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# **Practical leadership for developing and sustaining first-year learning environments that facilitate the success of a diverse student population**

## **Final Report 2014**

**National Senior Teaching Fellowship  
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Griffith University**

<https://www.griffith.edu.au/learning-teaching/student-success/first-year-experience/ nocache>



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I would also like to acknowledge the committed support offered by ALTC/OLT staff throughout the process, particularly, Ms Siobhan Lenihan.

## List of acronyms used

FYA First Year Advisor

FYC First Year Coordinator

FYE First Year Experience

NEI Negotiated Engagement Interviews

SSA Student Success Advisor

SSRT Student Success and Retention Teams

## Glossary of terms used

*First Generation strategies* refers to co-curricular support and enhancement strategies

*Second Generation strategies* refers to curricular improvement strategies

*Strategic practice frameworks* refers collectively to both core student process models for understanding the student experience, and intervention process models for guiding the selection of strategies for a particular disciplinary context

*Third Generation strategies* refers to whole-of-institution, faculty or school approaches to the strategic coordination of co-curricular and curricular strategies for a particular disciplinary context

*Whole of School methodology* refers to a systems approach to educational change in the first year experience which seeks to strategically integrate first generation co-curricular strategies with second generation curricular strategies at the whole-of-school or degree level for diverse cohorts of commencing students in particular disciplinary contexts.

# Executive summary

## Context and Purpose

This Fellowship focused on the goal of enhancing the engagement, success and retention of diverse student cohorts in the context of widening student participation in Australian higher education (The Bradley Report: Bradley, Noonan, Nugent, & Scales, 2008). The Fellowship investigated the efficacy of a systemic whole-of-school approach to facilitating student transition by integrating both co-curricular and curricular strategies within specific disciplinary contexts. The Fellowship demonstrated that a coordinated whole-of-school approach can deliver enhanced outcomes for all students, including those from non-traditional backgrounds, can be satisfying for staff and provides a sustainable framework for quality improvement.

## Recommendations

The Fellowship endorses the need to mature our approaches to enhancing student transition into and progression through higher education. In order to provide a more integrated and responsive approach to student success, a shift is required from the current predominant emphasis on *one-off content activities* to a *participative process strategy* which seeks to intentionally align 'locally relevant' combinations of co-curricular and curricular strategies informed by institutional goals. Optimising student engagement, success and retention through a whole-of-school strategy requires:

- ✓ **Leadership capacity** Convening *First-Year Leadership Teams* in School/ Programs (linked to established management structures such as School Learning and Teaching Committees) to facilitate the continuous development, implementation and evaluation of co-curricular and curricular strategies;
- ✓ **Lifecycle-based planning** Systematically *mapping the needs and perceptions of students across the student lifecycle* and employing this as the basis of a progressive locally-relevant just-in-time intervention strategy which constructively aligns both first generation co-curricular strategies (e.g., orientation, student advising, peer mentoring), and second generation curricular strategies (e.g., curriculum design, teaching practices and assessment improvement);
- ✓ **Strategic Partnerships** Enhancing the capacity of schools/programs to provide students with a coherent/joined-up experience through *strategic partnerships and collaborations between academic, professional and administrative staff*;
- ✓ **Diversity Friendly Culture** Creating and sustaining a School/Program culture which constructively identifies differences in students' backgrounds and world views and *encourages the valuing of diversity between students and students and staff*.

## Outcomes and deliverables

The Fellowship outcomes and deliverables include:

- ✓ **Resource Development** The development, documentation and trialling of an extensive range of *75 practical tools and planning frameworks* for practitioners and academic managers responsible for student success;
- ✓ **First-Year Experience Website** The development and maintenance of a Griffith First Year Experience Fellowship website to host 74 resources, including a range of short conceptual papers, PowerPoint presentations, and best practice examples;

- ✓ **Institutional Implementation** The successful implementation of a whole-of-school approach to the First Year Experience in four different disciplines at Griffith University resulting in gains in student engagement and retention;
- ✓ **Proof-of-concept Trials** The successful implementation and evaluation of five interventions for facilitating student engagement and success in five different disciplinary contexts at Griffith:
  - **Strategic Lifecycle Orientation** A coordinated sequence of strategies focusing on facilitating student transition in the early phases of the lifecycle;
  - **Student Success Advisor** A locally-embedded role focused on just-in-time personal and academic support for at-risk students;
  - **Assessment Audit Methodology** A process for collaboratively engaging academic staff in the review and development of their assessment design and practices;
  - **Early Intervention Protocol** A process for indentifying and supporting students who trigger a sequence of academic engagement and performance markers across the first semester of study;
  - **Developing the Transition-supportive Skills of Sessional Staff** A series of staff training and formative small class evaluation processes designed to enhance the capacity of sessional staff (e.g. tutors) to support the transition of commencing students.
- ✓ **Cross Institutional Implementation** Consultancy with eight Australian Universities to support the implementation of second and third generation strategies:
  - **Griffith First Year Advisor Strategy** implemented at Murdoch University and the University of Western Sydney;
  - **Whole-of-school Strategy** implemented in the Faculty of Social Sciences and Communication at the University of Sunshine Coast; and the Faculty of Law at Southern Cross University
  - **Griffith Senses of Student Success Model** implemented at the University of Southern Queensland (Springfield Campus) and the University of Newcastle (Faculty of Education);
  - **First-Year Assessment Enhancement Strategy** implemented at Sunshine Coast University (Faculty of Social Sciences and Arts/Communication), University of South Australia (Faculty of Business), and La Trobe University (Faculty of Education).
- ✓ **National Dissemination** The strategies and resources developed through this Fellowship have been disseminated through invited visits to 22 Australian Universities.
- ✓ **International Dissemination** The strategies have also been disseminated, by invitation, to staff at The University of Technology in Auckland, New Zealand. An invitation has also been extended from the University of Edinburgh in Scotland.

## Location of Resources

The Fellowship resources are located in a First Year Experience website at Griffith University: [https://www.griffith.edu.au/learning-teaching/student-success/first-year-experience/\\_nocache](https://www.griffith.edu.au/learning-teaching/student-success/first-year-experience/_nocache)

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# Chapter 1 Context and Purpose

## Overview

This first chapter presents an overview of the Fellowship, including: the current national context and need for change in the First Year Experience; the participative process strategy focus for the proposed Fellowship work; the critical importance of developing the leadership capacities of staff; the focal meta-goals for the Fellowship; and finally, the Griffith University institutional context.

This Fellowship focused on the goal of enhancing the engagement, success and retention of diverse student cohorts. Australia is currently undergoing a shift from an elite, to a mass model of higher education (Trow, 2004) towards the goal of more universal higher education provision (Gale & Parker, 2012). The Review of Australian Higher Education (The Bradley Report: Bradley, Noonan, Nugent, & Scales, 2008) and the Australian Government's targeted response to this report (Transforming Australia's Higher Education System, 2009) have resulted in reforms aimed at both increasing the number of university graduates by enabling wider participation of previously under-represented groups of non-traditional students, as well as ensuring the success of those students. The latter goal of enhancing the success of commencing students in the context of the widening student participation agenda was the particular focus of this Fellowship.

## Context of Change

The effectiveness and sustainability of current practice in facilitating the successful transition of students from diverse backgrounds into higher education is significantly constrained by a number of cultural, strategic and resource factors. The necessity for a 'different approach' is further emphasised by our national commitment for increasing participation in the Australian higher education sector (Bradley et al., 2008). For example, recent research on supporting mature age students from low socioeconomic backgrounds identified significant limitations in the use of traditional centralised support services and reinforced the need for an integration of co-curricular and curricular strategies at the School/departmental level (Tones, Fraser, Elder & White, 2009). There is considerable agreement in the literature on the need to advance reforms of both the purposes and practices of the first year in higher education. However as Mayes (2009), in summarizing international challenges in this field argues, while there is agreement on the nature of required change, there is significantly less understanding as to how to achieve change. Consistent with the aims of this Fellowship, Mayes concludes that available research indicates that successful first-year enhancement strategies require a secure and coordinated investment in an 'integrated curriculum' at the school level within a broader coherent institution-level strategy which addresses structural and cultural issues. Thus, it is argued that a *generational change in strategy* is required, and that the methodology of an integrated whole-of-school approach may deliver better outcomes for all students (including those from non-traditional backgrounds) and be more satisfying and sustainable for staff. Wilson (2009) developed a generational model for categorising types of current approaches used to enhance student engagement, success and retention in the first year experience. This model identifies that approaches to improve the first year experience have traditionally focused on first generation, co-curricular interventions which sit outside of the classroom as

a supplement to curriculum (e.g. orientation and transition programs, peer mentoring and study skills workshops). These strategies are predominantly designed to enhance early student engagement and early readiness to undertake university study. More recently, the focus has extended to include second generation approaches which focus on curriculum through the enhancement of first year program and course/subject level design, pedagogy and assessment practices, as evidenced in the Scottish first year experience (Bovill, Morss & Bulley, 2000). These strategies are designed to further enhance student engagement and to develop students' academic performance skills. Third generation approaches involve the proactive adoption of strategies to ensure a more consistent and quality first year experience with targeted combinations of evidence-based co-curricular and curricular interventions which can be implemented at the institution, faculty and/or school levels. These strategies are designed to enhance student engagement, learning/performance and persistence, as well as staff engagement and satisfaction by continuous improvement and streamlining of the first year system as a whole. This fellowship was concerned with advancing a *third generation, systems approach to educational change* in the first year experience seeking to strategically integrate first generation co-curricular strategies, with second generation curricular strategies at the whole-of-school level. Such a whole-of-school approach involves a goal focussed partnership between academic, administrative and professional staff who are involved in the FYE to establish an optimal combination of co-curricular and curricular strategies for a particular discipline and academic context.

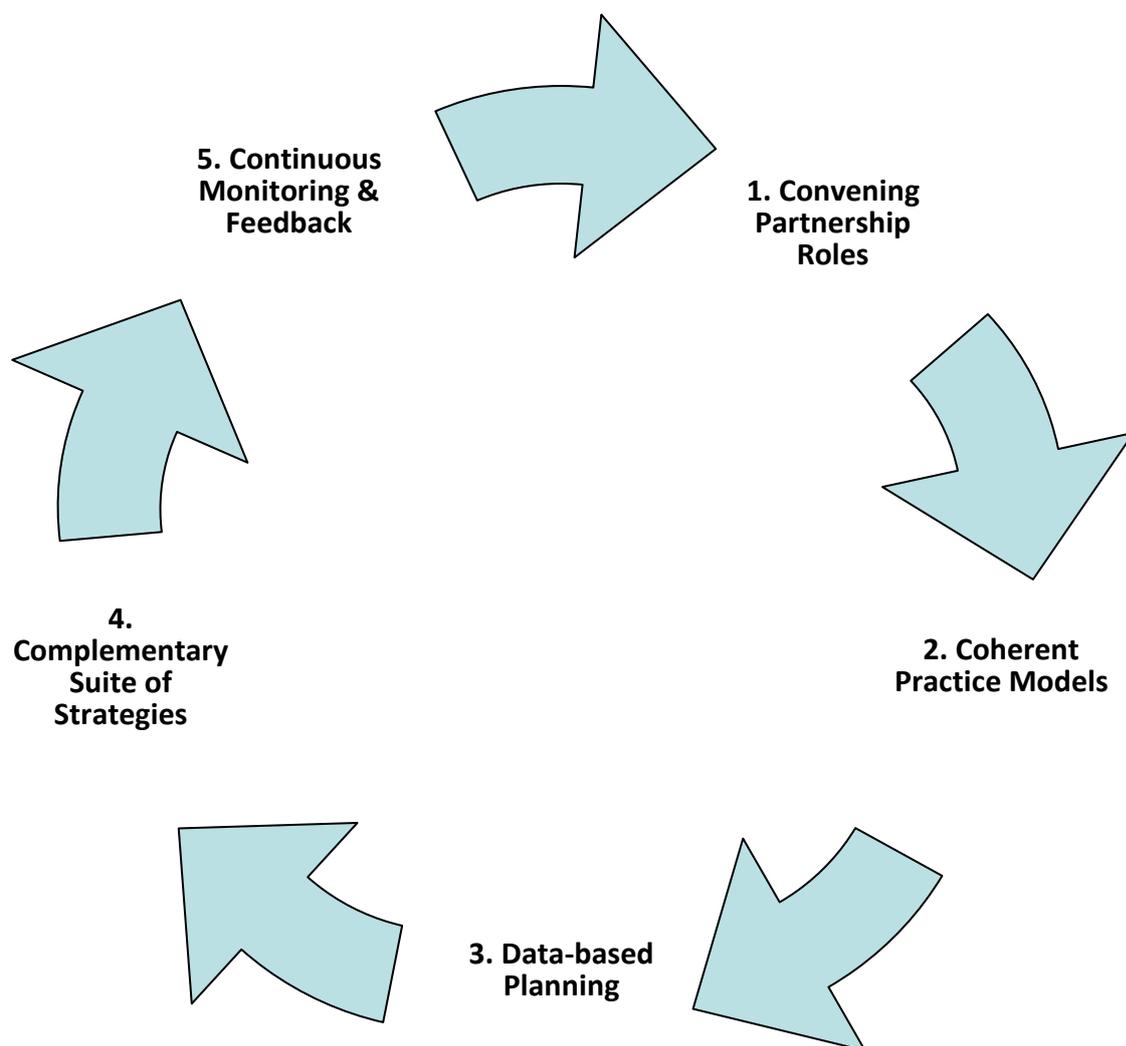
### **Strategy Focus**

One of the key shifts required in achieving a student-centred 'integrated curriculum' is to focus less on seeking to generalise individual strategies (e.g., peer mentoring) and to focus more clearly on the educational outcomes desired in particular transition contexts, and the systems required to achieve these. McInnis, James & Hartley's (2000) observation that, while first year transition programs may be widely implemented in Australian universities there is scant attention paid to embedding and sustainability, remains valid. In order to *shift from a predominately content, to a participative process focus*, practitioners and academic managers involved in the first year experience need a set of *practical tools and planning frameworks* that enable them to understand their local disciplinary contexts and commencing student cohorts, participatively develop locally appropriate and feasible strategies, and *sustainably manage* the first year learning environment. 'Working strategically' involves operationalizing the five 'whole-of-school' methodology design principles of: convening partnership roles; developing coherent practice models; data-based planning for driving strategy development; developing and implementing a complementary suite of strategies; and engaging in continuous monitoring and feedback to ensure ongoing responsiveness and effectiveness (see Figure 1.1). Consistent with research identifying differences in educational philosophy and goals across disciplines (Nelson Laird & Garver, 2009), this fellowship investigated the degree of 'strategy customization' (viz. the optimal combination of co-curricular and curricular strategies) required to be effective across disciplinary contexts. Such a focus on "locally relevant strategy" is argued to provide a more integrated and responsive approach to student needs.

## Leadership for Change

While high-level institutional sponsorship is critical, a systemic approach to enhancing the first-year experience relies fundamentally on the *leadership capacities* of grassroots staff and mid-level academic managers. A number of recent studies have identified that distributed leadership is required to initiate and sustain departmental-level cultural change in educational institutions (Kezar & Lester, 2009; van Ameijde, Nelson, & van Meurs, 2009). This Fellowship recognised that the skills, morale and satisfaction of front-line academic, professional and administrative staff need to be systematically developed to support the cultural change and strategy shift required to position schools/programs to more effectively respond to the transition needs of diverse students. The process also needs to involve attention to resourcing of strategies, as well as workloads of academic and professional

**Figure 1.1 – Design Process and Principles for a Whole-of-school/program Methodology**



staff. Thus, a key aim of the Fellowship was to document and disseminate the leadership and process facilitation skills required to lead a third generation, whole-of-school approach to the first year experience in different disciplines, and with diverse students.

## Focal Goals

Three key questions underpinned the focus of the Fellowship, and functioned as meta-goals:

1. How can we work to strategically, systematically and sustainably to facilitate the success of all, and particularly first-in-family students?
2. What is the optimal integration of curricular and co-curricular strategies to facilitate student success in the first year of study?
3. How can we develop the leadership capacity of all academic, professional and administrative staff to effectively implement an integrated, whole-of-school/program approach to first year orientation, engagement and retention?

These meta-goals were operationalised through a *dual content and process focus* involving several related aims:

1. Further systematising and documenting the *conceptual framework*, the *process steps* involved, and the *resources* required in implementing a whole-of-school approach to first year orientation and engagement with diverse student cohorts;
2. Further identifying and documenting the design elements that differentially enhance the success of first-in-family students;
3. Identifying the *leadership and process facilitation capabilities* required of staff leading the first year experience to introduce and sustain a whole-of-school approach;
4. Facilitating the *implementation, embedding and evaluation* of the whole-of-school methodology in a minimum of three contrasting *disciplinary contexts* within the home institution (Griffith);
5. Facilitating the *implementation, embedding and evaluation* of the whole-of-school methodology in a school/degree program in three *diverse Australian university contexts*, two with high first-in-family commencing student cohorts;
6. Facilitating *sector-wide engagement with and uptake of Fellowship outcomes*.

