

**Non-attendance ↓ 57%.  
Attrition ↓ 76%**

**Improving student attendance  
and retention: it's a SNAP!\***

\*Student Non-Attendance Policy

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# Student Retention: an HE priority across the globe

Stolk et al, 2007

Crossling et al, 2009

Essack, 2012

Poor attendance  
→ poor retention

Attendance directly  
correlates to marks

Fowler & Norrie, 2009

Marburger, 2006;

Green et al, 2010

Davis, 2011

Teixeira, 2014

Self-efficacy directly  
correlates to retention

Marks directly correlate  
to self-efficacy

Devonport & Lane, 2006

Sawtelle et al, 2012



# Background

- **BSc Hons Physiotherapy**
  - Intake: 50-72
  - Long history of ‘poor’ attendance
    - “Create a SNAP”
- **2007-08**
  - Physio SNAP
    - ↑ time demand (emails)
- **2008-9**
  - SAAMP
    - Excel-based / on-screen buttons (→ bespoke emails)
- **Attendance monitoring now VERY easy!**

Year	08-09		09-10		10-11
Sem	1	2	1	2	1



- **Physio SNAP / SAAMP introduced**
  - Anecdotally: improved attendance
  - No hard evidence (no past attendance records)

Year	08-09		09-10		10-11		11-12		12-13	
Sem	1	2	1	2	1	2	1	2	1	2

- **Physio SNAP / SAAMP introduced**
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- **Intervening SNAP introduced**
  - A fairly standard SNAP
  - NA increased... an opportunity!

Year	08-09		09-10		10-11		11-12		12-13		13-14		14-15		15-16
Sem	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1

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- **Return of Physio SNAP / SAAMP**

- Comparison now possible
- Unintentional post-hoc ABA study

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Sem	1	2	1	2	1	2	1	2	1	2	1	2	1
SNAP	Physio SNAP/SAAMP					Standard SNAP				Physio SNAP/SAAMP			

# The SNAPs

	<b>Standard SNAP</b>	<b>Physio SNAP</b>
<b>In class</b>	Sign-in sheets	Sign-in sheets
<b>Collated on...</b>	Excel	SAAMP
<b>Follow-up</b>	No immediate follow-up	Email sent after every NA <ul style="list-style-type: none"><li>- Details of missed class<ul style="list-style-type: none"><li>• Obtain notes</li><li>• Challenge record</li></ul></li><li>- Advice to see SA</li><li>- Reminder to send in reason</li></ul>
<b>Forms</b>	NA1	NONA



# Consequence of non-attendance

“Students who are absent for any reason for a substantial proportion of classes may not be allowed to:

i) go on placement

nor

ii) take the assessments relevant to the missed classes,

without first showing evidence of having made good the learning related to the missed classes.”

(BSc Hons Physiotherapy Course Document)

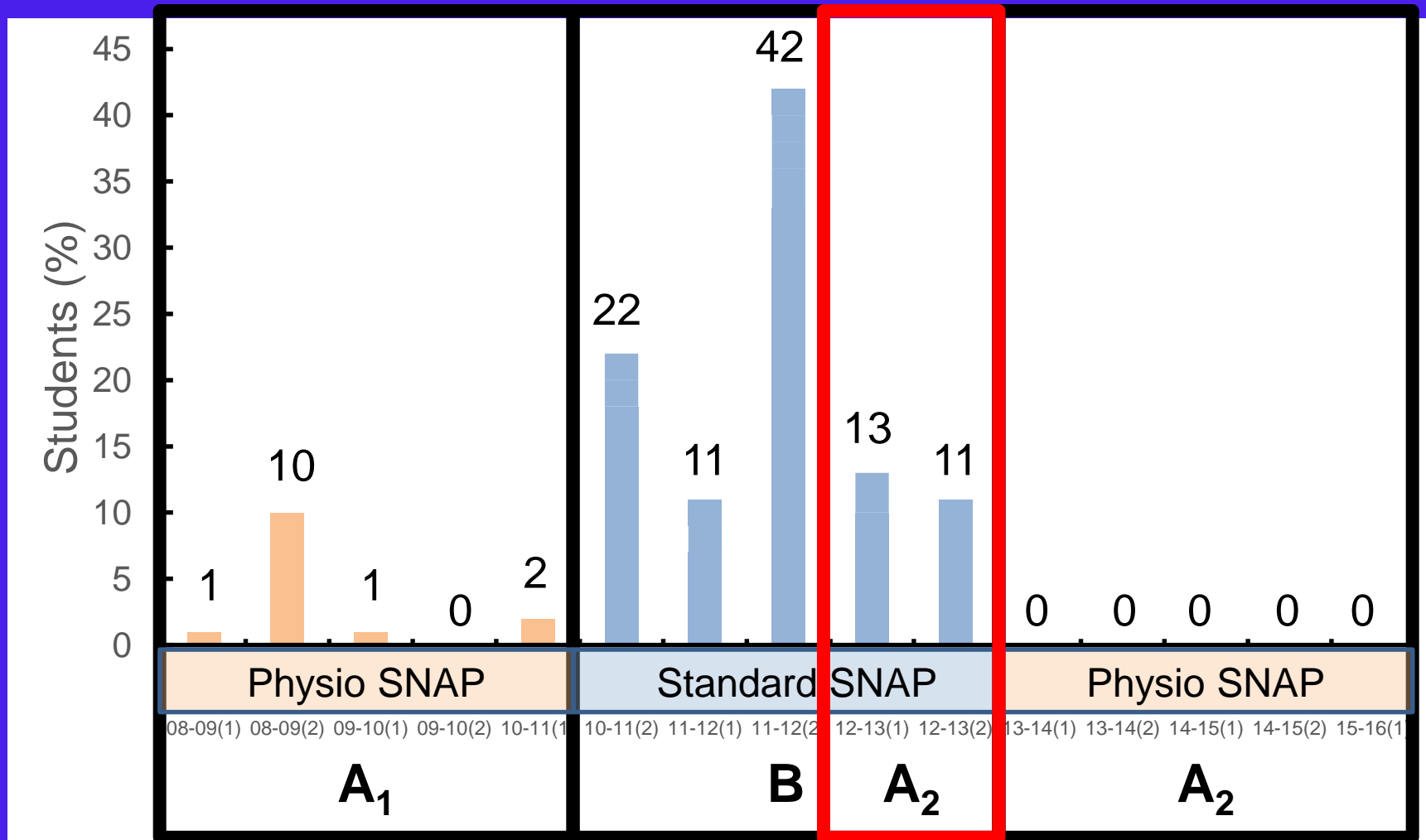
<b>Consequence</b>	Clearly stated	Clearly stated
<b>Application</b>	No clear threshold	Clear threshold - 20% (unacceptable) - 30% (any reason)

