

“Working collaboratively with academic staff to assist international students at risk”

Slide	Good afternoon (A)	Timing
1.	<p>Firstly, we will start off with a little bit of background of the study</p> <ul style="list-style-type: none">• The Bachelor of Commerce degree has the largest onshore international student intake of the degrees offered at UniSA.• With student retention and completion success a key priority, the International Student Officer and Program Director in 2006 established weekly joint short appointments for international students in that program who were at academic risk or required an extension to their Confirmation of Enrolment (Coe) and Student Visa’s due to failing courses.• Importantly, the student has the benefit of receiving strategic collaborative academic and support advice at the one time instead of having two separate appointments.• Students who may have been at academic risk had the opportunity to be referred to other support services within the University such as Language Advisers, Counsellors and Disability Advisers in order to have the best possible chance of them completing their program.• This collaboration has provided the opportunity for academic and international support staff to share key information relating to the student and reinforce the level of support and strategies given to the students in order to succeed in the program.• All support service contacts are recorded and managed in a singular data base (Sorella) this then allows us to communicate and share information across all of the support service teams. Having this student history we are able to provide this to the academic in particular if students have taken up previous referral advice for assistance.• These appointments have been effective in meeting students where there are finite staff resources.	

2

Methodology: the process we used in obtaining and accessing the data.

(A)

- Identified from appointment records all of the students that attended the weekly joint appointments for the 3 years from 2010 -2012
- Using this information we then established their profile – source of county, academic review status, use of student services before and after appointment
- Overall completion of the students

(Why this period of time was used in the study) we chose these 3 years to study. The reason is that using these particular 3 years to analyse students, is that these students would be completing their program and we could then be able to assess the data using their completion numbers.

3

We thought it would be interesting to show the student profile of the top ten countries of origin (A)

The 10 Countries of origin for students coming to study this degree are

1. China
2. Malaysia
3. Hong Kong
4. Vietnam
5. India
6. Korea
7. Sri Lanka
8. Pakistan
9. Indonesia
10. Singapore

I'm sure that you will see that in other commerce degrees that are offered at other institutions these would be attracting students from the same counties of origin.

We now will move on the next graph

	<p data-bbox="70 230 1075 264">4 This is the number of students that attended the joint appointment</p> <p data-bbox="1329 230 1369 264">(A)</p> <p data-bbox="165 338 1249 412">This graph will show you the <u>Number of Students that actually attended the joint appointment over the 3 year period</u></p> <p data-bbox="165 434 1015 468"><u>This is the key information of which we have based this data on</u></p> <p data-bbox="165 542 924 575">Number of Students that attended the joint appointment:</p> <ul data-bbox="165 598 395 741" style="list-style-type: none">• 2010 76• 2011 71• 2012 78	
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5

Academic review – the terminology:

(A)

In order to understand how students are at risk you need to have an understanding of the academic review process.

At the end of each academic review period **August and December** all students' results are assessed against the criteria used to identify students who have made unsatisfactory progress.

The University identifies unsatisfactory progress as:

- failing a course for the second time, or
- Failing courses in an academic review period, resulting in a **GPA for that period of less than 2.8.**

There are three stages of **academic review.**

First stage (Notified 1) – these students will have a GPA of less than 2.8

- If students receive a notification 1 letter, it means that they have been identified as making unsatisfactory progress in their program. Therefore, students are strongly advised to seek assistance in order to improve their performance in the next Study Period.

Second stage (Notified 2) -

- If students receive a notification 2 letter, it means that they have again been identified as making unsatisfactory progress in their program and they are required to meet with their Program Director.

Third stage (Notified 3) -

- If students receive a notification 3 letter, it means that they have been identified as making unsatisfactory progress in their program for a third time and, therefore, their case will be reviewed by a Division committee.

It is important to Note:

- In addition to the Notification letters that are sent to out to the students at risk, the International Officer will email all students who have failed at least one course and that have been identified on a (SMUPS) report and invite them to a meeting to discuss the issues that have been impacting on their performance.
- This is an opportunity to refer the students to other support services and explain visa conditions and to meet national code and visa compliance, of completion within Coe period and monitoring academic progress.

6

The Joint appointment Process:

(L)

Now this slide will outline the joint appointment process and how the Academic and International Officer work together to assist International Students at Risk.

