Land Acknowledgement

York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders and the Mississaugas of the Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.
Vision: Inspiring learning, leadership and citizenship.

Mission: A college community committed to an engaged student experience through high-quality and collaborative academic support, leadership development and recognition of achievement.

Values: Student-centric, Collaborative, Mentorship, Engagement, Bold
Strategic Directions for the Colleges

A. Enhancing academic/learning support programs and student success
B. Developing responsible student leadership and citizenship
C. Fostering a culture of social and intellectual growth
D. Promoting wellness and mental health
E. Building resources and sustainability

Calumet & Stong Colleges Plan 2015-2020

2015
- Orientation
- The HealthAid Network
- Career Panels
- Agents of Change

Launched Strategic Planning Process

2016
- York Orientation Day expands to include Nursing
- Orientation Express
- Student Welcome
- Peer Mentoring (KAHSSO)
- Writing Coaching
- Health & Wellness
- Career Exploration
- Student Club Affiliation

New Initiatives:
- Peer Tutoring (KAHSSO)
- Graduate Peer Mentoring
- Funding for PanAm/Indigenous events

2017
- PMing expands to all HH units
- Course Reps (CRs)
- PTing expands to all HH units
- Zen Zone
- Leadership Training & Dev. (FPLT, APLT, etc..)
- Nursing Practicum
- Becoming YU
- Indigenous Circle
- CC&SC-HH Awards
- Program Eval. & Ethics Application

2018
- CR expands to 2nd-y courses
- Matched PMing in all HH units
- PASS expands
- Summer CR, PTing & PASS
- HH student club goal-setting
- Hlth & Wellness enhances events
- Stong JCR renos begin
- Career Convos
- Community-building activities
- TIF Presentations

2019
- Multipurpose SC JCR ready
- All SSPrograms Online
- Restructured PT, PM & CR Prog.
- Expanded: student-club embedded prog; Academic Prog; Health & Wellness; LEAD; Indigenous Circle
- CEW workshops
- AIF & Catalyst
- Student Engage. Consultation

3rd Annual Colleges@2020

New Initiatives:
- Emerging Leadership Training
- Financial Literacy to High School Students
- Colleges @2025 Strategic Plan
- Student Engagement Study (Ethics)
- CC 50th Anniversary

2020

4th Annual Colleges@2020

New Initiatives:
- Multipurpose SC JCR ready
- All SSPrograms Online
- Restructured PT, PM & CR Prog.
- Expanded: student-club embedded prog; Academic Prog; Health & Wellness; LEAD; Indigenous Circle
- CEW workshops
- AIF & Catalyst
- Student Engage. Consultation
- SC 50th Anniversary
Calumet & Stong Colleges
Student Success Programs

INSPIRING LEARNING, LEADERSHIP, AND CITIZENSHIP

Orientation & Transition

Academic Support Programs

Leadership & Professional Development

Community Building & Development

CC&SC’s Strategic Plan, Vision, Mission and Values
Calumet & Stong Colleges
Student Success Programs

Orientation & Transition
- Orientation
- Student Welcome Events
- Mentoring

Academic Support Programs
- Course Representatives
- Peer Assisted Study Sessions (P.A.S.S.)
- Peer Tutoring

Leadership & Professional Development
- Health & Wellness
- Leadership Coaching
- Work and Volunteer Opportunities
- Career Exploration
- Awards & Recognition
- Agents of Change

Community Building & Development
- Student, Staff & Faculty Advisory
- Student Engagement and Partnership
- Indigenous Circle
- Alumni & Fellow Engagement
- Research and Program Development
- College Celebrations
- Colleges @2020 events
- On-Campus Partnerships
- Off-Campus Community Engagement
Calumet & Stong Colleges
Student Success Programs

INSPIRING LEARNING, LEADERSHIP, AND CITIZENSHIP

Orientation & Transition

CC&SC’s Strategic Plan, Vision, Mission and Values
Orientation & Transition
2019 – 2020 Overview

Pre-Arrival
• YU Start
• Parent & Family Orientation
• Each incoming HH student was paired with a Peer Mentor

