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Professor Mary Malcolm

Retention, risk and responsibility

strategic planning in a new word order

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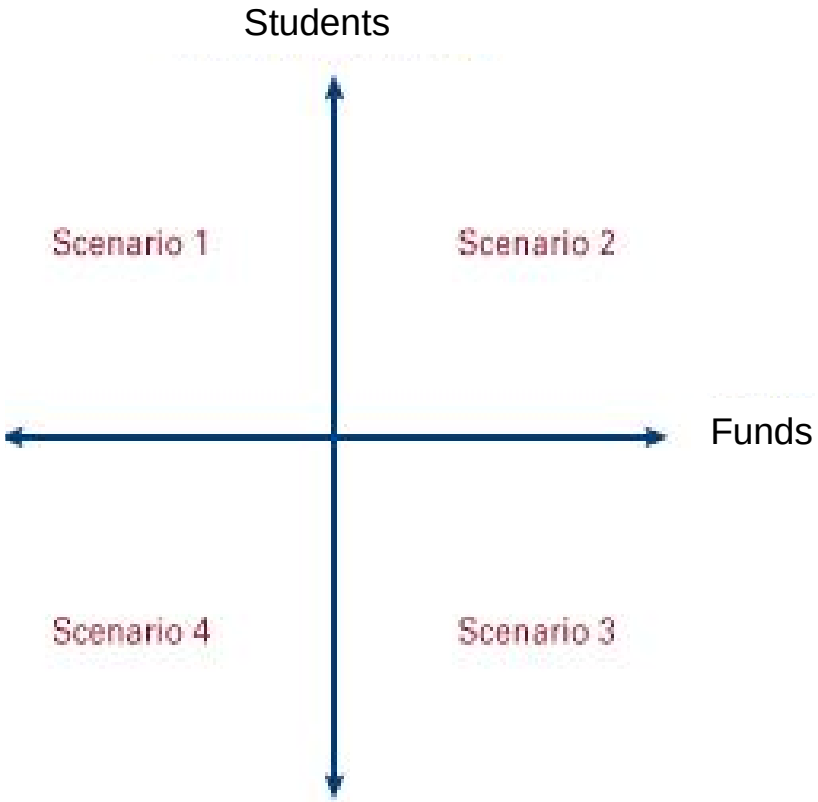

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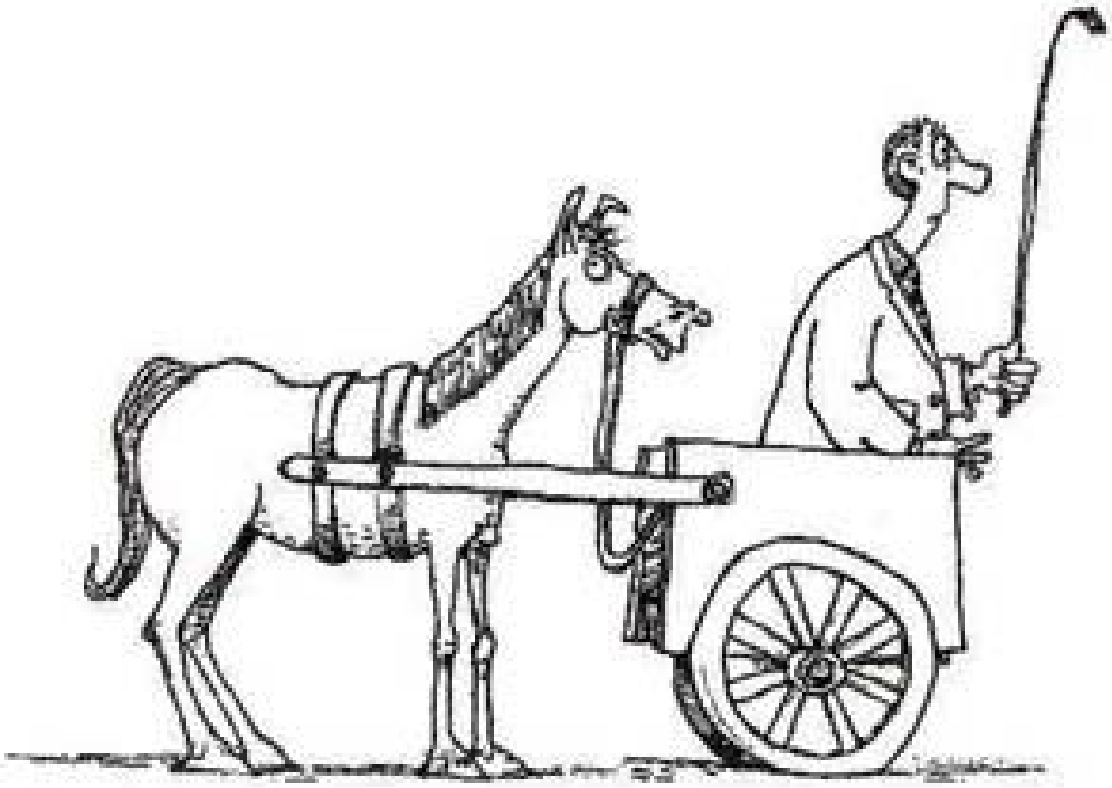

