PSED Accountability Reports

REPFW129 - PSED Accountability Report - SMA University Verification Report

Organization : **Nipissing University**

Submission Period : **SMA - Strategic Mandate Agreement University Annual Report 2014-2015**

STRATEGIC MANDATE AGREEMENT (SMA) - UNIVERSITY

2014-2015 Report Back

Introduction

The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual universities and the Ministry of Training, Colleges and Universities (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 2014-2015 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.

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.

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, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

In 2015, 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 2012 graduates:	Percentage
The employment rate for 2012 graduates, 6 months after graduation, at Nipissing University was:	91.75
The employment rate for 2012 graduates, 2 years after graduation, at Nipissing University was:	95.87

1b. Employment in a Related Job

Per the graduate survey of 2012 graduates:	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 2012 at Nipissing University was:	82.07
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:	89.06

Additional Information

Please indicate any methods, in addition to the graduate survey results reported in 2014-2015, that Nipissing University used in 2014-2015 to measure graduate employment rate.

In January 2015 the decision was made to discontinue a graduate employment survey conducted through the Student Learning and Transitions office due to it duplicating the efforts of the Institutional Planning Office in completing the MTCU Ontario Graduate Employment Survey. Using one standardized instrument to capture employment related activities with provincial comparators is the most efficient and reliable method to measure graduate employment rates.

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.).

In 2014-2015 Nipissing University partnered with Magnet, a government funded initiative out of Ryerson University which serves as an employment platform for employers, recruiters, students, and alumni to connect via social media. This platform connects Nipissing University students to over 100,000 employers nationally and to peers seeking employment within the same industry. This platform increases our capacity to support community agencies and recruiters seeking to connect with our graduates for potential employment or internship opportunities, as well as provide greater access for employment opportunities to our students.

Our 2014-15 Career and Education Fairs were successful, bringing our students into contact with employers seeking to fill over 150 positions. Students and employers were

satisfied with their interactions and experiences.

In Summer 2014 the Career Evolution framework was developed by Student Development and Services to help students think about their future planning and career exploration in intentional ways with practical steps for each stage of the process. The Career Evolution was launched on our website in Fall 2014 and introduced through a series of classroom workshops with students. In the winter term, the Student Learning and Transitions department launched a series of webinars to support students and alumni in their future planning and career development. These webinars are considered the foundation of a self-guided online support program to assist our students and graduates in their career evolution.

In November 2014, the Career Educator services to students were restructured. The capacity for one-to-one career consultations or group workshops was replaced with self-guided online modules and partnerships with other institutions to accomplish these goals. We hope to increase capacity to support our students and alumni with their career goals in 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

Please indicate the methods, in addition to the NSSE survey, that Nipissing University used in 2014-2015 to measure student satisfaction.

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 2014-1015, the CUSC-CCREU Survey of Graduating 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.

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 which was delivered during the academic year. Results are reviewed by the appropriate Faculty Dean.

Course Presentation is evaluated under the following criteria:
- Required texts were useful

- Other instructional material
- Assignments / Papers useful
- Tests / Assignments
- Labs / Seminars useful
- Labs / Seminars well Integrated
- Appropriate difficulty
- Course Content Valuable

Instructor Presentation is evaluated under the following criteria:
- Course Objectives were Clear
- Grading, Evaluation Criteria
- Consistent, Fair Grading
- Helpful Comments & Feedback
- Meaningful examples
- Organized, well-planned
- Opportunity for Questions
- Clear, Effective Answers
- Encouraged independent thinking
- Challenged, provoked thought
- Made the course interesting
- Clear effective voice
- Responsive out-of-class
- Up-to-date knowledge
- Learning Environment
- Would take another Course

Highlights

Please provide highlights of Nipissing University's activity in 2014-2015 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.).

A new position - Student Intervention Specialist position was introduced in 2014-15 at the university. The SIS provides case management support to students at the institution. The SIS provides key supports to students such as; referral to supportive services, consultation with other professionals who work with students on a coordinated support plan, advocacy for student needs with service providers, assistance with transitions to and from the university, as well as attendance at off-campus care planning meetings.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	**Percentage**
Per the KPI results reported in 2014 , the graduation rate at Nipissing University is	87.48

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2006 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 2006 - 2013 (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

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Nipissing University used in 2014-2015 to measure graduation rate.

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 10 year point.

Highlights

Please provide highlights of Nipissing University's activity in 2014-2015 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.).

