

SMA - Strategic Mandate Agreement University Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual universities and the Ministry of Advanced Education and Skills Development (the ministry) outline the role that each university currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the university are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2015-2016 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
 - a. Graduate Employment Rates
 - b. Number of graduates employed full-time in a related job
2. Teaching and Learning
 - a. Student Satisfaction
 - b. Graduation Rates
 - c. Retention Rates
 - d. Number of students enrolled in a co-op program at institution
 - e. Number of online course registrants, programs and courses at institution
3. Student Population
 - a. Number and proportion of
 1. Students with Disabilities
 2. First Generation Students
 3. Indigenous Students
 4. French-Language Students
 - b. Number and proportion of international students
 - c. Proportion of an institution's enrolment that receives OSAP
4. Research and Graduate Education
5. Program Offerings
 - a. Concentration of enrolment at universities by program specialty or major
 - b. Institution's system share of enrolment by program specialty or major
6. Institutional Collaboration to Support Student Mobility
 - a. Transfer applicants and registrants
7. Financial Sustainability

1. Jobs, Innovation & Economic Development (JIED)

This component highlights Nipissing University's collaborative work with employers, community partners and regions, or at a global level. It establishes the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

The ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment Rate

Per the KPI results reported from the graduate survey of 2013:	Percentage
The employment rate for 2013 graduates, 6 months after graduation, at Nipissing University was:	90.8
The employment rate for 2013 graduates, 2 years after graduation, at Nipissing University was:	95.7

1b. Employment in a Related Job

Per the graduate survey of 2013:	Percentage
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the subject matter of the program of study that the respondent completed in 2013 at Nipissing University was:	83
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the skills (i.e. critical thinking, analytical, communication, problem solving) that the respondent developed at Nipissing University was:	91

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: Graduate Employment Rates (up to 600 words approx.).

Graduate Employment Rates are derived from the results of the 2015 Ontario University Graduate Survey of 2013 graduates.

Highlights

Please provide highlights of Nipissing University's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market. This could include a strategy, initiative or program viewed by Nipissing University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Nipissing University is one of 4 key community partners who are collaborating in the On Campus Entrepreneurship Activities project. Through OCEA students have access to entrepreneurial events, workshops, placement opportunities, mentorship, start up funding and a collaborative workspace (E-Hub). Nipissing University offers several entrepreneurial courses and an entrepreneurship club "ENACTUS" - a campus based community of student, academic and business leaders committed to using the power of entrepreneurial action to transform lives and shape a better more sustainable world.

During the summer of 2015, 10 Nipissing University students interested in innovation and entrepreneurship took part in a 16-week paid internship through the Innovation Initiatives Ontario North's Youth Entrepreneurship Placement Program (YEPP). Students were matched with a local company for a guided journey that involves experiential and educational learning, similar to a mentorship. During the program, entrepreneurs share their business experiences and developments, relating the practices back to business resiliency and survival.

iLEAD - As part of our iLEAD program Business students have the opportunity to participate in field placements and internships.

A Future in Business". At this annual event we have accounting firms, and other organizations come to recruit our students for potential student job opportunities including full-time opportunities after graduation.

Nipissing University Business Community (NUBC) - A student organization that organizes events that facilitate networking between students and community members, assisting in developing relationships between students and faculty as well as other business-related activities to help students gain more than a degree.

Chartered Professional Accountants of Ontario (CPA) - Students enrolled in Nipissing's BBA Accounting stream are able to satisfy the preparatory course requirements for the Chartered Professional Accountant (CPA) designation while working towards their degree. CPA visits campus 1-2 times per year to host information session, panels and events for accounting students to attend.

Human Resources Professional Association of Ontario (HRPA) - Students interested in pursuing a career in Human Resource Management can satisfy all of the coursework requirements required by HRPA to pursue the CHRP designation. HRPA visits campus once a year to host an information session and hosts a panel for human resources students to attend.

Canadian Marketing Association (CMA) - CMA's student membership program provides many benefits for full-time postsecondary students. Students gain access to numerous resources that will help in their marketing studies and allow them to network with future employers.

School of Nursing - The RPN to BScN Blended Learning program is the only program of its kind in Ontario that offers a part time, online program for RPN's to bridge to their BScN through a blended delivery model. At a time when enrollments have slowed in other programs, this program has shown positive growth and exceptional enrollment with 903 part-time, distance-education students registered in the current academic year. Employment opportunities for BScN graduates are generated through our many agreements with over 200 community partners and agencies. Nipissing University's School of Nursing innovative Scholar Practitioner Program has currently graduated 39 of our initial 52 students.

Child and Family Studies - This program which is being transitioned from our former Muskoka Campus to the North Bay Campus has facilitated many community connections and partnerships in the Muskoka region in connection with practicums and with the development of the Social Work program these relationships may continue to be relevant for both CHFS and Social Work in the future.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Nipissing University's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction	Percentage
Per the 2014 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?" for Senior Year respondents.	86.50
Per the 2014 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?" for Senior Year respondents.	82.30

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

In addition to participating in the National Survey of Student Engagement on a 3 year cycle, Nipissing University participates annually in the Canadian University Survey Consortium (CUSC-CCREU) surveys. In 2015-2016, the CUSC-CCREU Survey of First Year Students was administered. The data collected by this survey allows Nipissing University to complete a comprehensive analysis of our own institutional satisfaction indicators as well as to compare our results to peer groups - provincially and nationally. The CUSC Survey of First Year Students focuses on the transition experience into university studies and specifically addresses the following broad areas of student satisfaction with teaching and learning:

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- Orientation and Registration
- Expectations and Experience
- Transition to University
- Educational Experiences
- Commitment to Completion
- Goal Development
- Satisfaction with Facilities and Services

Course evaluations focus on 2 broad aspects of the teaching and learning experience - Course Presentation and Instructor Presentation. Course evaluations are administered at the completion of each course that was delivered during the academic year. Results are reviewed by the appropriate Faculty Dean.

