Tertiary Education Commission
Te Amorangi Mātauranga Matua

a tertiary education system that works for **everyone**

Within five years we intend to achieve **participation** and **completion** patterns for Māori and Pasifika that are the same as for other New Zealanders in the tertiary system.

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TERTIARY EDUCATION STRATEGY

2014-2019

By 2030, 30 percent of New Zealanders will be Māori or Pasifika, and as such it is essential that tertiary education improves its delivery to these groups
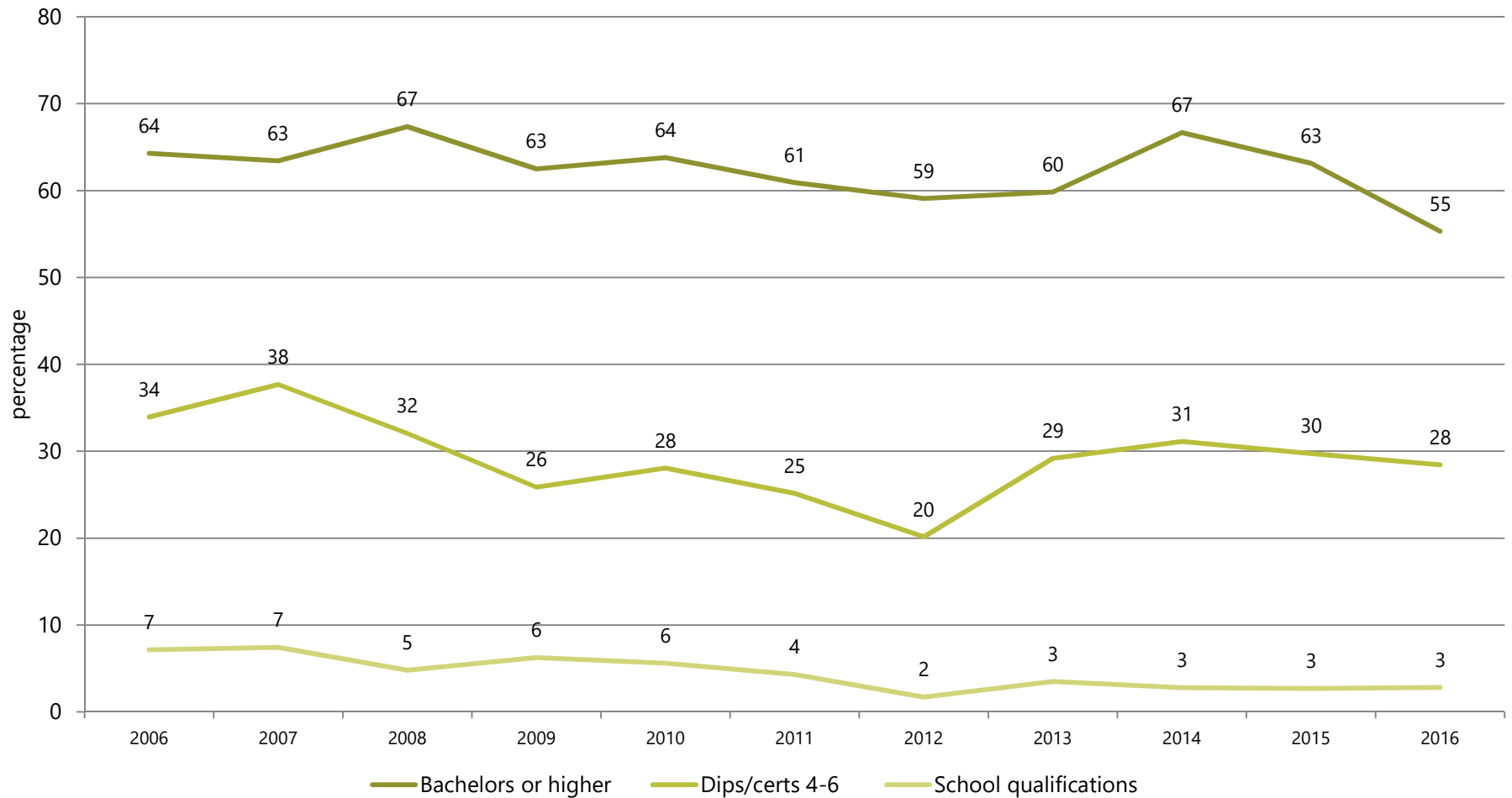
Māori and Pasifika population – 2013-2038

(% of total population, selected age groups)

Legend:
- – – Māori All ages
- –■– Māori 15-39 years
- ·····× Māori 40-64 years
- – – Pasifika All ages
- –■– Pasifika 15-39 years
- ·····× Pasifika 40-64 years

Data values:

