



Australian Government
Department of Education and Training

Higher Education Participation and Partnerships Programme - Participation Component 2016 Progress Report

For the period 1 January 2016 to 31 December 2016

University	Federation University Australia
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Title	Description and objectives	Progress achieved
<p>Activity 1</p> <p>Title: Student Futures Program</p> <p>Wimmera, Ballarat and online</p> <p><input checked="" type="checkbox"/> Transition programs</p> <p><input checked="" type="checkbox"/> Mentoring and Peer Support, tutoring</p> <p><input checked="" type="checkbox"/> Academic Preparation</p>	<p>1. What was done?</p> <p>This project included low SES engaged as part of the following programs:</p> <p>Peer Assisted Study Session (PASS): First-year FedUni undergraduate students.</p> <p>FedReady: An academic preparatory program consisting of primarily, commencing undergraduate FedUni students with continuing students as a secondary target.</p> <p>Mentoring: Later year student mentors working with all commencing undergraduate FedUni students.</p> <p>Academic Skills and knowledge (ASK): A service where later year peer students provide advice and referral around any relevant matters to all first year undergraduate FedUni students with second, third and fourth-year as a secondary target.</p> <p>YourTutor: An after-hours online tutoring services available to all first-year undergraduate FedUni with second, third and fourth-year students as a secondary target.</p> <p>PASS: support was attached to 31 courses on campus and 15 courses online during Semester 1 and Semester 2. An additional SWOTVAC study session was conducted each semester to help students review content prior to exams.</p> <p>Fedready: saw 461 total registrations and was successfully delivered at Mt Helen and online</p> <p>Mentoring: employed 115 Mt Helen and Camp Street student leaders and 18 online leaders to support students across semester 1 and 2.</p>	<p>Evaluation reports for each program, and a summary report for containing information for all Student Futures Program components, are available on request. Following is a selection from these reports.</p> <p>FedReady:</p> <ul style="list-style-type: none"> • 180 students attended Semester 1, with 32 attending in Semester 2 (administrative data) • 69% of Mt Helen students (Semester 1) were retained for the first four days of the program (administrative data) • 100% of survey respondents identified that FedReady had raised their confidence in all academic skills. • 100% of survey respondents identified that FedReady was beneficial and had helped prepare them for study. • 100% of survey respondents identified that the staff and student leaders at FedReady were helpful and supportive. • Not a single FedReady session was considered 'not at all useful' by survey respondents. <p>FedReady Online</p> <ul style="list-style-type: none"> • 202 enrolled semester 1 (an increase of 277.6% on 2015), 47 students enrolled in Semester 2 (administrative data) • All survey respondents reported feeling markedly more confident in all academic areas covered by the course after participating in FedReady Online (survey data). • 100% of survey respondents felt that FedReady Online had taught them valuable skills, and they would recommend the program to others (survey data).

The ASK service was open at the Mt Helen library from 9.30am to 3.30pm during semester, and was also available through email, phone, and Facebook.

YourTutor offered one on one online tutoring and an essay review service to 731 unique FedUni students with approximately 120,000 total minutes used. It is estimated that 70% of this usage was incurred by students studying at Ballarat campuses and online.

2. Why?

The Student Futures program aims to increase student retention and success through provision of a comprehensive set of support initiatives.

Details on these initiatives can be found at;

www.federation.edu.au/studentfutures

Historically, the Student Futures program has had a positive impact on retention and success, with evaluation being conducted each year on participation, impact on GPA, and qualitative feedback indicating a positive impact on student confidence and success.

In addition, a majority of the Student Futures Program funding is used to employ student leaders, providing a source of income for students which enables them to stay closely connected to the University and gain valuable skills transferable adding to their graduate attributes. The following objectives were set for the 2016 period:

PASS: Assist commencing students in historically difficult core first year subjects to allow more students to be retained past census date and converted to continuing students. This will increase participation of low SES students by giving them a collegial peer supported environment to enhance their independent learning skills.

FedReady: Give commencing students the skills and knowledge they need to succeed in a tertiary environment, particularly those students who haven't been exposed to higher education environments or concepts. This will increase participation and success of low SES students by helping them enhance their pre-existing skills so they can succeed in their studies.

Mentors

- 148 mentors engaged in Semester 1, and 40 mentors in Semester 2. Mentor survey feedback stated that having a paid position supported their study during semester.
- 40% of all students attended at least one day of 0 week and met up with their mentor in Semester 1 (administrative data, Mt Helen and Churchill).
- 60% of students remained in contact with their mentor during the Semester 1 program (administrative data, Mt Helen and Churchill).
- Students reported that having payment for being a mentor helped support their own study (individual feedback).

PASS

- Of the 2371 students enrolled in subjects supported by PASS a total of 602 students attended PASS on 2412 occasions throughout Semester 1.
- In Semester 1, 41% of students who attended PASS received HD's, with only 7% of PASS attendees receiving failing their course.
- 78.39% of students who attended PASS passed their course in Semester 2, compared to 60.34% of students who did not attend in Semester 2 (Mt Helen and Churchill administrative data).
- 73.13% of students surveyed indicated that attending PASS allowed them to increase their knowledge of course specific content. (Mt Helen and Churchill survey data).

ASK

- 62% of the 1158 enquiries made through ASK were from Mt Helen students (administrative data)
- 82% of enquiries were made in person to the ASK desk in the library (administrative data)
- Increase of 14% on enquiries during Semester 2 as compared with semester 2, 2015.

	<p>Mentor: Provide one on one timely and personal support to commencing students to assist with the initial stage of transition into University. For low SES students, having a mentor provides them with a point of contact where they can ask for assistance easily and be referred to the appropriate supports.</p> <p>ASK: Provide academic guidance and support to all students in an informal and easily accessible manner and environment. ASK acts as a triage point for all students, giving them multiple access points (Facebook, face-to-face, Twitter, email, phone) where they can go to get assistance.</p> <p>YourTutor: Provides out of hours online support to all students in an easily accessible manner. YourTutor acts to complement the ASK service by providing students with an academic support point outside of the operating hours of ASK.</p>	<p>All respondents to the semester 2 survey indicated that the ASK service helped them answer their enquiry, that the staff were friendly and approachable, and that the service was readily accessible.</p> <p>YourTutor Over the summer period, students used 3,627 minutes. During Semester One, students used 73,300.1 minutes. During Semester Two, students used 42,600.9 minutes. It is estimated that 70% of this usage can be attributed to Mt Helen and Online users (administrative data)</p> <p>A usage cap allowance was introduced that capped students from using over 60 minutes of tutorials per week, and a maximum of 10 Checkmate submissions.</p> <ul style="list-style-type: none"> • It is recommended that the usage cap allowance is decreased to be 40 minutes of tutorials per week and a maximum of 6 Checkmate submissions. • The intervention party contacted 5 students, however a decrease in the usage allowance would increase the effectiveness of the intervention party in contacting students in need of extra academic assistance.
Title	Description and objectives	Progress achieved
<p>Activity 2</p> <p>Title: Student Futures Program</p> <p>Gippsland</p> <p><input checked="" type="checkbox"/> Academic Preparation</p>	<p>1. What was done?</p> <p>This project included low SES students engaged with the following programs:</p> <p>Peer Assisted Study Session (PASS): First-year FedUni undergraduate students.</p> <p>FedReady: An academic preparatory program consisting of primarily, commencing undergraduate FedUni students with continuing students as a secondary target.</p> <p>Mentoring: Later year student mentors working with all commencing undergraduate FedUni students.</p>	<p>PASS: Resulted in improved GPA for students attending, and received positive qualitative feedback.</p> <p>Mentor: Resulted in students receiving peer support, raising awareness of services, positive reports from Mentors and commencing students.</p> <p>FedReady: Positive impact on student confidence and improvement in skills, increase preparedness for study, create peer connections.</p> <p>ASK: Continued to build awareness of services, provided peer support for writing and study skills questions, and provided a friendly first point of contact.</p>

<p>☒ Mentoring, peer support, tutoring</p> <p>☒ Transition programs</p>	<p>Academic Skills and knowledge (ASK) : A service where later year peer students provide advice and referral around any relevant matters to all first-year undergraduate FedUni students with second, third and fourth-year as a secondary target.</p> <p>YourTutor: An after-hours online tutoring services available to all first-year undergraduate FedUni with second, third and fourth-year students as a secondary target.</p> <p>PASS was attached to 12 courses in semester 1 and 13 courses in Semester 2.</p> <p>An additional SWOTVAC study session was conducted each semester to help students review content prior to exams.</p> <p>Fedready saw 337 total registrations and was successfully delivered at Churchill.</p> <p>Mentoring employed 44 student leaders supporting students at Churchill.</p> <p>The ASK service was open at the Mt Helen library from 9.30am to 3.30pm during semester, and was also available through email, phone, and Facebook.</p> <p>YourTutor offered one on one online tutoring and an essay review service to 731 unique FedUni students with approximately 120,000 total minutes used.</p> <p>2. Why?</p> <p>The Student Futures program aims to increase student retention and success through provision of a comprehensive set of support initiatives. Historically, the Student Futures program has had a positive impact on retention and success, with evaluation being conducted each year outlining participation, impact on GPA, and qualitative feedback indication of a positive impact on student confidence and success.</p>	<p>YourTutor: Increased engagement and positive qualitative feedback indicated the service is meeting the needs of students for after-hours support. Usage caps were introduced to manage power users, together with an outbound project which contacted students approaching the capped amount to refer them to alternative academic supports such as Learning Skills Advisors.</p> <p>Evaluation reports for each program, and a summary report for containing information for all Student Futures Program components, are available on request. Following is a selection from these reports.</p> <p>FedReady</p> <ul style="list-style-type: none"> • 171 students attended Semester 1, with 18 attending in Semester 2. • 63% of Churchill students (Semester 1) were retained for all 5 days of the program. • 100% of survey respondents identified that FedReady had raised their confidence in all academic skills. • 100% of survey respondents identified that FedReady was beneficial and had helped prepare them for study. • 100% of survey respondents identified that the staff and student leaders at FedReady were helpful and supportive. • Not a single FedReady session was considered 'not at all useful' by survey respondents. <p>Mentors</p> <ul style="list-style-type: none"> • 34 mentors engaged in Semester 1, and 10 mentors in Semester 2. • Mentor survey feedback stated that having a paid position supported their study during semester. • 40% of all students attended at least one day of 0 week and met up with their mentor in Semester 1 (administrative data, Mt Helen and Churchill). • 60% of students remained in contact with their mentor during the Semester 1 program (administrative data, Mt Helen and Churchill).
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In addition, the Student Futures Program funding is primarily used to employ student leaders, providing a source of income for students which enables them to stay closely connected the University and gain valuable skills and adding to their graduate attributes.

The following objectives were set for the 2016 period:

PASS: Assist commencing students in historically difficult core first year subjects to allow more students to be retained past census date and converted to continuing students. This will increase participation of low SES students by giving them a collegial peer supported environment to enhance their independent learning skills.

FedReady: Gives commencing students the skills and knowledge they need to succeed in a tertiary environment, particularly those students who haven't been exposed to higher education environments or concepts. This will increase participation and success of low SES students by helping them enhance their pre-existing skills so they can succeed in their studies.

Mentor: Provide one on one timely and personal support to commencing students to assist with the initial stage of transition into University. For low SES students, having a mentor will give them a point of contact where they can ask for assistance easily and be referred to the appropriate supports.

ASK: Provide academic guidance and support to all students in an informal and easily accessible manner and environment. ASK acts as a triage point for all students, giving them multiple access points (Facebook, face-to-face, Twitter, email, phone) where they can go to get assistance.

YourTutor: Provides out of hours support to all students in an easily accessible manner. YourTutor acts to compliment the ASK service by providing students with an academic support point outside of the operating hours of ASK.

PASS

- Of The 2371 students enrolled in subjects supported by PASS a total of 602 students attended PASS on 2412 occasions throughout Semester 1.
- Engagement in PASS increased at Churchill by 1.36% from 2015
- Semester 2, 42.19% of students who attended PASS received HD's, with only 2.58% of PASS attendees receiving a MF, F, or XF grade their course.
- 78.39% of students who attended PASS passed their course in Semester 2, compared to 60.34% of students who did not attend in Semester 2
- 73.13% of students surveyed indicated that attending PASS allowed them to increase their knowledge of course specific content (survey data, Mt Helen and Churchill Semester 2).

ASK

- 38% of the 1158 enquiries made through ASK were from Churchill based students
- 47% of all enquiries (including online) were attended to by Churchill student leaders
- There was a significant increase (281%) in enquiries made at the ASK desk in 2016 compared to 2015, which was attributed to the desk having a more prominent location in the library.
- All respondents to the semester 2 survey indicated that the ASK service helped them answer their enquiry, that the staff were friendly and approachable, and that the service was readily accessible.

YourTutor

- Over the summer period, students used 3,627 minutes, during Semester 1, students used 73,300.1 minutes and during semester two, students used 42,600.9 minutes. It is estimated that approximately 30% of usage attributed to Churchill users.

