



Project 2017-01  
Piloting a University  
Transition Bridging  
Course

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Prepared for the Ontario Council  
for Articulation and Transfer  
March, 2018

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## Acknowledgements

The core project team deeply appreciates the efforts of all the professionals, academics and administrators who supported this project with their time, knowledge, skills and creative ideas.

Faculty: Rhonda Koster, Nancy Luckai, Scott Pound, Rafaela Jobbitt,

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## Project Purpose

The original purpose of this project was to pilot and evaluate a unique, for-credit, college to university bridging course for transfer students enrolling into degree programs within the Social Sciences and Humanities by implementing best practices elicited through Ontario Council for Articulation and Transfer (ONCAT) funded research. As the project evolved, the scope expanded to include students in the Faculty of Health and Behavioural Sciences.

## Background and Context

The term “bridge” is often used in reference to transition style courses/seminars that tend to occur in the Spring/Summer semester preceding full-time enrolment in Fall. Many institutions, particularly those in the United States, use bridging courses as an orientation activity, first year experience and/or experiential transition support (Garcia & Paz, 2009) with specific components that are developed for and targeted at mature learners and transfer students (Townsend & Wilson, 2006).

Geographically, the closest post-secondary institutions to Lakehead University’s campuses are Confederation College and Georgian College, and the majority of the students who participated

in the pilot bridging course were from these institutions. As the project progressed and evolved it was expanded to include students in the Native Access Program<sup>1</sup>, some of whom were also college transfer students.

In the emerging Ontario credit transfer environment, and Lakehead University's role within that context, the function of bridging courses is primarily to provide students transferring from a college diploma and/or with extended time in the workforce (post-diploma) with the academic skill set and knowledge required to succeed when they enter directly into the second or third year of an undergraduate university degree program.

Lakehead University is well-known for its "Block transfer" pathways into the Bachelor of Engineering and Honours Bachelor of Science in Forestry programs; both of which require college diploma graduates to complete a mandatory summer bridging program in order to enter directly into the third year of a four-year program. We have learned much from these groups – particularly around the importance of cohort development among the students.

When considered within the historical context of transfer pathways at Lakehead University and significant efforts in recent pathway development, bridging courses/programs can facilitate the offering of robust multi-lateral, block transfer credit pathways by allowing institutions to:

- Ensure students have the pre-requisite courses and knowledge for programs that are associated with strict accreditation criteria via the bridging curriculum;
- Fill micro-gaps in learning outcomes and requisite knowledge between two credentials identified in the transfer pathway development process where, without the bridge, students would not be able to gain transfer credit for a suite of courses associated with a program/course level learning outcome;
- Introduce students to the academic culture and processes of the receiving institution (Flaga, 2006). For example, students transitioning from a professional credential to a theory driven credential would require the process oriented theoretical skill sets and knowledge necessary to navigate upper year course expectations without the 'experiential academic toolkit' developed by direct entry students (Martinello & Stewart, 2015);
- Make use of facilities and resources that may be under-utilized in the Spring/Summer semester by offering courses that align with mobility initiatives.

While Lakehead University's bridging model for existing block transfer agreements has crystallized into functional and well used pathways, new pathway development projects and pre-existing pathways in the process of review often include the discussion of potential bridge courses to maximize transfer credit and facilitate student success. Both established and developing transfer programs at Lakehead University are invested in facilitating transfer student success and this investment has led to a series of research and evaluation projects funded by provincial organizations supporting transfer. Below is a table of projects, all of which were funded by ONCAT, that provides a sequential explanation for the motivations behind this current project and are publicly available via the ONCAT website.

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<sup>1</sup> For more detail on the inclusion of the Native Access Program, see the Marketing and Recruitment sub-heading on page 7. In summary, the program consists of 5 FCEs of courses, 3 of which carry University credit and may be used towards a degree if the student chooses to continue with their studies.

ONCAT Project #	Project Title	Findings/Lessons Learned
ONCAT 2012-11	Student Success after transfer from college to Lakehead University	<p>Students transferring to Lakehead University from a college via block transfer pathways, half of which have a bridging component, had significantly higher success rates than part time students entering through 'course by course' transfer pathways without a bridging component.</p> <p>This study concludes by recommending an exploration of factors influencing the success of these transfer student groups respectively.</p>
ONCAT 2015-01	Best Practices in Bridging	<p>Factors influencing the success of block and 'non-block' transfer students were explored via an:</p> <ul style="list-style-type: none"> <li>• Annotated bibliography of research pertaining to best practices in transfer bridging</li> <li>• Environmental scan of provincial and international best practices in transfer bridging</li> <li>• Mixed methods research into the motivations and experiences of transfer students at Lakehead University</li> <li>• Three pilot projects were implemented by various university services to serve transfer students</li> </ul> <p>Founded on the literature and research results, a theoretical model of the transition experience was developed (Figure 1) with recommendations for strategic targeting of services and supports based on the phases of the transition experience.</p>
ONCAT 2015-10	Diploma/Degree Pathway: Lakehead History Degrees (including the BA History Online)	<p>Taking advantage of synergistic and complementary ONCAT funded projects, the emerging results of the Best Practices in Bridging project were used to support the development of an online bridging course as a small portion of the overall History Pathways project.</p> <p>Specifically, an online bridging curriculum was developed to provide graduates of ALL Ontario diploma programs with the process- oriented skill sets and knowledge necessary to enter directly into and succeed within the third year of studies in a Bachelor of Arts in History degree program.</p>

In summary, through these sequential projects, transfer stakeholders at Lakehead University were aware that:

- There appears to be a positive connection between the presence of bridging courses/semesters and indicators of student success (i.e. retention, GPA);
- Successful models of the transition experience and best practices in developing bridging curriculum are available specific to Lakehead University;
- A template for summer bridging courses focused on academic skills has been developed and is founded on evidence-based principles;

However, the implementation of a bridge course founded on process oriented academic skill sets specific to upper year undergraduate degree level contexts and targeted at transfer students who are transferring through 'non-block' transfer pathways, particularly pathways in the Social Sciences and Humanities, had yet to be piloted and evaluated.

## Project Development by Deliverables

### Deliverable One

*To refine and modify an online bridging course developed for the Department of History at Lakehead University (ONCAT Project 2015-10) to apply to all college transfer students enrolling into programs within the Faculty of Social Sciences and Humanities and the Faculty of Health and Behavioural Sciences.*

The development and refinement of the bridging course was guided by:

- The oft cited history of post-secondary institutions in Ontario (Hurlihey, 2012) and the thoughtful and extensive exploration of the Ontario post-secondary context published by Clark, Moran, Skolnik, & Trick (2009);
- Significant and intensive effort invested into defining and clarifying the differences between the academic skill sets developed in degree level and diploma level studies that is explored in the final report for ONCAT Project 2015-10 (available online via the ONCAT website);
- A curriculum committee comprised of the Dean of Social Sciences and Humanities, Faculty, Upper Administration and Student Success Centre staff and managers;
- The theoretical model of student transition developed in ONCAT Project 2015-01 and included below as Figure 1 which, briefly summarized, suggests that transfer students go through three phases of transition: Pre-Transfer, Bridging and Academic Momentum.

**Pre-transfer** academic and 'life' processes such as choosing courses and preparing their life circumstances for post-secondary study at the receiving institution. During this phase students indicated they primarily required support with 'transfer mechanics' (re: Academic Advising) and preparation for the academic and social cultural shift to a new institution.

