



Australian Government  
Department of Education and Training

# Higher Education Participation and Partnerships Programme - Participation Component 2015 Progress Report

**For the period 1 January 2015 to 31 December 2015**

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Title	Description and objectives	Progress achieved
<p>Activity 1</p> <p>Title: Open Day Rural Travel Grants 110273</p> <p><input checked="" type="checkbox"/> Inclusive Entry Program</p>	<p>1. What was done?</p> <p>Equity &amp; Equal Opportunity, the Scholarships, Bursaries and Grants office and the Marketing team collaboratively developed an application and reimbursement process to support travel costs for Victorian regional and remote students and families to access open day events in Ballarat and Gippsland. This was supported by FedUni Outreach staff promoting to Outreach schools and organising welcome and customised services on the day.</p> <p>2. For which groups?</p> <p>School age low SES/regional children and their parents – in Western and Northern Victoria and Gippsland</p> <p>3. Why?</p> <p>This project supports the aim of outreach at FedUni which is to increase access to higher education by students from low socio-economic, regional and remote backgrounds. Part of this focus is to encourage students from year 10 onwards, and their families, to attend Open Days.</p> <p>By providing some financial support the aim is that more students and families will attend Open Day and also see FedUni as a supportive place to study.</p> <p>As the grants were predominantly accessed by people traveling the greatest distance (over 200km one way) the travel grants appeared to benefit people who would not otherwise have visited the University.</p> <p>Whilst no data tracking can yet take place on enrolments from families who used the grants, feedback from those who used the grants indicated positive impact on ability to attend Open Day.</p> <p>4. Where?</p> <p>Mt Helen and Gippsland campuses</p>	<p>Key achievements</p> <p>The grant promotion, web based application and administration process was successfully implemented with 132 grants issued.</p> <p>Evaluation included measure of uptake of the grants by zone and verbal feedback from recipients at point of disbursement.</p> <p>Total Allocated:</p> <p style="padding-left: 40px;">Gippsland Campus 24</p> <p style="padding-left: 40px;">Ballarat Campuses 108</p> <p>A large percentage of recipients made further enquiries about equity and needs based bursaries and grants. Most recipients were school leavers, or soon to be school leavers, with parents or guardians. The interest from both students and parent/guardians was regarding access to higher education and other hardship barriers.</p>

Title	Description and objectives	Progressed achieved
<p>Activity 2</p> <p>Part 1</p> <p>Title: FedUni Primary/ Secondary Schools Outreach Engagement Strategy</p> <p><input checked="" type="checkbox"/> Inclusive entry processes</p>	<p>1. What was done?</p> <p>The project objectives were to ensure all FedUni primary and secondary school engagement and outreach activities were being strategically and effectively targeted; pedagogically sound, age appropriate, aspiration focused and aligned with FedUni strategic priorities of growing undergraduate, on-campus domestic student load from low SES, regional/rural and Indigenous backgrounds while consecutively, further developing community and regional support for Federation University.</p> <p>To orchestrate the introduction of the program and oversee the coordination and implementation of the initiative a Manager, Primary and Secondary School Outreach and Engagement (MPSSOE) was appointed. Due to a number of HR issues the appointment was not finalised until the end of May 2015.</p> <p>The role was established in part to develop a mechanism to coordinate activities primarily for secondary school students and designed to raise aspiration and increase participation in higher education including teachers, parents and Principals. The role created a central point for the development, monitoring and execution of all activities being undertaken across Federation University faculties, outreach and marketing to provide a university wide coordination and alignment of school engagement.</p> <p>The Manager, Primary and Secondary School Outreach and Engagement was nominated as the business owner for the event management section of the Customer Relationship Management (CRM) system.</p> <p>The CRM provides one location for all FedUni engagement and outreach activities with primary and secondary school students to be displayed. This enables FedUni staff to ensure their activities are complementary to those already in existence.</p> <p>The CRM also allows departments to track attendance at their events/visits and increase communication with prospective students throughout the year. It also provides the ability to monitor and measure participation in events and activities with actual applications and enrolments.</p> <p>In conjunction with the CRM team this position led the development and implementation of the CRM across FedUni through various workshops, training sessions and meetings.</p>	<p>Key Achievements</p> <p>Development of a more coordinated and strategic approach to secondary school engagement programs by working internally with faculties, marketing and where appropriate, outreach, to understand objectives of their secondary school engagement activities and develop strategic activities that better meet secondary school needs in order to increase awareness and preference for FedUni.</p> <p>The main outcome of the MPSSOE position has been to set up the process and systems for FedUni to meet the objectives in 2016 as outlined above.</p> <ul style="list-style-type: none"> <li>• Launch of the CRM for across university wide event management with FedUni staff inputting events into the system for 2016. The CRM system will continue to assist with the future coordination of school engagement activities by outreach, engagement and faculties. Importantly, this initiative will also assist in the identifying gaps in FedUni's engagement with primary and secondary school students.</li> </ul>

	<p>2. For which groups?</p> <p>Regional, rural, low SES and indigenous students</p> <p>3. Why?</p> <p>The project objectives were to ensure all FedUni primary and secondary school engagement and outreach activities were being strategically and effectively targeted, pedagogically sound, age appropriate, aspiration focused and aligned with FedUni strategic priorities of growing undergraduate, on-campus domestic student load from low SES, regional/rural and Indigenous backgrounds.</p> <p>4. Where?</p> <p>Gippsland</p>	
Title	Description and objectives	Progress achieved
<p>Activity 2</p> <p>Part 2</p> <p>Title: FedUni Primary/ Secondary Schools Outreach activity program</p> <p><input checked="" type="checkbox"/> Inclusive entry processes</p>	<p>1. What was done?</p> <p>The project objectives were to ensure all FedUni primary and secondary school engagement and outreach activities were targeted, pedagogically sound, age appropriate, aspiration focused and aligned with FedUni strategic priorities of growing undergraduate, on-campus domestic student load from low SES, regional/rural and Indigenous backgrounds , and further developing community and regional support for Federation University.</p> <p>Principals Forum, Gippsland Campus, 27 October 2015involved working with 15 Principals from the Gippsland region to develop a forum to showcase FedUni and provide access to staff to speak about the opportunities available to their students.</p> <p>Several events held by the School of Education for rural and regional teachers were also supported by this project. Following the success of the forum future forums are planned to be held in Gippsland, Horsham and Ballarat in 2016.</p> <p>The project commenced at the end of May 2015 with the appointment of a Manager, Primary and Secondary School Outreach and Engagement (MPSSOE) to oversee the implementation of the above.</p>	<p>Key achievements</p> <p>Progress has been made in developing stronger linkages with each of the four faculties through a range of meetings and engagement activities with Faculty Business Managers, Associate Deans (Engagement) and Program Coordinators to develop cross- university calendars of events, haring of knowledge and resources.</p> <p>A number of new programs were introduced in 2015, including Faculty Experience Days which built stronger operational links between faculties, marketing and secondary schools through a more coordinated approach to local school engagement.</p> <ul style="list-style-type: none"> <li>• Piloting of the Principals Forum at Gippsland, allowed for increased perception of FedUni within the schools.</li> <li>• Outcomes were evaluated based on the number of Principals that attended (15) and the positive feedback received.</li> <li>• School visits – Commenced to establish relationships with key staff at Gippsland Secondary Schools and either met with or attended careers</li> </ul>

<p>Campus School visits - Worked with Gippsland Marketing and Outreach for visiting Secondary schools.</p> <p>Held general Gippsland careers and secondary school staff information day x 3 days.</p> <p>Year 8 study Camp - Assisted the Faculty of Education and Arts with a visit to the campus.</p> <p>Assisted the Discovery Club program which aims to introduce Grade 5 and 6 students to university in an attempt to raise awareness of university options as a way of raising aspirations. Fifty students visited the campus for a day and were introduced to the four faculties through age appropriate activities.</p> <p>Scholarships - Commenced the process of identifying the various scholarships offered by the University and coordinate non-equity based scholarships so that consistency was attained and effectiveness was the driver.</p> <p>Western District Study Camp - FedUni hosted 118 Western District Senior Students 9<sup>th</sup> – 11<sup>th</sup> Feb, 2015. This concept is aimed at assisting students to become familiar with a university surroundings, making the most of their senior years and preparing for university life.</p> <p>Farm World Warragul – 4 Days FedUni hosted a stand at Farm World. Farm world attracts crowds over 50,000 from all over Gippsland with many high schools attending the event on the Thursday/Friday. Farmers and Gippslanders are among the lowest socio economic background. Many have never thought about attending any university</p> <p>Information nights were held in Bairnsdale, Sale, Traralgon, Leongatha at the start of the year Sessions were held at night in an effort to encourage attendance by mature age people who had never considered attending University.</p> <p>Mid-year information nights that were held on the campus to encourage people who had never been to a university to view the campus and facilities.</p> <p>VCE – Careers Expo – stand at Caulfield- this is held over 4 days and attracts Year 10-12 students</p> <p>Programs - In order to better understand the program offering, much work has been carried out with marketing and outreach. This allowed the (MPSSOE) not only to know what Federation University Australia can offer prospective students, but what support we provide to students and what processes we have in place to work with secondary schools at all year levels</p> <p>2. For which groups? Regional, rural, low SES and indigenous students</p>	<p>expos at Drouin Secondary College, Alkira Secondary College Cranbourne, St Peters, Cranbourne, Warragul Regional College and Paua College Mornington.</p> <p>Western District Study Camp FedUni hosted 118 Western District Senior Students 9<sup>th</sup> – 11<sup>th</sup> Feb, 2015. The following schools were represented:</p> <ul style="list-style-type: none"> <li>• Derrinallum P-12 College. 3</li> <li>• Dimboola Memorial Secondary College. 13</li> <li>• Heywood and District Secondary College. 15</li> <li>• Casterton Secondary College. 16</li> <li>• Hopetoun Secondary College. 5</li> <li>• Beaufort Secondary College. 17</li> <li>• Camperdown College. 12</li> <li>• Terang College. 19</li> <li>• Balmoral Secondary College. 4</li> <li>• Hawkesdale P-12 College. 14</li> </ul> <ul style="list-style-type: none"> <li>• The Darwin Careers Expo event was evaluated on the number of enquiries made on the day. Darwin exceeded expectations with 200 students attending the FedUni display.</li> <li>• An additional outcome was the evaluation of prospective indigenous student engagement and the development of linkages with key schools and attendance at the major secondary schools careers event in the Northern Territory.</li> <li>• Sheepvention (August 2015) High proportion of regional/rural and lowSES students attended the event. Contact was made with approximately 100 students to discuss options for higher education and the barriers they faced.</li> <li>• Developed a cross-university calendars of events, sharing of knowledge and resources.</li> <li>• Introduce a number of new programs such as Faculty Experience Days which built stronger operational links between faculties, marketing and secondary schools through a more coordinated approach to school engagement.</li> </ul>
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	<p>3. Why?</p> <p>There was an identified need to develop stronger linkages, engagement and consistency of delivery with and across each of the four University faculties through the implementation of a range of meetings and engagement activities with Faculty Business Managers,</p> <p>Through a program of increased and targeted coordination, the MPSSOE was able to provide for an increased level of engagement with secondary school principals' career practitioners and subject coordinators.</p> <p>In piloting the Principals Forum at Gippsland, schools were able to gain a well-informed perception of FedUni.</p> <p>Principals are more likely to encourage their staff and students to take up opportunities at FedUni if they have an informed and positive perception of the campus and staff.</p> <p>4. Where?</p> <p>Gippsland</p>	<p>The program now has a firm foundation to continue into the future. Schools in the region are very supportive and more and more are enquiring about being able to participate.</p>
Title	Description and objectives	Progress achieved
<p>Activity 3</p> <p>Title: Student Leadership Program Wimmera and Ballarat</p> <p><input checked="" type="checkbox"/> Inclusive Entry Program</p> <p><input checked="" type="checkbox"/> Administering Student Scholarships</p>	<p>1. What was done?</p> <p>The funding has been used to employ a Student Leadership Program Officer (SLPO) full-time at the Mt Helen campus. The role of the SLPO was to develop and deliver activities run as part of the Leadership Program with 114 students from the Horsham and Ballarat campuses engaging in a vast array of leadership and volunteering activities.</p> <p>76 students attended the Leadership Conference :</p> <ul style="list-style-type: none"> <li>• 94% of students feel that Leadership Activities such as the conference contribute to their success at University</li> <li>• Approx. 55 students and staff engaged with Take the Pledge. All campuses and online.</li> <li>• 114 students took part in the Leadership Development workshops</li> <li>• 31 students received Leadership Grants</li> <li>• 100% of attendees at the Volunteer Expo said the event was useful</li> <li>• 96% of attendees at the Volunteer Expo agreed that they would consider volunteering in the future</li> </ul>	<p>Key achievements</p> <p>165 students registered for the Leadership Program</p> <ul style="list-style-type: none"> <li>• 97% of students attending leadership workshops agreed that they learnt something they didn't know before</li> <li>• 94% of students feel that Leadership Activities such as the conference contribute to their success at University</li> <li>• 95% of students taking part in workshops (83% at the Conference) stated that they were able to interact with others. Getting to meet a wide range of students was also a key success factor discussed by students at the focus group. They enjoy widening their networks outside of their courses.</li> </ul> <p><b>Accomplishments:</b></p> <ul style="list-style-type: none"> <li>• Mental Health First Aid 2 day accredited training courses, Apr and Nov at Mt Helen</li> <li>• Be the Influence workshop - 9 sporting team</li> </ul>

- 97% of students attending leadership workshops agreed that they learnt something they didn't know before
- 102 .5 hours of community services carried out as part of the Leadership Conference
- 2410 .74 hours of volunteering were logged by students

#### Leadership Campaigns

- 'Take the Pledge'- a campaign to encourage students and staff to pledge to do something in 2015 which had a positive impact on others and raise social awareness amongst the FedUni community.
- 'Beanies for Backpack beds' Day - a day on campus for students and staff to wear beanies and donate a gold coin to backpack beds for the homeless.
- 'The Help Nepal Appeal' - supporting a student to raise funds for people affected by the earthquake early this year.
- 'A Million Stars to End Domestic Violence' - supporting student Sarah Hibberd to raise awareness of the issues surrounded domestic violence against women.

