

MANCHESTER
1824

The University of Manchester

The University of Manchester Library

My Learning Essentials

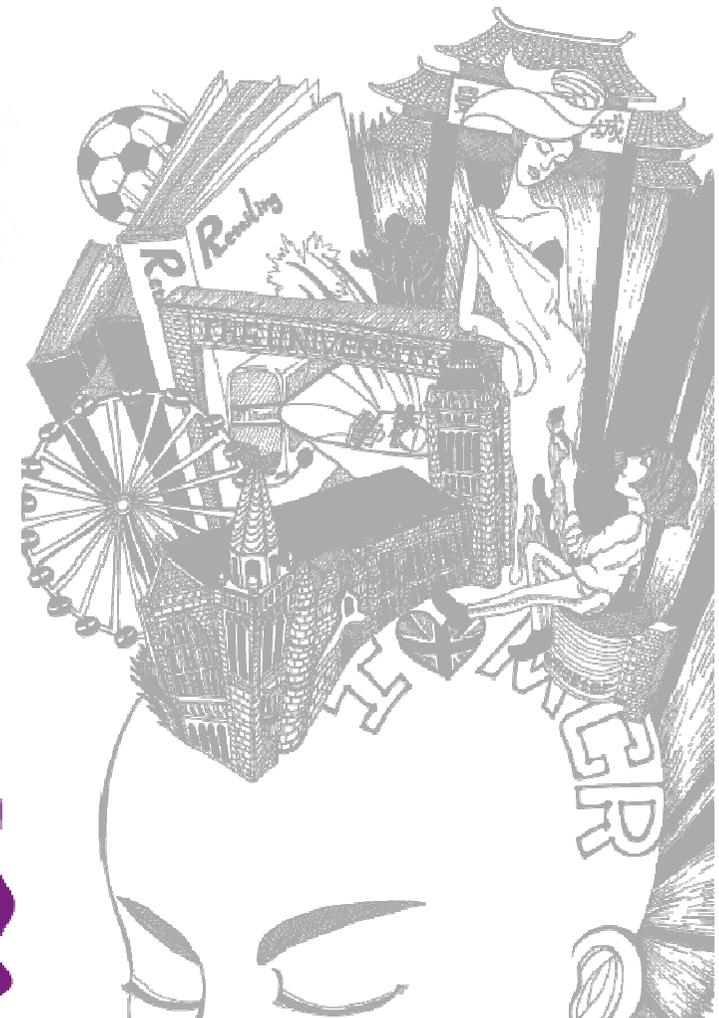


Measuring the Impact of the MLE Open Programme

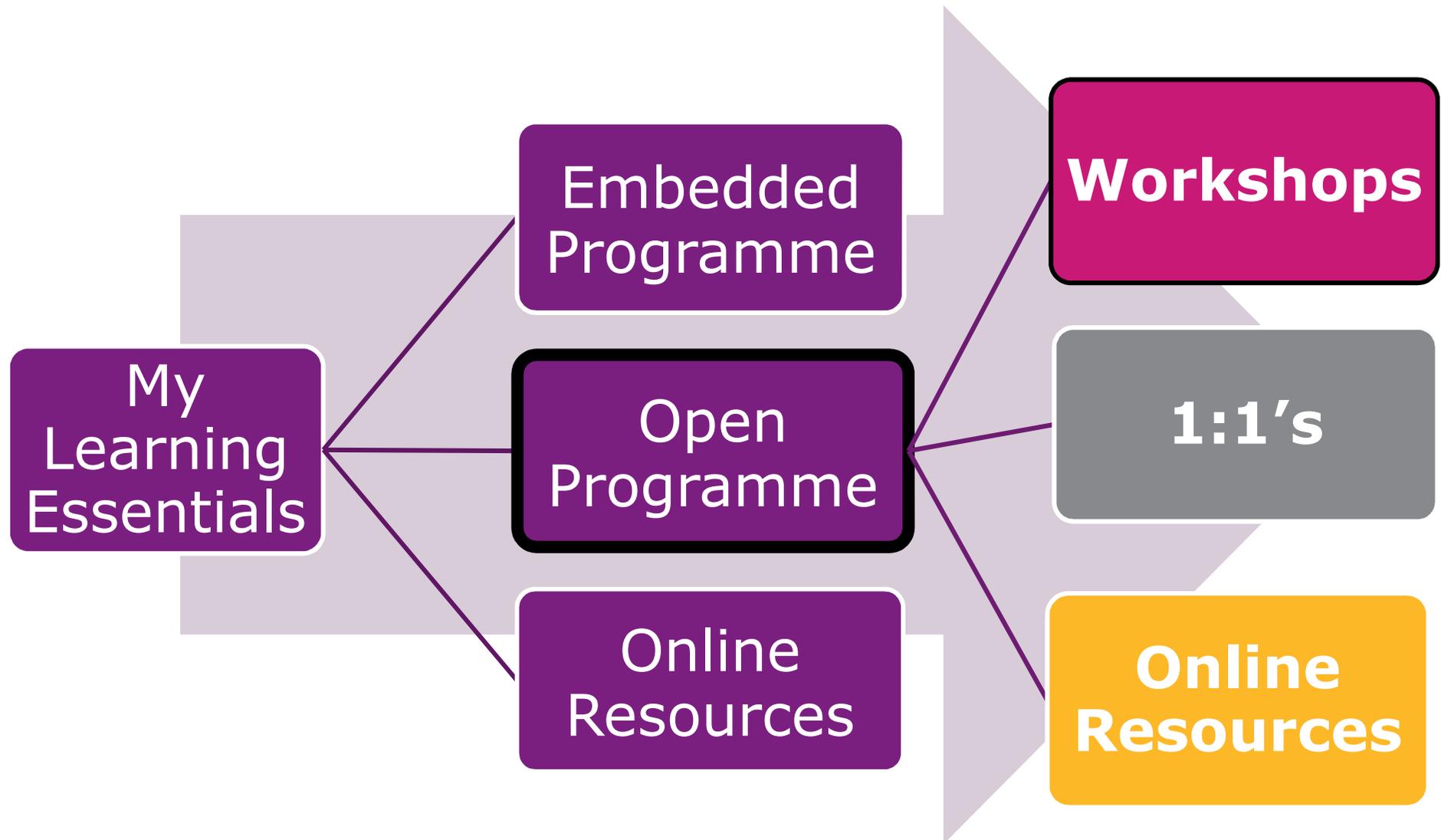
