

**Student engagement and student satisfaction:  
Two measures auguring for independent review  
criteria or standards for student support services in  
national quality assurance schemes**

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INQAAHE 2013 Conference

Subtheme 2: Innovative Approaches to External QA in  
Tertiary Education: Not a Single Approach towards  
Excellence

9 April, 2013, Session 2-5-1

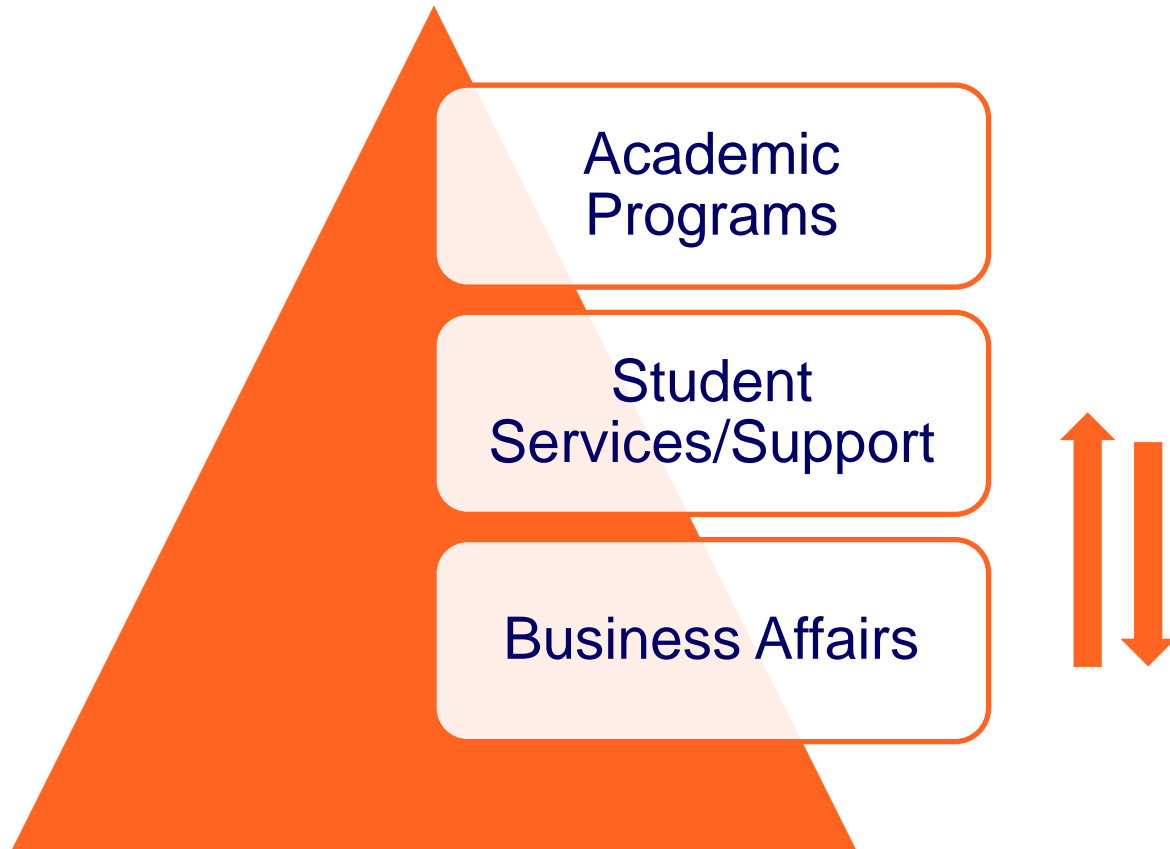
# Presentation's Organization

- Introduction of issues
- Defining Student engagement
- The problem: should engagement be a formally separate component of QA standards/structures?
- The embedded expectations of QA frameworks regarding student engagement.
- An institutional response: An example.

# Focus of the paper/Hypothesis

- Student engagement data is not identified as a key element in QA frameworks/standards, but is embedded within the student learning/learner outcome output area.
- Challenge: Student engagement as a throughput function is capable of capturing data that can help increase the focus of institutional performance from a learner rather than organisational focus.

# Typical functional elements of an HEI



# Defining student engagement

- Hu and Kuh (2002):  
'the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes ...' (p. 555).
- The question is whether the emphasis should be customer service or student development. These are not the same issues and provide a different set of indicators and outcomes.
- Complicating the issue is the link between student engagement and student satisfaction, the proxy for performance excellence (Padró & Frederiks, 2013).

