Review of Student Transition and Academic Support Programs

University of Western Sydney

JUNE 2013
Commendations Affirmations & Recommendations

COMMENDATIONS

Commendation One

MESH is commended for developing interactive on-line resources for students.

Commendation Two

The Counselling Service is commended for its proactive approach to helping students gain the necessary skills and confidence to tackle their academic programs.

Commendation Three

The expanded PASS program at UWS is commended as a significant contributor to improving graduate outcomes.

Commendation Four

Library Roving is commended for reaching large numbers of students and students regard the Library as an excellent place to offer student support services.

Commendation Five

Schools are commended for the steps taken to address academic literacy for their students.

AFFIRMATION

PASSwrite is potentially an area for expansion subject to further evaluation of the current project

RECOMMENDATION

Recommendation One

The university should fund a longitudinal study of the academic background of students participating in programs such as UniStep, AcPrep, Mature Age Programs, PASS and PASSwrite, to determine if participation in these programs improves their academic performance at UWS.
Recommendation Two

There should be a rationalisation designed to reduce the number of Pre-Session orientation offerings. UniStep should be transferred to UWS College and more emphasis placed on continuing developmental programs throughout the academic year.

Recommendation Three

Students most likely to need programs for academic development should be actively encouraged by academic staff to enrol in particular programs instead of relying on self-selection.

Recommendation Four

Registration for programs assists administration, but may actually discourage students from participation. All programs should state that pre-registration is desirable, but not compulsory and that drop-ins are allowed.

Recommendation Five

On-line resources for developing academic literacy should be developed as a priority. A short-term measure to fill existing gaps would be to license and adapt material from other universities.

Recommendation Six

That a task force be formed to review marketing and communication to students about orientation and academic support programs.

Recommendation Seven

That on every campus PASS be allocated dedicated teaching space and for timetabling purposes is classified as a core activity.

Recommendation Eight

There should be a planned and systematic program of academic workshops throughout the academic year to which staff can refer students in need of urgent academic assistance.

Recommendation Nine

The function and purpose of HALL should be reviewed in the broader context of new measures to support academic literacy at UWS, with a view to relocating these activities from a central unit to the Schools.
**Recommendation Ten**
PASS and PASSwrite should be moved from Student Services to the portfolio of the DVC (Education) as these services are essentially academic.

**Recommendation Eleven**
That diagnostic testing be considered for all commencing undergraduate students.

**Recommendation Twelve**
The existing skills subjects within degrees should be reviewed and multiple pathways developed for students according to their demonstrated level of competency in academic literacies.

**Recommendation Thirteen**
The University should consider adopting programs of embedded literacies, instead of providing separate skills’ subjects.

**Recommendation Fourteen**
That UWS consider developing a ‘for credit’ community engagement unit in each undergraduate degree for students acting as peer mentors in various programs.

**Recommendation Fifteen**
Academic Literacy Workshops should be made available to students on all campuses using electronic technology.

**Recommendation Sixteen**
That UWS adopt a system of requiring students who fail to make minimum rates of progress to undertake extra programs and/or a specified pattern of enrolment.

**Recommendation Seventeen**
A University Literacies Committee should be established to replace the former multi campus Academic and Mathematical Literacies Committees.
Purpose and Terms of Reference

Purpose

To evaluate the scope, efficacy and value of current student support programs which will form the basis of subsequent planning and investment.

Scope and context

The University of Western Sydney (UWS) offers a number of induction, transition and support programs which aim to smooth the social, cultural and academic entry to university study. The focus of this review is on those programs that provide a measure of academic support outside of that already provided by the academic teaching units. These programs are delivered by a number of different areas of the University and can be categorised as follows:

Induction and preparedness programs:
These programs provide a mixture of information and support, including study skills as well as guidance on the support resources available to students once they commence study. The programs are UniStep, AcPrep and International AcPrep. UniStep specifically aims to develop academic and mathematics literacy and study skills. Whilst AcPrep focuses on writing and study skills and International AcPrep addresses cultural dimensions of university study and academic expectations.
(http://www.uws.edu.au/currentstudents/current_students/services_and_facilities/bridging_programs)

