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Understanding the Sheridan First Year Experience: An Integrated Approach

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UNDERSTANDING THE SHERIDAN FIRST YEAR EXPERIENCE: An Integrated Approach

May 2019

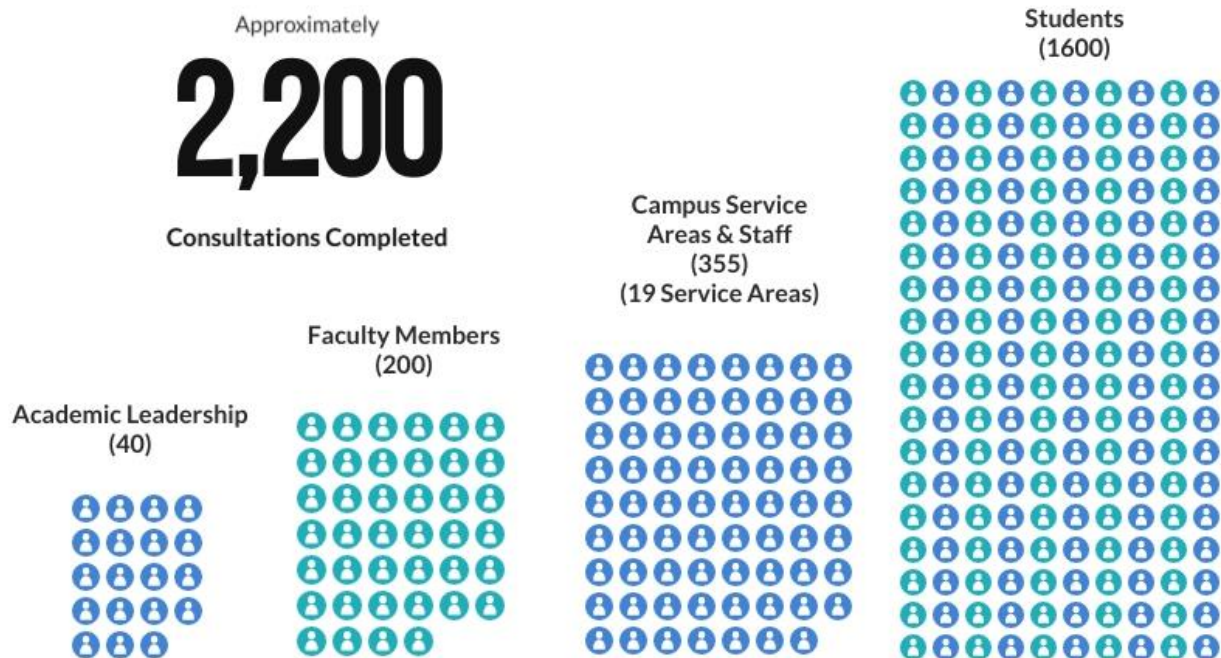
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Acknowledgements

This paper reflects the collective voice of the Sheridan community on the first-year experience. Over 2,200 consultations were conducted over a two-month span, with many hours dedicated to the creation of this comprehensive review. We would like to thank all that participated and shared their perspectives throughout the consultation process. Special appreciation goes to the First-Year Experience Working Group:

Joan Condie, Tammy Datars, Agnes Gajewski, Jamie Goodfellow, Maria Lucido-Bezely, Christina Meredith, Danielle Palombi, Elyse Redquest, Sunand Sharma, Leah State, Sherri Steele, and Cherie Werhun.

We look forward to continuing our work together as Sheridan to develop a pan-institutional first year experience framework.



Executive Summary

Sheridan is charting a new path as it “incubates the future of postsecondary education” (Sheridan, 2019). As we refresh our direction, we have the opportunity to transform the student experience at Sheridan because the first year is a critically important period—academically, socially, emotionally, financially, and personally. While some of our students are transitioning from high school, others are transferring from other postsecondary institutions and some are coming to Sheridan from the labor market. Regardless of their entry point students are faced with the difficult challenge of adjusting to a completely new environment all in the midst of several other life changes such as re-locating to a new community, or for our international students an entirely new country. Some of our students are beginning their first year, at Sheridan, while also looking for paid employment in order to pay for tuition and living expenses, others are facing new demands as they balance family responsibilities, work, and academic deadlines and all of our first-year students are learning to navigate new institutional policies and processes in addition to establishing new friends and support networks. Simply put, students’ experiences during their first year at Sheridan are challenging and play an important role in setting them up for future success.

The critical nature of investing in the first-year experience is evident in Sheridan’s call to action to develop a First-Year Experience Strategy, “that accounts for the diversity of our students and the differences in life experiences, perspectives and circumstances that inform their learning (Academic Plan). The writing of this paper is the first step in working towards the development of this framework. It’s purpose is to 1) map out the current state of the first-year experience (FYE) at Sheridan, 2) provide a brief review of the practice and scholarly literature on the first-year experience in higher education, 3) identify current Sheridan promising FYE practices, 4) recommend a theoretical framework and conceptual model to guide the development of the First-Year Experience Strategy at Sheridan and 5) identify immediate quick wins to enhance FY programming now.

To begin, we facilitated campus-wide stakeholder consultations to determine the current state of the first-year experience at Sheridan. Facilitated by the Student Transition Team, the FYE Working Group analyzed the information gathered to identify trends common across all levels of the institution. Based on our review, we identified themes in the FYE:

- Students are coming to Sheridan with increasingly complex and complicated lives;
- There is a significant gap between student and faculty academic expectations;
- Students are under-prepared for the rigor of post-secondary education;
- Students are unaware of the policies, processes, services and supports available;
- Meaningful relationships (building and maintaining) are critical for first-year success;
- Sheridan has a well-established culture of care;
- Equity, diversity and inclusion must be at the centre of a FYE framework

Campus services and spaces need to be re-designed to support a sense of connectedness. We also identified several common experiences and/or underlying issues that influence student success, retention, and likelihood of a student persisting at Sheridan. A synthesis of these consultations and the best practice literature signifies that the development of a comprehensive, integrated, and coordinated FYE will be dependent on, although not limited to, 1) systems integration, 2) a seamless student service experience and 3) formalized partnerships internally and externally.

In addition, it will require a shift in institutional mindset as we work together to provide proactive, just-in time supports in efforts to achieve the following FYE priorities:

- make the first-year a priority;
- one Sheridan, one experience;
- base-line training is necessary;
- everyone is responsible;
- meaningful relationships are important;
- holistic approaches are required;
- establish comprehensive assessment measures;
- transition is a process;
- early intervention is key;
- systematic changes are desired;
- building resilience skills are required; and
- flexibility is essential.

Each of these priorities are informed by three interconnected elements that will come together to ground the establishment of a pan-institutional framework. These elements include a theoretical framework guided by Alf Lizzio's (2006) **Five Senses of Success**, a **Stepped Care Approach** to building a culture of first-year engagement and a planning agenda that will require that decisions, impacting the FYE, will be examined through the lens of the **Student Lifecycle**. Each of these elements will be explored further near the end of this paper.

As you read through this paper, we invite you to imagine, or perhaps re-imagine, what you can do, personally, to contribute to an exceptional first-year student experience. Based on the research reviewed, the best practices that are identified and the theoretical model being proposed, how might you engage in the development of a robust collection of strategies, programs, and approaches that we will, collectively, use and adapt to meet the changing needs and improve the first-year experience for all of our students? Together, we will answer the call to action aimed at transforming the first year to enhance student success and engagement; this white paper is the first step towards realizing this bold goal.

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Background and Context

At Sheridan, the first-year experience (FYE) is a continuum that starts with the first interaction a student has with someone from the institution up until the end of semester two, and includes all curricular, co-curricular, extra-curricular, and personal experiences. The purpose of this section is to provide background and context as it relates to defining the key terms that will be used throughout this paper, and to highlight the need for a focus on the FYE. Our definition of FYE is informed by a developmental perspective that considers how a student's personal, social, financial, emotional, cultural identities, and lived experiences inform their first year (FY). The FYE is a gradual, continuous process of transition and adjustment and a student's success throughout their FY can be fostered with institutional support (Wilson, 2014).

Effective transition encompasses both academic and non-academic elements, that come together to contribute to a students' overall satisfaction and ultimate success (Wilson, 2014). Successful transition into and through the FY is influenced by a variety of factors. Abbot-Chapman (2011), Tinto (1993), Wilson (2014), Reason (2009) Strayhorn (2008), and Lizzio (2011) point to factors such as student entry characteristics, expectations and experiences; career clarity and program fit; interactions with teaching faculty, staff and other students; classroom experience and academic engagement; academic and non-academic supports and services; extra-curricular activities; navigating college policies, structures and systems, including technology; and campus spaces. Each of these factors, positive or negative, will shape the sum of a student's experience at Sheridan and will impact their decision to persist or withdraw. Based on this we know every new student will experience their own unique journey at Sheridan and we must provide a flexible learning environment for our students.

Success at Sheridan

According to Sheridan's 2024 Strategic Plan, the vision is to create an environment that "unleashes everyone's full potential and empowers people to flourish in and shape an ever-changing world" (Sheridan, 2019, p.6). Success at Sheridan is a shared responsibility that includes all members of the community. For faculty and staff, success is dependent on clear expectations, collegiality or positive relationships/work culture, professional and personal balance (Stupinsky, Weaver-Hightower, & Kartoshkina, 2014). For students, success is achieved through experiences such as developing academic and intellectual competencies; establishing and maintaining interpersonal relationships; exploring identity development; exploring a career and lifestyle; maintaining personal health and wellness; and developing civic responsibility (Upcraft, Gardner, & Barefoot, 2005).

To further develop a culture of student success at Sheridan, we need a shared vision that focuses on a student-centered attitude across campus through collaborative programs, engagement, and a strong sense of community (Hutson & Skinkle, 2010). We can operationalize success through shared leadership, cooperation, and seamless communication between all Sheridan units.

Throughout this paper, you will see several references to the Student Lifecycle which has four stages: transitioning towards, transitioning in, transitioning through, and transitioning up, out, and back. At each stage of the lifecycle, students' progress through a variety of milestones and have certain tasks that must be completed to achieve success. Key milestones can include recruitment, admission, document processing, registrarial and financial services, health and wellness, student development, care and support, leadership development, and career planning (Lowden, 2018). Tasks can involve activities such as accepting their offer of admissions, paying fees, attending orientation, making connection with at least one member of the institution etc. The student lifecycle must be considered as the transitioning in and transitioning through stages are where Sheridan students often leave, highlighting the importance of focusing on the FYE.

