

REPFW129 - PSED Accountability Report - SMA University Verification Report

Organization : Brock University

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

STRATEGIC MANDATE AGREEMENT (SMA) - UNIVERSITY

2014-2015 Report Back

Introduction

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

The SMAs between individual universities and the Ministry of Training, Colleges and Universities (the ministry) outline the role that each university currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

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

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

In general, the metrics in the 2014-2015 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

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

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

1. Jobs, Innovation & Economic Development (JIED)

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

In 2015, the ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

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

1a. Graduate Employment Rate

Per the KPI results reported from the graduate survey of 2012 graduates:	Percentage
The employment rate for 2012 graduates, 6 months after graduation, at Brock University was:	91.09
The employment rate for 2012 graduates, 2 years after graduation, at Brock University was:	94.56

1b. Employment in a Related Job

Per the graduate survey of 2012 graduates:	Percentage
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the subject matter of the program of study that the respondent completed in 2012 at Brock University was:	71.92
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the skills (i.e. critical thinking, analytical, communication, problem solving) that the respondent developed at Brock University was:	85.60

Additional Information

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

A component of the cyclical review of existing academic programs entails a survey of program graduates asking for information regarding post university employment. Over an eight year cycle all programs are covered. In addition, the Goodman School of Business, as part of the AACSB accreditation review process, undertakes a survey of program graduates.

Highlights

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

Get a Career Series: Goodman Career Development office continues to grow its offerings for students, by way of a panel discussion consisting of a variety of external employers where student awareness of possible career paths, requirements and expectations are explored. Students learn about career options/paths, industry trends, and strategies for getting a job in a chosen field. Panel presentation is followed by a networking reception.

BioLinc Kickstart: Brock's business incubator, BioLinc, allows students to explore their entrepreneurial aspirations including how start businesses. To enhance this effort, Brock was successful in in obtaining funding for its Kick-starting Entrepreneurship program which supports students' knowledge of and participation in entrepreneur activities.

Working with Niagara's RIC, Innovate Niagara, and a number of other community partners, the program provides students with training, a mentor and the opportunity to

compete for start-up funding. The first class of the Kick-Starting Entrepreneurship program graduated in 2014-15.

Goodman Career Bootcamp: Delivered in partnership with CPA Ontario, this two-day session is structured like a typical business conference to emulate the look and feel of a real networking opportunity. A series of interactive activities, roundtable discussions and guest speakers with real professional experience helps students jumpstart their job search, whether they are seeking a job for the summer or are trying to get on their career path after graduation. The boot camp model is designed to help students better develop their interview strategies, build their resume and use social media — specifically LinkedIn — to enhance their networking.

Café Connect: Gives students the opportunity to meet with experts from various industries. Senior students browse through a list of mentors and decide who they would like to meet with in order to discuss careers, and learn from their mentor's story. They can ask questions about interview processes, licensure procedures, and networking insights. These connection meetings usually last one hour or slightly longer.

Co-operative Education Leadership Rubric: Our Co-op and Experiential Learning Office worked with local employers and community groups to identify leadership competencies that employers are looking for in new graduates. The Co-op Office incorporated this feedback into the student's evaluation form and adjusted the scope in order to reflect the feedback from industries and employers. Students are better able to identify leadership qualities and gauge what level they currently achieve as well as feedback in moving forward.

Co-op Programs & Internship Program Growth: In collaboration with faculties, community and industry, Brock added the following co-operative education programs: Labor studies, Tourism, Public Health, and Kinesiology. As well, the Interactive Digital Humanities Internship and Italian studies Internship were launched in order to give these students hands on experiences and skills in their respective areas of study. All of these programs take into consideration transferable skill development, integrating learning and work as well as the needs of community and industry from a labour market perspective.

2a. Teaching and Learning - Student Satisfaction

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

2a. Student Satisfaction

Per the 2014 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?" for Senior Year respondents.

Percentage

84.00

Per the 2014 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?" for Senior Year respondents.

81.00

Additional Information

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

Brock participates in the Canadian Undergraduate Survey Consortium (CUSC) survey. Brock also administers surveys to current and alumni students for programs that are under cyclical academic review. Both these surveys provide a means of getting feedback on student satisfaction.

