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How technology informs our student transition and retention practices

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How technology informs our student transition and retention practices.

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During 0 week, we record attendance data through QR codes in **D365** and store in a data warehouse. **Power BI** draws from this data to inform our advising teams on who attended and who did not attend the Official Welcome, Faculty/School Welcome, and the compulsory International and Under 18's information sessions.

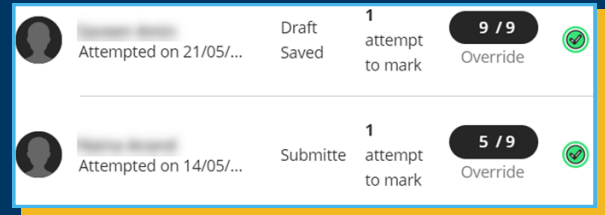
Power BI also draws from our LMS to inform us which commencing students have not logged into **iLearn**. This information is used to prioritise which students to contact.

Our team of advisors are committed to early recognition and proactive intervention for students who require additional support with the intention of enhancing their wellbeing and their educational outcomes. Our advisors reach out to students identified in our reports and encourage one on one consultations.

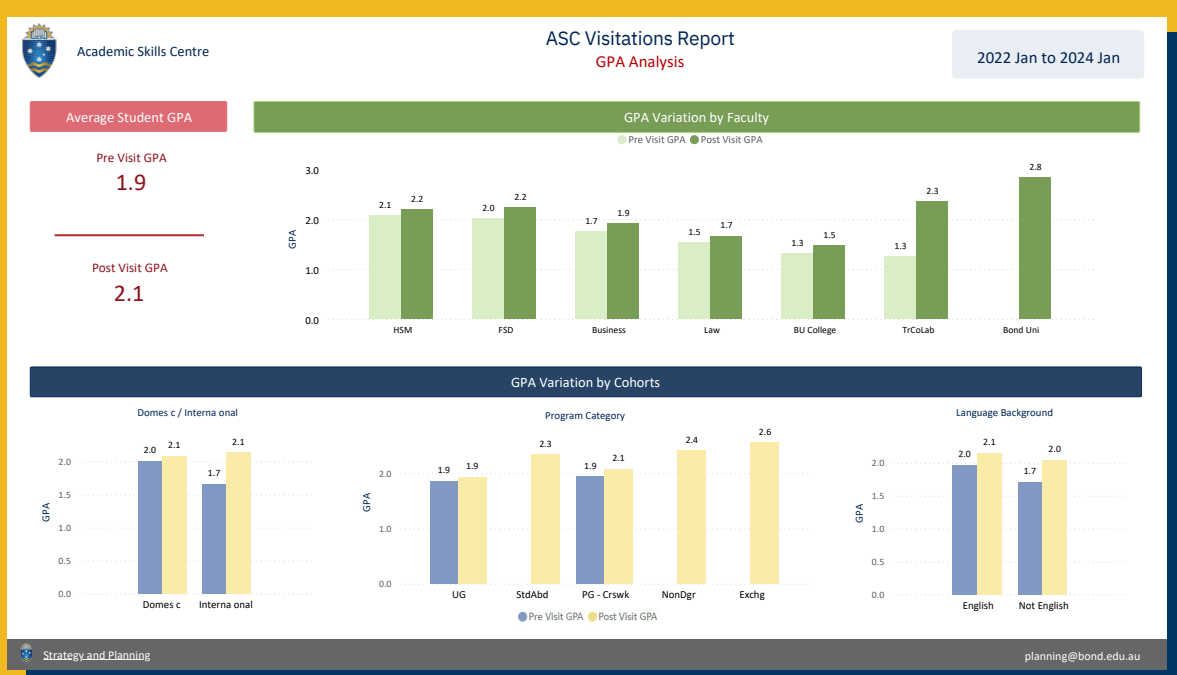
Using a short diagnostic writing exercise (**PELA**), our First Year Transition Learning Advisor downloads a report and reaches out to commencing students identified as requiring additional academic support. These actions are recorded in our **Advocate case management system**.

Our advisors record all interactions in our **Advocate case management system** by creating Care Reports which also serves as a referral process. All of which is reportable.

- Academic Skills Centre Referral
- First Year Transition
- General Wellbeing Referral
- Indigenous Student Referral
- Retention



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ASC consultations are tracked via **Power BI** (i.e ASC Visitation Report). Key stakeholders at the University can access this report, which displays consultations by faculty/college, percentage of students utilising the service, and number of appointments. Other data includes program level, region, language background, and mode of appointment. Student tracker allows stakeholders to monitor ASC visits.

Notably, the report includes data on pre- and post-visit GPA. This allows ASC to measure its impact, which has traditionally been difficult to do (Ashton-Hay & Doncaster, 2021; Chanock 2007).