

SMA - Strategic Mandate Agreement University Annual Report 2015-2016

Submitted November 25, 2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual universities and the Ministry of Advanced Education and Skills Development (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 2015-2016 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.

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
 - a. Graduate Employment Rates
 - b. Number of graduates employed full-time in a related job
2. Teaching and Learning
 - a. Student Satisfaction
 - b. Graduation Rates
 - c. Retention Rates
 - d. Number of students enrolled in a co-op program at institution
 - e. Number of online course registrants, programs and courses at institution
3. Student Population
 - a. Number and proportion of
 1. Students with Disabilities
 2. First Generation Students
 3. Indigenous Students
 4. French-Language Students
 - b. Number and proportion of international students
 - c. Proportion of an institution's enrolment that receives OSAP
4. Research and Graduate Education
5. Program Offerings
 - a. Concentration of enrolment at universities by program specialty or major
 - b. Institution's system share of enrolment by program specialty or major
6. Institutional Collaboration to Support Student Mobility
 - a. Transfer applicants and registrants
7. Financial Sustainability

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

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 2013:	Percentage
The employment rate for 2013 graduates, 6 months after graduation, at Brock University was:	89.5
The employment rate for 2013 graduates, 2 years after graduation, at Brock University was:	85.0

1b. Employment in a Related Job

Per the graduate survey of 2013:	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 2013 at Brock University was:	75
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

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: Graduate Employment Rates (up to 600 words approx.).

The employment rate for 2013 graduates, two years after graduation from Brock University should be **95.0%** and **NOT 85.0%**.

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.).

Co-op, Career and Experiential Education was amalgated into one department, under the Vice-Provost Teaching, Learning and Student Services. Brock is the only university with this structure, which emphasizes career education as the foundation for students to gain the skills and competencies through their experiential learning opportunities with employers and community organizations.

Career Development Model and Curriculum Development: A career curriculum committee was established to review the various career development models delivered by individual units across the university. A single model to be shared across the units has been developed which will be the framework for the delivery of various career education curriculum university wide.

Career Series: Both the Goodman Career Development Office and Central Career Services continue to deliver career programming to students in a variety of ways. Goodman Career continues to deliver the 'How to Get a Career in...' series where through panel discussions with various employers, students learn about industry trends, career paths and strategies for getting a job. This year, Career Education worked with the Faculty of Education to develop a tool for graduating Teacher Education students who may not be able to find a career in teaching immediately. Topics delivered included alternative career paths which will build skills and competencies,

careers which are similar to teaching, careers which may help build a path to teaching and exploring alternate careers overall.

Virtual Career Fairs: Career Services took the traditional physical career fair and put it on-line. 201 positions were represented by 10 employers who met with 371 students. 100% of the employers were completely satisfied with the experience and 91.5% of students rated the Fair excellent. All participants said they would participate in such virtual events in the future.

Niagara Regional Police Mentorship Program: Students participate in a week long mentorship program including exposure to a variety of departments within the service. Students working towards a career in policing are exposed to the career of police officers and gain the real life experience to better understand their career choice.

Med Plus Program: The Med Plus program continues to be a premiere program on campus, providing co-curricular opportunities for students looking to explore a career in medical sciences. 33% of our Med plus students were accepted into a medical school program from the 2015 co-hort.

Diversity and Accessibility Recruitment Initiatives: Career Services continues to work with employers in regards to diversity and accessibility through targeted recruiting events for employers. Career services also works with the DICE Assessment programs that provides information on disclosing the disability, resume assistance and mock interview sessions to students with disabilities.

Career Coach: Brock has invested in a third party labour market database which is designed to help students connect academic programs to jobs and labour market data within any specified region in Canada. Brock became the first Canadian university to use this software, with a soft-launch in March 2016 and will continue to be developed to help identify labour market trends, what hard and soft skills are desired by employers and where are the best places for students to seek related employment in Canada once they graduate.

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	Percentage
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.	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

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

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

Highlights

Please provide highlights of Brock University's activity in 2015-2016 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.).

