

2014  
**THE AWARDS**  
AWARD WINNER

OUTSTANDING SUPPORT  
FOR STUDENTS



## Using Equality & Diversity data to inform 'Success for All' students

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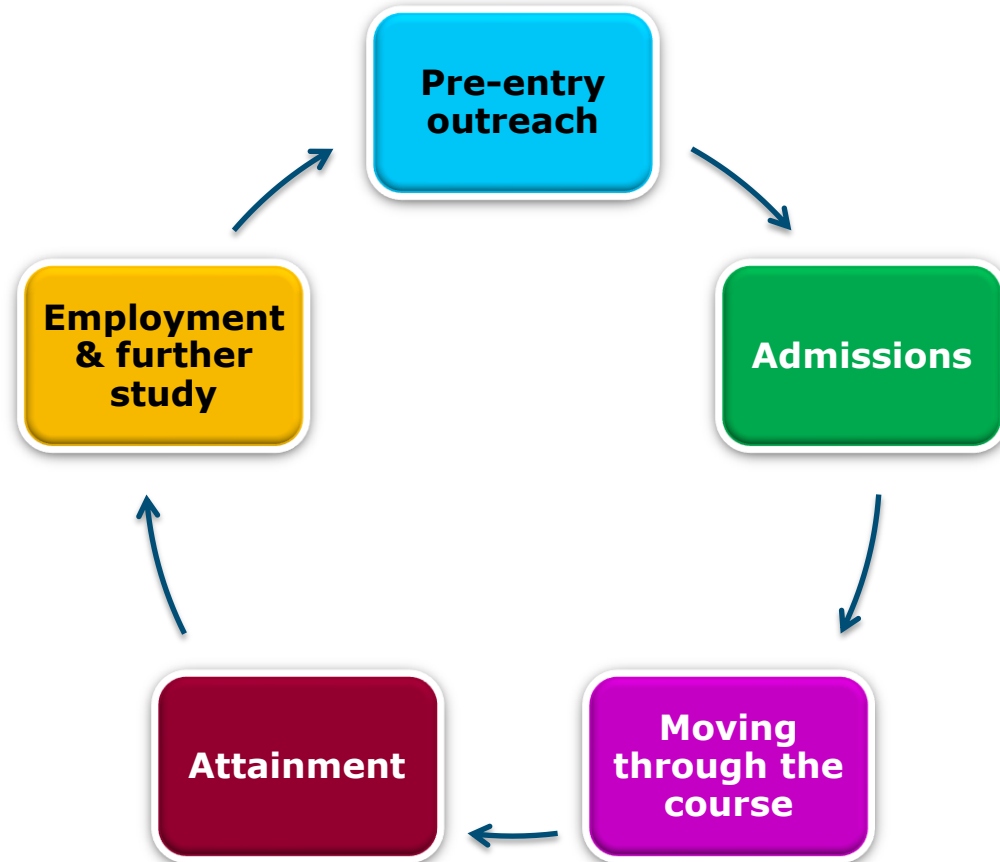
# Introduction

- Student success trends by groups with protected equality characteristics
- Responding to the evidence: the Success for All initiative
- The role of the NTU student learning analytics dashboard



