbally via the Financial Aid staff.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so:</p> <p>a) Identify the programs by name and by OSAP cost code;</p> <p>b) Describe how you determine how much loan aid to provide</p>	<p>We have expressed an interest in participating in the student line of credit proposal (pending the results of the recent RFP tendered by COU)</p> <p>The only program currently being considered is our Bachelor of Education consecutive program (cost code "BED")</p> <p>No determination has been made on loan amounts, pending the results of the RFP</p>

<p>Describe other financial support programs and strategies that your institution will use to assist university students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.</p>	<p>In addition to our web-based bursary application, the following other financial support programs will assist Nipissing University students facing financial barriers to access:</p> <p>Web Advisor Bursary/Awards Program – This program will continue as the gateway to the student access guarantee mandate. The application has been revised to allow first generation and aboriginal students to self identify. This program also provides a measurement tool for the determination of financial need under other programs such as OSOTF and OTSS. Funds distributed through these sources will also address shortfalls for all recipients.</p> <p>Entrance Scholarship Program – Our guaranteed entrance scholarship program will continue. Many students who would otherwise have a calculated shortfall will have this addressed through the provision of generous entrance scholarships.</p> <p>Tuition Assistance and other Entrance Award Programs – We will continue to offer these programs to entering applicants, but have revised the application such that we provide an opportunity for students to self identify as first generation and/or aboriginal students.</p> <p>Nipwork/Work Study Program – Provided funds permit, these programs will continue, and a student's shortfall may also be fully or partially met through on campus employment.</p> <p>In-Course Scholarship Program – Returning students who demonstrate high academic merit are rewarded through our in-course scholarship program. These expenditures will assist upper year students with calculated shortfalls.</p> <p>Newly created Schulich Awards in Education (50 awards @ \$6000) with financial need as one of the criteria</p> <p>Emergency Bursaries and Loans – Students in financial crisis who are unable to continue with their studies for financial reasons can apply for small amounts of non-repayable or repayable emergency assistance</p> <p>Fee Payment Arrangements – Students who are unable to meet the standard deadlines for fee payment are able to inquire about individual fee payment arrangements based on their ability to pay over an extended period of time</p>
<p>Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.</p>	<p>Students disputing the amount of assistance provided as part of the student access guarantee can arrange a one-on-one interview with our Student Awards Coordinator to discuss their concerns</p>

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

B. QUALITY

Quality of the Learning Environment

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Class Size	Maintain class sizes that are appropriate for small, primarily undergrad university and that maintain competitive advantage (2005/06 Class size: 49 for 1 st and 35 for 2 nd)	Class size adjusted to maintain competitive advantage (2007-08 results: 43 for 1 st year, 34 for 2 nd year, and 21 for 3 rd and 4 th year; 6-07 result: 45 for 1 st year, 34 for 2 nd year, 22 for 3 rd and 4 th year)	2008-09 results: 45 for 1 st year, 34 for 2 nd year, and 22 for 3 rd and 14 for 4 th year	
Modes of Instruction	Full participation in ITeach initiative Concurrent Education	Participation of 5 th year North Bay Students	Participation of North Bay students in 4 th and 5 th year	
Support for Teaching	Increase use of new teaching and learning technologies/initiatives by faculty/staff as determined by # of faculty using the service, types of services required and # of faculty using new technologies	Measure against Benchmarks (2007-08 result: 175; 2006-07 result: 100; 2005-06 result: 40)	210	
Community Service Learning	# of courses with a service learning component	17 (2007-08 result: 18; 2006-07 result: 9 courses covering 23 sections)	10	Fewer faculty offering CSL options Increase awareness of CSL, increased promotion of value of CSL and highlighting CSL success stories



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Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Community Service Learning	# of students participating in aboriginal or community service learning	400 (2007-08 result: 198; 2006-07 result: 143)	121	Fewer courses offered CSL option Invite more faculty to participate in coming academic year
Community Service Learning	# of active community/aboriginal partner organizations	15 (2007-08 result: 38; 2006-07 result: 32, 4 with Aboriginal Focus)	20	
Research	Increased involvement of undergraduate students in research via the Undergraduate Research Opportunities Program (UROP)	Review UROP with view of expanding project (2007-08 results: Senate approval of academic plan, undergraduate research conference)	Held 2 nd Undergraduate Graduate Research Conference in 2008-09	
Graduate Students	Increased program opportunities for graduate studies	Admission of MA History Students and recruit students for Masters of Science and Environmental and Biological Systems (2007-08 result: Implemented full-time MEd at North Bay campus)	A brief was successfully submitted to OCGS for a MSc in Mathematics. 2008-09 enrolment in full-time MEd at North Bay campus - 12 students awarded \$900 each for research	
Graduate Students	Creation of School of Graduate Studies	Maintain and expand graduate school budget to support more students (2007-08 results: School of Graduate Studies approved by Senate; Associate VP appointed; Office of Research Services renamed & headed by a Director)	2008-09: First budget for SGS approved. Associate VP was appointed. Office of Research Services renamed and headed by a Director.	



