

Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	Nipissing University
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OVERVIEW

Through the 2008-09 MYAA Report-Back process, Nipissing was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. Nipissing was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Nipissing's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that Nipissing is on track for meeting its commitments or has an improvement plan in place; and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. USER, CUDO) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for Nipissing to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on Nipissing's website. Please ensure Nipissing's completed 2009-10 Report Back is posted at the same location on Nipissing's website as its Multi-Year Action Plan.

CONTACT

For any questions regarding this Report Back template, please email Preet Gill, Senior Policy Advisor, Universities Unit at Preet.Gill@ontario.ca or telephone (416) 325-9262, or Aamir Taiyeb, Research Policy Analyst, Universities Unit at Aamir.Taiyeb@ontario.ca or telephone at (416) 325-4237.

PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information on system-wide indicators and will reflect and report on progress on Nipissing's commitments regarding access, quality and accountability as outlined in the original accountability agreements.
- The 2009-10 Report Back is requesting data on credit transfer, online learning and international students. This is in keeping with the government's strategic priorities as per discussions with Colleges Ontario and the Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 report-back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.
- System Wide Indicators for 2009-10:
 - 1) Enrolment – Headcount
 - 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
 - 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
 - 4) The Student Access Guarantee (SAG) for 2010-11
 - 5) Participation in the Credit Transfer System
 - 6) Class Size
 - 7) Online Learning
 - 8) International Enrolment
 - 9) Supply Chain Compliance
 - 10) Space Utilization
 - 11) University Student Satisfaction
 - 12) Graduation Rate
 - 13) Graduate Employment Rate
 - 14) Student Retention Rates
 - 15) Quality of the Learning Environment

1) Enrolment – Headcount*

**DEFINITION: Headcount* is the number of full-time students enrolled in 2009-10, including full-time undergraduate and graduate students eligible for funding consideration.

- Nipissing reported to TCU the total Headcount enrolment in 2009-10 = **3,611**
- Please indicate the **number of students aged 18-24** from the total Headcount enrolment reported by Nipissing to the Ministry for 2009-10 = **3,054**
- Please indicate the **number of students aged 25+** from the total Headcount enrolment reported by Nipissing to the Ministry for 2009-10 = **557**
- Please provide one or more example in the space provided below of a promising practice that Nipissing used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Underwritten by a generous benefaction, Nipissing University has created the Schulich Scholarships for students in Mathematics and Science programs. In 2009-10, there were 50 scholarships worth \$6,000 each. For 2010-11 there will be 100 \$6,000 awards made. Nipissing is anticipating significant increases in enrolment in these programs as a result of this financial support.

In collaboration with three Ontario CAAT's, Nipissing has developed a blended delivery program that allows college students graduating with a business diploma to complete a business degree within one calendar year while studying on their own college campus.

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

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

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

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

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

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

- For the following, please include full-time and part-time, but not international students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at Nipissing who registered with the Office for Students with Disabilities and received support services in 2009-10= 462 (based on self identification)___</p> <p>Please indicate the number of <i>students with disabilities</i> at Nipissing who registered with the Office of Students for Disabilities and received support services as a percentage of the total student population in 2009-10 who were:</p> <p>Full-time = 426___ Part-time = 36___ Total (Full-Time + Part-time) = 462___</p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) 462___ $\div 3611$ (Enrolment Headcount from Page 3) $\times 100 = 12.8$___%</p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at Nipissing in 2009-10= 495 (based on self identification)___</p> <p>Please indicate the number of <i>First Generation students</i> enrolled at Nipissing as a percentage of the total Nipissing student population in 2009-10 who were:</p> <p>Full-time = 471___ Part-time = 24___ Total (Full-Time + Part-time) = 495___</p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) 495___ $\div 3611$ (Enrolment Headcount from Page 3) $\times 100 = 13.7$___%</p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at Nipissing in 2009-10= 260 (based on self identification)</p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at Nipissing as a percentage of the total Nipissing student population in 2009-10 who were:</p> <p>Full-time = 249___ Part-time = 11___ Total (Full-Time + Part-time) = 260___</p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) 260___ $\div 3611$ (Enrolment Headcount from Page 3) $\times 100 = 7.2$___%</p>

