

BLUENOTES APAC 2019

Two years on from a successful implementation : where are we now?
Challenges, achievements and future direction.

15 February 2019

UNIVERSITY PLANNING & PERFORMANCE



Monash at a Glance



AT A GLANCE

STUDENTS

78,257

IN AUSTRALIA

DOMESTIC – 44,690 (57%)
INTERNATIONAL – 22,859 (29%)
OFFSHORE – 10,708 (14%)



MALE – 33,727
(43%)

FEMALE – 44,512
(57%)

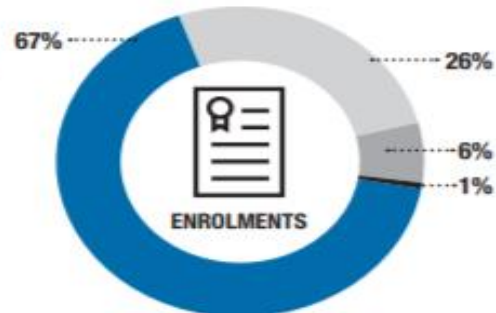


19,662
COURSE COMPLETIONS

17,469
STAFF

\$342M
TOTAL RESEARCH INCOME

\$92.5M
OPERATING SURPLUS

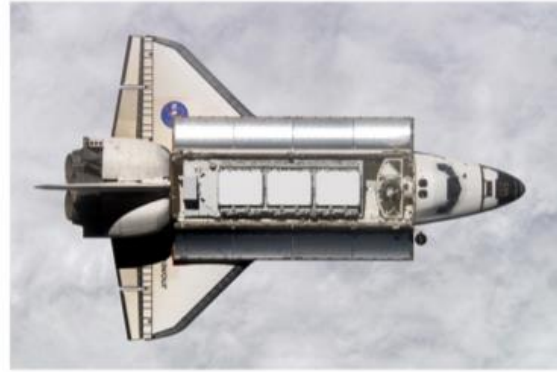


UNDERGRADUATE – 52,305 (67%)
POSTGRADUATE – 20,600 (26%)
RESEARCH – 4,874 (6%)
NON-AWARD – 478 (1%)

SEMESTER 2, 2017 SETU STATISTICS

- 2,750+ unit offerings evaluated
- 7,100+ combinations of unit offering/teachers evaluated
- 16 calendar types in Sem 2
- 48 combinations of survey start and survey end dates in Sem 2
- 314 questions within faculty item bank (quantitative and qualitative option for each)
- 45 combinations of item bank questions – faculty/cohort.
- 4,045 unit offering-nominee combinations to receive qualitative report
- 37-42% response rate (more for Mon College)

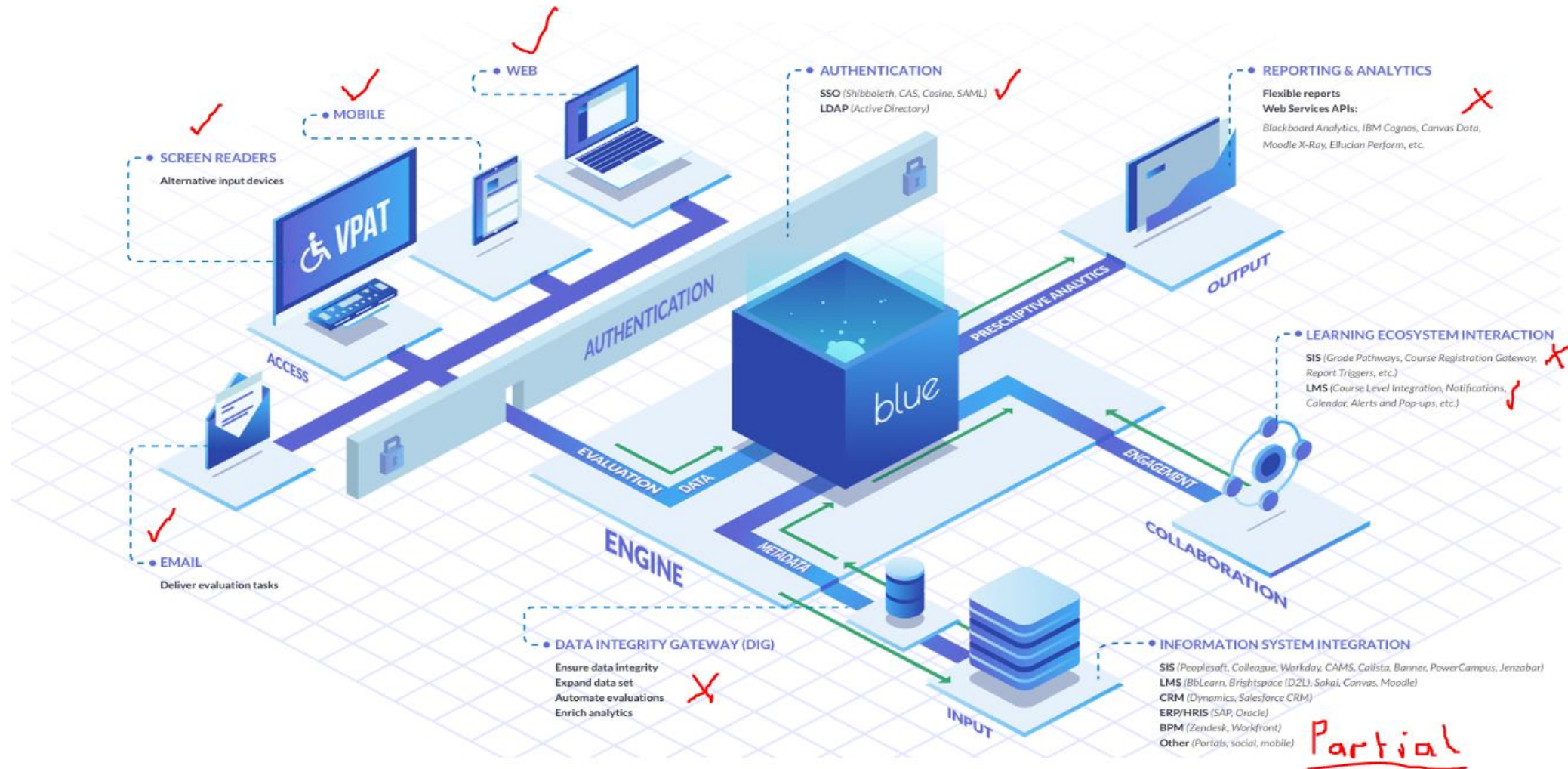
NOT QUITE READY FOR LAUNCH.....



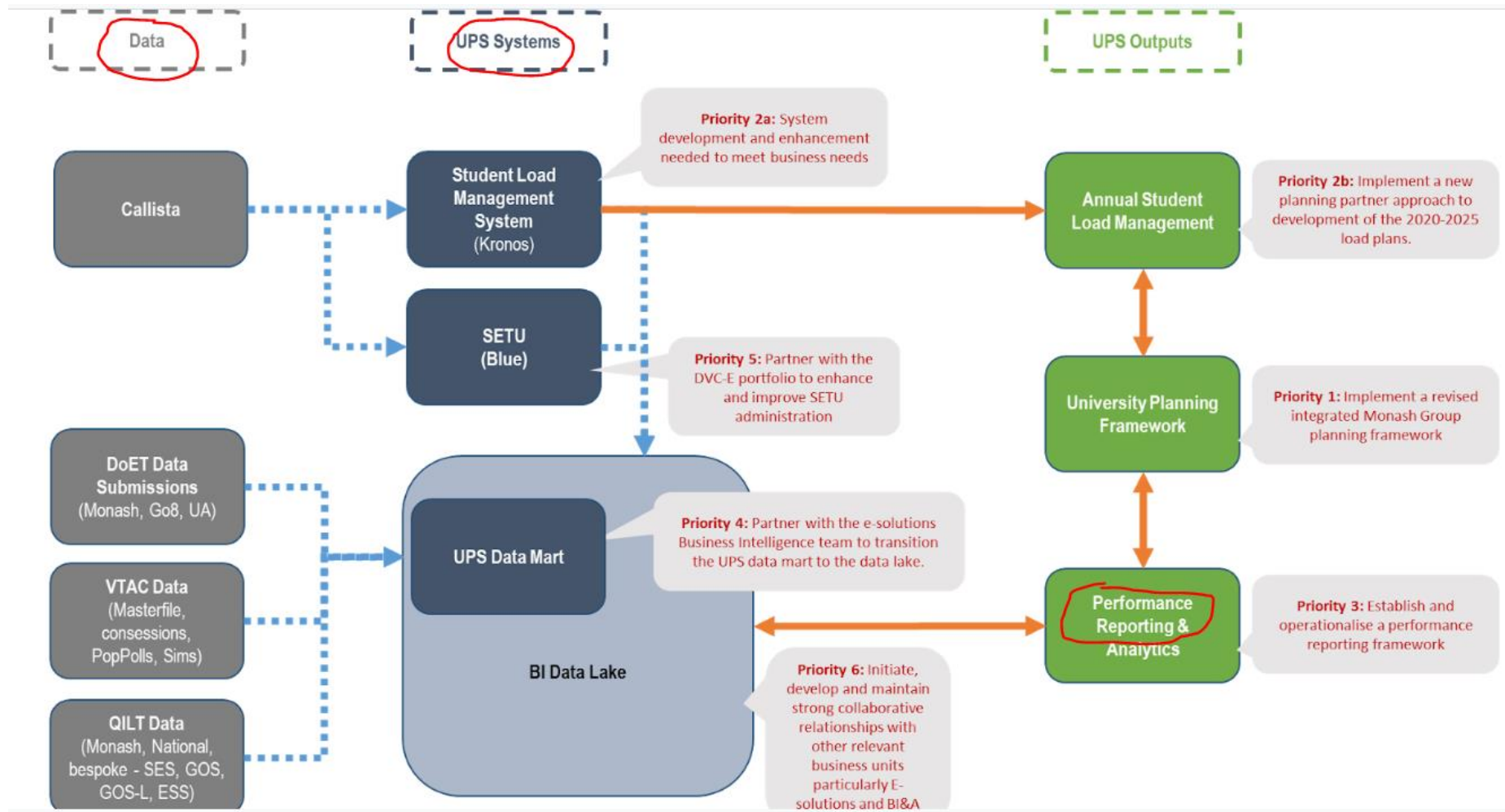
- **Monash has evolved from paper -> basic 'in-house' online -> sophisticated, complex and powerful online evaluation platform (Blue).**
- **To launch a space-shuttle takes a team of highly specialised experts – all trained to understand the technology, components and actions required to launch, manoeuvre, trouble-shoot and land.**
- **Blue Evaluations – all in one evaluation tool built to cater to complexity of feedback gathering within universities and other complex organisations, leveraging institutional infrastructure (SIS, HRIS, LMS, SSO, BI) – automation, accessibility, flexibility + reporting engine + text mining + API.**
- **The types of evaluations that universities are required to manage are not basic/general surveys – large, complex relationships/hierarchies/distribution flows and cascading requirements to cater to variability across the institution.**