Academic Orientation 2019
• 1796 new student participants
• 6 schedules; 5 programs
• Joint HH dinner at the Ross Podium
• Icebreakers, UPD presentation, Meet Your Prof, Tips from Upper Year Students, Welcome Ceremony

Winter & Summer Orientation 2020
• Winter Orientation (100 Participants – IHST, NURS, PSYC, SHPM)
• Summer Orientation (17 Participants – PSYC & SHPM)
## Orientation & Transition 2019 – 2020 Overview

### Strengths
- 155 students leaders, staff, & faculty collaborated to welcome new students
- In-depth, full day training for AO PLs and Volunteers to increase student presenter opportunities
- Experience customized to each academic program

### Challenges
- Catering for 1796+ people
- Increased emphasis on presentation and engagement skills for PLs and volunteers
- Supporting the transition of new students who do not attend AO

### Opportunities
- Increase capacity of peer leaders as small group facilitators
- Enhance coordination and communication between university partners
Overall Attendance Rates AO F2019

- 1796 AO attendees vs. 2641 students in the Faculty of Health

Attendance Rate by Program

- IHST: 70.51%
- PSYC: 64.89%
- SHPM: 62.37%
- N2E: 46.18%
- NCOL: 76.52%
- KINE: 79.73%

Overall Attendance Rate

- 32% attended
- 68% absent

Overall Attendance Rate Graph
Orientation & Transition
2020 – 2021 Recommendations

• *Provide detailed training on session facilitation, public speaking, and student engagement for both volunteers and Peer Leaders to enhance student-to-student connections and prepare student leaders to present in a professional environment inside and outside of York University.*

• Connect with Student Clubs and university partners (ex. SCLD) to determine best practices to improve engagement
Peer Mentoring
## Peer Mentoring: 2019 – 2020 Overview

### Peer Mentoring Committee
- Chaired by Colleges’ WorkStudy Peer Mentoring Program Coordinators
- 1-2 Peer Mentoring Coordinator(s) from each club

### Peer Mentors
- 58 Peer Mentors (KAHSSO - 18, UPSA - 17, GHSA - 3, NSTAMP – 14, SAHMPI – 6)
- Attend FPLT & Peer Mentoring Program-specific Training

### Peer Mentoring Services
- Drop-In (KAHSSO)
- Tabling + Appointment (UPSA)
- Appointment (SAHMPI, GHSA, NSTAMP)
- All first-year students matched to an upper-year Peer Mentor
# Peer Mentoring: 2019 - 2020 Overview

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Challenges</strong></th>
<th><strong>Opportunities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collaboration between student clubs, Colleges, &amp; Departments</td>
<td>• Annual turnover of HH student club executives, and at different time points</td>
<td>• Explore group-based format</td>
</tr>
<tr>
<td>• Multiple leadership opportunities (mentor, coordinator, staff)</td>
<td>• Drop-in space set-up (Stong JCR)</td>
<td>• Experiment with matching methods</td>
</tr>
<tr>
<td>• Mentoring offered to all HH students</td>
<td>• Service usage</td>
<td>• Engagement with PMs prior to YOD</td>
</tr>
<tr>
<td>• Peer Mentors embedded in YOD</td>
<td>• Maintaining engagement in the winter</td>
<td>• Expand services to offer variety of services and formats</td>
</tr>
</tbody>
</table>
Peer Mentoring
2020 – 2021 Recommendations

Work collaboratively with the HH unit-based student clubs to:

• Increase promotion & marketing of Peer Mentoring
• Introduce group-based mentoring to further build a sense of community
• Offer more than just 1:1 support by increasing variety of services (e.g. social events, workshops, etc).
• Engagement year-round
Calumet & Stong Colleges
Student Success Programs

INSPIRING LEARNING, LEADERSHIP, AND CITIZENSHIP

CC&SC’s Strategic Plan, Vision, Mission and Values

Academic Support Programs
Course Representative Program
## Course Representative Program: 2019 – 2020 Overview

