

Student Retention and Success Operational Plan 2018 – 2020

Report on Progress—2019 (Ms Ellen Sabo, Project Manager, Student Engagement, Retention and Success) (Updated as of Friday 29 May, 2020)

The Student Retention and Success Operational Plan (2018-2020) aligns with the key priority areas in the [Learning, Teaching & Student Success Plan 2018–2020](#). This Operational Plan aims to provide actionable, measurable outcomes to achieve the strategic vision of the university endorsed learning and teaching plan.

There has been marked progress on several important action items as summarised in the progress column (see tables below). Over time, there have been a number of institutional changes including staff changes that have resulted in slower progression and reporting. These changes include:

- June 2018 - Academic Portfolio restructure resulted in the discontinuation of the Associate Deans, Student Retention and Success with no adjustment to the plan.
- September 2017 – Resignation of Business Analyst (Student Retention and Success) and challenges in future recruitment. This is currently being temporarily filled.

The information provided in this progress report, aims to provide evidence of completed actions, provide information on discontinued items and assist in the refocus of priorities for 2020.

Note: A LEGEND for abbreviations, including relevant staff names, is provided at the end of the document.

- Priority 1: Accurate and Predictive Evidence to Support Decision Making Around SRS (Objectives 1.1 – 1.5)
- Priority 2: Enhance out proactive, student-centred uni-wide approach (Objectives 2.1 - 2.4)
- Priority 3: Improve targeted intervention and support (Objectives 3.1 – 3.3)
- Priority 4: Improve Student Transition Support (Objectives 4.1- 4.4)

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

Objectives	Action	Targets/Outcomes	Mapping to LTSS	Accountability	Timing	Progress 2018-2019
1.1 Use quality data to improve teaching practice and to benchmark attrition,	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	Complete (Higher Ed). Data objects in the university's data warehouse provide daily enrolment, demographic and retention data. The Student Attrition Database has been replaced with the university's new data warehouse

<p>retention and success rates.</p> <p>Provide attrition, retention and success analysis and reporting</p>						<p>Data objects in the university's data warehouse provide daily enrolment, demographic and retention data.</p> <p>TAFE Monthly TAFE data feeds into the VET retention dashboard providing up to date statistics on course withdrawals and success rates.</p> <p>Work is in progress on developing similar data warehouse objects for the TAFE environment. (GH)</p> <p>In progress (TAFE)</p>
	<p>2. Design and implement processes for the collection and storage of withdrawal and leave data on students who fail to enroll in succeeding semesters.</p>	<p>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.</p>	1.6	Registrar	November 2018	<p>This data is collected and stored, but a process around who reviews and actions this data could be the next step.</p> <p>There is good data collection for pre-census withdrawals, but could be improved for students who fail to return after studying for a year or more.</p> <p>Students who fail to re-enrol are manually converted to withdraw status after a period of time. Automating this process should be considered to improve efficiency.</p>
	<p>3. Review new and relevant data sources for applicability to retention and success initiatives, such as surveys, LMS data, VTAC records, and demographic data.</p>	<p>Applicable new and relevant data to update and maintain dashboards and reporting with new and relevant data sources as appropriate.</p>	1.6	Manager Data & Reporting, SRS Data Analyst	ongoing	<p>VTAC and demographic is provided through the university data warehouse. Data sources include VTAC application data and demographic data such as first in family and SES.</p> <p>QILT survey data is analysed to review university performance across key areas, particularly those pertaining to star ratings in the Good Universities Guide.</p> <p>QILT survey data is being incorporated into a customised Power BI report.</p>