Dr Nicola Grayson



@mlemanchester



Programme Structure



Questions and scope

Who are we helping?

What are the implications?

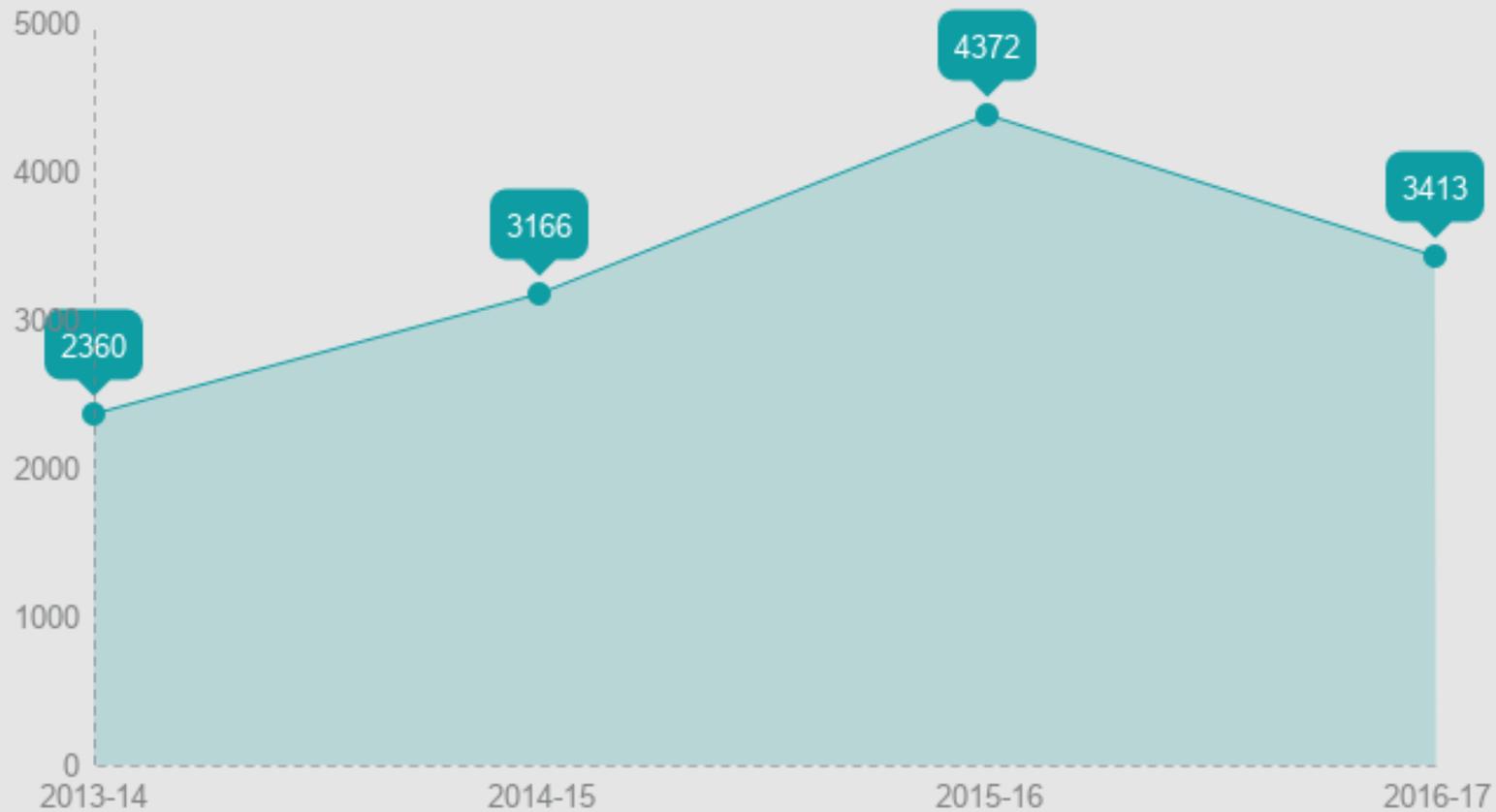
Can we tie the support to learning, results, and retention?

How do we know?

