



EYES-ON-PSE

POST-SECONDARY PREP COURSE

SEPT 2022 PILOT REPORT

CREATED BY

The Regional Assessment and Resource Centre,
Queen's University



ABOUT THE

Regional Assessment and Resource Centre



RARC is a Centre of Excellence housing Clinical Psychologists, educators, transition specialists and researchers who focus on supporting incoming and current post-secondary students with neurodevelopmental disorders by helping them understand and mitigate the impact of their functional limitations in an academic context.

Funded by the Ministry of Colleges and Universities, RARC serves post-secondary institutions throughout Southern Ontario, offering services under four pillars: assessment, transitions, research, and training.

OUR SERVICES



In 1997 the Ontario government struck the Learning Opportunities Task Force (LOTF) to investigate the status of post-secondary students with learning disabilities. The task force recommended the creation of two Assessment and Resource Centres (ARCs—RARC and NOARC). Since opening in 2002, the ARCs have expanded their mandate to include students with other neurodevelopmental disorders.

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EYES-ON-PSE

Equipping Yourself For Educational Success in Ontario's Post-Secondary Education

EYES-ON-PSE is a free, online post-secondary prep course designed to help students prepare for what's ahead at college and university. It was created with funds from eCampus Ontario's Virtual Learning Strategy.

The overall goal of the EYES-ON-PSE program is to leave students feeling significantly more prepared, informed, and confident as they begin their first semester of post-secondary studies.

In 2022, EYES-ON-PSE was piloted across a number of post-secondary institutions in Ontario.

Course Content

EYES-ON-PSE was provided to institutions as a six-module, self-paced course covering topics on what to expect at college and university, and where to find information on what you need to do and when you need to do it.

Module 1: A New Scene

Module 2: You and Your Education

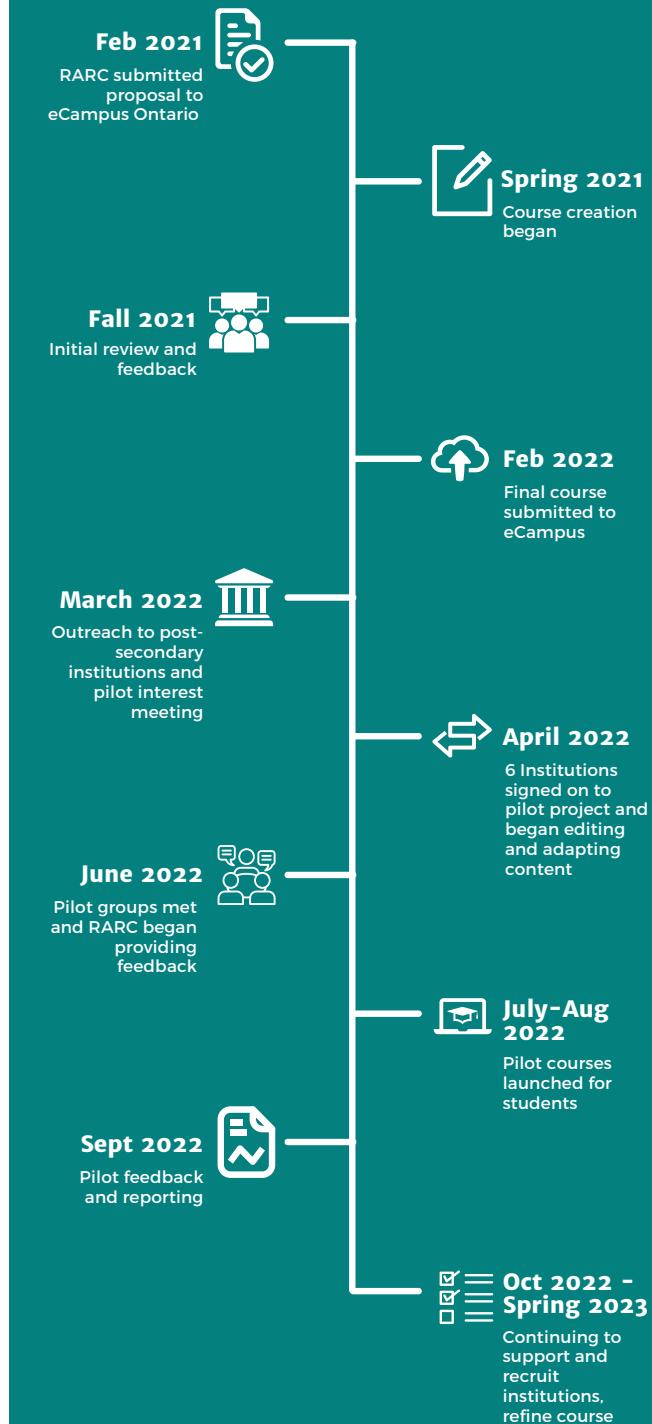
Module 3: Post-Secondary Learning

Module 4: Learning Strategies

Module 5: Academic Strategies

Module 6: Personal Considerations

Timeline



2022 Pilots

RARC provided pilot sites with the course files to customize and import to their Learning Management System (LMS). RARC worked with each site individually to provide feedback and suggestions. Pilot sites launched their course to students in July and August 2022.