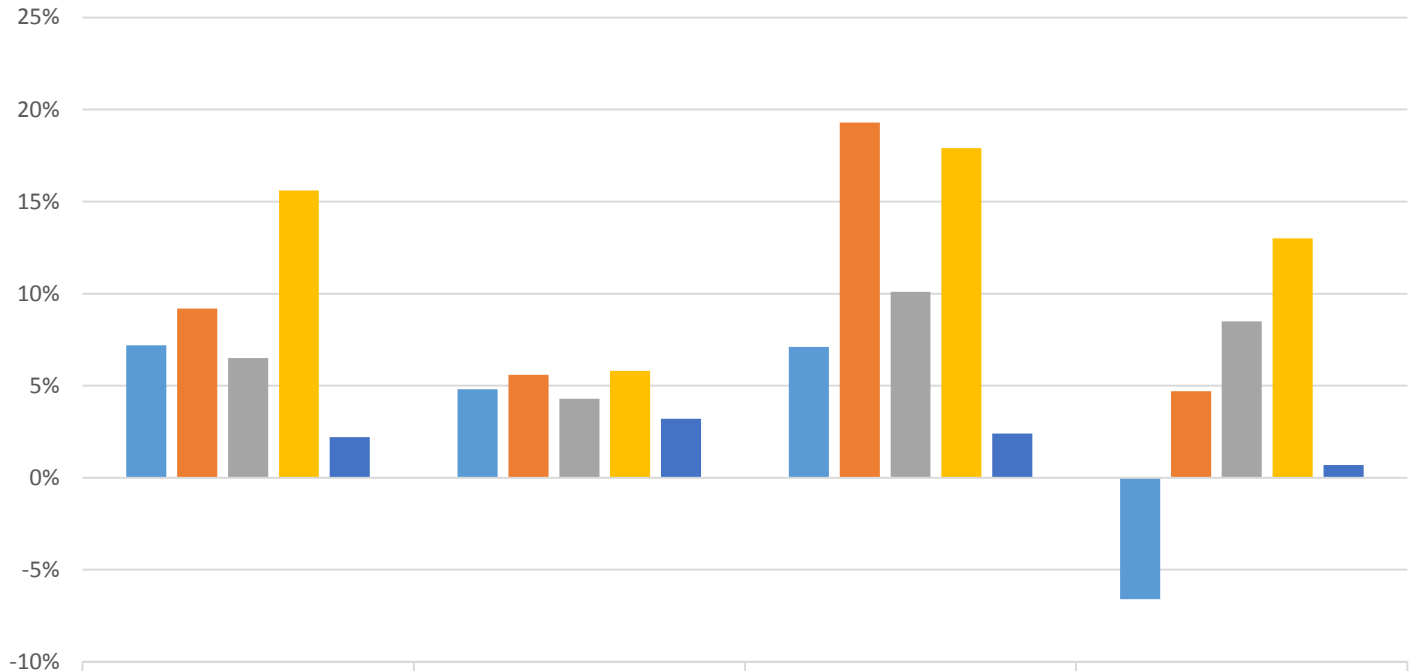
# Life-cycle approach to tracking student success

- Interpretation of equality and diversity and WP data to align with OFFA requirements
- Access, student success & progression OFFA targets
- Use data and evidence to inform decision making



# Student success gaps

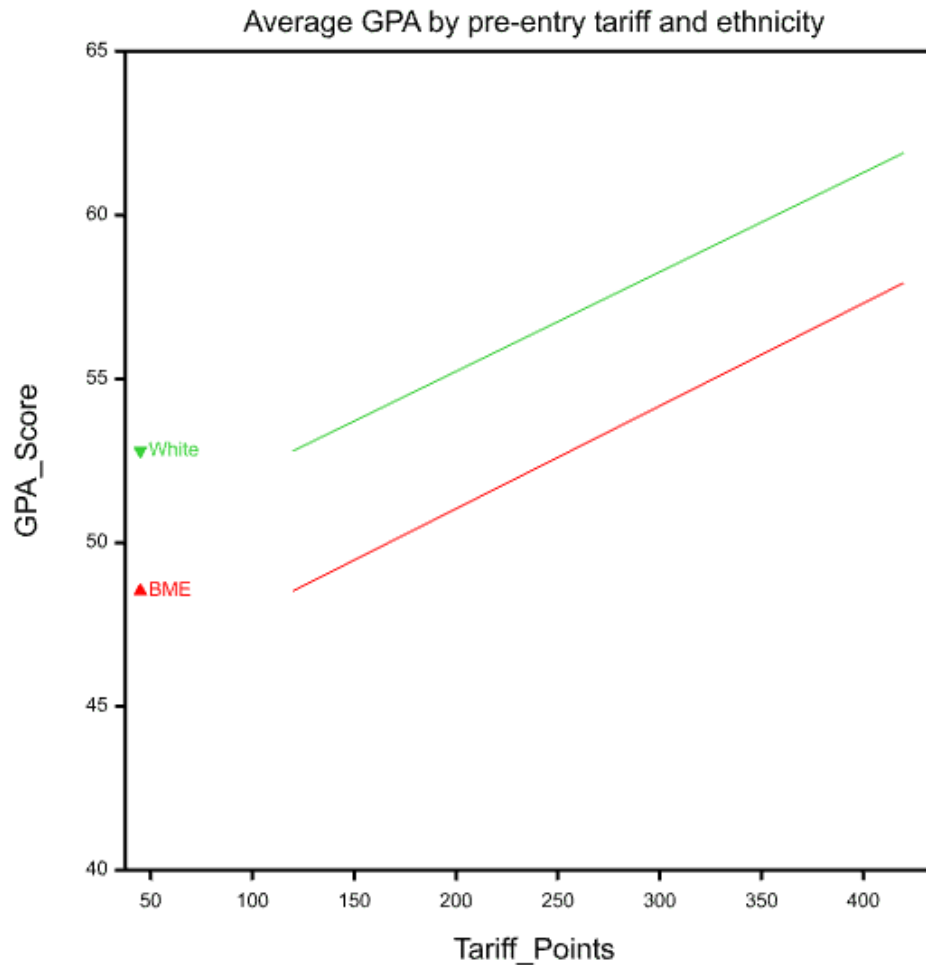
Percentage point differences in student success rates, 2010/11 to 2014/15



