

KING'S
College

LONDON



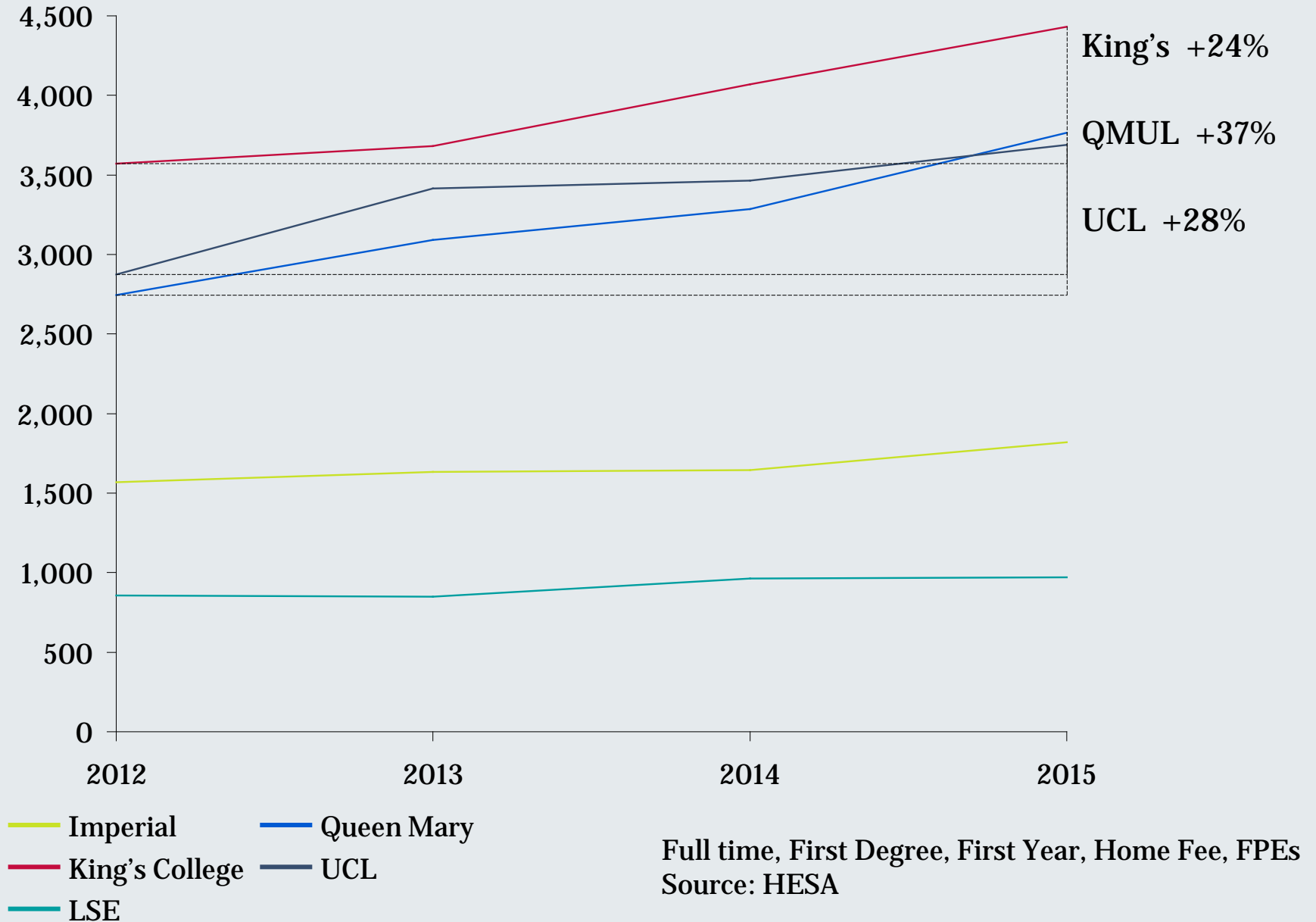
A nighttime photograph of a large stone bridge with multiple arches spanning a wide river. The bridge is illuminated with blue lights, and the city skyline in the background is lit up with warm yellow and white lights. Several boats are visible on the river in the foreground.

