



2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Brock University
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2010 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2010-2011 fiscal year.*

Brock University reported to the Ministry the total Headcount enrolment in 2010-2011 = **13,675**.

The number of students aged 18-24 from the total Headcount enrolment reported by **Brock University** to the Ministry for 2010-2011 = **12,398**.

The number of students aged 25+ from the total Headcount enrolment reported by **Brock University** to the Ministry for 2010-2011 = **1,253**.

The **number of students under the age of 18** enrolled at **Brock University** in 2010-2011= **24**.

*The space below is provided for **Brock University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount

Please provide one or more examples, in the space provided below, of highlights from **Brock University's** Enrolment Management Plan that **Brock University** used during 2010-2011 to manage enrolment.

Brock's enrolment plan has included a balance between increased intake and targeted retention. To that end, in 2010-2011 we achieved our year 1 intake targets and improved retention through:

a) An increase in year 1 to year 2 retention with an increased progression through to study year 2 (demonstrating that students were performing better). Much of this is attributed to these initiatives:

i) the Mentorship Program for year 1 students (see section 11 for details on success measures);
and

ii) the increasing success of Smart Start (Students Making a Realistic Transition) – a summer academic orientation program for new incoming year one students and their parents. In addition to engaging in course registration and related functions, during Smart Start students and parents have the opportunity to find out more about academic expectations and the university learning environment, to learn about the student services offered on campus, to interact with faculty members, and to meet and connect with other first year students and their families. In 2010-2011, Smart Start reached over 2,400 students along with over 2,700 guests or family members.

b) An increase in retention from year 2 to year 3 and from year 3 to year 4. This is attributed to the progressive impact of the BOOST program (an alternative to academic suspension described in the 2009-2010 MYAA Report Back). In 2010-2011, BOOST was in its second year of offering so change was seen both in the numbers returning to Year 2 and (for those who were academically successful as part of BOOST in the prior year) in those returning to year 3.

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

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

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

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

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

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

For the following, please include Full-Time and Part-Time, but not International students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Brock University who registered with the Office for Students with Disabilities and received support services in 2010-2011= 745</p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) 745 ÷ Brock University (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = 5.4%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Brock University who registered with the Office for Students with Disabilities and received support services in 2010-2011 = 80</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Brock University in 2010-2011= 3,019</p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) 3,019 ÷ Brock University (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = 22.1%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Brock University in 2010-2011 = 245</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Brock University in 2010-2011= 111</p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) 111 ÷ Brock University (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = 0.8%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Brock University in 2010-2011 = 41</p>

* The space below is provided for **Brock University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students -

Brock University initially collects self-identification results from OUAC applicants, and then continues to provide opportunities for students to self-identify through participation in any of the services and supports available at the University. Students can self-identify at any time during the academic year, either online or in person when participating in student services.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Brock University's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Brock University's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Brock University's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>The LD (Learning Disability) team has continued to make progress in the provision of more comprehensive LD enhanced service supports including:</p> <p>* The development of an integrated assistive software and learning strategy (POSER) including training and handout documents for training students on the use of Kurzweil 3000 with SQ5R reading strategy. 26 students participated. Completed a survey to assess the usefulness of the AT/LS integration training sessions, and created new software demonstration files for Kurzweil 3000.</p> <p>*SSWD created an "Integration Outcomes" document to record the student's progress and comment on the session outcomes and enhanced student follow-up through e-mail contacts, strategy integration meetings and via the AT (Assisted Technology) Resource Centre.</p> <p>Currently developing strategy/ technology integration sessions to support writing issues using Dragon Naturally Speaking and Inspiration. Based on these integrated strategy sessions, the team developed and submitted a proposal to present at the 2011 Conference: "18th National Conference on Learning Disabilities": NO ONE IS AN ISLAND: AN ECOLOGICAL APPROACH TO LEARNING DISABILITIES.</p>	<p>Programming for Second-year and beyond "At-Risk" students played an important role for First Generation initiatives in 2010-2011. Rather than being prevented from taking post-secondary courses for a year, students are given a "second chance" by registering in this program. Comprised of 15, 90-minute classes, the program is designed to enable students to:</p> <ul style="list-style-type: none"> • Reflect on past academic experiences and build new strategies to help achieve goals • Examine motivation, strengths, and learning styles • Set and achieve realistic goals • Enhance time management, writing, presentation, note-taking, study, critical thinking, and problem solving skills • Identify and address individual development areas through consultations, referrals, and supplementary workshops <p>Reflective writing is used to document progress. Student comments like the one from the participant below are quite common:</p> <p>"My goal to succeed as a student, but also to succeed as a worker and a human being will be forever changed because of the skills that I am learning now, and will give me the practical know-how to be able to function in the real world, meet deadlines, generate a living for myself, and enjoy my work. I feel as if I am getting much closer to my goals and I feel great because of it."</p>	<p>This year, Brock University and Aboriginal Student Services (AbSS) hosted the second annual "Bridging Our Worlds Through Science" camp. The Three day camp was held in collaboration with the District School Board of Niagara and the Catholic School Board of Niagara as well as the Grand Erie school board. Participants stayed in residence, and AbSS peer assistants served as team leaders and chaperones. Workshops were provided in the sciences. Participants also attended a leadership course which challenged them to work as a team and served as a confidence building experience through a high ropes and climbing challenge. The Aboriginal Student Services resource office moved into a much larger space. This has allowed for the housing of ten desktop computer stations, a private administrative office, and access to a shared community meeting room with couches and a kitchenette. A weekly luncheon program was established and provided lunches for AbSS students, staff and Student Development Centre workers. This program proved very effective in providing Learning Skills instructors with access to students who required help or tutoring. Learning Skills instructors also had regular hours in the new resource centre and were readily available to assist students in math, science and writing. This year the staffing of the AbSS office has been the most comprehensive to date. In addition to three peer assistants, one being a career services shared peer, AbSS also</p>



