



Calumet & Stong Colleges (CCSC) @2025 Annual Update

**Faculty of Health
Council**

Wednesday, November 2, 2022

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Outline

01

**Student Success
Team at CCSC**

02

**Calumet and
Stong Colleges
Strategic Plan**

03

**Student Success
Program
Overview**

04

**Student Success
Program
Summaries**

05

**Awards and
Recognition**

06

Stay Connected

01

Student Success Team at CCSC

Meet the Team



**Robert
Bishop**

Director, Student
& Academic
Services &
Strategic Initiative



**Cynthia
Goodfellow**

Administrative
and Events
Coordinator



**Mazen
Hamadeh**

Associate
Dean For
Students



**Abdul K.
Mohammed**

Student Success
Coordinator



**Jennine
Rawana**

College Head,
Calumet
College



**Agata
Stypka**

Student
Success
Coordinator



**Bayley
Tepperman**

Student
Success
Coordinator
(On leave)



**April
J. Walker**

Student
Success
Coordinator
(On leave)



**Waziha
Kabir**

Student
Success
Programs
Assistant

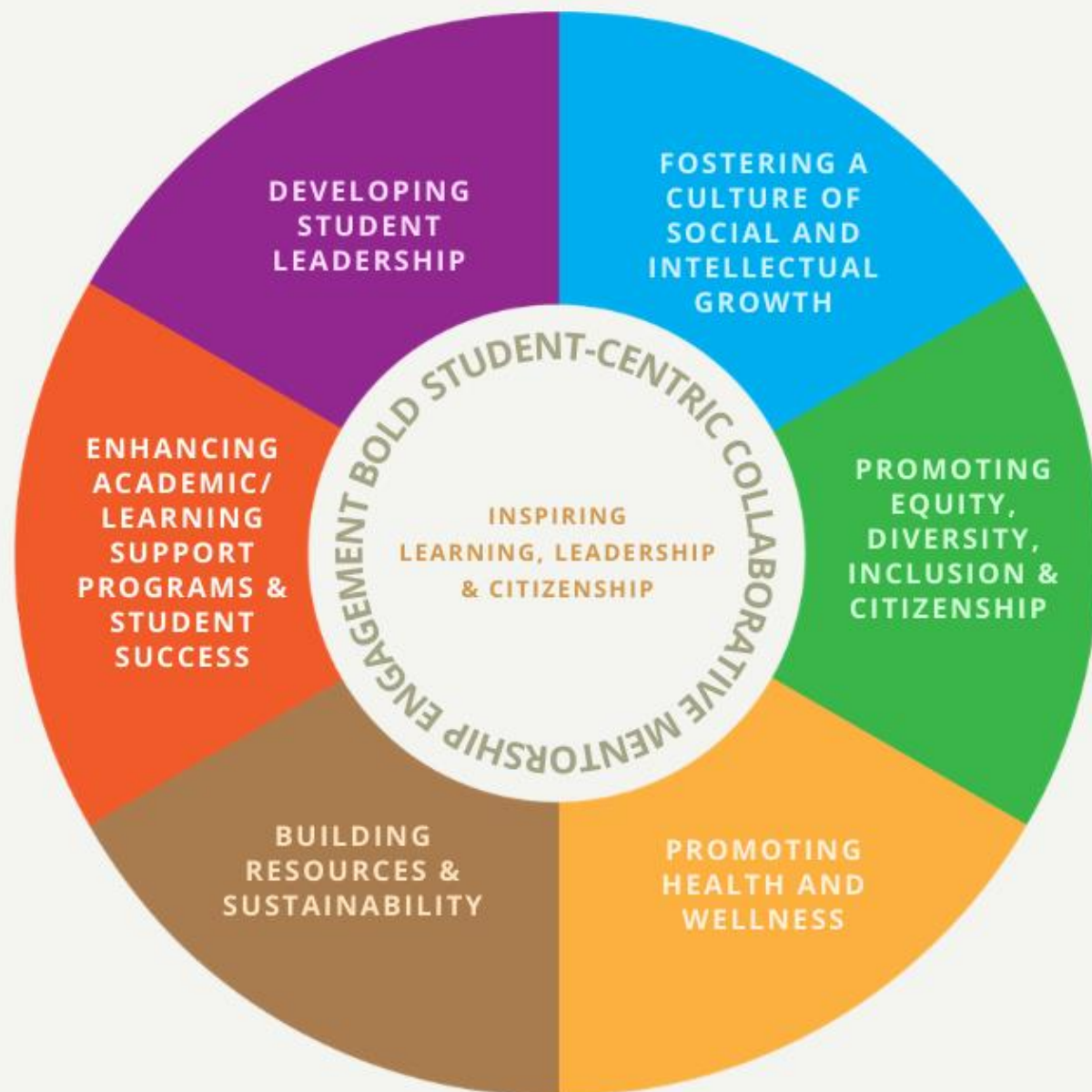
02

Calumet & Stong Colleges Strategic Plan

**2020
TO
2025**

CALUMET & STONG COLLEGES STRATEGIC PLAN

CCSC is committed to an engaged and meaningful student experience. The Colleges foster equity, diversity, and inclusion; wellbeing; collaborative academic support; leadership development; and recognition of achievement.



Calumet College & Stong College Plan 2020-2025

Vision	Inspiring learning, leadership and citizenship.				
Mission	A college community committed to an engaged and meaningful student experience. The Colleges foster equity, diversity and inclusion; wellbeing; collaborative academic support; leadership development; and recognition of achievement.				
Values	Student-centric Supporting the engagement of students in their own learning and growth	Collaborative Actively involving all community partners	Mentorship Enabling the learning process and personal development	Engagement Developing a sense of belonging and promoting growth	Bold Challenging the status quo and being resourceful

