



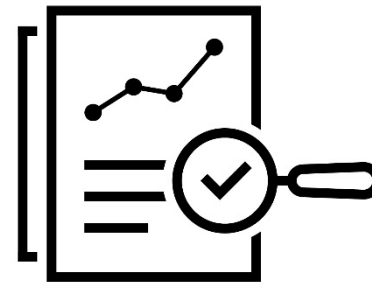
STUDENT AND LECTURER ENGAGEMENT DATA FOR INSTITUTIONAL AND SECTORAL TRANSFORMATION

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JUNE 2019

OVERVIEW

- The USAf/UFS collaboration
 - Challenges and strategic questions
- Key questions to ask:
 - Who are our students?
 - What expectations and experiences do they enter higher education with?
 - What do we know about students' experiences in higher education?
 - What type of graduates are we producing?
- Implications of student engagement on institutional design





**THE USAF / UFS
COLLABORATION**



UNIVERSITIES ARE SOCIAL INSTITUTIONS

- Core purpose is to produce new generations of engaged intellectuals
- They must focus on the intellectual, social and emotional development of their students
- Designing universities to play this role requires data.



CHALLENGES

1. Continuing challenges of basic education
2. Massification and its implications
3. Institutional culture
4. Quality of engagement
5. Use of technology

We have to map and match in both directions.

For this we need data



WHO ARE OUR STUDENTS AND...

1. ...what do they bring with them?
2. ...what are their expectations?
3. ...what have they read?
4. ...what have they not read?
5. ...what are their technology skills?
6. ...what is their socioeconomic condition?



STRATEGIC QUESTIONS

- WHAT CAN WE LEARN FROM STUDENT AND LECTURER ENGAGEMENT SURVEYS...
- FOR INSTITUTIONAL AND SECTORAL DESIGN?



USAF STRATEGY GROUPS

TEACHING AND LEARNING STRATEGY GROUP

enhancing students' learning experiences is not receiving adequate attention.

TRANSFORMATION STRATEGY GROUP

how do we design institutions to provide students with the best possible opportunity to succeed



**WHO ARE OUR
STUDENTS?**



THE USAF / UFS COLLABORATION

- Most institutions measure undergraduate students' learning experiences in some form, however, not necessarily for one common purpose and differing in methodology.
- The SASSE provides a national and longitudinal database that can provide a birds-eye view of what is happening in South African higher education in relation to students' engagement.
- This could provide guidance as to how students' learning experiences can be enhanced through better designed institutions that match students' needs.

WHO ARE OUR STUDENTS? GENERATION STATUS

70%

of entering students do not have parents who graduated from a university

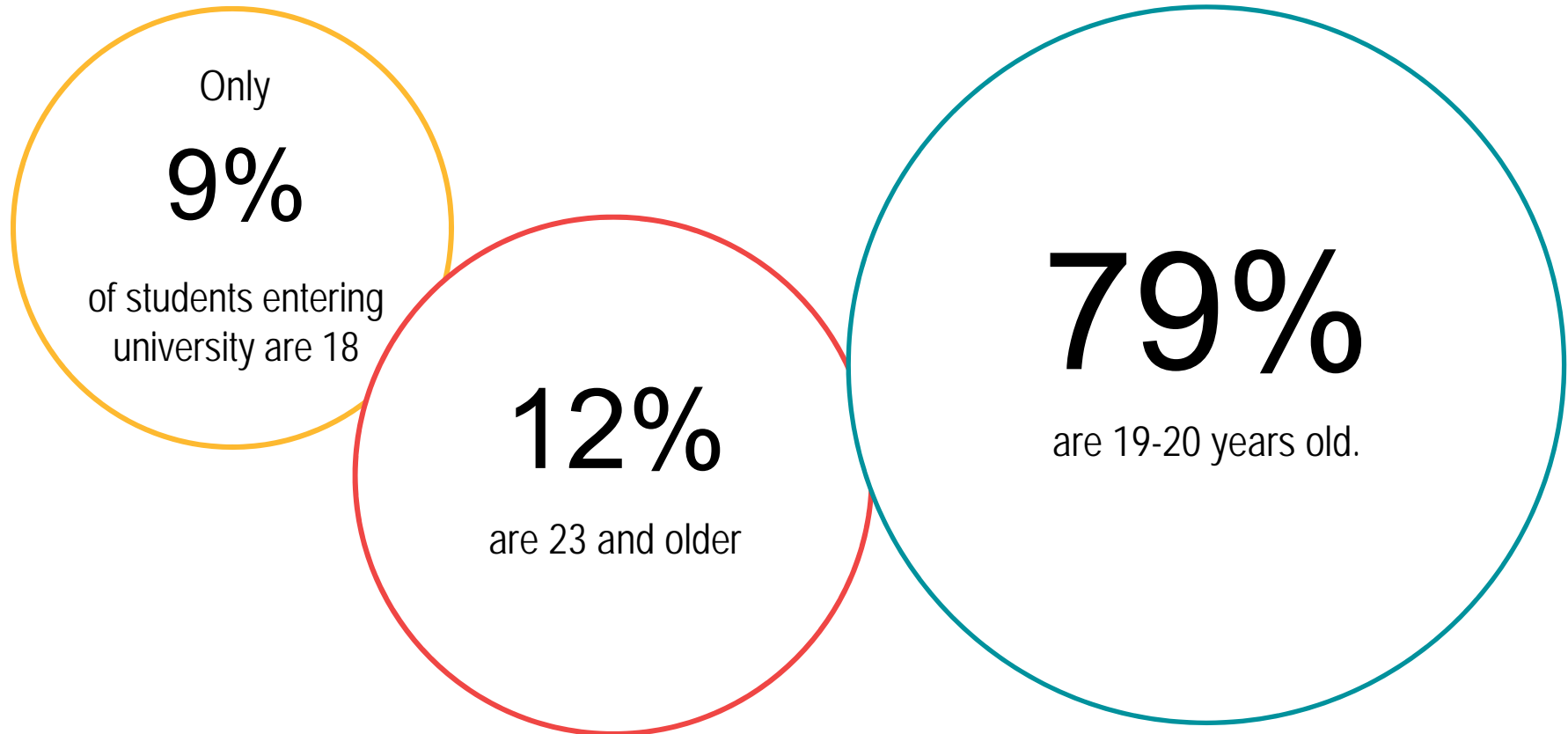
45%

of entering students have no family members who graduated from higher education

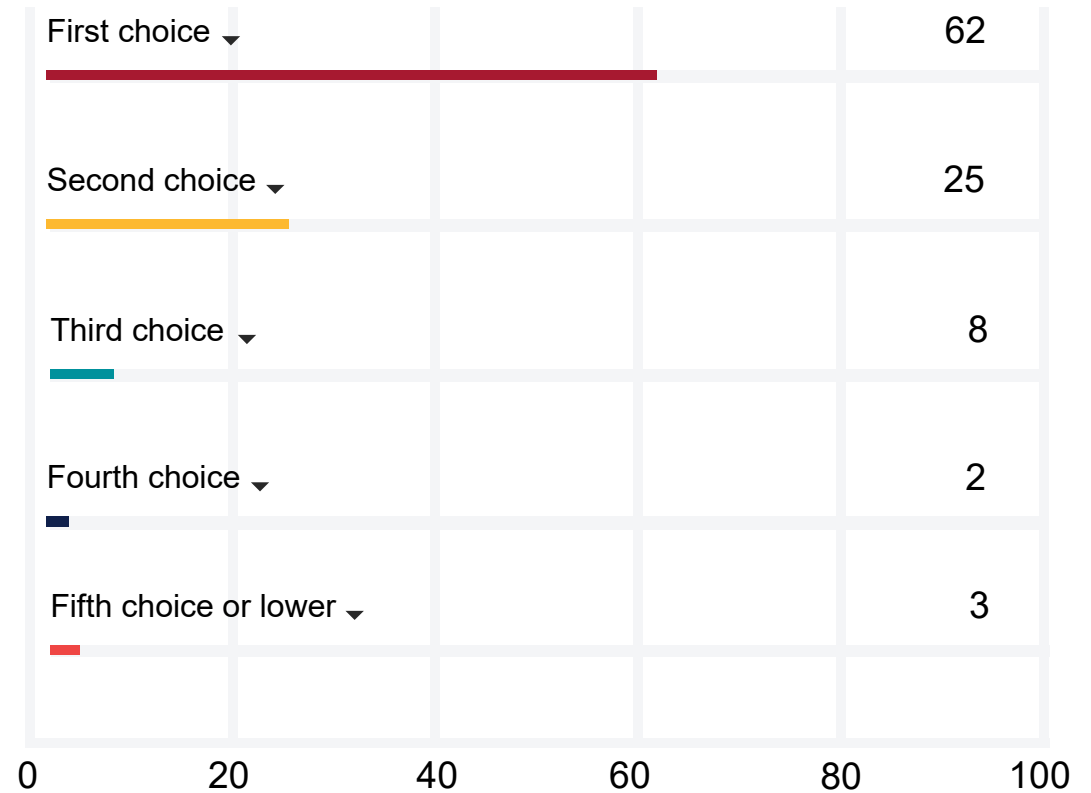
79%

Of first generation students are black African with all other groupings below 10%


