

# Meeting Great Expectations: Understanding the Needs of Equity Group Students before they Commence University

December 2014 to November 2015

Susan Young, Victoria University

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Modifications: Changed to meet WCAG 2.0 accessibility requirements.  
Alternate text inserted for all images. Minor typographical errors corrected.

# Higher Education Participation and Partnerships Programme (HEPPP)

## 2014 National Priorities Pool FINAL REPORT

Meeting Great Expectations: Understanding the Needs of Equity Group Students before they Commence University

December 2014 to November 2015

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In accordance with the Conditions of Grant, you must submit to the Department a **Final Report** (Clause 6.1 of Part A) and an **Acquittal Report** (clause 6.4 of Part A).

To meet this obligation, please submit:

- the completed **Final Report** template, in Word and PDF
- the completed and signed **Declaration** form, in PDF
- the completed **Acquittal Report** template, in Excel and PDF.

All documents must be submitted to [equity@education.gov.au](mailto:equity@education.gov.au) by 31 March 2016. If you require additional guidance or clarification please contact [equity@education.gov.au](mailto:equity@education.gov.au).

# Contents

<b>List of Tables</b> .....	<b>3</b>
<b>1. PROJECT SUMMARY (Conditions of Grant, clause 2.2(a)-(e) of Part A)</b> .....	<b>4</b>
Objectives .....	4
Project Activities, Milestones and Key Performance Indicators.....	5
Highlights and Issues .....	8
<b>2. OTHER PROJECT MATERIAL (Conditions of Grant, clause 2.2 (b)-(e) of Part A)</b> .....	<b>11</b>
<b>3. ACQUITTAL REPORT (Conditions of Grant, clause 6.4(e), clause 6.7-8 of Part A)</b> .....	<b>12</b>
<b>DECLARATION</b> .....	<b>13</b>
<b>APPENDIX 1: Readiness and Expectations Survey Report</b> .....	<b>14</b>
Readiness and Expectations Survey April 2016 Report .....	14
SEMESTER 1 2015 .....	14
First phase (December 2014-February 2015) .....	14
Second Phase (February 2015) Piloting the survey for the creation of algorithms.....	15
SEMESTER 2 2015: PILOTING OF REX SURVEY .....	17
Highlights .....	17
SEMESTER 1 - 2016: THE REX SURVEY AS A SELF-REFLECTION TOOL .....	17
Highlights .....	17
<b>APPENDIX 2: Sample of Results from Rex Survey [Self-Reflection Tool] Sem 1- 2016</b> .....	<b>24</b>
<b>APPENDIX 3: Rex Self-Reflection Tool Results</b> .....	<b>25</b>

## List of Tables

Table 1: Project objectives .....	4
Table 2: Project activities, milestones and KPIs .....	6
Table 3: Rerunning of the REX survey in 2016 post project period.....	8
Table 4: Additional materials produced over the course of the project .....	11
Table A: Rex Survey showing questions clustered around seven factors.....	16
Table B: Distribution of Rex respondents by College.....	18
Table C: Distribution of Rex respondents indicating low university experience and some awareness of skills .....	18
Table D: Rex survey bundle of support: seven factors feedback and suggestions .....	20

# 1. PROJECT SUMMARY (Conditions of Grant, clause 2.2(a)-(e) of Part A)

## Objectives

*Indicate the extent to which the Project Objectives specified in clause 3 of Part A of the Conditions of Grant were met. Where obligations established in the Conditions of Grant were not met, please identify these and provide an explanation of circumstances and consequences.*

**Table 1: Project objectives**

IDENTIFIED OBJECTIVE	EXTENT TO WHICH THE OBJECTIVE WAS MET
<p>1. The University gains a clear understanding of Equity Group students’ overall expectations for studying at VU.</p>	<p>The very process of designing a Student Readiness and Expectations survey has resulted in the identification of a set of relevant questions strongly correlated with seven relevant factors: 1.- Life and family balance; 2.- Expectations; 3.- Work 4.- Effort; 5.- Teachers; 6.- Study Skills; 7.- Commitment. These are indicative of commencing students’ overall expectations and degree of preparedness. Approximately 24% of Victoria University undergraduates are low SES (SA1 measure), 10% are NESB and 5% are students with a disability and the questions were designed with this diverse group in mind. Due to the need to re-run the pilot in semester 1 2016 to obtain significant numbers the proportion of students belonging to equity groups from amongst the 560 respondents is yet to be determined. Likewise, it is yet to be determined the proportion of equity students who can be regarded at risk by virtue of their stated lower expectations of university and their self-reported lack of confidence in their academic and study skills preparedness (the two determinates that trigger further contact from Student Transition Mentors).</p>
<p>2. The University gains a clear understanding of Equity Group student’s degrees of readiness for tertiary study, including their level of academic experience and preparedness, their work/life/study balance, and level of English proficiency.</p>	<p>The university has gained a greater understanding of overall commencing students’ preparedness for tertiary study and has the data to delineate this for equity groups. Once adscription to equity groups of respondents classed at risk can be established, a back-reading of survey results and conversation’s outcomes will be easier to thematise. This stage will be undertaken in the following months as follow-up conversations are recorded and respondents are re-identified in terms of equity status classifications.</p>
<p>3. The University uses the survey data to inform various VU support services, enabling them to provide tailored “bundles” of support and resources, both academic and non-academic, at timely intervals throughout the first year of study.</p>	<p>This objective is being achieved in the REX survey process through the provision of semi-automated timely feedback to all students who take the survey. Based on answers provided by the students themselves, this feedback makes expectations of students explicit and provides relevant</p>

IDENTIFIED OBJECTIVE	EXTENT TO WHICH THE OBJECTIVE WAS MET
	<p>recommendations in accordance with degree of the student's "readiness" and "preparedness"</p> <p>Students who are deemed at risk of disengaging with their studies (students falling into two broad at risk categories) are contacted by Student Transition Mentors, their conversations are tagged, referrals are provided as appropriate, and further follow uptakes place as part of a systematised engagement and reengagement process.</p>
<p>4. Equity Group students are better equipped to complete their studies successfully as a result of the targeted supports and interventions from this program.</p>	<p>All students, including Equity group students' conversations with Student Transition Mentors are premised on the assumption that indirect self-identification of at-risk level is more selective and reflective of the needs of students both at an individual and cohort level. Particular characteristics of equity cohorts in this process will be surfaced and addressed. Meanwhile, the combination of feedback and conversations with transition mentors channels better targeted support to those less likely to trigger self-support initiatives.</p>
<p>5. Provide support for the decision of Equity Group students to enrol in tertiary education especially less prepared students, by informing them immediately after their offer of a place to study that there are proactive suites of programs in place that will provide effective and timely interventions to ensure their success.</p>	<p>Managing of expectations at pre-enrolment and enrolment periods is a key element in informing decisions by students with low expectations of themselves and University, particularly those from equity backgrounds. The Rex Survey provides students with an avenue to identify and adjust their own expectations in light of feedback and subsequent interactions with Transitions mentors (bundles of support).</p>

