



Student and graduate tracking data as part of higher education quality assurance

Practices at European and institutional level

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Overview

- What is tracking?
- Do HEIs in Europe track their students' and graduates' progression, and do they use the data for QA purposes?
- How can an HEI coordinate its tracking activities for QA purposes?
- Questions and discussion

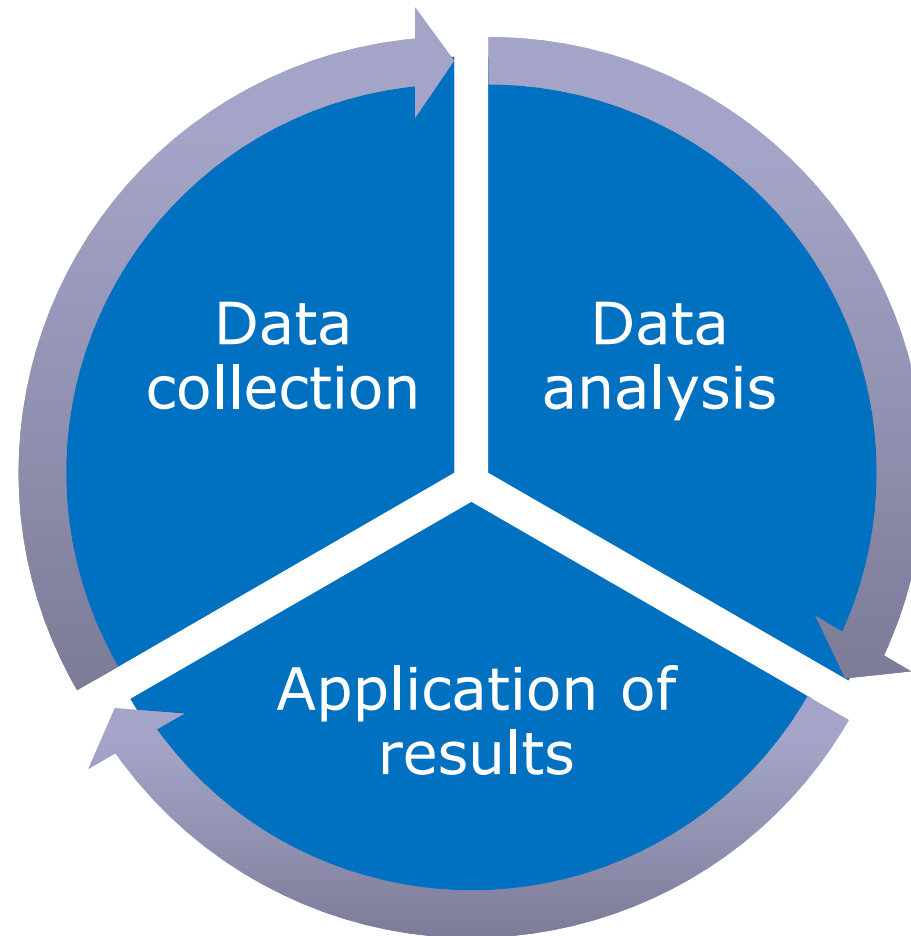
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Tracking - concept and background

- Tracking
 - records information on students and/or graduates
 - is concerned with the development between two points in time
 - is used to enhance learning provision or inform policy
- Examples
 - Institutional electronic information systems
 - international studies (REFLEX; CHEERS)
 - national studies

Tracking - concept and background



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Tracking and QA

- „Institutional self-knowledge as starting point for effective quality assurance“

(European Standards and Guidelines for Quality Assurance, p. 19)

