

USING DATA TO SUPPORT INDIVIDUAL STUDENTS

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In this session, we will cover...

1. How do you engage with students?

- Looking at current practice

2. What does the data show us?

- Identifying underrepresented groups
- Student success
- Engagement and the Student Dashboard
- Acting on the data

3. With this data, how could you engage with a student?

- Looking at real life case studies
- Reflecting on what the Dashboard can do, and what it needs to do



How do you engage with students?

Looking at current practice



What does the data show us?

Background vs. Engagement

Underrepresented Groups: Access

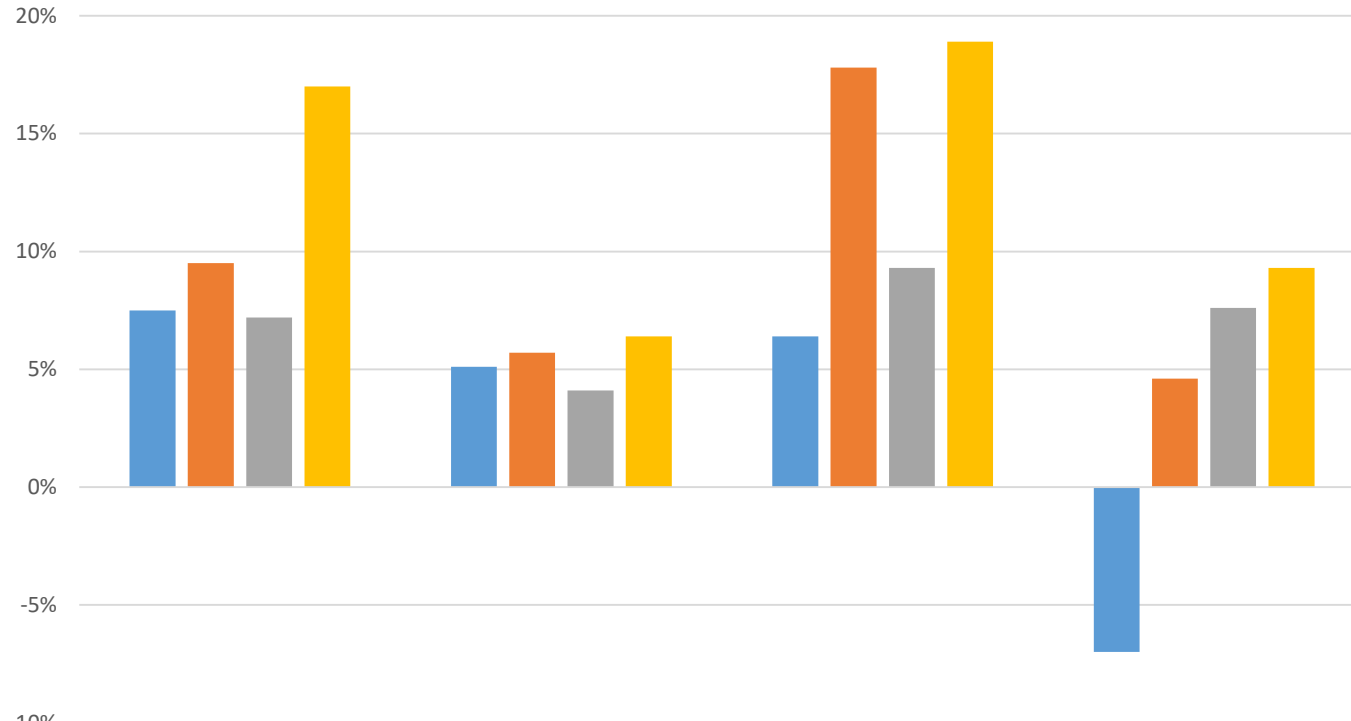
- Identification of underrepresented groups
 - POLAR (quintiles 1 & 2)
 - IMD (40% most deprived neighbourhoods)
 - ACORN (*urban adversity* and *financially stretched* communities)
 - Free School Meals
 - Disabled students
 - Students in care/formerly in care
 - Refugees and asylum seekers
 - Adult learners
 - Students studying Level 3 vocational courses (e.g. BTECs)
- Evidence that the above groups are underrepresented in higher education per se (and in most cases across NTU)

