

2012-2013 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 previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 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 2012-2013 MYAA Report Back process, the Ministry pre-populated **Brock University's** 2012-2013 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2011-2012 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Brock University's** 2012-2013 MYAA Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2012 as of November 1, 2012 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2012-2013 fiscal year (enrolment reported in 2012-2013 remains subject to audit and/or correction).*

Brock University's total Headcount enrolment count in 2012-2013 = 14,216⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment reported by **Brock University** to the Ministry for 2012-2013 = 12,954.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment reported by **Brock University** to the Ministry for 2012-2013 = 1,236.

Please indicate the number of students under the age of 18 (age as of November 1, 2012) from the total Headcount enrolment reported by at **Brock University** to the Ministry in 2012-2013 = 26.

* 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 2012-2013 to manage enrolment.

A. Collapsed registration dates for Fall/Winter 2012-13 to provide earlier access to all students. In prior years, first year registration opened mid-June, with returning student registration opening dates occurring over a six week period beginning early July (into early August). Returning student registration opening dates were collapsed for 2012-13 to provide access to all students by late July. This served multiple purposes: i) increased student satisfaction in accessing registration earlier; ii) allowed academic advisors greater lead time in assisting students with issues or special circumstances; iii) gave departments and Deans more time to respond to full courses and unmet student demand.

B. Launched a "Course Shopping" function for student registration. This was a tool designed for students to see what space was available in desired courses, outside the actual registration screens. The tool improved students' registration planning and improved response time on the registration system by reducing time used to search other options while actually registering.

C. In January 2013, Brock's Registrar's Office launched an on-line admission application for part-time, mature, letter of permission, and other specialty student cohorts (i.e., Adult Education programs). This not only provided an ease of service to prospective students in these groups but provided a more efficient means of assessing and tracking students that come in from avenues outside of the OUAC 101s and 105s.

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 **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: 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.*

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

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 2012-2013= 895</p> <p>Please calculate the total indicated above as a comparative % of Brock University's 2012-2013 Enrolment Headcount: (Insert Total From Above) 895 ÷ 14,216⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 6.3%</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 2012-2013 = 27</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Brock University in 2012-2013= 3,949</p> <p>Please calculate the total indicated above as a comparative % of Brock University's 2012-2013 Enrolment Headcount: (Insert Total From Above) 3,949 ÷ 14,216⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 27.8%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Brock University in 2012-2013 = 285</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Brock University in 2012-2013= 235</p> <p>Please calculate the total indicated above as a comparative % of Brock University's 2012-2013 Enrolment Headcount: (Insert Total From Above) 235 ÷ 14,216⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 1.7%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Brock University in 2012-2013 = 37</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 continues to collect 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.

Brock University has increased the opportunities to self-identify and to learn about Students with Disabilities, First Generation and Aboriginal Students by increasing the presence of staff during Orientation Week. Students learn more about the services provided for these students and are able to self-identify or participate in any service they qualify for.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2012-2013, 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 Brock University 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 2012-2013, 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 Brock University 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 2012-2013, 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 Brock University to be an innovative practice, success story and/or key accomplishment.</p>
<p>Updated and improved timely access to service renewal for returning students via on-line returning student packages. This year a part time Learning Strategy assistant (previously working one on one with students on writing/editing skills) was trained on providing assistive technology integrated strategies to students requiring technology support. This was due to the full time Assistive Technologist (AT) being required to dedicate more time to systems/media tasks as well as consultation toward more campus wide technology access for students with disabilities. The AT continued to provide initial assessment, technical support and referral for training. Continued to increase activities for students using ISAAK – online learning management system. Currently the Services for Students with Disabilities (SSWD) Service Course on ISAAK is providing continuous follow-up and transition support to 154 first year students (2012) and 318 returning (upper year) students</p> <p>Developed and delivered a one-day workshop, “Mindful Transitions” aimed at facilitating the transition of students with mental health disabilities to post-secondary. Produced marketing materials (brochure). This program, offered in August, including targeting students with Asperger’s and co-morbid mental health issues.</p> <p>Developed, printed and distributed a faculty informational folder to all Faculties. Folder contained information</p>	<p>Certification program to enhance First Generation Student Academic Skills: A new partnership has been established with A-Z Learning Services (Student Development Centre (SDC), Brock Library, and Career Services to create a program that enhances the student academic skills at Brock. Through online and face-to-face participation students cover research and academic writing skills. The students start the process by learning the most effective ways in which to conduct effective research at Brock University. After the students complete this step they are able to see the connection between research and writing an academic paper. The final stage of the program consists in students increasing their writing skills. Upon completion of all stages the student completes the program. The program is then highlighted in an extra-curricular certificate given to the student by the University after graduation.</p>	<p>Aboriginal Student Leadership Training: Aboriginal student peer mentors are given leadership opportunities and leadership training through their participation in student peer Academic Support Programming, Mentorship Camps, Science Camps, Student Development Centre's Foundations in Leadership Training. Aboriginal peer mentors are given training prior to camps and given coaching on leadership throughout their leadership experiences.</p>



