



Siyaphumelela  
we succeed



Walter Sisulu  
University

Prof Clever Ndebele

Senior Director: Learning and Teaching

My institution has **developed annual goals** for student success by improving the following indicators for 3-year and 4-year degrees and 3-year diplomas



| Question   | Response       |
|--|----------------|
| First year retention to second year, based on first time entering students   | Agree          |
| Success rates of undergraduate study, defined as the completed full-time equivalents expressed as a percentage of the enrolled full-time equivalents | Agree          |
| Qualification completion (throughput) rates within minimum times plus one or two years   | Agree          |
| Within the indicators above, my institutions has removed differences based on  | Response       |
| Race   | Strongly agree |
| Gender   | Strongly agree |
| School quintile  | Strongly agree |

# My institution has committed to the following institutional practices



| Question   | Response       |
|--|----------------|
| <b>Examine institutional practices</b> that may be inhibiting student success (topics might include, but are not limited to, admissions, financial aid, academic support, non-academic support, academic advising, first-year experience, developmental math or English, student services, etc.);  | Agree          |
| <b>Strengthen and integrate data analytics</b> in institutional research, information and communications technology, academic development, planning and academic divisions;  | Agree          |
| Commit to <b>fully participating</b> in activities of the network, including sharing data and experiences with other Siyaphumelela Network 2.0 partners on student success;  | Strongly agree |
| Set in motion plans to <b>scale-up student success efforts</b> across the university based on evaluation and other evidence of effectiveness.  | Agree          |
| Establish a broadly representative <b>student success or task force</b> (if not already in-place) that meet at least one a quarter comprising representatives of institutional research, information and communications technology, academic development, student services, planning, academic divisions, students and a senior member of the university's executive team; | Agree          |
| Use data analytics to review the <b>high impact modules</b> in which students fail, withdraw, or receive otherwise unsatisfactory grades to identify opportunities to improve student success, and implement these;  | Strongly agree |



# Use of data analytics for improved student success



- Appointment of DD Student Success
- Established the monitoring and tracking Unit using the UCDG
- Staff have already been appointed: Manager, Student Tracking Officer, 2 Research Assistants and a Data Analyst. Two Student assistants have also been appointed to work at Campuses without STU presence.
- Work has already been done on Student Profiling through the 2022 STARS survey , BUSSE, SASSE and LSSE.



# THE SOUTH AFRICAN SURVEY OF STUDENT ENGAGEMENT (SASSE)

## WINNERS

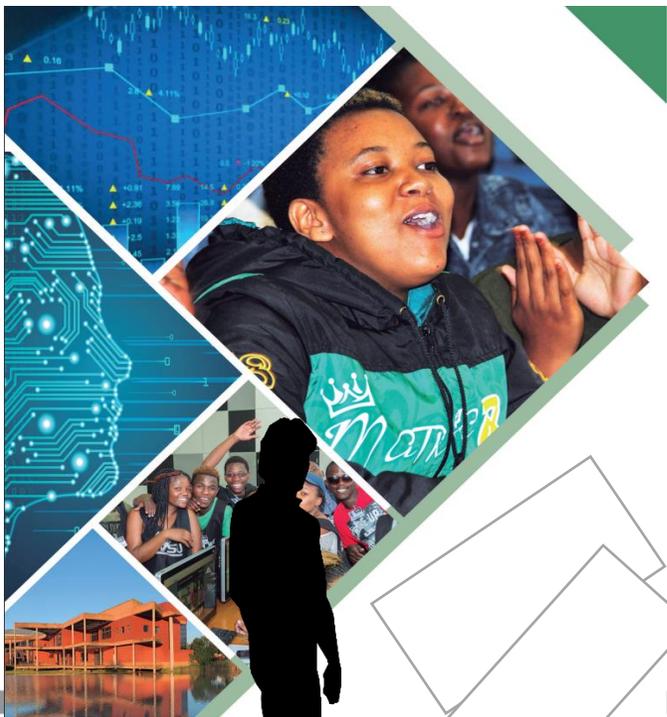


WSU conducted a South African Survey of Student Engagement (SASSE) for undergraduate students where there were prizes to be won. These are some of the winners, including Dr Mpiti whose Komani Campus won the best performing campus trophy.