Strategic Directions

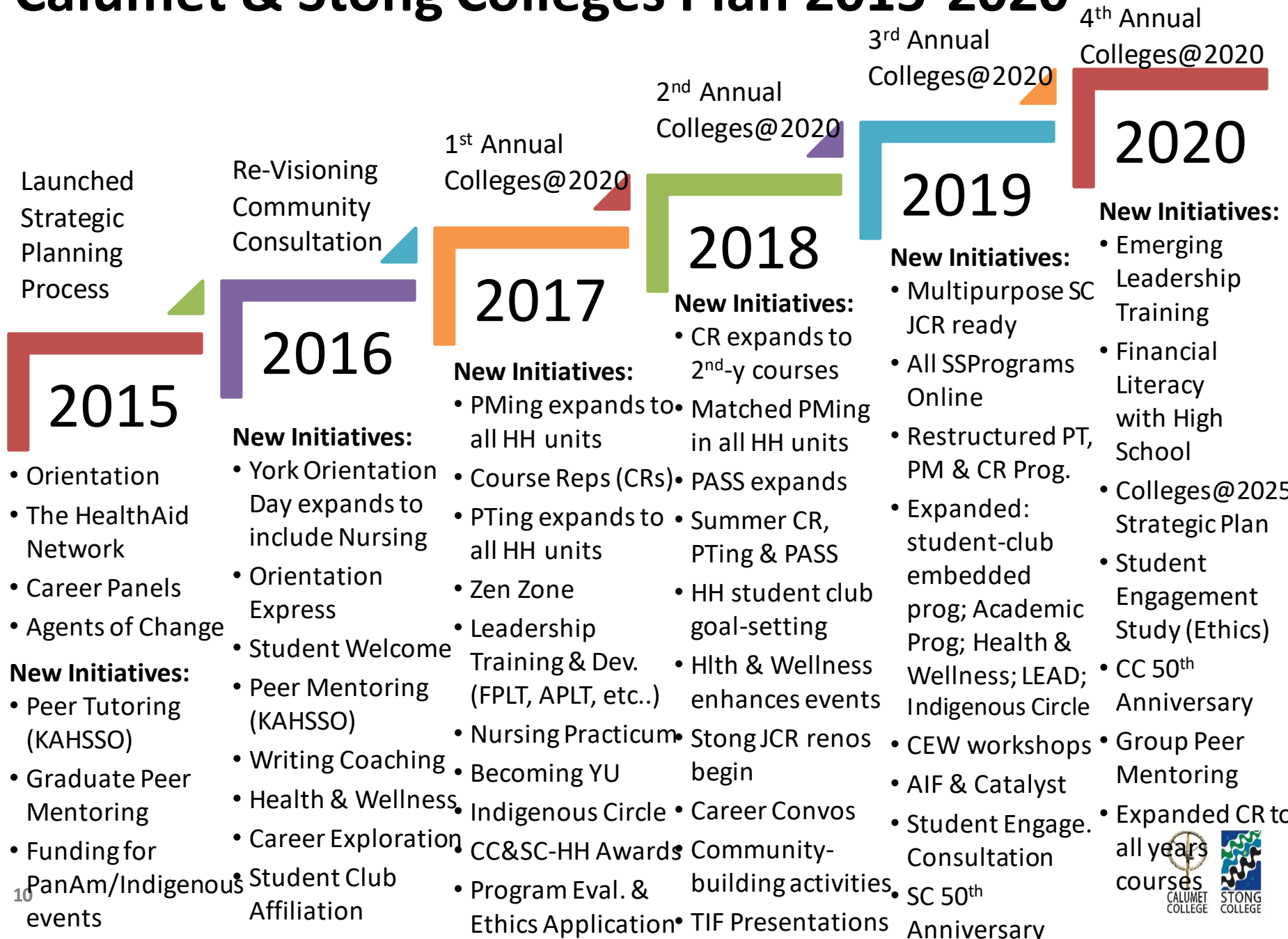
A. Enhancing Academic/Learning Support Programs & Student Success	B. Developing Student Leadership	C. Fostering a culture of social and intellectual growth	D. Promoting Equity, Diversity, Inclusion & Citizenship	E. Promoting Health & Wellness	F. Building Resources & Sustainability
<p>A1. Guide, support, and engage students to have successful transitions</p> <p>A2. Enhance our partnerships with alumni, fellows, graduate students, staff and faculty to mentor and guide undergraduate students</p> <p>A3. Increase capacity and expand mentorship opportunities for student-led initiatives</p> <p>A4. Expand programs related to academic skill development</p> <p>A5. Collaborate with campus partners on early alert initiatives among students to foster academic success</p>	<p>B1. Embed and customize leadership, mentoring and active learning opportunities across the student experience</p> <p>B2. Expand experiential learning opportunities</p> <p>B3. Expand opportunities for student-led, community-focused social innovation initiatives</p> <p>B4. Support, recognize and acknowledge students for their personal and leadership development and significant contributions to the community</p> <p>B5. Strengthen existing collaborative networks and expand opportunities for career exploration</p> <p>B6. Foster collaborations, partnerships, and engagement to expand leadership opportunities.</p> <p>B7. Promote and facilitate cross-partnering among student organizations</p>	<p>C1. Promote networking among students, between student organizations, and between students and partners to create a climate of life-long learning</p> <p>C2. Create and maintain new opportunities for student social and intellectual development</p> <p>C3. Expand and sustain opportunities for engaging faculty, staff, alumni, fellows, and community partners</p> <p>C4. Expand and engage our online community</p>	<p>D1. Recognize barriers and promote solutions by advocating for and empowering historically underserved student groups, including but not limited to, Black, those with dis/abilities, first generation, Indigenous, immigrant, international, mature, and racialized</p> <p>D2. Build student and community capacity for intercultural understanding, empathy, and mutual respect (TRC's Call to Action)</p> <p>D3. Learn from and strengthen relationships with Indigenous communities to promote Indigenous knowledge and traditions</p> <p>D4. Collaborate with campus and community partners to recognize and affirm the different facets of diversity, including but not limited to, cultural, dis/ability, educational, ethnic, family, gender, geographic location, sexuality, socio-economic status and spiritual</p> <p>D5. Foster social responsibility and active citizenship through community outreach initiatives</p>	<p>E1. Embed and customize Health and Wellness education, practices, and skills across the student experience</p> <p>E2. Develop and promote initiatives, training and partnerships focused on the CCSC framework of health and wellness with students, student organizations, staff, faculty, alumni, fellows, campus partners and the community</p> <p>E3. Expand aspects of Health and Wellness into the classroom</p>	<p>F1. Evolve functional responsibilities to support the Colleges' strategic directions and operational plans, and to align with the Faculty of Health's strategic plan and priorities</p> <p>F2. Advocate for, invest in, and support program evaluation</p> <p>F3. Prioritize investment in resources (physical, technological and human) to support the Colleges and student organizations to meet the Colleges' strategic plan</p> <p>F4. Support and engage students, student organizations, staff and faculty in professional development that advances the strategic plan</p> <p>F5. Explore alternative financial resources to support programming</p> <p>F6. Effectively communicate the Colleges' role and identity through branding and marketing</p> <p>F7. Develop and promote initiatives, training and partnerships focused on the UN Sustainable Development Goals with students, student organizations, staff, faculty, alumni, fellows, campus partners and the community.</p>

2020-2025 Authors: Robert Bishop, Annalisa Crisostomo, Cynthia Goodfellow, Mazen J Hamadeh, Abdulkader Mohammed, Jennine Rawana, Agata Stypka, and Bayley Tepperman

