



Student Success

Engage – Succeed – Progress – Complete

Service Improvement and Innovation in Tertiary Education conference, 2018

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Academic Quality and Analytics, UNE



UNE 2017 Stats

Off-campus students



On-campus students



Female students



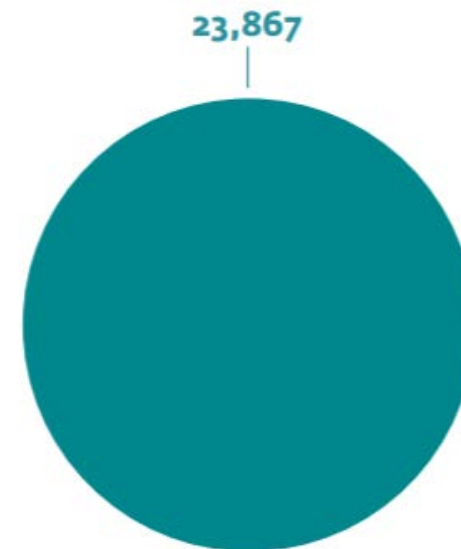
Postgraduate students



Student load (EFTSL)



Students



The Project

This project was conceived by UNE's Academic Quality and Analytics (AQUA) unit in response to a request from the Regional University Network Student Success Innovation Cluster (RUN-SSIC).

The purpose being for each member university to undertake a **retention** related project that could be shared amongst members to inform practice improvement across the Network.

