ACADEMIC SUPPORT & ENGAGEMENT
HELLO!

Kim Miller
Director, Academic Support & Engagement
kdmiller@uwo.ca
OUR STORY
Let’s talk about how we got to where we are today.

Western Student Experience
## OUR HISTORY

<table>
<thead>
<tr>
<th>Student Development Centre</th>
<th>Student Success Centre</th>
<th>Academic Support &amp; Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learning Skills Services</td>
<td>• Career Counselling</td>
<td>• Accessible Education</td>
</tr>
<tr>
<td>• Psychological Services</td>
<td>• Employer Relations</td>
<td>• Learning Development &amp; Success</td>
</tr>
<tr>
<td>• Services for Students with Disabilities</td>
<td>• Experiential Learning</td>
<td>• Transition, Leadership, &amp; Enrichment</td>
</tr>
<tr>
<td>• Volunteers in Progress</td>
<td>• Transition, Leadership, &amp; Enrichment</td>
<td>• Writing Support Centre</td>
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</tbody>
</table>

*Western Student Experience*
OUR PURPOSE & VISION

▪ Discover
▪ Establish
▪ Engage
▪ Thrive
GOALS AND KPIs

Goals
- Strengths-based programming
- Universal design
- New and graduate student experience

KPIs
- Focus on peer leaders, patterns of usage within department including referrals, and usage of staff time.
What is a CAS Program Review?

- Reflective, evidence-informed evaluation process
- Celebrates strengths and identifies areas of improvement
- Aligns the program with WSE and pillar strategic plans

- Helps us better meet the needs of our communities
- Develops program recommendations, strategies, and future goals
Steps in the Process 2019-2020

1. Teams access the docs and guides on April 9th
2. RAP team interviews students
3. Teams complete guides
4. RAP analyzes the data and creates initial report
5. Internal reviewers review and discuss results
6. Recommendations noted completed report to external reviewers
THE JOURNEY
How do students make their way through our supports and programs?
PRE-ENROLLMENT

- Prospective or newly matriculated student engagement
- Niche populations
Meet Erin

- Graduating student
- Multiple touchpoints with ASE
FIRST YEAR EXPERIENCE

Summer Academic Orientation

First class

First Year Transition Programming
ONGOING: ACADEMIC SUPPORTS

Learning Development & Success
Individual counselling
Peer support
Workshops
Mindfulness

Accessible Education
Accommodations
Accessible transportation
Documentation
Learning strategies

Writing Support
Individual advising
Peer support
Workshops
GradWrite
Summer Academic Writing Clinic

Western Student Experience
ONGOING: LEADERSHIP & ENGAGEMENT

- Leadership Education Program
- Western Peer Leaders
- Society of Mature Students
- Western Scholars
WHAT WAS DIFFERENT IN 2019-2020

▪ Learn2Thrive Program was piloted in-person (final 3 sessions moved virtual after March 2020).
▪ All Academic Support programming and support pivoted to virtual (online resources, workshops, and virtual appointments) in March 2020.
▪ All Transition, Leadership & Enrichment programming and support pivoted to be virtual (online resources, workshops, and virtual appointments) in March 2020.
<table>
<thead>
<tr>
<th>Status: Completed</th>
<th>Status: Completed</th>
<th>Status: Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SmartStart: Learning</strong></td>
<td><strong>Community Connections</strong></td>
<td><strong>Academic Success Program</strong></td>
</tr>
<tr>
<td>• Design and deliver web-based, zero-credit learning series for summer 2020 to support the academic transition of new students to Western.</td>
<td>• Design and plan optional one-day, on-campus intensive event</td>
<td>• Curriculum design and planning of the faculty and course-based online peer program.</td>
</tr>
<tr>
<td></td>
<td>• Give new students opportunity to create connections and meet their Western community while introducing them to the rich campus supports available to them</td>
<td>• Focus on mentorship, wayfinding, and academic skills development</td>
</tr>
</tbody>
</table>
THE BUDGET
How expenditures translate into outputs.
KEY BUDGET TAKEAWAYS

New Student Experience
• Ongoing

Graduate Student Life
• Ongoing

Academic Supports
• Currently under review through CAS
THE IMPACT
What difference is made by our work?

Western Student Experience
WHAT DIFFERENCE DO WE MAKE?

- We give students strategies to help them succeed personally and academically.
- New assessment plan for 2020

The blending of support & enrichment embodies a thriving approach.
<table>
<thead>
<tr>
<th>Attendance at ASE presentations, workshops &amp; programs.</th>
<th>2018-19 DATA</th>
<th>2019-20 DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>21,831</td>
<td>34,513*</td>
<td></td>
</tr>
<tr>
<td>*Includes new programming (i.e. Learn2Thrive, graduate student life programming, Strengths)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students that held student leadership positions.</th>
<th>2018-19 DATA</th>
<th>2019-20 DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>721</td>
<td>1,011</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Western Peer Leader volunteer hours.</th>
<th>2018-19 DATA</th>
<th>2019-20 DATA</th>
</tr>
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<tbody>
<tr>
<td>20,000</td>
<td>31,574</td>
<td></td>
</tr>
</tbody>
</table>
Meet Mahdi

• Former Grad Student
• Ongoing relationship with Writing Support
The shift of operations during COVID-19 resulted in higher attendance at workshops and a temporary reduction in 1:1 appointments.
Number of students seeking support through Accessible Education.