Focusing on the First-Year Experience

A student's FY lays the groundwork for their entire Sheridan experience and often influences their decision on whether to persist to graduation or not. Decisions to engage or leave are made within the first six to eight weeks (Tinto, 2006). As the cost of recruiting new students is three to five times as much as retaining students, it is in Sheridan's best interest to focus on retaining the students who have already engaged with the institution (Ruffalo Noel Levitz, 2018). Research on persistence to graduation emphasizes the first-year (FY) as critical to long-term academic success and satisfaction for students (Muraskin and Lee 2004; Pascarella & Terenzini, 2005; Smith et al, 2004; Upcraft, Gardner, & Barefoot, 2005). The FY helps students adjust to new environments, expectations and opportunities (Upcraft, et al, 2005). However, without appropriate levels of support, the FY can contribute to a lack of belonging and institutional connection, particularly for underrepresented students (Tinto, 2006; Wilson, 2014; Lizzio, 2006). By initiating early and frequent connections with students, Sheridan can increase retention rates and student confidence, especially with those who enter the institution with pre-college characteristics that could put them at risk of success (Abbott-Chapman, 2011). Pre-college characteristics such as socioeconomic status, educational experiences, demographic characteristics etc., need to be considered when developing FY programming (Reason, 2009).

Focusing on the first-year experience (FYE) is an imperative institutional priority. The Academic Plan (2017) states that "we will develop a First-Year Experience Strategy that accounts for the diversity of our students and the differences in life experiences, perspectives and circumstances that inform their learning" (pg. 5). This commitment is also reflected in the Strategic Enrolment Management 2018-2021 (SEM) Plan which states:

Supporting the learning and development of students both inside and outside the classroom is paramount to improving the overall student experience at Sheridan....core elements of the student experience consist of a campus-wide student success ethos, where meeting the needs of students is at the forefront of every interaction (Sheridan, 2018, p. 25).

To create a campus-wide student success ethos, or culture, will require an in-depth understanding of the Sheridan student profile as it relates to building a deeper awareness of what our students' goals, motivations, needs, attributes, challenges and barriers are.

In 2017-2018 over 13,000 students were considered FY, representing over 50% of Sheridan's 23,000 full-time students (Institutional Research, 2019). Our student population has steadily grown and is diverse, representing a mosaic of student characteristics which cannot be overlooked; unique populations of students require additional attention when considering the FY transition (Abbott-Chapman, 2011). For example, there is declining domestic enrollment leading to an unprecedented increase in the international student population at Sheridan (1 in 3 first-year students are international), students are increasingly presenting with academic accommodations and/or mental health concerns (35% of students registered with Accessible Learning have mental health disabilities), career and program uncertainty is prevalent (approximately 30% of students who leave Sheridan identify career uncertainty or indecision as their primary reason), and financial concerns affect most students. The development of a FYE framework must take into consideration the intersectional experiences (e.g., mental health concerns combined with financial stress; career uncertainty combined with academic accommodations etc.) of our students and the many reasons they have chosen to pursue post-secondary education.

Research and Best Practices

Cultivating student success, retention, and persistence through programming and supports is critical to Sheridan's overall success. FYE transition and intervention program effectiveness relies heavily upon the ability to target specific needs of students (Fortin, Marcotte, Potvin, Royer, & Joly, 2006). It can be argued that institutions must consider the characteristics of students, staff and the campus environment when planning transition and intervention programs.

One of the most studied theories of student persistence and transition is the Tinto Longitudinal Model of Dropout (1975, 1987, 2006). The longitudinal model showcases the "explicit connections between the environment and student retention over periods of time" (Tinto 1975, 1987, as cited in 2006, p. 2). Central to the model is the concept of integration and interaction between students and institution members, especially throughout the first year of college (Tinto, 2006). Student pre-college characteristics also work in conjunction with the college environment and experience to impact the level of success, or learning outcomes, a student will achieve (Strayhorn, 2008; Thurmund, Wambach, Connors, & Frey, 2002).

The college experience, including organizational context, peer environment, and individual student experiences such as curricular, co-curricular and extra-curricular experiences can all impact persistence (Terenzini & Reason, 2005; Reason, 2009). Grayson and Grayson (2003) suggest focusing on the college experience itself can improve retention rates. Targeted instructional approaches, including preparation and instruction on college coursework strategies, can support students and increase student persistence through to further studies (Heaney & Fisher, 2011).

Early intervention programs designed to provide tailored, proactive support either by student peer leaders or college staff, can increase persistence of new students through to second year (Barnes, MacAlpine, & Munro, 2015). The development of early warning systems, as well as institutional-wide awareness of FY student transition challenges, risks, and indicators for drop out, can allow institutions to identify specific needs and address them in a timely manner (Kennelly & Monrad, 2007; Jerald, 2006).

Early and frequent connections have been linked with persistence, academic performance, and likelihood of graduation, and determines the level of involvement, retention, and level of energy a student invests in the institution and their studies (Morrow & Ackermann, 2012; Woosley & Shepler, 2011). Connecting with at least one significant person, in the institution has been cited as a crucial factor to student's decision to remain in college (Chickering & Gamson, 1999). Peer interactions and learning communities (e.g., cohort based models, tutorials, study groups) have been shown to demonstrate the highest level of positive outcomes (Dugan & Komives, 2010; Strayhorn, 2008). Connectedness can also be developed through integrated, holistic approaches to student support including partnerships between academic faculties and student services through programming such as early interventions (Cox & Naylor, 2018). Programs such as the York University YUStart program provide students with information on student expectations, academic skills and preparedness prior to student arrival, which has been effective for incoming FY students (R. A. McMillan, personal communication, November 20, 2018). To increase early career awareness, motivation, and exposure to career options and opportunities, early work placements and industry connections can be of benefit (de Hollander, McGuckin, Sinclair, Barnett, & Sealey, 2018).

Student personal and social development can be improved through on-campus resources and individual student drive (Tinto, 2006). A co-curricular record (CCR), a record of all official extra-curricular activities at the college, can help students through the journey of education to "graduate with a sense of purpose and an understanding of one's interests and skills" (Elias & Drea, 2013, p. 2). The CCR highlights the importance of learning inside and outside the classroom, while also providing opportunities within and beyond the classroom for students to develop skills and competencies which foster a sense of purpose (Elias & Drea, 2013).

The National Survey of the First-Year Experience (Skipper, 2018) identifies the following as high-impact practices: pre-term orientation, FY seminars/courses, mandatory FY advising, FY learning communities, peer education, student success centres, embedding foundational skills in curriculum, and early-alert systems. The first six weeks or earlier of a student's post-secondary experience have been linked with persistence, academic performance, and likelihood of graduation (Woosley & Shepler, 2011). The first weeks of a student's experience on campus, including both academic and social adjustment, determines not only persistence levels, but also level of involvement, retention, and level of energy a student invests in the institution and their studies (Morrow & Ackermann, 2012).

Clearly by initiating early and frequent connections with students, Sheridan can increase retention rates and student confidence, especially with those who enter with pre-college characteristics that could put them at risk of success. We must enhance and scale-up existing initiatives drawing on these promising, high impact practices.

Current State of FYE at Sheridan

Establishing an in-depth understanding of the current state of the FYE at Sheridan will assist in the development of a pan-institutional FYE framework; by reviewing the current state, we were able to identify our strengths, gaps and areas of opportunity for growth. To map out the current state of FYE we engaged in extensive campus-wide consultation with the goal of capturing the perspectives of as many stakeholders as possible. Over 2,200 community members were consulted, of which approximately 1,600 were students. The purpose of the consultations was to identify current FYE initiatives and best practices while providing an opportunity for the community to share their perceptions of first year student challenges and needs, and opportunities for improvements to make the FYE at Sheridan groundbreaking and standard-setting. Following consultations, information gathered was thematically analyzed as well as inputted into a qualitative software program. Through the combined methods of analysis, the themes presented below emerged. For a comprehensive review of the consultation methods and instruments used, please see Appendix B (Methodology) and Appendix C (Instruments).

Emerging Themes

Through comprehensive review of scholarly and best practice research and Sheridan stakeholder consultations, the following themes on the current FYE emerged:

- Students are coming to Sheridan with increasingly complex and complicated lives;
- There is a significant gap between student and faculty academic expectations;
- Students are under-prepared for the rigor of post-secondary education;
- Students are unaware of the policies, processes, services and supports available;
- Meaningful relationships (building and maintaining) are critical for first-year success;
- Sheridan has a well-established culture of care;
- Equity, diversity and inclusion must be at the centre of a FYE framework

Below, further definition and explanation of what each of these themes mean within the context of Sheridan is provided.

Growing complexity of student lives and issues

Students are living increasingly complex and complicated lives; unfulfilled basic needs are compromising the well-being and success of our students. Lack of food and housing, safety concerns, and mental health and wellness issues are increasingly being experienced by students. Students entering Sheridan also have multiple conflicting priorities impacting their time including working multiple jobs, taking care of dependents (children/parents), and long commute times. At all levels of consultation, there was a lack of understanding of how to support these changing student needs.

“I live in a small apartment with 8 other people. Sheridan is the only stable thing going for me right now.”

– Trafalgar Student

“Students have a lot on their plates – many have full/part-time jobs, family issues, mental health concerns – faculty don’t always know what’s going on in their lives.”

– Faculty Member

“Students are overwhelmed by the transition - their first time away from home, balancing work/home/school, and underestimating the cost of post-secondary.”

– Support Staff

Based on feedback from faculty, service providers, and academic leadership, there is an understanding that the transition into post-secondary can be challenging for many new students particularly given the increasing complexity of their experiences. While there is an understanding that the transition to Sheridan takes time, there also exists an expectation gap between faculty and students in the classroom.

Gap exists between student and faculty academic expectations

There is a disconnect between the academic expectations that teaching faculty and students have about the FY teaching and learning experience. Teaching faculty and academic leadership consistently shared their concerns about students’ lack of academic preparedness and a deficit in the skills required for success in post-secondary (e.g., group work, deadlines, academic integrity). Student consultations indicated a lack of awareness about the rigor of the FY.

It is important to note differences between domestic and international student expectations are evident. While domestic students were not expecting the workload required, their international counterparts were not expecting the pace of assignments and requirements for in-class activities. To close this gap, clarification of expectations should be communicated at the pre-arrival stage of the student lifecycle and throughout the first term.

““[The main challenge students face is] understanding the differences (primarily in expectations) between where they are coming from (e.g., high school, work, transfer-in) and those of a Sheridan student.”

– Faculty Member

“When you come straight out of high school it can be very overwhelming.”

– Domestic Student

“I did not understand my teachers; There were many assignments and they were too fast.”

– International Student

Varying degrees of student preparedness and lack of student resilience

Students arriving at Sheridan have different levels of preparedness. There are some students who arrive having completed previous post-secondary education or with experiences that allow them to thrive at Sheridan. However, a greater proportion of incoming students lack the essential skills, otherwise known as soft or transitional skills, required for success. Skills such as resiliency, time management, using technology, working in groups, work/life balance, and self-directed learning were identified as areas that many students require development and support with. International students were more likely to indicate difficulties with technology, whereas domestic students were more likely to indicate difficulties with self-directed learning. All students, faculty, and service providers indicated that lack of resiliency, time management, and work/life imbalance were areas that students struggle with at Sheridan.

“Students need to learn how to learn.”

– Academic Leadership

“[we need] A course to learn about study habits, time management, SLATE, etc.”

