

Engage, Empower, Elevate

Student Success in Further
and Higher Education

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Rialtas na hÉireann
Government of Ireland

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS



**National Student
Engagement Programme**
Clár Rannpháirtíochta Náisiúnta
na Mac Léinn



NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION

Overview of session

- Student Success- what is it and how do we measure it?
- What has changed?
- Student Engagement/Lecturer Engagement
- Resources: Student Success Framework (2021)
- Role-plays - Persona
- What's next?
- Encore (time allowing)



AT YOUR TABLES....

STUDENT SUCCESS

- What does student success mean to you as a staff member/as a student?
- How do we measure it?

<https://www.mentimeter.com/app/presentation/alp9ue81v4hegep2igo8rm7boadqjmz3/edit?question=j11cnpdwjvv8>



National Understanding of Success

“Student success optimises the learning and development opportunities for each student to recognise and fulfil their potential to contribute to, and flourish in, society.

To be achieved, this requires a culture in Irish higher education that values inclusivity, equity and meaningful engagement between students, staff, their institutions and the wider community.”



Student Success – Students' Perspective

NF Student Consultation 2018: **'Please explain what being successful in higher education means to you'** (n=887)

1. Being work ready
2. Getting good grades
3. Completing my degree
4. Deepening my learning
5. Achieving my potential
6. Meeting new people
7. Growing as a person
8. Enjoying my college experience
9. Being happy
10. Contributing to society
11. Progressing to a postgraduate programme



Official Measurement of Student Success:

- Progression
- Completion
- Academic achievement
- Employment



Measurement

- Does the measurement align with the definition?
- How might we measure the nuances of Student Success?



How do we measure Student Success?

36 responses

Your Responses:



What does student success mean to you?

46 responses

Your Responses:



How might we measure the nuances of student success?

- Testimonials from students, their lived experience
- Sense of well-being
- Civic engagement
- Physical and mental health
- Connections, relationships, friend groups, support systems
- Sense of purpose
- Learning environment
- Level of engagement with academic staff
- Self-efficacy demonstrated
- Curiosity and openness to further learning
- FYMMO taking stock



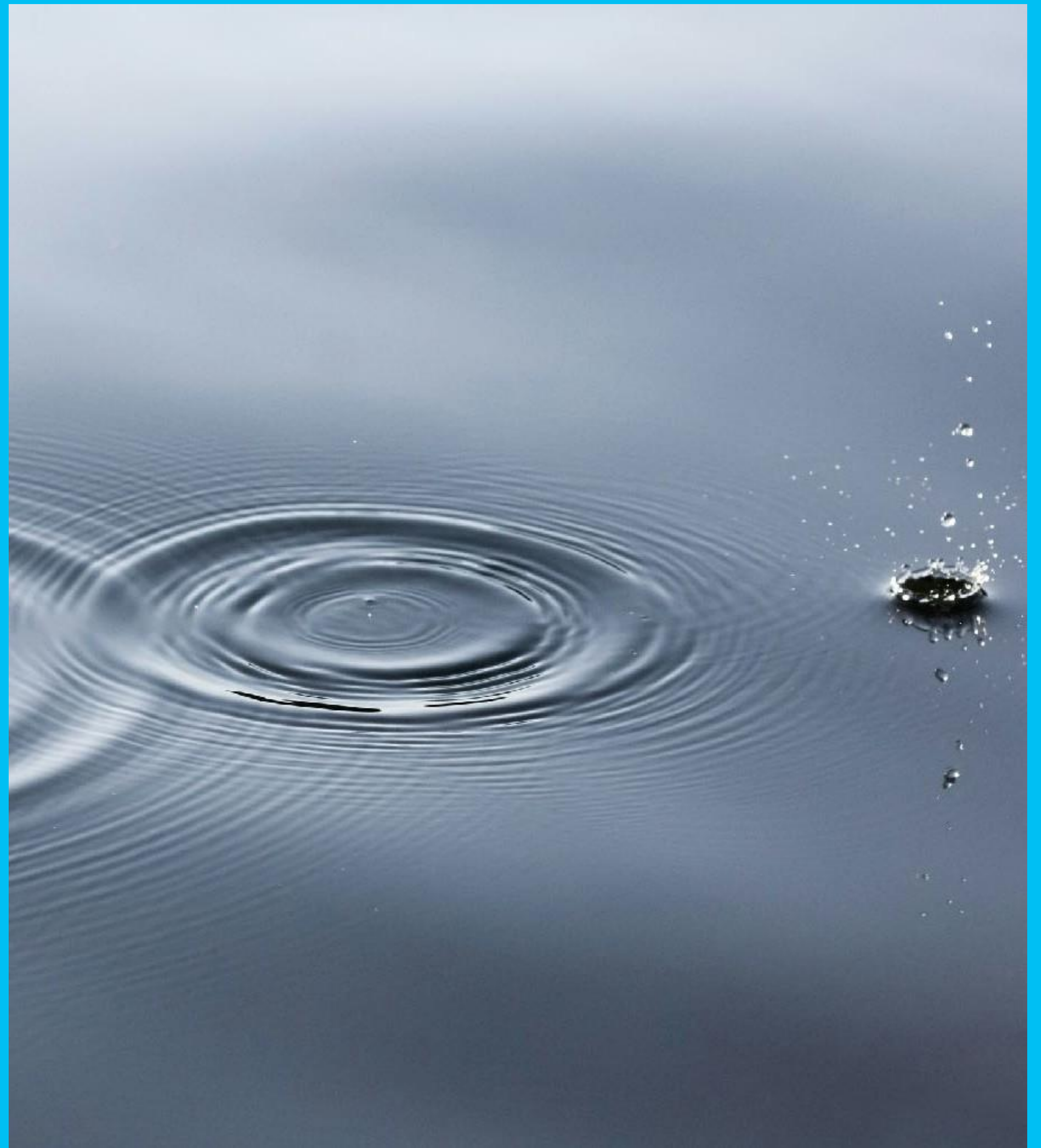
A photograph of water ripples on a dark surface, with a splash of water on the right side. The ripples are concentric circles that fade out towards the left. The splash on the right is a small cluster of water droplets and a larger droplet that has just hit the surface.

