
YU START New Student Transition Program

Interim (Administrative) Report

October 31, 2012

Partners & Acknowledgements

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Sincerely,

The YU START core team

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Executive Summary

The YU START New Student Transition pilot program, launched in May 2012 with the following objectives:

- provide first year students with the capability to successfully enrol (self-guided and staff supported online process) in their first year courses
- assist first year students with the development of an understanding of the academic environment, support services and resources available to them
- foster first year students' sense of capability to commence university studies
- encourage first year students to make valuable connections with each other, senior student leaders and the academic program
- reinforce first year students' understanding of their degree and program structure at multiple points throughout the transition period
- assist first year students in becoming York Citizens, understanding that a university education is important in personal and professional growth and, navigating the Keele campus

The YU START New Student Transition pilot program was designed to enhance traditional efforts in new student transition including linking the mechanics of new student course enrolment with both online and in-person support throughout the intake period to successfully transition students to university and campus life in a supported fashion. YU START is systematic, research-informed and measurable. It has the overarching aim to support and foster student success in the lead-up to commencement of the academic term, thereby improving retention. Students receive a coordinated and informed welcome to the University and access to online enrolment appointments, are part of a facilitated online community through the summer months, and are invited to campus in August to build their social networks by making friends and becoming involved in campus extracurricular activities.

The YU START New Student Transition pilot program was designed and offered by a cross-functional core team of collaborators including faculty, staff and students from Stong College, Student Community Leadership and Development and the Faculty of Health Office of Student and Academic Services. The core team engaged academic School leadership (Kinesiology & Health Science) and student services practitioners from across the Glendon and Keele Campuses in the design and implementation of the program.

The administrative report that follows reflects our learning from pilot implementation. It offers a series of recommendations in the areas of communication, systems enhancements, and frontline operations for address and begins to articulate considerations toward affordability, sustainability and scalability.

This administrative report precedes a more full analysis of the pilot to be undertaken in winter 2013 once data has been gathered and analyzed.

Section 1: YU START Pilot Program Definition, Purposes, Goals & Outcomes

Definition:

YU START is a collaborative program designed to support new students during the period of transition to university with the aim of ensuring student success through preparation during the period between acceptance of the admission offer to the commencement of academic work and/or “academic orientation”. The program includes three main components in addition to the centralization and coordination of communications to incoming students. The components are: 1) The On-Line Enrolment Appointment; 2) Online Learning Community (OLC) for four weeks including planned theme presentations, discussions and blogs; and 3) Making Connections Face-to-Face sessions for one day on-campus.

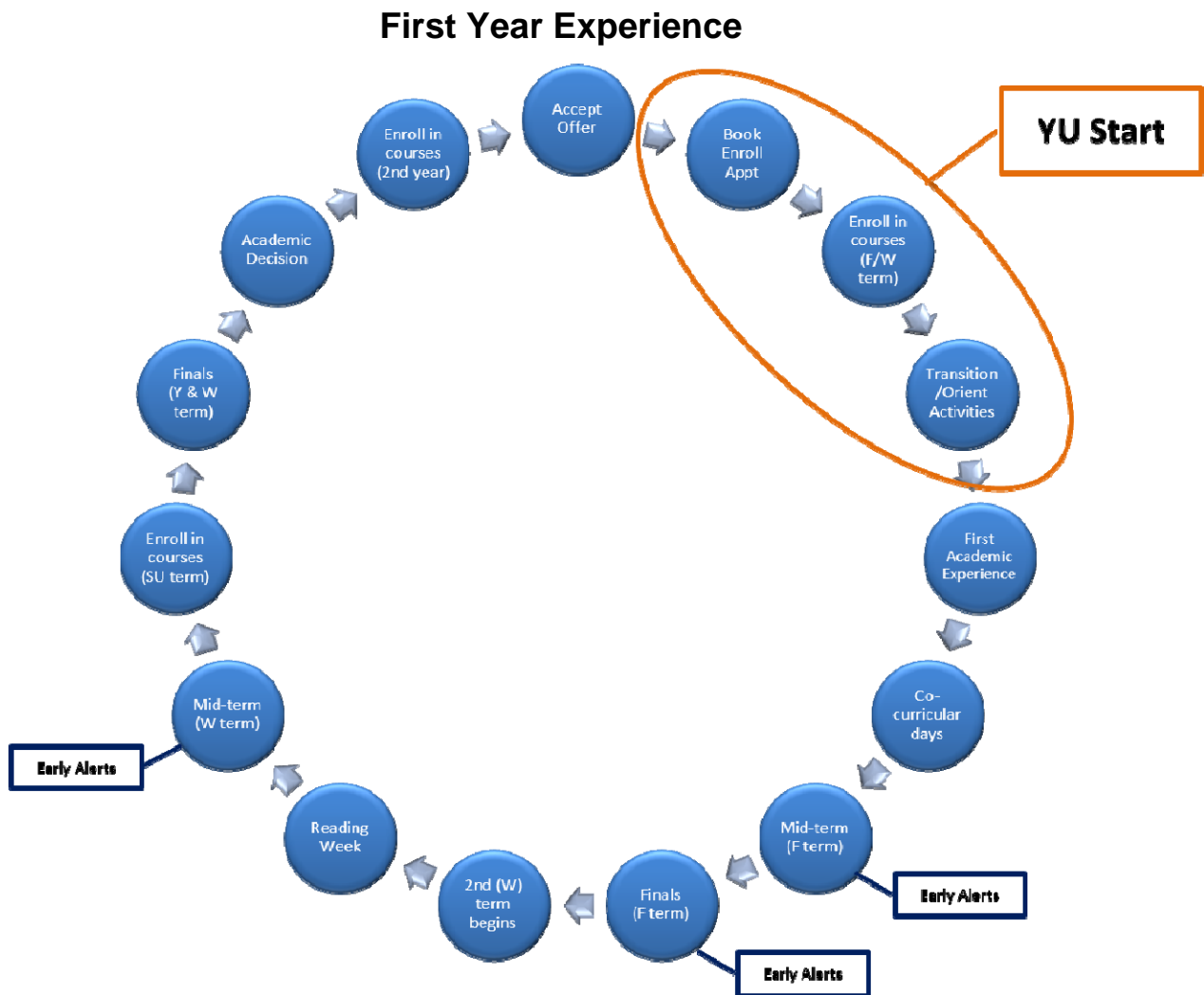


Figure 1 (YU START placement and focus on a draft representation of the First Year Experience lifecycle):

The YU START pilot brought to life “Phase 1” of a new student transition program as articulated in the core team’s original December 1, 2011 pilot proposal. We hope that our YU START 2012 experience marks the beginning of an integrated first year student success strategy at York University.

Purposes:

1. To provide a coordinated, clear and consistent set of communications to in-coming students in order to help students to develop the knowledge, skills and attitudes that are foundations of student success in the first year.
2. To provide learning opportunities for incoming students through virtual and face-to-face activities during the transitional period in order to help students to develop the set off capabilities that are empirically demonstrated to positively impact student satisfaction, engagement and first year success.

Program Goal:

The overarching goal of the YU START Program is to improve student satisfaction, engagement and preparedness, to successfully enable students to begin university studies by providing a planned, coordinated and integrated set of learning activities and opportunities aimed at developing capacities that are empirically demonstrated to positively impact student success.

Institutional Outcomes:

1. Structural service improvements to the new student transition phase of the student life-cycle are achieved as measured by:
 - a) Establishment of an on-going community of practice engaging representatives from all units across the University where the core business relates to incoming students; building an understanding of each unit’s work and contribution to new student transition; fostering a coordinated and integrated approach to program planning for commencing students.
 - b) Creation of an inventory of pan-university communications that are sent to incoming students during the transitional period, defined as the period between acceptance of the admission offer to the commencement of academic work and/or “academic orientation”.
 - c) Systematic approach to program planning through inter-unit collaboration.
 2. Process improvements are achieved in relation to new student transition as evidenced by:
 - a) Centralized communications to incoming students reduces frequency with which students are contacted and reduces redundancies.
 - b) Awareness and recognition of the nature and frequency of our collective, yet disparate “helping” and “informing” interactions with incoming students and enlisting staff commitment to collaborate in order to simplify communications to incoming students.
 3. Institutional outcomes are improved as measured by:
 - a) Reduced time dedicated to face-to-face enrolment advising appointment reallocated to improve continuing student advising.
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- b) Improved on-line program with self-assessment improves learning and reduces calls/emails and office traffic to the Faculty advising centre.
- c) Student engagement begins early in the transition period, increasing a sense of readiness to commence university studies and fostering improved self-reported engagement during the first semester.
- d) Shorten the interval between acceptance of offer to first year course enrolment.
- e) Improved retention rates as measured by persistence to complete courses during the first semester (fewer drops).

Student Outcomes:

1. After engaging in the YU START program, incoming students report the acquisition of knowledge, skills and attitudes that are necessary to address their needs in relation to the following five senses¹:
 - a) Sense of capability to be successful at university.
 - b) Sense of connectedness to fellow students, staff, faculty, and peer leaders.
 - c) Sense of purpose about being at university for personal, social and academic development.
 - d) Sense of resourcefulness about how to navigate the university systems and where to find resources necessary for success.
 - e) Sense of academic culture as it relates to the university's values, norms and ways of being.

The framework above is intended to provide a conceptual summary of ideas and practices that have been shown, directly or indirectly, to contribute to commencing students' satisfaction, engagement and persistence in higher education.

2. After engaging in the YU START program, incoming students will demonstrate higher levels of success than those who do not participate in the program as measured by:
 - a) Self-report of student success at the end of the first term of the first year.
 - b) Student satisfaction with their university experience during and after the transitional period.
 - c) Student engagement in curricular, co-curricular and extra-curricular activities.

¹ Lizzio, A. (2006). *Designing an orientation and transition strategy for commencing students: Applying the five senses model*. Griffith University: First Year Experience Project.

Section 2: YU START Services Overview

Student and Services Profile, Duration & Method

The YU START pilot was conducted with direct-entry (101) Kinesiology & Health Science Students to both the BA & BSc degree types.

Context: In the Fall 2012-13 intake period, an overall total of 1, 274 Kinesiology & Health Science majors (including 105s/transfer credit students) were advised for first year course enrolment. A total of 719 (of the 1,274) students in the incoming class were engaged in the YU START pilot.

YU START First Year Course Enrolment: First year course enrolment was facilitated through the Moodle online learning platform. Beginning May 7, 2012, a total of 719 direct-entry students enrolled online (from home) in 1.5 months. This number included 207 BA KINE students and 512 BSc KINE students.

Through a series of short videos, the **Online Enrolment Appointment** provides information to new students about their degree and program requirements, how to enrol in courses, and offers tips on how to navigate York's website. The videos could be viewed multiple times at students' own pace (from the comfort of home, potentially in the company of friends and family members). The **Online Enrolment Appointment** offers a systematic solution to better managing and supporting the (traditional, in-person) new student enrolment appointment and is intended to improve new student transition. Furthermore, it promoted advising unit accountability, ensured consistency of information, improved the dissemination and accessibility of enrolment-related information, and encouraged new student responsibility (through self-service) in the enrolment process.