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Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Graduate Students	Creation of space for full-time graduate students	Create space for graduate Arts and Science students (2007-08 results: Graduate student lounge and new academic wing under construction to have dedicated space for graduate students)	Graduate Students Centre under construction in 2008-09. Designed to accommodate 40 graduate students.	
Graduate Students	Increased support through internal graduate scholarships / teaching assistantships	Expand scholarships and assistantships pursuant to increased number of eligible graduate students (2007-08 results: Established NU Graduate Scholarship and new positions for graduate teaching and research assistants, received institutional OGS awards, and provided \$163,000 to graduate student support)	Allocated \$175,000 for NU scholarships and teaching assistantships in 2009-10	
Internationalization	# of incoming / outgoing student / faculty exchanges	Increase to 50 (2007-08 result: 56; 2006-07 result: 38 students, 16 faculty)	55	
Internationalization	# of full-time international students enrolled per year	Increase to 35 (2007-08 result: 25; 2006-07 result: 32)	24	Drop was result of economic situation
Internationalization	# of exchange / active articulation agreements per year	Increase to 22 (2007-08 result: 21; 2006-07 result: 20)	23	
Internationalization	# of international placements per year	Increase to 100 (2007-08 result: 124; 2006-07 result: 133)	129	



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Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Student Success	Improved academic success, increased retention and reduced attrition rates	See Student Retention Table	Mixed results. Improved 1-2 nd year.	Will continue to work toward better retention.
Student Success	Expansion of pre-university preparation, mentoring, UNIV 1011 course	Continue review and assessment of UNIV 1011 (2007-08 result: completed review)	Final report of HEQCO research study of UNIV-1011 to Board of Governors and HEQCO in September 2009	
Student Success	Review the student first-year experience	Implement findings first year review (2007-08 result: completed review)	See above	
Student Success	Undertake student attrition survey	Maintain	Maintained	
Student Success	# of hours of operation of Writing Drop-in Service	15 per week (2007-08 result: 22 hrs. /week; 2006-07 result: 18)	22 hrs/week	
Student Success	# of visits to the Writing Drop-in Service per Year	300 (2007-08 result: 209; 2006-07 result: 287)	244	Increased hours – lower number of sessions with each student = fewer overall drop-ins
	Maintain Nipissing's national and provincial leadership in student satisfaction	Maintain excellence results from student and graduate satisfaction surveys (2007-08 result: NESSE 91%, ON average 79%)	Next NSSE survey for ON will take place in 2011	
Student Satisfaction	Establish benchmarks for student satisfaction resulting from output surveys (Globe and Mail, CUSC, Maclean's Graduate Survey, NSSE)	Measure performance against benchmarks (2007-08 result: established a benchmark of 80%)	Student satisfaction based on surveys listed is very high compared to the province and/or other Canadian universities	Not yet completed



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Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Educational Resources	Classroom/lab equipment and more supplies for undergraduate research projects	Provide study research space for graduate students and increase # of classes / labs upgraded compared to previous year (2007-08 results: created/renovated 4 studios for Fine Arts, 4 rooms for Med Program, converted 517 sq. ft. into research space for Phys Ed Program and implemented video conferencing in Graduate Studies Learning space)	2008-2009 Results <ul style="list-style-type: none"> • Ten classrooms at the Brantford site were renovated. • Two North Bay campus computer labs were upgraded. • One chemistry lab upgraded. • Began construction of additional graduate students study space. • Began construction of four new Research wing classrooms with AV technology. • Began construction of twenty five new science research spaces. • Purchased portable classroom for Physical Education faculty research space. 	
Educational Resources	Plan and build a new "Information and Learning Resource Centre"	Depending on capital funding, commence site preparation (2007-08 results: completed preliminary design phase and began storm water management)	2008-2009: New Library <ul style="list-style-type: none"> • Final design completion and tender documents preparation. • Parking lot expansion to handle lost parking due to planned construction. 	
Educational Resources	Improved access to digital information for the Human and Social Sciences through CRKN	Full access to CRKN sources	Full access to CRKN achieved.	



