

## On Track On Campus: 2023-2024 End-Of-Year Data Report

### C2C MILESTONE 5: Post-Secondary & Career Readiness

On Track on Campus (OTOC) program supports recent graduates from the On Track to Success (OTTS) program as they transition into post-secondary education (PSE) or re-engage with education after a hiatus. This report summarizes key data and outcomes from the 2023-2024 academic year, highlighting achievements, challenges, and areas for improvement.

### Key Numbers

- **Total OTTS Alumni Support:** 165 alumni
  - **Enrolled in PSE:** 84 alumni are enrolled in various PSE programs.
  - **Re-Engage with PSE:** 27 alumni are currently not enrolled in PSE but are within their funding eligibility period<sup>1</sup>. This includes students planning to return to PSE after a gap year or withdrawal.
- **Alumni Graduates:** 30 alumni have successfully graduated from a PSE program, and four are continuing to graduate studies.
- **Re-engagement Successes:** 24 of the 112 alumni enrolled or who have graduated were re-engaged after a withdrawal or a gap year.
- **Unknown or Removed Alumni:** 66 alumni
  - **Removed:** 49 alumni did not enroll in PSE within the funding eligibility period or exceeded the funding period parameters during a withdrawal (e.g., SCC Dismissal 3 or a UWindsor withdrawal).
  - **Unknown:** 17 alumni have unknown whereabouts due to lost contact (no response over three consecutive attempts) or outdated information. Attempts to update this status are made annually for up to three years. They may still be in school, but there is no current contact.

OTTS Alumni Breakdown	
Enrolled	82 (+ 54 new grads)
Need to be Reengaged	27
Graduated from PSE	30 (+ 5 August grads)
Removed	49
Unknown	17

### Academic Progress

#### University of Windsor:

- **Enrollment:** 35 OTTS alumni are enrolled as of the Winter 2024 semester.
- **Data Availability:** Unfortunately, academic data from the University of Windsor is not provided, limiting our ability to analyze student performance at this institution.

<sup>1</sup> This is the timeframe within which the alumni must use their scholarship dollars to enroll in PSE. 1-Year OTTS Students must enroll in PSE by the September following high school graduation or be removed from the program. 4-Year OTTS Students have three years post-graduation to use their scholarship dollars, after which they will be removed from the program and their scholarship reallocated.

### St. Clair College:

- **Enrollment:** 41 OTTS alumni are enrolled as of the Winter 2024 semester.
- **Academic Performance:** The academic performance of OTTS alumni at St. Clair College has shown positive trends in Winter 2024 compared to previous semesters. The number of students in good standing has remained consistent at 26 from Fall 2023 to Winter 2024, a significant improvement from the 15 students in good standing in Winter 2022. Additionally, the number of students who withdrew decreased significantly, from 15 in Winter 2022 to just 5 in Winter 2024. This reduction in withdrawals has contributed to a marked improvement in the retention rate, which rose from 67% in Winter 2022 to 88% in Winter 2024. These improvements indicate enhanced student commitment and engagement.

St. Clair College	Winter 2022	Fall 2023	Winter 2024
Number of Students Enrolled at SCC	45	43 <sup>2</sup>	41
Average GPA	Unavailable	2.3	2.4
<b>Academic Standings</b>			
Good Standing	15	26	26
Probation (Warning)	3	8	5
Dismissal	12	8	10
<i>Level 1 Dismissal</i>	3	7	6
<i>Level 2 Dismissal</i>	3	1	4
<i>Level 3 Dismissal</i>	4	0	0
Withdrew	15		5
Retention Rate	30/45 = 67%		37/42 = 88%

### 2023-2024 First Year Students

In the past academic year, 76% (28 out of 37) of OTTS students who graduated from high school in June 2023 successfully transitioned to post-secondary studies in Fall 2023. As of March 31, 2024:

- University of Windsor: 9 out of 11 first-year students remained enrolled and were preparing to enter their second year.
- St. Clair College: 18 out of 19 first-year students continued their studies.

**Reasons for Withdrawal:** Transportation barriers, stressors, and rescinded offers based on final Grade 12 results.

### First-Year Feedback Surveys

To better understand the challenges faced by first-year students, pre- and post-surveys were conducted at the beginning and end of the academic year. The pre-survey was administered at the start of the Fall 2023 semester, aiming to capture initial expectations and potential concerns as students transitioned to post-secondary education. The post-survey, conducted at the end of the Winter 2024 semester, sought to identify barriers encountered throughout the year and assess changes in students' academic performance and well-being.

