



Overview of student engagement and surveys

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Expectations



Outline

- Why are we here?
- For the newcomers
- How is student engagement measured?
- SASSE and LSSE



Concerns about Quality in Higher Education

- “Colleges and universities, for all the benefits they bring, accomplish far less for their students than they should.”
- “The moment has surely come for America’s colleges to take a more candid look at their weaknesses and think more boldly about setting higher educational standards for themselves.”

To what extent is this true for South Africa as well?

- Bok, D. (2006). Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More.



Defining Student Success in University

- Academic achievement;
- Engagement in educationally purposeful activities;
- Behaviours;
- Satisfaction;
- Acquisition of desired knowledge, skills and competencies;
- Persistence;
- Attainment of educational objectives; and
- Post-university performance

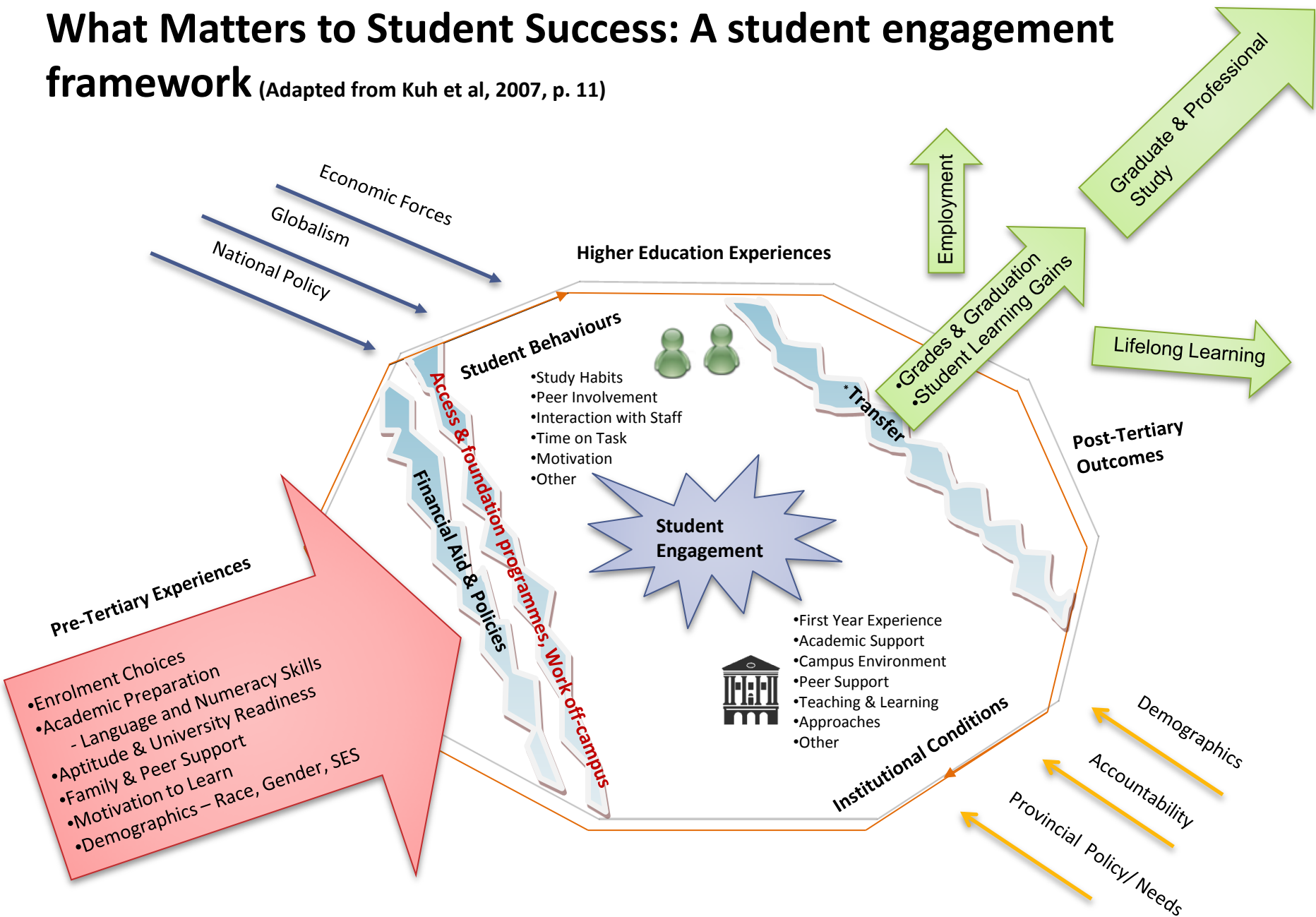


For the newcomers

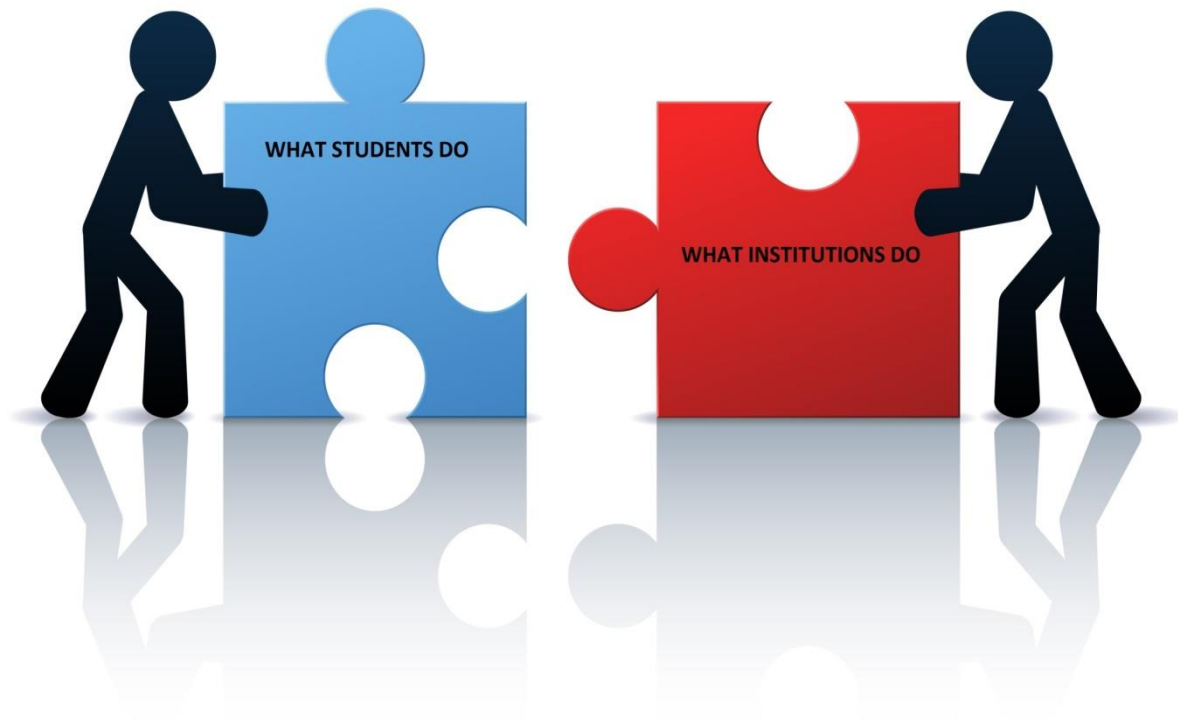


What Matters to Student Success: A student engagement framework

(Adapted from Kuh et al, 2007, p. 11)



What is student engagement?



Strong empirical foundations of student engagement?

- US Research shows that student engagement has:
 - Significant positive, though modest, relationships with **grades and persistence** for students from different racial and ethnic backgrounds.
 - Stronger effects on **first-year grades and persistence** to the second year for underprepared and historically underserved students.
 - **In other words**, engagement pays **greater dividends** with regard to outcomes for the **very populations** that higher education **most struggles to serve well**.
 - McCormick, Kinzie, & Gonyea, 2013



