

# Student engagement: Nationally

*SASSE users workshop, March 2015*

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# Basics: What is the Purpose?

- Provide reliable indicators of frequency with which students engage in educationally effective practices
- Problem identification-results point to things institutions can do something about—almost immediately
- Context setting—paint a picture of the institution
- Evidence of outcomes and processes
- Refocus conversation about higher education quality
- Helps inform decision-making
- Provides lexicon for talking about higher education quality in an understandable, meaningful way
- Mobilise action



# Basics: The Survey

- Based on effective educational practices research
- Designed and tested for high validity and reliability
- Relatively stable over time
- High credibility of self-reported data



# Basics: Self-Reported Data

Self-reported data is valid if five conditions are met:

1. Information is known to respondents
  2. Questions are phrased clearly & unambiguously
  3. Questions refer to recent activities
  4. Respondents think the questions merit a serious & thoughtful response
  5. Answering the questions does not threaten or embarrass students, violate their privacy, or encourage them to respond in socially-desirable ways
- NSSE was intentionally designed to satisfy these five conditions



# National Sample



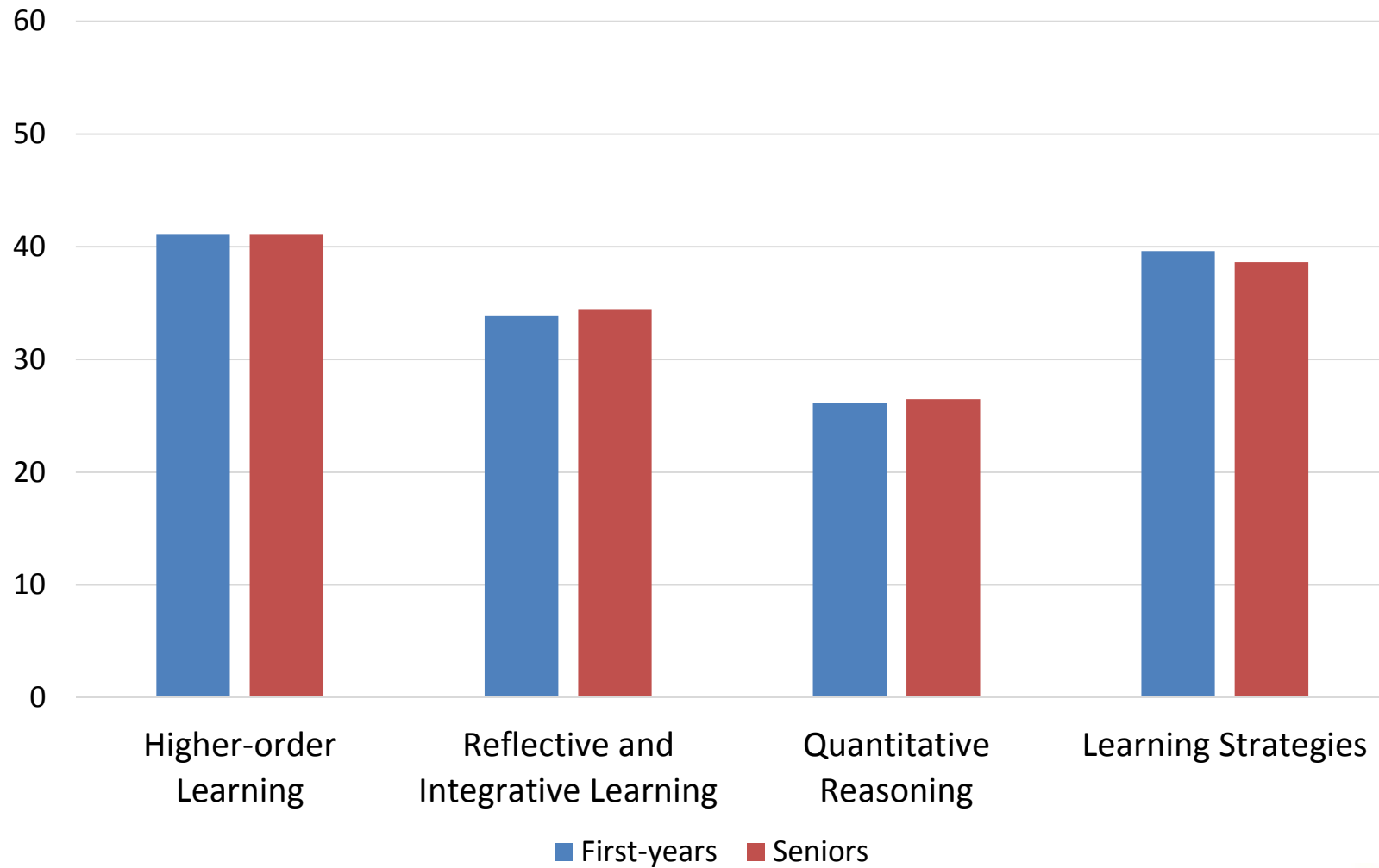
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# Participating Institutions

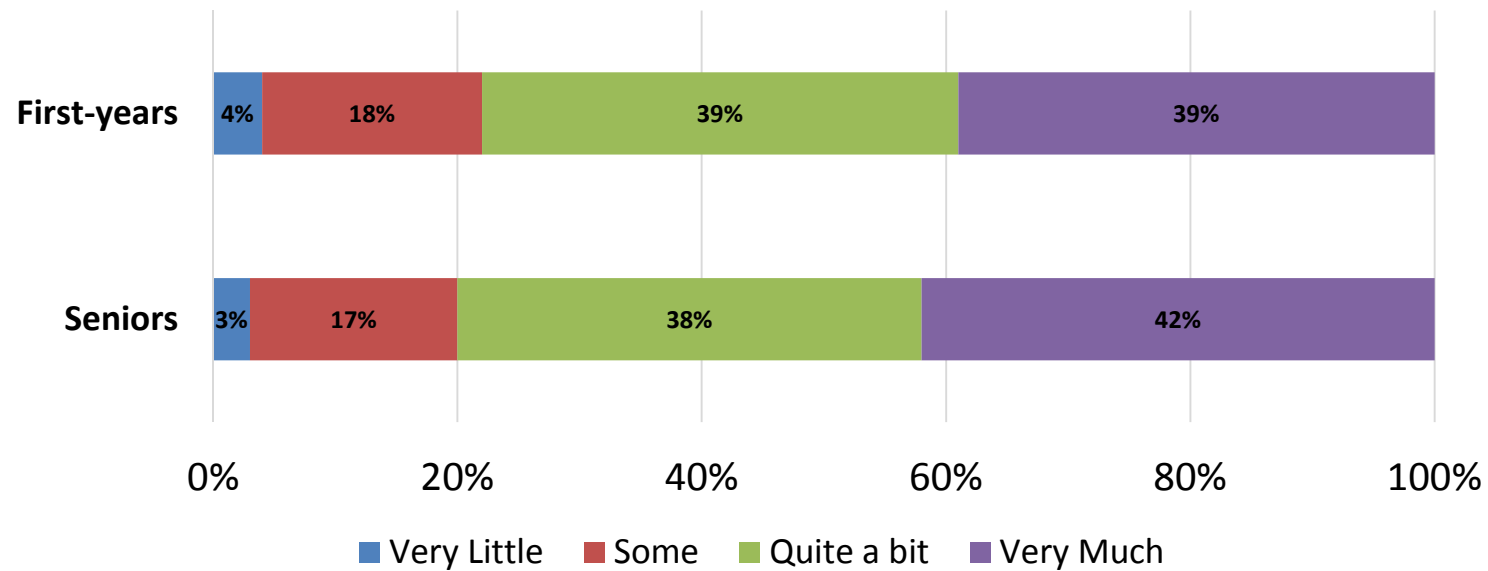
- Traditional Universities
  - University of the Free State
  - University of KwaZulu-Natal
  - University of Pretoria
  - Rhodes University
- Comprehensive Universities
  - Nelson Mandela Metropolitan University
  - University of Venda
- Universities of Technology
  - Cape Peninsula University of Technology
  - Tshwane University of Technology
  - Vaal University of Technology
- Private University
  - CTI Education Group
  - MGI Graduate Institute

