



STUDENT SUCCESS AND RETENTION POLICY

Authorised By:	Academic Board	Revision: 1.5
Last Amendment Date:	Revision Date: 05 Apr 2023	
Review Due Date:	Next Review: 05 Jul 2025	
Related Documents:	Student Progression Policy Orientation Policy Terms of Reference for the Student Success and Retention Committee	
Responsible Officer:	Registrar	
Review:	Student Success and Retention Committee	

Any person who requires assistance in understanding any aspect of this document should contact the Responsible Officer

1. Overview

This Policy expresses Tabor's commitment to supporting the success of all its students and proactively working to retain its students and enrich their experiences during their studies.

2. Scope and Applications

This Policy applies across the College, with a specific focus on supporting students to succeed in their Higher Education studies.

3. Policy Principles

- 3.1. Tabor believes that student retention and success is the responsibility of the entire College community.
- 3.2. Tabor acknowledges that the quality of a student's experience, and their desire to remain with the College, depends not only on good teaching, but on functional administrative systems, adequate student support, and access to appropriate learning resources.
- 3.3. Tabor recognises that early and positive engagement with students is essential for fostering a sense of belonging to the College. This will also build the confidence necessary for continuation and success.
- 3.4. Tabor will monitor the participation, progression, and completion of students, including cohorts such as those admitted on the basis of admission and mode of delivery, in order to inform changes to this policy.

4. Procedures

The college will:

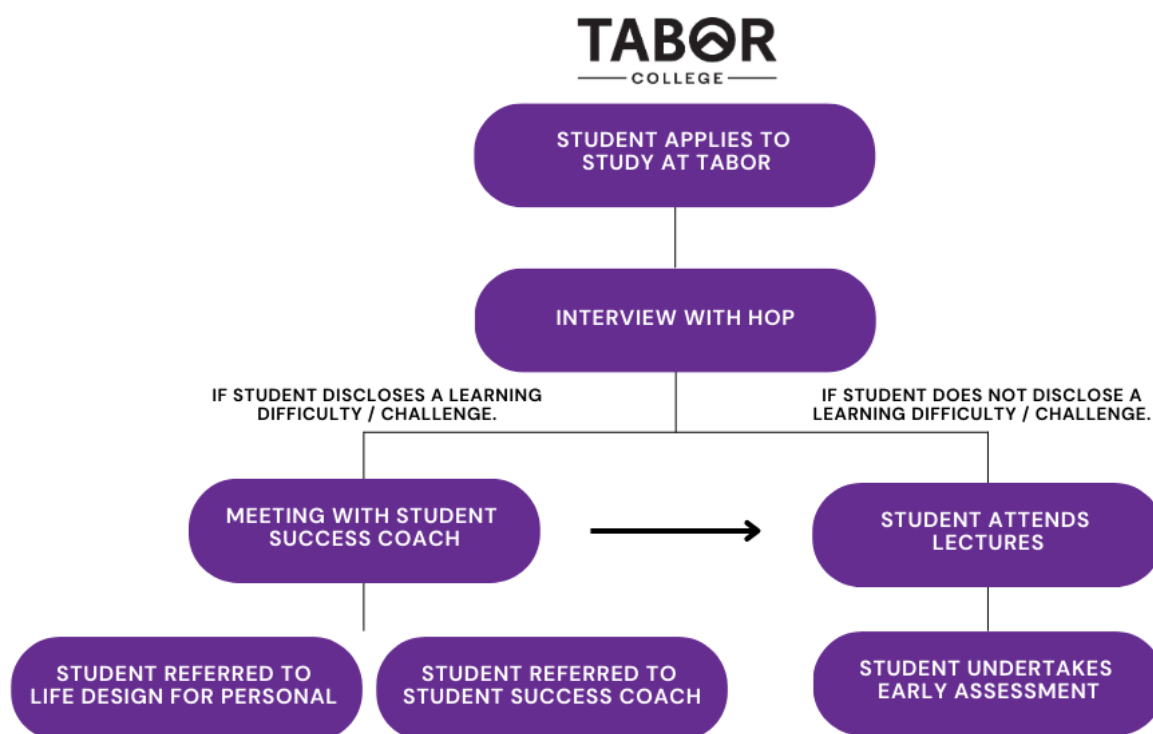
- 4.1. Assess the needs and preparedness of individual students and cohorts. This will take place as part of the application interview undertaken by the Head of Program prior to the student's acceptance into a Tabor

award. Such assessment will involve consideration of the student's mode of entry, background and any needs self-disclosed by the student.

