

LEARNER SUCCESS REPORT 2022–JULY 2023 AND LEARNER SUCCESS PLAN JULY 2023 TO 2024





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SECTION 1—FUTURE STATE

1.1 WHAT DOES LEARNER SUCCESS LOOK LIKE AT TE HERENGA WAKA—VICTORIA UNIVERSITY OF WELLINGTON?

At Te Herenga Waka, we believe that learner success is the outcome of a personal and enriching learning experience that culminates in the timely achievement of our students' academic goals and prepares them to realise their life aspirations. We also work to ensure equitable outcomes for our students and strive to be a true reflection of the broad communities we serve.

Achieving equity remains one of the key deliverables under our [strategic plan](#). We recognise it is not enough to lift the performance of all students equally. Our targeted interventions are firmly focused on creating the ecosystem for [equitable outcomes](#).

Simply put, we have an important societal contribution to make. We understand the strong relationship between educational outcomes, higher earning potential, and socio-economic status. By championing student success in this way, we seek to contribute to this virtuous cycle. If we set our ambitions high and aim for equity of qualification completions, with a

strong focus on Māori and Pasifika, we can support more equitable social outcomes in our country.

In keeping with this line of thinking, our strategic goal, and the context in which we operate, we are adopting a cut-through outcome for this Learner Success Plan (LSP):

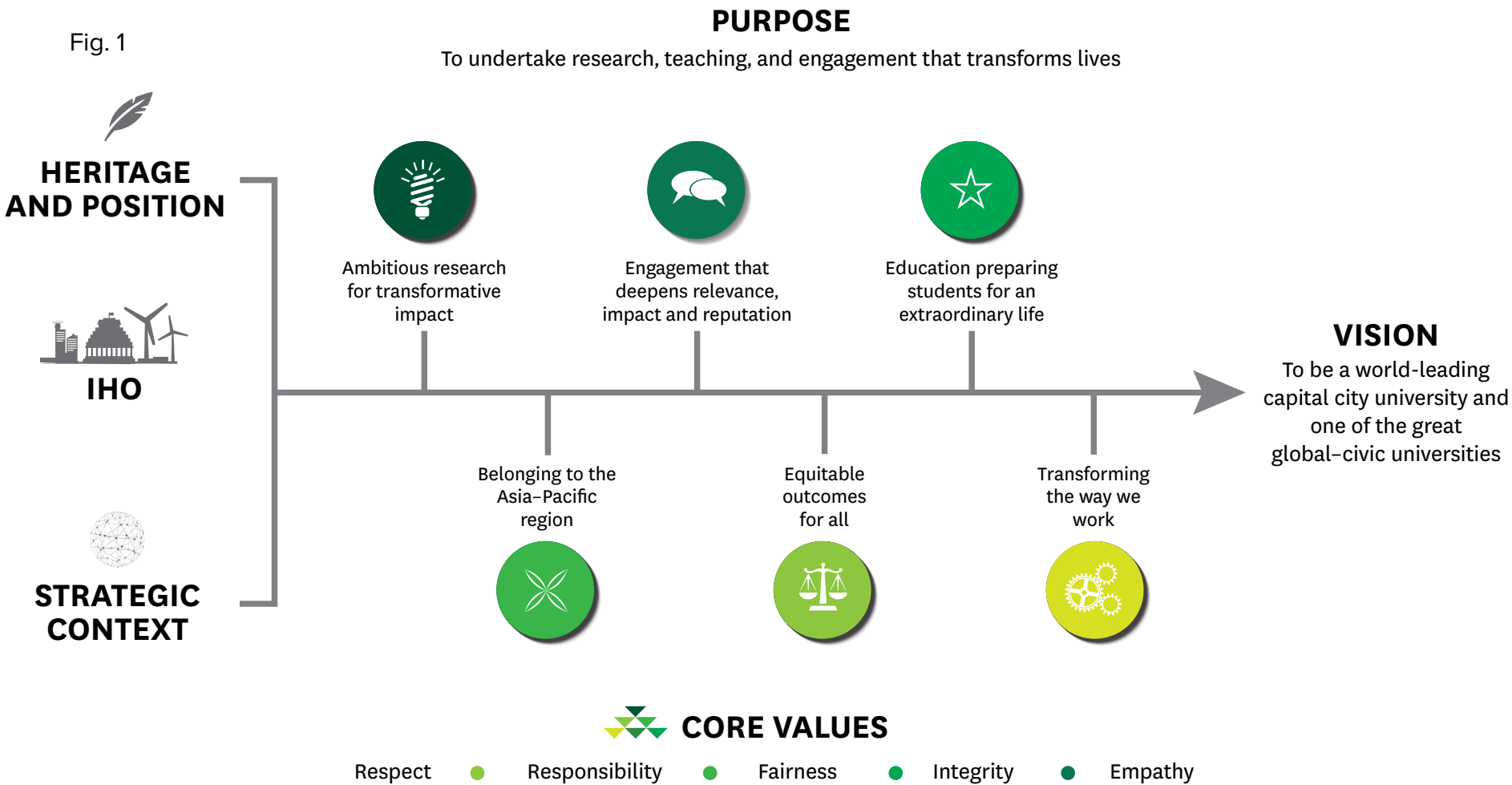
- Equity of qualification completions by 2030 of Māori and Pasifika to non-Māori/non-Pasifika. Defined as parity of qualification completion rates for Māori students and Pasifika students in undergraduate (Bachelor's) degrees only by 2030.

By focusing on Bachelor's completions, we have an opportunity to positively impact not only our Māori graduates and Pasifika graduates but also their whānau, communities, and future generations.



EXCERPT FROM THE UNIVERSITY'S STRATEGIC PLAN 2020–2024

Fig. 1

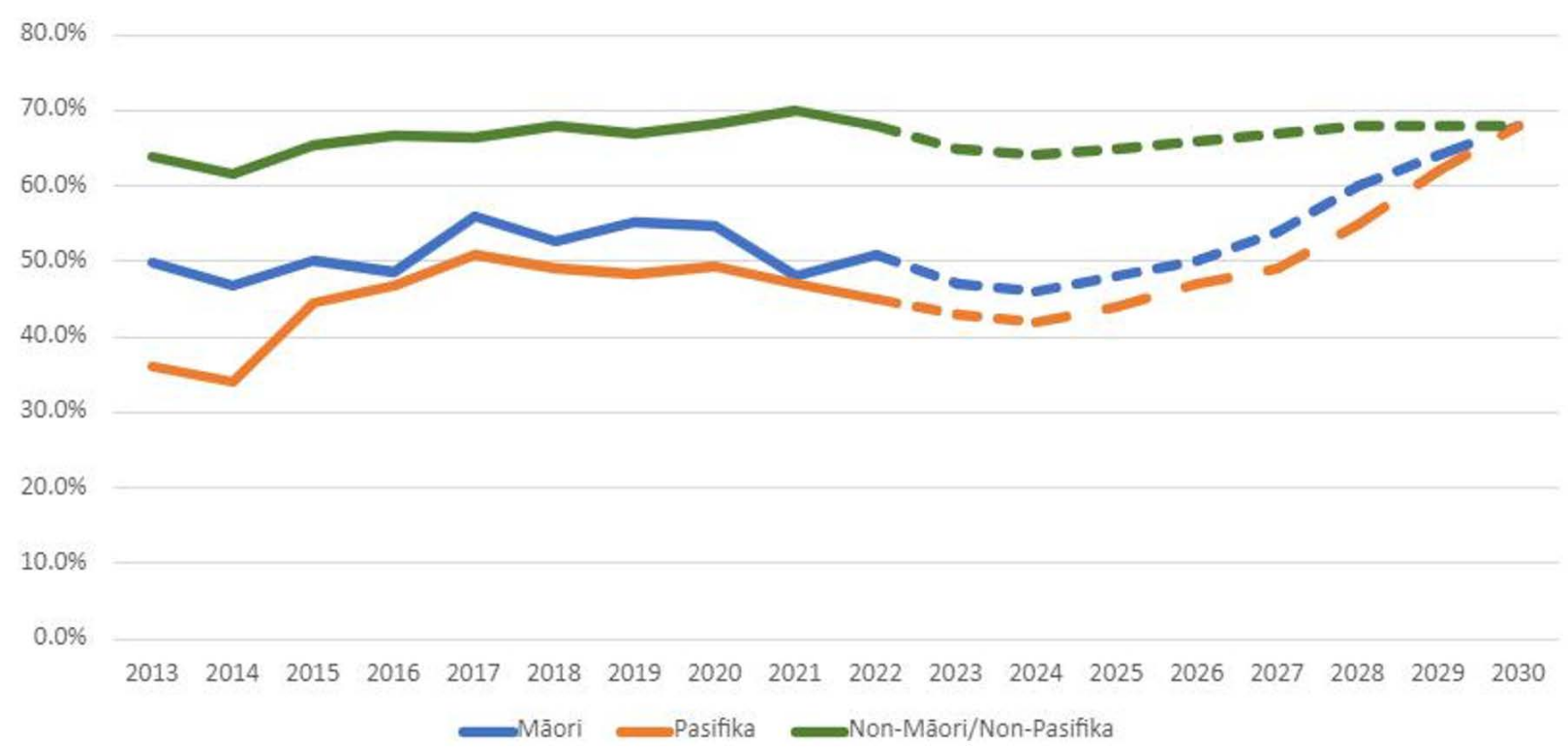


The focus of our 2022–2023 LSP was to lift the performance (first-year completion, progression, and completion) for all students at Te Herenga Waka. As a result, our initiatives and projects were built and reported around that objective. As we progress towards equity of outcomes for Māori and

Pasifika through 2023 to 2030, we need to adjust our thinking, initiatives, and resources (noting that this may have benefits for all students in the longer run).

