

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

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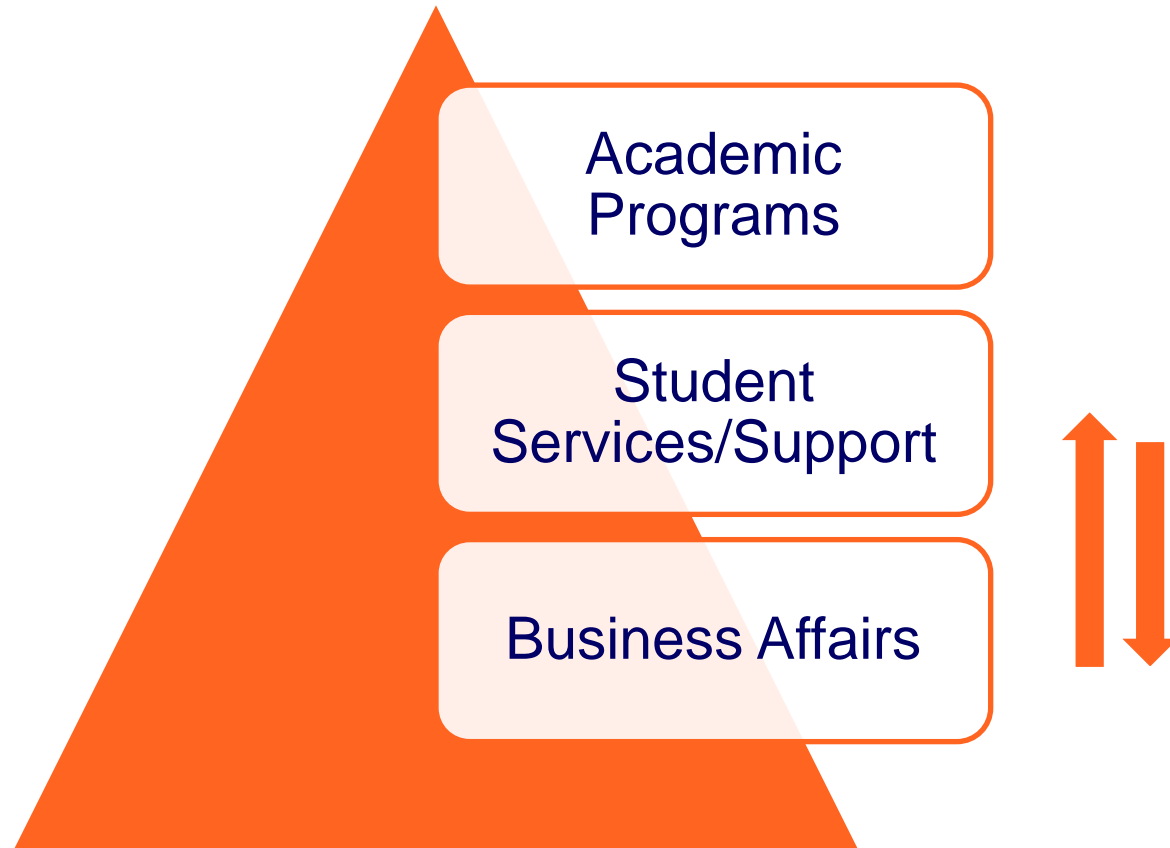
Presentation's Organization