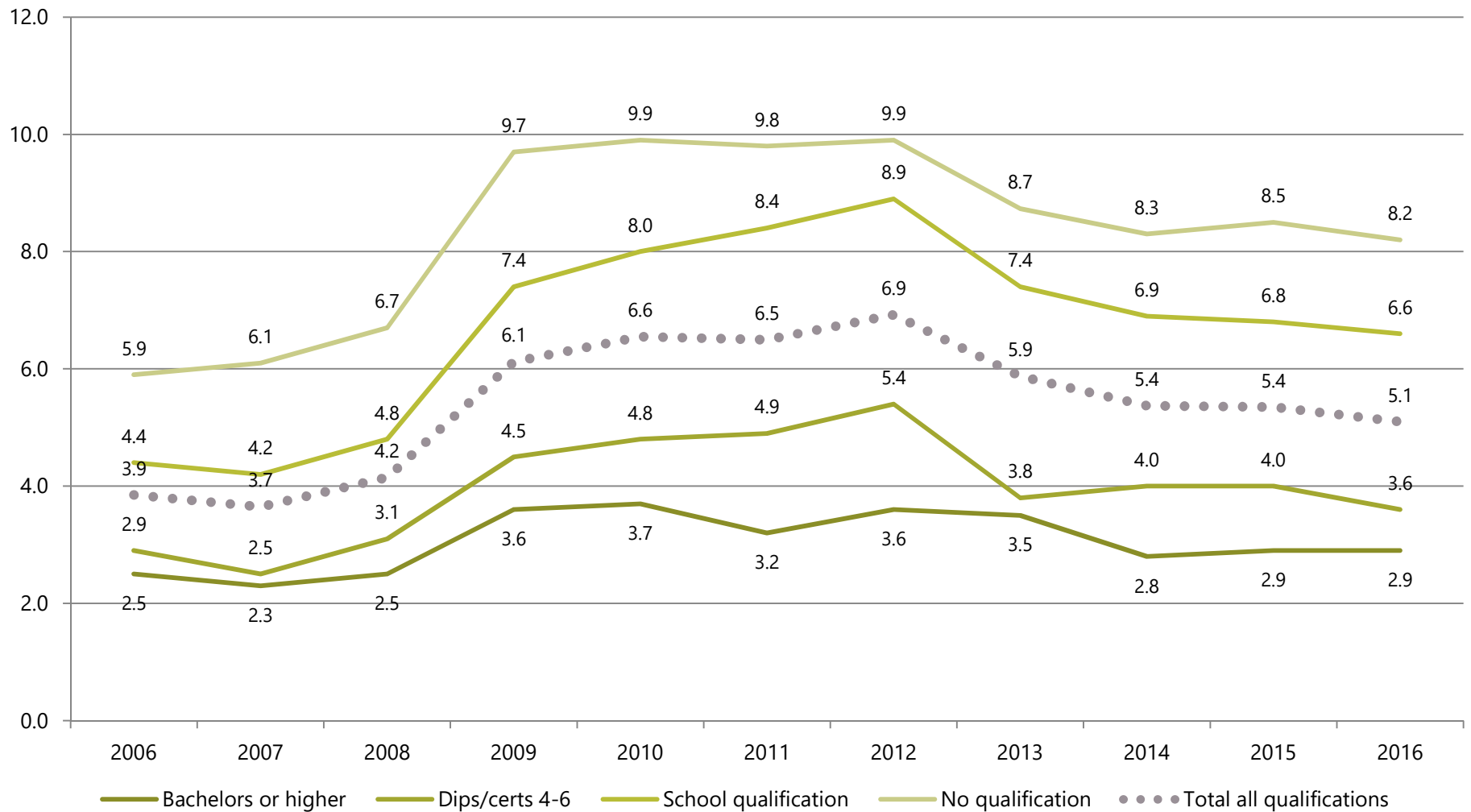| Series	2013	2018	2023	2028	2033	2038
Māori 15-39 years	17.4%	17.0%	17.9%	19.5%	21.4%	23.0%
Māori All ages	15.6%	15.7%	16.2%	16.8%	17.5%	18.4%
Māori 40-64 years	11.7%	12.3%	12.6%	12.8%	12.9%	13.5%
Pasifika 15-39 years	9.1%	9.3%	9.9%	11.0%	12.2%	13.2%
Pasifika All ages	7.8%	8.0%	8.5%	9.0%	9.6%	10.2%
Pasifika 40-64 years	5.1%	5.6%	6.0%	6.5%	6.9%	7.6%

Source: Statistics NZ: population projections. Dataset: National ethnic population projections, characteristics, 2013(base)-2038 update

Median hourly earnings premium by highest qualification for the population aged 15 years and over
## (compared to people with no qualification)

y-axis: percentage

Bachelors or higher: 64, 63, 67, 63, 64, 61, 59, 60, 67, 63, 55

Dips/certs 4-6: 34, 38, 32, 26, 28, 25, 20, 29, 31, 30, 28

School qualifications: 7, 7, 5, 6, 6, 4, 2, 3, 3, 3, 3

x-axis: 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016

Legend: Bachelors or higher — Dips/certs 4-6 — School qualifications

Unemployment rates of the population aged 15 years and over, by highest qualification

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
No qualification	5.9	6.1	6.7	9.7	9.9	9.8	9.9	8.7	8.3	8.5	8.2
School qualification	4.4	4.2	4.8	7.4	8.0	8.4	8.9	7.4	6.9	6.8	6.6
Total all qualifications	3.9	3.7	4.2	6.1	6.6	6.5	6.9	5.9	5.4	5.4	5.1
Dips/certs 4-6	2.9	2.5	3.1	4.5	4.8	4.9	5.4	3.8	4.0	4.0	3.6
Bachelors or higher	2.5	2.3	2.5	3.6	3.7	3.2	3.6	3.5	2.8	2.9	2.9

