

# Using Data to Improve Student Retention at The University of Huddersfield



University of  
HUDDERSFIELD

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Inspiring tomorrow's professionals



# Overview

About the University of Huddersfield, strategic position;

Why we need the data – drivers for change;

Application overview;

Evaluation and next steps

# UoH Institutional Performance

## Significant improvements made over last 5 year period:

- 20,500 students
- Improving NSS scores
- Increasing league table positions
- Top 10 Employability
- Times Higher Entrepreneurial University of the Year
- Award winning estate

# University of Huddersfield Retention Record

	Total full-time first degree entrants	Number who transfer to other UK HEI	Number no longer in HE	Percent no longer in HE (%)	Bench-mark (%)
<b>2007/08</b>	3415	100	440	<b>12.9</b>	<b>10.7</b>
<b>2008/09</b>	3425	100	425	<b>12.4</b>	<b>9.8</b>
<b>2009/10</b>	3705	100	445	<b>12.0</b>	<b>11.0</b>
<b>2010/11</b>	3700	60	415	<b>11.2</b>	<b>10.0</b>
<b>2011/12</b>	4055	85	380	<b>9.4</b>	<b>8.7</b>

# Drivers for Change

Strategic requirement to improve retention rates;

Strategic requirement to improve institutional effectiveness and efficiency;

Introduction of attendance monitoring and centralised timetable system;

Increased cohort sizes;

Limited access/knowledge by staff about what data is available.

# Drivers for Change

## Create own systems

- Onerous and bureaucratic
- Duplicates effort, associated version issues
- Increasing risk of error

## Wider implications

- Reputational impact
- Financial impact
- Social and ethical impact

“The traditional ladder out of poverty is education. Access to university education is seen as countering social exclusion and poverty” (Quinn et al, 2005, p.1)

# Starting Point – Where We Were

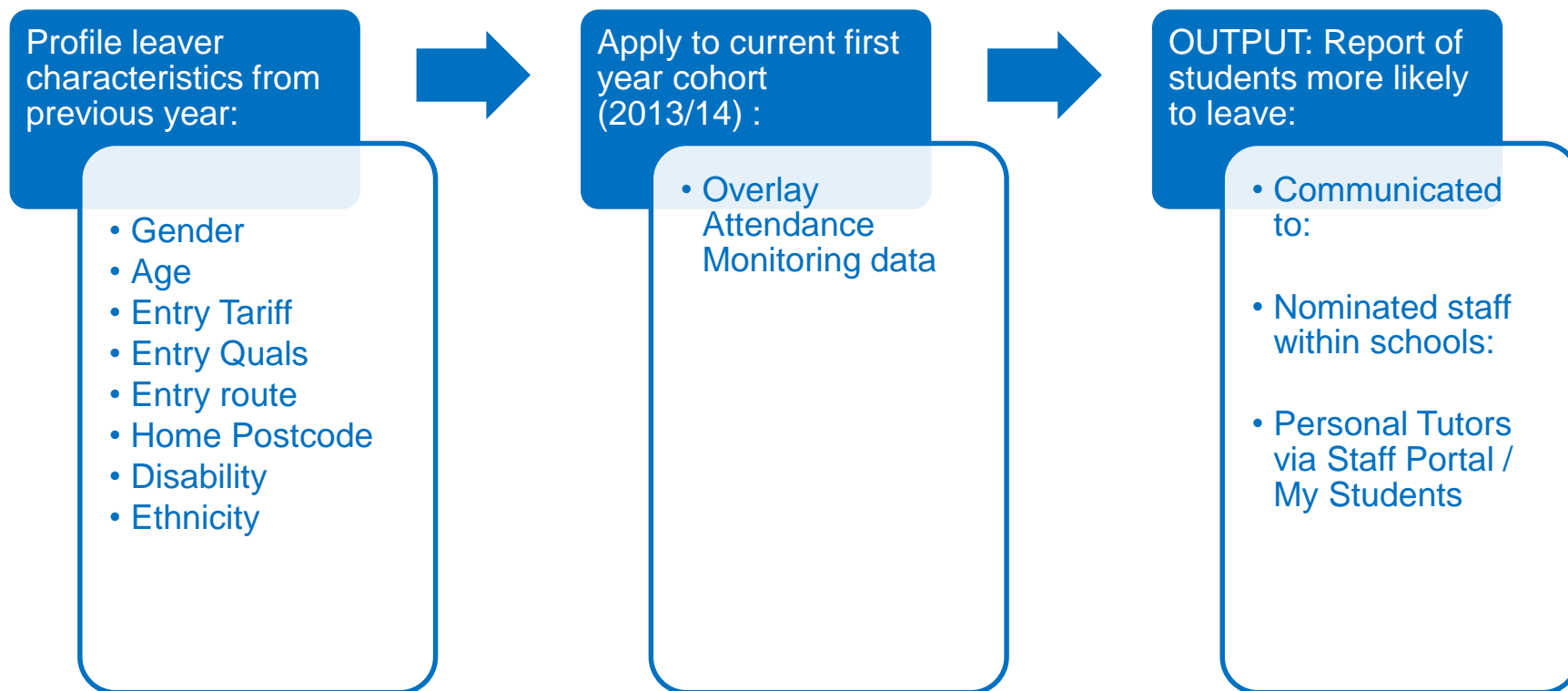
Data is retrospective, informative, though limited

Useful to be able to monitor student behaviour while they are still attending

Early intervention

- Sign post to most appropriate support services

# Support Priority Students - Overview





# What Happens Next?

## Support Priority Student



Get in touch



If all ok, occasional check in



Academic Issues – ASTs



Other Issues – School or central support services



Occasional check in

# Benefits

Provides targeted intelligence on where to focus initial attention

Data available on the desktop to academic staff

Facilitates proactive, early intervention – mitigates 'crisis point'

