Working with your SASSE results

SASSEville University

User workshop, March 2015

T: +27(0)51 401 9111 | info@ufs.ac.za | www.ufs.ac.za

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SASSE

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1. **What do you know about your students?**
Write down three things you KNOW about your students

2. **What are the hot topics around the student experience at your institution?**

3. **What are the key concerns around teaching and learning?**

SASSE Report

- Your report consists of the following:

- ❑ Snapshot
- ❑ Engagement Indicators
- ❑ High-Impact Practices
- ❑ Frequencies and Statistical Comparisons
- ❑ Respondent Characteristics
- ❑ LSSE-SASSE Combined Report
- ❑ Frequencies Distributions
- ❑ Respondent Profile

Your SASSE report

Snapshot

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Snapshot

Administration Summary

	Count	Resp. rate	Male	Female
First-year	528	8.6%	36%	64%
Senior	1605	9.1%	35%	65%

Snapshot

Engagement Indicators

Theme	Engagement Indicator	Your students compared with Comparison Group: First-year	Senior
Academic Challenge	Higher-Order Learning (HO)	△	--
	Reflective and Integrative Learning (RI)	△	△
	Learning Strategies (LS)	△	△
	Quantitative Reasoning (QR)	--	△
Learning with Peers	Collaborative Learning (CL)	--	△
	Discussions with Diverse Others (DD)	--	--
Experiences with Staff	Student-Staff Interaction (SS)	▲	△
	Effective Teaching Practices (ET)	▲	▲
Campus Environment	Quality of Interactions (QI)	△	△
	Supportive Environment (SE)	△	△

▲ Your students' average was significantly higher ($p<.05$) with an effect size at least .3 in magnitude.

△ Your students' average was significantly higher ($p<.05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ Your students' average was significantly lower ($p<.05$) with an effect size less than .3 in magnitude.

▼ Your students' average was significantly lower ($p<.05$) with an effect size at least .3 in magnitude.

Snapshot

Engagement Indicators

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Snapshot

Engagement Indicators

Theme	Engagement Indicator	**Your students** compared with Comparison Group: **First-year**	**Senior**
Academic Challenge	Higher-Order Learning (HO)	△	--
	Reflective and Integrative Learning (RI)	△	△
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	Quantitative Reasoning (QR)	--	△
Learning with Peers	Collaborative Learning (CL)	--	△
	Discussions with Diverse Others (DD)	--	--
Experiences with Staff	Student-Staff Interaction (SS)	▲	△
	Effective Teaching Practices (ET)	▲	▲
Campus Environment	Quality of Interactions (QI)	△	△
	Supportive Environment (SE)	△	△

Engagement Indicators

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Using Results: Effect Size

- What is effect size?
  - Significant difference versus practical difference
    - We calculate effect size by dividing the difference between two means by their pooled standard deviation
  - Cohen's *d*
    - Small: $d = .2$
    - Medium: $d = .5$
    - Large: $d = .8$

Using Results: Weighting

- Why weight data?
  - Make the sample representative of the population

- How was SASSE data weighted?
  - Applied to institutional reports to adjust respondents within institutions by gender
  - Between institutions to reflect the institutions' relative population size.

Academic Challenge: First-year students

Mean comparisons

		Your first-year students compared with					
	SASSEville	**Comparison Group**			**SASSE Overall**		
Engagement Indicator	*Mean*	*Mean*		*Effect size*	*Mean*		*Effect size*
Higher-Order Learning	42.46	40.77	*	.13	40.75	**	.13
Reflective & Integrative Learning	35.20	33.96	*	.12	33.54	**	.16
Learning Strategies	41.49	38.46	***	.23	39.21	***	.17
Quantitative Reasoning	27.14	26.01		.07	25.87		.08

Notes: Results weighted by gender (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001; Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p-value before rounding.

Academic Challenge: Seniors

Mean comparisons

		Your seniors compared with					
	SASSEville	**Comparison Group**			**SASSE Overall**		
Engagement Indicator	*Mean*	*Mean*		*Effect size*	*Mean*		*Effect size*
Higher-Order Learning	42.32	41.62		.05	40.80	***	.12
Reflective & Integrative Learning	36.40	34.68	***	.16	33.98	***	.22
Learning Strategies	40.88	37.86	***	.23	38.16	***	.20
Quantitative Reasoning	27.53	25.95	**	.10	26.24	**	.08

Notes: Results weighted by gender (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001; Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p-value before rounding.

Learning with peers: First-year students

Mean comparisons

		Your first-year students compared with			
	SASSEville	**Comparison Group**		**SASSE Overall**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	35.70	34.37	.10	35.87	-.01
Discussions with Diverse Others	41.07	40.41	.04	40.11	.06

Notes: Results weighted by gender (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001; Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p-value before rounding.

Learning with peers: Seniors

Mean comparisons

		Your seniors compared with			
	SASSEville	**Comparison Group**		**SASSE Overall**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	38.31	35.59 ***	.21	36.93 ***	.11
Discussions with Diverse Others	39.59	39.92	-.02	39.20	.03

Notes: Results weighted by gender (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001; Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p-value before rounding.

Experience with Staff: First-year students

Mean comparisons

		Your first-year students compared with					
	SASSEville	**Comparison Group**			**SASSE Overall**		
Engagement Indicator	*Mean*	*Mean*		*Effect size*	*Mean*		*Effect size*
Student-Staff Interaction	15.82	11.14	***	.38	12.75	***	.24
Effective Teaching Practices	44.98	39.62	***	.41	40.84	***	.32

Notes: Results weighted by gender (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001; Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p-value before rounding.

Experience with Staff: Seniors

Mean comparisons

		Your seniors compared with					
	SASSEville	**Comparison Group**			**SASSE Overall**		
Engagement Indicator	*Mean*	*Mean*		*Effect size*	*Mean*		*Effect size*
Student-Staff Interaction	17.15	13.50	***	.28	15.86	***	.09
Effective Teaching Practices	44.04	39.27	***	.35	40.70	***	.24

Notes: Results weighted by gender (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001; Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p-value before rounding.