# Distinction between customer service and student development



- The customer service model focuses on satisfaction as a judgment based on fulfillment response (Oliver, 2010). The analytical framework is transactional in nature emphasizing the easily identifiable (Burns, 1978).
- Student engagement, as a service consisting of acts and interactions characterized as social events (Sureshchandar, Rajendaran, & Kamalanabhan, 2001), looks at these events from a service quality perspective of:
  - tangibles,
  - reliability,
  - responsiveness,
  - communication,
  - credibility,
  - security,
  - competence,
  - courtesy,
  - understanding/knowing the customer, and
  - access (Parasuraman, Zeithaml, & Berry, 1985).

# Distinction between customer service and student development (continued)



- Student development framework: emphasis is on the student as a whole or in a holistic manner. Importance is given to applying *'human development concepts in postsecondary settings so that everyone involved can master increasingly complex developmental tasks, achieve self-direction, and become interdependent'* (Miller & Prince, 1976, p. 3, italics in original).
- 'Without a developmental philosophy at the core of the college, it can become a dispensary of services, a training ground for jobs that may not exist, or a holding tank for those not sure what to do next' (Chickering & Reisser, 1993, p. 44).

# Distinction between customer service and student development (continued)



Chickering & Reisser, 1993:  
7 vectors of learning

- Achieving competence
- Managing emotions
- Moving through autonomy toward interdependence
- Developing mature interpersonal relationships
- Establishing identity
- Developing purpose, and
- Developing integrity

CAS Standards (2012) student  
learning model

- Knowledge
- Acquisition
- Construction,
- Integration and application
- Cognitive complexity
- Intrapersonal competence;
- Humanitarianism and civic engagement; and
- Practical competence

