Transition Project Update – June 2011
Liz Smith, Director, Transition

1. Pathways

CSU were guests at a graduation breakfast hosted by WIT in May, where Pathways students graduated in the Faculty of Education ceremony later that morning.

Discussions are progressing with NCIT for introduction of the Pathway Program in 2012. CSU requirements have been included in SAF submissions.

Nick Drengenberb has indicated that as University Certificates are considered a local award under the AQF, the award on successful completion of the Pathway program should change to Diploma. This will be implemented for the 2012 intake.

Above: Clipping from Border Mail

2. Orientation

A separate update on orientation activities has been provided by Student Services (attached).

3. The STAR (Student Transition and Retention) Plan

The most recent reports from Star Academic Leads are attached. Students enrolled in STAR courses are currently completing an end of session survey, results of which will be included in the next project update. SEC has approved the expansion of STAR with funding (in addition to current STAR courses) allocated until the end of 2013. Faculties are in the process of selecting new courses for inclusion and recruitment methods.
4. **ASPIRE – Sue Rogan**

**Workshops and Events**

ASPIRE workshops have been presented to Trangie, Tottenham, Tullamore, Trundle, Yeoval Central Schools and Red Bend Catholic College. Students from Kindergarten to year 12 participated enthusiastically and responded to the message to aim high. Teacher feedback has been positive and requests for further involvement at their schools have been received.

The first on campus event was held on May 18 – XPLORE CSU. This was an outstanding success with 57 students (aged 11-12yers) from Portland, Peak Hill and Trangie Central Schools, 7 teachers and 15 CSU Ambassadors working together with 4 faculties to introduce the students to CSU. The Mock Graduation, attended by guests and Prof Ross Chambers, provided students with a memorable experience and something to aspire to.

*Left: Professor Ross Chambers with some Aspiring Graduates.*
An example of the feedback received is included below:

Thanks Sue for the day. Our teachers and students were so full of praise for the uni. They had an absolute ball. An excellent program. Well done.
Cheers
Doreen Conroy
Whole School Development Officer (DP)
Portland Central School

To Tonya and Sue
Thank you for a wonderful day it really had a huge impact on our students, the bus was buzzing all the way home with possibilities and dreams. Look forward to seeing you again in August.

Regards
Christine Francis
Assistant Principal (rel)
Portland Central School

Student responses to: What will you tell your family about today? –“that I want to go to uni”, “its fun”, “graduation”.

Preliminary evaluation (not all have been received) suggest that 82% of students changed their attitude positively to the prospect of coming to university.

Evaluations will be completed once the last 4 in-school workshops are held in Peak Hill Central School, Portland Central School, Kelso Public and Denison College, Kelso.

Staffing
A casual administrative assistant has been appointed from a pool of ambassadors. She will work 3 hours per week to support the data collection and evaluation process.

It is planned to employ another Coordinator (to be based in Bathurst) within the next 2 months.

Ambassadors
15 ambassadors volunteered to work at the XPLORE day and did so with pride. Their input and management of the children was exemplary.
Above: CSU ASPIRE Ambassadors

2 Ambassadors participated in the Red Bend College in school workshop. They were welcomed warmly and this gave some more credence to the program. This school is very keen for ASPIRE to support their low SES cohort.

Partnership
Two staff from UNSW travelled with the CSU ASPIRE team to co-presenter the in-school workshops to Trangie, Tottenham and Tullamore. This helped develop the shared partnership.

Future
CSU and UNSW are preparing for a joint submission to DEEWR to secure competitive funding to expand the Regional ASPIRE Program. The aim is to be working with 100 schools by 2013.

Presently, Sue Rogan is working with Anna Wyllie, Parkes Study Centre coordinator, to plan for the ASPIRE program to be included in the suite of activities within the Parkes University Study Centre. All schools in Parkes, but one, meet the criteria for ASPIRE and so the participation in this new initiative should provide a good model for community partnerships and the regional ASPIRE program. A meeting has been convened with all principals in Parkes on June 14.

Further developments include flexibly delivered programs using connected classroom technology using support from ASPIRE ambassadors both from UNSW and CSU and mentoring programs for senior students.
Students hear about uni
20 May, 2011 10:15 AM

Charles Sturt University (CSU) in Bathurst was host to students in Years 5 and 6 from Trangie Central School on Wednesday as part of the Regional ASPIRE program. Regional ASPIRE encourages students as young as five to consider university education as a post-school option.

The federally funded program aims to ensure equal information access and awareness of university study for all students, especially for those from rural and remote areas that are under-represented in higher education.

“The research is very clear that students’ ideas about who attends university, and more importantly who doesn’t, are formed at a very young age,” Director of Academic Support at CSU, Ms Liz Smith, said.

“It’s important for children and their families to understand their options in terms of university, and Regional ASPIRE plays a big part in building that understanding.”

Ms Sue Regan, Manager of Pre-entry Programs at CSU has been responsible for the development of Regional ASPIRE at CSU, which sees student ambassadors working with the school children when they visit the campus.
5. **PICSE (Primary Industries Centre for Science Education)**

**Schools**

Emma has been visiting schools to confirm participation and to date she has met with a further 8 schools who will be participating in the program, a total of 13 schools so far.

New schools:

- Ardelethan Central School
- Ariah Park Central School
- Berellan Central School
- Hillston Central School
- Oaklands Central School
- Mt Austin Public School
- Urana Central School
- Lockhart Central School (Not LSES)

Activities are planned and will begin in August. (As per last report)

**Science Education Officer**

Emma Wordsworth has satisfied her probation and continues to work with enthusiasm to achieve her deadlines and develop the program and its supporters.

**Events**

CSU / PICSE Activity Centre is hosting the National Forum for Science Education Officers this week in Wagga. A full program will allow for shared planning while showcasing science/primary industries at CSU.

All PICSE staff (nationally) are attending a National Think Tank in Canberra in June and will be encouraging politicians (58 invited) to promote the program to industry and communities.

**Steering Committee**

The Steering Committee has been formed and the first meeting was held in Wagga Wagga on April 27, 2011. Support from industry and academics is strong and Emma has developed a strong working relationship with them.

6. **Student Success Team – Peter Greening**

The Student Success Team (SST) has completed its calls for 201130. Since the last steering committee update we have finalised the results from the exit interviews, assessed the impact of our calls on MSI access rates and completed a STAR based campaign using triggers developed in conjunction with academics. Staff members have also received professional development around service delivery.

**Exit Interviews**
The SST spoke to 70 students from STAR courses and/or LSES backgrounds who withdrew from CSU prior to HECS Census date. These students were asked a number of questions about their interaction with CSU. Results from these questions are outlined below.

