Data in disability services in higher education

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Acknowledgement of country

ADCET is committed to the self-determination of First Nations people. We acknowledge the palawa/pakana peoples of lutruwita upon whose lands ADCET is hosted, and the Wadawurrung people from whose lands Kelly and I join you today.

We also acknowledge the traditional custodians of all the lands across Australia and pay our deep respect to Elders past and present, and to Aboriginal and Torres strait islanders who may be listening.

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Introduction

A few things by way of introduction

- Drawing on Deakin experiences
- Focus on Higher Education data
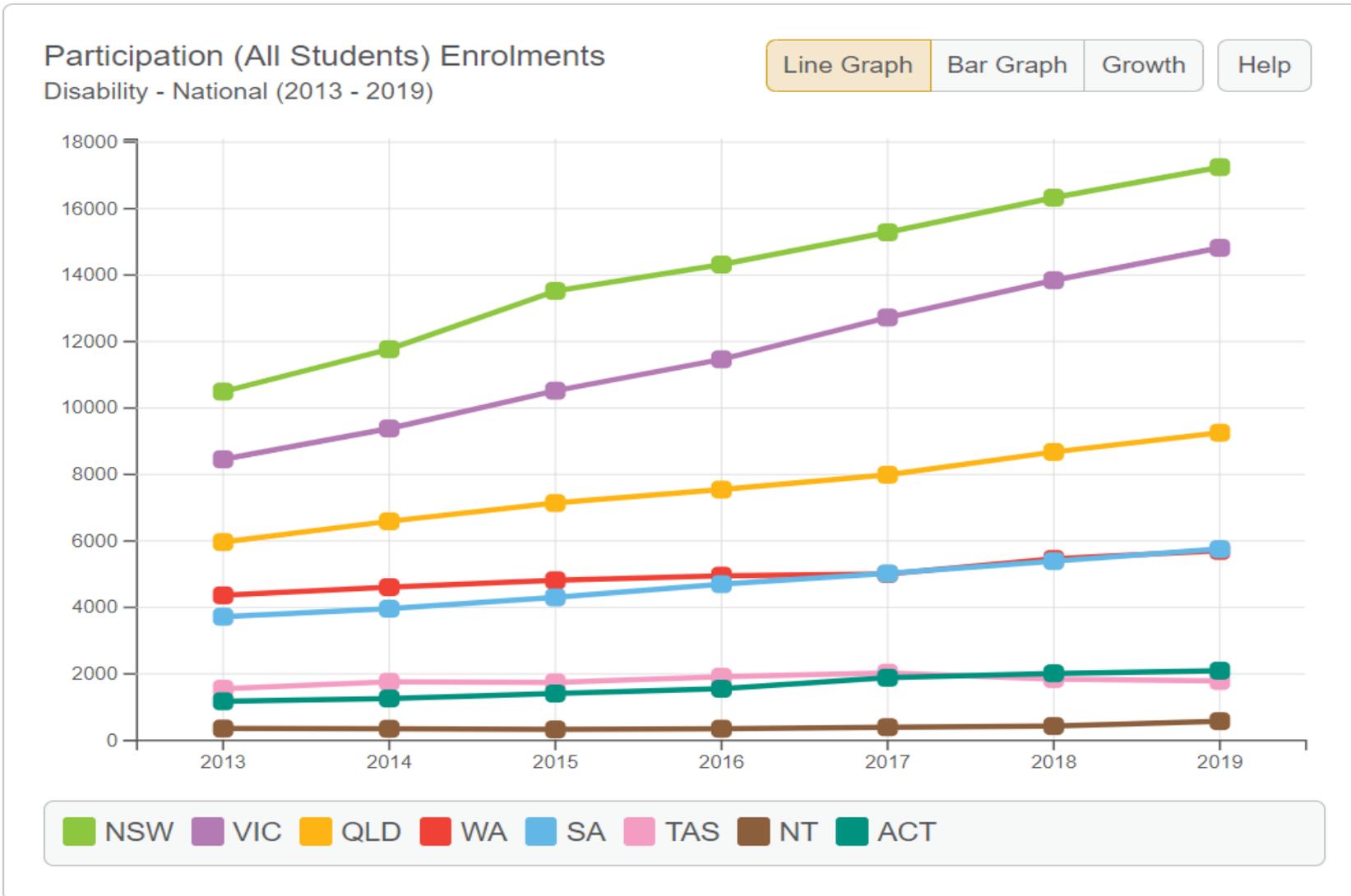- Identify issues and opportunities for further work as a sector

What we will cover

- Looking at longitudinal data to support outcomes (eg more resources)
- Utilising service data for service improvement (eg organisation feedback)
- Informing strategy (eg mental health strategy)
- Working with researchers (eg assessment and reasonable adjustments)

About data

- Why use our data?
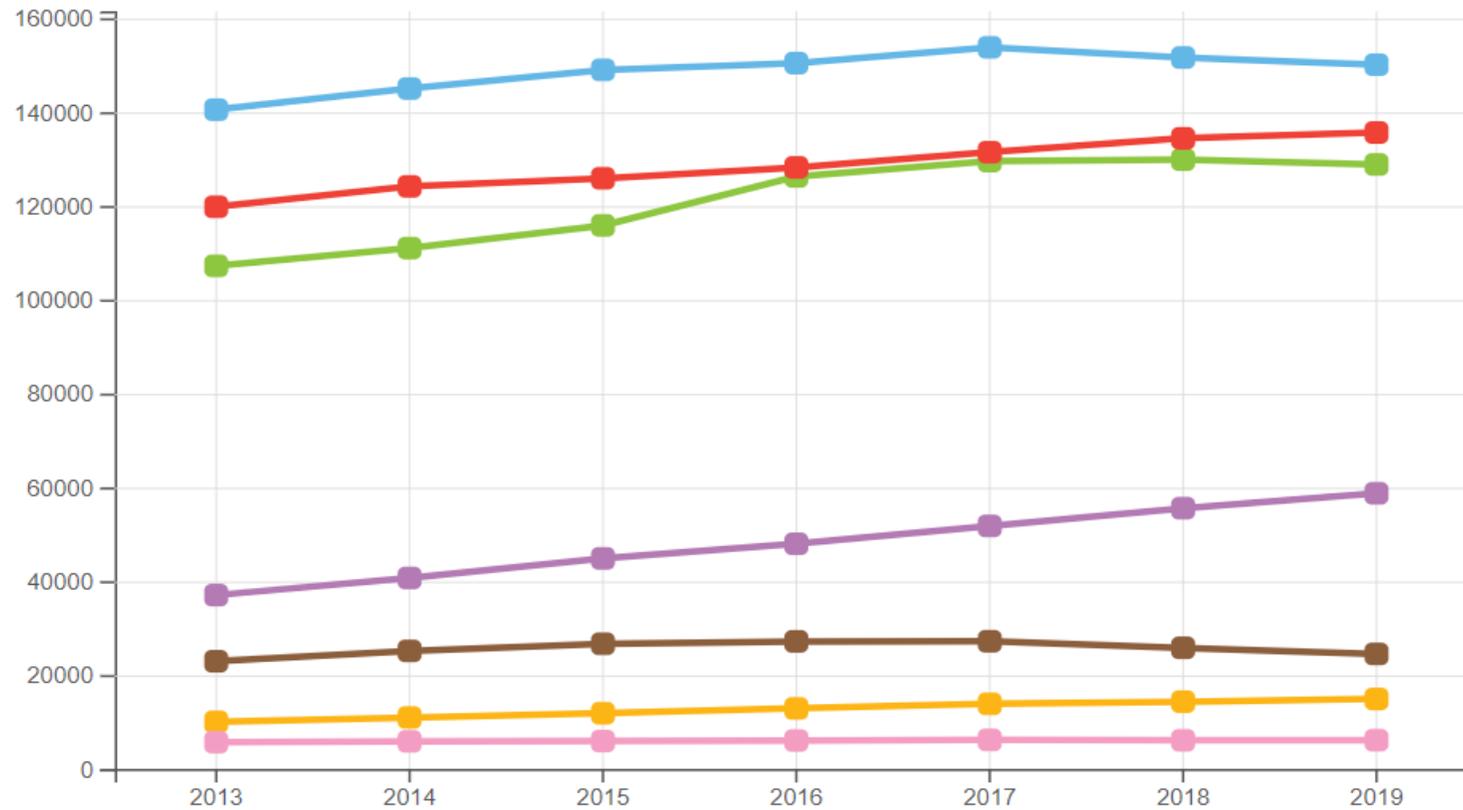- When is data good data?

