



Lessons for the field: Using 10 years of student engagement data to help design universities for success

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OUTLINE

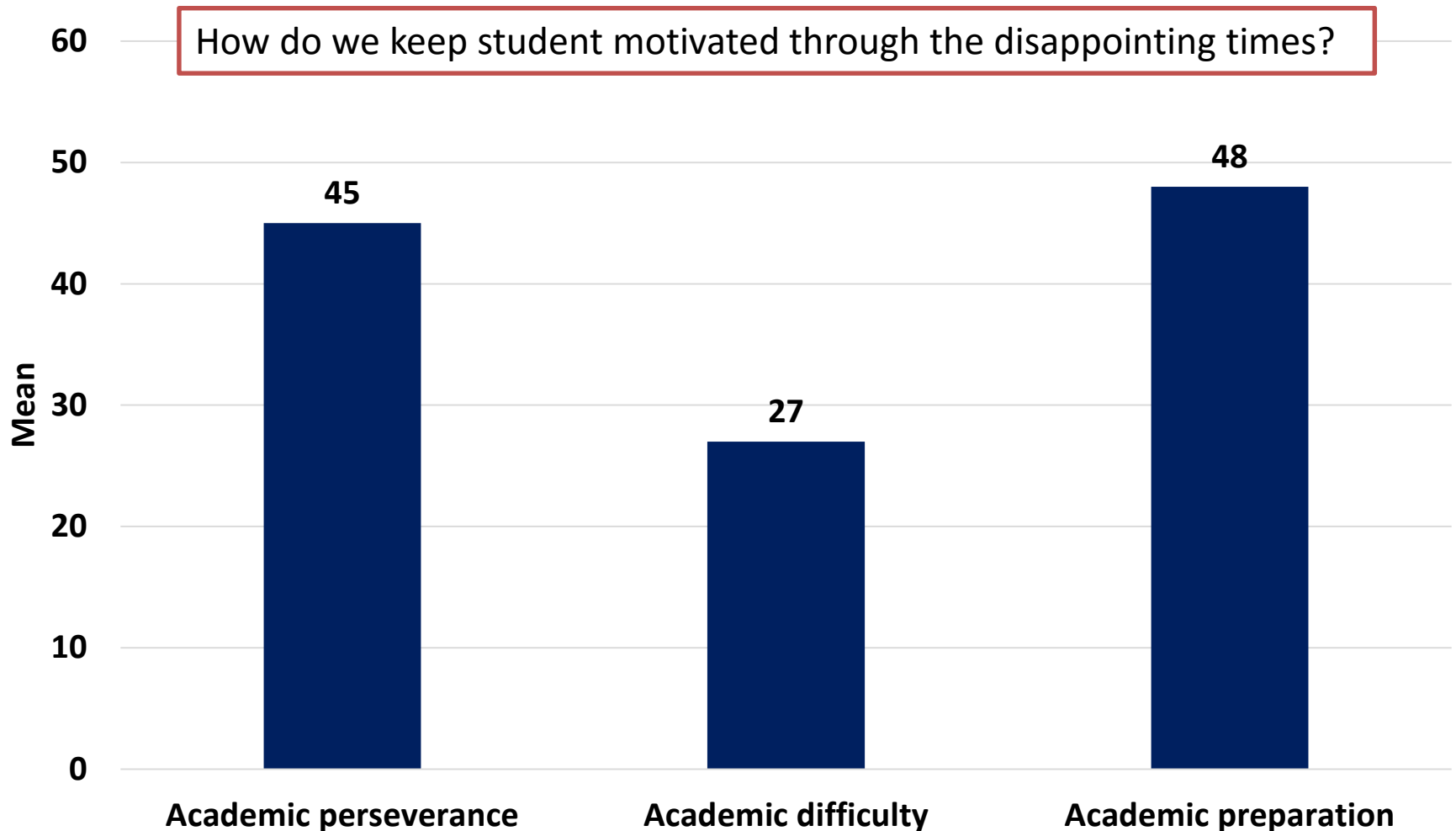
- What do we know about our first-year/ undergraduate students from engagement data?
- Designing and organising for student success

WHAT DO WE KNOW ABOUT OUR FIRST-YEAR STUDENTS?