Highlights

Please provide highlights of Nipissing University's activity in 2015-2016 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Nipissing University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Some examples of programs designed to improve or enhance student learning experiences and career preparedness are listed below:

School of Nursing - Scholar Practitioner Program - This entire program is based on immersive point of care practicums offered each semester for a total of 1,316.00 practicum hours over the two year course of study. Our learners have been accepted into the STT honour society as well as received awards from the RNFO (Registered Nurses Foundation of Ontario).

Schulich School of Education - Teacher Education (BEd) In 2015-16, Nipissing University's Schulich School of Education, successfully launched the two-year full-time professional program as set out by the Ontario College of Teachers for teacher certification (Certificate of Qualification). It is open to applicants presenting proof of graduation with an approved undergraduate degree from an accredited university. The new program curriculum provided by the Schulich School of Education maintains the quality and rigor with which Nipissing University has built a long history and outstanding reputation in teacher education, and the program continues to thrive on its relationship with 52 school boards across the province of Ontario.

Faculty of Arts and Science Initiatives - The Office of the Dean of Arts and Science partners with Student Development and Services and Residence Programming to provide a series of Student Success Meetings/Retreats for students who are identified early as being at academic risk.

A special first-year Student Success program was developed and offered for students with low entrance GPA's

Faculty of Applied and Professional Studies - Citing one example of how Nipissing University has incorporated practical, work-related knowledge and skills to prepare students for practice in related fields into an academic program, the Child and Family Studies (CHFS) program is highlighted below:

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- The following practical, work-related courses give students the knowledge and skills necessary for practice in related areas: CHFS 3017 – Case Management in Health and Social Services Sectors; CHFS 3036 – Ethics and Professional Standards; CHFS 4016 – Program Evaluation and Outcomes Management; and CHFS 4106: Assessment and Intervention Planning.
- Students now have the opportunity to acquire practice-related **certificates** to supplement their degree program. The following certificates are available: Applied Behaviour Analysis (ABA) – Lifespan; Applied Early Intensive Behaviour Intervention (EIBI) – Autism Spectrum Disorders (ASD); and Program Evaluation and Applied Research (PEAR).
- CHFS faculty were involved in the development of the Social Work program and continue to teach in that program; in order to provide future educational and career opportunities for CHFS students, CHFS has incorporated program and course content to foster the connection between CHFS and Social Work. Aside from the practice-related courses already mentioned in the areas case management (CHFS 3017), program evaluation (CHFS 4016), and assessment/intervention planning (CHFS 4106), many courses in the CHFS program are directly related to areas of social work practice: with children and youth; in health care contexts; and with the elderly. In some cases, these courses are field-specific and work-related; for example, in CHFS 3105: Child Welfare – Critical Reflections, students examine legislation, policies, programs, and practices in the field of child welfare.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015-2016, the graduation rate at Nipissing University is	85.9

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2007 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 2007 – 2014 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

Graduation rates are also tracked as part of the annual CSRDE Retention reporting process. Tracking a defined and unique cohort of new, first-time, full-time undergraduate degree-seeking students, graduation rates are cumulative beginning at the 3-year point of studies and continues to the 10 year point.

Highlights

Please provide highlights of Nipissing University's activity in 2015-2016 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Nipissing University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Student Intervention Specialist

The Student Intervention Specialist (SIS) position has worked to maintain and improve graduation rates by presenting Student's in Distress Folders and presentations to faculty and staff to help support students by referring them to the appropriate services both internally and in the community.

Outreach collaboration has occurred with counselling services to help educate students, faculty and staff about mental health. This consists of collaboration on initiatives, running events/workshops, promoting support services, as well as developing promotional materials and resources for key initiatives. Presentations have been made through Bringing in the Bystander, at New Student Orientation (NSO) to supporters, NU Listens, educating student leaders at Don training and developing PEERS (Peer Educators Effectively Referring Students). All of these presentations help ensure students are receiving the appropriate supports and services to be able to graduate successfully.

Student Learning & Transition (SLT)

The Academic Success Program, which provides supports and resources for students who are academically at risk, was greatly expanded. During the 2014-2015 school year, the Academic Success Program offered 6 Student Success Workshops. During the 2015-2016 school year, 14 Student Success Workshops were offered on 37 occasions to 221 unique participants. The Workshops covered a variety of topics such as time management and note taking.

Students who were enrolled in the Academic Success Program were also connected to supports such as Peer Tutors and Academic Success Coaches. 88% of the students who used a Peer Tutor reported being satisfied with the help they were provided. Academic Success Coaches helped students create an Academic Success Plan and held them accountable to it. The Academic Success Program's structured approach was especially helpful for students who were returning to Nipissing University after being asked to withdraw due to poor grades.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

Using data from Nipissing University's Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide Nipissing University's achieved results:

Entering Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
1st to 2nd Year	80.3	79.3	81.8	84.50
1st to 3rd Year	72.9	73.1	78.80	

Highlights

Please provide highlights of Nipissing University's activity in 2015-2016 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Nipissing University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In 2015-2016 we launched the new Student in Distress folder and presentations were made to help faculty and staff feel comfortable to recognize, respond and refer students who are in distress to the appropriate services. The presentation was provided to 260 individuals and 286 folders were distributed.