<p>pages on recent university Senate policy on accommodating students with disabilities as well as accommodation procedures.</p>		
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3) Student Access Guarantee

Through its signed MYAA, **Brock University** committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 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 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$606,518(+)	791(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$415,172(+)	326(+)
Total SAG Expenditures Reported by <i>Brock University</i>	\$1,021,690(+)	1,117(+)

Did **Brock University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 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 2012-2013.

In order to provide support for students in compliance with the Student Access Guarantee, Brock University imports OSAP Year-to-Date information into an internal database which is used in conjunction with a student-provided online bursary application for emergency, general and donor bursaries (OneApp).

During the bursary review process, an officer evaluates submitted cost and resource information submitted by each student in the course of the bursary application. This information is supplemented and confirmed with data from the OSAP Year-to-Date file, including program codes, reported student income and family income, and the current tuition and book shortfall.

After the bulk of start-of-term bursaries are awarded, we use OSAP YTD file to show all student records where the current shortfall has not been met through the bursary process, as well as all student records with a tuition and book shortfall who have not submitted a bursary application. These students are awarded a Student Access Guarantee bursary in the amount of their current shortfall.

Subsequent reviews of files are completed throughout the year to monitor changes in need due to income or course load revisions.

The numbers listed above do not reflect bursary awards for spring/summer Student Access Guarantee funding. These awards will be uploaded through the BRS prior to the October 11th deadline to report SP/SU TSA-Exempt bursary spending.

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 2012.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2008	20297 ⁽⁺⁾	3470 ⁽⁺⁾	771 ⁽⁺⁾	234 ⁽⁺⁾
2009	19574 ⁽⁺⁾	3403 ⁽⁺⁾	708 ⁽⁺⁾	217 ⁽⁺⁾
2010	18941 ⁽⁺⁾	3578 ⁽⁺⁾	671 ⁽⁺⁾	221 ⁽⁺⁾
2011	18700 ⁽⁺⁾	3549 ⁽⁺⁾	994 ⁽⁺⁾	246 ⁽⁺⁾
2012	19446	3537	981	158

*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
2011	21030 ⁽⁺⁾	4972 ⁽⁺⁾	1563 ⁽⁺⁾	532 ⁽⁺⁾
2012	21616	4654	1526	475

*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.

Total Applications has been derived from Brock's internal SIS, admissions and registrations data sets.

Included are applications received with a requested study start date of 2012 Fall. Inclusive of applications received from OUAC and Internal sources, Full and Part time study. The only exclusion is Letter of Permission.

Total Transfer Applications is the number of applications received where the education source is an Ontario College.

Registrations are unique students who requested a start date of 2012 Fall and registered in the 2012 Fall/Winter session.



Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used in 2012-2013 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.)

The College Universities Pathways for Games (CUPG) project was created to address ways to improve the predictability, ease and the range of transfer options for students studying games and related media in Ontario. A formal working group, representative of the spectrum of Ontario game-related programs, was established in 2012 to advance the CUPG project. Made up of faculty and administrators from Brock University, University of Ontario Institute of Technology and Centennial, Durham, Fanshawe and Niagara Colleges, the working group has examined program goals, learning sequences, curricula, alignment issues, and bridging options that influence the ability of students to move between Colleges to Universities, identifying the need to develop a framework for clear, reliable, shared information about what students know and can do at a point where they might transfer from a sending to a receiving institution that focuses on learning outcomes and levels of performance that individual programs attain.

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

1. Brock University has established a bursary to provide financial assistance to Ontario College of Applied Arts and Technology students transferring to Brock University. This \$750 award is based on financial need and Ontario residency. The award reduces the net cost of tuition and encourages students to pursue further training at Brock.
2. Conducted focus groups with current Brock students who had transferred from an Ontario college. Objective was to collect qualitative data on overall and specific aspects of their transfer student experience, to seek input on the tools/resources/supports/practices that could be used to improve this experience, and to develop best practices for outreach and programming.