						<p>An audit of university surveys was undertaken by a sub-group of the SR&S initiative. This culminated in the development of the current Student Survey Process and Procedures to improve survey quality and coordination, and reduce student survey fatigue.</p> <p>LMS data would need to be considered as a separate learning analytics project (GH)</p>
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Objectives	Action	Targets/Outcomes	Mapping to LTSS	Accountability	Timing	Progress 2018-2019
<p>1.2</p> <p>Communicate retention and success data and analysis to the Student Retention & Success Team and University community</p>	<p>1. Provide and present retention and success data and analysis to University schools, committees and working parties.</p>	<p>Retention and success data and analysis used by University schools, committees and working parties to focus design, development and implementation of retention strategies.</p>	1.6	<p>Manager Data & Reporting, SRS Data Analyst</p>	ongoing	<p>In 2019 retention and success data was provided to the DVC Academic and to Associate Deans. (GH)</p>
<p>1.3</p> <p>Measure initiatives for their impact on retention and success</p>	<p>1. Develop targets for attrition, retention and success.</p>	<p>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.</p>	1.6	<p>DVC (A) Manager Data & Reporting, SRS Data Analyst</p>	October 2018	<p>A 2% improvement in retention is included in the University's Enabling Plans.</p> <p>Retention targets should be specific in their target area, particularly in their focus on either domestic or international attrition, since international attrition in particular is subject to higher volatility and external factors. (GH)</p>
	<p>2. Analyse changes in attrition, retention and success data against targets through the SRS</p>	<p>Analysis of changes in attrition, retention and success data against targets reported and communicated</p>	1.6	<p>Manager Data & Reporting, SRS Data Analyst</p>	Ongoing	<p>In 2019, written reports on domestic and international attrition provided and presented to DVC Academic and Associate Deans. (GH)</p>

	Committee	to key stakeholders to report on progress of retention strategies.				
	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	Evaluation has previously been undertaken on university call campaigns to measure the reenrolment and subsequent financial impact of attrition call campaigns. (GH)
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	The prediction model developed by the University does not predict attrition rates, but predicts individual student attrition to enable targeted intervention. (GH)
	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	The University now has a prediction model that predicts students who are highly likely to not enrol in their following Semester. This is being rolled out for implementing at the end of Semester 1, 2020. (GH)
	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	Our definitions of attrition now fully align with the Department definitions. The new Power BI Attrition Report (Q3, 2020) provides the final attrition statistics approximately 6 months prior to Department publishing timelines. (GH)

<p>1.5 Explore Learning Analytics as a method and toolset for real-time feedback on student progress and success</p>	<p>1. Learning Analytics Working Group continue to develop enhanced learning analytics to provide supporting data and analysis of student learning.</p>	<p>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</p>	<p>2.1</p>	<p>DVC (A), Director CLIPP, Director ITS SRS Data Analyst, ADTQ</p>	<p>Ongoing</p>	<p>Federation University previously part of the Victorian Universities Learning Analytics Group, which met several times a year. We hosted a group meeting in late 2017. (GH)</p>
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PRIORITY 2. ENHANCE OUR PROACTIVE, STUDENT-CENTRED UNI WIDE APPROACH

Objectives	Action	Targets/Outcomes	Mapping to *	Accountability	Timing	Progress 2018-2019
<p>2.1 Enhance the enrolment process to be user friendly, simple and straightforward</p>	<p>1. Implement an enrolment survey for commencing and continuing students to investigate and identify problems in the enrolment process.</p>	<p>Develop appropriate means and methods of simplifying the enrolment process.</p>		<p>COO / CFO, Student HQ, DVC (SSS), Director ITS</p>	<p>December 2018 then ongoing</p>	<p>Done – In Sync Survey conducted (CS)</p>
		<p>Decrease in abandonment processes and increased student satisfaction.</p>		<p>COO / CFO, Student HQ, DVC (SSS), Director ITS</p>	<p>Ongoing</p>	<p>Business As Usual (BAU)</p>
	<p>2. Develop and implement a simplified and user friendly online enrolment process for all students.</p>	<p>Enrolment process simplified and creates less abandoned processes.</p>	<p>2.6</p>	<p>COO / CFO, Student HQ, DVC (SSS), Director ITS</p>	<p>March 2019</p>	<p>Deloitte were engaged to assist with review of our ERP systems. (CS)</p>
	<p>3. Communicate processes for enrolment for returning students.</p>	<p>Increased and earlier enrolment for later year students.</p>	<p>2.6</p>	<p>COO / CFO, Student HQ, DVC (SSS), Director ITS</p>	<p>Ongoing</p>	<p>Comprehensive re-enrolment comms strategy developed and implemented. Includes: Website updates, tv screen promotion, direct email campaigns to students, SMS campaigns, social media campaigns, Moodle promotion, and embedding</p>

