

2010 CHE-UFS STUDENT ENGAGEMENT STUDY

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OVERVIEW

- What is student engagement?
- What does student engagement provide?
- Methodology
- Results
- Implications

THEORETICAL UNDERPINNINGS OF STUDENT ENGAGEMENT

Strong theoretical background in effective higher education practices

- Time on task (Tyler, 1930s)
- Quality of effort (Pace, 1960-70s)
- Student involvement (Astin, 1984)
- Social and academic integration (Tinto, 1987, 1993)
- Good practices in undergraduate education (Chickering & Gamson, 1987)
- College impact (Pascarella, 1985)
- Student engagement (Kuh, 1991, 2005)

WHAT IS STUDENT ENGAGEMENT

Principle: What students do matters to their persistence and success

- Amount of **time and effort students** spend on academic activities and other activities that enhance their success
- **Allocation of resources and organisation of learning opportunities** and services to encourage students to participate in activities known to impact on student success

(Pascarella & Terenzini, 2005 & Kuh et al., 2005)

THE STUDENT ENGAGEMENT TRINITY

In summary, it makes a difference

What students do – time and energy devoted to educational purposeful activities

AND

What institutions do – using effective educational practice to induce student to do the right things

THEREFORE

Educationally effective institutions channel student energy towards activities that matter.

(Kuh, 2007)

STUDENT ENGAGEMENT SURVEYS INTERNATIONAL PERSPECTIVE

- **United States: National Survey of Student Engagement (NSSE)**
 - Conceived in 1998
 - In more than 537 000 students from 751 institutions in North America and Canada participated.
 - Used for QA: internal reflection, accountability and public reporting
- **Australasia: Australasian Survey of Student Engagement (AUSSE)**
 - Conducted for the first time in 2007
 - In 2010 in 55 institutions in Australia and New Zealand participated.
 - Used for internal and external QA processes
- **South Africa: South African Survey of Student Engagement (SASSE)**
 - Piloted nationally in 2009 at 7 institutions
 - Second administration in 2010 at 7 institutions

WHAT DOES STUDENT ENGAGEMENT PROVIDE?

FACTORS WITHIN THE INSTITUTIONAL SPHERE OF INFLUENCE

- A way to understand and contribute to success and throughput rates
- A way to develop 21st century graduates
- A way to further social cohesion
- A way to create engaging institutions
- A way to improve teaching and learning
- A way to approach quality assurance in undergraduate education
 - Will expand in detail on this aspect

METHODOLOGY

2009 pilot study

- 7 Institutions (13636 students)
- SASSE only
- Pen and paper administration

2010

- 7 institutions (SASSE) and 3 institutions (LSSE)
- SASSE (9442 students) and LSSE (290 lecturers)
- Online, as well as pen and paper administration

