



# **Innovative approaches for enhancing the 21st century student experience**

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**Shaping  
perspectives**

**Research  
developments**

**Next steps**

**→ Innovative  
perspectives**

# Shaping perspectives

**Subject  
selection at  
school?**

**Where to  
study?**

**What to do  
after school?**

**What to do  
after tertiary?**

**What is the value  
of education  
across the  
lifespan?**

**How to build a  
'career'?**



The collage consists of four distinct images. The largest image on the left is a photograph of a dark green Volkswagen Beetle parked on a street. A white sign with the words 'FOR SALE' in red capital letters is placed on the car's hood. In the background, a building with a sign that reads 'BIRTHDAY' is visible. To the right of the car image are three smaller screenshots of websites. The top-left screenshot shows the 'Affordable Colleges Online' website with a green header and a search bar. The top-right screenshot shows the 'US News Education' website with a blue header and navigation links. The bottom-right screenshot shows a 'TOEFL' calculator website with a pink header and a table of scores for various countries in Oceania.

Country	Location	Overall score	Writing score
Australia	Australia	71.9	
United Kingdom	United Kingdom	71.2	
Canada	Canada	62.4	
United States	United States	58.4	
France	France	51.1	
Germany	Germany	48.4	
Japan	Japan	44.4	
India	India	42.9	
China	China		
South Korea	South Korea		
Italy	Italy		
Spain	Spain		
Sweden	Sweden		
Switzerland	Switzerland		
Belgium	Belgium		
United States of America	United States of America		

# Shifting dynamics/interests...

**Government**

**Student**

**Quality  
agency**

**Transparency  
technology**

**Higher  
education  
institution**

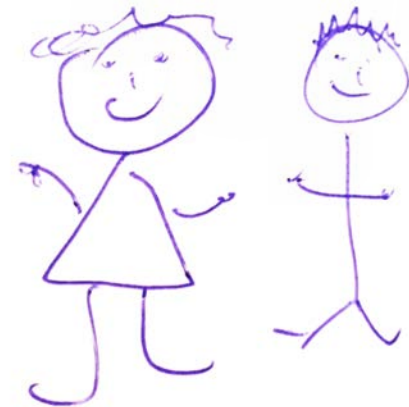
**Stakeholders**

# Intersectionalities

## THE INSTITUTION



Institution Institution  
Institution Institution  
Institution Institution

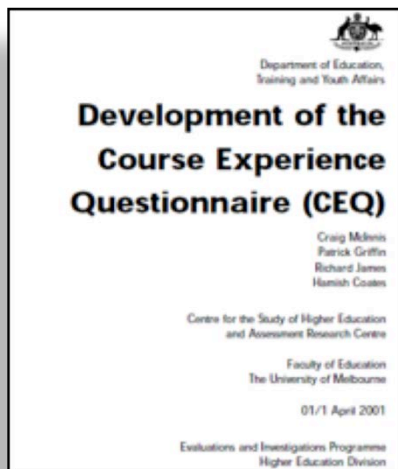


# Re-imagining new futures...

- Move beyond myths/rituals that feel so ingrained yet fail to prove value
  - Spark new cycles of contribution and improvement
- New metrics and reporting mechanisms



# Research developments



**Student Support**

**Learning Resources**

**Learning Community**

**Graduate Qualities**

**Good Teaching**

**Intellectual Motivation**

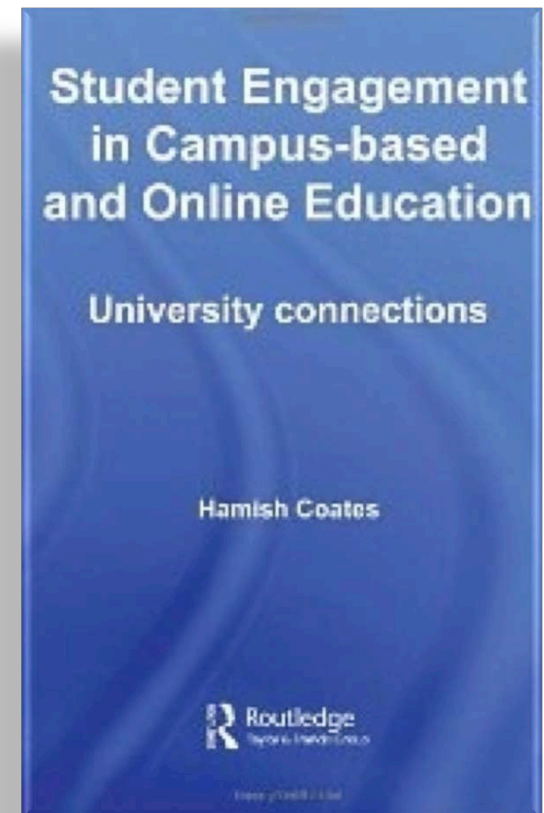
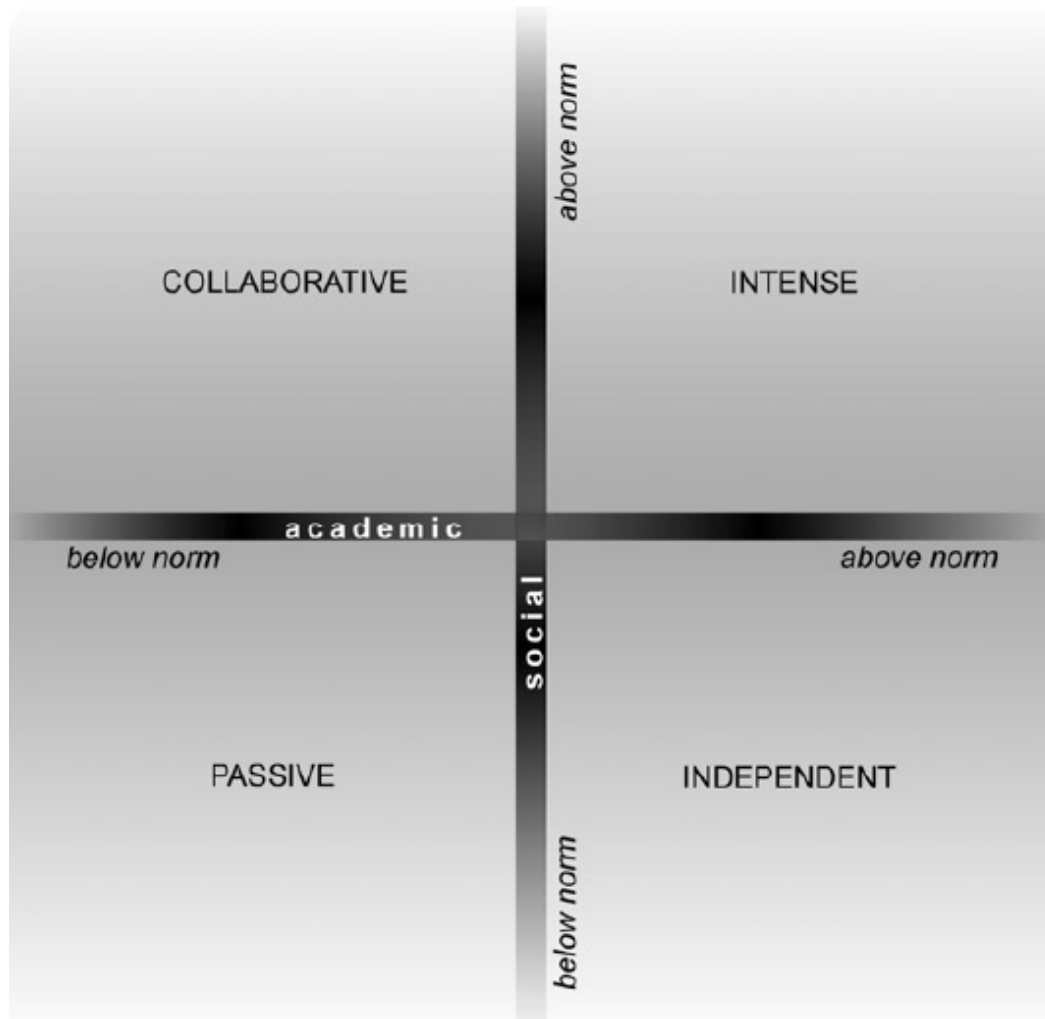
**Clear Goals**

**Appropriate Workload**

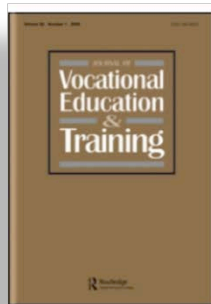
**Appropriate Assessment**

**Generic Skills**





Domain	Scale	Scale description
Training Quality	Trainer Quality	competence and effectiveness of trainers and teachers
	Overall Satisfaction	overall satisfaction with the education and training
	Effective Assessment	appropriateness and effectiveness of assessment
	Clear Expectations	clarity of training plan and approach
	Learning Stimulation	extent to which training stimulated people to learn
Work Readiness	Training Relevance	relevance of the training for work
	Competency Development	assessment of competencies developed in the training
Training Conditions	Training Resources	quality and appropriateness of learning resources
	Effective Support	support provided to help people learn
Learner Engagement	Active Learning	participation in active learning linked with high-quality outcomes



#### Journal of Vocational Education & Training

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<http://www.informaworld.com/smp/title-content=t716100716>