There were a large and diverse range of reasons why people withdrew from CSU. The reasons differ based on study mode. Distance students withdrew primarily due to Personal/Family/Cultural reasons (74%) and due to Work (17%) and other restrictions on their time (30%). Internal students withdrew due to Personal/Family/Cultural reasons (48%), due to Accommodation and distance from home (35%) and due to Finance (22%).

**Who did you discuss your decision to withdraw with?**

<table>
<thead>
<tr>
<th>% of Respondents</th>
<th>Family / Partner</th>
<th>No-one</th>
<th>CSU – Academic</th>
<th>Student Central</th>
<th>CSU – Other</th>
<th>Friends</th>
<th>Other Professional</th>
</tr>
</thead>
</table>

No Access to MSI Campaign

By looking at individuals who have and have not accessed their MSI and cross-referencing this with the outcomes of the calls we made to students we have been able to assess the impact of our campaign on MSI access rates.

<table>
<thead>
<tr>
<th>At Risk - Contacted</th>
<th>Triggered 9 Mar 11</th>
<th>Triggered 25 Mar 11</th>
<th>% reduction in students triggered</th>
</tr>
</thead>
<tbody>
<tr>
<td>162</td>
<td>73</td>
<td>54.94%</td>
<td></td>
</tr>
<tr>
<td>At Risk - Mailer only</td>
<td>185</td>
<td>93</td>
<td>49.73%</td>
</tr>
<tr>
<td>Non Targeted Students</td>
<td>558</td>
<td>312</td>
<td>44.09%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>918</td>
<td>488</td>
<td>46.84%</td>
</tr>
</tbody>
</table>

Of those students identified as not having accessed their MSI, students who received an email from the SST were 12.8% more likely to access their MSI compared to other commencing students. Students receiving a phone call and an individualised email from the SST were 24.6% more likely to access their MSI. Further analysis will be done at the conclusion of session 1 to evaluate the effect of MSI access on success and retention.

**STAR Campaign**

Academics teaching subjects in STAR courses were asked to develop triggers to identify students at risk of disengaging from their studies. These triggers identified 565 students at risk of disengaging from 1 or more of their subjects. The SST was able to contact 266 of these students and send a generic email to the other 312 students.
The SST was able to provide feedback to lecturers on the circumstances of each individual who triggered in this campaign, allowing the lecturers to case manage the students as appropriate. The campaign also gave the SST a further opportunity to talk to students who were generally aware that they were having problems, resulting in a number of referrals to Learning Skills Advisors and other support services.

Further analysis will be done at the conclusion of session 1 to evaluate the effect of a call in the STAR campaign on success and retention.

7. PASS

Peer Assisted Study Sessions (PASS) have continued to operate, supporting students studying BMS191 on the Albury, Bathurst, Dubbo and Wagga campuses as well as during the Residential School and ACC100 and EML110 on the Bathurst campus.

Attendance at PASS sessions has resulted in higher average grades than those students who have not been attending PASS, with regular attendees averaging around 5% higher; students who attend most PASS sessions have been averaging between 10-15% higher than those students who have not attended PASS. Qualitative results from a PASS survey indicate that those who are attending are very pleased with the program and the support that it is offering.

After the results from Session 1 have been released we will assess the impact of PASS attendance on GPA (success in other subjects) and retention. It is hoped that the study skills learned in PASS will allow students to perform well in other subjects and that the support available from the PASS program will result in reduced attrition rates amongst regular PASS attendees.

8. Professional development

FYE Conference

The following staff have received sponsorship to attend the FYE in June:

- Shelley Munro - Faculty of Science
- Krishna Lambert - Faculty of Science
- Anthony Chan - Faculty of Business
- Yann Guisard - Faculty of Science
- Peter Anderson - Faculty of Science
- John Harper - Faculty of Science
- Damien Lodge - Faculty of Education
- James Mairata - Faculty of Arts
- Itu Taito - Faculty of Arts
- Paul Worsfold - Division of Student Services
- Naomi Stuart - Faculty of Business

In addition, the following staff will be attending:
Liz Smith (refereed paper and nuts and bolts session)
Graham Daniel (nuts and bolts session)
Lesley Stoneman (nuts and bolts session)
Zelma Bone (nuts and bolts session)
Peter Greening (nuts and bolts session)
Lucy Webster
Richard Taffe
Bruce Gater
Jennifer Cox
Alex Leis
Jeremy Sweeting

LTS
Liz Smith is working with LTS on professional development activities around the first year principle of assessment. A Book Club format is being used, with lecturers Kay Plummer, Zel Bone and Lucy Webster forming the expert panel.

Social Inclusion Conference
Liz Smith has been asked to present at the National Social Inclusion Conference in Brisbane in September.

9. Indigenous enabling program

The Working Group considering the development of an Indigenous enabling program met on 26 May. A proposal for this program is attached for the approval of the Committee.

10. HEPPP

Overall coordination and responsibility of HEPPP has moved from David Bedwell to Ken Dillon (Dean of Studies). A meeting was held on May 18 with Deans, DSS, P&A and Transition to discuss and prioritise HEPPP proposals.
The following initiatives have been approved by SEC.

<table>
<thead>
<tr>
<th>ID</th>
<th>Led by</th>
<th>Title</th>
<th>Approx Cost to 12/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SS</td>
<td>Student Scholarships and grants program - Expansion</td>
<td>$200k</td>
</tr>
<tr>
<td>2</td>
<td>DoS</td>
<td>CSU Literacy/ Numeracy Program</td>
<td>$1500k</td>
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<tr>
<td>3</td>
<td>AS</td>
<td>CSU Rural and Remote Student Support Program</td>
<td>$1800k</td>
</tr>
<tr>
<td>4</td>
<td>AS</td>
<td>STAR program - Expansion</td>
<td>$2000k</td>
</tr>
<tr>
<td>5</td>
<td>AS</td>
<td>Student Success Team – Expansion</td>
<td>$60k</td>
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<tr>
<td>6</td>
<td>AS</td>
<td>PASS - Expansion</td>
<td>$180k</td>
</tr>
<tr>
<td>7</td>
<td>TBD</td>
<td>PD programs for issues around diverse student cohorts - Expansion</td>
<td>$400k</td>
</tr>
<tr>
<td>8</td>
<td>AS</td>
<td>ASPIRE to 2013 [Conditional on not receiving Part B Competitive funding]</td>
<td>$280k</td>
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<tr>
<td>9</td>
<td>LM</td>
<td>Enhanced system support for the new Student Support Network</td>
<td>$180k</td>
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<tr>
<td>10</td>
<td>P&amp;A</td>
<td>Enhanced ‘At Risk’ and ‘Dis-engagement’ Data</td>
<td>$220k</td>
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<tr>
<td>11</td>
<td>TBD</td>
<td>SAF Implementation &amp; Transition</td>
<td>$850k</td>
</tr>
<tr>
<td>12</td>
<td>SS</td>
<td>TAFE Transition</td>
<td>$150k</td>
</tr>
<tr>
<td>13</td>
<td>DoS</td>
<td>Program Evaluation</td>
<td>$200k</td>
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<tr>
<td>14</td>
<td>F</td>
<td>Faculty Specific Initiatives</td>
<td>$1700k</td>
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<tr>
<td></td>
<td></td>
<td><strong>TOTAL ALL PROPOSALS</strong></td>
<td><strong>$9720k</strong></td>
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</tbody>
</table>

11.  

