"STUDENT SUCCESS AT FLINDERS MEANS..."

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" Gaining the knowledge, understanding and appreciation of my future course and degree, enabling me to give back to society through my future profession "

" Success at Flinders University means being prepared for the workforce, having the skills both discipline specific and more broadly to succeed. More programs orientated in marketing oneself and communication would be great both online and offline. "

" Doing as best as I can in my studies and accessing learning so I can make a difference in the wider community "

" Success means the creation/sense of community. A campaign on mental health like the consent campaign. Creative green spaces, more engagement from senior leadership with students. Visibility of mental health services improved. Appreciation for gaining the student voice "

" Achieving ! Success doesn't just happen and for many entering tertiary education it can be quite isolating. Whether you have recently left home to study or are a mature age student juggling work, family and study commitments, it is essential that students wellbeing is maintained. Having the necessary supports in place or available when times get tough is invaluable to achieving success! "

" Success at Flinders means leaving each day at uni with a positive outlook and optimistic energy. From lifelong friends to encouraging and supportive teachers and university staff, so I can honestly look back at my time at Flinders and remember how I felt positive about my time spent there "

" Success means doing to best you can, and getting the support to foster that success "

" If I can apply what I've been taught in a practical setting without being prompted then I've succeeded "

1.Background to Student Success at Flinders

Universities talk about 'success' a lot, but success means different things to different students. In October 2018, the Flinders Student Experience team consulted with students to answer the question **"What does success mean to students at Flinders?"**

The responses gathered to this question will guide Flinders in making educated decisions and improvements based on student feedback. This will help students be successful, in a way that is meaningful to them.

2.What we did to define Student Success at Flinders

The Flinders Student Experience team engaged with students at a range of campuses and online, offering a coffee/gift voucher for student feedback on what success at Flinders meant to them. Students were asked to provide their view of success at Flinders on a colour coded card, relating to five key categories (1) Academic/learning (2) Wellbeing/belonging/community (3) Support services (4) Career/employment (5) Facilities/technology.

The project resulted in over 900 responses, defining student success and providing insight into what students need and value while they are at Flinders. Students also provided views on barriers to their success at Flinders, allowing us to identify opportunities to improve our current services, and to create new services where possible and needed. More than 60% of responses were gathered face-to-face, with the remainder submitted online. The campaign ran over three days a week for a fortnight, with staff and student ambassadors working together to engage with students across our four campuses (Victoria Square, Tonsley, Sturt and Bedford Park).

3.What we learned about Student Success at Flinders

STUDENT SUCCESS RESPONSE
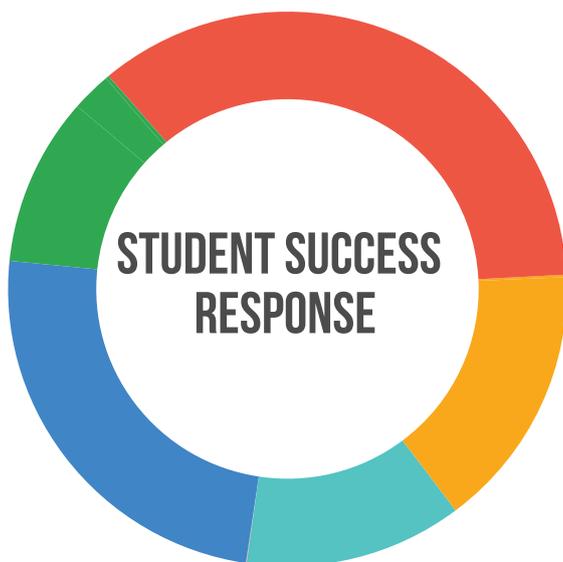
● **ACADEMIC/LEARNING = 34%**
Getting a degree with a wealth of knowledge

● **WELLBEING/BELONGING/COMMUNITY = 24%**
Being happy, healthy and socially fulfilled

● **SUPPORT SERVICES = 15%**
Having access to services to foster that success

● **CAREER/EMPLOYMENT = 12%**
Graduating with hands on experience and with a job

● **FACILITIES/TECHNOLOGY = 12%**
Studying in an environment that serves my needs

*3% of submissions have been categorised as broad/other

Analysis of the feedback, shows that students generally defined success as:

a) getting a degree;
b) being happy, healthy and socially fulfilled with;
c) access to services to foster that success;
d) graduating with a wealth of knowledge, hands on experience and a job; and
e) studying in an environment that serves their specific needs.

Each of these high level categories is further explored and defined below. With relevant feedback about the needs of students and barriers related to each definition of success included.

3a. Getting a degree defines Student Success at Flinders

34% of students have defined success as (1) getting a degree (2) feeling confident and competent in their academic pursuits and (3) achieving good results. Simply put, students are at Flinders to get a degree, they want to be confident in their skills which would then translate to a good GPA. Students have also identified factors that influence their success and have highlighted areas for improvement.

