

An integrated approach to student engagement



Presented By
IIBIT



Australian Universities Attrition rate (2005-2014)

Table 1: Adjusted Attrition Rate (%)	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Adjusted Attrition Rate	15.04	14.62	14.76	12.77	12.48	13.09	12.79	13.43	14.79	15.18
Minus FedU, SUT & UTas	14.97	14.51	14.64	12.54	12.39	12.94	12.64	12.96	13.54	13.63
Difference	0.07	0.11	0.12	0.23	0.09	0.15	0.15	0.47	1.25	1.55

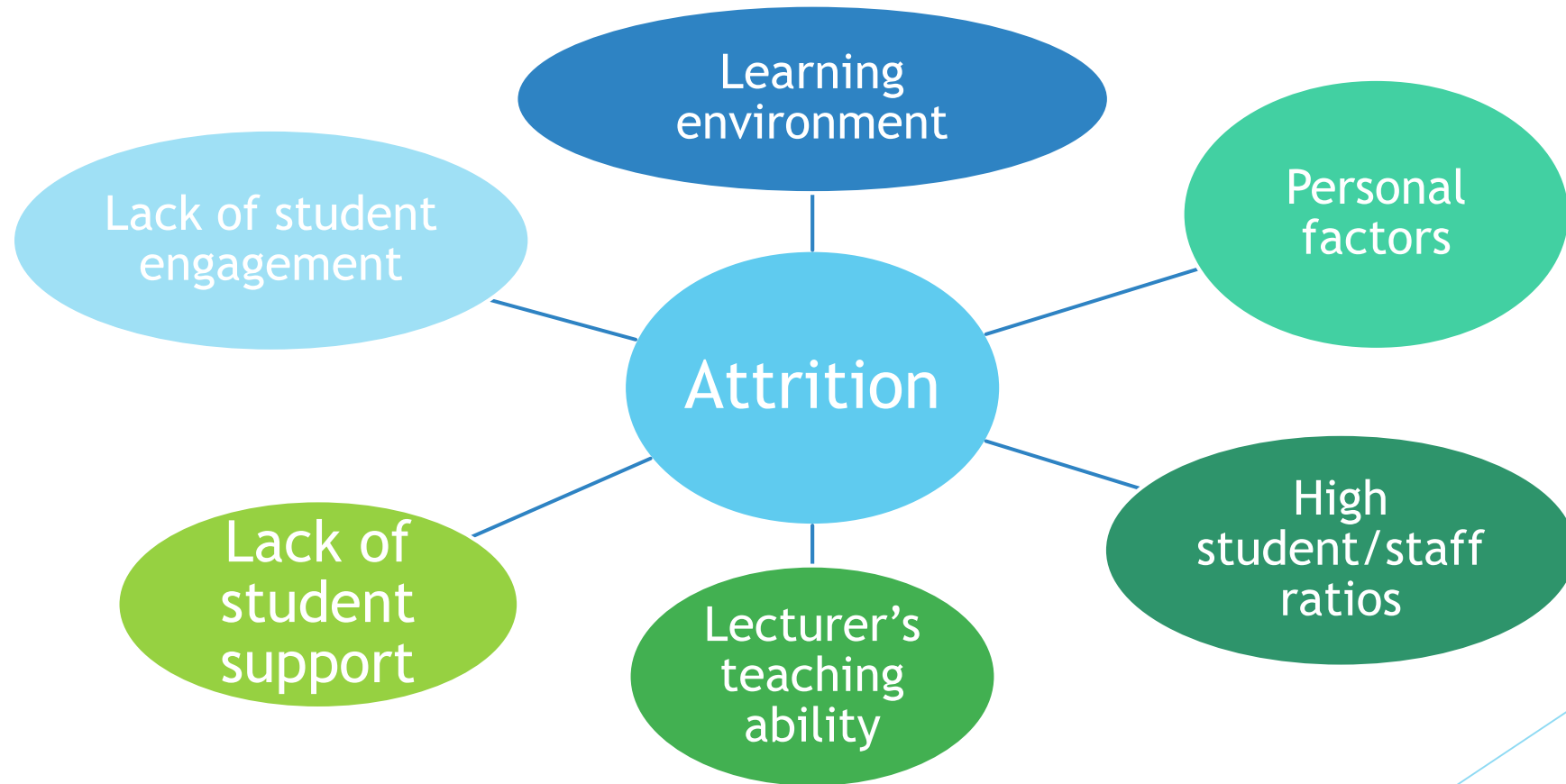
Australian government Department of Education. (2018). *Higher Education Standards Panel Final Report - Improving retention, completion and success in higher education*. (1760511560). Sydney, Australia: Australian government

Regression analysis of 2014 attrition rate

<i>Student Characteristic</i>	<i>Adjusted R² (variation explained), %</i>
<i>Institution</i>	18.83
<i>Type of attendance (full-time, part-time)</i>	4.94
<i>Mode of attendance (internal/external/multi-modal)</i>	3.12
<i>Age group (<20, 20-24, 25+ years)</i>	2.66
<i>Basis of admission (ATAR group, higher education, mature-age etc)</i>	2.51
<i>Field of education (narrow field of education)</i>	1.49
<i>Socio-economic status (SES)</i>	0.29
<i>Indigenous</i>	0.14
<i>Non English Speaking Background</i>	0.08
<i>Gender</i>	0.01
<i>Full model including above variables</i>	22.55%

Australian government Department of Education. (2018). *Higher Education Standards Panel Final Report - Improving retention, completion and success in higher education*. (1760511560). Sydney, Australia: Australian government

