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XI Jornadas CRAI

2013

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In the Interest of Students.
Super-convergence and the Student Journey



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**In the Interest of
Students.
Super-convergence and
the Student Journey**

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Services

University of Cumbria

XI CRAI Conference, Madrid, May
22-24 2013



Outline

- Changing Times in higher education
- What is super-convergence?
- See what students see
- Practitioner Accounts
 - Birmingham City University
 - University of Bradford
 - University of Cumbria
 - Liverpool John Moore's University
- Staff experience of super-convergence
- Possible responses
- Student Journey Work
- Strategy, Structure, Practice

Higher Education UK: Changing times

- Student Satisfaction and Expectation: [National Student Survey](#)
- Student Choice: [Key Information Sets](#) / [Wider Information Sets](#)
- Student Voice: League Tables, Complaints and Quality Assurance
- Widening participation and Retention – [Office for Fair Access](#)
- Economics: Government reform and recession – Student number control
- Fees regime: new providers: new learners: new opportunities
- Employer engagement and graduate employability
- Government infrastructure programme: business, research, IPR
- National Skills agenda
- Global HE systems

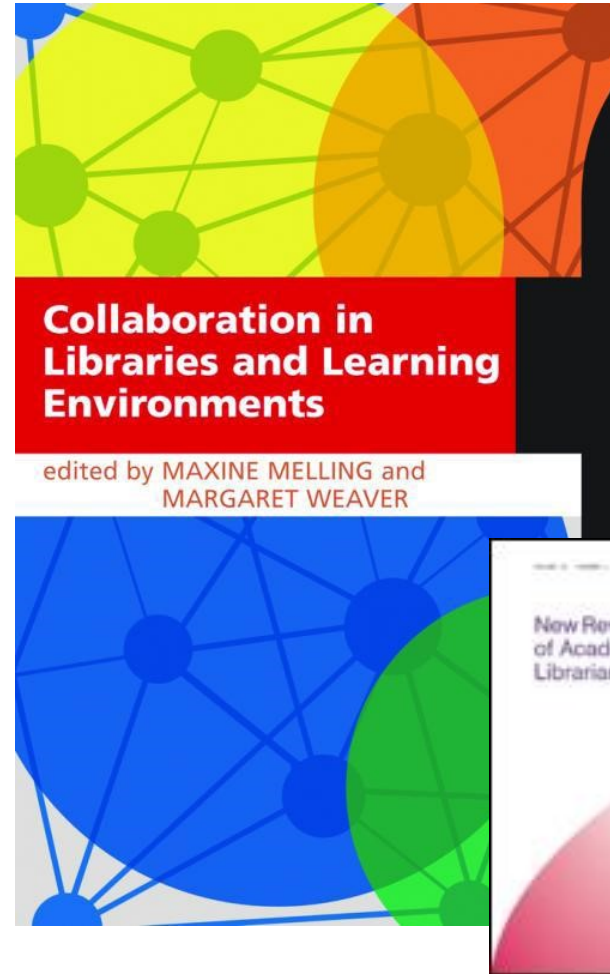
Super-convergence – what is it?

“Bringing together a range of support services that are generally focussed on student support and are structurally converged.” (Heseltine, 2009).