The Project

Qualitative

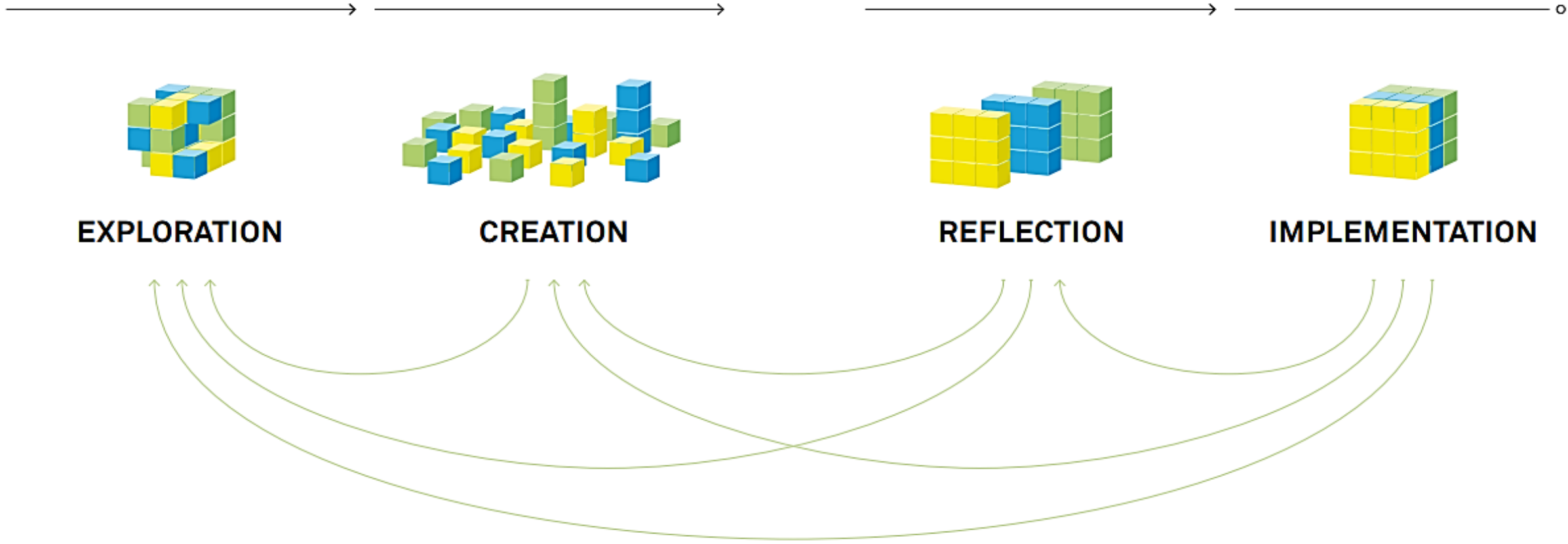
Text Analytics

Investigating the student lifecycle

Aims

- To further understand in the UNE context issues that may be impacting on student engagement, success, progression and completion?
- To create a framework, methodology, and internal capacity for analysing multiple unstructured datasets to inform the quality improvement cycle.

Service Design Thinking



Where did we start?

Step 1: Internal Data Scan & Collection

The datasets identified with written commentary included:

- The Australian Graduate Survey (AGS)
- The University Experience Survey (UES)
- Unit Evaluation Data
- Unit Discontinuation Data
- Interactions from the Automated Wellness Engine (AWE)

Complimented by **7 in depth interviews** with inactive students

*Not all datasets were able to be used due to data limitations, time constraints and complexity of sources.

- International Student Barometer (ISB) **X**
- VIBE **X**
- Facebook Data **X**

Underutilised unstructured Data

Analysis

Now we have the data what do we do with it?

Methodological approach

- Thematic Analysis
- Text Mining
- Student Profiles

Software solution

- NVivo

**Wendy**

Wendy has suffered from a range of circumstances recently with salmonella, pneumonia and a car accident resulting in PTSD. Despite all of this she is ready to get back into her studies and finish her degree.

Age: 65

Gender: Female

Mode: Off campus

Attendance: Part time

Socioeconomic Status: Medium

Location: Inner regional

Course: Bachelor of Business

Decision to enrol at UNE: Wendy had previously studied at UNE and had a good experience. She decided to re-enrol because "it looked as though where I was working that it might not have been ongoing"

Expectations: Wendy had studied at UNE before and knew what to expect "it's a lot harder than TAFE, believe me. I said you've got to put a lot more into it....there's not much room for you know, for not having your assignments in on time."

Enrolment: Wendy is having difficulty deciding on a major "well my heart is in economics but I think the demand would be in business analyst"

Course and Unit Delivery: Releasing unit materials at the beginning of the teaching period is preferred "where it is difficult for people to understand it would probably be better week by week, but I do prefer it all up front and then you know you can sort of go a bit far ahead if you want to."

Teaching and learning: Language barriers between staff and students were an issue "these guys didn't have a good command of English." Another issue that came up with teaching staff is social skills "He's brilliant at what he does, you know, a genius, but he doesn't know how to interact with first year students"

Assessment: When Wendy has an assignment due she prefers to "dedicate a whole weekend to it". She likes exams over take home assessments as she has a great memory "I put it all into short term memories and then it all just comes out like a photograph". The exams bring up her grades "I tend to do fairly well on exams or you know, for some unknown reason and quite often I have to abandon the assignment and then make it up in the exam"

Future: Wendy would like to finish her degree "I hope to be completed which would give me two degrees" and continue working despite retirement age "I mean a lot of people say well you know people retire, you know, at my age. But I don't really want to. I would rather keep working, you know, and like, I still am able to".

Motivation/Resilience and Determination:

Wendy has had a very difficult 18 months she is dealing with a number of issues including: a demanding sister with lymphoma, 12 hour work days, busy months at work, salmonella, pneumonia, and a car accident resulting in PTSD. "The salmonella destroyed my immune system, that's what happened, and I got pneumonia from the 'flu ...and then I had a car accident ... when I was going down to one of the residential schools in Sydney... And this sort of caused a lot of PTSD issues"

Support: Wendy called UNE to postpone her studies and "two weeks later they took away my access to My UNE." This minor event "was the main thing why I didn't re-enrol basically, was I didn't have access ... And it's just too much of a problem doing new passwords and stuff like that." Wendy was unaware support services were available for external part time students "What would they do for you though? I mean because as I said, someone who, you know, like on campus or something. What could they do for someone like studying externally or part time"

Fail incomplete: Wendy had her car accident and she did not know about exemptions for academic and financial penalty "I didn't think there's anything they can do once you'd passed that point of no return."