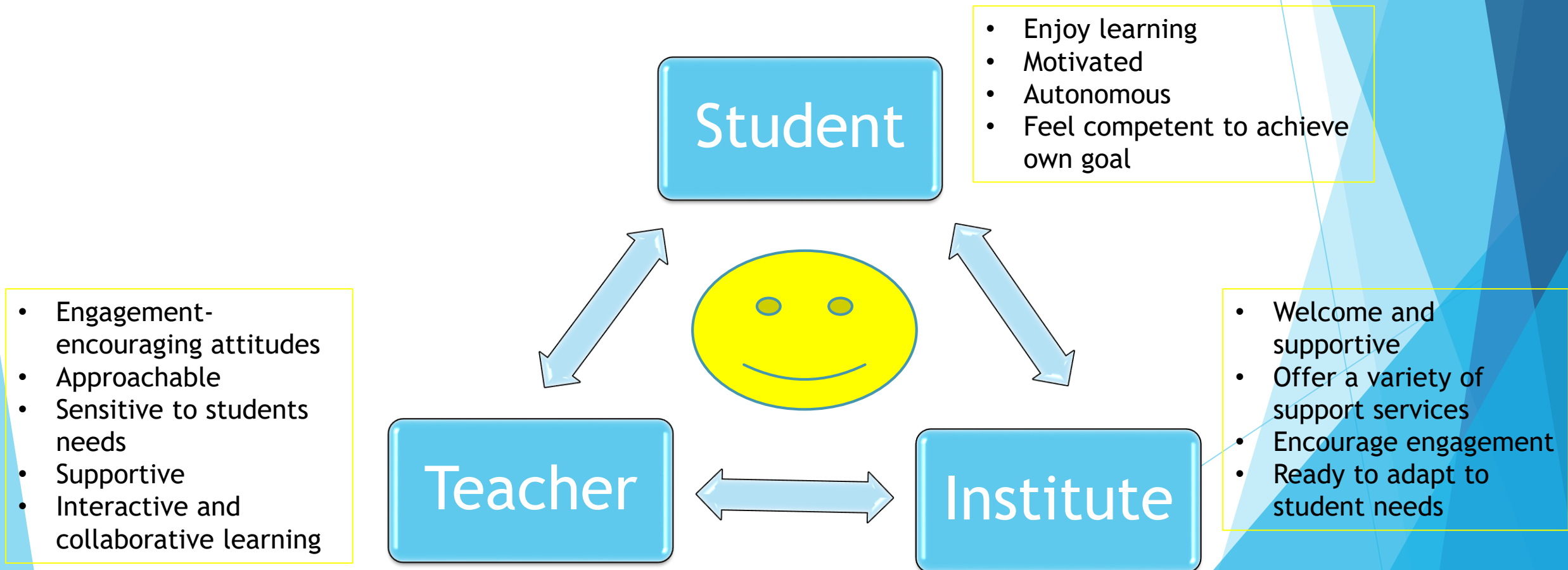
Factors that contribute to attrition



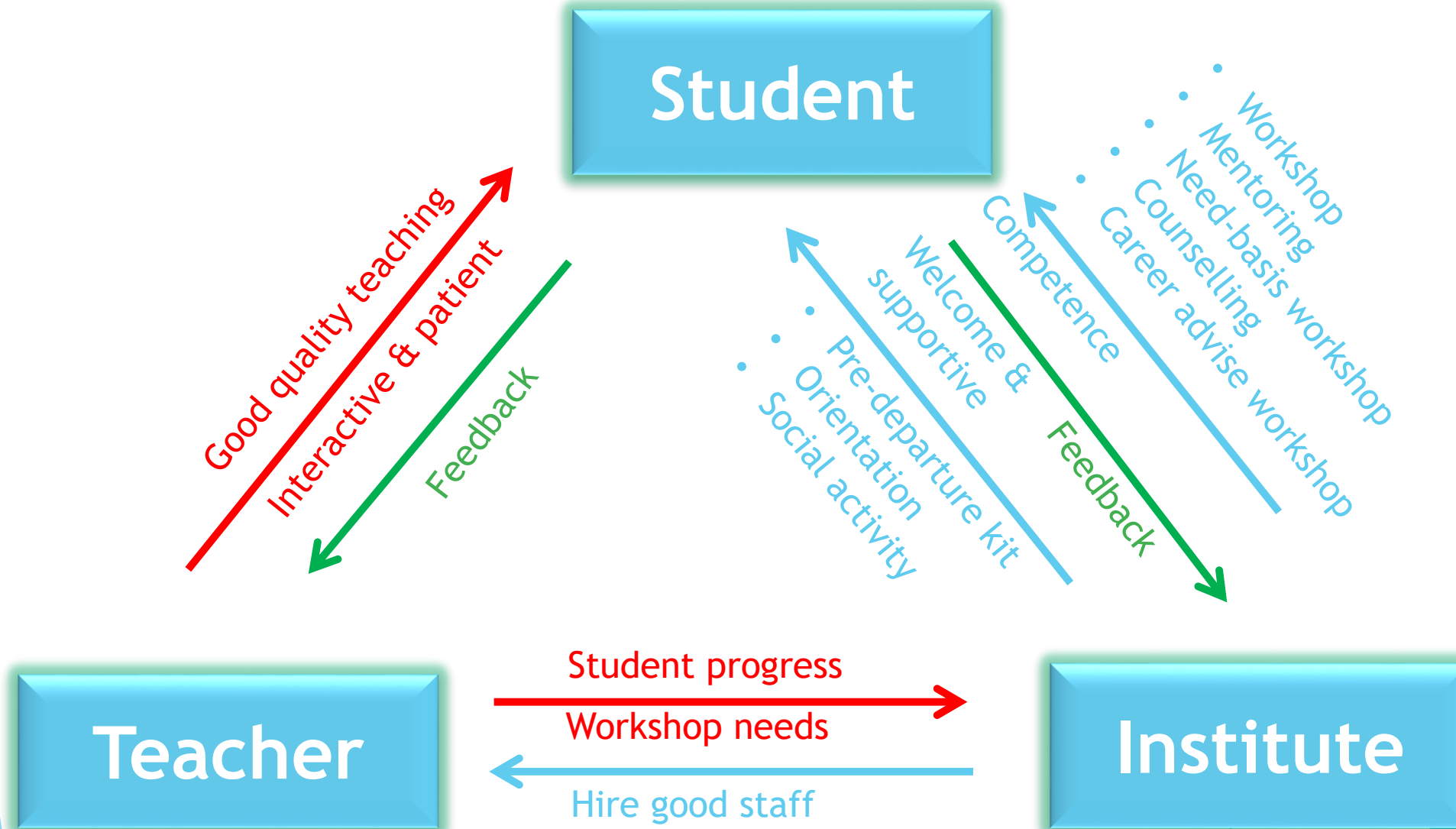
Recommended actions

- ▶ Better quality support services,
- ▶ More flexible entry requirements,
- ▶ Improved teaching quality and ability,
- ▶ More supportive institutional environment,
- ▶ Monitoring student progress and providing study support where necessary
- ▶ Making institutions' completion rates transparent

The integrated approach to student engagement by IIBIT



Integrated approach



Study skills workshop and its impact

Students need to have the power to control what they want to learn so they will learn better (Schuetz, 2008; Ryan & Deci, 2000).

