



Mapping and actioning the commencing student's journey – a 12 month commitment

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The difference is **Deakin University**



Background

- ↪ Transition plan endorsed by academic board 12/2007
- ↪ Working party established
- ↪ Transition team recruited
- ↪ Development of 12-month Transition Timeline
- ↪ Timeline endorsed by Student Experience Sub-Committee
- ↪ Collaboration on initiatives, approaches and commitments
- ↪ Significant change in 2008 based on new plan





Elements of the plan: the themes (1)

Themes mapped against the cycle of the trimester:

- Enrolment and welcome
- Settling in
- Consolidating
- Finishing strongly

Trimester 1

	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	exam period
Themes	Enrolment	Welcome			Settling in						Consolidating				Finishing strongly		





Elements of the plan: the themes (2)

Objectives for successful transition identified:

- Networking/belonging
- Academic engagement
- Career goals
- At risk support
- Personal support

Trimester 1

	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	exam period
Themes	Enrolment		Welcome		Settling in						Consolidating				Finishing strongly		
Networks/ belonging																	
Academic engagement																	
Career																	
At risk																	
Personal Deferred																	





Elements of the plan: the objectives

Identifying the issues and skills sets to align the themes.

- > Cohorts addressed
- > Multi-point commencements catered for (trimesters 1, 2 and 3)
- > Extension into second year

Trimester 1	commencing students		continuing students		both											
	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12
Themes	Enrolment		Welcome		Settling in						Consolidating			Finishing strongly		
Networks/ belonging			DRC welcome Int'l welcome back	senior student support												
Academic engagement			social/networking activities		learning at Deakin		reconnect		assessment feedback							
Career	enrolment support		systems, spaces, support		organisation		study skills development						exam preparation			
At risk			attendance		assessment follow up											
Personal			personal needs		fit, financial and feeling good											
Deferred			contact													



Elements of the plan: details and responsibilities

Translating the issues into actionable strategies that academic and general staff could identify with and assigning responsibilities

Definitions and details:

themes:		details:	responsibility:
Networks/ belonging	International (Int'l)	international registration and enrolment, targeted international student support	DSL, DSA
	cohorts	preliminary programs for specific cohorts: disability client orientation, advanced standing/RtoS intensives	DRC, DSL
	senior student support	Week Zero hosts, faculty mentoring programs, international peer support, library and lab 'rovers'	DSL, faculties, divisions
	welcome	University welcome, faculty and course engagement, campus tours	DSL, faculties
	welcome back year 1	opportunities for new students to engage with existing students	DSL
	welcome back year 2	engagement of second years at the professions/majors level	faculties
	social/networking	activities to encourage networks - formal, informal, within tutorials, links to community, within and across cohorts	DUSA, DSL, faculties
Academic engagement	enrolment support	unit selection, careers guidance, course rules, advanced standing, online enrolment support, STAR help	faculties, DSA, DSL (careers)
	learning at Deakin	roles and responsibilities, expectations and requirements, learning styles and strategies, assessments	faculties, DUSA(?), infollow
	systems, spaces, support	DSD, library, rooms and buildings, student support facilities, learning environments	faculties, lib, ITS, DSA, DSL
	organisation	time management, study strategies, communication strategies	DSL, faculties
	study skills development	referencing, plagiarism, assignment writing, language, assessment strategies	faculties, DSL
	reconnect	readdressing key information, informal faculty events, support services promotion	DSL, faculties, divisions
	assessment feedback	timely, formative, referral	faculties
	exam preparation	revision processes, exam success strategies	faculties, DSL
Career	course/units/career direction	confirming direction, changing units/courses/direction	faculties (course advisers), DSL (careers)
	choosing majors	choosing majors; course and career directions	faculties, DSL (Careers)
At risk	attendance	follow up on students who miss Week Zero or first and/or second tutorials	DSL, faculties
	assessment follow up	formative feedback, referral, follow up on failure to submit or assignment failure	faculties with support from DSL
	FAPDC support	process and procedures clarified, advocacy, plan for going forward	faculties with support from DSL and DUSA
	exit interviews	exit interview; referral to support; exploration of options	faculties
Personal	personal needs	accommodation, employment, local area familiarisation, transport, health and wellbeing	DUSA, DSL, DSA (customer service)
	fit, financial and feeling good	health, sport, money, scholarships, friendships, homesickness, accommodation, Centrelink, community links	DSL, DUSA, DSA, DI, fitness clubs
Deferred		keeping in contact' initiatives, developing sense of belonging	marketing



The plan in action

Trimester 1

	-3	-2	-1	0	1	2	3
Themes	Enrolment	Welcome			Settling in		
Networks/ belonging				senior student support			
				DRC Int'l	welcome welcome back		
Academic engagement				social/networking activities			
				learning at Deakin			
				systems, spaces, support			
	enrolment support			organisation			
				reconnect			

Objective: *reconnect*

- Occurs in week 3 and focuses on networking/belonging and academic engagement during the 'settling in' phase
- Details: readdressing key information, informal faculty events, support services promotion
- Responsibility: support services, faculties, divisions
- Initiatives (to date): Faculty of Health, Medicine, Nursing and Behavioural Sciences BBQ with services expo; support services carnival; Faculty of Science and Technology international day
- Outcome: fun for staff and students, refresher information for students, collaborative engagement for staff, encouragement of informal networking between students and with academics outside the classroom environment.



The plan in action

Trimester 1

	-3	-2	-1	0	1	2
Themes	Enrolment		Welcome			
Networks/ belonging			DRC Int'l	welcome welcome bank	senior student support	social/networking activities

Example: *welcome*

- Occurs in week 0 and focuses on networking/belonging
- Details: University welcome, faculty and course engagement, campus tours
- Responsibility: support services, faculties
- Initiatives (to date): Week Zero, personalised itineraries and coordinated timetabling of events, structured networking as first activity, sharing of good practice in faculty sessions, extended host programs, campus 'dressing', 2-week international orientation program, 'dynamic' website
- Outcome: collaborative engagement across the university, focus on academic as well as social engagement, structured and targeted social interaction, fostering and sharing good practice.





Where to next ...

- > Publishing the timeline and transition policy with tips and strategies to all staff
- > Collecting and promoting examples of good practice against elements of the plan
- > Rewarding excellence in transition support
- > Evaluating elements of the plan and tracking retention and progression rates



Thank you

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