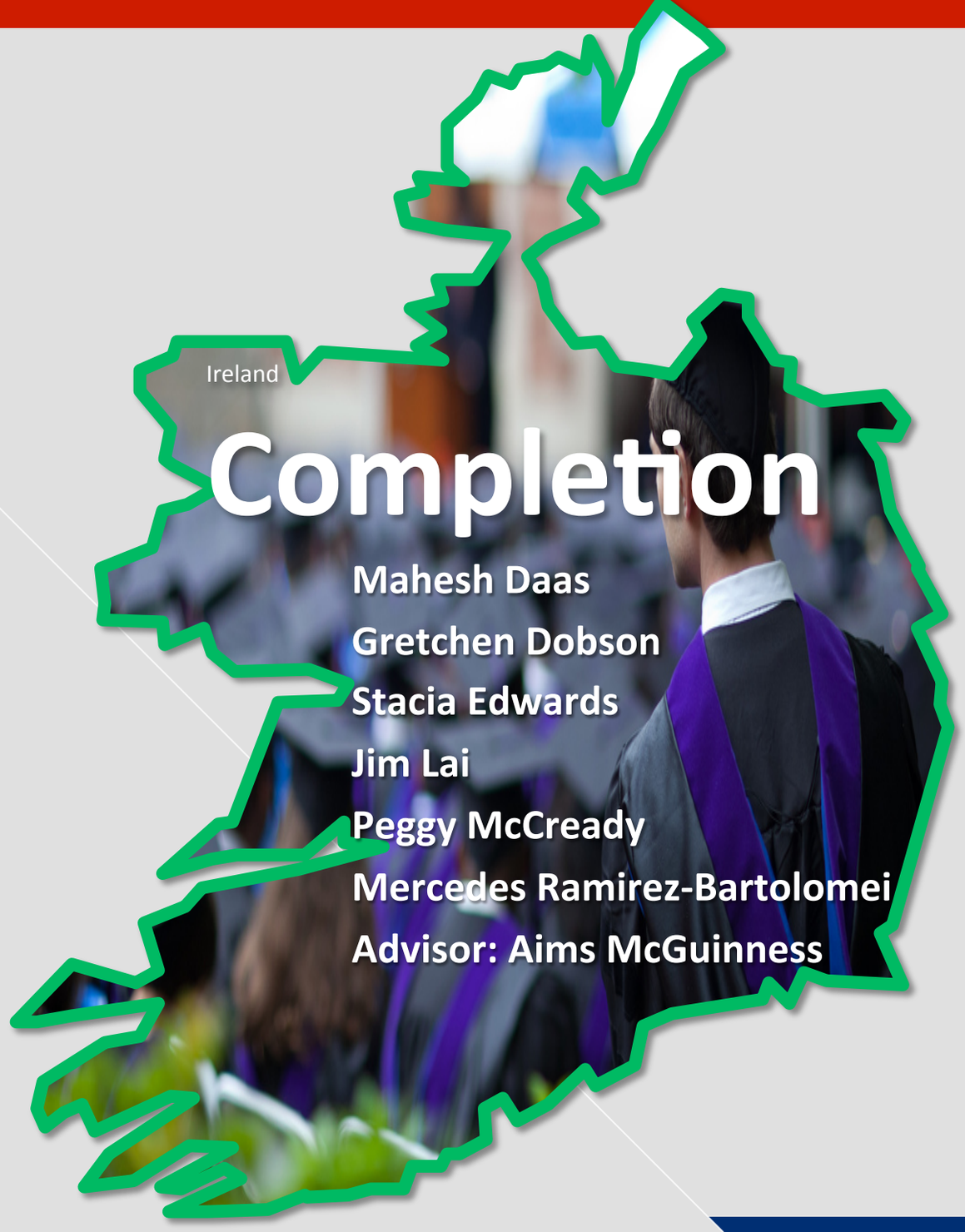

Completion

Mahesh Daas
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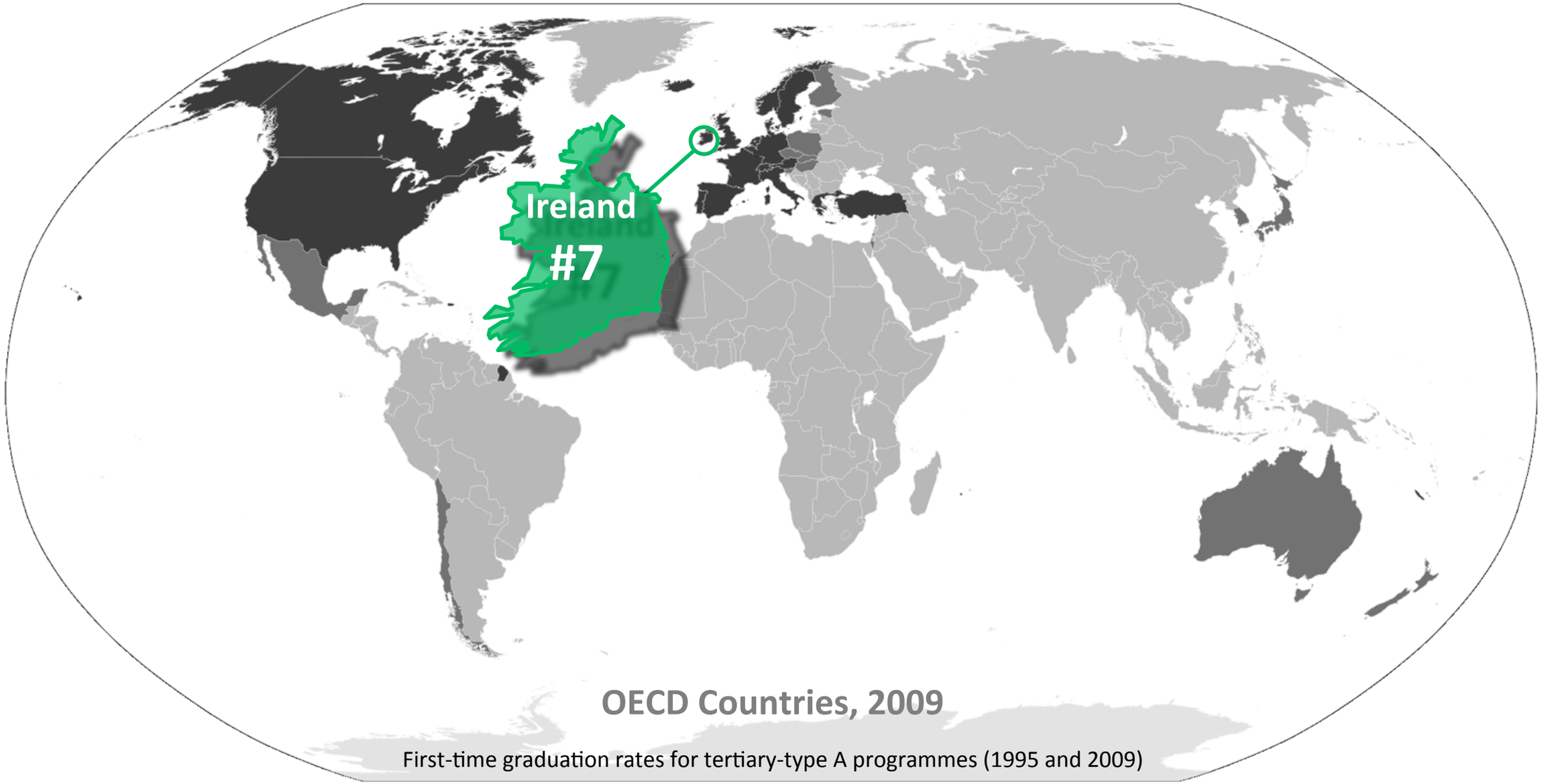
Advisor: Aims McGuinness

