



Retention and Success Strategy

2015 – 2017

UNIVERSITY OF TASMANIA

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Introduction

“At the heart of successful retention and success is a strong sense of belonging in HE for all students.”
(Higher Education Academy, 2012)

Student retention is a key strategic issue for the University with students’ engagement with their studies, and ultimately their success and completion of a course improving the student experience, enhancing the University’s reputation and contributing to its long term financial security.

The University’s Retention and Success Strategy is therefore positioned alongside the University’s Strategic Plan for Learning and Teaching and Student Experience Plan; in acknowledgement that the retention and success of our students is enabled by a whole-of-institution approach underpinned by quality learning and teaching and an excellent student experience both curricular and co-curricular.

Whilst the focus of the strategy is on retaining and supporting students in order that they can succeed in their university studies and achieve their full potential, our definition of retention extends to academic progression of students.

Students remain at or leave university for many complex reasons. With an increasingly diverse cohort there are many student groups who may appear more at risk of attrition than others, however, all students of any demographic can be at risk at times during their studies and there are many factors outside of the University’s control – such as personal and life issues – that also impact upon student retention. Further, there are cases where it is in the interests of a student and/or the university that a student does not continue with his or her course.

Key factors of student success have been identified (eg., Kift, Nelson & Clarke, 2010; Wilson, 2009; Tinto, 2012; Yorke & Longden, 2004) and are also captured in the University’s First Year and Transition Framework where the focus is particularly on the transition and retention of first year students (UTAS, 2010). Consistent themes point to the importance of a connected approach across the institution (Figure 1) involving partnerships between academic and professional staff and considering both curricular and co-curricular design, transition, engagement and support. Students’ success is underpinned by the development of a range of factors including their sense of purpose, resourcefulness, connectedness and capability (Lizzio & Wilson, 2010).

Improvements in retention have been found following interventions that enhance students’ preparedness to study, create an effective orientation and transition experience, increase personal communication with and advice to students, provide early detection and intervention for students at risk, enhance the quality of the learning experience, and increase student engagement and quality with their peers, with staff and of the campus experience (Scott et al., 2008; Tinto & Pusser, 2006)

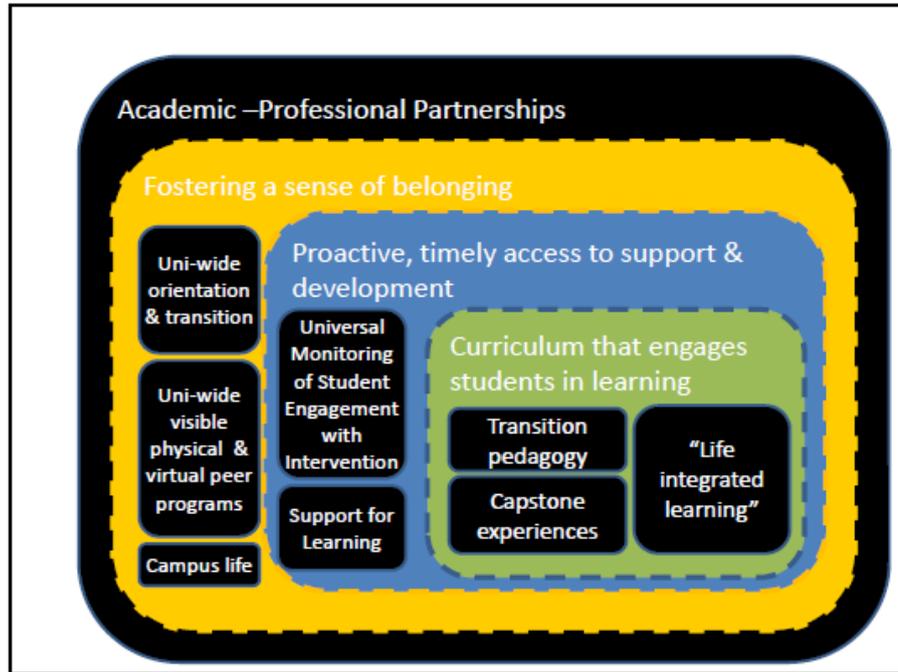


Figure 1. Interconnections informing retention. (Nelson, 2014)

In addition, effective and proactive intervention requires timely and meaningful data and analysis that is reliable and accurate, over series of time and not one off, and conveyed appropriately for the audience.

The goals, objectives and strategies outlined in the Retention Strategy inform the development of Divisional and Organisational plans, and complements the University’s Strategic Plan for Learning and Teaching in supporting the development of Faculty plans.

Institutional Context

The University of Tasmania has seen a 26.6% increase in EFTSL for the six year period 2008-2013 (from 14462 to 18307 EFTSL) with growth in overall domestic load, as well as international onshore student load (Department of Education, 2014). Alongside this increase in student load, the University has seen a recent decline in nationally reported retention rates¹, from 81.14% in 2010 to 77.22% in 2012.