Study Skills Workshop @IIBIT



Qualitative analysis on after-workshop feedback

The workshop was excellent. I learned a lot about using EndNote. I was also able to exchange ideas and information freely (in the workshop) so it was a great experience. It would be very beneficial if we could get a MYOB workshop as well.

I would recommend to organize more workshops like this (Referencing) such as Assignment submission and understanding the assignment guidelines. Most students are facing these assignment related problems.

Thank you for your wonderful workshop. The workshop was very helpful. I will surely go home and perform the activities you suggested.

Mentoring program & its benefits

- ▶ Connecting link
- ▶ Peer leader
- ▶ Learning coach
- ▶ Student advocate
- ▶ Trusted friend

The mentor help new students feel more comfortable in school...

Some students were inspired by the mentors and wanted to become a mentor themselves.

The mentor helps students to do better in class and persist through graduation

The mentor is a helper and a liaison between the student and the instructor

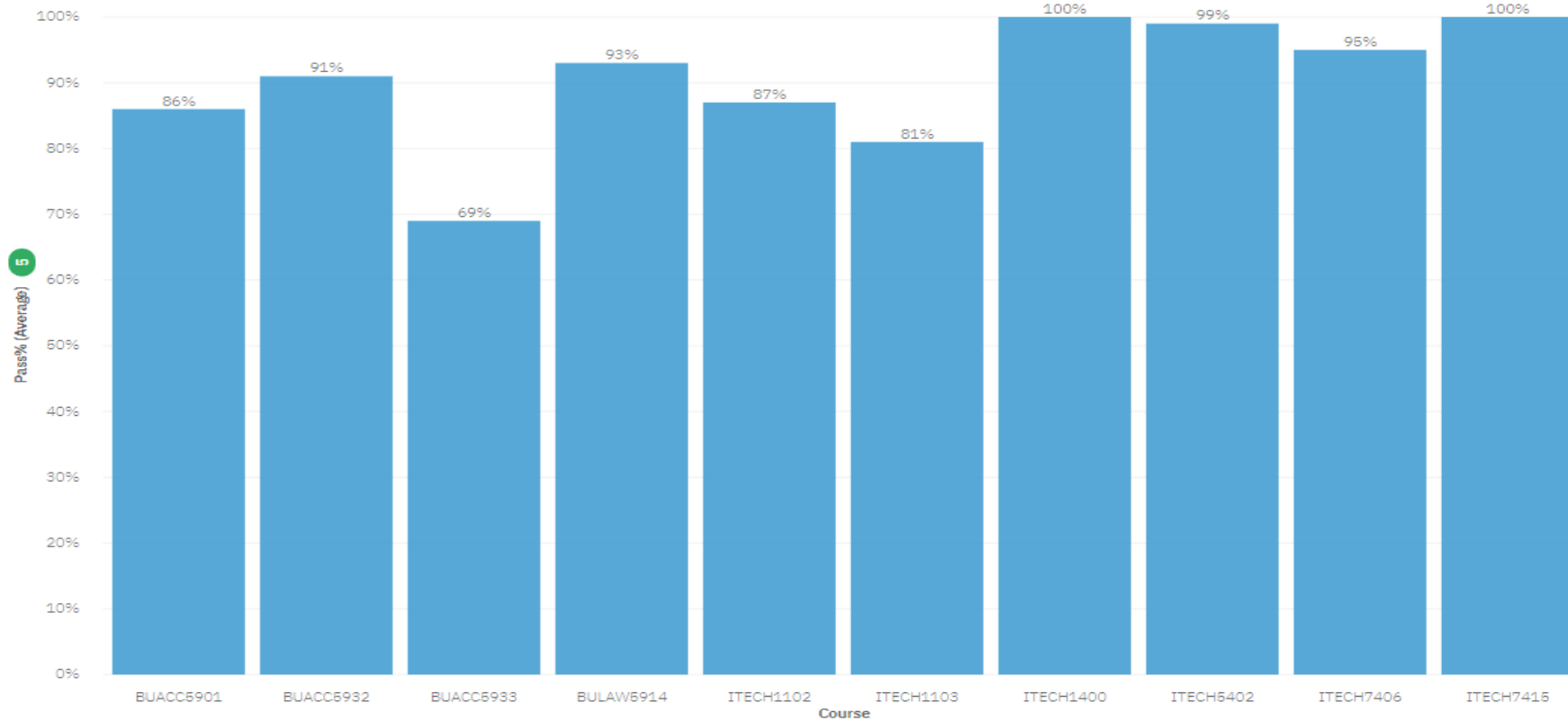
(Colvin & Ashman, 2010)

IIBIT Mentoring program

- ▶ Contact outstanding-performance students for an interview
- ▶ Induction - duties and responsibilities
- ▶ Introducing mentors to each class
- ▶ Attendance monitoring and weekly feedback from mentors
- ▶ Student feedback on mentors/mentoring program
- ▶ Mentors receive a certificate of appreciation

