

## **Student Learning Unit Strategic Plan 2009 - 2011**

### **Mission**

The Student Learning Unit works within the mission of UWS to enhance students' academic achievement through development of academic language, mathematics and learning skills.

### **Goals**

- **Contribute to improved student outcomes in targeted courses including in performance, progression, retention and satisfaction**
- **Provide quality teaching experiences that target the learning needs of a diverse range of students**
- **Research the interface between the learning needs of UWS students and appropriate pedagogies and engage in evidence-based practice**
- **Contribute to UWS policy development in areas related to teaching and learning, transition, retention, academic literacy and mathematics**
- **Promote Student Learning Unit services, outcomes, achievements and research through presentations, publications and grant applications**

**Goal: Contribute to improved student outcomes in targeted courses including in performance, progression, retention and satisfaction**

Objectives	Activities	Timeline	UWS imperatives	Outcomes/ KPI's
1. Embed academic literacy development across Programs.	Work collaboratively with discipline academics to scaffold academic literacy development across Programs.	Pilot test procedure (2010)	Good Practice Principles	Number of collaborative activities in high priority Programs
	Engage in a variety of collaborative activities in core units including diagnostic testing, teaching and resource development.	Pilot team teaching project (2010)	MTD Retention	Evidence of improved student outcomes in results or students satisfaction
		Review current involvements (2010)		Positive feedback of capacity-building from discipline staff
	Ensure that appropriate feedback is sought from students and lecturing staff partners.	Expand interventions in core units (Ongoing)	UWS Tracking and Assessment Checkpoint	Invitations to participate in curriculum reviews and development
2. Identify needs for future collaborative links in colleges and other university divisions.	Use University planning data to identify courses with poor progression or retention rates or with high proportions of students from groups identified as entering through non-HSC pathways	2010	Retention	A report listing programs in order of priority
		Monitor changes (2011)	Progression AUQA Good Practice Principle	Number of new collaborative projects proposed
	Maintain and further develop the Education Technology Preparation (ETP) program to support first year students at UWS	2009-2010	Retention FYE	Positive feedback and evidence of improved student experience
	Seek funding or budget to enable further collaboration with the library, E-learning and IT Support on the ETP program	2010-2011		
3. Promote the development of Program-appropriate mathematical skills in students	Work collaboratively with staff in the School of Computing and Mathematics to develop and teach the unit 'Mathematical Reasoning'.	2009-2010	MTD Widening Participation and Retention	Resources developed and teaching commitments in 'Mathematical Reasoning'

through curriculum enhancements			UWS Tracking and Assessment checkpoint	Semester reports provided by SLU Maths staff
<b>4.</b> Consolidate and expand the Peer Assisted Study Session Program (PASS) to include difficult units in all Schools.	<p>Recruit, train, and supervise facilitators.</p> <p>Prioritise units (according to need, viability of program and level of commitment).</p> <p>Continue to formalise procedures e.g. timetabling sessions, updating resources, funding arrangements.</p> <p>Investigate innovative and flexible modes of delivery to address multiple campus delivery.</p>	<p>Annual Ongoing expansion</p> <p>2010</p> <p>Pilot 2010/2011</p>	<p>MTD Widening Participation and Retention</p> <p>UWS Tracking and Assessment Checkpoint</p>	<p>Increase in numbers of units offered, facilitators and students attending.</p> <p>Production of procedural and training manuals.</p> <p>Inclusion of PASS in timetabling system.</p>
<b>5.</b> Conduct & contribute to the evaluation of the FYE Pilot Program which aims at early Identification of Students at Risk and at embedding interventions at a unit or program level.	<p>Introduce pilot in Engineering and expand to other School in subsequent semesters.</p> <p>Contribute to UWS FYE Advisory group.</p>	<p>2009 2010</p> <p>2009-2010</p>	<p>FYE, Retention</p> <p>FYE, Retention</p>	<p>Numbers of staff and students participating. Upwards of 1,500 students and fifteen staff are involved in 2010.</p> <p>Positive feedback.</p> <p>Number of students participating.</p>
<b>6.</b> Develop a framework that will enhance the development of Higher degree and post-doctoral writing.	Collaborate with Office of Research Studies, the Colleges and the Research Centres to set priorities and recommendations.	2010	<p>AUQA recommendation Re: HDR support</p> <p>Good Practice Principles</p>	Framework presented to PVC Learning and Teaching and ORS.

**Goal: Provide quality teaching experiences that target the learning needs of a diverse range of students**

Objectives	Actions	Timeline	UWS imperatives	Outcomes/KPIs
1. Offer enabling/bridging(UniStep) programs subject to timely and appropriate additional funding.	Prepare a budget plan to recoup the cost of enabling programs.	2010	Enabling	Number of student attendances.
	Investigate and trial blended Academic Literacy mode.	2010 -2011	Equity	Development of blended delivery Unistep option.
	Trial new modes of mathematics delivery.	2009-2011	Transition	Numbers of students attending from programs with large first year cohorts.
	Refine marketing to target students in high risk programs.	2010-2011	UWS Tracking and Assessment Checkpoint	Numbers of students attending from low SES, NESB and/or non-HSC Pathways.
2. Refine and develop programs and resources for postgraduate students including in blended modes.	Teach and evaluate thesis writing circles for postgraduate research students.	2009-2011	Postgraduate completion rates	Publications
	Develop teaching resource for a variety of workshops offered in collaboration with ORS and College of Business.	2009-2011	AUQA recommendation in HDR support	High quality resource bank
	Adapt (from Uni Melbourne) and implement the online program Post Grad Essentials.	Pilot Post Grad Essentials 2009	AUQA good Practice Principles	Number of students participating in Post-Grad Essentials
	Monitor and extend Post Grad Essentials.	2010-2011		
	Trial Honours workshops to improve writing pathways to HDR	2009-2010	UWS Research Plan	Number of students/staff attending workshops
	Trial post-doctoral and staff grant and	2009-2010		Number of successful

