



Learn Well

2023 Assessment



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Well Series

Table of Contents

- 03 Introduction
- 04 Curriculum Map
- 05 Timeline
- 06 Assessment Summary
- 09 Next Steps



"Learn Well Modules are really helping the students to achieve their study goals and work in an orderly manner. This also provide knowledge and skills to the students that are apart from their programs." First-year student

Introduction

The Well Series was an idea initially born out of the COVID pandemic in order to develop digital student learning supports designed in response to the sudden move from in-person to online classes. With talented people in place and a shared college-wide desire to support students in the online arena, we went to work to build learning modules and new virtual communities in the LMS for incoming first year students. Members from across the Sheridan community came together that first COVID summer in classic One Sheridan style to apply their expertise to produce Learn Well for incoming Fall term students.

Learn Well ignited a vision for a series, an all-encompassing program that takes the student across their journey from pre-arrival to post-Graduation. We envisioned a relay runner passing of the “Well” baton every step of the student journey and on to post-graduation success.

Today, the Well Series has blossomed into a full student support program that aligns with the student journey from pre-arrival readiness, through key transitions to graduation, career and beyond. All bad things must come to an end and although not gone, we have entered the post-COVID era, and, at three years of age, the time has come to celebrate our successes and fully assess the Well Series.

Joan Sweeney Marsh

Curriculum Map

The curriculum map provides an overview of when a student would engage with each element of the Well Series and their respective learning outcomes.

14 Weeks Before Term - Through First Year

- Cultivate social networks based on program, interests, and social identity
- Identify Sheridan supports and services available and their purpose
- Learn important program related information while meeting faculty as part of New Student Orientation



Before School Starts

- Identify personal strengths and learning preferences
- Create an effective time management semester plan by applying Creative Problem Solving strategies
- Compare discipline specific literacy and numeracy skills to their own skills
- **Babamadzwin: Supporting Indigenous Learners**



International Students

- Understand how to effectively interact with Sheridan professors and community members
- Identify Canadian post-secondary education system's key characteristics
- Recognize critical program specific technology and academic skills for future career preparation



First Year

- Apply strategies for staying focused and motivated while monitoring personal well-being
- Discover test prep and essay tips and strategies
- Connect with upper year student tutors and peer mentors
- Customized virtual communities for some programs



Start to Finish

- Navigate a career path, including seeking employment and managing career transitions while building experience and resiliency
- Hone professional behaviour to successfully navigate the workplace
- Recognize employee rights and approaches to asking for accommodation



Last Year of Program

- Complete checklist items required for graduation
- Identify the educational and career pathway options available after graduation
- Understand the post-graduation work permit application process