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

Created a new position – Transfer Recruitment and Admissions Officer. As part of the recruitment cycle, this position is involved in developing and implementing recruitment and marketing strategies as they relate to liaison visits, on- and off-campus special events, and the admission of prospective students transferring from an Ontario university or college. As part of the admissions cycle, the position is dedicated to the evaluation and admissions assessment of applicants from Ontario colleges and universities. This position is also the dedicated transfer advising contact for the ONTransfer site and is responsible for maintaining accurate information on that site.

5) Class Size

Per the 2012 Common University Data Ontario (CUDO) report for Fall 2011, 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	85 ⁽⁺⁾	26.2% ⁽⁺⁾	196 ⁽⁺⁾	31.4% ⁽⁺⁾	292 ⁽⁺⁾	43.1% ⁽⁺⁾	513 ⁽⁺⁾	78.6% ⁽⁺⁾
30 to 60 students	66 ⁽⁺⁾	20.4% ⁽⁺⁾	196 ⁽⁺⁾	31.4% ⁽⁺⁾	271 ⁽⁺⁾	40.0% ⁽⁺⁾	118 ⁽⁺⁾	18.1% ⁽⁺⁾
61 to 100 students	61 ⁽⁺⁾	18.8% ⁽⁺⁾	149 ⁽⁺⁾	23.8% ⁽⁺⁾	86 ⁽⁺⁾	12.7% ⁽⁺⁾	18 ⁽⁺⁾	2.8% ⁽⁺⁾
101 to 250 students	58 ⁽⁺⁾	17.9% ⁽⁺⁾	79 ⁽⁺⁾	12.6% ⁽⁺⁾	28 ⁽⁺⁾	4.1% ⁽⁺⁾	4 ⁽⁺⁾	0.6% ⁽⁺⁾
251 or more	54 ⁽⁺⁾	16.7% ⁽⁺⁾	5 ⁽⁺⁾	0.8% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
Total	324 ⁽⁺⁾	100.0% ⁽⁺⁾	625 ⁽⁺⁾	100.0% ⁽⁺⁾	677 ⁽⁺⁾	100.0% ⁽⁺⁾	653 ⁽⁺⁾	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 2012-2013, 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.

1. A parallel offering of the high demand Foundations of Psychology (PSYC 1F90) course was created to manage high enrolments without compromising the seminar component critical for those pursuing a major program. The parallel course, Overview of Psychology (PSYC 1F25) was introduced in FW 2012-13 for those not wishing to pursue Psychology as a major or intending to take upper year PSYC courses. The course shares its lectures and textbook readings with PSYC 1F90 but instead of the weekly face-to-face seminars offered for PSYC 1F90 students, students in PSYC 1F25 participate in interactive online exercises that emphasize psychological literacy.
2. In Spring Session 2012, a high demand science context course, Introduction to Astronomy I, filled up almost instantly (~400 students) with a clear demand for additional spaces. With no larger lecture spaces available at the time, an additional simultaneous offering of the course was offered through video conferencing to an adjacent classroom. Students were aware of the modification to delivery in registering but experienced no sense of disadvantage with the classroom experience. Technology supported the efficacy of the delivery and the instructor provided a presence and interaction with those in the alternate virtual section.

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 2011-2012 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 2012-2013.

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 2012-2013:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	93	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	93	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	2,792	6
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	2,792	6



*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 a Certificate in Adult Education. The courses and course enrollment information are sourced from a course scheduling table in our data warehouse. The on-line courses are identified by the course type = "WWW".

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 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.

MATH1P97 is a large first year course for non-majors that was traditionally delivered face to face in multiple sections of approximately 250 students in each section. The course was offered in 2012 in both an online and face to face format which provided students with flexibility in their choice of delivery as well as in their access to available instructional resources. This course, which is foundational to many programs at Brock University, developed online content and assessment formats that could be utilized by all the students enrolled in the course. First year math courses for non-Math majors are a challenge for students at most universities and these changes help make the experience more accessible for many students.

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2012-2013, 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.

In 2012, the Applied Disability Studies program at Brock University began an initiative that saw the development of a suite of online pre-qualification courses. An assessment of student interest and an environmental scan of associated industries indicated that many potential graduate students held a three year degree that would need to be upgraded to a four year degree to apply to a graduate program. This assessment also indicated that potential students would be best served by online asynchronous courses that would allow them to continue in their careers in different locations across Ontario while upgrading their degree in anticipation of transitioning into a Master's program. Online pre-qualification courses were developed through Brock University's elearning initiative, with the first cohort of students enrolling in 2013.



