University of London International Programmes: Learning Analytics

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Introduction

- **University of London International Programmes**
- Why learning analytics?
- **Technical considerations**
- Outcomes and reporting
- **Challenges**

University of London International Programmes

Some key programmes:

Undergraduate Laws

EMFSS (Economics, Management, Finance, Social Sciences)

Postgraduate Laws

Computing and Information Security

MA Education

Business Administration

Birkbeck University of London

King's College London

RVC Royal Veterinary College University of London

Royal Holloway University of London

SOAS University of London

IOE London – Leading education and social research – Institute of Education University of London

Goldsmiths University of London

UCL

Heythrop College – The Specialist Philosophy and Theology College of the University of London

LSE – The London School of Economics and Political Science

Queen Mary University of London

London School of Hygiene & Tropical Medicine

Our model: some important points

All students study flexibly at a distance, either:

- Independent learners
- Face-to-face teaching at a local institution

Global student cohort

- Lots of students in lots of countries studying lots of programmes

Wide stakeholder group

Learning analytics: background

High attrition rate

- Attrition much higher than UK HE average (5.7% in 2012/13*)

Consequences

- Out of pocket: £millions in potential lost revenue
- Going nowhere: students not progressing

*https://www.hesa.ac.uk/pis/noncon

Learning analytics: background

Requirements for a retention system

1. To better understand students, and benchmark against other institutions
2. To use innovative tech to capitalise on student data
3. To provide info to help support students' learning outcomes
4. To improve retention and increase in fee revenue

Learning analytics: background

PHASE 1: IDENTIFY

Pilot of Bloom Thrive analytics with ULCC and Altis

PHASE 2: INTERVENE

Enhanced and targeted student support

Technical considerations

Integration of our services

✔ Student records: SITS and Cognos

✔ VLEs: live feedback and tracking access

? University of London Online Library

? Student enquiries: ESD CRM

X Social media?

X MOOCs data?

Technical considerations

Weights and measures

Student details: Who is the student? how they are studying?

Module details: Level, qualification, high attrition?

Student performance: Achievement, enrolments, issues

Sentiment data: ‘Happiness’, text analysis

Student activity: Moodle, Online Library

Professional Accountancy

The World Class: studied anywhere, valued everywhere

Available modules

Governance, Risk and Ethics (PAM001-2016-JAN)

Enter module

Corporate Reporting (PAM002-2016-JAN)

Enter module

Business Analysis (PAM003-2016-JAN)

Enter module

Strategic financial management (PAM004-2016-JAN)

Enter module

Strategic performance management (PAM005-2016-JAN)

Enter module

Strategic financial project (PAM006-2016-JAN)

Enter module

Global issues for the finance professional (PAM100-2016-JAN)

Enter module

Navigation

Pulse

How are your studies going?

- Very Happy
- Happy
- OK
- Unhappy
- Very Unhappy

Leave a message...

Send Message

Administration

Outcomes and reporting

General Filters

Project

Owner

Tag

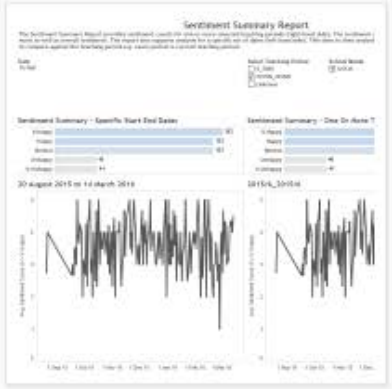
Modified on or after

Modified on or before

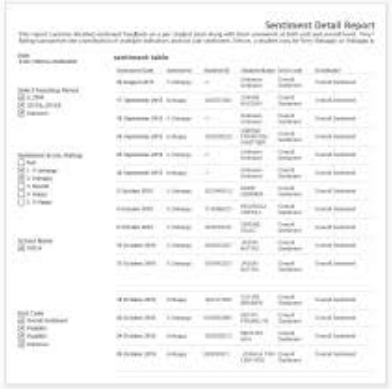
Only my favorites

Only my recently viewed

Most at Risk



Sentiment



Sentiment Details

Summary

Most At Risk Student Detail

Sentiment Detail Report

This report contains detailed sentiment feedback on a per student basis along with their comments at both unit and overall level. Very Unhappy or Unhappy students may need to be contacted for support. The Overall Student Risk Rating summarises the contribution of multiple indicators and not just sentiment. Hence, a student may be Very Unhappy or Unhappy but that does not mean that one will appear in the Most At Risk Report.

