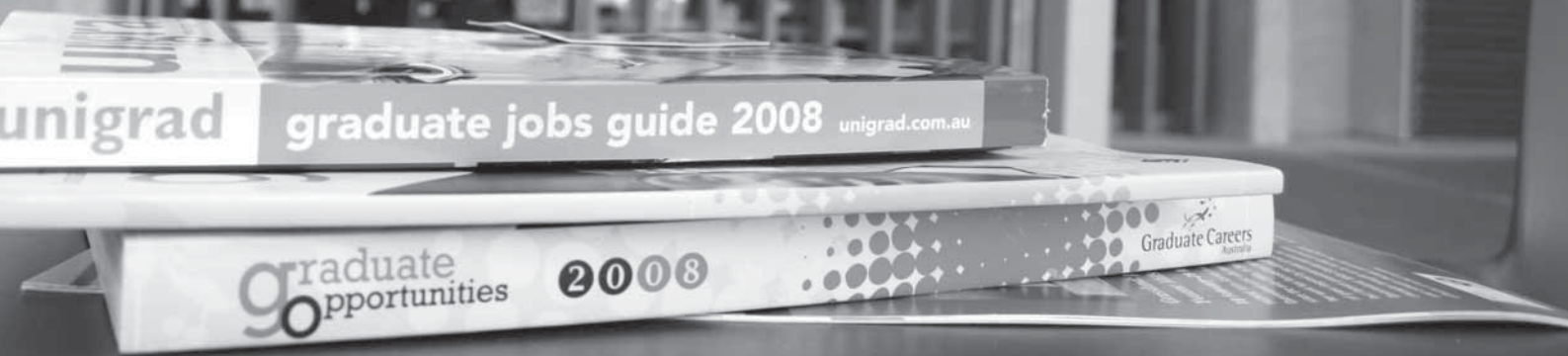


# Review of operations

## *Student support*



**Goal: to set standards in student support which will help attract, support and retain students**

*Establish, in partnership with other parties where appropriate, a range of amenities to attract and support both domestic and international students*

### **Orientation**

Orientation activities welcomed new students each semester with an official welcome plus academic and social activities such as information sessions, tutorials on using the library and computer network, campus tours, visits to local tourist attractions and a social weekend camp at Dilli Village on Fraser Island. Second semester Orientation included a World Cup soccer match with players representing their countries of origin.

Special Orientation programs catered specifically for international and Indigenous Australian students, and of students enrolled at the USC Noosa Centre.



*Matt Osberger, left, wins the USC Great Court Race men's event ahead of American students Eric Stroh and Eric Juven. Emma Cooper won the women's event, with Jacqui Scriven (running barefoot) second and German student Susanne Koll third. Only a split-second separated first and second place-getters in both events. The 400-metre dash around campus is an annual highlight of Orientation.*

## Sporting facilities

In August, a fitness centre/gymnasium in the new Health and Sport Centre opened to students, staff and the general community. More than 250 people took individual memberships (concessions for USC staff and students) and more than 200 signed up each week for group exercise sessions and sports activities. These included:

- the Rez Shield, a team competition for students living at Varsity Apartments and UniCentral;
- twice-weekly Run'n'Talk sessions for runners of all levels;
- pilates and yoga classes;
- a daily Recharge Hour of free sport; and
- twice-weekly social soccer.

Use of the indoor Sports Stadium, opened in 2007, increased, with 21 community and University sporting groups using the venue for training and competition. Football Field One was top dressed and levelled for student use. Other facilities, including an IAAF-standard athletics track, multipurpose playing fields and outdoor hard-courts were available for hire, attracting school sports carnivals, athletics events and other local sporting groups.

Faculty of Business students devised and presented Campus Alive, a series of events and activities to enhance the community atmosphere on campus. The program launch featured a Soccer Olympics tournament organised by three students as a Project and Event Management assignment; and hundreds of students attended to enjoy free food, drinks and entertainment.

Campus Alive includes on-campus market days held on the first Monday of each month, with goods ranging from jewellery and bags to handmade soap and organic fruit and vegetables. Project and Event management students have planned other Campus Alive events for 2009, such as a social event for mature-age students, and a Battle of the Bands competition involving bands from each of USC's three faculties.

## Golden Key at USC

A USC chapter of Golden Key—an international society recognising academic excellence—was established this year. The Chapter provides opportunities for leadership and on-campus and regional engagement through fundraising and networking activities.