Highlights

Please provide highlights of Brock University's activity in 2014-2015 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or

program viewed by Brock University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Track and monitor the Brock student experience: The Student Experience Task Force (SETF)

The Brock University SETF aims to more accurately track the student experience and improve the campus response to these needs. This Task Force includes a broad spectrum of administrative and academic units who provide student services and academic support. The purpose of the Task Force is to identify ways to improve and enhance the Brock student experience by working together to achieve common goals and increase the level of coordination and awareness of support services for students.

As part of Brock's ongoing commitment to foster a unique, student-centered campus experience, in 2014/15 the Student Experience Task Force initiated a pilot project that introduced a series of outreach projects designed to engage a broad cross-section of the student population. This "Student Experience Lab" is designed to poll student opinion and solicit recommendations for the improvement of the campus student environment. The Student Experience Lab entails three inquiry phases. Phase 1 (Breadth) includes sounding boards, online surveys, mobile polls, social media, a campus video booth, and point-of-service interactions. Phase 2 (Depth) explores themes identified in Phase 1 more deeply through student focus groups, interviews, and think tanks. Phase 3 (Report Back) will employ 'town hall' meetings, written reports, and a marketing campaign designed to broadly communicate the improvements to the student experience that result. In this way, students will know that the Task Force acknowledged the issues that are most relevant to their student experience. Additional information is available at: www.brocku.ca/student-life/experience-lab.

Queue-IT

Brock undertook a successful initiative to improve both new and returning students' experience with the on-line course registration system for Fall/Winter 2014-15. After experiencing some system challenges the cycle prior, Brock's Registrar's Office and Information Technology Services teamed up and among other changes, introduced "Queue it". This is a virtual queuing program prefacing the portal that allows the University to regulate the flow of students into the registration system. Queue-IT provides each student live information on their place in line and estimated wait time, as well as an instant messaging capability from the University to students in the queue. On average, within 15 minutes of logging into the portal, students were completing their course registration and logging out. Social media feedback from students was enthusiastic regarding the queuing and system responsiveness:

- "Had a smooth course registration this morning ! Only took me 8 minutes and I was done :) way to go @BrockUniversity"
- "bravo @BrockUniversity registration was super easy this year :)"
- "So happy with how much more efficient and easy course registration was this year!! Thanks @BrockUniversity :)"

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates

Percentage

Per the KPI results reported in 2014 , the graduation rate at Brock University is

74.44

***The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2006 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year one enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2006 - 2013 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).**

Additional Information

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

Brock also participates in the Consortium on Student Retention Data Exchange (CSRDE) to measure retention and graduation rates that can be compared to peer institutions.

These reports are based on a 6-year graduation rate rather than a 7-year graduation rate.

Highlights

Please provide highlights of Brock University's activity in 2014-2015 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Brock University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Co-op Connect: Co-op Match brings junior and senior students together to exchange information about cooperative education. The program encourages peers to exchange their knowledge and helps provide students with motivation and a greater feeling of satisfaction. Junior students are encouraged to connect with a mentor (a senior experienced co-op student) to talk about co-op, job search strategies, how to succeed on a co-op work term, setting and reaching professional goals, and everything in between. The program should improve junior student success and retention and enhance the leadership skills of senior students. The benefits include: development and enhancement of communication and leadership skills, learn more about the services, resources and events offered at Brock; less experienced students benefit from the knowledge and practical skills an experienced student has gained along the way; become eligible for co-op student awards; receive recognition on co-curricular transcript; senior students give practical advice to junior students on topics such as the placement process, work terms, work-term objectives and reflections, and the work-term report. (Note this program was a pilot the previous year but launched in the 2014-15 year).

2c. Teaching and Learning - Student Retention

2c. Retention Rates

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

Entering Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort
1st to 2nd Year	87.20	87.90	86.70	87.00
1st to 3rd Year	77.00	78.70	77.70	

Highlights

Please provide highlights of Brock University's activity in 2014-2015 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Brock University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The Brock Badgers "Providing Athletes with Winning Strategies" (P.A.W.S) Program connects varsity athletes to the academic resources available at Brock University to enhance their academic success. These services include one-on-one consultations with professionals, a Drop-In Centre for Science or General Study Skills and a variety of Workshops.