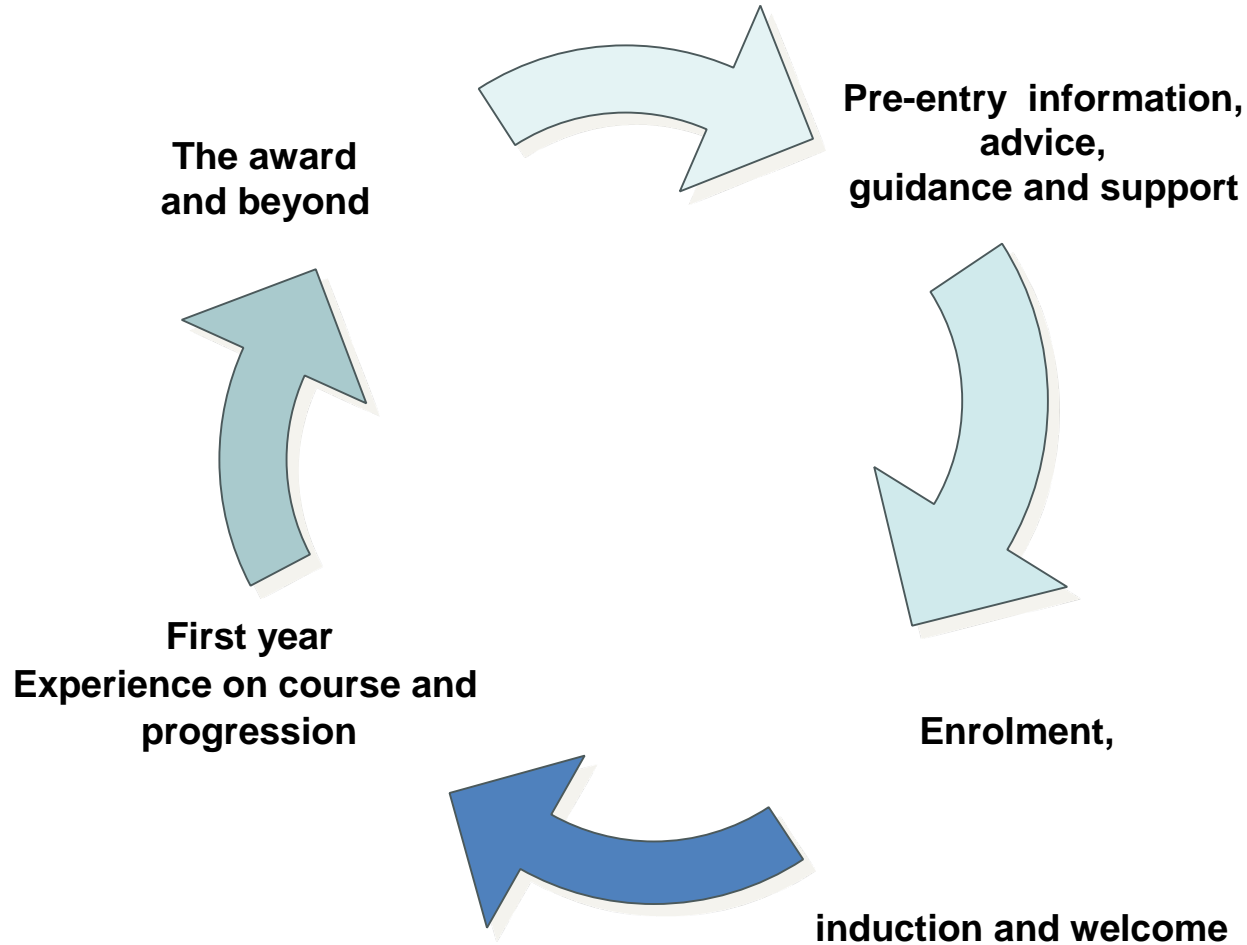
Or....

An approach to collaboration and cooperation as strategic and purposeful work that “enables practitioners to present and evaluate their work as contributory to a stage in the lives of students.” (Weaver, 2013, NRAL, Issue 2 forthcoming)

A strategy for future success?



The Student Life-Cycle: student transitions



Academic Libraries and the Student Journey

- Student Lifecycle approach – supporting student transitions
- Educating the whole student: multiple identities, worlds of the learner
- Cross cutting perspective
- Process mapping – no gaps
- Seen through the eyes of the students
- Demonstrates the value of the library to institutional priorities



- An alternative framework within which to understand your university and your clients

See your services through the eyes of students

- Attract students
- Engage students
- Retain students
- Employ students
- Innovate with students



- Students don't know what librarians do
- Students are 7.19 times more likely to drop out if they don't use

the library •Your students' course and its intellectual challenge are likely to affect engagement with the library

Practitioner Accounts:

JISC

Activity Data: Delivering Benefits from the Data Deluge

January 2013



1. Executive overview

'Activity data' is the record of human actions in the online or physical world that can be captured by computer. The analysis of such data leading to 'actionable insights' is broadly known as 'analytics' and is part of the bigger picture of corporate business intelligence. In global settings (such as Facebook), this data can become extremely large over time – hence the nickname of 'big data' – and is therefore associated with storage and management approaches such as 'data warehousing'.

