



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Promising Practices - Advising

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30 June 2016



Pell Institute – Occasional Paper

The real work of retaining students fell on the shoulders of student affairs professionals who sought to provide students the assistance they needed to persist (Tinto, 2012)



Our story

In the beginning...

- Strategic decision - student success
- HIMs focus to improve the pass rate
- Additional funds for tutors
- Faculty Student Advisors (FSAs)
- On-line university preparation module



My focus

In the beginning...

- Strategic decision for student success
- HIMs used to improve the pass rate
- Additional funds for tutors
- **Faculty Student Advisors (FSAs)**
- On-line university preparation module

Faculty Student Advisors (FSAs)

- **2012** - only Faculty of Education
- **2013** - in all Faculties (1yr contracts)
- **2014-2016** Teaching Development Grant
- **2017** - Where to now?
 - Can we do without them?
 - Contract/ permanent?
 - How many per faculty?



FSAs: Veterinary Science Faculty

- To assist students in refining and **strengthening academic skills** necessary for success
- To monitor and **support undergraduates** in the Faculty of Veterinary Science - playing an integral part in students' academic life
- FSAs assist 1st yrs with **transition to higher education** and campus, and focus on their academic and personal well-being



FSAs: Law Faculty

- The advisor's role = **active** ~~passive~~
- Academic advising fosters **holistic development** of students
 - to become self-directed
 - motivated
 - responsible decision-makers
 - encourages successful completion of degree

General Support Interventions @UP

- Orientation
- (Mentors / Tutor Training)
- Academic Support Workshops
- Individual Sessions
- Lecturers/ Admin/ Student Support
- Referrals
- Online module



STARS as example



- Implemented *university-wide* at orientation to establish readiness
- Access to results
- FSAs make contact (e-mail/ SMS)
- *Faculty* – invite students; run workshops
- *Students* – poor response rate

Student Involvement

- Workshops: high sign-up but low attendance
 - Law – “open” time slot
 - Natural & Agricultural Science – same workshop daily
- UPO - 2015 - 77% completion



Involvement / Engagement

- The amount of physical and psychological energy that the student devotes to the academic experience (Astin,1984)
- Critical in first year (Tinto,2006 & Pascarella,1981)
- The process:
 - institutions and sector bodies make deliberate attempts
 - involve and empower students
 - shape the learning experience

Supportive environment (SASSE: 1st yrs)

	VERY LITTLE	SOME	QUITE A BIT	VERY MUCH
Spending significant time on academic work/ studying	1%	5%	30%	63%
Provide support to help students succeed	4%	16%	34%	45%
Use learning support services	2%	11%	30%	57%

Support – Veterinary Science

- Time management
- Work load management
- Study skills
- Stress management
- Test anxiety
- Personal problems
- Requests for tutors/extra help with modules
- Finances- requests for bursaries
- Administration issues
- Assistance with Study Skills
- BSc students wanting to get into BVSc
- UPO108



Developing Content for Responsibility

- Students need to **take responsibility** for their success
- **UP awareness campaign**
 - make the Finish Line YOURS – FLY@UP
 - #Graduateontime