The Office of the Dean of Arts and Science holds information sessions, in collaboration with the Academic Advising Office and the Student Development and Services Office, directed to first year students.

This newly developed Academic Success Program provides Nipissing University students access to a dedicated support team to ensure they are academically successful. Registered participants participate in a structured program focused on retention and persistence which includes: monthly meetings with Academic Success Coaches to develop and revise Academic Success Plans, attending Student Success Workshops, and completing a capstone project. The goals of the Academic Success Program include: facilitating the development of student academic strategies; encouraging students to self-reflect on academic strengths; providing support for students to achieve academic recovery; and positively impacting the students' university experience.

Six Student Success Workshops are scheduled during the academic year which include presentations along 2 streams of student success planning. The Academic Stream focuses primarily on graduation outcomes.

1. Academic Stream:
- referencing, citations, and avoiding plagiarism
- getting the most out of lectures (note taking and active listening)
- managing your time
- research: how to do it and what to do with it
- presenting together: presentation skills and group dynamics
- preparing for exams: study and test taking skills

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	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort
1st to 2nd Year	82.00	80.30	79.30	81.80
1st to 3rd Year	73.60	72.90	73.10	

Highlights

Please provide highlights of Nipissing University's activity in 2014-2015 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.).

While Arts and Science departments are encouraged to organize their own information sessions and socials with students, Arts & Science retreats are also organized by the Dean and the Associate Dean, in collaboration with Academic Advising and Student Services. These 'retreats/workshops' provide students from diverse disciplines in the Arts and Science with the opportunity to share and learn about
a) tips and strategies for academic success;
b) student-to-student, as well as student-faculty interaction; and
c) opportunities for mentorship (from faculty attending such events).

The 'retention retreats' take place at the beginning, the middle, and the end of each semester. The content is cumulative to reflect students' progression, but also to target specific areas of retention-related outcomes.

Student participation in these retreats/workshops is proving to be very good and is increasing. The incremental growth in attendance shows that these events may become crucial in sustaining good retention rates in the future.

The introduction of the NU Ask Me Team program at Nipissing University during the 2014-2015 year sought to support retention rates of the university by providing "live" access to support and referrals through social media and e-mail. Training a team of professional volunteers (faculty and staff) as well as student ambassadors, the Ask Me Team was able to ensure that any prospective or current student with a question would be able to be pointed in the right direction or find support to campus and community resources as required. This initiative has been met with great success, seeing an increase in followers and utilization rates during common transitional periods. Further to this, the Ask Me Team is a resource for a variety of campus and community programs looking to promote their programs, initiatives, and services and have a dedicated group of student leaders bringing interested students to attend. This has supported the development of a more cohesive campus community which eases anxiety around getting involved on campus and increasing the sense of belonging.

The Record of Student Development (RSD) is the co-curricular transcript which recognizes campus involvement and leadership at Nipissing University. In 2014-2015 the coordinating team performed a review to align the involvement outcomes with the social change model of leadership development to increase both student engagement with the program (more clearly tying the benefits of involvement to future career and academic pathways) and to streamline program efficiencies and effectiveness. Increasing opportunities for, and interest in, campus involvement effectively promotes a greater sense of belonging on campus which feeds academic motivation and persistence. Using

the retention management software by Noel-Levitz, we were able to measure that participants during the pilot year saw a 5% increase in their academic motivation and sense of belonging through their involvement with this program. As we continue to invest in its promotion and facilitation, we anticipate seeing similar results.

Nipissing has purchased "Retention Alert" by Ellucian, which integrates into the on campus Student Information System. 2014-2015 saw the creation of workflows and alerts in the system specifically for the Student Intervention Specialist for their case management and student tracking. When fully integrated with academic units in the future, Retention Alert monitors a student's records to watch for the first signs of academic difficulty. It helps the institution identify at-risk students by considering their high school GPA, sports affiliations, current grades, attendance, and financial aid. Then it triggers a process for alerting the student, an advisor, and anyone else who needs to be involved while it captures comments and other important information along the way.

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 2014-2015:

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		
Graduate		

Highlights

Please provide highlights of Nipissing University's activity in 2014-2015 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.