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Increases over time

Participation (All Students) Enrolments
Disability - National (2013 - 2019)

Increases over time

Increases over time

Participation (All Students) Enrolments
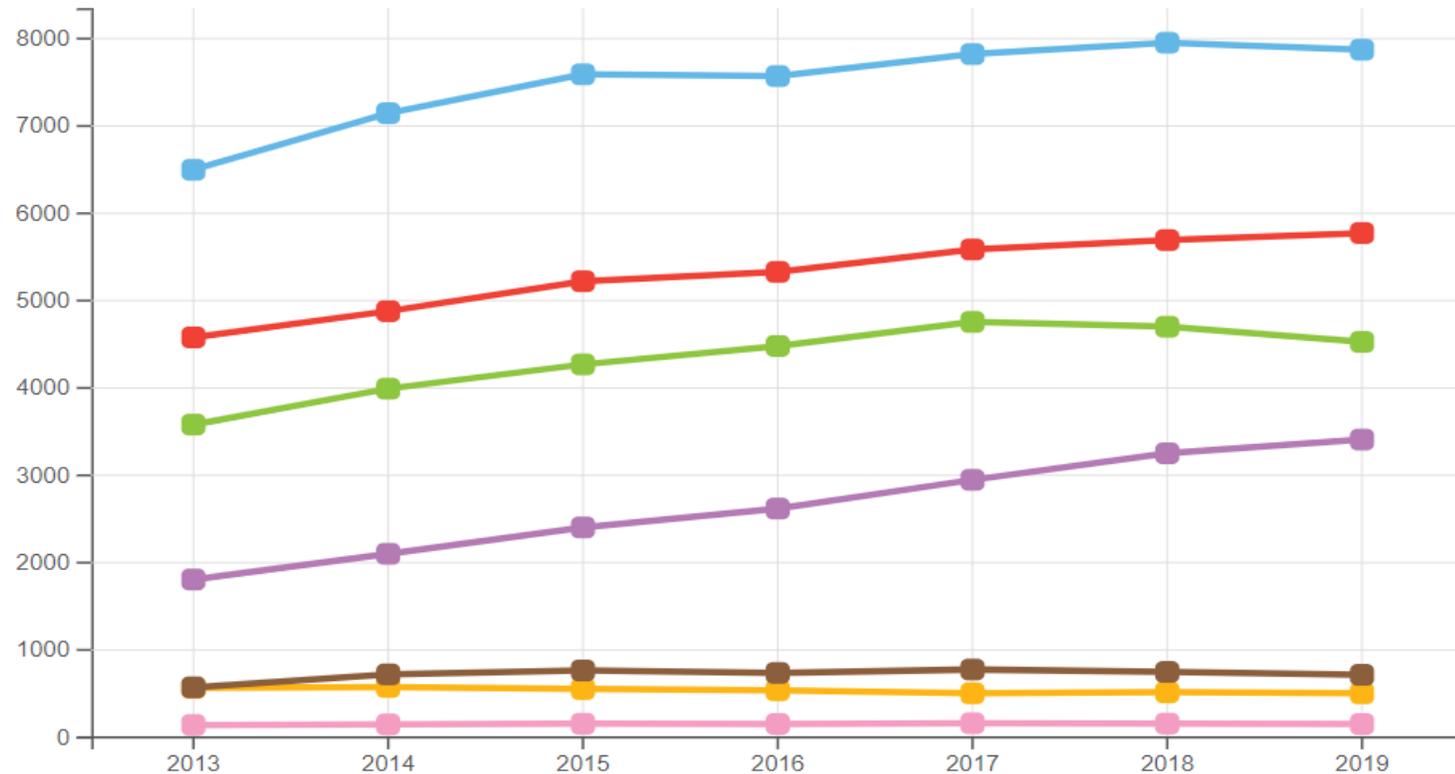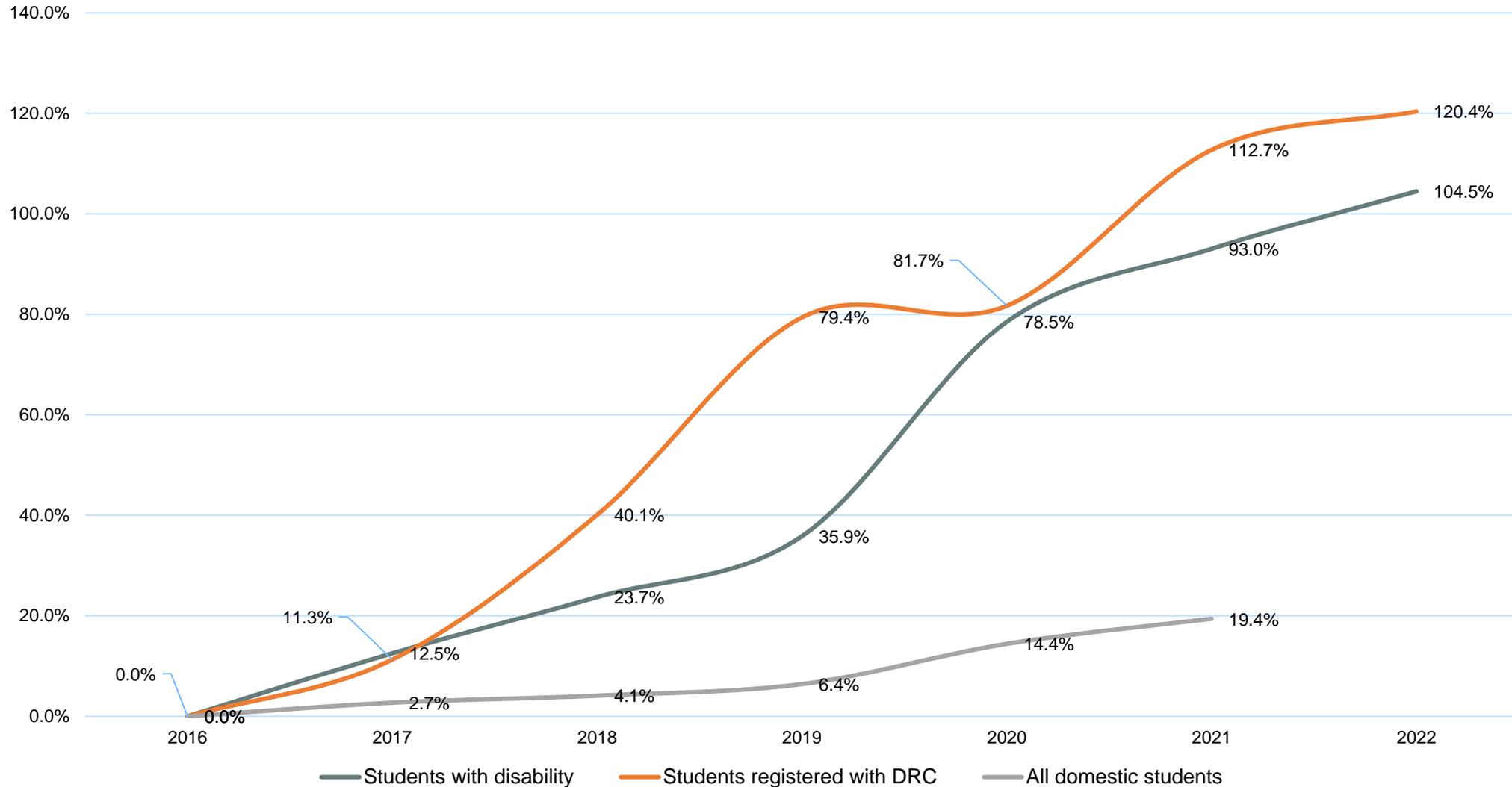All Equity Groups - Deakin University (2013 - 2019)
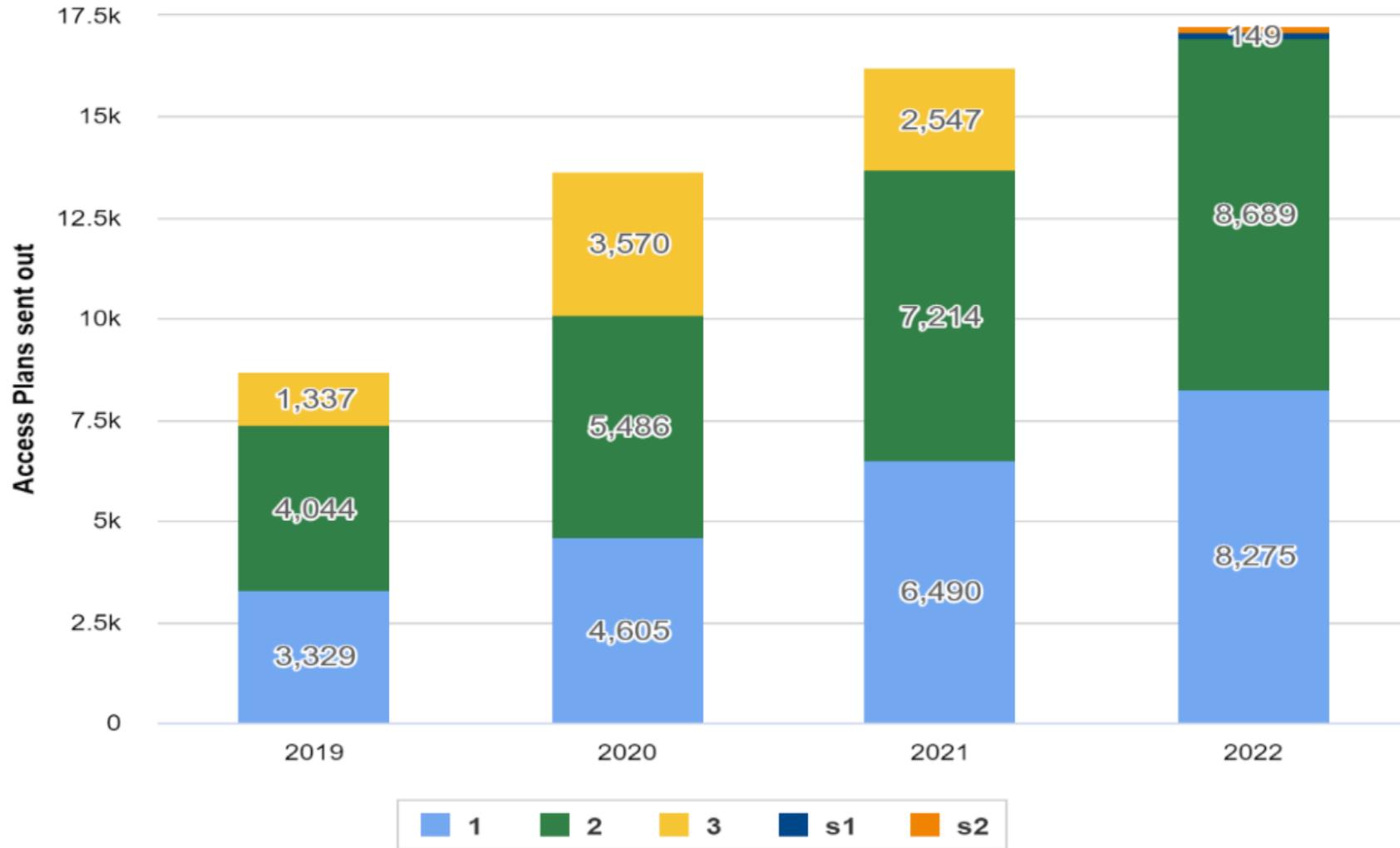
Line Graph | Bar Graph | Growth | Help

Legend: Low SES, Disability, Indigenous, WINTA, Regional, Remote, Non-English Speaking Background

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Increases over time

Line chart showing increases over time from 2016 to 2022 for three categories:

- **Students with disability**
- **Students registered with DRC**
- **All domestic students**

Y-axis: 0.0% to 140.0%

Students with disability: 0.0% (2016), 12.5% (2017), 23.7% (2018), 35.9% (2019), 78.5% (2020), 93.0% (2021), 104.5% (2022)

Students registered with DRC: 0.0% (2016), 11.3% (2017), 40.1% (2018), 79.4% (2019), 81.7% / 78.5% (2020), 112.7% (2021), 120.4% (2022)

All domestic students: 0.0% (2016), 2.7% (2017), 4.1% (2018), 6.4% (2019), 14.4% (2021), 19.4% (2022)

Increases over time

Access Plans sent out

	2019	2020	2021	2022
1	3,329	4,605	6,490	8,275
2	4,044	5,486	7,214	8,689
3	1,337	3,570	2,547	149

Legend: 1, 2, 3, s1, s2

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Informing the mental health strategy

This data looks at the Commonwealth reported data from student enrolment information.