Planned pilots

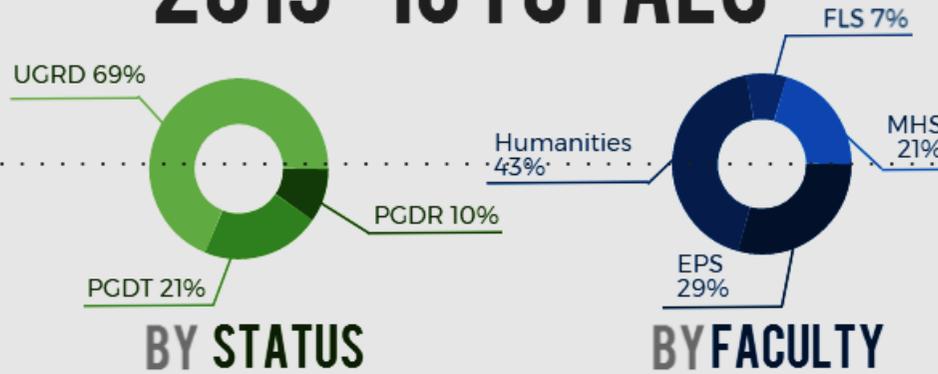
- ✓ Deeper analysis of existing profile data
- ✓ A picture of the 'typical' MLE student
- ✓ Align quick impact surveys with the Kirkpatrick model
- ✓ Short interviews with PASS leaders

GROWTH OF WORKSHOP ATTENDANCE OVER 4 YEARS

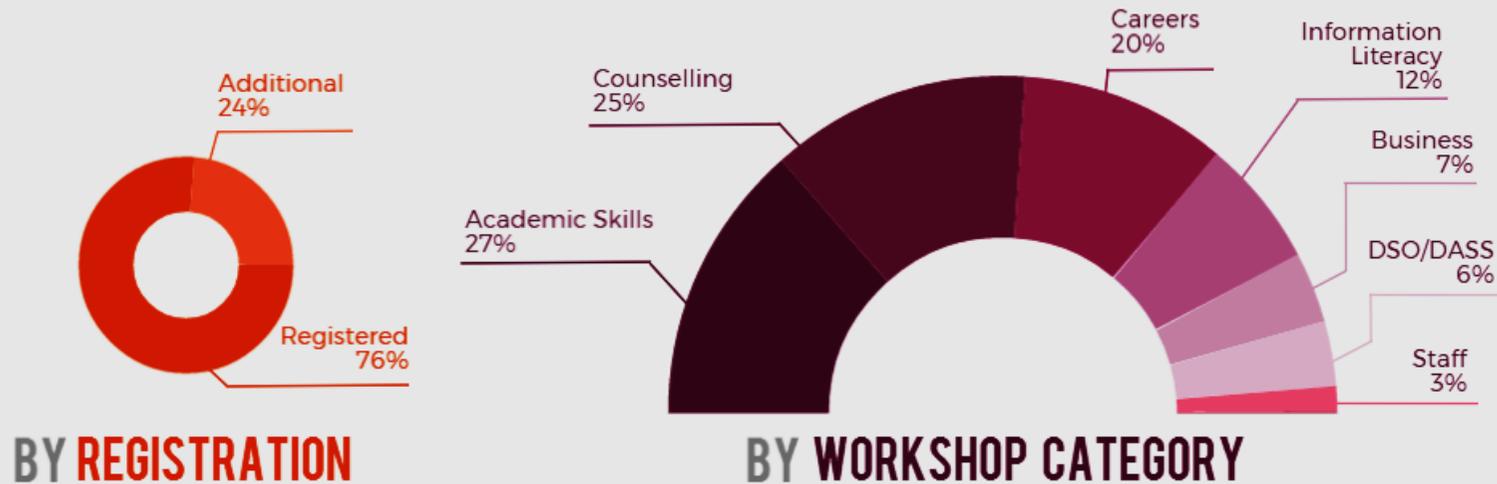
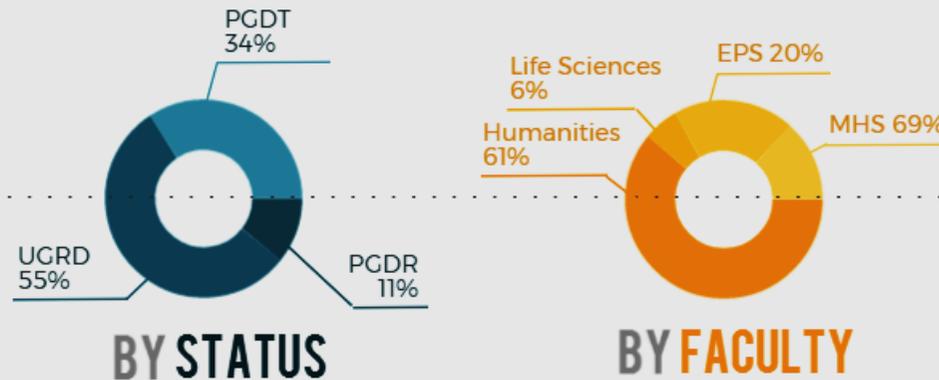