Skills workshops:
Skills workshops are offered to enrolled students once session has commenced. They are generally offered in the early weeks of the session with a focus on specific topic areas, academic and essay writing, critical analysis, mathematics and study and life skills (including time management, exam preparation and stress, presentation skills, memory skills).
(http://www.uws.edu.au/currentstudents/current_students/services_and_facilities/study_and_life_skills_workshops/academic_skills_workshops)

Individual (just in time, just for me) support:
The University also offers student driven access to a limited amount of individual and group academic support, primarily through two programs – Library Roving and the Peer Assisted Study Sessions program (PASS and PASS write). The former program, as the name implies stations academic support in campus libraries for students to seek advice about specific academic problems. PASS and PASS write provide a more structured peer assisted learning assistance in the context of particular units of study where there is a high risk of failure. The assistance is provided by trained student peers who are in turn supported by trained PASS coordinators.
(http://www.uws.edu.au/currentstudents/current_students/services_and_facilities/pass_-_peer_assisted_study_sessions)

These programs have been offered for a number of years. For some there have been evaluations in the form of student feedback and subsequent student performance/progression data. A recent restructure of central support for learning and teaching has seen changes to the operational home of some of these support services resulting in the need for effective collaboration between the Division of Student Support Services in the office of the PVC Students and the Learning and Teaching Unit and the Library in the Office of the interim DVC Education. The time is now opportune for a
review of the efficacy of these programs as well as identification of any gaps in provision, levels of resourcing and, given the significant changes in the nature of the student body, any critical external and foreshadowed factors which should be enveloped into consideration.

Terms of reference

(i) What are the pertinent drivers and definers for developing an effective framework for student academic support at UWS?

(ii) Is the scope of current student academic support offerings appropriate to student need?

(iii) Are the current programs achieving their purpose? Do we have the evidence?

(iv) What should we be doing that we are not?

(v) What does best practice look like and how can this be used to inform UWS future directions?

(vi) What sorts of support models could work?

(vii) What level of investment is needed?
Review report

Summary of intent and scope

The purpose of this review is to evaluate the scope, efficacy and value of current support programs to form the basis of future planning. To this end the reviewer sought interviews and written submissions from numerous stakeholders.

Over 600 staff and students responded to a survey relating to the review and their comments provided excellent background for interviews conducted over three days with more than 30 staff and students. The main focus was on programs providing support for students outside of those already conducted by academic teaching units. There is, however, a clear link between the two forms of support, so that programs provided by academic units must be considered in order to understand the impact of programs offered by support units.

This report makes a series of recommendations, some of which are short term and operational and others which form the basis for alternative models in the future.

Background

The University of Western Sydney has a proud record in assisting and developing its communities. It has had a long term emphasis on equity because higher than average numbers of students in its prime recruitment areas fall into equity categories, such as first in family, non English speaking background and low socio economic status. Some fall into all of these categories and there are also large numbers of mature age students entering through VET or College pathways.

The academic readiness of these students cannot be taken for granted and the University has developed a number of programs to prepare students for higher education and to improve their academic literacy and mathematics skills. Many staff find themselves teaching students who are poorly prepared for university study and who require considerable assistance to achieve success. High failure rates in core skills subjects in many schools cause concern and retention remains an issue, despite improvement in recent years.

Using transition and support programs the university has made considerable efforts to address these problems. The programs are popular with participants, but there is little hard evidence attesting to the efficacy of the programs. PASS provides clear data about its positive impact on students attending for four or more sessions, but we do not know if this cohort represents students most in need of assistance.

Sometimes evidence of the equity status of students participating is recorded, but there are large variations within equity groups as to background and preparation and it is not possible to assess these. There is no systematic evaluation of the impact that attendance in existing programs has on average weighted marks, failures, completion or retention rates. The absence of such data means that the evaluation of programs mainly relies on anecdotal reflections.
Recommendation One

The university should fund a longitudinal study of the academic background of students participating in programs such as UniStep, AcPrep, Mature Age Programs, PASS and PASSwrite, to determine if participation in these programs improves their academic performance at UWS.

