

Student Retention and Success Strategy and Plan

2021 - 2022





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Context

We recognise that all learners are in a position of strength, regardless of their background, pathways, or circumstance.

As Victoria's premier regional university, Federation University is known for providing students with an opportunity to engage in higher education and Vocational Education and Training, and for providing them with the support they need to succeed. With a diverse student cohort, each individual student brings with them strengths and skills that can be nurtured and shared to enhance the success of all students. This whole of university 2021 – 2022 Student Retention and Success (SRS) Strategy and Plan synthesises existing knowledge with emerging data to produce an agile and responsive action plan to improve outcomes for all students.



According to the Good Universities Guide, Federation is ranked #1 in Victoria for full time graduate employment, student support, skills development, and Victoria for social equity and #1 in Australia for first generation student enrolments. Federation TAFE performs above the sector average for Student Experience and Student Outcomes and aims to be Victoria's number 1 TAFE by 2025.

These outcomes are the result of Federation University's passion for supporting student retention and success through sector leading peer support and transition programs, modern approaches to teaching and learning, and opportunities for work integrated learning and community engagement.

At the same time, students and universities sector wide are experiencing multi-faceted challenges. Increasing pressure on our students having to study online in a COVID pandemic has impacted their ability to engage with study. We recognise the factors impacting our retention and completion rates in higher education and TAFE including regional location and student demographics, including a relatively higher proportion of mature age, first generation, and equity group students. We also recognise that our students have inherent skills and capabilities which can lead to successful outcomes, provided they are given the right skills development and support. For each student, this puts them into a unique circumstance which means that there can be no single approach to student retention.

The underpinning principles for Student Retention and Success are illustrated above.



Context (continued)

The Student Retention and Success (SRS) strategy and plan draw on research and best-practice, principles and activities to create a coordinated, institution-wide strategy to minimise attrition across all our programs and partners both on and offshore, on and off campus. Successful student retention strategies include student engagement, effective course delivery, using student feedback to improve the student experience

From a regulatory perspective, risk to students is closely monitored by the Tertiary Education and Quality Standards Agency (TEQSA) and Australian Skills Quality Authority (ASQA). Failure to manage and mitigate risk may result in significant regulatory ramifications. Risk ratings are applied to numerous performance metrics including progress rates, completions, graduate satisfaction, and graduate employment. Among these metrics, student attrition is considered a key indicator for risk with TEQSA recently publishing a good practice note for improving retention and completions .

The SRS Plan is underpinned by the Student Retention Taskforce and Learner Retention Strategic Priority Project. It is informed by latest data and insights (see HE and TAFE reports).

This SRS Strategy and Plan takes a whole-of-institution approach, recognising that all areas of the university work together to impact on student success. The Strategy and Plan have been designed to be inclusive of all student cohorts including Higher Education, TAFE, Post-graduate, Research, and on and off-shore partner students.

The 2021 – 2022 SRS Strategy challenges us to think differently about student retention and success. We need to shift from a deficit model to a focus on the strengths of our Higher Education and TAFE students to help them redefine what success means in a post-COVID environment.

SUCCESS Strategy

There are 7 pillars designed to support student success, which will be enabled by growth mindset principles and student partnerships.