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GOOD UNIVERSITY GUIDE 2015

CHOOSE INSTITUTION

SEARCH or

CHOOSE SUBJECT

SEARCH

BACK TO MAIN TABLE

KEY TO TABLES

Tick two or more check boxes below and click compare

COMPARE

		Flexibility & convenience	Student fees spent on research	Time with staff	Opportunities to earn during study	Predicted degree accuracy	Likelihood of completion	Cost of living	Ten-year prospect	Value for money
	Max scores	100%	7.0	n/a	n/a	n/a	100.0	100.0	100.0	1000
1	Oxford	84%	6.2	11.6	2884	502	98.6	90.1	83.9	1000
2	Cambridge		6.5	12.2	2299	518	97.9	85.4	88.4	950
3	Imperial College	76%	5.8	10.4	3218	473	96	69.1	89.3	865
4	London School of Economics	74%	6.3	12.6	1562	469	96.9	75.2	87.7	818
5	St Andrews	82%	5.3	12.6	1162	446	94.8	83.9	73.7	791
6	Warwick	76%	5.6	13.6	1881	448	96.7	79.4	74.9	775
7	University College London	76%	5.5	9.1	1702	434	94.3	75.1	81.5	767
8	Durham	78%	5.2	15.4	1375	447	96.4	78.8	75.9	760
9	York	77%	5.5	13.1	1313	423	95.2	74.7	70.5	736
10	Bristol	75%	5.2	14.7	1535	430	95.8	78.4	81.5	724