## Project Activities, Milestones and Key Performance Indicators

*Below, please specify whether:*

- *all project Activities specified in Schedule 1 of the Conditions of Grant were completed*
- *all Project Milestones specified in Schedule 1 of the Conditions of Grant were completed*
- *all Key Performance Indicators specified in Schedule 1 of the Conditions of Grant were met.*

*Where obligations established in the Conditions of Grant were not met, identify these and provide an explanation of circumstances and consequences.*

**Table 2: Project activities, milestones and KPIs**

TIME FRAME	PLANNED ACTIVITIES AND MILESTONES	PROJECT ACTIVITIES AND MILESTONES COMPLETED	IDENTIFIED KEY PERFORMANCE INDICATORS	KEY PERFORMANCE INDICATORS OUTCOME
Dec 2014	<ul style="list-style-type: none"> <li>Complete Draft Survey Instrument</li> <li>Confirm all project team member roles</li> </ul>	<ul style="list-style-type: none"> <li>Draft Survey questionnaire developed over December-February 2015</li> <li>Team members roles confirmed</li> </ul>	<ul style="list-style-type: none"> <li>Draft Questionnaire developed, grouped, and refined by February 2015</li> </ul>	<ul style="list-style-type: none"> <li>Achieved in February 2015</li> </ul>
Jan 2015	<ul style="list-style-type: none"> <li>Complete Right Now tech development for survey implementation, response collection and collation</li> <li>Test survey process</li> </ul>	<ul style="list-style-type: none"> <li>Right Now team appraised, but involvement on hold until first trial of the complete survey was implemented.</li> </ul>		<ul style="list-style-type: none"> <li>Not required until successful implementation and administration of survey</li> </ul>
Feb 2015	<ul style="list-style-type: none"> <li>Implement pilot online survey to commencing undergraduate student offers</li> <li>Develop support and resource packages and communications approach.</li> </ul>	<ul style="list-style-type: none"> <li>Pilot Rex Survey administered to a limited number of commencing students (paper and online version) via general link at the student portal</li> <li>Support packages could not be determined until first analysis of responses and subsequent identification of "factors" and general feedback categories was made. This process consumed three months, from April to June and proved far more involved technically as it required the re-development of algorithms.</li> </ul>	<ul style="list-style-type: none"> <li>Significant number of responses</li> <li>General validity of survey tested and refined</li> <li>Development of Key Support packages</li> </ul>	<ul style="list-style-type: none"> <li>Achieved</li> <li>Achieved</li> <li>Pending until results could be collated for the identification of the seven factors and their respective suites of feedback responses and recommendations</li> </ul>
Apr 2015	<ul style="list-style-type: none"> <li>Provision and monitoring of support packages to Equity Group students</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>	<ul style="list-style-type: none"> <li>Pending</li> </ul>	<ul style="list-style-type: none"> <li>Pending</li> </ul>
May 2015	<ul style="list-style-type: none"> <li>Collate and analyse data / test survey</li> </ul>	<ul style="list-style-type: none"> <li>Collation and analysis of data was completed,</li> </ul>	<ul style="list-style-type: none"> <li>New questionnaire</li> <li>Algorithms developed</li> </ul>	<ul style="list-style-type: none"> <li>New questionnaire</li> </ul>

TIME FRAME	PLANNED ACTIVITIES AND MILESTONES	PROJECT ACTIVITIES AND MILESTONES COMPLETED	IDENTIFIED KEY PERFORMANCE INDICATORS	KEY PERFORMANCE INDICATORS OUTCOME
	<p>design for validity, reliability.</p> <ul style="list-style-type: none"> <li>• Complete algorithm development</li> <li>• Test final survey with instant feedback capability</li> </ul>	<p>and algorithms redesigned</p> <ul style="list-style-type: none"> <li>• Instant feedback capability could not be achieved as it required use of R software at a time when available resources in Survey area were pushed to the limit</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback would be semi-automated with a calculated delay of three days over administration date</li> </ul>	<ul style="list-style-type: none"> <li>• Algorithms successfully developed</li> </ul>
Jun 2015	<ul style="list-style-type: none"> <li>• Implement online and onsite survey to commencing undergraduates</li> </ul>	<ul style="list-style-type: none"> <li>• Instant feedback capability could not be achieved as it required use of R software at a time when available resources in stats area were pushed to the limit</li> <li>• Feedback was divided into responses to questionnaire and relevant recommendations depending on scores achieved in each of the seven factors.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback would be semi-automated with a calculated delay of three days over administration date</li> <li>• Seven Factors and feedback support bundle</li> </ul>	<ul style="list-style-type: none"> <li>• Seven factors and feedback support bundle developed</li> </ul>
Jul 2015	<ul style="list-style-type: none"> <li>• Provision and monitoring of support packages to Equity Group students</li> <li>• Progress survey administered to sample Equity Group cohort</li> </ul>	<ul style="list-style-type: none"> <li>• Emails sent to all Semester 2 commencing students inviting them to take survey via unique link. Few responses were elicited (13) and doubts raised as to viability of the process</li> <li>• All Semester 2 commencing students were invited to take survey regardless of equity category</li> </ul>	<ul style="list-style-type: none"> <li>• Significant number of responses</li> <li>• General validity of final survey confirmed</li> </ul>	<ul style="list-style-type: none"> <li>• Not achieved as numbers were too low (13 responses)</li> <li>• Not achieved as numbers were too low (13 responses)</li> </ul>
Aug 2015	<ul style="list-style-type: none"> <li>• Collate and analyse data.</li> </ul>		<ul style="list-style-type: none"> <li>• Collation and analysis of data</li> </ul>	<ul style="list-style-type: none"> <li>• Pending. Feedback was sent to student with considerable delay as an insufficient</li> </ul>

TIME FRAME	PLANNED ACTIVITIES AND MILESTONES	PROJECT ACTIVITIES AND MILESTONES COMPLETED	IDENTIFIED KEY PERFORMANCE INDICATORS	KEY PERFORMANCE INDICATORS OUTCOME
				number of takers and homogeneity of responses suggested the existence of technical glitches
Nov 2015	<ul style="list-style-type: none"> <li>Develop final report with recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Pending results in Semester 1 2016, final report was put on hold due to 1) lack of sufficient responses obtained in the second semester iteration, and 2) the departure of the Project Manager in the August-September period (2015), followed soon by the departure of the Survey Designer (November 2015).</li> </ul>	<ul style="list-style-type: none"> <li>Report</li> </ul>	<ul style="list-style-type: none"> <li>On hold due to low number of significant responses achieved in semester 2 2015. Report to be produced in Semester 1 2016 after the re-run of the survey and at risk students are contacted</li> </ul>

**Table 3: Rerunning of the REX survey in 2016 post project period**

TIME FRAME	PLANNED ACTIVITIES AND MILESTONES	PROJECT ACTIVITIES AND MILESTONES COMPLETED	IDENTIFIED KEY PERFORMANCE INDICATORS	KEY PERFORMANCE INDICATORS OUTCOME
Feb 2016	<ul style="list-style-type: none"> <li>2nd iteration of the Rex Survey is run to</li> </ul>	<ul style="list-style-type: none"> <li>569 valid responses obtained</li> <li>Feedback reports sent to respondents</li> <li>At risk students presently being contacted by Transition mentors</li> </ul>	<ul style="list-style-type: none"> <li>Report</li> </ul>	<ul style="list-style-type: none"> <li>Report specifying outcomes of the overall project and ways to move forward from here</li> </ul>

## Highlights and Issues

*Provide a summary of highlights and achievements arising from your project (maximum half page)*

- The Rex Survey has highlighted an under-researched area (expectations and readiness), the in-between space inhabited by commencing students prior the start of their classes, this is a group of whom little is known generally.