		<p>retained an Elder in Residence and an Outreach and Recruitment officer on contract.</p>
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3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **Brock University** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

**NOTE: SAG data as of June 9, 2011*

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$557,451	764
Other SAG Expenditure to Supplement OSAP	\$2,226,793	1,846
TOTAL	\$2,784,244	2,610

Did **Brock University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

Yes

The space below is provided for **Brock University** to describe methodology, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2010-2011.

n/a

4) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2010.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2006	19,482	2,999	978	208
2007	19,903	3,410	954	229
2008	20,297	3,470	771	234
2009	19,574	3,403	708	217
2010	18,941	3,578	671	221

*Transfers from publicly assisted colleges in Ontario

***NOTE:** OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that:*

- *the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;*
- *a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;*
- *transfer data is not limited to college graduates who apply through OUAC; and*
- *only includes full-time students applying and registering in the fall to the first year of a university program.*

The Ministry encourages **Brock 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, **Brock University** should report institutional data which includes data from OUAC and other sources.

Year	Brock University's Total Applications	Brock University's Total Registrations	Brock University's Transfer Applications	Brock University's Transfer Registrations
2010	N/A	N/A	N/A	N/A

*The space below is provided for **Brock University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Transfer applications and registrations - Institutional data

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used in 2010-2011 and which contributed to maintaining or improving **Brock University's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by the institution to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc), a success story and/or a key accomplishment in each of the following categories:

4.1) Expanding Transfer Pathways excluding collaborative degree programs without transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, projects to facilitate course-by-course transfer in General Arts and Science diploma programs, pathway projects to support university to university or college to college transfer, etc.)

In 2010-2011, Brock University approved a new Bachelor of Early Childhood Education (Honours) program. Building on the foundation of a two-year Early Childhood Education Diploma program, this program is designed to provide students with a comprehensive understanding of the issues and trends in early care and education for children from birth to 8 years old and be well prepared for further studies or work in the field of care and education for young children. Graduates of a two-year Early Childhood Education Diploma program containing a foundation in: child development, developmentally appropriate practice, curriculum planning, practical experiences with children birth to 8 (a minimum of 500 hours of field placement), reflective practice, abnormal/exceptional development, psychology, play-based learning, observation and assessment, code of ethics and standards of practice, with a cumulative 75 percent average, are eligible to apply for entry into the Bachelor of Early Childhood Education (Honours) degree program and are granted up to seven transfer credits. Applicants must present evidence of submission of application for registration in the Ontario College of Early Childhood Educators. This program on its own will not provide graduates with an Ontario Teacher Certificate. Rather, graduates of this degree program are expected to take on positions that require a strong foundation in early care and education or apply to graduate studies or to teacher education programs that lead to an Ontario Teaching Certificate.