		<ul style="list-style-type: none"> • Prior to semester 2 a usage cap allowance was introduced that capped students from using over 60 minutes of tutorials per week, and a maximum of 10 Checkmate submissions • It is recommended that the usage cap allowance is decreased to be 40 minutes of tutorials per week, and a maximum of 6 Checkmate submissions. <p>The intervention party contacted 5 students, however a decrease in the usage allowance would increase the effectiveness of the intervention party contacting students in need of extra academic assistance.</p>
Title	Description and objectives	Progress achieved
<p>Activity 3</p> <p>Kickstart Program</p> <p>Ballarat and Gippsland</p> <p><input checked="" type="checkbox"/> Institutional Scholarships</p>	<p>1. What was done?</p> <p>KickStart is targeted towards students who can demonstrate that the following circumstances may impact on their ability to continue with their program of study:</p> <ol style="list-style-type: none"> 1. Medical Disability 2. Carer responsibilities including children 3. Previously ward of the state I refugee 4. Indigenous <p>Personal circumstances including physical I mental abuse, abusive I dysfunctional living arrangements, LGBTQIQ etc.,</p> <p>Over 1800 bursary and grants were awarded in 2016 as per the table below. Registrations for assistance has grown in 2016 with Kickstart student registrations up from 1921 (in 2015) to 2504 as at end November 2016. This represents an increase of 23% across, not just registrations, but assessment, disbursement of awards and general enquiries from students.</p>	<p>The 2016 program was evaluated formally and informally via comments from students, distribution data (see tables) and student surveying.</p> <p>An invitation to take the survey was sent to 735 scholarships, bursaries and grant recipients in semester one. 263 responses were received representing a strong 35.7% response rate</p> <p>When asked 'Have you considered leaving FedUni during this semester (i.e. deferring or withdrawing)' 21.67% said yes. Of the group that said 'Yes' we asked 'Has the SBG influenced your decision to stay?' and over 54% were strongly influenced to stay by receiving a SBG.</p> <p>169 additional comments were completed by students which has informed scholarships procedures, communication practices and timeliness of distribution of awards.</p> <p>As attached in the following list the majority of comments were positive (general) Comments received included;</p> <p><i>"The computer grant has had the biggest impact, as I have had a reliable computer to use at all times"</i></p>

Disbursement of Kickstart grants and bursaries are as detailed in the following table:

KICKSTART	2015	2016
Bursaries \$1,500 - \$4,000	184	350
Computer Grants	29	124
Nursing Kit Grants	54	156
Textbook Grants	352	838
USB Grants (Specialist Equip)	2	57
Uniform Grants	24	233
Placement and Travel Grant	55	77
Total	700	1835

The disbursement of grants across all award types has increased in 2016. The increase in demand is attributed to a greater awareness of grants availability; broader promotion at events, extra class presentations and an increase in staff which has resulted in more face to face engagement with students.

Scholarship Awards – Targeted vs Actual 2016					
Awards Type	Ballarat Target	Ballarat Actual	Gipps Target	Gipps Actual	Total
Bursaries	150	224	50	126	350
Placement and Travel	90	144	45	61	205
Computer	75	88	25	36	124
Nursing Kits	100	105	50	51	156
Text Book	300	689	100	149	838
USB Data Grant	n/a	42	n/a	15	57
Uniform	n/a	166	n/a	67	233

It was particularly noticeable at Gippsland campus since the commencement of a scholarships officer in April that saw a sharp increase in enquiries, engagement and distribution.

“It was a great service, that took a lot of pressure off my shoulders as I couldn't afford to pay for books this semester”

“Your service was great and I am so grateful for the bursary. It took a lot of pressure off me financially this semester!”

“It was a straightforward process, the result of which had a very positive impact on my mental state and financial situation which enabled me to meet my responsibilities, both at university and in the rest of my life. I am highly appreciative of the support provided by FedUni during a very difficult time.”

What we are learning from feedback

- Early distribution of grants is very important
- Clear & regular communication from registration to awarding
- Timeliness of communication (early & in multiple forums)
- Face to face is important (retention)
- Investigate Moodle presence

What students are telling us is important

- Access 8%
- Communication 15%
- Eligibility 5%
- General 60%
- Timing 12%

Changes will be made to the Specialist Equipment Grant for 2017 will allow for more individualised help, for example, arts students have particular requirements which cannot be met with our current voucher range. Students will be able to source what they need and provide a quote and have this assessed for assistance. It will introduce quite a tailored and flexible response to need.

	<p>2. Why?</p> <p>KickStart is a key student retention and success strategy focusing on student-in-need and at risk of not completing due to personal and financial circumstances.</p> <p>KickStart objectives include:</p> <ul style="list-style-type: none"> • Simplify the application and registration process - one application to register for KickStart; • Promote the proactive approach to the support for students; • Provide a broader range of assistance for students, when they need it. 	<p>It is proposed that a Development Grant will be introduced in 2017 which aims to provide financially disadvantaged FedUni students with opportunities to access professional and personal development opportunities which are;</p> <ul style="list-style-type: none"> • a requirement of the course of study • can be demonstrated to enhance the students' academic and/or professional experience • can be demonstrated to develop the students' core employability skills i.e., professional memberships, networking, leadership attributes.
Title	Description and objectives	Progress achieved
<p>Activity 4</p> <p>Title: Consolidating @Community Ballarat</p> <p><input checked="" type="checkbox"/> Inclusive Entry Processes</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input checked="" type="checkbox"/> Monitoring student progress</p>	<p>1. What was done?</p> <p>The HEPPP Consolidating @Community project engages with a number of segments of the low-SES population:</p> <ul style="list-style-type: none"> • Economically disadvantaged families and individuals, particularly those on the peri-urban fringe of Melbourne and those in rural communities • Geographically isolated families and individuals in rural and regional Victoria • Indigenous people, and first in family to attend higher education. <p>Low-SES status, among the student cohort, is likely to be characterised by issues of rurality and geographic isolation, un or under- employment, low formal educational attainment, welfare dependence and ethnicity.</p> <p>The HEPPP Consolidating @Community project aimed to mainstream community based programs within the Faculty of Education and Arts by the commencement of the 2017 academic year. This has largely been achieved with the new BSocSci replacing the BA program in 2017. The BSocSci program is set to be rolled out across 4 FedUni campuses and at least 11 community sites.</p>	<p>The key outcomes of the project are:</p> <ul style="list-style-type: none"> • Established significantly more ownership and control of the @Community program by implementation of the BSocSci program. The BSocSci was developed and implemented through a strong consultative model with students, partners and engaged academic staff. This removes the ongoing viability and success of the program from the restrictions and problems associated with being under the BA program management regime. • Increased reach of the BSocSci program into more communities and an extension of the program into an on campus setting. The introduction of the Program on campus should positively disrupt existing teaching models more broadly. • Mainstreamed the @Community program within the Faculty of Education and Arts through the implementation of the BSocSci program. • Developed positive relationships with the Department of Education and Training to Executive Director level and with regional Learn Local networks to enhance the community delivery and student support model. • Worked to implement administrative and communication models that supported student connection , success and retention.

This means that the program of HEPPP funding for the @Community program between 2014 and 2016 has developed a community based higher education model targeted at low-SES students, which has become core business of the Faculty of Education and Arts, and no longer requires grant funding from sources such as HEPPP to be sustainable.

The three year appointment of the Senior Lecturer Community Engagement Programs role is evidence of the Faculty's commitment to establishing and funding the @Community programs. Previously this key coordination role has been funded through HEPPP and RPF sources. Based on Program growth the Field Officer and targeted recruitment roles will be funded from Faculty / Program sources. At a central level FedUni has recognised the @Community program as a university growth program.

Discussions to establish new @Community sites in 2017 were undertaken with schools, community organisations, local government, LLENs and business organisations in the following communities:

Activity by Site Consolidating @Community Project

Site	Outcomes				Direct applications (23/01/2017)	Direct Applications (Projected 01/03/2017)	Projected Total Students
	Community Meetings	Stakeholder meetings	Family/ individual meetings	VTAC offers			
Mt Helen	-	5	>10	6	6	9	15
SMB	1	>10	>30	-	5	15	15
SMB evening	1	>10	>30	-	-	10	10
Churchill	-	5	>10	5	1	10	15
Wimmera	1	>10	>10	1	3	7	10
Ararat	1	5	>10	1	6	11	12
Bacchus Marsh	1	1	>10	-	6	6	12
Baw Baw	4	>10	>10	2	2	6	10
Benalla	-	2	-	-	-	-	12
Castlemaine	1	4	-	-	-	10	10
Corrington	-	5	-	-	-	-	15
East Gippsland	3	>10	>20	1	2	12	13
Leongatha	-	4	-	-	-	-	12
Maryborough	1	5	5	-	-	12	12
Mt Clear College	3	>10	>20	2	4	10	12
Phoenix College	3	>10	>20	3	2	8	10
Portland	1	2	-	-	-	-	12
Warrnambool	-	2	-	-	-	-	12
Wellington	-	2	-	-	-	-	12
Western Heights	2	4	>10	-	2	10	10
Wyndham	2	>10	>20	2	7	13	15
Archie Roach	1	3	-	-	-	-	-
St Josephs	-	2	-	-	-	-	-
Bendigo	-	3	-	-	-	-	-

Legend

	Commencing Semester 2, 2017
	Proposed 2018 site

- Implemented BOLD strategies to strengthen access to learning resources and connection of students to the program.

In addition to achieving identified project milestones and targets, the project outcomes will be measured against targets set against each activity.

Developing Administrative and Communication models Direct application process **Implemented**

Implemented by 31/08/2016

Students offers and acceptances process **Implemented**

Developed by 31/10/2016

Orientation communication process **Implemented**

Developed by 30/11/2016

e-newsletter format (student/community) **Implemented**

Developed 31/03/2016

e-bulletin format (staff) **Implemented**

Developed by 31/03/2016

Promote BOLD Pathways

Conduct BOLD options workshop at active sites **2 workshops**

10 workshops

15 individual discussions

Connection to Indigenous Students

The efforts to connect with indigenous students is ongoing and work with community organisations will form the basis of the connection. A recent involvement with the Archie Roach Indigenous Academy provides an opportunity for increased state level connection.

BOLD

- BOLD learning models have been embedded within the BSocSci program to ensure connection with curriculum across the various teaching locations and to provide some meaningful connection to Course Coordinators beyond purely administrative connections.
- Some of the existing BA@ students were engaged in on-line and BOLD delivery to ensure they are able to continue with their chosen program. This is supported by local student support through the BSocSci learning support people.
- Developing Administrative and Communication Models.
- Significant work has been done in this element of the project.

2. Why?

The Consolidating@Community Program was developed to ensure that the @Community Program is engaged across rural and regional Victoria, has a communication and administration model that supports student success and retention, has embedded the Bachelor of Social science with the program, continued to engage in targeted recruitment of Indigenous students and introduce BOLD delivery as a mechanism for students completing a range of programs within the Faculty of Education and Arts.

The HEPPP funding will not be continued in 2017, as the purpose of this HEPPP funding was to move the @Community program towards 'self-sufficiency' as a high quality stand-alone program within the Faculty of Education and Arts. This has been achieved. Significantly this is driven by a transition from the Bachelor of Arts program to the Bachelor of Social Science as the academic vehicle for delivery.

Key activities in administration and communication to date have included: Inclusion of the Bachelor of Social Science program in the VTAC Guide 2017 on campus at Mt Helen, SMB, Gippsland, Wimmera and a 'Community' site which covers the @Community offering Inclusion of the Bachelor of Social Science program in Program Finder.

- Worked with Student Administration to develop a model for incorporating individual @Community sites in Campus Solutions
- Worked with Strategic Planning to develop a sustainable funding model for the @Community program that reflects real costs of delivery
- Development of a hardcopy /online student handbook for the Bachelor of Social Science program for @Community sites
- Considerable communication with individual students and staff at the current sites
- The concept of e-newsletters has been rejected as an ineffective communication device for the @Community cohort. It fails to reinforce the relational nature of the program as it is clear that a 'blanket' approach to communication is not effective in this context.

There have been some significant learnings which will be taken forward into future delivery of the @Community program. The four most important learnings to continued success are:

1. As the program expands with delivery on campus and at more community sites it is essential to remember that at its' heart the @Community program is relational and that communication needs to take place in this way.
2. The program's success is underpinned by a close knit group of skilled people who share an ideological, even political position, about educational equity and inclusion. The team is made up of academic and general staff, ongoing and casual – the structure is very flat and reasonably democratic - with the welfare of our students at the centre.
3. The @Community program will look different at each location, either on campus or in community settings. Diverse local partnerships are central to the ongoing success of the program. There is no typical @Community delivery model and the manner in which the program is delivered will be determined through local negotiation.

		<p>4. This is a student centred program that acknowledges that our student cohort often have complex lives, which can often make a linear understanding of educational success meaningless.</p> <p>Our students may come and go from the program, have difficulty meeting the arbitrary deadlines that are so much a part of undergraduate study and they may not be immediately successful. The @Community program only succeeds in the long term through maintaining contact with our students even when they may not be directly engaged with the program. The door must always be open to welcome them back when their lives allow.</p> <p>The HEPPP Consolidating @Community project will continue to seek to engage with these groups to overcome social economic, educational, informational and class barriers to participation in higher education.</p>
Title	Description and objectives	Progress achieved
<p>Activity 5</p> <p>Title: Gippsland Access and Participation (GAP)</p> <p><input checked="" type="checkbox"/> Other Science, Technology, Engineering and Maths (STEM) Outreach</p>	<p>1. What was done?</p> <p>Created by the Australian Bureau of Statistics, the most recent SEIFA (Socio-Economic Rankings for Areas) describes Latrobe-Gippsland as one of the most disadvantaged local government areas (LGA) in Australia.</p> <p>Building on strengthened capabilities during its eighth year of operation Gippsland Access and Participation (GAP) continued in 2016 to focus on addressing the decline in regional student numbers in STEM - Science, Technology, Engineering and Maths.</p> <p>A fulltime project manager, funded by the Faculty of Science and Technology (FoST), worked with the Project Leader to achieve GAP objectives.</p> <p>School of Applied and Biomedical Sciences (SABS) staff - academic and technical - continued to contribute to the development and delivery of student activities and undergraduate students were appointed as role-models and sessional laboratory demonstrators.</p>	<p>GAP has established a strong reputation for its ability to identify and deliver STEM teaching and learning activities. This recognition now extends beyond Gippsland and is reaching into South East Melbourne and areas of and around Ballarat. This has resulted in more activities being offered, registration numbers remaining strong and positive feedback continuing.</p> <ul style="list-style-type: none"> • Built the confidence, capacity and knowledge base of classroom teachers. • Increased student interest and improved their academic outcomes in STEM to in turn improve the number of Gippsland students undertaking these subjects to Yr 12. • Inspired students to study STEM related courses at university. <p>Increased collaboration with the University's engagement and outreach departments resulted in GAP facilitating Experience Days, activities for Camp participants and presentations for 'at risk' students, etc.</p>

In order to provide an authentic hands on experience activities for students took place in the SABS laboratories, where participants used laboratory equipment not available in schools .Non-laboratory and professional development for teachers took place in various teaching, meeting and other on campus audience spaces.

