



2017 Western Sydney University Transition and Retention Plan

Alignment to Securing Success

Goal 1: To be a distinctively student-centred university

Sub objective 1.2 Develop more employment-based and volunteering programs and experiences that promote personal development, industry and civic engagement and career readiness

Goal 3: Deliver a unique learning experience that is innovative, flexible and responsive.

Sub-Objective 3.4 Offer professional learning and postgraduate courses that are responsive to the changing needs of professions and emerging forms of work

Sub-Objective 3.5 Offer a curriculum that is informed by the University's research and which promotes inter-disciplinary engagement, consistent with Objective 2.2

Goal 4: To realise an expanding international reach and reputation

PURPOSE: To outline and seek Education Committee endorsement for the 2017 Western Sydney University Transition and Retention Plan developed by the Student Experience and Engagement Committee (SEEC) at the request of the Executive Committee's Load and Retention Taskforce.

Background

In September 2016 a Working Group was established by the Student Experience and Engagement Committee to develop a draft 2017 Transition and Retention Plan for the University. The Terms of Reference and membership of the Working Group can be found in Appendix A.

The establishment of a demand-driven system in the Higher Education sector has seen increased intra-sector competition for a relatively stable pool of Commonwealth Grant Scheme (CGS) students, of whom WSU is disproportionately financially reliant upon. This competition (particularly from other Greater-Sydney¹ universities lowering their entry requirements) resulted in a significant load-shortfall at WSU in 2016, as prospective WSU students chose to study elsewhere. This situation was repeated in 2017. Historically, attrition at WSU has trended above that of our Greater-Sydney competitors, and above both the state and national averages. In part this reflects the fact that WSU student intakes consist of a large numbers of students identified to be at higher risk of attrition (low SES, mature aged, low ATAR, etc.). It is worth noting however, that WSU has been very successful at retaining low SES students compared to other Australian universities.

Attrition varies from School to School and year to year, but has generally trended upwards since 2008, with the exception of Nursing and Law (See Appendix B). The numbers and ratios of at-risk students also vary between Schools/Courses and from year to year.

¹ Including University of Wollongong

Within the life-cycle of WSU students (Appendix C), pre-enrolment attrition seems to be principally driven by a prospective student's perception that WSU lacks prestige² compared to our competitors; students simply prefer to study elsewhere and accordingly take up competing offers from our Sydney competitors.

However once students accept their WSU offers and commence study, attrition becomes more complex as students are influenced by a number of factors - often simultaneously and including factors outside of a university's control. In-house data³ consistently suggests academic factors, social cohesion and a student's feeling of 'belonging' at university are significant influences on attrition.

While withdrawing students will themselves face significant financial and opportunity costs, the lifecycle monetary value to WSU of an undergraduate CGS student is estimated to be \$70,000 and consequently the load deficit places increased budgetary importance to retaining existing students. As such, retaining only a small number of students brings significant financial benefits (including covering the costs of the retention initiative/program). An effective retention strategy also assists WSU in both meeting and exceeding its responsibilities under the Higher Education Standards, and is key to achieving the University's Securing Success Goals and education mission.

2017 Transition and Retention Plan

The 2017 Annual Transition and Retention Plan is the first iteration of what will become an annual planning process. It acknowledges that many excellent and complementary transition and retention activities are in place across the University. Most if not all campus based Transition and Retention activities offer a web presence to cater for students studying online. The University's Transition and Retention activities while focused on the shared goal of supporting student retention operate in various degrees of isolation and with limited visibility of each other, and limited opportunities for synergistic interaction. Accordingly this first **Transition and Retention Plan is focused on building coherence and providing a basis for optimising returns from the existing suite of institutional and School based programs and initiatives.**

The plan is organised around (i) Overarching *Transition and Retention Strategies* (ii) the *Transition and Retention Activities* implemented across the University (iii) the underpinning systems or projects which *enable* the activities to be delivered effectively and efficiently.