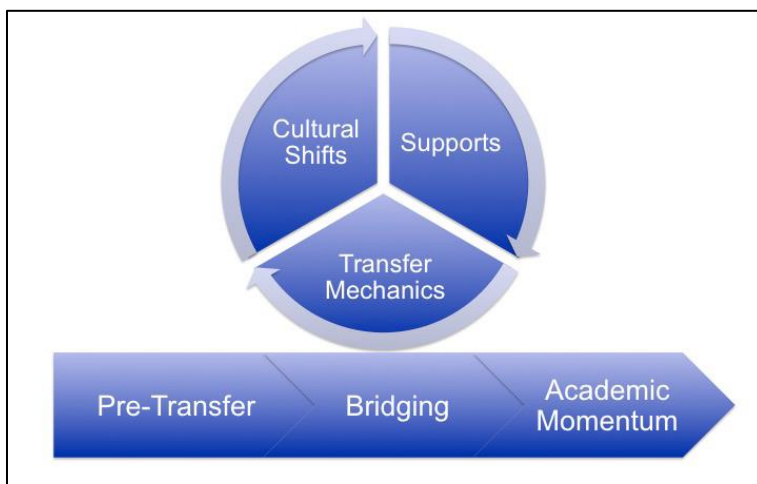


Figure 1 - Model of Transfer Transition

A **Bridging** period commencing in the first semester of study (spring/summer for a bridge specific course or fall/winter for students with no bridging semester) during which orientation activities should contain mature/transfer student targeting programming that experientially connects students to peer supports, academic support services and services to help them navigate the mechanics and culture of institutional processes. In addition, focus on providing avenues for developing the skill sets necessary to navigate the academic culture of their receiving institution is necessary.

If students are able to navigate the cultural transition into the receiving social and academic context, negotiate success (Flaga, 2006) in developing a social network and navigating institutional processes through services and supports and develop the skills/supports necessary to succeed academically they should maintain the **Academic Momentum** to reach their post secondary goals. Students who are required to take remedial coursework or repeat courses that are perceived to be the same as courses they took at their sending institutions or who are repeatedly struggling with transfer mechanics are at risk of losing their momentum and purpose in pursuing the credential, leading to either dropping courses and/or dropping out entirely (Douglas & Attewell, 2014).

As the Pilot Bridging Course would be occurring during the transfer students' first semester at Lakehead University, we targeted the aptly named 'Bridging' phase of the experience and sought to connect students experientially to various services, to the community and social context, and to facilitate sessions on navigating the mechanics and processes within the academic environment while teaching the core academic skill sets through a variety of experiential and typical lessons and activities.

A table outlining the initial course content as it connects to learning outcomes is included as Appendix A with the final draft of the course outline, resulting from the input of the Curriculum Committee and continual refinements, included as Appendix B.

### Deliverable Two

*To deliver two sections of the pilot bridge course in the Fall semester of 2017 as an interdisciplinary, for-credit, first year seminar course using a blend of online and in-person instructional methods*

Offering a new and experimental course at any post-secondary institution requires several steps which are outlined sequentially below with the intent of assisting any postsecondary staff who are hoping to implement a new bridging style course:

#### *Calendaring a Bridging Course*

Typically, a bridge style course is offered in the Spring/Summer semester preceding full time enrollment in a block transfer program. Due to the project timeline, it was unlikely that our team would be able to generate the refined course curriculum and calendar a new course and recruit/enroll sufficient students for the summer semester so we targeted the offering for the Fall semester of 2017.

While we recognize that there is likely to be variation between institutions, the steps we followed to establish a new course are listed below:

- Determining which department will ‘host’ or ‘own’ the course (determines course code) and where it will fit within their academic structure;
- Hosting Department Approval of the course learning outcomes and course structure;
- Hosting Faculty Council Approval of the course learning outcomes and course structure;
- Addition of the Course to the Academic Calendar and Academic Timetable

Finally, enrollment and admission data regarding the potential enrollment was assessed to ensure that the risk of not meeting any minimum course enrollment numbers was mitigated or at least managed.

Since our intention with offering the bridging course was not to offer a department specific course but instead a course that applies to a number of departments within a specific Faculty we elected to use an existing “University Seminar” style first year course shell (UNIV 1016). This shell allows faculty members from different academic units, usually within the same Faculty, to offer a shared seminar course focused on inquiry and academic discourse. Since the course was already established and had passed through all the approval processes, the Curriculum Committee worked to generate a specific course structure that balanced academic process learning with rigour and relevant content.

As this project was an experimental pilot, flexibility was required in calendaring and scheduling the course which led to some interesting insights and lessons learned during the marketing and recruitment process.

#### *Marketing and Recruitment*

To prevent non-transfer students from enrolling in the course online, our team in consultation with Admissions and Enrolment professionals, chose to focus our recruiting on, and then manually enroll, students who fit the following criteria:

- Students must be entering into their first year of studies at Lakehead University;
- Students must be enrolling into a program in the Faculty of Social Sciences and Humanities;
- Students must be enrolling with a ‘College’ sending status in their Admissions profile indicating that their most recent credential was most likely a college diploma;
- Students must have between 0.5 Full Course Equivalent (FCE) and 7.0 FCEs of transfer credit. Generally, the maximum amount of transfer credit awarded for a college diploma (including advanced diplomas) entering into a degree program with no formal

block transfer agreement is 5.0 FCEs but it can reach up to 7.0 FCEs under very specific circumstances. The intent of this limit was to avoid recruiting college transfer students who had completed a degree at a college or university as they tended to receive between 7.0 and 10.0 FCE's of transfer credit and would, in theory, already have the academic skill sets the bridging course was intended to provide.

We engaged in the following efforts to market the course to transfer students:

- Bi-Weekly marketing emails sent to a list of incoming transfer students filtered to best fit the admissions criteria for the course. The admissions and enrolment list shifted on a weekly basis as students accepted offers from one of their potential institution options; the number of students emailed with each send out was, on average, approximately 130.
- Coordination with the Transfer Advisor in the Office of Enrolment Services who informed appropriate students of the course offering on a one-to-one academic advising basis.
- Attendance and a brief presentation during Mature/Transfer student orientation activities;
- Short, targeted messages sent out using social media platforms with a link to more information.

The result of two months of active recruiting was that out of a list of 17 students who expressed interest, a total of three students actually requested to be enrolled. While our team was willing to waive the usual minimum enrollment requirements to run the pilot course specifically for this project, an enrollment of three students across two campuses was not sufficient.

Despite our efforts to build an ideal bridging course, transfer students did not seem interested in taking it voluntarily. Our team elected to change tack and approach key faculty and staff responsible for transfer and transition pathways that were both 'non-block' and did not already have a bridging component. By offering to provide an academic process-oriented course that would help their transfer students transition into their respective academic programs, we received approval from the following departments to pilot our curriculum:

- The Coordinator of the Native Access Program (NAP) on the Thunder Bay campus reviewed the course content and suggested cross-listing the UNIV 1016 course code and blending the learning outcomes and content with an existing, not-for-credit mandatory course titled "University Transitions". This course is described in the Academic Calendar as the following: *Traditional Aboriginal and contemporary learning styles and evaluation will introduce students to critical thinking, reading and writing for academia, library research skills, and the use of technology in academic contexts. Campus and community orientation, student life skills, and Aboriginal cultural knowledge make up the personal development content of the program.* The benefits of this approach were:
  - NAP students would gain an additional 0.5 FCE of course credit in their pre-university program that could contribute to their degree program;
  - The course would be co-taught by Indigenous and Non-Indigenous instructors with a transparent enquiry style approach to assist students in balancing Indigenous and Non-Indigenous world views within the context of degree level post-secondary studies;
- The School of Social Work on the Orillia campus reviewed the UNIV 1016 course content and approved offering a section of this course to their incoming college transfer students. They saw value in the focus on academic process-oriented skills in



preparation for applying to and succeeding in the professional years of the program. The pilot course learning outcomes were then blended with a first-year enquiry style course (INTD 1011) offered by the Department of Interdisciplinary Studies to fit within the Orillia campus' program structure. We were very fortunate in that an instructor, experienced with both the enquiry format and the discipline of Social Work, was available and eager to deliver this course. The benefits of this approach were:

- The INTD course, now incorporating the UNIV 1016 modules and approach, provided the students with a pre-requisite that allowed access to upper year courses on the Orillia campus where UNIV 1016 would not;
- The increased likelihood that under the INTD course code, should this bridging course be beneficial, it could be offered again without lengthy approvals and administrative processes.

Therefore, in the Fall semester of 2017, the bridging course was offered under the course code UNIV 1016 to a total of 12 students in the Native Access Program on the Thunder Bay campus. On the Orillia campus, the bridging course was offered under the course code INTD 1011 to a total of 5 students in the School of Social Work.