# RESULTS

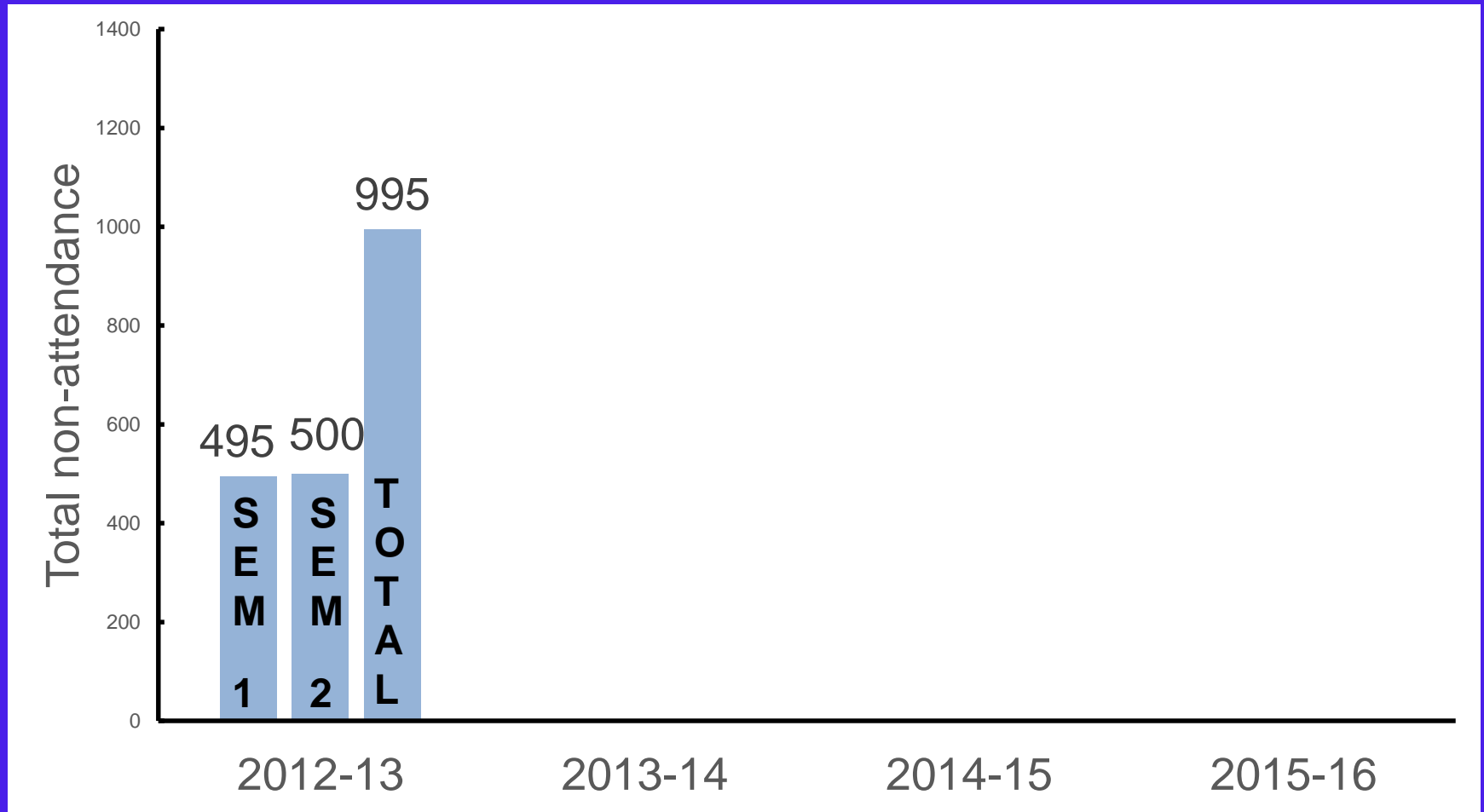
Should you use it?

How effective is it?

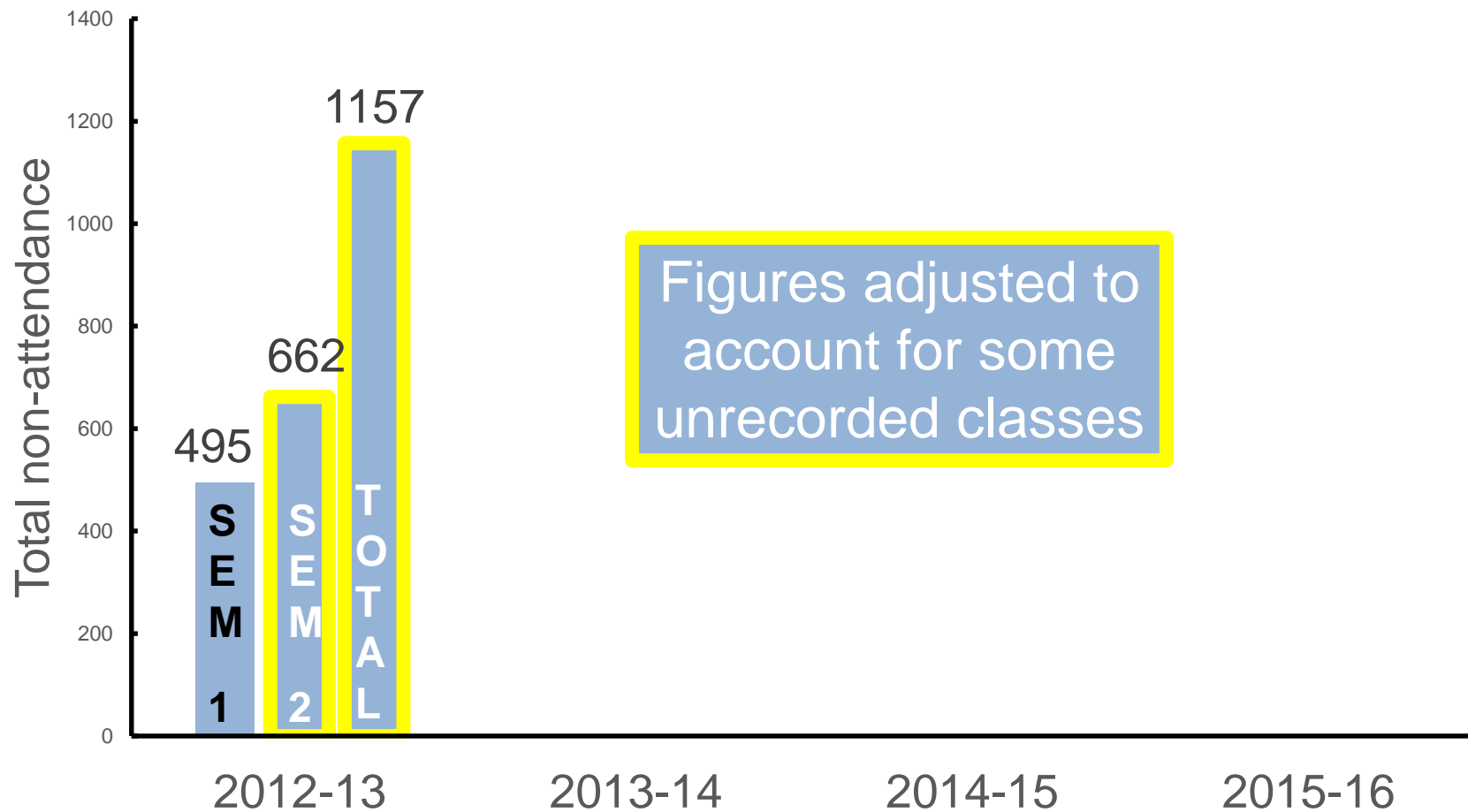
# Percentage of Yr1 students who missed at least 30% of classes in at least one module (2008-15)