- 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

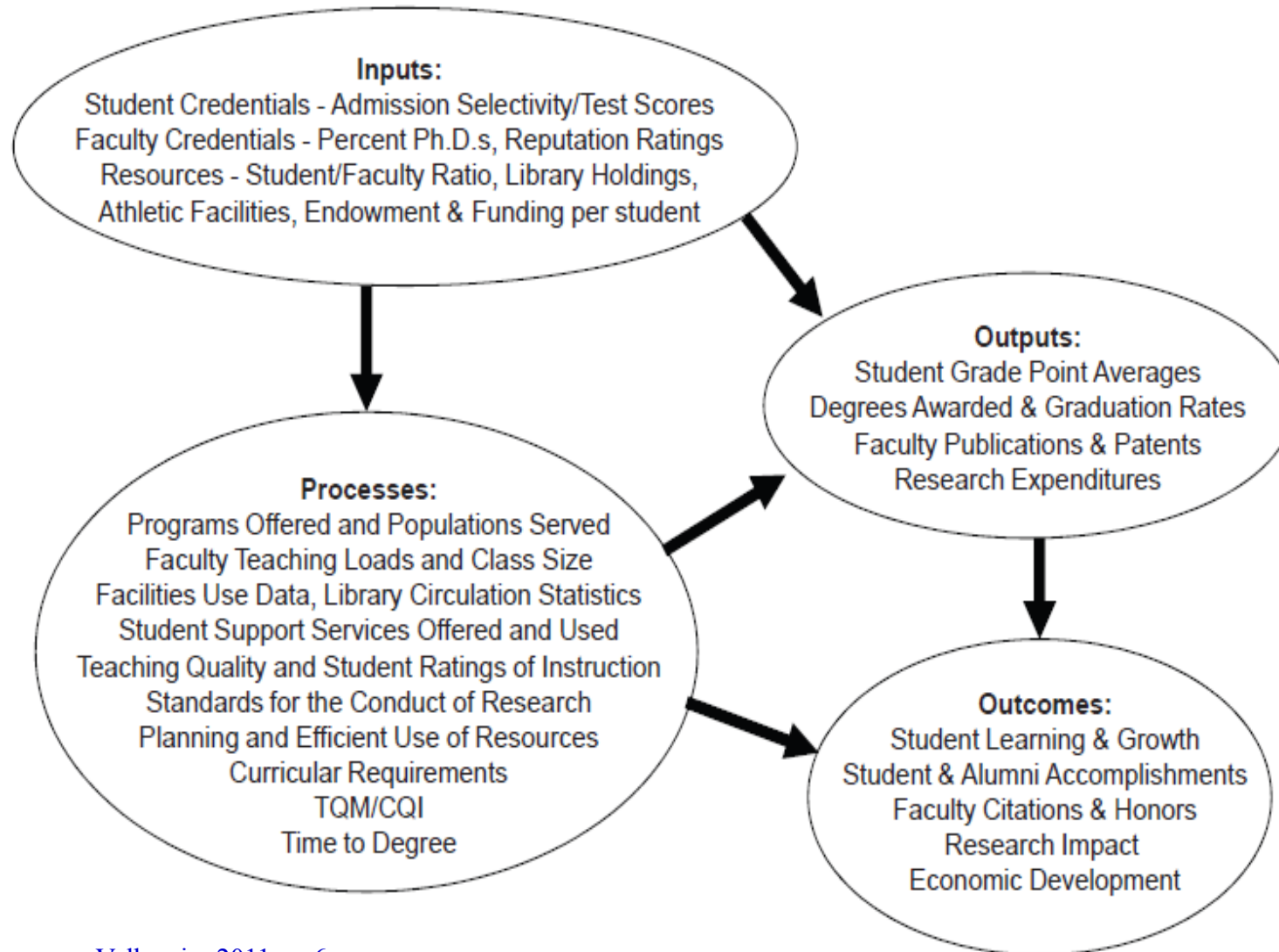
- Knowledge
- Acquisition
- Construction,
- Integration and application
- Cognitive complexity
- Intrapersonal competence;
- Humanitarianism and civic engagement; and
- Practical competence