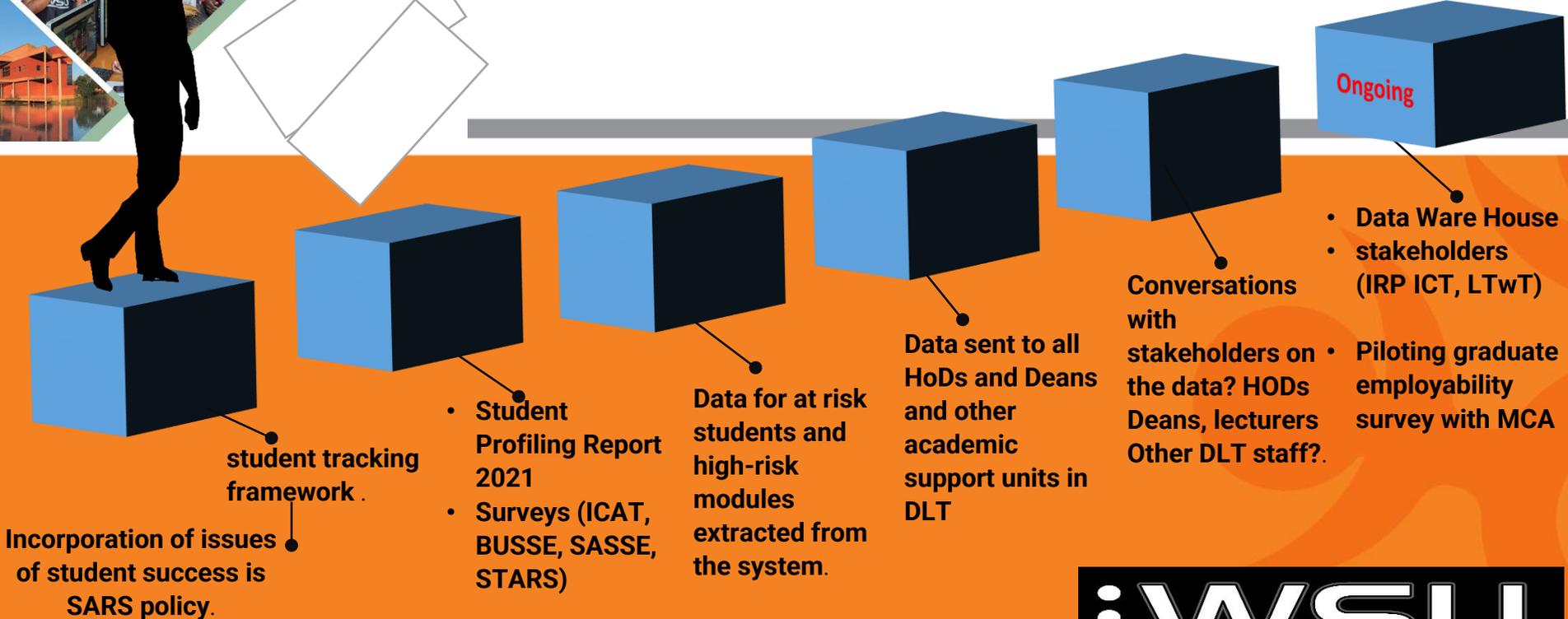
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# ACHIEVEMENTS SO FAR