	publication writing workshops. Evaluate and plan further activities.			publications/grants
<b>3.</b> Continue to develop and refine online learning initiatives	Maintain current SLU online sites, for example: APA Referencing, Postgraduate Academic Writing, Critical Thinking	Ongoing	Flexible learning	High quality maths and literacy sites accessible to all UWS students and staff  Student and staff evaluations
	Improve promotion strategies for the Education Technology Preparation program	2011	First year Experience	
	Develop Improve Your Maths – Nursing Numeracy	2009-2010		
	Trial online and blended Ac prep and Unistep			
<b>4.</b> Continue develop and refine Academic Preparation (AP) programs	Offer and teach a range of Academic preparation programs including Ac Prep, post grad Ac Prep and International Ac prep	Twice a year	First Year Experience Transition	Numbers of students attending
	Investigate and trial alternative modes of offering Ac prep programs	2009-2010		Pilot program report
<b>5.</b> Offer timely and relevant range of Academic Literacy and Maths workshops suitable to needs on each campus	Develop program and rooming requirements in a timely manner	At least 4 months prior to each semester	Transition	Timetable developed and rooms allocated
	Pilot and report on new methods of delivery (Web workshops)	2010	Retention	Number of workshops offered
	Refine online registration and reporting system	2009		Student attendances
<b>6.</b> Offer the Education Technology Preparation Program	Continue to support first year and equity students with their online experience via the Education Technology Preparation (ETP) program	2010	First Year Experience Transition	Positive feedback  Number of students participating

**Goal: Research the interface between the learning needs of UWS students and appropriate pedagogies and engage in evidence-based practice**

Objectives	Activities	Timeline	UWS imperatives	Outcomes/KPIs
1. Investigate the best of innovative teaching and learning practices in Higher Education, nationally, internationally.	Implement short report series on current best practices in relevant aspects of learning and teaching.  Provide professional development opportunities into new modes of teaching and learning.	2010  Ongoing	Quality	Number of short reports presented at SLU meetings and available to staff  Implementation of Innovative practices
2. Collect evaluative data to inform teaching and learning practice.	Conduct evaluation of key programmes.  Conduct action research with Schools, students, community.  Use internal and external data to review practice.	Following program  Ongoing  Ongoing	Quality	Reports  Modification of teaching programs  Refinements to programs reported in biennial report
3. Engage actively with relevant professional sectors and academic communities.	Attend and present at conferences.  Active involvement in professional associations such as AALL, HERDSA, MERGA.  Disseminate research outcomes.	Ongoing	Quality Community Engagement	Number/prestige of presentations/conferences  Active participation in professional organisations and community.  Publications, conference presentations

**Goal: Contribute to UWS policy development in areas related to teaching and learning, transition, retention, academic literacy and mathematics**

Objectives	Activities	Timeline	UWS imperatives	Outcomes/KPIs
<p>1. Engage with processes designed to implement relevant university policies and plans</p>	<p>Set directions in sub committees of Education Committee in academic literacy, mathematics and FYE</p>	<p>2010</p>	<p>AUQA Good Practice Principles</p>	<p>Committee Discussion Papers</p>
	<p>Contribute to School and College planning days and meetings</p>	<p>Ongoing</p>	<p>Retention</p>	<p>Number of engagements</p>
	<p>Set directions for ALTC Project plan for TAFE – University transition project</p>	<p>2009-2011</p>	<p>FYE, Transition</p>	<p>Regular Project Reports</p>
	<p>Contribute to Students at Risk equity pilot project</p>	<p>2009-2010</p>	<p>Academic Honesty Transition, Equity</p>	<p>Regular Project Reports</p>
	<p>Seek new opportunities to contribute to UWS policy and practice in these areas</p>		<p>Equity</p>	<p>Number of Engagements</p>

**Goal: Promote Student Learning Unit services, outcomes, achievements and research through presentations, publications and grant applications**

Objectives	Activities	Timeline	UWS imperatives	Outcomes/KPIs
1. Participate in internal UWS grant and recognition schemes	Seek involvement in relevant projects	Ongoing	Equity	Number of internally funded projects/awards
2. Engage with ALTC grant and citation process	Familiarise group with ALTC guidelines Develop applications for citations and grants	2009-2011	Profile of UWS in the academic community	Number of citations and grants submitted
3. Profile SLU activities through PVC Learning and Teaching office	Present work plans to PVC Learning and Teaching	2010	Quality AUQA	Presentation Work Plan disseminated
4. Raise research profile of SLU academics.	Identify and propose potential research projects. Prioritise and initiate research publications relevant to SLU. Seek and respond to internal and external funding opportunities. Organise SLU writing retreat. Provide professional development opportunities in research. Publish research.	Ongoing Ongoing Ongoing 2010 Ongoing Ongoing	Quality Research Output	New projects identified New projects initiated Funding applied for Retreat held Research interim reports Attendance at PD events Papers published
5. Publish in high ranking journals	Support SLU staff through the publication process	2010	Research output	Number of publications