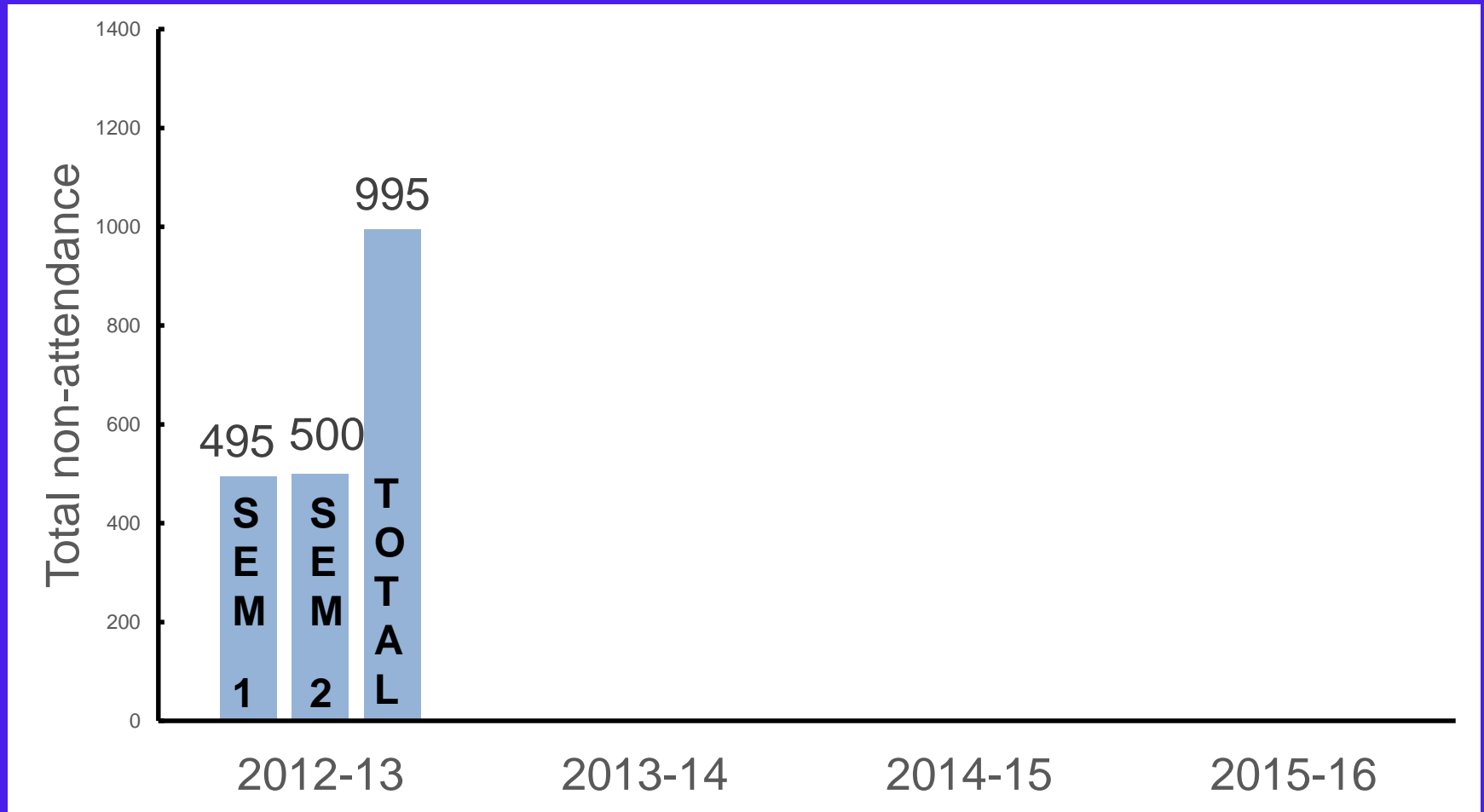
# Total instances of Year 1 non-attendance (2012-15)