## Griffith University Institutional Context

This Fellowship involved the use and development of resources implemented and evaluated initially at Griffith University. Griffith is a large metropolitan university across five campuses and with a student enrolment of 40,000. The student base is diverse, with approximately 70% of students enrolling as the first members of their family (first-in-family) to attend university, the sixth largest intake nationally of students from low socio-economic backgrounds, the second largest intake nationally of Aboriginal and Torres Strait Islander students, and 25% International student enrolment. The *nationally recognised quality of sustained good-practice at Griffith* in the area of first year practice was evidenced by Griffith being the 2009 winner of an ALTC Award for Programs that Enhance Learning - First Year Experience. Thus, Griffith is well placed for developing and testing the efficacy of a range of interventions to engage, support and retain both traditional and non-traditional students entering higher education.

# Chapter 2 Fellowship Program Structure

## Overview

This second Chapter briefly overlooks the meta-structure of the Fellowship which was conducted in three phases: *strategy design and resource development; cross-disciplinary and cross- institutional implementation, embedding and evaluation; and outcome dissemination in the sector.*

## Roles and Structure

The focus of this Fellowship was the systematisation, documentation and expansion of the evidence based, third generation, whole-of-school model I had developed, implemented and evaluated in my own School to enhance the orientation, engagement and retention of a diverse cohort of commencing students. My formal leadership roles at Griffith assisted this process: the Program Leader for the First Year Experience in the Health Group working across 9 Schools (2010-2012); the Griffith Institute of Higher Education Senior Fellow for the First Year Experience working across all four Academic Groups (2010-2012); and Griffith Academic Leader for Student Success and Retention (2013 onwards). These formal roles provided the organisational legitimacy and the platform to effectively implement the Fellowship.

The fellowship program was conceptualised in three phases:

- ✓ *strategy design and resource development;*
- ✓ *cross-disciplinary and cross- institutional implementation, embedding and evaluation; and*
- ✓ *outcome dissemination in the sector.*

### 1. Strategy Design and Resource Development Phase

The first, *resource preparation phase* involved systematising and documenting both the conceptual frameworks and the process steps underpinning a whole-of-school approach, which includes documenting a bank of exemplar first and second generation resources. Design elements which differentially enhance the success of first-in-family students, including Indigenous students will also be identified and documented in this phase. This phase also involved systematising and documenting the leadership and process facilitation capabilities required by staff to successfully lead this approach.

### 2. Institutional Cross-disciplinary and Cross-Institutional Implementation Phase

The second, *Institutional cross-disciplinary and cross-Institutional implementation phase* involved the embedding and evaluation of the whole-of-school methodology in several contrasting disciplinary contexts (Nursing, Human Services and Social Work, Health Foundation Program, Humanities, Business) within Griffith University and in a school/degree program in three *diverse Australian university contexts* (regional and metropolitan), and with high first-in-family commencing student cohorts (Southern Cross University, University of Sunshine Coast, University of Western Sydney). This phase allowed for further testing and refining of the conceptual frameworks and practice models, and resulting in modification and enhancement of materials for dissemination.

### **3. Sector-wide Dissemination and Publication Phase**

The final *sector-wide dissemination and publication phase* involved a range of strategies for the national and international dissemination of the outcomes to the higher education sector, including: University site visits to work with staff, keynotes and presentations at national Forums and Conferences, publications, and the development of a website.

# Chapter 3 Fellowship Phase 1 - Strategy Design and Resource Development

## Overview

This chapter elaborates Phase 1 of the Fellowship. It outlines the Strategic Practice Frameworks developed for both understanding Student Processes (the key concepts of student lifecycle, student transition, and student risk), and effective Intervention Processes (levels of intervention framework, school engagement and change management, distributive leadership, formal leadership, and change management). The chapter concludes by outlining the exemplar Resources for Intervention developed for the Fellowship.

The first phase of the Fellowship focussed on the design of a range of user friendly resources and the documentation of a number of conceptual frameworks, practice tools and processes for use by first year experience practitioners in implementing a whole-of-school approach to first-year engagement with diverse student cohorts.

These frameworks and resources are presented in a First Year Experience website at Griffith University <https://www.griffith.edu.au/learning-teaching/student-success/first-year-experience/ nocache> The resources comprise a mixture of short conceptual papers on the student lifecycle and student transition, power-point presentations, and best practice examples of intervention types.

## Strategic Practice Frameworks

This section describes two strategic practice frameworks which are necessary to guide the development and selection of a range of effective strategies and interventions: Student Processes and Intervention Processes. Both are discussed in detail.

### Student Processes

A necessary foundation for designing effective strategies is a well-grounded understanding of the student experience. Thus, three core *foundational models* related to student processes were used to guide strategy development in the first year, including: the student lifecycle (Higher Education Academy, 2001); student transition, and orientation to, higher education (the Five Senses of Student Success: Lizzio, 2006); and conceptualising student risk of attrition (Wilson & Lizzio, 2012b). Each is elaborated in turn. A summary overview of the relevant website materials is contained in Appendix A.

#### 1. Student Lifecycle

The conceptual framework of the student lifecycle (Higher Education Academy, 2001) is particularly useful in explicitly focusing our practice on the student experience and in helping us to design timely forms of student support. There is fairly wide recognition that effective transition into and through higher education is a continuous process with students facing an evolving set of transition tasks and milestones from the early point of 'aspiring and

deciding to attend uni' through to graduation. The task of 'facilitating transition' thus requires a developmental framework to identify students' evolving needs and developmental priorities over their degree trajectory (e.g., early contact at the point of student offer, to pre-semester activities to facilitate student engagement and orientation, to the first few weeks of both semesters in year one, to semester or yearly transitions across the degree, and eventually to alumni and postgraduate student status). The key notion is that providing just-in-time lifecycle appropriate interventions that facilitate student success.

**Website Resources:** See *Student Lifecycle, Transition and Orientation, Student Lifecycle,*

- ✓ *Student Lifecycle Framework.docx*
- ✓ *Student Lifecycle Strategy and Five Senses of Success.docx*
- ✓ *Student Lifecycle Presentation for Health Group.pptx*
- ✓ *Student Lifecycle in the First Year Experience.pptx*

## 2. Student Transition

**Senses of Student Success** Based on an analysis of the available evidence on successful life transitions generally and student transition into higher education more specifically, my colleague Alf Lizzio developed the *Five Senses of Success* framework (Lizzio, 2006). Thus, the model is evidence-based, and conceptualises student success in terms of five domains: sense of academic culture, sense of connectedness, sense of capability, sense of purpose, and sense of resourcefulness (see Figure 3.1). The power of this model is that it provides a *user-friendly shared-language* for both students and staff and *frames the tasks* that have to be addressed to make a successful start to university life. More importantly it emphasises the recognition and development of *students' strengths*. Here is a brief description of each domain:

### 1. *Students' success at university depends on their sense of capability*

Students who are better prepared for the roles and tasks of university study (viz., 'learning ready') tend to have greater early academic success and are consequently more satisfied and persistent with their studies. A student's sense of capability depends on how well they understand what is expected of them in the student role, their mastery of basic academic skills and their level of commitment to contributing to their learning community. *We can help develop a sense of capability* by clarifying and negotiating expectations, providing entry level development of academic skills and engaging students as active members of a learning community.

### 2. *Students' success at university depends on their sense of connectedness*

Students with stronger connections are more likely to be successful learners, effective colleagues and happy people. A student's sense of connectedness depends on the quality of relationships with peers, with staff and their feelings of identification or affiliation with their School or University. *We can help develop connectedness* by providing opportunities for students to form good working relationships with their fellow students and with staff and encouraging them to get involved with the university.

### 3. *Students' success at university depends on their sense of purpose*

Students with a clear sense of purpose are not only more likely to find their study rewarding, but also to be more committed and persistent when the work gets challenging.

A student's sense of purpose depends on their sense of vocation, their engagement with their discipline of study and their capacity to set personal goals. *We can help develop a sense of purpose* by providing opportunities for students to be as clear as they possibly can about their reasons for going to uni and their choice of degree, to see the relevance of their course of study and to systematically develop their strengths and talents.

**4. Students' success at university depends on their sense of resourcefulness**

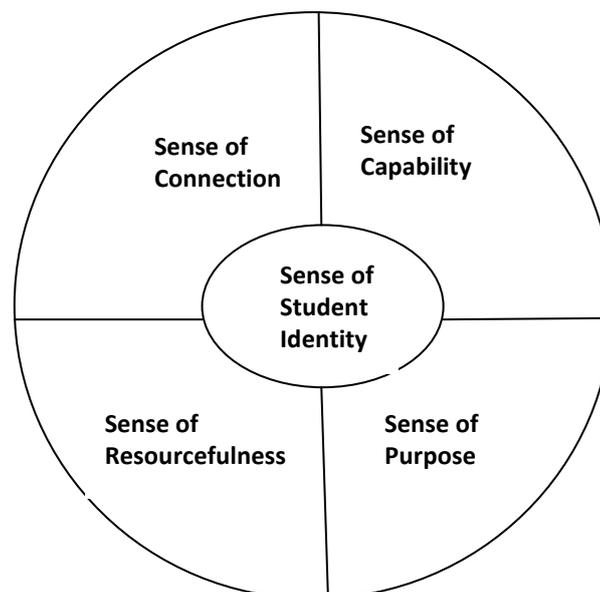
Successful students not only know how to study but also how to proactively manage the challenges of their whole university experience. A student's sense of resourcefulness depends on their ability to navigate the university system to get the help and information they need, willingness to speak up if they have a problem and an ability to balance their work, life and study commitments. *We can help students to be more resourceful* by providing clear and accessible roles, procedures and resources and encouraging timely help-seeking behaviour.

**5. Students' success at university depends on their sense of academic culture**

Successful students know the value of learning 'how things are done' and what is important or valued in new culture. A student's sense of cultural competence depends on their appreciation of the core values and ethical principles of the university and how these will inform their approaches to study and working relationships with fellow staff and students. *We can help students begin to appreciate academic culture* by clearly and simply answering the question: "what is a university?"

For an educational practitioner, perhaps the most valuable aspect of the five senses framework is that it provides both *evidence-based guidance* for intervention and a *theoretical lens* for reflection and evaluation. It thus facilitates both conscious and reflective practice. This model had been adopted by a range of Australian Universities at Faculty (University of Newcastle), campus (Springfield Campus, University of Southern Queensland) and university levels (Griffith University, Australia; York University, Canada).

**Figure 3.1 The Five Senses of Student Success**



**Website Resources:** See *Student Lifecycle, Transition and Orientation, Student Transition and Orientation*

- ✓ *The Five Senses of Student Success for Review and Planning of Orientation and Transition.doc*
- ✓ *Sense of Purpose Paper.doc*
- ✓ *Orientation Best Practice Principles.ppt*
- ✓ *Orientation Day Program Sample.ppt*
- ✓ *Orientation Day Opening Session.ppt*

### **3. Student Risk**

Clarifying our ideas about student risk is a necessary starting point in designing strategies to prevent or reduce academic failure. Academic risk is not, nor should be seen as an inherent characteristic or inevitable outcome of group membership (e.g., first in family students, students from low SES backgrounds). Group membership is at best a proxy indicator of the potential increased likelihood of some risk factors (e.g., entry level foundational academic skills, access to resources). This section considers the key idea of “student risk”, providing conceptual frameworks for defining and understanding student diversity and identifying the predictors of early academic success. The framework considers two sets of factors concerned with defining student risk: *distal or static; and proximal or dynamic factors* (Wilson & Lizzio, 2012b). Distal or static factors comprise the “fixed” characteristics that students bring with them to university, such as first-in-family status, university entry score, preference for the enrolled degree, social-economic status, age, English as a second language etc. Proximal or dynamic factors describe a range of aspects of student behaviour and performance in the university environment. These include, for example, engagement with the system through attendance at Orientation, getting on-line to access resources, attending classes, submitting and passing assessment tasks, and accessing student enabling and support resources in a timely way. Generally speaking, proximal factors (i.e., things that are closer in time and place to university) are more controllable, empowering and predictive of success than distal factors (i.e., group membership/demographic background). Thus, for example, the time students spend studying (time on task) is a reliably stronger predictor of their academic success than their demographic characteristics (Gibbs & Simpson, 2005).

*Therefore:*

- ✓ *Our strategy for success should emphasise factors which are within our own and our student’s control or are amenable to our influence.*
- ✓ *We should be mindful in our approach of not creating self-fulfilling, and potentially disempowering, expectations that ‘uni will be difficult’ for various student populations.*

Similarly, risk is not necessarily an inherent quality of individual students (as in the term ‘at risk student’), but rather it can be a function of the interaction between a student and the university. Thus, a fuller understanding of ‘student risk’ requires us to consider how the design and conduct of our learning environments and assessment practices may inadvertently increase commencing students’ risk of academic failure or impede their engagement. In this sense, risk can be defined as a *mismatch* of the demands of a course and the resources of commencing student resources (the knowledge, attitudes and capabilities we inaccurately assume they possess). In this sense, risk is reduced when

courses are designed based on an explicit understanding of students' capabilities. This does not necessarily imply a 'dumbing down' or 'reduction of standards', but rather, making conscious design choices about where and how to start the learning and teaching process. Conscious course design is an investment in prevention and is the ultimate risk management strategy. Importantly, 'good design' reduces the need for co-curricular support and can result in a significant saving of time, effort and finances.

*Therefore:*

- ✓ *We should scrutinise our courses and programs with a view to optimizing their 'transition enabling' qualities for our commencing students.*

We inadvertently place all of our students 'at-risk' when we do not explain and negotiate the 'rules of the game' with them. When students have to guess, or infer, what increases or decreases their chances of success, they are likely to 'get it wrong' at least some of the time. The evidence suggests that we often unjustifiably assume or take for granted that students know what is expected of them (Van der Meer, Jansen, & Torenbeek, 2010). Commencing students often are not in a position to make realistic appraisals of the requirements of the job of being a uni student. In this sense, risk can be defined as a student misjudgement or *misappraisal* of course demands and their required investment (students' misconceptions or mistaken expectations about what is required). Risk is reduced (and chances of success increased) if we engage upfront in the process of assertively and supportively shaping expectations and contracting with students (e.g. What does it mean to study at University? What are the things in your control that can help or hinder your success?). Accurate understanding of the demands of one's context is an important protective factor.

*Therefore:*

- ✓ *We should locate our 'at-risk strategy' within a broader and explicit institutional narrative of developing resourcefulness and success.*

Proximal Risk Markers which have been identified in the literature as key to academic success include:

- **Readiness:** as represented through attendance at orientation or completion of online orientation
- **Early engagement:** as represented through both early on-line access of course/subject/ sites and resources, and attendance at small classes or online participation
- **Early performance:** as represented through submission of first or early assessment
- **Early outcomes:** as represented through passing of first or early assessment
- **Cumulative outcomes:** as represented through passing of first-semester first year courses

A set of resources have been developed which both seek to clarify the complex nature of student risk operationalise 'risk markers' to facilitate practical intervention.

