



UNIVERSITY of the
WESTERN CAPE



PHUMELELA@UWC

Update: 2022

Presentation By Institutional
Lead: Prof Su Pather

Siyaphumelela Meeting: Kresge Foundation
3 October 2022





UWC Institutional Operating Plan

Goal Area 1: Student Experience

- To enrich the student experience through, amongst others, the building of “a supportive environment for all student that addresses barriers to success” and the provision of “optimal support services”.

Goal Area 2: Learning and Teaching

- To strengthen Learning and Teaching and aims to “develop an environment conducive to excellence in learning and teaching in support of student success and retention”.





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- Aims to enhance the use of data analytics in the development of evidence-driven student success initiatives. Furthermore, to invest in resources to support targeted interventions and approaches that have the potential to make a demonstrable difference.

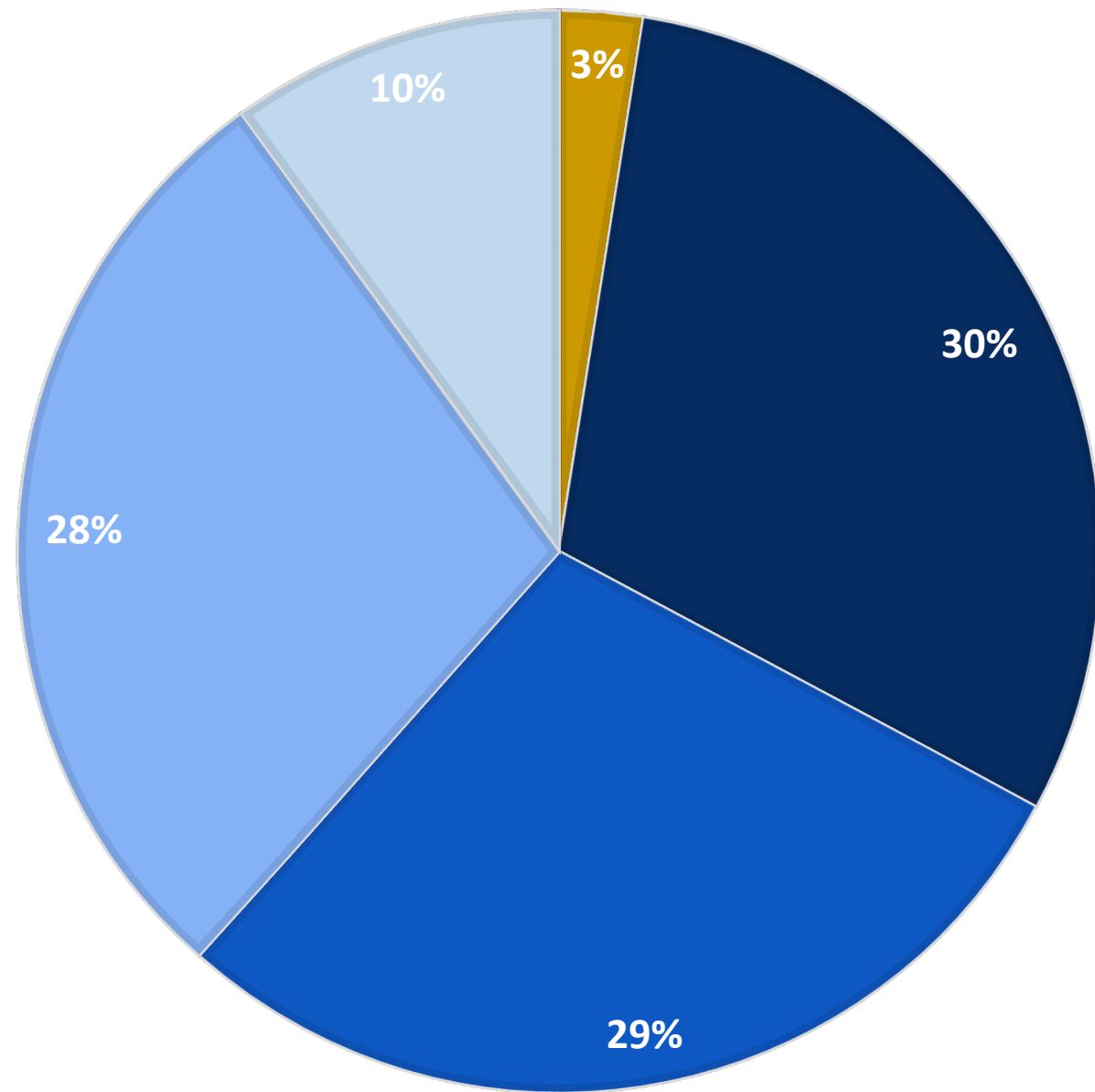
Three stream of work: Objectives Outlined in UWC's Proposal (2020 -2023)