Improves communication between schools and services

Increases institutional intelligence on the retention issue

# Evaluation

## Withdrawal and Suspension Rates Comparing SPS Students to Population (to end Jan)

ACADYEAR	SPS JAN	Current	Suspended	Withdrawn	Grand Total	Num W & Susp	W & Susp as % of Total
13/14	NON_SPS	4011	50	115	4176	165	<b>4.0%</b>
	YES	89	1	18	108	19	<b>17.6%</b>
<b>13/14 Total</b>		<b>4100</b>	<b>51</b>	<b>133</b>	<b>4284</b>	<b>184</b>	<b>4.3%</b>
14/15	NON_SPS	4119	63	145	4327	208	<b>4.8%</b>
	SPS	212	2	8	222	10	<b>4.5%</b>
<b>14/15 Total</b>		<b>4331</b>	<b>65</b>	<b>153</b>	<b>4549</b>	<b>218</b>	<b>4.8%</b>

*Population: Fulltime, undergraduate, first year home students*

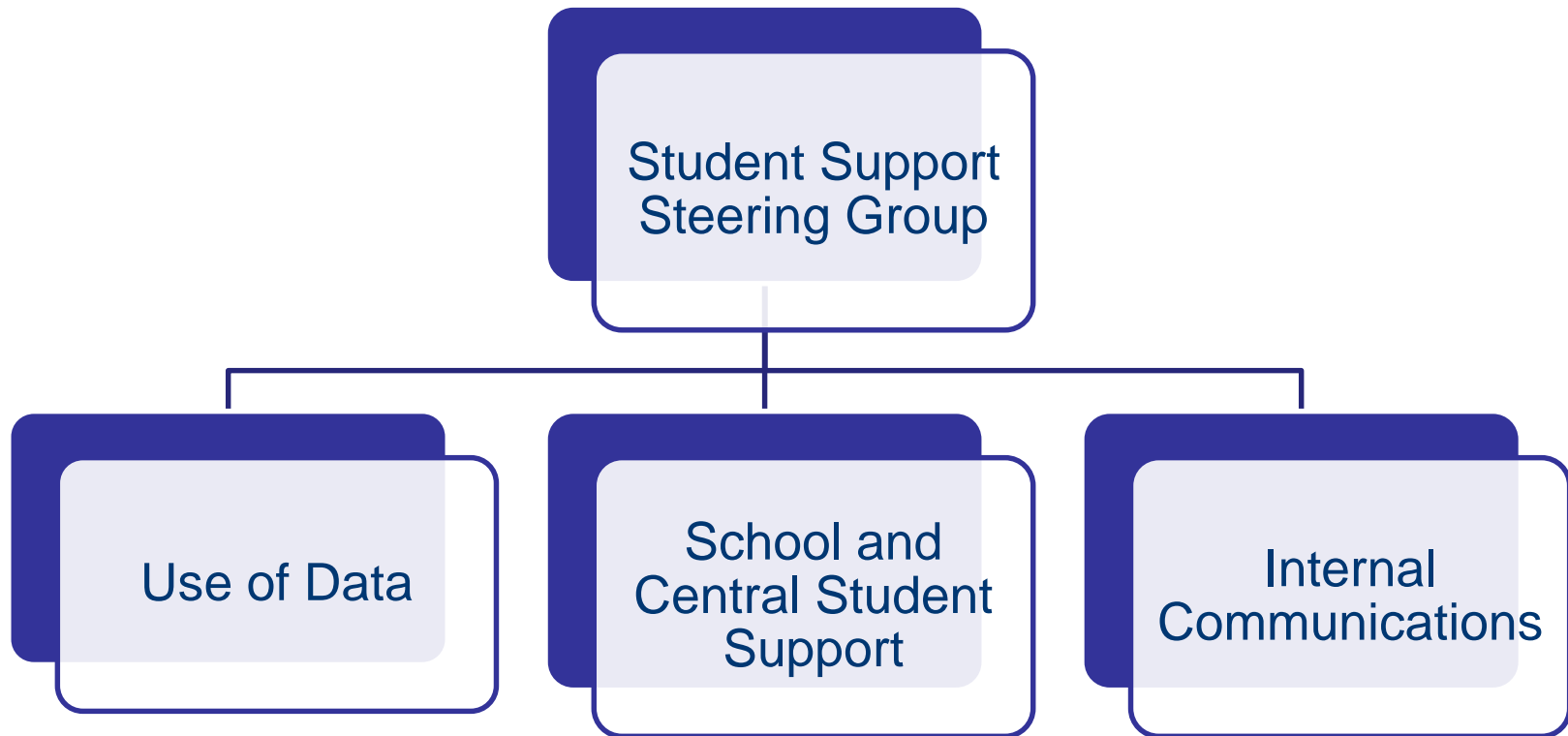
# The Learning Curve

The technicalities were easy

Changing practices and processes creates the challenge

- Feedback meetings with schools
- Confidence in taking proactive approach
- Privacy and ethical issues

# What we did next....



# What we did next.....

Talked to colleagues;

Lack confidence in contacting SPS students;

Actions:

Increase transparency;

Changed student regs re our use of student data;

Ethical policy in development

Training for colleagues

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# A word of caution.....

- Data provided is **INDICATIVE**
- It's not **PRESCRIPTIVE**
  - Students identified will not necessarily leave
  - Students not identified will also leave
- An SPS student shares characteristics similar to other students who have left in the past;
- Based on evidence from previous years, these students **MORE LIKELY** to leave than students with different profile
- Provides starting point for engagement with students



# Contact Details

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