#### *Instructional Methods and Modules*

The course components were delivered in a blended format - utilizing online and in class - and coordinated between the three instructors and several Student Success Centre professionals to provide the overall experience. These components included:

- Experiential in-class assignments focused on skill sets related to developing research questions and using academic formatting;
- Critical enquiry-based case studies that were relevant to the region (Thunder Bay/Orillia) were introduced;
- Completion of self-directed online course modules on academic integrity;
- Experiential community based/outdoor activities to build communication skills and create social connections within the cohort;
- Student Success Professionals facilitated in class work shops on:
  - Exam Preparation
  - Time Management
  - Leadership
- Online interactive 'gamified' policy reviews to encourage self advocacy and knowledge;
- Sequential, ladderred writing and presentation assignments that focused on student centred enquiry and process-based skill development

For a more detailed review of the course content, assignment structure and laddering please refer to Appendices A and B.

#### **Deliverable Three**

*To evaluate the overall influence and experience of the bridging seminar course through measures of student success and qualitative interviews.*

The influence and experience of the transition process and the impact of the bridging course on that process was evaluated through:

- a. The development and delivery of a survey instrument that was designed to reflect the learning outcomes of the bridging course and the theoretical model of student transition developed in ONCAT Project 2015-01 (Figure 1);
- b. Semi-structured evaluation meetings with the students who took the bridge at both the Orillia campus and the Thunder Bay campus;
- c. A brief comparison of the college transfer students who did and did not take the bridge in relation to their average Lakehead GPA and retention rate

*a. Lessons Learned: Survey*

With the intention of measuring variables that related to the transition experience but did not rely solely on grade point average and retention rates, a survey (Appendix C) was developed to capture the student's level of integration into the academic and social culture of Lakehead University. According to our research (ONCAT 2015-01) with a particular focus on Flaga (2006), new transfer students are likely to go through the following phases:

1. Becoming aware of services, supports, strategies for success and potential peers;
2. Making a connection with the services, supports and peers that seem like a fit with their learning style and personality;
3. Becoming familiar with the aforementioned aspects of the university culture and services that they have connected with;
4. Negotiating success within the university environment. Based on the unique nature of each individual student, what supports they use to negotiate success can be quite varied. Some examples used by the students in the bridging course include:
  - Meeting regularly with an Indigenous Elder;
  - Meeting with peers for a work out on campus, which ideally would lead to the entire group being on campus and putting in some work time together;
  - Booking private work rooms in the library while connecting with the reference librarian when questions came up;
  - Getting essay drafts reviewed in the Writing Assistance Centre;
5. Integration is the final phase in which the student feels that they are a functional part of the post-secondary institution; ideally, they have found their place or niche in the overall academic, social and environmental context.

By bringing Student Success professionals and various academic supports into the classroom and because their workshops were integrated into course curriculum, we hoped that students who had taken the bridge course would have an increased 'awareness' of services with the facilitation of a 'connection' that increased 'familiarity'. Our survey was designed to capture their point along the continuum of transition with the ideal outcome being that transfer students who did take the bridge were further along in their transition process than transfer students who did not take the bridge.

The following steps were taken to administer the survey:

- The survey and research protocol were submitted, reviewed and approved by Lakehead University's Research Ethics Board.
- 47 individuals were emailed and invited to participate:
  - 27 transfer students who were eligible to enroll in the bridge at the Orillia campus but did not enroll;
  - 5 who completed the Orillia bridging course (INTD-1011-FBO);

- 15 who completed the Thunder Bay bridging course (UNIV-1016-FA).
- Three reminders were sent via email and students who attended the evaluation meetings were informed in person that our team would be circulating an evaluation survey via email;
- The survey was incentivized with a \$10 gift card to either Starbucks or Tim Hortons that was sent to their email upon completion of the survey.

Out of a total potential sample size of 47, there were 17 responses to the survey. Of these 10 were transfer students who did not complete the bridge, three were students who completed the Orillia bridge and one was a student who completed the Thunder Bay bridge.

The underwhelming response rate meant that our team had limited opportunities for analysis and interpretation. We were unable to confidently measure the differences between the bridge and non-bridge transition process however; when looking at the transfer cohorts as a whole, this limited data may reveal some insights.

Across all transfer students, satisfaction with key components of the University were ranked on a scale of 1 to 5 (1 = Very Dissatisfied to 5 = Very Satisfied) with an option to select "Not Applicable/Not Important to Me" which was scored as 'Null'. This information is summarized in Figure 2.

Within this sample of the transfer cohort, students were satisfied with their ability to navigate the online services, communicate and develop working relationships with their professors as well as have experiences in the surrounding community. Transfer students were most dissatisfied with their ability to establish a social network for both studying and leisure activities and find opportunities for healthy leisure and recreation within their University environment.

This dissatisfaction with their experience of establishing a social network is congruent with some of the focus group findings in ONCAT Project 2015-01. When transfer students were introduced into an academic context where social groups and norms had already crystallized, developing a social support network was challenging. This was particularly true for students with more external responsibilities (ie. job, dependents),

