

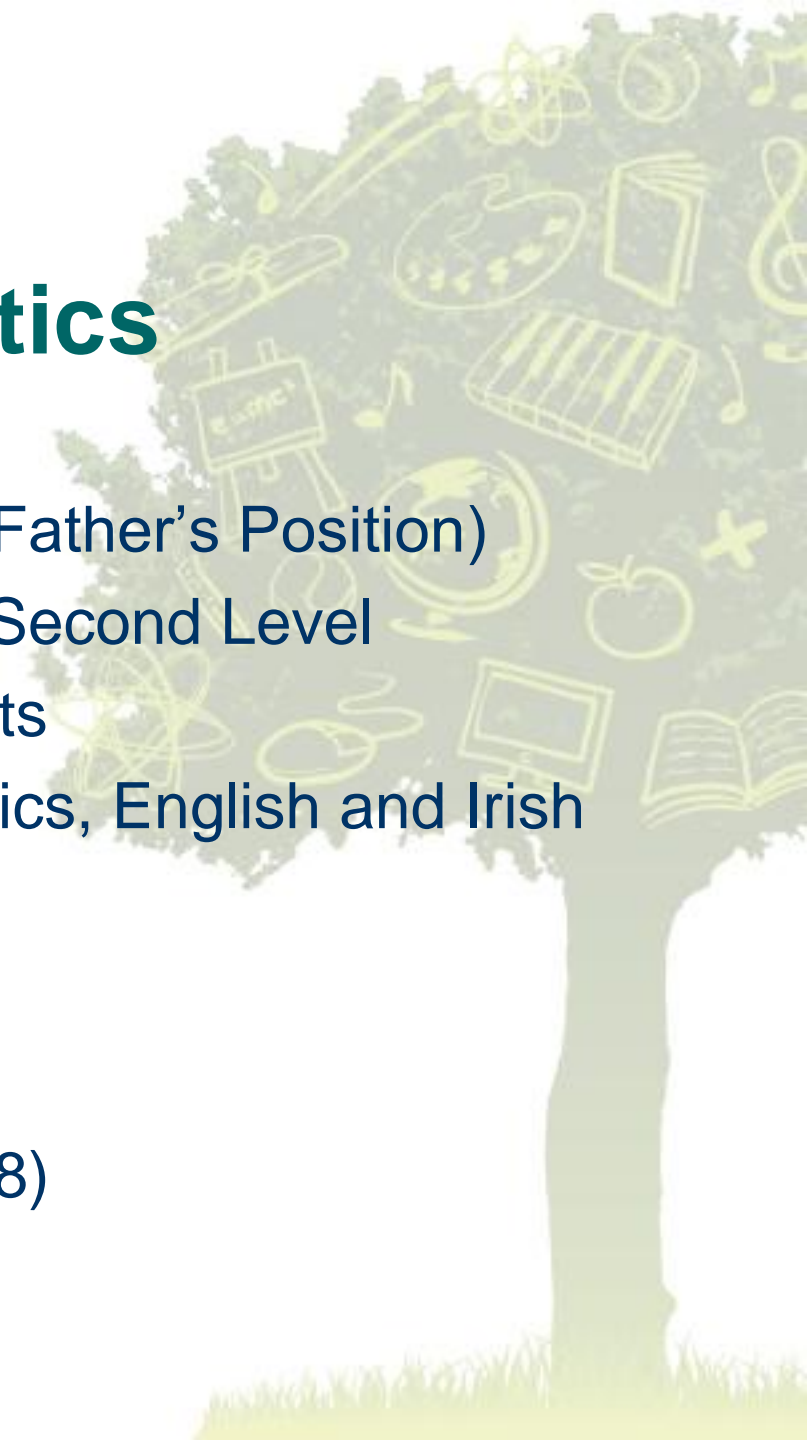
Non Progression Among Higher Education New Entrants: A Multivariate Analysis

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28 October 2010



Student Characteristics

- Gender
 - Social Class Background (Father's Position)
 - Educational Attainment at Second Level
 - Leaving Certificate Points
 - Attainment in Mathematics, English and Irish
 - Nationality
 - Grant Recipient
 - Field of Study
 - Course Level (Level 6,7 & 8)
 - Institution
- 

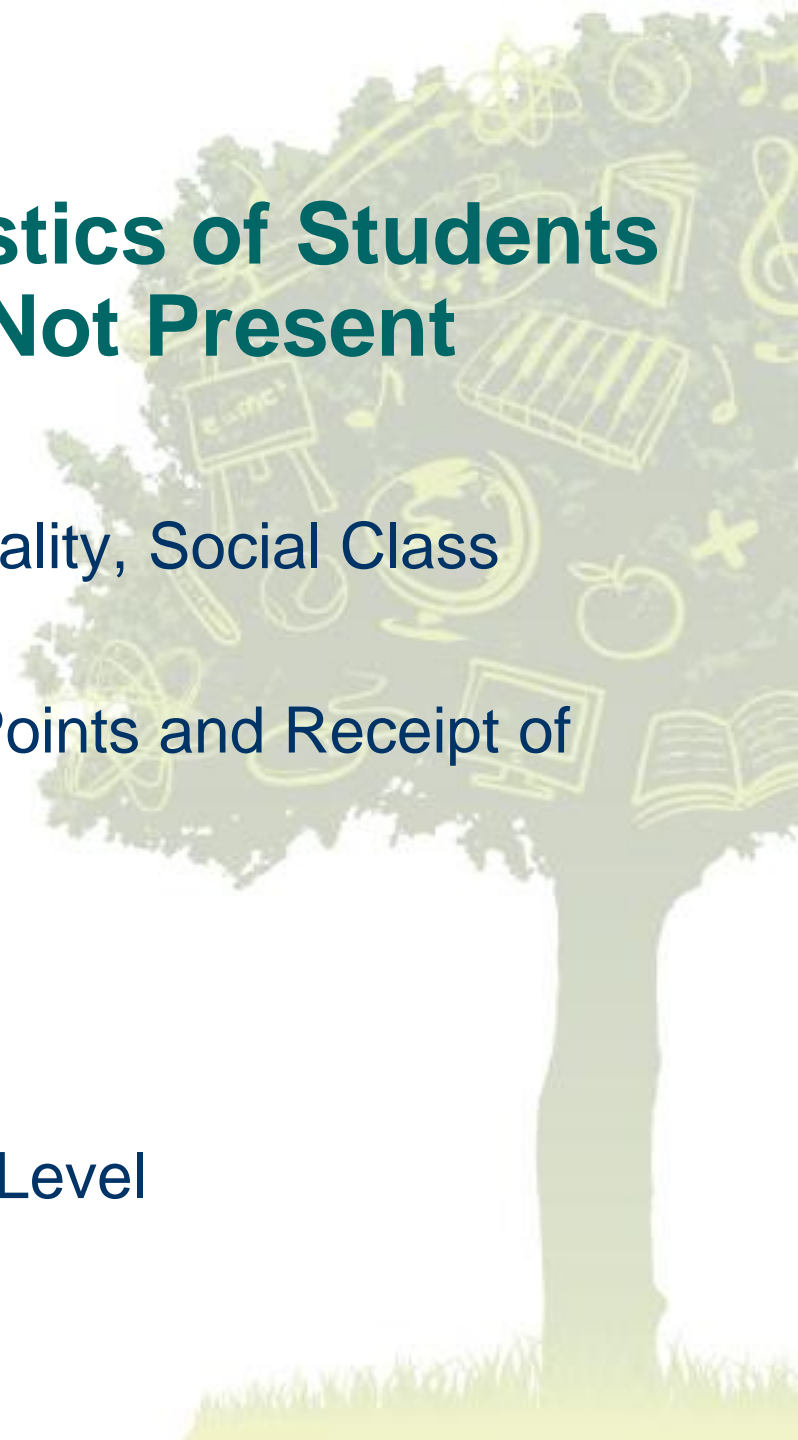
Information we don't have

- Motivation for enrolling in HE
- Financial well-being
- Participation in part-time employment
- Academic engagement
- Views on teaching staff, educational experience
- Attendance, participation in extra-curricular activities
- Institutional supports for students