- 1. Re-defining Registration Parameters:** Brock implemented re-defined registration parameters to lessen non-academic registration barriers, thereby improving student's learning experience. With the goal of continued registration system improvements that provide a seamless and stress-free experience, constraints to accessing registration on the basis of outstanding, but not academic, items were reduced as a result of new practices.
- 2. Teacher Education Registration Re-launch:** Recognizing students need for autonomy and flexibility, especially students in a professional program like Teacher Education, the extended Teacher Education program presented the opportunity to re-design course registration in a manner that better responds to student needs and career goals while also expanding their learning options. Previously Teacher Education course schedules were pre-determined and assigned to incoming students. New processes and guidance resources were implemented that allow students to create their own schedules and leverage the on-line course registration system. This resulted in schedules being available well in advance of the start of the academic year thus allowing students to better plan non-academic activities over the term.
- 3. Expansion of context credit offerings beyond Year 1 Courses:** All Brock students must include one credit from each of a prescribed list of humanities, social sciences and science courses to fulfill degree requirements. This has been extended in social sciences to include second year level courses, expanding students opportunities to satisfy this requirement via an upper year course that better respond to their career goals thereby adding flexibility to improve the student learning experience and learning options.
- 4. Automation of Course Pre-requisite Checking Process:** When a student is missing a pre-requisite for a course, action to address would normally occur in late August. Registration system processes were refined to action this process more immediately. Nightly, students registered in courses without the necessary prerequisite were notified and removed thereby ensuring space was not consumed by unqualified students. This has resulted in student schedules being satisfactorily secured in a timelier fashion (normally within 2 days of registration start date), before course availability becomes a challenge. Improved action/reaction time has fostered a less stressful and panicked registration experience.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015-2016, the graduation rate at Brock University is	74.2

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2007 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 2007 – 2014 (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

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

Highlights

Please provide highlights of Brock University's activity in 2015-2016 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.).

The Centre for Continuing Education and Community Outreach (CAECO) offers two online programs - a BEd degree in Adult Education and a Certificate in Adult Education. Following a process of data-reorganization in 2015-2016 CAECO is able to identify and track learners and reach out to those who have yet to complete their degree requirements. This analysis shows that 270 learners have completed the core courses and are eligible to receive the Certificate in Adult Education. As well learners not currently registered in a course but within one credit or less of meeting the graduation requirements (70 for the BEd degree and 115 for the Certificate program) have been identified and contacted regarding completing their degree or certificate. As these are fully online programs, these individuals are not physically on campus and do not have the opportunity to connect with advisors or program administrators face to face regarding their program. As part of this process all CAECO learners are provided with an academic plan that highlights the recommended course path to degree completion.

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	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
1st to 2nd Year	87.9	86.7	87.0	87.60
1st to 3rd Year	78.7	77.7	76.50	

Highlights

Please provide highlights of Brock University's activity in 2015-2016 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.).

1) **A Night Against Procrastination:** Recognizing that students often struggle with time management, particularly as it applies to larger long-term projects like research papers and presentations, *A-Z Learning Services* hosted a Night Against Procrastination. The event was heavily promoted across the university and included:

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- Student staff who were available for on-demand study skills and writing support
- Peer tutors and working groups for key first year courses
- Relaxation sessions (e.g., 15 minutes of Yoga)
- Short workshops (e.g. 15 minutes on thesis statements)
- Brief academic advising sessions
- Brief one-to-one learning skills consultations
- Healthy nutrition options

A survey distributed after the event suggests that students used the time during the event productively as 29 % stayed more than two hours. Of the supports provided during the event, students ranked the study space and tutoring support as most useful (31 % and 35 %, respectively). Students expressed a high level of satisfaction with the event (91 per cent) and recommendations for improvement included more sessions, more space, and more often.

2. **Bio-stats Mentoring:** Fostering success in Health Sciences Bio-statistical course requirements through the partnering of upper year program students with first and second year students. Students in upper years mentor early year students by applying statistics knowledge, skills and effective instructional techniques that enhance learners' knowledge of bio-statistics. The goal of this initiative is to support and improve persistence of admitted students through to degree completion, thereby improving retention rates in Applied Health Sciences.