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

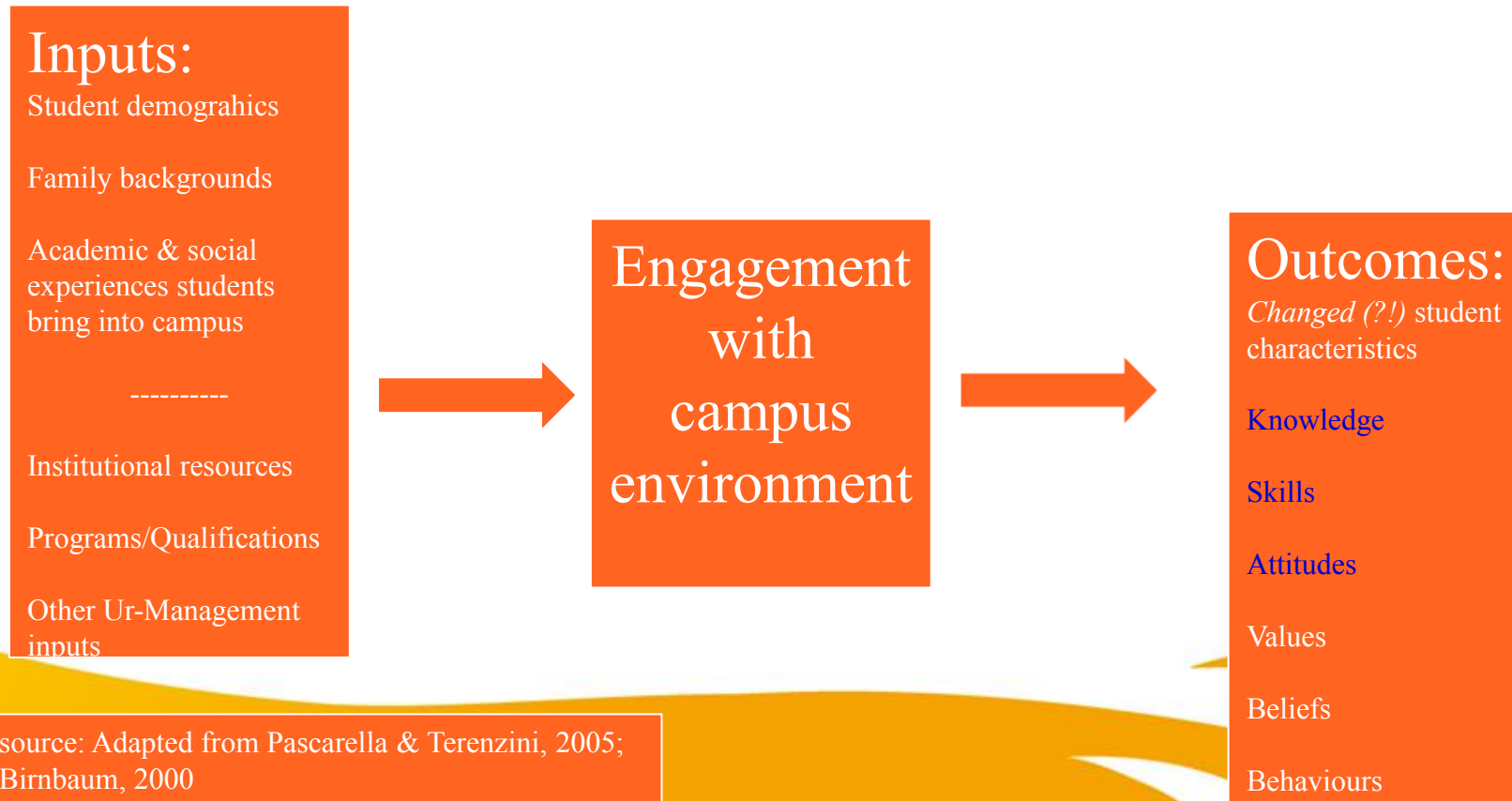


Astin's (1985) I-E-O model: University outcomes for learning

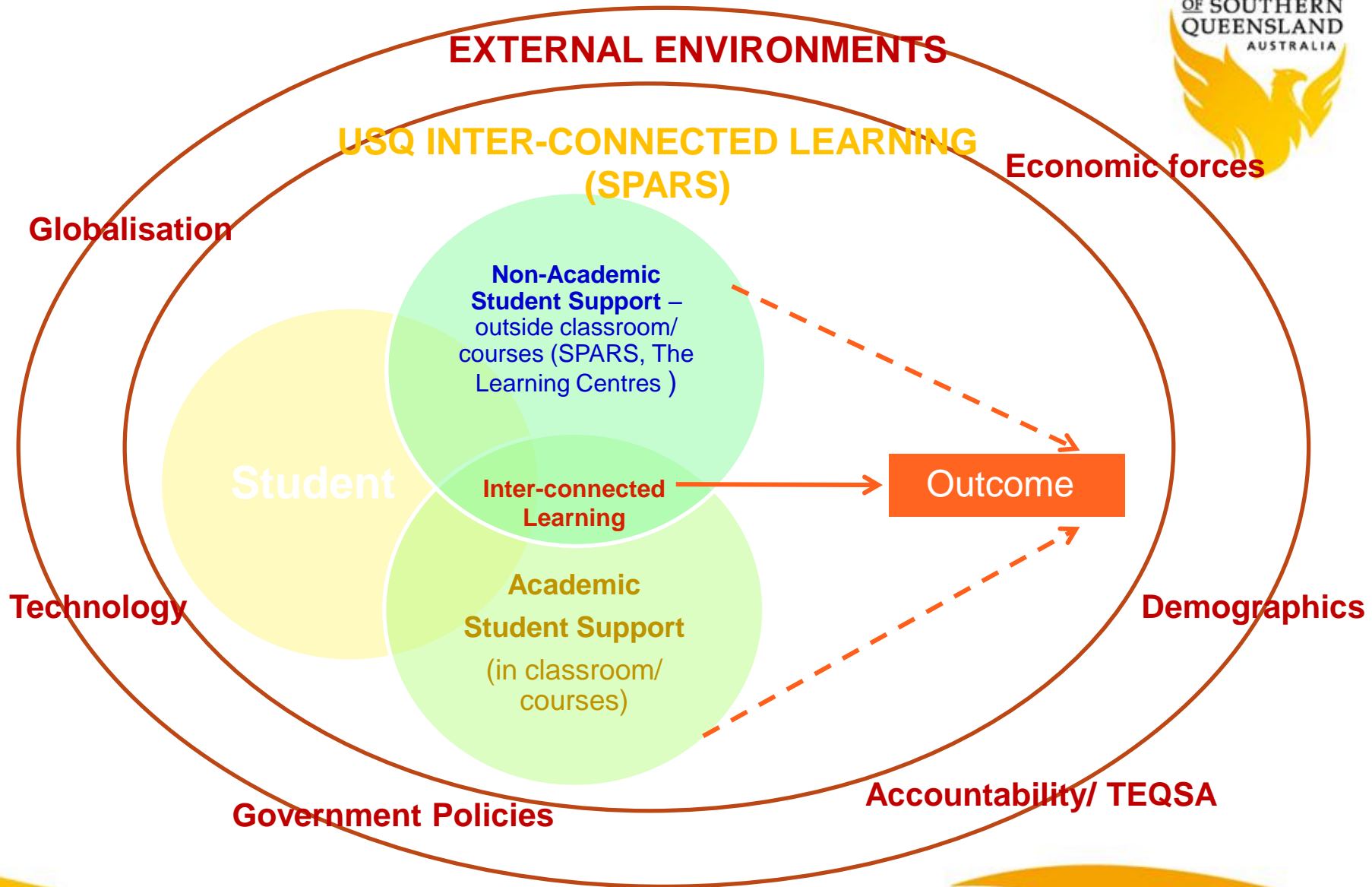


'Students learn by becoming involved... [S]tudent involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience... [I]t connotes more than just a psychological state; it connotes the behavioral manifestation of that state.