YU START Online Learning Community (OLC): Students were placed into small group Online Learning Communities using Facebook. A total of 27 Facebook groups launched on July 23 and concluded on August 17, 2012.

Facebook groups were primarily organized by course section. The OLC was hosted by a dedicated team of upper year Kinesiology and Health Science Students and allowed new students to make friends, ask questions, share thoughts and excitement for the upcoming academic year. Discussion was generated by common blog topics/themes (centrally provided blogs were shared by all groups). Small group discussion (including questions and answers and sharing of experience) in the individual groups was generated based on those common blog themes. A total of 374 (52%) students participated in the Online Learning Community.

YU START Making Connections in-person sessions (MC): Students in the YU START pilot were invited to attend an on-campus, in-person welcome, orientation and networking session organized by course section (and therefore congruent with their Facebook OLC small group experience). New students connected in person with students from their online learning community, attended a sample lecture by a Kinesiology and Health Science professor and learned from senior students about their first year experiences and strategies for success. Students also picked up their YU-Card and learned how to navigate the Keele campus.

The MC session was repeated four times during the week of August 20, 2012 so that students could have the benefit also of an *in-person* small group experience. A total of 432 (60%) students participated in Making Connections.

Section 3: Collaborator Perceptions

Student Services Provider Perceptions of the Program

The YU START core team held a series of three student services “Practitioner-Partner” meetings over the winter 2012 term. More than 25 practitioner partners were invited to the series (see **Appendix A** for a list of partners). The purpose of these meetings was to solicit feedback regarding the program’s design, encourage dialogue and collaboration and to better understand York’s context in new student transition and as it relates to the “Lizzio Five Senses Model” (See **Appendix B**). Each practitioner had an opportunity to reflect on the five senses and identify one or two senses that they believe are core to their unit’s mission. Practitioners engaged in discussion regarding how their unit contributes to new student transition as well as to each sense.

In April 2012, the YU START core team invited campus practitioners to share their thoughts and ideas about the program, the experience of working together and on the program’s future direction. Approximately, seventeen (17) practitioners responded to a paper-based and/or online survey. The preliminary report, including a thematic summary, is attached as **Appendix C**. In summary, Practitioner Partners:

- acknowledged the simplicity of the model, noting that it is replicable, accessible and sustainable
- recognized the potential for collaboration and coordination toward “transforming” new student transition
- noted YU START as a significant opportunity to contribute to clear, consistent and relevant messaging for new students

Toward enacting the YU START program’s stated institutional outcomes, this series of meetings served as an early attempt to establish an on-going community of practice engaging representatives from all units across the University where the core business relates to incoming students; building an understanding of each unit’s work and contribution to new student transition; fostering a coordinated and integrated approach to program planning for commencing students.

It is the YU START core team’s intention to reconvene this group in November 2012 to share pilot program results, preliminary student satisfaction data and information concerning next steps.

Academic School Perceptions of the Program

A post-pilot program interview was conducted with the School of Kinesiology & Health Science undergraduate program office leadership including Professor Carol Wilson, Professor Merv Mosher, Professor Hernan Humana and Ms Sharon Periera. School colleagues made the following observations and recommendations:

Alignment with Institutional Priorities and with the Literature

- Recognized the alignment of YU START with the University Academic Plan and the Provostial Whitepaper (new student transition, the experiential concept and aspects of student engagement) as well as with student engagement and retention literature
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Need for improved communication

- Recommended improved and more regular communication between partners (specifically between the YU START core team and academic School leadership over the course of the planning and delivery periods)

Academic School Engagement

- Recognized the value of the academic, School designed and hosted “Destination Graduation” event as a capstone to this kind of pre-matriculation integrated transition program (beginning the academic year with a strong sense of connection with the academic program by connecting new students to upper year student leaders, faculty members, alumni and staff. Advised that future organization of this kind of program-based event will require dedicated staff support and a dedicated budget of ~\$6,500 (per hosting School, dependent on the size of student intake)
- Questioned the viability/impact of faculty-participation in Making Connections, noting that a mid-August date is challenging for faculty members and that casual participation was awkward; a prescribed role for faculty representation is preferred (recommended maintaining the “mock lecture” in video format (ensuring clear and consistent messaging from the School) and providing time for an in-person official welcome with a short question/answer period)
- Observed that go-forward planning and delivery needs to be grounded in “systems” (clearly defined processes, roles, responsibilities), not dependent on the passion/interest/commitment of individuals

Program Expansion and an enhanced examination of current state in new student orientation at YU

- Welcomed a future potential YU START expansion to include transfer students
- Urged leadership consideration of traditional academic and social orientation planning and delivery noting that there is an assumption that our new students are willing and able to take a week off of work (in late summer) to attend all of the traditional events. Colleagues are interested in learning about traditional social and academic orientation attendance rates. Finally, colleagues raised concerns with the negative connotation associated with the traditional terminology of “Frosh Boss” used to identify YU orientation student leaders.

Student Leader Perceptions of the Program

YU START Online Learning Community and Making Connections Student Coordinator and YU START Online Enrolment Appointment Student Coordinator:

Need for improved communication

- Both (segment) student leads identified communication as an area requiring enhancement (particularly between and among component parts of the program).

Enhancements to student leader & student volunteer training

- Recommended enhanced training in degree and program requirements for all students in leadership roles. New student questions regarding course load, program and degree requirements continued
-

throughout the program. New students in the pilot took advantage of newly-formed relationship to ask their most pressing questions. Many of those questions were academic and/or program related. Training and access to the Student Information System (SIS) and appointment booking system (ABS-W) as well as enhanced connectivity to the advising office (advising experts) were cited as priorities. Given this experience, it is anticipated that these particular training needs will be exacerbated in an expanded program – which will include the addition of 105s, students with transfer credits, etc. Additionally, enhanced training and orientation (leadership skills through to “how to make an effective referral”) for student volunteers who helped with Making Connections was cited as a priority.

Technical tools & systems infrastructure

- Technical tools and systems infrastructure in place were passable on a small-scale pilot with a homogeneous/direct-entry from high school pilot audience. However, a critical examination of how we might best leverage systems and technical tools (including who should have access to what tools) is necessary in the immediate short term, specifically if the program is scaled to include more complex programs and a more heterogeneous student body; gaps in our technical planning led to gaps in practice that required a number of manual work-arounds (calling campaign to promote OLC and MC bookings; manual assignment of MC registration; answering questions for students via email, etc.). These concerns are addressed in Recommendation 4 below.

YU START Student Leaders:

As part of the YU START program, nine senior undergraduate Kinesiology and Health Science students were hired to facilitate the Online Learning Community (OLC) and Making Connections (MC) in-person welcome day. The students were hired from July 16, 2012 to August 27, 2012 for 35 hours per week. Following consultation with Work/Study administration, some “flex-time” was embedded in their work schedules to ensure evening and weekend hour continuance in OLC activity. Prior to communicating with new students engaged in the pilot, the leaders participated in a one week mandatory training program.

At the outset of their employment, the leaders understood that they would be required to submit their observations and reflections on their experiences with the pilot program. All nine leaders submitted individual and detailed written commentary to inform future planning. The following key themes emerged from those submissions:

“Near-Peer” and Personalized Communication

- Recognized the importance and influence of “near-peer” communication during new student transition, with a particular emphasis on ensuring congruence (between senior student leaders and new students in transition) in home-Faculty and major program. Student leaders observed that conversation and engagement were significantly enhanced when they shared personalized experiences and reflections.

Team Building

- Applauded YU START student leader team development, including training/orientation, the layout of their physical work environment (a round table in the Stong College senior common room) as significant contributors to enhancing their ability to learn from one another and collaborate on responses to student questions.
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Conflicting views regarding an appropriate Online Learning Community platform

- Identified the need to further explore alternate platforms for the Online Learning Community. Should the program continue to use Facebook or should York University invest in purchasing a York-specific platform? Would a York-specific platform enhance or detract from new student engagement? Is it preferable for a New Student Transition Program to use familiar social media (“go where the students are”) or introduce a York specific tool? Additional consultation is warranted.

Sustained new student queries regarding the academic program

- Student leaders continued to receive many questions about the academic program, including course enrolment, course load, degree requirements, etc. Given this experience, the YU START leaders recommended that this group not only have basic training in degree and program requirements, but that a degree and program requirement resource person (advising) be identified and dedicated to support them.

Stong College Student Government President:

A post-pilot program interview was conducted with Tristian Reid, current President of the Stong College Student Government (SCSG). Mr. Reid was engaged in the YU START pilot as a student volunteer assistant for the Making Connection Days, and was also involved with reference to his role as SCSG President (planning for Fall Social Orientation which relies on local (college-based) University administrators for the generation of mailing lists, etc.). He recognized significant potential in the YU START pilot. His recommendations were as follows:

Need for improved communication

- Recommended improved communications with regard to timelines (what from the Stong College Student Government (SCSG) in terms of orientation planning is due to whom and when). He recommended that the SCSG be included in planning and discussion as early as March (when the results of elections are in and the incoming student leaders are transitioning into their new roles in preparation for the upcoming year's Fall orientation).

Need for improved volunteer management (recruitment and training)

- Recommended improved training for student volunteer assistants, who help to facilitate Making Connections (MC). Mr. Reid recommended that training and orientation for MC volunteers be elongated and more comprehensive (such as leadership skills through to “how to make an effective referral”). Further, Mr. Reid suggested a graduated system of engaging student volunteers whereby students would volunteer over the course of an academic cycle and then be eligible to apply for paid positions in the second year of participation (based on the existing model employed by the Student Community & Leadership Development Peer Health Educators). He suggested that this model would work to build current student leader knowledge about how best to support new students' transition to York University.

YU START Core Team Perceptions of the Program

All members of the YU START core team were invited to comment individually on their experiences (post-project) from their various vantage points. Several submissions were received and the following common themes were identified:

Cross-functional team experience – ‘knowing ourselves better’ – challenging and rewarding

- Managing current state obligations and local priorities in real time while participating in and contributing toward a cross-functional project (driven by the student life-cycle rather than by local area functional responsibility) proved both challenging and illuminating. Previously distinct lines of responsibility in new student transition (advising, student affairs, College academic orientation and College and/or Central social orientation) were called into question and blurred.
 - Through cooperation, core team collaborators attempted to extend areas of responsibility (toward effecting the student lifecycle approach of the program and toward enhancing seamlessness in the new student transition experience). Considerable effort was extended by all core team members to mitigate known and existing gaps between previously distinct areas of responsibility and expertise (advising/new student enrolment, student affairs, College orientation). In an effort to effect “seamlessness” in the new student transition experience, those same gaps not only were made more obvious, but were in many ways amplified and became an ongoing cause for concern for administrators throughout the duration of project implementation.
 - Echoing the School of Kinesiology & Health Science perception, all core-team members consulted asserted that forward planning, scalability and delivery needs to be grounded in “systems” (clearly defined processes, roles, responsibilities) and not dependent on the passion/interest/commitment of individual contributors
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Section 4: Administrative Recommendations for Future Planning

Communication

Between and Among Partners

Communication between and among core team members and partners was challenging to sustain. Local operational priorities and campus geography were contributing factors. Communication between core team members and among partners was a manual effort (primarily fueled by emails and individually managed distribution lists and complemented by group and individual/one-on-one meetings).