A large number of programs are aimed at students entering the university. Commencing students receive an array of information about programs designed to ease their transition to university and/or improve their academic literacy. The length of the programs ranges from one day programs for Mature Age students, the two day program for AcPrep to Unistep's program of 40 hours over eight days. Counselling and Careers also offer a range of shorter workshops.

Many more students register for these programs than ever attend and even fewer of those who do attend complete the longer programs. For example Unistep attracts about 750 registrations, 320 participants and about 150 completions – judging by the number of completed surveys at the end of the course.

There is strong emphasis on developing academic literacy skills, as well as sessions offered by other services across the campuses. Unistep is a high cost program (c. $100,000 per annum, in addition to staff time) and yet out of 10,900 commencing students it reaches only 150 to 300 of them. AcPrep has similar objectives with a much shorter time frame. These are essentially preparatory rather than transition programs and as such would be better offered by UWS College, which specializes in such programs.

There is a general consensus among staff that students have little time for attending extra activities, yet there are many programs offered both centrally and within Schools concentrated within the Orientation period. Such ‘front end’ loading of programs appears to come at the cost of continuing programs during the academic year. I believe that the current timing and structure of programs must be re-evaluated. The Director of Student Support Service is already taking steps towards this and the concentration of support services within this area should assist co-ordination and reduce overlaps.

Recommendation Two

There should be a rationalisation designed to reduce the number of Pre-Session orientation offerings. UniStep should be transferred to UWS College and more emphasis placed on continuing developmental programs throughout the academic year.

Recommendation Three

Students most likely to need programs for academic development should be actively encouraged by academic staff to enrol in particular programs instead of relying on self-selection.
Recommendation Four

Registration for programs assists administration, but may actually discourage students from participation. All programs should state that pre-registration is desirable, but not compulsory and that drop-ins are allowed.

Currently at UWS there is limited on-line support for academic literacy. Although some staff commented that many commencing students were not sufficiently computer literate to take advantage of on-line material, it should be noted that Southern Cross and USQ have impressive on-line resources targeted at their commencing academically disadvantaged students. At UWS programs such as Blended UniStep are underdeveloped and should be a priority. Resources should be high quality and interactive not just text on-line and should complement existing programs. MESH has done a good job in developing on-line resources drawing on material from other universities and ALTC projects on mathematical literacy.

Commendation One

**MESH is commended for developing interactive on-line resources for students.**

Recommendation Five

*On-line resources for developing academic literacy should be developed as a priority. A short-term measure to fill existing gaps would be to license and adapt material from other universities.*

Currently the Counselling Unit runs a series of programs and workshops aimed at developing life and study skills. These are designed to break down barriers for students needing to access counselling as well as increasing student confidence and skill levels. As Session progresses these programs fall away as demands for one-on-one counselling grows. Yet these workshops are vital to academic preparation programs and a great strength of UWS offerings and should therefore be maintained throughout the Session.

Commendation Two

**The Counselling Service is commended for its proactive approach to helping students gain the necessary skills and confidence to tackle their academic programs.**

The issue of continuing support for students during their academic progress is a matter of concern. Many staff and students in the survey were unaware of the programs and services available. Much more needs to be done to make staff aware of the range of programs on offer.
Recommendation Six

That a task force be formed to review marketing and communication to students about orientation and academic support programs.

PASS has been expanded rapidly following the AUQA recommendation in the last audit of UWS. Most degrees contain some PASS offerings and PASS is offered in many core units of degrees. PASS is an international program using peer assistance in formal small group settings. There are demonstrable benefits for students who attend more than four sessions and the program clearly improves graduate outcomes for the University. Currently, however, many staff who identify students with serious deficiencies in academic and/or mathematical literacies, believe that PASS is their only option. Yet PASS facilitators may not have the skills to assist students with severe problems and much depends on the students attending regular sessions. PASS is more than an academic literacy program.

Commendation Three

The expanded PASS program at UWS is commended as a significant contributor to improving graduate outcomes.

The question remains, however, whether PASS is the best instrument to help students with severe academic deficiencies. These students might not voluntarily participate because the program requires considerable continuing commitment to achieve optimum results and alternative approaches are needed for them. Nonetheless, PASS is a critical program for student development and should be treated as an integral part of student learning at UWS.