- The Survey has provided a tool for students to verbalise their expectations and degree of readiness, and for the university to measure this as well as be able to be of direct assistance to students deemed to be at risk as a result of their responses.
- While the process of designing and developing the survey has gone through a number of major technical and human resources difficulties, and in fact needed to be fully retested in 2016, the University is now confident that the project can lead to firmer outcomes in terms of matching the identification of at risk factors and the provision of timely support, first in the form of building expectations amongst students who take the survey (via semi-automated feedback) and, second, in the form of targeted and personalised face-to-face conversations with at risk students through the Student Link process (a monitoring system of student engagement).
- At this stage the University is considering ways of improving greater participation in this survey amongst commencing students. In 2016 all students received an invite to partake in the survey but a targeted approach was developed through the university readiness VU – Ready 1 workshops conducted in orientation week. A key to further developing this in the future will be the building of expectation around the survey, an improved VU-Ready 1 experience (where students are invited to take the survey) and any promotional literature.
- In the next few months an examination of student data will give us the numbers and proportion of students from equity groups while recognising that the needs of these students have been addressed in the process in place to respond and address issues of all participating students. If particular characteristics of the equity groups surface, there will be cohort responses beyond the individual student to student engagement and referral process in place currently.

*Did the project lead to implementable outcomes? What changes will result at your institution/nationally? Are there activities resulting from this project that will be continued?*

Yes. The University is keen on providing commencing students with a first rate student experience that, in accordance with transition pedagogy principles, one that shapes as much as responds to students expectations and their self-reported readiness. The Student Readiness and Expectations Survey has already shown the potential to identify students at risk of disengaging with their studies at a critical early pre-census junction. The provision of prompt feedback to students by way of a “bundle of support” fills a gap in the overall whole-of-University retention strategy. If analysis of respondents’ data confirms better outcomes for Survey takers in equity groups, the University may reinvest in this promising area. So far, results from the 569 responses obtained in semester 1 2016 do largely correspond to general perceptions of what the distribution of “academic” preparedness looks like in practice. It remains to be seen how students in the lower end of the spectrum (those “getting there”) fare in terms of their courses and how many of them respond to contact attempts by Student Transition Mentors. The addition in Semester 1 2016 of Transition Mentors to the “bundle of support” initially offered in Semester 2 of the previous year closes the loop by establishing a firmer link between at risk students and the institution. By not limiting the provision of support to feedback, the University and the student gain further opportunities to re-engage each other in contexts where services can be better targeted.

Did you undertake an evaluation of your project?

Yes  No

Please summarise the findings and attach the evaluation report

Although the evaluation design work was done, an evaluation of the Sem 2 2015 REX pilot was not undertaken as a total of 13 respondents did not constitute a sufficiently large enough group of equity students to make an evaluation significant. However, this evaluation is being conducted in 2016 using the semester 1 survey of 569 students. Once equity students are identified in the next month this will commence.

Where applicable, indicate number of the following resulting from this project:

<b>Student contacts</b>	Close to 1,000 over the 3 iterations of the Survey
<b>Journal (or other publication) submissions</b>	N/A
<b>Conference Presentations</b>	Poster presentation at STARS conference held in Melbourne July 2015 under the title "Meeting great expectations: reframing the provision of undergraduate student support services to commencing undergraduates" <a href="http://unistars.org/papers/STARS2015.pdf">http://unistars.org/papers/STARS2015.pdf</a> pp 38-39.
<b>Websites developed</b>	N/A
<b>Educational or marketing campaigns</b>	N/A
<b>Community organisations engaged</b>	N/A
<b>Schools engaged</b>	N/A

Optional - If you included transformational/behavioural change KPIs in your EOI please summarise outcomes here:

N/A

Describe any issues that occurred during the year and any mitigation strategies you implemented.

A time lag in the design initial design process meant that factors and algorithms could not be developed before the start of semester 1 2015 (a too optimistic aim) given that the trial had to be done by inviting completions of the questionnaire by real students. The administration of the survey in semester 2 2015 yielded a minimal amount of responses, which on the surface seemed to be too similar to be given consideration (the semester 2 intake is very low at Victoria University, with a large proportion of international students and re-enrolling students). Successive departures of Project Manager and Survey Designer in the critical August – November period left no alternative but to wait for the iteration of the survey in semester 1 2016, while a new process was set in place to ensure that students were effectively syphoned to the survey and a more robust process of support was linked to the provision of feedback that students would receive. As reported, this has taken place, and students identified as being at risk of disengaging with the university are being contacted by transition mentors at present.

## 2. OTHER PROJECT MATERIAL (Conditions of Grant, clause 2.2 (b)-(e) of Part A)

*[List the titles of any published reports, pamphlets or other documentation produced in the course of the Project and attach them to this Final Report.]*

**Table 4: Additional materials produced over the course of the project**

TYPE	AUTHOR	DATE OF PUBLICATION	PUBLICATION DETAILS
POSTER "Meeting great expectations: reframing the provision of undergraduate student support services to commencing undergraduates"	DARREN BROWN	June 2015	<a href="http://unistars.org/papers/STARS2015.pdf">http://unistars.org/papers/STARS2015.pdf</a>

### 3. ACQUITTAL REPORT (Conditions of Grant, clause 6.4(e), clause 6.7-8 of Part A)

*Have you fully expended the Grant Funds provided under the Conditions of Grant?*

Yes  No

*[If the answer is No, you must state:*

- the amount of the underspend, and*
- the reason for the underspend.]*

*[Complete the Acquittal Report template and attach it to this Final Report.]*

*\*IMPORTANT NOTICE - Unspent 2014 HEPPP Partnership Grant Funds*

- Grant recipients must fully expend these 2014 National Priorities Pool funds in the project period for which the grant is made and report on this expenditure to the Commonwealth, including the amount of any unspent funds.*
- If a provider fails to spend the full amount granted it in respect of a year, the unspent funds may be recovered by the Commonwealth.*

# DECLARATION

I declare that:

- I am authorised by the university to sign this Declaration on its behalf, and
- to the best of my knowledge, the information that I have provided in the **Final Report** and **Acquittal Report** for the HEPPP 2014 National Priorities Pool project *Meeting Great Expectations* is true, correct and accurate in all particulars.

