

Social inclusion in Faculties of Arts, Social Sciences and Humanities

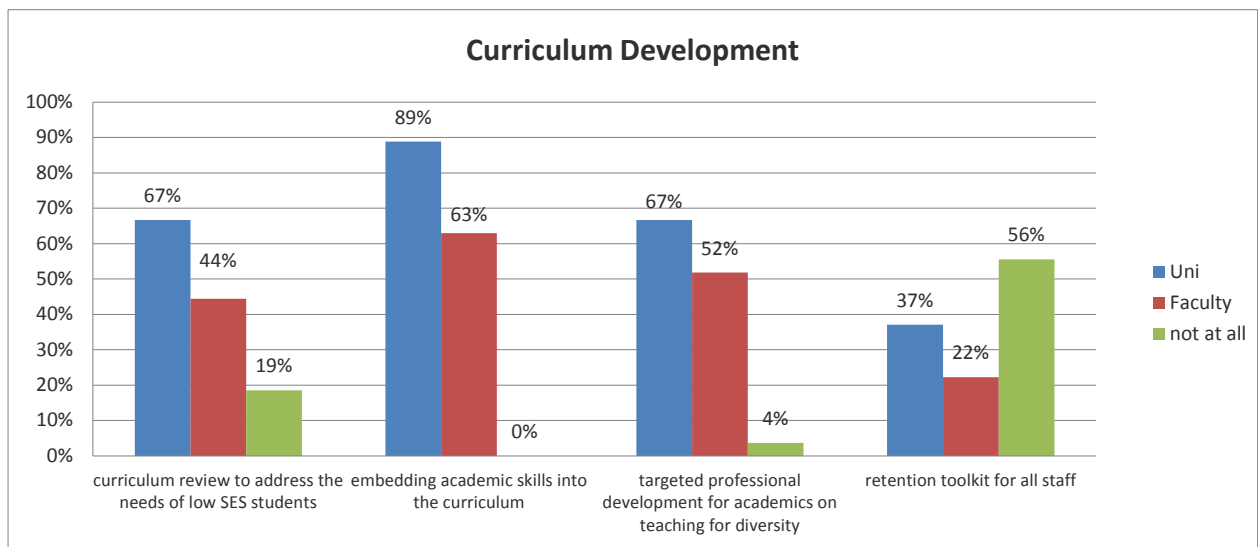
Associate Deans' Network Project Report 2012

Sarah Paddle, Elizabeth Campbell and Tamara Harvey,
Faculty of Arts and Education, Deakin University

1. Curriculum Development

Answer Options	University	Faculty	not at all	Response Count	University	Faculty	not at all
curriculum review to address the needs of low SES students	18	12	5	27	67%	44%	19%
embedding academic skills into the curriculum	24	17	0	27	89%	63%	0%
targeted professional development for academics on teaching for diversity	18	14	1	27	67%	52%	4%
retention toolkit for all staff	10	6	15	27	37%	22%	56%

The most common strategies reported on addressing curriculum development were projects aimed at embedding academic skills into the curriculum, used by 89% of institutions at a University level, and 63% at a Faculty level.



Curriculum Development : Additional Activities

Faculty staff have been particularly attentive to the needs of Low SES students in curriculum design. The rolling compulsory review of programs process has assisted this process.

Centrally available workshops and courses for teaching for diversity, as well as a Policy Suite and Guidelines for Inclusive Teaching and Learning.

A University-wide action framework to support and improve the access, participation, support and success of students, which includes programs for modifications to teaching delivery and learning methods to better meet the needs of students from a low SES background.

Appointment of First year Director of Studies at School level to provide professional development.

Modules available for staff through Student Services on Inclusive Teaching.

Curriculum renewal to embed Academic Literacy development as a whole-of-course approach.

Pit-stop (just-in-time) sessions for assessment assistance.