So, Success,

WHAT GETS IN THE WAY?

THINGS HAVE CHANGED...

- <https://www.youtube.com/shorts/xLScx8TLIC4>
- Dave Columbo - 'Teachers in 1995'
 - NOW
 - 63% of Student Reps working in addition to their studies
 - 18% work full time
 - Student numbers in Higher and Further Education are increasing
 - Cost of Living 24 hours on
 - Rent



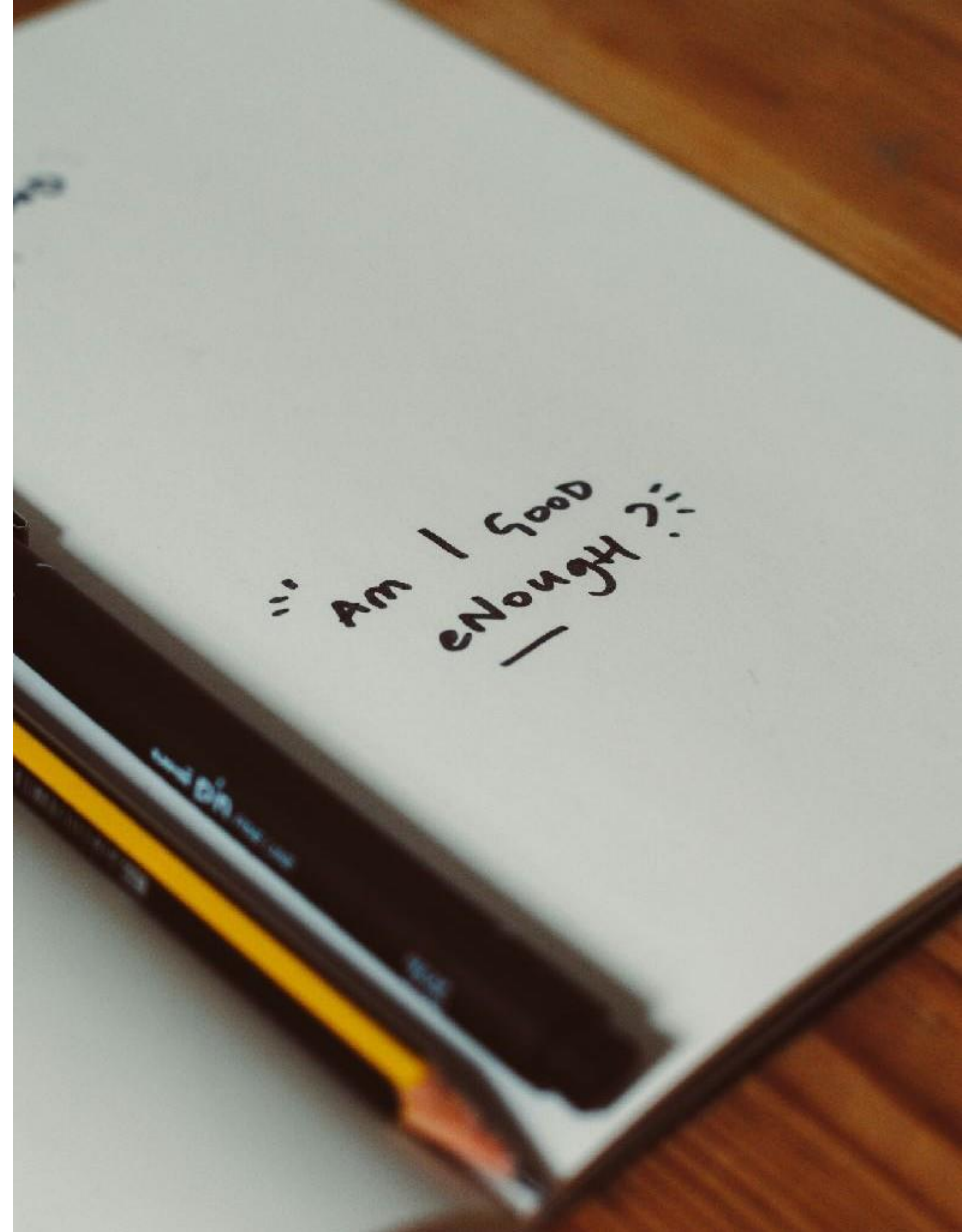


2012 - 2019 **My World Survey** study UCD 19,000 12 - 25 year olds in Ireland. Lead: Dr. Barbara Dooley

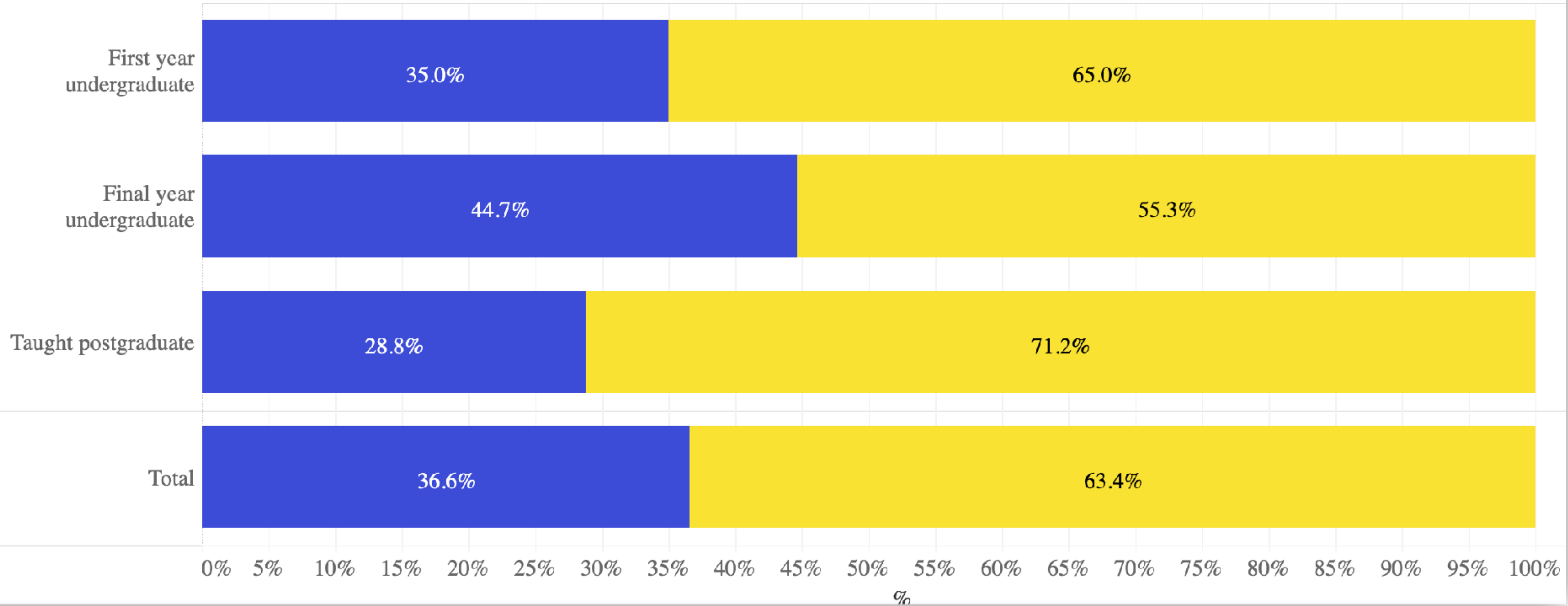
Anxiety among those young adults surveyed in third level education or in employment also increased, up from 15% in 2012 to 26% in 2019.

The study found a drop in levels of self-esteem, optimism and life satisfaction among young people living in Ireland.