Teachers attending professional development workshops are provided with a Certificate of Attendance to add to their portfolio required for Victorian Institute of Teaching (VIT) registration.

Where possible, second and third year selected undergraduate STEM students participated in our student activities; these students demonstrate their own knowledge and are strong role-models who are willing to share their own experience in making the transition from school to university.

2. Why?

GAP targets all government and non-government Gippsland secondary schools. Some engagement with local primary schools also takes place.

GAP continues each year with the objective of responding to the decline in Gippsland's secondary student take up of STEM related subjects.

Working with students and teachers in these disciplines to strengthen knowledge and expand awareness of STEM career opportunities, focused activities are developed and reviewed around the Victorian Curriculum (F-10) and the VCE Curriculum (11-12) for relevant subjects. Engagement activities are also offered at various times.

Strong networks with external stakeholders in the STEM education sector have resulted in the recognition of FedUni Gippsland as being supportive of STEM education across Gippsland. This has seen an extension of GAP activities to include the hosting of conferences, professional development days, guest speakers and curriculum discussions for teachers.

Please note the itinerary of activities below.

GAP PROJECT ACTIVITIES 2016				
DATE	ACTIVITY	CAMPUS	COUNT/INVOLVEMENT	
			PARTICIPANTS	SCHOOLS
16-17 February	Attend conference – <i>Aligning STEM Education with Employers Needs</i>	G	1 St	n/a
15-19 February	VCE Chemistry (Instrumental Analysis) Workshops	G	260 S	18
22 February	Host Mathematics Association Victoria VCE teacher professional development	G	48 T	24
12 May	Experience Science Day Internal collaboration	G	32 S	5
17 May	Attend Engagement PD	G	1 St	n/a
15 June	School visit Internal collaboration	G	50 S	1
27-29 June	The ConocoPhillips Science Experience	M	22 S	n/a
11-15 July	VCE Biology (DNA Techniques) Workshops	G	275 S	18
12-14 July	Yr 11 IA workshops (developed around curriculum changes)	G	52 S	5
3 August	VCAA Assessor Biology Session	G	15 T	11
3 August	VCAA Assessor Physics Session	G	3 T	3
17 August	Maths Challenge for Yr 8	G	64 S	8
24 August	VCAA Assessor Biology Session	M	21 T	16
24 August	VCAA Assessor Physics Session	M	12 T	8
25 August	Day of Chemistry and Physics for Yr 11	M	230 S	6
8 September	RACI's Hartung Youth Lecture	G	108 S	4
13 September	Facilitation of CEA discussions	G	10 T	2
14 September	VCAA Assessor Session – Psychology	G	14 T	12
20-22 September	The ConocoPhillips Science Experience	G	11S	n/a
28 October	Small school visit to use analytical instruments	G	4	1
3 November	One day program for high achieving Yr 8 students	G	80 S	3
16 November	Large school visit with hands on activities	G	75 S	1
23 November	Information session with VCAA Science Curriculum Manager	G	40 T	14
1 December	Afternoon program for Yr 8 Outreach Camp Internal collaboration	G	55 S	3

St = FedUni staff member S = students T = teachers G = Gippsland M = Mt Helen

Title	Description and objectives	Progress achieved
<p>Activity 6</p> <p>Student Leadership Program</p> <p>Ballarat and Wimmera and online</p> <p><input checked="" type="checkbox"/> Inclusive entry processes</p> <p><input checked="" type="checkbox"/> Administering student scholarships</p> <p><input checked="" type="checkbox"/> Other - Engagement and Skills development</p>	<p>1. What was done?</p> <p>HEPPP Funding has been used to support all Low SES students to access Student Leadership & Volunteer activities in 2016, studying off campus or at the Ballarat and Wimmera Campuses.</p> <p>Travel and accommodation has been offered wherever possible to make activities accessible to students to attend face to face events; online resources and workshops are available, and will continue to increase in number and variety for distance education students.</p> <p>The online resources are also available for students who study at a campus, but who are time poor and unable to get to campus outside of their class timetable due to child care or needing to work.</p> <p>The funding has been used for the following activities:</p> <p><u>Program Officer</u> Employment of a Student Leadership Program Officer full time at the Mt Helen campus:</p> <p><u>Program Officer 0.3 Time Fraction</u> Employment of a Student Leadership Program Officer at a time fraction of 0.3. This was originally intended to be used at the Mt Helen campus, however with a change in staff in the Mt Helen Officer role the 0.3 time fraction was used to extend Claire Morrissey's position as the Gippsland Leadership Program Officer from 0.5 to 0.8 time fraction. The extra time was used to enable Claire to support operations across the whole Leadership Program including social media, organising the Leadership camp and supporting the Leadership Conference and FedUNITED awards.</p> <p><u>Leadership Grants & Seedbank Grants</u> Financially supporting students with up to \$1000 to attend leadership and professional development opportunities such as national and international conferences, networking events and courses; or financially supporting students to carry out a project or idea with a positive social</p>	<p><u>Outcomes</u></p> <ul style="list-style-type: none"> • RUOK? Day: One of the program's student attended the Leadership Camp at the beginning of the year and presented a workshop. She closed the workshop by asking students to write down something that they say to themselves to support them through a difficult or stressful experience. The following day we finished the camp by asking students to consider a project they would like to work on beyond the camp and one student talked about working to make conversations on mental health a normal, everyday occurrence for students. We introduced the student to the Student Counselling Team who worked with her on a pilot 'Mental Health Ambassador program' resulting in a campaign and events run for RUOK? Day at Mt Helen, Gippsland and Horsham campuses. The event was attended by over 100 students at Mt Helen. • Shower Bus: A Student representative talked to the Leadership team at the end of 2015 about a five year plan he had to create a shower bus for homeless people. By February he had connected to a group in Ballarat and formed a committee who were on board to work on the Shower Bus idea. We have supported him across the year, with informal mentoring to keep on track with his goal, work effectively with the committee and keep risk to a minimum. The committee raised over \$7k and launched the bus at a formal dinner held at the Mt Helen campus on 16 Sept, organised by the same student. The event engaged 18 students in volunteering for the launch night, and approximately 30 to attend the dinner, he engaged another 6 students to volunteer as part of the Leadership Conference to sand and paint the bus, and then shared his experiences of the project as part of the Q&A panel at the conference. He has inspired another student to scope a similar project for the Bendigo area. • Servant Leadership Workshop: The two students who attended the National Student Leadership Forum in Canberra were inspired to create and deliver a workshop on 'Servant Leadership' with 13 students attending.

impact, including mentoring and reflection sessions to assist with skill development. The application process is now fully online.

- 50 students received Leadership Grants
- 4 students received Seedbank Grants

Change Makers

Working on an individual basis with students to implement projects and ideas with a positive social impact, and funding their projects with Seedbank Grants:

- Shower Bus was launched for the Ballarat homeless community
- RUOK? Day events and marketing campaign to engage students in the topic of mental health
- 2 Ballarat student leaders ran leadership workshops at the Gippsland leadership camp
- Building a website to raise awareness and funds for the Saheli Trust in New Delhi to empower women in the community
- Supporting a female student to reconnect with the University after a year deferment by helping to promote and fund part of the event "Light the Night" which she project managed in the Ballarat community to raise funds for the Leukaemia Foundation

Leadership Alumni

Engaging graduates who have been active in Leadership & Volunteering, with the aim of using their stories to promote the benefits of being involved to current students and to offer greater networking opportunities for current students. 6 students have now submitted testimonials to use in marketing material.

National Student Volunteer Week

8 to 14 August Mt Helen, SMB, Horsham and online campuses with 338 students engaging:

- Volunteer Networking Lunch – 13 Volunteer organisations/122 students. 10 students recorded as following up with different volunteer groups
- Livestreaming of the volunteer networking lunch – 121 views
- FedUni Sleep Out – 17 students/\$46.50 raised for the Shower Bus Project

- **Student Placement:** At last year's Leadership Conference a student made connections with staff from the YMCA when taking part in one of the volunteer action sessions. He contacted them asking to volunteer at their youth programs, the team felt he wasn't ready for that specific opportunity at the time and instead invited him to volunteer in their office. He went on to carry out his 500 hour placement with the YMCA team and has transitioned into the youth programs. In Nov 2016 he flew to YMCA national conference in Adelaide, chosen as one of three students across Australia to present a project plan to improve youth engagement.
- **Student Engagement:** Five Ballarat and online students have been inspired to write articles for the student magazine fedpress based on experiences they have had as part of Leadership & Volunteering, writing to engage the wider student body in the experience they have had.

Below is a selection of the skills which students have reported learning or developing during leadership development:

- To be more inclusive
- Objective thinking
- Acceptance of diverse needs and beliefs
- Confidence with public speaking
- Mindfulness
- How to engage and think positively
- Using personal statements and expectations in a team context
- Different communication styles for meetings
- To be more open to understanding other people
- Active listening
- Having a strategy to address issues early

Evaluation Techniques

- Surveys: Students and facilitators have completed surveys after each workshop and the conference to evaluate the event and to encourage reflective learning.

- Campus Cleans ups – 22 students across 3 campuses
- Pop Up Op Shops – 65 students across 3 campuses/\$75 raised for the Pop Up shop for the Homeless Ballarat.

Leadership Conference

Fri 2 & Sat 3 September 2 day Change Making leadership conference, including a volunteer action afternoon, Pre-conference mixer and a day of keynote speakers and workshops. 70 students attended across the two days from FedUni, William Angliss Institute, MIT and Kangan Institute.

FedUNITED Leadership Awards

Monday 17 October, awards ceremony to celebrate the volunteer and leadership efforts which students have put into the university and local communities across the year. 140 students and staff attended the awards, 82 awards were received in total (including Leadership, Volunteering and Sports awards for all campuses), the figures below are the Leadership & Volunteer awards presented to Ballarat and online students:

- Bronze Volunteer Award - 9 students
- Silver Volunteer Award - 5 students
- Gold Volunteer Award - 6 students
- Volunteer Hero Award - 11 Students
- Leadership Award - 23 students
- Outstanding Contribution Awards – 8 students and 2 sporting teams

Team Building Development Program

Implementation of a series of leadership development to train students in leading a team effectively. The program was heavily promoted to student leaders who currently lead teams, including sporting team managers and club and society executive members, however all students were invited to attend. Three workshops were run as part of this series:

- Embracing Diversity – 28 April x 9 students
- Finding your 'Why': Building a Team Culture – 18 May x 10 students
- Having Difficult Conversations – 24 August x 11 students/1 staff member

- Observational analysis: Leadership staff work closely with students and attend all events and workshops enabling us to collect observational analysis on the mood of student audiences and level of engagement
- Reflection Sessions: Meet regularly with students running Seedbank projects to gauge their progress, feedback and understand areas of skill development needed. We also run end of year reflection sessions with key student leaders and gather feedback
- Focus Groups: Three student focus groups have been run across two campuses to understand qualitative feedback from students and their experience across the year
- Engagement: All numbers of attendees are recorded where possible at events and workshops. Also where we are aware of outcomes which students have created or experienced we record them in as much details as possible
- Long Term Impact: All students are on their own journey, some may dip into one workshop, others go on to do great things and so we try to track the journey of students who remain engaged with us and carry out different projects.

Quantitative Measures:

- 130 students registered from Ballarat, Horsham and online campuses.
- 64 or 50% of registered students received leadership or volunteer awards
- 70 students attended the 'Change Making' Leadership Conference:
- 11 students helped to run the conference by presenting workshops, MC-ing the networking event, speaking on the Q&A Panel, taking photos and organising volunteer action sessions
 - 49 Mt Helen students
 - 8 Gippsland students
 - 2 Camp St students
 - 2 SMB students
 - 1 Online student
 - 1 High School student
- 398 (approx.) students attended Leadership Development workshops
- 88% of attendees at Leadership Development workshops said that they learnt a new skill or tool to use as a result of attending.

Leadership Development

Implementation of a series of workshops and activities to support students to develop their leadership skills and engage in different topics of interest, expanding their knowledge base. Including:

- Resilience for Success in your Students for FedReady – 16 Feb x 126 new students
- Resilience for Success workshops for Res Advisor mid-year training – Fri 22 Jul x 48 RA's
- 2 x GLBTI Workshop for Res Advisors and Senate members
- Leadership Camp – 31 Mar to 1 Apr x 7 Ballarat students
- Instagram Workshop in collaboration with Student Futures – 20 Apr x 7 students
- Finding your Voice public speaking workshop – 3 May x 9 students
- Mindfulness & Meditation x 5 sessions – 17 May to 7 June x 14 students
- Communication and Personality Types workshop – 16 Aug x 4 students
- Servant Leadership workshop – 5 Oct x 13 students

Mental Health First Aid 2 Day accredited workshops:

- Mt Helen June – 15 students
- Blended learning Mt Helen July – 3 students
- Blended learning Mt Helen Sept – 2 students
- Mt Helen Nov – 17 students
- Mt Helen Nov – 21 students
- Horsham Nov – 12 students
- Blended learning Mt Helen Dec – 15 students

Student Leaders' Induction

Running a comprehensive two day induction on 30 and 31 October for students in key student representative roles. As well as inducting the students to their new representative roles, the aim was to give students a chance to build a network of student leaders across different boards and committees – 19 students attended each with a Student representative role on the Student Senate, Multicultural Student Committee or Faculty Boards.

- 4 Seedbank Grants have been awarded to students
- 46 students were awarded with Leadership Grants including:
 - AusImm Networking event, Melbourne
 - Maria Island Anglicare Trek mentoring high school students
 - Fairly Educated sustainability Conference, Geelong
 - National Student Leadership Forum, Canberra
 - Queer Collaborations Summit, Canberra
 - Golden Key International Summit, Tucson Arizona
 - Superhero Identities Symposium, ACMI
 - Primary Health Care Conference
 - History Teachers' Association of Australia Conference, Sydney
 - ASLA Student Leadership Conference, Wollongong

Workshop feedback from Students:

"The Finding Your Voice Workshop was excellent, it has already helped me with a major presentation I had to do as part of my PhD."