**Website Resources:** See *Students at Risk, Defining Risk and Diversity*

- ✓ *Identifying and Supporting Students at Risk Discussion Paper.docx*

- ✓ *Students At Risk Frameworks and Strategies Session.pptx*
- ✓ *Understanding student diversity.ppt*
- ✓ *Student Diversity and Predictors of Early Success in the FY.ppt*
- ✓ *Students At Risk Frameworks and Strategies.pptx*

See **Students at Risk, Operationalising Risk Markers**

- ✓ *Risk Marker 1 Non-Attendance at Orientation protocol.docx*
- ✓ *Risk Marker 2 Not Accessing Learning@Griffith protocol.docx*
- ✓ *Risk Marker 3 Non-Attendance at Small Classes protocol.docx*
- ✓ *Risk Marker 4 Non-Submission & 5 Failure on Early Assessment protocol.docx*
- ✓ *Risk Marker 6 Course Failure protocol.docx*

## Intervention Processes

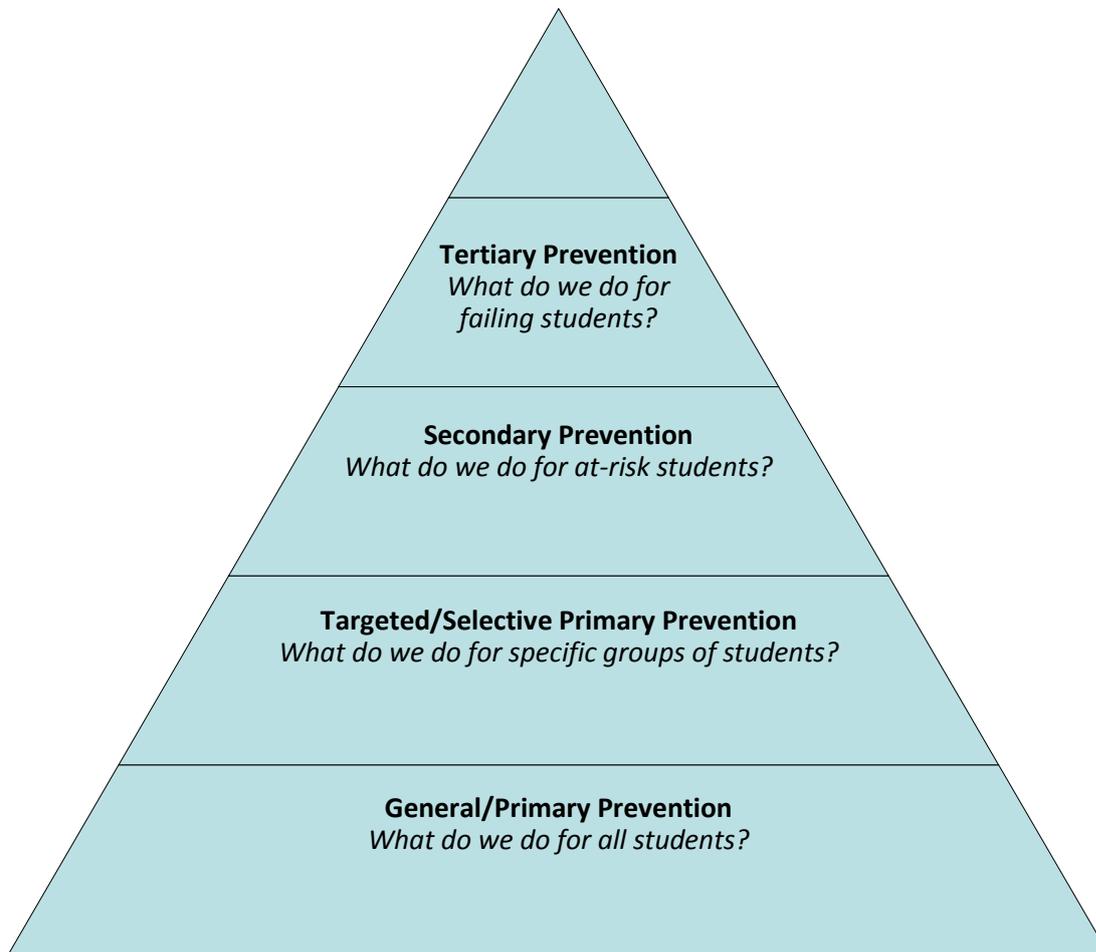
Much of the early work in this area has been undertaken by ‘individual enthusiasts’ often implementing unsystematic and idiosyncratic processes with variable outcomes. Thus it was considered a priority to develop strategic frameworks to inform focused and strategic intervention. An Intervention process framework was developed to support student success. The *core model of Intervention Levels* was used to guide identification of the range of possible interventions and strategy selection (Wilson & Lizzio, 2012b).

### Levels of Intervention

It has long been understood in disciplines such as public health and community development that the tasks of ‘facilitating change’ and ‘helping people’ require a sophisticated understanding of the needs, strengths and risk factors of not only the population as a whole but also the different groups within it (Caplan, 1964). The guiding principle is that ‘success’ requires a fine-grained understanding of the needs of different groups to inform and match appropriate types and levels of intervention. The meta-aim is a coordinated and judiciously escalated set of interventions that are both comprehensive in scope as well as focused in intent. Applying this mode of thinking to the task of facilitating the success of commencing students, allows us to conceptualise a sequence of levels of intervention (See Figure 3.2). Most fundamentally, *primary prevention* strategies are those conducted based on our understanding of the needs of the whole commencing student population (viz., what early activities will be useful or protective or strengthening for all students?). *Targeted or selective primary prevention* strategies are those offered based on our understanding of the characteristics and backgrounds of specific groups of students (e.g., first-in-family, Indigenous, International, etc) (viz., what early activities will be useful or protective or strengthening for particular groups of students?).

Common examples of targeted primary prevention include contacting Indigenous and International students prior to their orientation to offer personalised School support, and to ensure their connection with existing university services. As the term indicates, *secondary prevention* refers to the process of managing the emerging risks or vulnerabilities of individuals or groups (viz., what early activities might mitigate the problems or activate the resources of particular students?). Common examples of secondary prevention include strategies for identifying and intervening with at-risk students such as those who trigger evidence-based risk markers such as not submitting or failing their first assessment item.

**Figure 3.2: Levels of Intervention Framework**



Finally, *tertiary prevention* involves the process of responding to more fully-formed vulnerabilities or problems (viz., what activities might be helpful for students who are evidently in-trouble or at-risk). Common examples of tertiary prevention include strategies for responding to students who have failed one or more of their first semester courses/subjects.

Employing these types of practice models produces a number of related benefits. Firstly, we have found that they provide a *sense of coherence* when thinking and talking about the task at hand with colleagues. Secondly, an *accountable commitment to evidence* also seems to facilitate colleague's confidence and buy-in to the often perceived 'flaky venture' of helping commencing students: the meta-message we are sending is that "we are approaching this is a scholarly and systematic way". Translating our ideas and activities into a simple shared institutional language, facilitates student's confidence and trust. The meta-message is that "we have really thought about this and we know what we are doing". Finally, and perhaps most importantly, scaffolding and conceptualising the task at hand facilitates student's self-management: the meta-message here is that "we are not just giving you information, we are providing you with tools to do a job".

**Website Resources:** See *Leadership of the FYE, Whole of School or Program Approach to the First Year Experience*

- ✓ *Keithia Wilson Success in First Year Keynote Paper 2009.doc*
- ✓ *Whole School or Program Approach to the FYE.PPT*

### **School Engagement and Change Management**

Whole-of-School/Program approaches to the FYE require a systematic *partnership approach to leadership* involving academic, professional and sessional staff. A core principle of the strategy is building cross-role, next generation partnerships or working relationships which operationalize the culture required, to both effect and maintain improvements in the student experience and outcomes, and facilitate “joined-up” collaborations across staff groups. A whole-of-school/program approach then necessarily involves a move away from an overly individualised “private practice” model of teaching and course management towards the principles of collective action and mutual accountability.

**Website Resources:** See *Leadership of the FYE, Whole of School or Program Approach to the First Year Experience*

- ✓ *Keithia Wilson Success in First Year Keynote Paper 2009.doc*
- ✓ *Whole of School or Program Approach to the FYE.PPT*

### **Distributed Leadership**

While articulating the necessity for cross-role collective action is a useful first step, this will only be translated into meaningful and sustained improvement to the extent that it is owned and implemented by staff in schools and departments. Collaborative mechanisms, using a distributive model of shared leadership (e.g. First Year Experience Teams, Student Success and Retention Teams) are important for facilitating local leadership and collegial action. This involves convening the key staff (stakeholders) having an assigned, legitimate role in the first year to form a team with a common purpose of enhancing or improving the quality of the student experience: for example, a First Year Enhancement Team, or a First Year Management Team. Potential partners can range from academic managers, academic colleagues and FY Course Coordinators, professional and administrative staff, and students within the School/Department/degree program, to academic and professional staff in central university student support functions. The core leadership and management role is assumed by a single staff member with the delegated authority, which, in Griffith’s case, is the First Year Advisor/Coordinator who adopts a facilitative, rather than a directive style, consistent with the concept of shared or distributive leadership (Gosling, Bolden & Petrov, 2012; Small & Rentsch, 2010). Student Success and Retention Teams (SSRTs) are a whole-of-school/degree team tasked to improve the student experience across all years of a degree program/s. These SSRTs are typically chaired by a Head/Deputy Head of School, and include Program Convenors, as well as Year Co-ordinators, Course Coordinators, and professional and administrative staff. Such collaborative teams serve the core purpose of developing, implementing and evaluating strategies to facilitate the success and retention of students across the degree lifecycle and work towards the goals of:

- **Building a Student-Centred Success Culture** Coordinate the overall first-year learning environment to enhance program and cross-course coherence, align curricular and co-curricular elements, and develop a consistent student centred educational experience and culture;

- **Creating an Effective Orientation and Transition Experience** Provide an evidence-based and success-focused academic orientation and transition program which enables commencing students to engage, learn and persist with their university studies;
- **Ensuring Quality Curriculum Development** Embed assessment and curriculum design within and across first-year courses which purposefully enhances the transition of commencing students and their engagement with, and learning of disciplinary content, and their confident progression to further study;
- **Implementing Strategic Student Advising** Provide a coordinated program of academic advising to support students' participation/attendance, performance on early assessment, academic recovery from early under-performance on assessment, and timely and active outreach to students at-risk of disengaging or discontinuing their studies; and
- **Facilitating Student Progression across the Lifecycle** Develop a coherent and well-supported learning environment that supports student engagement, persistence and progression across the degree program.

**Website Resources:** See *Leadership of the FYE, Whole of School or Program Approach to the First Year Experience*

✓ *Student Success and Retention Team Paper.doc*

See *Leadership of the FYE, First Year Coordinators*

✓ *First Year Co-ordinator Role.doc*

### Formal Leadership

While collective action is critical to success, there is also the potential for the unintended consequence of “diffusion of responsibility” (viz. if everybody’s doing it then nobody is doing it). Thus distributed leadership needs to be balanced with formal leadership, viz, the roles with legitimate, formal oversight of the FYE (e.g., Heads/Deputy Heads of School, Program Convenors, First Year Advisors/Coordinators). Thus, a key aspect of the strategy is the formation of First Year Co-ordinator (FYC) roles – a designated member of academic staff who works under the direction of the academic leader of the School/Program to sponsor and support the overall strategy and to work collaboratively as a key member of the SSRT to develop, implement and evaluate the strategy.

**Website Resources:** See *Leadership of the FYE, First Year Coordinators*

✓ *First Year Co-ordinator Role.doc*

### Change Management

In simple terms, enhancing the quality of the first year experience requires practitioners to manage a participative change process. Thus the *key process steps* involved in facilitating a whole-of-school approach to the first year experience include:

- **Convening the educational system** Identifying and *convening the key partnership/stakeholder roles* and *building understanding between different staff groups* (academic, professional and administrative) to support co-ordinated action;
- **Practice models** Working with explicit content and process practice models

that enable first year experience practitioners to better understand commencing *students' needs at transition* into university, their *milestones and predictable challenges* across the student lifecycle, and the *levels of intervention* that are appropriate for different student groups;

- **Data-based planning** Constructing a *matrix of commonly accessible data sources* that can inform a whole-of-school strategy (e.g. presage or input data (demographic information on institutional student populations and school/program student profiles), process evaluation data (e.g. evaluation of enabling processes or orientation activities), soft performance outcomes (e.g. student satisfaction), and hard performance outcomes (e.g. student retention, academic achievement));
- **Developing a lifecycle strategy profile** Constructing a locally-relevant profile of strategic and sustainable *complementary curricular and co-curricular strategies* to support success across the student lifecycle; and
- **Monitoring and evaluation** Developing approaches for the continuous monitoring and evaluation of both individual interventions, and the learning environment as a whole.

**Website Resources:** See *Leadership of the First Year Experience, Whole of School or Program Approach to the First Year Experience*

- ✓ *Keithia Wilson Success in First Year Keynote Paper 2009.doc*
- ✓ *Whole of School or Program Approach to the FYE.PPT*
- ✓ *Student Success and Retention Team Paper.doc*

See *Leadership of the First Year Experience, First Year Coordinators*

- *First Year Co-ordinator Role.doc*
- *First Year Co-ordinator-Student Success Advisor Role Interface.doc*

## Resources for Intervention

**Documenting exemplar resources for implementing a whole-of-school approach and proof-of-concept trials** In order to *shift from a predominately content, to a participative process focus*, practitioners and academic managers involved in the first year experience need a set of *practical tools and planning frameworks* that enable them to understand their local disciplinary contexts and commencing student cohorts, participatively develop locally appropriate and feasible strategies, and *sustainably manage* the first year learning environment. In addition to the frameworks identified in the previous section, I have elaborated a selected set of exemplar, *co-curricular first generation, curricular second generation, and Institutional third generation, strategies and interventions* based on my own experience as a first year practitioner, as well as trials and interventions conducted as part of the Fellowship from 2010 to 2013. This included developing additional resources throughout the Fellowship in response to expressed staff needs (e.g. scholarship and research of the FYE), identified problems, and disciplinary differences.

The structure, type and range of resources are detailed in Appendix A, with 74 current

resources, comprising: conceptual frameworks, and practice tools and processes for first (co-curricular), second (curricular), and third generation (Institutional) strategies; and a mix of short conceptual papers, power-point presentations, and best practice examples of intervention types. These exemplar resources include:

**First Generation Co-curricular Resources**

- ✓ Student Lifecycle;
- ✓ Student Transition and Orientation;
- ✓ Negotiated Engagement to University;
- ✓ Early Enrolment Support Sessions;
- ✓ Peer Mentoring;
- ✓ Academic Skills Development;
- ✓ Social Media;

**Second Generation Curricular Resources**

- ✓ First Year Assessment;
- ✓ Academic Recovery;

**Third Generation Institutional Strategy Resources**

- ✓ Whole-of-School/Program approach to the FYE;
- ✓ First Year Coordinator Role;
- ✓ Student Success Advisor Role;
- ✓ Sessional Staff as Transition Facilitators;

**Students at risk**

- ✓ Defining Risk and Diversity;
- ✓ Operationalising Risk Markers;

**Scholarship and Research of the First Year Experience**

- ✓ Definitions and methodology;
- ✓ Evaluation framework.

# Chapter 4 Fellowship Phase 2 - Cross-disciplinary and Cross-Institutional Implementation and Evaluation

## Overview

This Chapter elaborates Phase 2 of the Fellowship. The first section outlines the overall strategy, intervention processes and outcomes of the Griffith Institutional Trials and five embedded proof-of-concept trials (strategic lifecycle approach to orientation, embedded student advising, assessment review and consultation, academic recovery for students at risk, and enhancing transition-specific classroom practices involving training of sessional staff). The second section outlines the cross-institutional implementation activities undertaken at other universities.

The second phase of the Fellowship focused on the implementation and evaluation of the whole-of-school /program methodology and its component strategies, firstly in the home institution, (Griffith University) across a range of contrasting disciplines, and secondly, in other institutions across Australia with a predominantly first-in-family/non-traditional students base. Each is discussed in turn.

## 1. Cross-disciplinary Implementation and Evaluation: Griffith Institutional Trials

### Context and Purpose

The purpose of this second phase of the Griffith Institutional Trials was two-fold: the implementation and evaluation of the general **whole-of-school** change process and **proof-of-concept trials** to test the efficacy of specific interventions. The trials were conducted in a **range of contrasting disciplinary program contexts at Griffith** to inform their use across different disciplinary cultures, student cohorts and staff orientations.

The trial sites for the whole-of-school process (Humanities, Business, Nursing and Human Services and Social Work) were selected given their ongoing challenges with student retention. In addition, a cross-disciplinary Health Foundation Program (Pharmacy, Medical Science, Dentistry and Oral Health, Rehabilitation Sciences, and Public Health) and the Bachelor of Urban and Environmental Planning were selected as settings to evaluate specific interventions.

### Strategy and Intervention Process

The intervention approach described here includes processes for both engagement and implementation. The first, engagement phase of the whole-of-school process involved convening and contracting with the educational system. The approach taken was designed to optimise ownership and engagement of both school leadership and staff.

### *Engaging School Leadership*

Faculty-level support for the process was initially obtained from the relevant Dean (Learning and Teaching) and this senior endorsement facilitated entry into each school. An initial

meeting with the School leadership focused on three complementary agendas: the readiness of the school to engage, the perceived strategic importance of student retention to the school, and the capacity of school leadership to sponsor a whole-of-school enhancement process. This was followed by a discussion focusing on identifying and focusing the leadership and governance resources required to support the change process. A **First Year Leadership Team** was formed for each School comprising the Head/Deputy Head of School, Undergraduate Degree Program Convenor/s, First Year Advisor and the Convenors of first semester/first year subjects. A contracting and planning meeting was conducted with each First Year Leadership Team to establish engagement, identify useful resources and likely challenges, clarify roles and responsibilities and focus desired outcomes.

### ***Engaging School Staff***

While the sponsorship of school leadership is necessary, it is by no means sufficient to ensure success. Processes that provide collaborative and practical means for staff to generate locally-relevant evidence regarding the factors that may impact on the success and retention of their students are proposed as key for engagement and ownership. A partnership culture of ‘we are doing this’, as opposed to ‘this is being done to us’, is fundamental to this exercise. Beyond this, optimal success will also be progressed by the coordinating the contribution of professional staff in a range of support roles (e.g., Learning Advisors, Blended Learning Advisors, Assessment/Curriculum Consultants). To facilitate both engagement and coordination, **First Year Enhancement Teams** comprising both some members of the First Year Leadership Team (particularly Program Convenors) and relevant course/subject convenors and professional staff were formed. First Year Enhancement Teams were tasked with collaboratively reviewing and improving the experience and outcomes of their students in both semesters of first-year. Importantly, consistent with a whole-of-school philosophy, both co-curricular and curricular strategies were to be employed.

