Can data help us support students to progress and succeed in Higher Education?

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Session outline

- Why do we want to measure it?
- The DRIVER Project
- limitations of the measures?
  1. Do we mean the same thing when talking about progress and success?
  2. When you begin to measure something it ceases to become a good measure
  3. What gets measured gets done
  4. Gaming
  5. Data quality: Proxy data, Data quality, Delayed reactions
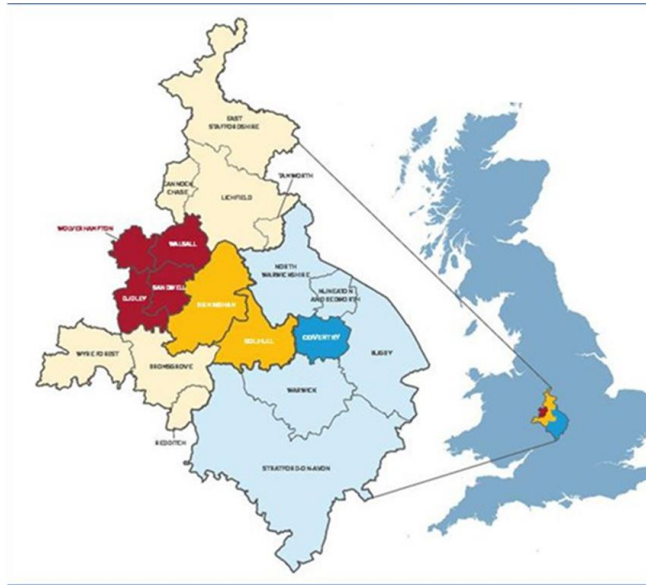- Summary

Why do we want to measure student progress and success?

- Differentiation?

- Government stick?

- Management stick?

- Staff development?

- Social mobility?

- Learning gain?

- **Student support?**

A regional project addressing barriers to student success

- Two overarching functions:
  - Using learner analytics to personalise support for HE students
  - Deploying an institutional change model of inclusion

- Timeline: Start March 2017 – end February 2019

- Total Project costs £937,500 (OfS funding £375,000)

Why/Issue to be addressed

Students entering HE who are not reaching their full potential, in particular students from disadvantaged backgrounds are less likely to achieve a 'good' degree

How to address/Solution

- Develop and implement an intervention using learner analytics to personalise support for HE students

- Deploy an institutional change model of inclusion through a multi-layered process of micro-adjustments, with methodologies transferable to other institutions

Who/Target Group

Students entering HE from colleges where students from disadvantaged backgrounds (BME, commuter, mature, low socio-economic backgrounds, etc.) are highly represented, yet less likely to achieve a good degree

What/Intermediate Activities

- Knowledge exchange workshop: whole institution change model

- Identification of effective practice

- Identification of common challenges

- Benchmark data or activities pre and post interventions

- Systems approaches: review and student support interventions
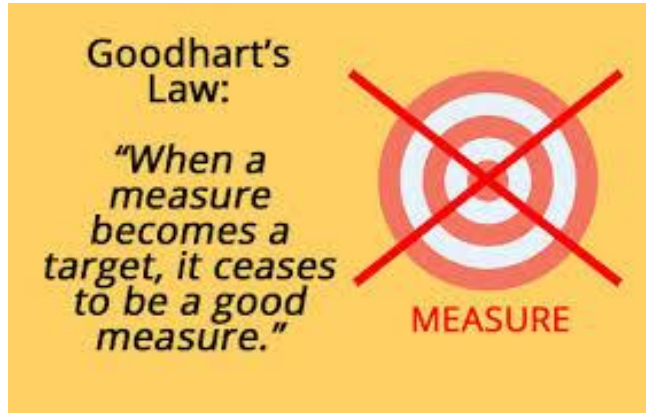
What/Ultimate Activities

- Scaling up use of existing data sets to inform business intelligence models for institutions

- Creation of an inclusive practice organisational toolkit to transform the culture and practice to:

  a) Support disadvantaged students

  b) Develop staff

HEFCE Catalyst Fund: Addressing Barriers to Student Success PROJECT OVERVIEW

WHAT MAKES YOU HAPPY?

Reasons to be cautious: Part 1

Goodhart's Law:

"When a measure becomes a target, it ceases to be a good measure."