WHO ARE OUR STUDENTS? AGE



WHO ARE OUR STUDENTS? CHOICE OF INSTITUTION

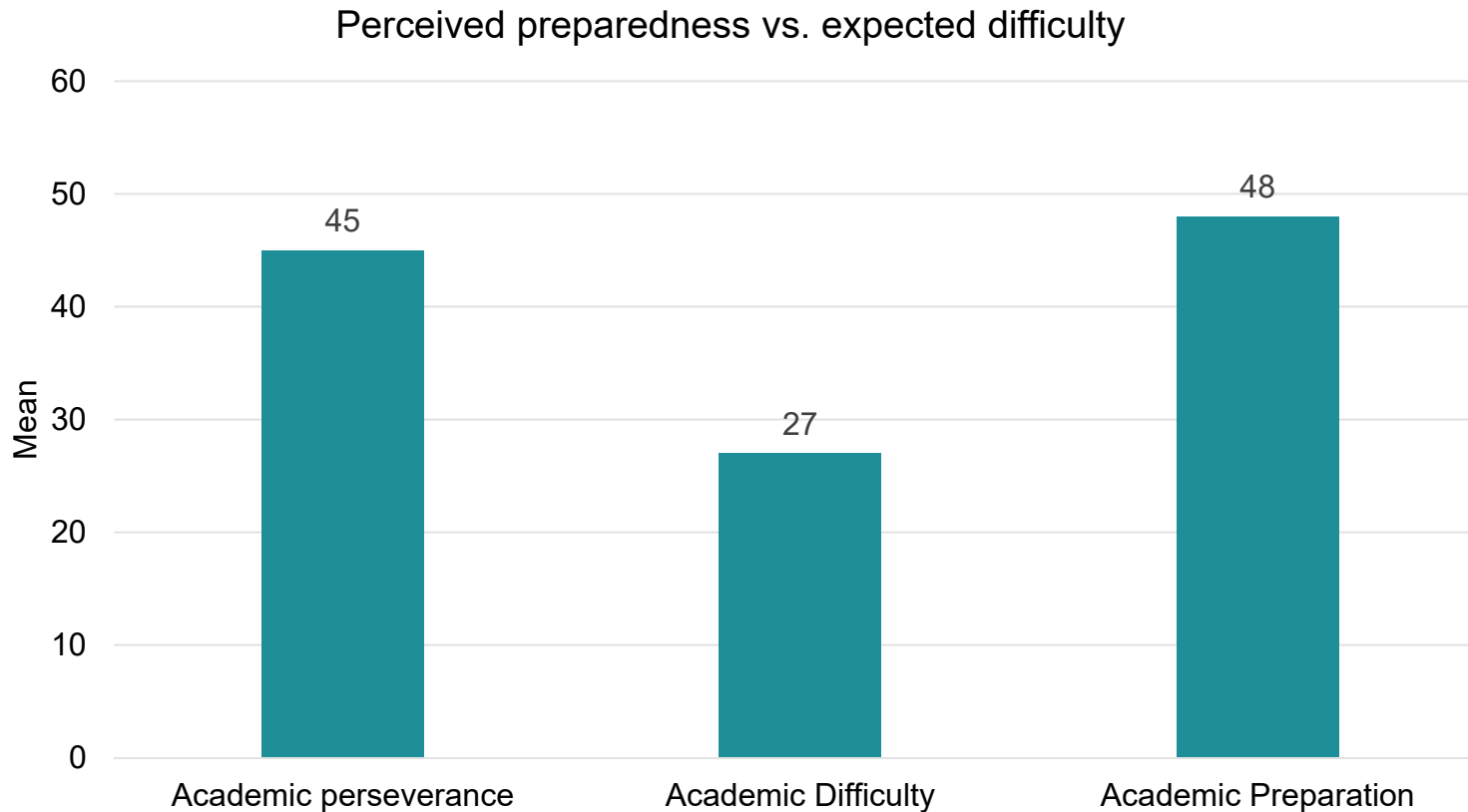


**WHAT
EXPECTATIONS
AND
EXPERIENCES DO
THEY ENTER
HIGHER
EDUCATION WITH?**



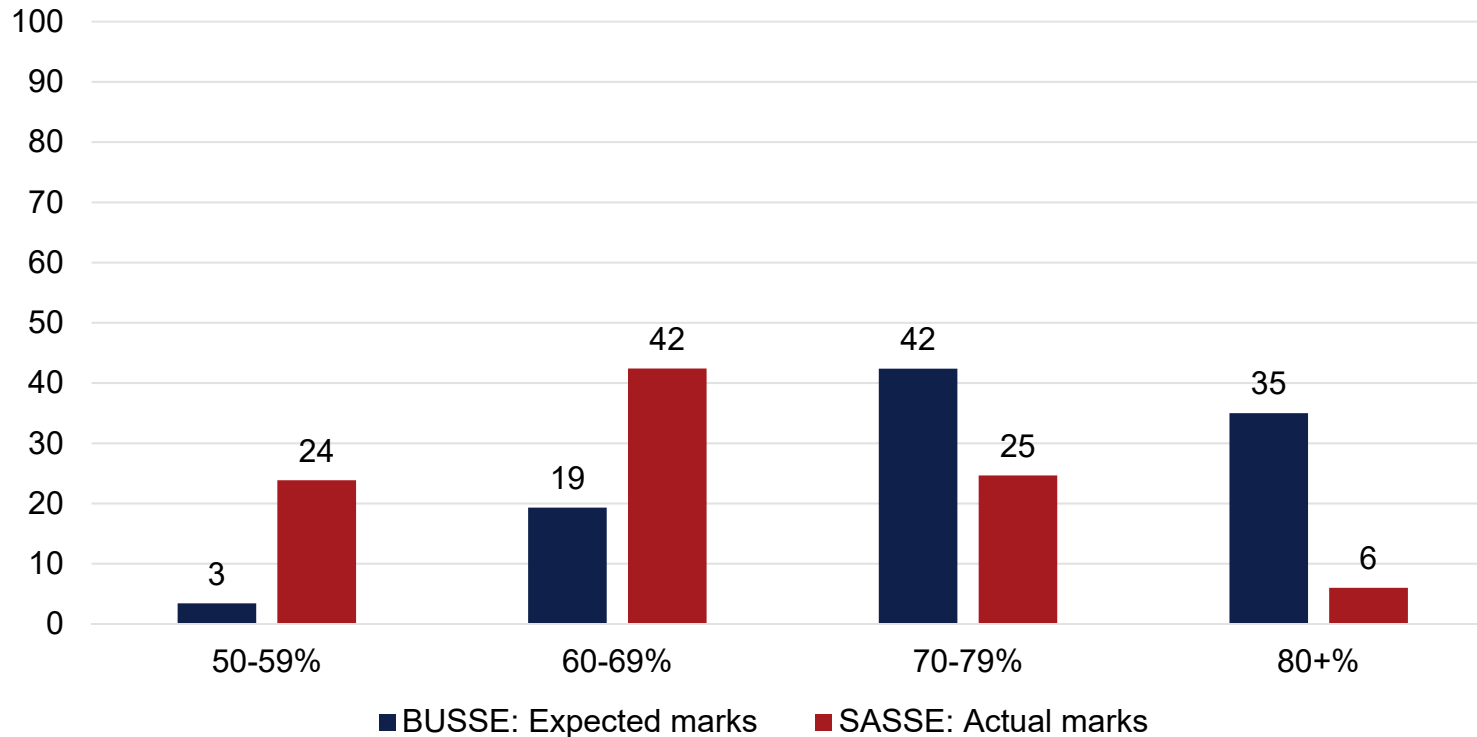
Expectations

WHAT EXPECTATIONS AND EXPERIENCES DO THEY ENTER HIGHER EDUCATION WITH?

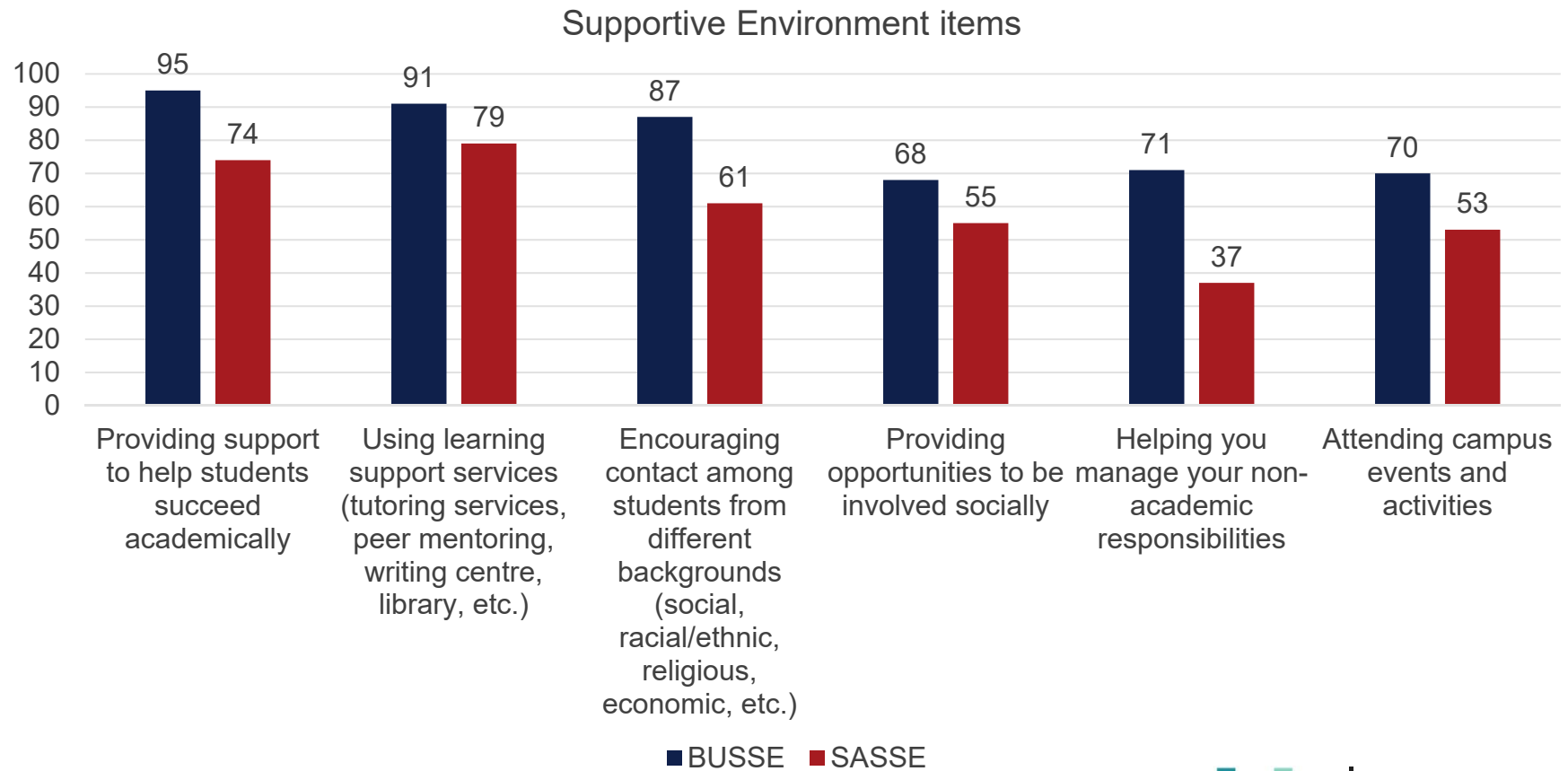


WHAT EXPECTATIONS AND EXPERIENCES DO THEY ENTER HIGHER EDUCATION WITH?