- They have unrealistic expectations
- They enter with some vital traits and skills

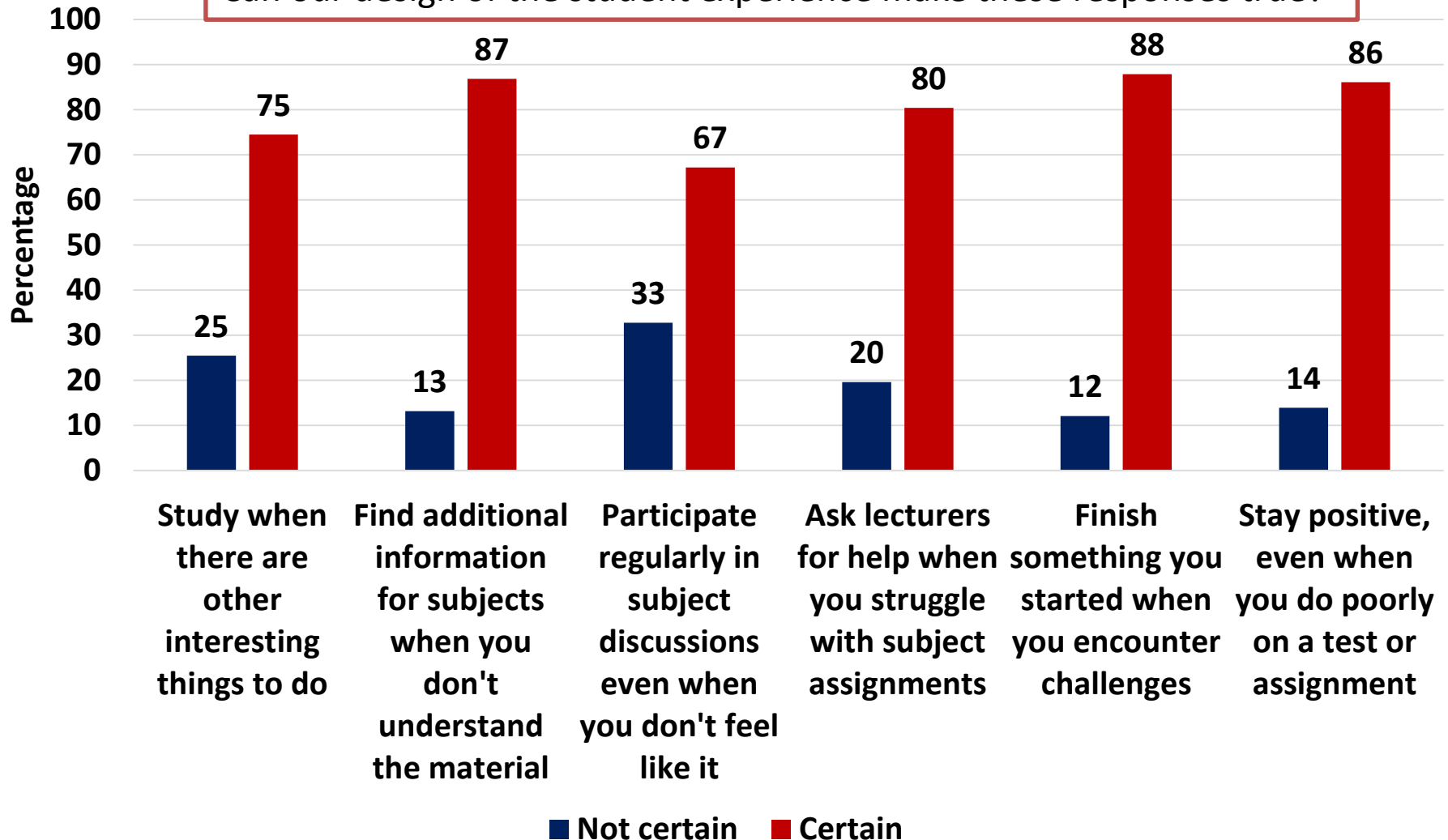


UNREALISTIC EXPECTATIONS: PERCEIVED PREPAREDNESS VS. EXPECTED DIFFICULTY



ENTER WITH VITAL TRAITS AND SKILLS: ACADEMIC PERSEVERANCE

Can our design of the student experience make these responses true?



WHAT DO WE KNOW ABOUT UNDERGRADUATE STUDENTS?

- Engaging with effective educational behaviours has a positive impact on students' academic performance
- Students *want* to participate in high-impact practices and benefit from them
- The alignment between university studies and the 'real world' is still a challenge
- Students need more non-academic support