### Course Coverage
- Focus on 1\textsuperscript{st}, 2\textsuperscript{nd}, 3\textsuperscript{rd} year HLST, IHST, KINE, PSYC & NURS courses
- 20 courses with CRs (30 sections)
- 7,325 FoH students exposed to CR Program 2019/20

### Course Representatives
- 33 CRs
- Attend FPLT and CR Program-specific training
- Make weekly announcements
- Host Facebook groups
- Host study groups
- Attend Weekly meetings

### Content Map
- Colleges’ Academic Support Programs
- Academic Skills
- Health & Wellness
- Student Leadership
- Campus Resources & Events
- Policies & Procedures
- Career Prep
## Course Representative Program: Strengths, Challenges & Opportunities

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chaired by Colleges’ WorkStudy students</td>
<td>• CD participation and adoption of our formats: CRs presenting in class, posting PPT slides on Moodle, etc.</td>
<td>• One of the few leadership roles that incoming students can access</td>
</tr>
<tr>
<td>• Engaged student volunteers</td>
<td>• Differentiating between CRs and other students requesting to make announcements</td>
<td>• Connecting CRs to future work and volunteer roles in the Colleges and at York</td>
</tr>
<tr>
<td>• Developing leadership capacity in first year students Peer-to-peer support</td>
<td>• Ensuring that slide content is consistent, succinct, relevant, unique, and timely for each upcoming week of the student experience cycle</td>
<td>• Consistent messaging distributed to all HH students and faculty</td>
</tr>
<tr>
<td>• Multiple modes for students to connect (class, study group, Facebook)</td>
<td>• Engaging students in the classroom</td>
<td>• Relationship building between Colleges and Course Directors</td>
</tr>
<tr>
<td>• Supports the year long transition of new students beyond YOD</td>
<td></td>
<td>• Different methods of Delivery (In-class and Online)</td>
</tr>
<tr>
<td>• Supports students throughout university life cycle with expansion into 3rd year courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Educating CRs, students and CDs about the many resources at Colleges &amp; York</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Representative Program 2020 – 2021 Recommendations

• Better course integration

• Expand the CR Program:
  • Reach more identified course sections (7,325 students exposed to CR Program 2019-20)
  • Expand CR Program to all core 2nd, 3rd and 4th year courses in all Faculty of Health units, complementing student experience and needs throughout their academic life cycle

• Online Courses
### Peer Tutoring:
#### 2019 – 2020 Overview (Year 3)

<table>
<thead>
<tr>
<th><strong>Peer Tutoring Committee</strong></th>
<th><strong>Peer Tutors</strong></th>
<th><strong>Peer Tutoring Services</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chaired by Colleges WorkStudy Peer Tutoring Program Coordinators</td>
<td>• 45 Peer Tutors (GHSA- 5, KAHSSO-17, NSTAMP-7, SAHMPI- 5, UPSA-11)</td>
<td>• Course Based</td>
</tr>
<tr>
<td>• 1-2 Peer Tutoring Coordinators from each club</td>
<td>• Attend FPLT &amp; Peer Tutoring Program-specific Training</td>
<td>• Free</td>
</tr>
<tr>
<td></td>
<td>• Minimum A in the course</td>
<td>• Drop-In/Appointment/Online</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Strong College JCR/Second Student Centre</td>
</tr>
</tbody>
</table>
# Peer Tutoring: 2018 – 2019 Overview (Year 3)

## Strengths

- Collaboration between student clubs, Colleges, & Departments
- Multiple leadership opportunities
- Peer tutoring offered for courses in all HH programs

## Challenges

- Turnover of HH student club executives at different time points
- Drop-in space set-up (Stong JCR)
- Tutoring Service Usage
- Tracking Data (Sign-in, Tutoring interactions)
- Scheduling
- Distinguishing between academic services (ex. peer tutoring, private tutoring, PASS, etc.)