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 2012-2013:

- Outbound students* = 196

**DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.*

- Inbound students* = 186

**DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Brock University** in 2012-2013 = \$24,593,000

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 2012-2013 = \$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 2012-2013, 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 2012-2013	2012-2013 Total Enrolment by Program
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: International Initiatives.

The number of outbound students (196) includes 112 students in formal study abroad exchange programs (139 terms) and 84 students in international courses; the number of inbound students (186) includes 124 incoming students in formal exchange programs (144 terms) and 62 international students via Brock's Study Abroad program (63 terms). Data were provided by International Services & Programs Abroad, collected from the Exchange Program Database, Pre-departure Workshop lists and Study Abroad lists.



7.2) Enrolment

In 2012-2013, **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's Total Full-Time International Student Enrolment ⁽⁺⁾
1.	China ⁽⁺⁾	910 ⁽⁺⁾	64.5% ⁽⁺⁾
2.	Saudi Arabia ⁽⁺⁾	75 ⁽⁺⁾	5.3% ⁽⁺⁾
3.	India ⁽⁺⁾	64 ⁽⁺⁾	4.5% ⁽⁺⁾
4.	United States ⁽⁺⁾	31 ⁽⁺⁾	2.2% ⁽⁺⁾
5.	Nigeria ⁽⁺⁾	25 ⁽⁺⁾	1.8% ⁽⁺⁾

Brock University reported to TCU that International Enrolment* in 2012-2013 = **1,411⁽⁺⁾**.

**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, 2012, 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.

The data is sourced from the PSIS report.



Please provide **Brock University's** 2012-2013 Part-Time International Student Enrolment = 240

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2012-2013, 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.

In recognition of the rising costs of international student tuition, we have set aside a portion of international student fees to support an International Student Scholarship program, an International Student Bursary Program, and an International Student Work Study program. These mirror programs are funded through tuition set-aside for the support of Ontario residents, and offer emergency and ongoing support for international students who face financial difficulties during their studies in Canada.

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **Brock University** in 2012-2013 = 1,360

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Brock University** used in 2012-2013 to create pathways for *International students* from **Brock University's** ESL programming to postsecondary studies.

International students studying ESL at Brock had several programming options and pathways available to them. Upon successful completion of IELP level five, they could begin their undergraduate program without having to pass a TOEFL, IELTS or other English language proficiency examination. They could also go through a new bridging program that allowed them to do an accelerated level five program while working on one full undergraduate credit course. Students also had the option of taking the new Graduate Academic Preparation Program (GAPP) that prepared students for the academic demands of graduate programs at Brock.

7.4 French as a Second Language

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **Brock University** in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Brock University** used in 2012-2013 to create pathways for *International students* from **Brock University's** FSL programming to postsecondary studies.

Not Applicable

*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 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, **Brock University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Brock University confirmed in its 2011-2012 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 2012-2013, **Brock University** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Brock University confirmed in its 2011-2012 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, **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 2012-2013: 249,000

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2012-2013, which contributed to maintaining or improving **Brock University's** supply chain 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.

Two innovative supply chain highlights that Brock University implemented in 2012-2013 are:

In August of 2012, Brock University replaced its aging photocopier fleet with 106 more energy efficient Xerox Multi-Functional Devices (MFD) through an OEM Agreement. When the MFDs were installed they were installed with an energy saving "sleep mode" enabled to reduce hydro consumption and the devices were defaulted to print on both sides to reduce paper consumption. Procurement Services has worked with Information Technology Systems (ITS) to network the new devices so they were accessible from any computer connected to the network. Next steps will be to systemically eliminate dedicated desk top printers, fax machines and scanners and shift the volume to the new MFDs. The shift will result in substantial savings from the reduction in hydro consumption and will reduce the cost per copy as well as reduce the waste associated with toner cartridges and packaging. To date we have eliminated approximately 100 dedicated desk top printers across the campus.

In the summer of 2012 the Brock University Procurement Services department worked with our Athletics Department to develop and RFP for the lease of advertising space in the washrooms and larger billboard and banner advertisements in our Walker Athletic Complex. The objective of the project was to provide a balance between revenue generation and discreet unobtrusive advertisements that complimented the building design and decorum. The process resulted in a multi-year agreement which will yield a substantial guaranteed stream of revenue for the Brock University Athletic program and has provisions to expand the program across the campus for further revenue generation.

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 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.



By checking this box, **Brock University** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2012-2013, 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.