Assessing the impact of admitting students with lower entry tariffs

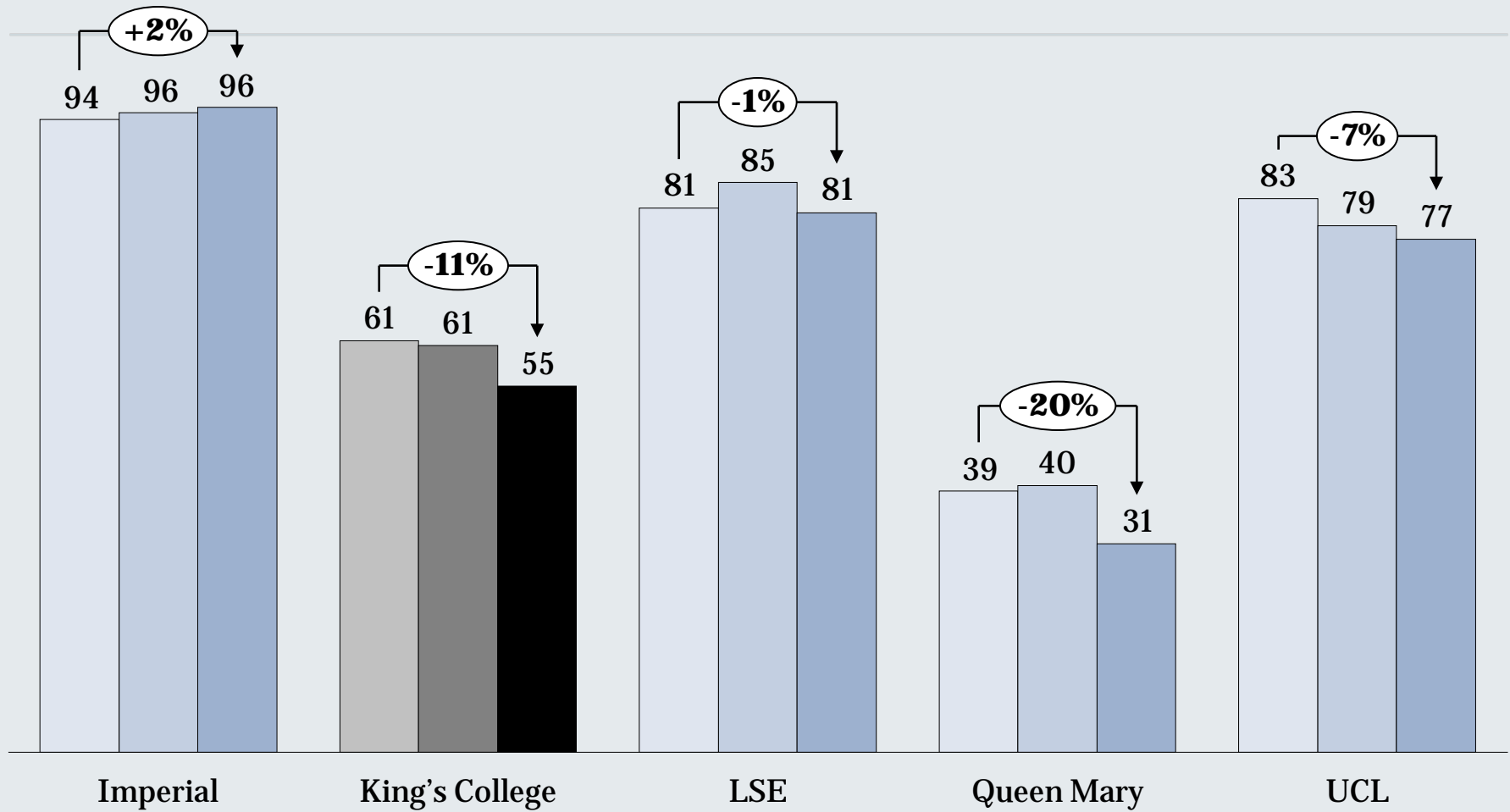
Paula Webster, Head of Institutional Research