						information in other student communications. Stats on re-enrolment available (JH)
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	SASS representation on Orientation committees to ensure transition support measures are present and not duplicated at Orientation. (SASS) A revised Orientation program and structure for international and domestic students was launched across Ballarat, of the 'student centred' concept across the organisation from transition to completion. Berwick and Gippsland campuses in Semester 1, 2020. Future Orientation planning to incorporate Horsham and Brisbane campuses and focus on consistent service delivery and opportunities across all campuses and modes of study, including Online. (KT)
	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	We have done this in the past, and found that it actually detracts from the overall experience of the Mentor Program. We have found that having students from all backgrounds and ages mixed together is more beneficial. Emma Foster (SASS 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	Information needed from DVC (A)

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

Objectives	Action	Targets/Outcomes	Mapping to *	Accountability	Timing	Progress 2018-2019
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	Professional Learning Modules suite are repurposing and updating current CLIPP learning resources into a one-stop-shop of one-hour self-paced learning modules for staff to complete just-in-time. Focus includes teaching administration, teaching practice, and researching learning and teaching with a 'learner-centered' focus. For incremental release throughout 2020. (AET)
	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	Library developed resources embedded within student academic resources within GCETE program through use of the Library Subject Guide. (AET) Co-development of professional learning module on 'Copyright and Teaching' for academic staff training currently underway and due for release in February 2020. (AET) Work with Helen Heawood (Library) to influence academic staff (at School Teaching Quality meetings and sharing sessions) about the importance of using Course Readings (library technology) integrated into Moodle. (LD) This has ended up being two customer service training programs, one online and the other f2f. The online module (called Customer Service) is available through ELMO but isn't compulsory – although ideally it should be. The other 'Creating a customer service culture of the future' is a day-long program, normally run f2f.

						Learning technology is incorporated as part of the AIP, through online modules. (MS)
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	In progress. ELMO module was developed and rolled out last year. URD of 100% has complete & in now being rolled out to other Student Support areas. (CS)
		Improved % of customer service feedback, and % of staff who undertake training.			December 2018	100% URD staff and being rolled out to other areas for completion. Time required prior to checking improved customer service feedback
		Increased consistency and continuity of information disseminated to students and staff using customer service matrix.			December 2018	Unsure how this is to be measured.
	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	Pilot @ info points. Still under development as a comprehensive tool. (CS)

PRIORITY 3. IMPROVE TARGETED INTERVENTION AND SUPPORT

Objectives	Action	Targets/Outcomes	Mapping to LTSS	Accountability	Timing	Progress 2018-2019
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	The new Power BI Attrition Report provides hotspot pages to identify high attrition programs and programs experiencing a high year on year change in attrition. (GH)
	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	Scope of project documents identify areas of need (LD/Project teams) Use LSA consultation data to analyse specific academic literacy needs in courses with high attrition rates (SASS). LSAs develop resources to address the academic literacy needs of students in courses with high attrition rates. (SASS) Accelerated academic program developed and piloted (formally known as AASAP) conducted in Semester 2 2019 at Berwick, now being conducted in Semester 1 at Churchill and Semester 2 at Berwick again. (CS) Student service excellence training including online training module, face to face customer services training and virtual service (phone, email, chat) master classes– completed. (CS) Liaison Librarians have continued to use the attrition data to identify hotspots and work with academic staff to identify interventions where appropriate, often in