### ***Building the Capacity of Staff***

It is important to appreciate that working collaboratively with a whole-of-system focus is a relatively new experience for staff used to mostly working on their own patch. It is therefore critical to be sensitive to the shifts in perspective, the broadening of capabilities and the deepening of motivation required of staff. The present process sought to build staff capacity by modelling collaborative facilitation practices, conducting leadership training for staff identified as leaders of the first year experience in their schools, and providing coaching and mentoring of staff through the strategy development and implementation process.

### ***Strengthening Capacity for Evidence-Based Reflection and Planning***

One of the early tasks for each First Year Enhancement Team was to systematically review both their current first-year co-curricular support practices and their first-year curriculum and assessment. This **First Year Review Process** involved the collection of data from a range of sources (e.g., review of course profiles) and workshops with first-year staff teams to identify areas for improvement. More detail on the processes of assessment audit will be provided in a later section of this report. In addition to data-based planning, staff were engaged in regular reflection processes to extract insights and learning regarding the implementation process. This approach of ‘collecting feedback’ and ‘explicating the

process' was intended to strengthen both a sense of ownership and the ongoing capacity of staff to self-adjust the functioning of their teams.

### ***Building Mechanisms for Sustainability***

One of the recurring concerns with educational change initiatives is that gains are not sustained once the formal intervention concludes. Thus the present process ensured that each school engaged in an explicit discussion around the focal question: What do we need to continue doing and what mechanisms do we need to establish to ensure that we continue this improvement process? Consistent with the guiding principle of 'local relevance', participating schools established different mechanisms to ensure the maintenance and sustainability of the process. Generally speaking, schools focused on established explicit governance mechanisms. Thus, one school formed an Assessment Sub-Committee of the School Learning and Teaching Committee tasked with reviewing first year course profiles to ensure consistency with agreed standards and a programmatic approach to first year assessment. Another school formally linked their First Year Enhancement Team to the School Learning and Teaching Committee, thus ensuring a formal reporting mechanism for the ongoing review and enhancement of first year curriculum.

### **Embedded Proof-of-Concept Trials**

Parallel to, and embedded in, the implementation of the whole-of-school strategy, a number of specific interventions were evaluated for their efficacy in contributing to student success and retention. The five intervention strategies were:

1. A strategic, lifecycle approach to student orientation and transition to facilitate early engagement and prepare students for their academic role;
2. Embedded student-centred advising to facilitate local access to transition-supportive advising services;
3. Assessment review and consultation to enhance transition-supportive assessment in first-year courses;
4. Early intervention to provide academic recovery opportunities for students at risk of discontinuation or failure;
5. Training of sessional staff teaching in first-year to enhance transition-specific classroom practices.

Each of the five strategies is discussed in turn.

### **Intervention strategy 1: Strategic, Lifecycle Orientation Approach**

A strategic approach to the Orientation and Transitioning of commencing students aimed at enhancing early student engagement and preparing students for academic realities requires the adoption of both a student lifecycle, and a student transition focus. A lifecycle approach to Orientation involves pre-semester student engagement through opportunities to meet with academic and professional staff and other students to discuss their enrolment, their selected Programs and courses, and to raise any concerns about entering university. This process is particularly important for students who are first-in-family, who usually enter university with lower levels of academic capital, and more limited understanding of effective student behaviour for academic success, including realistic expectations and standards of university study.

This trial involved four strategic pre-semester activities:

**1.1 Assertive Outreach to Commencing Students** Early student engagement and attendance are foundational to later success. Consequently, a pre-semester mail-outs strategy targeting commencing students was trialled in Schools/Programs. This early engagement strategy had multiple aims: enhancing early student participation in key events and processes (e.g. peer mentoring); facilitating student help-seeking (e.g. Early enrolment support); raising student awareness of required academic skills (e.g. pre-semester workshops); and, critically, increasing attendance at formal School/Program Orientation Programs. These mail-outs packages included materials such as:

- ✓ A welcome letter from the Head of School/Program identifying the range of pre-semester resources available and encouraging commencing students to attend;
- ✓ Flyers advertising preparatory and enabling activities:
  - the pre-semester Academic Skills Development Workshops (Early Bird Workshops);
  - the pre-semester Early Enrolment Support Sessions; and
  - the School/Program Orientation Program;
- ✓ An enrolment form for the Peer Mentoring Program, and an encouragement to return the form in time to be assigned a mentor for the Orientation Program.

The trial of the targeted School/Program mail-outs in 2012 resulted in improved student attendances at Early Bird Workshops and Orientation Programs (including virtually 100% attendances at Orientation at some sites). The process was mainstreamed across the University in 2013.

**1.2 Early Enrolment Support Sessions** Pre-semester sessions were structured as informal, drop-in sessions, where commencing students could receive one-on-one practical assistance to enrol, select courses, explore the on-line system and available resources, and discuss any early concerns. Students were notified of the session through a University email and their School Mail-out. Sessions were conducted in computer labs to facilitate access to multiple service points and were staffed by academic and professional staff, and student peer mentors. Based on staff and student feedback from the trial, sessions are optimally offered in the week following the first major round of offers and the week prior to Orientation Week.

In excess of four hundred commencing students attended the Early Enrolment Support Sessions in the first trial. While this represented a small percentage of the student intake, almost all of the attendees self-identified as first-in-family to attend university, confirming the value of early intervention for this population. Both staff and student feedback was overwhelmingly positive. As of 2013 early enrolment support has been mainstreamed into ongoing university practice.

**Website Resources:** See *First Generation Co-curricular Strategies, Early Enrolment Support Sessions*

- ✓ *1 Early Enrolment Support Sessions Overview.docx*

- ✓ 2 *Early Enrolment Support Sessions Protocol.docx*
- ✓ 3 *Key Information dates deadlines overview S113.docx*
- ✓ 4 *Early Enrolment Support Sessions Student Survey.docx*

**1.3 Strategic Orientation Programs** The importance of Orientation for commencing students is indicated by Griffith institutional research indicating that not only is the perceived effectiveness of an Orientation Program a significant predictor of early student satisfaction, but attendance at Orientation is a significant predictor of academic success in the first semester. Consequently, school-based orientation programs represent a strategic transition-enabling opportunity for disciplinary academic communities. More specifically, the needs of commencing students for both task and relational support have been well-established in the literature on the first year experience (Wilson, Murphy, Pearson, Wallace, Reher & Buys, 2014). Thus strategic orientation programs are intentionally designed around the task and relational goals of preparing commencing students for their academic programs of study and establishing early relationship connections with student peers and academic and professional staff.

The website resources include a design for a one day Orientation Program, as well as a set of PowerPoint slides for a beginning session structured around the five senses of student success and the 7 predictors of academic success (see Wilson, 2009):

- ✓ **Time on task** Putting time aside to study for each of your courses every week – this is the strongest predictor of student success (*Sense of Capability*);
- ✓ **Class attendance** Attending lectures and small classes (tutorials/ laboratories) regularly and weekly – this is the second strongest predictor of student success (*Sense of Capability*);
- ✓ **Connectedness** Developing a social network at university (small in fine) with colleagues in small classes is protective against dropping out in your first semester and first year of study (*Sense of Connectedness*);
- ✓ **Purpose** Having a clear goal or purpose for attending university is also a very strong predictor of academic success and is also protective against dropping out in your first year (*Sense of Purpose*);
- ✓ **Resourcefulness** Engaging with the on-line environment via access to Learning@Griffith and email is foundational to your academic success (*Sense of Resourcefulness*);
- ✓ **Work-life-study balance** Working on average not more than 15 hours a week in paid employment if you are enrolled full-time, in order to make appropriate time for study predicts academic success (*Sense of Resourcefulness*); and,
- ✓ **Self-confidence** Having a sense of academic self-confidence and expectation of success is foundational to success in life as well as university (*Sense of Capability*).

This strategic approach to Orientation was trialled in the Griffith Business School in semester 1 of 2012. Surveys of commencing students (Starting@Griffith Survey) indicated a 20% improvement in students' perceptions of "the effectiveness of their Orientation Program in preparing them for the realities of their academic studies". This has resulted in

an ongoing commitment to retaining and extending this strategic approach to conducting the Orientation Program within the Griffith Business School across all Programs, and across the University.

**Website Resources:** See *Student Lifecycle, Transition and Orientation, Student Transition and Orientation*

- ✓ *The Five Senses of Student Success for Review and Planning of Orientation and Transition.doc*
- ✓ *Sense of Purpose Paper.doc*
- ✓ *Orientation Best Practice Principles.ppt*
- ✓ *Orientation Day Program Sample.ppt*
- ✓ *Orientation Day Opening Session.ppt*

For the Student Handout containing the Senses of Success and the Predictors of Academic success, see *First Generation Co-curricular Strategies, Negotiated Engagement*

- ✓ *Student Checklist for Success and Senses of Success Framework Interview Handout.docx*

**1.4 Peer Mentoring** Peer Mentoring is a well-established and effective intervention for facilitating social and academic transition into university life. Beyond this, peer mentoring has also been demonstrated to be effective to not only assist students to connect and engage, but also to be more academically successful (Muckert, Wilson & Lizzio, 1998). While Peer Mentoring has been widely established in Australian Universities as a means of engaging commencing students, its implementation is often somewhat unsystematic. Thus one of the aims of the Fellowship was to develop resources for conceptualising, facilitating, and evaluating effective Peer Mentoring systems, and for training both Peer Mentors and Peer Mentor Program Co-ordinators.

Effective peer mentoring is optimally conducted for at least the first half of the first semester to support commencing student engagement with first assessment tasks, and requires regular, weekly contact, either face-to-face or online, or a mix of both. Effective programs also require ongoing co-ordination and formative, mid-program evaluation and structured opportunities for critical reflection to ensure: adequate support and problem-solving for mentors; a quality experience for mentees; and reasonable consistency of service standards. Successful programs also require summative evaluation and continuous quality improvement cycles to ensure relevance to changing student cohorts.

**Website Resources:** See *First Generation Co-curricular Strategies, Peer Mentoring*

- ✓ *Link to Griffith Mentoring website*
- ✓ *Peer Mentor Program 2011 Flowchart.doc*
- ✓ *Peer Mentoring Program Cycle.doc*
- ✓ *Peer Mentoring Program Coordinator Information Booklet.doc*
- ✓ *Peer Mentoring Training for Health Group.ppt*
- ✓ *Peer Mentoring Training Information Booklet 2011.doc*

- ✓ *Peer Mentoring Program Mid-Program Review.doc*
- ✓ *Peer Mentoring Program Evaluation.doc*
- ✓ *Weekly Mini-Review Form for Mentors.doc*
- ✓ *2010 ENV Mentee book FINAL 090210.pdf*
- ✓ *2010 ENV Mentors Guide FINAL 10 February.pdf*

## **Intervention Strategy 2: Embedded Student-centred Advising**

At-risk students are difficult to access with traditional approaches to advising. A significant constraint in meeting these student needs and effectively engaging them in university study is the well-documented ‘paradox of support’, namely, those students who most commonly access academic advising have less need for it, and those who typically have the greater need for it, are less likely to access it. This phenomenon is more likely to be accentuated in a mass higher education context. This presents significant challenges for our current primarily central and self-referral developmental models of academic advising, vocational education and pastoral support. Consideration needs to be given to how we may strategically position and partner advising and support in relation to expressed student need and retention agendas. A student-centred conception of advising leads us to consider the possibilities of an embedded ‘third space’ between traditional academic and professional roles to evolve more locally-engaged advising and focused timely support of our students. Most critically, embedded staff are more likely to possess the social capital and personal knowledge of our students to enable more intrusive or assertive forms of advising and support.

Thus this trial involved the deployment of embedded learning and support advisors (Study and Assessment Support Advisors) (SASA) (2012) and Student Success Advisors (SSA) (2013) in Schools/Programs who were tasked to enhance the engagement, performance and persistence of commencing students. The core functions of school-based advisors were conducting in-discipline academic enabling workshops, offering individual and small-group study and assessment consultations, proactively outreaching to at-risk students using demographic and engagement risk markers and, where appropriate, referring students to central services. The advising model was conceptualised as providing phase-relevant targeted strategies across the student lifecycle: engaging students (pre-semester), supporting student performance and learning (during semester) and supporting student persistence (post-semester).

### **Website Resources: See *Student Success Advisors, Role***

- ✓ *1 Student Success Advisor Position Description.docx*
- ✓ *2 Student Success Advisor Strategic Role Overview.docx*
- ✓ *3 Student Success Advisor Flyer.docx*
- ✓ *4 Student Success Advisor Strategic Lifecycle Activities semester 1.docx*
- ✓ *5 Student Success Advisor Strategic Lifecycle Activities semester 2.docx*
- ✓ *6. Student Success Advisor Game Changer Strategies.docx*
- ✓ *7. Student Success Advisor Training Foundation Program.pptx*

### ***Student Success Advisors, Training***

- ✓ *1 Student Success Advisor Foundation Program Griffith Overview.pptx*

- ✓ *2 Student Success Advisor Role Orientation and Frameworks.pptx*
- ✓ *3 Strategies and Predictors for Success in First Year.ppt*
- ✓ *4 Students At-Risk Frameworks and Strategies.pptx*

**2.1 Supporting Student Engagement** Pre-semester outreach to students can be understood as an exercise in ‘building academic capital’ and ‘decoding the hidden curriculum’ (Sambell & McDowell, 1998), particularly for students from non-traditional backgrounds (McGinnis, 2002; 2004). In the present context, the goal of helping commencing students’ successfully engage with university was undertaken through one-on-one conversations with students identified through enrolment data (i.e., lower university entry scores, low degree preference, Language other than English spoken at home, and low socio-economic status) to be potentially at greater risk of early non-engagement and thus, subsequent discontinuation. Students were invited to participate in an intensive (1.5 hours) pre-semester **Negotiated Engagement Interview (NEI)** designed to assist them to negotiate their entry into, and engagement with University and the student role. Some of the topics addressed included: the role of a university student; clarifying expected performance standards at University; importance of help-seeking behaviour; and legitimating students’ sense of belonging at university. The primary conceptual frameworks that informed the NEI process were the predictors of academic success (Wilson, 2009) and the Five Senses of Student Success (Lizzio, 2006). The NEI process culminated in collaboratively formulating a **Student Success Plan** outlining the practical actions that a student, given their particular circumstances, should undertake to optimise their chances of academic success.

Negotiated Engagement Interviews were conducted with a total of 2,253 Griffith commencing students in 2013, representing 16% of the commencing student cohort in first, and 33%, in second semester. Nearly ninety per cent of these commencing students were followed-up (phone, email or face to face).

The value to commencing students of the Negotiated Engagement Interview (NEI) process was independently evaluated with a random sample of 304 students, representing 18% of the total number of students who participated in an NEI in the first semester. Students evaluated the NEI process as an overall positive experience and very useful in assisting their transition into university (mean value of 4.1/5 for overall effectiveness).

The explicit focus of the NEI process is enhancing the early engagement of a group of non-traditional students who may otherwise be comparatively slower to engage with the university experience. A comparison of early student retention from Offer to Census date (week 4) between semesters 1 2012 (no NEIs conducted) and 2013 (NEIs conducted) indicated a 2.1% improvement. While it is difficult to confidently attribute changes to a single factor, it seems plausible that a significant contributor to this improvement is the explicit focus on early engagement. More generally, students who participated in both the NEI and the follow-up process achieved slightly better first-semester grades and persistence with their studies in semester 2 than other students from similar backgrounds.

**Website Resources:** See *First Year Experience website*,  
**See *First Generation Co-curricular Strategies, Negotiated Engagement***

- ✓ *1 Purpose of Negotiated Engagement Interviews.docx*

- ✓ *2 Agreed Parameters for Negotiated Engagement Interviews.docx*
- ✓ *3 Negotiated Engagement Interview Protocol.docx*
- ✓ *4 Student Checklist for Success and Senses of Success Framework Interview Handout.docx*
- ✓ *5 Student Success Plan.docx*
- ✓ *6 CRM Protocol for Negotiated Engagement Interviews.docx*

**2.2 Supporting Student Performance and Learning** A lifecycle perspective sensitises our practice to the importance of providing ‘just-in-time’ interventions and services to students. The capacity to provide timely, customised and interactive support strategies is optimised within an embedded advising strategy. The goal of developing students’ generic and disciplinary-specific academic skills was progressed by providing within-program academic skills workshops. In recognition of the maxim that, for students, ‘assessment defines the curriculum’ (Boud, 2010), workshops were also designed to develop skills relevant to the assessment tasks set in their first-year courses. At-risk students’ performance on assessment tasks was also scaffolded by providing opportunities for individual and small group pre-assessment consultations (e.g., deconstructing assessment tasks and assessment criteria) and in some cases providing formative feedback on drafts of tasks. Two hundred and eighty five (285) **Academic Skills Workshops** were facilitated by Student Success Advisors in 2013, with 3,172 students attending multiple sessions. Preliminary analyses demonstrate the positive effect of disciplinary-relevant assessment scaffolding with first-semester student attendance at Academic Skills Workshops significantly predicted both student grades for the semester and student retention into semester two.