¹ DoE definition: The Retention Rate for the given year (x) is the proportion of students commencing in given year (x) who re-enrol at the institution in the following year (x+1). It does not identify as retained in the system those students who defer their study or transfer to another university. Students enrolled in non-award and enabling course are excluded from the derivation.

While the University of Tasmania's unique attributes as the single University in a state characterised by relatively poor educational attainment rates are influencing factors on student retention trends, the significance of developing an institutional retention strategy is self-evident. Our nationally reported retention rates remain below the sector average with 77.22% of commencing bachelor students returning in 2013, as compared with the sector average of 82.16%, and our retention rates have varied from 82.5% in 2009 to 77.22% in 2012 (Department of Education, 2015). Whilst our retention rate for overseas commencing bachelor students has remained relatively strong at 91.23% compared with a sector average of 89.91% for domestic commencing bachelor students' retention is at its lowest since 2005 at 77.75%.

In relation to equity groups, for the 2012 students returning in 2013, retention rates were: 72.59% for students from regional and remote locations; 71.92% for students with a disability; 70.80% for Indigenous students; and 70.98% for low SES students.

The University's success rate ²(for commencing Bachelor students is also below the 2013 sector average – 79.97% for UTAS compared to 83.52% for the sector; the UTAS domestic student success rate was 79.48% (83.08% sector average) and the UTAS international student success rate was 84.04% (sector average 85.39%).

The retention and attrition indicators confirm the need for institution wide and strategic improvement, however it is relevant to contextualise nationally reported government data on retention, attrition and success. Firstly, these trends occur within the context of redirection of students from pre-degree programs to the Bachelor space as a result of the introduction of capping of courses at a pre-degree level and the growth of target markets that provide a breadth of opportunities for students across a range of ages and equity groups to access higher education but would traditionally not expect to evidence high completion and retention rates. Secondly data is purely based on commencing bachelor load, and does not include pre-degree, honours or postgraduate cohorts and therefore strategic decisions made in the context of capping and load growth have affected national results and the University's performance. It is also important to understand overall retention, attrition and success, including completion, across courses and cohorts. For example, for all courses (including pre degree, bachelor and postgraduate coursework programs) the University's retention rate for 2013 (students enrolled in 2012 who didn't return in 2013) was 72.18% as compared to 74.04% retention in 2012. Similarly, retention must be considered in the context of the diversity of the University of Tasmania student cohorts, the modes of learning and breadth of curriculum on offer.

Retention and success for students of the University of Tasmania is to be understood within a range of contexts and underpin this Retention Strategy:

- Success within units; passing an individual unit
- Retention within a course; progressing through and completing a course

² DoE definition: The Success Rate is EFTSL of units passed as a percentage of all EFTSL of units attempted. Attempted EFTSL comprises units passed, failed and withdrawn.

- Retention at the University, appreciating students make decisions to change courses that ultimately lead to success and graduation but in the context of national definitions are considered as attrition
- Retention within higher education; students may succeed early on in their studies and move to another higher education institution outside of Tasmania to continue and ultimately this is success in the context of the overarching goals of higher education.
- Retention and Success in the context of nationally reported data

Principles

Research into student retention indicates that there are particular variables associated with the student experience which have an impact on whether students persist or leave. Broadly, the more that students are academically and socially engaged within inclusive contexts the more likely they are to graduate.

This strategy is underpinned by the following principles:

- A Student Lifecycle approach: This plan is developed from a student lifecycle approach, recognising that success commences from the point of recruitment and first contact with the university, through to transition to university, progression in academic studies and the student support and experience that enables success, through to graduation.
- A whole of institution responsibility: This plan acknowledges that retention is the responsibility of all staff and organisational units of the university, with each area embedding clear implementation plans resulting from this strategy.
- An evidence-based approach: This plan requires the provision of timely and relevant data relating to student withdrawal and failure, as well as indicators of student engagement with their studies to enable the identification of students at risk, supported by early intervention strategies.
- Proactive and developmental: Retention activities are designed to be proactive and seek to engage students and develop their ability to engage, to learn and to know when they themselves may require additional development or support.
- Connectedness: Activities should encourage students to collaborate and engage with their peers and with staff in order to build their sense of belonging and maximise opportunities for success and completion of a course.

Strategic Goals

The critical role of staff in enabling the implementation of the strategic goals is acknowledged. In this context explicit strategies are articulated throughout the implementation plan to ensure the institution facilitates appropriate support for staff in building their capacity to work with non-traditional and diverse student cohorts and to build understanding of the factors that influence student retention and success.