Fig. 2

VUW QUALIFICATION COMPLETION TARGETS



1.2 HOW WELL DOES OUR VISION REPRESENT THE ASPIRATIONS OF OUR STAKEHOLDERS?

Our LSP builds on the vision and aspirations of the University's Strategic Plan, Te Tiriti o Waitangi Statute, Mai i te Iho ki te Pae—Māori Strategic Outcomes Framework, and Pasifika Strategy and Operational Plan, which were all developed with our communities and stakeholders. It brings into focus the learning- and teaching-related goals and activities first raised by those documents but adds a layer of focus, identifying work in progress and activities set for the remainder of the LSP period. This LSP will also require ongoing communication with our staff, students, and communities to check on progress, reassess activities, and recommit to outcomes.

We expect the LSP will need continuous adaptation and updating. To that end, we have established a new Student Experience Committee made up of leaders and stakeholders with the responsibility for monitoring and advising our:

- Learner Success Plan
- [Mai i te Iho ki te Pae—Māori Strategic Outcomes Framework](#)
- [Pasifika Strategy and Operational Plan](#)
- [Equity, Diversity, and Inclusion Framework](#)
- [Disability Inclusion Action Plan](#)
- [Student Wellbeing Outcomes Framework](#)
- [Student Engagement Framework](#)

The Deputy Vice-Chancellor (DVC) (Students), DVC (Māori), and AVC (Pasifika) will co-lead and provide direction for the work of the Committee, including resource allocation. The committee will also include students and staff who represent key cohorts and services within the University community, to maintain connection and responsiveness. Over the next two years, this committee will monitor the work to align our supporting documents and practices with the LSP, and test and refine our strategies and interventions to meet our parity goal. It will have a strong focus on

Māori and Pasifika academic aspirations and receive regular reporting to assess progress against our parity goal and, as necessary, adjust the LSP and parity goal in the future as we learn more about our communities and stakeholders¹.

The Student Experience Committee will also be guided by Paerangi, our whole-of-institution Student Success Framework, which was created as part of the Student Success Programme (SSP). Paerangi represents students on a journey towards achieving aspirations that are meaningful to them as individuals. It was developed as part of the SSP, and was informed by feedback from students, staff, other stakeholders, and the latest literature on student success.

The Paerangi framework is values-based, drawing as it does on the University's six Māori values—whai mātauranga, whanaungatanga, akoranga, rangatiratanga, manaakitanga, and kaitiakitanga—first articulated in our Strategic Plan, and then used to frame Mai i te Iho ki te Pae and our other learning and teaching strategic documents. It is also a loss-momentum framework that has developed through interrogating points of loss of students through the student journey, and the careful development of corresponding momentum strategies designed to enable them to complete their qualifications.

Paerangi shows that a holistic student-support approach requires collaboration from a range of units across the University. The stages in Paerangi are interconnected and require functions and people to work together. The framework is designed to be monitored, measured, and adjusted to meet student success best practice and the changing needs of students, and to respond to changes in the environment in which we operate. The Student Experience Committee will do just that, in accordance with the LSP.

The diagram on the next page (Fig.3) is a representation that sets out the core components of Paerangi.

¹Student Experience Committee Membership: Deputy Vice-Chancellor (Students); Assistant Vice-Chancellor (Mātauranga Māori); Assistant Vice-Chancellor (Pasifika); Director, Student Experience and Wellbeing; Director, Titoko; Director, Centre for Academic Development; Manager, Disability Services; associate deans; Students: VUWSA president; VUWSA student representative coordinator, Tumuaki Takirua; Ngāi Tauira; one representative each from: Pasifika Students Council, V-ISA, PGSA, Disability Students' Association, UniQ. The Student Experience Committee co-convenors have the power to co-opt external members.

Fig. 3

PAERANGI


is our success framework and supports our strategic plan, Mai i te Iho ki te Pae Māori (Māori outcomes framework), Pasifika Strategy and Operational Plan, and Equity Diversity, and Inclusion framework.

OUTCOMES

STUDENT

STAFF

UNIVERSITY

CONNECTION	ENTRY	PROGRESS	COMPLETION
			
Whai mātauranga Students prepare for University through a pathway that provides the best foundation for successful university study and to navigate university life	Whanaungatanga Students are in a pathway of study that aligns with their academic and future goals, and are proactively connected with supports targeted to their individual needs so they enter the classroom best prepared to learn	Akoranga Students receive the type and intensity of learning and holistic support to suit their unique and diverse needs, and continue on a study pathway that suits their individual circumstances	Whai mātauranga Students successfully complete their study to qualification completion and transition to further study or employment
Manaakitanga Staff understand who students are, particularly those students who come to campus with needs that might be considered nonacademic but that have significant impact on academic performance	Whanaungatanga Staff develop more intentional, relational, and enduring connections with students and together develop a personalised success plan	Kaitiakitanga Staff monitor students' progress towards their goals throughout the trimester and proactively connect students with holistic academic and university living support when they need it	Rangatiratanga Staff work together to support students to successful qualification completion, and support their transition to further study or employment
Strategic Improved retention of students moving from application to enrolment	Strategic Improved retention of commencing students in their first year of study	Strategic Improved retention of students during the year and transitioning between years of study	Strategic Improved retention of students from undergraduate study into postgraduate study, or supported into employment

ENABLING FOUNDATIONS

PEOPLE

Professional development and training modules to empower staff and enable the student success framework

POLICY

That enables learner agency and supports student progression and success

DATA

To inform initiatives and understand their effectiveness; raise students' self-awareness; empower staff; and facilitate proactive student outreach

TECHNOLOGY

To capture, transform, and share information; and to automate routine transactions and free staff time to focus on developing connections with students

GUIDING PRINCIPLES

STUDENT-CENTRED

Proactively empowering students to successfully complete their academic journey through intentional connections with a range of university and academic supports

WHOLE OF INSTITUTION

A suite of complementary activities that transcend traditional silos, to achieve a common goal of student success