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

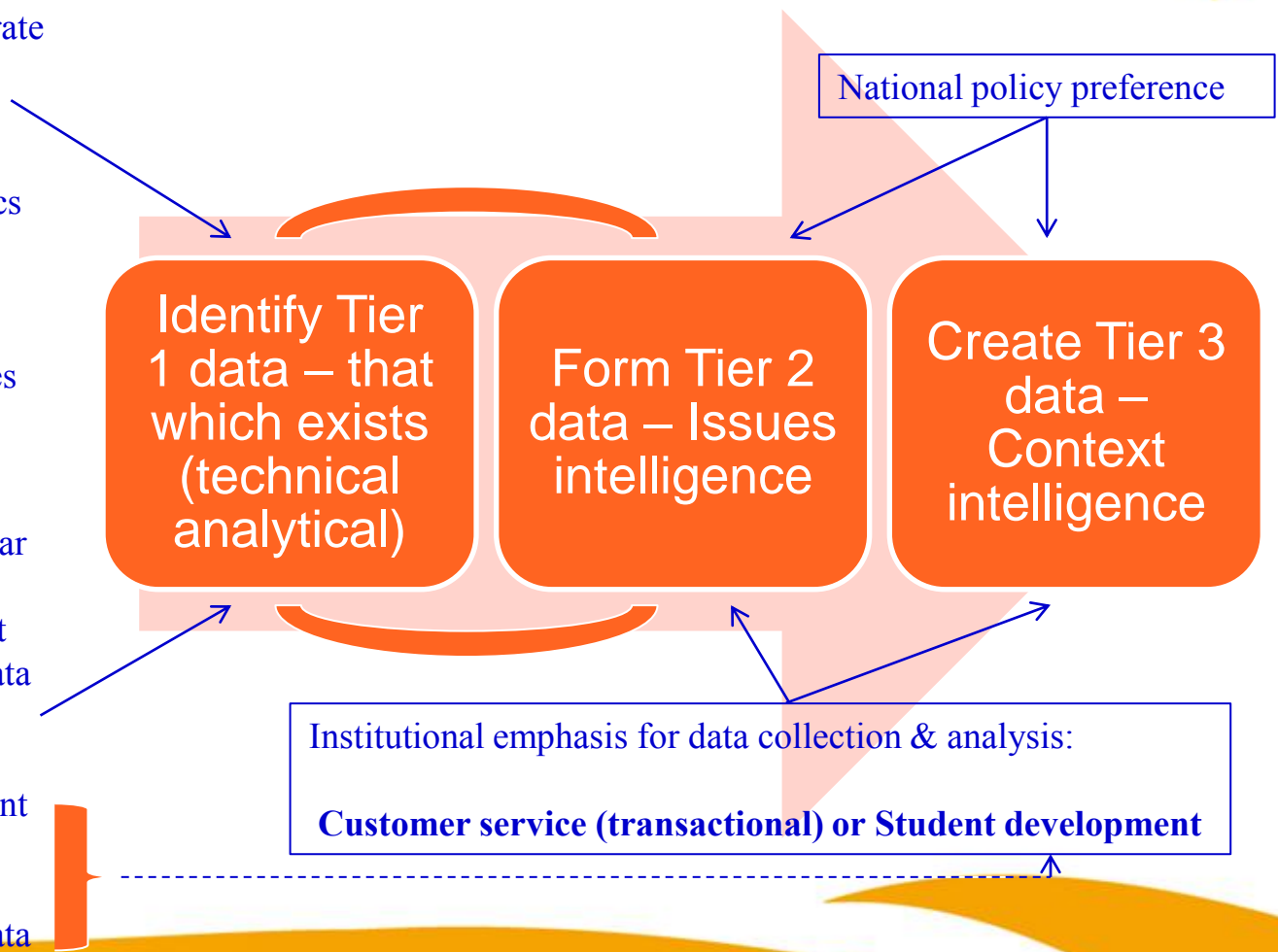


source: Adapted from Pascarella & Terenzini, 2005;
Birnbaum, 2000

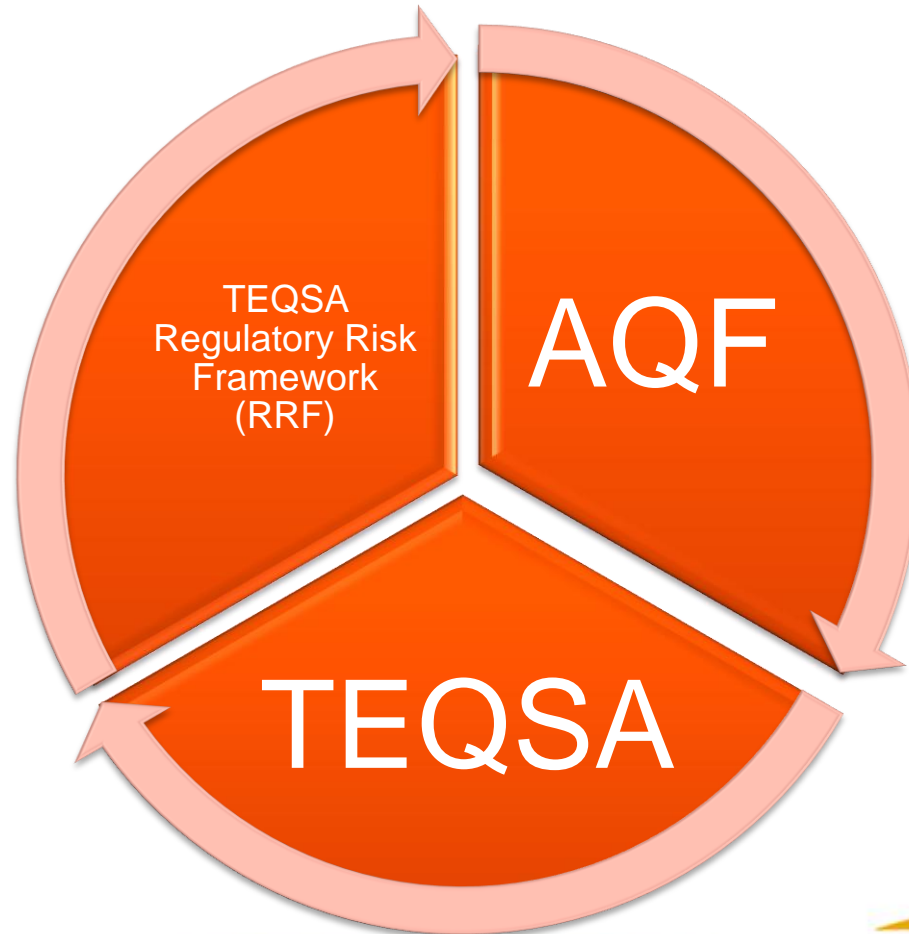


Key to developing an analytics framework

