

Student Retention & Success Operational Plan 2018 – 2020

PRIORITY 1: ACCURATE & PREDICTIVE EVIDENCE TO SUPPORT DECISION MAKING AROUND SRS

Objectives	Action	Targets/Outcomes	Mapping to LTSS	Accountability	Timing
1.1 Use quality data to improve teaching practice and to benchmark attrition, retention and success rates. Provide attrition, retention and success analysis and reporting	1. Maintaining student (Higher Education and TAFE) student enrolment and demographic records into the student retention and success database system for determination of attrition and success statistics.	Data collected and available for analysis and benchmarking purposes and available for the design, development and implementation of retention and success strategies	1.6	Manager Data & Reporting, SRS Data Analyst	ongoing
	2. Design and implement processes for the collection and storage of withdrawal and leave data on students who fail to enroll in succeeding semesters.	Processes designed and implemented that lead to the maximized collection and storage of withdrawal and leave data on students who failed to enroll in succeeding semesters.	1.6	Registrar	November 2018
	3. Review new and relevant data sources for applicability to retention and success initiatives, such as surveys, LMS data, VTAC records, and demographic data.	Applicable new and relevant data to update and maintain dashboards and reporting with new and relevant data sources as appropriate.	1.6	Manager Data & Reporting, SRS Data Analyst	ongoing
1.2 Communicate retention and success data and analysis to the Student Retention & Success Team and University community	1. Provide and present retention and success data and analysis to University schools, committees and working parties.	Retention and success data and analysis used by University schools, committees and working parties to focus design, development and implementation of retention strategies.	1.6	Manager Data & Reporting, SRS Data Analyst	ongoing

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Objectives	Action	Targets/Outcomes	Mapping to LTSS	Accountability	Timing
1.3 Measure initiatives for their impact on retention and success	1. Develop targets for attrition, retention and success.	Targets for attrition, retention and success set and communicated to University faculties, committees and working parties to focus design, development and implementation of retention strategies.	1.6	DVC (A) Manager Data & Reporting, SRS Data Analyst	October 2018
	2. Analyse changes in attrition, retention and success data against targets through the SRS Committee	Analysis of changes in attrition, retention and success data against targets reported and communicated to key stakeholders to report on progress of retention strategies.	1.6	Manager Data & Reporting, SRS Data Analyst	Ongoing
	3. Analyse data from programs and campaigns to support evaluation of their impact on student retention, success, and financial impact.	Data from programs and campaigns analysed to support evaluation of impact on retention, success, and communicated to key stakeholders to report on progress of retention strategies.	1.6	Manager Data & Reporting, SRS Data Analyst	Annually
1.4 Implement predictive modelling analysis and reporting	1. Develop forecasting models for predicting future student retention and success rates for commencing student cohorts, based on student demographics and past achievement data.	Forecast models for predicting future student retention and success rates developed and implemented to focus design, development and implementation of retention strategies.	1.6, 2.1	Manager Data & Reporting, SRS Data Analyst	December 2018
	2. Develop at-risk models on individual student attrition.	Models identifying individual students at risk of attrition developed and implemented to focus design, development and implementation of retention strategies.	1.6, 2.1	Manager Data & Reporting, SRS Data Analyst	July 2019

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Objectives	Action	Targets/Outcomes	Mapping to *	Accountability	Timing
1.4 continued Implement predictive modelling analysis and reporting	3. Prepare modelling of expected DET attrition statistics prior to the release of the DET full-year higher education statistics.	Model developed and distributed prior to the annual DET full-year higher education statistics release.	1.6, 2.1	Manager Data & Reporting, SRS Data Analyst	August each year
1.5 Explore Learning Analytics as a method and toolset for real-time feedback on student progress and success	1. Learning Analytics Working Group continue to develop enhanced learning analytics to provide supporting data and analysis of student learning.	Learning Analytics Plan developed and implement to provide a pathway for the development of learning analytics projects and tools to support the design, development and implementation of retention strategies	2.1	DVC (A), Director CLIPP, Director ITS SRS Data Analyst, ADTQ	Ongoing