Recommendation 1: Invest in a fully supported Intranet or Sharepoint site to share documents, resources, communication plans, calendaring of special events, solicit input, etc., as they relate to new student transition.

While there was wide-spread enthusiasm for the pilot, not all Practitioner Partners made it a priority to attend pilot meetings and/or contribute to the design of the program.

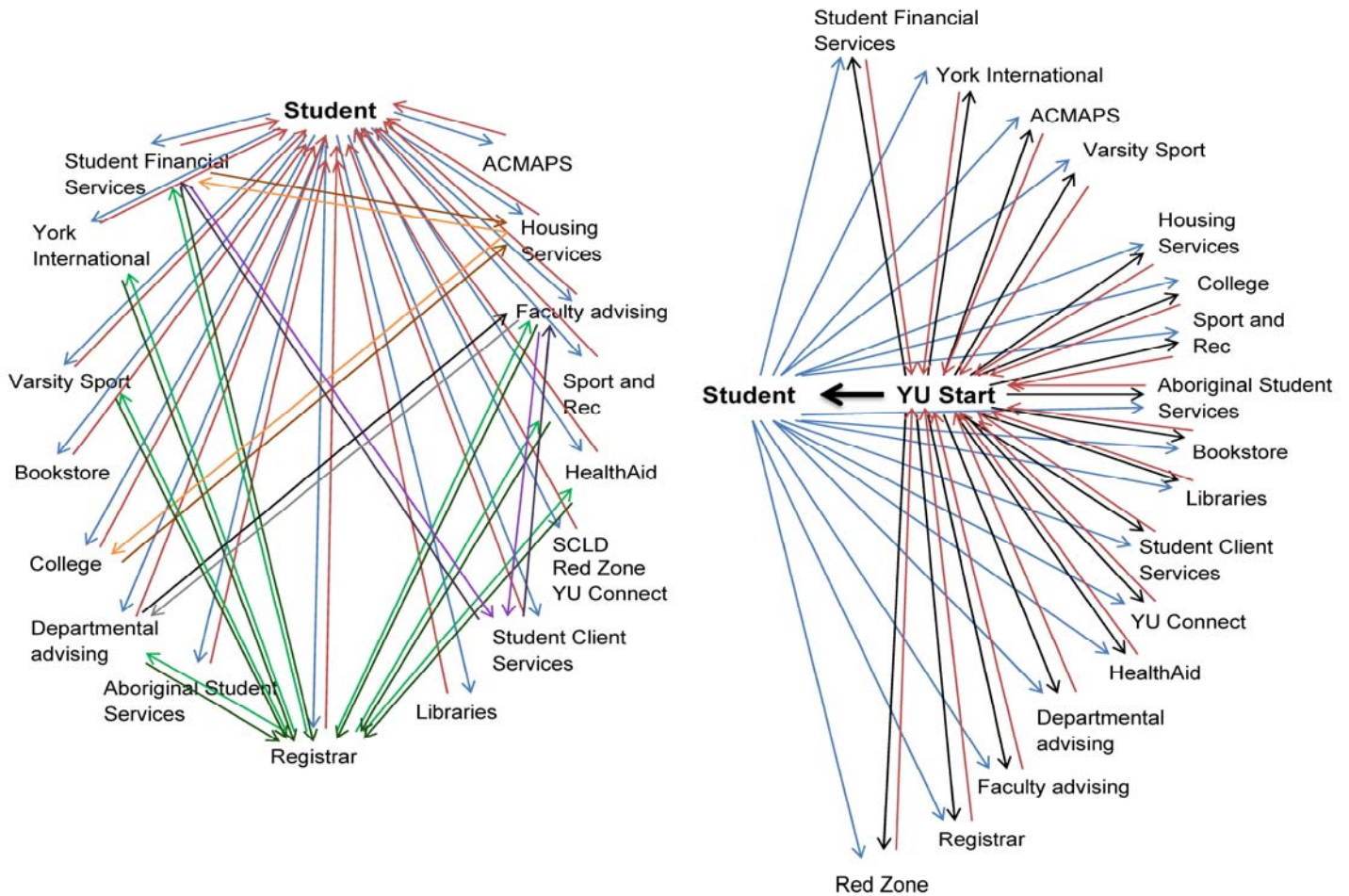
Recommendation 2: Embed the notion of coordinated/integrated new student transition programming in local areas of responsibility. This might be achieved through inclusion in Integrated Resource Plans (IRPs), management colleague Performance Management Program Plans (PMPs) and in local-area strategic priority and operational plans.

Between Practitioners, the Program Core Team and New Students in Transition

Communication between practitioners, the core team and new students in transition were targeted. Given the short timeframe to launch, we were unable to leverage the existing admissions CRM (as anticipated in our original proposal). As such, our targeted and coordinated communications were managed:

- a) manually, without the benefit of software and without a lens into local practices; therefore we operated in the spirit of collaboration and goodwill;
- b) in the context of previously existing local-area developed databases and/or social media (in some areas, students can sign up for routine notices, unit-specific Facebook groups and/or Twitter Feeds and this could not be avoided nor blocked); and,
- c) in the context of RedZone activity (the existing, centrally offered new student transition program for undergraduates at York adds to its email/newsletter database contact information for any student who visits the Zone, whether on their own or as part of a program).

Operating in the spirit of collaboration and goodwill without centralized and specific management and/or governance oversight is not sustainable. The following diagram (Figure 2) illuminates our aspirations with regard to effectively managed communications:



Recommendation 3: Forward the case for an enterprise solution to manage multiple-source communications (between and among all areas of the university) and our student body, beginning with new student transition. While a number of systems exist (such as Starfish Retention Solutions), an evaluation of such systems should be conducted to determine the solution that will best manage our key messages (in a scaled up YU START Phase 1 & beyond – see both Figure 1 and Figure 2). Any and all systems solutions investigated must have the capacity/capability to also handle “early alerts”, for example, which could occur later in an effectively “managed” first year experience cycle.

While the YU START core team was successful in coordinating communications, we noted in our original proposal, that the Student List Module (SLiM) includes the facility for student demographic information list generation including home addresses and emails) is managed on a distributed basis in Faculty-centres. In some cases, access to generate lists (through SLiM) is also available in academic departments. This distributed “list-generation” capability circumstance will remain a challenge as the YU START program is scaled. Also anecdotally, we have some data that suggests that the surge in distributed communications occurs in the immediate lead up to the start of term, but more so into the start of Fall term as new students move more explicitly into continuing student status. We have collected some data in this regard and we continue to suspect, but cannot substantiate that individually managed listservs are prolific.

System Enhancements:

Leveraging Appropriate Expertise and Making Better use of our tools

A scaled up YU START pilot will require the expertise of an RO Business and Statistical Analyst to devise the best use of tools (such as the Appointment Booking System, ABS-W) to achieve “seamlessness” between component parts. While this preliminary iteration of the YU START program used ABS-W to facilitate appointment booking both for the enrolment appointment and Making Connections, we did not anticipate that such a large number of new students would follow multiple directions out of sequence, nor did we anticipate that new students would make the assumption that once course enrolment was achieved, they had concluded their transition/necessary steps. We suspect that this is in some respects a cultural matter (friends, family members are knowledgeable about traditional practices). When the program is scaled (and solidified as an emerging best practice), we speculate that participation beyond first year course enrolment will entrench itself. In addition, a business and statistical analyst could assist in evaluation planning (generating demographic lists, etc). In the current state (and as we move toward scaling-up), these questions require address: Are there better ways to automate appointment booking based on course enrolment? For example, can both appointments be made at a single point of entry? Can students be “pushed” to Making Connections with a change or opt out option? Can students go back into the system and change their date?

Recommendation 4: Enlist a Business and Systems Analyst on a partial secondment in the planning stages to devise the best combination of tools and who should have access to what tools (in which segments of the program) to best support scalability.

We also suggest that attention be directed to finding ways to harness the expertise of students in our Information Technology program (ITEC) who study areas such as internet client-service systems, workflow systems and service oriented architecture. This might be accomplished through work-study hiring or perhaps internship.

24 hours PPY to Moodle Authentication

The online enrolment modules are offered through the Moodle platform. Currently, there is a “24 hour to Moodle authentication” delay. This generation of students is accustomed to immediate online authentication results.

Recommendation 5: Forward as a systems priority, reducing Moodle authentication delays to minutes.

Multiple Program “Push” from Offer to the Program Enrolment System (PES)

While this is not a problem unique to YU START, when a student receives and accepts an offer from among multiple program-based offers s/he received from York (both within and among Faculties), more than one active program is pushed to PES (all offers, rather than simply the one selected are “pushed to PES”). Advising offices must then request that colleagues in the RO manually clean the records (removing the inactive program(s)). In current state, a Faculty advising office can only 'exit' the extra programs if they reside within their own Faculty. For example: a student has applied to and has been offered BA/KINE, BA/PSYC and BA/EN decides to accept BA/KINE. In this case, the student will have three active programs on PES. Faculty of Health can exit the BA/PSYC but not the BA/EN because that program is housed in and governed by another Faculty.

This current situation carries with it a number of issues that necessitate manual work-arounds for both the RO and the advising office, for example:

- If the student uses the wrong program (because more than one has been pushed to PES) to enrol into courses, the courses need to be tied with the correct program by the RO. **Route of Action for the advising office:** the advising office sends an email to the RO on behalf of the student to request that the enrolled courses be removed from the incorrect program and tied rather to the desired program.
- If the student accepts one offer (from among a number), enrolls in courses under that program and then changes his/her mind and accepts a different program to which s/he has also received an offer, the courses need to be tied with the correct program by the RO. In this case, the student enrolls in courses under the new window and will now have courses under two “pushed to PES” programs. **Route of Action for the advising office:** in consultation with the student, the advising office sends an email to the RO on behalf of the student to request that the courses that s/he has enrolled in (under the old/incorrect program) are tied to the new/correct program.

Advising office and RO manual processes (related to ‘cleaning unnecessary records pushed to PES’) must be eliminated to facilitate effective new student enrolment in courses under the correct (chosen/selected/preferred) program regardless of offering Faculty.

Recommendation 6: Forward as a systems priority to ensure that only the active program is pushed to PES. This will preserve advising office staff time, and staff time in the RO as well. Frontline advising staff time can be more appropriately directed to supporting students rather than cleaning records.

System connectivity between Moodle and SIS

It is recommended that system connectivity between Moodle and SIS be enhanced so that the removal of advising blocks be triggered by module completion in Moodle. This kind of connectivity will afford advising offices better means to monitor new student progress through the information steps required in preparation for enrolment.