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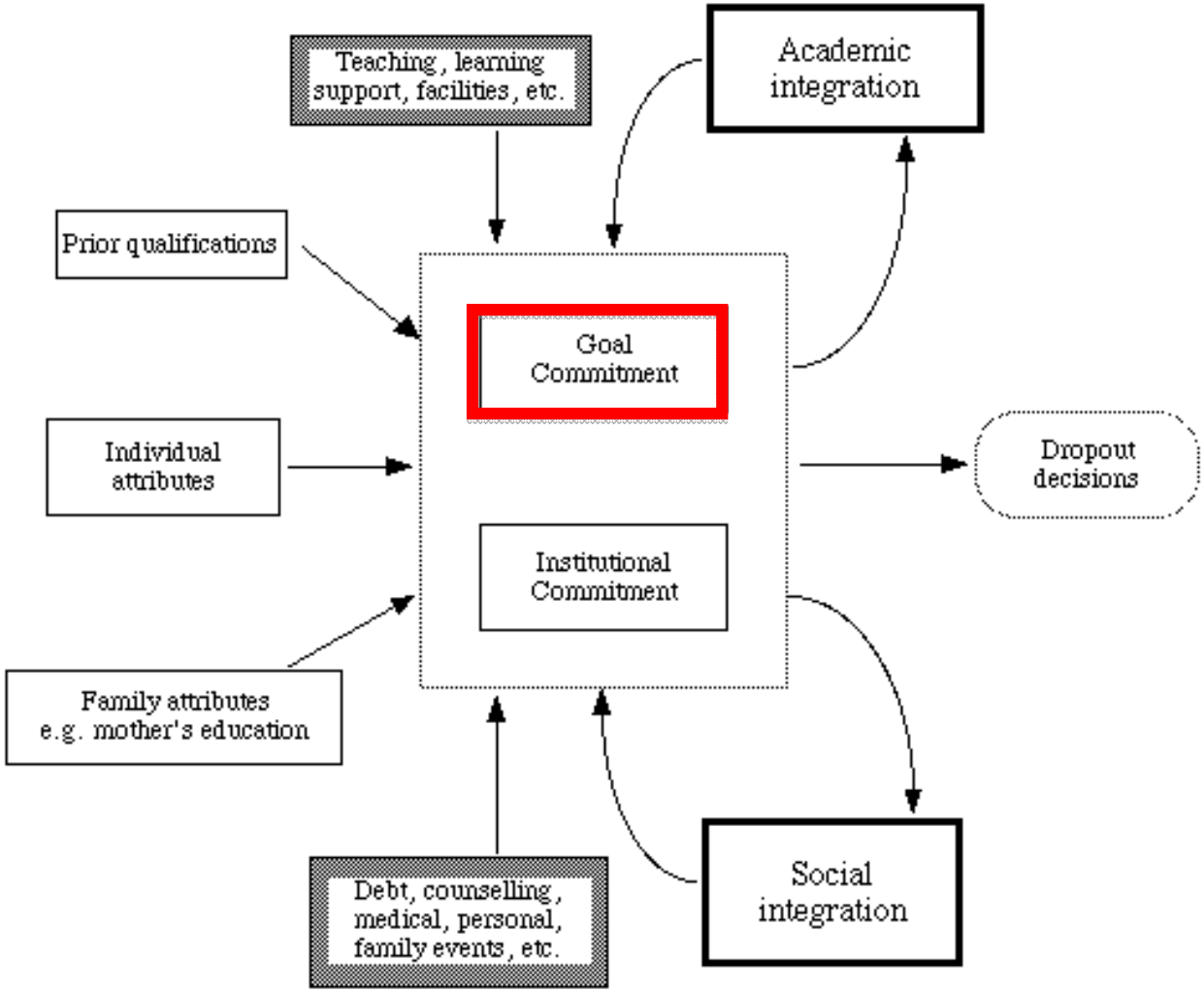

Draper,S.W. (2008) *Tinto's model of student retenton*].
http://www.psy.gla.ac.uk/~steve/localed/tinto.html (accessed 14 Jan 2011)

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Is spending related to student engagement?