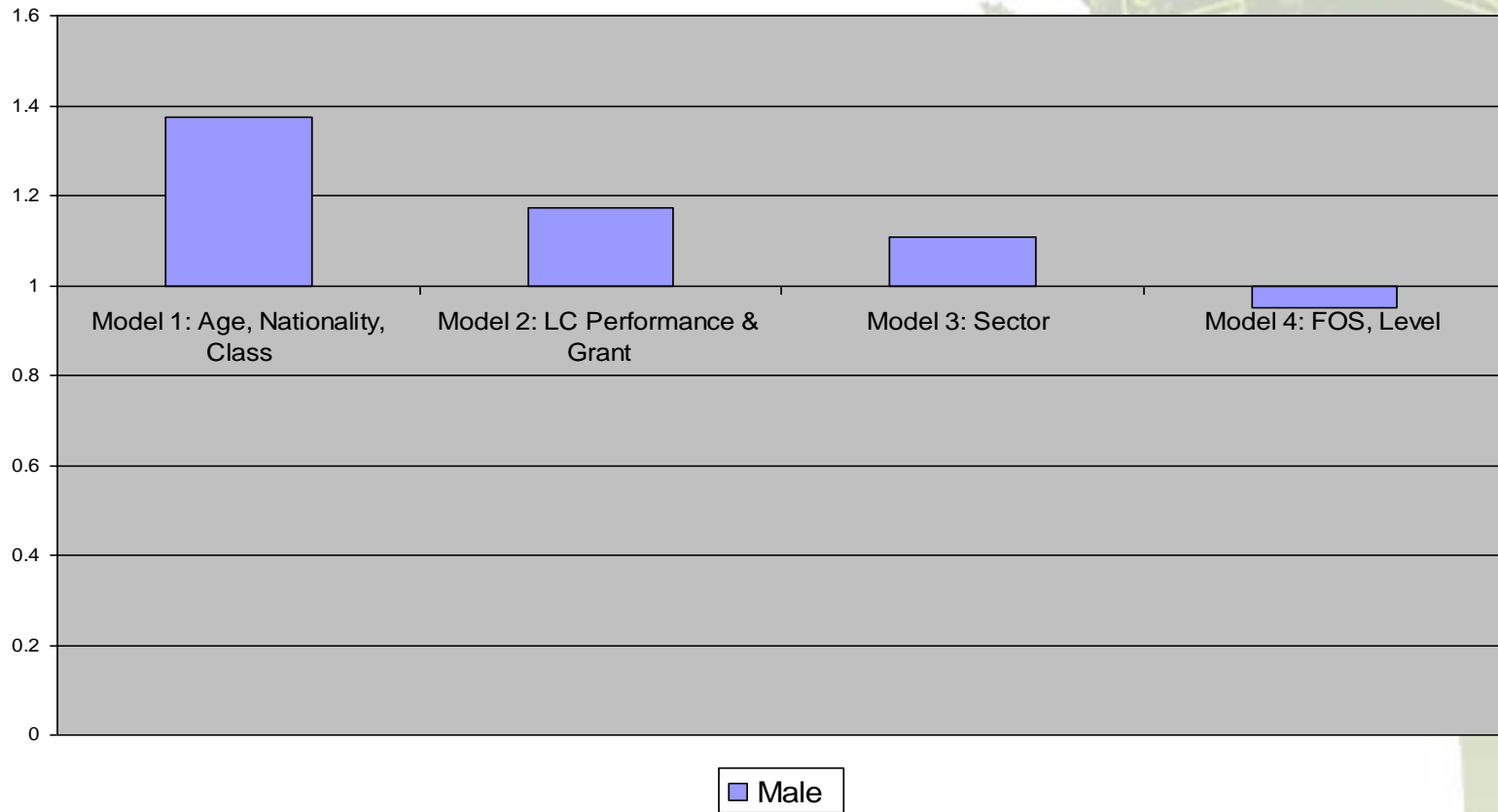


Findings 1: Characteristics of Students Who Do Not Progress/Not Present

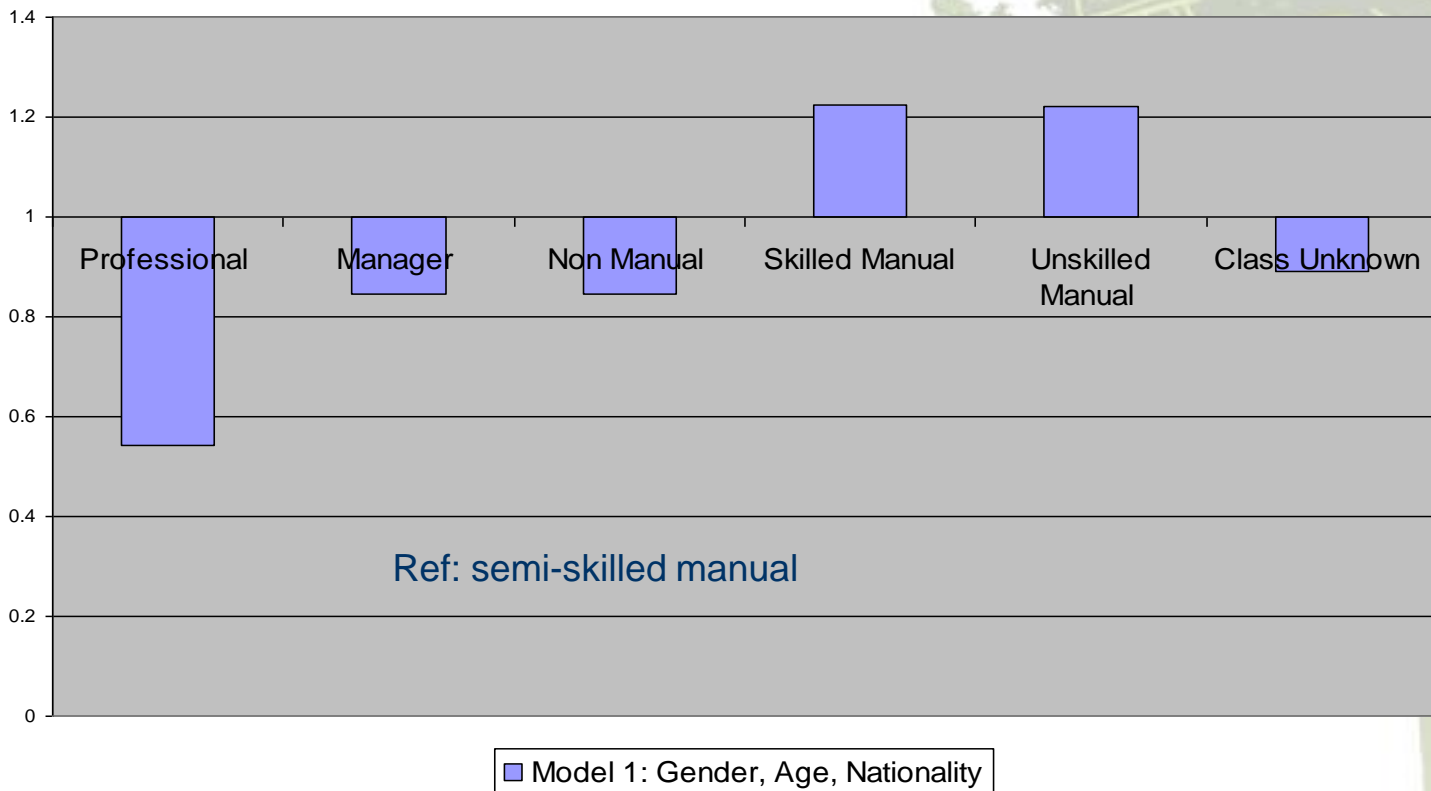
- Model 1: Gender, Age, Nationality, Social Class
- Model 2: Leaving Certificate Points and Receipt of Grant
- Model 3: HE Sector
- Model 4: Field of Study, NFQ Level