- 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)

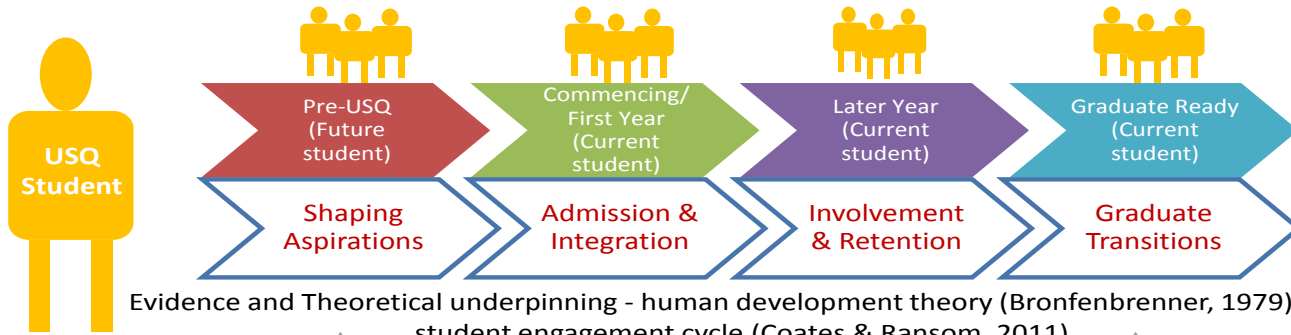
Assessment leading to
the award of
qualification rests with
HEI. Responsibility is
for ensuring the quality
of learning outcomes &
meeting qualifications
for degree.