3. In 2015-2016 the **Biochemistry and Biotechnology** programs added a 4 year With Major option to their program offerings. This option provides the opportunity for those students who do not attain honours standing (major average greater than 70%) to complete a 20 credit, non-honours degree. The addition of this option did not require the addition of any new courses, but provided students with the possibility of taking existing courses to complete the program. Such options serve to strengthen existing undergraduate programs and improve intake and retention rates by providing more choice for students.

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 2015-2016:

Co-operative Education Program Type	Number of programs at Brock University with a Co-op Stream	Number of students at Brock University enrolled in a Co-op program
Undergraduate	32	2,347
Graduate	7	213

Highlights

Please provide highlights of Brock University's activity in 2015-2016 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.).

1) Following from the expansion in 2014-2015 of the Co-op Office to include Career Services and Experiential Education (CCEE) Brock continued to make large investments in WIL and Experiential Education in 2015-16. CCEE now spans the entire university with a team of Experiential Education Coordinators being placed into each Faculty with centralized reporting. Over 2015-2016 the CCEE Office, using the Association for Experiential Education definition of Experiential Education developed a list of descriptions of curricular and co-curricular types of activities that are:

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- Course focused - field experience (short and long term), project activities, etc.;
- Community focused - service-learning, events;
- Work focused - consulting project, co-op, internship, etc.;
- Co-curricular focused - entrepreneurship and innovation, study abroad, conference presentation, etc.; and
- Research focused - experiential research project.

With these standard definitions in place there is now consistency across the University in terms of terminology regardless of the Faculty or program a student is registered in. Clear descriptions allow for a more effective and accurate reporting of experiential education opportunities that will contribute to successful provision of WIL opportunities for students.

2) In 2015-16, Prof. Laura Cousens, Sport Management (SPMA), secured an experiential and high profile opportunity for upper year SPMA majors during the 2015 Pan Am and Parapan Am Games through SPMA 4P98 - Major Games Field experience offered Spring 2015.

The actual experience involved:

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- An application/interview/selection process - Summer/Fall 2014
- Training for student volunteers completed by the Pan Am and Parapan Am Games group - Winter 2015
- Summer 2015 students completed, for the course SPMA 4P98, their experiential education requirement, consisting of various assignments, an evaluation of their performance, and their volunteer experiences, during the Pan Am and Parapan Am Games.

3) Nursing practica provide the essential link between theoretical learning and real life. Each practicum enables students to apply the knowledge in the clinical setting to further clinical reasoning and problem solving, psychomotor skill development, and communication and leadership skills.

Nursing students are introduced and exposed to the reality of patient care through a 12-week practicum in an acute care setting during the winter semester of year 1. An important aspect of the program is that each practicum has a companion theory course designed to prepare the nursing student for different care settings, e.g., Nursing students have a clinical experience in maternal-child nursing in year 2. This experience explores the range of hospital care for young families - labour and delivery, special care nursery, and pediatrics. The rotation also focuses on community experiences - Midwife Clinics, Early Years Centres, and Day Care Centres to understand the available community supports.

Complex care has been deliberately placed in year 3 because of the complex needs of patients with multiple co-morbidities, allowing for more intensive connections between theory and practice. Students have an opportunity to experience inter-professional activities to understand areas including health promotion, the medication needs of complex clients as well as end-of life care and the bereavement support process.

The fourth year of the program includes a 12-week full time preceptorship clinical rotation in which students follow the schedule of a full time nurse at an agency where students become part of the team and immersed in practice. This preceptored experience is particularly important for the transition from student to practicing graduate nurse.

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 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

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 for 2015-2016

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	211	3
Number of ministry-funded, for-credit courses offered through synchronous conferencing	0	0
Total Number of ministry-funded, for-credit courses offered in e-Learning format	211	3

Program 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 e-Learning format	2	0
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Course Registrations	Undergraduate	Graduate
Registrations in ministry-funded, for-credit courses offered through fully online learning	12,532	66
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 e-Learning format	12,532	66

Additional Information

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

Course offerings and Registration data are sourced from a course Scheduling table in our data warehouse and can be identified by course type = WWW. Courses and Registrations are based on enrolment in 2015-16 full academic year courses with a snap shot date of February 1, 2016. Course offerings is determined by the sum of *unique courses* offered in *each* term throughout the academic year.

