



Improving Student Outcomes Through Diversity of the Student Experience

Panel

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Background

- As the student identify changes, institutions need to reconsider the ways in which they can enhance and diversify the student experience.
- The traditional “one size fits all” model fails to produce equity with regard to access and outcomes.
- What are some of the mechanisms that sectors around the world are employing to engage students from diverse backgrounds in higher education?

Who are the targets of these strategies?

- First generation students (first in family)?
- Students from non-english background (migrant/refugee)?
- Indigenous students?
- Students with disabilities?
- International students?
- Low SES?
- Regional/rural students?
- Mature-age students?

What are the difficulties?

- “Ownership” of the student experience.
- Traditional silos present in delivery service.
- No intersection between service delivery teams.
- Diverse nature of student requirements.
- Changing needs of the student.
- Measuring outcomes.
- Funding.

Measuring Outcomes: The student experience (% positive rating)

	Group/subgroup	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Overall Educational Experience
Gender	Male	79	62	80	71	84	78
	Female	83	62	82	72	85	81
Age	under 25	81	65	81	71	85	80
	25 to 29	81	55	80	71	81	77
	30 to 39	80	47	82	74	82	79
	40 and over	81	44	85	77	84	82
Indigenous	Indigenous	81	57	81	76	86	80
	Non-Indigenous	81	62	81	72	85	80
Home language	English	82	63	83	73	85	81
	Other	79	60	77	69	84	75
Disability	Disability reported	79	58	80	74	82	78
	No disability reported	81	62	81	72	85	80
Study mode	Internal/Mixed study mode	81	65	81	71	85	80
	External study mode	78	26	82	76	82	81
Residence status	Domestic student	82	63	82	72	85	81
	International student	79	58	78	71	84	75
First in family status	First in family	80	60	84	76	89	83
	Not first in family	79	64	84	74	88	82
Previous university experience	Previous experience – current institution	81	60	83	73	87	82
	Previous experience – another institution	79	55	84	76	86	82
	New to higher education	80	64	83	75	89	82
Total		81	62	81	72	85	80

What are the outcomes?

- Increased participation
- Increased retention
- Increased rate of graduation
- Employability options?
- Capacity to integrate with the community
- Increased student wellbeing (safety/mental health)
- Timeliness of completion
- Study-life balance
- Ability to complete studies whilst working

Initiatives - General

- Mobility experiences
- Flexible learning opportunities
- Work integrated learning
- Career guidance
- Pre-arrival advice
- Counseling (personal/employment/cultural)
- Community engagement
- Health services
- Funding
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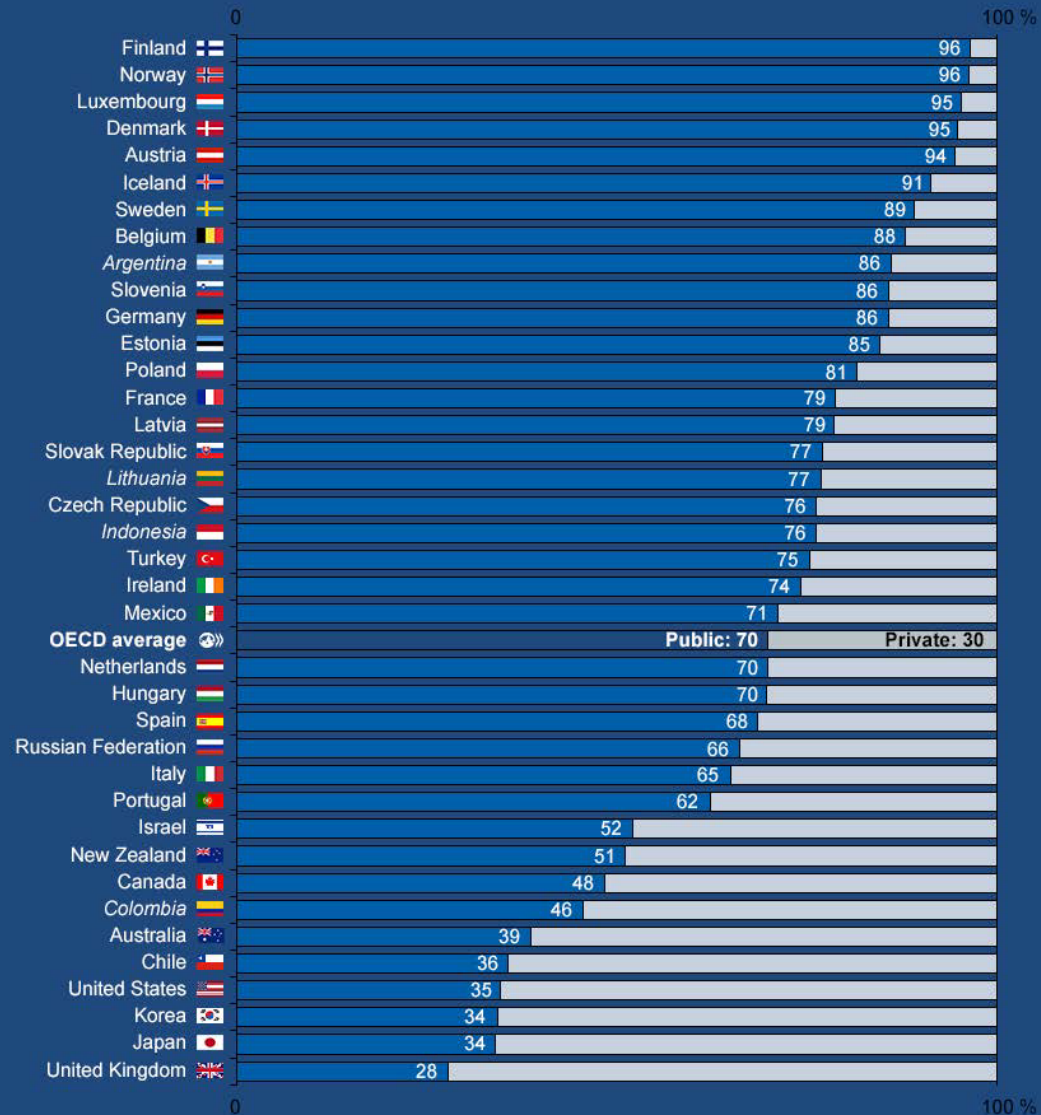
Initiatives - International