(i) Transition and Retention Strategies: The Plan organises transition and retention activities in relation to five key effective institutional transition and retention strategies. The importance of these five strategic components is well established in the research literature and demonstrated to have significant positive impacts on transition and retention.

1. *Seamless offer to enrolment conversion, and on-boarding*
2. *High quality engagement with students*
3. *Strong sense of student belonging and social cohesion*
4. *Effective co-curricular personal and academic support*
5. *Engaging scaffolded transition curriculum*

(ii) Transition and Retention Activities: The University has implemented numerous transition and retention activities. These encompass 'initiatives' which have a broader scope e.g. Standardised WSU orientation program, Counselling, Transition Success) and 'programs', which have a more specific focus (e.g. MESH, MAS Officer, English Conversation Groups). These University activities are complemented by additional School-based activities.

² Load Retention and Progression Taskforce Report to Executive Committee 25/7/2016

³ Feedback from Commencing Student Surveys and Exit Surveys on students leaving WSU during the first-year

(iii) Transition and Retention Enablers: Collectively, the University's various transition and retention activities (i.e. programs, projects and initiatives) are supported by key institutional Enablers. These Enablers are institutional systems or projects to build the capacity of the University to plan, develop and deliver effective transition and retention initiatives and programs.

A. Personalising system interactions between students and WSU. Effective transition and retention support requires systems that enable personalised, meaningful, and timely communication between the University and students

B. Improving transition and retention business intelligence, and its use. Effective and efficient large scale, transition and retention interventions are data driven. They require the right institutional (and pathways) data, provided at the right time in the right form, to the right people, to allow for timely identification and intervention, and effective evaluation

C. Building staff capabilities to support transition and retention. All staff need to develop and promulgate the transition and retention expertise to respond appropriately to data and build effective and supportive relationships between students, academics and professional staff, supported by institutional policies and practices

D. Clarifying transition and retention governance, responsibility and accountability. Effective, coordinated transition and retention activities will be supported by clearly defined roles, communication channels, and standardised evaluation and reporting structures

E. Building institutional culture and environment to enhance transition and retention. The university needs to develop and explicitly enact a culture of care and engagement with transitioning students building on the traditional values of WSU

F. Load Retention Progression (LRP) Taskforce 2017 Projects. The Executive committee LRP Taskforce identified addition three additional high-impact projects for 2107.

The Plan presents this information is the following tables:

Table 1. Recommended key 2017 **Transition and Retention Enablers** under the six 'enabling' domains to build future effectiveness and impact of our **Transition and Retention Strategies** across WSU)

Table 2. A summary of institutional **Transition and Retention activities**

Tables 3a-1. Summaries of **School/The College/The International College/Graduate Research School based transition and retention activities**

RECOMMENDATIONS:

The Load Retention Progression (LRP) Taskforce reviewed and endorsed the 2017 Enabling Initiatives and nominated additional high-impact projects which have now been incorporated in the Transition and Retention plan. The Executive Committee reviewed and agreed the draft 2017 Plan. Senate Education Committee provided additional feedback at its March meeting which has been incorporated, and formally endorsed the 2017 Plan. It is recommended that Senate notes the University's 2017 Plan.

PROFESSOR SIMON BARRIE

PRO VICE-CHANCELLOR (LEARNING TRANSFORMATIONS)

Prepared by David Roach on behalf of the Student Experience and Engagement Committee (SEEC)