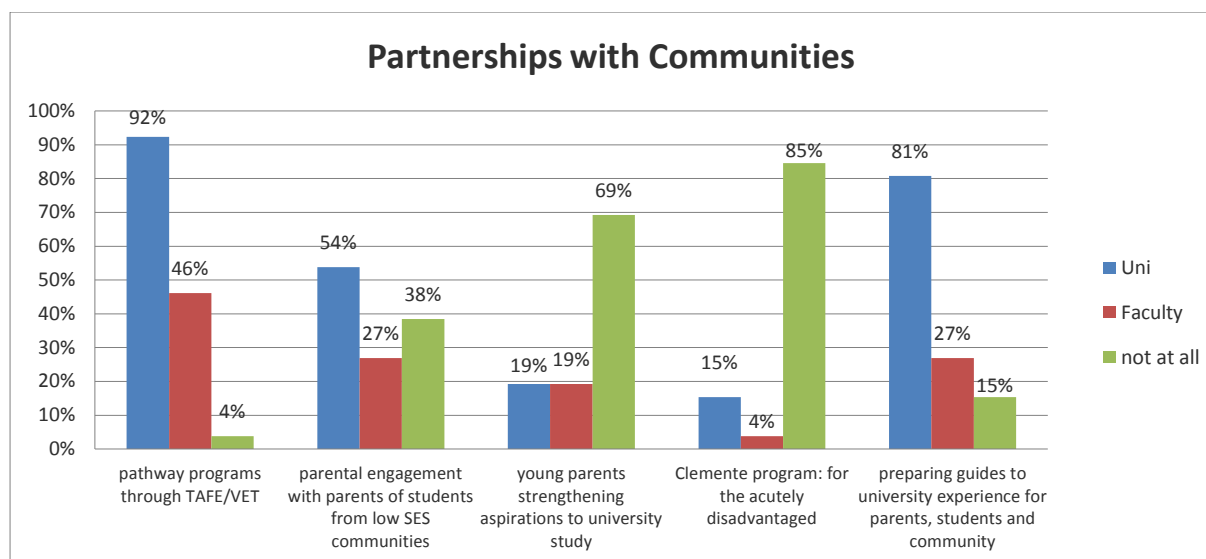
University support for Academic Skills and support in first year units.

Professional development through funded small projects, and an annual Faculty teaching and learning conference on equity and diversity.

2. Partnerships with Communities

Answer Options	University	Faculty	not at all	Response Count	University	Faculty	not at all
pathway programs through TAFE/VET	24	12	1	26	92%	46%	4%
parental engagement with parents of students from low SES communities	14	7	10	26	54%	27%	38%
young parents strengthening aspirations to university study	5	5	18	26	19%	19%	69%
Clemente program: for the acutely disadvantaged	4	1	22	26	15%	4%	85%
preparing guides to university experience for parents, students and community	21	7	4	26	81%	27%	15%

At a University level, pathways programs through TAFE/VET and guides to university experience were the most common with 92% and 81% of institutions having these programs in place. At Faculty level pathways through TAFE/VET are in place at 46% of institutions, however as a whole partnerships with communities seems to be a University focus rather than a Faculty one.



Most respondents are reporting university-wide preparation of guides, only a quarter of respondents are noting faculty-based activity.

Partnerships with Communities: Additional Activities

SCU College owned by Southern Cross University has been established as a pathway vehicle to enable students who are not sufficiently academically prepared for direct admission into University courses, to undertake preparatory studies in an environment of enhanced learning support:

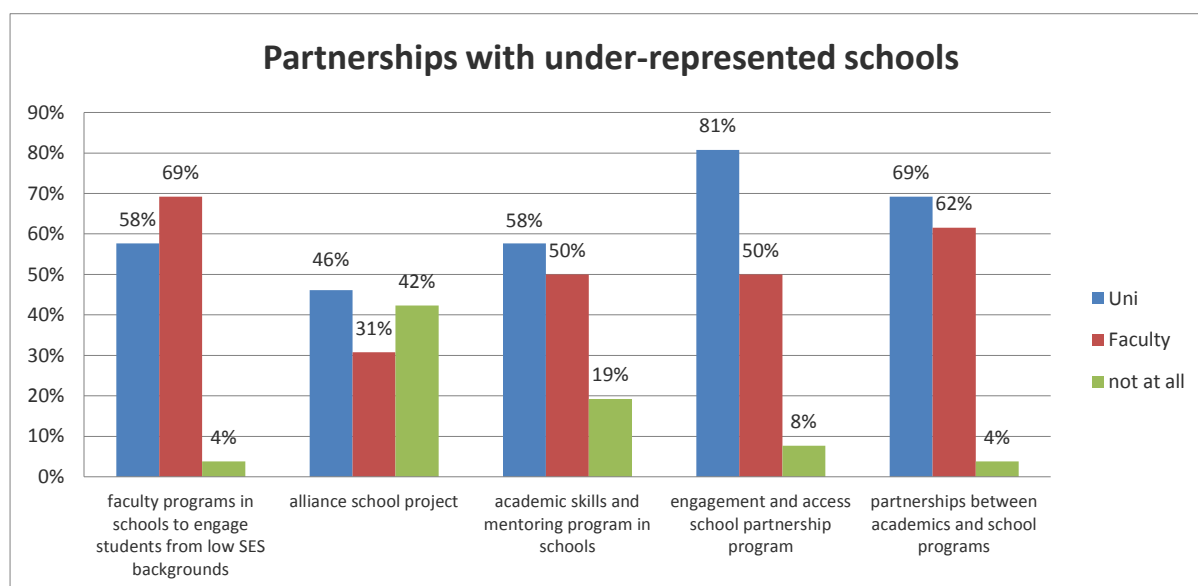
- Preparing for Success (PSP) which offers an intensive twelve week program to equip students with study skills appropriate for University.
- English Language programs
- an Associate Degree pathway in combination with TAFE.