Campus Environment: First-years students

Mean comparisons

		Your first-year students compared with				
	SASSEville	**Comparison Group**			**SASSE Overall**		
Engagement Indicator	*Mean*	*Mean*		*Effect size*	*Mean*		*Effect size*
Quality of Interactions	37.26	35.17	**	.15	35.23	**	.15
Supportive Environment	36.33	34.49	*	.13	35.03		.09

Notes: Results weighted by gender (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001; Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p-value before rounding.

Campus Environment: Seniors

Mean comparisons

		Your seniors compared with				
	SASSEville	**Comparison Group**			**SASSE Overall**		
Engagement Indicator	*Mean*	*Mean*		*Effect size*	*Mean*		*Effect size*
Quality of Interactions	36.70	35.26	***	.11	35.64	**	.08
Supportive Environment	36.37	32.19	***	.29	33.12	***	.22

Notes: Results weighted by gender (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001; Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p-value before rounding.

High-Impact Practices

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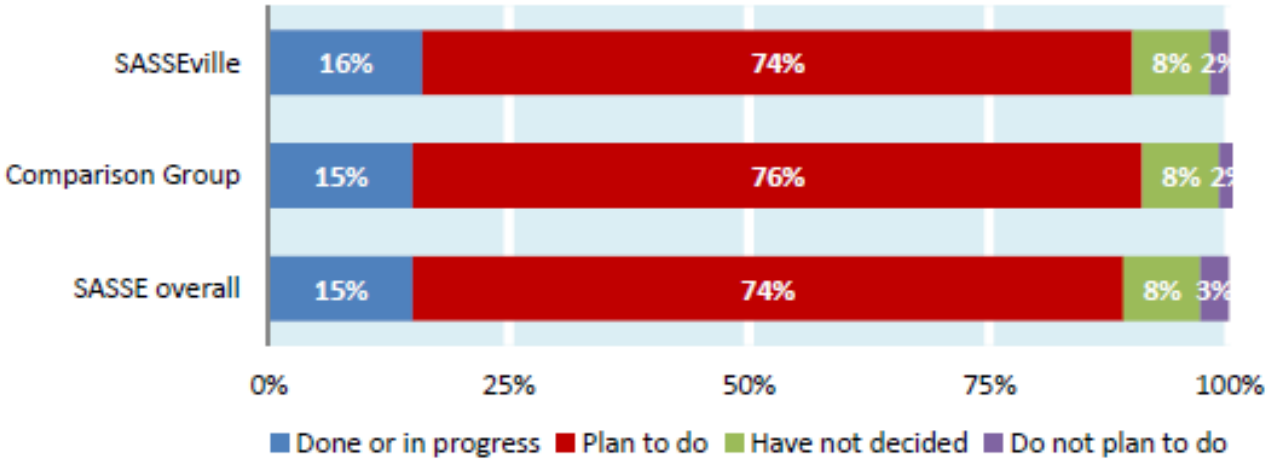
High-Impact Practices: First-year students

Practical work

Which of the following have you done or do you plan to do before you graduate?

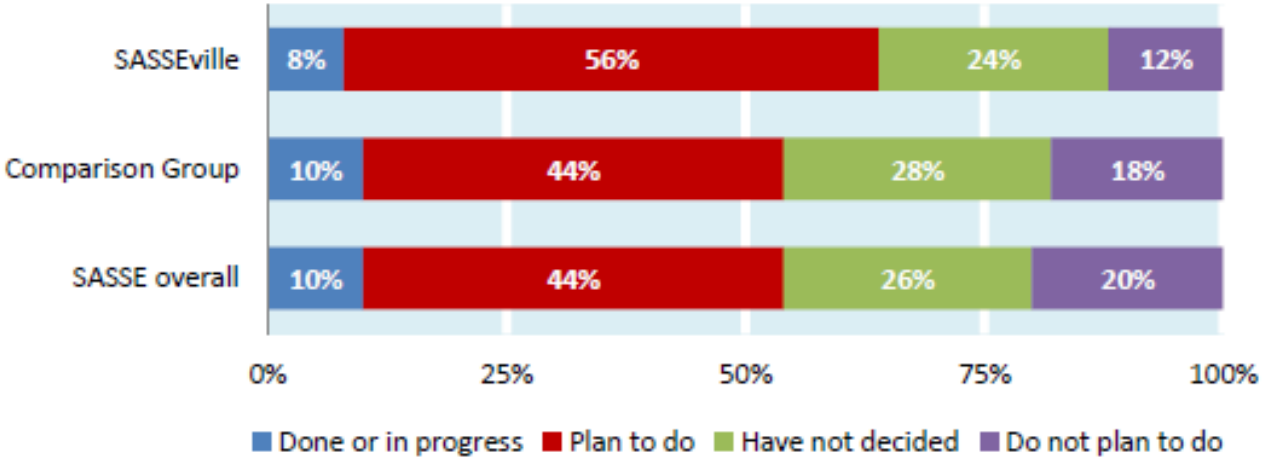
Practical work related to your studies (internship, work integrated learning, clinical placement, field experience, etc.)



Student societies

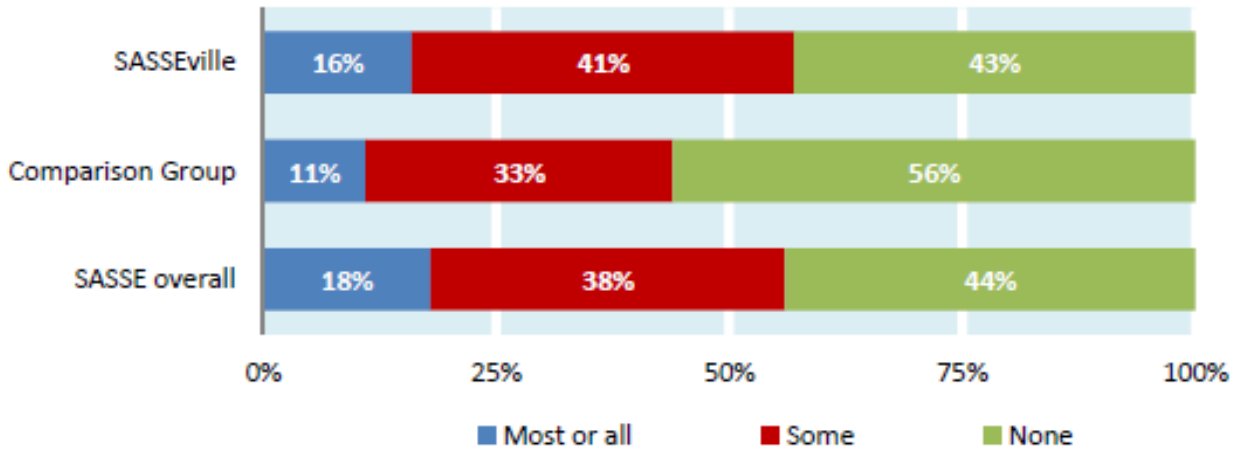
Which of the following have you done or do you plan to do before you graduate?

