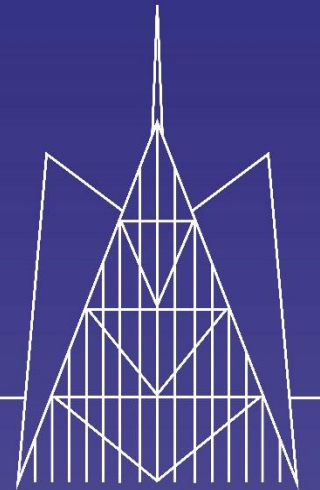


CANTERBURY CHRIST CHURCH UNIVERSITY

From widening participation to facilitating access to learning: reconceptualising the right to HE in response to the rise of the commuter student.



Presented at: Universities at Medway Learning & Teaching Conference. University of Greenwich, Greenwich, UK. 22 June, 2023.

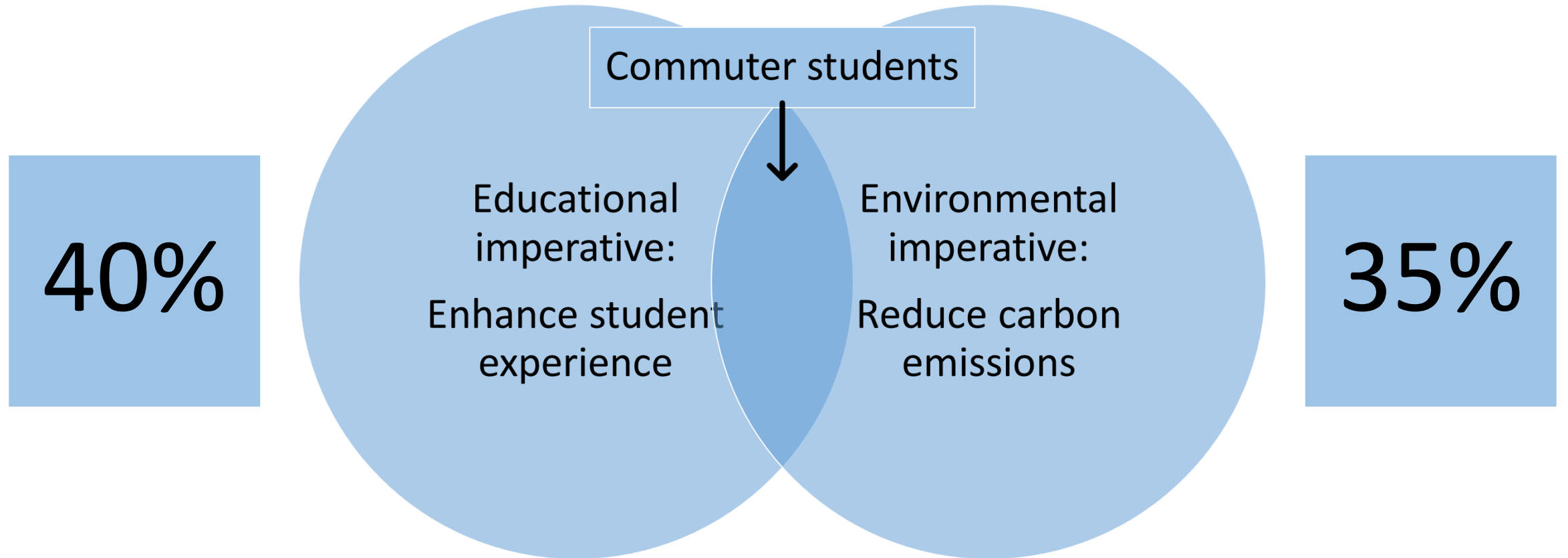
Dr Susan Kenyon

Susan.Kenyon@Canterbury.ac.uk

Overview

- The right to HE: supporting students' access to learning.
- Commuter students: a widening participation success story?
- Available, but not adapted: the residential model.
 - Structural, cultural and mobility-related exclusion.
- From WP to facilitating access: changing the residential mindset.
 - Understanding and influencing: CCCU study.
 - Evidence: what works? Lessons from the pandemic.
 - Policies, strategies and interventions.

