



Improving Student Engagement

Professor Hamish Coates
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**Challenges
and
difficulties**

**Shaping
perspectives**

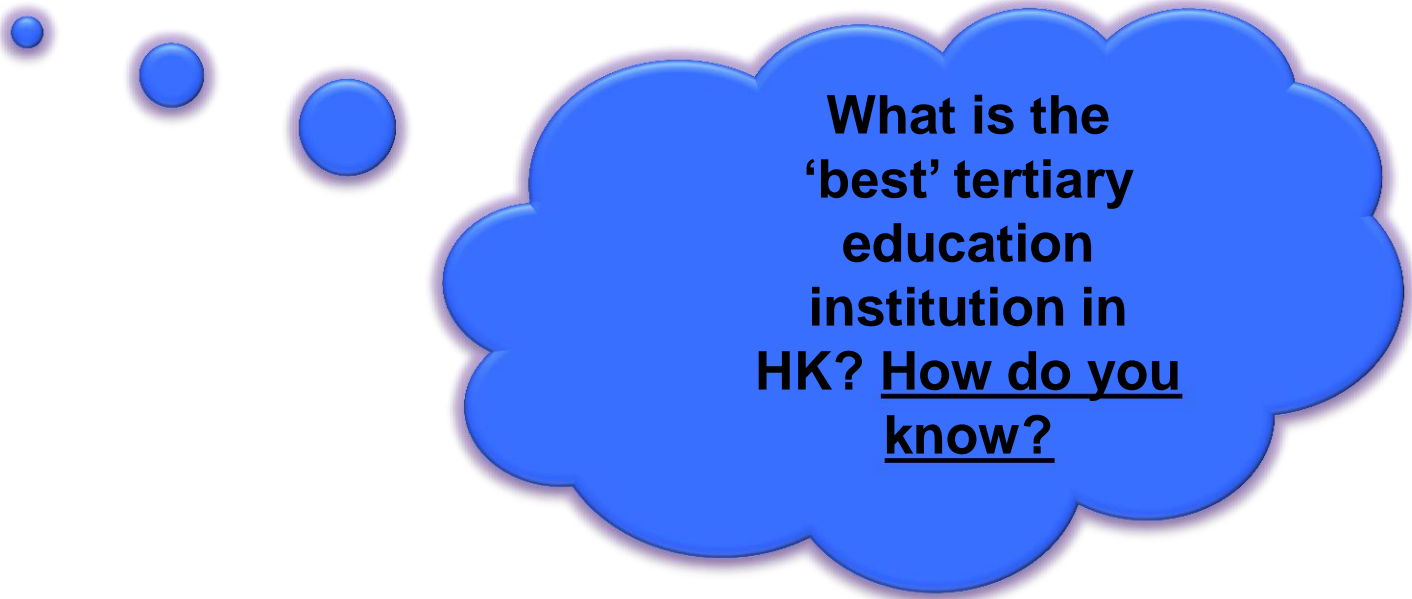
**“Student
engagement”**

**Sample of
current
practices**

**Improvement
opportunities**

**Insights from
research**

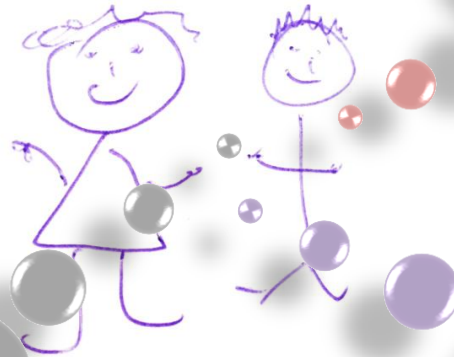
Shaping perspectives



**What is the
'best' tertiary
education
institution in
HK? How do you
know?**

**Subject
selection at
school?**

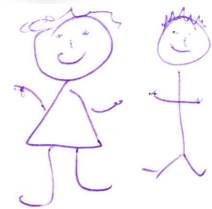
**What to do
after school?**



**What to do
after tertiary?**

**How to build a
'career'?**

Institution



Institution

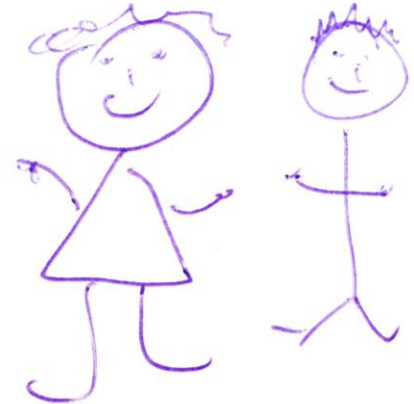
Institution

Institution

Institution

Institution

Institution



Little data

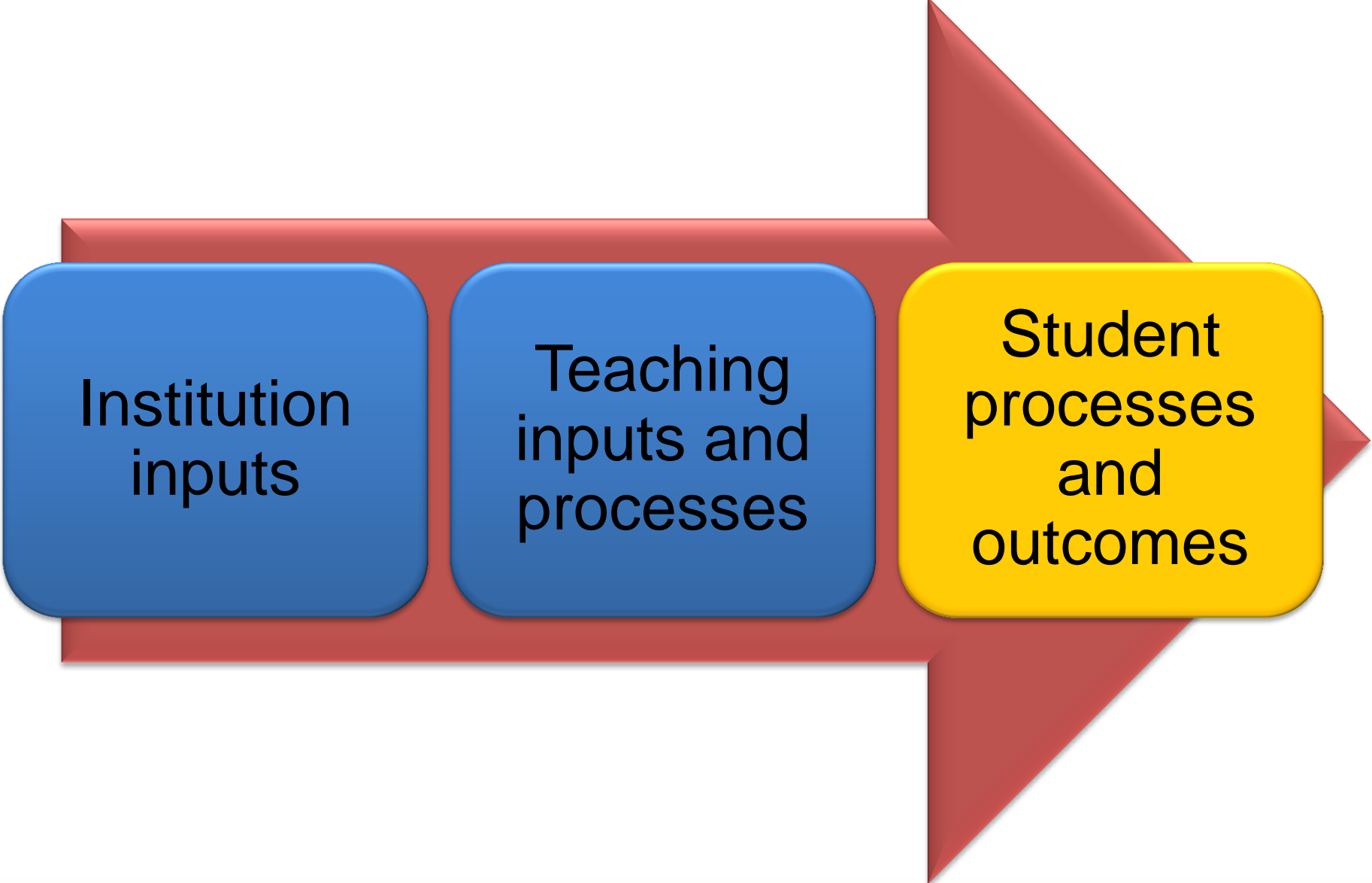
Descriptive data

Effectiveness
data

Elite

Mass

Universal



Institution
inputs

Teaching
inputs and
processes

Student
processes
and
outcomes

“Student engagement”

‘Student engagement’ – the idea

- Student-centred perspective that reflects the wide range of academic and **non-academic** interactions that students have with tertiary institutions
- Two premises:
 1. Individuals learn and develop through behavioural, cognitive and affective involvement with key educational practices
 2. People learn and develop when staff and institutions provide support likely to encourage involvement
- Engagement metrics provide ‘an index of whether students are engaging with tertiary study in ways likely to generate high-quality learning and development’
- Student engagement is not, or not just, the ‘student experience’, ‘satisfaction’, ‘happiness’, ‘opinion’, ‘retention’, ‘evaluation’, ‘outcomes’, ‘car parking’, drinking...