Highlights

Please provide highlights of Brock University's activity in 2015-2016 that captures 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.).

History 2F90 Money and Power in the Atlantic World is an e-learning Brock success story. This innovative online course that is team taught (two professors), utilizes the best of online learning structure and design, is focused on inquiry into the big questions pertaining to course content, and provides students with digital literacy tools applicable to all aspects of their studies. Students in the course experience an introduction and five modules, with each module divided into three to six lessons. Each lesson explores the week's big question(s) supported by learning activities, a tool box (critical and historical thinking resources), primary and secondary sources, and supplemental e-materials. Students debate their learning in course forums following question prompts, apply digital skills through the transcription of primary sources using text-analysis software, as well as a software tool specifically designed for this course, and write a methodological essay comparing digital and visual readings. In terms of student learning, Profs. Daniel Samson and Michael Driedger state that, 'with its focus on intensive online discussion, and both close and distant reading of early modern texts, we find the online course allows students to slow down, read carefully, think through problems, and develop broader insights about a world very different from our own.'

The student learning experience in this course has been showcased and presented at a number of conferences including Historians Teaching History (Calgary), the Canadian Network for Innovation in Education (CNIE, Waterloo) and at the National Society for Teaching and Learning in Higher Education (STLHE, London). The initial success of the course with respect to student learning motivated them in their successful application for an eCampus Ontario grant to redesign the course and create an even deeper learning experience using higher quality resources. As they state, - the experience has been productive for us as teachers because it has encouraged us to rethink our entire philosophy and practice.

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.

Hybrid Learning Highlights

Please highlight one example of Brock University's use of Hybrid Learning courses and/or programs.(up to 600 words approx.).

SPAN 1F00 Introductory Spanish was offered for the first time in 2015-2016 in a hybrid format. In addition, students engaged with this full credit course (normally 24 weeks) in a more intensive format delivered over a 12 week term. Both the hybrid and intensified format of the course allowed for much greater flexibility for course scheduling and the student experience. Students were introduced to the course in 11 modules focusing on different Spanish speaking countries and highlighting the cultural contexts of the contemporary Spanish

speaking world. Online resources consisted of a variety of digital texts, voiceover slide decks, websites and related assignments. To complement the eLearning activities, students met in a series of face to face classes to further practice and develop communication skills in Spanish. The pedagogical rationale for designing an integrated hybrid mode of delivery was as follows:

To support an optimal learning environment for contemporary university students studying Spanish in Canada, we believe in articulating clear, concise learning objectives and outcomes matched to linguistic and cultural content. We choose to integrate a communicative focus with a strong cultural/intercultural approach - using authentic cultural material - and solid integrated grammar content in the condensed hybrid delivery.

Integral to the hybrid course delivery of SPAN 1F00 is a scaffolding of the in class elements in the lecture and tutorial with the online modules and LearnSmart and Connect platforms that accompany the textbook. The typical module involves the following scaffolding of course materials:

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- Begin with *Antes de clase* (before class) module consisting of audio and video presentations of chapter vocabulary, grammar points and cultural components
- Next, a face to face large lecture group (70-80 students) where the instructor builds on the *Antes de clase* elements and adds a communicative and culturally informed application of the grammar points and vocabulary
- The face to face tutorial follows the lecture in a smaller group of 20-25 students and involves small group work and conversational practice
- Students then complete module elements *Despues de clase* (after class) which enforce previous online material and face to face instruction and participation by using more advanced and communicative instruction (eg. dialogues, real life videos). Those students wanting to see more cultural expressions of the Spanish language can explore *Un poco mas* (a bit more) which includes links to music (with lyrics) and other popular culture elements.
- Students are also encouraged to use the LearnSmart platform that accompanies the textbook as another method of reinforcing and expanding on the materials presented in the chapter. This particular platform is adaptive to the student's performance and provides instructive feedback to the student
- The module ends with an online assignment (open for 48 hours) on the textbook provider Connect platform. This guarantees that the students stay on course with the modules each week.
- These eLearn initiatives have resulted in a higher course retention rate along with enhanced student performance in linguistic and cultural proficiency and literacy.