Fifteen presentations were also made at NSO to help student supporters (parents, families and guardians) understand the services at Nipissing. Presentations have also been made through outreach collaboration with counselling services to help educate students, faculty and staff about mental health. Case management services were provided to students as well as anonymous consultations to help ensure the appropriate services are in place to help the students feel supported and want to remain at Nipissing.

Student Learning & Transition (SLT) - The NU Ask Me Team, which strengthens retention rates by providing 'live' access to support and referrals to resources through social media and email, saw significant growth during the 2015-2016 year. A total of 122 Ask Me Team Volunteers (including 23 staff and faculty members) were trained. This program promoted an inclusive and supportive campus culture. The Ask Me Team also served as a resource for campus and community groups seeking to promote their programs.

The Record of Student Development (RSD) is a co-curricular transcript that recognizes campus involvement and leadership at Nipissing University. The RSD was modified to incentivize and further recognize involvement on and off campus. As a result, 79 new activities were granted RSD approval. While only 19 new students registered for the RSD during the 2014-2015 year, 351 new students registered during the 2015-2016 reporting period. This rapid growth necessitated the development of a new online portal which was launched to great success in September 2016.

Student Counselling Services (SCS) - Mental health challenges and symptoms impact a student's ability to engage academically and persist towards degree attainment. Forty percent of students who sought support indicated that their duress was impacting their academic success, which included withdrawal considerations. At completion of therapy services 78% of students who considered withdrawal were retained.

Launch of NU Listens: A campaign that aims to proactively increase the university's capacity to support students with mental health concerns through education and awareness programming, supportive dialogue, and referral.

Residence Life - Our 'Momentum' programming campaign has led to an on-going effort to provide students increased supports and opportunities for connection at their times of highest need, and going forward this will be carried out at mid-term times and around the reading week periods to heighten focus academic success, self-care, wellbeing and community building in those times.

Athletics - Student-Athlete Academic Support: The Student-Athlete Academic Success Program exists to support student-athletes in their academic and social integration into the fabric of Nipissing University. We look to achieve this while respecting each student-athlete's unique needs, as well as adhering to the core values of student engagement, personal development, academic rigor and integrity. The program seeks to facilitate the development of academic strategies, encourage self-reflection on academic strengths, provide support for students to achieve academic stability (and when needed, recovery), and to positively impact the student experience.

2d. Teaching and Learning - Work-Integrated Learning*

As part of the Ontario government's postsecondary education 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.

*DEFINITIONS:

Work-Integrated Learning (WIL) 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. Usually, the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.cafce.ca/coop-defined.html>, 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 the Nipissing University in 2015-2016:

Co-operative Education Program Type	Number of programs at Nipissing University with a Co-op Stream	Number of students at Nipissing University enrolled in a Co-op program
Undergraduate	0	0
Graduate	0	0

Highlights

Please provide highlights of Nipissing University's activity in 2015-2016 that contributed to providing WIL opportunities for students. Along with co-op, other examples may 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 (up to 600 words approx.).

Nipissing University does not offer "cooperative education programming" according to the working definition cited above. Consequently, the data entered in the boxes above is "0". However, academic planning and programming across the undergraduate curriculum sets as a priority opportunities for students to include a work-integrated learning experience in their degree program.

Work-integrated Learning programming is a mandatory component of the curriculum in Education, Nursing, Physical and Health Education, Social Welfare and Social Development, and some streams of Criminal Justice. These WIL requirements are comprised of teaching practicums, nursing clinical placements and community service learning placements. Through these required WIL experiences, approximately 53% of our graduates are ensured a experiential learning opportunity. WIL programming is also integrated as an elective in several Arts and Science degree programs through applied research projects and internships. The latter examples, although not compulsory, provide experiential learning to approximately 58% of Nipissing University's students.

Child and Family Studies - CHFS has been active in expanding learning options for students, seeking to improve their learning experience and career preparedness. Generally speaking, the applied and professional 'content' of the program was enhanced by making course and program options more directly applicable to professional fields of practice, especially in growing areas of focus and employment. The list below highlights a few initiatives:

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- The following **practicum courses** have been added in strategic areas (applied research and evaluation; autism spectrum disorders; applied behaviour analysis) in order to provide students with career-focused and experiential learning opportunities: CHFS 4017 – Practicum: Applied Research and Evaluation; CHFS 4205 – Practicum in ABA – Lifespan; and CHFS 4305 – Practicum in EIBI-ASD.

- In the area of applied behaviour analysis, students can now engage in hands-on **fieldwork**; CHFS 4316 (Fieldwork in ABA) provides that opportunity.

Nipissing University School of Business

iLEAD - is an experiential learning program where business students can participate in a number of different courses. Students have the opportunity to participate in honours thesis, directed studies, field-based consulting projects, special projects, international exchanges, field placements and workplace internships. The School of Business employs two students each year to work as the iLEAD Student Assistant and iLEAD Student Fundraiser.