- These weekly joint Academic & International Officer appointments are for students who need a new Coe or students who have received an Academic review letter Not 2 or 3 and must discuss their progress with the Program Director.
- The appointments are made by the students at the school office.
- Usually there are around 4 to 5 student appointment times available and these appointments are held in the Academics office.
- When the appointment schedule is full the school staff member emails the list to the International Officer at least 2 days prior to the scheduled appointments.
- The International Officer will then look into each of the students history by using PRISMS, UniSA's student records system and check the students grades, academic and financial status as well the Student Support Services Data Base in which all of the Support Service Teams enter their student contacts.
- By using all of this information we can often identify or pre-empt issues that might be affecting the student before we see them in the joint appointment.
- The Academic and the International Officer will always exchange information prior to appointment.
- The Academic tends to lead conversation and then invites the International Officer to contribute.
- The Academic will prepare a new study plan that includes a study agreement that the student must agree to and sign.
- The Academic advises the student that he is intervening in the students studies due to their unsatisfactory academic performance.
- And the student must agree to arrange and receive ONGOING support and assistance including personal counselling, time management, study skills, exam revision and exam skills from the student support services along with (PASS) Peer assisted study sessions which are core course specific assistance).
- There is an EMPHASIS that the student's enrolment and ongoing access to support services are followed precisely, and this is written into the study agreement and by signing this agreement the student acknowledges they understand and will follow through with this advice.
- It is important to note that if these intervention conditions are not agreed to by the student at this appointment a new Coe document will not be approved by the Academic.
- The International Officer will then explain to the student how to access Student Support Services and provides various resources.

7

Students who were at risk and who attended support services prior to Joint Appointment and the type of support services they accessed: (L)

The following set of slides will contain our key data findings from the 3 years of joint appointments such as, how many students accessed support services prior to the joint appointment and what services they accessed, the students' academic status at the time of the joint appointment, how many students accessed support services as recommended from the joint appointment and what service types were accessed and most, but most importantly completion numbers and students success numbers as a result of accessing the support services.

Out of the students who attended the joint appointments, and I will recap on the numbers that we met in the Joint appointment

2010, 76 students

2011, 71 students

2012, 78 students - we also explored each of these students' academic status prior to them attending the joint appointment to identify those who were at risk.

This graph identifies out of the students who were at risk the number of students that attended support services prior to the joint appointment and the service types that they accessed.

The total number of students that came in for support.

- 2010 – out of the 22 students we found to be at risk all of these students accessed support services prior to the joint appointment
- 2011 – out of 27 students that were identified at risk only 16 accessed support services prior to the joint appointment
- 2012 – out of 30 students we found as being at risk only 21 of them come in for support prior to the joint appointment

8 Student academic status at the time of the joint appointment:

(L)

The Students' academic status at the time of the joint appointment.

- Over the 3 years that we looked at, the majority of the students at the time of the joint appointment were at a satisfactory academic status.
- So what does this mean?
- Although the majority of students at the time of the joint appointment were showing as being on satisfactory status, it's important to note that these students had at some period in their study failed one or more courses and had been at some point at risk academically which has resulted in them needing to extend their studies and this is why they were attending the joint appointment.
- It was at these joint appointments where the Academic would want to know if the student had made contact with any of the support services, this would help in the consultation and his recommendations as part of the intervention.
- This is where the one student services support data base was effective in providing an understanding of the student's particular issues and attendance history.
- The Academic would only issue a further Coe providing the student agreed to the conditions set out in the study agreement requiring the student to attend the necessary support services.
- By requiring the student to sign the study plan it makes the student more aware of their responsibilities and commitment to completing their studies as it is made clear that without this effort by the student to seek support no further Coe extensions would be given.

9

Students that attended Support Services as a result of the Joint Appointment recommendation:

(L)

The number of Students who attended support services as a result of the joint appointment recommendation

At the time of the joint appointment as previously explained the Academic Emphasised attending student support services was a requirement for any further Coe extension. But as we all know, not all student will listen to the advice that they are given.

This graph shows how many students did and did not take up advice for assistance as recommended.

Attended Support Services Did Not Attend Support Services

2010 - (65) (11)

2011 (52) (19)

2012 - (64) (14)

We thought it would also be interesting to identify from the students who came to the Joint Appointment, those students that **did not attend support services** and track their progress to see if they managed to complete or not?