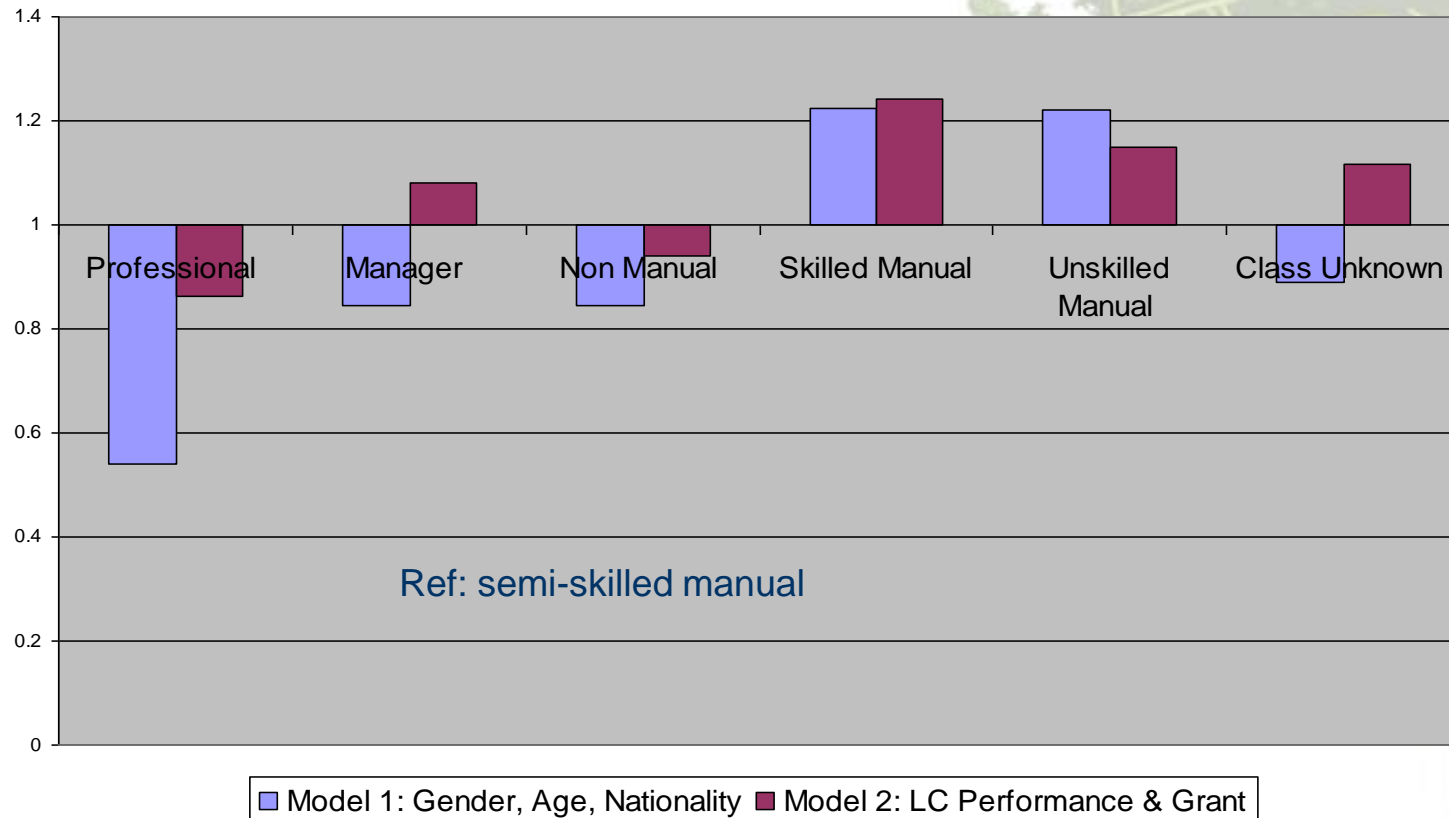
Non Progression and Gender



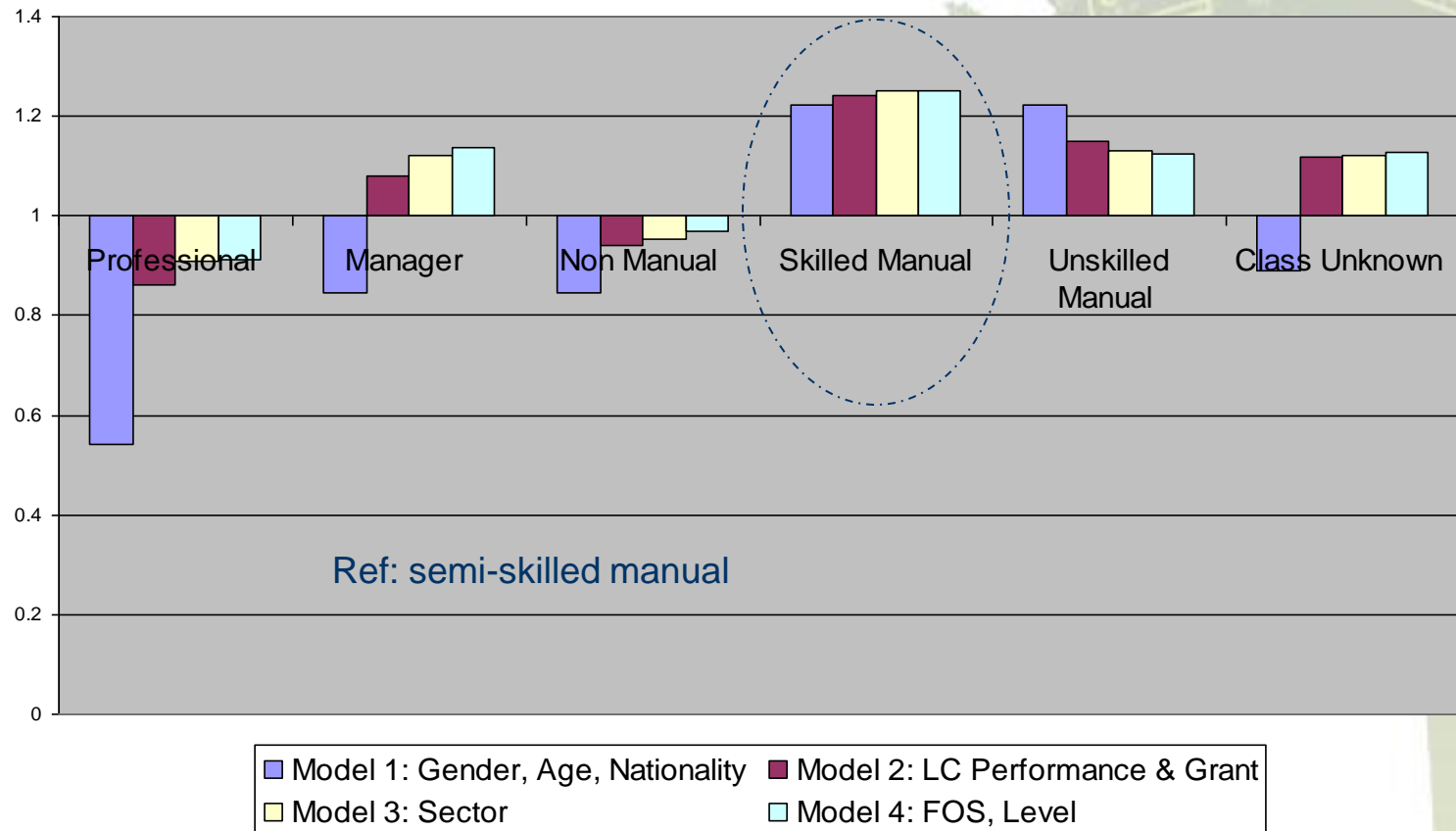
Non Progression and Social Class



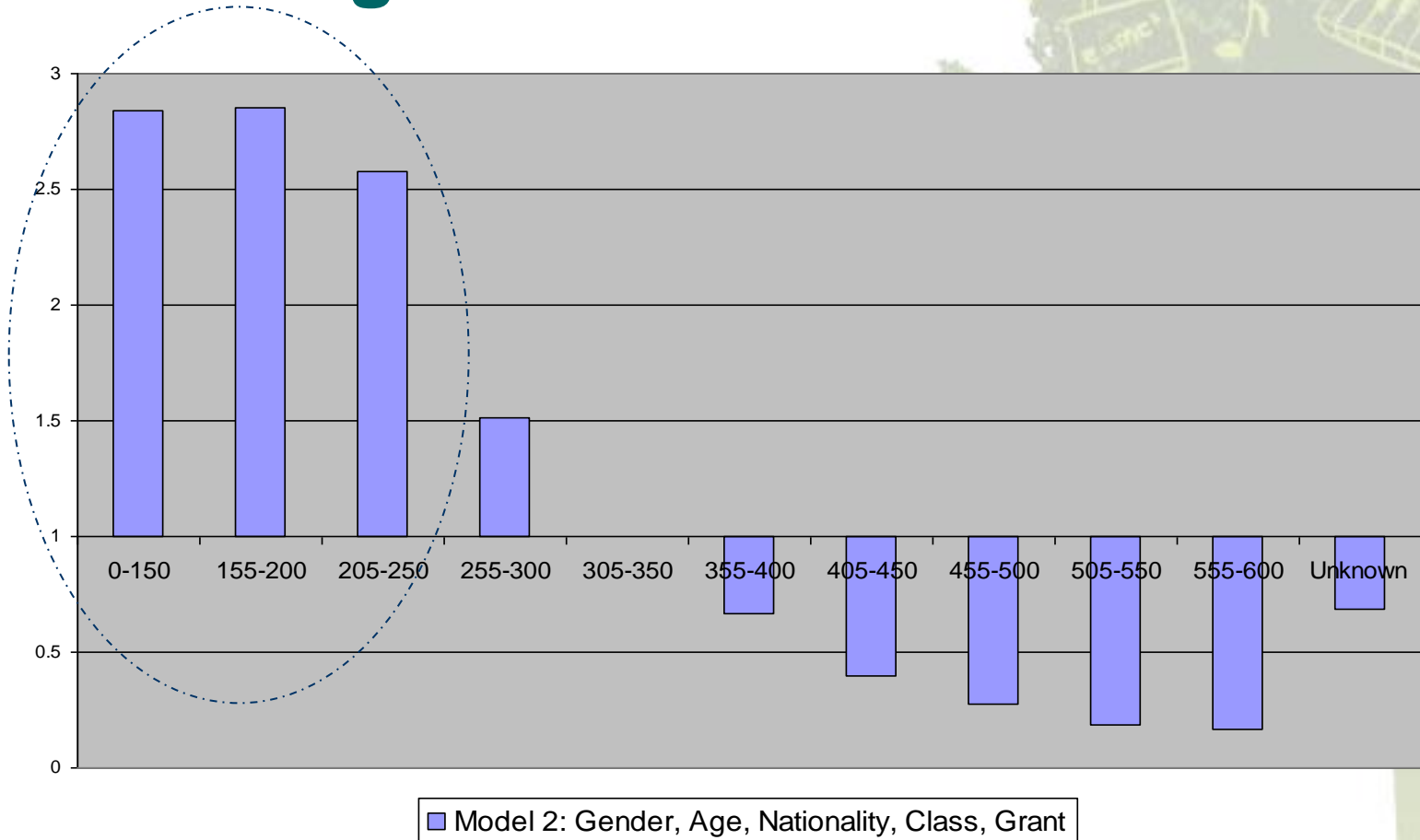
Non Progression and Social Class