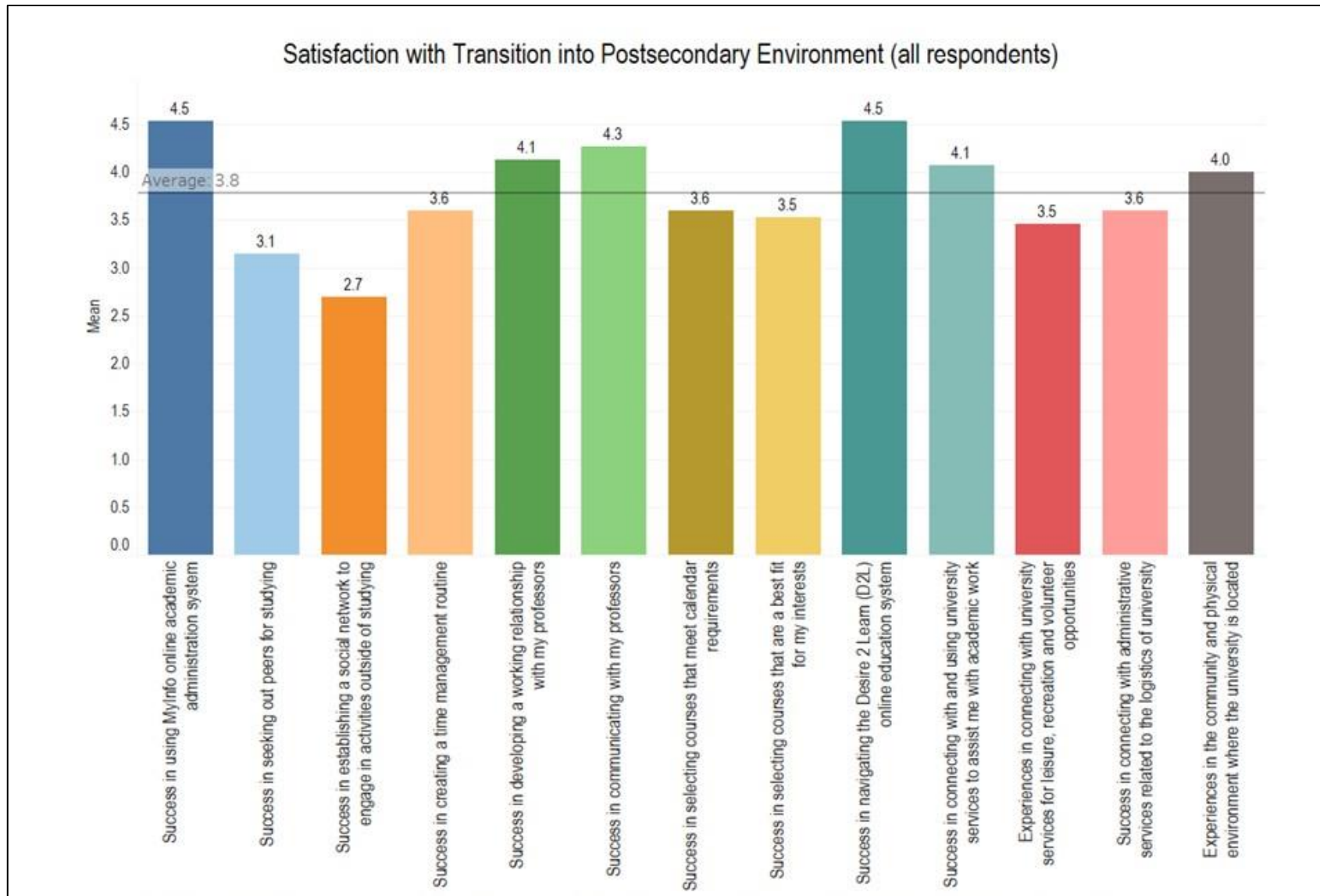


Figure 2 - Satisfaction with Success

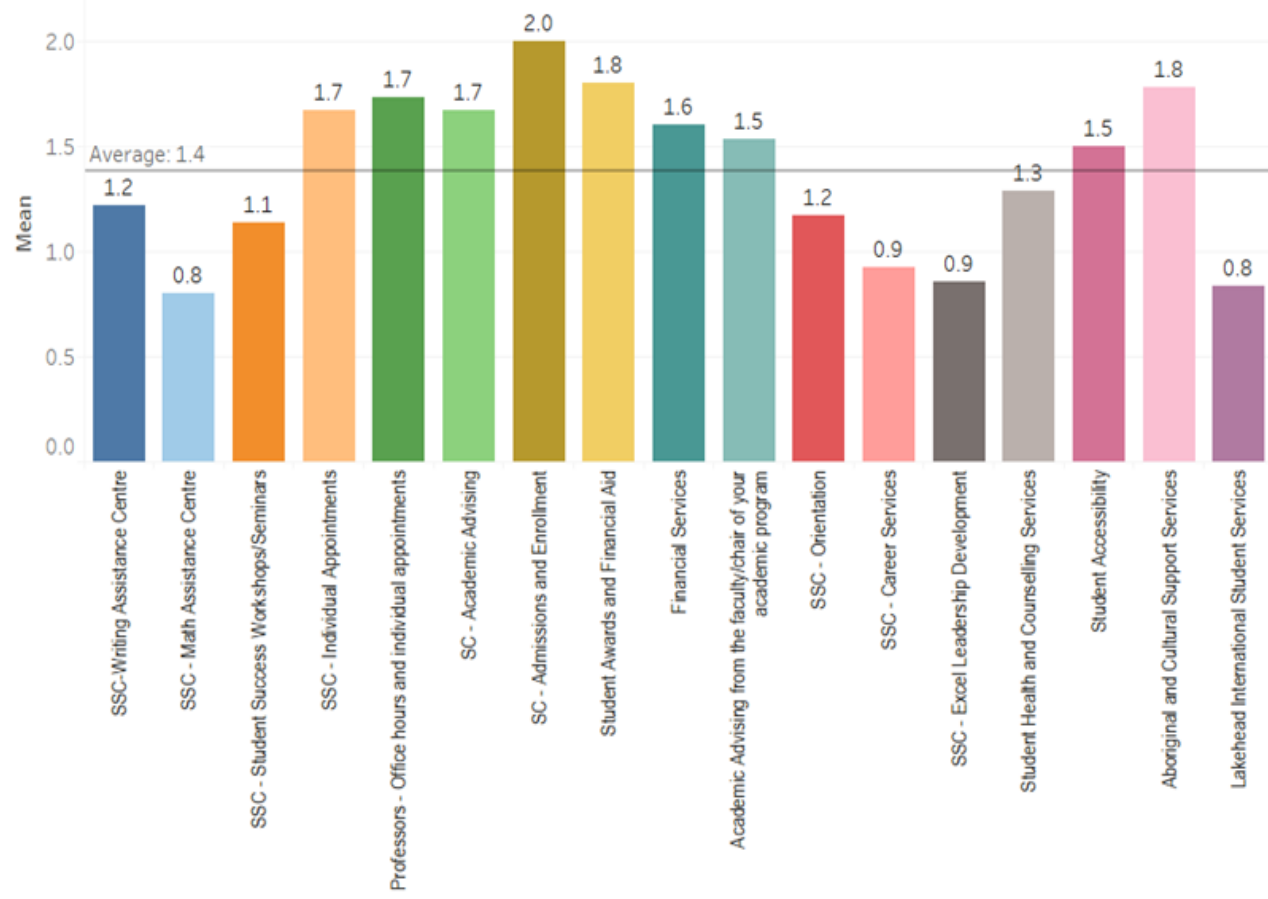
Within the context of being mid-term in their second semester of studies at Lakehead University, Figure 3 summarizes the student perception of various university services in relation to the phases of transition into the university context. On average, students ranked themselves as being aware of all services that were relevant to their situation, however for each service there were only one or two students that ranked the service as being a 'big part of their success'

For future studies, the processes of transition could likely be broken down into more variables in that a student, whether direct entry or transfer, could technically integrate into a post-secondary setting and succeed in completing a credential without relying consistently on any one service. Critical assumptions made in the development of the survey, which could be refined in any future use of the survey instrument, include:

- Using cumulative GPA from the student's transcripts instead of asking students if they were satisfied with their ability to maintain the average they perceived as sufficient.
  - Solution: Survey items related to the student's perception of their grades and their perceived ability to complete the desired credential could be included in the survey instrument;
- Student's transition into a post-secondary context could be measured by indicating their level of awareness and usage patterns of the university support services available to them.
  - Solution: "Campus Life" services, responsible for organizing social, cultural and athletic clubs could be included in the list of services affecting the student transition
  - Solution: Integration into the university context could be expanded to include phases of transition into the social context of the community and also the social context of in-class/field studies, considering students were most dissatisfied with their ability to make social connections on campus.

Lastly, we were interested in assessing which of the 'informal' supports students most relied on as our focus group data in ONCAT Project 2015-01 suggested that some students relied on their friends, family and relatives as opposed to fellow classmates and peers for support in completing assignments and navigating the transfer mechanics of post-secondary transition. The group of transfer students surveyed indicated that 'peers and classmates' were their primary 'informal' support as summarized in Figure 4.

Experiences with academic, administrative and campus life services at Lakehead University (all respondents)



0 = I am not aware of this service 1 = I am aware of this service but never used it 2 = I have had a one-time or small amount of contact with someone from this service 3 = I routinely use this service 4 = This service is a big part of my success Null = I do not see ever needing this service (not applicable)