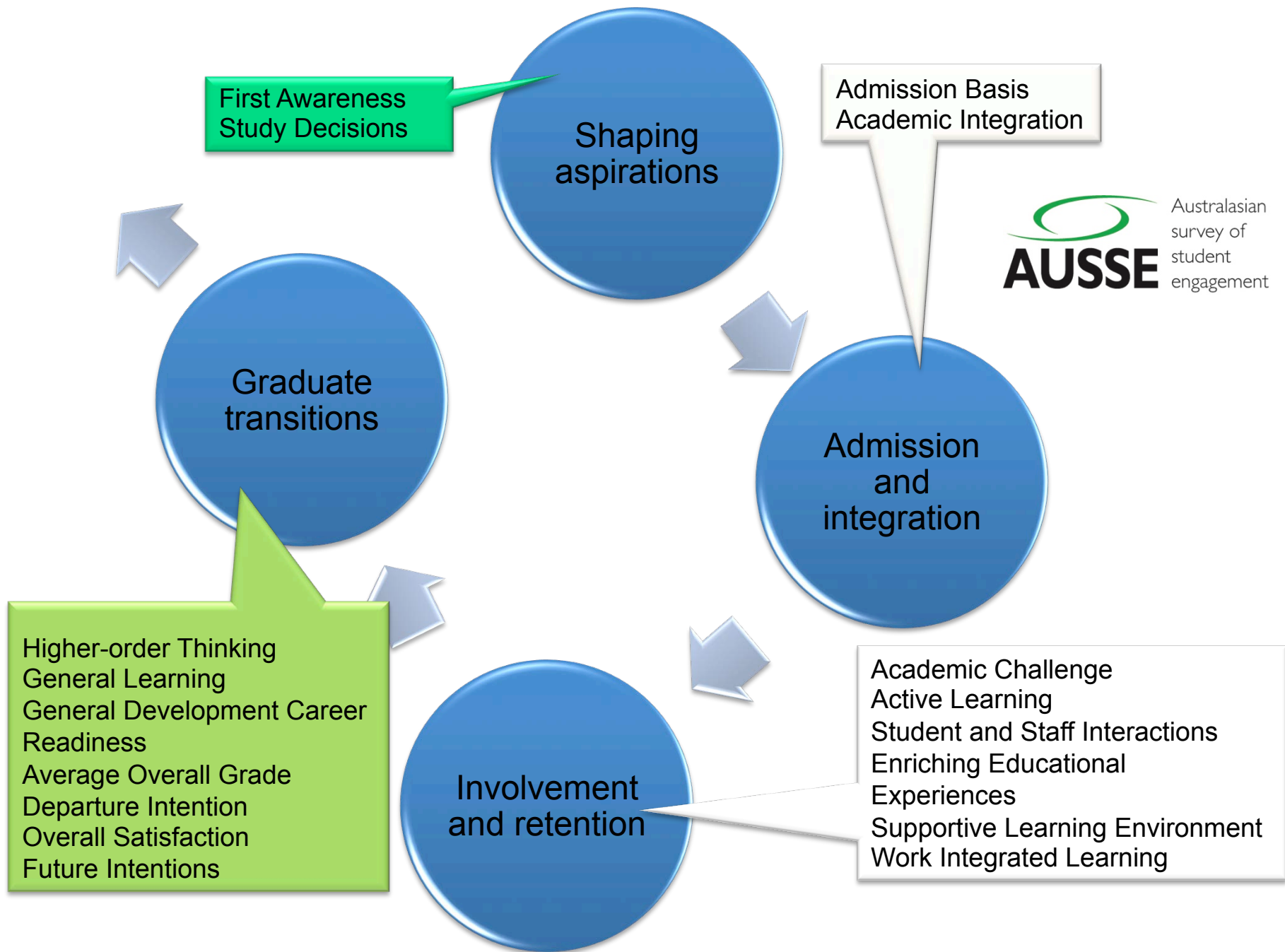
#### Building quality foundations: indicators and instruments to measure the quality of vocational education and training

Hamish Coates <sup>a</sup>

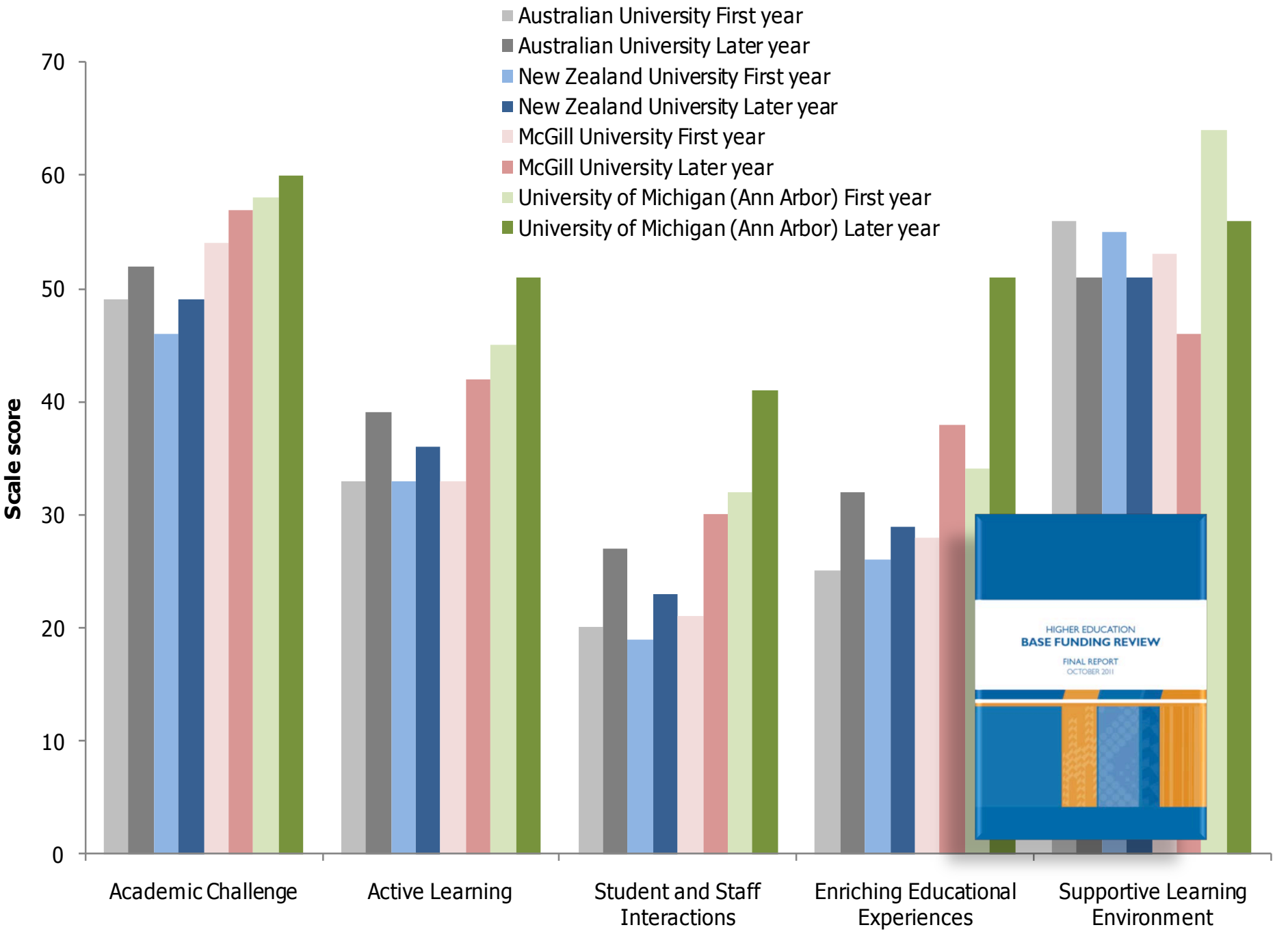
<sup>a</sup> Australian Council for Educational Research (ACER), Camberwell, Australia

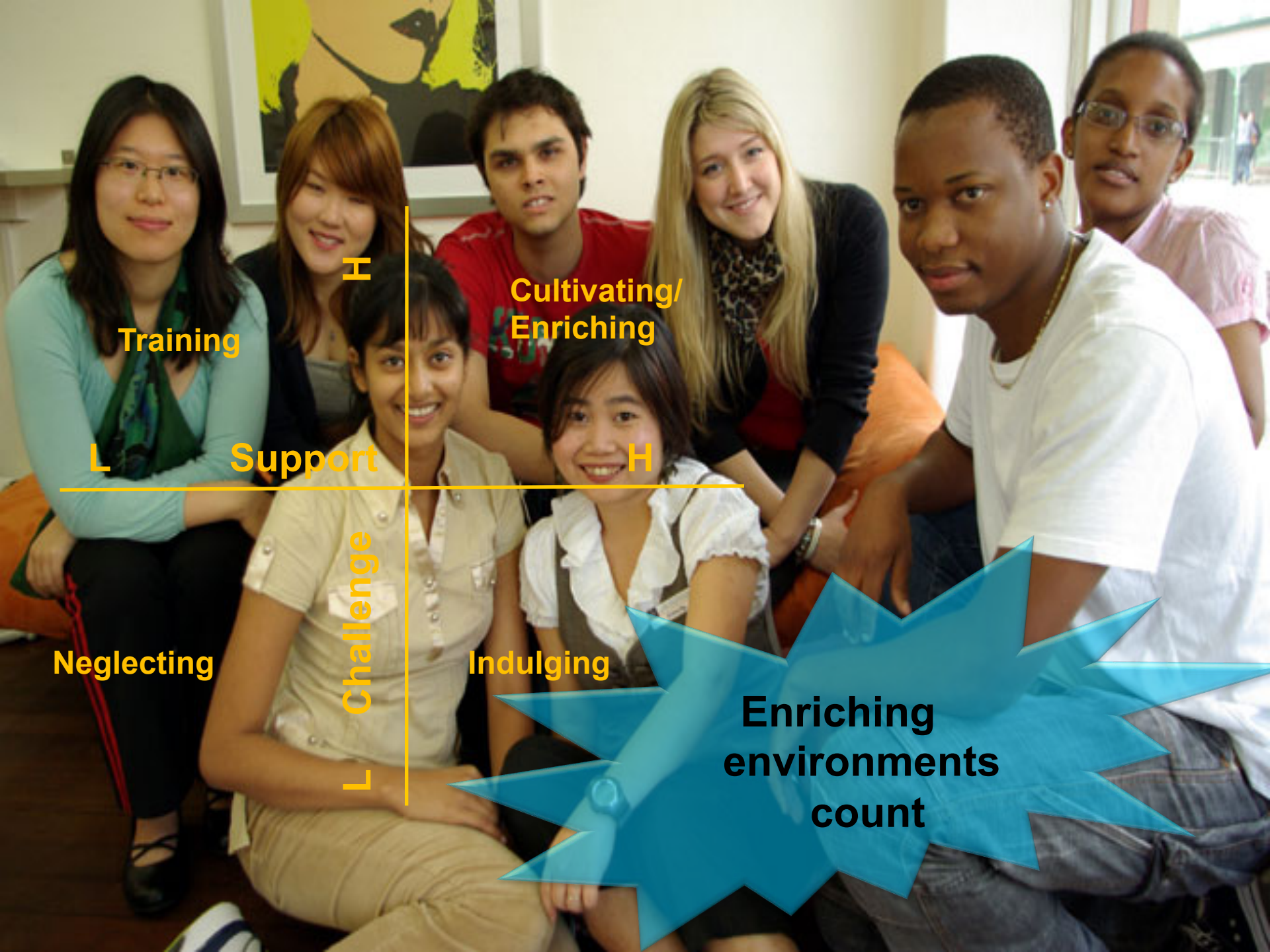
Online publication date: 07 December 2009





Departure reason	Per cent considering departure – 2015	Departure reason	Per cent considering departure – 2015
Health or stress	42	Other	13
Study/life balance	29	Commuting difficulties	11
Need to do paid work	26	Gap year / deferral	10
Financial difficulties	25	Fee difficulties	10
Workload difficulties	25	Academic exchange	10
Personal reasons	25	Social reasons	9
Need a break	22	Administrative support	8
Boredom/lack of interest	22	Travel or tourism	8
Expectations not met	22	Institution reputation	8
Career prospects	20	Other opportunities	8
Change of direction	18	Standards too high	6
Family responsibilities	17	Moving residence	6
Academic support	16	Graduating	5
Paid work responsibilities	16	Received other offer	5
Quality concerns	15	Government assistance	3