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

In January 2011, the Academic Advising team from the Registrar's Office offered "WOW" (Winter Orientation & Welcome). This is a special January orientation program for transfer students admitted in Winter term and was designed to provide academic advising, an introduction to student support services, and other transitional assistance specific to the needs of this group. This activity has been customized for a similar type of session now held in August for the Fall entry point.

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

In March 2011, Admissions at Brock University piloted its first "Transfer Credit" day. The Director of Admissions along with other Admissions Officers, spent a day at Niagara College providing information about transfer opportunities and doing "on the spot" application/admission/and credit transfer assessment. The activity was highly successful and provided a face to face, transparent opportunity for Brock Admissions staff and, more importantly, for college students who were considering transfer to university. While this pilot was held at Niagara College, the intent is to expand this activity to other colleges in 2011-2012.

5) Class Size*

Per the 2010 Common University Data Ontario (CUDO) report for Fall 2009, the percentage of **Brock University's** undergraduate class size for first entry* programs was:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	84	26.6%	104	19.4%	213	37.6%	372	75.3%
30 to 60 students	74	23.4%	211	39.3%	270	47.6%	107	21.7%
61 to 100 students	55	17.4%	132	24.6%	54	9.5%	13	2.6%
101 to 250 students	51	16.1%	89	16.6%	30	5.3%	2	0.4%
251 or more	52	16.5%	1	0.2%	0	0.0%	0	0.0%
Total	316	100.0%	537	100.0%	567	100.0%	494	100.0%

* First entry programs include - arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above.



Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2010-2011, which contributed to maintaining or improving **Brock University's** class size initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Community Health Sciences 1F90: Introduction to Community Health Sciences
Issues and controversies in the area of health. Aspects of health status, determinants of health and personal health. Lectures, 2 hours per week; tutorial, 1 hour per week.

TRADITIONAL format:

400 students enrolled in course with 20 tutorials (seminars) with 20 students in each tutorial. The seminars in the traditional format are facilitated by a seminar leader.

HYBRID format:

90 students enrolled in course with 2 tutorials with 45 students in each tutorial. The online activities are predetermined by the instructors but facilitated online. Eg. View a video and answer questions; read cases and answer questions. So, they are interactive-based activities for the students.

There are three strategies identified in order to student manage and monitor enrolments in CHSC 1F90.

- 1) Each year there are 2 seminars that are put on hold for 1F90 which has been done in order to ensure that all the seminars are to full capacity before opening more sections. We manage this process through monitoring the student inquiries and requests to get in to the course and, pending a significant number of requests (approximately 10), the remaining seminars are opened.
- 2) We do not maintain a wait list for this course so we ask that students who are interested in getting in continue to check the registration system for openings.
- 3) "Supercourse" (see Section 10 below) is one of the solutions to the ongoing requests and demand for this course. Offering CHSC 1F90 in the Spring semester has allowed those students, who wanted to take this course in the traditional yearly format, to take this course in the spring semester. This has allowed them to not fall behind in the credits that they need and to engage in a course of their choice.

Maintaining and Improving Class sizes:

- 1) Supercourse has been a successful educational innovation that has helped to engage approximately 25% more students in taking the course (350 during the year – 90 took supercourse).
- 2) Seminar components of many classes are being cut or minimized. For CHSC 1F90 we created a formula for TA activities which allows us to maintain the seminar experience in this fiscally-constrained environment. The teaching assistant's work was redistributed by using more student presentations. Therefore, less teaching assistant preparation and a greater educational experience for the students.



6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the government announced the creation of a new Ontario Online Institute (OOI). In Spring 2010, the Ministry conducted a survey on elearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of elearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Ontario Online Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.



Course, Program and Registration Data

Based on the definitions provided above, provide *Brock University's* elearning data for 2010-2011:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	55	4
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	55	4
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	2	0
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	2	0
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	1,542	14
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	1,542	14



*The space below is provided for **Brock University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

n/a

Hybrid Learning*

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

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

In the space provided below, please highlight one example of **Brock University's** use of Hybrid Learning courses and/ or Programs

The Centre for Adult Education and Community Outreach (CAECO) ran customized blended degree courses (4) for Toronto Police College trainers involved in police professional development. Courses ran face to face periodically at the Toronto Police College throughout the term and the rest were facilitated through on-line discussion boards, chat and other tools.

