Supporting students' success

A partnership approach

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Session 108

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Aims

- Share Whanganui UCOL pilot model

- Raise some discussion questions for you to ponder

UCOL Whanganui campus, Matapihi ki te Ao

Background (context)

- UCOL – campuses in Palmerston North, Whanganui, Wairarapa, & Levin

- Community partnership model
  - Evolved from "community college"
  - Whanganui Regional Community Polytechnic

- Learning advisors part of a wider "Student Success" Team

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Conceptual shift

- TEC focus on Level 3 & 4 course completions
- Strategic focus:
  - student engagement
  - participation
  - learning & achievement
- Tension – reactive approach vs proactively addressing student need
- Drive support to wider range of students
- Desire for united wrap-around support

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TE ATAKURA

UCOL established Te Atakura in 2013 with the aim to achieve parity between Māori and non-Māori student completions and improve the educational experience and outcomes for all students. Te Atakura has a clearly identified kaupapa that aligns with UCOL's institutional value of Whanaungatanga demonstrated by:

MANA MOTUHAKE
Care for and having high expectations for the performance of our students and enable the development of personal or group identity and independence.

WĀNANGA
Engage with students using effective teaching interactions with rich, dynamic sharing of knowledge
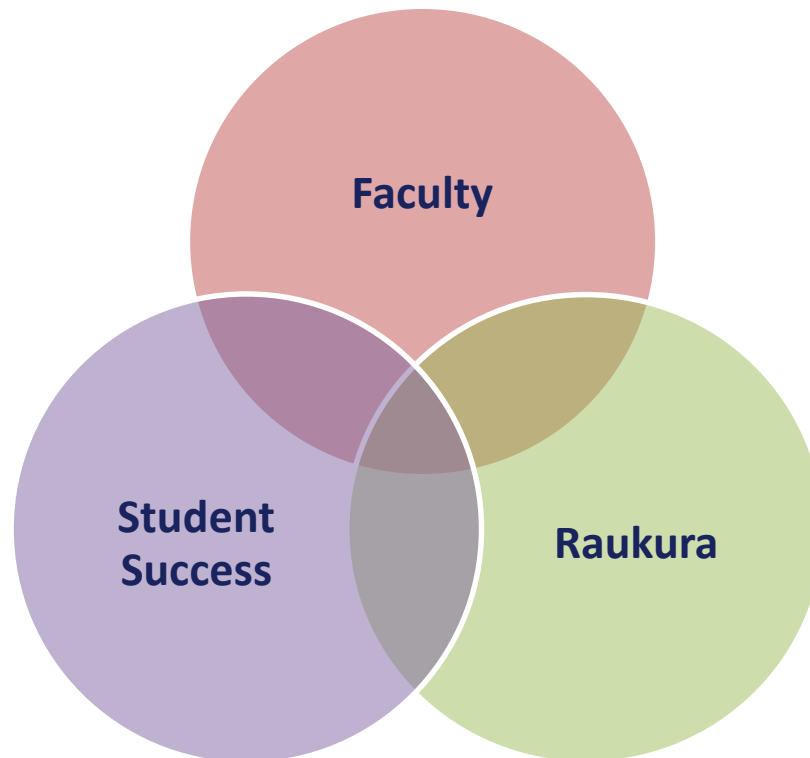
KOTAHITANGA
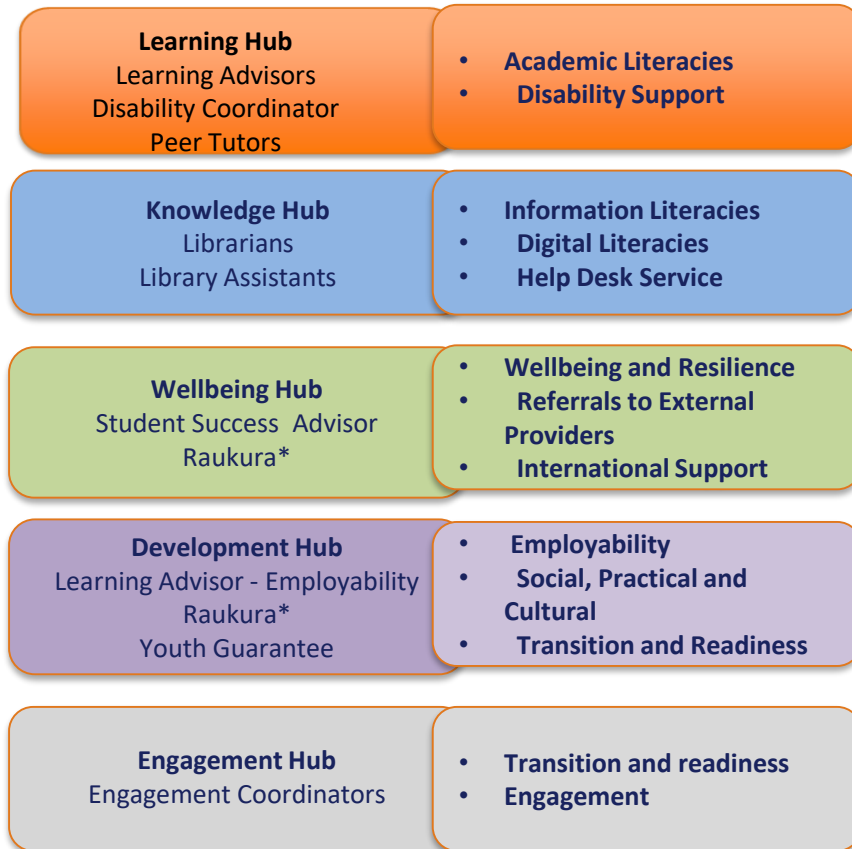Promote, monitor and reflect on outcomes in a collaborative manner that will lead to improvements in educational achievement for all students.