The HEPPP reporting date to DEEWR has been moved back to end of June, although we are yet to receive the revised proforma.
CSU Student Orientation Working Party Report to Transition Steering Committee – April 2011

Summary

Since the last report in January 2011, the CSU Student Orientation Working Party finalised the online orientation program survey report for Faculties and Divisions. The survey was conducted from 4 April 2011 to 29 April 2011. The online report survey for key stakeholders in O Week was conducted from 4 March 2011 to in 17 March 2011. The new DE and new on campus students orientation survey report conducted by CSU Marketing was conducted from 24 February 2011 to 6 April 2011. The results of these online survey reports will be collated by Student Services and final report sent to the Transition Steering Committee on behalf of the Orientation Working Party by the end of July 2011.

Due to the small number of Schools adding their course induction booklets to their website prior to O Week 2011 a reminder email has been sent to Heads of School to ensure they have their course induction booklets online for Session 2 201160. A review of the contents of the booklet will also be undertaken.

Progress

Below is an outline of what has been achieved since the last report to the Transition Steering Committee by the CSU Student Orientation Program Working Party:

1. Successful CSU O Week held in February 2011 according to written and verbal accounts from Heads of Campus, academic and administrative staff and students.

2. Completion of online report survey for key stakeholders in O Week completed in March 2011 and results will be included in the Orientation Program Report to the Transition Steering Committee by July 2011

3. Results of the new DE and On campus students CSU Marketing Orientation Survey questions available in April 2011

4. Inclusion of support services link in first year subject interact sites for Session 1 201130

5. Schools provided course induction booklets online for Session 1 201130 ( 10 out of 25 Schools)

6. Online Orientation Program Report Survey for key stakeholders commenced on 4 April 2011 and closes on 29 April 2011

Future Actions and Timelines

• Orientation Program Survey Report ( including survey results from key stakeholders, DE and On Campus Students and O Week) to be completed and sent to Transition Steering Committee by July 2011

28 April 2011 Prepared by Chris Roche, Orientation Coordinator
- Review of School course induction booklets for Session 2 2011 and provide feedback to Schools
- Encourage more Schools to publish course induction booklets online by midyear
- Commence review and feedback by relevant stakeholders for the Orientation website
- Planning for midyear DE and On campus student intake
- Evaluation and planning of Orientation Program for Session 1 2012
<table>
<thead>
<tr>
<th><strong>Curriculum Targets:</strong></th>
<th>Action</th>
<th>Outcomes/Results</th>
</tr>
</thead>
</table>
| What curriculum modifications have been made to the following to better meet the needs of students from LSES backgrounds? | **Curriculum Targets:**
What curriculum modifications have been made to the following to better meet the needs of students from LSES backgrounds?