RESULTS

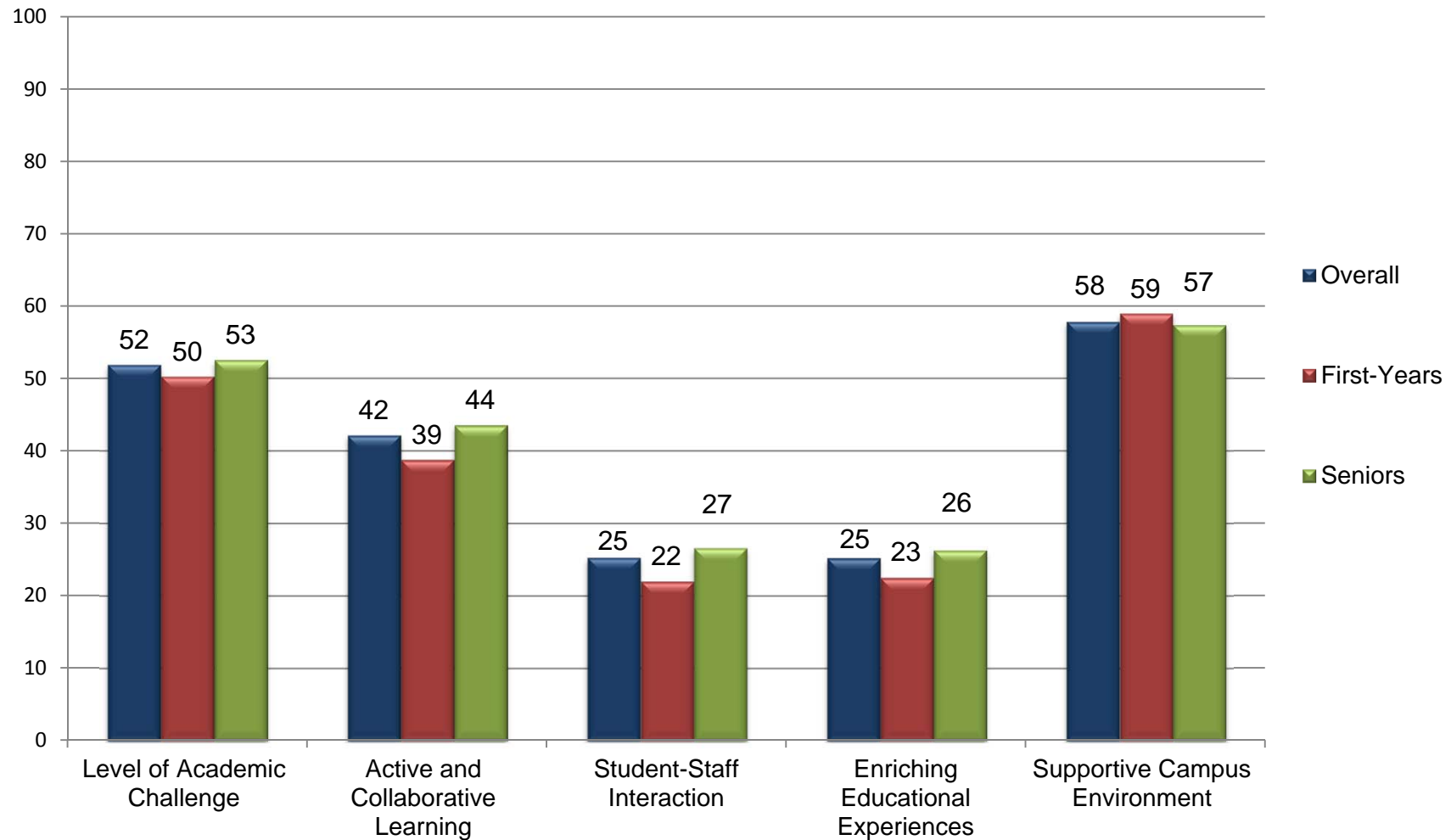
SASSE

- Overview of benchmark scores (first-years and seniors)
- Comparison 2009 and 2010 samples per benchmark
 - Limitations
- Highlight findings of interest
 - Congruence between 2009 and 2010 findings

LSSE

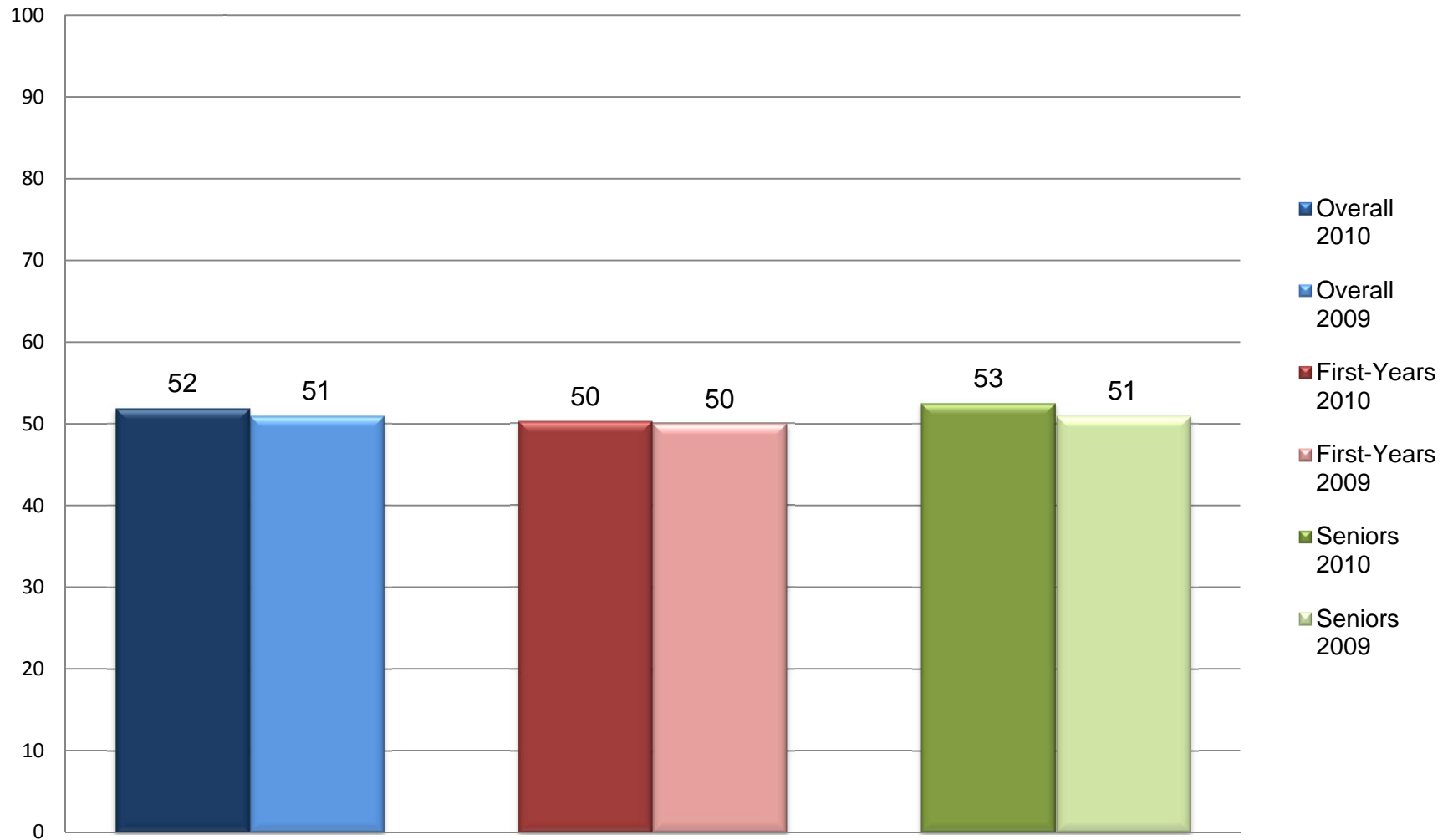
- Key findings
- Comparison LSSE and SASSE responses