Participate in student societies (law, psychology, etc.) where students engage in topics related to their modules/subjects



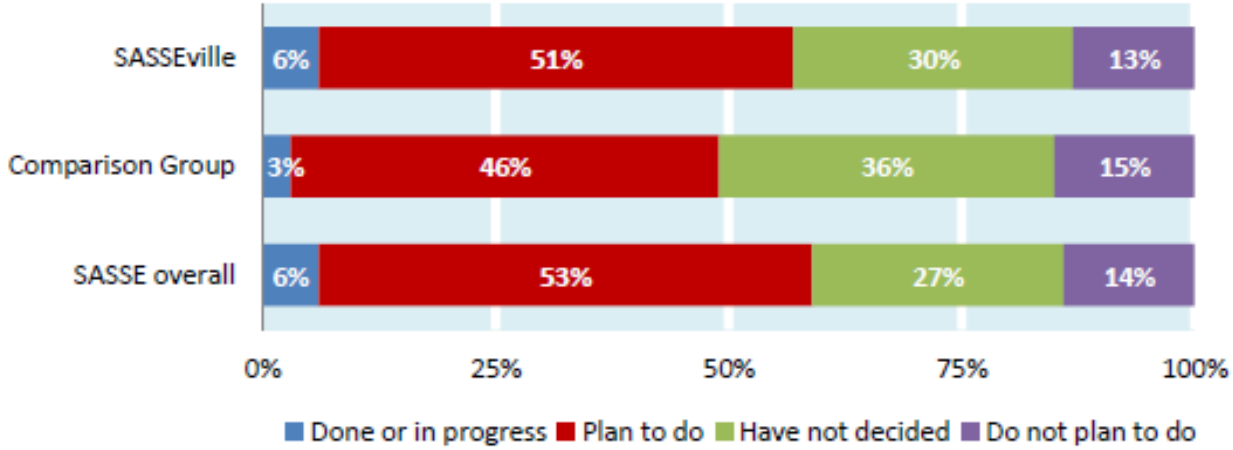
High-Impact Practices: First-year students

Service-learning
About how many of your modules/subjects have included a community-based project (service-learning)?



Research with a staff member
Which of the following have you done or do you plan to do before you graduate?

Work with a lecturer on a research project

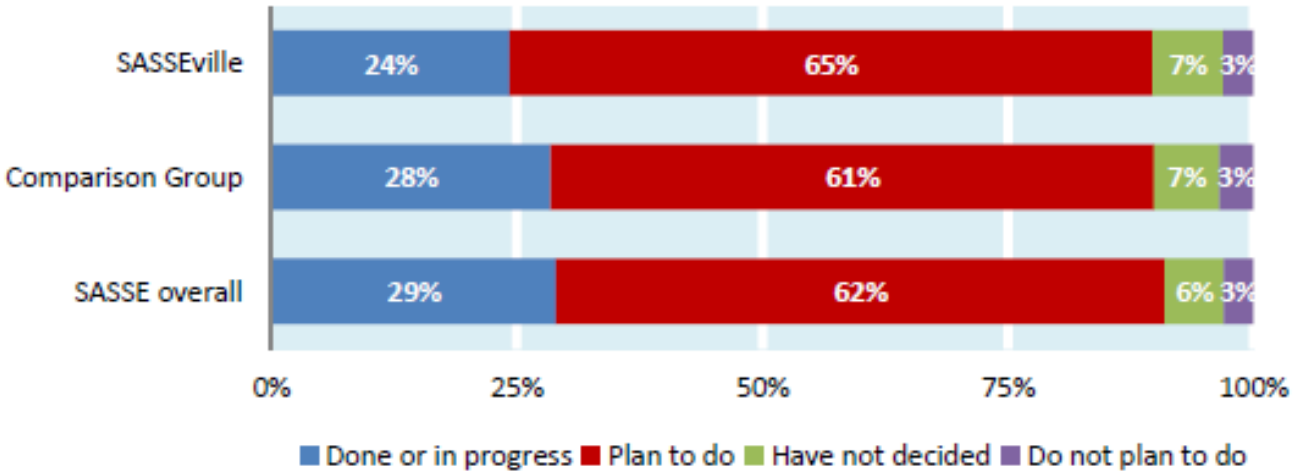


High-Impact Practices: Seniors

Practical work

Which of the following have you done or do you plan to do before you graduate?

Practical work related to your studies (internship, work integrated learning, clinical placement, field experience, etc.)



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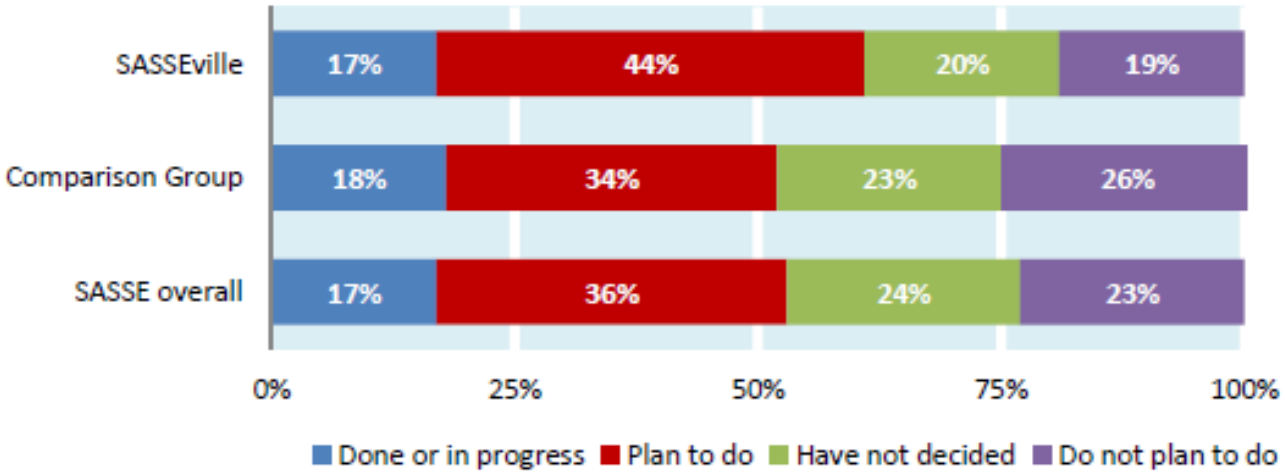