Parental engagement program is an innovative idea that has been effective with non-traditional communities.

3. Partnerships with under-represented Schools

Answer Options	University	Faculty	not at all	Response Count	University	Faculty	not at all
faculty programs in schools to engage students from low SES backgrounds	15	18	1	26	58%	69%	4%
alliance school project	12	8	11	26	46%	31%	42%
academic skills and mentoring program in schools	15	13	5	26	58%	50%	19%
engagement and access school partnership program	21	13	2	26	81%	50%	8%
partnerships between academics and school programs	18	16	1	26	69%	62%	4%

The most common strategy at University level was the engagement and access schools partnership program with 81% of institutions having this program in place whereas only 50% of institutions had these programs at a Faculty level. At Faculty level 69% of institutions had programs to engage students from low SES backgrounds.



Partnerships with Schools: Additional Activities

Extended to primary schools in the region.

Rising Stars program to enable school students to complete units at undergraduate.

School workshops and visits on campus; joint events in combination with schools and TAFE.

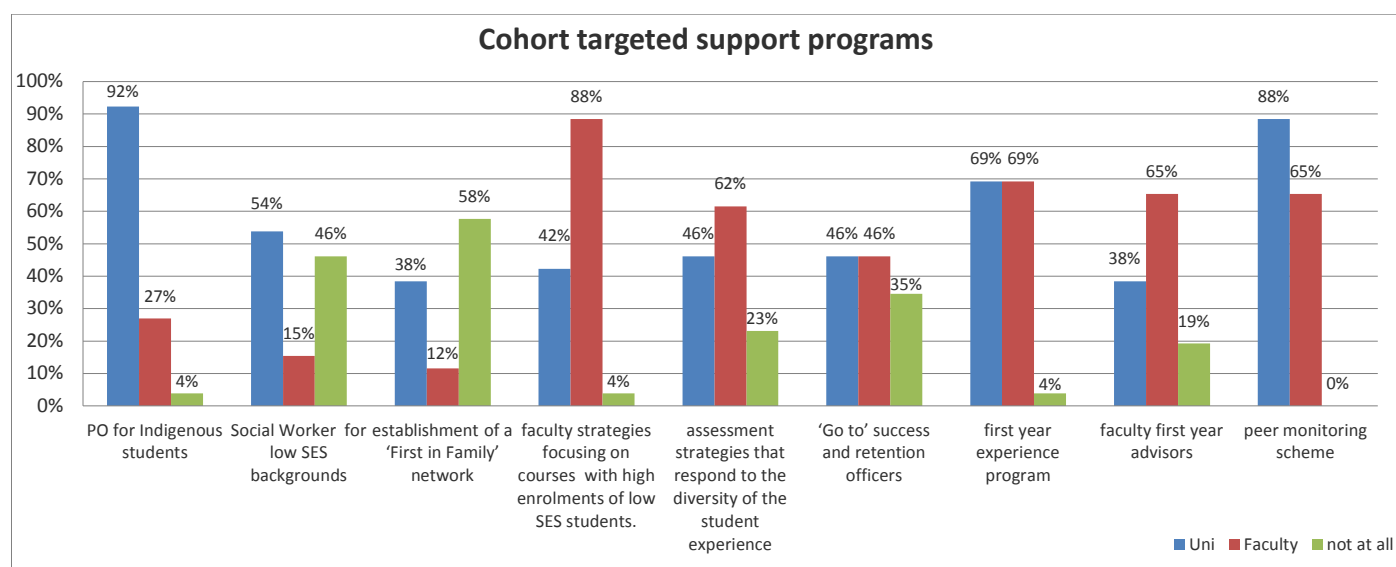
ESP course (Effective Thinking and Writing) targeting low participation students in secondary schools