Commuter students: a dual imperative



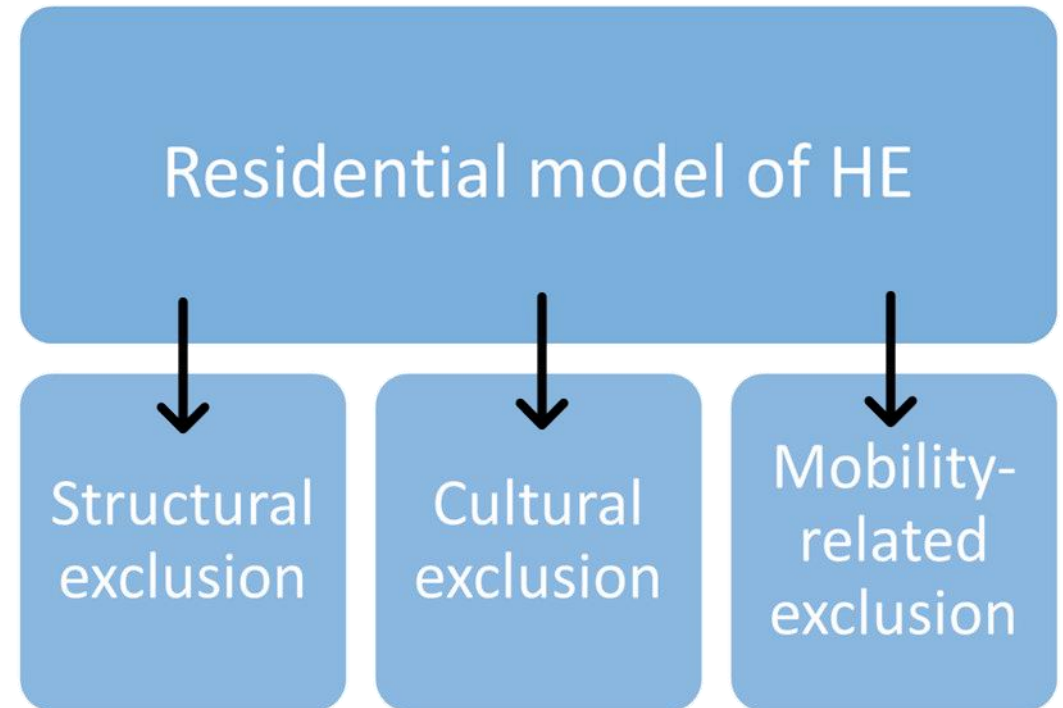
Commuter students: a WP success story?

- c.40% of the national student population.
 - c.1.1 million students.
- Rapidly increasing in number.
 - Far faster than overall cohort increase.
- Demographics.
 - 'Non-traditional' to HE.
 - Unable/unwilling to relocate.
 - New universities.
 - 76% CCCU student population.
 - Vocational courses.

'Students who continue to live at home whilst studying, rather than moving into student accommodation'.