RESULTS: BENCHMARKS 2010



LEVEL OF ACADEMIC CHALLENGE

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BENCHMARK RESULTS: LEVEL OF ACADEMIC CHALLENGE

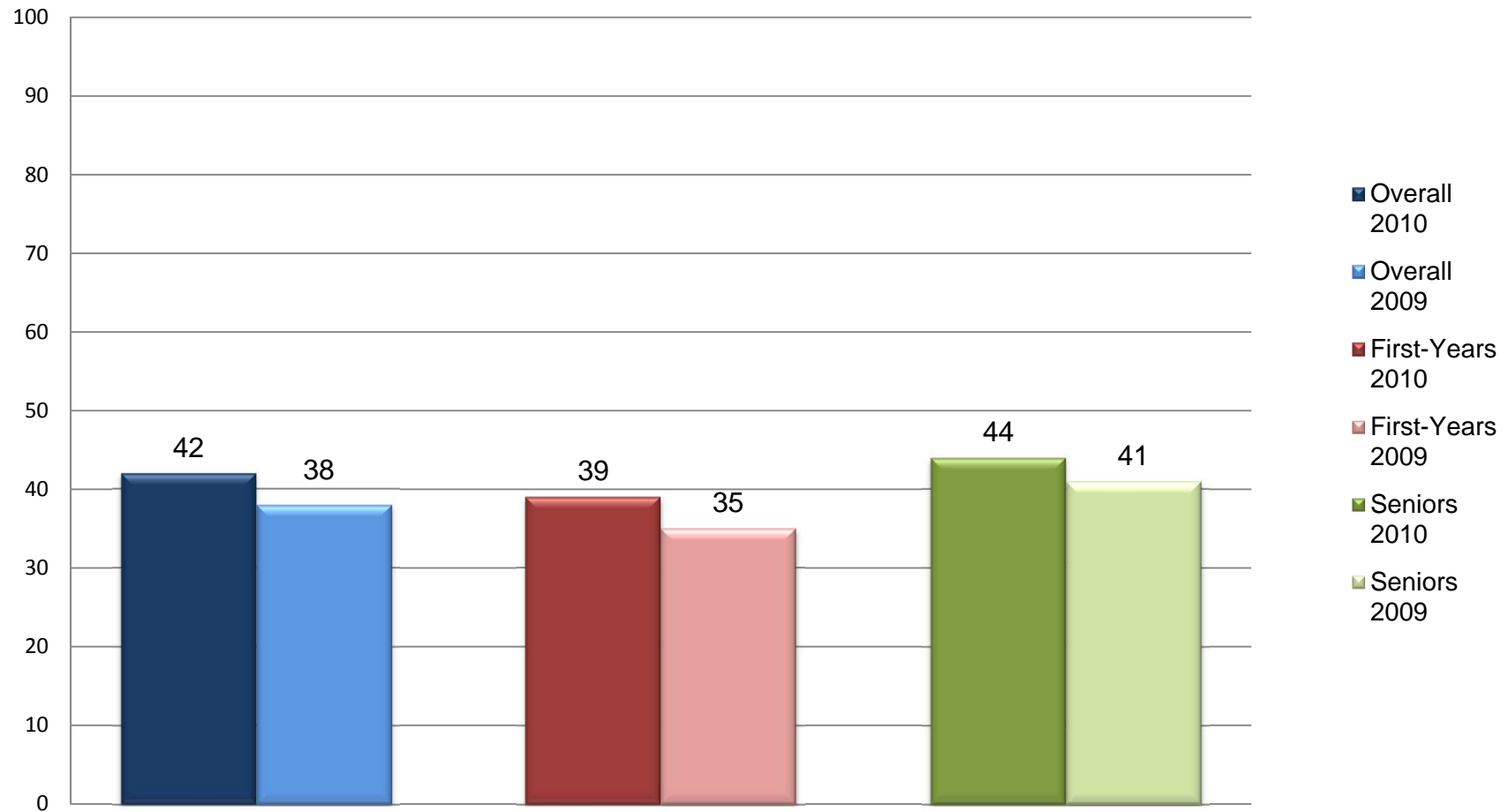
- 85% of students indicated that the institution places emphasis on time spent studying and on academic work.
- 60% of senior students reported that they worked harder than they thought they could to meet a lecturer's standards and expectations, 55% of first-years reported this.
- More than 80% of the sample reported that they attend at least 75% of their scheduled academic activities.
- Students reported that they spent an average of 10 hours a week preparing for class and 15 hours a week attending scheduled academic activities.