This executive overview offers higher education decision-makers an introduction to the potential of activity data – what it is, how it can contribute to mission-critical objectives – and proposes how institutions may respond to the associated opportunities and challenges. These themes and recommendations are explored in further detail in the supporting advisory paper, which draws on six institutional cases studies as well as evidence and outputs from a range of Jisc-supported projects in activity data and business intelligence.

1.1 Should we care?

In 2010, The Economist published its 'Special report on managing information: Data, data Everywhere' [1].

In 2011, the McKinsey Global Institute published the landmark report 'Big Data: The next frontier for innovation, competition and productivity' [2].

In 2012, the US Department of Education focused the data debate on the learner experience in its 'Enhancing Teaching and Learning Through Educational Data Mining and Learning Analytics' report [3]. For the first time, in 2012, analytics featured in the 'Top 10 Issues' highlighted annually by IT leaders in US colleges and higher education [4].

Meanwhile a wide range of UK institutions and shared services have identified business benefits in analytics and activity data through project work in the Jisc Activity Data, Business Intelligence and Customer Relationship Management programmes.

Is this just another IT fad, driven by highly capitalised adventurers and global purveyors of online shopping and social media? Or is there something here that uniquely addresses real operational and strategic issues in the increasingly performance-driven and

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Version 1.1 / January 2013

University of Bradford

Learner Support Services

Directorate

Library

Liverpool John Moores University

Library

IT

Research and learner support

Student finance

Access to welfare, employability,
careers

Programme and student administration

Birmingham City University Library

Centre for Academic Success

(delivery of study skills English
language tuition) evidence base

(an externally facing research unit)

University of Cumbria

Library

Student Services: pastoral care

Money advice

Careers and employability

Disability and specific learning difficulty

Academic, library and digital skills

support

Pre-entry: University of Cumbria

Get Ready – Orientation into university life and study at University of Cumbria

1. Self-help online resource available through the Welcome web pages
2. Campus based one day events targeting feeder schools and colleges in early September
3. Campus based evening events targeting mature Students

Convergence – New Learning Team



Enrolment, induction and welcome: Cumbria



Head Start:

- Head Start is an online module, offered to all UG applicants
- Offers early insight and development of academic skills
- 1000 places will be offered between mid April and September 2013
- To date, 294 applicants already signed up across all faculties and programmes
- Summer 2012:
 - 405 students enrolled and 92% completed and enrolled on UOC programmes in September 2012
 - 6 months on, 87% would recommend it to new applicants and 81% indicated it had helped them cope with assessments

It is a useful confidence builder, particularly for

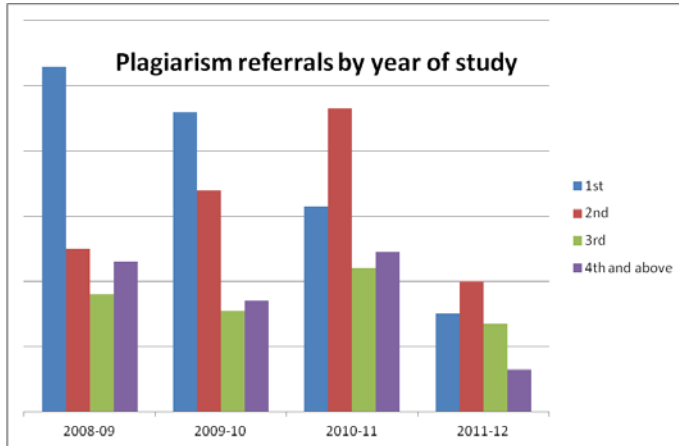
those who have been out of education for a few years

It has helped me
feel more
confident about
university,

particularly about
studying
independently

It was a real eye opener to
the way you are expected
to write at university level

On course: University of Bradford



Plagiarism awareness programme

- Knowledge of students
 - Timely delivery
- Consistent development and review
- Use of student friendly language
 - Librarian-led sessions
 - Strategic lead
- Learner Support Services

Views on plagiarism: What is plagiarism?

Click on the audio icon to hear views, or read the text transcripts below



Becca Colley, Dean of Students

Plagiarism is cheating by attempting to pass off someone else's work as your own. This is not just their exact words but also ideas, images, anything that was created by someone else. It doesn't matter who that other person is, whether it's a famous author, a classmate, or an anonymous photographer who's posted an image on a web page, every time you use someone else's work you must acknowledge it. Plagiarism also includes working with classmates when you should be working alone or re-submitting the same piece of work for several assignments.