Expected vs. actual self-reported marks

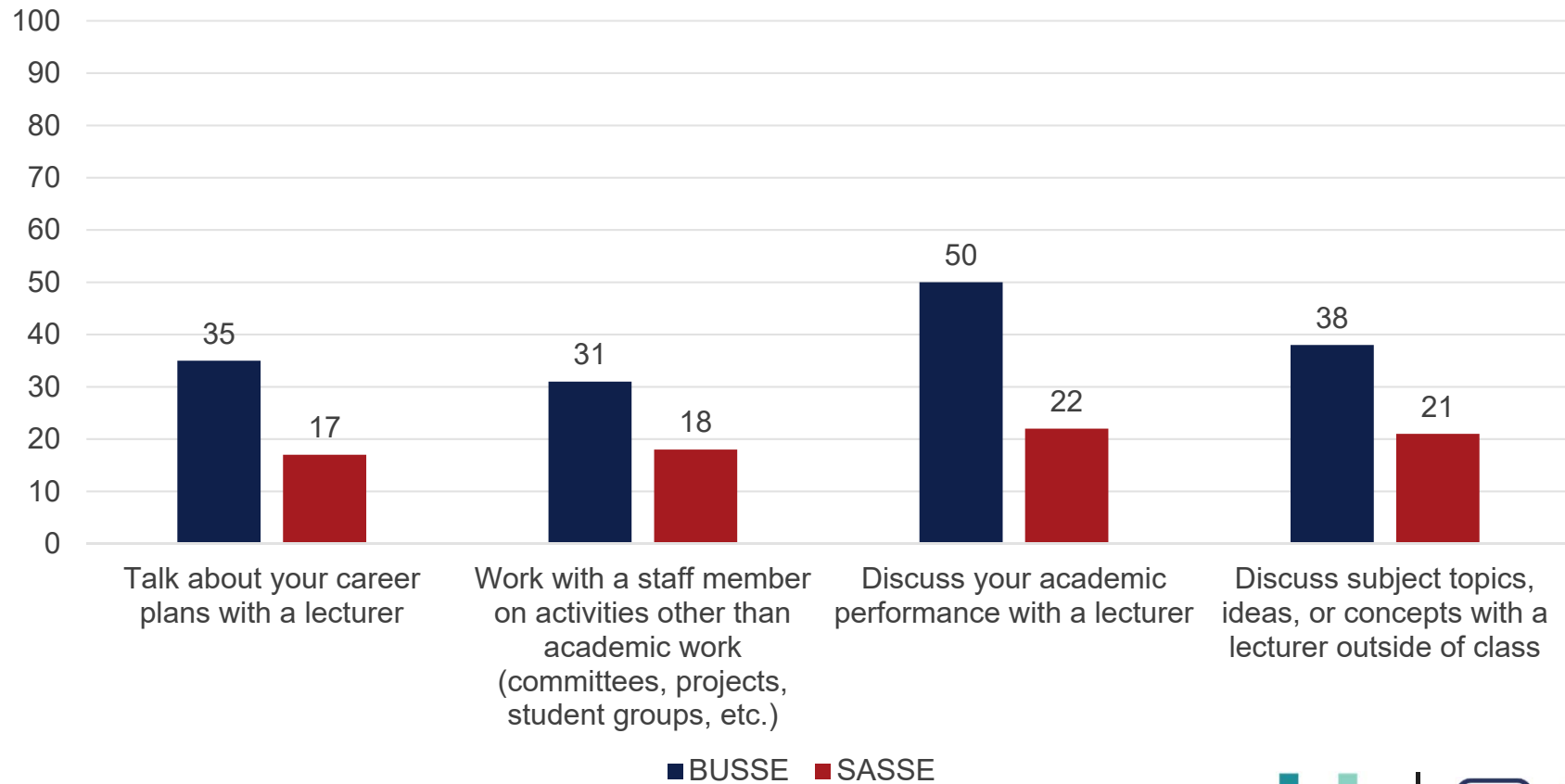


WHAT EXPECTATIONS AND EXPERIENCES DO THEY ENTER HIGHER EDUCATION WITH?



WHAT EXPECTATIONS AND EXPERIENCES DO THEY ENTER HIGHER EDUCATION WITH?

Student Staff Interaction items



WHAT EXPECTATIONS AND EXPERIENCES DO THEY ENTER HIGHER EDUCATION WITH?

83%

Of students in their final year at school wrote at least one assignment of between 6-10 pages.

81%

Say they have often or very often identified important information from reading assignments.

66%

Say they often or very often summarised what they learned in class.

88%

Say they have included diverse perspectives in their school work to some extent.

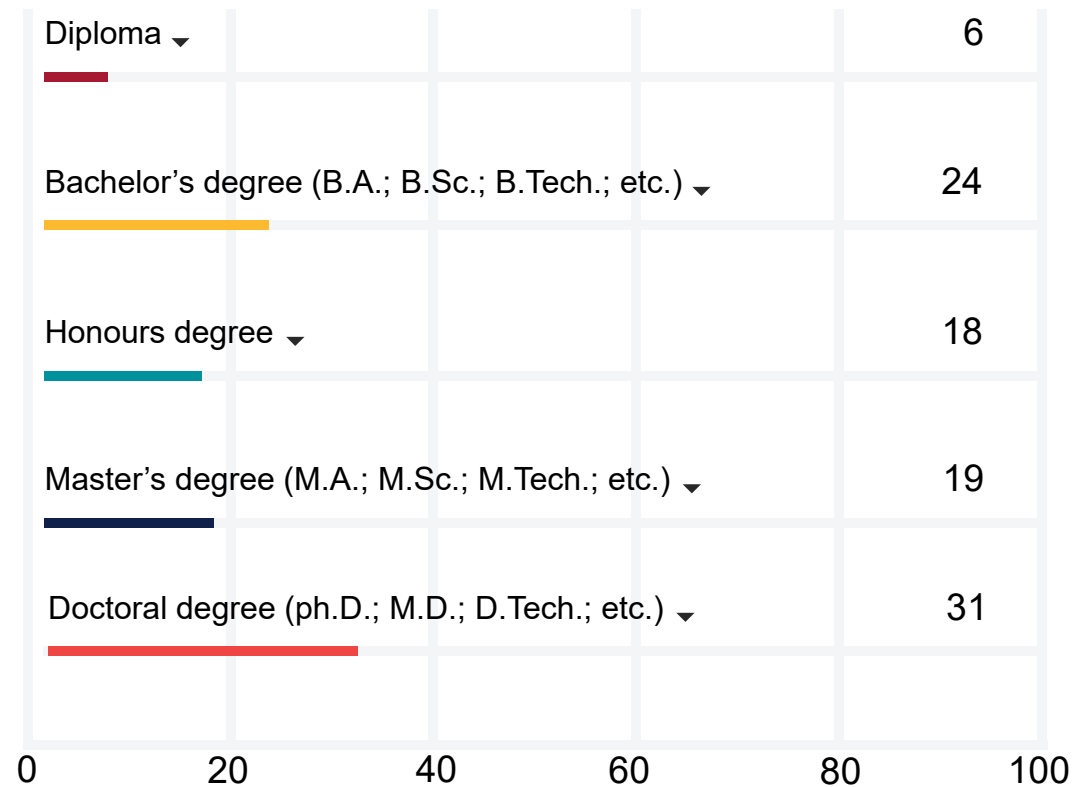
57%

Often or very often examined the strengths and weaknesses of their own views.

66%

Often or very often tried to understand someone else's views.

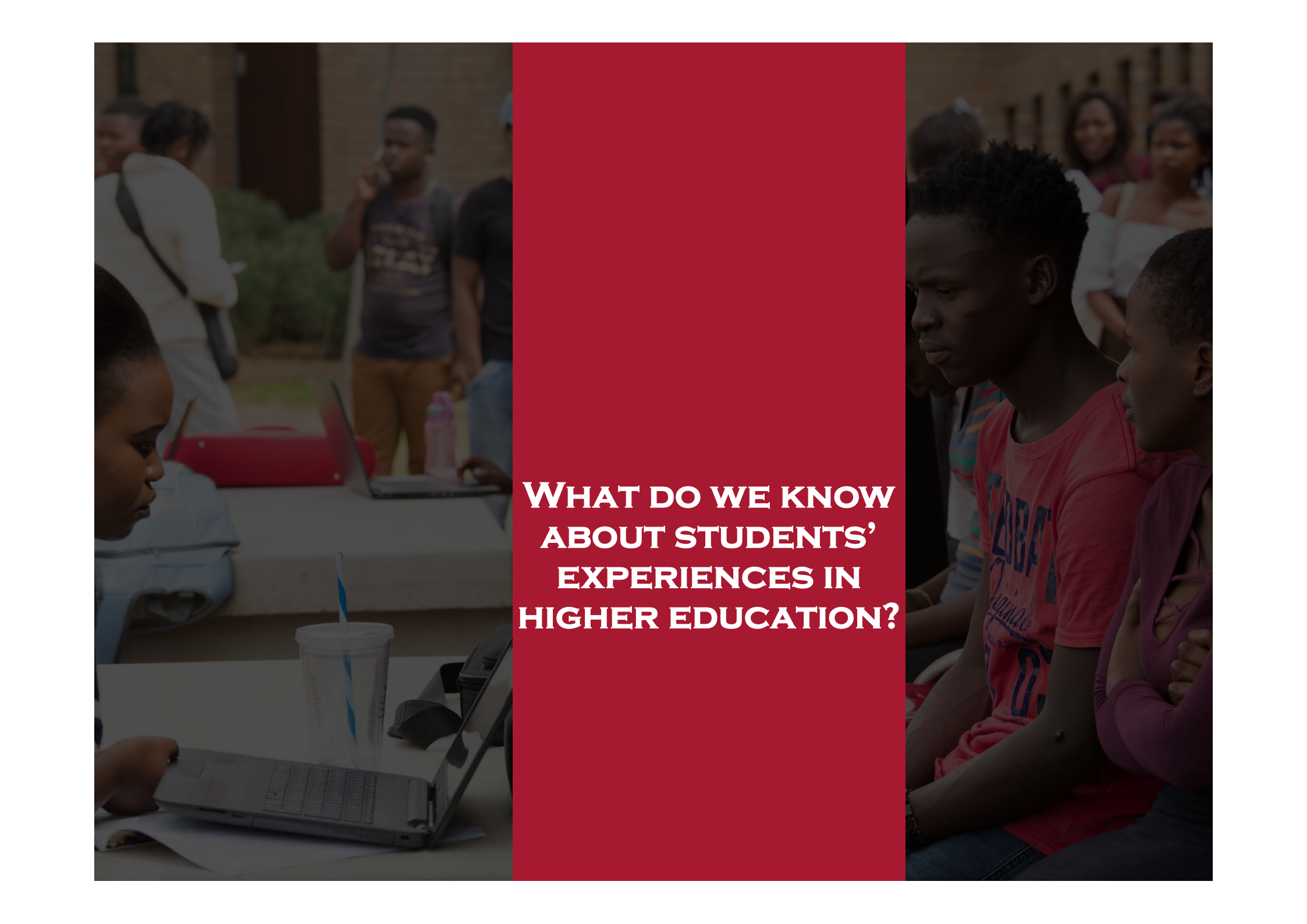
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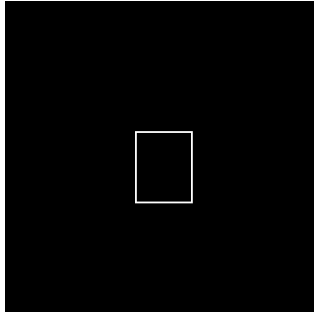


