Canterbury Christ Church University

Student Retention and Success:
# Your Course, Your Impact

The University Student Retention and Success Framework contains the eight objectives listed below. This briefing provides some pointers towards the impact your course can have.

Objective	Your Impact
Enabling students' preparedness	♦ Help shape recruitment communications to ensure students know what to expect on your course. ♦ Provide pre-arrival course information (Course Essentials) that builds confidence and prepares your students. ♦ Create a meaningful curriculum-based connection with students before they arrive.
Providing an effective induction and welcome	♦ Work with students to ensure your course induction reflects their educational backgrounds and needs. ♦ Collaborate with the centre to develop and deliver a smooth induction. ♦ Extend welcome activities into an holistic approach to induction.
Engaging students in learning	♦ Promote and support Personal Academic Tutoring for all your students. ♦ Teach for retention (ask for guidance from LTE). ♦ Use module evaluation data for continual enhancement.
Building belonging in an inclusive community	♦ Encourage all your students to get a personal mentor and apply for Peer Assisted Learning mentoring within your course. ♦ Work with Partners in Learning to develop your student engagement strategies. ♦ Promote and support student societies within your subject area.
Promoting student health and wellbeing	♦ Develop your awareness of issues related to student mental wellbeing. ♦ Ensure you have signposting information at your fingertips (ask SSHWB). ♦ Promote and support Expect Respect and similar campaigns.
Early detection of students at risk of failure	♦ Use the VLE to monitor student engagement (ask your learning technologist). ♦ Take action immediately when students do not engage in assessment. ♦ Use attendance monitoring in junction with other engagement metrics.
Facilitating transition along the student journey	♦ Take a strategic approach to transition between levels of study (ask for guidance from LTE). ♦ Review the level of reassessments in your course and work with the centre to support students undertaking reassessment and develop strategies to reduce reassessment. ♦ Work with the centre to increase employment opportunities for all your students.
Continuous evidence – based improvement	♦ Ensure there is expertise within your course to engage with SAS dashboard data. ♦ Use your course data within the dashboard to inform Annual Course Monitoring and subsequent action planning. ♦ Evaluate your student success activities (ask LTE).
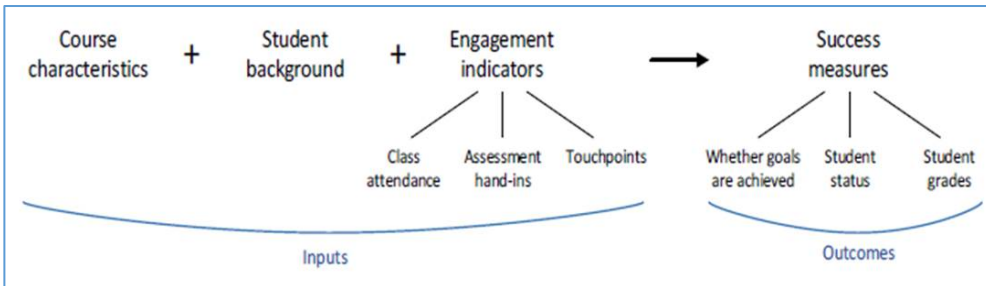
Inputs and outputs in Student Engagement in Learning (Bradberry and D'Antin, Southampton Solent University)