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Authors: R. Bishop, C. Goodfellow, M. Hamadeh, A. Mohammed, W. Kabir, A. Stypka
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
Student Success Team at CCSC
Meet the Team

Robert Bishop
Director, Student & Academic Services & Strategic Initiative

Abdul K. Mohammed
Student Success Coordinator

Bayley Tepperman
Student Success Coordinator (On leave)

Cynthia Goodfellow
Administrative and Events Coordinator

Jennine Rawana
College Head, Calumet College

April J. Walker
Student Success Coordinator (On leave)

Mazen Hamadeh
Associate Dean For Students

Agata Stypka
Student Success Coordinator

Waziha Kabir
Student Success Programs Assistant
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

<table>
<thead>
<tr>
<th>Vision</th>
<th>Inspiring learning, leadership and citizenship.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>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.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Values</th>
<th>Student-centric</th>
<th>Collaborative</th>
<th>Mentorship</th>
<th>Engagement</th>
<th>Bold</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supporting the engagement of students in their own learning and growth</td>
<td>Actively involving all community partners</td>
<td>Enabling the learning process and personal development</td>
<td>Developing a sense of belonging and promoting growth</td>
<td>Challenging the status quo and being resourceful</td>
</tr>
</tbody>
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## Strategic Directions

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

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

[https://www.yorku.ca/colleges/calumet/about-calumet-college/](https://www.yorku.ca/colleges/calumet/about-calumet-college/)
[https://www.yorku.ca/colleges/stong/about-stong-college/](https://www.yorku.ca/colleges/stong/about-stong-college/)
Calumet & Stong Colleges Plan 2015-2020

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

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

Launched Strategic Planning Process

2016
- Re-Visioning Community Consultation

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

Re-Visioning Community Consultation

2017
- 1st Annual Colleges@2020

New Initiatives:
- 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

1st Annual Colleges@2020

2018
- 2nd Annual Colleges@2020

New Initiatives:
- 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

2nd Annual Colleges@2020

2019

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

New Initiatives:
- Emerging Leadership Training
- Financial Literacy with High School
- Colleges@2025 Strategic Plan
- Student Engagement Study (Ethics)
- CC 50th Anniversary
- Group Peer Mentoring
- Expanded CR to all years courses

3rd Annual Colleges@2020

2020

4th Annual Colleges@2020

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
- Emerging Leadership Training
- Financial Literacy with High School
- Colleges@2025 Strategic Plan
- Student Engagement Study (Ethics)
- CC 50th Anniversary
- Group Peer Mentoring
- Expanded CR to all years courses
Calumet & Stong Colleges Plan 2020-2025

2020
New Initiatives:
• Emerging Leader. Train.
• Financial Literacy & ECI
• Colleges@2025 Strat Plan
• Student Engage. Study
• CC 50th Anniversary
• Group Peer Mentoring
• Expanded PASS (HLST)
• CR to all-years courses
• New awards: W/S & alum
• Presented at TIF & SIT
• Piloted Exec YU
• Agents of Change=UNSDG

2021
New Initiatives:
• Network of CCSC-student clubs/councils
• H&W Exec on Student Clubs/Councils
• International Student Orientation
• HH Academic Honesty animation videos developed
• Volunteer Crew program launched
• PASS and Peer Tutoring Program reps receive bursary to attend and present at International SI Conference in Toronto
• Launched Exec YU – 3 new modules
• Created new webinar for peer leaders – Introduction to facilitation

2022
New Initiatives:
• Return to in-person programming
• Collaborate on Early Support & Intervention
• Piloting Train-the-Trainer H&W program

2023

2024
03

Student Success Program Overview
Calumet & Stong Colleges
Student Success Programs

INSPIRING LEARNING, LEADERSHIP, AND CITIZENSHIP

Orientation & Transition

Leadership & Professional Development

Academic Support Programs

Community Building & Development

CC&SC’s Strategic Plan, Vision, Mission and Values
CCSC Student Success Program Across Lifecycle

Y1
- Orientation & Transition (Mentoring, Welcome Events)
- Academic Support (Course Representatives, PASS, Peer Tutoring)
- Health & Wellness
- LEAD with Us
- Indigenous Circle; Community Engagement & Wellbeing (CEW)

Y2

Y3

Y4+

Agents of Change

Career Exploration

EDI • AODA • Marketing, Media and Branding • Alumni and Fellow Engagement • Partnering with Student Clubs/Councils
04

Student Success Program Summaries
Calumet & Stong Colleges
Student Success Programs

INSPIRING LEARNING, LEADERSHIP, AND CITIZENSHIP

Orientation & Transition

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

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
<th>Opportunities</th>
</tr>
</thead>
</table>
| - 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 | - 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 | - 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

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

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
Peer Mentoring
## Peer Mentoring
### 2021 – 2022 Overview