Image courtesy: Pam Hule, flickr

Completion: A Story of Success



First-time graduation rates for tertiary-type A programmes (1995 and 2009)

Map Source: http://upload.wikimedia.org/wikipedia/commons/thumb/4/4c/OECD_member_states_map.svg/2000px-OECD_member_states_map.svg.png
Data Source: *Source:* OECD. Table A3.2. See Annex 3 for notes (*www.oecd.org/edu/eag2011).*

OECD Definition of Completion

- **First-time graduation** from Type-A or Type-B programmes (courses)
- Does **not** use 4/5/6 year rates

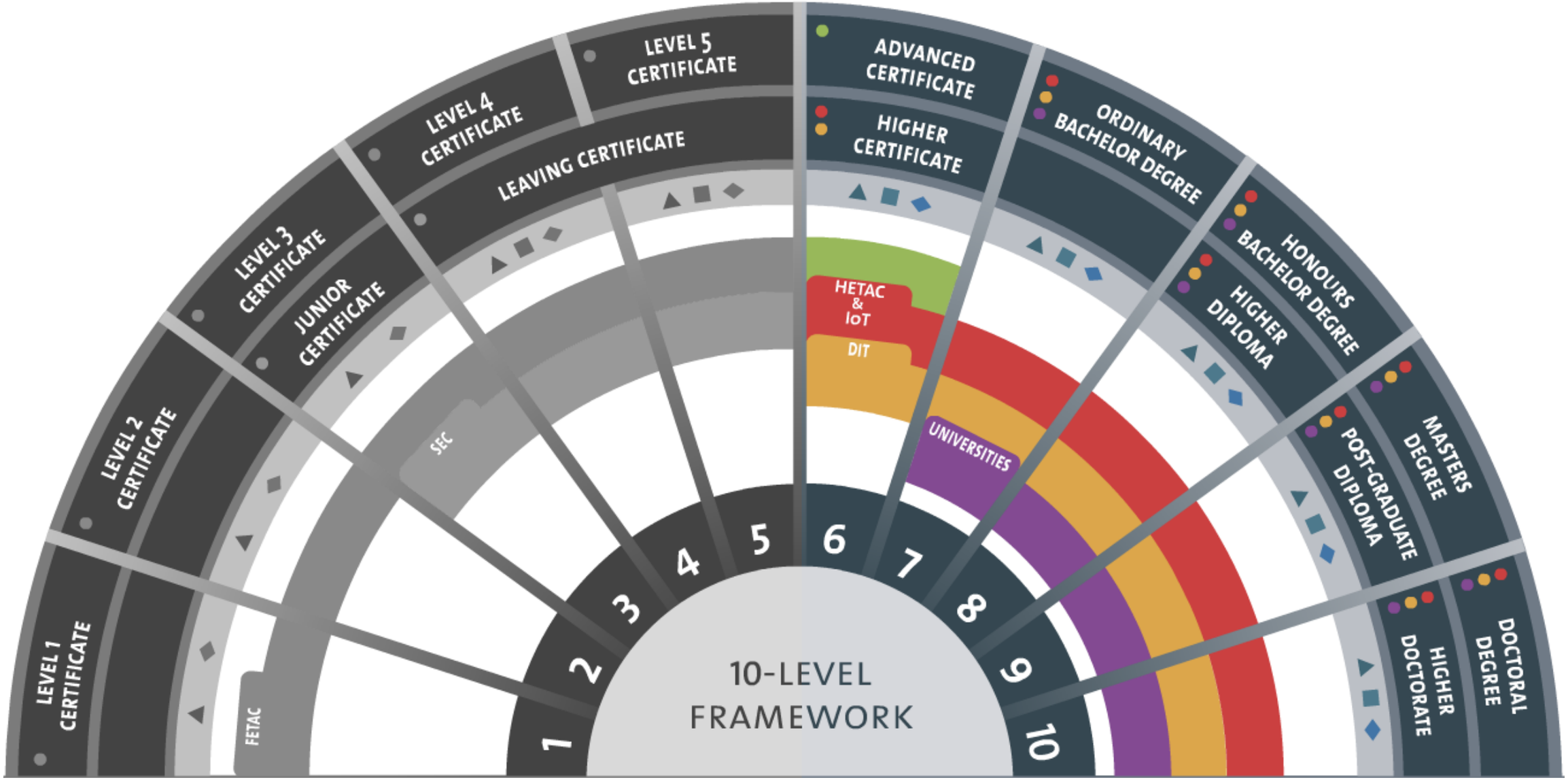
Source: OECD. Table A3.2. See Annex 3 for notes (*www.oecd.org/edu/eag2011).*

