

2011-2012 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.

Consistent with the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 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.

Where possible, to help streamline the 2011-2012 MYAA Report Back process, the Ministry pre-populated *Brock University's* 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2010-2011 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry in *Brock University's* 2011-2012 MYAA Report Back is denoted with the symbol ⁽⁺⁾.

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1) Enrolment - Headcount*

*DEFINITION: <u>Headcount</u> is the actual enrolment for Fall 2011 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2011-2012 fiscal year.

Brock University's the total Headcount enrolment count in 2011-2012 = 13,997(+).

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment reported by **Brock University** to the Ministry for 2011-2012 = 12,742.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment reported by **Brock University** to the Ministry for 2011-2012 = **1,241**.

Please indicate the number of students under the age of 18 (age as of November 1, 2011) from the total Headcount enrolment reported by at **Brock University** to the Ministry in 2011-2012 = 14.

* 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.

Data are sourced from the official PSIS Report		



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 2011-2012 to manage enrolment.

Brock University's enrolment management plan includes attending closely to first year intake by Faculty and program capacity – for example increasing intake in the Faculty of Mathematics and Science while holding steady in other Faculties. In relation to this, modifications to the prerequisites for admission to the Bachelor of Science – General Studies program were approved in 2011-2012. The BSc, General Studies is a program option that appeals to applicants who know they wish to study science, but are undecided on a specific major. Prerequisites to this program were expanded to facilitate Science applicants who might be lacking Chemistry or a Mathematics to be admitted to their desired Faculty and not be offered an alternate to an Arts program. The Faculty of Mathematics and Science offers year-one courses in CHEM 1P00 and MATH 1P20, two options that allow students to complete or improve on the necessary academic preparation for entry to specific majors within the Sciences.



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

*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 **Brock University's** 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: <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, language, cultural practices and spiritual beliefs.

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

Students With Disabilities	First Generation Students	Aboriginal Students
Please indicate the total number of Full-Time <i>Students with Disabilities</i> at <i>Brock University</i> who registered with the Office for Students with Disabilities and received support services in 2011-2012= 871 Please calculate the total indicated above as a comparative % of Brock University's 2011-2012 Enrolment Headcount: (Insert Total From Above) 871 ÷ 13,997 ⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 6.2% Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at <i>Brock University</i> who registered with the Office for Students with Disabilities and received support services in 2011-2012 = 63	Please indicate the total number of Full-Time First Generation Students enrolled at Brock University in 2011-2012=3,893 Please calculate the total indicated above as a comparative % of Brock University's 2011-2012 Enrolment Headcount: (Insert Total From Above) 3,893 ÷ 13,997 (+) (2011-2012 Enrolment Headcount) x 100 = 27.8% Please also indicate the total number of Part-Time First Generation Students enrolled at Brock University in 2011-2012 = 234	Please indicate the total number of Full-Time Aboriginal Students enrolled at Brock University in 2011-2012= 146 Please calculate the total indicated above as a comparative % of Brock University's 2011-2012 Enrolment Headcount: (Insert Total From Above) 146 ÷ 13,997(+) (2011-2012 Enrolment Headcount) x 100 = 1/8 Please also indicate the total number of Part-Time Aboriginal Students enrolled at Brock University in 2011-2012 = 17

^{*} 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 continues to provide opportunities for students to self-identify online or in person through participation in any of the services and supports available at the university.



Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving <i>Brock University's</i> initiatives for <i>Students with Disabilities</i> . A highlight could be a strategy, initiative or program viewed by <i>Brock University</i> to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving <i>Brock University's</i> initiatives for <i>First Generation Students</i> . A highlight could be a strategy, initiative or program viewed by <i>Brock University</i> to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving <i>Brock University's</i> initiatives for <i>Aboriginal Students</i> . A highlight could be a strategy, initiative or program viewed by <i>Brock University</i> to be an innovative practice, success story and/or key accomplishment.
Continued with initiatives to integrate learning strategies with learning/academic technologies to enhance academic skills with students with a learning disability/ cognitive issues. Expanded the integration of assistive technology with strategies matching software to the cognitive tasks of writing and time management. Created a "Writing Strategies Manual" for students with deficits in areas affecting writing tasks. Increased number of new self-identified students using SSWD through outreach and recruitment activities. Had contact with 307 students compared to 294 in 2010. Continued to enhance relationships with local school boards and public schools with regard to SSWD services and transition programs. Produced a newsletter about SSWD service and Brock transition programming which was distributed electronically to all secondary schools and school boards in September 2011 and February 2012. Partnered with Landmark College to provide 3-day conference on learning (disabilities) hosted at Brock. "Carving the Path to Success", May 2011. Workshops included Universal Design and Strategies, Transitions, Neuroscience, Assessment and Reading Strategies for Kurzweil 3000. Academic Accommodation Policy for Students with Disabilities was approved and passed through Senate in February 2012. Developed a one-day specific orientation day for students with Mental Health disabilities, students with Aspergers and co-morbid mental health	Brock University's Student Development Centre's Learning Services has developed and launched a new online tutor portal to enhance its current Tutor Registry service for First Generation students. Developed in 2011-12 and launched in September 2012, the portal enhances the registration process for First Generation students looking for a tutor or applying to be a tutor and it reduces the time required to match tutors with tutees. The portal also provides an efficient data collection system as well as online tutor training resources to better support the service and the First Generation students using the service.	In the 2011-12, Student Development Centre's Learning Services worked in collaboration with Brock Aboriginal Services, the Elder-in-Residence, and Brock Aboriginal students to create an online academic writing resource customized for Aboriginal students to enhance existing one-to-one and group support programming. The resource incorporates videos of Brock Aboriginal students working through proposed writing strategies to allow for role modeling and to support a 'watch-thendo' holistic approach.



issues. Provided high speed scanning stations and training to students in scanning and converting text allowing quick turn-around time for students to access library materials such as journal articles, course handouts etc. Installed "Netsupport" software on all 27 exam centre computer stations allowing for each exam centre computer to be accessed from the central administrative area. This enables the exam coordinator to give/control access to alternate formats of exams, course software, web access, printing and saving of exams etc from his/her workstation	



3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, *Brock University* committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines.

*NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Brock University** as of July 5, 2012.

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$906,546(+)	1,205 ⁽⁺⁾
Other SAG Expenditures (towards other assessed shortfalls)	\$820,876 ⁽⁺⁾	692(+)
Total SAG Expenditures Reported by Brock University	\$1,727,422(+)	1,897 ⁽⁺⁾

Did **Brock University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?

Yes

*The space below is provided for *Brock University* to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.

During the 2011/12 academic year, the majority of institutional and donor bursary funding was awarded early in the year, with automatic SAG bursaries issued to top up any remaining shortfall after the disbursement of other awards.

The financial aid office continued to invest in its commitment to address self-reported student financial need through a bursary application which includes a comprehensive budgeting section. To streamline the process for students, applicants were directed to apply just once in order to be considered for all applicable bursaries available through the institution. Our bursary database sorts applicants by bursary terms and regulations, and presents a list of eligible candidates for each award. The bursary officer has additional information, including OSAP submitted income figures, award history for the student, the remaining SAG obligation, and feedback from the student information and registration system to inform decisions on institutional and donor bursaries.

In many cases, the remaining SAG obligation figure was a key informant in determining bursary values, but in many other cases the institution chose to support students at a greater level than that dictated by the SAG calculation.

In November the institution communicated an estimated SAG bursary value to students with a current SAG obligation. Actual funds disbursed in February were based on the current SAG obligation, taking into account any corrections to the SAG value caused through second term course load changes recorded during OSAP pick up, or through additional awards issued between the estimate date and the SAG distribution date.

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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 2011.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2007	19903(+)	3410 ⁽⁺⁾	954 ⁽⁺⁾	229(+)
2008	20297(+)	3470 ⁽⁺⁾	771 ⁽⁺⁾	234 ⁽⁺⁾
2009	19574 ⁽⁺⁾	3403(+)	708(+)	217 ⁽⁺⁾
2010	18941 ⁽⁺⁾	3578(+)	671 ⁽⁺⁾	221(+)
2011	18700	3549	994	246

^{*}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;
- 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 ⁽⁺⁾
2011	21030	4972	1563	532

^{*}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.

Brock University Internal Admission database, record of applications from OUAC and other sources.

- 1. Applications are all types, full time and part time, only exclusion is Letter of Permission.
- 2. Transfer data of only Ontario college applications/registrations for both year 1 and upper years.