Setting the context

Growth in student numbers



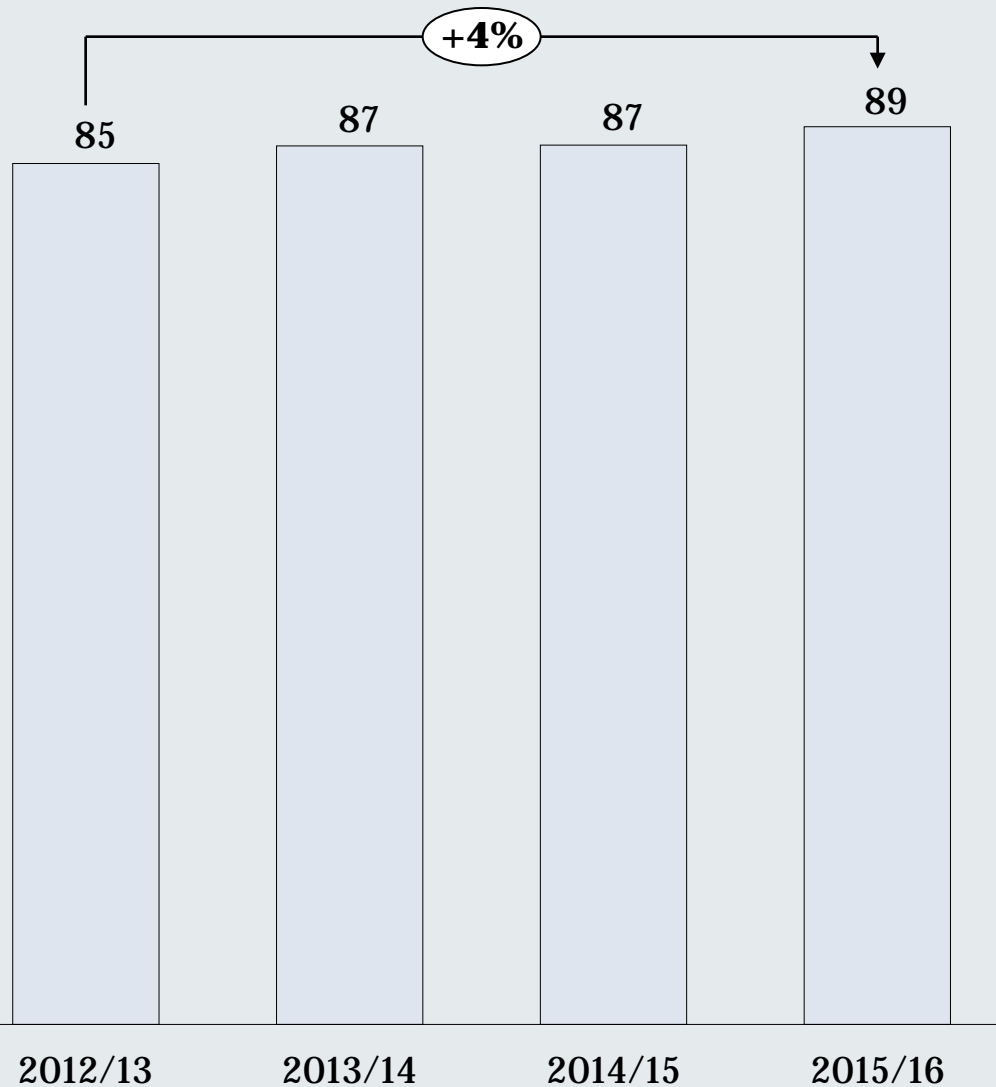
Changing proportion of high tariff intake



2013/14 2014/15 2015/16

High tariff ≥ 420 Source: HESA

King's 'Good Honours' rates



FT, First Degree student good honours rates have increased slightly year on year.