PASS struggles with timetabling and space issues, which may have a negative impact on student involvement. At other universities PASS has been given dedicated teaching space and embedded timetabling and this is a strategy UWS should consider.

Recommendation Seven

That on every campus PASS be allocated dedicated teaching space and for timetabling purposes is classified as a core activity.

PASSwrite is a pilot program funded by OLT aimed at peer assistance specifically targeted at developing academic literacy skills using experienced PASS facilitators. It is too early to reach definite conclusions about PASSwrite but facilitators might need extra training to cope with students presenting with really severe academic literacy deficiencies. It is a sensible suggestion to make PASSwrite a referral program.

Affirmation

PASSwrite is potentially an area for expansion subject to further evaluation of the current project.
Library Rovers and workshops provide continuing student support. Many staff and students expressed a need for more one-on-one assistance, but this is impracticable because of the cost. Library roving reaches large numbers and assists with information literacy, using specially trained staff. Recently the program has been expanded to include staff from HALL and MESH, who provide 10 to 20 minute sessions of individual assistance. At times there are queues for this service. HALL and MESH roving is new and there should be recording of the issues dealt with in each consultation. It may be a more effective if library learning for academic and mathematical literacy acted as a ‘triage’ service, referring students to workshops and material on-line. For this to be effective workshops must increase in number and take place throughout the academic year, as well as utilising referrals to PASS and PASS write.

**Commendation Four**

**Library Roving is commended for reaching large numbers of students and students regard the Library as an excellent place to offer student support services.**

**Recommendation Eight**

**There should be a planned and systematic program of academic workshops throughout the academic year to which staff can refer students in need of urgent academic assistance.**

There is a need to explore whether specially trained students could carry out library roving for academic literacy. They could provide limited on-the-spot assistance and refer those students needing intensive help to appropriate services. There are different models for rewarding student rovers especially through structured Community Engagement and Assistance subjects for credit (see Section Two).

If these changes are adopted then the functions and location of HALL should be reconsidered. Essentially, HALL staff provide direct academic support to students and it would be more efficient to offer these support programs within the Schools with a greater disciplinary focus.

**Recommendation Nine**

**The function and purpose of HALL should be reviewed in the broader context of new measures to support academic literacy at UWS, with a view to relocating these activities from a central unit to the Schools.**

Several schools have developed programs to meet the specific needs of their students. Nursing and Education have responded to government and professional accreditation demands for higher standards in language and communication skills for their graduates. Nursing has integrated skills development into four of its units spread through the degree and has appointed staff with TESOL backgrounds. It is a well-tailored program directly addressing issues facing a large number of nursing students.
Education has responded to similar challenges and has, for example, instituted a compulsory pre-entry session on academic skills development for students from VET entering the second year of its Early Childhood program. Engineering has addressed poor mathematical literacy by working closely with MESH and creating a series of pathways.

All these are examples of good practice in the Schools and demonstrate that the Schools are best placed to develop discipline specific programs for their students. It is therefore critical that other academic and support services are integrated and coordinated with the Schools.

Commendation Five

Schools are commended for the steps taken to address academic literacy for their students.

If the Schools are to be the main providers of academic development support, there must be a clear decision about the structure of other academic support programs. Given the success of Library Roving and the strong support for locating ‘triage’ services in the Library, it makes sense to include the PASS and PASSwrite under the banner of academic support rather than under the more generic heading of student support. These programs should operate within the portfolio of the DVC (Education) and be closely linked to the Library.

Recommendation Ten

PASS and PASSwrite should be moved from Student Services to the portfolio of the DVC (Education) as these services are essentially academic.

This section has concentrated on existing services and the need to plan and develop services for a broader student group. The recommendations are based on the assumption that current practices based on student self selection of programs continues. The next section puts forward some alternative approaches providing a basis for debate about different approaches to central service provision of support for academic and mathematical literacies.

Section Two: Some Alternative Approaches

Alternative methods for improving transition and academic support programs could be considered and although some would represent a break from traditional approaches at UWS, I believe it is worth considering new ways to develop academic literacies. One approach, increasingly adopted in the tertiary sector, is compulsory diagnostic testing of literacy and numeracy at enrolment.