These principles are further developed through the following Goal areas:

1. To enable students' preparedness for university study
2. To provide an effective welcome and transition experience
3. To ensure promotion and advice to students about courses, support and services; and key milestones
4. To enhance student engagement with their learning, and through the quality of the learning experience
5. To build a sense of belonging and increase opportunities for student engagement with their peers and with the co-curricular campus and online experience
6. To promote health and wellbeing amongst the student community
7. To implement systems and processes for the early detection and intervention of students at risk
8. To ensure the evaluation of retention strategies underpinned by data and informing ongoing improvement.

Retention and Success Strategy: Implementation Plan (2015-2017)

Goal 1: To enable students' preparedness for university study					
Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
1.1 Build compatibility between prospective students' expectations of tertiary study and programs on offer at the University, with actual experiences	Identify key characteristics (demographic plus beliefs, values, experiences) of domestic students; Tasmanian, interstate and distance.	ED, OMC	Student profile document	Mar 2016	
	Identify key characteristics (demographic plus beliefs, values, experiences) of international students	ED, International	Student profile document	Mar 2016	
	Based on acknowledged characteristics and intentions/behaviours develop audience specific programs/activities that meet the needs of future students.	ED, OMC ED, International	Activity attendance data (TBD)	Jun 2016	
	Ensure provision of sufficient and accurate information and collateral for future student decision making and appropriate to their level of entry including: Course and career pathways and outcomes Study mode options Financial considerations	ED, OMC	Effectiveness of distributed collateral, online data analytics (TBD)	Ongoing	
	Develop and coordinate an annual timeline of communications to future students.	ED, OMC ED, International	Metrics to be determined as part	Dec 2015	

Goal 1: To enable students' preparedness for university study

Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
			of CRM implementation		
1.2 Ensure pathways for prospective domestic and international students are clear and optimise articulation and progression	<p>Develop clear course and career pathway technical information appropriate for an internal and external audience</p> <p>Create a dashboard to inform admission policy and facilitate evaluation of pathways courses in key areas.</p> <p>Ensure that pre-entry advice and engagement initiatives are nuanced to specific audiences, with particular focus on engaging high-risk and non-traditional student groups such as CALD, mature age entry, and Aboriginal and Torres Strait Islander students</p>	<p>DVC, S&E ED, Student Operations</p> <p>ED, Student Operations</p> <p>ED, OMC DVC, S&E PVC, CP&RD</p>	<p>Development of clear pathways guides for internal and external use</p> <p>Dashboard built and meeting needs of key stakeholders</p> <p>Data actively used in the review of admission policy and curriculum review</p> <p>Communications analytics including response data</p> <p>Student LOAD in pathways courses</p>	<p>Dec 2015</p> <p>2015/16</p> <p>2016/ongoing</p>	
1.3 Prepare all students with the core learning skills and English language to increase chance of student success	Offer desirable and quality tertiary preparation and English language courses for prospective students who	DVC, S&E	Enquiry and admissions data	Ongoing	

Goal 1: To enable students' preparedness for university study

Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
	<p>do not meet general entry requirements</p> <p>As part of implementation of EL proficiency policy undertake an analysis of incoming international and CALD student cohorts in relation to meeting EL standards upon entry, and progression through courses</p> <p>Review of pathway programs and pre degree framework, inclusive of the Bachelor of General Studies (pathways and X3G) offerings</p> <p>Expand the reach of the UniStart academic skills program (domestic and international) to students entering degree courses as part of their orientation and transition into first year degree programs.</p>	<p>AQSC</p> <p>DVC, S&E, Faculties & Institutes (through ADLTs) Director, Quality</p> <p>SE (Director, Student Learning Retention and Success)</p>	<p>Student take up of pathways (comparative data)</p> <p>Retention rates of pathway students into degree courses</p> <p>Student evaluations of learning and teaching</p> <p>Retention and success rates of pathway students through to graduation</p> <p>Completion of review and implementation of revised pre degree framework</p> <p>Enrolments and progression rates of UniStart enrollees</p>	<p>Ongoing</p> <p>Dec 2015</p> <p>Dec 2015</p> <p>2015-2017</p>	
<p>1.4 Develop a coordinated and institutional approach to student recruitment that acknowledges</p>	<p>Develop and implement a five year plan for Domestic Recruitment</p>	<p>ED, OMC</p>	<p>Five year plan developed</p>	<p>Dec 2015</p>	

Goal 1: To enable students' preparedness for university study

Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
the importance of a connected and shared strategy with clarity of roles and responsibilities	Develop and implement a five year plan for University International Recruitment Strategy	ED, International	Five year plan developed	Dec 2015	

