



2018 -2021

Student Success Blueprint

OUR VISION

ECU is committed to the transformational power of education and ensuring that our excellent teaching, inspiring learning experiences and inclusive environments correspond to high levels of student success. The Student Success Blueprint (the Blueprint) provides a four-year vision of a coordinated whole-of-institution approach that connects with and supports ECU's purpose and strategic goals.

The Blueprint identifies five priorities, each with associated high-level strategies, for enhancing student retention, academic success, employment and employability. Over 2018-2021, ECU will operationalise an evidenced-based whole-of-institution approach through an annual implementation action plan, allowing actions against the strategies to be appropriately prioritised, assigned and tracked.

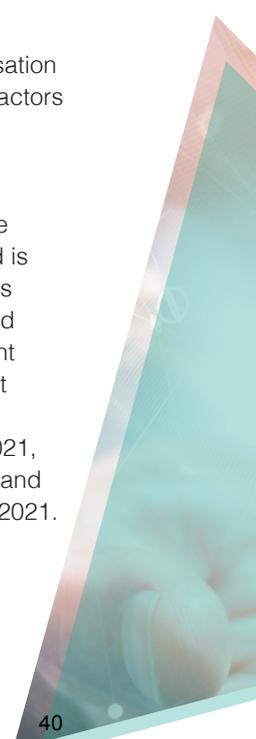
There exists a complex interplay of macro-environmental, institutional and student factors that influence student retention, academic success, employment and employability. Such complexity requires a coordinated approach that meets the needs of ECU's diverse student body across different stages of the student lifecycle, with flexibility to tailor and personalise experiences to varying student cohorts, courses and campuses.

The Blueprint aims to further develop partnerships with students and build on exemplary work already occurring across the University, such as in the areas of Post-Entry Language Assessment, work integrated learning and the Service Excellence program. Insight afforded by high-quality, meaningful data, from our increasingly sophisticated business intelligence systems, predictive and learning analytics, will inform evidence-based proactive and systematic actions and strategies. Whilst data and research evidence will guide our actions in improving

student success, implementation of student support will be underpinned by meaningful relationships with students that focus on each student's unique needs.

In considering progress and impact, robust evaluations that are nuanced in the conceptualisation of student success and that elucidate success factors will be critical to continually improve and adjust institutional responses and actions.

The Student Success Blueprint contributes to the ECU Strategic Plan 2017-2021 *World Ready* and is underpinned by the institution's vision and values which articulate a commitment to student-centred approaches to learning, teaching and the student experience, informed by evidence. The Blueprint aligns with a range of existing University plans, including the Reconciliation Action Plan 2018-2021, Disability Access and Inclusion Plan 2016-2021 and Technology Enhanced Learning Blueprint 2017-2021.



Priorities

- 1 High quality and fit-for-purpose student success and teaching quality analytics, supported by sophisticated IT infrastructure, providing high levels of insight with analysis by campuses, courses and varying student cohorts.
- 2 An organisational culture that cements an inclusive, student centred, whole-of-institution approach to the student experience and subsequently student success.
- 3 Sustained collaborations with students, academic and professional staff to create systematised and innovative responses that retain students across the student lifecycle.
- 4 Strength based approaches to enhancing students' academic preparedness.
- 5 Course design and a student experience that prioritises lifelong learning and future-oriented employability.

PRIORITY 1

Evidence-informed

High quality and fit-for-purpose student success and teaching quality analytics, supported by sophisticated IT infrastructure, providing high levels of insight with analysis by campuses, courses and varying student cohorts.

Strategies

- 1.1 Unite the varied efforts of data collection and analysis to ensure clarity of insight for end users.
- 1.2 Develop an agreed roadmap for learning and predictive analytics based on the best available research.
- 1.3 Create a comprehensive plan for the use of data, including ethical standards, shared language and definitions.
- 1.4 Renew the varied student experience survey instruments to improve insights into aspects of retention, teaching quality and course review processes.
- 1.5 Actively engage students in relevant data and analytics to enhance their own insights into learning and success.