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 **Brock University** 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.)

Memorandum of Understanding signed between Brock University and Niagara College to create more agile pathways between Niagara's General Arts & Science – University Transfer two-year program, and a multiple of undergraduate degree/major options at Brock. The MOU provides students with significant specified credits that are common and useful prerequisites for upper year courses in certain disciplines and/or that satisfy University context requirements.

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

In 2011-12, Brock University's Student Development Centre's Learning Services developed a Niagara College Partners Program in collaboration with Niagara College to support college students transferring to Brock. This program focuses on enhancing transfer students' study skills as well as general and academic resourcefulness skills developed in the college environment. Students reflect on current habits and skills, increase awareness of various factors affecting their postsecondary careers and identify, seek, and explore available resources to assist their transition.

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

Expanded the April 2011single college pilot of "On-site Admissions" to multiple college sites during 2011-2012. Admissions staff on-site to speak to transfer opportunities, provide immediate transfer credit assessment and advising, and offer on the spot transfer admissions.

Launched a Registration Guide for Transfer Students – a handbook specifically designed to address questions, needs and "how to's" with respect to academic planning and course registration unique to transfer students. Hard copy sent to every admitted and confirmed transfer student and is also available on-line.

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5) Class Size

Per the 2011 Common University Data Ontario (CUDO) report for Fall 2010, the percentage of **Brock University**'s undergraduate class size for first entry* programs was:

	First Year		Second Year		Third Year		Fourth Year	
Class Size	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	74(+)	24.3%(+)	104(+)	19.7%(+)	204(+)	35.4%(+)	374(+)	74.5%(+)
30 to 60 students	69(+)	22.7%(+)	183(+)	34.6%(+)	274 ⁽⁺⁾	47.5%(+)	117 ⁽⁺⁾	23.3%(+)
61 to 100 students	54(+)	17.8%(+)	150(+)	28.4%(+)	70(+)	12.1%(+)	9(+)	1.8%(+)
101 to 250 students	50(+)	16.4%(+)	91(+)	17.2%(+)	29(+)	5.0%(+)	2(+)	0.4%(+)
251 or more	57(+)	18.8%(+)	1(+)	0.2%(+)	0(+)	0.0%(+)	0(+)	0.0%(+)
Total	304(+)	100.0%(+)	529(+)	100.0%(+)	577(+)	100.0%(+)	502(+)	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 2011-2012, which contributed to maintaining or improving **Brock University's** class size initiatives. This could include a strategy, initiative or program viewed by **Brock University** to be an innovative practice, success story and/or key accomplishment that **Brock University** would like to highlight.

courses across all years through the registration period. As enrollments increase in individual courses sections or in secondary components (tutorials, seminars, etc.) to the maximum requested by the Department, the Associate Deans will open sections held in reserve or open new sections to meet the demand. This process ensures that the class sizes are kept to the optimal level to facilitate student success.	



6) eLearning

The Government of Ontario, in the recently released discussion paper, Strengthening Ontario's Centres of Creativity, Innovation and Knowledge, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary 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 taking place across Ontario.

In its 2010-2011 MYAA Report Back, *Brock University* provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, *Brock University* is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

Fully Online Learning* and Synchronous Conferencing*

*DEFINITIONS:

Courses:

A <u>Fully Online Learning (asynchronous) course</u> 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 <u>Synchronous Conferencing course</u> 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 <u>Fully Online Learning (asynchronous) program</u> 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 <u>Synchronous Conferencing program</u> 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.

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Course, Program and Registration Data

Based on the definitions provided above, provide *Brock University's* eLearning data for 2011-2012:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	62	3
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	62	3
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	1,966	8
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	1,966	8



*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.

Brock has two programs in which students can take all required courses on-line – Bachelor of Education in Adult Education and Certificate in Adult Education. The courses and course enrolment information are sourced from a course scheduling table in our data warehouse. The on-line courses are identified by course type = "WWW".



Hybrid Learning*

A <u>Hybrid Learning course</u> 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 of 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.