I understand that:

- The provision of false or misleading information or the making of false or misleading statements to the Commonwealth is a serious offence under the *Criminal Code Act 1995 (Cth)*.
- If any actual or potential conflict of interest arises, I must notify the Commonwealth immediately in writing of the facts giving rise to the actual or potential conflict of interest and to take such steps as the Commonwealth may require so as to resolve or otherwise deal with any conflict of interest that may arise.

**Title** Mr  
**Name** Ian  
**Position** Chief Financial Officer  
**Signature**

# APPENDIX 1: Readiness and Expectations Survey Report

## Readiness and Expectations Survey April 2016 Report

Report prepared by ...

For a number of years Victoria University has made efforts to reach out to commencing students, and particularly equity students during the pre-enrolment and enrolment period. In order to meet and reshape student expectations before the actual commencement of classes, a Readiness and Expectations Survey (REX) was developed to assist students and, importantly, the University in identifying those needs and expectations. A government grant by ... made it possible for a team of experts and professionals to join forces to make this project possible. What follows is a description of the process, milestones, setbacks and outcomes achieved.

### SEMESTER 1 2015

#### First phase (December 2014-February 2015)

During this phase the REX team was formed and a number of drafts with sets of questions were developed and further refined through a process of face to face and email discussions. This led to the first draft of the REX Survey proper, which was completed by January-February 2015.

The survey had been visualised as revolving around a number of likely areas of interest and importance for students. Tentatively this looked as shown, in simplified form, in Figure 1. This initial conceptualisation was used to formulate sets of questions related to cluster areas. Double-barrel questions and non-relevant questions were reformulated or eliminated in the process of decantation. To avoid grey areas of interpretation scales were set with “strongly” agree and disagree end points.

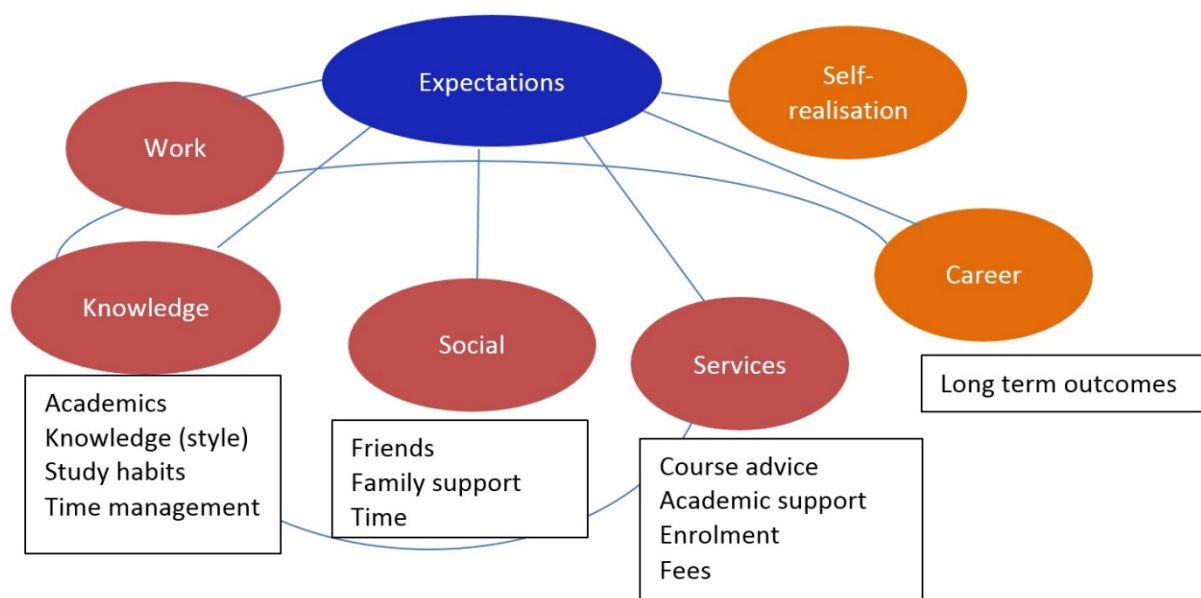


Figure 1: Cluster areas of student expectations

## **Second Phase (February 2015)**

### **Piloting the survey for the creation of algorithms**

The survey was administered to commencing students via the Student Portal. Students who self-identified as commencing students were invited to do the Survey (using Qualtrics).

Paper versions of the questionnaire from enrolling students were also entered manually. A total of 405 responses were obtained in this first semester iteration, twenty five percent of which were incomplete and discarded. Responses were not used to give any feedback to students. As explained in the introduction to participating students, results would be employed strictly for the purposes of improving the University's services and capacity to respond to students' feedback.

In the subsequent three months the Rex Team focused on building and refining the algorithms that would lead to the most important aspect of the survey at that stage:

- a broad identification of seven factors within the survey. This was done by eliminating irrelevant questions and retaining those that yielded strongly correlated results around seven areas/factors. These factors were different from the ones tentatively envisaged at the beginning of the designing phase. The seven factors identified are:
  1. Life and family balance
  2. Expectations
  3. Work
  4. Effort
  5. Teachers
  6. Study Skills
  7. Commitment

Of significance, none of the above categories included "career" or "self-realisation", which were initially thought as justifying a distinct set of questions in the survey. It can be, however, surmised that both career and self-realisation goals are embedded or subsumed by students into their more immediate concerns and self-understandings.

- the distillation of feedback in accordance with
  - seven factors identified from the raw questionnaire
  - three degrees of student "preparedness"
    - getting there
    - medium prepared
    - most prepared

A net outcome of this process was a significant streamlining of the total number of questions and a re-grouping of questions around seven factors, as shown in Table A.