**Teaching delivery, including professional development.**

<p>| Professional development in first year experience strategies have been delivered in the first of the series on the FYE principles. | Students are engaging and participating in this action in the subject. |
| ITC161 No change in teaching delivery has been implemented specifically for students from LSES backgrounds. Changes as a result of School workload changes have allowed the subject coordinator, rather than a casual, to give the lectures at Bathurst. Lecture slides are now made available to distance education students. | Quote from a student: This is the most interactive subject I am enrolled in and the amount of effort Anthony has put into making us informed and involved has really made me a lot more comfortable and less stressed. This quote has been reinforced by two other students with comments like: |
| Interesting front pages incorporated into ITC105 WD interact site to engage and build a sense of community with students. Interactive methods employed through Online Meeting to teach students | I think specifically the efficiency and quality of Anthony's responses to topics in the forum, as compared to other subjects, should be commended. It makes such a huge difference to know you have the support of a quality lecturer if the need arises. |
| | Thoroughly enjoy this subject and hope to study under Anthony's tuition again during my time here. |
| | These comments have not had permission to reproduce at this point but are here for your information. |</p>
<table>
<thead>
<tr>
<th>Learning Methods</th>
<th>Learning Methods</th>
<th>Assessment</th>
<th>Student Support</th>
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<tr>
<td>ITC161 - In recent years 2 assignment have been used in this subject. This was in line with recommendations on “teaching smarter” in order to reduce teaching workloads. With the introduction of the STAR program it was decided to spread the same student workload over 3 assignments, with an early assignment due in the 4th week of session. It is too early to judge how this might have altered students’ engagement with the subject. However there are some indications of changes for distance education students. To complete the requirements of the first assignment DE students have to install and use two software packages. The typical problems that the students have with this were being experienced and surmounted by them earlier in the session than in previous years. MGT100 constructive feedback has become clearer and more directed.</td>
<td>A comparison of last year’s essay and this year’s marks show improvement.</td>
<td>More students are reporting that they don’t know where to start, that they are overwhelmed and didn’t realise that the subject outline and study guide were key guides. Student response to this has been favourable with this arrangement stating that they have been surprised how constructive and informative the forum is.</td>
<td></td>
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<tr>
<td>Student Support</td>
<td>A course Interact site has been developed. MGT100 – a drop in box created for students to drop in anonymous questions or comments about the subject, tutors or subject experience but nothing has been put in.</td>
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<tr>
<td>- Increased the number of resources on generic skill development and loaded lecture slides</td>
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<td>- some short videos to increase connection with the students</td>
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<tr>
<td>- forum organized into subforums relating to assessments, exams and social networking</td>
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<tr>
<td>Curriculum Targets: What curriculum modifications have been made to the following to better meet the needs of students from LSES backgrounds?</td>
<td>Action</td>
<td>Outcomes/Results</td>
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| **Teaching delivery, including professional development.** | March to May  
Identifying professional development needs (using observation in Study of Teaching project; lecturer and student feedback; and subject analysis by Educational designer).  
The following areas and questions have been identified:  
- Developing critical thinking in students  
- Assessment alignment  
- Curriculum alignment  
- Scaffolding support to student needs outcomes  
Mapping of outcomes, curriculum and assessment within subjects  
Further PD planned for End Session One  
- On campus staff development for second semester first year staff (including first semester staff) 15th June  
- Cross-campus First Year Staff forum with Course Director (June 2011)  
To include  
- Evaluation of session one – academic pedagogy and assessment  
- Principles of First Year Teaching (ALTC/Kift)  
- Planning early informative assessment into subjects  
- Assessment of and for learning  
- Subject alignment within and across subjects  
- Identifying SST triggers for Semester two  
- Identifying sources of data  
Professional development  
- Embedding outcomes in assessment within subjects.  
- Educational designer | Mapping completed by Educational Designer  
- Identified need for alignment within subjects  
- Identified need to adjust language of assessment tasks |
| **Learning Methods** | PebblePad as a tool for instruction and student engagement  
Using Pebblepad in developing an online learning portfolio (Wagga to begin session 2)  
Integration of Problem based learning approach in mathematics subject (already included in design of Science subject)  
Increased emphasis on cooperative group learning  
Student Feedback | PebblePad integrated into the compulsory Programming, relationships and Communication (PRAC) sessions.  
Staff development in PebblePad being arranged through Educational designer within the Teaching and Learning Committee  
Forms part of each meeting agenda for implementation  
Staff development in broader range of effective Collaborate Learning methods to be provided within the First Year Team |
| --- | --- | --- |
| **Assessment** | Team mapping of assessment timelines to address student workloads  
Range of assessment genres across course, with scaffolding for first completion of an assessment type, and cumulative approach to build assessment skills. | Assessment maps aligned across campuses and distributed  
Scaffolding for assessments given as explicit instructions to support assessment items, and within subject tutorial time to support student achievement. Grades will be analysed following submission of these assignments. |
| **Student Support** | Developing a sequential development of APA referencing.  
Student Success Team (Wagga and Bathurst)  
Students accessing and updating contact details. Check enrolment for Semester two  
Scaffolding development of “cultural capital”  
- Wagga – academic literacy workshop (one hour per week)  
- Bathurst academic literacy (attached to Science subject) (each week)  
- Programming, Relationship and Communication cross campus project – run on both campuses - currently being evaluated  
Gathering student data and collating using attendance, attrition and results, and sharing across first year team. | Student feedback being collated for review of the induction day  
See SST Report – Positive feedback reported as valuable by first year staff.  
Triggers applied; analyses in progress. |
<table>
<thead>
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<th>Curriculum Targets:</th>
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<tbody>
<tr>
<td>What curriculum modifications have been made to the following to better meet the needs of students from LSES backgrounds?</td>
<td>Teaching <strong>CLS101</strong> (Paramedic course) - A new formative assessment (maths quiz) was introduced this session. One quarter of the cohort did not achieve benchmark within 3 attempts. Students were directed to a Learning Skills specialist for mentoring. All but one of these students were subsequently able to achieve 100% benchmark when re-attempting the test.</td>
<td>Following discussions with Subject Co-ordinator and specialist Maths Learning Skills advisor, a formal 2hr maths revision session will be embedded into week 1 of this subject in 201230. Session will be run by Learning skills staff. After this session, students will be given access to practice questions and on-line tutorials before attempting the numeracy assessment item.</td>
</tr>
<tr>
<td>Teaching delivery, including professional development.</td>
<td><strong>BMS191</strong> – a new format for the Nervous System component of this subject is being trialled. The lectures are being presented in a new &quot;question and answer&quot; format with learning objectives spread throughout the lecture notes (as opposed to being listed on the first slide). This has been accompanied by revamped MP3 audio files.</td>
<td>Student feedback on the BMS191 forum and one-minute Harvard papers conducted by lecturers indicates that students are finding the new format much easier to follow, the important concepts easier to understand and the expectation of the topic are much more explicit.</td>
</tr>
<tr>
<td>Professional development</td>
<td>Planning is currently underway for a session to look at particular first year subjects in regards to communication and FY principles. Further workshops will be developed as results from other initiatives come to light.</td>
<td>Student performance on this section of the final exam will be analysed (along with student feedback on OES).</td>
</tr>
<tr>
<td>Learning Methods</td>
<td>PASS</td>
<td>Assessment</td>
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| Attendance rates and academic performance of students attending BMS191 PASS sessions has been received. Compared to those who did not attend, students who attended PASS regularly scored up to 11% higher on the BMS191 assignment. Those students who attended PASS *every* week scored 10-21% higher. | This data was disseminated to BMS191 subject co-ordinators who will use the results to encourage students to continue attending PASS sessions. | At risk triggers
Trigger data analysis has commenced. For both PHC100 and BMS191, there was no significant difference between proportion of LSES students and other SES students who triggered. However, first generation students were significantly more likely to fail the nominated assessment items.

PHC100 - Data analysis indicates that 56% of students failed to submit all of their minor (but compulsory) assessment items. In particular the Essay Plan – designed to give students early feedback before 60% essay is due.

Follow up meeting with academics teaching first year first-session subjects was held in early May to present results of 201130 initiatives/ triggers and start thinking forward to triggers and initiatives for 201160. | Subject co-ordinator believed that this was more a result of poor computer literacy (ie students experienced difficulty in uploading essay plan to Interact) than inability to write essay plan. Final essay marks will be analysed (once marking is complete) to assess overall performance of students who performed poorly on essay plan plus LSES and First Gen students. | Staff reported that this feedback/information was very useful. They were previously unaware of some issues presented eg students feeling disconnected due to lack of information prior to O Week. A meeting will be held to brainstorm ideas for O Week 2012 to remedy this situation. |
| Student Support | **Week 4 student experience survey**
Analysis of data completed. Results indicate:
1. Students already feel disconnected from the university when they commence their studies due to absence of communication and information from the university between acceptance of offer and O’Week.
2. Many students were struggling with the transition to university, particularly in regards to workloads and time management.
3. Students have encountered difficulties accessing Learning Skills services as many of the classes are oversubscribed and fill-up quickly. Also cited some issues with Student Central.

This is significant feedback, particularly if students who require Learning Skills assistance are unable to access this service when needed.

**Science Refresher Workshops**
New initiative being trialled in BN course. Two-day face-to-face workshops to familiarise DE students with science terminology and basic scientific concepts in June/July break. Workshops will be run in multiple venues to reduce cost to students and thus enable better access for LSES students.

| 1. Results to be presented at Faculty Orientation Working Party meeting with a view to organising regular newsletter/postcard to be sent to students between offer acceptance and O Week.
2. Feedback regarding Student Central passed onto new Dean of Studies for investigation and follow-up.

To date, a total of 55 students have signed up for these workshops. The SES and First Gen status of these students is currently being gathered. Performance of these students in BMS191 (201160) will be analysed and compared to students of similar SES status who have undertaken the subject in previous semesters.

If successful, these workshops will be offered to all BN students in 2012 |
**Curriculum Targets:**
What curriculum modifications have been made to the following to better meet the needs of students from LSES backgrounds?