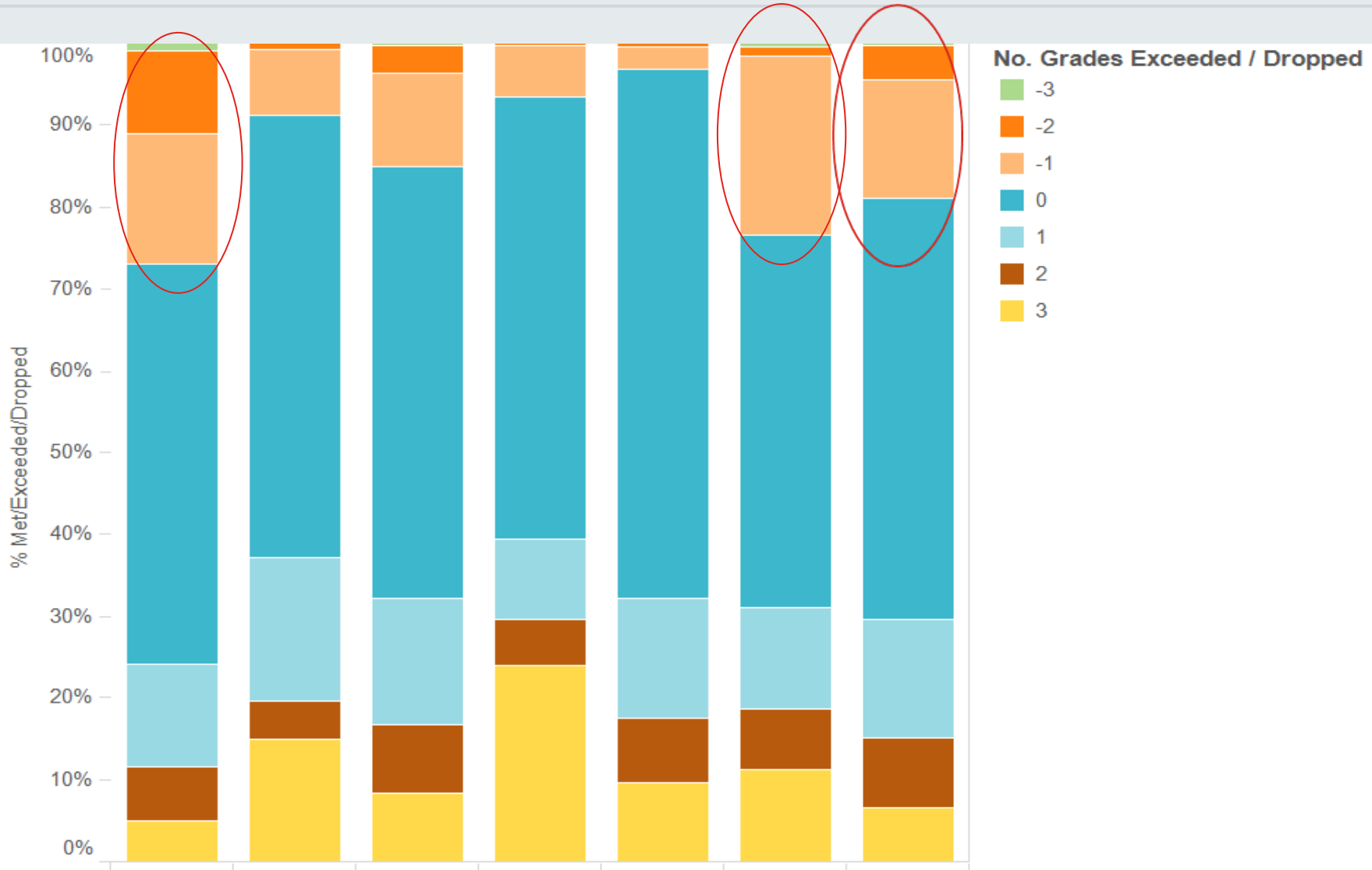
SLT concerned that this may change with the changing intake profile.

