

**Topic stream:** A. Pedagogic research

**Submission type:** Presentation

**Submission title:**

Analysis of SEBE direct entry student data to assess retention and academic achievement

**Abstract:**

The project involved investigation of factors affecting grade classification of direct entrant (DE) and university-only students (UO) through analysis of School of Engineering & Built Environment (SEBE) 2009-2013 student data extracted from an institutional dataset.

Descriptive statistics were conducted to gain an overall picture of the number of students graduating with a final award and the amount of students per grade classification; with the principal aim to investigate whether there was a difference in final award outcome between DE and UO students

Overall this was the first time a SEBE only study of this sort had been undertaken which is important as SEBE has a long standing high number of students coming to us from college (typically > 25% of all our UG students). This is against a common perception that DE students perform less well than UO students.

In terms of final award achieved for DE v UO students, there were three main findings

- 2(i) – there are more UO students receiving 2:1's than expected.
- Other UG- more DE receiving other undergraduate awards than expected.
- All other classifications; no significant difference.

Overall the results showed that DE students perform well against UO students and has been taken by SEBE as reassurance that our teaching and support is providing good education standards regardless of student background.

Additional work was done which showed that for all SEBE students, more females achieved first class awards than expected (and conversely, less males achieved a first class award than expected). This is significant given that SEBE teach subjects in traditionally male dominated areas of engineering and construction and has high M:F ratios (for both staff & students) . It was further demonstrated that age makes a difference to final award outcome. In the under 21 age category, there were fewer students getting 2:2's than expected. In the 22-25 year old age bracket, there were more students getting 2:2's than expected.

Analysis of related data showed that the Associate Student Project (ASP) has delivered good results in terms of college students applying for SEBE courses and contributed useful information on which colleges DE students come from. Together with how recent trends such as the ASP have impacted on DE student recruitment

Overall the results have been taken by SEBE as reassurance that our teaching and support is providing good education standards regardless of student background.