

TRANSITION AND RETENTION STRATEGY

We will be responding to:	Our transition and retention strategies will involve a combination of good practice approaches to retention (TEQSA, 2020)	To deliver this response we need to:	Responsibility:
<ol style="list-style-type: none"> 1. TEQSA's Good Practice Note on retention (TEQSA, 2020a). 2. Considerations identified by TEQSA that are specific to retention in the context of COVID-19 (TEQSA. 2020b). 3. Priorities identified in the National Priorities and Industry Linkage Fund/Job Ready Graduates package. 4. Circumstances and responses to these identified in the Stage 5 Teaching and Learning Recovery Framework that have a bearing on transition and retention. 5. Changes to the internal structure of the University. 6. Principles of the Sustaining Success 2021-2026 Strategic Plan and impact measures. 7. The new Curriculum Design and Approvals Policy . 8. Revisions to the Assessment Policy. 9. WSU's Indigenous Strategy. 	<ol style="list-style-type: none"> 15. Ensuring the appropriateness of students' preparation for higher education and how they are selected for admission. 	<ol style="list-style-type: none"> 24. Provide a coordinated and personalised approach to communication with students informed by business intelligence, performance and engagement data. 	SEM*, SUP*, Admissions.
		<ol style="list-style-type: none"> 25. Consider ways to assess and increase future students' readiness to study online. 	Schools, The College, SEM.
		<ol style="list-style-type: none"> 26. Use and evaluate the Alpha app as a tool to engage future students. 	Careers, SEM.

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<p>10. Changes to University systems and procedures with the new Curriculum Advice to Students Procedure and the implementation of the Advise Module in Banner.</p> <p>11. New and alternate pathways and curriculum elements in programs.</p> <p>12. Factors identified in the SEM's Student Success strategy.</p> <p>13. Access to new business intelligence, performance and engagement data.</p> <p>14. The need to regularly evaluate and update this strategy</p>	<p>16. Comprehensive orientation and transition to higher education study.</p>	<p>27. Take a partnership approach to designing, evaluating and improving orientation and student success strategies.</p>	<p>SEM, LF, ADs L&T, DAPs, ACAS, The College.</p>
		<p>28. Pilot an on-boarding survey with the commencing Western Success cohort in 2021 as a tool for better understanding student readiness for higher-education.</p>	<p>SEM, The College.</p>
		<p>29. Pilot a series of engagements and interventions to support these students with their transition to University, this includes targeted initiatives for International students.</p>	<p>SEM-Western Success, Schools.</p>
		<p>30. Welcome students to an online and face-to-face learning community at Western.</p>	<p>SEM-Western Success, UCs, FYECs or equivalent in schools and The College, International Office.</p>
		<p>31. Ensure students have access to the resources they need to engage in online learning, and identify and address barriers to accessing technology (TEQSA, 2020).</p>	<p>SEM, Schools, LF, ITDS The College.</p>
		<p>32. Ensure that students are adequately prepared for participation and success for learning online in their first-year units.</p>	<p>DAPs, first year UCs, FYECs or equivalent in schools and The College, ADs L&T, LF, ITDS.</p>

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		33. Support students in their transitions throughout the student life cycle, including commencement, transition to first year, transition to higher years, preparedness for WIL, transition from undergraduate to postgraduate, and transition to work.	SEM, DAPs, UCs, ADs L&T, Library, Careers, The College.
		34. Engage and retain students at The College through the IGNITE: Arrive & Thrive pre-learning pod.	The College.
		35. Provide discipline specific preparatory units with a focus on academic skills.	The College.
		36. Explore the use of the Alpha app as a tool to support transition and retention.	Careers, SEM, LF
	17. Clear and user-friendly enrolment processes.	37. Ensure enrolments steps are clear and can be easily navigated by students and that information required by students to enrol is readily available.	SEM, SUP, Schools.
		38. Ensure administration processes related to a student's enrolment (eg. Advanced standing) are processed in a timely manner.	SEM, SUP, Schools.

