South African Survey of Student Engagement

Expanding Horizons

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What we will cover

- Advanced data analysis
  - Scalelets
  - Multi-year analysis
  - Regression analysis
- BUSSE
- LSSE
- Creating Synergy

Scalelets

- Consist of a limited number (4-5) of survey items

- Measure a specific aspect of the educational experience

SASSE Scalelets

- Course Challenge
- Writing
- Higher-Order Thinking Skills
- Active Learning
- Collaborative Learning
- Course Interaction
- Out-of-Class Interaction
- Varied Experiences
- Information Technology
- Diversity
- Support for Student Success
- Interpersonal Environment

Multi-year Data Analysis

- **Confirming stability and reliability**
  How stable was our data from one year to the next?

- **Measuring change due to campus initiatives**
  Given the implementation of a specific campus initiative, how much did engagement change before and after?

- **Identifying trends over time**
  What trends in the data are apparent in given engagement measures over time?

Regression Analysis

- Linking student engagement data to tangible outcomes
  - Persistence to second year
  - Academic performance
  - Graduation
- Reason for inclusion of student numbers

Before University Survey of Student Engagement (BUSSE)

- Designed as a companion to SASSE

- Measure entering first-year students' pre-university academic and co-curricular experience.

- Expectations and attitudes for participating in educationally purposeful activities during the first year

Why BUSSE?

Consequences for unmet expectations are high.

Disappointed students fail to optimize their college experience, leave institutions, and sometimes abandon higher education all together.

Miller, T., Kuh, G. D., & Schuh, J. H. (2005).
Promoting Reasonable Expectations: Aligning Student and Institutional Views of the College Experience.

BUSSE: Content

There are 3 sections in the BUSSE survey

1) High school experiences

2) Expectations and beliefs regarding first-year

3) Background characteristics/demographics

Scales

- *High School Academic Engagement*

  Engagement in educationally relevant behaviors during the last year of high school.

- *Expected Academic Engagement*

  Expected engagement in educationally relevant behaviors during the first year of university.

- *Expected Academic Perseverance*

  Student certainty that they will persist in the face of academic adversity.

- *Expected Academic Difficulty*

  Expected academic difficulty during the first year of university.

- *Perceived Academic Preparation*

  Student perception of their academic preparation.

- *Importance of Campus Environment*

  Student-rated importance that the institution provides a challenging and supportive environment.

Destiny

KOVSIE FIRST-YEAR STUDENT SURVEY

Complete the Kovsie first-year student survey and stand a chance to win an Apple iPod shuffle. Do you wish to participate?

[Yes] [No] [Remind me later]

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Some Preliminary Results 2010

- 708 participants – very representative of population
- Students who did better at school are more likely to expect their grades to drop during their first year than students who were underperforming at school
- Students expect to engage less in educationally relevant activities at university than they did at high school.
- Very confident in their ability to cope with the challenges of the university environment – despite evidence to the contrary (e.g. NBT results)
- Do not expect that the academic environment will be too challenging and are very confident in their ability to persevere through the difficulties they will encounter.
- Students report that they spent an average of 13 hours studying at high school and expect to spend 19 hours per week doing so at university.
- They expect to spend a similar number of hours socialising at university as at high school (8 hours)

Lecturer Survey of Student Engagement (LSSE)