MEASURE

STOCK MARKET 2008

Research Centre
Global Learning:
Education and Attainment

Coventry University

Gresham's Law: What gets measured gets done
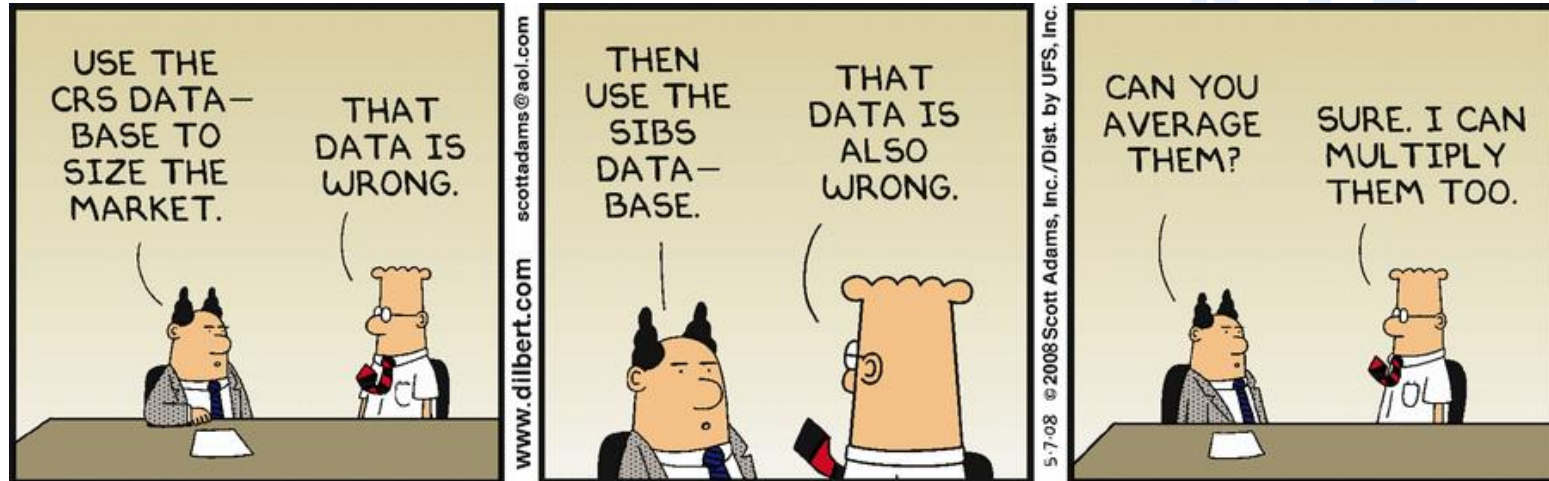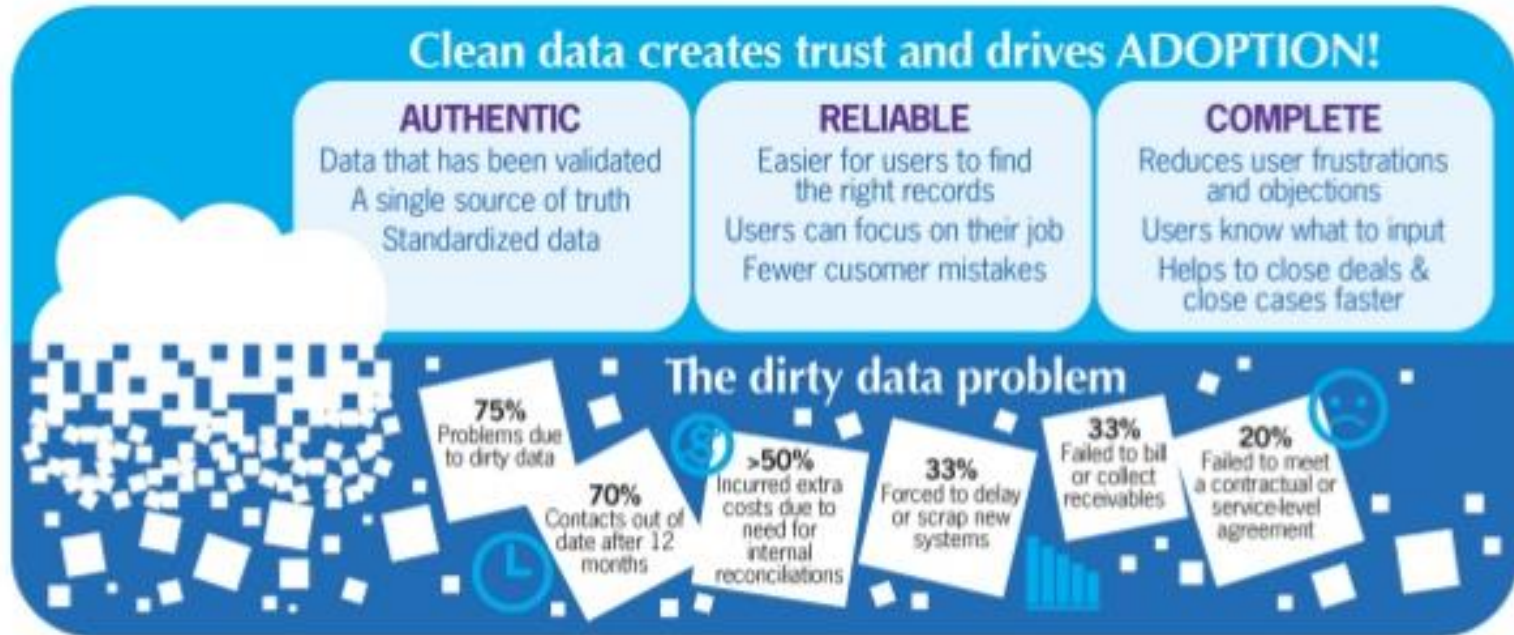
Reasons to be cautious: Part 3

Reasons to be cautious: Part 4a

- Data is not the truth – it is a proxy measure of TE

Reasons to be cautious: Part 4b

Clean Data vs. Dirty Data

Clean data creates trust and drives ADOPTION!

AUTHENTIC
Data that has been validated
A single source of truth
Standardized data

RELIABLE
Easier for users to find
the right records
Users can focus on their job
Fewer cusomer mistakes

COMPLETE
Reduces user frustrations
and objections
Users know what to input
Helps to close deals &
close cases faster

The dirty data problem

75% Problems due to dirty data

70% Contacts out of date after 12 months

>50% Incurred extra costs due to need for internal reconciliations

33% Forced to delay or scrap new systems

33% Failed to bill or collect receivables

20% Failed to meet a contractual or service-level agreement

dreamforce

salesforce

Reasons to be cautious: Part 4c Delayed reaction

So what should we remember when developing metrics for measuring student success?

It should be a joint enterprise

We need to move beyond the theory

We need to avoid the mismeasure

of success: ''Most people *use* statistics *like* a *drunk* man *uses* a *lamppost*; more for support than illumination" (Lang)

Can it be all things to all people?

Will it deliver?

STEPHEN JAY GOULD
—
THE MISMEASURE OF MAN

Student success