High-Impact Practices: Seniors

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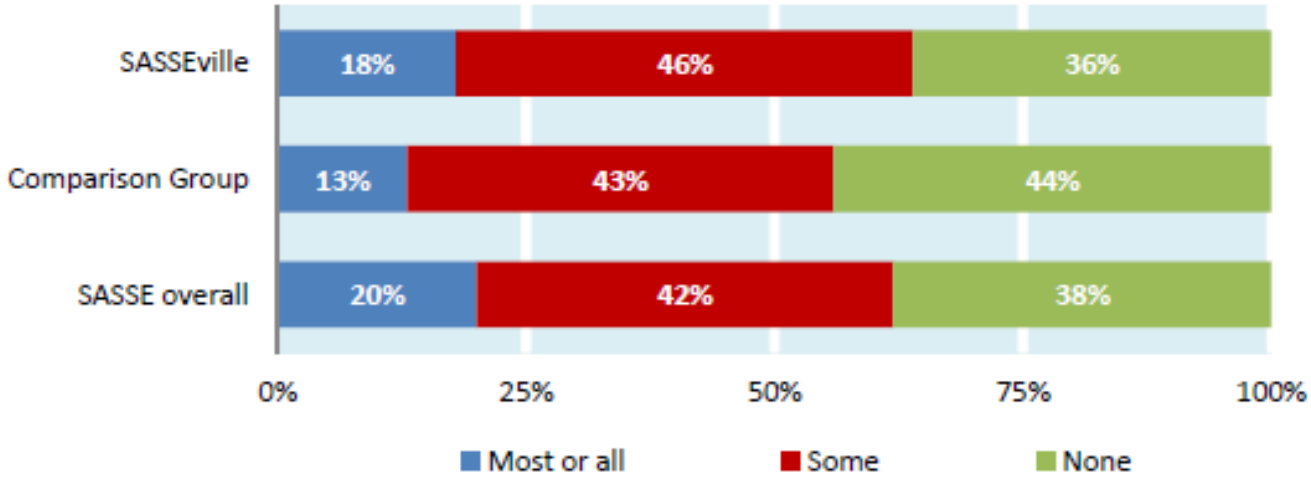

Research with a staff member

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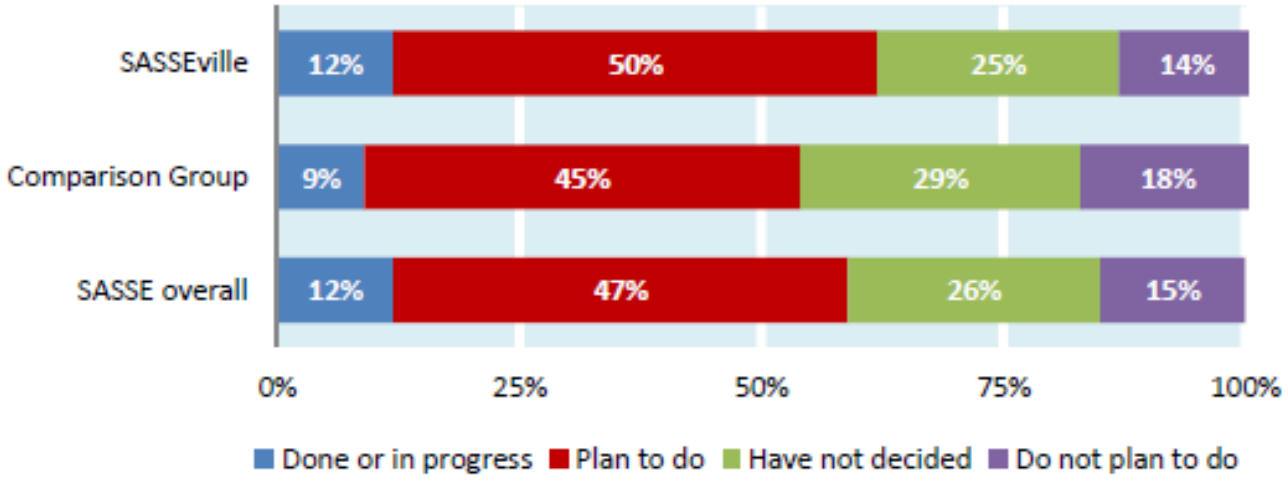
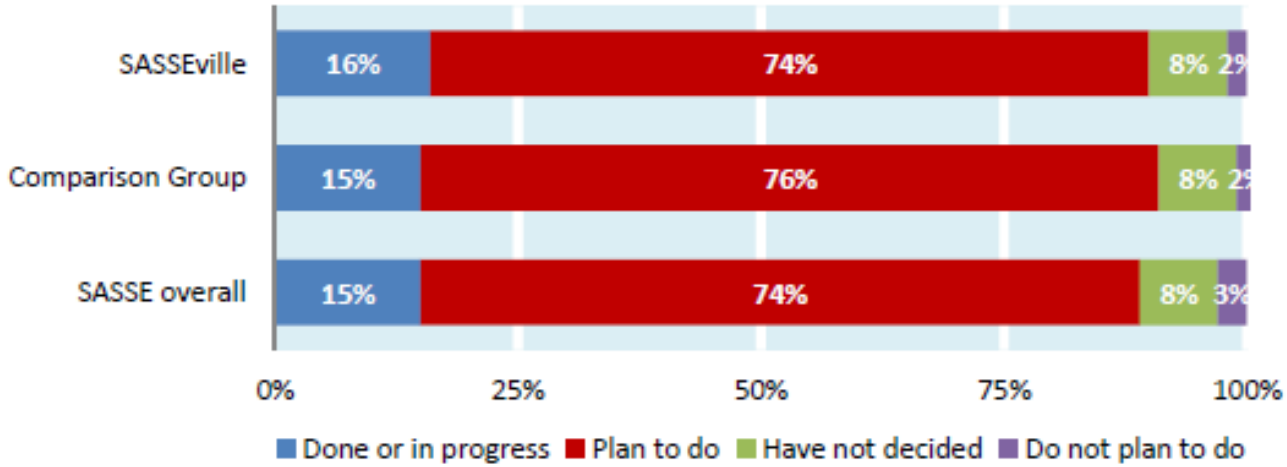
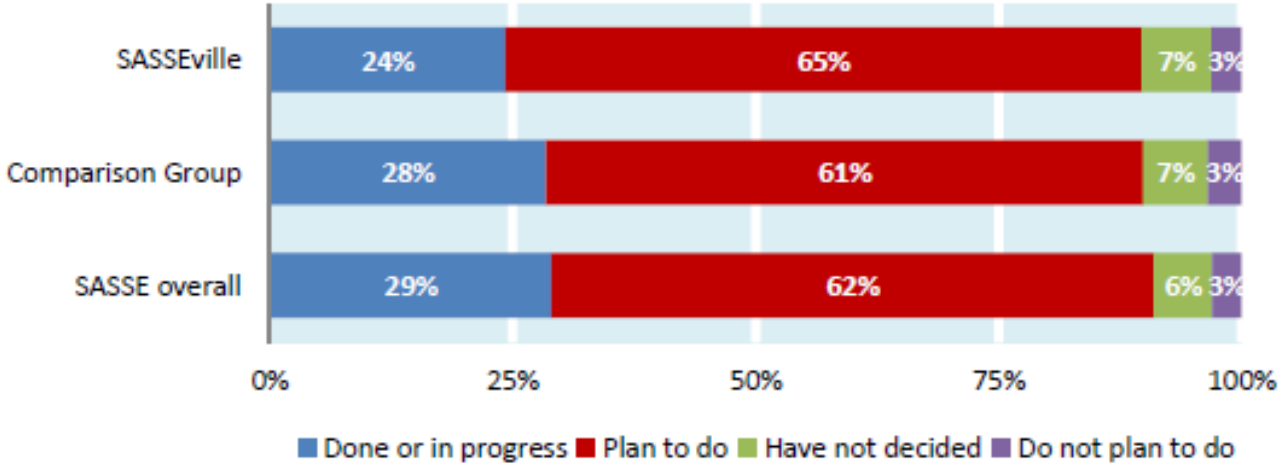