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2010-2011, which contributed to maintaining or improving elearning opportunities at **Brock University**. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In May of 2010, the Vice-President Academic sponsored an e-learning symposium to learn what was currently happening in Brock classrooms. Over 100 faculty and staff participated in the day-long series of presentations of innovative e-learning practice. As a result of that symposium, the Brock University E-Learning Initiative began its planning and pilot development phase. One completely online course is already complete (April 2011) and currently being offered for Adult Education. A call for proposals went out in May 2011, with the result that 9 further courses were selected and are beginning development during this second phase of the pilot. Noteworthy among the courses being developed are:

One graduate course in DisAbility Studies;

Two 2 niche courses in Therapeutic Recreation that anticipates possible professional accreditation and regulation; and

Two courses in Mathematics to complement courses already offered face-to-face.

Of the nine courses selected, all but one are fully online. The 9th course is designed for its initial launch to run in face to face and in online synchronous learning. A transition to online asynchronous learning is built into the proposal for the Spring of 2012.

7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **Brock University's** current top five source countries for International Students, as shown in International Enrolment section below) in which **Brock University** actively engaged in recruitment activities in 2010-2011:

UAE
Turkey
Bermuda
Bahamas
Trinidad
Brazil
Russia

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Brock University** had in 2010-2011:

- Outbound students* = 153
*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
- Inbound students* = 114
*DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Brock University** in 2010-2011 = **\$16,909,710**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Brock University** had outside of Canada in 2010-2011 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **Brock University** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

*The space below is provided for **Brock University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Initiatives



“Outbound” includes exchange students, study abroad students and students enrolled in faculty-led courses taught overseas. It does not include short-term experiences which are not given stand-alone credit. “Inbound” includes exchange and study abroad students.

7.2 Enrolment

In 2010-2011, **Brock University** reported to TCU the following top 5 source countries for international students:

	Source Country	Number of International Students	International Students from Source Country as a Percentage of Brock University Total Full-Time International Student Enrolment
1.	China	620	57%
2.	Saudi Arabia	111	10.2%
3.	India	39	3.6%
4.	United States of America	31	2.8%
5.	Ghana	19	1.7%

Brock University reported to TCU that International Enrolment* in 2010-2011 = **1,088**

**DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

*The space below is provided for **Brock University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

n/a

Please provide **Brock University's** 2010-2011 Part-Time International Student Enrolment = 177

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Brock University** in 2010-2011 = 1,465

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Brock University** used in 2010-2011 to create pathways for *International students* from **Brock University's** ESL programming to postsecondary studies.

Continued emphasis on Conditional Admission from ESL to Academic.

*The space below is provided for **Brock University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment and ESL

Conditional ESL/Academic Admission averages 400+ per trimester.
Short term ESL (4-8 week programs) average 400+ per year.

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2010-2011, which contributed to maintaining or improving **Brock University's** international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Advent of Brock's "University Page" on RenRen (the Chinese version of Facebook) – as featured on Macleans.ca.
See: <http://oncampus.macleans.ca/education/2011/05/20/brock-recruits-chinese-students-on-social-media/>.



8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

Effective April 1, 2010, Broader Public Sector organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have a Code of Ethics and Procurement Policies and Procedures in place within the university that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

Brock University confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **Brock University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Brock University confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **Brock University** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Brock University confirmed in its 2009-2010 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **Brock University** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Brock University's** OECM purchases in 2010-2011: 39,626

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2010-2011, which contributed to maintaining or improving **Brock University's** supply chain management. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

There is significant demand for a new Financial System at Brock to update and automate many business processes, provide electronic workflow and approvals, enhance the availability of real time financial information and improve the overall financial stewardship of the organization. The current systems are perceived to be outdated and do not reflect the current requirements and an increased complex operating environment. After careful consideration of alternatives, Brock has decided to proceed with the proof of concept of the open source Kualii Finance System, which provides the University with a proven system in higher education that is economical and supported by others in the Kualii community. The Kualii Finance System (based in the US) is an open source administrative software system developed for education, by education. More information is available from <http://kualii.org>.

