Student Success

Overcoming Quality Systems and Data Problems

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Student Success: Overcoming Quality Systems and Data Problems

**TEC**
- Increasingly pursuing an improvement in tertiary “success” rates
- Based on factors such as completion and retention

**ITP**
- Investment plans now commit institutions to targets regarding student success

**Wintec**
- Began tackling “success rates” more systematically during 2008
- The Student Experience unit initiated a pilot project to identify students “at risk” of being unsuccessful, for early intervention
## Semester Intakes/Enrolments

<table>
<thead>
<tr>
<th>Semester 2 2009</th>
<th>Semester 1 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCC L3</td>
<td>NCC L3</td>
</tr>
<tr>
<td>CCIT L5</td>
<td>DipICT L5</td>
</tr>
<tr>
<td>B Info Tech YR1</td>
<td>B Info Tech YR1</td>
</tr>
</tbody>
</table>
## CCIT Results by Module
### 2003 to 2008

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Enrolled</strong></td>
<td>46</td>
<td>35</td>
<td>19</td>
<td>13</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td><strong>PCDL Graduates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Embedded NACCQ Qual.)</td>
<td>43%</td>
<td>49%</td>
<td>58%</td>
<td>46%</td>
<td>41%</td>
<td>54%</td>
</tr>
<tr>
<td><strong>CCIT Graduates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Programme Completions)</td>
<td>37%</td>
<td>43%</td>
<td>53%</td>
<td>38%</td>
<td>24%</td>
<td>38%</td>
</tr>
<tr>
<td><strong>DNC</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>29%</td>
<td>43%</td>
<td>28%</td>
<td>30%</td>
<td>49%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>FAIL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7%</td>
<td>2%</td>
<td>9%</td>
<td>3%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>PASS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>64%</td>
<td>55%</td>
<td>63%</td>
<td>67%</td>
<td>46%</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Source:** Student MIS (Accessed March 2009)
CCIT & PCDL Graduates

CCIT Graduates (Programme Completions)

PCDL Graduates (Embedded NACCQ Qual.)
Module Results
2003 to 2008

Source: Student MIS (Accessed November 2008)
Module Pass/Fail Rates
2003 to 2008

Source: Student MIS (Accessed November 2008)
CCIT Student Re-enrolments
*Diploma & Degree*

CCIT Students Continuing with School of IT

- Total Continuing with School of IT
- Enrolled in DipICT L5 Program
- Enrolled in BInfoTech Program

*Source:* Student MIS (Accessed November 2008)
Findings

This analysis was done for one of the items in a self-assessment report.

Report:

- Some of the notes appear to be inaccurate
- Lead to some misunderstandings
- Opportunity to further grow self-assessment practice
- Verify that the loop has been closed

Wintec

- Closing the loop (Wintec management system):
  - Programme committee (PM & Tutors)
  - Employer Partnership Group (EPG)
  - School management (HOS and PMs)

School of IT

- Firstly record this in the annual programme report (APR)
- Revised format includes a self-assessment section
- These reports are considered by colleagues

TEC

- Student success is better than originally signalled.
- Further study is needed into student retention, as expected by TEC
Conclusions:

- While the statistical evidence has shown there to be some problems associated with retention and completions the overall value of the CCIT programme needs to be considered within the pathway context.

- When the statistics are examined at the module level, in terms of successful outcomes, it is evident that student success can be measured according to module pass rates.

- This also indicates a very low failure rate among the student cohort successfully completing the programme.

- The ongoing value of this programme has already confirmed, in terms of the number of successful students enrolling onto higher level programmes and continuing to progress the ICT pathway towards higher value outcomes.

Acknowledgements:

Inputs and advice from colleagues in WIntec