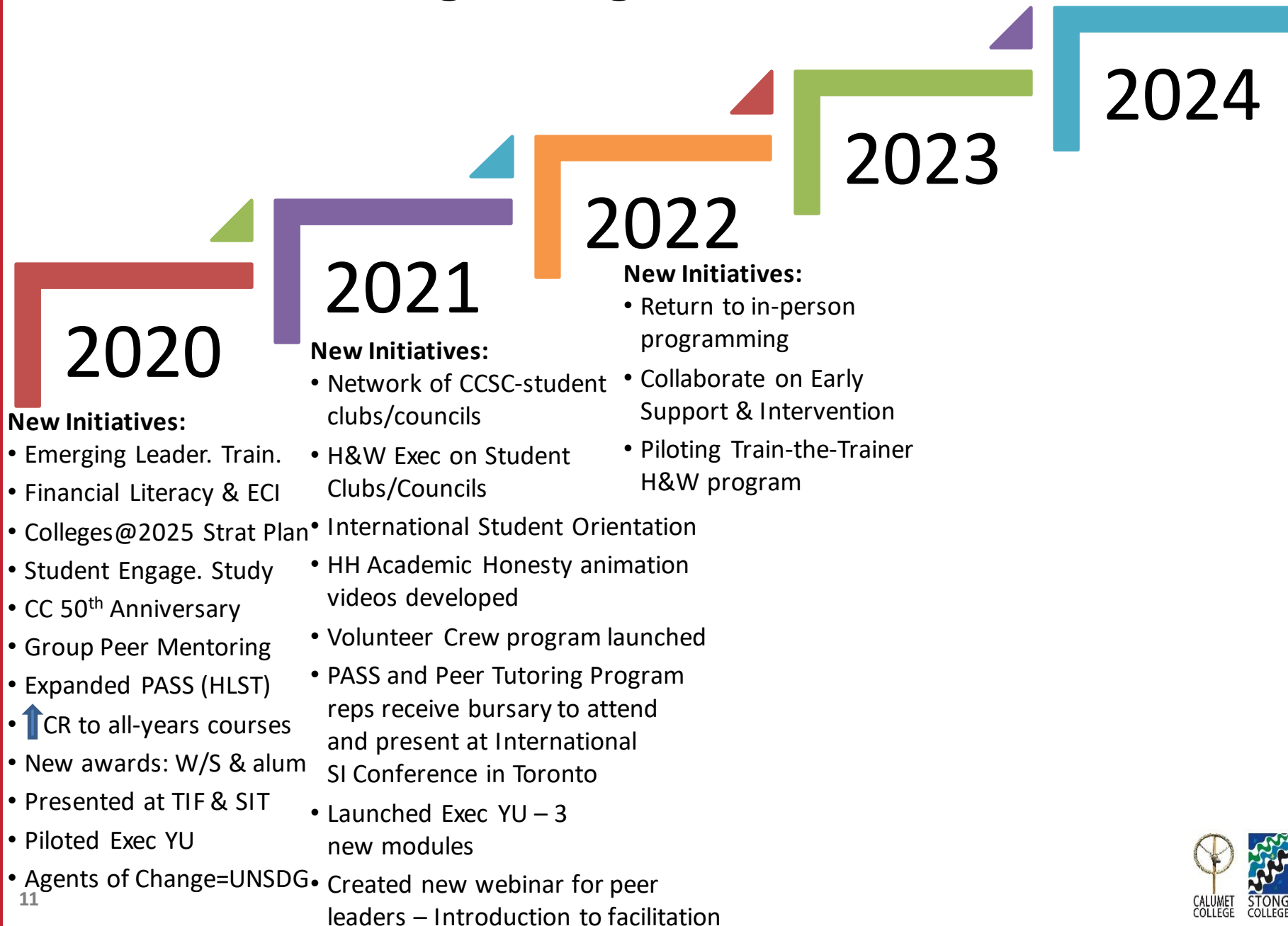
<https://www.yorku.ca/colleges/calumet/about-calumet-college/>

<https://www.yorku.ca/colleges/stong/about-stong-college/>

Calumet & Stong Colleges Plan 2015-2020



Calumet & Stong Colleges Plan 2020-2025



03

Student Success Program Overview

Calumet & Stong Colleges Student Success Programs

INSPIRING LEARNING, LEADERSHIP, AND CITIZENSHIP



CCSC Student Success Program Across Lifecycle



Orientation & Transition



Academic Support



Leadership & Professional Development



Community Building & Development

Y1

Y2

Y3

Y4+



Academic Orientation & Transition (Mentoring, Welcome Events)



Academic Support (Course Representatives, PASS, Peer Tutoring)



Health & Wellness



LEAD with Us



Indigenous Circle; Community Engagement & Wellbeing (CEW)



Agents of Change



Career Exploration

04

Student Success Program Summaries

Calumet & Stong Colleges Student Success Programs

INSPIRING LEARNING, LEADERSHIP, AND CITIZENSHIP





Orientation & Transition

Orientation & Transition 2021 – 2022 Overview

Pre-Arrival

- YU Start
- Parent & Family Orientation (1 Zoom session)
- Virtual postcards distributed to 2670 incoming students (invitation to attend Academic Orientation sessions, promotion for CCSC, Department, and Club events)
- Each incoming HH student was paired with a Peer Mentor

Fall Academic Orientation 2021

- 1793 new student participants
- 8 programs
- 16 Zoom sessions
- Icebreakers, UPD presentation, Meet Your Prof, Tips from Upper Year Students
- Welcome Event Zoom session
 - 75 RSVPs (mix of first-year and continuing students)

Winter & Summer Orientation 2022

- Winter Orientation
 - 149 Participants:
 - IHST, NURS-IEN, PSYC, SHPM
 - 31 – PLs, Staff, UPD
 - 4 Zoom sessions – January 2022
- Summer Orientation
 - 32 RSVPs – 24 PSYC, 9 SHPM
 - 1 Zoom session – May 2022
 - Icebreakers, UPD presentation, Meet Your Prof, Tips from Upper Year Students

Orientation & Transition 2021 – 2022 Overview

Strengths

- Student 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

- Zoom session; ensure that backup MC can take over if MC is having technical difficulties
- Increased emphasis on energy level and presentation and engagement skills for PLs and volunteers
- Supporting the transition of new students who do not attend AO

Opportunities

- More time allocated for questions to presenters
- Increase capacity of peer leaders as small group facilitators
- Enhance coordination and communication between university partners

Overall Attendance Rates AO F2021

1793 AO attendees vs. **1895** registered for AO

95% attendance rate for Attended vs. Registered

Program	SGH	PSYC	SHPM	N2E	NCOL	KINE	Neuroscience (KINE)	Neuroscience (PSYC)
Total Students	95	1033	197	146	324	844	5	26
Registered for AO	82	780	142	123	150	618	NA	NA
Total Attendance	69	745	128	113	141*	597	NA	NA
Percentage of Attendance VS Total Students	72.6%	72.1%	65.0%	77.4%	43.5%	70.7%	NA	NA

1793 AO attendees vs. **2670** students in the Faculty of Health

67% attendance rate for Attended vs. Enrolled

Orientation & Transition 2022 – 2023 Recommendations

- Find solutions to increasing engagement in breakout rooms e.g. more training, more Peer Leaders per room
- Have 2 breakout rooms for more opportunities for peer-peer interactions
- Surveying students for questions/concerns prior to Orientation to address them during the sessions
- Explain the virtual resource hub more in-depth
- Consider ways to implement spaced-repetition of information
- Feedback surveys can be live surveys to encourage participation