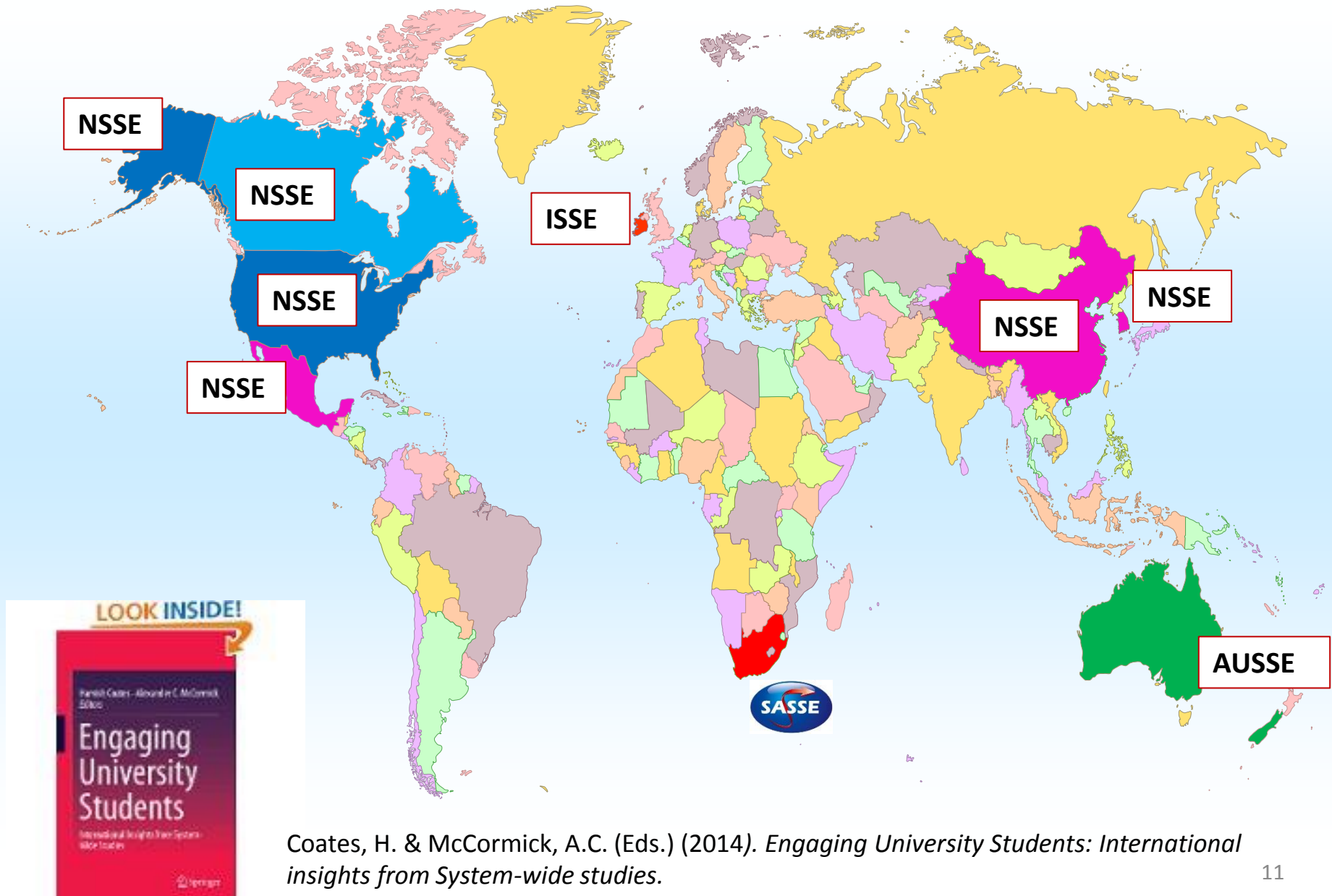
Six conditions that promote student success

- Student engagement helps to create the conditions :
 - A ‘living’ mission and ‘lived’ educational philosophy
 - **An unshakeable focus on student learning**
 - Creating learning environments that promote educational enrichment
 - **Clarify the pathways that maximise student success**
 - Facilitating an improvement-orientated institutional culture and ethos
 - **Making sure that the quality of learning and student success is owned by everyone in the institution**

– Kuh et al., 2005



Where is student engagement data used?



Coates, H. & McCormick, A.C. (Eds.) (2014). *Engaging University Students: International insights from System-wide studies*.

