



READY, SET, YU!

Providing Access Supports to Underprepared students through a Divisional-Faculty Approach

BRIAN POSER
STEPHEN ABOAGYE
BRANDON EMMANUEL

YORK 



We recognize that many Indigenous nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.



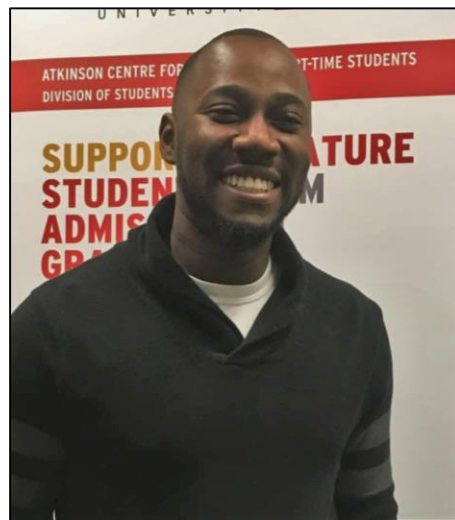
LAND ACKNOWLEDGEMENT

PRESENTERS



BRIAN POSER

DIRECTOR, LEARNING SKILLS AND RETENTION



STEPHEN ABOGYE

PROJECT COORDINATOR, ACCESS AND INCLUSION INITIATIVES



BRANDON EMMANUEL

STUDENT SUCCESS & ACADEMIC ADVISOR



Agenda

- ❑ Learning Outcomes
- ❑ Program Overview & Components
- ❑ Advising & Ready, Set, YU!
- ❑ Student Success through Divisional-Faculty Collaborations
- ❑ Looking ahead: Ready, Set, 2!

After participating in this session, participants will...



Know key program components of Ready, Set, YU!



Learn how to apply Ready, Set, YU! elements to your personal program initiatives



Value student service and advising collaborations

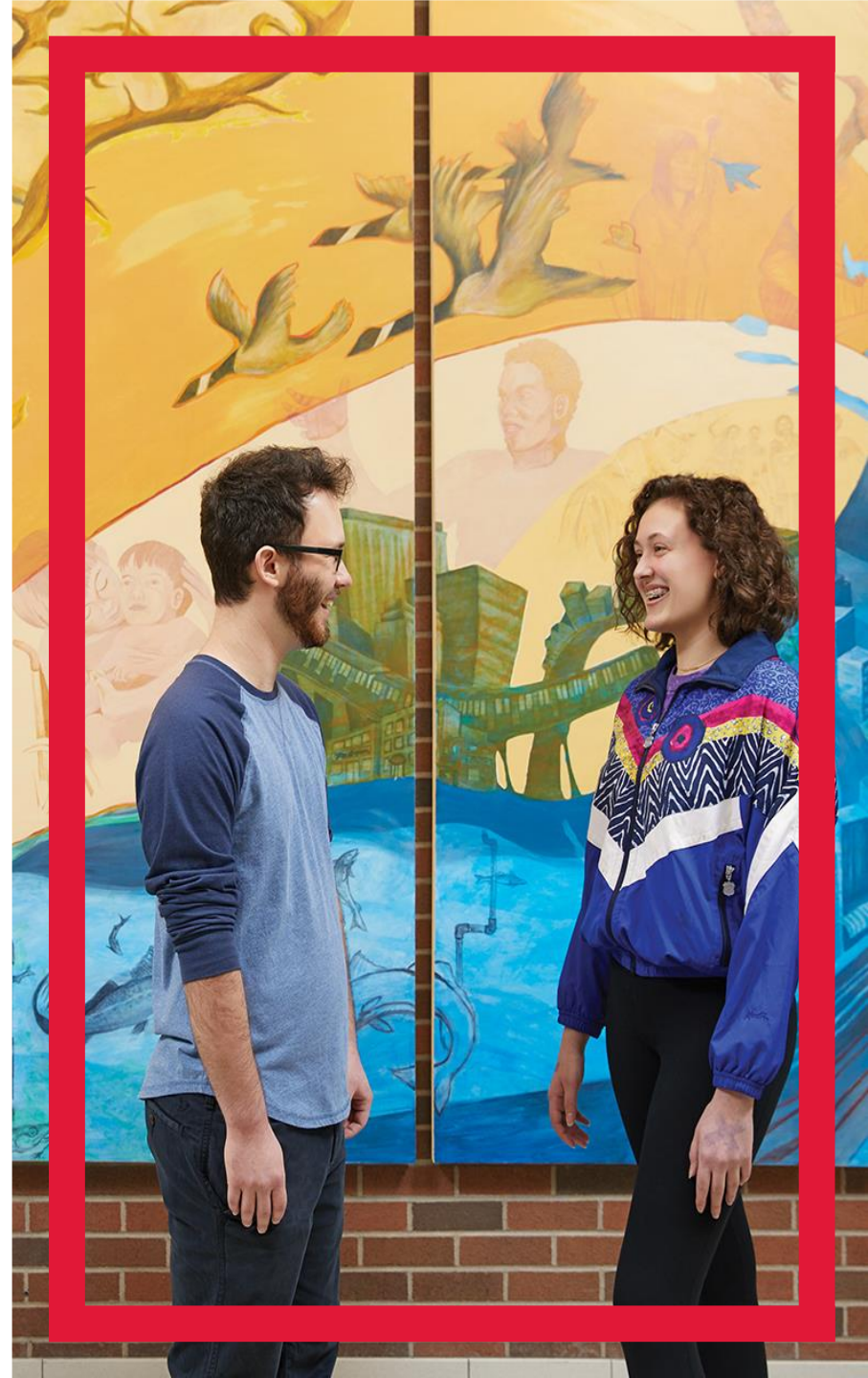
WHAT IS...