INCLUSION

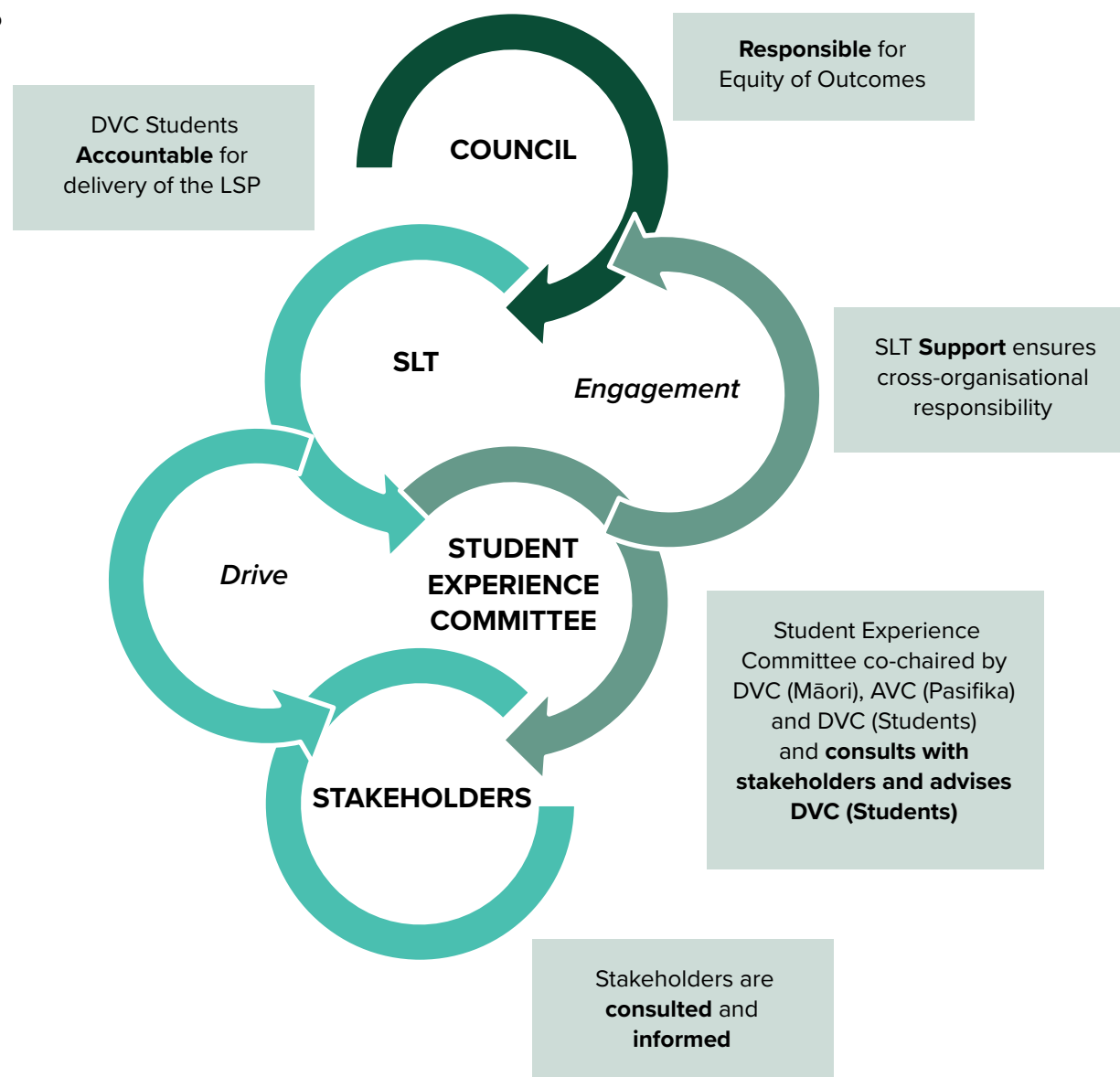
Inclusive and responsive to a diverse community of students and staff

1.3 HOW IS THE VISION OWNED AND DRIVEN BY OUR COUNCIL AND SENIOR LEADERSHIP TEAM?

We are making a whole-of-organisation commitment to achieving equity. We understand that strong and joined-up leadership and governance are integral to our success. Members of our Council and senior leadership team (SLT) have contributed to this plan and are committed to achieving its goal of parity of qualification completions by 2030. The SLT and Council approved the revised plan in August 2023. We will provide biannual reporting to Council and SLT on progress towards achieving our parity goal, aligned with the end of the first and second trimesters of each year. We will develop accountabilities at all levels of our organisation.

A new SLT position, DVC (Students), has been created to provide focused leadership on matters related to students, including student recruitment, student learning support, and pastoral care. The position is expected to be filled later in 2023. The successful candidate will assume the role of SLT sponsor and will be accountable for the LSP. The DVC (Students) will work closely with the DVC (Māori), Professor Rawinia Higgins and her office, the Assistant Vice-Chancellor (AVC) (Pasifika), Associate Professor Winnie Laban, and the DVC (Academic), Professor Stuart Brock, who is the current lead for the Student Success Plan (until the DVC (Students)'s appointment) and will retain leadership of the University's academic programmes and processes.

Fig. 4 OVERSIGHT OF LSP



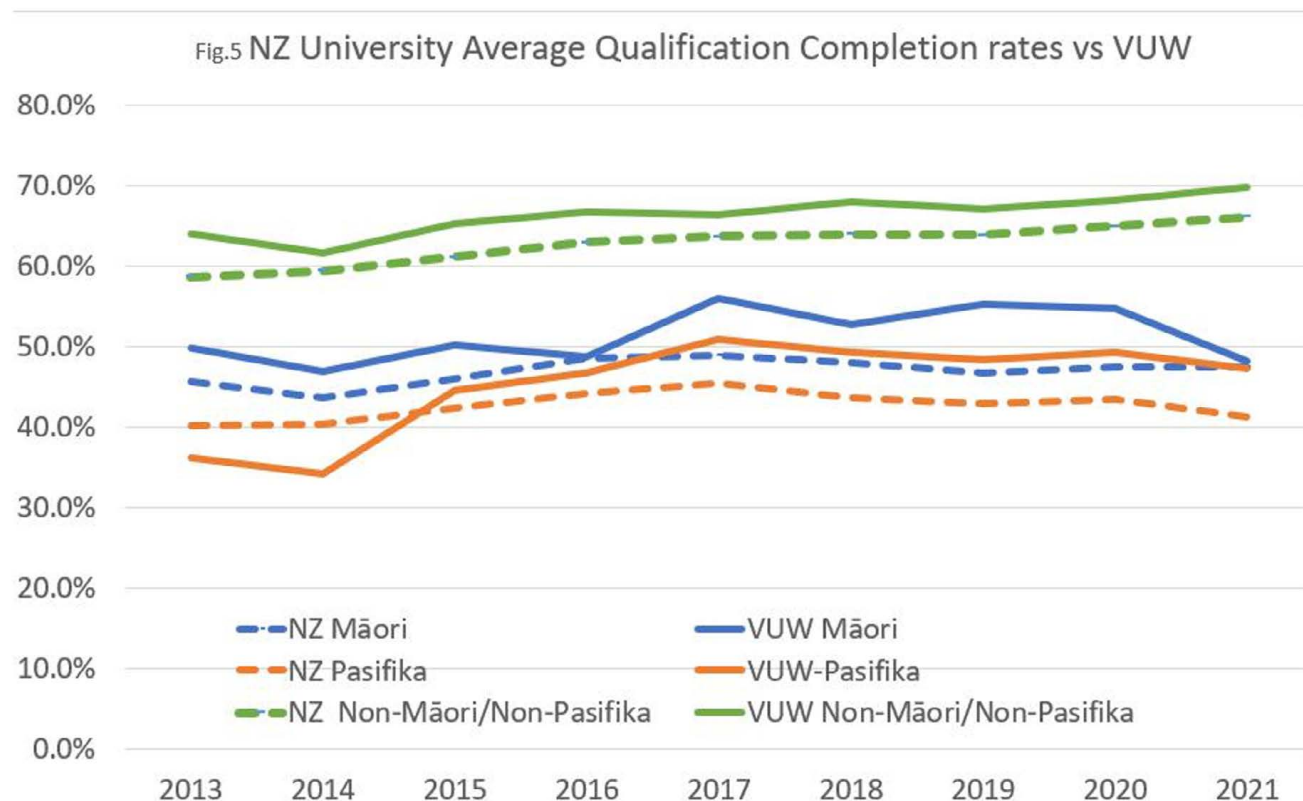
SECTION 2—CURRENT STATE

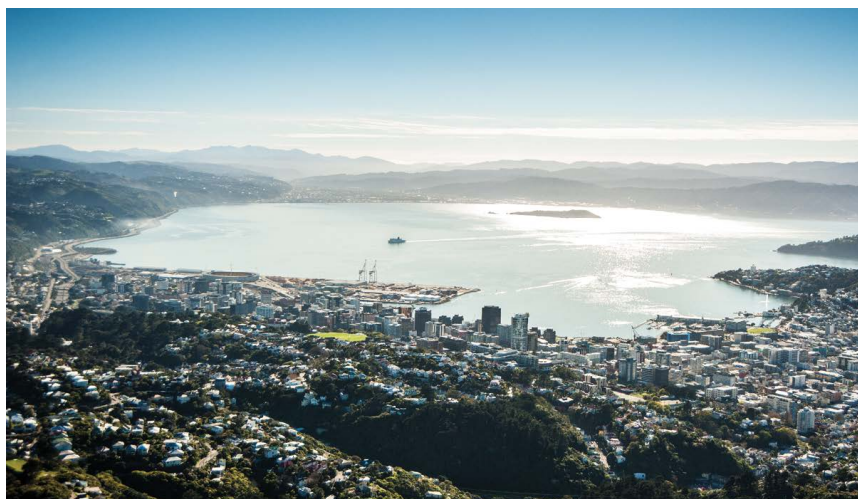
2.1 OUR PROBLEM DEFINITION

Despite our efforts to retain and support Māori students and Pasifika students through to qualification completion, progress has been slow, and disparity remains. While our qualification completion rates for Māori and Pasifika have increased since 2013, this improvement has not kept pace with non-Māori/non-Pasifika, and the gap between the three cohorts has widened further. The proportion of Māori students and Pasifika students completing a qualification at Te Herenga Waka still sits just below 50 percent, whereas the

proportion of non-Māori/non-Pasifika students completing a qualification has risen to 70 percent.