# Siyaphumelela we succeed





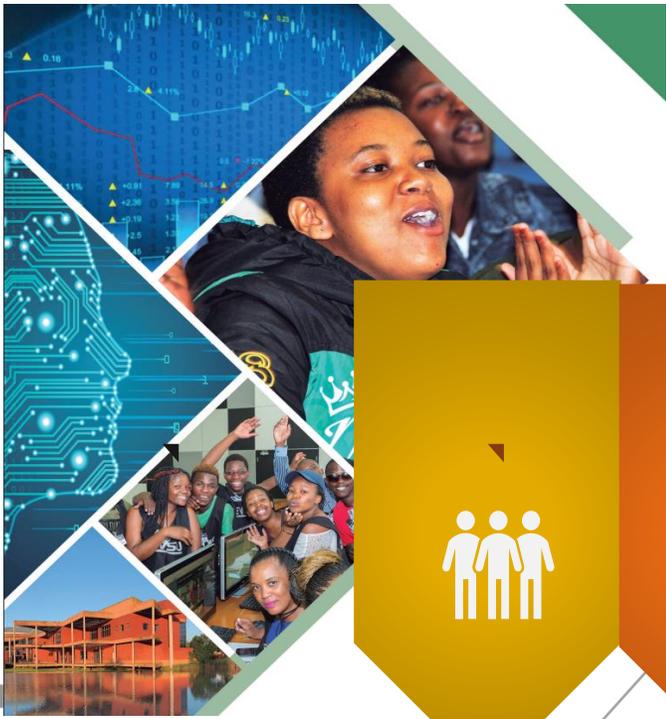
# Challenges faced related to the use of data analytics



- Data Integrity is still a challenge as the data from ICTs is sometimes not correct.
- Academics delay uploading marks delaying timely monitoring and tracking
- There are still issues of academic and psycho-social support staff not following up on students identified as at risk in a co-ordinated manner. There is a need for an standard operating procedure of responding to the available data.
- Staff understanding of data analytics and its use is still a challenge



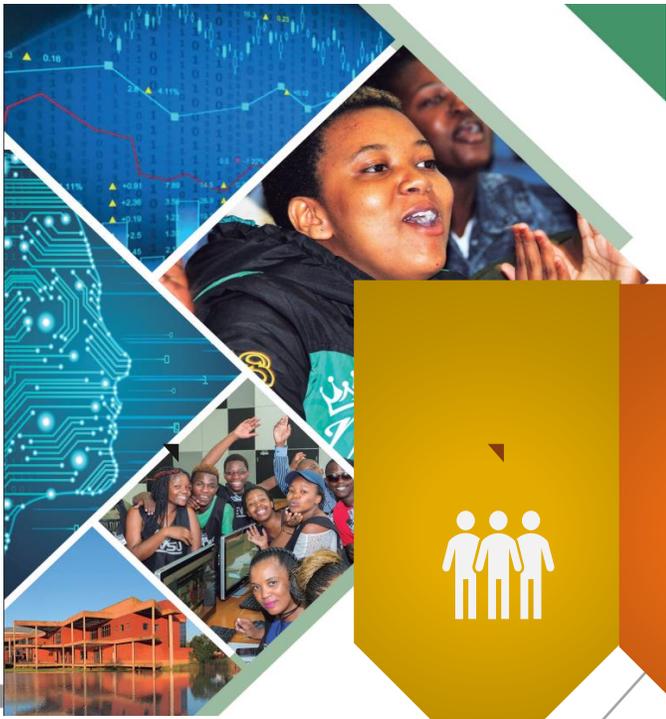
# How the Institution seeks to develop a student centred culture



- Discussions are ongoing on the alignment of structures related to student success:
  - Teaching and Learning Committees
  - Student Services Council
  - First Year Experience Committee
- We have planned to have Campus conversations with all stakeholders to have a similar understanding of what student success means at WSU.
- WSU participated in the ICAT Survey and Prof. Bala Pillay, the University Coach, presented results to the Deans Forum in 2022.
- Buy in from Management: Presentations to Senate and Deans Forum.