Office of Aboriginal Initiatives

Biidaaban is an Anishinaabe word meaning *the point at which the light touches the earth at the break of dawn*. Community Service-Learning is an educational approach integrating theory taught in the classroom with real-world experience in the community. At Nipissing University, Biidaaban Community Service-Learning (BCSL) is situated within the Office of Aboriginal Initiatives and has coordinated CSL on campus since 2006, engaging with faculty, community organizations, and students. Students are immersed at not-for profit organizations and other community settings in projects or activities designed to reflect classroom learning. In return, the organization receives an opportunity to guide student learning while gaining volunteer assistance. In 2015-16, 95 university students participate in Biidaaban Community Service-Learning with 55 community partners and schools. A specialized focus of BCSL is supporting literacy and numeracy skills for Aboriginal youth in grades K-12 through youth groups and academic support.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Nipissing University is asked to provide information on e-learning courses, programs and registrations in 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data for 2015-2016

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	106	29
Number of ministry-funded, for-credit courses offered through synchronous conferencing	7	0
Total Number of ministry-funded, for-credit courses offered in e-Learning format	113	29

Program 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 e-Learning format	3	1
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Course Registrations	Undergraduate	Graduate
Registrations in ministry-funded, for-credit courses offered through fully online learning	7,809	478
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing	284	0
Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format	8,093	478

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: above re: e-Learning Course, Program and Registration Data (up to 600 words approx.).

Course Data: includes the total number of unique courses; multiple sections of the same course are counted as one. Independent Studies, Thesis & Dissertation, Directed Studies, Field Placements are not included. AQ courses are not included.

Program Data: includes unique programs offered (Undergraduate Level: BCOMM, BBA, RPN-BSCN Bridging; Graduate Level: MEd)

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

Highlights

Please provide highlights of Nipissing University's activity in 2015-2016 that captures the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Nipissing University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Faculty of Arts and Science

In 2015-2016, the Arts and Science faculty doubled the amount of online course offerings in the spring/summer term. The enrollments in the approximately 30 online courses offered was over 1000 as opposed to 226 in onsite courses.

Launching an a new On-line Lanugage Course

The Faculty of Arts and Science has approved for offering this coming Fall (2016-17), one of our first online language courses ESPA1005 in synchronous delivery format.

Faculty of Applied and Professional Studies

Nipissing University's distance and College Partnership Program (CPP) continues to deliver distance business education with access to both Bachelor of Commerce and Bachelor of Business Administration all degree courses that are accessible online in a fully online learning (asynchronous) program.

All Nipissing University distance accounting courses are approved by Ontario's regulated accounting designation, CPA Ontario. Students who have passed these courses, with the required academic standing, through Nipissing University distance programs are recognized by CPA Ontario with credits towards their CPA designation. They are also recognized by Ontario employers as courses necessary for employment in the field of accounting.

School of Nursing

The RPN to BScN Blended Learning Program uses both technology supported online learning, as well as face to face learning to deliver the curriculum. Asynchronous theory courses are combined with face to face clinical practicum courses to best suit the learners who are working RPNs returning to their studies to get their degrees.

Criminal Justice

The Criminal Justice Program will be offering its first online course in Spring/Summer 2016 (2016-17 reporting year).

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 50% of the course delivery should be online.

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

Hybrid Learning Highlights

Please highlight one example of Nipissing University's use of Hybrid Learning courses and/or programs.(up to 600 words approx.).

The College Partnership Program (CPP) is a unique Nipissing University initiative that allows the university to deliver specific BComm and BBA courses in an in-class and hybrid (blended) delivery method in the classroom of local college campuses. All distance students can take advantage of these face-to-face and hybrid course offerings. Students in the Nipissing University distance programs can take all courses in a asynchronous format, but also have the option to take specific courses in a synchronous delivery format (live streamed class), a hybrid learning course, which is blended delivery format with an online lecture and an in-class facilitator or a purely in-class lecture format. By being able to deliver the Nipissing University business courses for the BComm or BBA degrees in various in-class, hybrid (blended), synchronous or asynchronous formats, distance students have expanded options to learn in various ways to facilitate learning.

3. Student Population

This component highlights Nipissing University's contributions to improve access and success for underrepresented groups (students with disabilities, First Generation, Indigenous, and French-language students).

Full-Time Students	# of Students
The total Full-Time Headcount Enrolment* at Nipissing University in 2015-2016:	3,264

*DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students both eligible and ineligible for ministry funding, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).

3a. Under-Represented Students: Students with Disabilities, First Generation, Indigenous and French-language Students

Students with Disabilities

*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 Nipissing University's annual report to the ministry for the Accessibility Fund for Students with Disabilities (AFSD).

Students With Disabilities	# of Students	Percentage
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 2015-2016:	384	
The total indicated above as a comparative % of the Nipissing University's 2015-2016 full-time enrolment headcount:		11.76

Highlights

Please provide highlights of Nipissing University's activity in 2015-2016 that captures contributions to improve access, and success for students with disabilities (up to 600 words approx.).

In collaboration with Student Counseling Services, this year a Mental Health Screening Process was implemented. The intended purpose of this process was to facilitate a consistent and efficient method of screening students with mental health concerns that could be used collaboratively throughout the division of Student Development and Services; to facilitate contact between students and the counseling department that may not have otherwise transpired; to gain a better understanding of the individual strengths, limitations and severity of symptoms of students who are suffering from a mental health condition or suspected mental health condition, that may not have been described in a doctor's note or medical form; and to determine if further assessment is required.