4. Cohort targeted support programs

Answer Options	University	Faculty	none	Response	University	Faculty	none
Project Officer for Indigenous students	24	7	1	26	92%	27%	4%
Social Worker to support students for low SES backgrounds	14	4	12	26	54%	15%	46%
establishment of a 'First in Family' network	10	3	15	26	38%	12%	58%
faculty strategies to reduce attrition in courses or programs with high enrolments of low SES students.	11	23	1	26	42%	88%	4%
targeted assessment strategies that respond to the diversity of the student experience	12	16	6	26	46%	62%	23%
'Go to' success and retention officers	12	12	9	26	46%	46%	35%
first year experience program	18	18	1	26	69%	69%	4%
faculty first year advisors	10	17	5	26	38%	65%	19%
Peer Assisted Study Scheme (PASS) or other peer monitoring scheme; coaches	23	17	0	26	88%	65%	0%

The majority of institutions had a project office for Indigenous students (92%) at University level. At faculty level the most common cohort targeted program reported was aimed at reducing attrition in courses with high numbers of low SES students (88%), however there was a fairly evenly spread across the following programs:

- first year experience program (69%)
- faculty first year advisors (65%)
- Peer Assisted Study Scheme (PASS) or other peer monitoring scheme; coaches (65%)
- targeted assessment strategies that respond to the diversity of the student experience (62%)



Cohort activities: Additional activities

University directly addresses First in Family students in its online information

University has created a Virtual College that students are encouraged to sign up for as well as a suite of skills and support sites. Connected to Success Officers and Program Officers that operate in that space.

First year advisors in some Schools (not all)

Early identification of academically at risk students

Addressing high fail rates and attrition at Board of Assessors

Many of the programs for low SES students are available to all students who are struggling. Not all low SES students struggle with their studies - some of them are our high achievers.

PASS mentoring scheme run on the Business Faculty model and not really appropriate to the experiences of Arts students. Not engaging many students from our Faculty.

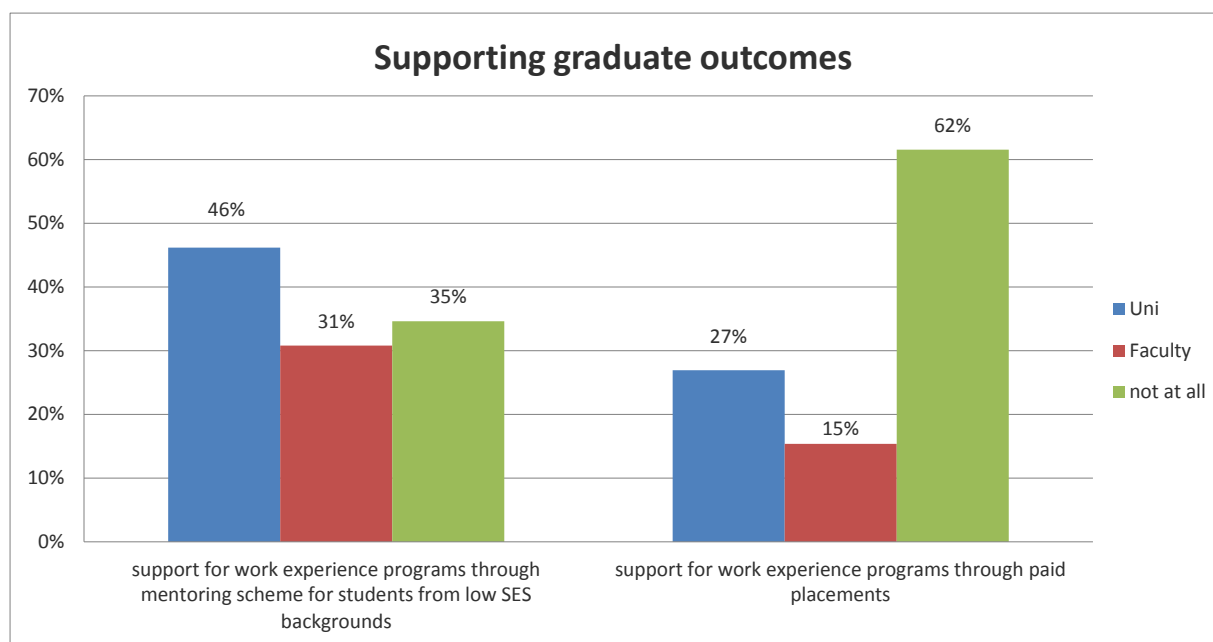
The priority has been for all online enrolment and advice- very alienating for students.