Framing quality and change

	Outcomes	Processes	Inputs
Learner	(Learning outcomes)	Learning processes	Student Capability
Teacher	(1.II) The quality of instructional delivery	Teaching processes	(3.II) Student learning conditions and teacher working conditions
Institution	(1.III) The output of educational institutions and institutional performance	Institution supports	Reputations
Context	(1.IV) The overall performance of the education system	(2.IV) System-wide institutional settings, resource allocations, and policies	(3.IV) The national educational, social, economic, and demographic contexts

Research foundations

- Interpretations of learning as constructive participation in institutional communities – Astin, Pace, Tinto, etc...
- Based on the identification of activities and conditions linked with effective learning – Chickering and Gamson, Pace, Pascarella and Terenzini, Astin, Ewell, Ramsden, etc...
- Reaction to alternative means of evaluating the quality of tertiary education
 - Institutional resources and reputations
 - Measures of research productivity
 - Measures of teaching quality and teacher qualifications
 - Student input, progression and output
- Grounded by normative perspectives on learning and ‘student affairs’ and established via empirical (mostly longitudinal) research
- Veracity tested in collegiate contexts – numerous benchmarks are available to guide improvement

Significance of student engagement

- Emphasises student-focused and evidence-based quality assurance
- Technically rigorous and consultative materials and methods
- Robust reports that facilitate monitoring and improvement
- Gives insight into students' involvement, supports and outcomes
- Provides data insights for teachers, managers, leaders and stakeholders

Sample of current practices



Department of Education,
Training and Youth Affairs

Development of the Course Experience Questionnaire (CEQ)

Craig McInnis
Patrick Griffin
Richard James
Hamish Coates

Centre for the Study of Higher Education
and Assessment Research Centre

Faculty of Education
The University of Melbourne

01/1 April 2001

Evaluations and Investigations Programme
Higher Education Division

Student Support

Learning Resources

Learning Community

Graduate Qualities

Intellectual Motivation

Good Teaching

Clear Goals

Appropriate Workload

Appropriate Assessment

Generic Skills



First Awareness
Study Decisions

Shaping
aspirations

Admission Basis
Academic Integration

 Australasian
survey of
student
engagement
AUSSE

Graduate
transitions



Admission
and
integration

Involvement
and retention

Academic Challenge
Active Learning
Student and Staff Interactions
Enriching Educational
Experiences
Supportive Learning Environment
Work Integrated Learning

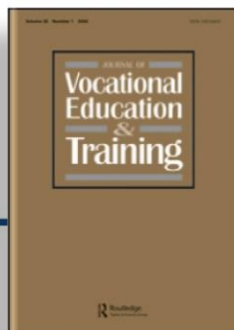
Engaging
University
Students

International Insights from System-
Wide Studies

Springer



Domain	Scale	Scale description
Training Quality	Trainer Quality	competence and effectiveness of trainers and teachers
	Overall Satisfaction	overall satisfaction with the education and training
	Effective Assessment	appropriateness and effectiveness of assessment
	Clear Expectations	clarity of training plan and approach
	Learning Stimulation	extent to which training stimulated people to learn
Work Readiness	Training Relevance	relevance of the training for work
	Competency Development	assessment of competencies developed in the training
Training Conditions	Training Resources	quality and appropriateness of learning resources
	Effective Support	support provided to help people learn
Learner Engagement	Active Learning	participation in active learning linked with high-quality outcomes



Journal of Vocational Education & Training

Publication details, including instructions for authors and subscription information:
<http://www.informaworld.com/smp/title-content=t716100716>

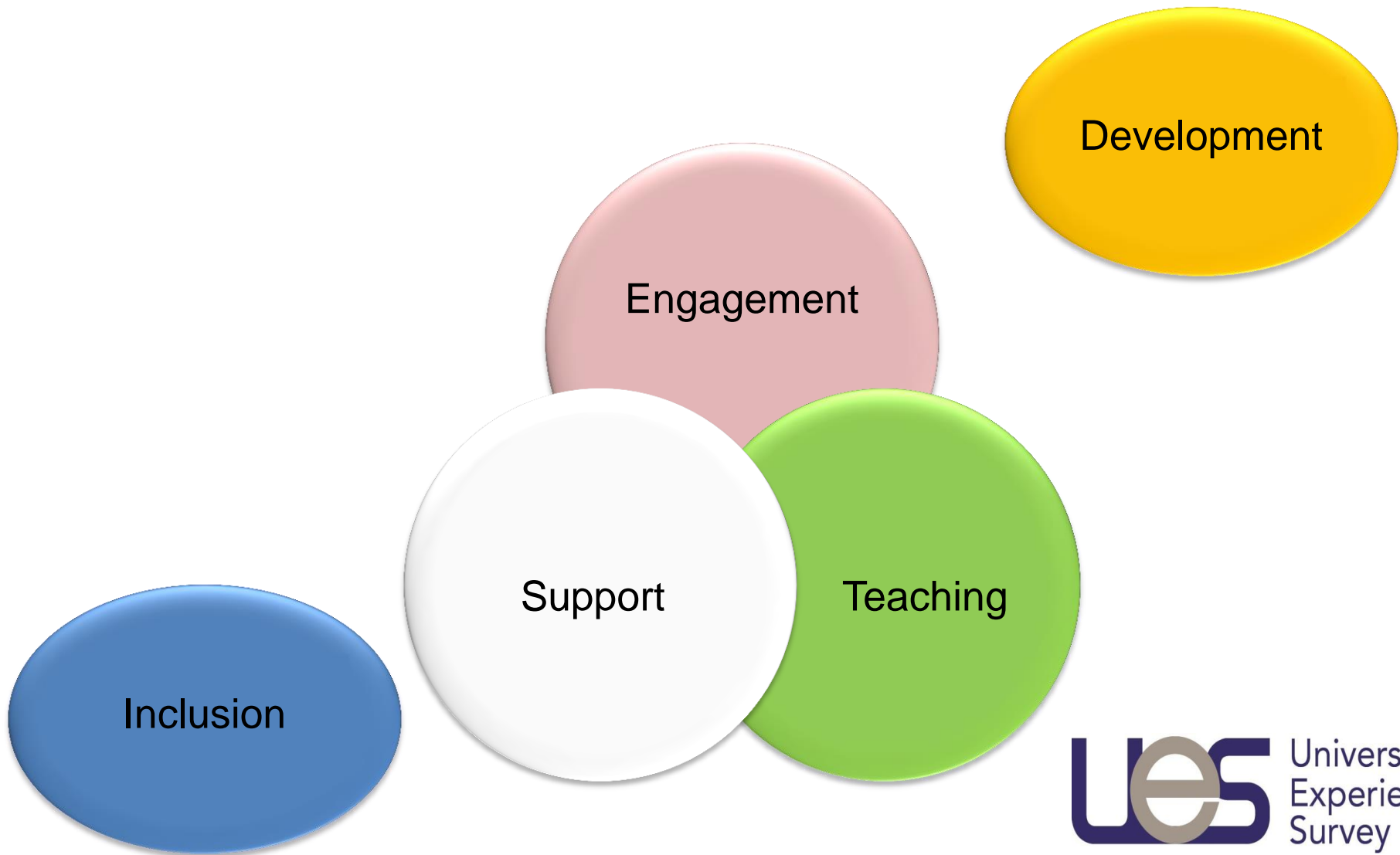
Building quality foundations: indicators and instruments to measure the quality of vocational education and training