Recommendation 7: Forward tighter systems connection between the online enrolment video modules and SIS (scaling up the program will require enhanced automation).

Platform to host Online Learning Communities

Opinion remains divided as to the best Platform to host the Online Learning Communities. Debate continued throughout the summer as to whether Facebook or an in-house system might be the best tool to support the OLC. In addition, there has been sustained discussion regarding the placement and length of the OLC indicating a strong preference to elongate it not only into the fall term, but as a support during the online enrolment component. The start and stop of the OLC in the pilot has been noted as artificial and somewhat disruptive.

Recommendation 8: Leverage campus expertise, consult students and decide on the most appropriate and sustainable social media platform on which to host Online Learning Communities.

Web Presence (establishing an online “home” for the program)

Our new student transition (YU START) pilot project was approved on December 18, 2011 with a launch date of May 7, 2012. Timing was such that while we had preliminary exploratory discussions with UIT, we were unable to leverage the Student Portal for this iteration of YU START. We were, however, able to design and populate an *ad hoc* online landing page and resources inventory for YU START using existing information and simply repositioning it:

- a) to provide new-student specific introductions to relevant services and to raise to the fore (from the Current Student website) what the core team and practitioner partners determined were the most relevant resources for a new student audience. **Context:** In the current state, resources relevant to a new student audience are embedded within the overall offerings of each central student services functional unit (and home Faculty, and home academic program) website. Materials available are arranged and organized by unit areas of responsibility rather than by student lifecycle needs.
- b) to best fit and reflect Lizzio’s 5 senses model of new student transition

Recommendation 9: Begin future state planning immediately including prioritizing the augmentation of the Student Portal to house the new student transition program. In the current state we have a Future Student Website and a Continuing Student website. Further, there is merit to weighing and considering, with appropriate communications experts, the merits of a “new student” website for York University undergraduates.

Leveraging the Degree Progress Report (DPR) at Point of Entry

Kinesiology & Health Science students in single majors are able to view the Degree Progress Report (DPR) only once they have enrolled in their first courses. SPECIAL NOTE: In the current state, not all single majors at York have the DPR available to them, but there are initiatives underway on campus to scale the use of this tool. If the program is scaled to include students with transfer credit, it would be beneficial for those students to see the DPR not only after they have enrolled in their first courses, but once the transfer credit is waived on the DPR at the point of booking their enrolment appointment. This will allow students the opportunity to view their record and their transfer credit as it is applied to their program of study before having enrolled in any courses.

Recommendation 10: Forward as a systems priority exploring systems options with reference to an earlier student view trigger on the degree progress report.

Operations (better supporting our student leaders)

The program requires appropriate space and a single-source reporting structure for student leads, student employees and volunteers. Reporting lines for the OLC/MC student lead were unclear and management roles were distributed across at least two areas. Similarly, in the absence of a code of conduct or general rules guiding learning communities on social media, our student leads and leaders (many of whom were familiar with social orientation codes of conduct) applied previous knowledge and were self-governed in this regard.

Recommendation 11 a & b:

- a) Institute a dedicated and singular on-site staff supervisor/liaison (with student services, technical and academic advising experience) to formalize reporting structures
- b) Design and establish a confidentiality agreement and code of conduct for student leaders, research best practices and create a resource inventory in online learning community facilitation

Budget

Given that the budget for the YU START program was distributed across four areas, many budgetary items were reflected in the original proposal as contributions "in kind". The actual costs of YU START are reflected here:

YUTA Salary – YU Start MC & OLC Coordinator (May 2012 to September 2012)**\$14,280.11****Audio Visual**

\$60.00 (ITC for Stong)

\$360.00

\$300.00**\$720.00****Functions – Campus (hospitality for OLC & MC calling campaigns and meetings)**

\$329.75

\$114.17**\$443.92****Printing and Photocopying**

\$415.84 YU START Pilot Introductory Postcards mailed to new students

\$12.70 Copies made at Stong College**\$428.54*****YU START Leaders (9 YES Positions for 6 Weeks)**

\$2620.80 (per position)

\$22,680.00 (total for 9 positions)**Making Connections**

\$1,131.57 (lunch for student volunteers)

Website Design – YUTA Salary

\$3,522.14

YU Start Making Connections Video

\$900

Evaluation - Focus Groups (January 2013)

\$12,000

Incentives for Student Survey

\$400

****Total Expenses**
\$56506.28

Notes:

*The 9 YU START Leader Positions were funded by the YES program at \$1965.60 per position; the net cost per position as paid by the offering unit was \$655.20.

\$655.20 (net cost to offering unit per position)
\$5896.80 (net cost to offering unit for all positions)

**The Total Expenses do not include project manager and administrative staff time.

Recommendation 12: Establish a budget line specific and exclusive to YU START and assign a budget lead. The distributed nature of the pilot program budget (multiple sources) was workable, but confusing. In addition, some flexibility for unplanned expenses needs to be built into the budget framework.

Required Overarching Administrative Infrastructure

The original proposal for a new student transition pilot program (dated December 1, 2011 and approved December 18 2011) made the following overarching recommendation:

Establish a Centre for New Students

Common on many Canadian university campuses are offices/centres whose role it is to coordinate all activities, programming and communications to incoming and first year students. Such an office is needed at York. Its scope of responsibility could include control of all communications to incoming students (achieved through the existing Customer Relationship Management system and effective use of the existing Student Portal), coordination and implementation of the YU START program [...], Fall Co-curricular Week activities for first year students, and coordination of involvement from Faculties, departments and central student services units.

Realizing the “Future Planning” recommendations cited above and working toward achieving affordability, scalability and sustainability (cited below) including best practice and continuous improvement for new student transition would form the core business for a Centre for New Students. This unit is preliminarily conceived as an internal coordination hub rather than a direct service unit.

Section 5: Toward Affordability, Sustainability and Scalability

Affordability, Sustainability and Scalability

At the time of writing this report, the YU START Core Team has been asked to craft and submit a separate proposal for a scaled up version of the YU START program to include multiple degree types and all new student “basis of admission” types (101s and 105s) to be offered in support of Fall/Winter 2013 new student intake. The funding opportunity would be for one year. Consultations are currently underway. These consultations will be informed by the preceding administrative report as well as by the considerations with regard to affordability, sustainability and scalability outlined briefly in this section.

With no new resources, the AIF-funded online enrollment project is poised to service all Faculty of Health students (except students in the Internationally Educated Nursing BScN program). In addition, the online enrolment appointment team will be assisting the Faculty of Environmental Studies (and perhaps one pilot program in the Faculty of Liberal Arts & Professional Studies) in adopting its model for online enrolment. New students in the extended pilot will include transfer credit students and mature students. This means that there will be more than 2000 newly admitted students using the Moodle platform to enrol in their first year classes for Fall/Winter 2013 intake. Consultations are underway, but no decision on YU START expansion to these or other programs, has been made.

This being the context for online enrolment, the affordability, sustainability and scalability challenges for YU START in 2013 will preliminarily relate to managing increased numbers for the Online Learning Community (OLC) and Making Connections (MC). There will be variable human resources costs depending largely on program array and the demographic profile of the new student audience. Funding and infrastructure to support the OLC and MC needs further examination in this context.

Considerations:

Our experience confirms that an ideal ratio to support “small group” online communication between student leaders and new students for OLC and MC seems to be 1:100 segmented out into smaller community groups (one leader managing 4 groups of a maximum of 25 members in each, for example). Given differences in first year program requirements and intake size/profile of programs across the University consultations need to be undertaken with Faculty and program leadership in how the model might be applied.

Dedicate a staff supervisor with technical, advising, student services, administrative and leadership skills to support the OLC & MC. Responsibilities would include:

- ABS-W access and responsibility across all elements of the program
- Room bookings (RAC & otherwise)/TUUS bookings for tabling
- HR responsibilities including: posting student jobs, related paperwork for payroll, coordinating training for paid and volunteer students, space, securing equipment

- Liaison between functional areas
- Ensure website currency and updating
- Support student leaders in OLC & MC
- Program budget responsibility
- Communications between all partners
- Prepare analytics (website and OLC traffic and activity and registration statistics)

Scalability: Staffing matters to be considered:

- There is no guarantee how many work study positions (CLAY, YES) are awarded to each College/Faculty. In addition to academic orientation, colleges and advising offices have other priority programs/projects that rely on student staff. How many paid student leader positions would be needed for YU START?
- Is there an opportunity to build a stronger link with the college orientation leaders so that they play a greater role in academic orientation? Potentially, college orientation leaders may play a major role in OLC and MC.
- Is there an opportunity to consider a student volunteer/student leader model such as the one employed by the SCLD Student Per Health Educator Program?
- Consideration of Winter and Summer session intake periods
- Adequate physical space for a considerably larger summer student staff complement

Scalability: Advising matters to be considered:

- Application of transfer credit waivers/integration of degree progress report (DPR) as central to YU START
- ESL course enrolment (condition of admit) – what can be automated in terms of systems enhancements?
- MATH course selection & sequencing to ensure adequate preparation for required MATH courses in BSc degrees – how will this be managed?
- Limited enrolment (condition of admission) – what can be automated in terms of systems enhancements?

Advising office staff must conduct a detailed systems and administrative function needs assessment.

Scalability: Transition matters to be considered:

- Do transfer students need different types of support services in transition than do direct entry students?
- What kind of transition support services do mature students need? International students? And, do we have the capacity to meet their needs? How does this affect Making Connections program planning and delivery?
- Does the type of preparation or emphasis look or sound differently for different groups?
- Direct-entry students seem to acquire their news and information from social media and texting. This requires more investigation into best practice.

Student services staff must reflect on their prior experiences, Conduct a literature review and needs assessment.