Support is provided by a Coordinator, Student-athlete Services who develops an Academic Personal Action Plan for teams and for individual student athletes. Individually referred athletes must attend a consultation with a Learning Skills Instructor and participate in the development of a personalized resource plan. Specific resources may include: Drop-in (writing, math or study skills); topic specific Workshops (time management, academic integrity); additional one-on-one consultations; on-line resources. Progress is monitored to identify additional resources or to modify existing strategies. Upon completion of the process, an update will be shared with the coach that referred the athlete.

Varsity Athletic Mentoring: Junior students are matched with a senior varsity athlete who is in their program of study. Students could be matched with a mentor who shares

similar career goals and/or interests as them. The goal of a senior mentor is to ensure that the junior student's journey from high school to university is a success. Their mentor will share their experiences and help answer any questions the student may have about campus life. (Note: this program was a pilot the previous year but launched in the 2014-15 year).

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

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

*DEFINITIONS:

Work-Integrated Learning (WIL) is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. Usually, the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.cafce.ca/coop-defined.html>, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study

Based on the definitions provided above, please provide WIL data for the Brock University in 2014-2015:

Co-operative Education Program Type	Number of programs at Brock University with a Co-op	Number of students at Brock University enrolled in a Co-op
	Stream	program
Undergraduate	32	1986
Graduate	7	160

Highlights

Please provide highlights of Brock University's activity in 2014-2015 that contributed to providing WIL opportunities for students. Along with co-op, other examples may include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by Brock University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In 2014, a significant change in the structure of Co-operative Programs and Career Services was made to also include Experiential Education. Brock took the initiative to

combine Co-operative Education (including the Goodman Career Development Office) with Career Services and to also include experiential learning. Additionally, these departments were merged under one umbrella called Co-op, Career & Experiential Education which was moved to report through to the Vice Provost, Teaching and Learning. This re-organization was to take advantage of the synergies through these 4 groups and emphasize the importance of experiential education and how it relates to academic success as well as skill development that translates into successful transitions from academia to the world of work. Brock was the first university in Canada to move these areas under the teaching and learning umbrella which highlights our commitment of experiential education as an important pedagogy in a student's university experience. With growing interest in co-operative and experiential education, the university will be able to respond to both internal and external requests and initiatives in a way that will not only maximize our resources but also allows for streamline processes, efficiencies in programs and stakeholder satisfaction.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Brock University is asked to provide information on e-learning courses, programs and registrations in 2014-2015.

Fully Online Learning* and Synchronous Conferencing*

*DEFINITIONS:

Courses:

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

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

Programs:

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

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

e-Learning Course, Program and Registration Data

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

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	162	3

Number of ministry-funded, for-credit courses offered through synchronous conferencing

Total Number of ministry-funded, for-credit courses offered in e-Learning format

162

3

Program Data

Undergraduate

Graduate

Number of ministry-funded, for-credit programs offered through fully online learning

2

Number of ministry-funded, for-credit programs offered through synchronous conferencing

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

2

Course Registrations

Undergraduate

Graduate

Registrations in ministry-funded, for-credit courses offered through fully online learning

9563

70

Registrations in ministry-funded, for-credit courses offered through synchronous conferencing

Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format

9563

70

Additional Information

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

Brock has two programs that can be taken fully online: Bachelor of Education in Adult Education and Certificate in Adult Education.

The above course data is sourced from a course scheduling table in our data warehouse and can be identified by class type = "WWW". Brock also offers an online preparatory program in Applied Disability Studies, which has not been included in this count.

NOTE: in the above data entries, empty cells should read 0, rather than blank.

Hybrid Learning*

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

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

Additional Information

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

POLI 3P92 Qualitative Political Analysis is a hybrid/blended course delivered in 2014-15 to political science majors. It offers a flipped classroom approach, engaging students with screen casts and readings in the online environment while taking advantage of scheduled face to face classes to explore case studies in a supported lab environment. Students can assess their own application of the course content through accessing online quizzes used for formative assessment. Student learning is further augmented through additional scheduled study periods with course personnel. Student evaluations of the course were higher than when it was taught as a conventional lecture course.