These surveys revealed several barriers impacting academic performance and overall well-being, highlighting the need for comprehensive support combining both academic and non-academic

<sup>2</sup> One student did not consent to grades; therefore, it is not part of the academic standings totals. This student has since withdrawn and has no contact.

interventions. Below are the key challenges identified and some potential solutions. See [Appendix A](#) for a summary comparing pre and post-surveys.

Challenge Identified	Potential Solutions
<p><b>Academic Performance Decline</b> Students experienced a significant drop in academic performance, from an average of 74.6% in high school to 58% in post-secondary.</p>	<p><b>Enhanced Academic Support</b> <i>Example:</i> Implement tutoring programs, study groups, and academic workshops.</p>
<p><b>Decline in Mental Health Ratings</b> Mental health ratings dropped from 62.6% to 44%, with fewer students having access to support.</p>	<p><b>Mental Health Resources</b> <i>Example:</i> Expand access to mental health resources, such as counselling services, stress management workshops, and regular check-ins.</p>
<p><b>Drop in Physical Health Ratings</b> Physical health ratings decreased from 73.4% to 56%</p>	<p><b>Physical Health Programs</b> <i>Examples:</i> Facilitate access to gyms, promote regular physical activities, and provide assistance with appointments to specialized doctors.</p>
<p><b>Transportation Issues</b> 32% of students reported reliability issues with public transportation.</p>	<p><b>Reliable Transportation</b> <i>Example:</i> work with local transportation authorities to improve reliability and accessibility.</p>
<p><b>Unexpected Workload and Time Management Challenges</b> Students were surprised by the heavy workload and the need for effective time management.</p>	<p><b>Use Learnings to Enhance Grade 12 OTTS Programming</b> <i>Example:</i> provide tips, workshops, and detailed information on financial and administrative aspects such as OSAP and tuition.</p>
<p><b>Reduced Frequency of Success Coach Meetings</b> Decreased frequency of meetings with the OTOC success coach.</p>	<p><b>OTOC Check-Ins</b> <i>Example:</i> Make check-ins mandatory for all first-year students receiving funding.</p>
<p><b>Varied Needs for Support Services</b> Diverse range of support services used, indicating varied needs</p>	<p><b>Utilization of Support Services</b> <i>Example:</i> Promote awareness and accessibility of support services, including academic advising, writing support, counselling, tutoring, and financial aid.</p>
<p><b>Decreased Availability of Support Networks</b> A decrease in the availability of support networks over the year.</p>	<p><b>Encouraging Social and Emotional Support</b> <i>Example:</i> Foster a sense of community through social events, peer mentoring programs, and support groups.</p>

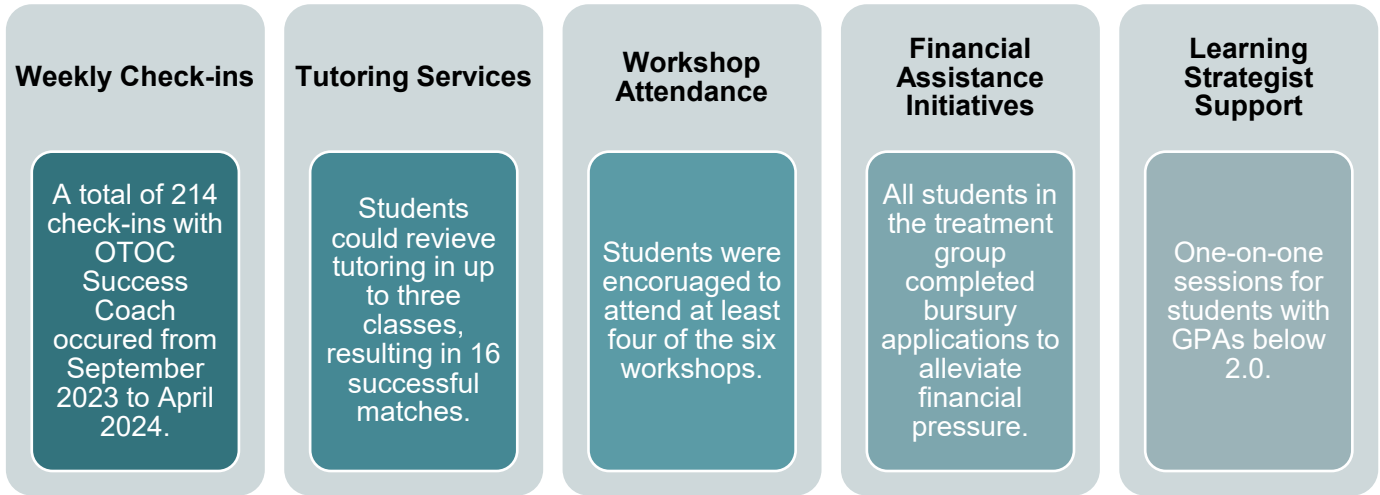
### **OTOC Pilot with St. Clair College (OTOC-SCC Pilot)**

