Transition Project status report – May/June 2010

Deliverable 1: CSU Pathway/preparation program

- Final arrangements for the session 2 timetable are being made.
- All session 2 teachers have been confirmed and are currently working with EDs to review their subjects.
- Students are having a second orientation session July 6th at Thirgoona to reinforce support services available in session 2.
- Combined CSU/WIT staff meeting held June 15.
- Interest in pathway program from Goulburn Ovens TAFE and North Coast Institute of TAFE
- WIT are keen to develop a DE version of the Pathway program

Deliverable 2: Consolidated guide to pathway options

The Guide to Pathways is in print and available at:

The brochure will be used primarily by marketing and recruitment staff. A copy of the brochure will be sent to all Heads of Schools and Divisions for their information.

Deliverable 3: Orientation program for students entering CSU from TAFE

The Chair of the Working Party is currently finalising the report from the group. This will be tabled at the 5th July Steering Committee meeting.

Deliverable 4: Professional development program for transition issues

Extensive communication and dissemination regarding the transition project has continued, including the following activities:

- 7th May – Sustainable Networks Initiative (meeting)
- 10th May – Analysing your course from the perspective of the first year design principles for CSU Degree Initiative Pilot Leaders (workshop)
- 11th May – DSS (Information session)
- 13th May – Library (Information session)
- 14th May – Combined Heads of School (meeting)
- 17th May – Faculty of Arts Leadership group (meeting)
- 19th May – School of Education (meeting)
- 19/20th May – CSU DI (forum)
- 25th May, Industry links (School principals) Mt Piper (meeting)
Deliverable 5: Adoption and dissemination of first year curriculum design principles
Deliverable 6: Curriculum renewal based on first year design principles

The adoption and dissemination of first year curriculum design principles has continued through the professional development referred to above. A group of more than ten staff will attend the Pacific Rim First Year Experience Conference in June where the curriculum principles will be central to the discussion. Each staff member will report back to the University via their learning and teaching committee and the transition web site.

Subjects being redeveloped for the pathway program are using the first year design principles as the basis for review.

Work continues with the CSU Degree Initiative to ensure First Year Design principles are attended to during new course design.

A specific ‘First Year Focus’ pilot is being undertaken within the School of Creative Industries and Communication. This will involve subject redesign according to the first year design principles and staff professional development around significant issues for the school. The pilot plan is attached. It is anticipated that this pilot will form the foundation for the STAR plan (referred to later in this document.)

Deliverable 7: Review and redevelopment of CSU orientation programs based on the development of guiding principles and policy

The draft Guidelines are currently being finalised by the Working Party. They will be tables at the Steering Committee meeting on 5th July.

Deliverable 8: Development of a transition web site

The staff side of the web site is live and available at http://www.csu.edu.au/student/transition/index.htm
A welcome video for new students is being planned for inclusion on the CSU web site to be automatically played when students activate their logon for the first time. Business requirements are currently being developed for IT and discussions have commenced with Grigg Media to produce this short video.

**Deliverable 9: Project communication plan**

This deliverable is complete. The communication plan is available at: [http://www.csu.edu.au/student/transition/deliverables/9.htm](http://www.csu.edu.au/student/transition/deliverables/9.htm)

**Deliverable 10: Indigenous Pathways and transition**

Professor Jeannie Herbert’s progress report is attached. In addition, a potential partnership exists with UNSW who have expressed interest in working with CSU in the area of Indigenous pathways. A memo from Professor Chambers outlining this potential collaboration is attached.

**HEPPP funding and Transition activities**

**Government HEPPP Funding to CSU**

<table>
<thead>
<tr>
<th>HEPPP</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A – Participation</td>
<td>$1,998,742</td>
<td>$3,862,000 est</td>
<td>$5,830,000 est</td>
</tr>
<tr>
<td>Part B - Partnerships</td>
<td>$355,055</td>
<td>$355,055 base line + competitive grants</td>
<td>$250,000 baseline + competitive grants</td>
</tr>
<tr>
<td></td>
<td>Non competing</td>
<td>Total avail is $14m</td>
<td>Total avail is $28m</td>
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**CSU Internal Distribution 2010 (SEC 10/5/10)**

<table>
<thead>
<tr>
<th>Item</th>
<th>HEPPP A</th>
<th>HEPPP B</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEEWR Funding</td>
<td>$1,998,742</td>
<td>$355,055</td>
</tr>
<tr>
<td>DSS Programs</td>
<td>$450,000</td>
<td>$-</td>
</tr>
<tr>
<td>Transition Deliverables</td>
<td>$1,160,000</td>
<td>$355,055</td>
</tr>
<tr>
<td>Total</td>
<td>$1,610,000</td>
<td>$355,055</td>
</tr>
<tr>
<td>To be determined by SEP</td>
<td>$388,742</td>
<td>$-</td>
</tr>
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</table>