## Opportunities

- Increase promotion of all academic services by distinguishing uniqueness of the different academic support services
- Learning Strategies implementation in tutoring sessions
- Different methods of delivery (In-person and Online)
Peer Tutoring
2020 – 2021 Recommendations

Work collaboratively with the unit-based student clubs to:

• Increase partnership and communications with Faculty
• Increase promotions for Peer Tutoring Services
• Introduce formalized tutoring session structure
• Dedicated Peer Tutoring Space
• Explore opportunities to incorporate online Peer Tutoring interactions
Peer Assisted Study Sessions (P.A.S.S.)
Peer Assisted Study Sessions (PASS) 
2019 – 2020 Overview

The Supplemental Instruction (SI) Model

• Free, voluntary, & non-remedial
• Offered multiple times a week
• Collaborative and participatory study sessions
• Facilitated by peers that act as “model students”
• PASS Leaders are “near peers” who have taken the class prior to intensive training
• Supports historically difficult courses to increase retention, grades, and graduation rates
• Staff are certified as SI supervisors
• Over 3,500 institutions in more than 30 countries worldwide

Course Coverage

• FALL
  • KINE 1020: Intro to Health and Fitness
  • KINE 2011: Human Physiology I
  • PSYC 1010: Introduction to Psychology
  • PSYC 2020, 2021 & 2022: Statistical Methods I and II

• WINTER
  • KINE 1020: Intro to Health and Fitness
  • KINE 3012: Human Physiology II
  • KINE 3030: Biomechanics of Human Movement
  • PSYC 1010: Introduction to Psychology
  • PSYC 2020, 2021 & 2022: Statistical Methods I and II

PASS @ Calumet & Stong Colleges

• 1 PASS Program Coordinator
• 10 PASS Leaders in F/W
• 3 PASS Leaders in SU
• 1,625 students supported in F/W 2019-20
• 656 students supported in SU 2019
• PASS Leaders attend FPLT and PASS Program-specific training
# Peer Assisted Study Sessions (PASS) 2019 – 2020 Overview

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Challenges</strong></th>
<th><strong>Opportunities/Recommendations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• A certified, evidence based, international model – includes model for PASS Leader training</td>
<td>• Covering multiple course sections with 1 PASS Leader</td>
<td>• Increase understanding of the PASS model with departments and awareness of the program with students</td>
</tr>
<tr>
<td>• Students learn how to integrate course content and study skills while working together and building connections</td>
<td>• Expanding PASS to new courses with limited human &amp; financial resources</td>
<td>• Ongoing facilitation training for PASS Leaders</td>
</tr>
<tr>
<td>• PASS Leader role is competitive</td>
<td>• Attendance not consistent</td>
<td>• Exploring how PASS works in collaboration with other academic support programs to support HH students such as Peer Tutoring</td>
</tr>
<tr>
<td>• Interest in PASS from Course Directors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Peer Assisted Study Sessions (PASS) 2020 – 2021 Recommendations

• Strengthen partnership with faculty members (increased integration)

• Explore dedicated Student Success forum on eClass

• Increase professional development opportunities for PASS Leaders (conferences, workshops, etc.)

• Communication and Branding
  • Support Departments and Course Directors in understanding how the model works
  • Increase awareness of the value of PASS to students in courses supported by PASS
Calumet & Stong Colleges
Student Success Programs

INSPIRING LEARNING, LEADERSHIP, AND CITIZENSHIP

CC&SC’s Strategic Plan, Vision, Mission and Values

Leadership & Professional Development
Leadership Exploration and Development (LEAD)
EMERGING LEADERSHIP TRAINING

ELT
Designed for new students

FOUNDATIONAL PEER LEADERSHIP TRAINING

FPLT
Designed for Peer Leaders

ADVANCED PEER LEADERSHIP TRAINING

APLT
Designed for students engaged in and/or interested in leadership

LEAD ESSENTIALS
Designed for groups and student organizations
Emerging Leadership Training (ELT)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SU/F 2020)</td>
<td></td>
</tr>
<tr>
<td>*Offered virtually</td>
<td></td>
</tr>
<tr>
<td>August 18, 2020</td>
<td>25</td>
</tr>
<tr>
<td>August 26, 2020</td>
<td>27</td>
</tr>
<tr>
<td>September 27 – rescheduled</td>
<td>0</td>
</tr>
<tr>
<td>October 14, 2020</td>
<td>22</td>
</tr>
<tr>
<td>November 8, 2020</td>
<td>TBA</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>74</strong></td>
</tr>
<tr>
<td><em>(August &amp; October only)</em></td>
<td></td>
</tr>
</tbody>
</table>