1. Strengthen the university's business intelligence capacity and analytical capabilities.
2. Use learning analytics to enhance student support interventions (academic & Psycho-social).
3. Holistic support interventions for high priority (at-risk) modules identified.



Support Strategies: First Year Students

ACADEMIC PROMOTION STATUS



■ Fail ■ May proceed ■ Refuse can register ■ Academic exclusion ■ Walk away

31% of students who received a **risk code** in **1st year** (and continue) completed their studies.

47% dropped out in later years

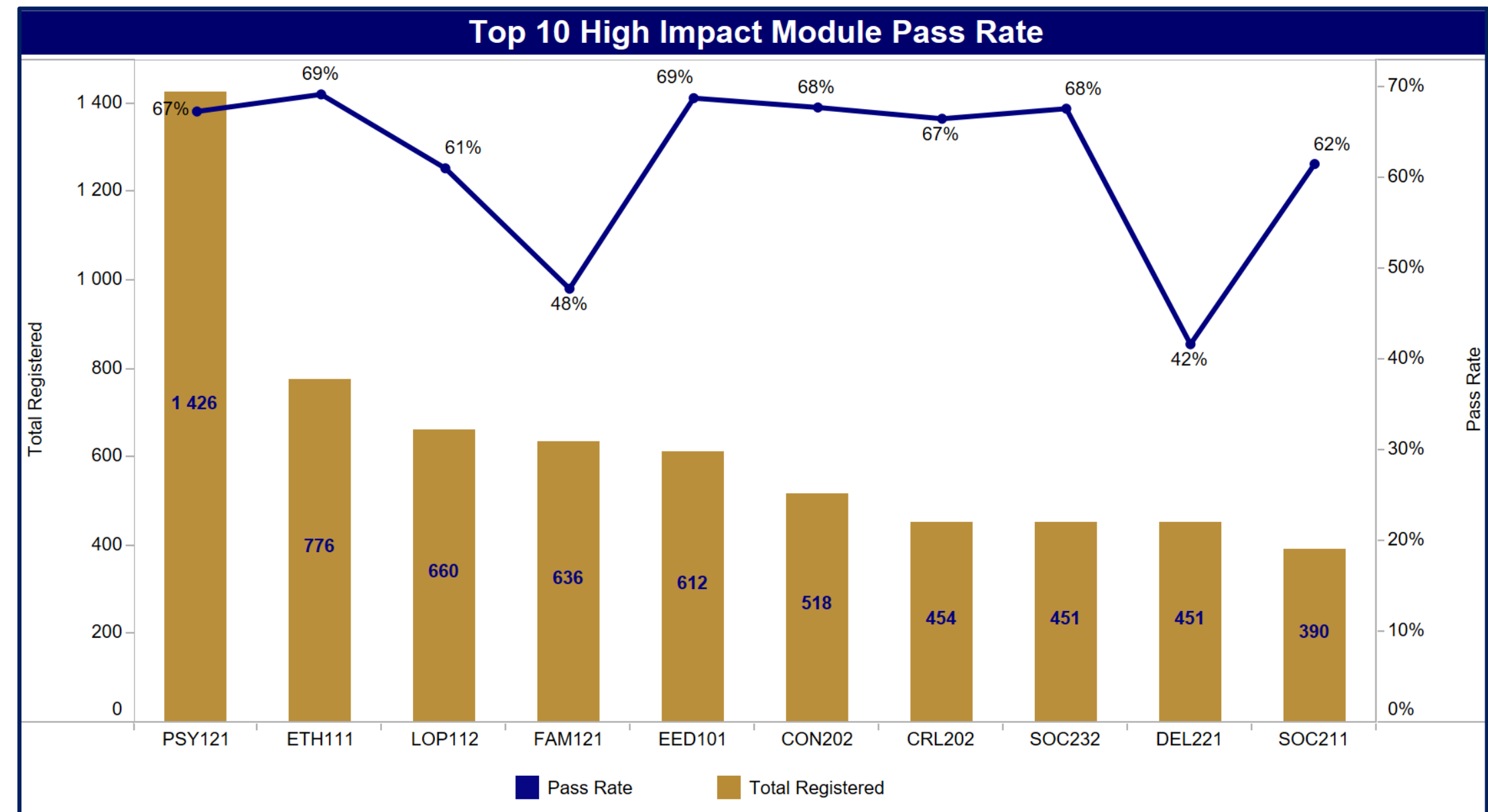
22% were still **struggling to complete** after 6 years in a 3-year programme