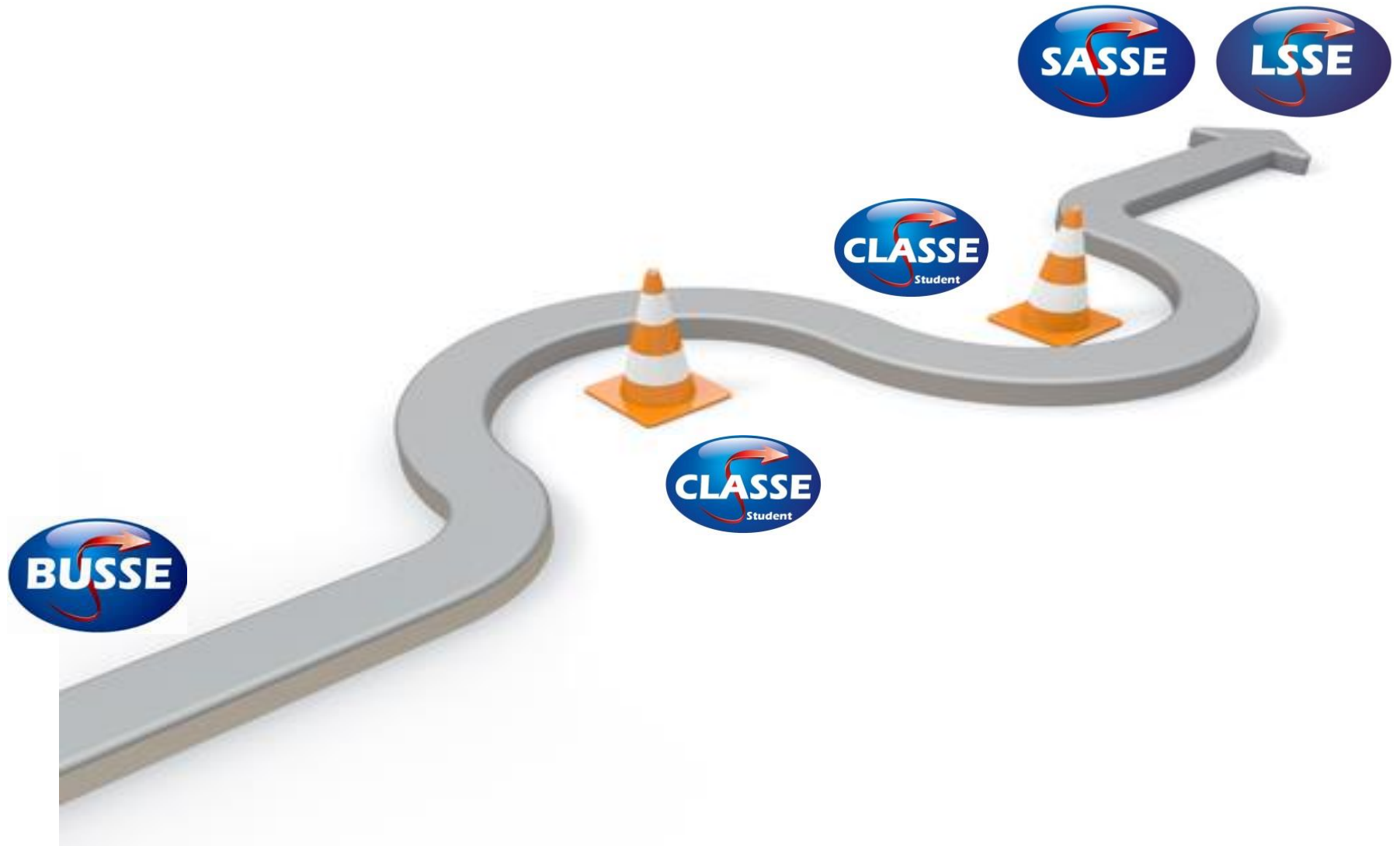
How is student engagement measured?



Enables various evidence-based interventions levels in institutions

	BUSSE	Beginning University Survey of Student Engagement
Institutional	SASSE	South African Survey of Student Engagement
	LSSE	Lecturer Survey of Student Engagement
Module/course	CLASSE	CLASSE-Student: Classroom Survey of Student Engagement
		CLASSE-Lecturer: Classroom Survey of Student Engagement