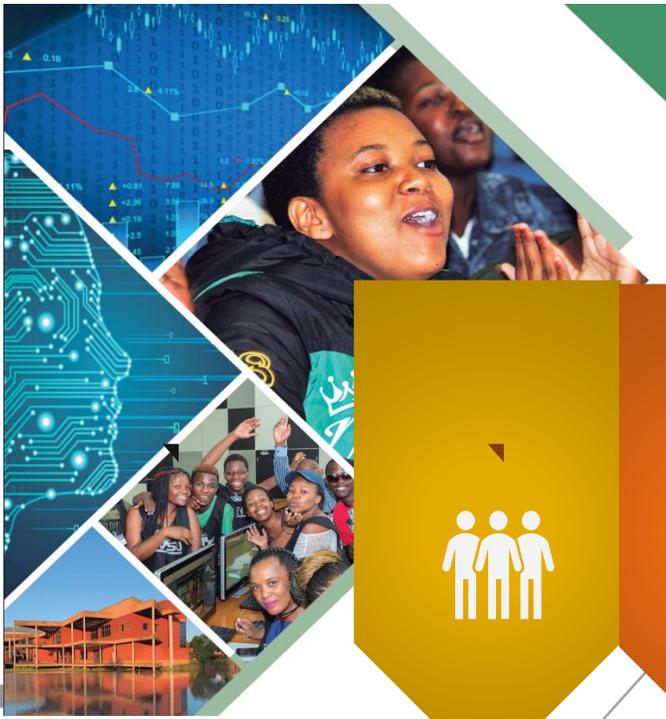
# How the Institution seeks to develop a student centred culture



- Other Campuses such as Komani Campus has regular Student Success meetings and this will be rolled out once the Terms of Reference for the Student Success are adopted.
- Strengthening of academic and psycho-social support through the appointment of peer to peer leaders such as academic advising buddies, FACES, Writing Centre Assistants, PAL, Peer helpers, Residence mentors and Health Educators through the UCDG.
- Collaborations between different units within the University such as SDSS, DLT, Library Services, ICT. Establishment of the Student success committee will assist in this regard
- Student Success in faculty plans



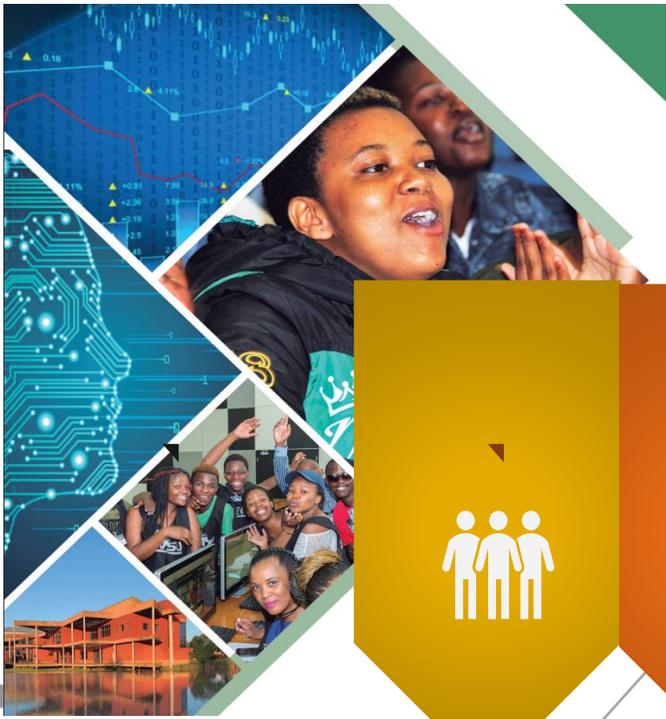
# How the Institution seeks to develop a student centred culture



- Reviewed and council approved the following policies in 2022:
  - Student access, retention and success policy (mandates establishment of a student success committee)
  - Student Recognition Awards policy- to reward and encourage excellence
  - Student Employment Policy- some students with financial challenges benefit financially
  - Extended Curriculum Programme Policy-to regulate extended curriculum provision
- To ensure that stakeholders are aware of the policies, extensive consultations were conducted.