≡ Student Success



Peer Mentoring

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... #Stong

Peer Mentoring

2021 – 2022 Overview

Peer Mentoring Committee

- Facilitated by Colleges' Work-Study Peer Mentoring Program Coordinators
- 1-2 Peer Mentoring Coordinator(s) from each student club lead Peer Mentoring for their individual programs

Peer Mentors

- 47 Peer Mentors (KAHSSO/KINE - 19, UPSA/PSYC - 15, GHSA/GH - 3, NSTAMP/NURS – 5, SAHMPI/HLST – 5)
- Peer Mentors must attend FPLT & Peer Mentoring Program-specific Training

Peer Mentoring Services

- Peer Mentors provided weekly emails, group-based online activity sessions and 1-on-1 appointments via zoom
- All first-year students matched to an upper-year Peer Mentor
- **511/2105 (25%)** of incoming first-year students requested a match
- **Aug 2021** (before AO):
323 Mentor-Mentee live interactions
- **Fall 2021:**
276 Mentor-Mentee live interactions
- **Winter 2022:**
104 Mentor-Mentee live interactions

Peer Mentoring

2021 - 2022 Overview

Strengths

- Collaboration between student clubs, Colleges, & Departments
- Multiple leadership opportunities for students (Peer Mentor, Coordinator, staff)
- Mentoring offered to all first-year HH students
- Peer Mentors held Meet-and-Greet sessions before AO, resulting in high number of live interactions
- Peer Mentors embedded in AO
- Peer Mentoring fostered a sense of community in a virtual environment
- **703** total live interactions between Peer Mentors and Mentees (not including AO)

Challenges

- Difficulties maintaining engagement throughout the academic year, as drop-off in attendance and interest occurs in the latter half of each term.
- Annual turnover of HH student club Peer Mentor Coordinators at different time points affects Peer Mentoring as a whole, via loss of institutional knowledge and delayed timelines
- Peer mentoring program data analysis reliant on Peer Mentors and Mentees consistently and accurately submitting data on session information

Opportunities

- Explore group-based in-person format for Peer Mentoring
- Experiment with Peer Mentor – Mentee matching methods
- Expand services to offer variety of services and formats
- Seek mentee feedback throughout each term.

Peer Mentoring

2022 – 2023 Recommendations

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

- Increase promotion & marketing of Peer Mentoring
- Continue to offer 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.).
- Explore hybrid (in-person & online) Peer Mentoring options
- Continue seeking ongoing mentee feedback
- Increase mentee engagement year-round

Calumet & Stong Colleges Student Success Programs

INSPIRING LEARNING, LEADERSHIP, AND CITIZENSHIP





Course Representative Program

Course Representative Program

2021 – 2022 Overview

Course Coverage

- Includes 1st, 2nd, 3rd, 4th, year HLST, GH/IHST, KINE, NURS & PSYC courses
- **SU 21: 15** course sections supported with a CR
- **Fall 21: 33** course sections supported with a CR
- **Winter 21: 26** course sections supported with a CR
- **16,085 HH students** exposed to CR Program 2020/21 (SU/F/W)

Course Representatives

- CRs make weekly announcements (online/in-person and live/pre-recorded), host eClass Discussion Forum, and host non-facilitated study groups,
- **SU 21: 19 CRs**
- **Fall 21: 39 CRs**
- **Winter 22: 30 CRs**
- CRs must attend FPLT and CR Program-specific training
- CRs must attend weekly meetings, and get approval on their presentations prior to presenting in-class

Course Representatives Provide Information on:

- Colleges' Academic Support Programs
- Academic Skills
- Health & Wellness
- Student Leadership
- Campus Resources & Events
- Policies & Procedures
- Career Prep

Course Representative Program

2021 – 2022 Overview

Strengths

- CR program is facilitated by Colleges' Work-Study students
- There is a high number of engaged student volunteers, due to the CR program
- CR program develops leadership capacity in first-year students
- CRs maximize the impact of the peer-to-peer relationship when interacting with their classmates
- CRs provide an opportunity for students to connect with each other through multiple modes (eClass, study groups)
- CR program supports the year-long transition of new students beyond AO
- CR program supports students all throughout university life cycle including 1st, 2nd, 3rd and 4th year courses
- CR program educates CRs, students and Course Directors (CDs) about the many resources at Colleges & York

Challenges

- CD willingness to participate and adopt our formats (CRs presenting live in-person, posting PPT slides on eClass, etc.) has been difficult
- Due to a high number of classes being asynchronous, many CRs pre-recorded videos and posted them to eClass - Tracking views of these pre-recorded videos is difficult.
- Slide content is not always consistent, succinct, relevant, unique, and timely for each upcoming week of the student experience cycle
- CR resignations has affected relationships with faculty
- There is lower engagement with students in the classroom and on the eClass Discussion Forum for certain courses

Opportunities

- Emphasize in the promotional material to incoming students - the importance of CR role as a first step into leadership at CCSC.
- Connect high-performing CRs to future work and volunteer roles in the Colleges and at York
- Strengthen relationships between Colleges and Course Directors
- Explore different methods of Delivery (In-person and Online, synchronous and asynchronous)

Course Representative Program

2022 – 2023 Recommendations

- Continue to build strong relationships with Course Directors
- Provide better course integration of the e-Class discussion forums.
- Return to live, in-person presentations
- Provide a continued presence in online courses
- Enhance recruitment strategies to ensure all core courses have CRs



Peer Tutoring

Peer Tutoring

2021 – 2022 Overview

Peer Tutoring Committee

- Facilitated by Colleges Work Study Peer Tutoring Program Coordinators
- 1-2 Peer Tutoring Coordinators from each club lead Peer Tutoring for their individual programs.

Peer Tutors

- A total of **54 Peer Tutors** (GHSA/GH- **4**, KAHSSO/KINE-**27**, NSTAMP/NURS-**6**, SAHMPI/HLST- **4**, UPSA/PSYC-**13**)
- Peer Tutors must attend FPLT & Peer Tutoring Program-specific Training
- Peer Tutors must have a minimum A in the course

Peer Tutoring Services

- Peer Tutoring is course-based, free, drop-In and took place virtually via Zoom
- **Fall 2021:**
257 Peer Tutoring Sessions (Session = each time tutee sought and was provided Peer Tutoring)
- **Winter 2022:**
189 Peer Tutoring Sessions

Peer Tutoring

2021 - 2022 Overview

Strengths

- Collaboration between student clubs, Colleges, & Departments
- Peer Tutoring serves as a leadership opportunity for students
- Peer Tutoring offered for courses in all HH programs
- Increase in accessibility via the online format
- **446** Peer Tutoring sessions in F/W 2021/22

Challenges

- Consistent turnover of HH student club executives at different time points
- Peer Tutoring program data analysis reliant on Peer Tutors and Tutees consistently and accurately submitting data on session information
- Difficulty with sustained engagement in latter half of fall and winter terms.
- Dropoff in overall tutee engagement in winter term, compared to fall term.