Drs. Blayer and Santos have expanded on the hybrid initiative for SPAN 1F00 and applied it to SPAN 1F90 (Intermediate Spanish). Since the new pedagogic innovations, the number of students enrolled in the course has risen. Also, rather than having 3 sections with 20-25 students in each for a full academic term (Sept-April), the hybrid offering holds between 70-90 per academic term. Smaller group sizes in the tutorials has also resulted in greater class participation and engagement.

3. Student Population

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

Full-Time Students	# of Students
The total Full-Time Headcount Enrolment* at Brock University in 2015-2016:	15,917

*DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students both eligible and ineligible for ministry funding, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).

3a. Under-Represented Students: Students with Disabilities, First Generation, Indigenous and French-language Students

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 2015-2016:	994	
The total indicated above as a comparative % of the Brock University's 2015-2016 full-time enrolment headcount:		6.24

Highlights

Please provide highlights of Brock University's activity in 2015-2016 that captures contributions to improve access, and success for students with disabilities (up to 600 words approx.).

In 2015/16, Brock began planning for the new Student Wellness and Accessibility Centre. The vision was to reorganize student services grouping together Student Health Services (SHS), Student Accessibility Services (SAS), and Personal Counselling Services (PCS). The integration planning was focused on supporting accessibility and well-being through an inclusive and collaborative approach to service delivery. This reorganization will provide a one-stop shop for students, that previously had to visit multiple offices across campus, often repeating their issues, allowing for a coordinated workplan utilizing the most appropriate and effective supports to ensure their success at the university.

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 2015-2016:	4,286	

The total indicated above as a comparative % of the Brock University's 2015-2016 full-Time enrolment headcount:		26.93
The total number of part-time First Generation students enrolled at Brock University in 2015-2016:	416	

Highlights

Please provide highlights of Brock University's activity in 2015-2016 that captures contributions to improve access, and success for First Generation students (up to 600 words approx.).

First Generation (FG) students face unique challenges, and often those challenges are framed as disadvantages. In March, **A-Z Learning Services** hosted Trailblazer's Week - a university-wide celebration of the advantages to students who are the first in their family to attend post-secondary. The initiative included the following:

1. **Videos** shown at key locations on campus and available on YouTube, featured successful FG students who responded to questions about challenges FG students face, when they felt they had the confidence to succeed, what advantages they felt they had, and what specific experience made them strong students.

2. **Display cases** in our Learning Commons featured stories about famous First Generation students like Shaquille O'Neal, Gandhi, Roberta Jamieson, and Dr. Seuss.

3. **A promotional table** positioned in a high traffic area, offered students an opportunity to earn prizes based on a game matching famous FG faces with his/her legacy. FG student staff talked one-on-one with each student who stopped by the booth to offer congratulations if they were a FG student or to ask non-FG students to share stories about the first person in their family to go to university. Students, staff and faculty expressed appreciation for the campaign; we plan on making it an annual event.

Indigenous Students

* **DEFINITION:** *Indigenous* 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.

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at Brock University in 2015-2016:	234	
The total indicated above as a comparative % of the Brock University's 2015-2016 Enrolment Headcount:		1.47
The total number of part-time Indigenous students enrolled at Brock University in 2015-2016:	27	

Highlights

Please provide highlights of Brock University's activity in 2015-2016 that captures contributions to improve access, and success for Indigenous students (up to 600 words approx.).

Aboriginal Student Services, in partnership with Niagara College, the District School Board of Niagara, and Niagara Catholic District School Board hosted an Aboriginal Career Day at Brock University for high school and post-secondary students. The career day served regional Aboriginal students with post-secondary information and opportunities with representatives from multiple Aboriginal agencies to promote their services. More than 165 students attended the event in 2016.