# Academic Challenge



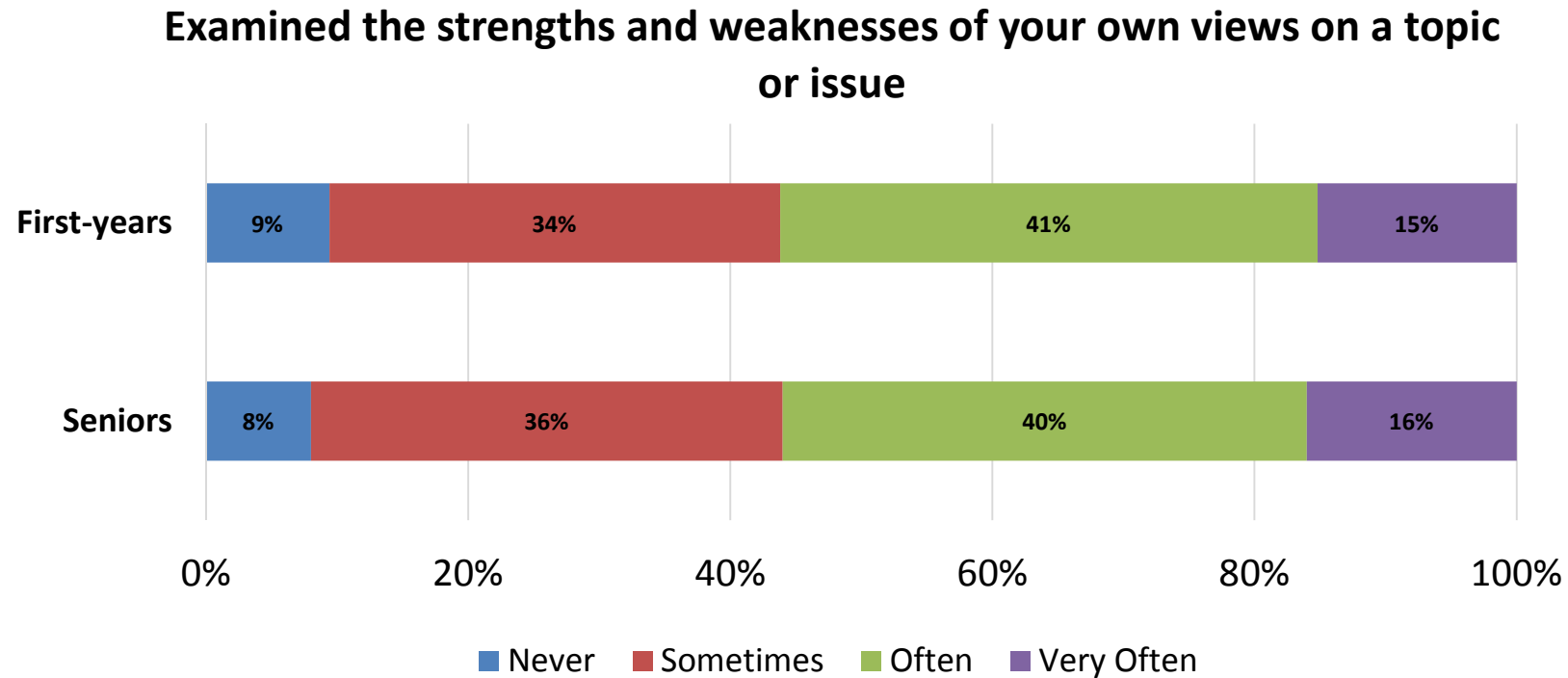
# Higher-order Learning

Applying facts, theories, or methods to practical problems  
or new situations