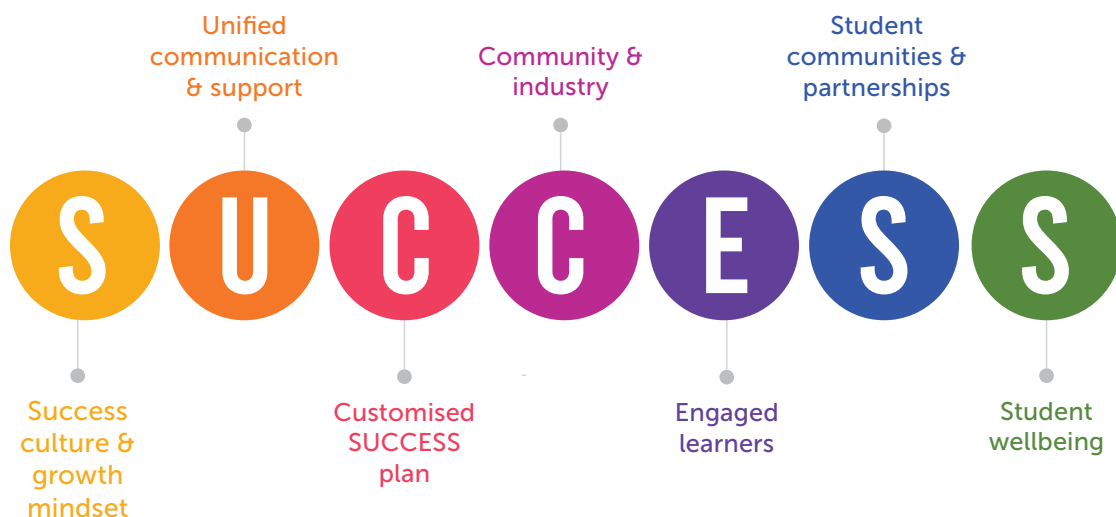
The SRS Strategy has two critical objectives: to shift thinking to a **growth mindset** and develop **strong partnerships with our students** to co-create an environment where they can thrive.

Cultivating a growth mindset with our staff and students will help refocus on leveraging existing strengths to find new and innovative ways of increasing student success. For our students, growth mindset would mean them learning to cultivate their underlying skills, efforts, and strategies with help from others (Dweck, 2006). A large study by Claro, Paunesku, and Dweck (2016) noted that growth mindset is positively associated with academic performance – most notably for low socioeconomic students. Further studies have found that growth mindset also positively impacts grades, motivation, and relationships with academic staff (Burnette, O’Boyle, VanEpps, Pollack, & Finkel, 2013; Claro et al., Lazowski & Hulleman, 2016).

Positioning students as co-creators in our community demonstrates that we see them beyond their role as a student. This moves their role beyond the realm of engagement (what students do at university) to co-creation (what students and staff do together). A systematic literature review by Mercer-Mapstone et. al (2017) of students as partners in higher education, outlines positive outcomes for students including quality of teaching, enhanced communication, engagement, and motivation. Benefits for staff are also noted as developing stronger trusting relationships with students, and changes in teaching practice. By enabling students to engage in co-creation both inside and outside the curricula we can work together to increase student success.

To ensure that we build on the strengths and capabilities of our students, the SRS Strategy places emphasis on these two goals. In addition, there is a focus on supporting wellbeing, personalised support at scale, meaningful career connections, and tailored success plans.

The 7 pillars for student success are:



¹ <https://www.teqsa.gov.au/latest-news/publications/good-practice-note-improving-retention-and-completion-students-australian>



SUCCESS CULTURE AND GROWTH MINDSET

Create new ways of thinking through development of a growth mindset and promotion of a culture of success for students and staff.

- Redefine student success using a strength-based framework.
- Create a community of practice for staff to share, learn, and enhance their skills in student engagement and retention.



UNIFIED COMMUNICATIONS AND SUPPORT

Create engaging and streamlined communications to students in contemporary ways, while ensuring that all supports for staff and students are visible and easy to access.

- Implement a 'school – partner' model to provide personalised support at scale.
- Enhance communications, awareness, and availability of student support resources.



CUSTOMISED SUCCESS PLANS

Develop customised support plans for cohorts who require different levels of support. Every campus and cohort are unique, which is why this is an important part of the strategy.

- Develop and implement targeted SUCCESS plans for students that leverage their strengths, including mature age students, and English as Additional Language (EAL) students.
- Create specialised success plans for TAFE, Schools, and Directorates.



COMMUNITY AND INDUSTRY

Support the ongoing work of graduate employability, workplace learning, and development of graduate attributes and leadership skills. This would grow deeper connections with alumni and industry and support students in setting and meeting their individual professional and career goals.

- Work with students to develop, monitor, and adapt their professional and career goals
- Integrate alumni and industry representation into all student engagement practices
- Develop and implement a student-as-staff framework and initiate a students as consultants, volunteers and social enterprise founders platform.



ENGAGED LEARNERS

Ensure that our students are provided extra needed support for digital literacy and academic skills development, so they can confidently engage with their course content.