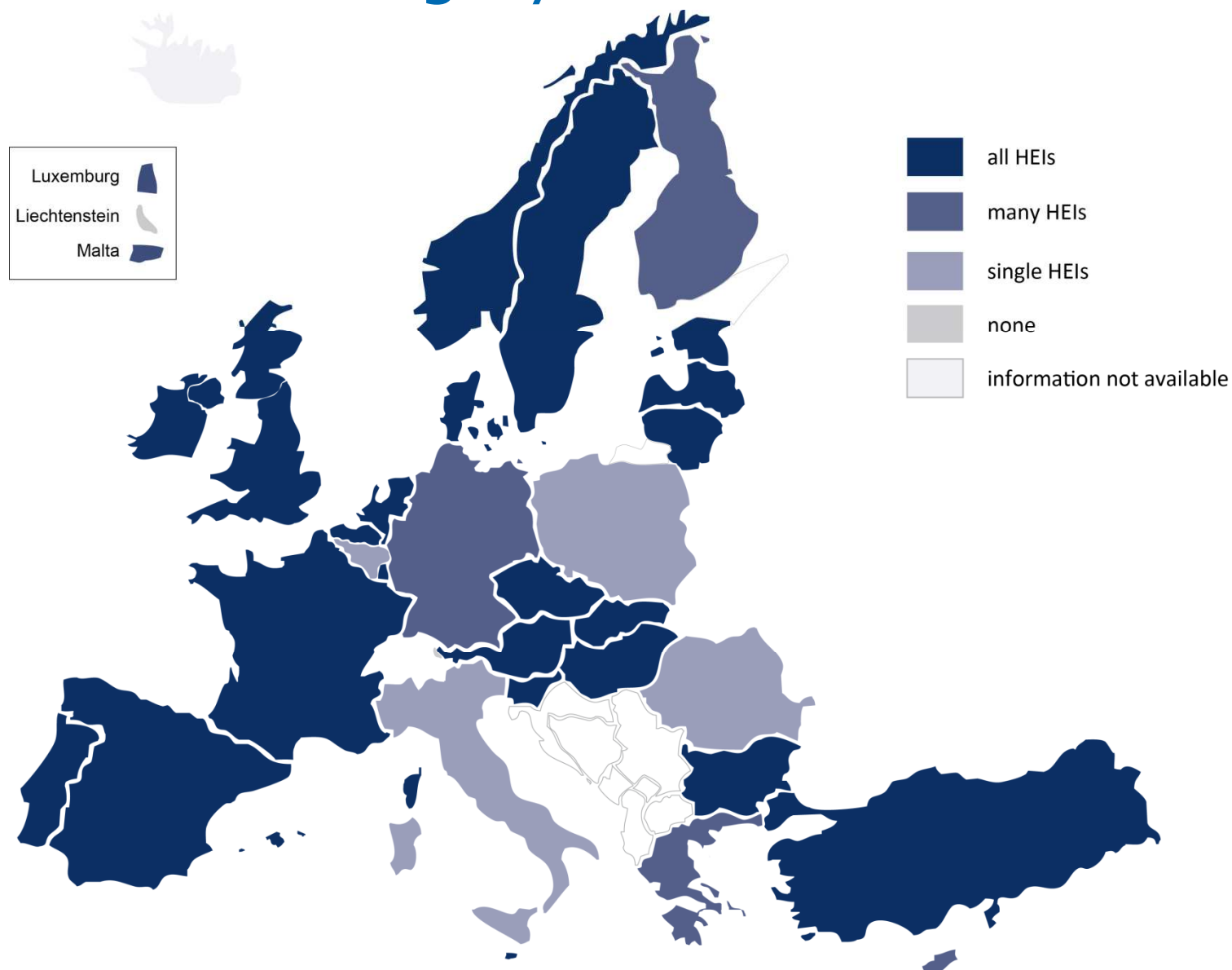
- Tracking indicators for QA
 - Student progression
 - Success rates
 - Employability of graduates

The TRACKIT project

- Project consortium: EUA (coordination), HIS/DZHW, Lund University, University of the Peloponnese, Danish School of Education and the Irish Universities Association
- Aim: Analysing tracking of students' and graduates' progression paths in 31 European countries
- Methods
 - Desk research
 - Questionnaires to rectors' conferences
 - Site visits to 23 HEIs