**Training**

**H**

**Cultivating/  
Enriching**

**L**

**Support**

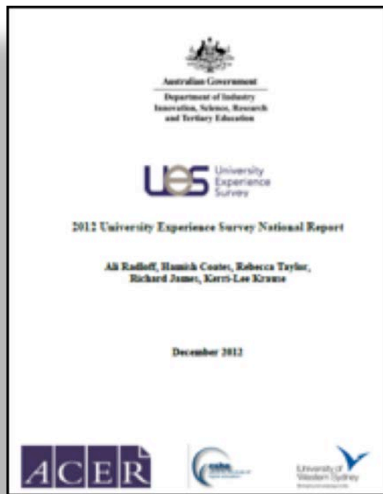
**H**

**Neglecting**

**L**  
**Challenge**

**Indulging**

**Enriching  
environments  
count**



Engagement

Development

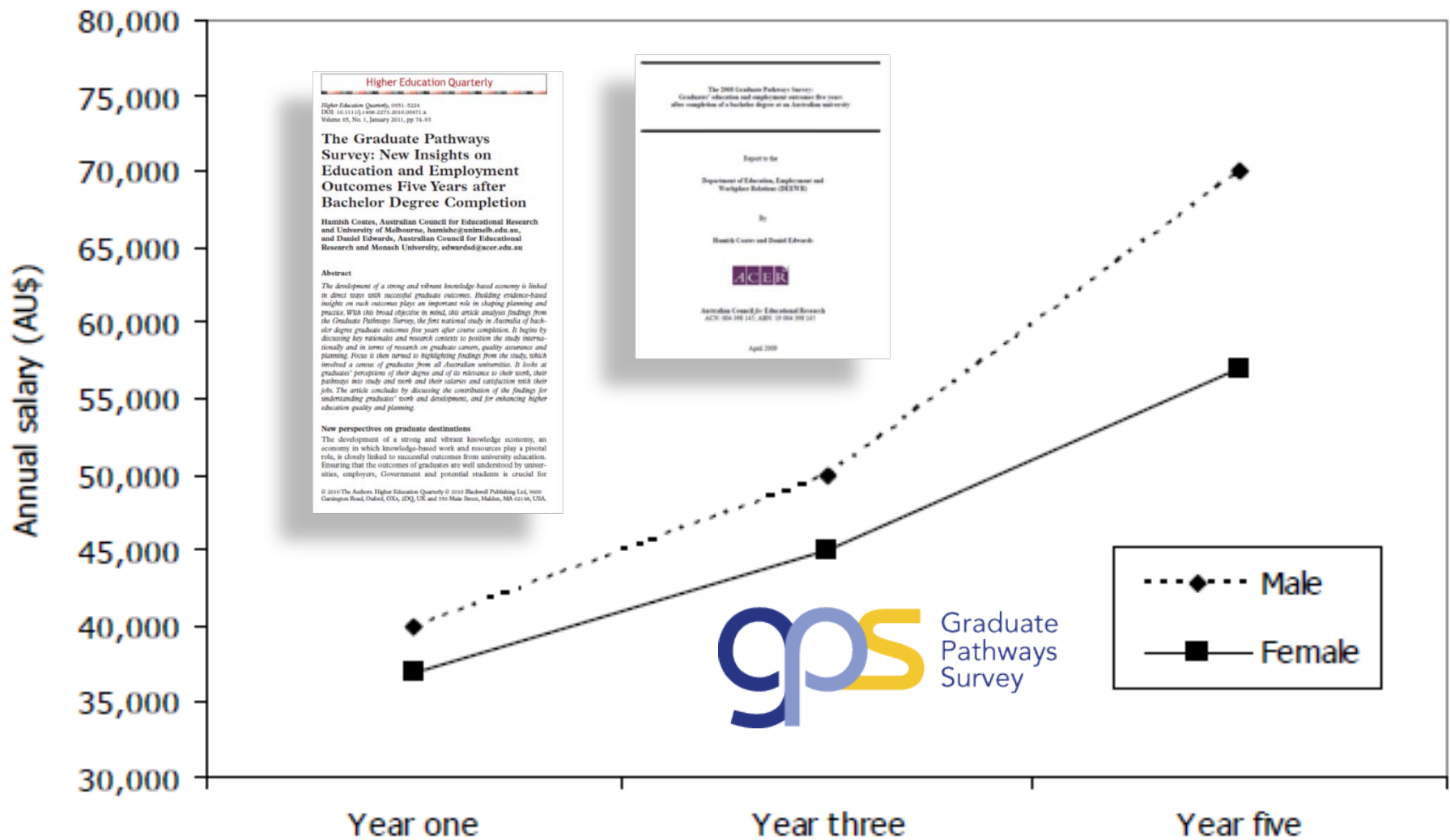
Teaching

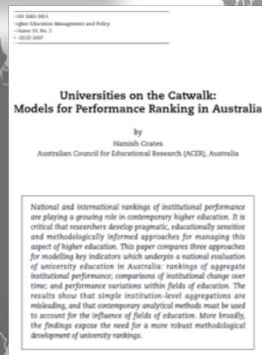
Support

**UES** University Experience Survey

Inclusion







ahelo

Assessment of Higher Education Learning Outcomes



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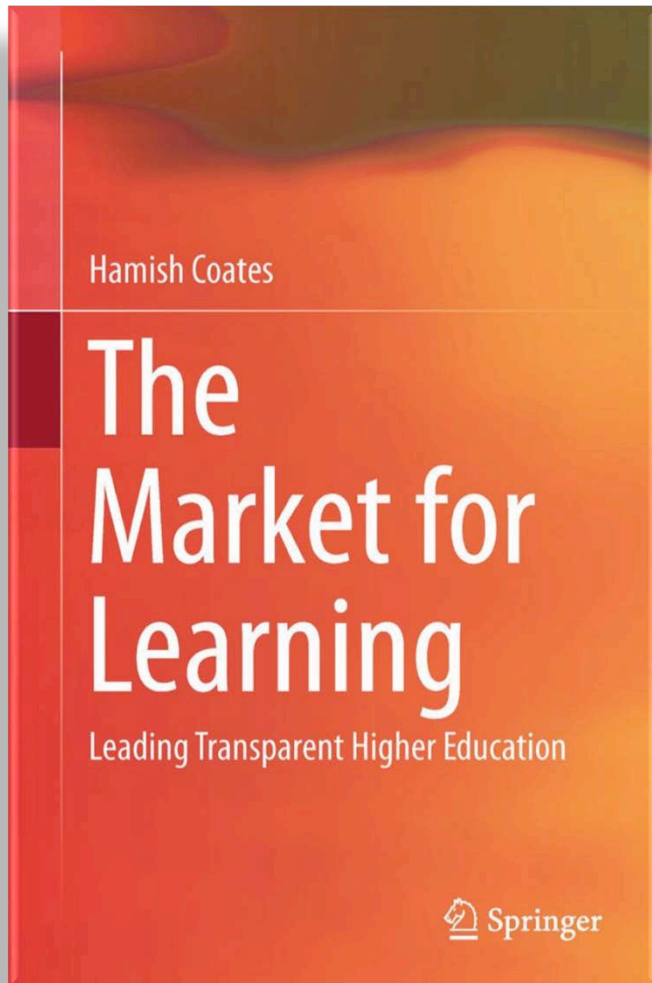


### Working women and product

Twenty-five delegates from the Asia-Pacific region attended the opening of the Conference on Female Workers and Productivity Enhancement, Tuesday, 5 April, at the APO Secretariat in Tokyo. Representing 17 APO member countries, various policymakers, industry officials, and experts in the area of gender-related labor issues and mainstreaming are attending the conference.

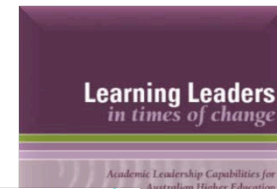
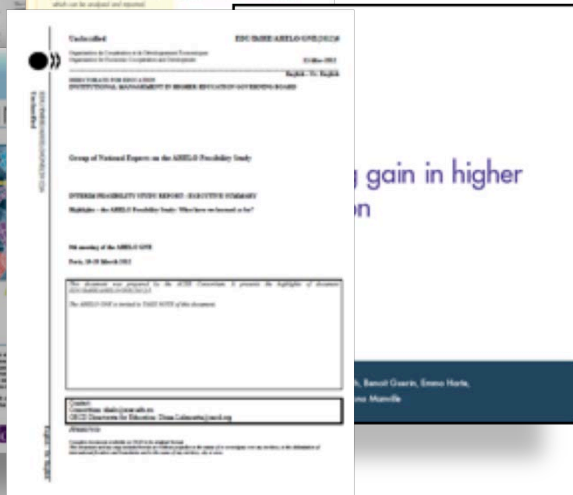
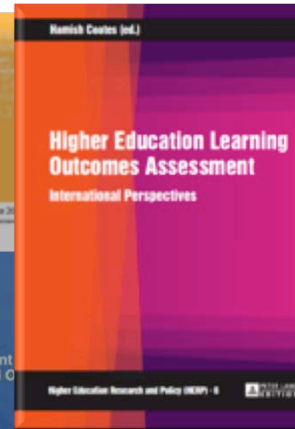
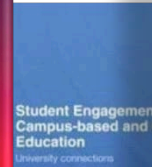
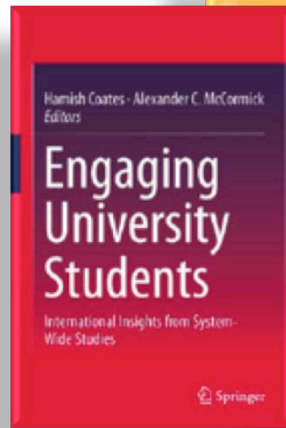


[RESOURCES FOR](#)
[NPOs](#)
[PARTICIPANTS / EXPERTS](#)
[MEDIA](#)
[ALUMNI](#)



- Future higher education must be unrecognisably more transparent
- Need to improve nature and governance of disclosure
- Need for more information, particularly on education, engagement
- Shift focus from inputs and processes to outcomes, impact and value ('success')
- Need for more effective reporting platforms

**→ Innovative  
perspectives**



- What are we **seeking to achieve?**
- Move beyond **dated/mythical stereotypical groups**

**Successful  
experience**

- Become **more evidence-based**
- Focus on **education success**

- What data/**footprints** exist?
- Must move **beyond survey rituals** with diminishing %,  $R^2$ , \$
- IR **less a-theoretical**: align with students and institutions