Friends and relationships: Wendy loves UNE and recommends it to friends "I've recommended UNE to a few of my friends and they've gone there and one of the girl's at work, her two daughters are currently studying at UNE."

**Sarah**

Sarah was on campus full time and subsequently moved home attempting to study off campus part time. She has suffered from anxiety issues and is currently working full time. She hopes to complete her degree at some point in the future.

Age: 26

Gender: Female

Mode: On campus and then off campus

Attendance: Full Time and then part time

Socioeconomic Status: Low

Location: Inner regional

Course: Bachelor of Languages

Decision to enrol at UNE: Sarah got into UNE via early entry, she didn't have a reason to study or a goal in mind "I should probably go to uni and get a degree and it will help with things probably"

Expectations: When Sarah first started she was "hoping that it would be fun and I wouldn't fail and no-one would be mean to me" she also "didn't try building up any expectations"

Enrolment: When Sarah initially enrolled she had "been encouraged to enrol in second year Japanese and skip first year. I wasn't told I would have to make up the units ...But other than the enrolment process was pretty good"

Course and Unit Delivery: Sarah thinks she had an easier time as an internal student due to mandatory attendance. She also goes into the changes in the learning management system and navigational difficulties "Last time I looked I had to go around a whole heap of different pages from where I was and what I was doing and got... a bit hard to find some things sometimes"

Teaching and learning: Sarah's previous knowledge from her high school studies covered most of the material when she was internal, so when she changed her mode of study it was extremely difficult for her. "External seemed to be the way to go and then it's like ...I don't even know how to study" when she was internal she was hesitant in class "you don't want to be the one that's the know it all"

Assessment: Sarah has suffered from anxiety with assessments "pretty much it was either late or not handed in at all because I kept putting it off because I was anxious about it." She has a preference for language building assignments "prefer those if I'm actually using language builders" and an aversion to essays "the essays freak me out the most"

Future: Sarah would like to recommence her studies and balance it with her full time work. She would like to finish her degree in the next few years "But hopefully be able to finish the degree at some point within the next couple of years and still - and hopefully not fail out of something again" and may have been inspired to do so from this interview. "if I can manage to call the student people and enrol again today"

Motivation/Resilience and Determination:

Sarah was overwhelmed with the on campus atmosphere of college and decided to shift to external studies "I was over anxious about being on campus and stuff like that because I spent so much time at home being a hermit." She is now working full time and getting ready to deal with her anxiety "it's something I'm going to have to deal with eventually and get over it - well not eventually....pretty soon."

Support: Although Sarah knew about supports she was under the impression counsellors were not available to external students "I didn't know the counsellor people were actually available for the external." When she was disengaged she believes a phone call with information on options may have helped "we see you're having trouble completing stuff in this unit, you can always resign and re-enrol ... Probably a call like that"


Fail incomplete: Sarah failed due to her anxiety which is neatly described "mostly me putting everything off because of freaking out about failing and fail things because I didn't do things and then still not doing things."

Friends and relationships: Although everyone was "nice" when Sarah was on campus she was originally reluctant to meet new people "I was going to say fun meeting new people but oh gosh meeting new people sometimes that's not fun" and continually describes herself as a "hermit" who was disgruntled by college neighbour

Undertaking the analysis

Major theme	Subtheme	Queries
Delivery	Podcasts	Podcast OR recording OR cast OR Audio OR Recordings OR Hear OR Quality OR Mp3
	Format	Structure OR Interaction OR Flexibility OR moodle OR Organised OR Seminar OR slides
	Teaching	Lecturer OR lecturers teacher OR tutor OR coordinator OR Staff
	Technology	Adobe OR video OR "Social media" OR Echo OR technology OR Mp4 OR access OR internet
	Tutorials	Tutorial
	Learning materials	Notes OR "Learning materials" OR Textbooks OR Readings OR Resources
	Intensive schools	"Intensive school" OR "Residential school" OR "Res School" OR intensives