#### Evaluation Techniques

- Numbers of students were collected at all events where possible
- Feedback forms were completed at the end of individual workshops as well as face to face feedback
- Evaluation surveys were sent to students and facilitators after the Volunteer Expo and the Leadership Conference
- A staff focus group was carried out to debrief on the Leadership Conference
- A student focus group across Mt Helen and Gippsland Campuses was carried out to provide feedback on the Leadership Program as a whole and to engage students in the 2016 planning. 5 students took part, they were chosen for their differing levels of engagement with the program, being strongly linked to different cohorts of students and their honesty.

2. For which groups?

165 students registered for the Leadership Program

- 52% disclosed that they receive Centrelink payments.
- 49% disclosed they are the first in family to attend university

managers

- What does Leadership mean to you? FedCollege Flagship Events
- National Student Volunteer Week, 3 to 9 Aug Mt Helen, Camp St & SMB Campuses 300+ students engaged
- Volunteer Expo - Mt Helen 100 students/28 organisations attended Sleep Out - Mt Helen 12 students
- Pop Up Op Shop \$285 raised - Mt Helen, SMB & Camp St
- Virtual Volunteer Expo – Online
- One Small Thing Leadership Conference, 17 & 18 Sept at Mt Helen Campus and in the Ballarat community

#### Leadership Grants

31 students have received Leadership Grants to take part in a variety of Leadership development opportunities including:

- Team Managers at Australian University Games
- Positive Neuroplasticity Training Course
- Students for Sustainability Conference
- Golden Key International Summit
- Victorian Model United Nations
- National Student Leadership Forum
- Auslmm Mining Games
- World Ultimate Frisbee Tour

#### FedUNITED Awards

- The ceremony was held on Monday 19 October - 32 students received Leadership or Volunteer Awards
- 7 Bonus Awards were presented to Ballarat students

#### Online Resources

New online resources have been created and uploaded to the Leadership Moodle shell, including:

- 36 Online Missions - these are discreet missions which students can carry out to feed their passion in a particular area and gain leadership points.

HEPPP Funding has been used to support all Low SES students to access the Student Leadership and Volunteer Program in 2015 studying off campus or at the Ballarat and Wimmera Campuses.

Travel and accommodation has been offered wherever possible to make the program accessible to students to attend face to face events; online resources and workshops have been available and will continue to increase in number and variety for distance education students. The online resources have also been available for students who study at a campus, but who are time poor due to child care and needing to work these students mostly identify as Low SES.

### 3. Why?

Our main objective was to increase the retention and success of FedUni students through the following ways:

- Engage students in volunteering and leadership activities, both in the FedUni community and further afield in their local communities or internationally. As engaged students they are more likely to successfully complete 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 will enhance their resume 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.
- Recognise students' co-curricular achievements through the Leadership Awards.

We are now in the fourth year of the Leadership Program at the Ballarat and Wimmera campuses, and particularly at the Mt Helen campus the Program has had time to build visibility across the student community and is becoming more strongly embedded into the campus culture. This has meant that we have seen some significant outcomes in 2015, especially for students who have been engaged with the Leadership Program for more than just this academic year.

We have witnessed the long term effects of leadership development on students, we have seen their ideas being sparked across different parts of the Program and we

Missions include more complex actions such as organising a bake sale to raise funds for a charity, to more simple actions such as create a positive playlist to support students' mental health.

- 3 Online Workshops and the Thomas King's Luncheon was also made into an online resource

165 students registered for the Leadership Program

25% of registered students received a leadership or volunteer award including 12 volunteer heroes (students who volunteering more than 150 hours and gain 20 leadership points)

Feedback from students taken from the End of Year Survey

- *"Thanks so much student leadership and volunteering team for making my university experience wonderful!!!!!"*
- *"I have enjoyed working with you this year. I have learnt so much and developed so much awesome new skills and confidence."*
- *"Love it, hope it [the program] continues stronger each year to help more students make the most out of their FedUni experience like it has for me :)"*
- *"The admin [of the program] were both responsive and effusive.[...] It's lovely to see university staff pushing students to recognise others, supporting that recognition and then reinforcing it."*

### Leadership Grant

*"Thank-you so very much for the opportunity to attend the Canberra Parliamentary National Student Leadership Forum. It was, though it may sound like a cliché, simple life-changing. It has changed my view on the world, empowered me to continue to strive to help others, and to share my new knowledge with as many others as possible." Emailed from a student attending the National Student Leadership Forum.*



	<p>have been able to offer a more personalised service by supporting them to grow their ideas organically.</p> <p>Noticeably, students have been commenting in person and at the focus group that they originally became involved in Leadership and Volunteering to enhance their resume but along the way realised so many more benefits including meeting like-minded students, developing their ideas into tangible projects, running workshops and changing their career paths.</p> <p>4. Where?</p> <p>Ballarat and Wimmera</p>	
Title	Description and objectives	Progress achieved
<p>Activity 4</p> <p>Title: Student Leadership Program Gippsland</p> <p><input checked="" type="checkbox"/> Inclusive Entry Program</p> <p><input checked="" type="checkbox"/> Administering Student Scholarships</p>	<p>1. What was done?</p> <p>The funding has been used to employ a Student Leadership Program Officer (SLPO) at a .5 fraction at the Gippsland campus. The role of the SLPO was to develop and deliver activities run as part of the Leadership Program with 96 students from the Gippsland campus engaging in a vast array of leadership and volunteering activities.</p> <p><b>Evaluation Techniques</b></p> <ul style="list-style-type: none"> <li>• Numbers of students are collected at all events where possible</li> <li>• Feedback forms were completed at the end of individual workshops as well as face to face feedback</li> <li>• Evaluation surveys were sent to students and facilitators after the Volunteer Expo and the Leadership Conference</li> <li>• A staff focus group was carried out to debrief on the Leadership Conference</li> <li>• A student focus group across Mt Helen and Gippsland Campuses was carried out to provide feedback on the Leadership Program as a whole and to engage students in the 2016 planning. Five students took part they were chosen for their differing levels of engagement with the program, being strongly linked to different cohorts of students and their honesty.</li> </ul>	<p>Key Achievements</p> <ul style="list-style-type: none"> <li>• 40 students registered for the Leadership Program (55% disclosed that they receive Centrelink payments. 52% disclosed they are the first in family to attend university)</li> </ul> <p><b>Leadership Development</b></p> <p>Activities run at the Gippsland Campus as part of the Leadership Program, with 96 students engaging in, include:</p> <ul style="list-style-type: none"> <li>• Networking event - 2 student leaders &amp; 2 student attendees</li> <li>• Leadership Styles Workshop - 7 students</li> <li>• Presentation on Volunteering as part of FedUni Living's Live&gt;Learn&gt;Lead series - 17 students</li> <li>• Mental Health First Aid 2 day accredited training course - 13 students</li> <li>• 2x FaceTime employer networking events with the Careers and Employment Team - 35 students</li> <li>• Be the Influence workshop - 15 sporting team managers</li> </ul>

### Quantitative Measures

- 17 students attended the 2 day One Small Thing Leadership Conference at Mt Helen
- 3 students received Leadership Grants
- 96 students engaged in Leadership development workshops and networking

13 students received Awards at the FedUnited Awards Ceremony including:

- 1 Volunteer Hero (student completed over 150 hours of volunteering and gained 20 leadership points)
- Gippsland student Hayden McArthur received the ultimate award of the evening the "Outstanding Contribution to University Life"

2. For which groups?

HEPP Funding has been used to support all Low SES students to access the Student Leadership and Volunteer Program in 2015 studying off campus or at the Gippsland Campus.

Travel and accommodation has been offered wherever possible to make the program accessible to students to attend face to face events; online resources and workshops have been available and will continue to increase in number and variety for distance education students. The online resources have also been available for students who study at a campus, but who are time poor due to child care and needing to work these students mostly identify as Low SES

3. Why?

Our main objective was to increase the retention and success of FedUni students through the following ways:

- Engage students in volunteering and leadership activities, both in the FedUni community and further afield in their local communities or internationally. As engaged students they are more likely to successfully complete 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 will enhance their resume and open up opportunities for employment during and after their studies increasing their chances of success.

### Flagship Events

- National Student Volunteer Week, 3 to 9 Aug Gippsland Campus
- Volunteer Expo - 80 students/ 13 organisations attended
- Cooina Hill Pop Up Op Shop \$108 raised
- Community Impact Project at Churchill Neighbourhood Centre - 4 students/2 staff
- 5 Daily biogs on Volunteering published
- One Small Thing Leadership Conference, 17 & 18 Sept at Mt Helen Campus and in the Ballarat community - 17 Gippsland students attended.

### FedUNITED Awards

- The ceremony was held on Monday 19 October - 15 Gippsland students attended with 13 winning awards Leadership Campaign
- 'Take the Pledge' - a campaign to encourage students and staff to pledge to do something in 2015 which had a positive impact on others and raise social awareness amongst the FedUni community.

### Newsletter

An online newsletter is published every fortnight to keep students and staff up to date with new opportunities, leadership development activities, and to be inspired by other student projects.

### Leadership Grants

3 students have received Leadership Grants to take part in Leadership development opportunities, including:

- Golden Key International Summit
- Australian Student Leadership Association Conference
- From the Lead>Learn>Lead session presented by the Gippsland Leadership Program Officer ,4 students registered for the program

- Challenge and inspire students to achieve. By exposing students to new experiences and ways of thinking, we aim to raise aspirations and personal achievement.
- Recognise students' co-curricular achievements through the Leadership Awards.

Noticeably, students have been commenting in person and at the focus group that they originally became involved in Leadership and Volunteering to enhance their resume but along the way realised so many more benefits including meeting like-minded students, developing their ideas into tangible projects, running workshops and changing their career paths.

4. Where?

Gippsland Campus

- 42 pouches made for wildlife rescue groups
- A group of students were inspired at the Once Small Thing Leadership Conference to run the 'One Small Message' campaign at Gippsland campus. They posted positive messages across campus and created a new Facebook page to spread the inspiration online.

Title	Description and objectives																																		
<p>Activity 5</p> <p>(Part a) Title: KickStart Bursaries and Grants (Ballarat)</p> <p><input checked="" type="checkbox"/> Administering Student Scholarships</p>	<p>1. What was done?</p> <p>KickStart disbursed funding via Bursaries (paid fortnightly) and grants to students in need. Activities includes:</p> <ul style="list-style-type: none"> <li>Developing KickStart brand, one stop application and application portal.</li> <li>Creating a database and algorithm to assess student KickStart Applications and determine eligibility for the various grants and bursaries.</li> <li>Setting up financial processing systems to disburse funds to students</li> <li>Sourcing appropriate equipment to meet student needs, Promoting and marketing at various internal and external events.</li> </ul> <p>2. For which groups?</p> <p>KickStart Bursaries and Grants are available to eligible students who meet the Low SES and financial or personal circumstance disadvantage requirements.</p> <table border="1" data-bbox="320 746 1272 1477"> <thead> <tr> <th>STUDENT PROFILE</th> <th>Number of Applicants</th> <th>%of students</th> </tr> </thead> <tbody> <tr> <td>Applications ( KickStart)</td> <td>1921</td> <td></td> </tr> <tr> <td>Bursaries Granted ( Semester 1)</td> <td>173</td> <td>9%</td> </tr> <tr> <td>Students receiving bursary in Semester 1 and not continuing Semester 2</td> <td>17</td> <td></td> </tr> <tr> <td colspan="3">Reasons:</td> </tr> <tr> <td>Enrolment cancelled</td> <td>2</td> <td></td> </tr> <tr> <td>Course completion</td> <td>4</td> <td></td> </tr> <tr> <td>Leave of absence</td> <td>5</td> <td></td> </tr> <tr> <td>Suspension</td> <td>4</td> <td></td> </tr> <tr> <td>Withdrawn</td> <td>2</td> <td></td> </tr> <tr> <td>Bursaries granted (Semester 1)</td> <td>203</td> <td>11%</td> </tr> </tbody> </table>	STUDENT PROFILE	Number of Applicants	%of students	Applications ( KickStart)	1921		Bursaries Granted ( Semester 1)	173	9%	Students receiving bursary in Semester 1 and not continuing Semester 2	17		Reasons:			Enrolment cancelled	2		Course completion	4		Leave of absence	5		Suspension	4		Withdrawn	2		Bursaries granted (Semester 1)	203	11%	<p>Key achievements</p> <ul style="list-style-type: none"> <li>An overall increase in applications from 630 in 2014 to 1921 in 2015</li> <li>50% increase in HEPPP funding allocation for 2015 compared to 2014.</li> <li>An increase from 120 bursaries on offer in 2014 to 198 bursaries in semester 1 2015.</li> <li>Semester 1 Bursary payments were made 6 weeks earlier than in 2014 and a fortnightly disbursement was introduced in Semester 2 resulting in student receiving the initial payment in week 2 of semester against week 7 or 8 payment in 2014</li> <li>211 individual students received either one or two semesters worth of bursaries</li> <li>541 individual students received one or more grant/s.</li> <li>The portfolio of grants (one-off assistance) available for students increased to include: <ul style="list-style-type: none"> <li>Computers</li> <li>Internet access</li> <li>Clothing and Uniforms</li> <li>Nursing kits</li> <li>Increased number of placement grants to assist students meet the costs of placement and travel.</li> </ul> </li> </ul>
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Students personal situation:		
Disability/ Medical	314	16%
Children under 16	343	18%
Sole parent	149	8%
Ward of State	19	1%
Indigenous	49	3%
Refugee	35	2%
Personal circumstances which affect Study	683	36%