Hamish Coates^a

^a Australian Council for Educational Research (ACER), Camberwell, Australia

Online publication date: 07 December 2009

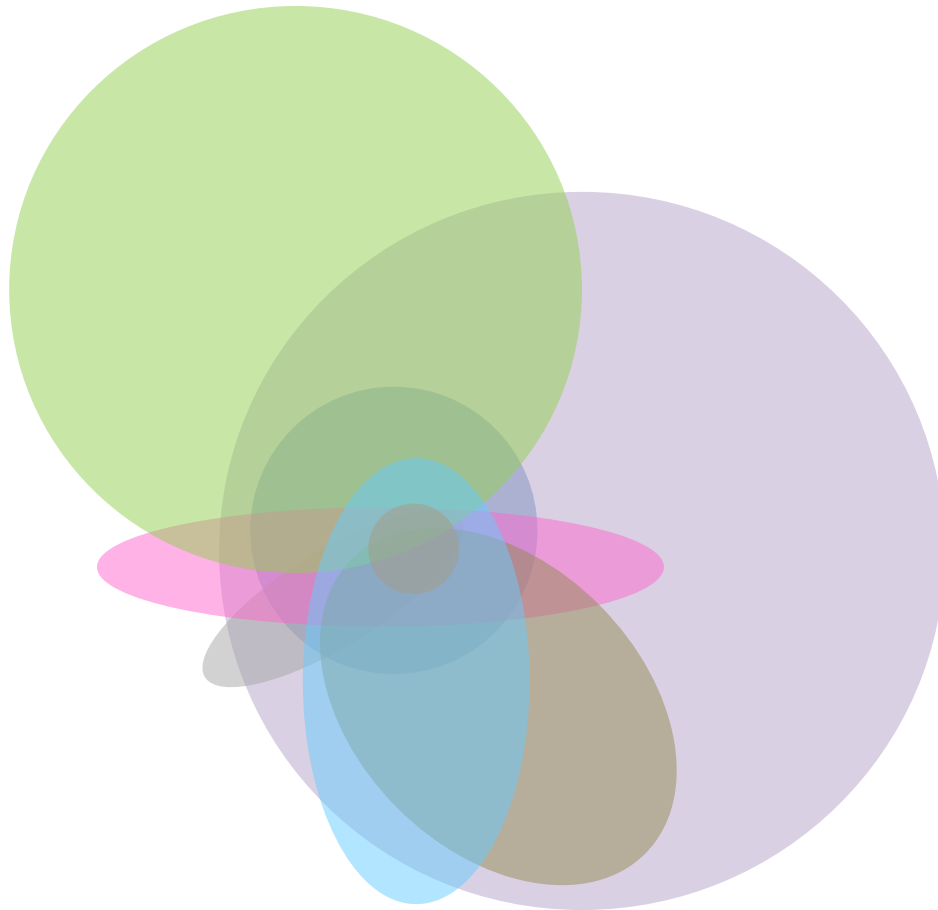




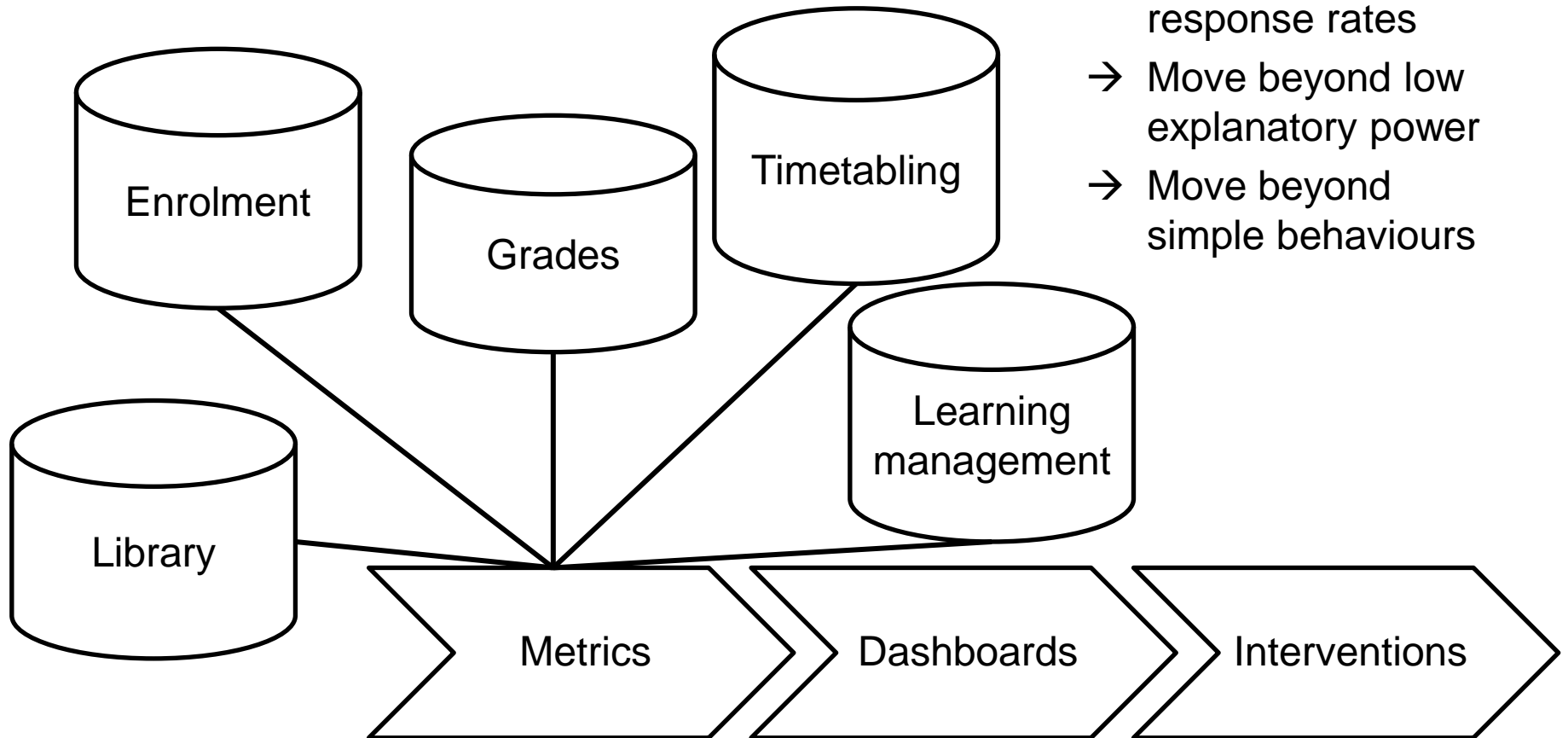
UES University Experience Survey



Engaging successful experiences



Education analytics



- Move beyond small response rates
- Move beyond low explanatory power
- Move beyond simple behaviours

(Community co-creation)



University sustainability reporting: Taking stock of transparency

Sara Bies, University of Melbourne
Hannah Coates, University of Melbourne

The paper interrogates the case for improved and broadened public sustainability reporting by universities, and explores whether and how global performance indicators capture the institutional structure and activities pertinent to universities' contributions to sustainability. The analysis explores 40 stand-alone English language reports produced by universities world-wide since 2007. The analysis focuses primarily on the Global Reporting Initiative (GRI) data. The paper finds that these universities which have adopted the GRI have a limited conceptualisation of their role in society. The GRI framework is helpful in capturing universities' environmental impact and benefits but is lacking in relation to universities' human rights and social concerns. The paper identifies values to universities' adopting a publicly accepted sustainability reporting framework and makes specific suggestions as to how the framework might be better adapted for universities.

Introduction

Universities are among the world's largest and most influential public institutions. Long perceived as benign or even benevolent organisations, universities are charged with bestowing knowledge on citizens to prepare the next generation workforce, developing future leaders, providing jobs, facilitating institutional cultural and trade links, and creating an innovative knowledge economy.

Increasingly, universities are being encouraged—and in certain respects coerced, through industry pressure or ramped-up regulations—to become more transparent about and accountable for their corporate and societal business (King, 2009; Coy et al., 2001). In Australia, for instance, institutions are being compelled to show in more public—or less private—ways that they have robust academic standards (Higher Education Standards Panel, 2014). A variety of highly visible mechanisms—including the Shanghai Jiao Tong University's Academic Ranking of World Universities, and The Times Higher Education's World University Rankings—report on universities' performance against specific, mostly research-focused, German institutions are ranked via the Centre for Higher Education. In the United States, universities face a variety of reporting requirements, even including federal requirements to disclose crime on or near campuses which receive public financial aid funding (Clery Centre for Security on Campus, 2012). Public reporting has developed, with this based on data supplied by institutions or simply compiled from existing sources (Coates and Mihan, 2014; Fedrizzi et al., 2012). Such disclosure is intended to provide insight into

Economic		Environmental	
<ul style="list-style-type: none"> • Economic Performance • Market Presence • Indirect Economic Impacts • Procurement Practices 		<ul style="list-style-type: none"> • Materials • Energy • Water • Biodiversity • Emissions • Effluents and Waste • Products and Services • Compliance • Transport • Overall • Supplier Environmental Assessment • Environmental Grievance Mechanisms 	
Social			
Labor Practices and Decent Work	Human Rights	Society	Product Responsibility
<ul style="list-style-type: none"> • Employment • Labor/Management Relations • Occupational Health and Safety • Training and Education • Diversity and Equal Opportunity • Equal Remuneration for Women and Men • Supplier Assessment for Labor Practices • Labor Practices Grievance Mechanisms 	<ul style="list-style-type: none"> • Investment • Non-discrimination • Freedom of Association and Collective Bargaining • Child Labor • Forced or Compulsory Labor • Security Practices • Indigenous Rights • Assessment • Supplier Human Rights Assessment • Human Rights Grievance Mechanisms 	<ul style="list-style-type: none"> • Local Communities • Anti-corruption • Public Policy • Anti-competitive Behavior • Compliance • Supplier Assessment for Impacts on Society • Grievance Mechanisms for Impacts on Society 	<ul style="list-style-type: none"> • Customer Health and Safety • Product and Service Labeling • Marketing Communications • Customer Privacy • Compliance

Insights from research

About what percentage of students do **teaching staff think** have seriously considered leaving before graduation?