Analysis

Text Search Query - Results Pr 

Text Search Criteria

Search in

Search for

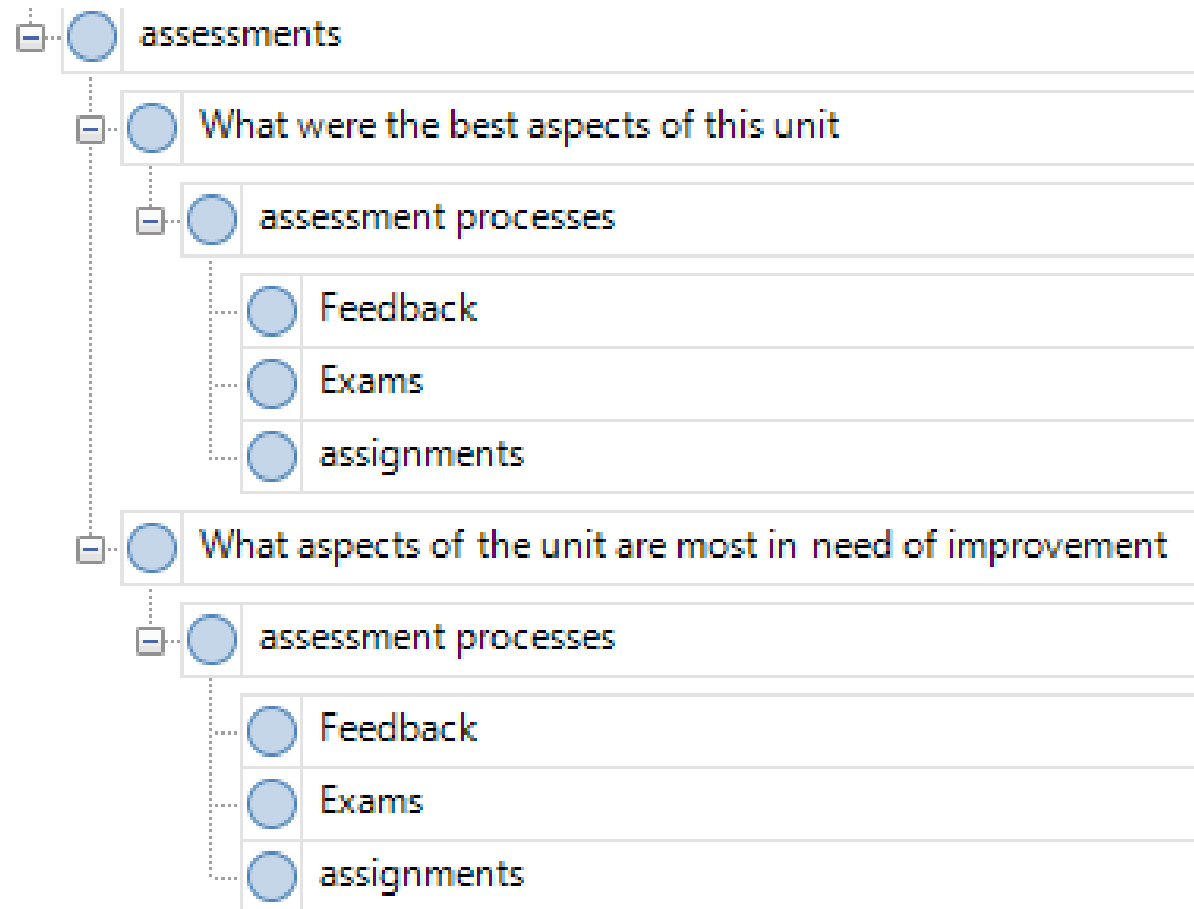
"Adobe connect" OR "online tutorials" OR engage OR interactive