Will the next survey give us a picture of resilience or despair?



Have you ever seriously considered withdrawing from your degree programme?



2022



- Comparing baseline (2018-2020) scores of the (then) nine student engagement indicators (below) with those obtained in 2021, the following were observed to be most significantly affected:
- Collaborative Learning
- Student-Faculty Interaction
- Quality of Interactions
- Supportive Environment

- Higher-Order Learning: Evaluates the extent to which students engage in complex cognitive tasks such as analysis, synthesis, and evaluation.
- Reflective and Integrative Learning: Measures how students connect their learning to prior knowledge and diverse perspectives.
- Quantitative Reasoning: Assesses students' ability to apply numerical and statistical skills to real-world problems.
- Learning Strategies: Looks at the methods students use to comprehend and retain information effectively.
- Collaborative Learning: Examines the frequency and quality of students' interactions with peers to enhance learning.
- Student-Faculty Interaction: Evaluates the nature and frequency of students' engagement with academic staff.
- Effective Teaching Practices: Assesses students' perceptions of teaching methods that facilitate understanding and learning.
- Quality of Interactions: Measures students' experiences with peers, faculty, and administrative staff.
- Supportive Environment: Evaluates the extent to which the institution provides support for students' academic and social needs.

Stressors

Staff and Students are under pressure

Each new demand causes stress

Student Engagement is still not up to pre-pandemic levels

How do we meet these challenges and 'share the road'?



Animation Project - Year 2 Dún Laoghaire Institute of Art, Design and Technology

Commissioned by IADT Teaching and Learning, February - June 2024

Brief: 'Investigate student engagement from a student and staff perspective'



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Lecturer stories:

‘What do YOU think?’ <https://youtu.be/G0TUKNALQ-s>

**‘WHEN FACULTY PROACTIVELY REACH OUT
TO STUDENTS RATHER THAN WAITING FOR
STUDENTS TO COME TO THEM, STUDENT
EXPERIENCE HIGHER PSYCHOSOCIAL AND
ACADEMIC OUTCOMES.’**

SWANSON & COLE, 2022

MATTERING- TRUESTORY

"MATTERING" IS DEFINED AS THE EXTENT TO WHICH STUDENTS FEEL THEY ARE CARED FOR AND VALUED BY OTHERS AT THEIR INSTITUTION.

THIS CONCEPT REFLECTS THE RICHNESS OF STUDENTS' CONNECTIONS ON CAMPUS AND IS ASSOCIATED WITH PSYCHOSOCIAL OUTCOMES SUCH AS LOWER ACADEMIC STRESS, HIGHER LEVELS OF SUPPORT UTILIZATION, AND PERSISTENCE IN EDUCATION'