Student engagement timeline



JANUARY

SEPTEMBER

Unpacking SASSE

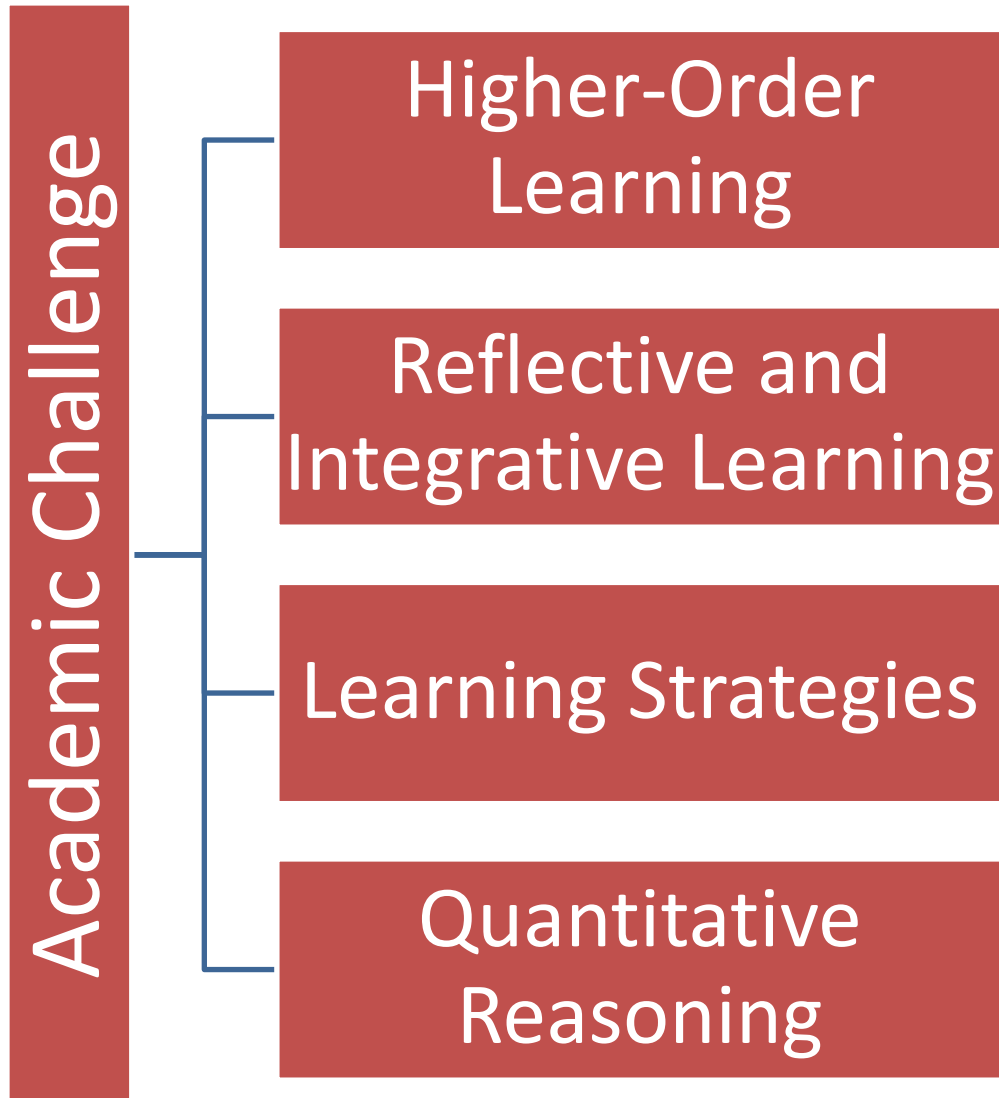


Academic Challenge

- Engagement Indicators examine how often students:
 - analyse,
 - evaluate,
 - apply numerical information,
 - engage in various learning strategies,
 - integrate diverse perspectives from different modules/subjects in their studies,
 - reflect on their understanding of concepts