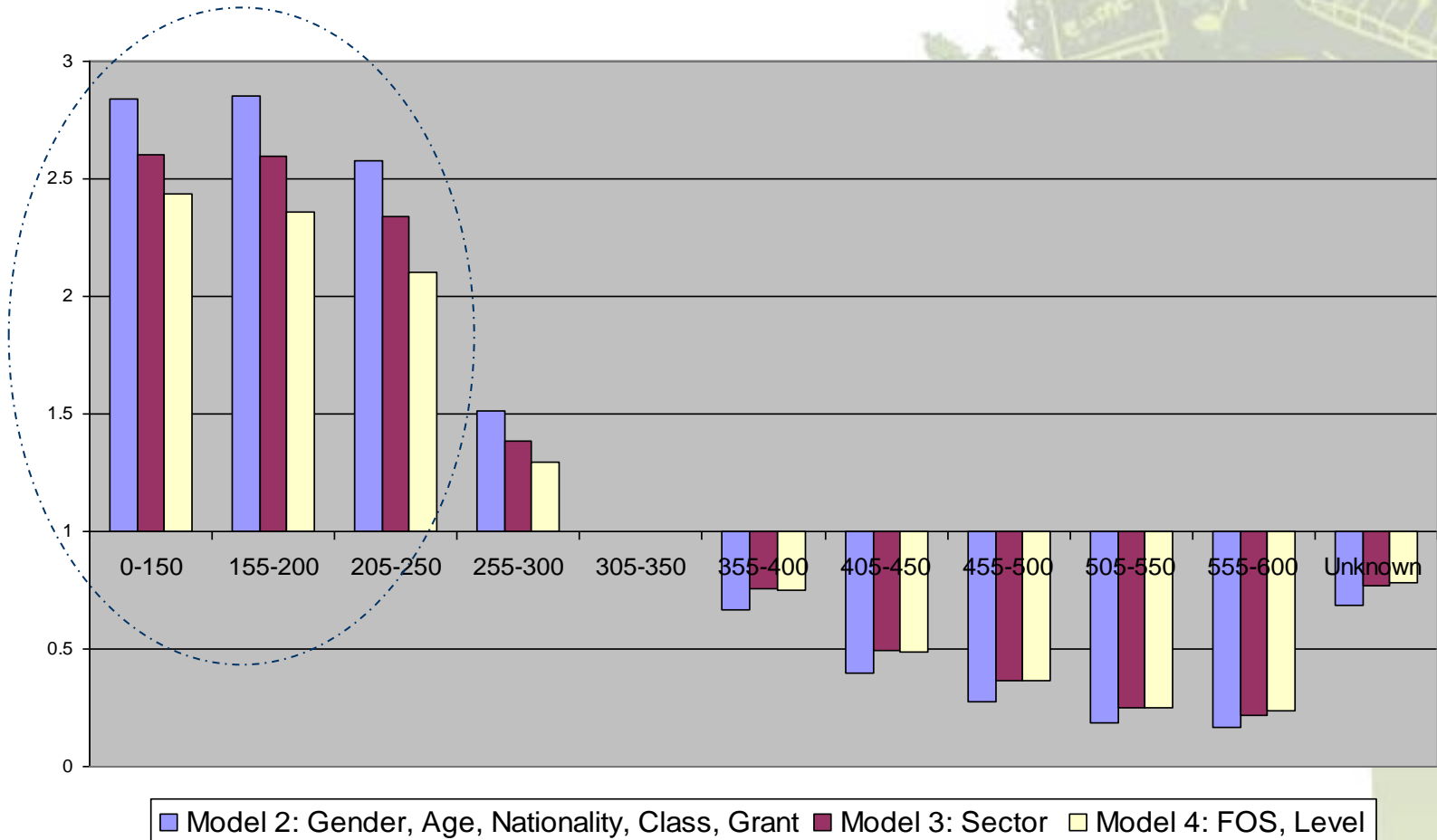
Non Progression and Social Class



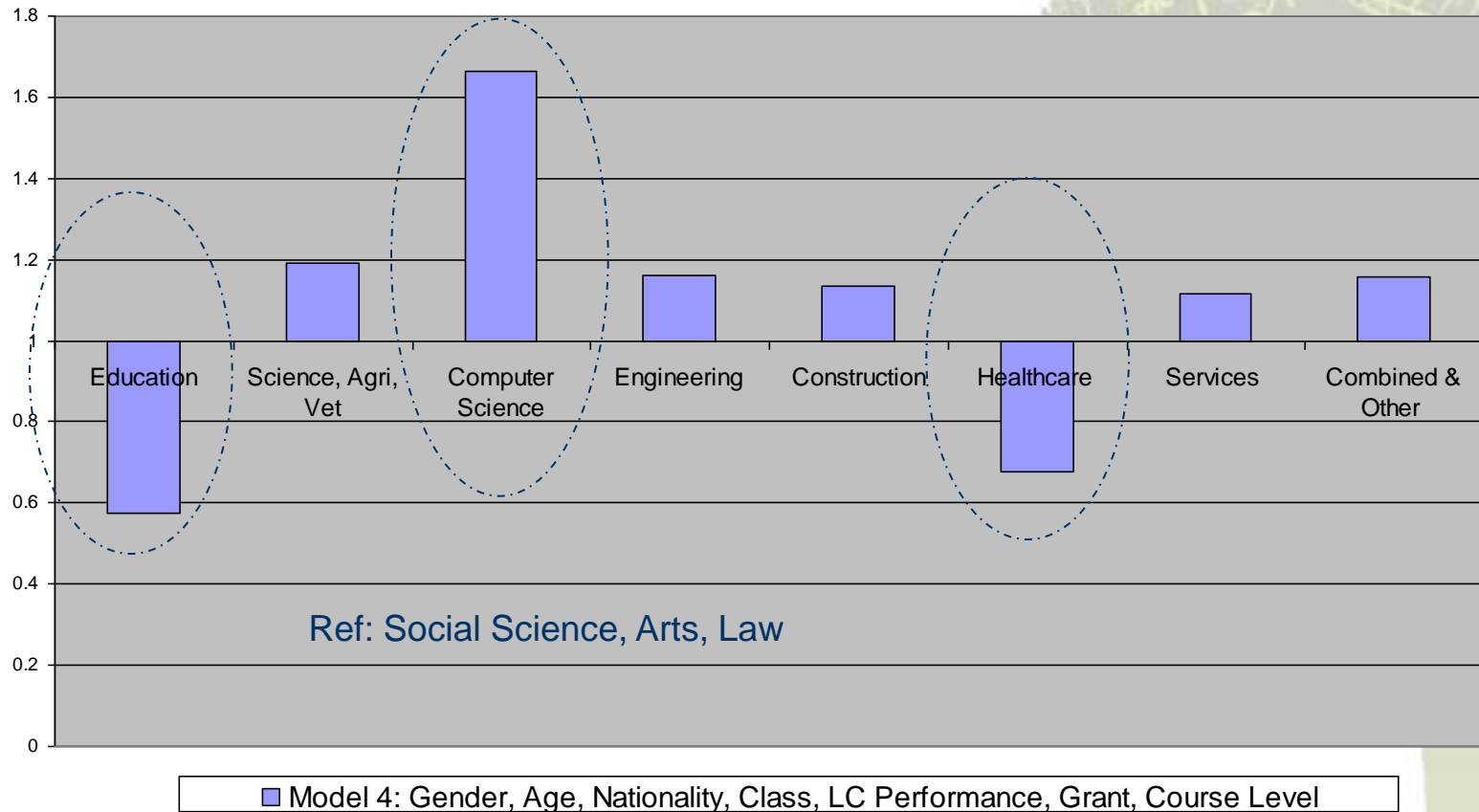
Non Progression and LC Performance



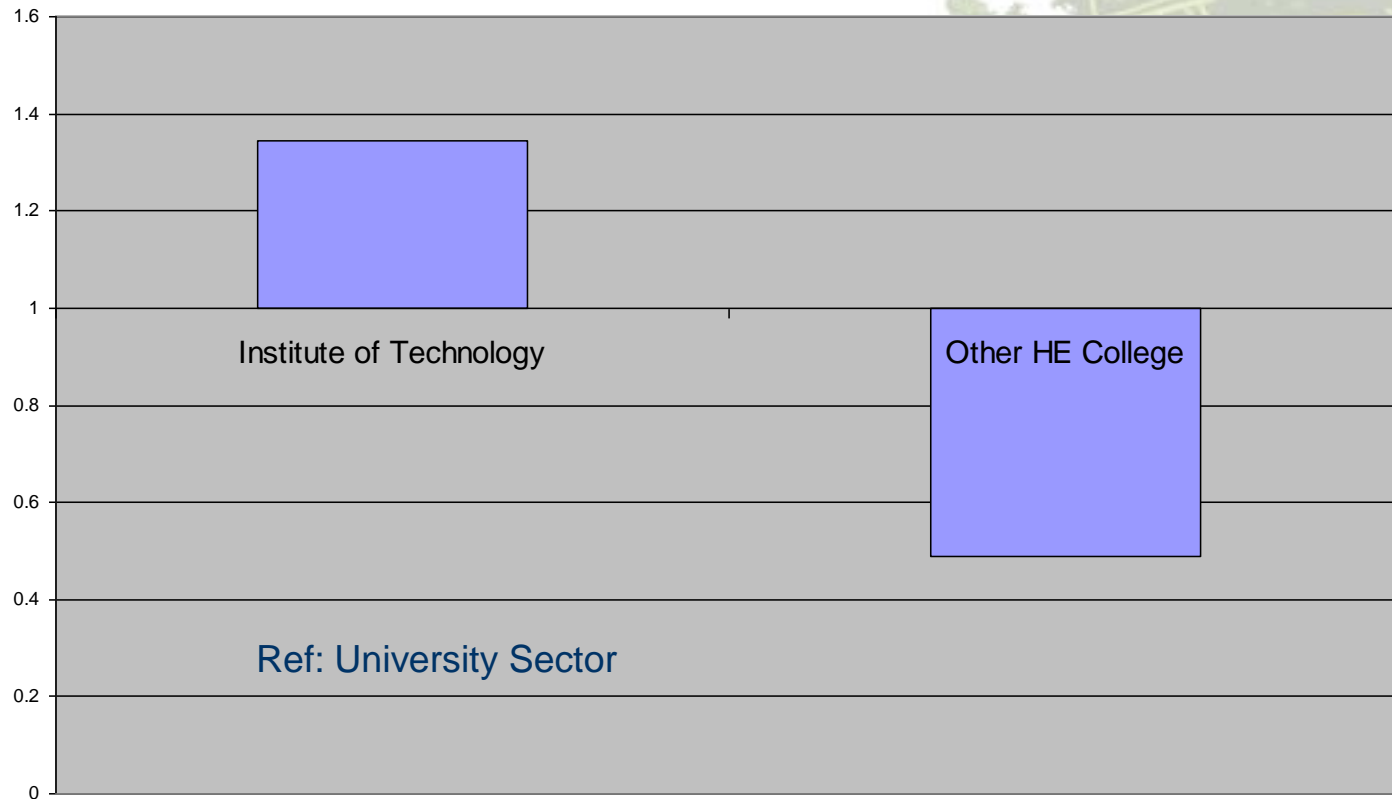
