



SUBJECT	FIRST-YEAR ORIENTATION AND TRANSITION
MEETING DATE	FEBRUARY 7, 2019

Forwarded on the Recommendation of the President

APPROVED FOR SUBMISSION

Santa J. Ono, President and Vice-Chancellor

FOR INFORMATION

Report Date	January 16, 2019
--------------------	------------------

Presented By Deborah Buszard, Deputy Vice-Chancellor and Principal, UBC Okanagan
 Andrew Parr, Interim Vice-President Students
 Ian Cull, Associate Vice-President Students, UBC Okanagan
 Janet Teasdale, Managing Director, Student Development & Services

EXECUTIVE SUMMARY

UBC has developed at each campus a first-year orientation program for new, direct-entry students to support all learners in the transition to university learning. The first-year experience program facilitates a student’s ability to transition to academic study, build their network on campus, and learn about the resources and supports available over the course of their degree.

Orientation is an opportunity to participate in and learn more about the culture of the University, in advance of the beginning of class. There is a deep commitment to transition programming over the course of the first-year. The academic communities are complemented through a connection to a residence or Collegia and students are provided with opportunities to engage in recreation, student union clubs and activities, campus cultural events and speakers. Online and digital communications support the human relationships that build over time. A distinctive basis of the orientation and transition programs at UBC are the student leaders and faculty mentors, and the learning communities and well-designed spaces from which new students can explore the full range of learning at UBC.

UBC is committed to supporting the transition of first-year students as a foundational practice in advancing the Indigenous Strategic Plan, internationalization, supporting transformative learning, and intentionally designing the environments and opportunities for students to be agents of their degrees at UBC.

UBC’s focus on the first-year orientation programming began two decades ago, and many UBC priorities and points of service are now introduced through the program, or are a valuable outgrowth of the program. This is an important mechanism for UBC to engage students and enhance the student experience.

Over the course of the evolution of orientation programming, there has been a commitment to learning about the impact of the program, as well as developing the organization to deliver the program at scale, and we know that:

1. Students report great gains in what matters most for success in first-year as a result of participating in first-year orientation and transition programming
2. Jump Start participation is linked to higher retention rates and improved GPAs
3. Demand for effective first-year programming is high, students are deeply engaged

4. At UBC, Collegia and Residence both build community and affiliation, evidence of an excellent program design
5. Faculty member engagement in the programming in Vancouver benefits students and faculty members
6. Demand to be a student leader is very high, as a result of the learning outcomes and opportunity for engagement, including impact on personal and professional development
7. Early indicators that diverse student populations are well served by a program that is designed for diverse students and communities, and invites all to participate

This update outlines the first-year experience program, discusses the impact of the programming, and provides an overview on emerging institutional responses and best practice.

Attachments:

1. Assessment and Evaluation of the Principled Design and Program Investment
2. Poster presentation summarizing Vancouver’s Jump Start Program, funded by the Excellence Fund 2018

STRATEGIC CORE AREAS SUPPORTED

- People and Places
 Research Excellence
 Transformative Learning
 Local / Global Engagement

DESCRIPTION & RATIONALE

It is widely accepted that an intentional first-year orientation and transition experience, built on quality interactions with faculty and peers, contributes to first-year student retention, academic success, and institutional affinity, both in the first year and throughout a student’s degree.¹

UBC has taken an evidence-based approach to supporting first-year students, focused on creating the conditions and experiences associated with first-year success. As the literature has evolved, it is now understood that there are many conditions (beyond the basic predictor of high school GPA) that positively contribute to academic success, including:

- Quality relationships with faculty
- Early transition to learning in a university setting
- Quality relationships with student leaders
- Reciprocated friendships

For students, the first year is a crucial period to become situated as a learner at university. From a student perspective, the four most important tasks are:

- Learn how to learn in the university environment
- Become situated in a new home and/or community
- Make friends
- Take care of the essentials associated with beginning studies

Given the diversity of students and settings at UBC, the strategy to build these conditions and experiences is multi-faceted and campus-specific.

¹Kuh, 2008; Kuh, Kinzie, Schuh & Whitt, 2011; Pascarella, Mayhew, Rockenbach, Bowman, & Seifert, 2016; Upcraft, Gardner & Barefoot, 2004.

While there is diversity in the programming, the fundamental predictors have been incorporated into the design principles for first-year initiatives, which are further described below.