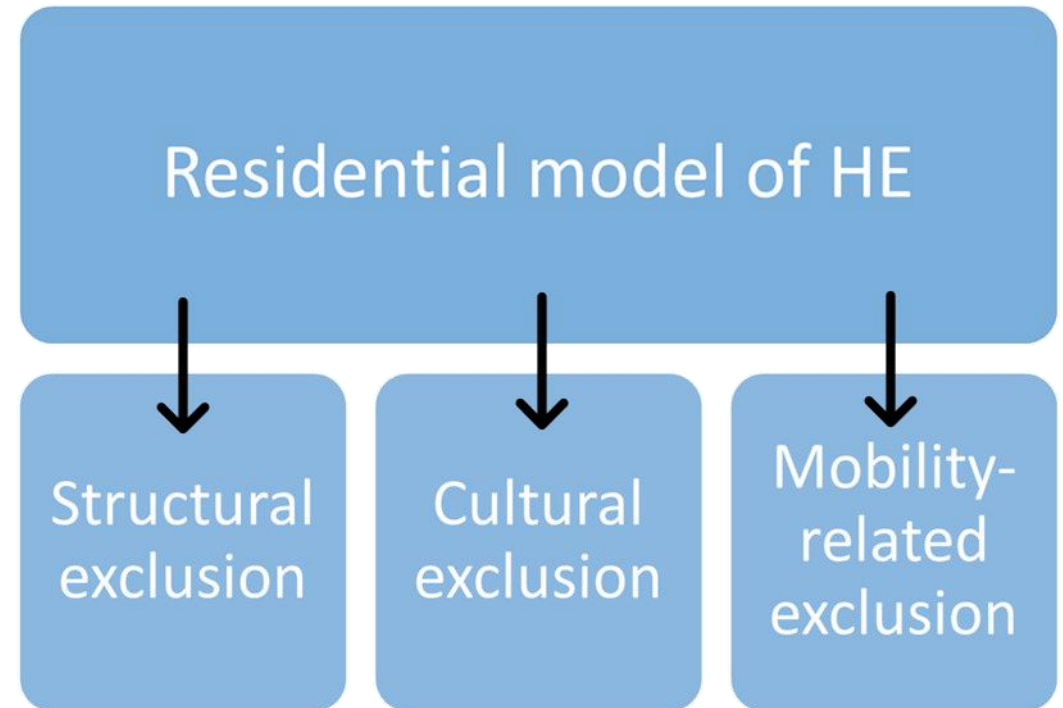
But... the commuter student experience

- Poorer student experience.
 - Higher level of dissatisfaction.
 - Lower perception of value.
 - Lower feeling of belonging.
- Lower engagement.
 - Learning activities.
 - Extra-curricular activities.
 - Social activities.
 - Learning community.
- Poorer outcomes.
 - Lower attainment: 'good degree' and pass.
 - Lower continuation, retention.
 - Worse graduate outcomes.