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<td>A presentation was made to SIS staff on the Concerns Based Adoption Model (CBAM) model of change and how it is used in one of the postgraduate subjects. The Powerpoint was made available on the school’s Learning &amp; Teaching Committee Interact site.</td>
<td>Interest shown in its application to students across all levels of the course. Emphasis was made concerning first year subjects and how it might be applied in teaching practices.</td>
</tr>
<tr>
<td>The first year teaching principles were introduced to all staff involved in teaching first year subjects through a series of meetings. Each of the 6 principles was outlined as were examples of how they can be seen in teaching. A template was provide to each staff member and a time was arranged to meet each lecturer separately at a later date.</td>
<td>Each lecturer involved in teaching first year subjects was asked to complete the sheet outlining examples of how these principles may be occurring in individual subjects as well as the tools being used. The results will be collated into a single document in order to share the examples and tools. The document will be placed into the SIS DOMS site so that it is available for all staff.</td>
</tr>
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</table>

**Teaching delivery, including professional development.**

**Learning Methods**

<table>
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<tr>
<th>Action</th>
<th>Outcomes/Results</th>
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<tbody>
<tr>
<td>A learning skills advisor is attached to the forum in INF100. INF 100 is the foundation subject for this course and the first assignment has some emphasis on basic skills. Planning is being undertaken so as to include the STAR lead as a forum monitor in INF100 Intro to Info Professions, the course foundation subject, and INF203 Information Literacy, when it is offered to the 201160 student intake. This may also occur in other subjects.</td>
<td>Monitoring of the type of questions being asked by students will lead to a better understanding of their needs so that issues and concerns may be addressed in a pre-emptive fashion in the future.</td>
</tr>
</tbody>
</table>

NB All students in School of Information Studies study part-time and by distance education.
| **Assessment** | A full-day professional development activity is planned for the second half of 2011. This will involve all members of the SIS staff and will focus upon assessment matching objectives and appropriateness of assessment activities to level of study. Further details will be included once the day has been fully planned. | A more uniform approach to assessment across all courses taught through SIS. This will include both undergraduate and postgraduate courses. Results of this day will be expected to be incorporated into 2012 subject outlines. |
| **Student Support** | A Facebook page was developed for the 201130 cohort as a means of providing a virtual space through which information related to CSU and its services as well as the wider information profession could be disseminated. A report is attached outlining the results of a survey made available to all first semester students. | The results of the survey indicate that the Facebook page was an ineffective means of disseminating information. In future, a course and/or subject forum will be used to disseminate information. |
**Facebook Report**

**B Information Studies 201130**

Facebook is a social media application which is used daily by millions of people to communicate with family and friends as well as disseminating information. Many large organisations have created their own Facebook pages to communicate news items, commercial information, social information etc. Facebook can be accessed via the internet as well as mobile phones. It is a phenomenon with a world-wide reach and has the capability as a powerful source of information.

With a new cohort of students entering the B Information Studies in 2011, Facebook was chosen as a means of communicating information as well as introducing this form of media to the students. It was regarded that many students would already have Facebook accounts or would be willing to create an account. The page was a course-based page and was to provide information on news and activities related to CSU as well as information on activities associated with the information studies profession. Information from organisations such the Australian Library & Information Association (ALIA) was to be included and it was hoped that students and staff would also contribute.

Specifically, CSU information was to include links to student support and services provided for distance education (DE) students. This would include learning skills advisors, rebates for laptops and attendance at residential schools, counseling services, DIT support, etc. News of CSU happenings was also to be included.

A Facebook page was established in February and the page address was made available to students in the 2011 cohort. In the beginning the number of users rose to 65 “who like this page”. This was out of a possible 120 students enrolled in INF100 Introduction to the Information Professions. The subject was chosen as all students who began in 2011 are enrolled in this subject. Users included students as well as some staff members. The number of users remained static for several weeks once this level had been reached.

Initially the number of active users was high. This was initially due to users finding the page and adding it to the own link pages. During this initial period the majority of wall posts were placed by the administrator, the STAR academic lead. No other staff member added any posts. Some students added wall posts and these consisted primarily of .......

In April it was decided to survey students to determine their use of the Facebook page and its usefulness as an information provider. Survey Monkey was used as the survey tool and 10 questions were developed. This was the limit due to the level available for use of Survey Monkey. A copy of the questions is attached as appendix A.

The survey address and an explanation of the survey’s purpose were provided to students through the INF100 subject forum. The students were asked to respond to the survey within a week. By the end of the first week only six (6) responses were received. As the survey was conducted over the Easter period it was decided to extend the survey period by another week along with a reminder as to the purpose of the survey. A forum posting indicating this was posted by the subject coordinator.
The number of responses remained at six (6). Another extension of a week was given. At the end of this period the number of responses had risen to eight (8). A copy of the responses from Survey Monkey is attached as appendix B.

Over a period of weeks the number of visitors to the page declined and few, if any posts, were contributed by students.

**Collation of Survey Responses**

1. All of the respondents indicated they were aware of the infostudies2011 Facebook page.

2. Half of the respondents visited the site less than once a week, the other half were equally divided between about once a week and never.

3. 71% regarded the information provided as useful with 29% regarded it as not useful.

4. Two (2) of the three (3) responses to the question as to why the information provided was not useful remarked that they could not find the page while the third indicated that Facebook was not a means of acquiring information, though they did list a number of other sources of information including RSS feeds, Google Reader, CSU forums and Twitter. No respondents indicated what they would like to see on the page.

5. There were six (6) responses to the question regarding what information was found to be useful. Two (2) found information on the free Sophos anti-virus software useful and one (1) found how to apply for the laptop rebate. As to what information they would like to see, one (1) would like links to interesting articles (unspecified), another mentioned the course and the university and other institutions (unspecified).

6. 57% of respondents had posted to the page while the remaining 43% had not.

7. As to why they had not posted to the page, 2 of the 4 respondents indicated they lacked confidence, one did not have the time and the final one indicated they would post when they eventually found the page.

8. 57% indicated that the Facebook page had raised their awareness of CSU support and financial services while 43% indicated the page had not.

9. The age range indicated 38% were in the 41-50 age range with 25% in both the 31-40 range and below 30. The remaining 12% were in the 50 + range.

**Comments and conclusions**

The level of response to the survey was disappointing and no one factor can be discerned as to why this has occurred. Initially it was thought the Easter break may have been a factor but considering an extra two weeks was made available, this can be discounted. Full instructions were given as to how to access the survey as well as the Facebook page itself and yet some respondents reported they could not locate the page. Not one student asked for assistance.