Figure 3 - Awareness of Services

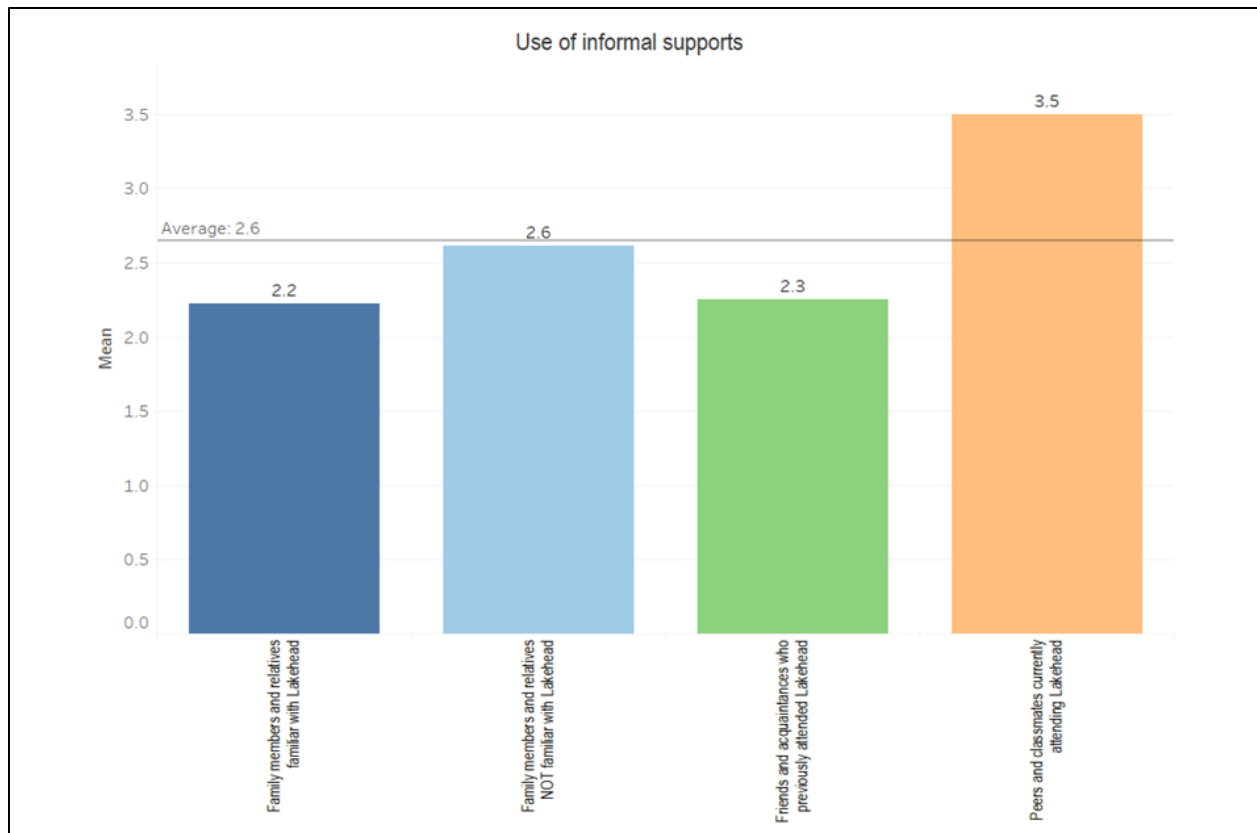


Figure 4 - Use of Informal Supports

*b. Lessons Learned: Evaluation Meetings*

Evaluation meetings with the students in both of the bridging courses were conducted following a semi-structured interview guide (Appendix D) that was sent in advance to students with the invitation to meet. At the end of each meeting the themes of discussion were reviewed and the students confirmed that what would be written in this Final Report was an accurate summary of their words. The following points are paraphrased combinations of statements made by the students.

Q1) What are the key factors in your experience of transitioning from your previous academic institution?

Orillia (INTD 1011 – Social Work):

- Students stated that the university context requires them to use a different learning style than at their sending institution and that the ‘academic work’ at the university is all focused on theory, research, reading and writing;
- The expectation to challenge and question what is presented in class as opposed to learning how to apply a practical skill in a work-related setting was a major difference in the cultural transition;

- Some of the students expressed that their previous academic institution allowed for work to be completed in class with instructor support available whereas in the university setting they were typically expected to complete their work independently outside of class time;
- The cohort/community at the sending institution (college) was perceived by the students as more intimate, and they felt more like a community with their instructors and each other, they did not feel that same connection in this institution;
- The pace of studies was experienced as faster than they were used to at their previous institution;

Finally, the students were asked which the following environments (academic/social/surrounding community) is the most important to address in a bridging experience or course. The INTD 1011 group agreed that 80% of any transition process should be focused on academic skill sets with the remaining 20% focused on developing social connections between faculty and students as well as between the students themselves. This group felt that they did not need support to develop casual social connections or engage in the surrounding community.

Thunder Bay (UNIV 1016 – Native Access Program):

- Students found key aspects of the transition experience involved reading and writing substantially more than they were used to combined with learning all the different styles of academic formatting (APA, Chicago and MLA). They also realized that they were expected to learn these skills independently while simultaneously incorporating 'critical thinking' into their writing;
- The speed and intensity of the university workload was a tough transition from either working full time or attending studies at their sending institutions. Time management skills were stated by this group as absolutely necessary if they were to stay on track with all of their assignments;
- With the Native Access Program, several of the students found it easier to develop a cohort and make deep connections than in their previous academic experiences. The group wholeheartedly agreed that it is necessary to develop a cohort to succeed in transitioning to degree level studies.

When asked which of the following environments (academic/social/surrounding community) is the most important to address in a bridging experience or course the students agreed that equal weight should be put on each one although a few suggested that facilitating integration into the surrounding community probably was not as necessary as academic and social aspects.

[Q2\) How did being enrolled in UNIV 1016/INTD 1011 impact your transition experience?](#)

Orillia (INTD 1011 – Social Work):

- The in-class workshops facilitating by Student Success (ie. time management and exam preparation) were mentioned as being very helpful and the students indicated it was unlikely that they would attend these workshops voluntarily or on their own time based on their external family and work responsibilities;
- Students indicated that the sequential experiential lessons in the course that related to critical thinking skills and facilitated the translation of thought/academic enquiry into



writing and presentations helped them to develop their skill sets and also to interpret the expectations of professors in their classes;

- Some students noted that the course would benefit them more in the upcoming Winter semester than it did in the Fall semester when they were taking it;
- Several students indicated that in-course experiential introductions to services and research strategies, such as navigating online journal databases, were more beneficial than web-based video and instructional resources.

Thunder Bay (UNIV 1016 – Native Access Program):

- Lessons that used metaphor, particularly nature-based metaphors, to break down the way that a university functions and how to interpret course outlines, academic policies and assignment descriptions were identified by the whole class as helping them to enhance their understanding of and functioning within the university environment;
- Contrasting Indigenous knowledge and world views with some of the more hierarchical and rigid aspects of academic culture was a common theme discussed in class;
- Team and cohort building activities facilitated in part with the Student Success office made a difference for these students in terms of their integration into the university environment and also providing a venue for components of the course to be customized for different styles of learning;

Q3) If there was one thing that could be added or removed to meet your needs as a student transitioning to Lakehead University during your first semester, what do you think that might be?

Orillia (INTD 1011 – Social Work):

- Some students recommended that a peer mentorship program could be integrated into the course curriculum to facilitate peer connections and support. This suggestion correlates well with the survey responses in that transfer students in this cohort were the least satisfied with their ability to develop social connections for both academics and leisure;
- Integrating introductory work on critical thought and academic writing to prepare students for university transfer was indicated as something that could be offered at the students sending institution or before Fall enrolment in full time studies. Some students indicated that the 'shock' they experienced in terms of work load and expectations could be mitigated if bridging was started in advance of their decision to enroll at Lakehead University;
- Students also suggested that in-class support could be facilitated with respect to academic advising and the functions of Enrolment Services. Several students indicated that in their sending institutions, course schedules were mostly pre-determined and that selecting a large amount of their course load while navigating academic calendar guidelines was challenging.

Thunder Bay (UNIV 1016 – Native Access Program):

- Since the Native Access Program is transitional in nature, many of the professors include academic skills and techniques workshops and gamified lessons in their classes alongside

more traditional university content. The students felt that sometimes the amount of work they spent on academic skill related activities took time away from their assignments in other classes;

- Students suggested that academic portions of the course work better for their learning style when lessons related to the content are taught in the outdoors.

Finally, every student who participated in the evaluation meetings stated that the bridge course is something that should be offered every year and some students indicated that there were students who elected not to take the bridging course that were inquiring into the availability of the course in the Winter semester. For the purposes of this pilot project we were unable to offer an additional section of the course during the Winter semester of 2018, however, based on the success of this project, Lakehead University has put a Spring/Summer section of UNIV 1016 in the timetable to assess if students will enroll in the course pre-Fall.

### *c. Lessons Learned: Secondary Data*

Interestingly, the overall cumulative averages of Social Work transfer students who did and did not take the bridge were relatively equal after their first semester of studies (students with the bridge - 71.8%; students without the bridge - 72.1%). We excluded three students from our grade point average calculation in the non-bridge group that appear to have dropped out of the program; of these students one had expressed interest in the bridge course but did not end up enrolling. All of the students who completed the bridge course are still enrolled as of Winter 2018.

Analysis of academic averages and grades following the Winter semester may be a better indicator of the impact of bridging curriculum, however due to the final report timeline for this project our team will have to wait a few more weeks to access and review this data.

