Student Engagement & Success

The behaviours, thinking and emotions that lead to successful learning

(Reschly & Christenson, 2012).

An individual student’s psychosocial state: their behavioural, emotional, and cognitive connection to their learning

(Fredricks, Blumenfeld, & Paris, 2004)
Framing the Discussion

What are the engagement mechanisms in the transformation process?
Figure 1. Refined conceptual framework of student engagement incorporating the educational interface

The Educational Interface

- Student Engagement
  - Affective
    - Interest
    - Enthusiasm
  - Cognitive
    - Deep learning & Self regulation
  - Behavioural
    - Participation
    - Time & effort
    - Interaction

- Self-efficacy
- Emotion
- Wellbeing
- Belonging

Kahu & Nelson (2018)
Shaping the 21st Century student experience at regional universities


OLT Research Project: SP14-4602
Key findings
Five key narratives about the student experience

Critical first encounters
When students encounter intentionally designed curriculum and support interventions, student emotion is enhanced and positive psychosocial (motivation, skills, self-efficacy and identity) responses are triggered.

What this means in practice is that curricula and co-curricular initiatives should be intentionally designed and implemented to activate motivation, skills, identity and self-efficacy.

Evidence: Of all the data collected, 46% were relevant to Critical First Encounters.

Compensatory effect
Positive psychosocial influences increase student engagement and reduce the impact of previous disadvantage and structural risk factors.

What this means in practice is that initiatives designed and implemented to strengthen student motivation, skills, identity and self-efficacy, will positively influence student engagement and mitigate previous disadvantage.

Evidence: Of all the data collected, 50% were relevant to the Compensatory Effect.

Constructive cycle
Positive psychosocial responses increase student engagement, which in turn increases learning outcomes, student satisfaction and well-being.

What this means in practice is that institutions are responsible for creating environments which engage students to achieve positive learning outcomes.

Evidence: Of all the data collected, 54% were relevant to the Constructive Cycle.

Capacity building
Student engagement increases students’ academic and social outcomes, and builds capacity for post-university contributions/life.

What this means in practice is that all disciplines should develop students’ 21st Century skills in context.

Evidence: Of all the data collected, 54% were relevant to Capacity Building.

Cultural change
Achievement, satisfaction and retention generate enduring changes, which can break intergenerational cycles of disadvantage and therefore bridge sociocultural incongruence between under-represented groups, and university cultures and systems.

What this means in practice is that improving the outcomes for current students also redresses inherent inequalities.

Evidence: Of all the data collected, 44% were relevant to Cultural Change.
The mechanisms of student engagement

• Explain how institutional / course program initiatives/practices/behaviours ‘work’ for individual students
• Provide a design brief for new initiatives/practices
• Enhance & enrich learning outcomes for all students
• And critically, have the power to:
  • Mitigate previous and current disadvantage
  • Help address structural (external) challenges
  • Combat institutional characteristics influencing attrition
  • Change institutional culture
Proposed USC Student Senate Framework developed in a Students as Partners model

KEY:
- Proposed Student-led Groups
- Existing Student Groups
- Existing USC Boards and Committees

USC Student Senate
- Administration/USC Support
- All members of equal standing

USC Boards and Committees – with Student Representation
- USC Council Members elected to executive positions

USC Student Senate
- USC Student Senate

Campus Student Liaison Group (CLG)
- Members nominated by their CLG and are all of equal standing
- USC Student Guild Executive Committee
- USC Support
- Operations Manager
- Welfare Advocacy
- Events Co-ordinator

Student Liaison Groups (SLG)
- Recruitment and training of Student Reps facilitated by ATMC

School Student Groups (SSG)
- USC Support
- Student Hub Automated Role Allocation
- Interview Process
- Student Hub Online Training

Student Representatives
- Student feedback and engagement
- Student Hub EOI Process
- Administration/USC Support

Online Collaboration Portal - TBC

Postgraduate Students' Association (PSA)
- Members elected to executive positions

Aboriginal and Torres Strait Islander Student Leadership Committee
- Members elected to executive positions

PSA Councils and Sub-committees
- Administration/USC Support
- Student feedback and engagement

USC Support
- Student Engagement Leadership Team
- Student Misconduct and Appeals
- First Year Experience Reference Group
- Indigenous Staff Committee
- USC Equity and Diversity Committee

USC Student Senate REPS (2)
- Nominated CLG Members

USC Student Senate REPS (2)
- SRC Co-Chairs
- PC Coursework & HDR

USC Student Senate REPS (1)
- Nominated from ATSISLC

USC Student Senate REPS (1)
- USC Council Student Member
Activating Student Success

- The moral imperatives and facts underpinning student retention/attrition
- A comprehensive approach to identifying key student engagement data
- Sophisticated mechanisms for time-based prioritization of intentional actions / interventions
- Joined up – whole of institutional practices to maximise reach and impact
- Creating environments that attend to the circumstances and needs of contemporary students.