Opportunities

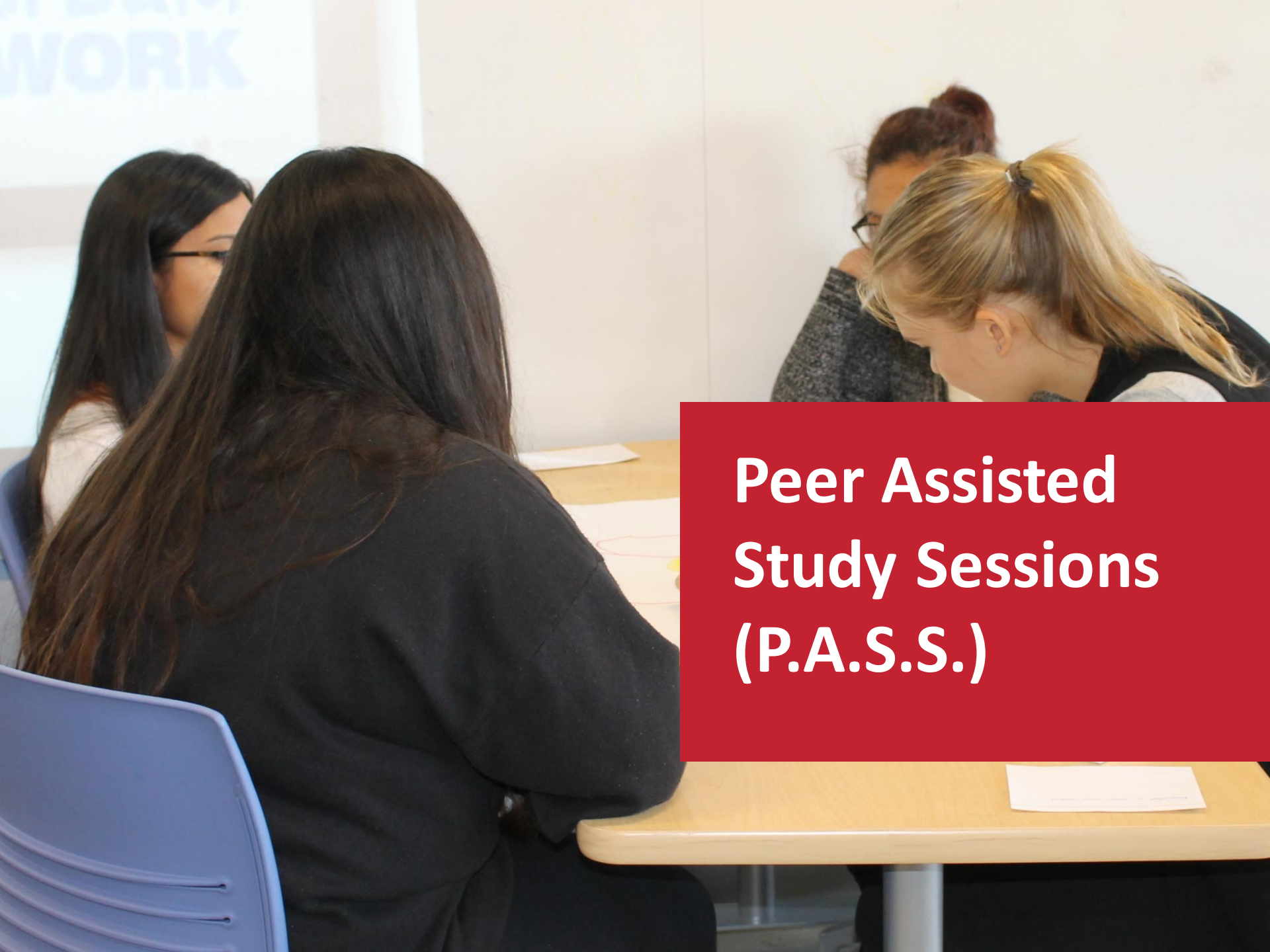
- Increase promotion of Peer Tutoring by distinguishing uniqueness of Peer Tutoring as compared to PASS, and other programs.
- Train students to accommodate multiple tutees at once in tutoring sessions
- Explore different methods of delivery (Hybrid: In-person and Online)

Peer Tutoring

2022 – 2023 Recommendations

Work collaboratively with the unit-based student clubs to:

- Increase partnership and communications with Faculty
- Increase promotions for Peer Tutoring Services
- Provide dedicated Peer Tutoring space for in-person delivery
- Continue to explore opportunities to offer hybrid (in-person and online) Peer Tutoring interactions
- Continue seeking ongoing tutee feedback
- Provide focused support to programs with low Tutee attendance



Peer Assisted Study Sessions (P.A.S.S.)

Peer Assisted Study Sessions (PASS)

2021 – 2022 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

Typical Course Coverage

- Fall-KINE 2011: Human Physiology I
- Fall-KINE 2031: Human Anatomy
- Fall&Winter-KINE1020: Intro to Health and Fitness
- Fall&Winter-HLST 2300: Statistical Methods in Health Studies
- Fall, Winter & Summer: PSYC 1010: Introduction to Psychology, Sections B & F
- Fall, Winter & Some Summer: PSYC 2020, 2021, 2022: Statistical Methods I & II (offerings vary throughout year)
- Winter-KINE 3012: Human Physiology II
- Winter-KINE 3030: Biomechanics of Human Movement

PASS @ Calumet & Stong Colleges

- 1 PASS Program Coordinator
- 12 PASS Leaders in F/W
- 3 PASS Leaders in SU
- 1,465 students supported in the Fall 2021 & 1,659 students supported in Winter 2022
- 283 students supported in SU 2022
- PASS Leaders attend FPLT and PASS Program-specific training

Peer Assisted Study Sessions (PASS)

2021 – 2022 Overview

Strengths

- A certified, evidence based, international model – includes model for PASS Leader training
- Students learn how to integrate course content and study skills while working together and building connections
- PASS Leader role is competitive
- Interest in PASS from Course Directors
- PASS offered throughout the year (fall, winter and summer)
- Three PASS Leaders presented two different PASS presentations at The 12th International SI Conference in SU 2022
- Meeting with Course Directors teaching PSYC 2020, 2021 and 2022 in SU 2022
- Post pandemic opportunity to offer in-person and online PASS

Challenges

- Covering multiple course sections with 1 PASS Leader
- Expanding PASS to new courses with limited human & financial resources
- Attendance not consistent

Opportunities

- Increase understanding of the PASS model with departments and awareness of the program with students
- Ongoing training for PASS Leaders (mental health and wellbeing and academic support services)
- Exploring how PASS works in collaboration with other academic support programs to support HH students such as Peer Tutoring

Peer Assisted Study Sessions (PASS)

2022 – 2023 Recommendations

- Continue to strengthen partnership with Course Instructors (increased integration)
- Explore opportunities to offer both in-person and online PASS Sessions
- Continue to increase professional development opportunities for PASS Leaders
- Create additional training resources for PASS Leaders that focus on the science of learning (i.e., cognitive processes, strategies for effective learning, tips for students)
- Communication and Branding
 - Support academic units and service partners 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