PRIORITY 2

Inclusive organisational culture

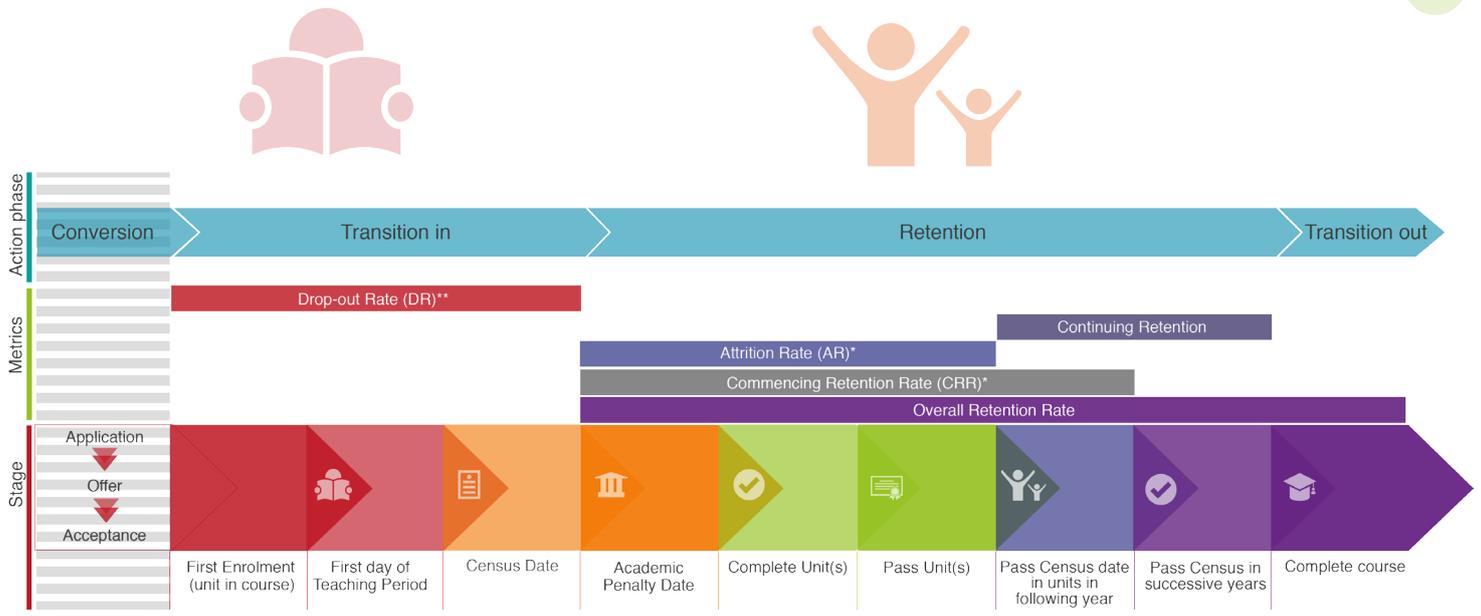
An organisational culture that cements an inclusive, student-centred, whole-of-institution approach to the student experience and subsequently student success.

Strategies

- 2.1 Devise an agreed whole-of-institution approach to all aspects of providing advice and support to students, building on meaningful relationships with students.
- 2.2 Engage with students in meaningful partnerships to innovate across the student lifecycle.
- 2.3 Leverage technology and staff-student relationships to enhance student engagement and design proactive interventions, with clarity around processes and responsibilities for action.
- 2.4 Recognise and reward staff for the design and implementation of innovative and inclusive student success strategies.
- 2.5 Ensure high quality and multi-channel communication with students and staff.

Student Retention

A visual overview



Key
 * Government measure for comparison of institutions
 ** Internal use data



PRIORITY 3

Retention through collaboration and innovation

Sustained collaborations with students, academic and professional staff to create systematised and innovative responses that retain students across the student lifecycle.

3

Strategies

3.1 Normalise, for all students, the use of key student support services and co-curricular activities.

3.2 Enhance the coordination, uptake and impact of key transition activities through systematic and coordinated planning processes and whole of institution endorsement.

3.3 Adopt an evidence-based approach to the review and enhancement of courses and units supported through productive partnerships between academic and professional staff.

3.4 Explore opportunities to enhance financial support of students through on-campus employment and an expanded range of scholarships.

3.5 Extend the range of peer-led programs that build a sense of belonging to courses, campuses and the University.

PRIORITY 4

Focus on academic success

Strength based approaches to enhancing students' academic preparedness.

4

Strategies

4.1 Clarify assumptions around assumed knowledge/inherent requirements in core units and develop readiness tools and resources to support student engagement with the curriculum.

4.2 Implement a comprehensive suite of programs to improve preparedness for university study appropriate for diverse cohorts, including international students.

4.3 Develop proactive and scalable academic skill development programs, including learning support, information literacy and digital readiness.

4.4 Expand student and peer-led study assistance programs for all study modes and locations.

4.5 Embed the development of oral and written communication skills in the curriculum.

PRIORITY 5

Future-oriented employability

Course design and a student experience that prioritises lifelong learning and future-oriented employability.

5

Strategies

5.1 Align and renew course profiles with a futures-oriented lens in relation to the labour market and the University's strategic direction.

5.2 Systematically embed career development learning frameworks across all courses.

5.3 Continue to promote engagement with industry, experiential and work integrated learning across the curriculum.

5.4 Enact targeted interventions across the student lifecycle for cohorts and courses with low employment outcomes.

5.5 Explore micro-credentialing of co-curricular activities that enhance employability, including leadership, community service and cultural competence activities.

Definitions

Employability	A set of achievements, understandings and personal attributes that make individuals more likely to gain employment and to be successful in their chosen occupations. ¹
Retention	Student retention is a measure of student success that refers to students who have not graduated and are continuing their studies from the previous year. Retention rates can be measured at different levels (course, school, university and sector).
Whole-of-institution	An approach to decision making and implementation that recognises the need to engage a broad range of stakeholders across Schools and Service Centres to ensure sustainability and consistency in approach.

¹Knight, P. & Yorke M., (2006). Employability: judging and communicating achievements, in M. Yorke (Ed.), *Learning and Employability Series 1*. York, United Kingdom: The Higher Education Academy, p. 5.