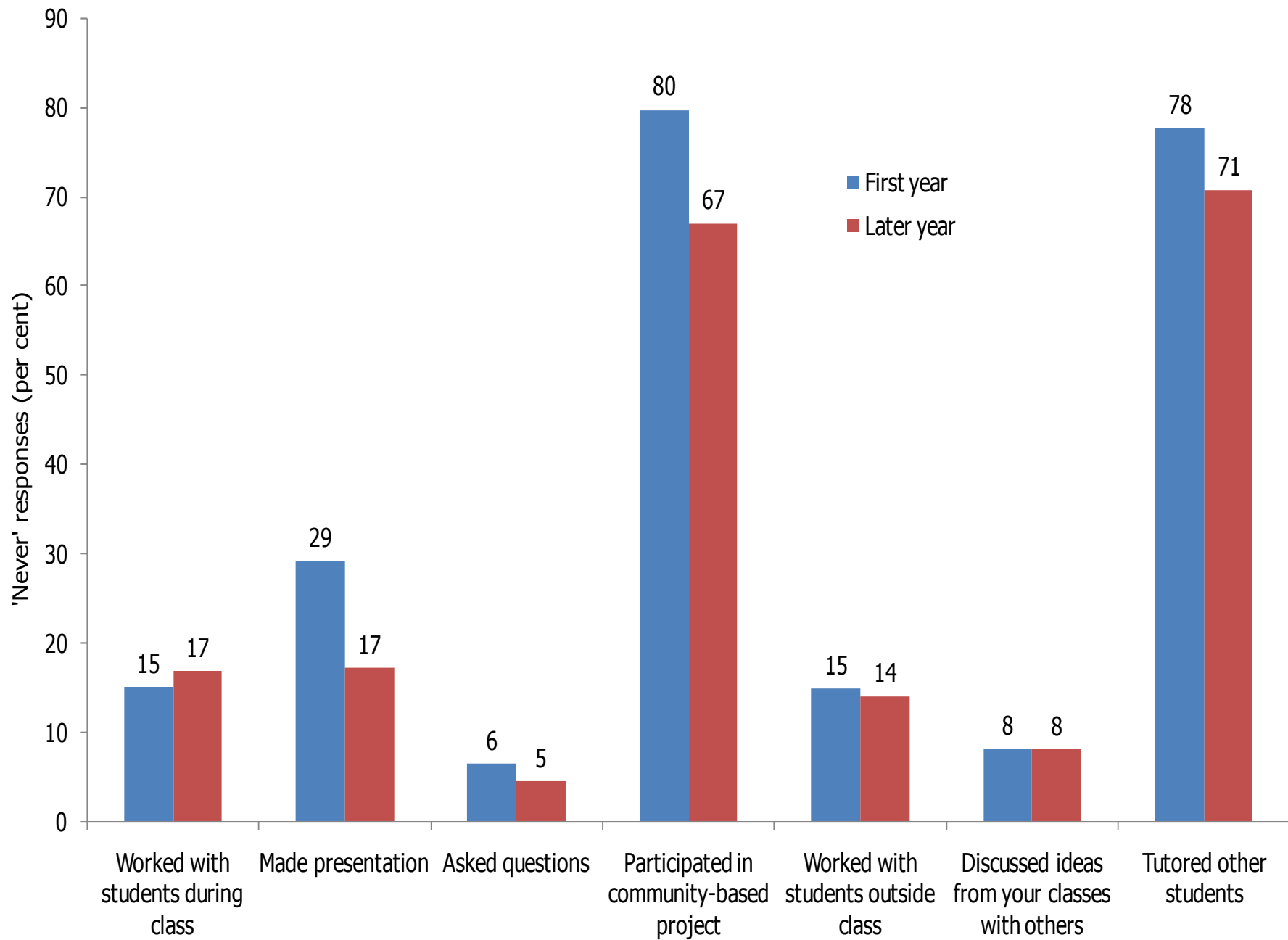
- a) 16%
- b) 26%
- c) 43%
- d) 53%

Retention tensions

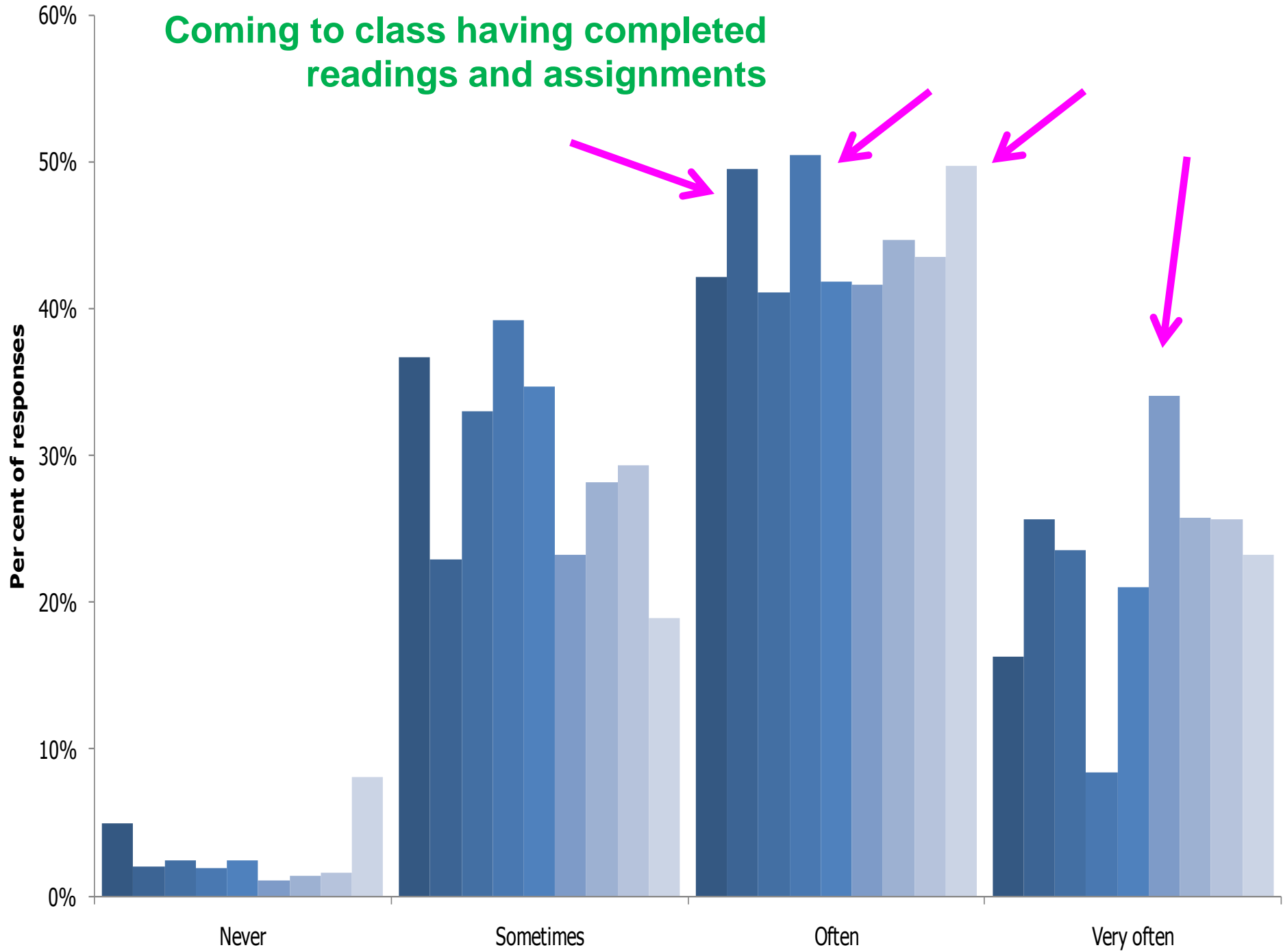
About what percentage of **students report** seriously considering leaving before graduation?

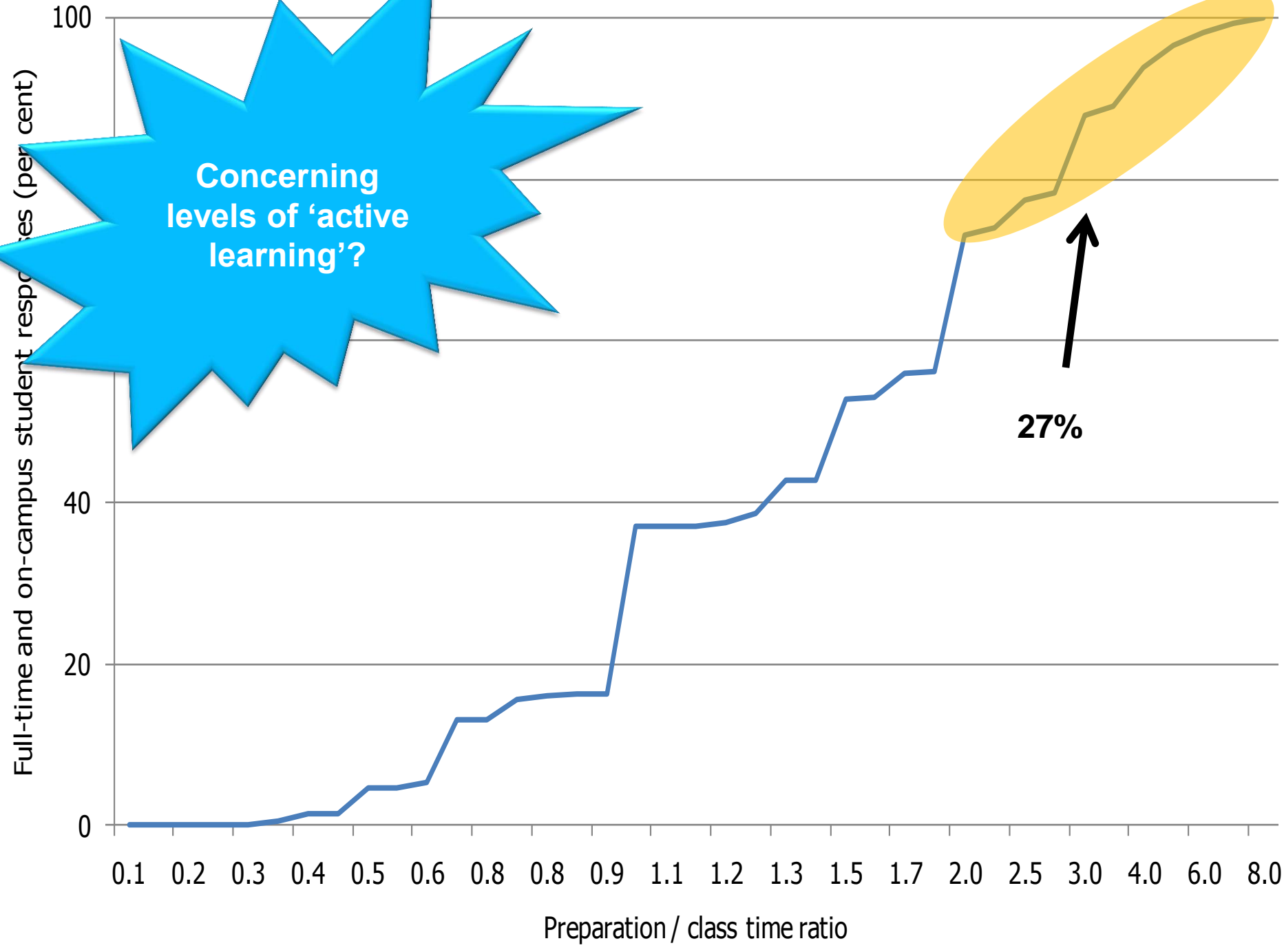
- a) 16%
- b) 26%
- c) 43%
- d) 53%

Departure reason	Per cent considering departure – 2015	Departure reason	Per cent considering departure – 2015
Health or stress	42	Other	13
Study/life balance	29	Commuting difficulties	11
Need to do paid work	26	Gap year / deferral	10
Financial difficulties	25	Fee difficulties	10
Workload difficulties	25	Academic exchange	10
Personal reasons	25	Social reasons	9
Need a break	22	Administrative support	8
Boredom/lack of interest	22	Travel or tourism	8
Expectations not met	22	Institution reputation	8
Career prospects	20	Other opportunities	8
Change of direction	18	Standards too high	6
Family responsibilities	17	Moving residence	6
Academic support	16	Graduating	5
Paid work responsibilities	16	Received other offer	5
Quality concerns	15	Government assistance	3



