

# Students At-Risk Procedure

## Section 1 - Purpose

(1) Charles Sturt University (the University) is committed to providing students support and resources to assist them to be successful in their studies. This procedure sets out the University's processes for identifying students who may be at risk of not successfully completing their subjects or courses and offering them timely and targeted support.

### Scope

(2) This procedure applies to domestic, non-resident and international coursework students.

(3) The [Higher Degree by Research Policy](#) states academic progress requirements for higher degree by research candidates.

## Section 2 - Policy

(4) This procedure supports the [Support for Students Policy](#) and the academic progress provisions of the [Assessment Policy](#).

## Section 3 - Procedure

### Monitoring student engagement patterns

(5) The University monitors student progress within and between subjects to identify students who may be in danger of academic failure due to a lack of engagement in their studies and/or unsatisfactory performance.

(6) The table at clause 10 sets out the criteria used to identify this risk and the actions the University will take to contact and support the student.

(7) Students who meet one or more of the criteria will be provided with support options, as per the [Support Services Directory](#) and the referral matrix.

(8) In addition to the actions described, late enrolments (as per the [Enrolment and Fees Procedure](#)) may not be approved for students who are identified through these risk criteria.

(9) Unless stated elsewhere, the Office of Planning and Analytics will generate reports of all students who meet the risk criteria, for the Division of Student Success to verify with the appropriate stakeholders (e.g. the faculty, Course Director, and/or Subject Coordinator).

### Risk criteria and actions

(10) The following risk criteria will be used to identify student's potential lack of engagement/unsatisfactory performance.

	Risk criteria	Action
1.	The student has not accessed their subject site in the learning management system (LMS) of one or more subjects by the end of week 2 of the teaching period, or earlier in shorter teaching periods (e.g. Session 3(90)).	The student will receive an email from the Division of Student Experience (DSX) as a friendly reminder that the teaching period has commenced, listing all subjects they have not accessed and providing instructions on how to access the subject site, get support and change enrolment.
2.	The student has missed an early assessment item and has been absent from the LMS for 10 days in the lead-up to census.	The student will be contacted* by DSX staff, who will give advice and encourage the student to seek support and clear information regarding the census date.
3.	The student is enrolled after census and has missed an assessment and has been absent from LMS for 10 days or whose LMS access is well below the subject median.	The student will receive an email with their enrolment options and a follow-up SMS* from: 1. for commencing students, DSX 2. for continuing students, Division of Student Success Enrolment options may include deferral, leave of absence, course withdrawal, reduced load or no change, as advised by faculty. International students will be advised how such options may affect their visa status. If a student decides to remain enrolled they must complete a study planner.
4.	The student is enrolled after census and has not passed the pre-census early assessment item.	The student will be contacted* by DSX staff, who will give advice and encourage the student to seek support.
5.	The student has no subject enrolments in the upcoming teaching period, but has an active course enrolment and a recent history of success.	The student will be contacted* by DSX staff, who will give advice on re-enrolling and encourage the student to seek support. Students who fail to enrol will be managed in accordance with the failure to re-enrol provisions of the <a href="#">Enrolment and Fees Policy</a> .
6.	The student has failed or withdrawn from one subject in their previous teaching period but does not meet the criteria required for the intervention processes under the <a href="#">Assessment - Academic Progress Procedure</a> in that teaching period.	The student will be contacted* by DSX staff, who will give enrolment advice and encourage the student to seek support. International student visa holders will be advised by DSX about the requirement to complete their course(s) within the expected duration on their confirmation of enrolment (COE). Students who do not complete their studies within that duration will need to apply for an extension to their COE. Approval is not guaranteed and may impact their student visa.

\*Students will be provided with support options as per the [Support services directory](#) and the referral matrix. Where phone or SMS contact is made, the reason for the contact, the student's intended actions and the measured actions must be captured, and follow-up contact with the student may be required.

(11) The University will use other methods to identify and offer support for potential lack of engagement and unsatisfactory performance as appropriate and/or practicable. These may include the following:

- a. Assessing admission applications in teaching periods with high commencing loads, using non-discriminatory factors such as time elapsed between learning and application of credit, admission information (including questions related to confidence, time management, and preparedness), or input from the course director.
- b. Using the results of any early, low-weighted assessment tasks (as per the [Course and Subject Design \(Coursework\) Procedure](#)) and/or failing/failing to submit their first higher-weighted assessment in a teaching period.
- c. Information provided by students in special consideration applications, or extensive use of automatic seven-day extensions or late withdrawals.
- d. A sudden decline in a student's grade point average.
- e. Failing the same subject more than once.

- f. Not satisfactorily completing a work-integrated learning placement or subject.
- g. Student interactions with the University where they ask about or give indications that they would benefit from other academic or non-academic support.

## Section 4 - Guidelines

(12) Nil.

## Section 5 - Glossary

(13) Nil.

## Section 6 - Document Context

Compliance drivers	<a href="#">Higher Education Support Act 2003 (Cth)</a> <a href="#">Higher Education Provider Guidelines</a>
Review requirements	Annual Review
Document class	Academic

## Status and Details

<b>Status</b>	Not Yet Approved
<b>Effective Date</b>	To Be Advised
<b>Review Date</b>	To Be Advised
<b>Approval Authority</b>	
<b>Approval Date</b>	To Be Advised
<b>Expiry Date</b>	Not Applicable
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