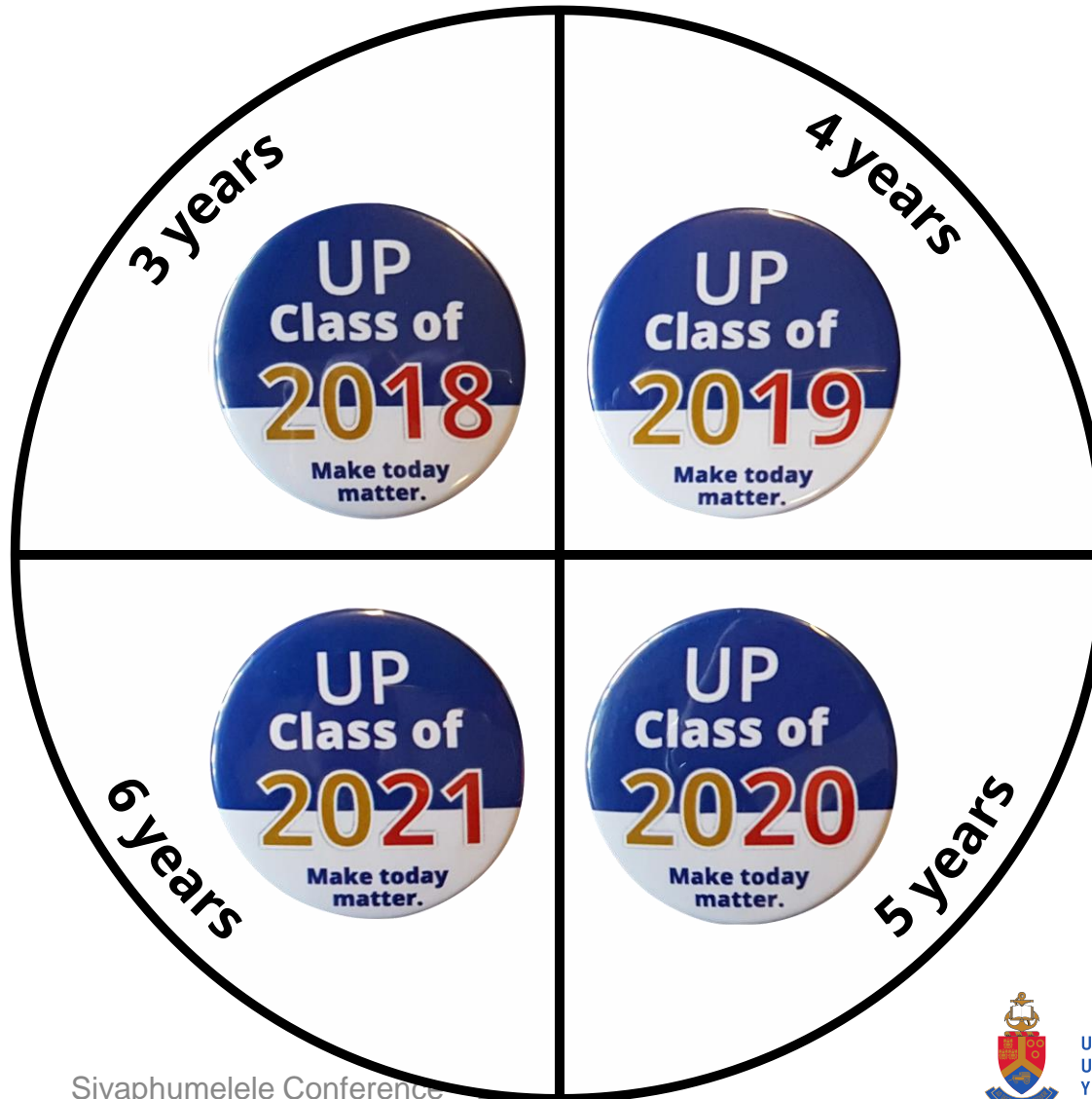
Registered in 2016?