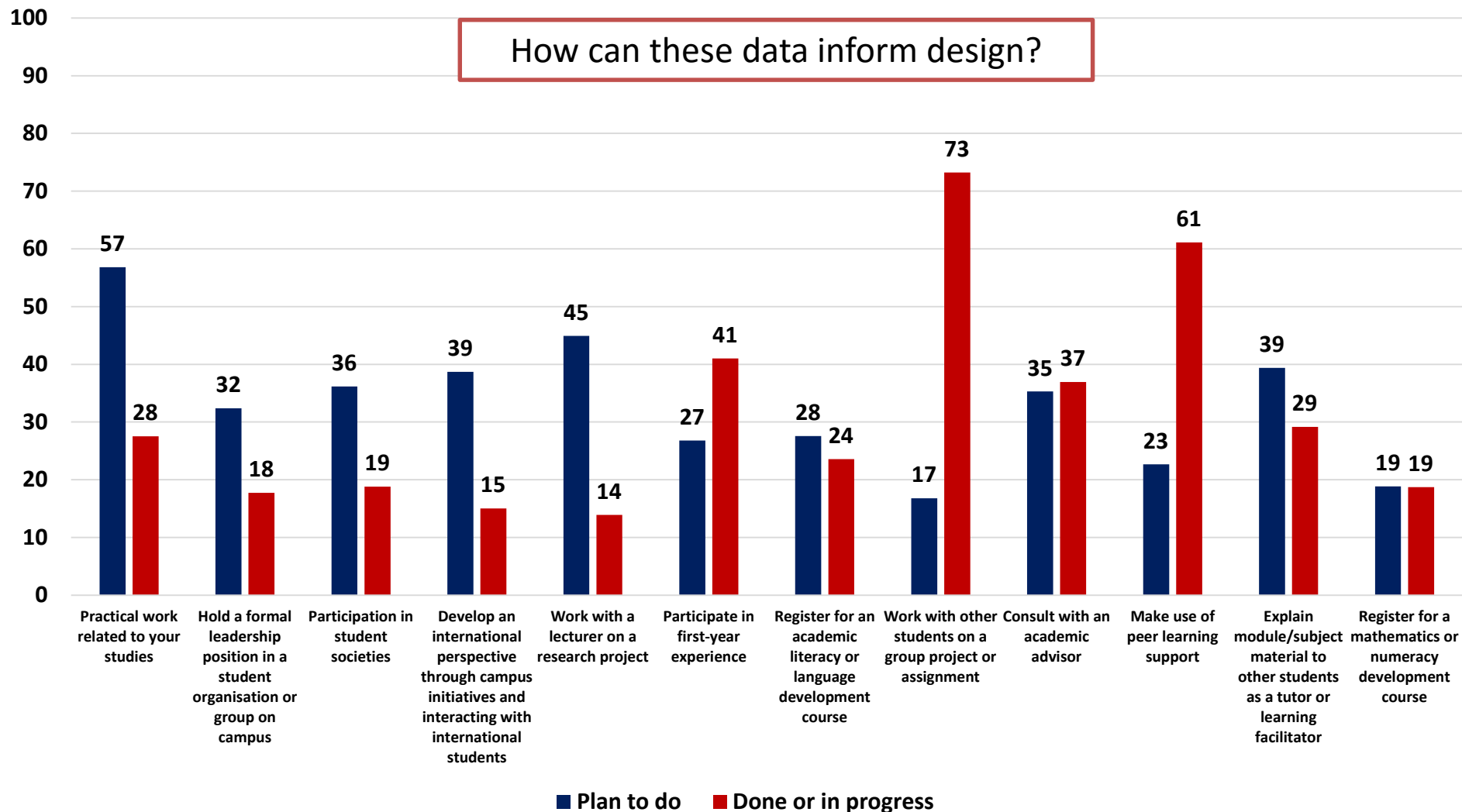
EFFECTIVE EDUCATIONAL BEHAVIOURS

Asked questions or contributed to subject discussions in other ways	Spending more time on: class preparation, assigned readings, attending class and other academic activities, writing tasks,
Talked about your career plans with a lecturer	Spending less time on: caring for dependents, commuting, relaxing and socialising
Explained subject material to other students	Hold a formal position in a student organisation
Feeling academically challenged (doing their best work)	Participation in peer learning support
Discussions with people of a different race or economic background than your own	Participation in literacy development courses
Received detailed feedback shortly after you completed tests or assignments	Participation- and the quality of academic advising
Clearly explained module outcomes and requirements	Number of credits and modules enrolled for
Used examples or illustrations to explain difficult points	Having good quality of interactions with support services and administrative staff
Presented module sessions in an organised way	Having a positive overall experience at the institution