3. Why?

The objectives of KickStart are to:

- Bring together the various disparate scholarships, bursaries and grants into a single product range;
- 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;
- Promote engagement with the community by providing a positive brand through which they can contribute to helping FedUni students
- Promote and enhance the University's good name/perception and reputation

4. Where?

Ballarat, Mt Helen campus

Title	Description and objectives	Progress achieved
<p>Activity 5</p> <p>(Part b)</p> <p>Title: KickStart Bursaries and Grants (Gippsland)</p> <p><input checked="" type="checkbox"/> Administering Student Scholarships</p>	<p>1. What was done?</p> <p>KickStart disbursed funding via Bursaries (paid fortnightly) and grants to students in need. Activities includes:</p> <ul style="list-style-type: none"> <li>• Developing KickStart brand, one stop application and application portal.</li> <li>• Creating a database and algorithm to assess student KickStart Applications and determine eligibility for the various grants and bursaries.</li> <li>• Setting up financial processing systems to disburse funds to students</li> <li>• Sourcing appropriate equipment to meet student needs, Promoting and marketing at various internal and external events.</li> </ul> <p>2. For which Groups?</p> <p>KickStart Bursaries and Grants are available to eligible students who meet the Low SES and financial or personal circumstance disadvantage requirements.</p> <p>3. Why?</p> <p>The objectives of KickStart are to:</p> <ul style="list-style-type: none"> <li>• Bring together the various disparate scholarships, bursaries and grants into a single product range;</li> <li>• Simplify the application and registration process - one application to register for KickStart;</li> <li>• Promote the proactive approach to the support for students;</li> <li>• Provide a broader range of assistance for students when they need it;</li> </ul> <p>Promote engagement with the community by providing a positive brand through which they can contribute to helping FedUni students; and promote and enhance the University's good name/perception and reputation.</p> <p>4. Where?</p> <p>Gippsland campus</p>	<p>Key outcomes for KickStart in 2015 includes:</p> <ul style="list-style-type: none"> <li>• An overall increase in applications from 630 in 2014 to 1921 in 2015.</li> <li>• 50% increase in HEPP funding allocation for 2015 compared to 2014.</li> <li>• An increase from 120 bursaries on offer in 2014 to 198 bursaries in semester 1 2015.</li> <li>• Semester 1 Bursary payments were made 6 weeks earlier than in 2014 and a fortnightly disbursement was introduced in Semester 2 resulting in student receiving the initial payment in week 2 of semester against week 7 or 8 payment in 2014</li> <li>• 211 individual students received either one or two semesters worth of bursaries</li> <li>• 541 individual students received one or more grant/s.</li> </ul> <p>The portfolio of grants (one-off assistance) available for students increased to include:</p> <ul style="list-style-type: none"> <li>▪ Computers</li> <li>▪ Internet access</li> <li>▪ Clothing and Uniforms</li> <li>▪ Nursing kits</li> <li>▪ Increased number of placement grants to assist students to meet the costs of placement and travel.</li> </ul>

Title	Description and objectives	Progress achieved
<p>Activity 6</p> <p>Title: Transition to Professional Employment</p> <p><input checked="" type="checkbox"/> Transition Programs</p>	<p>1. What was done?</p> <p>The main objective of this project was to create online learning resources with a focus on transition to professional/graduate employment, to enable all FedUni students to access engaging career development learning experiences wherever they are in the world.</p> <p>A Project Officer was recruited and commenced to collate previously collected data and focus groups were convened at both Mt Helen and Gippsland campuses. The appointee had experience developing, delivering and evaluating online learning, and has received training on Moodle from CLIPP staff.</p> <p>Information was collated which had been previously collected by the Careers Team, focus groups were held at Mount Helen and Gippsland, and an online questionnaire launched. In total we received feedback from over 150 students across a number of minority groups which provided some interesting trends in knowledge gaps.</p> <p>Qualitative research in the form of a survey was undertaken to determine the topics covered by the modules developed and findings proved extremely interesting. Initially, students were surveyed across all campuses and from various minority cohorts.</p> <p>Six online subjects have been developed within Moodle and students have been engaged with the content and is substantiated by the positive feedback being received.</p> <p>2. For which groups?</p> <p>Targeted cohorts included disabled, Gay and Lesbian, Bisexual, Transgender, Intersex and Queer (GLBTIQ) rural, International, Indigenous, low income, mature aged, residential and parents.</p> <p>3. Why?</p> <p>The purpose of the survey was to find out individuals' needs in transitioning from University to the workforce. This information would then allow for the creation of Moodle resources to fill the gap in knowledge as identified by each cohort.</p> <p>The resulting resources have been made available online for all FedUni students, be they on campus or online, and falls within the BOLD learning and teaching plan.</p>	<p>Key achievements</p> <p>In total feedback was received from over 150 students across a number of minority groups which provided a number of interesting trends in knowledge gaps.</p> <p>Prioritising the subjects which were most prevalent across the results, 6 sessions were developed within Moodle and launched to students in October 2015.</p> <p>The outcomes from the survey has also been utilised in a review of the Careers Service. A comprehensive list of subjects has been developed which will be implemented in stages over the coming year to link in with in-class, lecture and co-curricular activities.</p> <p>The resulting resources have been made available online for all FedUni students, be they on campus or online. This achievement further supports the Key strategic objectives of Federation University Australia's BOLD Learning and Teaching plan.</p> <p>Based on the initial survey findings (quantitative) students expressed concern (confident = somewhat or no) with their skills in:</p> <ul style="list-style-type: none"> <li>• Networking, both online and face to face (75% and 53% respectively)</li> <li>• Finding employment in rural and regional areas, (60%)</li> <li>• Rights and responsibilities of employees and employers and; (50%)</li> <li>• Disclosing a disability to an employer (68%)</li> </ul> <p>Many students also expressed the need for more degree-based work placements and experiences, with the support of the careers team, to facilitate transition to the workforce.</p> <p>This feedback was carefully considered but deemed out of scope for this particular project.</p>

	<p>Being accessible at any time of the day allows students to undertake transition to professional employment learning when it is convenient to them, and allowing them to work this around their study and other commitments.</p> <p>4. Where?</p> <p>Ballarat and Gippsland campuses</p>	<p>This has been put on the agenda for the Careers department planning and involvement with the FedUni Work Integrated Learning reference group facilitated by the Project Coordinator.</p> <p>(n= 156 (52 from Gippsland,104 from Mount Helen, 0 from Horsham, 0 online))</p> <p>The only notable difference in the responses received from students at the Gippsland campus was a slightly higher concern about the possibility of relocation for professional work, or commuting times and distances for work (7.5%).</p> <p>Based on these outcomes the topics developed include:</p> <ul style="list-style-type: none"> <li>• Using LinkedIn. (Supported by a LinkedIn group facilitated by the careers team where students can get feedback on their LinkedIn profile and practice participating in discussions etc.)</li> <li>• Networking for Introverts. Rights and responsibilities. Disclosing a Disability.</li> <li>• Personal Branding.</li> </ul> <p>To date six Gippsland based students have enrolled in the module and qualitative feedback on the resources is positive. The Project Administrators have made a small number of minor changes to the materials based on received comments.</p> <p>To date thirteen Ballarat based students have enrolled in the module and qualitative feedback on the resources is positive and we have made a few initial changes to the materials based on some comments .</p> <p>Ten students have joined the Careers LinkedIn group for feedback on their profiles as a result of them completing the LinkedIn subject. One student has since commented on social media that she has made some valuable connections via LinkedIn as a result of our session.</p>
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Title	Description and objectives	Progress achieved
<p>Activity 7</p> <p>Title: Professional Accreditation Bursaries</p> <p><input checked="" type="checkbox"/> Transition Programs</p>	<p>1. What was done?</p> <p>This program promoted Professional Association Memberships, increasing student's opportunity, awareness, decision making and planning skills. Students were required to identify a most suitable professional association and articulate how membership of the body would assist them with their career plans.</p> <p>This grant was promoted through a number of channels including social media, academic staff and student clubs and societies on the Gippsland Campus.</p> <p>Students interested in applying were required to log on to obtain a KickStart score, and complete a simple application form identifying which Professional Association they would like to become a member of, and an explanation of how the membership aligns with their career goals.</p> <p>2. Why?</p> <p>The rationale behind this proposal sits within the SODI career development model (Law and Watts, 1977) which highlights four stages in career development covering self-awareness opportunity awareness, decision-making and planning, and implementing plans.</p> <p>The facilitation of membership through financial contributions from the University enabled students to join these bodies, which in turn has broadened students' knowledge of the professional world they are embarking upon. Additionally, it has allowed students to access information and opportunities which they otherwise may have not obtained.</p> <p>3. For which groups?</p> <p>Students were required to have 10 kick start points or more as a part of the application process which identified them as having a low to medium level of disadvantage.</p> <p>4. Where?</p> <p>All campuses</p>	<p>Key achievements</p> <p>All information collected is qualitative outside of the member figures above. In a survey, students identified the following benefits from becoming a member of a professional association:</p> <ul style="list-style-type: none"> <li>• Access to more publications.</li> <li>• Join special interest groups.</li> <li>• Cannot be employed in this field without membership and registration</li> <li>• Access to learning opportunities.</li> <li>• Networking with professionals in my area of study.</li> <li>• Leads to a discount on membership on graduation.</li> <li>• Explore different interest areas to help me decide "what is next"</li> <li>• Connects with location and international professionals.</li> </ul> <p>At the Gippsland campus :</p> <p>One student has re-newed membership of the APS which they stopped as they were not able to afford to continue to pay the fees.</p> <ul style="list-style-type: none"> <li>• Three new member of the APS.</li> <li>• Two new members of AHPRA</li> </ul> <p>In addition to this we have purchased 15 Memberships of the Australian Institute of Management and 2 memberships of the Golden Key International Honours Society to be allocated to students in early 2016.</p>

Title	Description and objectives	Progress achieved
<p>Activity 8</p> <p>Title: Australasian Video Online</p> <p><input checked="" type="checkbox"/> Academic Preparation</p>	<p>1. What was done?</p> <p>The project is to purchase Australasian Video Online Database, an online streaming database of Australian and NZ documentary and education videos covering the subjects of environmental studies, business and economics, health, humanities, hospitality and other subjects.</p> <p>This is a one-off purchase price which provides for ongoing content into the future.</p> <p>This is a strategic, one-off purchase outside of our normal funding allocation which has reached the threshold for large e-resource licence purchases. It is also in keeping with the library's drive to make a greater proportion of its collections available in electronic format rather than in hard copy, in this case DVDs, to ensure wider access options for our students.</p> <p>2. For which groups?</p> <p>For this project we will be focussing on providing resources for low SES students in the Humanities and Business Schools.</p> <p>3. Why?</p> <p>Searchable, streaming video content is becoming a popular and effective teaching resource, with the Library increasing its holdings in this area in the last few years. The video format is familiar and reassuring to students, and the Australian content in Australasian Video Online is of high quality, coming from such places as the National Film and Sound Archive, SBS productions and so on.</p> <p>The objectives of this project are:</p> <p>To provide wider, more accessible resources, commonly available in hard copy (DVDs), via an electronic streaming service.</p> <p>To reduce costs associated in obtaining or accessing materials from our campus libraries for low SES students</p> <p>Electronic streaming of DVD titles will obviate the need for students to physically come to our libraries to borrow hard copy DVD titles, reducing time/travel costs. For off campus students there will be no associated postal costs when they return items to our libraries.</p>	<p>Key achievements</p> <p>The database has been purchased and the bibliographic records for each individual video have been loaded into our Library online catalogue to make the video streams accessible.</p> <p>The outcomes of the project can be measured by usage statistics of the database.</p> <p>The Database has garnered over 150 views in the first 2 months of availability statistics on inclusion of clips from the database into teaching content within the Moodle shell.</p> <p>Statistics to be garnered 2016 increased satisfaction with Library service (via surveys and feedback).</p> <p>This project has enabled the Library to fast-track changes in delivery of video learning material to a format that enables 24/7 access to the workspace of students and staff, enabling them to access the material at times that suit them rather than having to get to a physical building during opening hours, to perhaps find the material is on loan to someone else.</p>