Non Progression and LC Performance



Non Progression and Field of Study

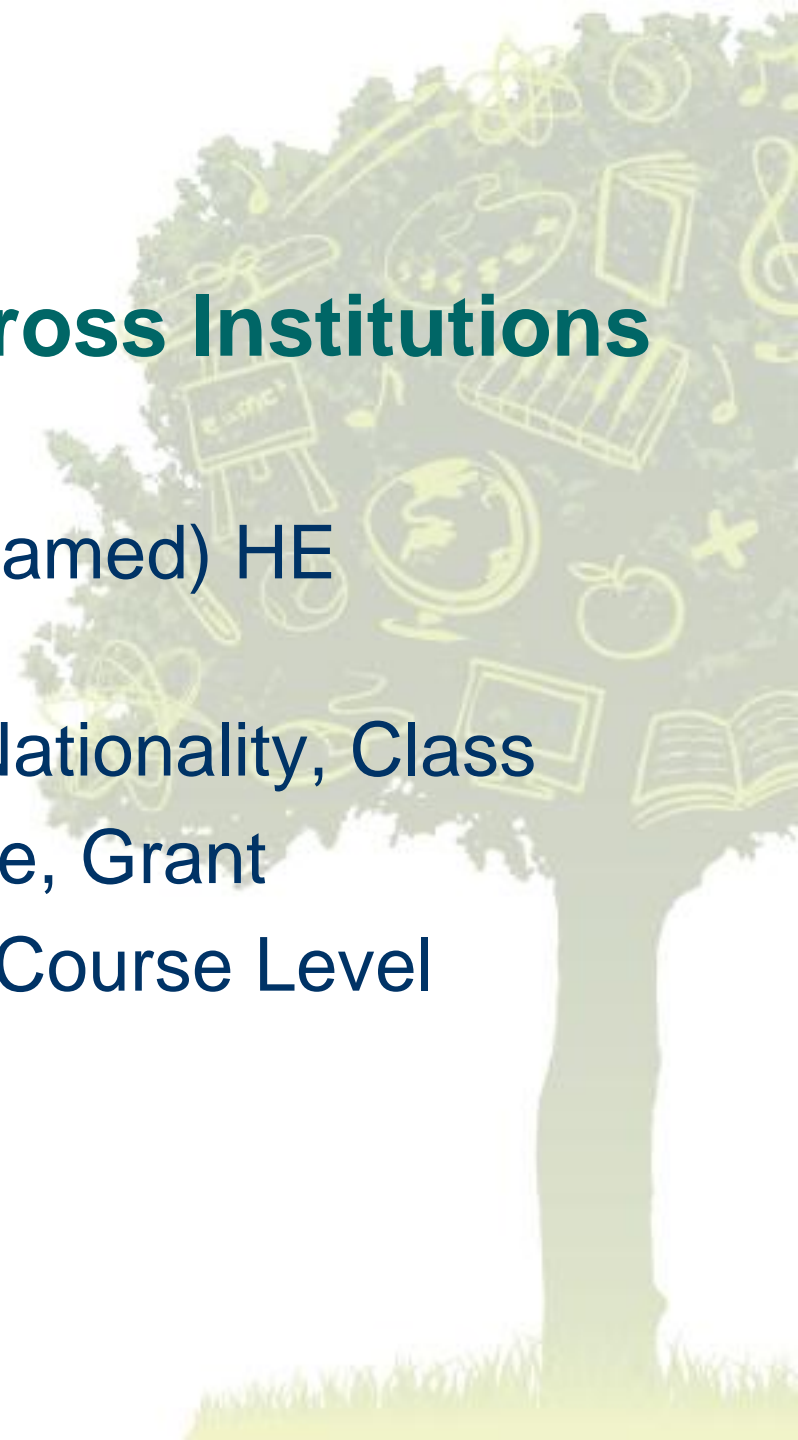


Non Progression and Sector

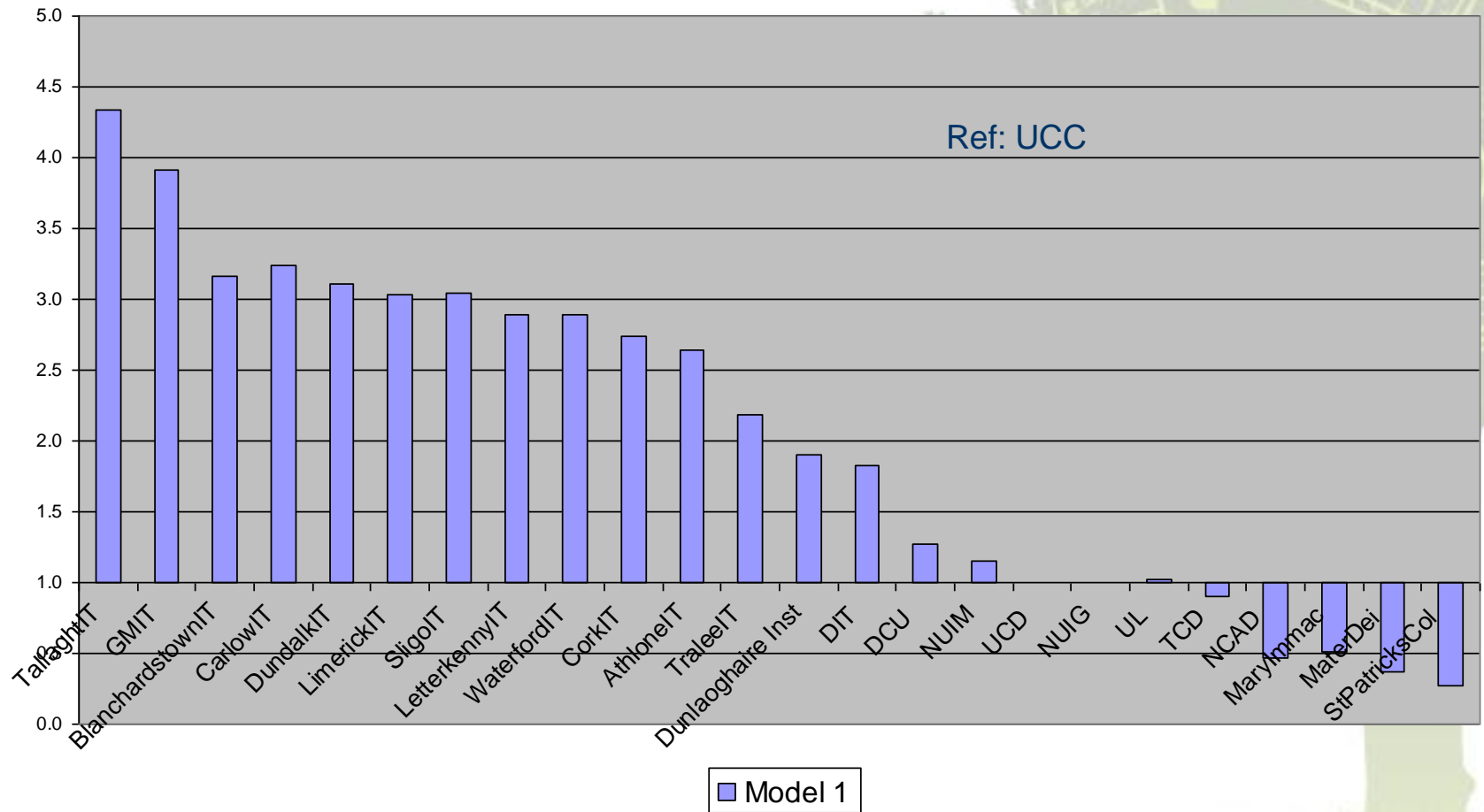


2. Non Progression Across Institutions