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more example of promising practices that Nipissing used in 2009-10 to develop and maintain results for <i>students with disabilities</i>.</p> <div data-bbox="210 638 711 852" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Nipissing continued with an expanded Summer Transition program utilizing student peer mentors to present transition success workshops.</p> </div> <div data-bbox="210 914 711 1235" style="border: 1px solid black; padding: 5px;"> <p>Disability services implemented a new program (Clockwork) which allows students to book through an online portal, assistance for quizzes, tests and exams as well as request notetakers and notesharers</p> </div>	<p>In the space below, please provide one or more example of a promising practice that Nipissing used in 2009-10 to develop and maintain results for <i>First Generation students</i>.</p> <div data-bbox="785 633 1310 1019" style="border: 1px solid black; padding: 5px;"> <p>Through the First Generation Mentorship Initiative, First Generation students participated in student developed workshops delivered by upper year student mentors. Based on measures in place for this project, retention for First Generation students participating in the program were higher than for the population of First Generation students who did not participate in the programs.</p> </div>	<p>In the space below, please provide one or more example of a promising practice that Nipissing used in 2009-10 to develop and maintain results for <i>Aboriginal students</i>.</p> <div data-bbox="1360 589 1883 1281" style="border: 1px solid black; padding: 5px;"> <p>Aboriginal Services introduced the Aboriginal Student Links “In-Schools Program” in local high schools. The program operates on a weekly basis from Sept to June and is facilitated by current undergraduate Aboriginal learners. Program engages youth to stay in-school and exposes them to leadership and career development curriculum designed to build positive self-awareness. Current undergraduate learners who are Aboriginal are trained as interns for the program to guide youth, facilitate group sessions, lead workshops and larger events and be the liaison for students considering university studies. Interns act as positive role models for Aboriginal high school students.</p> </div>

3) Compliance with the Student Access Guarantee (SAG) in 2009-10

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	223,813	246
Other SAG Expenditure to Supplement OSAP	551,602	493
TOTAL	775,415	739

Data as of July 6th, 2010

The institution met students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **YES**

Yes, Nipissing University met students' shortfalls in allocating financial aid as set out in the 2009-2010 guidelines.

4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (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 2010-11 SAG Guidelines.

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>The automatic student access guarantee payments will be made to the (eligible) students' fee accounts by January 21, 2011 (second installment of fees is due by January 26, 2011). If, at the time of payment, the student's fees are paid in full, a cheque will be produced for the student. Eligibility will be considered based on our confirmation of the student's enrolment, along with information contained in the new SAG download file (e.g. confirmation of loan processing by NSLSC, and confirmation that (where applicable) parental/spousal income has been verified). Students will be notified of their awards via an email message to their Nipissing email account. Students attending the spring/summer session will be considered for SAG assistance in late June.</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 in 2010-11. If so:</p>	<p>Nipissing University is currently negotiating with TD Canada Trust to establish a line of credit program for second entry students in</p>

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- a) Identify the programs by name and by OSAP cost code;
b) Describe how you determine how much loan aid to provide

the consecutive education (B Ed) program. Nipissing will not be in a position to offer this as an option during the 2010-2011 academic year. These students will continue to be considered for assistance based on the submission of a bursary application by our deadline date of November 1, 2010.

5) Participation in the Credit Transfer System

- Using Ontario Universities Application Centre (OUAC) reports, please provide data for the following years:

Years	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2005	3,543	848	302	65
2006	3,425	714	272	52
2007	4,045	929	309	56
2008	4,094	871	249	54
2009	3,870	731	282	55

*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. The Ministry recognizes that a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data. The Ministry recognizes that transfer data is not limited to college graduates who apply through OUAC and only includes full-time students applying and registering in the fall to the first year of a university program. The Ministry 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.*

Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the **percentage** of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.

- Please provide any additional comments regarding transition experience either from college to university or university to university.

Please see below

- Please provide one or more example in the space provided below of a promising practice that Nipissing used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Nipissing has standardized the credit transfer process for students wishing to attend Nipissing University after completion of an Early Childhood Education program from an Ontario CAAT. In addition, the application for credit transfers for students graduating from CAAT's with DSW or PSW diplomas has been simplified.

In collaboration with three Ontario CAAT's, Nipissing has developed a blended delivery program that allows college students graduating with a business diploma to complete a business degree within one calendar year while studying on their own college campus.

6) Class Size

- Per the 2009 Common University Data Ontario (CUDO) report for Fall 2008, the percentage of Nipissing's undergraduate class:

	First Year		Second Year		Third Year		Fourth Year	
Class Size	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
Less than 30 students	88	49.7%	118	52.9%	137	68.2%	96	82.8%
30 to 60 students	41	23.2%	79	35.4%	62	30.8%	20	17.2%
61 to 100 students	29	16.4%	19	8.5%	2	1.0%	0	0.0%
101 to 250 students	19	10.7%	7	3.1%	0	0.0%	0	0.0%
251 or more students	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	177	100%	223	100%	201	100%	116	100%

Please provide one or more example in the space provided below of a promising practice that Nipissing used during 2009-10 regarding class size. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Nipissing University has initiated a program to augment course offerings through the development of a number of courses to a blended delivery format in addition to the traditional lecture/lab course presentation allowing students greater flexibility when structuring their programs.