More than 50 students attended a New Member Reception in September and a student Executive Committee was elected the following week. The inaugural student Executive Committee and Chapter Adviser took responsibility for establishing a web presence and newsletter, and for planning future initiatives. Golden Key membership invitations will be sent annually to all those within the top 15 percent of achievers in each faculty.

## Student mentoring

The University's Mentor Program grew to include Headstart and Tertiary Preparation Pathway (TPP) students as well as undergraduates. Expanded leadership opportunities included a chance for experienced mentors to lead mentor-specific sessions and campus tours during Orientation.

The Mentor Program helps first-year students make the transition to tertiary study by linking each new student with a seasoned student from his or her own faculty. Mentors familiarise new students with campus support services, answer questions and provide support and guidance.

## Youth health check

USC Student Services is a member of the Youth Health Consortium, which promotes positive health behaviours among young people on the Sunshine Coast. The Consortium comprises numerous local health sector agencies including the Sunshine Coast Division of General Practice and Drug Arm. Consortium members conducted free health checks during Orientation to highlight positive health behaviours and raise awareness of sexual health, responsible drinking, and mental health issues.

## Producing skilled graduates

Various activities linked student learning outcomes with the workplace in a bid to produce graduates who are well-equipped to begin careers. More than 40 local and national employers (government and private) attended the Careers Fair to talk with students about work experience, career paths and graduate employment prospects.

Other initiatives involved the University's CareerConnection service, as follows:

- The Employability Program ran campus-wide and included workshops in career planning, resume writing, and interview skills (including practice with mock interviews). Presentations included *Capabilities for the tourism industry* and *Where to go from here—financial planning and accounting*. Day and evening workshops featured industry professionals as guest speakers.
- Partnership agreements with the dean of each faculty expanded opportunities to help students realise the value of early career planning. CareerConnection staff worked with academics to include career management and employability presentations in lectures and tutorials for students of accounting, engineering, communications and nursing.
- CareerConnection and Graduate Centre staff partnered in providing career information and Life After Research, a career seminar for research postgraduates research. Resources from this seminar were disseminated to all postgraduate research students and staff.
- In November, CareerConnection staff attended the second Australian Association of Graduate Employers National Careers Forum in Brisbane. The biannual forums enable employers, university representatives and other key stakeholders to identify and implement strategies for addressing skills shortages and helping graduates realise their employment goals.

In 2009, the University plans to boost its WIL (Work Integrated Learning) offerings by launching the WIL Skills Program to help students prepare for practicum placements.

# Review of operations

## Student support

### Financial support: scholarships

The University held a *Fees and financial support for students* information night in January, to advise on how to deal with study-related expenses and access financial assistance. USC students can access various government initiatives, and the USC Health and Wellbeing Officer offers student loans and financial counselling.

A total of 144 new and established scholarships and bursaries worth \$168,000 supported USC students this year. These were funded via the USC Foundation Building Excellence campaign, which included donations from Sir Clem Renouf, Tim Fairfax AM, and the community.

Awards included the following:

- The Renouf Family Scholarships, commemorating Sir Clem Renouf's parents for giving him the best education possible under challenging circumstances, went to Karina Hamilton of Urangan State High School and Tamika Magometovs of Maroochydore State High School.
- The Tim Fairfax Regional Scholarships, for students relocating from regional or remote areas, were awarded to Fiona Finnegan of Gin Gin State High School and Sarah McIntosh of Chinchilla State High School.
- The USC Chancellor's Scholarships for academic excellence went to Nikita Tully of Suncoast Christian College and Rebecca Rinehart of St Patrick's College in Gympie.



(From left) Rebecca Rinehart, Sarah McIntosh, Fiona Finnegan, Nikita Tully, Tamika Magometovs and Karina Hamilton ... inaugural winners of six new academic excellence scholarships worth \$12,000 each and awarded to first-year undergraduates scoring Overall Position (OP) scores between 1 and 6 or equivalent.

Following the launch of two engineering degrees this year, USC established its first engineering scholarship thanks to a \$100,000 gift to the Building Excellence campaign. Hall Contracting Pty Ltd owners Brian and Peter Hall endowed the annual Les and Mary Hall Family Scholarship—worth \$5,000 to a first-year engineering student—to commemorate their parents, who founded the company in 1946.