80% of the students we lost were at **risk** in **1st year** or **dropped out** in **1st year**



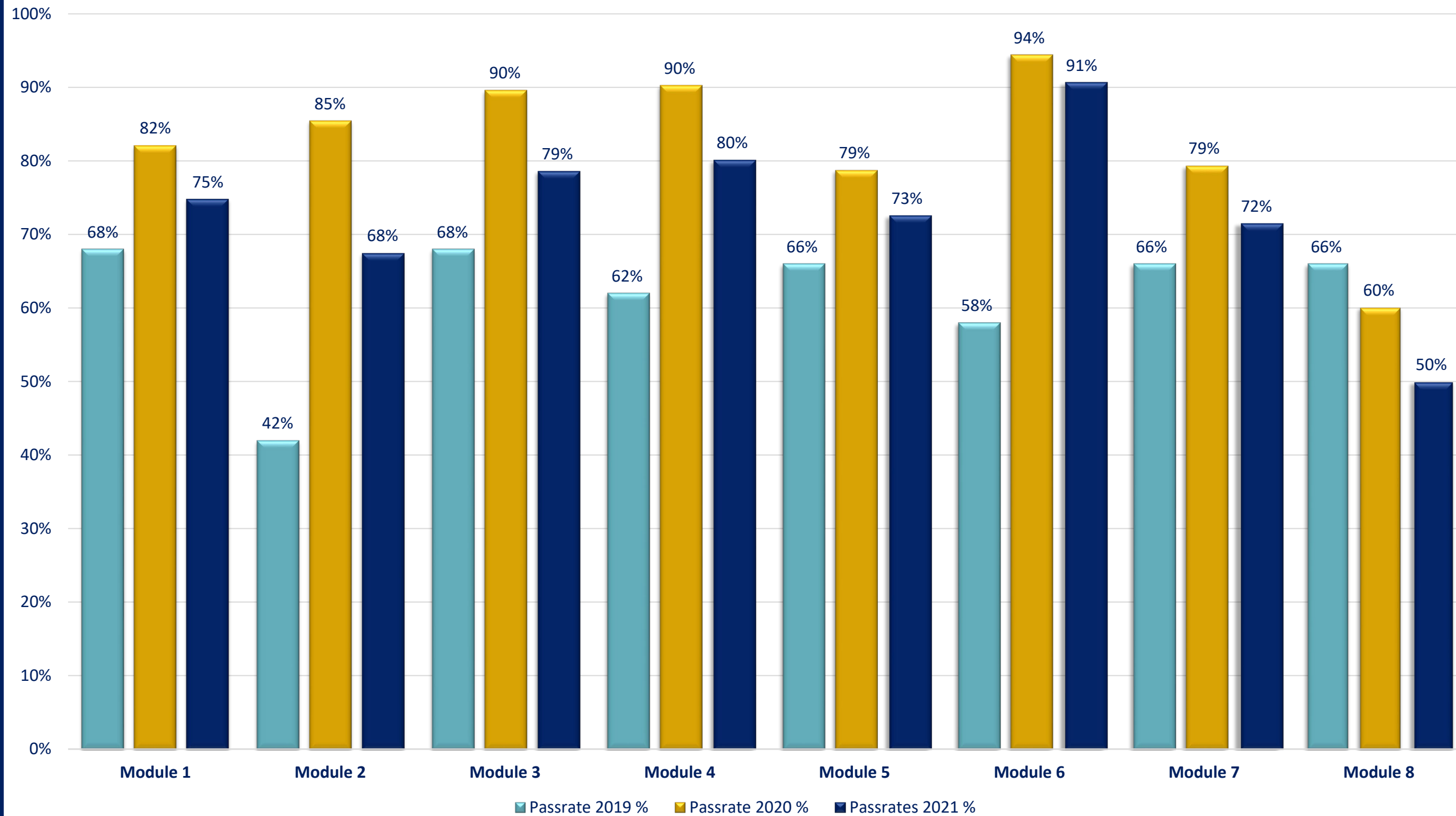
Top 10 High Priority Module Pass Rates (2019)