Accounting 2P12 had been using a form of the flipped curriculum model of pedagogy for its F2F contact for some years. Two instructors submitted a proposal in May 2012 to encourage new forms of learning in their class by adapting the flipped curriculum to a hybrid model that utilizes digital technology. The curriculum requires students to prepare and practice content in an online environment both independently and in groups prior to coming to a one hour, once-a-week F2F meeting to interact with the professors and peers to ask questions, apply knowledge, and scaffold what they have learned independently. This shifts the emphasis from the mindset of "classroom contact hours" to student learning time, which will vary with every student. A prime learning outcome is assessing a problem before selecting which tool to use in decision making, assessing the limitations of the tool and extrapolating how those limitations affect decisions; students will then communicate and justify those decisions. The professors elected to use this pedagogy in a hybrid environment to encourage students to develop independent learning and decision-making skills. Life-long learning and decision-making skills acquired in this way prepare students for their real world experiences in employment.

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2011-2012, which contributed to maintaining or improving elearning opportunities at **Brock University**. This could include a strategy, initiative or program viewed by **Brock University** to be an innovative practice, success story and/or key accomplishment that **Brock University** would like to highlight.

The Brock eLearning Initiative has accelerated its pace in the second round of online and hybrid course development. The second Call for Proposals resulted in 23 new proposals being accepted for development. Of these, 10 are deemed hybrid and 13 are planned to be fully online. With those courses still in development from the first round, Brock University now has 30 eLearning courses in development, from 0 in 2010.

E-Portfolios, the use of which the AACU named as one of its 5 High Impact Practices, are being rolled out at Brock University, with the technical infrastructure and integration with Brock's LMS being tested in one medium-sized course this September by Professor Tanya Martini. The end goal is to broaden e-portfolio integration to an institution-wide practice. Students are encouraged to reflect on their experiences of learning, a practice that yields returns in both the breadth and depth of their understanding of content and experience. Students also discover upon reflection the knowledge other than content that they have learned, and are encouraged to articulate that knowledge: communication skills, leadership skills, technical and creative abilities. Thus ePortfolios are records of the courses a student has taken, but also of the artifacts created for that learning, and the meta-knowledge acquired in the process. This record of the whole student is vital preparation and a crucial artifact for future employers.



7) International

7.1 Initiatives

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 2011-2012:

- Outbound students* = 101
 *DEFINITION: <u>Outbound students</u> are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
- Inbound students* = 146

*DEFINITION: <u>Inbound students</u> are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Brock University** in 2011-2012 = \$21,368,434

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 2011-2012 = \$0

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Brock University** delivers courses and/or programs **abroad (outside of Canada)** in 2011-2012, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2011-2012	2011-2012 Total Enrolment by Program
N/A	N/A	N/A	N/A

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



7.2 Enrolment

In 2011-2012, 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 ⁽⁺⁾	754 ⁽⁺⁾	60.9%(+)
2.	Saudi Arabia ⁽⁺⁾	92(+)	7.4%(+)
3.	India ⁽⁺⁾	45(+)	3.6%(+)
4.	United States ⁽⁺⁾	28(+)	2.3%(+)
5.	Nigeria ⁽⁺⁾	26(+)	2.1%(+)

Brock University reported to TCU that International Enrolment* in 2011-2012 = 1,239(+).

*DEFINITION: International Enrolment is the headcount of Full-Time university (undergraduate and graduate) students who are a 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, 2011, including students who are both eligible and ineligible for operating grant purposes 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).

*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.

This year, the prefill is based on undergraduate international students only. Whereas in prior years the prefilled values included graduate international students.

The prefilled values should be undergraduate and graduate inclusive and as such should be: A) Top 5 source Countries for International Students Country Number of Students % of Total China 754 60.9 Saudi Arabia 92 7.4

India 45 3.6 United States 28 2.3

Nigeria 26 2.1

Total Full time International Student Head Count as reported in the Fall enrolment report: 1,239



Please provide Brock University's 2011-2012 Part-Time International Student Enrolment = 185

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2011-2012, 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.

During the 2011-2012 academic year, international students studying in the ESL program had the opportunity to enter their undergraduate studies at Brock University without having to get a TOEFL, IELTS, or other English language proficiency exam. Students with conditional acceptance could successfully complete Level Five of the Intensive English Language Program (IELP) and move straight into their credit studies. In addition, successful graduates from the IELP could enter at three points during the academic year: January, May and September. This provided ESL students with increased opportunity to begin their credit studies, and at the same time ensured that they had the skills necessary to be successful in their undergraduate studies.