2010 - from the 11 did not attend support services – (7 completed) whilst (4 did not complete)

2011 - from the 19 did not attend support services – (10 completed) whilst (9 did not complete)

2012 - from the 14 did not attend support services – (9 completed) whilst (5 did not complete)

- As you can see there was still a reasonable number of students that although did not attend the support services still managed to successfully complete their program. Therefore we can assume that the joint appointment may have had influence on the students study strategies or commitment to their studies, however, as we mentioned previously we cannot see if student had accessed peer support which is core course specific assistance.
- There were 18 students who did not manage to complete the program over the 3 year period, and this was attributed to these factors
- 7 were precluded
- 10 BFS (therefore could not enrol CoE Cancelled)
- 1 transferred to another program

Type of support services that were accessed the most by the students

- Out of the support services that were recommended from the joint appointment this graph shows which of the service types were accessed the most by the students.
- You can see that the International officer was the highest accessed service over the 3 year period followed by Language Adviser then the Counsellor.
- This could be attributed to the fact that the students had already met with the International officer as part of Orientation activities, or because of the (SMUPS) email sent to the students who had failed at least one course inviting them in to meet to discuss the issues impacting their studies or simply as a result of meeting them at the joint appointment.
- Once the International Officer knew more about the student's circumstances the student would then be referred to the appropriate counselling or learning support.

11	<p>Completion Numbers of students who attended the joint appointments: (L)</p> <p>We examined the students' progress 6 months after the Joint Appointment</p> <p>Overall there were more students that successfully completed compared to those that did not complete.</p> <p>This could be contributed to a number of factors, such as the Academic reinforcing that students must be achieving passing grades and those who are struggling must be proactively access student support services.</p> <p>There is a great deal of support built into this particular program such as (PASS) Peer assisted study sessions as well as a real Emphasis on Student Support Services.</p> <p>Although we use a Singular Student Services Data Base to record all support services that student's access there is currently no records kept for the (PASS) Peer Assisted Study Session attendance. So it may be a combination of both of these available services contributing to this overall rate of success.</p> <p>2010 - From the overall 76 students we saw at the joint appointment, 51 completed and 25 did not complete</p> <p>2011 - From the overall 71 students we saw at the joint appointment, 57 completed and 14 did not complete</p> <p>2012 - From the overall 78 students we saw at the joint appointment, 52 completed and 26 did not complete</p>	
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12

Students success as a result of accessing of support services:

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We showed you in one of the previous slides the numbers of students who Attended and Did Not Attend Student Support Services recommended at the time of the joint appointment. This graph will outline the 'Students success as a result of accessing Student Support Services'

2010-From the 65 students who had accessed the support services 42 of these students completed successfully while 23 did not complete

2011-From the 52 students who had accessed support services 40 of these students completed successfully while 12 did not complete

2012-From the 64 students who had accessed support services 53 of these students completed successfully while 11 did not complete

- It is clear that the students success rate was increased due to the students attending the Student Support Services
- And together with the Academic advice strategies given, students perhaps gained more confidence and commitment towards their study.
- Students may have realised that getting assistance was beneficial to achieving success and not something to be embarrassed about.
- As we know sometimes culturally students don't want to admit that they are failing and normally without any kind of prompting will not come in early enough for help.
- So we can say that by doing these joint appointments it may have also broken down some barriers and gave the students the opportunity to get to know us and that we are approachable.

13	<p>No we go onto the main findings which we found from this study: (A)</p> <ul style="list-style-type: none"> • The collaborative short appointments were effective as it was an opportunity for the Academic and International officer to share key information relating to the students • The students that attended the joint appointment were able to build stronger relationships with the Academic and International Officer which in turn improved their overall learning experience as well their re-commitment towards their study. • Majority of students who accessed services and followed advice successfully completed their study • The data clearly supports that the success rate was increased due to attending the support services 	
14	<p>Recommendations:</p> <ul style="list-style-type: none"> • Continue with the collaborative weekly joint appointments • Facilitate at the start of each study period information sessions about the universities support services through orientation activities. • Participate more in school activities to meet the students • Wider communication to the students via Facebook, email, student portal and text messages about support services <p>What next??</p> <ul style="list-style-type: none"> • Explore and develop in collaboration with colleagues, online tools, workshops to assist students at risk • We can look into why students did not access services; this can be done perhaps through a focus group on reasons for lack of contact with student support. • We found that students at the joint appointments who had no contact were asked about this and the majority of the students responded that there were not aware of any services and they also volunteered that they had missed orientation; it will be therefore be useful for us to investigate further and in more depth • Explore strategies to increase follow up to advice and we could do this by looking at the reasons why students who despite being given information about support chose not to access them. • This is particularly important to understand for the students who withdrew and did not complete and will also be useful in developing strategies to engage students who did not come to us and are not yet at the stage to seek a new Coe. • Have been approached by another Academic staff member within the same school to perhaps trial joint appointments in 2015 for another program which have also identified students at risk. – It would be great if we could these started. 	
15	<p>This concludes our presentation for today Hope you enjoyed it; if you have any short questions we would be happy to answer these otherwise we will talk with you in the break.</p>	