Prior to 2020 mental health conditions did not have a specified reporting category prescribed by the Commonwealth Government. Due to this, mental health conditions were often reported as 'Other' on student enrolment records. The DRC captures additional details relating to the nature of disability and so this information was merged for students who were registered with the DRC.

For this analysis disability types were assigned to the following groupings:

- Mental health specified – included all students where mental health was specifically reported.
- Could include mental health – included students who reported a disability type as 'Other' (prior to 2020).
- Does not include mental health – included all other students with disability where nature of reported disability did not include mental health

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Access – commencing students

Equity access rates represent the percentage of commencing students from an equity group within the whole domestic commencing student cohort. The introduction of a suitable reporting category demonstrates that mental health conditions are reported by approximately half of all commencing students with disability.

	2018		2019		2020		Trimester 1, 2021	
	Students	Access %	Students	Access %	Students	Access %	Students	Access %
All students with disability	1,411	8.9%	1,507	9.2%	2,360	12.1%	2,019	13.5%
Mental health specified	281	1.8%	399	2.4%	1,236	6.4%	1,171	7.8%
Could include mental health	458	2.9%	430	2.6%	166	0.9%	116	0.8%
Mental health not included	672	4.3%	678	4.2%	958	4.9%	732	4.9%
No disability	14,380		14,818		17,066		12,975	
All commencing students	15,791		16,325		19,426		14,994	

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Retention

Retention rates are a measure of the of the number of students continuing their study from one year to the next. For example, the 2019 retention rate represents the proportion of students enrolled at any time in 2019 who continued to be enrolled at any time in 2020. Retention rates show no real difference between students with mental health concerns and students with other disability types.

*Retention rate is based on less than 5 students

	2017	2018	2019
All students with disability	79.3%	77.8%	78.8%
Mental health specified	100.0%*	78.2%	80.7%
Could include mental health	79.3%	73.0%	74.1%
Mental health not included	79.4%	79.9%	79.8%
No disability	80.8%	81.0%	81.1%
All students	80.7%	80.7%	80.9%

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Success

Success rates represent the percentage of successfully completed units from all units taken. Overall, students with disability have lower success rates than students with no reported disability. Within the disability cohort it appears that students who do not have mental health concerns are more successful that students who do.

	2018	2019	2020	Trimester 1, 2021
All students with disability	81.1%	81.8%	84.0%	79.5%
Mental health specified	77.9%	78.2%	80.5%	76.3%
Could include mental health	78.9%	78.1%	83.3%	78.1%
Mental health not included	84.0%	86.2%	87.9%	84.2%
No disability	86.5%	87.2%	89.6%	85.6%
All students	86.0%	86.6%	89.0%	84.8%

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Quality of entire educational experience

The Student Experience Survey (SES) is a national survey of currently enrolled students (commencing and later year/completing) conducted in August-September each year. The SES asks students about their university experience in relation to skills development, learner engagement, teaching quality, student support and learning resources as well as a measure of overall satisfaction.
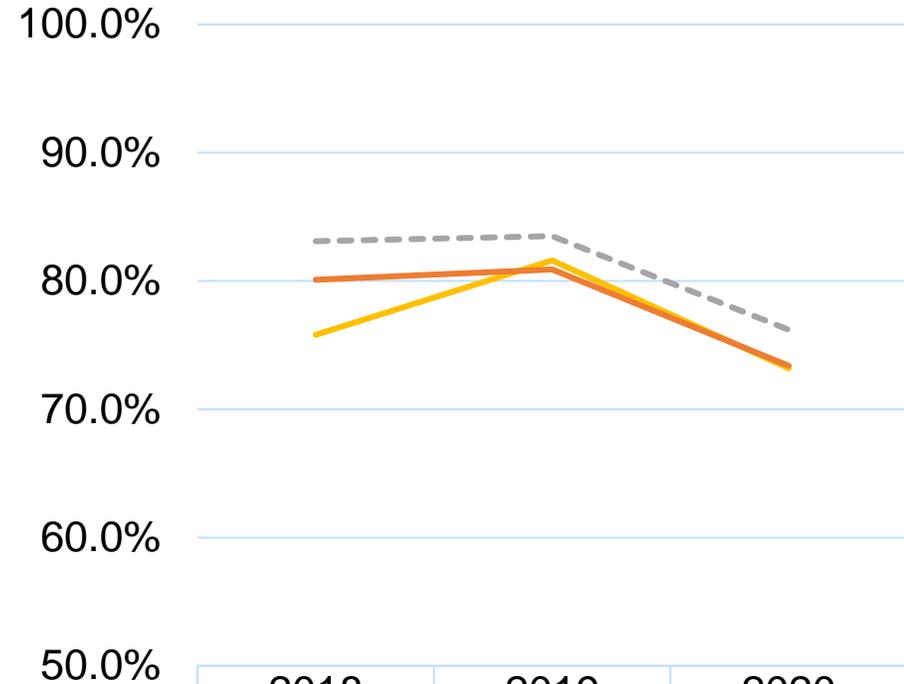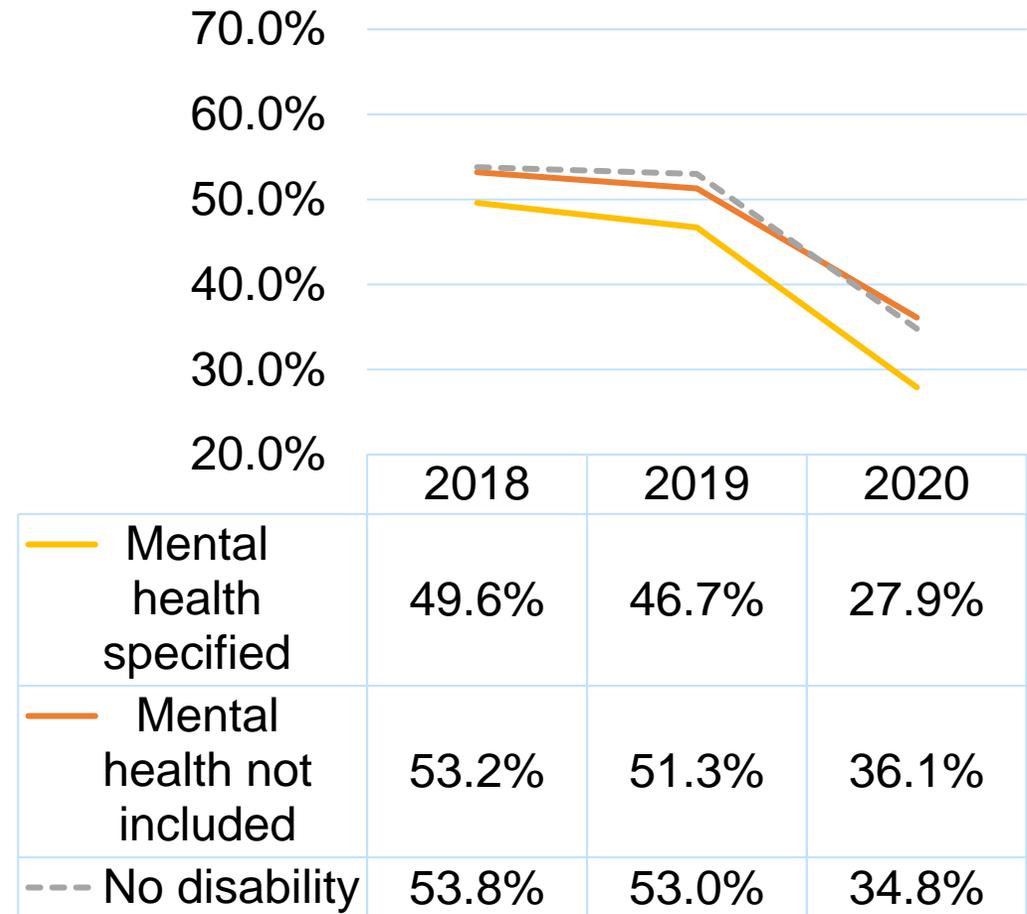
	2018	2019	2020
— Mental health specified	75.8%	81.6%	73.2%
— Mental health not included	80.1%	80.9%	73.4%
--- No disability	83.1%	83.5%	76.2%

