

**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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Tertiary Education: Not a Single Approach towards  
Excellence

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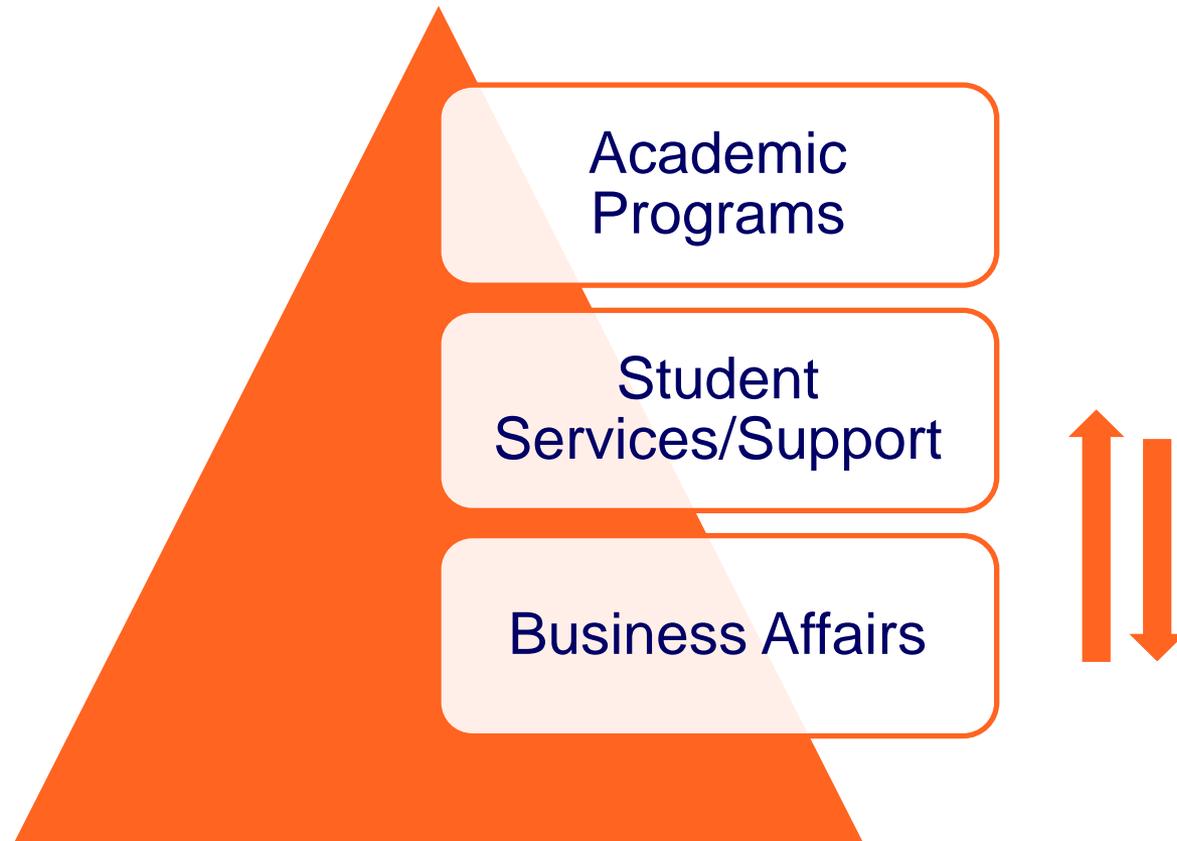
# Presentation's Organization