The OTOC-SCC Pilot aimed to enhance retention and graduation rates among OTTS graduates at St. Clair College. Beginning in September 2023, the pilot involved 15 first-year students, divided into two groups: a treatment group (n=8) and a control group (n=7).<sup>3</sup> The treatment group was required to utilize

<sup>3</sup> Three students joined after the start date and were not part of the pilot.  
Summer 2024  
Page 3 of 9

additional support, while it was not mandatory for the control group to use these extra resources. The effectiveness of increased support on academic performance and student retention was loosely compared between the two groups.

### Support Measures



### Pilot Outcomes

Academic Performance: Control Group vs Treatment Group				
	# of Students Enrolled	GPA	Normalized GPA (%)	Performance Ratio <sup>4</sup>
CONTROL	7	2.0	50.9	0.7
TREATMENT	7	2.5	63.4	0.8

Academic Status: Control Group vs Treatment Group				
	Good Standing	Probation	Dismissal 1	Withdrew
CONTROL	4	1	1	
TREATMENT	5	1	1	1

Average Number of Check-Ins: Control Group vs Treatment Group			
	Focused Check-Ins	Casual Check-Ins	Total Check-Ins
CONTROL	6	3	9
TREATMENT	12	6	19

At the end of the Winter 2024 semester, the data indicated that the treatment group, which had access to additional support resources, showed better academic performance, evidenced by a higher GPA and normalized GPA, and greater engagement, as reflected in the higher average number of check-ins. However, both groups had similar rates of probation and dismissal, indicating that while academic

<sup>4</sup> Performance Ratio Context: A performance ratio **greater than 1** indicates that, on average, students perform better in college than in high school. A performance ratio of **less than 1** indicates that, on average, students perform worse in college than in high school. A performance ratio **equal to 1** indicates that students perform equally well in college as they did in high school.

support was beneficial, non-academic challenges also need to be addressed to improve overall student outcomes.

## Next Steps: Continuous Improvement Opportunities

### 1) Proposed Interventions for First-Year Students

- **Academic Support:**

- **St. Clair College:** Implement pre-planned in-person meetings (in a 2:1 student-to-support person ratio) with learning strategists, student success officers, and financial aid officers to provide targeted guidance and support.
- **University of Windsor:** Schedule pre-planned in-person meetings with student success and leadership contacts to introduce and explain the range of available services, supports, and resources.

- **Non-Academic Support - Financial Literacy & Support:**

- Encouraging scholarship applications
- Promoting the use of used textbooks to reduce cost
- Highlighting employment opportunities both on and off-campus
- Offering budgeting support and OSAP competency training
- Providing information on additional grants, such as those covering local travel time and cost of living expenses

**2) Addressing Data Gaps:** The lack of academic data from the University of Windsor has limited our analysis. To address this, we will work on building a data-sharing agreement with the university. This will enable us to obtain comprehensive academic data, improving our ability to support students and evaluate program effectiveness.

**3) Criteria Refinement and Eligibility:** We continuously refine the eligibility criteria for OTOC participation to ensure that we accurately identify students who benefit most from our program. Recent adjustments to these criteria have been made to better align with our program objectives, resulting in changes in key statistics, particularly the number of students deemed eligible for support. By fine-tuning our criteria, we aim to identify and support students within the designated eligibility period, optimize our resource allocation, and improve student outcomes and overall program effectiveness. This refinement process is ongoing as we learn more about the unique situations and needs of our students.

**4) Employment (Milestone 6):** While OTOC primarily focuses on Milestone 5 objectives related to post-secondary readiness, we recognize the importance of preparing students for gainful employment, as outlined in Milestone 6. To address this, we are exploring ways to integrate and track Milestone 6 objectives into the OTOC program.