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The Learner Engagement scale is made up of items relating to student interactions during/outside of study and feeling a sense of belonging to the institution.

Students with mental health concerns reported lower levels of learner engagement across the time series. In addition, the quick switch to online learning in 2020 was particularly disruptive for all students resulting in satisfaction with learner engagement falling below 30%.
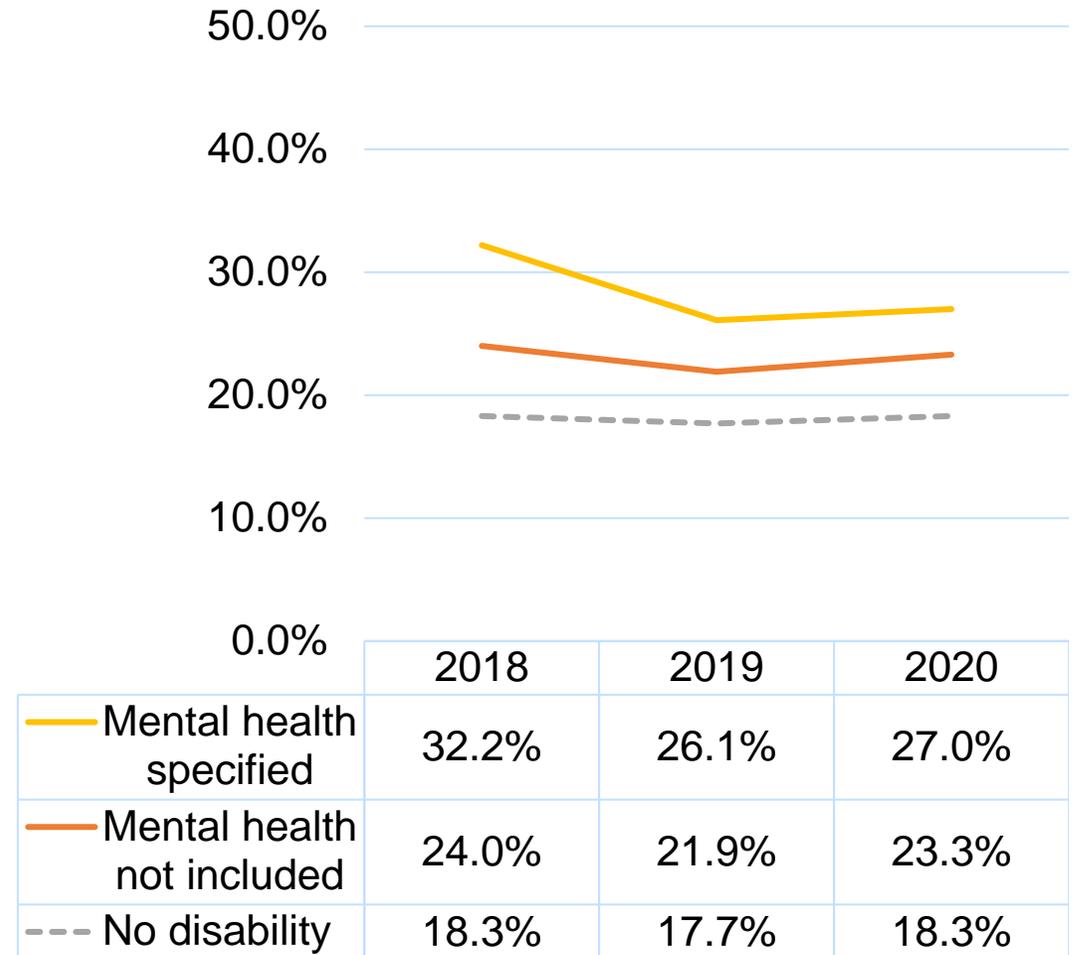
	2018	2019	2020
— Mental health specified	49.6%	46.7%	27.9%
— Mental health not included	53.2%	51.3%	36.1%
--- No disability	53.8%	53.0%	34.8%

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Watch out for blips!!!