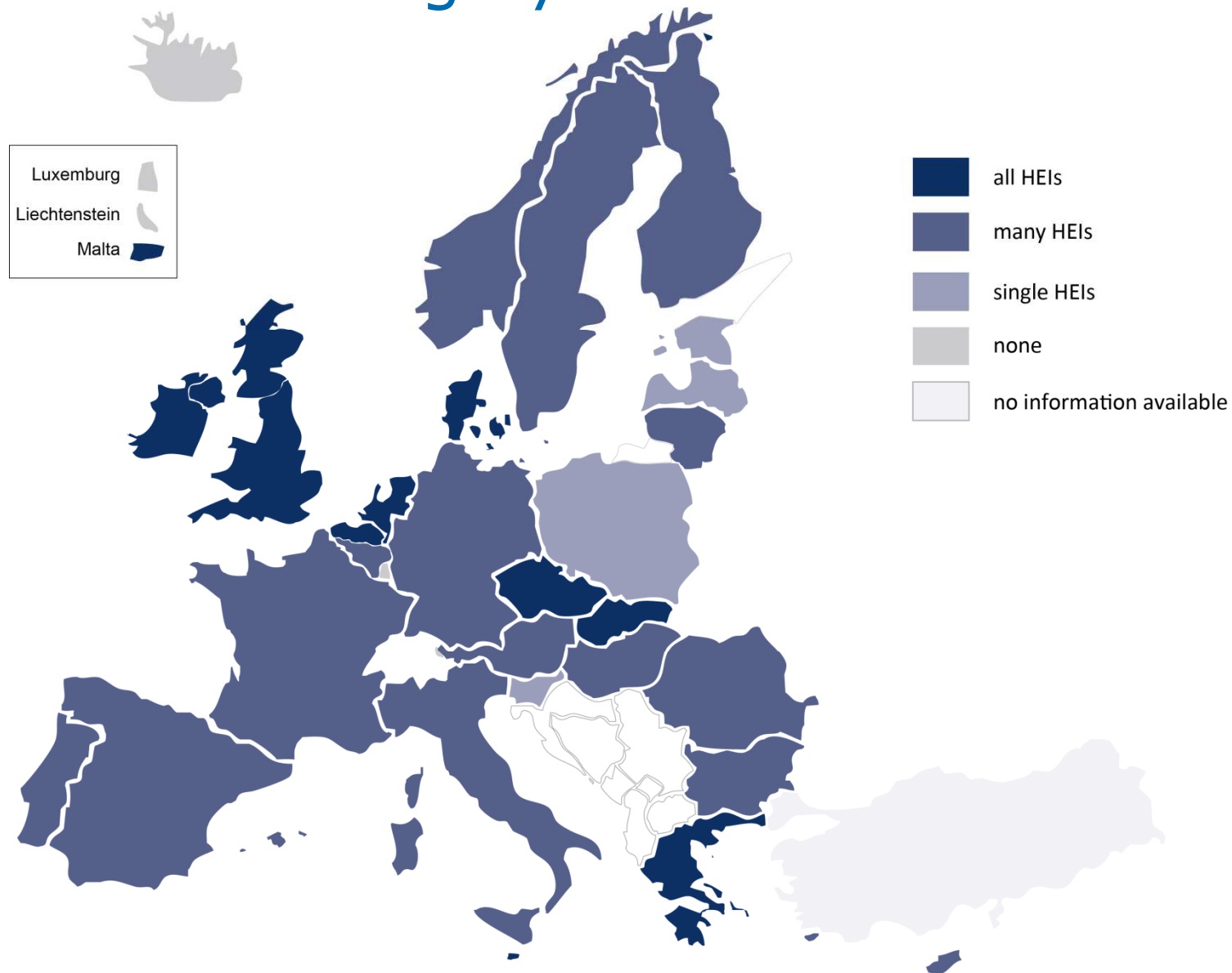
Student tracking by HEIs



Use of student tracking data

- General administrative and management tasks
- **QA**
- Allocation of resources, enhancement/reform of study programmes, marketing

Graduate tracking by HEIs



Use of student tracking data

- General administrative and management tasks
- **QA**
- Allocation of resources, enhancement/reform of study programmes, marketing
- ...

Use of graduate tracking data

- General administrative and management tasks
- **QA**
- enhancement/reform of study programmes, marketing, counselling
- ...