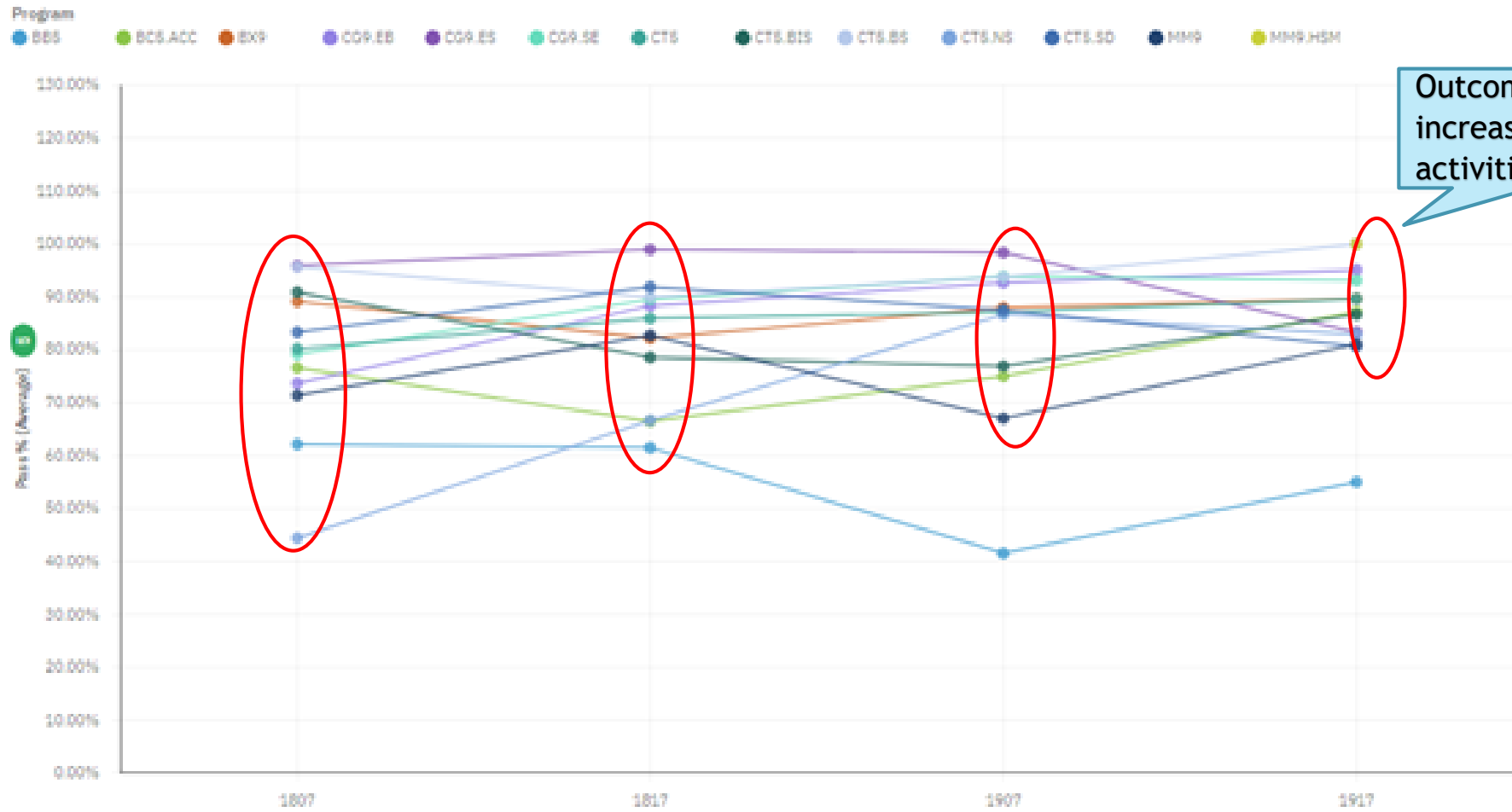
Pass rate of courses which were assigned mentors