The following information detailed the use of HEPPP funds as approved by the SEC.
1. Data Enhancement
Approved by SEC 10/5/2010, this deliverable aims to improve evidence based decision making with respect to Higher Education Participation and Partnerships Program (HEPPP) cohorts. More specifically it centres on improving CSU’s ability to access and utilise relevant student data in order to profile students so that they may be better supported. It has two main parts:-

a. Enhanced Student Profile Data - To enhance existing, and fast track any planned new P&A datasets for improved cohort ‘profiling’. This will be the basis for prioritising and evaluating the STAR plan (#12) and enable broader awareness and dissemination of data with respect to Participation and Attainment goals.

b. Enhanced ‘At Risk’ and ‘Dis-Engagement’ Student Data - While generalisations via profiles are valuable, it is not appropriate to target intervention strategies en masse to several thousand students, many of whom may be performing perfectly well. Signs of disengagement while at CSU are of critical importance.

Although CSU has already developed some ‘at risk’ indicators, there are opportunities for many more to be developed into a suite of ‘student disengagement’ reports. These triggers of disengagement will be intentionally built into the curriculum and associated activities and will allow coordinated interventions to occur through Academics, the Student Service Centre and the ‘STAR Plan’ (below).

2. STAR Plan

The CSU Student Transition and Retention (STAR) plan will provide a seamless and integrated approach to student transition and retention initiatives across the university with a strong emphasis on the support of LSES and other equity students. The STAR plan draws on the work of enhanced P&A reporting and profiling and access to IT systems data combined with
intentional first year curriculum design that includes ‘triggers’ to indicate signs of student disengagement. This proactive identification of ‘at risk’ students will escalate to student led interventions in the first instance (call outs) combined with a documented action plan and associated interventions that will be developed by faculty in conjunction with support staff.

There is no need to reinvent the wheel in this respect. The STAR plan is based on a comprehensive scan of literature and best practice across the sector and draws on existing successful models that demonstrate tangible gains in participation and success of students.

The STAR plan is based on the premise that students’ engagement with their learning is strongly related to their success. By intentionally designing curriculum and support that allows for easy monitoring of signs of disengagement, appropriate interventions and support can be provided in order to change student behaviour.

Examples of curriculum based disengagement triggers might be:

- Non attendance at faculty based orientation activities
- Non attendance at class
- Non submission of first assignment
- Failed first assignment
- Non completion of online activity e.g. forum posting or quiz
- Not picking up assignments

We also know that many students are automatically ‘at risk’ because of their individual characteristics or circumstances, for example, Indigenous, late enrolments, special consideration, women in full time employment studying by DE. Much of this and other valuable data is collected by CSU but not readily accessible.

Administrative triggers might also be:

- Late enrolment
- Entry with credit package into year two
- Low SES
- Indigenous

With additional IT support, it is also possible to track students’ online activity for possible signs of disengagement or risk. Examples might be:

- Failure to logon to Interact
- Failure to download MSI by week 2
- Failure to access referencing or plagiarism resources
The STAR plan is reliant on an integrated team based approach to identify appropriate triggers and design curriculum, support activities and interventions appropriate to each course. Student mentors would be utilised as the first tier of student contact and support (phone outs) and the STAR team would decide upon the most appropriate interventions to be suggested to the student in their action plan (that follows after phone call via email). Examples might be:

- Referrals and appointments made with appropriate staff eg. Lecturer, course coordinator, learning skills adviser, counsellor.
- Attendance at workshop or referral to online resource
- Participation in phone/online tutorial
- Attendance at peer led study group/centre

STAR Plan Staff would be part of the Transition project portfolio, reporting to the Transition Steering Committee, through the Director and utilising HEPPP Part A funding. Several newly established positions would be required to successfully implement the STAR plan, in addition to directing funding to the faculties to implement suggested strategies.

a) **Faculty STARS** - Funding equivalent to 4 x FTE level B would be directed to each faculty to appoint faculty STARS. This funding would be used to support faculties appoint, or allow buy out time for existing staff to work within the STAR team to re-examine first year subjects and assessment schemes to:
   - Ensure alignment with first year curriculum design principles
   - Build in curriculum and support based activities that will act as triggers for ‘at risk’ interventions

In conjunction with the Director, Transition and other STAR team members, Faculty STARS will coordinate professional development for teachers of first year subjects, and be responsible for assisting in the broad dissemination of the first year curriculum principles. Faculty STARS will also raise awareness of the CEQ and AUSSE and will provide practical advice on how to use the information available from such survey results to improve student outcomes. Faculty STARS will be closely involved in the development of faculty based orientation activities.

b) **Faculty Support STARS x 4** - Faculty support STARS will be primarily responsible for the coordination and administrative support of the STAR plan, ensuring clear communication and close cooperation between team members and facilitating liaison with support areas as appropriate.