Spread to

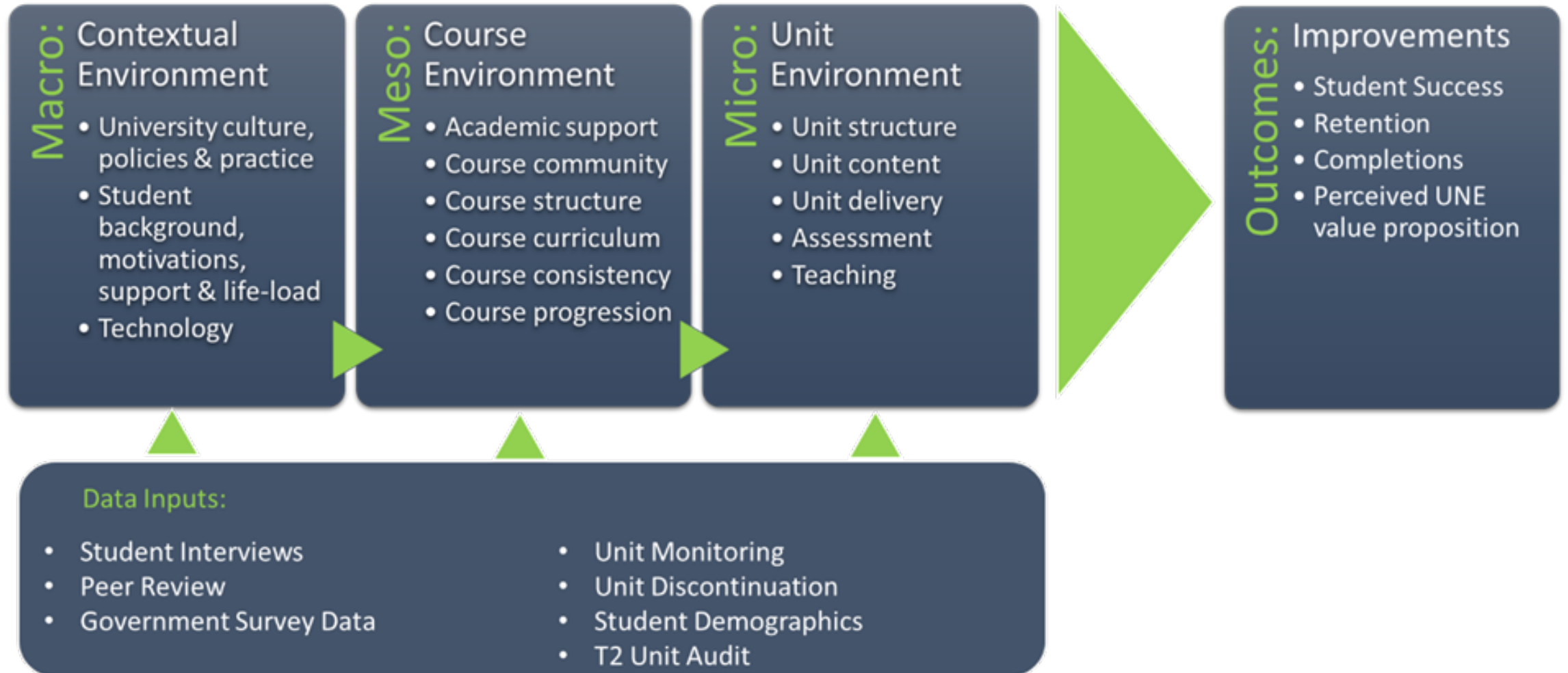
Find

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

Analysis



Framing a response



Macro

“Remember the KISS principle – we haven’t got the time or patience to click through lots of webpages or read booklets.”

“Disengaged students do not check email!!”

“Don’t cut me out and don’t cut me off”

Meso

“Do you people even talk to each other? I get different answers from every person I speak to.”