All of UBC's programming is built around these principles, with the individual orientation and transition initiatives complementing and reinforcing each other.

FIRST-YEAR EXPERIENCE PRINCIPLES

- 1. We learn on the land of the Musqueam and Okanagan peoples.** Place-based pedagogy situates the land and its natural and human histories at the center of student learning. At UBC this includes the exploration of what it means to learn on unceded territories, and opportunity for students to reflect on who they are as learners, in the context of the place in which they are learning.
- 2. Student-faculty interactions are fundamental.** Positive relationships with faculty are a key component of academic success in first-year and beyond. Faculty members act as guides and interpreters of the academy, introducing disciplinary ways of knowing, and inviting novices into the scholarly community. Relationships with faculty are particularly salient for students of historically marginalized populations. Reporting a close relationship with faculty during the orientation period is a predictor of higher GPA at the end of first year.
- 3. Students listen to, and learn from, their peers.** Senior peer leaders play an integral role in offering direct and indirect support to students, while also assuring appropriate referrals are made to faculty and professional staff, all of whom contribute to effective first-year student support.
- 4. Friends matter, academically.** Social belonging is a fundamental human need that also has positive outcomes for students' wellbeing and success, particularly for students who may already be more likely to experience social isolation. Quality, reciprocated peer relationships are positively correlated with student retention, higher GPAs, and increased attachment to the university, in first year and beyond.
- 5. First-year students are inherently resourceful.** Asset-based community development is a method for sustainable development of communities based on their strengths and potential. First-year students bring an abundance of personal capacity when they arrive on campus. When students deepen their sense of personal resourcefulness – the capacity to solve problems, find relevant resources, and seek help when needed – within the context of connection and belonging, the effect is higher self-esteem and reduced feelings of isolation.
- 6. There is no singular first-year student.** Inclusive excellence is a principle that emphasizes institution-wide access to valuable learning experiences and leads to programs that are made inclusive by design. This approach recognizes the hybridity of our community and acknowledges that there is no singular identity of a first-year student and that, even within individuals, there will be multiple expressions of being a first-year student.

- 7. **Students continually evolve campus culture.** From the moment they arrive at UBC, students are actively involved in interpreting, making meaning of, and creating culture at UBC. Students benefit most when they are not merely “learning about” the culture, but are involved in co-creating and influencing the cultural practices in an iterative way.

PROGRAM COMPONENTS

The first-year orientation and transition programs on UBC’s Vancouver and Okanagan campuses are built on shared principles, respond to the nature and size of the campus community, and have evolved over time.

<p>Vancouver Campus First-Year Class Size (2018): 6,748</p>	<p>Okanagan Campus First-Year Class Size (2018): 2,046</p>
<p>Imagine UBC is a campus-wide, one-day welcome and orientation for new undergraduates, designed to foster a sense of community and prepare students for learning at UBC. Featuring the orientation groups that share a common class, the quintessential UBC Pep Rally – UBC’s formal invocation event, Faculty Welcomes, and the Main Event; since 1997, Imagine UBC has been the welcome for all first-year students. Since 2008, there have been no undergraduate courses on the day of Imagine UBC. Returning and transfer students are invited to participate in more than 110 departmental and Faculty orientation events, parallel to new students. While the Pep Rally serves as an inspirational welcome to all first-year students, the Main Event is an opportunity for all UBC students to gather on campus, reconnect, and learn about some of the 300+ student groups and campus resources that set up booths along the majority of Main Mall.</p>	<p>Create: New Student Orientation Create is a day-long, in-person orientation that brings together the entire incoming class of new to UBC undergraduate students. Create offers new students an opportunity to tour the campus, get to know the people, places, activities, and resources available to them throughout their degree. Students are grouped in faculty specific cohorts and they have the opportunity to make friends with senior student leaders that share their program of study. Students participate in a Kick Off Ceremony in which they meet the President, DVC, and other campus leaders. They have the opportunity to attend a Faculty welcome and to meet their Deans and faculty members. Create caps off with a Showcase event in which campus resources, services, clubs and course unions gather in our Courtyard to showcase the myriad of opportunities that exist on the Okanagan campus.</p>
<p>Jump Start at UBC Vancouver and at UBC Okanagan is a multi-day, intensive orientation program that helps students prepare to be successful in their first year. Jump Start attendance is positively correlated with improved student retention, academic success, friendships, and a stronger sense of belonging at UBC. The program features introduction to the scholarly community, peer mentorship from senior undergraduates, and the opportunity for new students to meet one another in small, Faculty-based groups, while becoming familiar with campus resources. In Vancouver, the program includes 10 hours of faculty-led instruction, and last year 3,264 students participated, approximately 46% of the first-year, direct-entry class.</p>	