Twenty Federal Government-funded scholarships supported students enrolled in the University's new associate degrees, offered for the first time in second semester. Fifteen Commonwealth Education Costs Scholarships (each worth \$2,162 per year)

and five Commonwealth Accommodation Scholarships (each worth \$4,324) assisted students from disadvantaged backgrounds.

Seventeen regional Rotary Clubs meet annually at the University, and they have donated more than \$40,000 in scholarships to USC students progressing from undergraduate to postgraduate studies. This year, three Rotary Club scholarships worth \$2,500 each went to PhD students conducting research:

- Jamilla Rosdahl—Female masculinity: a case study of young women, Faculty of Arts and Social Sciences;
- Wayne Graham—The dynamics of strategy emergence in organisations, Faculty of Business; and
- Nubia Ramos—Virulence factors of translocating *Escherichia coli*, a new class of pathogenic *E. coli*, Faculty of Science, Health and Education.

Three Indigenous Health Scholarships awarded by the Australian Rotary Health Research Fund, each worth \$5,000 a year for two years, went to Nicole Wilmett, Judith Whitfield and Nicole Ellis.

Seventeen students from 15 Sunshine Coast high schools received Headstart Scholarships. Worth \$375 each, these were presented at a celebration event acknowledging the support of Headstart Scholarship donors David Kirk of the Kirk Foundation, John Shadforth of The Encouragement Foundation and State Member for Kawana Steve Dickson.



Women helping women ... (from left) Michele Gilchrist (arts), Lydia Fairhall (social science), Lea-Anne Keen (science), Terri Waller (arts/education), Gina Leach (arts/science) and Macaela French (arts/business, not pictured) won Australian Federation of University Women Queensland (AFUWQ) bursaries worth \$1,000 each for exceptional academic performance. AFUWQ raises funds by gowning graduates and to date has awarded bursaries totalling \$42,000 to USC students.

## *Provide for the particular needs of equity groups and Indigenous students*

USC gained four-star ratings in the 2009 Good Universities Guide for access by equity groups and for Indigenous enrolments, plus maximum five-star ratings in four other categories.

## **Indigenous Australian students**

USC gives priority to providing access for Indigenous people, for personal development and Indigenous community capacity-building. This year 79 Indigenous Australian students accounted for 1.6 percent of domestic students—up from 1.5 percent the previous year. More than 100 Indigenous enrolments are expected in 2009, maintaining an unbroken upward trend since the University opened.

USC's commitment to higher education pathways for Indigenous people includes cross-sectoral relationships with surrounding schools, TAFE colleges, and local community organisations. It also provides scholarships for Years 11 and 12 Indigenous students who want to join the Headstart program.

Initiatives in 2008 included the following:

- The Indigenous Services Officer (Regional Engagement) promoted courses, programs and the USC Buranga Centre throughout the Sunshine Coast and Cooloola regions, with the aim of encouraging Headstart enrolments.
- As a member of the Murri Pathways project, USC organised visits to about a dozen high schools to reach a total audience of more than 350 Indigenous students. Information sessions focused on study and employment opportunities, with speakers representing Murri Pathways partner institutions—USC, Indigenous Education Queensland, TAFE, the Department of Employment and Industrial Relations, and Tourism Queensland.
- The second annual USC Indigenous Education Symposium drew about 100 educators, Department of Education, Employment and Workplace Relations and Education Queensland staff, and members of the public. The three-day event included the following highlights -

- o a keynote address by Michele Hall, Director of the New South Wales Aboriginal Education and Training Directorate, on the topic *Aboriginal education is everyone's business*;
- o presentations by some of Australia's leading Indigenous education specialists;
- o an Indigenous research ethics workshop led by Professor Yvonne Cadet-James, Head of the School of Indigenous Australian Studies at James Cook University; and
- o a three-day cultural program for 122 Year 8 students from Chancellor State College and Nambour State High School, including a guided tour of USC's Western Desert art collection and workshops on Indigenous art, culture, education and environmental relationships.

Indigenous student achievers this year included:

- Lachlan Anderson (first-year arts/education), chosen to attend the National Student Leadership Forum on Faith and Values in Canberra;
- Stephanie Pabai (first-year education), the first Torres Strait Islander student at USC to receive the prestigious Pearl Duncan Teaching Scholarship;
- Nicole Copley (second-year education/human services), who represented USC at the inaugural National Indigenous Students Conference at the University of Sydney; and
- Lee Clarke (third-year science/arts), the first Indigenous student to join the University's Global Opportunities (GO) program. He will spend two semesters at Nagoya University, Japan and assessment there will count towards his double degree at USC.