						<p>conjunction with LSA or a Learning Designer. No reports submitted. (MS)</p> <p>SoA - Three of the university's 10 high attrition programs in 2019 are in SoA (BA, BCHS, BCJ). There was a reduction in the rate of attrition for all three programs for 2017 into 2018 (5% improvement for BCHS, 9% for BCJ, 22% for BA). The new teaching approach introduced in 2019 should reduce attrition even further.</p>
	<p>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.</p>	<p>Courses identified and analysis undertaken and presented to SRS committee for monitoring and progress.</p>	2.1	<p>DVC (A), Manager Data & Reporting, SRS Data Analyst, Deans of School, ADTQ, Director Operations TAFE, Director Fed College, Director CLIPP, PVC International</p>	<p>End of each semester's results publication</p>	<p>Work still needs to be undertaken to review success rates at a course level.</p> <p>Highly recommend this is included in the 2020 plan. (GH)</p>
	<p>4. Develop targeted and specific interventions and support to arrest high fail and withdrawal rates in identified courses.</p>	<p>A decline in attrition and failure rates from each course, and a report submitted to SRS Committee on actions and progress taken.</p>	2.1	<p>COO / CFO, Director Library & Learning Spaces, ADTQ</p>	<p>Ongoing</p>	<p>Liaison Librarians have continued to use the attrition data to identify hotspots and work with academic staff to identify interventions where appropriate, often in conjunction with LSA or Learning Designer. No reports submitted. (MS)</p> <p>SoA - we use transition pedagogy in all introductory level courses.</p>

Objectives	Action	Targets/Outcomes	Mapping to LTTS*	Accountability	Timing	Progress 2018-2019
<p>3.2</p> <p>Develop and implement targeted intervention and support</p>	<p>COMMENCING STUDENTS</p> <p>1. Using evidence from Moodle and Mentor non-engagement, identify commencing students at high risk of dropping out.</p>	<p>Timely student lists generated each study period</p>	2.1	<p>DVC (A), Manager Data & Reporting, SRS Data Analyst, Deans of School, Director ITS</p>	<p>Week 3 of each semester</p>	<p>BAU vis early intervention campaign (ES)</p> <p>SoA - Staff are encouraged to flag at-risk students (e.g. poor academic skills, English language support, non-attendance or participation). We reach out to these students and refer them to</p>

for student sub-cohorts at high risk of withdrawal.						university support services. Program coordinators monitor vulnerable students.
	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	BAU early intervention campaign. List of campaigns being developed and will be provided as evidence for this and other items (ES)
	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	This strategy was targeted at high risk cohorts. PASS rate data will be available at the end of 2020 to assist in evaluation, however with many other variables it will be challenging to assess any direct impact (ES)
	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	Unsure if coordinated approach to this has occurred. Information needed (ES) List of outbound call campaigns currently in progress. SoA – It has not been possible to develop targeted support that does not induce a deficit model of education for these students. A whole program approach has been taken to support students.

PRIORITY 3. IMPROVE TARGETED INTERVENTION AND SUPPORT

Objectives	Action	Targets/Outcomes	Mapping to LTSS	Accountability	Timing	Progress 2018-2019
	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	We can review continuing student attrition in the new Power BI Attrition Report. The report does not differentiate between second year and third year students. The nature of student progression, given the rise of part-time and external students, makes categorisation of 2 nd and 3 rd year students difficult. I suggest this becomes a focus on <u>all</u> continuing students, which includes any student in their second year of enrolment and beyond. (GH)
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	Unsure if coordinated or individual approach occurred. More information required. (ES) List of outbound call campaigns will assist in providing information. (ES)
		A measure of financial benefits of the interventions taken, and reported to SRS Committee.	2.1	DVC (SSS), Director ITS, COO / CFO, Registrar	Annually	Dependent on previous item. More information required. (ES)
	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	In progress. We're currently developing a Power BI <i>Term Progression</i> Report. This tracks students who drop out of study between semesters. Estimated release is approx. in 2 weeks. (GH)