<p>Collegia at UBC Vancouver offers an interdisciplinary ‘home-away-from-home’ for first-year students who commute. Within these dedicated spaces, new students can access resources to help navigate their transition to university, make friends, and get advice from senior peer mentors and faculty members. In 2018, 1,254 students were assigned a space in a collegium. Collegia attendance is positively correlated with an improved sense of community and belonging on campus. UBC Vancouver currently has four collegium sites and is on target to provide every first-year student a place in residence or membership in a collegium by 2021.</p>	<p>Collegia at UBC Okanagan are dedicated physical spaces available to all undergraduate commuter students. There are four spaces on campus, one dedicated to Seniors, another to Juniors, another is a Global space, and another is Aboriginal-focused. Students that visit Collegia spaces say that it helps them to feel a part of the community, it provides a home away from home, and has helped them make new friends at UBC Okanagan. On average, 38 students visit a Collegia space on the Okanagan campus each hour.</p>
<p>Residence Life Program UBC Residences are home to over 6,000 first-year students. A professional Residence Life team directs 245 Residence Advisors (Vancouver), 65 Residence Advisors (Okanagan), along with 65 Residence Front Desk Services staff to provide a safe, dynamic and educational living environment that complements and supports students' academic study. Living, dining, studying, and socializing together in residence helps students make new friends, develop a strong personal network, and quickly learn about and access university resources when needed. Living in residence strengthens students' sense of community and contributes to a greater overall attachment to the University. UBC's Residence Life program is regarded as one of the models of excellence by North American peers.</p>	
<p>UBC Student Life Digital Communications Student Communications has re-developed central UBC Student Life digital presence, processes and content distribution, across web, email newsletters and social channels. This student-powered, digital transformation focuses on fostering and sustaining a sense of belonging at scale for students at UBC. We have seen a 20% increase in newsletter open rates among first-year students, 25% increase in click-through rate, 400K+ page views on “UBC Life” content, and a 45%+ increase to social followers (Instagram) with a corresponding increase in daily engagement.</p>	<p>UBC 101 UBC 101 is a non-academic course available via Canvas to all new students, as well as staff and faculty on the Okanagan campus. It condenses many individual and overarching messages into a centralized, streamlined, and student-friendly format. The goal of UBC 101 is to introduce the history, traditions and cultures of UBC Okanagan; introduce the academic transition, introduce campus support services, and for students to take care of essentials prior to the start of classes.</p>
<p>Parent Lecture & Parent Advisor Fair Parents of first-year students attending Jump Start are invited to a “lecture” showcasing UBC President Santa Ono, as well as four dynamic faculty, from different disciplines, who teach in the first-year. This serves as an opportunity for over 1,200 parents to directly sample the world-class academic experiences their students will</p>	<p>Parent Orientation (Parent Conference) Our annual parent orientation is a signature event in the Okanagan that features two conference-style events featuring a keynote by the AVP Students, and sessions presented by UBC staff to provide parents of with an overview of the programs and services available to support their student. 95% of parents said that after attending the</p>

<p>have throughout their degree. In addition, parents attend an Advising Fair, where academic advisors, and campus resource providers offer personalized information and support.</p>	<p>Parent Conference they feel that it was a valuable resource and that they feel confident in their student’s decision to attend UBC Okanagan.</p>
<p>Profs-in-Space is a program to connect a faculty member to an informal learning space – first-year residences, Collegia, and the Chapman Learning Commons. To help reduce the inherent power-distance between faculty and students, aka ‘humanize the professor,’ the Profs-in-Space host a range of activities designed to encourage connection, conversation, and scholarly curiosity.</p>	

ASSESSMENT AND EVALUATION OF THE PRINCIPLED DESIGN AND PROGRAM INVESTMENT

First-year orientation programming has been the focus of faculty research as well as regular program evaluation to ensure we are achieving our purpose.