*The space below is provided for **Brock University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Supply Chain Management and OEMC purchases

In order to report the participation in OEMC purchases, Procurement Services reviews new initiatives announced by OEMC to see if they may be applicable to Brock University. Then a determination is made to see if the university is under an existing contract either through a Brock Procurement Services RFP/RFQ or another collaborative Procurement Contract (eg Niagara Public Purchasing Committee Contract). If it is determined that the OEMC contact is applicable through consultation with the user departments and would be financially beneficial to the University, Procurement Services would then establish a contract with the OEMC supplier. Procurement Services maintains copies of the OEMC contracts, associated pricing schedules and purchase orders for reporting and contract management purposes.



BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities are to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through two new directives, establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including universities, to establish rules on perquisites.

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.

Given the proclamation date of April 1, 2011, **Brock University** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Brock University** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Brock University** adopted in 2010-2011 to prepare for compliance.

As noted, Brock University has already adopted the Supply Chain Guideline along with its 25 Mandatory requirements and incorporated them into updated Purchasing Policy in June 2010. Since the new Supply Chain Directive is largely similar to the guideline, we are already in compliance with most of the Directives' mandatory requirements. We are currently in the process of updating the Purchasing Policy and changing procedures to reflect the additional requirements under the new Directive and expect the revised policy to be approved by our Board of Trustees during 2011/2012. Senior Management and the Board of Trustees have been advised of these directives and our efforts toward compliance.



BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

Given the proclamation date of April 1, 2011, **Brock University** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Brock University** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Brock University** adopted in 2010-2011 to prepare for compliance.

Brock University had updated its Travel and Expense policy, which was approved by the Board of Trustees in June 2010. During 2010-11, Brock University reviewed the Directive to identify areas that needed to be changed to ensure compliance. Most areas are currently compliant; however the per diem practice will have to be changed. We are currently in the process of updating the Travel and Expense Policy and changing procedures to reflect the additional requirements under the new Directive and expect the revised policy to be approved by our Board of Trustees during 2011/2012. Senior Management and the Board of Trustees have been advised of these directives and our efforts toward compliance.

BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including universities, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the university including appointees, board members, elected officials and employees.

Given that the effective date for compliance is August 2, 2011, **Brock University** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **Brock University** to attest that it is in compliance with this Directive.

9) Space Utilization

Brock University indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2010-2011, which contributed to maintaining or improving **Brock University's** space utilization. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

All existing and new instructional space belongs to the University. This space is booked centrally as part of the annual timetabling exercise. The instructional day runs from 0800-2200, Monday to Thursday and from 0800-1700 on Friday. In this time period utilization rates fall into the 75% or greater range, with seminar rooms hitting 100%. Of the 104 instructional rooms available an average of 47.6 hours per week are scheduled per room.

In 2010-2011 an external review of the Academic Timetabling and Scheduling process was completed. One recommendation for this review, currently being implemented, involves the installation of the Enterprise system module from INFOSILEM. When completed, this module will allow for University wide viewing of all space, such that after the timetable has been set (allocating instructional spaces), other institutional users - Recreational Services (gym and athletic space), Conference Services (off-campus users bookings) and a range of ad-hoc users requiring space (Senate, University and departmental meetings, visiting speakers, thesis defenses, etc.) can view and request specific spaces to match their respective event.



10) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **Brock University** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **86%** for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *definitely yes and probably yes* responses) at **Brock University** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **82%** for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **Brock University** uses to measure student satisfaction.

Canadian University Survey Consortium (CUSC); Globe and Mail Report Card data; Student Voice as a survey measurement tool for other internal assessments of student satisfaction. Regular academic review surveys also test student satisfaction

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2010-2011, which contributed to maintaining or improving student satisfaction at **Brock University**. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Brock's newly-configured Student Life & Community Experience (SLIC) department provides opportunities for all members of the Brock community to be active and engaged at Brock and within its surrounding communities. SLIC offers programs and services that support service-learning, civic engagement, volunteerism and leadership development. Through the department's three activity centres; Student Leadership & Engagement, Student & Community Outreach and Off-Campus Living & Neighbourhood Relations, SLIC works to empower Brock students, staff and faculty to be active, civic-minded leaders who strive to enhance the Brock and Niagara experience.

