

TRANSITION AND RETENTION STRATEGY (V3) July 2021

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:
<p>1. TEQSA’s Good Practice Note on retention (TEQSA, 2020a).</p> <p>2. Considerations identified by TEQSA that are specific to retention in the context of COVID-19 (TEQSA. 2020b).</p> <p>3. Priorities identified in the National Priorities and Industry Linkage Fund/Job Ready Graduates package.</p> <p>4. Circumstances and responses to these identified in the Stage 5 Teaching and Learning Recovery Framework that have a bearing on transition and retention.</p> <p>5. Changes to the internal structure of the University</p>	<p>15. Ensuring the appropriateness of students’ preparation for higher education and how they are selected for admission</p>	<p>24. Provide a coordinated and personalised approach to communication with students informed by business intelligence, performance and engagement data</p>	<p>SEM*, SUP*, Admissions,</p>
		<p>25. Consider ways to assess and increase future students’ readiness to study in flexible and online environments</p>	<p>Schools, The College, SEM</p>
		<p>26. Use and evaluate the Alpha app as a tool to engage future students</p>	<p>Careers, SEM</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 including promotion of student reflection on optimal delivery modalities for personal learning.</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 a flexible 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>

6. Principles of the Sustaining Success 2021-2026 Strategic Plan and impact measures		32. Ensure that students are adequately prepared for participation and success for flexible, hybrid learning online in their first-year units	DAPs, first year UCs, FYECs or equivalent in schools and The College, ADs L&T, LF, ITDS
		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
7. The new Curriculum Design and Approvals Policy	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
		39. Ensure requests for variation to enrolment are managed in accordance with policy	SEM, Schools
8. Revisions to the Assessment Policy	18. Design of the curriculum	40. Ensure that commencing and continuing students are supported within the curriculum 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
9. WSU's Indigenous Strategy			
10. Changes to University systems and procedures with the new Curriculum Advice to Students Procedure and the implementation of the Advise Module in Banner.			
11. New and alternate pathways and curriculum elements in programs.			
12. Factors identified in the SEM's Student Success strategy			
13. Access to new business intelligence, performance and engagement data			
14. The need to regularly evaluate and update this strategy			

		42. Ensure timetabling strategies support staff in recording and tracking of student attendance, clear for student decision making	Schools, Timetabling, LF
		43. Ensure the availability and access of staff professional learning resources in on-line/flipped/HyFlex design, delivery and production of student learning activities	LF, Schools
		44. 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
		45. 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
		46. 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
		47. 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
		48. Identify TaRP units through Phase 2 ACR processes	ADs T&L/DDs/DAPs or equivalent, The College
		49. Include transition and retention initiatives in unit quality templates	OQA
		50. 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
		51. Ensure that School Leaders are able to take responsibility for progressing transition and retention initiatives	LF, The College, Schools

		52. 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
		53. Embed EmployABILITY self-assessment tools and resources	UCs, DAPs, CAs, The College
		54. Embed OER resources following guidance in the Library's OER toolkit	UCs, DAPs, CAs, The College
		55. Learn from research and good practice in transition and retention and promote further research through the START Program of Research	LF, SEM, Schools
		56. 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	57. 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
		58. 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
		59. 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,
		60. Use data on engagement with the student Academic Integrity Module to identify students at risk	SUP, SEM, Library, AIWP, LF
		61. Draw on current research on indicators of students at risk of contract cheating to identify and support students.	SUP, SEM, Library, AIWP, LF

		62. Make use of the Retention Centre in vUWS to monitor and email students at risk	UCs, teaching staff, ADs L&T, The College
		63. Make use of the Grade Centre 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
		64. 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
		65. 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
	20. Academic student learning support	66. Ensure that students have the skills to work independently and maintain the required weekly engagement with unit content, activities and assessment	Schools, The College
		67. Post academic support information relevant to units and information about wellbeing support on vUWS, including links to the Wellbeing module	UCs
		68. Provide extra-curricular academic literacies support to commencing and continuing students	Library, Academic Literacies team, The College
		69. Provide extra-curricular maths and stats learning support to commencing and continuing students	MESH
		70. 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
		71. Take a coordinated approach to promoting academic learning support	SEM, Library, MESH, The College, Schools

		72. 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
		73. Implement strategies to support staff referrals to academic support?	AL team
		74. 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
	22. A sense of connectedness to the institution at which they are studying	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
		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
		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)