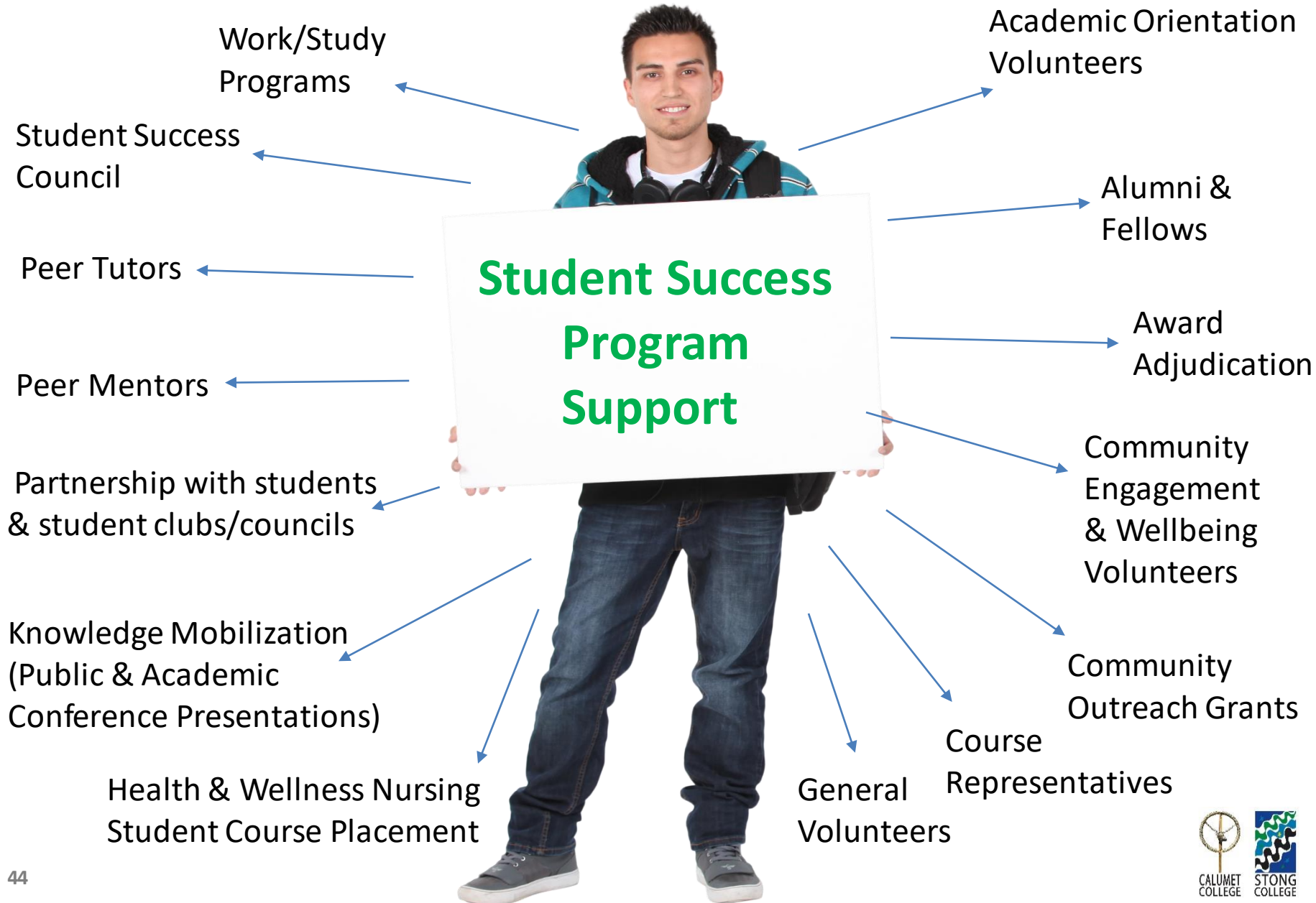


Leadership Exploration and Development (LEAD)

Peer Leadership at Calumet and Stong Colleges



Peer Leadership at Calumet and Stong Colleges



LEAD Training



1

Emerging Leadership Training (ELT)

Designed for new students and students interested in getting involved at Calumet and Stong Colleges (CCSC)

316 certificates issued since Aug 2020

2

Foundational Peer Leadership Training (FPLT)

Designed for peer leaders and is mandatory for all CCSC peer leaders

Over 1,500 certificates issued since Jul. 2017

3

Advanced Peer Leadership Training (APLT)

Designed for students engaged in leadership experiences

588 certificates issued since Jul. 2017

4

LEAD Essentials

Designed for groups and student organizations

No data currently

5

EXEC YU

In development
New offering for peer leaders in executive positions

56 Executives participated since June 2021



Leadership Exploration and Development

2021 – 2022 Overview

Strengths

- ELT, FPLT and APLT, leadership modules include learning components on eClass and have corresponding workbooks and pre-post assignments
- Catalyst Grant, partnership with Emery Collegiate Institute, completed and project site launched <https://www.yorku.ca/colleges/ccsc/the-financial-wellness-project/>
- Exec YU pilot developed in collaboration with LEAD and CCSC student organizations
- Pilot of ELT in SU/F 2020 term was successful & offered in W/SU 2021. ELT continues to be offered throughout the year (Fall 2021, Winter 2022, Summer 2022).
- Timely and relevant training topics (based on student feedback)

Challenges

- Student accountability - ensuring registered students attend
- Identifying best days and times for in-person delivery of training sessions.

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 proposal

Leadership Exploration and Development 2022 – 2023 Recommendations

- Increase visibility of program by continuing to work with existing student organizations and new student groups
- Explore opportunities to offer both in-person and online training sessions
- Continue to solicit feedback about module content and address course design and learning outcomes where appropriate
- Continue to seek internal/external sources of funding to further expand program
- Continue to identify opportunities for alumni engagement



Health & Wellness

Health and Wellness: 2021 – 2022 Overview

Health & Wellness Model

- Promoting overall wellness according to CCSC Body, Mind, Heart Wellness Tree Model
- Making the Colleges a comfortable and supportive space (providing physical space and sense of community)
- Increasing awareness of CC & SC offerings
- Identifying and implementing action items that increase wellbeing within the Colleges
- Starting with the wellbeing of incoming students

Fall & Winter 2021/22 Highlights

- F/W Bi-Weekly Wellness Events:
 - **160+ attendees**
- Wellness Activities at College events:
 - **300+** participants: FPLT, APLT, ELT, PASS, AO, Indigenous Circle events, and other workshops
- 'Wellness Break Slides' - continued in the classroom via CRs and PASS
 - Exposure to over **1000 students**
- Weekly social media posts/stories/polls:
 - **3000+ interactions**
- Started Health & Wellness Training project for Peer Leaders involved at CCSC

SU 2022 Highlights

- Hosted 2 events: Meet & Greet, and the Pride Social
 - **25+ attendees**
- Daily social media posts/stories/polls:
 - **3000+ interactions**
- Supporting Health & Wellness activities across CCSC programming: PASS Wellness Breaks, CR Wellness Break Slides
- Established Health & Wellness Speaker Series/Workshops plan
- Health & Wellbeing survey circulated to all FoH students

