Increasing Student Retention and Completion

Gail Eaton-Briggs, TasTAFE
TasTAFE is the largest registered training organisation in Tasmania, and is proud to deliver more than 370 nationally accredited and industry-endorsed qualifications. Our VISION is to enable Tasmanians to gain the skills and qualifications needed for the state’s workforce and the community to succeed and prosper.
West Coast and Queenstown mine closures

Port Arthur Historic Site we don’t train ghosts… (just tourism and hospitality training!)

Antarctic Division everything from hairdressing to high risk licences

North west farms, dairies and agricultural properties

Child care children's services training around the state

Training for mechanics

And much, much more…
2014 - At a Glance

13 Campuses

28,841 Students

50+ Nationally recognised and locally recognised skill sets

370 Training package qualifications and courses on scope

1,956 Students (interstate and overseas)

20 Non-accredited courses
TasTAFE ... ... ... ... ... ... ... ...

The Journey - 2007 - 2015

Take note of the Dates!
2007

Announcement of upcoming reforms to Post Year 10 sector

2008

Transition to Polytechnic/The Skills Institute/Academy
1st January 2009

Polytechnic, Academy and The Skills Institute start as Statutory Authorities established by three separate pieces of legislation
2010 Academy Board ceased

2011 Polytechnic Board ceased, staff transferred to the Department of Education
2011 - Virginia Simmons contracted to review the Provision of VET in Tasmania

2012

Report received

2013

Minister decides to have 1 provider
1st January 2013 -
New CEO starts to prepare for TasTAFE

1st July 2013 -
TasTAFE established by Training and Workforce Development Act

- Ministers Priorities
- Ministers Expectations
8 years of:-

Reforms, Policy Changes, Changes in Government, Ministers, Transitions to/Transitions from, Dividing staff up, Bringing them back together, Development of new cultures/ways of working, Different systems, client groups etc.
Changes in the Funding Environment
<table>
<thead>
<tr>
<th>Hourly Rate</th>
<th>$ 6.35</th>
<th>Based on 2014</th>
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<tbody>
<tr>
<td>Funded Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funded Hours - Complete</td>
<td>3,000,000</td>
<td>2,500,000</td>
</tr>
<tr>
<td>Funded Hours Withdrawn</td>
<td>500,000</td>
<td>-</td>
</tr>
<tr>
<td>Funded Hours - Not starts</td>
<td>500,000</td>
<td></td>
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<tr>
<td>Funding Received</td>
<td></td>
<td></td>
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<tr>
<td>Funded Hours - Complete</td>
<td>$ 19,050,000</td>
<td>$ 15,875,000</td>
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<tr>
<td>Funded Hours Withdrawn</td>
<td>-</td>
<td>$ 1,587,500</td>
</tr>
<tr>
<td>Funded Hours - Not starts</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>$ 19,050,000</td>
<td>$ 17,462,500</td>
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</table>
2013 - The elephant in the room
We needed a targeted approach
One TAFE, One Team, VALUES & CATs

Our One TAFE. One Team approach has been instrumental in bringing together the identity, workplace practices and staffing resources of the two previous organisations AND focusing on the funding challenge.

In the first 2 years of operation, TasTAFE has deliberately and systematically gone about bringing two cultures together in a transformational change that not only created “TasTAFE the organisation,” but the concept and practice of One TAFE, One Team. The CATS have been an integral part of that.
# The Cats Journey Starts

<table>
<thead>
<tr>
<th>Category</th>
<th>Date</th>
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<tbody>
<tr>
<td>COMPLETIONCAT</td>
<td>February 2014</td>
</tr>
<tr>
<td>ADMINCAT</td>
<td>February 2014</td>
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<tr>
<td>MANAGECAT</td>
<td>May 2014</td>
</tr>
<tr>
<td>VETCAT</td>
<td>June 2014</td>
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<tr>
<td>CURCAT</td>
<td>June 2014</td>
</tr>
<tr>
<td>GROWCAT</td>
<td>March 2015</td>
</tr>
<tr>
<td>LEADCAT</td>
<td>July/August 2015</td>
</tr>
<tr>
<td>MANAGECAT *</td>
<td>September 2015</td>
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</table>
COMPLETION CAT RESPONSE RATES

587 staff - 68%
This did not happen by accident!

Key to success:
- Planning
- Pre launch awareness campaign
- Regular communication
- Interesting graphics
- Friendly rivalry
- Humour
- Personal approach
- Rewards
- Chocolate!
Multiple Benefits

- Individual development conversations
- Individual Project – Student Success Project
- Assisted TasTAFE to deliver public value
- Influenced the redesign
- Impact on funding
Individual Development Conversations

my PLAN

“You participate with enthusiasm during staff meetings and never hesitate to offer a creative suggestion or opinion. That has to stop.”
The Successful Student Project

- Review TasTAFE PD Framework, including focus on mentoring
- Leverage off regional network and facilities for better community engagement
- Review student support
- Introduction of Virtual Learning Environment
- Staff connection to strategic and profile planning
4C’s (Continuing CATS Conversation Committee) Meeting Minutes - 17 July 2015

COMPLETIONCAT Update

- Partnership Framework drafted
- RFT for complimentary student support services goes live on 25 July 2015
- Web page will go live next week providing further details.
- Media release and briefing note and have been passed to the Minister’s office
- Info sessions open to general public across 6-7 August (Hobart, Launceston and Devonport)
• 8 organisations, each with a strong presence in Tasmania have lodged submissions for the RTF, with each of the service categories attracting at least one submission, with an average of 4 submissions for each service.