Summary of Findings:

1. Students report great gains in what matters most for success in first year as a result of participating in first-year orientation and transition programming
2. Jump Start has proven to continue to be effective at scale
3. Jump Start participation is linked to higher retention rates and improved GPAs
4. Demand for effective first-year programming is high, students are deeply engaged
5. At UBC, Collegia and Residence both build community and affiliation, evidence of an excellent program design
6. Faculty member engagement in the programming in Vancouver benefits students and faculty members
7. Demand to be a student leader is very high, as a result of the learning outcomes and opportunity for engagement, including impact on personal and professional development
8. Early indicators that diverse student populations are well served by a program that is designed for diverse students and communities, and invites all to participate

A fuller research brief explaining these findings is provided in Attachment 1.

SWOT ANALYSIS

The following presents an analysis of the strengths, weaknesses, opportunities and threats related to first-year orientation and transition programming. For most areas, there is significant alignment on the issues facing both campuses, and these are marked as (both); issues that are more campus-specific are identified by campus.

Strengths

- **Holistic, effective model of student engagement (both campuses)**
 - The model that has evolved at UBC over the past few decades is recognized as leading edge in its holistic approach to first-year student engagement, employing evidence-based practices including:
 - Co-creating, and co-delivering the programming with student leaders
 - Addressing the full range of issues that can affect academic success and retention.
 - Place-based community building, with the aim of all students to participate in either residence or a Collegia.
 - Building the UBC student community and Faculty (disciplinary) student communities, intentionally.
- **Deep faculty engagement and alignment (Vancouver)**
 - Students' transition to academic success at UBC is strengthened greatly by close alignment and engagement with the faculties and individual faculty members.
- **Online engagement (Okanagan)**
 - UBC Okanagan piloted "UBC 101," which launched in August of 2018 to all new to UBC Okanagan students. 42% of the incoming class completed all modules. UBC 101 will continue in 2019 as data showed this was a successful method of engaging students with important information about the history, traditions, and culture of the Okanagan; an introduction to the academic transition, and campus support services, as well as ensuring they can take care of essentials in advance of attending an in-person orientation.

Weaknesses

- **Ease of implementation and system lag (both campuses)**
 - The delivery of programming is a major logistical undertaking, requiring coordination across many functional areas and systems, as well as effective cross-institutional collaboration and strategic integration of priorities. The annual coordination required to execute these high profile, large scale events relies on a considerable web of effective collegial relationships. The technical systems and processes (e.g. room bookings, student information system, etc.) are evolving, but at a slower rate than the growth of the programs.
- **Understanding non-participation (both campuses)**
 - While there has been substantial uptake from students, there is a need to better understand why some students are choosing not to, or unable to, attend the higher impact programming (e.g. Jump Start, residence and Collegia). This will be a focus of the next round of evaluation and analysis.

Opportunities

- **Facilities to meet the demand for space in either a residence or Collegia (both campuses)**
 - We are on target to meet student demand and achieve the goal of every first-year student having a place in either a residence or Collegia, given the significant benefits of place-based community building.
- **Online engagement (Vancouver)**
 - While online engagement is not a replacement for the in-person programming, there are further opportunities to enhance our online engagement tools to supplement existing advising services and academic information, immigration advising, and provide easy access to information and reference materials. UBCO piloted a “UBC 101” online orientation program in 2018, and learnings from that, combined with best practices, can help to inform next steps.
- **Deepening engagement with Faculty (Okanagan)**
 - While the model on the Okanagan Campus does engage Faculties, there are opportunities to deepen engagement with faculty members that can be explored to strengthen this component of the UBCO orientation process.

Threats

- **Staff retention and workload (both campuses)**
 - Given the significant growth in the programming and the intensive nature of the work, there are some significant staff retention and workload issues in Vancouver. This has been somewhat mitigated by the recent job family review, but remains a concern moving forward. The Okanagan campus is taking steps to align orientation programming under one office umbrella – the Student Experience Office - in order to optimize program efficiencies and human resources in order to manage workload.
- **Space for the Pep Rally/Kick-Off to have a whole UBC class invocation**
 - The invocation ceremony is one of the only times that the entire UBC class comes together, and is a critical component of the broader community building approach. However, as the Vancouver incoming class has grown, and with there are no all-weather spaces that can hold the entire incoming class. On the Okanagan campus, invocation is held in the gymnasium and is very close to capacity.