Irish Definitions of Completion

- HEA 2001 study:
  - Student who either ***graduated on time or late***

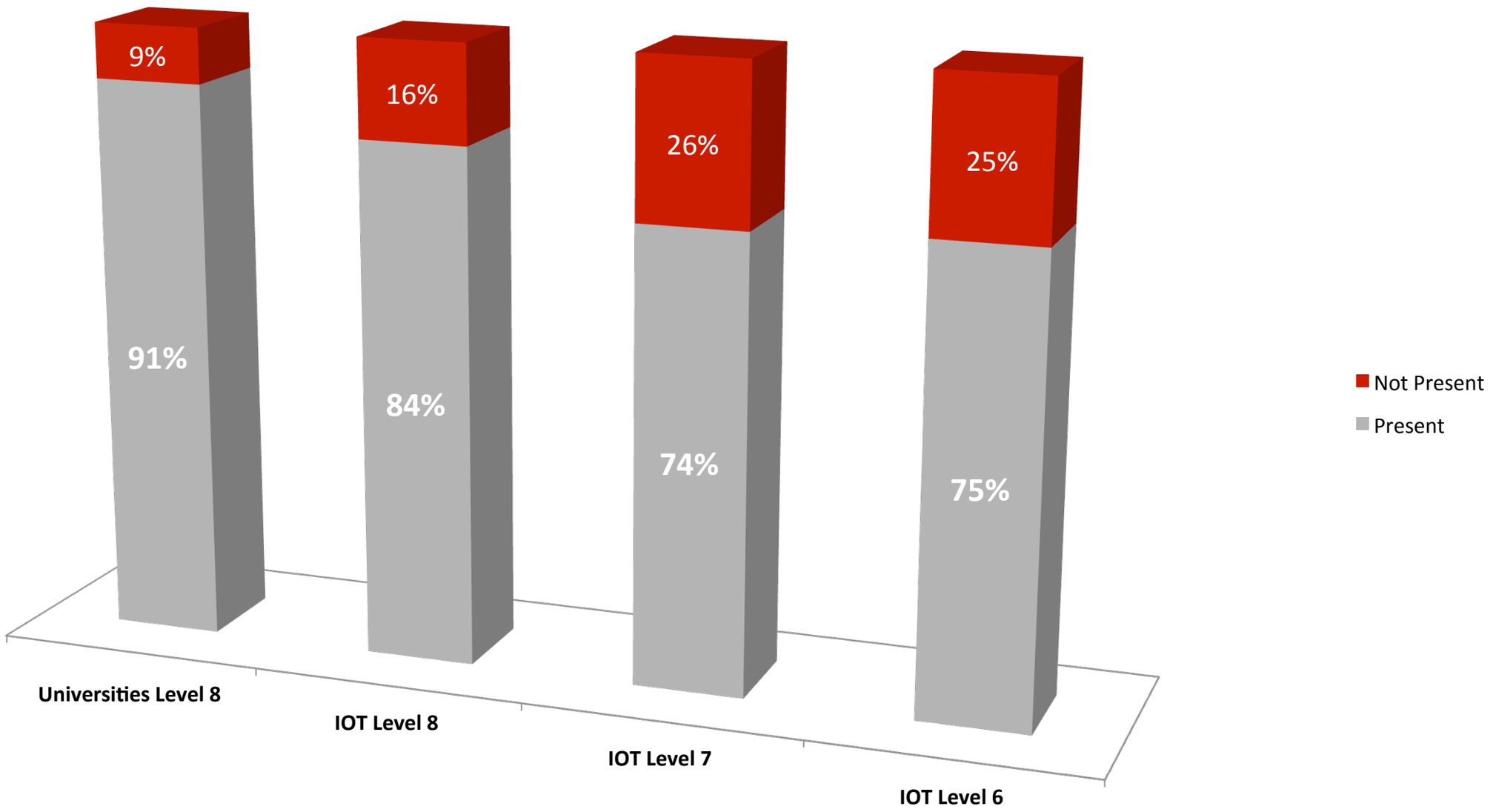
- HEA 2010 study:
  - Level of ***progression*** in one-year period (March 1, 2008 to March 1, 2009)
  - Present
    - Students who repeated a year or changed course/programme type within original institution were deemed to be “PRESENT”

10-Level Framework



Source: http://www.educationireland.ie/quals/qualifications.html

A Study of Progression In Irish Higher Education (HEA 2010)



Source: Higher Education Authority (2010). *Study of Progression in Irish Higher Education.*

Three Key Completion Findings

1. Lack of **mobility, transition and transferability** between the IoTs and Universities
2. Unclear whether there is a systemic **strategy for supporting non-traditional** students
3. Increasing but uneasy **role of IOTs**, and their relationship with universities

Third-Level Completion Findings

1. Institutional-Level Findings

2. Student-Level Findings

3. System/Policy Findings

Image courtesy: Pam Hule, flickr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1. INSTITUTION-LEVEL FINDINGS

Photo source: http://www.tcd.ie/Political_Science/images/campanile.jpg

Entry Process and Data Collection

- Point system and selection of courses:
  - **Open and transparent** on the basis of points
  - DCU study on 1st year student experience
    - Reasons for considering quitting:

"My course was not what I expected" (47%)

"I don't like my course" (26%)