What students said would help them achieve this success goal:

- Increase in mentoring services
- Peer-mentoring eg working with previous high-achieving students/learning from them
- Interfaculty interaction and collaboration
- Increased course specific orientation
- The importance of face-to-face learning
- Standardised assessment rubrics/transparency surrounding assessment criteria
- More clarity in contacting topic coordinators
- More explanation on where a degree leads you and how to get there
- Networking with academic/peers/industry professionals
- More guest speakers and workshops
- Increased tutor support services

3b. Being happy, healthy and socially fulfilled defines Student Success at Flinders

24% of students identified this category as key to their success. The largest portion of the data in this category was regarding mental health. Students want to be happy and fulfilled and they want the skills to manage their time at university well. Students define success as being (1) mentally stable (2) socially/community oriented and (3) resilient.

There is a focus on having/finding a good balance between social and academic life and the importance of the university supporting mental health and wellbeing. Secondly, students defined success as belonging – being engaged in and part of the community.

What students said would help them achieve this success goal:

- Increased counselling services
- More advertising of health and counselling services
- Anti-bullying/sexual harassment seminars
- Music being part of their learning environment eg. piano and instruments in the hub
- More integration between international and domestic groups
- More degree and College based social/community development
- More social/networking opportunities
- More cultural/social opportunities
- Mental health campaigns run by students
- Lunch hour mental health sessions/support/events
- Access to non-study relevant training eg. first aid, mental health, life skills
- More non-central campus events

3c. Access to services to foster success defines Student Success at Flinders

15% of students considered support services as a platform from which they can achieve success. Students mentioned learning support, financial aid and welfare services, among many other services, as essential tools for their success.

What students said would help them achieve this success goal:

- A clearer directory of student support services, better advertisement of student opportunities
- International student support e.g rights, advice, etc
- Language support from the University
- Educating academic staff on preventative mental health strategies
- A campaign outlining SSAF amenities fees and what it goes towards/how it assists
- More financial support
- Having more notice with emails when events are coming up
- More support for students with children
- Timetable improvements
- Printing for free with an allowance per semester
- Lecturer feedback forms- can we do evaluations after exams not during SWOTVAC
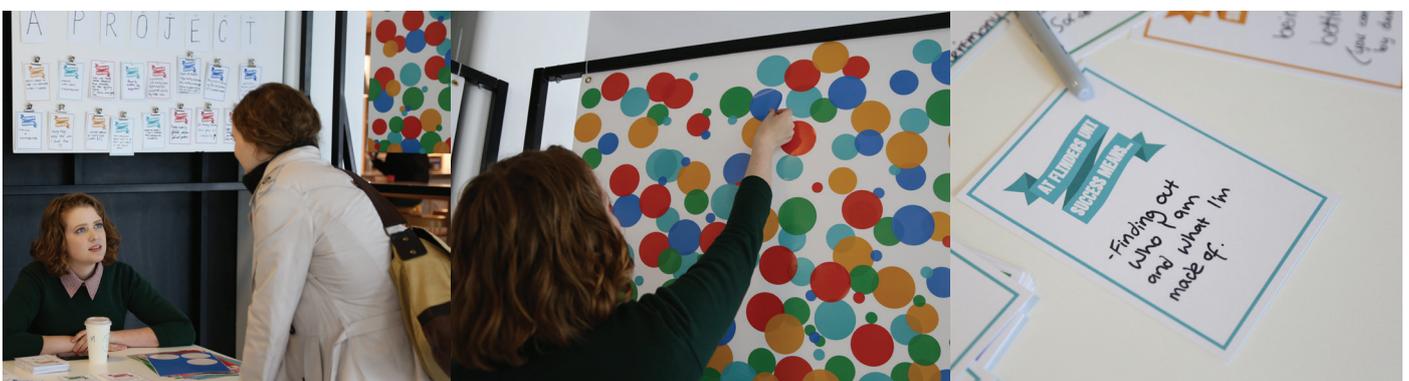
3d. Graduating with a wealth of knowledge, hands on experience and a job defines Student Success at Flinders

12% of students identified career and employment category as key to their success. Students highlighted (1) getting a job, (2) professional development/opportunities and (3) understanding where their degree could take them as key success factors. Students are more likely to graduate on time if they have structured pathways to guide them. Many students providing this feedback indicated a need for career advice through cross-College collaboration.

What students said would help them achieve this success goal:

- More information on job prospects and professional development
- Obtaining skills outside of class that are beneficial to the workplace
- Understanding different areas and perspectives within their field of study
- More online resources for students
- More degree based/general employment opportunities within the University
- On campus employment and schemes to employ students in their potential future field
- More opportunities for work placements
- Alumni speaking about their employment and career
- More interaction with those in the field on how they got there and what to expect

3e. Studying in an environment that serves their specific needs defines Student Success at Flinders

12% of students referred to having access to the right facilities, amenities and technology at Flinders as an area that enables their success - (1) access to affordable food and drink (2) accessible study spaces (3) up to date technology and (4) convenient transport, are key success measures in this category.