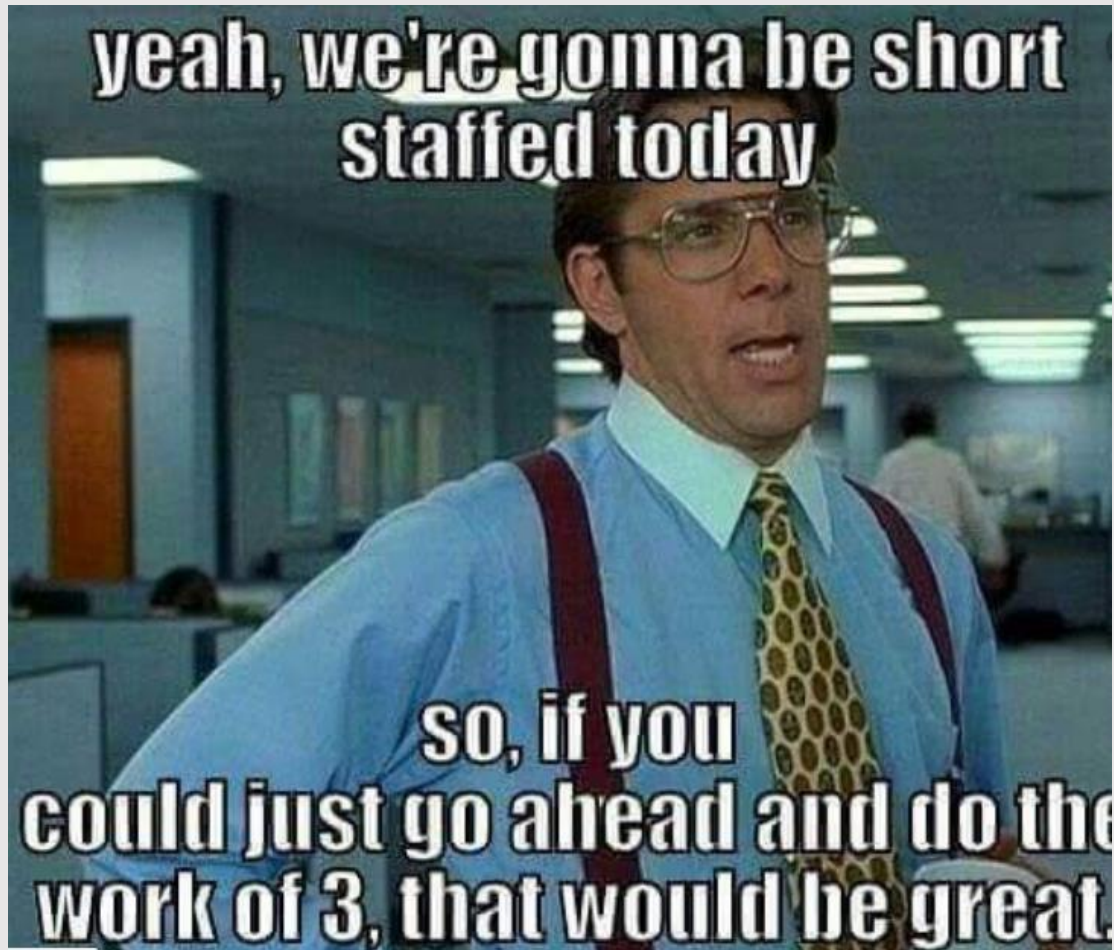
So what has Monash taken advantage of?



SO WHY AREN'T WE USING EVERYTHING BLUE HAS TO OFFER AFTER 2 YEARS?????



THE NEW REALITY – 80/20 RULE, FUNDING CUTS.....



We used to have a surveys team in the olden days..... A lot has changed in the last 5 yrs...

Now we have a multi-skilled team expected to be across a much larger domain of technical, business and data expertise.

Complex bureaucracy across Monash with regard to IT resourcing and funding for strategic initiatives – resulting in the need to build own data repositories, reporting solutions, functionality enhancements, workarounds – to be self-sufficient, diverse and constantly upskilling and cross skilling – stretched very thin....

ITS ALL ABOUT THE DATA.....



- It's the data coming into Blue that takes up 80% of the staff resourcing to deal with. Too many options, formats, quality issues, delays, revisions.....
- Source systems do not help.
- Shift to pre-population for faculties from Sem 1, 2019.
- It runs everything – survey fieldwork – task allocation, communication, engagement, distribution.

WHAT WE WOULD LIKE TO EXPLORE IF WE HAD MORE THAN A FEW SPARE MINUTES.....





1.1 ENABLING COURSES

Monash's Enabling Course Offering Explained

Monash Access Program (MAP):

- Provides an alternative entry pathway for mature age students who do not meet standard admission requirements and are motivated to learn and have a desire to study at university level.
- 0.5 years full-time, May to November at Clayton.
- Upon successful completion students may be eligible for direct admission into: the Bachelor of Arts / Business Administration / Education (Honours) / Information Technology. Managed by the Faculty of Education.

Monash Transition Program (MTP):

- Designed to support Indigenous Australians to transition to university.
- 1 year full-time.
- Upon successful completion of this program students may be eligible for direct admission into one of the following destination degree courses, and selected double degree courses.
- Bachelor of Arts / Global Studies / Media Communication / Business / Business Administration / Commerce / Criminology / Design / Education (Honours) / Computer Science / Information Technology / Biomedical Science / Medical Science and Doctor of Surgery / Nursing / Nutrition Science / Health Sciences / Occupational Therapy (Honours) / Physiotherapy (Honours) / Radiography and Medical Imaging (Honours) / Pharmaceutical Science / Pharmacy (Honours) and Master of Pharmacy / Science / Science Advanced - Global Challenges (Honours). Managed by the Faculty of Arts

Note: for both of these programs upon completion students do not receive an award, there is no resulting educational qualification obtained.

1.1 ENABLING COURSES

Table 1 – Monash Enabling Programs – Student Load, Course Enrolments & % Load funded by CSP
Source: UPS Preliminary Student Load & Enrolments Pivot Tables 2018

Course	Campus	Student Load	Course Enrolments	% CSP
Monash Transition Program	Clayton	2.63	7	100%
Monash Access Program	Clayton	8.50	17	100%
Total	Clayton	11.13	24.00	100%

Of the 14,716 EFTSL enrolled in enabling courses at Australian Universities in 2016, 89% were CSP funded

Table 2 – Monash Enabling Programs – Student Load Plan 2020 & Estimated CGS & SCA Revenue
Source: Kronos as at 2018/12/3

	Plan 2020	\$ estimates (plan)		
		CGS 2020	SCA 2020	Total 2020
Monash Transition Program	3	\$ 37,890	\$ 26,711	\$ 64,601
Monash Access Program	8.3	\$ 93,524	\$ 61,641	\$ 155,165
Total	11.3	\$ 131,414	\$ 88,352	\$ 219,766

2020 plans are apportioned to funding clusters as per the 2018 distribution of load.
2020 funding rates are indexed at 1.9%, compounded annually, from 2018.

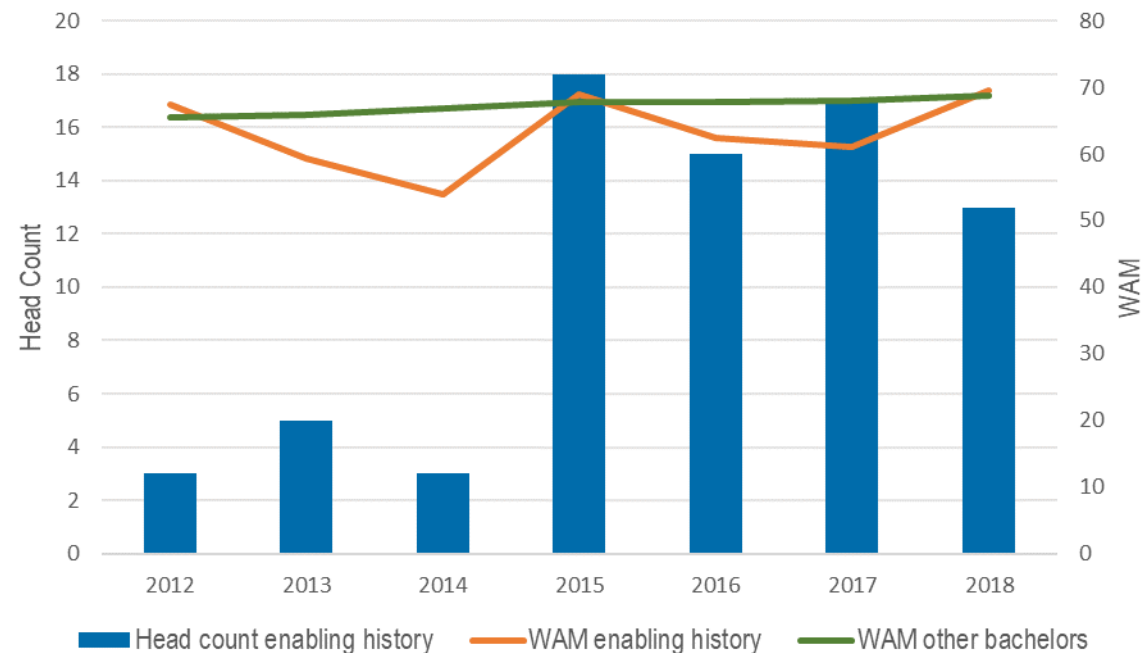


Figure 1 – Monash Enabling Program Student Articulation into a Bachelor Course & Comparative Performance
Source: UPS Enrolment Pivot Table 2018
Refer Appendix A for summary table with confidence intervals

- The number of students articulating into a Bachelor’s course is quite high considering the low number of EFTSL enrolled in Enabling courses at Monash University. Further analysis is required to identify the articulation rates specific to each enabling programme commencing year of students.
- Bachelor students who have articulated from the enabling course pathway tend to have more variable performance than other Bachelor students; however the low number of enabling pathway students limits conclusions that can be drawn.