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		39. Ensure requests for variation to enrolment are managed in accordance with policy.	SEM, Schools.
	18. Design of the curriculum.	40. Ensure that commencing and continuing students are prepared for online content delivery and F2f or online content engagement activities in flipped and/or Hyflex mode.	Schools, LF, SEM, The College.
		41. Address transition challenges arising from mixed modes of content delivery and engagement.	Schools, The College.
		42. Embed mechanisms for schools to contribute to designing, evaluating and improving orientation and first year student success strategies.	SEM, ADs L&T or equivalent, DAPs, ACAs, school and College staff in first year experience or transition roles, STARS co-ordinators.
		43. Support the development of school-level strategies for using SUP and vUWS data to monitor and report on transition and retention issues and follow up with interventions at a unit level with Unit Coordinators.	LF, SUP, SEM, The College.
		44. Coordinate support for Unit Coordinators responding to transition and retention issues within their schools.	ADs L&T, DAPs and STARS Co-ordinators, SUP, LFs, the Library, OQR, The College.

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		45. Make use of the STARS toolkits for teaching staff and UCs to support students' academic integration, sense of belonging, goal orientation and academic identity.	UCs or equivalent, teaching staff, The College.
		46. Identify TaRP units through Phase 2 ACR processes.	ADs T&L/DDs/DAPs or equivalent, The College.
		47. Include transition and retention initiatives in unit quality templates.	OQA.
		48. Support UCs of TaRP units to review the design of the learning experiences and assessment practices in their unit (utilising data from various sources) and then plan for changes to improve transition and retention in the next delivery.	CAs, AL team, CQOs, SUP, LF, The College.
		49. Ensure that School Leaders are able to take responsibility for progressing transition and retention initiatives.	LF, The College, Schools.
		50. Take a course level approach to transition, retention and progression and apply the Literacies for Life framework from the EmployABILITY initiative.	ADTLs, UCs, DAPs, CAs, The College.
		51. Embed EmployABILITY self-assessment tools and resources.	UCs, DAPs, CAs, The College.

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		52. Embed OER resources following guidance in the Library's OER toolkit .	UCs, DAPs, CAs, The College.
		53. Learn from research and good practice in transition and retention and promote further research through the START Program of Research.	LF, SEM, Schools.
		54. Scaffold academic literacies across the curriculum.	UCs, DAPs, ADs L&T, CAs, The College.
	19. Early identification of students at risk of discontinuing their studies.	55. Pilot the provision of transition and success support through Western Success for an 'at-risk' domestic and international student cohort in 2021 to test a range of interventions and support approaches.	SEM-Western Success, The College, The International Office.
		56. Take a coordinated approach to using business intelligence, performance and engagement data to identify and follow up with students at risk, including attendance data for College students.	LF, SUP, SEM-Western Success and Transition Success, Schools, The College, Library.
		57. Continue using Transition Success team to reach out to and provide support to students identified by Schools as 'at risk'.	SEM-Transition Success, Schools, The College.

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		58. Use data on engagement with the student Academic Integrity Module to identify students at risk.	SUP, SEM, Library, AIWP, LF.
		59. Draw on current research on indicators of students at risk of contract cheating to identify and support students.	SUP, SEM, Library, AIWP, LF.
		60. Make use of the Retention Centre in vUWS to monitor and email students at risk.	UCs, teaching staff, ADs L&T, The College.
		61. Make use of the Gradebook in vUWS so that data on non-submission of assessment or failed assessments can be used to identify and support students at risk.	UCs, teaching staff, ADs L&T, The College.
		62. Provide early low-risk assessment tasks, especially in core first year units to assist in identifying students needing academic support.	UCs, DAPs, ADs L&T, The College.
		63. Consolidate academic support information and use data to provide targeted messaging about relevant academic support services to commencing and continuing students at risk.	SEM, ADs L&T, The College.