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Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Educational Resources	Wireless access in more areas of the university and number of users	Address dead / weak spots and increase users 900+ (2007-08 results: 5 additional wireless access points, extended wireless access to 2000+ clients)	2008-2009 <ul style="list-style-type: none"> Installed fifteen new access points and upgrades for North Bay main campus, Bracebridge and Brantford were installed. 	
Educational Resources	IT support for expanded IT each program	Retrofitting of existing rooms, plus additions of whiteboards (2007-08 results: 4 EDUC classrooms retrofitted)	2008-2009 <ul style="list-style-type: none"> Two smart whiteboards for North Bay campus. One smart whiteboard for Bracebridge campus. 	
Educational Resources	Implementation of Portal project	Survey to be initiated (2007-08 results: portal fully implemented, focus groups to inform future development, deployment to faculty/groups and departments)	2008-2009 <ul style="list-style-type: none"> Next generation portal development has commenced. Blended learning in place for limited areas. Wider rollout in next year. Multimedia delivery model in design phase. 	
Educational Resources	Upgrade of administrative system hardware/software	Annual feedback via survey (2007-08 results: migration in progress)	2008-2009 <ul style="list-style-type: none"> Upgrade 10 servers. Upgrade e-mail system from numail to Gmail. Ten theatre and classroom hardware and software upgrades at three campuses. 	

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your quality improvement strategies will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1. Educational Resources	<ul style="list-style-type: none"> • ORION/Math Technology and AV equipment for specialty room in library planned for 2009-20010.
2. Educational Resources	<ul style="list-style-type: none"> • Continued improvement and completion of additional faculty research space and larger classroom/lecture space with appropriate AV technology and clicker technology.
3. Educational Resources	<ul style="list-style-type: none"> • Preliminary design phase for Bachelor of Physical Education program needs and Bachelor of Health and Physical Education research and academic space, including increased student activity space requirements.
4. Educational Resources	<ul style="list-style-type: none"> • Complete change from windows based iTeach program to Mac based iTeach program (Purchase 850 new units for Faculty and staff).
5. Educational Resources	<ul style="list-style-type: none"> • 2009-2010 –Additional wireless Residence access points for flexible study space are planned.
6. Educational Resources	<ul style="list-style-type: none"> • iTunes delivery server to be purchased and installed.
7. Student Success	<ul style="list-style-type: none"> • Introducing a new scholarship/bursary program, based on an endowment, for students in Education with a Science and/or Mathematics emphasis.
8. Community Service Learning	<ul style="list-style-type: none"> • The Faculty of Education is working on the implementation of community service learning in new environments.
9. Student Success	<ul style="list-style-type: none"> • The Faculty of Arts and Science is developing a summer University Boot Camp where students will be housed in residence and take a university preparation course with modules in writing and Mathematics.
10. Student Success	<ul style="list-style-type: none"> • The Writing Centre will be enhanced. Freshmen seminars will be introduced in residence.
11. Student Success	<ul style="list-style-type: none"> • A faculty mentoring program will be offered in the Faculty of Applied and Professional Studies to supplement the student mentoring program.

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through NSSE, KPI's, CGPSS or CSRDE):

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1. iTeach Program	<ul style="list-style-type: none"> • Survey of students / Faculty
2. Wireless Access Improvements	<ul style="list-style-type: none"> • Student survey in residence
3. Survey	<ul style="list-style-type: none"> • CSRDE survey in 2009/10

Net New Hires

Referring to your approved Multi-Year Action Plan, please identify your planned and actual net new hires for 2008-09. In 2009-10, the ministry is seeking information on annual net new hires according to your institution's established definitions for full-time tenured, full-time limited term and part-time. The ministry appreciates that accurate data on net new hires for 2009-10 may not be available until late fall. As such, please identify your planned net new hires for 2009-10.

Actual New Hires in 2008-09 Planned New Hires in 2009-10		Faculty / Academic			Student Services Staff*		Admin Staff**
		Full Time Tenured	Full Time Limited Term	Part Time (FTE)*	Full Time	Part Time (FTE)	Full Time
Hires	Planned 2008-09	5	9		11	2.06	12.38
	Actual 2008-09	9	18	47.9	15	1.52	16.83
	Planned 2009-10	14	9	47.8	4.43	0.00	6.69
Retires / Departures	Planned 2008-09	4	0		3/5	0/0	2/5
	Actual 2008-09	6	9	47.9	2/8	0/57	1/13
	Planned 2009-10	2	0	47.8	1/2	0/0	1/0
Net New Hires	Planned 2008-09	1	9	5.7	3	2.96	5.38
	Actual 2008-09	3	9	0	5	.95	2.83
	Planned 2009-10	12	9	0	1.43	0.00	5.69

* Please note: 18 credits was used as the FTE base.

* For student services staff definition, please refer to the student services functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report. Student Services Staff do not include ancillary staff.

**For admin staff definition, please refer to the administration & general functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report.

If applicable, please explain variance between the proposed and actual 2008-09 net new hires.