- Develop a pre-arrival evaluation activity and specialised transition programs to support students in the first semester of their study.
- Extend student digital capabilities through an institutional plan to help students engage with new technology including MS Teams and Adobe Creative Cloud.



STUDENT COMMUNITIES AND PARTNERSHIPS

Ensure authentic partnerships with our students are created by disrupting the status quo providing students with an opportunity to build communities where they can learn and grow together.

- Develop a students'-as-partners project to allow co-creation with staff through round table discussions, innovation seed grants, and early feedback opportunities.
- Develop virtual platforms and physical spaces where students can build communities and support each other virtually and face to face.



STUDENT WELLBEING

Ensure that we have high quality co-curricular supports and wellbeing is embedded in learning and teaching. Students are experience unique challenges and it has never been more important that we support our students.

- Develop an institutional plan that provides preventative and just-in time support for wellbeing in all its different facets including resilience and mental, physical, social, and emotional health.
- Embed wellbeing into the course curriculum and course process.



Research and key themes

The SRS Plan is based on contemporary international research and best practice (see reference list for publications), which recognises that there is no typical student experience. The following guiding section outlines the research and guiding principles which have been used to shape the objectives and actions. Research from Federation University staff has provided valuable insight to shape the development of the SRS Plan.

Weuffen, Fotinatos and Andrews (2021) identified that staff tend to view student support programs from a deficit discourse, whereas students see it as a tool of empowerment. This strengthens the need to focus on a shift in thinking to a strength-based framework, as well as partnering with students to help create an understanding of 'other' perspectives. Sadowski, Stewart, and Pediaditis (2017) investigated how students from low socio-economic (LSE) status backgrounds perceived challenges and supports associated with retention and success. They noted a range of strategies for enhancing student success were identified by students, namely consistency across teaching design and delivery, transparency of delivery modes, mandatory orientation, access to a dedicated academic advisor, and increased peer connectedness.

Other valuable research papers from Federation University staff can be found here. The SRS Plan will support continued research into student retention and success to help further our understanding of the strengths our students bring, and the effectiveness of strategies and retention initiatives.

The SRS Plan also integrates valuable information gained through:

- Student surveys, including our internal Student Experience Learning and Teaching (SELT) survey, and national survey such as Student Experience Survey (SES), and Graduate Outcomes Survey (GOS).
- Staff and students through facilitating workshops to gain insight and ideas for enhancement.
- Retention data trends to highlight cohorts and programs where students need additional support.
- Reports issued by Victorian TAFE Association (VTA), National Centre for Vocational Education Research, and Higher Education and Skills Group.



Strategic alignment

The SRS Strategy and Plan supports the objectives of the Universities Strategic Plan (2021 – 2025), which aims to transform lives, enhance communities, and create a strong and sustainable university. Our priority is to deliver the highest quality student experience so our graduates can realise their ambitions and become effective Global citizens.

There are 10 priority projects designed to provide a structured and cohesive approach to delivering the Universities Strategic Plan.

2022 Program & Course Viability

2023 - 24 Program Renewal

TAFE Sustainability - Phase 1

New Business Accelerator establishment

Global Professional School establishment

Federation Online Launch

Asset commercialisation

Learner attraction

Learner retention

Living values

The SRS Strategy and Plan complement the Learning and Teaching (2022 – 2024) Plan, which aims to deliver high quality teaching and learning outcomes for students. In particular, the strategy aims to deepen industry connections.

2023 – 2025 Student Retention and Success Strategy

The SRS Plan includes development of a comprehensive Student Retention and Success Strategy for 2023 – 2025 which will continue to grow our thinking in relation to student retention and success. The development of the 2023 - 2025 will complement the 2023- 2025 Program Renewal Strategic Priority Project which is one of the 10 Priority Projects and is designed to re-imagine our program portfolio to ensure that our offerings are meeting with the needs of our students and communities. The SRS Strategy will ensure there is a focus on building on students existing skills and strengths throughout the development of new programs and courses.

The development of the strategy will include:

1. Comprehensive evaluation of new and existing initiatives to assess efficacy
2. Synthesis of internal qualitative and quantitative data
3. Review of emerging research
4. Student partnership and co-design of initiatives
5. Extensive staff consultation

A program of development and consultation for the strategy will continue throughout 2022.