Goal 2: To provide an effective welcome and transition experience					
Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
2.1 Coordinate communications to commencing students, pre-entry, to ensure they receive key information and access to staff from application to orientation and transition.	Develop an institution-wide orientation and transition communication plan – internal and external	ED, Student Experience	Plan developed	Dec 2015	
	Develop pre-entry annual key message matrix	ED, OMC ED, International	Schedule developed and followed	Nov 2015	
	Develop benchmarks and targets for communications	ED, OMC ED, International ED, Student Experience ED, Student Operations	Benchmarks and targets established	March 2016	
	Develop a suite of resources appropriate and inclusive of specific student cohorts	ED, OMC ED, Student Experience	TBC	June 2016	
	Ensure communications are distributed via a diverse range of methods such as: electronic direct mail, text, website, social media, MyLO, and in context of the CRM	ED, OMC ED, International ED, Student Experience ED, Student Operations	Read and satisfaction rates with communications Conversion rates at each stage and via each platform	Begin September 2015 Ongoing refinement	

Goal 2: To provide an effective welcome and transition experience					
Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
			Orientation attendance Student satisfaction		
2.2 Coordinated program of orientation and welcome events that effectively facilitate the five senses of success (UTAS FY Framework)	Develop benchmarks and targets for orientation events	ED, Student Experience Faculties & Institutes (through Heads of School)	Orientation plan; with clear accountabilities and processes	Dec 2015	Student Experience Strategy (Pillar 1.4)
	Establish a clear model for the coordination and delivery of orientation and identify funding source to support institution-wide orientation	ED, Student Experience Faculties and Institutes (through Heads of School)	Institutional model and funding embedded into operational	Dec 2015	
	Deliver a quality orientation and welcome program that demonstrably develops the five senses of success in incoming cohorts	ED, Student Experience Faculties (Heads of School/Course Coordinators)	Attendance at orientation Take up of online orientation	Underway Underway	
	Ensure annual review and update of online orientation resources and website	ED, Student Experience	Student Survey feedback	Ongoing	
	Review and expand airport pickup and welcome services for International students	ED, Student Experience	Student feedback Review and update completed	Dec 2015	

Goal 2: To provide an effective welcome and transition experience					
Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
			Take-up of airport pickups Student satisfaction		
2.3 Coordinated program of post-orientation communication and support for all students and for targeted groups identified as at risk for first year of university	Develop post-entry key message matrix Develop post-entry communication plan – internal and external Ensure communications are distributed via appropriate methods such as: electronic direct mail, text, website, social media, MyLO, and in context of CRM	ED, Student Experience ED, Student Experience ED, Student Experience	Schedule developed and followed Plan developed Open and click rates through analytics attached to various media Student satisfaction rates	Dec 2015 Refine 2016-17 Begin September 2015	

Goal 3: To ensure promotion and advice to students about courses, support and services; and key milestones

Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
<p>3.1 Ensure key information across the student lifecycle is accurate, consistent and accessible</p>	<p>Complete an initial environmental scan of key messages sent to students throughout the student lifecycle and different stages in semester, including identifying current messages, gaps and duplications</p>	<p>ED, Student Experience,</p>	<p>Paper summarising findings are produced.</p>	<p>March 2016</p>	
	<p>Establish a communication student information working party</p>	<p>ED, Student Experience</p>	<p>The working party is established</p>	<p>Dec 2015</p>	
	<p>Develop communication plan – internal and external, including annual key message matrix</p>	<p>ED Student Experience</p>	<p>The working party meets regularly and has clear agenda and action items</p>	<p>Ongoing</p>	
	<p>Ensure messages are distributed with optimum frequency and via appropriate methods including but not limited to: electronic direct mail, text messaging, website updates, MyLO, social media and other on campus methods</p>	<p>ED Student Experience</p>	<p>Institutional student communication schedule is developed.</p>	<p>Dec 2015</p>	
			<p>Read and satisfaction rates with messages</p>	<p>Ongoing</p>	

Goal 3: To ensure promotion and advice to students about courses, support and services; and key milestones

Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
<p>3.2 Create a physical and virtual Student Services and Information Centre that can effectively provide first tier information, resources and support to all students across the institution.</p>	<p>Establish Student Services and Information Centre for first point of call for all students services related queries including Future Students, Student Experience, Student Lifecycle, Library, Faculties and Institute – identify opportunities for co-location</p>	<p>ED, Student Experience University Librarian</p>	<p>SSIC established</p>	<p>Sept 2015</p>	<p>Student Experience Strategy (Pillar 3.1, 3.2)</p>
	<p>Develop a comprehensive training program for Student Services and Information Services staff to represent the university across the student lifecycle</p>	<p>ED, Student Experience University Librarian</p>	<p>Routine issues hitting first tier points of service are identified and knowledge base is developed</p>	<p>2015/16</p>	
	<p>Continue to identify opportunities for colocation of student services on all campuses in line with international and national exemplars</p>	<p>ED, Student Experience ED, CSD</p>	<p>Number of student issues around course and support services resolved earlier in lifecycle</p>	<p>Ongoing</p>	
	<p>Implement CRM to establish workflows for the student lifecycle, referrals and development of knowledge base for internal use</p>	<p>ED, Student Experience <i>with</i> ED, OMC CIO</p>	<p>Reduced number of contact points for student services CRM meets user needs CRM implemented</p>	<p>Initial implementation by Feb 2016 – refinement and expansion 2016</p>	