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LUND
UNIVERSITY

Coordinating tracking for QA: The case of Lund University

AN EXAMPLE OF HOW TRACKING OF STUDENTS AND GRADUATES CAN ENHANCE QUALITY ASSURANCE



Education – undergraduate and Master's



Students

Individuals 47 000

Full-time equiv. 28 000

Graduates 6 200

Education

Faculties 8

Study programmes 285

Free-standing courses 2 250

One university – multiple campuses



Lund – main campus

Campuses outside Lund:

Malmö

Art Academy

Academy of Music

Theatre Academy

Skåne University Hospital

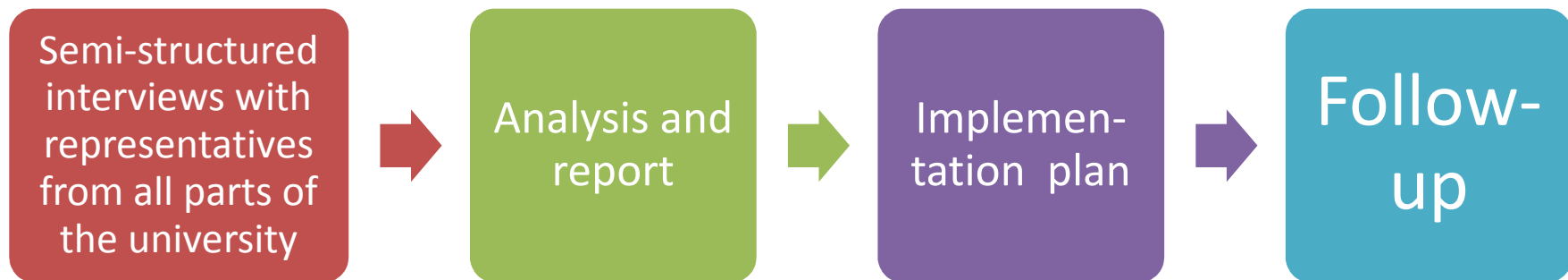
Helsingborg

Campus Helsingborg

Ljungbyhed

School of Aviation

Mapping institutional practices: methodology



The main questions were:

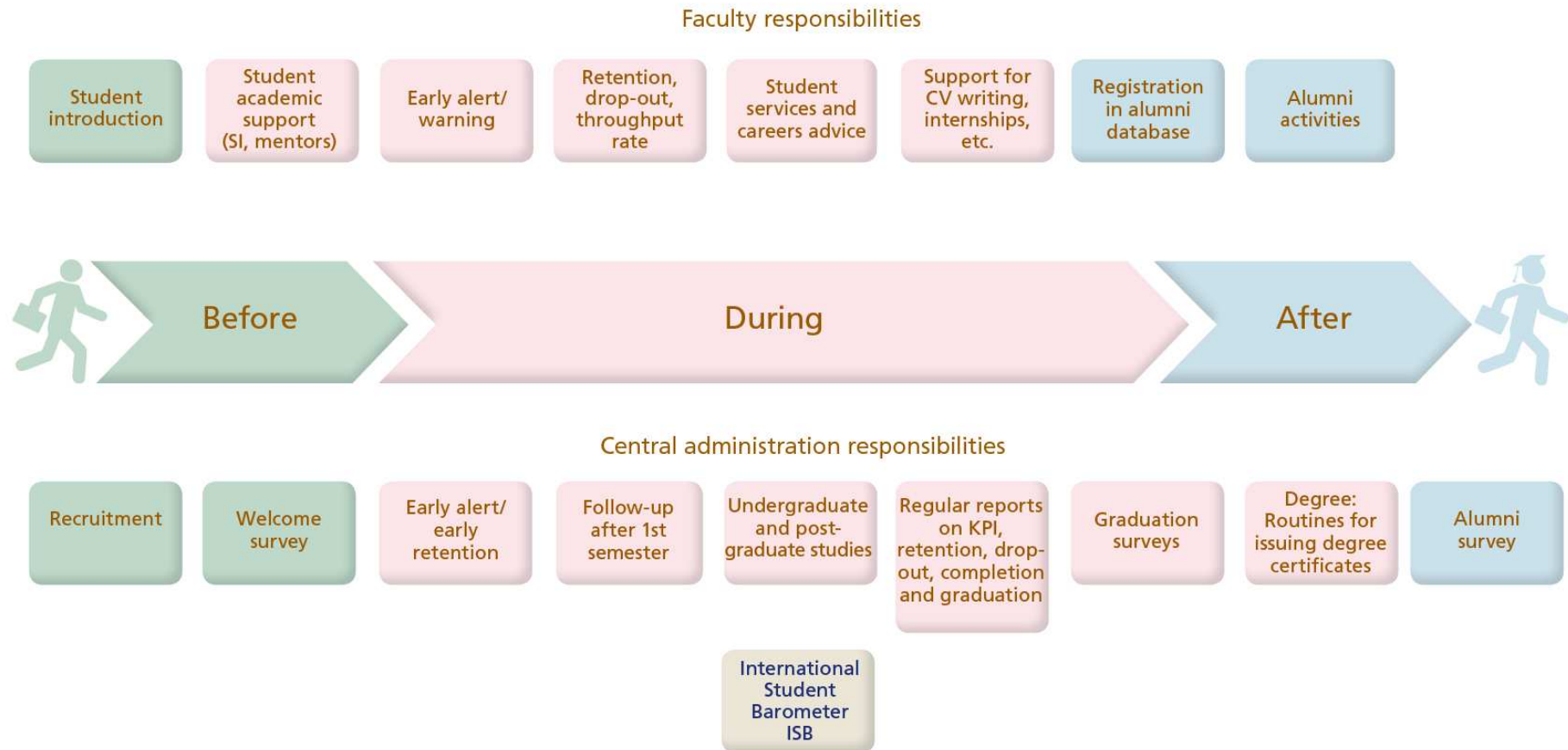
How are key performance indicators collected and to what end?