STUDENTS WANT TO PARTICIPATE IN HIGH-IMPACT PRACTICES AND BENEFIT FROM THEM

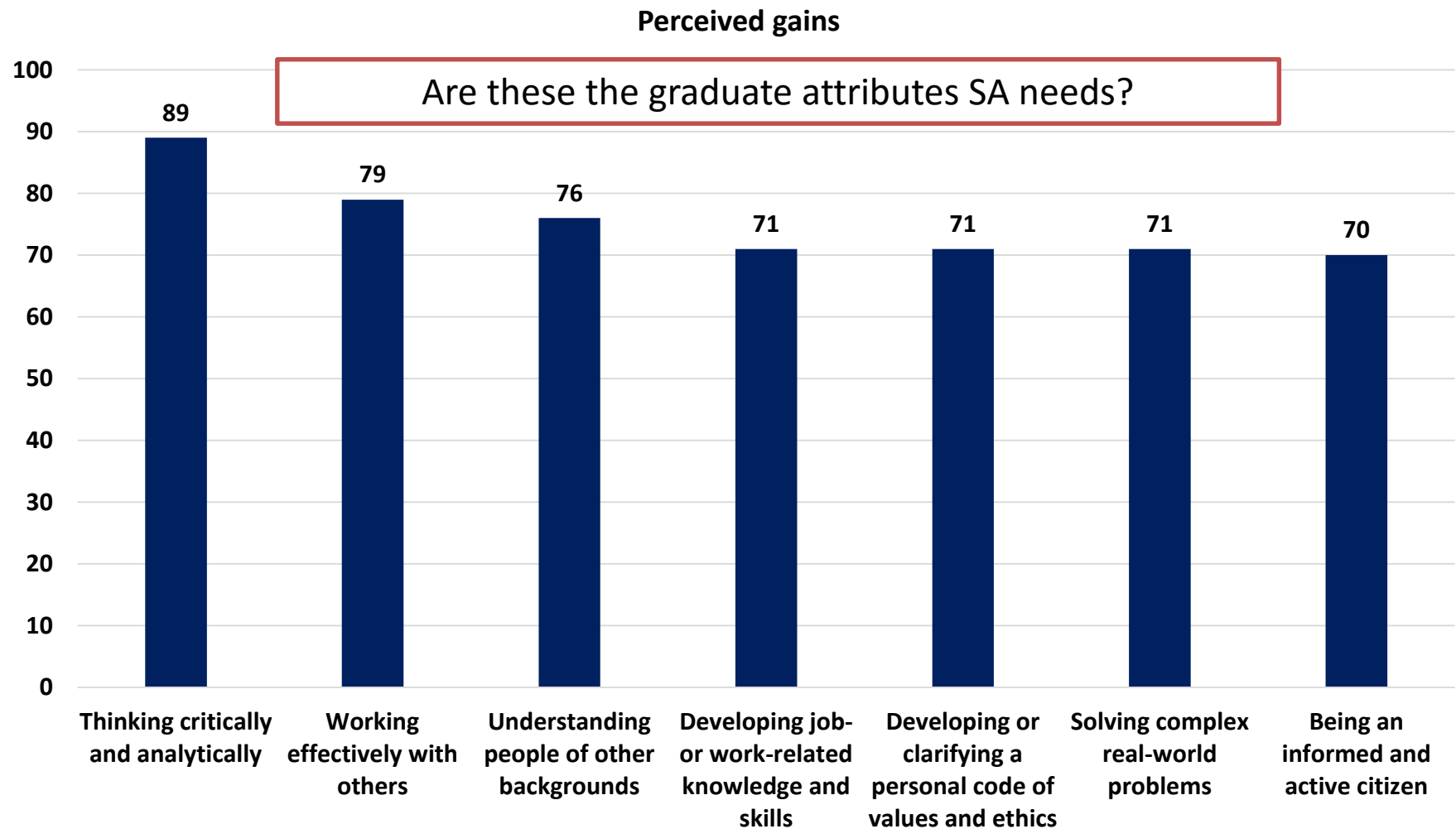
Participation in HIPs (N=20 120)

How can these data inform design?