## **Respite room**

Students and staff with conditions such as arthritis, diabetes, or chronic fatigue now can access a comfortable, private, and purpose-equipped on-campus environment. A Respite Room opened in late 2008 as a place where those with diagnosed health conditions can take brief rest breaks, if required.

## **Maintaining mental health**

USC Student Services staff started a group of the GROW recovery-focused program for mental health. GROW is a nationally-run self-help program for people who have experienced depression, anxiety or other mental or emotional distress. In 2008, students in the GROW group met regularly to share their experiences and strategies, and to support each other.

## **Expanded staffing**

Student Services established a Student Equity and Diversity Officer position to promote student equity and equal opportunity on campus. The incumbent will:

- be responsible for projects that support social justice principles; and
- provide professional advice on ways to improve educational outcomes, academic progress, and retention rates for students from defined equity target groups.

## **Sexuality and gender identity awareness**

Student Services staff worked with facilitators from the Queensland Association for Healthy Communities (QAHC) to design and run seven workshops on Sexuality and Gender Identity Awareness. These focused on terminology, the impact of homophobia and transphobia on the health of Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI), social isolation and exclusion, young people, transgender and sistergirls and creating inclusive service provision frameworks. All workshops were fully subscribed by staff and students.

## **Disability Action Day**

This annual awareness-raising event for staff and students has become a full-day activity featuring informational workshops, community stalls from various disability sector agencies, and general activities focused on fun and entertainment.

A highlight this year was Baxter, the 2008 Variety Bash rally car entry from local support agency Integrated Family and Youth Service. Baxter crew spokesperson Glen Sheppard is a USC creative writing student who uses Facilitated Communication for his studies. He is an accomplished author and poet.

# Review of operations

## Student support

### *Provide academic support services to assist students in achieving the best possible academic outcomes*

An easy-to-navigate web interface embedded in the USC Portal gave staff and students easy access to diverse resources for improving academic skills. The interface delivered content in multiple formats including Mediasite video and PowerPoint presentations, self-help sheets, and links to external academic skills resources.

CareerConnection services included numerous workshops and opportunities for individual consultations.

More than 250 international students attended workshops to learn about the University's academic environment. These focused on assignment writing skills and academic protocols that may differ significantly from those expected in overseas institutions.

Tertiary Preparation Pathway (TPP) classes were delivered off-campus for the first time, to improve access for a group of young mothers.



*Faculty Deans (back row, from left) Professors Rod Simpson, Pam Dyer and Evan Douglas congratulate University Medallists (from left, front) Roslyn Clapperton, Lauren Clark and Nicole Kahler. Roslyn achieved a perfect GPA of 7. Laura and Nicole were close behind with 6.7 and 6.6 respectively.*

### *Plan for ongoing development of library resources and IT capacity to support students, and implement those plans*

The University developed its first Information and Communication Technology (ICT) Functional Plan to guide strategy for the next three years. This plan, together with a new Strategic Asset Management Plan, provides a roadmap for the phased implementation of new and upgraded systems to support the University's key goals.

The core of the University's network communications and server infrastructure is housed in a state-of-the-art data centre delivering ICT services to the University community. Moves to boost scalability and resilience, begun in 2007, showed results this year with improved:

- service performance and stability;
- support for the new Student Administration system, and for other major systems due for implementation in 2009.

A second data centre was constructed this year to keep pace with increasing demand and service delivery will begin in early 2009.

Other advances included the following:

- A Student Administration systems upgrade provided a more intuitive interface and a platform for future improvements.
- IT Services collaborated with Capital Programs and Operations to install three new Smart Rooms in the Health and

Sport Centre (Building T) and upgrade five rooms elsewhere. The University now has 57 AV-rich teaching spaces.