Source: HESA

Note: MBBS and BDS unclassified count as good honours

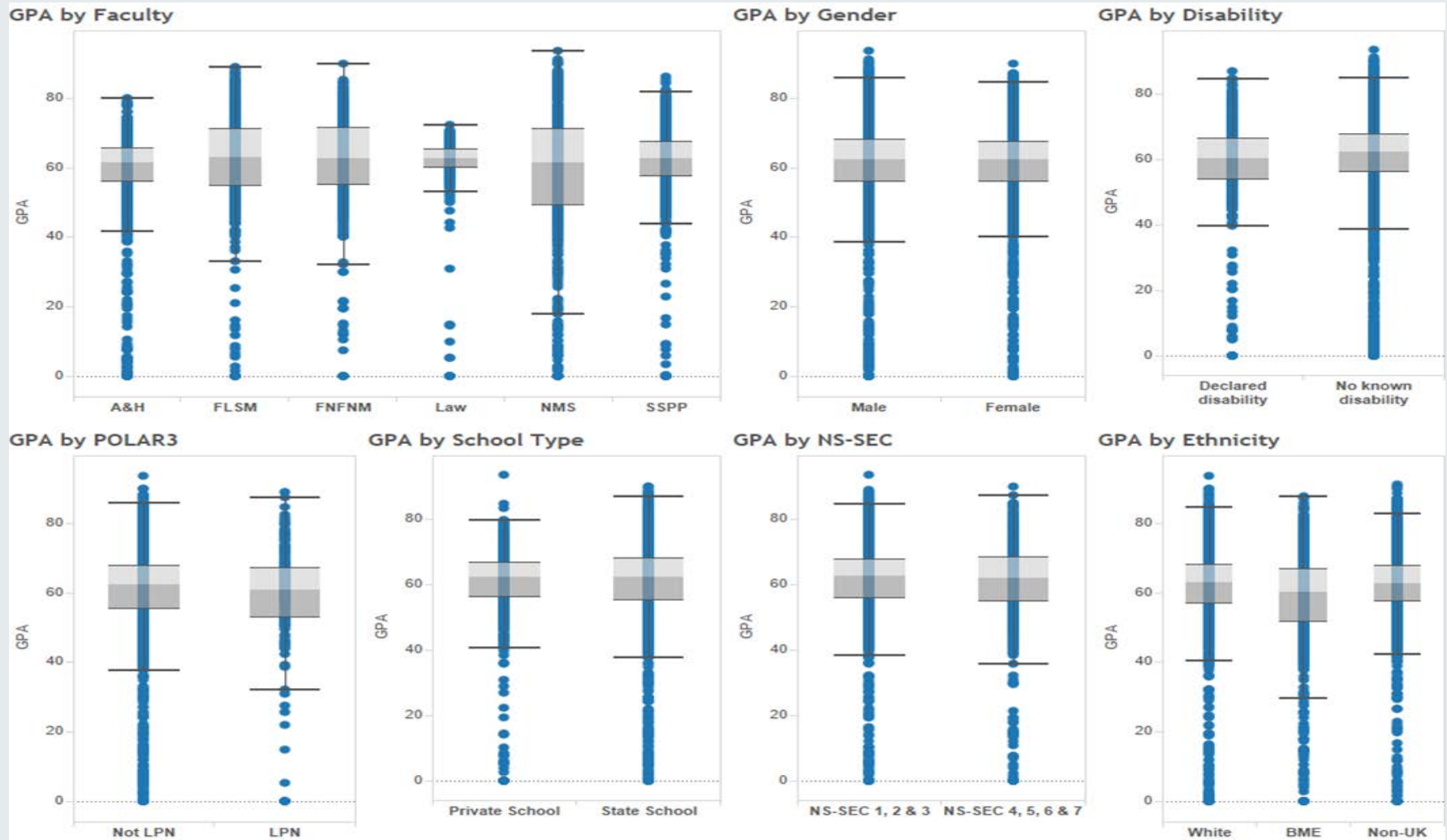
Analysis