"The Difficult Conversations workshop helped me with a personal issue I had been having with my housemates."

- 100% of conference attendees who completed the evaluation survey said they would recommend it to other students
- 96% of attendees felt that the conference encouraged them to reflect on their skills

When asked "What changes will you implement as a result of attending the conference":

- *"I now have an improved mindset valuing 'values' rather than 'goals'."*
- *"I will stop being afraid of failure and become better at asking for help"*
- *"Study harder"*
- *"If I was ever in a situation where I can employ others I'd put strategies in place to make sure women and the disadvantages they face in the workplace are minimised including implementing equal gender employment options"*

Student Leaders Mentoring Pilot

4 Student Senate members have been mentored by senior members of staff to assist with their professional development and success in their leadership roles.

Community Activities

Pop Up Shop for the Homeless and those in Need – Tues 4 October at SMB x approx. 60 students and community members attending, 5 FedUni staff volunteering.

2. Why?

To encourage aspirations and build capacity among students from low SES backgrounds

Through the following actions:

- Engage students in volunteering and leadership activities, both in the FedUni community, in their local communities or internationally. As engaged students they will have a greater chance of successfully completing their studies at FedUni and make a positive impact on their communities.
- Support students to build leadership skills and employability potential through building their knowledge base and networks. By building skills and meeting people outside of their course, students enhance their resumes and open up opportunities for employment during and after their studies, increasing their chances of success.
- Challenge and inspire students to achieve. By exposing students to new experiences and ways of thinking, we aim to raise aspirations and personal achievement.
- Supporting students to transition out of university and into their local communities, through connecting them with their communities, building support networks and contacts during their time at university ready for graduation and beyond.
- Recognise students' co-curricular achievements through the FedUNITED Awards.

- *"I feel more inspired to speak up to unjust things, and a little more confident to put myself out there"*

Key points directly evidencing the participation, retention and success of Low SES students include the following:

- 130 students from Ballarat, Wimmera and Online campuses registered for Leadership & Volunteering in 2016 – 56% disclosed that they receive Centrelink payments and 26% disclosed that they are the 1st in family to attend university.
- 88% of attendees at Leadership Development workshops said that they learnt a new skill or tool as a result of attending.
- 78% of students taking part in leadership development stated that Leadership & Volunteer activities enabled them to connect to other students. Getting to meet likeminded students from a wide range of courses and campuses was also a key success factor discussed by students at the focus group.

In total 3586.5 hours of volunteering were logged by students at the Ballarat and Online campuses.

Title	Description and objectives	Progress achieved
<p>Activity 7</p> <p>Student Leadership Program</p> <p>Gippsland and online</p> <p><input checked="" type="checkbox"/> Inclusive entry processes</p> <p><input checked="" type="checkbox"/> Administering student scholarships</p> <p><input checked="" type="checkbox"/> Other - Engagement and Skills development</p>	<p>1. What was done?</p> <p>HEPPP Funding has been used to support all Low SES students to access Student Leadership & Volunteer activities in 2016, studying off campus or at the Gippsland Campus.</p> <p>Travel and accommodation has been offered wherever possible to make activities accessible to students to attend face to face events.</p> <p>Online resources and workshops are available, and will continue to increase in number and variety for distance education students. The online resources are also available for students who study at a campus, but who are time poor and unable to get to campus outside of their class timetable due to child care or work responsibilities.</p> <p>The funding has been used for the following activities:</p> <p><u>Program Officer</u> Employment of a Student Leadership Program Officer at 0.5 at the Gippsland campus.</p> <p><u>Leadership Grants & Seedbank Grants</u> Financially supporting students with up to \$1000 to attend leadership and professional development opportunities such as national and international conferences, networking events and courses; or financially supporting students to carry out a project or idea with a positive social impact, including mentoring and reflection sessions to assist with skill development. The application process is now fully online.</p> <ul style="list-style-type: none"> • 9 students received Leadership Grants • 1 student received a Seedbank Grant 	<p>Key points directly evidencing the participation, retention and success of Low SES students include the following:</p> <ul style="list-style-type: none"> • 50 Gippsland students registered for Leadership & Volunteering in 2016 – 58% disclosed that they receive Centrelink payments and 70% disclosed that they are the 1st in family to attend university. • 79% of attendees at Leadership Development workshops said that they learnt a new skill or tool as a result of attending. • 67% of students taking part in leadership development stated that Leadership & Volunteer activities enabled them to connect to other students. Getting to meet likeminded students from a wide range of courses and campuses was also a key success factor discussed by students at the focus group. <p><u>Outcomes</u></p> <ul style="list-style-type: none"> • So Fresh 2000's: One student ended his experience at the Leadership Camp stating that his goal was to connect students through social activities helping students make friends and feel more engaged in their university experience. He and a fellow Camp attendee went on to organise a Wednesday party in Semester 2 as a fundraiser for the local charity Quantum Support Services and raised over \$1000 for the charity. Both students have also built a network of students who plan to affiliate as a social club in 2017 after the closing of MUGSU, to continue social opportunities on campus. • Pick Up 6: One student was inspired by the beach clean carried out at the Leadership camp. He has since worked on the development of a campaign to inspire others to pick up litter. He has worked with a Camp St graphic design student to create a logo, marketing images and launched the campaign on Monday 5 December. • Student Engagement: 2 Gippsland students have been inspired to write articles for the student magazine fedpress based on experiences they had as part of Leadership & Volunteering, writing to engage the wider student body in the experience they have had:

Change Makers

Working on an individual student basis to implement projects and ideas with a positive social impact, and funding their projects with Seedbank Grants:

- 'SoFresh 2000s' was a sell-out fundraiser party held at the Gippsland campus. Coordinated by two student leaders, the event raised money for Quantum Support Services to support children in need in the Gippsland area.
- 'Pick Up 6' anti-litter campaign launched on Monday 5 December by a student leader. This is a global social media campaign to encourage people to pick up 6 pieces of litter every time they go for a walk.

National Student Volunteer Week

8 to 14 August Gippsland campus 218 students engaging:

- Volunteer Networking Lunch – 11 Volunteer organisations/60 students/2 internal groups.
- Livestreaming of the volunteer networking lunch – 121 views (not included in figures above)
- Pop Up Op Shops – 150 students approximately/\$231.55 raised for Gippsland's Lifeline charity, left over clothes were donated to the same charity
- Days for Girls Packing Day – 8 students

Leadership Conference

Fri 2 & Sat 3 September 2 day Change Making leadership conference, including a volunteer action afternoon, Pre-conference mixer and a day of keynote speakers and workshops. 8 Gippsland students travelled to Ballarat to take part.

FedUNITED Leadership Awards

Monday 17 October, awards ceremony to celebrate the volunteer and leadership efforts which students have put into the university and local communities across the year.

- 'Simply Social' May 2016
- 'Volunteering for Social Soccer'

- **One Small Message:** The One Small Message team used the camp as a chance to meet up as a team for some professional development and team building. They have continued the work they started after the 2015 Leadership Conference, circulating messages of support and positivity at the Gippsland campus and on social media.
- **RUOK? Day:** A student designed the RUOK? Day Stress-Less Lounge event for the Gippsland campus after attending the Leadership camp. This event attracted over 100 students at the Gippsland campus.

Below is a selection of the skills which students have reported learning or developing during leadership development:

- To be able to handle group tasks
- Being open minded about other cultures
- The skill of reflection, ask myself what I did wrong
- Information about the counselling service
- Identifying my negative/positive energy distribution
- Trying to look after myself in a more effective way

Evaluation Techniques

- Surveys: Students and facilitators have completed surveys after each workshop and the conference to evaluate the event and to encourage reflective learning
- Observational analysis: Leadership staff work closely with students and attend all events and workshops enabling us to collect observational analysis on the mood of student audiences and level of engagement
- Reflection Sessions: Meeting regularly with students running Seedbank projects to gauge their progress, feedback and understand areas of skill development needed. We also run end of year reflection sessions with key student leaders and gather feedback.

140 students and staff attended the awards, 9 students from Gippsland attended, 82 awards were received in total (including Leadership, Volunteering and Sports awards for all campuses), the figures below are the Leadership & Volunteer awards presented to Gippsland students:

- Bronze Volunteer Award – 2 Gippsland students
- Silver Volunteer Award – 3 Gippsland students
- Gold Volunteer Award – 1 Gippsland student
- Volunteer Hero Award – 1 Gippsland Student
- Leadership Award – 10 Gippsland students
- Outstanding Contribution Awards – 1 Gippsland student

Team Building Development Program

Implementation of a series of leadership development to train students in leading a team effectively. The program was heavily promoted to student leaders who currently lead teams, including sporting team managers and club and society executive members, however all students were invited to attend.

Four workshops were run as part of this series, including the Communication & Personality Types workshop mentioned above:

- Communication & Personality Types Workshop – NSVW x 2 students
- Finding your 'Why': Building a Team Culture – 9 May x 5 students
- Embracing Diversity – 16 May x 8 students
- Having Difficult Conversations – 1 student

Leadership Development

Implementation of a series of workshops and activities to support students to develop their leadership skills and engage in different topics of interest, expanding their knowledge base. Including:

- Resilience for Success in your Students for FedReady – 16 Feb x 135 new students
- Res Advisor Team Building – 6 Res Advisors
- Photography for Instagram Workshop – 27 April x 1 student
- Resilience mid-year FedReady workshop – 19 June x 15 students
- Res Advisor Resilience Training Workshop – 22 July x 9 Res advisors and RST members

- Focus Groups: Three student focus groups have been run across two campuses to understand qualitative feedback from students and their experience across the year
- Staff Feedback: After flagship events such as the conference and FedUNITED Awards we ask for feedback from staff involved in the event to get an outside view of what could be improved or added to the event
- Engagement: All numbers of attendees are recorded where possible at events and workshops. Also where we are aware of outcomes which students have created or experienced we record them in as much details as possible
- Long Term Impact: All students are on their own journey, some may dip into one workshop, others go on to do great things and so we try to track the journey of students who remain engaged with us and carry out different projects.

Quantitative Measures:

- 60 students registered from the Gippsland campus
- 25% of registered students received leadership or volunteer awards
- 18 students attended the Leadership Camp:
 - 2 students helped to run the camp by leading sessions during the two days
 - 10 Gippsland students
 - 1 Online student
 - 1 Camp St student
 - 6 Mt Helen students
- 1 Seedbank Grant has been awarded to a Gippsland student
- 11 Gippsland students were awarded with Leadership Grants including:
 - Scout Leadership Summit, Melbourne
 - Maria Island Anglicare Trek mentoring high school students
 - ASLA Student Leadership Conference, Wollongong
 - Managing Volunteers Workshop, Traralgon
- 859.5 hours of volunteering were logged by students at the Gippsland campus

Community Activities

- Wear it Purple Day t-shirt competition – 28 Aug x 20
- RUOK? Day Stress Less Lounge – 8 Sept x 130 students
- Fedpress student magazine Issue launch – 4 Oct x 85 students
- Koala Survey with Friends of Morwell Park – 16 Oct x 2 students

2. Why?

To increase the retention and success of FedUni students.

To encourage aspirations and build capacity among students from low SES backgrounds

Through the following actions:

- Engage students in volunteering and leadership activities, both in the FedUni community, in their local communities or internationally. As engaged students they will have a greater chance of successfully completing their studies at FedUni and make positive impact on their communities.
- Support students to build leadership skills and employability potential through building their knowledge base and networks. By building skills and meeting people outside of their course, students enhance their resumes and open up opportunities for employment during and after their studies, increasing their chances of success.
- Challenge and inspire students to achieve. By exposing students to new experiences and ways of thinking, we aim to raise aspirations and personal achievement.
- Supporting students to transition out of university and into their local communities, through connecting them with their communities, building support networks and contacts during their time at university ready for graduation and beyond.
- Recognise students' co-curricular achievements through the FedUNITED Awards.

