

Developing Multimodal Approaches to Actionable Insight in a Widening Participation Strategy

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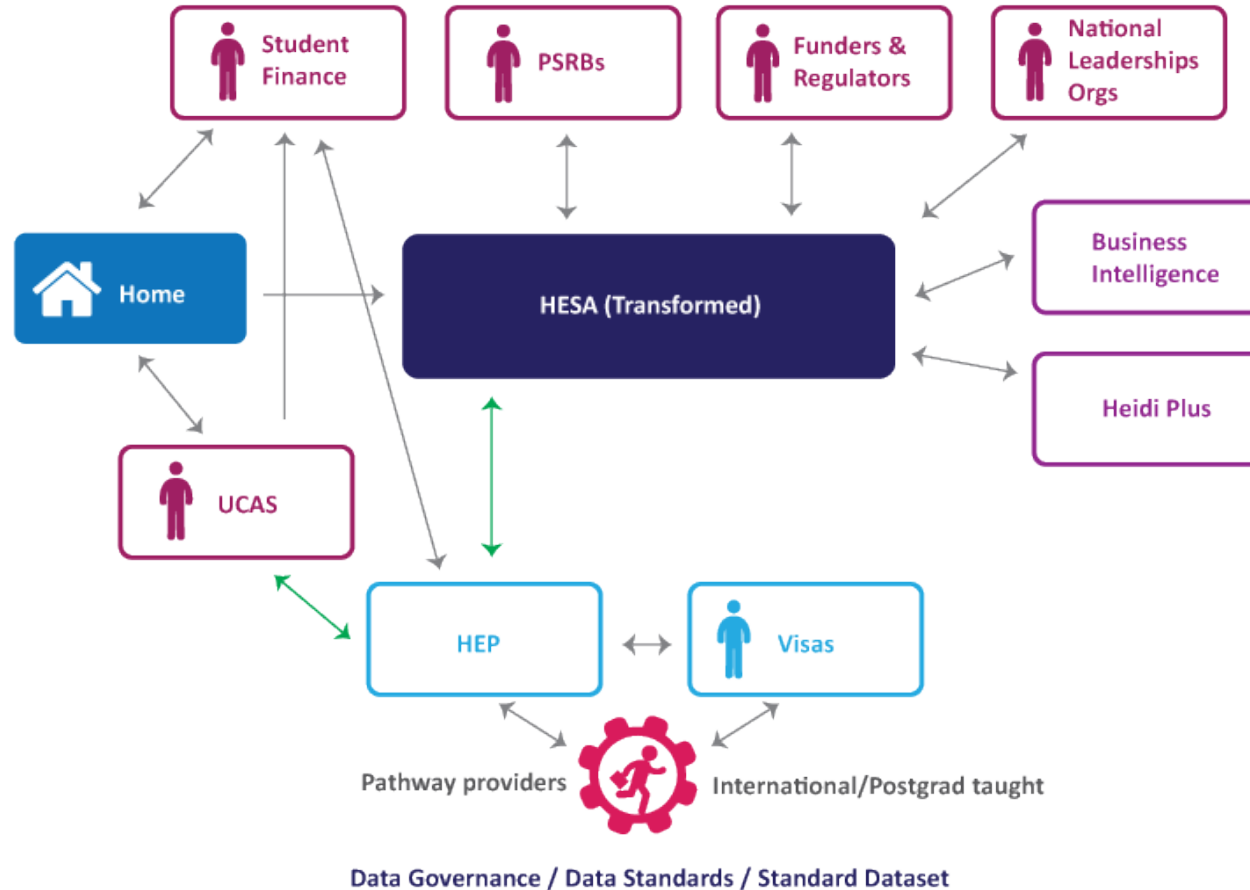
Context...

The **Teaching Excellence Framework** brings an opportunity to rethink approaches to using management information in Higher Education. In tandem with this, the HESA Data Futures project gives an impetus to change systems around the collection of data.

At the University of East Anglia we have reviewed how we use data to provide a coherent framework of insight in the field of teaching and learning in general and Widening Participation in particular .

In this paper, we discuss the **methodology** behind the production of data dashboards and reports and how they are put to use to develop actionable insight for Widening Participation projects. We will consider the **benefits and barriers** of approaches to using data to inform actions, for both academics and professional services.

HESA Data Futures Programme: more relevant, reliable, comprehensive and timely information about HE for the benefit of the sector.



Barriers and benefits...