Overall results indicate the Facebook page has not been regarded as a useful tool in disseminating information to students as originally anticipated. One reason offered is that the average age of the
cohort upon entry is 38. This age group may be considered as above the age of people who use Facebook regularly or as a source of information.

With students beginning their course of study, their priority may be towards their study and not towards the wider profession at this stage.

Orientation may have provided enough information about CSU and therefore the Facebook page may not be useful to them. Student survey results conducted at the conclusion of the residential school indicated that enough information on courses, subjects, support services etc was provided.

Studies later on in the course, especially those related to social media, may be a more useful and appropriate time for students to encounter applications such as Facebook.

Applications the students already have access to such as the subject forums may be more useful as a means of disseminating information as the forums are used regularly by all students.
<table>
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<tr>
<th>Curriculum Targets:</th>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>What curriculum modifications have been made to the following to better meet the needs of students from LSES backgrounds?</td>
<td><strong>Design and produce Staff Development Inventory – First-year Strategy</strong></td>
<td><strong>Design and produce Staff Development Inventory – First-year Strategy</strong></td>
</tr>
<tr>
<td>Teaching delivery, including professional development.</td>
<td><strong>In the review of curriculum</strong> – Identify the integration of first-year principles, as well as content [subjects HCS102, and SOC102]. Six first-year Psychology and Sociology lecturers came together in early May with the STAR-Lead and Support, to discuss the STAR Initiative and its implications for their first year subjects in social work courses. The HCS102 Team met 17.05.11 to discuss ways for a more equitable balance of content delivery between distance and internal modes [partly to address communication and assessment issues re-</td>
<td><strong>Planning stage:</strong> STAR Team currently working to provide an inventory strategy that continues to foster staff development, re-orientation; communication; subject assessment; presentation of content; weekly delivery strategies to incorporate first-year principles. The above inventory will bring together all those initiatives to do with first year engagement, including orientation and welcome for students, and suggested ways to identify strategic links for students in their first year of engagement. <strong>Proposed delivery – June 30th.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>In the review of curriculum</strong> – Star-Lead identifies that in both subjects [HCS102, SOC102] there is good inclusion overall of first-year principles, especially from a delivery point of view. There is however, concern from both Psychology and Sociology that the initiative does not necessarily work for their subjects in all aspects; the issue of timing assessment items for example is impacted by resourcing and time factors. For the first time the SOC102 lecturer advises the need to reduce assessment items from 3 to 2, and in that case a first ‘small and low-stakes’ early assessment item ‘up front’ is not possible because of the effect of trying to cover all content for these kinds of subjects.</td>
<td>Both Psychology and Sociology acknowledged the usefulness in sharing ideas about first-year principle strategies, and producing the above inventory will go some way to achieving that.</td>
</tr>
</tbody>
</table>
| **Evaluate assessment:** Review and action timing of assessment items in all subjects across both DE and internal modes. In the review of first-year subjects – a whole of Discipline approach is required: Outcome from a course mapping meeting in April 2011, the Course Director and members of the Discipline support the idea of looking at the timing of assessment items across subjects – HCS102; HCS111; SOC101; PSY111 – so that there is take-up of the idea of an early first assessment item, and more importantly to have consistency between internal and distance modes.

The STAR Team to continue to visually map further evaluation of the assessment items to provide ideas that the final assessment item, for example, should be spaced incrementally more appropriately throughout the session [that is, if possible, no essay submission in the exam weeks as was identified in one of the subjects].

**Review of SAL:** Undertake review of SAL to ascertain appropriateness of delivering large first-year cohort subjects across two sessions in first year.

---

**Evaluate assessment:** Agreement and ongoing dialogue: STAR-Team identifies there is general agreement within the Discipline that the ‘consistency’ element is seen as one of ‘equity’ as well, especially in the number and value of assessment items offered in each mode – that is, as much as possible these need to be equitably designed and delivered no matter what the mode.

Although the case of assignment submission in an exam week does not impact exams for all of the first year students, for the Wagga Internal mode students at least, this practice becomes problematic – students undertake all 4 subjects internally [HCS102, HCS111, PSY111, SOC101], and recommendations to change the final essay assessment item for HCS111 that is currently due in exam week, ought to be revised for next 201230. Where students are expected to study for two major exams in SOC101 [30%] and PSY111 [45%], the submission of a final essay also in exam week is seen to be ‘inequitable’.

Additionally, attention will need to be focused on the 201160 offering of HCS103, in which the assessment design follows similar lines and timing to HCS111. There is some acknowledgement that while the Discipline can only make recommendations to those service subjects that teach into the social work course, it can however come together in a ‘whole-of-Discipline’ approach to decide how the assessment items in the other subjects can be delivered/presented. *Proposed delivery – June 15*

**Review of SAL:** The senior leadership group of the Discipline [M Pawar, W Bowles, M Collingridge, B Anscombe, and S Mlcek] consulted with HoS [Assoc. Prof. Jenny McKinnon] to allow the inclusion of the foundational subject HCS102 to be offered in the first and second sessions of each year’s social work offerings. The outcome will result in better and more strategic communication to first-year students whose numbers could be balanced across two semesters rather than concentrated wholly into the one first session of the year.
### Learning Methods

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Evaluate use of WIMBA:</strong></td>
<td><em>Explore</em> the use of online meeting tool [for Dubbo students]: as a precursor to delivering to first year students via this method, the latter to be used for social policy and research subjects.</td>
</tr>
<tr>
<td><strong>Provide generic skills development resources to lecturers of first-year subjects:</strong></td>
<td><em>Disseminate</em> and <em>use</em> those resources utilised by first year students at Dubbo [DI] who benefit from resources written by Stewart McKinney, Academic Learning Skills Advisor at Dubbo Campus.</td>
</tr>
<tr>
<td><strong>Evaluate use of WIMBA:</strong></td>
<td>Initial beginnings initiated by John Healy in Sydney to students in Dubbo suggest problematic usage of this tool and ongoing vigil needs to identify and rectify issues with timeliness to students, technological interface, and DIT support ‘out of hours’ [see also below re-PASS].</td>
</tr>
<tr>
<td><strong>Provide generic skills development resources to lecturers of first-year subjects:</strong></td>
<td><em>Provide</em> information packages to deliver effective marking outcomes for students: HCS102 is the subject that is currently being ‘action-researched’ [that is, S Mlcek is both STAR-Lead for the Faculty of Arts and subject coordinator for HCS102, the largest enrolled subject in the BSW = 300+ for 20113] as part of the STAR Initiative.</td>
</tr>
<tr>
<td><strong>Support and mentoring of Markers:</strong></td>
<td><em>Support</em> and <em>mentoring</em> will become part of the deliverable outcomes for the STAR communication strategy. H Boetto [with assistance from S Mlcek, B Moorhead and N Barber] from the HCS102 Team designed and initiated a ‘mentor pack/strategy’ [that included the use of WIMBA to communicate to external Markers, exemplar marking guides, suitable marker texts, etc] for 4 contract Markers to HCS102, and this strategy will be ‘packaged’ and disseminated to all Discipline lecturers. <em>Proposed delivery – June 30</em>.</td>
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### Assessment

