Student Personalised Academic Road to Success (SPARS)

Creating interconnections between student support, academic learning and technologies for students, for student success

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“Students who learn are the finest fruit of teachers who teach. Teachers possess the power to create conditions that can help students learn a great deal or keep them from learning much at all”

What is Student Success?

Persistence  
Progression  
Timely Completion  
Graduation
Outline of presentation

- What is SPARS?
- Where did we get this idea?
- How is it done?
- Where is the proof?
Are these the challenges at your institution/context?

- More external/regulatory quality demands – threshold standards, outcomes XYZ...
- More/widening participation/access to HE – increase student numbers, increased diversity ...
- More efficiencies/constraints – budget cuts, staffing cuts, research funding cuts ...
About USQ ...

Study wherever you are ...

On-campus

Study online or with one of our partners.

Online

USQ Fraser Coast  ▶  USQ Toowoomba  ▶  USQ Springfield  ▶  Online
USQ is a part of RUN

Regional Universities Network
- Central Queensland University
- Southern Cross University
- University of Ballarat
- University of New England
- University of Sunshine Coast
RUN students

- Over 100,353 higher education students across 29 campuses
- 25% of all regional and remote students
- 34% of all distance students
- 16% of all low socio-economic students
- 15% of all Indigenous students
- 32% of all students in enabling courses
- Many students first in family and/or mature age.

Source: Perkins (2012)
USQ students

20% international student load
25% on-campus
75% external

First in family to attend uni.

Study PT
Work FT

26 median age
23% low SES
60% over 25 yo
101 countries

23% low SES
Personalised learning

Focused research

Enriched communities

Engaged enterprise

USQ Vision 2022
Internal drivers

USQ Vision 2022

- Personalised learning
- Engaged enterprise
Marrying as many parts of learning together to form the *interconnections* that are more likely to produce more effective educational experiences for students (Pascarella & Terenzini, 2005)
Support between students & university environment throughout student academic journey (Bronfenbrenner, 1979)

More likely to stay in the institution (Coates & Ransom, 2011)
Connector idea 2

Different developmental ‘highways’ of learning (Chickering & Reiser, 1993)

Presence of learning processes in interactions of the immediate environments (Bronfenbrenner & Ceci, 1993)

Just-in-time & messy learning (different vectors), enmeshed, in a student’s academic learning journey
Academic Student Support Learning Environment

- TLC Resources
- Learning Centres
- Student peer learning
- USQ Open Resources e.g. Library, Psychological Support, Career Devt, SROs
- USQ Other Services
- Programs Schools Courses OAC

The World beyond USQ - MIT, iTunes U, Other Universities, Khan Academy, MOOCs

Abundant

Disconnected, Silos
It’s also about the ‘elephant in the room’: TEQSA

**Of primary importance**

PRS 6.5 The higher education provider identifies and adequately meets the varying learning needs of all its students, including:
- the provision of orientation courses and transition support; and,
- ongoing academic language and learning support.

PCS 2.7 The higher education provider offers an extensive range of student services, including student academic and learning support, and extensive resources for student learning in all disciplines offered.

PCS 2.9 The higher education provider has systematic, mature internal processes for quality assurance and the maintenance of academic standards and academic integrity.

PCAS 4.4 The higher education provider has effective mechanisms to identify and support students who are at risk of not progressing academically.

**Of secondary importance**

PRS 4.1 The higher education provider’s objectives for its higher education operations include the cultivation in students of critical and independent thought and the capacity for learning throughout life.

PRS 7.3 The higher education provider ensures that all students, regardless of mode of study, have access to one or more contact people who can respond to queries in a timely manner and has effective arrangements to actively maintain contact with and support students who are remote from or away from its locations.