UWS has been a leader in diagnostic testing for academic literacy. Testing enables commencing students to be assessed and directed to appropriate support programs. It would eliminate the hit and miss nature of self-selection for support and target available resources more efficiently.
Recommendation Eleven

That diagnostic testing be considered for all commencing undergraduate students.

Diagnostic testing at enrolment already takes place in a number of programs such as AcPrep and in the schools of Nursing and Education. It should be used, together with curriculum review, to develop a series of pathways for students depending on their demonstrated capacity at enrolment. The preliminary Maths for Engineering is one example of this approach. The program might be modelled on the way foreign languages are taught with streams for native speakers and non-native speakers in the early years of a major. A similar approach would enable students with the necessary skills to do more high-level units while allowing those needing to develop academic skills to focus on them in the early stages of their degree.

A multiple pathways approach may overcome some of the problems that are associated with compulsory skills subjects. These subjects have high failure rates (over 50% in some cases) and are not popular with students. Exemptions could be granted to those with demonstrated competency, thus decreasing numbers in these subjects and increasing efficiency in coping with those students needing to take the subjects.

Recommendation Twelve

The existing skills subjects within degrees should be reviewed and multiple pathways developed for students according to their demonstrated level of competency in academic literacies.

Another approach, embedded literacies, is relatively underdeveloped at UWS. This approach embeds academic literacies in assessment tasks thus combining academic content with skills development. Skills development thus becomes an integral part of the subject, rather than an add-on component. UWS has done some work on embedding literacies, but more needs to be done at program level so that skills development occurs throughout the degree. This requires academics to work with a learning developer who specializes in embedding academic literacy. Over time this could mean dispensing with separate skills subjects. If this approach is adopted, then the University needs to consider whether learning developers should be located in a central unit or deployed in the Schools. If located in a central unit they would need to be joint appointments with Schools, but if located in the Schools, there would need to be a strong embedded literacies’ network to ensure sharing of experience.

Recommendation Thirteen

The University should consider adopting programs of embedded literacies, instead of providing separate skills’ subjects.
Developing programs of embedded literacies will take time; in the interim it will be necessary to expand the number of remedial workshops and one-on-one help and referral services. Two ways to make such an expansion more efficient would be to employ more peer mentors, especially as Library Rovers and to develop for credit subjects, which recognize those who work as mentors. Good students are role models, and poorer students find it easier to communicate with their peers. A ‘community engagement’ unit would recognize their contribution and even if the service is inside the University it is contributing to skills development in the region.

Recommendation Fourteen

That UWS consider developing a ‘for credit’ community engagement unit in each undergraduate degree for students acting as peer mentors in various programs.

To make increased remedial and just-in-time programs more available, these services should be offered by telephone, Skype, Internet or videoconference across all campuses. This would give much wider opportunities for students to obtain just-in-time advice and referral and may reduce queues for other services, like library roving.

Recommendation Fifteen

Academic Literacy Workshops should be made available to students on all campuses using electronic technology.

The University should establish a formal mechanism requiring students in academic difficulty to attend specified workshops or complete on-line remediation. One mechanism would be restriction of enrolment for students at risk. Although this would need extra resources the compensation would be lower failure and dropout rates.

Recommendation Sixteen

That UWS adopt a system of requiring students who fail to make minimum rates of progress to undertake extra programs and/or a specified pattern of enrolment.

Information sharing among Schools and Academic Support Units should be greatly increased. Currently, across the campuses, much commendable activity in assisting student learning takes place in isolation. It would be much more efficient if these activities were drawn together.

Recommendation Seventeen

A University Literacies Committee should be established to replace the former multi campus Academic and Mathematical Literacies Committees.
Summary

UWS has initiated a number of programs for student to assist transition and provide academic support. These programs need greater coordination, together with a reexamination of the effectiveness of some of the older programs. Looking forward, there should be some new approaches to meet the changing needs of students and thus improve learning outcomes. This report makes a number of recommendations to deal with short-term issues and longer-term alternatives.
Appendices

1. Process
2. Website
3. Survey Instrument and Response Summary
4. Interviewees
1. Process

1. Reports were provided by support program coordinators. These reports included details of intent and goals of program; efficacy and effectiveness data, including student feedback and performance data where available; impediments and facilitators of success, budget and source of funding.