During the 2014-15 academic year, the Schulich School of Education partnered with Free the Children and the Hamilton Dante Society to provide opportunities for 94 teacher candidates accompanied by 8 faculty facilitators from two different campuses to participate in international practicums in Ecuador, Nicaragua and Italy. Prior to embarking on the practicums, groups of teacher candidates and professors take part in pre-departure activities, work together to develop intercultural competencies, and engage in ELL workshops. Professors from the Schulich School of Education accompany each group of students as faculty facilitators to provide support with lesson planning, teaching strategies, professional development and community interaction. These practicums are unique in that teacher candidates teach in local schools, partner with local teachers and support local educational initiatives.

A new course UNIV-3006, Experiential Learning in Arts and Sciences was introduced for 3rd and 4th year students who are completing a Bachelor of Arts, Bachelor of Fine Arts or Bachelor of Science degree. The course is designed to give credit to students who are doing internships, volunteering and even working in paid jobs provided that they demonstrate they use knowledge and skills learned in a specific discipline. Students identify an experiential learning opportunity in the community that reflects their current field of study and future ambitions. Students then work with a community partner to complete at least 60 hours of placement as well as academic assignments.

In the Applied and Professional Studies faculty, a new course SWLF-2995 Community Service Learning for Social Development was introduced. The focus of this course is a community service-learning (CSL) practicum which provides students with applied experiences in social development. During in-class sessions students will learn about theories of social development and CSL, examples of social development approaches and CSL, the causes and effects of the social issues dealt with in the placements, and engage in critical reflection on their experiences with the CSL placements. A minimum 40 hour placement is integrated into this course.

Similarly, a new internship course BIOL-4886, provides students with the opportunity to gain work experience with government, industry or non-governmental organizations having expertise in a relevant field of biology. Students are supervised by a faculty member in the Department of Biology and Chemistry and are expected to maintain an activity log, submit a final written report, and give a presentation to the Department at the end of the internship.

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 2014-2015.

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

Based on the definitions provided above, provide the Nipissing University's eLearning data for 2014-2015:

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	78	32
Number of ministry-funded, for-credit courses offered through synchronous conferencing	10	
Total Number of ministry-funded, for-credit courses offered in e-Learning format	88	32

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		
Total Number of ministry-funded, for-credit programs offered in e-Learning format	3	1

Course Registrations	Undergraduate	Graduate
Registrations in ministry-funded, for-credit courses offered through fully online learning	5529	637
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing	329	
Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format	5858	637

Additional Information

Describe methodology, survey tools, caveats and other information regarding the numbers reported 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.
Program Data: includes unique programs offered (UG: BCOMM, BBA, RPN-BSCN Bridging; Graduate: MEd)
Registrations: Counts all students in all sections in the above courses.

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.

Additional Information

Please highlight one example of Nipissing University's use of Hybrid Learning courses and/or programs.

An initiative recently spearheaded in the Faculty of Arts and Science is the introduction of certificate-based Summer Learning Institutes that will combine online and on-site learning to appeal to students outside the typical catchment areas, as well as to provide NU students with an opportunity to enhance their academic portfolio.

Highlights

Please provide highlights of Nipissing University's activity in 2014-2015 that capture 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.).

Nipissing University participates in studyonline.ca. Through this website ports, prospective on-line students can search for and register for of over 900 certificate, diploma, undergraduate and graduate programs. Over 25,000 online courses are listed. Delivery methods include on-line live, on-line anytime, correspondence and blended options. Nipissing University lists over 125 courses and one open enrollment program (Bachelor of Commerce) through this medium.

During 2014-15 Nipissing University joined the Ontario Online Learning Consortium / Consortium ontarien pour l'apprentissage en ligne (OOLC/COAEL) initiative. Through this portal, prospective on-line learners can search for on-line courses, discover and explore programs and related information of interest and begin the registration process. This

initiative is set to launch is September 2015.

3. Student Population

This component highlights Nipissing University's contributions to improve access and success for underrepresented groups (Aboriginal, first generation, students with disabilities and French-language students.

Full-Time Students	**# of Students**
The total Full-Time Headcount Enrolment* at Nipissing University in 2014-2015:	3379

*Headcount is the actual enrolment for Fall 2014 as of November 1, 2014 including full-time undergraduate and graduate students eligible for funding as reported to the ministry for the 2014-2015 fiscal year (enrolment reported in 2014-2015 remains subject to audit and/or correction).