Which initiatives (collection and analysis of data and surveys) are in place to track students and the student experience before, during and after their studies?

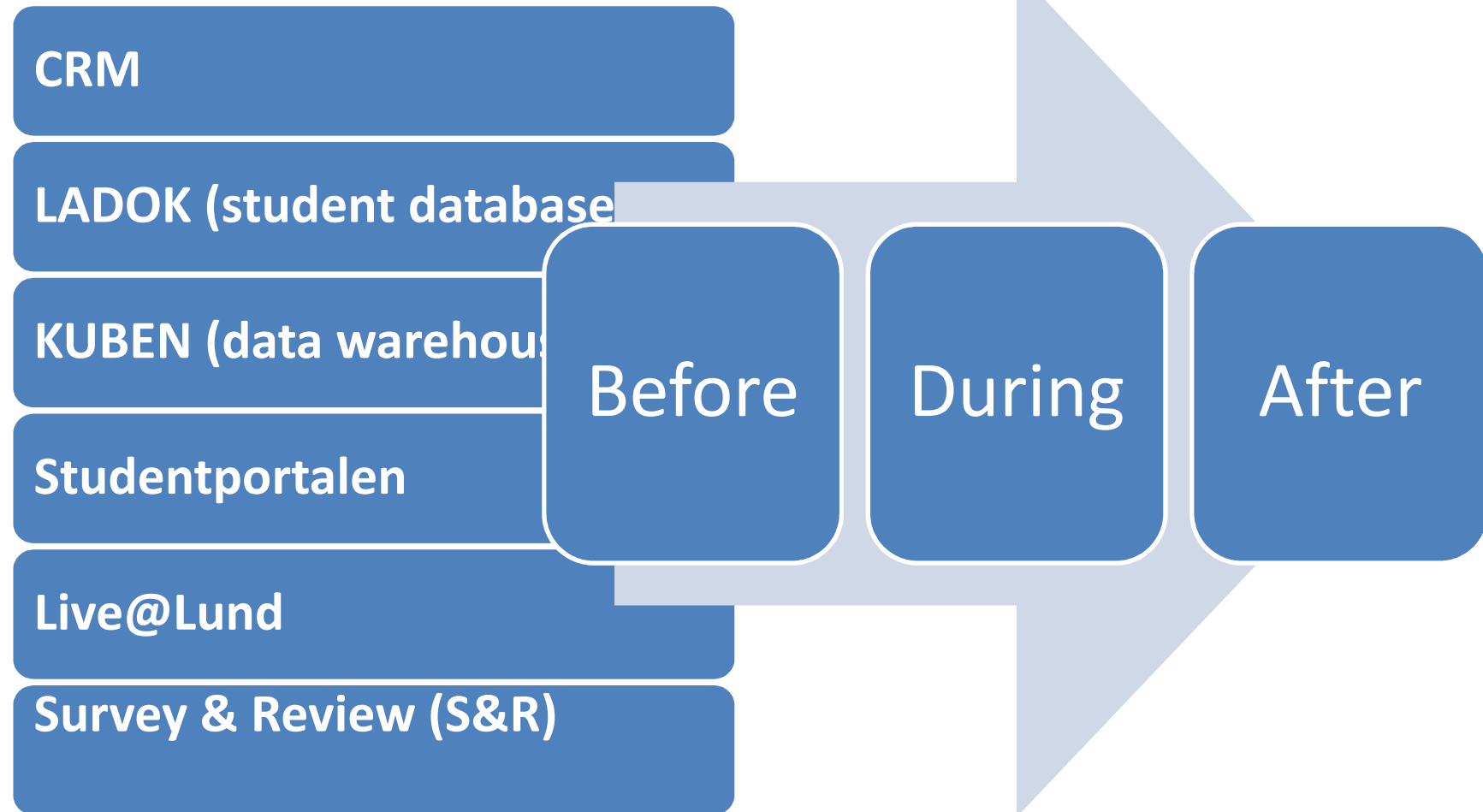
Can a better coordination of internal practices on student tracking and student support services enhance and contribute to the long-term development of student-centred learning and student support services?