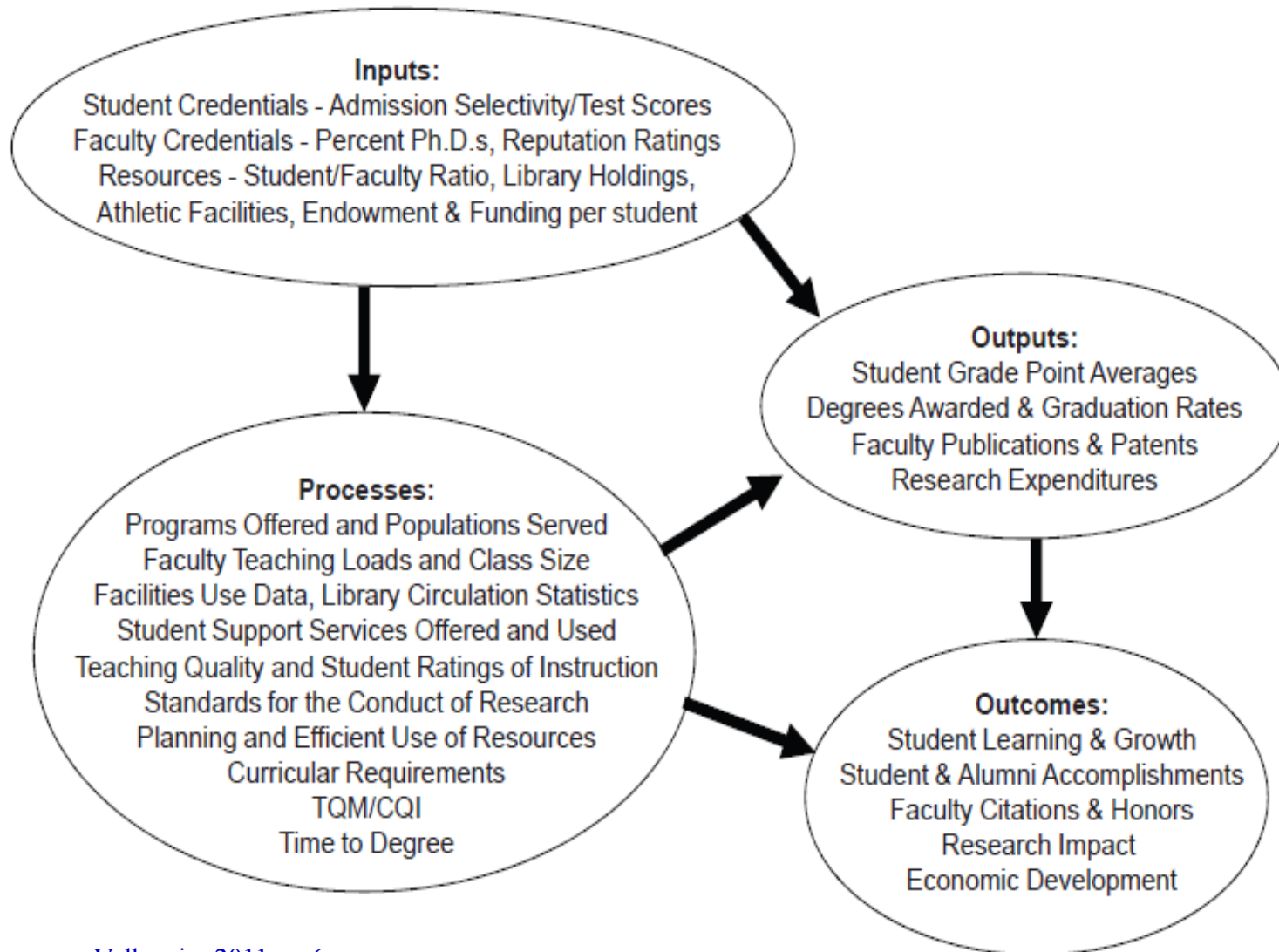


# Arguing for a student development approach toward data collection & analysis for QA



- Satisfaction (one of the key measures of student learning) is more than the end-result of a cognitive process, it is also based on an affective response (Gray & Diamond, 2010).
- Embedding student engagement from a developmental perspective may be seen as providing indirect evidence of learning; however, indirect evidence, i.e., as a proxy derivation or indirect observation of learning that has occurred, the process capturing and analyzing the data can be more powerful than direct evidence (Massy, Graham, & Short, 2007).
- Evidence comes in the form of pursuing different assessment strategies such as learning, developmental, and program outcomes in addition to developing rubrics (Mason & Meyer, 2012).