– Group of Davis Students

Lack awareness of policies, processes, services and supports

There is a desire and need for the entire Sheridan community to become more familiar with policies and processes across all of our campuses, as well as a desire to make access to services and supports easier for students. Students demonstrated a lack of awareness and pointed to concerns with accessing services and supports. They also seemed unaware and/or confused by policies particularly as it relates to academic integrity and processes such as registration and appeal deadlines. Students also stated scheduling difficulties, conflicting information provided from multiple service areas, and long wait times as areas of concerns that need to be addressed.

On being redirected when trying to get help...

“You feel like you’re on your own, you already have a problem to solve but now you need to find a way to solve the issue of getting help first”

– Trafalgar Student

Students want to build and maintain meaningful relationships

Students desire a sense of connection and relationship with the campus, community, and faculty. Making friends was the most common positive connection mentioned in the student consults and students often mentioned how happy they were about forging connections with other peers in their programs or student clubs. Many students indicated a desire for additional opportunities and spaces to connect with each other and with upper year students.

“The professors are really good and help boost your energy and motivate you to do better and get help”

– HMC Student

“I would like to have more time for interaction with [students] in class and on an individual basis”

– Faculty Member

“Teachers don’t make any personal contact with students – they should spend some time knowing the background of students”

– Davis Student

When asked who they reach out to if they need assistance, students indicated that they go to friends, faculty and campus services for help and support. Faculty indicated a desire to create stronger relationships with students by providing additional out-of-class support, though many currently lack the time and resources to do so. Service providers suggested that students want to get more involved on campus and in the community through events, groups, volunteering, and clubs.

Sheridan exudes an environment of care

Throughout all consultations, respondents demonstrated genuine care and concern for incoming students and their success. Student consultations revealed that most students believe faculty are there to support and help them. Events and services, along with positive student-to-student interactions have helped most students feel welcomed and have provided them with the opportunity to build social connections. Teaching faculty and campus staff indicated that there is a genuine desire to support students across the institution. Students suggested that staff and teaching faculty often go above and beyond to assist them in achieving their goals. While there can always be room for improvement, many students indicated that they are studying in a supportive and friendly environment.

“I was surprised by how much people care here. It was surprising that professors and staff were eager to help.”

– First Year Student

“I accompany [students] to the department where I think they will have their concern addressed and if incorrect I continue with them until they have reached the appropriate person.”

– Facilities Staff

Importance of promoting equity, diversity & inclusion

Though a strong environment of care was evident, international students and historically underrepresented groups (e.g., LGBTQ2, Indigenous) stated that they are experiencing discrimination from faculty and fellow students. Programming and support disparities between campuses were also raised as concerns.

“Students must be treated equally and fairly. I am the only international student in my class and I do not have a sense of belonging...teachers ignore me and only pay attention to domestic students”

– First Year Student

A lack of teaching faculty, staff, and student diversity was also identified by students as an area of concern, as was lack of programming for variety of student groups. Commentary on disparity between programming, support, initiatives and activities between each of the three campuses was also cited as a concern. Students from certain groups are feeling they do not belong on campus, which present opportunities for greater inclusion and equity in order to align with Sheridan’s commitment to greater inclusion and equity.

“There is a blatant disparity between campus events and resources. There are assumptions and stereotypes about what events each campus wants – can’t we try switching it up?”

– Davis Student

Campus services & space to learn and congregate

Space, food services, facilities and transportation were all identified as significant areas of concern on campus. Access to space for students to congregate, socialize, and study was identified as an institutional need. Increased healthy and affordable food options on campus is desired, as are increased hours for food options as many students stay on campus during evenings and weekends. Commentary around student transportation and commuting times to and from campus were indicated as an area for development and concern, especially due to the changing shuttle bus availability.

“Services need to be more flexible – the hours of operation for food, healthcare, coffee whatever not student friendly – [students] need to use the space all the time and yet everything around is closed”

– Academic Leadership

High-Risk Experiences for FY Students

Several common experiences and/or underlying issues emerged which influence student success, retention, and likelihood of a student persisting at Sheridan. These include:

Students are not registered in their first-choice program. 1 in 3 students are not registered in their first choice of program (Institutional Research, 2019). Sheridan also has hundreds of students registered in pathway programs who may have unclear career goals. According to Student Advisement, career uncertainty is the top reason students leave Sheridan.

Students experience inconsistencies and feel disconnection across campus(es). Consultations revealed disparities across campuses including differences in: service provision and supports available, event and activity programming, knowledge and helpfulness of staff. For example, confusion around ‘who’ provides advising, different messaging from different departments, and levels of support each student receives.

Students have substantial course load demands. The average course load of a full-time, first term, non-graduate level Sheridan student is 6 courses or 19 credits. This time commitment is significant given the often competing demands experienced by many of our students’ (e.g., family responsibilities, paid employment, commuting, personal wellness, etc.).

Students are taught by a part-time professor. Part-time faculty indicated that there is a desire to interact with students more outside of class, however, both time and space to connect were barriers. Time disparity in faculty availability impacts the student-faculty relationship.

Students are enrolled in one or more high-risk courses. High risk courses are those where failure rates exceed 30%. Excluding graduate certificate programs, 69% of students will take one or more high-risk course in their FY; 45% of those students will take 4 or more high-risk courses.

Students experience failure for the first time. Faculty indicated that without previously experiencing failure, it is very difficult for students to accept and learn from their experience.

Students lack awareness of college policy, processes, services and practices. Many students consulted do not know where to go or who to contact when they need help. Faculty and staff identified a desire for increased training on providing support to FY students.

Students will not meet Grade Point Average (GPA) requirements. 1 in 3 first-year students will be placed on academic probation at the end of their first term. Approximately 12% of first-year, first-term students will complete their first term with a term GPA of less than 0.49.

Students breach the academic integrity policy. Approximately 1,000 first year students will have a breach of academic integrity placed on their record during their first year at Sheridan.

Sheridan's Current Practices

From recruitment and admissions through to alumni services, Sheridan has a suite of academic and non-academic services that are designed to support students throughout their educational journey. We also have targeted supports for historically underserved students such as Indigenous, First Nations, and Metis students, international students, students with academic accommodations, etc. There are pockets of good practices across Sheridan, however, when disconnected and not intentionally aligned there can be little impact on shaping the signature Sheridan student experience.

The scope of this paper will focus on highlighting targeted FY programming and initiatives that students participate in the transition in and transition through stages of the student lifecycle. While some of these initiatives are available to all students, the majority are offered for specific programs or groups.

Transition In

- **Pre-Arrival Academic Advising:** Pilot programs for FY students in specific programs (e.g. business diplomas at HMC, BBA, and GAS) are on-going. The main goal of pre-arrival advising is to communicate expectations, provide academic advisement and begin the creation of strong advising relationships.
- **Summer Transition Experience Program at Sheridan (STEPS):** targeted summer transition program for students registered with Accessible Learning.
- **Virtual Communities:** All incoming international students are enrolled in a SLATE virtual community pre-arrival; there are also program specific virtual communities to provide incoming students with program specific information and contacts.
- **Program Handbooks:** some programs provide handbooks pre-arrival to students through email with a contact for students to connect with.
- **First Year Email Campaign:** 2 months pre-arrival, incoming students receive regular emails introducing them to campus supports/programs/services; throughout the first
- **Orientation:** 70% of incoming students attend academic orientation; Extended, early, and targeted orientation for international students, program specific, and unique groups (e.g., business, BBA, game design, students on the autism spectrum)
- **Peer Mentoring:** All incoming domestic students are contacted by phone and email from an upper year peer mentor prior to arrival on campus. Program specific mentors are assigned to incoming first-year students and connect in new student orientation.

Transition Through:

- **Student Success Officers:** Initial point of contact that provides comprehensive, solution-focused interactions for all students, teaching faculty, and staff at The Centre for Student Success.
- **Embedded Advising:** In partnership with Faculty and Student Advisement within in Student Affairs, the focus of the embedded advisor is to provide first year transition support, developmental and academic advising to support targeted programs across Sheridan.
- **Classroom Visits:** Visits to all first semester students by Student Affairs occurs in the first six weeks of the term; Program Coordinators and Academic Advisors often visit first-semester students in certain programs.
- **Reserved Timetable Hour:** Certain programs have a scheduled common hour for first semester students for program specific activities including engagement with industry, social, academic, and professional skills development.
- **First-Year Seminar:** A first-year academic success course requirement for graduation is required in certain programs (College Success and Portfolio Preparation).
- **Tutoring Services:** Provided 12,500 tutoring appointments 2018-2019. Peer Assisted Learning (PAL) programming took place in 192 course sections. Exam Crams for high-risk programs take place throughout the semester.

- **Academic Integrity Remediation and Citation Specialist Support:** 700 remediations took place with primarily first year students this past year. The specialists also provide in-centre citation support to students as well as support via the library support desk.
- **Workshops/Sessions:** Targeted FY workshops are delivered on study skills, research, exam tips, stress relief, placement/co-op work-term requirements, resume, cover letter, interview assistance and career hacks; meditation and stress busters; in-residence sessions from Student Rights and Responsibilities.
- **Liaison Librarian Consultations:** Faculty librarians regularly consult with students on research, writing and citation. Librarians create course and program specific research and study guides to direct students to relevant resources.
- **Early Warning System:** Program specific proactive progression meetings to identify at-risk students – can involve faculty, academic advisors, program coordinators and/or embedded student advisors; occurs formally or informally; at-risk letters or SLATE messages sent prior to end of term identifying academic concerns.
- **Back on Track Project:** Students on Academic Probation following semester one meet with Student Advisement regularly throughout semester two to create and enact action plans for success for all students.
- **Evaluation Mapping:** Some programs assess semester 1 and semester 2 evaluations in courses to determine timelines for additional student support and coordinate deadlines across courses.
- **Early Industry Engagement:** Lecture series, field trips, industry and faculty meet-and-greets, and program-wide competitions are built into curriculum and program norms; (e.g., Architecture – Charette Day, Architecture Week; Game Design – GameJam; Interaction Design – Code club, Industry Mentorship night etc.).
- **Social Activities:** Program specific and campus wide events and space created to engage students outside of the classroom with each other (e.g., Photography upper year led social, Architecture Hub, Art Pit, program specific Student Associations, clubs, Sheridan Student Union).

Moving Towards a Pan-Institutional FYE Framework

Three interconnected elements will serve as the foundation for the pan-institutional FYE framework; all decisions related to the FYE should be considered through the lens of the conceptual model described below. Combined with current Sheridan and scholarly best practices, the conceptual model will contribute to the development of a Sheridan FYE framework that is theoretically sound and evidenced based. This will result in a robust, integrative and collaborative FYE which actively engages all members of the Sheridan community.