	Progressing to yr 2	Progressing to yr 3	Attaining at least 2:1	Progressing to further study or prof/m'gerial occs
Gender gap (male/female)	7.2%	4.8%	7.1%	-6.6%
Ethnicity gap (BME/white)	9.2%	5.6%	19.3%	4.7%
Socio-economic gap (WP/not-WP)	6.5%	4.3%	10.1%	8.5%
Pre-entry route gap (BTEC/A-Levels)	15.6%	5.8%	17.9%	13.0%
Disability / no disability gap	2.2%	3.2%	2.4%	0.7%

- Disparities (except disability) remain statistically significant when controlling for other influencing factors

# The influence of pre-entry qualifications



- E&D groups are more likely to enter with lower pre-entry tariffs
- However, a sizeable gap remains across the range of qualifications

## Intersectionality between E&D groups

Probability of final year UG student with 300 points (via A Levels) on three year UG course achieving 'good degree'

<b>E&amp;D group</b>	<b>% attaining 2:1 or First Class</b>
Male, BME, WP	59.6%
Male, BME, non-WP	64.7%
Male, White, WP	72.8%
Male, White, non-WP	76.9%
Female, BME, WP	65.4%
Female, BME, non-WP	70.1%
Female, White, WP	77.4%
Female, White, non-WP	81.0%

Over 40% of male, BME, WP UG finalists predicted to achieve less than 2:1, compared with just 19% of female, white, non-WP entrants.

# The causes of differences in student outcomes

## 1. Curricula and learning

- Teaching and assessment practices
- Different student groups indicate varying degrees of satisfaction with the HE curricula
- User-friendliness of teaching and assessment practices

## 2. Relationships between staff and students

- A sense of 'belonging' a key determinant of student outcomes

## 3. Social, cultural and economic capital

- Different student groups experience higher education differently
- Some groups less likely to draw on external support
- Financial factors also affect the student experience and engagement

## 4. Psychosocial and identity factors

- Extent to which students feel supported and encouraged in daily interactions with institutions and staff members may differ
- Such interactions can both facilitate and limit students' learning

# Informing student success provision

- Success for all
  - Sustained campaign of awareness raising and data sharing
  - 9 pilot projects developed in 2014/15
  - Over 20 action research projects extended to 2015/16
  - Establish 'what works' to narrow the gap
  - Large scale systemic change
- TILT BTEC Champions
  - University wide initiative
  - Identify, plot and evaluate interventions aimed at supporting BTEC entrants
  - Closely associated with 'success for all'
- Targeting specific groups for intervention
  - *"Targeted interventions remain necessary and useful in cases where the needs of specific student groups require systematic attention."* (HEFCE, 2015, [Causes of differences in student outcomes](#))
- The role of the NTU student dashboard





# Summary of locally driven pilot projects

- **One-to-one meetings/tutorials with academic staff.**

- All students and linked to development logs (NBS).
- All students with key staff to demystify academia and reassure students (A&H).
- Low engaged students (ARES).
- Low attending students (ADBE).
- Students with fail or low third (SSS).
- Structured self assessment tool for students at risk of failure by Course Tutors (SST).