1.2 SUB-BACHELOR COURSES

Proposed criteria for the reallocation of places:

Courses address industry needs: preference could be given to courses that address industry needs through one or more of the following, the sub-bachelor course:

- or the related bachelor course/s into which it articulates, is accredited by the appropriate professional body or association; or
- was developed in consultation with industry or employers, with documented evidence of employer support for the course; or
- includes substantive work-integrated learning or work experience in industry components; or
- has demonstrated excellent employment outcomes for students over time; or
- relates to emerging industries or occupations, where related industries are not yet mature but are strategically important for the economy (such as Industry 4.0 competencies). Initially this will include science, technology, engineering, and mathematics courses; or
- addresses local or regional skills shortages; and
- does not duplicate courses being funded by the VET sector.

**Refer p.12-13 DoET paper*

1.2 SUB-BACHELOR COURSES

Proposed criteria for the reallocation of places – continued...

- *Existing utilisation of places:* e.g. measured by historical over (strong demand, more places needed) and under enrolment (no demand loose places) v's CGS allocation.
- *Completions and transition to further study at tertiary level:* prioritised to those institutions that can demonstrate a strong track record in supporting students to completion or tertiary level further study.
- *Attrition:* designed to take into account variation in institutional mission and the characteristics of their student cohort. Demonstrably poor and/or increasing attrition outcomes would see places returned to the reallocation pool.
- *Demonstrated demand:* assessed in relation to local population growth and/or youth population.
- *Demonstrated need:* post-secondary provision in the region relative to national average.

*Refer p.12-13 DoET paper

1.2 SUB-BACHELOR COURSES

DHE & DOTS: Monash Data

Table 3 – Monash DHE & DOTS - Student Load, Course Enrolments & % Load funded by CSP
Source: UPS Preliminary Student Load & Enrolments Pivot Tables 2018

Course	Campus	Student Load	Course Enrolments	% CSP
Diploma of Higher Education offers alt entry to 2nd yr UG Edu or Sci	Clayton	63.75	72	100%
Diploma of Tertiary Studies offers alt entry to 2nd yr UG Bus, Edu or Nur	Peninsula	82.87	92	100%
Total		146.63	164	100%

Of the 15,185 EFTSL enrolled in sub-bachelor courses at Australian Universities in 2016, 63% were CSP funded

Table 4 – Monash DHE & DOTS – 2020 Load Plan & Estimated CGS & SCA Revenue
Source: Kronos as at 2018/12/3

	\$ estimates (plan)			
	Plan	CGS	SCA	Total
	2020	2020	2020	2020
Diploma of Higher Education	85	\$ 1,196,057	\$ 695,205	\$ 1,891,262
Diploma of Tertiary Studies	92	\$ 1,044,391	\$ 727,886	\$ 1,772,277
Total	177	\$ 2,240,448	\$ 1,423,091	\$ 3,663,540

2020 plans are apportioned to funding clusters as per the 2018 distribution of load.
2020 funding rates are indexed at 1.9%, compounded annually, from 2018.

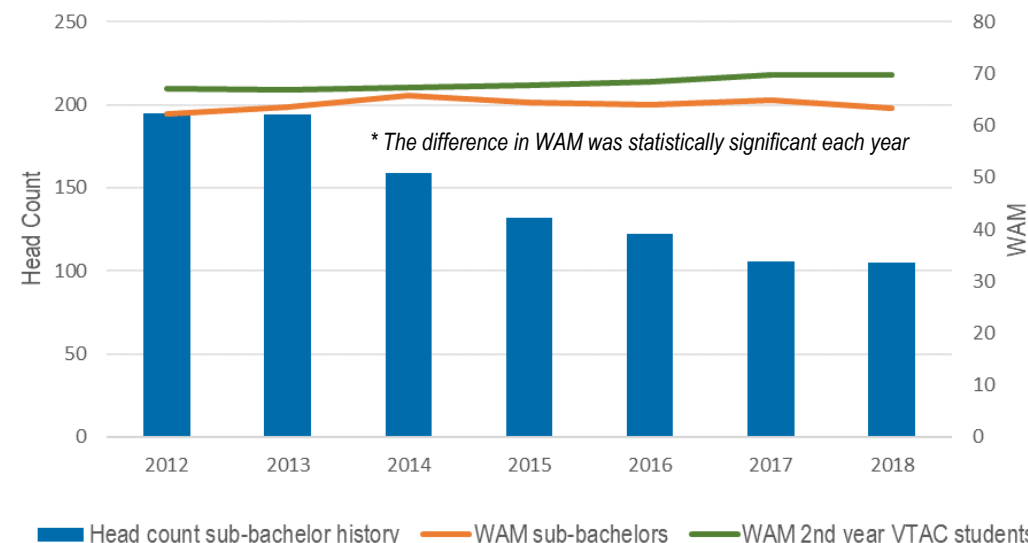


Figure 2 – Monash DHE & DOTS Student Articulation into a Bachelor Course & Comparative Performance
Source: UPS Enrolment Pivot 2018, domestic bachelor's pass or bachelor's honours students only
Refer Appendix A for summary table with confidence intervals

- The number of students articulating into a Bachelor's course is quite high considering the number of EFTSL enrolled in Sub-Bachelor courses at Monash University. Further analysis is required to identify the articulation rates specific to each sub-bachelor commencing year of students.
- Bachelor students who have articulated from these two sub-bachelor courses **tend to have slightly lower WAMs** than other bachelor students.

1.2 SUB-BACHELOR COURSES

Concurrent Diplomas: Monash Data

Table 5 – Monash Sub-Bachelor Concurrent Courses - Load, Course Enrolments & % Load funded by CSP
Source: UPS Preliminary Student Load & Enrolments Pivot Tables 2018

Course	Campus	Student Load	Course Enrolments	% CSP
Diploma of Languages <small>restricted to students enrolled in Bachelor's degree in other fields</small>	Caulfield	2.38	9	100%
	Clayton	74.63	298	100%
Diploma of Liberal Arts <small>restricted to students enrolled in Bachelor's degree in other fields</small>	Caulfield	1.63	4	100%
	Clayton	17.88	59	100%
Total		96.50	370	100%

Table 6 – Monash Sub-bachelor Concurrent Courses – 2020 Load Plan & Estimated CGS & SCA Revenue
Source: Kronos as at 2018/12/3

	Plan 2020	\$ estimates (plan)		
		CGS 2020	SCA 2020	Total 2020
Diploma of Languages	80.4	\$ 1,032,968	\$ 537,876	\$ 1,570,844
Diploma of Liberal Arts	25.9	\$ 223,124	\$ 174,382	\$ 397,506
Total	106.3	\$ 1,256,092	\$ 712,258	\$ 1,968,350

2020 plans are apportioned to funding clusters as per the 2018 distribution of load.
2020 funding rates are indexed at 1.9%, compounded annually, from 2018.

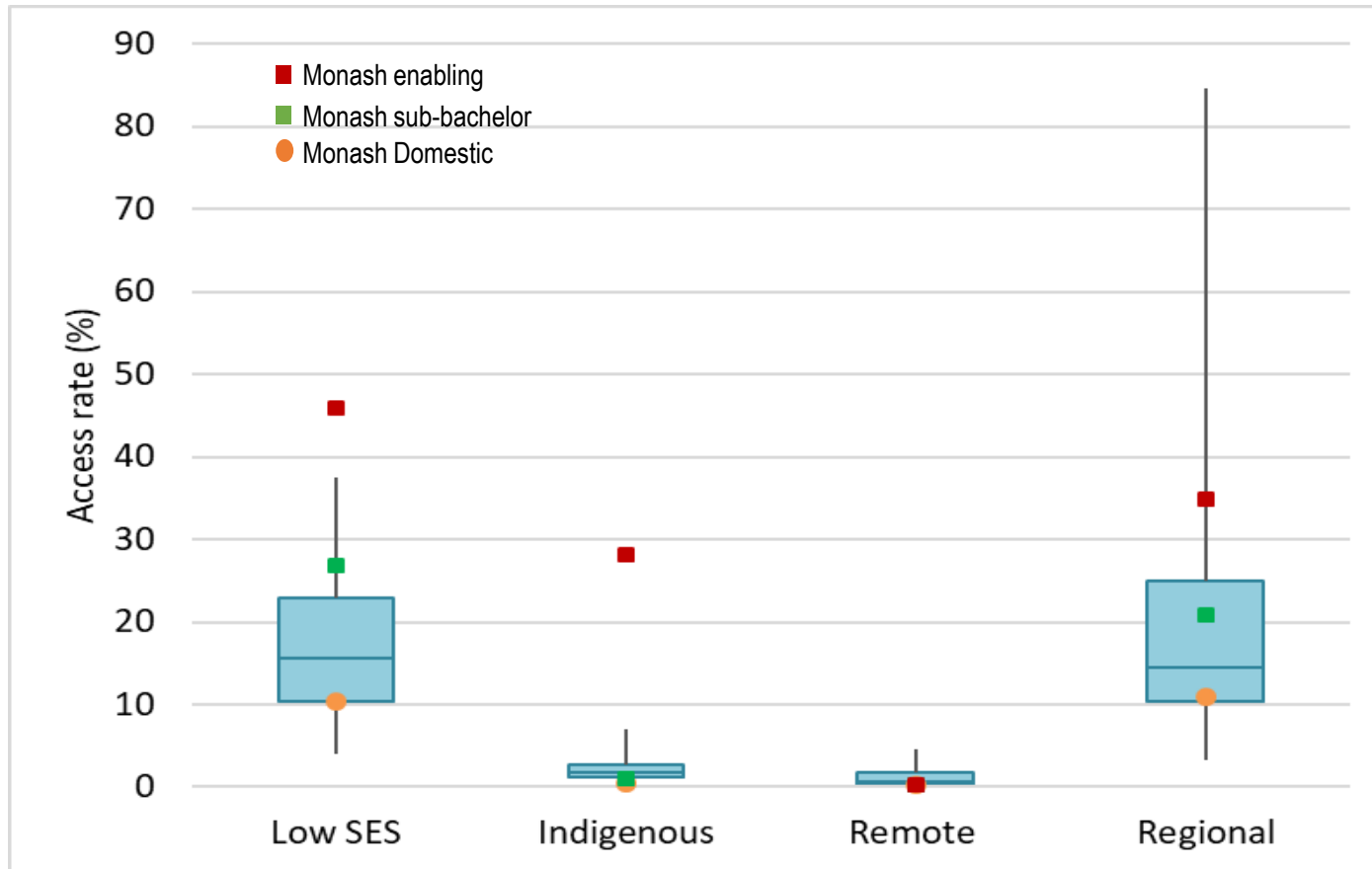
Monash also offers two Diploma courses which can be studied concurrently by students enrolled in a Bachelors degree:

- The **Diploma of Languages** – offered to high achieving students and helps address an area of national skills shortage.
- The **Diploma of Liberal Arts** is usually completed by students studying in faculties other than Arts, however Arts students may apply to add this course after successfully completing one year. The course requires students to study the equivalent of one further year of full-time study, taken part-time over three years.

The Government prioritizes courses that fully articulate to Bachelor level study; however the consultation paper specifically adds an additional element to cater for the Diploma of Languages by including courses that are only open to students concurrently enrolled in a bachelor degree program at the same institution.

1.3 ENABLING & SUB-BACHELOR EQUITY

Access Rate (commencing cohort)



- **Low SES and Regional access rates were higher for both enabling and sub-bachelor students than those of Monash's domestic student cohort and the national average.**
- **Indigenous student access rates are higher for the enabling cohort than any others due to the specific indigenous focus of one of the two courses offered.**
- **Note:** No data was available for remote enabling or sub-bachelor cohorts, and the sub-bachelor indigenous cohort.

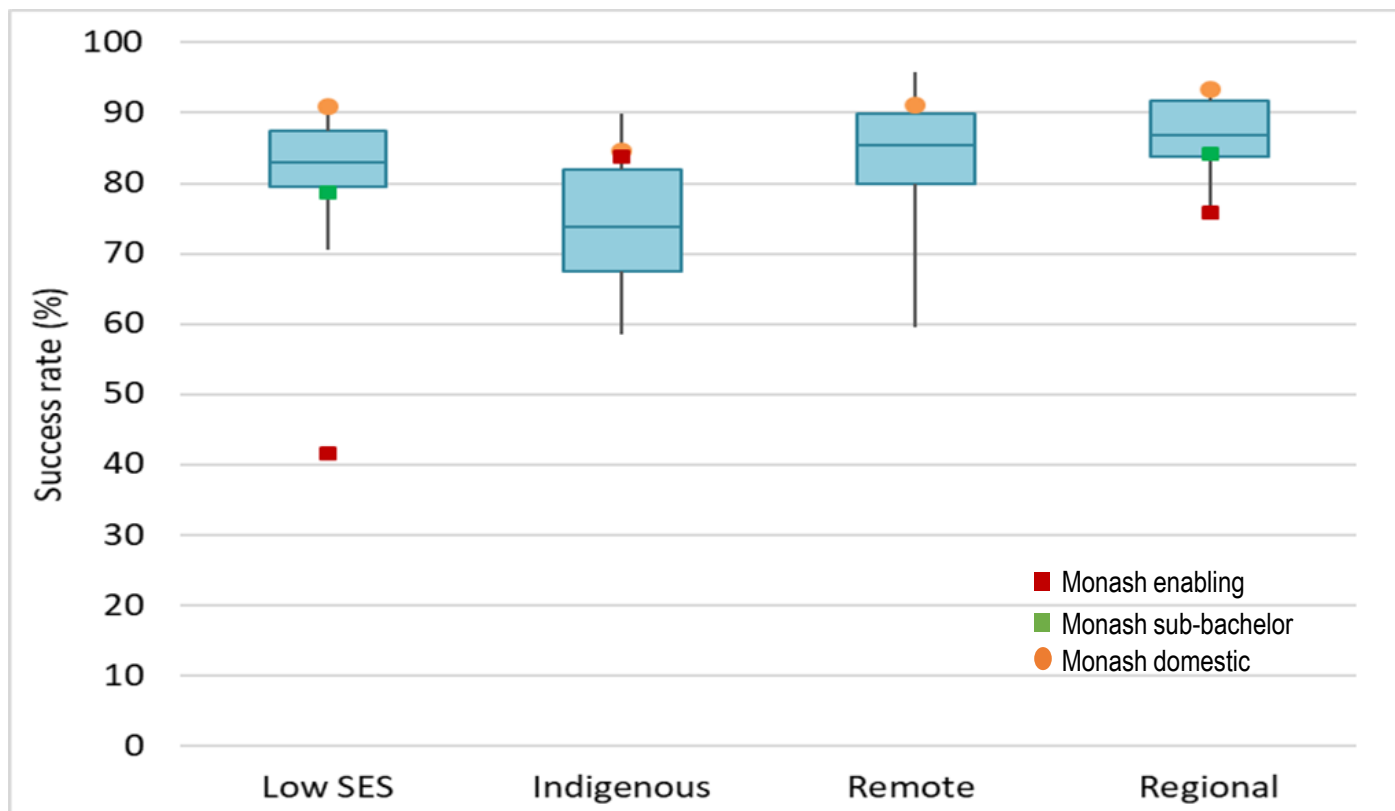
Figure 3 – National distribution success rate 2016 compared to Monash enabling, sub-bachelor and Domestic students

Source: DoET Student Data - 2016 Appendix 5 – Equity Performance Data; 2017, UPS website - Equity pivot

Calculated from commencing students in the equity group compared to all commencing domestic onshore students.

1.3 ENABLING & SUB-BACHELOR EQUITY

Success Rate



- **Success rates for the low-SES and regional cohorts were lower** for enabling and sub-bachelor students compared to Monash domestic students and the national average.
- **Success rates for the Indigenous cohorts were higher for enabling students** compared to the national average and consistent with Monash domestic students.
- *Note:* The result for the sub-bachelor cohort was suppressed because of $n < 5$ EFTSL. No data was available for remote enabling or sub-bachelor cohorts, and the sub-bachelor indigenous cohort.

Figure 4 – National distribution success rate 2016 compared to Monash enabling, sub-bachelor and domestic students

Source: DoET Student Data - 2016 Appendix 5 – Equity Performance Data; 2017, UPS website - Equity pivot

Calculated by actual student load (EFTSL) for units of study that are passed / actual student load (EFTSL for units certified (passed + failed + withdrawn).

Success rate is for domestic students studying at all award course levels.