7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.
- To complement this work, please provide one or more example in the space provided below of a promising practice that Nipissing used during 2009-10 to develop and enhance online learning. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

During the 2009-10 academic year, Nipissing University created the Centre for Flexible Learning (CFL). The CFL assembled personnel and resources from a number of areas at the University to consolidate these resources for all mediated, online and blended delivery programs. This initiative allowed to University to pool expertise that had been evolving in different areas, provided an opportunity to standardize best practices across a number of programs, gain efficiencies, standardize tools and training for staff and faculty.

8) International Enrolment*

**DEFINITION: International enrolment is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

- Nipissing reported to TCU that International Enrolment in 2009-10 = 25.
- In 2009-10, Nipissing reported to TCU the following top 3 source countries for international students:
 1. Nigeria
 2. China
 3. United Kingdom/Germany/St. Vincent and the Grenadines
- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences Nipissing had in 2009-10:
 - Outbound students = 92
 - Inbound students = 30
- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at Nipissing in 2009-10 = \$300,000
- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that Nipissing had outside of Canada in 2009-10 = nil
- Please list in the table below all For Credit, Stand-Alone campuses Nipissing operated abroad in 2009-10, including city, country and total enrolment for each campus:

Campus Name	City/Municipality	Country	Total Enrolment
Not applicable			

- Please provide one or more example in the spaces provided below of a promising practice that Nipissing used during 2009-10 to develop and maintain results for international activities. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

This year, Nipissing implemented “My International” database to manage student mobility, provide housing data for all types of inbound and outbound students and facilitate various aspects of our partnerships. The program addresses our risk management protocol, enables access to crucial information on student’s flights, overseas contact information and next of kin contacts in case of emergency.

Comprehensive Summer Study Program – Nipissing offers intensive business courses at our campus to students from our partner university in Mexico during the summer. The added value aspects for the visiting students are cultural excursions and integration in to our local community activities. Credits are transferable to their home degree.

9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the university that are consistent with the principles outlined within the Supply Chain Guideline. MTCU 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.

- Please confirm in 2009-10 Nipissing adopted the Government of Ontario's Supply Chain Code of Ethics: **YES**
- Please confirm in 2009-10 Nipissing adopted or is in the process of adopting the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures? **YES**
- In 2009-10, did Nipissing participate in the Ontario Education Collaborative Marketplace (OECM): **YES**
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: __\$ 43,500_____
- Please provide one or more example in the space provided below of a promising practice that Nipissing used during 2009-10 related to supply chain management. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Nipissing has introduced a process this year whereby all RFQ and RFP documentation is posted on the purchasing website so suppliers and vendors can quickly access and conveniently download the documents and to provide a quote/proposal or bid.

10) Space Utilization

In 2009-10, did Nipissing have a Space Utilization planning process in place to assess and optimize academic space utilization?

YES

If yes, please indicate in the space below the methodology used to inform Nipissing's academic space utilization planning process:

At Nipissing University, the Scheduling Office meets with the Deans early in January to work out space utilization, and timetabling issues for the following fall semester. The process is informed by the University's submission to the COU Space Utilization survey.

- If yes, please provide one or more example in the spaces provided below of a promising practice that Nipissing used during 2009-10 to assess and optimize academic space utilization. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Based on partly on the input from the Space utilization survey, Nipissing has developed a new timetabling model that has helped optimize room utilization.

11) Student Satisfaction

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of *excellent* and *good* responses) at Nipissing for *NSSE Question* “How would you evaluate your entire educational experience at this institution?” = **90%** for Senior Year respondents.
- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of *definitely yes* and *probably yes* responses) at Nipissing for *NSSE Question* “If you could start over again, would you go to the same institution you are now attending?” = **87%** for Senior Year respondents.
- Please provide one or more example in the space provided below of a promising practice that Nipissing used during 2009-10 to increase student satisfaction. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Nipissing University has been participating in the annual CUSC (Canadian University Survey Consortium) since its inception in the mid-nineties. The most significant “not satisfied” components were inadequate library and athletic space. In 2011, with financial support from the provincial government and private donors and the participation of Canadore College, a new 65,000 sq. ft. “Learning Library” will be completed.

Further, a significant expansion to the Robert Surtees Athletic Centre is underway expanding the athletic facilities. It will also support growth in the Physical Health Education degree program, and proper training of student teachers in promoting healthy choices for their school pupils in terms of nutrition, lifestyle and physical activity.

12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at Nipissing = **90.8%**
- Please provide one or more example in the space provided below of a promising practice that Nipissing used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

As previously noted, the provision of enhanced programming for students in the form of peer mentorship, will increase the likelihood of student success which Nipissing hopes will translate into increased graduation rates.