Further, Brock's Faculty of Business offers international programs as an extension of in-class learning and to encourage personal development. The most recent international partnership is a new dual degree program where Brock students study for 2.5 years at Brock and 1.5 years at EBS Business School in Germany and receive two internationally recognized degrees - the BBA from Brock and the BSc in Management from EBS Business School. This is a co-op only program and provides students with the global perspective so desirable in today's economy and the work experience to back it up. The Faculty of Business admitted 20 students to the dual degree program in September 2011.



7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **Brock University** in 2011-2012 = $\underline{1,569}$

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Brock University** used in 2011-2012 to create pathways for *International students* from **Brock University's** ESL or FSL programming to postsecondary studies.

During the 2011-2012 academic year, international students studying in the ESL program had the opportunity to enter their undergraduate studies at Brock University without having to get a TOEFL, IELTS, or other English language proficiency exam. Students with conditional acceptance could successfully complete Level Five of the Intensive English Language Program (IELP) and move straight into their credit studies. In addition, successful graduates from the IELP could enter at three points during the academic year: January, May and September. This provided ESL students with increased opportunity to begin their credit studies, and at the same time ensured that they had the skills necessary to be successful in their undergraduate studies.

*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 or FSL.

All enrolment figures for ESL Services came from our departmental database and are verified by Finance Department when	
fees are paid.	



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 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 2010-2011 MYAA Report Back that it <u>had</u> adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, **Brock University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Brock University confirmed in its 2010-2011 MYAA Report Back that it <u>had</u> 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 2011-2012, **Brock University** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Brock University confirmed in its 2010-2011 MYAA Report Back that it <u>had</u> participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, **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 2011-2012: 84,355

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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.

Two activities that Brock utilized to improve our supply chain management were:

1. Cardboard Recycling Initiative

In the fall of 2011, the University installed a cardboard compactor/baler to process waste cardboard generated across the campus into 700 lb. bales. These bales are then sold to Cascades Recovery Inc. with \$18,000/year in sales revenue and a reduction of \$9,500/year in operating costs. In addition to the revenue and savings impact, there is also a green procurement impact as the new process has reduced the amount of cardboard that was going into the garbage containers and, eventually, a landfill.

2. Waste Compaction Initiative

In the spring of 2012, Procurement Services and Custodial Services issued an RFP for two garbage compactors to reduce the costs associated with waste removal and to reduce the traffic and emissions on campus. Our waste removal costs have been significantly reduced due to the reduction in the transportation component of waste removal. The project will pay back the cost of the compactors in four years (the units have a 15-year life expectancy).



BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities were to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The *Act*, through three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

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.



Brock University confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2011-2012, which contributed to **Brock University's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Brock University** to be an innovative practice, success story and/or key accomplishment.

Brock University had already adopted the Supply Chain Guideline, along with its 25 Mandatory requirements, and incorporated them into an updated Purchasing Policy in June 2010. Most areas were already compliant but during 2011-12 the Purchasing Policy was updated to reflect all the additional requirements under the new Directive. Education and training with the University community has been ongoing. The policy was officially approved by the Board of Trustees on June 28, 2012.



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.



Brock University confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

Please indicate the address on *Brock University's* website where a copy of *Brock University's* publicly available Expenses Directive can be found:

http://www.brocku.ca/finance/Policies-and-Procedures

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2011-2012, which contributed to **Brock University**'s compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **Brock University** to be an innovative practice, success story and/or key accomplishment.

Brock University had updated its Travel and Expense policy which was approved by the Board of Trustees in June 2010. Most areas were already compliant; however the per diem practice needed to be eliminated. During 2011-12, the Travel and Expense Policy was updated to reflect all the additional requirements under the new Directive. Education and training with the University community has been on-going. The policy was officially approved by the Board of Trustees on June 28, 2012.

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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.



Brock University confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that *Brock University* used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by *Brock University* to be an innovative practice, success story and/or key accomplishment.

