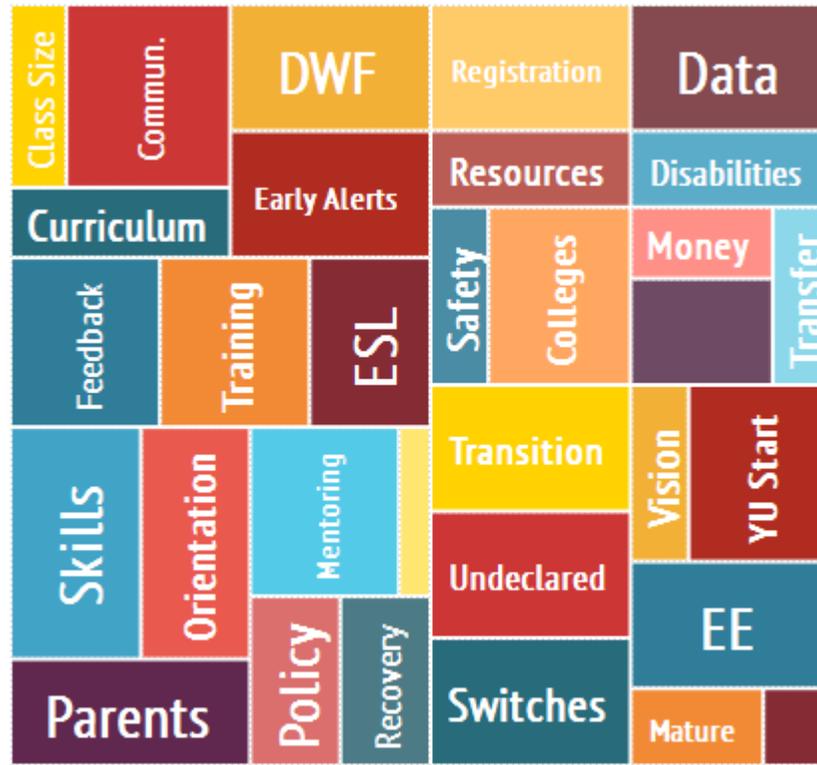**"Describing my first year experience….."**
Student Representative Roundtable

Themes
- ESL
- Literacy and learning skill development
- Need to share data
- Program switches and undeclared majors
- Training and Development – provide tools to TA's and instructors identify students early
- Target interventions – starting with courses with high DWF
- Role of colleges, YU Start and Peer mentoring
- Changes needed to registration system and reporting grades earlier

Advisory Group	- Peers as an ongoing platform (rather than just surveys) - Solutions can be student-driven - Representatives from various student organizations could gather data - Community of Practice - students, staff and faculty (instructors for 1000-level courses)
Classroom sizes	– Very large 1st year classes – Making connections are hard – peers don't know each other within classes (sense of isolation) – Faculty-student connections
Communication to students	– communications audit to track all the various communications to students especially given the direct reference to the multitude of communication sources on page 9 of the Report. – There's a model for the audit already -- one was undertaken for YU START. An audit will support the work done on the "backbone"/CRM to help streamline and organize the flow of information. – communication plan to guide/support the awareness-building and engagement with students or the general launch of the program – direct communication to manage academic expectations – targeted strategic matching of programs and students-in-need -- find ways to ensure that the right students receive the most pertinent and appropriate information; for now we seem to be trying to reach as many students as possible
Curriculum enhanced to support FYE	– Increased opportunity to rewrite assignments (especially important for ESL and first generation students) – Work with Faculty and academic colleagues to identify opportunities – Build library research into curricular – Build supports and strategies into general education courses
DWF Courses (> 30%)	- how the colleges might best assist with DWF courses; how to dovetail college efforts with academic departments? - Supplemental instruction - Writing programs - Sometimes these courses are used to filter students out for the future – manage student expectations - Use a targeted approach by focusing on DWF courses – selected 1st year instructors, course director to identify specific learning support needs for course (math, English etc.)
Early Alerts with targeted interventions	– use TA's to identify students who are not attending or who are struggling – leverage clickers – upload grades as they are happening (electronically) – instructors referring students for assistance through a system – students self-identify if they need support – use the SIS classlist as the interface that instructors use to indicate students that need help - an instructor could locate the student on the list and then use a new pull-down menu next to their name to select a kind of assistance (text box could pop up to allow the instructor to provide any helpful details about the student's situation) – Add YU Card pictures, organized by student ID, added to the classlists - instructors become more familiar with their students,