Coming to class having completed readings and assignments

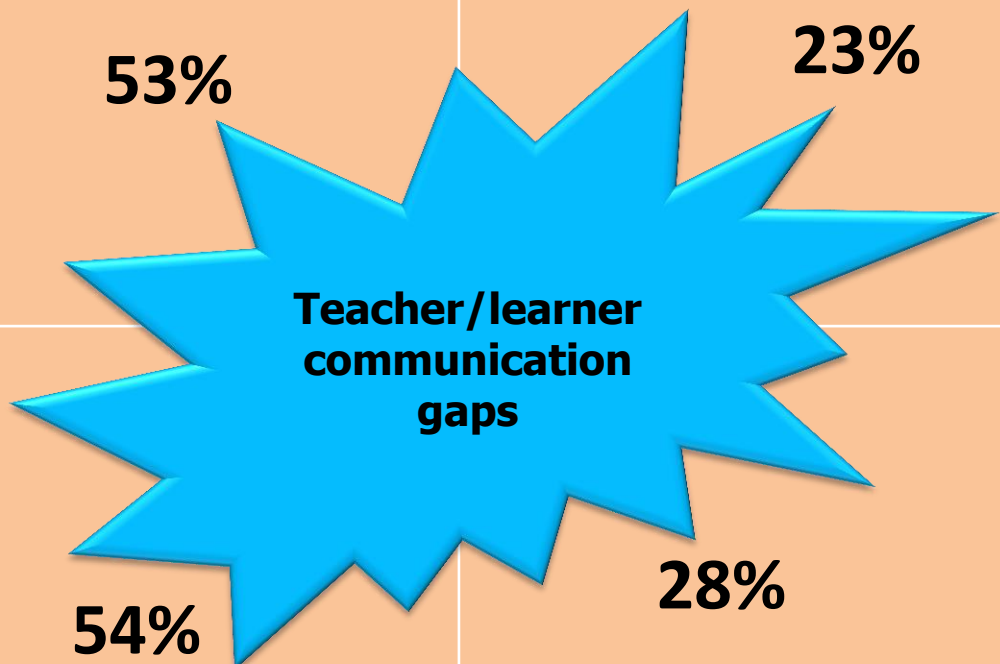


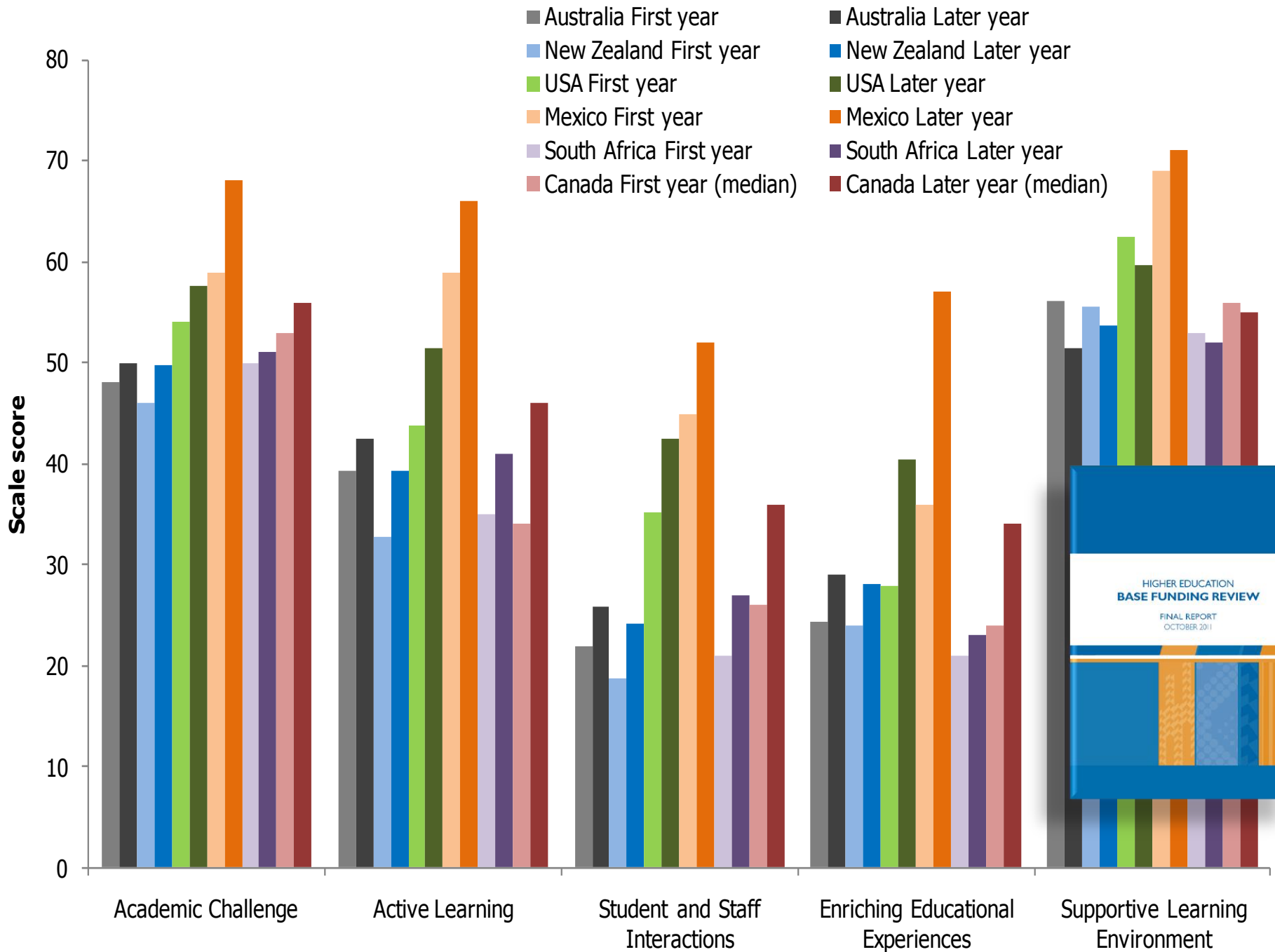


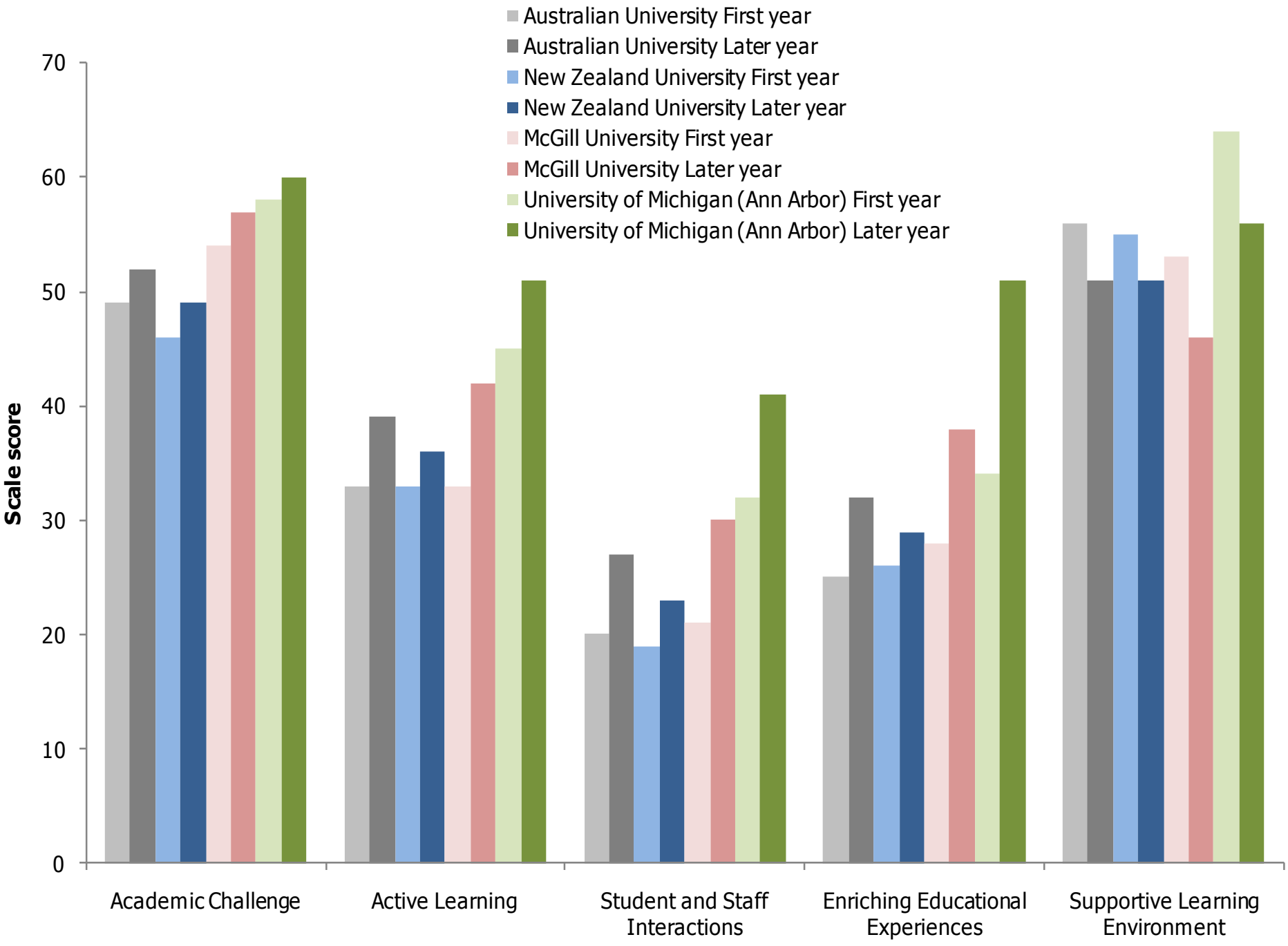
Concerning levels of 'active learning'?