Created a First in Family network for academics in the Faculty - popular for interviews and insights into experiences (even if from long ago).

5. Supporting Graduate Outcomes

Answer Options	University	Faculty	not at all	Response Count	University	Faculty	not at all
support for work experience programs through mentoring scheme for students from low SES backgrounds	12	8	9	26	46%	31%	35%
support for work experience programs through paid placements	7	4	16	26	27%	15%	62%

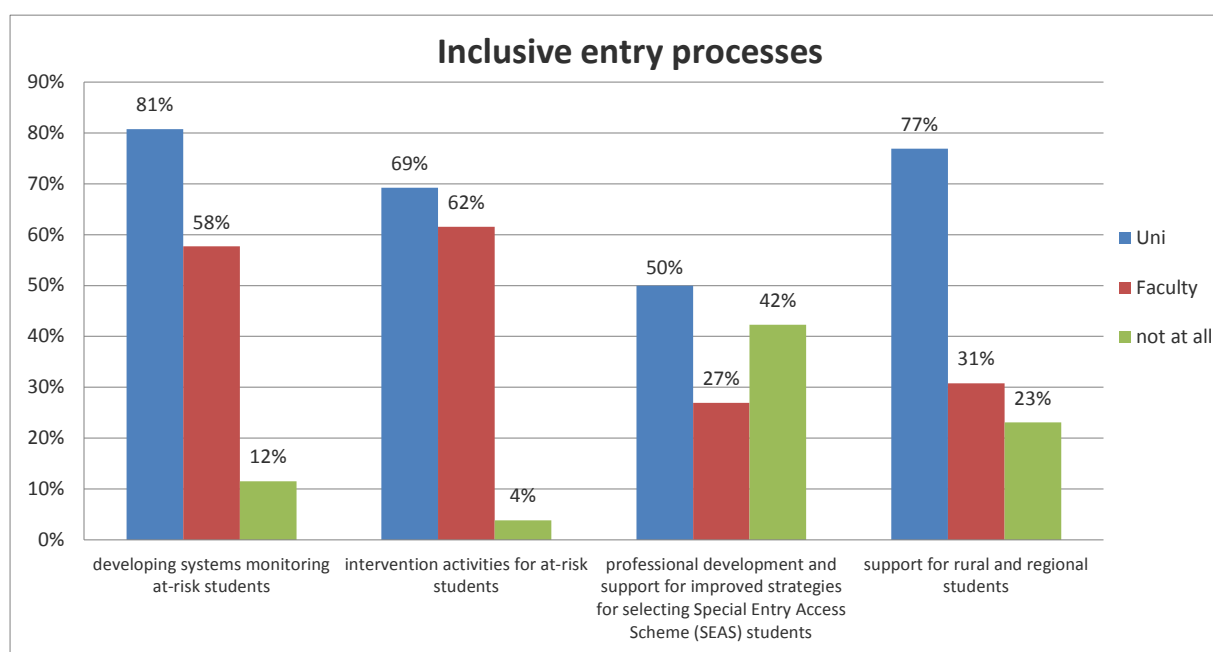
Fewer than half of institutions have support for work experience programs through dedicated mentoring schemes for low SES students. A small proportion again used paid placements.



6. Inclusive Entry Processes

Answer Options	University	Faculty	not at all	Response Count	University	Faculty	not at all
developing systems monitoring at-risk students	21	15	3	26	81%	58%	12%
intervention activities for at-risk students	18	16	1	26	69%	62%	4%
professional development and support for improved strategies for selecting Special Entry Access Scheme (SEAS) students	13	7	11	26	50%	27%	42%
support for rural and regional students	20	8	6	26	77%	31%	23%

At university level, 81% of institutions are developing a system for monitoring at-risk students and 58% of institutions have Faculty based systems. The most common strategies at Faculty level are focused on intervention activities for at-risk students (62%).