## Evolving focus of accreditation and accountability

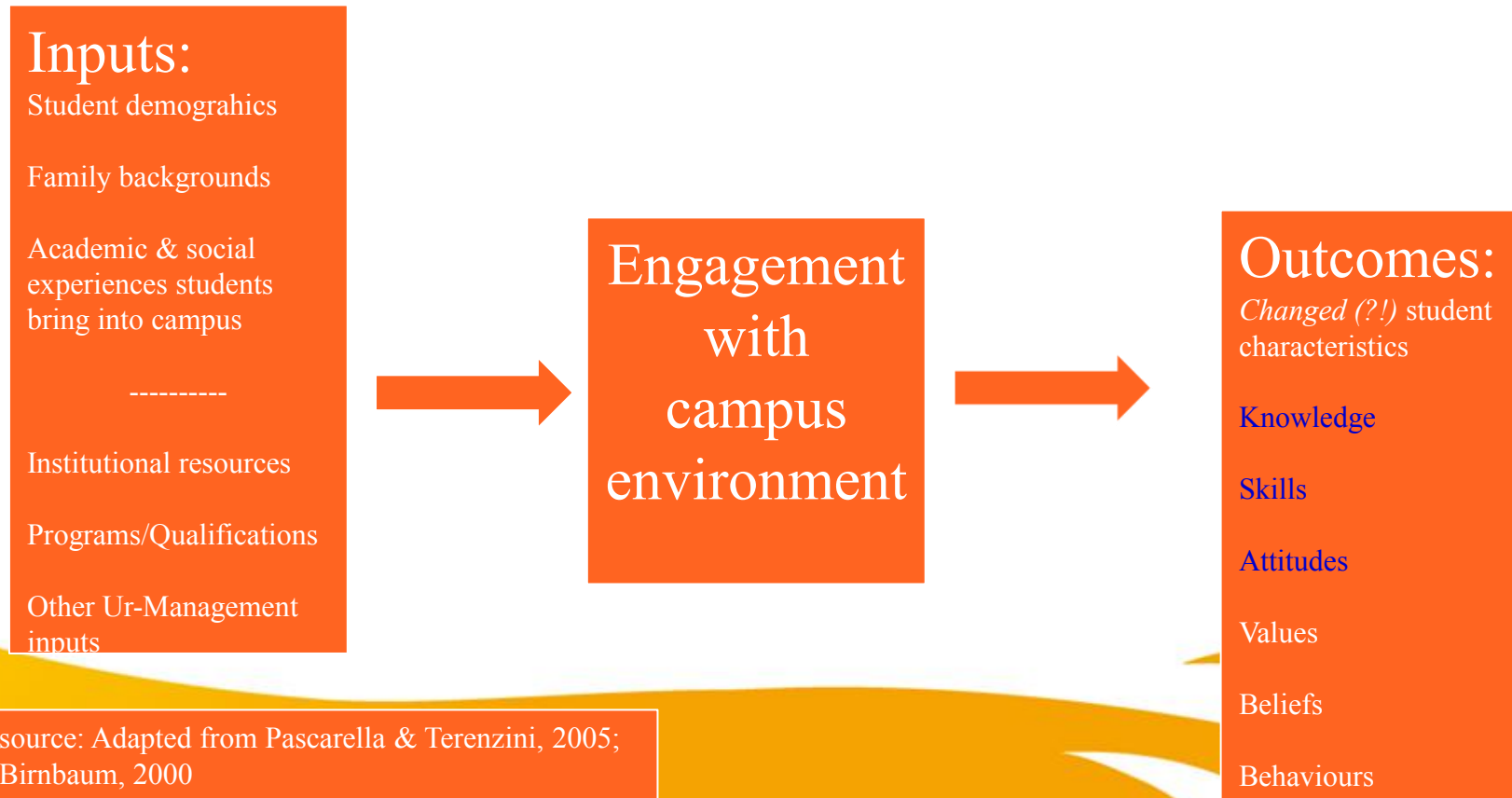


# Astin's (1985) I-E-O model: University outcomes for learning

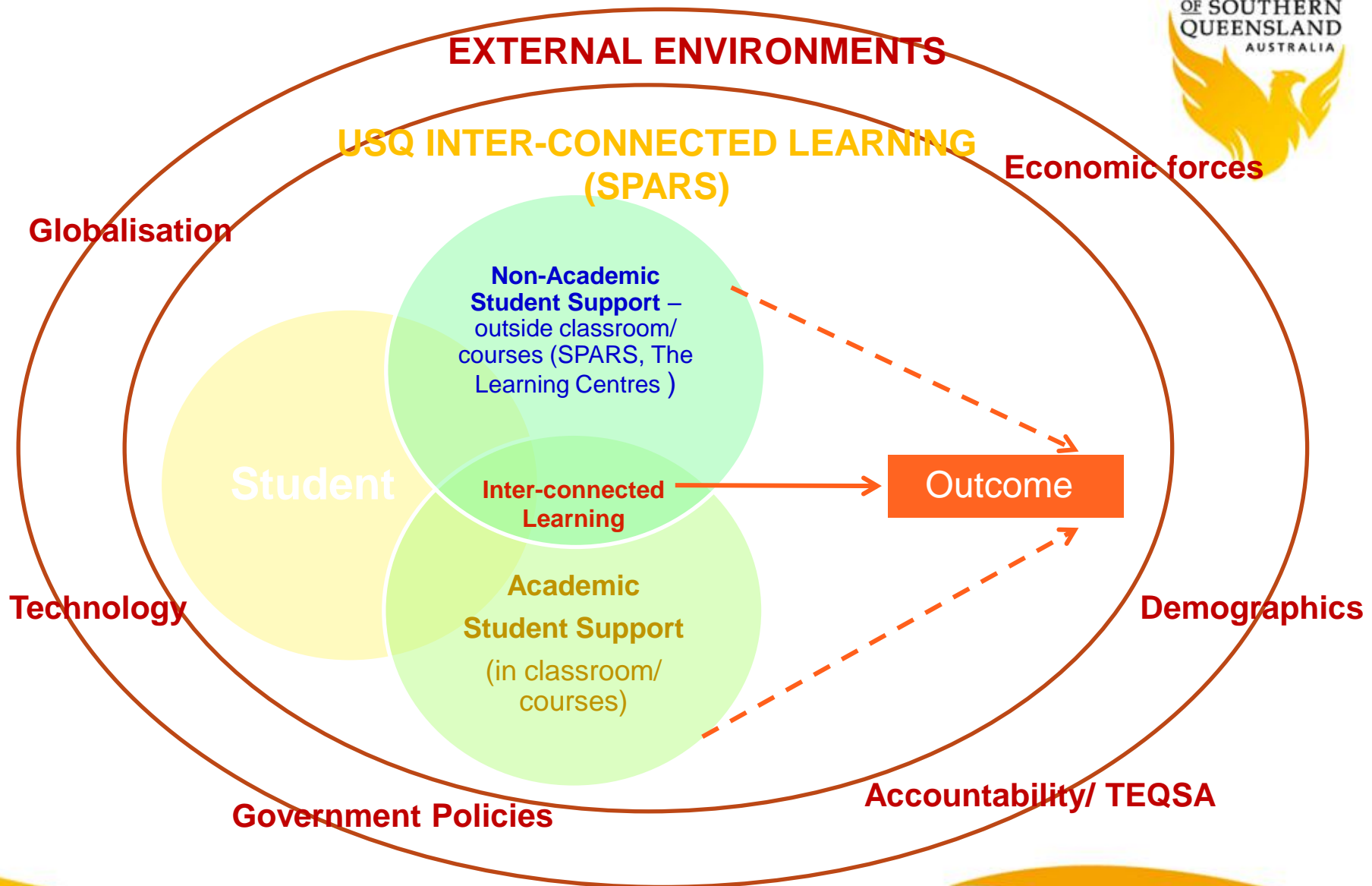


*'Students learn by becoming involved... [S]tudent involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience... [I]t connotes more than just a psychological state; it connotes the behavioral manifestation of that state.*