Learner engagement

— Yes - mental health included — Yes - mental health not included — No disability
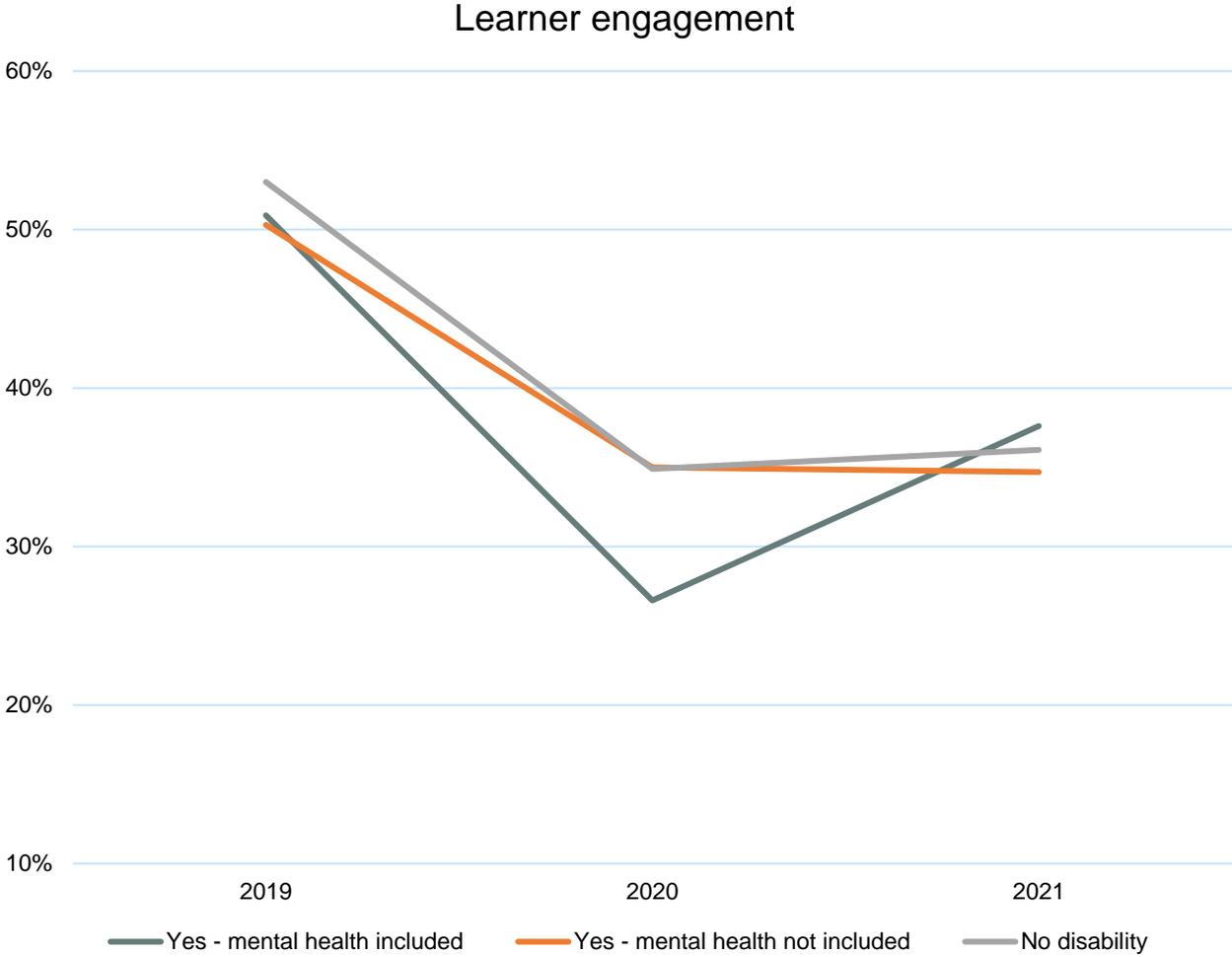
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Considered Leaving Study

Students with disability were more likely to have considered leaving study than students with no reported disability. In addition to this, students with reported mental health concerns were more likely to have considered leaving than students with other disability types.

	2018	2019	2020
⎯⎯ Mental health specified	32.2%	26.1%	27.0%
⎯⎯ Mental health not included	24.0%	21.9%	23.3%
- - - No disability	18.3%	17.7%	18.3%

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Considered leaving study due to health or stress

More often than not the main reason students report for considering leaving study is *health or stress*.

Eighty percent of students with mental health concerns who considered leaving study indicated that it was due to *health or stress*. This was 26.3ppts higher than that reported by students without a reported disability in 2020.
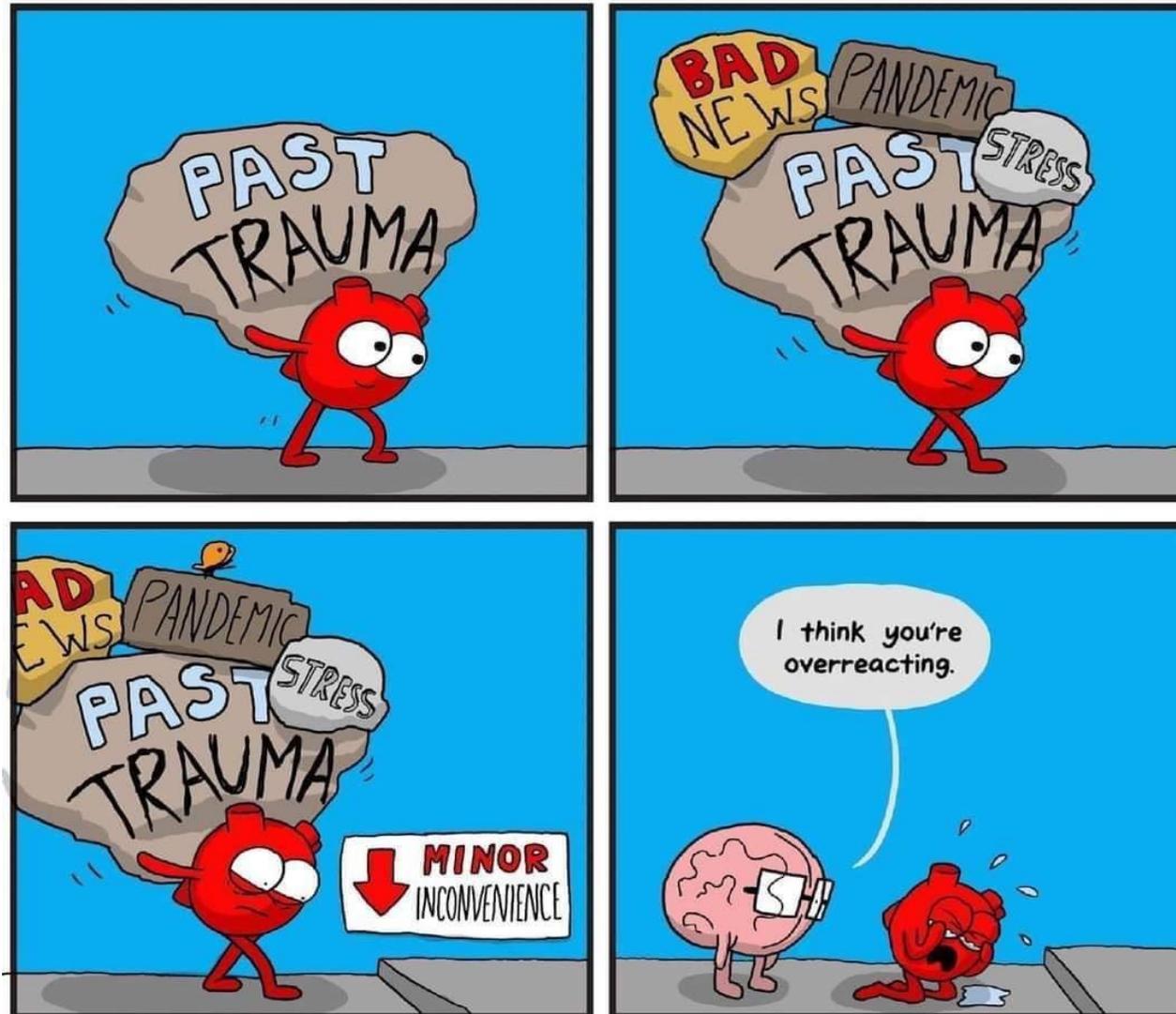
	2018	2019	2020
Mental health specified	79.2%	81.7%	80.0%
Mental health not included	54.1%	56.4%	63.1%
No disability	44.9%	50.4%	53.7%