**Website Resources:** See *First Year Experience website*,

***First Generation Co-curricular Strategies, Academic Skills Development***

- ✓ *Link to Learning Advisor resources website at GU*
- ✓ *Academic Skills Overview.pptx*
- ✓ *Academic Skills Workshops in the Griffith Business School – semester 1 2013.pdf*

**2.3 Student Persistence** Strengthening commencing students’ academic efficacy is particularly strategic in the context of retention given the well-established relationship between students’ self-efficacy and their academic achievement and persistence (Kahn & Nauta, 2001). Students who succeed on early university assessment are likely to experience enhanced self-efficacy, and those who do less well (e.g., fail, just pass or who do worse than expected) are likely to experience a loss of personal and academic confidence (Christie, Tett, Cree, Hounsell & McCune, 2008). Thus, a strategic priority was to design a secondary prevention process with the dual goals of supporting the short-term academic recovery of students at-risk of non-continuation due to early difficulties with assessment, and developing their ongoing capabilities for self-regulation around challenging assessment tasks. The **First Assessment-First Feedback** process (Lizzio & Wilson, 2013b; Wilson & Lizzio, 2008a; 2011) involved commencing students who failed or marginally passed their first piece of university assessment being invited to participate in a two-stage process: independently completing a reflective workbook designed to help them understand the reasons for their assessment performance; followed by a structured consultation with their

tutor to identify improvement goals and strategies. Students undertaking the academic recovery process achieved higher pass rates for the subsequent assessment item and for the course overall (60% compared to 23%) than a comparative group of students who did not participate in the intervention. Importantly, students experienced the intervention as providing insight into their underperformance on assessment and developing their capacity for meta-learning and self-regulation (Lizzio & Wilson, 2013b).

An end-of-semester tertiary prevention academic recovery process is also conducted for commencing students failing half or more of their course load. This process involves a review and planning discussion with students with the aim of 'learning from experience' and 'negotiating renewed engagement'. Failing students who undertake this process do achieve slightly better subsequent achievement and persistence than those failing students who do not participate. However, causes of academic failure are often, at least in part, attributable, to students' personal and financial stressors. Thus, this form of academic recovery must be sensitively undertaken from a whole-student perspective, rather than just as an academic planning procedure.

**Website Resources:** See *First Year Experience website*, *Second Generation Curricular Strategies*, **Academic Recovery**

- ✓ 1 *Early Intervention for At-risk Students Lizzio and Wilson IETI 2013.pdf*
- ✓ 2 *First Assessment First Feedback Workbook.doc*
- ✓ 3 *FAFF Training Program for Tutors.ppt*
- ✓ 4 *Quick Guide for Tutors.doc*
- ✓ 5 *Text for invitation to email students.doc*
- ✓ 6 *Tutor interview evaluation.doc*
- ✓ 7 *Academic Recovery Booklet for Course Failure.docx*

### **Intervention Strategy 3: Assessment Review and consultation to enhance transition-supportive assessment in first-year courses**

Facilitating student success requires a systematic focus on curriculum design and assessment practices. Assessment practices that incorporate design and management features that recognise the specific needs of commencing students have been shown to enhance students' efficacy, satisfaction and achievement (Lizzio & Wilson, 2013a). A whole-of-school/program enhancement strategy can be facilitated by providing systematic data in relation to two questions:

- ✓ How well-integrated are our assessment practice across all first-year courses/subjects? (macro level review)
- ✓ How well designed and managed are the assessment packages, and each component assessment task, within each first-year course/subject? (micro level review)

The **assessment review and development process** was conducted in several phases (see Macleod & Wilson, 2012):

- ✓ *Framework development* Good practice principles for first-year assessment

- were formulated based on the relevant literature;
- ✓ *Process management* First Year Leadership Teams agreed on a process for information sharing and analysis. Consistent with a philosophy of ‘de-privatizing the classroom’, in addition to sharing of the program-level report, all participating staff agreed to all team members having access to each other’s course-level assessment report;
- ✓ *Assessment audit* Systematic reviews of the design and clarity of first-year program and course/subject and program assessment tasks and packages were conducted for each School trial site by an external assessment consultant (a Group/Faculty resource external to each School);
- ✓ *User-friendly documentation* Comprehensive **First-Year Assessment Reports** were produced for each of the participating Schools;
- ✓ *Feedback* Participative and structured consultations with individual course/subject convenors, and cross-course/subject teams of first semester, first year convenors were conducted. These discussions resulted in the recommended re-design of some assessment tasks and the development of student resources for scaffolding those tasks;
- ✓ *Ongoing Curriculum Development* A staff member was seconded from the faculty in the role of **First-Year Assessment Consultant** to work with first year staff to enhance assessment practices.

The process is described in detail in the paper - *Quality Improvement of First Year Assessment: a process and template for the review and enhancement of assessment design and management* (See website, under Second Generation Curricular Strategies, Assessment).

It is important to observe that improvements to assessment practices can not only deliver better student outcomes, but also **improvements in the experience and satisfaction of academic staff**. Feedback from course convenors in all trial sites indicated that as a result of even simple interventions (e.g. clearer explanation of assessment tasks and criteria) there were (Macleod & Wilson, 2012):

- ✓ Substantial reductions in student enquiries concerning assessment tasks;
- ✓ Noticeable reduction in commencing student anxiety levels generally, and particularly in relation to assessment tasks;
- ✓ Substantive reductions in failure rates on assessment tasks in threshold courses/subjects;
- ✓ Positive staff perceptions of the assessment audit process, with requests to continue the process into years two and three; and
- ✓ Improvements in student evaluations of first year courses and teaching.

**Website Resources:** See *First Year Experience website*, **Second Generation Curricular Strategies, Assessment**

- ✓ *1 Enabling Student Success Practice Principles and Minimum Standards in First Year Assessment.docx*
- ✓ *2 First Year Assessment Principles and Practices Workshop PPTs 2011.ppt*
- ✓ *3 Re-written task description.pdf*
- ✓ *4 Summary examples of FY assessment.pdf*

- ✓ 5 *Quality Improvement of First Year Assessment Conference Paper.docx*
- ✓ 6 *Quality Improvement of First Year Assessment Conference PPTs. ppt*
- ✓ 7 *School of Human Services and Social Work First Year Assessment Report.doc*
- ✓ 8 *School of Humanities First Year Assessment Report.doc*
- ✓ 9 *School of Human Services and Social Work Writing and Referencing Guide.docx*
- ✓ 10 *ALTC Final Report: Facilitating Commencing Students' Success with Early Assessment.doc*
- ✓ 11 *Lizzio & Wilson First Year Student's Appraisal of Assessment paper.doc*

#### **Intervention Strategy 4: Early Intervention to provide academic recovery opportunities for students at-risk of discontinuation**

As previously discussed, student risk can be measured through both distal factors (what they bring to university) and proximal factors (how they behave when they are here). This trial focused on testing the efficacy of tracking commencing students across their first-year of university using markers of their engagement, performance and persistence (see table 4.1). Previous research has demonstrated attendance at orientation, class participation and assessment performance to be significant predictors of academic achievement in the first semester of the first year (Lizzio & Wilson, 2011), and online engagement to be a significant moderator of academic success in the first year (see Wilson, 2009). This trial (Humanities, Nursing, Business and Urban and Environmental Planning) was concerned with evaluating the feasibility of tracking students against these lifecycle markers and using the data to inform systematic outreach to students identified as falling below the threshold for each marker.

**Table 4.1 Evidence-based Risk Markers across the Student Lifecycle**

<b>LIFECYCLE TASK</b>	<b>RISK MARKER</b>	<b>TIMING</b>	<b>INTERVENTION</b>
<b>Engagement</b>	1 Non-attendance at Orientation Program	Orientation-week	Welcome Email with resources & contacts
<b>Engagement</b>	2 Not accessing course material on-line	End of week 2 of semester	Email to those not accessing Phone call to identified students at early risk
<b>Engagement</b>	3 Not attending small classes	End of week 3 of semester	Phone call to all students not attending
<b>Performance</b>	4 Not submitting first /early assessment task in threshold course/s	Weeks 2-6	Tutors contact students not submitting to enquire Student Success Advisors contact identified students

			at risk
<b>Performance</b>	5 Failing first/early assessment task in threshold course/s	Weeks 2-6	Tutors contact failing students to offer academic recovery Student Success Advisors contact failing identified students at risk for intensive academic recovery
<b>Performance &amp; Persistence</b>	6 Failing half or more courses in the first semester	Post-semester, on publication of results	Student Success Advisors contact all failing students to offer academic recovery

There was considerable variation across the trial sites in the proportion of students satisfying the threshold for this set of risk markers (See Table 4.2). For example, generalist degrees had significantly lower attendance at orientation (40% non-attendance) compared to professional degrees (around 20% non-attendance). This suggests that such ‘risk profiling’ can not only inform outreach to individual students, but also be valuable feedback to schools/programs to inform program design and culture.

**Table 4.2 Proportion of Students Triggering Risk Markers**

<b>RISK MARKERS</b>	<b>Humanities N = 450</b>	<b>Business N = 546</b>	<b>Nursing N = 278</b>	<b>Urban &amp; Environmental Planning N = 93</b>
<b>1 O-Day non-attendance</b>	40% (180)	42% (228)	18% (50)	22% (20)
<b>2 Not on-line week 2</b>	4% (16)	3% (16)	6% (17)	4% (4)
<b>3 Small Class Non-attendance week 3</b>	1% (6)	4% (20)	19% (54)	4% (4)
<b>4 Non-submission of first assessment</b>	12% (54)	6% (35)	9% (26)	14% (13)
<b>5 Failure of first assessment</b>	NA	20% (109)	5% (14)	24% (23)

Overall, a review of this tracking process strongly indicated the value of systematically monitoring student engagement. The major challenge is timely responding to students identified at potential risk of disengagement. For example, there may be a narrow window of opportunity to effectively engage students who have not attended early classes before they ‘get too far behind’.

**Website Resources:** See *First Year Experience Website*, ***Students at Risk, Defining Risk and Diversity***

✓ *Identifying and Supporting Students at Risk Discussion Paper.docx*

- ✓ *Students At Risk Frameworks and Strategies Session.pptx*
- ✓ *Understanding student diversity.ppt*
- ✓ *Student Diversity and Predictors of Early Success in the FY.ppt*
- ✓ *Students At Risk Frameworks and Strategies.pptx*

#### **Operationalising Risk Markers**

- ✓ *Risk Marker 1 Non-Attendance at Orientation protocol.docx*
- ✓ *Risk Marker 2 Not Accessing Learning@Griffith protocol.docx*
- ✓ *Risk Marker 3 Non-Attendance at Small Classes protocol.docx*
- ✓ *Risk Marker 4 Non-Submission & 5 Failure on Early Assessment protocol.docx*
- ✓ *Risk Marker 6 Course Failure protocol.docx*

### **Intervention Strategy 5: Training of sessional staff teaching in first-year to enhance transition-specific classroom practices**

One of the persistent ironies in higher education is that a significant proportion of the teaching of commencing students is undertaken by staff who are employed on a casual or sessional basis, and who often have little or no awareness of institutional goals and strategies for student success and retention. Moreover, sessional staff are often managing the very learning contexts (e.g., tutorials, laboratories) which offer the greatest potential for student engagement. Such a disconnect between high-level agendas and local affordance can have serious implications for the fidelity and effectiveness of any strategy. Thus an integrated whole-of-school approach necessitates the positioning and empowering of sessional staff as 'leaders of learning' (Wilson & Lizzio, 2008b).

The goal of enhancing the contribution of sessional staff to student success was necessarily multi-faceted, involving the development of role statements, good practice guidelines and training programs. The training program was particularly focused on helping sessional staff teaching into the first year to work effectively with commencing students. Key components included:

- ✓ *Developing foundational learning facilitation and assessment skills;*
- ✓ *Understanding student transition to university, the nature of student diversity and indicators of early student risk and predictors of student success;*
- ✓ *Principles for designing small classes to enhance student engagement and building learning community;*
- ✓ *Practices for building responsive classroom cultures and conducting formative evaluations (first classes, and mid-semester reviews).*

#### **Website Resources: See First Year Experience Website, *Leadership of the FYE, First Year Sessional Staff as Transition Facilitators***

- ✓ *Link to Griffith/GIHE generic resources for sessional staff*
- ✓ *Sessional Staff @ Griffith Good Practice Guidelines.doc*

- ✓ *School Tutor Development Coordinator Position description.doc*
- ✓ *First Year Head Tutor Position Description.doc*
- ✓ *School of Psychology Tutor Training Agenda.doc*
- ✓ *School of Psychology First Year Tutor Training 2011.ppt*
- ✓ *School Tutor Guidebook 2010.doc*
- ✓ *School of Psychology Tutor Guidebook 2010.doc*
- ✓ *School of Humanities First Year Tutor Training 2011.ppt*
- ✓ *Tutor Training Program Evaluation for Experienced Tutors.doc*
- ✓ *Tutor Training Program Evaluation for New Tutors.doc*
- ✓ *Tutors as Teachers and Learners.docx*
- ✓ *Tutor Evaluation.pdf*

## **Griffith Institutional Trial Outcomes**

Evaluation data in relation to number of the component interventions has been presented in previous sections of this report. This section briefly presents some general program-level data regarding overall student experience and retention.

### **Improvements in Student's Experience**

There is some evidence to indicate that the whole-of-school process has positively impacted on the overall student experience. Griffith conducts an annual first-semester institution-wide survey (*Starting@Griffith*) of commencing students' perceptions of their early learning environment. The response rate for the targeted Schools ranged from 33 to 40%. From the pre-intervention baseline (2010) there have been increases in 2011 and maintained across 2012) in:

- Student engagement with their degree program (between 5 and 7%);
- Student satisfaction with their degree program (between 6 and 8%);
- Students' sense of academic confidence (between 8 and 10%); and
- Students' perceptions of good teaching (between 11 and 14%).

### **Improvements in Student Retention**

While much of the impact of these reported interventions will be cumulative, there is some early evidence to indicate a small but positive impact on student retention in three of the trial sites. For example, the number of commencing students re-enrolling in second year (2011 to 2012) increased in Humanities (2.5%), Human Services and Social Work (2.5%) and Nursing (Nathan campus (3.25%)).

### **Griffith Fellowship Events**

A total of 177 events were conducted with management, academic, professional and administrative staff, as well as with students. These included:

- ✓ 75 meetings,
- ✓ 34 presentations, and
- ✓ 68 workshops.

A detailed list of events is contained in Appendix B.

## Generalisability and Sustainability of Fellowship Outcomes at Griffith 2013-2017

Griffith is committed to an institutional strategy which builds on many of the elements and strategies of this Fellowship. These include:

- ✓ **Embedding Student Support** A three-year trial (2013-2015) of a whole-of-institution embedded student advising and support strategy with Student Success Advisors allocated to all undergraduate degree programs;
- ✓ **Monitoring Students At-risk** The implementation of a university-wide system (2013 onwards) for monitoring and intervening with students at risk of early discontinuation using both distal (pre-entry) data to identify sub-groups of students at highest risk, and proximal (during semester) data based on student behaviour and performance using the established risk markers;
- ✓ **First Year Assessment** Incorporating Minimum Standards for First Year Assessment (Wilson & Lizzio, 2012) within the University Assessment policy (2013 onwards);
- ✓ **First Year Curriculum Development** Establishing a dedicated role (First Year Coordinator) to lead first year curriculum enhancement within each degree program (2013 onwards);
- ✓ **Institutional Leadership** Establishing a whole-of-university leadership role (Academic Leader Student Success and Retention) reporting to the Deputy Vice-Chancellor (Academic), to continue the work of this Fellowship (2013-2017).

## 2. Cross-Institutional Implementation

The Fellowship also engaged eight Australian Universities in implementing one or more enhancement strategies. The cross-institutional aspects of the Fellowship both enabled further refinement of conceptual and practice frameworks, data regarding the change process, and exemplar case studies for national dissemination.

### 1. Third-Generation Institutional Level Strategies

**1.1 First Year Advisor Strategy** I worked with University level working parties and facilitated training staff to implement an institutional First Year Advisor (FYA) strategy at:

- Murdoch University in 2011; and
- The University of Western Sydney in 2012.

**1.2 Whole-of-School Strategy** I worked with Faculty leadership and academic staff teams to implement a whole-of-School approach to the first year experience at a Faculty level at:

- Sunshine Coast University (Faculty of Social Sciences and Arts/Communication) in 2011; and
- Southern Cross University (Faculty of Law) in 2011.

### 2. Second Generation Curriculum Level Strategies

**2.1 Griffith Senses of Student Success Transition Model** I worked with Campus Heads and teams of academic and professional staff to implement the Five Senses of Student Success Model at:

- University of Southern Queensland (Springfield Campus) in 2011 & 2012; and
- University of Newcastle University (Faculty of Education) in 2010.