- A system for webcasting lectures was installed in three venues (LT1, LT2 and LT7) and a mobile unit added to the Multimedia Studio.
- More than 5,300 staff and students were invited to participate in the inaugural Council of Australian University Directors of Information Technology (CAUDIT) IT Service Delivery Benchmark Survey, to help USC measure its performance against that of other institutions. Results will help target areas for improvement and enable longitudinal benchmarking of USC services.
- A system for managing and recording WIL activities was piloted successfully with the education and nursing areas and will apply more widely in 2009.
- The wireless service launched in 2007 expanded to support both Microsoft Vista and Apple Macintosh platforms, and to provide broader coverage from the start of the 2009 academic year.

### **Library resources**

A review of database subscriptions generated extra subscriptions to full-text databases for use in teaching and research. These included:

- Factiva – current affairs and business;
- World Advertising Research Center Online – media, advertising and marketing;

### **Outcomes: excellence in academe**

- 2008 graduate Marjorie Blowers (human services) won the Chancellor's Medal—USC's highest student award, recognising exceptional academic and community service achievement.
- Peter Gough (sport and exercise science) won a National Officiating Scholarship for rugby league—one of only 16 awarded nationally (in 12 sporting codes) by the Australian Sports Commission.
- Tom Haynes (journalism) won the \$6,000 Queensland Media Award for the Most Outstanding Journalism Student from a Regional University, and USC students Kerry Brown and Kylie Stephenson were among the finalists.
- 2008 graduate Kirsty Redgen won seven prizes during the course of her Bachelor of Business (Accounting) degree.
- David Zemp (creative writing) beat 300 entrants to win \$1,000—and publication in the Maygog Anthology of Short Stories Volume II—in a national competition.

# Student support

- Sports Discus/CINAHL – sports, sport medicine and physical education (nursing and allied health);
- Community of Science – details on researchers, scholars, organisations and research funding opportunities; and
- Proquest Central – multidisciplinary database including business, health, education, psychology and current affairs.

Purchase of eight laptop computers for student loan gave non-laptop-owners more flexibility; and IT advances included the following:

- Library server hardware was upgraded to boost search facilities for clients and efficiencies for staff. Relocation of the new server from the Library to IT Services' centralised server room support the system more effectively via better backups, monitoring and power failure protection.
- A management system upgrade to the latest software release in December provided new system functionality and better process capabilities.

## Utilise student input in University decision-making processes

Faculty and University committees involve student members and the Graduate Attributes Forum included a student panel, whose insights will be taken into account in the review of Graduate Attributes.

Mechanisms for Indigenous students to participate in University governance and management included representation on the:

- Indigenous Advisory Committee (three student representatives);
- Buranga Indigenous Students Committee (BISC), re-formed in 2007; and
- Deputy Vice-Chancellor's Student Liaison Committee, established in 2007.

Indigenous students were also involved in Student Services' delivery of peer mentoring.

## Childcare on campus

In second semester, the Capital Programs and Operations/Student Services Childcare on Campus project collaborated with regional infrastructure planning students on consulting stakeholders about needs and preferred models for childcare at USC.

The group surveyed students and staff as well as peak bodies and University departments, and presented findings and recommendations to the University in October.

## Encourage and promote alumni activities that contribute to student support

USC alumni activities help support students academically, professionally and financially. By encouraging an active alumni group, USC is strengthening a graduate network to benefit current students. Raising the profile of alumni in Australia and overseas also increases the University's visibility, reputation and value of its degrees.

Alumni successes were profiled throughout the year via the USC website, Community magazine, the alumni e-newsletter *Connected* and by alumni speakers at Open Day and other University events. Various articles also appeared in local and state news media.

A survey distributed electronically to alumni attracted more than 800 responses (30 percent).



2008 Outstanding Alumni Award winner Dr Elke Hacker, honoured for exceptional achievement ... she holds a Bachelor of Science (honours) from USC and PhD from the University of Queensland, and her research career includes work at institutions such as Yale, Harvard and the Marie Curie Research Institute. Now she's investigating the genetics of melanoma cancer at the Queensland Institute of Medical Research in Brisbane.

Data gathered included: current employment details; availability for USC involvement (eg helping students with work placements, speaking to students about careers and/or sitting on USC advisory committees); and intentions on returning to study at USC.

## Recruiting alumni members

Initiatives to attract new members to the alumni network included:

- email communications with completing students;
- presentations in final-year lectures;
- addressing graduands at the 2008 Graduation Ceremony with more than 2,300 graduands and guests; and
- advertising USC Alumni Relations in the 2008 Student Diary.