“Thanks goodness, it’s not just me”

“OK, uni’s taught me to think, but what’s it actually taught me to be able to do?”

Micro

“We want it all, and we want it now!”

“Blessed are the flexible as they shall not be bent out of shape”

“I can already Google it!”

Improvements in internal reporting of:

- The Australian Graduate Survey (AGS)
- The University Experience Survey (UES)
- Unit Evaluation Data

Case Study – BAU Unit monitoring report for the Academic Board and Teaching and Learning Committee

Introduction

- Why are you reporting on this data

Table 1. Approximately 1 page with main sentiments of report

Theme	What are the best aspects of the unit?	What aspects of the unit are most in need of improvement?
Delivery	<ul style="list-style-type: none">• Key points about best aspects	<ul style="list-style-type: none">• Key points about improvements
Theme 2	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
Theme 3	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•

Methodology

$$\% = \frac{\text{Number of student comments for a single question}}{\text{Total respondents } ()}$$

Major theme	Subtheme	Queries
Delivery	Podcasts	Podcast OR recording OR cast OR Audio OR Recordings OR Hear OR Quality OR Mp3
	Format	Structure OR Interaction OR Flexibility OR moodle OR Organised OR Seminar OR slides
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	Tutorials	Tutorial
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Findings

Table Number and percent of comments by theme

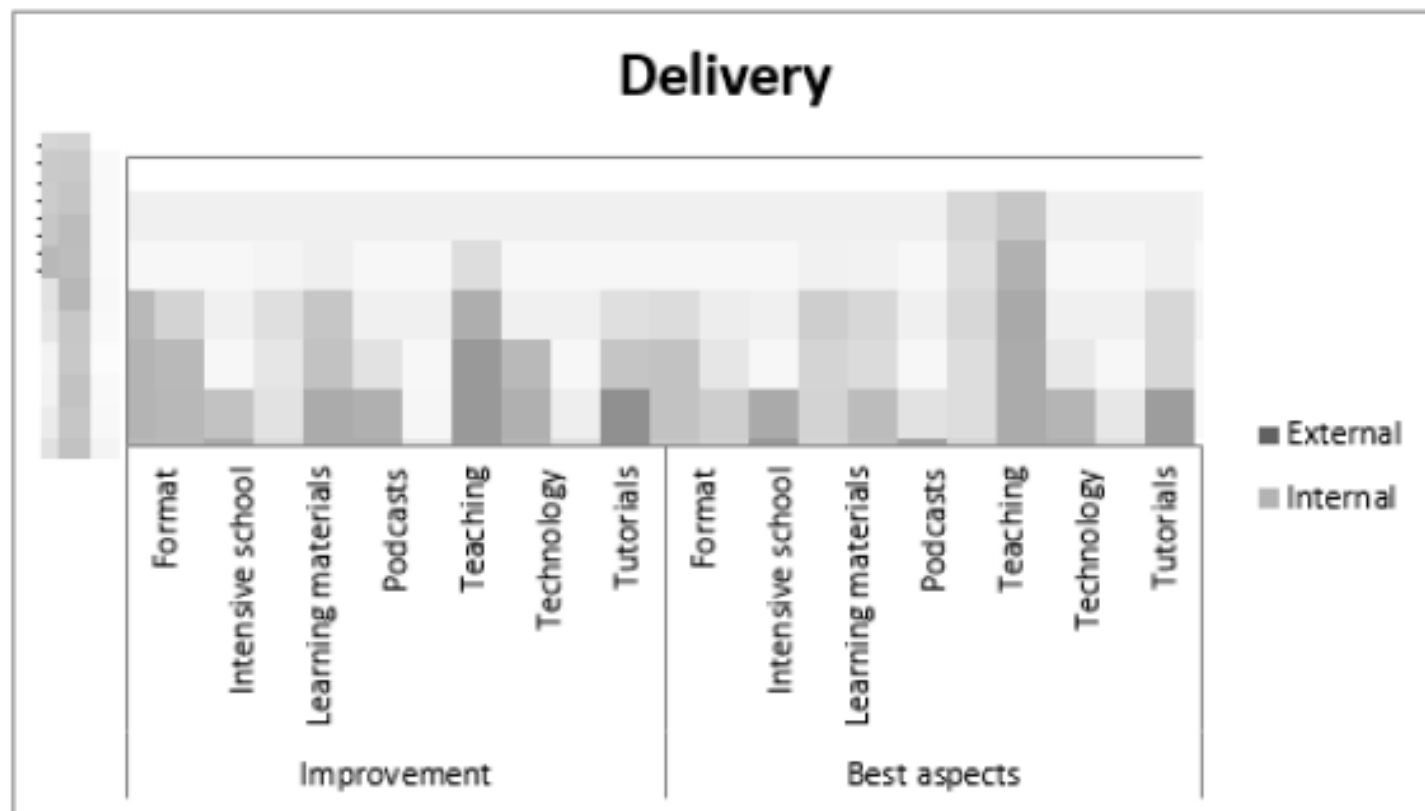
Theme	What are the best aspects of the unit?	What aspects of the unit are most in need of improvement?
Delivery	000 (00%)	000 (00%)
Theme 2		
Theme 3		