Underrepresented Groups: Success and Progression

- Identification of students less likely to succeed
 - Male students*
 - BME students
 - Mature students*
 - Students from deprived neighbourhoods (according to ACORN data)
 - Students entering with BTEC qualifications
- * *Except progression to further study or professional employment*
- We can evidence that the above groups *are* less likely to succeed at NTU
- Again, these groups are therefore included in our '*access, **success** and **progression** measures*' section of the plan
- But – targeting these discrete groups is complex.....

Student Success: The Gaps

Percentage point differences in student success rates, 2011/12 to 2015/16 combined



- Target groups less likely to succeed across the student life-cycle
- Disparities remain statistically significant when controlling for other influencing factors

Intersectionality Between Different Groups

% of full-time UGs achieving 2:1 or First Class Degree

	Male	Female	BME	White	WP	Non-WP	BTEC only	A-Levels
Male	68%	-	53%	73%	60%	71%	56%	72%
Female	-	75%	63%	78%	66%	78%	60%	79%
BME	53%	-	59%	-	55%	62%	45%	65%
White	73%	78%	-	76%	70%	77%	63%	79%
WP	60%	66%	55%	-	64%	-	52%	69%
Non-WP	71%	78%	62%	77%	-	75%	62%	77%
BTEC only	56%	60%	45%	63%	52%	-	58%	-
A-Levels	72%	79%	65%	79%	69%	77%	-	76%

- Problems with 'homogenising' individuals
- Different groups intersect to result in 'multiple disadvantage'
- Most successful group: female, white, non-WP and A-Level
- Least successful group: male, BME, WP and BTEC
- Need to think about targeting student behaviours...

NTU Student Dashboard



Promoting student success

- Progression
- GPA/ degree attainment
- Targeted information for students & staff



Supporting students to manage their own learning

- Info to promote reflection
- Benchmarking
- Developing goal setting



Improving staff-student working relationships

- Engagement information
- Info for personalised tutorial discussions



Improving institutional data & systems

- Cohort insight
- Improve University systems
- Informing future plans/ strategy

Engagement activity

Attendance, e-journal & e-book access, door swipes, NOW log ins, assessment submissions, library loans