Assessing the scale of the issue by Faculty

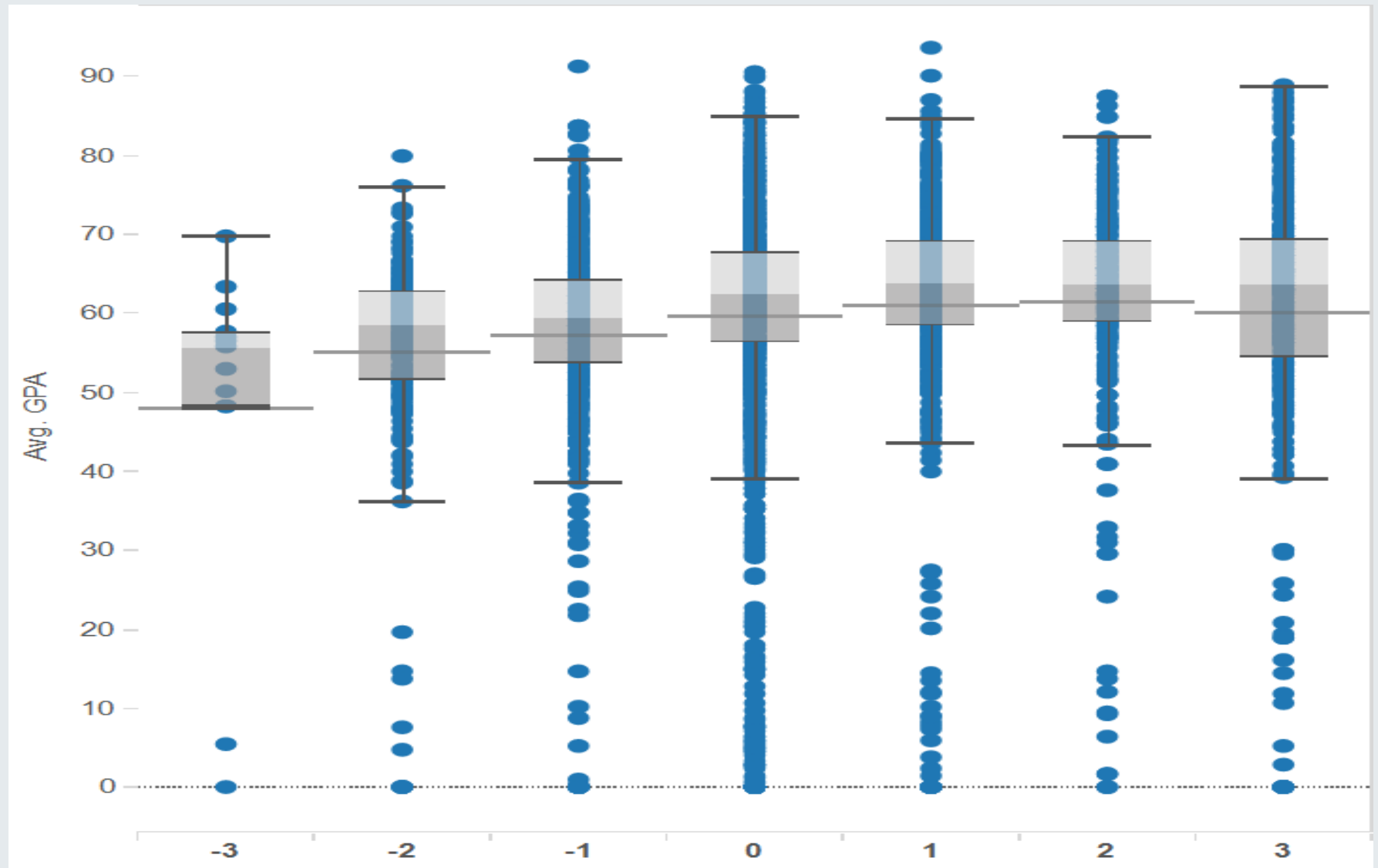


How to measure performance?