**Education  
analytics**

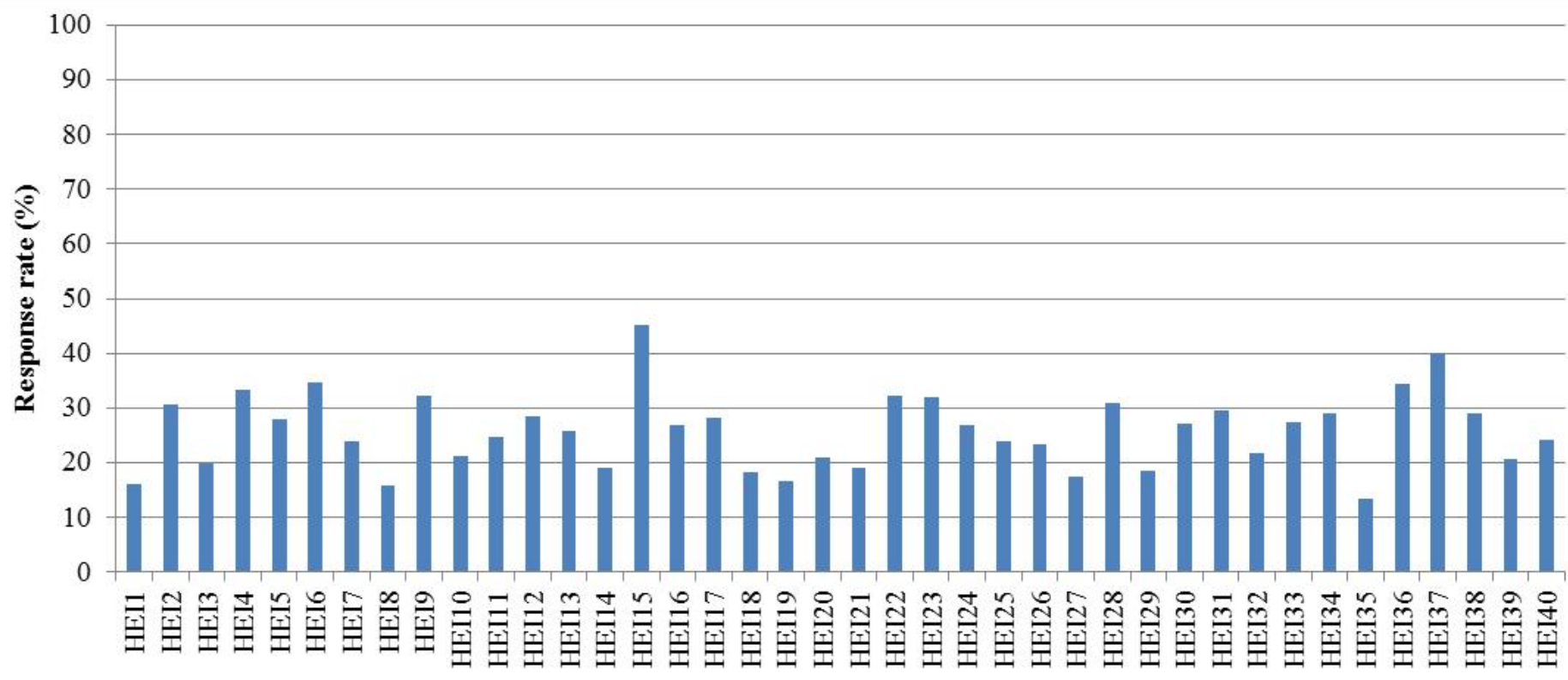
**Academic  
leadership**

# For instance... moving beyond small $R^2$

	INST	BFOE	DFOE	LEVEL	FINANCE	TYPE	MODE	SEX	AGE	ATSI	PR	LAN- GUAGE	DISA- BILITY	FY- WORK	GRAD- WORK	AVE- RAGE
GTS	1.4	1.9	5.0	0.6	0.0	0.0	0.0	0.0	0.6	0.0	0.0	0.1	0.0	0.0	0.3	0.7
GSS	1.0	0.7	2.5	1.1	0.2	0.2	0.2	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.4
OSI	1.1	1.1	2.7	0.3	0.1	0.0	0.0	0.0	0.3	0.0	0.0	0.2	0.0	0.0	0.0	0.4
CGS	1.0	0.9	3.4	0.4	0.3	0.3	0.0	0.0	0.5	0.0	0.1	0.2	0.0	0.0	0.0	0.5
AWS	0.7	1.6	6.8	0.4	1.2	0.9	0.6	0.0	0.4	0.0	0.8	1.5	0.0	0.4	0.1	1.0
AAS	2.1	7.7	12.8	2.9	4.3	2.9	1.6	1.5	4.4	0.0	3.0	4.3	0.0	0.5	0.2	3.2
IMS	1.3	3.1	6.4	1.1	0.3	0.0	0.0	0.2	0.8	0.0	0.1	0.6	0.0	0.0	0.1	0.9
SSS	2.3	0.6	2.8	0.5	0.8	0.3	0.2	0.0	0.4	0.0	0.1	0.3	0.0	0.0	0.0	0.6
GQS	1.3	1.5	3.6	0.5	0.2	0.0	0.0	0.2	0.5	0.0	0.1	0.3	0.0	0.0	0.1	0.6
LRS	0.9	1.0	3.4	0.4	0.1	0.0	0.2	0.0	0.3	0.0	0.0	0.1	0.0	0.0	0.0	0.4
LCS	1.0	0.4	3.3	0.7	0.4	1.3	3.4	0.0	0.6	0.0	0.2	0.1	0.0	0.1	0.1	0.8

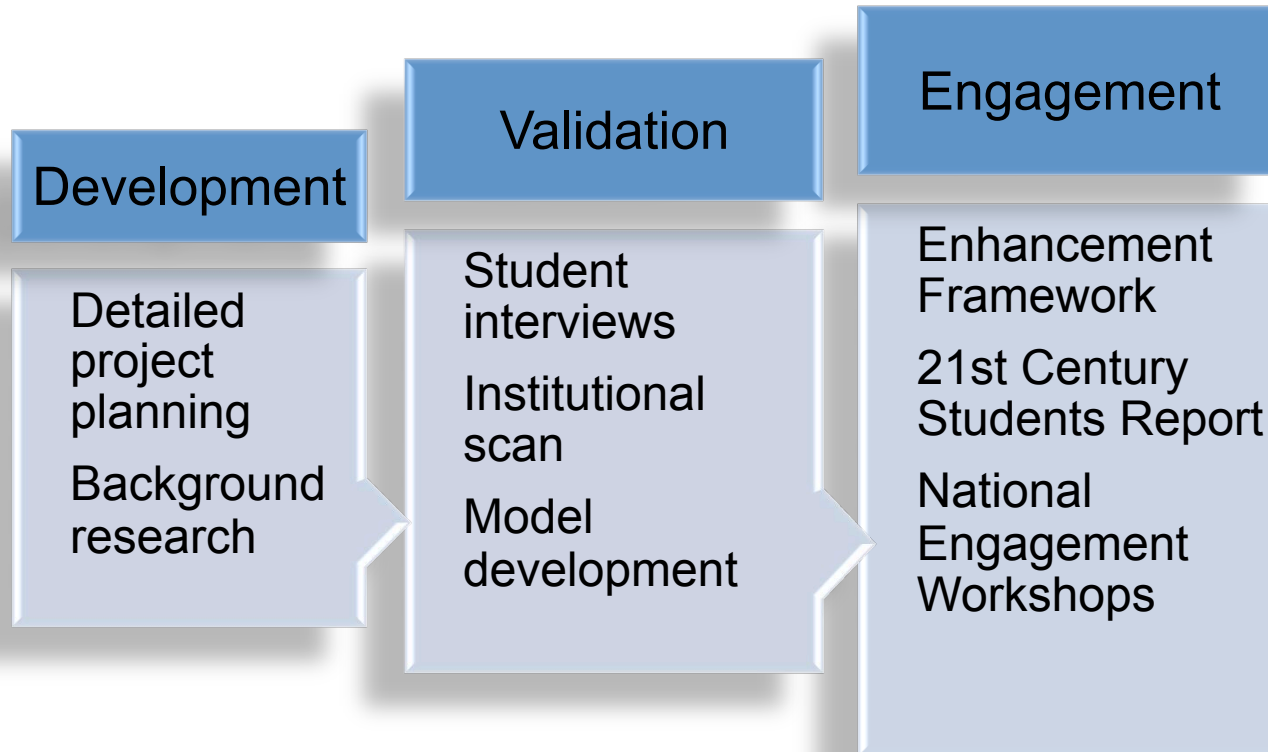
Coates & Ainley, 2007

# Beyond dwindling 'response rates'



Coates et al., 2012

# The research context



Aimed to bring about sustainable strategic change through improving institutional capacity to enhance the student experience by:

- building new concepts for understanding students
- identifying new data sources and approaches
- engaging institutions in enhancement work



THE UNIVERSITY OF  
WESTERN AUSTRALIA



THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA



Janet Clarke Hall  
THE UNIVERSITY OF MELBOURNE



INDIANA UNIVERSITY

THE UNIVERSITY OF  
**TEXAS**  
AT AUSTIN



# Focus and scope

- By blending earlier work on students with more contemporary perspectives the project validated **new concepts** and **new methods** for helping institutions lead the student experience
- **New concepts:** We investigated who students are and what they expected from higher education—inquiry that went beyond stereotypes, generalities and dated assumptions about demography and contexts
- **New methods:** to measure and report on these new constructs and profiles by helping institutions leverage under-utilised existing data for quality enhancement

# Our inquiries

Successful  
experience

Success  
model?

Identity?

Data for  
Success

What's  
around?

How  
used?

Leadership

Current?

Change?

# Our sources

- 31 higher education institutions
- 40+ student interviews
- 6 in-depth site visits
- Mapped data sources
- Large project team
- Hundreds of experts spanning dozens of countries
- Dozens of consultations/seminars
- International advisory group
- Project evaluator and client