*(Astin, 1985, pp. 133, 134, 142).*

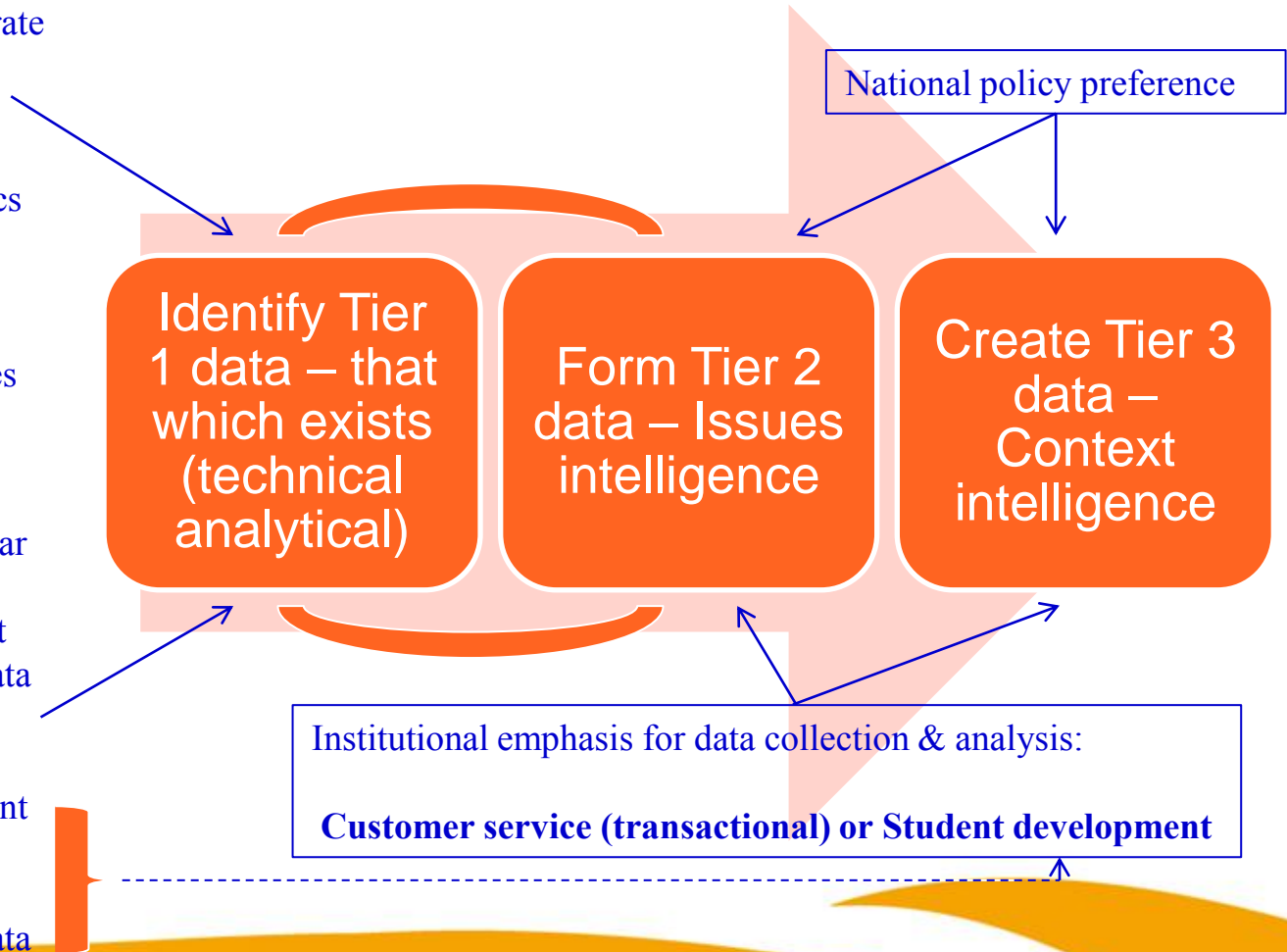


source: Adapted from Pascarella & Terenzini, 2005;  
Birnbaum, 2000

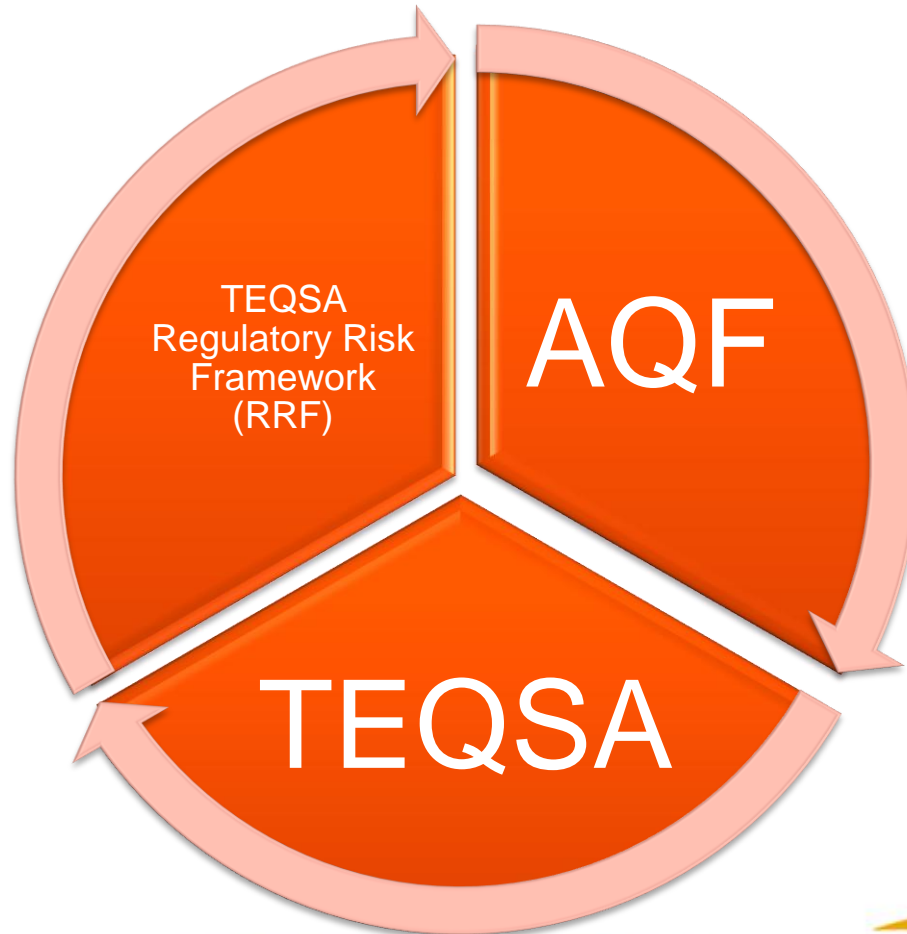


# Key to developing an analytics framework

- AUSSE/UES
- Grades
- Graduation rate
- Persistence
- Retention
- Student demographics
- Student satisfaction data
- Transfer rates
- Co-curricular student engagement activities data
- Learning Centre data
- Other student learning support activities data



# Balancing act between Australian regulatory expectations



TEQSA  
Threshold  
Standards

PS 3.8  
PS 4.1  
PS 4.5  
PR 6.5  
PR 6.6  
PR 7.3  
PC 2.4  
PC 2.7  
PC 2.9  
PCA 1.5  
PC 1.6  
PC 1.9  
PC 1.10  
PC 4.4  
PCA 5.4  
PCA 5.5  
PCA 5.6  
QS 3.1



AQF  
( e.g., Level 7 – BA)

Assessment leading to  
the award of  
qualification rests with  
HEI. Responsibility is  
for ensuring the quality  
of learning outcomes &  
meeting qualifications  
for degree.

Appropriate learning  
outcomes: knowledge,  
skills, acquisition of  
knowledge and skills.