Te Herenga Waka is not alone in this challenge, with other universities showing a similar pattern of disparity. As seen in Figure 5, both our Māori and Pasifika qualification completion percentages sit above the national average but nonetheless remain approximately 17 percent below the national average for non-Māori/non-Pasifika.





At Te Herenga Waka, Māori qualification completion rates peaked in 2017 and have since declined, resulting in a 1 percent increase overall across the past 10 years. Pasifika qualification completions have improved by 8 percent over the past decade, against a 4 percent increase for non-Māori/non-Pasifika. While the last few years through COVID-19 have been particularly uncertain for learners and universities alike, we recognise that without significant intervention, a qualification completion gap is likely to remain or even grow further as the forecast increase in the Māori and Pasifika populations comes to fruition ([Stats NZ website](#)).


The underlying causes of these inequitable outcomes are multifaceted, and we remain on an institutional learning journey to better understand ourselves and the reasons for these differences. By spanning both the academic and student support spheres (including enablers such as policy, data, systems, and technology), Te Herenga Waka's student-centred focus moving forward will be targeted and evidence based.

2.2 WHAT ARE THE MAIN ISSUES OR AREAS OF CONCERN ALIGNED TO THE SEVEN LEARNER SUCCESS CAPABILITIES?

Our university has an abundance of frameworks, strategies, plans, and projects with well over 100 key performance indicators (KPIs), which stretches our limited resources and focus across our institution. Committing to a clear cut-through KPI and distributing that accountability through the University is critical.

The generational effects of colonisation, which include institutional ingrained practice and culture, have been a barrier to students arriving, belonging, and progressing at the University. We need to better understand the ways in which our Māori students and Pasifika students have experienced racism at our university and develop policies and practices to eradicate such behaviour, so that their access and achievement is unfettered.

In recent years, we have noticed more school leavers are less prepared for university study, largely due to COVID-19 and related policy changes. Their enrolment behaviour has also changed, with more students taking lower course loads and working longer hours due to the increasing cost of living. This is contributing to volatility in achievement rates and may contribute to a longer period before qualification completion. The consequences of under-enrolment, along with increasing inflationary costs and our focus on financial sustainability, are slowing momentum and forcing us to reprioritise our resources and time.



Data and technology	We need to know more about our students and what activities and practices are making a difference for their outcomes and learning experience. We need to keep working on our data collection, analysis, and reporting to create more informed decisions and measure their impact. Our ongoing challenge will be determining what activities have both impact and scalability and deciding what might need disinvestment.
Guided pathways	Our data analysis shows that new students do not all come with the same level of preparation. There are clear disadvantages to students with lower secondary school achievement, so we need to give better advice and support to students early on. We also need to ensure that our Māori- and Pasifika-specific pathways are meeting student needs and amend our practices and targets.
Student centric systems	The University is a complex environment and there is a risk that systems will be designed to meet business and compliance needs rather than students. Our systems that support student success have historically not been structured, connected, or adequately targeted to different student cohorts. The recent establishment of Tītoko included a great deal of liaison with Āwhina and the Pasifika Student Success team to make sure the services were culturally responsive and aligned, but there is always room for improvement and to incorporate Māori and Pasifika more in system design.
Holistic student support	In the past, service areas were criticised for working in isolation and not sharing information about students with other parts of the University. We are now endeavouring to connect our practice, so that students have a seamless and effective experience that centres them and their needs. Our current range of services stretches limited resources over a broad cohort. Using our data more effectively, we could be more focused and precise in our areas of high-needs pathway students and anchor their support needs for the duration of their study.
Teaching and learning	Learning at university can be a vastly disparate experience for new students, particularly in their first year, first trimester, and first courses. How these courses are structured to support student success and enable student success staff and teaching staff to be actively involved is critical. The sudden shift to online teaching caused by COVID-19 has led to all our courses being designed to enact the University's Threshold Standards for the Online Student Learning Experience. This provides us with a new mechanism for generating data, but student success staff and teaching staff now need to be empowered to actively use that data to inform our student support processes.
Partnerships	The need for strong partnerships is critical if we want to be more student centred. Our university is a complex environment that can create silos, resulting in disconnected experience. We need to collaborate across our organisation to make sure our services remain student centred, connected, and seamless. We also need to continue to partner with our students and look for appropriate opportunities to codesign our solutions. We could also partner more with other TEIs to leverage all our learning as we collectively strive toward a national goal.

2.3 DO YOU KNOW THE CAUSE(S) OF THESE ISSUES? WHAT EVIDENCE DO YOU HAVE?

Identifying the specific causes for why students do not complete their qualifications is notoriously difficult. Many themes have emerged in the research literature, and we have a keen interest in best practice in the global student success movement. Our institutional knowledge has grown through a recent stocktake of retention-related activity across the University and accompanying staff interviews. We also conduct student interviews to understand what success means to students, host student journey workshops with staff and students, track institutional student data, and pilot innovative ideas. As we progress towards equity of outcomes for Māori and Pasifika through 2023 to 2030, we will need to continue to research and monitor, externally and internally, our student progress and reflect on our own processes.

Understanding the causes of student outcomes is an ongoing matter and Te Herenga Waka will continue to:

1. review our information
2. research the why through direct research, stakeholder engagement, and external research.

Our LSP focus will require us to evaluate our targets, guided by Māori and Pasifika leadership, expertise, and definitions of success. We plan to assess the reasons and circumstances surrounding our targets.

Critically we have dedicated our activity to building a better data infrastructure to:

- track our interventions and activities with a new customer relationship management (CRM) system to cross-reference impact on lag indicators
- invest in our new learning management system (LMS) to develop cross-referenced live engagement
- continue to explore our data and information and gather more.

2.4 WHAT INTERVENTIONS AND INITIATIVES HAVE YOU ALREADY TRIED?

While the remainder of this plan focuses on our recent and future initiatives designed to meet our learner success goal, we must acknowledge the critical contribution of our core existing services that continue to provide support and assistance to our students across our extensive services network:

- [Student Services](#)
- [Āwhina—Māori student support](#)
- [Pasifika Student Success](#)
- [Scholarships for Māori and Pasifika](#)
- [Disability Services](#)
- [Study Support.](#)

In particular, the office of the DVC Māori and the Āwhina team have been working towards the achievement of the iho goal in Mai i te Iho ki te Pae of ensuring that our Māori students are comfortable and confident in their identity and achievements at the University as a pathway to becoming resilient, capable, and confident graduates.

In addition, the office of the AVC (Pasifika) and the Pasifika Student Success team have worked to provide a Pasifika environment where Pasifika students are welcome, valued, feel a sense of belonging, and achieve high-quality academic outcomes. This required the University to understand the learning needs of Pasifika students and provide suitable learning environments, programmes, and tailored teaching processes in all faculties.

Besides this extensive range of student services and support, the University-wide SSP, which has been in place since 2018, piloted new forms of transition support for commencing students, utilising predictive analytics to:

- identify students needing complex support
- identify and support at-risk students based on engagement patterns
- determine wraparound support for cohorts of students struggling with their studies
- identify gateway courses where performance is lower than expected and that block student progression.

As a result of this \$12 million investment and other work, we have dynamically changed how we deliver student services by introducing a student portal with self-service capabilities and a student service centre that provides multi-channel support and resolution.

In 2022, a new a directorate, Tītoko—Centre for Student Success, was established. This directorate brought together several existing and new functions designed to connect our students' first experiences at the University. The directorate includes Student Operations, Student Success

teams (holistic advising), Student Service Centre (tier-one enquiries and knowledge base), and the Pūaha student portal for self-service. In consultation with Āwhina and the Pasifika Student Success team, the introduction of Tītoko was underpinned by capability development of staff around Te Tiriti obligations, holistic advising and referrals management, CRM and data dashboard capabilities, and contact centre service practices.

Examples of significant initiatives addressing equity outcomes that have been implemented or are underway are listed below.