Other opportunities for alumni to engage with the University and strengthen their network included:

- alumni receptions in Brisbane, London and Fiji;
- an Alumni Employment Skills workshop; and
- Start It Up! 08 and Digital Futures: building your online business—one-day seminars organised by the Innovation Centre to help alumni start and succeed in establishing businesses.

## Alumni contributions

Alumni contributed throughout the year to the growth of their alma mater and to services available to current students.

Examples include the following:

- Establishment of the Anita Pitcher Memorial Prize for Marketing Research commemorated a graduate (2007) and former staff member who died this year of melanoma. \$10,000 was needed to award the \$500 annual prize in perpetuity; and by the end of 2008, pledges totalled \$10,000.
- Alumni-supported WIL opportunities gave students practical experience in the workplace.
- Continuing donations to the Alumni Native Tree Project supported tree plantings along Alumni Way, a pathway established in 2007 as part of the Building Excellence campaign.

# Review of operations

## Student support

### Key performance indicators

#### Student feedback on infrastructure and services

##### Australian Graduate Survey: CEQ

The Student Support Scale in the Course Experience Questionnaire (CEQ), which rates satisfaction with student services and support, suggests USC improved from 2005 to 2007 (latest available data). The University scored above the national averages in 2005 and 2006, and slightly below in 2007.

Course Experience Questionnaire student support scale, USC percentage agreement<sup>1</sup> relative to national percentage agreement

	2005 <sup>2</sup>	2006 <sup>3</sup>	2007 <sup>4</sup>
USC	55.85%	57.69%	57.52%
National	53.93%	54.06%	58.18%
Target achieved?	n/a	✓	✗

<sup>1</sup> Combination of percentage of responses that Agree or Strongly Agree with the Student Support Scale items:

- I was able to access information technology resources when I needed them
- Relevant learning resources were accessible when I needed them
- Health, welfare and counselling services met my requirements
- The library services were readily accessible
- I was satisfied with the course and careers advice provided

<sup>2</sup> Data from the AGS 2005 (2004 Graduates).

<sup>3</sup> Data from the AGS 2006 (2005 Graduates).

<sup>4</sup> Data from the AGS 2007 (2006 Graduates).

#### National ranking

Inclusion of the Student Support Scale in the CEQ is optional. Twelve institutions included it in the questionnaire administered to their students in 2005 and 2006, and 14 did so in 2007. USC ranked fairly consistently as fifth in 2005, fourth in 2006 and sixth in 2007.

#### Evaluation of academic skills support

An academic writing and study skills course evaluation survey this year suggested high levels of student satisfaction. In particular, students credited the course with increasing their confidence in approaching study and writing assignments.

#### Participation and access rates for equity groups

Numbers of new (commencing) Indigenous students (according to the DEEWR definition, including only permanent Australian residents) continued to rise, as shown below by faculty.

Faculty	2005	2006	2007	2008
Arts and Social Sciences	7	14	9	13
Business	9	6	12	7
Science, Health and Education	9	7	11	18
Non Award	1	7	9	6
Total	26	33	40	42
Target achieved?	n/a	✓	✓	✓

The table below shows participation rates for various equity groups along with comparative national figures. In 2007 (latest available national data), the University equalled or exceeded the national average for participation by students from the Indigenous and rural (regional) groups. Participation rates were below average for students from low socio-economic (SES) backgrounds and students with a disability. Although the participation rates show a decrease in the proportion of students with a disability, the actual number of students with a disability has increased, as have the associated support costs. (Note: the rate for two groups—non-English speaking background and isolated (remote)—should be considered with caution due to low numbers used for calculations.)

Participation Rates <sup>1</sup>	2004 (%)	2005 (%)	2006 (%)	2007 (%)	National 2007 (%)	Target achieved?
Low SES (all ages)	13.22	12.03	11.94	11.82	15.02	✗
Non-English Speaking Background <sup>2</sup>	0.56	0.64	0.67	0.67	3.83	-
Disability	5.32	4.51	4.23	3.86	4.07	✗
Rural (Regional)	26.39	26.38	26.32	29.06	18.08	✓
Isolated (Remote) <sup>2</sup>	0.42	0.26	0.41	0.43	1.12	-
Indigenous	1.07	1.29	1.26	1.42	1.29	✓

<sup>1</sup> Domestic students with permanent home residence in Australia only.