**Table A: Rex Survey showing questions clustered around seven factors**

Q	QUESTIONS
<b>FAMILY</b>	
Q44_1	I expect to be able to manage commitments to my family whilst I am studying -
Q45_1	My family expect me to succeed in my studies -
Q47_1	I expect my degree to help me support my family -
<b>EXPECTATIONS</b>	
Q11_1	I have a very good understanding of what university life will be like at Victoria University -
Q14_1	I have an excellent understanding of what is expected of me as a university student -
<b>WORK</b>	
Q21_1	At this point in my life, I am more interested in earning money than in studying -
Q26_1	If I have to choose between the two, I will prioritise work over study -
Q28_1	Unless I earn money, I cannot support myself while at University -
Q58_1	I may “skip” the first two weeks: things get serious only after week three -
<b>EFFORT</b>	
Q52_1	Most of the information I need to successfully complete my studies is in the textbooks -
Q53_1	Studying hard just before the exam works for me -
Q54_1	I do not need to study much to get a pass -
Q56_1	Skipping lectures is ok - I am able to watch them online at a later date -
Q57_1	The lecturer provides students with most of the notes needed to pass -
Q59_1	Optional readings are unimportant -
Q60_1	As long as I attend classes, I am safe -
<b>TEACHERS</b>	
Q37_1	I expect my teacher/lecturer to be an expert in their field -
Q39_1	I expect my teacher/lecturer to have significant industry and research experience -
Q41_1	I expect my lecturers and tutorials to be interesting and fun -
<b>SKILLS</b>	
Q16_1	I have very solid expectations of what I want from my time at Victoria University -
Q31_1	I have a clear idea of the skills and knowledge that I want to be learning at VU -
Q32_1	I have a clear understanding of what it means to be a professional in my chosen field of study -
Q33_1	I have a good understanding of the knowledge I will be acquiring while studying at VU -
Q34_1	I have a clear idea of the knowledge and skills needed to be a professional in my chosen field of... -
<b>COMMITMENT</b>	
Q15_1	I am very well aware of the level of commitment I have undertaken when I enrolled to be a student... -
Q19_1	I expect to successfully complete my course -
Q25_1	I am confident I will be able to successfully combine work with study -

- For each of the seven factors three comments by way of direct feedback were prepared. Comments were basically a mirroring of what the student had said in the survey. All comments were given a positive reading, but were strategically tailored to



the degree of preparedness (from “getting there” to “prepared”). The result was 21 general discrete comments.

- It was felt that a “bundle of support” consisting “mirroring feedback” would not be enough. A second layer of feedback in terms of active recommendations, it was felt, would place the student in a better position to re-engage with the institution, particularly students in equity groups who are less likely to report awareness of student services or may lack the administrative literacy or self-confidence to access those services. This resulted in another set of 21 suggestions, which combined with the 21 feedback mirroring comments. The complete list of feedback and suggestions is shown in Table 2.

## **SEMESTER 2 2015: PILOTING OF REX SURVEY**

### **Highlights**

- The REX Questionnaire was made available to all commencing students in second semester via email invitation
- A second and a third wave of email invitations were sent to enrolling students
- A meagre total of 13 responses were received
- Students were sent feedback

In the ensuing period August-September 2015, and November 2015 both the Project Manager Survey and the Survey Manager departed from the University respectively. A subsequent restructuring process in the Quality Information area also imposed additional constraints that were navigated through in the period between December 2015 and early February 2016.

The writing of a final report was put on hold as a result. The fact that the number of respondents in the second semester iteration was disappointingly low and barely representative of the actual second semester student body meant that to all intents and purposes the first real trial of the Rex Survey did not take place until February 2016.

## **SEMESTER 1 - 2016: THE REX SURVEY AS A SELF-REFLECTION TOOL**

### **Highlights**

- The REX Questionnaire was made available to all commencing students in second semester via email invitation
- The Survey was presented to students as a “Self-Reflection Tool”. This name was considered to be more acceptable to students and more descriptive of its intended nature as a conduit for feedback generated as a by-product of the students answers to the questionnaire
- Students attending Vu-Ready 1 program (an introduction to the University IT environment) were invited to avail themselves of the tool as part of a 15 minute slot included in this one and a half introduction to the University’s IT environment.
- A significant proportion of students who filled the questionnaire is believed to have done so through VU-Ready 1, possibly around 40%
- Students were sent feedback within one or two days of filling in their questionnaires
- A de-identified sample is attached as Appendix 3
- A total of 569 responses were received

- Questionnaire respondents were largely female (66.7%) and were distributed in a roughly proportionate way amongst the various university colleges, as shown in Table 2.

**Table B: Distribution of Rex respondents by College**

CI - [CUR]: Level 2 Org Desc Abbr	KM - Number of Students [Distinct Count]	KM - Number of Students [Distinct Count]
ARTS	84	14.7%
BUSINESS	53	9.3%
EDUCATION	113	19.8%
ENGINEERING AND SCIENCE	35	6.1%
HEALTH AND BIOMEDICINE	180	31.6%
HEALTH SPORT & COMMUNITY	4	0.7%
LAW AND JUSTICE	38	6.7%
SPORT AND EXERCISE SCIENCE	62	10.9%
TRADES, HAIR & BEAUTY	1	0.2%
<b>Grand Total</b>	<b>570</b>	<b>100.0%</b>

- An over-representation of health and biomedicine respondents is believed to be due to the extra zeal displayed by committed support staff in these area in encouraging students to take the survey (particularly nursing students, with 62 students)
- For the purposes of identifying the cohort of students most likely to disengage from their studies, students who scored as having low expectations of their university experience were selected for further contacting by Student Transition Mentors, as part of the Student Link program.
- There exists a clear correlation between low expectations and low to medium scores in study skills, academic writing, argumentation and even non-fiction reading.
- In some cases, students may display low expectations of their course combined with high scores in the various skills areas. This may point to high achievers entertaining doubts as to the course of their choice.
- This special cohort of Rex-students is currently (April 2016) being contacted the University's Transition Mentors. Once a first round of attempted contacts is finalised, preliminary results will be collated and crosschecked with equity data to establish any differences in performance and outcomes.

**Table C: Distribution of Rex respondents indicating low university experience and some awareness of skills**

	RESPONDENTS	1. LOW UNI EXPERIENCE	2. AWARE OF SOME SKILLS	COMB'D 1 & 2	TOTAL RESPONDENTS
ARTS	83	22	2	24	28.90%
BUSINESS	51	16	0	16	31.30%
EDU	117	40	0	40	34.18%
ENGINEERING	35	7	1	8	22.85%

	RESPONDENTS	1. LOW UNI EXPERIENCE	2. AWARE OF SOME SKILLS	COMB'D 1 & 2	TOTAL RESPONDENTS
HEALTH	184	39	2	41	22.28%
LAW	38	11	0	11	28.94%
SPORT	61	13	1	14	22.95%
	569	148	6	154	27.06%
<b>Total</b>				154	

