

Early Intervention, Transition & Engagement – Using Data to Improve the Student Journey & Learning Experience

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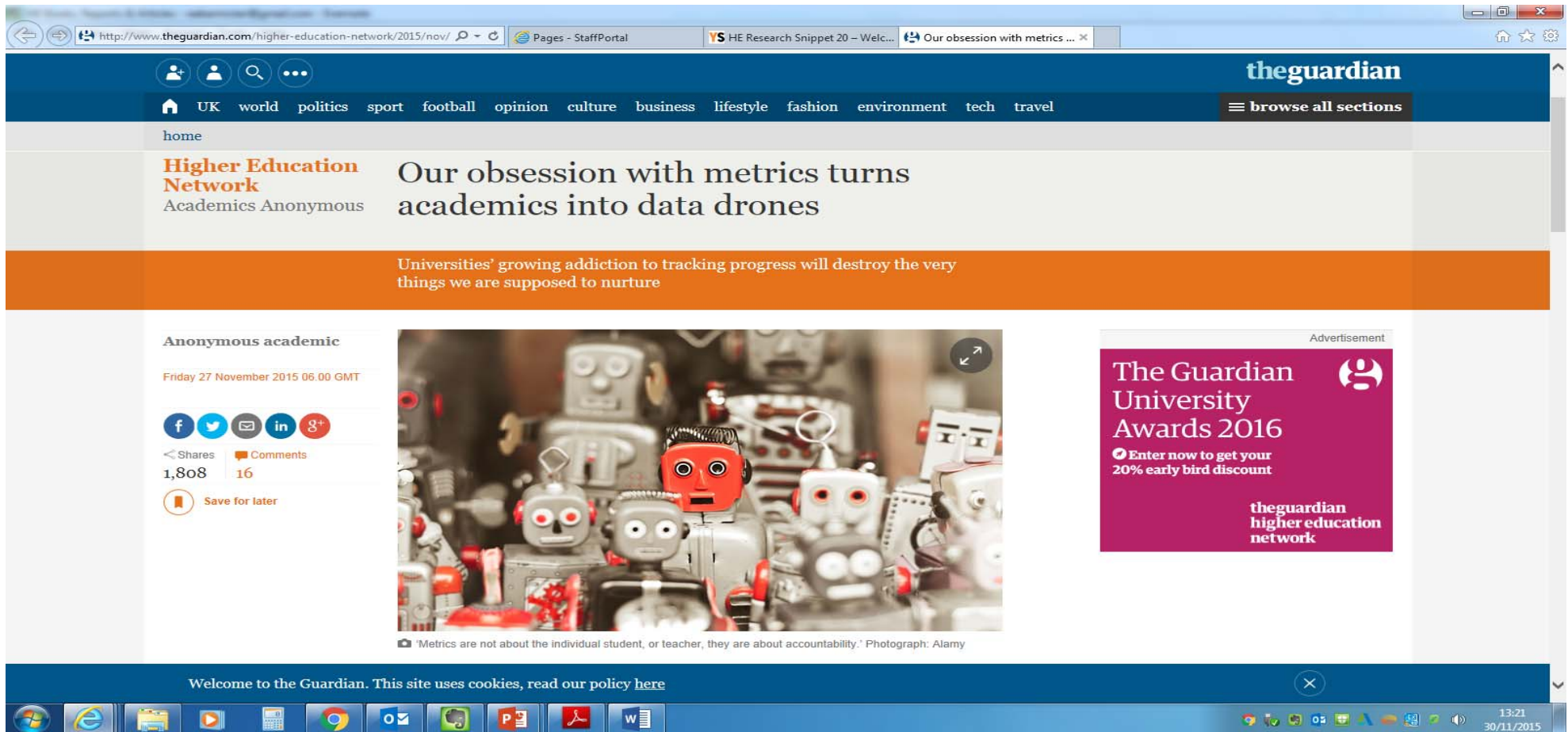
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The Problem with Data...



The screenshot shows a web browser window displaying the Guardian website. The address bar shows the URL: <http://www.theguardian.com/higher-education-network/2015/nov/>. The page features a navigation bar with categories like UK, world, politics, sport, football, opinion, culture, business, lifestyle, fashion, environment, tech, and travel. The main headline is "Our obsession with metrics turns academics into data drones" by "Academics Anonymous" under the "Higher Education Network" section. A sub-headline reads: "Universities' growing addiction to tracking progress will destroy the very things we are supposed to nurture". Below the headline is a photograph of several small, colorful robots. To the left of the photo is a social sharing widget showing 1,808 shares and 16 comments. To the right is an advertisement for "The Guardian University Awards 2016" with a 20% early bird discount. The footer includes a cookie notice and a Windows taskbar at the bottom with the time 13:21 on 30/11/2015.