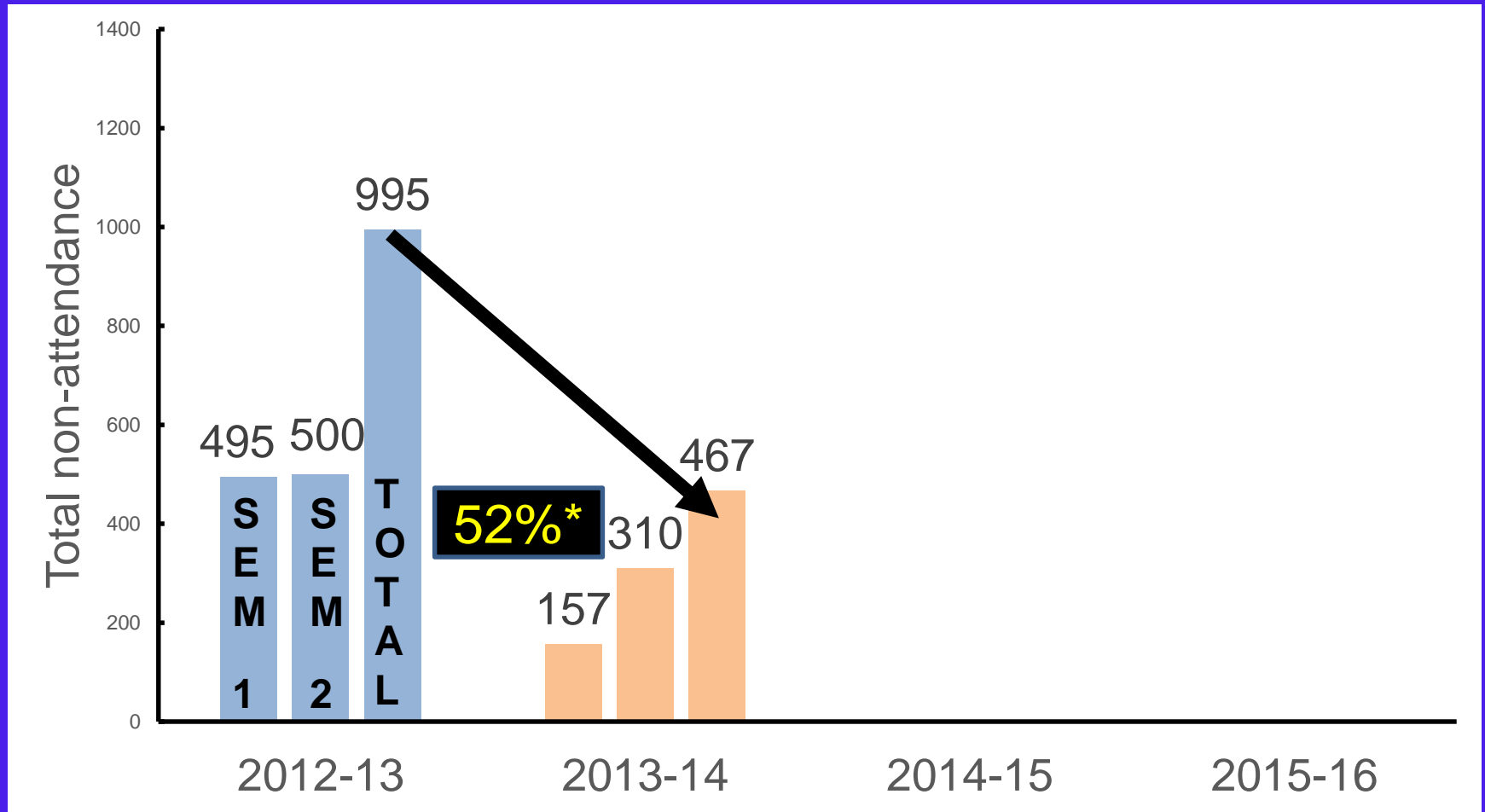
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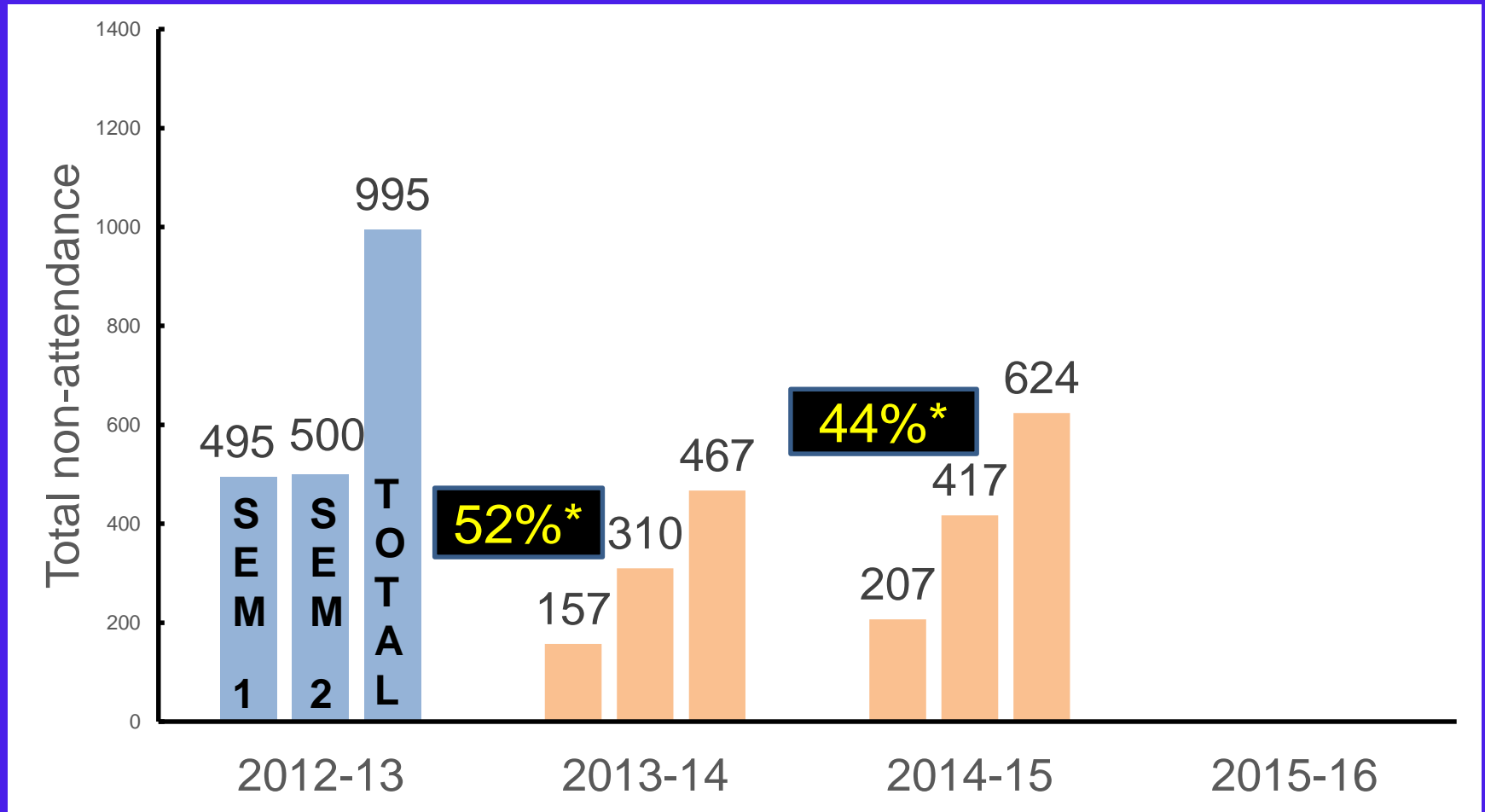


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\* Factoring in annual differences in no. of classes & students