Student Retention Taskforce

Using sprint methodology, the Student Retention Taskforce was formed to take immediate action to increase student enrolments and enhance student support activities. The Taskforce identified interventions across higher education and TAFE to significantly boost student enrolments each year for the next three years. The focus of the Student Retention Taskforce:

Reset

- Confirm our knowledge and understanding of our students: their strengths, challenges, opportunities, expectations, and experiences; the touchpoints and factors impacting their success.
- Evaluate the efficacy and outcomes of current interventions for actionable insights and effective scale-able personalised timely interventions from first year to completion.

Refresh

- Our activities, interventions, and communications throughout the student lifecycle and across the digital landscape.
- Assess the capacity and capability to support contemporary strategies and actions, including people, ways of working, systems, policies, and processes.

Renew

- Develop the 2021-2022 Student Retention and Success Plan.
- Develop the 2023 – 2024 Student Retention and Success Strategy.

The work of the Student Retention Taskforce has transitioned to the Learner Retention Strategic Priority Project.





Learner Retention Strategic Priority Project

The Learner Retention Strategic Priority Project will develop an integrated program to augment existing student retention activities and step-up our COVID19 response, building the foundations of an improved and strategic approach to enhancing student experience in the longer term.

All activities are subject to shift depending on immediate student engagement priorities for COVID19 care and connect program, and step-up students support response delivery. The goal is an increase of 100 HE students and 86 TAFE students retained in 2022 (equivalent to \$1M revenue) over and above the number in 2019/20.

The Learner Retention Priority project activity forms the basis for actions within the 2021 – 2022 SRS Plan. A full project plan has been developed to support implementation, and a summary is provided at the end of this document.

Learner Retention Strategic Priority Project Hallmark initiatives

The Learner Retention Strategic Priority Project will deliver several Hallmark initiatives specifically designed to provide additional support for students navigating the current challenges of studying during the COVID-19 pandemic. These include:



Connect and Care Initiative brings together the best of our student supports and services, online events and workshops, with the aim of keeping our students connected and supported. Connect and Care initiatives include:

- An increased focus on marketing our support services to students across the Current Students' Facebook page, regular emails to students, an increased website presence and Connect and Care flyers.
- The launch of the Current Students' Instagram account to engage with students, offering another way for students to connect with us through their preferred social media platform.
- Running a three part series of workshops to support students, refocus their goals and boost their motivation to help them create success for the end of the year.
- The planning of three more workshops with the aim to support students with their mental wellbeing, and focusing on mindfulness, resilience, and growth mindset.



Learner Retention Strategic Priority Project Hallmark initiatives (continued)



WellBeing check-in service

WellBeing check-in service delivers free, one-on-one, confidential support from an expert counsellor, and complements the existing University Counselling Service and Federation University Crisis Line.



Success coaching

Success coaching provides additional personalised support to help students to achieve their own personal goals for success.



Student Employment Support Program

Student Employment Support Program is designed to help students find employment in challenging times. Employment includes casual work, part time work, full time work, internships or graduate positions. This will include a personal Employability Support Coach, and a series of resources and activities.

Further initiatives will be announced throughout the implementation of the 2021 – 2021 SRS Plan.

Targets for 2021 - 2022

Oversight and progress monitoring

The SRS Strategy and Plan will be endorsed by the Learning, Teaching, and Quality Assurance Committee (LTQAC) and the Vice Chancellors Senior Team (VCST). The success of the Strategy and Plan requires a whole of university approach, including TAFE, HE Schools, SEAS and other central service Directorates.

The Learner Retention Priority Project reports through to the University's Strategic Projects Program Steering Committee with the other priority projects. A progress report will be provided to the LTQAC and VCST in June and December 2022 with a final report provided early 2023.

In response to Federation University's financial outlook, a target was set to retain – over and above the 2019/20 figures - an additional 100 Higher Education domestic students (equates to 70 additional EFTSL) and 86 TAFE students from August 2021 to December 2022. Given the lagging nature of government reporting on student attrition rates, achieving the student retention target will be informed by:

- a)** improvement in student experience and outcomes as measured by national surveys;
- b)** increased survey response rates (SES, SELT and LQ);
- c)** improved rolling semester progression rates;
- d)** reduced annual attrition rates for commencing bachelor students (based on internal proxy measure); and
- e)** increased completion rates for students from Indigenous and low SES backgrounds, and number of completions for Research Higher Degrees.