1.3 ENABLING & SUB-BACHELOR

Monash CSP Funding Utilisation Enabling & Sub-bachelor 2018

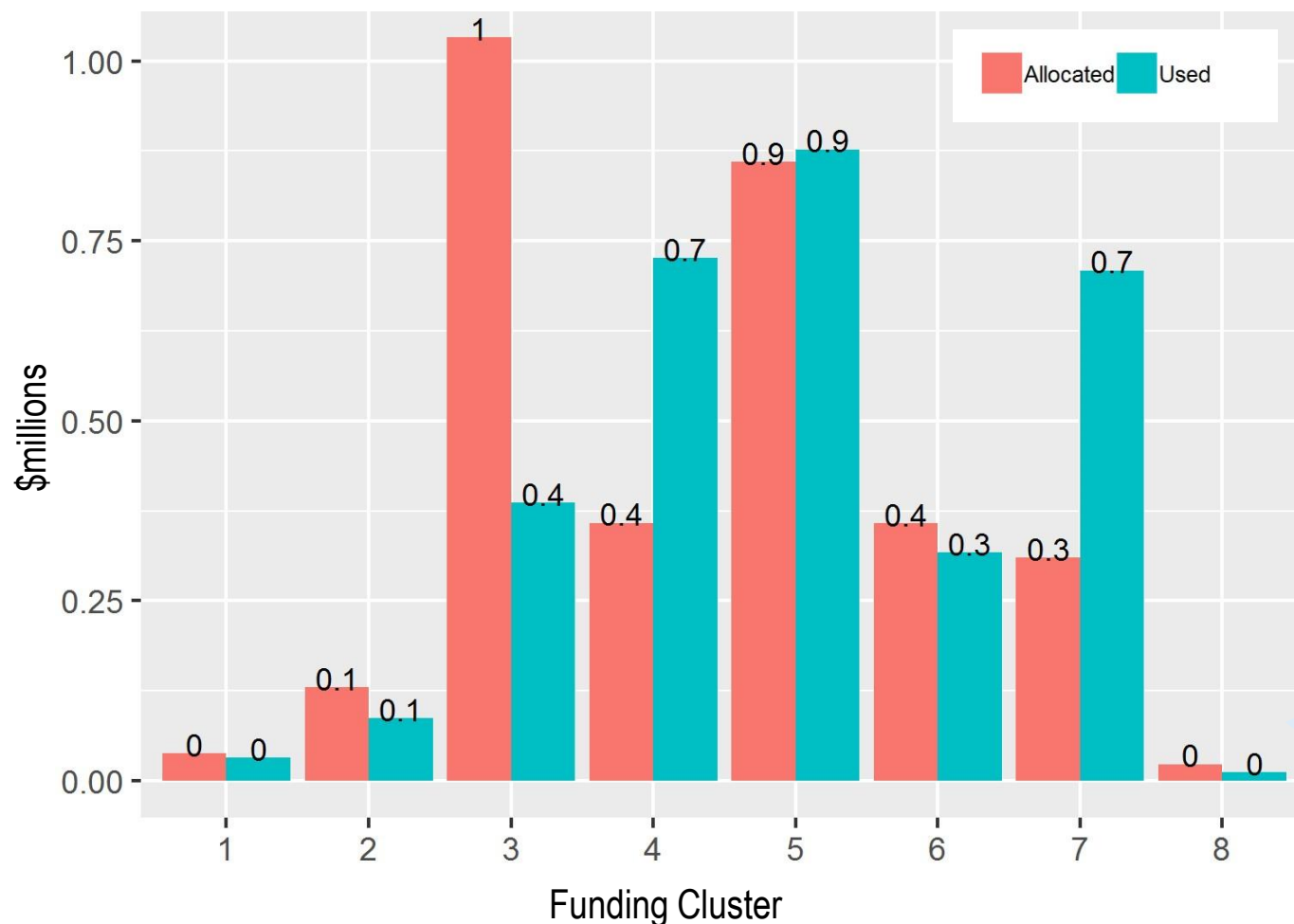


Figure 5 – Monash Enabling & Sub-Bachelor CSP Utilisation 2018

Source: UPS Monash University Student Load Pivot Table & Commonwealth Government Funding Agreement for Monash University

Table 7 – Funding Cluster Categories & CGS Funding \$

Funding Cluster	CGS \$
1 Law, accounting, administration, economics, commerce	\$2,120
2 Humanities	\$5,896
3 Mathematics, statistics, computing, built environment, other health, behavioural science or social studies	\$10,432
4 Education	\$10,855
5 Clinical psychology, foreign languages, or visual and performing arts or allied health	\$12,830
6 Nursing	\$14,324
7 Science, Engineering or surveying	\$18,240
8 Dentistry, medicine, veterinary science or agriculture	\$23,151

The Commonwealth Government funding agreement for Monash University requires the University to work within an overall funding envelope (\$). However, in order to understand our current distribution Figure 5 shows utilisation by funding cluster in 2018:

- Cluster 3 had the most significant underutilisation, falling well below the allocated CGS funding envelope.
- Clusters 7 (71% Diploma of Higher Education and 28% Diploma of Tertiary Studies) and 4 (56% Diploma of Tertiary Studies, 36% Diploma of Higher Education and 7% Monash Access Program) were the most over utilised exceeding the CGS funding envelope in 2018.

1.3 ENABLING & SUB-BACHELOR

Sector CSP Funding Utilisation 2016

Load usage (EFTSL) difference:

- 17 Universities under utilised their CSP allocation in 2016
- Monash University had the fifth lowest number of EFTSL (17) under their allocation. The highest under their allocation were:
 - Sydney (-160), ACU (-123); and UNSW (-104)
- The Universities that had the most significant over utilisation of their CSP allocation were;
 - Uni of Western Sydney (684)
 - RMIT (434)
 - Curtin Uni of Tech (370), Uni of SA (317)
 - Uni of Tas (298), Edith Cowan Uni (295); and Murdoch Uni (253)

When the difference is calculated in \$ value:

- The number who under utilised their CSP allocation increased to 19.
- Monash University is fairly consistent with the allocated funding envelope, falling slightly under and ranked fourth lowest for under utilisation.

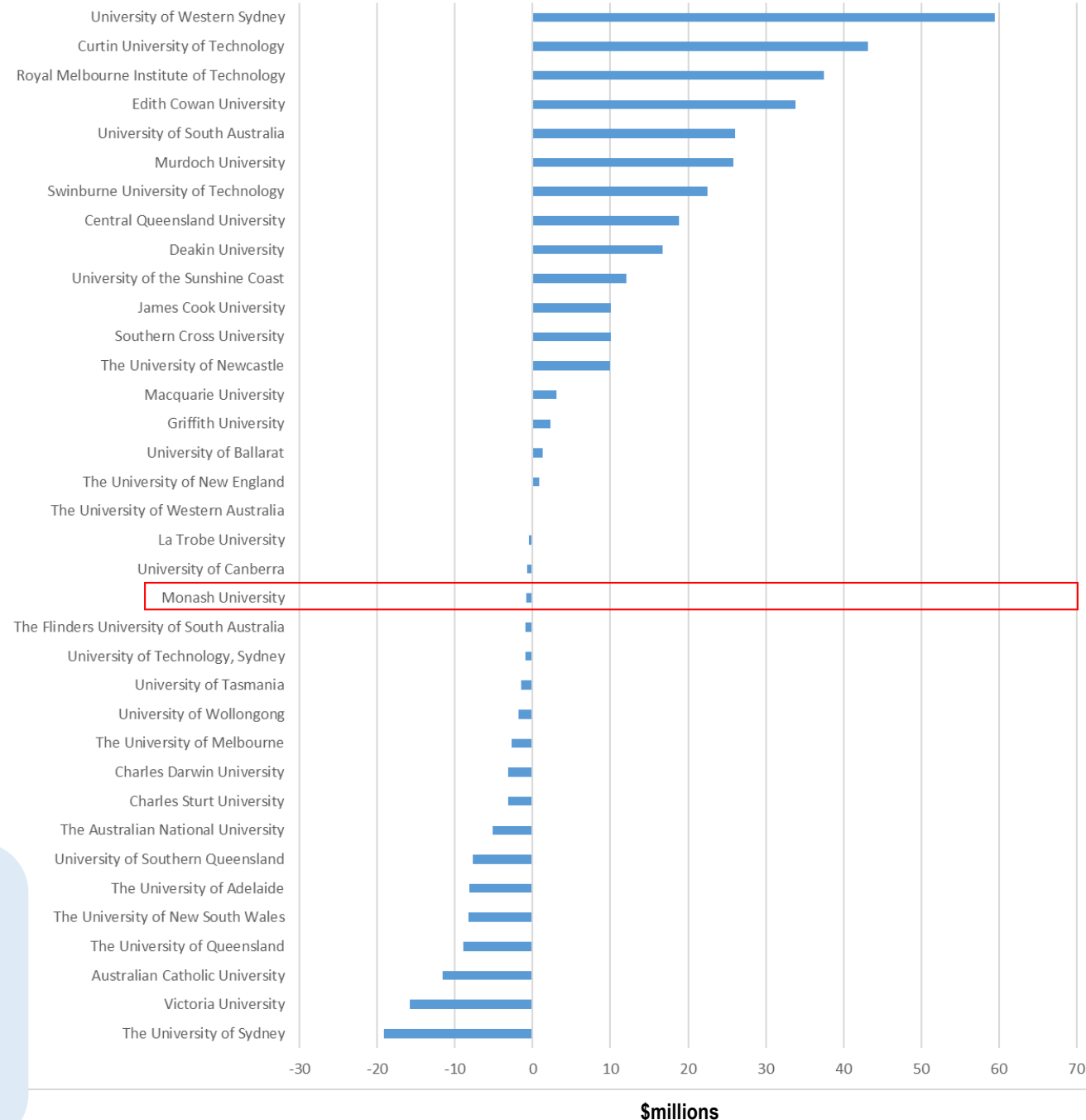


Figure 6 – Australian Universities Difference in CSP Allocated & Utilised

1.3 ENABLING & SUB-BACHELOR COURSES

Consultation Paper – Considerations

9. Do you have any feedback on the proposed criteria for enabling and/or sub-bachelor courses?
10. Are there other criteria (i.e. equity) which should be considered for enabling and/or sub-bachelor courses?
11. What weighting if any should be given to the above (or other) criteria for enabling and/or sub-bachelor courses?
12. How would universities without existing enabling and/or sub-bachelor courses allocations demonstrate performance in these criteria to request places?
13. Monash currently obtains funding for 3 Enabling places , the additional 9 EFTSL in 2018 are funded by Monash from HEPPP.
 - Do we want to put forward a case for additional places?
 - Do we want to continue operating in the enabling CGS space? Or should we manage this internally?
14. Should Monash continue to offer sub-bachelor places in all four of its current offerings?
15. Should the Diplomas of Languages and Liberal Arts be restricted to high performing students?