- Collection of data and using it to assist students is an emerging process

Role of Universities and IOTs

- Universities
  - Moderate to highly selective
  - Significant research focus

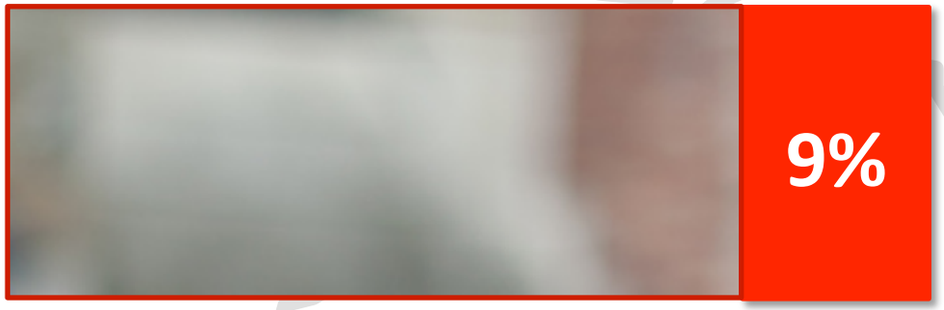
- IOTs
  - Less selective
  - Focus on Level 6 and 7
  - Focus on applied technology
  - Smaller classes

Technological Universities

- National Strategy for Higher Education to 2030 (2011)
  - Potential **designation of IOTs as technological universities**
- **Shift in focus** from levels 6-7 to Levels 8-10
- Serve the traditional IOT students?

Completion Overview by Sector

University Sector*



Issue Space

1. Data Availability
2. Teaching and Learning
3. Curricula
4. Research

IOT Sector*

1. Data Availability
2. Student Support
3. Labor Markets
4. Serve Regions

Greatest opportunity for improvement

*Non-presence rate at Level 8 used as proxy for completion rate

Source: Higher Education Authority (2010). *Study of Progression in Irish Higher Education.*

2. STUDENT-LEVEL FINDINGS

Photo Source: http://thewelledu.files.wordpress.com/2012/05/diverse-students1.jpg

Student-Level Findings

- **Cohort** model
  - Peer learning
- Funding system could be credited for high completion
  - **Free tuition for 4 years**
- Rigid and inflexible course selection process **both a strength and a limitation**

Projecting Demand for 2025

- Demand projections reflect 4 categories:
  - **Direct entrants** (younger than 19 years and 6 months): 53%
  - **Late entrants** (older than 19 years and 6 months, but younger than 23): 9%
  - **Mature entrants** (age 23 or higher and come from within the state): 25%
  - **International entrants**: 13%

Source: Hunt Report 2011

Part-Time Students

- **Mature students from underprivileged backgrounds** favor attending higher education on a part-time basis. Part-time students are not supported by ‘maintenance grants’ and have to pay fees
- In some industrial areas of Ireland [such as Tallaght], there are **strong labor markets for part-time courses** if fees were eliminated

Students with Disabilities

- While Ireland has achieved progress enhancing participation by students from different socio-economic backgrounds, **retention is a challenge, as the country manages the increased student diversity** (Thomas, Slack, Casey, 2002)
- One of the vulnerable populations is that of **students with disabilities .** The Education for Persons with Disabilities Bill provides the legislative support for students with disabilities
- The Disabilities Federation of Ireland (DFI) indicates that even with the legislative support, **students with disabilities continue to experience exclusion** (OECD, 2006, p. 53).

Travellers

- Ethnic minority people **indigenous to Ireland**. Approximately 21,000 Travellers in Ireland.
- In the absence of adequate data, the **2005-2007 Action Plan did not set targets for access** to higher education for members of the Traveller community or ethnic minorities
- Most Traveller children do not complete second-level education, therefore, **coordination with primary and second level education sectors forms an important part of access**