**Table D: Rex survey bundle of support: seven factors feedback and suggestions**

FACTOR	GETTING THERE	MEDIUM	PREPARED
<p>1. LIFE (FAMILY)</p>	<p>Finding a balance between home and your studies may pose a challenge of which you are already aware. You may consider extending your support circle to ensure that you may cope with study demands at peak periods</p> <ul style="list-style-type: none"> <li>• Time management skills can improve considerably if you get organised with a planner. See if you can adjust your class timetable and factor in some time-saving strategies.</li> <li>• Have a discussion with one of our student rovers, student mentors and any learning support staff to visualise likely peaks and troughs you may encounter.</li> <li>• If anxiety is catching up with you please consider talking to one of our counsellors.</li> <li>• See <a href="http://www.vu.edu.au/student-life/getting-help">http://www.vu.edu.au/student-life/getting-help</a></li> </ul>	<p>You are combining home and study commitments in a balanced way. Adjustments in the process may be required to ensure that life and family duties do not interfere with your study goals</p> <ul style="list-style-type: none"> <li>• Time management skills can improve considerably if you get organised with a planner. See if you can adjust your class timetable and factor in some time-saving strategies.</li> <li>• Talk to one of our student rovers and learning support staff if you feel like asking for a sounding board or a second opinion in this regard.</li> <li>• See <a href="http://www.vu.edu.au/student-life/getting-help">http://www.vu.edu.au/student-life/getting-help</a></li> </ul>	<p>Studying is important for you and your family and you seem to be confident of maintaining a sound balance between your studies and your commitments at home</p> <ul style="list-style-type: none"> <li>• Your sense of confidence can be given an extra boost if you take the time to factor in all your other life commitments and decide how those will fit in with your study and career goals.</li> <li>• Do not hesitate to contact one of our career advisors to discuss future developments in your studies and professional prospects.</li> <li>• See <a href="http://www.vu.edu.au/careers/career-services-for-students">http://www.vu.edu.au/careers/career-services-for-students</a></li> </ul>
<p>2. EXPECTATIONS</p>	<p>You are somewhat undecided as to whether university is for you and whether you will be able to meet expectations of you as a university student</p> <ul style="list-style-type: none"> <li>• You may wish to discuss your options with your course coordinator, learning support advisor or a counsellor. There are more ways than one to achieve your goals!</li> <li>• Our full range of support services is only one click away from you and may save you heaps of hesitations.</li> <li>• AskVU (our knowledge database) for most of those FAQs, or simply check for any of the services listed below.</li> </ul>	<p>You hold reasonable expectations of what is going to be like to be a student at VU, but may benefit from gaining further insights from colleagues, lecturers and university advisors</p> <ul style="list-style-type: none"> <li>• Our full range of support services is only one click away from you and may save you heaps of hesitations.</li> <li>• AskVU (our knowledge database) for most of those FAQs, or simply check for any of the services listed below.</li> <li>• See <a href="https://askvu.vu.edu.au/">https://askvu.vu.edu.au/</a></li> </ul>	<p>You come to Victoria University with a solid picture of what university life will look like and what is being expected of you as a student</p> <ul style="list-style-type: none"> <li>• Even so, brace yourself for a student journey filled with new and challenging ideas, different people and various teaching and learning methods. Feel free to discuss your options from day one.</li> <li>• Remember, our full range of support services is only one click away from you and may save you heaps of hesitations.</li> <li>• AskVU (our knowledge database) for most of those FAQs, or simply check for any of the services listed below.</li> </ul>

FACTOR	GETTING THERE	MEDIUM	PREPARED
	<ul style="list-style-type: none"> <li>• See <a href="http://www.vu.edu.au/student-life/getting-help">http://www.vu.edu.au/student-life/getting-help</a></li> <li>• See: <a href="https://askvu.vu.edu.au/">https://askvu.vu.edu.au/</a></li> </ul>		<ul style="list-style-type: none"> <li>• See <a href="https://askvu.vu.edu.au/">https://askvu.vu.edu.au/</a></li> </ul>
3. WORK	<p>Your work commitments are intense and strong enough to make you think twice before putting too much effort into your studies. This may hold you back from achieving your full potential.</p> <ul style="list-style-type: none"> <li>• Readings and assignments come at regular predictable intervals you may plan for in advance. In some cases more flexible arrangements can be discussed with your unit coordinator and support staff if necessary.</li> <li>• Some simple but highly effective study strategies may prove great time savers if you can commit yourself to follow them.</li> <li>• <a href="http://www.vu.edu.au/campuses-services/student-support/academic-support-development">http://www.vu.edu.au/campuses-services/student-support/academic-support-development</a>.</li> </ul>	<p>Job commitments and financial liabilities may limit at times your ability to cope with your studies. Plan ahead how your work obligations will look like at critical periods such as exams periods.</p> <ul style="list-style-type: none"> <li>• Readings and assignments come at regular predictable intervals you may plan for in advance by checking your unit guides and timetable for each subject.</li> <li>• An average of two hours study for contact hour is highly recommended to be on top of your studies.</li> <li>• Anticipate some unforeseen events that may impact on your studies further ahead, particularly around exams time.</li> </ul>	<p>You are a well aware of study requirements and work systematically to achieve your academic goals, including class attendance, optional readings. See <a href="https://askvu.vu.edu.au/">https://askvu.vu.edu.au/</a> You are realistic about your work commitments and tend to prioritise studies in a way that is compatible with your work studies.</p> <ul style="list-style-type: none"> <li>• Further adjusting may be required along the way if your circumstances change. Anticipate some unforeseen events that may impact on your studies further ahead, particularly around exams time.</li> </ul>
4. EFFORT	<p>You try to find ways of maximising time-saving opportunities, sometimes if necessary at the expense of opportunities to improve your results</p> <ul style="list-style-type: none"> <li>• Sometimes these strategies work, but if they do not, consider other ways of coping or making the most of your current situation. It may even be time for trying something else. Victoria University provides a number of flexible options worth considering and discussing.</li> <li>• See <a href="http://www.vu.edu.au/careers/career-services-for-students">http://www.vu.edu.au/careers/career-services-for-students</a></li> </ul>	<p>You are conscious of the various study requirements and usually find out ways to achieve your academic goals, though this may not fully reflect your capacities or ambitions.</p> <ul style="list-style-type: none"> <li>• At Victoria University we think that class attendance will give you the “extra edge” you need. From there it is easier to extend your own network of support or access many of the services that may come in handy.</li> <li>• Victoria University has many other options to offer to round up your student experience, such as participation in any of our clubs and societies, volunteering programs, and leadership or mentorship schemes .</li> </ul>	<p>You are well aware of study requirements and work systematically to achieve your academic goals, including class attendance, optional readings.</p> <ul style="list-style-type: none"> <li>• While you are well on your path to academic success, it might be worthwhile for you to consider some of the options that Victoria University has to offer to round up your student experience, such as participation in any of our clubs and societies, volunteering programs, and leadership or mentorship schemes .</li> <li>• See <a href="http://www.vu.edu.au/student-life/life-on-campus">http://www.vu.edu.au/student-life/life-on-campus</a></li> </ul>