Two strategies that Brock University utilized during 2012-2013 to contribute to the University's compliance with the BPS Procurement Directive are:

In September 2012 Procurement Services and Finance provided two meetings for the Academic and Administrative units of the university to review the changes to the Brock University Purchasing Policy made to include the 25 Mandatory Requirements of the BPS Procurement Directive.

In October 2012 Procurement Services hosted a 3 hour educational session with Brock University Facilities Management and Department of Residences to review the 25 Mandatory Requirements of the BPS Procurement Directive and the impact it would have on their respective operations. The group was also made aware of the options for collaborative procurement agreements available through OECM, MGS and local NPPC (Niagara Public Purchasing Committee)

BPS Expenses Directive

The 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.



By checking this box, **Brock University** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

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/Personnel-Reimbursement>

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2012-2013, 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 completed a review of the Travel & Related Expense Policy, along with the Ineligible expense listing to ensure that the University's policies were in line with the BPS Expense Directive. Revised policy was approved by the Board of Trustees on June 28, 2012 which included all necessary changes in order for the University to be in compliance with the directive.

Subsequent to the approval of the revised policy, a memo was issued to the University community summarizing the changes to the policy. Finance also held four joint sessions with Procurement Services (September 5, 7, 11 and October 12th) for administrative assistants, faculty members and staff of the University to review all changes made to the policies.

An additional memo was sent to all individuals responsible for approving employee reimbursements to ensure that they are aware of the changes to the policy.

BPS Perquisites Directive

The 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.



By checking this box, **Brock University** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that **Brock University** used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. 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 completed a review of the Travel & Related Expense Policy, along with the Ineligible expense listing to ensure that the University's policies were in line with the BPS Perquisites Directive. Revised policy was approved by the Board of Trustees on June 28, 2012 which included all necessary changes in order for the University to be in compliance with the directive.

Subsequent to the approval of the revised policy, a memo was issued to the University community summarizing the changes to the policy. Finance also held four joint sessions with Procurement Services (September 5, 7, 11 and October 12th) for administrative assistants, faculty members and staff of the University to review all changes made to the policies.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2012-2013 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 2012-2013:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at Brock University with a Co-op Stream	35	6
Number of students at Brock University enrolled in a Co-op program	2,453	484

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2012-2013, 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 offers one of Canada's most diverse choices of co-op options. Despite ongoing economic challenges our Co-op Office continues to grow employer participation and for 2012-2013, maintained 98% - 100% employment rates across 35 programs. Co-op and internship experience provides opportunities for students to reflect on and analyze their education experience through directed assignments including developing student work term learning objectives, participation in a work site visit, and completion of a work term report.

New co-op and internship programs launched in 2012-2013 include: Master of Arts, History Co-op, Interactive Arts and Science Internship, Italian Studies Internship, and Writing, Rhetoric and Discourse Studies Internship.

Since 2011 the University has steadily grown its capacity through expanded community engagement in service learning and the development of international service learning courses. In addition to incentive grants offered to faculty for course development, in 2012 the University established a new Service-Learning Resource Centre, hired a full-time service-learning coordinator, and created the position of Faculty Associate in Service Learning. As a result, between 2011 and 2012 the University developed 36 undergraduate courses and 14 graduate level courses with a cumulative student placement capacity of 5,055. By September 2013, the University increased the number of undergraduate and graduate community engagement courses to 86, bringing the total for student placement to 6,033. In 2012-2013 Brock developed 8 international service learning courses and projects the development of 4 additional courses in each of the next three years.

Career Services at Brock offers five unique opportunities for students that incorporate Work Integrated Learning into their university experience:

- 1) Corporate Mentorship:
These initiatives were developed in response to the business community. Projects for 2012-13 involved companies from the financial services industry, and community policing. Each initiative provides students with an opportunity to meet with industry professionals to network and learn more about their sector.
- 2) Proskills Plus:
Provides opportunities for students working in Student Services to participate in skills development which are transferable to their employment after graduation. The program has two levels, one for newly hired students, and the second for students who may return in a more senior role. In each level, students need to complete training in a number of "core competencies", and can select from a menu of "electives" depending on their interests.
- 3) Project Blueprint:
This program is designed to give student entrepreneurs a chance to develop and grow their ideas and businesses. The program is administered through the Career Services department, in collaboration with several departments at Brock University as well as Niagara community partners. Much more than a business competition, Blueprint is designed to create a unique opportunity for students by providing them with business advice, mentorship, and funding.
- 4) Experience Works:
This program provides funding to support on-campus employment opportunities for students. The program utilizes a portion of the university's Tuition set Aside Fund (~ \$1M annually) to provide 65% of the student salary for qualifying jobs; the remaining 35% is paid by the on-campus employer, providing students with on-the-job training,
- 5) Med Plus:



This is a structured, co-curricular program for students who are interested in pursuing a career in health care. Students participate in attending workshops and a speaker series, have the opportunity for job shadowing and observational visits, complete required volunteer hours in a health care setting and in the senior levels, complete service learning projects with local organizations.