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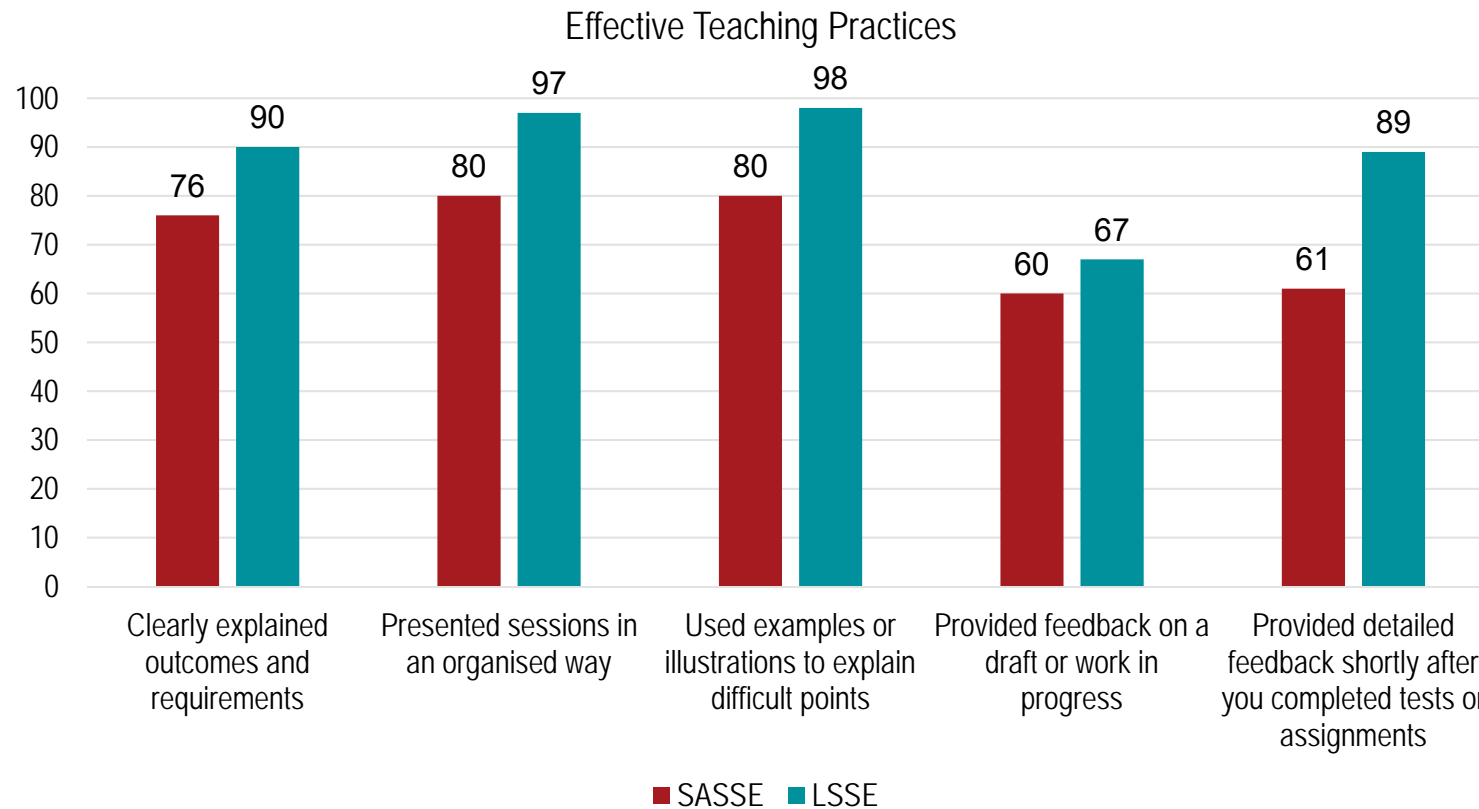
- Students come to university with some academic and critical thinking skills
- Students are open to diverse and collaborative learning environments
- The majority of students have had some experience in high school with deep learning
- Students are committed to working hard
- Students have high aspirations and expectations

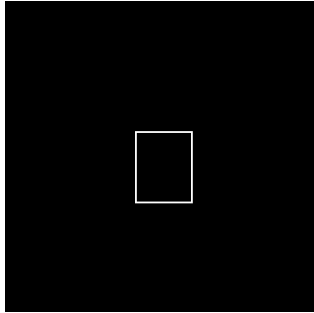
The image is a collage of three photographs. The left photo shows a student in profile, focused on a laptop. The middle photo shows a student standing and talking on a mobile phone. The right photo shows a group of students sitting together, looking towards the left. A central red vertical bar contains white text.

**WHAT DO WE KNOW
ABOUT STUDENTS'
EXPERIENCES IN
HIGHER EDUCATION?**



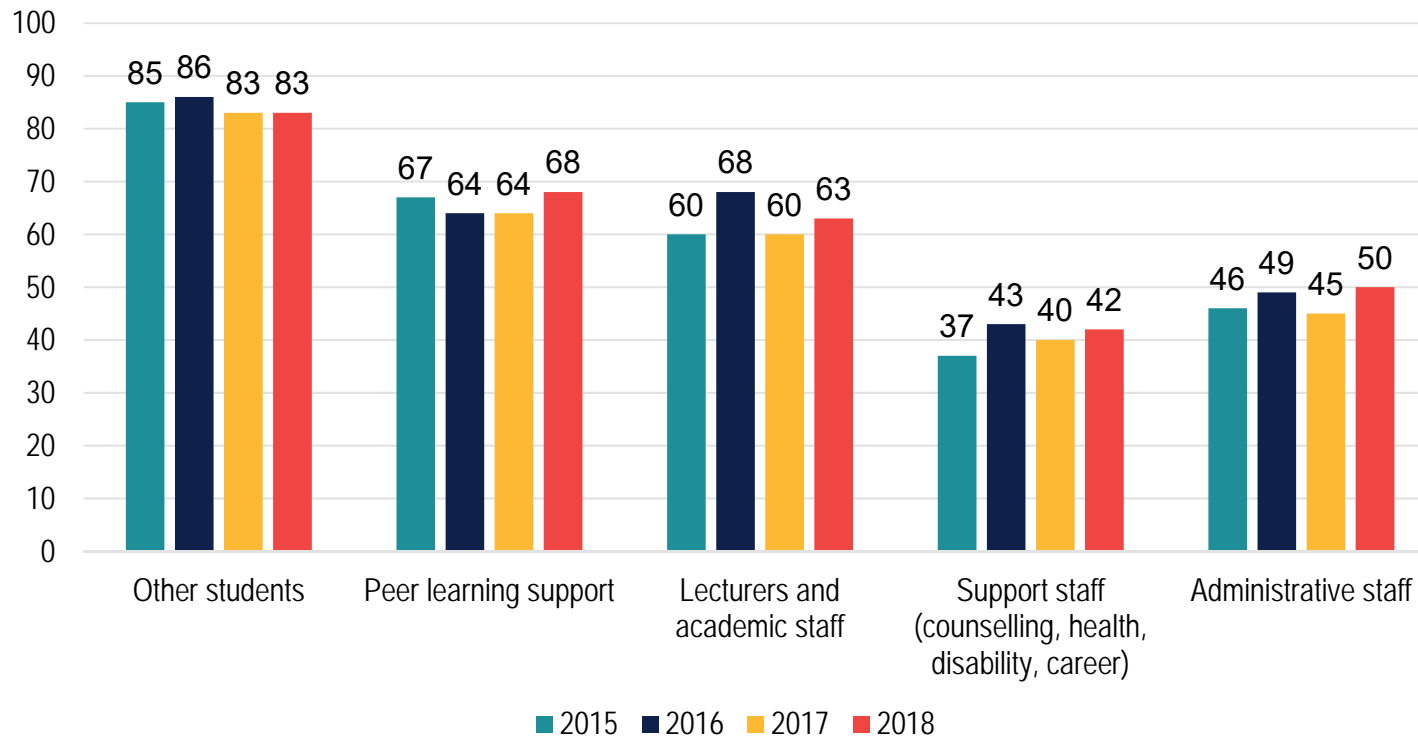
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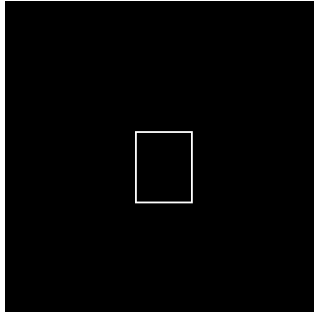




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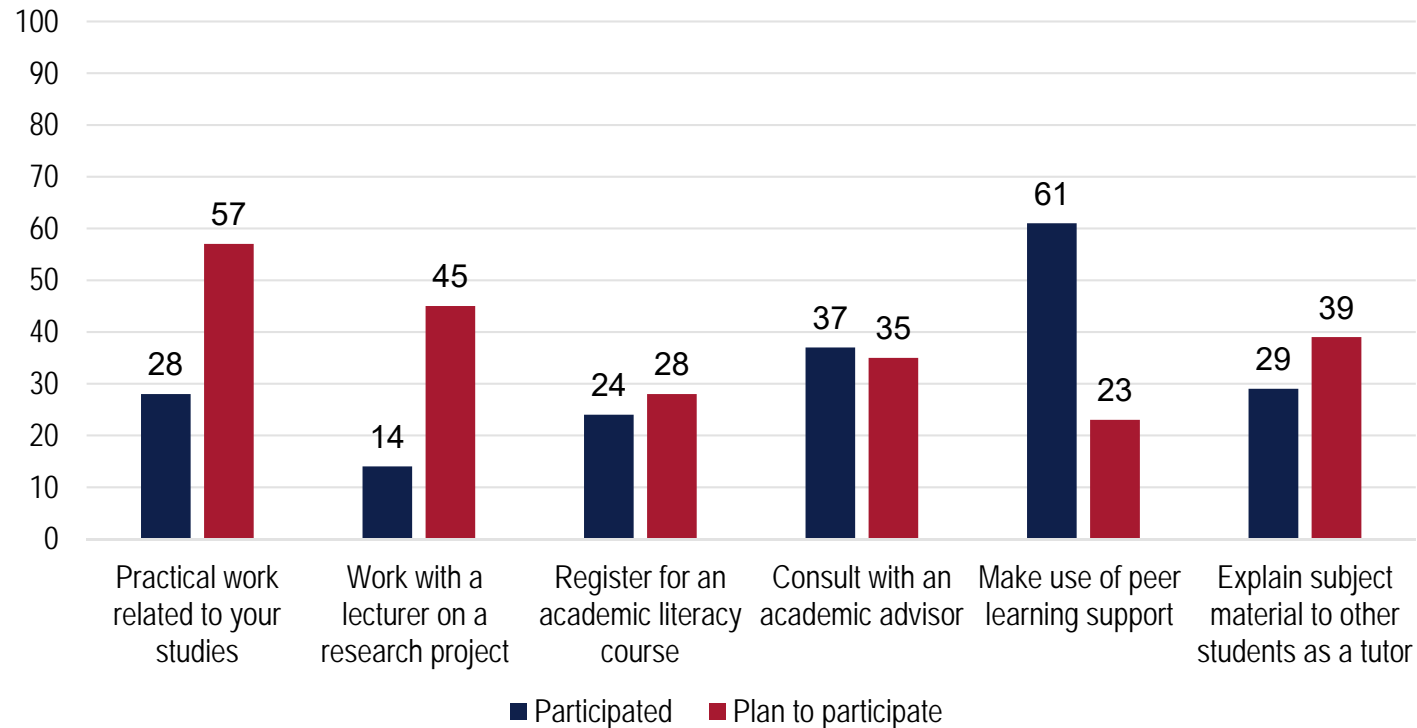
Quality of interactions

