





Student Success








4. A Student-Centred Approach

Continue to improve programming to support students' academic and personal skill development

Strategy/Action

Measure/Milestone







Contribute to the prevention and/or early detection of mental health issues in students through personal counselling outreach programming in collaboration with various University partners.	<ul style="list-style-type: none"> -Regular presentations to the university community conducted throughout the year to educate faculty, staff and students about SCD and mental health issues. - Consultation provided to SCLD, Centre for Sexual Violence Response, Support and Education, Student Residence and other campus partners on matters related to student mental health - Director SCD participation on Pan-University Mental Health Committee and the Well-Being Steering Committee 		Not Evaluated
Provide disability-related counselling and support for students with disabilities	<ul style="list-style-type: none"> -Accessibility Counsellors will maintain full caseloads within acceptable standards of practice -Wait times for disability services intake appointments will average 10 business days or less throughout the year -drop-in sessions regularly scheduled to allow for immediate access to Accessibility Counsellors when necessary 		Completed
Provide equitable access to all CDS services irrespective of student affiliation with particular programs, faculties, or campuses.	Participation of students from all faculties and programs - graduate and undergraduate - in all services offered by SAS and SCD		Completed
Develop and maintain policies for students with learning, mental health, physical, sensory and medical disabilities that clearly delineate student rights and responsibilities with respect to classroom and exam accommodations.	<ol style="list-style-type: none"> 1) Development of clear processes for academic accommodation and accommodation letters for faculty. 2) Development of clear process for dealing with complaints from students or faculty regarding academic accommodation 3) Students referred to Centre for Human Rights, Equity and Inclusion on campus whenever impasse is reached with regard to academic accommodation issues 		Completed

Connect with each student with a disability to determine nature of disability-related needs and recommend classroom, exam, field placement or other accommodations as necessary.	-Students met with Accessibility Counsellors with wait times 10 business days or less for non-urgent matters and immediate access (i.e. same day) to an Accessibility Counsellor for urgent matters -Accessibility Counsellors support students in receiving recommended appropriate academic accommodation and support		Completed
Collaborate with the Alternate Exams Office in the Office of the University Registrar (OUR) to ensure that policies and processes are in place to implement accommodated tests and exams	Meetings twice annually (or more as needed) to review processes and stats with Alternate Exams Office		Completed
Collaborate with Library Accessibility Services to ensure that policies and processes are in place with regard to alternate text formats and library accessible supports.	Regular communication with Library Accessibility Services regarding provision of alternate format print material for students with print disabilities		Completed
Consult with the Centre for Human Rights, Equity and Inclusion on the York University campus as necessary to ensure fair treatment of students with disabilities.	Any cases of alleged human rights violations to be referred to Centre for Human Rights and consultation to occur as necessary		Completed
Participate as a member of the Accessibility for Ontarians with Disabilities Act Coordinating Committee to provide input to the development of policies and practices consistent with the spirit of that legislation	Participate in regular meetings regarding accessibility legislation and its implementation at York University		Completed
In conjunction with campus partners, participate and consult to Students of Concern Committee (SoCC) to support and monitor students at-risk or in-crisis	Weekly meetings of SOCC to occur with participation of SC&D and campus partners		Completed
Provide consultation to, and collaborate with, Residence Life Staff, the Critical Incident Coordinator in SCLD, the Centre for Sexual Response, Support and Education, and others as necessary to respond to residence students who are at-risk or in-crisis	1) Frequent consultations occur with community members regarding how to respond effectively to students in distress. 2) Critical Incident Support sessions conducted as necessary in response to critical incidents that occur on campus or that affect campus community 3) Director SCD is a member of the Sexual Violence Response Team		Completed

Engagement and Outreach

5. Enhanced Campus Experience

Provide services and access to improve transition to university for students both prior to and during their first year of study and beyond.





Strategy/Action	Measure/Milestone		Completed
Provide transition programming for students	-SAS and SC&D participation in the Transition Year Program, First Year Experience Programming such as YuStart, University 101, ACMAPS, Transition Year Program. Transition programs for students with disabilities offered prior to and periodically throughout the academic year		Completed
SAS and SC&D will participate actively in the development and implementation of institutional first-year transition programming	SAS and SC&D delivered workshops, programs, services in line with the implementation of institutional first-year transition programming.		Completed
Regular communication and feedback mechanisms established with OSFS regarding financial issues related to students with disabilities	-Regular meetings and consultations with OSFS and SC&D and SAS occurred throughout the year. -Bursaries and financial awards distributed to eligible clients of SAS and SCD		Completed
Participate in the training of peer mentors and student leaders; develop high quality accessible peer mentoring programs	Peer mentors trained and programs operating effectively.		Completed
1) Refer relevant employers to Career Centre for specialized workshops and other events related to careers and students with disabilities 2) Publicize these events on SAS listservs 3) Co-facilitate specialized workshops on career-related issues for students with disabilities	Workshops provided and students with disabilities participate.		Completed

Enabling the Plan

7. Enabling the Plan

Foster culture of measurement and tracking of services delivered in CDS to establish reasonable benchmarks for service delivery, excellence and accountability and to engage in evidence-based decision-making

Strategy/Action**Measure/Milestone**

<ul style="list-style-type: none"> -Review results from CDS client surveys to help determine reasonable benchmarks and make any necessary adjustments to improve our services -Refine CDS survey instruments to continue to measure learning outcomes and client satisfaction within Student Counselling & Development (SCD) and Student Accessibility Services (SAS) -Refine survey instruments to determine if internal processes are effective and efficient 	Survey tools refined and developed within SCD and SAS to measure client satisfaction, learning outcomes, and internal processes at least on an annual basis and more frequently as necessary		Completed
<ul style="list-style-type: none"> -Have a representative from CDS on the committee established by Division of Students to explore and improve Service Excellence -provide input to the Service Excellence Committee by convening staff focus groups as necessary 	<ul style="list-style-type: none"> -CDS had a representative on the Service Excellence Committee -CDS staff participated in focus groups related to service excellence 		On Track
Establish clear expectation that all CDS staff establish annual Professional Development Plans (CPM) and Individual Development Plans (YUSA).	All CDS staff have established PD plans on annual basis		Completed
Monitor budget expenditures through regular financial forecasting	Annual budget expenditures are within approved limits		Completed