<table>
<thead>
<tr>
<th>Peer Mentoring Committee</th>
<th>Peer Mentors</th>
<th>Peer Mentoring Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilitated by Colleges’ Work-Study Peer Mentoring Program Coordinators</td>
<td>• 47 Peer Mentors (KAHSSO/KINE - 19, UPSA/PSYC - 15, GHSA/GH - 3, NSTAMP/NURS – 5, SAHMPI/HLST – 5)</td>
<td>• Peer Mentors provided weekly emails, group-based online activity sessions and 1-on-1 appointments via zoom</td>
</tr>
<tr>
<td>• 1-2 Peer Mentoring Coordinator(s) from each student club lead Peer Mentoring for their individual programs</td>
<td>• Peer Mentors must attend FPLT &amp; Peer Mentoring Program-specific Training</td>
<td>• All first-year students matched to an upper-year Peer Mentor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>511/2105 (25%)</strong> of incoming first-year students requested a match</td>
</tr>
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<td></td>
<td></td>
<td>• <strong>Aug 2021</strong> (before AO): 323 Mentor-Mentee live interactions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Fall 2021</strong>: 276 Mentor-Mentee live interactions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Winter 2022</strong>: 104 Mentor-Mentee live interactions</td>
</tr>
</tbody>
</table>
## Peer Mentoring 2021 - 2022 Overview

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
<th>Opportunities</th>
</tr>
</thead>
</table>
| • 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) | • 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 | • 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

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

Academic Support Programs
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

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR program is facilitated by Colleges’ Work-Study students</td>
<td>CD willingness to participate and adopt our formats (CRs presenting live in-person, posting PPT slides on eClass, etc.) has been difficult</td>
<td>Emphasize in the promotional material to incoming students - the importance of CR role as a first step into leadership at CCSC.</td>
</tr>
<tr>
<td>There is a high number of engaged student volunteers, due to the CR program</td>
<td>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.</td>
<td>Connect high-performing CRs to future work and volunteer roles in the Colleges and at York</td>
</tr>
<tr>
<td>CR program develops leadership capacity in first-year students</td>
<td>Slide content is not always consistent, succinct, relevant, unique, and timely for each upcoming week of the student experience cycle</td>
<td>Strengthen relationships between Colleges and Course Directors</td>
</tr>
<tr>
<td>CRs maximize the impact of the peer-to-peer relationship when interacting with their classmates</td>
<td>CR resignations has affected relationships with faculty</td>
<td>Explore different methods of Delivery (In-person and Online, synchronous and asynchronous)</td>
</tr>
<tr>
<td>CRs provide an opportunity for students to connect with each other through multiple modes (eClass, study groups)</td>
<td>There is lower engagement with students in the classroom and on the eClass Discussion Forum for certain courses</td>
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</tr>
<tr>
<td>CR program supports the year-long transition of new students beyond AO</td>
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<tr>
<td>CR program supports students all throughout university life cycle including 1st, 2nd, 3rd and 4th year courses</td>
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</tr>
<tr>
<td>CR program educates CRs, students and Course Directors (CDs) about the many resources at Colleges &amp; York</td>
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</table>
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
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

<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>• Consistent turnover of HH student club executives at different time points</td>
<td>• Increase promotion of Peer Tutoring by distinguishing uniqueness of Peer Tutoring as compared to PASS, and other programs.</td>
</tr>
<tr>
<td>• Peer Tutoring serves as a leadership opportunity for students</td>
<td>• Peer Tutoring program data analysis reliant on Peer Tutors and Tutees consistently and accurately submitting data on session information</td>
<td>• Train students to accommodate multiple tutees at once in tutoring sessions</td>
</tr>
<tr>
<td>• Peer Tutoring offered for courses in all HH programs</td>
<td>• Difficulty with sustained engagement in latter half of fall and winter terms.</td>
<td>• Explore different methods of delivery (Hybrid: In-person and Online)</td>
</tr>
<tr>
<td>• Increase in accessibility via the online format</td>
<td>• Dropoff in overall tutee engagement in winter term, compared to fall term.</td>
<td></td>
</tr>
</tbody>
</table>

*446 Peer Tutoring sessions in F/W 2021/22*
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
- 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**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
<th>Opportunities</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 training for PASS Leaders (mental health and wellbeing and academic support services)</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>
<tr>
<td>• PASS offered throughout the year (fall, winter and summer)</td>
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<tr>
<td>• Three PASS Leaders presented two different PASS presentations at The 12th International SI Conference in SU 2022</td>
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<td></td>
</tr>
<tr>
<td>• Meeting with Course Directors teaching PSYC 2020, 2021 and 2022 in SU 2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Post pandemic opportunity to offer in-person and online PASS</td>
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</tbody>
</table>
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

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

Leadership & Professional Development
Leadership Exploration and Development (LEAD)
Peer Leadership at Calumet and Stong Colleges