Guided pathways	<p>2022/2023/2024 Phase—Preparing for Success: The Provisional Admission programme (due for benefits realisation assessment 2024), introduced in 2021, targets school leavers who have not reached the University Entrance requirements. It provides them with a one-trimester corequisite model of study, holistic wraparound support, and tailored academic support. The aim of the programme is to provide students with the necessary skills, strategies, study aptitudes, and support connections to be successful at university-level study. Students are closely monitored, and support is proactively triggered based on attendance and submission practices. Māori and Pasifika students in the programme receive support from student success advisers and respective Āwhina and Pasifika Support staff.</p> <p>In 2023/24, we will be focusing more specifically on Māori student and Pasifika student outcomes in the Provisional Admission programme and looking for ways to be more culturally responsive in our curriculum offerings and student advising.</p> <p>2023 Phase—Implementation: Ngā Hoe a Kupe Pathfinder Scholarships programme provides financial support for a selected group of Māori and Pasifika students who are undertaking undergraduate degrees. The scholarships cover their course and tuition costs plus accommodation in a catered hall for their first year of study. Student progress is closely monitored, and the scholarship recipients are provided with personalised support, as needed.</p>
Student centric systems	<p>2022/2023/2024 Phase—Implementation: New admission and enrolment process (base lines established 2023, benefit realisation 2024) was introduced in 2022 to enable students to apply for admission all year round, reduce manual processes, and improve application turnaround times. This involved the separation of the admission process from the enrolment process. The change has facilitated the ability to nurture early relationships with our students and better support them in their preparation for university study.</p> <p>In 2023/24, we will be looking to use our admission and enrolment system to identify Māori students and Pasifika students in the pre-enrolment process and begin to form connections and establish advising relationships before they formally begin their studies.</p>

Student centric systems (continued)	<p>SPOTLIGHT 2022 Phase—Implementation: Pūaha, our new student portal, is a personalised, online platform for students to find all the information and services they need on a day-to-day basis. Once a student starts studying, it provides a single timetable for all lectures, tutorials, labs, and exams along with important notifications, a record of their study, and access to a knowledge base to search on common FAQs. In 2022, Te Herenga Waka's Pūaha portal won the CAUDIT Award for operational excellence. Watch how we built Pūaha with our students.</p> <p>Evaluation and review: Twelve months later, we have collected the data from a year's worth of student activity to build a picture of student behavior. We have used this to build a new communication plan to deliver just-in-time communications for 2024. The review also revealed that we could better leverage the tool by providing some communications expertise. Sometimes technology is not enough without having people drive and leverage the information. In 2024, we will be able to isolate the demographic behaviours of Māori and Pasifika Students and tailor our communications plan.</p>
Holistic student support	<p>2022/2023/2024 (due for benefits realisation assessment 2023/24)</p> <p>SPOTLIGHT: Phase—Implementation: New holistic advising model was piloted and scaled across the University in 2023. Holistic adviser roles are supported by a new case management module and referrals system in the CRM, new data models and analytics, and student success data dashboards.</p> <p>The holistic advising approach leverages partnerships with other service providers and academics across the University and is based on:</p>

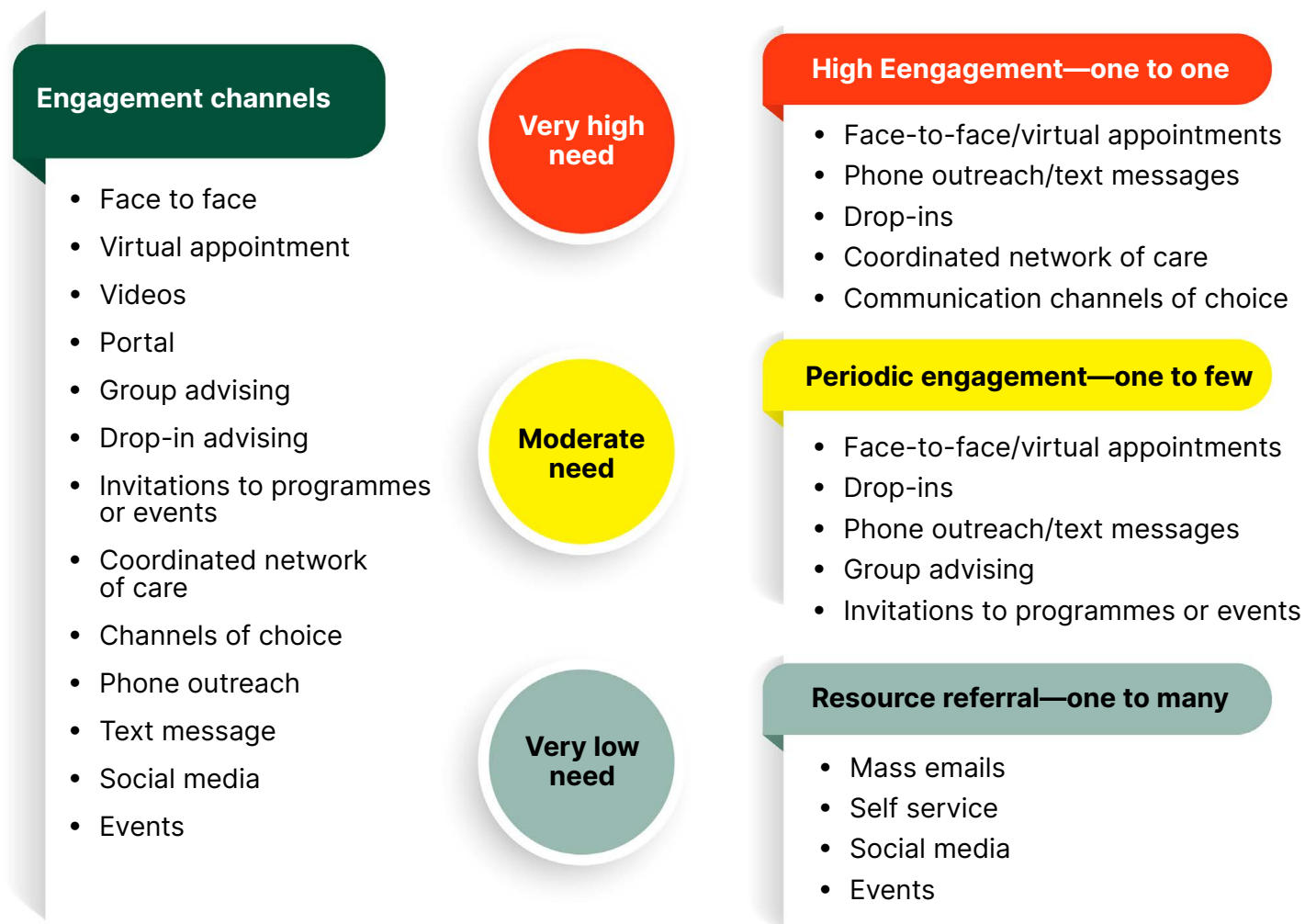
Fig. 6



Through our holistic advising:

- Students in all modes of study and from all backgrounds are assigned a personal student success adviser with whom they are connected prior to the commencement of the trimester, and who will remain the same for their study journey.
- Each initiative responds strongly to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.
- Three care pathways are designed to provide students with the type and intensity of support to suit their needs. High-needs students receive more personalised support, such as phone calls, than moderate- and low-needs students.

Fig. 7 **CARE PATHWAYS**



- During trimesters, students at risk of not passing their courses are identified through risk-enhanced engagement analytics that are presented on a data dashboard for student success advisers and other staff.
- Engagement analytics are used to inform proactive outreach.
- Māori and Pasifika were allocated two advisers in 2023—primary advisers from the Āwhina or Pasifika Student Success teams and secondary student success advisers in Tītoko.

In 2023/24, we will need to re-evaluate holistic advising using our learner analytics and the records and experience of Āwhina and Pasifika Student Success to develop bespoke, targeted interventions for Māori students and Pasifika students in specific disciplinary areas

Teaching and learning

2022/2023/2024/2025 Phase—Implementation: Teaching and Learning Plan²: The purpose of Te Korou: Learning and Teaching Plan 2022–2025 (the Plan) is to coordinate and monitor the implementation of major learning- and teaching- related projects that advance the University’s Strategic Plan. The metrics of the Plan relate to the University’s six Māori values, and Māori student and Pasifika student achievement feature in a number of the included projects (such as the Iho Project, Curriculum Framework project, Student Success Programme, and Widening Participation project).

In 2023/24, a reporting framework is being implemented that includes reporting against equity KPIs and qualification completion rates. This is a significant piece of work and is available on request.

2022/2023/2024 Phase—Implementation: A Uni Readiness Quiz was rolled out across the University to raise students’ awareness of what it takes to set themselves up for a sustainable and successful study journey. The quiz responses were used to inform initial conversations with their holistic student success adviser and the development of their Student Success Plan, ensuring that they connect with the right academic and holistic support at the right time.

The Uni Readiness Quiz is available to commencing learners, with the response rate in the first years of use ranging between 6–14 percent per trimester. The Quiz reveals the level of preparedness of commencing learners as they begin university study. Between 2021 and 2023, quiz responses showed that learners have less confidence in their choice of subjects, and are less confident in time management, motivation, and goal setting, while more students have a career role in mind, are working more than 11 hours per week during the trimester, and need to contribute financially to their family.