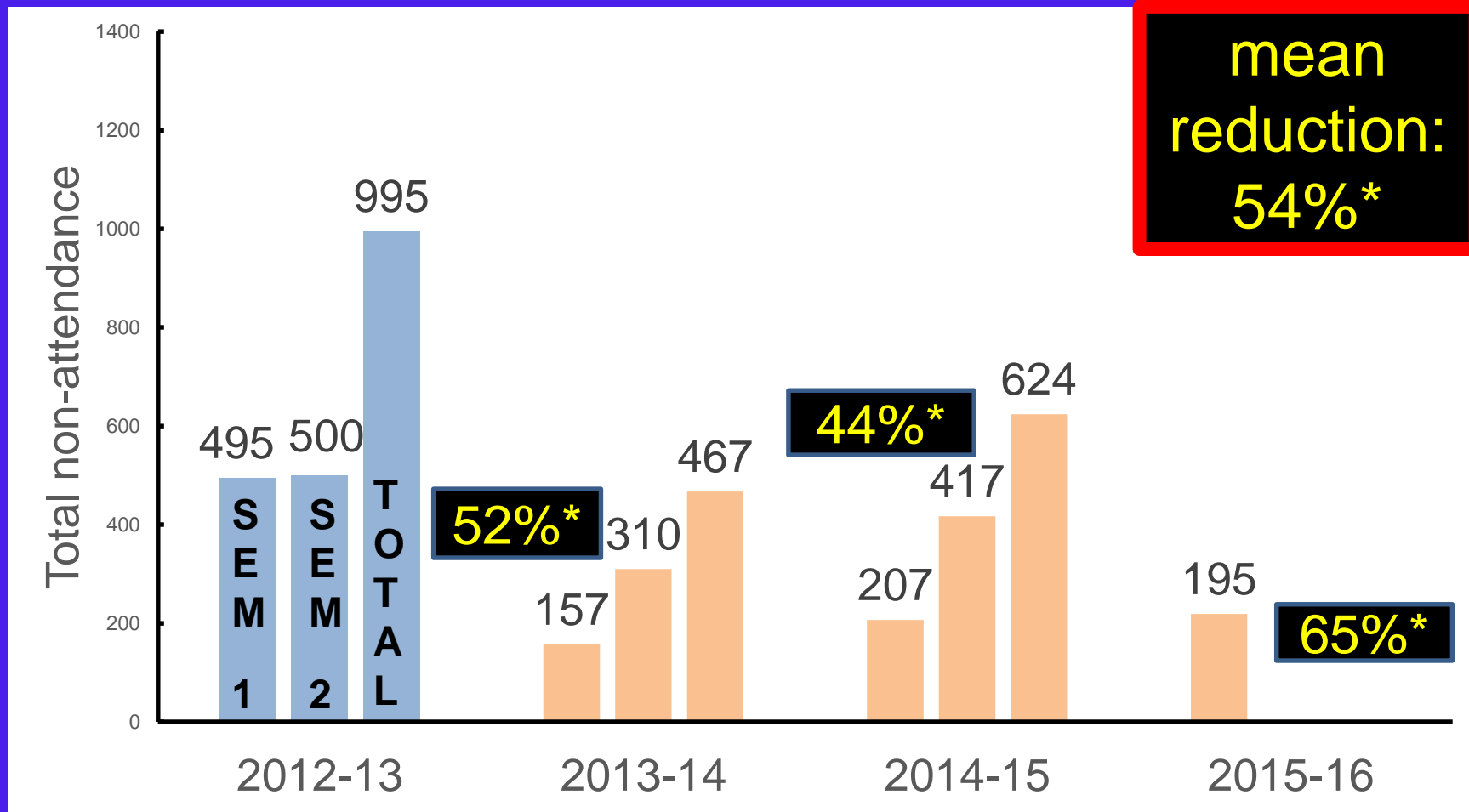
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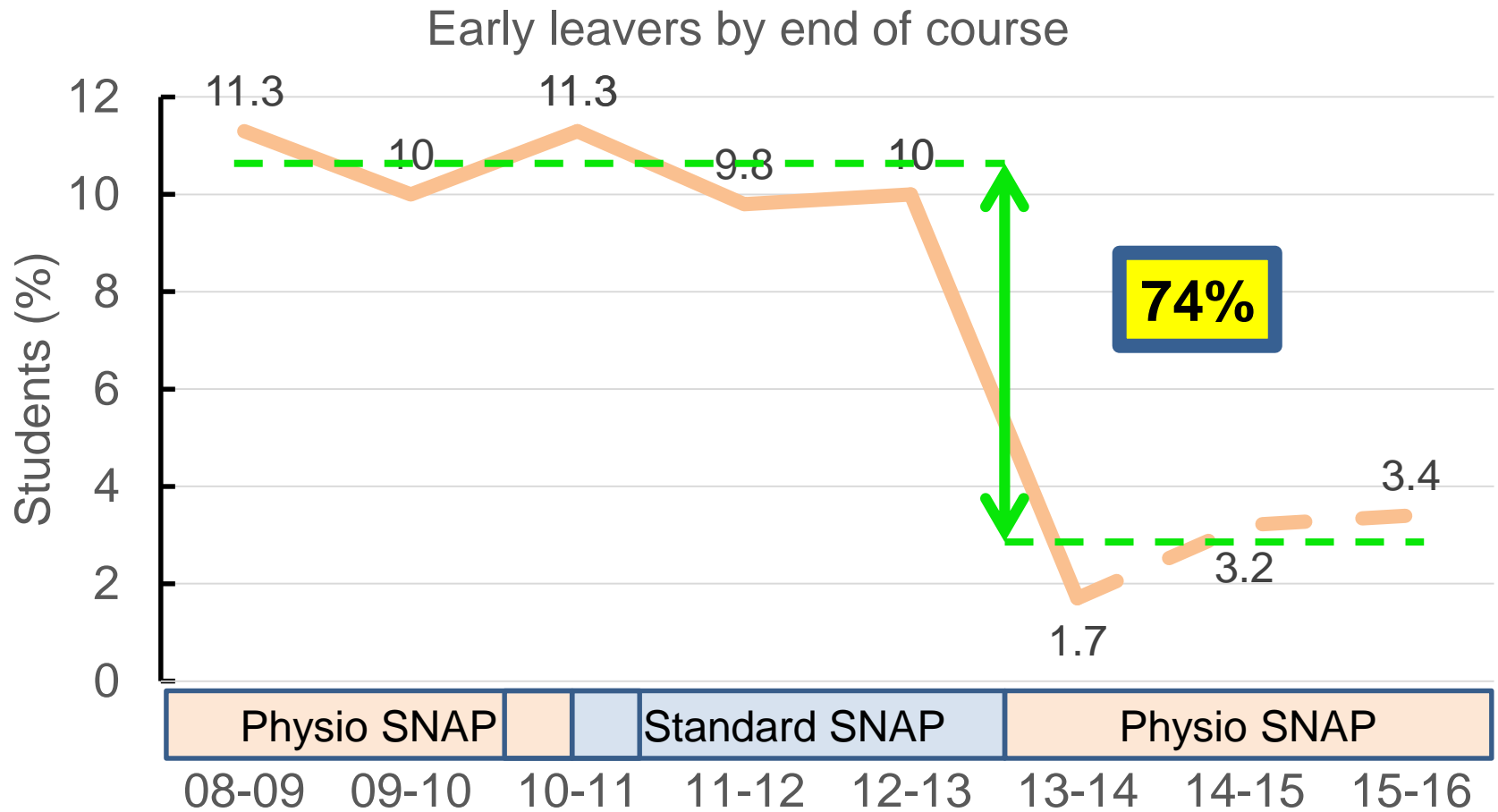
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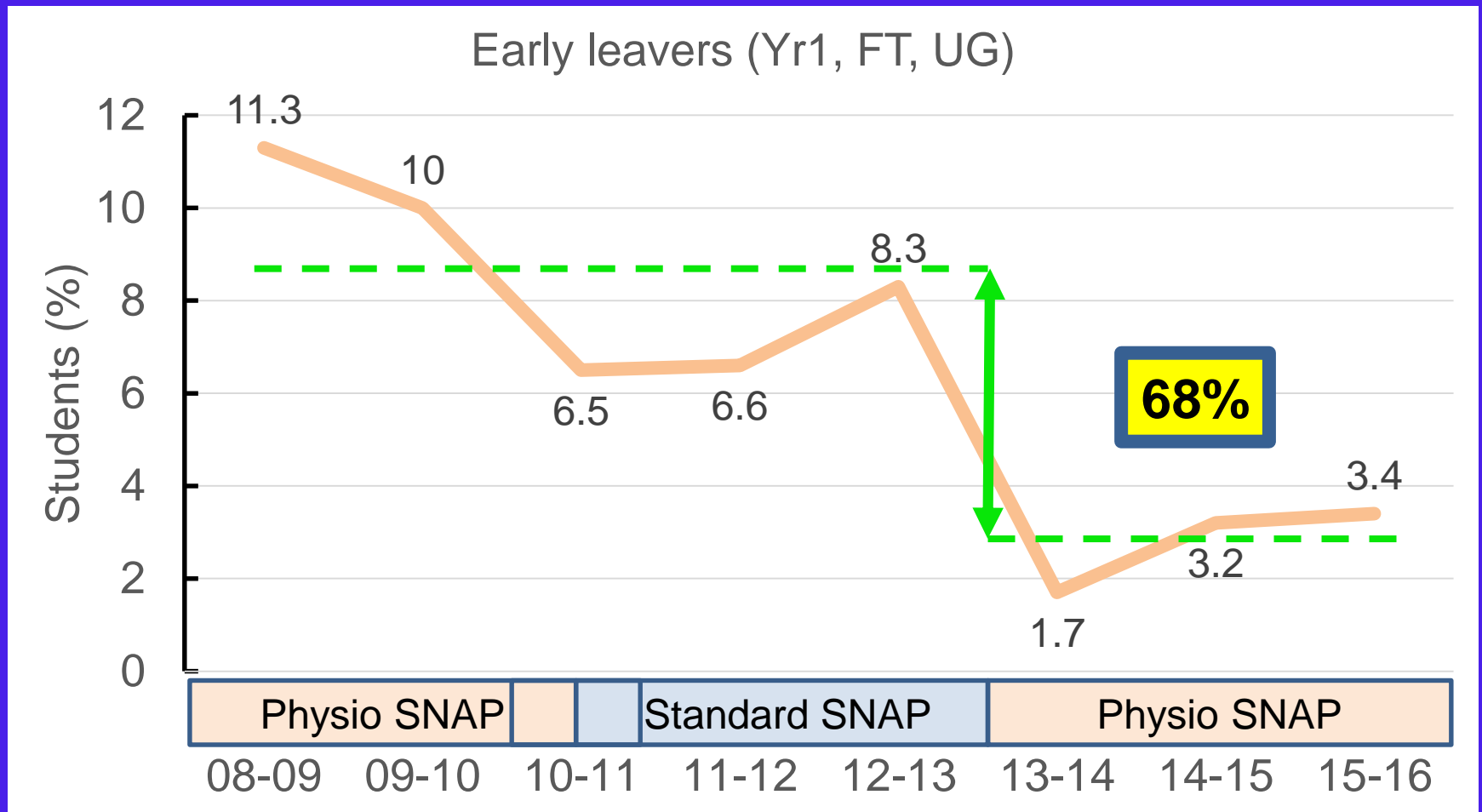
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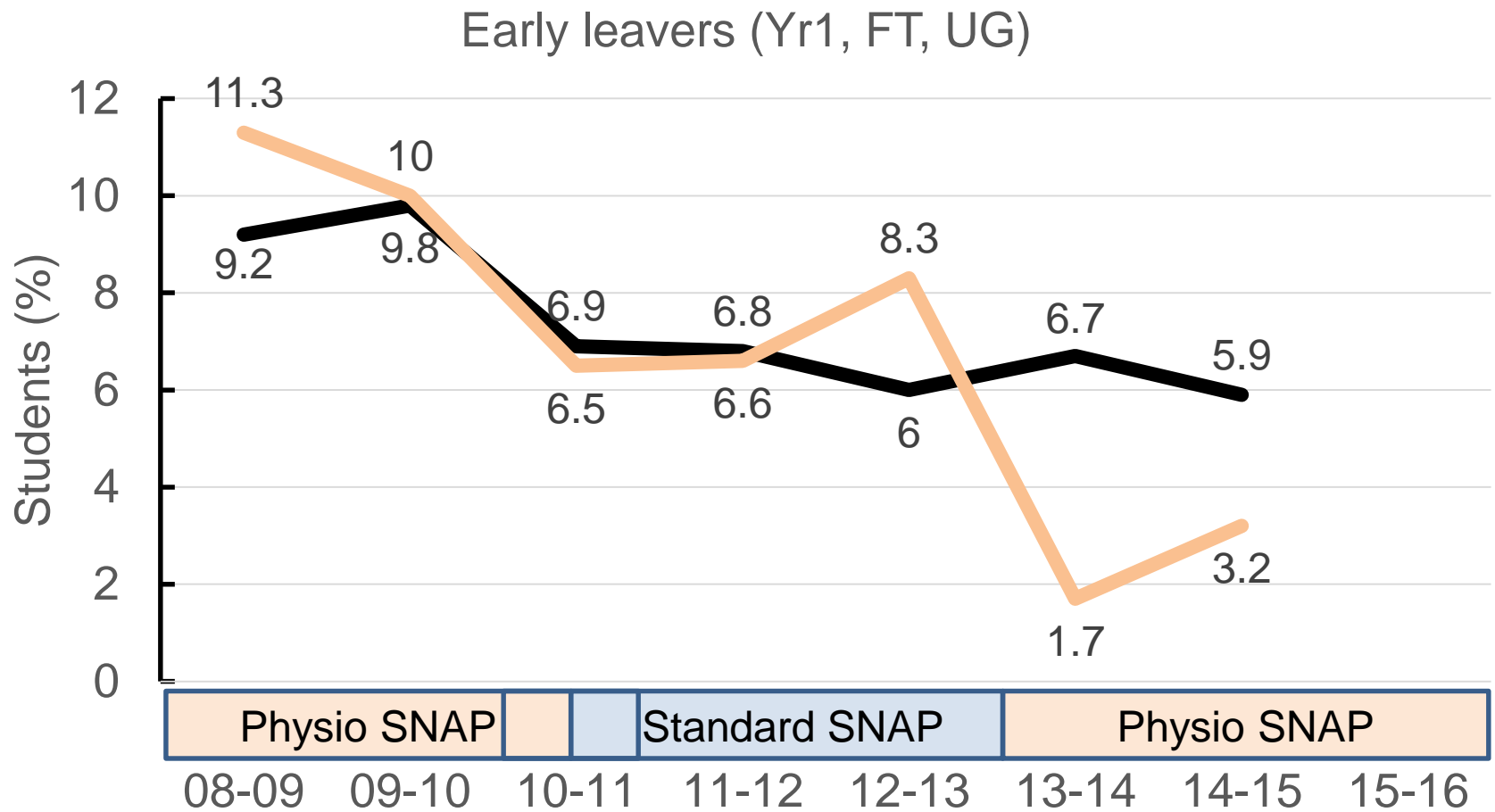
# Retention (BSc Hons Physio)