Bachelors or higher • Dips/certs 4-6 • School qualification • No qualification • Total all qualifications
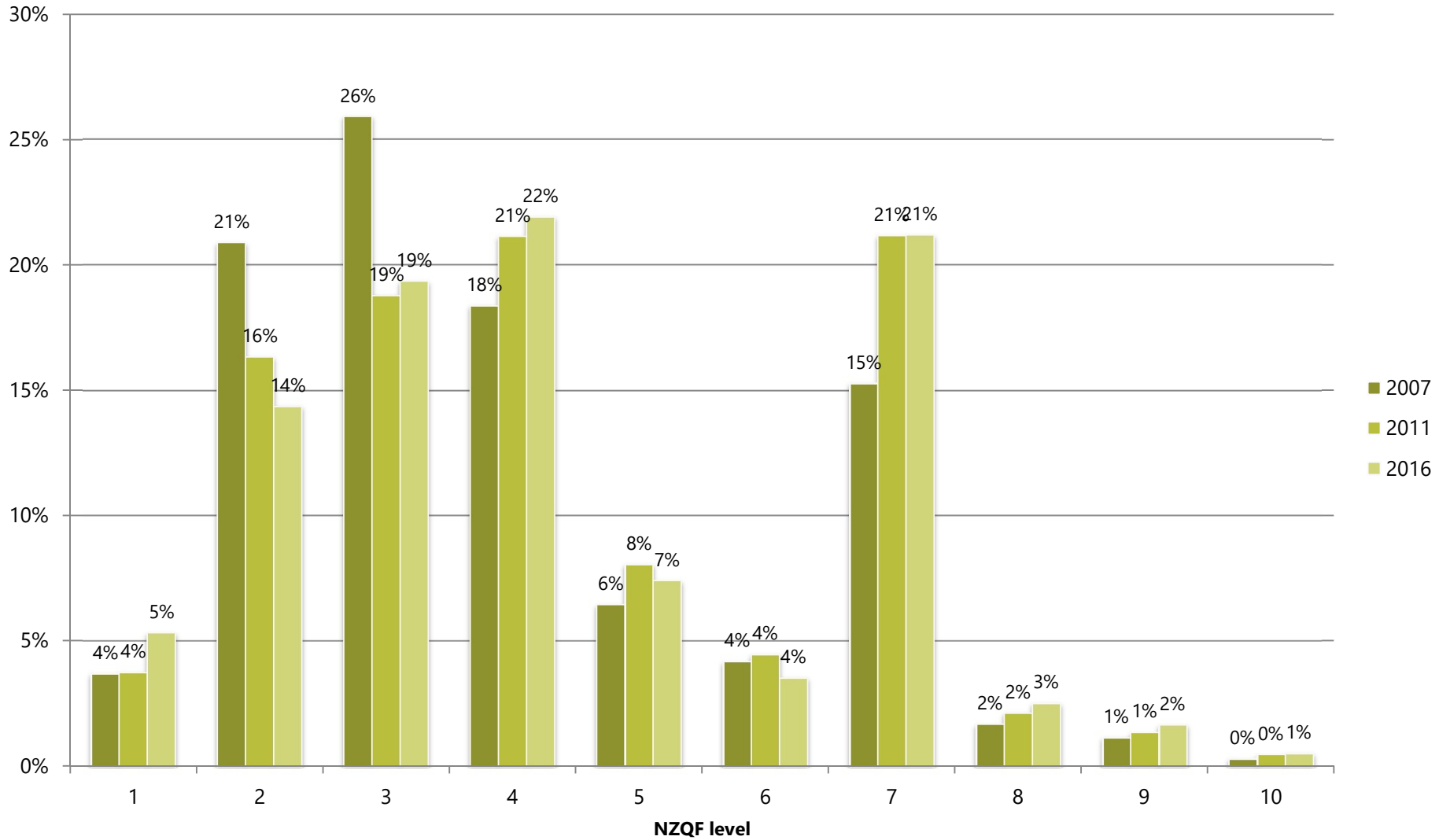
Source: Ministry of Education – Education Counts