## References

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Appendix A – Curriculum Committee Review Document

Content/Focus	Assignment/Evaluation/Assessment	Associated Learning Outcome (approved by ONCAT in grant proposal)
<p>Section 1: Setting the Stage</p> <p>a) History of Ontario Colleges and Universities</p> <ul style="list-style-type: none"> <li>• What were they meant to do?</li> <li>• What is the purpose of research, theory and knowledge generation vs applied research and vocational training?</li> <li>• River of Knowledge Video Educational Tool (D2L delivered)</li> </ul> <p>b) Experiential Campus Tour</p> <ul style="list-style-type: none"> <li>• Online virtual tour</li> <li>• In person physical campus tour to ensure students connect with resources</li> <li>• D2L Review</li> </ul>	<p><i>Academic Self:</i> Students will create a “social media” style Academic Self profile on D2L which allows them to explore and connect who they are with the reality of scholarly activities to add meaning and context to their efforts (Douglas &amp; Attewell, 2014)</p> <p>Students will be required to read each other’s academic selves and provide feedback.</p> <p><i>Campus Knowledge Certification of Completion:</i> Students should be accountable for knowing about students services and resources. Transfer students tend to avoid</p> <p><i>TCPS 2.0:</i> Students will complete the Tri-Council Research Ethics for Human Subjects Certification module.</p>	<p>LO 1: Students will know the purpose of university in related to college and explore their purpose and intentions for engaging in scholarly activity.</p> <p>LO 7: Students will engage with each other and establish a community of learners and enhance social presence (Vaughn, Cleveland-Innes, &amp; Garrison, 2013).</p> <p>LO 8: Students will learn to navigate the Desire2Learn (D2L) online learning management system.</p>
<p>Section 2: Enquiry Based Problem Number One</p> <p>a) Students will be presented with a problem they must approach from the perspective of their discipline using a “scenario” and also lay person media sources</p>	<p><i>Research Question List:</i> Students must generate a list of research questions regarding a topic on a special issue using critical thinking skills.</p> <p><i>Reference List:</i> Students will generate a academically formatted reference list (APA, MLA or Chicago Style based on their degree focus) of research articles they have selected</p>	<p>LO 2: Students will have the ability to use Lakehead University resources to find, assess and retrieve appropriate academic literature in relation to their field of study.</p> <p>LO 4: Students will be able to apply discipline specific academic formatting, grammar, style and prose to their writing.</p>

Appendix A – Curriculum Committee Review Document

<p>b) Students will learn academic skill sets such as formatting, research retrieval and evaluation, reading for understanding and critical analysis through analyzing this scenario</p> <p>a. Discipline Specific Support will be explored/provided for this content.</p> <p>c) Students will engage in group work and scholarly discussion</p>	<p>through the library search system on the topic.</p> <p><i>Briefing Document:</i> Students will synthesize a briefing using their academic skill sets that addressed the class based enquiry issue and submit both a written work as well as engage in a scholarly debate regarding the topic.</p>	<p>LO 5: Students will be able to synthesize academic arguments from academic literature, course content and communicate both “what has been said” and “what they think” through writing.</p> <p>LO 7: Students will engage with each other and establish a community of learners and enhance social presence (Vaughn, Cleveland-Innes, &amp; Garrison, 2013).</p>
<p>Section 3: Technical Aspects of Reading and Writing</p> <p>a) Introduce the politics of publishing, predatory journals, primary/secondary sources by discipline</p> <p>b) Complete module on academic integrity with regulation reviews in conjunction with SSC</p>	<p><i>Online Plagiarism Module:</i> Students will complete the academic integrity content and knowledge test that is being created by Continuing Education and the Student Success Centre at Lakehead University</p> <p><i>Grammar and Technical Writing:</i> Students will complete technical reading modules and tests online or in class</p>	<p>LO 2: Students will have the ability to use Lakehead University resources to find, assess and retrieve appropriate academic literature in relation to their field of study.</p> <p>LO 4: Students will be able to apply discipline specific academic formatting, grammar, style and prose to their writing.</p>
<p>Section 4: Writing a Social Sciences and Humanities Research Paper</p> <p>a) Introduce techniques for formulating research questions for upper year research papers</p> <p>b) Students will engage in the cyclical process of reading, writing and critical analysis to create their own research paper that is founded on both their “Academic Self” and a theme pre-selected by the instructor</p> <p>c) Students will present their research to the class</p>	<p><i>Research Paper:</i> Students will generate a research question, collect research, critically analyze the research, and generate an academically formatted research paper that is peer reviewed by one peer minimum</p> <p><i>Critical Analysis Questions:</i> Students will respond to critical analysis questions for three of their selected readings which will be assessed by their instructors</p>	<p>LO 2, 4, 5</p> <p>LO 3: Students will be able to read, critically analyze and synthesize the contents of academic literature related to their field of study</p>



## **UNIV 1016 Social Sciences and Humanities Seminar (Transfer Students)**

Fall 2017

### ***Instructor Information***

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Instructor: Andrew Heppner

Office Location: SN 2005G

Telephone: (807) 343-8963

E-mail: arheppne@lakeheadu.ca

Office Hours (In Person): Thursday 10am to 11am or by Appointment

Office Hours (Online Chat): Tuesday 7pm-9pm

### ***Course Identification***

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In Person Class Sessions Thunder Bay Campus: Friday – 1pm to 4pm

Room Number: ATAC 2021

### ***Course Description/Overview***

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Students will develop university level core competencies to support the transition from college diploma to university degrees studies in the Social Sciences and Humanities. Focus on retrieving and interpreting scholarly literature, university level writing and academic argumentation will be supplemented by subject specific content on theory, research methods and knowledge generation.

### ***Course Learning Objectives***

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1. Students will know the purpose of university and explore their personal purpose and intentions for engaging in scholarly activities
2. Students will have the ability to use Lakehead University resources to find, assess and retrieve appropriate academic literature in relation to their field of study
3. Students will be able to read, critically analyze and synthesize the contents of academic literature related to their field of study
4. Students will be able to apply subject specific academic formatting, grammar, style, and prose to their writing
5. Students will be able to synthesize arguments from academic literature and course content to communicate “what has been said” and also “what they think” through the process of writing.
6. Students will understand select processes of conducting research in their field of study as well as the ethical implications of conducting research.
7. Students will engage with each other to establish a community of learners
8. Students will learn to navigate the Desire to Learn online education environment

## **Course Resources**

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### Course Website(s)

- Desire 2 Learn online platform @ <http://mycourselink.lakeheadu.ca>
- McGraw Hill Connect Composition

### Required Course Text

- Connect Composition Online E-textbook
- Additional Readings and Resources are available on your Desire 2 Learn online platform under the heading: "Readings"

## **Assignments and Evaluations**

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<b>Assignment/Test</b>	<b>Date</b>	<b>Value</b>
<b>Major Assignments</b>		
Power of Process Critical Reading Responses		20% (4 x 5%)
Enquiry Assignment 1 Briefing Document		10%
Enquiry Assignment 2 Annotated Bibliography		10%
Enquiry Assignment 2 Presentation		10%
Writing Mechanics Online Module Completion		12%
Academic Self Research Essay Final Version		20%
<b>Micro Assignments</b>		
Academic Self D2L Profile and Presentation		5%
Efficient Reference List Generation		5%
Academic Integrity Certificate		2%
Tri-Council Policy Certificate		2%
University Regulations Scavenger hunt		2%
Campus Knowledge Certificate		2%

## ***Tentative Course Schedule***

<b>Weeks</b>	<b>Tentative Topic</b>	<b>Associated Assignment or Assessment</b>
September 8	<p>Introduction to the University Environment</p> <ul style="list-style-type: none"> <li>• What's the Difference between University and College</li> <li>• Experiential Campus Tour</li> <li>• Ceremony in the Traditional Grounds</li> <li>• Pre-Evaluation Measures</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Academic Self Profile Assignment</li> </ul>
September 15	<p>Academic Self Presentations</p> <p>Enquiry Case Study One:</p> <ul style="list-style-type: none"> <li>• Introduction to the Process</li> <li>• Group formation</li> <li>• Reading and Research Question Formation</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of Academic Self</li> <li>• Power of Process Critical Reading Response #1</li> <li>• Begin Writing the Enquiry Briefing Document</li> </ul>
Sept 22	<p>Enquiry Assignment One</p> <ul style="list-style-type: none"> <li>• Academic Publishing</li> <li>• Retrieving and Citing Academic Sources (APA/MLA)</li> <li>• SSC Academic Integrity Workshop <ul style="list-style-type: none"> <li>○ Plagiarism Test</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Enquiry Briefing Document due date.</li> <li>• In Class Assignment - Timed final reference list</li> </ul>
Sept 29	<p>Enquiry Case Study 2:</p> <ul style="list-style-type: none"> <li>• Incorporate library searches and APA</li> <li>• Group discussion and topic introduction</li> <li>• Library Article Search</li> </ul> <p>What is an Annotated Bibliography?</p>	
Oct 6	<p>Enquiry Case Study 2: Experiential Community Based</p>	<ul style="list-style-type: none"> <li>• 5 article Annotated Bibliography Due Date</li> </ul>