the guardian

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Higher Education Network
Academics Anonymous

Our obsession with metrics turns academics into data drones

Universities' growing addiction to tracking progress will destroy the very things we are supposed to nurture

Anonymous academic
Friday 27 November 2015 06.00 GMT

1,808 Shares 16 Comments

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13:21 30/11/2015

Data & Scholarship: Informed Approach

12 weeks to settle in, 12 months to transition from dependent to independent learners [e.g. Scott (2006), Yorke & Longden (2008), Kift (2009)]

International scholarship on pedagogy now focussing on First Year Experience (FYE) & “whole of institution approach” to the Student Experience (Kift, 2015)

New models appearing to articulate the student journey and role of academic & professional staff. Student Experience Practitioner Model & Student Lifecycle Model (Morgan, 2012)

Bridges’ Model of Transition (2003)
Student Transition Model
(Taylor et al, 2008)

What Works? (Thomas, 2012)
Up to 2/5 (42%) of students think of withdrawing from HE, improving student belonging should be a significant priority for everybody.

Why do students leave in their first year? “Complex interrelationship between course dissatisfaction, course preference, limited engagement, and student perceptions of academic staff and of the quality of teaching” (Krause et al, 2005).

The Bolton Context



Teaching Intensive Research Informed

Student Experience Strategy (2015)

- Academic, social & administrative dimensions
- A “whole of institution” approach to SE
- Developing vibrant and supported learning communities

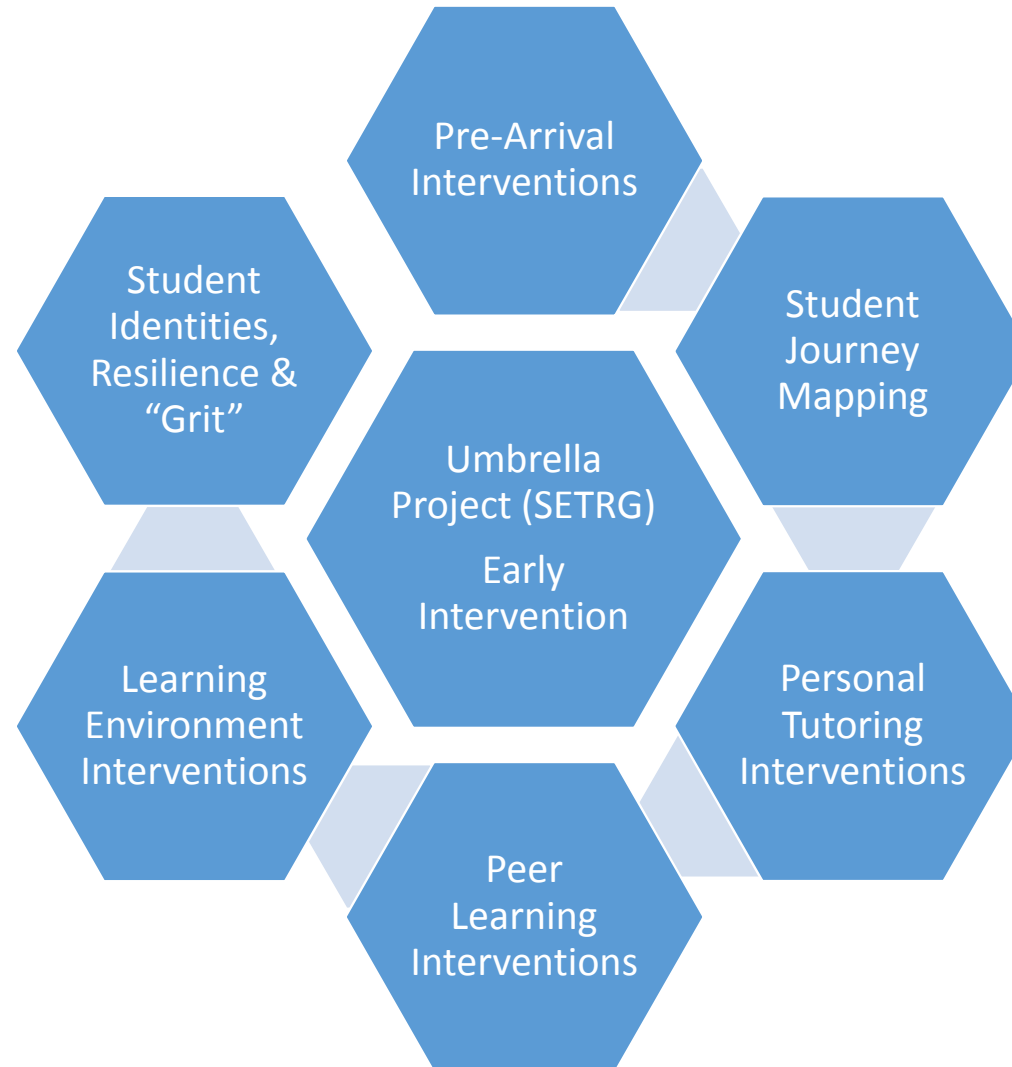
Learning, Teaching & Assessment Strategy (2015)