High, Good, Partial, Low, Very Low engagement ratings

Measures engagement using students' electronic footprint

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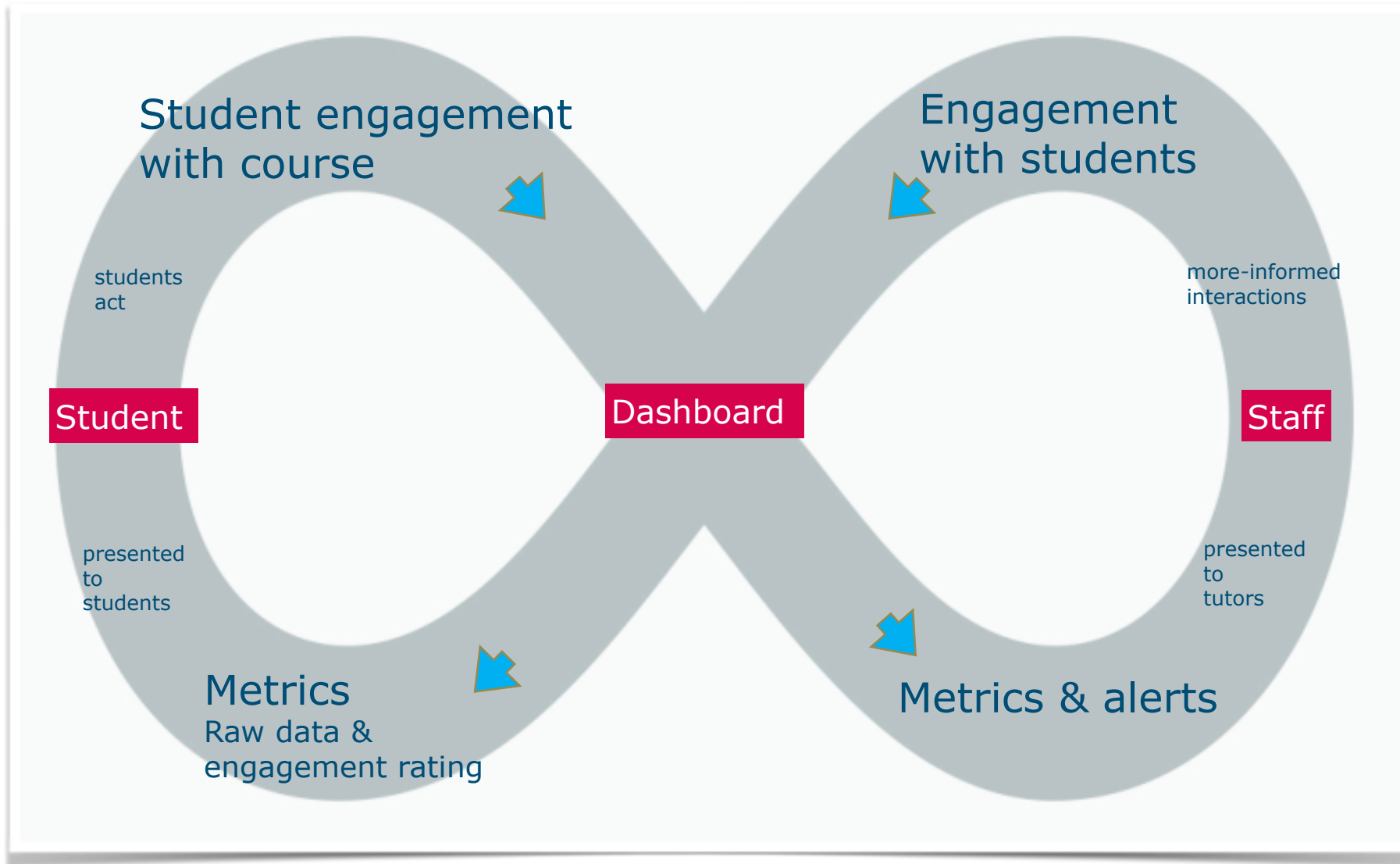
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Fitting the Dashboard into the Institutional Ecosystem