Can a minimum level of tracking of students and graduates and student support services be introduced for all Lund University students?

Tracking the progression path of students and graduates and student support services



The tool box – how Lund University tracks and supports students before, during and after their studies



Examples for new routines and tools leading to quality enhancement

Communicating the goals – ensuring success

Fit for purpose —creating a quality enhancement system

Tracking as the basis for an internal dialogue on quality and quality enhancement

In conclusion:

- A more systematic knowledge about students and graduates has generated the necessary information for a continuous improvement of the content and quality of courses, programmes, and support functions (student information, study and career guidance, international desk). Lund University is thus using the results of student and graduate tracking both to enhance the provision of student-centred learning and the quality of the student experience.

Tracking at the institutional level – positive impact

tracking
contributes to
developing
and
enhancing
institutional
strategies

tracking
strengthens
governance
and
management
structures

tracking
contributes to
the
development
of
institutional
structures for
data
collection and
research

tracking
contributes to
the
enhancement
of student
services

tracking
underpins
quality
assurance
processes

Taking control of the narrative

Take control of the narrative by taking advantage of the deep connections between counting and recounting to define the characters, the plots, the foreground, and the background of the new accountability systems.

Take advantage of the momentum (and resources) unleashed by the new policies and exploit them to initiate the long-overdue progress in assessment needed to improve the quality of learning in higher education.

Recount what is of most interest to our key stakeholders, but not be limited to those alone. Display the evidence of teaching and learning (and their embarrassments) through the multiple legitimate narratives we create about our work and our students' fates.

Be transparent when rendering the accounts to our stakeholders. The most important of these stakeholders are our students, who need to feel a sense of participation and responsibility in this relationship.

Counting and recounting can only be pursued together. Counting without narrative is meaningless. Narrative without counting is suspicious. We now have an opportunity to employ the many indicators of learning that we can count for the most important stories we have to tell.

- Shulman, L., Change, January/February 2007. Vol 39, No. 1
<http://www.carnegiefoundation.org/change/sub.asp?key=98&subkey=2169>

TRACKIT: Guidelines for the development of institutional approaches to tracking

1. Create a **coordinated and appropriate** set of tracking measures
2. Ensure that the tracking approach covers the **entire student lifecycle**
3. Ensure that tracking **supports the overall governance** and management of the institution, and its strategic goals
4. Assess how tracking can contribute to the establishment of **institution-wide key performance indicators**
5. Consider how tracking measures correspond to **external demands**

The TRACKIT project was supported by



TRACKIT Guidelines for the development of institutional approaches to tracking

6. **Build on existing** external tracking **approaches**

7. Ensure the **active participation and engagement** of different parts of the institution

8. Consider the institutional capacities for research and data management and how the results can be utilised

9. Communicate and use the results for a variety of purposes

10. Ensure that tracking is anchored in quality assurance

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Contact

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