<sup>2</sup> Rates to be assessed with caution due to the small number of student enrolments included in the calculation of these rates.

Access Rates <sup>1</sup>	2004 (%)	2005 (%)	2006 (%)	2007 (%)	National 2007 (%)	Target achieved?
Low SES (all ages)	15.26	12.25	12.67	11.87	15.92	✘
Non-English Speaking Background <sup>2</sup>	0.81	0.85	0.72	0.60	4.30	-
Disability	3.30	2.31	2.98	2.86	3.49	✘
Rural (Regional)	27.00	25.82	27.12	30.43	19.07	✓
Isolated (Remote) <sup>2</sup>	0.64	0.28	0.49	0.48	1.30	-
Indigenous	1.12	1.41	1.25	1.59	1.51	✓

<sup>1</sup> Domestic students with permanent home residence in Australia only

<sup>2</sup> Rates to be assessed with caution due to the small number of student enrolments included in the calculation of these rates.

Access rates for equity groups, from 2004 to 2007 (latest available national data), are shown left. The table shows each equity group as a proportion of the total commencing domestic cohort. In 2007 (latest available data), the University was above the national average for access by Indigenous and rural (regional) students. It was below average for the disability and low SES groups. (Note: the rate for two groups—non-English speaking background and isolated (remote)—should be considered with caution due to low numbers used for calculations.)

## Undergraduate student progress rates

Progress rates continue to improve, and undergraduate progress rates by faculty are summarised in the table below. The progress rate refers to Equivalent Full Time Student Load (EFTSL) successfully completed as a proportion of total EFTSL enrolled at census. The rates include new and continuing students, and both domestic and international students.

Faculty	2005	2006	2007
Arts and Social Sciences	83.9%	84.6%	84.4%
Business	79.4%	82.0%	81.4%
Science, Health and Education	80.4%	81.9%	83.9%
Total	81.3%	82.9%	83.3%
Target achieved?	✘	✓	✓

The University's overall performance in the Learning and Teaching Performance Fund for progress rates shows consistent improvement but remains relatively low. In 2007, its national rankings (out of 38 universities) were 34 (Science, Computing, Engineering, Architecture and Agriculture Group), 34 (Business, Law and Economics Group) and 35 (Humanities, Arts and Education Group). In 2008 this improved to 30, 27 and 33 respectively—but remained below the national average.

## Undergraduate student retention rates

Overall, the domestic Bachelor attrition rate (inverse retention) for new students has improved since 2005, from 40.1 percent in 2005 to 2006 to 38.1 percent in 2007 to 2008. There was a slight increase in attrition in the 2006 to 2007 period to 41.6 percent.

For continuing students, there has been a decline in attrition, from 24.0 percent in the 2005 to 2006 period to 20.6 percent in the 2007 to 2008 period.

Faculty	2005 to 2006		2006 to 2007		2007 to 2008	
	New <sup>1</sup>	Continuing	New <sup>1</sup>	Continuing	New <sup>1</sup>	Continuing
Arts and Social Sciences	38.3%	22.9%	39.3%	21.5%	37.8%	19.3%
Business	39.8%	25.9%	41.6%	23.4%	39.7%	22.4%
Science, Health and Education	42.1%	22.8%	44.4%	24.6%	37.3%	20.4%
Total	40.1%	24.0%	41.6%	23.1%	38.1%	20.6%
Target achieved?	✓	✘	✘	✓	✓	✓

Overall performance in the Learning and Teaching Performance Fund for retention rates remains low. USC was placed in the range of the lowest to 3rd lowest performance nationally, for all three of the assessed Discipline Groups each year. In all instances these results are below the national average.

<sup>1</sup> A student is defined as a new student if they have been admitted to the University for the first time; re-admitted into a new program following completion of a program, withdrawal, abandonment or exclusion; or when admitted to a new career (e.g. from non award to undergraduate).

## The year 2009

- Indigenous enrolments will continue to increase with more than 100 Indigenous students (about 1.7 percent of all domestic students) expected to register.
- Expanded ICT services will include opening of a new, second state-of-the-art data centre and extended use of an ICT system (piloted in 2008) for managing WIL activities.
- On-campus wireless coverage, supporting both Microsoft Vista and Apple Macintosh platforms, will expand.
- The student-organised Campus Alive program will continue, with plans including a social event for mature-age students and a Battle of the Bands competition involving all three faculties.