Themes and Indicators

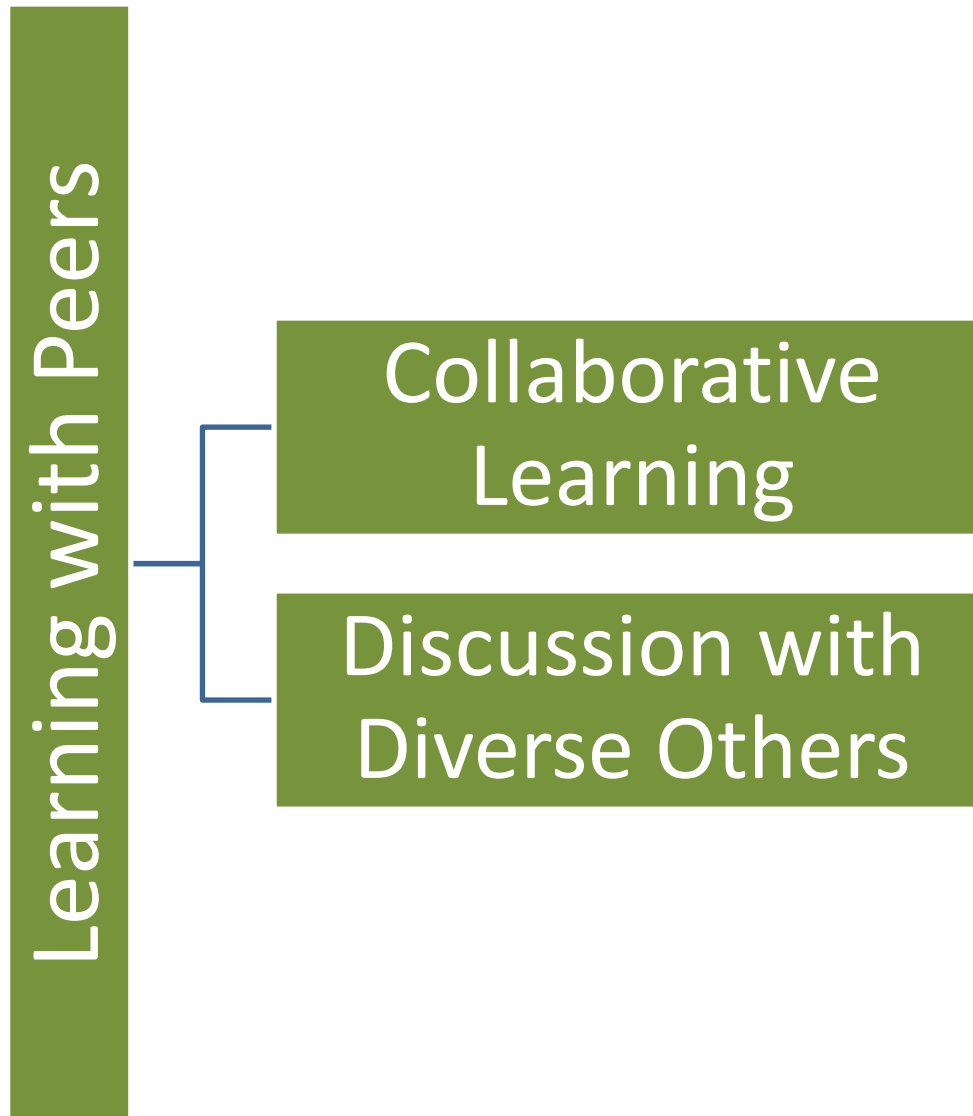


Learning with Peers

- asking other students for help understanding module/subject material,
- explaining module/subject material to other students,
- studying with other students, or
- working on group projects or assignments,
- converse with people of different backgrounds.