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<tr>
<td><strong>See above re-HCS111 and HCS103 in particular.</strong></td>
<td></td>
</tr>
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### Student Support

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<tr>
<th>Method</th>
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<tbody>
<tr>
<td><strong>Communication to first year students online [WI &amp; WD]:</strong></td>
<td><em>Continue to monitor</em> student communication feedback, particularly from Forum activity re-HCS102.</td>
</tr>
<tr>
<td><strong>SST:</strong></td>
<td><em>Identify</em> ‘at risk’ students from SOC101 and pass information to the Transition Team for the student success team [SST] intervention.</td>
</tr>
<tr>
<td><strong>PASS:</strong></td>
<td><em>Instigate</em> peer assisted student support</td>
</tr>
<tr>
<td><strong>First year students online [WI &amp; WD]:</strong></td>
<td>This feedback continues to build a narrative about student engagement and ways that subject delivery and support can be improved. For example, intense supportive communication to students has most probably been a contributing factor in the very small reduction in numbers over the session [i.e. enrolment figures suggest that post-census a reduction of less than 12% in numbers from start of session].</td>
</tr>
<tr>
<td><strong>SST:</strong></td>
<td>80 students were part of the SOC101 list and overall, those who were successfully contacted were very grateful to have received a call from the SST. Main contributing factors to being ‘at risk’ related not to lack of academic...</td>
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</table>
for session 201160, especially for SOC101 & PSY113 [Dubbo] and HCS103 [Wagga].

**Orientation:** Discuss and act upon further orientation options with Course Director and Head of School, as well as Marketing where appropriate, about ways to improve what looks like a ‘rolling orientation’ situation for social work students.

Additionally, the STAR Team to explore ways to promote online orientation information to students.

support and communication within the subject, but rather to more structural and systemic issues.

**PASS:** The plan is to offer PASS via WIMBA to students in 201160, so that as many students as possible will benefit [it is not possible at this stage to run face-to-face sessions]. The process of identifying a short-list of suitable Year 2 & 3 students to undertake the training and facilitation of peer support has already begun, and consultation with lecturers about their recommendations will be factored into the final implementation.

**Orientation:** Course Director has suggested ways to improve orientation to students including perhaps a CD-ROM of information. Following discussion with the HoS, two outcomes: 1) an item to be raised at the School Board level to implement an overall ‘School (and Marketing) Committee’, and 2) a business case will be presented to the HoS for consideration of some of the Discipline ideas re-orientation. Several names have been put forward for further consultation, including the School web-designer, and Marketing. First phase deliverable – July 10th.
## CSU STAR Evaluation Bimonthly Progress Report  
**Date (please highlight)**  
28th March/16th May/18th July/19th Sept/21st November 2011

**STAR Academic Lead:** Warwick Baines  
**Faculty:** Business  
**Course:** Bachelor of Business (Accounting)

<table>
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<th>Curriculum Targets:</th>
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<td>What curriculum modifications have been made to the following to better meet the needs of students from LSES backgrounds?</td>
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### Teaching delivery, including professional development.

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<tr>
<th>Teaching</th>
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<tr>
<td>• Lobbied for improved technology support and PD for IVT teaching into Dubbo, resulting in improved responsiveness from DIT and some PD from ED</td>
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<td>• As research (Mazur, 2009) demonstrates small groups are more effective learning environments than large lectures and timely feedback from students on areas of difficulty (Plummer et al., 2010) more effective in addressing it, lobbied for all accounting first year subjects to double tutorial teaching time to 2 hours (reducing lecture time to 1 hour) and to begin teaching in the first week covering topic 1 content. This has been timetabled for Bathurst, Dubbo and Wagga from session 2 but not yet Albury due to supposed timetable issues</td>
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<tr>
<td>• Lobbied for faculty approach to rolling-out PD on L&amp;T and sharing resources. PD program to be developed and FoB L&amp;T Interact site (iTeach Business @ CSU) launched 9th May</td>
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<th>Curriculum</th>
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<tr>
<td>• Heavily involved in developing PD around first year curriculum principles for entire Faculty of Business along with faculty EDs, other faculty STAR Lead. Poor attendance (5 and 6 people respectively) at 1st sessions in Wagga and Albury led to postponement in Bathurst and a significant rewrite that better addressed practical needs of staff (resources, exemplars etc), First Bathurst session rescheduled to 25 May</td>
</tr>
<tr>
<td>• Leading the team rewriting the first year accounting subjects (as part of the new Bachelor of Accounting) for roll-out from 2012. New subject profiles confirmed, rewrite to occur in session 2 2011</td>
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<th>Learning Methods</th>
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<tr>
<td>• Integrated key learning skills such as time management into the Faculty of Business orientation week programme</td>
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<td>• Collating Harvard One Minute Paper (OMP) feedback from every Accounting 1 Bathurst tutorial on a weekly basis, summarising and communicating to tutors and lecturer to inform revision on problem areas for following week. Building alliances to roll-out to Albury and Wagga campuses from session 2 2011</td>
</tr>
<tr>
<td>• Liaised with SST to roll-out PASS program in ACC100 Bathurst</td>
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### Teaching

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<tr>
<td>• Improved reliability and stability of IVT connections —, complaints from Dubbo students ceased after week 2</td>
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<tr>
<td>• Research (Plummer et al., 2010) indicates 2 hour tutorial covering content in same week as lecture improves academic performance</td>
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<tr>
<td>• Much higher pre-registered attendance (12 so far still with 9 days to go)</td>
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<tr>
<td>• Previous research on Bathurst cohort (Plummer et al. 2010) indicates improved academic performance and trend appears similar in 2011 but won’t be confirmed until post final exam</td>
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| • Students who attended 1 or more PASS scored on average 48% higher on the first
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<tr>
<th>Assessment</th>
<th>MGT100 coordinator changed assessment tasks that embraced FY curriculum principles and improved average on assessment task from 48% to 70.9%</th>
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| In communicating with subject coordinators, about developing at risk-triggers we encouraged staff to align all of their assessment tasks to first year principles | Feedback to date as includes:  
  - ‘Attached is my response to the assessment mapping exercise. Loved it - want to do it across all subjects I’m involved in’ ECO110 coordinator |
| Using MSI completed detailed assessment mapping of first year first session BBus (Accounting) subjects identifying gaps between assessment tasks and learning objectives as well as apparent lack of scaffolding (before a task) and feedback (after a task) in some subjects and cohorts. Importantly, summaries by cohort and by subject indicated a lack of coordination between coordinators of the one subject nor of different subjects but in the same cohort. The reports have been circulated to all coordinators for response | |
| Developing PD session on assessment incorporating appropriate literature on assessing first year students for roll out in late May. | |