Inclusive Entry processes: Additional Activities

University wide system in place for monitoring at risk students. Small schemes for particular cohorts in place

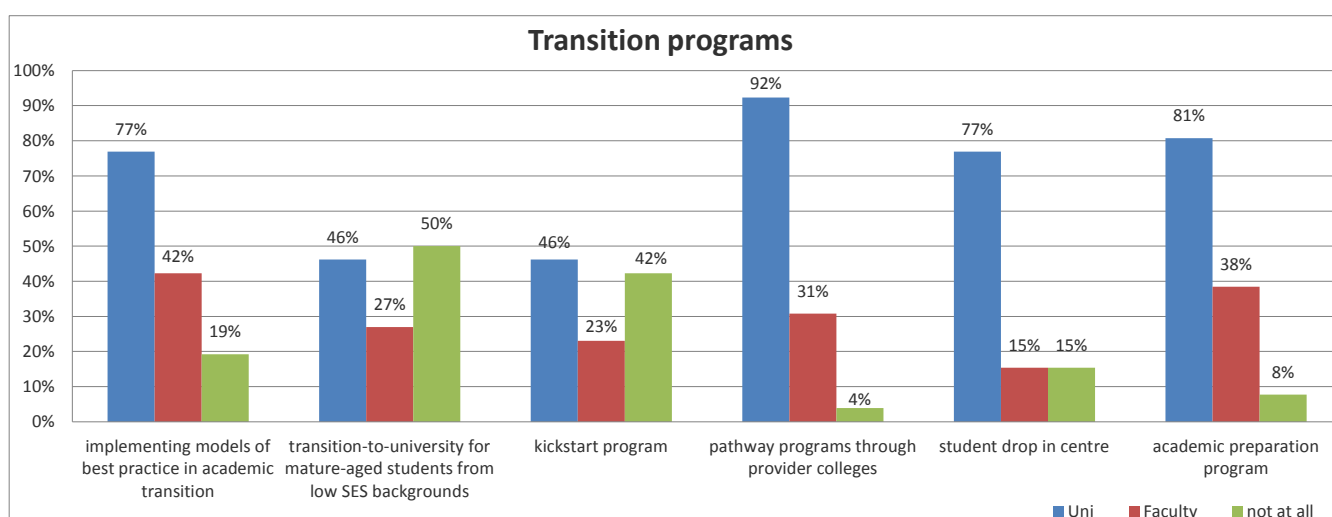
Professional development on selecting students on equity grounds for all academic selection panel members in the Faculty

Bonus added to ATAR score of 5-10 points for rural and regional students for 2012 selection.

7. Transition programs

Answer Options	University	Faculty	not at all	Response Count	University	Faculty	not at all
implementing models of best practice in academic transition	20	11	5	26	77%	42%	19%
transition-to-university for mature-aged students from low SES backgrounds	12	7	13	26	46%	27%	50%
kickstart program	12	6	11	26	46%	23%	42%
pathway programs through provider colleges	24	8	1	26	92%	31%	4%
student drop in centre	20	4	4	26	77%	15%	15%
academic preparation program	21	10	2	26	81%	38%	8%

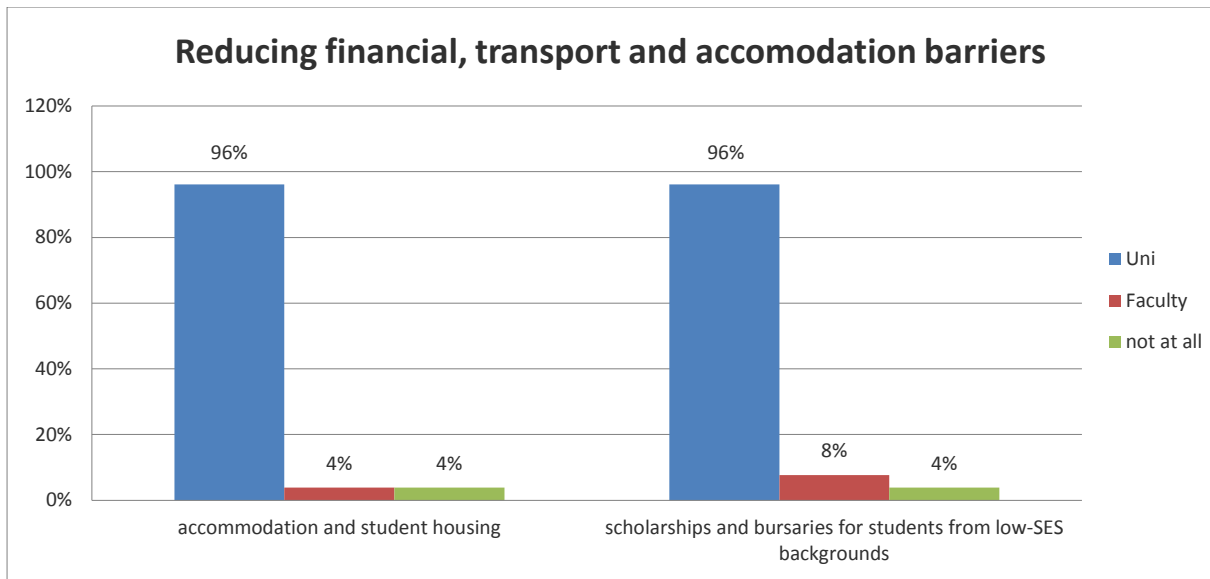
Transition programs were shown to be more of a University level focus with proportions of institutions having these strategies in place at a University level ranging between 46% and 92%. Instances of strategies in place at the Faculty level ranged between 15% and 42%.