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

From superceded AUS
Natl. Protocols

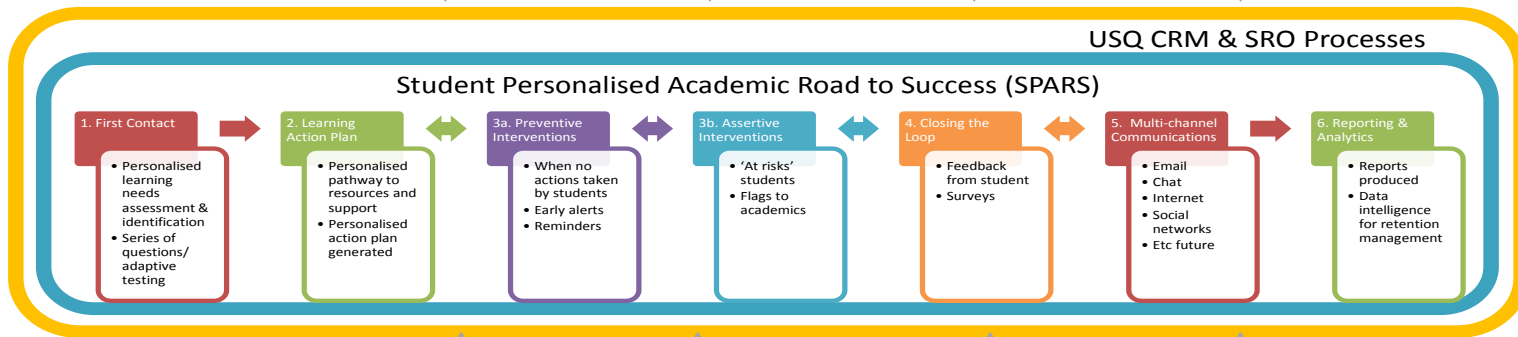
A3.9
A5.5

SPARS

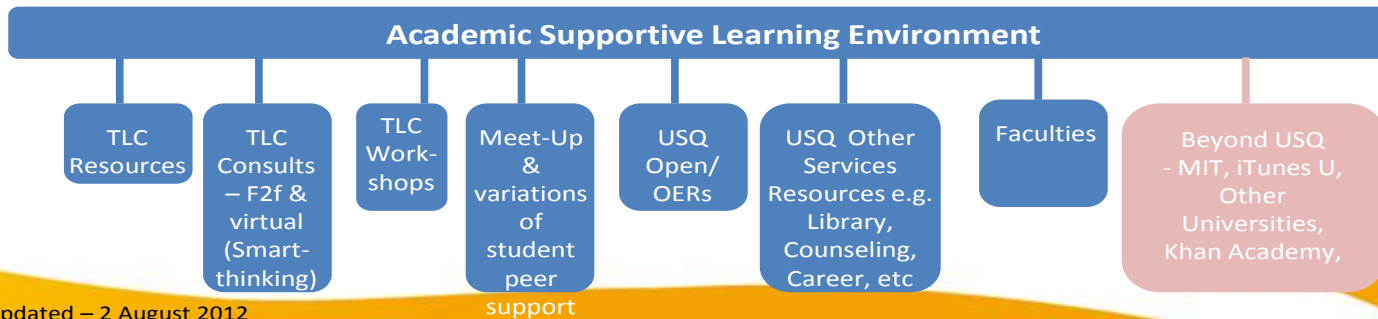


Connect students throughout student academic journey