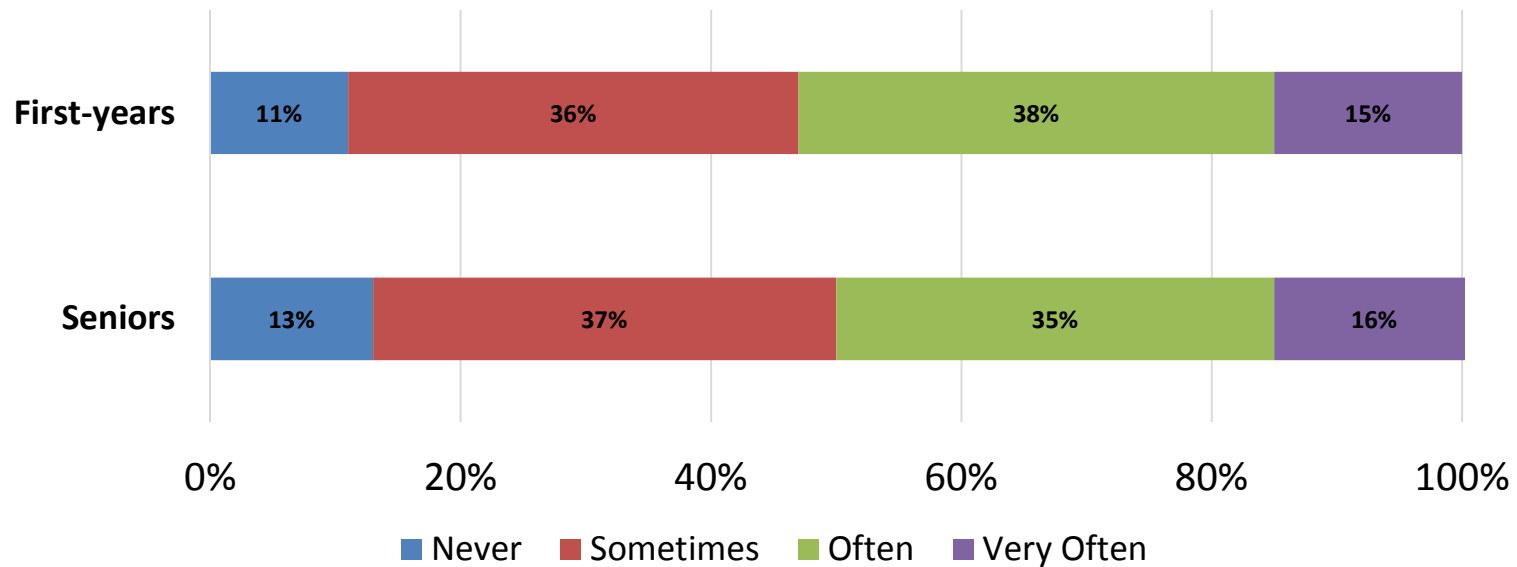


# Reflective and Integrative Learning



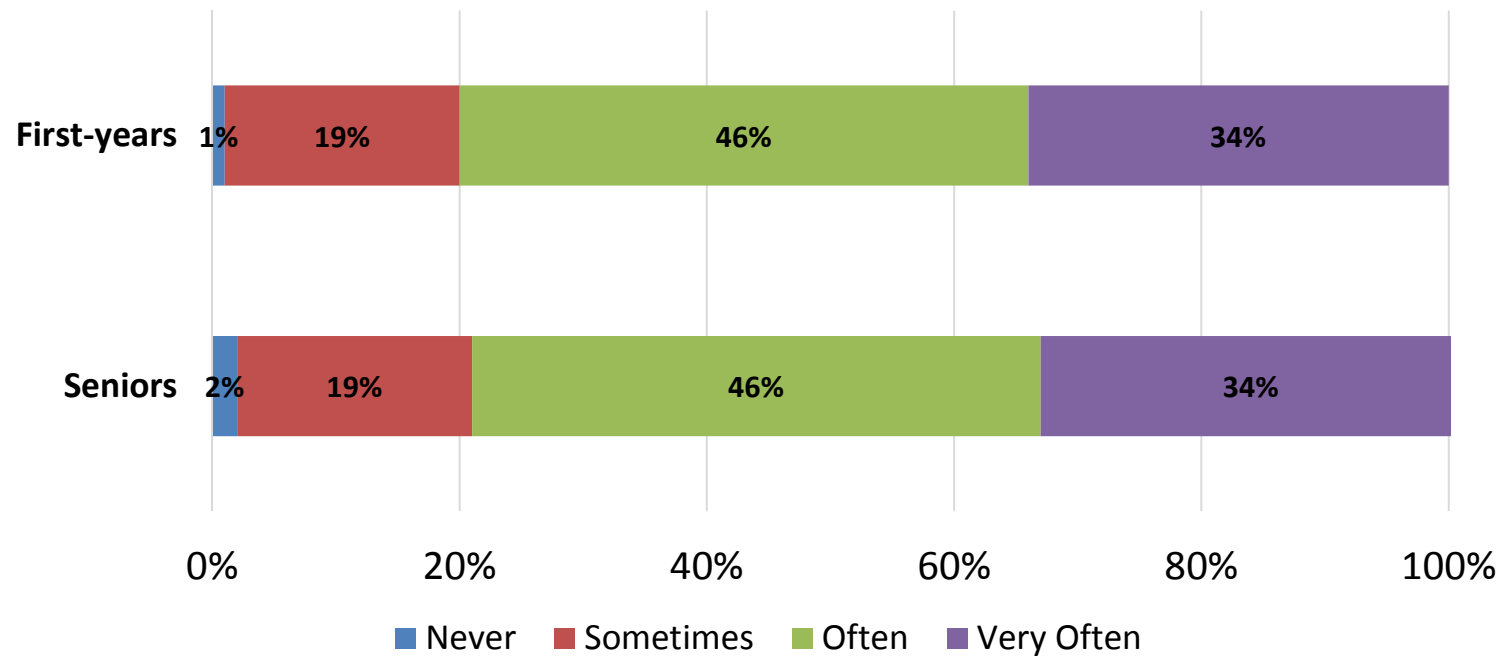
# Quantitative Reasoning

Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)