- **Buddying.**

- Course buddies for 10 UG courses (A&D).
- Student buddy for each seminar group in one UG course (NBS).

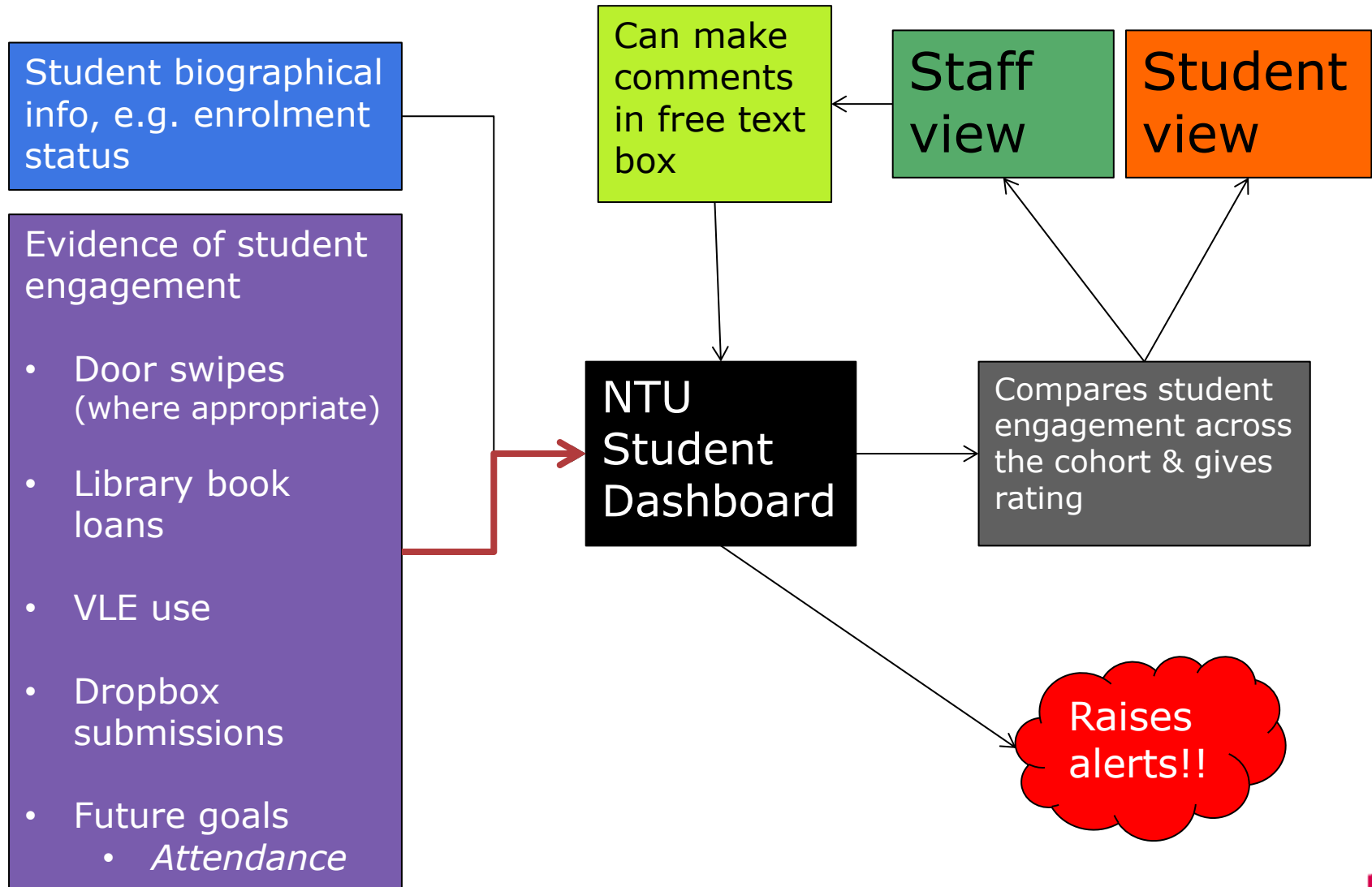
- **Achieving aspirations.**

- Alumni talks to highlight career opportunities (ADBE).
- 'Praising excellence' letters to high engagement students (ADBE).
- Inspirational lecture by former student (A&H).
- Alumni and placement students talk with students (NBS).
- Visits and talks by the Professional Accounting Bodies (NBS).