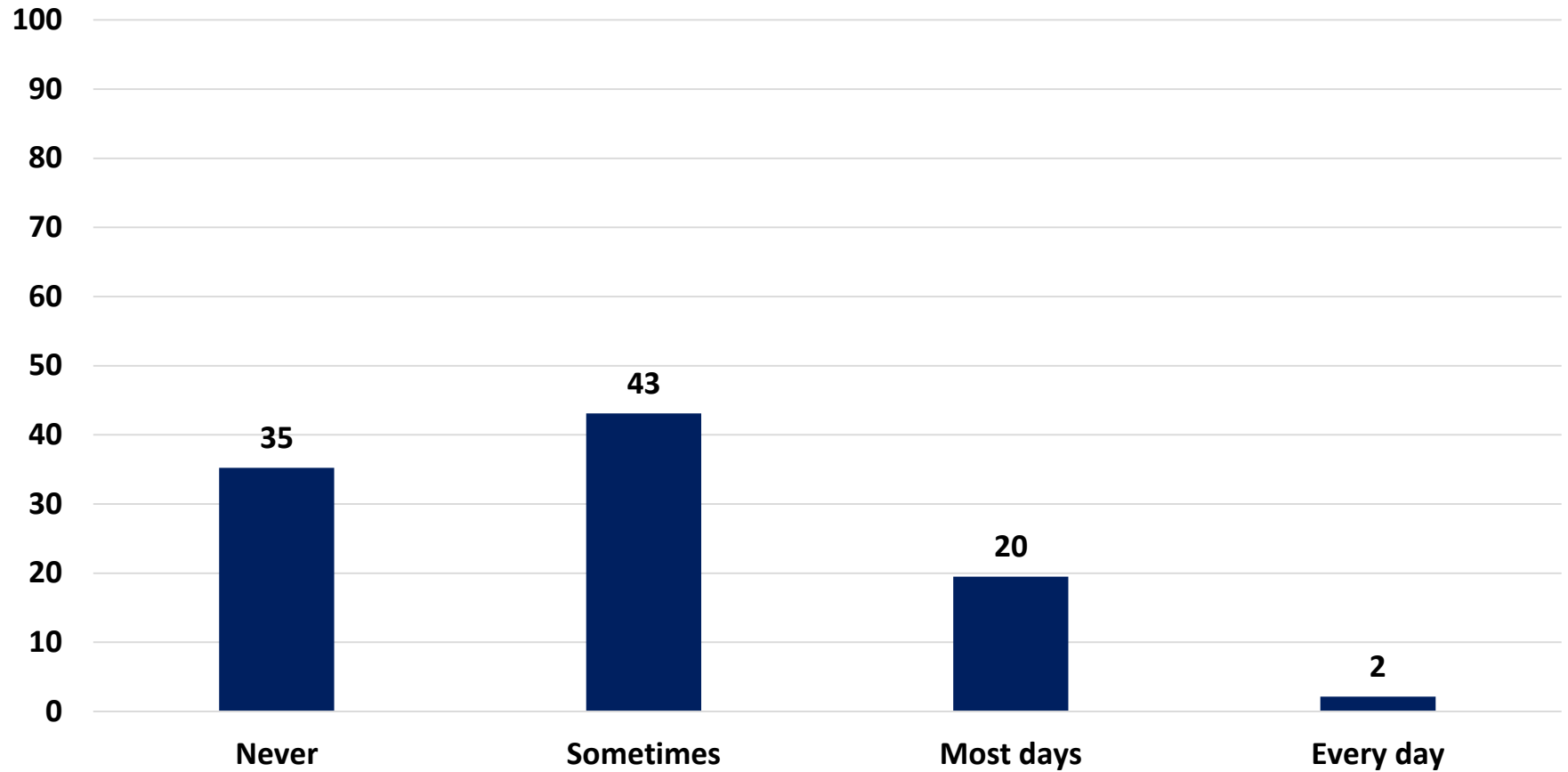
THE ALIGNMENT BETWEEN UNIVERSITY STUDIES AND THE 'REAL WORLD' IS STILL A CHALLENGE