BENCHMARK RESULTS: LEVEL OF ACADEMIC CHALLENGE

- White students reported spending significantly more time attending scheduled academic activities than all other groups
 - Finding consistent with 2009
- Male students reported spending significantly more time per week preparing for class than female students

ACTIVE AND COLLABORATIVE LEARNING

ACTIVE AND COLLABORATIVE LEARNING

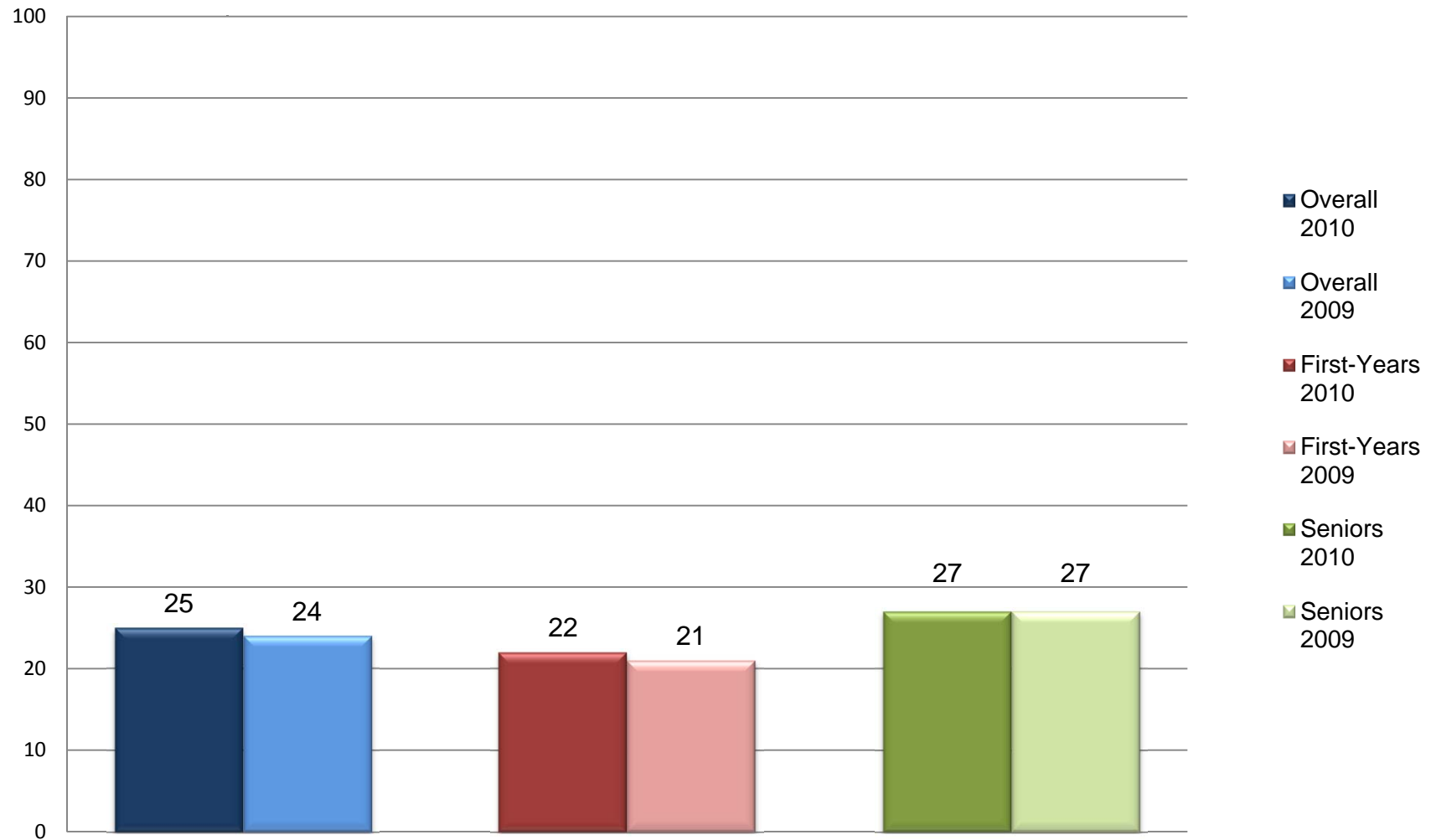


BENCHMARK RESULTS: ACTIVE AND COLLABORATIVE LEARNING

- Both first-year and senior students in the 2010 sample indicated that they participate in significantly more collaborative learning than active learning experiences.
 - Finding consistent with 2009
- Male students reported significantly more participation in active and collaborative learning experiences than female students.