Health and Wellness: 2021 – 2022 Overview

Strengths

- Peer-led events and initiatives
- Wellness Lounge Social Media (Instagram)
- Virtual Outreach:
 - Meet & Greet
 - Wellness Break Slides
 - Wellness Activities at College Events
 - Health & Wellbeing survey

Challenges

- Dealing with Zoom fatigue
- Event Participation Drop-Off:
 - Student participation at online events very low
- Balancing Health & Wellness offerings both virtually and in-person
- Inclusion of Wellness Activities & Slides outside of College programming

Opportunities

- Expand inclusion of health and wellness in College's programming and health units
- Support health and wellness practices in the classroom
- Expand health and wellness support for our Peer Leaders
- Reopen the Wellness Lounge and find opportunities for collaboration

Health and Wellness: 2022 – 2023 Recommendations

Continue to expand inclusion of health and wellness in Colleges' programming

- Incorporate health and wellness programming across all programs and events held at the Colleges.
- Support Peer Leaders from associated student clubs with Health and Wellness programming and additional training.

Health and Wellness in the Classroom

- Provide Health and Wellness programming in Faculty of Health classes

Returning to Campus

- Explore opportunities to support Health and Wellness programming both in-person and online.
- Reopening the Wellness Lounge



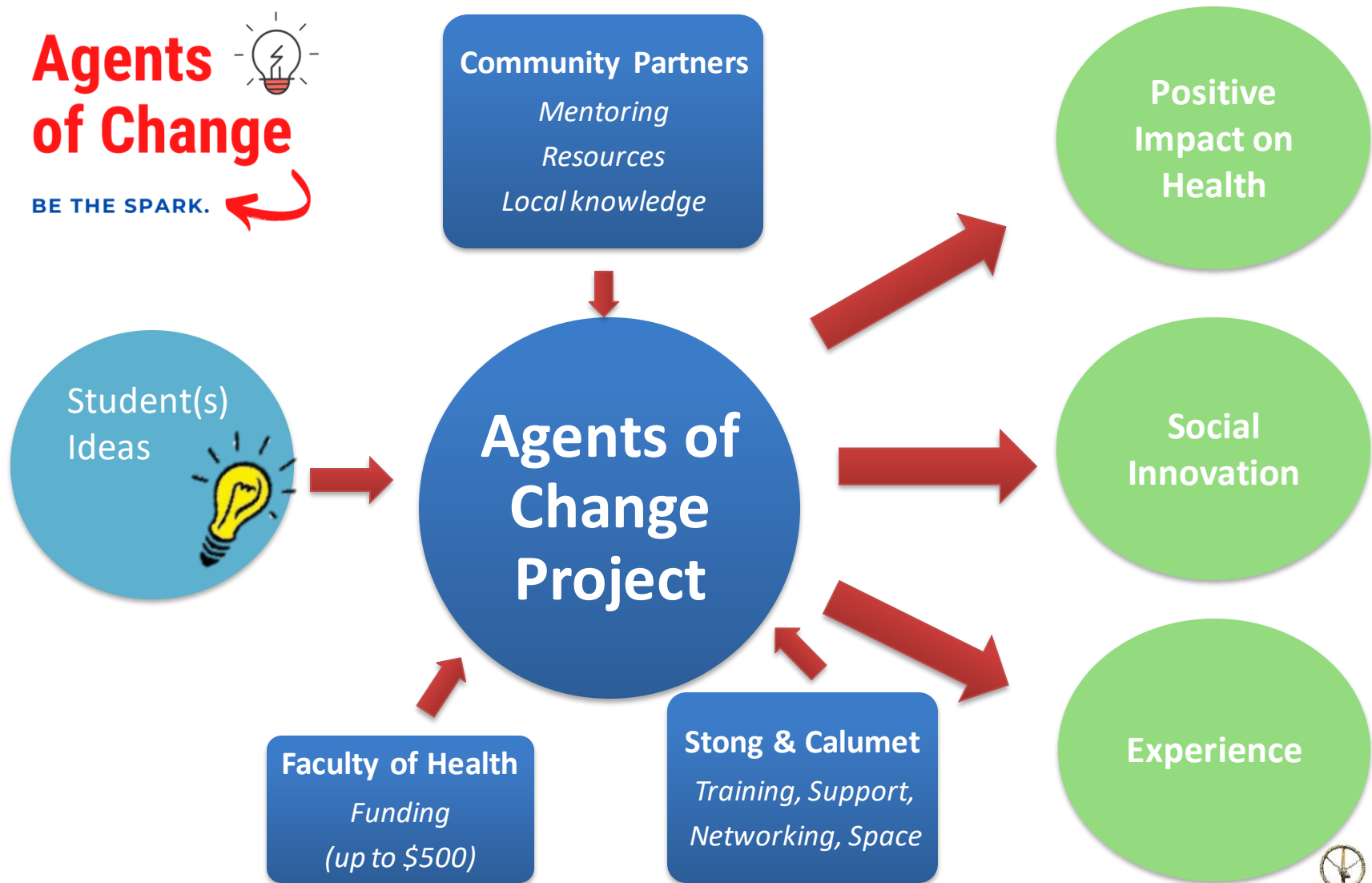
Agents of Change

BE THE SPARK.



Agents of Change Projects

**Agents
of Change**
BE THE SPARK.



Agents of Change: 2021 – 2022 Overview

Strengths

- 9-Student-led community initiatives addressing various Social Determinants of Health
- Strengthens CCSC & Health's outreach to the community
- Strong impact within York University and wider community despite limitations of Covid-19
- Experiential opportunity for project leads creating impact at a grassroots level
- Partnerships with Global Health Agents of Change Course and *Global Mental Health: Eastern, Indigenous and Western Perspectives*