Since August 2020 we have issued 74 ELT Certificates
Foundational Peer Leadership Training (FPLT)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SU/F/W 2019-2020)</td>
<td></td>
</tr>
<tr>
<td>*Offered in-person</td>
<td></td>
</tr>
<tr>
<td>May 26, 2019</td>
<td>56</td>
</tr>
<tr>
<td>July 14, 2019</td>
<td>59</td>
</tr>
<tr>
<td>August 11, 2019</td>
<td>52</td>
</tr>
<tr>
<td>September 22, 2019</td>
<td>65</td>
</tr>
<tr>
<td>January 12, 2020</td>
<td>56</td>
</tr>
<tr>
<td><strong>TOTAL (May to Sept)</strong></td>
<td><strong>288</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SU/F/W 2020-2021)</td>
<td></td>
</tr>
<tr>
<td>*Offered virtually</td>
<td></td>
</tr>
<tr>
<td>April 28, 29, 30, 2020</td>
<td>40</td>
</tr>
<tr>
<td>June 14, 15, 17, 2020</td>
<td>38</td>
</tr>
<tr>
<td>July 8, 10, 11, 2020</td>
<td>35</td>
</tr>
<tr>
<td>September 13, 18, 20, 2020</td>
<td>Day 1 = 73</td>
</tr>
<tr>
<td></td>
<td>Day 2 = 62</td>
</tr>
<tr>
<td></td>
<td>Day 3 = 69</td>
</tr>
<tr>
<td>All 3 days: 60 students</td>
<td></td>
</tr>
<tr>
<td>*12 students completing FPLT in</td>
<td></td>
</tr>
<tr>
<td>January 2020 (10 missed Day 2 and 2</td>
<td></td>
</tr>
<tr>
<td>missed Day 3)</td>
<td></td>
</tr>
<tr>
<td>January 8, 9, 10, 2020</td>
<td>TBA</td>
</tr>
<tr>
<td><strong>TOTAL (April to Sept)</strong></td>
<td><strong>173</strong></td>
</tr>
</tbody>
</table>
### Advanced Peer Leadership Training (APLT)

**Dates (SU/F/W 2019-2020)**  
*Offered in-person*  
<table>
<thead>
<tr>
<th>Dates</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 9, 2020</td>
<td>44</td>
</tr>
<tr>
<td>October 16, 2020</td>
<td>52</td>
</tr>
<tr>
<td>February 19, 2020</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL:</strong> (June &amp; February)</td>
<td><strong>138</strong></td>
</tr>
</tbody>
</table>

**Dates (SU/F/W 2020-2021)**  
*Offered virtually*  
<table>
<thead>
<tr>
<th>Dates</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 22, 2020</td>
<td>78</td>
</tr>
<tr>
<td>October 16, 2020</td>
<td>38</td>
</tr>
<tr>
<td>February 2021</td>
<td>TBA</td>
</tr>
<tr>
<td><strong>TOTAL:</strong> (July &amp; October)</td>
<td><strong>116</strong></td>
</tr>
</tbody>
</table>

Since July 2017 we have issued 378 APLT Certificates
# Leadership Exploration and Development

## 2019 – 2020 Overview

### Strengths

- Invited to present at York University SPARK Leadership Summit—6 Peer Leaders affiliated with CCSC developed & delivered content
- Developed & delivered module for students participating in IHST placement
- Received AIF funding to develop *Emerging Peer Leadership Training (ELT)*
- Developed and implemented Emerging Leadership Training (ELT) – 74 students trained
- All leadership modules now offered virtually & on eClass
- Received Catalyst Grant, in partnership with Emery Collegiate Institute, to develop Financial Literacy resources targeting high school students