Pass% by Course



Support activities vs. program performance

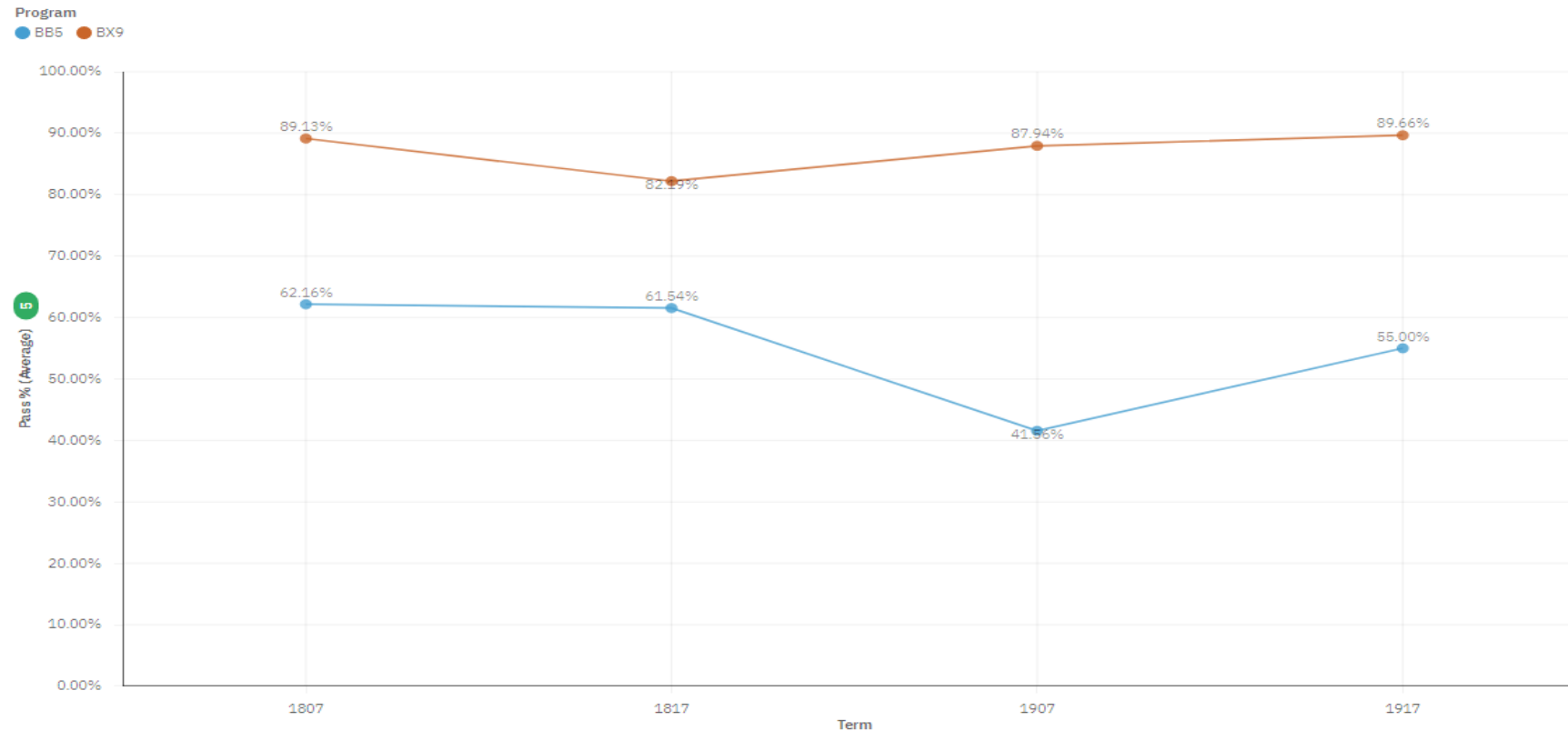
Pass % by Term colored by Program



Outcome of increased support activities

Student's workshop participation and program performance

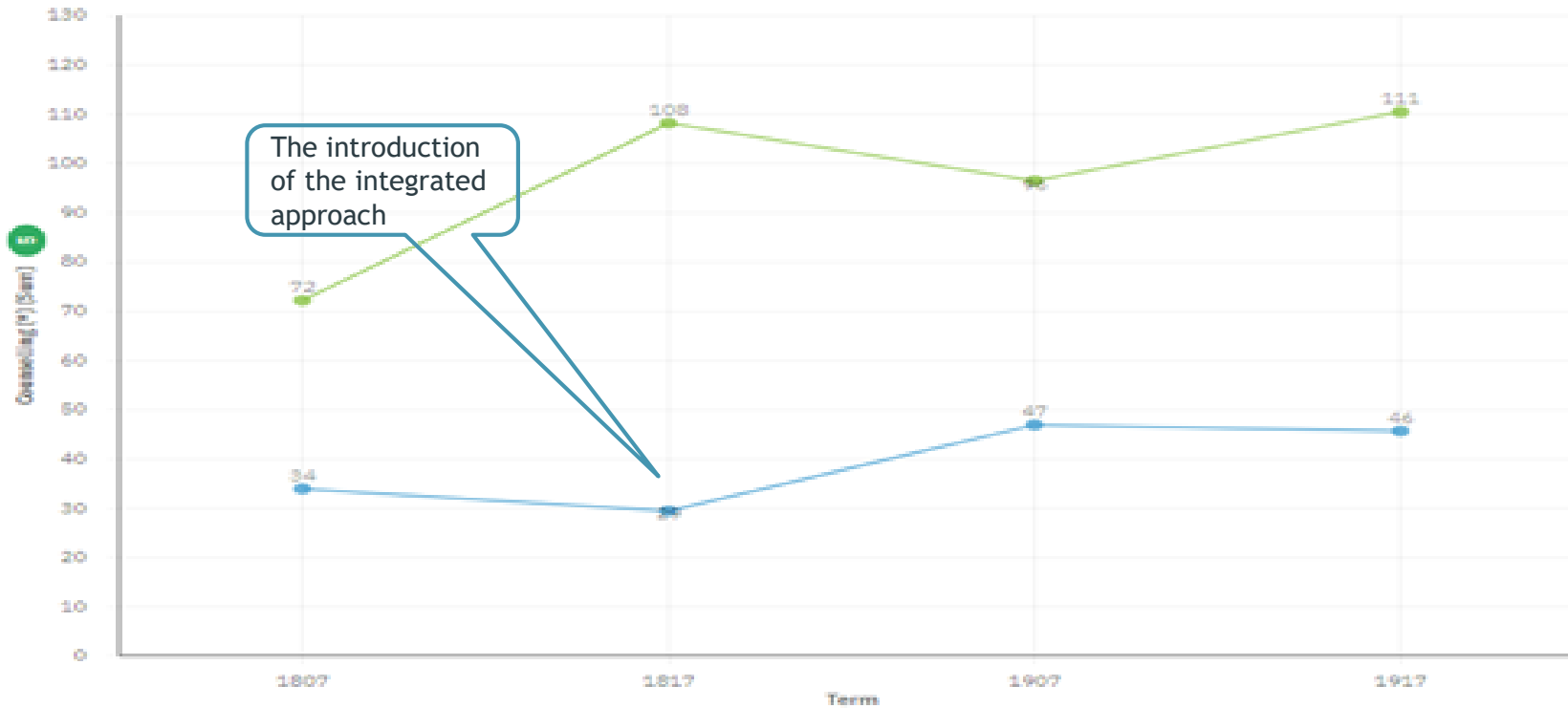