Table 1: PROPOSED 2017 ENABLING INITIATIVES	Responsibility
<p>A) Personalising System Interactions</p> <p>i. Personalising interactions with prospective students during the offer to enrolment stage of transition (Project Lumbar)</p> <p>ii. Use 'at-risk data' to target and prioritise prompt personalised intervention for at-risk students and cohorts through current transition and retention programs/initiatives (including at The College) and academic advice in Schools</p> <p>iii. Map current 'touch points' and establish an effective institutional communication strategy to connect incoming and enrolled students with relevant transition and retention support</p> <p>iv. Develop and extend uptake of a self-diagnostic tool to identify individual transition support needs once a student has enrolled</p>	<p>i. SEO</p> <p>ii. STaRS co-ords</p> <p>iii. SEO</p> <p>iv. SEO</p>
<p>B) Business Intelligence</p> <p>i. Develop systematic institutional business-intelligence data collection and reporting strategy to allow for efficient timely and targeted intervention for at-risk students (Application in A ii.)</p> <p>ii. Ensure 'student voice' systems effectively gather and communicate the transition and retention issues relevant to current students and student cohorts (Application in E iii.)</p> <p>iii. Develop accurate and consistent monitoring, evaluation, and reporting on impact of 2017 Transition and Retention Plan activities through institutional governance mechanisms (Application in D i, ii, & iii)</p>	<p>i. SEO & OQP</p> <p>ii. SEO & OQP</p> <p>iii. SEO & OQP</p>
<p>C) Staff Capabilities</p> <p>i. WSU professional development courses revised to provide all staff with induction to institutional retention strategies</p> <p>ii. Transition & retention pedagogy and practice, (including cultural competence development) to be included in the professional development programs for teaching staff</p> <p>iii. Inform & empower staff (with the resources and authority) to operationalise transition and retention initiatives & programs</p> <p>iv. Build a Community of Practice to support professional development of staff in Schools and University retention program teams</p> <p>v. Initiate transition curriculum projects through 21st Century Curriculum Renewal (TWSU) Project</p>	<p>i. PVC LT</p> <p>ii. PVC LT</p> <p>iii. Schools</p> <p>iv. PVC LT</p> <p>v. PVC LT</p>
<p>D) Governance, Responsibility, and Accountability</p> <p>i. The establishment of Transition and Retention Advisory Group (TaRAG), reporting to the Senate Education Committee to support planning and monitoring of student transition and retention strategies</p> <p>ii. Load Retention and Progression Taskforce to provide Executive Committee with analysis and oversight of institutional 2017 Enabling Initiatives via a new quarterly reporting strategy</p> <p>iii. Coordination, liaison and reporting of School transition activities via School STaRS Coordinators</p>	<p>i. PVC LT & CSEO</p> <p>ii. PVC LT</p> <p>iii. STaRS co-ords</p>

<p>E) Institutional Culture, Environment and Values</p> <p><i>i. Facilitate initiatives to build student social engagements on campus to enhance social belonging and recognise strengths and capabilities of new students</i></p> <p><i>ii. Cultivate environment that builds students' sense of belonging at WSU and grows their 'resilience'</i></p> <p><i>iii. Create a welcoming environment by listening to 'student voice' and continuing to identify and remove 'pain-points' during enrolment, timetabling, and the transition period</i></p> <p><i>iv. Utilise current marketing efforts to effectively communicate benefits and distinctiveness of studying at Western to current students</i></p>	<p><i>i. CSEO & PVC LT</i></p> <p><i>ii. CEO College</i></p> <p><i>iii. CSEO</i></p> <p><i>iv. M&C & STaRS Co-ords</i></p>
<p>F) Load Retention Progression Taskforce 2017 Projects</p> <p><i>i. Pilot a 'pastoral care' case management approach for post-enrolment, at-risk transitioning, students in selected Schools</i></p> <p><i>ii. Investigate and pilot best-practice strategies to improve the retention of students transitioning into second year at WSU</i></p> <p><i>iii. Explore student progression & changes to our continuing-student load</i></p>	<p><i>i. PVC LT, STaRS co-ords & ACAs</i></p> <p><i>ii. PVC LT & School</i></p> <p><i>iii. LRP Taskforce</i></p>