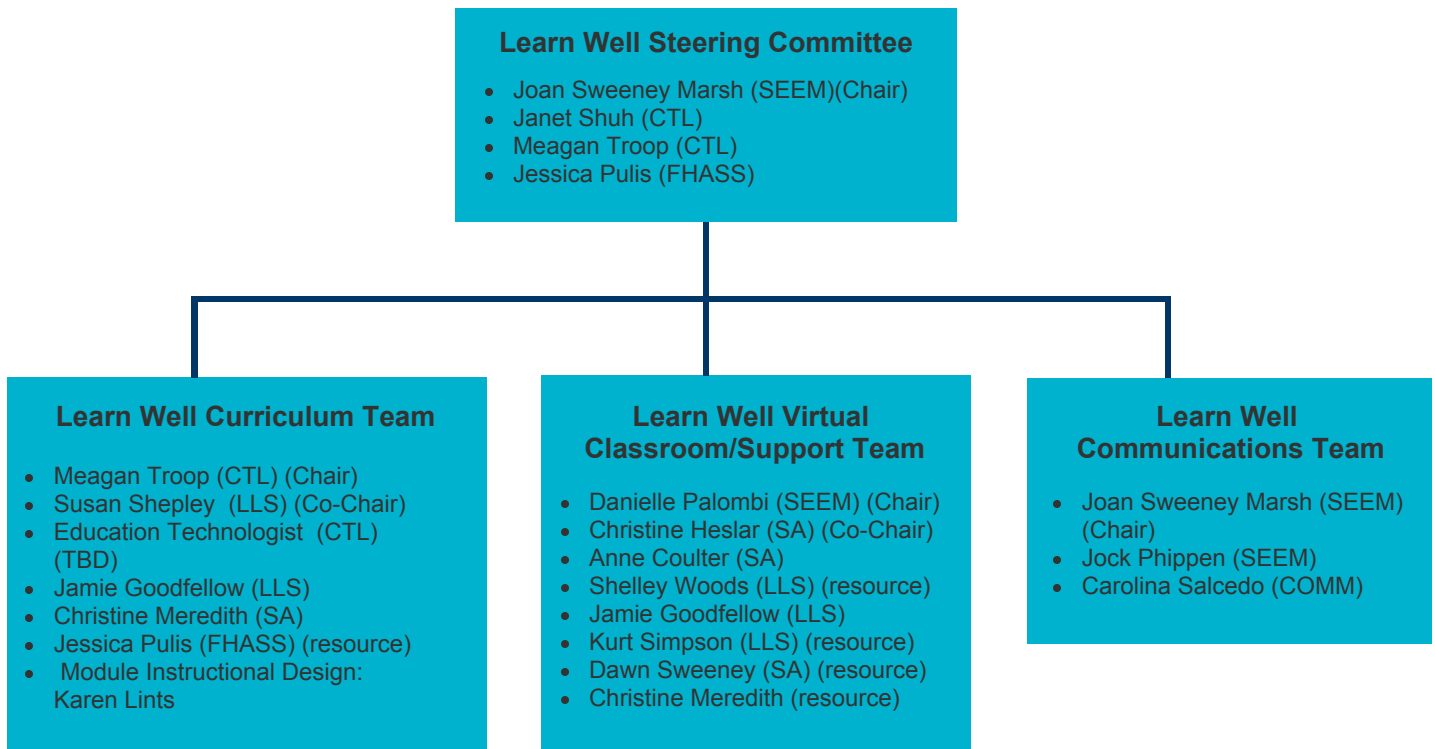
Teach Well (for professors, staff, and admin)



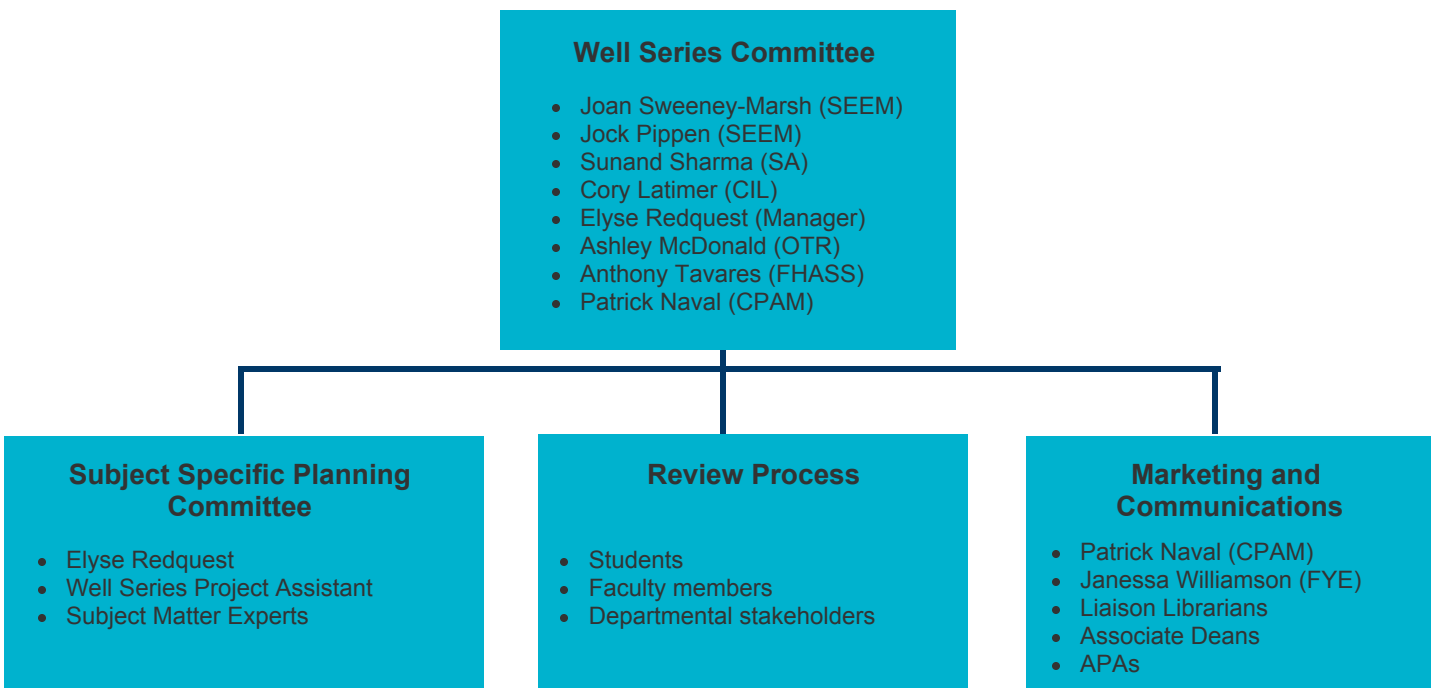
- Create course materials using a multi-media interactive approach
- Cultivate a sense of community and connection in the teaching and learning environment
- Explore a variety of evidence-informed teaching and learning strategies to increase student engagement and motivation