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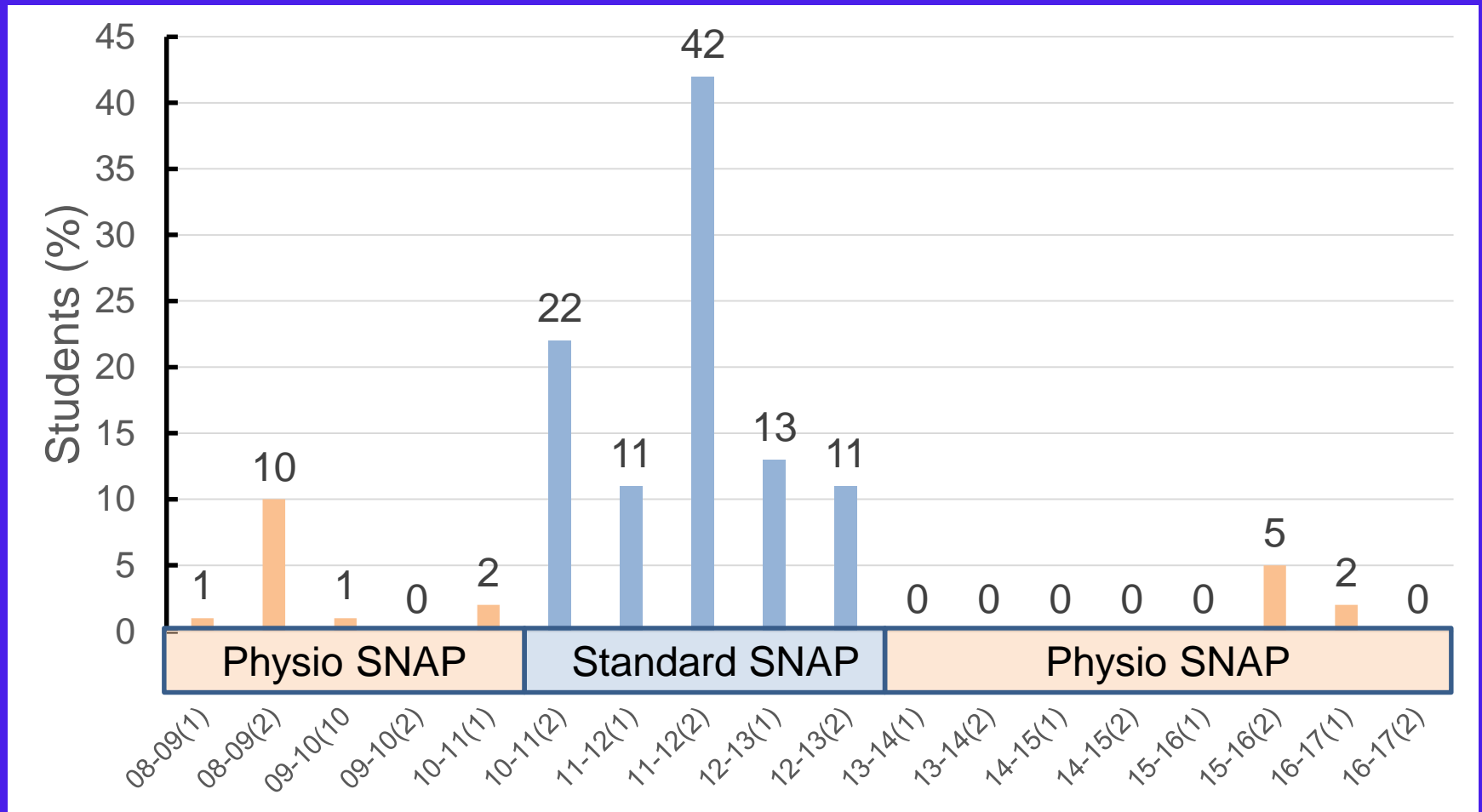