- Designed to be used as a companion to the SASSE

- Staff perceptions of how often their students engage in different activities

- The importance staff place on various areas of learning and development

- The nature and frequency of interactions staff have with students

- Staff perceptions of the campus environment

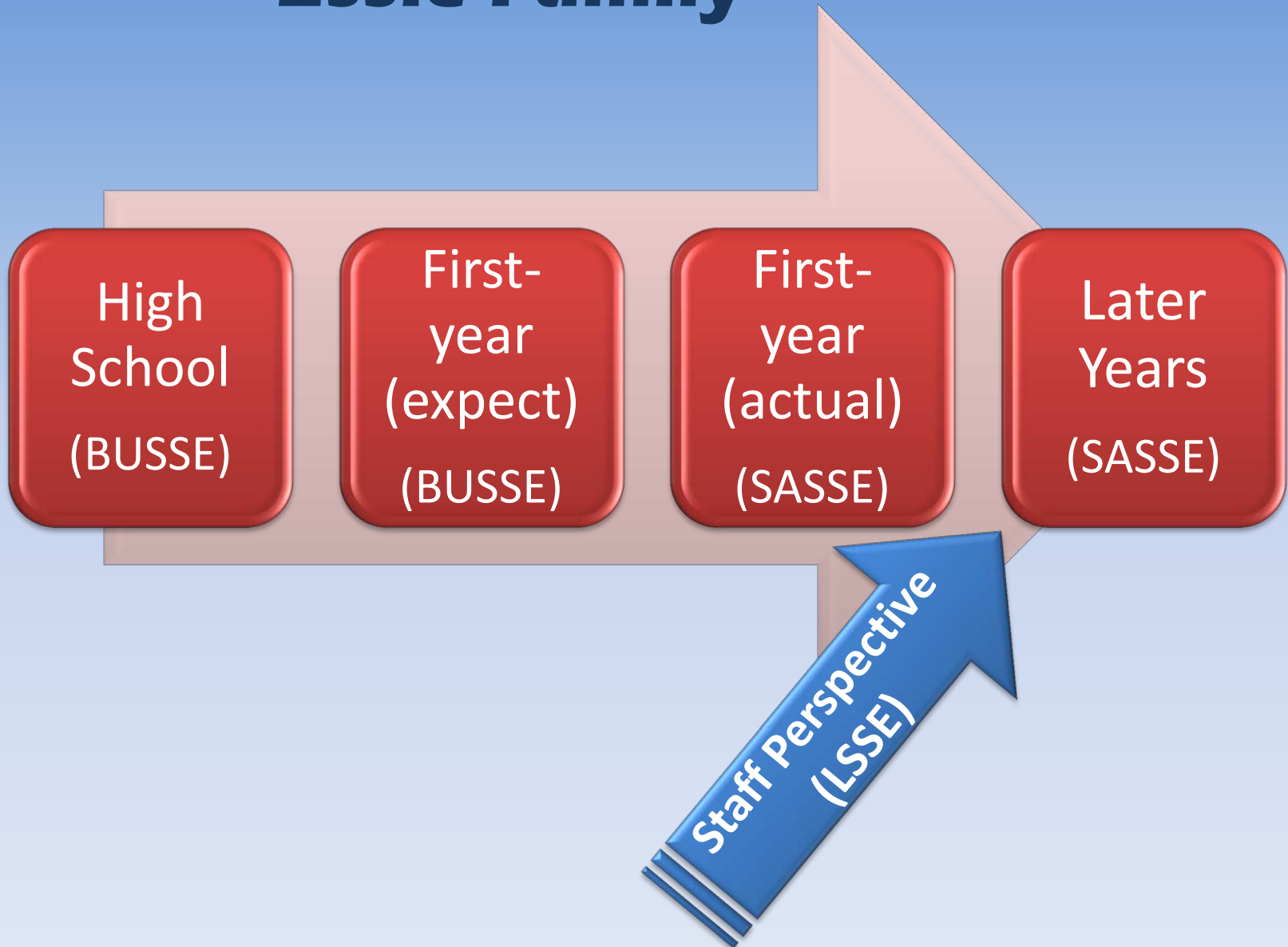- How staff members organise class time

Why LSSE?

- Include staff in the discussion of effective educational practices

- To understand staff expectations and perceptions as institutions seek to target areas of improvement

"**Essie Family**"

High School (BUSSE)

First-year (expect) (BUSSE)

First-year (actual) (SASSE)