PRIORITY 2. ENHANCE OUR PROACTIVE, STUDENT-CENTRED UNI WIDE APPROACH

Objectives	Action	Targets/Outcomes	Mapping to *	Accountability	Timing
2.1 Enhance the enrolment process to be user friendly, simple and straightforward	1. Implement an enrolment survey for commencing and continuing students to investigate and identify problems in the enrolment process.	Develop appropriate means and methods of simplifying the enrolment process.		COO / CFO, Student HQ, DVC (SSS), Director ITS	December 2018 then ongoing
		Decrease in abandonment processes and increased student satisfaction.		COO / CFO, Student HQ, DVC (SSS), Director ITS	Ongoing
	2. Develop and implement a simplified and user friendly online enrolment process for all students.	Enrolment process simplified and creates less abandoned processes.	2.6	COO / CFO, Student HQ, DVC (SSS), Director ITS	March 2019
	3. Communicate processes for enrolment for returning students.	Increased and earlier enrolment for later year students.	2.6	COO / CFO, Student HQ, DVC (SSS), Director ITS	Ongoing
2.2 Develop and implement a culture of continuous improvement through integration of the 'student centred' concept across the organisation from transition to completion.	1. Revise and update Orientation including ensuring pre-arrival, Orientation and FedReady are complementary.	Updated Orientation program in place for first and second semesters Online orientation reviewed and updated	2.2	DVC (A), Director CLIPP, DVC (SSS), Director Student Connect	December 2018
	2. Review and adapt the role of mentors to include practical supports at pre-arrival. Match mentor to mentees (age, life experience).	Development of transition skills resources to support and inform student expectations	2.2	DVC (A), Director CLIPP, DVC (SSS), Director Student Connect	December 2018
	3. Include student centeredness/ 'customer service' as integral part of PRDP for School and TAFE staff.	Increasing % of staff in each area have this in PRDP.	2.5	DVC (A)	January 2019 and ongoing

PRIORITY 2. ENHANCE OUR PROACTIVE, STUDENT-CENTRED UNI WIDE APPROACH

Objectives	Action	Targets/Outcomes	Mapping to *	Accountability	Timing
2.3 Develop and implement a student centric, 'learning-centred' FedUni focused training program for all staff	1. Prepare and disseminate resources on communicating with, and offering supports to students, including the unified communications role as part of staff development program.	Development of staff training programs including manuals/online resources for staff.	1.1	DVC (A), Director CLIPP, COO / CFO, Director HR	July 2019
	2. Contribute and embed library developed learning modules into training programs for new academic, teaching and professional staff.	Learning technology incorporated into induction of all staff	1.1	COO / CFO, Director HR, DVC (A), Director Library & Learning Space, Director CLIPP	December 2019
2.4 Develop and implement student retention training and professional development for frontline staff	1. Develop and implement Service Excellence Training module for all frontline staff.	Training program developed and available to be delivered for new, contract, sessional and ongoing frontline administrative staff. Relevant SPARK Training modules to be delivered to new, contract, sessional and ongoing frontline administrative staff.	1.1	COO / CFO, Director HR, Student HQ	December 2018
		Improved % of customer service feedback, and % of staff who undertake training.			December 2018
		Increased consistency and continuity of information disseminated to students and staff using customer service matrix.			December 2018
	2. Develop student/stakeholder feedback process for evaluating customer service to allow for corrective action through PRDP (surveys)	Student/stakeholder service feedback process developed and available. Increase % of student/stakeholder participation.	2.4	COO / CFO, Director HR, Student HQ DVC (SSS), Director ITS	October 2019

PRIORITY 3. IMPROVE TARGETED INTERVENTION AND SUPPORT

Objectives	Action	Targets/Outcomes	Mapping to LTSS	Accountability	Timing
3.1 Develop and implement targeted intervention and support programs and courses in each academic /teaching unit at the Program Level and the Course Level with the highest attrition and highest fail rates.	1. Identify the hotspot programs each year in each of the Schools, FedUni TAFE, Fed College and Partner Providers with the highest attrition and highest fail rate and analyse why.	Programs identified and analysis undertaken and presented to SRS committee for monitoring and progress.	2.1	DVC (A), Manager Data & Reporting, SRS Data Analyst, Deans of Schools, SRS Committee	September annually
	2. Develop targeted and specific interventions, including outbound call campaigns, and support to arrest attrition and the high fail rates in hotspot programs.	A decline in attrition and failure rates from each program, and a report submitted to SRS Committee on actions and progress taken.	2.1	DVC (A), Deans of School, ADTQ, Director Operations TAFE, Director Fed College, Director CLIPP, PVC International, Director Library & Learning Spaces	Ongoing
	3. Where they are outside the programs identified above, identify the five courses in each of the Schools, FedUni TAFE, Fed College and Partner Provider with the highest success/fail rates and analyse why.	Courses identified and analysis undertaken and presented to SRS committee for monitoring and progress.	2.1	DVC (A), Manager Data & Reporting, SRS Data Analyst, Deans of School, ADTQ, Director Operations TAFE, Director Fed College, Director CLIPP, PVC International	End of each semester's results publication
	4. Develop targeted and specific interventions and support to arrest high fail and withdrawal rates in identified courses.	A decline in attrition and failure rates from each course, and a report submitted to SRS Committee on actions and progress taken.	2.1	COO / CFO, Director Library & Learning Spaces, ADTQ	Ongoing