- 2014: 1473 students
- 2015: 1473 students
- 2016: 1473 students
- 2017: 1473 students
- 2018: 1473 students
- 2019: 1473 students
- 2020: 4099 students
Trends over time in 3 most common principal disabilities registered with Accessible Education.
I didn't have a lot of support from family, so your nurturing, consistent approach to our support sessions gave me the confidence, strength and courage to keep going despite how overwhelming the entire university experience felt at times. You provided me with safe space, someone I could always turn to.
## Strengths

<table>
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<tr>
<th>2019-2020 Activities</th>
<th>Status</th>
<th>2020–2021 Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Executive Committee and draft vision statement</td>
<td>Completed</td>
<td>Embed Strengths programming into Community Connections and Academic Success Program</td>
</tr>
<tr>
<td>• Gallup Strengths Coach certification</td>
<td>Completed</td>
<td>Develop partnership with Housing to integrate strengths training for staff</td>
</tr>
<tr>
<td>• Strengths workshops</td>
<td>Ongoing</td>
<td>Invest in Gallup portal</td>
</tr>
</tbody>
</table>
### Academic Success Program: Sport

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<th>2019-2020 Activities</th>
<th>Status</th>
<th>2020–2021 Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020 launch</td>
<td>Completed</td>
<td>Introduce virtual study hall hours, recruit more grad mentors and more learning peers</td>
</tr>
<tr>
<td>Athlete check-ins</td>
<td>Completed</td>
<td>Ongoing athlete check-ins</td>
</tr>
<tr>
<td>Research project – evaluating program components</td>
<td>Completed</td>
<td>Implementing suggestions from CEL report: embedded SAMPs, communication with coaches, etc.</td>
</tr>
<tr>
<td>Scaling</td>
<td>ASP-course based program introduced</td>
<td>ongoing</td>
</tr>
<tr>
<td>Course Development</td>
<td>deferred</td>
<td>Begin discussions with SGPS</td>
</tr>
</tbody>
</table>
Student Experience Learning Goals

Adaptable Problem-solver
1-1 appointments, Dissertation Writers’ Retreat, Learn2Thrive

Community Builder
Society of Off-Campus Students, Western Peer Leaders, Peer Mentors

Global Learner
Scholar’s Electives Impact Experience, Accessible Education notetakers, LEP Tier 3
Student Experience Learning Goals

Future-focused Planner
- Mustang Maps, GradWrite, LEP, Own Your Future

Critical Thinker
- Scholar’s Electives, Peer Mentors

Innovative Leader
- Western Peer Leaders, SAO, Academic Success Program Graduate Student Mentors
These priorities were identified in 2018-2019 and continue to be a focus of funding needs moving forward:

- Manager, Graduate Student Life
- Academic Support units
- New Student Experience
THANKS!

Any questions?
You can find me at:

▪ @kdmiller1
▪ kdmiller@uwo.ca
APPENDICES
Takeaways to refer to.
SlidesCarnival icons are editable shapes.

This means that you can:
- Resize them without losing quality.
- Change fill color and opacity.
- Change line color, width and style.

Isn’t that nice? :)

Examples:
<table>
<thead>
<tr>
<th></th>
<th>2018 - 19</th>
<th>2019 - 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of undergraduate and graduate students that attended presentations, workshops and programs across ASE:</td>
<td>21,831 students</td>
<td>34,513 students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesley: I think we need to maybe do an * on this and suggest that the difference includes, amongst other things, new programs (Learn2Thrive, grad student programming, and Strengths). I can't find my notes to tell me what I included in last year's numbers, but in addition to what I noted above, this may also be attributed to me including some programming that maybe we chose not to capture last year.</td>
</tr>
<tr>
<td>Number of students that held student leadership positions within the department:</td>
<td>721 students</td>
<td>612 students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesley: I have a message into LGD to see if we can pinpoint why this is lower (i.e. did we need fewer LAMP leaders, have fewer requests for Western Peer Leaders, etc). Once I hear from her I will update you.</td>
</tr>
<tr>
<td>Number of volunteer support provided:</td>
<td>20,000 hours</td>
<td>31,574</td>
</tr>
</tbody>
</table>
|                           | Lesley: we think this only captured VIP roles (now WPL) last year which will explain why the 2019-2020 is so much higher. | Lesley: if we only report on WPL (which would be akin to what we reported on last year). If I add in other things, then this balloons to over 66,000 which I worry will raise eyebrows and questions that I don't want to try to answers.