Goal 3: To ensure promotion and advice to students about courses, support and services; and key milestones

Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
			<p>Numbers of staff successfully using CRM</p> <p>Institutional referral process around administrative services is developed</p> <p>The referral process is widely promulgated and understood</p> <p>First tier resolution rate</p>		

Goal 4: To enhance student engagement with their learning, and through the quality of learning and teaching

Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
<p>4.1 Ensure unit and course design builds in opportunities for scaffolding students' learning through learning and teaching activities</p>	<p>All new staff to undertake ELT501 in the Graduate Certificate of University Learning and Teaching</p>	<p>Faculties and Institutes (through ADLT and Heads of School)</p>	<p>% of new staff completing ELT 501</p>	<p>Ongoing</p>	<p>University Strategic Plan for Learning and Teaching</p>
	<p>Encourage staff to progress through further units in the Graduate Certificate of University Learning and Teaching through TPEs</p>	<p>Director, Quality</p>	<p>Number of staff completing units in the BEPPHE</p>	<p>Ongoing</p>	
	<p>Provide and communicate alternative entry into Bachelor of Education with Professional Honours (Higher Education) for more experienced staff</p>		<p>Alternative entry/RPL determined and outlined on website</p>	<p>Sem 1, 2016</p>	
	<p>Staff offered professional development opportunity to undertake Quality Matters as identified through career conversations</p>		<p>Number of staff completing QM</p>	<p>Ongoing</p>	
	<p>Embed the principles of constructive alignment in unit and course design (unit, course and HoS)</p>		<p>Number of units employing early, low stakes formative assessment / opportunities for feedback actively involved in identifying students at risk</p>	<p>Ongoing</p>	

Goal 4: To enhance student engagement with their learning, and through the quality of learning and teaching					
Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
	Provide professional development for staff in relation to the direct connection between retention, scaffolding learning, early, low stakes formative assessment and early identification and intervention with students at risk communicated explicitly to teaching staff along with practical methods of implementation			Ongoing	
4.2 Assessment design adheres to principles of good practice	Opportunity for early low stakes assessment, to be scaffolded within courses	Faculties and Institutes (through Course Coordinators & ADLTs)	Collation of information from annual unit reviews	Ongoing	University Strategic Plan for Learning and Teaching
	Formative feedback provided to students throughout the unit	Unit Coordinators and HoS	As above	Ongoing	
	Unit coordinators ensure units are set up to use Grades tool in MyLO with associated assessment design to facilitate early feedback	Associate Deans Learning and Teaching/Unit Coordinator Director, Quality	Grades tool usage statistics	Sem 1, 2016	
	All staff complete relevant units in the HEADS up MyLO course	Faculties and Institutes (through	Number of Course completions	Dec 2016	University Strategic Plan for Learning and Teaching

Goal 4: To enhance student engagement with their learning, and through the quality of learning and teaching

Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
4.3 Inclusive learning and teaching practices embedded into practice	<p>Awareness of Universal Design for Learning and Inclusive practice resources available through the L & T website</p> <p>Reflection of UDL/inclusive practice in 5 principles in Unit Design recognized through peer review processes</p>	ADLT and Heads of School) Director, Quality	<p>Web page views</p> <p>Number of units peer reviewed</p>	Dec 2016	
4.4 Implement UTAS Blended Learning Model 1-5 Framework that identifies high impact learning experiences	All units at BLM level 3 or above (driven through TPEs as needed)	<p>Faculties and Institutes (through ADLTs/Course and Unit Coordinators)</p> <p>Director, Quality</p>	Number of units at BLM level 3 or above	Dec 2017	Technology Enhanced Learning and Teaching White Paper

Goal 5: To build a sense of belonging and increase opportunities for student engagement with their peers and with the co-curricular campus and online experience

Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
5.1 Embed into the overall approach to orientation and transition, explicit opportunities for students to engage with peers and teaching staff	<p>Refer Goal 2.2</p> <p>Ensure involvement of student employees and volunteers in orientation, welcome and transition activities.</p> <p>In a strategic and collaborative way follow up on acceptances that have not translated to enrolments.</p> <p>Develop a schedule of welcome initiatives including phone calls, emails and online ‘Ask me’ sessions to students.</p> <p>Establish relevant discipline area social networks prior to commencement to encourage connection between future, current and past students and teaching staff</p>	<p>ED, Student Experience <i>with</i> partners</p> <p>ED, Student Experience <i>with</i> ED, OMC</p> <p>ED, Student Experience</p> <p>Faculties and Institutes (through Heads of School / Discipline)</p>	<p>Number of student staff and volunteers recruited and areas/campuses covered</p> <p>Awareness and knowledge of recruits in addressing enquiries</p> <p>Conversion rates (TBD)</p> <p>Number of phone calls, emails made and enquiries received</p> <p>Student evaluation</p> <p>Frequency and variety of events available</p>	<p>Underway</p> <p>Ongoing</p> <p>Underway/ongoing</p> <p>Underway/ongoing</p>	<p>Student Experience Strategy (Pillar 2.5, 4.3)</p>