**2.2 First Year Assessment Enhancement Strategy** I worked intensively with Faculty leadership, first year teaching teams, and professional staff to enhance first year assessment design at:

- Sunshine Coast University (Faculty of Social Sciences and Arts/Communication) in 2011;
- University of South Australia (Faculty of Business) in 2012; and
- La Trobe University (Faculty of Education) in 2012.

# Chapter 5 Fellowship Phase 3 - Sector-wide Dissemination and Publication

## Overview

This final Chapter presents Phase 3 of the Fellowship, sector-wide dissemination and publication, including coverage at national (university site visits, national forums and conferences and the Fellowship website), and international (keynotes, presentations and publications) levels.

## National Coverage

National coverage for the Fellowship was conducted in two forms: visits to Universities, and Keynotes/presentations at National Forums and Conferences. In total, 66 presentations were conducted nationally. A detailed list of events is contained in Appendix B.

### 1. University Site Visits

The content (frameworks, materials, processes) of the Fellowship has been disseminated at 22 Australian Universities in six States: Western Australia, South Australia, Tasmania, Victoria, New South Wales and Queensland. Return or follow-up visits were requested from staff at 13 of these Universities, with the number of visits ranging from 2 to 4 for each site. In total, 59 sessions were conducted. The types of dissemination for these sessions included:

- 15 University-level meetings with Institutional Leadership Teams;
- 14 invited Keynote presentations;
- 9 seminar presentations; and,
- 21 Workshops (varying from 2 hours to 2 days in length).

### 2. National Forums and Conferences

The content of the Fellowship has also been disseminated at 7 National Forums and Conferences through invited keynotes and workshops (see Appendix B).

### 3. Website

The resources utilised in the Fellowship are hosted in a comprehensive website devoted to the First Year Experience. An overview of the website structure and resources is presented in Appendix B.

## International Coverage

International coverage was achieved in two modes: invited keynotes/presentations and publications.

- 1. Keynote/presentations** An invited keynote in combination with a series of invited workshops were delivered at the University of Technology in Auckland, New Zealand. This involved four sessions across two days. An invitation to present Fellowship outcomes at the University of Edinburgh is forthcoming.

## 2. Publications

### ***Refereed Journal Articles***

Wilson, K., Murphy, K., Pearson, A.G., Wallace, B.M., Reher, V.G.S., & Buys, N. (under revision) Understanding the Early Transition Needs of Diverse Commencing University Students in a Health Faculty: Informing Effective Intervention Practices. *Studies In Higher Education*. (Submitted 1<sup>st</sup> December, 2013.)

Lizzio, A., & Wilson, K. (2013) First-Year Students' Appraisal of Assessment Tasks: Implications for efficacy, engagement and performance. *Assessment and Evaluation in Higher Education*, 38 (4), 389-406.

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## Chapter 6 Fellowship Conclusions and Learnings

### Conclusions

A number of conclusions can be drawn from the activities and outcomes of this Fellowship regarding improving the FYE for all students. Firstly, both first and second generation strategies, that is, co-curricular and curricular change strategies can contribute effectively to enhancing student engagement, success and retention. When both are addressed in a systemic, co-ordinated way through a “whole-of-school” approach, with both academic, professional and administrative staff with a vested interest in the FYE working in partnership under formal School leadership, positive outcomes are achievable for students (in terms of improved engagement, academic success and retention), and for staff (in terms of reduced numbers of student enquiries and failure rates). The outcomes also support the strategic importance of targeting the review and improvement of first year assessment across the assessment lifecycle: design, scaffolding assessment tasks to support student understanding, confidence and learning, quality feedback to guide learning and development, opportunities for academic recovery on first/early assessment tasks (especially in threshold courses), and feeding-forward into subsequent assessment tasks to consolidate student learning. Student Success Advisors can significantly improve the early engagement of first-in-family students by pre-semester out-reach and negotiating their engagement with academic culture, expectations and the student role, and building academic capital through an explication of the role of a university student, and the conditions required for academic success.

### Student Success Learnings

- ✓ A number of salient learnings emerged from the experience of the Fellowship. Key among those learnings are that supporting student success in the FYE necessitates: Developing new and creative partnerships between academic, administrative and professional staff;
- ✓ Shifts in our traditional beliefs, strategies, skills and roles;
- ✓ Embracing a system’s approach to leadership and capacity building;
- ✓ Ensuring that changes are embedded into existing structures to maintain the gains and positive changes; and,
- ✓ Resilience and courage in the face of self-protective staff behaviour.

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# Appendix A

## OVERVIEW OF FELLOWSHIP WEBSITE STRUCTURE AND RESOURCES

Griffith University <https://www.griffith.edu.au/learning-teaching/student-success/first-year-experience/> [nocache](#)

### WEBSITE STRUCTURE

<b>Level 1</b>	Learning & Teaching
<b>Level 2</b>	Student Success
<b>Level 3</b>	<i>Retention &amp; Student Success</i>
<b>Level 4</b>	<b><i>The First Year Experience (ALTC National Fellowship)</i></b>

These resources aim to facilitate academic and professional staff *working in partnership* to enhance the effectiveness and sustainability of the first year experience. The strategies for enhancing commencing students' engagement, success and retention are the outcome of Professor Keithia Wilson's Australian Learning and Teaching National Fellowship (2010-2012) *Practical leadership for developing and sustaining first-year learning environments that facilitate the success of a diverse student population*.

The key organising idea for this work is that of *third generation, systems approach to educational change* which seeks to strategically integrate first generation co-curricular strategies, with second generation curricular strategies at the whole-of-school level.

### **Student Lifecycle, Transition and Orientation**

This section presents *foundational models* for guiding strategy development in the first year, including the student lifecycle (Higher Education Academy, 2001), student transition into higher education (the Five Senses of Student Success: Lizzio, 2006), and including student Orientation processes. The resources comprise a mixture of short conceptual papers on the student lifecycle and student transition, powerpoint presentations, and best practice examples of Orientation Programs.

#### **Student Lifecycle**

- *1 Student Lifecycle Framework.docx*
- *2 Student Lifecycle Strategy and Five Senses of Success.docx*
- *3 Student Lifecycle Presentation for Health Group.pptx*
- *4 Student Lifecycle in the First Year Experience.pptx*

#### **Student Transition and Orientation**

- *1 The Five Senses of Student Success for Review and Planning of Orientation and Transition.doc*
- *2 Sense of Purpose Paper.doc*
- *3 Orientation Best Practice Principles.ppt*
- *4 Orientation Day Program Sample.ppt*
- *5 Orientation Day Opening Session.ppt*

### **Leadership of the FYE**

This section presents a *partnership approach to leadership* of the FYE and describes a whole-of-school/program approach involving academic, professional and sessional staff. The resources provide a conceptual overview of a collaborative systems approach to the

FYE and more specific resources related to operationalising the strategic roles of First Year Coordinators and Sessional Staff in supporting commencing students' engagement, success and retention.

### ***Whole of School or Program Approach to the First Year Experience***

- *Keithia Wilson Success in First Year Keynote Paper 2009.doc*
- *Whole of School or Program Approach to the FYE.PPT*
- *Student Success and Retention Team Paper.doc*

### ***First Year Coordinators***

- *First Year Co-ordinator Role.doc*
- *First Year Co-ordinator-Student Success Advisor Role Interface.doc*

### ***Sessional Tutors as Transition Facilitators***

- *Link to Griffith/GIHE generic resources for sessional staff*
- *Sessional Staff @ Griffith Good Practice Guidelines.doc*
- *School Tutor Development Coordinator Position description.doc*
- *First Year Head Tutor Position Description.doc*
- *School of Psychology Tutor Training Agenda.doc*
- *School of Psychology First Year Tutor Training 2011.ppt*
- *School Tutor Guidebook 2010.doc*
- *School of Psychology Tutor Guidebook 2010.doc*
- *School of Humanities First Year Tutor Training 2011.ppt*
- *Tutor Training Program Evaluation for Experienced Tutors.doc*
- *Tutor Training Program Evaluation for New Tutors.doc*
- *Tutors as Teachers and Learners.docx*
- *Tutor Evaluation.pdf*

## ***Student Success Advisors***

This section describes the professional role of the Student Success Advisor (SSA). Student Success Advisors are embedded in Schools with direct responsibility for monitoring student engagement and performance, outreaching to commencing students perceived to be at early risk of discontinuation and working in partnership with academic staff to identify and implement locally-appropriate strategies. The resources outline the SSA role and strategies and processes for their training and development.

### ***Role***

- *1 Student Success Advisor Position Description.docx*
- *2 Student Success Advisor Strategic Role Overview.docx*
- *3 Student Success Advisor Flyer.docx*
- *4 Student Success Advisor Strategic Lifecycle Activities semester 1.docx*
- *5 Student Success Advisor Strategic Lifecycle Activities semester 2.docx*
- *Student Success Advisor Game Changer Strategies.docx*
- *Student Success Advisor Training Foundation Program.pptx*

### ***Training***

- *1 Student Success Advisor Foundation Program Griffith Overview.pptx*

- *2 Student Success Advisor Role Orientation and Frameworks.pptx*
- *3 Strategies and Predictors for Success in First Year.PPT*
- *4 Students At-Risk Frameworks and Strategies.pptx*

## **Students At Risk**

This section considers the key idea of “student risk”. Conceptual frameworks are provided for defining and understanding student diversity and identifying the predictors of early academic success. Strategic protocols are provided for operationalising a series of behavioural ‘risk markers’ for commencing students.

### **Defining Risk and Diversity**

- *Identifying and Supporting Students at Risk Discussion Paper.docx*
- *Students At Risk Frameworks and Strategies Session.pptx*
- *Understanding student diversity.ppt*
- *Student Diversity and Predictors of Early Success in the FY.ppt*
- *Students At Risk Frameworks and Strategies.pptx*

### **Operationalising Risk Markers**

- *Risk Marker 1 Non-Attendance at Orientation protocol.docx*
- *Risk Marker 2 Not Accessing Learning@Griffith protocol.docx*
- *Risk Marker 3 Non-Attendance at Small Classes protocol.docx*
- *Risk Marker 4 Non-Submission & 5 Failure on Early Assessment protocol.docx*
- *Risk Marker 6 Course Failure protocol.docx*

## **First Generation Co-Curricular Strategies**

This section presents resources on five co-curricular strategies with evidence of positive impact with *early student engagement*: pre-semester Negotiated Engagement to University for first-in-family students to build academic capital; Early Enrolment Support Sessions to provide pre-semester advising and support; Social Media and Peer Mentoring to build early student-student connections; and *early student success*: Academic Skills Workshops offered locally within Programs/Schools.

### **Negotiated Engagement**

- *1 Purpose of Negotiated Engagement Interviews.docx*
- *2 Agreed Parameters for Negotiated Engagement Interviews.docx*
- *3 Negotiated Engagement Interview Protocol.docx*
- *4 Student Checklist for Success and Senses of Success Framework Interview Handout.docx*
- *5 Student Success Plan.pdf*
- *6 CRM Protocol for Negotiated Engagement Interviews.docx*

### **Early Enrolment Support Sessions**

- *1 Early Enrolment Support Sessions Overview.docx*
- *2 Early Enrolment Support Sessions Protocol.docx*
- *3 Key Information dates deadlines overview S113.docx*
- *4 Early Enrolment Support Sessions Student Survey.docx*

### **Peer Mentoring**

- **Hot link to Griffith Mentoring website**
- *Peer Mentor Program 2011 Flowchart.doc*
- *Peer Mentoring Program Cycle.doc*
- *Peer Mentoring Program Coordinator Information Booklet.doc*
- *Peer Mentoring Training for Health Group.ppt*
- *Peer Mentoring Training Information Booklet 2011.doc*
- *Peer Mentoring Program Mid-Program Review.doc*
- *Peer Mentoring Program Evaluation.doc*
- *Weekly Mini-Review Form for Mentors.doc*
- *2010 ENV Mentee book FINAL 090210.pdf*
- *2010 ENV Mentors Guide FINAL 10 February.pdf*

### **Academic Skills Development**

- **Hot Link to Learning Advisor resources website at GU**
- *Academic Skills Overview.pptx*
- *Academic Skills Workshops in the Griffith Business School – semester 1 2013.pdf*

### **Social Media**

- *Student Success Advisor Social Media Projects Discussion Paper 2013.docx*

## **Second Generation Curricular Strategies**

This section presents resources for enhancing First Year Assessment and Academic Recovery practices. The Assessment resources identify principles of effective first year assessment across the assessment lifecycle (design, student preparation, marking, feedback and feed-forward, and academic recovery). The Academic Recovery resources provide a framework for conceptualising academic recovery following failure on first assessment, a student workbook and materials for the training of sessional staff.

### **Assessment**

- *1 Enabling Student Success Practice Principles and Minimum Standards in First Year Assessment.docx*
- *2 First Year Assessment Principles and Practices Workshop PPTs 2011.ppt*
- *3 Re-written task description.pdf*
- *4 Summary examples of FY assessment.pdf*
- *5 Quality Improvement of First Year Assessment Conference Paper.docx*
- *Quality Improvement of First Year Assessment Conference PPTs. ppt*
- *7 School of Human Services and Social Work First Year Assessment Report.doc*
- *8 School of Humanities First Year Assessment Report.doc*
- *9 School of Human Services and Social Work Writing and Referencing Guide.docx*

- *10 ALTC Final Report: Facilitating Commencing Students' Success with Early Assessment.doc*
- *11 Lizzio & Wilson First Year Student's Appraisal of Assessment paper.doc*

### **Academic Recovery**

- *1 Early Intervention for At-risk Students Lizzio and Wilson IETI 2013.pdf*
- *2 First Assessment First Feedback Workbook.doc*
- *3 FAFF Training Program for Tutors.ppt*
- *4 Quick Guide for Tutors.doc*
- *5 Text for invitation to email students.doc*
- *6 Tutor interview evaluation.doc*
- *7 Academic Recovery Booklet for Course Failure.docx*

### **Scholarship and Research of the First Year Experience**

This section presents scholarly frameworks for enhancing both an understanding of the FYE and guiding effective practice development. The resources detail an evaluation methodology applied to the FYE.

- *1 Scholarship and Research of the First Year Experience 2010.ppt*
- *2 Kirkpatrick Evaluation Model PPT.ppt*
- *3 Kirkpatrick Evaluation Model Paper.doc*
- *4 Summary and Examples of Evaluation of the FYE.doc*

## Appendix B

### List of Fellowship Activities and Events

**FIRST YEAR EXPERIENCE ACTIVITIES – 2010-2012**  
**Professor Keithia Wilson**  
**ALTC National Fellow for the First Year Experience (2010-2012)**  
**GIHE Senior Fellow for the First Year Experience (2010-2012)**  
**Health Group Program Lead for the First Year Experience (2010-2012)**

	<b>GRIFFITH UNIVERSITY</b>	<b>ACTIVITIES &amp; EVENTS</b>			
<b>Date/s of event</b>	<b>Event Title, Location (city only)</b>	<b>Brief description of the purpose of the event</b>	<b>Number of Participants</b>	<b>Number of higher education institutions represented</b>	<b>Number of other institutions represented</b>
March 2010	Predictors of student success in the First Year	Facilitation of Health Group First Year Advisor Forum, for leadership training in the first year experience	15		
March 2010	Predictors of student success in the First Year	Griffith Institute for Higher Education presentation to professional staff	10		
April 2010	Predictors of student success in the First Year	Presentation to Griffith Student Orientation & Engagement Committee	15		
April 2010	Predictors of student success & strategies for student orientation & engagement with diverse students	Workshop for leadership training of University First Year Advisor	12		
April 2010	Academic Recovery for at-risk Students	Training of first year sessional staff in the School of Psychology to deliver the First Assessment-First Feedback intervention for first year students failing their first assessment items	12		
April 2010	Career Development in Learning and Teaching: Successful Learning and Teaching Grants	Presentation for Health Group academic staff	40		
May 2010	Strategies for Evaluation of the First Year Experience	Facilitation of Health Group First Year Advisor Forum, for leadership training in the first year experience	12		
June 2010	Contracting on the first year experience	Initial contracting meeting to negotiate commencing facilitation of a whole-of- approach to the first year experience with the School of Human Services & Social Work First Year Experience Leadership Team (Dean Learning & Teaching, Head of School, First Year Advisors)	12		