Table 2: University Transition and Retention Activities

Institutional Transition & Retention STRATEGIES				
1. Seamless offer to enrolment conversion, & on-boarding	2. High quality engagement with students	3. Strong sense of student belonging & social cohesion	4. Effective co-curricular personal & academic support	5. Engaging scaffolded transition curriculum
Badanami Centre				Self-Assessment Readiness Tool*
Standardised WSU Orientation Program			Study Smart Advisors/Online	Key Transition Message slides
Starting@ Western Website*	Transition Success Program		YourTutor*	
STaRS Project				
Scholarships	Mature Aged Student Officer			MESH Unit-specific workshops
Contact Service Centre		Free Opal card for International Students	MESH Maths Start workshops (Pre Session)	
Alternative Entry Programs	Complaints Management & Resolution	Study, money & Life Skills Workshops /vUWS	MESH Library Roving	MESH's online tutoring service (In Session)
ATSI Alternative Entry Programs	At-risk –Student Modelling incl. Stepping-Stone Students	Student Welfare Services		
International Student Welfare Coordinator				
After-Hours International Student Assistance phone-line		Careers Service	MAS Returning to Learning Workshops	
International SEIS Officer			Clarity English	
International 'Adjusting to Life in Australia'*		The Desk*		
Student Surveys		MATES		
Student Councils		Disability Service		
PASS				
English Conversation Groups				
Counselling Service				
Perfectionism & Procrastination , Public Speaking Anxiety Tutorial*			Library Online Reading & Writing Resources*	
Religious Services			Pre Session Literacy Workshops	
Events & social activities for International students			College Academic Literacy Workshops	
Jobs on campus				
Institutional Transition and Retention ENABLERS				
A. Personalising system interactions between students & WSU				
B. Improving transition & retention business intelligence, & its use				
C. Building staff capabilities to support transition & retention				
D. Clarifying transition & retention governance, responsibility & accountability				
E. Building institutional culture & environment to enhance transition & retention				

* Online only

Table 3a: SCEM based transition and retention activities

Transition & Retention STRATEGIES				
1. Seamless offer to enrolment conversion, & on-boarding	2. High quality engagement with students	3. Strong sense of student belonging & social cohesion	4. Effective co-curricular personal & academic support	5. Engaging scaffolded transition curriculum
FYSCOs	Course & Campus Specific Current Students to Talk at Orientation		School Librarians	HIPSTaRS Units
School STaRS Coordinators (Academic & Professional)				
	SCEM First-year Student Support and Mentoring Program			Core Transition Units
	At-risk Intervention Strategy	Course Specific Study/Social Groups		School specific Professional Placements & Internships
	SCEM Student Focus-Groups		Career Expos	

Table 3b: SoB based transition and retention activities

Transition & Retention STRATEGIES				
1. Seamless offer to enrolment conversion, & on-boarding	2. High quality engagement with students	3. Strong sense of student belonging & social cohesion	4. Effective co-curricular personal & academic support	5. Engaging scaffolded transition curriculum
SoB Outreach Enrolment	SoB Outreach At-risk with Transition Success	SoB Dean's Student Advisory Group		Core Transition Units
FYSCOs	First-Year/Course Advisors			School specific Professional Placements & Internships
SoB Transit Lounge		SoB Big Biz Quiz		Industry Presentations to Students
School STaRS Coordinators (Academic & Professional)				
	Course & Campus Specific Current Students to Talk at Orientation		School Librarians	SoB Professional Curriculum
	SoB Student Experience Study	SoB Network Cafe	SoB Pop-up Advising	SoB International student sessions with Careers presentations

Table 3c: SoE based transition and retention activities

Transition & Retention STRATEGIES				
1. Seamless offer to enrolment conversion, & on-boarding	2. High quality engagement with students	3. Strong sense of student belonging & social cohesion	4. Effective co-curricular personal & academic support	5. Engaging scaffolded transition curriculum
FYSCOs	SoE Compulsory Course Commencement for commencing students	SoE UniFIED		SoE Classrooms without borders; OPEP; NETDS/Study tours; Read with a wanderer
School STaRS Coordinators (Academic & Professional)				
	First-Year/Course Advisors			HIPSTaRS Units
		Course Specific Study/Social Groups		Core Transition Units
		SoE Support Network for Arabic Postgrads	Career Expos	School specific Professional Placements & Internships
			SoE Academic Literacy Coordinator, Academic Literacy Advisors, Numeracy Advisors & School Librarian	SoE early low risk assessments in various units