Several lead indicators will also be monitored through the Financial Sustainability Squad to ensure we are on the right track.



A summary of targets are provided in the table below:

| SUMMARY | | | | |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------|
| TARGET | MEASURE | CURRENT PERFORMANCE | 2021 TARGET (AUG - DEC) | 2022 TARGET (FULL YEAR) |
| ENHANCING THE HE STUDENT EXPERIENCE AS MEASURED BY THE STUDENT EXPERIENCE SURVEY (SES) | 1. Satisfaction with Quality of Entire Educational Experience | 2020 (UG): 69.2% 2020 (PG): 69.0% | UG: 69% PG: 69% | UG: 73% PG: 73% |
| | 2. Satisfaction with student support | 2020 (UG): 79.1% 2020 (PG): 74.2 | UG: 79% PG: 74% | UG: 80% PG: 77% |
| | 3. Satisfaction with teaching quality | 2020 (UG): 77.9% 2020 (PG): 77.9% | UG: 77.9% PG: 77.9% | UG: 81% PG: 81% |
| | 4. Satisfaction with learner engagement | 2020 (UG): 47.9% 2020 (PG): 56.0% | UG: 47.9% PG: 56.0% | UG: 51% PG: 59% |
| ENHANCING THE HE STUDENT EXPERIENCE AS MEASURED BY THE STUDENT EXPERIENCE SURVEY (SES) (UNIVERSITY TARGET) | 5. Teaching Quality, Student Engagement, and Overall Experience | 0 achieved 5 stars in the Good Universities Guide | N/A | 5 stars in 1 |
| ENCOURAGING STUDENTS TO PROVIDE FEEDBACK | 6. SES response rates | 45.8% | 48% | 50% |
| | 7. HE Student Evaluation of Learning and Teaching (SELT) response rates | S2 2020: 10% S1 2021: 15% | S2: 15% | S1: 18% S2: 20% |
| | 8. TAFE Learner Questionnaire (LQ) response rates | 2021: TBC | N/A | TBC |
| IMPROVING ROLLING HE SEMESTER PROGRESSION RATES (DOMESTIC) | 9. Rolling semester progression rates | S1 2019: 85.7% S2 2019: 83.2% | S1: 86% S2: 84% | S1: 87% S2: 85% |
| REDUCING ANNUAL HE ATTRITION RATES FOR COMMENCING DOMESTIC BACHELOR STUDENTS | 10. Attrition rates calculated internally | 2018: 28.5% 2019 interim: 31.9% | 29% | 27% |
| ENHANCING THE TAFE STUDENT EXPERIENCE AS MEASURED BY THE LEARNER QUESTIONNAIRE | 11. Overall satisfaction with training provided | 2021: At or above average | N/A | At or above average |
| | 12. Would recommend Federation TAFE to others | 2021: At or above average | N/A | At or above average |
| IMPROVING VET STUDENT OUTCOMES AS MEASURED BY THE STUDENT OUTCOMES SURVEY (SOS) | 13. Satisfaction with training provided | 2021: 78.8% | N/A | 83.1% |
| | 14. Positive perception of teaching | 2021: At or above average | N/A | At or above average |
| ENHANCING EMPLOYER SATISFACTION AS MEASURED BY THE EMPLOYER QUESTIONNAIRE (EQ) | 15. Satisfaction with training provided | 2021: At or above average | N/A | At or above average |
| | 16. Would recommend Federation TAFE to others | 2021: At or above average | N/A | At or above average |
| IMPROVED HE AND VET COMPLETION RATES FOR EQUITY GROUPS | 17. Completion rates for indigenous and low SES students | Indigenous students: HE: TBD VET: 74% Low SES: HE: TBD VET: 73% | N/A | Indigenous students: HE: TBD VET: 75% Low SES: HE: TBD VET: 73% |
| ENCOURAGING HE STUDENTS TO PARTICIPATE IN CO-OPERATIVE UNIVERSITY PROGRAMS | 18. Proportion of students in Work Integrated Learning, internships and industry placements | 40% | N/A | 50% |
| IMPROVING HE GRADUATE EMPLOYMENT OUTCOMES AS MEASURED BY THE GRADUATE OUTCOMES SURVEY (GOS) | 19. FT and overall employment for UG and PGCW | 2021 UG: FT: 70.6% Overall: 88.5% 2021 PGCW: FT: 80.4% Overall: 92.0% | N/A | UG: FT: 72.0% Overall: 90.0% PGCW: FT: 82% Overall: 93.0% |
| ENHANCING EMPLOYMENT OUTCOMES FOR VET STUDENTS | 20. Proportion of students with an improved employment status after training | 2021: 51.9% | N/A | 54.0% |
| INCREASING HYBRID QUALIFICATIONS AND RETENTION BETWEEN HE AND VET SECTORS | 21. Percentage of students either having studied hybrid qualifications or moved between HE and VET & VET and HE | HE: TBC VET: 12.5% | N/A | HE: TBC VET: 18.0% |
| INCREASING COMPLETIONS IN RESEARCH HIGHER DEGREES | 22. Number of completions in Doctorate by Research, and Masters by Research | 2020: Doctorate by Research: 52 Masters by Research: 3 | N/A | Doctorate by Research: TBC Masters by Research: TBC |