- 4.2. Deliver orientation programs (including orientation to the digital learning management system) that are tailored to the needs of student cohorts and which allow students to successfully transition into their course of study. See the College's Orientation Policy. Orientation programs will start in the week prior to the semester beginning and will be coordinated by the Chief Marketing Officer and led by the Student Support and Success Coach.
- 4.3. Undertake early assessment in units (prior to the end of week 4) in order to provide students with initial feedback regarding their learning progress and identify students who may need additional support. This is the responsibility of lecturers.
- 4.4. Provide support for academic success, particularly for students deemed at risk or on probation (for criteria for identifying such students and the support provided to them, see the **Student Progression Policy**). This will occur throughout the semester and is the responsibility of the Academic Support and Success Coach. Students may be recommended to the Academic Support and Success Coach via their lecturers, Head of Program, or other College staff (e.g., the library team).
- 4.5. Provide students with access to, and instruction about, the essential learning resources they need in order to be successful in their studies. This is the responsibility of lecturers and the Library Manager. The Library Manager will initially connect with students via the orientation program with the library team accessible to students (in person, phone, email or Zoom) throughout the semester. Such access should not present unexpected barriers, costs or technology requirements for students and be consistent with the requirements of their course, mode of study, and learning needs.
- 4.6. Provide students with personal support and advice needed for their academic success and flourishing. This is the responsibility of the Student Support and Success Coach, who may refer students to Tabor's Life Design counselling service to facilitate this.
- 4.7. Develop access plans for students with identified learning difficulties and/or disabilities. This is the responsibility of the Student Support and Success Coach and should be completed within the first four weeks of the semester (i.e., prior to the submission of any work for assessment). Referral to the Student Support and Success Coach may be made by the student's Head of Program, the student's lecturer or the student may contact the Student Support and Success Coach directly.
- 4.8. Create a learning environment and campus atmosphere that helps to engender positive academic interactions and a sense of belonging within its students. This is the responsibility of all staff, especially the Student Support and Success Coach.
- 4.9. At the end of the semester, the academic progress of students will be monitored by faculties and students meeting certain criteria will be placed on at risk or on probation status with specific support provided. For further details see the College's Student Progression Policy.
- 4.10. Analyse trends in attrition, progression, and completion of student cohorts to improve outcomes.
 - 4.10.1. After Census 1 of each year, the Registrar will provide prior year attrition, progression, and completion data to each Head of Program for inclusion in the Annual Course Review.
 - 4.10.2. The review should include proposed strategies for addressing any problematic results. Such strategies may involve modifications to admission policies; course content and/or structure; and improvement of teaching, learning and support strategies.
 - 4.10.3. The Annual Course Review will be reviewed by the Dean of Faculty, Course Quality Committee, and Academic Board. The Academic Board may request a report on the implementation and outcomes of proposed strategies.

4.11. Develop, implement, monitor, and review a Student-Centred Retention Strategy, which includes key College initiatives related to reducing attrition. This is the responsibility of the Student Support and Retention Committee. An annual report on the implementation of the Retention Strategy should be provided to the Academic Board. Further details about the role of the Student Support and Retention Committee are found in its Terms of Reference. Any student may self-identify, or any Tabor staff member may identify where a student has a need for personal, spiritual, or social supports, and can refer students in a timely fashion to services available through the College, such as the Life Design Counselling Centre, the Student Wellbeing Officer, the Coordinator of Student Academic Support, and where appropriate to an external support service.

5. Timeline for Early Intervention Student Support



6. Definitions

See [Global Definitions](#)

7. Communication and Training

The Academic Director will ensure academic staff are aware of this policy.