	<p>Unlike hard copy, many students can access the same material at the same time. Students are often required to view a DVD in a short period of time in preparation for a class, with some students needing to pay for hire of the DVD at a retail store because of this peak demand problem. Academics will also be able to make relevant content clips available via Moodle.</p> <p>By reducing costs to students where possible and providing resources in formats that have a better fit with work and study, many students from low SES backgrounds often need to work to subsidise their study, the library aims to make it easier for these students to fully participate in their learning and continue their studies with us.</p> <p>4. Where?</p> <p>Gippsland</p>	
Title	Description and objectives	Progress achieved
<p>Activity 10</p> <p>Title: Library Print to Electronic</p> <p><input checked="" type="checkbox"/> Inclusive Entry Processes</p> <p><input checked="" type="checkbox"/> Academic Preparation</p>	<p>1. What was done?</p> <p>Target collections within the subject areas of Education and Nursing have been extracted from the Library Catalogue, and were compared to available ebooks. Matches were made, and 201 ebooks were purchased from Library vendors.</p> <p>The outcomes of this project are evaluated by comparing the usage of the ebooks vs. physical print usage, and the reduction of inter-campus loans once converted to ebook format.</p> <p>2. For which groups?</p> <p>This program targeted student populations studying Education and Nursing, where figures from the 2011-2012 Social Inclusion participation data demonstrate that we have high numbers of students from low SES backgrounds making up a large percentage of the total student group. (Social Inclusion Committee, 2011-2012 Participation Data, May 13 2013)</p> <p>3. Why?</p> <p>The objectives of this project were to:</p> <ul style="list-style-type: none"> <li>• To provide wider access to commonly used print materials through making them available via an electronic format.</li> <li>• To reduce costs for low SES students in accessing resources</li> </ul>	<p>Key achievements</p> <p>The 201 ebooks have been entered into the Library catalogue and are available for reading online and download where applicable.</p> <p>Several of the higher demand titles have already been used by more people than the circulation of physical titles would allow - e.g. Potter and Perry's fundamentals of nursing, Transitions in Nursing : Preparing for Professional Practice, Educational Psychology : Concepts, Research and Challenges.</p>

- Electronic format is more widely available and obviates the need for students to physically come to a campus library to pick up resources, reducing travel costs/time
- Students will not have to wait for holds to come from other campus libraries.

For off campus students studying with us, electronic access means there are no associated costs with returning physical items back to the libraries once they have finished using them.

All of these benefits aim to reduce costs for the lower SES students as well as providing a form of access that fits in with study/work choices that often see these students working part time or full time to subsidise costs.

Reducing any possible cost and supporting work/study choices are all aimed to make it easier for students from low SES backgrounds to participate and continue their studies with us.

Another advantage of this project is that for a one-off expenditure in 2015, the Library and the University will gain on-going value by permanently holding these texts.

4. Where?

All campuses

Title	Description and objectives	Progress achieved
<p>Activity 11</p> <p>Title: Gippsland Access and Participation</p> <p><input checked="" type="checkbox"/> Other</p>	<p>1. What was done?</p> <p>Federation University Australia's Gippsland Access and Participation (GAP) Project was established and continues to operate with the objective of responding to the decline in Gippsland's secondary student take up of STEM related subjects.</p> <p>Working with STEM teachers and students to strengthen knowledge and expand awareness of STEM career opportunities focused activities are developed and reviewed around the VCAL and VCE science and curriculums. Some engagement activities are also offered.</p> <p>This has extended our activities to include the hosting of conferences, professional development days, guest speakers and curriculum discussions for teachers. This recognition engenders a positive and professional response to the University.</p> <p>A fractional project manager worked with the Project Leader to achieve GAP objectives. School of Applied and Biomedical Sciences (SABS) staff 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>Where possible, second and third year undergraduate STEM students participated in our student activities; undergraduate students are excellent role-models who are willing to share their own experience in making the transition from school to university.</p> <p>The majority of activities take place in the SABS laboratories. This provides participants with the opportunity to use laboratory equipment not available in schools and experience science in University laboratories.</p> <p>Non-laboratory activities take place in various teaching, meeting and other on campus audience spaces.</p> <p>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.</p>	<p>Key Achievements</p> <p>Throughout 2015 GAP continued to focus on addressing the decline in Gippsland student numbers studying maths and science.</p> <p>As outlined, this project is now recognised for more than its ability to deliver STEM teaching and learning inreach and outreach activities.</p> <p>The capacity to extend our position in this sector is a direct result of our engagement and collaboration with other professionals in this area.</p> <p>Strong networks with external stakeholders in the STEM education sector has resulted in the recognition of the Gippsland campus as being supportive of both students and teachers.</p> <p>Numbers in our activities remain strong, and positive and encouraging teacher feedback and input continues.</p> <p>Collaboration with the University's marketing and communication departments ensures their awareness of stories of achievements, major events and promotional opportunities.</p> <p>UNEXPECTED OPPORTUNITIES:</p> <p>During 2015 GAP team members continued to identify additional and unexpected opportunities for STEM teachers and students. We were able to provide financial support for small groups of students to join their metropolitan counterparts for special events. Guest speakers were invited (some accepted) and collaboration with other campus outreach initiatives continued.</p>

	<p>2. For which groups?</p> <p>GAP targets students in Gippsland schools, where there are a high proportion of low SES students. Responding to recent research our interventions have, where budget capacity allows, moved into primary schools, through our own activities or by supporting other campus initiatives.</p> <p>3. Why?</p> <ul style="list-style-type: none"> <li>• Build the confidence, capacity and knowledge base of classroom teachers.</li> <li>• Increase student interest and improve their academic outcomes in maths and sciences, contributing to improve the number of Gippsland students undertaking these subjects to Yr 12.</li> <li>• Inspire students to study STEM related courses at university.</li> </ul> <p>4. Where? Gippsland</p>	
Title	Description and objectives	Progress achieved
<p>Activity 12 Part a</p> <p>Title: Student Futures Program Gippsland</p> <p><input checked="" type="checkbox"/> Transition programs</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input checked="" type="checkbox"/> Mentoring, student progress</p> <p><input checked="" type="checkbox"/> Academic preparation</p>	<p>1. What was done?</p> <p>PASS Semester 1: 7 courses offered with 177 individual students</p> <p>PASS Semester 2: 10 courses offered, 130 individual students</p> <p>FedReady Semester 1: 137 registered</p> <p>FedReady Semester 2: 42 registered</p> <p>Mentoring: 26 Mentors employed with average of 30 students per group.</p> <p>ASK: Was open from 10am to 2pm Monday to Thursday on Mt Helen campus, and available by phone, email, and Facebook. Staff also maintain a blog.</p> <p>2. For which groups?</p> <p>The FedUni student cohort has a high proportion of lowSES students. Services were made available as follows:</p> <p>PASS – First and second year FedUni students</p> <p>FedReady – Primarily commencing FedUni students, with continuing students a secondary target audience</p> <p>Mentoring – All commencing FedUni students</p> <p>ASK Program – First and second year FedUni students</p>	<p>Key achievements</p> <p><b>PASS</b></p> <p>Semester 1:</p> <ul style="list-style-type: none"> <li>• 177 students attended (administrative data)</li> <li>• 764 total attendances (administrative data)</li> <li>• 50.28% of students enrolled in courses supported by PASS attended on at least one occasion.</li> <li>• In all courses where PASS was offered, students who attended five or more PASS had a higher average final score than the class average (administrative data)</li> <li>• Attendance at PASS resulted in decreased fail and decreased withdrawal rates (survey)</li> </ul> <p>Semester 2:</p> <ul style="list-style-type: none"> <li>• 130 students attended (administrative data)</li> <li>• 526 total attendances (administrative data)</li> <li>• 39.71% of students enrolled in courses supported by PASS attended on at least one occasion.</li> <li>• In all courses where PASS was offered, students who attended five or more PASS had a higher average final score than the class average (administrative data)</li> </ul>

	<p>3. Why?</p> <p><b>PASS:</b> Survey research and GPA analysis indicates PASS successful in contributing to retention and increasing for both semesters.</p> <p>Mentor: Student receiving peer support, raising awareness of services, positive reports from Mentors and commencing students (survey)</p> <p><b>FedReady:</b> Positive impact on student confidence and improvement in skills, increase preparedness for study, create peer connections.</p> <p><b>ASK:</b> Continue to build awareness of the ASK service. Provide a first point of contact to refer students to other services where required. In semester 2 staffing was increased to include two Student academic leaders during each shift to meet increased demand on the service.</p> <p>4. Where?</p> <p>Gippsland/ Churchill Campus</p>	<ul style="list-style-type: none"> <li>Attendance at PASS resulted in decreased fail and decreased withdrawal rates (survey)</li> </ul> <p><b>Mentoring</b></p> <ul style="list-style-type: none"> <li>26 Mentors were engaged throughout the year (administrative data)</li> <li>At least 65% of commencing students engaged with their mentor on at least one occasion (administrative data).</li> <li>Mentors also reported on which students did not engage with the program, and this data was used in an outbound call project coordinated through the retention taskforce.</li> </ul> <p><b>FedReady</b></p> <p>Semester 1:</p> <ul style="list-style-type: none"> <li>Skills confidence – Students reported that their confidence across all academic skill areas covered increased after attending FedReady (survey research)</li> <li>92% of participants would recommend FedReady to other commencing students (survey).</li> </ul> <p>Semester 2:</p> <ul style="list-style-type: none"> <li>Skills confidence – Students reported that their confidence across all academic skill areas covered increased after attending FedReady (survey research)</li> <li>100% of respondents to a feedback survey agreed that FedReady had taught them important skills, and would recommend the program to commencing students (survey).</li> </ul> <p><b>ASK</b></p> <p>Semester 1</p> <ul style="list-style-type: none"> <li>82 students accessed the ASK desk</li> <li>80% of enquiries were made face-to-face at the ASK desk, 11% made via email, 3% were gathered by the roaming Student Academic Leaders, 2% via phone and 2% via Facebook.</li> </ul>
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		<p>Semester 2:</p> <ul style="list-style-type: none"> <li>• 159 students accessed the ASK desk</li> <li>• 63% of enquiries were made face-to-face at the ASK desk, 12% made via email, 20% were gathered by the roaming Student Academic Leaders, 3% via phone and 2% via Facebook.</li> </ul> <p>In 80% of enquiries the query was answered with the remaining 20% referred to a variety of services around the university including:</p> <ul style="list-style-type: none"> <li>• 9% Other Services</li> <li>• 4% Lecturer/Academic Staff</li> <li>• 3% Faculty administration</li> <li>• 2% Website</li> <li>• 2% Learning Skills Advisor</li> <li>• 1% YourTutor</li> </ul>
Title	Description and objectives	Progress achieved
<p>Activity 12 Part b</p> <p>Title: Student Futures Program Ballarat and Wimmera</p> <p><input checked="" type="checkbox"/> Transition programs</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input checked="" type="checkbox"/> Mentoring, student progress</p> <p><input checked="" type="checkbox"/> Academic preparation</p>	<p>1. What was done?</p> <p>Peer Assisted Student Study ( PASS) – Offered to first and second year FedUni students</p> <p>FedReady – Primarily commencing FedUni students, with continuing students a secondary target audience</p> <p>Mentoring – All commencing FedUni students</p> <p>ASK Program – First and second year FedUni students</p> <p>PASS Semester 1: 15 courses offered with 435 individual students</p> <p>PASS Semester 2: 13 courses offered, 240 individual students</p> <p>FedReady Semester 1: 201 registered</p> <p>FedReady Semester 2: 112 registered</p> <p>Mentoring: 88 Mentors, employed with average of 17 students per group.</p> <p>ASK: Was open from 10am to 2pm Monday to Thursday on Mt Helen campus, and available by phone, email, and Facebook. Staff also maintain a blog.</p>	<p>Key Achievements</p> <p><b>PASS</b></p> <ul style="list-style-type: none"> <li>• 435 students attended (administrative data)</li> <li>• 1592 total attendances (administrative data)</li> <li>• In all courses where PASS was offered, students who attended five or more PASS had a higher average final score than the class average (administrative data)</li> <li>• 64% of students reported that attending PASS allowed them to develop a feeling of belonging and connectedness with their peers (survey) while 85% stated that attending PASS allowed them to increase their knowledge of course specific content (survey)</li> <li>• Attendance at PASS resulted in decreased fail and decreased withdrawal rates (survey)</li> </ul> <p>Semester 2:</p> <ul style="list-style-type: none"> <li>• 240 students attended (administrative data)</li> <li>• 1291 total attendances (administrative data)</li> <li>• In all courses where PASS was offered, students who attended five or more PASS had a higher average final score than the class average (administrative data)</li> <li>• Attendance at PASS resulted in decreased fail and decreased withdrawal rates (survey)</li> </ul>