STUDENT-STAFF INTERACTION

BENCHMARK RESULTS: STUDENT-STAFF INTERACTION

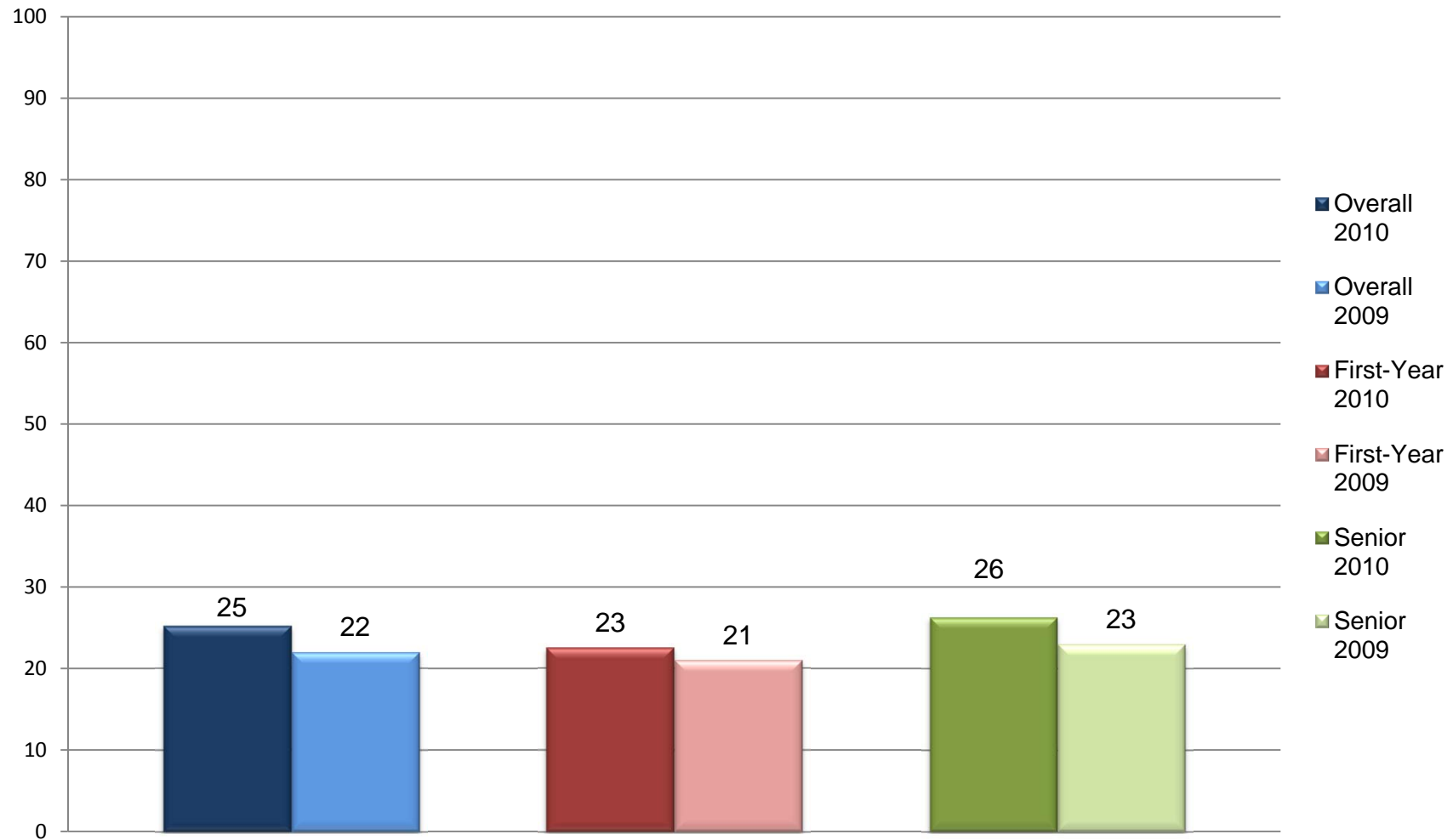


BENCHMARK RESULTS: STUDENT-STAFF INTERACTION

- Students interacted more frequently with staff members for course-related matters than for activities outside of the classroom environment.
 - Finding consistent with 2009
- Senior students interacted more frequently with staff than first-year students.
 - Finding consistent with 2009
- Male students reported significantly more interaction with staff members (all types) than female students.
 - Finding consistent with 2009

ENRICHING EDUCATIONAL EXPERIENCES

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ENRICHING EDUCATIONAL EXPERIENCES

USE OF IT IN ACADEMICS

- The majority of the sample (82%) indicated that their institution placed significant emphasis on the use of IT in academic work
- The vast majority of the sample (86%) of the sample indicated that their experience at the institution had contributed very much to their personal development in the area of using computers and IT.
- Female students reported significantly more use of IT for academic purposes than male students.
 - Finding consistent with 2009

ENRICHING EDUCATIONAL EXPERIENCES

INTERACTION WITH DIVERSITY

- Approximately half of the students indicated that their institution placed adequate emphasis on encouraging contact between students of different economic, social, and racial/ethnic backgrounds.
- Approximately half of students reported often having serious conversations regarding religious beliefs, political opinions and personal values.
- Less than half reported often having serious conversations with students from different racial/ethnic groups.