- Scholarships and grants programs – New Colombo Plan and Endeavour Scholarships and Fellowships.
- Income contingent loans – OS-HELP.
- Early intervention – targeting student before they commence tertiary education.
- Diversity of offerings – increased emphasis on short-term programs and other types of experiences.



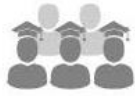
Who pays the bill for higher education?

Share of public and private expenditures on educational institutions (%)
OECD and partner countries, 2014 or latest available year



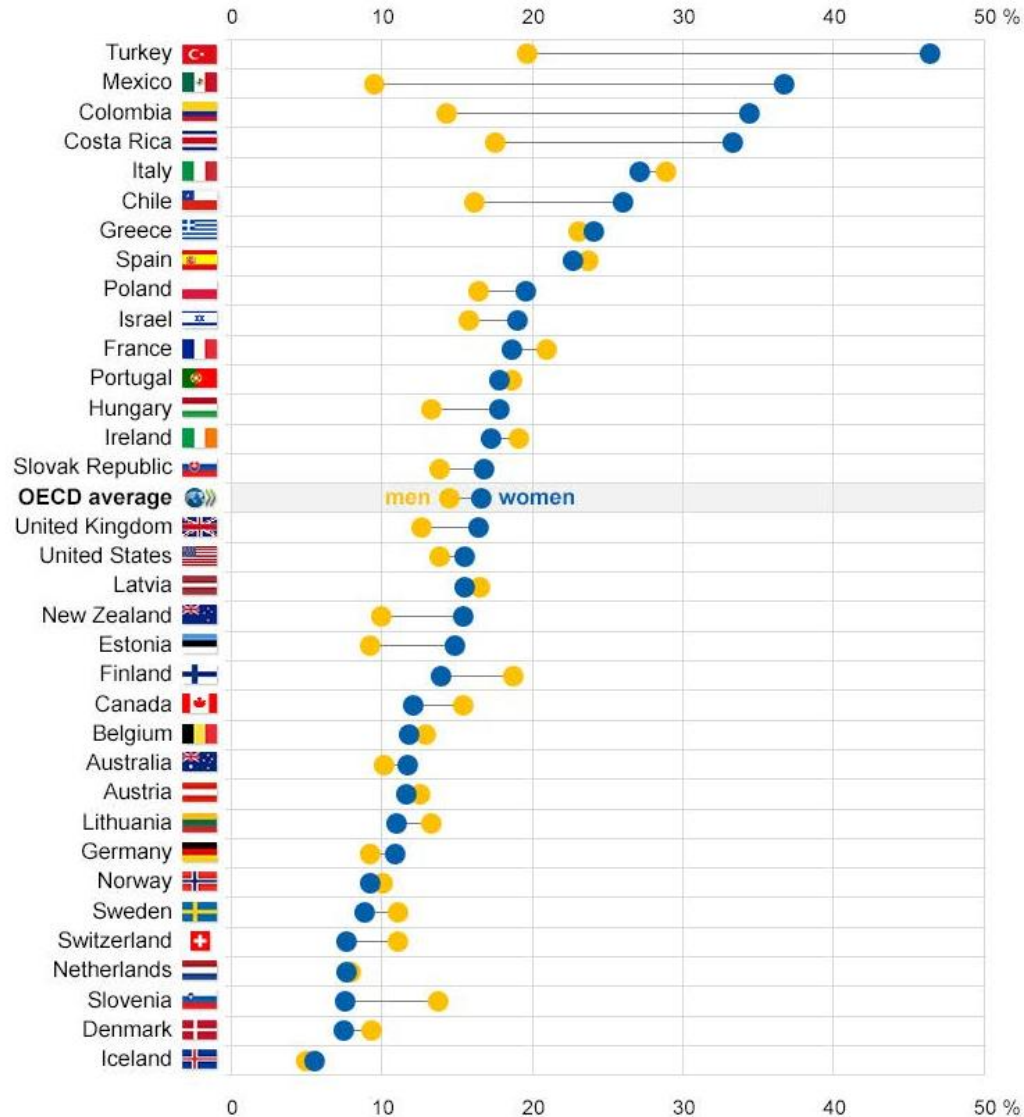
Partner countries and accession candidates are indicated in italics.