Baba, Student Champion

Plagiarism is using resources like other people's research findings without acknowledging the source or referencing it appropriately.



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careers and employability related



Award and Beyond

Liverpool John Moores University

Institutional objectives

Visibility for other services

Relationship Management

Spheres of Influence

Space strategy to enable

*“Living through Super-Convergence”
Leo Appleton, LJMU, 2010.*

Students as collaborators in service design

http://www.sconul.ac.uk/sites/default/files/documents/22_5.pdf

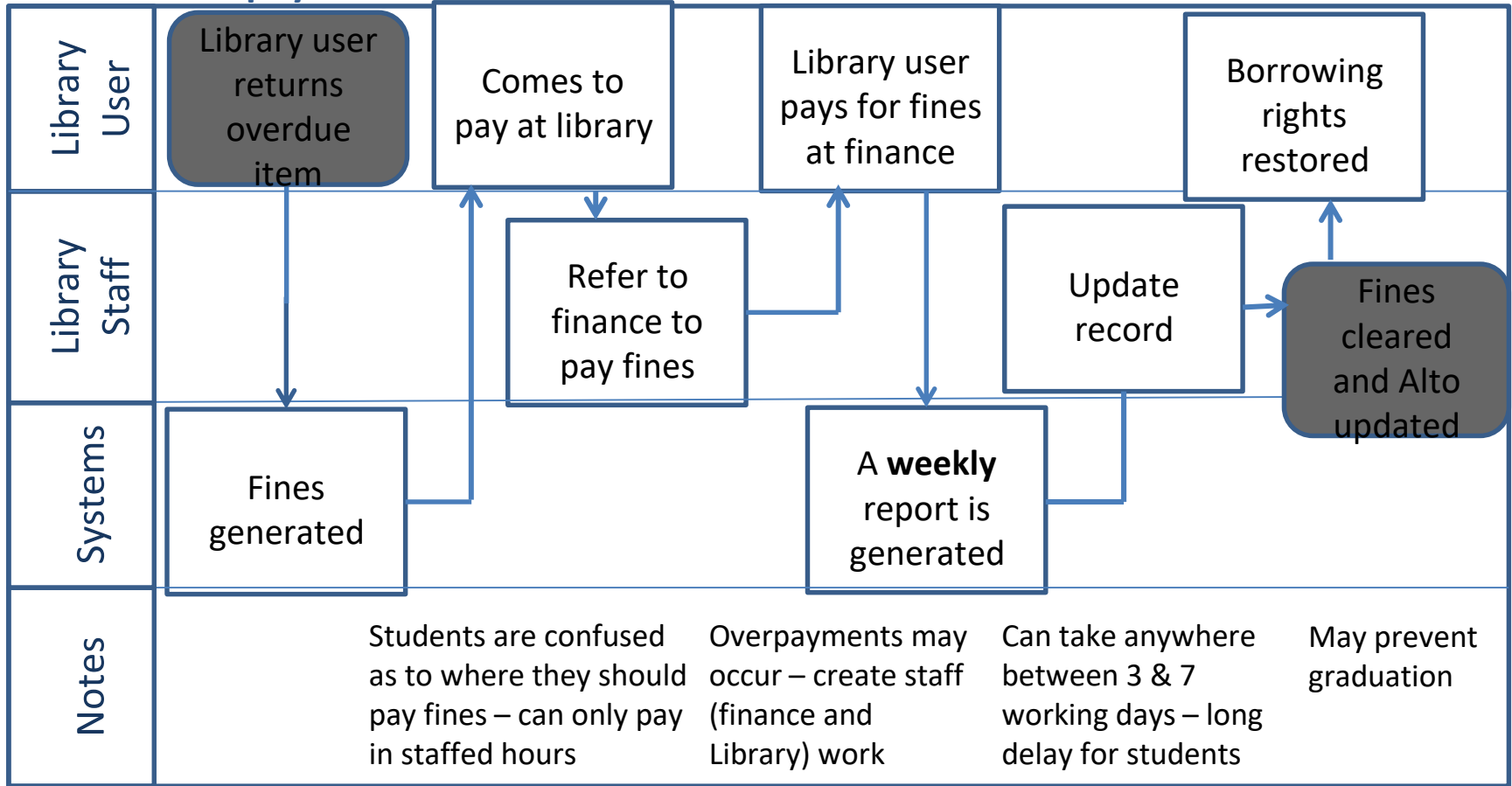
Customer Journey Mapping



Map Details (1)