Title	Description and objectives	Progress achieved																																																						
<p>Activity 8</p> <p>Offers and Enrolment Conversion Team (OECT)</p> <p>Ballarat, Wimmera, Gippsland</p> <p><input checked="" type="checkbox"/> Inclusive entry processes</p>	<p>1. What was done?</p> <p>The project captures all FedUni students in some capacity, whether they are commencing, continuing, returning or currently on leave. Students who have outstanding statuses become a main focus area. Communications are sent prompting students to make an action.</p> <p>In the Contact Centre (now known as Student HQ) the Administrative Officer worked on the project activities throughout the year.</p> <p>With each semester intake, student communications are staged over many months to ensure student contact is strategically delivered, efficiently and effectively based upon the students' study cycle calendar and requirements.</p> <p>Detailed planning is required in order to ensure the project is meeting overall expectations and targets. Additionally, all template and website information was regularly assessed and amended in order to remain current and correct.</p> <p>2. Why?</p> <p>As part of the university's Offers and Enrolment Conversion Team, the project's objective is to provide a personalised, tailored communication strategy to all commencing and continuing students.</p> <p>By providing assistance to students from low SES backgrounds, the project enables the support of students through the student lifecycle from application to enrolment, as well as key student retention based initiatives. This occurs by providing guidance, instructional material and necessary student information via phone, email and SMS to the relevant students</p> <p>This project successfully manages large amounts of data on a daily basis, requiring a thorough understanding of student records and data validation in order to identify trigger points.</p> <p>The project works to simplify the work in relation to offers, enrolments and student retention. Work processes are constantly being updated, and the workflows change to adapt to current demands.</p>	<p>The project has met all objectives, and has adhered to key timeframes.</p> <p>Project outcomes for the offers and enrolment campaigns can be found below. For each action, this could mean a student has either accepted, deferred, enrolled, withdrawn, submitted or cancelled an application.</p> <table border="1" data-bbox="1200 440 1899 1217"> <thead> <tr> <th colspan="3" data-bbox="1200 440 1899 475">Semester 2, 2016 Campaign – Commencing</th> </tr> </thead> <tbody> <tr> <td data-bbox="1200 475 1464 510"></td> <td data-bbox="1464 475 1711 510">Accepted</td> <td data-bbox="1711 475 1899 510"></td> </tr> <tr> <td data-bbox="1200 510 1464 545">Contacted</td> <td data-bbox="1464 510 1711 545">Actioned</td> <td data-bbox="1711 510 1899 545">%</td> </tr> <tr> <td data-bbox="1200 545 1464 580">124</td> <td data-bbox="1464 545 1711 580">90</td> <td data-bbox="1711 545 1899 580">73</td> </tr> <tr> <td data-bbox="1200 580 1464 616"></td> <td data-bbox="1464 580 1711 616">Enrol</td> <td data-bbox="1711 580 1899 616"></td> </tr> <tr> <td data-bbox="1200 616 1464 651">Contacted</td> <td data-bbox="1464 616 1711 651">Actioned</td> <td data-bbox="1711 616 1899 651"></td> </tr> <tr> <td data-bbox="1200 651 1464 686">325</td> <td data-bbox="1464 651 1711 686">253</td> <td data-bbox="1711 651 1899 686">78</td> </tr> <tr> <td data-bbox="1200 686 1464 721"></td> <td data-bbox="1464 686 1711 721">AAWS</td> <td data-bbox="1711 686 1899 721"></td> </tr> <tr> <td data-bbox="1200 721 1464 756">Contacted</td> <td data-bbox="1464 721 1711 756">Actioned</td> <td data-bbox="1711 721 1899 756">%</td> </tr> <tr> <td data-bbox="1200 756 1464 791">238</td> <td data-bbox="1464 756 1711 791">103</td> <td data-bbox="1711 756 1899 791">43</td> </tr> <tr> <td data-bbox="1200 791 1464 826"></td> <td data-bbox="1464 791 1711 826">Defer</td> <td data-bbox="1711 791 1899 826"></td> </tr> <tr> <td data-bbox="1200 826 1464 861">Contacted</td> <td data-bbox="1464 826 1711 861">Actioned</td> <td data-bbox="1711 826 1899 861">%</td> </tr> <tr> <td data-bbox="1200 861 1464 896">26</td> <td data-bbox="1464 861 1711 896">13</td> <td data-bbox="1711 861 1899 896">50</td> </tr> <tr> <td data-bbox="1200 896 1464 932"></td> <td data-bbox="1464 896 1711 932">Continuing</td> <td data-bbox="1711 896 1899 932"></td> </tr> <tr> <td data-bbox="1200 932 1464 967"></td> <td data-bbox="1464 932 1711 967">Enrol</td> <td data-bbox="1711 932 1899 967"></td> </tr> <tr> <td data-bbox="1200 967 1464 1002">Contacted</td> <td data-bbox="1464 967 1711 1002">Actioned</td> <td data-bbox="1711 967 1899 1002"></td> </tr> <tr> <td data-bbox="1200 1002 1464 1037">1572</td> <td data-bbox="1464 1002 1711 1037">971</td> <td data-bbox="1711 1002 1899 1037">62</td> </tr> <tr> <td colspan="3" data-bbox="1200 1037 1899 1072" style="text-align: right;">Total outbound calls 2819</td> </tr> </tbody> </table>	Semester 2, 2016 Campaign – Commencing				Accepted		Contacted	Actioned	%	124	90	73		Enrol		Contacted	Actioned		325	253	78		AAWS		Contacted	Actioned	%	238	103	43		Defer		Contacted	Actioned	%	26	13	50		Continuing			Enrol		Contacted	Actioned		1572	971	62	Total outbound calls 2819		
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The process of contacting students through a range of different mediums is constantly being monitored and enhanced to ensure the utmost efficiency.

Success is measured on students taking an action, conversion rates and open/hit rates on student eNewsletter campaigns.

Students identified as being 'at risk' receive important information that helps them make an informed decision about staying at University.

Semester 1, 2017 Campaign (as of Dec 23, 2016)– Commencing		
	Accepted	
Contacted	Actioned	%
274	203	74
	Enrol	
Contacted	Actioned	
1030	807	78
	AAWS	
Contacted	Actioned	%
657	257	39
	Defer	
Contacted	Actioned	%
331	177	53
	Continuing	
	Enrol	
Contacted	Actioned	
3766	2060	55
Total outbound calls 6812		

Title	Description and objectives	Progress achieved
<p>Activity 9</p> <p>Title: Live>Learn> Lead Residential Success Program</p> <p>Ballarat and Gippsland</p> <p><input checked="" type="checkbox"/> Institutional Scholarships</p>	<p>1. What was done?</p> <p>The Live > Learn > Lead Residential Success Initiative targets students in residence who come from areas considered disadvantaged using the SEIFA index of Relative Socioeconomic Disadvantage (by postcode) or those who can demonstrate Low SES assessed by FedUni Living staff as demonstrated by;</p> <ul style="list-style-type: none"> • Aboriginal or Torres Strait Islander status • Receipt of Centerlink payments • Affected by exceptional circumstances such as drought, caring responsibilities, disability and personal circumstances <p>In 2016 we continued to build upon the steps we made in 2015 to increase awareness of the program and encourage and support greater interest in residential students to apply via our student residential leaders.</p> <p>Residents who meet the criteria or who are identified as being at risk of leaving residence, who may be disengaging with their programs, who applied to withdraw from residence, who may not be engaging with their residential community may be eligible for bursary support in part or full. Identification of risk and level of support will be determined by FedUni Living staff during an interview and bursary recommendations provided to FedUni Living Finance officers as required.</p> <p>2. Why?</p> <p>The LLL Residential Success Initiative aims to further improve institutional retention, participation and success by reducing the burden of rental/living costs in University operated accommodation. Reduction in financial strain and increased productivity, engagement and participation with the Institution and academic programs.</p>	<p>In 2016 we received 172 applications for funding support under the Live>Learn>Lead Residential Success Program. From these applications we granted residential fees assistance to 74 students. This fully allocated our \$50,000.</p> <p>All bursary recipients from 2016 have been asked to complete an online survey outlining the benefits and impacts the bursary has had in relation to the program objectives. We currently collecting this information.</p> <p>All bursary recipients will be tracked and recorded using the StarRez data base to confirm their continuing resident status and outcome for the academic year.</p> <p>Results of the program.</p> <ol style="list-style-type: none"> 1. Only 2 recipients (2.7%) of students withdrew from Res 2. Only 2 recipients (2.7%) Withdrew from Uni. 3. 56 recipients (76%) have re-enrolled. 4. 14 recipients (19%) active in program and eligible to reenrol and; one student completed their study.

Title	Description and objectives	Progress achieved
<p>Activity 10</p> <p>Title: Counselling Ballarat, Wimmera and Gippsland</p> <p><input checked="" type="checkbox"/> Other</p>	<p>1. What was done?</p> <p>The activity targets those low SES students experiencing mental health, personal or academic issues that often lead to attrition from education or high risk behaviours such as suicide or non- suicidal self-harm.</p> <p>The activity built additional capacity for the existing counselling service which had been operating at capacity in the previous 18 months. The service had introduced new counselling access options such as skype counselling which impacted demand.</p> <p>The activity was held across all campuses due to these new modes of engagement; however, the staff were physically based at Mt Helen.</p> <p>2. Why?</p> <p>The main objective of the project was to provide individual counselling services to low SES students to promote retention and success.</p> <p>A therapeutic counselling relationship can allow students low SES students to work on personal, mental health, or academic issues whilst remaining engaged in their education.</p>	<p>The new counselling database was implemented in May 2016. Since that time the total number of appointments was 1918. The addition of 0.5FTE counsellor allowed for an additional 12 appointments per week, which took some of the pressure off existing resources and enabled shorter wait times for students. Quantitative - Point and Click database was implemented in May 2016. Statistics show between May and December, the service had 1918 appointments, with 736 unique clients in total.</p> <p>Although it is not possible to directly attribute retention with engagement in counselling services, it could be assumed that attrition rates are reduced by the provision of counselling to such large numbers of students.</p> <p>Post session evaluations again demonstrated significant satisfaction rates, effectiveness of clinician, and overall service (all ratings average above 8 out of 10 on the rating scale).</p>
Title	Description and objectives	Progress achieved
<p>Activity 11</p> <p>Title: Clemente Program Gippsland</p> <p><input checked="" type="checkbox"/> Transition Programs</p>	<p>1. What was done?</p> <p>Gippsland Clemente is conducted in a community setting in Morwell and during 2016 the program was delivered at the Morwell Neighbourhood House with child care provided by Latrobe City Council.</p> <p>The program targets members of the community who are experiencing acute multiple disadvantage including; Aboriginal people, disengaged youth, single parents, people living with mental health issues, families of severe social disadvantage, families with children with disabilities, families in housing crisis and individuals who have suffered ongoing issues.</p>	<p>The following objectives of the project have been met:</p> <ol style="list-style-type: none"> 1. A Program Coordinator (0.4) position was filled. 2. Kickstart scholarships have been obtained. 3. Two courses were delivered. 4. Childcare was provided. More seamless arrangements for childcare provision have been established in partnership with Latrobe City Council. 5. Students have been fully supported through learning partners, the provision of meals and transportation when necessary.

<p>☒ Inclusive entry processes</p> <p>☒ Mentoring, peer support, tutoring</p> <p>☒ Research and monitoring</p>	<p>In semester 1, 2016, Gippsland Clemente Students undertook ATS2825 Social Issues and Personal Values.</p> <p>During Semester 2, 2016 students undertook LITCR 1001 Creative Writing which allowed them to gain confidence in their writing.</p> <p>With the Clemente Graduation in November the Gippsland Clemente Program received media promotion. Local press coverage included a sizable article and photo of one of the students with their family reflecting on the importance on ongoing education and the second chance provided by the Federation University Clemente program. The Clemente Steering Committee initially met monthly but moved to bi-monthly meetings as initial establishment and development of the committee has been consolidated.</p> <p>A program coordinator was employed 2 days per week to secure program arrangements, support the students and the steering committee and ensure the program partners were engaged.</p> <p>Agencies were identified and resourced in their recruitment processes for the first student cohort in 2015 and this last year Gippsland Clemente achieved its first program Graduate. Two other students will be in their final semester in 2017.</p> <p>Support for Clemente students was facilitated by the program support worker who co-ordinated transport, meals donated by a local church and tutoring by volunteers.</p> <p>A MoU between Partner Agencies has been signed off at a new training venue which is both a more suitable learning environment for students and provides security of occupancy for the program. Clemente Students were actively engaged in their choice of subject selection for Semester 2 2016 and semester 1, 2017. A graduation celebration was conducted in a community training setting to acknowledge the very first finishing Clemente student along with her Clemente student counterparts who all passed their subject. Ongoing formative evaluation of the program over the last two years has been extended to partner agencies through an action-research project.</p>	<p>6. A signed MOU has been finalised.</p> <p>7. Dissemination of sponsorship kits has continued with two grants secured for students.</p> <p>8. A second round of focus groups was completed for research and publication purposes. A draft journal article is at an advanced stage.</p> <p>9. The Steering Committee has been strengthened and receives strong support from the new Program Coordinator.</p> <p>10. Ongoing media promotion of the program and the University has occurred</p> <p>Outcomes are evaluated against four measures:</p> <ol style="list-style-type: none"> 1. Through 2016, Clemente student numbers fluctuated with six students enrolling and completing semester 1. Five of the six students completed semester 2. 2. In recruiting for 2017 Semester 1, we already have 16 students who have indicated they want to participate in Clemente and of those 4 are current Clemente, 3 are returning Clemente from previous semesters and 7 are new students recruited from Community partner agencies or self-referred. 3. Initial work to establish the program is evident in the significant increase in numbers for 2017. With February recruitment still to come it is likely that this number will increase. 4. All students who undertook Clemente through 2016 passed their subjects and some achieved higher grades than mainstream students indicative of the capability of Clemente students when given a chance to participate. One student in second semester scored the highest result for the entire course enrolment across the University. <p>The Participatory action research project is used as an instrument of formative evaluation that draws qualitative feedback from students and partners. Changes to the operation and resourcing of learning partner sessions are an example of improvement made to the program as a result of PAR. In the last ten years the Clemente program in its various sites across Australia has enrolled over 1000 students in higher education.</p>
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Gippsland Clemente gained boosts in funding support through a donation of \$1000 from the Soroptimists International of Gippsland for venue rent and \$5000 secured from the Gippsland Family Violence Regional Steering Committee. In addition St Vincent De Paul made donations of over \$500 in Supermarket vouchers to support the delivery of the program with the purchasing of food for participants during the program.

2. Why?

The Gippsland Clemente Program has been established for 2 years and remains focused on providing pathways for acutely disadvantaged community members in Latrobe Valley to access university education.

Clemente Australia provides high-support educational opportunities for people across Australia and has a track record of helping people and community agencies find pathways out the poverty cycle in alliance with universities.

Clemente education respects student who are experiencing acute and multiple disadvantage and aims to create an educational environment in which their experiences are valued.

The significant increase in numbers for 2017 is testament to the consolidation achieved in the ongoing development work done over the last two years. The commitment from the University staff and community partners to overcome early establishment hurdles is evident in numbers already enrolled in 2017. Significant growth and consolidation has occurred to ensure Gippsland Clemente will be a lasting program providing pathways for the most acutely disadvantaged in Gippsland.