Later Years (SASSE)
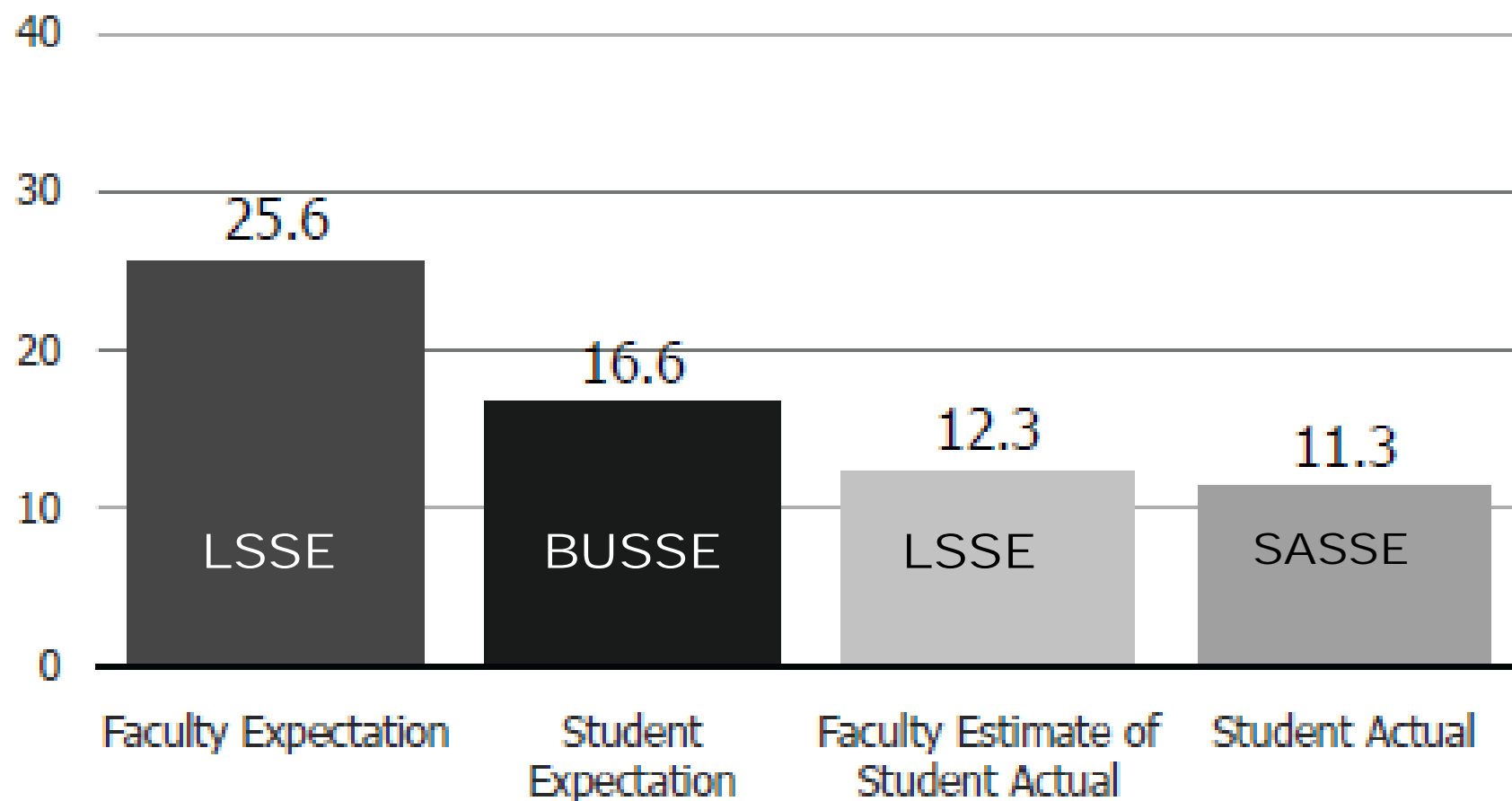
Staff Perspective (LSSE)

Creating Synergy

- Combining SASSE, BUSSE and LSSE results
- To date has not been possible
- Examples of use in US at NSSE institute

Institution A: Study Time Hours/Wk

Faculty and Student, Expected and Actual

LSSE 25.6	**BUSSE** 16.6	**LSSE** 12.3	**SASSE** 11.3
Faculty Expectation	Student Expectation	Faculty Estimate of Student Actual	Student Actual

Thank you