(Judith Andrews, BCU)

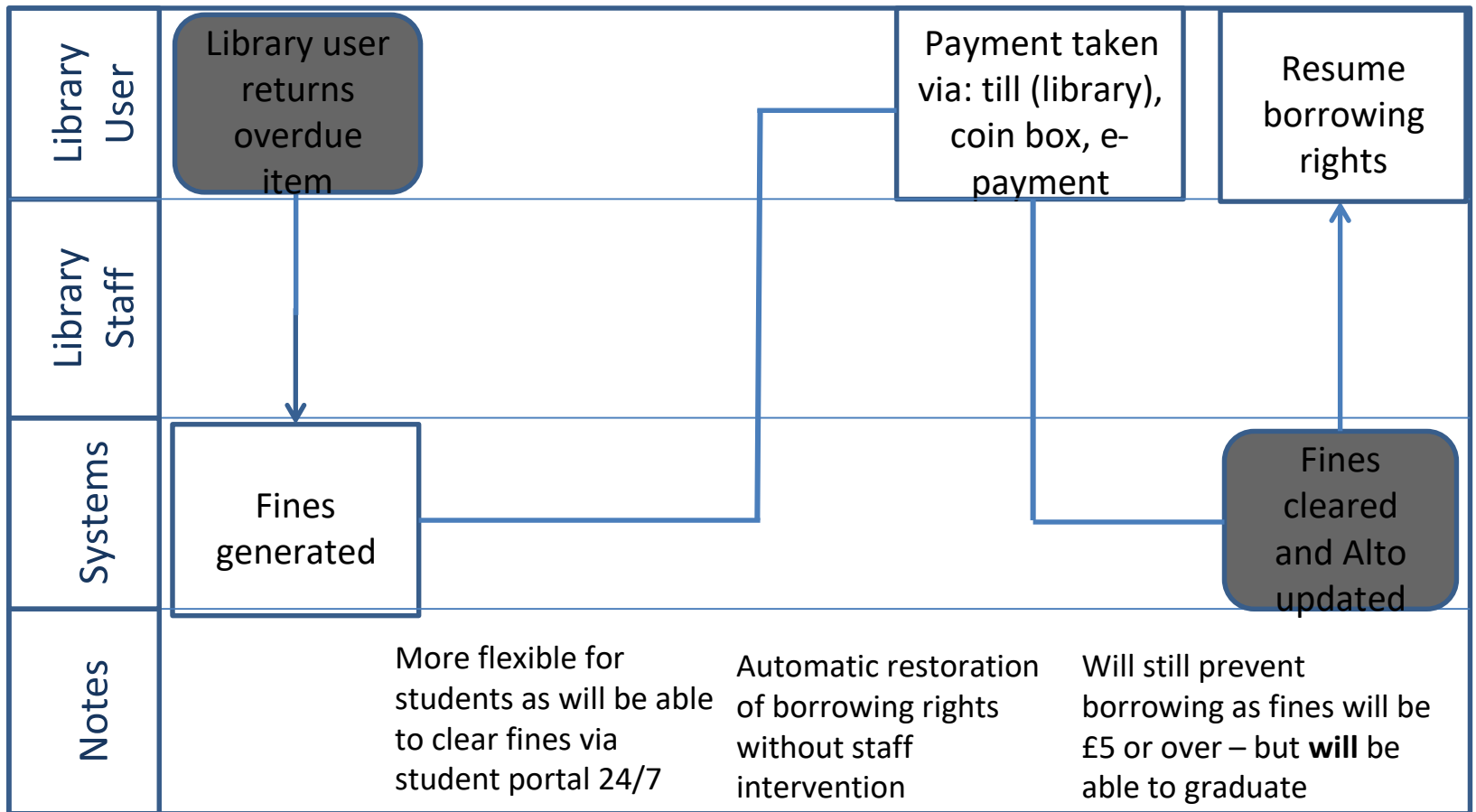
Finance fine payments





Map Details (2)

