Transition Project status report – July 2010

1. **Pathways**

- Session 2 timetable has been finalised. Indications at this stage are that 19 students have progressed to session 2. More detailed information on the experiences of these students, including those who have withdrawn is being followed up.
- The pathway Course Advisory Committee has been established (agenda attached).
- Meeting with Western and Riverina in Bathurst 11th August to prepare for 2011 intake
- Rod Withnell has prepared draft MOU
- Liaising with NCIT to coordinate first meeting

Of special note –


Victorian TAFE’s were asked by the Minister to respond to that report through their peak body, the Victorian TAFE Association.


I would like to draw your attention to the comment at the conclusion of that submission:

> The work being undertaken in the Charles Sturt University (CSU)/Wodonga TAFE Foundation Program provides an exemplar of an innovative program which addresses many of the concepts identified within the Plan. The development of this partnership with CSU demonstrates the importance of both partners having a similar regional focus. This partnership is based on eight principles of “engagement”. The development of “learner pathways” is only one (albeit the most important) of those principles.

The inclusion of this comment is a fine endorsement of the Foundation Program and our partnership with WIT. Our understanding is that submissions to the Minister will result in the release of a further strategy paper by the Victorian Government possibly as early as August 2010.

The VC has requested that this be included in the next report to Council.
2. **Orientation**

- The draft report of the TAFE to CSU Working Party chaired by Roz Brennan is complete. As Roz is an apology for this meeting, the report will be tabled at the next Steering Committee meeting.

- The draft Guidelines for CSU Orientation are complete and are to be tabled at this meeting for discussion (attached)

- A working party has been formed by the Director, Transition to develop an orientation web site to replace the current site - Student Life at [www.csu.edu.au/student-life](http://www.csu.edu.au/student-life)

3. **Professional development program for transition issues**

- Staff who received sponsorship to attend the FYE Conference in Adelaide are currently preparing their reports and presenting these to their Divisions or Learning and Teaching Committees as appropriate. These reports are available on the transition website at [http://www.csu.edu.au/student/transition/news.htm](http://www.csu.edu.au/student/transition/news.htm)

- Arrangements for the CSU Engagement Forum in September continue, with 120 registrations received so far. Keynotes have been confirmed, with the 4 Deans also accepting the invitation to form an expert panel to respond to the issues raised

4. **Curriculum renewal**

The first year curriculum principles continue to be promoted and are being used for the basis of discussion in: CSU Degree Initiative, STAR plan and the First Year Focus Pilot in the School of CCI.

Membership of the CSU Leaders of Learning group has proved beneficial in this area with recent discussions around how to prioritise the number of teaching and learning initiatives around CSU while maintaining the criticality of the first year experience in regard to retention and progress rates.

5. **Indigenous Pathways and transition**

[Progress Report on Review of CSU Indigenous Transitions programs (from Professor Jeannie Herbert)]

Further to my report of 11 June 2010 which provided an update on the data gathering procedures which had been put in place for the review, I can now advise the Steering Committee that the data gathering for this phase of the review process is now complete.
As previously advised there was an excellent response to the face to face interviews. These interviews were carried out in June and July at the Bathurst, Dubbo, Wagga Wagga and Thurgoona campuses as well as by telephone. Many of those interviewed commented that they found the process acted as a very timely critical reflection process in assessing how effectively their school or faculty was responding to the need to improve the access, participation and attainment rates of Indigenous undergraduate students at CSU. A number of participants commented during their interview about action they would take immediately as an outcome of the matters discussed in the interview.

CSU staff were invited to take part in an online survey as part of the Review process. The survey was open from 9 July to 27 July 2010 and was advertised on the What’s New page on 10 occasions during the survey period. The survey attracted responses from 59 staff comprising 49 Academic staff and 10 General staff. The numbers of staff who responded according to role major function were: a) teaching – 46; b) student services – 6; and c) Administration – 7.