Specific objectives include:

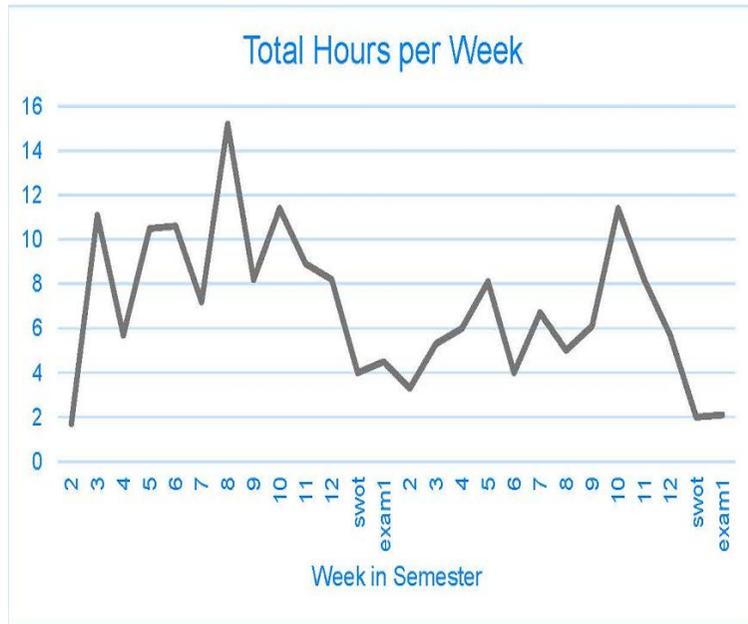
1. Continue to engage a (0.4) Program Coordinator to provide high-level support to students, agencies, volunteer Learning Partners and University staff.
2. Continue to enhance access to higher education by securing scholarships for potential students in target groups.
3. Continue to deliver courses from the BA according to the detailed timeline for roll-out identified in the original 2014 project.
4. Support attendance and enhance learning experience of students by facilitating the provision of food and transport options for students.
5. Continue work with partners to identify and tap sources of corporate sponsorship and philanthropic support.
6. Formative evaluation of the program through an ongoing action- research project.
7. Article disseminating character and progress of the program published in a suitable refereed journal.
8. Continue to increase ownership of the program by partners through increased support and management role of Steering Committee.

NB: 2017 sees the first graduate of the Clemente program enrolled in the Bachelor of Community Services. A significant part of the direction of the program for 2017 will be to ensure a successful transition of this student into the broader University environment. This will also establish the pathway for further future students.

Title	Description and objectives	Progress achieved
<p>Activity 12</p> <p>Title: Disability Liaison Services</p> <p>Ballarat, Wimmera and Gippsland</p> <p><input checked="" type="checkbox"/> Other</p>	<p>1. What was done?</p> <p>The main objectives of the project specifically targeted low SES students with a disability and allowed them to access case- management services as required by the Disability Discrimination Act (1992) and the Disability Standards for Education (2005).</p> <p>82 students were provided with service in semester two, plus an unrecorded number in semester one (due to the implementation of a new database).</p> <p>Case Management services were delivered to a high standard as observed by the Manager, Health & Wellbeing and the Coordinator, Disability.</p> <p>2. Why?</p> <p>The main activity of the project was the provision of case management services to students with a disability at the Churchill campus in Gippsland. Case Management activities include transition and orientation to campus, registration with the Disability Liaison Unit, the negotiation of reasonable adjustments to the academic program, and ongoing support to the student retention and success.</p> <p>This service was provided to all 82 clients recorded in semester two of 2016, plus students in Semester one (stats unavailable due to the mid-year implementation of a new database.)</p>	<p>Quantitative - Point and Click database was implemented in July 2016. Statistics show that in Semester two, the University had 390 clients, of which 82 were registered at the Gippsland campus.</p> <p>The DLU also undertook a staff survey in 2016 to determine whether they are meeting the academic needs of students and supportive needs of staff in 2016.</p> <p>Assessing retention rates is not available yet as the students are yet to return in 20 17; however, Disability Liaison Officers report strong engagement from clients with minimal drop-off.</p>

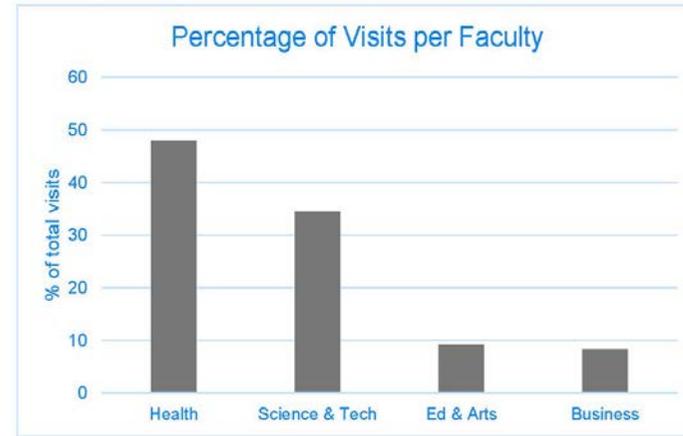
Title	Description and objectives	Progress achieved
<p>Activity 13</p> <p>Title: Student Financial Support Officer</p> <p>Ballarat, Wimmera and Gippsland</p> <p><input checked="" type="checkbox"/> Other</p>	<p>1. What was done?</p> <p>The program targeted low SES students who were experiencing financial hardship at times throughout 2016 in accordance with the Student Financial Assistance Policy and Procedure.</p> <p>The assistance that the Student Financial Support Officer provided included financial literacy and education , the provision of financial assistance (grants, loans and emergency aid) and assistance with private or community services/providers. This assistance was available to students at all Fed Uni campuses.</p> <p>2. Why?</p> <p>The objectives of the program was to provide additional staff resources for the Student Financial Support Officer role. This additional resource provided direct support to all students who were eligible to receive Centrelink payments in 2016, particularly due to significant delays in the processing of payments by Centrelink.</p> <p>Without Centrelink payments, most students cannot participate in University study, so the student financial service was critical in the first 8 weeks of semester one, 2016.</p> <p>The service also directly supported a number of low SES student with financial literacy and financial support in the form of emergency aid, loans and grants</p>	<p>In 2016 the following statistical information was recorded (Jan-Oct):</p> <ul style="list-style-type: none"> • Emergency Aid: \$10,570 (82 clients) • Student Loans: \$14,320 (15 clients) • Student Grants: \$13, 046 (33 clients) • Client Visits - generic: 251 <p>Statistical comparison with 2015 when the role was 0.6 demonstrate a significant increase in generic visits (2015: 170; 2016: 251).</p> <p>In-session evaluations were conducted during a two week period in semester two. Results were positive in relation to all factors (relationship, listening, and goal outcomes).</p>

Title	Description and objectives	Progress achieved
<p>Activity 14</p> <p>Title: Maths/Stats Drop in Support Centre</p> <p>Ballarat and Gippsland</p> <p><input checked="" type="checkbox"/> Inclusive Entry Program</p> <p><input checked="" type="checkbox"/> Academic Preparation</p>	<p>1. What was done?</p> <p>The drop-in centres are a university based program open to all low SES students.</p> <p>Students without the requisite skills in maths and stats come from science, engineering, business, education, health sciences and Federation College, seeking assistance with maths/stats concepts and are welcomed at the centres.</p> <p>The main activity of the centres is the provision of one-on-one support for students that are experiencing difficulties with any mathematical or statistical concepts. The centres provided this assistance in a welcoming, relaxed and supportive environment.</p> <p>The drop-in centre at Gippsland is located in the library's student study area co-located with the Student Futures ASK desk. This has proven to be highly accessible for students with one hour sessions offered around lunchtime Monday to Thursday.</p> <p>The academic staff member providing student support has wide background in teaching first year mathematics and statistics across a wide variety of service courses.</p> <p>At Mt Helen, the drop-in centre continued to be located in room T125. Operating hours were reduced from 24 hours per week across both semesters in 2015 to 15 hours, three hours Monday to Friday, in 2016, resulting in increased occupancy rates. The centre was staffed by both permanent academic staff and appropriately qualified sessional tutors.</p> <p>At Ballarat:</p> <p>In each semester of 2016, the centre was staffed for a total of 195 hours. It was utilised by students for a total of 107 (55%) and 74 hours (38%) in semesters 1 and 2 respectively. These figures were up from the previous year mainly due to the reduced hours in which the centre was open. The following graph shows the usage for the entire year broken down into the teaching weeks.</p>	<p>The outcomes of the project include accelerated learning, inclusion and retention. The Centres have provided the initial contact between students sharing a course, who have then formed student coordinated study groups that operate outside of the Centre's operating hours.</p> <p>To date, the casual and friendly nature of the drop-in centres have encouraged participation and student centred learning with an emphasis on student questioning and development of investigation skills.</p> <p>At Ballarat:</p> <p>The centre was used by students from all of the faculties.</p> <p>The graph below shows that most of the students came from the Faculty of Health and Faculty of Science and Technology.</p> <p>Twenty percent of students came from the other faculties.</p>

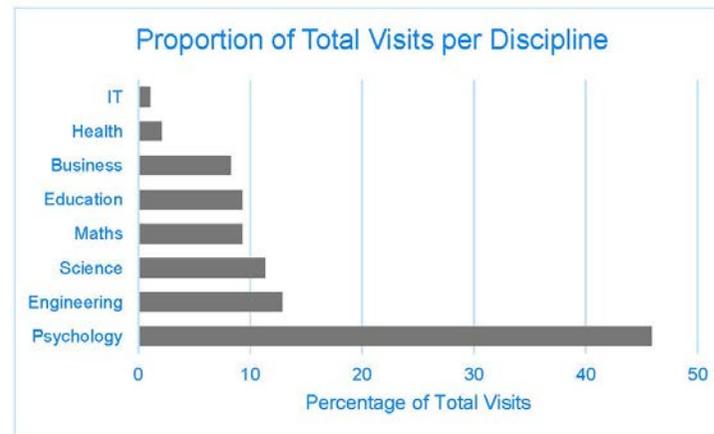


At Gippsland:

In the first semester of 2016, the centre was staffed for a total of 48 hours (4 hours per week for the 12 weeks of semester). In the second semester it was staffed for a total of 44 hours, with sessions beginning in the second week of semester. It was utilised by at least one student for 70% of all available sessions in semester 1 and 78% of all available sessions in semester 2, for a combined usage rate of 74% for 2016. The following graph shows the total number of student contacts per week for the teaching weeks of semester.



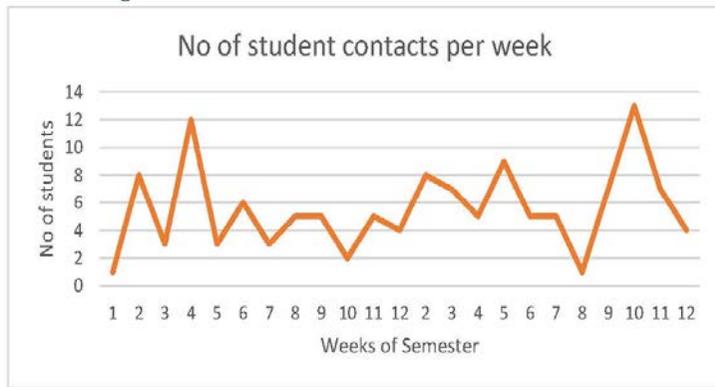
Breaking this further down reveals that Psychology, Engineering and Science students were the main users of the centre.



Records were kept of the courses that students were seeking assistance from the Mt Helen Centre in 2016. The following courses were analysed in terms of student performance: BUGHEN1502, ENCORN1015, MATHS1000, MATHS1000, MATHS1005, MATHS2001, MATHS2009, MATHS2012, MATHS2040, MATHS3008, SCCORN1300, STATS1000, and STATS2100.

The following graph indicates the total percentage fails (MF and F) across all of the above courses.

The black line separates the two semesters before the introduction of the drop-in centre and the five semesters following its introduction.



In semester 1, there was an average of 4.75 individual student contacts per week and in semester two this increased to 6.45 student contacts per week.

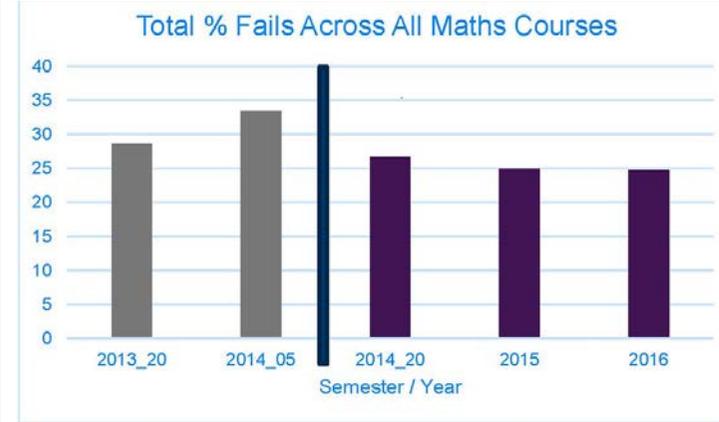
2. Why?

The Drop-In Centres aim to improve student confidence and ability in maths and stats, consequently improving their outcomes and retention, particularly amongst students from low SES backgrounds.

Students without the mathematical requisites for their courses find a place where they can be assisted through the catch up process.

The students find fewer barriers to openly display their weaknesses in both calculation and the understanding of abstract concepts, than they find in formal tutorials, so the centres are seen to encourage engagement and increase retention.

Students have also been shown how to use maths/stats software and electronic searches to enhance their ability to solve problems. This often has meant supporting communication and presentation skills in addition to numerical skills. In this way the Drop-In centres provide a holistic benefit to low SES students.



The total percentages of failing students have reduced after the introduction of the centre.

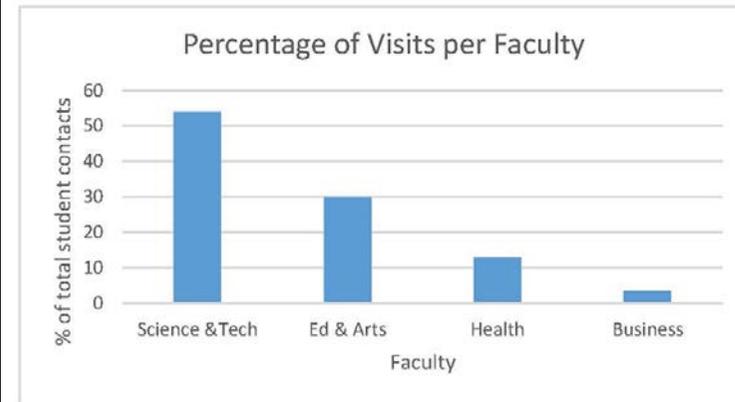
The two semesters before the centre had an overall fail rate of 31.0% compared to 25.3% for the five semesters after the centre started.

Since the introduction of the drop-in centre, there has been an improvement in student outcomes. Eight of the ten courses that had students that utilised the centre experienced a reduction in the fail rates.