Source: National Access Plan 2008-2013. P. 29

Student-level Findings

- **Springboard** program is an innovative example
- **Systemic approach across sectors** is yet to be developed
- **Flexibility**
- **Funding for part-time** and other non-traditional students.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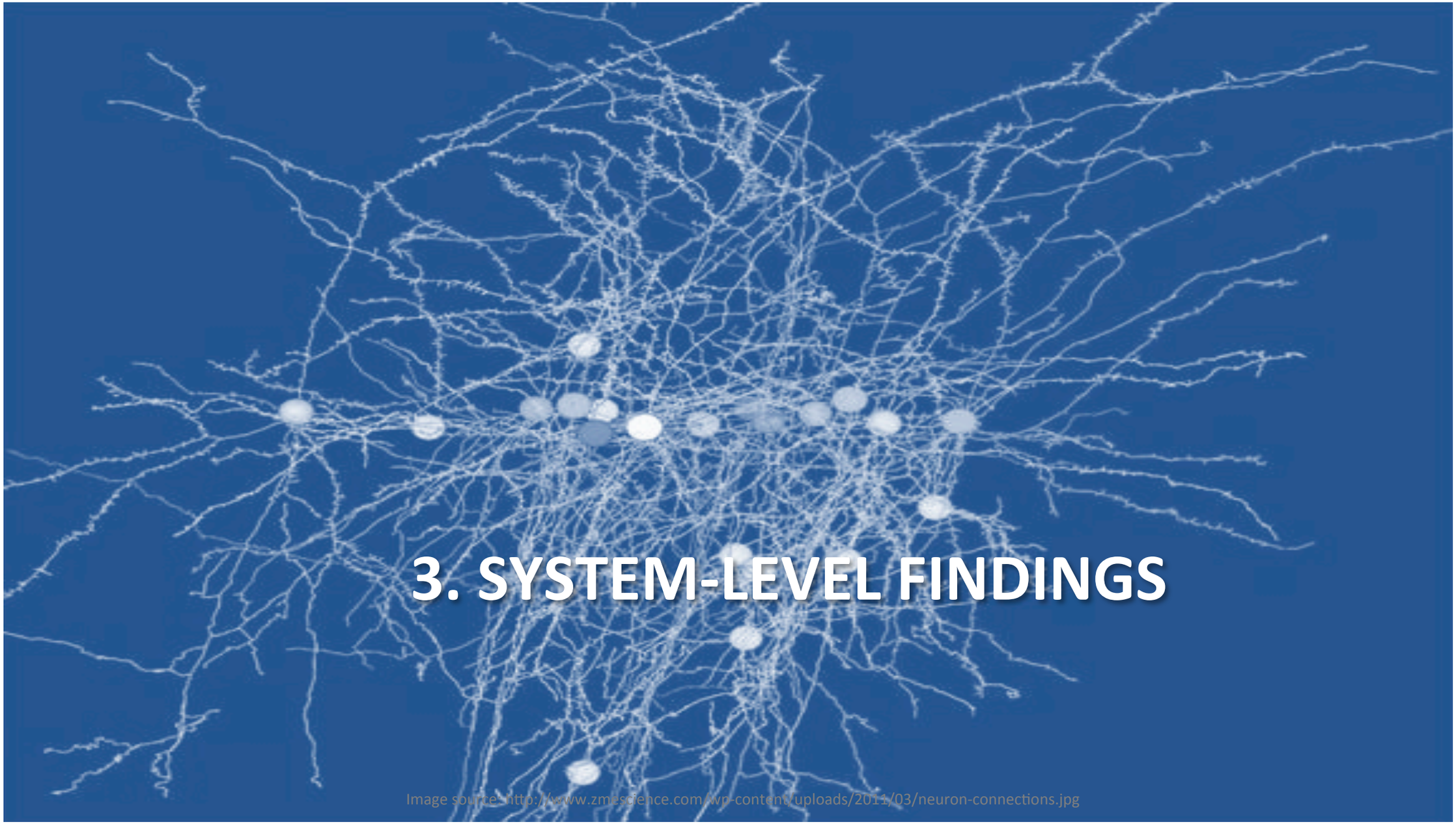
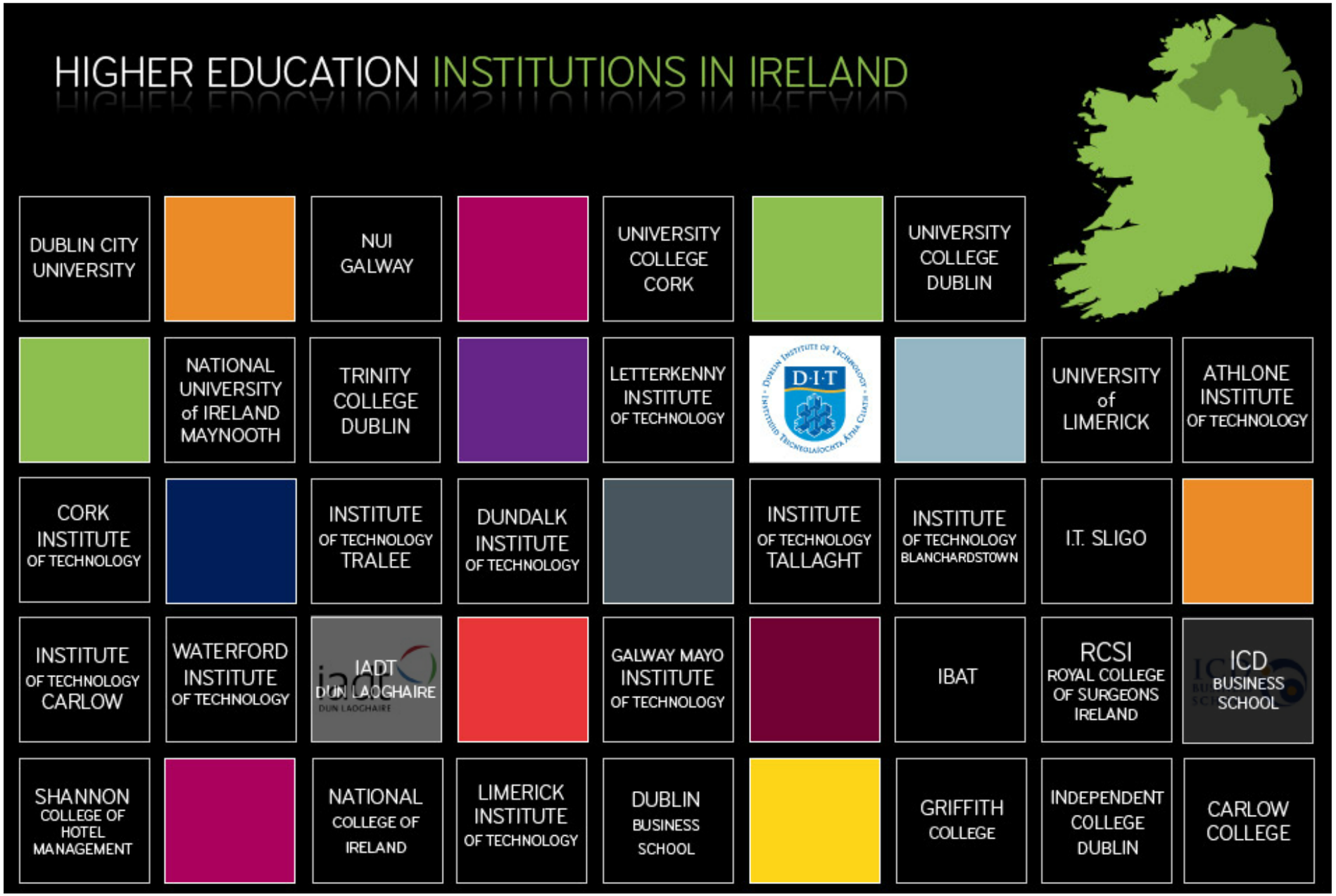