In addition all enrolled Indigenous students (approximately 520 students) were invited by email to participate in the online student survey. Eighty-two students took part in the survey including 65 undergraduate students and 17 postgraduate students.

The survey data and the data gathered from interviews and other sources are now being used to draft my response to the Review’s Terms of Reference which will be presented to Professor Ross Chambers in early August 2010.

UNSW Indigenous Student Aspirations Programs

On 12 July 2010, at the request of Professor Ross Chambers and on my behalf, Clare Stehbens, Review Project Manager, visited Veronika Roth, General Manager, Nura Gili, UNSW to discuss UNSW’s Winter School.

The Winter School is a residential university aspirations program which targets Indigenous students nationally in Years 10, 11 and 12. The program, which is in its ninth year, attracts 150 young Indigenous students to UNSW for one week in July to gain an understanding of what studying at a university involves and to find out what courses may be available to meet their career aspirations. Selection to attend the Winter School is very competitive. The university generally receives around 450 applications to fill 150 places. However, in being competitive the selection process does not target those students, who on the basis of their secondary progress, are likely to enter university, but those students who have the potential to do so but who lack awareness of what higher education is all about and what opportunities are available.

UNSW requested the opportunity to meet with CSU in relation to the Winter School as participating students have previously identified a number of career areas which UNSW is unable to respond to including policing, early childhood and primary teaching, and agricultural and animal sciences. UNSW wants to develop partnerships with other universities to continue to maintain the strength of the program.
Further comments on this matter will be included in the Review report as one of the Review’s ToRs is school pathways to higher education.

Jeannie Herbert
Foundation Chair of Indigenous Studies
30 July 2010

5. **STAR (HEPPP Component A)**

Discussions are occurring with the Faculties to refine the STAR program and to finalise duty statements for the Faculty and Support STARS. HR is providing advice on the recruitment process for these positions. Faculty nominated courses are being ‘tested’ against HEPPP criteria and planning and audit data to ensure appropriate cohorts are being targeted.

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The Student Communication and Callout Support Program (run by the Student Success Team) is also being refined based on best practice across the sector. Visits to UNE, QUT and Auckland University of Technology have been planned to ensure best practice is built upon rather than reinvented. The duty statement for the team leader responsible for the callouts and students mentors is currently being developed.

The Student Communications Coordinator – who will play an important role in training students and staff in this program has been recruited. Jacqui Elson-Green – formerly the Communications and Engagement Director for the ALTC and Senior Journalist of Campus Review will commence duties on August 23rd.

Data Enhancement – this initiative is currently sitting with P&A to report back on.
6. **Aspiration (HEPPP Component B)**

**Staffing** - A Pre Entry Programs Manager, Sue Rogan, has been recruited and will commence duties on August 23rd. Sue comes from DET and has a strong network across DET and VET sectors that will be critical in the partnership aspect of our aspiration based activity.

**ASPIRE** – discussions are continuing with UNSW to clarify our expected capacity for program delivery in 2010 and beyond in order to be able to invite schools to nominate to participate in the program in 2011. Preparation for a joint submission for competitive HEPPP funding is also underway. The Pre-Entry Programs Manager will take a lead role in this program and will undertake intensive training on the ASPIRE program with UNSW on commencement.

**PICSE** – The MOU between CSU and PICSE has been finalized and is currently with the SEP sponsors to take to the SEC for signoff. Recruitment of the Science Education Officer will proceed as soon as the MOU has been signed.

**CSU Higher Education Partnerships Advisory Board** – a very successful inaugural meeting was held in the new Council Room on July 21st with 16 people in attendance (including 9 school reps from both Catholic and state systems). Presentations were made on both ASPIRE and PICSE in addition to an overview of the Higher Education Participation and Partnerships Program (HEPPP) and LSES participation in Higher Education. Great interest was shown in the ASPIRE and PICSE programs and well as enthusiasm for working more closely with CSU in general. Following an analysis of capacity for programs in 2011, invitations will be sent via the Advisory Board reps, for schools to participate in the ASPIRE and PICSE programs for 2011.