LOOKING FORWARD

The first-year orientation and transition programming at UBC has developed as a result of our drive to innovate to enhance student engagement, understanding the particular nature of a large, global, research institution.

When the AMS and students initiated the development of Imagine UBC in 1997, they envisioned a multi-day program, and UBC has delivered on that promise, sustainably. The first-year orientation and transition programming has reached a level of maturity – one that puts us at the leading edge of best practice amongst our peers.

We will continue to evolve our programming by:

- continuing to learn from each campus and respond to the changing nature of our academic programs,
- building out the program to even further strengthen how we intentionally support the diversity of the entering first-year class, and
- implementing a continuous improvement framework founded on the best available evidence.

Attachment 1

Assessment and Evaluation of the Principled Design and Program Investment

1. Overall, students find first-year orientation effective and Jump Start has proven scalable

Students on both campuses report that, as a result of their first-year orientation experiences, they are informed and prepared to start classes, have started to develop friendships, are connected to UBC, are confident navigating campus, and know how to access the services and supports on campus to help them succeed.

In 2018, Jump Start Vancouver participants reported high levels of agreement across all of the key benchmarks for the program, including academic transition and support, interactions with student leaders, and sense of belonging. The stability of these results against 2017 benchmarks suggests that program quality can be sustained at scale.

In addition, despite the challenges of large program growth (79% increase from 2017 to 2018 at Vancouver and 65% increase from 2016 to 2018 at Okanagan), there were unanticipated improvements on some key indicators. Previously, international students have reported feelings of isolation from Canadian peers, however, the co-orientation of international and domestic students may partially address this issue. Jump Start is now a venue for early formation of more diverse friendships, and offers an integrated welcome.

Vancouver Jump Start Benchmarks	2017	2018
Academic (Agree, Strongly Agree)	n=965	n=1,266
Better understand what is expected of me in my 1 st year	91%	95%
Feel more comfortable interacting with faculty members	90%	93%
Know where to go to seek academic support	86%	97%
Belonging (Agree, Strongly Agree)	n=903	n=1,263
My sense of belonging in the UBC community	89%	92%
Student Leaders (Agree, Strongly Agree)	n=903	n=1,262
My Orientation Leaders have helped me make friends	77%	87%
My Orientation Leaders have provided useful info/shared experiences	96%	98%

On the Okanagan Campus, core benchmarks for Jump Start are also very high.

Okanagan Jump Start Benchmarks	2018
Agree/Strongly Agree	n=127
Jump Start was a valuable resource for me	90%
The information in Jump Start was relevant for me	89%
Jump Start helped me feel prepared for my studies at UBCO	82%
Overall, the quality of Jump Start was excellent	79%

2. Jump Start participation is linked to higher retention rates and improved GPAs

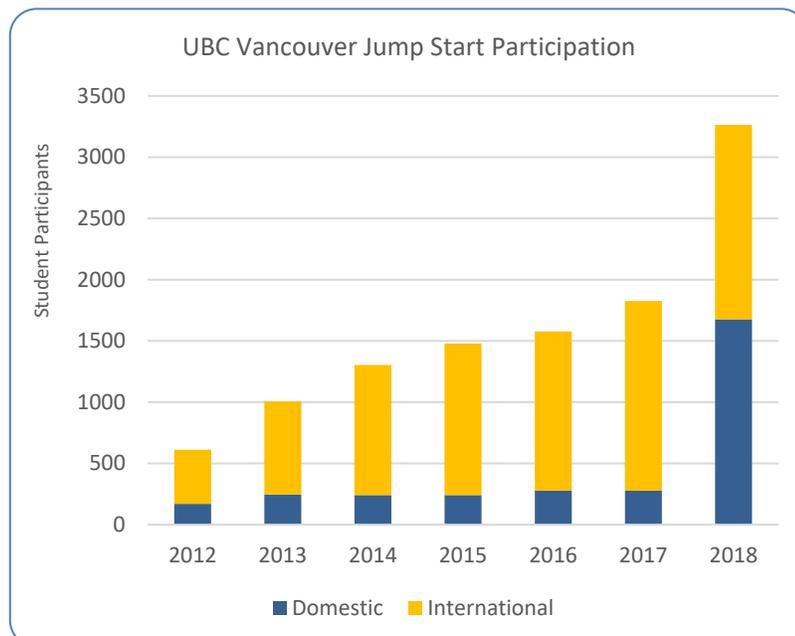
In 2011, the year 1→2 retention rate at UBC Vancouver was 82% for international students, compared to 90% for domestic students. The commitment to close this gap was the impetus behind the initial re-design and expansion of Jump Start as a core international student retention and student engagement strategy, from 2012-2015. This pilot also served to examine the potential value of Jump Start to address first-year academic success more broadly.