Source: Education at a Glance 2017: OECD Indicators, Fig. B3.1.



Disconnected youth - NEET rates by gender

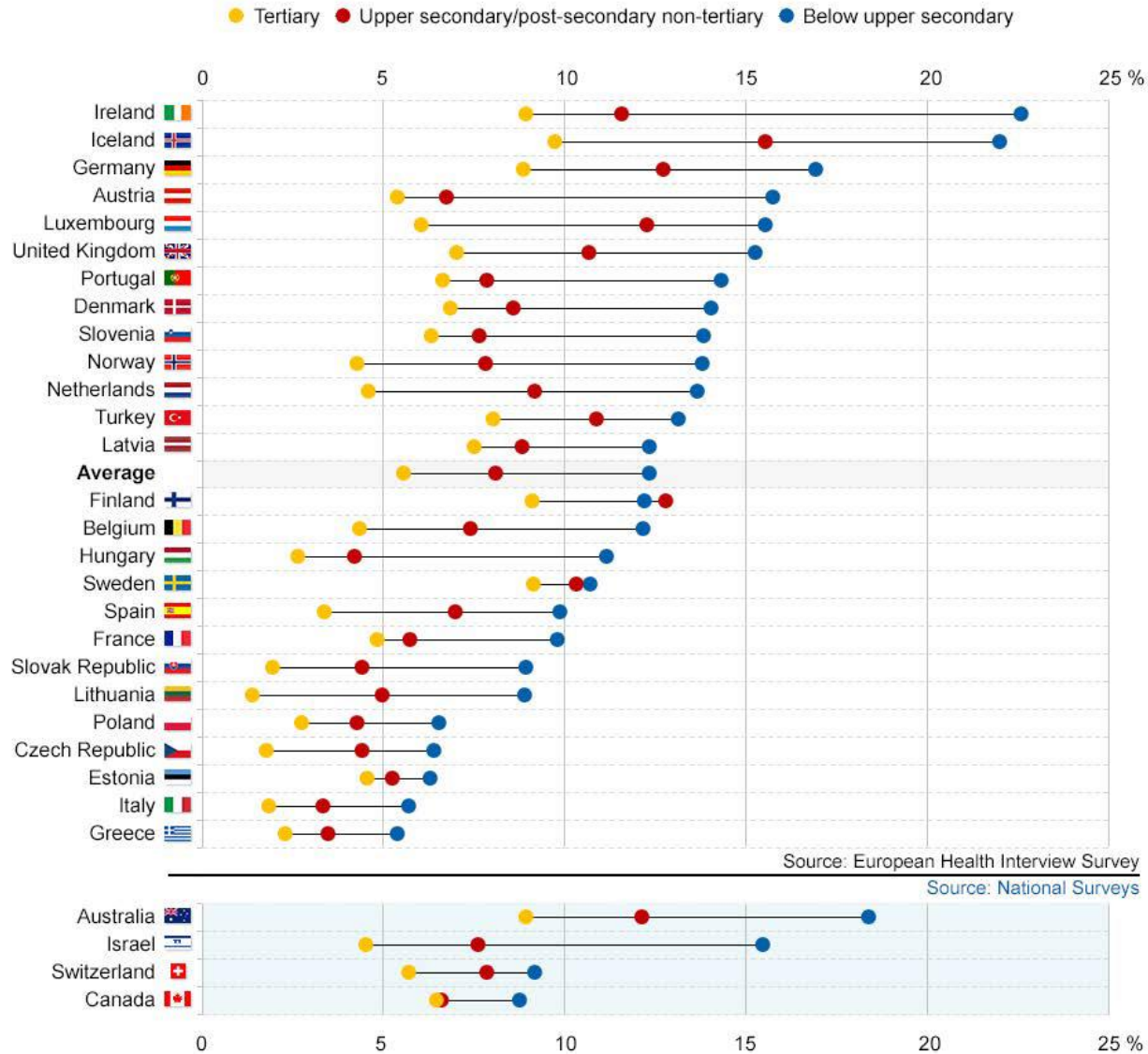
Percentage of 18-24 year-olds neither in employment nor in education or training
OECD and partner countries (2016 or latest available)