2. MONASH UNIVERSITY OVERVIEW

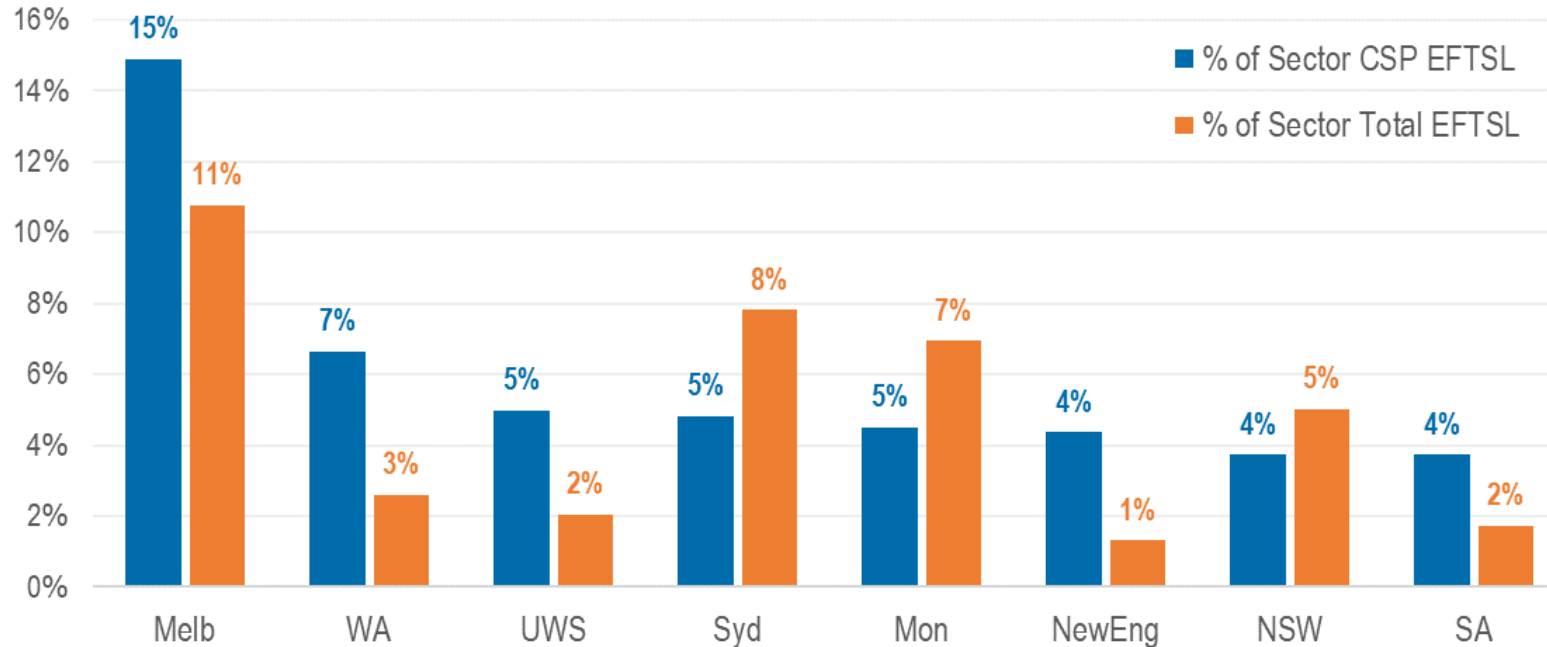
Postgraduate Coursework Load

(excludes medical)



2 POSTGRADUATE COURSEWORK

Top 8 Universities* with Highest GPG CSP Load



22% of the EFTSL enrolled in GPG courses at Australian Universities in 2016 were CSP funded..

Other Go8 Universities:

- University of QLD 2% CSP & 3% Total
- University of Adelaide 2% CSP & 2% Total
- ANU 0.3% CSP & 3% Total

Figure 7 – Top 8 Universities with Highest GPG CSP Load by percentage of GPG CSP places and total EFTSL in the national sector in 2016

Source: UPS Universities Australia Student Load 2016 Aggregated Pivot Table

The Universities of Melbourne and Western Australia have a disproportionately high allocation of the sector's CSP load compared to the sector's total load due to their academic models.

* N.B. Universities of Australia data includes offshore in the sector total as the variable to filter is not included in the dataset

2. POSTGRADUATE COURSEWORK

Proposed criteria for the reallocation of places:

- *Which courses are subsidised:*
- Those which support the delivery of postgraduate qualifications where these are necessary for professional entry, to support rapid retraining in areas of workforce shortage or meet other national priorities.
- Preference could be given to courses that address one or more of the following, the qualification:
 - Delivers significant community benefit where private benefits may be more limited and where graduate salaries may be comparatively lower while demand for skills is high (e.g. selected health professions); or
 - Is a minimum requirement for professional registration/accreditation by a recognised professional body (e.g professional organisations covered by Universities Australia agreement on Principles for Professional Accreditation Australasian such as Australian Dental Association, Chartered Accountants Australia New Zealand, CPA Australia) or the minimum qualification legally required for practice in a profession.
 - Is the shortest possible pathway to a professional qualification; or
 - Meets an identified skills shortage

*Refer p.13-15 DoET paper

2. POSTGRADUATE COURSEWORK

Proposed criteria for the reallocation of places – continued...

- *Existing utilisation of places*: e.g. measured by historical over (strong demand, more places needed) and under enrolment (no demand loose places) v's CGS allocation.
- *Student satisfaction*: as measured and reported through current processes, this would provide some weighting to the quality of teaching and learning in consideration of the allocation of places.
- *Graduate employment outcomes*: as measured and reported through current processes. Consideration will need to be given to the range of external factors which influence graduate employment.
- *Representation of equity groups*: to provide an indication of the proportion of postgraduate students at that institution that would benefit most from a subsidised place.

*Refer p.13-15 DoET paper

2. POSTGRADUATE COURSEWORK

Monash Data

In 2018, 10% of Monash GPG places were CSP funded across 8 faculties and 37 courses.

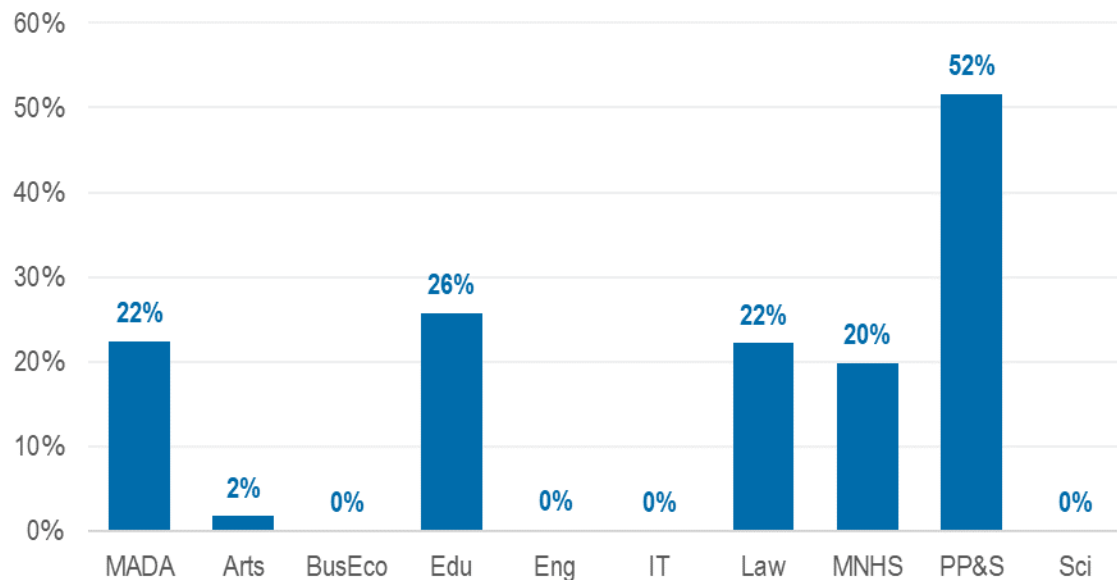


Figure 8 – Percentage of EFTSL allocated CSP funding in 2018
Source: UPS Monash Load Pivot Table – Preliminary 2018

22% of the EFTSL enrolled in GPG courses at Australian Universities in 2016 were CSP funded. Monash represents 4% of the national CSP supported GPG places.

Existing criteria for GPG CSP allocation

That the course or qualification:

- is moving towards, being an accepted entry level for a profession;
- meets an identified need in an area of skills shortage; or
- is of national significance (i.e. research an innovation).

Considerations

16. Do the Monash GPG courses receiving CSP align with the existing criteria? Are there any courses currently receiving CSP funding that should be considered for reallocation?

2. POSTGRADUATE COURSEWORK

Monash GPG CSP Funding Utilisation 2018

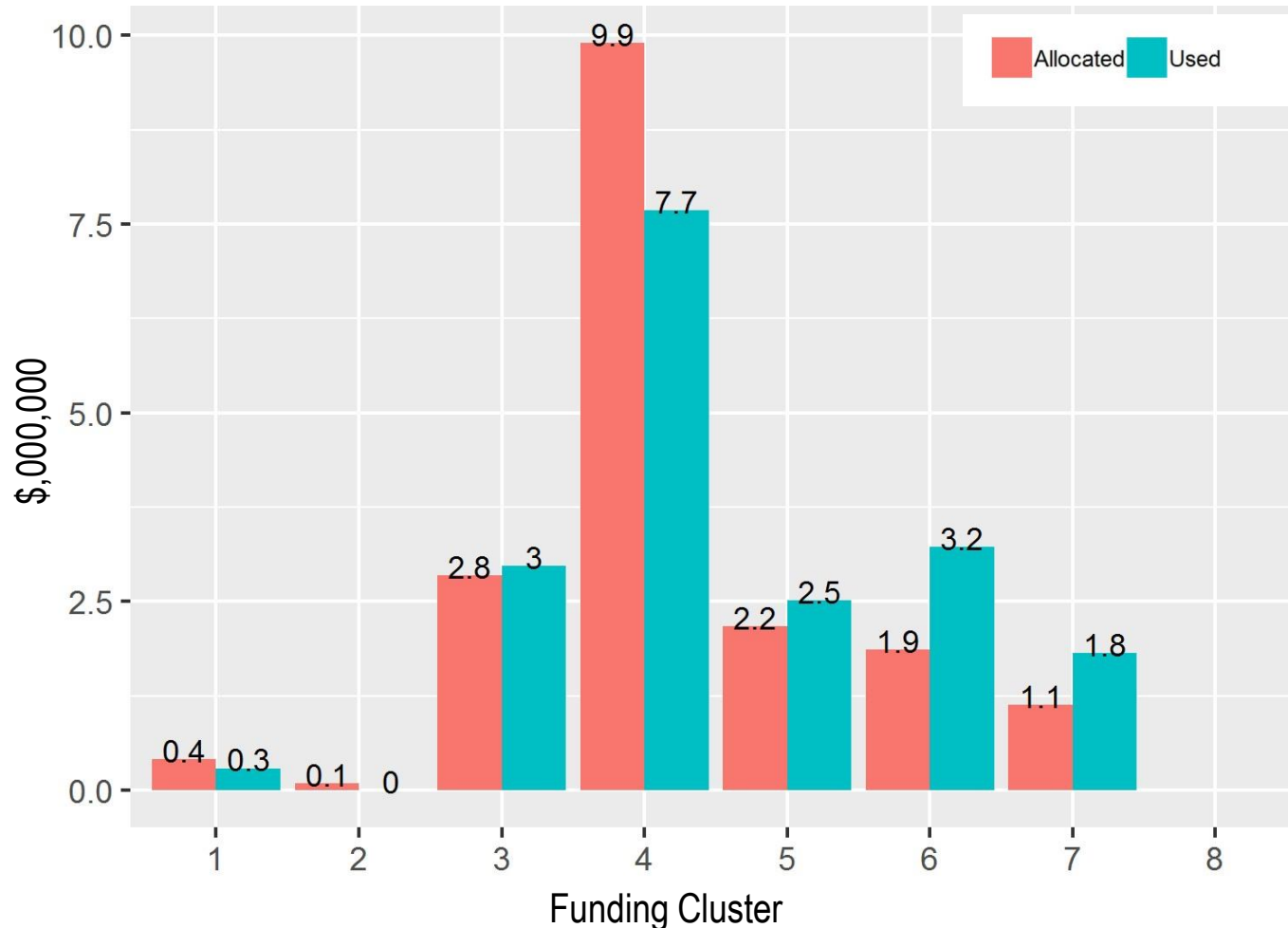


Figure 9 – Monash GPG CSP Utilisation 2018

Source: UPS Monash University Student Load 2018 Pivot Table & Commonwealth Government funding agreement for Monash University