A regression analysis to explore the effect of Jump Start as a retention intervention found a positive differential of 4.4% for international Jump Start participants, vs. international non-participants. Even when accounting for degree program, gender, admission, and other relevant factors, Jump Start attendance was significant.

Jump Start participation was also correlated with an increased sessional average. After controlling for admission GPA, JumpStart contributed to raising sessional averages, with a mean increase of 1.83%.

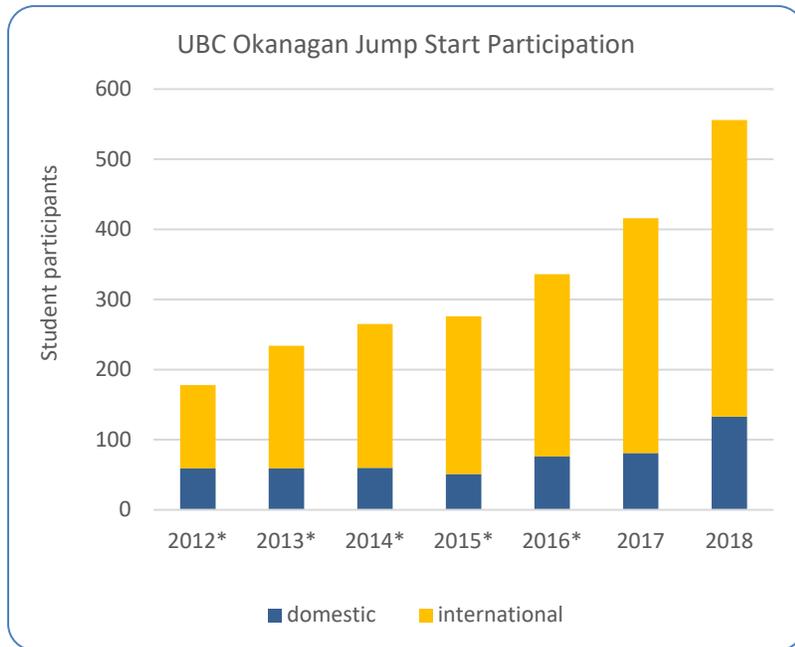
3. There is substantial demand for Jump Start: an immersive pre-term orientation

During the initial re-design and expansion of Jump Start on the Vancouver campus (2012-2015), there was high demand and rapid growth in participation of international students. (NB: during this period, Jump Start also served domestic students who were educated abroad). In 2018, with support of the Orientations Steering Committee, including the Associate Deans and student government, Vancouver Jump Start was expanded to include all direct-entry first-year students, to offer broader access, and in part, to identify the level of demand from domestic students for an extended, immersive orientation. The response was substantial: a 79% increase in participation (from 1,826 to 3,264 students), with nearly half of the first-year class (46%) participating.



On the Okanagan campus, there has also been significant demand. In 2017, the Okanagan program also expanded to invite domestic students to participate in Jump Start. Since 2016, there has been a 65% increase in enrolment, with more than 40 students waitlisted in the 2018 class.²

A key priority for the next evolution of JumpStart on both campuses is the analysis of who is not participating, and collaborating to ensure all students have access and the ability to participate.



4. Collegia and Residence both build community and institutional affinity

Living in residence during first-year contributes positively to students’ sense of community and belonging on campus, with the associated academic benefits. However, for a variety of reasons, many students choose not to live in residence during their first-year. With increased commute time, students’ sense of belonging decreases – for first-year students, the time constraints that arise from commuting can impact their capacity to develop friendships, access campus resources, and form strong attachments to their campus community³.

Vancouver

The Vancouver Collegia model supports the development of community and sense of belonging, offering personalized connection to senior peer advisors (who also serve as Jump Start leaders) and faculty, for first-year students who commute. 41% of commuting first-year students are commuting over 2 hours daily, one of the longest commutes in Canada. Eligible students are assigned to a Collegium, together with fellow students from their Faculty-based Jump Start Learning Community.