2015-16 TOTALS

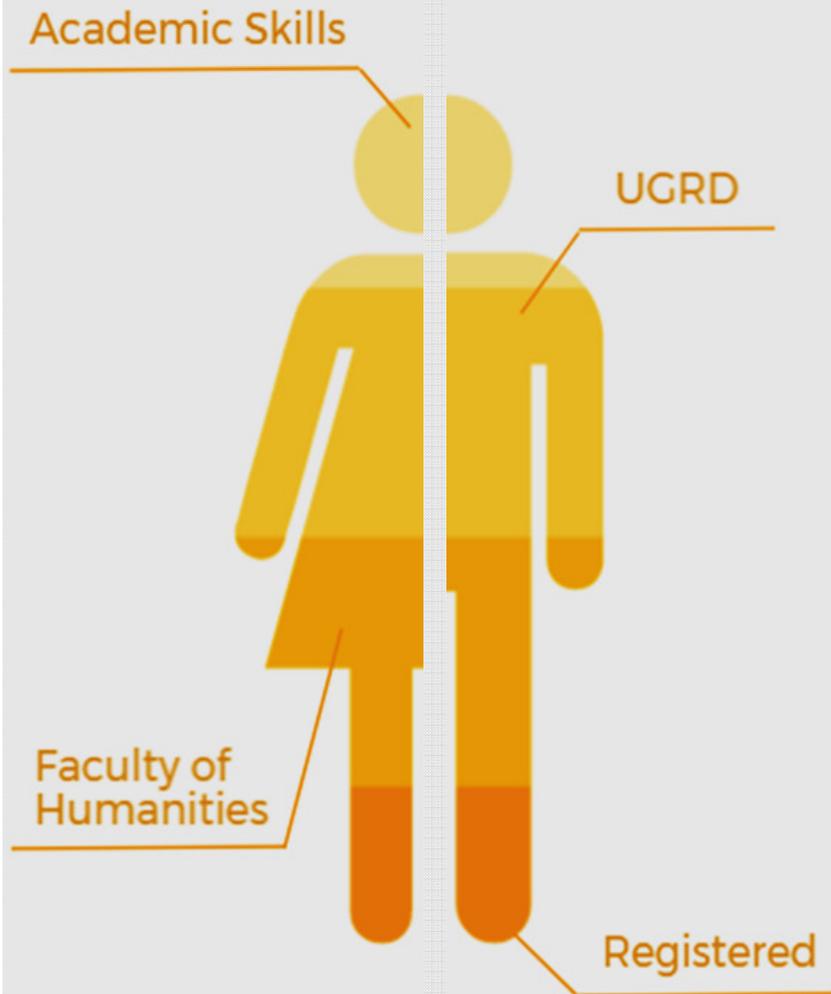
BREAKDOWN OF UNIVERSITY STUDENTS



BREAKDOWN OF WORKSHOP ATTENDEES



2015-16 TYPICAL ATTENDEE



**OUR TYPICAL
WORKSHOP ATTENDEE**

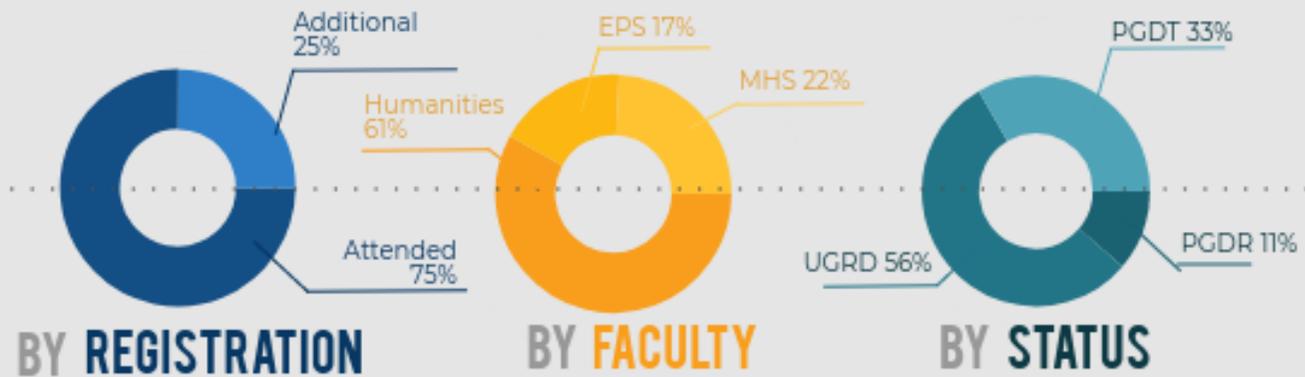


**A TYPICAL
UNIVERSITY STUDENT**

2016-17 TOTALS

BREAKDOWN OF WORKSHOP ATTENDEES

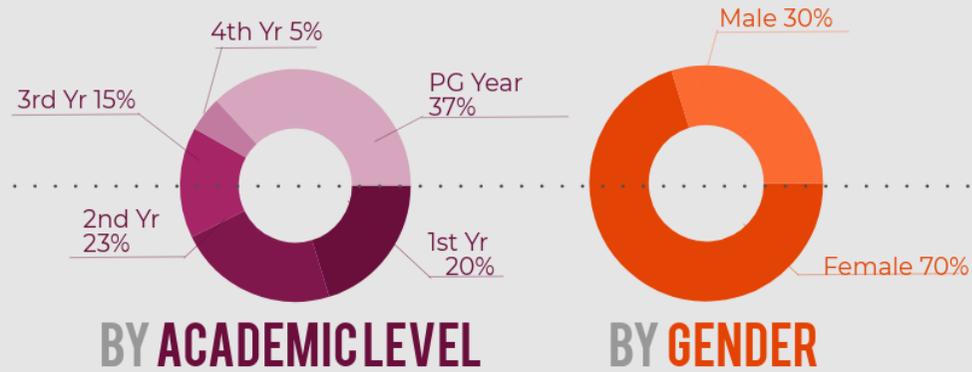
From data previously available



2016-17 TOTALS

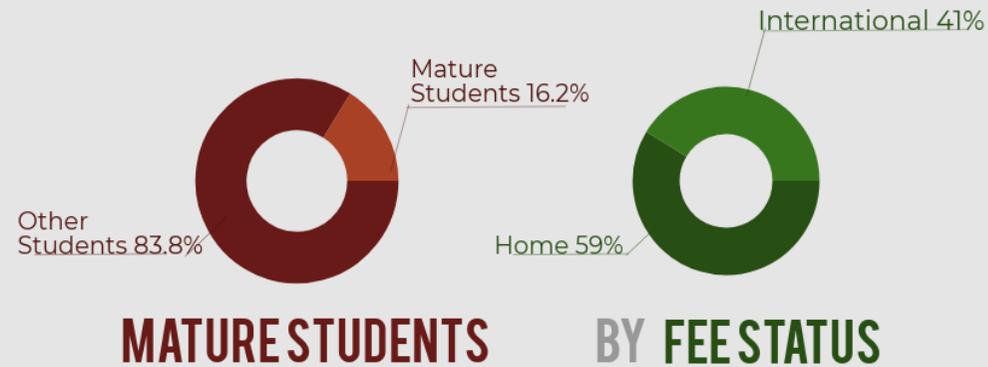
BREAKDOWN OF WORKSHOP ATTENDEES

From new data



BY ACADEMIC LEVEL

BY GENDER



MATURE STUDENTS

BY FEE STATUS

2016-17 TOTALS

2.2%

attendees have
the WP Flag

16.2%

attendees have the
Mature WP Flag

BREAKDOWN OF WORKSHOP ATTENDEES

From new data

WP FLAG

1.9%

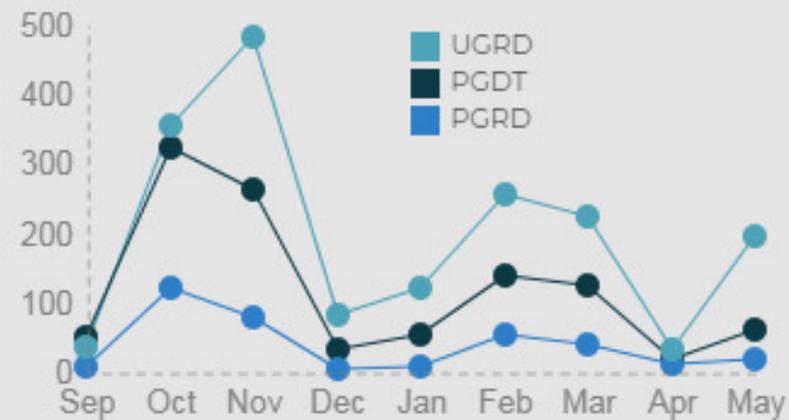
are from
the MAP

MAP

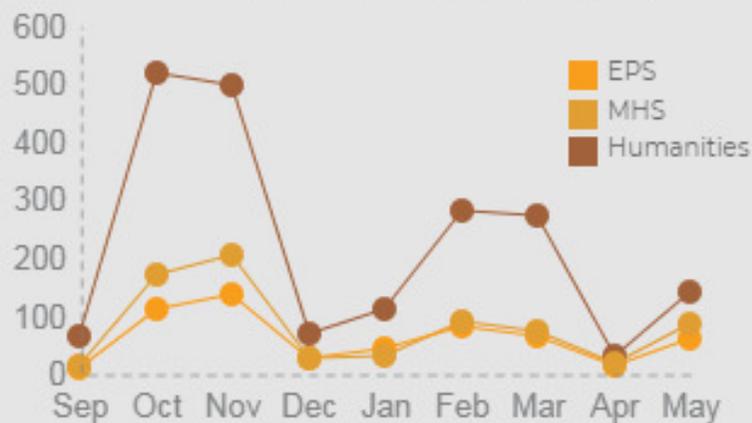
2016-17 SEMESTER 1 TOTALS MONTHLY TRENDS