- **Definition of High Priority Module**
 - High: Have pass rates less than 70%
 - Highest: Have pass rates 60-70%
 - Have large numbers of students enrolled
 - Are offered in multiple programmes
 - Contribute to attrition and delayed completion
 - Create bottlenecks
 - Are observed over a period of time



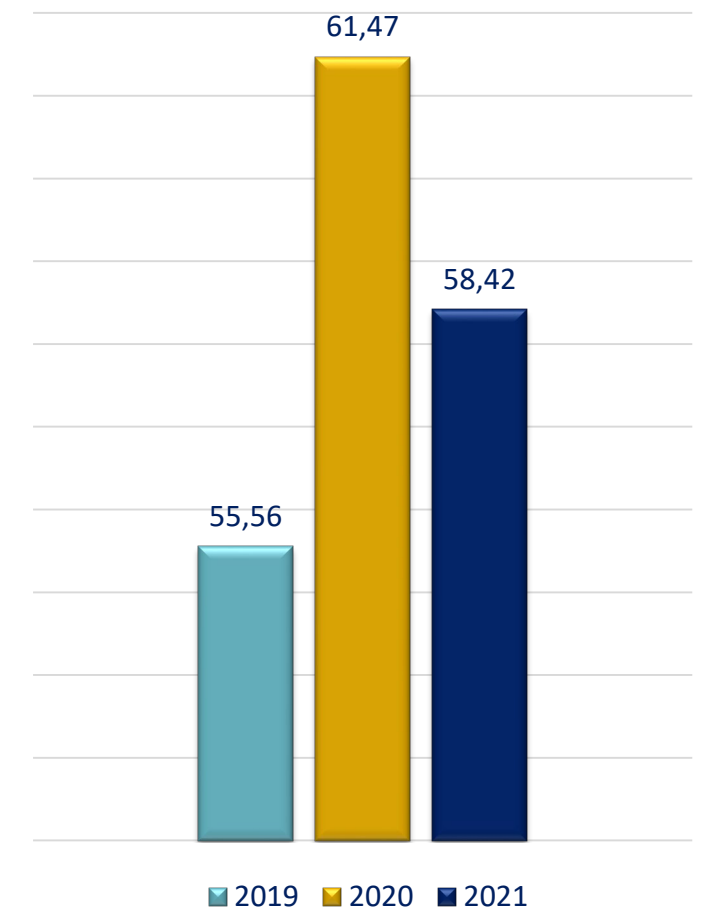


Semester 1: Highest Impact Modules 2019-2021



Impact of COVID-19 pandemic Semester 1 Assessments 2019-2021

Average Mark





First Year Pre-entry Attribute and Expectation Survey

- 💡 Steady Increase in students feeling overwhelmed by school work in their final year of high school between 2019 and 2021.
- 💡 59% for the 2020 Cohort felt overwhelmed by school work during their final year of study, while 70% of the 2022 Cohort respondents felt likewise.

2020

2021

2022