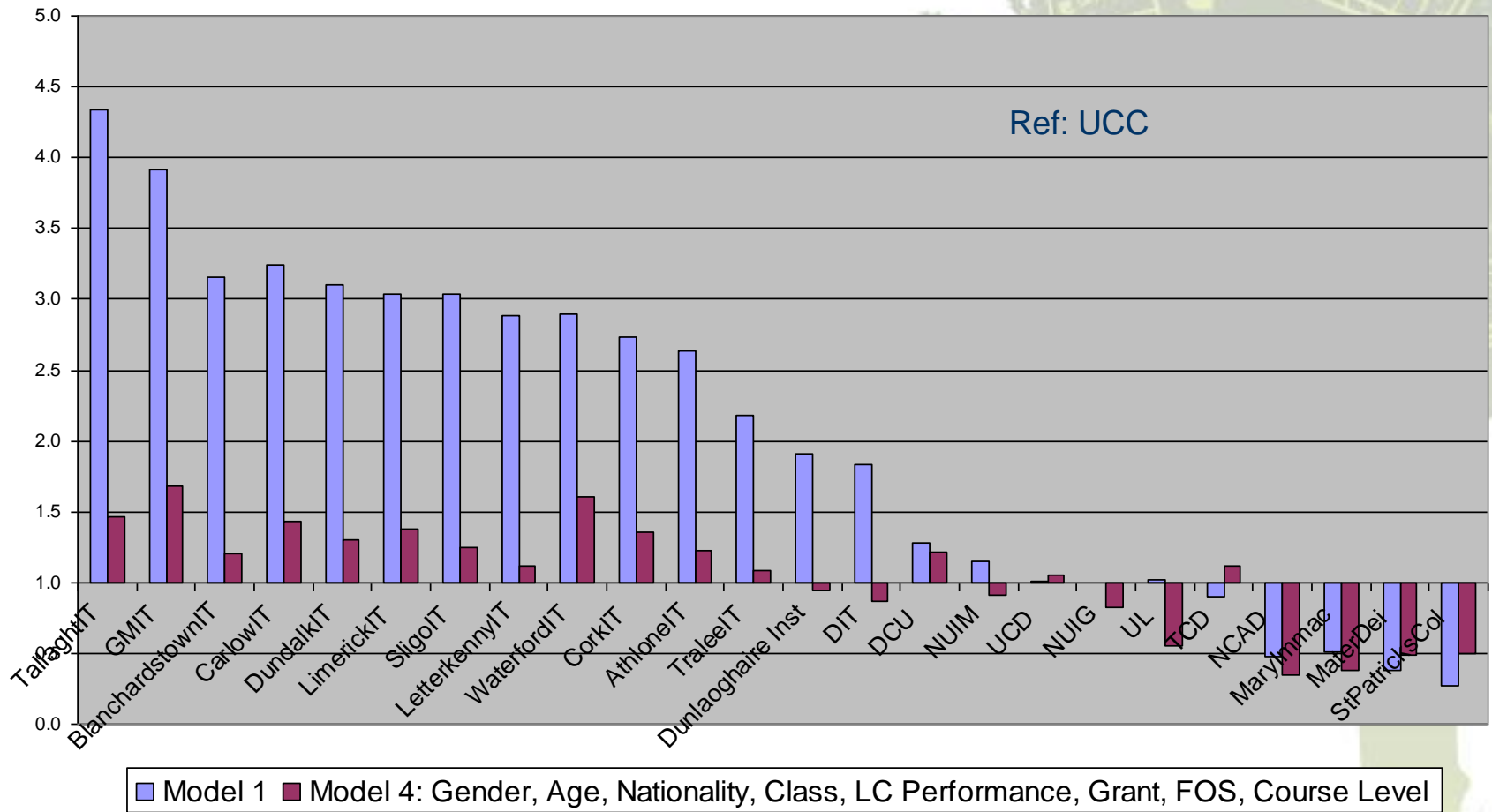
- Model 1 – All Individual (named) HE Institutions (ref: UCC)
- Model 2 – Gender, Age, Nationality, Class
- Model 3 – LC Performance, Grant
- Model 4 – Field of Study, Course Level