# Leadership Architecture

*Enhancing the 21st century student experience*

Enhancement Framework

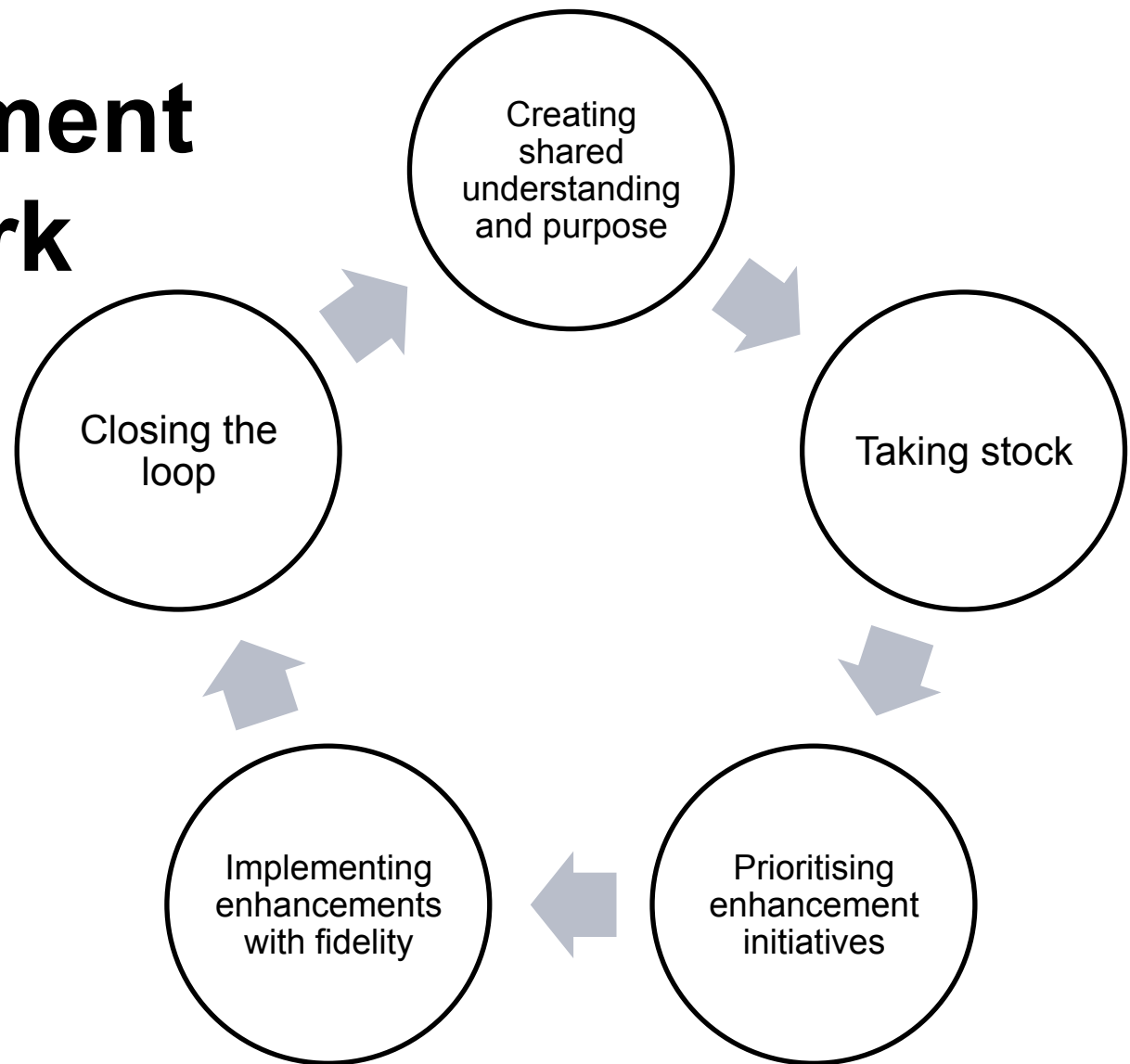
Institution  
Maturity  
Matrix

Data  
Experience  
Leadership  
Model

Nine Qualities  
Model

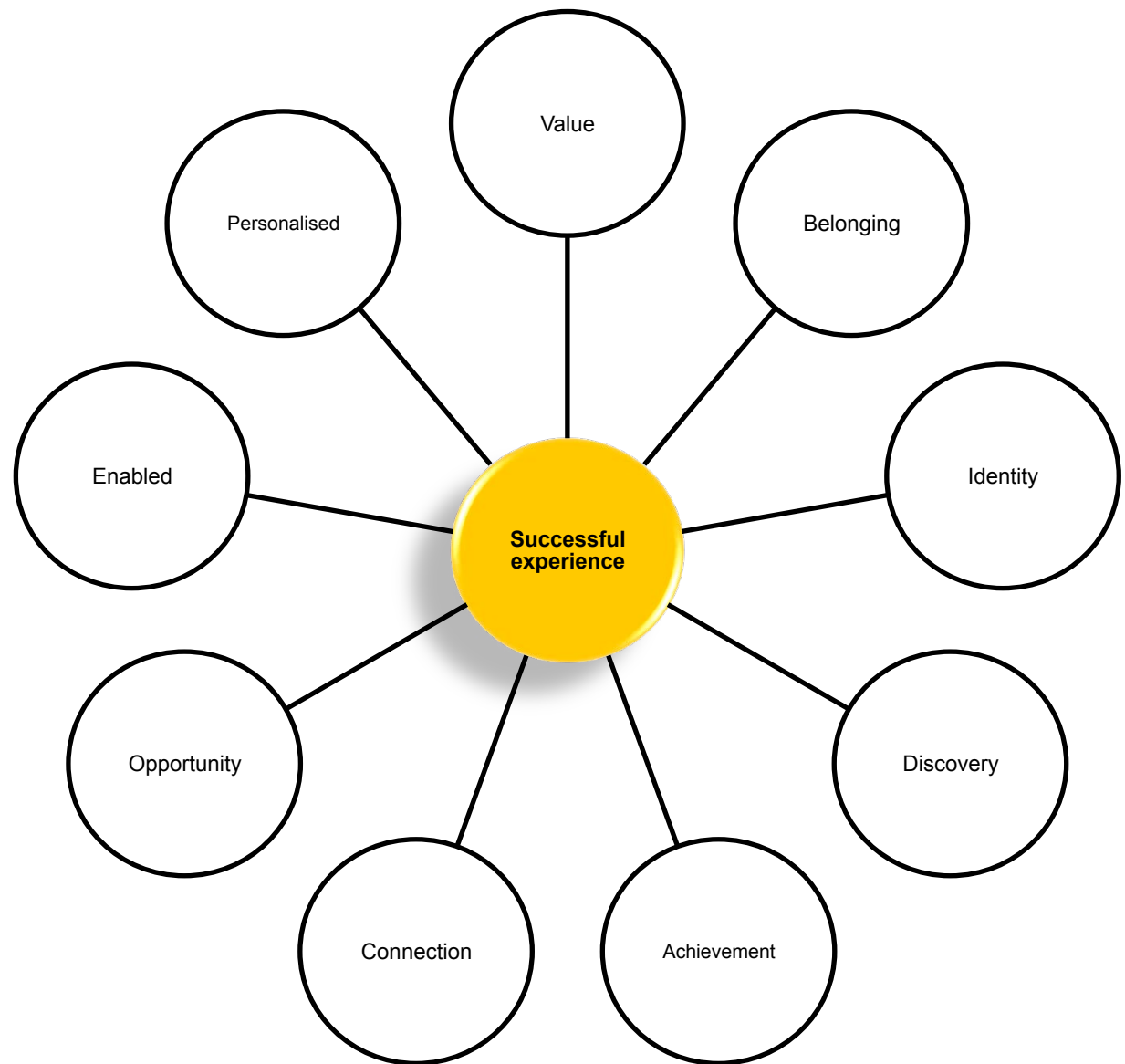
# Enhancement Framework

***Creating a culture of success***

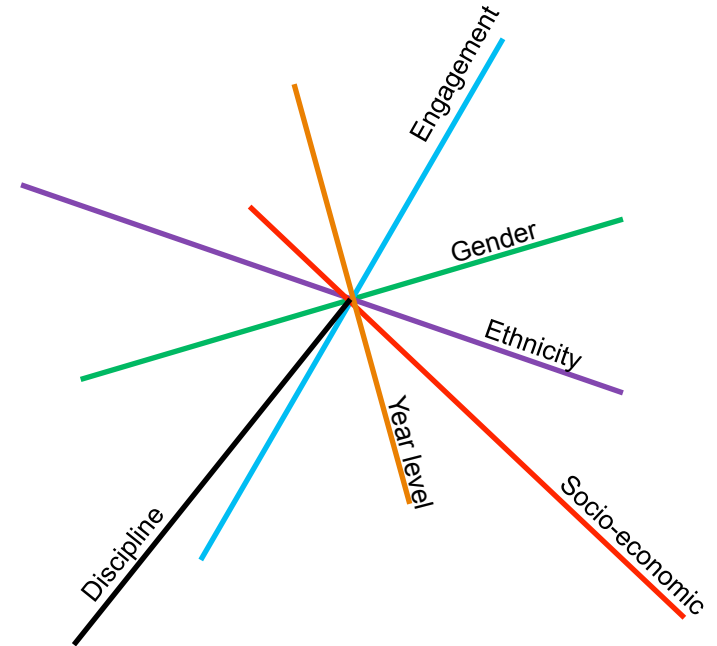
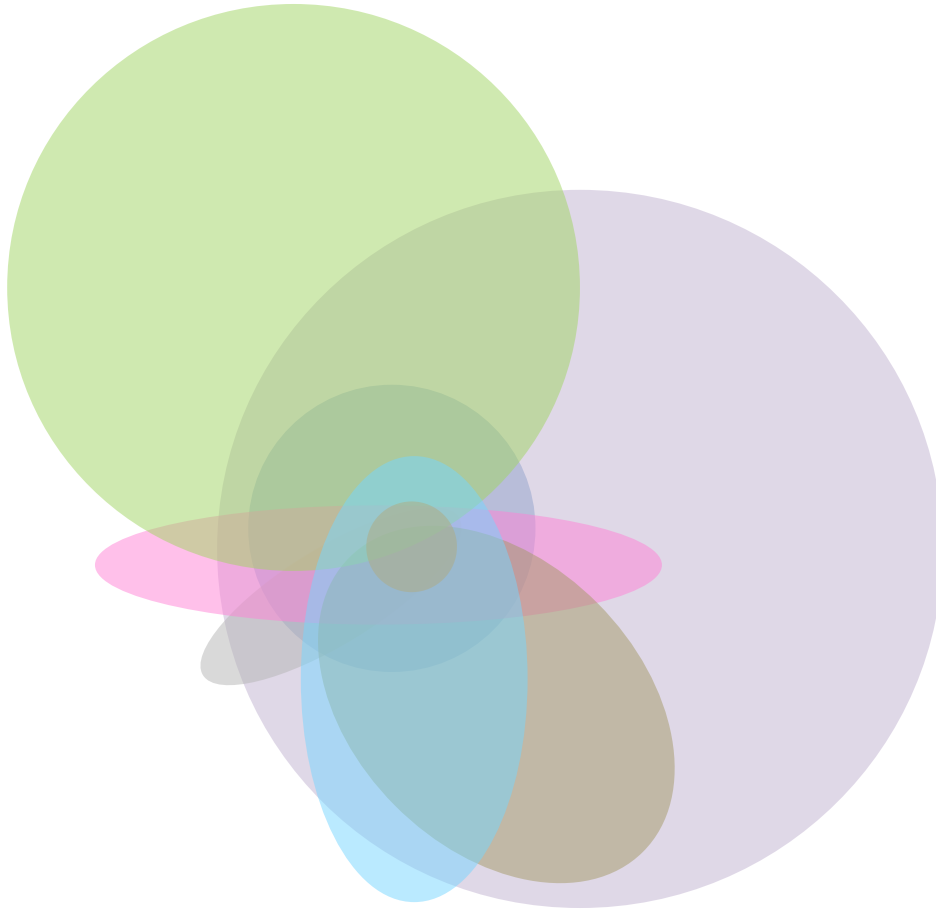