8. Reducing financial, transport and accommodation barriers

Answer Options	University	Faculty	not at all	Response Count	University	Faculty	not at all
accommodation and student housing	25	1	1	26	96%	4%	4%
scholarships and bursaries for students from low-SES backgrounds	25	2	1	26	96%	8%	4%

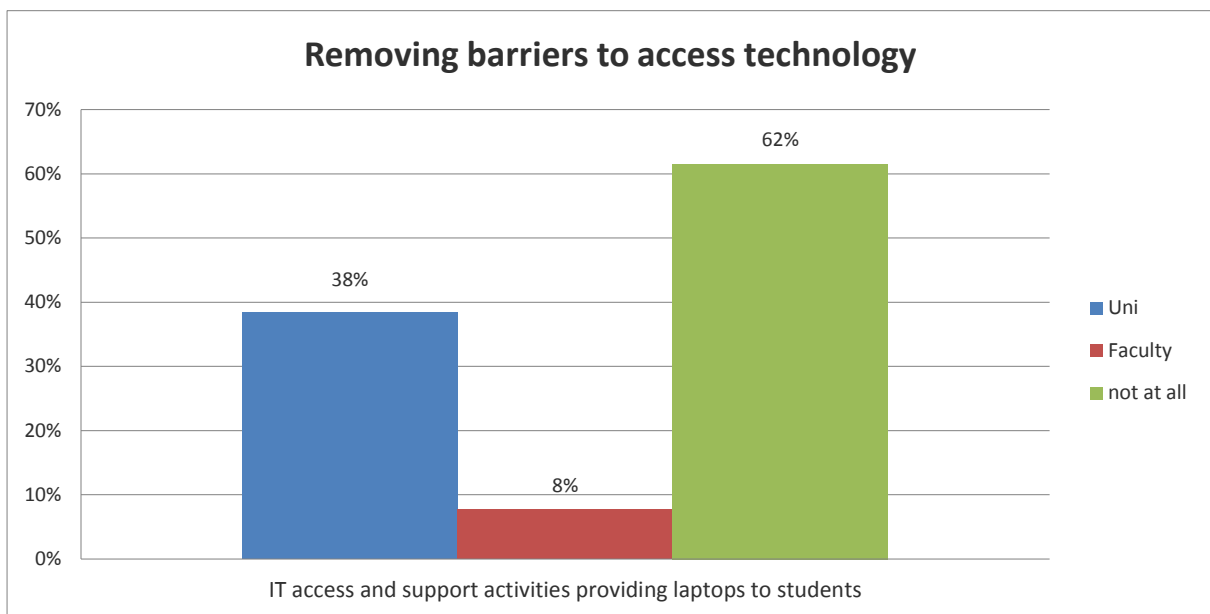
Reducing financial, transport and accommodation barriers was shown to be a University focus, with 96% of institutions having programs in place at a University level compared with 4% and 8% at Faculty level.



9. Removing barriers to access technology

Answer Options	University	Faculty	not at all	Response Count	University	Faculty	not at all
IT access and support activities providing laptops to students	10	2	16	26	38%	8%	62%

The majority of institutions did not provide laptops to students, and when this did occur it was as a University level initiative.