	which would support their attendance of class attendance and participation. – set up a form that instructors could use to request help for a particular student (Mach Form to design and revise the form as needed) and it could be set to send e-mail's into a CRM where the triage process could take place as in the above approach – students self-identify a need for help. A system could be designed to handle some kinds of requests automatically, for example by referring the students to various kinds of resources (though this wouldn't be much of an enhancement over Ask a Student Expert). – Interventions - Across the board + tailored – Tie in accountability of faculty
Early Feedback	– to help manage expectations and identify need for support – ASCP – policy draft 1000-level courses give feedback within 6 weeks
ESL	– Language barriers – contributing to understanding expectations – Specific ESL tutorials – New students making connections – with faculty (mentoring) – Common course that all international students attend – Leverage open learning centre – we can use SIS to put an ESL restriction – meaning that we restrict the student's ability to drop an ESL course without permission. This can sometimes cause confusion when they withdraw completely, can't drop this course and then owe fees, but the goal is to ensure they remain in an ESL course.
FYE Instructors and TA's Training and Development	– Strategies to prepare them so that classroom experience is a positive one – "elite" faculty to teach 1st year – TA's – training, resources/tools and hours (current limits) to work with 1st year students – Provide workshops (i.e. supporting instructors in selecting essay topics) – Understand tools and supports already available – Faculty engagement (office hours) – Use the peer mentoring model for 1st year instructors – Classroom engagement – may vary depending on length of the class (1/2 vs. full year course) – Specific professional development/tools to teach ESL students – Faculty engagement -> accountability – Incorporate strategies into the course development templates and tools – tied to learning outcomes
Learning Skills Support	- PASS program - Writing support (and grammar) - LAPS provides writing support to other Faculties but couldn't meet the demand if awareness was raised (requires resources) - Math - Computing - Apply supports to transfer credit students as well - Winter and summer term programming - how would the evaluation of SPARK be conducted? what evidence of effectiveness is being sought? Should Learning Skills be

evaluated in the same way?

Mental Health	-	Counselling and Disabilities Learning Skills program stronger role in the advisory group moving forward
	-	recommend looking at all support services to see how they group according to preventions/interventions/recovery.

Orientation	–	Expand more on what happens after orientation to engage and build connections with 1st year students.
	–	Need to look at what happens during 1st year after YU Start and orientation end
	–	Define and measure orientation
	–	desire to have departments and colleges work together on orientation and in particular Making Connections day rather than separating the two
	–	historically extraverted focused (but some colleges are trying to blend one-on-one and small group programming) – message that we offer diverse programming
	–	funding and coordination
	–	continue to expand winter term orientation
Parents and Supporters	–	Engaging parents and family members in an intentional manner as key influencers in their students' life
	–	Develop more robust family program and communicating key bits of information while also balancing individual student privacy.
	–	Expand family orientation to engage larger section of parents
Peer Mentoring and Advising	–	Peer mentoring in the colleges and YU Start are key for connecting first year students
	–	dovetail training and development of student leaders/peer mentors in the colleges
	–	early identification of peer advisors – brought together (central group) to conduct coordinated training/recruitment
Physical environment	–	Unclean environment – does not invoke pride
	–	Physical space
Policy Changes	–	Senate – review assessment criteria (attendance vs. participation) for mandatory attendance
	–	Early Feedback
Recovery programs	–	Fresh Start program at Ryerson
Registration System and Processes	–	System allows scheduling conflicts
	–	manual processes for checking prerequisites
	–	consistent application – conditional admission (restriction on credits)
	–	need waiting lists
	–	review of CAS (procedures, governance)
	–	transfer credit process - more sophisticated tools for assessment needed so that system determines whether the student has the prerequisites
	–	prep. time could be added to their schedule (i.e. 1.5 hour/week for each course) when they register to manage realistic expectations (time management, workload etc.)
	–	we are able to, and do sometimes, place enrolment restrictions on students admitted through subcommittee. We can vary the restriction from 24 to 21 to 18 etc. (i.e. 101 students below the limit and subcommittees do this for 105s as well) – need to do