Goal 5: To build a sense of belonging and increase opportunities for student engagement with their peers and with the co-curricular campus and online experience

Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
			<p>Staff awareness of events and participation</p> <p>Staff accounts of engagement in professional development in reviews</p>		
<p>5.2 Explicitly build connection between peers, and with key academic supports through the curriculum</p>	<p>Identify and communicate key academic support contacts and develop scenario matrix for internal use</p> <p>Develop awareness and capacity of First Year teaching staff (in particular) to deliver effective group work early in curriculum through workshops and sessional teaching days</p> <p>Optimise the use of peer learning within and alongside the curriculum</p>	<p>Faculties and Institutes (through Heads of School with Course Coordinators)</p> <p>Director, Quality</p> <p>Heads of School with Course & Unit Coordinators Head, TILT</p>	<p>TBD</p> <p>Staff ratio of participation in workshops and Grad Cert.</p> <p>Number of PASS units on offer/Number of students with access to PASS/Percentage</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Student Experience Strategy</p>

Goal 5: To build a sense of belonging and increase opportunities for student engagement with their peers and with the co-curricular campus and online experience

Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
	<p>Provision of embedded and just in time language and academic skill workshops/embedded academic development</p> <p>Promotion and greater engagement with learning and teaching opportunities for staff through TILT's activities including the Graduate Certificate in University Learning and Teaching (E5T)</p>	<p>Head, Student Learning ADLTs</p> <p>Head, Student Learning Course/Unit Coordinators</p> <p>Performance managers</p>	<p>of students engaging with PASS</p> <p>Retention rates and academic outcomes for PASS regular attendees/Average marks higher</p> <p>Student engagement with embedded language and learning development</p> <p>Academic outcomes for students who participated in embedded learning opportunities where tracking is possible through schools and faculties</p> <p>Staff ratio of E5T completion Staff accounts of engagement in professional</p>	<p>Ongoing</p> <p>Ongoing</p>	

Goal 5: To build a sense of belonging and increase opportunities for student engagement with their peers and with the co-curricular campus and online experience

Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
			development in reviews		
5.3 Explicitly build connection between peers, and with key supports through co-curricular activities	<p>Provide and promote a diverse range of student engagement and social activities that promote connection between peers, inclusive of societies, clubs, sport and recreation, and student-led activities</p> <p>Provide a range of diverse range of activities that provide opportunities for leadership, volunteering, civic engagement, and work opportunities.</p>	<p>ED, Student Experience</p> <p>ED, Student Experience</p>	<p>Number of activities/events Number and variety of events, societies and clubs</p> <p>Coverage of activities/events/clubs/societies in terms of ethnicity and diversity</p> <p>Number of students engaged in activities/events</p> <p>Accessibility to events (including transportation)</p> <p>UTAS representation at Elite Athletes: participating athletes, fields and supporting staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	To be detailed in Student Experience Strategy

Goal 5: To build a sense of belonging and increase opportunities for student engagement with their peers and with the co-curricular campus and online experience

Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
			Range of employment and leadership/volunteering opportunities in terms of fields and institutions available Level of engagement with community/society		

Goal 6: To enable health, wellbeing and study accessibility amongst the student community					
Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
6.1 Provide access to primary and allied health services essential for maintaining study capacity	<p>Primary Health – Ensure access to timely medical services in each region. This will be through a combination of MOUs with local GP clinics, direct health services contracted on campus and provision of first aid as required via trained staff. Clear referral to specialist services in the wider community</p> <p>Allied Health – with a focus on mental health, provide an onsite counselling service with capacity to refer to wider community services</p> <p>Provide opportunity for service delivery by appropriately supervised practicum placement students</p>	ED, Student Experience ED, Human Resources	<p>Consumer awareness and use of services</p> <p>Improved health outcomes</p> <p>Clear referral processes recognised by consumers and practitioners</p> <p>Acceptable balance of demand and supply</p>	Underway	
6.2 Provide wellbeing promotion and education to proactively assist with maintaining good physical and mental health	<p>Ensure a campaign of wellbeing promotion and activities</p> <p>Establish a wellbeing working group</p> <p>Complete an initial environmental scan of wellbeing at the University; including:</p>	<p>ED, Student Experience</p> <p>ED, Student Experience ED, HR</p> <p>ED, Student Experience ED, HR</p>	<p>Suitable person employed</p> <p>Working group meeting regularly and has clear agenda and task list</p> <p>Paper summarising findings and recommendations</p>	<p>Underway</p> <p>Underway</p> <p>Nov 2016</p>	Student Experience Strategy (Pillar 1.3)

