



Student attendance monitoring – Derby's journey part II

Aims of the session

To share Derby's experiences, successes and difficulties, in continuing to embed student attendance monitoring across the institution

To highlight some of Derby's new practice and to explore how we've negotiated some of the detours and roadblocks we've encountered on our journey so far

Recap from 2010

Derby's system evolving since 2004, by 2009 it's ...

- Centralised, working across the whole institution
- Academic initiated - they raise notifications which come through to us (autonomy but reduced administrative burden for academics)
- Increasing use of bar code scanners to collect attendance data and benefits of extensive reporting available
- Academics raising notifications through either our student record system, Peoplesoft, or the scanner system
- Supportive contact with student made by us on academic behalf, signposting and referral to support services where appropriate
- System for 'deregistration' from module requested by module leaders
- Executive/Faculty Dean's support – monitoring compulsory, method was academic choice
- High success rates for re-engaging students and a significant retention tool

Achievements in 09/10

- 10,802 notifications received from academics, (44% growth from 08/09)
- 74% of students re-engaging with module following contact
- 12% of notifications leading to a registration correction
- 65% of re-engaged students complete with a pass grade (D- or above) for module

Our detours

- Faculty executive love the scanners, not all teaching staff do!

‘What’s wrong with a pen and paper?’

‘I’m only concerned about ones who turn up ... their problem not mine if they don’t’

‘Why can’t we have a system that automatically *knows* if a student’s in class?’

‘There’s 300 students on this module, I teach this with 4 other people and we teach it 5 times a week’

‘It bleeps and it’s annoying’

‘It’s admin’



- Change in university regulations

No submission = no referral = no progression



- UKBA making a decision on contact/engagement points



- Recording legitimate student absences
- Students forgetting ID cards
- Complex timetabling for large modules



Our roadblocks

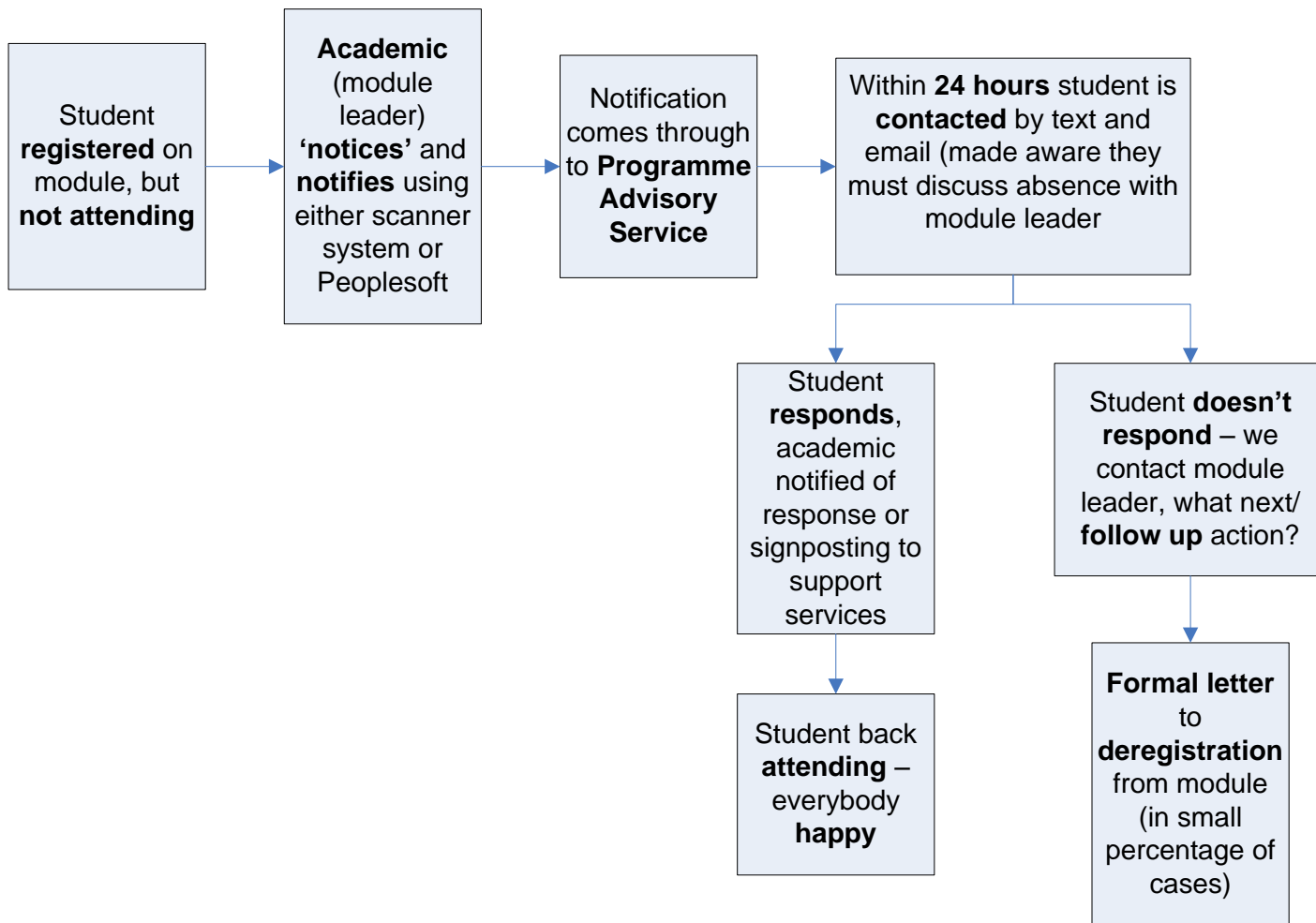
- Macs and networks
- Timetable separate to student record system



