


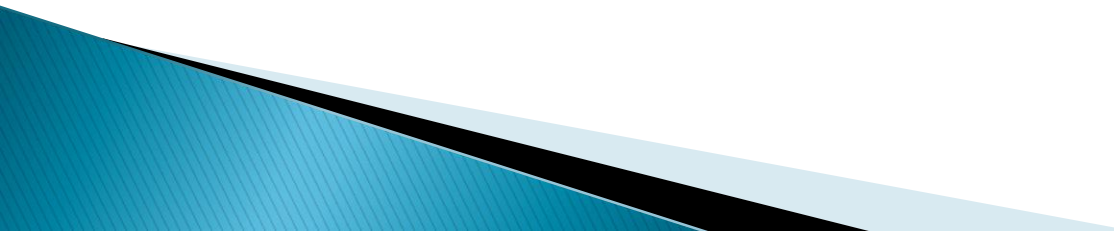
Putting it all Together: Student Engagement and the Canadian Experience

SEM SUMMIT HALIFAX APRIL 2010

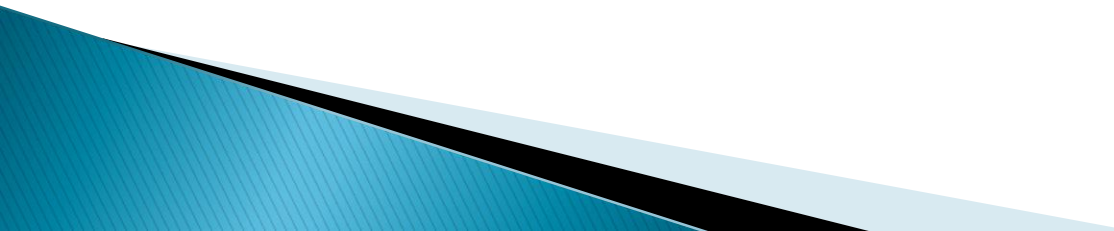
Financial Aid

- ▶ Does your institution have the right “financial aid toolkit” to promote persistence?
 - ▶ Do your students truly understand all the rules relating to their aid?
 - ▶ Is your institution using its resources to support scholarships and bursaries in a way that maximizes opportunities for your learners?
 - ▶ Are there ways you can use your aid to further engage students in otherwise limited areas of opportunity?
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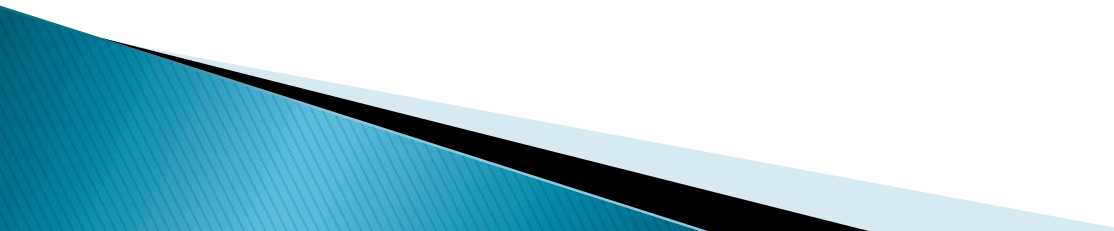
What we heard is working...

- ▶ Work study programs (eg. York)
 - ▶ Using scholarship funds to promote high impact learning activities which lead to greater engagement (UBC)
 - ▶ First generation learner bursaries (Carleton)
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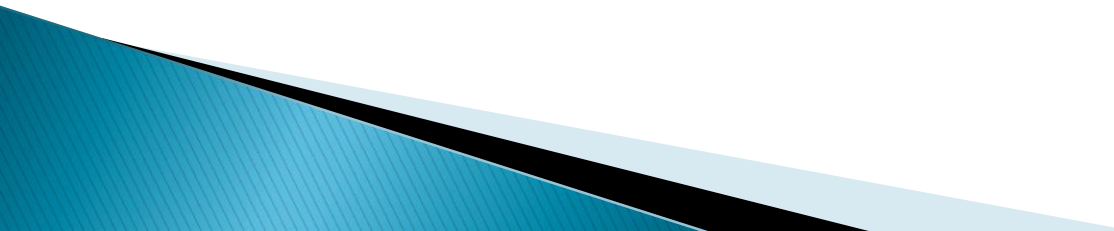
Supporting International Student Success

- ▶ What are some of the barriers that exist for international students on your campus? Are they mainly social, economic, academic or otherwise?
 - ▶ Do you know enough about the international student experience created at your institution(data rich environment)?
 - ▶ How can you improve the overall campus/learning experience for these students?
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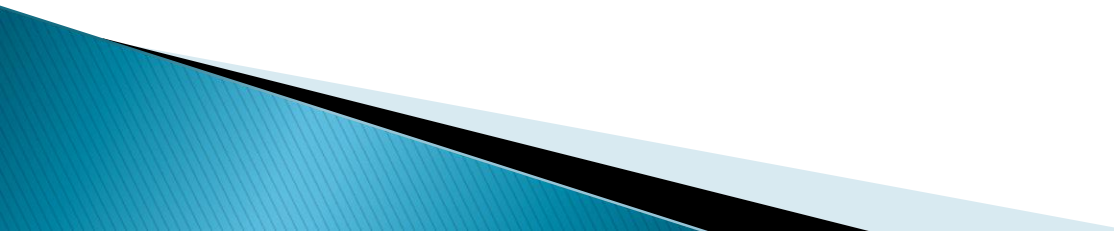
What we heard is working...

