

Re-engaging the disengaged

Advance HE Student Retention Conference Feb 2022

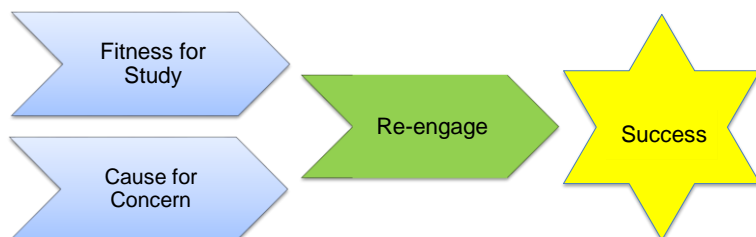
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Challenges

- Retention 2019-2020 Re-focused our priorities
 - used fitness to study process (positive intervention)
 - tightened the use of cause for concern (14 day letter)
- Aligned our tracking – course teams working together
 - monitored attendance – flagging any concerns
 - regular patterns (missing same module, alternative weeks, change in patterns, missing two weeks, overall attendance).
- Nothing new we just used what we had in place (process)



Outside the box thinking

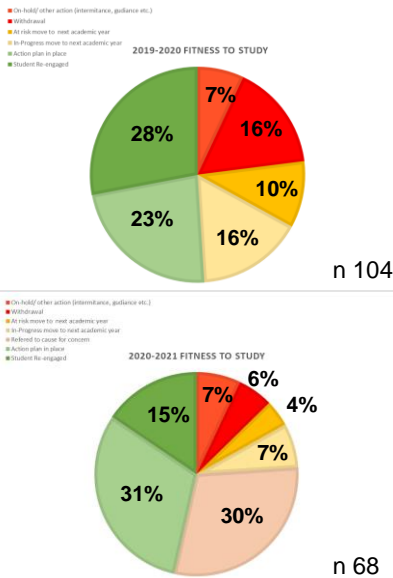


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Identifying at risk students



Number of students referred into fitness to study (opportunity)

- Term 1 – blue (Touch point 1) (Oct/Nov 2019)
Y1 : 21/1230 (**1.71%**) students at risk of withdrawal (staff, UG F/T only)
Y2 : 37/1522 (**2.43%**) students at risk of withdrawal (staffs, UG F/T only)
- Term 2 – yellow (Touch point 2) (Feb/March 2020)
Y1: 94/1213 (**7.75%**) students at risk of withdrawal (staff, UG F/T only)
Y2: 34/1522 (**2.23%**) students at risk of withdrawal (staff, UG F/T only)

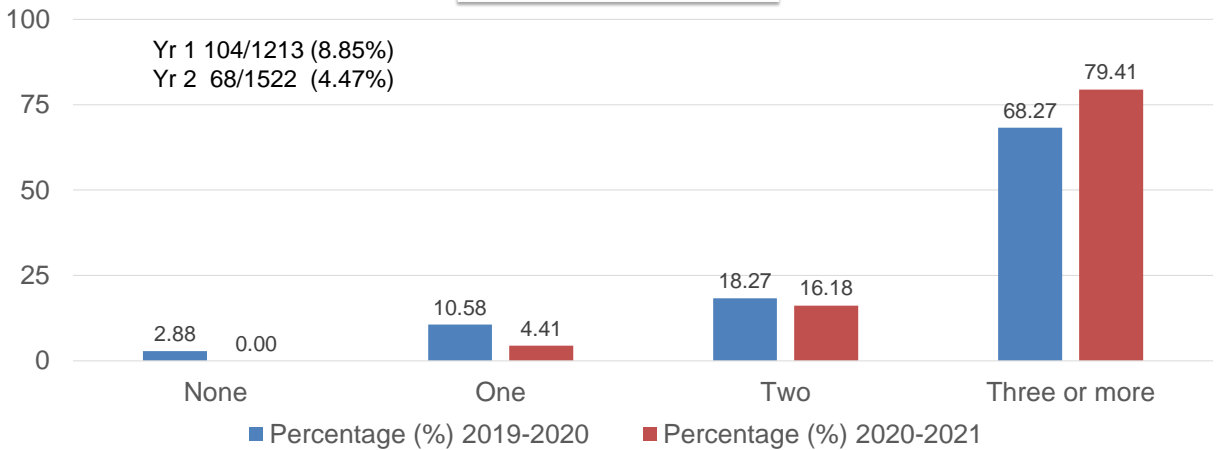
Data : (before examboards)