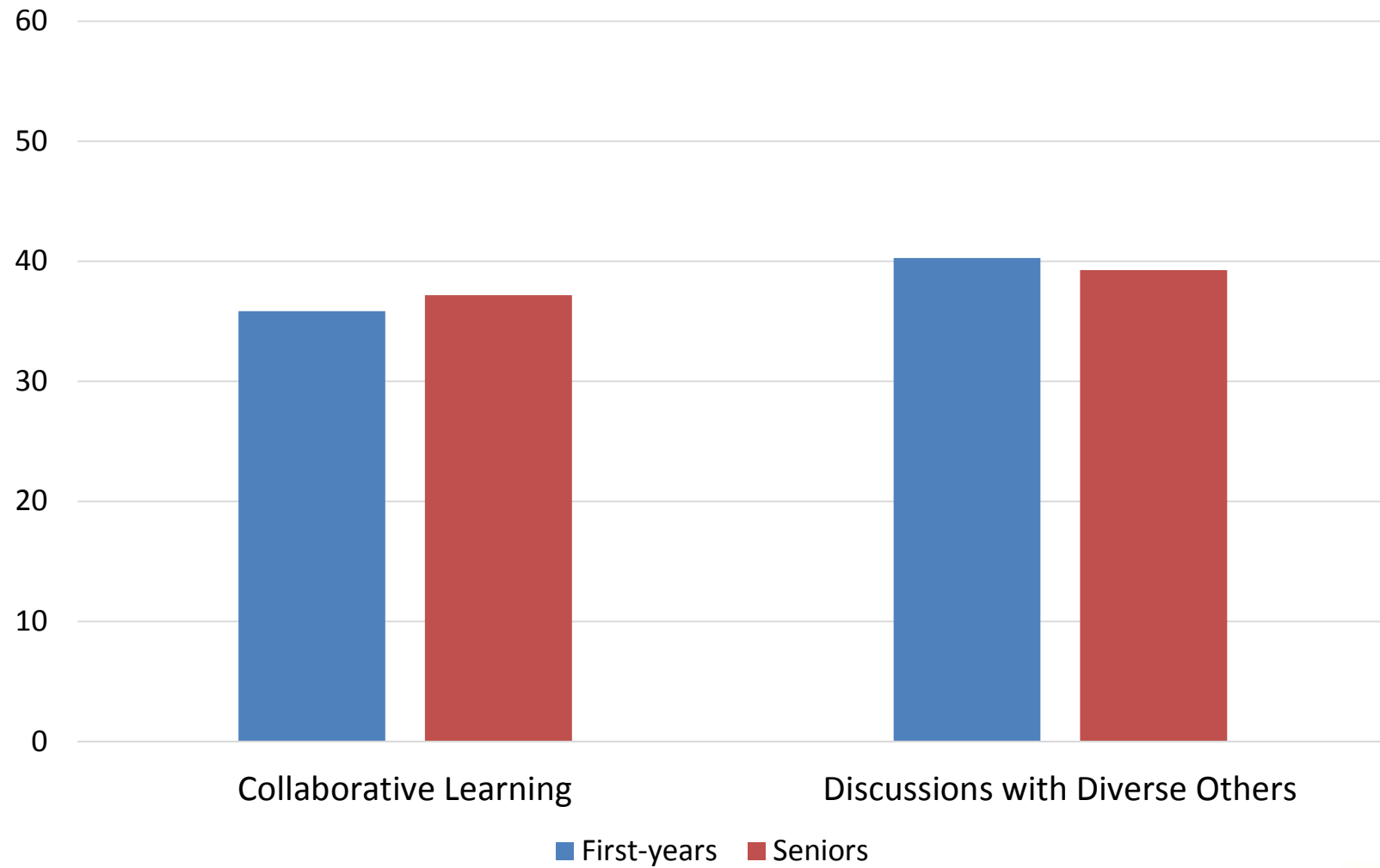


# Learning Strategies

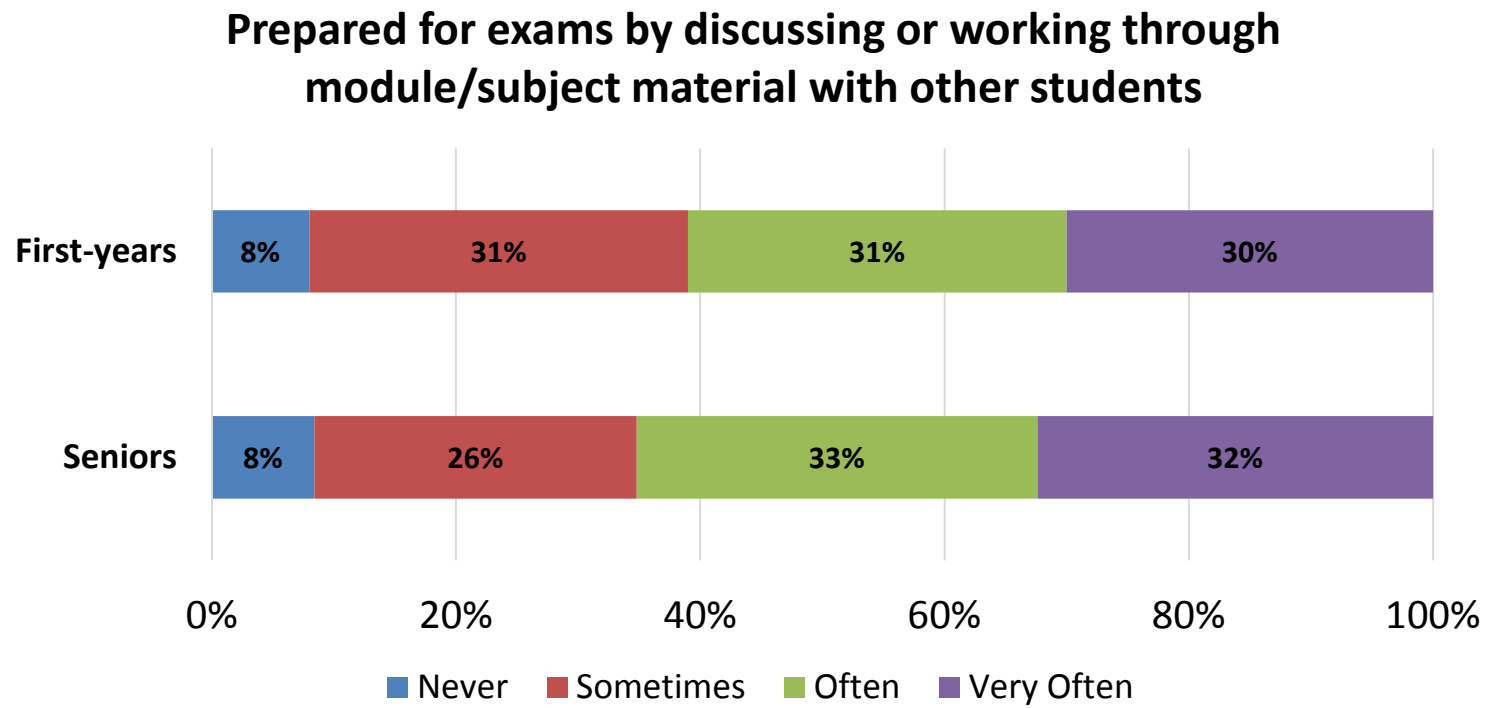
## Identified important information from reading assignments