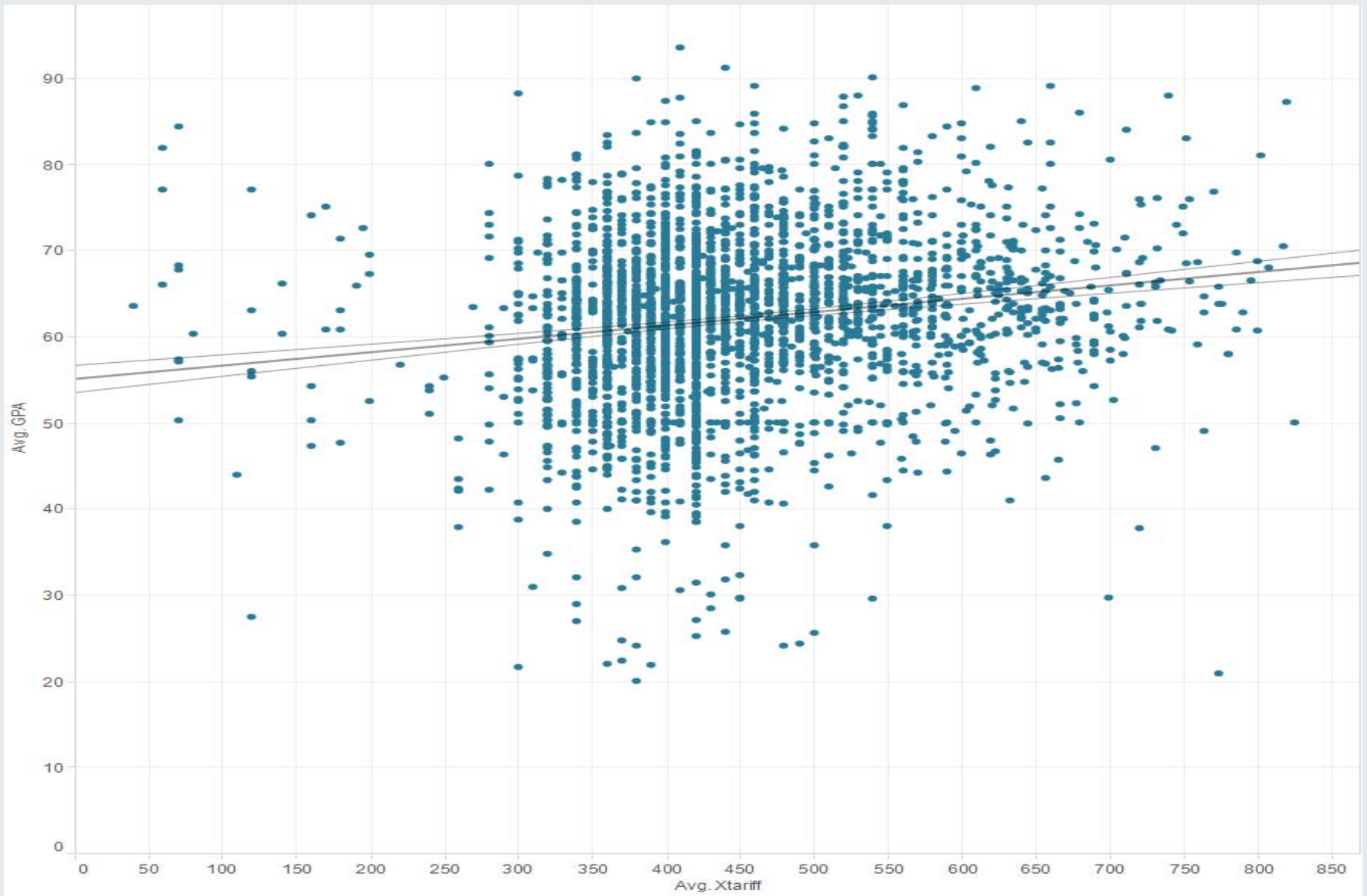
- Developing a simple Grade Point Average
 - Overall scores for first year modules weighted by credit value



Relationship – GPA and No. Dropped Grades



Relationship: GPA and Tariff Score



What factors do have an impact on first year GPA?

- Ran the data for the university as a whole in a multi-variate regression model
 - Being a Law student means you are likely to have a lower GPA (-5 points)
 - Coming from a state school gives you an advantage (although not statistically significant)
 - Being female means you are likely to have a lower GPA (although this finding isn't significant)
 - Having a disability means you are likely to have a lower GPA (-2 points)
 - Students with BTECs as their highest qualification on entry have a GPA on average 10 points lower than their peers

Assessment of the Analysis

Caveats / drawbacks

- Only one year of data – really need to review for a number of cohorts to get a robust picture of performance
- Data quality
 - Different approaches to entering module outcomes
 - Missing marks / grades
 - Need to develop systematic and standard GPA across university
- Knowledge gaps – the model doesn't adequately explain the difference in first year outcomes. We need to harness more data e.g.
 - Engagement with VLE and use of library resources
 - Accessing study support / personal tutors
 - Part time work
 - Engagement with extra-curricular activities

Benefits of the analysis

- **Myth busting**
 - **Dispelling some widely held beliefs about the relationship between intake quality and outcomes**
- **Need to provide more support to students entering with BTECs**
- **Review of Admissions policy re. BTECs had already taken place**

Contact details/for more information

Paula Webster, Head of Institutional Research

5.20 James Clerk Maxwell Building,

Waterloo Campus

+44 (0)20 7848 4518

paula.webster@kcl.ac.uk

www.kcl.ac.uk