- Work consistently
- Seek help
- Don't drop/cancel modules

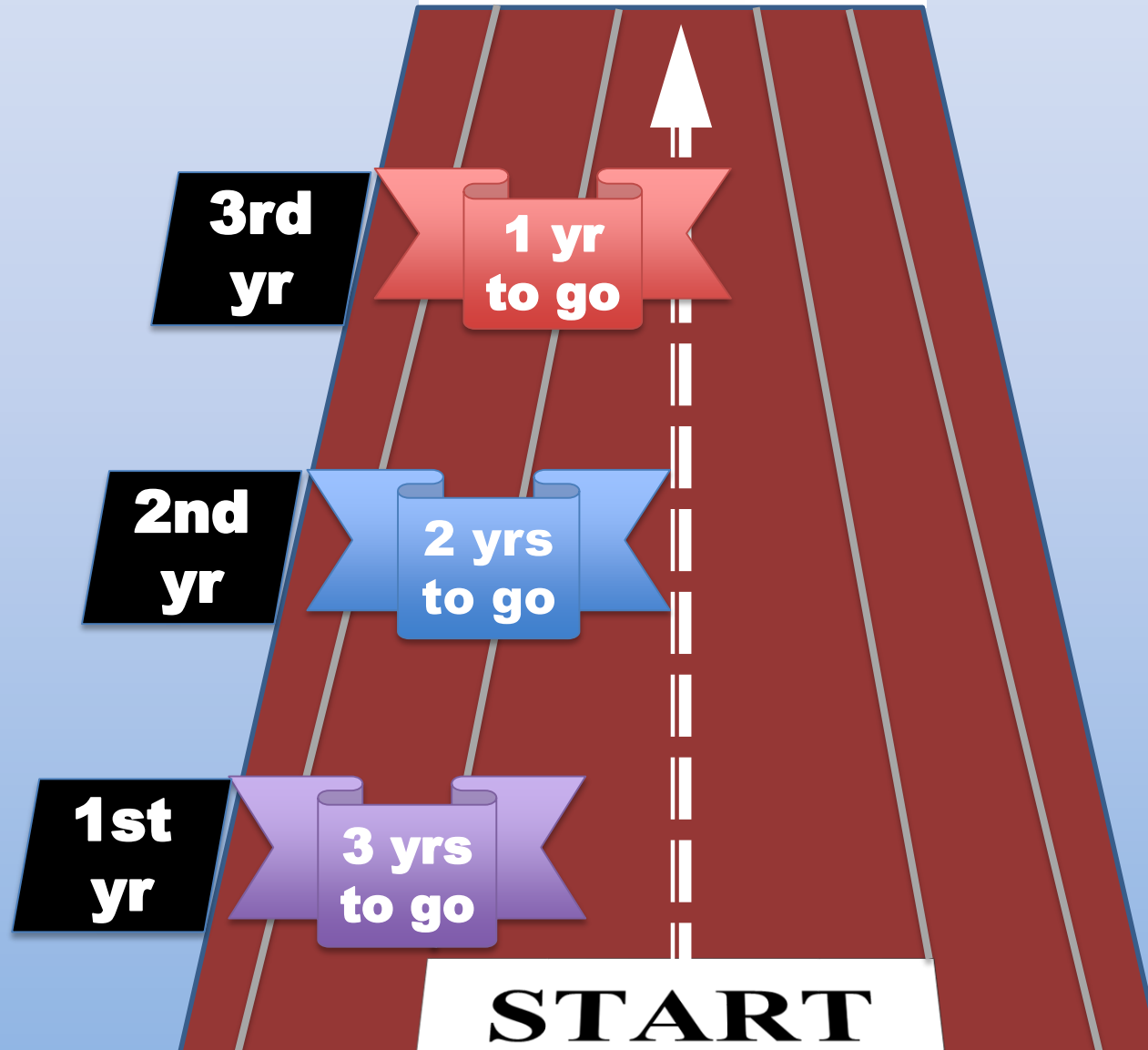
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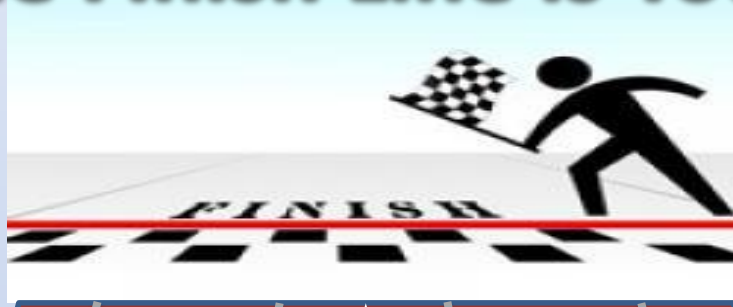
You will complete as...