Table 8 – Funding Cluster Categories & CGS Funding \$

Funding Cluster	CGS \$
1 Law, accounting, administration, economics, commerce	\$2,120
2 Humanities	\$5,896
3 Mathematics, statistics, computing, built environment, other health, behavioural science or social studies	\$10,432
4 Education	\$10,855
5 Clinical psychology, foreign languages, or visual and performing arts or allied health	\$12,830
6 Nursing	\$14,324
7 Science, Engineering or surveying	\$18,240
8 Dentistry, medicine, veterinary science or agriculture	\$23,151

The Commonwealth Government funding agreement for Monash University requires the University to work within an overall funding envelope. However, in order to understand current distribution Figure x shows utilisation by funding cluster in 2018:

- Cluster 4 had the most significant underutilisation, falling well below the allocated CGS funding envelope.
- Cluster 6 was the most over utilised exceeding the CGS funding envelope in 2018, followed by clusters 7, 5 and 3.

2. POSTGRADUATE

Sector CSP Usage Difference

Load usage (EFTSL) difference:

- 27 Universities under utilised their GPG CSP allocation in 2016
- Monash University had the tenth highest number of EFTSL under utilised (-226) compared to their allocation. The most significant under utilisation was for:
 - Uni of WA (-828), Uni of Sydney (-499); and Uni of QLD (-465)
- The Universities with the most significant over utilisation were:
 - Edith Cowan University (145), Flinders Uni SA (137), Uni New Eng (121); and QLD Uni of Tech (105)

When the difference is calculated in \$ value:

- The number who under utilised their CSP allocation remains the same
- Despite having the 10th highest number of under utilised EFTSL, when calculated as a dollar value Monash University drops to being more consistent with the allocated \$ amount.

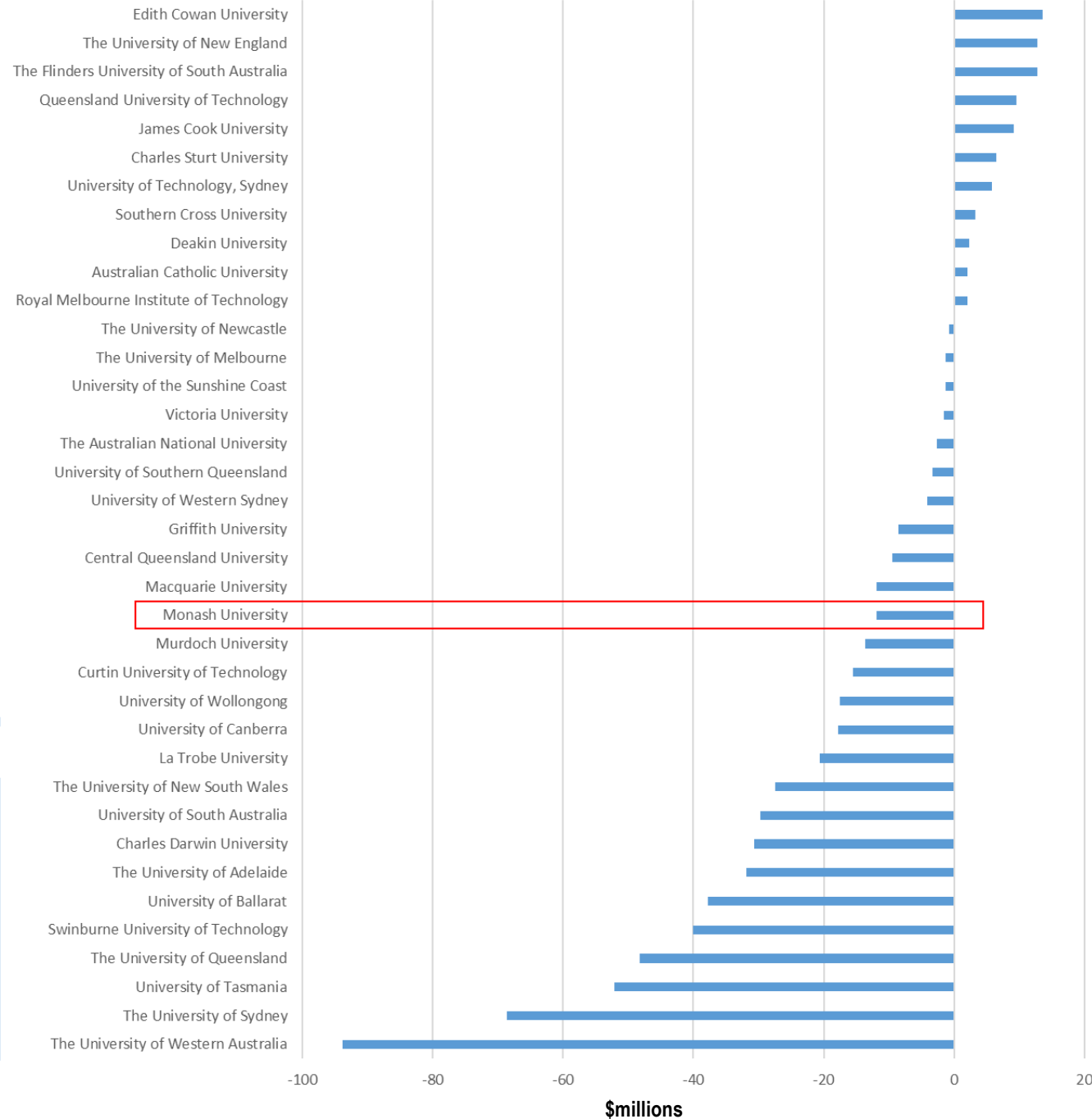


Figure 10 – Australian Universities Difference in CSP Allocated & Utilised

2. POSTGRADUATE COURSEWORK

Impact of proposed reduction to GPG CSP places for Monash University

Table 9 – Financial impact of proposed cuts to GPG CSP funding

			2017	2018	2019	2020
GPG Commonwealth Supported Places (CSP)	Current Funding	EFTSL	1801.1	1755.8	1755.8	1755.8
	Agreement~	CGS	\$18,622,307	\$18,430,983	\$18,780,651	\$19,136,947
	Proposed 2020 reduction of 5% on commencing load	EFTSL*				44
		CGS				-\$478,478

*Assuming that the EFTSL reduction of 43.9 is spread across funding clusters in proportion to the current funding agreement

~The current agreement for 2019 and 2020 as per the 2018 funding agreement methodology

Table 10 – EFTSL reduction of proposed cuts to GPG CSP funding by funding cluster

Proposed reduction of 43.9 EFTSL by funding cluster		
Funding Cluster		2020
1	Law, accounting, administration, economics, commerce	4.8
2	Humanities	0.4
3	Mathematics, statistics, computing, built environment, other health, beha	6.8
4	Education	22.8
5	Clinical psychology, foreign languages, visual and performing arts or all	4.2
6	Nursing	3.3
7	Science, Engineering or surveying	1.6
8	Dentistry, medicine, veterinary science or agriculture	0.0
TOTAL		43.9

There is a risk that the size of the EFTSL reduction will be applied to the 2019 commencing load so may be higher than calculated, or the 43.9 will be taken regardless of actual commencing load resulting in a higher % reduction.

2. POSTGRADUATE COURSEWORK

Consultation Paper – Considerations

17. Do you have any feedback on the proposed criteria for GPG courses?
18. Are there other criteria which should be considered to determine GPG courses which qualify for CSP funding?
19. How would Monash GPG courses perform if assessed against the proposed GPS CSP reallocation criteria?
20. Identified skills shortage – how should this be defined? Does it provide sufficient flexibility to respond to emerging skills needs
21. Existing GPG CSP - how to avoid creating an incentive to fill places with uncommitted students in order to maintain an allocation of places.
22. Should the University propose GPG CSP allocation within specific clusters only (i.e. Nursing, Education, STEM, Pharmacy...)?
23. It is proposed that any reallocation of places will be with respect to commencing places only – to provide certainty for current students. Do you have any comments regarding this proposal? Does Monash support the proposed 5% reduction in commencing load – to provide a national pot for reallocation? If not, what alternative should we propose?
24. In view of the current criteria which must be met for approval to offer CSP places in a GPG course. Once a course is approved, there is currently no reassessment process – should there be on a cyclical review process? For example:
 - When a skills shortage has been resolved, courses will be closed to future CSP places.
 - When a new skills shortage is identified, how will this be factored into the reallocation process.

