



# EYES-ON-PSE

## POST-SECONDARY PREP COURSE

### 2023 REPORT

#### CREATED BY

The Regional Assessment and Resource Centre,  
Queen's University



## ABOUT THE

# Regional Assessment and Resource Centre

EQUITY | ACCESSIBILITY | INTEGRITY | LEADERSHIP | COLLABORATION



## OUR MISSION





The Regional Assessment and Resource Centre (RARC) promotes equity and access for students with neurodevelopmental disorders in post-secondary education, by providing evidence-based services and supports to students, practitioners, and educators across Ontario. The RARC strives for excellence in empirically driven assessments, training, transition programming, and research, all in the pursuit of equipping students with the knowledge, skills, resources, and abilities required to access and navigate post-secondary education.

Our vision is to enable students with neurodevelopmental disabilities to thrive in post-secondary education. Beginning intervention in elementary sets students with LDs and ADHD on the path for success in high school and eventually, post-secondary.



## OUR VISION

## Contact Info

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# EYES-ON-PSE

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

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

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

Since 2022, RARC has partnered with a number of post-secondary and secondary schools in Ontario to pilot the EYES-ON-PSE program. The course continues to be available for institutions to use and adapt.

## Course Content

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

**Module 1:** A New Scene

**Module 2:** You and Your Education

**Module 3:** Post-Secondary Learning

**Module 4:** Learning Strategies

**Module 5:** Academic Strategies

**Module 6:** Personal Considerations



# EYES-ON-PSE Partners

RARC provides partner institutions with the course files to customize and import to their Learning Management System (LMS), and works with institutions to provide feedback, suggestions, and ongoing support. Institutions often launch their course to students in late spring or summer.



## Institutions who have used EYES-ON-PSE include:

Confederation College, Georgian College, McMaster University, Mohawk College, St. Lawrence College, Trent University Durham GTA, the Transition Resource Guide, Trent University Peterborough, University of Toronto Scarborough, W. Ross Macdonald School and more!



## Target Population

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

## Course Delivery

The EYES-ON-PSE course has run differently across partner institutions. Various delivery formats and considerations are described below.

### MODULES & RELEASE SCHEDULES

Some institutions have kept the original 6 module format of the course, while others condensed or reduced content into 3-4 modules, or combined them with existing transition programming. Some released all modules at once, while others released one per week. Most launch their courses in the summer/prior to the beginning of a semester, and keep their courses open for students to continue to access during the school year.

### ONLINE SESSIONS

About half the institutions choose to host interactive online sessions for students during the course, either as synchronous workshops or drop-in office hours. Sessions were led by course staff, fellow students, and other guest speakers. Attendance at these sessions tends to be low, but with good engagement from students who do attend. Session topics are generally chosen to supplement the course content. Some schools have even continued sessions throughout the semester.

### DISCUSSIONS & ASSIGNMENTS

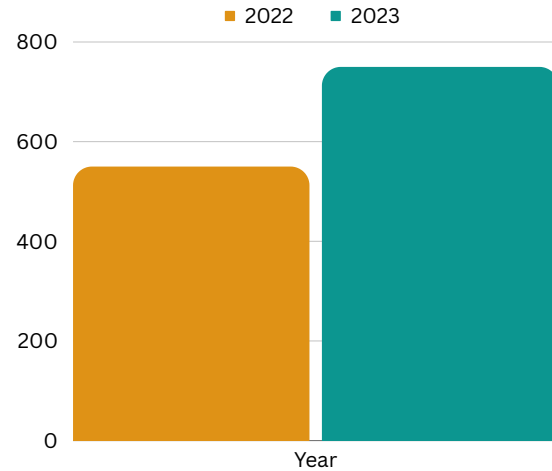
Some institutions have added discussions and assignments in the course, or plan to do so in the future. Time requirements of staff to monitor student submissions is one consideration when deciding to include these activities. Schools that used them felt they resulted in beneficial student engagement.

### IN-PERSON PROGRAMMING

A few institutions have incorporated in-person workshops and social gatherings into their program. These sessions ran midway and at the end of the course and had good engagement. Key considerations for incorporating in-person sessions are the availability and time commitment for staff, and whether students have arrived to campus/the school yet.

## Over 1300 students have registered and/or signed in to EYES-ON-PSE across all partner institutions

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



## Content Edits

Partner institutions can expect to spend an average of 30 or more hours editing and uploading the provided course materials. Edits range from adding institution specific links and references to more substantial reorganization of course content into different modules and creation of additional course content.

## Stumbling Blocks and Solutions

Among partner institutions, common stumbling blocks and solutions have been identified.



### Technology

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



### Time

When possible, start customizing course content as early as possible, to allow time for edits and reviews before promotion and launch.



### Staffing

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



### Institution

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

## There are many benefits to EYES-ON-PSE participants!



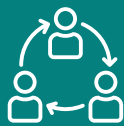
### For Students

- Online, asynchronous format: students can learn from home, at their own pace.
- Course material is targeted to an under-served population (ex. students with disabilities), specific to their post-secondary needs.
- Students can make early connections with accessibility services or other offices at their institution.
- There is an opportunity to connect with other students.
- At some schools, completion of EYES-ON-PSE is added to a co-curricular record.



### For Institutions

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



### Working with RARC

- Partners have access to RARC's team of transition experts, educators and psychologists.
- We will share our expertise and knowledge gained from over 20 years of transition programming experience.
- We provide ongoing support and assistance to partner sites.
- We will facilitate connections between sites to supportive create professional community.

# Become an EYES Partner



## Initial Meeting

To learn more about becoming an EYES-ON-PSE partner institution, email [eyes-on-pse@queensu.ca](mailto:eyes-on-pse@queensu.ca) to schedule a meeting. During this meeting we will discuss your institution's unique needs, goals, and how EYES-ON-PSE can support them.

## Signing on as a Partner

Following the meeting, if you and your team wish to proceed with an EYES-ON-PSE partnership, you will be asked to fill out a short survey to provide the RARC team with some basic information about your plans for your EYES-ON-PSE course, in addition to contact information for your team.

## Ongoing Support

RARC's team will be available to provide ongoing support on an as needed basis to you and your team.

## Biannual Meetings

Join RARC and the other EYES partner institutions at our biannual spring/fall meetings. During this time, institutions will have the chance to share updates, successes, and stumbling blocks. It is a great chance to ask questions and connect with others using EYES-ON-PSE.

## Interested in becoming an EYES-ON-PSE partner?

Contact [eyes-on-pse@queensu.ca](mailto:eyes-on-pse@queensu.ca) for more information.