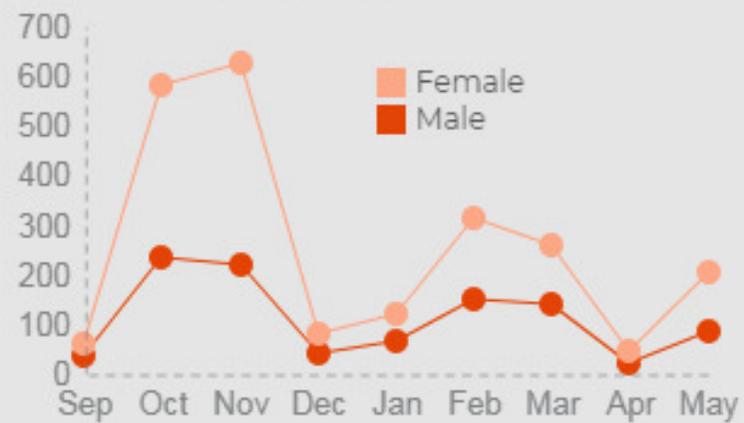
OVERALL ATTENDANCE



BY STATUS

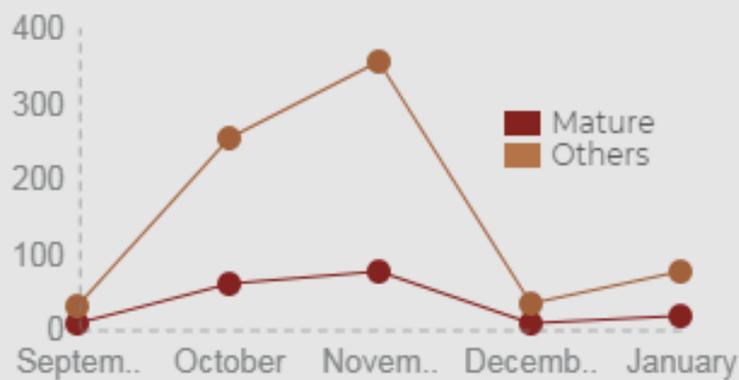


BY FACULTY

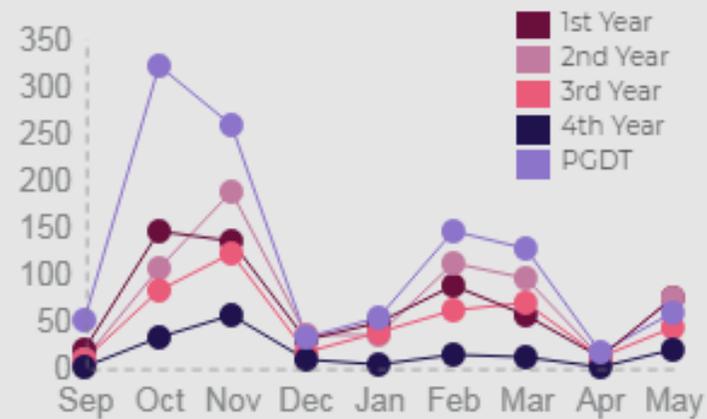


BY GENDER

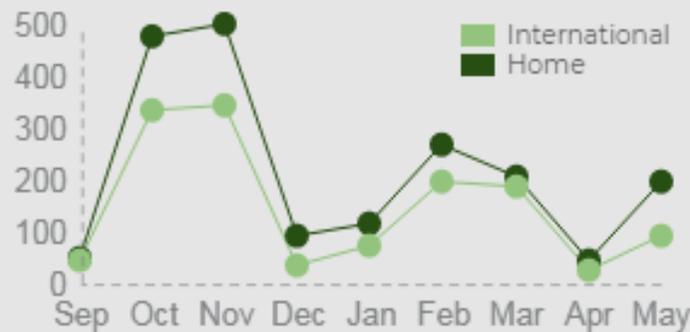
2016-17 SEMESTER 1 TOTALS MONTHLY TRENDS