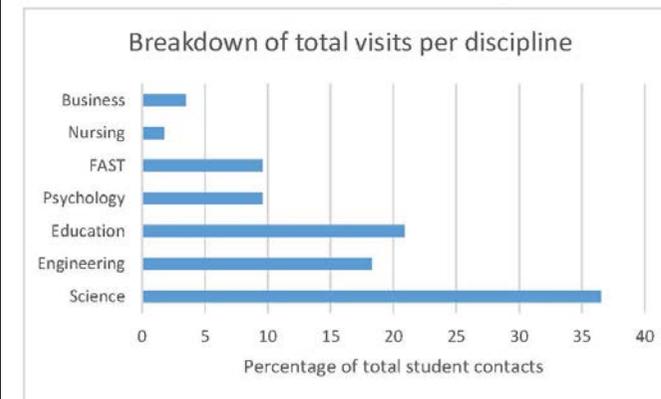
ENCOR1015 had a marginal increase from 28% to 29%. MATHS1000 went from 14% to 19%. However, this year only 10% of students failed in MATHS1000 showing that it is again performing quite well. Overall, the aggregate fail rate across the vast majority of courses has reduced significantly since the introduction of the drop-in centre.

At Gippsland:

The centre was used by students from all the faculties. The graph below shows that over half of all student visits came from the Faculty of Science and Technology. Only around 15% of visits were from Health Sciences and Business.



Records were kept of the courses for which students were seeking assistance from the Gippsland Centre in 2016. Students requested help with the following courses, BUGHEN1502, ENCOR1015, ENCOR1150, SCCOR1300 and STATS1000. Breaking this down further reveals that Engineering, Science and Education students were the main users of the centre.



There were also more generalised enquiries regarding engineering physics (both statics and dynamics), calculations in chemistry and biochemistry, help with the introductory mathematics courses within the FAST program and assistance with preparation for the numeracy test required within primary education.

Generalised statistical advice was frequently asked for, both software based and conceptual. Unfortunately, it is not possible to analyse the improvement in student pass / fail rates for the specific courses listed above for the Gippsland campus as many of these are being offered for only the first or second time and comparing with previous campus offerings is not meaningful due to considerable curriculum restructure.

Title	Description and objectives	Progress achieved
<p>Activity 15</p> <p>Title: Federation Discovery Club Gippsland</p> <p><input checked="" type="checkbox"/> Inclusive Entry Program</p> <p><input checked="" type="checkbox"/> Transition Programs</p> <p><input checked="" type="checkbox"/> Academic preparation</p>	<p>1. What was done?</p> <p>This project targeted low SES primary school student populations across Gippsland.</p> <p>Each of the local primary schools who attended the 14 Discovery Club days at the Gippsland campus in 2016 have high proportions of low SES student cohorts. Over 650 local grade 5 and 6 students participated in the visits in 2016.</p> <p>Two fourth year Bachelor of Primary Education students were employed to manage the Discovery Club Days attended by local schools.</p> <p>As part of their employment, both students acted as liaison officers between local primary schools and FedUni and organised for each faculty to provide activities for students on their visits. They also sought assistance from fellow Education students and set up and managed a base of volunteers who worked on the Discovery Days with the local schools.</p> <p>At the conclusion of each visit students participated in a "Mock Graduation Ceremony". Each student was formally "gowned up" and presented with a certificate of participation.</p> <p>A FedUni show bag with a range of FedUni products which was developed in consultation with marketing and provided to each student who participated.</p> <p>2. Why?</p> <p>The objectives of the program were to create relationships with local primary schools and to provide an opportunity for low SES primary school students in the Gippsland region to have a firsthand experience of university life.</p> <p>Gippsland has low levels of involvement with tertiary education, despite having a university campus in the region.</p>	<p>Fourteen very successful Discovery Club days were held for nine local primary schools. Schools included: Kosciusko St PS, Traralgon; Liddiard Rd, PS Traralgon; Traralgon Sth PS; Hazelwood PS, Hazelwood Nth PS; Churchill Nth PS; Heyfield PS; Maffra PS; Albert St PS Moe; St Michaels PS Traralgon; St Gabriel's PS, Traralgon; St Vincent de Paul PS Morwell.</p> <p>Approximately 50 students attended on each day, so approx. 650 local primary school students attended the campus for a full day.</p> <p>Research was conducted in the form of surveys with schools who were involved (as per the Ethics approval). Due to limited resources Interviews were not conducted but it is intended to do these at the end of 2017.</p> <p>In terms of students, they were given an opportunity to provide their opinions about the range of activities and their understanding of how university and particularly FedUni might factor in their future.</p> <p>During the mock graduation ceremony, students were asked about future career ideas and many demonstrated informed responses about the options available after having been introduced to each of the faculties.</p> <p>Teachers informed us that they were very impressed with this aspect of the Discovery Club day, as student knowledge of tertiary options and concomitant aspirations are often low in Gippsland schools.</p> <p>All the data collected during the ethics approval period will eventually be analysed for publication, which will showcase FedUni's innovative approach to engagement with the local community at the primary school level.</p> <p>Very few universities target students at the Grade 5 and 6 level, yet the data collected from participants overwhelmingly supports this type innovation.</p>

	<p>One aim of the program was to provide an experience that would help to raise the aspirations of local primary school students in relation to possible career pathways that included FedUni courses.</p> <p>The program also aimed to increase awareness among primary school students and schools that there is a local university campus located in their backyard and that it should be one of the main options that students consider for their future career path.</p>	
Title	Description and objectives	Progress achieved
<p>Activity 16</p> <p>Rethinking first year in Faculty of Education and Arts (FEA)</p> <p>Ballarat, Wimmera & Gippsland</p> <p><input checked="" type="checkbox"/> Monitoring student progress</p>	<p>1. What was done?</p> <p>This research project addressed the needs of a wide range of low SES students, particularly those at risk of suspension for failing one or more academic courses.</p> <p>This was a research project aimed at formulating a plan for targeted interventions to improve first year success rates. Wide ranging consultation was undertaken with staff, with students who had experienced poor outcomes, and with existing literature on tertiary learning.</p> <p>Wide ranging staff and student consultation was undertaken through focus groups for staff and individual phone interviews with students during September and November of 2016. All staff teaching or supervising first year programs were invited to a series of forums held on the 25-27th October 2016. Mt Helen and Gippsland campuses were linked by videoconference to enable the contribution of staff from all campuses; Camp St and Phoenix cohort staff were also invited and consulted.</p> <p>Students who had failed at least one subject were interviewed. Careful consideration of the range of gender, age, NESB, low SES and special needs status of interviewees was given. In addition a spread of campus and program participation, and interview subjects were sought to address the widest range of these factors and amended to ensure representation of a range of student experiences.</p>	<p>This project has successfully completed its analysis of the underlying issues of poor student performance in FEA, particularly in relation to the engagement and transition of first year students.</p> <p>The early stages of the research identified that of 28 FEA courses with a failure rate higher than 20% of cohort, 21 were first year programs.</p> <p>It became evident during the process of staff consultation, literature review and student interview, that the transition of students from a secondary to a tertiary learning environment was a key component of these high failure rates. This becomes a critical factor in the successful transition of low SES students who do not always have the cultural capital or experience of a learning culture to support them.</p> <p>Some actions, such as the planned Staff Forum and the discussion and awareness of transition issues amongst Faculty staff (particularly those delivering first year programs), has been undertaken and will be part of ongoing internal Faculty review and mentoring processes.</p> <p>The most direct outcome of this research project was identifying the need for a First Year Co-ordinator to engage with first year students directly; to mentor their transition to tertiary education and provide links to both social and educational services, and support their learning journey. Students who were interviewed often expressed confusion and low confidence in locating and accessing services that would have enabled them to complete their programs more successfully.</p>

	<p>Overall, 44 successful interviews were completed, with a goal of at least 10% surveyed for each course: 29 Humanities students and 16 Education students were interviewed, which represents 10% of the cohort of failed first year Humanities students and 16% of Education.</p> <p>A comprehensive literature review of current best practice first year transition programs and learning enhancement initiatives was also conducted during September - December 2016.</p> <p>2. Why?</p> <p>The project aimed to investigate the causes of poor student performance and to increase the Faculty's knowledge of institutional, structural and cultural factors that influenced student outcomes.</p> <p>Long term improvement in students' pass and completion rates in the target programs will provide the best evidence of the success of the project as the incoming first year students from 2017 progress through their courses (2017-2019).</p> <p>Despite the University already offering a range of services, students were often unaware of their existence, unfamiliar with the potential of such services, or lacked the confidence to access them. Literature from other University programs that target first year students and transitions (e.g. Uni of Sydney, Flinders Uni, Murdoch Uni), indicates that frequent, brief and personal interventions are more successful in re-engaging students with the university and their learning.</p> <p>Some issues were structural, such as the timing of educational placements which affected student outcomes negatively where they did not align with University reporting dates. This was particularly common in Education and Early Childhood courses.</p> <p>Other issues were institutional, such as inconsistencies in staff usage and understanding of the XF result in FOL reporting. When corrected, this had a significant impact on outcomes in some courses.</p>	<p>This was particularly clear in the rate of non-completion of assessments, which usually began strongly and then dropped off towards the end of semester, leading to non-completion of the program as a whole.</p> <p>Some changes to Faculty processes and internal shifts in the delivery of teaching and learning experiences should have a positive impact on student performance in the shorter term. However, some of the recommendations flowing from this research require further funding, such as the reinstatement of a First Year Co-ordinator role to support and guide students through their transition and assessment.</p> <p>The ongoing impact of this research will be felt through the planned Staff assessment. Similarly, the expansion and improved delivery of the FedReady program to address student transition needs; the provision of research and writing classes offered through the Library; and the communication of their availability to students are important factors that should also contribute to improvements in student retention and success.</p> <p>Response to the research was very positive, with both staff and students expressing approval and gratification for the university's interest in their experiences. This qualitative data was matched with quantitative analysis of student outcomes across the Faculty.</p> <p>Staff consultation will be concluded with a Forum on February 3, 2017, where the understandings and recommendations of the project will be presented to all first year teaching staff in the Faculty.</p> <p>The project does not have the scope to as yet to implement these recommendations but will work with staff to influence the teaching and learning processes of the Faculty as far as possible. There are several key recommendations that will be presented as a result of this project, and further funding has been sought in order to pursue these during 2017 and beyond. The initial stage of research was quantitative; student records for Semester 1 (1605) were collated and analysed in August 2016.</p> <p>Overall, 28 courses were identified with concerning rates of failure and the causes of these outcomes were investigated.</p>
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Title	Description and objectives	Progress achieved												
<p>Activity 17</p> <p>Borrowable Technology at the Library</p> <p>Ballarat and Gippsland</p> <p><input checked="" type="checkbox"/> Academic Preparation</p>	<p>1. What was done?</p> <p>The objective of this project has been to provide accessible, mobile technology to students studying in our programs who need to access the online content of their courses but who, through personal and family circumstances are unable to afford the necessary technology themselves.</p> <p>In this round we were advised by ITS to purchase Surface Tablets. These have proven to be NOT as popular with students as the laptops purchased in the previous HEPPP round.</p> <p>A suite of Surface Tablets was added to our borrowable collection of laptops in 2016. Each campus library has its' own collection and makes them available to students on that campus from the desk.</p> <p>2. Why?</p> <p>The mobile devices are made available to all students who are unable to, or who cannot afford the technology required to access online learning embedded in their programs of study.</p> <p>Anecdotal evidence suggests that many students borrowing at Mt Helen are mature age and prefer laptops to the tablets. When offered a tablet they opt to wait until a laptop is available. However over the past 2 years the availability and uptake of mobile technology to our students has continued to increase, in turn reflecting the needs of our students through usage and feedback given "it's great to be able to borrow laptops, it's a lifesaver actually".</p>	<p>Outcomes were evaluated through usage statistics from our system.</p> <p>Usage = number of times borrowed + number of times renewed.</p> <p>Usage = combined laptop and surface tablets over 2016 (tablets went into use in May 2016 only)</p> <p>Surface tablets were located at the Mt Helen Campus due to the high demand on laptops located there over the previous 12 months.</p> <table border="1" data-bbox="1200 603 1785 847"> <thead> <tr> <th>Campus</th> <th>Usage numbers</th> </tr> </thead> <tbody> <tr> <td>Mt Helen</td> <td>1127</td> </tr> <tr> <td>Gippsland</td> <td>306</td> </tr> <tr> <td>SMB</td> <td>143</td> </tr> <tr> <td>Horsham</td> <td>68</td> </tr> <tr> <td>Usage statistics 2016 (approx. 10 months):</td> <td>Total usage = 1,644</td> </tr> </tbody> </table>	Campus	Usage numbers	Mt Helen	1127	Gippsland	306	SMB	143	Horsham	68	Usage statistics 2016 (approx. 10 months):	Total usage = 1,644
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<p>Activity 18</p> <p>Library - Supporting the Community@BA</p> <p>Ballarat and Wimmera</p> <p><input checked="" type="checkbox"/> Academic Preparation</p>	<p>1. What was done?</p> <p>This project targeted the students and staff participating in the current BA@ programs being delivered at a number of sites across Victoria. The students in this program are for the most part regionally isolated, have low aspiration to HE and face financial, travel and relocation barriers.</p> <p>In Semester 2 2016, the Liaison Librarian from the Research, Learning & Liaison Services (RL&LS) team visited four sites where the BA@ program was delivered during week 4 and 5 of semester .</p> <p>The cohort of students were from Wyndham Community Education Centre, Kurnai Secondary School, Phoenix Secondary College, Mt Clear College and from the Horsham region. The total number of participants in these classes was 23.</p> <p>The library class was designed to address the assessment task set for "Western Civilization in World History", (worth 10% of Course total mark) and assist students in developing their information seeking skills covering a variety of media formats. The class also provided information on how to use the library, request items, renew books, using Bonus+, find study skills resources, and the library's social media feeds.</p> <p>Incorporated in the class were activities designed to engage students through hands-on exercises, which gave students the opportunity to work on completing their assessment during class time. The class also demonstrated the different kinds of study resources the library provides, including printable handouts, video clips, online subject guides, web tools and support mechanisms.</p> <p>During the class the Librarian employed methods to ascertain how the students engaged in learning most effectively, these being through observation and polling. This information will help to identify gaps in student knowledge and gaps in library resources to fill these needs, and inform recommendations for the 2017 B Social Science Program.</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> • More informed and closer working relationship with the Program Coordinators enabling targeted resources for the students • Identification of preferred interaction with this cohort of students • Increased activity and participation in library services as a result of putting ourselves in their space and talking with them <p>Resources have been identified that students currently use and also the gaps have been identified.</p> <p>We will continue to work with staff to build these into the Bachelor of Social Science in 2017 and embed resources in a very targeted manner into Moodle shells for these courses.</p> <p>We have also developed some excellent working relationships with lecturers in this program.</p> <p>In terms of the students and the effect that this project has had on their activity and participation, we have identified their preferred communication channels and will build on these across 2017.</p> <p>While they are happy to engage with us online via chat, the initial face to face session with them has proven once again to be a valuable starting point.</p> <p>Students have met our staff, they are more aware of what services they can access and across 2016 lending to these students increased 125% from 2015 figures.</p> <p>Class Observations</p> <p>The Librarian observed and noted a number of challenges students seemed to face during the class, including:</p> <ul style="list-style-type: none"> • Evidence that students did not know how to use resources they found to appropriately inform their responses to the assessment task • Difficulty in assessing relevancy of resources, and apply it to their own learning