### Challenges

- Student accountability - ensuring registered students attend
- Zoom fatigue
- Limits of technology (features and social-emotional benefits of in person learning/group work)

### Opportunities/Recommendations

- Increase visibility of program (ELT, FPLT & APLT & LEAD Essentials)
- Explore grants to further expand LEAD program and build leadership capacity within York and in the local community
- Develop course proposals
Leadership Exploration and Development 2020 – 2021 Recommendations

• Develop course proposals

• Increase visibility of program by continuing to work with existing student organizations and new student groups

• Continue to seek internal/external sources of funding to further expand program
Health & Wellness
## Health and Wellness Model

- Promoting overall wellness according to CCSC Wellness Tree Model.
- Making the Colleges a comfortable and supportive space (Providing physical space and sense of community)
- Partnership with School of Nursing (NURS 4525 Health and Healing: Community as Partner)
- Increasing awareness of CC&SC & their offerings
- Identifying and implementing action items that increase wellbeing within the Colleges
- Starting with the wellbeing of incoming students

## Fall & Winter 2019/20 Priorities

- Wellness Lounge Launch – 52 attendees
- Dog Therapy – 75 attendees
- Social Media Interactions: (Likes, DMs, Comments, etc.): 154
- Tabling Outreach (242 interactions)
- Daily Lounge Events: 101 attendees
- Resources provided:
  - Food: 588 items
  - Hygiene products and other resources: 450 items.

## SU 2020 Priorities

- Bell Let’s Talk Week (40 participants)
- Social Media Interactions (Likes, DMs, Comments, etc.): 324+ interactions
- ‘Wellness Break’ Activities at Colleges Events (205+ participants): FPLT, APLT, ELT, Indigenous Event & other workshops.
- Weekly Meet & Greets – SU 20: (567 attendees overall)
# Health and Wellness 2019 – 2020 Overview

## Strengths

- Wellness Lounge Space and Free Health Resources
- Outreach:
  * Meet & Greets
  * Tabling Events
  * Social Media (IG)
  * ‘Wellness Break’ Activities at College Events
  
  *(FPLT/APLT/Indigenous events and other workshops)*
- Multi-modal programming approach
- Nursing Student(s) led-projects, and events

## Challenges

- Fast turnover of Nursing students every term (fall cohort and winter cohort)
- Varying experience, skill sets and interests
- Low student participation at daily Wellness Lounge events
- Branding and marketing of activities

## Opportunities

- Expand inclusion of health and wellness in Colleges programming and health units
- Health and Wellness in the classroom
- Health and Wellness for our Peer Leaders
- Expand promotional reach
- Expand the free health and wellness resources available (snacks, coffee/tea, hygiene products, etc.)
Health and Wellness
2020 – 2021 Recommendations

Continue to expand inclusion of health and wellness in Colleges programming and Health programs

• Incorporate health and wellness programming across all programs and events held at the Colleges.

• Support **Peer Leaders** with Health and Wellness programming and additional training.

Health and Wellness in the Classroom

• Provide Health and Wellness programming in Faculty of Health classes.

Increase visibility of program

• Explore different promotional avenues (i.e. Instagram, partnerships with CCSC Peer Leaders, wider community & yFile)
Agents of Change
Agents of Change Projects

- Student(s) Ideas
- Faculty of Health
  - Funding (up to $500)
- Community Partners
  - Mentoring
  - Resources
  - Local knowledge
- Stong & Calumet
  - Training, Support, Networking, Space
- Positive impact on health
- Social Innovation
- Experience
Agents of Change
2019 – 2020 Overview

Strengths

- Competitive process and student-led projects
- Strengthens CC&SC & Health’s outreach to the community
- Strong impact within the York Community
- Community Consultation (December 2019)

Challenges

- Limited human, space and financial resources
- Branding and marketing of program
- Ongoing training and development of projects
- Challenges to project support due to Covid-19.

Opportunities

- Additional Administrative Support
- Increase visibility of program
- Continue to expand partnerships and reach
- Formalize an alumni network
- Revise Funding model to better support projects
Agents of Change
2020 – 2021 Recommendations

Changes to Funding Model

- 3-Tier model ($250/$750/$2000) to better support project needs.