Non Progression Across Institutions



Non Progression Across Institutions

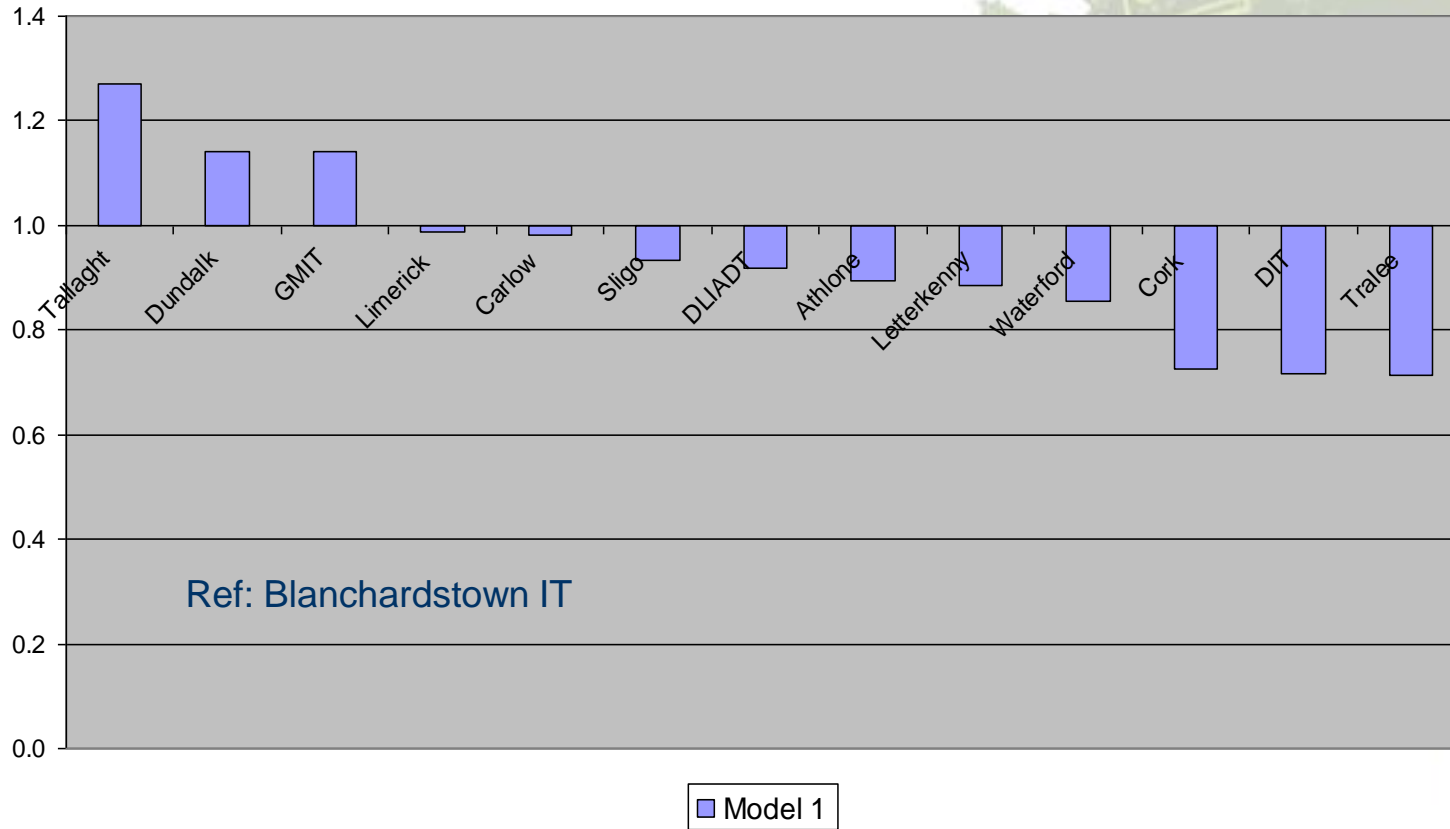


3. Non Progression Within Institute of Technology Sector

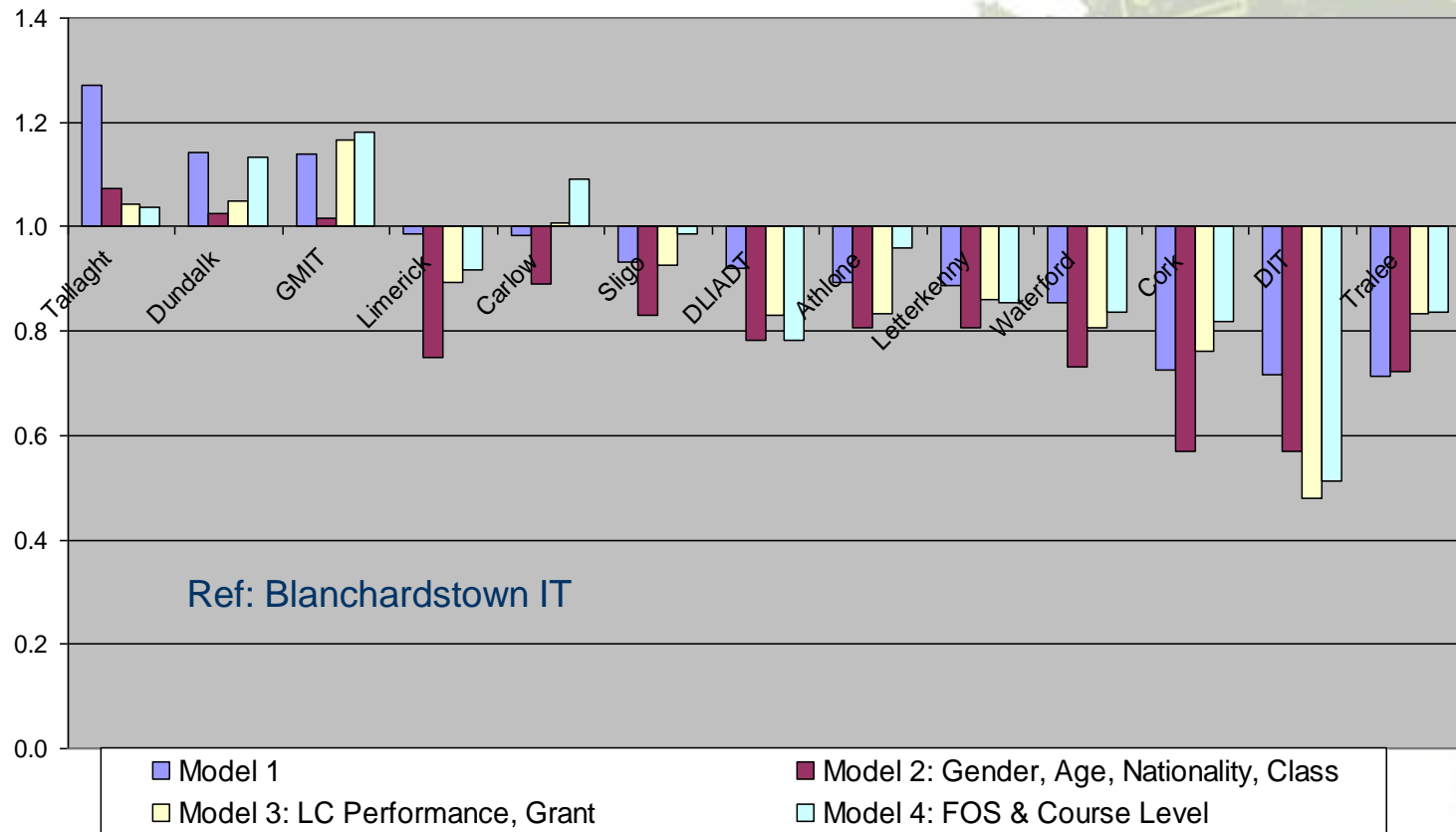
- Model 1: All Individual (named) IoTs (ref: Blanchardstown)
- Model 2 – Gender, Age, Nationality, Class
- Model 3 – LC Performance, Grant
- Model 4 – Field of Study, Course Level

Level 6 & 7

Non Progression Within the IoT Sector



Non Progression Within the IoT Sector



Non Progression Within the IoT Sector

- No real gender differences
- Some age differences
- Irish students higher non progression
- Grant impact
- Some class difference (skilled manual)
- LC Performance – impact of low performance, high performers do better
- Clear Field of Study patterns
 - Computer Science higher, Healthcare lower than Science, Agriculture & Veterinary students



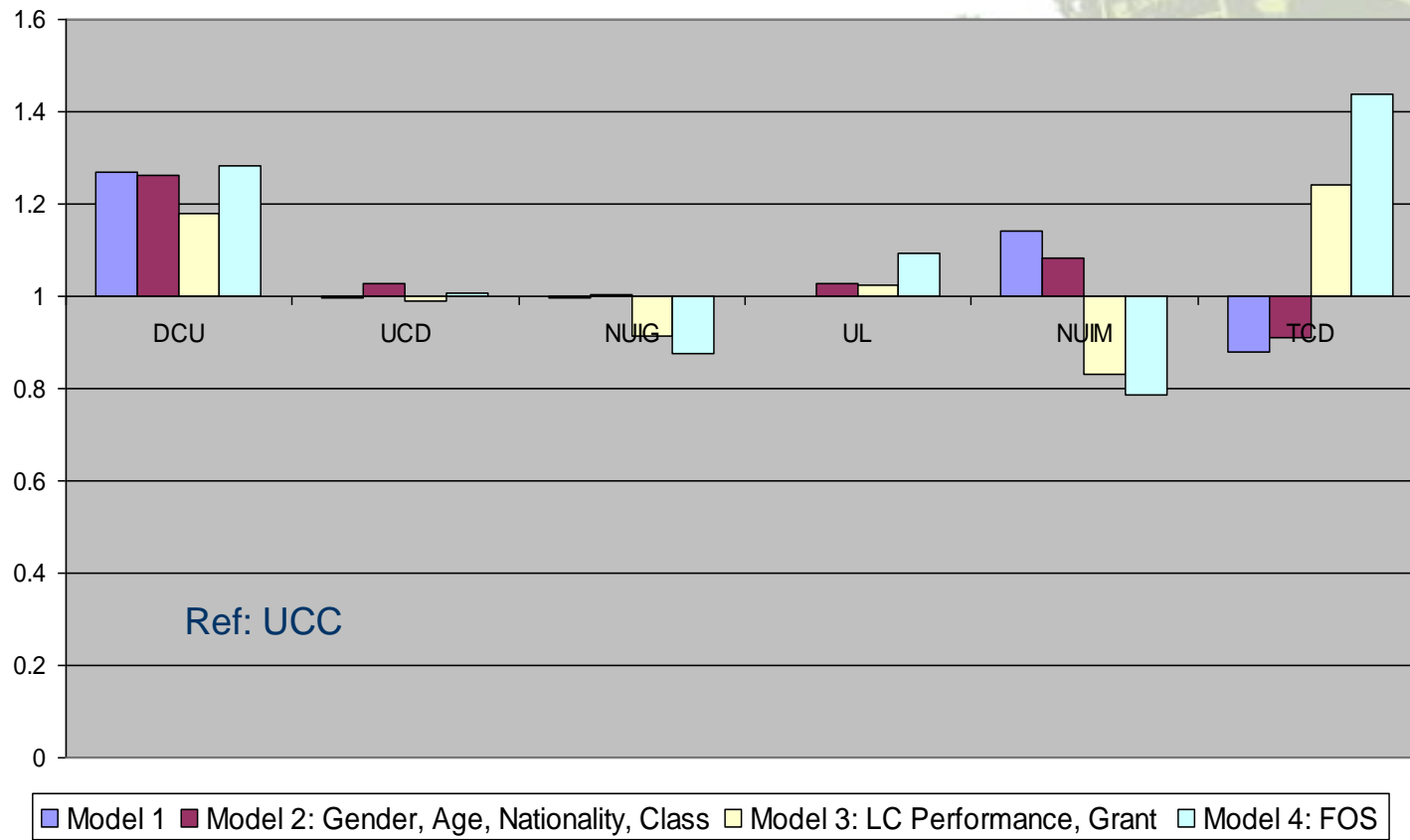
4. Non Progression Within the University Sector

- Model 1: All Individual (named) Universities (ref: UCC)
- Model 2 – Gender, Age, Nationality, Class
- Model 3 – LC Performance, Grant
- Model 4 – Field of Study

All Level 8



Non Progression Within the University Sector



Summary

- Which students fare well?
 - LC Performance strong predictor of progression
 - Maths performance particularly strong influence
 - Importance of grant support, particularly for IOT students
 - Strong disparities across subject areas and fields

- No gender differences
- Delayed entry not significant
- Class differences are small, and largely operate through LC performance



Summary

- Do the average chances of progression vary across institutions?
 - Wide raw differences shrink dramatically when taking account of student intake
 - Dangers of crude league tables
 - Main differences between sectors – Colleges of Education and NCAD doing very well



Summary

- Need to unpack the processes underlying institutional effectiveness: what can institutions do?
 - Pre-entry guidance, informed choices
 - Academic supports in 1st year
 - Attention to particular FOS
 - Financial wellbeing
 - At risk students
 - Broader student engagement