The residential model and the 5 'A's

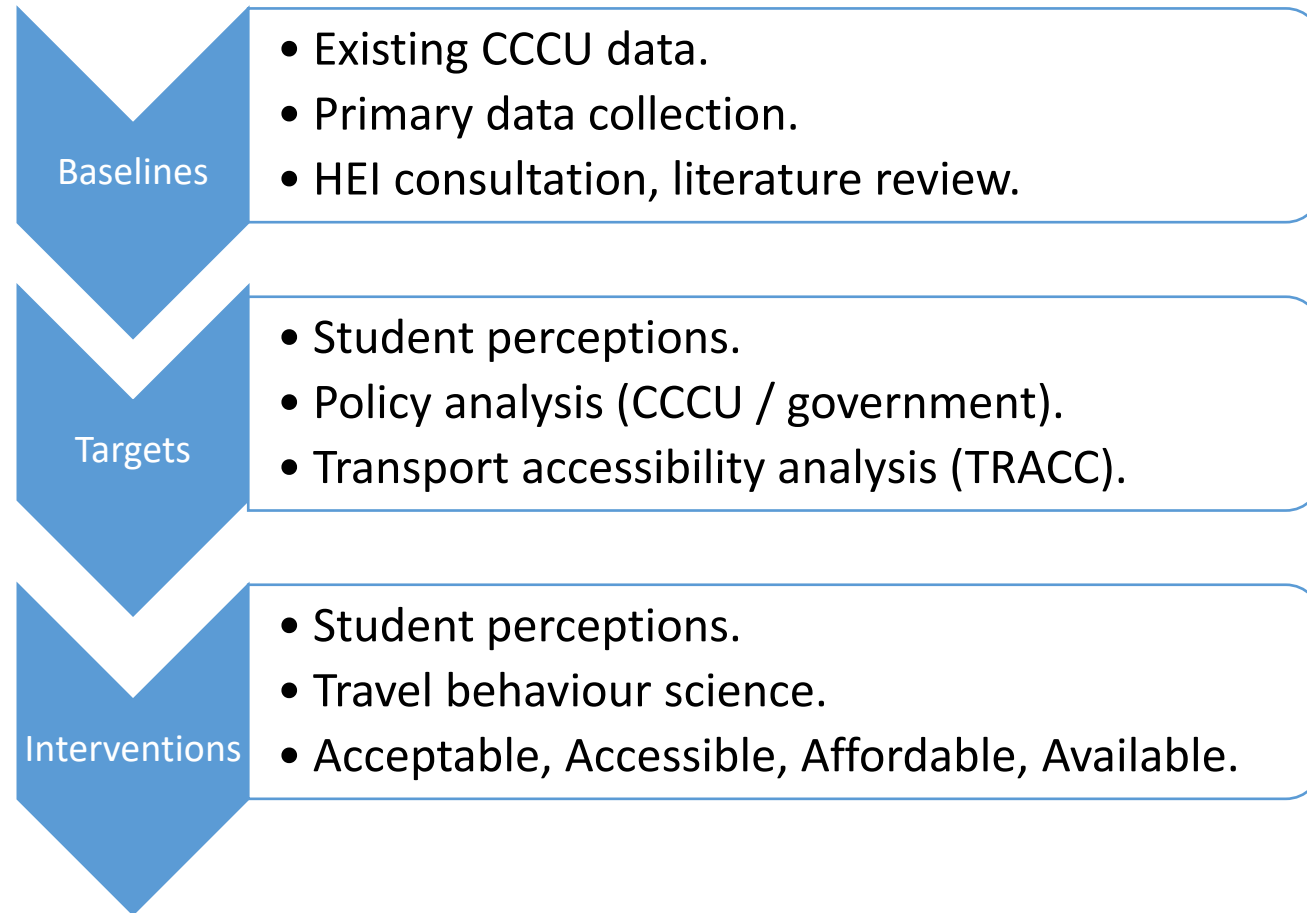
- Available institutions.
- Accessible institutions.
- Acceptable in form and content.
- Adaptable, responsive institutions.
- Accountable institutions.
- UNESCO, 2022.