Pass % by Term colored by Program



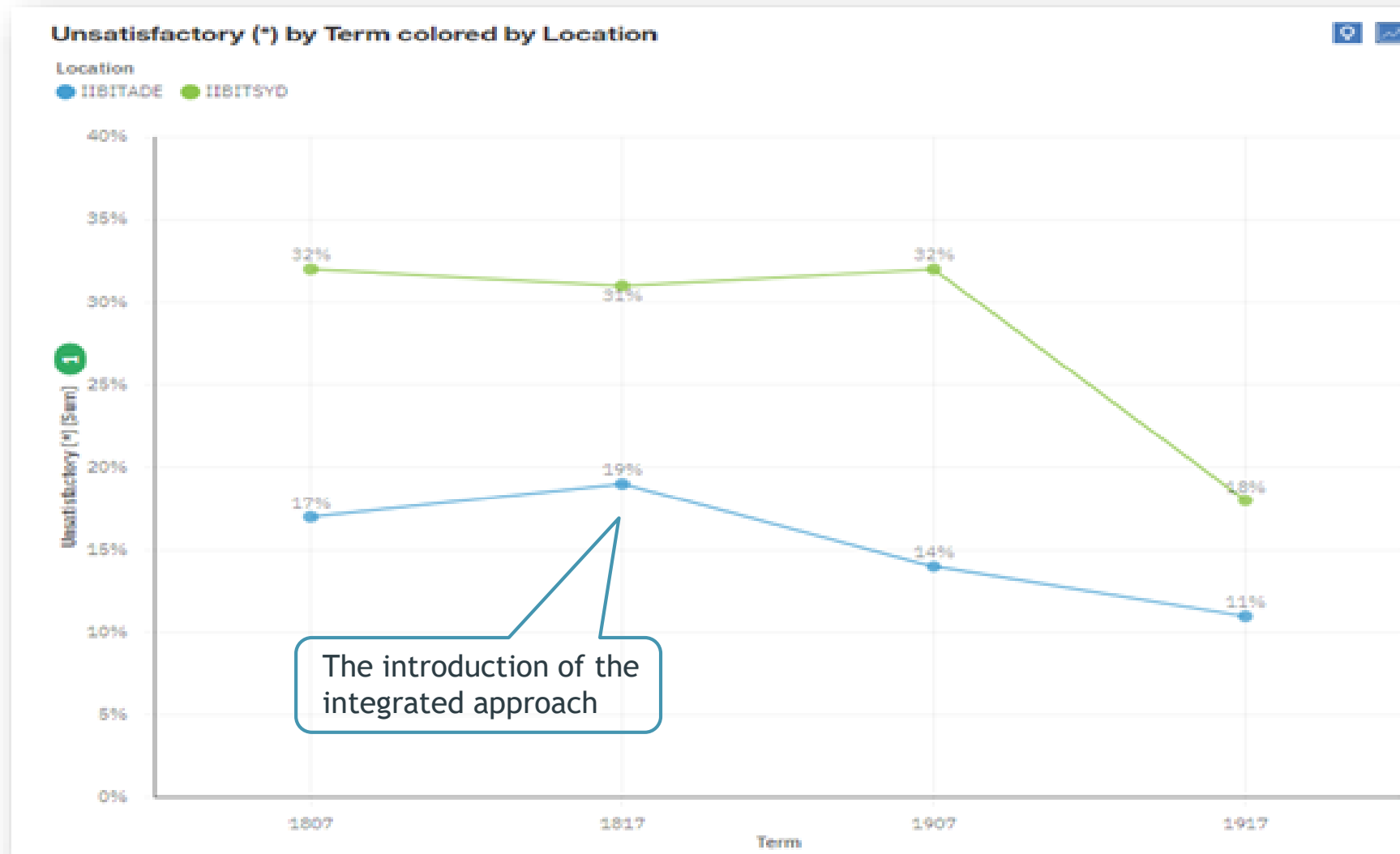
Effectiveness: Counselling

Counselling (*) by Term colored by Location

Location
● IIBITADE ● IIBITSYD

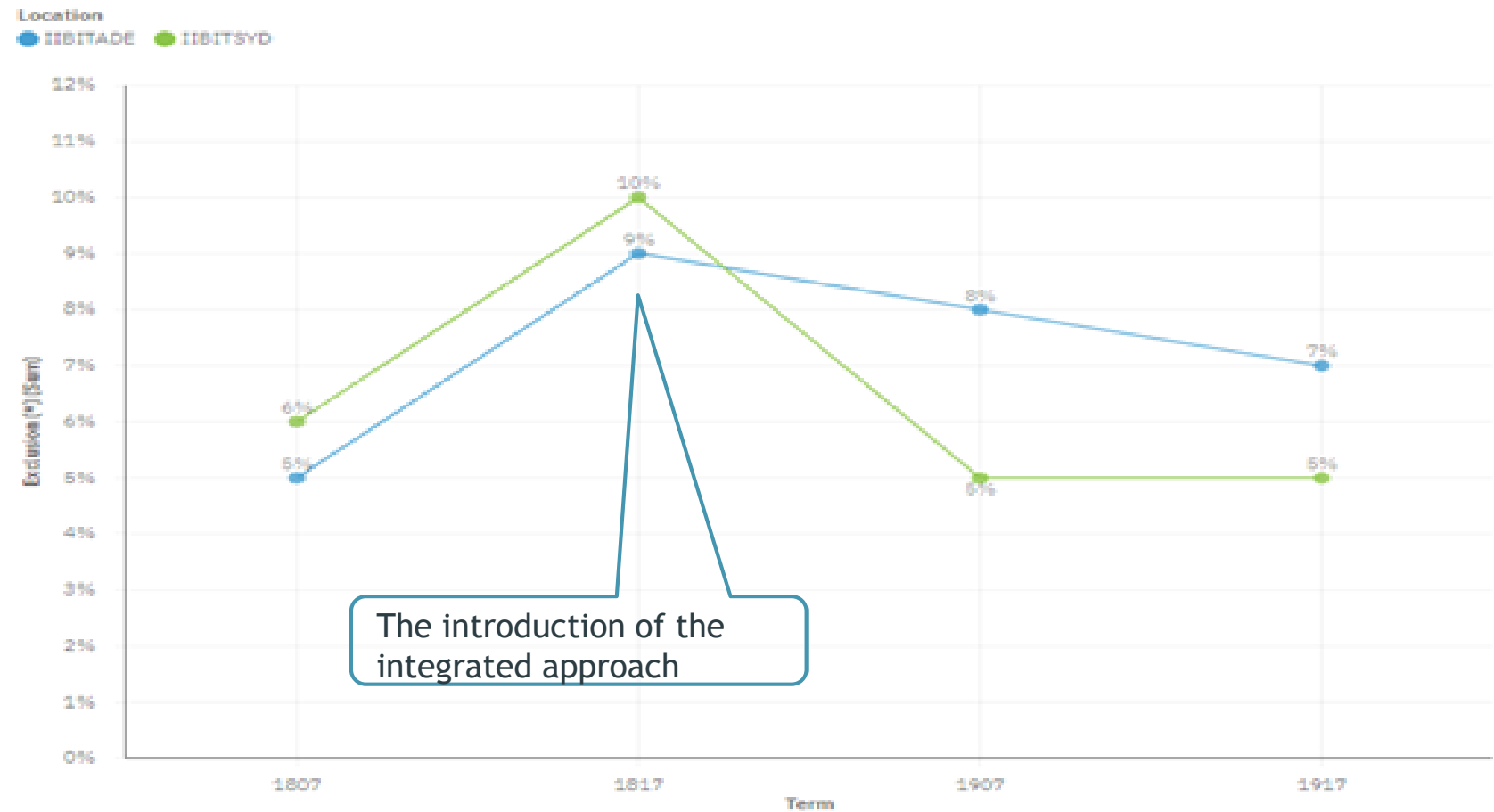


