



## High-impact Practices An analysis of DUT Senior Students

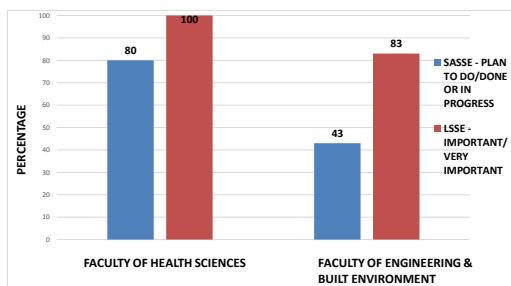
- Selected SASSE/LSSE results
- Looking closer
- Some thoughts

## Selected SASSE/LSSE Results

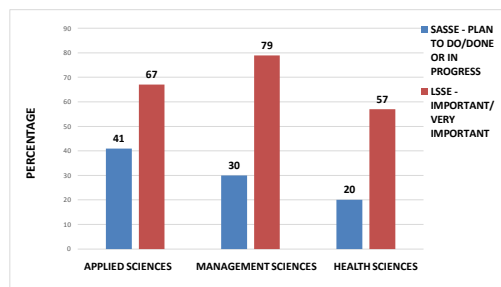
- SASSE – 1400 senior students
- LSSE – 97 lecturers
- Faculty analysis of HIPs
- SASSE – Plan to do/Done or in progress
- LSSE – Important/Very important



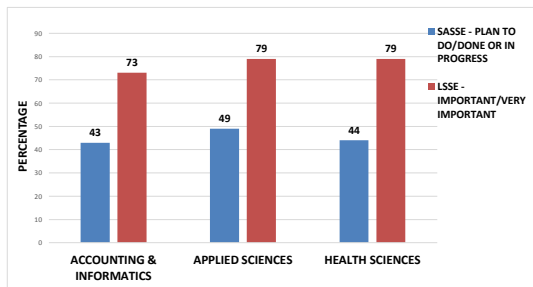
USE PEER LEARNING SUPPORT (TUTORS, MENTORS ETC.)



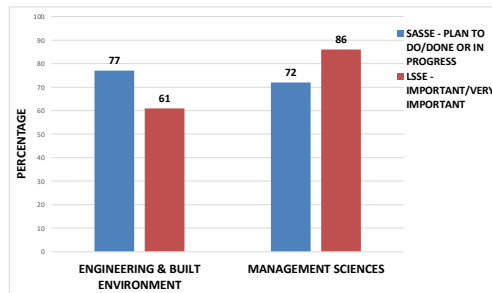
REGISTER FOR MATHS/NUMERACY DEVELOPMENT COURSE



REGISTER FOR ACADEMIC LITERACY /LANGUAGE DEVELOPMENT COURSE



CONSULT ACADEMIC ADVISOR FOR HELP IN PLANNING STUDIES



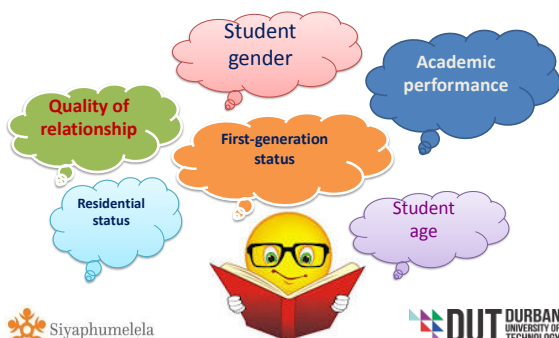
PEER LEARNING SUPPORT	83%	87%
CONSULT ACADEMIC ADVISOR	65%	67%
FIRST-YEAR EXPERIENCE/ ORIENTATION	76%	75%



- Peer learning support
- Academic advice
- Maths/numeracy course
- Academic literacy/language course



### Looking closer



### Peer learning support

- 98% are aware of peer learning support
- 63% are using it
- 8% do not plan on using it
- 81% of those using peer learning support rate it as good/excellent – but varies across faculties



#### Peer Learning support

##### GENDER

- Male students less likely to use peer learning support
- Males less aware of support
- Lower percentage of males describe quality of support as good/excellent



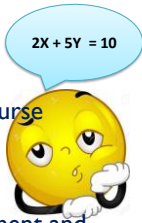
#### Peer Learning support

##### RESIDENCE

- 42% of senior students live “in residence or other campus housing”
- 68% of them use peer learning support compared to 59% living off-campus.