Highlights

Please provide highlights of Brock University's activity in 2014-2015 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Brock University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

DART Online Module

Dr. David Fancy, a professor in Dramatic Arts, partnered with artists and thinkers across the province to create a MTCU funded online module on Diversities in Actor Training. The module consist of 13 videos and accompanying resources that feature different voices and perspectives on ways in which stories can create unfair representations of difference. The artists share histories of why theatre performances carry the freight of unjust histories of representation, and suggest strategies of how to intervene into acting training to continue to revolutionize theatre and performance moving forward.

The online module, created using creative commons licencing, contains resources for educators to use or adapt for instruction or reflection. See the website at <http://www.brocku.ca/diversities-in-actor-training>

3. Student Population

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

Full-Time Students

of Students

The total Full-Time Headcount Enrolment* at Brock University in 2014-2015:

14339

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

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

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

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

Students With Disabilities

of Students

Percentage

The total number of Full-Time Students with Disabilities at Brock University who registered with the Office for Students with Disabilities and received support services in 2014-2015:

927

The total indicated above as a comparative % of the Brock University's 2014-2015 Full-Time Enrolment Headcount:

6.46

First Generation Students

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

- *Parents/guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.*
- *Postsecondary Attendance: have attended (but have not necessarily obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential. e.g., degree, diploma, certificate).*

First Generation Students

	# of Students	Percentage
The total number of Full-Time First Generation Students enrolled at Brock University in 2014-2015:	4169	
The total indicated above as a comparative % of the Brock University's 2014-2015 Full-Time Enrolment Headcount:		29.07
The total number of Part-Time First Generation Students enrolled at Brock University in 2014-2015:	326	

Aboriginal Students

** 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, languages, cultural practices and spiritual beliefs.*

Aboriginal Students

	# of Students	Percentage
The total number of Full-Time Aboriginal Students enrolled at Brock University in 2014-2015:	218	
The total indicated above as a comparative % of the Brock University's 2014-2015 Enrolment Headcount:		1.52
The total number of Part-Time Aboriginal Students enrolled at Brock University in 2014-2015:	33	

French-Language Students

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

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

French-Language Students

	# of Students	Percentage
The total number of Full-Time French-Language Students enrolled at Brock University in 2014-2015:		
The total indicated above as a comparative % of the Brock University's 2014-2015 Enrolment Headcount:		
The total number of Part-Time French-Language Students enrolled at Brock University in 2014-2015:		

Additional Information

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

Services for Students with Disabilities (SSWD) continues to offer online registration for students seeking support. This registration is tracked and applicants receive follow up.

Once accommodation/services are approved, the student is activated in a comprehensive data management system. Note: Some students may be taking less than a typical “full-time” course load but still be identified as full-time (i.e. working at their full capacity).

Aboriginal Student Services (ABSS) continues to use a variety of methods for identification of our Aboriginal students including: the OUAC forms, Smart Start Orientation program, self-identification through the ABSS office and services and contact with external funders.

With regard to First Generation (FG) students, Brock has improved our data tracking methods by incorporating new technology for identifying FG students participation in our support programs and services.

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

Highlights

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

SSWD improved access to online tools on both the student and faculty portals, developed new educational resources for instructors on Asperger's Syndrome and delivered new student orientation sessions.

Through partnerships with various community groups, the following enhanced activities were provided to support Aboriginal students: Bridging Our World Through Science – an on-campus two-day camp, Aboriginal Summer camp – a week long remote mentorship camping experience, certificate training for all Aboriginal summer camp peers, and paid part-time employment for summer peer assistance in ABSS.

Our First Generation students benefitted from more spring/summer targeted support with online courses as Brock is constantly and intentionally increasing its online course offerings. As well, we have been seeking out and using our First Generation students who are powerful leaders and role models in our programming, promotional videos, and panels.

3b. Student Population - International Students

International Students

**DEFINITION: International Enrolment is the headcount of full-time university (undergraduate and graduate) students who are not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e., student visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2014, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).*

International Students

Brock University reported to the ministry Full-time International Enrolment* in 2014-2015:

of Students

1567

Percentage

The total indicated above as a comparative % of the Brock University's 2014-2015 Full-Time Enrolment Headcount:

9.69

Brock University's 2014-2015 Part-time International Enrolment is

313

Additional Information

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

Student enrollment is inclusive of undergraduate and graduate students. It also includes students attending Brock on an authorized/recognized exchange or study abroad agreement. International students account for 13.05% of the part time population. As a whole, international enrollment is 10% of Brock's student population.