	Activity	
<b>Oct 13</b>	<ul style="list-style-type: none"> <li>• <b>Reading Week – No Classes</b></li> </ul>	
Oct 20	Enquiry Case Study 2: <ul style="list-style-type: none"> <li>• Group Presentations on Topic</li> <li>• SSC Workshop on Exam Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Group Presentation in Class</li> </ul>
Oct 27	Academic Self Research Topic <ul style="list-style-type: none"> <li>• Bloom's Taxonomy and Rubrics</li> <li>• How to generate an abstract research question</li> <li>• Getting started on Writing Research questions</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Mechanics Online Modules become available for completion</li> </ul>
Nov 3	The Cyclical Process of Reading/Writing to Learn <ul style="list-style-type: none"> <li>• Dr. Scott Pound's Perspective</li> <li>• What it means to be an Expert</li> <li>• Writing Workshop Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Power of Process: Critical Analysis of your Own Readings (3 readings)</li> </ul>
Nov 10	Research Methods: Quantitative Research in Social Sciences and Health and Behavioural Sciences	<ul style="list-style-type: none"> <li>• Power of Process Assignment Due Date</li> </ul>
Nov 17	Peer Evaluation of Essays: <ul style="list-style-type: none"> <li>• How to give peer feedback on scholarly work</li> <li>• Essay exchange (must have an essay to share)</li> <li>• Instructor Feedback if possible</li> </ul>	
Nov 24	Research Methods: Qualitative techniques and photo elicitation. <ul style="list-style-type: none"> <li>• TCPS: Tri-Council Policy 2.0 Certification</li> </ul>	<ul style="list-style-type: none"> <li>• Final Academic Self Research Paper is due</li> </ul>
Dec 1 <sup>st</sup>	Closing Ceremony and Post Evaluation Measures	



## **Assignments**

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Assignments are separated into both Major and Micro categories.

- Major assignments follow a traditional approach to submission in that they must be handed in on time and will be reviewed with feedback provided by the instructor.
- Micro assignments will be facilitated in class but can also be completed online at any point in the course (with the exception of the Academic Self) for a pass/fail percentage mark.

### **Power of Process Critical Reading Responses**

The purpose of this assignment is to provide a cognitive, critical thinking work out for your brain using academic literature and to assist in enhancing your topic knowledge with respect to your writing assignments. To complete this assignment:

1. Log into the McGraw-Hill Connect Composition online textbook
2. From your main page you will see “The Power of Process” assignment modules
3. Complete the assigned reading (Sept 15-22) or upload your own readings (Nov 3-10) and write answers to the questions
4. Grading criteria will include the following headings: Clarity to the Reader, Insightful Reflection and Logic.

### **Enquiry Assignments**

The purpose of the two Enquiry assignments are to use specific case studies as a venue for scholarly discussion and writing activities. A team based approach to Enquiry will be used to provide student formed groups with issues related to their field of study that they must advise on using their academic skill sets. Detailed instructions will be provided and the instructor will provide time for groups to work in class with guidance.

#### *Enquiry Briefing Document*

During the first Enquiry group process each group member will be required to respond to a group generated research question. Each individual will write a brief 1-2 page document double spaced in the form of a “Briefing Note” that summarizes their research on and attempts to answer the research question and contribute to informing the Enquiry process. [Please follow this link for extensive details on the process of writing a briefing note.](#)

#### *Enquiry Annotated Bibliography*

During the second Enquiry group process each individual group member must create an Annotated Bibliography that contains a minimum of five peer reviewed, academic sources that help to inform their group generated research question. Detailed instructions on how to create an Annotated Bibliography will be covered in class and an

example of a high quality Annotated Bibliography is posted in the Resources section of your course D2L site.

### *Enquiry Presentation*

As a final assessment of the second Enquiry group process the group will present their research findings and any applications of those findings to the Enquiry scenario/case study. Presentations must include:

- the use of presentation software (Powerpoint/Prezi/Powtoon or other)
- In text citations of the research used to inform the points in the presentation
- A final reference list in the academic formatting style used for your academic discipline (APA/MLA/Chicago)

### **Writing Mechanics Online Modules**

The Writing Mechanics modules on your e-textbook site can be completed at any time during the course but will be introduced when you are engaged in significant writing activities to increase the salience of the writing mechanics modules.

*These modules require a significant time commitment which will pay off in your writing, you won't be able to do them all in one go so try to schedule manageable chunks of time every week to complete them.*

1. Log into the McGraw-Hill Connect Composition online textbook
2. From your main page you will see "Grammar/Writing" assignment modules
3. Complete the assigned reading and respond to the AchieveSmart multiple choice questions.

### **Academic Self Final Research Essay**

The purpose of this assignment is to move through the entire cycle of generating a personal research question on a topic of interest, collect and review academic literature, and synthesize the knowledge developed through your reading and thinking process into a unique written essay.

#### Logistical Details

Length: 8 to 10 pages long including the Reference List and Title Page.

- Must use academic formatting formatting (**in text citations, reference list,** headings, double spaced, running header, title page)
- Must be handed in using the "Drop Box" on Desire 2 Learn
  - Papers must be submitted in DOCX format. Not .pdf or .pages formats
- Have a minimum of **TEN** peer reviewed, academic journal articles. Peer reviewed book chapters can be included but cannot be used in lieu of the 6 paper minimum.

- Must use the headings that break the essay into an introduction, body (with sub-headings) and a conclusion. For example each heading might contain:

### **Introduction**

- General Statements regarding topic area
- Purpose/Thesis Statement (“The purpose of this paper is...”)
  - Eg: The purpose of this paper is to explore tourist motivations for visiting “clothing optional” beaches and the impacts of ‘clothing optional’ areas in public tourism settings.
- How the paper is organized (“This paper begins by...”)

### **Body**

- Use sub-headings to highlight each component in the structure of your paper
- You will likely find several articles that follow a theme. Use a heading to highlight that theme and put your ideas/research into categories

### **Conclusion**

- Restate your purpose.
- Summarize (using new language...don’t literally cut and paste something you’ve already written) your key points.

## ***Micro Assignments***

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### **Academic Self**

The purpose of this assignment is to ground you in your goals with relation to expanding your knowledge and perspective as well as introduce you to the knowledge and perspectives of your academic peers. You will construct an online profile that allows you and your peers to explore aspects of your personal and academic evolution leading to your goals and future hopes with regards to your post-secondary education. Please follow these steps to complete the assignment:

1. Log onto the Desire2Learn (D2L) online course using your Lakehead University log in name and password.
2. Locate your name in the top right corner of the screen and click the drop down menu. Select the “Profile” button.
3. Fill in your profile with the following information in relation to your academic self by September 12th
  - a. Upload an appropriate picture that represents your academic self and select a nickname

- b. Scroll down to the Personal Info section and complete:
    - i. Interests/Hobbies: What types of research and knowledge interests you? How have your past experiences and activities professional and personal influenced your interest in university?
    - ii. Media: Which types of Music, Books, Television Shows, Movies and Web sites have inspired you and influenced your perspective with relation to your field of study.
    - iii. What are your post-secondary goals aside from completing your credential? What do you hope to understand and/or achieve?
    - iv. What is your "Most Memorable Learning Experience"?
  - c. It is **NOT NECESSARY** to fill in your Social Networks, Contact Information, Employment Information or Birth Date. Only fill in Social Network/Contact information you are willing to share publically as anyone in any of your classes can view your D2L profile.
4. Once the profiles have been completed you will briefly present your interests in class to assist you in forming groups for the group work assignments and also to just get to know each other!

Evaluation: This is a pass or fail assignment with two components. Complete your profile as per these instructions by the due date for 2.5%. 0.5% will be deducted for missing sections.