2. A call was made for submissions to the review and survey responses were solicited from staff and students.

3. An information web site was developed and placed on the UWS home page and promulgated through library screens across the University.

4. The external reviewer, Emeritus Professor Rob Castle, until recently Deputy Vice-Chancellor (Academic) University of Wollongong, considered written reports, submissions, survey data and met with key stakeholders over a 3 day visit.
Dear Colleagues,

UWS is committed to supporting students in their learning and provides a number of learning support programs, including UniStep, AcPrep, Peer Assisted Study Sessions (PASS) and PASSwrite, Academic Skills Workshops, Library Roving and Life and Study Skills Workshops. In order to enhance this support and explore other options to meet student needs, UWS is undertaking a review of these programs and is seeking your input into the process.

Professor Rob Castle, DVC Academic Emeritus from University of Wollongong, will be undertaking the review and will be on UWS campuses on 18 and 19 June. To inform his deliberations we are seeking your feedback via a short survey, accessed below. Your responses will be kept confidential and the information will be used in an aggregated way to inform the review process and to improve our support for student learning at UWS.

You can complete the form anytime up until 10 June at https://www.surveymonkey.com/s/learningsupportreview

For more information please visit the Learning Support Review webpage http://www.uws.edu.au/learningsupportreview

Thank you in anticipation.

Kerri-Lee Krause
Interim Deputy Vice-Chancellor (Education)

Angelo Kourtis
Pro Vice-Chancellor (Students)
2. Website
# 3. Survey Instrument and Response Summary

## Learning Support Review at UWS

### 1. Are you:

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<thead>
<tr>
<th>Role</th>
<th>Response Percent</th>
<th>Response Count</th>
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<tbody>
<tr>
<td>Staff</td>
<td>32.3%</td>
<td>205</td>
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<tr>
<td>Student</td>
<td>67.7%</td>
<td>429</td>
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answered question: 634  
skipped question: 0

### 2. Which School/Division/Unit are you from?

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<th>Response Percent</th>
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<tr>
<td>School of Business</td>
<td>12.9%</td>
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<td>School of Computing, Engineering &amp; Mathematics</td>
<td>6.7%</td>
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<tr>
<td>School of Education</td>
<td>4.1%</td>
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<tr>
<td>School of Humanities and Communication Arts</td>
<td>6.7%</td>
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<tr>
<td>School of Law</td>
<td>2.6%</td>
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</tr>
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<td>School of Medicine</td>
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<tr>
<td>School of Nursing and Midwifery</td>
<td>5.2%</td>
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<td>School of Science and Health</td>
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<tr>
<td>School of Social Sciences and Psychology</td>
<td>7.2%</td>
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<tr>
<td>Other</td>
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<td>73</td>
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Other (please specify): 67

answered question: 164  
skipped question: 440
### 3. Which campus are you located on?

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<td>Campbelltown</td>
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<td>Hawkesbury</td>
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<td>Parramatta</td>
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- **answered question**: 192
- **skipped question**: 442

### 4. Have you referred students to any of the following support programs offered at UWS? Please give a response to each listed program.