27%

	Staff	Students
Predict the percentage of your students who would rate the quality of academic advice they received from your university as "excellent".	53%	23%
Predict the percentage of your students who would rate the quality of their entire educational experience at your institution as "excellent".	54%	28%







Low use of supports

Never Sometimes Often Very often

Responses (per cent)

70
60
50
40
30
20
10
0

First year

Later year

Postgraduate

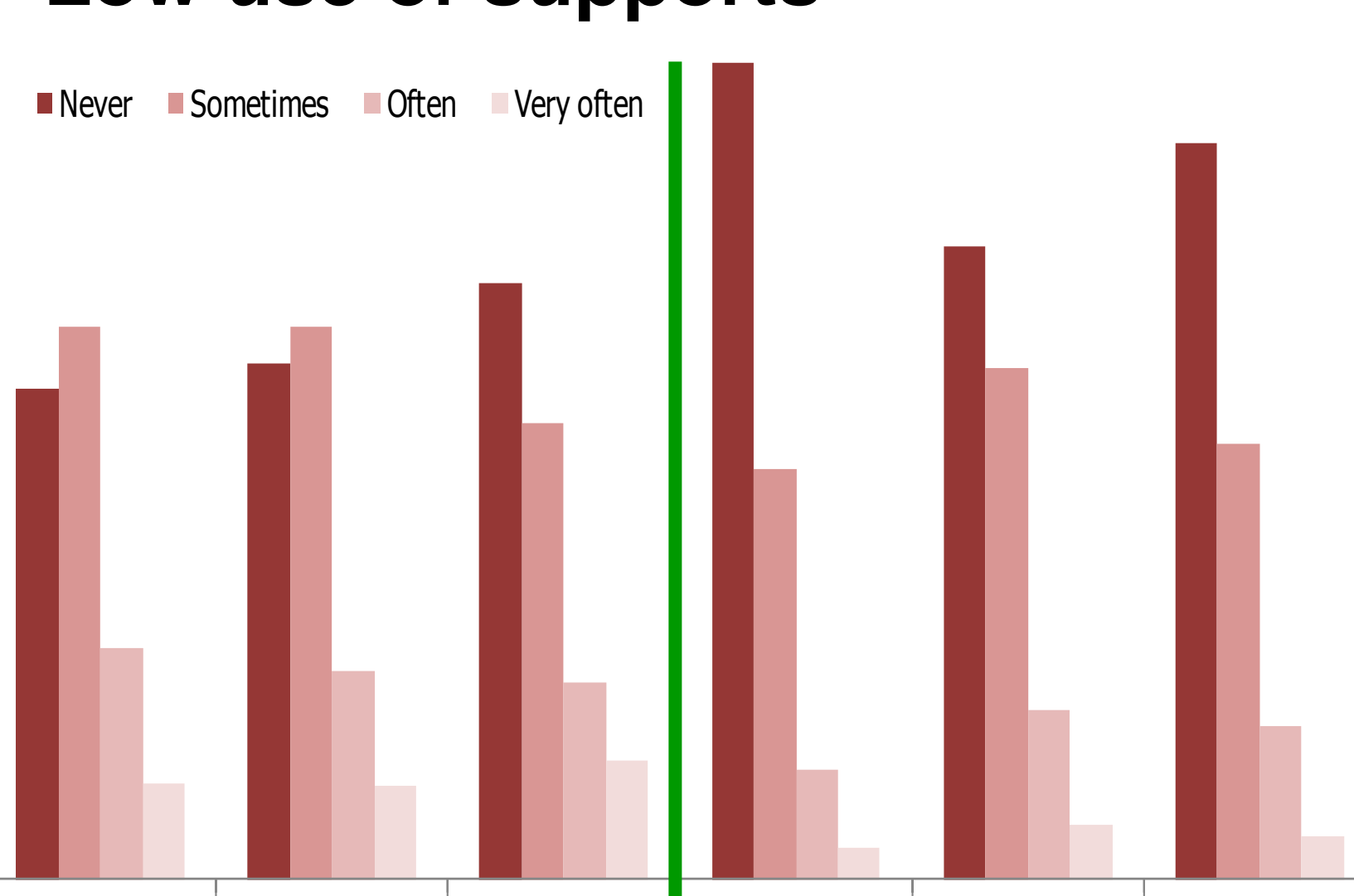
First year

Later year

Postgraduate

Used student learning support services

Talked about career plans



Seriously considered early departure

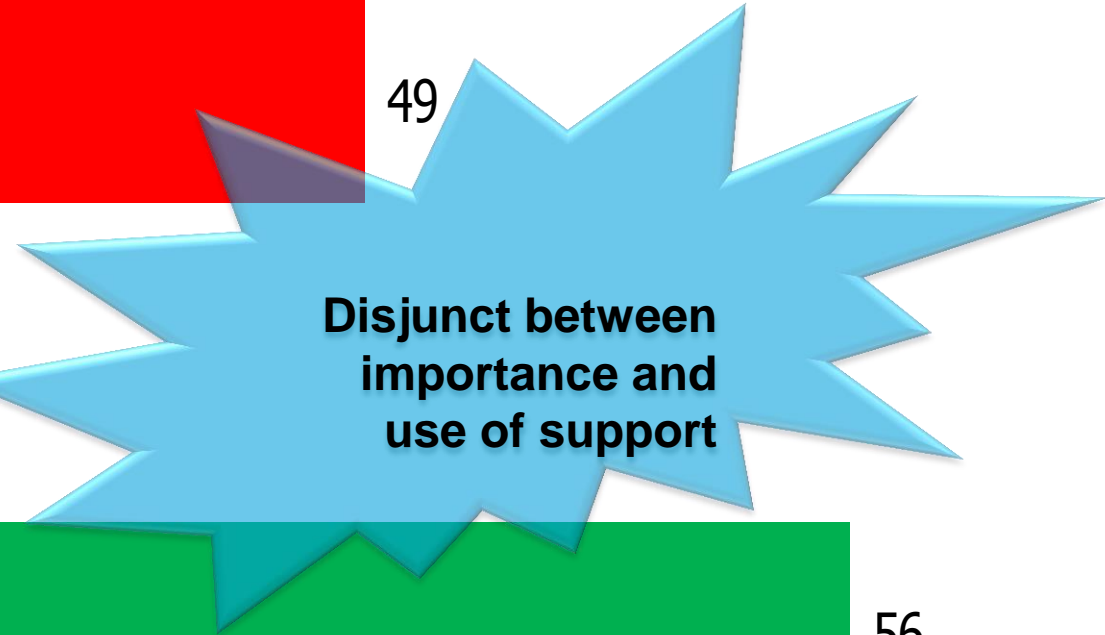


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Not considered early departure