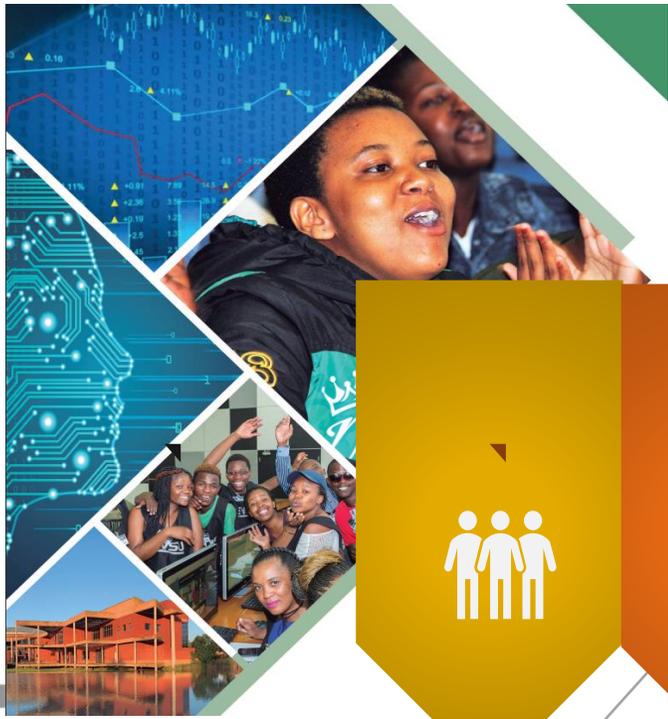
# Developing a student centred culture: challenges



- Different divisions are still operating in silos. Staff members are not used to collaborating and often resist collaborations-change management.
- Limited staff and financial resources. It is apparent that the process is expensive and the UCDG is not enough. The University has begun setting aside resources from its own budget for this.
- Lack of awareness of the importance of student success by some stakeholders.-establishment of campus student success committees



# Developing a student centred culture: challenges



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- Though students participate in different committees of the University, the student voice needs to be captured more. ( Student surveys, encouraging student structures to submit agenda items)
- Limited understandings of theories and practices that underpin student success amongst academic and psychosocial developers.(Staff development within academic development and support)
- Lack of awareness of the importance of student success by some stakeholders.



# Participation in Network Activities



- DUT Holistic Student Development Workshop
- Achieve the Dream Workshops
- Siyaphumelela Conference 2022
- Systems theory as a theory to inform student success
- Design based Research as a tool to design student success projects.



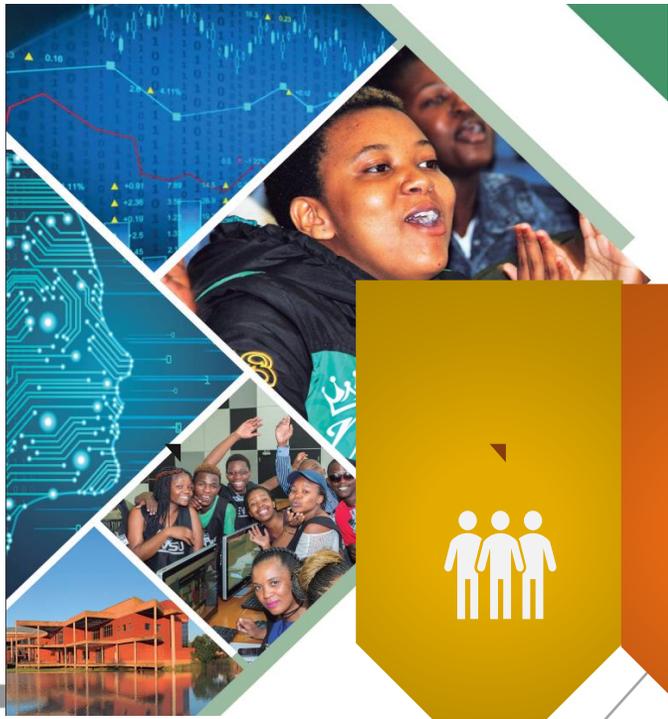
# Participation in Network Activities



- Two Western Cape Regional Workshops on Student Success
- The Eastern Cape Regional Workshop on student wellness
- Six Staff members participated in the AAPD trainings conducted by UFS.
- Academic Advisors, PAL co-ordinators and the Student Success Task Team benchmarked to institutions such as UFS, DUT, UKZN and Stellenbosch
- Participated at the FYE SANRC conference



# 2023 plans for student success programme



- Establishment of SSC with representation from all Campuses
- Campus conversations on student Success with a view to increase throughput rates.
- Capacity building-Train psycho-social and academic support staff on the theories/high impact practices that anchor student success at WSU.
- Develop an SOP to help students at risk and new staff.
- Engage University management on resource allocation.



Thank You

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WWSU

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In pursuit of excellence



THANK YOU