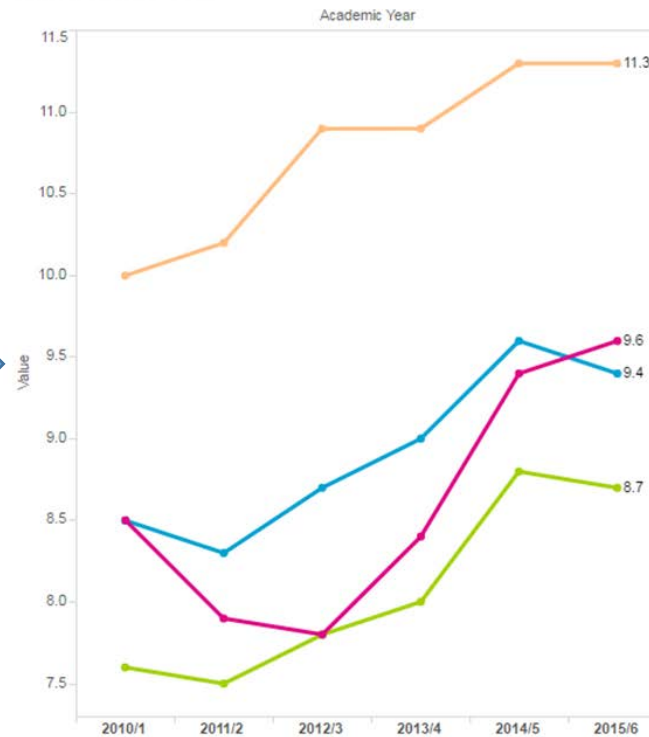
- **Barriers and limiting factors include**
- The nature of the data
- Data literacy amongst stakeholders in decision making processes
- The challenges of a fast changing Higher Education landscape
- **Benefits include:**
- Iterative and multimodal approaches to data and management information
- Improved engagement of stakeholders
- Greater efficiency for professional services and in decision making

Foundations – clear and well defined data



Percentage of LPN students (HESA PI Table 1a)
- Young, First Degree Entrants, UK Domicile, Full-Time

Time series for UEA



Time series data for UEA

Academic Year	Sum of UEA KPI Value	Sum of Benchmark	Sum of Location Adjusted Benchmark	Sum of Total England KPI value
2010/1	8.5	8.5	7.6	10.0
2011/2	7.9	8.3	7.5	10.2
2012/3	7.8	8.7	7.8	10.9
2013/4	8.4	9.0	8.0	10.9
2014/5	9.4	9.6	8.8	11.3
2015/6	9.6	9.4	8.7	11.3

In the table below, filter by Academic Year to show averages for Years selected

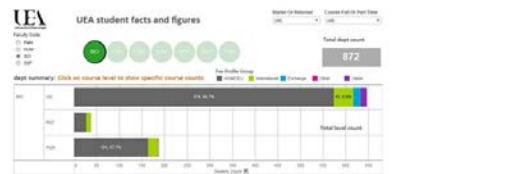
(All)

Avg. UEA KPI Value	Avg. Location Adjusted Benchmark	Avg. Benchmark
8.6	8.1	8.9

Measure Names

- Sum of UEA KPI Value
- Sum of Benchmark
- Sum of Location Adjusted Benchmark
- Sum of Total England KPI value

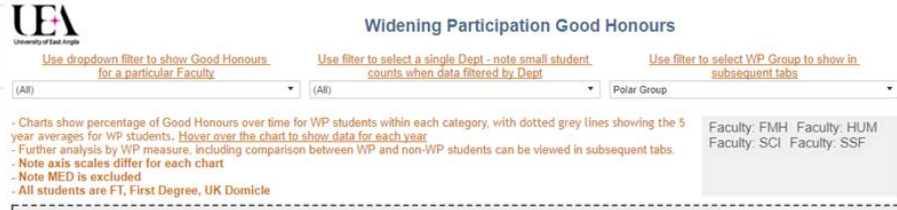
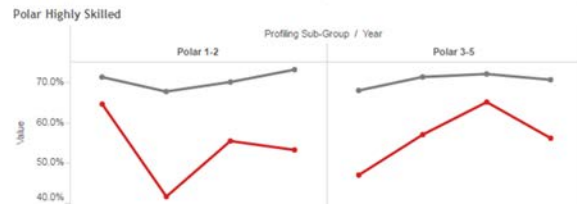
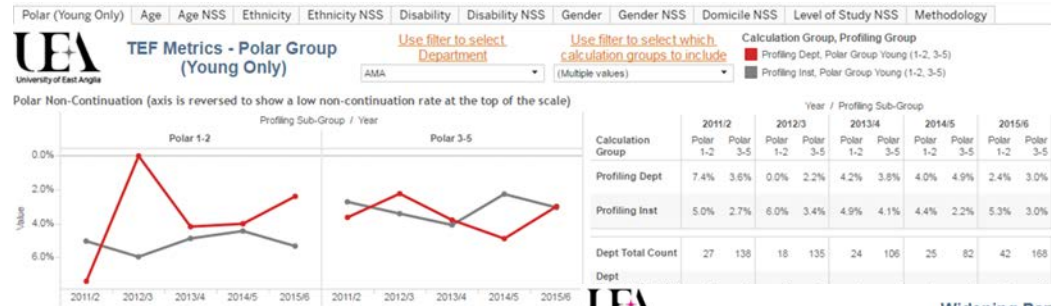
- DETAIL: Strategic Reporting
- Examples: Facts and Figures: THEN
- Examples: Facts and Figures: NOW 1
- Examples: Facts and Figures: NOW 2
- Examples: Access to data
- Example: Entry Standards - headline briefing reports
- Example: Entry Standards - course level - detail