# Nine Qualities Model

*Defining  
student  
success*



# Individual transitions

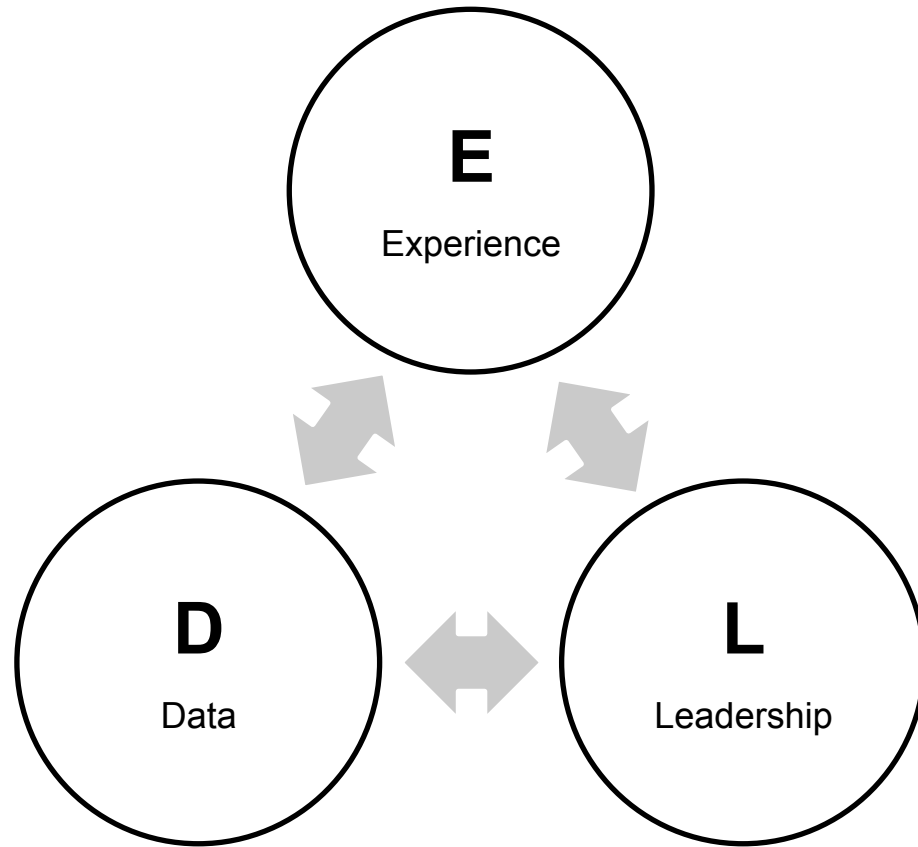


Quality	Associated indicators	Data availability	Data needs
Value	Specific indicators include: graduate outcomes; institutional finances and forecasts; course fees; course duration; timetabling; staff to student ratio; staff qualifications, research profile and numbers; work experience opportunities; physical and online facilities and services; perceptions of teacher quality; and the usefulness of student information.	Based on audit of existing information, lagged data is available from national student, graduate and employer surveys. Additional information could be gained from institutional performance, financial and planning systems, staff data; student service use and incidence of attendance, facilities audit data, course data, exit interviews, institutional alumni systems and social media platforms.	Adequately assessing this quality would involve making available, formalising and integrating data collected by national survey institutional systems and records, and commercial platforms.
Belonging	Specific indicators include: feeling welcome; awareness and participation in groups, forums and clubs; participation in online and face-to-face curricular and non-curricular activities; and forming and maintaining relationships.	Based on audit of existing information, lagged data is available from national student and graduate surveys. Additional institutional systems that log participation, attendance and duration of experience on campus or online could be used in conjunction with records that indicate attendance at orientation events, membership and participation in groups. Other new forms of data could include real-time student feedback about perceptions or swipe card data. Alumni information and commercial online profiling offer other data.	Adequately assessing this quality would involve making available, introducing, formalising and integrating data collected by national surveys, institutional systems and records, student behaviour and perceptions, and commercial platforms.
Identity	Specific indicators include: goal oriented learning, leadership skills; cultural awareness; emotional intelligence; self-reflectiveness.	Based on audit of existing information, lagged data is available from national student and graduate surveys. Institutional systems including administrative data including admission and exit interviews and others that house assessment items including reflective and practical journals, capstone experiences and exchanges. Data that identifies participation in mentoring, leadership or orientation events or peer assisted programs. Information about student awards and recognition and volunteer roles for both curricular and non-curricular activities could be captured. Other commercial online systems or personal blogs offer additional data sources.	Adequately assessing this quality would involve making available, and integrating existing data collected by national surveys, institutional systems and records, and commercial platforms and harnessing new personal, behavioural and reflective information from both institutional systems and commercial platforms.
Discovery	Specific indicators include: development of new technical, generic and personal skills; problem-solving; develop cultural awareness; production of a body of creative or academic work; understanding academic culture and expectations; awareness of other disciplines; access to information repositories; awareness and access to emerging research; acquisition of new interests and new ideas.	Based on audit of existing information, lagged data is available from national student and graduate surveys. There is a shortage of collected data that measures students' capacity for discovery however internal data points including curriculum and assessment systems, information facilities and archives, research performance data. Commercial online profiling platforms would yield rich information about student discovery.	Adequately assessing this quality would involve making available and integrating data collected by student surveys, institutional systems, performance data and commercial platforms.

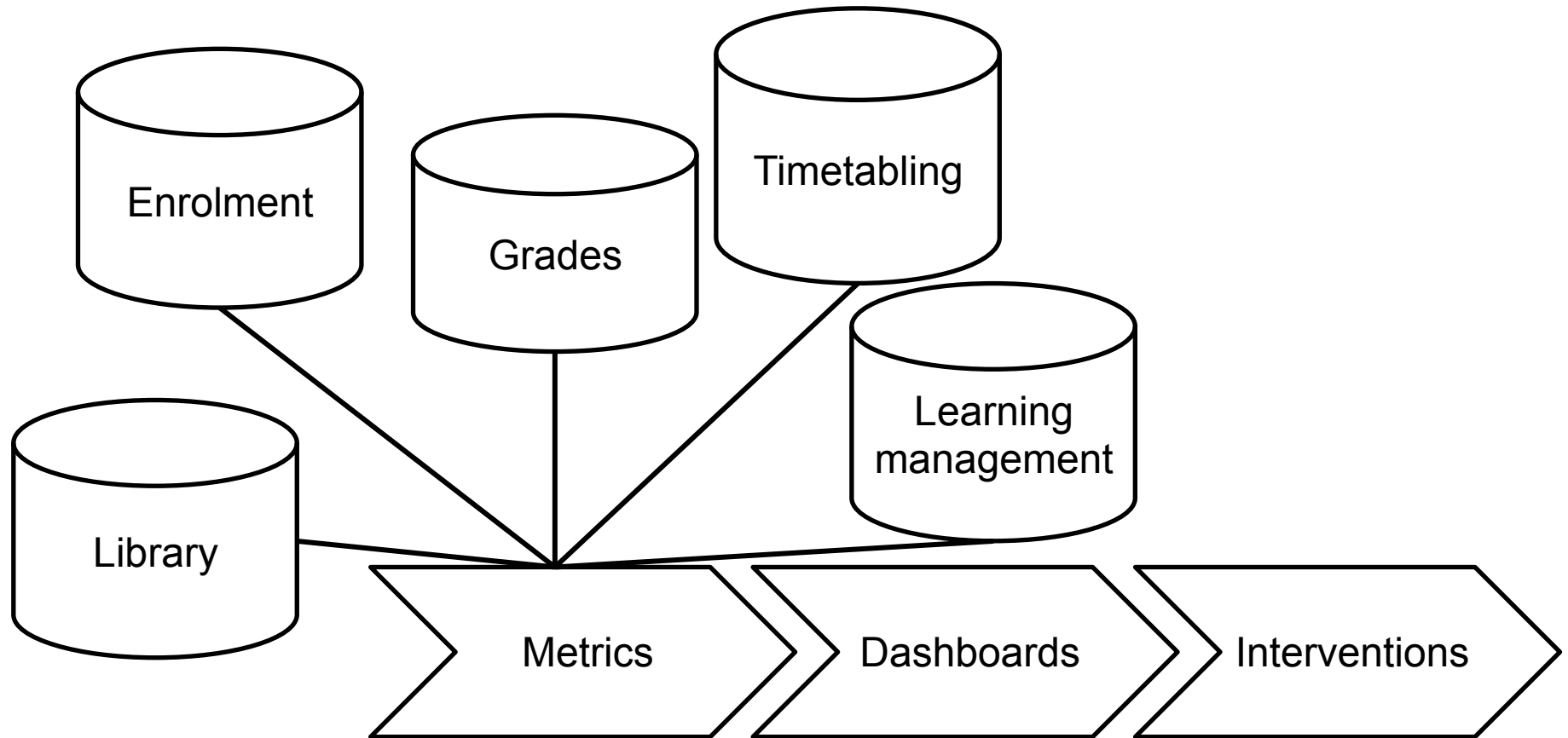
Quality	Associated indicators	Data availability	Data needs
Achievement	Specific indicators include: admission; passing; retention; learning outcomes; completion; and articulation into other qualifications.	Based on audit of existing information, lagged data is available from national student surveys and data collections, state-based admissions agencies. There is a shortage of publicly available information on learning outcomes.	Adequately assessing this quality would involve making available and integrating data collected by public agencies, and developing learning outcomes indicator.
Connection	Specific indicators include: exposure to industry events, speakers and networks; undertaking work placements; student exchange and volunteering; and forming academic, collegial, and social networks.	Based on audit of existing information, lagged data is available from national student surveys. Additional information could be gained from institutional systems work integrated learning experiences, online discussion boards, interaction in student groups, and commercial networks used in course work. New collections that log students attendance or participation in industry or academic events. Subscriptions, membership, and participation in professional or academic networking platforms, organisations and chat rooms would indicate connectedness.	Adequately assessing this quality would involve making available, formalising and integrating data collected by national survey institutional systems and records, and commercial platforms.
Opportunity	Specific indicators include: relevance of curriculum to personal goals; course design; course outcomes; awareness of career opportunities and strategies; further study readiness; graduate employment; developing new skills; participating in collaborative networks; forming collegial relationships; and doing experiential learning or leadership roles.	Based on audit of existing information, lagged data is available from national student, graduate and employer surveys. Additional information could be gained from course data and descriptors, admission agencies and institutional alumni information and systems. There is a shortage of collected data that measures opportunities seized by individual students however, participation in institutional events, leadership roles, experiential activities could be logged.	Adequately assessing this quality would involve making available, formalising and integrating data collected by national survey institutional systems and records, and commercial platforms.
Enabled	Specific indicators include: student aid; student fees; scholarship availability; teacher quality; assessment feedback; academic support; online and physical resources and facilities; appropriate staff profile; student development and career sessions; student facing data; accessible, relevant and correct student information; awareness and understanding of institutional systems	Based on audit of existing information, lagged data is available from national student and graduate surveys. Information from tertiary admission centres, and institutional scholarship data could be used. Institutional information including staff data, student information platforms, facilities systems and financial data could be harnessed to measure this quality. Additional institutional systems that record incidence of support services, attendance at non-compulsory curricular events, use of online and physical resources including careers advice or utilisation of digital systems would provide information. Institutional information about alumni and commercial online profiling offer other data sources.	Adequately assessing this quality would involve making available and integrating data collected by national surveys, institutional systems and records, and commercial platforms.
Personalised	Specific indicators include: staff engagement with students; tailoring curriculum and teaching to students; experience/advice that is tailored to individuals; student dashboards; and provision of real-time assessment.	Based on audit of existing information, data is available, or could be made available, from national student surveys and institution systems on the extent to which staff and infrastructure are personalised. There is more information available on commercial platforms.	Adequately assessing this quality would involve making available and integrating data collected by institution systems, national surveys, and commercial platforms.