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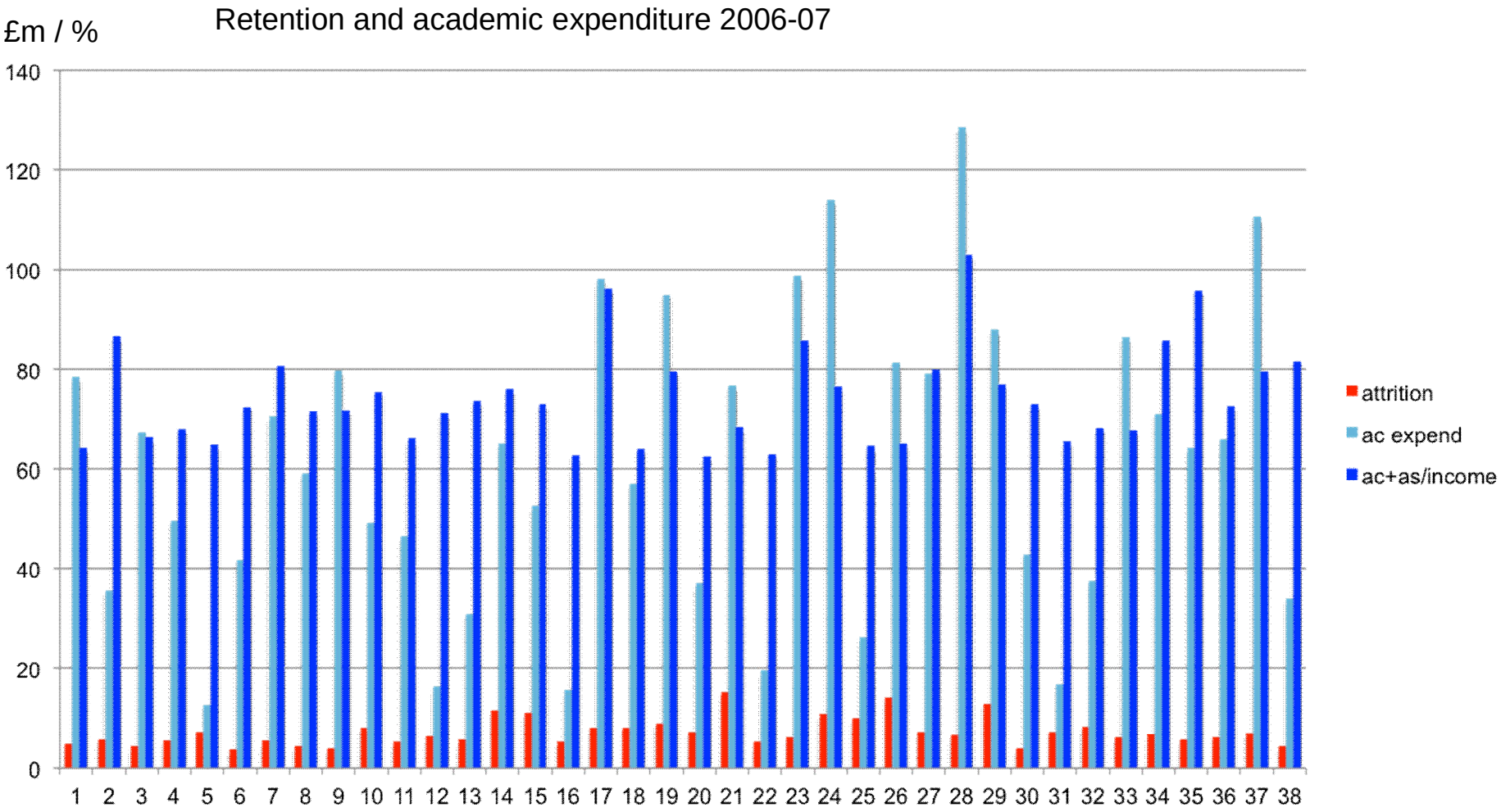
This information suggests that … institutions are doing something strategically different with their resources than are their … peers that impacts on students engagement and learning positively. In these times of financial pressures, it may not be possible to generate significant new resources, but higher education leaders do need to take a more critical look at how and where their money is being spent.

Gansemer-Topf et al (2004) http://www.iub.edu/-nsse/html/research.htm

Do resources make the difference?

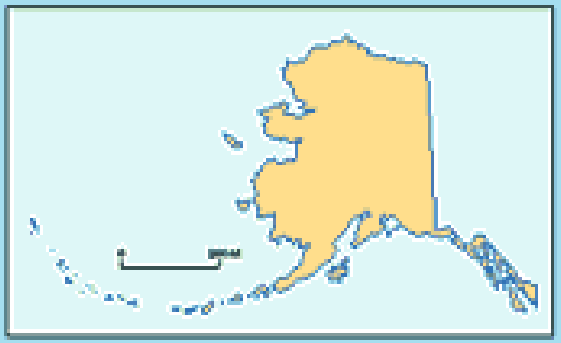


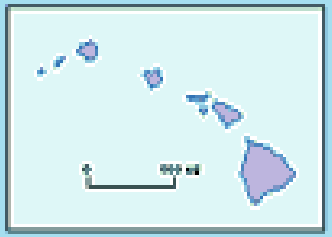
Retention - three key states

Intentionality

Clarity

Cohesion





Student at the centre

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