- 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

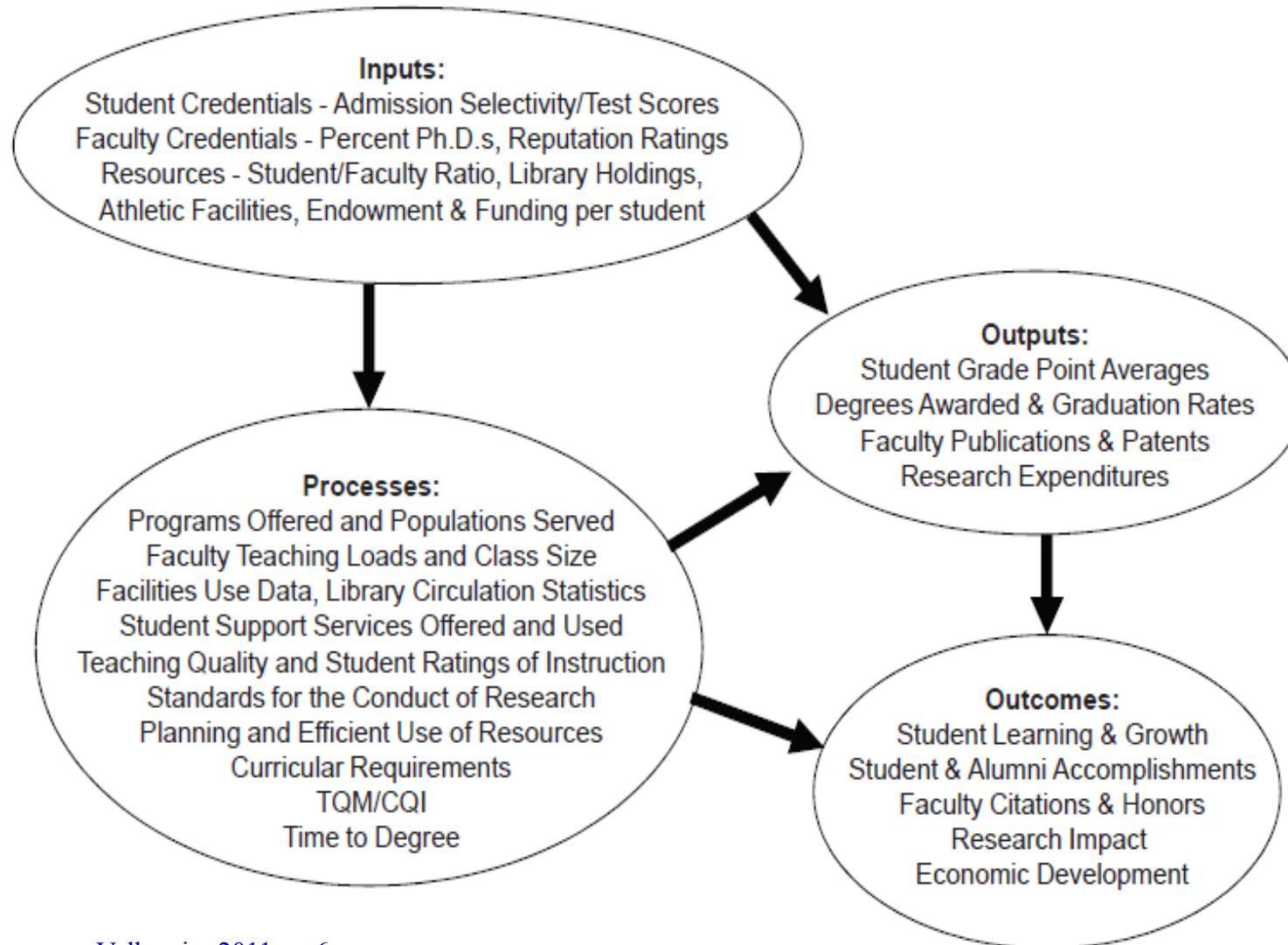
- Knowledge
- Acquisition
- Construction,
- Integration and application
- Cognitive complexity
- Intrapersonal competence;
- Humanitarianism and civic engagement; and
- Practical competence