Summary

The Student Retention and Success Strategy 2021-2022 is underpinned by Federation University's strategic goals of transforming lives and enhancing communities, as well as our living values. It recognises the individual aspirations and needs of the students that make up our diverse and inclusive community of learners.

In partnership with our students, we will ensure they reach their personal and professional goals, and contribute to their communities.

"I have been attending Federation University... I believe the best aspect of my program is the student-teacher relationships across the board are very individually focused on the student."

- Federation University student.



Student Retention Taskforce and Learner Retention Strategic Priority Project

Priority areas & objectives

The following priority areas and objectives capture the work undertaken through the Student Retention Taskforce and Learner Retention Strategic Priority Project.

1. Student support, wellbeing and engagement
2. Develop a Growth and Success Mindset
3. Academic Focus
4. Professional and Career Focus
5. Data and Information Ecosystems
6. Agile and Tactical Plans

| PRIORITY 1 – STUDENT SUPPORT, WELLBEING, AND ENGAGEMENT | | | |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------|
| OBJECTIVES | ACTIONS | ACCOUNTABILITY | TIMING |
| 1.1 ENHANCE STUDENT WELLBEING | <ul style="list-style-type: none"> • Provide additional counselling support for students • Provide wellbeing care packages for students on residence • Develop and implement a WellBeing Check-In and Career Coaching Service | Lucie Bilney | August/September 2021 |
| 1.2 STEP-UP STUDENT SUPPORT | <ul style="list-style-type: none"> • Review and establish additional financial aid for students, including a Fed Success COVID Recovery Grant. | Lucie Bilney, Luke Icely, Jodie Baker | August/September 2021 |
| | <ul style="list-style-type: none"> • Establish and maintain a food pantry | Casey Geaghan | August 2021 |
| | <ul style="list-style-type: none"> • Organise welcome packs for all newly enrolled students in Semester 2. | Casey Geaghan | August 2021 |
| | <ul style="list-style-type: none"> • Produce 2021 Support and Wellbeing Series of videos • Produce 2021 Student Success Series of videos | Ryan Parker | August to November 2021 |
| 1.3 ENHANCE STUDENT ENGAGEMENT | <ul style="list-style-type: none"> • Refresh approach to on-campus engagement. | Casey Geaghan | August-December 2021 |
| | <ul style="list-style-type: none"> • Update the Current Student website | Casey Geaghan/ Jarrad Keddie | October 2021 |
| | <ul style="list-style-type: none"> • Create an incentive program to encourage student engagement with services | Casey Geaghan | January-July 2022 |
| | <ul style="list-style-type: none"> • Renew approach to intervention campaigns including welcome calls and early intervention using data analytics. | Joe Kneipp | Ongoing |