Additional Administrative Support

- Additional full time staff member and work-study student dedicated to supporting the Agents of Change program.

Increase visibility of program through renewed marketing and promotions

- Emphasize Experiential Learning Opportunity
- Connect with existing CCSC Peer Leaders to develop future projects.

Continue to expand partnerships

- Strengthen relationship with Community, TD Engagement Centre and LaunchYU
- formalize an alumni network
Career Exploration
## Career Exploration
### 2019 – 2020 Overview

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
<th>Opportunities</th>
</tr>
</thead>
</table>
| • Career Matter Attendees since 2016:  
  • *Over 500 students & 200 alumni*  
  
  • Careers Matter Alumni-Student Connection Events  
  • October 2019: 42 students & 17 alumni attended  
  • February 2020: 36 students & 11 alumni attended  
  • 59% of survey respondents rated sessions 9-10 out of 10  
  • 32% of survey respondents rated sessions 7-8 out of 10  
  
  • 19 Career Spotlight Sessions (virtual one-on-one interviews with alumni)  
  • 115 students attended  
  • 19 alumni  
  • 62% of survey respondents rated sessions 9-10 out of 10  
  • 34% of survey respondents rated sessions 7-8 out of 10 | • Support of the Career Centre to mount additional career-based events independent of CC&SC resources  
  
  • Periodic gaps due to alumni availability. Option to create a reserve of alumni to draw from for regular events  
  
  • Connection issues in a virtual setting  
  
  • Identifying ideal time to host sessions | • Increase alumni-to-peer connections  
  
  • Establish a work plan with units to avoid duplication or overlap of events  
  
  • Engaging more alumni who are interested in mentoring students  
  
  • Connect with departments for alumni suggestions and contacts |

*Note:* The table provides a summary of the key strengths, challenges, and opportunities identified in the Career Exploration program from 2019 to 2020.
Career Exploration
2020 – 2021 Recommendations

• Continue online delivery of Career Spotlight post-pandemic to increase service accessibility

• Place Convocation surveys online (to increase our alumni support network)

• Explore strategies to increase the response rate for our Career Exploration events and Convocation surveys
Community Engagement & Wellbeing
## Community Engagement & Wellbeing
### 2019 – 2020 Overview

### Strengths
- Variety of in-person and virtual workshops focused on community engagement.
- 90% of survey respondents across all events rate events 9-10 out of 10:
  - 11 Speed Painting Workshops (in-person & virtual) – 209 attendees
  - 3 Improv & Spoken Word Workshops (in-person) – 19 attendees
  - 4 Calligraphy Workshops (in-Person) – 43 attendees
  - 3 Mask & Clay Making Workshops (in-person) – 41 attendees
  - 7 Drawing/Sketching Workshops (virtual) - 45 attendees
  - 5 Pilot Workshops (Virtual: Photography, Acting, Origami, Movement 2 Stillness, and Baking) – 38 attendees

### Challenges
- Adapting in-person programs to an online format without diminishing service delivery or quality
- Identifying new workshop ideas that are appealing to students
- Students experiencing Zoom fatigue may not be interested in additional extracurricular online activities
- Convincing participants to have cameras on to engage with others
- Encouraging students to attend self-care oriented workshops while they are also balancing their personal and professional obligations

### Opportunities
- Better utilize the Course Representative Program to draw attention to upcoming events
- Connecting not only with university partners within York, but also at other post-secondary institutions to develop programming
- Collaboration with unit-based student clubs to host events and provide ideas for creative methods for engagement and promoting student wellbeing
Community Engagement & Wellbeing
2020 – 2021 Recommendations

• Continue building communal networks to engage the York University community

• Explore strategies to better promote CC&SC events & programming to the community to increase participation

• Collaborate with unit-based student clubs to mount unique events
Context for 2020-2025 Revisioning
More Information on our programming:

scchelp@yorku.ca

Colleges@2025 Feedback survey:

https://health.apps01.yorku.ca/machform/view.php?id=743365

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