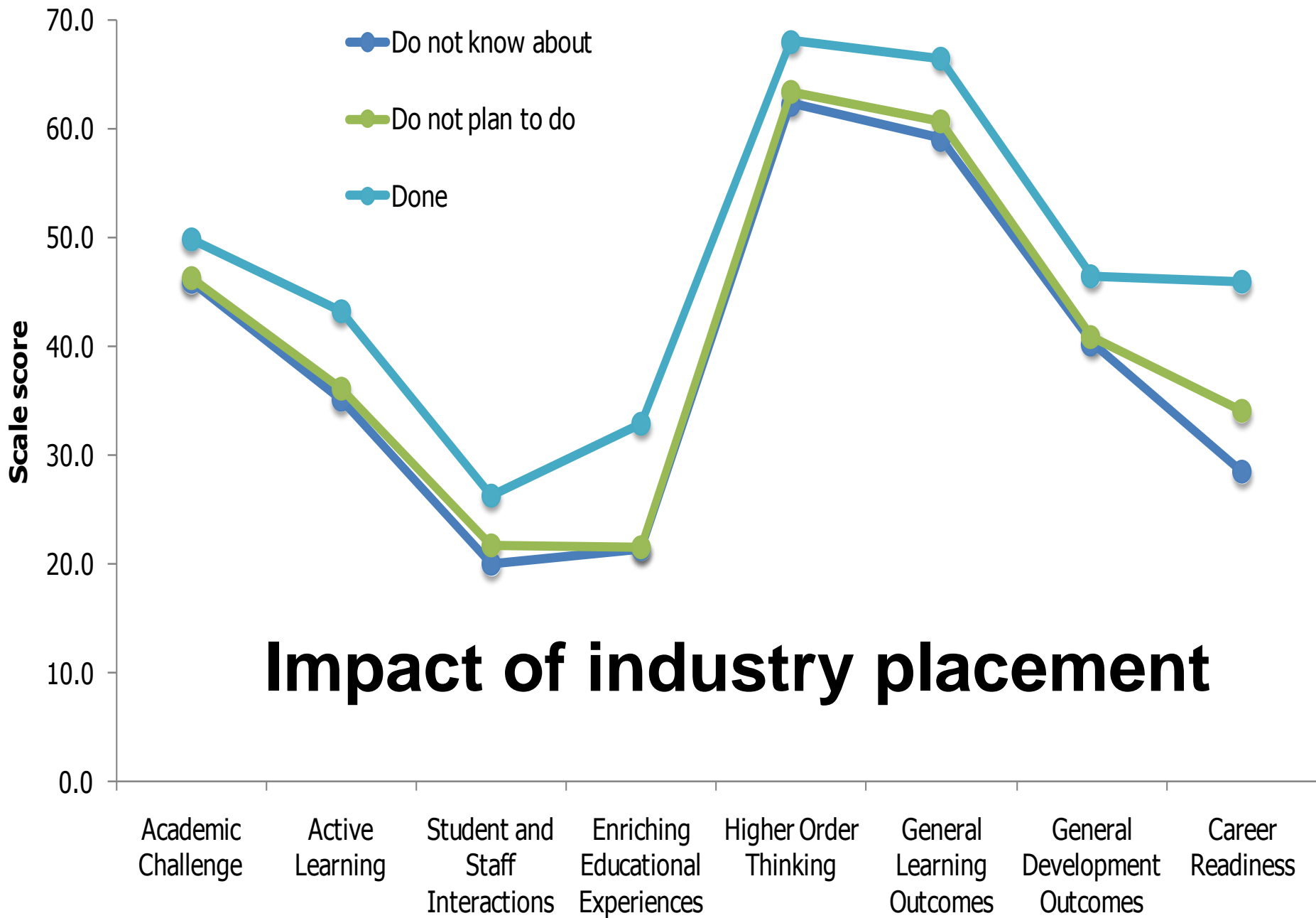
56



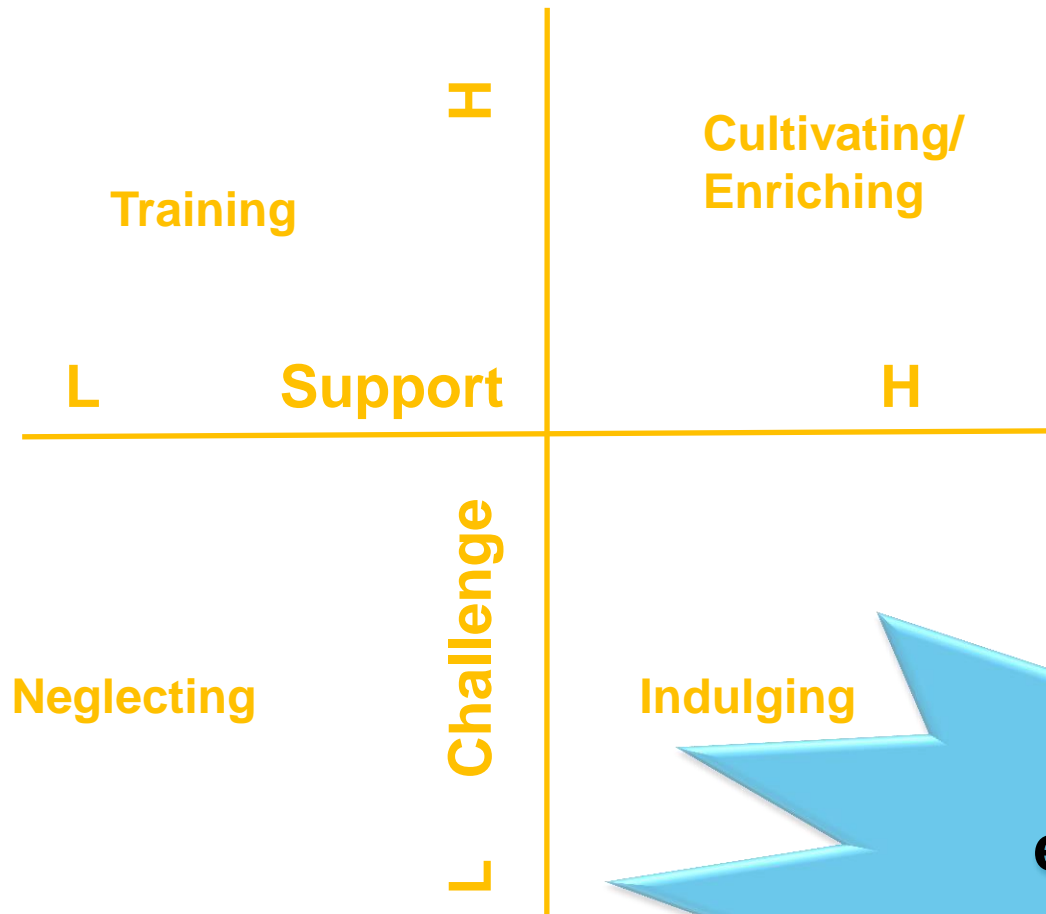
**Disjunct between
importance and
use of support**

40 45 50 55 60

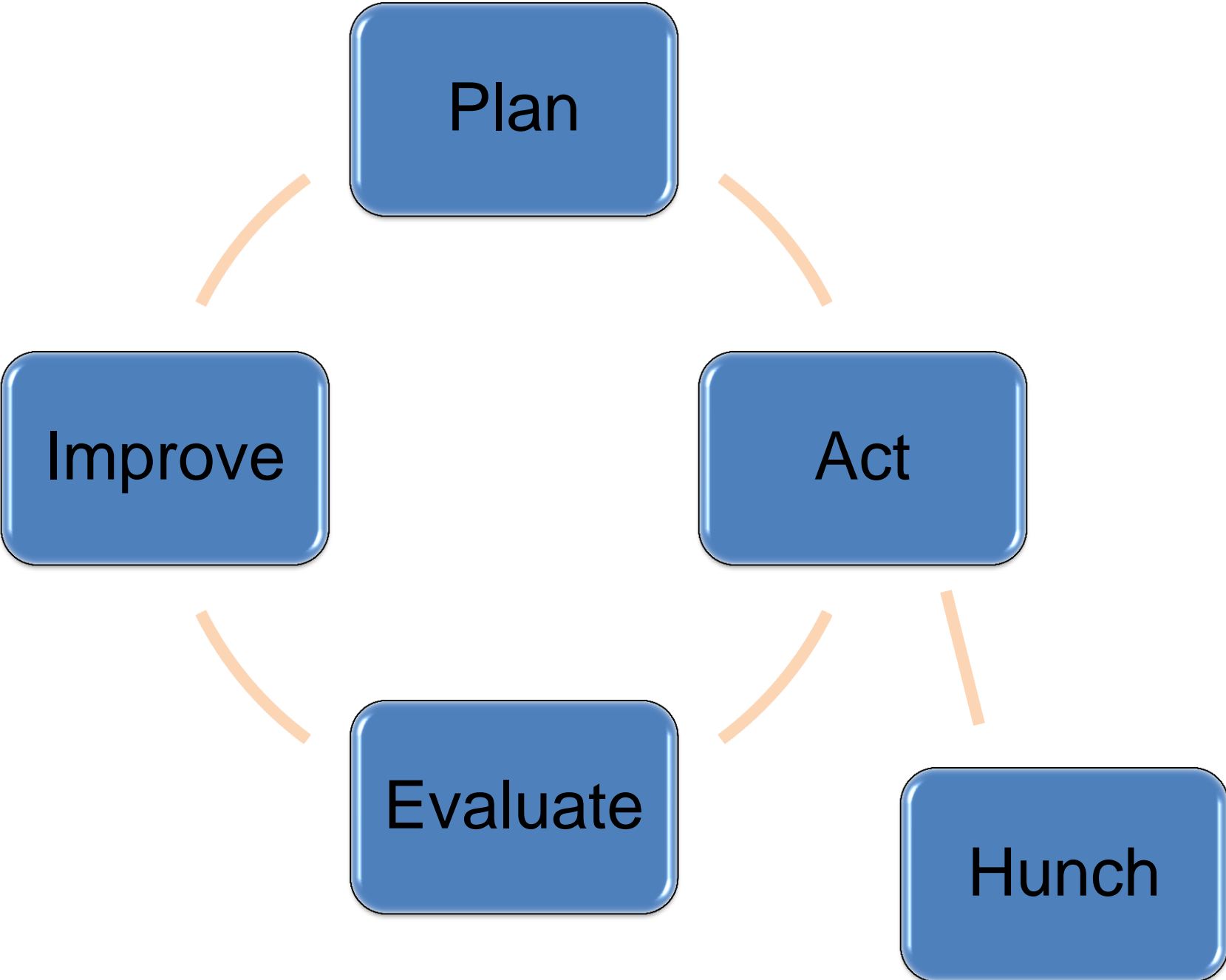
Supportive Learning Environment



Impact of industry placement



**Improvement
opportunities**



Report in self-evaluation and quality audit reports

Used to develop common data across higher and vocational sectors

Benchmarking to enhance institutional practice

Invite every student to reflect on engagement

Build new conceptions of engagement

Shaped policy discourse around student engagement

Create new executive and functional roles

Write engagement indicators into strategic and operational plans

Build communities through meetings and reports

Initiate efficient data collections

Building international networks

Factor into academic and professional staff development

Report results publicly for stakeholders

Build assessment collaborations

Reform conversations about teaching quality

Improve the quality of institutional research

Shift quality/productivity debates from 'satisfaction' to engagement

Provide evidence to affirm the value of support

Build new international research and practice dialogues

Track change from program reforms

Link engagement with leadership review

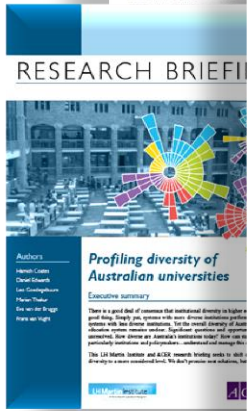
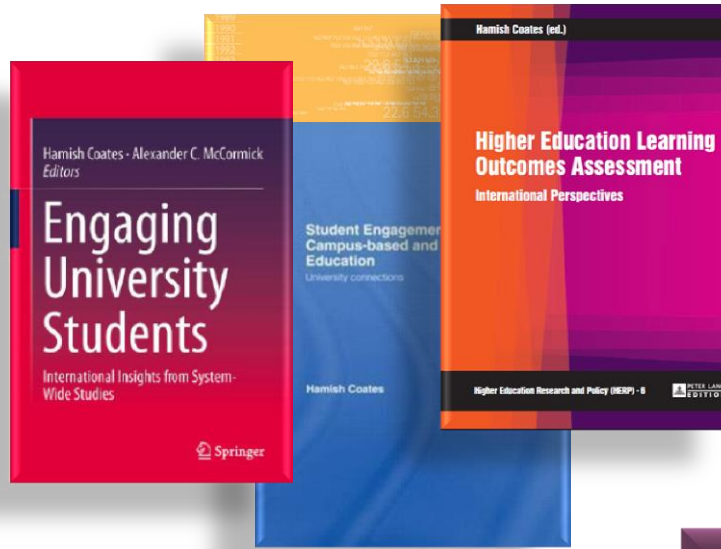
Deploy in marketing and promotional campaigns