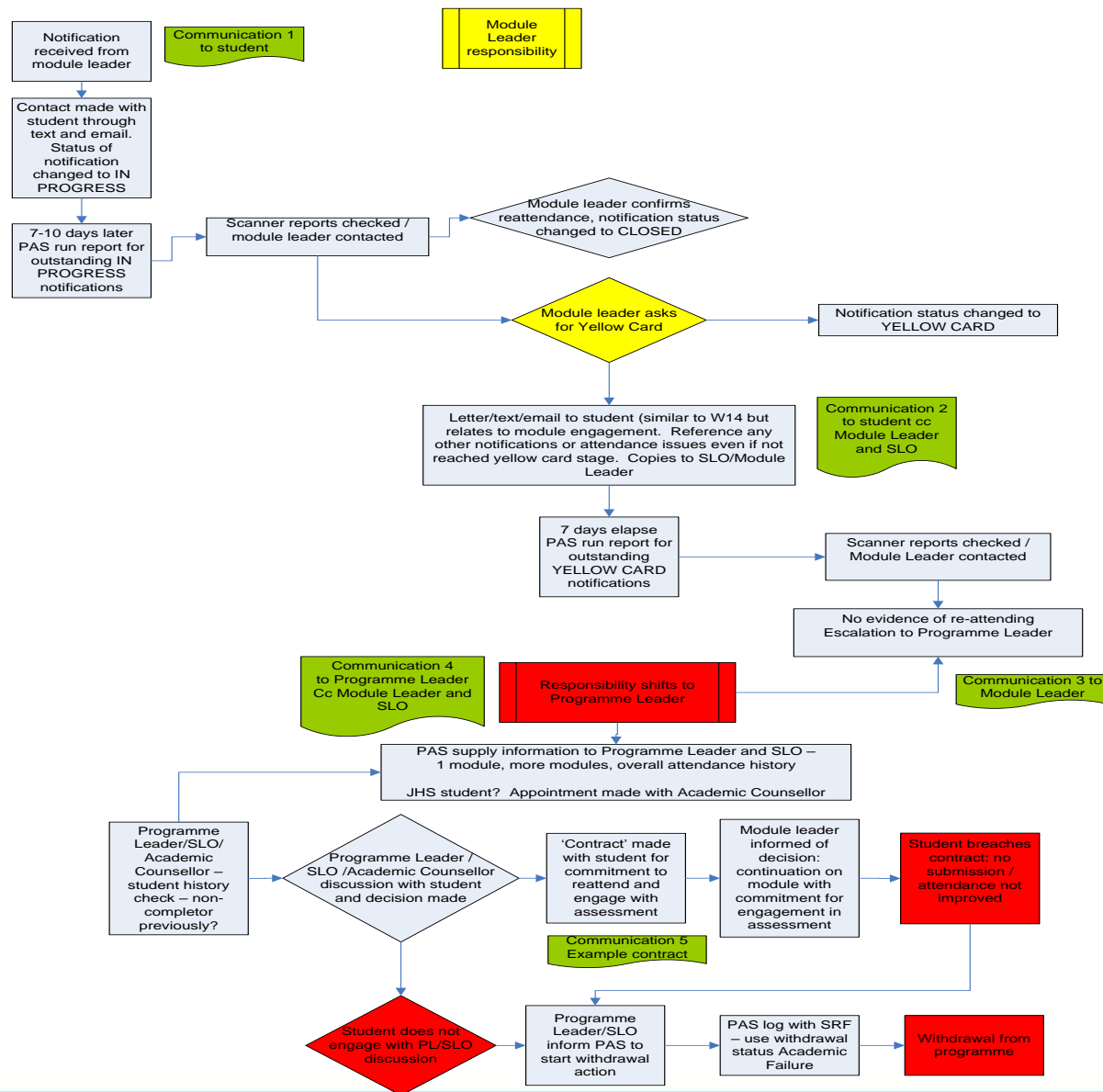
- Deregistration from module = withdrawal from university

Which took us from this ...





To this ...