Brock University notified all management, faculty and staff regarding the six requirements and added this information to the "Ineligible Expense List" during August 2011. Furthermore, during 2011-12, the Travel and Expense Policy was updated to reflect all the additional requirements under the new Directive. Education and training with the University community has bee on-going. The policy was officially approved by the Board of Trustees on June 28, 2012.	n



9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, 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.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2011-2012 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

*DEFINITIONS:

Work-Integrated Learning 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. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 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 Brock University in 2011-2012:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at Brock University with a Co-op Stream	34	6
Number of students at Brock University enrolled in a Co-op program	2,690	268

Please provide one or more highlights, in the space provided below, of an activity that *Brock University* used during 2011-2012, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL 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 *Brock University* to be an innovative practice, success story and/or key accomplishment.

Brock University's Experience Works program provides funding to support on-campus employment opportunities for students. A partnership between Career Services and the Student Awards and Financial Aid Office, the program utilizes a portion of the university's Tuition Set Aside Fund (typically designated for bursaries and scholarships) to provide 65% of the funding for qualifying jobs; the on-campus employer pays the remaining 35%. Funding decisions are based primarily on the degree to which the student will gain on-the-job training, the amount and quality of experience the position will offer, and the degree to which the position will facilitate the student's transition to full-time employment. The program funds between \$800,000 to \$1,000,000 in student jobs annually, ranging from research, recreation and athletics, student services and more. The Med Plus Program at Brock University is a co-curricular program for students interested in health care. In addition to participating in workshops and speaker series with local health care practitioners, job shadowing and observational visits, 3rd and 4th year students work closely with community agencies on a variety of service learning projects.

New Co-op Programs 2011-2012

The following new co-op programs combine academic and work terms over a four to five year period. Students spend at least one year in the Brock academic setting studying core concepts prior to the first work term. The sequence of courses in the co-op programs is compatible with the demands of a co-op stream. That is, we accommodate three, four-month work terms within the degree program. The programs meet the program accreditation standards of the Canadian Association for Co-operative Education (CAFCE).

- 1. Bachelor of Arts History Co-op
- 2. Bachelor of Arts Liberal Arts Co-op
- 3. Bachelor of Arts Liberal Arts and Business Co-op
- 4. Bachelor of Science Mathematics Co-op
- 5. Bachelor of Science Mathematics Integrated with Computer Applications Co-op

CareerZone (Orbis Communications)-Job Posting and Job Search Resource Platform

CareerZone is a complete online solution for managing university co-op, internship and career service programs. The CareerZone portal offers students a full suite of specially designed tools that including the capacity to post positions, schedule interviews, arrange for counselling appointments, manage events and more. This one-stop portal provides an enterprise solution for managing: co-op/internship/service learning, admissions, student sequences, organizations, employers, students, job postings, applications, interview scheduling, rank and match, direct placement, work term records, evaluations, appointment booking, event registration and employer prospecting.

CareerZone is a licensed software platform that is currently utilized by the Co-op Programs Office, Career Services and the Business Career Development Office.

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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* used in 2011-2012 to measure student satisfaction.

Brock participates in the CUSC (Canadian Undergraduate Survey Consortium) Surveys and we use the CUSC results as another measurement of student satisfaction

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2011-2012, which contributed to maintaining or improving student satisfaction at **Brock University**. This could include a strategy, initiative or program viewed by **Brock University** to be an innovative practice, success story and/or key accomplishment that **Brock University** would like to highlight.

Initiated in 2011, the Student Experience Task Force (SETF) is championed by the Vice Provost and AVP Student Services and is comprised of a broad cross-section of Brock student and staff representatives. The mandate of the task force is to identify and implement innovative strategies that enhance the Brock student experience.

Two key outcomes of the SETF in 2011-12 were:

- The development and execution of an integrated communication plan for incoming students and their parents. This would coordinate campus resources and leverage opportunities to foster a successful transition to university life at Brock.
- To increase interaction with, and between, current Brock students by endorsing/supporting the Get Involved BU! Movement. Get Involved BU! is a student-centered, campus-wide initiative which reinforces a Brock culture that values a well-rounded student experience; involvement in and outside of the classroom, meaningful engagement in the Niagara community, and high-impact student-driven initiatives that enhance the overall Brock experience. Elements of the Get Involved BU! Movement include the Student Leadership & Innovation Commons, the Participation Passport, and the Get Involved BU! blog.



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 indicate any methods, in addition to the KPI survey results reported in 2011-2012, that *Brock University* used in 2011-2012 to measure graduation rate.

We also used reports from the CSRDE (Consortium on Student Retention Data Exchange) to measure graduation rates and t	Ю
compare with peer institutions. We also do a drill down analysis to report on graduation rates at the Faculty and program leve	l.