High-Impact Practices: Practical Work

First-year students

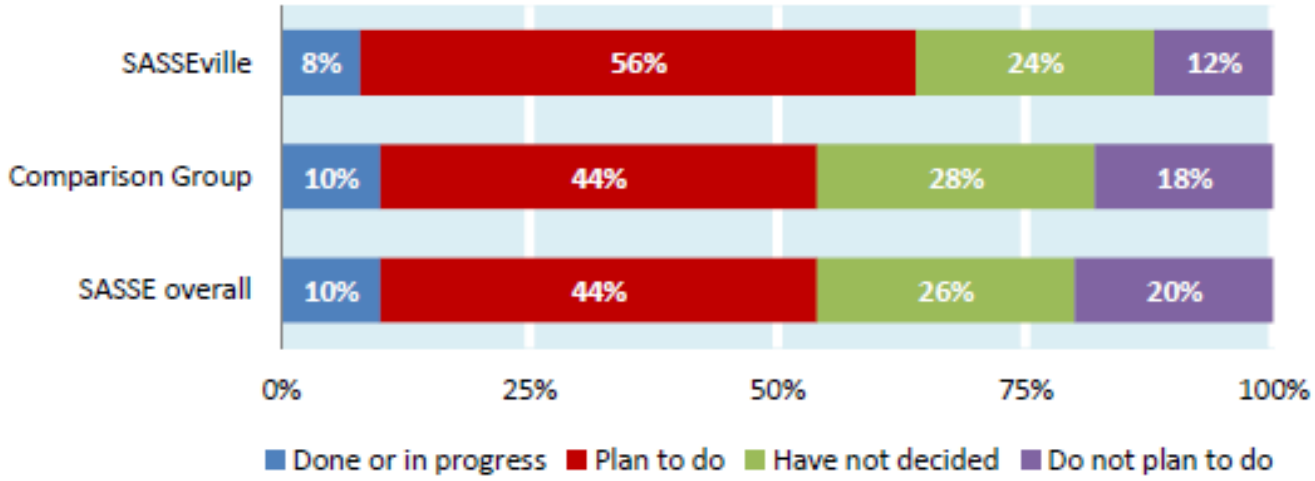


Seniors

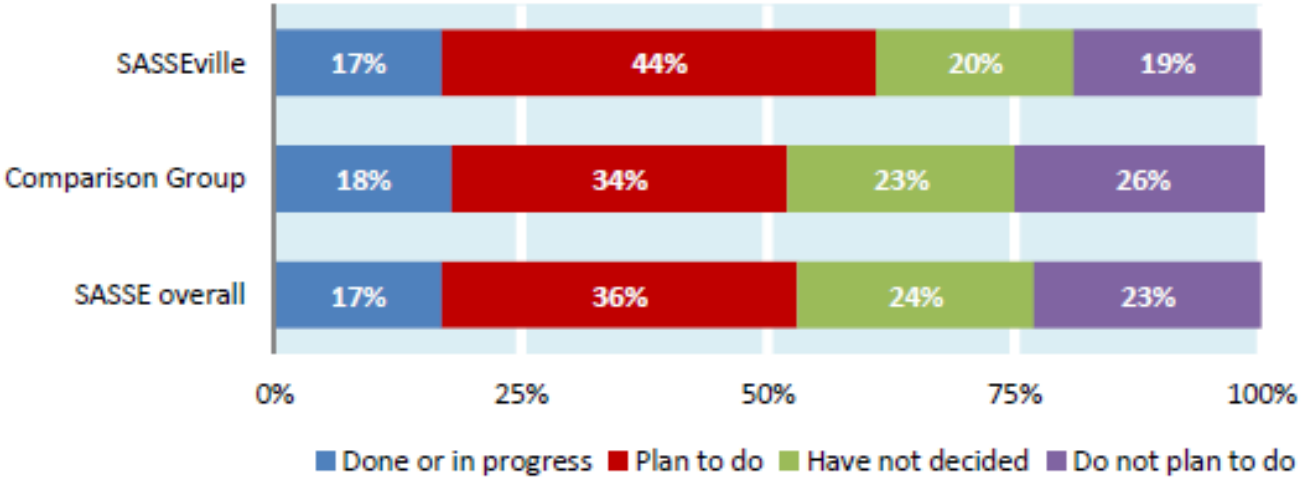


High-Impact Practices: Student Societies

First-year students

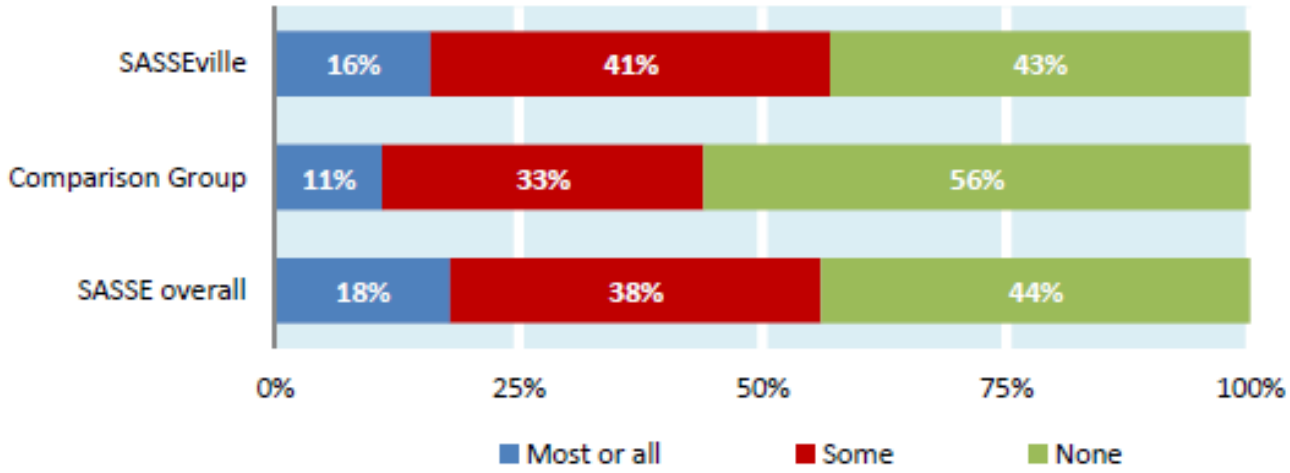


Seniors

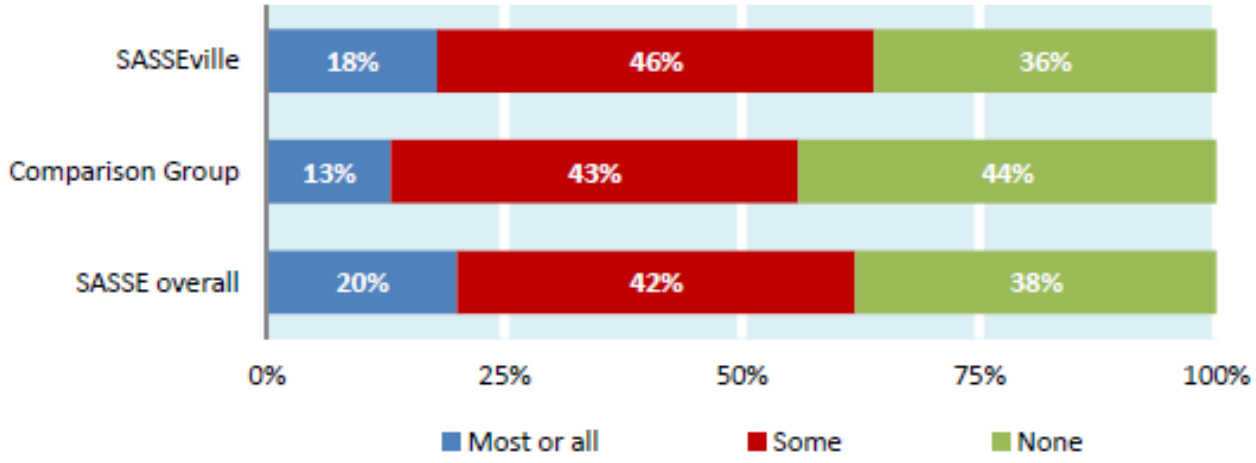


High-Impact Practices: Service Learning

First-year students

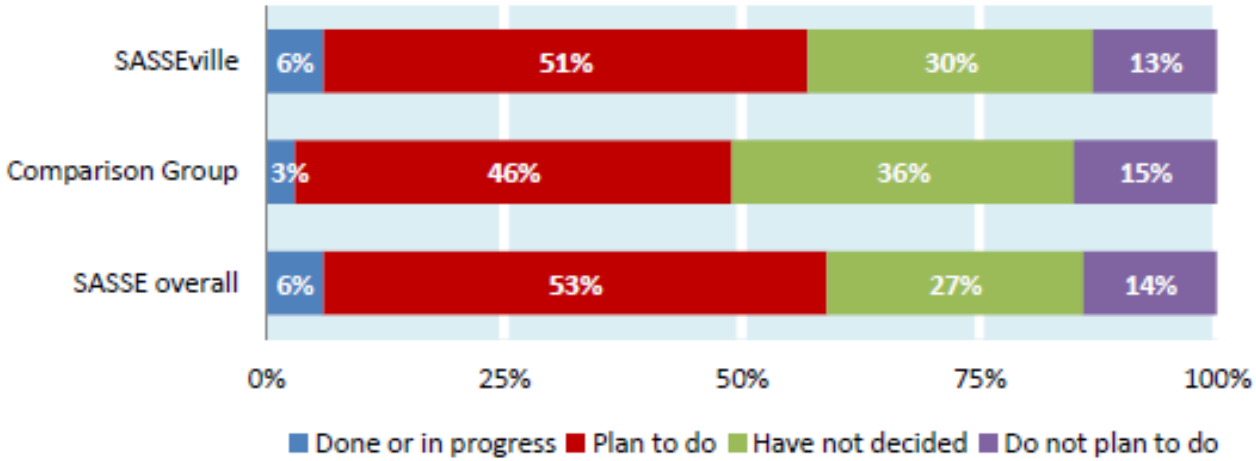


Seniors

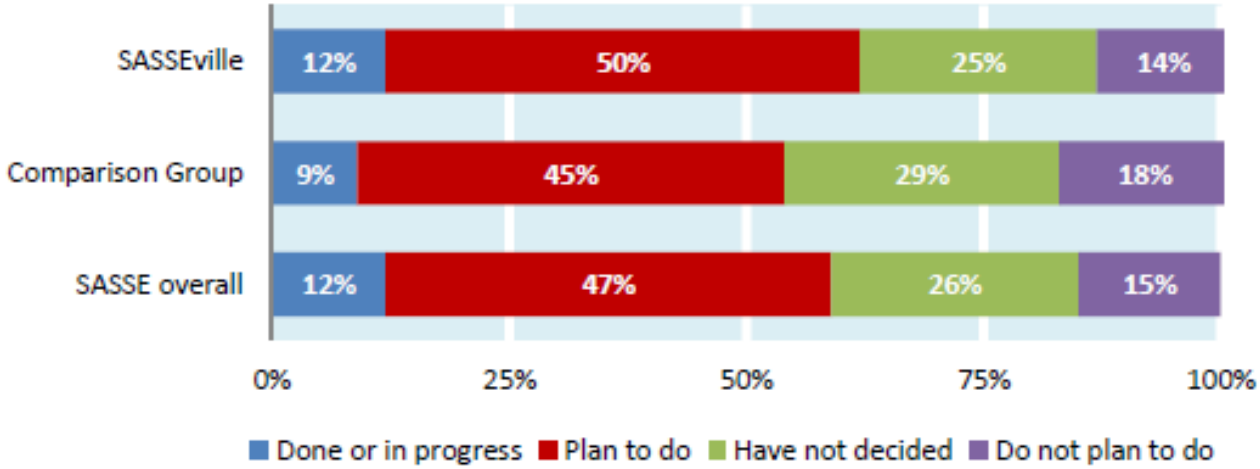


High-Impact Practices: Research with a staff member

First-year students



Seniors



BREAK

break

TAKE
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Frequencies and Statistical Comparisons

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Interpreting Your Report

SASSE 2014 Frequencies and Statistical Comparisons
SASSEville University

First-Year Students

Item wording or description	Variable name	Value	Response options	Frequency Distributions: SASSEville Count	SASSEville %	SASSE Overall Count	SASSE Overall %	Comparison Group Count	Comparison Group %	Statistical Comparisons: SASSEville Mean	SASSE Overall Mean	SASSE Overall Effect size	Comparison Group Mean	Comparison Group Effect size
1. Think about the current academic year. How often have you done each of the following?														
a Asked questions or contributed to module/subject discussions in other ways	askquest	1	Never	45	4%	250	9%	15	8%	2.86	2.74 **	.11	2.92 **	-.09
		2	Sometimes	450	34%	1300	48%	90	45%					
		3	Often	428	25%	800	30%	70	35%					
		4	Very Often	307	25%	350	9%	25	13%					