Table 3d: SoHCA based transition and retention activities

Transition & Retention STRATEGIES				
1. Seamless offer to enrolment conversion, & on-boarding	2. High quality engagement with students	3. Strong sense of student belonging & social cohesion	4. Effective co-curricular personal & academic support	5. Engaging scaffolded transition curriculum
College Liaison		Course Specific Study/Social Groups		HIPSTaRS Units
FYSCOs	First-Year/Course Advisors			Core Transition Units
School STaRS Coordinators (Academic & Professional)				
	SoHCA First Year Online Handbook for B Comms/Screen Media		School Librarians	School specific Professional Placements & Internships
	<i>Course & Campus Specific Current Students to Talk at Orientation</i>		Career Expos	Industry Presentations to Students
	At-risk Intervention Strategy			SoHCA 1 st assessment task may be resubmitted
				SoHCA Tailored Course Advising in Specific Units

Table 3e SoL based transition and retention activities

Transition & Retention STRATEGIES				
1. Seamless offer to enrolment Conversion, & On-boarding	2. High quality engagement with students	3. Strong sense of student belonging & social cohesion	4. Effective co-curricular personal & academic support	5. Engaging scaffolded transition curriculum
First-year info evening during with FYA & other staff	SoL Orientation Bootcamp incl. Course & Campus Specific Current Students to Talk at Orientation		Career Expos	HIPSTaRS Units
School STaRS Coordinators				
College Liaison		SoL High-achievers Function		Core Transition Units
	At-risk Intervention Strategy with Transition Success	Law Common Room / Moot Court at Parra	Regular emails to first-year students providing encouragement & tips CWSU tips sheets	School specific Professional Placements & Internships
	First-Year/Course Advisors			New strict prerequisite requirements
	SoL first-year handbook			First Year Teachers' Briefing
	Law Students' Association & associated events eg first year law retreat, first year law information evening, competitions, social events etc.			
		Thank you event for student volunteers		

Table 3f: SoM based transition and retention activities

Transition & Retention STRATEGIES				
1. Seamless offer to enrolment Conversion, & On-boarding	2. High quality engagement with students	3. Strong sense of student belonging & social cohesion	4. Effective co-curricular personal & academic support	5. Engaging scaffolded transition curriculum
FYSCOs	SoM Head of Students	SoM Indigenous Support		School specific Professional Placements & Internships
SoM Streamlined International Enrolment Agreements	First-Year/Course Advisors			SoM Embedded Wellbeing, resilience & coping with stress & error
School STaRS Coordinators (Academic & Professional)				
College Liaison		International Academic Mentor		Early oral presentation
International Students welcome events			Back to Basic Science program	Guide to developing a research portfolio
MBBS Orientation Week			Bridging course for students from non-science & Indigenous backgrounds	HIPSTaRS Units
High school engagement activities in western NSW	Course & Campus Specific Current Students to Talk at Orientation		Disability Officer	Core Transition Units
SoM Continuous improvement of student selection procedures	Student representation on committees	Western Sydney Medical Society		
High school engagement activities in western NSW	At-risk Intervention Strategy	Annual BMedRes briefing sessions which include previous BMedRes students as speakers		
SoM B Medical Research pathway to HDR				
SoM Indigenous Program				

Table 3g: SoSSP based transition and retention activities

Transition & Retention STRATEGIES				
1. Seamless offer to enrolment	2. High quality engagement with students	3. Strong sense of student belonging & social cohesion	4. Effective co-curricular personal & academic support	5. Engaging scaffolded transition curriculum
College Liaison		Course Specific Study/Social Groups		HIPSTaRS Units
FYSCOs	At-risk Intervention Strategy with Transition Success	SoSSP International Student Activities	School Librarians	SoSSP Study, Money & Life skills Online Modules
<i>School STaRS Coordinator (Academic)</i>				
	First-Year/Course Advisors			Core Transition Units
			Career Expos	School specific Professional Placements & Internships
			SoSSP 'Drop in' Assessment Support	SoSSP Study, Money & Life skills Online Modules
			SoSSP Academic Literacy Workshops/vUWS website	SoSSP Embedded Academic Literacy
			SoSSP Study Coaching	