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2011-2012, which contributed to maintaining or improving **Brock University's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Brock University** to be an innovative practice, success story and/or key accomplishment that **Brock University** would like to highlight.

For all courses in their Faculty, the Dean and Associate Dean have access to the Course Grade Distribution report which provides data on the success of students enrolled in each course through a progression number (PN). The PN is derived by dividing the number of students who received a grade of A, B or C in the course by the sum of the active enrollment + the number of withdrawals in the course.

A progression number of 75% is interpreted to be a reasonable success rate for a course.

The progression number was developed to provide a means of identifying courses:

- 1) where students were not successful and to explore why they were not successful, e.g. time of day when offered, difficulty with content (especially in courses requiring math skills), duration, etc.
- 2) with multiple sections with vastly different success rates in some departments multiple sections have PN between 85% and 59%.

What this allows the department, Dean and others to work towards is to identify course that are potential bottlenecks to student success and put in place supports and resources (both academic and non-academic) that improve student performance.

As an example, based on using the progression numbers, the Department of Mathematics instituted a math skills test in first year calculus courses. Students are required to pass the skills test in order to complete the course and were provided with multiple opportunities to pass this test. As part of this intervention the department created the Math Help Centre where students could go to receive assistance on the concepts and material they lack skills in to successfully complete the skills test and the course to continue on in their program.

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12) Graduate Employment Rate

Per the KPI results reported in 2011 the employment rate for 2008 graduates, 6 months after graduation, at **Brock University** = 92.9%⁽⁺⁾

Per the KPI results reported in 2011 the employment rate for 2008 graduates, two years after graduation, at **Brock University** = 94.1%⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Brock University** used in 2011-2012 to measure graduate employment rate.

None.		

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2011-2012, which contributed to maintaining or improving **Brock University's** graduate employment rate. This could be a strategy, initiative or program viewed by **Brock University** to be an innovative practice, success story and/or key accomplishment that **Brock University** would like to highlight.

In early February 2012, Brock University hosted the first day-long conference for students in their graduating year. Smart Finish, a partnership involving Career Services, Student Awards & Financial Aid, the Office of Graduate Studies, and the Faculty of Business, included workshops on using social media for job search, exploring further education, student loan repayment, and self assessment/career planning. The day also featured an alumni panel and an employer panel sharing their tips and advice for entering the job market, and a speed networking opportunity involving alumni and volunteers from the local business community. Student feedback was very positive: the event will be offered annually.

Brock's Graduate Student Professional Development (GSPD) initiative brings together services from across the campus to support our graduate students. GSPD is comprised primarily of Brock University faculty, graduate students and academic support units interested in promoting and developing a broad range of academic and professional skills in graduate education. A workshop series was launched for 2011/12, with topics including Time & Project Management, Effective Leadership, and Strategic Communication. These workshops are intended to provide graduate students professional workplace skills, complementing their academic studies, that employers value. In addition, the "Navigating Your Career Search – A Graduate Student Career Resource Guide" was launched in the spring of 2012. A collaborative effort between Career Services and the Office of Graduate Studies, this comprehensive resource was designed to address the unique needs of graduate students and included information and resources on making the most of the graduate student experience, identifying potential careers, personal self-assessment, preparing for careers in academia or in public or not-for-profit sectors, job search and interview tips, as well as information about the labour market and the impact of social media and networking in job search.



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	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
1st to 2nd Year	85.5%(+)	87%(+)	87.5% ⁽⁺⁾	87.2%
1st to 3rd Year	76.1%(+)	77.9%(+)	76.8%	N/A ⁽⁺⁾

Data are sourced from the CSRDE Submission for 2012. Besides institutional benchmarking analysis to inform improvement efforts at the instituion, we do drill-down analysis on student retention at the Faculty and Program level ito inform improvement efforts by individual Faculties and programs.

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



Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2011-2012, which contributed to maintaining or improving **Brock University's** retention initiatives. This could be a strategy, initiative or program viewed by **Brock University** to be an innovative practice, success story and/or key accomplishment that **Brock University** would like to highlight.