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	20. Academic student learning support	64. Ensure that students have the skills to work independently and maintain the required weekly engagement with unit content, activities and assessment.	Schools, The College.
		65. Post academic support information relevant to units and information about wellbeing support on vUWS, including links to the Wellbeing module.	UCs.
		66. Provide extra-curricular academic literacies support to commencing and continuing students.	Library, Academic Literacies team, The College.
		67. Provide extra-curricular maths and stats learning support to commencing and continuing students.	MESH.
		68. Promote use of tools and apps to assist students in managing their time and developing their capacity for self-regulated learning, including the Learn to Learn app.	LF, STARs coordinators.
		69. Take a coordinated approach to promoting academic learning support.	SEM, Library, MESH, The College, Schools.

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		70. Ensure that first year students in all schools and The College are contacted regularly by first year coordinators or equivalent.	FYECs or equivalent in schools and The College.
		71. Implement strategies to support staff referrals to academic support.	AL team.
		72. Implement strategies to increase students' participation in PASS.	PASS team, SAPs.
	21. Student welfare support	73. Ensure students' access to wellbeing support.	SEM, Wellbeing Services, staff referrals, The College.
		74. Implement strategies to support staff referrals to wellbeing support.	Teaching staff, Academic Literacies team, Student Wellbeing Services.
		75. Promote the Engaging Students for Community Wellbeing module.	ADs L&T, UCs.
		76. Continue the development, expansion and promotion of the Western Life portal for connecting students to each other and to social and engagement activities (both on and off-campus and virtual events).	SEM, The College.
		77. Promote learning support activities on Western Life.	SEM, PASS, MESH, Library, Schools, The College.
	78. Promote school transition activities on Western Life where appropriate.	STARs coordinators, FYECs or equivalent in schools and The College, SEM.	

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We will be responding to:	Our transition and retention strategies will involve a combination of good practice approaches to retention (TEQSA, 2020)	To deliver this response we need to:	Responsibility:
		79. Foster a sense of connectedness through the support relationships established between Western Success Advisors and their students.	SEM-Western Success.
		80. Increase the opportunities for students to socialise and make connections outside of their learning environments through the provision of a range of social and engagement events and activities (both on and off-campus and virtually).	SEM, OMC, The College.
		81. Develop a sense of belonging to a cohort and course through course specific vUWS sites.	Schools, The College.
		82. Implement and share strategies to maintain a sense of belonging in online and HyFlex learning environments.	LF, UCs, teaching staff, DAPs, ADs L&T, SEM, The College.
		83. Share research findings and good practice examples of creating a sense of connectedness from START research projects.	START researchers, SEM.
		84. Ensure belonging for Indigenous students and staff and demonstrate belonging to non-Indigenous students and staff through embedding the Indigenous graduate attribute in curriculum.	UCs, DAPs, ADs L&T, The College.

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		85. Ensure belonging for Indigenous students and staff and demonstrate belonging to non-Indigenous students and staff through acknowledging country and embedding Indigenous graduate attribute in curriculum.	All University and College staff.
	23. How well different student backgrounds are catered for	86. Ensure learning materials are accessible to all students.	LF, teaching staff, UCs, The College.
		87. Continue to provide transition support for students from The College and VET pathways moving into their first or second year of their degree.	The College, ACAs.
		88. Provide transition and academic support for Indigenous students.	Badanami, The College Aboriginal Community Outreach Advisor.
		89. Implement strategies to improve retention and success of international students, including orientation sessions that recognise unique transition issues for international students.	UCs, DAPs, ADs L&T, FYECs or equivalent in schools and The College, STARs, SEM, International Office.
		90. Provide support to ease transition and improve retention and success for International Students through proactive engagement with Western Success Advisers.	SEM-Western Success.

*SEM: Student Experience & Marketing; SUP: Student and University Planning (incorporating BIP and Student admin)