Effectiveness: Reduced Unsatisfactory performances



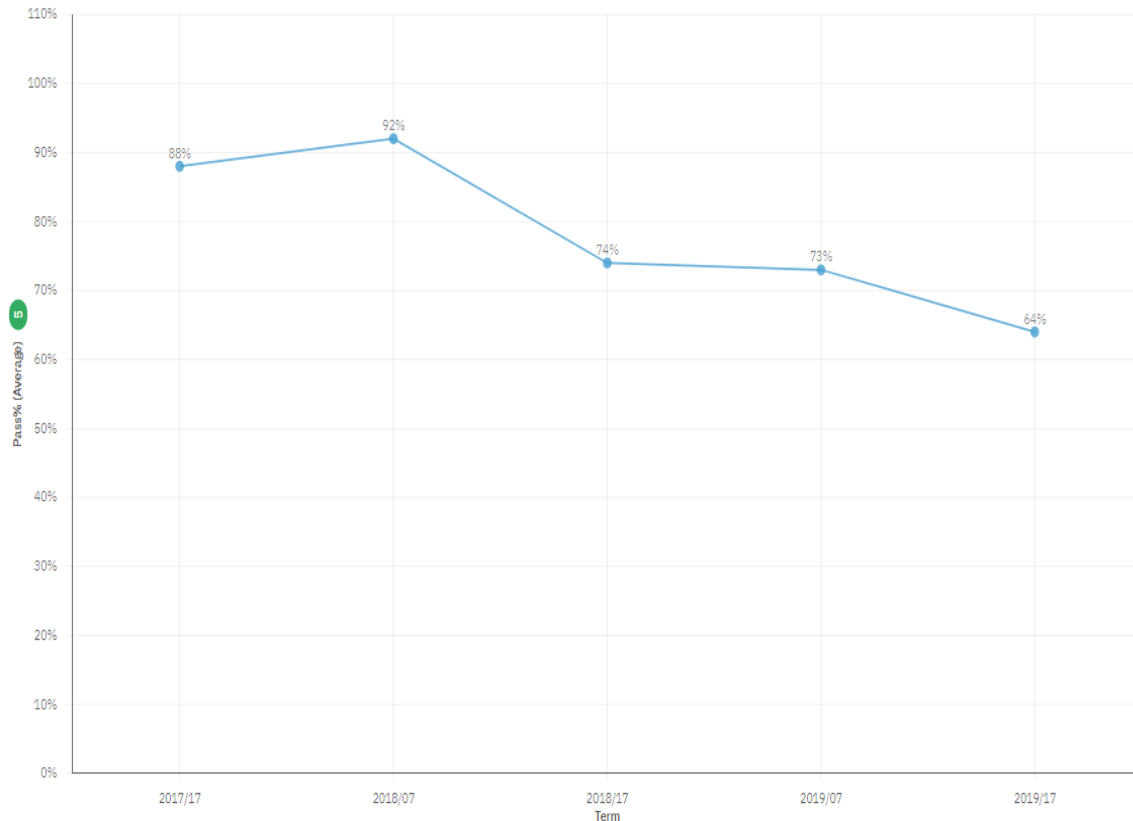
Effectiveness: Reduced Exclusions

Exclusion (%) by Term colored by Location



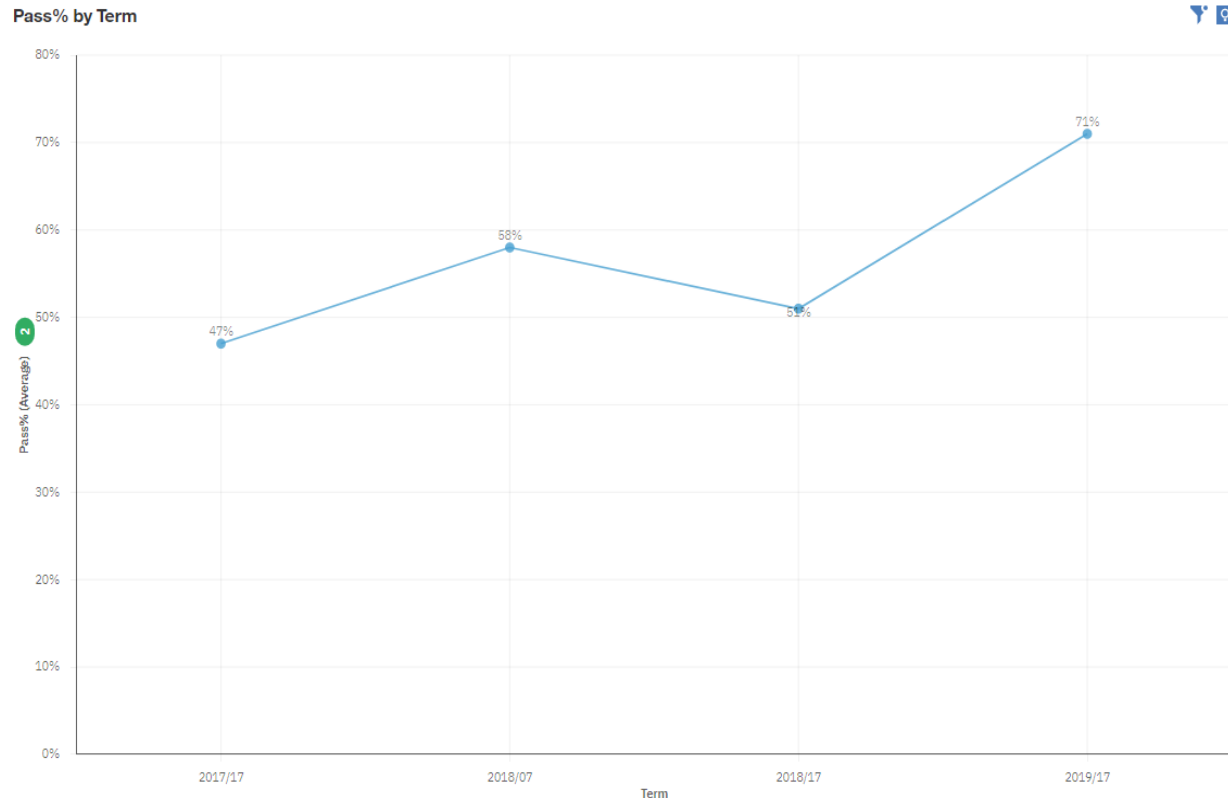
Learning outcomes vs. Perceived teaching quality(Negative outcomes)