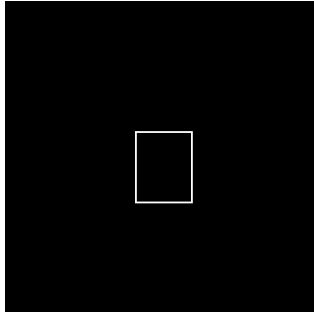




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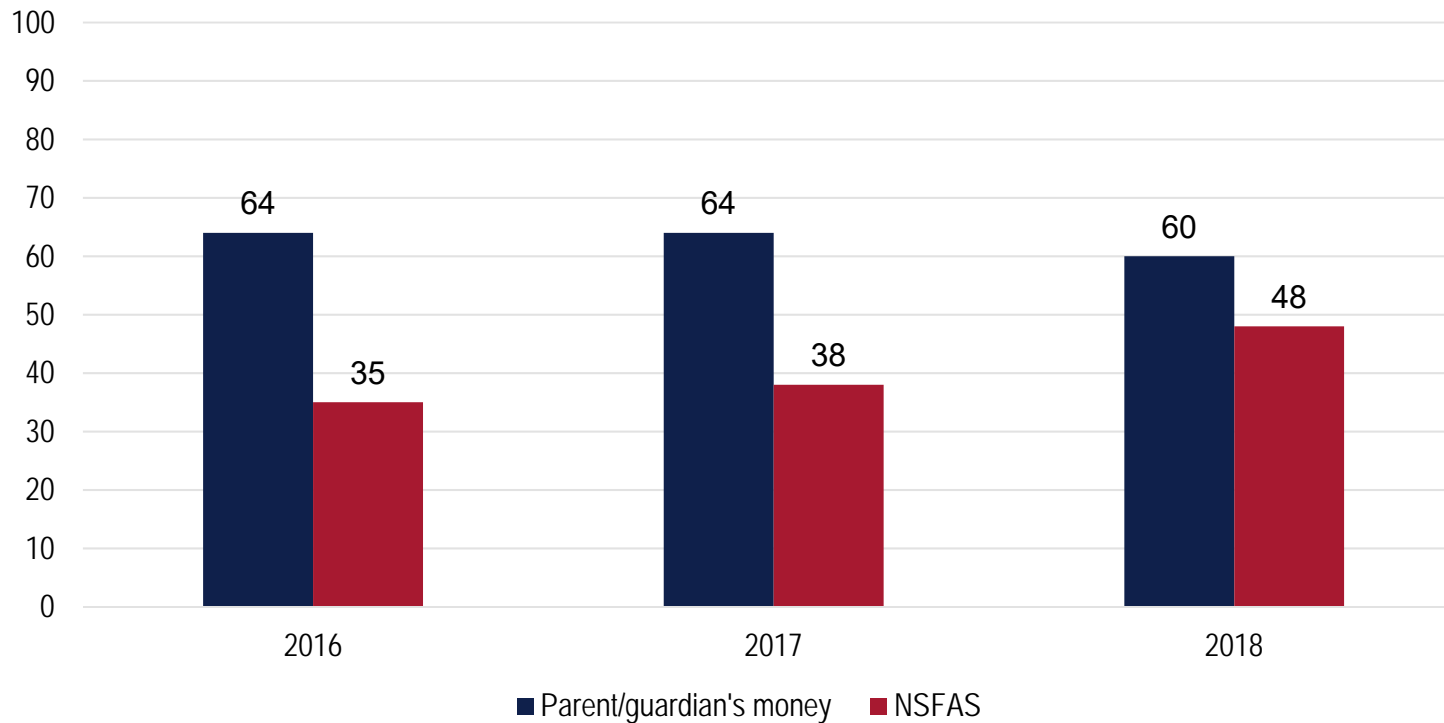
High-Impact Practices

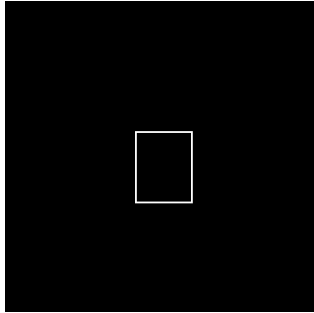




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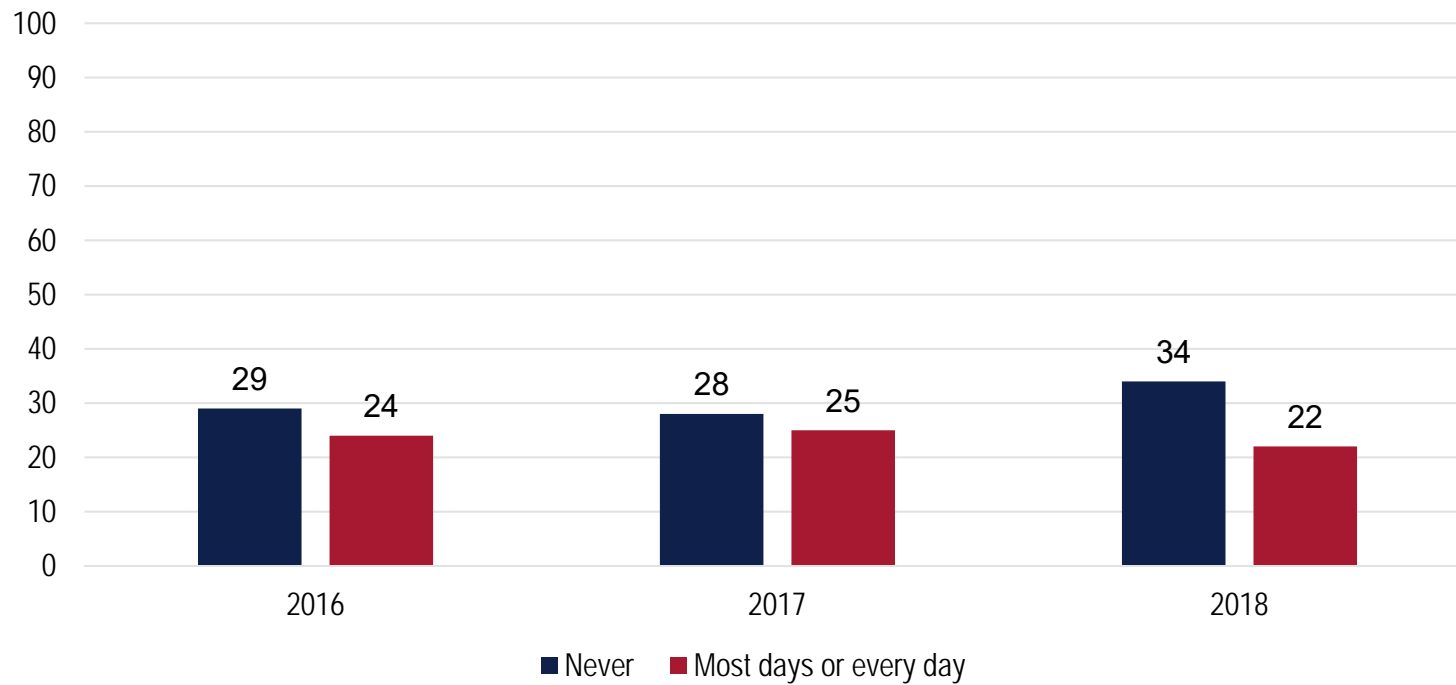
Means to pay tuition fees over time: Parental funds vs. NSFAS

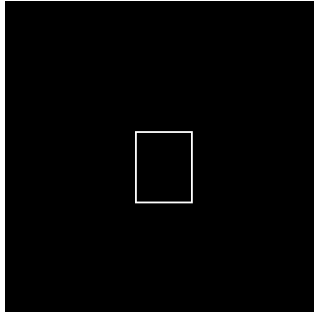




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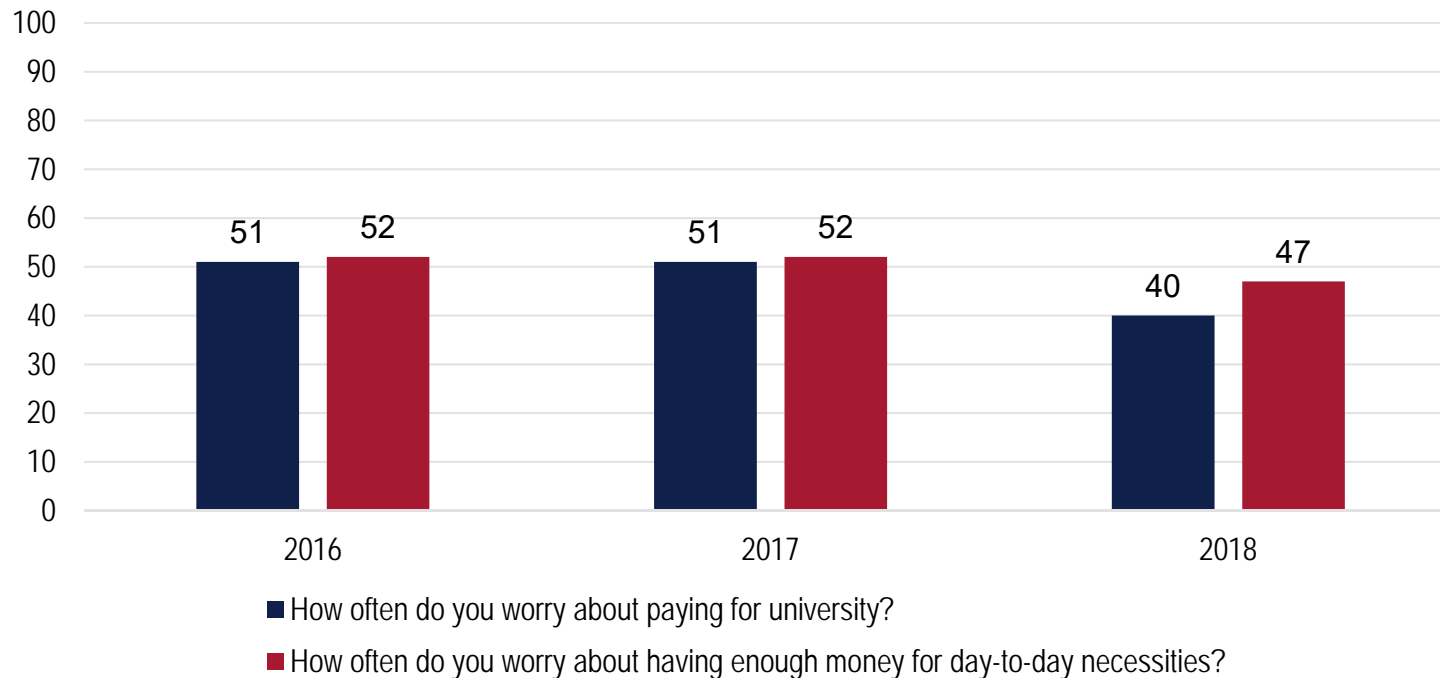
In the past year, were there any times that you ran out of food and could not afford to buy more?