READY!
SET YOU!

A stylized logo featuring the text 'READY!' in teal and 'SET YOU!' in black and orange. A large red heart shape is positioned behind the text, partially overlapping the letters. The word 'SET' is underlined in black, and 'YOU!' is underlined in orange.

READY, SET, YU!

- It's a program funded under the Ontario Post-secondary Access & Inclusion Program (OPAIP).
- It's design as an admission pathway for direct-from-high-school applicants with final high school average grades below the university cut-off mark.
- The program provides supports geared toward enhancing student success, retention, and eventual graduation.



Ready, Set, YU! Objectives

- Collaborate with campus partners to establish and nurture strong programs and **services** to support students who, without interventions and directed support, would not attend postsecondary study.
- Create conditions for students to succeed and **improve rates of acceptance to Post-secondary education**.
- Support and **encourage students to build capacity and personal agency as they navigate the university**, from entrance to graduation, in a supported manner.

PROGRAM ELEMENTS

1 WEEKLY
MENTORING

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2 LEARNING SKILLS  CAMPUS RESOURCES

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3 ACADEMIC
ADVISING 

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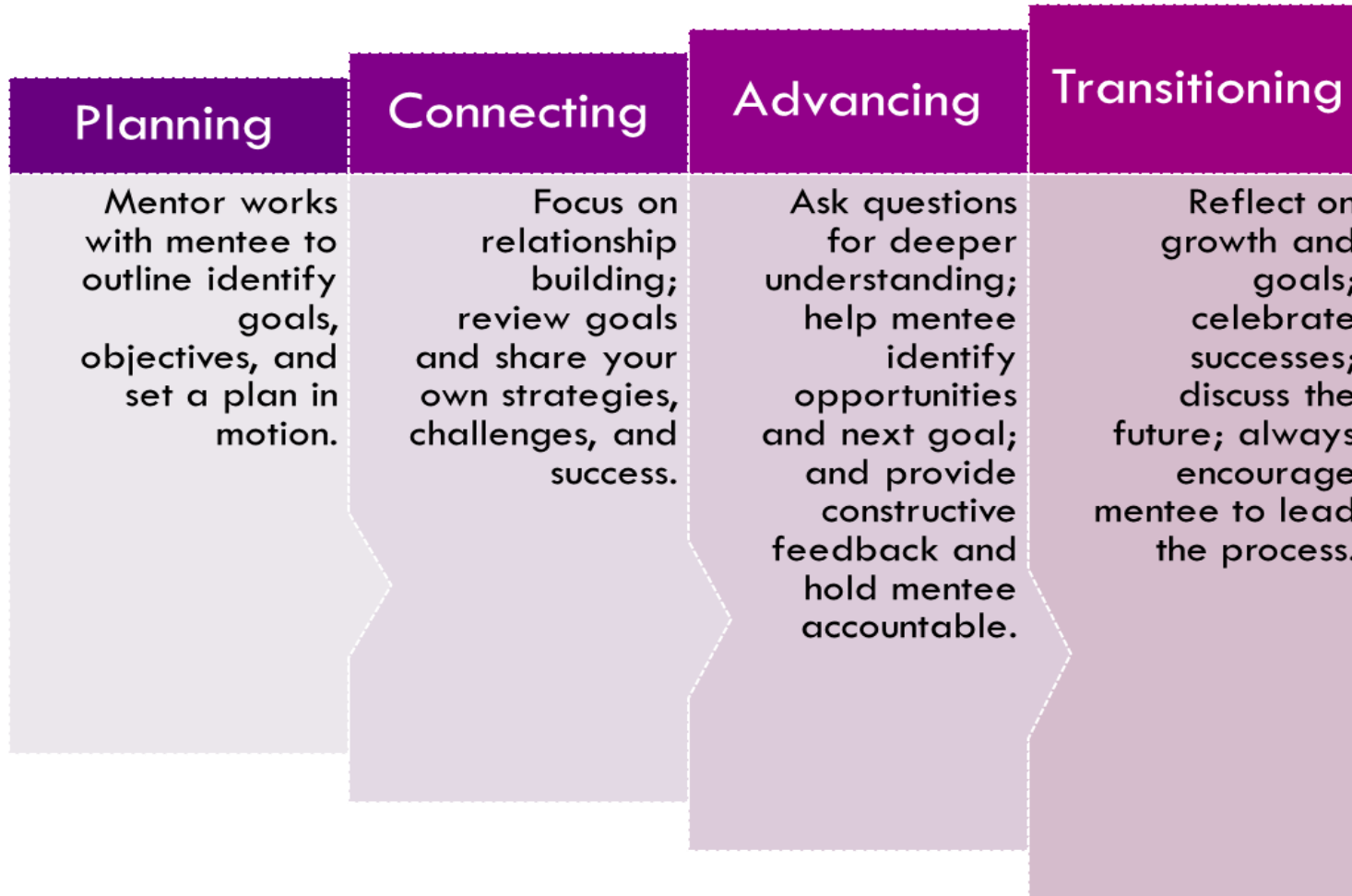


1 WEEKLY MENTORI NG

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READY, SET, MENTOR!



PEER TO PEER MENTORING SUPPORT

- RSY Mentoring sessions connect mentees with seasoned mentors who are well-versed in campus life, academic resources and personal university experiences.
- Mentors provide students with all the necessary resources to unique challenges and work collectively to provide a smooth first-year transition.
- Mentors work with mentees to identify SMART Goals, navigate campus resources, share learning tips for exam preparation, time management, and direct them to appropriate resources regarding self-care and mental health.



2 LEARNIN
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LEARNING SKILLS & CAMPUS RESOURCES

- Learning skills is an integral component of RSY. Students are encouraged to attend 6 workshops in the academic year (3 each semester).
- Workshops equip students with useful proficiencies and tools for their academic and personal experiences and inspire students to navigate the various resources at York University.
- Participants are connected to York's vast resources such as Student Accessibility Wellbeing & Counselling Services, Academic & Financial Services, Writing Centre, Student Accessibility Services, to mention a few.

3 ACADEMIC ADVISOR

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What is Academic Advising?

Academic advising takes place in

“situations in which an institutional representative gives insight or direction to a college (or university) student about an academic, social, or personal matter.

The nature of this direction might be to inform, suggest, counsel, discipline, coach, mentor, or even teach”

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Our Vision

Liberal Arts & Professional Studies aspires to create the best academic advising experience for its students at York University.