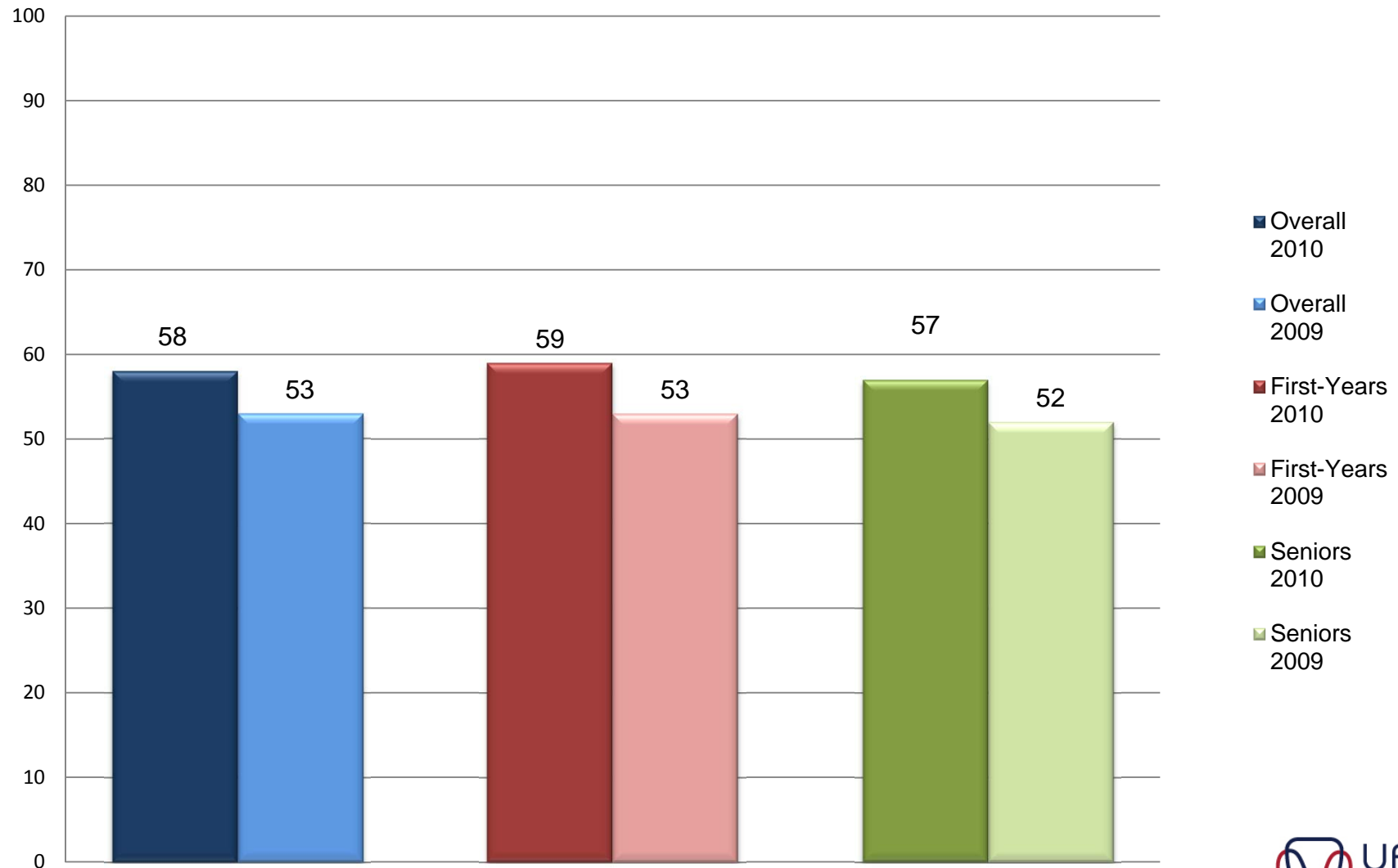
ENRICHING EDUCATIONAL EXPERIENCES INTERACTION WITH DIVERSITY

- White students reported the least interaction with diverse peers, a mean significantly lower than Coloured and Indian students
 - Finding consistent with 2009
- Females interacted significantly more frequently with diversity than males
 - Finding consistent with 2009
- First-years report more diversity experiences than senior students
 - Finding consistent with 2009

SUPPORTIVE CAMPUS ENVIRONMENT

BENCHMARK RESULTS

SUPPORTIVE CAMPUS ENVIRONMENT



BENCHMARK RESULTS: SUPPORTIVE CAMPUS ENVIRONMENT

- Black African students reported experiencing significantly more support from the campus environment, and more support for student success than White students
 - Finding consistent with 2009
- Female students experienced significantly more overall support from the campus environment and report significantly more support for student success.
 - Finding consistent with 2009
- Female students reported significantly more satisfaction with their experience than male students.

