2017 – 2018
ANNUAL REPORT

SASS
AN UNDENIABLE IMPACT ON ACADEMIC SUCCESS
A WORD FROM THE DIRECTOR

Dear Colleagues,

I am extremely proud to share our 2017-2018 Annual Report with you. Energized by the new vision and new strategic directions set in 2016-2017, the complete SASS team has engaged in extensive reflection on the best means of applying them to ensure that our services have a deep and lasting impact on student academic success.

In 2017-2018, Operation Butterfly. Connection. Innovation. Transformation continued and gained momentum, as the “2017-2018 Achievements” section shows. The team served as a catalyst and leader in academic success by working closely on an ongoing basis with various partners on campus, whether expressing the University's vision of mentorship, identifying tangible avenues for action offering promise for the future in terms of student well-being and mental health, or developing lasting, synergetic ties with faculties and professors to introduce academic accommodations for members of the student population with a disability.

As the “2018-19 Priorities” section shows, 2018-2019 will be a year filled with challenges for us, and we aim to focus on a few strategic projects. We will continue our efforts to promote action and services that meet the needs of today’s students.

I would like to underscore the important and undeniable impact of SASS’s actions and services on the retention of students who use them. The data analysis presented in this report is a clear indication of the added value provided by SASS within our wonderful institution of higher learning.

Lastly, I salute the SASS team for its deep commitment in supporting members of the student body with goodwill and professionalism.

On behalf of the entire SASS team, I wish you an excellent 2018-2019 academic year. I look forward to working with you to support the retention and academic success of our students.

Sylvie C.R. Tremblay

MISSION, VISION AND VALUES

MISSION

We support students so that they can thrive and find their own path to academic success.

VISION

To be a catalyst for supportive, inclusive learning environments by building connections, working in synergy with our students, our university partners and the community, and adopting and furthering academic support best practices.

VALUES

Resilient Optimism
Agile Excellence
Collaborative Learning
Authentic Communication
Lucid Responsibility
Culture of Compassion
SASS HAS THREE UNITS:

**SASS - ACADEMIC ACCOMMODATIONS**

Works with members of the student community who have a disability to help them develop their ability to meet the University’s academic requirements and succeed despite limitations or disabilities. This work primarily involves developing personalized learning strategies and classroom accommodation plans.

Manager (Acting): Vincent Beaulieu

**SASS - ACADEMIC SUPPORT UNIT**

Teaches students how to learn, whether through mentorship, writing help or orientation.

Manager: Olivia Faucher

**SASS - COUNSELLING AND COACHING**

Guides and supports students in achieving personal fulfillment and developing skills through a process centred on individual strengths and the ability to take charge of personal well-being to ensure academic success.

Manager: Geneviève Brabant
SASS AND ITS CLEAR IMPACT ON ACADEMIC SUCCESS AND RETENTION

SASS actions and services have a significant impact on student retention and, strikingly, on those most at risk of academic failure based on their admission average.

<table>
<thead>
<tr>
<th>ADMISSION AVERAGE</th>
<th>RETENTION RATE AFTER 1 YEAR</th>
<th>RETENTION RATE AFTER 2 YEARS</th>
</tr>
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<tbody>
<tr>
<td>0-74</td>
<td>76.2%</td>
<td>64.7%</td>
</tr>
<tr>
<td>75-79</td>
<td>80.9%</td>
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<tr>
<td>80-84</td>
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<td>85-89</td>
<td>87.5%</td>
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<tr>
<td>90-100</td>
<td>91.2%</td>
<td>86.4%</td>
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<td>75-79</td>
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<td>80-84</td>
<td>89.1%</td>
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<td>92.9%</td>
<td>89.2%</td>
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<tr>
<td>90-100</td>
<td>94.7%</td>
<td>90%</td>
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2017-2018 ACHIEVEMENTS

1 Development of the SASS Intervention Framework

The SASS intervention framework was developed to harmonize SASS actions:

- To make them universal, inclusive and accessible
- To anchor them in a developmental approach
- To reflect principles associated with the appreciative approach
- To achieve a tangible and lasting impact

2 Student Mentoring: A Shared University Vision

Development of the University mission and vision of mentoring in partnership with the faculties.