Challenges

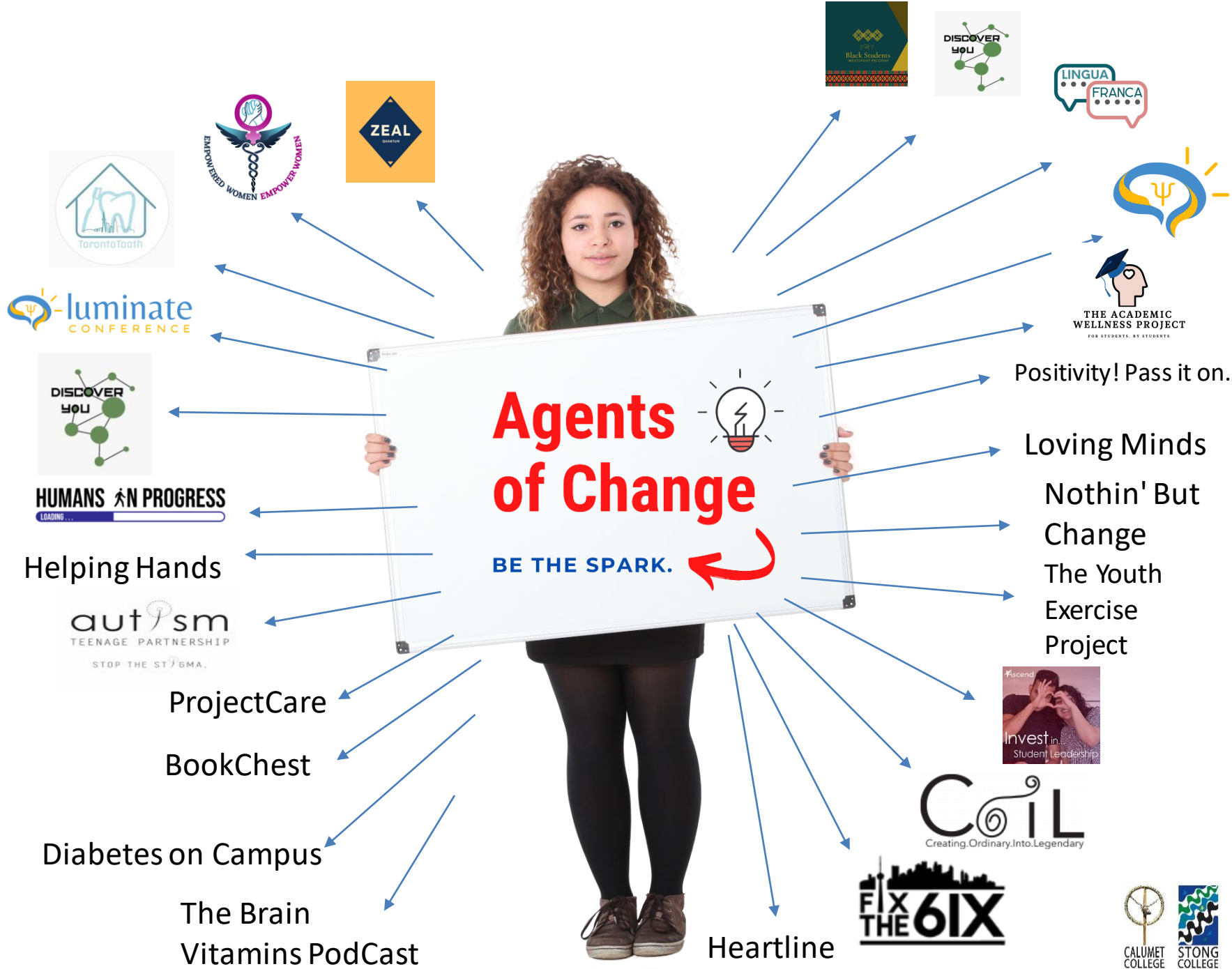
- Limited human, space and financial resources
- Branding and marketing of program
- Ongoing training and development of projects
- Challenges to project support due to Covid-19.

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
- Incorporating UN SDGs

Agents of Change

BE THE SPARK.



Agents of Change Projects 2021/22



Empowering Women in Health



Lingua Franca



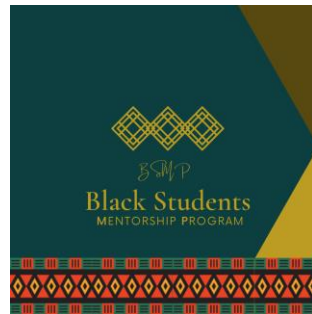
Luminate



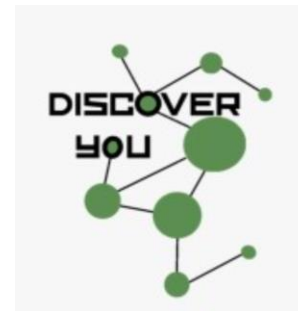
Undergraduate Health Research Exploration (UHRE)



TorontoTooth



Black Students Mentorship Program (BSMP)



Discover You



The Academic Wellness Project

Agents of Change

2022 – 2023 Recommendations

- *Further alignment with United Nations Sustainable Development Goals*
- *Develop mentorship opportunity and workshops for project leads to support all facets of a start-up venture*
 - Recruitment, executive structure, budgeting, website creation
- *Support initiatives in transitioning towards sustainability and non-for-profit status*
- *Changes to Funding Model*
 - 3-Tier model (\$250/\$750/\$2000) to better support project needs
- *Continue to seek internal/external sources of funding to further expand program*

Agents of Change

2022 – 2023 Recommendations

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 relationships with Community, TD Engagement Centre, LaunchYU and other campus partners.
- Formalize an alumni network.

Calumet & Stong Colleges Student Success Programs

INSPIRING LEARNING, LEADERSHIP, AND CITIZENSHIP





Career Exploration

Career Exploration

2021 – 2022 Overview

Strengths

- 24 Career Spotlight Sessions (virtual one-on-one interviews with alumni)
 - 82 students attended
 - 31 alumni participated
 - 90% of survey respondents rated sessions 7 or higher out of 10

Challenges

- Support of the Career Centre to mount additional career-based events independent of CCSC 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

Opportunities

- 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
- Return of in-person activities will allow for increased variety of programming

Career Exploration

2022 – 2023 Recommendations

- Increase the promotion of the Career Exploration events, through collaborating with different organizations from the Faculty of Health
- Continue online delivery of Career Spotlight post-pandemic to increase service accessibility
- Conduct 2 in-person Career Conversation events per semester
- Expand database of Alumni willing to participate in Career Exploration events



Community Engagement & Wellbeing

Community Engagement & Wellbeing

2021 – 2022 Overview

Strengths

- Variety of virtual and in-person workshops focused on community engagement via arts and technology
- 80% of survey respondents across **all** events rate events 9 or higher out of 10:
- 19 Speed Painting Workshops (virtual and in-person)
- 5 Drawing/Sketching Workshops (virtual)
- 3 Technology based workshops (Intro to Python, Wix, Blogging)
- 2 Pilot Workshops (Virtual: Art Analysis, Speed Crafting)
- Attendance (F – 44; W – 28; SU – 61)

Challenges

- Adapting in-person programs to an online format without diminishing service delivery or quality
- Identifying new workshop ideas that are appealing to students in virtual and in-person settings
- Encouraging students to attend self-care oriented workshops while they are also balancing their personal and professional obligations
- Identifying more suitable and visible space for in-person events

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 2022 – 2023 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
- Leverage Zacks Gallery space as a permanent home for arts based in-person community engagement programming

05

Awards and Recognition

Awards & Recognition at Calumet and Stong

- 2021 Virtual CCSC Leadership Awards Reception
 - 518 Awards & Certificates
- Awarded in Bursaries & Scholarships:
 - Calumet College \$8,925
 - Stong College \$17,200
- Two new awards:
 - Calumet College Council Student Life Award (\$1000)
 - Stong College Student Government Heart of a Spartan Award (2 x \$500)

05

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CCSC's Monday listserv announcements reach 16,529 students, 6374 alum and Fellows.