EFTS by ethnicity (Māori and Pasifika) - 2007-2016
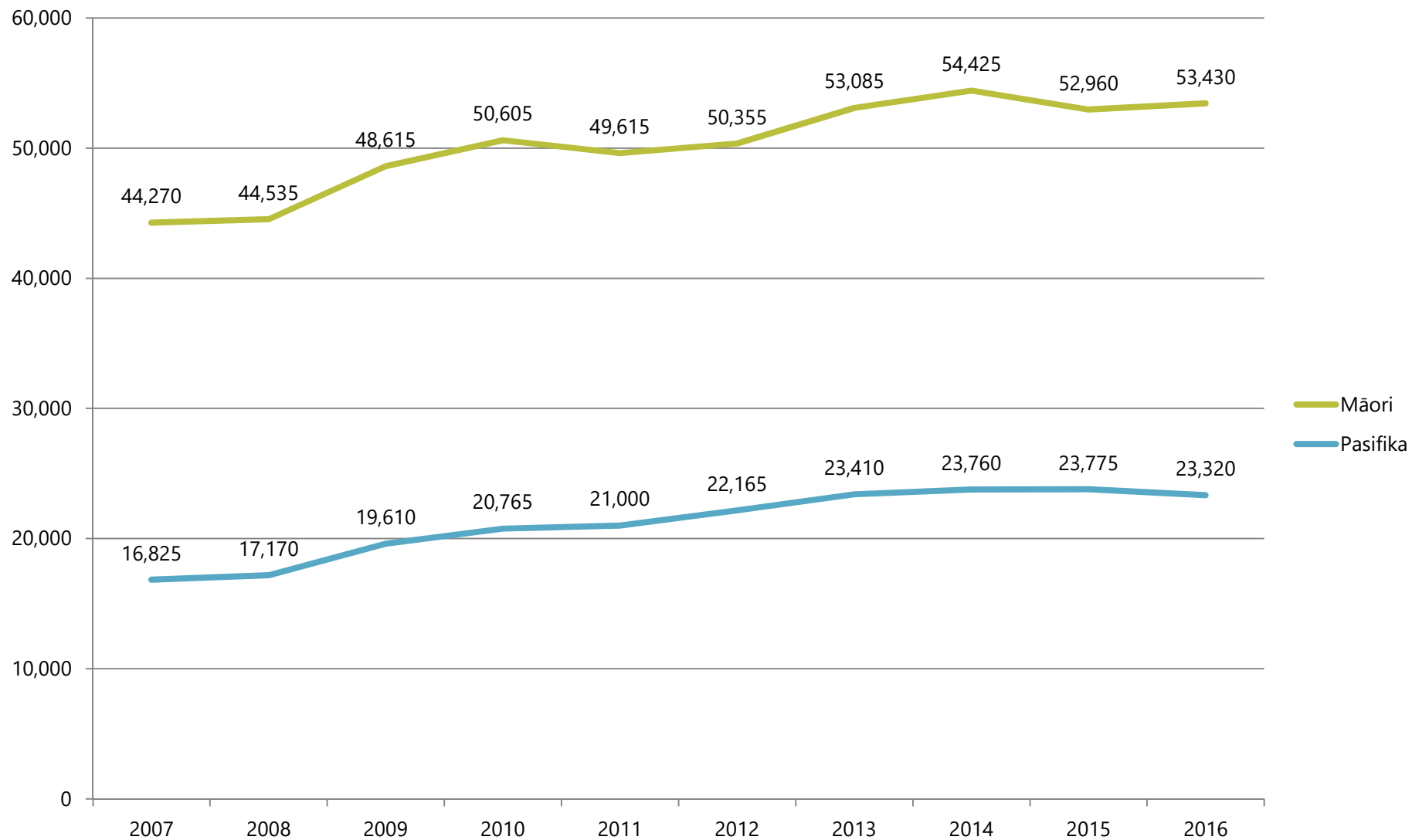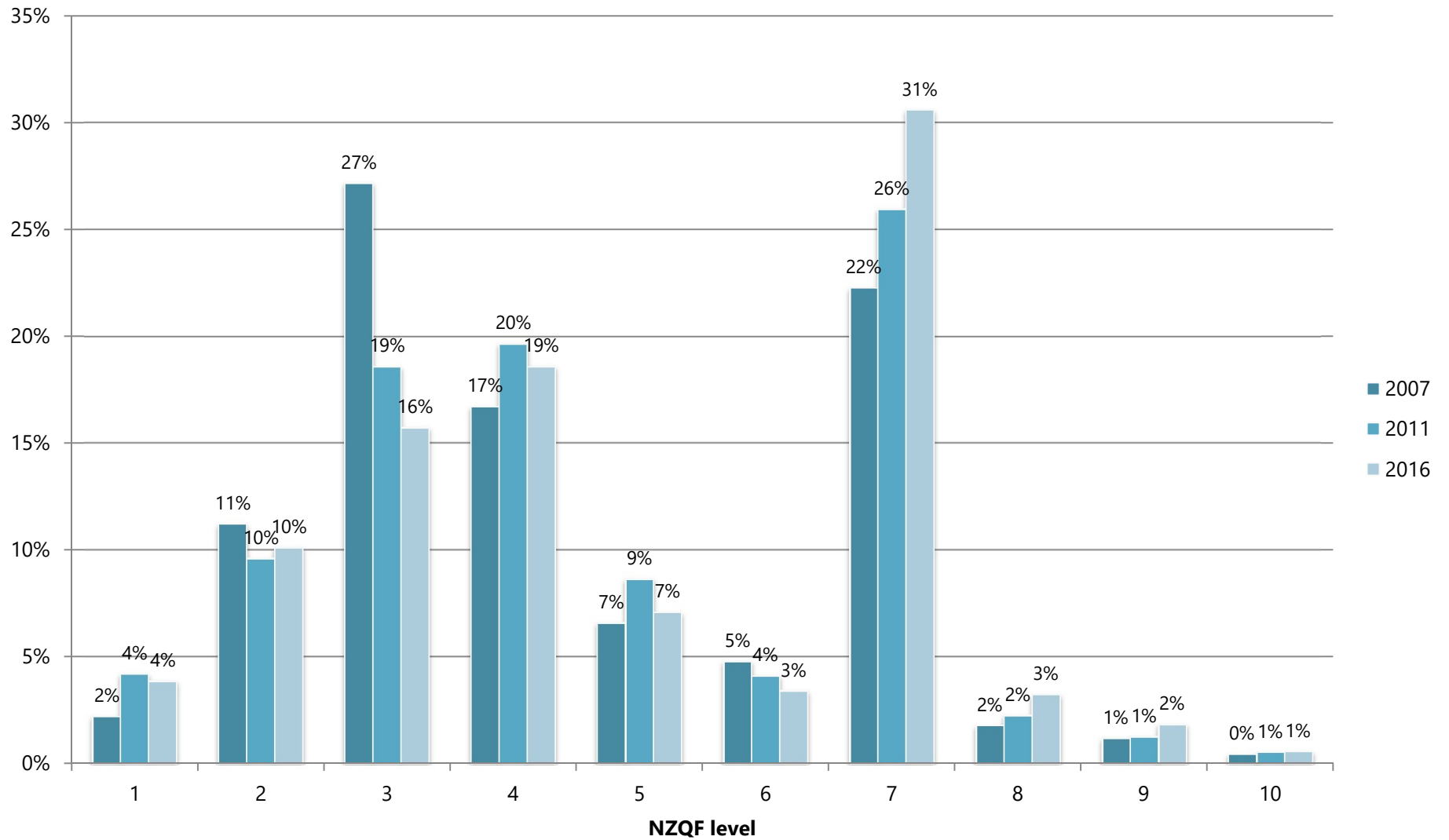

Source: TEC Tertiary Provision App.   All funds

Māori learners by NZQF level (2007, 2011 & 2016)