- ▶ Spousal support programming for graduate students (U of S)
 - ▶ Intensive two week international orientation (Trent)
 - ▶ Peer to peer integrity issues model with target groups (WLU)
 - ▶ Jump start program (UBC)
 - ▶ Specialized orientation programming (SFU)
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The Aboriginal Student Experience

- ▶ Be careful not to objectify the aboriginal student experience
 - ▶ Holistic supports are what many students are used to; are our campuses able to offer these?
 - ▶ Do our campuses create a sense of community that is relevant for these learners?
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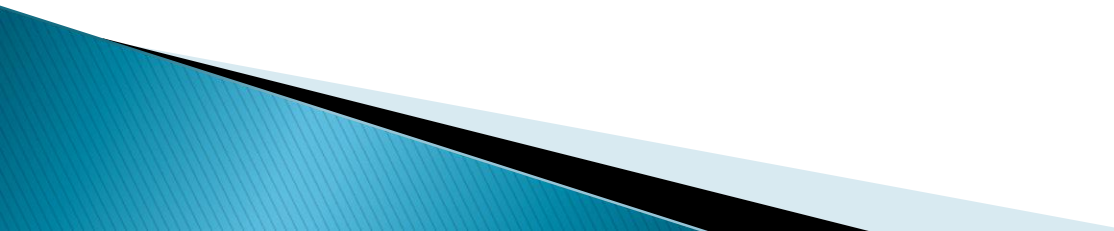
What we heard is working...

- ▶ Aboriginal Community Development Program (2 yrs) (Assiniboine)
 - ▶ Sharing circles with informal and formal levels of appeal (UCN) and LISTENING!
 - ▶ Spaces that allow for comfortable interaction (round, wood, stone, natural light; guided by principles)
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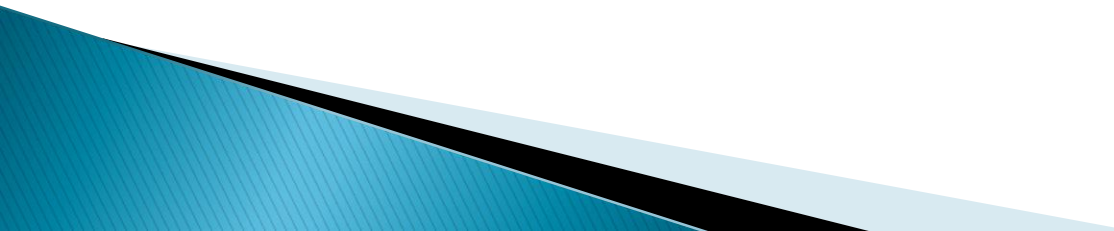
Using Data to Support SEM Decision-Making

- ▶ Need to establish a culture of data driven decision making
- ▶ Surveys can be useful as a “gateway”, but they don’t replace rich, qualitative data
- ▶ Data is distinct from knowledge; reporting is distinct from analysis.
- ▶ How do we translate the data  knowledge  meaningful goals, objectives and actions?

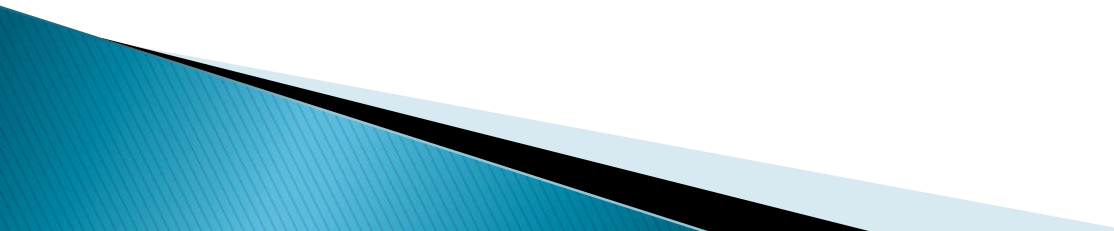
What we heard is working...

- ▶ Be proactive in getting information that already exists from around the campus (HR, Finance, Academic Affairs, etc.)
 - ▶ Make sure there is common understanding – use definitions, explanations
 - ▶ EM Coordinating Ctte. (SFU) – Deans or delegates & others gather to determine data needs and understand the information
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Engaging the Student Learner

- ▶ Impacts access & retention, institutional reputation, finances & overall sustainability
 - ▶ Stages of student engagement and related programming: Access (pre-university); transition (first-year experience); retention (beyond first year); graduation/alumni
 - ▶ Include students in the program planning
 - ▶ Don't let organizational structure act as a barrier
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What we heard is working

- ▶ SFU – Arts Central – faculty working on partnerships with Student Affairs
 - ▶ Explorations/TechOne – SFU Surrey – interdisciplinary, 1st yr cohort programs with support built into courses; “student enhancement coordinators” & peer mentors
 - ▶ New model of Learning Services at WLU – strategic & comprehensive academic based support services led by Student Affairs; strength in partnerships
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What's Next?

- ▶ Your thoughts and ideas?