Table 3h: SoSH based transition and retention activities

Transition & Retention STRATEGIES				
1. Seamless offer to enrolment Conversion, & On-boarding	2. High quality engagement with students	3. Strong sense of student belonging & social cohesion	4. Effective co-curricular personal & academic support	5. Engaging scaffolded transition curriculum
SoSH College Presentation		Course Specific Study/Social Groups		SoSH Embedded Academic Literacy
FYSCOs	Course & Campus Specific Current Students to Talk at Orientation		School Librarians	HIPSTaRS Units
<i>School STaRS Coordinators(Academic & Professional)</i>				
	First-Year/Course Advisors			Core Transition Units
College Liaison			SoSH Midyear Transition Workshops	School specific Professional Placements & Internships
	Single Point-of-Contact email		Science Education & Engagement Coordinators	SoSH Research Vacation/Summer Scholarships
	SoSH Online Course Advise		Career Expos	Intervention in Science
	At-risk Intervention Strategy			SoSH Course Assessment Mapping
	SoSH Induction for New Casual-Staff			SoSH Discipline-Specific Introductory Units
				Industry Presentations to Students

Table 3i: SoNM based transition and retention activities

Transition & Retention STRATEGIES

1. Seamless offer to enrolment Conversion, & On-boarding	2. High quality engagement with students	3. Strong sense of student belonging & social cohesion	4. Effective co-curricular personal & academic support	5. Engaging scaffolded transition curriculum
FYSCOs	First-Year/Course Advisors		NAMO Presentation	
School STaRS Coordinators (Academic & Professional)				
	Course & Campus Specific, Current Students to Talk at Orientation		School Librarian	Career Expos
	College Liaison	Student Nurse Hub		Core Transition Units
	At-risk Intervention Strategy	Course Specific Study/Social Groups		Professional Placements & Internships
	'Who & where to seek assistance' Information	Advanced Standing Champion		SoNM Embedded Academic Literacy
			Academic Literacy Coordinators	
			PCALS	

Table 3j: International College based transition and retention activities

Transition & Retention STRATEGIES				
1. Seamless offer to enrolment Conversion, & On-boarding	2. High quality engagement with students	3. Strong sense of student belonging & social cohesion	4. Effective co-curricular personal & academic support	5. Engaging scaffolded transition curriculum
Pre-University Seminar for International Pathway Students	Student HUB (Ground Floor, 100 George Street)		Support Classes (English, Maths, Statistics)	Industry Presentations to Students (e.g. CPA and ACS)
Transit Lounge (School of Business)		Campus Life (clubs, free breakfast, have your say)		Inclusion of additional preparatory units for both Diploma and Foundation courses
Class visits from WSU DAPs and Course Advisors for Business, ICT and Nursing Students		Student Activities (Harmony Day, Excursions, BBQs, Sport Competitions, etc.)		Core Transition Units (for Diploma Courses)
Campus Tour (1PSQ, Parramatta South)	Orientation Program for WSUIC Students		Academic Progress Reports sent to each Student	Early low risk assessments in various units
Transition Celebration Dinner			Class visits by Library Staff	
	Student Satisfaction and Graduation Surveys		Academic Workshops	
	Small Class Sizes		At-risk Intervention Strategy	
	WSUIC Alumni meet and greet with new students		One-to-one meetings with Students for Academic, Progression, Enrolment Advice and Support during and prior	
	Meet and Greet with NSW Police Services and Community Liaison Officers			
		English Conversation Groups		