3a. Under-Represented Students: Students with Disabilities*, First Generation*, Aboriginal and French-Language* Students

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

Students with Disabilities **DEFINITION: <u>Students with disabilities</u> is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of 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 2014-2015:	339	
The total indicated above as a comparative % of the Nipissing University's 2014-2015 Full-Time Enrolment Headcount:		10.03

First Generation Students

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

- *Parents/guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.*
- *Postsecondary Attendance: have attended (but 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 2014-2015:	447	
The total indicated above as a comparative % of the Nipissing University's 2014-2015 Full-Time Enrolment Headcount:		13.23
The total number of Part-Time First Generation Students enrolled at Nipissing University in 2014-2015:	59	

Aboriginal Students

* DEFINITION: <u>Aboriginal</u> is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes

three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.

Aboriginal Students	# of Students	Percentage
The total number of Full-Time Aboriginal Students enrolled at Nipissing University in 2014-2015:	213	
The total indicated above as a comparative % of the Nipissing University's 2014-2015 Enrolment Headcount:		6.30
The total number of Part-Time Aboriginal Students enrolled at Nipissing University in 2014-2015:	128	

French-Language Students

* DEFINITION: A student is considered a French-language student if he or she meets at least one of the following criteria -
1) His/her mother tongue is, or includes French (the student is a francophone);
2) His/her language of correspondence with the institution is French;
3) He/she was previously enrolled in a French-language education institution; or
4) He/she 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 2014-2015:	81	
The total indicated above as a comparative % of the Nipissing University's 2014-2015 Enrolment Headcount:		2.40
The total number of Part-Time French-Language Students enrolled at Nipissing University in 2014-2015:	16	

Additional Information

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

STUDENTS WITH DISABILITIES:
Numbers reported above are based on the actual headcount of students who registered with Student Accessibility Services during the 2014-15 academic year.

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.

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.

Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students

Highlights

Please provide highlights of Nipissing University's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

In the 2014-2015 academic year, the Gen 1: First in the Family program provided learning and development opportunities in alignment with the institution and division strategic planning processes which saw an increase in the number of students who engaged with the program and self-reported outcomes from this involvement. Components of the program include a first-year and upper-year mentorship program, supports for students who are academically at-risk, development of a first generation community on campus, and increasing first generation student involvement and engagement on campus.

The continued development of our academically at-risk support program has been an area of particular achievement. Each year the program has grown in its reach and impact on retention and persistence of first generation students at Nipissing University. In 2014-2015, we had over 200 students involved in this pillar of the program with the average participant able to increase their academic average by at least 2% both term-to-term and year-to-year. The incidentally highest increase in GPA was 33%. Students attributed their success to the flexibility of the program and the dedication of the upper-year student Success Coaches who assisted them in facilitating their Academic Success Plans and developing the academic skills and learning strategies necessary for their development.

Our support for Crown Ward students was also enhanced during the 2014-2015 academic year by increasing collaboration with Canadore College and the local distric Children's Aid Society with regard to support and service awareness and promotion. These efforts are intended to provide a framework for continued development of pathways to success for underrepresented groups on our campuses.

New faculty resources were created by Student Accessibility Services to assist faculty in comprehending the academic accommodation process and to provide guidelines to assist Faculty in creating an accessible learning environment for all students.

Training videos for assistive technology were developed and uploaded to a YouTube channel. The goals of the project were to create training materials that would reinforce the initial training that students received from the Adaptive Technology Technician and to make the materials as accessible as possible.

Student Accessibility Services also created new guidelines to provide clarity as to the expectation and procedures on the part of the students and faculty members when using the accommodation "Extensions on Assignments". The intended outcome of the initiative was to assist students with advocating for themselves more effectively when an extension is required.

Student Accessibility Services developed and implemented a comprehensive training program for Frosh Leaders that included education on: inclusivity, interaction and communication etiquette, accessibility on campus, services for students with disabilities, and confidentiality.

The Nipissing University Aboriginal Council on Education approved the 2015-2019 Enji Giigdoyang Aboriginal Strategic Plan, which supports access and retention of

Aboriginal learners as a shared endeavour framed by a commitment to reconciliation and relationship-building.

Nipissing University continues to strengthen relationships with Aboriginal communities, schools, and organizations through partnerships with the Office of Aboriginal Initiatives' Aboriginal Mentorship and Biidabaan Community Service-Learning (BCSL) programs. BCSL offers support for K-12 FNMI learners in after school programs and classroom support and partners with non-profit organizations locally. In 2014-2015, BCSL partnered with fifty organizations, including schools, and placed 137 students for volunteer hours in these local organizations. Aboriginal Mentorship continues to connect Aboriginal university students with local Aboriginal youth and Elders, supporting approximately 75 Aboriginal youth in grades 7-12 each academic year

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, 2014, 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 2014-2015:	24	
The total indicated above as a comparative % of the Nipissing University's 2014-2015 Full-Time Enrolment Headcount:		0.70
Nipissing University's 2014-2015 Part-time International Enrolment is	32	

Additional Information

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

International student enrollment is reported according to student records as of the November 1 2014 count date.