Learn Well Program Framework

Originally, the Well Series Committee started as the Learn Well Program Framework and evolved to the current model in 2021.



The governance structure was enhanced to the following model as Learn Well became the Well Series. Trailblazing a new collaboration technique pan-institutionally, a network approach is used in the Subject Specific Planning Committee.



Well Series Timeline

The below timeline highlights Well Series milestones between September 2020 and December 2022.

Learn Well modules completed and embedded in 130 first year courses; Virtual Communities go live; First Year Experience activities re-branded as **Transition Well**

Sept. 2020

June 2021

Manager, Well Series and Academic Integrity Office Hired – Elyse Redquest

Start Well modules Launched; **Work Well** modules launched

August 2021

Sept. 2021

Arrive Well modules launched; Well Series featured in **The Globe and Mail** and **The Toronto Star**

Babamadzwin Customized Start Well modules for Indigenous learners launched

June 2022

August 2022

Graduate Well modules launched; **Learn Well+ Virtual Communities** launched as part of the Strategic Initiatives Framework: Homeroom

Arrive Well goes live on **D2L Open Learning Platform**

Dec. 2022

Assessment

Quantitative Data

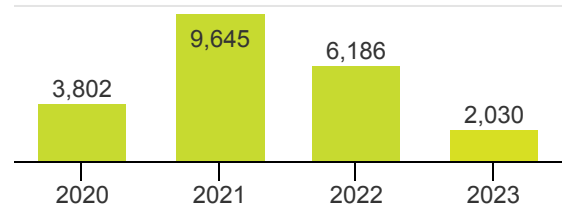
Quantitative data has been collected on the Learn Well program since September 2020. Total views, users, and Libguide views with yearly breakdowns from **Fall 2020 - Winter 2023** are below.



Learn Well Modules Quantitative Data

The self-directed Learn Well modules are available through a public Libguide. The Learn well modules are embedded into 130+ first-semester courses. In collaboration with CPAM, communications are sent to incoming first year students the first week of classes to inform them about the modules. Views on the Libguide for Fall 2020-Winter 2023 inclusive, total 21,663. The lime green bar chart to the right breaks down views by year.