In 2023/24, an evaluation of the rollout and usefulness of the Uni Readiness Quiz will be undertaken, and findings applied to the 2024 intake of new students.

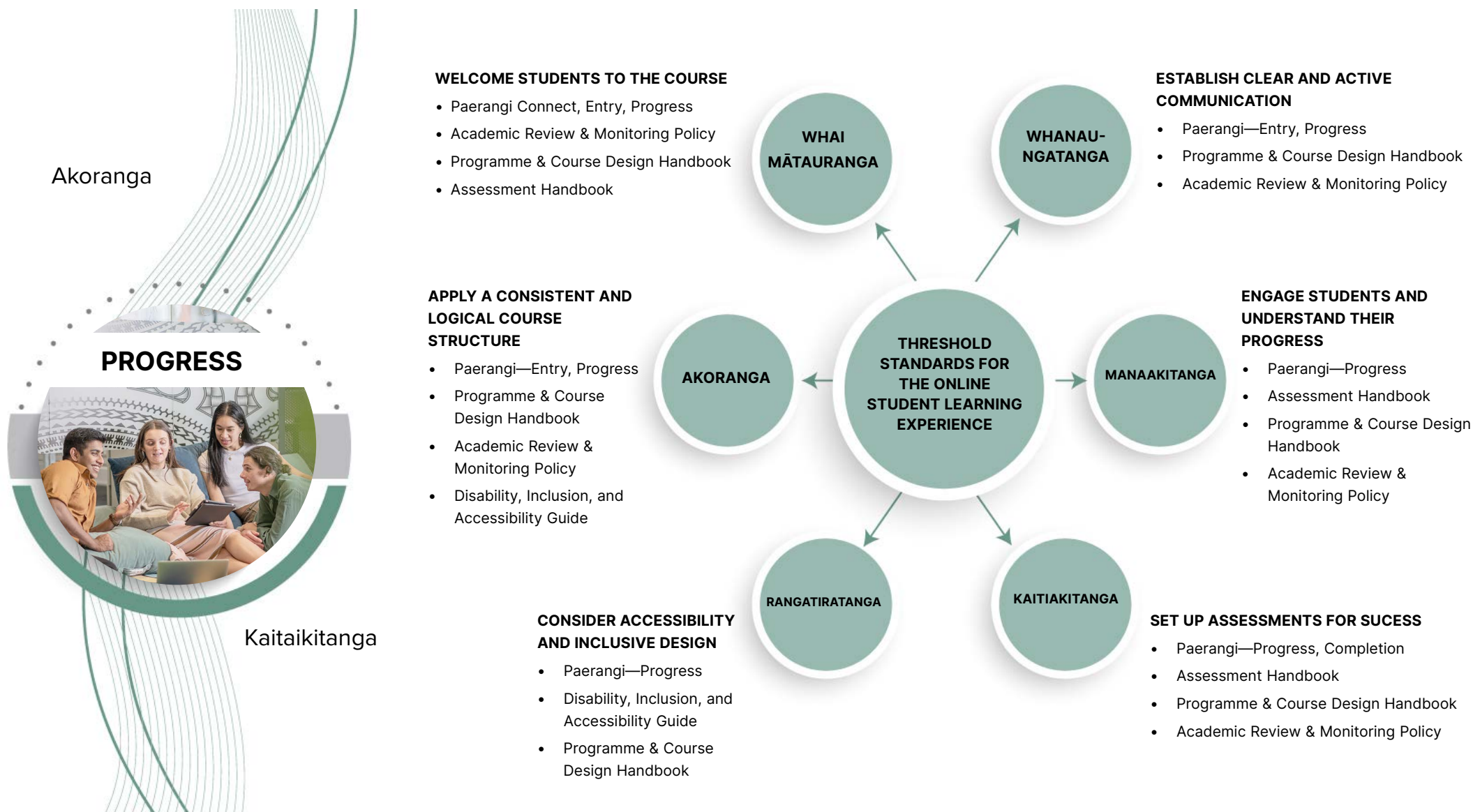
SPOTLIGHT 2022/2023/2024 Phase—Implementation: Nuku our new learning management platform, was launched in October 2022. It provides a key place where the University integrates support services within the learning experience, and where students can have direct access to support staff and support resources.

The Centre for Academic Development (CAD) learning designers and academic developers provide instructional design support to ensure that all Nuku course sites meet the University Threshold Standards (see below) and ensure:

- a central source: communication for all teaching materials, course collaborations, and learning activities
- visibility: of the course flow, allowing the learner to track their own progress
- tools for learning: for teaching staff to nudge students and direct access to learning tools for all interactions, media, and assessment
- choice: flexible learning with communication and engagement on any device and anytime
- best practice: to meet thresholds for the online student learning experience.

Fig. 8

NUKU: PAERANGI SUPPORTING PEDAGOGY



In 2024, we will be able to isolate the engagement with Nuku of Māori students and Pasifika students and tailor Nuku course sites to better match their needs and our resources.

Partnerships

2022 Phase—Preparing for Success: Individual values-based partnership agreements have been established between service areas and academic and business areas of the University, which articulate respective roles in ensuring efficiency in the way staff work together, and effectiveness and relevance of the support received by students. Of note are key relationships across Āwhina for taura Māori, and Pasifika Student Success for Pasifika students, with Tītoko student success advisers to coordinate activities to meet the broad range of student needs.

2022 Phase—Preparing for Success: Joined TEC Community of Practice group to share ideas and contribute.

2.5 HAVE THESE BEEN EVALUATED? HAVE THEY WORKED? WHY AND WHY NOT?

Measuring success and return on investment is a challenge when it comes to human behaviour. Pinning progress to a (sometimes) single intervention and having the ability to measure such a thing requires significant effort and application of resources. For many of the activities or systems noted above, an evaluation process is planned once the implementation phase is completed. As an example, in 2022, we reviewed our Service Centre and Pūaha student portal and in 2023 and 2024 will feature a series of benefit realisation reviews.

For this overall LSP, however, our measures will be our loss and lead indicators. We have approached this in the following ways.

Building infrastructure for measuring impact

- In late 2022, we introduced Kurawai, a Microsoft dynamics CRM that enables us to begin recording and measuring any activity/intervention entered into the system. Most services at this University are migrating over to this in 2023. This capability will mark the beginning of better systems optics and tracking for current services, pilots, and future interventions.
- In late 2022, we introduced Nuku, our new LMS for students. As well as introducing a new learner-centred experience, it enables us to measure learner engagement (online) and integrate this as a lead indicator to cross-reference interventions.

Reviews and project benefits realisation

- We are planning pilot activities and, once determined to be successful (via improvement of lead and lag indicators), will determine the efficacy of scaling.
- Cycled reviews: each initiative and service area is reviewed from time to time.

Best practice:

- Developing an ecosystem of student-centred practice based on established proven practice. We do not need to pilot over years with well-documented initiatives and practice as outlined in Ōritetanga, although these still need to show impact with lag indicators.





SPOTLIGHT: Holistic advising

Prior to scaling in 2022/23, we undertook a holistic support pilot. The pilot had a positive impact on the academic achievement and retention of participating students, reflecting the combined impact from academic and holistic wrap-around support and pedagogical design.

Four out of five students who were identified as at risk of failing the pilot course passed. Ninety percent of learners who engaged with their student success adviser throughout the trimester passed the course, compared with a 60 percent pass rate for learners who did not engage with the student success adviser.

All students who engaged with the student success adviser said it was a very positive experience and positively impacted their ability to manage university life. These students were more connected with the course, felt more confident about studying at the end of Trimester 3 compared to the start, and were more likely to be retained the following trimester.

Attendance at lectures and tutorials was higher for learners who engaged with the student success adviser (70 percent), compared with those who did not (50 percent). Learners told us what they most liked about completing a Student Success Plan with their student success adviser was that it helped them create small, attainable goals and kept them motivated throughout the trimester. Learners also said they felt very comfortable discussing their Uni Readiness Quiz responses with their student success adviser and found that the quiz increased their awareness of their own study habits and how to improve them for longer-term benefit.

The holistic support pilot had a positive impact on the academic achievement and retention of participating students, reflecting the combined impact from academic and holistic wrap-around support and pedagogical design.

2.6 WHAT STAGE OF THE LEARNER SUCCESS FRAMEWORK ARE YOU AT?

The focus of our 2022—2023 LSP was to lift the performance (first-year completion, progression, and completion) for all students at Te Herenga Waka. As a result, our initiatives and projects were built and reported around that objective. We were initially in the 'strategy and design' phase and, over the past year have moved into the 'implementation' phase and, in some instances, the 'preparing for success' phase for many of our key initiatives.