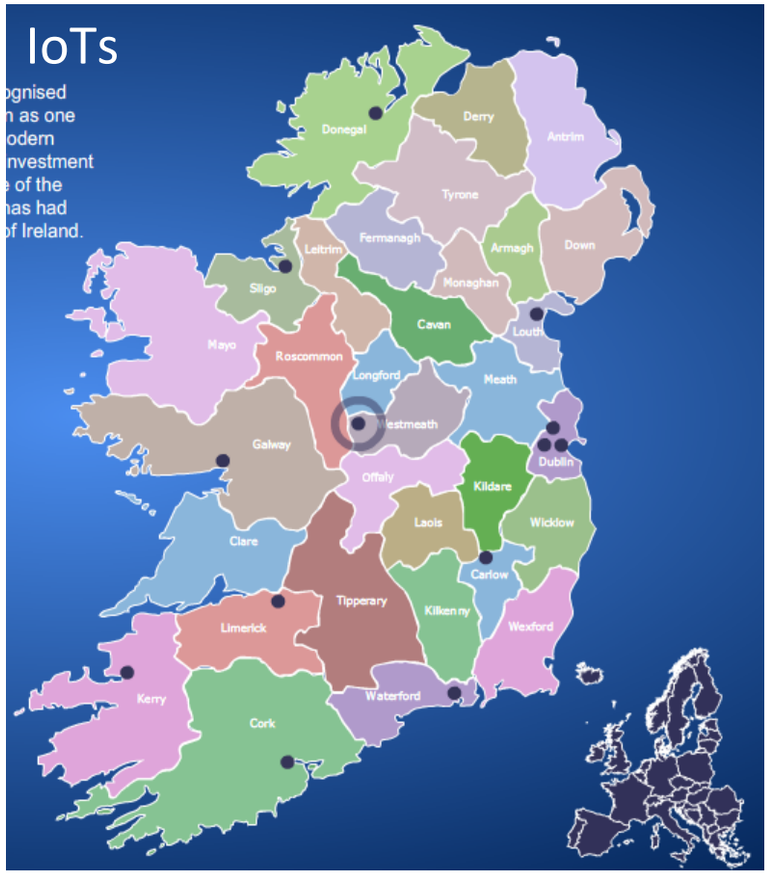
3. SYSTEM-LEVEL FINDINGS

Image source: http://www.zmescience.com/wp-content/uploads/2011/03/neuron-connections.jpg