Felt overwhelmed by Schoolwork

	Respondents	% of Respondents
Not Specified	255	12%
Never	267	12%
Once/week	395	18%
Twice /week	467	21%
3x /week	305	14%
More than 3x / week	527	24%
Grand Total	2 216	100%

Felt overwhelmed by Schoolwork

	Respondents	% of Respondents
Not Specified	208	12%
Never	117	7%
Once/week	249	14%
Twice /week	333	19%
3x /week	284	16%
More than 3x / week	547	31%
Grand Total	1 738	100%

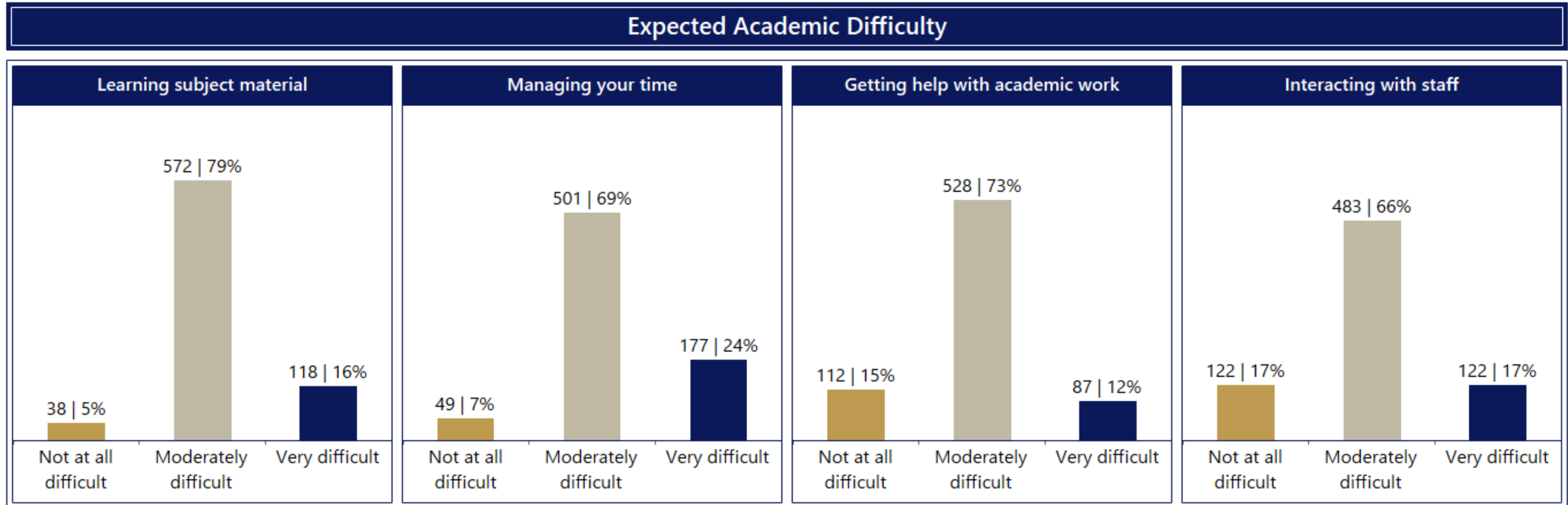
Felt overwhelmed by Schoolwork

	Respondents	% of Respondents
Not Specified	171	8%
Never	171	8%
Once/week	306	14%
Twice /week	438	21%
3x /week	363	17%
More than 3x / week	684	32%
Grand Total	2 133	100%



Beginning University Survey of Student Engagement (BUSSE)

n = 727
Excl nulls



💡 Most students (**79%**) anticipated that the subject material would be moderately difficult.