People with higher education are less likely to report suffering from depression

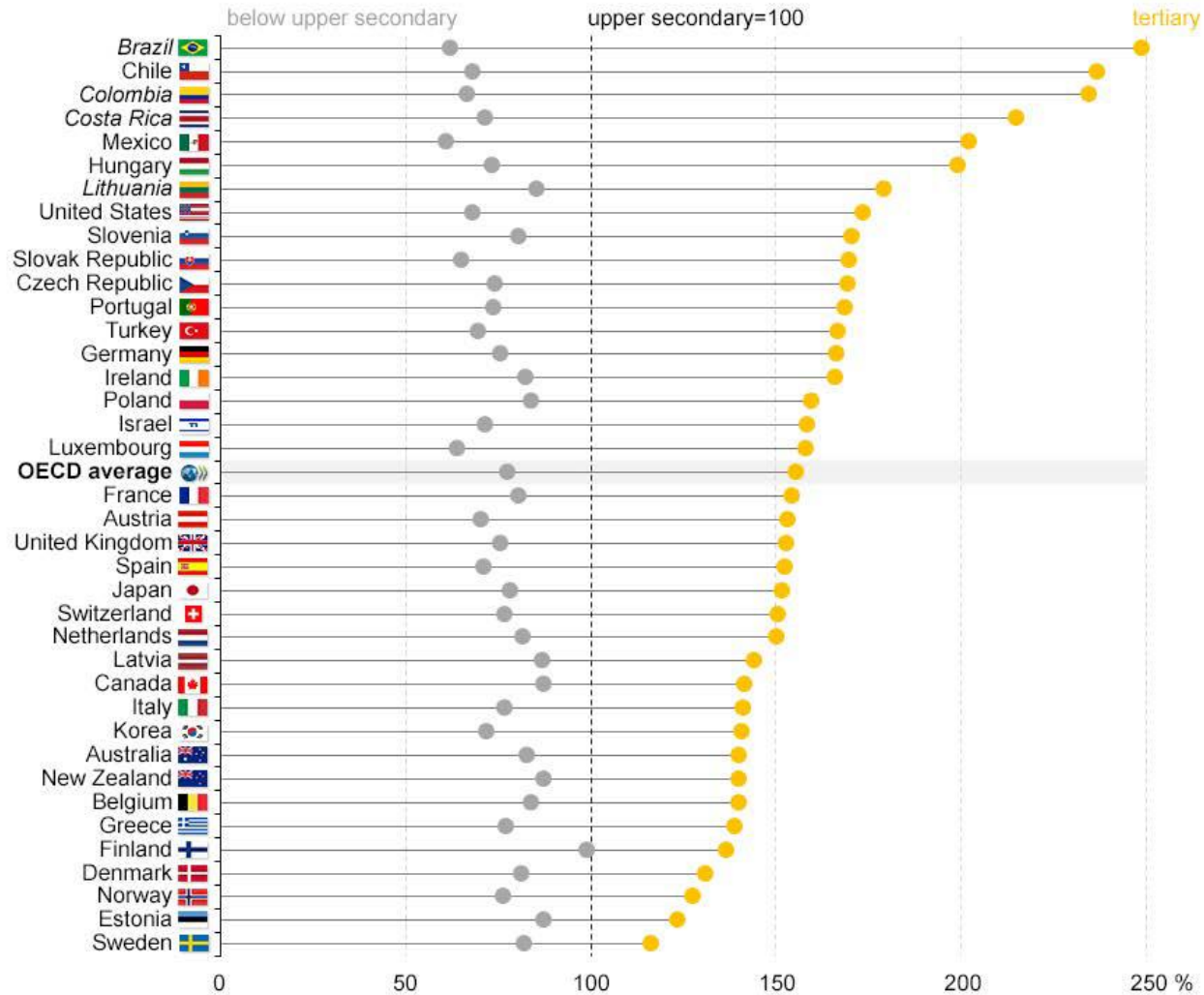
Percentage of adults who report having depression, by educational attainment (2014)