Proposed Conceptual Model:

Element One (Why): Five Senses of Student Success theoretical model;

Element Two (How): Stepped Care approach;

Element Three (When): Student Lifecycle

Element One (Why): Five Senses of Student Success theoretical model

The Five Senses Model of Success suggests that throughout the FY, a student needs to build a sense of connectedness, capability, resourcefulness, purpose, and cultural identity with Sheridan (Lizzio, 2006, 2011; Wilson, 2014). After reviewing multiple transition frameworks (Grayson & Grayson, 2003; Reason, 2009; Terenzini & Reason, 2005; Tinto, 2006), Lizzio's (2006) model (see Figure 1 below) was selected because it:

- is easy to understand for all members of our community as it aligns with Sheridan's definition of student success (see Appendix E);
- focuses on student transition as a process that takes place over time;
- is grounded in the concept of holistic student development;
- provides a user-friendly language that students understand; and
- it recognizes and focuses on the development of student strengths (Wilson, 2014).

Figure 1: Five Senses of Success Model



Figure 1. Five senses of success model. Adapted from "Designing an orientation and transition strategy for commencing students: Applying the five senses model" by A. Lizzio, 2006. Retrieved from http://fyhe.com.au/wp-content/uploads/2012/10/Lizzio-TheFivesensesofStudentSuccessSelf-AssessmentFrameworkforplanningandreviewofOT_doc.pdf.

The Lizzio (2006) Five Senses of Success model proposes that there are five senses that drive new student transitions: purpose, connectedness, resourcefulness, academic culture, and a sense of capability (Table 1).

Table 1: Lizzio's Five Senses with Examples

Lizzio's Five Senses	Examples
Capability: students understand their role including expectations which requires the building of resilience skills; basic academic skills are mastered, and they commit to contributing to their learning community	<ul style="list-style-type: none"> • knowing the Sheridan student code of conduct • assessment and feedback in the first few weeks • discovering tutoring services
Connectedness: students are more likely to be successful, happy, and effective if they have quality, encouraging relationships with staff and peers	<ul style="list-style-type: none"> • using student names in conversation • joining clubs • walking lost students to destinations
Purpose: students have clear engagement with their field of study and are committed to developing their strengths through curricular and co-curricular activities to complete their goals	<ul style="list-style-type: none"> • link curriculum to future career • staff and teaching faculty sharing stories about industry research and practices • early work-integrated learning
Resourcefulness: students are proactive, capable, willing, and able to navigate and access resources for support	<ul style="list-style-type: none"> • pre-arrival advising • emails and announcements in class and on SLATE • attending orientation
Culture: students value learning and becoming a part of the campus community including connection to the institutional goals and values	<ul style="list-style-type: none"> • explaining academic integrity and citation processes • citizenship building activities • creating a welcoming environment

Lizzio's (2006) Five Senses Framework focuses on student's college experience and has provided the foundation for multiple transition programs including York University (2018) and Dalhousie University (2016) in Canada, Deakin University (2016), RMIT University (2018), and Griffith University (2006) internationally. Lizzio's five senses of success provides the rationale for why we will implement FYE changes, however, it does not explain how and when strategies will be implemented.

Element Two (How): Stepped Care Approach

A stepped care approach involves directing support or intervention where and when it has “the best chance of delivering a positive outcome” (Earl, 2010, p. 14). As can be seen in Figure 2, a stepped-care approach considers cost and commitment of the institution and takes into consideration a student’s level of autonomy, self-advocacy and resiliency, resulting in incremental increases of institutional support as needed.

Figure 2: Stepped Care 2.0

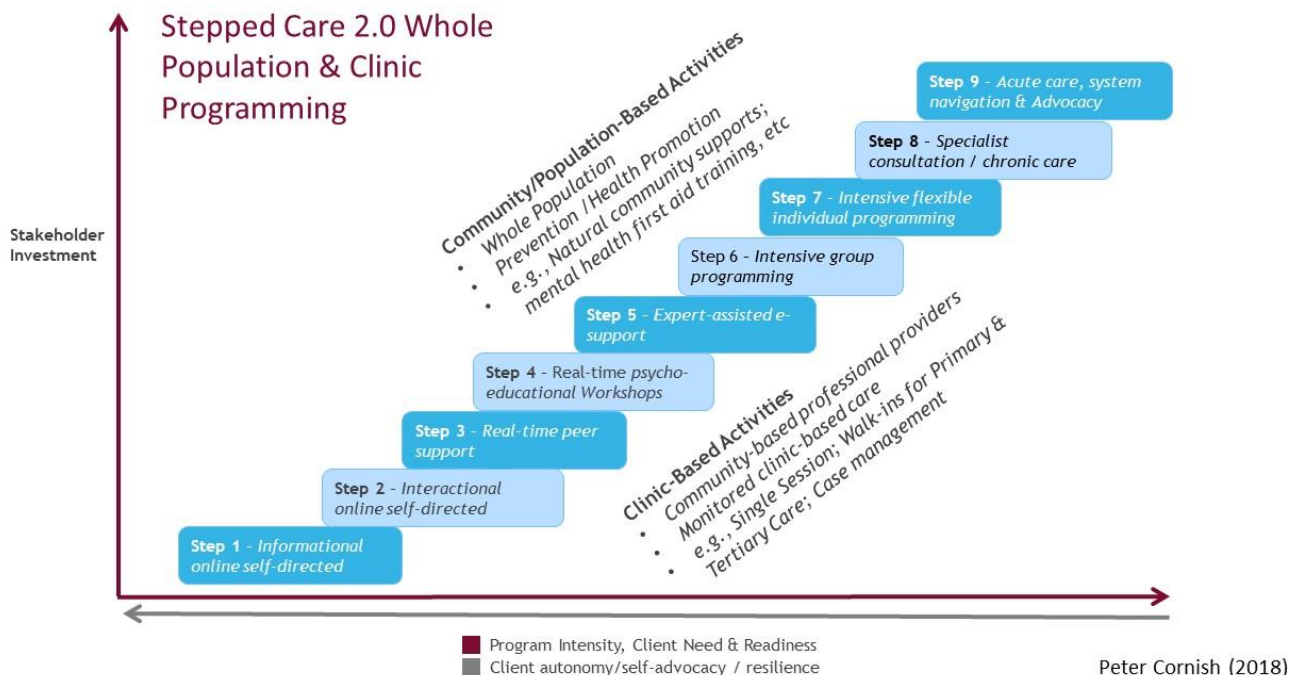


Figure 2. Stepped Care. By P. Cornish, 2018. Retrieved from <https://steppedcaretwopoint0.ca/what-is-stepped-care-2-0/>

Stepped care approaches have been widely used in providing health and wellness supports as it aligns individuals to different levels of care and support depending on level of need, risk, and intervention required (Borsari, Tevyaw, Barnett, Kahler, & Monti, 2007). Adopting a stepped care approach on college and university campuses for mental health supports has been utilized at Memorial University, the University of New Brunswick, Algonquin College, and Georgian College (Centre for Innovation in Campus Mental Health, 2019). We are suggesting that the stepped care approach be extended to all interactions.

While other institutions have used the Levels of Intervention to inform their implementation of Lizzio’s model, we believe the stepped care approach is innovative because it:

- provides just-in-time support to meet the needs of our diverse population;
- increases access through multiple modes of delivery;
- maximizes institutional capacity to support students; and
- leverages the full Sheridan community in support of the FYE.

Element Three (When): Student Lifecycle Informed Design

According to Lizzio (2011) “the notion of the student lifecycle is a conceptual shorthand for describing the constellation of evolving identities, needs, and purposes as students enter into, move through, and graduate” (p.1). Understanding the cyclical nature of the student lifecycle, which begins when a prospective student initially engages with Sheridan to graduation and beyond, is essential to increasing student success (see Figure 3).

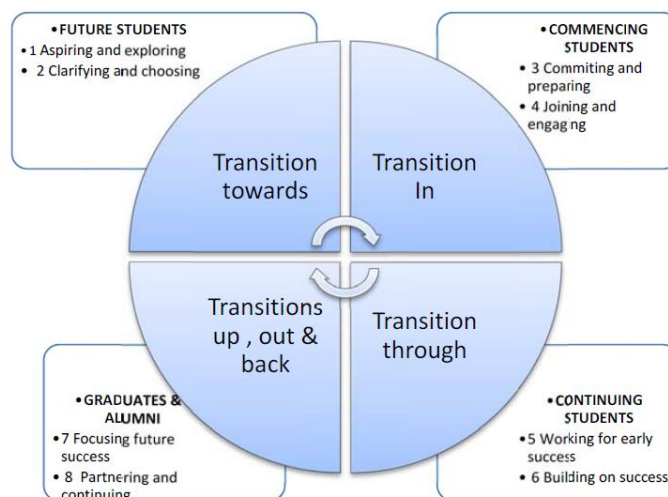


Figure 3. Student lifecycle design. Adapted from "The student lifecycle: An integrative framework for guiding practice " by A. Lizzio, 2011. Retrieved from <https://app.griffith.edu.au/assessment-matters/pdfs/student-lifecycle-framework.pdf>

A student lifecycle informed design “involves a coordinated integration of both curricular and co-curricular activities and a consistent and reinforcing set of messages and values” (p.7). See Table 2 for examples of enabling activities across the student lifecycle.

Table 2: Examples of enabling activities across the student lifecycle

Sense	Transition Towards	Transition In	Transition Through	Transition up, out, & back
Capability “How well can I learn in various modes and settings?”	Pre-admissions advising	Pre-Arrival Academic Advising	First-Year Seminar	Continuing education
Purpose “What difference do I want to make?”	Pathway advising	Virtual Communities	Early Industry Engagement	Invitation to alumni events
Resourcefulness “How well can I manage change and challenge? How well can I survive and thrive?”	Recruitment events	Summer Transition Experience Program at Sheridan (STEPS):	Back on Track Project	Graduates mentoring current students
Connectedness “How well can I form and maintain relationships”	Campus tours	Peer Mentoring	Social Activities	Bridging programs
Culture “What are my values and standards?”	Sheridan showcase events	Program Handbooks	Academic Integrity Remediation and Citation Specialist Support	Sheridan alumni profiles in the Insider

Adapted from Lizzio (2011)

Combining the Three Elements: Proposed Conceptual Model

The proposed conceptual model (Figure 4) combines the Five Senses of Student Success (why), a Stepped Care approach (how), and a Student Lifecycle informed design (when), which will enhance systems integration and contribute to a seamless student service experience. This will require the development of formalized partnerships, both internally and externally, in efforts to create an environment of shared responsibility and support. This model reflects the importance of creating “supports [that] will enable people to access opportunities, make informed decisions, and fulfill their individual potential” (Sheridan, 2019, p. 10).