💡 **85%** of students anticipated that time management would be difficult.

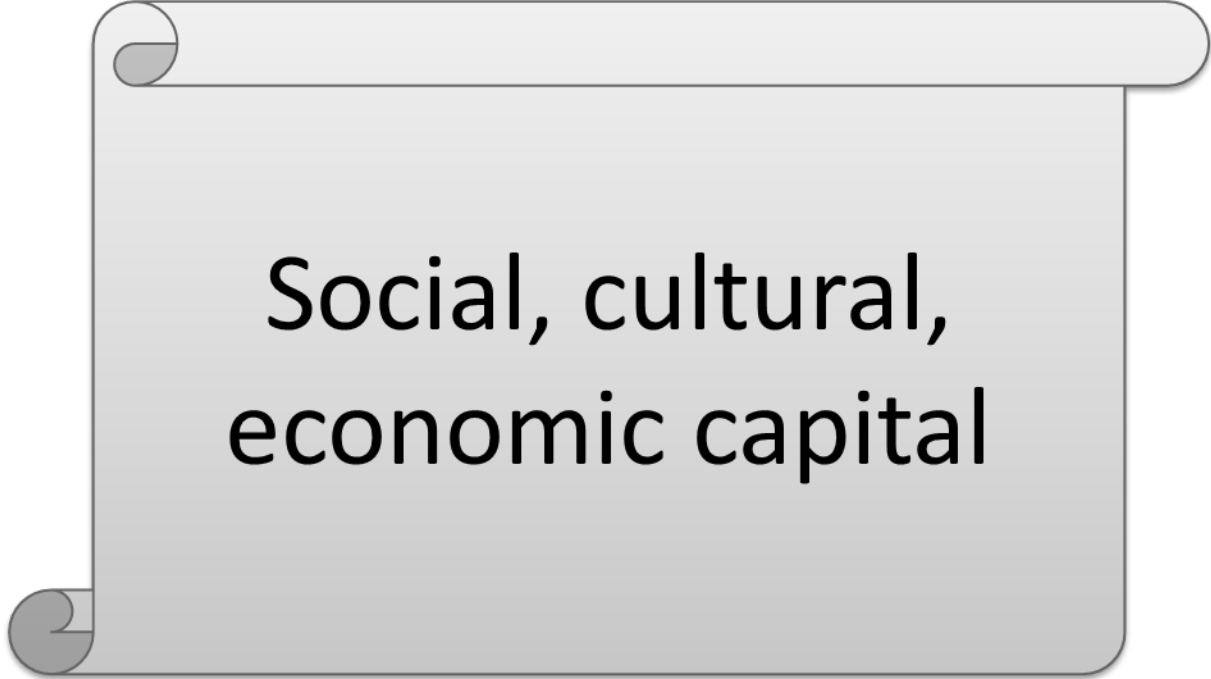
💡 **73%** expected that it will be moderately difficulty to getting help with academic work.

💡 Students expected that it will be moderately difficult to interact with staff



What could cause a student to Not succeed at university?