Beautiful Buttons!



Tracking data:



Each circle at the end of each chart shows if the percentage of Good Honours for WP STUDENTS in 2015/16 is +/- 1 Standard Deviation (SD) from the 5 year WP average for the particular WP measure (see key to right) indicates where the WP population was less than 30 and Standard deviation testing has not been included.



UEA University of East Angles

WP Graduate Prospects - Headline Time Series

- Top chart show percentage of Positive Destinations over time for WP/Non-WP students, with the overall percentage of Positive Destinations being shown in dark grey
- Bottom left chart shows the percentage point difference between academic years for both WP and non-WP students
- Bottom right chart shows the percentage point difference of WP students compared with non-WP for each academic year.

All students are Full Time, First Degree, UK Domicile

Use dropdown filter to show select WP Measure: Polar Group

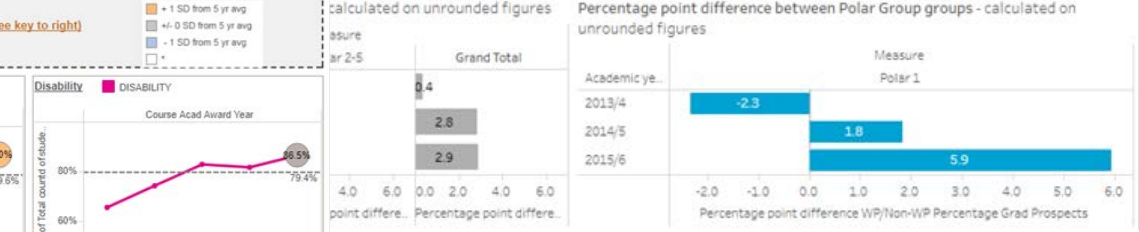
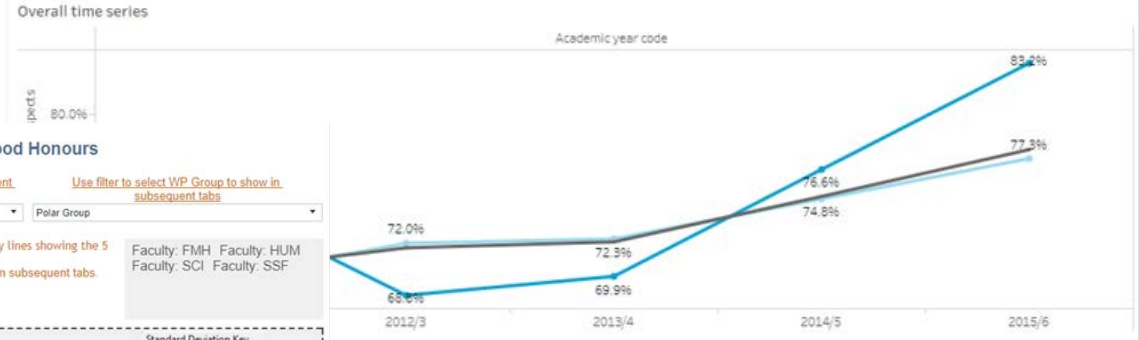
Select Faculty: (All)

Select Dept: (All)

Measure: Polar 1, Polar 2-5

FMH HUM SCI SSF

Polar Group Polar 1



Drill down:

- Focus groups
- Small trackers
- In-depth interviews
- Multiple points for feedback
- Find other sources of insight:
soft data/data 'exhaust'
- You said... we did!



Success and the (data) future

- Close collaboration between those responsible for collating and producing the data and the 'consumers' of the data is crucial
- Developing a willingness to engage with data and data literacy is challenge
- Increasingly live reporting of data both internally and externally means business processes need to be reviewed
- Focus shifting from hard 'single point' annual metrics to ongoing engagement.
- 'Positive behaviours amongst students' will be different dependant on background and experience. The road to success for one may look initially just like the road to failure for another. How do we manage this?