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<tr>
<th>Student Support</th>
<th>Orientation</th>
<th>Student Success Team</th>
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<tr>
<td>Liaised with all coordinators teaching first year first session subjects in BBus (Accounting) to achieve an effective low stakes, early at risk trigger. This was implemented for all bar the ECO110 DE cohort. Successfully collected results from triggers and passed onto SST for follow up.</td>
<td>Report back from SST indicates interventions positively impacted retention but more analysis required</td>
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<tr>
<th>Orientation</th>
<th>Student feedback not yet collected</th>
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<tbody>
<tr>
<td>Rewrote BBus (Accounting) orientation booklet for greater engagement with all cohorts and distributed to all cohorts</td>
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<tr>
<td>Overhauled and ran orientation for Business Faculty at Bathurst and Dubbo, moving focus to developing generic skills required in business and meeting academic staff in small groups. Well received by staff and students at Bathurst and Dubbo but similar changes yet to be delivered at Albury and Wagga</td>
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mid-session test than those who attended 0 PASS
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<tr>
<th>Communication</th>
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<tr>
<td>• Responding to students problems with easily obtaining necessary course</td>
<td>• Too early to assess impact</td>
</tr>
<tr>
<td>information, developed and launched a BBus (Accounting) Interact site on</td>
<td></td>
</tr>
<tr>
<td>9 May 2011 for all accounting students in all years to contain essential</td>
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<tr>
<td>course information, contacts and a forum</td>
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Indigenous Enabling Program

Background
The State of NSW has the highest population of Indigenous Australians in the country. The CSU onshore campuses of Albury-Wodonga, Bathurst, Orange, Dubbo and Wagga Wagga are built upon the traditional lands of the Wiradjuri Nation, the largest Indigenous Nation of Aboriginal Australia, while the University’s inland catchment area extends into the country of the Kamilaroi Nation in the north east, the Murrawarri, Ngemba and Barkandji Nations in the north west and the Nyampa and Wangkamarra Nations in the far west. The geographical footprint served by Charles Sturt University’s main campuses is home to approximately 44,000 Indigenous Australians, representing 3.18% of the total of the population of the region. The size of the Indigenous population throughout the regional areas varies, ranging from 1.7% in Albury-Wodonga to 13.4% in Dubbo and surrounding region, which has one of the highest Indigenous population rates in NSW, however Indigenous students comprise only 1.3% of the CSU student population.

The percentage of Indigenous students accessing and succeeding at University continues to fall well below equity levels. The proportion of Indigenous higher education students participating in higher education has not increased since 2001. Data from the DEST National Higher Education Statistics Collection provides evidence of a considerable widening in the gap between Indigenous and non-Indigenous educational outcomes. Since 2001 there has been an increase in the margin between Indigenous and non-Indigenous student access and participation parity rates from 1.20 percentage points to 1.73 in 2005, with a current parity rate of 2.93 percentage points. In other words, for equity to be achieved the Indigenous student access and participation rate in higher education needs to more than double. Similarly, the retention ratio of Indigenous students and non-Indigenous students is 64.4% to 80% respectively, requiring a 1.0 increase in Indigenous student retention rates to achieve parity with those of non-Indigenous students (Indigenous Participation in Higher Education: Culture, Choice and Capital Theory, June 2006).

Many factors contribute to these poor outcomes including the fact that many Indigenous students are leaving school poorly prepared relative to their non-Indigenous counterparts. An increasing number of Indigenous students are disengaging with school prior to reaching or completing Year 10, with relatively few remaining at school to complete Year 11 and Year 12 or its vocational equivalent, and even less obtaining the educational outcomes necessary to gain entry into University programs.

Purpose
The purpose of the Indigenous Enabling Program is to provide Indigenous Australians living within and beyond the geographical footprint of CSU access to a culturally sound preparatory program which builds the broad range of academic skills required for entry to CSU.
undergraduate degree programs. The Indigenous Enabling Program will form a component of the overall CSU transitions and pathways support program.

**Target Group**
The target group for the Indigenous Enabling program is young and mature age Indigenous Australians who do not meet the current entry requirements for CSU degree programs.

**Mode of Delivery**
Flexible mixed mode delivery – primarily structured Distance Education with Block/Residential components and supported delivery into communities or CSU campus locations/sites with cohorts of six or more.

**Location**
Dubbo with outreach to Parkes and Walgett in 2012 as a pilot for supported delivery into communities/smaller sites.

**Program Content**
The Indigenous Enabling Program is equivalent to one year FTE study. It will have a structured orientation program at the beginning of each session, and a series of modules in the following four key subject areas.

1. English Literacies
2. Maths Literacies
3. Science Literacies
4. Indigenous Studies (integrating understandings from Sociology)

The structure of 16 modules rather than 8 traditional CSU subjects will enable greater flexibility, and greater capacity to customise entry and pathways through the program, and more fine grained credit based on recognition of prior learning or previous studies.

**Duration of Program**
The Indigenous Enabling Program is equivalent to one year FTE study. It is anticipated that some applicants may receive sufficient credit to complete the program in 0.5 FTE years of study. The module structure will enable students to pace their studies from a minimum of 6 months through to 1 or more years to account for work, family and community commitments.

**Exit Qualifications and Pathways.**
The exit qualification will be a local award named: CSU Indigenous Enabling Certificate. Graduates of this certificate may be eligible for direct entry in a number of CSU degrees or will be guaranteed entry into a discipline-specific Foundation Program or a Diploma of Indigenous studies (or similar).
**Entry Criteria**

All applicants will be assessed for likelihood of success through a process which includes written assessment tasks and interview. Where students are deemed in need of additional education achievement before entering the Enabling program, they will be counselled towards various community education or TAFE programs.

**Program Promotion**

The Indigenous enabling Program will be promoted through the Indigenous Student Services, Centre for Indigenous Studies and normal CSU marketing processes. CIS will also utilise the CSU Partnerships Advisory Board, school principals and Aboriginal Education Officers to directly target appropriate Indigenous Year 12 students for inclusion in the program.

**Supporting Students of the Program**

Indigenous students enrolled in the Indigenous Enabling Program will be supported by Indigenous Student Services, including through the provision of access to the Indigenous Tutorial Assistance Scheme (ITAS), Learning Skills Advisors and academic staff of the Centre for Indigenous Studies.

**Program Coordination and Delivery**

The Indigenous enabling Program will be coordinated and delivered by the Centre for Indigenous Studies.