## Maths/Numeracy course



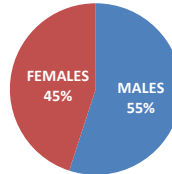
- 30% do not plan on taking Maths course
- 15% report “Done/in progress”
- Differences across faculties:
  - lowest participation in Management and Health Sciences (7%);
  - highest in Engineering (32%)



### Maths course GENDER

- Females more likely **not** to register for Maths course (32%) compared to males (27%)

DONE/IN PROGRESS



### Maths course RESIDENTIAL STATUS

- Students living on campus more likely to take Maths literacy course (18%) compared to those living off campus (14%)

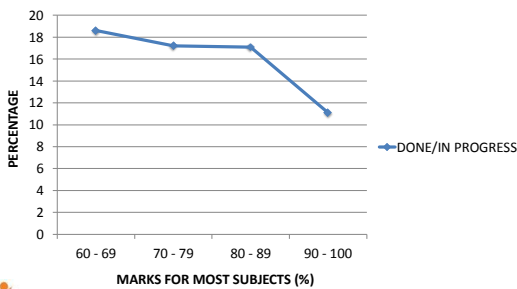


## Academic literacy course

- 17% have taken an Academic literacy course
- 33% plan to do a course
- 24% do not intend taking such a course



### Academic literacy course ACADEMIC PERFORMANCE



### Academic literacy course ACADEMIC PERFORMANCE

- 50% of students in the 30-39% mark category reported not planning to take Academic Literacy



Academic literacy course

RESIDENTIAL STATUS

- Living on campus, or off-campus but within walking distance, matters.
- **21%** of those living on campus report “done/in progress” with an Academic literacy course compared to **19%** of those living off campus (walking distance) and **12%** (within driving distance)



Academic advice



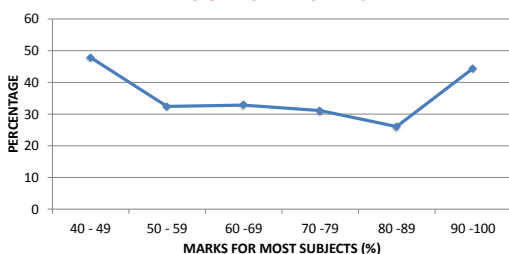
- **38%** have sought/are seeking academic advice about planning their studies
- **31%** plan to do this;
- **11%** are not intending to ask for advice – higher in “Big 3” faculties



Academic advice

ACADEMIC PERFORMANCE

PLAN TO GET ACADEMIC ADVICE



Academic advice

AGE

- U shaped relationship with younger students more likely to consult advisor (plan/done/in progress) then levelling off and 2<sup>nd</sup> peak with students at upper end of age spectrum.



**16%** of senior students were **undecided** about seeking academic advice.

- **11%** of students whose marks were mainly below 50% were **undecided** about asking for advice.
- **22%** of students with marks in the 50-59% mark range were **undecided** about seeking academic advice.



Some thoughts ...



- On-campus student housing: untapped potential to promote student success?
- Let’s “do it for the boys”, but how?
- Why are students not seeking academic advice?
- Is there a stigma to academic/numeracy “literacy?”
- How good is our data?



## Some HIP Success Stories at DUT



*“You don’t have to read the whole article to know what it’s about. We read with key words.”*

*“It’s about pitting ideas against each other and killing the worse ones. Although there may be forms that involve no conflict at all I’m not sure. Would those be interesting?”*

*“I learnt how important academic reading can be, and how the social issues around it can impact our lifestyle.”*



&/or