June 2010	Contracting on the first year experience	Initial contracting meeting to negotiate commencing facilitation of a whole-of-school approach to the first year experience with the School of Nursing & Midwifery (Dean Learning & Teaching, Deputy Head of School, First Year Advisors)	5		
June 2010	Contracting on the first year experience	Initial contracting meeting to negotiate commencing facilitation of a whole-of-school approach to the first year experience with the School of Humanities (Head of School, Deputy Head of School)	4		
June 2010	Predictors of student success in the First Year	Facilitation of SEET (Science, Environment, Engineering & Technology) Group First Year Advisor Forum, for leadership training in the first year experience	12		
June 2010	A partnership approach to the first year experience	Invited Keynote address to the Combined Student Services Staff Forum	70		
June 2010	First Year Curriculum Design & Assessment Principles	Invited Keynote address to the School of Nursing & Midwifery Curriculum Development Staff Retreat	50		
June 2010	Review and Planning meeting for the First Year Experience	Whole day meeting to develop databased goals and strategies for enhancement of the first year experience for the School of Nursing & Midwifery, First Year Advisor	1		
June 2010	Review and Planning meeting for the First Year Experience	Whole day meeting to develop databased goals and strategies for enhancement of the first year experience for the School of Human Services & Social Work, First Year Advisor	1		
July 2010	Review, Planning and Contracting meeting for the First Year Experience	Strategic meeting to identify structural curriculum related issues requiring problem-solving for the School of Nursing & Midwifery (Logan campus) First Year Experience Leadership Team (Dean Learning & Teaching, Deputy Head of School, First Year Advisor)	3		
July 2010	First Year Assessment Reports	Meeting to commission a First Year Assessment Report (evaluation of all FY assessment items for each School & strategies for scaffolding of assessment items for student engagement & learning) for consideration by FY Teaching Teams to enhance FY assessment practice for the Schools of Nursing & Midwifery (Logan), Human Services & Social Work, and Humanities	3		

July 2010	Strategies for Success in the First Year	Presentation to the Griffith Student Orientation & Engagement Committee	15		
July 2010	Group Facilitation Skills Training First Year Sessional Staff	Training Workshop for sessional staff in School of Psychology	30		
August 2010	Negotiating First Year Experience Enhancement Plan goals & strategies	Meeting to negotiate First Year Experience Enhancement Plan goals & strategies with the School of Nursing & Midwifery Logan First Year Experience Leadership Team	4		
August 2010	Predictors of Student Engagement & Success in the First Year	Facilitation & presentation to Residential Student Advisors at Griffith (Nathan & Mt Gravatt Campuses)	29		
August 2010	Strategies for FY Student Orientation & Engagement	Facilitation & presentation on strategies for FY student orientation & engagement at the Health Group First Year Advisor Forum	10		
August 2010	Student Diversity & Transition Practice & implications for First Year curriculum design, pedagogy & assessment practices	Workshop for the School of Human Services & Social Work First Year Leadership Team (Dean (L&T), Head of School, First Year Advisor, 5 Undergraduate Program Convenors)	9		
August 2010	A whole-of-school approach to the FYE in Humanities	A contracting and presentation to first year staff in the School of Humanities & contracting with staff for strategic goals with FY curriculum development School of Humanities (FY Leadership Team & FY Teaching Team (HoS, Program Convenor, FYAs, FY Course Convenors))	10		
September 2010	First Year Transition Practice & Curriculum Development	Workshop for the School of Humanities First Year Enhancement Team (Head of School, Program Convenor, FYAs, First Year Course Convenors)	18		
September 2010	Identification of Good Practice Principles in Orientation & Transition	Presentation & discussion at the Health Group First Year Advisor Forum	10		
September 2010	Scholarship and Evaluation of the First Year Experience	Workshop for the Griffith University First Year Advisors Professional Development Forum	10		
September 2010	Value of Peer Mentoring to Commencing Students	Invited presentation at the Griffith Student Services Celebrating Student Leadership at Griffith Event	100		
September 2010	Scholarship of the First Year Experience	Professional Development Workshop for Griffith Institute for Higher Education for First Year Advisors	10		
October 2010	Planning for the First Year Experience for	Presentation for the Health Group First Year Advisor Forum	12		

	2011				
October 2010	Facilitating Sense of Purpose in the First Year Curriculum	Workshop for the School of Humanities First Year Enhancement Team	17		
October 2010	Student Diversity & Transition Practice & implications for FY curriculum design, pedagogy & assessment practice	Workshop for the School of Human Services & Social Work First Year Experience Team	9		
November 2010	First Year Assessment Practice	Workshop for the School of Humanities First Year Enhancement Team	16		
November 2010	Effective Assessment Practice	Half-day Workshop for the Human Services & Social Work First Year Experience Team	9		
November 2010	First Year Transition Practice in curriculum, pedagogy & assessment practices	Half-day Workshop to develop all first semester courses in the School of Nursing & Midwifery First Semester First Year Teaching Team	19		
November 2010	First Year Experience Planning for 2011	Workshop with the Health Group First Year Advisor Forum	12		
November 2010	First Year Experience Planning for 2011	Workshop with the SEET Group First Year Advisor Forum	10		
December 2010	First Year Experience Implementation Planning for 2011	Workshop with School of Humanities First Year Enhancement Team	8		
December 2010	Guidelines for cross-campus consistency in first year curriculum and assessment practice	Facilitating a Meeting with the School of Nursing First Year Leadership Team (HoS, DHoSs, 3 PCs, Dean L&T)	8		
December 2010	Negotiation of cross-campus issues with the First Year Teaching Teams for semester 1/2011	Facilitation with the First Semester First Year Teaching Team for the School of Nursing & Midwifery	10		
December 2010	First Year Experience Planning Evaluation & Feedback	Evaluating and providing feedback on the First Year Plans for all Health Group Schools for implementation in 2011	14		
February 2011	Predictors of Student Engagement & Success in the First Year	Facilitation & presentation to Residential Student Advisors at Griffith (Nathan & Mt Gravatt Campuses)	40		
February 2011	Planning for First Semester Implementation	Workshop for the School of Humanities First Year Enhancement Team to plan for implementation	14		
February 2011	Student Diversity & Transition Practice & implications for FY curriculum design, pedagogy & assessment practice	Workshop for Open University Australia Tutors for teaching in 2011 for the School of Humanities	40		
February 2011	Effective Teaching for the First Year with	Two half-day Workshops for the training and development of	40		

	diverse students	sessional staff in the School of Humanities (Gold Coast Campus & Nathan Campus)			
March 2011	Review and Planning for co-curricular strategies for the first year experience	Meeting for review and planning with the First Year Advisor and Peer Mentor Coordinator in the School of Psychology	4		
March 2011	Model for Evaluating Peer Mentoring Programs	Presentation to the Griffith Peer Mentoring Community Practice Programs	25		
March 2011	First Year Assessment: Beliefs, Practices and Systems	Invited presentation for the Griffith Celebrating Teaching Series	70		
April 2011	Leadership Training for the First Year Experience	Workshop for First Year Advisors with the Health Group First Year Advisor Forum	15		
April 2011	Contracting on the first year experience	Initial contracting meeting to negotiate commencing facilitation of a whole-of-school approach to the first year experience with the Bachelor of Business staff (Griffith Business School) (Dean Learning & Teaching, Program Director, First Year Advisor, Curriculum Consultant)	4		
April 2011	First Year Assessment: Beliefs, Practices and Systems	Invited presentation for the Griffith Institute for Higher Education staff	10		
May 2011	Review of the first semester First Year Experience	Workshop to review and evaluate first semester evaluation with the School of Human Services & Social Work First Year Experience Team	8		
May 2011	Review of the first semester First Year Experience	Workshop to review and evaluate first semester evaluation with the School of Humanities First Year Enhancement Team	12		
May 2011	First Year Transition Practice in curriculum, pedagogy & assessment practices	Half-day Workshop to develop all second semester courses with the School of Nursing & Midwifery Second Semester First Year Teaching Team	16		
May 2011	First Year Assessment Principles & Practices Workshop	Workshop for Griffith Institute for Higher Education Graduate Certificate of Higher Education participants	20		
May 2011	First Year Enhancement Workshop, School of Humanities	Workshop for first year teaching staff in the School of Humanities to review first year teaching & develop new strategies for 2012	12		
June 2011	Griffith First Year Working Party	Meeting of Griffith FY WP to discuss strategic approaches to FY curriculum	10		
June 2011	Leadership Training for the First Year Experience	Workshop for First Year Advisors with the Science, Environment, Engineering & Technology Group First Year Advisor Forum	15		
July 2011	First Year Curriculum	Half-day Workshop on the FYE for	25		

	Development for the Bachelor of Business	Bachelor of Business first year course convenors			
July 2011	First Year Sessional Staff Training & Development	Half-day Workshop for first year sessional staff, School of Humanities (Nathan Campus)	15		
July 2011	Strategic Orientation & Transition Practice Planning	Meeting with Program Convenor for the School of Physiotherapy & Exercise Science to discuss strategies for effective orientation of commencing postgraduate students	1		
July 2011	Deans Learning & Teaching Forum meeting	Meeting to provide a review of progress with the whole-of-school/program approach to the FYE	6		
July 2011	Leadership Training for the First Year Experience	Inaugural Workshop for First Year Advisors with the Arts, Education & Law Group First Year Advisor Forum	12		
July 2011	First Year Sessional Staff Training & Development	Half-day Workshop for first year sessional staff Griffith Business School - Gold Coast Campus	15		
July 2011	First Year Sessional Staff Training & Development	Half-day Workshop for first year sessional staff Griffith Business School - Nathan Campus	13		
July 2011	Griffith Early Alert Working Party	Meeting of Early Alert WP to discuss strategies for early identification of students at-risk	14		
August 2011	First Year Sessional Staff Training & Development	Half-day Workshop for first year sessional staff School of Humanities - Gold Coast Campus	21		
August 2011	First Year Review & Planning Meeting,	Meeting with FY Leadership Team for the BBus to strategise for semester1/2012	6		
August 2011	First Year Assessment Review Workshop	Workshop with teaching teams to review first semester assessment for the Bachelor of Nursing Program, School of Nursing & Midwifery	30		
August 2011	Contracting on First Year Assessment Review	Contracting Meeting with first year teaching team for the Health Group Foundation Program - School of Medical Science	6		
September 2011	Griffith Reference Group for Review of Learning Advisor function	Meeting to review & improve the Griffith Learning Advisor function for the FYE	7		
September 2011	First Year Strategy Meeting	Meeting with FY Leadership Team for the Bachelor of Business Program to strategise for semester1/2012	6		
September 2011	Health Group Student Lifecycle Workshop, Health Group	Presentation on a whole-of-school approach to the first year experience to Heads of School & teaching teams	50		
September 2011	Health Group Sessional Staff Working Party	Meeting to discuss enhancement strategies for the FYE for 1/2012,	12		

		including training of first year sessional staff & use of formative evaluation processes			
September 2011	Griffith First Year Working Party	Meeting to discuss strategies for FY Assessment	11		
October 2011	Workshop on First Year Assessment	Workshop for first year course convenors - Bachelor of Business Program	25		
October 2011	Meeting for development of FYE research	Meeting to discuss scholarship & research of learning & teaching - Nursing & Midwifery teaching staff	10		
October 2011	First Year Workshop Review & Planning	Workshop with teaching teams to review second semester Bachelor of Nursing Program assessment - School of Nursing & Midwifery	15		
October 2011	First Year Strategy Meeting	Meeting with FY Leadership Team for the Bachelor of Business Program to strategise for semester1/2012	6		
November 2011	First Year Curriculum Development	Half-day Workshop on the FYE for Bachelor of Business Program first year course convenors	25		
November 2011	Workshop on First Year Assessment	Workshop with School of Medical Science first year course convenors to review FY assessment for the Health Group Foundation Program	7		
November 2011	Griffith Institute for Higher Education, Induction Workshop for First Year Advisors	Induction Workshop for new First Year Advisors (Nathan Campus)	12		
November 2011	Griffith Institute for Higher Education, Induction Workshop for First Year Advisors	Induction Workshop for new First Year Advisors (Gold Coast Campus)	8		
November 2011	Griffith Institute for Higher Education, Professional Development Workshop for First Year Advisors	Workshop for experienced FYAs to up-skill re a whole-of-school/program approach to the FYE & strategic FY co-curricular & curricular activities	21		
November 2011	Contracting meeting, School of Public Health First Year Leadership Team	Meeting to discuss goals and strategies for enhancement of the FYE & FY curriculum for 1/2012	6		
November 2011	Meeting with First Year Leadership Team, Bachelor of Business Program	Meeting with the Dean Learning & Teaching for the Griffith Business School to negotiate strategies for change for the FYE for 1/2012	4		
November 2011	Griffith First Year Working Party	Meeting to discuss strategies for assessment of at-risk commencing students for implementation in 1/2012	11		
November 2011	Planning meeting with FY Enhancement Team for the School of Human Services & Social Work	Review & Planning meeting with FY course convenors for implementation of changes for 1/2012	12		

November 2011	Leadership Training for the First Year Experience	Workshop for First Year Advisors with the Health Group First Year Advisor Forum	17		
November 2011	Students At-risk Assessment Workshop for Griffith staff in trial sites	Half day Workshop with staff at 5 trial sites to strategise re implementation of strategies for identification & intervention with at-risk students in 1/2012	45		
November 2011	Meeting with the School of Human Services & Social Work incoming Head of School	Negotiation of strategies for implementation in 1/2012 for enhancement of the FYE, including trialling an embedded Learning Advisor model at Logan Campus	3		
November 2011	Meeting with Bachelor of Nursing First Year Enhancement Leadership Team	Meeting to discuss trialling the embedding of a Learning Advisor model in the Program	4		
November 2011	Meeting, School of Public Health First Year Enhancement Team of Course Convenors	Meeting to discuss assessment re-design for implementation in 1/2012	6		
January 2012	Student Success Advisor Trial, INS Director	Meeting to negotiate interdependencies between Student Success and Learning Advisor roles	8		
January 2012	Students At-risk University Working Party	Meeting to plan the Operation Student Success Trial for identification of student's at risk	15		
January 2012	Operation Student Success At Risk Trial, Bachelor of Business	Meeting to plan OSS implementation in Bachelor of Business	4		
February 2012	Student Success Advisor Trial	Planning meeting for Bachelor of Nursing FY curriculum enhancement	8		
February 2012	First Year Advisor Forum, Griffith Health	Workshop on the scholarship & research of the First Year Experience, and Minimum Standards for the FYE	18		
February 2012	Operation Student Success Trial, Bachelor of Nursing	Planning meeting for the Operation Student Success Trial	8		
February 2012	Presentation on Student Diversity in the First Year	Presentation for sessional staff in the School of Applied Psychology	24		
February 2012	Operation Student Success Trial, Health Foundation Program	Planning meeting for the Operation Student Success Trial with Health Foundation academic staff	8		
February 2012	First Year Curriculum Enhancement, School of Human Services & Social Work	Planning meeting for enhancing FY Curriculum with FY Enhancement Team	10		
February 2012	First Year Curriculum Enhancement, Bachelor of Business	Workshop with First Year Enhancement Team of Course Convenors for Operation Student Success Trial	15		
February 2012	Student Success Advisor Trial, Health	Meeting to plan the Trial evaluation strategy			

	Group				
February 2012	Teaching for Success in the First Year, Griffith Business School	Presentation to sessional staff	12		
February 2012	Formative teaching evaluation in the First Year, Griffith Business School	Presentation to sessional staff in the course <i>Management Concepts</i>	10		
February 2012	First Year Enhancement Team, School of Humanities	Workshop planning curriculum enhancement with sense of purpose for 1/2012	15		
February 2012	Teaching for Success in the First Year, Bachelor of Nursing	Presentation to academic and sessional staff	25		
February 2012	Operation Student Success Trial, Bachelor of Nursing	Planning meeting for the Operation Student Success Trial	8		
March 2012	Understanding student transition & diversity in the first year, Griffith Business School	Presentation to Sessional Staff	12		
March 2012	Student Success Advisor Trial, Bachelor of Nursing	Meeting with Student Success Advisor to review and plan for first semester	2		
March 2012	Operation Student Success Trial, University trial sites	Meeting to review implementation	30		
March 2012	Student Success Advisor Trial, Health Foundation Program	Meeting with Head of School and team to review and plan for first semester	5		
March 2012	Student Success Advisor Trial, Health Foundation Program	Meeting with Student Success Advisors to plan for first semester	3		
March 2012	First Year Assessment: Principles & Practices, School of Public Health	Workshop for all academic staff	25		
March 2012	Operation Student Success Trial, School of Humanities	Meeting to review implementation	3		
March 2012	First Year Enhancement Team, School of Humanities	Workshop planning curriculum enhancement for 1/2012	12		
April 2012	Student Success Advisor Trial, Bachelor of Nursing	Meeting with Student Success Advisor & First Year Advisor to review and plan for first semester	2		
April 2012	Scholarship, Evaluation & Research into the First Year Experience, Griffith Health	Workshop for First Year Advisors	13		
April 2012	Operation Student Success Trial, Bachelor of Nursing	Planning meeting for the Operation Student Success Trial	10		
April 2012	Operation Student Success Trial, Bachelor of Business	Meeting to plan implementation	2		
April 2012	Student Success:	Presentation to Griffith Academic	45		