STUDENT-LECTURER COMPARISON

COMBINED SASSE/LSSE RESULTS

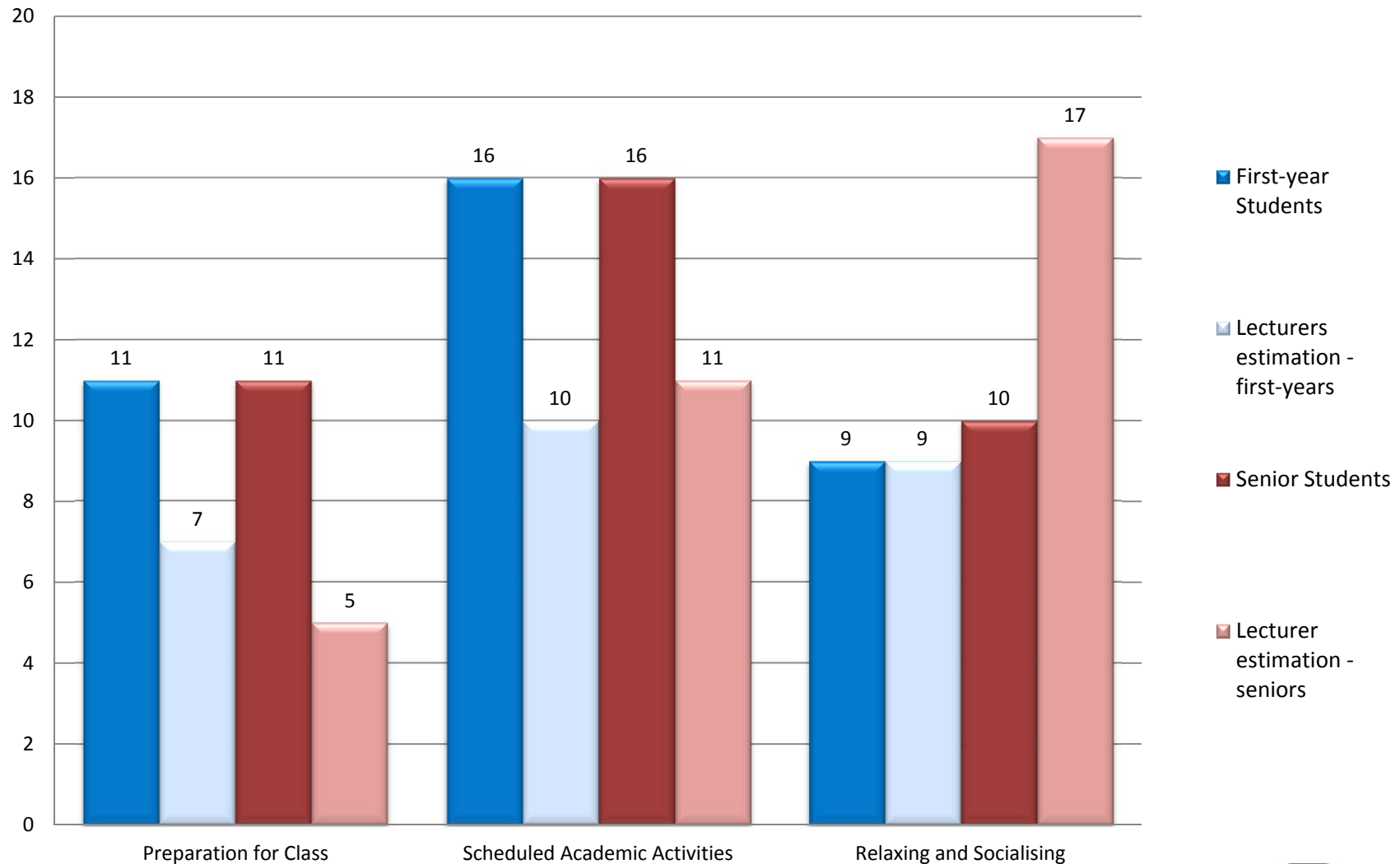
- Both lecturers and students reported that the institution places little emphasis on helping students cope with their non-academic responsibilities.
- The majority of lecturers indicated that the institution emphasised that students should spend a significant amount of time on studying and on academic work, as well as providing students with the support they need to succeed academically. Student responses agreed with this viewpoint.

COMBINED LSSE/SASSE RESULTS

- Almost two-thirds of the lecturers reported that it is important that students develop a community project that addresses a need in their community, while only 12% of students report having done this.
- A total of 56% of students plan on using their university knowledge to develop a community project that addresses a need in their community.

LECTURERS' ESTIMATION OF STUDENT TIME USAGE

RESULTS: LECTURER ESTIMATION OF STUDENT TIME USAGE



WHAT DO THE SASSE AND LSSE RESULTS SUGGEST ABOUT TEACHING AND LEARNING IN HIGHER EDUCATION?

ASKING CRITICAL QUESTIONS ABOUT TEACHING AND LEARNING

- **Level of academic challenge**
 - Do we have a nuanced understanding of how students spend their time?
 - How can we identify and overcome the factors contributing to lower levels of participation in scheduled academic activities by African students?
- **Active and collaborative learning**
 - How do we get students to actively participate in their learning?
 - How can pedagogy be changed to empower female students?
- **Student-staff interaction**
 - Should we find ways of getting staff and students to interact more?
 - Both in general and outside of course-related matters
 - Particularly in the case of female students
- **Enriching educational experiences**
 - Should we stimulate more serious conversation between students from different races, views and backgrounds?
- **Support campus environment**
 - Should we be worried that white and male students experience less support and are less satisfied?
 - How do we understand the finding that African students feel supported and satisfied, yet they are the least successful in terms of throughput and graduation?