Section 6

Evaluation Framework

Attached as **Appendix C**

Student Satisfaction Survey

Forthcoming

Method

Forthcoming

Analysis

Forthcoming

Results

Forthcoming

References

Forthcoming

Appendix

Appendix A: YU START: New Student Transition Pilot Program Collaborators (current as of April 12, 2012)

John Amanatides	Master, Bethune College	YU START Core Team
Anthony Barbisan	Director, YU-Card & Food Services	
Lucy Bellissimo	Associate Registrar, Systems and Communications	YU START Communications
Rob Bishop	Director, Strategic Initiatives, Faculty of Health	YU START Core Team & AIF Lead
Robert Castle	Sr. Advisor, Policy, Operations & Communications, VPF&A	
Frank Clarke	Director, Communications & Planning, Faculty of Health	
Donna Cope	Director Print and E Media Communications, Recruitment	YU START Communications
Ian Crookshank	Assistant Director, Student Community, SCLD	
Kate Duncan	Recruitment Office On-Campus	
John Dupuis	Head, Steacie Science and Engineering Library	
Josephine Fung	Director, Student & Academic Services, Faculty of Health	YU START Core Team
Rosanna Furgieuele	Associate Principal & Coordinator, Student Exchange	
Maureen Haig	Manager, Learning Disability Services	
Sophie Harding	Recruitment and Liaison Officer, Faculty of Health	
Mike Kasaboski	Orientation & Student Experience Assistant	YU START Core Team
Auroosa Kazmi	HealthAid Network Coordinator, Faculty of Health	YU START Core Team
Debbie Kee	Director, Housing Services, CSBO	
Ross McMillan	Senior Advisor, Policy, Assessment and Aboriginal Affairs	
Molly Morris	Assistant Registrar, Registrarial Information Services	YU START Communications
Mariam Paul	Faculty of Health Student	YU START Core Team
Randy Pitawanakwat	Coordinator, Aboriginal Student Community	

Brian Poser	Director, Atkinson Centre for Mature and Part-time Students	
Julie Rahmer	Manager Employer Development & Communications, Career Centre	
Martha Rogers	Master, Stong College	YU START Core Team & AIF Lead
Peter L. Rowley	Director, Applications and Integration, UIT	YU START Communications
Catherine Salole	Director, Student Community & Leadership Development	YU START Core Team & AIF Lead
Claire Simpson	Student Community Leadership & Development	
Carol Spencer	Senior Manager, Housing Recruitment & Tenant Relations, Housing Services, CSBO	
Agata Stypka	Faculty of Health	YU START Core Team
Enid Weiner	Manager, Mental Health Disability Services	
Craig T. Wright	Coordinator, International Student Programs, York International	
Bart Zemanek	Academic and Travel Coordinator, Sport & Recreation	
Sarah Jamal	PRASE, Administrative Coordinator	YU START Facilitator Assistant
Adrienne Middlebrook	Communications Studies Student	YU START Website Content Writer
Lara Ubaldi	Teaching Innovation & Student Learning Officer	YU START Facilitator

Appendix B: Lizzio Five Senses Model

Griffith University: First Year Experience Project, 2006

DESIGNING AN ORIENTATION AND TRANSITION STRATEGY FOR COMMENCING STUDENTS

A conceptual summary of research and practice Alf Lizzio

The purpose of this paper is to provide a conceptual summary of ideas and practices that have been shown, directly or indirectly, to contribute to commencing students' satisfaction, engagement and persistence in higher education. The framework is not intended to be either prescriptive or exhaustive, but rather, to provide a "shared language" for our ongoing reflections and discussions.

It is clear that there isn't "one right way" to design an orientation and transition strategy. Similarly, there aren't any guaranteed solutions or "magic bullets" that will impact on student retention or engagement. A reading of the available literature does however indicate that there are consistent needs and concern that students experience as they commence university. Understanding these needs provides a sound basis for designing effective orientation and transition strategies.

Thus the approach of this paper is to outline a framework for describing students needs with the hope that leaders responsible for the quality of the first year learning environment (orientation and beyond) will find this useful in planning locally responsive strategies.

Five areas of student need are proposed as relevant to their early success at university. These can be thought of as the 'five senses of success' and each suggests practice goals or areas for intervention.

THE FIVE SENSE OF SUCCESS

1. Students' success at university depends on their sense of capability.

Students who are better prepared for the roles and tasks of university study (viz., 'learning ready') tend to have greater early academic success and are consequently more satisfied and persistent with their studies. A student's sense of capability depends on how well they understand what is expected of them in the student role, their mastery of basic academic skills and their level of commitment to contributing to their learning community. We can help develop a sense of capability by clarifying and negotiating expectations, providing entry level development of academic skills and engaging students as active members of a learning community.

2. Students' success at university depends on their sense of connectedness

Students with stronger connections are more likely to be successful learners, effective colleagues and happy people. A student's sense of connectedness depends on the quality of relationships with peers, with staff and their feelings of identification or affiliation with their School or University. We can help develop connectedness by providing opportunities for students to form good working relationships with their fellow students and with staff and encouraging them to get involved with the university.

3. Students' success at university depends on their sense of purpose

Students with a clear sense of purpose are not only more likely to find their study rewarding, but also to be more committed and persistent when the work gets challenging. A student's sense of purpose depends on their sense of vocation, their engagement with their discipline of study and their capacity to set personal goals. We can help develop a sense of purpose by providing opportunities for students to be as clear as they possibly can about their reasons for going to uni and their choice of degree, to see the relevance of their course of study and to systematically develop their strengths and talents.

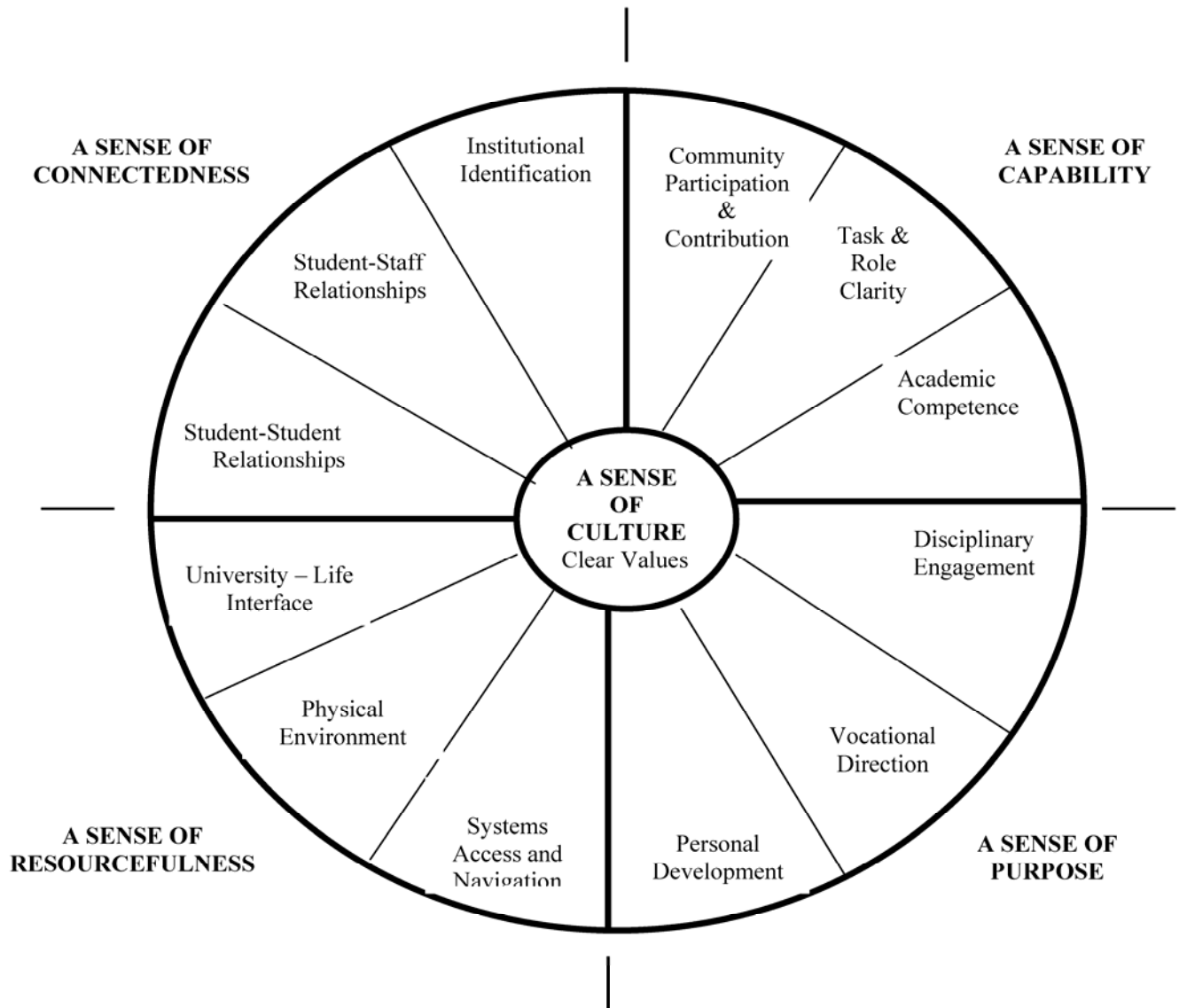
4. Students' success at university depends on their sense of resourcefulness

Successful students not only know how to study but also how to proactively manage the challenges of their whole university experience. A student's sense of resourcefulness depends on their ability to navigate the university system to get the help and information they need, willingness to speak up if they have a problem and an ability to balance their work, life and study commitments. We can help students to be more resourceful by providing clear and accessible roles, procedures and resources and encouraging timely help-seeking behaviour.

5. Students' success at university depends on their sense of academic culture

Successful students know the value of learning 'how things are done' and what is important or valued in new culture. A student's sense of cultural competence depends on their appreciation of the core values and ethical principles of the university and how these will inform their approaches to study and working relationships with fellow staff and students. We can help students by clearly answering the question: "what is a university?"

The 'Five Senses' of Successful Transition



Appendix C: YU START Practitioners Feedback

Thematic Summary

The YU START core team invited campus practitioners to share their thoughts and ideas about the program, the experience of working together and on the program's future direction. Approximately, seventeen (17) practitioners responded to the survey. This report includes all the responses that were submitted along with a preliminary thematic summary. A comprehensive analysis will be conducted and the results will be included in the final YU START evaluation report.

What is your opinion of the YU START new student transition program, as you understand it?

- I see a lot of potential through the program. I remember when I first entered York and I was so lost and confused. This will be very successful.
- I think it's a great idea for students to get a unified message
- I think this program is a fantastic idea as I understand it. I hope the execution fulfills the plan.
- I think this is an excellent initiative that well prepares students for university. It targets all students including those outside the GTA who would find it difficult to come to campus to access information.
- I like it! To have a coherent, yet simple, model of practise, wow! What a concept!
- Love it! Increase accessibility and support students to connect.
- It has been very inspiring to bring together so many campus partners with the central goal of helping students. I feel like I have learned so much in just a few meetings and it is important to keep the dialogue going.
- Great initiative that is much needed given York's size and complexity
- I think it's a great initiative to cut through the clutter a new student and experiences
- It's about time we pool our resources and experience to truly transform this university. The impact we can have on student success when we just take a step back and look at what makes sense.
- A terrific initiative - well thought out, reasonable, replicable and sustainable. Great job!

Opinion of the YU START program

- Positive feelings
- Simple model – replicable, accessible, sustainable
- Inspiring
- Transformative
- Timely
- Collaborative
- Lots of potential
- Positive impact on student body

- more consistent and collaborative approach
- Any new initiative to get departments working together to streamline communication with students will be beneficial to the students and the university
- I believe the program will positively affect a new student's transition to York and has strong potential for pan-University adoption.
- Great opportunity to understand and review the process of orienting new students and making sure they all have the same goal in mind and have a consistent message to help define York.

How do you think students could benefit from the YU START program?