BY MATURE STUDENTS

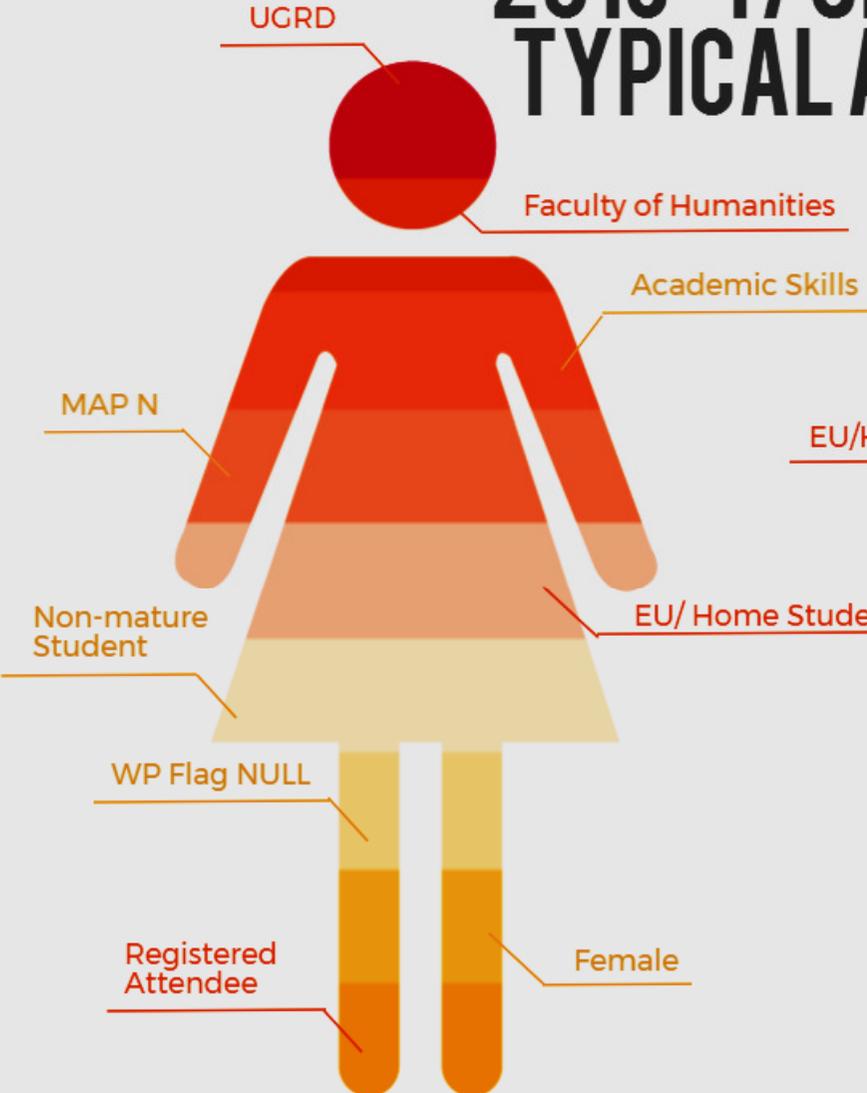


BY ACADEMIC LEVEL

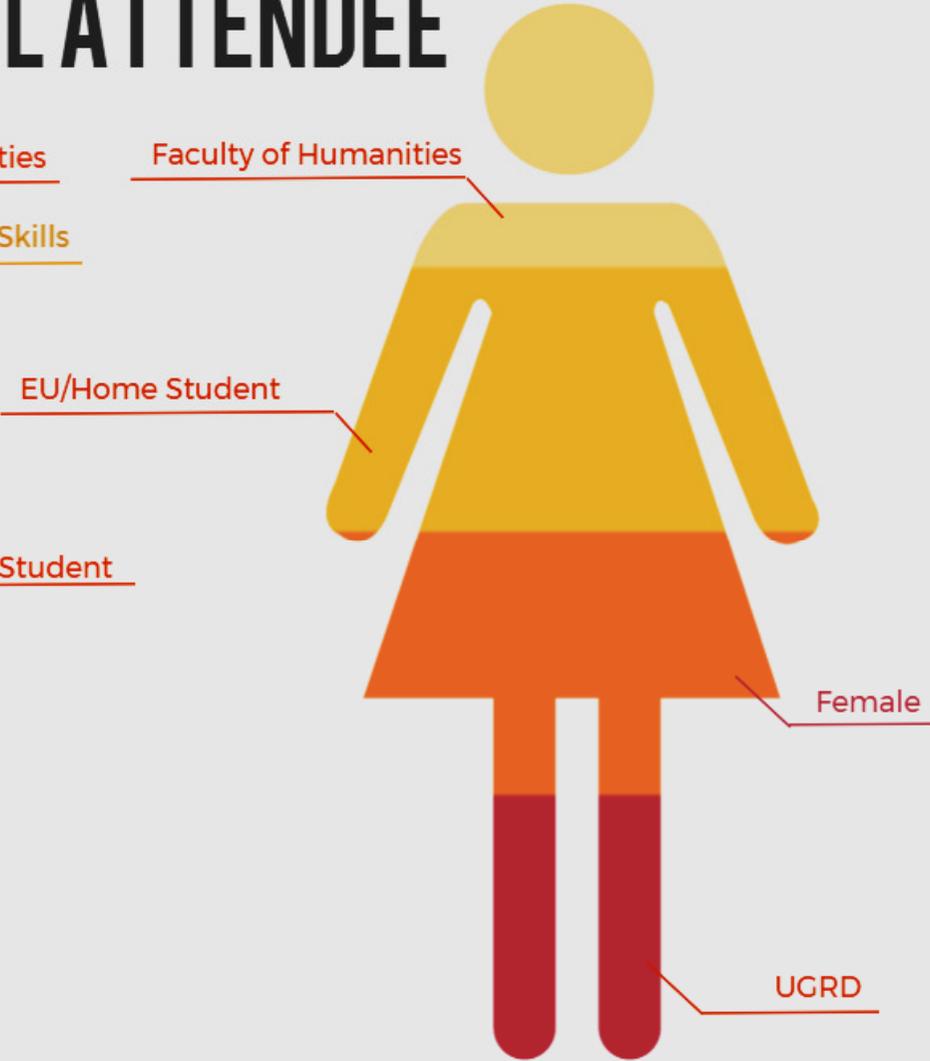


BY FEE STATUS

2016-17 SEMESTER 1 TYPICAL ATTENDEE



**OUR TYPICAL
WORKSHOP ATTENDEE**



**A TYPICAL
UNIVERSITY STUDENT**

With the Directorate of Planning Support

- First 3 years of data (2013-2016)
- HESA return data (results)
- Had to limit our sample (from 8,244 to 856)
- New partnership with wider significance

Methodology

- UG's: one full cohort entering in 2013/14
- PGT/PGCE three full cohorts entering 2013/14, 2014/15, 2015/16
- PGR's two cohorts entering 2013/14, and 2014/15

Undergraduate users of MLE

- 9.9% of UG's completing during the cohort analysed accessed MLE workshops
- SoSS and AMBS are overrepresented
- SALC most underrepresented school
- Wellbeing sessions were the most attended (mostly in the third year of study)

Undergraduate users of MLE

- International and EU students are overrepresented
- Students with a known disability are slightly underrepresented (6.4% compared to 6.9%)
- Mature students are overrepresented and more likely to be multiple users
- Non-white students are overrepresented and all ethnic minorities (especially black students) are more likely to be multiple users of MLE