SWANSON & COLE, 2022

Okay

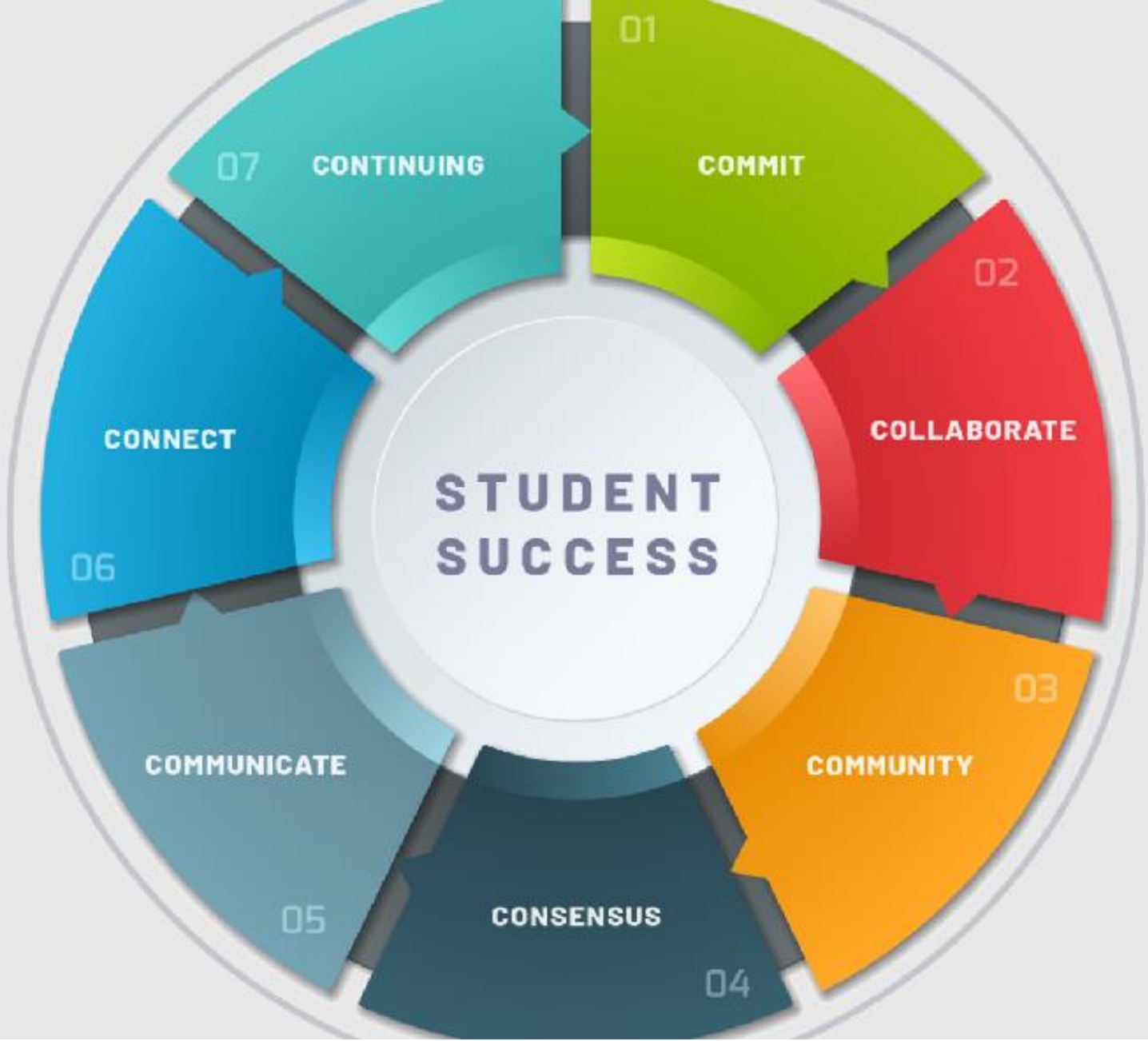


Photo by [Guille Álvarez](#) on [Unsplash](#)