Goal 6: To enable health, wellbeing and study accessibility amongst the student community					
Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
	<p>Identify current activities that relate to wellbeing and collate/coordinate</p> <p>Identify service gaps and ways to prioritise and address</p>	ED, Student Experience	built into 2016 budget and University plans		
6.3 Ensure study is inclusive and accessible	<p>Ensure students with Disability or health condition disclosed to the University receive appropriate accommodations for their study program</p> <p>Implement the National Higher Education Disability Standards</p> <p>Support staff in making their academic programs progressively more accessible. Identify the inherent requirements of study programs</p> <p>Increase awareness of the needs of particular equity groups across the university</p>	<p>University Librarian ED, Student Experience</p> <p>ED, HR <i>with</i> ADLTs Director, Quality</p> <p>Faculties and Institutes (through ADLTs) Director, Quality</p> <p>ED, Student Experience ED, HR Faculties and Institutes (through ADLTs)</p>	<p>Accommodations provided and meet academic needs</p> <p>Implementation of standards across Faculties/Institutes (TBD).</p> <p>Staff awareness of accessibility issues increases, inclusive curricula (TBD)</p> <p>Staff awareness of equity and diversity issues increases, reflected by participation rates (TBD)</p>	<p>Ongoing</p> <p>2015 / 16</p> <p>Dec 2016</p> <p>Ongoing</p>	

Goal 6: To enable health, wellbeing and study accessibility amongst the student community					
Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
	Address identified equity needs through specific programs/interventions	ED, Student Experience	Increased number of interventions and impact – retention rates (TBD)	2015/16	
6.4 Develop a cross institutional perspective of these issues, acknowledging the impact on the entire university community (students, staff and postgraduates)	<p>Develop a Mental Health Strategy for the University Community</p> <p>Work Health and Safety implementation for University Community</p> <p>Analysis of retention and attrition data for equity groups; specifically ATSI, low SES, regional and remote, disability; to inform ongoing evaluation of interventions and strategies. (SEE GOAL 7.3)</p>	ED, HR/ ED, Student Experience ED, Research Services	<p>Strategy written and endorsed by COO</p> <p>A range of relevant policy and strategies completed and endorsed</p> <p>See 7.3</p>	<p>June 2016</p> <p>Ongoing</p> <p>See 7.3</p>	

Goal 7: To implement systems and processes for the early detection, intervention and reporting of students at risk

Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
<p>7.1 Capture and centralise the key data necessary for detection of students at risk in timeframes suitable for early intervention</p>	<p>Undertake cultural / process change in areas responsible for recording: Pre-entry risk factors on entry (to centralise in Student Management) Administrative risk factors post entry (to centralise in Student Management) Grades data (to centralise in MyLO) Attendance data at compulsory unit elements (centralise in MyLO or attendance module if implemented)</p>	<p>ED, Student Experience (Partners: AD, Institutional performance, ED Student Operations, ADLTs, CIO)</p>	<p>Number of pre-entry factors captured and centralised</p>	<p>Underway</p>	
			<p>Number of post entry factors captured and centralised</p>	<p>Underway</p>	
			<p>Number of units correctly using MyLO gradebook</p>	<p>Ongoing</p>	
			<p>Number of units correctly centralising attendance data</p>	<p>Ongoing</p>	
	<p>Standardise the practice of early, low-stakes assessment pieces with automated marking / feedback tied to Intelligent Agents in MyLO to facilitate early detection and intervention with academic risk</p>	<p>Faculties and Institutes (through ADLTs) Director, Quality CIO</p>	<p>Number of units using low stake assessment pieces</p>	<p>Dec 2016</p>	
<p>Identify the units and programs of highest attrition and refer to Deans and ADLTs for follow up intervention strategies</p>	<p>ED, Student Operations AD, Institutional Performance ADLTs/Deans</p>	<p>Decrease in attrition rates</p>	<p>Dec 2015</p>		

Goal 7: To implement systems and processes for the early detection, intervention and reporting of students at risk					
Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
	Embed the practice of evaluating student engagement within units at Week 7; in order to facilitate intervention and or withdrawal (UIWW)	Faculties and Institutes (ADLTs/Deans) ED, Student Operations DVC, S & E	Decrease in number of students not engaging over 2 year period Successful intervention	Underway	
7.2 Construct a single student view interface and associated reports to present a holistic picture of student preparedness, risk and progression to key stakeholders to underpin holistic intervention across the institution	Develop specifications of interface and reports	AD, Institutional performance DVC, S&E	Specifications developed Specifications meet requirements of all stakeholders	July 2016	
	Implement interim measures while interface and reports are being built to facilitate incrementally improved detection / intervention	ED, Student Operations ED, Student Experience Faculties and Institutes	Interim measures underway Number of students contacted in risk groups Reduction in attrition of students contacted in risk groups compared to those unable to be contacted in same risk groups	Underway	
	Construct reports and interface in complementing the implementation of the CRM	ED, Student Operations CIO	Interface built and implemented	Dec 2016	