7.1.1 Theme 1 Delivery

Aspects relating to unit delivery were mentioned by 000 (00%) students commenting on aspects requiring improvement and 000 (00%) featuring the best aspect of the unit.

Mention major trends from the graph here.

Figure 00 Delivery subthemes by mode of study

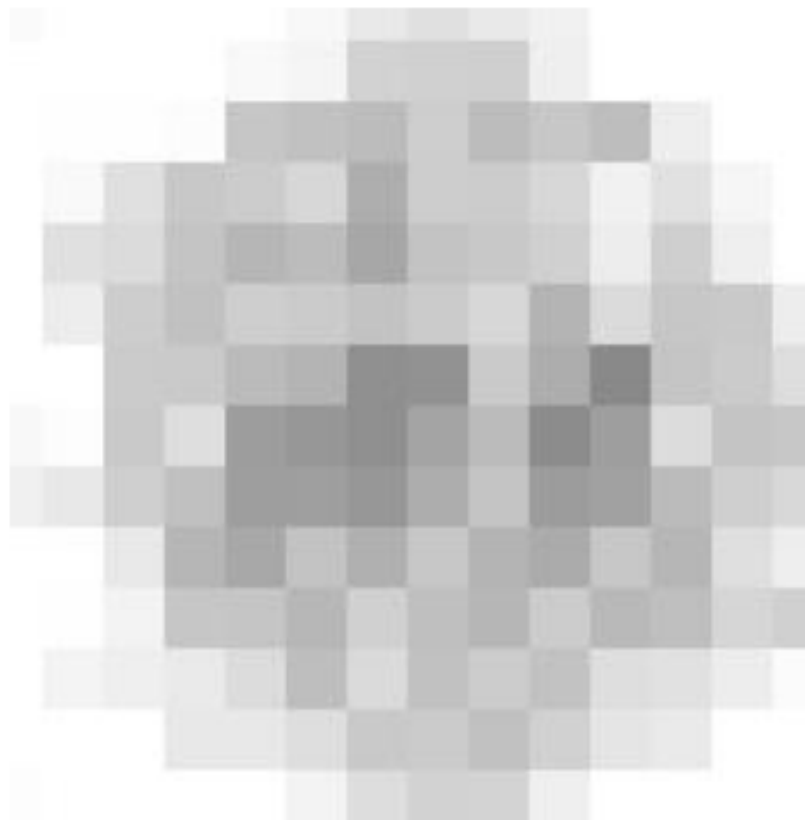


7.1.1.1 What were the best aspects of the unit? – Delivery

Unit delivery was mentioned as the best aspect of the unit 000 times (00%). Students responded positively in relation to:

- *Format:* Key Sentiments from comments below.
- *Intensive schools and tutorials:*
- *Learning materials:*
- *Podcasts: Teaching:*
- *Technology:*

Add a short description of the key words that are visible in the wordle



Format (000 comments, 00%)

Pull a few quotes (~3) out the appropriate nodes in NVivo to demonstrate the main sentiment of students talking positively about the subtheme.