	<p>PASS: Improved GPA, positive impact on retention, good qualitative feedback.</p> <p>Mentor: Student receiving peer support, raising awareness of services, positive reports from Mentors and commencing students (survey)</p> <p>FedReady: Positive impact on student confidence and improvement in skills, increase preparedness for study, create peer connections.</p> <p>ASK: Continue to build awareness of the ASK service. Provide a first point of contact to refer students to other services where required. In semester 2 staffing was increased to include two Student academic leaders during each shift to meet increased demand on the service.</p> <p>2. For which groups?</p> <p>The FedUni student cohort has a high proportion of lowSES students. Services were made available as follows:</p> <p>First and second year students</p> <p>3. Why?</p> <p>PASS: Survey research and GPA analysis indicates PASS successful in contributing to retention and increasing for both semesters</p> <p>Mentor: Provide peer support to students, raising awareness of services and creating connections to the campus.</p> <p>FedReady: Support students' transition into university by providing training on academic and study skills, as well as providing information about study support and creating connections with peers.</p> <p>ASK: To provide a first point of contact for students at the Churchill campus who needed assistance and support. Providing this service has expedited access to important services for low SES students, through peer support. We believe providing a conduit to academic and study skills support, as well as counselling services, has had a positive impact on retention and success.</p> <p>4. Where?</p> <p>Ballarat and Wimmera campuses</p>	<p><b>Mentoring</b></p> <ul style="list-style-type: none"> <li>• 88 Mentors were engaged throughout the year</li> <li>• 70% of commencing students engaged with their mentor on at least one occasion</li> </ul> <p>Mentors also reported on which students did not engage with the program, and this data was used in an outbound call project coordinated through the retention taskforce.</p> <p><b>FedReady</b></p> <p>Semester 1:</p> <ul style="list-style-type: none"> <li>• Skills confidence – Students reported that their confidence across all academic skill areas covered increased after attending FedReady (survey research)</li> <li>• 100% of participants would recommend FedReady to other commencing students (survey).</li> </ul> <p>Semester 2:</p> <ul style="list-style-type: none"> <li>• Skills confidence – Students reported that their confidence across all academic skill areas covered increased after attending FedReady (survey research)</li> <li>• 100% of respondents to a feedback survey agreed that FedReady had taught them important skills, and would recommend the program to commencing students (survey).</li> </ul> <p><b>ASK</b></p> <p>Semester1 :</p> <ul style="list-style-type: none"> <li>• 463 students accessed the ASK desk</li> <li>• 80% of enquiries were made face-to-face at the ASK desk, 11% made via email, 3% were gathered by the roaming Student Academic Leaders, 2% via phone and 2% via Facebook.</li> </ul> <p>Semester 2:</p> <ul style="list-style-type: none"> <li>• 462 students accessed the ASK desk</li> <li>• 63% of enquiries were made face-to-face at the ASK desk, 12% made via email, 20% were gathered by the roaming Student Academic Leaders, 3% via phone and 2% via Facebook.</li> </ul>
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Title	Description and objectives	Progress achieved
<p>Activity 13</p> <p>Title: AIME</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p>	<p>1. What was done?</p> <p>The AIME Institute program was delivered out of the Mt Helen and Gippsland campuses of Federation University Australia. This typically involved splitting up the students depending on their year level, and having a strong young Indigenous role model facilitating age appropriate sessions. Federation University Australia student mentors (Indigenous and Non-Indigenous) were present to support mentees.</p> <p>The sessions included presentations from Drama, to Drugs and Alcohol education in a culturally appropriate manner and were a way to build the confidence of our mentees ensuring they have an understanding that "To be Indigenous is to be successful". The Tutor Squads involved AIME mentors travelling out to local schools to support students with homework tasks and to provide general academic support.</p> <p>2. For which groups?</p> <p>Aboriginal and Torres Strait Islander high school students, many of whom are also low SES students.</p> <p>3. Why?</p> <p>The objective of this program was to support Aboriginal and Torres Strait Islander high school students in completing their high school education and transitioning into full time work TAFE or tertiary study.</p> <p>4. Where?</p> <p>Gippsland and Ballarat</p>	<p>Key Achievements</p> <p>The outcomes have been very positive, particularly in Ballarat. As aforementioned, Ballarat had the strongest progression rates for AIME in Australia and we also had six students from Ballarat participate in a national talent competition called AIME's Got Game, which saw them flown to Sydney to be mentored by entertainment industry experts.</p> <p>In Gippsland, we witnessed the program increase from having eight total participants on the first day in 2014 , to eight year 12s coming along to our first day in 2015, and over 20 students from different schools in the area.</p> <p>Mentors:</p> <p>Ballarat participated : 35; Ballarat engaged : 30 Gippsland participated: 14; Gippsland engaged: 9</p> <p>Mentees:</p> <p>Ballarat participated: 76; Ballarat engaged: 68 Gippsland participated: 61; Gippsland engaged : 49</p> <p>*Please note, full audited results will be available in the AIME Annual Report in April 2016 at: <a href="http://www.aimementoring.com">www.aimementoring.com</a></p>

Title	Description and objectives	Progress achieved
<p>Activity 14</p> <p>Title: Discovery Club</p> <p><input checked="" type="checkbox"/> Inclusive Entry</p>	<p>1. What was done?</p> <p>Two fourth year Bachelor of Primary Education students were employed to manage the Discovery Club Days attended by local schools. 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>Altogether 10 successful full day programs were ran for ten local primary schools. As evaluation of this project has ethics approval, both surveys and interviews were conducted with teachers from the participating schools.</p> <p>Altogether 30 surveys were completed by teachers attending with students and five interviews were conducted with teachers from within that group of 30 teachers completing surveys. Also the student coordinator and an academic who was involved were interviewed. Schools also provided de-identified feedback from their students about their experience.</p> <p>The evidence collected from schools who participated has been overwhelmingly positive. Teachers were asked to provide feedback about their perceptions of the value of the visit in raising awareness of their students about university options.</p> <p>In each instance the feedback was highly positive, but also included recommendations for future improvement.</p> <p>Students were asked at the end of the day for their opinions about the range of activities and also their understanding of how university and particularly FedUni might factor in their future.</p> <p>When students participated in the mock graduation ceremony, they were asked about future career ideas and many demonstrated quite informed responses about the options that were available after having been introduced to each of the four faculties. Their 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>Key achievements</p> <p>We held 10 very successful days for 10 local primary schools - Commercial Rd PS, Morwell; Liddiard Rd PS Traralgon; Traralgon Sth PS; Heyfield PS; Churchill PS; Maffra PS; Albert St PS Moe; Elizabeth St PS Moe; St Michaels PS Traralgon; St Vincent de Paul PS Morwell – with approximately 50 students attending on each day, so approx. 500 local primary school students attended the campus for a full day.</p> <ul style="list-style-type: none"> <li>• A FedUni showbag with a range of FedUni products was developed in consultation with marketing and provided to each student who participated.</li> <li>• The new logo which was previously created in consultation with the legal department and marketing was used in the creation of new Certificates of Participation.</li> <li>• Similarly revised Certificates of Appreciation were created for the university students who assisted with school visits.</li> <li>• A full set of mini graduation gowns and mortar boards for the mock graduation ceremonies was purchased to enable all students to fully experience the graduation ceremony, which concludes each school visit. Previous feedback suggested that there was a lot of disappointment associated with only 6 selected students being able to get dressed up in graduation gowns, so more were purchased to enable all students to fully participate in the ceremony.</li> <li>• Each of the four Gippsland Faculties organised a program of tours/activities for primary school students during their visits to FedUni.</li> </ul>

2. For which groups?

This project targeted low SES primary school student populations across Gippsland. Each of the ten local primary schools who attended Discovery Club Days at the Gippsland campus in 2015, have high proportions of low SES student groups.

3. Why?

The objectives of the program were to create relationships with local primary schools and to provide an opportunity for primary school students in the Gippsland region to have a first-hand experience of university life. Gippsland has low levels of involvement with tertiary education, despite having a university campus in the region.

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.

The program also aimed to increase awareness among primary school students and schools that there is a local university campus in their backyard and that it should be one of the main options that students consider for their future career pathways.

4. Where?

Ballarat and Gippsland

Research was conducted in the form of surveys and interviews with schools who were involved (as per the Ethics approval)

Currently, a formal report is being developed utilising all the data collected from participants and will be published in a reputable journal. This will showcase FedUni's innovative approach to engagement with the local community at the primary school level. Very few universities target students at the Grade 516 level, yet the data collected from participants overwhelmingly supports this innovation.

It is difficult to assess the impact of the program on factors such as participation, retention and success as the students involved are local primary school students. However, the fact that ethics approval has been granted for a longitudinal study of the program may result in data that could be used to measure such factors in the future.

Title	Description and objectives	Progress achieved
<p>Activity 15</p> <p>Title: Clemente Program</p> <p><input checked="" type="checkbox"/> Transition programs</p> <p><input checked="" type="checkbox"/> Inclusive Entry</p>	<p>1. What was done?</p> <ul style="list-style-type: none"> <li>• Two successive project officers were employed.</li> <li>• Classes and Learning Partner sessions in BAFND1001 : Introduction to Social Inquiry, and Globalisation and Inequality occurred predominantly at Traralgon Neighbourhood House and Morwell Neighbourhood House.</li> <li>• Participation and learning were enhanced by regular and reliable provision of light meals and transport .</li> <li>• Ongoing resourcing of the Steering Committee meetings. Meetings held each month were actively attended by members from partners: Anglicare Berry Street, Gippsland Centre Against Sexual Assault, Quantum Support Services and Catholic Care, Ramahyuck, and The Smith Family.</li> <li>• Ongoing resourcing of Working Groups, including the Project Management Team, Curriculum Working Group and Action Research Working Group.</li> <li>• Achievements include a detailed timeline for roll-out of two identified courses for 2016.</li> <li>• Successful media launch of the program on June 1, 2015 with 40 in attendance at the Morwell Neighbourhood House. There was positive media coverage from WIN News, PRIME and the Latrobe Valley Express.</li> <li>• Finalisation of detailed pathways from Clemente to FedUni with approval of the Diploma of Arts Program by Academic Board in July.</li> <li>• Completion of corporate and philanthropic package in November.</li> <li>• Dissemination commenced in December and is ongoing. Some sources of community philanthropy have been obtained.</li> <li>• Ongoing formative evaluation of the program through the action research project. HREC ethics approval was advised on June 26. The empirical component began in September with the first focus group discussion with students.</li> <li>• Commencement of student and Learning Partner recruitment for 2016.</li> <li>• A draft MOU and Terms of Reference are in the hands of a working party which has the goal of finalising detail by March.</li> </ul> <p>2. For which groups?</p> <p>Low SES Student cohort as per below.</p>	<p>Key achievements</p> <p>Thirteen students have begun two Bachelor of Arts courses; they have not had an opportunity to experience Higher Education previously, or have entered programs, discontinued and not had further opportunities.</p> <p>Commencing in a community-based program with supported learning, eight students completed courses. Their reported experience is captured in a focus group discussion completed as part of the action research project.</p> <p>Across the course of 2015, 13 students enrolled in Clemente. 8 students were still enrolled at the end of semester and completed assessment in the courses. 7 achieved passes in the courses of which 3 were high distinctions. 4 are continuing in 2016</p> <p>One student will take courses on campus also) along with 1 returning student from semester one 2015.</p> <p>Five Learning Partners were recruited to the program and participated over the course of 2015. Two partners are continuing in 2016 (Student and Learning Partner data).</p> <p>All participants at the end of 2015 reported a renewed ambition to complete the supported learning experience of Clemente and continue higher education at the Churchill campus (focus group discussion - action research project).</p> <p>Three students commented:  <i>" It's definitely a path that I want to follow ...had it not been for (Clemente) I wouldn't be here and feel part of the group. Even though I'm not here every week, I still feel a sense of belonging."</i></p>

3. Why?

The program targets students who are experiencing acute and multiple- disadvantage including: Aboriginal people, refugees, disengaged youth, single parents and people living with disabilities. As Clemente students often face difficult barriers and the hardest challenges to participation in higher education, the program caters for the target group to participate by providing welfare services, a small-class learning environment and supplementary Learning Partners study sessions. The 2015 profile had higher concentrations of young single parents and Koorie students referred by the Ramahyuck Aboriginal Cooperative. One partner, Catholic Care, plans also to refer refugee students to the 2016 cohort.

The core objective of the project is to consolidate Gippsland Clemente as a lasting program that provides pathways for acutely disadvantaged in Gippsland . specific objectives include:

- Engage a (0.4) Program Coordinator
- Deliver courses from the BA according to the detailed timeline for roll-out identified in the 2014 project.
- Support attendance and enhance learning experience of students by facilitating the provision of food and transport options for students through the partner agencies.
- Finalise Memorandum of Understanding and Terms of Reference between all partners.
- Finalise detailed pathways from Clemente to FedUni programs.
- Continue work with partners to identify and tap sources of corporate sponsorship and philanthropic support.
- Ongoing formative evaluation of the program through an action-research project.
- Submit essay disseminating character and progress of the program to a suitable refereed journal.
- Increase ownership of the program by partners through increased support and management role of Steering Committee.
- Organise media launch of the program in Gippsland.