STUDENTS NEED MORE NON-ACADEMIC SUPPORT

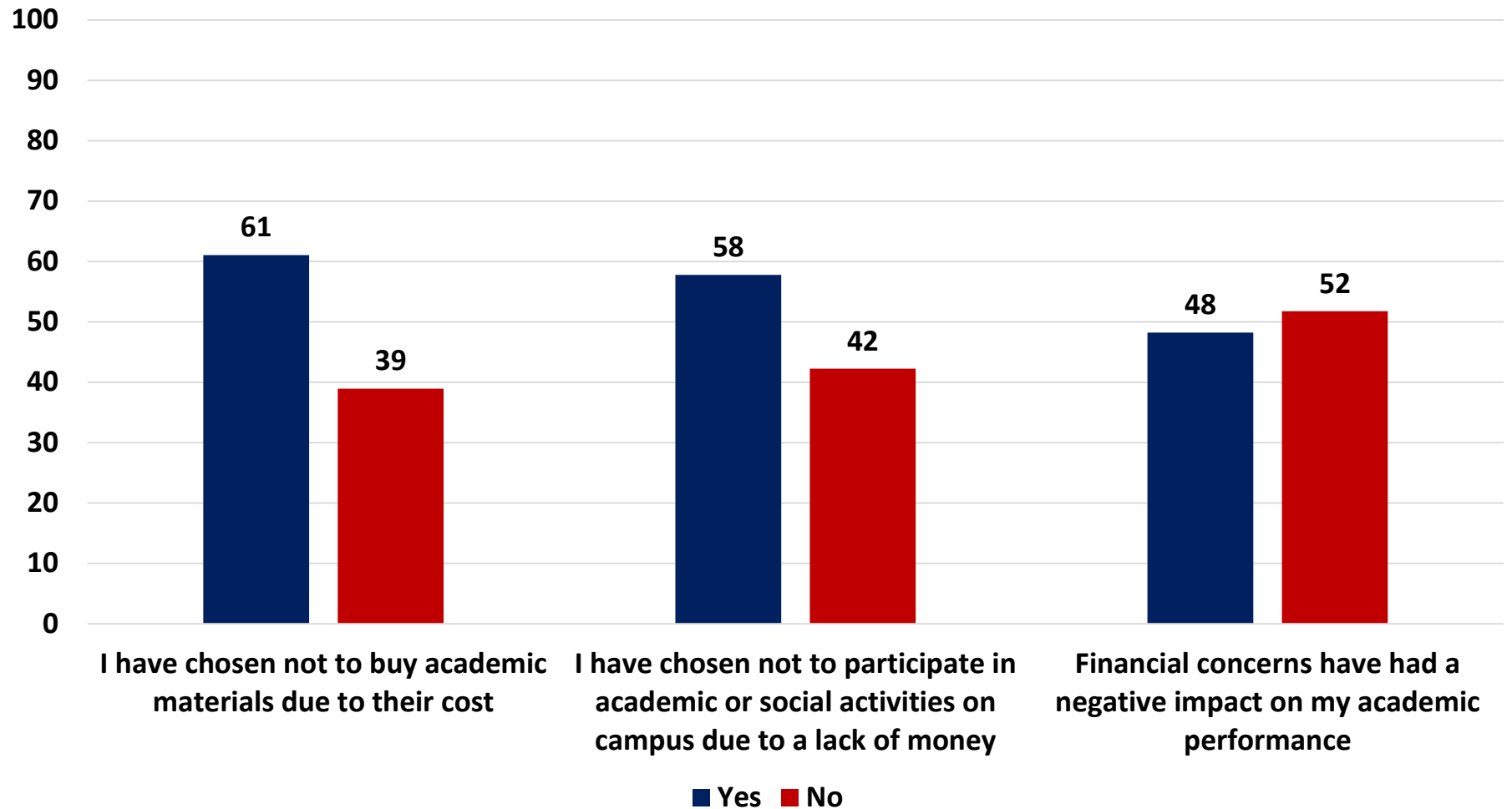
In the past year, were there any times that you ran out of food and could not afford to buy more? (N=9138)





STUDENTS NEED MORE NON-ACADEMIC SUPPORT

Impact of financial stress (N=9138)