	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	<p>Unsure if coordinated or school based intervention approach is being taken. More information required (ES)</p> <p>SoA – Data from 3.2.1 required before interventions can be designed.</p>
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 1. Identify patterns of dropout and completion rates for this cohort.	Analysis undertaken and presented.	2.1	PVC International, Manager Data & Reporting, SRS Data Analyst,	September 2018	<p>The Power BI Attrition Report provides for international partner attrition analysis.</p> <p>We don't as yet have a BAU analysis of completion rates. I suggest we need to include a student success analysis in the new plan, which includes course pass rates, survey results and completion rates. (GH)</p>
	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	<p>In January 2017, a Partner Academic Intervention Guide and FedUni Academic Intervention Guide was developed to assist partners and on-campus staff with information and guidance on the academic intervention procedures and functions in fdlGrades. This guide explains the University's policies and procedures as well as demonstrating system functions. Since then, this guide has been sent out to Partners with regular reminders within the semester timeline for Partners to undertake the various steps in this guide. Additionally, as part of the annual Partner audits, the compliance of Partners undertaking these functions is scrutinised and reported on.</p> <p>SoA – Most international students are enrolled in MSWQ postgraduate program. Staff have been trained on identifying international students at risk, managing assessment feedback and handling plagiarism charges in culturally appropriate ways.</p>

		Increase in International and Partner Provider student retention and completions.	2.1			Not available at this time.
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PRIORITY 4. IMPROVE STUDENT TRANSITION SUPPORT

Objectives	Action	Targets/Outcomes	Mapping to LTSS	Accountability	Timing	Progress 2018-2019
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.	Identifying areas of need and potential supports in courses. (LD) Semester 1, 2019, LSAs implement pilot academic literacy program for commencing or identified 'at risk' continuing Berwick students in collaboration with Library and Berwick School staff to actively support students in the first six weeks of their studies. (SASS) Extend academic literacy pilot program to other campuses in 2019 in conjunction with ongoing evaluation of its effectiveness (SASS) A pilot program was run by Fed College at Berwick in Sem 2 2019. It was optional and uptake was poor, I think <10% eligible students participated. It was successful for those students who did participate. Fed College will have more detail. (MS)
	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	LSAs liaise with LDs and Schools to identify core courses in degrees that currently have limited embedded academic literacy resources. (SASS)

PRIORITY 4. IMPROVE STUDENT TRANSITION SUPPORT

Objectives	Action	Targets/Outcomes	Mapping to LTSS	Accountability	Timing	Progress 2018-2019
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	Identifying areas of need and potential supports in courses. (LD) Develop and activate the Transition Support Moodle shell in 2019 (SASS) No progress, as far as I'm aware (MS)
		Increase in 1% of student participation (set in context with student intake).				The transition support project, which encompassed these goals, was paused in 2018 due to staffing reductions (ES)
	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	Identifying areas of need and potential supports in courses. (LD) No progress, as far as I'm aware (MS)
		Increased satisfaction levels reported by students.				The transition support project, which encompassed these goals, was paused in 2018 due to staffing reductions (ES)
4.2 continued	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	New comprehensive program recognising co-curricular achievement and engagement Federation Advantage launched in February 2020. More information available: https://federation.edu.au/current-students/life-on-campus/getting-involved/federation-advantage (KT)