Figure 4: A Stepped Care Approach to the First-Year Experience: Conceptual Model

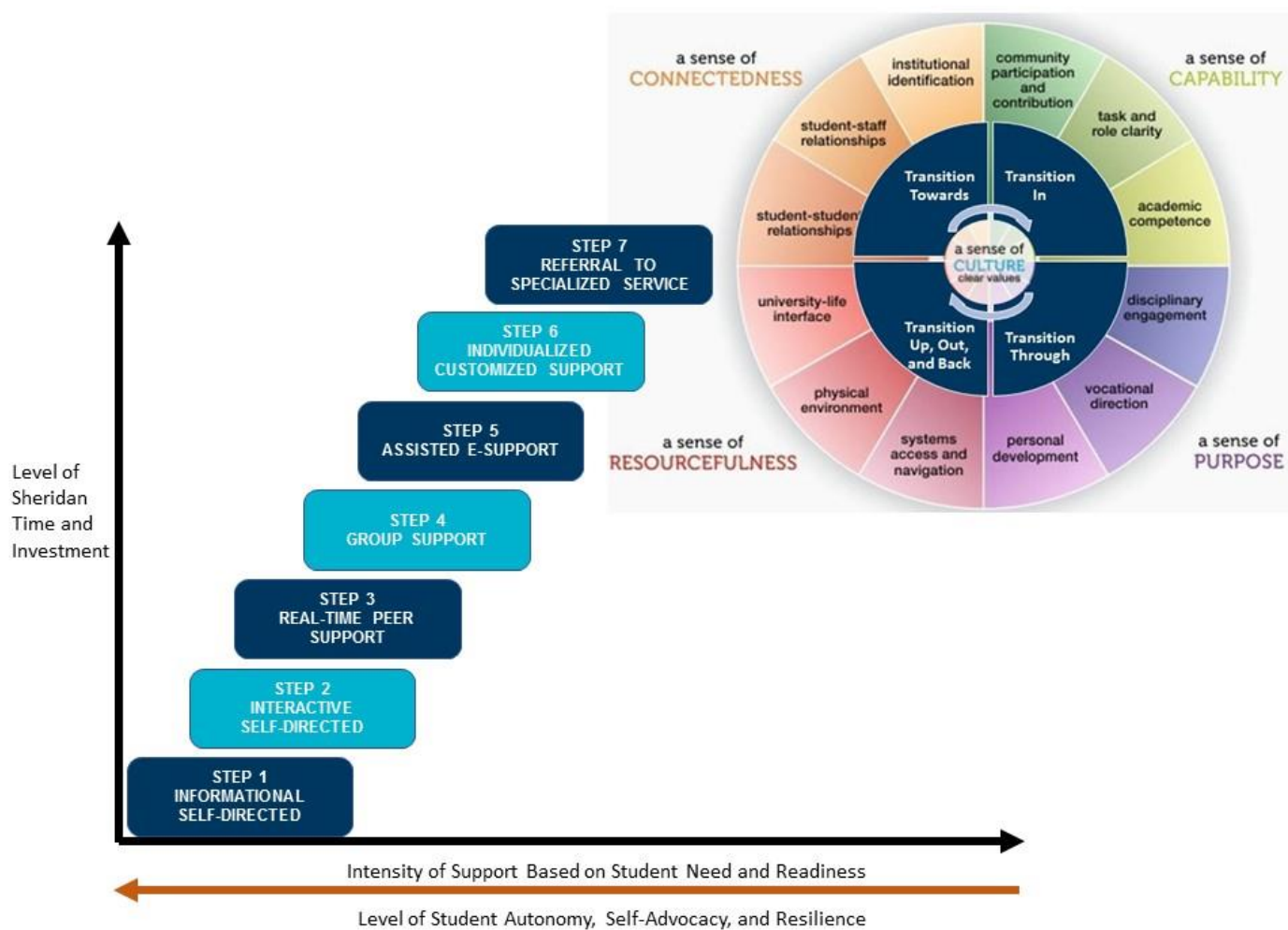


Figure 4. A Stepped Care Approach to the FYE: Conceptual Model. Adapted from Lizzio (2006) Five Models and Cornish (2018) Stepped-Care Approach.

Conclusion and Recommendations

We are proposing a radical shift in the way we approach the FYE at Sheridan including how supports are designed and delivered. A review of the scholarly literature, reflection on the many best practices at Sheridan, and the creation of the proposed conceptual model have inspired the following recommendations. Through this learning process we identified some quick wins for the coming year that are currently in process, see Appendix #.

Make the first year a priority. The success of the FYE is dependent on putting students first and developing resources for teaching faculty and staff to create a student-centric environment.

One Sheridan, One Experience. We need an integrated approach to FYE that connects to all five senses for students, staff, teaching faculty, and the community to thrive. We need to be creative in cultivating collaborative partnerships between and across curricular and non-curricular student experiences to create a seamless FY transition.

Base-line training is necessary. Teaching faculty and staff need training to support FY students including understanding FY student characteristics, transition pedagogy approaches, service delivery models, and Sheridan systems.

Everyone is responsible. Every member of the Sheridan community has a valuable part to play in shaping and enhancing the FYE. Further development of a culture that creates an equitable, learner-centric experience that meets the needs of all students is needed.

Meaningful relationships are important. Building opportunities for social development between teaching faculty, students, and staff can be increased by leveraging and enhancing current programming through a coordinated approach.

Multiple holistic approaches are required. Targeted planning of programming must consider complex student characteristics and experiences. Different approaches for each campus, student, and service need should be integrated through a stepped-care approach.

Establish comprehensive assessment measures. Develop an annual reporting structure for all community partners to identify significant accomplishments and successful outcomes related to the FYE, and to use assessment as a means of identifying and improving the quality of the services, programs and events that are offered moving forward.

Transition support is required across the student lifecycle. To shift from a reactive to a proactive FYE model, it is critical that all areas of the college strategically plan programming and support according to the student lifecycle.

Early intervention is key. Intentional FY initiatives during the transitioning in and transitioning through stages will have the most impact on student success. Proactive FY initiatives both pre-arrival and within the first six weeks, including early assessment and feedback on student learning is needed.

Systematic changes are desired. Pan-institutional changes in how we operate and provide supports can create seamless connections between campus services, making it easier for students to navigate throughout their FY (e.g., scheduling, spaces). Technology is required to hold the institutional intelligence for early intervention, effective communication, and coordinated efforts to maximize student engagement and build a seamless student experience.

Building resilience skills are essential. Provide training and resources to Sheridan students, faculty and staff to teach the skills associated with resilience, well-being and thriving in both an academic and personal context.

Flexibility is essential. We need to monitor the ever-changing FYE and continuously adapt to changing environment in order to pivot and adapt as needed.

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Appendix A: Glossary of Terms

First-Year (FY)- The student's experience from the time they choose to attend Sheridan, through acceptance and early experiences, until the end of their second semester.

High-Risk Courses - High-risk courses are those traditionally difficult courses in the FY where students receive failure rates exceed 30% of course registrants (Pascarella & Terenzini, 2005).

Pathway Programs: preparatory programs intended to lead to further education at Sheridan or another post-secondary institution. Examples of our pathway programs include Art Fundamentals, English Language Studies, Pre-Health Sciences, General Arts and Science-University Profile, etc.

Pre-College Characteristics: are those characteristics that students bring with them to the college environment such as socioeconomic status, educational experiences, demographic characteristics, etc. (Reason, 2009).

Appendix B: Methods

The purpose of this research project was to determine the current state of the FYE across Sheridan from multiple perspectives including students, faculty, academic leadership, and staff. A mixed methods approach was used to collect individual and institutional wide perspectives on the FYE. To solicit feedback from as many constituents as possible, a variety of targeted methods were utilized to collect data including: student targeted hallway consultations, academic leadership consultations, faculty consultations, Institutional Research statistics, National College Health Assessment results, Student Services Survey/Focus Group results, Student Affairs consultations and statistics, service provider consultations, and campus wide staff questionnaires. Information gathered from consultations was reviewed and analyzed by the FYE Working Group who thematically analyzed and then discussed results.

To further explore the current state of Sheridan's FYE, we wanted to solicit feedback from as many stakeholders as possible, and so a variety of targeted methods were utilized to collect data including:

- student targeted hallway consultations
- academic leadership consultations,
- faculty consultations,
- campus wide staff and faculty questionnaires.
- service provider consultations,
- Institutional Research statistics,
- National College Health Assessment results,
- Student Affairs consultations and statistics, and
- Student Services survey and focus group results.

Consultations took a variety of forms including one-on-one, small group (2-5), team meetings (5-10), larger group during faculty events (15-35), and breakout groups that occurred during a departmental meeting (100+). Collecting information from stakeholders is an on-going, continuous process that will continue as Sheridan moves towards a FYE framework. For this initial FYE review, not all units were reached at Sheridan, however, feedback was solicited from:

- 1,603 students across all three campuses
- 209 campus staff through an online questionnaire
- 124 faculty through an online questionnaire
- 110 student affairs staff through an in-person consultation
- 73 faculty through in-person consultations
- 50 campus service area managers/staff (outside of Student Affairs) through in-person consultations
- 40 Faculty Dean's and Associate Deans through in-person consultation

For a full explanation of the methods and instruments used throughout these campus consultations, please see Appendix B - Methods and Appendix C - Instruments.

The consultations were evaluated through multiple forms of analysis including participatory action research, qualitative data analysis using NVivo, and descriptive statistical analysis. Participatory action research (PAR) is a qualitative research process that involves shared ownership with community members through inquiry, action, and theory where results are used to create change in people's actions, values, and understandings (Kemmis & McTaggart, 2007). Reports from all consultations and the questionnaires were shared with a working group that included members from the Student Affairs, Library and Learning Services, the Centre for Teaching and Learning faculty, the Strategic Enrolment Management working group, and Student Affairs. The consultation data was reviewed and themed by each member of the group individually, who then met to discuss the interpretations and emerging themes each member identified in a participatory process. Results from working group discussions were shared back with the group for review to ensure critical analysis was conducted that encouraged individual and social, as well as subjective and objective perspectives (Kemmis & McTaggart, 2007).

To further legitimize the findings from the working group, raw consultation data was inputted into the qualitative data analysis software NVivo to objectively pull out themes and trends in the consultation data. Finally, the results from the working group discussions and NVivo trends were compared and collated to identify consistencies, contradictions, or irregularities. This process of triangulation, when more than one method is used to validate and enhance findings, provided additional validity and credibility to findings and demonstrated that the themes identified by the working group were consistent across the consultation groups (Johnson, Onwuegbuzie, & Turner, 2007).

Collecting information from stakeholders is an on-going, continuous process and will continue to occur as we move towards a FYE framework across other departments that may not be included in the data below. For this FYE research, we wanted to begin our data collection with the most important constituent – Sheridan students.

Student Hallway Consultations

Under the belief that students may be more open to participating in consultations if approached when comfortable in space across campus, we conducted a campus-wide hallway campaign in January 2019. In total, 716 separate consultations were conducted, speaking with approximately 1,026 students across all three campuses. Out of the 1,026 students consulted, there were approximately:

- 558 domestic students
- 468 international students
- 609 first year students
- 289 second year students
- 91 third year students
- 489 Davis students
- 253 HMC students
- 284 Trafalgar students

To have maximum variation in student perspectives, we conducted consultations at each campus, at different times of the day using multiple consultation facilitators. Facilitators included Student Affairs staff and student Peer Mentors at all three campuses. Facilitators of

the student consultations were provided with a training guide, set of structured-interview consultation questions, and a template for facilitators to record results, and a contact if they had any questions/concerns with facilitation (see – Hallway Consultation Facilitator Guide, Questions, Template). Having a variety of facilitators, including student Peer Mentors, increased the likelihood of variation in student participants that were approached and who were willing to participate, and ensured that a random sample of students was included.