FACTOR	GETTING THERE	MEDIUM	PREPARED
		<ul style="list-style-type: none"> <li>• See <a href="http://www.vu.edu.au/student-life/getting-help">http://www.vu.edu.au/student-life/getting-help</a></li> <li>• See <a href="http://www.vu.edu.au/student-life/life-on-campus">http://www.vu.edu.au/student-life/life-on-campus</a></li> </ul>	
5. TEACHERS	<p>You remain unsure as to whether your teachers will be experts in their fields and able to make your studies fun and interesting</p> <ul style="list-style-type: none"> <li>• Victoria University's teaching staff is on a par with industry standards and already entrenched or quickly moving to world standards in a number of fields and disciplines. Professionally-accredited courses go through a rigorous independent process of assessment by professional bodies. Work integrated learning opportunities have lead our graduates to achieve consistent employment outcomes.</li> <li>• More than one hundred years of teaching experience gathered at Victoria University will serve you well in your chosen career path.</li> <li>• Taking further advantage of your teachers expertise may be as simple of asking questions in class or on your discussion boards, requesting formal and informal feedback, and making a note of their availability for one-on-one consultations.</li> </ul>	<p>You expect your teachers/lecturers to be knowledgeable about their fields and able to make you studies useful and applicable to your field of studies</p> <ul style="list-style-type: none"> <li>• Taking further advantage of your teachers expertise may be as simple of asking questions in class or on your discussion boards, requesting formal and informal feedback, and making a note of their availability for one-on-one consultations.</li> </ul>	<p>You come to university with solid expectations about your teacher/lecturer abilities to teach and make your studies quite interesting and fully relevant to your chosen field or career prospects</p> <ul style="list-style-type: none"> <li>• Lecturers and tutors will challenge you to achieve your full potential even more if you share your ambition and passion for your studies with them and your fellow students.</li> </ul>
6. SKILLS	<p>You are aware of some of the skills sets that will be demanded of you, but are not quite confident that these will be suited to your needs, current and future</p> <ul style="list-style-type: none"> <li>• If undecided or unclear on which avenues are open to you in terms of fit with your chosen studies, why not talking to your relevant</li> </ul>	<p>You come to university with clear ideas as to what will be expected of you in terms of skills, knowledge and understanding of your chosen field</p> <ul style="list-style-type: none"> <li>• Your future career options may fit neatly with the skills, competencies and graduate attributes you are already developing as part</li> </ul>	<p>You understand what is being required of you as a student in terms of knowledge and the skills you will need to develop to move into your career path.</p> <ul style="list-style-type: none"> <li>• As a potential high achiever, consider what else you could be doing to sharpen your skills or put them to the test in novel contexts</li> </ul>

FACTOR	GETTING THERE	MEDIUM	PREPARED
	<p>course coordinator, career and or academic support and development advisor? A frank an open discussion could bring clarity to your life and study goals.</p> <ul style="list-style-type: none"> <li>• See <a href="http://www.vu.edu.au/campuses-services/student-support/academic-support-development">http://www.vu.edu.au/campuses-services/student-support/academic-support-development</a></li> <li>• See <a href="http://www.vu.edu.au/careers/career-services-for-students">http://www.vu.edu.au/careers/career-services-for-students</a></li> </ul>	<p>of your studies. To explore these in greater depth or whether other course options are available, consider talking to one of our mentor career advisors.</p> <ul style="list-style-type: none"> <li>• See <a href="http://www.vu.edu.au/careers/career-services-for-students">http://www.vu.edu.au/careers/career-services-for-students</a></li> </ul>	<p>such as work placements and travel abroad opportunities.</p> <ul style="list-style-type: none"> <li>• Our career advisors may also suggest further avenues for you to realise your academic and professional goals to their fullest.</li> <li>• See <a href="http://www.vu.edu.au/careers/career-services-for-students">http://www.vu.edu.au/careers/career-services-for-students</a></li> </ul>
7. COMMITMENT	<p>You have a wait and see view of your studies at university. You want to try, but remain uncertain as to whether you will be able to succeed in meeting its demands.</p> <ul style="list-style-type: none"> <li>• Which is understandable and worth a discussion that may clarify your goals and give you the boost required to make the most of your journey with us at Victoria University.</li> <li>• For most things we are just a click away from you.</li> </ul>	<p>Overall, you tend to be realistic in your appreciation and the demands that your course will place on you, and seem ready to give it a go.</p> <ul style="list-style-type: none"> <li>• Remember, you are not alone in this journey. If doubts and questions arise check with any of the friendly student rovers and support staff all around you.</li> <li>• For most things we are just a click away from you.</li> </ul>	<p>Overall, you are committed to make it happen and come prepared to rise to the challenge of making the most of your studies at Victoria University.</p> <ul style="list-style-type: none"> <li>• While your studies may not be the only claim to your attention, we are committed to help you make the most of the suite of co-curricular experiences available at Victoria University.</li> <li>• For most things we are just a click away from you</li> </ul>

## APPENDIX 2: Sample of Results from Rex Survey [Self-Reflection Tool] Sem 1- 2016

Administered to commencing students via unique link sent by email and through VU-Ready 1. Total number of valid responses 569.

For the purposes of identifying students at risk of disengaging with their studies, students with low reported expectations of university have been selected, complemented with students who show relative awareness of skills required. Results in this range oscillate between a low 22% in Health related courses and a relatively high 34% in the College of Education. The table below, corresponding to Arts students, shows a clear correlation between low expectations and low to medium scores in study skills, academic writing, argumentation and even non-fiction reading. Some students may display low expectations of their course combined with high scores in the various skills areas. This may point to high achievers entertaining doubts as to the course of their choice.