# 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

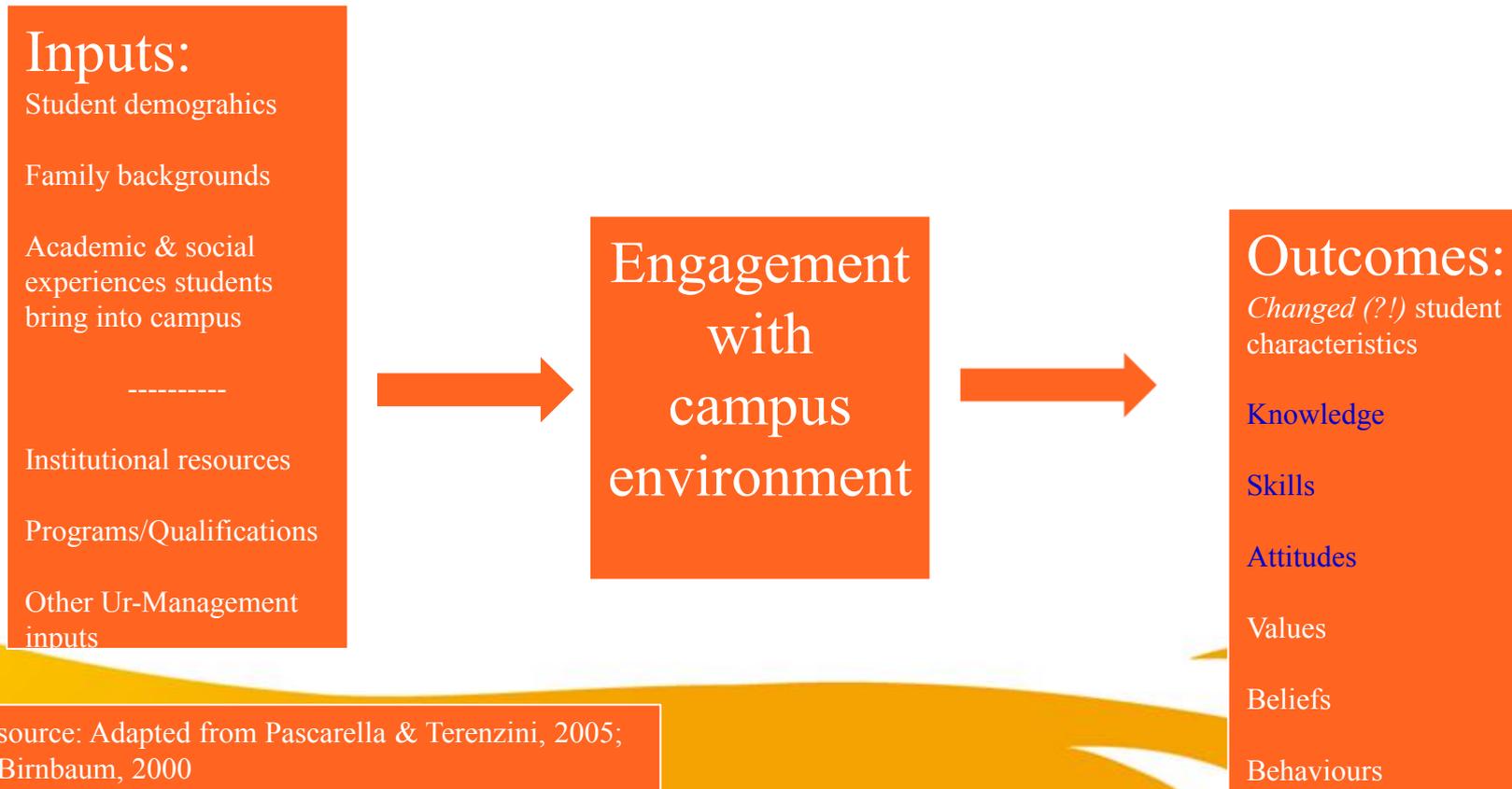


# Astin's (1985) I-E-O model: University outcomes for learning

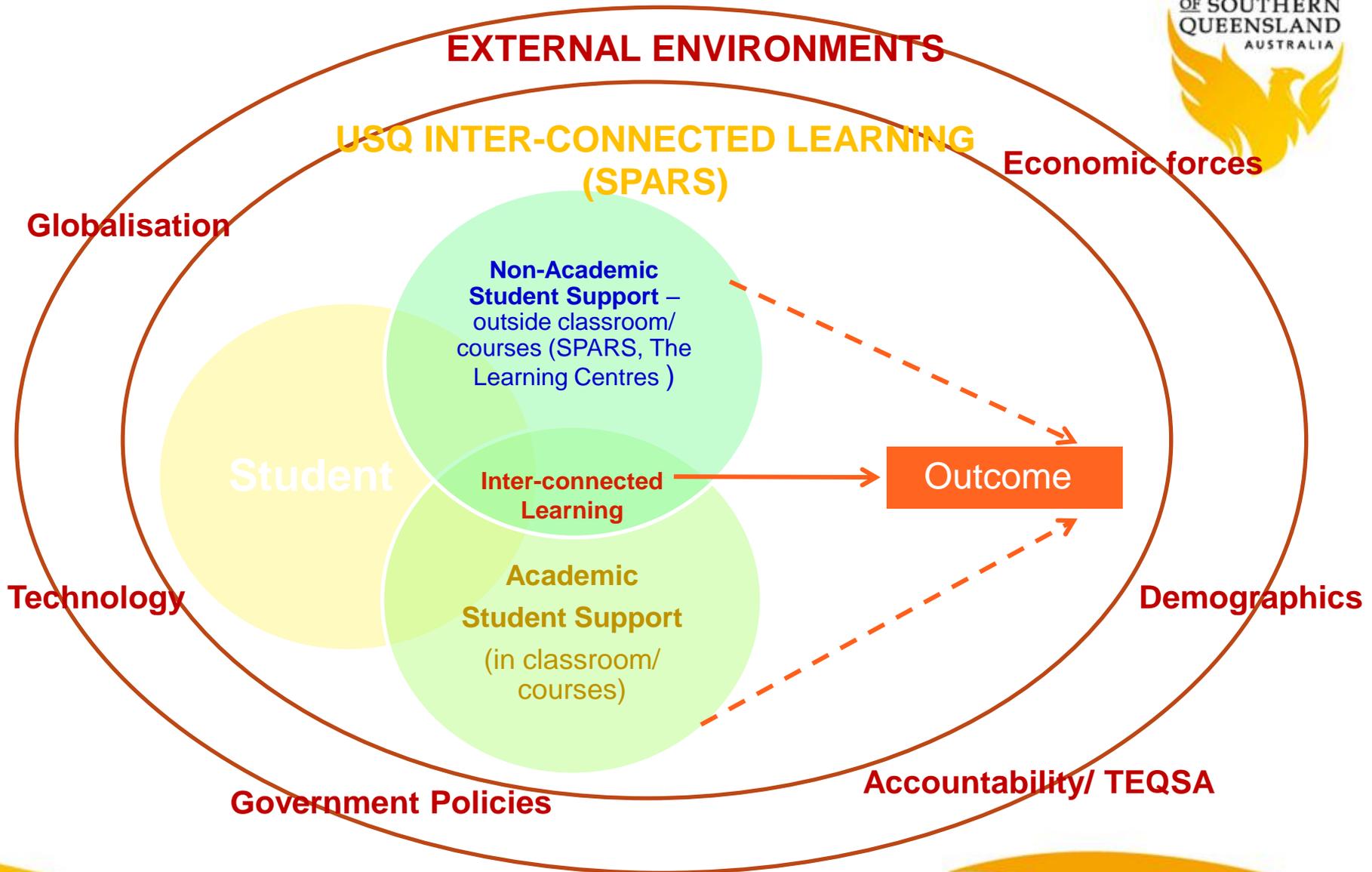


*'Students learn by becoming involved... [S]tudent involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience... [I]t connotes more than just a psychological state; it connotes the behavioral manifestation of that state.*