Finance fine payments



The staff experience:

Library and Student Support Directorate and Academic Enhancement Unit,
 Liverpool John Moore's University

- **Benefits to the Student Journey through the development of staff:**
- Build a common purpose across teams: focus on students
- Support the supporters
- Moments of truth – key encounters – Service and Students
- Professionally diluted?
- Suite of development activities
- Role of management
- Continuing Professional Development techniques for culture change
- Rise in satisfaction scores

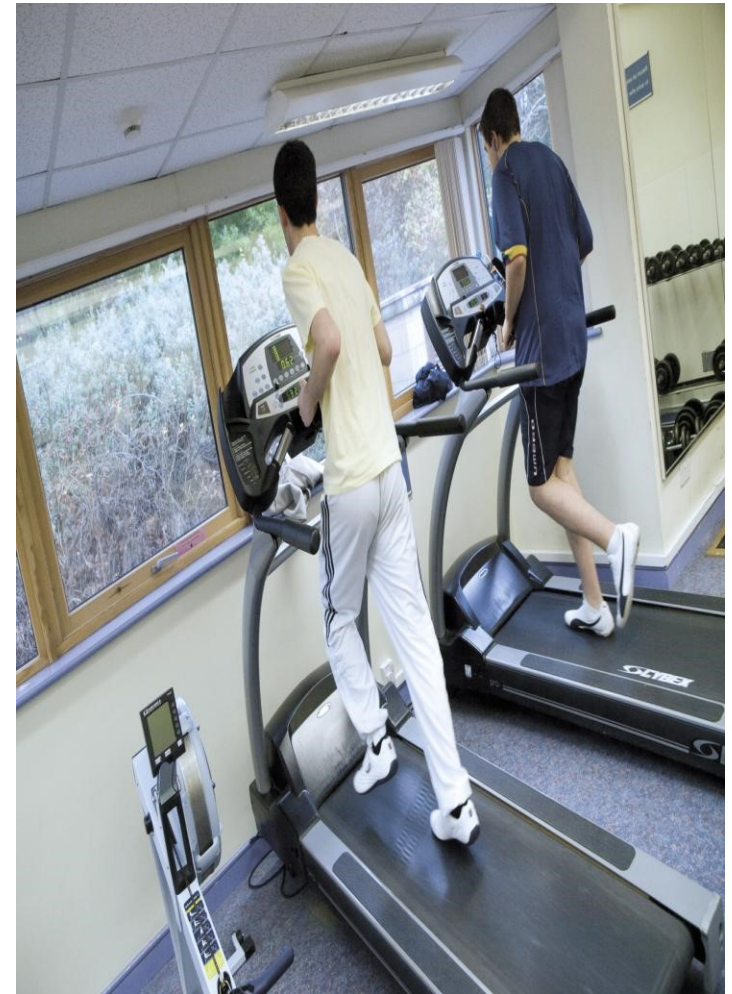
Use of strategic and professional links

Senior level buy-in

Experiment

Possible responses

Personalize your services
Plan with, engage and involve students
Work strategically with Student Associations
Listen to students, satisfy students, challenge students
Communicate your contribution to the student offer
Sell your services and your expertise
Learn about your students
Ensure academic staff understand the model and the rationale
Work and lead pan-university



Student Journey work:

Strategy –

University mission and culture
Top down or bottom up? Senior team buy-in?
Leading teams not in your professional area is an opportunity and a challenge
Set success criteria – student engagement

Structure -

New business models
It takes time and may change
Simplification of the student experience is the goal

Practice –

Flexibility of approach and thinking
Address staff anxiety, knowledge and skills

Increase collaborative working across disciplines and departments whether converged or not
Value and impact measures



**Assessing the Value & Impact
of services that support students
May 2011**

A toolkit prepared for AMOSSHE by the Centre
for Higher Education Research and Information

Scottish Higher Education Enhancement
Committee's (SHEEC) Student Support Services
<http://www.enhancementthemes.ac.uk/sheec/learn>

[ing-from-international-practice/student-supportservices](#)

Super-convergence – you decide

“Bringing together a range of support services that are generally focussed on student support and are structurally converged.” (Heseltine, 2009).

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