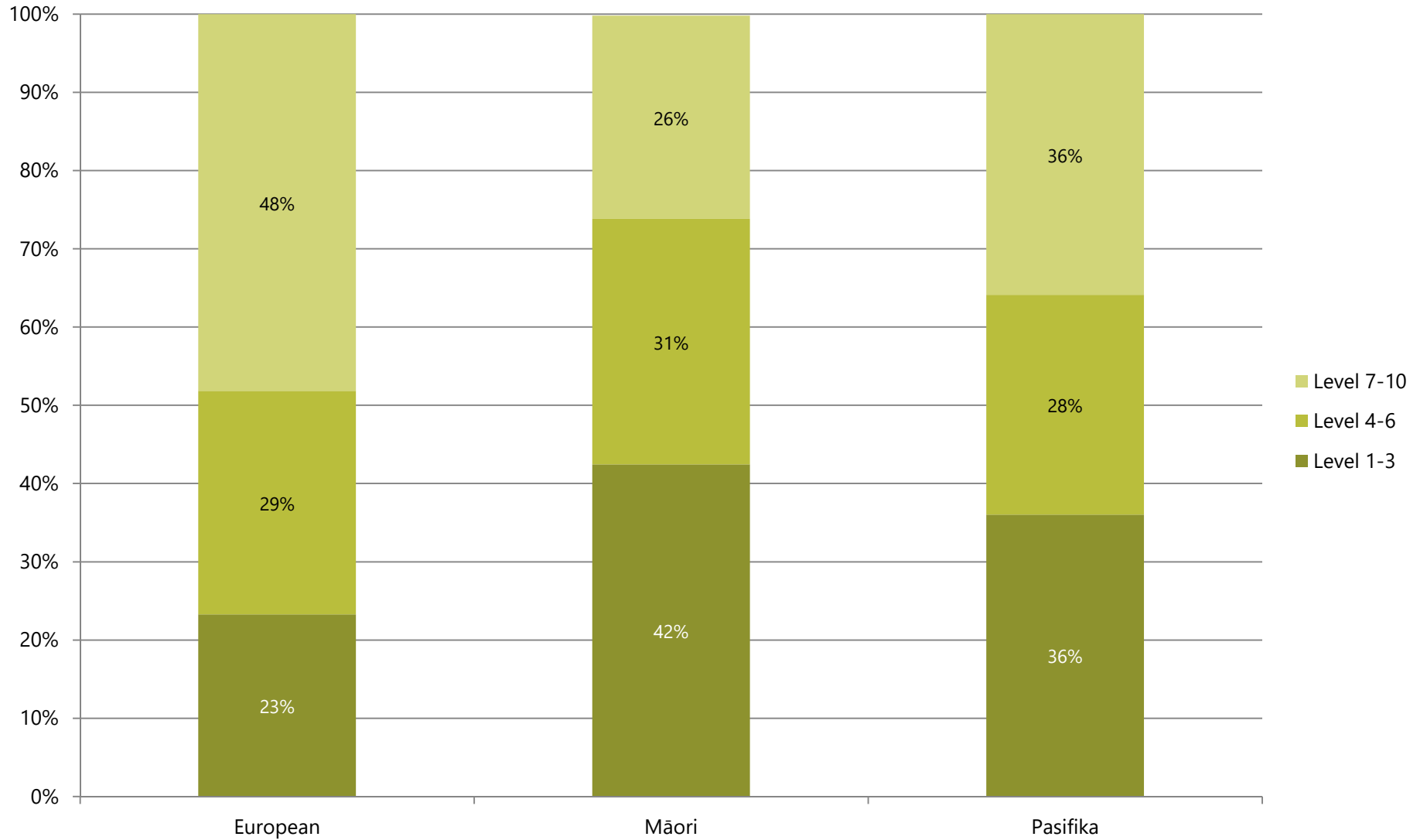Source: TEC Tertiary Provision App.   All funds
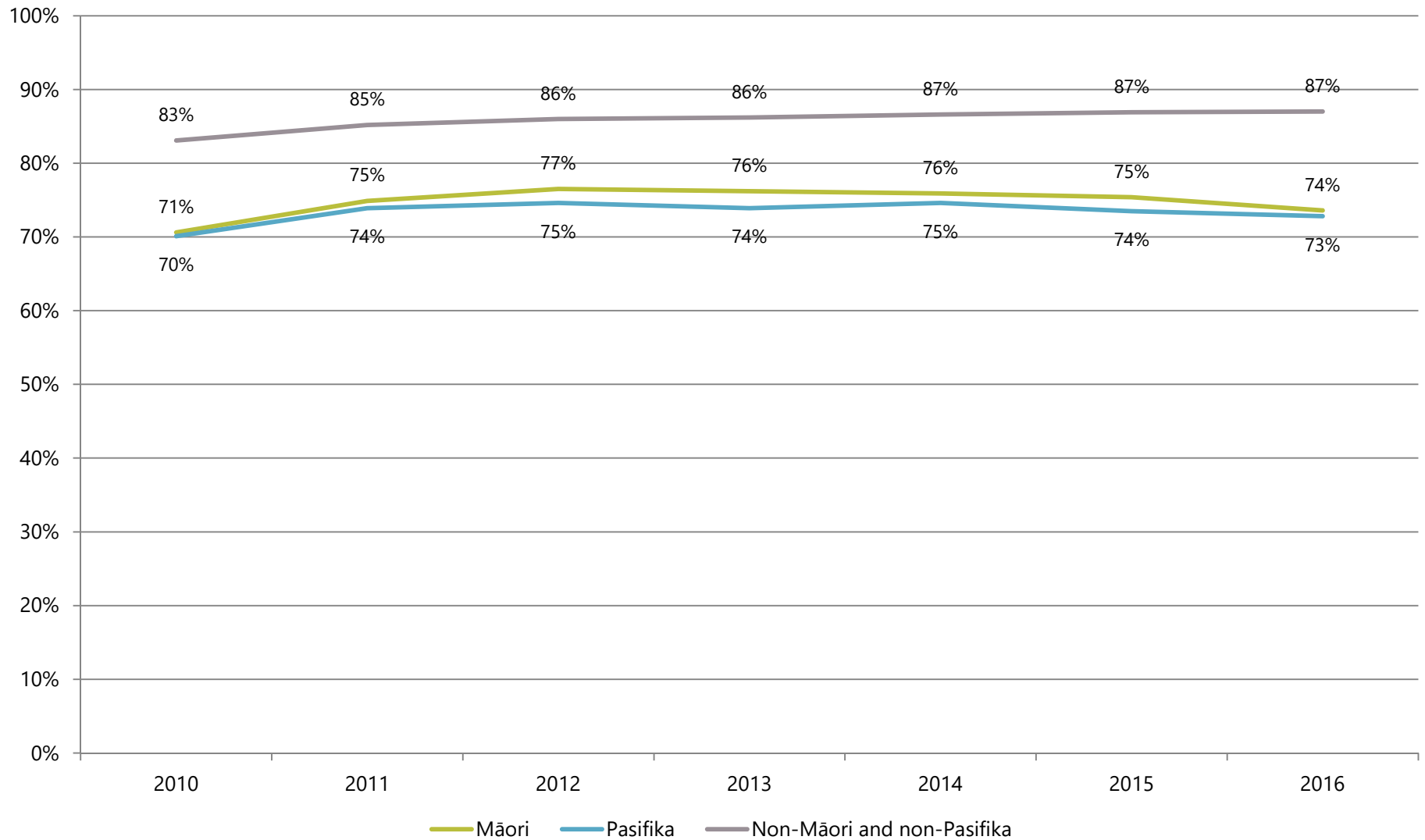
Pasifika learners by NZQF level (2007, 2011 & 2016)