4. Where?

Gippsland

*"If it weren't for the program then I probably would have gone on to try and find a different pathway into the university and honestly would have failed."*

*"Having seen the difference between this Clemente program and the original experience I had at university, it's very, very different. The support and the guidance you get through this program, that wasn't there when I was at University."*

Title	Description and objectives	Progress achieved
<p>Activity 16</p> <p>Title: Pathway to Success Pilot Project</p> <p><input checked="" type="checkbox"/> Transition programs</p> <p><input checked="" type="checkbox"/> Academic Preparation</p>	<p>1. What was done?</p> <p>Two components to the project held at the Mount Helen Campus:</p> <ul style="list-style-type: none"> <li>• One-to-one intensive support to students by the Project Coordinator</li> <li>• Students attended regular meetings with Project Officer, some weekly, some fortnightly and others at more irregular intervals. Students raised any challenges experienced in the preceding period and how these were impacting on their academic progress. Assistance provided in developing strategies to overcome these challenges.</li> <li>• 200 support meetings have been conducted including:</li> <li>• 178 face-to-face meetings</li> <li>• 22 telephone meetings</li> <li>• 513 emails to student participants.</li> </ul> <p>Assistance was provided to students by Project Coordinator, in a timely manner, based on the specific needs presented by individual students and including ;</p> <ul style="list-style-type: none"> <li>• developing skills in organising time and study commitments , researching topics, note-taking, essay planning and writing, required layout and formatting, proof reading using WORD Speak or Mac Speech</li> <li>• accessing a range of university support services - ASK, LSAs, YourTutor and Check Mate, KickStart Grants, counselling, Student Advisory Service.</li> </ul> <p>2. For which groups?</p> <p>There were 27 student volunteers (22 females / 5 males) in the project:</p> <p>1st Year 1 20  1st / 2nd Year (commenced July 2014) 4  2nd Year 2  3rd Year 1</p> <p>Low socio-economic status was determined by either the Socio- Economic Indexes for Areas (SEIFA) of the participating students' residential addresses or the SEIFA of the location of their secondary school and the school's Index of Community Socio-Economic Advantage (ICSEA). The residential addresses of the majority of these students (19 of 27) were located in the SEIFA 0-25 percentile (note if currently living on campus or other university residences, home address SEIFAs were used).The average SEIFA of all participating students was the 17th percentile.</p>	<p>Key Achievements</p> <ul style="list-style-type: none"> <li>• 27 students received intensive one-to-one weekly support from a project coordinator (a total of 200 support meeting (178 face- to-face, 22 telephone; 513 emails to student participants. Support included developing skills in organising time and study commitments, researching topics, note-taking, essay planning and writing, required layout and formatting, proof reading using WORD Speak or Mac Speech and accessing a range of university support services (such as ASK, LSAs, YourTutor and Check Mate, KickStart Grants, counselling , Student Advisory Service).</li> <li>• The Faculty of Education and Arts Senior Leadership team has endorsed Faculty-wide changes as recommended by a Working Party of the FEA Learning &amp; Teaching Committee.</li> </ul> <p>This Working Party was guided by recommendations made by student project participants during the three Participatory Action Research (PAR) cycles. Strategies involve four areas: Administration ; (2) Tutor support and development;(3) Targeted support for students in "high risk" programs; (4) Orientation.</p> <p>At writing of report, 20 of the 27 students who participated in the project have enrolled to continue their B/Ed studies in 2016. One student has applied to enrol in a TAFE Diploma Course; three have been invited to counselling sessions due to unsatisfactory progress; three are facing Suspension as their performance has been deemed unsatisfactory despite attempts to improve academic performance. The students who have been invited to counselling sessions will be offered appropriate support, and those who have received suspension notices will have the opportunity to appeal.</p>

	<p>The 27 participants ranged in age from under 20 to 40+:</p> <table border="0"> <tr><td>&lt; 20 years</td><td>9</td></tr> <tr><td>20- 24 years</td><td>6</td></tr> <tr><td>25 - 29 years</td><td>5</td></tr> <tr><td>30- 39 years</td><td>6</td></tr> <tr><td>&gt;40 years</td><td>1</td></tr> </table> <p>When compared to all university enrolments and B/Ed enrolments for 2015, a larger proportion of students participating in the PAR project, were first in family as indicated below:</p> <p>Among the participating students, there were some who had:</p> <ul style="list-style-type: none"> <li>• pre-existing and complex chronic physical and mental health issues</li> <li>• a financial burden and were in paid work for a significant number of hours per week to afford to study at university significant caring responsibilities (single mothers with young children, caring for child with special needs, partner with chronic illness) to move house during the course of the year</li> <li>• low self confidence in academic potential</li> <li>• low level literacy and numeracy skills.</li> </ul> <p>3. Why?</p> <ul style="list-style-type: none"> <li>• Support participating B/Ed students succeed in their academic studies in 2015.</li> <li>• Reduce the attrition rate of participating 151 Year B/ Ed students by 50% from the 26.1% attrition rate in 2013 to 13.05% in 2015 (for the cohort of 27 participating students this would translate into retaining 23.5 students)</li> </ul> <p>Develop recommendations through the PAR process involving students and staff, about strategies that FedUni could use to enhance students' chances of succeeding in their studies, particularly in first year.</p> <p>Project effects on participation, retention and success of low SES students to date</p> <p>Enrolments - 27 students participated in this program; 21 enrolled in Semester 1 and 6 in Semester 2.</p> <p>Engagement One to one support meetings</p> <p>21 students commenced in Semester 1- the remaining 6 students entered the program at different times during Semester 2.</p>	< 20 years	9	20- 24 years	6	25 - 29 years	5	30- 39 years	6	>40 years	1	<p>The Program Leader has advised that their participation in the program will be taken into account and they will be offered appropriate support.</p> <p>The Project Coordinator took also an active interest in other activities the students were involved in or applying to take part in, connected with university life (eg AIME program, Kokoda Trail, International Student Exchange to the USA, UK Diversity Placement in Chester, Christian Union, Res sport, other Res activity groups, University Games - Ultimate Frisbee, 2016 Student Mentor and 2016 Res Advisor positions). Where assistance was requested with an application process, this was provided. Project Coordinator also tried to encourage students not involved in any university activities other than study to consider getting involved should they have time.</p> <p>Another area of discussion in one-to-one meetings with some students was the need to be mindful of maintaining a balance between study, paid work and other life commitments. Several students became involved in voluntary work in schools following a successful placement. While this can be a very positive experience, where it was privileged over university study commitments and this was raised as an issue of concern and discussed with the student.</p> <p>Participatory Action Research coordinated by the Participatory Action Research (PAR) Coordinator.</p> <p>Literature Review documenting international evidenced-based research on retention strategies, with particular focus on low SES and Australian contexts prepared.</p> <p>PAR Framework for Student Retention Intervention developed; Ethics Approval application submitted and approval gained from the Federation University Australia Human Research Ethics Committee.</p>
< 20 years	9											
20- 24 years	6											
25 - 29 years	5											
30- 39 years	6											
>40 years	1											



	<p>Engagement rates for students in the one to one meetings with the Project Coordinator varied significantly.</p> <p>Once they joined the program, 8 students (30%) attended these meetings on a weekly basis. A further 7 students (26%) came regularly but not weekly; 6 students (22%) joined in Semester 1 and were regular in Semester 1 and were irregular in Semester 2; 3 students (11%) who joined in Semester 2 attended few meetings; 3 students (11%) had low participation from the outset.</p> <p>Students were contacted regularly by email to remind them of their meetings, and to try to reorganise meeting times if they were unable to attend the pre-arranged time for any reason. Reasons students who had an irregular pattern of attendance gave for absences were illness, surgery and rehabilitation, paid work and study commitments at particular times of the semester.</p> <p>Student responses to the qualitative evaluation re the 1:1 support meetings: Things learnt during, or as a result of, the sessions with Project Coordinator which assisted you in your studies this year:</p> <ul style="list-style-type: none"> <li>• "time management; organisation; where to find information I need about ANYTHING"</li> <li>• "how to be organised; how to get word to read out my essay; how to get assignments in on time"</li> <li>• "... the things that were most helpful. Academic reading, with a key. To make the most of my time. Essay structure and requirements. Very helpful ideas about how to improve my assignments as well as clarification as to how to understand the question being asked. Most importantly the Project coordinator helped me to learn what I am actually capable of achieving."</li> </ul> <p>Are there any ways that the sessions with Project Coordinator could have been improved:</p> <ul style="list-style-type: none"> <li>• "No. She was there to help with anything. She was also flexible with time and always worked with my schedule"</li> <li>• "No, everything was perfect"</li> <li>• "Actually these sessions with the Project Coordinator are the most important aspect of my studies this year. I feel without her help and support I would have struggled greatly and may have chosen to leave. It is not that I had issues with study did need help with community and connection.</li> <li>• The weekly contact with the project coordinator made a huge difference to me. In terms of improvement, I felt that the project Coordinator always had some helpful info and constantly pushed me to do my best. I can't think of anything to</li> </ul>	<p>Participating students recorded reflections for the PAR Coordinator to share their insights about the type of support interventions which would address the types of challenges FedUni students experience and to make recommendations for future programs aimed at enhancing student success.</p> <p>The PAR Coordinator facilitated cycle meetings with students three times during the project (May, August and October).</p> <p>Participating staff recorded reflections for the PAR Coordinator who facilitated a meeting of staff participants in July.</p> <p>Due to an unforeseen event the planned November staff meeting had to be cancelled, however staff participants were provided with the opportunity to respond to the 2nd cycle themes and overview of the project and did so.</p> <p>Project Coordinator recorded reflections on meetings held with student participants; summary provided to the PAR Coordinator and at the end of the Cycles 1 and 3, Par Coordinator met with the Project Coordinator to discuss themes extracted from the summary .</p> <p>Pilot Project Working Party assisted the Project Team in the initial stages; met to review themes arising from initial cycle meetings with students and staff and made recommendations.</p> <p>Presentation of recommendations made to Executive Dean, Faculty of Education and Arts</p> <p>Presentation of recommendations made to Head of School, School of Education and the Program Leader :</p> <p>Bachelor of Education P- 6/P-10, Faculty of Education and Arts</p>
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improve other than perhaps we could make more of an effort to get together as a group for social outings and maybe more of a get to know each other in the beginning. It would be nice to bond with the team."

Student responses to the qualitative evaluation re the group meetings and feedback on actions the university planned to take as a result of student input:

Things gained from attending the group session/s in which you participated :

- "It was great to see that I wasn't the only one experiencing certain problems. Being able to talk about concerns. Discussing positive things about our course (what has worked for us)"
- "that people experience similar experiences to me"
- "I enjoyed the company and the platform to vent my feelings. I also liked being involved in something and feeling as though I was helping. It was wonderful to see the progress throughout the year and that our thoughts were being considered"
- The Research Coordinator provided some feedback in the August and October meetings on some actions the university plans to take as a result of the reflections and input of students who participated in the B/ Ed Pathway to Success project. How did you feel about the feedback provided?
- "Good. Hopefully our ideas continue to get implemented"
- "That they went well. It's awesome that actions had been taken due to a small group of students"
- "It was great to hear that actions were in motion and that our ideas had been heard. Especially that all concerns had been addressed in some way. Not always entirely hat we had proposed but something none the less. I look forward to hearing about what happens next year."

The project aimed to reduce attrition amongst participants, with the aim of retaining 23.5 students. Because the appeal process was still underway at the time of report writing, and enrolments are still open it is not possible to measure attrition at this stage.

#### Pass rates

74% passed - note one student who passed has applied to transfer to a TAFE Diploma Course; one student who has re-enrolled for Semester 1, 2016 did not pass but did not fail as Late Withdrawals are recorded for all units studied.

#### Attitude

Student responses to participation in this project: *"It was really good I would do it again next year."* *"Essential to my overall uni experience. I am so grateful to have been allowed this opportunity."* [sic]

Note: pre- and post-participation measures of attitudes were not measured.

Presentation of recommendations made to Senior Leadership Team

Presentation of recommendations made to Faculty of Education and Arts Learning and Teaching (L&T) Committee

As a direct outcome of the above presentation, a L&T Committee Working Party was formed; terms of reference were developed resulting in four meetings of the Working Party, the recommendations of which were tabled into a report presented to the L&T Committee for consideration.

The recommendations outlined in answer to Question 4 below are to be implemented in 2016.

PAR reflections and participation in group meetings  
Student Participants (27)

Number of reflective journal s received: Cycle 1- 11;  
Cycle 2 - 7; Cycle 3 - 7.

Numbers who participated in the three group meetings:  
Cycle 1- 6; Cycle 2 - 4; Cycle 3 - 3.

Staff Participants (4)

Number of reflective journals received: Cycle 1- 4; Cycle 2 - 2.

Numbers who participated in the three group meetings:  
Cycle 1- 4; Cycle 2 - 2.

Retention rates

At writing of report, of the 27 participating students:

- 20 (74%) have re-enrolled for Semester 1, 2016. Given that enrolments are still open, it is not possible to calculate how many students are actually re- enrolling.