Postgraduate taught users of MLE

- More likely to be repeat users than single users
- AMBS is over represented and MACE is underrepresented
- Academic skills sessions are most popular
- International and EU students are overrepresented
- UK students are underrepresented (though participation over the three years has increased)
- Females are overrepresented and more likely to be MLE users (and multiple users)

Postgraduate taught users of MLE

- Students with a known disability were underrepresented in year 1, but not in years 2 and 3
- Mature students were overrepresented and were also more likely to be multiple users
- Non-white students are overrepresented
- Asian students most notably overrepresented but interpretation of this data is difficult

Postgraduate researchers using MLE

- Proportion of MLE users increased between the two cohorts analysed
- SEED had the most MLE users and AMBS was overrepresented
- The majority accessed MLE in their first year seeking academic skills and referencing support

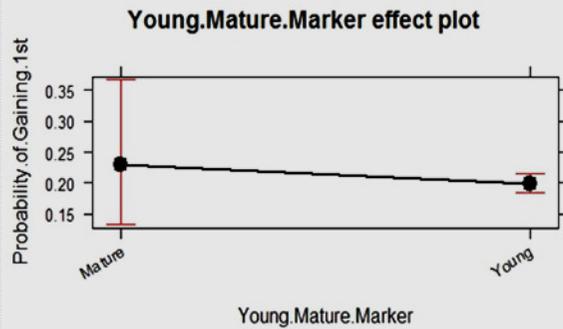
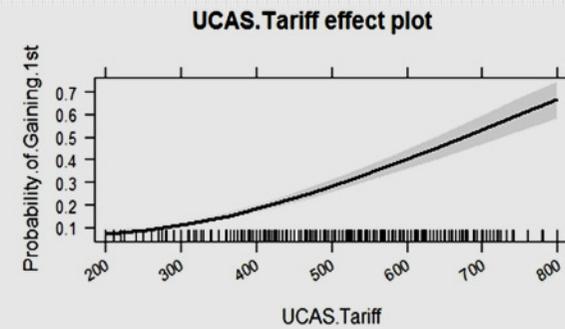
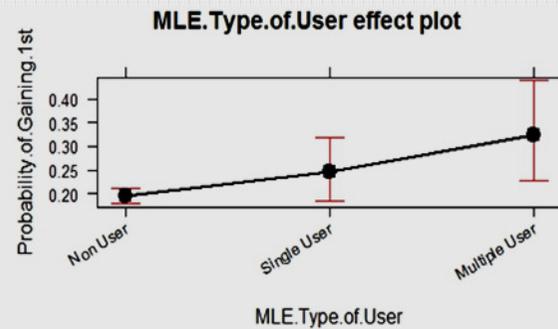
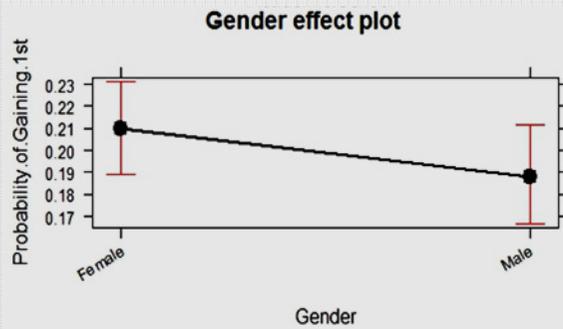
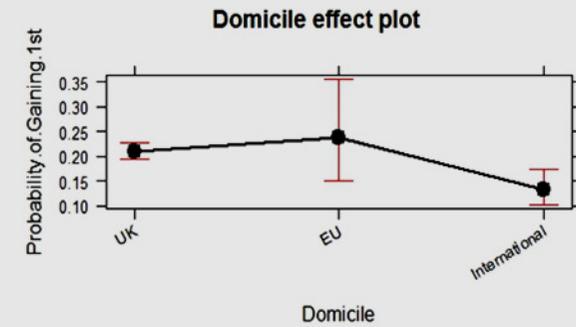
Postgraduate researchers using MLE