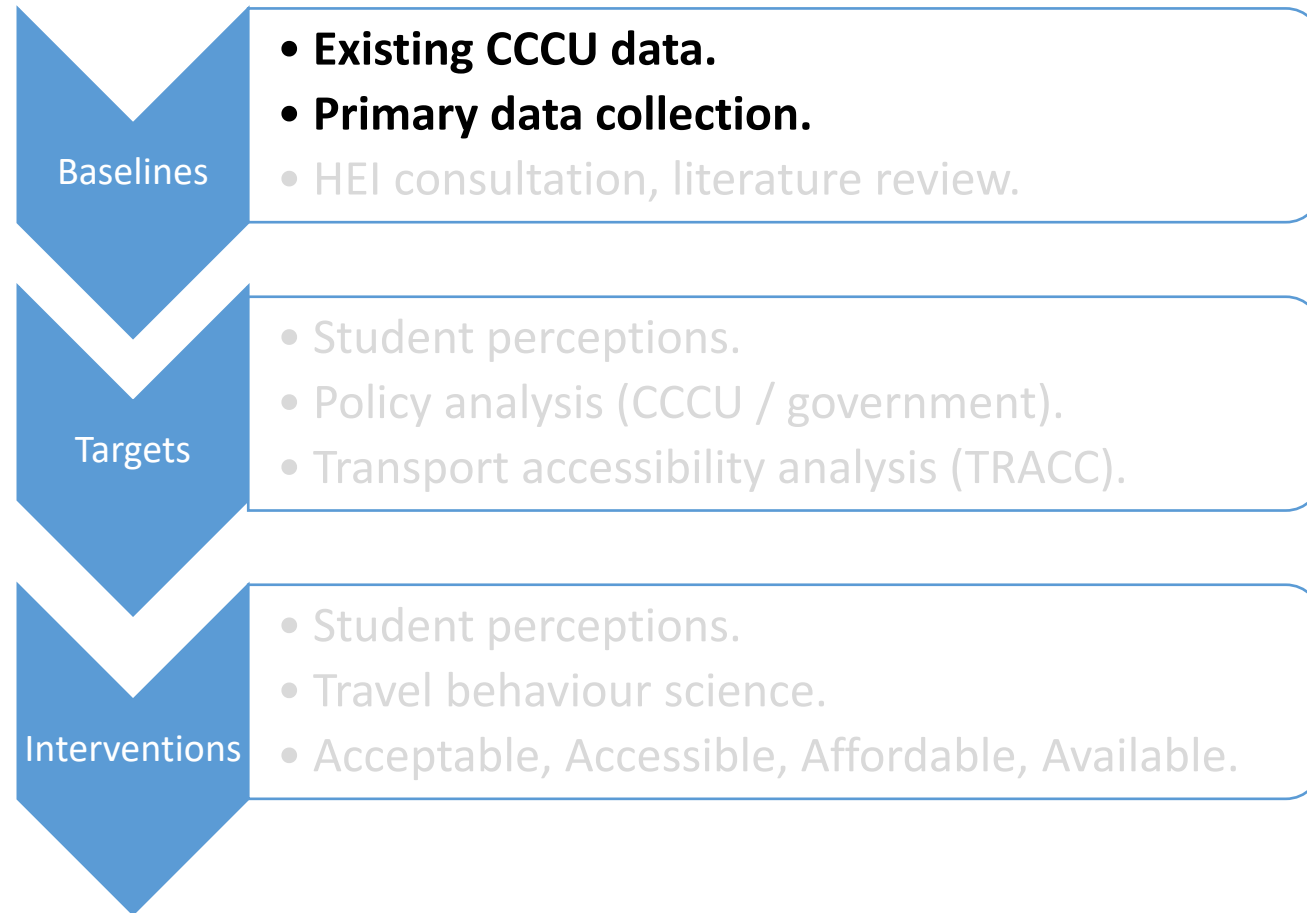
From WP to facilitating access

- Challenging the residential mindset: the importance of data.
- Understanding our students:
 - Increase visibility.
 - Increase understanding.
 - Decrease misconceptions.
 - Increase influence.
- Understanding providers.
 - Culture: what are Universities for?
 - Fears: what is 'the University experience'?
 - Barriers: flexible, adaptable, responsive.