<p>Create a cohesive set of institutional activities and resources to support all students through the student lifecycle.</p>	<p>4. Develop Student Development Grants for financially disadvantaged students that provides opportunities to access professional and personal development.</p>	<p>Eligibility requirements for Student Development Grants developed and communicated to students.</p> <p>Join the Big Idea's Observer Program.</p> <p>Enhanced opportunities for external grants for students.</p>		<p>DVC (SSS), Director Student Connect</p>	<p>June 2018</p>	<p>Development Grants managed and processed by Scholarships team. Available to support students experiencing financial hardship to enable them to access personal and professional development opportunities. More information available: https://federation.edu.au/current-students/starting-at-federation/scholarships/grants/kickstart-leadership-grant (KT)</p>
<p>4.3</p>	<p>1. Ensure regular updates to all staff in Fed News and, where appropriate through SRS Website, University Facebook and Twitter.</p>	<p>Monthly FedNews items on achievements/FaceBook shares/likes measured. Increases in social media sharing.</p>		<p>DVC (SSS) SRS Initiative Coordinator, Director Campus Life, SRS Committee</p>	<p>Ongoing</p>	<p>FedNews (staff) items regarding student support services are occurring regularly. Information focusing on SRS achievements appears to have been last updated in FedNews Feb 2019.</p>
<p>Ensure clear and concise information about retention supports and services is available to students.</p>	<p>2. Ensure Skills and Job Centre Study Support and Employability Services are promoted to TAFE Students.</p>	<p>All TAFE student and staff receive information about support services available, via email, SMS or direct classroom contact.</p>	<p>2.2</p>	<p>COO / CFO, Director MACE Manager TAFE Sales and Marketing</p>	<p>Ongoing</p>	<p>Students receive information pertaining to the SJ&C's in a variety of ways i.e. at the time of enrolment, during course completion, as a part of planned career events, via social media and via direct contact with careers adviser whilst within their course (BM)</p> <p>Whilst direct reporting is not available as to the % of students engaging with the SJ&C within the context of the entire student population, what is known is that as awareness of the services offered by the SJ&C's becomes more prevalent more students are using the services of the careers advisors in both Ballarat and Horsham (BM)</p>

PRIORITY 4. IMPROVE STUDENT TRANSITION SUPPORT

Objectives	Action	Targets/Outcomes	Mapping to LTSS	Accountability	Timing	Progress 2018-2019
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	A specific strategy was not developed or implemented relating to this item.
	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	Unaware of any movement on this item in 2019. Micro-credentials currently in progress for 2020. SoA – HM1 Diploma of Arts is a sub-program of the BA (HM5)
	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	Formal face to face interviews were not undertaken due to resourcing requirements, however a call campaign has been introduced as part of the withdrawal process. This phone call supports students to assess the reasons for withdrawal and provide information regarding alternatives such as taking leave from studies or reducing workload. This will continue BAU.

LEGEND

- ADTQ = Associate Deans, Teaching Quality
- AET = Academic Enhancement Team (CLIPP)
- BA = Bachelor of Arts
- BAU = Business As Usual
- BM = Bill Mundy (Manager, TAFE Sales)
- CFO = Chief Operating Officer
- CLIPP = Centre for Learning, Innovation and Professional Practice
- COO = Chief Operating Officer
- CS = Claire Shaw (University Registrar)
- DVC (SSS) = Deputy Vice Chancellor (Student Support and Services) (Role ended April 1, 2020)
- DVCA = Deputy Vice Chancellor (Academic)
- ES = Ellen Sabo (Project Manager, Student Engagement, Retention, and Success)
- GH = Grant Henderson (Planning, Analytics and Reporting)
- KT = Kaitlyn Taylor (Student Experience)
- LD = Learning Design Team (CLIPP)
- LD = Learning Design Team (CLIPP)
- LSA = Learning Skills Advisors (CLIPP)
- MS = Marion Slawson (Library and Learning Spaces)
- QILT = Quality Indicators of Learning and Teaching
- SASS = Student Academic and Study Support (CLIPP)
- SoA = School of Arts
- SRS = Student Retention and Success
- Student HQ = Student Headquarters
- VTAC = Victorian Tertiary Admissions Centre

End of document – Updated as of Friday 29 May, 2020