13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at Nipissing = **95.9%**.
- Per the KPI results reported in 2009-10 the graduate employment rate, 2 years upon graduation, at Nipissing = **96.3%**.
- Please provide one or more example in the space provided below of a promising practice that Nipissing used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

During the year, the Transition Office expanded their very successful “co-curricular” on-line transcript to the regional campuses at the request of graduating students. These students perceive a significant value in the formal documentation of their non-academic participation in campus activities and they include this documentation as an integral part of their “academic achievement portfolio”.

14) Student Retention Rates

- The table below has been pre-populated with the proposed results set for 2008-09 in Nipissing's approved Multi-Year Action Plan. Referring to these proposed results, please identify Nipissing's achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1 st to 2 nd Year	85%	83%	84%
2 nd to 3 rd Year	77%	72%	74%
3 rd to 4 th Year	74%	69%	73%

- Please indicate in the space below the methodology used by Nipissing to calculate the retention rates indicated above:

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

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- Please provide one or more example in the space provided below of a promising practice that Nipissing used during 2009-10 related to student retention. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

As previously noted in this MYAA Report back, Nipissing has targeted a number of potentially at-risk student populations: First Generation, Aboriginal and students with disabilities providing for enhanced programming. The concept is to provide these individuals with additional assistance in a peer-oriented venue that is intended to augment their skills reducing barriers to learning. With improved student success, Nipissing hopes to improve retention of these student populations.

15) Quality of the Learning Environment

Please provide information in the space provided below of what Nipissing did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

During the 2009-10 academic year Nipissing University completed the construction of the Research Complex, an 18,000 sq.ft. facility with state of the art research labs for Biology, Psychology, and Geography. This complex also allocates space to host students in the Education and History Graduate programs.

A significant investment was made in the year to upgrade student wireless access to the University network and to change the IT platform to an Apple Mac environment. The conversion has allowed far greater flexibility in the choice of equipment students can select for their particular use and means.

The on campus groomed cross country ski trails have been reconstructed under the guidance of one of our faculty members with assistance from the local Nordic ski club and other community assistance.

Construction continues on the new Learning Library. This project, jointly undertaken with Canadore College and with significant funding from the provincial government will result in a new 65,000 sq.ft. library facility with a learning commons, group instruction rooms, adaptive technology, and accommodation for the Learning centres for Mathematics and Writing, and space for the new Centre for Flexible Learning.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES
• Increased Participation of Under-Represented Students — Programs/Strategies

As part of your 2008-09 Report-Back, Nipissing was asked to provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
UNIV1011 – final analysis completed – further discussion in adjusting to increase success ongoing with Deans	Program analysis has been completed for UNIV 1011. With the success of this course, it has been incorporated into a number of transfer programs.
6 week in survey and CUSC survey for 2009/10 to be completed in fall of 09/10	The CUSC survey was completed and the analysis of the results is ongoing.
Aboriginal Program – increased programs through Univ/AETS funding proposal Aboriginal Council on Education Strategic Plan now completed, approved and distributed	Under the guidance of the strategic plan for Aboriginal learning, a number of programs have been expanded and enhanced with the increased funding envelope.

• **Quality of the Learning Environment**

As part of your 2008-09 Report-Back Nipissing was asked to provide 3 to 5 examples of how your quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Educational Resources</p> <p>ORION/Math Technology and AV equipment for specialty room in library planned for 2009-2010.</p>	<p>The project to install the technology and AV upgrades has been completed.</p>
<p>Educational Resources</p> <p>Continued improvement and completion of additional faculty research space and larger classroom/lecture space with appropriate AV technology and clicker technology.</p>	<p>The Research complex housing state of the art labs, smaller classrooms and Graduate student space was completed in the year. The clicker technology has been implemented in the education faculty and is under evaluation for other faculties.</p>
<p>Educational Resources</p> <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. 	<p>Construction has commenced to expand the classroom, research and activity space to support this growing program.</p>
<p>Educational Resources</p> <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). 	<p>All education faculty and a number of computer labs have been converted to the Apple Mac platform as part of iTeach program.</p>
<p>Educational Resources</p> <ul style="list-style-type: none"> • 2009-2010 –Additional wireless Residence access points for flexible study space are planned. 	<p>This project has been completed enhancing the capacity for wireless internet access supporting the BEd laptop program.</p>

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Educational Resources ITunes delivery server to be purchased and installed.	The infrastructure to support this project has been installed. Work has commenced with program areas to populate the system with content..
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. 	In 2010-11, 100 awards of \$6,000 were created for students in mathematics and science programs. The initiative is in place underwritten by a benefaction from Seymour Schulich.
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. 	This program continues to expand into more areas.
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. 	A pilot program was undertaken during the summer of 2010. The results for the program are under evaluation.
Student Success <ul style="list-style-type: none"> The Writing Centre will be enhanced. Freshmen seminars will be introduced in residence. 	The feasibility study of an Academic Skills Centre is underway.
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. 	Initial steps have been taken with the implementation of a faculty mentoring process for APS