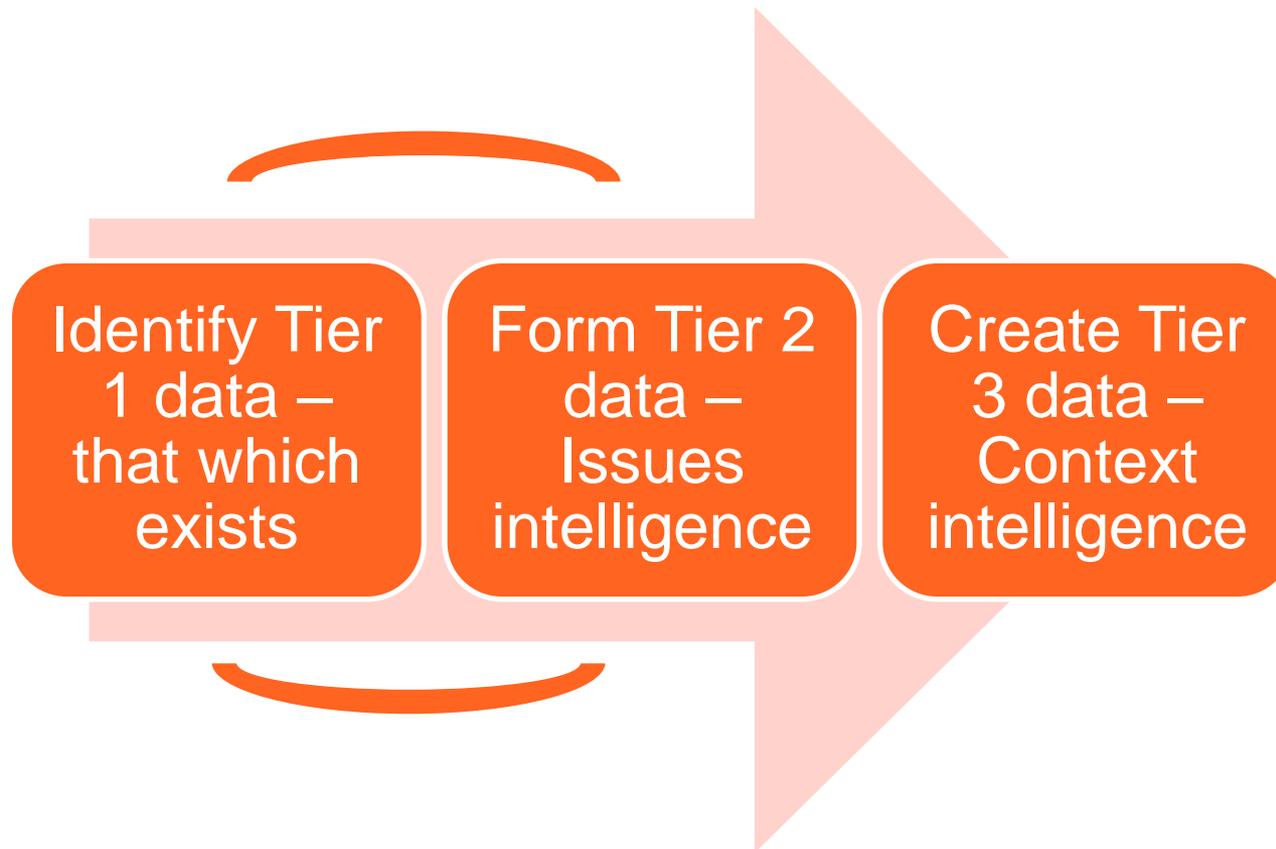
*(Astin, 1985, pp. 133, 134, 142).*



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