From superceded AUS  
Natl. Protocols

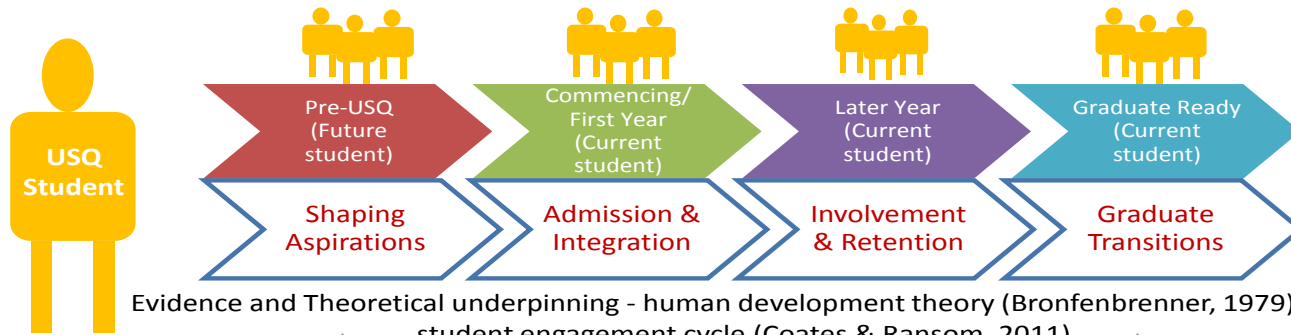
A3.9  
A5.5



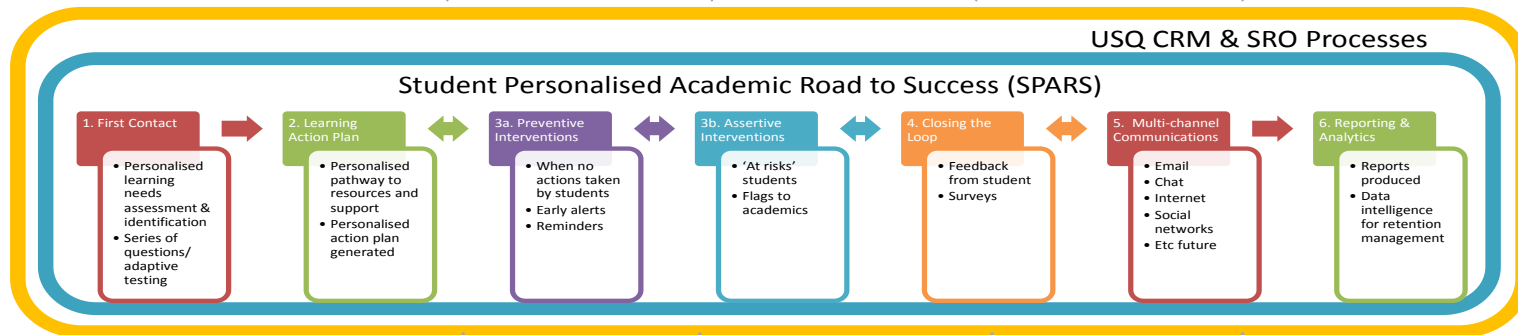
# SPARS



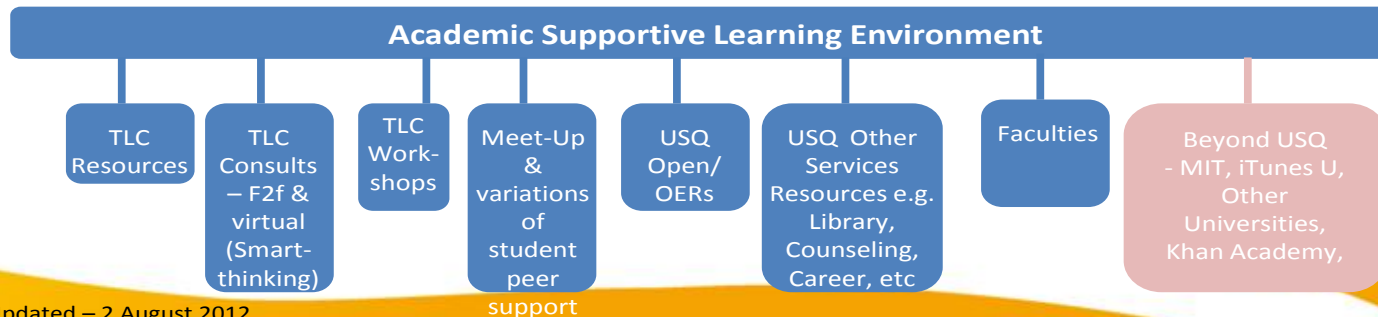
Connect students throughout student academic journey



Evidence and Theoretical underpinning - human development theory (Bronfenbrenner, 1979) and student engagement cycle (Coates & Ransom, 2011)



Target retention/ progression/ engagement with single-entry access to SPARS developed using USQ CRM