			Total	1230	100%	2700	100%	200	100%					
b Prepared two or more drafts of a paper or assignment before handing it in	drafts	1	Never	207	18%	350	13%	15	8%	2.56	2.63	.06	2.60 *	-.07
		2	Sometimes	416	34%	850	31%	45	23%					
		3	Often	363	29%	850	31%	90	45%					
		4	Very Often	235	18%	650	24%	50	25%					
			Total	1221	100%	2700	100%	200	100%					

Now look at your file

Respondent Profile

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Interpreting Your Report

2014 SASSE Respondent Characteristics
SASSEville

				First-Year Students						Senior Students					
				SASSEville		SASSE Overall		Comparison Group		SASSEville		SASSE Overall		Comparison Group	
	Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
23	Thinking about this current academic term, are you registered as a full-time or part-time student?	fulltime	Full time	212	96%	2600	96%	175	88%	210	28%	8300	98%	730	97%
			Part time	9	4%	100	4%	25	13%	540	72%	200	2%	20	3%
			Total	221	100%	2700	100%	200	100%	750	100%	8500	100%	750	100%
24	How many years have you been registered as a student at this institution?	timereg	One	145	66%	2700	100%	200	100%	0	0%	0	0%	0	0%
			Two	70	32%	0	0%	0	0%	250	33%	2500	29%	240	32%
			Three or more	4	2%	0	0%	0	0%	500	67%	6100	71%	520	68%
			Total	220	100%	2700	100%	200	100%	750	100%	8600	100%	760	100%

Now look at your file

LSSE-SASSE Combined Report

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Interpreting Your Report

LSSE-SASSE Combined Report
SASSEville University

Academic Challenge

Higher-Order Learning