Date
01/01/1900 — 23/09/2020

Select Teaching Period
- [x] (All)
- [x] 0_2000
- [x] 2015/6_2015/6
- [x] Unknown

Sentiment Score. Rating
- [ ] (All)
- [ ] Null
- [x] 1. V.Unhappy
- [x] 2. Unhappy
- [x] 3. Neutral
- [x] 4. Happy
- [x] 5. V.Happy

School Name
- [x] (All)
- [x] UOLIA

sentiment table

Sentiment Date	Sentiment	Student ID	Student Name	Unit Code	Unit Name	Sentiment Comment	Sentiment Time	Sentiment Score..
29 March 2016	V.Unhappy	1	W M	Overall Sentiment	Overall Sentiment	Diagnosed with the H1N1 Flu in the middle of studies	11:33:50 PM	1. V.Unhappy
	Neutral	1	A K	Overall Sentiment	Overall Sentiment	Unknown	06:22:29 PM	3. Neutral
28 March 2016	V.Unhappy	9	D M	Overall Sentiment	Overall Sentiment	Unknown	03:48:45 AM	1. V.Unhappy
27 March 2016	Unhappy	9	D M	Overall Sentiment	Overall Sentiment	Unknown	01:35:57 PM	2. Unhappy
	Neutral	1	N O	Overall Sentiment	Overall Sentiment	Unknown	04:07:38 PM	3. Neutral
26 March 2016	V.Happy	2	R	Overall Sentiment	Overall Sentiment	Unknown	05:28:06 PM	5. V.Happy
		7	T N	Overall Sentiment	Overall Sentiment	Unknown		5. V.Happy
						Unknown	05:58:40 PM	4. Happy
						Unknown	03:29:08 PM	4. Happy
						Unknown	04:44:05 PM	5. V.Happy
23 March 2016	Unhappy	1	A K	Overall Sentiment	Overall Sentiment	A bit anxious with the exams coming...	05:33:06 PM	2. Unhappy

10% of Professional Accountancy students gave a sentiment rating or comment

Most at Risk Student Report

This report highlights the top X students considered Most At Risk on a given snapshot date. The Overall Student Risk Rating incorporates student-level and unit-level risks as well as overall sentiment on a given day. Unit sentiment is factored into the unit-level risk contribution. The number of students to be identified daily and the number of days before re-identification are configured within the Data Warehouse.

Select Teaching Period

- [x] (All)
- [x] 2015/6_2015/6

Select Snapshot Date

29 March 2016

- [x] (All)
- [x] Identified on this day as Most at Risk
- [x] Not Identified on this day as Most at Risk

Show Top N

1 200

Snapshot Date	Student ID	Student Name	Identified on this day as being Most at Risk	Overall Student Risk Rating
29 March 2016	1	W	No	8.200
	7	M	No	7.100
	7	B	No	7.100
	7	V	No	7.100
	7	A	No	7.100
	8	A	No	7.100
	8	B	No	7.100
	9	J	No	7.100
	9	M	No	7.100
			No	7.100
			No	7.100
			No	7.100
			No	7.100
			No	7.100
			No	7.100
			No	7.100
	1	M	No	7.100
	1	C	No	7.100
	1	V	No	7.100
	1	K	No	7.100

Top 200 at-risk students daily

Needs to identify distinct cohorts

Challenges

Identifying is (relatively) easy, but what about intervention?

What comes first? Support or identification

Who – existing team? New staff?

How – Individual contact? Targeted cohorts?

Student expectations – will all their comments be read?