Learn Well Libguide Views

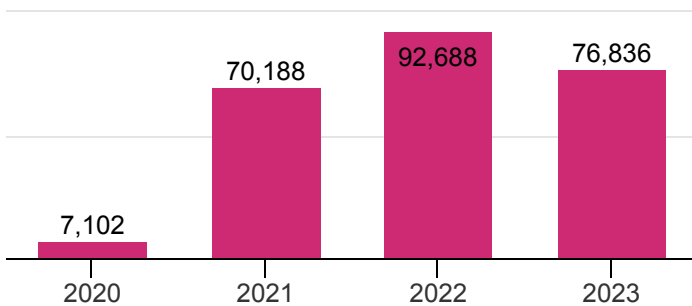


Learn Well Virtual Community Quantitative Data

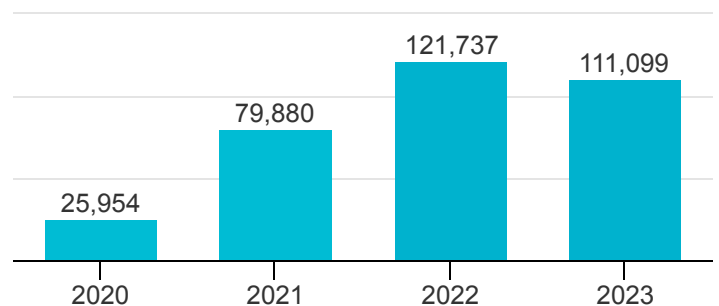
Sixteen Learn Well Virtual Communities (VCs) were launched in Fall 2020. All incoming students were enrolled into a virtual community that was split by either faculty or department/schools within the faculties. The VCs support student engagement and connection between Sheridan staff, peers, and tutors while also being a central source for resources on technology, counselling, and other academic support. As part of the Homeroom strategic initiative, an enhanced version of the Learn Well Virtual Community called Learn Well+ were created for 30 programs (7 total VCs) launched in Fall 2022. The Learn Well+ virtual communities include additional features.

As of May 2022 there are now 25 Learn Well VCs with 2 more launching this fall. **Total views for the VCs from Fall 2020 - Winter 2023 inclusive total 338,670**; the blue bar chart below breaks this down by year. The pink chart breaks down **total cumulative unique active users, which total 246,814**.

Cumulative Unique Active Users



Learn Well Virtual Community Views



Assessment

Stakeholder Feedback Methodology

Two groups of stakeholders were surveyed: 130 faculty members who teach first term classes where the modules are embedded and ~12,000 first-year students. A third group of stakeholders, fifteen current upper year student Learn Well Facilitators, who monitor the Learn Well Virtual Communities, were interviewed.

Student Results

The total number of student respondents to the survey was **854**, a response rate of 7.2%

66%

of surveyed students are aware of the Learn Well program; averaged between the modules and VCs.

82%

of surveyed students find their Learn Well Virtual Community either very helpful or extremely helpful.

86%

of surveyed students find the self-directed modules either very helpful or extremely helpful.

Learn Well Virtual Communities

Student respondents indicated the top three most valuable current and appealing future features in the below chart.

Rank	Current Features	Future Features
#1	Upper year student drop-ins (56%)	Program information (46%); future career information (42%)
#2	Connecting with other students (41%)	Technology (39%)
#3	Chat for for specialists (44%)	How to connect with other students (49%)

Note: the majority of current virtual community features were close in percentages across all rankings.

Engagement and Access

Thirty-nine percent (**39%**) of student respondents **engaged with the VCs a few times**, while **18% engaged with them many times** and 33% did not engage with it at all. There were not enough open-ended responses to conclude a reason for the lack of engagement. A majority of students (**33%**) **indicated they would like access to the virtual communities 2 weeks before they start classes**. Currently, students are enrolled one week before the start of classes.

Learn Well Modules

44% of student respondents completed some of the Learn Well modules. For the 24% that did not complete any of the modules, a lack of time was given as the reason for non-completion. When asked about the overall design and layout, 88% either agree or strongly agree that they liked the design and layout; 83% of respondents either agree or strongly agree that the length of the Learn Well modules was reasonable.

Assessment

Learn Well Module Content

Student respondents indicated the top three most valuable skills to develop were **time management, taking notes, and adult learner skills**. Open ended feedback on how to improve the modules included more interactivity and videos, information on how to stay focused, communication skill building, and program specific related time management and note-taking information.

Rank	Top Skills	Notable Mentions
#1	Time Management (56%)	N/A
#2	Taking Notes (46%)	Group Work (41%); Studying & Test Taking (40%)
#3	Adult Learner Skills (43%)	Well-being (39%); Writing, Citing, and Research (38%)

Quotes

When asked why the students engaged with the Learn Well program, they provided some impactful positive feedback.

"I liked them in general. As an international student, these things definitely helped in understanding the expectations of the Canadian study environment and Sheridan provides them."

"I would rate Learn Well modules 9/10 because they were very helpful to me when I started my new journey at Sheridan college"

"It's good, it gives a pump to start your college courses and program"

"I liked them and thought it was a efficient way to get information across. Easy to understand and gave lots of info."