² Prior to 2017, Domestic students participated in a program called Kick Start.

³ Kuh, Gonyea & Palmer, 2001; Newbold, Mehta & Forbus, 2011; UBC, 2013.

While residence remains the strongest intervention in developing a sense of community and belonging, students who were strongly engaged in Collegia reported results much above those of students who did not participate in either Collegia or residence.

Undergraduate Experience Survey, 2018 and Administrative Data	Residence vs. Neither Collegia nor Residence ⁴	Engaged Collegia vs. Neither Collegia nor Residence
Sense of connection to UBC	+9%	+8%
I feel I belong at UBC	+15%	+10%
I feel part of a campus community	+25%	+14%

Okanagan

On the Okanagan campus, the intention is to support a sense of belonging and community while providing students with a place to call home. There are four Collegia spaces – Junior, Senior, Global, and Aboriginal Collegia, which combined received more than 18,000 visits last term, or an average of 38 student visits per hour.

In the 2017-2018 year, users reported high levels of agreement on the core benchmark measures for the UBCO Collegia measures.

The Collegia...	Agree/Strongly Agree (n=163)
Contributes positively to my experience at UBC Okanagan	90%
Makes me feel at home at UBC Okanagan	83%
Has helped me make friends at UBC Okanagan	62%
Makes me feel like I am part of a community at UBCO	77%
Provides a home away from home for me at UBCO	77%

5. There is strong demand for both Collegia and Residence in both Vancouver and Kelowna

UBC is working towards the goal of all first-year students having a place-based community on campus, in either residence or a Collegia.

On the Vancouver campus, participation in Collegia has increased from 306 to 902 first-year commuter students as new spaces across four sites have become available since 2013. On the Okanagan campus, Collegia spaces are open to all undergraduate students in all year levels. For this academic year, approximately 40,000 visits are anticipated to four collegium spaces.

6. Faculty member engagement in the first-year orientation and transition programming at UBC Vancouver has significant benefits for students and for faculty members

The engagement of faculty members is a critical and differentiating component of the UBC first-year experience at UBC Vancouver.

⁴ Neither Collegia nor Residence is classified as those who never participated, or attended the Collegia only once and never returned.

In SSHRC funded research undertaken by UBC Psychology Professor, Dr. Amori Mikami,⁵ students' interactions with Faculty Fellows in the learning communities led to:

- A majority of students feeling a stronger affiliation and sense of belonging at UBC
- A majority of students feeling more confident in approaching professors
- Higher average course grades
- Enhanced their undergraduate experience overall

A majority of students also reported that being satisfied with choosing to attend UBC was “pretty” or “really” related to their experiences with the Faculty Fellows.

The benefits of the Faculty Fellow model on the Vancouver campus are also felt by participating faculty members. Some representative comments from Faculty Fellows:

- *Jump Start is a useful and interesting way for faculty to keep a sense of the worlds from which our incoming students come. I've found this useful in thinking about how to prepare and teach my freshman level courses.*
- *My experience at UBC is to spend 85% of the time with research (graduate students, meetings, travels, funding proposals, reports, papers, papers...). The Jump Start has been great to make me come back to "Earth". Talking to students about their dreams, aspirations, expectations has actually helped me quite a bit. To become a bit more patient during class, to realize they are sometimes confused, even scared. I really like to interact with them.*
- *Thank you for the opportunity to be part of the Jump Start program for the first time: it was a great experience that will certainly inform how I approach my own first-year courses... To my mind, the best evidence that they found the program very useful is their consistent attendance, day after day, at the sessions.*

Faculty investment in the program is also evident from sustained participation. In 2018, 58% of Faculty Fellows had been Faculty Fellows in previous years. Second, following the call for interest for Jump Start 2019, (currently in planning) there have already been 110 expressions of interest for what is projected to be 75 Faculty Fellow roles.

To further advance campus dialogue on first-year learning, and building on a successful 2016 pilot in the Faculty of Science, Student Development & Services and the Centre for Teaching and Learning (CTLT) collaborated on the development of a [First Year Educators' Symposium](#), held annually since 2017, and most recently on January 26th, 2019, to develop and support an interdisciplinary community of practice of first-year educators.