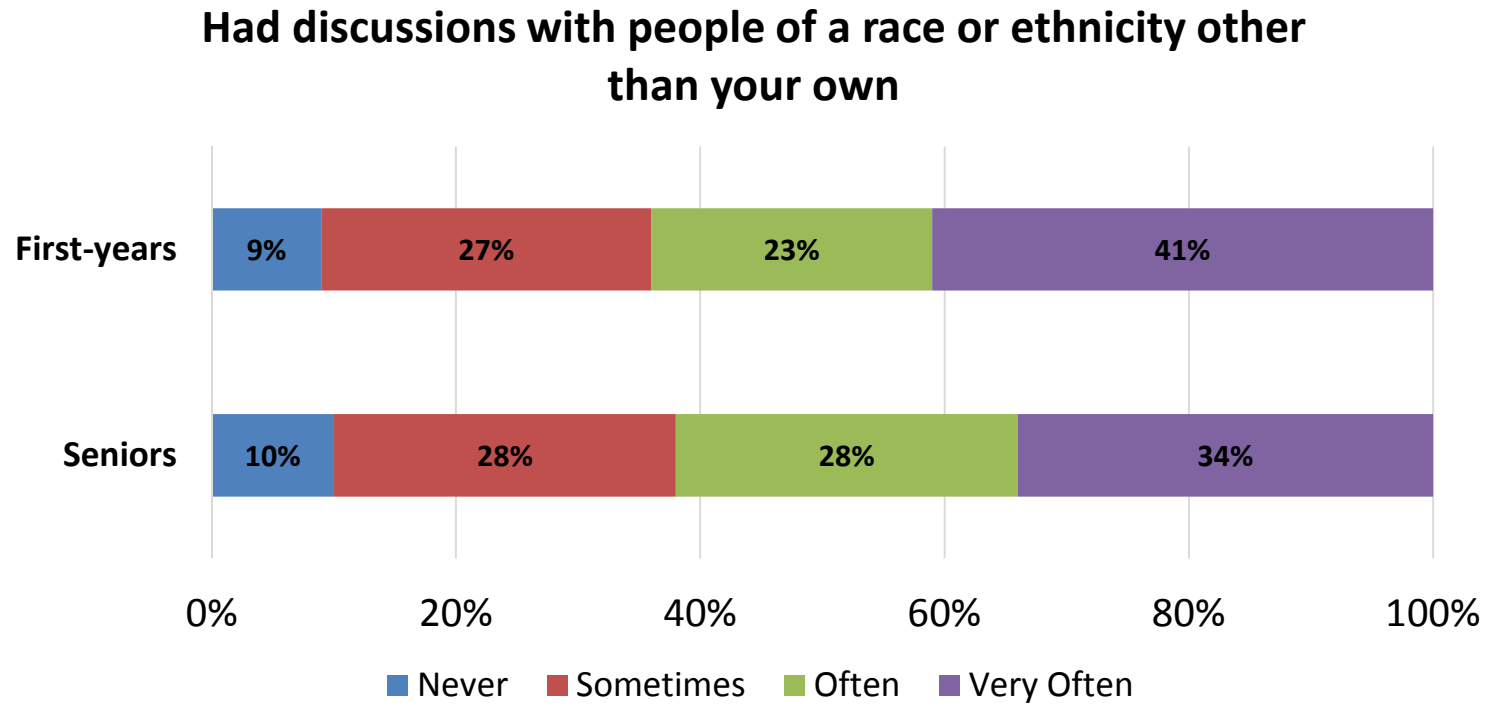
# Learning with Peers



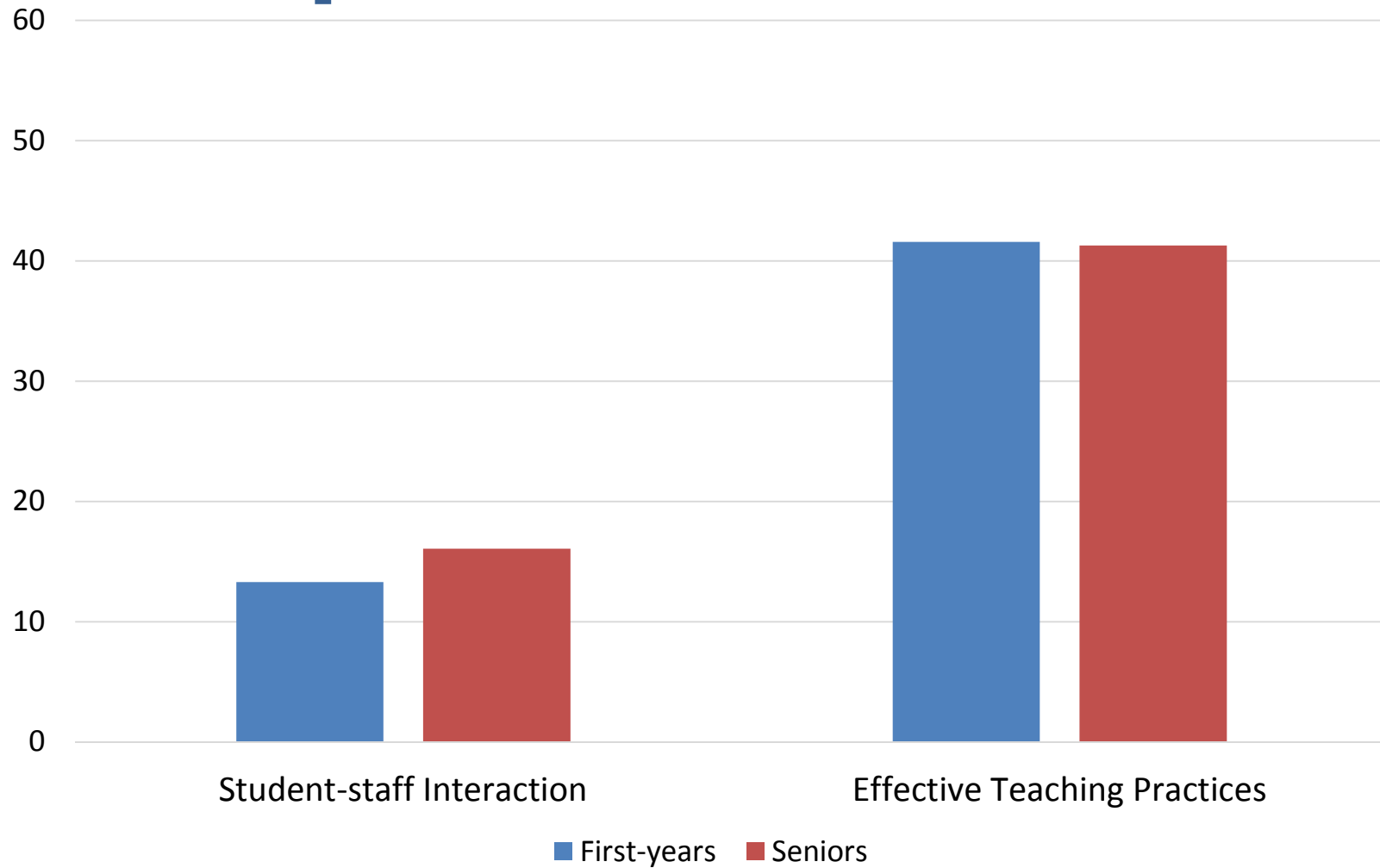
# Collaborative Learning



# Discussions with Diverse Others

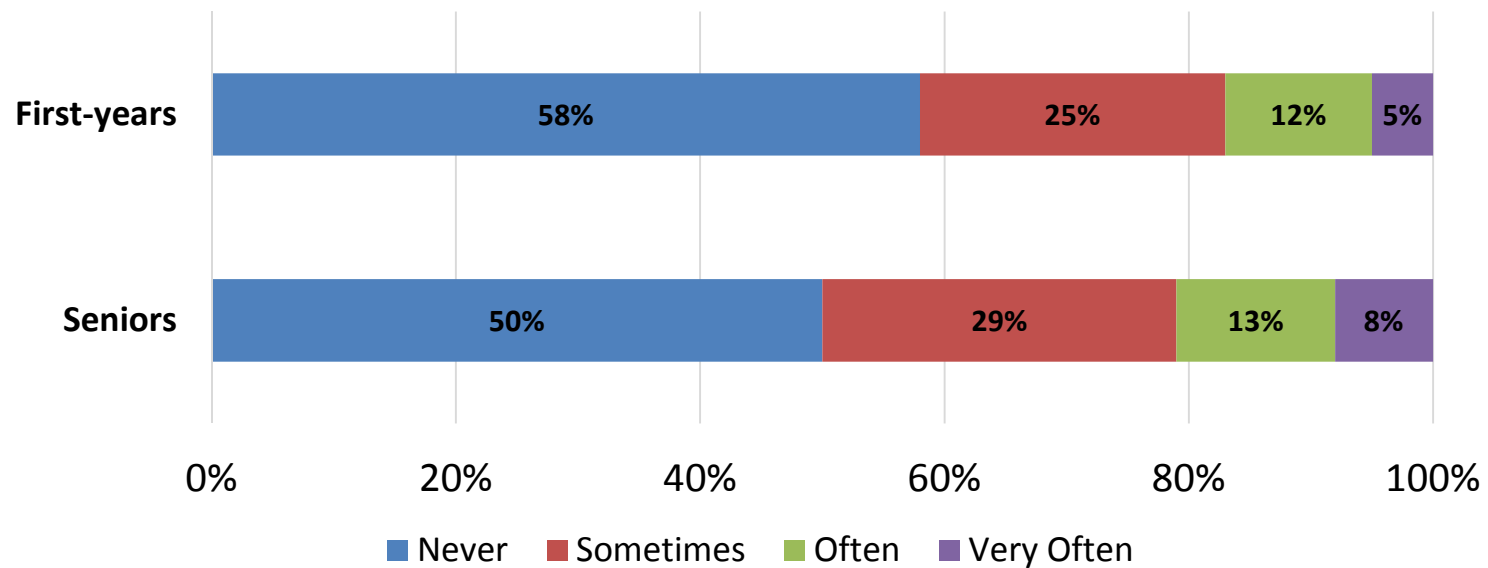