Legend: 2007, 2011, 2016

NZQF level	2007	2011	2016
1	2%	4%	4%
2	11%	10%	10%
3	27%	19%	16%
4	17%	20%	19%
5	7%	9%	7%
6	5%	4%	3%
7	22%	26%	31%
8	2%	2%	3%
9	1%	1%	2%
10	0%	1%	1%

Learners by level group (2017)

Source: TEC Tertiary Provision App.   All funds

Course completion – all levels

	2010	2011	2012	2013	2014	2015	2016
Non-Māori and non-Pasifika	83%	85%	86%	86%	87%	87%	87%
Māori	71%	75%	77%	76%	76%	75%	74%
Pasifika	70%	74%	75%	74%	75%	74%	73%

Māori   Pasifika   Non-Māori and non-Pasifika

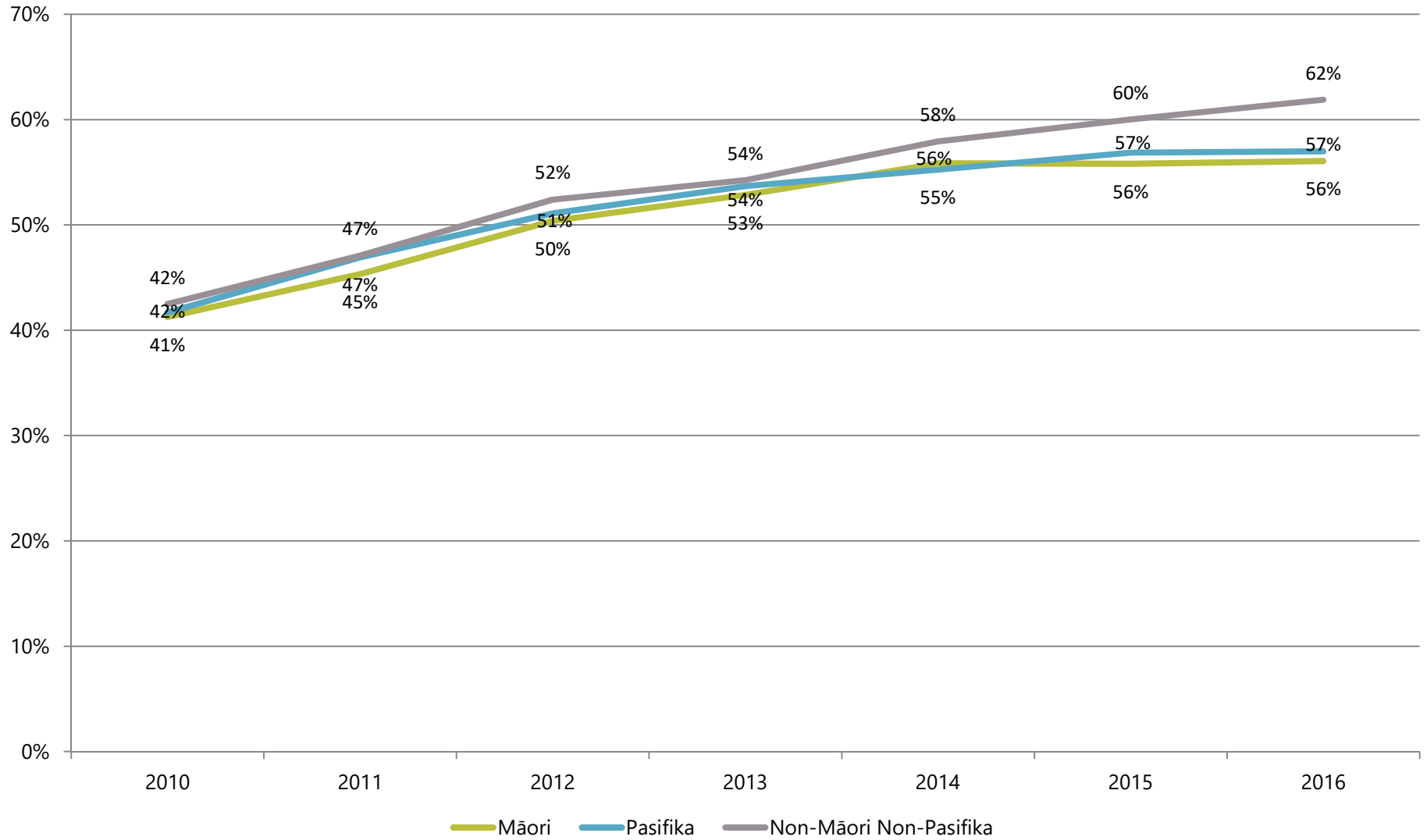# First year retention – all levels
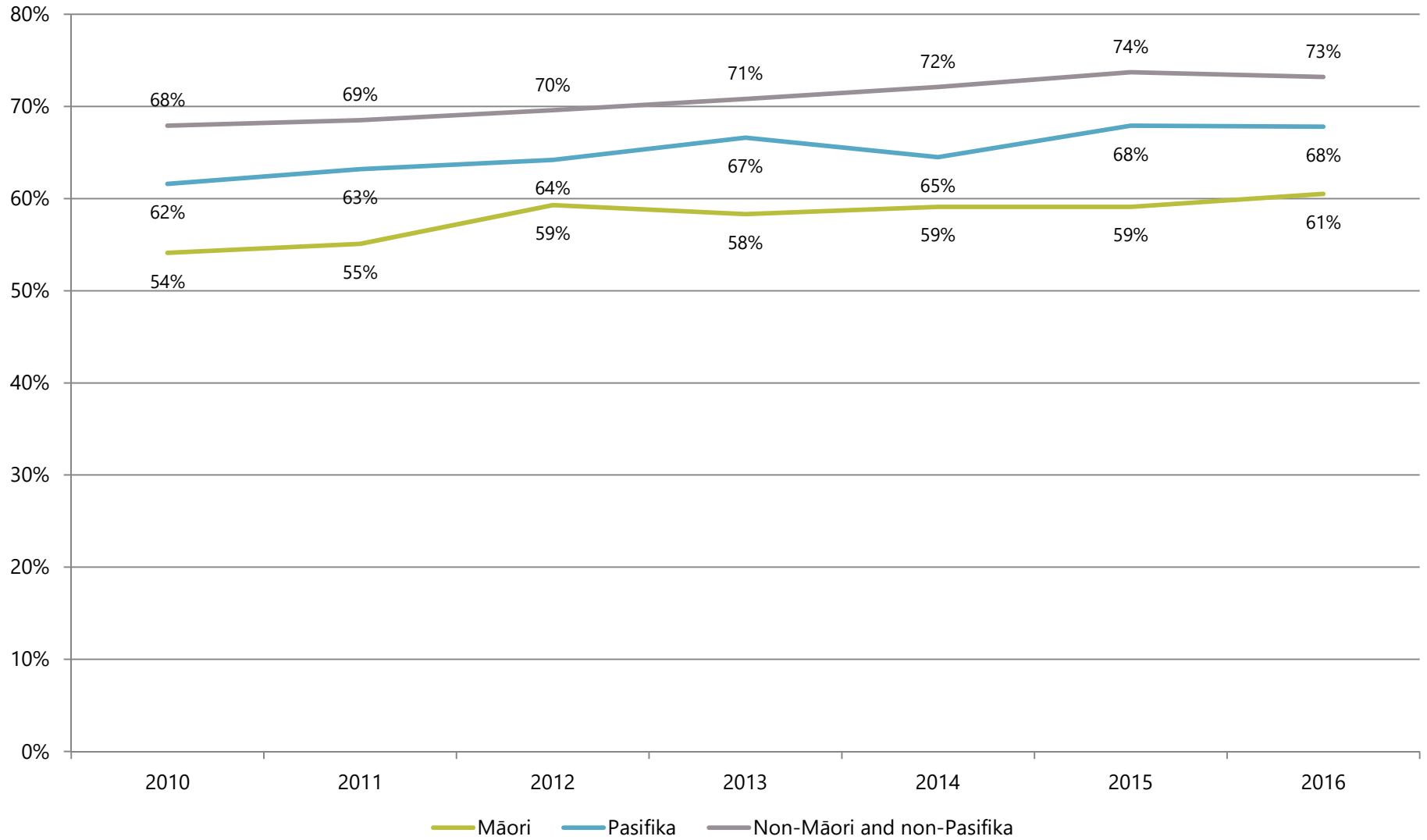
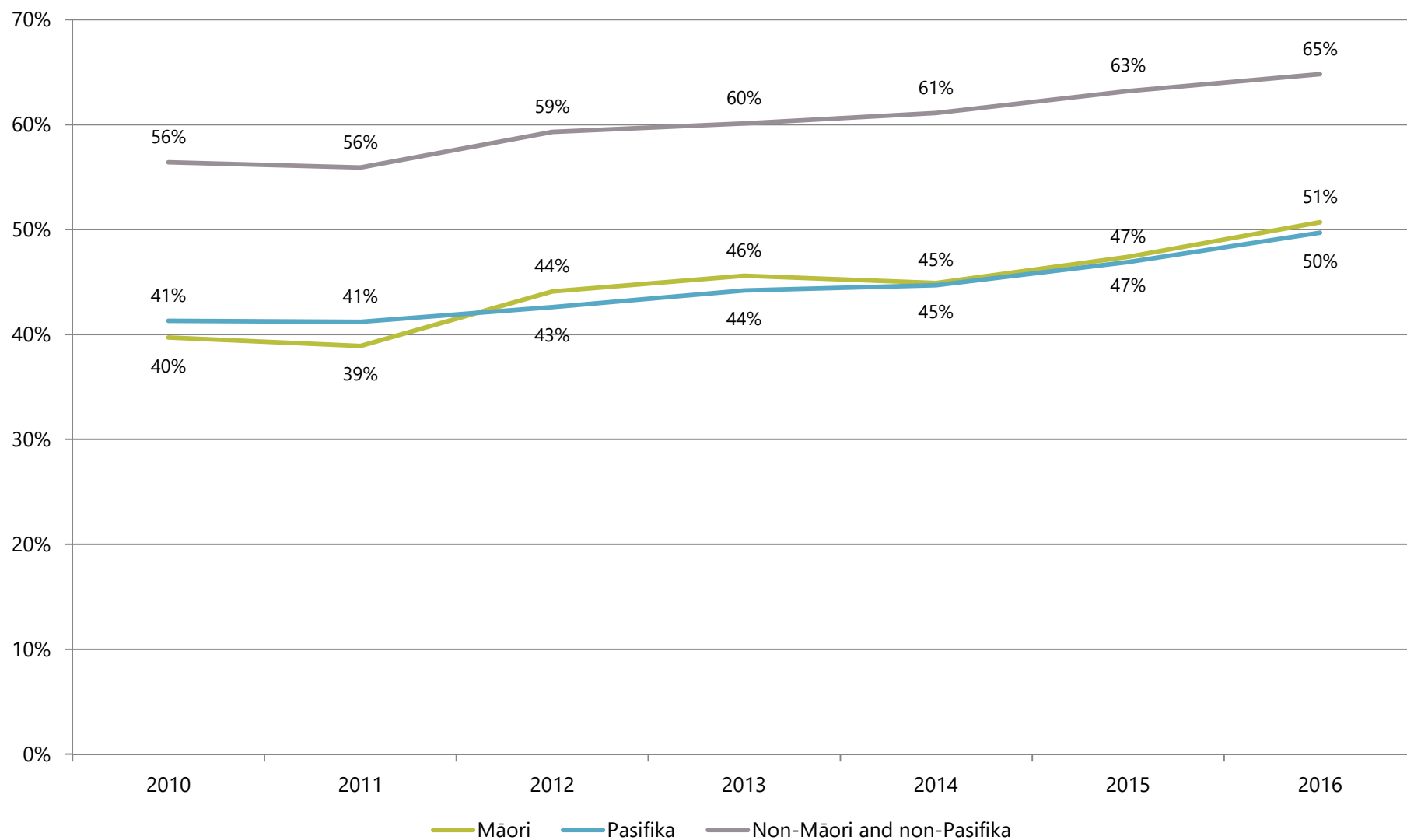