In the 2010 Spring Session, the Department of Community Health Sciences offered its first "Supercourse", condensing the 60-hour, full-credit course, "Introduction to Community Health Sciences", into two weeks. Classes ran Monday to Friday from 9 am to 6 pm, with a daily quiz and a three hour exam both Saturdays. The two professors used a variety of teaching styles, including guest lectures, videos, seminars and on-line activities to keep the students engaged and interested. They found that students studied more and actually performed better – the class average was eight percent higher than the average of the full-year course. This model in Spring session was especially attractive for students wanting to complete a course early yet still pursue employment or other commitments over the remainder of the summer. Student feedback on the course demonstrated a high degree of satisfaction.



11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate* at **Brock University** = 80.9%*

*Percentage of 2002 Year 1 New to Institution Students Who Received a Degree between 2003-2009

Please provide one or more highlights, in the space provided below, of a **Brock University** activity in 2010-2011, which contributed to maintaining or improving **Brock University's** graduation rate initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Brock's Mentorship Plus program, an initiative from Career Services, completed its second full year of operation, serving over 800 participants in 2010-2011. The purpose of Mentorship Plus is to enhance the student experience, thus improving the likelihood that students will have a positive Brock experience. The program is designed to help students achieve higher levels of academic success, to build their skills and experience as they prepare for work or further studies after graduation, and to connect them to a formal network of alumni and community volunteers for support and advise on their academic and career planning. In 2010-2011, participants in Mentorship Plus demonstrated higher academic achievement, progressed through their program at a higher rate, and graduated at a higher rate (more with Honours) than the broader student population.

Specific results for 2010-2011 included:

- 46% of students (mentees) who participated in Mentorship Plus successfully completed credits to proceed to study year 2, as compared to 29% in the comparable broader student population.
- 59% of students in study year 1 who participated in Mentorship Plus achieved an overall average of 70% or better, as compared to 45% of the comparable broader student population.
- 90% of third year students (mentors) who participated in Mentorship Plus achieved an overall average of 70% or better, as compared to 70% of the comparable broader student population.
- A greater percentage of graduating students (study years 3 and 4 only) who participated in Mentorship Plus graduated from their program than the comparable broader student population; 84% of this group graduated with Honours, compared to 63% of the comparable broader student population.



12) Graduate Employment Rate

Per the KPI results reported in 2011, the graduate employment rate*, 6 months upon graduation, at ***Brock University*** = **92.9%**

Per the KPI results reported in 2011 the graduate employment rate*, two years upon graduation, at ***Brock University*** = **94.1%**

*Percentage of 2008 graduates of bachelors or first professional degree programs who were employed six months and two years after graduation.

Please provide one or more highlights, in the space provided below, of a ***Brock University*** activity in 2010-2011, which contributed to maintaining or improving ***Brock University's*** graduate employment initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In 2010/11, Career Services revamped their Graduate Advantage Program (GAP) for graduating students to incorporate a social media strategy. The program, newly renamed "Grad LINK", provides students in their graduating year with specific services and resources designed to help them in their job search. In addition to receiving invitations to workshops and employer related events, students are encouraged to join the Grad LINK network on Linked In, where they can receive tips on their job search, read articles written by industry experts, view videos, and participate in discussions with other graduating students, Career Services staff, and employers.



13) Student Retention

Using data from **Brock University's** Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide **Brock University's** achieved results for all years in the table below:

Entering Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
1st to 2nd Year	86.5%	85.5%	87%	87.5%
1st to 3rd Year	74.4%	76.1%	77.9%	N/A

*The space below is provided for **Brock University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Full-Time Student Retention Rate

Calculated according to the CSRDE methodology. Please note that there is no 1st to 3rd year percentage for the 2009 cohort since the data are not yet available.