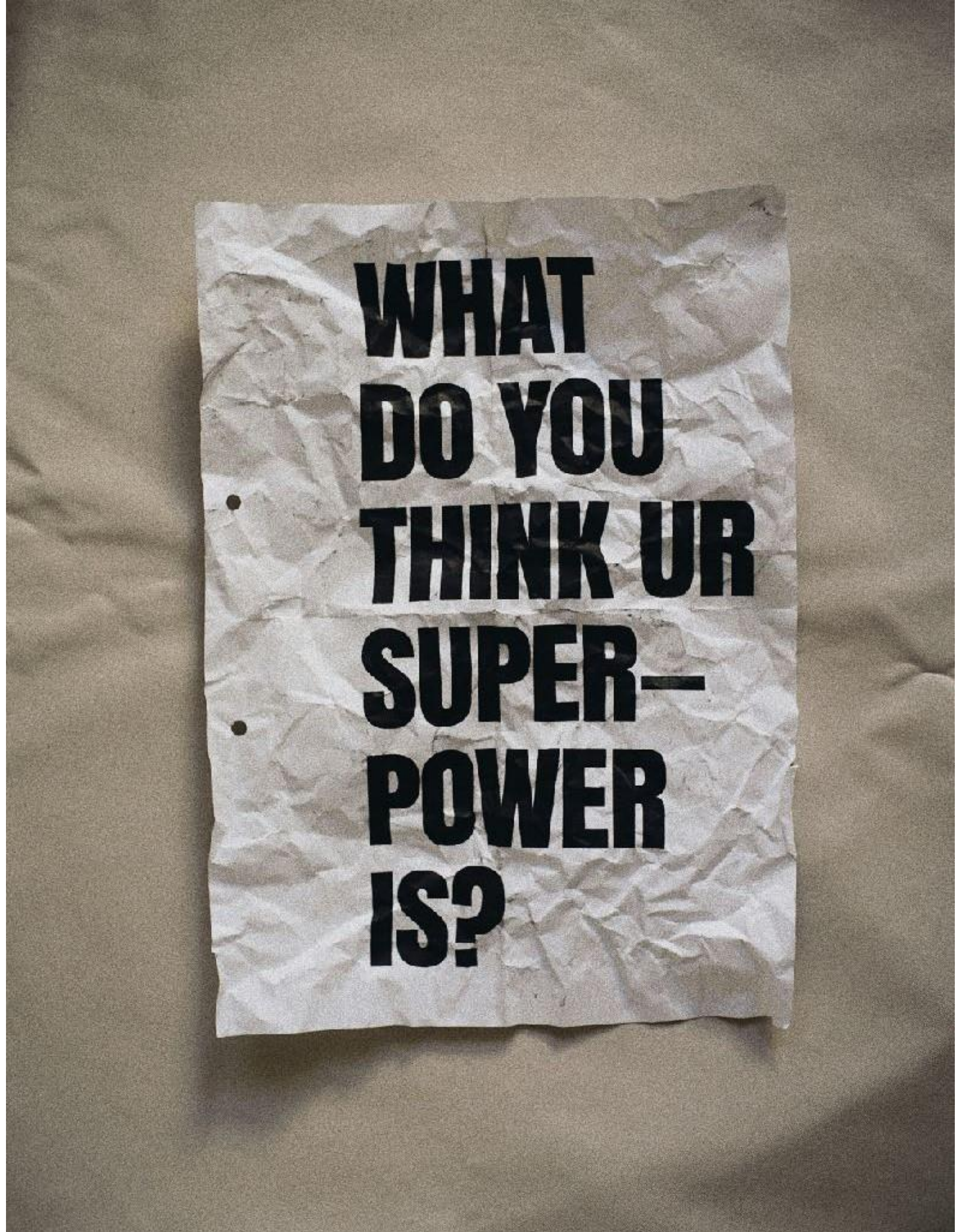


Photo by [Cristi Ursea](#) on [Unsplash](#)

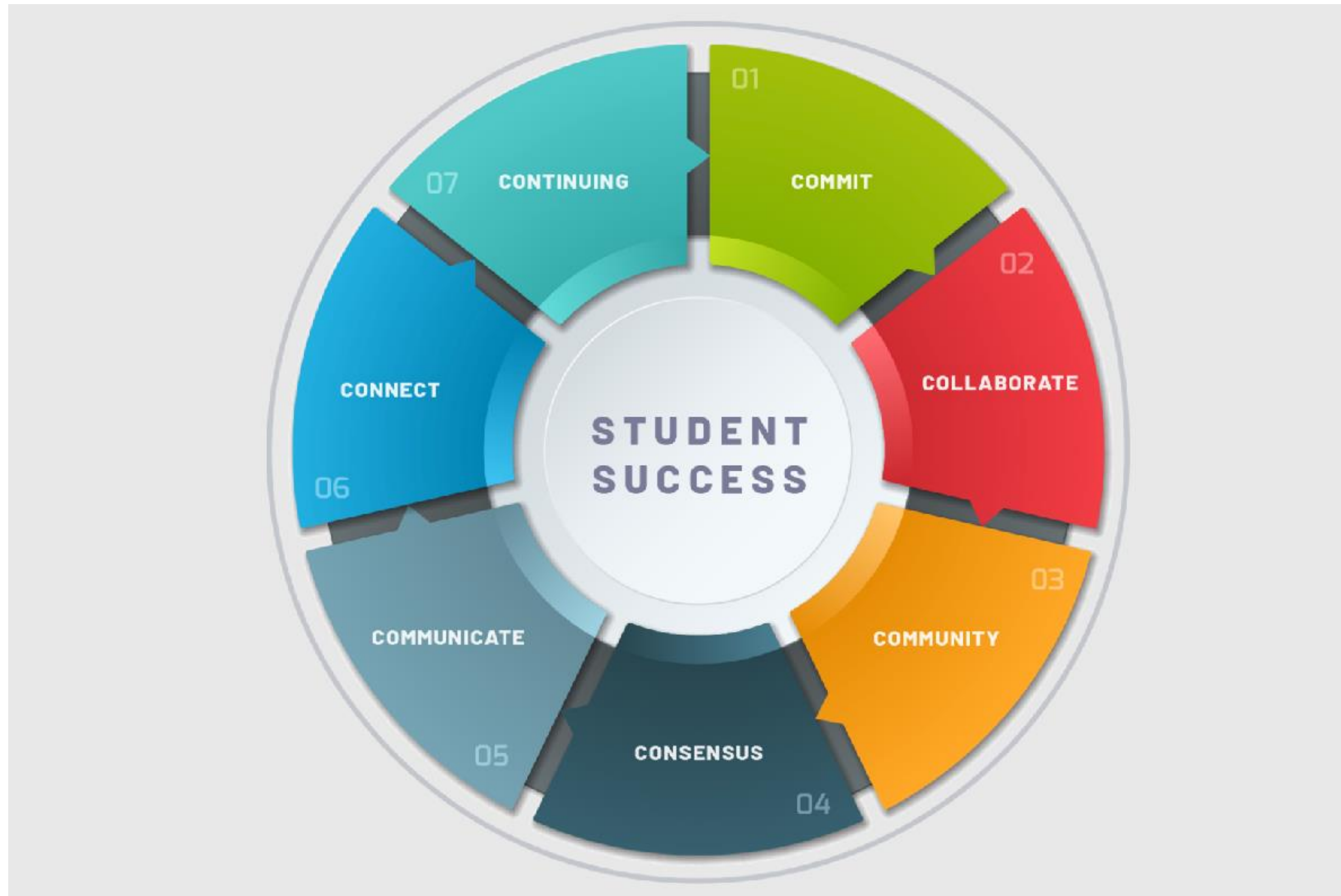
HOW MIGHT WE...