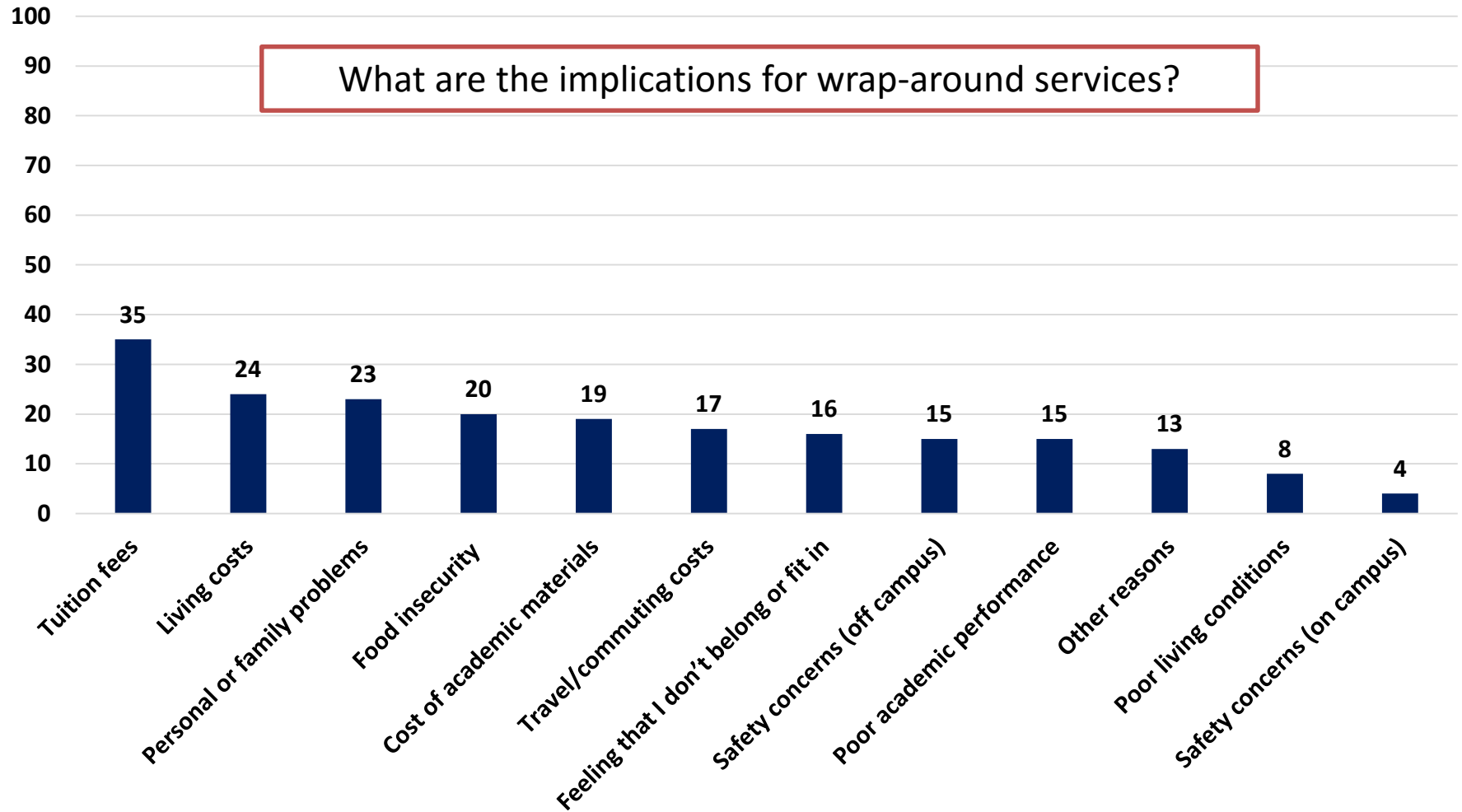




STUDENTS NEED MORE NON-ACADEMIC SUPPORT

I have considered dropping out of university because of

What are the implications for wrap-around services?





DESIGNING AND ORGANISING FOR STUDENT SUCCESS

- **Principle 1: Feature student success in the institution's living differentiated mission and as lived educational philosophy**
 - Create innovative and evidence-based academic and non-academic support
 - Make sure all staff see their role in student success
- **Principle 2: Make talent development the central tenant of the institution's operational philosophy**
 - Academic staff development needs to be designed based on who our students are
 - Design teaching and learning as well as co-curricular interventions and environments that optimises the development of students' attitudes and skills
- **Principle 3: Create learning environments that value and promote inclusion and educational enrichment through equity-minded policies, programmes, and practices**
 - Adapting orientation, transition programmes, assessments, and teaching and learning practices
 - Expand and develop HIPs across the curriculum and co-curriculum

DESIGNING AND ORGANISING FOR STUDENT SUCCESS

- **Principle 4: Cultivate an ethic of continuous improvement and collaboration**
 - Broaden rigorous quality assurance processes that help to expand an evidence-based culture
 - Include collaboration as a specific criterion to ensure optimal use of resources
- **Principle 5: Clarifying the pathways that maximize student success**
 - Interrogate institutional data to design interventions (transition, orientation and advising) that are informed by who our students are
 - Develop data analytics to promote effective use of resources.



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