In response to the increase of varsity athletes requiring Academic Accommodations and supports as a result of a concussion over the 2014/15 and 2015/16 academic years, Student Accessibility Services (SAS) and Nipissing's Department of Athletics developed a collaborative process to ensure the unique needs of these students were appropriately addressed and supported. This process will be implemented Fall 2016 and prioritizes a student's health and recovery and ensures support services are provided in a barrier-free and timely manner. This process encourages a collaborative support network between Nipissing's Athletic Therapist, Varsity Team Doctor, and SAS through the development of Post Concussion Return-to-School and Sport plan.

In an effort to gather information on faculty's experiences with Student Accessibility Services (SAS) and improve the overall supports and services Nipissing provides students with disabilities, in April 2016 SAS developed a faculty year-end survey. Data collected from this survey will be used to assist SAS with setting departmental goals for the 2016/17 academic year and identify potential areas where further support can be developed to assist faculty with accommodating students with disabilities.

First Generation Students

*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 have not necessarily 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).*

First Generation Students	# of Students	Percentage
The total number of full-time First Generation students enrolled at Nipissing University in 2015-2016:	716	
The total indicated above as a comparative % of the Nipissing University's 2015-2016 full-Time enrolment headcount:		21.94
The total number of part-time First Generation students enrolled at Nipissing University in 2015-2016:	287	

Highlights

Please provide highlights of Nipissing University's activity in 2015-2016 that captures contributions to improve access, and success for First Generation students (up to 600 words approx.).

The Generation One: First in the Family program continued to have an impact on first generation students at Nipissing University during the 2015-2016 reporting period. The year began with a focused, intentional recruitment campaign that included contacting our 453 self-identified first generation students by phone and email to introduce them to the program. The Generation One program played a visible role at transition events such as New Student Orientation. Students were provided with the opportunity to self-identify and learn about the services being offered.

A sense of community and belonging, which have been identified as factors impacting retention rates for first generation students, was fostered throughout the year by a number of creative means that included attending varsity sporting events, a boat cruise, scavenger hunt, dog sledding, arrowhead skating trip etc. These efforts were highly successful with 88% of the students who participated in them reported feeling more connected to the Nipissing University community.

The Generation One program has been highly successful. 80% of the students who enrolled in it reported feeling more prepared to enter university as a result of their participation. Moreover, 84% of the first year students and 94% of the upper year students who enrolled in this program successfully completed their school year.

Indigenous Students

* *DEFINITION: Indigenous 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, languages, cultural practices and spiritual beliefs.*

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at Nipissing University in 2015-2016:	214	
The total indicated above as a comparative % of the Nipissing University's 2015-2016 Enrolment Headcount:		6.56
The total number of part-time Indigenous students enrolled at Nipissing University in 2015-2016:	51	

Highlights

Please provide highlights of Nipissing University's activity in 2015-2016 that captures contributions to improve access, and success for Indigenous students (up to 600 words approx.).

Nipissing University continues to strengthen relationships with Aboriginal communities and increase access for Aboriginal learners through the Office of Aboriginal Initiatives' Wiidooktaadwin Aboriginal Mentorship program and Debwendizon Aboriginal Youth Education Gathering. The Wiidooktaadwin Aboriginal Mentorship program facilitates culturally relevant experiential learning opportunities between Aboriginal university students and 75 local Aboriginal secondary school students annually. In 2015-2016, 165 Aboriginal youth from northern Ontario visited Nipissing University for two Aboriginal Leadership conferences and the Debwendizon Aboriginal Youth Education Gathering.

Mental Health supports for Indigenous students have been a focus over the 2015-2016 year through the Dibaadan Project, which engaged with Indigenous students and community members to explore barriers to accessing campus mental health programming.

Recommendations from this process will be implemented in the 2016-2017 year to improve services.

French-Language Students

* *DEFINITION: A student is considered a French-language student if the student meets at least one of the following criteria -*

- 1) *The student's mother tongue is, or includes French (the student is a francophone);*
- 2) *The student's language of correspondence with the institution is French;*
- 3) *The student was previously enrolled in a French-language education institution; or*
- 4) *The student was enrolled in a postsecondary program delivered at least partially in French.*

French-Language Students	# of Students	Percentage
The total number of full-time French-language students enrolled at Nipissing University in 2015-2016:	91	
The total indicated above as a comparative % of the Nipissing University's 2015-2016 enrolment headcount:		2.79
The total number of part-time French-language students enrolled at Nipissing University in 2015-2016:	18	

Highlights

Please provide highlights of Nipissing University's activity in 2015-2016 that captures contributions to improve access, and success for French-Language students (up to 600 words approx.).

Certificate of Bilingualism

Students of Nipissing University are eligible for a Certificate of Bilingualism if they demonstrate superior ability in French and in English. Candidates must successfully complete: thirty credits at Nipissing; six credits upper level taught in English (minimum "B" required); six credits upper level taught in French (minimum "B" required); and the Certificate of Bilingualism written and oral exams. The exams are offered annually. Students who successfully meet the above requirements will receive the Certificate of Bilingualism along with their degree, upon graduation.

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

STUDENTS WITH DISABILITIES:

Number reported above is the actual headcount of Full Time (per OSAP definition of 40% full course load) students who registered with Student Accessibility Services during the 2015-16 academic year. 72 Part Time students also registered with Student Accessibility Services.

FIRST GENERATION STUDENTS:

Numbers reported above are derived from institutional records where students may optionally self-identify as first generation on their Ontario University Application Centre (OUAC) application or directly on their student profile with the university through Web Advisor.