Autonomy and Accountability



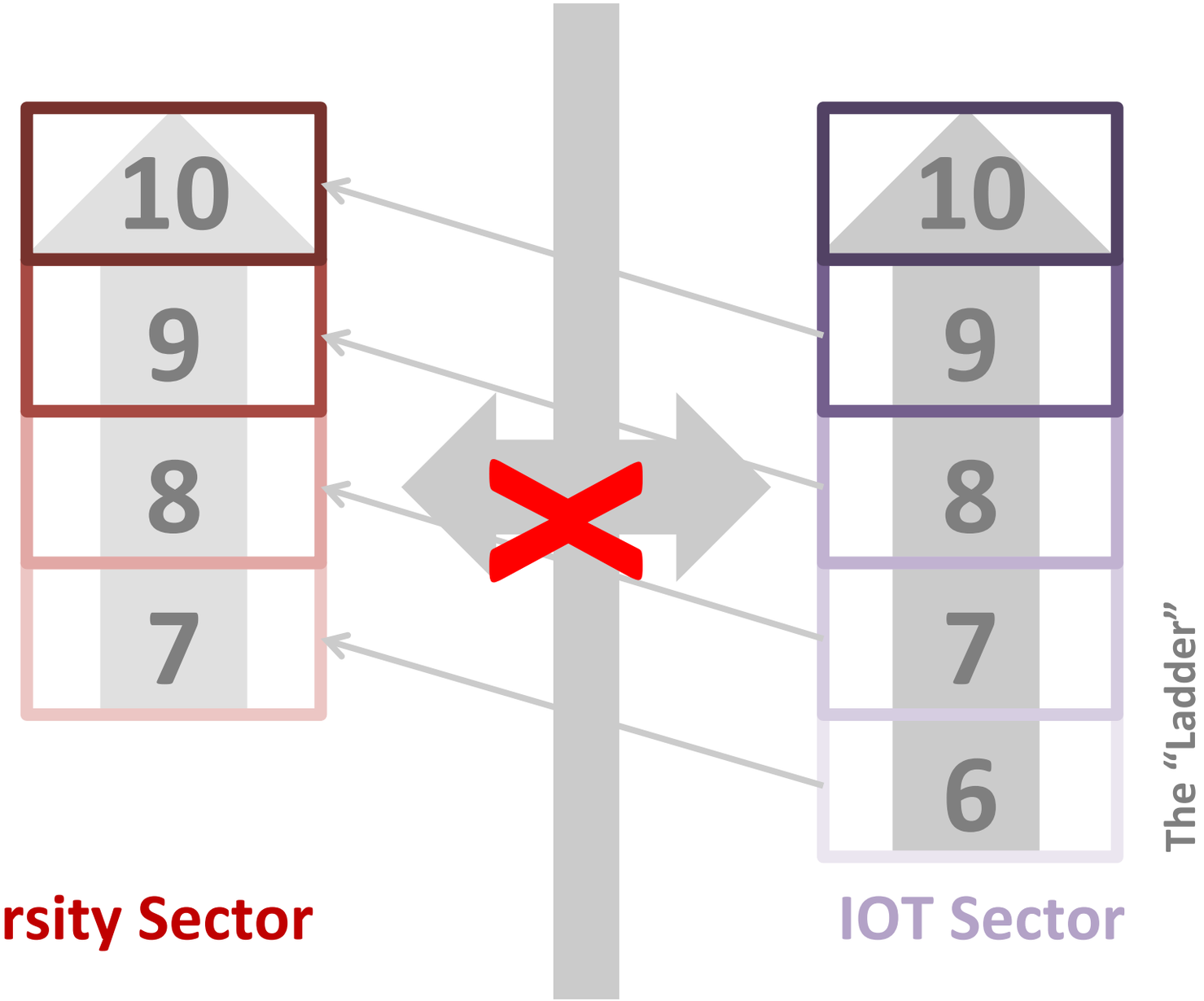
Coordination Issues



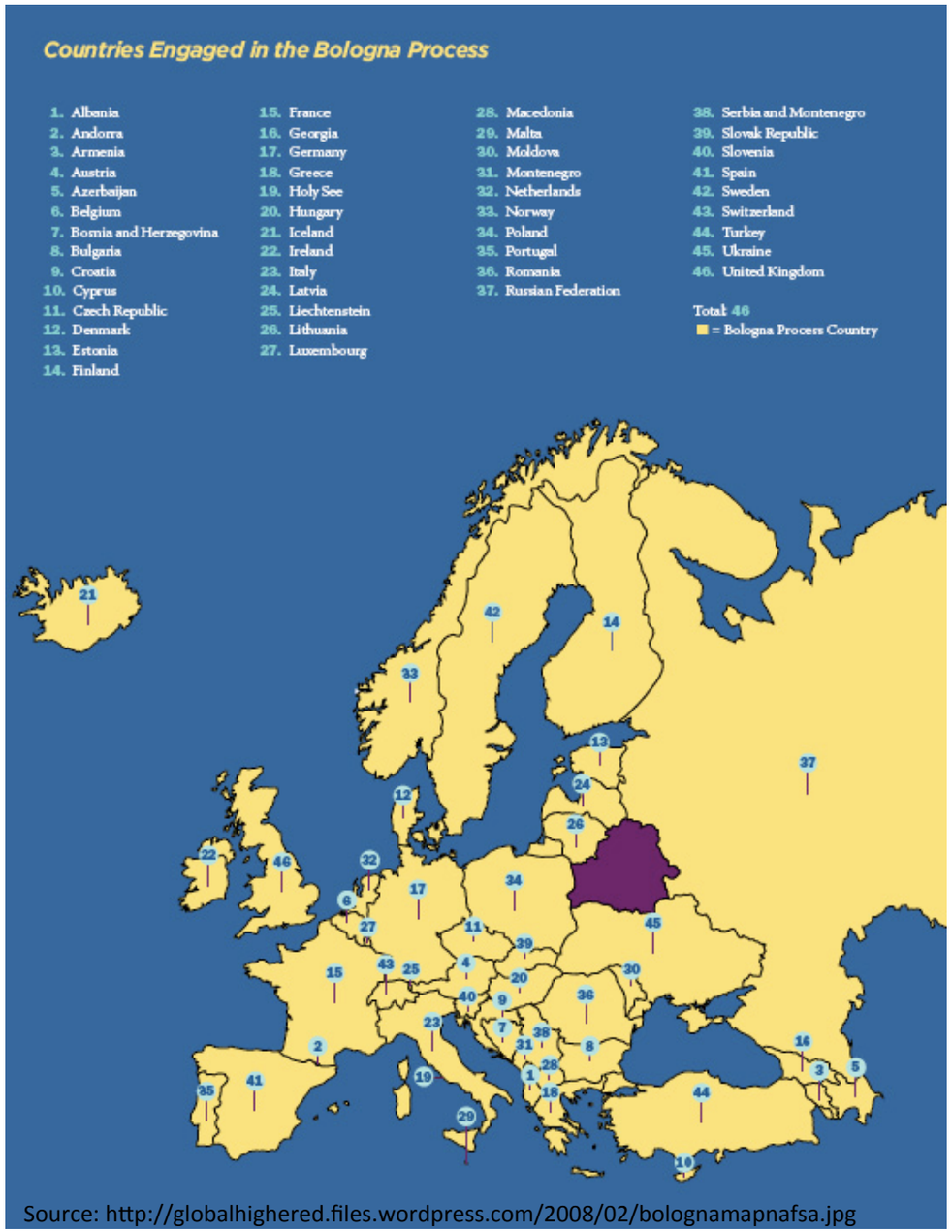
Source: IOTI.ORG

Source: UniversitiesIreland.ie

Non-Transferability



Bologna Process



Source: http://globalhighered.files.wordpress.com/2008/02/bolognamapnafsa.jpg

- The adoption of Bologna process has been uneven across the system

System-wide Data Issues

- System-wide data gathering on key performance indicators, QQAI
- Data protection issues and student tracking across the system

System Architecture

- It is unclear what impact the initiative to form **technological universities and region clusters** would have in solving the problems of quality, transferability, progression and completion.

Future Systems

- The system appears to perform well from the perspective of completion at the moment
- Future challenges in the face of **massive changes to the world order**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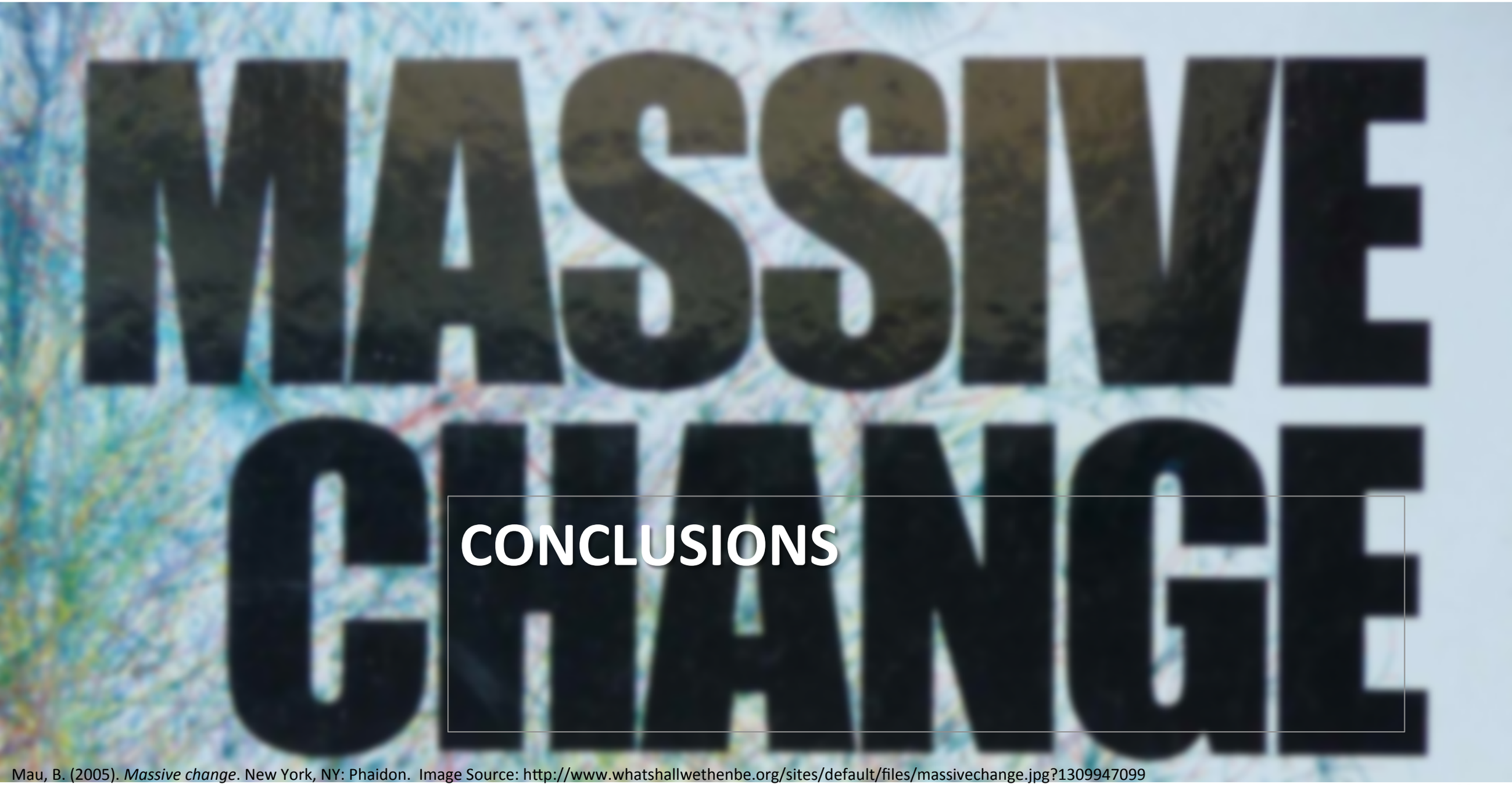