A key example of our commitment to this goal is the **Executive Mentorship Program** we conduct during the summer. This program pairs students with industry professionals and executives, providing invaluable mentorship and real-world insights. The program helps students develop essential job search skills, such as resume building, interview preparation, and networking. Additionally, it offers a practical understanding of the labour market, helping students to align their academic pursuits with industry needs and expectations. By expanding this or similar initiatives within the OTOC framework, we aim to equip students with the skills and knowledge necessary for successful employment post-graduation, thereby enhancing their career readiness and long-term success.

## Appendix A: Summary of First-Year Pre & Post Survey

This summary analyzes the data collected from pre-survey and post-survey conducted with students at the beginning and end of their first year of post-secondary education. The goal is to understand their post-secondary experience, identify key trends, and provide actionable recommendations for enhancing On Track on Campus (OTOC) first-year support in the upcoming year.

### Methodology

The surveys were designed to capture various aspects of students' experiences, including academic performance, attendance, mental and physical health, support systems, transportation access, academic goals, and overall satisfaction with the program. We asked all OTTS alumni who attended college or university for the first time during the 2023-2024 school year to complete a check-in survey. The pre-survey was administered to all first-year students at the beginning of the fall semester in September, and the post-survey was conducted after the winter semester in April. The analysis compares responses from both surveys to identify barriers that may impact academic performance and track changes and trends over the year.

#### Response Rates

- **Pre-Survey:** 27/33 (81.8%)
- **Post-Survey:** 24/28 (85.7%)

Five students either did not attend PSE or lost contact; thus, they were not surveyed in the post-survey.

### Demographic Information

#### Post-Secondary Institutions Attended:

- **Pre-Survey:** 14 SCC, 6 UWin, 4 Fanshawe, 1 York, 2 Not in School
- **Post-Survey:** 13 SCC, 8 UWin, 3 Fanshawe
  - *Enrollment Status:* Of the 24 students, 20 students are still enrolled; 4 withdrew but reapplied for Fall 2024.

#### Academic Programs Enrolled:

Students pursued diverse academic programs, including Nursing, Pre-Health Sciences, Business Administration, and Firefighting.

### Academic Performance

- **Pre-Survey:** Students rated their academic performance over their last year of high school, averaging 74.6%. Confidence in the upcoming semester was 3.5/5 (70%).
- **Post-Survey:** Students evaluated their academic performance over the past year in post-secondary education with an average rating of 2.9/5 (58%).

#### Changes and Implications:

The decline from 74.6% to 58% suggests that students faced significant challenges adapting to post-secondary education demands. Key issues included mental health concerns, the transition from high school, increased workload, and different work demands. This indicates a need for enhanced academic support and mental health resources to help students navigate these challenges.

### Class Attendance and Strategies

- **Pre-Survey:** High school attendance: 77% (n=21) attending 70-100% of classes.
- **Post-Survey:** Post-secondary attendance: 92% (n=22) attended 70-100% of their classes.

#### Changes and Implications:

Despite challenges in academic performance, students maintained good attendance in post-secondary education. Strategies like flexible scheduling, better transportation options, and improved time management were crucial. This suggests that while students struggled academically, they were



committed to attending classes and could benefit from targeted academic support to translate attendance into better performance.

### Mental Health

- **Pre-Survey:** Mental health rating was 3.1/5 (62.6%). 80% noted having someone they could reach out to for support.
  - **Supports Mentioned:** School support, siblings, and friends, Kids Helpline, apps, meditation, talk therapy, support in school and from professors, Youth Hub
- **Post-Survey:** Mental health rating dropped to 2.2/5 (44%). Only 67% said there was someone they could reach out to for support. Students in the treatment group reported slightly higher at 2.5/5.

#### *Changes and Implications:*

The significant decline in mental health ratings and support availability indicates that students faced increased mental health challenges over the academic year. This highlights the importance of expanding access to mental health resources, including counselling services, stress management workshops, and regular mental health check-ins.

What Students Did for Mental Health:	Ways to Better Support Student Mental Health:
<ul style="list-style-type: none"> <li>• <b>Physical Activity:</b> Regular exercise and walking.</li> <li>• <b>Professional Support:</b> Therapy and speaking with professionals.</li> <li>• <b>Hobbies and Leisure Activities:</b> Engaging in hobbies and leisure activities.</li> <li>• <b>Spiritual and Medical Support:</b> Spiritual practices and medical assistance.</li> <li>• <b>Social Support:</b> Interactions with friends and family.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Workshops and Activities:</b> Yoga, meditation, stress management, and painting.</li> <li>• <b>Counselling Services:</b> Flexible options and having a counsellor within the program.</li> <li>• <b>Rest and Breaks:</b> More rest breaks.</li> <li>• <b>Spiritual Support:</b> Christian counsellors for spiritual health.</li> <li>• <b>General Support for Improvement:</b> Emphasizing overall mental and physical betterment.</li> </ul>

### Physical Health

- **Pre-Survey:** Physical health rating was 3.1/5 (73.4%).
- **Post-Survey:** Physical health rating declined to 2.8/5 (56%), placing between “Fair” and “Good”. Students in the treatment group reported slightly higher at 3.2/5.