ASKING CRITICAL QUESTIONS ABOUT TEACHING AND LEARNING

LSSE

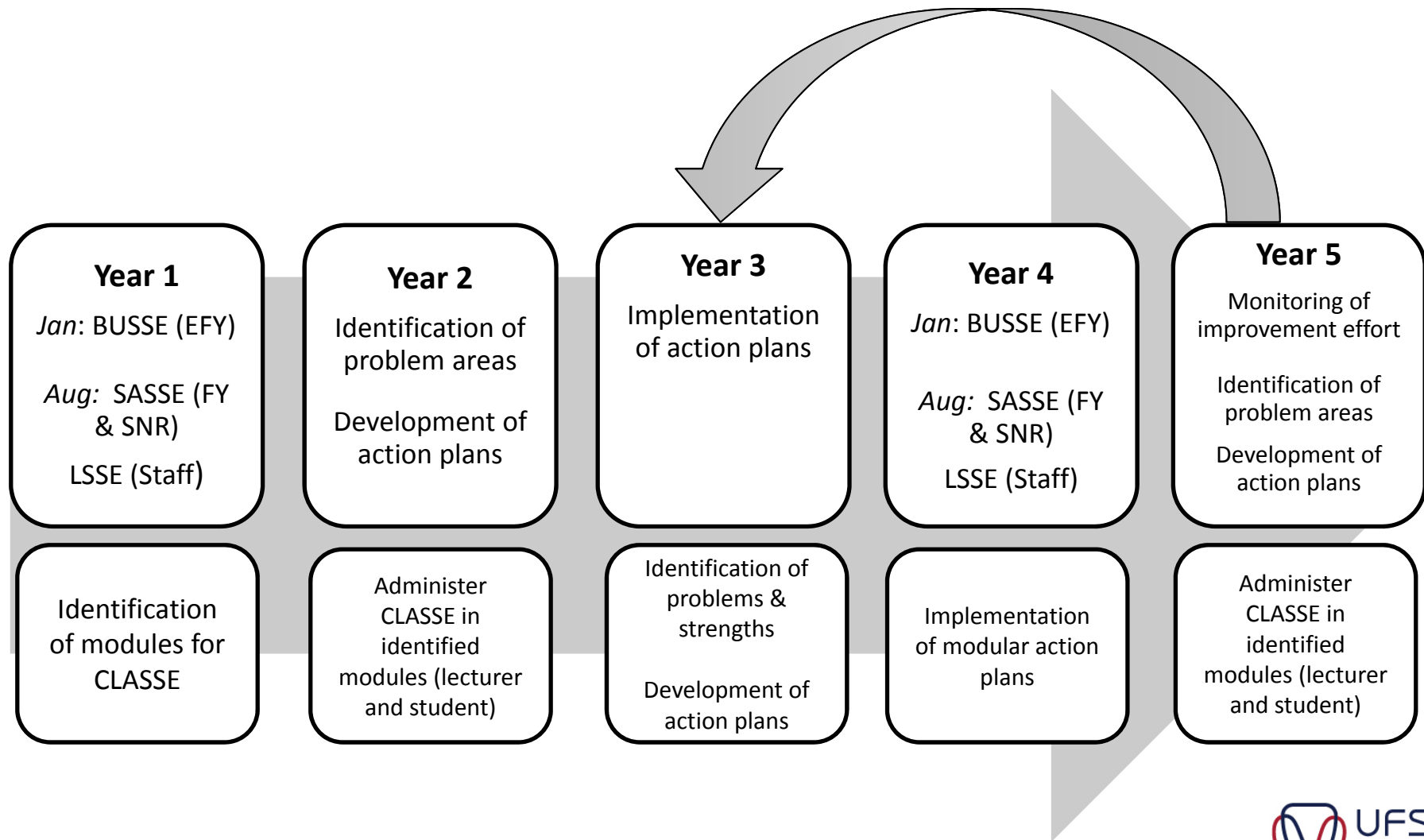
- Are lecturers accurate in their perception of the students in front of them?
- How can lecturers facilitate more active participation in diverse, massified contexts?
- To which extent is there alignment between what lecturers think is important in teaching and learning and what the institutions strategic direction in relation to teaching and learning?
- In light of the three core functions of HE, if lecturers and students think community projects are important should they feature more strongly in curricula?

TOWARDS A SYSTEMATISED APPROACH FOR IMPROVING TEACHING AND LEARNING

STUDENT ENGAGEMENT SURVEYS IN SA

Institutional level measures	Modular level measures
<p>SASSE (South African Survey of Student Engagement) Perspective of first-year and senior undergraduate students</p> <p>Focus: Extent of participation in educationally effective teaching and learning practices</p>	<p>CLASSE (Classroom Survey of Student Engagement)</p> <p>Focus: Extent of participation in educationally effective teaching and learning practices within a specified module</p>
<p>LSSE (Lecturer Survey of Student Engagement) Perspective of staff lecturing undergraduate students</p> <p>Focus: Lecturer expectations of student engagement in effective educational practices and how lecturing staff spend their time</p>	<p>CLASSE (Staff) (Classroom Survey of Engagement for lecturing staff)</p> <p>Focus: Extent to which lecturing staff value and perceive engagement practices as important within a specific module</p>
<p>BUSSE (Beginning University Survey of Student Engagement) Perspective of first-time entering students at the time of entry</p> <p>Focus: High school engagement and expectations for engagement during the first-year in HE</p>	

Overview of process



**IN LIGHT OF REFINEMENTS THAT ARE BEING MADE,
THE MATRIX PRESENTED AT THE COLLOQUIUM WILL
BE AVAILABLE IN THE FORTHCOMING PUBLICATION
ON THE 2010 SASSE STUDY**

AVAILABLE BY END OF 2011

CONCLUSION

- Student engagement instruments are an example of how institutions can develop a systematic approach to the improvement and quality assurance of teaching and learning
- Student engagement data from these instruments are most useful when combined with other data
- Investment in the sharing of similar data between institutions is showing to have sectorial benefits in other countries, should South Africa not consider this approach
- A publication on this presentation is forthcoming in 2011