### **Efficient Reference List Generation**

This is an in class assignment where you will be required to create an academically formatted reference list on a random research topic in a limited amount of time. You must be in class (virtually/in person) to participate in this assignment.

### **Academic Integrity/Tri-Council Policy/Campus Knowledge Certificate/University Regulations Scavenger Hunt**

These assignments are all available on the D2L page for this course. Each assignment will be reviewed and discussed in class with time for students to complete, however they can also be completed independently online once the assignment is released on the course site.

## ***Academic Self Research Paper Rubric***

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This rubric will be used and modified to mark most writing based assignments. This is the actual rubric for your Final Academic Self Research Paper.

<b>Element</b>	<b>85-100</b>	<b>75-84</b>	<b>60-74</b>	<b>&lt; 60</b>
<b>Writing Mechanics (/20)</b>	<ul style="list-style-type: none"> <li>- conforms to APA standards (headings, manuscript header, margins, page numbers, referencing style)</li> <li>- good spelling and grammar</li> <li>- very good sentence structure</li> <li>- paragraphs are well planned and have excellent flow</li> </ul>	<ul style="list-style-type: none"> <li>- conforms to APA standards (headings, manuscript header, margins, page numbers)</li> <li>- limited spelling or grammatical errors</li> <li>- good sentence structure and paragraph flow</li> </ul>	<ul style="list-style-type: none"> <li>- some mistakes in APA format</li> <li>- some spelling and grammatical mistakes</li> <li>- sentences are somewhat difficult to understand</li> <li>- paragraphs have too many ideas</li> </ul>	<ul style="list-style-type: none"> <li>- mistakes in APA format</li> <li>- mistakes in spelling and grammar take away from understanding</li> <li>- sentences are poorly structured</li> <li>- paragraphs are confusing</li> </ul>
<b>Research/Referencing (/20)</b>	<ul style="list-style-type: none"> <li>- excellent referencing within the text</li> <li>- large number of journal articles</li> <li>- wide variety of sources (different journals, books and other information sources)</li> </ul>	<ul style="list-style-type: none"> <li>- good referencing within the text</li> <li>- more than 5 journal articles</li> <li>- variety of sources (different journals)</li> </ul>	<ul style="list-style-type: none"> <li>- missing some referencing in the text</li> <li>- only 5 journal articles</li> <li>- limited variety of sources (multiple use of same journal or edited volume)</li> </ul>	<ul style="list-style-type: none"> <li>- very limited referencing within the text</li> <li>- less than 5 journal sources (or includes web sources)</li> <li>- no variety of sources</li> </ul>
<b>Content (/40)</b>	<ul style="list-style-type: none"> <li>- all aspects of the assignment are completed</li> <li>- information is accurate, up to date and goes beyond what is required</li> <li>- information is synthesized and connected to course material, as well as connections being made between literature sources</li> <li>- argument is well constructed and connects strongly to conclusion</li> </ul>	<ul style="list-style-type: none"> <li>- all aspects of the assignment are completed</li> <li>- information is accurate and up to date</li> <li>- good synthesis of information and connection between literature sources</li> <li>- well constructed argument and connects to conclusion</li> </ul>	<ul style="list-style-type: none"> <li>- missing some required elements of the assignment</li> <li>- some information is inaccurate or out of date</li> <li>- the information is summarized but not well connected to literature</li> <li>- argument is difficult to follow to the conclusion</li> </ul>	<ul style="list-style-type: none"> <li>- several missing elements</li> <li>- information is often inaccurate</li> <li>- there is limited connection between literature or purpose of paper</li> <li>- limited development of argument; no real conclusions</li> </ul>

## ***Course Policies***

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*Plagiarism:* Students are referred to Section IX of the Lakehead University Calendar concerning regulations on academic dishonesty.

*Late Assignments/Missed Exams:* Late assignments or missed exams are excusable only in the event of **documented** extenuating circumstances, i.e., serious illness or death in the immediate family. Penalty for late assignments is 10% deduction per day late.

*Mobile Devices:* Keep your mobile device out of sight unless we are using it for an in class activity. Please do not use your note taking computer to watch videos/sports or IM with your peers. Everybody sitting behind you will be distracted. Be present and mindful during class. If you are texting/emailing the cell phone warning system is as follows:

- a. Level 1 – Informal warning
- b. Level 2 – Formal verbal warning
- c. Level 3 – You will be asked to leave
- d. Level 4 – You will be required to meet with your Director before returning to class

## ***University Policies***

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All students are to be aware of and adhere to the following Lakehead University and School policies:

- Student Code of Conduct, Academic Misconduct, Accommodation for Students with Disabilities
- Ethics for doing research with Humans – all student projects that include human participants requires ethics approval, following the Research Ethics process

## **Transitions and Bridging Evaluation Survey**

The purpose of this survey is to gain insight into the process of transitioning into the academic and social post secondary environments of Lakehead University to improve our services and supports.

**1. Please answer the following questions with respect to your transition into the post-secondary environment at Lakehead University:**

*Mark only one oval per row.*

	This is not applicable to me	This is not important to me	I am very dissatisfied	I am dissatisfied	I am neither satisfied nor dissatisfied	I am satisfied	I am very satisfied
My success in using the MyInfo online academic administration system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My success in seeking out peers to engage in studying and school work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My success in establishing social network to engage in social activities outside of studying and school work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My success in creating a time management routine that helps me balance life and school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My success in developing a working relationship with my professors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My success in communicating with my professors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My success in selected courses that meet the calendar requirements for my academic program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My success in selecting courses that are the best fit for my interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	This is not applicable to me	This is not important to me	I am very dissatisfied	I am dissatisfied	I am neither satisfied nor dissatisfied	I am satisfied	I am very satisfied
My success in navigating the Desire 2 Learn online education system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My success in connecting with and using university services to assist me with my academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experiences in connecting with university services for leisure, recreation and volunteer opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My success in connecting with administrative services related to the logistics of university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experiences in the community and physical environment where the university is located	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Row 14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. For the following academic support services at Lakehead University please choose the response that fits best with your experience this past semester:**

*Mark only one oval per row.*

	I am not aware of this service	I am aware of this service but I have never used it	I have had a one-time or small amount of contact with someone from this service	I routinely use this service	This service is a big part of my success	I do not see ever needing this service (not applicable)
Student Success Centre - Writing Assistance Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Success Centre - Math Assistance Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Success Center - Student Success Workshops/Seminars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Success Centre - Individual appointments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professors - Office hours and individual appointments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. For the following administrative support services at Lakehead University please choose the response that fits best with your experience this past semester:**

*Mark only one oval per row.*

	I am not aware of this service	I am aware of this service but I have never used it	I have had a one-time or small amount of contact with someone from this service	I routinely use this service	This service is a big part of my success	I do not see ever needing this service (not applicable)
Student Central - Academic Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Central - Admissions and Enrollment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Awards and Financial Aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department based Academic Advising from the faculty/chair of your academic program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. For the following campus life services at Lakehead University please choose the response that fits best with your experience this past semester:**

*Mark only one oval per row.*

	I am not aware of this service	I am aware of this service but I have never used it	I have had a one-time or small amount of contact with someone from this service	I routinely use this service	This service is a big part of my success	I do not see ever needing this service (not applicable)
Student Success Centre - Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Success Centre - Career Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Success Centre - Excel Leadership Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Health and Counselling Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Accessibility Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aboriginal and Cultural Support Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lakehead International Student Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5. Often students use informal supports to assist with decisions and provide social/academic support. Of the following informal supports, please fill in the appropriate response indicated your reliance on each type of support**

*Mark only one oval per row.*

	Not applicable	I do not rely on this form of support	I rely very little on this form of support	I rely somewhat on this form of support	I rely regularly on this form of support	I rely heavily on this form of support
Family members and relatives who are familiar with Lakehead University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members and relatives who are NOT familiar with Lakehead University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peers and Classmates who are currently attending Lakehead University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends and acquaintances who have previously attended Lakehead University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. Please list and describe any other informal supports that have helped you in your transition process**

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**7. Do you have any other comments about your transition experience?**

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**8. Do you have any comments about your experience taking this survey?**

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