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<thead>
<tr>
<th>Program</th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>I am not aware of this program (%)</th>
<th>Rating Count</th>
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</thead>
<tbody>
<tr>
<td>Academic Preparation (AcPrep), including Post Grad &amp; International</td>
<td>27.0% (41)</td>
<td>36.2% (55)</td>
<td>36.8% (58)</td>
<td>152</td>
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<td>Academic Skills workshops (e.g., Introduction to Essay Writing or Maths for Engineers - run by Learning and Teaching Unit)</td>
<td>56.6% (86)</td>
<td>27.0% (41)</td>
<td>16.4% (25)</td>
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<tr>
<td>Library Roving - Literacy &amp; Mathematics</td>
<td>34.9% (53)</td>
<td>30.3% (46)</td>
<td>34.9% (53)</td>
<td>152</td>
</tr>
<tr>
<td>Life &amp; Study Skills workshops (e.g., Time Management, Stress Less - run by Counselling Unit)</td>
<td>36.8% (56)</td>
<td>39.5% (60)</td>
<td>23.7% (38)</td>
<td>152</td>
</tr>
<tr>
<td>Nursing Numeracy Winter Workshop</td>
<td>7.9% (12)</td>
<td>48.0% (73)</td>
<td>44.1% (67)</td>
<td>152</td>
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<tr>
<td>Peer Assisted Study Sessions (PAS3 &amp; PASSWrite)</td>
<td>54.6% (83)</td>
<td>32.2% (49)</td>
<td>13.2% (20)</td>
<td>152</td>
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<tr>
<td>UniStep - Academic Literacy</td>
<td>28.9% (44)</td>
<td>46.1% (70)</td>
<td>25.0% (38)</td>
<td>152</td>
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<tr>
<td>UniStep - Mathematics (Algebra, Statistics, Engineering)</td>
<td>18.4% (25)</td>
<td>55.3% (84)</td>
<td>28.3% (43)</td>
<td>152</td>
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If you have referred students to any of these programs, please name the program and indicate whether or not it provided the necessary support. (max. 2000 characters)

- **answered question**: 152
- **skipped question**: 482
5. Do you have any suggestions as to how learning support for students could be improved?

<table>
<thead>
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<th></th>
<th>Response Percent</th>
<th>Response Count</th>
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<tr>
<td>No</td>
<td>32.6%</td>
<td>46</td>
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</table>

Comments (max 2000 characters) 97

answered question 141
skipped question 403

6. Did you come to University from:

<table>
<thead>
<tr>
<th></th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school</td>
<td>40.1%</td>
<td>165</td>
</tr>
<tr>
<td>TAFE</td>
<td>18.0%</td>
<td>74</td>
</tr>
<tr>
<td>UWS College</td>
<td>4.1%</td>
<td>17</td>
</tr>
<tr>
<td>Other</td>
<td>37.7%</td>
<td>155</td>
</tr>
</tbody>
</table>

Other (please specify) 147

answered question 411
skipped question 223
### 7. What is your area of study?

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>8.3%</td>
<td>34</td>
</tr>
<tr>
<td>Business</td>
<td>15.3%</td>
<td>63</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>2.9%</td>
<td>12</td>
</tr>
<tr>
<td>Engineering, Information and Communications Technology</td>
<td>9.5%</td>
<td>39</td>
</tr>
<tr>
<td>Environment and Tourism</td>
<td>1.0%</td>
<td>4</td>
</tr>
<tr>
<td>Forensics</td>
<td>0.2%</td>
<td>1</td>
</tr>
<tr>
<td>Health Science, Nursing and Sport Science</td>
<td>20.9%</td>
<td>82</td>
</tr>
<tr>
<td>Law</td>
<td>4.6%</td>
<td>19</td>
</tr>
<tr>
<td>Medicine</td>
<td>2.9%</td>
<td>12</td>
</tr>
<tr>
<td>Policing and Criminology</td>
<td>2.7%</td>
<td>11</td>
</tr>
<tr>
<td>Psychology</td>
<td>5.4%</td>
<td>22</td>
</tr>
<tr>
<td>Science</td>
<td>10.2%</td>
<td>42</td>
</tr>
<tr>
<td>Social Science</td>
<td>7.5%</td>
<td>31</td>
</tr>
<tr>
<td>Teaching and Education</td>
<td>9.5%</td>
<td>39</td>
</tr>
</tbody>
</table>

answered question 411

skipped question 223

### 8. What is the main campus you study at?

<table>
<thead>
<tr>
<th>Campus</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bankstown</td>
<td>20.2%</td>
<td>83</td>
</tr>
<tr>
<td>Campbelltown</td>
<td>18.2%</td>
<td>75</td>
</tr>
<tr>
<td>Hawkesbury</td>
<td>11.9%</td>
<td>49</td>
</tr>
<tr>
<td>Parramatta</td>
<td>28.5%</td>
<td>117</td>
</tr>
<tr>
<td>Penrith</td>
<td>21.2%</td>
<td>87</td>
</tr>
</tbody>
</table>

answered question 411

skipped question 223
9. Are you aware of, or have you attended the following student support programs offered at UWS? Please respond to each listed program.