6
Pilot courses
ran in 2022

Participating Institutions

Confederation College, McMaster University, St. Lawrence College, Trent University Durham GTA, University of Toronto Scarborough, via the Transition Resource Guide

Target Population

The majority of pilot sites tailored their programs to students who registered with Accessibility Services and/or have self-identified with a disability. A few offered the course to all incoming students.



Course Delivery

The course ran differently across pilot sites. Various delivery formats and considerations are described below.

MODULES & RELEASE SCHEDULES

Some pilots kept the original 6 module format of the course, while others combined or condensed content into 3-4 modules. Sites made the course available in mid-July/August. Some released all modules at once, while others released one per week. Most sites will keep the course open for students to access during the school year.

DISCUSSIONS & ASSIGNMENTS

Two pilots added discussions and assignments in the course. Others have stated they will consider adding them in future iterations. Time requirement of staff to monitor student submissions is one consideration when deciding to include these activities. Pilots that used them felt there was beneficial engagement for students.

SYNCHRONOUS SESSIONS

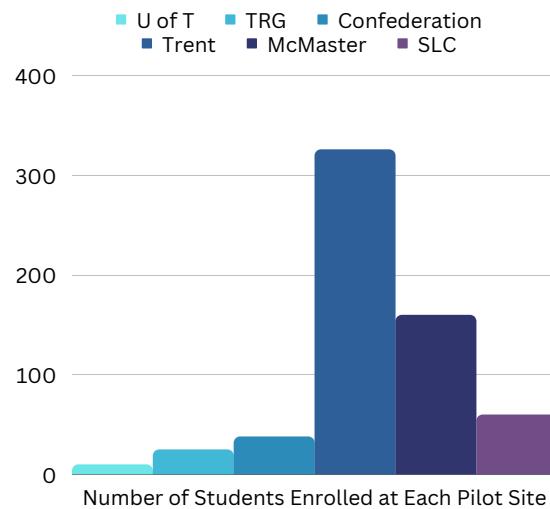
About half the pilots hosted interactive online sessions for students. Some were created as synchronous presentations, others were for drop-in office hours. Sessions were led by course staff, fellow students, and other guest speakers. Attendance was generally low, but with good engagement from students who attended. Session topics were chosen to supplement the course content. Some sites continued synchronous sessions into the fall.

IN-PERSON PROGRAMMING

One pilot site incorporated in-person workshops and social gatherings. These sessions ran midway and at the end of the course and had good engagement. Key considerations for incorporating in-person sessions are the availability and time commitment for staff, and whether students have arrived to campus yet.

Over 550 students were registered and/or signed in to EYES-ON-PSE across all pilot sites

Note: not all registered students finished the course or were active participants. Data on course completion is not currently available.



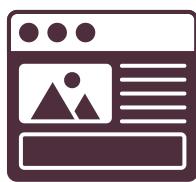
Content Edits

Pilots spent an average of 30 or more hours editing and uploading the provided course materials. Edits ranged from adding institution specific links and references to more substantial reorganization of course content into different modules and creation of additional course content.



Stumbling Blocks and Solutions

Amongst the pilots, we were able to identify common stumbling blocks and begin to find solutions to mitigate them in the future.



Technology

Frequent challenges arose with the compatibility of course cartridge files with LMS platforms. Having LMS/Tech support on your team/at the institution is necessary to work around and resolve issues.



Time

When possible, start customizing course content during the winter term, to allow time for edits and reviews before promotion and launch.



Staffing

Having different staff working on the project helps to make it more manageable. Summer students can also be a great fit for course facilitation and synchronous programming.



Institution

Securing institutional support is beneficial for inter-departmental collaboration and school-wide promotion.

Benefits to EYES-ON-PSE Pilot Sites



For Students

- Online, asynchronous format: students can learn from home, at their own pace.
- Course material targeted to an under-served population (ex. students with disabilities), specific to their post-secondary needs.
- Early connection with accessibility services or other offices at their institution.
- Opportunity to connect with other students.
- Completion of EYES-ON-PSE added to co-curricular record.



For Institutions

- Complete, comprehensive transition program that can be used as is or modified.
- Time and resources saved from creating a similar program from scratch.
- Joining a network of other institutions, to share, support and validate experiences.



Working with RARC

- Access to RARC's team of transition experts, educators and psychologists.
- Expertise and knowledge gained from over 20 years of transition programming experience.
- Ongoing support and assistance to pilot sites.
- Facilitated connections between sites to supportive create professional community.

**Interested in piloting the
EYES-ON-PSE course?**

Contact eyes-on-pse@queensu.ca for more information.