7.1.1.2 What aspects of the unit were in most need of improvement? – Delivery

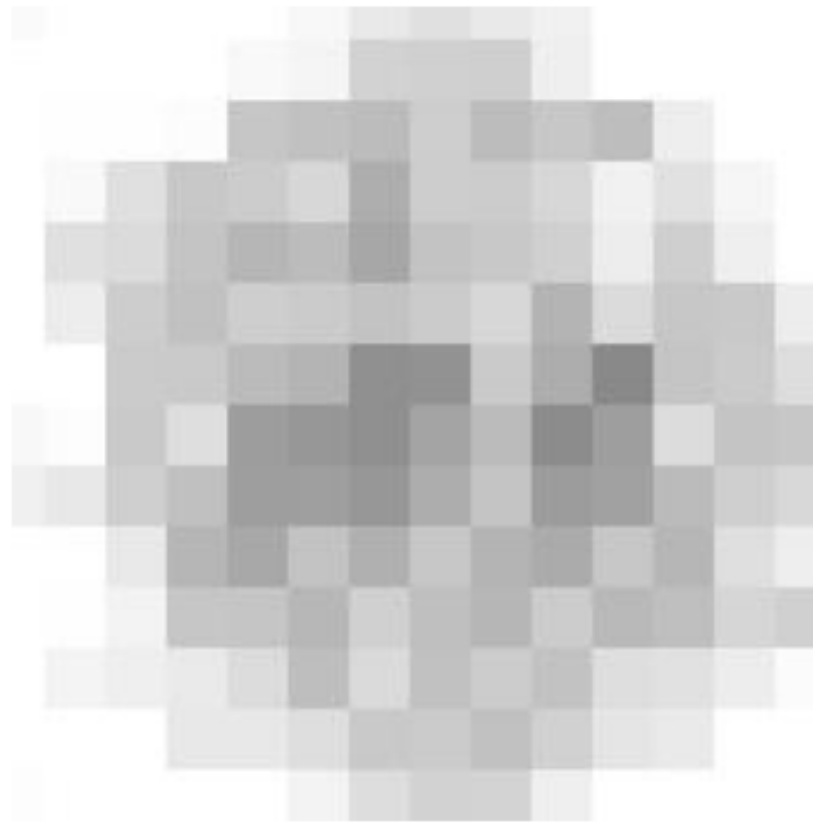
Conversely, 000 (00%) of students provided comments noting that unit delivery was in need of improvement. Students responded negatively in relation to

- *Format:* Key Sentiments from comments below.
- *Intensive schools and tutorials:*
- *Learning materials:*
- *Podcasts: Teaching:*
- *Technology:*

Add a short description of the key words that are visible in the wordle

Format (000 comments, 00%)

Pull a few quotes (~3) out the appropriate nodes in the NVivo to demonstrate the main sentiment of students talking negatively about the subtheme.



Lessons Learned & Helpful Tips

- **Mapping and sourcing data:** create a repository of unstructured data, this data is not always treated as a data asset
- **Internal data scan:** Consult widely, possibly more out there than you think and accessing data can be difficult, allow a long lead time - don't underestimate time required
- **Reformatting:** not all data collected and stored in required format, consider dual purposes when designing questionnaires and surveys, Exclude more than you include as volume of data can be overwhelming
- **Skill sets:** locate key skills such as research design, semi-structured interview design, quant and qual analysis, reporting writing

Replication

A detailed methodological report is available with the UNE reporting shell for the Unit monitoring case study.

This report includes a step by step guide to analyse short answer data in NVivo.



Questions

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