| PRIORITY 2 – DEVELOP A GROWTH AND SUCCESS MINDSET | | | |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------|
| OBJECTIVES | ACTIONS | ACCOUNTABILITY | TIMING |
| 2.1 DEVELOP THE STUDENT RETENTION AND SUCCESS STRATEGY 2025 | <ul style="list-style-type: none"> Develop the proposed Student Retention and Success Plan based in data, evidence-based research, and feedback from students and staff. Consult with students and staff to enhance the proposed strategy. Develop and present finalized strategy to VCST and University Council for endorsement | Teresa Tjia / Ellen Sabo | July – September 2021 October 2021 Throughout 2022 |
| 2.2 DEVELOP AND IMPLEMENT SCHOOL RETENTION PLANS | <ul style="list-style-type: none"> Provide targets for Schools and programs based on attrition data Develop targeted school plans to improve outcomes Implement plans and report outcomes | Teresa Tjia / Anna To School Deans School Deans | July 2021 November 2021 December 2021 - August 2022 |
| 2.3 DEVELOP AND IMPLEMENT TAFE RETENTION PLAN | <ul style="list-style-type: none"> Develop TAFE student targets based on attrition data Develop targeted TAFE retention plan <ul style="list-style-type: none"> Implement plan and report on outcomes | PVC VET & TAFE CEO | July 2021 August 2021 December 2021 - August 2022 |
| 2.4 DEVELOP PARTNERSHIPS WITH COMMUNITY ORGANISATIONS | <ul style="list-style-type: none"> Improve access to Learning Spaces and Resources through strong partnerships with public library community | Director, Library Services | January 2021 – December 2022 |

| PRIORITY 3 – ACADEMIC FOCUS | | | |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------|
| OBJECTIVES | ACTIONS | ACCOUNTABILITY | TIMING |
| 3.1 REFOCUS OF ACADEMIC TRANSITION SUPPORT | <ul style="list-style-type: none"> Ensure FedReady resources are available to students throughout semester Develop session for mid-semester break to scaffold academic skills | Leigh Albon | July 2021 September 2021 |
| 3.2 PLAN SUPPORT FOR STUDENTS AT RISK OF FAILING COURSES | <ul style="list-style-type: none"> Integration of early triggers and predictive analytics into co-curricular intervention activities Coordinate with schools to create supports for high risk courses | Leigh Albon | July – September 2021 |
| 3.3 CREATE A TOOLKIT FOR ACADEMIC STAFF TO RAISE AWARENESS OF AVAILABLE SUPPORT SERVICES | <ul style="list-style-type: none"> Benchmark existing toolkits and design approach Collate information and resources Finalize toolkit and communications plan | Leigh Albon | October 2021 |
| 3.4 PRIORITISE HIGH ATTRITION AND VET PATHWAY PROGRAMS FOR CURRICULUM ENHANCEMENT | <ul style="list-style-type: none"> Provide regular reports for CTIQ and Schools on high attrition programs. Identify high attrition courses and VET pathway courses for engagement with Curriculum Enhancement Project | Anna To / Tulsa Andrews Tulsa Andrews / ADTQ | September - October 2021 |

| PRIORITY 4 – PROFESSIONAL AND CAREER FOCUS | | | |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------------------------|
| OBJECTIVES | ACTIONS | ACCOUNTABILITY | TIMING |
| 4.1 ENHANCE AND PROMOTE EXISTING CAREER AND EMPLOYMENT SERVICES | <ul style="list-style-type: none"> Enhance and promote the Mentor Advantage Program (MAP) Develop and implement Student Employment Support Program Develop Earn and Learn: Students as Staff Framework | Tammy Fitzgerald/Penny Corser-Hatten | September – November 2021 May-July 2022 |
| 4.2 ENGAGE INDUSTRY AND ALUMNI | <ul style="list-style-type: none"> Invite Alumni and Industry to engage in university events and activities Engage industry in graduate employment webinar series Schedule a series of events to support students with graduate employment outcomes | Tammy Fitzgerald/Penny Corser-Hatten | September – November 2021 |

