Progress Report on Review of CSU Indigenous Transitions programs (pathway and support)

1. PROGRESS TO DATE
I provided a Review overview to the May 2010 meeting of the Transitions Steering Group (TSG). The TSG accepted this overview as the basis of the review plan. As previously advised, I have adopted an outcome based approach to reviewing the university’s Indigenous transitions programs and activities, and the review planning has been couched in outcomes terms – see Appendix A Evaluation Plan. If you wish to make any comments on this plan or have any suggestions re the plan please contact me directly at jherbert@csu.edu.au

Further to this evaluation plan, there has been a very good response from CSU senior staff to the Review with over 55 personnel agreeing to participate in this first stage of the review in individual and group interviews. These personnel include the DVCs; all Deans; several sub-deans and Heads of Schools across all faculties; Student Services, including Indigenous Student Services; individual academics who have wide experience in working with Indigenous students and/or are involved in CSU pathways and transitions activities. In addition some TAFE and DET and community leaders will participate in interviews and meetings for this first stage of the review.

Unfortunately as I was very ill in late May and early June I was unable to conduct the Review interviews as previously planned. The bulk of these interviews will now take place between 15 June and 2 July 2010 on site in Wagga Wagga, Thurgoona, Bathurst and Dubbo, as well as by video link and telephone to other campuses. In addition, academic, administrative and student services personnel will be invited to take part in online surveys in late June, and online surveys and mail outs for current and past Indigenous students are being prepared in readiness for early July.

I believe that that the interest of CSU personnel and others in wanting to contribute to this review indicates the importance of this matter for CSU as it looks to how it engages with Indigenous students and their communities for the period of the next CSU Strategic Plan 2011 – 2015.

2. NEXT STEPS
The Review timeline previously submitted to the TSG indicated that the Review team would provide a preliminary report to the TSG by 30 June 2010 identifying current issues and challenges and improvements for introduction in 2011, as well as allow scope for continuing improvement. In light of the delays that have now occurred in gathering data for the Review and the subsequent impact on my commitments and the university timeframes, I advise that I will be unable to submit my preliminary report until 3 August 2010.

If you have any queries re the above matters and the review generally please do not hesitate to contact me.

Jeannie Herbert
Foundation Chair of Indigenous Studies

11 June 2010
## Appendix A

### Overview of an Outcomes based Approach Review of CSU Indigenous Transition Programs (pathways and support)

FOCUS: Review informants are invited to identify what is working and to use their knowledge and experience to make informed suggestions about possible changes and/or strategies that have capacity to increase successful outcomes.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
<th>How this can be demonstrated</th>
<th>Data Collection</th>
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| 1. Indigenous students at CSU engage in high quality learning experiences to enable them to achieve their academic and personal career aspirations | -Attrition rates commencing/continuing Indigenous students on a par with those other students  
-Students enrolled across a diversity of courses  
-Course availability meets students’ interests and needs  
-More flexible learning activities increase student access and participation  
-Increased course completions | -Data on course enrolments  
-Cohort data – attrition and success rates  
-CSU Indigenous performance in relation to other HE providers  
-Availability of relevant and responsive courses  
-Program design and delivery based on students needs  
-Indigenous students have the knowledge, skills and understandings they need to effectively engage in higher education | Statistical data  
Analysis of relevant literature  
Surveys  
Interviews  
Focus Groups |
| 2. Indigenous students at CSU experience culturally safe and supportive learning environments which enable them to successfully progress along their chosen learning pathway | -Increased access and participation in CSU  
-Students make use of variety of pathways eg KAP, TAFE  
-Access and participation rates on a par with those of other students  
-Reduced attrition of students in first and later years  
-Culturally safe learning environments independent of mode of attendance  
-CSU student experience positive | Qualitative data that shows  
-Increased opportunity for students to access HE  
-Students experience responsiveness to the diversity of student needs  
-Students understand the requirements of being a student  
-Students have the resources to participate in higher education including income support and suitable accommodation | Surveys  
Interviews with Student Support |
| 3. Participation of Indigenous people in higher education at CSU provides opportunities for Indigenous people to empower themselves and their communities | -Increased interest and participation in higher education in regional and rural areas  
-Greater engagement between CSU and regional schools and TAFEs  
-CSU Indigenous Graduates engaged in relevant and diverse employment  
-CSU a source of expertise to assist community empowerment | Graduate survey data  
-Usage of diverse pathways into HE eg TAFE  
-Partnership based activities with schools and TAFE to increase student awareness of and participation in higher education  
-Community desire for skilled personnel | Interviews with regional DET personnel and TAFE Community consultations |