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
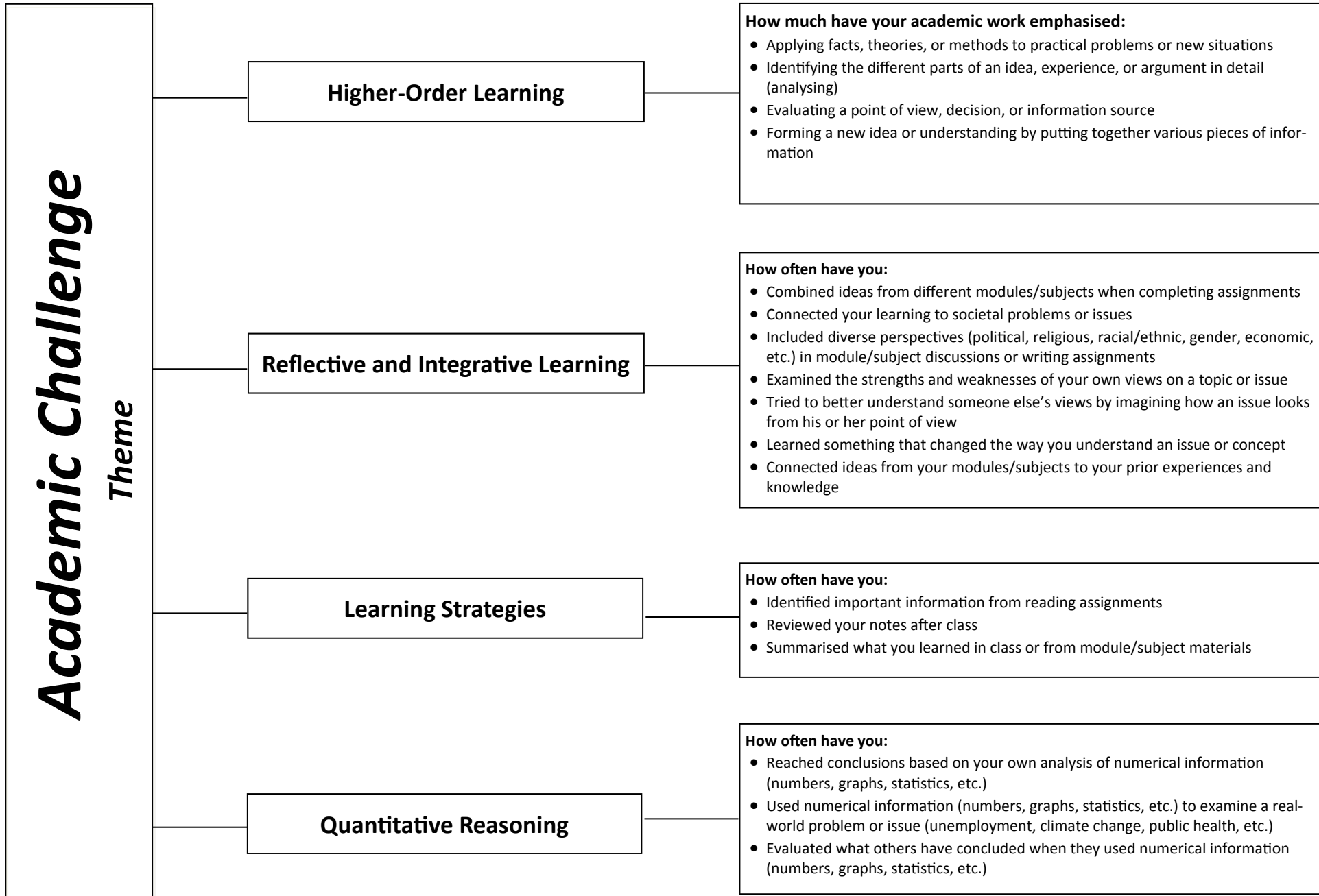into four themes as shown at right.

Theme	Engagement Indicator
Academic Challenge	Higher-Order Learning
	Reflective and Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Staff	Student-Staff Interaction
	Effective Teaching Practices
Campus Environment	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 consid-
erable time and effort, facilitate learning outside of the classroom, re-
quire meaningful interactions with staff and students, encourage col-
laboration with diverse others, and provide frequent and substantive
feedback.

High-Impact Practices in SASSE

Student Societies	Academic Literacy Course	Explain Material as Tutor
Practical Work	Work with Students	Numeracy Course
Research with Staff	Consult with Academic Advisor	Service-Learning
First-year Experience	Peer Learning Support	

Academic Challenge
Theme

Higher-Order Learning

How much have your academic work emphasised:
- Applying facts, theories, or methods to practical problems or new situations
- Identifying the different parts of an idea, experience, or argument in detail (analysing)
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding by putting together various pieces of information

Reflective and Integrative Learning

How often have you:
- Combined ideas from different modules/subjects when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or writing assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her point of view
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your modules/subjects to your prior experiences and knowledge

Learning Strategies

How often have you:
- Identified important information from reading assignments
- Reviewed your notes after class
- Summarised what you learned in class or from module/subject materials

Quantitative Reasoning

How often have you:
- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)

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

Supportive Environment

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)

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.) as a compulsory part of your degree
- 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 as part of a module/subject, or part of your degree
- Participate in first-year experience seminars, including orientation and student learning groups
- Register for an academic literacy or language development course
- Work with other students on a group project or assignment
- Consult with an academic advisor (staff member) to help you with planning of your studies and education
- Make use of peer learning support (e.g. tutors, mentors, facilitators)
- Explain module/subject material to other students as a tutor or learning facilitator
- Register for a mathematics or numeracy development course

About how many of your modules/subjects have included a community-based/community-engagement 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