Goal 7: To implement systems and processes for the early detection, intervention and reporting of students at risk

Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
			Reports built and implemented Interface and reports meeting user requirements		
7.3 Map and implement a university wide suite of targeted intervention strategies for identified risk groups	<p>Develop a cohesive set of intervention strategies targeting key risk factors and cohorts based on successful strategies in place within UTAS and within other HE institutions</p> <p>Implement intervention strategies across the institution</p> <p>Develop targeted intervention strategies for students placed on APR</p>	<p>ED, Student Experience ADLTs</p> <p>ED, Student Experience ADLTs</p> <p>ED, Student Experience ADLTs</p>	<p>Retention strategies developed</p> <p>Intervention strategies implemented</p> <p>Number of students in risk groups engaged with intervention strategies</p> <p>Reduction in attrition of students in risk groups engaged with intervention strategies compared to those not</p>	<p>Dec 2015</p> <p>Dec 2016</p> <p>Dec 2016</p>	

Goal 7: To implement systems and processes for the early detection, intervention and reporting of students at risk					
Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
			engaged, in the same risk groups		
7.4 Develop and embed clear guidelines and business processes to ensure accurate input and compilation of data to enable reporting of retention, attrition success and completion to key stakeholders internal and external	<p>Map current processes for internal and external reporting of retention, attrition and success</p> <p>Embed guidelines and business processes to support the input and compilation of data across faculties/institutes and central Divisions</p> <p>Clarify accountability for production of institutional reports</p>	<p>ED, Student Operations</p> <p>DVC, S&E</p>	<p>Mapping completed</p> <p>Guidelines and processes developed and disseminated</p> <p>Accountabilities determined and communicated</p> <p>Course dashboards available</p>	<p>Dec 2015</p> <p>Dec 2015</p> <p>Dec 2015</p> <p>Refinement 2016</p>	

Goal 8: To ensure the evaluation of retention strategies underpinned by data and informing ongoing improvement

Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
8.1 Make available retention / academic progress and completion data to facilitate targeting resources at areas in most need	<p>Develop reports that meet stakeholder needs through quantifying retention rates at the Faculty / institute, school and program level and academic failure rates at the unit level</p> <p>Target retention strategies (developed under strategy 7.3) to programs / units that can most benefit</p>	<p>AD, Institutional Performance (BI unit) ED, Student Operations</p> <p>ADLTs SE (Director, Student Learning Retention and Success)</p>	<p>Specifications developed Reports implemented</p> <p>Number of high risk areas targeted</p> <p>Comparative retention and failure rates over time</p> <p>Completion rates and average time for completion</p>	<p>Dec 2015</p> <p>July 2016 Refinement 2016/17</p>	
8.2 Capture and centralise the key data from interactions with support services and formal intervention strategies	Ensure that the roll out of an institutional CRM optimises case management functionality, to capture key interaction / intervention data	ED, Student Experience CIO ED, OMC	<p>Solution implemented</p> <p>Number of active users</p>	First quarter 2016	

Goal 8: To ensure the evaluation of retention strategies underpinned by data and informing ongoing improvement

Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
<p>8.3 Measure the success of interventions in terms of academic progress and student retention</p>	<p>Develop and produce reports of those students who receive and engage with support in a given risk group compared to those who do not receive support in same group in terms of: Academic progress Retention</p> <p>(Centralising the data necessary to define risk groups is reliant on the achievement of strategy 7.1 in Goal 7).</p>	<p>DVC, S&E AD, Institutional Performance (BI unit) ED, Student Operations</p>	<p>Specifications developed Specifications meet requirements of all stakeholders</p> <p>Interim measures underway Number of students contacted in risk groups Reduction in attrition of students contacted in risk groups compared to those unable to be contacted in same risk groups</p> <p>Interface built and implemented Reports built and implemented Interface and reports meeting user requirements</p>	<p>Underway</p> <p>Underway</p> <p>Aug 2015 – Dec 2016</p>	

Goal 8: To ensure the evaluation of retention strategies underpinned by data and informing ongoing improvement

Strategy	Actions	Accountability	Performance Measures	Timeframe	Links to other University Strategies and Plans
8.4 Implement yearly cycle of review processes based on impact data to inform ongoing improvement	Develop and implement review process for each of the main stakeholders (including connection to existing annual course and unit reviews)	ULTC (to report to Senate)	Increase in effectiveness of interventions over time	2016 – review ongoing	

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