- Infrastructure to support learning, teaching and engagement
- Student diversity, early intervention and assessment of needs
- Student-centred pedagogies, effective assessment design

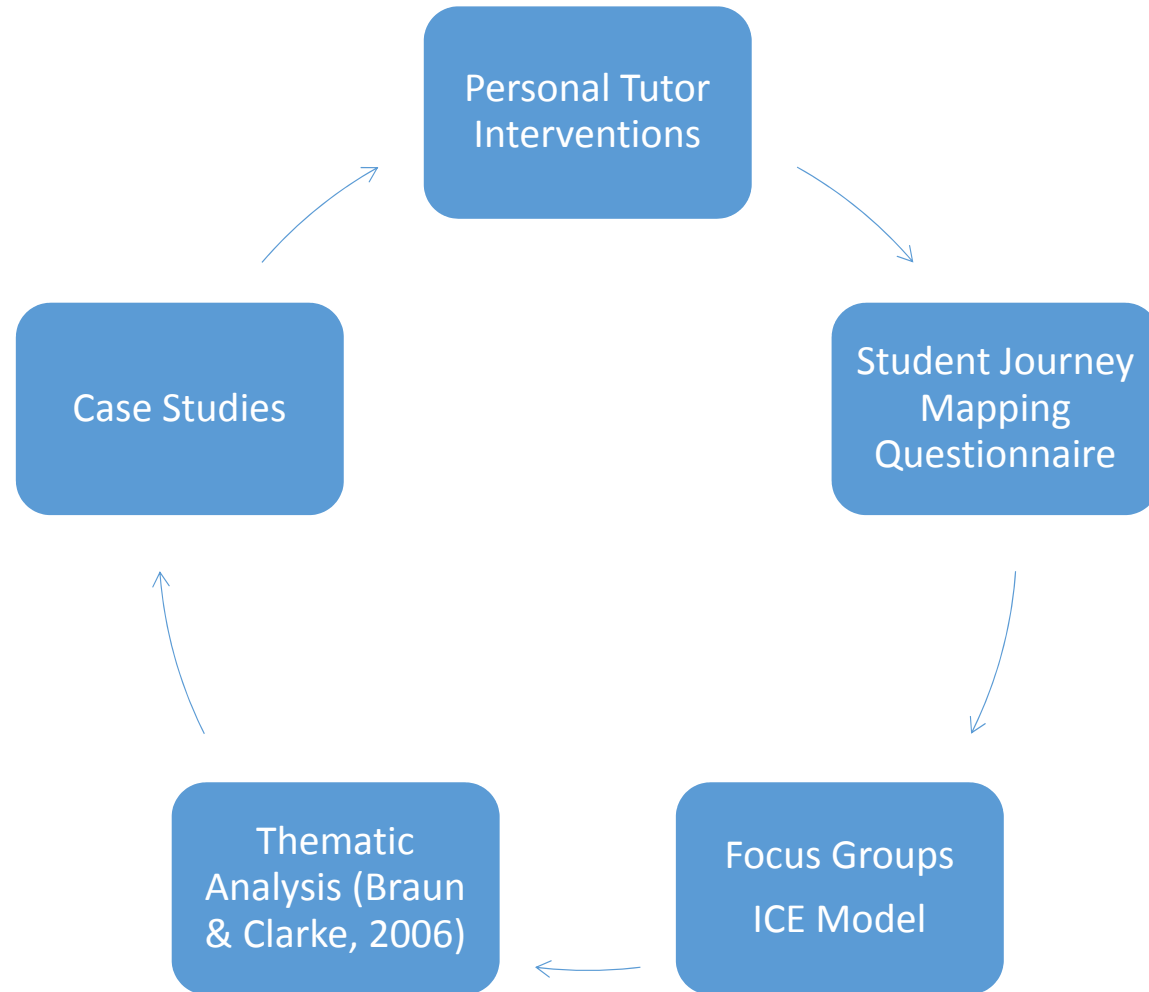
Institutional Data

- REACT Report (2014-15)
- Bolton Student Experience Survey (2014-)
- NUS Report (2014)

“Whole of Institution” Approach



Case Study: Journey Mapping



Future Developments Using Data

New Personal
Tutoring Model

Using Data to
Design Further
Interventions

Embedding
Strategy, Induction
& Comms
Framework

Integrating Model
into Academic
Practice