• Panels have been formed to evaluate the submissions and select preferred providers

• Submitters include: OzHelp, Colony 47, Life Without Barriers, MI Fellowship, Relationships Australia, Incolink, Independent Living Centre, Autism Tasmania.
Creating Public Value

The Strategic Triangle

PLANNING & STRATEGY

- Legitimacy and Support: Comes from authorizing environment
- Operational Capacity: Ability to deliver results
- Mission
- Goals
- Objectives
- Value
Responding to external influences .... Market, Funding Policy

- Tasmania needs increased participation in VET
- TasTAFE competes for students
- TasTAFE will be more sustainable if we have more participation and completions
- TasTAFE needs to be active, not passive in encouraging increases in participation and completion
Case Study – Creating Public Value through the CATS

- Legislation says we need to .................
- Minister for State Growth Priorities say we need to ............
- Minister for Education and Skills Expectations say we need to .................
- Board’s Corporate Plan says we need to ........................
An example

• Minister’s Expectation is that activity will promote participation in training, equity and delivery of services in markets, all of which will contribute to Tasmanian Workforce Participation

• Corporate Plan has a Key Target Area Participation to Completion

• The Goal is: TasTAFE systems, facilities and staff enable and support students to participate in training that benefits individuals, industry, employers and community through to completion

• Our operational capacity needs to be aligned accordingly
Our Operational Capacity

• Is contributed to by many aspects – technology, infrastructure, human capability

• It makes sense then to measure human capability to ensure it aligns with the other points of the Strategic Triangle
To support participation to completion relies on many things including

The capability and skills sets of staff to:

• ensure customised student support
• understand student needs, motivations and behaviours
# Tactics based on COMPLETIONCAT data

<table>
<thead>
<tr>
<th></th>
<th>National Average</th>
<th>TasTAFE</th>
<th>What did we do</th>
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<tbody>
<tr>
<td>Ensure Customised Student Support</td>
<td>53%</td>
<td>53%</td>
<td>Redesigned student support area to include support for teachers</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Tender for additional specific support services</td>
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<td></td>
<td></td>
<td></td>
<td>Capability &amp; Development Coaches</td>
</tr>
<tr>
<td>Understand student needs, motivations and behaviours</td>
<td>49%</td>
<td>49%</td>
<td>Mystery Shopping</td>
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<td>Competitor Analysis</td>
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<td>Student Focus Groups</td>
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<td></td>
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<td>Capability &amp; Development Coaches</td>
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<td>Retention piece</td>
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COMPLETIONCAT CONNECTS TO SYSTEMS, CORPORATE PLANS ETC
Using the data to shift approaches to learning & development

TasTAFE’s COMPLETIONCAT REPORT TOLD US:

- The staff have an appetite for learning and development
- Their preferences for learning and development
- Their perceived barriers to them participating in development
• Staff rated the amount of assistance provided by the organisation for developing skills for improving student retention levels and increasing student completion rates as **48.4%**

• Staff told us that:
  - Location impacted on their ability to access PD – **59%**
  - Cost impacted – **68%**
  - Timing impacted – **70%**
  - Their preference for the timing of development is in work hours – **95%**
• The perceived barriers of location, timing and cost can be largely addressed by adopting 70:20:10

• A significant proportion of our staff identified that they prefer to learn with their work colleagues or on their own where the learning emerges and cannot be predicted (reflecting, concluding, experimenting)
• TasTAFE adopted the 70:20:10 Learning and Development Model (Jennings) & created some features in our redesigned organisation
Impact on Organisational Design

Entry
- Multiple methods are used to engage with potential students and employers
- Entry to TasTAFE Unit

Retain
- Relevant and high quality training is provided by well supported and capable teachers and appropriate contemporary student support systems.
- Student and Teacher Support
- Student Experience

Exit
- Student Alumni
- Future Students Focus - Targeted pathway progression
How do we know that we are making a difference?

- Response rates
- Stocktake of initiatives
- Linked the CATS to overall workforce development tool “My Plan”
- Common language
- Longevity of the initiative
- Multiple benefits – Public Value Model
- Linkages – between CATS – 70:20:10
- Influenced redesign – specific focus on student experience
- 2015 EOY completion rates will be a key indicator
Could we do this without COMPLETIONCAT?

TAFE NSW, Getting Clever about Completions, 2011
https://www.tafensw.edu.au/about/overview.htm
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Hi Gail

Rosemary and I have been reflecting on the Retention group you have put together and the work Claire has done so far. We think this project is a very significant one for the organisation and want to support it as much as we can. Our feeling is that we might benefit greatly by slowing things down a little and buying some time to do a few things including:

- Involving some on-the-ground staff from Student Services, VPELS and a teaching team or 2
- Really getting a handle on our internal perspective of the current issues for TasTAFE students
- Perhaps tabling and thrashing out some more of the research
- Drafting some graduated steps for group membership and action (ie, perhaps we bring marketing and business growth in when we are looking at certain aspects about attracting students and the alumni, but not when we are focussed on how we retain the students who have already enrolled with us). I think this would mean there is a core group membership and then the flavour and make-up of the group moves a bit for different focus

We think this is a great initiative that has perhaps lost some of its importance by being convened at a time where many, many priorities are floating around. We are a little concerned that it is not getting the attention and detailed response it deserves
MEASURING SUCCESS

We measure success, outcomes and client satisfaction and have a continuous improvement focus.

To ensure our clients are satisfied with the outcomes of their experience and training we use a range of measures including specific strategies used to collect data:

- Annual Learner and Employer Satisfaction Surveys
- Feedback and Complaints Management
- Measuring staff capability through CATs Online Staff Surveys at 2-3 year intervals
Questions?

Thank you