Source: TEC Tertiary Performance – SDR App.   All funds

Qualification completion - all levels

Source: TEC Tertiary Performance – SDR App.   All funds

Qualification completion – level 7 degree and above

Legend: Māori, Pasifika, Non-Māori and non-Pasifika

Year	2010	2011	2012	2013	2014	2015	2016
Non-Māori and non-Pasifika	56%	56%	59%	60%	61%	63%	65%
Māori	40%	39%	44%	46%	45%	47%	51%
Pasifika	41%	41%	43%	44%	45%	47%	50%

Achieving the Dream ™

Community Colleges Count

4 million students

220 colleges

40 States + D.C.

(Wheel diagram: Student-Focused Culture at center, surrounded by segments)
- TEACHING & LEARNING
- ENGAGEMENT & COMMUNICATION
- STRATEGY & PLANNING
- POLICIES & PRACTICES
- LEADERSHIP & VISION
- DATA & TECHNOLOGY
- EQUITY
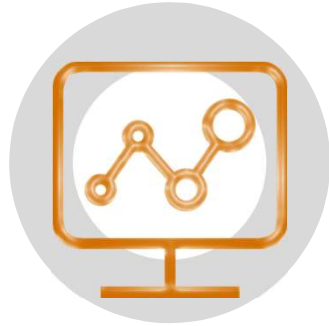
achieving our dream

data

learner centred

whole of organisation

equity

Investment Toolkit
working with you...

Inform

› Qlik Apps
  - *My Performance*
  - *My Commitments*
› clarity about the specific changes we want to see
› share best practice
› post-study outcomes

Influence

› understanding barriers to success
› understand evidence and solutions
› engage with Māori and Pasifika leaders in your organisation
› organisational self-assessment
› best practice sector workshops
› monitoring impacts and outcomes

Invest

› evidence-based initiatives which reduce disparities
› remove funding from provision with poor educational performance
› further investment in high performance for Māori and Pasifika

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Plan Guidance

› an **understanding** of what parity of participation would look like for your TEO

› a **commitment** from governance & management to achieving parity of achievement

› teaching and learning that **responds** to the needs of Māori and Pasifika learners

› **support** for Māori and Pasifika students and their families to make informed decisions about, and successful transitions into, tertiary education.

Delivering skills for industry

Getting at-risk young people into a career

Boosting achievement of Māori and Pasifika

Improving adult literacy and numeracy

Strengthening research-based institutions

Growing international linkages

Predictive Analytics for Beginners

WHAT IS PREDICTIVE MODELING?

- What is a Predictive Model? – The practice of extracting information from existing <u>data sets</u> in order to determine patterns and predict future outcomes and trends.

ID HIDDEN	Term	Credit Load for Term	Age Groups	Concurrent Student?	ACT Score Ranges	Enrolled in Developmental Course for Term?	Personal Income (from FAFSA)	Actual Fall GPA
94xxxxxx	14F	7 to 11 hours	18 and Under	Not Concurrent	21 to 24	No Dev	Less than 10K	1.29
57xxxxxx	15F	1 to 3 Hours	18 and Under	Concurrent	21 to 24	No Dev		4.00
57xxxxxx	15F	12 to 15 hours	19 to 22	Not Concurrent	Below 16	Dev	No Income	1.92
57xxxxxx	15F	12 to 15 hours	18 and Under	Not Concurrent		Dev	No Income	1.23
57xxxxxx	13F	7 to 11 hours	27 and older	Not Concurrent	Below 16	Dev	No Income	3.80

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PREDICTIVE MODEL OVERVIEW – FALL 2016

- Focus of Model – To use student data from three prior fall semesters of new students to predict which current new students will be at high risk of being <u>below a 2.0</u> at the end of term.

- Purpose of Study – Isolate most at risk group of students to target with case management advising interventions.

- Interventions: A several step series of outreach and engagement efforts ranging from emails to one-on-one meetings with advisers to discuss items such as understanding

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THE RESULTS – FALL 2017 – FIRST TIME IN COLLEGE STUDENTS

Persistence Rates

Fall 2017 Cohort	Headcount	Persistence Rate
High Risk		
Did Not Persist	268	44.9%
Persisted	332	55.1%
Low Risk		
Did Not Persist	131	17.5%
Persisted	627	82.5%
Some Risk		
Did Not Persist	291	29.4%
Persisted	705	70.6%
Historical Control ▾	**Headcount**	**Persistence Rate**
⊟ **High**		
Did Not Persist	102	42.7%
Persisted	137	57.3%
⊟ **Low**		
Did Not Persist	40	12.5%
Persisted	279	87.5%
⊟ **Some**		
Did Not Persist	95	22.8%
Persisted	322	77.2%
Grand Total	**975**	**100.0%**

Attended Advisor Meeting

Fall 2017 Cohort ▾	Headcount	End of Term Status
⊟ **Had Meeting with Advisors**		
Did Not Persist	41	31.3%
Persisted	94	68.7%
⊟ **Did not Attend Meeting**		
Did Not Persist	227	48.8%
Persisted	238	51.2%
Grand Total	**600**	**100.0%**

Source: Oklahoma City Community College – presentation at Achieving the Dream Conference, 22 Feb 2018

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