Please note there was an error in the enrolment selection procedure for First Generation students in previous years which resulted in a significant under-reporting of self-identified First Generation students. **Only Undergraduate Arts and Science students were previously selected in the enrolment query.** Corrected headcounts and percentages for the previous 3 years are as follows:

2014-2015: 732 Full-time and 232 Part-time; 21.66% of the full-time enrolment

2013-2014: 714 Full-time and 226 Part-time; 20.51% of the full-time enrolment

2012-2013: 720 Full-time and 177 Part-time; 19.32% of the full-time enrolment

ABORIGINAL STUDENTS:

Numbers reported above are derived from institutional records where students may optionally self-identify on their Ontario University Application Centre (OUAC) application or directly on their student profile with the university through Web Advisor.

French Language Students:

Numbers reported above, and according to the definition provided, are derived from institutional records where students may optionally self-identify on their Ontario University Application Centre (OUAC) application or directly on their student profile with the university through Web Advisor.

3b. Student Population - International Students

International Students

DEFINITION: International enrolment is the headcount of full-time university (undergraduate and graduate) students who are 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, 2015, 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).

International Students	# of Students	Percentage
Nipissing University reported to the ministry full-time international enrolment* in 2015-2016:	31	
The total indicated above as a comparative % of Nipissing University's 2015-2016 full-time enrolment headcount (Funding Eligible and Ineligible):		0.95
Nipissing University's 2015-2016 part-time international enrolment is	10	

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Part-time international student enrollment is reported according to student records as of the November 1 2015 count date.

Highlights

Please provide highlights of Nipissing University's activity in 2015-2016 that contributed to maintaining or improving the international student experience 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 (up to 600 words approx.).

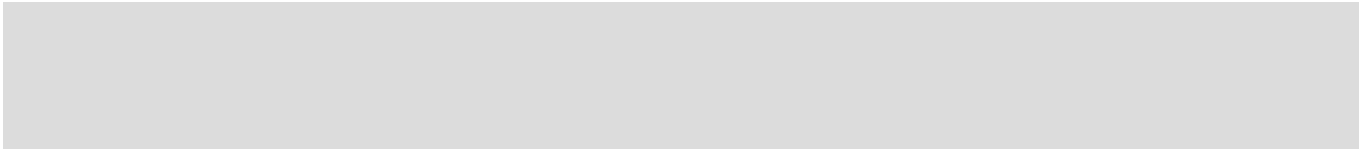
Transfer Credit Agreements

In collaboration with the Vice-President Academic and Research, the Office of the Dean of Arts & Science took the lead on drafting EAP transfer pathways and new transfer credit agreements with colleges to encourage internationalization.

Education Abroad Program

The International Student Support Services and Programs Office aims to ensure all international students have an excellent experience while studying at Nipissing. A key program we offer is the International Student Mentorship Program (ISMP), which provides a network of peer-support and intercultural exchange between domestic and international students on campus. We run various events throughout the year that offer our international students an opportunity to acculturate and familiarize themselves with the North Bay and campus community, as well as understand the Canadian culture. During the 2015-2016 year we ran over 20 events including; a camping trip, Toronto trip and Blue Jays game, Thanksgiving feast, campus homecoming, Halloween event, group pot lucks, learn to love winter events, end of semester and year-end banquets, dog-sledding, Ottawa trip to Parliament Hill and Senators game, Valentine's day activities, St. Patrick's day event, Yoga by candle light, Easter feast, maple sugar shack, Trip to Sudbury, exam stress buster, ice skating at arrowhead, games night, and learn to play hockey with our varsity men's hockey team. On top of these formal events, the ISMP group plans many other non-formal events that bring the students together where they engage in intercultural learning. At every advising appointment students are asked what type of programming and/or support they need to help with their integration and overall campus experience. We take these considerations seriously and use these to help shape our program needs. For instance, some international students felt like they needed additional support for tests and exam writing. So through consultation with the Registrar's office and Faculty, the International office was able to create a process for accommodating additional time for tests and exams. As we are fortunate to have international students arrive early before classes begin, we run a specific orientation designed to the unique needs these students have. During orientation we have a mix of presentations on adjusting to life in Canada, as well as various departments presenting on the services available to them and skill building workshops for them to be successful students here. We saw again that on our survey, students reported that orientation was beneficial to their cultural and academic integration to Nipissing and that ISMP was a key highlight of their experience here.

The International Student Support Services & Programs department offer domestic students the opportunity to internationalize their degrees and take their education abroad for either a semester or full academic year during their time at Nipissing. After students return from their exchange they are required to complete a debrief about their experience. Within these debriefs, students report that they believe their exchange has made them more prepared for the possibility that they may go abroad to work after graduation and that this experience has given them a competitive edge in the current job market. Additionally they have reported that their exchange has enriched and enhanced their overall learning in their designated degrees, and given them a unique perspective in their area of study that they otherwise would not have been able to achieve if they had only studied within Canada.



3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

**DEFINITION: Receives OSAP is the number of OSAP awards, including any student at Nipissing University who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.*

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage
Nipissing University's 2015-2016 number of OSAP awards	2,203	
Headcount enrolment (Funding eligible undergraduate and graduate) November 1st headcount of students with 60% Load (0.3FTE) or greater.	3,542	
Proportion of full-time students receiving OSAP		62.20

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the information reported above (up to 600 words approx.).

2015-16 OSAP applicants with entitlement statuses are reported by MTCU and confirmed by the Student Financial Aid Office at Nipissing University. The data source was filtered to report all base accounts and OTC-only accounts. Nil assessments were excluded and only those applicants with an award greater than \$0.00 were included.

