

About engagement indicators

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in the SASSE survey.

By combining responses to related SASSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organised into four themes as shown at right.

<i>Theme</i>	<i>Engagement Indicator</i>
<i>Academic Challenge</i>	Higher-Order Learning Reflective and Integrative Learning Learning Strategies Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning Discussions with Diverse Others
<i>Experiences with Staff</i>	Student-Staff Interaction Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions Supportive Environment

About High-Impact Practices

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-impact practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with staff and students, encourage collaboration with diverse others, and provide frequent and substantive feedback.

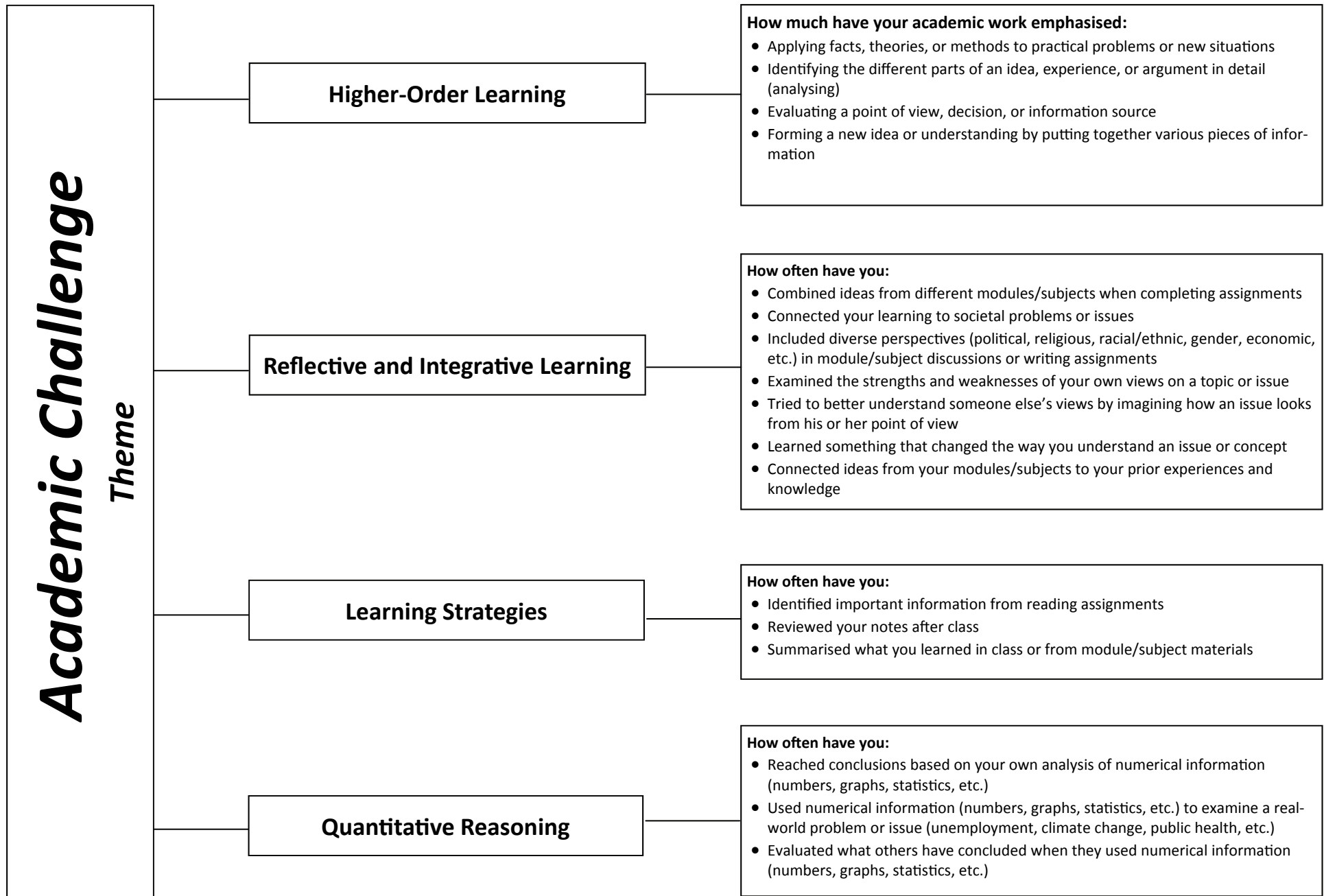
High-Impact Practices in SASSE

Student Societies

Practical Work

Research with Staff

Service Learning



Learning with Peers

Theme

Collaborative Learning

How often have you:

- Asked another student to help you understand module/subject material
- Explained module/subject material to other students
- Prepared for exams by discussing or working through module/subject material with other students
- Worked with other students on projects or assignments

Discussions with Diverse Others

How often have you had discussions with:

- People of a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

Experiences with Staff

Theme

Student-Staff Interaction

How often have you:

- Talked about your career plans with a lecturer
- Worked with a staff member on activities other than academic work (committees, projects, student groups, etc.)
- Discussed module/subject topics, ideas, or concepts with a lecturer outside of class
- Discussed your academic performance with a lecturer

Effective Teaching Practices

Have your lecturers done the following:

- Clearly explained module/subject outcomes and requirements
- Presented module/subject sessions in an organised way
- Used examples or illustrations to explain difficult points
- Provided feedback on a draft or work in progress
- Provided detailed feedback shortly after you completed tests or assignments

Campus Environment

Theme

Quality of Interactions

Quality of your interaction with:

- Other students
- Peer learning support (e.g. tutors, mentors, facilitators)
- Lecturers and academic staff
- Student support services (e.g. counselling, health, disability, career)
- Other administrative services (e.g. registration, financial aid)

Supportive Environment

Institution emphasised:

- Providing support to help students succeed academically
- Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, economic, etc.)
- Providing opportunities to be involved socially (not related to academic work)
- Providing support for your overall well-being (recreation, health care, counselling, etc.)
- Helping you manage your non-academic responsibilities (family, work, etc.)
- Attending campus events and activities (artistic/cultural performances, sports events, etc.)
- Attending events that address important economic, political, or societal issues

High-Impact Practices

Have you done or do you plan to do:

- Practical work related to your studies (internship, work integrated learning, clinical placement, field experience, etc.)
- Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)
- Participation in student societies (law, psychology, etc.) where students engage in topics related to their modules/subjects
- Develop an international perspective through campus initiatives and interacting with international students
- Work with a lecturer on a research project

About how many of your modules/subjects have included a community- based project (service-learning)?

Student-Reported Gains (Scale)

In addition to the indicators, SASSE items are also grouped into another measure for additional analyses and this is referred to as Student Reported Gains. This scale explores the extent to which students reported having made gains in various personal, practical and general educational proficiency areas following their undergraduate education. These questions are shown below, as they appear on the SASSE survey.

Has your experience at this institution contributed to:

- Writing clearly and effectively
- Speaking clearly and effectively
- Thinking critically and analytically
- Analysing numerical and statistical information
- Using computing and information technology
- Developing job- or work-related knowledge and skills
- Working effectively with others
- Developing or clarifying a personal code of values and ethics
- Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
- Solving complex real-world problems
- Being an informed and active citizen