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 2012-2013 to measure student satisfaction.

Brock University participated in the From Learning to Work (FLTW) survey, which is an external survey executed by Universum, a consulting company specializing in helping employers and career centres understand students' perceptions about the labour market and their expectations around employment after graduation. The survey, done in collaboration with employers and post secondary institutions in North America, also asks students to provide feedback on their experience with Career Services on their campus – usage, expectations, and satisfaction. Brock participated in CUSC (Canadian Undergraduate Survey Consortium) and we have used the CUSC survey to monitor student satisfaction. In addition, as part of the academic program review process, we conduct surveys on both current students and alumni for each program reviewed each year to gather student feedback and satisfaction to inform improvement efforts by programs.

The 2013 FLTW survey was reported in 2 segments – one for Business students and one for non-Business students. In the non-Business (Humanities/Liberal Arts/Education) student group, 59% of students reported that they had accessed services through their central Career Services office, compared to 47% at other Canadian institutions (81 institutions were included in the survey). Students also reported a higher overall satisfaction with the services they received; on a scale of 1 (Poor) to 10 (Excellent), students rated the service they received an average 7.6, as opposed to a 7.2 rating received by other participating institutions. Business school students rated services at 8.0, compared to 7.4 at other universities. Through Service-Learning (S-L) programming at the Goodman School of Business, student satisfaction is measured through an online survey at the completion of each Service-Learning project.

Students are asked to reflect on their Service-Learning experience after completion of the final project report. This on-line survey covers personal, academic and community aspects of the Service-Learning experience. Students are invited to share what they valued most about the experience as well as ideas for how to overcome any perceived challenges in the S-L process.

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2012-2013, 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.

The Co-op Programs Office provides career preparation support to all co-op students. In 2012-2013 The Co-op Office solicited input from co-op students looking to assess their level of satisfaction with respect to career development services including workshops, labs and individual career discussions.

(42% response rate):

- 91% agreed or strongly agreed that staff were friendly and helpful
- 83% agreed or strongly agreed that staff were available for consultation
- 82% agreed or strongly agreed that the pre-employment workshop series had a positive impact in preparing them for their co-op job search
- 89% agreed or strongly agreed that the job board postings were diverse and relevant
- 88% agreed or strongly agreed that a meeting with a Career Consultant made them feel confident about their future employment prospects
- 97% agreed or strongly agreed that their work term helped them gain relevant work experience in their discipline

11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **Brock University** = 75.1%(+)*

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2004 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year one enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2005 - 2011 (subsequent 7 years). For students who received two or more degrees during this seven year period, every effort was made to use the initial degree awarded (based upon the year in which degree was awarded).

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Brock University** used in 2012-2013 to measure graduation rate.

We also used reports from CSRDE (Consortium on Student Retention Data Exchange) to measure graduation rate and to compare with peer institutions. In addition, we conduct drill down analysis to report on graduation rates at the Faculty and program level. We are unable to verify the above graduation rate because MTCU has not released graduation rates for the 2004 cohort.

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2012-2013, 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.

Brock's Undergraduate Retention Advisory Group began development of an Early Alert process to improve our ability to identify undergraduate students at risk of withdrawing from studies, and prompt effective outreach and proactive support leading to improved student success and retention.

The Early Alert system is being built incrementally, with the initial phase focused on tying together existing data sources such as student academic progress, student access patterns for academic supports, and student financial circumstances. An Early Alert Case Management Team (EACM) has been created to manage the process and enlist appropriate campus resources. The team includes professionals from Finance, Student Awards and Financial Aid, Office of the Registrar, Academic Zone, and Academic Advising. Action plans have been created to address various student circumstances, and lead units have begun to conduct proactive outreach.

12) Graduate Employment Rate

Per the KPI results reported in 2013 the employment rate for 2010 graduates, 6 months after graduation, at **Brock University** = **87.73%⁽⁺⁾**

Per the KPI results reported in 2013 the employment rate for 2010 graduates, two years after graduation, at **Brock University** = **92.83%⁽⁺⁾**

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Brock University** used in 2012-2013 to measure graduate employment rate.