Headcount enrolment determined by selecting "Funding-eligible" (ie. FEECAT = 3 and 4), Undergraduate and Graduate students with 0.3 FTE load on November 1, 2015 count date selected from the university's student enrolment records.

4. Research and Graduate Education

Nipissing University's 2014-17 Strategic Mandate Agreement (SMA) includes information which identifies the breadth and depth of institutional research activity. The 2015-2016 SMA Report Back does not require Nipissing University to report on the system wide research and graduate education metrics included in its 2014-17 SMA.

5. Program Offerings

This component articulates the breadth of programming based on enrolment, along with program areas of institutional strength/specialization as outlined in Nipissing University's SMA.

- a. Concentration of enrolment* at universities by program specialty or major (SPEMAJ)
- b. Institution's share of system enrolment by program specialty or major (SPEMAJ).

DEFINITION: Headcount is the actual funding eligible enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students as reported to the ministry for the 2015-2016 fiscal year

Undergraduate / Graduate Students	Percentage of System Enrolment
Undergraduate	0.91
Graduate	0.35

	# of undergraduate students in a program as a % of total # of undergraduate students across all programs at Nipissing University	# of graduate students in a program as a % of total # of graduate students across all programs at Nipissing University	Nipissing University's share of system-wide undergraduate enrolment in each PROGRAM	Nipissing University's share of system-wide graduate enrolment in each PROGRAM
1. Agricultural & Bio. Sciences	4.81	0.00	0.59	0.00
2. Architecture & Landscape Arch.	0.00	0.00	0.00	0.00
3. Business & Commerce	13.04	0.00	0.89	0.00
4. Computer Science	1.20	0.00	0.44	0.00
5. Dentistry	0.00	0.00	0.00	0.00
6. Education	9.07	0.00	5.70	0.00
7. Engineering	0.00	0.00	0.00	0.00
8. Fine & Applied Arts	1.82	0.00	0.43	0.00
9. Food Science & Nutrition	0.00	0.00	0.00	0.00
10. Forestry	0.00	0.00	0.00	0.00
11. Health Professions	0.00	0.00	0.00	0.00
12. Humanities	10.37	8.15	1.09	0.31
13. Journalism	0.00	0.00	0.00	0.00
14. Kinesiology/Recreation/Phys-Ed	10.34	0.00	2.21	0.00
15. Law	0.00	0.00	0.00	0.00
16. Mathematics	1.30	0.74	0.82	0.15
17. Medicine	0.00	0.00	0.00	0.00
18. Nursing	15.77	0.00	3.91	0.00
19. Optometry	0.00	0.00	0.00	0.00
20. Other Arts & Science	2.44	0.00	0.24	0.00

21. Other Education	0.00	79.26	0.00	4.43
22. Pharmacy	0.00	0.00	0.00	0.00
23. Physical Sciences	0.00	0.00	0.00	0.00
24. Social Sciences	29.84	11.85	1.27	0.17
25. Theology	0.00	0.00	0.00	0.00
26. Therapy & Rehabilitation	0.00	0.00	0.00	0.00
27. Veterinary Medicine	0.00	0.00	0.00	0.00

Notes:

- Other Arts & Science includes students enrolled in General Arts and Science majors not specified by other categories or unspecified.

Optional Additional Information

Caveats and/or other information regarding the numbers reported above (up to 600 words approx.).

The percentage of Graduate students in Education is presented in item 21 "Other Education".

Highlights

Please provide highlights of Nipissing University's activity in 2015-2016 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Nipissing University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Nipissing University has submitted a proposal to eCampus Ontario for a standalone and nonstandalone certificates in Digital Classics, aimed at both students and professionals. The rationale for the eCampus proposal is to pave a way towards a fully collaborative, interdisciplinary program in Digital Classics; to innovate approaches to Classical Studies by emphasizing the importance of digital literacy and coding skills; big data & big history; generating new career pathways for students wishing to pursue opportunities in museum studies/professions, library professions, business and professional companies dealing with big data.

Highlights of Nipissing University's academic program development plan over the next 3 years include:

BA in Human Rights and State Violence

BA in Mathematica Economics

Master of Applied Sociology

Bachelor of Arts in Media and Communication

Bachelor of Science in Chemistry

Bachelor of Arts in Political Science, Philosophy and Economics

Bachelor of Arts in Criminal Justice

Bachelor of Arts in Social Welfare and Social Development

Master of Science in Kinesiology

Bachelor of Education in Adult Education

Bachelor of Arts in Aboriginal Governance or Public Administration

Master of Arts in Interprofessional Health Education

Bachelor of Science in Applied Science Civil Engineering

Master of Science (Mathematics)

Bachelor of Arts and Bachelor of Science Honours Specialization and Specialization in Data Science

Bachelor of Business Administration (Finance Stream)

Bachelor of Science Mathematics

Bachelor of Science in Environmental Chemistry

Bachelor of Science Biomedical Science

6. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

In future years, the ministry will be expecting more complete data that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

Development of these metrics will be done in partnership with the sector and ONCAT.

Transfer Applicants and Registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2015.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2011	4,050	1,037	375	91
2012	4,298	994	818	254
2013	4,301	1,009	834	280
2014	4,252	1,039	717	283
2015	4,400	973	638	371

*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 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;
 - Information 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 that 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*
2012	5,016	1,056	1,131	335
2013	4,974	1,026	1,160	252
2014	5,034	1,455	1,620	668
2015	5,336	1,522	1,905	696

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Table 1: Transfer application and registration numbers do not include students who applied to the Nipissing University/Canadore College collaborative BScN degree program since students simultaneously take College and University courses during the progression of their studies. Students are awarded transfer credit at a 1:1 ratio. The majority of this Collaborative Program applicant group are secondary school applicants. In 2015 there were 395 applications and 94 registrations in the BScN Collaborative program.