Using short, targeted questionnaires, consultations were conducted with individuals or small groups in hallways, lounges, bus stops, cafeterias, libraries, and anywhere else students were congregating on campus either individually or in small groups (up to 5). The student hallway consultation questionnaires were reviewed by multiple student service areas and by the Vice President, Student Experience and Enrolment Management prior to beginning consultations. A pilot test of the consultation questions was conducted in Fall 2018 at all three campuses, with edits and clarification to consultation questions and templates occurring prior to the campus-wide hallway campaign commencing in January 2019. Consultations were collected and entered into an Excel tracking database by five staff members who were trained to consistently transcribe the consultation templates.

Academic Leadership Consultations

Requests were sent to Faculty Dean's to meet with the Faculty teams for focus group consultation sessions. The Faculty teams consisted of the Dean, Associate Deans, and Business Managers. Consultations were scheduled during pre-arranged leadership team meetings with the focus group questions and a brief background sent prior to the meeting (see - Academic Leadership Consultations). Academic Leadership focus group sessions were transcribed by a staff member during the sessions, with notes being distributed back to Academic Leadership teams for accuracy review. During the Academic Leadership sessions requests were made to meet with program faculty and a request was made to share the faculty online questionnaire.

Teaching Faculty Consultations

Following the Academic Leadership consultation sessions, a request was made to host consultation sessions with teaching faculty. Due to timing and faculty availability, not all Faculty's were able to schedule face-to-face sessions with teaching faculty. Consultation sessions were scheduled with the Program Coordinators in the Faculty of Animation, Arts, and Design and, over reading week, with teaching faculty clusters in the Faculty of Humanities and Social Sciences (see - Data Collection Instruments for Faculty Consultation questions). All teaching faculty were invited to complete the Faculty Campus-Wide Questionnaire on FYE including those that attended the in-person consultation groups.

Campus-Wide Questionnaires

There were two questionnaires that were developed and distributed across the Sheridan community - the faculty questionnaire and the staff questionnaire (see – Campus-Wide Staff Questionnaire & Campus-Wide Faculty Questionnaire). These questionnaires were developed through consultation with multiple service areas, a review of the Durham College (2016 Faculty

Survey, and through consultation with Institutional Research staff. Questions were reviewed for accuracy and relevance to research objectives.

Faculty and Staff were invited to complete the questionnaire through a push notification sent through the Sheridan Insider to all Sheridan employees. A point of contact was provided to participants who were interested in providing more feedback through an unstructured interview or if they had questions about the research project. Two teaching faculty requested to provide additional feedback. They were contacted and invited to meet to share their perspectives. Notes from those unstructured interviews were collated and added to the Faculty Consultation records.

Institutional Research

Student demographic information and characteristics were obtained from pre-existing data collected by Institutional Research (IR). Information on student entry characteristics, persistence through FY into second year, and course information was obtained from IR. Student entry characteristics were used to help identify characteristics of students who were at a higher risk of attrition upon entry. Persistence data was used to highlight programs and courses with higher attrition rates, and to identify high-risk courses within the FY academic program at Sheridan. High-risk courses are those traditionally difficult courses in the FY where students receive below 54% or withdrawal rates exceed 30% of course registrants (Pascarella & Terenzini, 2005).

National College Health Assessment

In January 2019, Sheridan participated in the National College Health Assessment. Students were invited via email to complete an online survey on their health and wellness experiences. There were 389 student responses to question “how can we make Sheridan College a healthier place for students to live, work, and learn?” that was thematically reviewed and included in the FYE review of findings.

Student Affairs Consultation and Student User Data

The Student Affairs department includes a variety of units that provide developmental programs and support services for FY students to access including:

- Student Advisement
- Accessible Learning Services
- Athletics & Recreation
- Career Services
- Co-op Education
- Counselling Services
- Health & Wellness Services
- Student Leadership & Engagement
- Student Rights and Responsibilities

There were three levels of data collection that occurred within the Student Affairs team:

- a) Individual, one-on-one, semi-structured consultations with the Managers of each service area (Service Provided Consultation Questions)
- b) Student user data from each service area were requested including access numbers, visits, student profiles, and student needs
- c) Departmental-wide consultation occurred at the February 2019 Student Affairs divisional meeting where over 100 staff and leadership staff participated in 2 facilitated breakout sessions

Notes were taken during the individual, one-on-one semi-structured interviews with Managers that were forwarded to interviewees for confirmation of accuracy. Student Advising, Accessible Learning, Athletics, Counselling, and Health and Wellness shared user statistics after identifiers had been removed, including: number of users, reason for connection, underlying issues, action plans created, and peak periods of use. Results from the divisional meeting were collated and distributed back to all Student Affairs staff for review of accuracy and to request any additional feedback. Staff were also invited to complete the campus-wide staff consultation questionnaire.

Service Provider Consultations

Requests to meet with representatives from service areas, outside of Student Affairs, were made to solicit feedback on the FYE. Consultations took the form of either individual consultation with management of the department or small group consultations with multiple members of the service area (see - Service Provider Consultation Questions). Consultations with the following unites were conducted:

- Centre for Indigenous Learning and Support
- Centre for Teaching and Learning
- International Centre
- Library and Learning Services
- Office of the Registrar

Notes from the consultation sessions were taken and sent back to the service area for review of accuracy and any additional information that may have been missed. All service providers were also invited to complete the campus-wide staff questionnaire.

Student Services Survey/Focus Group Results – Public Relations Program

In Fall 2018, a class project was conducted through a partnership between a class from the Public Relations – Corporate Communications Post-Graduate program and Student Affairs at the Trafalgar campus was created. Research was conducted to understand the barriers to communication and awareness between the student population and Student Affairs. One survey was conducted with 502 respondents with 87% of respondents' FY students. Through the research project 14 focus groups were conducted with 75 participants. Results from the Student Affairs Research Report was provided to the Student Transition Team, including the final report, results from the quantitative survey, qualitative data from the survey, and meaningful quotes from the focus groups.

Working Group

The FYE Working Group, coordinated and facilitated by the Coordinator Student Transition and Student Transition Specialist, consisted of:

- Coordinator Student Transition
- Student Transition Specialist
- Associate Dean, Student Success Programs
- Dean, Student Affairs
- Manager, Library and Learning Services
- Student Success Officer, Student Advisement, The Centre for Student Success
- First-Year Librarian
- Dean, The Centre for Teaching and Learning
- Associate Deans, Centre for Teaching and Learning (2)
- Associate Dean, Faculty of Applied Health and Community Studies
- Manager, Health Services
- Manager, Counselling and Wellness Services
- Manager, Student Rights and Responsibilities

Consultation data was presented to the working group in stages over a six-week period. Members were asked to read through each data set and individually identify themes in the results. At the weekly working group meetings, themes were identified and discussed. Following each meeting, the Student Transition team would compile the discussions and return to the working group for confirmation, clarification, and identification of additional areas of focus weekly. Drafts of this paper were sent to working group members for review as the document continued to be developed.

Appendix C: Instruments

Student Hallway Consultations: Facilitator Guide

Background Information:

- Sheridan is looking very closely at the experience of our students, particularly at the experience of our international and first-year students
- We want to learn more about our students' experiences from their perspective:
 - We want to understand the challenges they encounter
 - We want to ensure we have not missed identifying any gaps

Facilitators Role:

- Find student participants (see below) & request participation
- Provide background info & let students know all comments are anonymous:
Suggestion:
Hi, my name is _____. I'd like to ask you some questions about your time at Sheridan because we're looking to improve the student experience. Do you have a couple of minutes to speak with me?
- Ask questions - You'll ask the first 7 questions and if time permits & students remain engaged, you'll choose one theme as well. Be sure to rotate between all 5 themes.
- Guide the conversation, rephrase questions, if needed & ask probing questions
- If a student says something that is unclear, paraphrase to clarify and make sure you understand
- Stay neutral – avoid sharing your own experiences & opinions
- Record student answers/discussion – BE AS CLEAR AND LEGIBLE AS POSSIBLE
- Thank participants for their time and willingness to speak with you
- Scan and email all completed templates to Anne – anne.coulter@sheridancollege.ca daily

Finding Participants:

- Approach students where they are (popular areas include: cafeterias, learning commons, hallways)
- Limit groups to 3-5 participants (you may also choose one on one interviews)
- Consider participant diversity (i.e. age, gender, ethnicity, etc.)

* Check in with students and ask if they have approximately 5-7 minutes to speak with you *

Hallway Consultations Questions

INITIAL QUESTIONS FOR ALL STUDENTS:

1. Are you a domestic or international student? [dom=Canadian; intl=studying on a study permit]
2. What year of study are you in?
3. What program are you in?
4. What was your main motivation for studying at Sheridan?
5. Was there anything that you experienced in your first term/year that was unexpected? Please explain.
6. Do you have any suggestions on how we can make the adjustment to Sheridan easier for students before and after they arrive on campus?
7. What advice would you give a new student just starting at Sheridan?

IF TIME ALLOWS, CHOOSE ANOTHER THEME TO DISCUSS WITH PARTICIPANTS:

THEME #1: SENSE OF BELONGING

1. How do you connect with others on-campus? [we're specifically looking for social/academic connections, on-campus involvement + follow-up: how do you connect with the Brampton/Mississauga/Oakville community?]
2. Tell me about a positive connection you've had with someone at Sheridan. [follow-up: How did you meet?]
3. How has Sheridan encouraged you to become engaged with activities on-campus?
4. How easy is it to make friends at Sheridan?

THEME #2: STUDENT PERCEPTIONS

1. Tell me about a positive experience you've had at Sheridan. [follow-up: Tell me about a negative experience you've had at Sheridan.]
2. What has been the highlight of your Sheridan journey?
3. What do you tell others about your Sheridan experience?

THEME #3: STUDENT SUPPORT

1. What was the most difficult/challenging issue(s) you faced when starting at Sheridan?
2. Where do you go on-campus if you need help? [probe: personal help? academic help?]
3. Who would you talk to first if you needed help? [probe: personal help? academic help?]

THEME #4: BASIC NEEDS (Priority: Davis, International students)

1. *Housing Security:* Where are you living this term? Who do you live with? What factors influenced your living arrangements?
2. *Financial Security:* Are you currently employed? Were there costs you encountered at College that you were not expecting? What costs concern you the most while studying? What funding opportunities have you looked in to?

THEME #5: WELLNESS

1. How can we make Sheridan a healthier place to learn (live & work)?
2. As a student, what is your biggest source of stress & how can Sheridan help to decrease that stress?
3. Do you have any suggestions on how we can better support the mental health and wellness of Sheridan students?