In 2012-13 Brock participated in the National Baccalaureate Graduate Outcomes Survey. We hope to obtain graduate employment information from this survey.
In addition, the Goodman School of Business facilitates an annual exit survey at convocation to capture the employment rates/information of recent graduates.

Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2012-2013, 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.

The CareerZone Portal is a suite of fully customizable online tools designed to provide a complete solution for students to efficiently manage all aspects of the job search process. In 2012-2013 the Co-op Programs Office enabled a new feature in the CareerZone portal that allows students to submit their resume into any opt-in Resume Book authorizing the Co-op Office to include resumes in selected Resume Book(s) released to employers. The feature is another job search tool that enables active job seekers to circulate their resumes to potential employers. By including their resume in a Resume Book, students allow interested employers to view their resumes and contact them directly about jobs openings, information sessions, or interviews.

Brock University offers one of Canada's largest Accounting Co-op options. In partnership with the Goodman Career Centre and designated training employers, the Co-op Office launched a revised Certified Professional Accountants job fair. The fair not only included employer representatives from designated public accounting firms but also recruiters from designated industry organizations that now meet the new experiential training requirements of CPA Canada.

The Academic + Professional Development Program for graduate students (formerly Grad Plus), made significant gains over the 2012-2013 academic year. The partnership provided a total of 53 academic and professional development workshops for graduate students. The Faculty of Graduate Studies, presented a workshop series, on a range of professional development topics, which drew 200 participants. Focus groups were held to gauge the needs, interests and preferences of graduate student and determine the most relevant topics and formats. A common calendar website was created to capture workshops and events from all transdisciplinary partners; preliminary work required to map and align learning outcomes and competencies.

The partnership completed a comprehensive review process and gap analysis which entailed each unit charting and mapping workshop learning outcomes to the established professional competencies and Graduate Degree Level Expectations. Operating as a 'community of practice', new and unexpected collaborations emerged as a result. In the upcoming year we anticipate continued partnership expansion which will lead to a breadth of programmatic offerings. We've witnessed an increase in the number of graduate students who have captured their academic and professional development experiences on the Grad Plus transcript (record of participation); an indicator of perceived value and interest in career preparation. In order to move the coordination work of the partners forward, the Faculty of Graduate Studies hired a program coordinator. We anticipate continued success and significant programmatic outcomes in the year to come.



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	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
1st to 2nd Year	87% ⁽⁺⁾	87.5% ⁽⁺⁾	87.2% ⁽⁺⁾	87.9%
1st to 3rd Year	77.9% ⁽⁺⁾	76.8% ⁽⁺⁾	77%	N/A ⁽⁺⁾

*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.

Data are sourced from CSRDE Submission 2013. Besides institutional benchmarking analysis to inform improvement efforts at the institution, we do drill-down analysis on student retention at the Faculty and Program level to inform improvement efforts by individual Faculties and programs.



Please provide one or more highlights, in the space provided below, of an activity that **Brock University** used during 2012-2013, 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.

Mentorship Plus Program

Mentorship Plus is an innovative joint partnership between Career Services and Alumni Relations. It is a multi-level program with the goal of supporting students through their major transition points, contributing to their academic and social success. It begins with first year students transitioning from high school to university and continues through to fourth year as they prepare for their careers or post graduate pursuits. Throughout the program students both give and receive mentorship to help them succeed academically and set a dynamic course for the future.

In the first year of Mentorship Plus, students are paired with senior student mentors, who provide friendship, reassurance and encouragement to assist in the transition to university — personally, socially and academically. This one-to-one relationship is an important step in helping new students have a successful first year and set a dynamic course for their time at Brock.

Year 2 students are involved in peer group activities which focus on development of leadership qualities and personal skills tailored to help them explore and develop career goals.

Year 3 students become mentors who share their experiences to welcome and support a first-year student. In addition, career and academic planning continues and may include volunteer and employment opportunities.

Finally, in the last year of the program, students are partnered with career mentors, including Brock alumni and business professionals, who are well established in their fields and have strong affiliations with their communities. This experience helps students begin the next stage of their lives with realistic expectations and strategies to help them succeed. This level not only includes one-on-one connections, but may also include “Sharepoint” events, which are designed to offer mentors students a chance to network and connect through round table, group discussions.

In 2011-12, there were over 900 participants at all levels of the program. Survey results and student information system data analysis shows that first year mentees in the program tend to have achieved better academic averages; 54% of first year mentees have an academic average between 70-99% as compared to 45% of the general student population. In addition, 73% of first year mentees advanced to their second year of studies fall 2012/13, as compared to 57% of the general population. A majority of graduating student mentees progress from year 3 to year 4 (90%); a significantly large statistical difference is observed when compared to the whole University population (62%). Mentees at all program levels have reported very strong satisfaction with their experience in the program – their ability to set and achieve goals, their personal growth and learning, problem-solving, social and community involvement, and interpersonal and relationship skill development.