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Informing the mental health strategy

Dashboards and reports for informing the service
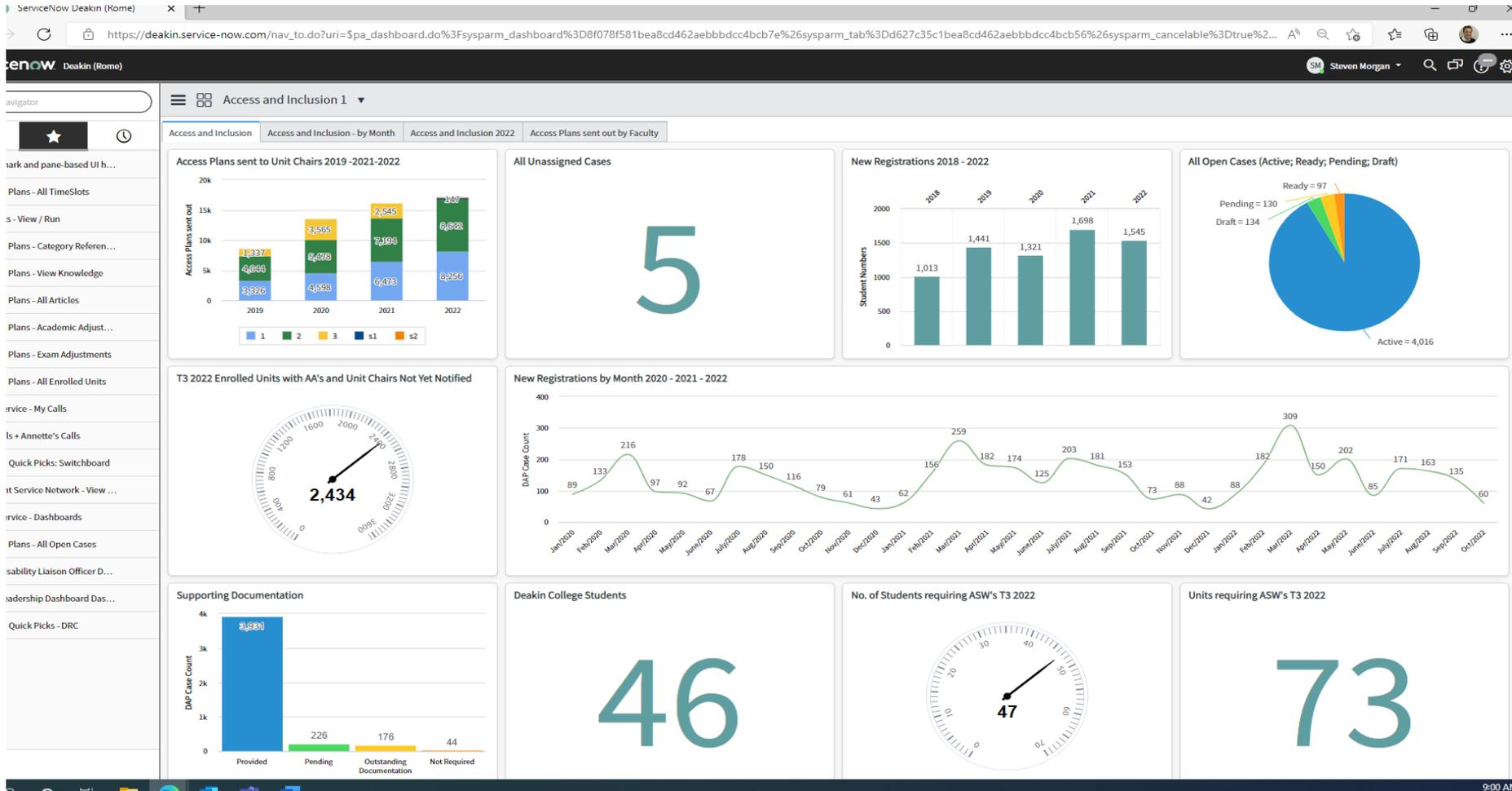
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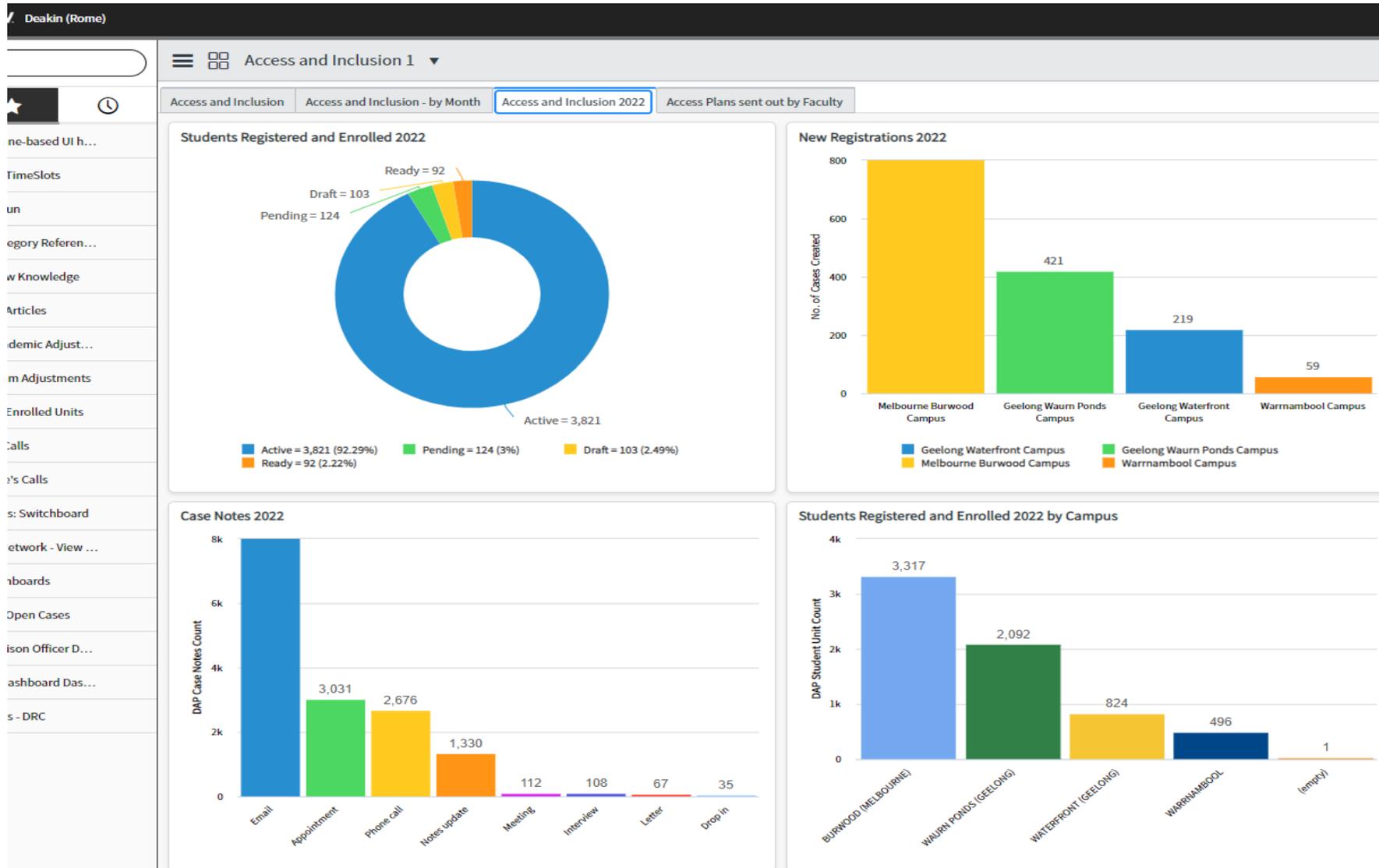
Dashboards and reports for informing the service
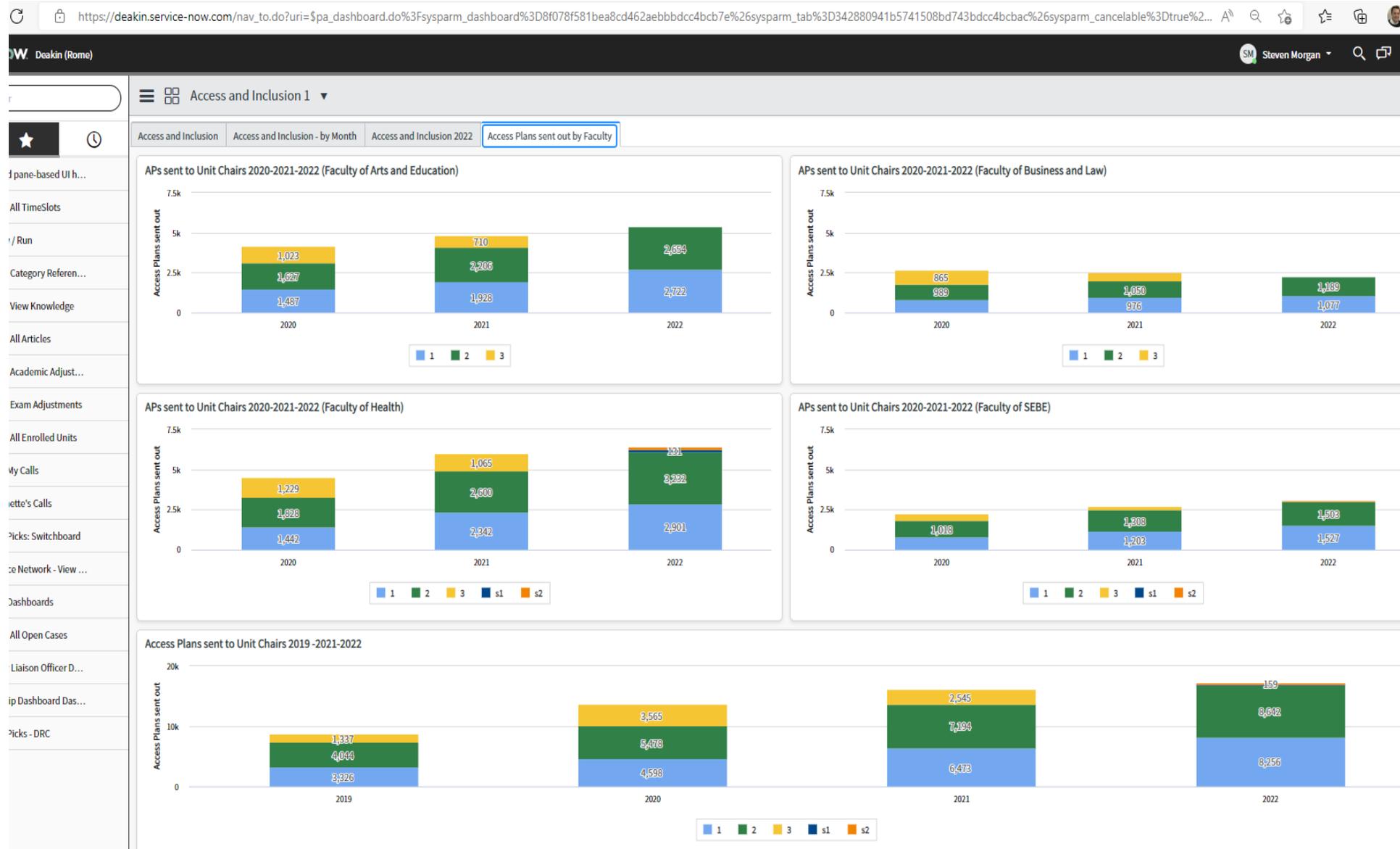
Dashboards and reports for informing the service

Enrolled students with adjustments by Top 20 units

Dashboards and reports for informing the service

Partnerships with researchers

Planned and unplanned connections

They know stuff we don't, and can teach us along the way

Ethics can be a pain, but open up opportunities

Getting consent right, and more to explore

The value of academics sharing the knowledge with their peers

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Potential opportunities to explore further as a sector

- Developing a stream for sharing use of data at Pathways?
- Using state and other networks to share experiences and explore ideas for working together?
- More detailed national and international benchmarking
- Yes it all sounds great, but how do we find the time?
- What else???

Questions and comments?

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