FOSTER SUCCESS IN OUR STUDENTS?

Resources currently available through the HEA National Forum

National Forum HEA Resources

An Institutional Framework



National Forum HEA Resources

- Student Success: The Story So Far...

PROMPTHEROOLKIT

Persona Generator

Workshop tool for T&L

Get the conversation going...in the room!

National Forum HEA Resources

Definition -

Persons with a disability: Person with a recognised disability such as a physical, sensory, neurological or mental health condition, a specific learning difficulty or significant ongoing illness, who may who experience barriers to learning/teaching due to non-inclusive design of learning environments or inadequate support services.

Staff member A is a lecturer

who is on an hourly paid contract

who is in the early stages of their career

who has a disability

teaching a single module

where the majority of teaching takes place on the
main campus during daytime hours

Personas

Staff

Student A is an Undergraduate Level 8 student

who entered college as a Mature Student

who is a first generation college student

who is a student carer

studying for a Micro-credential

You choose a context where the learning
takes place

Personas

Student

National Forum HEA Resources

Learning context may be:

Online

Blended

Hybrid

Fully on campus

9 - 6 pm

After hours

Weekends

Personas

Situation

Staff

Student

Scenario 1:

An educator notices that a significant portion of students in their class are not participating or engaging during lectures and group activities. Despite multiple attempts to vary teaching strategies, engagement remains low.

- **Key Questions:** How can the educator foster participation without singling out disengaged students? What alternative strategies could they employ?



Personas

Situation

Staff

Student

Scenario 2:

A group project requires students from different cultural and academic backgrounds to work together. Conflicts arise over differing work styles, expectations, and levels of participation.

- **Key Questions:** How can the students manage conflicts and leverage diversity for a successful project?



Personas

Situation

Staff

Student

Scenario 3:

A student works a part-time job to fund their education while taking a full course load. They are falling behind in classes and feel overwhelmed, with no clear solution.

- **Key Questions:** What strategies could help the student manage their time? Who can they approach in your institution for support? Could technology help?



Staff member A is a lecturer

who is on an hourly paid contract

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who has a disability

teaching a single module

where the majority of teaching takes place on the main campus during daytime hours

- Scenario 1 - **Key Questions:** How can the educator foster participation without singling out disengaged students? What alternative strategies could they employ?
- Scenario 2 - **Key Questions:** How can the students manage conflicts and leverage diversity for a successful group project?
- Scenario 3 - **Key Questions:** What strategies could help the student manage their time? Who can they approach in your institution for support? Could technology help?

Student A is an Undergraduate Level 8 student

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You choose a context where the learning takes place

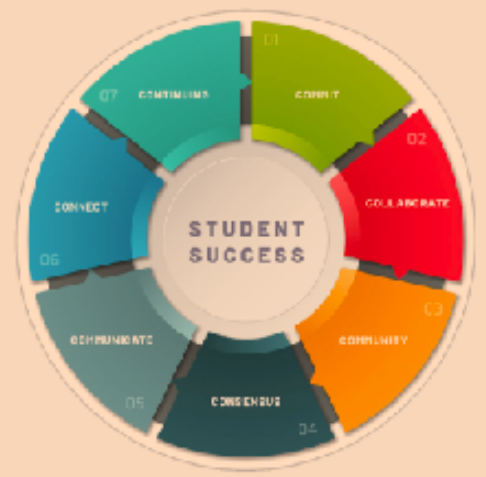


Other resources include:

The screenshot shows a web browser window with the address bar displaying `studentsuccess.teachingandlearning.ie/downloadable-resources/`. The page content is divided into two main sections:

- Download all resources**: A green button with a download icon and the text "Download" is positioned to the right of the heading. Below the heading, it states "(Contains one zip folder):" and lists the following items:
 - Toolkit User Guide
 - All Statements
 - All Rubrics
 - All Lenses
 - Rubric Scoring Template
 - Action-Based Implementation Plan
- Download resources by component**: Below the heading, it states "(Separate pdf file for each component):" and lists the following items, each with a green "Download" link:
 - Toolkit User Guide ([Download](#))
 - All Statements ([Download](#))
 - All Rubrics ([Download](#))
 - All Lenses ([Download](#))
 - Rubrics Scoring Template ([Download](#))
 - Action-Based Implementation Plan ([Download](#))
 - Persona Generator ([Download](#))
 -

Student Success Toolkit



Seven Cs for Embedding Student Success: A Toolkit for Higher Education Institutions (Seven Cs Toolkit) resource for higher education institutions.