Highlights

Please provide highlights of Nipissing University's activity in 2014-2015 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.).

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 exchange students an opportunity to acculturize and familiarize themselves with the North Bay and campus community, as well as understand the Canadian culture. During the 2014-2015 year we ran 20 events including; a camping trip, International Student Festival 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, Ottawa Senators game and Winterlude, Valentine's day activities, St. Patrick's day event, International Food Fest raising funds for the Student Refugee Program,

Easter feast, maple sugar shack, snow tubing, winter Olympics, exam stress buster, games night, and learn to play hockey. 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. Last year we had workshops on time management, study tips, and note taking as part of our International Student Orientation to help students prepare academically for their time with us. 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. On our survey, students reported the events were beneficial to their cultural integration and that ISMP was a key highlight of their experience at NU.

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 2014-2015 proportion of an institution's enrolment that receives OSAP is	2351	69.60

Additional Information

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

2014-15 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.

4. 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 full-time enrolment* at universities by program Specialty or Major (SPEMAJ)

    b. Institution's share of system full-time enrolment by program specialty or major (SPEMAJ).

DEFINITION: Headcount is the actual enrolment for Fall 2014 as of November 1, 2014 including full-time undergraduate and graduate students as reported to the ministry for the 2014-2015 fiscal year (enrolment reported in 2014-2015 remains subject to audit and/or correction).

Undergraduate / Graduate Students	Percentage of System Enrolment
Undergraduate	0.97
Graduate	0.31

SPEMAJ	# 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	3.95		0.54	
2. Architecture & Landscape Arch.				
3. Business & Commerce	10.09		0.75	
4. Computer Science	0.83		0.35	
5. Dentistry				
6. Education	16.68		6.48	
7. Engineering				
8. Fine & Applied Arts	1.53		0.38	
9. Food Science & Nutrition				
10. Forestry				
11. Health Professions				
12. Humanities	10.24	10.26	1.09	0.34
13. Journalism				
14. Kinesiology/Recreation/Phys-Ed	9.44		2.14	
15. Law				
16. Mathematics	1.26	0.85	0.87	0.16
17. Medicine				
18. Nursing	13.52		3.71	
19. Optometry				
20. Other Arts & Science	1.78		0.19	
21. Other Education		77.78		4.23

22. Pharmacy

23. Physical Sciences

24. Social Sciences	30.41	11.11	1.37	0.14

25. Theology

26. Therapy & Rehabilitation

27. Veterinary Medicine

Notes:

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

Highlights

Please provide highlights of Nipissing University's activity in 2014-2015 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.).

Bachelor of Social Work (BSW)
During 2014-15, Nipissing University moved forward with the approval process to introduce the 4 year honours Bachelor of Social Work degree to our curriculum. This program will be added to our growing faculty of applied and professional studies. The first cohort of admissions into the year one of the program is scheduled for September 2015. Admission into the Professional Years 3 and 4 of the Social Work Program requires a subsequent application.

Master of Science in Kinesiology (MScKin)
To address the growing demand for expertise in health and rehabilitation across Canada, Nipissing University proceeded through the program approval process with expectations to announce new graduate degree, the Master of Science in Kinesiology (MScKin).

The new MScKin degree will help prepare students to meet the burgeoning demand in the fields of exercise therapy, disability management, workplace health and safety, health related sales and service, and rehabilitation.

The MScKin degree builds on the success of Nipissing's Bachelor of Physical Health and Education (BPHE) degree program. Interested students can expect a research-intensive thesis-based program. Students will have the opportunity to conduct research in Nipissing's new $7.5 million Centre for Physical Health and Education. The facility features world-class funded labs, including Sensory Movement Behavior Lab, Psychology of Physical Activity and Health Promotion Lab, Biomechanics and Ergonomics Lab, and Exercise Physiology Lab.

Teacher Education (BEd)
In 2014-15, Nipissing University's Schulich School of Education, successfully transitioned its long-standing one-year consecutive Bachelor of Education degree to the new provincial requirements of 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 has maintains the quality and rigor which Nipissing University has built a long history and outstanding reputation in teacher education.