Table 2 data includes 2015 Spring/Summer Session applications, university transfer applications and part-time direct applications that were not processed through OUAC. Prospective students may apply to a variety of programs, including some with substantial Spring/Summer intakes such as the RPN to BScN (Distance) program and the BBA/BCOMM (Distance). Of the 232 applications for Spring/Summer - 112 Registrations resulted. 56% of these applications were College Transfer applicants.

Highlights

Please provide highlights of Nipissing University's activity in 2015-2016 that demonstrates Nipissing University's efforts to ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Nipissing University to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

Bachelor of Social Work (BSW)

Applicants who have successfully completed a two year Social Service Worker (SSW), Developmental Service Worker (DSW) or Child and Youth Worker (CYW) diploma program at an Ontario CAAT with a cumulative 3.0 GPA or above can be considered for admission to the Bachelor of Social Work (BSW) program with advanced standing to a maximum of 30 credits.

Special Advanced Standing Policies

Nipissing University has adopted **special** (enhanced) Advanced Standing Policies for specific programs with 4 Ontario Colleges of Applied Arts and Technology.

Canadore College:

Biotechnology Technician Diploma

Biotechnology Technologist Diploma

Environmental Protection Technician Diploma

Environmental Protection Technology Diploma

Recreation and Leisure Services Diploma

Recreation Therapy Diploma

Strength and Sport Conditioning Diploma

Fleming College

Visual and Creative Arts Diploma

Georgian College

Fine Arts (Advanced) Diploma

Fine Arts Diploma

Humber College

Computer Engineering Technology Diploma

Electromechanical Engineering Technology

7. Financial Sustainability

FINANCIAL HEALTH and SUSTAINABILITY METRICS

		2013-14	2014-15
Performance	Net Income / Loss Ratio (%)	-5.99	-6.07
	Net Operating Revenues Ratio (%)	-3.53	-3.48

Optional

Comments on Performance Metrics (up to 600 words approx.)

The Report Back Template does not allow the user to input values for 2015-2016. The reported values for 2015-2016 in this section are as follows:

Net/Income Loss Ratio: -2.3

Net Operating Revenues: 4.3

Comments

Nipissing University is continuing to find efficiencies in order to decrease the deficit. To-date, we have closed our Bracebridge campus, reduced our staff complement, and are continuing our efforts to further curtail expenditures. In addition, we have announced our intention to close the Brantford Campus at the end of June 2018.

		2013-14	2014-15
Liquidity	Primary Reserve Ratio (days)	42.54	19.05

Optional

Comments on Liquidity Metric (up to 600 words approx.)

The Report Back Template does not allow the user to input values for 2015-2016. The reported values for 2015-2016 in this section are as follows:

Primary Reserve Ratio: 14.75

Comments

Nipissing University has experienced a deficit for the past few years and as a result we are working diligently to return to a balanced budget. However, we are anticipating that it will be another one to two years before we can achieve this. During this time frame, we will continue to find additional efficiencies to further reduce the deficit.

		2013-14	2014-15
Leverage	Interest Burden Ratio (%)	2.74	2.63
	Viability Ratio (%)	25.07	11.73

Optional

Comments on Leverage Metrics (up to 600 words approx.)

The Report Back Template does not allow the user to input values for 2015-2016. The reported values for 2015-2016 in this section are as follows:

Interest Burden Ratio: 2.4

Viability Ratio: 8.9

Comments

Nipissing University has been in a position to meet its debt obligation payments. Nipissing has not incurred any new additional debt over the past few years. It is our intent to go to market to restructure our debt to assist in reducing interest payments.

Additional Information

Additional comments on the overall Financial Health & Sustainability Metrics Result (up to 600 words approx.)

Highlights

Please provide one or more highlights that demonstrate Nipissing University's commitment to improved or continued financial sustainability. (up to 600 words approx.)

Nipissing continues to work towards achieving a balanced budget by generating additional revenue sources while at the same time developing further efficiencies to curb expenditures. The 2015/16 deficit was notably lower than the projected budget and lower than the previous year's deficit. In addition, the 2015/16 deficit included a write down of the Bracebridge Campus of \$1.2M. All of the efforts undertaken are showing a positive return and it is expected that we will return to a balanced budget within the next few years.

The ministry encourages Nipissing University to augment the current list of financial health and sustainability metrics with other metrics. Reporting this data is optional. Nipissing University may add up to four additional metrics in the space provided below.

OTHER FINANCIAL METRICS REPORTED by Nipissing University		2013-14	2014-15	2015-16
1]			
2				
3				
4				

Additional Information

Comments related to Nipissing University's other reported metrics (up to 600 words approx.)

8. Attestation

By submitting this report to the ministry:	Checkbox
Nipissing University confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from Nipissing University's Executive Head.	<input checked="" type="checkbox"/>

For additional information regarding Nipissing University's 2015-2016 SMA Report Back please contact -	Information
Name:	Dan Pletzer
Telephone:	705-474-3450 x4012
Email:	danp@nipissingu.ca

Please indicate the address on Nipissing University's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	www.nipissingu.ca/departments/institutional-planning/Pages/Multi-Year-Action-Plans.aspx