| PRIORITY 5 – DATA AND INFORMATION AND ECOSYSTEMS | | | |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------------------------|
| OBJECTIVES | ACTIONS | ACCOUNTABILITY | TIMING |
| 5.1 ASSESS MATURITY OF CURRENT RETENTION ACTIVITY, SYSTEMS, AND INTERVENTIONS | <ul style="list-style-type: none"> Collate current retention activity, data/systems, and interventions Synthesize directorate and school information and data sources | Leigh Albon | August – October 2021 |
| 5.2 IMPLEMENT DATA-ECOSYSTEM AND ANALYTIC CAPABILITY FOR TARGETED STUDENT INTERVENTION | <ul style="list-style-type: none"> Identify and prioritise CRM enhancements that support retention activity Finalise list of enhancements for inclusion | Anthony Manahan/ITS | September - December 2021 |
| 5.3 CONDUCT MAPPING OF STUDENT JOURNEY | <ul style="list-style-type: none"> Mapping the onboarding journey Implement onboarding journey Build journeys in CRM | Anthony Manahan | July – September 2021 |
| 5.4 ENHANCE TAFE RETENTION REPORTING | <ul style="list-style-type: none"> Develop TAFE retention report (headcount view) Enhance the TAFE retention Power BI Dashboard | Grant Henderson Anna To/BI Team | August-September 2021 August-December 2021 |
| 5.5 ENHANCE DIGITAL ENTERPRISE ARCHITECTURE | <ul style="list-style-type: none"> Lead the development of a rich digital ecosystem | Teresa Tjia/ITS | November 2022 |

| PRIORITY 6 – AGILE AND TACTICAL PLANS | | | |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------------|
| OBJECTIVES | ACTIONS | ACCOUNTABILITY | TIMING |
| 6.1 DEVELOP TAFE TACTICAL PLAN | <ul style="list-style-type: none"> Carry out workshop to identify big ideas and areas for improvement to enhance retention Synthesize information from the workshop to identify actionable ideas that can be implemented immediately and in the longer term Draft TAFE Tactical Plan and consult with key stakeholders Incorporate feedback and finalise TAFE Tactical Plan for VCST endorsement | PVC VET & TAFE CEO/ Dean of Students and Registrar | November 2021 |
| 6.2 DEVELOP AGILE AND RESPONSIVE TACTICAL PLANS | <ul style="list-style-type: none"> Develop and implement tactical plans for target Directorates and teams (TBC) | Teresa Tjia/Deans/Directors | Jan – March 2022 |



References

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Further reading

The following research papers and reports have helped inform the SRSS and are useful additional reading:

- Victoria TAFE Association Final Report (2018): The importance of TAFE to Victoria's prosperity www.vta.vic.gov.au
- State Government of Victoria: VET Funding Review (2015) Microsoft Word - Final Report - Draft - post-21 Sept (education.vic.gov.au)
- International journal for students as partners <https://mulpress.mcmaster.ca/ijsap/index>
- Cook-Sather, A., Bovill, Catherine, author, Felten, Peter, author, & ProQuest. (2014). Engaging students as partners in learning and teaching: a guide for faculty (First edition..). Jossey-Bass.
- Dweck, C. S. (2000). Self-theories: Their role in motivation, personality, and development. London, UK: Psychology Press. <http://dx.doi.org/10.4324/9781315783048>
- https://www.ncsehe.edu.au/wp-content/uploads/2017/03/CathyStone_NATIONAL-GUIDELINES.pdf
- <https://www.tandfonline.com/doi/pdf/10.1080/07294360.2016.1264927?needAccess=true>
- TEQSA, 2020, Good Practice Note: Improving retention and completion of students in Australian higher education
- TEQSA, 2020, Foundations for good practice: The student experience of online learning in Australian higher education during the COVID-19 pandemic
- Department of Education 2019, Retention and attainment of regional, rural and remote learners in tertiary education, Issues Paper No. 3, Department of Education, Canberra.
- Deakin University, 2018, Retention, completion and success: what do we know?
- Higher Education Standards Panel 2017, Final Report - Improving retention, completion and success in higher education.
- Kift, S 2015, 'A decade of Transition Pedagogy: A quantum leap in conceptualising the first year experience', HERDSA Review of Higher Education, vol. 2, pp. 51–86.
- Tinto, V 2012, Completing College, University of Chicago Press, Chicago.
- Lizzio, A and Wilson K, 2006 – current, Griffith University, various articles and resources student transition and frameworks including, Five Senses of Success and Seven Predictors of Success.

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