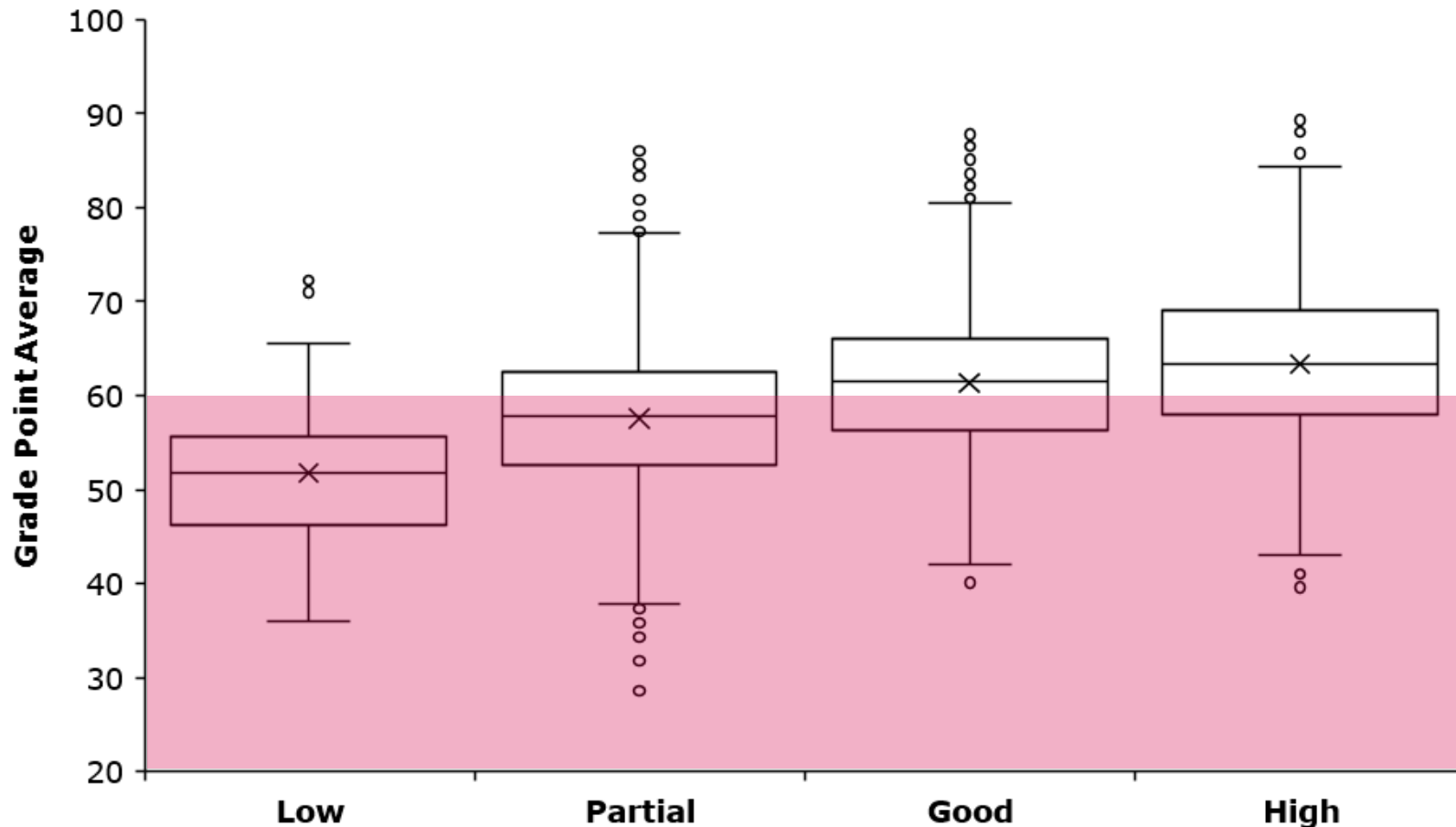


The 'two agents of change model'

- Both staff and students are the agents of change, the Dashboard is the tool.
- The primary benefit to staff is more research informed interactions

Relationship Between Engagement and Attainment

Attainment for students progressing from year one to year two by mode engagement in 2015-16 (full time, undergraduates)

