



Student Success

4. A Student-Centred Approach


Action York's Retention Framework: Support progress on Early Alert in Faculties Advance the new Campus Mental Health Strategy for students and advance student well-being Identify and promote pathways to Peer Mentorship Advance Academic Advising recomme

Action/Strategy	Measurable/Milestone	Status
<p>Early Alert Determine best practices in Early Alert Ensure Early Alert is a priority for Retention Council Ensure Early Alert is part of the Advising planning Ensure Early Alert is part of the 'Wayfinding' planning. Campus Mental Health Strategy Launch the Campus Mental Health Strategy Provide training Initiate RFP for Mental Health app Secure budget for 2017/18 and beyond. Improve student health and well-being through the implementation of a new health education and promotion organizational structure, the development of a campus-wide well-being strategy, the opening of the Wellness Hub, and the implementation of other Mental Health Services Grant initiatives. Peer Mentorship Strengthen Peer Leader Community of Practice Academic Advising Establish a position to direct and coordinate pan-university advising Structure and strengthen the Advisor Community of Practice Roll out the Advisor Competencies through training Begin organization of the Ontario Academic Advising Professionals (OAAP) Annual Conference, October 26 & 27 2017 Learning Skills Move Learning Skills from CDS to the Student Success Centre Strengthen campus partnerships Increase work study support Increase volume and offerings Ready, Set, YU! Develop and Access Inclusion program for 100 students who would otherwise not access post-secondary education Design and delivery 3-day Orientation event Structure program elements including mentoring, advising and campus referrals Measurement/tracking re: student experience, persistence/retention and performance Graduate Student Community of Practice Establish pan-university working group Identify needs and opportunities for intervention Support implementation of solutions for identified needs Increase learning opportunities for Mature and Part-time Students. Provide orientation opportunities through partnership for transfer students.</p>	<p>Conducted an environmental scan of best practice across Canada and U.S. Shared current practices within York Faculties. Established a York Early Alert "Narrative", "Objectives", and "Experiential Aim for Students". Launched a pilot in Fall 2018 with willing faculty and TAs; Students were identified as potentially at-risk based on attendance, participation and early grades; those identified were notified and encouraged to attend a dedicated advising appointment; Advisors received special training that included sessions on resources, referrals and record keeping as well as coaching techniques. Hire Manager Wellness and Health Promotion, Health Educator and Project Coordinator Health and Wellness Initiatives. -Develop a campus-wide Well-being strategy. -Embed Peer Health Educators in the college councils. - Implement Student Financial Services peer and Career Services Peer Educator program. -Implement Mental Health Conference for peers. -Open Wellness Hub with Nursing Students, -Pilot 5-week grad student wellness course. - Develop Online Resilience Module Establish new peer programming: In response to findings of the National College Health Assessment of 2016 which identified academics, finances and careers as significant stressors for students across Ontario, and funding through a Mental Health Services Grant from MTCU to address students' academic, financial and career questions, provide support and guidance, make effective referrals and reduce/relieve anxiety. Resource institutional Advising at York coordination. Develop Advising Community of Practice. -Launch Advisor competency framework launched and provide Advisors with learning opportunities -Host annual Ontario Academic Advising Professionals (OAAP) conference: "All Together Now: Integrating Advising & Student Support Services". -Develop Advising competencies. -Host Annual YU Advise Conference Successfully transition Learning from CDS to the Student Success Centre. -Partnership with York's Library's -Adopt a peer leadership model Implement program to meet student's needs to help students transition to university life. Establish working group with pan-university membership, including representation from York University Graduate Students Association. Offer workshops for Mature Student Success Series Atkinson Centre for Mature and Part-time Students. -Partner with Career Centre and Learning Skills Services for sessions on career readiness and academic skills development.</p>	<p> Completed</p>


Draft a framework for transition from first year to subsequent years and "out".

Action/Strategy	Measurable/Milestone	Status
Review relevant literature Determine best practices Incorporate concept into Student Success Centre Mission Statement Position the Student Success Centre to promote/showcase continuous transition support (e.g., at Discover York Day) Develop a draft framework	Design a Transition Framework based on the themes of: Self Discovery, Exploration & Experimentation, Making Connections & Community Building, and Mobilizing Choices & Decision-Making. Embed Transition Framework within YU START 1-2-3-4 (See Advising) within its design. Showcase shared commitment to student success.	 Progressing


Fully integrate YU START and Orientation.

Action/Strategy	Measurable/Milestone	Status
Add Lassonde to YU START Add Transfer Credit students Begin development for adding Glendon and FGS for Fall 2017 Continue to strengthen partnerships with Faculties, Colleges, YFS, College Councils and YODA	Expand YU START to additional Faculties and populations of students. Launch YU START lite for Winter 2019 and Summer 2019 students. Continue success with completion rates. . Increased participation in in-person transition and orientation programming Continue analysis of annual survey.	 Completed

Lead the pan-university collaboration on retention by chairing Retention Council.