MANAAKITANGA
Care for students as culturally-located human beings above all else within a supportive environment.

WHAKAPIRINGATANGA
Creating a secure, well-managed learning environment by incorporating routine pedagogical knowledge with pedagogical imagination.

AKO
Using strategies that promote effective teaching and learning interactions and relationships with their learners.

Effective educators of Māori students create a culturally appropriate and responsive context for learning in their classroom. In doing so they demonstrate the following understandings: a) they positively and absolutely reject deficit theorising as a means of explaining Māori students' educational achievement levels; and b) they know and understand how to bring about change in Māori students' educational achievement and are professionally committed to doing so.
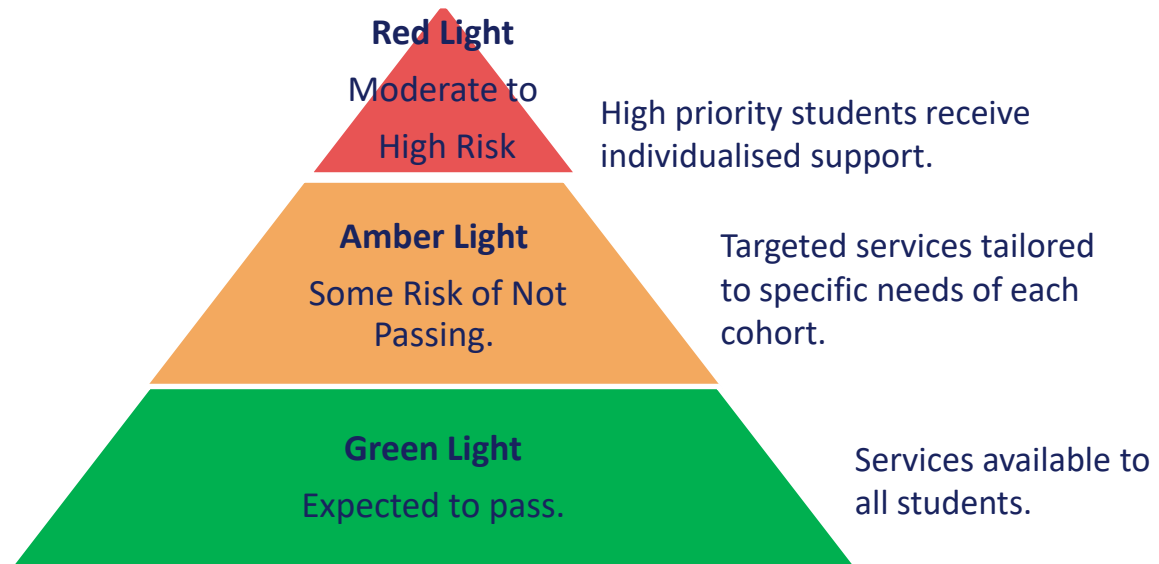
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TE ATAKURA
hiki wairua | hiki tangata

A Partnership Model

Student Success Structure

| **Learning Hub**
Learning Advisors
Disability Coordinator
Peer Tutors | • **Academic Literacies**
• **Disability Support** |

| **Knowledge Hub**
Librarians
Library Assistants | • **Information Literacies**
• **Digital Literacies**
• **Help Desk Service** |

| **Wellbeing Hub**
Student Success Advisor
Raukura* | • **Wellbeing and Resilience**
• **Referrals to External Providers**
• **International Support** |

| **Development Hub**
Learning Advisor - Employability
Raukura*
Youth Guarantee | • **Employability**
• **Social, Practical and Cultural**
• **Transition and Readiness** |

| **Engagement Hub**
Engagement Coordinators | • **Transition and readiness**
• **Engagement** |

Partnership model seeks to identify high priority students early on.

3 tiered approach to student support

Red Light
Moderate to High Risk

High priority students receive individualised support.

Amber Light
Some Risk of Not Passing.

Targeted services tailored to specific needs of each cohort.

Green Light
Expected to pass.

Services available to all students.

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How do we build capability and create independence?

- Workshops
- Group sessions
- Individual support
- In-class support

Initial Successes

- Automotive Engineering weekly tutorial
- Targeted assignment support for second language speakers
- Certificate in Foundation Studies in-class support
- Assignment Plus (Bachelor of Nursing)

Assignment Plus initiative

- Co-constructed by faculty and Student Success

- Run by lecturer, learning advisor & library staff

- Aims

- Achievements

In summary……

- A community partnership model that reflects the needs of our community.

- A focus on proactive, wrap-around support.

- A model based on partnership between Student Support, Faculty and Raukura.

- Students in need of support are identified early and supported throughout the student life-cycle.

- Initiatives are co-constructed with Faculty and students.

Discussion

- Is the UCOL partnership unique? Does your institution do this in a similar way?

- What are the pros and cons of this partnership model?

- How can we measure the effectiveness of our work/interventions?

- What other partners within your institutions could you work with to achieve similar outcomes?