Hallway Consultations Template

Facilitator Name:	Campus: <input type="checkbox"/> DAV <input type="checkbox"/> HMC <input type="checkbox"/> TRA
# of Domestic Students: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	# of International Students: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
1 st year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	3 rd year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2 nd year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	4 th year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Program(s):	
Q#4: What was your main motivation for studying at Sheridan?	
Q#5: Was there anything that you experienced in your 1st term/year that was unexpected? Explain.	
Q#6: Do you have any suggestions on how we can make the adjustment to Sheridan easier for students before and after they arrive on campus?	
Q#7: What advice would you give a new student just starting at Sheridan?	
THEME: <input type="checkbox"/> 1- Belonging <input type="checkbox"/> 2- Perceptions <input type="checkbox"/> 3- Support <input type="checkbox"/> 4- Basic Needs <input type="checkbox"/> 5- Wellness	
1.	
2.	
3.	
4.	

This information will be used by Student Affairs to help develop a First-Year Experience strategy.

THANK YOU FOR YOUR TIME

Academic Faculty Leadership Consultation Questions

Facilitator Script:

- Read through Background
- Focus on the first year, includes everything student experiences from acceptance of offer to the end of Term 2
- Read through common first year courses, define “high risk” or Killer Courses

Background: The vision is that Sheridan “will develop a First-Year Experience Strategy that accounts for the diversity of our students and the differences in life experiences, perspectives and circumstances that inform their learning”. (Sheridan Academic Plan, 2017) Student Affairs is responsible for facilitating collaborative leadership in the development of a comprehensive, integrated, impactful strategy. The first phase of work is *consultation and engagement* to ensure the strategy aligns with the key first-year objectives of institutional stakeholders.



Common Experiences in First-Year at Sheridan:

- Student is transitioning to college life & academic studies
- Student is not studying in their first choice of program
- Student is registered in a high-risk course(s)
- Student is taught by part-time faculty
- Student does not return to term 2

Consultation Questions:

1. Are there *FACULTY* specific student experiences impacting the first-year of study?
2. What are the conditions for success in the first-year of a *FACULTY* program?
3. What are the “at-risk” characteristic or challenges of first-year students in *FACULTY* programs?
4. What are you currently doing to support your first-year students?
5. What is the desired state? What would you expect to see in a FYE Strategy?

Teaching Faculty Consultations

Facilitator Script:

- *Read through Background*
- *Focus on the first-year, includes everything student experiences from acceptance of offer to the end of Term 2*
- *Read through common first-year courses, define “high risk” or Killer Courses*

Background: The vision is that Sheridan “will develop a First-Year Experience Strategy that accounts for the diversity of our students and the differences in life experiences, perspectives and circumstances that inform their learning”. (Sheridan Academic Plan, 2017) Student Affairs is responsible for facilitating collaborative leadership in the development of a comprehensive, integrated, impactful strategy. The first phase of work is consultation and engagement to ensure the strategy aligns with the key first year objectives of institutional stakeholders.



Consultation Questions:

1. How does your program support first-year students?
2. In an average week, approximately how many hours do you spend interacting with your students outside of class?
3. What academic challenges do first-year students face in the classroom?
4. What *college life* challenges do first year students discuss with you?
5. What do you do if you are concerned about a student?
6. What is one thing you are doing or one thing you would like to be able to do as a faculty member to better support first year students?
7. If there was one thing Sheridan could do to better support first year students, what would it be?

Student Service Provider Consultation Questions

Facilitator Script:

- *Read through Background & Timeline*
- *Focus on the first year, includes everything student experiences from acceptance of offer to the end of Term 2*

Background: The vision is that Sheridan “will develop a First-Year Experience Strategy that accounts for the diversity of our students and the differences in life experiences, perspectives and circumstances that inform their learning”. (Sheridan Academic Plan, 2017) Student Affairs is responsible for facilitating collaborative leadership in the development of a comprehensive, integrated, impactful strategy. The first phase of work is consultation and engagement to ensure the strategy aligns with the key first year objectives of institutional stakeholders.



Consultation Questions

1. What is your staff/service area doing in terms of first year student programming?
2. What information is your staff/service area communicating to first year students? How is it communicated? What is the frequency?
3. How do your programs/initiatives positively contribute to the overall first-year experience?
4. Are there any areas/topics/programs that you would like to see developed for the first-year experience? (Desired state)
5. Any trends/challenges/difficulties you are experiencing regarding first-year students?
6. What data/statistics do you collect about first-year students?

Campus-Wide Faculty Questionnaire

First Year Experience - Faculty Consultation

Sheridan is committed to developing a "First-Year Experience Strategy that accounts for the diversity of our students and the differences in life experiences, perspectives and circumstances that inform their learning" (Sheridan Academic Plan, 2017). In an effort to develop a comprehensive, integrated, and impactful strategy, we are gathering feedback from all members of the college including students, faculty, administrators, and service providers. Your feedback is important as it represents a major stakeholder in the development of a first year strategy.

All responses to this survey are confidential and participation is optional. We understand your time is precious, completing this survey should take approximately 5 minutes.

If you have any questions, concerns, or would like to provide additional feedback, please contact Anne Coulter (anne.coulter@sheridancollege.ca).

Thank you for your participation!

OK

1. Which campus do you teach at the majority of the time?

- Davis Campus
- Hazel McCallion Campus
- Trafalgar Road Campus

2. What is your main Faculty of instruction?

- Faculty of Animation, Arts and Design
- Faculty of Humanities and Social Sciences
- Faculty of Applied Health and Community Studies
- Pilon School of Business
- Faculty of Applied Science and Technology

3. Are you a full-time, partial load, or part-time faculty?

- Full-time
- Partial load
- Part-time
- Other (please specify)

4. How long have you been teaching at the post-secondary level?

- | | |
|---------------------------------|---------------------------------|
| <input type="radio"/> 0-1 year | <input type="radio"/> 6-7 years |
| <input type="radio"/> 2-3 years | <input type="radio"/> 8-9 years |
| <input type="radio"/> 4-5 years | <input type="radio"/> 10+ years |

5. How many first year **courses** were you scheduled to teach this current academic year (Fall 2018-Winter 2019) at Sheridan College?

6. How many **sections** of first year courses were you scheduled to teach this current academic year (Fall 2018-Winter 2019) at Sheridan College?

7. In an average week, approximately how many hours do you spend interacting with your students outside of class (i.e., email, Slate, in-person), **not** including course preparation, assessment and evaluation?

- | | |
|---------------------------------|----------------------------------|
| <input type="radio"/> 1-2 hours | <input type="radio"/> 7-8 hours |
| <input type="radio"/> 3-4 hours | <input type="radio"/> 9-10 hours |
| <input type="radio"/> 5-6 hours | <input type="radio"/> 10+ hours |

8. What do you think are the main challenges/barriers that first year students face?

9. What do you do if you have a concern about a student?
In general, where do you refer a student if their question/concern falls outside of your scope?

10. How confident do you feel that you know which services/supports to contact at Sheridan if you have questions or concerns about a student?

- Extremely confident
- Very confident
- Somewhat confident
- Not so confident
- Not at all confident

11. What is one thing you are doing or one thing you would like to be able to do as a faculty member to better support first year students?

12. What resources do you need as a faculty member to better support first year students?

13. If there was one thing Sheridan could do to better support first year students, what would it be?

14. Please feel free to share any additional comments.

Thank you for completing this survey. The information gathered here and through other campus-wide consultations will be used to compile a report on the first year student experience and will be shared across the campus.

OK

DONE

Campus-Wide Staff Questionnaire

First Year Experience - Campus Consultation

Sheridan is committed to developing a "First-Year Experience Strategy that accounts for the diversity of our students and the differences in life experiences, perspectives and circumstances that inform their learning" (Sheridan Academic Plan, 2017). In an effort to develop a comprehensive, integrated, and impactful strategy, we are gathering feedback from all members of the college including students, faculty, administrators, and staff. Your feedback is important as it represents a major stakeholder in the development of a first year strategy.

All responses to this survey are confidential and participation is optional. We understand your time is precious, completing this survey should take approximately 5 minutes.

If you have any questions, concerns, or would like to provide additional feedback, please contact Anne Coulter (anne.coulter@sheridancollege.ca).

Thank you for your participation!

OK

1. Which campus do you spend the majority of your time?

- Davis Campus
- Hazel McCallion Campus
- Trafalgar Road Campus

2. What department/Faculty do you work in?

- | | | |
|--|---|---|
| <input type="radio"/> Accessible Learning | <input type="radio"/> Contact Centre | <input type="radio"/> Pilon School of Business |
| <input type="radio"/> Admissions and Recruitment | <input type="radio"/> Counselling and Wellness | <input type="radio"/> Records, Registration, and Scheduling |
| <input type="radio"/> Animation, Arts and Design | <input type="radio"/> Financial Aid and Awards | <input type="radio"/> Residence |
| <input type="radio"/> Applied Health and Community Studies | <input type="radio"/> Health Services | <input type="radio"/> Student Advisement |
| <input type="radio"/> Applied Science and Technology | <input type="radio"/> Humanities and Social Sciences | <input type="radio"/> Student Leadership and Engagement |
| <input type="radio"/> Assessment Centre | <input type="radio"/> Indigenous Learning and Support | <input type="radio"/> Student Union |
| <input type="radio"/> Athletics | <input type="radio"/> International Centre | <input type="radio"/> Students Rights and Responsibilities |
| <input type="radio"/> Career Services | <input type="radio"/> IT Services | <input type="radio"/> Systems, Operations, and Projects |
| <input type="radio"/> Co-operative Education | <input type="radio"/> Library | <input type="radio"/> Tutoring |
| <input type="radio"/> Community Employment Services | <input type="radio"/> Marketing | |
| <input type="radio"/> Other (please specify) | | |

3. How long have you been working at Sheridan?

- | | |
|---------------------------------|---------------------------------|
| <input type="radio"/> 0-1 year | <input type="radio"/> 6-7 years |
| <input type="radio"/> 2-3 years | <input type="radio"/> 8-9 years |
| <input type="radio"/> 4-5 years | <input type="radio"/> 10+ years |

4. In an average week, approximately how many hours do you spend interacting with students including email, in-person & on the phone?

- | | |
|---------------------------------|-----------------------------------|
| <input type="radio"/> 1-2 hours | <input type="radio"/> 10-20 hours |
| <input type="radio"/> 3-4 hours | <input type="radio"/> 21-30 hours |
| <input type="radio"/> 5-9 hours | <input type="radio"/> 31+ hours |

5. What do you think are the main challenges/barriers that first year students face?

6. In general, where do you refer a student if their question/concern falls outside of your scope?

7. How confident do you feel that you know which services/supports to contact at Sheridan if you have questions or concerns about a student?

- Extremely confident
- Very confident
- Somewhat confident
- Not so confident
- Not at all confident

8. What is one thing you are doing or one thing you would like to be able to do to better support first year students?

9. What resources do you need to better support first year students?

10. If there was one thing Sheridan could do to better support first year students, what would it be?

11. Please feel free to share any additional comments.

Thank you for completing this survey. The information gathered here and through other campus-wide consultations will be used to compile a report on the first year student experience and will be shared across the campus.