National Understanding of Student Success



Overview of the national understanding of student success in Irish higher education compiled in collaboration with a range of sectoral representatives

Online Resource for Learning Analytics (ORLA)



National Forum's open-access, online library of guides and manuals, covering key topics relating to learning analytics.

Data-Enabled Student Success Initiative



Supporting institutions as they look to develop effective, informed, sustainable strategies for maximising the value of data as a resource



OUR STUDENTS AND STAFF MATTER

WE WALK THE ROAD TOGETHER

Next Steps

Work is currently underway by an expert panel to make recommendations on Student Success and the Framework.

Reporting next Spring/early Summer



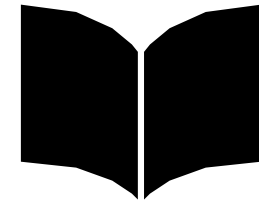
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**'THE DEVELOPMENT OF STRATEGIES AND APPROACHES IN STUDENT ENGAGEMENT
MUST BE INFORMED BY STUDENT EXPERIENCES.**

**IT SEEMS LIKELY THAT THE SECTOR AS A WHOLE MAY NEED TO EXPLORE A
SYSTEMIC SHIFT TOWARDS MORE BUILT-IN FLEXIBILITY
OVER THE COMING YEARS, NOT AS AN EMERGENCY RESPONSE, BUT AS A
CONSIDERED ELEMENT OF MAINSTREAM HIGHER EDUCATION PROVISION.'**

[STUDENTSURVEY.IE](https://www.studentsurvey.ie)

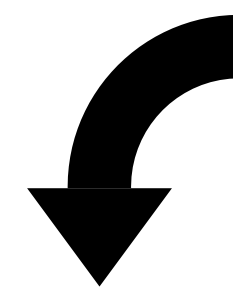
References/further reading



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Dempsey, M. & Burke, J. (2021) Lessons Learned: The experience of teachers in Ireland during the 2020 pandemic. Maynooth: Maynooth University. https://mural.maynoothuniversity.ie/13914/1/Teacher_COVID_Report_Final_21.01.21.pdf

Gravett, K. Carol A. Taylor & Nikki Fairchild (2024) Pedagogies of mattering: re-conceptualising relational pedagogies in higher education, *Teaching in Higher Education*, 29:2, 388-403, DOI: 10.1080/13562517.2021.1989580



Check this out - and there's a volume 2!

Ryan, M. (2021) Compendium of Active Learning Strategies for Student Engagement, Technological University of the Shannon (TUS). <https://hub.teachingandlearning.ie/wp-content/uploads/2024/04/TUS-Compendium-of-Active-Learning-Strategies-for-Student-Engagement.pdf>

Swanson, E., Cole, D. (2022) The Role of Academic Validation in Developing Mattering and Academic Success. *Res High Educ* **63**, 1368–1393. <https://doi.org.ezproxy.iadt.ie/10.1007/s11162-022-09686-8>

Tierney, S. (2021). Leadership: Being Knowing, Doing. Melton: John Catt Educational, London.

Encore...making a theme song...

- Go to ud.io
- Prompt:
- ‘A boppy, easy to remember song with lyrics about student success in higher education using the 7 C's: Commit, Collaborate, Community, Consensus, Communicate, Connect and Continuing.’
- You get 30 seconds of a nifty AI generated theme song!
- Try this with your next group of learners - and we're all learners!
- Use their prompt, of course!

Second Encore!! : GenAI Champions Project

- Supported by N-TUTORR Focused on Student Success
- 36 students with learning differences and disabilities from across the Republic of Ireland got together to answer the questions: 'How might Generative AI Support Learning in Higher Education?'
- See a short video about this project here:
 - <https://youtu.be/hpoTPAu1Lyk?si=KBcoeWNUdyABlihl>
 - Audio Description version: https://youtu.be/erw06_d9m5c?si=GRf3uawaEOBFvJYN
- Video Directed and Edited by Max Jones



**Lauren
Johnston
GenAI
Champion
2024**

Thank you for your kind attention.

I hope to hear from you and welcome your feedback.

Stay curious, stay compassionate, walk the path in partnership.

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