That was then

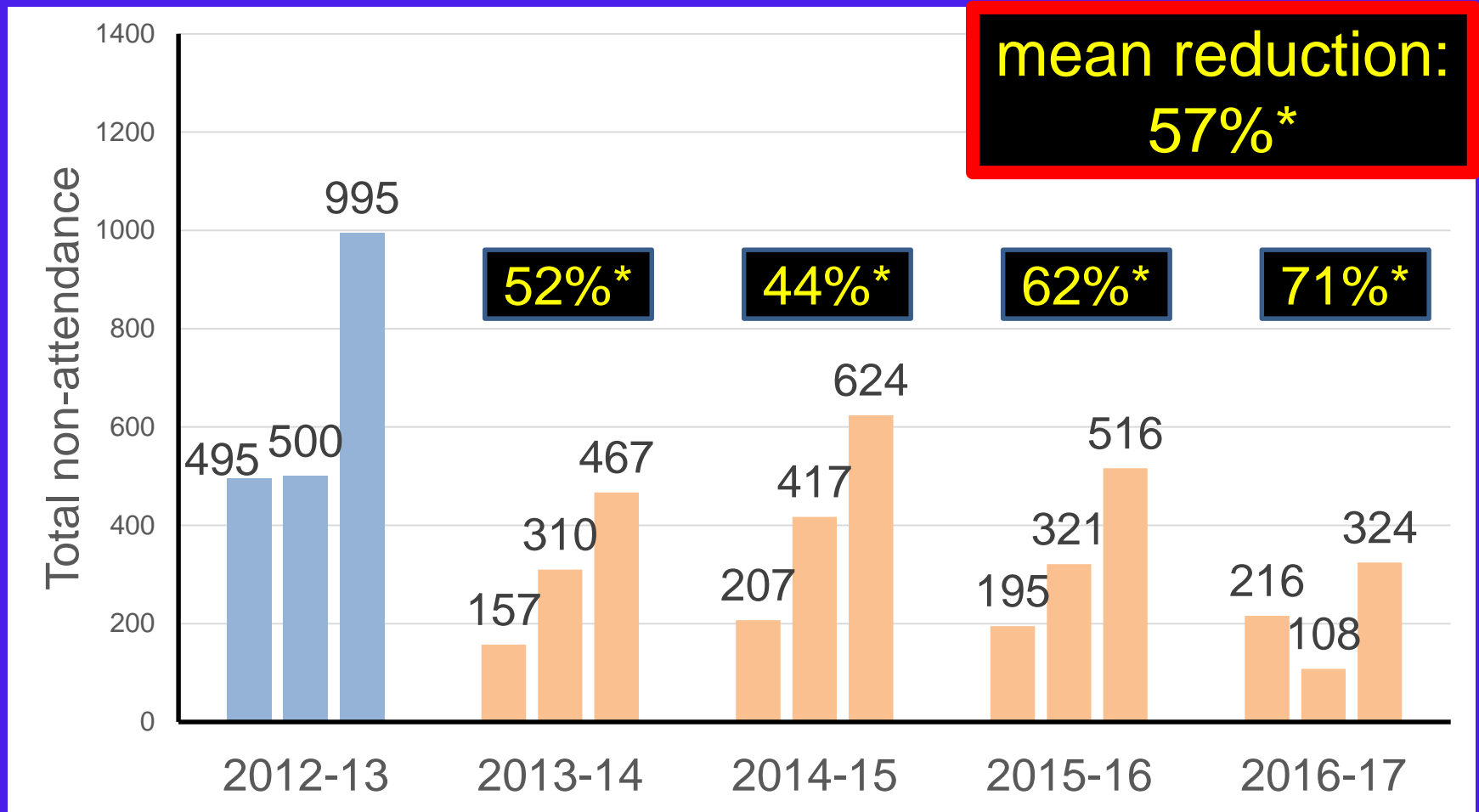
What about now?