# Experience with Staff



# Student-Staff Interaction

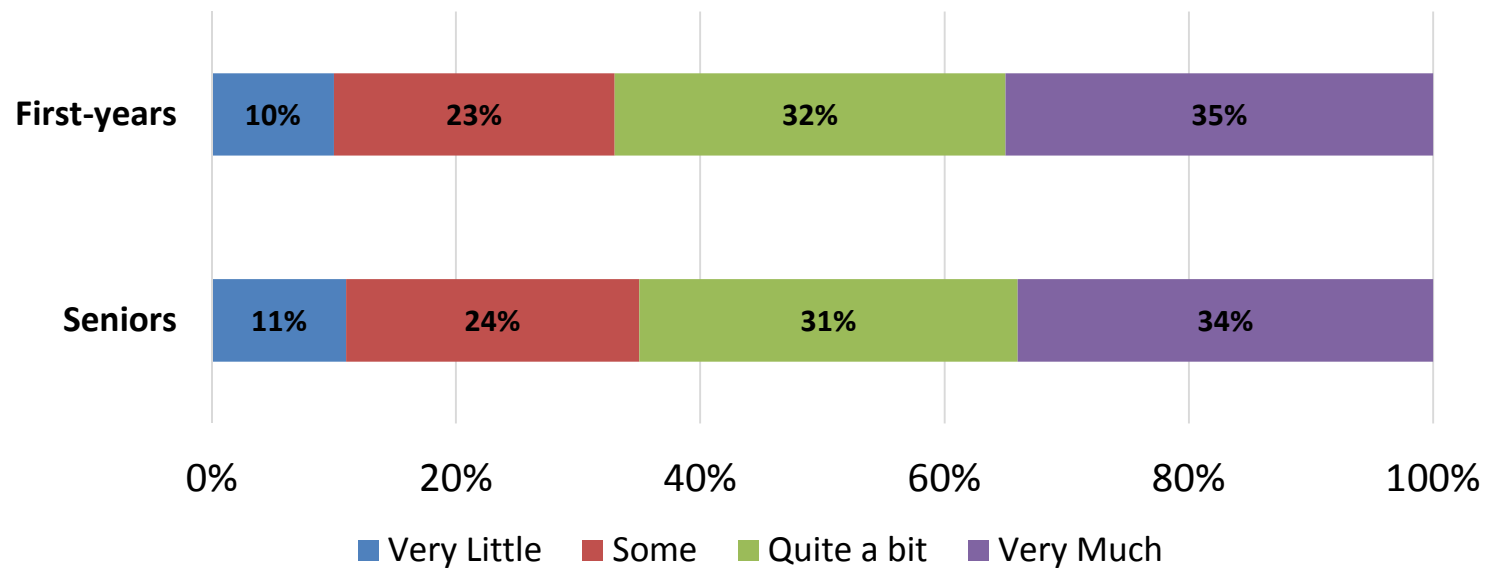
**Worked with a staff member on activities other than academic work (committees, projects, student groups, etc.)**



