New Faculty Orientation

Your Students

Lucy Fromowitz, Vice-Provost Students
August 2017
Undergraduate Entering Class 2016/17

- High School: 6600
- College transfer: 294
- University transfer: 761
- Mature students: 1283
- International students: 2066

Total students: 46,400+
Grad students: 5,900+
International students: 6,200+
Countries: 178

*Incoming Student Segment Data, OIPA 2017*
Student Identities

28% English as a Second/Additional Language (ESL/ASL)

24% First Generation where neither parent has attended post-secondary

87% Commute

13% 1st Year Students Live on Campus

25% International students coming from Ontario High Schools

68% Spend less than 10 hours per week on campus outside the classroom

16% Commute 30 to 40 minutes each way

51% Commute daily over an hour (each way)

16% Have dependents that rely on their care (e.g. children, family members)

14% Have family members that depend on them financially
American College Health Association-National College Health Assessment (ACHA-NCHA) Survey

In the last 12 months have you ever (felt)...

- Overwhelmed: 90% (2016), 89% (2013)
- Very sad: 74% (2016), 69% (2013)
- Very lonely: 67% (2016), 64% (2013)
- Overwhelming anxiety: 60% (2016), 56% (2013)
- Things were hopeless: 44% (2016), 38% (2013)
- Depressed & difficult to...: 13% (2016), 10% (2013)
- Considered suicide: 9% (2016), 7% (2013)
- Intentionally self-harm: 2% (2016), 1% (2013)
- Attempted suicide: 1% (2016), 2% (2013)
Students Registered with Accessibility According to Principal Disability (2016/17 n=3364)
Socio-economic pressures

**DEMOGRAPHY & LONGEVITY**

**EDUCATION & SKILLS**

**GLOBALIZATION**

**TECHNOLOGY & INNOVATION**

IT NOW TAKES FEWER HUMANS

- **ATT**
  - 1964
  - 758,611

- **GOOGLE**
  - 2015
  - 55,000

- **$267B**

- **$370B**
PRECARIAT LIFE
Uncertain, lonely, scary and anxiety producing.

Feel ALONE and ISOLATED

SEEKING LIVES THAT MATTER

- Economically, socially and personally.
- Seeking connections and meaning.
- Want to matter in the world.
- Forging new pathways
Demanding Kinder Classrooms Doesn't Make You a Snowflake, Daniel Heath Justice, Canada Research Chair in Indigenous Literature and Expressive Culture, The Walrus

…one thing I do know….students not only live in the “real world,” but, too often, they suffer in that world. They go to college or university under overwhelming pressures and make extraordinary sacrifices to succeed in their academic work. For many, it’s about improving job prospects and securing a better life for themselves and their families. Others come to our classes for moments of escape from the terrors of the “real world,” hoping—and yes, even expecting—that they will be treated with dignity.
Why Students Leave After 1st Year

Almost 70% of “leavers” tell us that they plan to continue their education.

They ‘felt like they fell so far behind they could not catch up’.

‘Felt they did not belong at York’ and that they ‘did not belong at University’.

“Leavers” are more likely to report family commitments than “stayers”

“Leavers” were 6 times more likely than “Stayers” to have a low GPA (<3.0)

“Leavers” are less likely to see a degree as important to their future than “stayers”

“Leavers” are much more likely to work than “stayers”

37% “leavers” wanted to change programs (compared to 22% of “stayers”)

Leavers were 6 times more likely than “Stayers” to have a low GPA (<3.0)
Top Challenges to Persistence

▪ Engagement: Finding Meaning, Purpose & Community in the Classroom
▪ Finances
▪ Mental Health
▪ Personal & Family Commitments
▪ Precarious Future
Experiences Students Bring to the Classroom

When asked whether their professors seem to care about the various non-academic demands that students face in their lives (such as demands related to health, family, work, commuting, etc.)...

33%
Somewhat or strongly agreed

41%
Somewhat or strongly disagreed
Sanford’s Model (1962)  
Challenge and Support  

….for growth to occur, a person needs a balanced amount of challenge and support as appropriate for the task.

Too much support, and the student will never really learn what they need to grow and develop... too much challenge, and the student will become frustrated and possibly quit trying.
A Systems Approach to Mental Health

Mental Health Strategy Framework

- Institutional structure: organization, planning and policy
- Supportive, inclusive campus climate and environment
- Mental health awareness
- Community capacity to respond to early indicators of concern
- Self-management competencies and coping skills
- Accessible mental health services
- Crisis management

High-Impact Practices: NSSE

**Learning community** or other formal program where groups of students take two or more classes together

Courses that included a **community-based project** (service-learning)

Work with a faculty member on a **research project**

**Internship, co-op, field experience, student teaching, or clinical placement**

**Study abroad**

**Culminating senior experience** (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)
First-Year in the Classroom Toolkit

TAKE A LOOK AT OUR FIRST YEAR EXPERIENCE ESSENTIAL TOOLKIT

fye.yorku.ca
Division of Students

Student Success Centre
- First Year Experience
- Student Success Strategies
- Student Engagement/Leadership
- Career Centre
- Aboriginal Student Services
- Mature Student Services
- Support for Academic Advising

Registrar’s Office
- Student Financial Services
- Recruitment, Admissions
- Systems, Scheduling, Records

Counselling & Disability Services
Residence Life
Sport & Recreation
Student Community Relations
Sexual Violence Response Office
Contact Information

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