The following summarises the initiatives currently in the implementation phase that will contribute to achieving our revised primary LSP outcome:

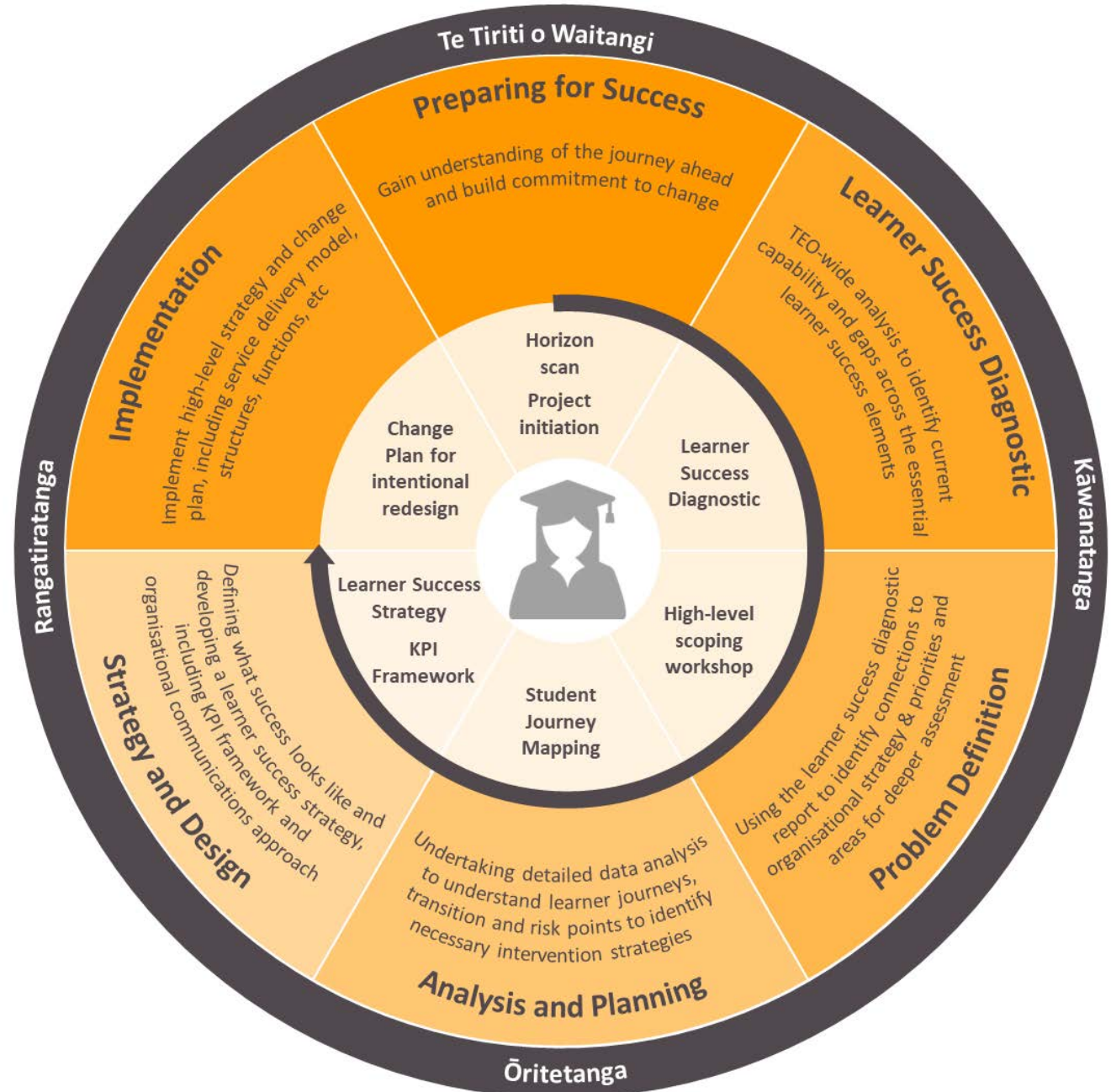
- Anti-racism initiative
- New admission and enrolment process
- Ngā Hoe a Kupe scholarships
- Pūaha
- New holistic advising model
- Teaching and Learning Plan
- Uni Readiness Quiz
- Nuku learning management system.

In addition, we have a number of projects and activities that are in the 'preparing for success' phase, including:

- Kurawai
- Day 0 analytics
- Provisional Admission, Tohu Māoritanga and Pasifika Pathways programmes
- Āwhina and Pasifika Student Success
- Tītoko.

As we progress towards equity of outcomes for Māori and equity of outcomes for Pasifika through 2023 to 2030, we need to adjust our thinking, initiatives, and resources. We will re-evaluate our problem statements and analyse our design phases. The key point is we have set up an ecosystem and, as our understanding grows, we will continue to move through the Framework phases based on concrete data and evidence. We will have consistent reporting and data analysis against specific targets for Māori and Pasifika retention and course completion. Our ongoing strategies and work will be to implement key interventions per trimester that will meet our targets. We need to have the qualitative, quantitative, and reported evidence that monitors the impact and improvements with our key interventions.

Fig. 9 **LEARNER SUCCESS FRAMEWORK**



2.7 WHO OWNS THIS WORK AT THE EXECUTIVE LEADERSHIP LEVEL, AND HOW IS IT BEING MANAGED? WHAT HAVE BEEN THE OUTCOMES OF YOUR LEARNER SUCCESS PROJECTS? IS PROGRESS REPORTED TO YOUR COUNCIL OR BOARD?

Prior to Q1 2023, the work of supporting generic learner success was sponsored by the Provost, and governance comprised pan-institutional senior leadership representation. Experts within the institution underpinned the programme team guiding medium-term contracted project expertise. The Provost was both the sponsor of the programme and the direct line manager of the director of Tītoko.

Recent changes in the management structure of our university have resulted in the creation of a new SLT position, DVC (Students) (as noted in section 1.3). They will work closely with the DVC (Māori) and AVC (Pasifika), who provide leadership for all Māori and Pasifika activities and outcomes, as well as the DVC (Academic), who will retain leadership of the University's academic programmes and processes.

Progress against the previous SSP and the LSP moving forward is reported to SLT and Council as an essential step in the accountability, reporting, and funding model of governance. Oral and written updates are also provided to the Academic Board. As we move into the next LSP phase, the new Student Experience Committee outlined in Section 1.2 will report to SLT and Council, including recommendations that come from a biannual evaluation of the success of new initiatives.



SECTION 3—A ROAD MAP

AN OVERVIEW OF A PROJECT PLAN THAT DEMONSTRATES HOW YOU WILL GET FROM THE CURRENT STATE TO THE FUTURE STATE.

3.1 WHAT IS THE NEXT STAGE OF THE LEARNER SUCCESS FRAMEWORK TO BE IMPLEMENTED?

To achieve parity of qualification completion rates for Māori students and Pasifika Students in Undergraduate (Bachelor's) degrees by 2030, we will be required to embark on a brave journey that encompasses key actions with timeframes. In addition to our lead indicator, parity of L7 Qualification, we will require upward movement of leading indicators to get there, i.e., first-year retention and course completion are minimal requirements.

In 2022 our focus was to develop and embed enabling foundations.

In Q1 & 2 2023 we will leverage our infrastructure, and the focus will shift to using the information from those enablers to understand learner behaviour and their learning context to refine, further coordinate, and target learner success initiatives.

Q3 2023 will bring our emphasised focus towards Māori outcomes and Pasifika outcomes, establishing a new DVC (Students) and Student Experience Committee with a tri-governance structure co-led by the DVC (Students), DVC (Māori), and AVC (Pasifika).

From Q4 2023, we will be able to measure most of our current activities and will have scaled many of our pilot programmes and be evaluating the benefits moving to a stage of continuous improvement. As we progress towards equity of outcomes for Māori and Pasifika through 2023 to 2030, we will need to realign our thinking, initiatives, and resources.

By honing our focus on Māori student and Pasifika student qualification completions, we will be able to research and evaluate our practices (including our pedagogies, student support, and cultural safety) relating to Māori and Pasifika, and ensure that our implementation is led and informed by our Māori and Pasifika experts. We will assess the reasons and circumstances for our current results and targets and update our next investment plan accordingly.