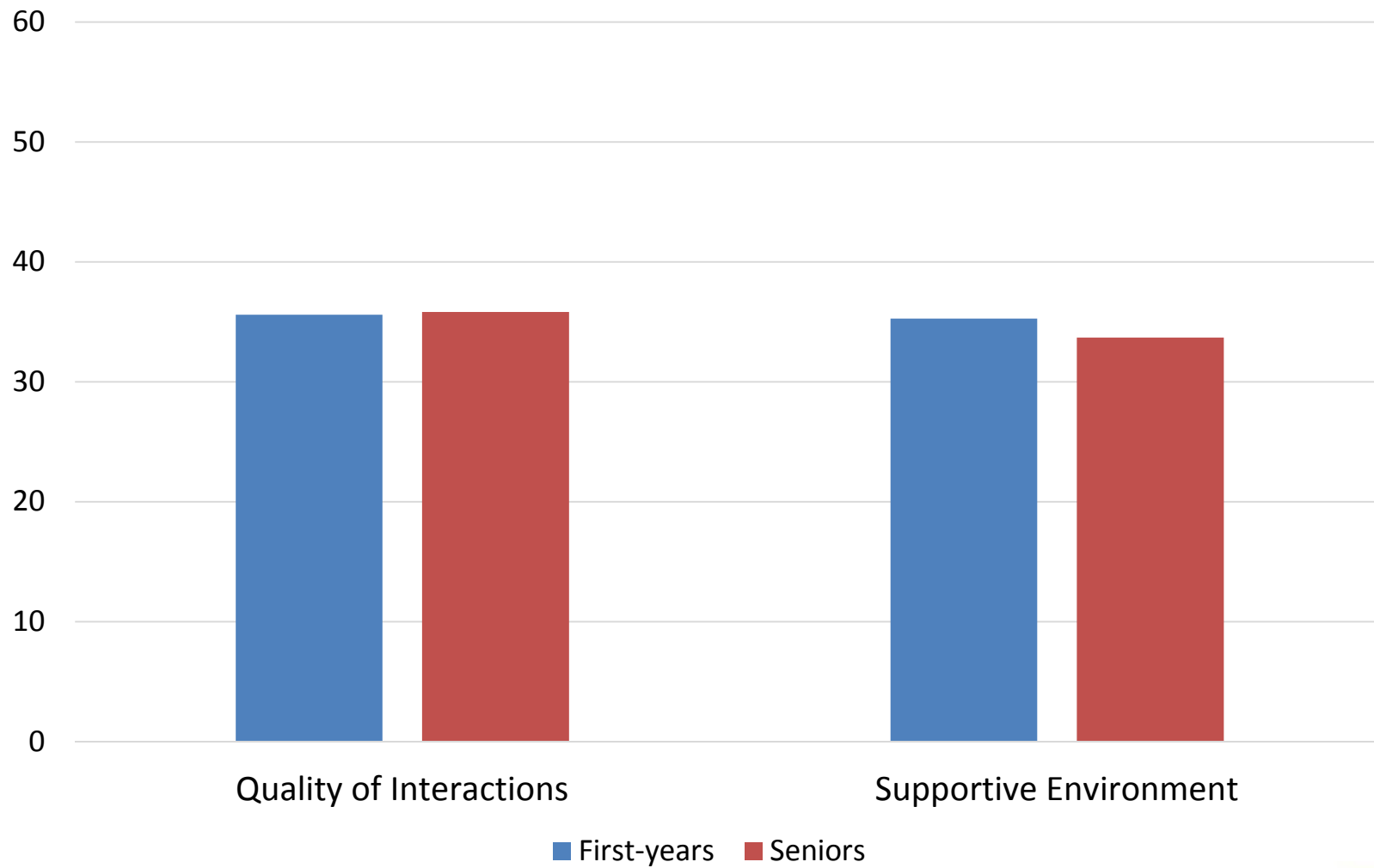


# Effective Teaching Practices

**Provided detailed feedback shortly after you completed tests or assignments**

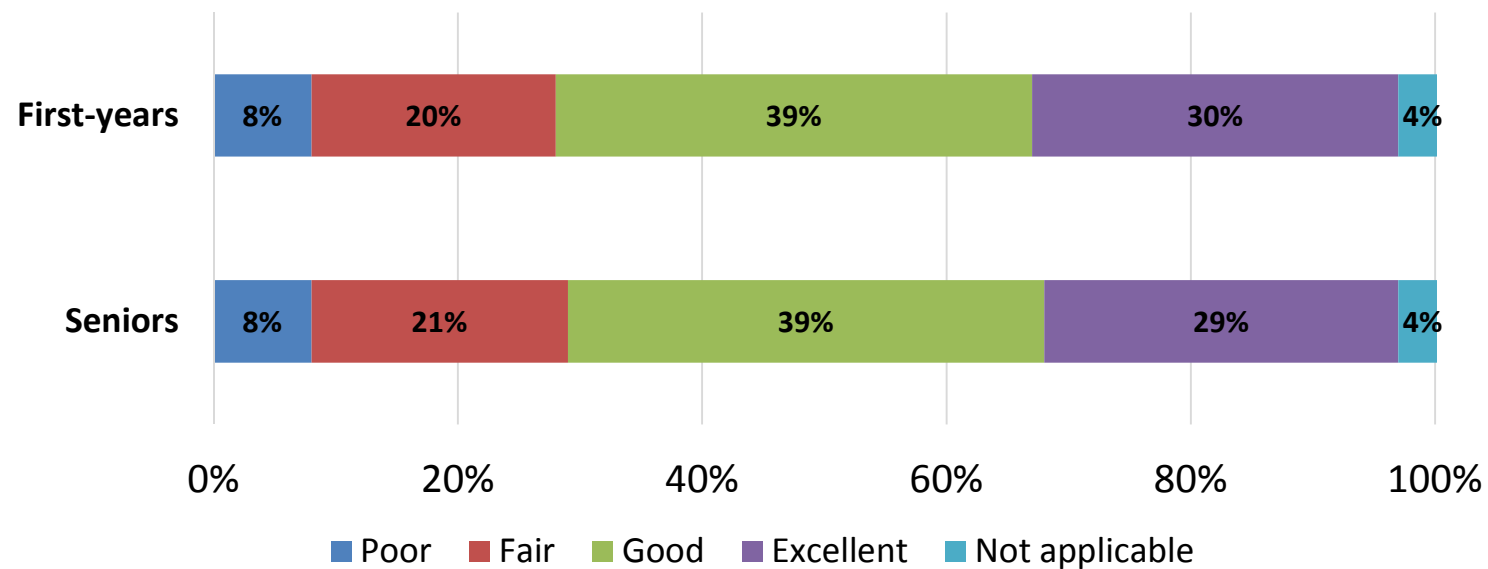


# Campus Environment



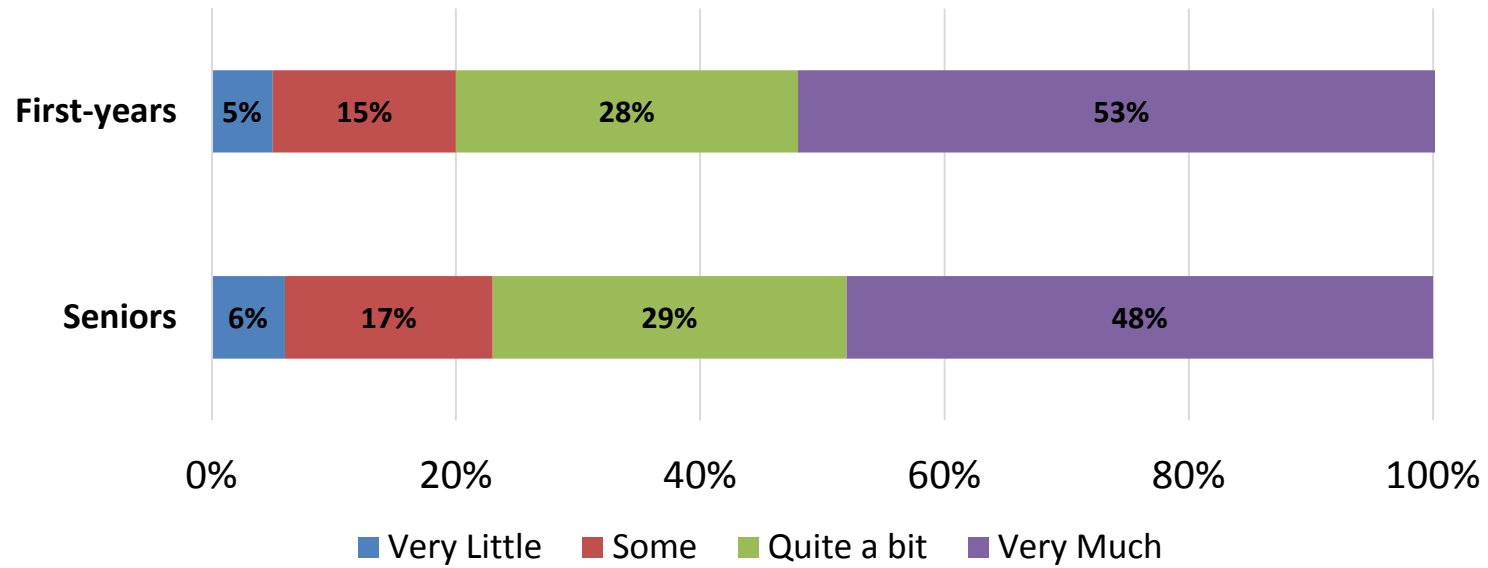
# Quality of Interactions

Quality of interactions with peer learning support (e.g. tutors, mentors, facilitators)