- **Assessment and study skills.**

- Guided peer feedback on assignment plans (EDU).
- Assessments lecture series (NLS).
- Identify 'BTEC champions' to consider interventions & share good practice (All Schools)

# The role of the NTU student dashboard



# 2013/14 dashboard data pilot research (First year undergraduates)

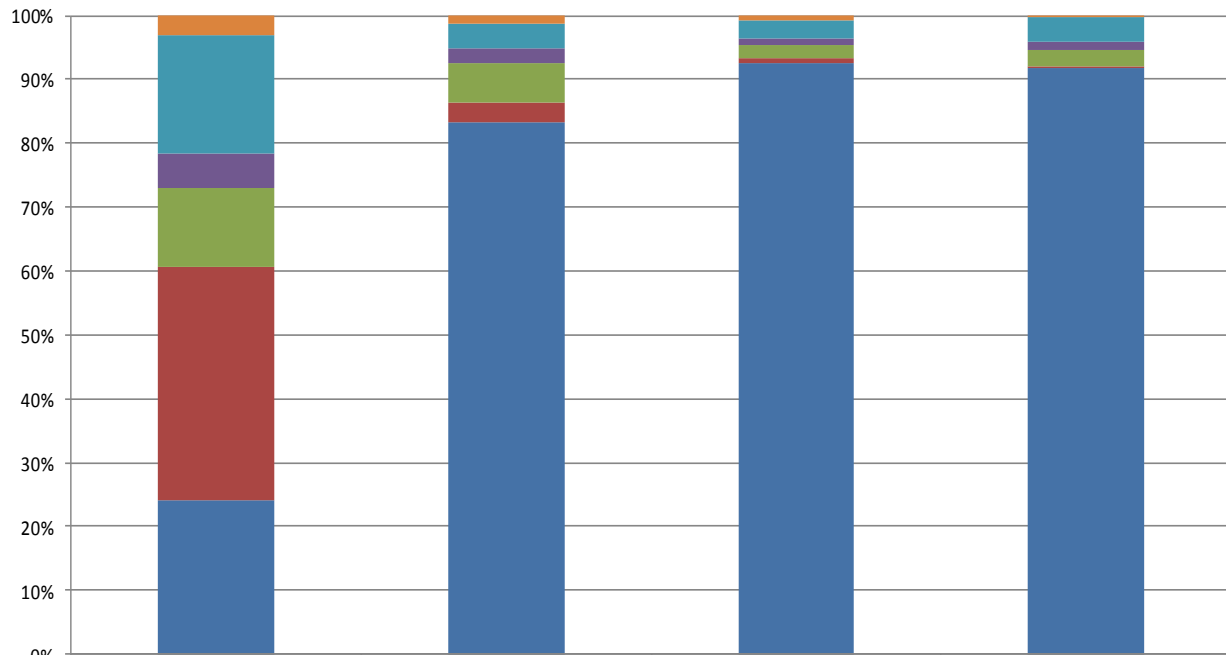
- Male students: 1.7 times more likely than females...
- BME students: 1.8 times more likely than white students...
- Mature students: 2.5 times more likely than young students...
- WP students: 1.5 times more likely than non-WP students...
- BTEC entrants: 2.2 times more likely than A-Level entrants...



... to be identified by the NTU student dashboard as low engagers

# Relationship between average engagement & progression (First year undergraduates)

Progression status by engagement rating (year 1 full time UG students)