Table 3k: The College based transition and retention activities

Transition & Retention STRATEGIES				
1. Seamless offer to enrolment conversion, &	2. High quality engagement with students	3. Strong sense of student belonging & social cohesion	4. Effective co-curricular personal & academic support	5. Engaging scaffolded transition curriculum
First Year Experience Co-ordinators				Explicit pedagogy
Academic Sessions at Orientation				Intentional and holistic curriculum design
Academic Support Desk				Early low risk assessment tasks
Outbound phone calls	Analytics to track engagement / retention / progress			Scaffolded Assessment Tasks
Transition to University Sessions with some schools		Attendance recording and follow-up		Structured Workbooks in some units
University Academics speaking to College students	Academic Progress Reports			Quality and timely feedback and feedforward
Transit Lounge with School of Business		Unit Specific Support classes		Preparatory Units
Learning Centre and Learning Centre Referral system				Blended Learning skills embedded in key units
Former students meeting with commencing students			Lecture / Workshops	
Course-Specific vUWS sites		Library Skills and visits		Intervention based on first assessment task
At risk Intervention Strategy		Smaller class sizes / additional timetabled hours		
Progression meetings		Diagnostic tasks		
Communication Strategy schedule		Discipline Specific Tertiary Study Skills / Academic Skills units		
Student Focus Groups		Preparatory Units		
				Prerequisite requirements
				Curriculum Co-ordinator role
				Structured Pattern of Study
				Targeted work placement in some units

Table 3I: Graduate Research School based transition and retention activities

Transition & Retention STRATEGIES				
1. Seamless offer to enrolment Conversion, & On-boarding	2. High quality engagement with students	3. Strong sense of student belonging & social cohesion	4. Effective co-curricular personal & academic support	5. Engaging scaffolded transition curriculum
HDR and MRes Orientation Events			HDR workshop program	
Pre-Orientation info sessions for International MRes students			Early Candidature Plan	MRes two-phase degree design
Dedicated team of Student Candidate	Dedicated Academic Literacy Advisor			
HDR Online Annual Student Survey and follow up				
Check in phone calls with students	GRS Thesis Submission 'Wall of	Annual Progress Report		
	Thesis Boot Camp (2 days 4 monthly)/Mini Boot Camp (1 day bi-monthly)			
	Online Thesis Writing Groups (distance and part time students)			
	Across campus Writing Spaces @ Western Sydney (WS@WS)			
	Research Training vUWS site			
	MRes individual student Liaison and support			
	PhD Stay on Track Programs			
	Dedicated on-campus HDR student spaces			
	Annual Research Showcase and Shield			
	HDR Student Lunches per campus			
	Social Media accounts used to promote events and engage with			
	3MT events			
	Fortnightly GRS Newsletter 'Resonate'			

APPENDIX A

TERMS OF REFERENCE

2017 University Retention Strategy & Plan Working Group of Student Experience and Engagement Committee

Purpose

To report on retention strategies and develop the 2017 University Retention Strategy and Plan, due 30 November, 2016.

Discussion

The Working Group will provide recommendations and overall approaches to the activities relating to student retention, including the following:

- Develop the University's 2017 Retention Strategy & Plan;
- Create a plan that is aspirational and dynamic, focusing on success and the need to evolve each year;
- Identify key challenges and develop initiatives to enhance students transition and retention;
- Investigate strategies across the student lifecycle within each school to support retention, progression and success;
- Focus on University-Level strategies supported by the implementation of school based initiatives;
- Identify cultural perspectives that may affect student engagement with Academics and Professional Staff during the student's lifecycle;