"It is a fun way of engaging students and I learnt lot of tips and tricks so thank you for that."



Learn Well Facilitator Feedback

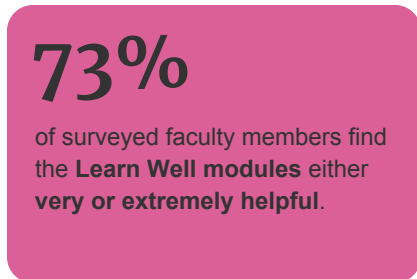
When asked about top skills required for academic success, the Learn Well Facilitators (LWFs) provided those consistent with student feedback. Results were also similar for top features in the VCs. For ways to improve student engagement in the Learn Well Virtual Communities, the LWFs stated the following:

- More faculty engagement to promote student engagement
- Less widgets on the homepage;
- Creating more opportunity for using the discussion boards and activity feature in SLATE.

Assessment

Faculty Member Results

The Learn Well modules are embedded into 130+ first semester courses across the college. Faculty members that are sent these modules were sent a quick survey about the program overall with a 20% response rate.

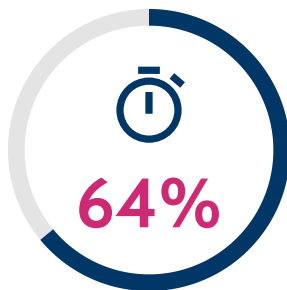


Engagement and Awareness

Faculty members differed in how they engaged their students with the Learn Well modules with 25% embedding them directly to their course, 21% providing a link to the modules, and 13% connecting the modules directly to an assessment in the course. Awareness of the other Well Series modules was low, with 17% of respondents aware of Start Well and Graduate Well and 8% aware of Work Well. These results will help inform future communication plans.

Learn Well Module Content

Faculty members were asked to rank the **top four skills required** for the program/courses they teach. Below are the top results indicated by respondents. Both students and faculty members indicated **time management as the top skill** required for success. Students were more divided in their opinions as rankings of the skills were close with "notable mentions" for each tier, faculty members were consistent in their choices.



of faculty member respondents indicated **time management** as the top required skill for their program/course.

Rank	Top Skills
#1	Time Management (64%)
#2	Studying & Test Taking (57%); Taking Notes (56%)
#3	Writing, Citing, and Research (50%)
#4	Wellbeing (50%)

Helpful Feedback

When asked what could be included in the content, topics such as **academic integrity**, **ChatGPT**, and the importance of course feedback surveys were mentioned by one faculty member.

Another faculty member stated that it would be easier to have the modules **already embedded into SLATE** for them to copy over.

Lastly, another suggestion was to **separate out the learning outcomes** for each module more clearly and include an **ideal time for engagement** using the student lifecycle as a guideline.

Next Steps

Learn Well Virtual Communities

As the result of the student and Learn Well Facilitator feedback from this assessment, the following enhancements and modifications will be made to the Learn Well Virtual virtual communities. Timelines for completion are included.

Action	Deadline	Details
Create uniform layout	August 2023	Reduce information on homepage and move to content section.
Include top future features from student feedback.	December 2023	Liaise with subject matter experts around the college for program and technology information; future career information; student to student connection opportunities.
Use activity feed and discussion boards.	Ongoing	Learn Well Facilitators will increase student engagement using these features in the VCs.

Learn Well Modules

Feedback to enhance the self-directed modules was clear and concise, adding in more interactive elements and slightly adjusting the content. This work will start summer 2023.

Action	Deadline	Details
Modify current module content to reflect top ranked skills by student and faculty respondents.	December 2023	Content in the modules will include more information on time management, note taking, study and test taking, and adult learner skills. The Wellbeing content will also be enhanced.
Include more interactive elements.	December 2023	Videos and iSpring interactive quiz components will be created and integrated into the content.

Communications

To increase student awareness of the Learn Well program, plans are to advertise the program to incoming students through Office of the Registrar communications. These communications will also be in addition to the emails and text nudging sent to students.

Faculty awareness was noted to be low in most of the Well Series modules, customized communications through academic leadership (e.g., Deans and Associate Deans) and faculty based newsletters is planned for the fall launch of the updated Learn Well program.