- Having the sense that someone is there to help and guide will reduce stress. It acts as an excellent bridge between high school and university.
- They will be better prepared and ready to begin their university career. Pairing them up with upper-years is a great idea because they will trust their judgement and advice rather than an advisor or admin
- Clarity and greater sense of what York is about
- Clarity and consistency of information inserted in a way that is meaningful and students will build greater relationships and ideas.
- Access to important information, connecting with peers and staff, have the confidence that they are prepared to start university
- The notions of: a) a pathway to success b) the sense of targets: the senses are leaning targets
- The ability to be better prepared before they arrive on campus for enrolment and reduce anxiety of what is involved
- Simplified process and bringing consistency in knowledge of campus resources
- Having a coordinated, interactive and de-cluttered introduction/transition into their first year
- Clear path from acceptance to start of class, build social network and capital before arrival, Jump Start on the level of engagement needed to excel
- They will be equipped with detailed knowledge on the campus and its processes before they even step on its soil

Benefits for Students

- Decrease stress/anxiety
- Increased confidence
- Better prepared
- Clear, consistent and relevant messages
- Greater sense of community
- Contributing to social network
- Strengthened sense of engagement

- Gain information, build their networks, meet new friends, be mentored - make lasting connections with the York university community - thereby strengthening their sense of engagement.
- If we are all on the same page, very well
- Get to meet each other online before coming to York and get to meet upper year mentors
- Get into courses faster. Reduce duplicate messaging and e-mail overload. Increase understanding of process. Enable them to take ownership of their role in process. Create positive impression of York (no longer being "Yorked" by opaque policies and processes). Enhance student experience. Positive influence student success.
- To help them sort through all the aspects of University life from the boring administrative to the academic expectations to the exiting and fun social aspects. They just need to know what is out there for them and how to access it.

How do you think student service practitioners might benefit from the YU START program?

- Enhance their understanding of where students' building blocks are.
- They are able to develop community-building skills and are able to pass on their knowledge and experience so that someone else can be successful
- A clearer path to getting our message to students
- Clarity of ideas between colleagues, knowledge of what transpires opposed to assumptions
- It could serve as a best practise model
- More time to do higher/deeper meaning work with students
- Could not read with this one said
- There are implications for student success and importantly an imperative for other places
- Increase awareness of other areas and services they offer. Keep dialogue open concerning new initiatives.
- Being able to focus and refine and prioritize their communications and efforts in engaging with first year students

Benefits for Practitioners

- Clear pathway for communication
- One vision – clear goals
- Increased understanding of current state
- Higher/deeper meaning work
- Less bureaucracy
- Greater sense of collaboration
- More time to deliver effective service

- Clear touch points throughout the summer, road map to when and where to connect, brings student services to students rather than current expectation
- The ability to talk and interact with people, especially of varying backgrounds is a?. This program will really improve their inter-personal skills.
- Students going through the YU START program will have more information about the various services available to them and therefore a head start.
- Being kept informed so the left and knows what the rights hand is doing.
- Less bureaucracy, less calls going to the wrong departments, greater understanding of how we all need to connect
- Reduce the stress of trying to accommodate students in limited appointment slots. Less time spent o processes = more time for service. Allow for the time to create a partnership with students and enable them to spend more time with those that may be struggling. Greater sense of collaboration with other units.
- By helping them understand the bigger picture, end to end, so that they recognize that what they are doing is part of larger process and must be in alignment with the bigger goals. Take them out of their "silos".

What is it about the YU START program that is important to you/your area of expertise?

- A solid understanding of enrolment process will result in less add/drop and DPR issues.
- Making a meaningful connection online. I am excited to see what Mike and Claire have planned. I know they will be really successful.
- We can target our student audience and let them know what we have to offer
- We spam the students. They stop reading the information or just delete what they receive. This represents a targeted approach that will yield greater understanding through reduced recycled information
- It has much in common with Jump Start (objectives, activities and purpose)
- Connect to service, connection to campus, allows for repeating of info in multiple modes

Importance of YU START

- Positive impact on add/drop and DPR issues
- Targeted approach and message (relevant & timely)
- Opportunity to collaborate & streamline process
- Engaging students in co-curricular experience
- Contributing to student success & student's sense of purpose
- Building sense of community on campus

- I think collaboration is key, as we all play a role in helping students to navigate resources. I believe it will help to bring more clarity and support to student transition
- Getting the right information to students at the right time, with the right context etc. Why it is relevant to the student.
- Student engagement in the co-curricular experience, stronger York community, target audience, orientation
- Foremost, +preparing students with the most basic building blocks that they will need to give them a chance to succeed.
- Making Connections and having students see linkages between their program of study and their career aspirations.
- Important to promote mental; health and disability services
- The less confusion for our students, the better
- Streamlined communication and enhanced engagement.
- What's important to me is to help students make it through that first year. And hopefully help them set their goals and expectations accordingly and ultimately I feel take responsibility for themselves and their level of commitment to and engagement in the York U experience.

In your opinion, have you felt that practitioner meetings have fostered collaboration? If so, how?

- Absolutely, an excellent venue for a) Understanding “big picture” b) sharing best practise
- Yes, because it allows for feedback and opinions from a wide range of perspectives
- Yes. Around the table, work shoppers ideas.
- Yes, sharing of ideas regarding common interests and objectives
- Yes, in terms of collaboration with the YU START team
- Absolutely! Giving us time and space to think/reflect
- Yes, the model has been a great springboard for discussion
- Broadly for the YU START program, yes, but I think there is still a silo mentality that persists. However, this is a great initiative to start having people in a more collaborative/integrated manner

YU START Practitioners Meetings contributed to the following:

- Understanding big picture
- Sharing (i.e. best practices, resources, ideas, challenges,)
- Incorporating range of perspectives
- Reflection on practice
- Problem solving to affect change

- I agree that they have, although as is often the case even when terms are defined, different folks have different opinions as to where priorities lie. This challenge contribution when you are a smaller voice at the table
- We're all sharing ideas and finding common themes no matter the area we are in. Knowing you are not alone in your challenges is very comforting
- Absolutely - particularly the exercise we did discussing how each unit fit (or didn't) into the Lizzio model was enlightening and sparked tremendous discussion including around future partnership initiatives.
- Good discussion
- Have not attended all, but is good to bring a wide range of perspective to the table/discussion
- Absolutely. Getting us all into the same room, talking about the challenges, solving them, uncovering the commonalities, the energy around synergies, providing hands on opportunities to affect change.
- Yes because we are helping each other understand what we do and why its important to us and to the student.

From participating in meetings related to the YU START program, is there anything you have learned that will be applied to or inform your own work?

- I will refer students from the housing Facebook page to YU START
- The five senses model is an interesting way to form our interaction with students
- Will certainly revisit a model approach to programming with colleagues again
- The Lizzio model, 5 senses of student success
- Lizzio's model has already influenced our perspective and practise
- Yes, model will be applied to a) course I teach b) an intake model c) or seminar transition course
- It all applies

Learnings and applications

- Model approach to programming (i.e. Lizzio)
- Other services on campus and possibility to partner
- More effective referrals

- The Lizzio model is an interesting way to clarify our communications and also assess if we should do things differently, or even at all
- Lizzio's framework, different outlooks from different service areas
- The end product is exactly what I'd like to employ in my area
- Learning about the other campus units more in depth has helped me make more sense of possible synergies and will help in the referral process.
- Ideas for our 4-day skill building summer course Aug
- Not really
- I have a clearer understanding of the advising process and how that interfaces with the recruitment-conversion-admission-transition journey of a student.
- I think for me it's the importance of not just going with your gut but properly using and accessing the data and research that is out there.

What would you like YU START to accomplish by the end of the pilot (September 2012)?

- A "program" that could be used as the basis for broader application
- Be able to complete a successful cycle from initial email or invitation to connecting these incoming first-years to upper-year mentors.
- Let incoming students know what we have to offer, where we are.
- Realistically I have no expectations of the program per se. Growing the effectiveness of the program is a year-two goal.
- Serve as a successful model for similar projects
- Proof of concept that an advising "cattle call" has been done before at York U has a viable and meaningful alternative/replacement
- More consistency in dialogue, less frustration with our students concerning procedures, create more clarity with campus resources

YU START Accomplishments

- Broader application – one YU model
- Successful cycle (pilot year) – informed by evaluations
- Consistency in practice, policies and procedures
- Greater sense of community
- Informed students
- Greater collaboration among services practitioners

- For pilot participants to have discovered/engaged with key processes/services and feel comfortable in their new life at York and for YU START to have measured the students impressions of the value and methodology of the program
- Cohesive transition to September. A pathway to resources, timelines and skills, which give every opportunity for early success
- A first-year student population that is not overwhelmed and is comfortable in asking for help
- Have a cohort of new students who feel that they are informed; know where to go and/or how to get what they need on campus; have made connections with other students and faculty; feel part of a community; feel supported in their academic programs and that their studies will lead them towards their career goals; and most importantly feel that the university will care for them - that they will be looked after during their 4+ years here.
- An evaluation from students to inform the transition course MHDS is running Aug. 20, 21, 22 and 24
- To have our first year students successfully transition to university and to get our service practitioners working more collaboratively
- A successful transition for the pilot group, as assessed by the students themselves.
- I'd like to see some solid feedback from those students that they found the process of starting at York U less scary and intimidating and confusing as a result.

A comprehensive evaluation of the YU START program will be conducted. What do you see as the critical evaluation questions at this time?

- Ultimately retention will be a marker of success
- It's all about the student's feedback! If they like it and if it's successful
- Does it improve on-campus engagement?
- What are the next logical steps?
- How has it impacted your transition to university and your first-year experience?
- Impact on sense of clarity about enrolment. Impact on sense of affinity for York/sense of welcome. Would be good to sort evaluation by sense (in Lizzio or YU START terms).
- Is the information accessible? Does it take into account all learning styles?

Areas of Focus:

- Retention
- Perceived benefit of program
- On-Campus Engagement
- Impact on 5 senses
- Accessibility of information (i.e. considering learning styles)
- Perceived level of preparedness
- Impact of program

- How do we create consistency in messaging, training, keep the communication lines open
- Facebook community: what types of questions have you asked leaders? Did modules prepare you for enrolment?
- What about the program made the biggest difference for you?
- Do you know where to go and how to get the information you need? Have you made connections with other students and/or faculty? Do you feel part of a community? If so, how would you define that community? Are you confident that the university will look after you during your time here? Do you feel that the York community will support you in your academic and career endeavors?
- What worked and what didn't. Do they feel less apprehensive? Do they know where to go for help of any kind?
- What the students feel about their transition
- Was the process clear. Did you get into the courses you wanted/needed? How has the program helped you feel more at home at York?
- The evaluation must include not only an assessment or survey of participating units and students but also of students who were NOT part of the program. We need to compare their relative experiences and not just in Sept 2012 but also in Sept 2013. We need to find out if York U lived up to the promise of YU Start. We can't just start them well; they have to finish off well. Some questions: what campus services (academic and non) did they use? What was their academic experience like vis a vis supports, evaluation, understanding how to navigate advising etc.?

Many of you engaged with us in assessing the utility of the Lizzio Model called the Five Senses of Student Success. We are wondering whether or not you would have any interest in participating in a "Community of Practise" focusing on Lizzio's model and research?