PRIORITY 3. IMPROVE TARGETED INTERVENTION AND SUPPORT

Objectives	Action	Targets/Outcomes	Mapping to *	Accountability	Timing
3.2 Develop and implement targeted intervention and support for student sub-cohorts at high risk of withdrawal.	COMMENCING STUDENTS 1. Using evidence from Moodle and Mentor non-engagement, identify commencing students at high risk of dropping out.	Timely student lists generated each study period	2.1	DVC (A), Manager Data & Reporting, SRS Data Analyst, Deans of School, Director ITS	Week 3 of each semester
	2. Develop targeted and specific interventions and support to arrest this attrition, including continued tailored outbound call campaigns.	A decline in attrition by 1% each year for 3 years (or set in context with student intake).	2.1	DVC (A), SRS Committee, Registrar, Student HQ	Ongoing
	3. Implement a 1 st assessment strategy call campaign around non-submission of 1 st assessment, including promotion of PASS availability.	Analysis and measure of campaign success, and an increase in PASS attendance rates.	2.1	DVC(A), SRS Committee, Deans of School, ADTQ, Student HQ	December 2018
	4. Develop targeted support for below 50 ATAR and direct applicants, online and part time student cohorts.	Implement targeted interventions through focusing on identified high risk cohorts, including call campaigns.	2.1	DVC(A), SRS Committee, Deans of School, ADTQ, Student HQ	Ongoing
	CONTINUING STUDENTS 1. Identify patterns of drop out for second year higher education students including demographics, engagement behaviour, program and course location	Analysis undertaken and presented to ADL&T, Heads of School, and the SRS Committee.	2.1	DVC (SSS) Director ITS, Manager Data & Reporting, SRS Data Analyst	December 2018

PRIORITY 3. IMPROVE TARGETED INTERVENTION AND SUPPORT

Objectives	Action	Targets/Outcomes	Mapping to LTSS	Accountability	Timing
3.2 continued Develop and implement targeted intervention and support for student sub- cohorts at high risk of withdrawal.	2. Develop targeted and specific interventions and support to arrest attrition of second year higher education students, including outbound call campaigns.	A decline in attrition by 1% each year for 3 years (or set in context with student intake).	2.1	DVC (A), Deans of School, ADTQ, Registrar, SRS Committee	Ongoing
		A measure of financial benefits of the interventions taken, and reported to SRS Committee.	2.1	DVC (SSS), Director ITS, COO / CFO, Registrar	Annually
	TRANSITION/PROGRESSION				
	1. Identify patterns of drop out for between year higher education students including demographics, engagement behaviour, program and course location and the like.	Analysis undertaken and reported to SRS Committee.	2.1	DVC (SSS), Manager Data & Reporting, SRS Data Analyst	Annually
	2. Develop targeted and specific interventions around assessment to support and arrest attrition of between-year higher education students.	A decline in attrition by 1% each year for 3 years (or set in context with student intake).	2.1	DVC (A), Director ITS, ADTQ, Director Student Connect, Deans of Schools	Ongoing
3.3 Develop and implement targeted intervention and support for student sub-cohorts at high risk of withdrawal, among International and partner provider students.	INTERNATIONAL AND PARTNER PROVIDER STUDENTS		2.1		
	1. Identify patterns of dropout and completion rates for this cohort.	Analysis undertaken and presented.		PVC International, Manager Data & Reporting, SRS Data Analyst,	September 2018
	2. Develop targeted and specific interventions and support to improve retention and timely completion of International and Partner Provider students.	A decline in attrition by 1% each year for three years (set in context with student intake).	2.1	DVC (A), PVC International, ADTQ, Deans of School	December 2018
Increase in International and Partner Provider student retention and completions.		2.1			