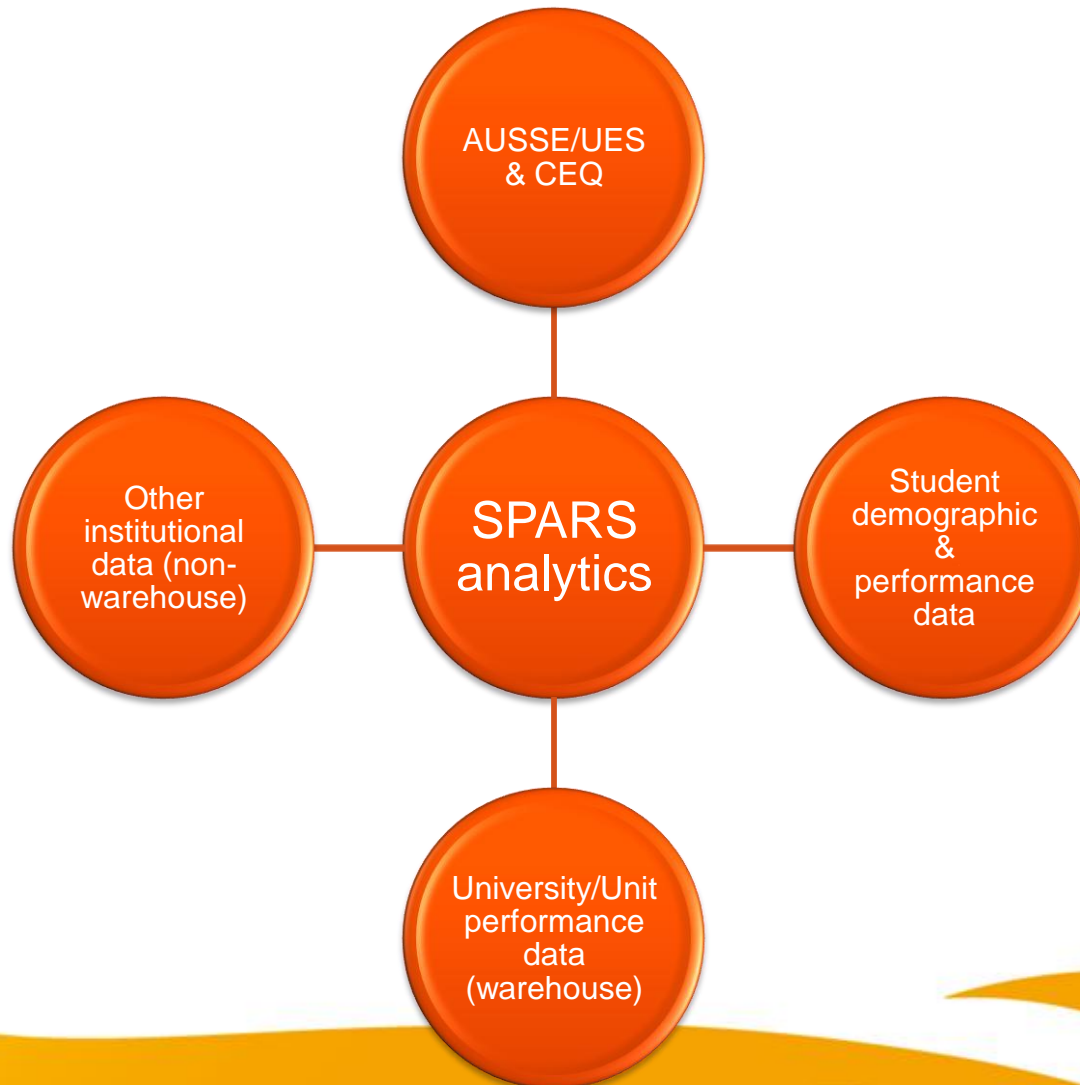
Integrate academic learning resources and support

SPARS Updated – 2 August 2012

(Source: Kek, 2012)



# Connections for a more comprehensive analytics framework



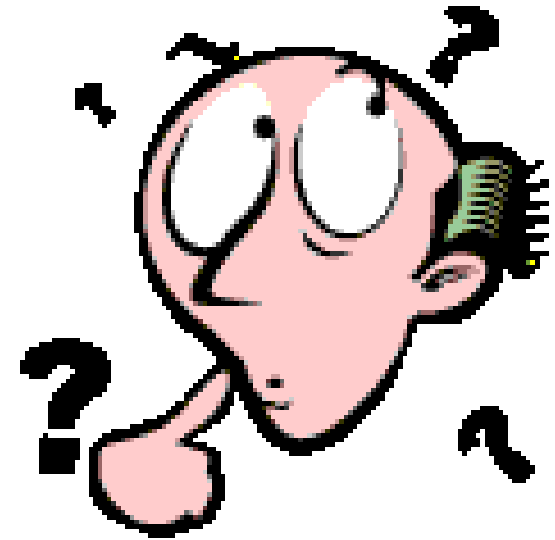
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Questions anyone?



Thank you very much. If you have any questions,  
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