1 Lecturer Responses ↔ Student Responses

LSSE Item	Variable	Class	5 Very much or Quite a bit %	SASSE Item	Variable	Class	Very much %	Quite a bit %	Some %	6 Very little %
Percentage of lecturers whose academic work substantially emphasise the following in their selected course section:				**Distribution of student responses to how much their academic work emphasised the following during the current academic year:**						
27b Applying facts, theories, or methods to practical problems or new situations	fHOapply	FY	4 94	4b Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	42	40	16	2
		Snr	93			Snr	44	39	15	2
		Both	92							

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LSSE-SASSE Combined Report: Academic Challenge (p. 87)

Additional Academic Challenge Items

	LSSE Item	Variable	Class	Very much or Quite a bit %
21	In your selected module/subject, to what extent do students put forth their best work?	fchallenge	FY	55
			Snr	51
			Both	68

	SASSE Item	Variable	Class	Very much %	Quite a bit %
10	During the current academic year, to what extent have your modules/subjects required you to do your best work?	challenge	FY	96	
			Snr	96	

LSSE-SASSE Combined Report: Experience with Staff (p. 90)

Experiences with Staff

Lecturer Responses

Student-Staff Interaction

	LSSE Item	Variable	Class	Very often or Often %
Percentage of lecturers who frequently did each of the following with the undergraduate students they teach or advise during the current school year:				
8d	Discussed their academic performance	fSFperform	FY	84
			Snr	68
			Both	64