# Data Experience Leadership Model

*Data-driven  
leadership of  
experience*



# Education analytics



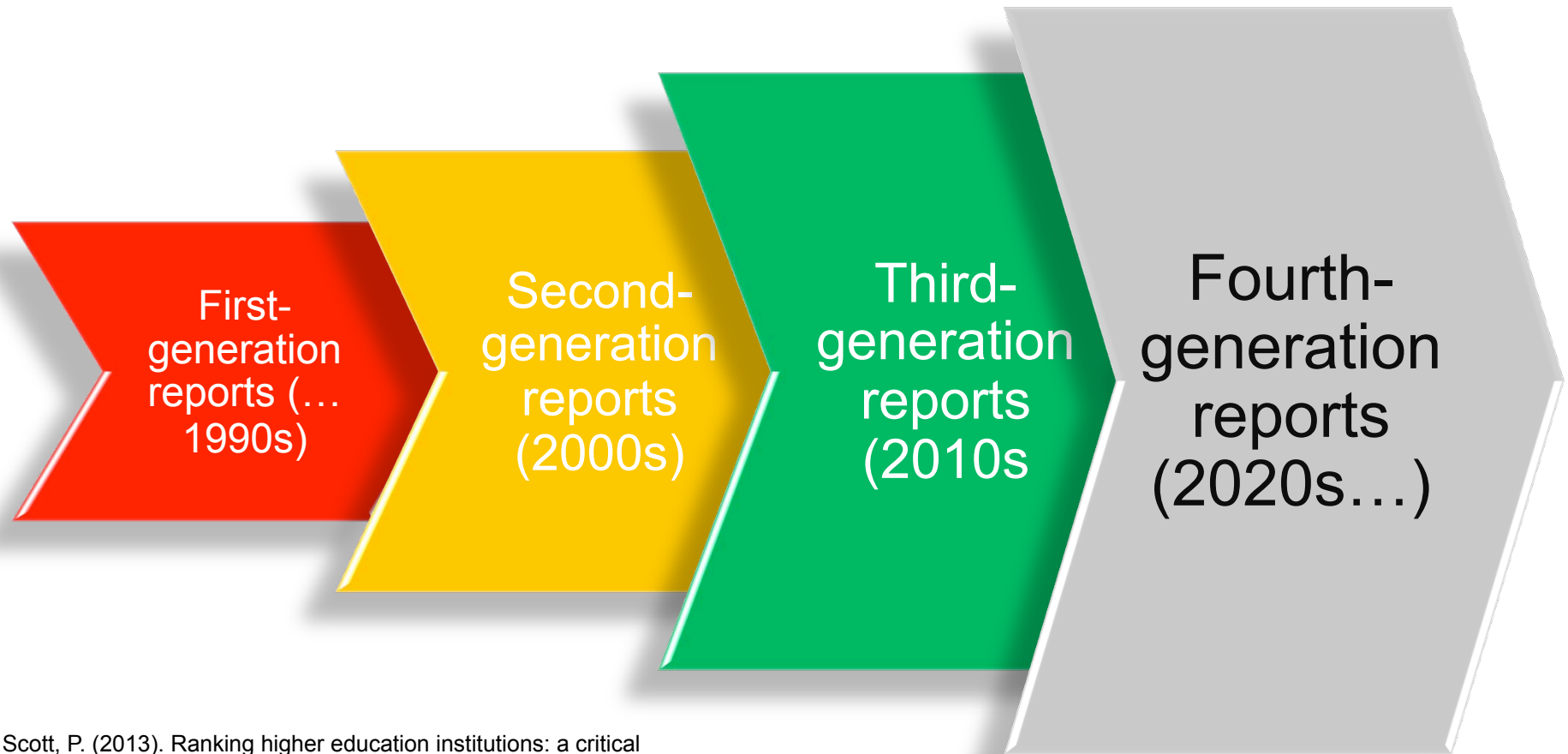
# Institution Maturity Matrix

## *Diagnosing maturity and readiness*

		D: Data	E: Experience	L: Leadership
Phase	Basic	Student data is limited to personal and/or demographic details collected at admission and to academic results as the student progresses.	The institution is unable to define student success beyond the retention and pass rates defined by external agencies. Students are defined by administrative, compliance or external reporting requirements.	Analysis is restricted to reports for external requirements and to leads for administering services and facilities.
	Developing	Planned periods and frameworks for collecting data are resourced and exist in dispersed systems. System capabilities are limited and require manual manipulation of information.	An understanding of student success focused on employability and program completion, and formulated from an institutional or more often disciplinary perspective. Students are understood by demographic and performance data and through sporadic surveying.	Reporting is limited to institutional leaders and staff. Reporting based on student feedback data is used to make institutional improvements to student services and to specific courses.
	Integrated	Data collection undertaken throughout entire student experience leveraging and integrating information from existing systems with new system capabilities. Data analysed across systems to provide predictive information identifying areas of support, need or risk.	The institution has a broad view of student success, reporting a number of different aspects of success and possibly acknowledging a range of stakeholder perspectives. Student data is defined in broad terms and includes personal, demographic and performance data, and elements of behavioural or cognitive data.	Student-facing information directs individual students to resources necessary to assist learning and data reported to staff and leaders can assist in developing support strategies tailored to current needs analysis of particular student cohorts
	Strategic	Data collection reflects broad ranging information, including personal, educational and cultural background, current studies, co-curricular activity, aspirations and post-graduate activity. Diverse data sources, including student supplied and synchronous trace data, are integrated dynamically.	The institution describes multiple aspects of success, incorporating a broad range of perspectives from students and other stakeholders including broader communities. Many aspects of student experience including academic and broader experiences are considered vital to understanding students, and data is sourced accordingly.	Sophisticated analysis capabilities provide quantitative and qualitative data from all sources in user-friendly forms including personalised student-facing information for immediate use. The analysis produces new insights to guide enhancement of individual student experience.

**Next steps**

# Maturing reports...



Scott, P. (2013). Ranking higher education institutions: a critical perspective. In: Marope, P.T.M., Wells, P.J. & Hazelkorn, E. (Eds). *Rankings and Accountability in Higher Education: Uses and Misuses*. Paris: UNESCO.

# Dynamic education design options

1. Insights from a range of projects prompted work to create an architecture to dynamically clarify rather than compartmentalise options, experiences and outcomes
2. Currently working to design specifications for a prototype platform that will articulate and align what people bring to higher education, the experiences they seek, and the success that they want
3. The platform would improve choices, progress and outcomes for universities, students and professions/communities
4. Insights can be used by universities to improve the engagement, contribution and success of students/graduates