- Green (successes)
Y1 : 51% had either reengaged or had a plan
Y2 : 46% had either re-engaged or had a plan in place
- Amber (opportunity)
Y2 % reduced due to streamlined process, and referring students into cause for concern (30% got referred – final opportunity)
- Red (withdrawals and other)
Yr 1 16% referred for withdrawal, Yr2 only 6% (No appeals for years)

Student with protected characteristics who were referred to fitness to study

- Triangulated to the student's protected characteristics for both years
- Students with three or more protected characteristics were by far the largest group referred to fitness to study

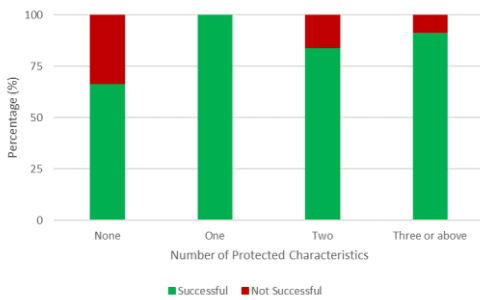
Protected characteristics



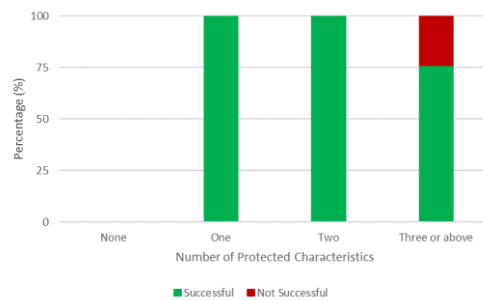
Student with protected characteristics who re-engaged

- Similarities between years although second year had less referrals
- Students referred into f-to-s where in the main retained with support plans in place
- Referral to withdrawal from f-to-s can be predicted, but no impact on academic failure (yr1: 16 yr2: 4).

Protected Characteristics	19 20 Data		Not
	Total No.	Successful	Successful
None	3	2	1
One	11	11	0
Two	19	16	3
Three or above	71	65	6
Totals	104	94	10



Protected Characteristics	20 21 Data		Not
	Total No.	Successful	Successful
None	0	0	0
One	3	3	0
Two	11	11	0
Three or above	54	41	13
Totals	68	55	13



What we have learnt

- Monitoring attendance/engagement is key
 - identifying students at potential risk earlier
 - should not be doing any backdated withdrawals
 - Personal mentors have a key role in initial follow-up – before referral
- Early intervention -> better chance of retaining students
- F-to-S is time consuming, results in less appeals
- Using cause for concern is key, when no engagement
- Staff felt supported when guidance was there leading the discussion

Protected characteristics trends being referred into F-to-S

- Significantly more males referred for attendance issues
- Significantly more students with non A-Levels referred
- ~50% Polar 4 1&2 (likely to go to HE), ~30-40% IMD 1&2, ~40% are B.A.M.E.
- Students having 3 or more protected characteristics referred (68.27%, Y1 / 79.41% Y2);
- Knowing these trends can assist course leaders in identifying students at risk earlier

Correlations:

- non-A-levels (male, polar 4, B.A.M.E, Disability)
- Polar 4 (Male, Qualls, IMD (1&2), Disability)
- IMD 1&2 (Qualls, Polar 4, Male)

Next steps

- Monitoring attendance and swift personal tutor follow ups are key
 - Records up-to-date in personal (tutoring) mentoring dashboard
 - Early referral to guidance through f-to-s
 - Early referral DTAreps and course administrators (speed of support is essential)
- Simplifying process for Sept 2021
 - Supportive Meetings
 - 1 day allocated for guidance
- Actions to support students with 3 or more protected characteristics
 - Know your students and Protected characteristic stats to ensure support is in place

Massive thank you to all who contributed so far (real team effort)...

Course teams, HOD, Kathryn Olyott, Alice Kitson, Tatiana Ursachi, Hugo Snape, Ben Winstanley, Jo Harris, Rachel Thompson, Ann Clowes, Caroline Ferguson, Amie Heath, former CAE area, Alison Griffiths, Stella Jones-Devitt.

Retention (2nd Sep 2021) – but this is likely to change after examboards

Dept 12020 10.6% 2021 5.4%

Dept 2 2020 8.65% 2021 4.8%

Dept 3 2020 12.3% 2021 10.1%

Thank you
Any Questions



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