4. APPENDICES



Appendix A – Monash Enabling & Sub-Bachelor Student Articulation into a Monash Bachelor’s course and performance

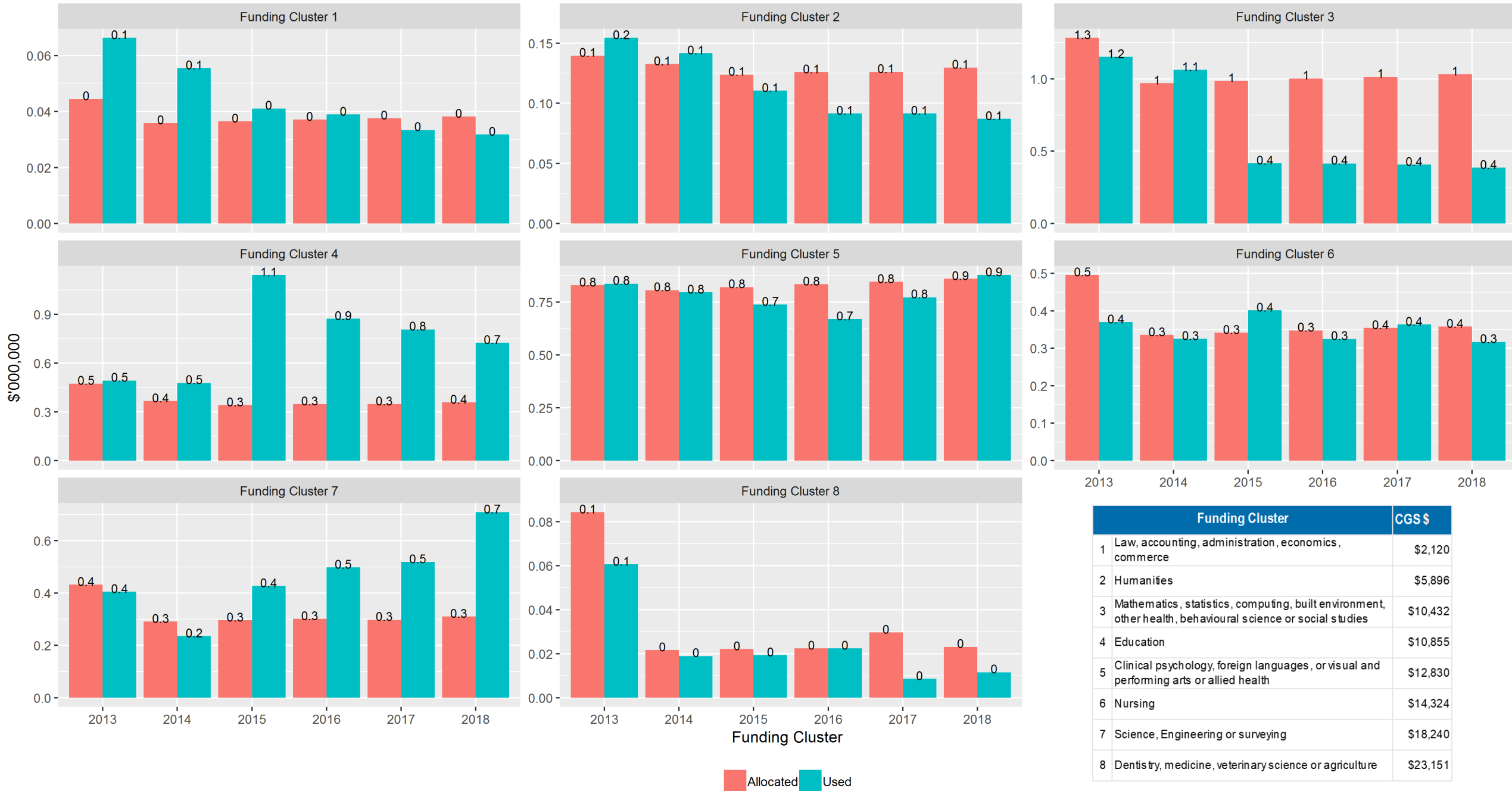
Table A.1 – Enabling course students articulation and comparative average performance

Year	Head count enabling history	WAM enabling history	WAM other bachelors
2012	3	67.42 (65.7 - 69.13)	65.46 (65.3 - 65.62)
2013	5	59.33 (56.03 - 62.63)	65.88 (65.73 - 66.04)
2014	3	53.9 (50 - 57.8)	66.88 (66.74 - 67.03)
2015	18	69.01 (66.64 - 71.38)	67.71 (67.57 - 67.86)
2016	15	62.42 (58.55 - 66.3)	67.76 (67.61 - 67.9)
2017	17	61.01 (56.33 - 65.7)	68.07 (67.93 - 68.21)
2018	13	69.49 (64.69 - 74.3)	68.68 (68.54 - 68.82)

Table A.2 – Sub-bachelor (Diplomas of Higher Education & Tertiary Studies) course students articulation and comparative average performance

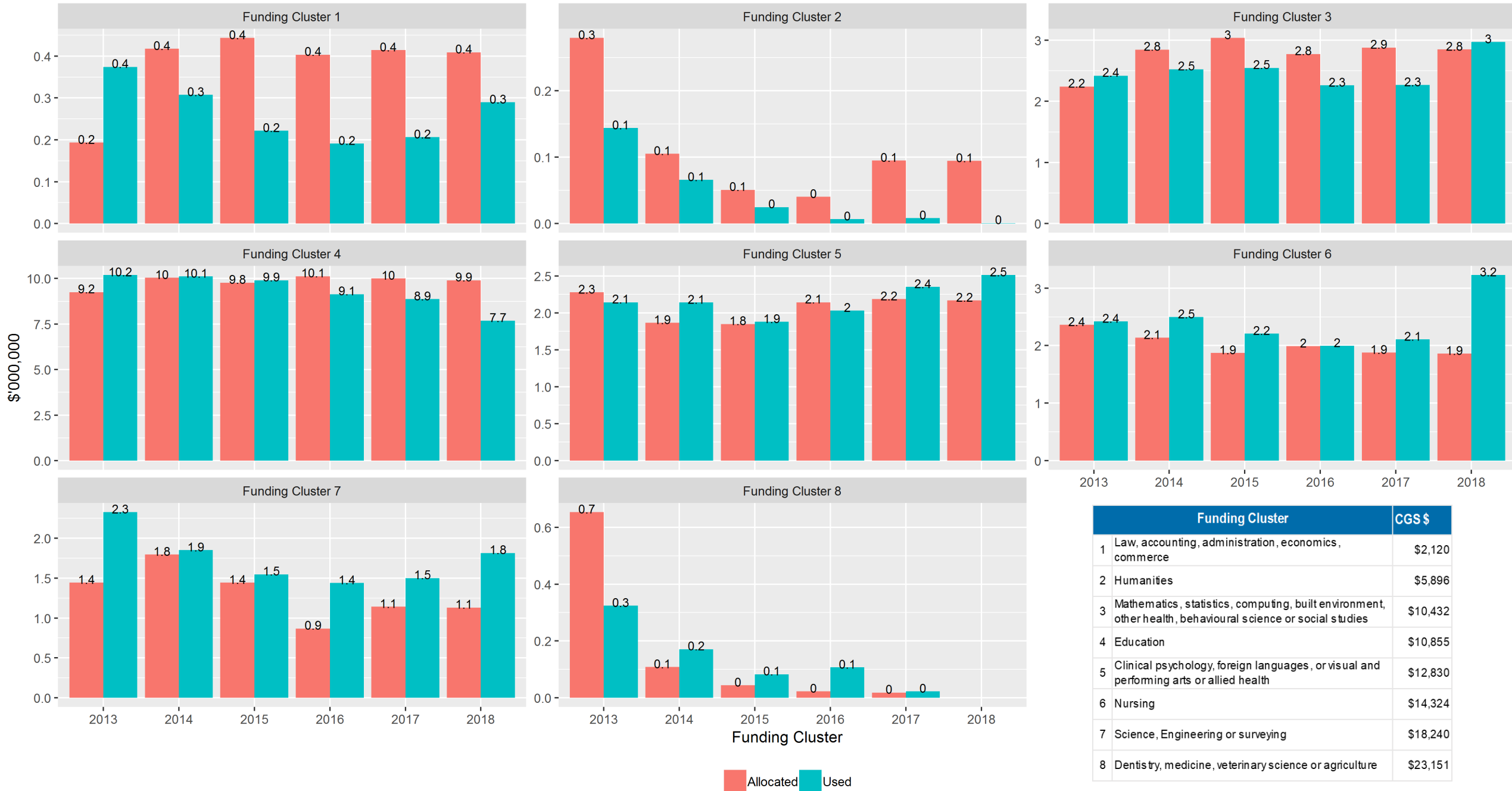
Year	Head count sub-bachelor history	WAM enabling history	WAM 2nd year VTAC students
2012	195	62.16 (61.25 - 63.07)	67.04 (66.85 - 67.23)
2013	194	63.54 (62.73 - 64.35)	66.77 (66.58 - 66.96)
2014	159	65.67 (64.79 - 66.55)	67.41 (67.24 - 67.59)
2015	132	64.39 (63.46 - 65.32)	67.66 (67.48 - 67.84)
2016	122	64.1 (63.1 - 65.09)	68.45 (68.28 - 68.62)
2017	106	64.93 (64.04 - 65.81)	69.67 (69.51 - 69.84)
2018	105	63.32 (62.17 - 64.46)	69.79 (69.62 - 69.95)

Appendix B – Monash Sub-Bachelor & Enabling CGS Funding Utilisation by Funding Cluster and Year



Funding Cluster		CGS \$
1	Law, accounting, administration, economics, commerce	\$2,120
2	Humanities	\$5,896
3	Mathematics, statistics, computing, built environment, other health, behavioural science or social studies	\$10,432
4	Education	\$10,855
5	Clinical psychology, foreign languages, or visual and performing arts or allied health	\$12,830
6	Nursing	\$14,324
7	Science, Engineering or surveying	\$18,240
8	Dentistry, medicine, veterinary science or agriculture	\$23,151

Appendix C – Monash GPG CGS Funding Utilisation by Funding Cluster and Year



Funding Cluster		CGS \$
1	Law, accounting, administration, economics, commerce	\$2,120
2	Humanities	\$5,896
3	Mathematics, statistics, computing, built environment, other health, behavioural science or social studies	\$10,432
4	Education	\$10,855
5	Clinical psychology, foreign languages, or visual and performing arts or allied health	\$12,830
6	Nursing	\$14,324
7	Science, Engineering or surveying	\$18,240
8	Dentistry, medicine, veterinary science or agriculture	\$23,151