⁵ Mikami, Hudec, Khalis, Jia, Smit and Na. 2017 “Student Perceptions of the JumpStart Faculty Fellows’ Impact on Academic and Social Adjustment to UBC”

7. Student Leaders benefit from the experience

There are also benefits to the student leaders who facilitate Jump Start, Create, Imagine, and the Collegia. Upper year students actively seek these roles – in 2018, 762 students applied for 268 roles. Student leaders are provided with extensive training, including community building education (active bystander training, power & privilege, strategies to work across difference), mental health literacy education, support for survivors of sexual assault, career exploration and leadership dialogue.

In a survey of Vancouver Jump Start leaders, they report that as a result of their role in Jump Start, they have a greater sense of connection to UBC (81%), feel they have made a contribution to improved student life (88%), and feel more familiar with campus resources and services (83%).

On the Okanagan campus, more than 90% of all Jump Start and Create Orientation Leaders reported improvement (either significant or some) on a broad variety of skills (collaboration skills, public speaking, leadership, communication, networking) as a result of the training and their role in orientation, as well as on their campus knowledge.

Attachment 2

Poster presentation summarizing Vancouver's Jump Start Program, funded by the Excellence Fund 2018

JUMP START Strategy for First Year Experience & Building Student Engagement

Transformative Learning
Strategy 15: Student Experience

The Program

JUMP START students...

- learn how to learn at UBC
- make friends
- explore their home & university
- take care of the essentials

Learning Communities the heart of Jump Start

- 30** first-year students
- 2** peer leaders
- 1** faculty member
- 10** hours of instructional time in Learning Communities

UBC Collegia All students are assigned a space in Collegia or Residence for the academic year. UBC residence

Academic Learning Outcomes

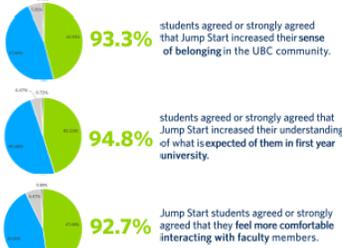
- Students cultivate their identities as UBC learners.
- Students are welcomed into the academic culture.

Design Principles

- We learn on the land of the Musqueam people.
- Student-faculty relationships are foundational.
- Students listen to their peers.
- Having friends matters, academically.
- First-year students are inherently resourceful.
- First-year students are diverse.
- Students continuously evolve campus culture.

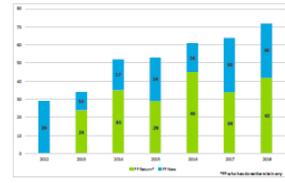
Program Impact

46% of FIRST-YEAR STUDENTS
3,264 students participated in Jump Start 2018



72 FACULTY FELLOWS
Faculty from 8 Faculties led 106 Learning Communities

“Jumpstart has helped me grow as an educational leader [and] connected me with a campus-wide teaching community [through which] I’ve learned new pedagogical practices that I use with students inside and outside my classroom. I feel more connected to my non-departmental colleagues and believe that my work is stronger because I have this community.”
Meghan Allen, Instructor, Faculty of Science (Computer Science)
Jump Start Faculty Fellow 2014-2018



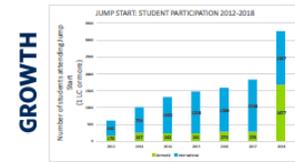
268 STUDENT LEADERS
762 students applied to be leaders for Jump Start 2018

Purposeful leader development & training, including:

- Community Building Education**
 - Active bystander training & strategies to work across differences
 - Exploration of power & privilege, place & Musqueam land
- Mental Health Literacy Education**
 - Explore language within MHL framework & strategies to maintain good mental health
 - Explore & normalize stress as part of university life
- Supporting Survivors of Sexual Violence**
 - 3 key steps for supporting student survivors of sexual violence (Recognize, Respond, Refer)
 - Rehearse how to respond to a disclosure
- Career & Professional Development**
 - Practice, develop, and refine a wide range of professional skill which feed into the goal of becoming a career-ready graduate.

“As Orientation Leaders we have the opportunity to enhance [our] community building and communication skills, to be an ambassador for the university and give back to [UBC] by sharing your experiences and learnings with new students.”
2nd Year Applied Science Student
Jump Start Orientation Leader

Future Considerations



- Q: How do we sustain the positive individual and community impacts of Jump Start, as it grows?
- Q: How might we further develop the program, and capacity within leaders and faculty, to support the diversity of the first year class?
- Q: How might online approaches complement Jump Start prior to attending and throughout first year?