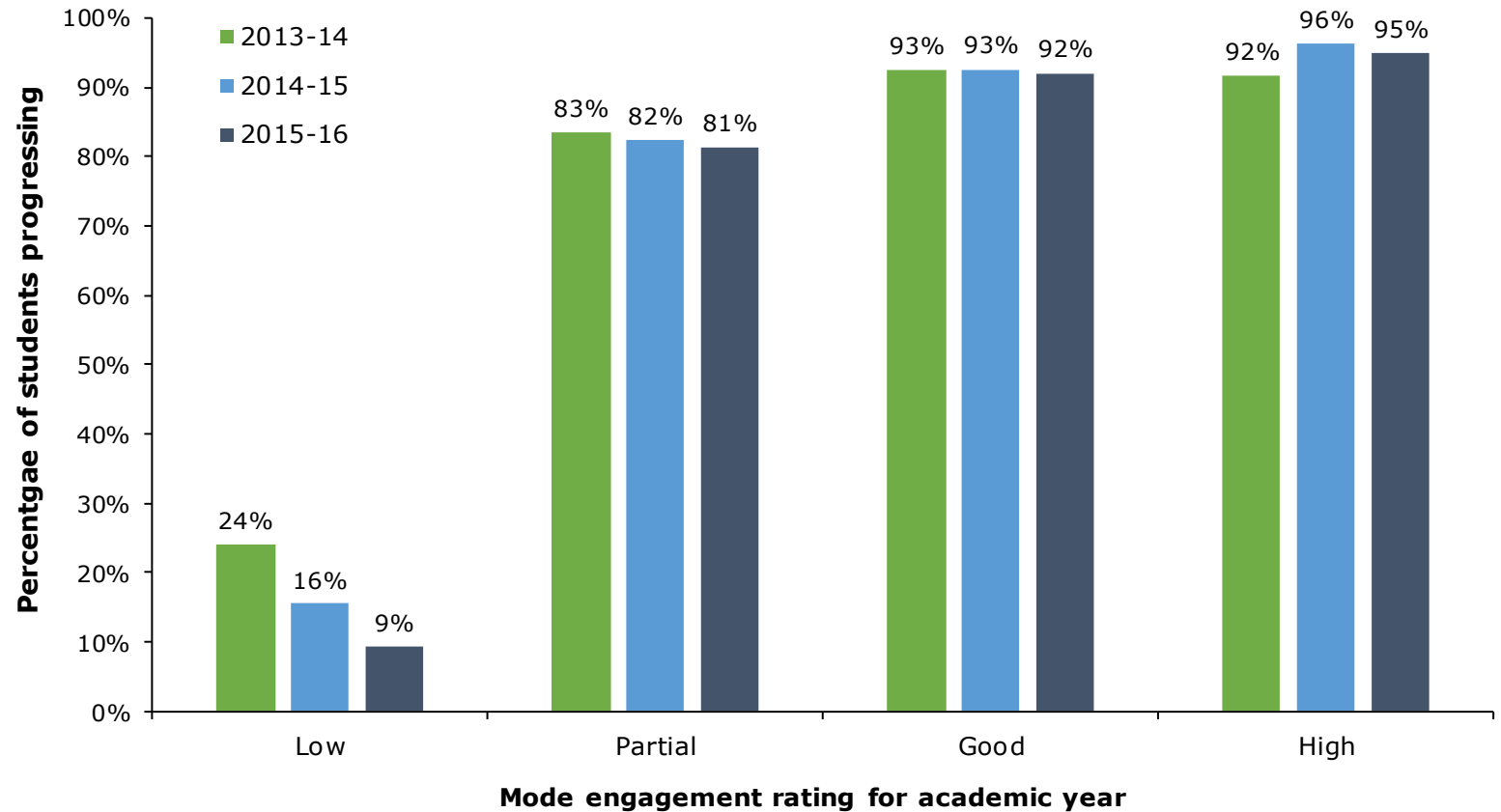


- Strong statistical association between the Dashboard engagement ratings and student success
- Success for All target groups are disproportionately low engagers
- Permits the targeting of student behaviours rather than (or as well as) student characteristics

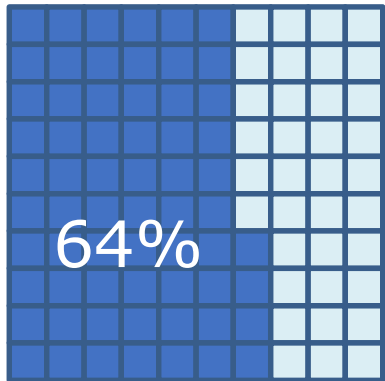
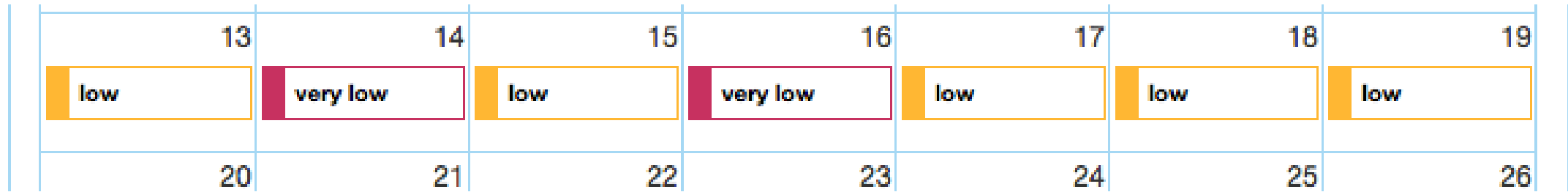
Relationship Between Engagement and Retention