- Not at time, largely because of time constraints
 - Yes
 - Yes, without being limited to this approach
 - Yes (Rosanna Furgluele)
 - Yes (Brian Poser)
-

- Absolutely
- Yes
- Yes (from Ian)
- I would (Bart Zemanek)
- Yes - very interested in the Career Centre's role within the "Sense of Purpose" quadrant of the Lizzio model.
- Yes or one of my staff as I won't be here next summer
- Maybe
- Yes, perhaps with the addition of Vincent Tinto's work as well.
- Yes.

Is there anything you would like to say to the YU START core team?

- Well done! This is a huge project that has been handled with creativity, dedication and resulted in a tremendous project that could significantly enhance the York community
- Good luck! You are all very talented and full of idea, so I look forward to seeing your amazing work and helping in whichever way I can
- Great job. York should have probably done something like this 10-20 years ago
- Thanks for taking this on
- I wish you the greatest success. Congratulations on this wonderful initiative.
- Go team go!
- Amazing work in a short period of time
- Great work? This will truly revolutionize the University. Thank you!
- Kudos for taking on such an important initiative
- Great work
- Great job!! Lets rock this project and on to the next. All those standing still step aside.

- Bravo!
 - Great job
 - Keep up the good work, hope there is a measure of success that comes out of all of this, such as increased recruitment to York!
 - Dedicated, forward thinking, collaborative, open minded, talented individuals that add heaps of value to the University and to the student experience.
 - Just remember what's at the core of this initiative ie: student success. And don't assume that YOU or WE know what that means. Student success is based on their individual goals. Sometimes it's not what we all think it is. Even a student who has had academic difficulty can define themselves successful if they find that they had help along the way to identify and resolve their issues.
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Appendix D: YU Start Evaluation

Program Component	Objectives	Outcomes	Critical Indicators	Method(s) of Measurement	Data Collection Point(s)	Responsibility	Questions for Post-intervention Surveys
Online Enrolment	<p>Objective #1: Provide first year students with the capability to successfully select and enroll in their courses.</p> <p>Sense of capability</p>	<p>Learning Outcome 1</p> <p>Demonstrate knowledge regarding the York timetable.</p> <p>Learning Outcome 2</p> <p>Identify important dates and deadlines.</p>	<p><u>Timetable</u></p> <p>Indicators (online quiz) -</p> <p>Course Level</p> <p>Date</p> <p>Course Code</p> <p>Credit Weight</p> <p>24 hour clock</p> <p>Days of Week</p> <p>Term</p> <p><u>Important dates</u></p> <p>Indicators (online quiz)-</p> <p>Financial deadlines</p> <p>Academic deadlines</p> <p>Start dates</p> <p>End dates</p>	<p>Online Quiz on Moodle</p> <p>Online Quiz on Moodle</p>	<p>Module # 2</p> <p>Module # 3</p>	<p>HH OSAS</p> <p>HH OSAS</p>	<p>How well did the program prepare you for starting your first year?</p> <p>Strengths/limitations of technology, modules chat</p> <p>Suggest improvements</p> <p>If modules did not get completed – Why?</p> <p>Confidence, capability, academic culture</p>

		<p>Learning Outcome 3</p> <p>Define the component of a BA/BSc degree</p>	<p><u>Component of a BA/BSc</u></p> <p>General education</p> <p>Major</p> <p>Electives</p> <p>Upper level</p> <p>Basic Science</p>	<p>Online Quiz on Moodle</p>	<p>Modules # 5</p>	<p>HH OSAS</p>	
		<p>Learning Outcome 4</p> <p>Identify the courses they are required for 1st year.</p>	<p><u>Course selection for 1st yr</u></p> <p>Major KINE courses</p> <p>General Education</p> <p>Electives</p> <p>PKINs</p> <p>Basic Science Courses for BSc students</p> <p>Electives</p> <p>Courses in 1000 or 2000 level</p> <p><u>Ability to use REM</u></p>	<p>1. Online Quiz on Moodle</p> <p>2. OSAS runs lists and review student enrolment – follows up with phone calls as appropriate</p>	<p>Module #6</p> <p>Weekly after start of enrolment process</p>	<p>HH OSAS</p>	
		<p>Learning Outcome 5</p> <p>Demonstrate the ability to use REM</p>	<p>Enroll in courses</p>			<p>HH OSAS</p>	

		for enrolment.					
	<p>Objective #2: Assist first year students with the development of an understanding of the academic environment.</p> <p>Sense of capability and resourcefulness</p>	<p>Learning Outcome 1</p> <p>Demonstrate ability to pay enrolment deposit</p> <p>Learning Outcome 2</p> <p>Demonstrate ability on navigate York websites</p>	<p><u>Enrolment deposit</u></p> <p>Pay \$450 enrolment deposit</p> <p><u>Navigate websites</u></p> <p>Plot timetables</p> <p>Finding classrooms</p> <p>Review online financial statement</p>	<p>OSAS runs lists and review transaction record</p> <p>Online quiz on Moodle</p>	<p>After June 15</p> <p>Module # 8</p>	<p>HH OSAS</p> <p>HH OSAS</p>	

<p>Objective #3: Enable first year students to develop an understanding of resources available to them and a sense of capability to commence university studies</p> <p>Sense of capability and resourcefulness.</p>	<p>Learning Outcome 1</p> <p>Identify and describe online academic resources that are available to support their success</p> <p>Learning Outcome 2</p> <p>Define the next steps of YU START program</p>	<p><u>Online Tools</u></p> <p>Degree Progress Report</p> <p>GPA Calculator</p> <p>Ask A Student Services Expert</p> <p><u>Next Steps</u></p> <p>Sign up for Making Connections session</p>	<p>No Quiz on Moodle for this – but students can be reminded of tools during Making Connections</p> <p>OSAS to review Moodle progress reports to insure students are watching final video</p> <p>OSAS/YU start team to follow up with students who have enrolled but not signed up for MC</p>		<p>Making Connections</p> <p>OSAS</p> <p>OSAS/YU START</p>	
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<p>Virtual Learning Communities</p>	<p>Objective #1: Welcome to York: choose your own path" will welcome students to York, the Faculty of Health and Stong College as well as other various connection points.</p> <p>Sense of connectedness and resourcefulness.</p>	<p>Students will:</p> <p>1. Express a sense of connection to the School of Kinesiology and Health Sciences.</p> <p>2. Distinguish between the role of the department, faculty, and college.</p>	<p>Students: refer to themselves as a part of the School of KINE & Health Sciences; know where to go for specific services; are excited for out-of-class experiences; recognize services offered by key resources; self-identify as belonging to specific communities; have accomplished executable tasks.</p>	<p>1 FB Poll - Have you identified a club/organization you want to get involved in?</p> <p>-yes</p> <p>-no</p> <p>Who am I at York?</p> <p>-a student in the Faculty of Health</p> <p>-A student in the School of Kine & Health Sciences</p> <p>-A Stong College Student</p> <p>2. Game show question – distinguish between academic advising between faculty and department and college</p> <p>1st appt goes through faculty, any gen ed req's or gpa Q's, upper level reqs, overall degree progress, add major/minor, electives</p> <p>Dept – core courses and pkines, major specific Qs</p>	<p>End of week 1 (Jul 27)</p> <p>End of program</p>	<p>SCLD</p>	<p>What other topics did students identify that need to be addressed?</p> <p>How was conversation best facilitated online?</p> <p>Where was the most discussion hosted (e-mail, blogs, facebook)?</p> <p>What was the timeframe for student completing executable tasks?</p> <p>What did students most want to discuss?</p> <p>How long did it take for students to get comfortable within the online communities?</p> <p>Could students identify the theme (welcome to York) and the senses (connectedness and resourcefulness)?</p>
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		<p>3. Recall and identify: relevant out-of-class experiences; the importance of out-of-class experience and their role in facilitating connections with peers, faculty and staff.</p> <p>4. Identify personally relevant communities (Aboriginal Student Services, ACMAPS etc.)</p>		<p>"if I have a question about my pkins I will go ..."</p> <p>Where would you go for each service: Dept, Faculty (OSAS), College, College Council</p> <p>Q's on Pkines</p> <p>Q on formal</p> <p>If I wanted to join a study group</p> <p>3. Focus group and general qualitative info from facebook</p> <p>4. ?? how do we asses if they identified, does this mean we take student numbers and go and check</p>			
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		<p>5. Execute the following tasks: register for orientation; register on YUConnect with the interests Faculty of Health, Stong College, First Year and join the RED Zone page; Complete requirements to live in residence (if applicable); Activate Tait gym membership; get a parking pass and/or identify transportation options.</p>		<p>if they registered?</p> <p>5. FB poll - Do you know how you're getting to York in Sept?</p> <ul style="list-style-type: none"> -Yes, I've applied for Res -I'm getting my parking pass -I've figured out my bus route -I'm flying -I'm biking to York <p>*if students still haven't figured out a method, YU START Leader can post appropriate Link</p> <p>FB Weekly checklist:</p> <ul style="list-style-type: none"> a) register for orientation b) register on YUConnect with the interests Faculty of Health, Stong College, First Year and join the RED Zone page c) get a parking pass and/or identify transportation options. 			
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<p>Objective #2: "Investing In Your Future" will help students to understand their university degree is a gateway to their future and that there are many resources at York to assist them with their finances.</p> <p>Sense of purpose and resourcefulness.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Acknowledge that a university education is important in personal and professional growth. 2. Recall and identify: relevant out-of-class experiences; the importance of out-of-class experience and their role in facilitating connections with peers, faculty and staff. 3. Recognize the importance of career planning through the support of the Career Centre. 	<p>Students: value university as a learning opportunity; look for career related, out-of-class experiences; have accomplished executable tasks.</p>	<ol style="list-style-type: none"> 1. & 2. Testimonials or FB discussions % FB Poll <i>talk about the importance of volunteering, co curricular involvement, connecting with other students, staff, faculty</i> <p>FB Poll: What does your KINE degree mean to you?</p> <ul style="list-style-type: none"> -a way to enter a prof. School -an amazing way to spend the next 4 yrs -an opportunity to get inspired -a degree that will help me decide my future -a stepping stone to building a career <ol style="list-style-type: none"> 3. Game show - The Career Centre can help me bring to life my KINE degree through: <ul style="list-style-type: none"> -Career Counseling -Workshops (writing a resume, interview skills, networking etc) 	<p>End of week 2 (Aug 3) End of program</p>	<p>Could students identify the theme (investing in your future) and the senses (purpose and resourcefulness)?</p>
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	<p>4. Execute the following tasks: complete the student financial profile; activate online career profile on Career Centre website; apply for campus jobs (if applicable); apply for government aid and scholarships (if applicable)</p>		<p>-My online career profile which allows me to browse online career services and job postings</p> <p>4. FB Poll: Fees can be paid through OSAP, RESP's, Scholarships and Bursaries, other governmental aid, or from your own savings, do you know how you're paying for school? yes no</p> <p>FB Weekly checklist: It will serve as both a reminder and assessment-</p> <p>a)complete the SFP</p> <p>b) activate online career profile on CC</p> <p>c) apply for government aid and scholarships</p>			
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<p>Objective #3: "Getting off to an A+ Start" will provide strategies and resources to enable students to achieve academic success.</p> <p>Sense of capability and resourcefulness</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify strategies to be successful in learning at university. 2. Recall and identify the following resources: Writing Centre; Learning Commons; Learning Skills; CDS; OSAS 3. Execute the following tasks: manage online services (FAS etc.), demonstrate understanding of important dates, show ability to 	<p>Students: begin to assess personal learning style; identify services offered by key resources; have accomplished executable tasks.</p>	<ol style="list-style-type: none"> 1. FB Poll: I'm most worried about -writing my first paper (Write to Succeed Stong College, learning Commons) -studying for my first exam (Learning skills CDS, KAHSSO- mock exams) -taking notes (Learning Skills) -finding someone to help me when I have questions (Health AID) -Freshman 15 (Health Ed, SCSG, eating healthy) 2. Gameshow Question: How do I use public computers on campus? -activate my FAS account and use it to sign in 3. FB Weekly Checklist: Have you? - Activated your FAS - Checked out campus resources that will help you with your "biggest" worry 	<p>End of Week 3 (Aug 10)</p> <p>End of Program</p>	<p>Could students identify the theme (Academic success) and the senses (capability and resourcefulness)?</p>
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	<p>print/buy textbooks</p>		<p>academically</p> <ul style="list-style-type: none"> - Read the tips provided by all the YU START Leaders for staying healthy and academics - Know what they will do stay healthy as a student both mentally and physically - Navigate the important websites page (bookmark it) - Have printed their textbook lists <p>FB Poll: What are the dates for Fall Reading Week?</p> <p>Do you have classes on_____?</p> <p>(testing important dates website)</p> <p><i>*get the students to vote on the best tip or tip that aligned with them the most.</i></p> <p>4. FB poll: Did you know that the freshman 15</p>			
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	<p>4. Students should be able to identify healthy lifestyle strategies and opportunities offered on campus to support both their physical and mental health.</p>		<p>is a myth? -yes -no Health Education and Promotion and Sport York provide opportunities such as _____ to support your student healthy lifestyle: - cheap gym membership (Sport York) - intramurals (College Councils) - body breaks and nutrition seminars -free on campus running group *discussion should trail to showing that they should however still have a strategy in place</p>			
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<p>Objective #4: "Becoming a York Citizen" will introduce students to York's values and their own rights and responsibilities in upholding them.</p> <p>Sense of culture and resourcefulness</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Acknowledge the role that each student has in upholding: academic integrity; Code of Rights and Responsibilities; an inclusive and safe environment. 2. Recall and identify the following resources: Security; OSCR; goSAFE; Centre for Human Rights. 	<p>Students: identify a personal responsibility upholding community values; identify services offered by key resources</p>	<ol style="list-style-type: none"> 1. FB Poll: If I am on campus late on campus my travel options are? <ul style="list-style-type: none"> - goSAFE - walk with a group of friends <p>FB Poll:</p> <p>Did you know as a YU student you have some RIGHTS, but you also have some responsibilities?</p> <ul style="list-style-type: none"> -yes -no 2. In the unlikely chance that you accidentally unintentionally get into a very unserious "tiff" with another student what are your options to help resolve the issue? <ul style="list-style-type: none"> - Use OSCR - Call security - Centre for Human Rights 	<p>End of Week 4 (Aug 17th)</p> <p>End of program</p>		<p>Could students identify the theme (becoming a York citizen) and the senses (culture and resourcefulness)?</p>
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	<p>Objective #5: Post themed content will provide a transition from the Facebook groups to the RED Zone, both in person and online.</p> <p>Sense of connectedness and resourcefulness</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Understand the purpose of RED Zone 2. Subscribe to the RED Zone Facebook, Twitter and/or YUConnect pages. 3. Identify the RED Zone booth and blog as a resource. 4. Understand that the next step is to visit Making Connections as being 	<p>Students: identify services offered by the RED Zone; engage with their social media.</p>	<ol style="list-style-type: none"> 1. 1. FB poll: What is REDZone? <ul style="list-style-type: none"> - Have awesome bloggers that share their uni experience - Resource for any questions you have related to university 2. FB poll: Have you joined twitter yet ? <ul style="list-style-type: none"> -yes -no <p>* discuss how YU is all over twitter, can be used to create hype during MC similar to PLC, fast way to get information</p> 3. & 4. FB Weekly checklist: Have you.... <ul style="list-style-type: none"> - Joined the REDZone fb page 	<p>End of program</p>		<p>Were students receptive to the transition from Facebook to RED Zone?</p>
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		the last step to YU START		<ul style="list-style-type: none"> - Ready for your MC day (times, location, date) - Know that REDZone is around all throughout the year 			
	<p>Objective #6: Overall the online community will encourage first year students to make valuable connections with each other and various student leaders, to ask questions and to participate in discussion.</p> <p>Sense of connectedness</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Establish at least one relationship with a peer through conversation in the online community. 2. Identify a student leader to whom they feel a connection with and can ask questions. 	<p>Students: have friended one or more peers on facebook through the OLC; can name and contact one or more student leaders.</p>	<ol style="list-style-type: none"> 1. Focus Group and qualitative measures from FB convo 2. Focus Group or Testimonials? 	End of program		<p>Did students find it easier to bond online than in person? Did the online community prepare them interacting in person, were students less inhibited at making connections and in class?</p>

