Advance HE - Retention and Success Symposium

Helen Hope / University of Worcester
23/05/2019

- Solutions
- What’s next?
- "A Wicked problem"
  Beer and Lawson (2017)
- People not numbers!

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Gaining perspective

1. Research
2. UK University context
3. UoW SSES
Pressures

- Teaching Excellence and Student Outcomes framework
- University finances
- Widening participation
- Value for money
- Financial, physical and mental well-being of staff and students
to name a few . . .
Common challenges

- Giving appropriate support and time
- Supporting students to be successful
- Tracking progress

When your staff are already working hard!
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Beer and Lawson (2017)

People not numbers!

Solutions

What's next?
Marginal gains

1. Data
2. Processes
3. People
Learner Analytics

How to identify "at risk" students

Siemens and Long (2011) highlighted that higher education collects a significant amount of data from its students but is not very effective in using it.

Bronnimann et al (2018) discuss learner analytics in relation to how we can use it for Scholarship of Teaching and Learning with the ultimate goal to improve student success.

- What data would be useful in predicting which students would be at risk?
- How would we get this data?
- How would we manage the data?
Processes

- SITS + SOLE + Blackboard
- Focus on attendance
- Student Referral structure
- Reassessment support
Personalisation

- Time to talk
- Personal Academic Tutors
- Course Leader
- Head of Department
- Student centred accountability
- Making notes
- Links with other services
- The 1st year experience
- Rewards and recognition
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What’s next?
So what made an impact?

Criteria
Clarity
Talking
Targets
What the data told us.

HoD meeting trigger

- Attendance of less than 50%
- Grade average of 10 or less
- Number of non-submissions
Consistent Processes

- Clear referral structure
- All staff using the same system to record notes.
- Following university regulations
One to one's

- Understanding the narrative.
- All cases are individual
- One common issue was the lack of awareness of the consequences of non-engagement.
- Issues covered a wide range of circumstances.
- Complex cases required intervention from services across the university.
Focused targets

- Student-centred SMART targets allowed individuals to be responsible for their own improvement.

- Follow-up meetings tracked students progress.

- Students were made aware of all possible consequences, both positive and negative.
What's next?

Data
- Investment in a data analytics package which will do all the hard work!

Processes
- Quicker interventions
- Integrated meetings at key points

People
- Include more staff to support at HoD level
- Work more closely with student services


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What's next?

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