	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI
1	University	Teacher Effort	Work/Study	Commitment	Family	Skills			ACADWRITING	COURSE READING	SOURCE CITING	PLAGIARISM	MATHS SKILLS	ARGUMENTATION	FEEDBACK	NON-FICTION		Expectations	Teachers	Effort	Work
2	Low	Medium	Medium	Medium	Medium	High	Medium		Medium	Medium	Medium	High	Medium	Low	Medium	Medium		You are satisfied	You expect	You are committed	Job committ
3	Low	High	Medium	Medium	High	High	Medium		Medium	High	Medium	High	High	Medium	Medium	Medium		You are satisfied	You come	You are committed	Job committ
4	Low	High	Medium	Low	Medium	Low	Low		Low	Medium	Medium	High	High	Low	High	High		You are satisfied	You come	You are committed	Your work committ
5	Low	High	Medium	Medium	Low	Medium	Low		Low	Low	Low	Medium	Medium	Medium	Medium	Medium		You are satisfied	You come	You are committed	Job committ
6	Low	High	Medium	Medium	Medium	Medium	High		High	Medium	Low	High	Medium	High	High	Medium		You are satisfied	You come	You are committed	Job committ
7	Low	Medium	Medium	Medium	Medium	Medium	Medium		Low	High	High	High	Low	Medium	Medium	Medium		You are satisfied	You expect	You are committed	Job committ
8	Low	Medium	Medium	Low	Medium	Low	Medium		Low	Low	Low	High	Low	Low	Low	Medium		You are satisfied	You expect	You are committed	Your work committ
9	Low	Medium	High	Medium	Medium	Medium	Medium		Low	Medium	Low	Medium	Low	Low	Medium	Low		You are satisfied	You expect	You are committed	Job committ
10	Low	High	Medium	Medium	High	Medium	Medium		Low	High	High	High	Medium	High	High	Medium		You are satisfied	You come	You are committed	Job committ
11	Low	Medium	High	High	High	Medium	Medium		High	High	High	High	Low	Medium	Medium	Low		You are satisfied	You expect	You are committed	You are re
12	Low	High	High	Medium	Medium	Medium	Medium		Low	High	Low	High	Medium	Medium	Medium	Low		You are satisfied	You come	You are committed	Job committ
13	Low	Medium	High	Medium	Medium	Medium	Low		Low	Low	Medium	High	Low	Medium	High	Low		You are satisfied	You expect	You are committed	Job committ
14	Low	High	Medium	Medium	High	Medium	Medium		High	High	High	High	High	High	High	Low		You are satisfied	You come	You are committed	Job committ
15	Low	High	Medium	Medium	High	High	Medium		Low	High	Medium	High	Medium	Medium	High	Medium		You are satisfied	You come	You are committed	Job committ
16	Low	Medium	Medium	Medium	High	Low	Medium		Medium	Medium	Medium	High	Medium	Medium	Medium	Medium		You are satisfied	You expect	You are committed	Job committ
17	Low	Medium	Low	Low	Medium	High	Low		High	High	Medium	High	Low	Low	High	Medium		You are satisfied	You expect	You try to	Your work committ
18	Low	High	Low	High	High	High	Medium		High	High	High	High	Low	Low	Medium	Low		You are satisfied	You come	You try to	You are re
19	Low	High	Medium	Medium	Medium	High	Medium		Medium	High	High	High	High	Medium	High	Medium		You are satisfied	You come	You are committed	Job committ
20	Low	High	Medium	Low	Medium	Medium	Medium		Medium	Medium	Medium	Medium	High	Medium	High	Medium		You are satisfied	You come	You are committed	Your work committ
21	Low	Medium	Medium	Medium	Medium	Medium	Medium		High	High	Medium	High	Low	Medium	High	Low		You are satisfied	You expect	You are committed	Job committ
22	Low	Medium	Medium	Medium	High	Low	Low		Low	Medium	Medium	High	Low	High	High	Medium		somewhat	You expect	You are committed	Job committ
23	Low	High	High	High	High	High	Low		Low	Medium	Medium	High	Medium	Medium	High	Medium		You are satisfied	You come	You are committed	You are re
24	Medium	High	Medium	High	High	High	Low		Low	High	High	High	Medium	High	High	Medium		You hold	You come	You are committed	You are re
25	Medium	Medium	Medium	Medium	Medium	Medium	Low		Medium	Medium	Low	High	Low	Medium	Low	High		You hold	You expect	You are committed	Job committ



# APPENDIX 3: Rex Self-Reflection Tool Results

Wednesday, March 02, 2016 Student Name:

Email: ...@students.vu.edu.au

## Introduction

Thank you for undertaking the self-reflection tool REX (Readiness and Expectation Survey).

The aim of this self-reflection tool is to help you understand how prepared you are for studying at Victoria University. In so doing, REX evaluates your *readiness* for and your *expectations* towards each of the following seven facets of university life:

- The University Experience
- Teacher Expectations
- Effort
- Work/Study balance
- Commitment
- Family
- Skills

Below is a personalized report based on the answers you have provided, complete with some suggestions and links to resources and support services. This is to assist you in making the most of your time at Victoria University and help you to successfully complete your chosen course.

## The University Experience

*What are your expectations for your overall experience at VU?*

You are somewhat undecided as to whether university is for you and whether you will be able to meet expectations of you as a university student

- You may wish to discuss your options with your course coordinator, learning support advisor or a counsellor. There are more ways than one to achieve your goals!
- Our full range of support services is only one click away from you.
- Visit AskVU (our knowledge database) for a range of FAQs, or simply check for any of the services listed at the URL below.
- See <http://www.vu.edu.au/student-life/getting-help>
- See: <https://askvu.vu.edu.au/>

## Teacher Expectation

*How realistic are your expectations of your teachers?*

You come to university with solid expectations about your teacher/lecturer abilities to teach and make your studies quite interesting and fully relevant to your chosen field or career prospects

- Lecturers and tutors will challenge you to achieve your full potential even more if you share your ambition and passion for your studies with them and your fellow students.

## **Effort**

*How much effort are you willing to put into your studies?*

You are conscious of the various study requirements and usually find out ways to achieve your academic goals, though this may not fully reflect your capacities or ambitions.

- At Victoria University we think that class attendance will give you the “extra edge” you need. From there it is easier to extend your own network of support or access many of the services that may come in handy.
- Victoria University has many other options to offer to round up your student experience, such as participation in any of our clubs and societies, volunteering programs, and leadership or mentorship schemes.
- See <http://www.vu.edu.au/student-life/getting-help>
- See <http://www.vu.edu.au/student-life/life-on-campus>

## **Work/Study Balance**

*Do you have a healthy work/study balance?*

You are realistic about your work commitments and tend to prioritise studies in a way that is compatible with your work studies.

See <https://askvu.vu.edu.au/> for information on further ways to help plan balancing work and study.

- Further adjusting may be required along the way if your circumstances change. Anticipate some unforeseen events that may impact on your studies further ahead, particularly around exams time.

## **Commitment**

*How committed are you to your studies?*

You have a "wait and see" view of your studies at university. You want to try, but remain uncertain as to whether you will be able to succeed in meeting its demands. This is understandable and worth a discussion that may clarify your goals and give you the boost required to make the most of your journey with us at Victoria University.

- For most things we are just a click away from you.
- See <http://www.vu.edu.au/campuses-services/student-support/academic-support-development>

## **Family**

*What role does your family play in your studies?*

You are combining home and study commitments in a balanced way. Adjustments in the process may be required to ensure that life and family duties do not interfere with your study goals

- Time management skills can improve considerably if you get organised with a planner. See if you can adjust your class timetable and factor in some time-saving strategies.
- Talk to one of our student rovers and learning support staff if you feel like asking for a sounding board or a second opinion in this regard.
- See <http://www.vu.edu.au/student-life/getting-help>

## Skills

*How do you rate your study skills?*

You are aware of some of the skills sets that will be demanded of you, but are not quite confident that these will be suited to your current and future needs.

- If undecided or unclear on which avenues are open to you in terms of fit with your chosen studies, why not talking to your relevant course coordinator, career and or academic support and development advisor? A frank an open discussion could bring clarity to your life and study goals.
- See <http://www.vu.edu.au/campuses-services/student-support/academic-support-development>
- See <http://www.vu.edu.au/careers/career-services-for-students>

## How did you rate specific study skills?

Skill Area	Skill Self-Assessment
Academic Writing	Medium
Course Reading	Medium
Sourcing Assignment Materials	Low
Understanding Plagiarism	High
Mathematics Skills	Low
Argumentation Skills	Low
Seeking Teacher Feedback	High
Reading Non-Fiction	Medium

## Thank you for participating

Once again, we would like to thank you for participating in the REX, and we wish you all the best with you studies.

If you would like to discuss any of the issues raised in this report with one of our trained support staff, please email us at [rexsurvey@vu.edu.au](mailto:rexsurvey@vu.edu.au) and someone will be in touch.

Have a great year!

*The Transition Team*