	Engagement & Retention in the first year	Managers Forum			
April 2012	Griffith First Year Experience Working Party	Meeting to plan SSA and OSS Trials for first semester	18		
May 2012	Strategic Orientation, Griffith Business School	Meeting to plan improvements for second semester	20		
May 2012	Operation Student Success Trial, Bachelor of Business	Meeting with Dean LT & FYA to plan implementation	3		
May 2012	FYE University Trial review	Meeting with VC and DVC(A) to review university trials	4		
May 2012	Operation Student Success Trial, Health Foundation Program	Meeting with SSAs and FYA to review & plan	3		
May 2012	Fist Year Advisor Forum, Griffith Health	Workshop with FYAs to practice & review semester 1 Starting@Griffith data	16		
May 2012	Operation Student Success Trial, Bachelor of Nursing	Meeting to supervise SSA practice	1		
May 2012	Career Development for Teaching Leadership	Presentation for senior academics at Griffith	25		
May 2012	Strategic Orientation, Griffith Business School	Meeting to plan improvements for second semester	20		
May 2012	Curriculum Enhancement, Bachelor of Nursing	Workshop for Bachelor of Nursing teaching staff to plan implementation of the new curriculum	25		
May 2012	First Year Enhancement Team, School of Humanities	Workshop planning curriculum enhancement for 1/2012	10		
May 2012	First Year Enhancement Team, School of Human Services & Social Work	Meeting with Head of School, Dean LT and FYA to review SSA trail	3		
May 2012	Operation Student Success Trial, Bachelor of Business	Meeting with FYA & SSA to review progress	2		
May 2012	Student Success Advisor Trial, Learning Advisor input	Meeting with INS Managers to review SSA trial	5		
June 2012	Griffith Student Success and Retention Symposium, Gold Coast	Presentation on Griffith trials	120		
June 2012	Griffith Student Success and Retention Symposium, Nathan	Presentation on Griffith trials	100		
June 2012	First Year Enhancement Strategising, School of Humanities	Meeting with Dean LT and Head of School to review & plan strategies for second semester	3		
June 2012	First Year Experience Research Community	Initiation & facilitation of a FYE CoP for First Year Advisors	16		

	of Practice, Griffith Health				
June 2012	Student Success Advisor Trial, Health Foundation Program	Meeting & supervision with Student Success Advisors to review	2		
June 2012	Retention Planning, University level	Meeting with DVC(A), Director GIHE & Deans LT to plan retention strategies for 2013	7		
June 2012	Student Success Advisor Trial, Bachelor of Nursing	Meeting with Student Success Advisor & FYA to review and plan	2		
June 2012	First Year Curriculum Review, Health Foundation Program	Workshop for semester 1, FY Course Convenors to review assessment outcomes for semester 1& plan for change	7		
June 2012	Operation Student Success & Student Success Advisor Trials review, Griffith Health	Presentation to Health Group Learning & Teaching Committee on FY Trials for first semester	14		
June 2012	Student Success & Retention strategy review	Meeting to discuss review of systems for OSS Trial	3		
July 2012	Strategic Orientation, Griffith Business School	Meeting to plan improvements for second semester	14		
July 2012	First Year Curriculum Enhancement for semester 2, Health Foundation Program	Workshop with course convenors to discuss enhancement for semester 2	6		
July 2012	First Year Enhancement Team, School of Humanities	Workshop planning curriculum enhancement for 2/2012	12		
July 2012	Curriculum Enhancement, Bachelor of Nursing	Workshop with course convenors to plan semester 2 curriculum changes	10		
July 2012	Operation Student Success & Student Success Advisor Trials, Bachelor of Business	Meeting with FYA & SSA to review progress	2		
July 2012	Operation Student Success Trial, School of Humanities	Meeting with FYA to review progress	1		
August 2012	First Year Advisor Forum, Arts, Education & Law Group	Presentation at FYA Forum on Student Success & Retention plans for 2013	15		
August 2012	Student Success & Retention Group	Planning meeting with DVC(A) & Deans L&T for 2013	8		
August 2012	Scholarship of Learning & Teaching Community of Practice for the Bachelor of Nursing Program	Facilitation of formation of a SoLT CoP for teaching staff for the Bachelor of Nursing Program	10		
August 2012	Operation Student Success & Student Success Advisor Trials, Bachelor of Business	Meeting with FYA to review progress & plan	1		
August 2012	Student Success Advisor Training,	Meeting to consult with Director of Equity Services regarding input into	2		

	Equity Services	the SSA training for 2013			
August 2012	First Year Advisor Forum, Griffith Health	Presentation at FYA Forum on Student Success & Retention plans for 2013	18		
August 2012	Student Success Advisors at Griffith, Logan	Presentation at Griffith School Administration Officers Forum	120		
August 2012	Operation Student Success Trial, Bachelor of Nursing	Meeting to supervise SSA practice	1		
August 2012	Student Success and Retention strategy, Deans L&T Forum	Meeting with Director GIHE & Deans L&T to plan for 2013	6		
August 2012	First Year Experience Research CoP, Griffith Health	Facilitation of CoP with First Year Advisors	8		
September 2012	First Year Enhancement Team, School of Humanities	Workshop planning curriculum enhancement for 2/2012	12		
September 2012	Operation Student Success & Student Success Advisor Trials, Bachelor of Business	Meeting with FYA to review progress & plan	1		
September 2012	Student Success & Retention Workshop, Griffith Health	Presentation on the Griffith Retention strategy for 2013	50		
September 2012	First Year Experience Research CoP, Griffith Health	Facilitation of CoP with First Year Advisors	4		
September 2012	First Year Advisor Forum, Griffith Business School	Facilitation of FYA Forum to discuss the retention strategy for 2013	7		
September 2012	Systems for Student Success Advisors, Griffith University	Meeting with Student Success Unit Director & Manager to design data management systems for SSAs for 2013	4		
September 2012	Appointment of Student Success Advisors, Arts, Education & Law Group	1 day of interviewing to select SSAs for 2013	4		
September 2012	Appointment of Student Success Advisors, Griffith Business School	3 days of interviewing to select SSAs for 2013	4		
September 2012	Appointment of Student Success Advisors, Griffith Health	2 days of interviewing to select SSAs for 2013	4		
October 2012	Appointment of Student Success Advisors, Science, Engineering, Environment & Technology Group	2 days of interviewing to select SSAs for 2013	4		
October 2012	Strategic Orientation:	Invited Presentation to academic,	40		

	Frameworks & Strategies, Staff Briefing, Logan Campus	administrative & professional staff			
October 2012	Strategic Orientation: Frameworks & Strategies, Staff Briefing, Mt Gravatt Campus	Invited Presentation to academic, administrative & professional staff	24		
October 2012	Strategic Orientation: Frameworks & Strategies, Staff Briefing, Gold Coast Campus	Invited Presentation to academic, administrative & professional staff	40		
October 2012	Strategic Orientation: Frameworks & Strategies, Staff Briefing, South Bank Campus	Invited Presentation to academic, administrative & professional staff	15		
October 2012	Strategic Orientation: Frameworks & Strategies, Staff Briefing, Nathan Campus	Invited Presentation to academic, administrative & professional staff	21		
October 2011	Student Success Advisor Implementation	Meeting with DVC(A), Director GIHE, & Deans L&T to plan	8		
October 2012	Student Success Advisor Training	Meeting with Student Success Services staff to plan training of SSAs	2		
October 2012	Student Success Advisor Training	Meeting with Manager, Griffith International to plan training of SSAs	2		
November 2012	First Year Experience Research CoP, Griffith Health	Facilitation of CoP with First Year Advisors	20		
November to December 2012	Student Success Advisor Orientation & Training Program	Facilitation of 16 days of Orientation and Training of 24 commencing Student Success Advisors to undertake the role	24		
	<b>NATIONAL EVENTS</b>	<b>MARCH 2010-DECEMBER 2012</b>			
March 2010	Student Success in the First Year, Newcastle	University Keynote address for first year teaching staff for Learning and Teaching Week on predictors of student success University of Newcastle	40	1 – University of Newcastle	
March 2010	Strategies for Student Orientation & Engagement, Newcastle	Workshop for first year teaching staff for Learning and Teaching Week University of Newcastle	40	1 – University of Newcastle	
May 2010	Success in the First Year, Wollongong	University Keynote address for staff on Success in the First Year (100)	120	1 – University of Wollongong	
May 2010	Strategies for Student	Seminar Presentation to Health	20	1 –	

	Success in the First Year, Wollongong	Faculty first year staff on student success		University of Wollongong	
May 2010	Institutional Strategies for success in first year, Wollongong	Invited consultation with the University of Wollongong's First Year Working Party on FYE strategy	10	1 – University of Wollongong	
June 2010	The Development of Student's Sense of Purpose in the First Year Curriculum, Adelaide	Conference session on strategic first year curriculum design for student success -Pacific Rim First Year in Higher Education Conference	70	20 +	
July 2010	Early Student Engagement, Adelaide	Invited Keynote Presentation for a Research Colloquium, University of Adelaide	15	2- University of Adelaide, University of South Australia	
August 2010	Student Diversity and Engagement in the First Year, University of Sunshine Coast	University Keynote address for Celebrating Teaching Week, University of Sunshine Coast	40	1 - University of Sunshine Coast	
August 2010	Strategies for a Third Generation approach to the First Year Experience in Arts, Brisbane	Workshop with the School of Arts Learning and Teaching Committee , University of Queensland	10	1 - University of Queensland	
November 2010	Student Engagement in the First Year, Lismore	Keynote address to university staff at their Festival of Teaching, Southern Cross University	40	1 – Southern Cross University	
November 2010	First Year Assessment Practice, Sydney	Invited Workshop for the Australian Learning and Teaching Council Assessment Forum, University of Technology Sydney	14	8-10	
November 2010	First Year Assessment Practice, Sydney	Invited Keynote address on First Year Assessment Practice, University of Technology Sydney for the Australian Technology Network of Universities (ATN) Assessment Conference	60	8-10	
November 2010	Models & Strategies for Success in the First Year with Diverse Students, Sydney	Invited presentation and seminar with the First Year Experience Advisory Group for the University of Western Sydney to inform university level strategy with the first year experience	14	1 - University of Western Sydney	
November 2010 – 2 days	A whole-of-school approach to the First Year Experience, Sunshine Coast	Two day implementation workshop with Faculty leadership & first year teaching staff from the Faculty of Arts and Social Sciences	30	1 - University of Sunshine Coast	
February 2011	Student Engagement across the Student Lifecycle, Perth	Invited Keynote address at the Western Australia Teaching and Learning Forum	120	5 - Edith Cowan University, Murdoch University, University of Western Australia,	

				Curtin University of Technology, Notre Dame University	
February 2011	Strategies for Success in First Year: A whole-of-school approach to the First Year Experience, Perth	Invited Workshop with First Year Advisors from across the university to assist implementation of an Institutional, a whole-of-school approach to the First Year Experience, Murdoch University	25	1 - Murdoch University	
March 2011	Effective Teaching in the First Year Experience with Diverse Students, Sunshine Coast	Invited Keynote address for the University of Sunshine Coast: Sessional Staff Training and Development Day	90	1 - University of Sunshine Coast	
May 2011	A whole-of-school approach to the First Year Experience with diverse students, Lismore	Invited one day Workshop with first year teaching staff in the Faculty of Tourism & Hotel Management and Law & Justice, Southern Cross University	15	1 – Southern Cross University	
June 2011	Strategies for Student Success in the First Year: A whole-of-school approach to the First Year Experience	A workshop for skilling first year staff , Edith Cowan University		1 - Edith Cowan University	
June 2011	Strategies for Student Success in the First Year: A whole-of-school approach to the First Year Experience , Perth	Review and Planning with First Year Advisors on the implementation of a whole-of-school approach to the first year experience, : Murdoch University		1 - Murdoch University	
June 2011	Curriculum Development for the First Year Experience, Perth	Review and Planning with First Year Curriculum Coordinators across the University, Murdoch University		1 - Murdoch University	
June 2011	First Year Assessment : Beliefs, Practices & Systems	Invited keynote address with staff - University of Western Australia: Research Colloquium		1 - University of Western Australia	
June 2011	First Year Assessment: Principles & Practices	Invited Workshop for staff, University of Western Australia: Research Colloquium		1 - University of Western Australia	
June 2011	Success in First Year : Strategies for the Orientation & Engagement of Commencing Students, Perth	Seminar for all interested first year staff on a whole-of-school approach to the First Year Experience: University of Western Australia		1 - University of Western Australia	
June 2011	Success in First Year : Strategies for the Orientation & Engagement of Commencing Students, Perth	Seminar for first year teaching and professional staff : Curtin University of Technology		1 - Curtin University of Technology	
June 2011	First Year Assessment	Workshop for first year teaching		1 - Curtin	

	Principles & Practices, Perth	and professional staff: Curtin University of Technology		University of Technology	
June 2011	A Whole-of-School approach to the First Year Experience, Perth	Discussion with Deans Learning and Teaching on a whole-of-school approach to the first year experience: Curtin University of Technology		1 - Curtin University of Technology	
July 2011	First Year Assessment: Principles & Practices, Perth	Invited post-conference Workshop - Pacific Rim First Year in Higher Education Conference	50	15+ Universities	
August 2011	First Year Assessment: Principles & Practices, Melbourne	Invited Workshop for first year academic and professional staff for Victoria University	70	2 – Victoria University & Australian Catholic University	
August 2011	Success in the First Year: Strategies for working with student diversity, Sydney	Invited Workshop for first year academic & professional staff in the Faculty of Health Sciences, University of Sydney	25	1 - University of Sydney	
August 2011	First Year Assessment: Principles & Practices, Sydney	Invited Workshop for first year teaching staff in the Faculty of Health Sciences, University of Sydney	25	1 - University of Sydney	
September 2011	Curriculum Development for the First Year Experience: challenges and strategies, Sydney	National Learning and Teaching Forum , Sydney	50	20+ Universities	
December 2011	First Year Experience Planning for 2012 : Enhancing commencing student engagement, success and retention, Sunshine Coast Qld	Invited Keynote address to Faculty Deans & key staff across the university for planning the FYE for 2012	35	1 – University of Sunshine Coast	
January 2012	Success in the First Year: effective co-curricular & curricular strategies, Brisbane	Invited address to First Year Community of Practice	18	1 – University of Southern Queensland	
February 2012	Success in the First Year: Strategies for working with student diversity, Auckland	Invited Keynote address to university staff	120	1 – Unitech University of Technology, Auckland NZ	
February 2012	Success in the First Year: Turning strategies into reality	Invited Workshop with university staff	50	1 – Unitech University of Technology, Auckland NZ	
February 2012	Success in the Early Experience: Key strategies for facilitating the successful orientation, engagement and retention of commencing students, Auckland	Invited Workshop with university staff	45	1 – Unitech University of Technology, Auckland NZ	
February 2012	First Year Assessment:	Invited Workshop with university	45	1 – Unitech	

	Principles & Practices, Auckland	staff		University of Technology, Auckland NZ	
February 2012	Strategies for the Early Experience	Meeting with university Working Party on the Early Experience	10	1 – Unitech University of Technology, Auckland NZ	
April 2012	First Year Assessment: Principles & Practices, Adelaide	Invited Workshop for academic staff, Faculty of Business	25	1 – University of South Australia	
April 2012	Strategies for staff engagement in the scholarship & research of learning & teaching	Meeting with First Year Leadership staff in Learning and Teaching	6	1 – Flinders University	
May 2012	Success in the First Year: Strategies for working with student diversity, Cairns	Keynote for Learning & Teaching Week, university-wide	45	1 – James Cook University	
May 2012	First Year Assessment: Principles & Practices, Adelaide	Invited Workshop for academic staff, university wide	30	1 – James Cook University	
May 2012	Strategies for student success & retention, Cairns	Meeting with First Year Leadership staff	8	1 – James Cook University	
June 2012	Quality Improvement of First Year Assessment: A process and template for the review & enhancement of assessment design & management, Brisbane	Nuts & Bolts session - International First Year In Higher Education Conference	35	25+ Universities	
June 2012	Engaging commencing students who are at risk of academic failure: frameworks & strategies, Brisbane	Invited Paper - International First Year In Higher Education Conference	80	25+ Universities	
July 2012	Success in First Year: Understanding student transition - frameworks & interventions, Springfield	Invited Keynote to first year university staff	60	University of Southern Qld	
September 2012	Skills for the 21 <sup>st</sup> century: contributions of learning design, culture & educator engagement	Invited Keynote for ERGA Conference	100	4+ University of Adelaide, Flinders, UniSA, Monash	
September 2012	First Year Assessment: Principles & Practices, Adelaide	Workshop for ERGA Conference	21	4+ University of Adelaide, Flinders, UniSA, Monash	
October 2012	First Year Assessment: Principles & Practices, Ballarat	Invited Workshop, Faculty of Education	40	1 La Trobe	

November 2012	Quality Improvement of First Year Assessment: A process and template for the review & enhancement of assessment design & management, Adelaide	Invited presentation to first year academic staff, Faculty of Business	35	1 - University of South Australia	
November 2012	First Year Assessment: Principles & Practices, Adelaide	Invited Workshop for first year academic staff, Faculty of Business	40	1 - University of South Australia	
November 2012 – 2 days	Enhancement of First Year Assessment Design & Management	Two day intensive meetings with First Year Course Convenors for enhancement of assessment design	25	1 - University of South Australia	