Have the improvements  
been maintained?

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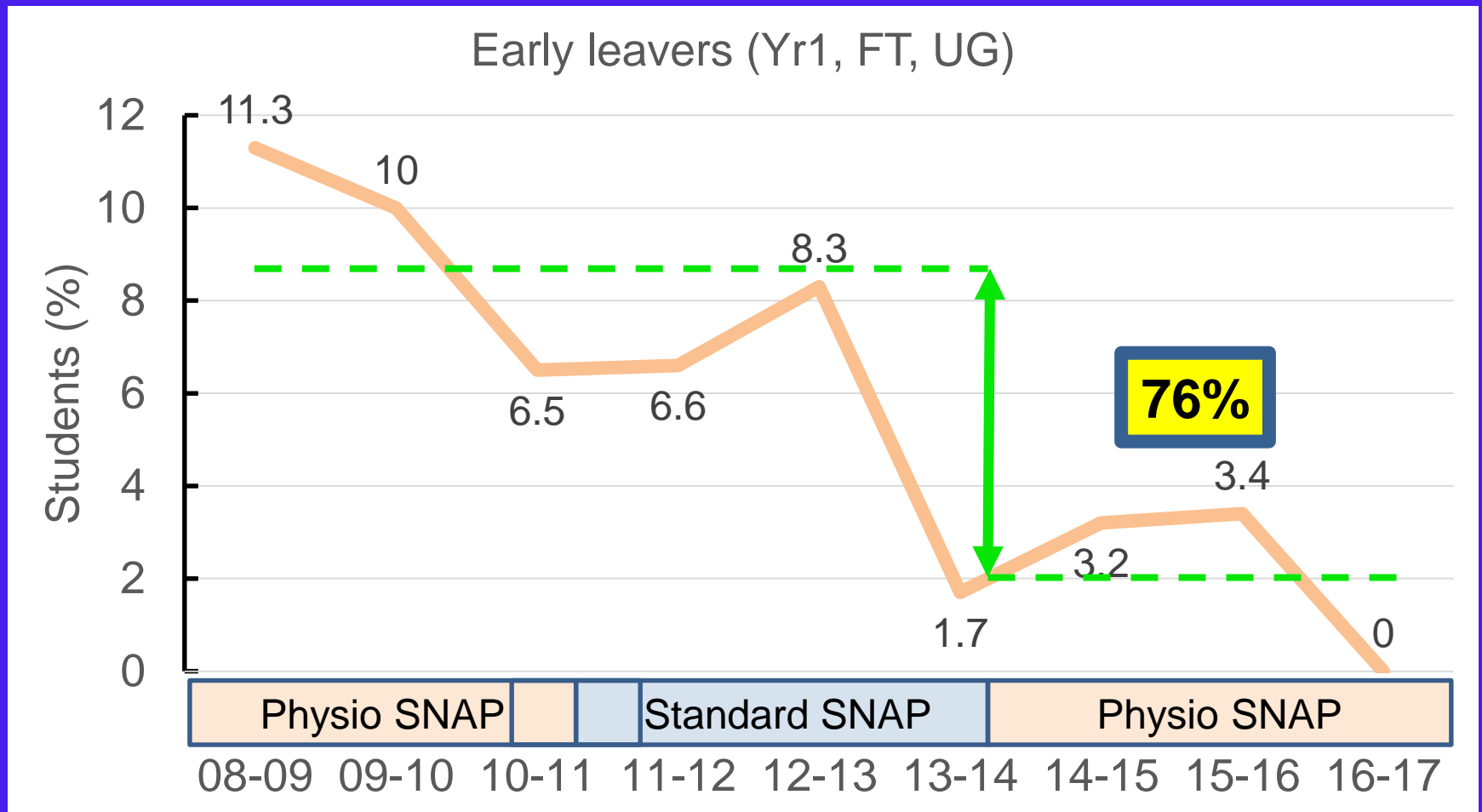


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# Retention (BSc Hons Physio)





Q: “Is it difficult to implement the Physio SNAP?”

A: “No” (thanks to the SAAMP)

5 CDs tried SAAMP:

- 4 x “very easy to use”
- 1 x “fairly easy to use”

SAAMP

See: <http://screencast.com/t/oVG7jixieQbg>  
(the SAAMP in action, 4½mins)

# Time Required

(n=50 students)

- **Lecturers**

- Signing-in sheets

negligible

- **SAM**

- Recording N-As
- Sending 'N-A' emails
- Sending 'threshold crossed' emails
- Sending 'Attendance status' emails

3 mins/class

2 mins / week

- **CD**

- Meeting '3/5xNA' students

15 mins/student

# Take Home Messages

1. Effective attendance monitoring is very easy with the Physio SNAP / SAAMP.
2. It seems to produce major improvements in attendance (57%+) & retention (76%, Yr1).

18% reduction in current Ulster EAL rate (Yr1, FT, UG)  
→ **£1Million+** saving p.a.

**Recommendation:**

**Adopt the Physio SNAP/SAAMP**

**Thank You**

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