Through close partnership of the University's Learning Services and Registrar's Office, Learning Services provided a 15-session fall support program for identified students whose final high school average dropped after conditional acceptance. Participating students received support in areas such as time management, study skills, academic writing, exam preparation, critical thinking, and personal responsibility. Students were required to submit all program assignments and to consult with the Learning Skills Instructor as part of the program. Participants received access to ongoing consultations for the duration of the academic year.

For a specific bank of courses in Social Sciences, created 'layered' registration such that students in a Bachelor of Arts, General Studies program would have improved access to courses during the period of registration to more efficiently meet degree requirements and have improved choice in course selection and availability.

availability.
In 2010-2011 modified progression requirements for all Concurrent Education programs to be aligned with requirements in the Consecutive Education program and ensure these academically committed students were able to meet the rigorous demands of these programs. The impact on program retention rates was evidenced in 2011-2012, and contributed to increased student success and satisfaction.



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 2011-2012, 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.)

Service Learning has been formalized as a pedagogy at Brock University. Through a partnership between the Centre for Pedagogical Innovation and the Dept. of Student Life and Community Experiences, a Faculty Associate for Service Learning will engage faculty who are interested in implementing Service Learning in their curriculum, and a full-time Service Learning Coordinator will foster contacts and community partners who will host learners in their places of business.

As mentioned in the section on Hybrid Learning (above), E-Portfolio tools within the Brock LMS Sakai are being activated in test mode at the moment with one class, with the intent of scaling up the implementation, pending the evaluation of the test class.

The Brock LMS has been modified to operationalize a direct link to Turnitin.com so that students need not leave their online learning environment in order to submit a document to Turnitin, or to engage in peer review within that same environment.

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

In 2011-12, Brock University's Student Development Centre's Learning Services piloted a University Preparation program (U101) to ease students' transition to postsecondary education and increase student engagement and academic success. The program consists of five 3-hour sessions on campus and focuses on academic skills such as note-taking, preparing for exams, academic writing, and understanding expectations, as well as encouraging participation in support services and engagement and leadership opportunities at the University.

The Faculty of Applied Health Sciences offer "The Focus", a video series that takes prospective and current Undergraduate and graduate students behind the scenes to explore what the Faculty of Applied Health Sciences is all about. These videos, created by students, are designed to share and engage viewers in the diversity of research by this highly active and productive Faculty.

Service-Learning in the Faculty of Business is a project-based teaching-learning strategy that connects classroom theory to challenges experienced in the real world. Facilitated by the Business Career Development Office (BCDO), Service-Learning projects are incorporated into a variety of business courses with the support of a dedicated Relationship Manager who works closely with faculty and community partners. Student benefit by: gaining confidence about the material being learned/studied in the classroom; understanding the application of

course content in real world situations; building their resumes through practical and relevant experience; establishing and growing a professional network; creating opportunities for future employment; and learning about career opportunities in the not-for-profit and small business sectors.

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

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In order to fulfil its role as a leader, the strategic plan and actions of the institution, and in recognition of the growing attention towards the importance of addressing mental health and wellness in the post-secondary education sector, Brock University created its Mental Health Management Advisory Committee and has developed a Campus Mental Health Strategy. The Campus Mental Health Strategy will set out a proposed framework for our campus, and includes key recommendations for Brock University to move forward in several areas. The foundation of our framework is to "Foster a Healthy Living, Working and Learning Environment". The pillars of our framework include:

- Promote Social Connectedness and Resilience in recognition of the importance of a supportive and inclusive environment that promotes mental wellness and intervenes early to prevent and/or address stress and early signs of mental health problems
- Increase Help-Seeking Behaviour by Community Members stigma, fear, discrimination and confusion can often prevent those experiencing mental health problems from seeking assistance; the system canhelp by educating its community members about mental health and the supports available to facilitate early intervention
- Identify Individuals in Need of Support and/or Care because those who need assistance may not always seek it, educating a supportive community who can identify early signs of stress and mental health problems is critical to ensuring support and care are provided quickly
- Provide Medical and Mental Health Services provision of timely and effective services for those in need of assistance is critical in recovery and regaining mental health and wellness

Deliver Coordinated Crisis Management – while we aim for early intervention, support and care in order to prevent crisis incidents, it is important to have clear and coordinated response across



Attestation:



Brock University confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from **Brock University's** Executive Head.

Contact:

For additional information regarding Brock University's 2011-2012 MYAA Report Back please contact -

· 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 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

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