Themes and Indicators

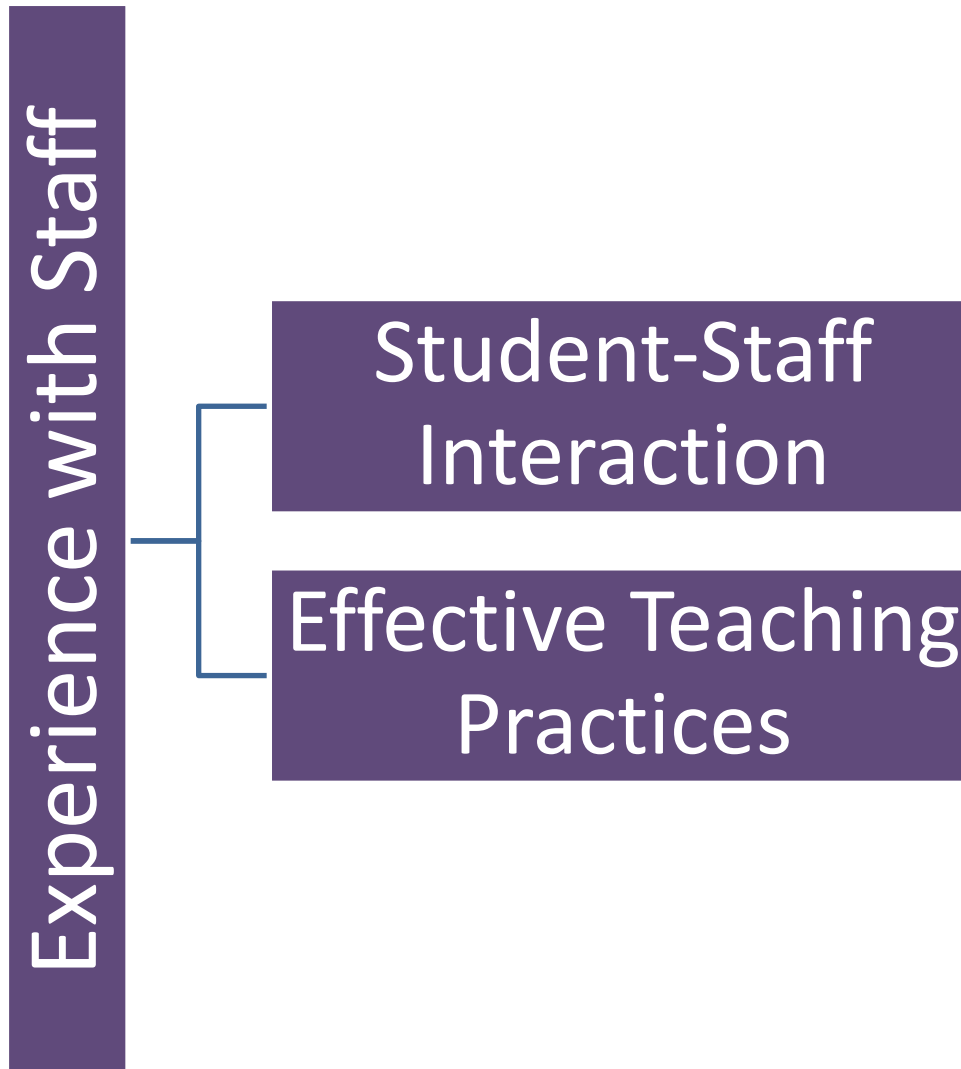


Experience with Staff

- **Student-staff interaction** regarding:
 - career plans,
 - working on out-of-class activities, and
 - discussing module/subject topics or academic performance.
- **Teaching Practices** includes behaviours such as:
 - providing prompt and detailed feedback,
 - clearly explaining module/subject goals and requirements,
 - teaching in an organised way, and
 - using examples to explain difficult points.