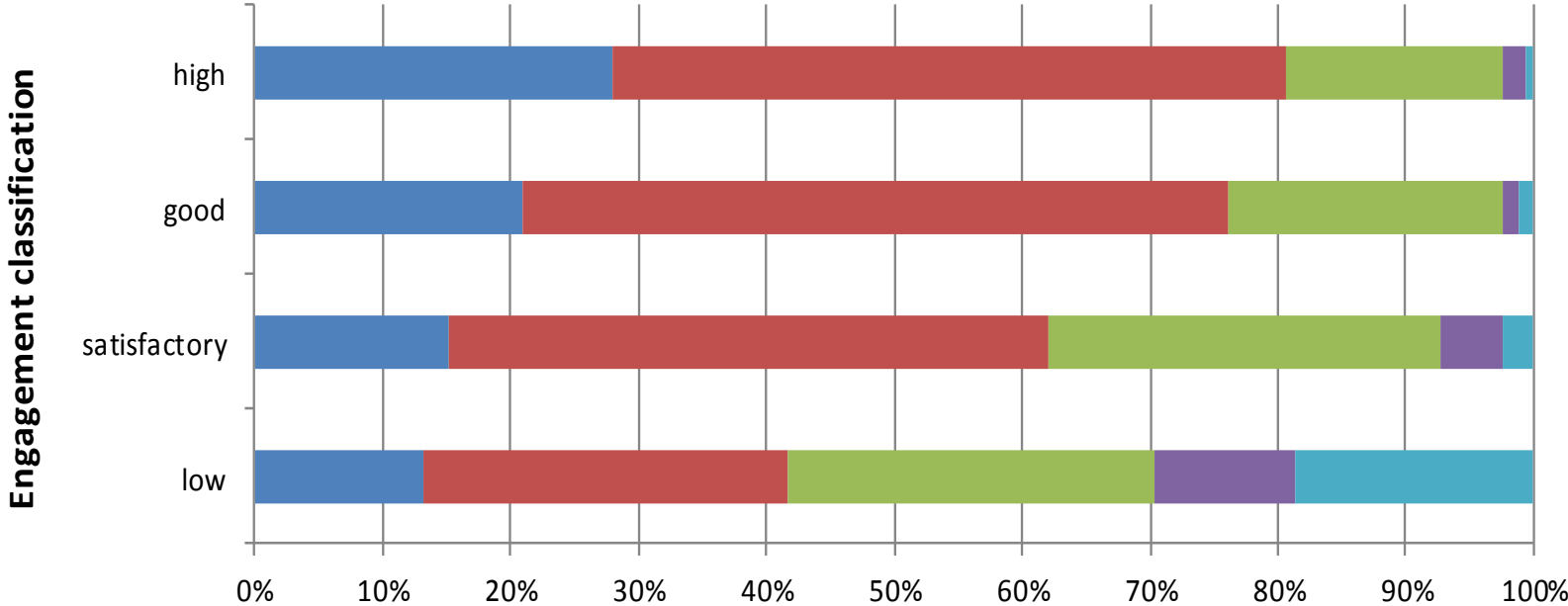
	Low engagement	Satisfactory engagement	Good engagement	High engagement
Other (n=76)	3.1%	1.2%	0.7%	0.2%
Withdrawn (n=310)	18.5%	4.0%	2.8%	4.0%
Transfer (n=143)	5.3%	2.2%	1.1%	1.3%
Repeating (n=364)	12.4%	6.2%	2.0%	2.5%
Academic failure (n=281)	36.5%	3.1%	0.8%	0.4%
Progressed (n=5,836)	24.2%	83.4%	92.5%	91.7%

Engagement by far the strongest predictor of student success



# Relationship between engagement and attainment (final year undergraduates)

## Final degree awards by engagement classification



	low	satisfactory	good	high
1st Class Honours	13.2%	15.2%	20.9%	28.0%
2nd Class Honours-1st Division	28.6%	47.0%	55.2%	52.5%
2nd Class Honours-2nd Division	28.6%	30.5%	21.5%	17.0%
3rd Class Honours	11.0%	4.9%	1.4%	1.8%
Other - Ordinary Degree	18.7%	2.4%	1.1%	0.6%

# Additional research with students (March 2016)

- Use of NTU student dashboard prompted greater motivation amongst students
- Importantly, 'success for all' target groups were more likely to increase their engagement
- Males were more likely than females to log into the dashboard
- 93% of BME students reported that they had increased the amount of time spent studying after using the dashboard, compared with 78% of their white peers
- BME and male students were also significantly more likely to be spurred on to book an appointment with their tutor



# 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 inferior 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



# Summary

- Some student groups are significantly disadvantaged across the whole student life-cycle
- Equality & diversity student success statistics can and should inform institutional action
- Learning analytics permits the targeting of student behaviours, rather than characteristics
- Institutional aspiration to achieve 'success for all' of our students, across the student life-cycle