OK

Appendix D: Student Consultation - NVivo Results

Question: Do you have any suggestions on how we can make the adjustment to Sheridan easier for students before and after they arrive on campus?

Name	Files	References
Connectedness	1	19
Content with current State	1	14
Facilities	1	8
International Student Support	1	25
Preparedness	1	21
Timetables	1	31

Question: What advice would you give a new student just starting at Sheridan?

Domestic Students:

Name	Files	References
Access Supports and Services	1	8
Group Work	1	14
Time Management	1	51

International Students:

Name	Files	References
Transition	1	20
Educational Environment	0	0
Technology	1	8
Lecture Based Teaching	1	3
Course Work Expectations	1	162
Attend Class	1	31
Academic Integrity	1	14
Canadian Culture	1	1
Resources	1	38
Connect	1	36

Question: What was your motivation for studying at Sheridan?

Name	Files	References
Reputation	1	140
Program and Faculty Reputation	1	41
Institutional Reputation	1	80
General	1	17
Referrals	1	41
Current or Past Students	1	39
Opportunities	1	32
Co-op and Placement	1	12
Career or Job	1	18

Question: Was there anything that you experienced in your first term/year that was unexpected? Please explain.

Domestic Students:

Name	Files	References
Group Work	1	7
Transition	1	61
Workload	1	35

International Students:

Name	Files	References
Transition	1	15
Education System	1	43
Country	1	3
Inclusive Environment	1	15
Multi-Cultural	1	5
handicap people	1	1
friendly people	1	2

Theme 1: Sense of Belonging

How do you connect with others on campus?

Name	Files	References
Not Involved	1	15
Going Out to Meet People	1	25
Events on Campus	1	21
Clubs	1	13
Friends from Back Home	1	9
Class	1	34
Study Groups	1	3
Social Media or Online	1	12
Group Work	1	10
Bus	1	7

Tell me about a positive connection you've had with someone at Sheridan

Name	Files	References
Student Services	1	3
Student Affairs	1	19
SSU	1	2
Peer Mentors	1	7
Program Experience	1	6
Making friends	1	44
In General	1	16
Clubs	1	2
Class or Program	1	20
Friendly Environment	1	8
Faculty	1	26

How has Sheridan encouraged you to become engaged with activities on campus?

Name	Files	References
Class visit	1	4
Clubs	1	5
Emails	1	10
Not Encouraged	1	25
Posters	1	8
Social media	1	6
Word of Mouth	1	5

How easy is it to make friends at Sheridan?

Name	Files	References
Easy	1	53
In Class or Program	1	10
Inclusive and Friendly Environment	1	15
Not Easy	1	8
No Time	1	5

Theme 2: Student Perceptions

Tell me about a positive experience you've had at Sheridan.

Name	Files	References
Support	1	10
Student Services	1	7
international students	1	2
Making Connections	1	13
Friends	1	8
Inclusive Environment	1	14
Faculty	1	26
support	1	4
Classroom Experience	1	6

Tell me about a negative experience you've had at Sheridan.

Name	Files	References
Student Services	1	2
Schedule	1	2
Faculty	1	5
Coursework	1	5
Facilities	1	1
shuttle bus	1	3
Navigating Campus	1	1
lab times	1	1
Commute	1	3
Classmates and Groupwork	1	6

What has been the highlight of your Sheridan journey?

Name	Files	References
Student Services	1	6
Personal Achievement	1	7
Overall Experience	1	14
Opportunities	1	5
Connections	1	15
Class or Program Experience	1	6

What do you tell others about your Sheridan experience?

Name	Files	References
Positive experience	1	81
Support	1	5
Staff	1	4
Small Classes	1	5
Sense of Community	1	8
Program or Faculty Specific	1	16
Overall Experience	1	6
learning difference things	1	4
Hard Work	1	11
Good School	1	16

Theme 3: Student Support

1. What was the most difficult/challenging issue(s) you faced when starting at Sheridan?

Name	Files	References
Timetable	1	7
Time Management	1	29
Technology	1	2
Program Fit	1	2
Navigating Services and Departments	1	6
Making Friends	1	9
Life Situations	1	4
International Students	1	10
weather	1	2
Permits	1	1
Language	1	4
Education System	1	1
Culture	1	1
Group Work	1	3
Fees	1	3
Facilities	1	3
Course Difficulty	1	7

Where do you go on-campus if you need help? & Who would you talk to first if you needed help?

Name	Files	References
Tutoring Centre	1	14
The Centre for Student Success	1	17
OTR	1	4
Other Students	0	0
International Centre	1	8
Faculty	1	12

Theme 4: Basic Needs

Housing security: Where are you living this term? Who do you live with? What factors influenced your living arrangements?

Name	Files	References
Commuter	1	11
Family or Relatives	1	48
Rent	1	50

Financial security: What costs concern you the most while studying?

Name	Files	References
Lack of Funding	1	5
osap funding	1	1
international students	1	2
funding opportunities	1	2
Concerns	1	55
Tuition	1	12
Transportation	1	9
Supplies	1	21
Textbooks	1	15
Art supplies	1	5
Other	1	6
Retaking course fee	1	2
Printing	1	2
Late fees	1	1
Exam hardship fee	1	1
Housing	1	4
Food	1	9

Theme 5: Wellness

How can we make Sheridan a healthier place to learn (live and work)?

Name	Files	References
Food Options	1	17
Healthier	1	13
Wellness Services	1	20
Increase Awareness	1	10
Increase Services	1	11

As a student, what is your biggest source of stress?

Name	Files	References
Course load	1	38
Back to Back Deadlines and Exams	1	27
Grades	1	4
Portfolio	1	3
Financial Stress	1	8
Group Work	1	3
Personal Stress	1	5
Mental Health	1	1
Student Schedule	1	4

Do you have any suggestions on how we can better support the mental health and wellness of Sheridan students?

Name	Files	References
Counselling Awareness	1	17
Flexibility	1	10
Course Times	1	4
Deadlines and Exams	1	6
Personal Circumstances	1	1
Wellness Activities	1	8
Colouring	1	1
Dogs	1	1
Extra-Curricular	1	1
Outreach	1	4
Paper Shredding	1	1
Yoga	1	1
Workshops	1	23
Anonymous Resources	1	1
Budgeting	1	4
Hallway Treats	1	1
Self-Awareness Sessions	1	1
Stress Management	1	2
Study Guides	1	2
Support Groups	1	2
Time Management	1	5
Work Life Balance	1	1

Appendix D: Sheridan Definition of Student Success

In 2010, the Sheridan community created a shared definition of student success to create a lens through which all student interactions are framed. (Figure 1).

Definition of Student Success

Sheridan recognizes that Student Success is unique to each individual student. Our shared definition encompasses the following:

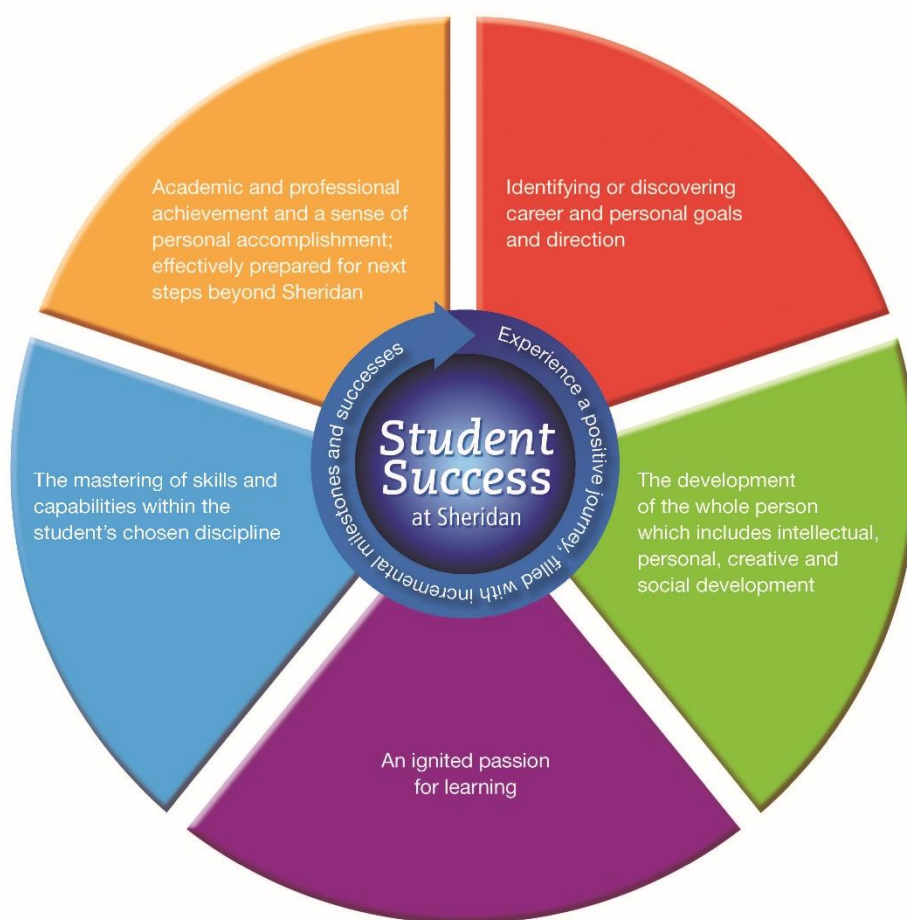


Figure 5. Definition of Student Success at Sheridan. Student Affairs (2010).

Appendix F: Quick Wins

As we move toward a developing a Sheridan framework to transform the FYE at Sheridan, there are opportunities for immediate quick wins to enhance FY programming and initiatives now:

May 2019: Sheridan will offer a fully integrated, full-day orientation program for all incoming Davis students; the program focus will be on building a sense of community and preparing students for their academic journey at Sheridan. Collaborative partnership between Student Transitions, International Centre and Faculty.

Summer 2019: Sheridan will offer our first, full-day summer orientation program targeted at students who can be deemed “at-risk” based on their entrance average; the program focus will be on building peer-to-peer connections, introducing supports and communicating academic expectations. Collaborative partnership between Student Transitions and Accessible Learning.

Sheridan will pilot a collaborative Program Specific Peer Mentor program for the Fall 2019 cohort of Bachelor of Business Administration (BBA) students; senior BBA students will connect with new BBA students pre-arrival, assist in the planning of transition activities including academic advising sessions, orientation and social events. Collaborative partnership between Student Transitions, Pilon School of Business and First-Year Connections Peer Mentor Program.

Sheridan will pilot one-day, program-specific orientation programs for targeted student populations including Animal Care, Art Fundamentals, Game Design, and Veterinary Technician students; programming will be tailored to the needs of the students. Collaborative partnership between Student Transitions and Faculties.

Sheridan will develop a session for faculty on the FYE at Sheridan; the session will discuss the FY student profile, the student lifecycle, transition pedagogy and how to support students during the key transition phases of their educational journey. Collaborative partnership between Student Transitions and the Centre for Teaching and Learning.