Factor into regulatory assessments

Drive scholarly and applied research

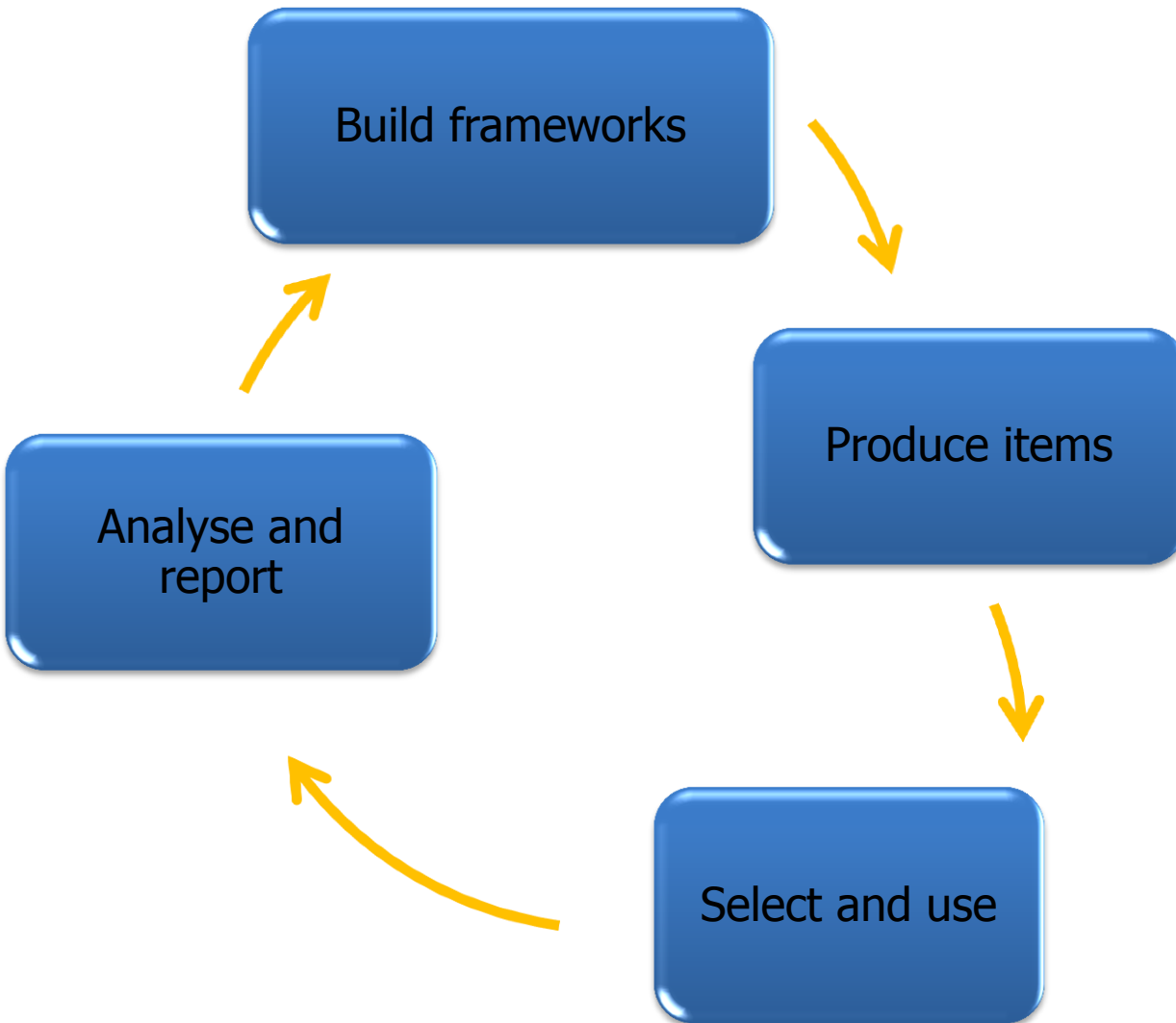
Challenges and difficulties

Leading educational evidence



gain in higher in

Rachel Goarin, Emma Harte, and Maria Velle



Types of sharing

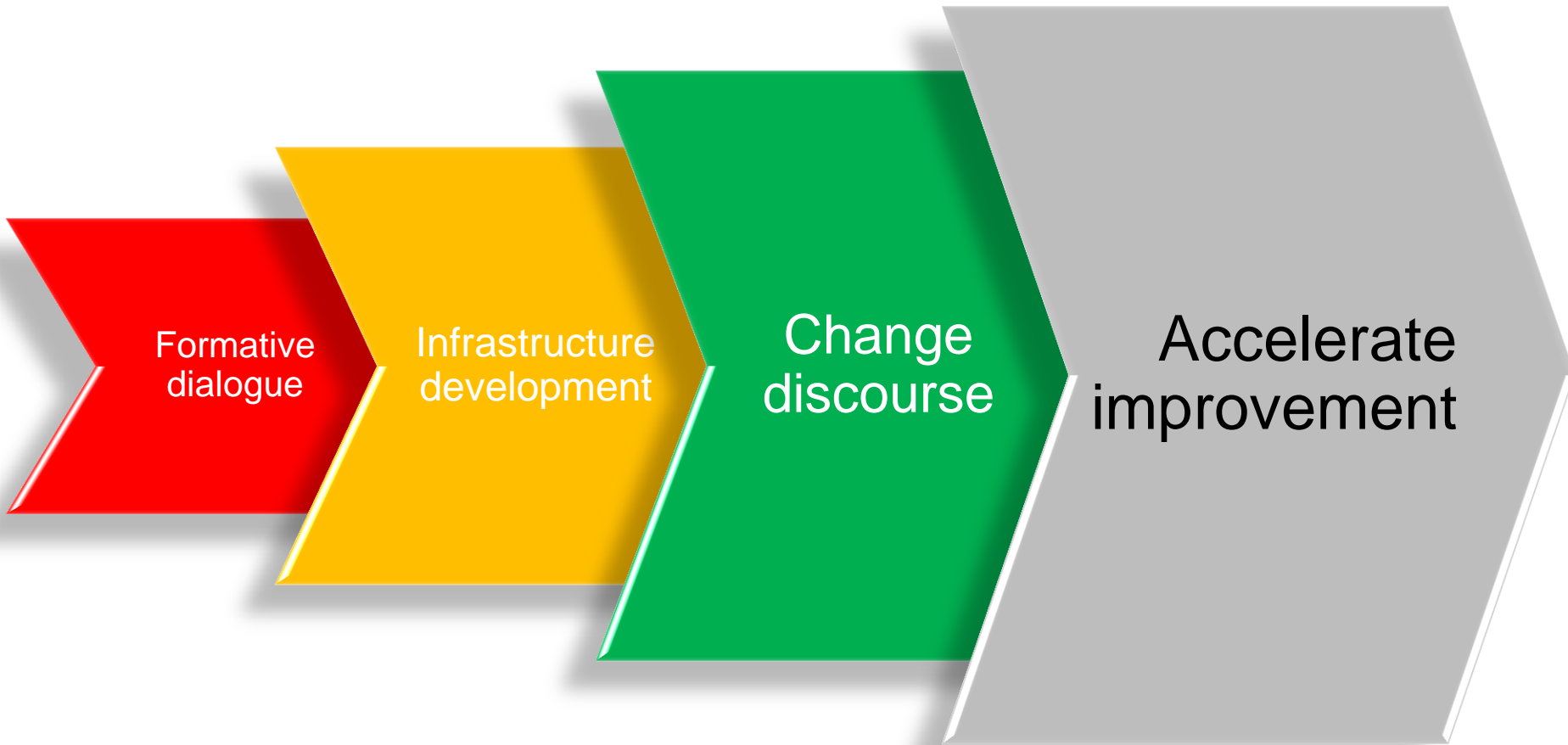
Definitions

Tasks

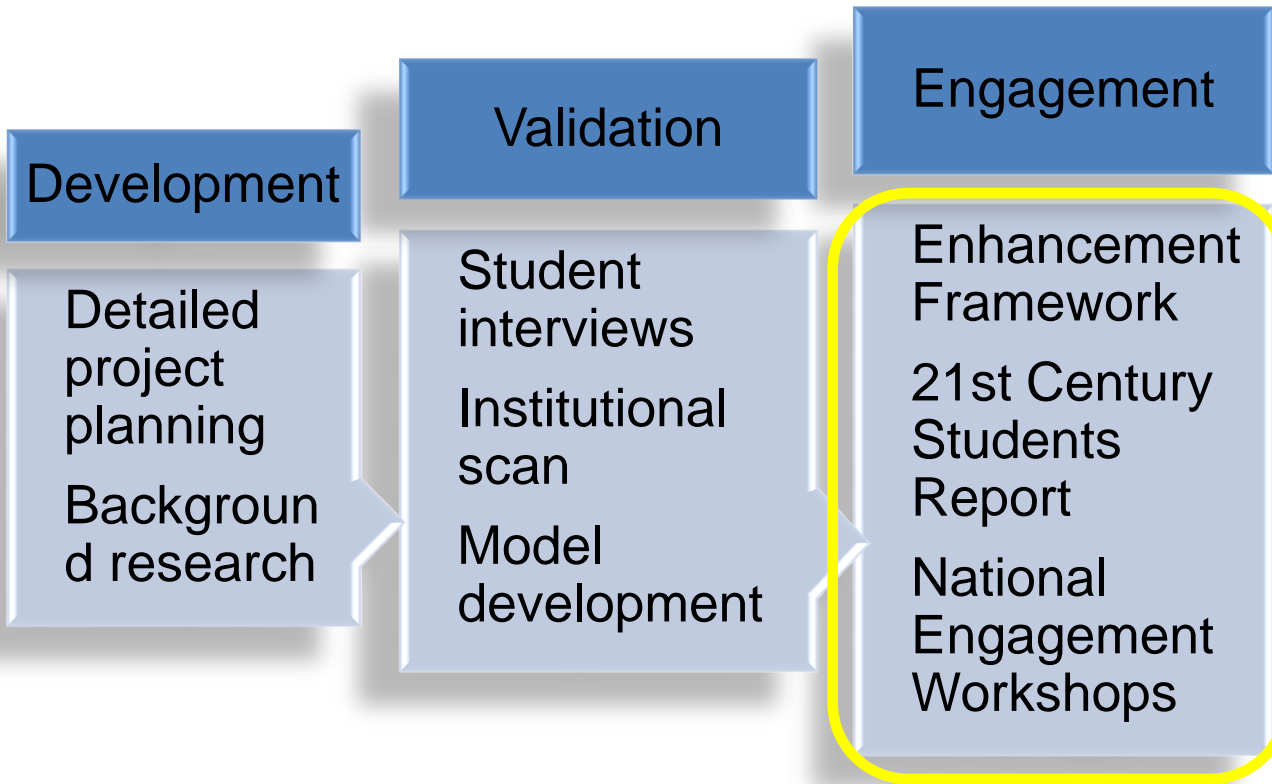
Processes

Results

Nascent but maturing field



Finding frontiers



Aims to bring about sustainable strategic change through improving institutional capacity to enhance the student experience by:

- building new concepts for understanding students
- identifying new data sources and approaches
- engaging institutions in enhancement work



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THE UNIVERSITY OF QUEENSLAND AUSTRALIA



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Janet Clarke Hall THE UNIVERSITY OF MELBOURNE



INDIANA UNIVERSITY

THE UNIVERSITY OF TEXAS AT AUSTIN



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