<p>Making Connections</p>	<p>Objective #1: Encourage first year students to make valuable connections within the Faculty of Health and Kinesiology program.</p> <p>Sense: Connectedness and Purpose</p>	<p>Learning Outcome 1</p> <p>Establish a relationship with peers through cooperative group activities.</p> <p>Learning Outcome 2</p> <p>Express how they plan to be Agents of Change during their first year in the Kinesiology and Health Science program.</p>	<p>Work cooperatively in a small group environment.</p> <p>Students feel a sense of belonging with the university and their program.</p> <p>Identify and describe two co-curricular opportunities they are interested in pursuing.</p> <p>Articulates the vision for the Kinesiology program at York University and how that relates to the definition of Kinesiology as a field.</p> <p>Expresses understanding of “Agents of Change” attributes.</p>	<p>Develop and present team name and symbol.</p> <p>Survey: Likert questions.</p> <p>Survey: Open ended question.</p> <p>Survey: Open ended question.</p> <p>Reflected in their contribution to the development of the mural.</p>	<p>During the Making Connections Day itself (August 20 – August 24)</p>	<p>YU START Leaders and Coordinator</p>	
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			Graphically depicts one action they will take in their first year as an "Agent of Change".	Contributes to the development of the mural.			
				Contributes to the development of the mural.			
<p>Objective #2: Contribute to students' understanding of their degree structure.</p> <p>Sense: Capability</p>	<p>Learning Outcome 1</p> <p>Differentiate between the different components of their degree.</p>	<p>Identify the number of credits they need to fulfill in each component (Gen Eds, Major, Electives) and criteria (Upper Level, Electives outside their major, minimum 4000 credits, science credits) of their degree.</p>	<p>Contributes to the development of the mural.</p> <p>Contributes to the development of the mural.</p>	<p>During the Making Connections Day itself (August 20 – August 24)</p>	<p>YU START Leaders and Coordinator</p>		

<p>Objective #3: Contribute to students' ability to navigate the York University campus.</p> <p>Sense: Resourcefulness</p>	<p>Learning Outcome 1</p> <p>Able to locate key buildings on campus.</p> <p>Learning Outcome 2</p> <p>Identify and describe how they can use their YU Card</p>	<p>Locate 8 key curricular and co-curricular locations on the campus map and in the physical space that would support their student success (i.e. OSAS, Scott and Steacie Library, Bennett Centre, Stong College, etc.)</p> <p>Articulates at least one way they plan to use their YU-Card.</p>	<p>Successful completion of the degree components and degree criteria tables.</p> <p>Successful completion of the campus map activity.</p> <p>Survey: Open ended question.</p> <p>Survey Question: What would you use your YU-Card for? Give all options; have them select what they would use it for.</p>	<p>During the Making Connections Day itself (August 20 – August 24)</p>	<p>YU START Leaders and Coordinator</p>	
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Program Component	Service Enhancement		
	Structure	Processes	Outcomes
Online Enrolment	<p>Is the technology use an effective</p> <p>System of on-line enrolment</p>	<p>Content of modules</p> <p>Effectiveness</p> <p>Was the timing correct</p>	<p>From the Staff Perspective:</p> <ul style="list-style-type: none"> - was the online enrolment technology, content, and delivery effective <ul style="list-style-type: none"> • Systems efficiency • Staff resources (human) • Cost (?) - was the program effective in achieving learning outcomes - recommend actions for the future
Virtual Learning Communities	<p>Is the blog, social media (facebook) structure effective in engaging the students</p>	<p>YU START leaders:</p> <ul style="list-style-type: none"> - how effective was their role - did they feel supported - Could they manage the workload - Sense of effectiveness of the learning communities - Staff - practitioner participation 	<p>From the perspective of staff, YU START coordinator and YU START leaders, was the program (component)</p> <ul style="list-style-type: none"> - efficient from a resource perspective (human and financial) - create systems efficiencies - effective in fostering virtual communities and learning outcomes - recommendations for the future

<p>Making Connections</p>	<p>Structure</p> <ul style="list-style-type: none"> - Face-to-face - Facilitators <p>Staff perception</p>	<p>Was it the right content?</p> <p>YU START leaders</p> <ul style="list-style-type: none"> - What is their experience - Impression of effectiveness - Recommendations for change <p>YU START volunteers</p> <ul style="list-style-type: none"> - What is their experience - Impression of effectiveness - Recommendations for change <p>To inform on success and next steps:</p> <ul style="list-style-type: none"> - MC Day – survey/Game - Focus group - Video student testimonials 	<p>From the perspective of staff, YU START leaders and volunteers was the MC program</p> <ul style="list-style-type: none"> - efficient from a resource perspective (human and financial) - create systems efficiencies - effective in fostering achievement of learning outcomes - recommendations for the future 			
Program Component	Outcomes/	Critical Indicators	Method(s) of Measurement	Data Collection	Responsibility	Questions for Post-

	Objectives			Point(s)		intervention Surveys
Overall	<ol style="list-style-type: none"> 1. Is the program structure effective 2. Is this scalable 3. What is the impact on retention and academic success 4. Student satisfaction 5. New student transition success 6. Fostering collaboration among student service providers 			<ol style="list-style-type: none"> 1. 2. 3. compare GPA distributions in core 1000 level courses (winter 2012) and DWF 4. same as above 5. achievement of the 5 senses learning objectives 		<p>How well did the program prepare you for starting your first year?</p> <p>Strengths/limitations of technology, modules chat</p> <p>Suggest improvements</p> <p>If components did not get completed – Why?</p> <p>Confidence, capability, academic culture</p>