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

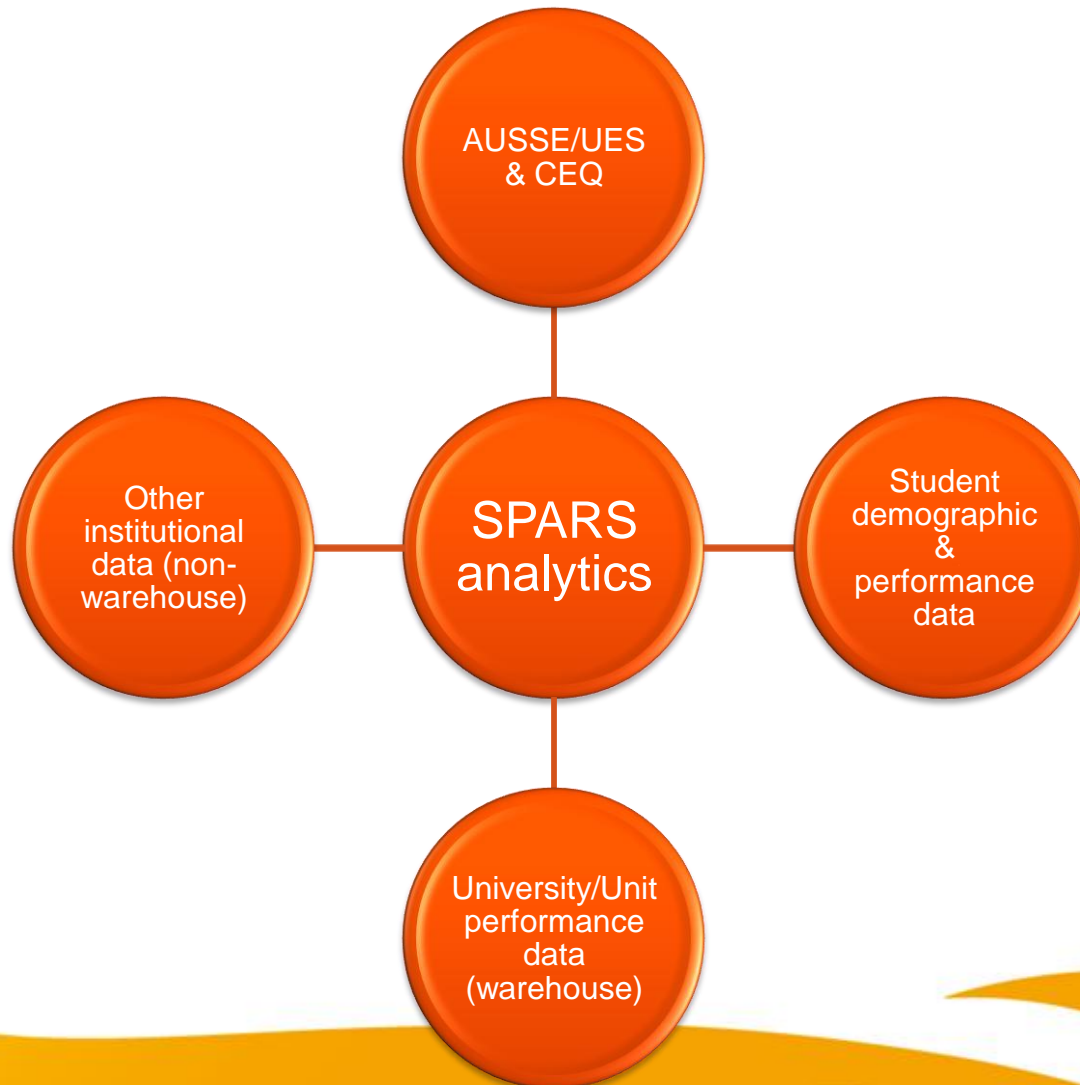


Integrate academic learning resources and support

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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