Staff from **Aboriginal Student Services** and **A-Z Learning Services** collaborated to develop (and are continuing to add) content to the Niagara Holistic Wellness Portal, an online website with news and resources relating to mental health from a holistic approach, based on the Aboriginal medicine wheel. Presentations are regularly scheduled at student events throughout the year to encourage use of this beneficial online tool.

French-Language Students

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

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

French-Language Students	# of Students	Percentage
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The total number of full-time French-language students enrolled at Brock University in 2015-2016:	0	
The total indicated above as a comparative % of the Brock University's 2015-2016 enrolment headcount:		0.00
The total number of part-time French-language students enrolled at Brock University in 2015-2016:	0	

Highlights

Please provide highlights of Brock University's activity in 2015-2016 that captures contributions to improve access, and success for French-Language students (up to 600 words approx.).

Not Applicable

Additional Information

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

Not Applicable

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, 2015, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).

International Students	# of Students	Percentage
Brock University reported to the ministry full-time international enrolment* in 2015-2016:	1,550	
The total indicated above as a comparative % of Brock University's 2015-2016 full-time enrolment headcount (Funding Eligible and Ineligible):		9.74
Brock University's 2015-2016 part-time international enrolment is	267	

Additional Information

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

Highlights

Please provide highlights of Brock University's activity in 2015-2016 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.).

Over the past year, Brock International has undergone significant administrative changes based upon the recommendations received following an external review of international activities. External reviewers from the University of Ottawa and Memorial University reviewed existing documentation and interviewed faculty, staff and students across the University related to issues concerning internationalization. A number of recommendations in the report were made and the University has now started to implement many of these recommendations.

The first of these changes to create and fill the position of Vice Provost, Enrolment Management and International was completed in May, 2016. The addition of a Senior Administrator with responsibility for all aspects of International activities at Brock reflects the significance of this component of the university's role and will assist in ensuring that internationalization across campus is carried out in a coordinated effort such that, regardless of which Faculty, Department or Program will serve as their home, incoming international students and scholars can thrive and be successful. At the same time, this position is intended to help increase mobility of domestic students by fostering opportunities for them to participate in exchange and study abroad programs. It is also to help raise the profile of the University on the international level by providing opportunities for visiting scholars and graduate students to come and study at Brock while also providing opportunities for Brock University faculty members to participate with international scholars around the world.

In June, 2016, the three separate departments responsible for international activities were brought together under one administrative unit. Brock International Services, International Market Development, and English as a Second Language, were all brought together through a reorganizational process to form Brock International. A new Director of Brock International was appointed in September, 2016 to oversee the restructuring process and to maximize collaborations across the three departments and across the University. Over the coming months, the Director of Brock International will be developing a Strategic Plan in consultation with the University community that will outline the mission and vision for Brock's internationalization strategy and will identify both short and long-term goals and objectives that will, among other things, aim to further improve international student's experience at Brock.

Collectively these initiatives are focused on not just maintaining but enhancing and expanding international experiences for students, faculty and staff whether inbound or outbound to Brock.

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	# of Students	Percentage
Brock University's 2015-2016 number of OSAP awards	9,092	
Headcount enrolment (Funding eligible undergraduate and graduate) November 1st headcount of students with 60% Load (0.3FTE) or greater.	14,081	
Proportion of full-time students receiving OSAP		64.57

Additional Information

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

4. Research and Graduate Education

Brock University's 2014-17 Strategic Mandate Agreement (SMA) includes information which identifies the breadth and depth of institutional research activity. The 2015-2016 SMA Report Back does not require Brock University to report on the system wide research and graduate education metrics included in its 2014-17 SMA.

5. 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 enrolment* at universities by program specialty or major (SPEMAJ)
- b. Institution's share of system enrolment by program specialty or major (SPEMAJ).