Please provide one or more highlights, in the space provided below, of a **Brock University** activity in 2010-2011, which contributed to maintaining or improving **Brock University's** retention initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

1. The Department of Mathematics has implemented a Mathematics Skills Tests for first year students entering Brock in mathematics, science or computer science. The online Mathematics Skills Tests are a review of essential high-school mathematics, with topics taken from Ontario Grade 11 Functions and Grade 12 Advanced Functions. The tests are designed to prepare students for success in university calculus (Math 1P01 or Math 1P05) and to help students diagnose which areas of mathematics they need to work on with the opportunity to then demonstrate mastery of these areas. Once students register for MATH 1P01 or MATH 1P05, they are automatically enrolled in the on-line Math Skills Tests, which includes 84 practice homework sets and seven Math Skills Tests. Each of the Math Skills Tests has a time limit. Students must score at least 70% on each of the seven Math Skills Tests by mid-September. Students not able to meet this requirement are strongly encouraged to register in the transitions course, Math 1P20, to strengthen their mathematics skills. For current high school students, the Department of Mathematics also offers BUMMP (Brock University Mathematics Mastery Project), a version of the Mathematics Skills Tests that is available to any high school student wanting a review of essential high-school mathematics, with topics taken primarily from Grade 12 Advanced Functions, with a little Grade 11 Functions also included.

2. In Fall 2010, Brock initiated the STEP program for students whose final high school average dropped after their conditional acceptance. STEP consists of fifteen 90-minute sessions, offered twice weekly. STEP occurs in seminar format with a maximum of 15 students per section and is led by a Learning Skills Instructor. The program is a pass/fail non-credit course. STEP focuses on the transition from high school to a postsecondary environment. Time management, study skills, academic writing, exam preparation, critical thinking and taking responsibility are among the skill development areas addressed. Attendance is mandatory and students are required to submit all assignments and attend a consultation with the Learning Skills Instructor as part of the program.

Students then have access to consultations with a Learning Skills Instructor for the duration of the academic year. Students participating in the STEP program are limited to 3.0 credits for the academic year. If students do not successfully complete the STEP program, the credit restriction remains in place for the following academic year and the student is required to repeat STEP.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2010-2011, which contributed to enhancing **Brock University's** learning environment for the three quality measure categories indicated below:

14.1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

1. Audio MP3 feedback (Psychology, David DiBattista, Tanya Martini) was practiced in the Dept. of Psychology for revising style, structure and content in essays in order to expedite and personalize feedback.
2. The SuperCourse compressed learning experience (Brent Faught/Madelyn Law) was practiced in the Dept. of Community Health Sciences for the introductory course 1F90. Students met every day for 7 hours over the course of two weeks, with daily summative quizzes, and examinations on each weekend. Feedback from students has been positive, with comments such as "I can focus on one course instead of five." Data were gathered in pre- and post-course surveys, as well as from student evaluations.
3. Foundations in Service Learning (Mary-Beth Raddon) was piloted in the Dept. of Sociology for SOCI 1F99. Students met for lectures on campus, but were required to perform and to provide written journals/reflections on 10 Out of Classroom Learning Opportunities (OOCLOs) in the community, 5 per term. The course culminates in an on-campus Community Engagement Showcase and Celebration with students and community partners debriefing on the year's experience.

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

In September 2010, Brock University launched an innovative course offering: SOCI 1F99 Foundations in Service Learning. This interdisciplinary elective is of interest to students who want to be involved in out-of-classroom learning opportunities in the local communities of Niagara. Students learn about the community organizations and key features of the region by participating in twelve volunteer activities or public events that they select. Twelve lectures and seminars spread out over the 24-week academic year guide the learning on themes of community engagement, democratic participation and social action. For more info, go to: www.brocku.ca/service-learning/soci-1f99.

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

Brock Student Development Centre's Learning Services has introduced specialized learning support in order to address the particular needs of two non-traditional student cohorts. Through weekly writing circle sessions, Learning Services offers mature students an opportunity to share experiences and to build their understanding and self-confidence in respect to university-level writing. Similarly, our Aboriginal student writing and numeracy circles provide opportunities for Brock's Aboriginal students to gain confidence, share tips, and practice academic skills in an informal, inviting, and culturally sensitive setting.



15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **Brock University's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **Brock University's** 2010-2011 budget for their executive offices.



Brock University confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

Attestation:



Brock University confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **Brock University's** Executive Head.

Contact:

Please provide the contact information for the representative at **Brock University** to whom public inquiries can be directed regarding **Brock University's** 2010-2011 MYAA Report Back:

- Name: Patrick Beard
- Telephone: 905-688-5550 (Ext 4082)
- Email: pbeard@brocku.ca

Please indicate the address on **Brock University's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- <http://www.brocku.ca/vp-academic/academic-reviews-planning/public-accountability>