In addition, in the Fall 2012, the Faculty of Mathematics and Science (FMS) welcomed 95 students in a BSc General Studies (now a Bachelor of Science) program. These students were either undecided about their desired science major or lacked the full background (average or prerequisite) for a specific major. Through innovative pedagogical adjustments, and without additional resources, the FMS achieved a good news story on the retention rates of these students. Of the 95 BSc General Studies students in 2012: 52 remained in the BSc General Studies program; 12 transferred to other FMS programs; 13 transferred to non-FMS programs; 18 did not return to Brock, for an overall retention rate of 81%.

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 2012-2013, 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.)

In 2012 Brock University formed an Accessible Teaching and Learning Committee to examine and promote ways in which faculty and instructors could design courses and in class learning experiences that utilized the principles of Universal Instructional Design (UID) or Universal Design for Learning (UDL). A group of partnering units from across the campus came together to explore how information pertaining to instructional design could best be understood and relayed to the broader Brock community. A link to "Accessible Teaching and Learning" was created on the home page of The Centre for Pedagogical Innovation and a brochure outlining UDL was created and distributed to faculty and instructors at a number of teaching and learning events held throughout the year. This initiative will continue into 2013/2014.

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

LEAP

LEAP is a summer transition program designed to introduce incoming students to various aspects of their upcoming university experience; both within and beyond the classroom. The LEAP program curriculum includes hands-on training sessions on leadership, mentorship and learning skills, a community service project, as well as an interactive simulation of a students' first year at Brock (in 60 minutes). Student participants: realize the connections between student engagement and academic success; identify opportunities to meet personal and academic goals and understand how to access these; gain an understanding of campus programs, services and other resources available to assist them in making a successful transition to Brock student life; demonstrate increased confidence in their ability to succeed at Brock.

VIB (Very Important Badger)

VIB is an Orientation Week program for incoming students that helps them take their first steps to becoming leaders at Brock. VIB participants connect with other student leaders and are introduced to key co-curricular and extra curricular involvement and leadership opportunities available on campus. Students participants: realize the connections between student engagement and academic success; understand campus resources available to support them; identify appropriate support services, student organizations, involvement opportunities and understand how to utilize these opportunities to further their personal development; develop their skills related to campus leadership and success (i.e. visioning, communication, networking skills).

Student Leaders' Summit

Brock's annual Student Leaders' Summit inspires attendees to wonder about the possibilities that exist for them as change-makers at Brock and beyond. This leadership conference is designed to spark curiosity, stimulate creative juices and motivate the campus community to create an action plan for collective success. Students participants: develop an increased awareness of self and of their personal strengths, skills, goals and accomplishments; apply insights from critical self-reflection to practical curricular and co-curricular applications; learn about different leadership styles and develop skills related to leadership (i.e. project management, problem-solving, teamwork); gain an enhanced awareness and commitment towards socially responsible citizenship.

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



1. The ASK (Awareness, Skills and Knowledge) program is a partnership between the Academic Integrity Office, Academic-Zone Learning Services and the Library designed to enhance the learning environment by helping students identify key areas of academic development (such as academic integrity, critical reading, academic writing and research skills) and linking them to educational support services on campus that provide workshops and consultations, that emphasize awareness, practice and strategies to help students achieve academic success.
2. The Academic Integrity Officer collaborates with the Centre for Pedagogical Innovation (CPI) in providing seminars on academic integrity and facilitating teaching skills workshops to faculty and teaching assistants. This training assists teaching professionals to better understand academic integrity as it relates to teaching and learning as well as a provide them with tools that enhance their teaching abilities.
- 3)Academic Supports: Learning Services has developed and delivered interactive online numeracy and literacy modules to 1,506 Brock students for 39 courses, enabling students to practice various literacy and numeracy skills and to self-test at their own pace, at times of their own convenience

Attestation:



By checking this box, **Brock University** confirms that all information being submitted to the Ministry as part of the 2012-2013 MYAA Report Back is accurate and has received approval from **Brock University's** Executive Head.

Contact:

For additional information regarding **Brock University's** 2012-2013 MYAA Report Back please contact -

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- Email: gfinn@brocku.ca

Please indicate the address on **Brock University's** website where a PDF copy of this 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

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