Strategies/Programs – ranked by instances within Faculties	University	Faculty	not at all
faculty strategies to reduce attrition in courses or programs with high enrolments of low SES students.	42%	88%	4%
faculty programs in schools to engage students from low SES backgrounds	58%	69%	4%
first year experience program	69%	69%	4%
faculty first year advisors	38%	65%	19%
Peer Assisted Study Scheme (PASS) or other peer monitoring scheme; coaches	88%	65%	0%
embedding academic skills into the curriculum	89%	63%	0%
partnerships between academics and school programs	69%	62%	4%
targeted assessment strategies that respond to the diversity of the student experience	46%	62%	23%
intervention activities for at-risk students	69%	62%	4%
developing systems monitoring at-risk students	81%	58%	12%
targeted professional development for academics on teaching for diversity	67%	52%	4%
academic skills and mentoring program in schools	58%	50%	19%
engagement and access school partnership program	81%	50%	8%
pathway programs through TAFE/VET	92%	46%	4%
'Go to' success and retention officers	46%	46%	35%
curriculum review to address the needs of low SES students	67%	44%	19%
implementing models of best practice in academic transition	77%	42%	19%
academic preparation program	81%	38%	8%
alliance school project	46%	31%	42%
support for work experience programs through mentoring scheme for students from low SES backgrounds	46%	31%	35%
support for rural and regional students	77%	31%	23%
pathway programs through provider colleges	92%	31%	4%
parental engagement with parents of students from low SES communities	54%	27%	38%
preparing guides to university experience for parents, students and community	81%	27%	15%
Project Officer for Indigenous students	92%	27%	4%
professional development and support for improved strategies for selecting Special Entry Access Scheme (SEAS) students	50%	27%	42%
transition-to-university for mature-aged students from low SES backgrounds	46%	27%	50%
kickstart program	46%	23%	42%
retention toolkit for all staff	37%	22%	56%
young parents strengthening aspirations to university study	19%	19%	69%
Social Worker to support students for low SES backgrounds	54%	15%	46%
support for work experience programs through paid placements	27%	15%	62%
student drop in centre	77%	15%	15%
establishment of a 'First in Family' network	38%	12%	58%
scholarships and bursaries for students from low-SES backgrounds	96%	8%	4%
IT access and support activities providing laptops to students	38%	8%	62%
Clemente program: for the acutely disadvantaged	15%	4%	85%
accommodation and student housing	96%	4%	4%

Proportion of Institutions where these strategies are present at Faculty level (2011 and 2012)	2011	2012	change
'Go to' success and retention officers	50%	46%	-4%
academic preparation program	75%	38%	-37%
academic skills and mentoring program in schools		50%	50%
accommodation and student housing	71%	4%	-67%
alliance school project	14%	31%	17%
Clemente program: for the acutely disadvantaged	14%	4%	-10%
curriculum review to address the needs of low SES students	100%	44%	-56%
developing systems monitoring at-risk students		58%	58%
embedding academic skills into the curriculum	88%	63%	-25%
engagement and access school partnership program		50%	50%
establishment of a 'First in Family' network	14%	12%	-2%
faculty first year advisors	63%	65%	2%
faculty programs in schools to engage students from low SES backgrounds		69%	69%
faculty strategies to reduce attrition in courses or programs with high enrolments of low SES students.	50%	88%	38%
first year experience program	75%	69%	-6%
implementing models of best practice in academic transition	63%	42%	-21%
intervention activities for at-risk students	75%	62%	-13%
IT access and support activities providing laptops to students		8%	8%
kickstart program	25%	23%	-2%
parental engagement with parents of students from low SES communities	13%	27%	14%
partnerships between academics and school programs		62%	62%
pathway programs through provider colleges	50%	31%	-19%
pathway programs through TAFE/VET	57%	46%	-11%
Peer Assisted Study Scheme (PASS) or other peer monitoring scheme; coaches	88%	65%	-23%
preparing guides to university experience for parents, students and community	63%	27%	-36%
professional development and support for improved strategies for selecting Special Entry Access Scheme (SEAS) students	0%	27%	27%
Project Officer for Indigenous students	75%	27%	-48%
retention toolkit for all staff	13%	22%	9%
scholarships and bursaries for students from low-SES backgrounds	57%	8%	-49%
Social Worker to support students for low SES backgrounds	0%	15%	15%
student drop in centre	43%	15%	-28%
support for rural and regional students	75%	31%	-44%
support for work experience programs through mentoring scheme for students from low SES backgrounds	0%	31%	31%
support for work experience programs through paid placements	38%	15%	-23%
targeted assessment strategies that respond to the diversity of the student experience	50%	62%	12%
targeted professional development for academics on teaching for diversity	88%	52%	-36%
transition-to-university for mature-aged students from low SES backgrounds	38%	27%	-11%
young parents strengthening aspirations to university study		19%	19%