- Prior Schooling experience (preparedness)
- Lack of academic skills
- Financial woes
- No food
- No accommodation
- Part-time job
- Family obligations
- No friends
- Lack of support (Family, friends, institution)



Social, cultural,
economic capital



Student Quotes on Student Success

- A **good balance** of academics & social life is essential to student success of a student.
- Is **not necessarily an A+ student** but one who **is self-aware** who has the ability to **set goals** and attain them.
- Is **about learning**, acquiring information and being tested on it and the essence in failing is trying again
- For the longest time I've **always thought** that student success meant **getting good grades** and doing well academically. However as I progressed in my studies I've come to believe that student success is more about students having a **stable and healthy state of mind** in order to get those good grades and be able to handle the day to day requirements of being a student.
- Is about becoming **the best version of yourself** achieving **academically** and **developing relationships** with other students, lecturers and any other professionals we interact with on campus. Expanding your people skills that will help in the work environment and society.
- Is working towards **positive student outcomes**, such as **mental and physical wellness** and **academic fitness**. I believe student success occurs at many points and allow students to grow and develop themselves holistically.
- Is **being diligent** in every task you take on. **Time management** for a student is as important as passing a module because it shapes how much attention you put into everything you do. **Multi-tasking**, this to me is also part of student success.
- **Is having fun** while studying is **shaping you to your career** and the moment you do not enjoy what you studying there's already a bad trail for the career that you will go into when you leave the student life
- Is having a **clear personal understanding/motive** of what one wants to achieve at university and implementing a **well-structured plan** of how to achieve it with good academic performance and a good support system while experiencing university life.
- Is how well a **student prepares** to achieve their current and future **academic, personal, and professional goals** through developing knowledge, a sense of responsibility and self-reliance.
- Having a **positive self-esteem and self-confidence** is important to student success.



Working Streams

1. Integrated Mental Health & Wellbeing
 - Used a baseline comprehensive mental health and wellbeing survey to assess students student help-seeking behaviour.
 - Policy (2020)

2. First Year Experience
 - Student peer partnerships: First Year Transition programme (FYTP) institution works with Students as Partners to address issues relating to first year transition, engagement and success.



Engagement with Partner Institutions

- WC Regional Node: UCT, UWC & CPUT
- Invitation
 - Cum Laude Project: UKZN
 - Pathway project: UFS (October)



Achievements over the past 6 months

- Faculty Use case projects
- Learner Analytics Dashboards
- Use of predictive data
- Narratives

- Identified initiatives that could be supported by the data (innovation):
- HPMs in 1st year; Mentoring & tutoring; Mental; 2nd year transition (Study Buddy) & First respondent training (mental health& wellbeing)
- Learner Case Management Platform

1 Collecting & Protecting High Quality Data

- Data Analytics Working Group - Biweekly
- Policy on the Use of Student Data
- Stakeholder and Data Workshops

2 Making Meaning from the Data

3 Socialising Results with Campus Community

- Campus workshops: creating spaces for discussions
- Student Success Committee
- Bi-Weekly Data Discussion

4 Moving from Data to Action

- Use of Activity Theory
- How, when & what in the project plan will be monitored & evaluated.
- Regular monitoring of progress & identified milestones

5 Monitoring & Evaluation

Conclusion and Way Forward

- **Updated our action plan** – align with data – from data collected and unpacked from the institutional & ICAT capacity Café discussions.
- **Prioritize holistic student** intervention for High Priority Modules
 - Data from surveys and feedback surveys from the transition programme indicated the need to **focus on mental health & wellbeing**.
- Working across units - **first year mentors will be trained** to provide skills to engage and support students with mental health issues or well being.
- Possible High Impact Practices to be planned for future and will be rolled out in a phased approach.
- Training of academic and admin support staff on the Student and **Module Performance Tracking System** and Performance Learning Analytics Dashboards – The system allows for automated alerts to be emailed. (e.g Deputy deans T&L, T&L Specialists and some lecturers – 1 Full Day Hands-on training – July 2022)
- **Training of Mentors and FYTO to use Learner Case Management System** to facilitate data capturing of intervention for the purpose of monitoring and evaluating programmes and intervention so that we can scale up the interventions in future (July 2022).
- Development of the **Data Literacy Programme**

Thank you



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60 YEARS
of hope, action
& knowledge