What students said would help them achieve this success goal:

- Improvement of Flinders Learning Online (FLO)
- More food and drink options
- Having access to Adobe software on more computers around campus
- Accessibility improvements with lecturer recordings
- Operating System (OS) and software updates and compatibility improvements
- Increase/update furniture, study spaces, shaded areas, recycling bins
- Transport improvements, including parking
- Oppotunities for creative/artistic ownership of spaces

4. Campus specific view of Student Success at Flinders

Analysing student feedback by location showed feedback that was geographically focused. The breakdown of feedback received from students by campus is shown below.

- Students based at Bedford Park campus identified success as having access to services that will help foster their academic success, particularly financial aid and scholarships, as well as being happy, healthy and socially fulfilled.

• Sturt campus student feedback had a high number of responses related to being happy, healthy and socially fulfilled, and studying in an environment that serves their specific needs. At Sturt campus, there is a high need for more events (both social and career-oriented), as well as requests for improved facilities (food, drink, study spaces, kitchen facilities, vending machines and shuttle bus).

• Tonsley and Victoria Square students had a high proportion of feedback focusing on having an environment that serves their specific needs (technology and facilities requirements), with health, happiness and social fulfillment coming in as a close second.

RESPONSES BY CAMPUS

● CENTRAL CAMPUS = 49%

● STURT CAMPUS = 35%

● TONSLEY CAMPUS = 10%

● VICTORIA SQUARE = 6%
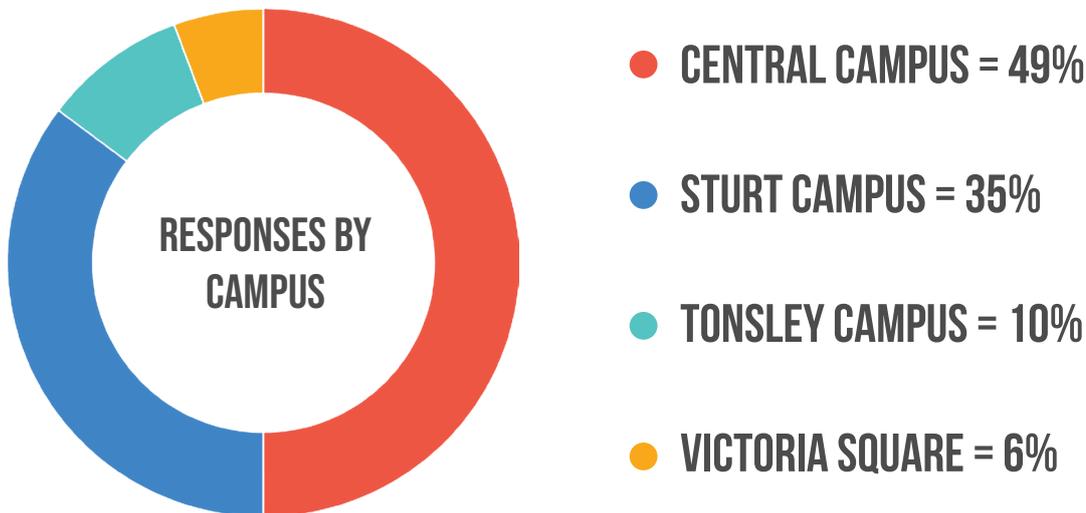
5. Next steps for Student Success at Flinders

The Student Success project has highlighted what is important to Flinders students and this input will help the University focus our efforts on further improving the student experience.

Below are examples of activities and initiatives either started in 2018 or planned for in 2019, split across the five categories students said were important for their success. Throughout this year students will be invited and encouraged to engage with these and other projects and provide input to shape their development.

Academic/learning
• Learning Commons - We are bringing together more of our face-to-face academic support services to the Central Library spaces, making it easier for students to access help like English language support and professional development advice.
• Our courses - We will review our courses to check that they give students the necessary skills, knowledge and learning experience needed to prepare them for future success.

Wellbeing/belonging/community
• Ping! - We have introduced a weekly student e-newsletter to help reduce the number of emails students receive from various areas of the University and enable more targeted communications to different student cohorts about things which are important to them.
• O'Week - We will look at extending O'Week further into the semester to help new students successfully transition to University life and feel part of the Flinders community.

Support Services
• Project Compass – We are refining the Flinders online environment for current students, streamlining student access to all their learning and support needs. Students are already involved in helping develop this resource and have played a key part in identifying the support services students need visibility of.
• Key Contacts card – At O'Week this year, all new students received a pocket sized guide to key student support services, development of which was guided through feedback from students expressing a lack of visibility of support services at Flinders.

Career/Employment
• Work Integrated Learning (WIL) – In 2018 we reviewed our WIL programs, which encompasses all placements and internships students do as part of their course, or as an add-on to their course. In 2019 we will expand the use of the InPlace software to provide more students with a single point of access for all their placement details, applications and requirements.
• Flinders Career Hub - provides students with access to a broad range of services to help them get job-ready. Through Career Hub, students can connect with mentors, employers and industry, seek career advice, and access more than 8,000 job opportunities each year.

Facilities/Technology
• Enrolment - We will provide students with a more streamlined enrolment process, an accessible timetable and a personalised calendar with a filtered notification capability. An initial pilot program will be implemented in early 2019, with the aim of extending the initiative across the University later in 2019.