PCAS 2.2 The higher education provider ensures that all students readily have access, directly through the higher education provider or arranged by the higher education provider, to electronic and/or physical library and information resources required to achieve the learning outcomes of the course of study.
the connected learner

3G, wi-fi, ethernet

eResources, OERs, UGC

social networks, communication

tablet, smart phone, laptop, eReader

text, ebook, audio, video

Steven Warburton, Connected, used under a Creative Commons Attribution Licence, from: http://www.flickr.com/photos/33763583@N00/5870909268
Connects students throughout student academic journey to successful career

Student Personalised Academic Road to Success

First Contact
- Trigger & self-assessment
- Adaptive

Learning Plan
- Personalised plan generated

Pro-active
- Early alerts
- Reminders

Closing the Loop
- Feedback from student
- Surveys

Multi-mode
- Email
- Chat
- Phone
- Social networks

Reporting + Analytics = Enhancement
- Reports Data intelligence & mining
- Quality/risk management

Inter-Connections

Academic Student Support Environment

TLC Resources
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USQ Open
USQ Other Services Resources e.g. Library, Counseling, Career, SROs
Programs Schools Courses OAC

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Connects academic learning resources and support
A look at the Academic Success Planner
Need help with your studies?

Create your own study plan for:
- Exams
- Assignment writing
- Working together
- Managing information

Academic Success Planner
Megan, welcome to your Academic Success Planner

You may be concerned about your success in aspects of your university study.

By completing a few short questions, you can work with your own plan to help you achieve success in your academic study.

It only takes 2 minutes!

Let’s get started, what do you need help with?

- Exams
- Assignment writing
- Working together
- Managing information
- Presentations
- Mathematics
- English proficiency

Which course is this for?

Eg.: ACC1001

Start now
Megan, you have chosen Assignment Writing

How important are each of these to you at the moment?

- Assignment writing steps
- Writing basics
- Grammar, punctuation and spelling
- Synthesising information
- Academic integrity

Select the level of importance for each topic.
Megan, here is your Academic Success Plan

This has also been mailed to you at megan.kek@usq.edu.au

Analyzing information
Analysis of information is the process of categorising and evaluating sources. It involves reflecting on the worth of the information to the task and to forming ideas.

Academic integrity
Academic integrity is about honesty and trust. It is about acting fairly in the use of the words, ideas and creative work of others and not being misleading about your knowledge or the originality of your work.

Sometimes it’s difficult to know where to start. Your Student Relationship Officer is always available to support you.

Have you also thought about...
- Attending workshops from the Learning Centre
- Dropping in or booking a student consultation at the Learning Centre
- Catching up with a student leader online at the Meet-Up Student Community (MUSC)
- Looking up Library help to find information
- Looking up Library help with referencing
- Planning ahead and managing your time to study? Check out Student Services - Counselling video on time management

Other resources that may help...
- Critical thinking activity (University of Wollongong, UniLearn)
- Critical reading checklist (University of Wollongong, UniLearn)
- Using brainstorming techniques to organise ideas (University of North Carolina, The Writing Center)
- Using Excel tables to manage information (Microsoft.com)
- Using EndNote to manage references (EndNote.com)
Interconnecting Cross-institution Student Support

Grammar, punctuation and spelling
Correct grammar, punctuation and spelling is needed for the reader to comprehend your intended meaning.

Assignment writing steps
Find out exactly what you need to do, how and when it needs be done. Analyse the question and brainstorm to guide your research. Record source details. Plan before you write. Write several drafts. Allow time to proof your work.

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- Dropping in or booking a student consultation at the Learning Centre
- Catching up with a student leader online at the Meet-Up Student Community (MUSC)
- Looking up Library help with assignment research
- Looking up Library help with referencing
- Juggling your assignments with work and life in general? Check out Student Services - Counselling tips for finding the balance
- Getting ready for the world of work? Check Student Services - Careers & Employment’s tips on writing a great job application

Other resources that may help...
- A complete guide to improve university-level writing (Writing Commons)
- Tips on editing and proofreading for student writers (Deakin University)
- A vodcast by Turnitin.com on how to run an originality report to check for improper referencing and identify potential plagiarism
Trigonometry
Trigonometry focuses on the relationships between angles and the lengths of the sides of a right angle triangle. You may remember SOH CAH TOA to calculate the sin, cos, and tan, or Pythagoras' Theorem for calculating the length of an unknown side. This module extends to work with the trigonometric functions and radian measure.