The Finish Line is Yours



The Finish Line is Yours



**3rd
yr**

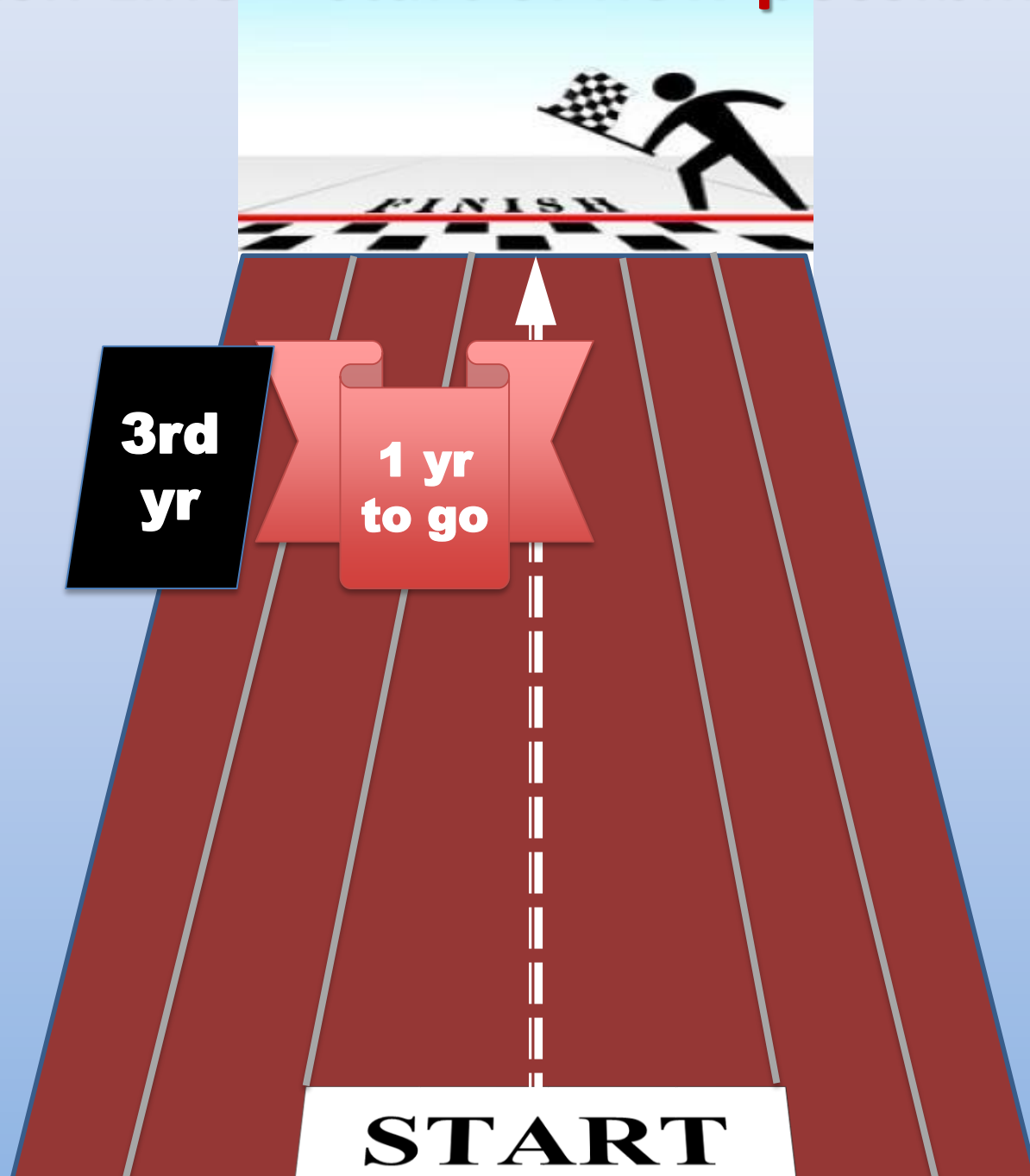
**1 yr
to go**

**2nd
yr**

**2 yrs
to go**

START

Finish Line = start of new possibilities



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Thank you