	<p>Ideally, future projects would build in pre- and post-attitude measurements, and other measures as relevant.</p> <p>4. Where?</p> <p>Ballarat</p>	<ul style="list-style-type: none"> <li>• 1 (4%) student has applied for an education-related FedUni TAFE Diploma Course due to academic challenges faced in B/Ed course</li> <li>• 3 (11%) students are being invited to a Counselling Session with the Program Coordinator due to unsatisfactory progress. These students will be offered support.</li> <li>• 3 (11%) students are to receive a notice of Suspension as their performance has been deemed unsatisfactory despite attempts to improve academic performance. The Appeal process has not ended.</li> </ul> <p>The Program Leader has advised that if these students appeal their suspension, their participation in the program will be taken into account and they will be offered support.</p>
Title	Description and objectives	Progress achieved
<p>Activity 17</p> <p>Title: Live&gt;Learn&gt; Lead</p> <p><input checked="" type="checkbox"/> Administering Student Scholarships</p>	<p>1. What was done?</p> <p>In 2015 FedUni Living allocated funding to 60 students on residence to support them to remain on residence and at the Institution.</p> <p><b>Communication Process</b></p> <p>Initially, during Compass weekend (orientation to residence and precursor to wider institutional orientation) FedUni Living, via the Residential Support Team will provide information regarding the bursaries to new residents. Returning residents would in turn be informed during unit meetings providing all residents with information around the support available within residence. Residents would also be informed within check in emails and within all communications in reference to billing processes</p> <p><b>Bursaries Process</b></p> <p>The LLL Residential Success Initiative takes the form of rental bursaries to support undergraduate higher education students to continue living on residence.</p>	<p>Key Achievements</p> <p>All bursary recipients will be asked to complete an online survey to ascertain what benefits and impacts the bursary has had in relation to the program objectives.</p> <p>At this stage, recent analysis shows</p> <ul style="list-style-type: none"> <li>• 64% of students have re-enrolled for 2016</li> <li>• 20% are active in program but have not yet re-enrolled 10% are under Academic Progress review</li> <li>• 6% (4 students) have withdrawn from their programme.</li> </ul>

## Support Process

Residents who are deemed to meet the criteria above would be provided with;

- Bursaries of up to \$2000 per semester.
- Linking with other support networks within the institution (alternative financial aid/scholarships/careers)

2. For which groups?

The Live > Learn > Lead Residential Success Initiative will target 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;

- Aboriginal or Torres Strait Islander status
- Receipt of Centrelink payments
- Affected by exceptional circumstances

3. Why?

The philosophy that is at the core of FedUni Living is that we strive to cultivate and maintain a strong sense of community for students, so that they can in turn forge stronger linkages with the institution.

Simply stated, if you live on campus, you are more likely to graduate with Federation University Australia. Therefore by increasing retention rates for students who may leave residence due to financial pressures or similar circumstances places them at even greater risk of leaving the institution entirely.

4. Where?

Ballarat

Title	Description and objectives	Progress achieved
<p>Activity 18</p> <p>Title: Regional Destinations Project</p> <p><input checked="" type="checkbox"/> Academic preparation</p> <p><input checked="" type="checkbox"/> Inclusive Entry Programs</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input checked="" type="checkbox"/> Transition Programs</p>	<p>1. What was done?</p> <p>The key project outcome is to broaden university participation through stronger partnerships between FedUni and six communities, all of which have significantly below average levels of higher education participation. These partnerships engage secondary schools and other community and educational organisations such as primary schools, community education centres, local government, community health centres and LLENs.</p> <p>The nature of the partnerships will be tailored for each location and will be largely defined by local circumstances and need. Ultimately these partnerships are focussed on engaging people with higher education through overcoming barriers to participation; the nature of these barriers may be geographic, economic, social, class or informational. The partnerships will enhance familiarity with higher education, working at school and community level to build preparedness for study at higher education level among potential students and potentially overcoming economic and geographic barriers through developing a local model of higher education delivery.</p> <p>The project aims to move higher education participation in the target communities from being a 'private trouble' to a 'public issue'. These closer relationships will yield stronger connections between prospective higher education students among Year 12 students and mature age people.</p> <p>The program exceeded its engagement activity of six communities through engaging the following communities:</p> <ul style="list-style-type: none"> <li>• Maffra (Maffra Secondary College)</li> <li>• Kurnai College (Kumai College)</li> <li>• Melton (Djerr iwarh Community and Education Service)</li> <li>• Horsham and the Wimmera (Horsham Secondary College)</li> <li>• Wimmera Development Association)</li> <li>• Stawell (Stawell Secondary College)</li> <li>• Ararat (Ararat Secondary College)</li> <li>• Mt Clear College (Mount Clear College)</li> <li>• Leongatha (Community College Gippsland)</li> <li>• Ballarat indigenous communities</li> <li>• Wendouree West (Wendouree Wet Community House and Wendouree campus of Ballarat Secondary College)</li> </ul>	<p>Key achievements</p> <p>As the project didn't run in Sem 2 2014 it is not possible to outline the effects it had on the participation, retention and success of low SES students.</p> <p>With the introduction of clickers for Sem 1 2015, it is envisaged that the benefits as detailed will be realised and reported on.</p> <p>The survey results will be analysed and constitute an evaluation of the project. CLIPP staff will work closely with academics and students in implementing this technology and provide support throughout the semester.</p> <p>There are four key outcomes that the project has achieved in 2015 based in the following areas:</p> <ul style="list-style-type: none"> <li>• development of the BA@Community program in regional Victoria</li> <li>• engagement of indigenous students in higher education</li> <li>• building links to new secondary colleges in low SES areas</li> <li>• development of the Bachelor of Social Science program for commencement in 2017 BA@Community</li> </ul> <p>There was commitment from seven schools/communities across regional Victoria committing to work with FedUni's Faculty of Education and Arts to establish a BA@Community program in their community. These schools/communities are:</p> <ul style="list-style-type: none"> <li>• Maffra (BA@Maffra)</li> <li>• Kurnai College (BA@Kurnai)</li> <li>• Melton (BA@Melton)</li> <li>• Horsham and the Wimmera (BA@TheWimmera)</li> <li>• Stawell and Ararat (BA@TheGrampians)</li> <li>• Mt Clear College (BA@MCC)</li> <li>• Community College Gippsland at Leongatha (BA@Leongatha)</li> </ul>

As a result of this, commitments to commence the BA@Community program were received from 5 communities to commence in Semester One 2016, with an additional three (Maffra, Wendouree West and Leongatha) being developed to commence at mid-year 2016.

Recruitment of up to seven indigenous students to the BA@Phoenix program commencing in Semester One 2016 is an achievement of importance for FedUni.

Development of a relationship with Wendouree West both through the Community House and the campus of Ballarat Secondary College is significant in that it works with one of Ballarat's most significantly low- SES communities and builds a connection to higher education firmly grounded in the community.

The development of the Bachelor of Social Science program for delivery in 2017 is a direct result of the community consultation undertaken through the Destinations project. The BSocSci program provides a new kind of program for FedUni with strong emphasis on community learning, diverse and engaged assessment processes and an emphasis on vocationally attractive areas of study as well as a rigorous grounding in the social sciences.

## 2. For which groups?

The program targeted low-SES groups within rural and regional areas and those on the peri-urban fringe of Melbourne. These groups include:

- Economically disadvantaged families and individuals
- Geographically isolated families and individuals
- Indigenous people
- First in family to attend higher education

Low-SES status is likely to be characterised by issues of rurality and geographic isolation, un or under-employment, low formal educational attainment, welfare dependence and ethnicity.

The Destinations program sought to engage with these groups to overcome social, economic, educational, informational and class.

There is also strong interest from two other schools/communities in engaging in further discussion around development of BA@Community programs.

These sites are:

- Wonthaggi
- Wendouree West

## Recruitment of Indigenous students

An indigenous field officer, who was an existing BA@Community student, was employed to undertake a targeted recruitment of indigenous students. This has resulted in up to 7 indigenous students commencing in the BA@Phoenix program in 2016. This represents a significant increase in the number of indigenous students engaged in higher education at FedUni.

Ballarat Secondary College is transitioning its Wendouree and Mt Clear campuses from 7-10 to 7-12 campuses and disestablishing its senior campus. The Destinations project worked with the Wendouree campus to develop a transition program for students moving from Year 10 to 11 within the school to encourage completion of secondary school and consideration of higher education as a pathway.

## Development of the Bachelor of Social Science program

Following extensive community and industry consultation with schools, LLENs, local government , state government , parents, young people and community educators it became apparent that the BA program did not represent the best vehicle for undertaking community based higher education.

The Bachelor of Social Science was developed in response to this consultation. It has been approved at New Programs Committee and Faculty Board level and will be going to curriculum committee in February for commencement in 2017 .

### 3. Why?

#### Engagement activity

The key activity of the program focussed on engagement with communities, schools, families and young people around developing more effective regional connections to higher education. The activity was undertaken differently at each site based on local connections and the way in which the project rolled out.

There was no fixed formula other than a very relational, non-formulaic model of engagement. This engagement was undertaken in a number of ways, including:

- Meetings with schools, community organisations, LLENs, etc.
- Community meetings/workshops for providing information about higher education and seeking community input
- Individual meetings with young people and families

The activity is summarised in the attached document Regional Destinations activity summary.

#### Wendouree Campus Ballarat Secondary College:

This element of the project related to engaging Year 10 students in the transition to Year 11 and introducing them in the idea of higher education as an educational option. A two-day workshop was held at Mt Helen, with a one day in school follow up relating to study skills, mentoring and future plans. The workshops were conducted by Destinations project field workers and four pre service teachers, who will carry a mentoring role forward into 2016 .

#### Bachelor of Social Science

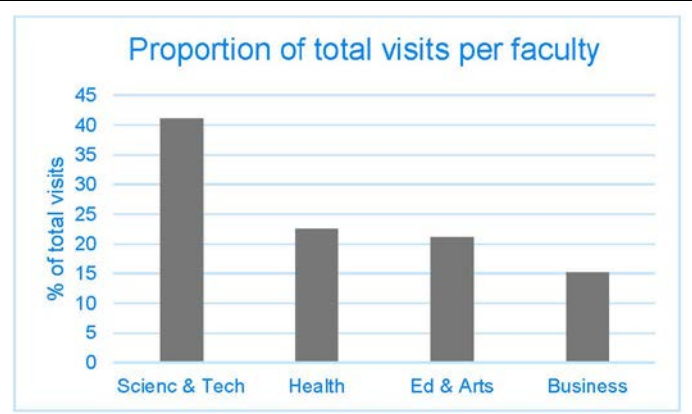
The concept for developing the Bachelor of Social Science program emerged from the engagement process undertaken through the Destinations project.