Faculty support STARS will take the lead role in organizing Faculty based orientation activities, and provide administrative support and coordination to their faculty STAR. Support STARS will act as the conduit between the design of at risk triggers by Faculty STARS and ensuring that appropriate interventions occur. Faculty STARS will also be responsible for the coordination and/or development of any additional...
resources/activities required as part of an intervention and support process. Faculty STARS will provide advice to supporting Divisions on the needs of the Faculty in relation to supporting at risk students. This will ensure economies of scale are taken advantage of and resources are not duplicated unnecessarily.

Faculty support STARS will track and monitor Faculty STAR activity and provide reports based on data gathered from P&A. Faculty STARS will work closely with the CRM project to extend its capability and utilize its potential to support transition and retention activities and the Student Communications Coordinator to ensure alignment of activities.

c. **Student Success Team** - The Student Success team is an integral component of the STAR plan, providing student mentors as the first point tier in at risk contact. A FTE Student Success Team Coordinator would recruit and provide ongoing direction and support to a team of student mentors (3 FTE in 2010 but expected to be ultimately 6 FTE). The Coordinator would utilize data flowing from the CRM to schedule and track first tier interventions via student mentor callouts. The mentors would be responsible for the following activities (some of these have been modeled upon successful programs undertaken at QUT):

1. Call outs and follow up of identified ‘at risk’ students
2. Provision of academic mentoring in the form of study centres
3. Personal mentoring in the first session
4. Support for orientation activities

**Current Status of ‘STAR’**

Deans have been provided with data relating to their Faculty in relation to concentration of low SES students combined with attrition rates.

To date the following courses have been selected to pilot the STAR plan:

- **Faculty of Arts**
  - Bachelor of Social Science (Psych)
  - Bachelor of Social Work

- **Faculty of Science**
  - Bachelor of Nursing
  - Bachelor of Clinical Practice (Paramedic)

- **Faculty of Business**
  - TBA

- **Faculty of Education**
  - TBA

Duty statements and terms of reference for the STAR plan positions are currently being developed.
Deliverable 13: Aspiration

CSU Higher Education Partnerships Advisory Board
An Advisory Board with representation from both state and catholic schools across NSW has been established. The first meeting of the board will be held in Bathurst on July 21st from 11-4. In addition to Board members, faculty representatives and the coordinator of the UNSW ASPIRE program have been invited to attend.

The objectives of the day are to:
1. Create networks between CSU and schools
2. Explain HEPPP funding to the schools
3. Explain CSU’s intended approach for the use of HEPPP funding
4. Outline relevant programs e.g. ASPIRE, CSU pathways
5. Take advice on possible partnership schools and programs

Primary Industry for Science Education
A special meeting of the Steering Committee on 8th June recommended the approval of the submission for a partnership between PICSE and CSU conditional on activities being directed to pre Year 9 students and the ability to target selected low SES schools on the advice of the Advisory Board, along with an elevation of the aspirational focus in the MOU have been forwarded to the proposers. On receipt of the revised documents, advice to proceed with the partnership will be forwarded to the SEP Sponsors (3 x DVCs) and the SEC for final approval.

ASPIRE

See http://tv.unsw.edu.au/video/junior-undergrads1

A very successful meeting was held with UNSW staff on Friday 11th June to progress the partnership between CSU and UNSW. A draft MOU is currently being prepared by UNSW and a planned approach for the remainder of 2010 has also been developed. This involves the training of CSU staff in the program and joining UNSW staff on visits to 2 of the ASPIRE regional schools and the development of multimedia ‘case studies’ of regional students. In addition, 2 visits to CSU from participating schools would occur during the year. A joint submission for further HEPPP funding will be prepared. A duty statement for the ‘Pre entry programs manager’ is currently with HR. This person would be responsible for the management of the ASPIRE partnership and other aspiration/partnership activities.

A draft budget for the use of Part B funding is included below.
### Draft Part B Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
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<td></td>
</tr>
<tr>
<td>Travel</td>
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<td>5,000</td>
</tr>
<tr>
<td>HEW 9 + on costs, and setup</td>
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<td>105,000</td>
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<tr>
<td>Communication/resources</td>
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<tr>
<td><strong>PICSE partnership (75 k p.a)</strong></td>
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<tr>
<td><strong>ASPIRE</strong></td>
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<tr>
<td>2 days school visits to campus x 30 children @ $70 per head</td>
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<td>4,200</td>
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<td>Development of multi media case studies</td>
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<td>Ambassador T shirts/caps</td>
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<td>Development of corporate literature/brochures</td>
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<td>1 week training at UNSW for HEW 9</td>
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<tr>
<td>Trip to Ungary/Quandiala</td>
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<tr>
<td>Training of student ambassadors</td>
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<td>Travel for ambassadors</td>
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<tr>
<td><strong>Advisory Board</strong></td>
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<td>Catering and travel expenses for Board members</td>
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<td><strong>Professional Development</strong></td>
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<td>2 x Social Inclusion Summit Sydney rego + travel</td>
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<td>1 x Student Equity Conference Melbourne</td>
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<tr>
<td><strong>Total</strong></td>
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