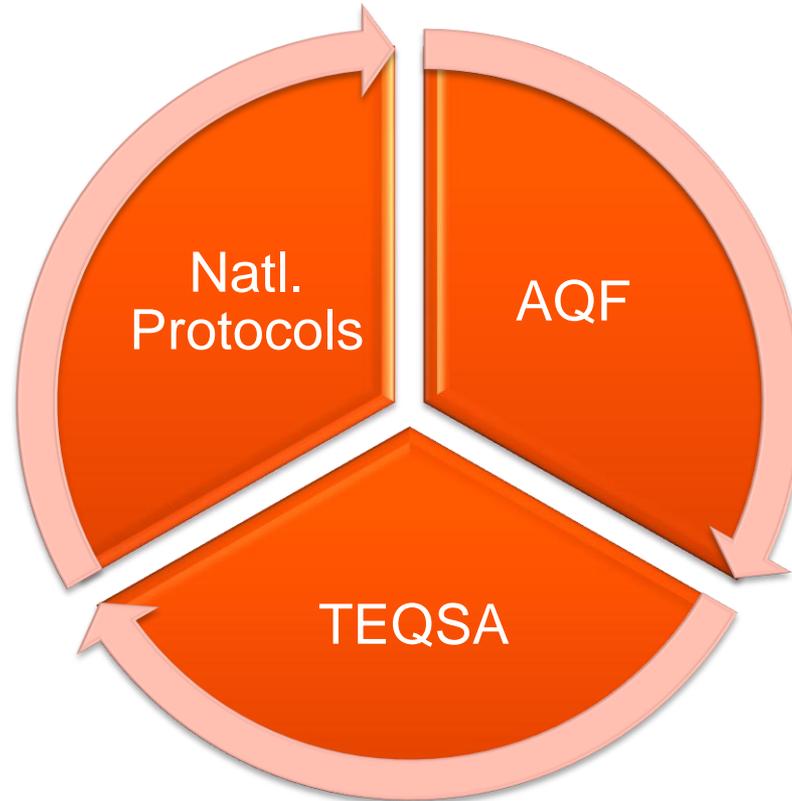


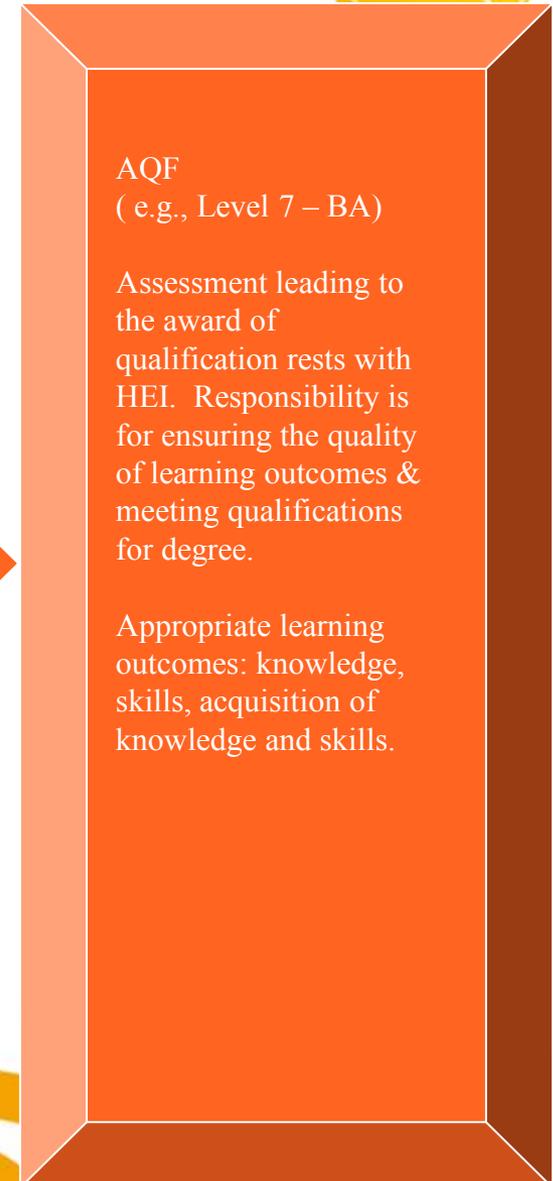