- Strong statistical association between the Dashboard engagement ratings and drop outs
- Keeping a track of students with low engagement and intervening quickly could make a key difference
- Alerts with inform staff of when a student has very low engagement for a period of two weeks

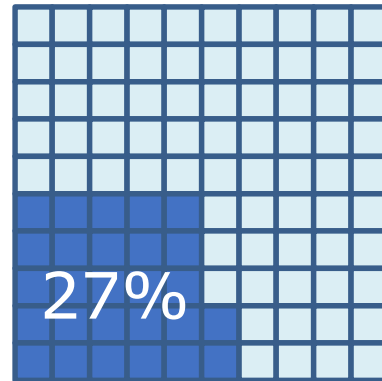
First year progression based on mode engagement rating for the year (FT, UG students)



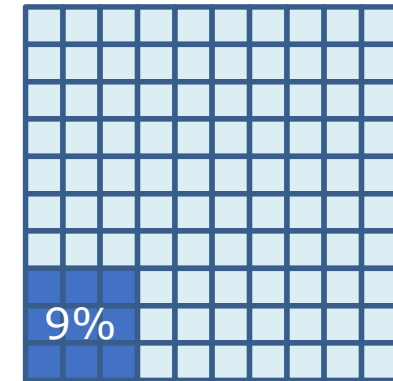
Low Engagement Over Time



Low av. engagement
Welcome Week

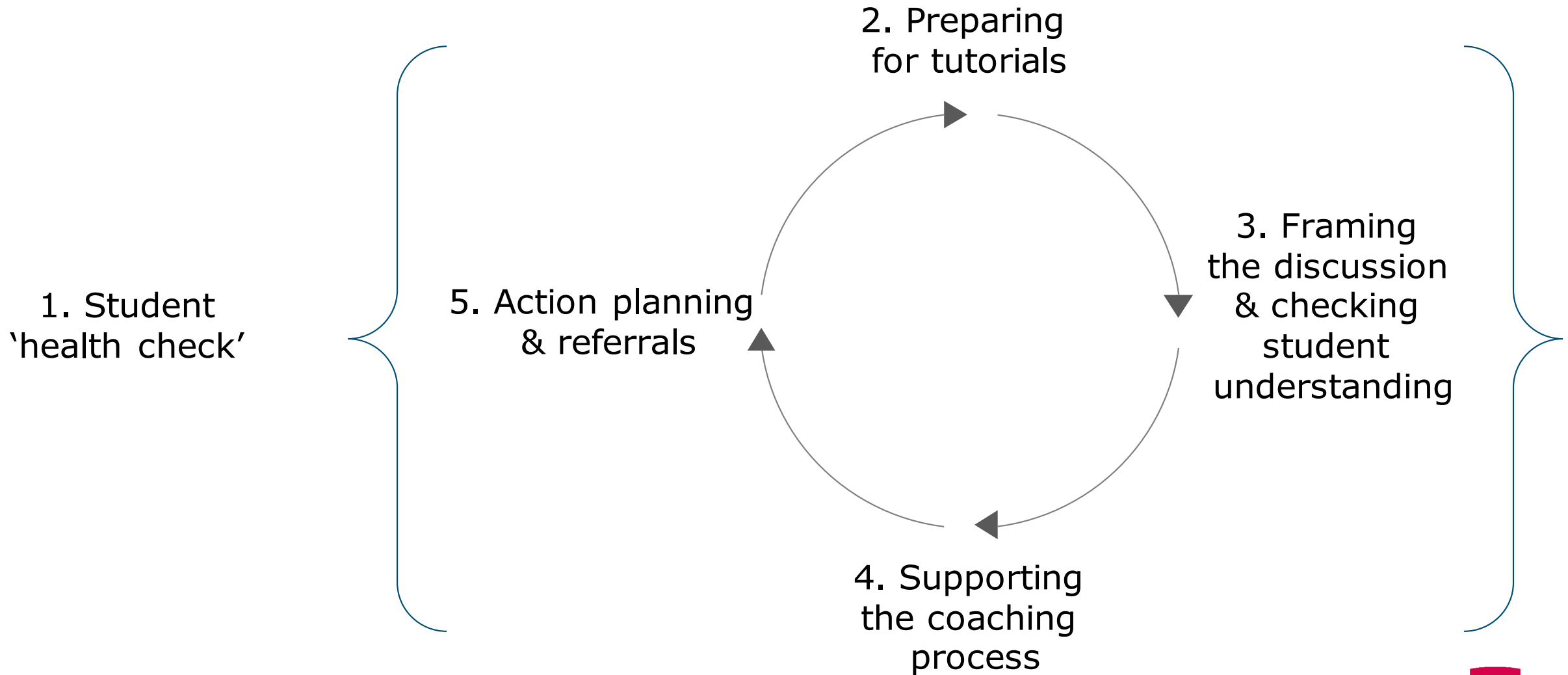


Low av. engagement
1st term



Low av. engagement
Whole year

Using the Dashboard in Tutorials



Implications of Research Findings

- Engagement had by far the strongest association with student success
- Low engagement as recorded by the dashboard correctly identifies students most at risk of
 - Withdrawing from study
 - Academic failure
 - Achieving lower than predicted degree classification
- And low engagers are disproportionately
 - Male
 - BME
 - WP
 - BTEC entrants
- Hence, we can target student behaviours, rather than (or as well as) student characteristics



The Student Dashboard: Engagement AND Demographics

Alistair Cook
Geology BSc
Age: 38 | Year: 2

Attendance: 75.9%
Engagement: V
Trend: →

How is this calculated?

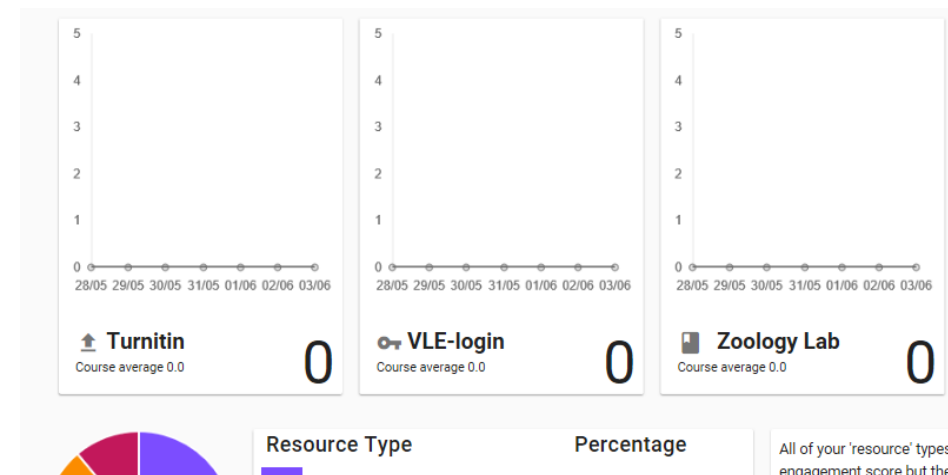
ENGAGEMENT PROFILE INTERACTIONS ATTENDANCE RESOURCE

This is some text, checking wide content will appear okay on more than open line To see how this score is calculated click on how is this calculated Please use all the resources for more info refer use all the resources available to you this score will not be part of your grades but to measure how engaging you are this score will not be part of your grades but to measure how engaging you are this score will not be part of your grades but to measure how engaging you are this score will not be part of your grades but to measure how engaging you are

Personal	Contact	Next of kin personal
Date of birth 01/01/1980	Student email joseph.thumma@answerdigital.com	Next of kin name virat kohli
Nationality British	Student contact number 0207 123 4567	Relation batsman
Student Identifier alistaircook		
Optional field 1		

The Student Dashboard gives you access to students' demographic details, meaning you can tailor your intervention.

The Student Dashboard shows you more detail of how a student has engaged with their studies, allowing you to understand what a student might need to change or improve.



- 1. What does this information tell us?**
- 2. How would approach these students?**
- 3. What other data might you need?**

Real life student case studies



Any Questions?