

## Institutional Student Engagement Success and Retention Maturity Model

Category	Process	Practice	Dimensions					
			Providing	Planning	Institutional framing	Monitoring	Optimising	
Learning	Assessment	1 Assessment is designed to be student-centred						
		2 Feedback is provided to students about their assessment						
		3 Assessment is relevant						
	Curricula	4 Curricula (programs, courses & subjects) are designed for student progression						
		5 Curricula are enacted to encourage participation						
	Teaching Techniques	6 Students interact collaboratively with staff and peers						
		7 Teaching and learning simulates real world activities						
		8 Student-centred teaching is pursued						
		9 Technological tools are harnessed						
	Pedagogical Style	10 Enquiry-based learning is used						
		11 Work integrated learning methods are used						
		12 Work integrated learning is mediated by simulations or proxies for experience						
Supporting	Information about	13 Information is disseminated to students about subjects and programs						
		14 Information is disseminated to students about key milestones						
		15 Information is disseminated to students about student support services						
	Services & resources	16 Financial services are provided						
		17 Services are provided to enhance students' personal capabilities						
		18 Services are provided to enhance students' academic skills						
	People rich	19 Advice is provided to students locally and centrally						
		20 Advocacy for students is provided locally and centrally						
		21 Peer support for students is provided locally and centrally						
Belonging	Interaction	22 Explicitly and intentionally inclusive communication is used when interacting with students						
		23 Activities are provided which help students feel they belong						
		24 Opportunities are offered for students to engage with the professions/industry						
		25 There are social engagement opportunities for students						
	Inclusive activities	26 There are opportunities for students to develop cultural competence						
		27 There are activities that accommodate a diversity of student cohorts						
		28 There is engagement with the wider community						
	Identity development opportunities	29 There is interaction with the institutional community						
		30 Students develop their professional and student identity from their interaction with experienced practitioners						
		31 There are leadership activities to develop personal and individual capacity in students						
Integrating	Academic literacies	32 Student success is acknowledged, promoted and valued						
		33 Students develop their identity as part of a cohort with whom they share understandings						
		34 Peer learning is embedded in the curriculum						
	Personal literacies	35 Academic skills development is embedded in the curriculum						
		36 Academic and professional educators share the design and enactment of the curriculum						
		37 Cohorts are fostered within the curricula						
	Activities	38 Cultural and social competence is cultivated within the curricula						
		39 Students develop personal attributes within the curricula						
		40 Students develop professional attributes within the curricula						
		41 The institution fosters partnerships between academic and professional staff teams						
		42 Transition is managed from pre-entry to graduation						
	Resourcing	Staff development	43 Students are outreached to proactively throughout their enrolment					
			44 There are cross-institutional processes involving more than one functional area and aimed at the development of shared understandings					
			45 There is student-initiated decision making and planning					
	Resourcing	Roles and responsibilities	46 There is academic staff development on how to be student-focussed					
47 There is sessional staff development on how to be student-focussed								
48 There is professional staff development on how to be student-focussed								
Evidence base		49 Staff are resourced to develop students' professional skills						
		50 There is recognition and rewards for teaching excellence						
		51 There is technology for staff or students to support learning and teaching activities						
Communication		52 There are defined roles responsible for student success						
		53 Staff workloads allow students to access staff						
		54 Corporate data is collected and made available						
Learning environments		55 Information is shared about strategies						
	56 Initiatives and research in learning and teaching scholarship and projects are encouraged							
	57 Online and social media are used as a means of communication							
	58 There are well formulated communication procedures							
	59 There are spaces that enhance students' ability to learn							
Learning environments	60 There are resources that enhance students' ability to learn							
	61 There are social spaces that attract and keep students, providing a conducive, beneficial, supportive, favourable environment							
	62 Timetabling is in tune with student needs							
	63 Facilities are readily accessible to students and staff							

Capacity assesses the Reach of the practice and the Alignment between the observed evidence and the practice as described in the model.

The descriptors for Reach are:

- In some subjects
- In some programs/departments
- In some faculties
- Institution-wide

The descriptors for Alignment are:

- Minimal
- Moderate
- Substantial
- Comprehensive

Alignment includes:

- Identification of the core concern – the core concern is accurately identified
- Responsiveness to the core concern – the core concern is actually addressed
- Substantiveness of response to the core concern – different facets of the core concern are accounted for and the response is more than simplistic

Capacity score		Reach			
		In some subjects	In some programs/departments	In some faculties	Institution-wide
No data					
Little or no capacity					
Some capacity					
Considerable capacity					
Complete capacity or near					
Alignment	Minimal				
	Moderate				
	Substantial				
	Comprehensive				