



TUS

Ollscoil Teicneolaíochta na Sionainne:
Lár Tíre, An tIarthar Láir

Technological University of the Shannon:
Midlands Midwest

TUS Definitions and Methodology to Support Evidence-Based Decision Making and Student Success 2023 - 2028



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1.0 Introduction

The Technological University of the Shannon: Midlands Midwest (hereafter referred to as TUS or the Technological University) is committed to being Inclusive, Supportive and Ambitious among its specified values. *'We operate in a responsive manner where integrity and excellence underpin all we do'*. The Strategic Plan sets as a key Priority that we operate as an integrated organisation, where everyone's potential can be realised, and where all individuals are provided with equal opportunities and further identifies *Reflective Practice* and *Continuous Improvement* as key enablers¹.

TUS's Transitions and Student Success Strategy² serves to draw together relevant themes and key activities in order to support Student success and delivery on the values, priorities and enablers of the Strategic Plan as outlined. As an active and iterative strategy, it is designed to support TUS's commitment to provide excellent, inclusive higher education with first class student support and equitable opportunities for all students. Evidence-based Decision-making is a key theme of the Transitions and Student Success strategy and TU's overall approach to Quality Enhancement. Evidence extracted from data sources will be crucial to supporting TUS efforts in student success. Quantitative data sources relating to student performance will be extracted from the TUS Student Record System (SRS). This document outlines the key quantitative data that will be determined for dissemination to support evidenced-based decision making and associated quality enhancement initiatives to support student success.

2.0 Purpose of the Definitions and Methodology

The rationale for this document is to collate the measures, relating to student performance, that will be utilised by TUS as indicators of student success. It will provide a consistent approach to defining the various measures of student success, including Retention, Completion, Non Progression and determining the associated statistical profiles under various categories including programme, department, TUS wide levels.

¹ TUS Strategic Plan 2023 - 2026

² TUS Transitions and Student Success Strategy

3.0 Non-Progression/Progression

3.1 First Year Non-Progression

The methodology for non-progression has been established by the HEA and is applied to First Years. It is consistent for all HEI's in Ireland and is calculated using the SRS Return data files. These statistics are used in the "*A Study of Progression Series*" in order to measure the providers' performance and progress with regard to progression/non-progression.

- Non-progression (NP) is recorded when a New Entrant (NE) student ID from an individual institution is not linked across the base year and following academic year in that institution.

Methodology

This analysis focuses on the non-progression of Full-time Undergraduate New Entrants (NE) in a given academic year.

It is an analysis of students present (registered) on the census dates of March 1st (on the SRS Return data file) of one academic year relative to students present (registered) on the March 1st census of the subsequent academic year. The focus is on the non-progression rates of (NE) over the respective sets of years. The analysis draws on data from the Student Record System (SRS).

New entrants are defined as follows:

- Full-time undergraduates
- Year 1
- Programme Types -
 - Level 6 Undergraduate Higher Certificates
 - Level 7 Undergraduate Ordinary Degrees
 - Level 8 Honours Degree
- Student tagged as NE in the Student Code Field

A student is defined as having progressed when:

- They are present in the following academic year in the same institution, all programme types, all course years and modes of study.
- Re-enrolling, repeat, exam only and internal transfer students are all categorised as progressing.
- External transfer students and students whose ID is no longer on record are considered non-progressed.

3.2 Progression

The methodology for progression is applied to Second and Third Year students and uses similar criteria to that established by the HEA for First Year Non-Progression.

It is also calculated using the SRS Return data files.

- Progression is recorded when a Continuing (RE), Repeating (RP), Transfer Internally (TI) and Transfer Externally (TE) student ID is linked across the base year and following academic year in TUS.

Methodology

It is an analysis of students present (registered) on the census dates of March 1st (on the SRS Return data file) of one academic year relative to students present (registered) on the March 1st census of the subsequent academic year. The analysis draws on data from the Student Record System (SRS).

Continuing (RE), Repeating (RP), Transfer Internally (TI) and Transfer Externally (TE) are defined as follows:

- Full-time Undergraduates
- Year 2 or Year 3
- Programme Types:
 - Level 6 Undergraduate Higher Certificates
 - Level 7 Undergraduate Ordinary Degrees
 - Level 8 Honours Degree
- Student Tagged as RE, RP, TI and TE in the Student Code Field

A student is defined as having progressed when:

- They are present in the following academic year, all programme types, all course years and modes of study.
- Re-enrolling, repeat, exam only and internal transfer students are all categorised as progressing.
- External transfer students and students whose ID is no longer on record are considered non-progressed.

4.0 Early Withdrawal

Complementing the non-progression rate, the early withdrawal rate is the % number of 1st year students who withdraw from their programme before March 1st census date, divided by the total number registered.

$$= \frac{\text{Number of Stage 1 Students Who Withdraw Before March 1st}}{\text{The Highest Number of Students Registered on Stage 1}}$$

Note: Highest Number = All students included in March 1st Census plus all student withdrawals to March 1st.

5.0 Retention

The total number of students who sit the stage assessments expressed as a percentage of the number of students [who were registered at November 01st (HEA Census Date)].

Retention Per Programme

$$= \frac{\text{Number of Students who Complete the Stage Assessment}}{\text{Number of Students Registered at Nov 01st}}$$

6.0 Autumn Sitting Participation Success Rate

Autumn Participation Rate:

The total number of students who attempt the Autumn repeat assessments expressed as a % of the total number of students eligible to repeat.

$$= \frac{\text{Number of Students attempting Autumn Repeats}}{\text{Total Number of Students Eligible to take Autumn Repeats}}$$

Autumn Sitting Participation Success Rate:

The total number of students who pass the Autumn repeat assessments expressed as a % of the total number of students who attempt them.

$$= \frac{\text{Number of Students Passing Autumn Repeats}}{\text{Total Number of Students Attempting Autumn Repeats}}$$

Autumn Assessment Overall Success Rate:

Combining the 2 previous measures, the total number of students who attempt the Autumn repeat assessments expressed as a % of the total number of students eligible to repeat.

$$= \frac{\text{Number of Students Passing Autumn Repeats}}{\text{Total Number of Students Eligible to take Autumn Repeats}}$$

7.0 TUS Student Success

The total number of students who successfully complete the programme stage expressed as a percentage of those registered for Stage assessment.

$$= \frac{\text{Number of Students who Successfully Complete a Stage}}{\text{Number of Students Registered for Stage Assessment.}}$$

** Note: Student Success was previously referred to as Completion in TUS Midwest. This has been re-titled to distinguish it from the HEA Completion Methodology (Section 7.0).*

8.0 Completion

The HEA acknowledges that definitions of rates vary both nationally and internationally. In the report entitled “An Analysis of Completion in Irish Higher Education: 2007/08 Entrants”, the HEA used the term completion in the widest sense, which was where a student finished their programme in any timeframe.

The HEA defines completion as:

Completion is defined as having gained an award as level 6 or higher between the year of entry and the last year in the series. In most cases, this will be the target awards as per entry, but students who gain a lesser award (which may be an interim award) are also counted as completed for this purpose.³

³ [Progression and Completion Dashboard | Statistics | Higher Education Authority](#)