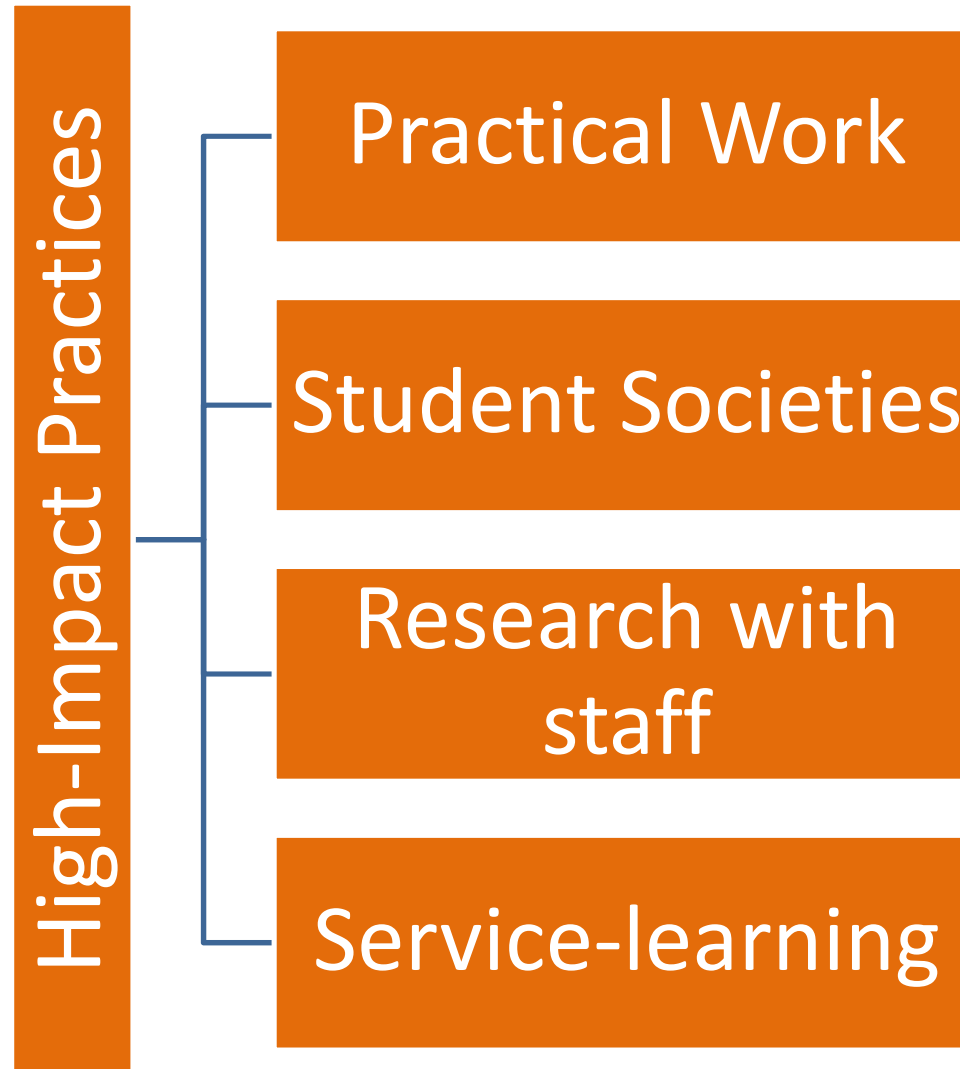


# Supportive Environment

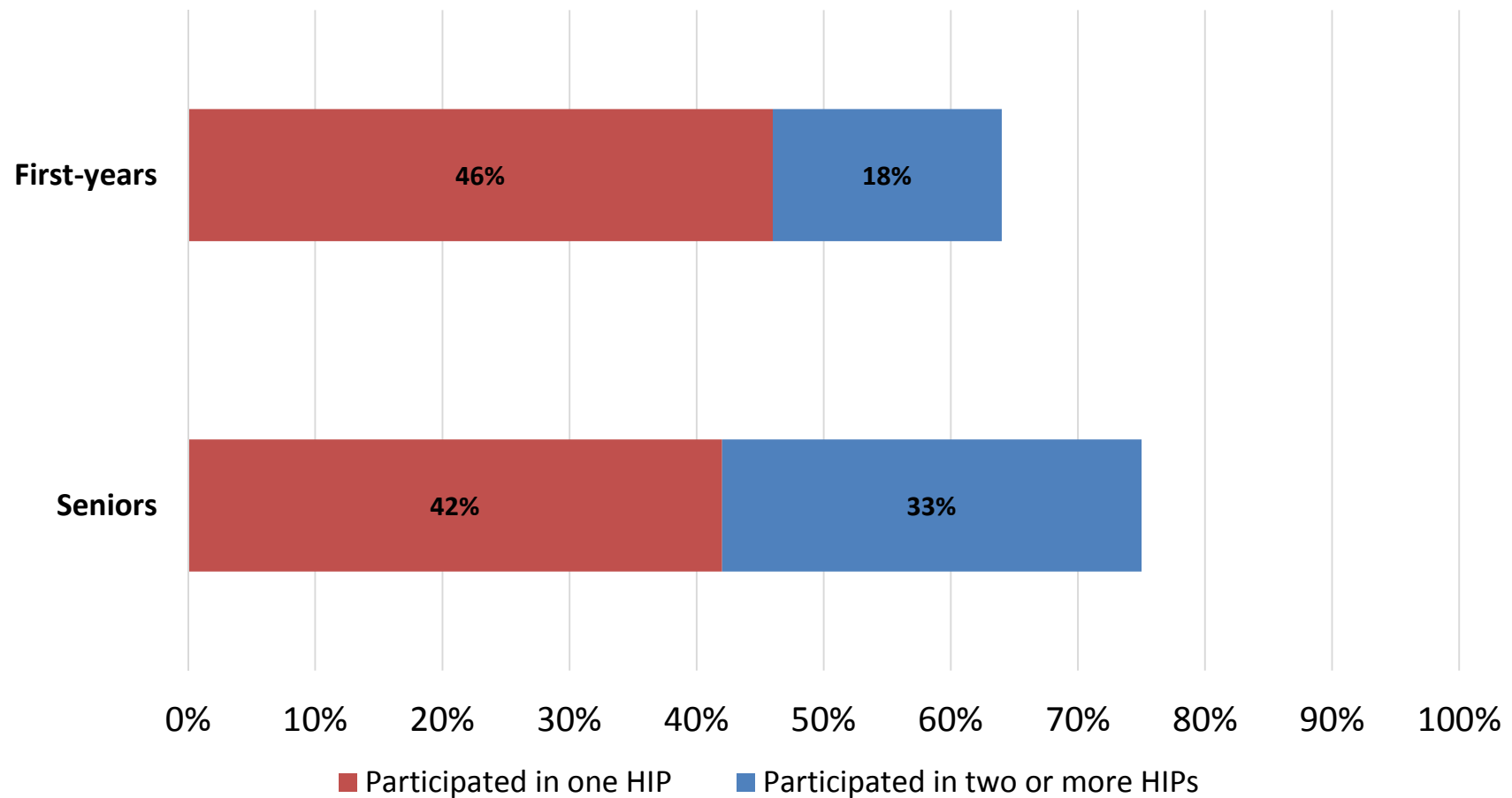
Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)



# High-Impact Practices in SASSE



# High-Impact Practices (HIP) “snapshot”





# After the break

- Working with your results







Thank You  
Dankie

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