Pass% by Term



- She gave lots of homework which is very good but after submitting the homework she did not verify it in positive way....
- The teacher needs to make the class interactive and practical

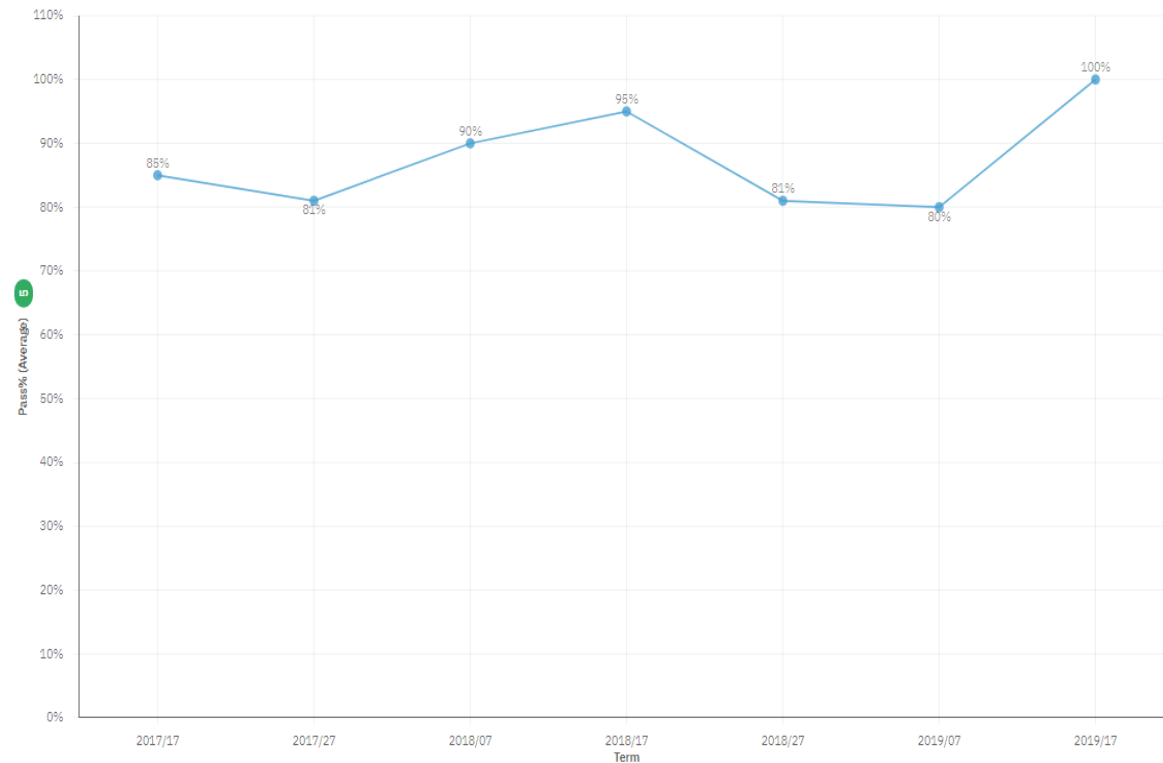
Learning outcomes vs. Perceived teaching quality (Positive outcomes)



She has got the best way of teaching. Her teaching made Economics more interesting. I can understand each and everything she explained. She is one of the best teachers I have met. She did not just teach in an effective way but made the subject easier to understand...

Learning outcomes vs. Perceived teaching quality (Positive outcomes)

Pass% by Term



- She seems strict but I understand the merits of her teaching. She always make sure that every student has her attention and try to make every minute productive.
- Her teaching style is what needed for students. She doesn't need to improve but I think other teachers should learn the way of her teaching.

Conclusion

A successful student engagement and retention model benefits from a holistic approach, which requires endeavours from students, teachers and all the staff of the institution, rather than just a limited approach.

Reference

- ▶ Australian government Department of Education. (2018). *Higher Education Standards Panel Final Report -Improving retention, completion and success in higher education*. (1760511560). Sydney, Australia: Australian government
- ▶ Colvin, J. W., & Ashman, M. (2010). Roles, Risks, and Benefits of Peer Mentoring Relationships in Higher Education. *Mentoring & Tutoring: Partnership in Learning*, 18(2), 121-134. doi:10.1080/13611261003678879
- ▶ Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54-67. doi:10.1006/ceps.1999.1020
- ▶ Schuetz, P. (2008). A Theory-Driven Model of Community College Student Engagement. *Community College Journal of Research and Practice*, 32(4-6), 305-324. doi:10.1080/10668920701884349