PRIORITY 4. IMPROVE STUDENT TRANSITION SUPPORT

Objectives	Action	Targets/Outcomes	Mapping to LTSS	Accountability	Timing
4.1 <i>Embedding skills integral to transition</i> Develop and implement a cohesive and embedded transition program for commencing students in their first semester of study.	1. Implement transition support program for commencing students during the first six weeks of their studies.	Central delivery of a series of workshops encompassing key university and learning skills areas from weeks one to six each semester. Targeted student cohorts will be commencing students and students identified by their school as potentially at risk of struggling with university study.	2.2	DVC (A), Director CLIPP, Director Library & Learning Spaces Director Student Connect	Piloted each semester from June 2018 – December 2019 then reviewed for further implementation.
	2. Identify two core courses in various programs across all schools in which to embed key learning skills aligned with assessment tasks.	All commencing students will be provided with embedded support to develop the learning skills necessary to successfully complete their first semester assessments in at least two core courses.	2.2	DVC (A), Director CLIPP, PVC International	December 2019
4.2 Create a cohesive set of institutional activities and resources to support all students through the student lifecycle.	1. Combine existing transition-focused digital programs and resources into a Moodle shell with any new resources, using practical transition skills mapping as foundation.	Localisation of commencing student resources to a single location.	2.2	DVC (A), DVC (SSS), Director CLIPP, Director Library & Learning Spaces, PVC International	December 2019
		Increase in 1% of student participation (set in context with student intake).			
	2. Develop additional resources for students covering the student lifecycle from first semester to transitioning out of university, continuing to provide opportunities to develop core university skills.	Reduction in attrition and failure rates (set in context with student intake).		DVC (A), DVC (SSS), Director CLIPP, Director Library & Learning Spaces, PVC International	June 2019
		Increased satisfaction levels reported by students.			

PRIORITY 4. IMPROVE STUDENT TRANSITION SUPPORT

Objectives	Action	Targets/Outcomes	Mapping to LTSS	Accountability	Timing
4.2 continued Create a cohesive set of institutional activities and resources to support all students through the student lifecycle.	3. Develop the Federation Awards which includes a number of activities to enable the development of personal and professional skills, including transitional and employability skills.	Increased % of student participation in support services and activities.	2.2	DVC (SSS) Director Student Connect, DVC (SSS)	October 2018
	4. Develop Student Development Grants for financially disadvantaged students that provides opportunities to access professional and personal development.	Eligibility requirements for Student Development Grants developed and communicated to students. Join the Big Idea's Observer Program. Enhanced opportunities for external grants for students.		DVC (SSS), Director Student Connect	June 2018
4.3 Ensure clear and concise information about retention supports and services is available to students.	1. Ensure regular updates to all staff in Fed News and, where appropriate through SRS Website, University Facebook and Twitter.	Monthly FedNews items on achievements/FaceBook shares/likes measured. Increases in social media sharing.		DVC (SSS) SRS Initiative Coordinator, Director Campus Life, SRS Committee	Ongoing
	2. Ensure Skills and Job Centre Study Support and Employability Services are promoted to TAFE Students.	All TAFE student and staff receive information about support services available, via email, SMS or direct classroom contact. Increase in % of student participation (set in context with student intake).	2.2	COO / CFO, Director MACE Manager TAFE Sales and Marketing	Ongoing

PRIORITY 4. IMPROVE STUDENT TRANSITION SUPPORT

Objectives	Action	Targets/Outcomes	Mapping to LTSS	Accountability	Timing
4.4 Develop and implement targeted communications to the 'partial alumni' cohort with the view of managing them back into studies, or in achieving a level of study success.	1. Develop targeted communication to engage with general information such as the alumni newsletter, and targeted information on School/TAFE specific programs.	Increase % of partial graduates to return to study.	2.5	DVC (SSS), Director Student Connect, ADTQ, Student HQ, Manager Skills and Jobs Centre	July 2019
	2. Develop a structure of 'nested' undergraduate degrees similar to what is commonly done in the post graduate arena (grad cert, grad dip and grad degree), in order to create multiple exit and entry points to higher education.	Increase % of completed qualifications (set in context with student intake).	2.5	DCV(A), Deans of Schools, ADTQ, Program Coordinators/ Leaders & Managers.	July 2019
	3. Conduct exit interviews of all students and follow up with surveys.	Increased understanding of why students are leaving. Implementation of interventions in areas of student dissatisfaction that can be addressed	2.4	COO / CFO, Student HQ, SRS Committee	Quarterly