## **Your success**

Professional  
Academic  
Personal



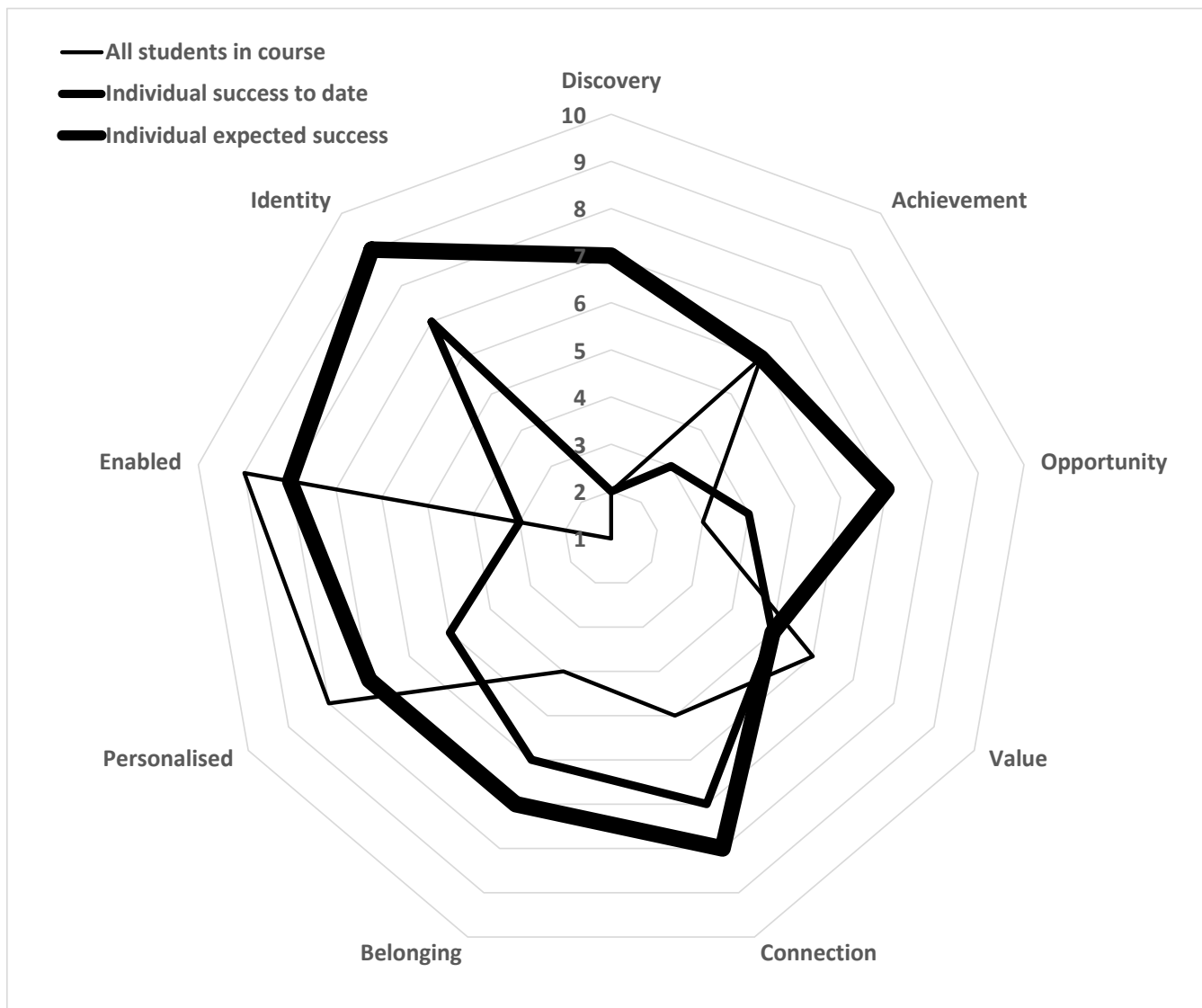
## **Your experiences**

Academic  
Social  
Professional  
Practical  
Support



## **What you bring**

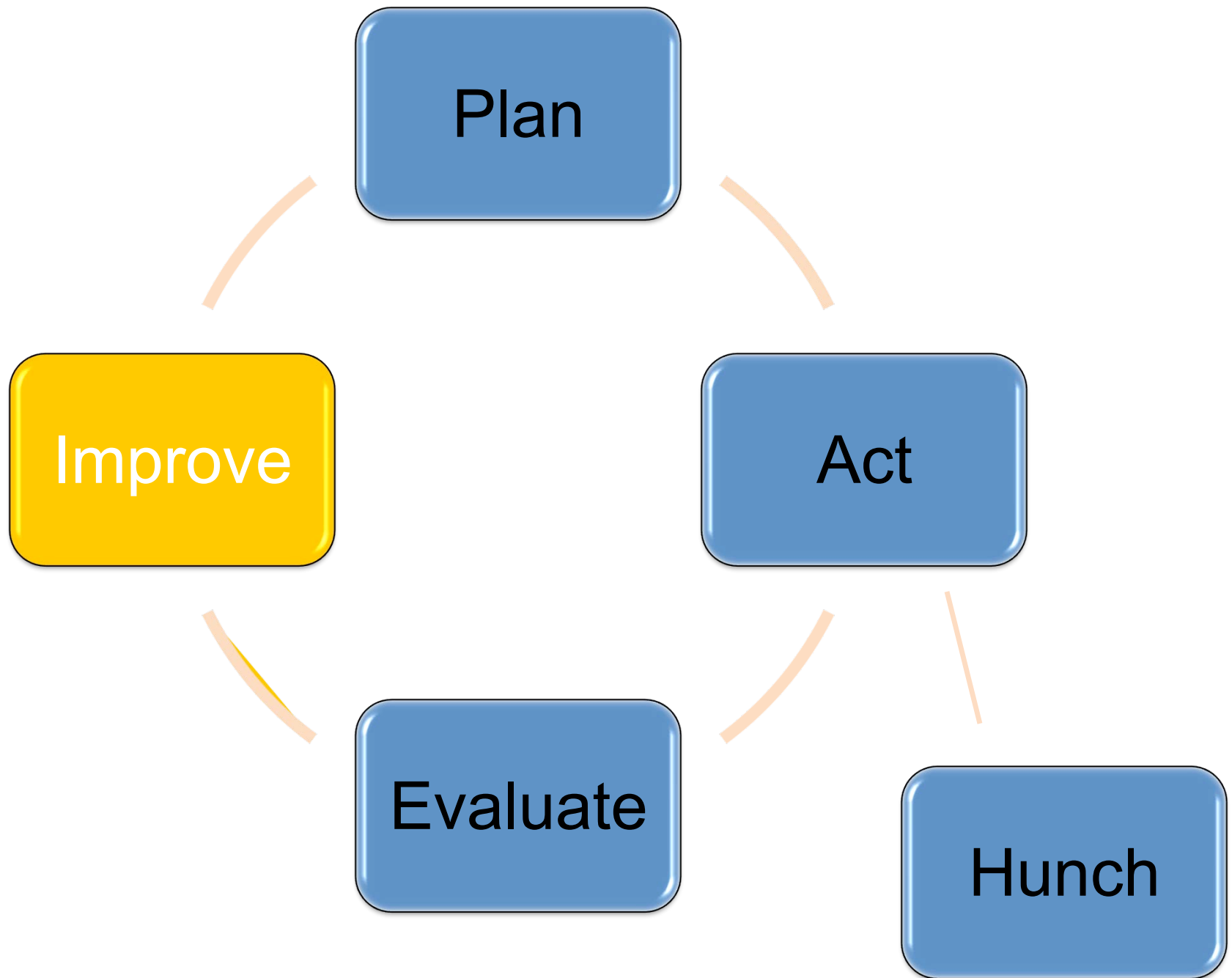
Academics  
Experiences  
Interests



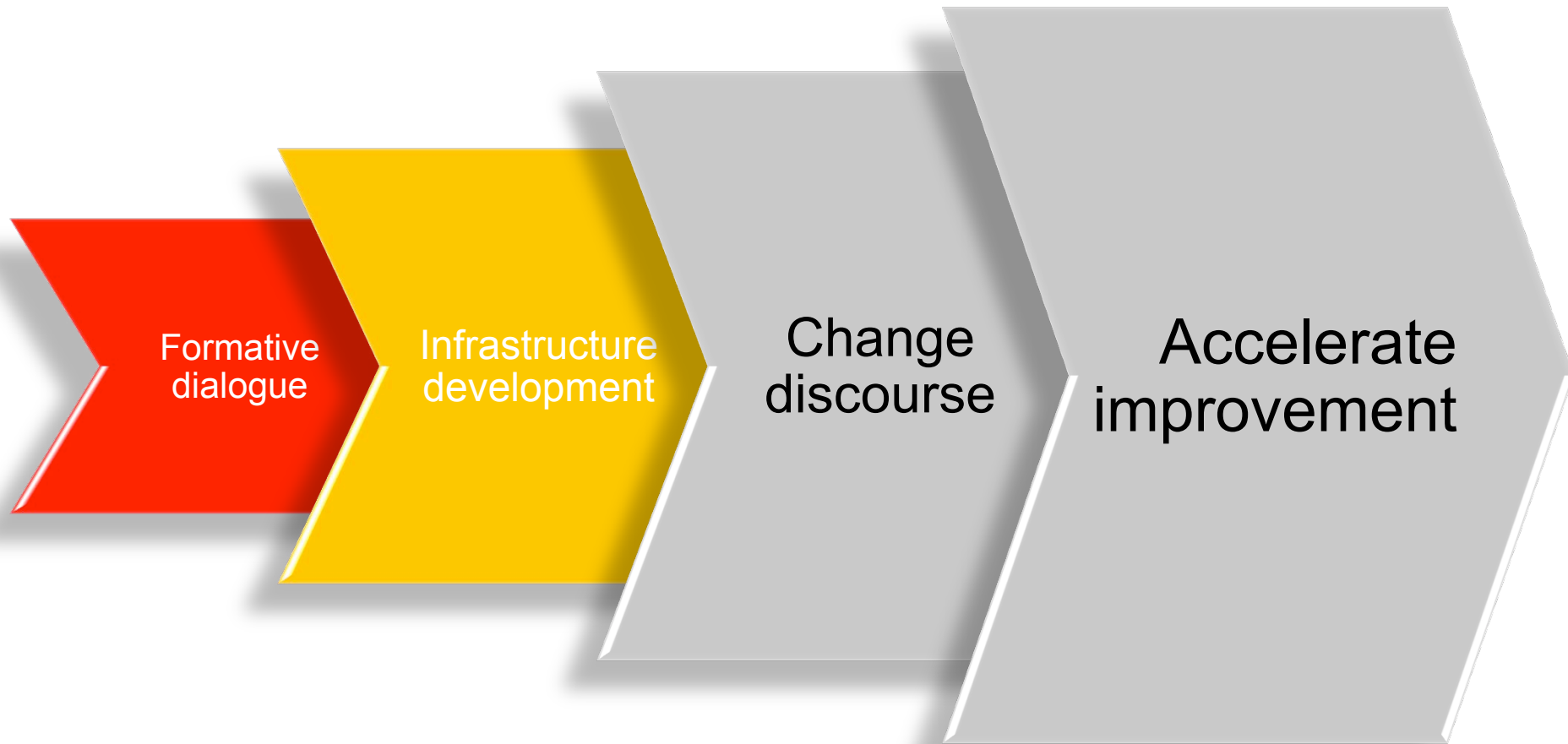
# Three policy recommendations

1. Institutional reshaping
2. Student Advisory
3. Student Agency





# Formative conversations...



Report in self-evaluation and quality audit reports

Develop common data across higher and vocational sectors

Benchmark to enhance institutional practice

Invite every student to reflect on success

Build new conceptions of student experience

Shaped policy discourse around student success

Create new executive and functional roles

Write experience indicators into strategic and operational plans

Build communities through meetings and reports

Initiate efficient data collections

Building international networks

Factor into academic and professional staff development

Report results publicly for stakeholders

Build assessment collaborations

Reform conversations about teaching quality

Improve the quality of institutional research

Shift quality/productivity debates from 'satisfaction' to success

Provide evidence to affirm the value of support

Build new international research and practice dialogues

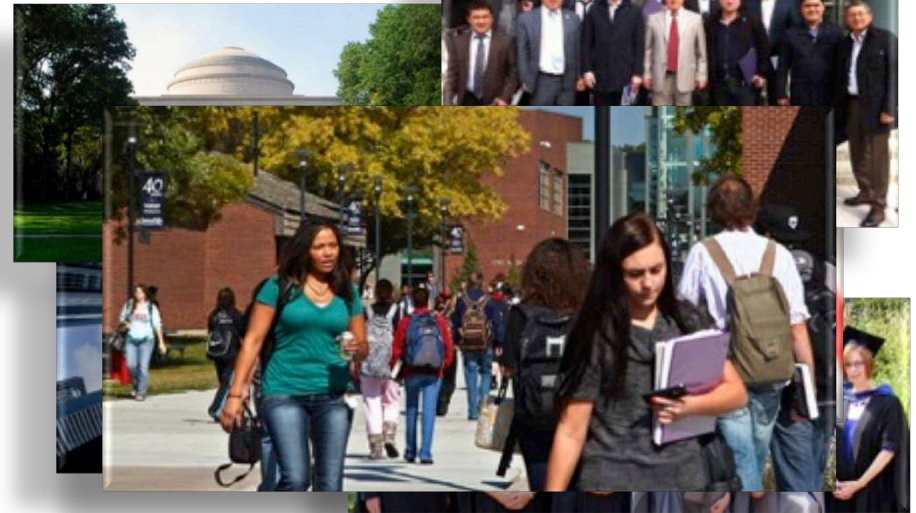
Track change from program reforms

Link student success with leadership review

Deploy in marketing and promotional campaigns

Factor into regulatory assessments

Drive scholarly and applied research



Denial



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## HERD Special Issue 2018

### Frontier perspectives and insights into higher education student success

Guest editors: Professor Hamish Coates and Dr Kelly Matthews

'Student success' is the topic for this HERD Special Issue. This is a fundamental yet contested topic of relevance internationally that starts with the question: *How can higher education help students succeed?* As an umbrella topic, student success offers the promise of drawing together important yet often disparate threads across higher education research and practice such as student engagement, learning outcomes, admissions policies, transition, student experience, graduate employment, socioeconomic health.

While student success seeks to give primacy to students and their success, how universities foster such successes are inextricably entangled in the broader global ecosystem in which higher education unfolds. The concept of 'student success' has been given life in recent large-scale research work globally, and particularly in Asia, Australia, the United States and Europe. Smaller scale, highly contextualised 'lived experience' research from both developed and developing countries add to the body of knowledge. Such research has explored:

- the intersection between the changing place of the university in society and the political and economic framing of student success;
- fundamental normative assumptions about 'success' and 'who are our students' in higher education;
- the academic and broader experiences that are correlated with student success (and failure);
- the impact of new technologies and information as an influence on the framing and engagement of student success; and
- patterns and prospects for student and graduate outcomes.

This HERD Special Issue creates space for 'student success' to be viewed through multiple lenses, including but not limited too:

- the current political international landscape juxtaposing nationalistic and global ideologies;
- the weight of neoliberal economic agendas shaping public perceptions, and internal operations, of higher education institutions;
- the equity and social justice view of higher education advancing a more inclusive and tolerant citizenry; and
- the emotional and cognitive domains of learning as a core function of higher education.

Contributions are invited that encompass practical, conceptual, and theoretical concerns; range from pure scholarship to more applied insights; and draw on a plurality of methodological approaches. The goal of the Special Issue is to refine debate on new understandings of 'student success', and new epistemologies and sources of evidence for investigating and conceptualising it. Contributions will address tensions and the increasingly challenging task of 'helping students succeed' given changing student cohorts and expectations, new forms of education, diversifying institutions, and socio-political pressures reshaping higher education.

**Submission Deadline:** 1 August 2017

**Instructions for Authors:**

<http://www.tandfonline.com/action/authorSubmission?journalCode=cher20&page=instructions>

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# **Innovative approaches for enhancing the 21st century student experience**

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