Student Success: Student Retention Rates

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please report on the 2008-09 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
1 st to 2 nd Year	85% (2007-08 82%)	83%	A small increase from 2007-08
2 nd to 3 rd Year	77% (2007-08 75%)	72%	The majority of Nipissing students are not local and more than the provincial average require financial aid so when the economy becomes very poor they may no longer be able to attend Nipissing.
3 rd to 4 th Year	74% (2007-08 77%)	69%	Same comment as above

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

MYAA Transition Year 2009-10

In 2009-10 your institution is asked to continue to participate in the Consortium on Student Retention Data Exchange (CSRDE). Pending advice from HEQCO on the development of student retention measures and targets, we also ask that you continue to track student retention in 2009-10 according to your institution's established practices.

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

We will participate in CSRDE for 2009-10 and continue to track student retention.

C. ACCOUNTABILITY

MYAA Report-Back 2008-09

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space:
<http://www.nipissingu.ca/accountability/agreement.asp>.

This 2008-09 Report-Back document constitutes part of the public record, and as such, should also be made available on your institution's web site. Please ensure that this document is posted at the same location as your Multi-Year Action Plan and 2007-08 Report-Back.

MYAA 2008-09 Report-Back Contact	
Name:	Denis Lawrence
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Email:	denisl@nipissingu.ca

APPENDIX A: Summary of consolidated strategies and programs for 2009-10 Transition Year

Increased Participation of Under-Represented Students

Outreach: targeted outreach activities with local community organizations and high schools, or advertising / marketing activities to improve participation of under-represented groups.

Bridging & Pathways: activities to bridge students into PSE (including dual credit programs, academic upgrading and other services) and assist students' pathways between college and university (i.e. credential assessment, advising for transferred students) or into work placements and co-operative programs.

Student Services & Supports: activities including personal and career counselling, academic advising and supports, and cultural programming (i.e. Aboriginal Elders on-site).

Academic Programming: activities to assess or develop programs to ensure accessibility in terms of delivery and / or content, enhance opportunities for under-represented groups, or deliver the program in partnership with other institutions.

Building Capacity: activities focusing on the capacity of the college or university to ensure greater accessibility, including staff training, research and needs assessment of the student population and the identification of barriers.

Quality of the Learning Environment

Graduate Education Enhancements: activities that support graduate students in career development (TA workshops, conferences, research best practices, funding seminars) and strengthen academic resources (program development, research / lab spaces) and student engagement.

Academic Programming: program development and quality review processes, and improved program policies and quality audits.

Student Engagement & Satisfaction: activities to increase student engagement through effective educational practices (interaction, cooperation amongst students, active learning, prompt feedback and time on task). Also includes overall assessments of student satisfaction and engagement through designated tools (KPI, NSSE, CUSC).

Student Services & Supports: academic supports such as tutoring, academic advising and foundational skills (English and Math).

Teaching / Classroom Enhancements: overall enhancements to students' experience inside the classroom through targets for student-faculty ratio, student assessment of teaching and physical classroom upgrades (technology, seating).

Operations: activities to support effective operations, including faculty / staff development, infrastructure / capital and library and technology enhancements.

APPENDIX B: Example of extended / consolidated programs and strategies

Multi-Year Action Plan for 2006-07 to 2008-09

Quality Strategy / Program	Indicator	Results		
		% in 2006-07	% in 2007-08	% in 2008-09
Academic Writing Centre	% of 1 st year students using centre	% in 2006-07	% in 2007-08	% in 2008-09
Peer Tutoring Program	# of clients served	# in 2006-07	# in 2007-08	# in 2008-09
Entering Student Retention Strategy	1 st to 2 nd year retention rate	% in 2006-07	% in 2007-08	% in 2008-09

Transition Year 2009-10

Consolidated or extended Quality Strategy / Program	Brief Description
1. Entering Student Success Strategy: Student Services & Supports	We will continue to offer a range of student supports and services to ensure students receive the academic counselling and support they need to succeed in their studies and persist to year two of their program.

Consolidated or extended Quality Strategy / Program	Description of Monitoring and Evaluation of Outcomes
1. Entering Student Success Strategy: Student Services & Supports	In 2009-10 we will continue to monitor the impact of our entering student success strategy through responses on the use and evaluation of student services in our student engagement survey. We will also continue to monitor the overall retention rate for 1 st to 2 nd year students in the long-term to serve as the baseline for a new Multi-Year Action Plan in 2010.
2. Teaching Classroom Enhancements	Continued Upgrading and renovation of labs/classrooms/office space: The University will continue to upgrade and renovate classrooms and labs where funding becomes available and complete a new floor with larger classroom venues.
3. Operations	Continued Library and Technology Enhancements: The University will begin construction of the E-Library in 2009-2010 to improve and provide educational resources and study space for students.
4. Operations	Improved Research Environment and Graduate Space: The University will complete the construction of two floors of dedicated research and graduate student space in 2009-2010.