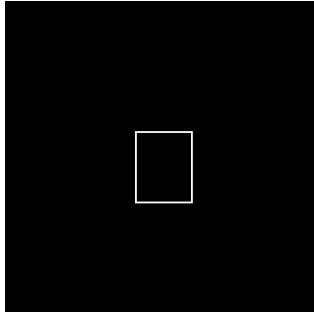




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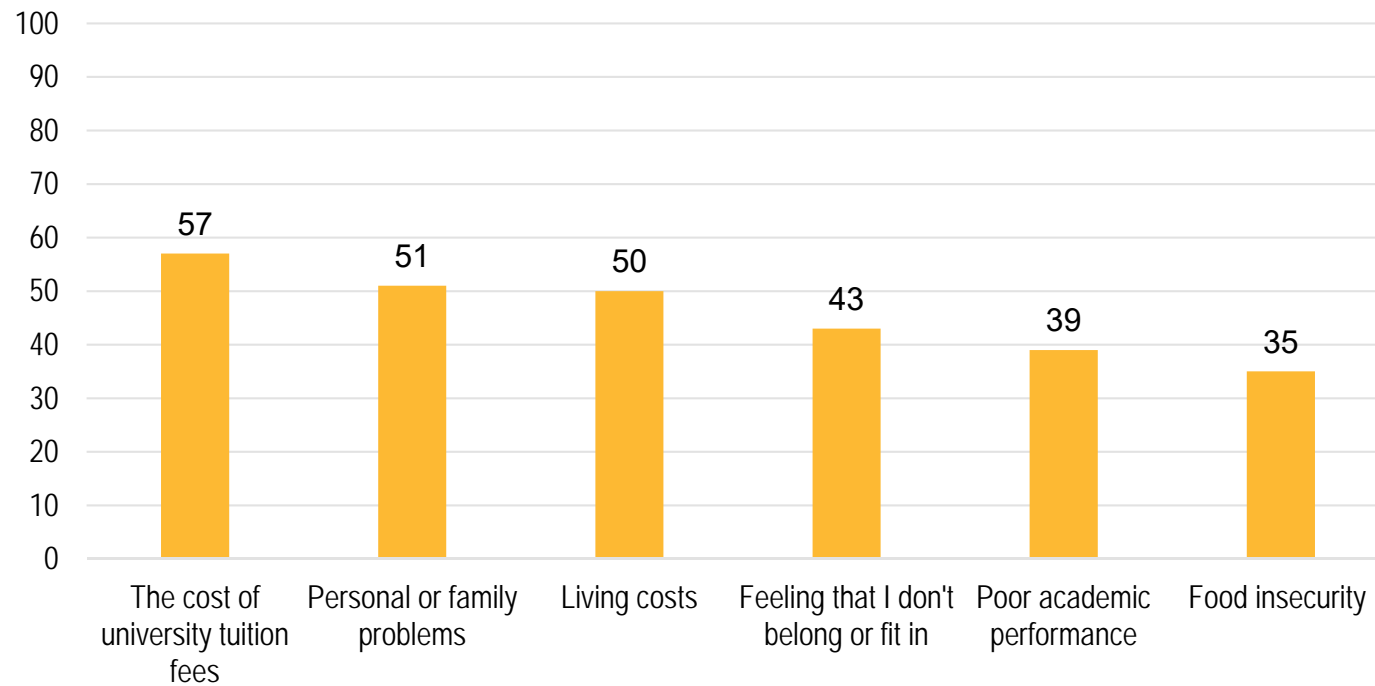
Financial Stress
(most days or every day)





WHAT DO WE KNOW ABOUT STUDENTS' EXPERIENCES IN HIGHER EDUCATION?

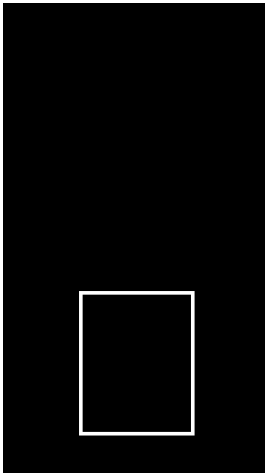
Top reasons why some students consider dropping out



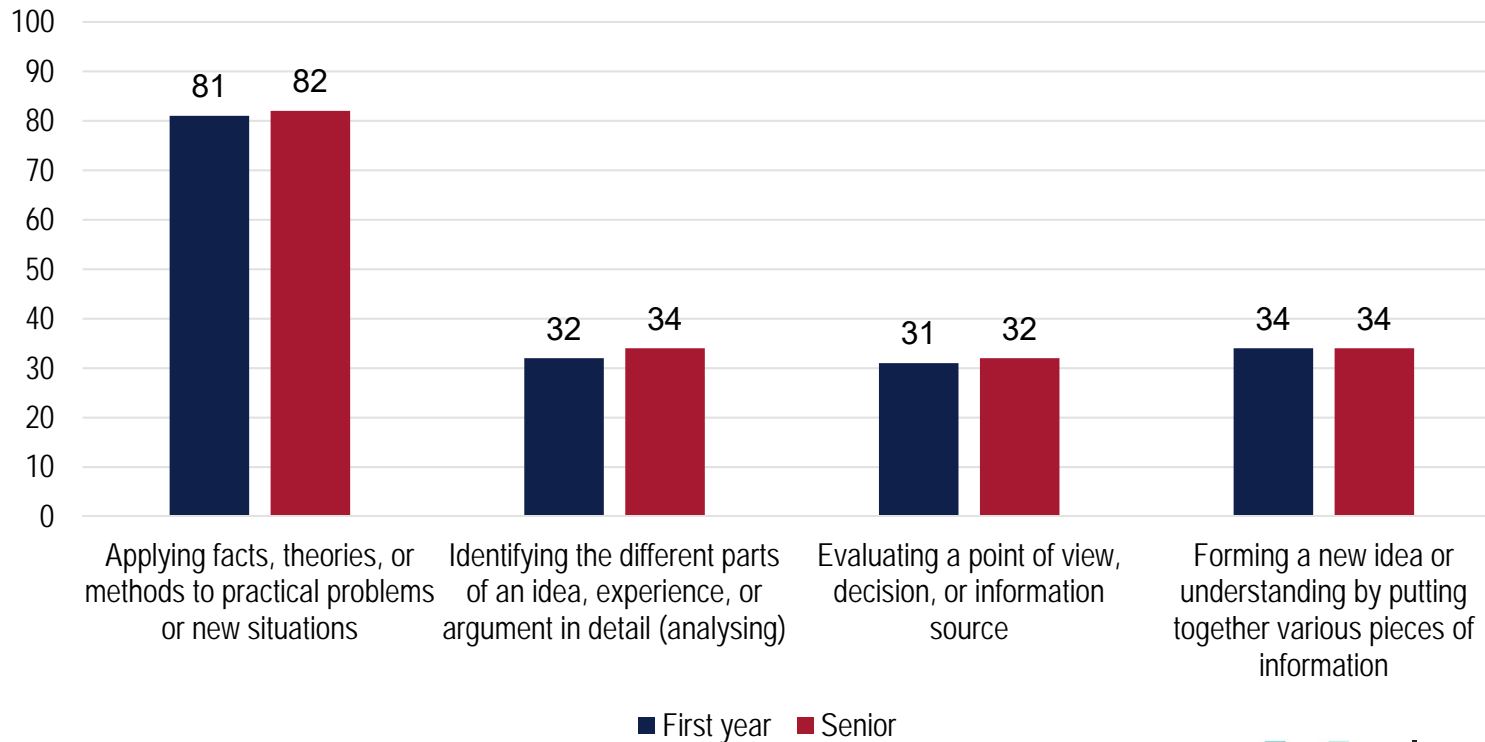
A group of graduates in black gowns and caps walking outdoors. The graduates are diverse in age and appearance. Some are looking at their phones, while others are talking to each other. The background shows a building and trees. The text is overlaid in a white box with a black border.

**WHAT TYPE OF GRADUATES ARE
WE PRODUCING?**

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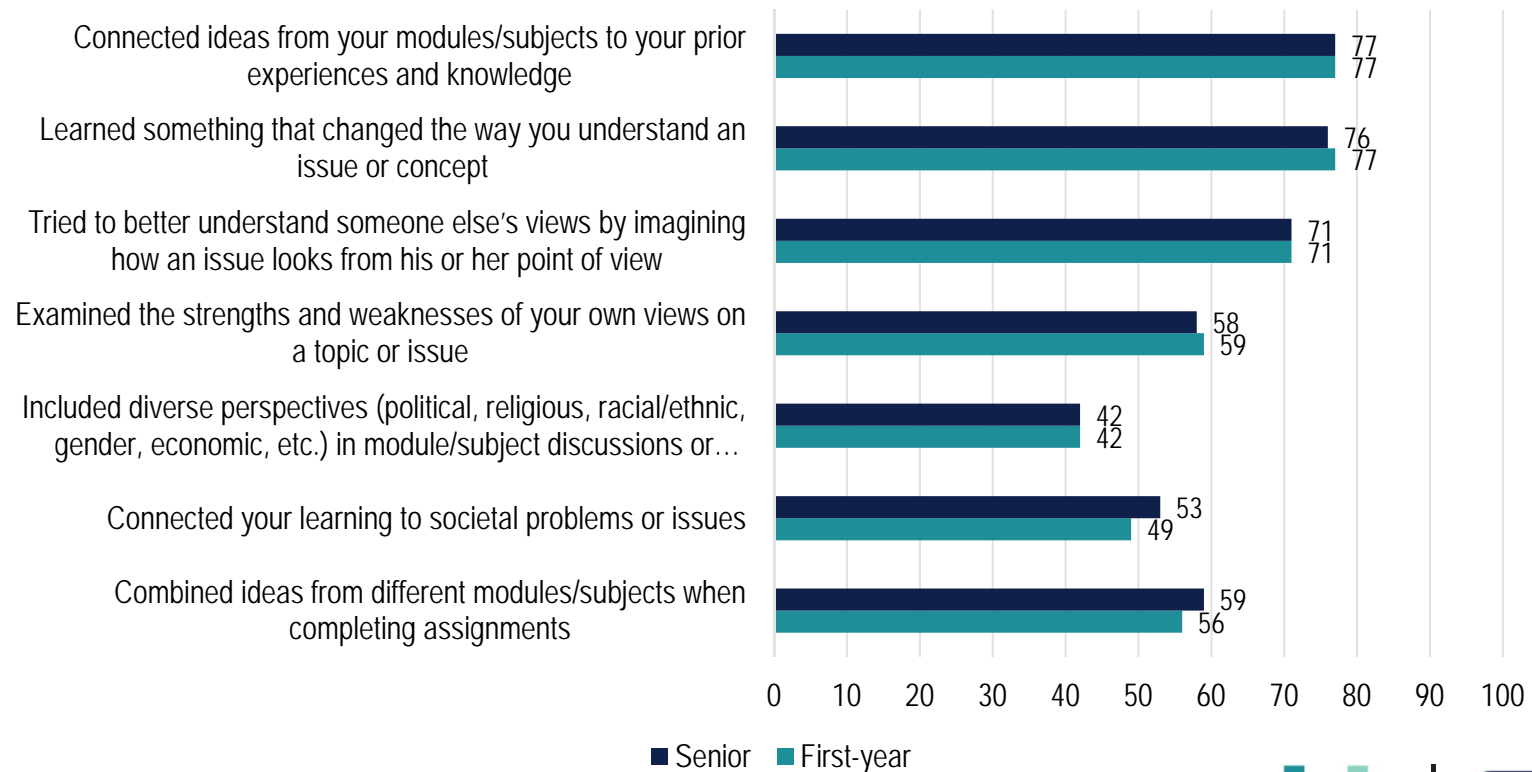