Themes and Indicators

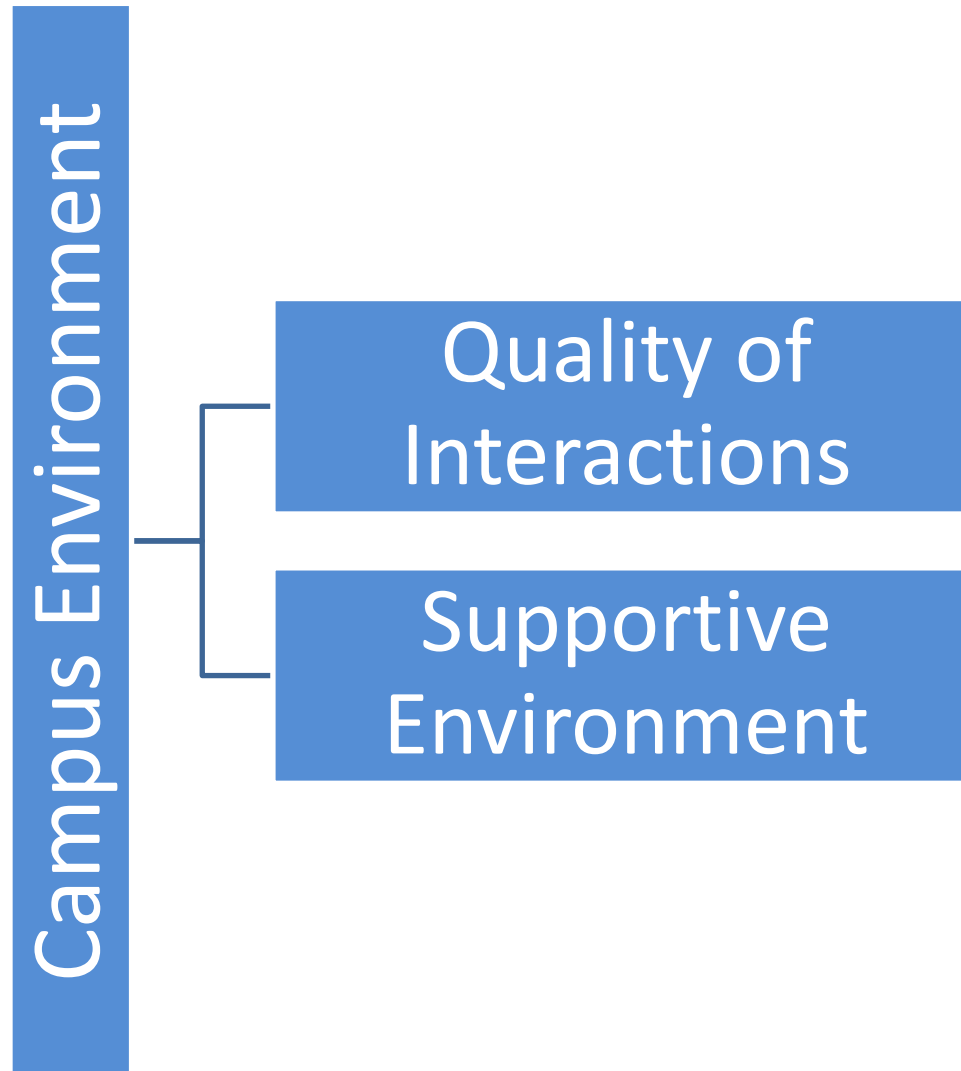


Campus Environment

- Students' perceptions of:
 - their **quality of interactions** with various people at the institution and
 - the **institution's emphasis** on beneficial forms of academic and non-academic engagement.



Themes and Indicators

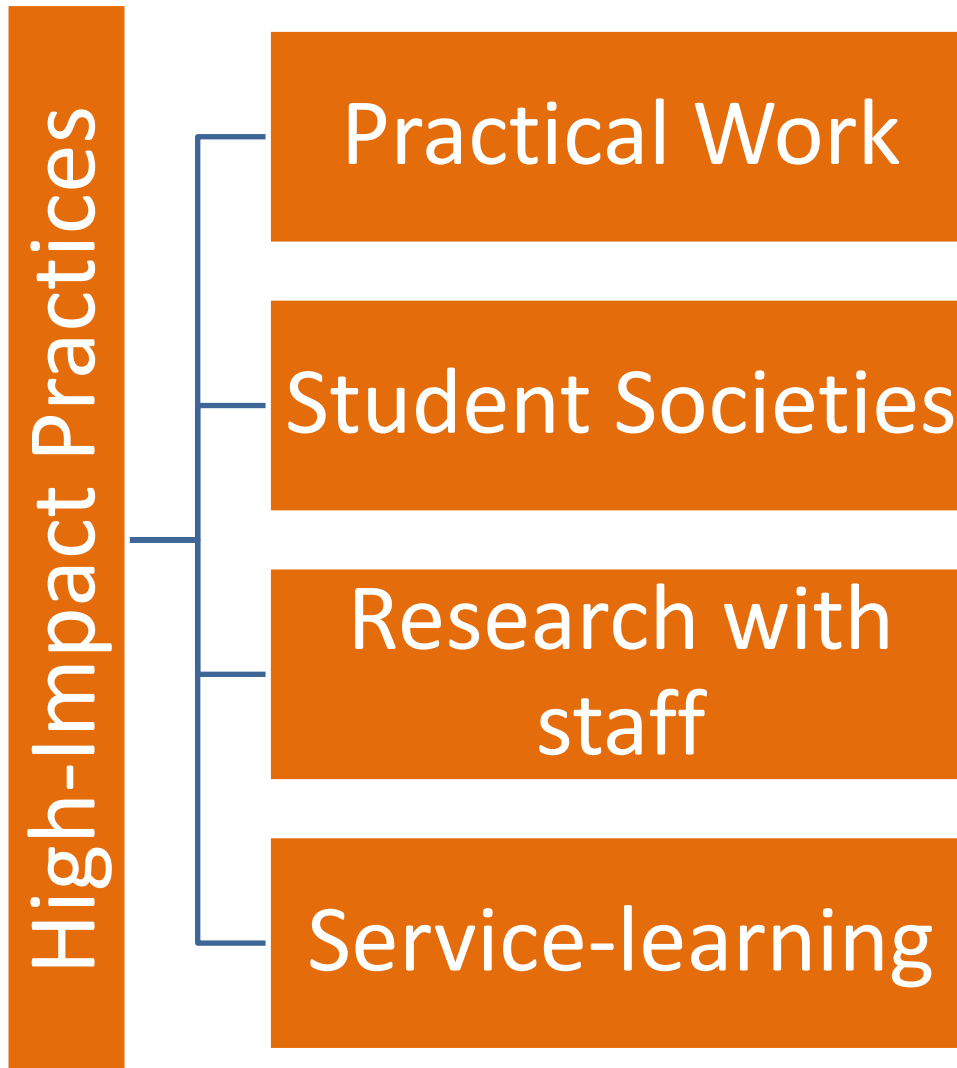


High-Impact Practices

- 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



Unpacking SASSE







Thank you

Dankie

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