DEFINITION: Headcount is the actual funding eligible enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students as reported to the ministry for the 2015-2016 fiscal year

Undergraduate / Graduate Students	Percentage of System Enrolment
Undergraduate	4.00
Graduate	1.60

	# 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	4.04	6.69	2.17	2.19
2. Architecture & Landscape Arch.	0.00	0.00	0.00	0.00
3. Business & Commerce	15.64	9.14	4.65	1.75
4. Computer Science	1.60	0.33	2.58	0.34
5. Dentistry	0.00	0.00	0.00	0.00
6. Education	4.67	0.00	12.86	0.00
7. Engineering	0.00	0.00	0.00	0.00
8. Fine & Applied Arts	3.49	0.00	3.58	0.00
9. Food Science & Nutrition	0.00	0.00	0.00	0.00
10. Forestry	0.00	0.00	0.00	0.00
11. Health Professions	5.05	16.31	4.54	2.87
12. Humanities	11.87	9.14	5.45	1.60
13. Journalism	0.00	0.00	0.00	0.00
14. Kinesiology/Recreation/Phys-Ed	15.26	0.00	14.26	0.00
15. Law	0.00	0.00	0.00	0.00
16. Mathematics	1.01	1.79	2.78	1.64
17. Medicine	0.00	0.00	0.00	0.00
18. Nursing	2.15	0.00	2.34	0.00
19. Optometry	0.00	0.00	0.00	0.00
20. Other Arts & Science	12.65	2.45	5.47	5.05
21. Other Education	0.00	15.17	0.00	3.85

22. Pharmacy	0.00	0.00	0.00	0.00
23. Physical Sciences	1.16	4.24	2.71	1.75
24. Social Sciences	21.41	34.75	3.99	2.30
25. Theology	0.00	0.00	0.00	0.00
26. Therapy & Rehabilitation	0.00	0.00	0.00	0.00
27. Veterinary Medicine	0.00	0.00	0.00	0.00

Notes:

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

Optional Additional Information

Caveats and/or other information regarding the numbers reported above (up to 600 words approx.).

The Bachelor of Education program has been redesigned from a one-year program to a two-year program. The new two-year program launched in Fall of 2015 in which admission to the consecutive Bachelor of Education program was reduced by 50% and a ministry imposed enrolment funding cap of 365FTEs.

Highlights

Please provide highlights of Brock University's activity in 2015-2016 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.).

- 1.
2. Bachelor of Accounting and Bachelor of Business Administration programs expanded admission spaces to their respective co-operative options. This resulted in more students being provided the opportunity to experience discipline specific work integrated learning experiences as part of their undergraduate program.
3. Expansion of the Bachelor of Business Administration Dual degree program, beyond the existing partner (European Business School, Germany) added two new international partners (NEOMA, France and Dublin City University, Ireland). This expansion resulted directly from the high demand for this low enrollment program. Such programs are attractive to students as they study in a different country, gain valuable international experience through co-op placements in Canada and the host country and receive two distinct degrees upon graduation.

6. 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 through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

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.

Development of these metrics will be done in partnership with the sector and ONCAT.

Transfer Applicants and Registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2015.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2011	18,700	3,549	994	246
2012	19,446	3,537	981	158
2013	20,105	3,533	741	105
2014	19,559	3,427	779	114
2015	18,304	3,348	733	98

*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*
2012	21,616	4,654	1,526	475
2013	22,271	4,515	1,469	448
2014	21,718	4,551	1,409	494
2015	20,658	4,551	1,273	440

Additional Information

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

Total Applications is derived from Brock's internal SIS, admissions and registrations data sets. The data sets include full time and part

time study with a study start date of 2015 Fall from both OUAC and Internal applications sources. 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 2015 Fall and registered in the 2015 Fall/Winter session.

Highlights

Please provide highlights of Brock University's activity in 2015-2016 that demonstrates 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.).