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Yes, I have attended</th>
<th>Yes, I am aware but have not attended</th>
<th>No, I am not aware</th>
<th>Rating Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Preparation - including Post Grad &amp; International</td>
<td>10.8% (41)</td>
<td>31.7% (120)</td>
<td>57.4% (217)</td>
<td>378</td>
</tr>
<tr>
<td>Academic Skills workshops - (e.g. Introduction to Essay Writing or Maths for Engineers - run by Learning and Teaching Unit)</td>
<td>22.2% (84)</td>
<td>54.2% (205)</td>
<td>23.5% (89)</td>
<td>378</td>
</tr>
<tr>
<td>Library Roving - Literacy &amp; Mathematics</td>
<td>11.1% (42)</td>
<td>43.9% (165)</td>
<td>45.0% (170)</td>
<td>378</td>
</tr>
<tr>
<td>Life &amp; Study Skills workshops - (e.g. Time Management, Stress Less - run by Counselling Unit)</td>
<td>9.5% (36)</td>
<td>63.8% (241)</td>
<td>26.7% (101)</td>
<td>378</td>
</tr>
<tr>
<td>Nursing Numeracy Winter Workshop</td>
<td>3.7% (14)</td>
<td>31.2% (118)</td>
<td>65.1% (246)</td>
<td>378</td>
</tr>
<tr>
<td>Peer Assisted Study Sessions - (PASS &amp; PASSWrite)</td>
<td>44.7% (169)</td>
<td>36.6% (149)</td>
<td>18.7% (63)</td>
<td>378</td>
</tr>
<tr>
<td>UniStep - Academic Literacy</td>
<td>16.1% (61)</td>
<td>37.0% (140)</td>
<td>46.8% (177)</td>
<td>378</td>
</tr>
<tr>
<td>UniStep - Mathematics (Algebra, Statistics, Engineering)</td>
<td>6.1% (23)</td>
<td>44.7% (169)</td>
<td>49.2% (186)</td>
<td>378</td>
</tr>
</tbody>
</table>

If you have attended any of these programs, please identify the program and comment on your experience. (max. 2000 characters) 188

answered question 378
skipped question 255

10. Do you have any suggestions as to how learning support programs at UWS could better support your learning?

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>37.7%</td>
<td>140</td>
</tr>
<tr>
<td>No</td>
<td>62.3%</td>
<td>231</td>
</tr>
</tbody>
</table>

Comments (max. 2000 characters) 144

answered question 371
skipped question 263
The Reviewer conducted interviews with the following staff and students:

(i) Executive Staff

Professor Kerri-Lee Krause, Interim Deputy Vice-Chancellor, (Education)
Professor Elizabeth Deane, Professor, L&T Strategic Initiatives & Interim Head L&T Unit
Associate Professor Bronwyn Cole, Associate Pro Vice-Chancellor (Education-Arts),
Associate Professor Craig Ellis, Associate Pro Vice-Chancellor (Education-Business & Law)
Dr Betty Gill, Associate Pro Vice-Chancellor (Education-Health & Science)
Ellen Brackenreg, Director, Student Support Services
Sue Craig, University Librarian

(ii) Staff

Deputy Deans from various Schools
Director Academic Programs (DAP) from various Schools
Sharon Hillege, Literacy Program Leader, Nursing
Jenny Baines, Head, Counselling Service
Frances Williamson, PASSWrite Coordinator
Clare Power, PASS Coordinator
Dr Lisa Armitage, Strategic Initiatives Project Officer
Jane Box

(iii) Division of Learning & Teaching Staff

Marie Fellbaum Korpi, Unistep Coordinator
Erst Carmichael, AcPrep Coordinator
Dai Fei Yang, Academic Literacy
Neera Handa, Library Roving Coordinator
Lyn Armstrong, MESH
John Nicholls, MESH

(iv) Students

MESH Students
Unistep Students
AcPrep Students
Counselling Students
PASS Students
Academic Literacy Students