Responsibility for deregistration shifts from:

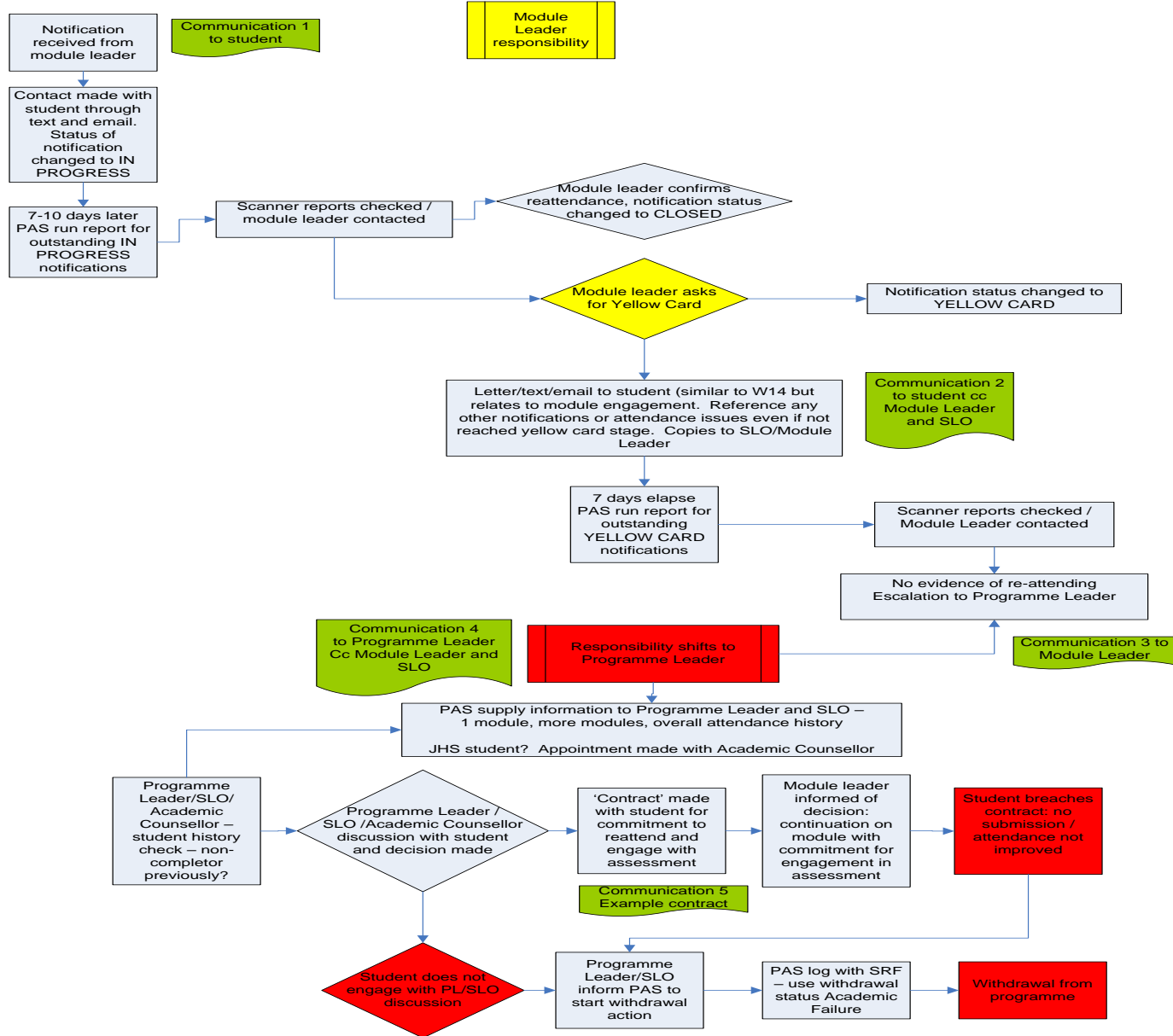
Module Leader – they should be seeing the student on a regular basis at taught sessions and we need them to keep taking responsibility for trying to re-engage the student with their module

but

may be a sessional lecturer, may be shared teaching, no overview of programme, no 'history' check on student's previous record of attendance and/or achievement

to

Programme Leader – responsibility for management of programme and retention of students, but programmes can be large (Joint Honours has 1200 students). May make a decision to keep student on module which makes Module Leader unhappy



Yellow card, red card and contract success rates

Example of Joint Honours, Autumn semester activity (1200 students studying across 40 different subject combinations)

1297 notifications across different modules

(572 individual students)

213 (16% of total) notifications went to 'Yellow Card' (167 individual students)

Harder message leads to more students re-engaging or registration changes

.... but left with 33 students at 'Red Card' stage

33 students: appointments made to see a Joint Honours Academic Counsellor to discuss lack of engagement

‘Contracts’ drawn up and signed by Academic Counsellor and student

Module leaders informed of contract and student responsibility

6 students withdrawn because of breach of contract

3 students now taking Authorised Break from Study

24 students now re-engaging and aware of consequences of non-attendance and non-submission of assessments

Staying on the right road

Academic instigated – module leader still at the heart of our system

Constant throughout teaching year

Impartial

Supportive

Shows students we notice and we care if they're not there

Encourages dialogue

Transparent – recording of data, decision making with the right people

Quick response time

High success rate

A new route?

- JISC funding for early warning systems = integration of management information and easy access by key staff
- Full integration of bar code scanning with our student record system – with academic input
- Scoping of a project to move timetabling into student record system - ability to tie the systems together in a more effective way for academic staff



Final destination?