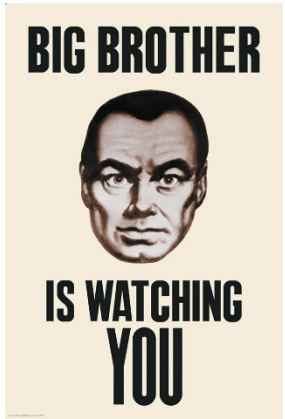
Challenges

Data protection and consent

Students need to know what we are doing and why

More and different data – do we have appropriate consent?

Important (as always) to ensure security of data



Challenges

Is it worth it?

How do you know if the predictions are accurate?

Not easy to track why students choose to stay or leave

Historical data analysis – Thrive vs. known outcome

Look at the big picture – success based on attrition rate reduction?

Qualitative feedback – is student support deemed better?

Challenges

Internal

Can all systems be integrated? The more data the better

Who will model the data?

Stakeholder and institutional buy-in

Who owns the predictions?

Any questions?

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Thrive

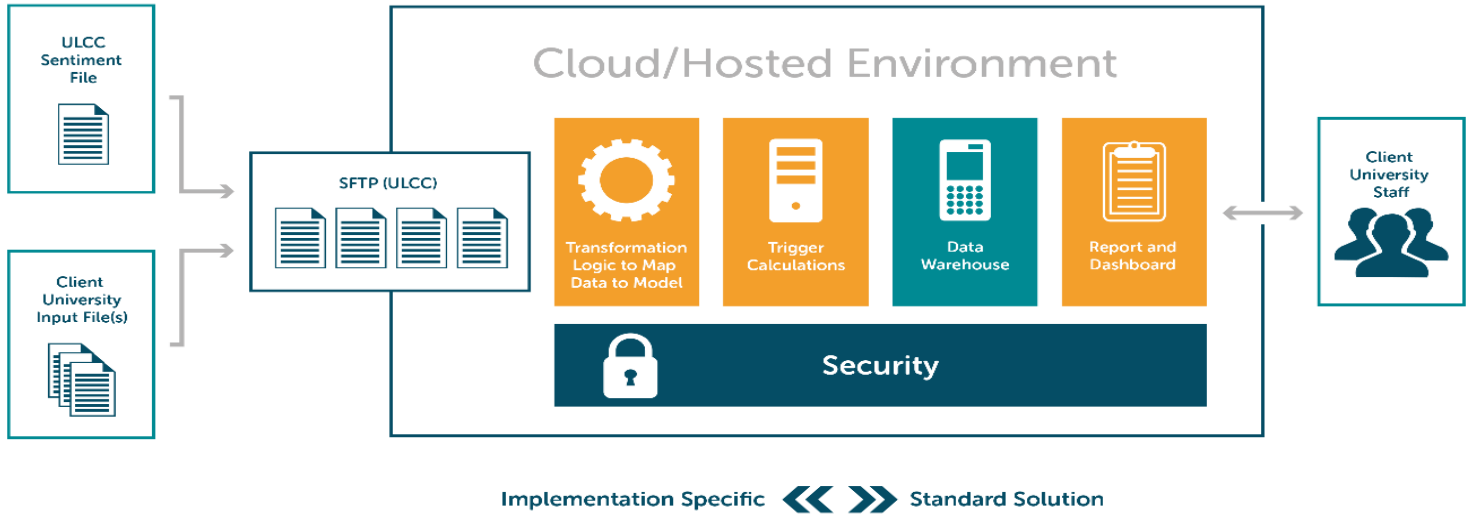
- ULCC have long recognised an challenge posed to all institutions
- How to ensure interventions are **efficiently targeted**?
- Few, if any, institutions have luxury of being able to afford untargeted or misdirected interventions

Thrive

- Successful tripartite collaboration to strengthen ULIP's understanding of student engagement.
- ULCC's underlying aim to develop standardised service, made more widely available as part of our Bloom portfolio
- Decision to buy, build or partner – partnering was an easy choice due to Altis expertise and closely related experience at UNE

Thrive

- Targets for the service are **effectiveness** and **straightforward adoption**
- Can start with data from ULCC's Bloom VLE only – no data preparation or transfer from institution required – up and running within days
- Effectiveness of analytics only improves as institution provides more data feeds



Thrive

- We want to work with more institutions to refine and improve the service – please register interest

http://info.ulcc.ac.uk/thrive

- Questions?