Highlights

Please provide highlights of Brock University's activity in 2014-2015 that contributed to maintaining or improving the international student experience 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 (up to 600 words approx.).

Re-structuring of International Market Development (IMD) team – In Fall 2014, Brock's Office of International Market Development underwent a significant leadership change. The new interim director prioritized re-structuring of the unit and divided worldwide markets into four Relationship Manager portfolios. With only one net new position, IMD's strategic internal changes positioned Brock well for expanded recruitment efforts in Latin America, Africa and Eastern Europe. Relationship managers (including the Associate Director) hold expertise in their respective markets and are the primary point of contact for all prospective students, agents, high schools and other partners in their countries.

2. Language School Pathway agreements – IMD has developed, secured approval for and put in place three pathway agreements with top Canadian language schools – English School of Canada (ESC), ILAC and ILSC. These agreements allow students exiting the top level at each of the partner schools to enter Brock's undergraduate and graduate programs without providing any further proof of English language proficiency (eg. TOEFL, IELTS). The addition of language school pathways is a critical step toward long-term international recruitment success. These pathways give us immediate access to diversity since the majority of students attending these language schools are from countries where Brock currently has limited market share.

3. Agent development – In the second half of 2014/15, IMD assertively sought and signed new, high quality agent partners from worldwide markets. To do so, we participated in key agent networking events. We also created one universal, cross-campus agent agreement that covers all of Brock's commission eligible programs.

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

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

Proportion of an institution's enrolment that receives OSAP

Brock University's 2014-2015 proportion of an institution's enrolment that receives OSAP is

of Students

9323

Percentage

65.00

Additional Information

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

NA

4. Program Offerings

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

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

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

Undergraduate / Graduate Students		Percentage of System Enrolment		
Undergraduate		4.11		
Graduate		1.58		
SPEMAJ	# of undergraduate students in a program as a % of total # of undergraduate students across all programs at Brock University	# of graduate students in a program as a % of total # of graduate students across all programs at Brock University	Brock University's share of system-wide undergraduate enrolment in each PROGRAM	Brock University's share of system-wide graduate enrolment in each PROGRAM
1. Agricultural & Bio. Sciences	4.13	5.97	2.37	1.95
2. Architecture & Landscape Arch.				
3. Business & Commerce	15.23	11.43	4.78	2.17
4. Computer Science	1.33		2.40	
5. Dentistry				
6. Education	5.25		8.60	
7. Engineering				
8. Fine & Applied Arts	3.35		3.46	
9. Food Science & Nutrition				
10. Forestry				
11. Health Professions	4.55	16.04	4.37	2.79
12. Humanities	12.54	9.22	5.62	1.55
13. Journalism				
14. Kinesiology/Recreation/Phys-Ed	14.22		13.61	

15. Law				
16. Mathematics	1.11	2.05	3.23	1.90
17. Medicine				
18. Nursing	2.27		2.62	
19. Optometry				
20. Other Arts & Science	12.73	3.07	5.61	6.19
21. Other Education		17.75		4.83
22. Pharmacy				
23. Physical Sciences	1.27	4.95	3.12	1.91
24. Social Sciences	21.92	29.52	4.16	1.92
25. Theology				
26. Therapy & Rehabilitation				
27. Veterinary Medicine				

Notes:

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

Highlights

Please provide highlights of Brock University's activity in 2014-2015 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Brock University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Brock University is located in a UNESCO Biosphere Reserve – a site seeking to reconcile social, economic and biophysical challenges confronting societies around the globe. In 2014-15, Brock launched a new Masters of Sustainability program linked directly to one of the trans-disciplinary hubs identified in the SMA. The Sustainability Science and Society graduate program aims to facilitate society's transition towards sustainability. The trans-disciplinary focus of the program breaks down traditional barriers between disciplines, encouraging the cross pollination of ideas that will generate novel solutions and new opportunities in a dynamic and complex world.