Higher-Order Learning progression: first-year vs. senior undergrad students

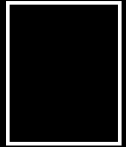


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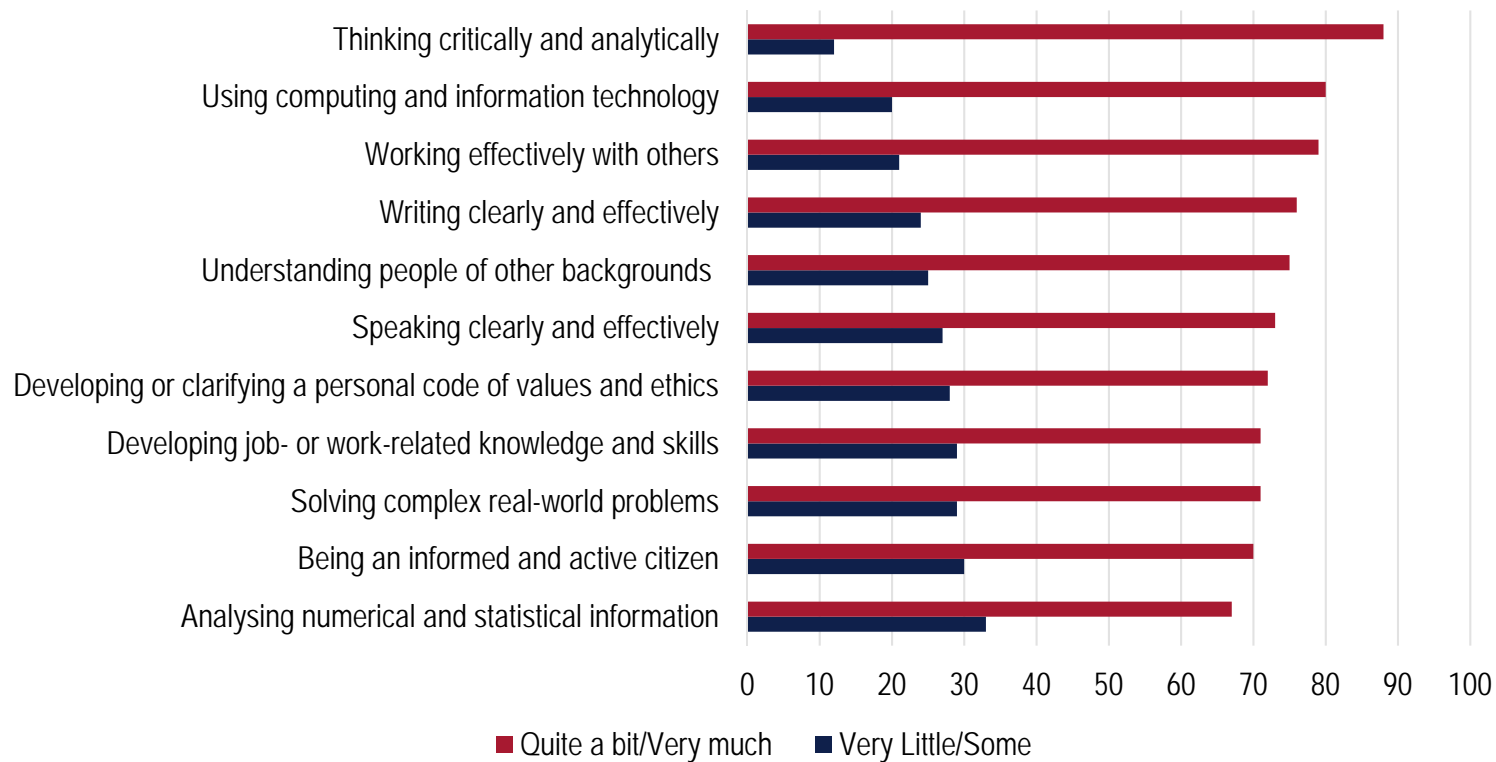
Reflective and Integrative Learning



WHAT TYPE OF GRADUATES ARE WE PRODUCING?

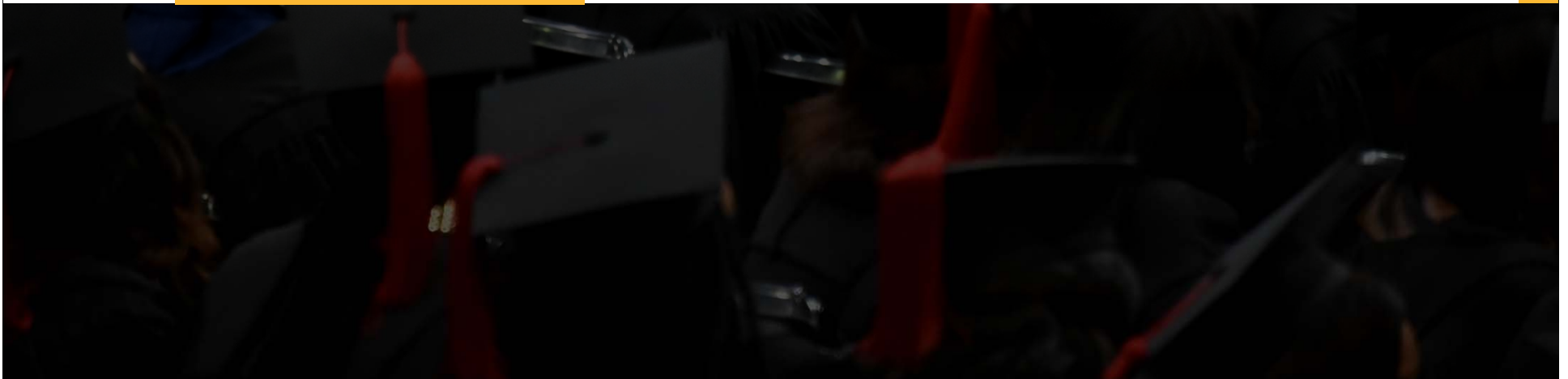


Perceived gains





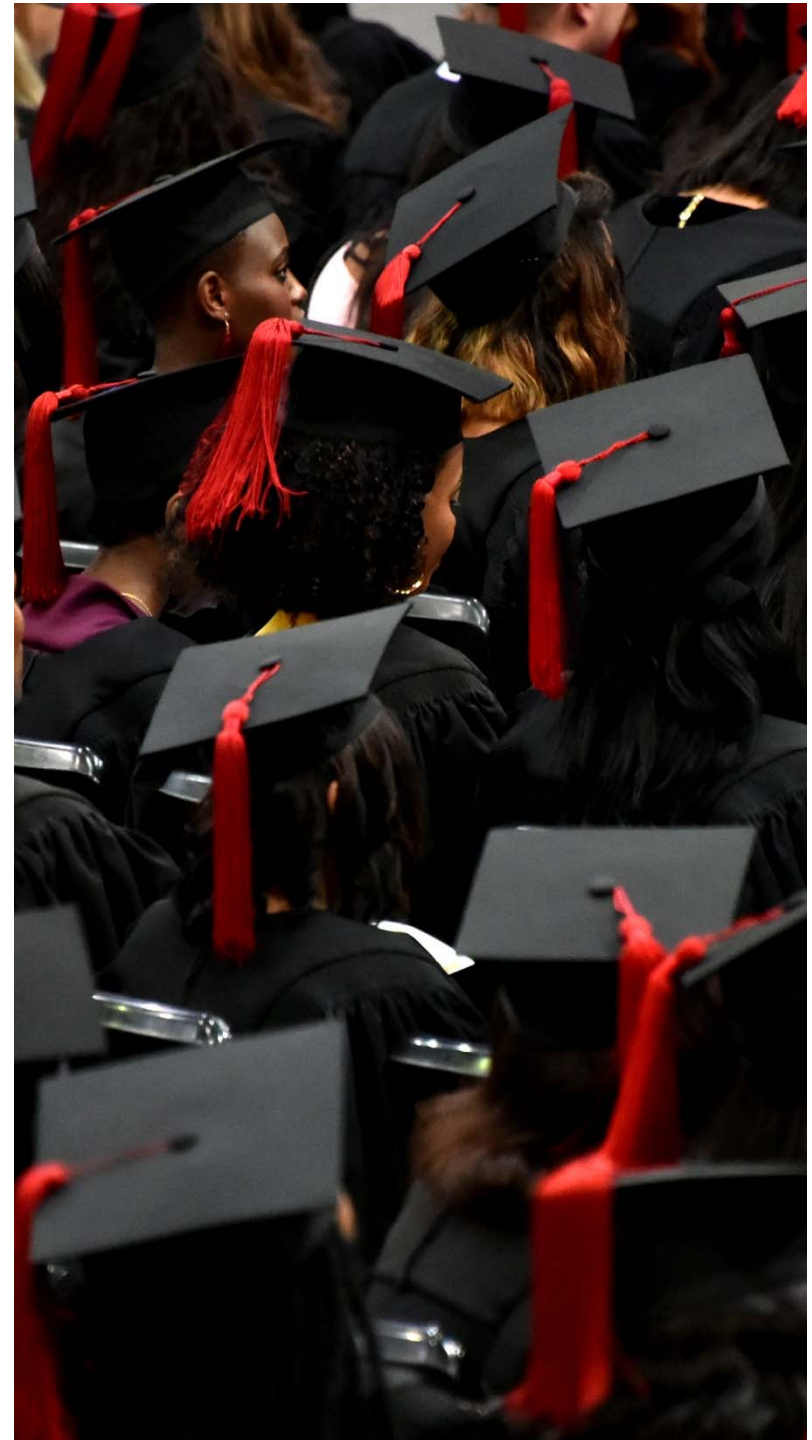
IMPLICATIONS OF STUDENT ENGAGEMENT ON INSTITUTIONAL DESIGN



IMPLICATIONS OF STUDENT ENGAGEMENT ON INSTITUTIONAL DESIGN (ID)

1) Who our students are:

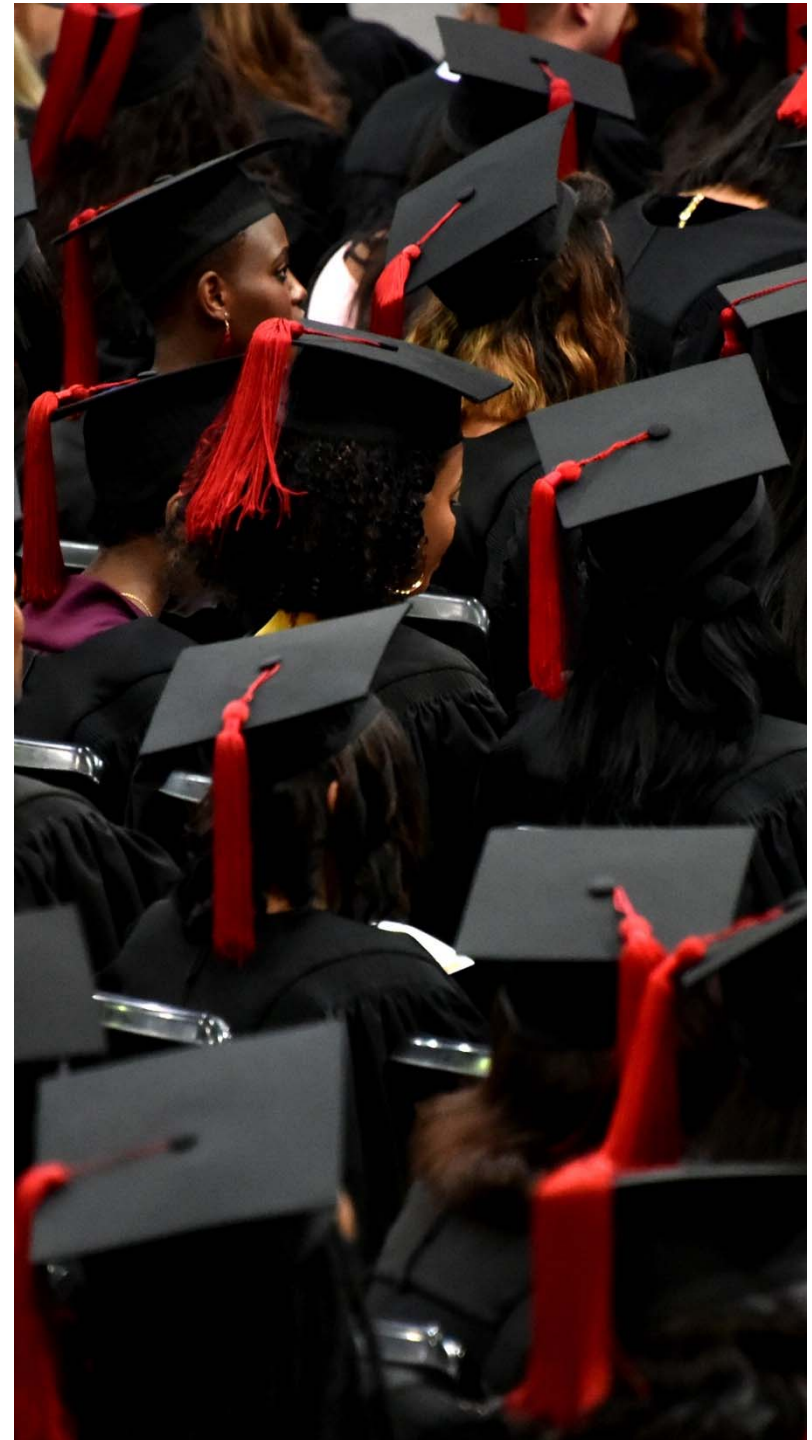
- If we know 70% of entering students are first generation. **How does ID take this into account in ensuring that students have a smooth entry into university?**
- Majority of entering students are 19-20 years old. **What are the implications of this and how does it impact ID?**
- 1/3rd of students are not in first choice institutions. **Does this impact motivation?**



IMPLICATIONS OF STUDENT ENGAGEMENT ON INSTITUTIONAL DESIGN

2) The expectations and experiences they enter higher education with:

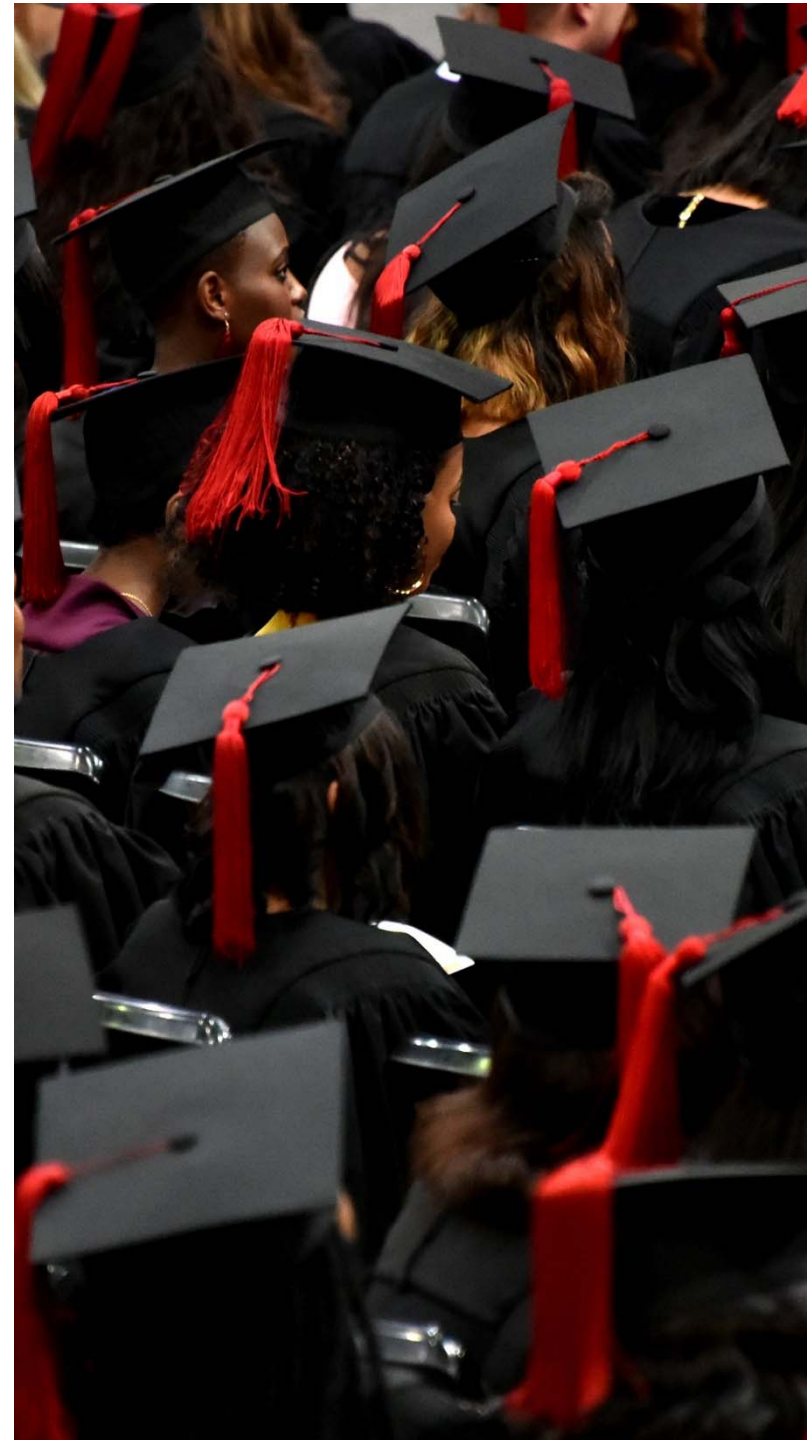
- How are we managing first year students' (sometimes unrealistic) expectations?
- How are we helping them to deal with failure?
- Are we drawing on the strengths students bring with them?
- How are we introducing new ways of learning?
- Are we providing adequate financial planning support to students?



IMPLICATIONS OF STUDENT ENGAGEMENT ON INSTITUTIONAL DESIGN

3) The graduates we are producing:

- Are curricula scaffolded enough to guide students from merely applying their knowledge to enabling them to be creators of knowledge and innovation?
- Are we creating graduates who are sought after employees and empowered job creators?

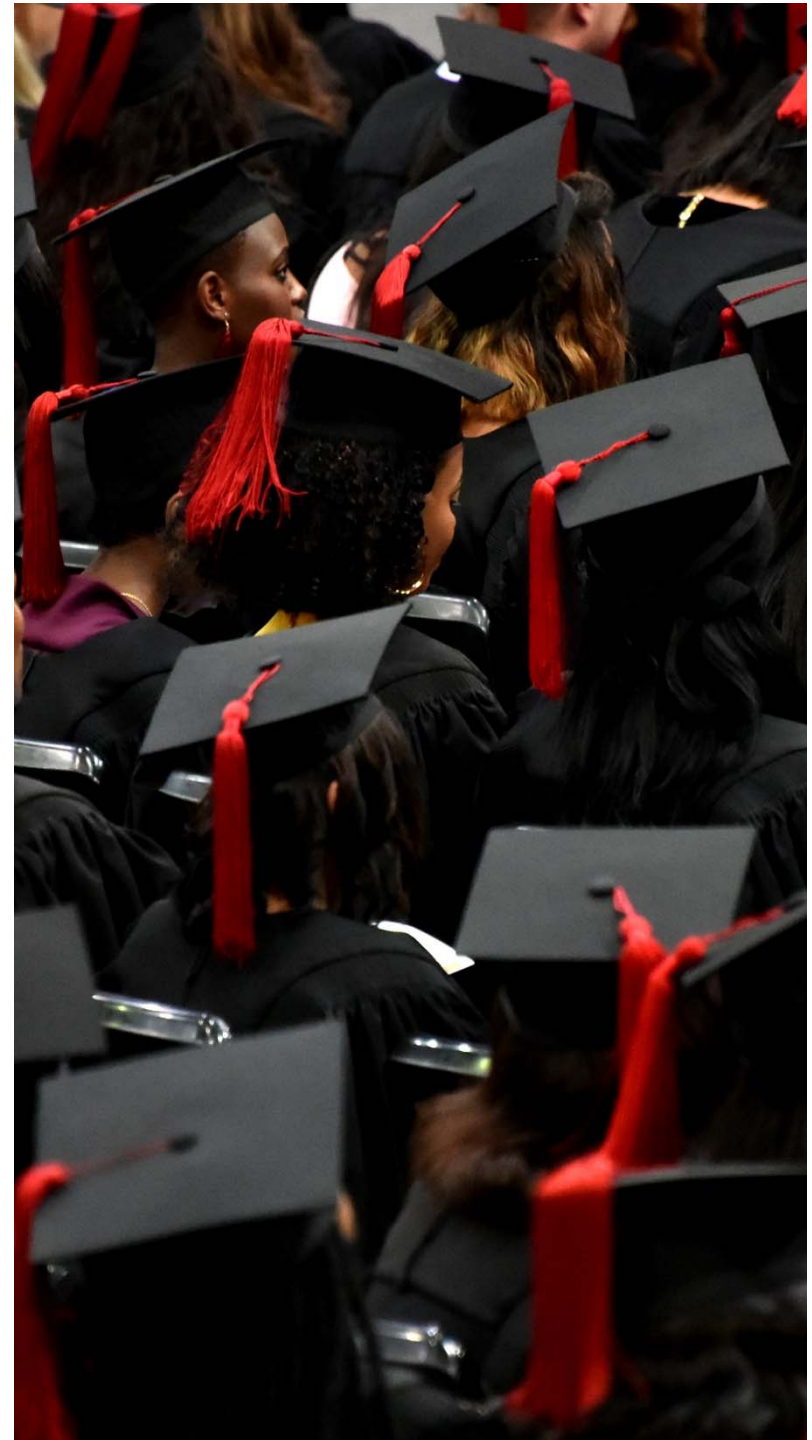


CONCLUSION

In a HE system which is shaped both by its history and current context, riddled as it is with rich diversity and difference

which can easily slip into the mode of complicit infrastructural actor in continuing and deepening inequality

institutional design cannot be left to chance



QUESTIONS?



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