5. 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.

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 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.

Ontario Council on Articulation and Transfer (ONCAT) is leading the development of Student Mobility indicators for use in future SMA Report Backs.

Transfer applicants and registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2013.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2010	3908	832	253	54
2011	4050	1037	375	91
2012	4298	994	818	254
2013	4301	1009	834	280
2014	4252	1039	717	283

*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*
2011	4648	1057	937	259
2012	5016	1056	1131	335
2013	4974	1026	1160	252
2014	5034	1455	1620	668

Additional Information

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

Previous years application and registration data reported in Table 1 was collected and reported using a different process than the current definition using Ontario Universities Application Centre's (OUAC) reports. Using the current definition, the previous years numbers are as follows:

Total Total Transfer Transfer
Applications Registrations Applications Registrations
2010 3774 875 n/a n/a
2011 3304 808 n/a n/a
2012 4218 1089 711 285
2013 4230 1082 805 293

In table 2 above, there is an error in the number of Transfer Registrations reported by OUAC and other sources for the 2013 year - the value does not include the OUAC numbers. Consequently, the value of 252, should be 532.

Highlights

Please provide highlights of Nipissing University's activity in 2014-2015 that demonstrate 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.).

The above 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. In 2014 there were 442 applications and 104 registrations in the BScN Collaborative program.

The university website upgraded the Transfer Credit web page presenting the advanced standing policies and transfer credit pathways that are currently available. In addition a downloadable Transfer Credit Guide is accessible in the web page. Presented in a user-friendly format this guide illustrates the program options, admission requirements and related support services geared to the transfer credit student.

6. Financial Sustainability

Highlights

Please provide highlights of Nipissing University's activity in 2014-2015 that demonstrate Nipissing University's efforts to support ongoing financial sustainability of Nipissing University.

Nipissing University undertook many initiatives in 2014-15 with a view to ensure long-term financial sustainability. The issue of sustainability for Nipissing University has been affected by the decline in the number of students interested in teacher education, as well as the reduction in the per student funding for Education students on a go-forward basis. As a highly differentiated institution, with Education representing approximately one-quarter of the University's student numbers, the impact on Nipissing has been significant, and the recovery will be negatively affected by the cut in BIU funding. The cut in BIU funding for Education will eventually result in a reduction of 10% of the operating grant.

In June 2014, the Board of Governors approved an operating deficit of close to $12,000,000 for 2014-15, with instructions to Administration to begin immediately an expenditure reduction review. The Budget Advisory Group undertook a review/analysis of all spending, resulting in major cuts to management personnel, faculty and other positions, as well as discretionary expenditures. As a result of that review, the University reduced its management personnel by a third in the Fall of 2014, including positions at the Vice-Presidential level. In addition, a number of support positions were eliminated in early 2015 and a number of limited-term faculty positions and vacant positions were not renewed in the Spring of 2015, which will result in more savings in the 2015-16 fiscal year. Discretionary spending was reduced by approximately $2,000,000 during the 2014-15 fiscal year. As a result, the actual operating deficit for 2014-15 was reduced to approximately $5,000,000. Moreover, the University announced that it would be closing its two smaller campuses over the next few years. These were difficult and major decisions necessary to ensure the long term sustainability of the institution.

The University also undertook three major studies in 2014-15, two of these with assistance from MTCU's PIF funding. Two of these studies, enrolment management and international recruitment, were oriented towards increasing the University's revenues as well as rationalizing the management of academic resources. In addition, the University contracted with HESA to undertake a program prioritization exercise. This latter study produced informative qualitative and quantitative information which will be useful in future decision-making.

The University also agreed to MTCU's proposal to engage PWC to undertake a review of its finances. The PWC report will be useful in future decision-making, particularly in relation to finance and budgeting systems. Following up on the PWC Report, the University will engage MTCU in discussions for further assistance.

The University had also begun to invest more in recruitment and marketing in 2014-15, which led to a 10.8% increase in direct high school admissions in September 2015. This enhanced recruitment effort was continued in 2015-16.

7. Attestation

By submitting this report to the ministry:	Checkbox
Nipissing University confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from Nipissing University's Executive Head.	☑

For additional information regarding Nipissing University's 2014-2015 SMA Report Back please contact   **Information**

Name: Mike DeGagné

Telephone: 705-474-3450 ext 4285

Email: miked@nipissingu.ca