	<p>Plickers Polling</p> <p>At the end of each class the Librarian conducted polling using the "Plickers" application to gauge students' level of confidence and knowledge obtained. Polling was also used to ascertain how students preferred to engage in learning and with the library.</p> <p>The results of student polling are summarised here:</p> <ul style="list-style-type: none"> • Where going to a physical library is not an option as in the case of students at Wyndham, using "Chat" as a communication channel scored highest amongst students. However, on-campus students still would prefer to talk face-to-face with Library staff rather than using other methods. • Most students will use a range of library tools such as the YouTube channel, Subject guides and printed handouts to help them in their study. • A question was asked to gauge how students engaged in the materials during class. FedUni Library YouTube clips scored well for this question, however, other activities such as participating in searching using Quicksearch and Google, and watching a demonstration on using eBooks were not far behind. This could indicate the range of activities presented during the class was appropriate. • Most students felt more confident in their library skills as a result of having the library session during class. Some students in the larger classes have a greater sense of confidence. However in the same larger classes (Mt Clear and Phoenix college students) there were still 2 students who felt overwhelmed and confused. 	<ul style="list-style-type: none"> • Difficulty in presenting the information at an appropriate level • One student needed specific help navigating Moodle and finding the assessment task. <p>Staff Survey:</p> <p>A survey for BA@ staff was conducted during August 2016, which asked staff to reflect on student assessments, learning and engagement during Semester 1. There were 8 respondents. A summary of results are listed here:</p> <ul style="list-style-type: none"> • 50% of staff thought their students researched their assessment topics adequately, the other half saying students researched not well enough. • Staff thought most students were able to answer the assessment questions in part, with only 3 staff responding that students answered in full. • Staff thought most students used quality resources for their assessments <p>Generally students responded very well to information literacy sessions provided by the library with most saying they were now more confident in tackling their assessment task.</p> <p>One of our Learning Skills Advisors, notes in her report titled Evaluation of embedded academic literacy into BA@ program: Semester 1, 2016:</p> <p>"Another student highlighted the library skills workshop as being beneficial: I'm also very happy that we did researching intro @ (sic) the library because it set up solid foundations and ease of finding information on study topics"</p> <p>Students felt they could now use a range of formats and tools to help them in information gathering and seeking assistance from a librarian. However, students were still referring to Wikipedia and Google for information gathering, and seem to lack the skills to evaluate the credibility and authority of sources.</p> <p>Staff feedback revealed a consistent theme of students having difficulty gathering appropriate resources, and synthesising information in writing for the assessment task. The data indicates students would benefit from a continued library presence and Liaison Librarians are well placed to collaborate with Learning Skills Advisors to deliver academic and information literacy sessions to address a range of needs.</p>
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	<p>2. Why?</p> <p>Our objectives for this project were:</p> <ul style="list-style-type: none"> • To assess our current online resources for these students, do we need to target them more? • What new resources do we need to provide that will transfer into the Bachelor of Social Science in 2017 • How can we work with staff at a number of geographically dispersed locations • What are the ways that students are most comfortable with in communicating with us 	<p>Staff overwhelmingly valued the face-to-face method of library skills delivery for this cohort. An appropriate amount of time was allocated during course time for the delivery of library skills.</p>
Title	Description and Outcomes	Progress achieved
<p>Activity 19</p> <p>Title: Student Experience and Engagement Program</p> <p>Horsham</p> <p><input checked="" type="checkbox"/> Inclusive entry processes</p>	<p>1. What was done?</p> <p>The Horsham Campus activities and events targeted all cohorts of the low SES population based in Horsham.</p> <p>The Horsham Campus Student Connect Team utilised the HEPP funding to develop a program of engaging activities and events that ensured appropriate support services were available and or information was provided to students.</p> <p>The HEPP funding allowed students access to weekly morning teas in the Horsham Campus student lounge where they were able to liaise with their peers and gain information and feedback from the campus Student Engagement Officer.</p> <p>The funding allowed the Student Connect team (SCT) to purchase various indoor sporting equipment that encouraged student interaction during study free periods and lunchtimes.</p> <p>The SCT hosted a Student Engagement information and feedback session with each individual student cohort on campus.</p>	<p>Morning Teas: Initially 20-30 students participated in the first morning tea by the second week 50-70 students attended and this number remained constant throughout 2016.</p> <p>It became evident that the rapid growth of attendees at the event indicated that there is an increase in student engagement and overall student experience on campus.</p> <p>Students would congregate in the student lounge and connect with other likeminded students which created a welcoming and friendly campus atmosphere.</p> <p>Additionally, students began to frequent the student lounge between study periods and form bonds with other students.</p> <p>The outcomes of the program were evaluated against the objectives using student observation, individual feedback, group feedback, and monitoring attendance numbers.</p> <p>Each week student engagement would measure the number of students engaging in campus events to assist us in assessing growth of the program and designing activities.</p>

	<p>The information and feedback sessions were valuable in gaining feedback from students around how we could improve the campus to ensure they had a greater overall university experience. Horsham campus students valued being able to receive face to face responses and feedback to questions as an alternative to being emailed a response.</p> <p>A total of 7 Student Engagement information and feedback luncheons were carried out across campus during 2016.</p> <p>The information and feedback sessions provided valuable information from students about how we could improve their overall experience on campus at the same time providing students with a regular point of contact for student queries.</p> <p>The SCT hosted a drop-in session for students, centred on a range of student services. Representatives from Counselling, Student Advisory, Leadership, and Scholarships travelled from Mt Helen Campus to the Horsham Campus to speak to all students about what services and supports students are able to access and address any student enquiries.</p> <p>Students were provided information about how to register for Kickstart, how to access legal services, counselling, study skills and assessment extra-curricular services, Uni Games, Student Senate, Volunteering, and Leadership roles.</p> <p>2. Why?</p> <p>To develop a suite of activities that encouraged greater interaction between students to allow for an enhanced student experience for students studying at the Horsham campus.</p> <p>The drop-in sessions, BBQ and informal morning teas were very helpful for students to build up a network of contacts and services at FedUni as well as in the local community.</p> <p>The students appreciated being informed about what they can access as many were unaware of the amount of supports and services available to them.</p>	<p>Individual student feedback received throughout the year reported that they feel 'valued' and 'appreciated' at the Horsham Campus as student engagement staff pay attention to their wants and needs on campus.</p> <p>Individual feedback from all student cohorts stated that they feel a 'fun and relaxed atmosphere' on campus now that they are able to attend events and activities and meet other students on campus.</p> <p>All of the Higher Education students on campus appreciated having face-to-face access to services, supports, and direct information rather than receiving information via email.</p> <p>The Horsham Campus carried out a Campus Clean Up event as a part of volunteer week. The student response was fantastic with 30 students choosing to take part and clean up the campus. The high number of participants indicates students respect for the campus and shows their appreciation for the events and activities provided to students on campus during 2016.</p> <p>During group feedback sessions students reported feeling more engaged and more connected to the Horsham Campus in 2016. It is evident from student feedback, observation, and student.</p> <p>Attendance at campus activities and events that the HEPPP funding has assisted the Student Connect team to reach the objectives of providing engaging events, supports and services, and improving the student experience at Horsham Campus for low SES students.</p> <p>As a result of the drop-in session a student Mental Health First Aid Training was arranged and carried out across two days on the Horsham Campus at student's request. The training was very successful and the students appreciated not having to travel in order to complete the MHFA.</p> <p>In the past many students would leave campus to eat lunch so it was great to see students choosing to engage in the lunch time events on campus.</p> <p>The student BBQ successfully engaged all staff and students present on campus (60 students). The BBQ attracted a variety of students across different cohorts and created an engaging atmosphere that students wanted to be a part of.</p>
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Title	Description and objectives	Progress achieved
<p>Activity 20</p> <p>Enabling retention: assessing student experiences in FAST</p> <p>Ballarat and Gippsland</p> <p><input checked="" type="checkbox"/> Inclusive entry processes</p>	<p>1. What was done?</p> <p>The majority of the FAST pathway cohort is from a low SES and regional background. Students are often the first in family to undertake HE, and they typically have a high level of other commitments such as work or family/carer responsibilities.</p> <p>This project investigated student experiences in the FAST program through the use of survey instruments at commencement and completion of the FAST program in order to enable improved retention strategies.</p> <p>Initial analysis of the data collected has presented a different picture of student characteristics in this type of cohort than those previously held by teaching staff. Further analysis throughout 2017 will inform future development of the FAST program.</p> <p>This project is an extension of an Australian Government Office for Learning and Teaching (OLT) funded project run by Dr Barry Hodges (University of Newcastle - Project reference: CG10-1697). The project has ethics approval and involves students completing two surveys While undertaking the FAST program: an initial survey upon commencement and another when leaving the program (either at early exit or program completion). These surveys are based on those designed by the original OLT project team (with minor changes due to the specifics of the cohort and program).</p> <p>During 2016 surveys were sent out to 260 commencing FAST students studying at SMB campus, Gippsland campus and online. The response rate for the commencing survey was 14% and 6.5% for the completion/exit survey. The response rate for the commencing survey was far below that of the national study, while the response rate for the completion/exit survey was on par with the response rate of the national study. Despite this low rate of responses the surveys provided a snap shot of the characteristics, attitudes, expectations, aspirations and experiences of FAST students that was not previously available (beyond anecdotal evidence from staff).</p>	<p>Initial quantitative analysis of the returned survey data provided:</p> <ul style="list-style-type: none"> • A new picture of the "typical" FAST student and their characteristics, attitudes, expectations, aspirations and experiences in education. • Confirmation that these students continued to be over- committed in terms of paid employment &/or family/carer responsibilities • Students over-estimated their readiness to undertake HE studies and did not take up opportunities to prepare themselves for the challenges they would face. As a consequence, 56% reported considering withdrawing during the course of the program. • 94% of students reported applying to articulate into Federation University degrees and that their educational experience in FAST was "good" or "excellent." <p>The surveys provided the opportunity for students to report qualitatively on their expectations, satisfaction, reasons for perseverance, best aspects of FAST, what could be done to improve FAST, and final observations about their experiences in FAST. Notable among the responses were:</p> <p>"FAST is a lot harder than what I ever imagined and I'm probably committing more time to the program than what I was told to expect. One of the trickiest things for me was getting around in Moodle. Not all classes are presented the same in Moodle and I found myself clicking through numerous sections for fear of missing something important." (S1161F6)</p> <p>"Receiving great assistance. I have a disability, it takes all my time to read and understand material." (S1161M7)</p> <p>"I am a mature age student (47) and want to change jobs. I understand as an unskilled worker I need to complete this to be able to obtain a degree. I know I can do this but need to work full time to support my family making it difficult, I have teamed in the past few months how to better organize myself to be able to do this." (S216CF36)</p> <p>"I think it is a really well put together program, for me, I wasn't sure"</p> <p>"Whether I would get accepted into University after they released our ATARS but I got accepted into the FAST program. After completing the program I feel confident in completing my degree." (S116CF25)</p>

2. Why?

The findings of the project will be used to inform the continual development of curriculum delivery and pastoral care provisions to students. This will enhance the ability of the program to increase the participation of low SES students in the FAST program, and to improve the articulation rates of these students into FedUni degrees.

"The FAST program prepared me for my degree. I am already so far ahead of my fellow 1st year students. I know how to use Moodle - I know what the University teaching staff expect of me. I know how to write academically."
(S116CF18)

"At times the course seemed to [focus on the] lowest common denominator in terms of academic ability. If those individuals could continue to be supported whilst a truer university experience was sought, peer collaboration, discussion, self-directed learning etc., I think the students would feel more prepared. Also some science preparation would be awesome." (S116CM11)

"I think every student entering a degree should have to attend this program."
(S116CF18)

Contrary to previous anecdotal perceptions of these students it was found that:

- The average student is female (65%), school leavers accounted for 27% of the cohort and students aged 20-30 constituted 49%.
- 49% of students were first-in-family to attend HE, 30% have achieved some form of post-secondary education and 16% arrived with incomplete secondary schooling.
- 78% of students reported an aspiration to achieve HE qualifications for career purposes but only 41% reported being motivated to earn more money.
- 65% of students had paid employment, of whom 25% worked up to 25 hours per week and 21% worked more than 25 hours per week. 57% reported family responsibilities of whom 30% reported that this was more than 15 hours per week. Nonetheless, 54% of students believed they could accommodate the study requirements of the FAST program although only 35% attended Orientation or FedReady.
- Students reported difficulty navigating the Moodle sites for the 4 subjects. In response common architecture and formats for all Moodle sites were progressively implemented in the lead up to 2017.
- Owing to the high level of other commitments reported by students, conversion to part-time enrolment rather than discontinuing from the program has been heavily promoted to students experiencing difficulties in their studies.