Development of an initial, ongoing and innovative training plan, in collaboration with the faculties, SASS – Counselling and Coaching and the senior mental health counsellor, to redefine the helping relationship within a mentoring framework, prepare mentors to address mental health issues and expand their role in student wellness.
Planning the implementation of a new service delivery model built on evidence-based practices in mental health and wellness for post-secondary students (Stepped Care 2.0). This new model will have a significant impact on the University community, including:

◊ An increase in the number of student community members who feel a deeper sense of autonomy and competency in achieving success at the University
◊ An increased sense of general student wellness
◊ An increased rate of student retention after one and two years
◊ Better access to services.

Procurement of a Therapy Assisted Online platform (TAO) for mental health resources and treatment.

Customizing the service to the needs of the student community by offering them different options.
FITA Pilot Project

Development of the FITA (From Intention to Action, Carleton University © 2014-17) pilot project in collaboration with the Centre for Psychological Services and Research and the Faculty of Social Sciences.

Increase of the supply of services to highly vulnerable members of the student community while positively contributing to their well-being, success and, over the long term, retention.

Project implementation began in September 2018 with approximately 50 undergraduate students.

Expanded Partnership With Professors At SASS - Academic Accommodations

Establishing new administrative procedures to improve collaboration among our learning specialists and professors.

Establishing a closer partnership with professors within the academic accommodation process and better equipping them regarding adaptive measures in the classroom and during exams.

Holding interactive information sessions on academic accommodations for professors to more effectively convey our institutional obligations, collaborative service delivery strategies and classroom inclusion issues.
Development of a skills, learning ability and work habits profile for students.

Development and implementation of a renewed, dynamic communications and marketing strategy.

Implementation of the SASS intervention framework within SASS - Academic Accommodations (year 1 of 3).

Consolidation of the University’s mentoring vision and revamping of the University’s orientation vision within SASS - Academic Support.

Implementation of a new, progressive service delivery model within SASS - Counselling and Coaching (year 1 of 3).
2017-2018 DATA SUMMARY*

ACADEMIC ACCOMMODATIONS (APRIL 1, 2017, TO MARCH 31, 2018)

- **2,474** Number of students registered
- **6,362** Number of meetings with learning specialists
- **2.5** Average number of visits per student
- **20,669** Number of adapted exams

ACCOMMODATIONS BASED ON PRIMARY DISABILITY

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
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<tbody>
<tr>
<td>810 32.7% Mental health</td>
<td>111 Acquired brain injury: 4.5%</td>
</tr>
<tr>
<td>669 27.0% Attention deficit disorder, with or without hyperactivity</td>
<td>58 Impaired mobility: 2.3%</td>
</tr>
<tr>
<td>329 13.3% Confirmed learning disability</td>
<td>40 Hearing disability: 1.6%</td>
</tr>
<tr>
<td>277 11.2% Physical condition/chronic illness</td>
<td>143 Other: 5.8%</td>
</tr>
<tr>
<td></td>
<td>37 Unconfirmed learning disability: 1.5%</td>
</tr>
<tr>
<td></td>
<td>12 Under review: 0.5%</td>
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DID YOU KNOW...

To obtain accommodations, students must register with SASS – Academic Accommodations. In 2017-2018, approximately 5.9% of the student population received accommodations.

*The methodology used to count actions has been changed to reflect the new SASS sound management framework.*
IN BRIEF

In all, the Academic Support Unit met with 5,500 individual students (Summer Orientation, the AWHC and mentoring). Approximately 1,000 students received a combination of services over the year.

MENTORING

3,720 Number of students served
9,100 Number of visits
2.45 Number of visits per student

ORIENTATION

914 Number of summer orientation participants (2017)
98 Number of winter orientation participants (2018)

ACADEMIC WRITING HELP CENTRE (AWHC)

1,880 Number of students served
5,253 Number of appointments with academic writing advisors

AWHC

The AWHC delivered 90 academic methodology workshops and classroom presentations, and in the process, reached 4,192 students. Of these 4,192 students, 1,300 first-year French-language students (of 1,930) received training on the strengths and weaknesses of the Antidote software.

DID YOU KNOW...

29% of students registered with the AWHC are international students. This figure has doubled since 2016.
DID YOU KNOW...

With the subsidy for mental health workers provided by the Ministry of Advanced Education and Skills Development, SASS - Counselling and Coaching was able to hire four more professional counsellors to optimize the frontline services provided to students.

MAJOR STUDENT CONCERNS

- **Stress/anxiety**: 96%
- **Academic workload**: 86%
- **Motivation**: 85%
- **Depression**: 84%
- **Self-esteem**: 58%
FUNDING SOURCES

- Internal sources: 7.86%
- External sources: 38.05%
- University of Ottawa: 54.09%