Research overview



Research overview



Understanding our students: CCCU data

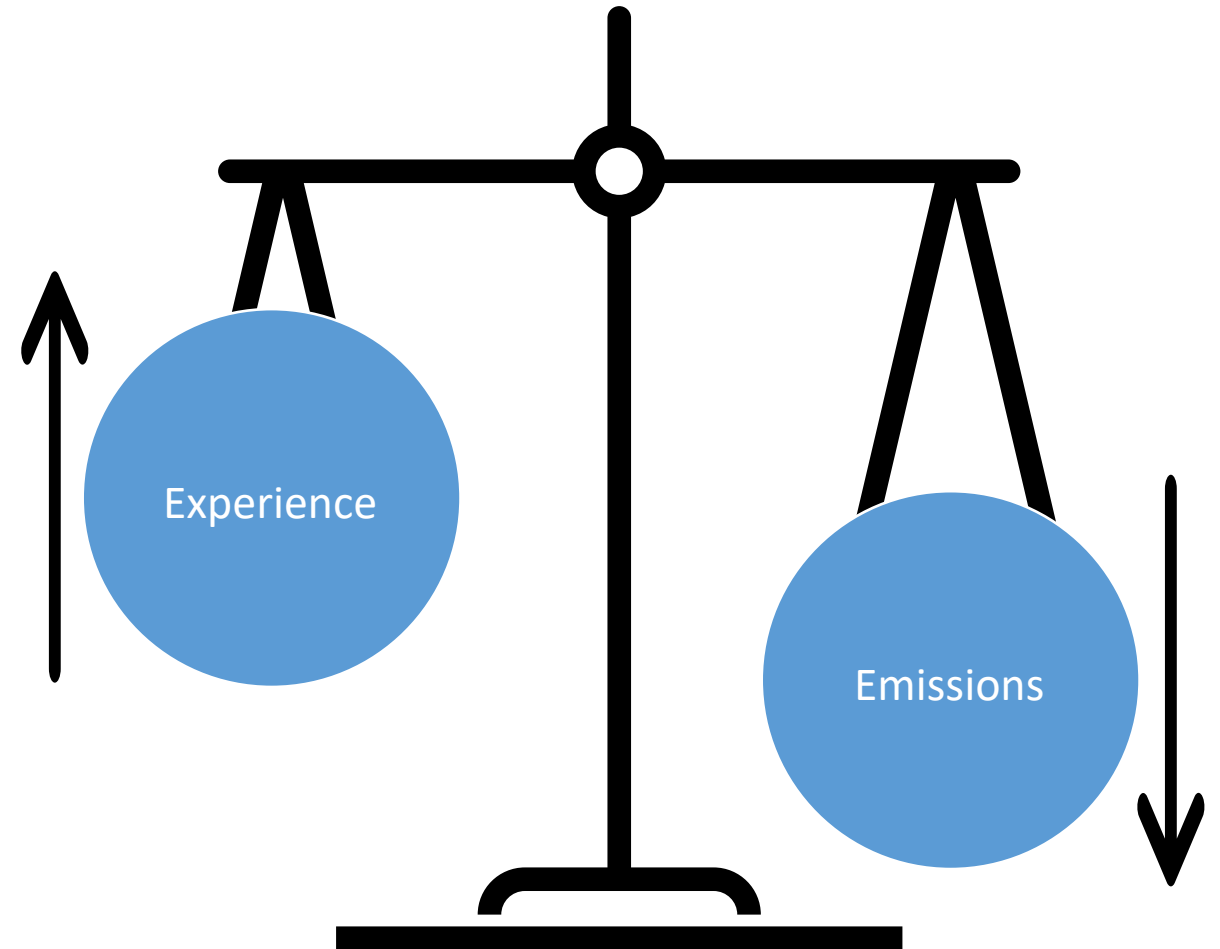
- Data gap.
- Registration data:
 - 76% commuter students.
 - Increased by 10% in 10 years.
 - Medway 87%, Canterbury 66%.
 - UG 69%, PG 86%.
 - Moving away from Canterbury, towards less accessible areas.
- UKES: 79% ≤ 5 hours/wk.
- CCSU Cost of Living 2022:
 - 13% transport affecting ability to continue study.
 - 43% cut back on transport spending.
 - 64% transport costs not covered by loan.
- Ongoing analysis:
 - Combining datasets.
 - Understanding profile.
 - Understanding impact.
 - TRACC: How accessible are our campuses, by mode and time of day?

Understanding our students: survey

- Emerging results:
 - 77% commuters.
 - Mode use baseline: 45% drive to campus; 55% non-car.
 - Trend: commuters drive; non-commuters walk.
 - 39% timetabled to attend 3 days / week; 27% 2 days / week.
 - Trend: commuters attend less timetabled sessions and fewer non-timetabled days than non-commuters.
- Ongoing analysis:
 - Correlations.
 - TRACC: How accessible are our campuses, by mode and time of day?