- 1.
2. **College Counsellor Day:** Brock University has successfully developed a 'College Counsellor Day' program. This program sees Brock host advising staff/faculty at various college partners, with the goal of strengthening connections and improving student pathways. The full day program includes sessions where college partners can learn more about Brock, receive updates on new and exciting initiatives underway, and highlight ways we can collaborate with them as a potential receiving institution for their students. It also provided more informal opportunities to develop collegial relationships. This initiative was so well-received that it is now an annual outreach activity.
3. **Brock Transfer Academic Advisor Luncheon:** The Office of the Registrar and the Office for Teaching, Learning and Student Success collaborated to host a 'Lunch and Learn' series specifically for Brock's advising community. The effort's goal being to better understand and support the unique needs for the transfer student population upon their arrival at Brock. It also afforded an opportunity to identify resource needs and opportunities for modification of existing advising strategies for transfer students.
4. **Transfer Student Social:** Brock's Transfer Recruitment/Admissions Officer and Brock/Niagara College Joint Advisor piloted a 'Transfer Student Social' event. The evening program was undertaken as a way to engage our transfer student population, who do not always take part in orientation activities. The goal was to connect students not only with each other but with the larger Brock community.

7. Financial Sustainability

FINANCIAL HEALTH and SUSTAINABILITY METRICS

		2013-14	2014-15	2015-16
Performance	Net Income / Loss Ratio (%)	0.33	5.40	0.00
	Net Operating Revenues Ratio (%)	3.97	9.24	0.00

Optional

Comments on Performance Metrics (up to 600 words approx.)

For 2015-2016 the Net Income/Loss Ratio (%) is 2.05%.

For 2015-2016 the Net Operating Revenue Ratio is 7.51%.

		2013-14	2014-15	2015-16
Liquidity	Primary Reserve Ratio (days)	17.64	43.53	0.00

Optional

Comments on Liquidity Metric (up to 600 words approx.)

The following corrections need to be completed:

For 2014-2015 Brook has restated its financial statements and this has resulted in a change to the 2014-2015 Primary Reserve Ratio (Days) metric. As a result this ratio is now 44.71.

For detailed information please see documents posted at: <https://brocku.ca/finance/university-financial-information>.

		2013-14	2014-15	2015-16
Leverage	Interest Burden Ratio (%)	2.57	2.68	0.00
	Viability Ratio (%)	10.83	23.78	0.00

Optional

Comments on Leverage Metrics (up to 600 words approx.)

The following corrections need to be completed:

For 2014-2015 Brook has restated its financial statements and this has resulted in a change in for 2014-2015 Viability Ratio (%) metric. As a result of this restating this ratio is now 24.42%.

For detailed information please see documents posted at: <https://brocku.ca/finance/university-financial-information>.

Additional Information

Additional comments on the overall Financial Health & Sustainability Metrics Result (up to 600 words approx.)

Highlights

Please provide one or more highlights that demonstrate Brock University's commitment to improved or continued financial sustainability. (up to 600 words approx.)

For detailed information please see documents posted at: <https://brocku.ca/finance/university-financial-information>.

The ministry encourages Brock University to augment the current list of financial health and sustainability metrics with other metrics. Reporting this data is optional. Brock University may add up to four additional metrics in the space provided below.

OTHER FINANCIAL METRICS REPORTED by Brock University		2013-14	2014-15	2015-16
1	Endowment per Student	3,988.00	4,430.00	4,501.00
2	Grant per Student	4,921.00	4,823.00	4,809.00
3	Salaries and Benefits per Student	10,330.00	10,255.00	10,589.00
4	Debt per FTE	6,913.00	7,654.00	7,609.00

Additional Information

Comments related to Brock University's other reported metrics (up to 600 words approx.)

For the above metrics, in 2014 the number of Students = 18824 and the FFTE = 20052, for 2015 the number of Students is 18426 and the FFTE = 19885. Student numbers are from Brock FAQs and FFTE count from the Registrar's Office.

For the Debt per FTE metric above, this includes the current portion and full value of bond (\$93M)

8. Attestation

By submitting this report to the ministry:	Checkbox
Brock University confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from Brock University's Executive Head.	<input checked="" type="checkbox"/>

For additional information regarding Brock University's 2015-2016 SMA Report Back please contact -	Information
Name:	Gregory C. Finn
Telephone:	9056885550
Email:	gfinn@brocku.ca

Please indicate the address on Brock University's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	https://brocku.ca/vp-academic/public-accountability