Membership

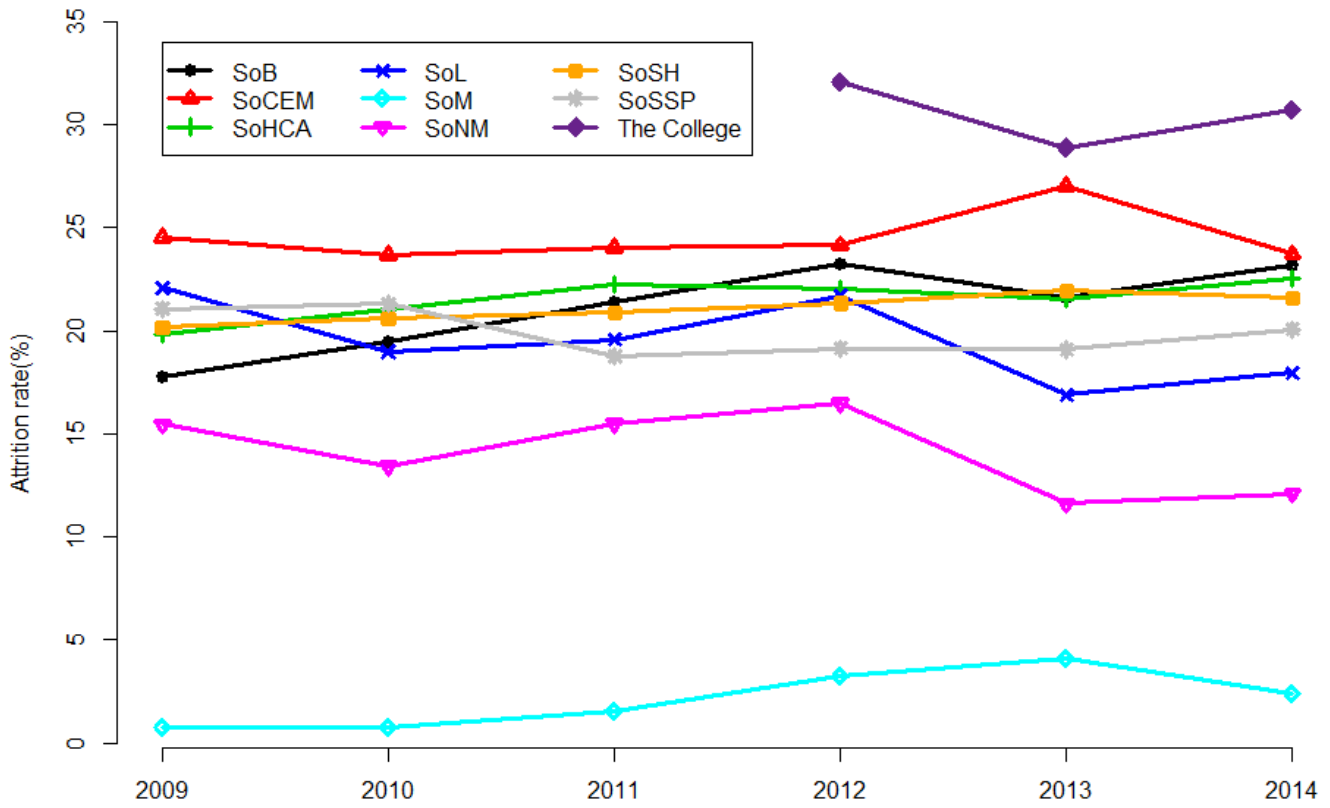
- Michael Burgess, Chief Student Experience Officer (Chair), Office of the Chief Student Experience Officer
- Ellen Brackenreg, Executive Director, Student Participation & Success, Student Experience Office
- Dr Francine Garlin, Director Undergraduate Programs, School of Business
- A/Prof Yeena Salamonson, Director Academic Workforce, School of Nursing and Midwifery
- Pat Loria, Associate Librarian Client Services, Library
- Janelle Davis, Senior Manager, Pathways & Partnerships, Office of Quality and Performance
- Ben McCully, College Director & Principal, International College
- David Roach, STaRS Project Officer, Office of the PVC (Learning Transformations)

The Working Group will meet on a monthly basis. The initial meeting of the Retention Strategy Working Group will be held in September 2016.

Regular draft reports will be submitted to the Student Experience and Engagement Committee for consideration with the final report due 30 November, 2016. The recommendation will be forwarded to the Senate Education Committee for approval, thereafter the University Executive to seek support for implementation.

APPENDIX B

Attrition trend data 2009 to 2014 for Western Sydney University domestic commencing bachelor students, by School. (The College and Blacktown only started Bachelor level programs from 2012 onwards. From 2012, students who were admitted to a Diploma course were enrolled in a Bachelor level first year program).



APPENDIX C

WSU Student lifecycle