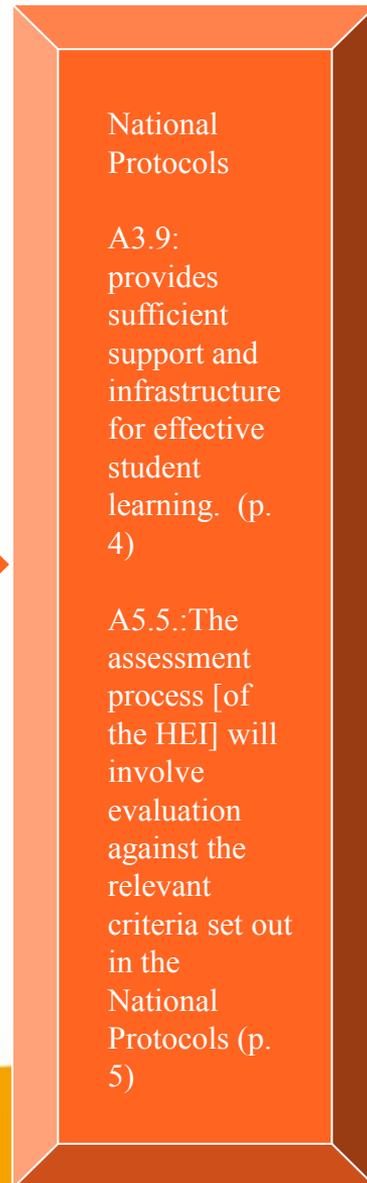
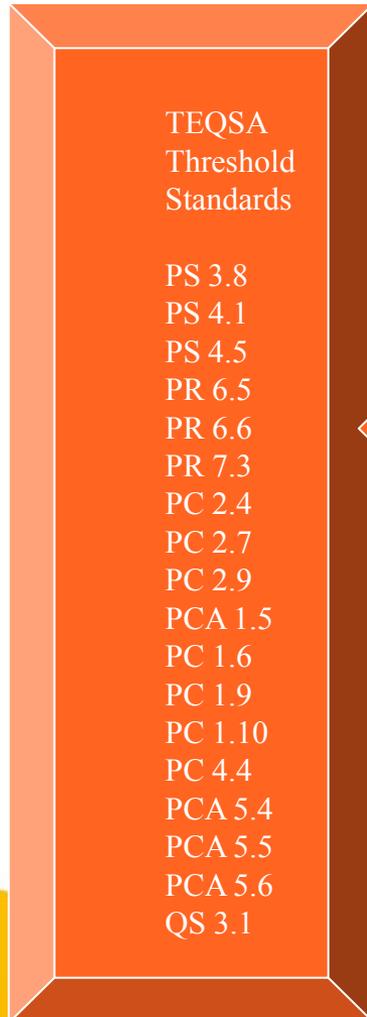
# Key to developing an analytics framework