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Academic Advising is a Partnership

ADVISORS

- *Are knowledgeable about programs and advising services available at York University*
- *Are compassionate about students' concerns while listening to their thoughts and opinions*
- *Collaborate with other campus departments, service areas, and refer students to the services they require*
- *Assist students with identifying program options and establishing career goals*

STUDENTS

- Need to understand the program and course requirements necessary to succeed academically
- Meet with academic advisors as necessary to discuss program requirements and career goals
- Learn about academic advising and other support services available to students
- Set up appointments and prepare questions in advance when meeting an academic advisor

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Our Mission

To work collaboratively with students, faculty, staff, and community partners to meet the diverse and holistic needs of all of our students

To provide quality academic advising that supports students in achieving their personal, academic, and career goals:

- a. by helping students interpret university policy, providing referrals to appropriate resources and assisting students in creating individual plans for academic success
- b. by empowering students to make informed decisions about their academic and life goals and improve their student experience

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**YOUR
SUCCESS
IS OUR
SUCCESS**

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JJ McMurtry
Dean,
LA&PS



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The What: Moving from Prescriptive to Developmental Advising

Advising continuum (Jordan, 2000)



“A disproportionate share of advisor training and effort is devoted to the course catalogue and keeping up with offerings and program requirements certainly requires a great deal of attention. The result of this is an advising approach designed to help students in a given program register for next term, rather than to help all students persist and graduate on time.”

A Student-Centered Approach to Advising, EAB, 2014

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NADACA CORE COMPETENCIES

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YU Advise Competency Framework

Timely, accurate and effective student academic advising contributes to the success of new and continuing students at York. The “Competency Framework” outlined in this document broadly defines the knowledge, skills and attitudes that drive effective student-centric academic advising practices.

This framework looks at advising not as a title or role but as a professional practice that can be fostered through professional development. The purpose of the YU Advise Competency Framework is to provide:

- a shared institutional vision and language;
- a basis for discussion of the emerging practice of academic advising at YU;
- consistency in defining professional development needs & requirements for practitioners;
- alignment of professional development & competency requirements; and
- the basis for team and individual learning plans for advising practitioners.

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CONCEPTUAL

The **Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.

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INFORMATIONAL

The **Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.

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RELATIONAL

The **Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.

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COORDINATING STUDENT SUCCESS

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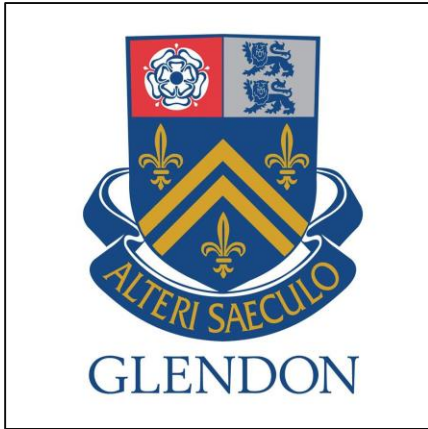
DIVISIONAL-FACULTY COLLABORATION

- No one unit, office, or individual can truly “own” student retention and completion, given the incredible complexity of students’ experiences on campus.
- One of the most important responsibility of divisional partners and staff is to enhance the student learning experience and student success.
- Divisional-Faculty collaboration is at the center of student success.

LA&PS + RSY PARTNERSHIP

- Given the hundreds of variables that impact students' likelihood to graduate, academic advisors and RSY mentors coordinate to intervene with struggling students.
- Majority of RSY participants are Undeclared Majors.
- LA&PS advisors deliver monthly UNMA workshops to students

PARTNERS IN STUDENT SUCCESS



PROGRAM HIGHLIGHTS

- ✓ RSY retention rate Year 1 to Year 2 was 78%. This rate, while lower than a comparison group of direct entry high school students, was a very promising start for the program.
- ✓ Data from year 2 show that 64 of 71 students completed the year, for a “within-year persistence” outcome of 90%.
- ✓ The program offers opportunities and training for mentees to become mentors and serve as leaders in their second year of study.
- ✓ The program also works with students admitted to postsecondary education through a subcommittee panel who need dedicated supports or access-related interventions.

LOOKING



- ✓
- ✓
- ✓

Continuous Support
Beyond Ready, Set, YU!
Ongoing Collaborations

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QUESTIONS & ANSWERS

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