The Trigonometric Ratios
Trigonometric ratios, finding the angle within a given domain, a real world example of using the trigonometric ratios and the exact values for angles 30°, 45° and 60°.

Learn more ▼

Radian measure
How to convert between radians and degrees. How to calculate arc length.

Learn more ▼

Graphs of trigonometric functions
Showing the graphs of sin x, cos x and tan x and their properties including an application of the general form of the sine function y = sin B(x-C) + D.

Learn more ▼

Other Trigonometric rules
Using Pythagoras' theorem and the trigonometric identities, the sine and cosine rules, area of any triangle and the compound angles rules.

Learn more ▼

Sentences
A sentence is a group of words that express a complete idea. Simple sentences can be joined to form compound and complex sentences using conjunctions and punctuation.

If you can write a well structured academic paragraph, you will produce a well written assignment.
Use the exponential rules to solve equations

- In any equation, if the unknown is inside a power, you can use roots (e.g., square roots) to remove the power.
- Remember to follow the rules and principles of algebra.

For example:

James invested $100 in an account. After 20 time periods, the investment returned $180, what was the interest rate per period for the investment.

We need to use the compound interest formula

\[ A = P \left(1 + \frac{r}{100}\right)^n \]
Hi Megan,

Now that you have created your Managing Information Academic Success Plan, we want to ensure that you have all the help you need to achieve success in your studies.

Remember you can go back to your plan at any time, or create a new plan with different priorities.

The Learning Centre offers a range of services and assistance so if you have any questions, please contact us.

Good luck with your studies!

Kind regards,

The Learning Centre
thc@usq.edu.au | +61 7 4631 2751
Multiple entry points

Search/FAQ

Student Relationship Officer communiqué
Hi Clinton

We hope you enjoy your journey with us and we look forward to sharing the experience with you.

Your Student Relationship Officer

My name is Mary and I will be your Student Relationship Officer. I am here to make sure your time at USQ is as stress-free as possible.

You can call or email me about any questions you may have. If I don’t know the answer, I’ll find someone who does.

I am here to support you, help you through challenges and celebrate your successes.

Getting started

The start of semester is fast approaching and we hope you’re excited about the next chapter in your life. We have created an Online Orientation Program for you to help you get off to a great start.

Our orientation is designed to give you all the important information you need to know about your study, learn about what support services are available to you, and find that starting university is not as scary as it may seem.

One of the most important things you need to do is to enrol in the degree. You can enrol online on the USQ website.

We know university is challenging and we don’t expect you to do it alone. So talk to me, I’ll be right here with you.

Kind Regards,
Mary
usqsupport@usq.edu.au | +61 7 4631 2285

Hi student

Welcome to week 10! You are now halfway through the semester, and I am sure you have been busy working on assessments and preparing for your exams.

Need help?

Please remember that if you need assistance with your assignments, you have many options available. The Learning Centre has a range of academic support services available online or through personal consultation. If you need help finding information for your assignments, the Library can help you. Alternatively, you can contact your Course Examiner or your Faculty Student Office for further assistance.

Assessment marks

You might be receiving some feedback and marks for assignments submitted earlier in the semester. To view your marks or check your assignment has been received, please navigate to yourUSQ > Student Centre > Other Options > Assignments and Grades. Feedback for assignments submitted electronically can be accessed through the Learnin platform.

Exams

Now is the time to start thinking about your exam preparation. Exam timetables are now available to view in your Student Centre by navigating to yourUSQ > Student Centre > Other Options > Exams. It is important to make sure you know which exams you have and prepare accordingly. You can also set reminders to help you stay on track.

If you are enrolled in external or online courses in Semester 1, 2012, you should not be accessing the exam centre. Changes to your exam centre must be made before 10 May 2012.

Ask us!

If you need help, you can search for an answer or ask me a question via Ask USQ. Alternatively, you can contact us on +61 7 4631 2285 or free call number 1300 077 252. If I don’t know the answer, I’ll find someone who does.