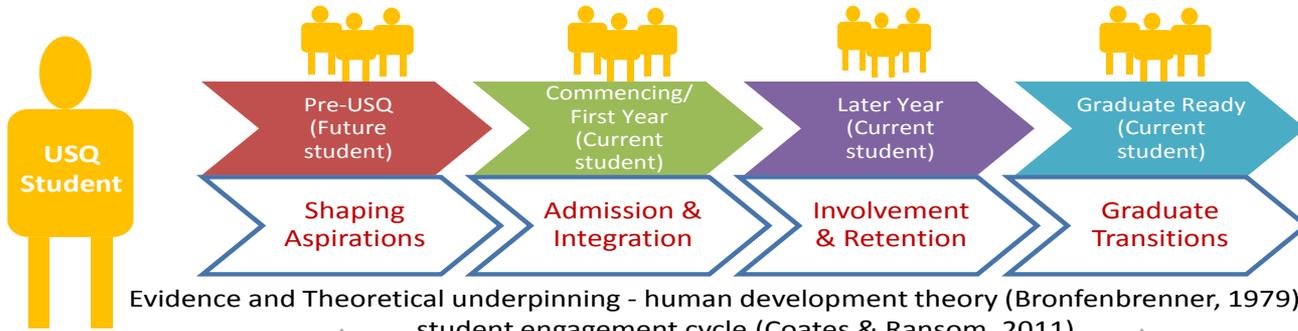
Adapted from Terenzini, 2013

# Balancing act between Australian regulatory expectations



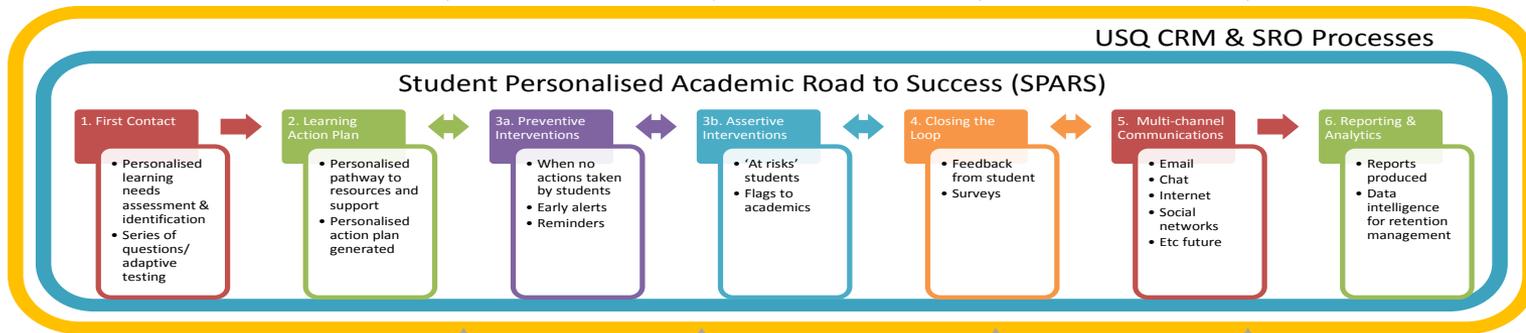


# SPARS

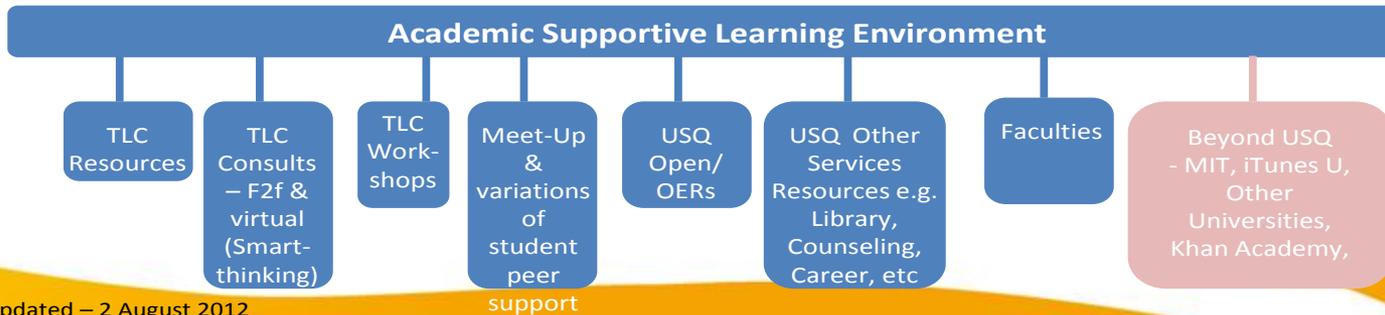


Connect students throughout student academic journey

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





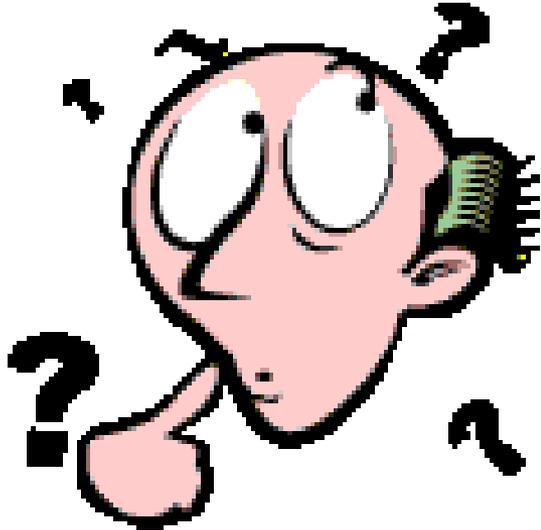
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Questions anyone?



Thank you very much. If you have any questions,  
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