Assessment Details

Drawn from a fictional subject outline, the following assessment details are used to demonstrate how Early Warning System rules can be used to monitor student progress.

Consider how you could use the Early Warning System in relation to Assessment 1.

Learning Plan

Learning Plan
Individual learning plans are designed to help you recognise the knowledge, skills and attributes which you have to assist you with learning, at a university level. Please complete the online questionnaire prior to completing your Individual Learning Plan.

The feedback provided to you upon completion of this quick questionnaire may assist you to reflect upon your strengths and potential learning needs. The information gained will also provide your teaching staff with valuable information to help support your progress in the course.

Please Note: There are no right or wrong answers. Every student's learning experience is different.

> User 22/6/09 11:23 AM
> **Comment:** Grade Rule used to identify high risk students.

Due date: Thursday 9th May
Non-Assessable Item

Assessment 1	Subject Outcome/s	Related Content (Readings, learning activities, tutorials, lectures)	Graduate Attribute/s
Short Essay Assignment Word Length: 500 Choose one (1): 1) What does Murray's study on *Haiti* tell us about the value of anthropology? 2) Drawing on Farmer's paper, discuss the advantages of anthropological inquiry. 3) What fieldwork methods were used by Sterk? Why might fieldwork be difficult? 4) Drawing on Bourgois, discuss what can be learned from fieldwork, in contrast to social surveys.	• understand basic anthropological theories, methods and insights; • understand and appreciate some of the cultures and peoples of the world; • critically assess everyday assumptions about cultural difference and similarity.		• Critical thinking (ability to analyse critically and evaluate evidence and arguments, clearly and logically) • Communication (ability to write logically, clearly and creatively)

Due date: Monday 7th June
Weighting: 15%

Assessment 2	Subject Outcome/s	Related Content	Graduate Attribute/s
Quick Quiz	• understand basic anthropological methods	Draw on readings and learning material set for Module 3, Units 1 &2 (Weeks 2 - 5)	• Social and cultural awareness • Learning (Professional ethics)

> User 22/6/09 11:29 AM
> **Comment:** Due Date Rule used to monitor students.

> User 22/6/09 11:30 AM
> **Comment:** Last Access Rule used to identify students not accessing materials

Due date: Monday 23rd June
Weighting: 10%

James Cook University Student Equity
ON-TRACK PROGRAMME

On Track History and Programme Information

On Track was introduced in to provide pastoral care telephone calls to First Year Students at risk of not succeeding or withdrawing from study. The calls are to positively enhance the University experience and increase student retention. The main focus of the programme was the provision of Support Services information. On Track is coordinated in Study Periods 1 and 2, with information delivered by telephone call in week 4 before the HECS-HELP Census Date. On Track is based upon the Peer Support Model and the Peer Supporters who made the calls were sourced from a general Student Mentor pool. Historically, Student Equity has facilitated this programme, with Lecturers providing the names of students considered at risk based upon absenteeism from classes/tutorials and un-submitted assessment items. In excess of 2,000 at risk First Year Students have been contacted since the introduction of On Track. All four Faculties have been involved with the On Track programme on both Townsville and Cairns campuses. Over the years, the programme has been appreciated by students exemplified by the following comments made during the telephone call: '*It's good to know you guys are looking out for us*'; and '*Good to know you're looking for ways to improve*'.

On Track 2009 – New Programme Pilot Model

The objective of the pilot was to embed On Track within School processes as the facilitation of positive student experiences and increased retention is a University-wide responsibility. From Student Equity's perspective, On Track is more efficient and effective at the School level, given that the coordination of thirteen schools was managed by few staff within the Student Equity Office. School management of On Track raises its reputation and profile as with more lecturers likely to participate and support the programme. Students that received telephone calls in Study Period 1 expressed appreciation for the support.

Furthermore, embedding On Track and recruiting Peer Supporters within Schools, Departments and Disciplines is appropriate as at risk students are more likely " to personalise a message if they believe the messenger is similar to them in lifestyle and faces the same concerns and pressures" (Sloane & Zimmer 1993: The Power of Peer Health Education. Journal of American College Health, Volume 41, p. 242).

On Track – Future Directions

The embedding and contextualisation of On Track (or an alternative programme) within Schools, Disciplines and/or Departments will continue to be piloted this year to correct any difficulties. Then, each School will be encouraged to facilitate the programme internally with support from Student Equity, in terms of training of Peer Supporters making the calls and advice. The On Track telephone script/questionnaire and School-based Peer Supporters will reflect the contextualisation by introducing new information and retention ideas specific to their courses. As a result, the programme may be more effectively contextualised to specific degrees, subjects, and student experiences while, at the same time, enhancing staff awareness about the importance of retention initiatives. While not a panacea due to the multiplicity of variables that can affect student retention, On Track is most effective as a component of a coordinated strategy that enhances the academic and social experiences of First Year Students.