- International students are overrepresented and more likely to be multiple users
- UK students are underrepresented in both cohorts
- Females are overrepresented in both cohorts
- Non-white students are overrepresented in year 3 however, small sample sizes in ethnicity make these results difficult to interpret

Summary of findings

- In all cohorts AMBS was overrepresented
- International students were also overrepresented in all cohorts
- Females are most likely to be MLE users (and multiple users)
- Mature students were overrepresented in PGT and UG cohorts
- Representation of disabled students is similar to that of the University as a whole

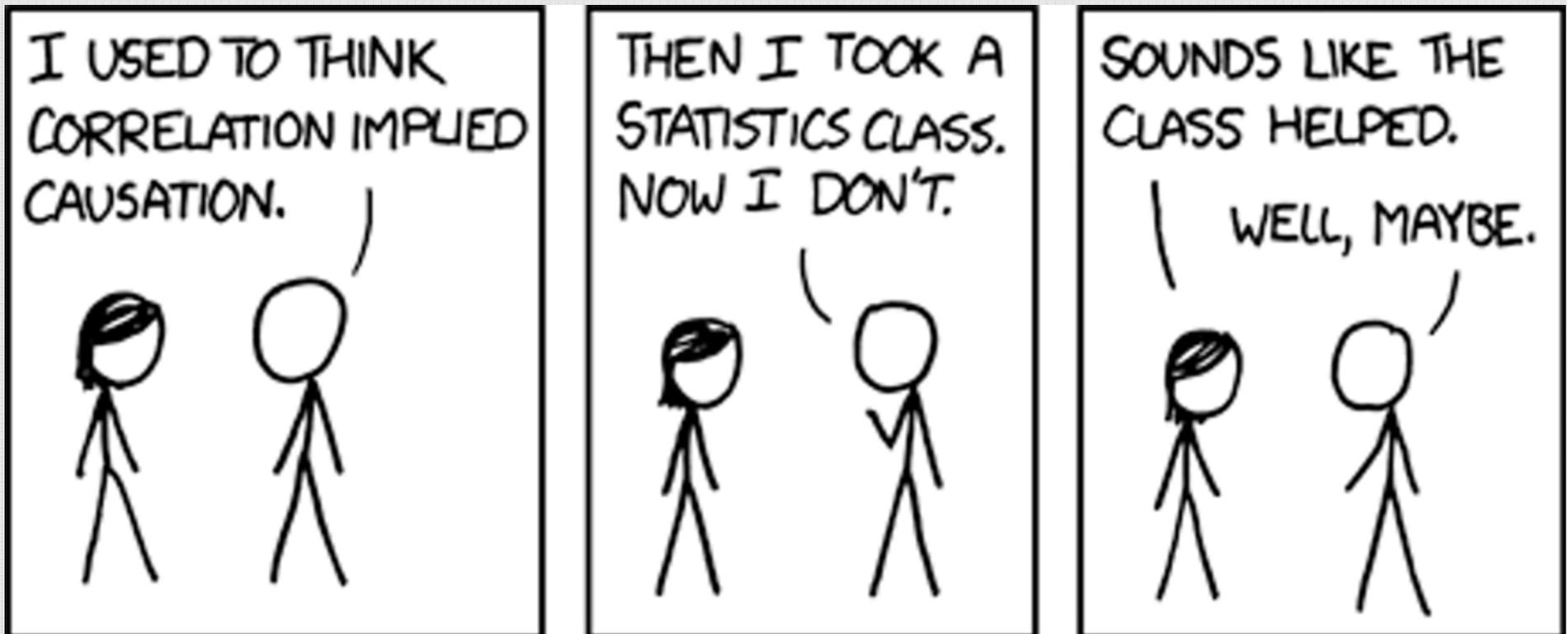
Regression models



Regression Analysis

'...multiple users of MLE have a higher probability of graduating with a first class degree than non-users and the difference between the two groups is one which can be claimed to be statistically significant...'

Correlation and causality



Questions

Who are we helping?

What are the implications?

Can we tie the support to learning, results, and retention?

How do we know?

What next?

- Publishing results of initial study, methodology and findings
- Extending work on impact to the Embedded Programme
- Live dashboard reporting using tableau and HESA data (MLE impact matrix)
- Continued partnerships with DoPS, WP and E&D to contribute to wider University strategies

Questions...