Student Organizations
Peer Leadership at Calumet and Stong Colleges

Student Success Council

Peer Tutors

Partnership with students & student clubs/councils

Knowledge Mobilization (Public & Academic Conference Presentations)

Health & Wellness Nursing Student Course Placement

Course Representatives

Academic Orientation Volunteers

Alumni & Fellows

Award Adjudication

Community Engagement & Wellbeing Volunteers

Community Outreach Grants

General Volunteers

Work/Study Programs

Student Success Program Support

Partnership with students & student clubs/councils

Knowledge Mobilization (Public & Academic Conference Presentations)

Health & Wellness Nursing Student Course Placement

Course Representatives

Academic Orientation Volunteers

Alumni & Fellows

Award Adjudication

Community Engagement & Wellbeing Volunteers

Community Outreach Grants

General Volunteers

Work/Study Programs
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/](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 & Greets
  - 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

Student(s) Ideas

Agents of Change Project

Community Partners
- Mentoring
- Resources
- Local knowledge

Faculty of Health
- Funding (up to $500)

Stong & Calumet
- Training, Support, Networking, Space

Positive Impact on Health

Social Innovation

Experience
## Agents of Change: 2021 – 2022 Overview

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 9-Student-led community initiatives addressing various Social Determinants of Health</td>
<td>• Limited human, space and financial resources</td>
<td>• Additional Administrative Support</td>
</tr>
<tr>
<td>• Strengthens CCSC &amp; Health’s outreach to the community</td>
<td>• Branding and marketing of program</td>
<td>• Increase visibility of program</td>
</tr>
<tr>
<td>• Strong impact within York University and wider community despite limitations of Covid-19</td>
<td>• Ongoing training and development of projects</td>
<td>• Continue to expand partnerships and reach</td>
</tr>
<tr>
<td>• Experiential opportunity for project leads creating impact at a grassroots level</td>
<td>• Challenges to project support due to Covid-19.</td>
<td>• Formalize an alumni network</td>
</tr>
<tr>
<td>• Partnerships with Global Health Agents of Change Course and <em>Global Mental Health: Eastern, Indigenous and Western Perspectives</em></td>
<td></td>
<td>• Revise Funding model to better support projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Incorporating UN SDGs</td>
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</tbody>
</table>
Agents of Change
BE THE SPARK.

Luminate Conference
Helping Hands
Project Care
Diabetes on Campus
The Brain Vitamins PodCast
Heartline
Positivity! Pass it on.
Loving Minds
Nothin' But Change
The Youth Exercise Project
Fix the 6IX
Creating Ordinary Into Legendary
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-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

Community Building & Development

CC&SC’s Strategic Plan, Vision, Mission and Values
## Career Exploration
### 2021 – 2022 Overview

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
<th>Opportunities</th>
</tr>
</thead>
</table>
| • 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 | • 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 | • 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

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
<th>Opportunities</th>
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</thead>
<tbody>
<tr>
<td>• Variety of virtual and in-person workshops focused on community</td>
<td>• Adapting in-person programs to an online format without diminishing service delivery or quality</td>
<td>• Better utilize the Course Representative Program to draw attention to upcoming events</td>
</tr>
<tr>
<td>engagement via arts and technology</td>
<td>• Identifying new workshop ideas that are appealing to students in virtual and in-person settings</td>
<td>• Connecting not only with university partners within York, but also at other post-secondary</td>
</tr>
<tr>
<td>• 80% of survey respondents across all events rate events 9 or higher</td>
<td>• Encouraging students to attend self-care oriented workshops while they are also balancing their</td>
<td>institutions to develop programming</td>
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<tr>
<td>out of 10:</td>
<td>personal and professional obligations</td>
<td>• Collaboration with unit-based student clubs to host events and provide ideas for creative</td>
</tr>
<tr>
<td>• 19 Speed Painting Workshops (virtual and in-person)</td>
<td>• Identifying more suitable and visible space for in-person events</td>
<td>methods for engagement and promoting student wellbeing</td>
</tr>
<tr>
<td>• 5 Drawing/Sketching Workshops (virtual)</td>
<td></td>
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<tr>
<td>• 3 Technology based workshops (Intro to Python, Wix, Blogging)</td>
<td></td>
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</tr>
<tr>
<td>• 2 Pilot Workshops (Virtual: Art Analysis, Speed Crafting)</td>
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</tr>
<tr>
<td>• Attendance (F – 44; W – 28; SU – 61)</td>
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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
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)
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Visit our Websites & Follow Our Social Media Accounts

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@calumet.York

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@yorkustongcollege

[instagram]
@stong.york

CCSC LinkedIn Account: [link]
https://www.linkedin.com/in/ccscyu/

CCSC LinkedIn Page: [link]
https://www.linkedin.com/company/ccsc-page/

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