I wish you all the best in your assessments and exams!

Kind Regards,
Clinton
usqsupport@usq.edu.au | +61 7 4631 2285
Self-booking system

Bookings for Vivienne Counter

I would like help with
- Academic Language

I would like to book
- Please choose --
- Please choose --
  - A group workshop
  - A one-on-one consultation
  - Online – 24/7 Smarthinking

You could also view your current bookings
Proof of Concept?
Pilot findings

- Online survey, summative (post experience)
  - Small numbers, less than 30
  - 58% response rate (opened emails)
  - 72% Ext, 28% On-campus
  - 78% UG, 22% PG

- Student interviews
  - 12 students
  - 75% Ext, 25% On-campus
Polling (during experience)

Please take a moment to tell us what you think of the Academic Success Planner.

- Helpful
- Maybe helpful
- Not at all helpful

![Bar chart showing percentages: 60% Helpful, 33% Maybe helpful, 7% Not at all helpful]
What about personalisation and adaptivity?

- Easy to navigate
  - 55.6% agree
  - 44.4% strongly agree

- Ease of use
  - 50% agree
  - 50% strongly agree
Student experience (survey)

- Students were asked to rate their experiences with ASP from a little, a moderate amount, a great deal, not yet ...
  
  - Helped me achieve the results I wanted (77.8%)
  
  - Helped me with my studies (89%)
  
  - Increased my confidence to successfully learn what I was studying (89%)
  
  - Provided me with the support I needed to successfully complete my course/s (83%)
Student voice (interviews)

- **Empowering/ Affordances**
  
  “...giving me opportunity to do the best I can ..” (High GPA)

  "I found that very helpful in like self-esteem “ (Low GPA)

- **Confidence**

  “...give me more confidence ..I can do that” (Avg GPA)

  “ More confident .. a little more insight into basic things about how ..” (Low GPA)

- **Reassuring**

  “..little reminder is really good .. little bit more edge” (Avg GPA)

  “ ...helped to calm me a bit.. really value resources...an interactive process like that is much better ...” (High GPA)

  “ I felt relieved ... I was stressing out .. just the hints and tips on there ... good thing to use as a refresher ...” (Avg GPA)
Student voice (interviews)

- Sense of belonging

“Because in classroom.. you’ve got people you can show ideas ...talk and discuss ... whereas when you’re external .. your’re on your own .. work things out for yourself .. Having [ASP] ... that has knowledge that can also help you .. you’ve got that third party there like classroom sort of support ..” (Avg GPA)
What about ‘learning’?

- “...the things that pop out there are ... find techniques that work for you ...I think well ...no brainer” (Average GPA)

“...coming back ... I did more things specifically” (Average GPA)

“...I was heading the right direction and doing the right things ..” (High GPA)

“...one day later I go back over it and then within 48 to 72 hours I then go over it a third time ..bit more guidance ...” (Low GPA)

“ ..just takes you from one topic to another ..tells you what to do (Low GPA)
What about ‘learning’? (2)

“just simple, practical and apply them to whatever you are studying …that’s great” (High GPA)

“..they were perfect ..every student take different things .. you actually worked through it yourself ...and figure what is relevant and wasn’t ” (Average GPA)
Any impact? (survey)

- Statistically significant increase in **knowledge** following ASP support
- \( z = -2.598, \ p < 0.01 \)
- Large effect size (\( r = 0.59 \))
Enterprise voice (collaborators)

- Genuine collaboration between professional/administrative, academic and technologies staff – cross-disciplinary, team based, working together

- Strengthened reciprocal communications – minimise ‘silo’ effects

- Growing awareness of student success from student development approach VS transactional and deficit approach
Summary

- Flipping student support
  - student success/student development NOT retention

- LESS is More
  - Interconnecting the different eco-systems of student support
    - less silos, more seamless, more connections
    - less student co-dependency, more empowering students
    - less ‘mass’ student support, more adaptive, more personalised
Thank you.
References