Worth the effort: Adults with a tertiary degree earn 56% more on average than those with upper secondary education only

Relative earnings of 25-64 adults with income from employment, OECD and partner countries (2015)



Partner countries and accession candidates are indicated in italics.

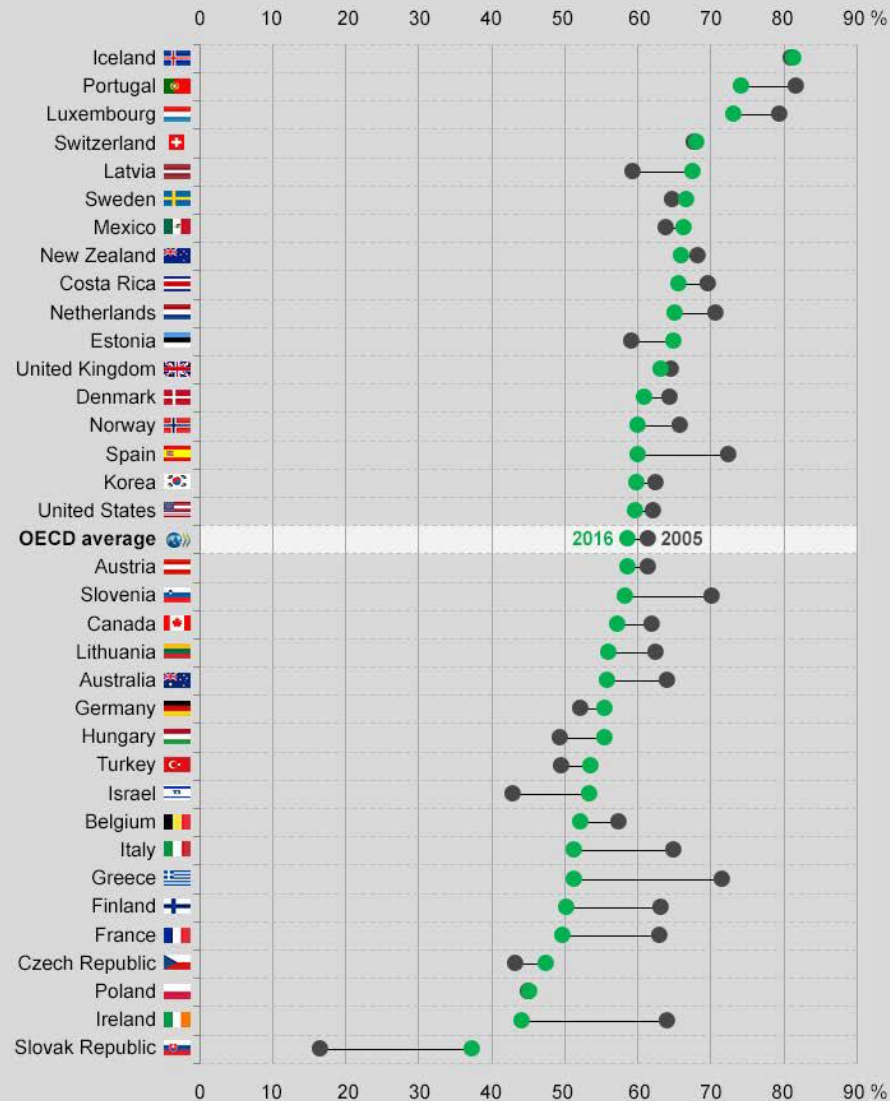
Data refer to 25-64 year-olds with income from employment (2015 or latest available year).

Source: Education at a Glance 2017: OECD Indicators, Fig. A6.1.



In most OECD and partner countries, young adults without upper secondary education are less likely to be employed today than ten years ago

Employment rates of 25-34 year-olds with below upper secondary education (2005 & 2016)



- What can we learn from Germany and Canada?
- Are the issues similar ?
- Are their strategies transferable?