### 4. Where?

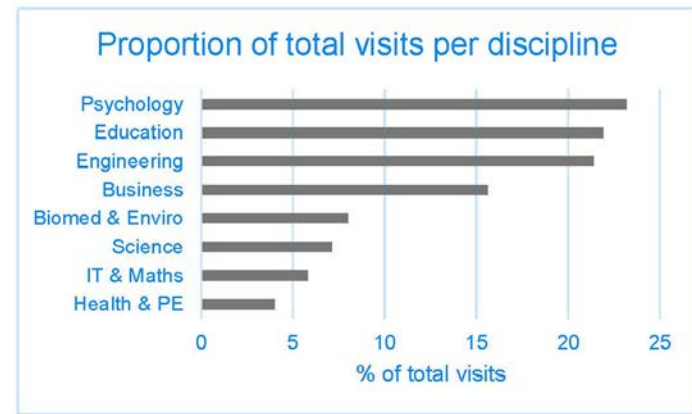
Ballarat and Gippsland

Title	Description and objectives	Progress achieved																																																								
<p>Activity 19</p> <p>Title: Math/Stats Drop- in Centre</p> <p><input checked="" type="checkbox"/> Mentoring and Peer Support</p> <p><input checked="" type="checkbox"/> Inclusive Entry Program</p>	<p>1. What was done?</p> <p>The main activity of the centres was 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. The repositioning of the drop-in centre at Gippsland to the library's student study area co-located with the Student Futures ASK desk along with a change of staff was highly successful. During O-week a poster was made by students expressing the varying perspectives they had of maths/stats. In subsequent weeks sessions were offered around lunchtime each day in the shared study space located in the library. The academic staff member providing student support has wide background in teaching first year mathematics and statistics including a wide variety of service courses. At Mt Helen, the drop-in centre continued to be located in room T125 for 24 hours per week across both semesters in 2015. The centre was staffed by both permanent academic staff and appropriately qualified sessional tutors.</p> <p>2. For which groups?</p> <p>The drop-in centres are a university based program open to all students in a cohort with a high proportion of low SES students. Students from science, engineering, business, education, health sciences and Federation College seeking assistance with maths/stats concepts are welcomed at the centres. The students find fewer barriers to openly display their weaknesses in both calculation and abstract concept understanding, than they find in formal tutorials.</p> <p>3. Why?</p> <p>The program supports the development of mathematical and statistical project/program/activity and what effect understanding which is often lacking in commencing lowSES students. The casual and friendly nature of the drop-in centres encourages participation and student centred learning with an emphasis on student questioning and development of investigation skills.</p> <p>Students are also 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 also.</p> <p>4. Where?</p> <p>All campuses</p>	<p>Key achievements</p> <p>The outcomes of the project include accelerated learning, inclusion and retention. Study groups have been seeded amongst students sharing a course. Students without the mathematical requisites for their courses find a place where they can be assisted through the catch up process.</p> <p>In 2015 attendance records were kept for both Drop-In centres.</p> <p><b>At Mt Helen:</b></p> <p>In each semester of 2015, the centre was staffed for a total of 312 hours across 13 weeks. It was utilised by students for a total of 130 hours (42%) and 102 hours (33%) in semesters 1 and 2 respectively. These were down on the 48% of total student usage from the previous year. The following graph shows the usage for the entire year broken down into the teaching weeks.</p> <div data-bbox="1361 815 2022 1142" data-label="Figure"> <table border="1"> <caption>Total Hours per Week</caption> <thead> <tr> <th>Week in Semester</th> <th>Hours</th> </tr> </thead> <tbody> <tr><td>1</td><td>4</td></tr> <tr><td>2</td><td>5</td></tr> <tr><td>3</td><td>8</td></tr> <tr><td>4</td><td>10</td></tr> <tr><td>5</td><td>7</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>9</td></tr> <tr><td>8</td><td>13</td></tr> <tr><td>9</td><td>22</td></tr> <tr><td>10</td><td>16</td></tr> <tr><td>11</td><td>12</td></tr> <tr><td>12</td><td>8</td></tr> <tr><td>13</td><td>5</td></tr> <tr><td>swot</td><td>3</td></tr> <tr><td>1</td><td>10</td></tr> <tr><td>2</td><td>3</td></tr> <tr><td>3</td><td>12</td></tr> <tr><td>4</td><td>8</td></tr> <tr><td>5</td><td>10</td></tr> <tr><td>6</td><td>7</td></tr> <tr><td>7</td><td>9</td></tr> <tr><td>8</td><td>6</td></tr> <tr><td>9</td><td>10</td></tr> <tr><td>10</td><td>12</td></tr> <tr><td>11</td><td>5</td></tr> <tr><td>12</td><td>13</td></tr> <tr><td>13</td><td>5</td></tr> </tbody> </table> </div> <p>The centre was used by students from all of the faculties. The figure below shows that most of the students came from the Faculty of Science and Technology but almost 60% of students came from the other faculties.</p>	Week in Semester	Hours	1	4	2	5	3	8	4	10	5	7	6	6	7	9	8	13	9	22	10	16	11	12	12	8	13	5	swot	3	1	10	2	3	3	12	4	8	5	10	6	7	7	9	8	6	9	10	10	12	11	5	12	13	13	5
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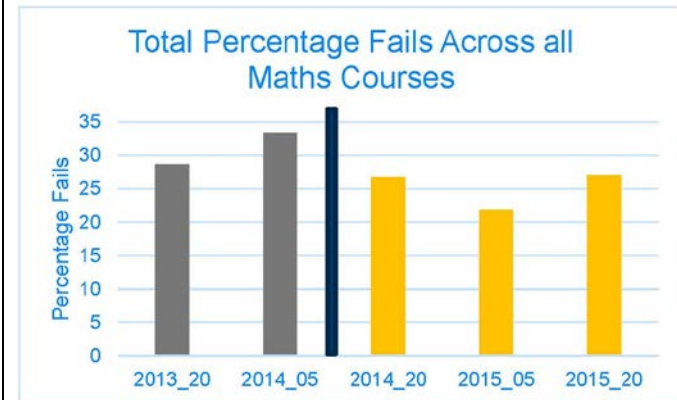


Breaking this further down, reveals that Psychology, Education & Engineering students were the main users of the drop-in centre.



Records were kept of the courses that students were seeking assistance from the centre. The following courses were analysed in terms of student performance: STATS1000, STATS1900; MATHS1000, MATHS1000, MATHS1005, MATHS2001, MATHS2009, MATHS2040, ENCOR1015, ENCOR1140.

The following graph indicates the total percentage fails (MF and F) across all of the above courses. The blue line separates the two semesters before the introduction of the drop-in centre and the three semesters following its introduction. The total percentages of failing students have reduced after the introduction of the centre. The two semesters before the centre had an overall failure rate of 31.0% compared to 25.2% for the three semesters after the centre.

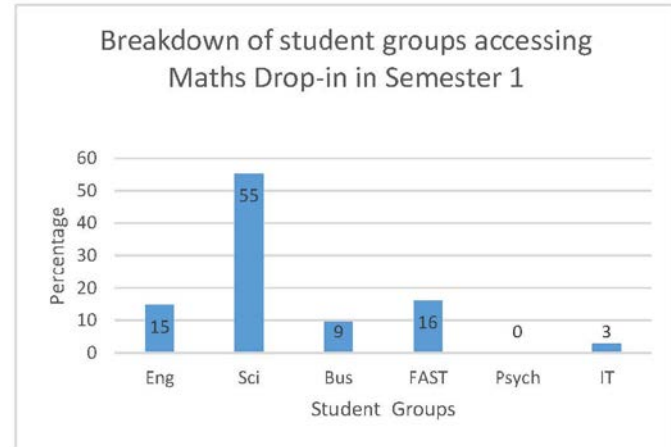


Since the introduction of the drop-in centre, there has been an improvement in student outcomes. Eight of the ten courses that had students that utilised the centre experienced a reduction in the fail rates. ENCOR1015 had a marginal increase from 28% to 29%. MATHS1000 went from 14% to 26%. There were only 3 uses of the centre for MATHS1000 in 2015 and the increased fail rate and lack of student use will be investigated further. Overall, the aggregate fail rate across the vast majority of courses has reduced significantly since the introduction of the drop-in centre.

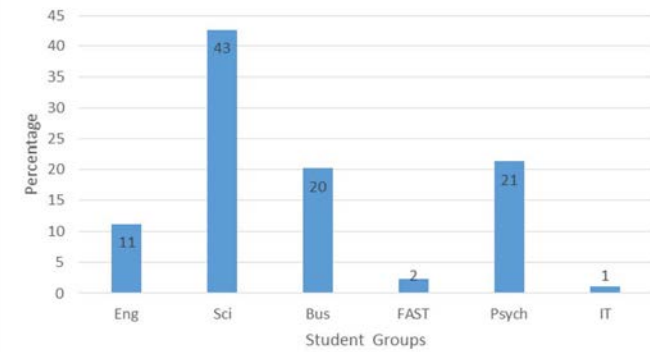
#### At Gippsland

In each semester of 2015, the centre was staffed for a total of 48 hours across 12 weeks (4 hours per week). It was utilised by students for a total of 36 hours (75%) and 42 hours (88%) in semesters 1 and 2 respectively. This was a considerable improvement on the average usage of 14.5% in 2014 and this may reflect the more student-friendly location utilised in 2015.

There were 74 enquiries in first semester and 89 enquiries in second semester, a total of 163 student approaches. The centre was used by students across the faculties as well as Federation College. The figures below illustrate that the discipline streams of the students accessing the drop-in service varied according to semester but that most of the students came from the Science discipline.



Breakdown of student groups accessing Maths Drop-in in Semester 2



It is not possible to correlate the centre attendances with marks for particular courses given relatively low numbers and a wide range of quantitative courses (including Monash teach out units) being offered at Gippsland in 2015.

Student willingness to use the centre increased from first to second semester.

Title	Description and objectives	Progress achieved
<p>Activity 20</p> <p>Title: Additional Counselling</p> <p><input checked="" type="checkbox"/> Monitoring student progress</p>	<p>1. What was done?</p> <p>The additional counselling staff were employed on Thursday and Friday during each week of the second semester, including Swot Vac, exams, and post exams. The activity took place in the Health Centre on the Mt Helen campus; however, students from all campuses had the opportunity to benefit from the additional support through the use of skype video counselling.</p> <p>2. For which groups?</p> <p>The project targeted those students from regional and rural areas, and from low SES backgrounds, who presented to counselling with complex issues.</p> <p>3. Why?</p> <p>The objectives of this project were to:  Reduce wait times for students to engage with the counselling service: This objective was met with wait times reduced to 3-6 days during the second semester.</p> <p>Contribute to the retention and success of Fed Uni students from rural, regional and low SES backgrounds : the provision of an additional 141 completed sessions ( 1 hour per session). Without the availability of these sessions, students experiencing psychological, personal, academic distress may have quit their program due to insufficient support.</p> <p>4. Where?</p> <p>All campuses</p>	<p>Key achievements</p> <p>The outcomes were:</p> <ul style="list-style-type: none"> <li>• A reduction in counselling service wait times, and</li> <li>• An additional 141 completed counselling sessions as a direct result of the additional resource</li> </ul> <p>The outcomes were evaluated by assessing client counselling statistics as a direct result of the additional resource. The implementation of a new database in 2016 will allow for greater level of statistical analysis of counselling data.</p> <p>Targeted, in-session service evaluations (during one week) were conducted during the second semester with an average session overall rating of 9.8 out of 10 (n=52).</p>

Title	Description and objectives	Progress achieved																																							
<p>Activity 21</p> <p>Title: Integrated Customer Service</p> <p><input checked="" type="checkbox"/> Inclusive Entry processes</p>	<p>1. What was done</p> <p>The Administration Officer has conducted her work through the 2015 mid-year enrolment , 2015 semester 2 'At Risk' campaign, the between year attrition campaign and the 2016 Semester 1 enrolment campaign.</p> <p>Through all of these Contact Centre campaigns, she has crucially produced accurate data lists, coordinated the design and delivery of e- newsletters, sent student text messages and assisted in the development of strategies for the campaign.</p> <p>The Administration Officer has ensued the work in relation to offers, enrolment and retention has been as streamlined and efficient as possible. Producing manageable data for staff maximises the time they spend contacting students. The process of contacting students by e-newsletter and SMS has been refined to ensure the utmost efficiency.</p> <p><b>At Risk Project</b></p> <p>Students were deemed at risk if they had not contacted their mentor or logged into Moodle by week 3. Of the 185 students who were contacted, 24 students required assistance, whilst 53 claimed that there were on track and had everything they needed to get started for the semester.</p> <p>Of the successful contacts, 49 calls were deemed to be beneficial and that the student appreciate the information presented to them, whilst 28 appeared to be disinterested or had heard the information before.</p> <p><b>Between Year Attrition Campaign</b></p> <p>Contact Centre ran an outbound call campaign targeting students who had studied at FedUni in 2014 but did not return to study in 2015. 182 students were contacted out of a list 373. These students were able to provide a vast array of feedback as to why they left. While there was a variety of answers, a common theme amongst many of the callers was that while they needed support, they did not access any of our support services.</p> <p>2. For which groups?</p> <p>The OECT/Outbound Campaign targets FedUni applicants, commencing and continuing students, for whom the majority come from regional, low SES areas.</p>	<p>Key achievements</p> <p>The outcome of these projects is a methodical, consistent communication campaign that provides students/prospective students with the appropriate information and support they require to commence or continue to study at FedUni.</p> <p>Total outbound calls: 3538</p> <p>Offer and Enrolment campaign - Please note that an 'action' could be either accepting, deferring, enrolling , withdrawing ,submitting or cancelling an application.</p> <p><b>Semester 1, 2016 (so far)</b></p> <table border="1" data-bbox="1406 630 1854 837"> <thead> <tr> <th colspan="3">Commencing</th> </tr> <tr> <th colspan="3">Accept</th> </tr> <tr> <th>Contacted</th> <th>Actioned</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>273</td> <td>121</td> <td>44%</td> </tr> </tbody> </table> <table border="1" data-bbox="1406 885 1854 1040"> <thead> <tr> <th colspan="3">Enrol</th> </tr> <tr> <th>Contacted</th> <th>Actioned</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>628</td> <td>406</td> <td>65%</td> </tr> </tbody> </table> <table border="1" data-bbox="1406 1088 1854 1244"> <thead> <tr> <th colspan="3">AAWS</th> </tr> <tr> <th>Contacted</th> <th>Actioned</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>545</td> <td>177</td> <td>32%</td> </tr> </tbody> </table> <table border="1" data-bbox="1415 1268 1854 1439"> <thead> <tr> <th colspan="3">Defer</th> </tr> <tr> <th>Contacted</th> <th>Actioned</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>352</td> <td>164</td> <td>47</td> </tr> </tbody> </table>	Commencing			Accept			Contacted	Actioned	%	273	121	44%	Enrol			Contacted	Actioned	%	628	406	65%	AAWS			Contacted	Actioned	%	545	177	32%	Defer			Contacted	Actioned	%	352	164	47
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The campaign specifically targets those who are not progressing through the application/enrolment process in a timely manner, or are not progressing at all, therefore indicating their need for assistance and support.

### 3. Why?

The objective for the Administrative Officer is to provide Australians from low SES backgrounds with the ability to study at FedUni by developing communication strategies, engaging with students and assisting with enrolling. The objective is to nurture applicants/students through the application and enrolment process to ensure that they receive the support and assistance required in accordance with their needs.

The communication will be personalised and tailored to the individual student. The Administration Officer needs to take into account students that are on leave, deferred, withdrawn, suspended, have received recent communication, have multiple offers etc. To be able to achieve this, the Administration Officer is required to manage a large amount of complex data which often requires validation on a daily basis.

The Administration Officer has been very successful at managing this complex data for the outbound team, for accepting offers, enrolling, welcome calls and identifying at risk students. She was also very good at helping to co-ordinate e-newsletter and text message timelines & communications.

### 4. Where?

All campuses

Continuing		
Enrol		
Contacted	Actioned	%
2757	1030	37%

Total outbound calls: 6543

### Mid-year 2015

Commencing		
Accept		
Contacted	Actioned	%
139	105	76%

Enrol		
Contacted	Actioned	%
242	187	77%

AAWS		
Contacted	Actioned	%
219	59	27%

Defer		
Contacted	Actioned	%
39	27	69%

Continuing		
Enrol		
Contacted	Actioned	%
1467	601	41%