		a better job of checking on the students that had a restriction to see how they did and whether it should continue etc. The other implication for enrolment restrictions is sometimes that OSAP funding is limited.
Resources	-	Faculty: student ratios
	-	Teaching load → 1st year courses
	-	CPR self-study documents, there are examples of practices that seem innovative and practical. Mostly they are in aid of recruiting majors to a program, but as example, having tenure stream faculty members commit to teaching first year courses on an effort to improve engagement with the discipline also has the effect of improving engagement with students
Role of Colleges	-	campus partners
	-	college fellows used to make connections with students
	-	previous format of college courses could be used to assess performance
	-	FYE champion within the Faculties to work with colleges
	-	PASS program – consistent model (needs to be resourced)
Safety Issues	-	Reputation -> recruitment
Sharing data	-	Faculty-specific retention -> communicated with UPD/Chair
	-	Specific retention trends within programs/courses in the 1st year
	-	Retention data for program changes, switches and undeclared majors
	-	Communication strategy for sharing data – to a level that will help students (analyze and use effectively)
	-	Review how York rank in the percentage of funding for students in need (bursaries)
	-	Currently there is a disconnect between faculty knowledge and student expectations/needs
	-	survey information about York's demographics could help a great deal in building a sense of understanding and empathy for our students (the high percentage who have financial need, the higher percentage with family and health issues, etc.) - the more this kind of information can be passed on, the more it might be reflected in classroom practices
Students with disabilities	–	Often times they don't identify their needs until late into the 1st year
Students with Financial Need	–	Impacts students' ability to persevere
	–	On-campus student employment (there is an increased need to hire student employees but less money available in operating budgets)
Technology in Classroom	–	Available power outlets – impact use of learning tools
	–	Impact on focus – use of technology contributes to distractions (social media) for the student and those sitting in close proximity
	–	Need for learning spaces - 3rd learning spaces/scaffold learning spaces
Transfer and mature students	–	Curricular focus on 2000 level courses as well (first year York students transferring with transfer credit)
Transition "boot camp" for learning skills	-	Preparedness of high school students varies – come from high school with the idea that they are fully formed and expectation of similar grades
	-	For example, need skill support for the digital program (computer use)
	-	Library literacy
	-	Academic integrity (consistency, clarity)

	- Focus on specific program-relevant high school grades (math, English etc.)
	- Bridge support
	- Pre-orientation week focused specifically on learning skills
	- Gateway courses
Undeclared majors and switches	- Additional support needed – sense of purpose/connections
	- Colleges could play a role is supporting
	- Support students to transfer if they are in the wrong program
	- Access to advising
Vision	- York's history celebrated and communicated
	- emblems and lions represented on campus
	- physical space needs to reflect York pride (connect students to the institution)
YU Start	- YU START needs to be 'mandatory' - excellent for incoming students (was a great experience for SUSA members). Builds community and institutional knowledge
	- NODA comparative data provides strong indication of the effectiveness of YU Start
	- Ensure programs are clearly linked to the college
	- Blend the college programming with YU Start – making connections day; online learning communities (tied to colleges during 1st year)
	- Help students assess program fit early
	- international student cohort YU Start component to help language/intercultural/academic transitioning which could potentially make a valuable impact on international/ESL learners.