CONCLUSIONS

Mau, B. (2005). *Massive change*. New York, NY: Phaidon. Image Source: http://www.whatshallwethenbe.org/sites/default/files/massivechange.jpg?1309947099

Completion Conclusions

1. Lack of **mobility, transition and transferability** between the IoTs and Universities
2. Unclear whether there is a systemic **strategy for supporting non-traditional** students
3. Increasing but uneasy **role of IOTs**, and their relationship with universities

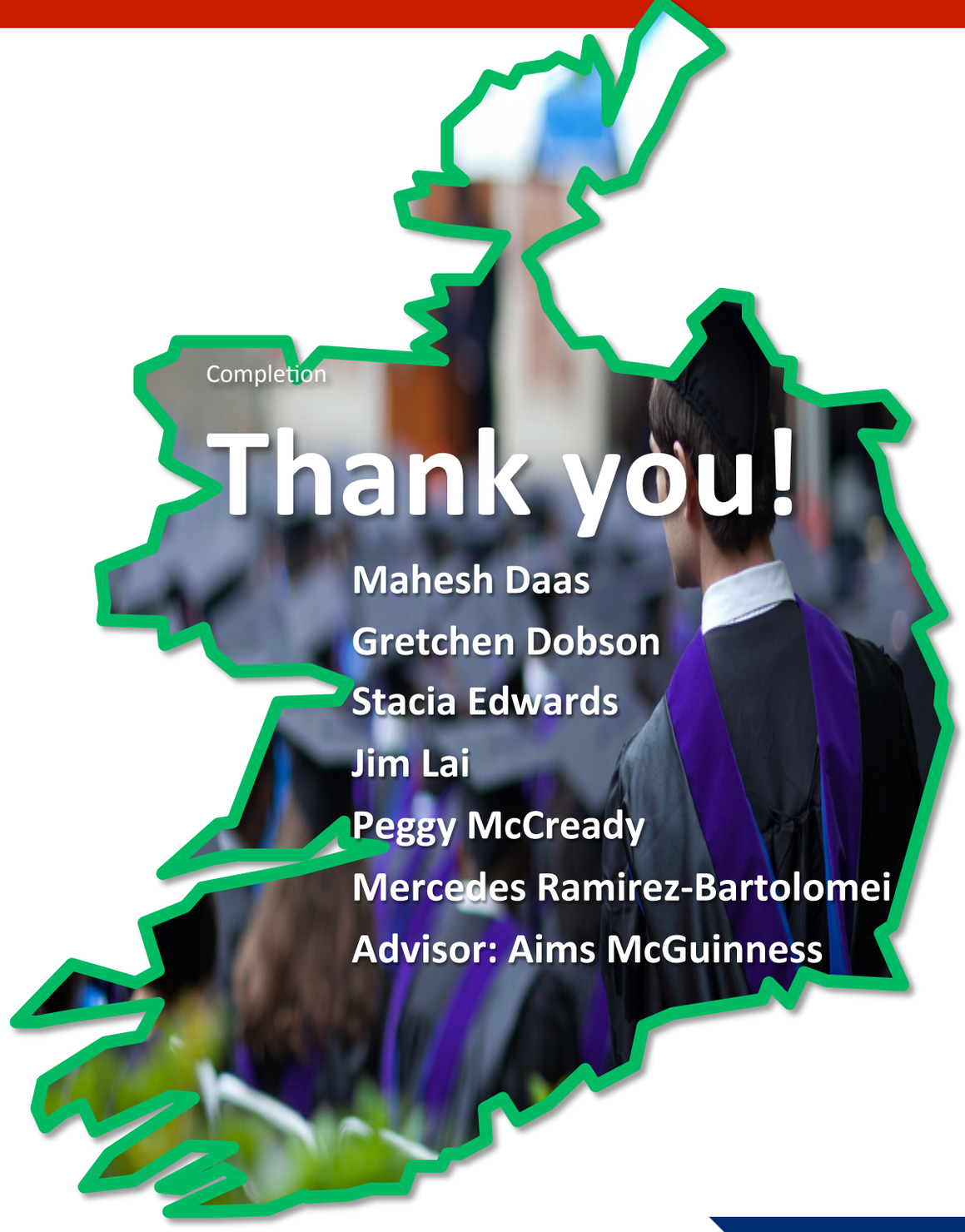

Image courtesy: Pam Hule, flickr