Action/Strategy	Measurable/Milestone	Status
Engage Faculties to nominate a senior administrator to the Council from each Faculty Establish priorities based on EMG priorities Facilitate monthly meetings according to an agreed upon approach and methodology Report recommendations back to EMG	Participation from Faculties. Ten Faculties have been participating in Retention Council since its inception (Osgoode to join in 2019/20). Identify areas of focus for EPG and EMG Provide recommendations for International Student Services Determine Retention Council objectives, a narrative and student experiential aim for Early Alert. Conduct an Early Alert pilot Present information to EMG.	 Completed

Pilot Becoming YU and draft a framework for full roll out.

Action/Strategy	Measurable/Milestone	Status
Design Framework Establish Competencies Design Supervisor tools and supports Conduct second pilot of students with supervisor engagement Investigate potential vendors and partnerships Begin to establish program identity Evaluation of pilots	Establish framework to address the "employability skills gap", Using government reports, identify competencies. Implement and evaluate supervisor tool and supports. Revise and implement second pilot of Becoming YU to support students in setting meaningful goals, identifying the skills they want to develop to achieve these goals and recognize and reflect on their experiences so that they can articulate their accomplishments and skills with confidence. complete research and explore vendors and partnerships. Introduce program at conferences, trainings, student development sessions, etc. Identify a communications plan. Outline a logic model evaluation plan to evaluate the implementation and outcomes of the Becoming YU program.	 Completed


Engagement and Outreach
6. Enhanced Community Engagement

Strategize Divisional Response to Indigenous Framework for York University


Action/Strategy	Measurable/Milestone	Status
Conduct Division-wide consultation process that outlines the Indigenous Framework and gathers input from stakeholders concerning ways their work can, now and in the future, support the Principles of the Framework. Identify and prioritize actions identified in the course of the consultation phase, linking them to goals articulated in the Divisional Strategy 2018-2020. Summarize and share findings of consultation with Vice-Provost, Indigenous Council and Divisional stakeholders. Partner with stakeholders to undertake identified actions. Monitor and report periodically on progress achieved.	Complete consultation and identify action plan Continue to enhance recruitment and conversion initiatives	 Completed

Enabling the Plan
7. Enabling the Plan


Advance the planning for the physical Student Success Centre.

Action/Strategy	Measurable/Milestone	Status
Identify space Meet with planners for concept design Begin discussions for Vice-President approval and budget		 Progressing


Assess, understand and enhance employee engagement.

Action/Strategy	Measurable/Milestone	Status
Promote participation in employee engagement survey Review results Conduct focus groups of staff to further understand input on key drivers Develop action plans Implement	Share engagement results Divisional participation in committee focused on the selected engagement driver.	 Progressing


Define, champion and model Service Excellence for students and staff.

Action/Strategy	Measurable/Milestone	Status
<p>Service Excellence in the Division resourced with Project Director responsible for central coordination and support (est. August 2018). Best practices for establishing a framework for Service Excellence were explored in Fall 2018. Service Excellence Working Group (15 employees and student employees) est. December 2018 and continues to meet regularly to lead the initiative, share best practices/knowledge, problem solve, and foster innovation. They have been trained in organizational theory and design thinking 101. A second Work Group, the Service Excellence Student Design Team (17 students) est. December 2018 to launch a human-centered design thinking methodology to foster innovation in Service Excellence. Work has focused on gathering and analyzing user data of services to inform the development of a shared-charter with principles for a Divisional service culture. Working Group has begun meeting with each unit in the Division to gather and analyze staff perceptions of services to inform the development of a shared-charter with principles for a Divisional service culture. Began a pilot service excellence project with Registrarial Services, Student Financial Services, and Admission Client Services In September 2019, IBM and York launched a 12-week design process to build a virtual assistant pilot using artificial intelligence that would be able to guide students to the right self-service or in-person contact for academic support or counselling in such areas as mental health, campus involvement, academic advising and career services. In January 2019, the virtual assistant was launched to a pilot group of 100 students across multiple programs at both Keele and Glendon campuses (kinesiology & health science; biology; commerce; criminology; French studies; and psychology).</p>	<p>Hire resources. Develop theoretical framework, project plan, and methodology. Initiate working group Generate user-stories for documenting experiences with Divisional Services. Work with working group to establish service charters. Initiate project team for pilot program. Engage IMB and York virtual assistant pilot. Evaluate the virtual assistant pilot.</p>	<p> On Track</p>

Develop and initiate a partnership strategy for external funding.

Action/Strategy	Measurable/Milestone	Status
<p>Gain approval to pursue partnership/sponsorship for amounts under \$50,000 from CSBO Advancement Initiate reach-out to potential partners/sponsors</p>	<p>Gain approval for next steps on sponsorship amounts. Increase revenue through grants and other funding</p>	<p> Not On Track</p>

Ensure all SSC staff members have meaningful individual objectives and development plans.

Action/Strategy	Measurable/Milestone	Status
Set Year 4 objectives for the 2013-2018 Division of Students strategic plan Establish the Student Success Centre IRP in alignment with the Divisional IRP and University 2015-2020 plan Cascade and align SSC objectives to all staff Support Directors to actively lead according to our values and to conduct objective setting and development planning meetings with their staff	Full adoption from all SSC Staff	 Completed

