



*Facing the Storm:  
Building a Robust Student Support Team  
and Efficient Service Delivery Model*

Dr. Jim Dragna, Student Success Manager, University of Canterbury  
Stephen Harte, Director, One World Education Ltd  
Xi (Sissi) Zhong, Student Support Advisor, University of Canterbury

# A journey ...

- Implementation
- Strategies
- Challenges
- Storm



# Workshop Designed to:

- Equip you with tools and knowledge to assist you to build a more robust student support team and efficient service delivery model
- Demonstrate alternative ways of meeting the needs of students
- Offer a deeper understanding of the developmental and learning stages of young adults
- Offer an opportunity to reflect on the way you currently deliver support to international students
- Assist you to take advantage of the educative opportunities presented by your engagement with international students

# The Storm: Restructure & Earthquakes

- Staff Redundancies
- Staff Turnover
  - Management
  - Advisors/Administrators
- Increased Workload
  - Student Numbers
  - Broadened focus
- Relocations
- Financial Pressures



# The Challenges: Advisors

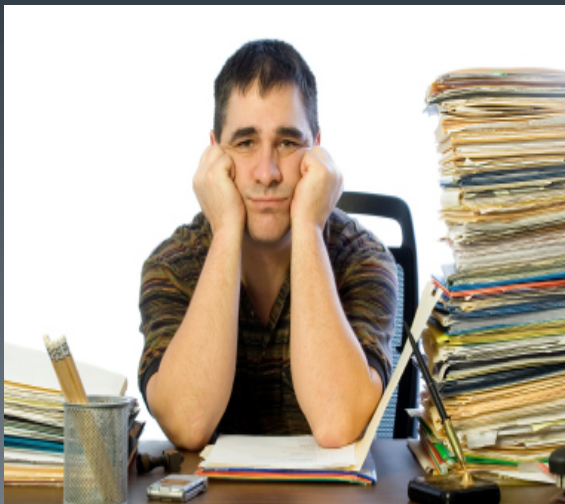


## Increased Workload:

- Intensified caseload
- Re-establishing networks
- Building visibility
- Assisting transition
- Up-skilling
- Extra administrative duties



## Compromised Student Engagement



## Lost Sight of Educative Opportunities



# The Challenges: Management

- Loss of team strengths:
  - Shared Sense of Direction and Value
  - Efficiency
    - Institutional knowledge
    - Collaborative Practices
    - Consistent service delivery
    - Service continuity
  - Recognition of Professional Contribution



**UC STRATEGY –  
STUDENT ENGAGEMENT AND DEVELOPMENT MODEL**

Reactive  
(problem **fixer**)



Proactive (skills  
**Educator**)



# SCENARIO

*Yan is a first year international student referred to the Student Support Team by an Academic Advisor in the College of Engineering two weeks into Semester 2. The College had noted that Yan appeared increasingly disengaged and that he had not completed his online quiz. He was in danger of being excluded having already received an Academic Warning the previous semester.*

*You met Yan in your office. He seemed very shy, didn't make eye contact. He admitted that he was finding it difficult to understand course materials. He felt very stressed about being excluded and telling his parents about his poor academic grades and his struggles this semester. He added that he had arrived late in Semester 1, didn't attend orientation and missed 2 week's classes. He said that he didn't know how to ask questions in class or where to ask for help. He doesn't have any friends.*



# IMPLEMENTATION – STUDENT ENGAGEMENT AND DEVELOPMENT MODEL

## 5 Step engagement process

1. Meeting Space - Privacy

2. Early Assessment and Readiness – prior knowledge

3. Initial Engagement – rapport building & explaining roles and process

4. Mid Engagement – *with the student*, explore issues, identify solutions and agree on actions

5. Ending Engagement – summarize agreements, farewell the student & file case notes

# **IMPLEMENTATION – STUDENT ENGAGEMENT AND DEVELOPMENT MODEL**

## Student engagement record (SOAPI)

**S**ubjective (State the reported Issue)

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graph TD; A[Subjective (State the reported Issue)] --> B[Objective (what evidence do I have)]; B --> C[Assessment (identify the problem)]; C --> D[Plan (what steps were and will be taken - include referrals)]; D --> E[Intended Learning Outcomes (what will the student know, understand or be able to do as a result of the Plan)];
```

**O**bjective (what evidence do I have)

**A**ssessment (identify the problem)

**P**lan (what steps were and will be taken - include referrals)

**I**ntended Learning Outcomes (what will the student know, understand or be able to do as a result of the Plan)

# **UC STRATEGY – STUDENT ENGAGEMENT AND DEVELOPMENT MODEL**

*Rationale:*



# STUDENT INTAKE FORM

## Subjective

- Engineering Student Advisor reported:
  - Academic Disengagement
  - Semester 1 Academic Warning
- Yan reported:
  - study challenging (participation, support resources, study materials)
  - stressed with potential of exclusion and communication with parents
  - Didn't have friends
  - Semester 1: arrived late, missed orientation and two weeks' classes

# STUDENT INTAKE FORM

## Objective

- Warning letter ( located in Student File)
- Late Enrolment ( recorded on Student File)
- Disengagement report ( Academic Student Advisor Email attachment)
- Appeared very shy (did not make eye contact)
- Demonstrated a limited knowledge of support services in UC as well as limited ability to ask for help

## Assessment

- Student needs to :
- Secure Immediate professional counselling intervention to manage his stress levels
- Get immediate academic support
- learn to ask for help and build communication skills.
- become familiar with UC and Student Association (UCSA) support services
- develop social skills and engage in social opportunities

# STUDENT INTAKE FORM

## Plan

- Today:
  - Make an appointment to see a counsellor about stress management, communication and social skills
  - Contact Learning Skills Centre for academic skills assessment
  - Contact Lecturers/Tutors/Private Tutors for assistance on understanding course materials
- Within two Weeks:
  - Contact UCSA welfare officer for guidance on accessing social activities
  - Visit the UC service website to learn about UC support service
  - Prepare a written progress report on the above plan and email it to student support advisor

# STUDENT INTAKE FORM

Intended  
Learning  
Outcomes

- As result of this engagement, the student will become more aware of :
  - Skills on stress management, communication and social interaction
  - Academic and personal skills

# OUTCOMES -ADVISORS

- *Benefits:*
  - Sense of value and purpose
  - Sense of unity
  - Service efficiency
    - Record keeping
    - Professional development
- *Issues:*
  - Learning curve



# OUTCOMES - MANAGEMENT

*Reduced training time for new staff*

*Increased recognition of the team's professional practice*

*Easier to justify staffing levels and maintain budgets*

*Point of difference*