Student Responses

	SASSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Distribution of student responses to how often they have done the following during the current academic year:							
3d	Discussed your academic performance with a lecturer	SSperform	FY	24		34	42
			Snr	23		35	42

LSSE-SASSE Combined Report: Engagement Items (p. 100)

Additional Engagement Items (continued)

Lecturer Responses

Module/Subject Engagement

	LSSE Item	Variable	Class	Very important or Important %
Percentage of lecturers who report that it is important that the typical student do the following in their selected module/subject:				
22c	Come to class having completed readings or assignments	fprepared	FY	96
			Snr	99
			Both	91

Student Responses

	SASSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Distribution of student responses to how often they have done the following during the current academic year:							
1c	Attended class without having completed readings or assignments	unprepared	FY	3	12	86	
			Snr	5	16	79	

LSSE-SASSE Combined Report: Engagement Items (p. 102)

Additional Engagement Items (continued)

Lecturer Responses

Time Spent by Students

	LSSE Item	Variable	Class	16 or more hours %
Percentage of lecturers who think the typical student in their selected module/subject spends more than 16 hours on each of the following in an average 7-day week:				
20e	Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	ftmrelax	FY	63
			Snr	56
			Both	54

Student Responses

	SASSE Item	Variable	Class	0-5 hours %	6-15 hours %	16-25 hours %	26 or more hours
Distribution of student responses to how many hours they spend doing each of the following in a typical 7-day week:							
16g	Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.)	tmrelax	FY	33	45		22
			Snr	39	41		22

Frequency Distributions

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Interpreting Your Report

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LSSE

LSSE 2014 Frequencies

SASSEville

	Variable Name	Response Options	First-Year Lecturers		Senior Lecturers		First-Year & Senior Lecturers		Total	
			Count	%	Count	%	Count	%	Count	%
1. How important is it to you that undergraduates at your institution do the following before they graduate?										
3 a. Practical work related to their studies (internship, work integrated learning, clinical placement, field experience, etc.)	fintern	Not important	5	3%	5	3%	3	5%	13	3%
		Somewhat important	23	16%	23	13%	15	27%	61	16%
		Important	36	24%	30	17%	25	45%	91	24%
		Very important	83	56%	12	67%	12	22%	107	28%
		Total	147	100%	178	100%	55	100%	380	100%
b. Hold a formal leadership position in a student organisation or group on campus (societies, political organisations, residence committees, etc.)	fforlead	Not important	26	18%	32	18%	10	14%	68	17%
		Somewhat important	78	53%	75	42%	25	36%	178	45%
		Important	33	5	50	28%	30	43%	113	29%
	4	Very important	9	0%	19	11%	5	7%	33	8%
		Total	146	100%	178	100%	70	100%	394	100%
c. Participate in student societies (law, psychology, etc.) where students engage in topics related to their subject	flerncom	Not important	30	20%	48	27%	24	24%	102	24%
		Somewhat important	60	41%	63	36%	48	48%	171	40%
		Important	39	27%	40	23%	20	20%	99	23%
		Very important	18	12%	26	15%	8	8%	52	12%
		Total	147	100%	177	100%	100	100%	424	100%

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Now look at your file

Respondent Profile

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Interpreting Your Report

1

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LSSE 2014 Respondent Characteristics
SASSEville University

3

	Item wording or description	Variable name	Response options	First-Year Lecturers		Senior Lecturers		First-Year and Senior Lecturers		Total	
				Count	%	Count	%	Count	%	Count	%
11.	What is the broad academic discipline of your appointment?	apdiscol	Business, Commerce, and Management	7	15%	10	9%	2	8%	19	10%
			Education	11	24%	12	10%	4	16%	27	14%
			Human and Social Sciences	19	41%	61	53%	14	56%	95	50%
			Science, Engineering, and Technology	9	20%	33	28%	5	20%	47	25%
			Total	46	100%	116	100%	25	100%	188	100%
35.	During the current academic year, does your institution consider you to be employed:	empstat	Part-time contract appointment	7	15%	4	3%	1	4%	12	6%
			Full-time contract appointment	3	7%	6	5%	1	4%	10	5%
			Part-time permanent appointment	2	4%	7	6%	2	8%	11	6%
			Full-time permanent appointment	34	74%	98	85%	21	84%	154	82%
			Total	46	100%	115	100%	25	100%	187	100%

4

5

6

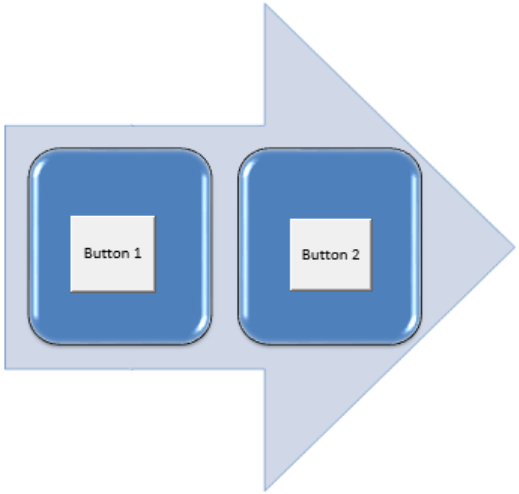
Now look at your file

Data tool

- Sophisticated programming making working with data user-friendly
- Interact with own data
- Drill down to small cohort of students
- Look at what is interesting in your context within the institution
- Provide direction on where to launch interventions

Institutional dashboard

Step1	Copy data from combined sheet into SASSE_DATA	☐ Check Box
Step2	Click on "button1"	☐ Check Box
Step3	Click on "button2"	☐ Check Box



Clear

- SASSE Distribution per Gender
- SASSE Distribution per Race
- SASSE Distribution per Generation
- SASSE Collaborative learning
- SASSE Reflective & Integrative Learning
- SASSE Student-Staff Interaction
- SASSE Higher-order learning
- SASSE Effective Teaching Practices
- SASSE Quantitative Reasoning
- SASSE Discussions with Diverse Others
- SASSE Learning Strategies
- SASSE Quality of Interactions
- SASSE Supportive Environment

After the break…

Thank you

Dankie

T: +27(0)51 401 9111 | info@ufs.ac.za | www.ufs.ac.za

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