2023–2024 NEW ACTIVITY

People, culture and leadership	<p>2023 Phase—Implementation: Introduction of a new SLT position: DVC (Students) (under recruitment) to take responsibility for our LSP and co-convene the Student Experience Committee with the DVC (Māori) and AVC (Pasifika).</p> <p>2023—Implementation: Establish new Student Experience Committee to replace our previous SSP Governance Group. This new committee will govern the work programme of the LSP and advise the DVC (Students).</p> <p>2023–2024 Phase—Analysis and Planning: We will explore distributing our lead and lag targets for 2024 across service and faculty areas. This will require consultation and analysis of current state performance with stakeholders.</p>
Data and technology	<p>2023 Phase—Preparing for Success: The learning/learner analytics capability will be enhanced across the University in both academic and non-academic roles to leverage tools in the new learning management system environment for targeting interventions for Māori and Pasifika students. This work will be supported by development of governance processes and embedding analytics policy and guidelines.</p>
Holistic student support	<p>2023 / 2024 Phase—Analysis and Planning: Pilot Studiosity We will be exploring piloting 24/7 writing feedback for Māori and Pasifika students. The service is widely used in Australia and some New Zealand universities with strong results in GPA scores. The service will connect our students anytime, anywhere—with integrity, transparency, and scale, whether getting personal feedback on writing in less than 24 hours or connecting them to a live specialist.</p>
Teaching and learning	<p>2024 Phase—Analysis and Planning: Momentum year</p> <p>In 2024 we will focus on using data to identify those courses (catapult) that were Teaching and Learning highly predictive of longer-term success and progress to graduation for Māori and Pasifika students.</p> <p>2023/2024 Phase—Analysis and planning Pasifika Academic Success Pilot The Pasifika Learner Academic Success Pilot draws upon learning from discipline-specific pedagogical design to inform wider application, complemented with augmented academic and university life support. The pilot focuses on first-year courses, and is a collaboration between teaching-stream academics, Pasifika Student Success support team, Centre for Academic Development, and Tītoko Student Success holistic advising support. The pilot is under development and will run until July 2024.</p>
Partnerships	<p>2023 Phase—Analysis and Planning VUW Champions Not all efforts start ‘from scratch’ and Te Herenga Waka already has several schools and programmes Partnerships operating at high performance levels. Drawing this information out and having internal champions is crucial to our change management.</p> <p>2024 Phase—Analysis and Planning Explore the possibility of a collaboration with the University of Canterbury (UC). They are fast-paced early adopters practising at a high level of maturity with their new model. We are currently sharing learning and looking to expand on this arrangement. Review partnership agreements between service areas and Āwhina and Pasifika Support.</p>

3.2 HOW DOES THE ROAD MAP LINK TO THE PROBLEM DEFINITION IN SECTION 2, i.e., WHY ARE YOU DOING THESE SPECIFIC THINGS?

Te Herenga Waka is engaged in a multi-year programme of work that draws on an ecosystem effect from an organised series of projects and practice change, designed to change the outcomes for Māori and Pasifika students. This means that the full benefits will be realised once all parts of the programme are at full operational capacity, and necessary time has passed for students to progress through their programmes of study to complete their qualification.

Our targets for learner success include TEC Educational Performance Indicators (EPIs related to retention, course completion, and qualification completion). This combination allows measurement of both shorter-term progress milestones (such as course completion and retention) as our leading indicator for our primary outcome: qualification completion.

Fig. 10 VUW LSP Performance Targets

Fig. 10		VUW LSP Performance Targets		Actuals		Commitments						
				2021 Actual	2022 Actual	2023 Target	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target	2029 Target
Level.7												
Lead indicators	1st year Retention EFTS Māori	76%	70%	76%	77%	78%	79%	85%	85%	85%	85%	
	1st year Retention EFTS Pasifika	79%	74%	79%	81%	82%	84%	85%	85%	85%	85%	
	1st year Retention EFTS Non-Māori & non-Pasifika	81%	78%	82%	83%	85%	85%	85%	85%	85%	85%	
	Course Completion Rate L.7 Māori	79%	78%	79%	80%	81%	82%	84%	86%	88%	90%	
	Course Completion Rate L.7 Pasifika	70%	67%	70%	71%	72%	74%	78%	82%	86%	90%	
	Course Completion Rate L.7 Non-Māori & non-Pasifika	88%	87%	88%	89%	90%	90%	90%	90%	90%	90%	
Outcomes	Qualification Completion Rate L.7 Māori	48%	51%	47%	46%	48%	50%	54%	60%	64%	68%	
	Qualification Completion Rate L.7 Pasifika	47%	45%	43%	42%	44%	47%	49%	55%	62%	68%	
	Qualification Completion Rate L.7 Non-Māori & non-Pasifika	70%	68%	65%	64%	65%	66%	67%	68%	68%	68%	
		Core implementation						Fully transitioned into BAU				
		Short-Term		Mid-Term		Long-Term						
						First year of possible graduates						

We recognise, looking at our past results, that previous efforts have not been enough to lift the performance of all students equally but provide targeted interventions and firmly focus on creating the ecosystem for equity outcomes.

Our activities relate to:

- short-term: Attaining the core capacity to understand our students and measure the impact of our activities and practice

- mid-term: Measuring activities and interventions against our indicators and testing to ensure we are on track to achieve our 2030 parity target. If in any given year, the University falls short of its targets, it will re-evaluate initiatives to lift performance appropriately
- long term: Continuous revision and adaptation of our activities and practice to move towards our goal of parity of outcomes for Māori and Pasifika.

3.3 HOW WILL PROGRESS BE MONITORED? THIS INCLUDES WHO WILL BE ACCOUNTABLE FOR PROGRESS AND ACHIEVEMENT OF MILESTONES

Our iterative approach of evaluating initiatives works on the assumption that some initiatives will:

- work and continue to be invested in if they demonstrate impact on our success indicators, or
- not work, be reviewed, and dropped.

Evaluation and recommendations to SLT to scale up or disinvest in any given initiative is the role of the Student Experience Committee. Ultimately, the DVC (Students) is accountable for progress and achievement of milestones. The role of the Student Experience Committee is, among other things, to advise the DVC (Students) on such matters.

We have outlined a specific explanation of ownership problem definitions in Section 1.

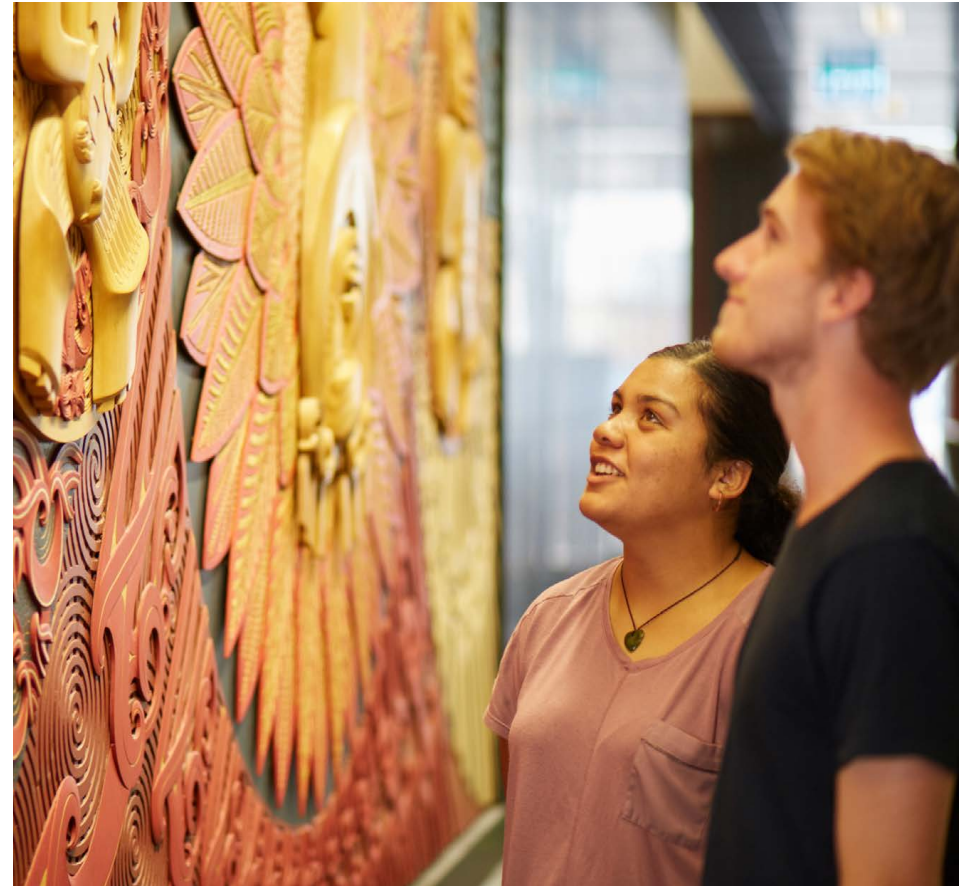


Fig. 11

2022–2024 LEARNER SUCCESS PLAN ROAD MAP