#### *Changes and Implications:*

The decline in physical health ratings suggests that students experienced increased physical health challenges during their first year. Access to gyms, regular physical activity, and proximity to pharmacies were important for maintaining physical health. Programs that support physical well-being, including assistance with appointments to specialized doctors and promoting regular exercise, are needed.

### Goals and Achievements

- **Pre-Survey:** Students set goals for the school year with a confidence rating of 3.8/5, meaning they were “mostly confident” they could accomplish them. Goals included academic performance, course management, attendance and participation, personal development (e.g., maintaining work-life balance), and social engagement.
- **Post-Survey:** Students' success in achieving goals had an average rating of 3.5/5, with 92% being “somewhat successful” to “very successful”. They attributed their success to program support and personal determination.

#### *Changes and Implications:*

While there was a slight decline in the confidence in goal achievement to actual achievement (from 3.8 to 3.5), many were still able to achieve aspects of their goals.

## Transportation and Accessibility

- *Commute Times:* About half (12) of the students live within 30 minutes of the school, while the other half travel for more than 30 minutes.
- *Modes of Transportation:* Public transportation (e.g., buses) and active transportation (e.g., walking and biking) are the most common modes of transportation.
- *Transportation Reliability:* Although most students rated the reliability as good to excellent, 32% still report reliability issues with their transportation. Of those who rated lower, the primary mode of transportation was mostly public transportation (5/8 students).

### *Changes and Implications:*

The transportation challenges reported by students highlight the need for improved accessibility and reliable transportation options. Addressing these issues can help ensure consistent attendance and reduce stress related to commuting.

## Surprises about Post-Secondary School

Several unexpected challenges marked the post-secondary education experience for students. They reported being surprised by the heavy workload and intensive study requirements, the structure of classes and assessment methods, and the need for effective time management and independence. The length of classes, availability of support services, and variability in teaching methods and schedules were also noted as surprising aspects. These learnings can be incorporated into Grade 12 OTTS programming to better equip students for the transition from high school to post-secondary education.

## Types of Services Utilized

Students utilized a variety of support services during their first year, including academic advising (n=5), writing and citation support (n=3), counselling and mental health services (n=4), and tutoring (n=4). Other services, such as campus dental, student services, financial aid, and security, were also mentioned. The diverse range of services students use underscores the importance of providing comprehensive support systems to cater to their varied needs and help them navigate and succeed in their post-secondary education.

## Suggestions for Grade 12 Programming

Students provided several suggestions to enhance Grade 12 OTTS programming, which could help better prepare future students for post-secondary education. These suggestions included offering more study tips and workshops, providing detailed information on financial and administrative aspects such as OSAP and tuition, using Outlook, increasing awareness of university services and resources, and offering time management and planning workshops. Additionally, campus tours and general advice for managing stress and academic challenges were highlighted as important areas. Implementing these suggestions can create a more robust preparatory program that covers post-secondary life's academic and practical aspects.

*Alumni Quote: To be easy on yourself, nobody is perfect, and everybody fails a class, an exam, or an assignment. Failure is part of the journey and the growth!*

## OTOC Expectations

Initially, most students (15) expected to meet with the OTOC success coach frequently (at least 2-3 times a month) for guidance and support. They aimed to achieve academic success and sought help in specific areas such as university tasks, resource utilization, work-life balance, financial and mental support, and confidence building. However, the post-survey revealed a decrease in the frequency of these meetings, indicating that the anticipated regularity of support did not materialize, with fifteen students noting more like one month or less. This highlights the need for more structured and consistent support mechanisms to ensure that students receive the necessary assistance throughout their first year.



### Confidence Going into Fall 2024

Of those returning to post-secondary education in Fall 2024, confidence in their ability to do well next was rated at 3.9/5. Seventeen were either confident or very confident, and only two were not so confident.

### Opportunities for Next Steps:

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