

STaRS Coordinators: Expectations and Responsibilities

A guide for Staff and Schools

Direct responsibilities under the University's annual 'Transition and Retention Plan (TaRP) 2017' Enabling Initiatives for both Professional and Academic STaRS Coordinators within WSU Schools:

The 2017 Transition and Retention Plan (TaRP) is the first iteration of what will become an annual planning and review process. This first Plan focusses on building coherence and providing a basis for evaluating and optimising returns from the existing suite of institutional and School based transition and retention activities. The Plan also identifies a series of key 2017 Enabling Initiatives to build the capacity of the University to deliver effective transition and retention activities.

The 2017 TaRP is attached and STaRS Coordinators should become familiar with it. By way of background, the 2017 TaRP emerged as an Action for the Office of the PVC (Learning Transformations) from the Vice Chancellor's Load Retention and Progression Taskforce (chaired by PVC LT Simon Barrie), and was assigned to a Working Group of the Student Experience and Engagement Committee (SEEC). It has since been endorsed by the Senate Education Committee. Note: from 2018 forwards, plans will be developed by a new Transition and Retention Advisory Group (TaRAG), replacing SEEC and reporting to the Senate Education Committee.

The 2017 Plan includes two Initiatives for which the School STaRS Coordinators have direct responsibility:

A) Personalising System Interactions

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.

As part of its responsibilities under the TaRP (see 2017 Enabling Initiative *Bii.*), the Office of Performance and Quality will provide data to the Schools, identifying students within the new cohort who are anticipated to be 'at risk' of attrition during the year. The School STaRS Coordinators are responsible for ensuring that this data is then appropriately actioned within their School.

D) Governance, Responsibility, and Accountability

iii. Coordination, liaison and reporting of School transition activities via School STaRS Coordinators.

The School STaRS Coordinators are expected to provide regular reporting to TaRAG on the suite of transition and retention activities undertaken within their School. While not necessarily being actively involved in all the activities, the STaRS Coordinators are expected to provide detailed information on these activities via a template (Note: to be developed by the Office of the PVC (LT)).

The 2017 Enabling Initiatives also include a number of Initiatives to enhance staff capabilities (see Initiative C Staff Capabilities), and Initiative C *iii. (Inform & empower staff (with the resources and authority) to operationalise transition and retention initiatives & programs)* is particularly important

for STaRS Coordinators as it provides further recognition of the STaRS Coordinators roles, and the authority to carry out associated responsibilities. These responsibilities are listed below.

General responsibilities

1. Liaise with unit coordinators/DAPs and other staff across the School to ensure the effective implementation of transition and retention activities, and to share evidence-based best practice information, resources, and strategies.
2. Organise the recruitment of course and campus specific senior students to speak at all School course orientation sessions, to take part in the Q&A sessions and to lead a campus tour.
3. Disseminate information provided via the STaRS 'functional network' to the appropriate person(s)/area(s) within the School. For example, this can range from simply distributing a poster pdf to staff on reception, to distributing important academic information regarding workshops to DAPs. In a similar vein, STaRS Coordinators should share information they consider useful and relevant to transition and retention via this network, and provide a conduit for other staff within their Schools for feedback on any transition and retention issues.
4. Are members of the STaRS Community of Practice (see 2017 Enabling Initiative C iv). The Community of Practice is practitioner led, and offers an informal and supportive forum to review and discuss transition and retention, both at WSU and in the wider sector context.
5. Academic STaRS Coordinators are responsible for ensuring that the Key Transition Message slides are displayed and discussed in each first-year course's core-transition unit.
6. Collaborate with the School's Curriculum Advisor (and others) to work on the establishment and/or progression of the Holistic Integrated Pedagogy for Student Transition Retention and Success (HIPSTaRS) projects, as per Initiative 1.7 of the WSU Learning Futures Plan.