This graduate program consists of two learning paths. The Master of Sustainability, Co-op for those students wishing to enrich classroom learning with practical experience. Alternatively students desiring an intensive research experience will pursue a Master of Sustainability. Both paths include common foundational courses that are offered in the first two terms of study.

The faculty within the Environmental Sustainability Research Centre, home to the above program, come from diverse disciplines and units at Brock University who share a common interest in environmental sustainability.

5. Student Mobility

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

The ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete.

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

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

Transfer applicants and registrants

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

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2010	18941	3578	671	221
2011	18700	3549	994	246
2012	19446	3537	981	158
2013	20105	3533	741	105
2014	19559	3427	779	114

*Transfers from publicly assisted colleges in Ontario.

NOTE:

- OUAC collects information on the number of transfer student applications and registrations. The ministry recognizes that:
 - the transfer data set only includes students who have applied to university through OUAC and have self-identified on applications to OUAC;
 - a significant number of transfer students apply directly to the university and, as such, are not captured in OUAC data;
 - Information only includes full-time students applying and registering in the fall to the first year of a university program.

The ministry encourages 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 that 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
2013	22271	4515	1469	448
2014	21718	4551	1409	494

Additional Information

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

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 2014 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 or last institution attended is an Ontario College.

Registrations are unique students who requested a start date of 2014 Fall and registered in the 2014 Fall/Winter session.

Highlights

Please provide highlights of Brock University's activity in 2014-2015 that demonstrate Brock University's efforts to ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Brock University to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

The Transfer Success Program (TSP) was developed to support students transferring from college to Brock University. TSP is designed to ease the transition for students as they become familiar with course and degree expectations and to promote student engagement. Students meet with a Learning Services Instructor to create a personalized resource plan that highlights appropriate campus academic resources and receive a minimum of three hours of course-specific peer mentoring. Resources include writing or math/science skills drop-in, workshops such as time management or effective reading, and additional individualized consultations with a professional Learning Services staff member. Learning Services staff partner with University academic advisors and the Transfer Admissions/Recruitment Officer to refer and support both new and returning transfer students. In 2014-15 (launch year), 135 transfer students participated in workshops, drop-in and consultations with Learning Services.

6. Financial Sustainability

Highlights

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

Brock University marked its 50th anniversary in 2014-15. We have now graduated more than 85,000 alumni and in 2014-15 experienced record enrollment of more than 18,800 full and part-time students.

Our Board of Trustees approved a balanced budget in 2014-15 which required \$3.9 million of in-year mitigation. This balanced budget was achieved by way of \$5.5 million in

savings through the difficult decision to eliminate 86 positions and improvement in the investment experience and discount rate of our pension plan. We ended the year with a funding surplus of \$7.514 million. When expressed as Canadian accounting standards for not-for-profit organizations the surplus was \$16.875 million. This was primarily the result of one-time events. Additional information can be found at <http://brocku.ca/flipbook/finance/annual-report-2014-15/> . This additional information also highlights the efficiency and the University when compared to other Comprehensive Universities.

As a result of work completed, going into 2015-16 the University has:

- A fully funded pension plan on both a solvency and going concern basis
- a credible plan to reduce its debt
- a funding plan for post-retirement benefits (other than pension)
- a budget that incorporated \$6 million in annual funding for deferred maintenance which was \$112.5 million at the time of approving the 2015-16 budget.

Looking forward, we have now incorporated all approved capital projects, collective agreements and government initiatives into the budget (with the exception of the possible Ontario Retirement Pension Plan (ORPP)).

We have a mitigation target in fiscal 2015-16 of \$3.9 million. In the past two years, we have exceeded our mitigation targets. However, every year the budget has become tighter, and now we are faced with enrollment uncertainty as a result of demographic changes in Ontario.

Going forward we are looking at revenue growth of 1.97 per cent and operating costs growth of 3.01 per cent if enrollment levels are constant.

This creates an annual requirement to find one per cent or \$3 million annually in mitigation. If enrollment declines by one per cent, we could be looking at requiring an additional \$1.8 million in mitigation.

7. Attestation

By submitting this report to the ministry:

Brock University confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from Brock University's Executive Head.

Checkbox



For additional information regarding Brock University's 2014-2015 SMA Report Back please contact

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Information