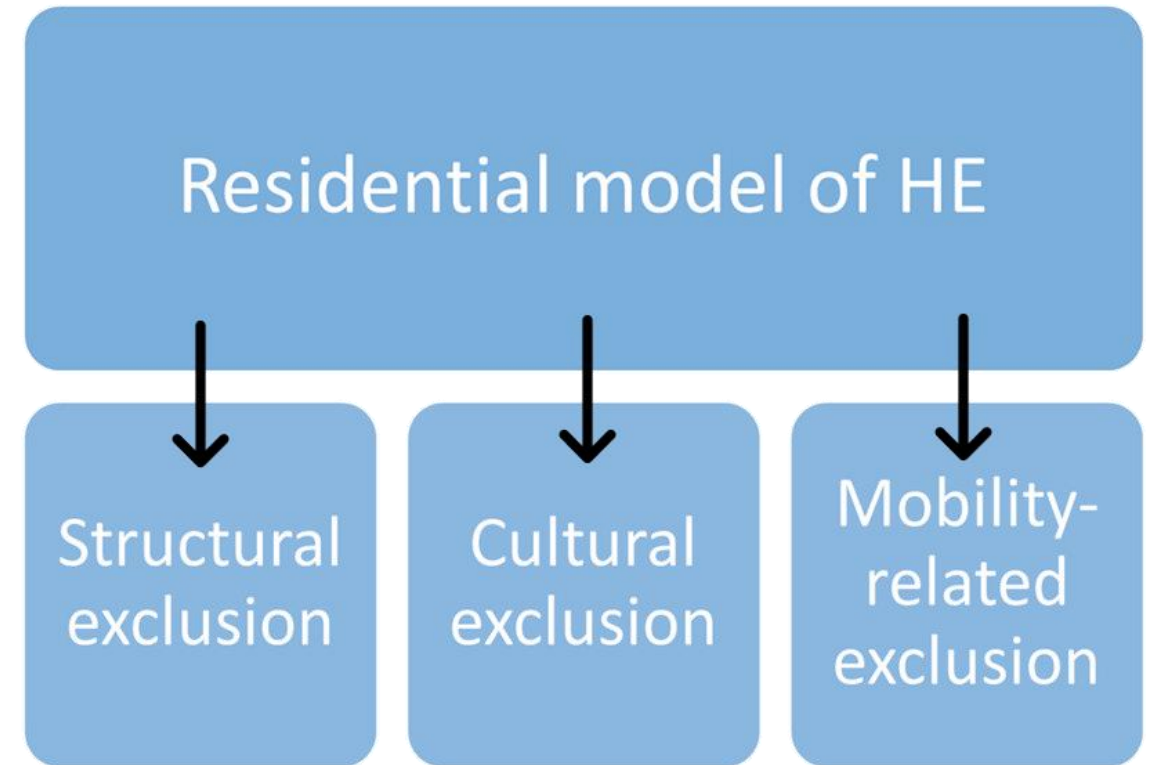
Evidence: what works?

- Lessons from the pandemic (Kenyon, 2023).
 - Commuter students had a more positive student experience.
 - Reduced mobility, structural and cultural exclusion.
 - Increased community, engagement, participation, (attainment).
 - With caveats...



Policies, strategies and interventions

- Structures: attendance; facilities; pedagogy; regulations; timetabling.
- Culture: acceptance; community.
- Mobility: accessibility planning.



Next steps

Baselines

- Existing CCCU data.
- Primary data collection.
- HEI consultation, literature review.

Targets

- Student perceptions.
- Policy analysis (CCCU / government).
- Transport accessibility analysis (TRACC).

Interventions

- Student perceptions.
- Travel behaviour science.
- Acceptable, Accessible, Affordable, Available.

Collaboration

- Go to menti.com and use the code: 1894 4676.
- Susan.Kenyon@Canterbury.ac.uk

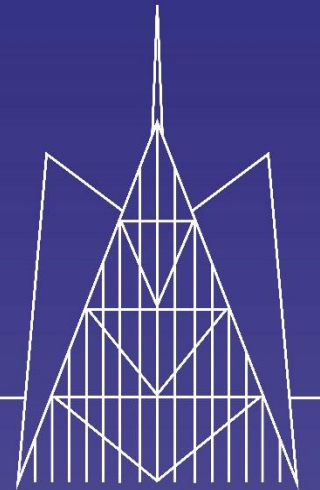


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