



UNIVERSITY OF
KWAZULU-NATAL[™]
INYUVESI
YAKWAZULU-NATALI

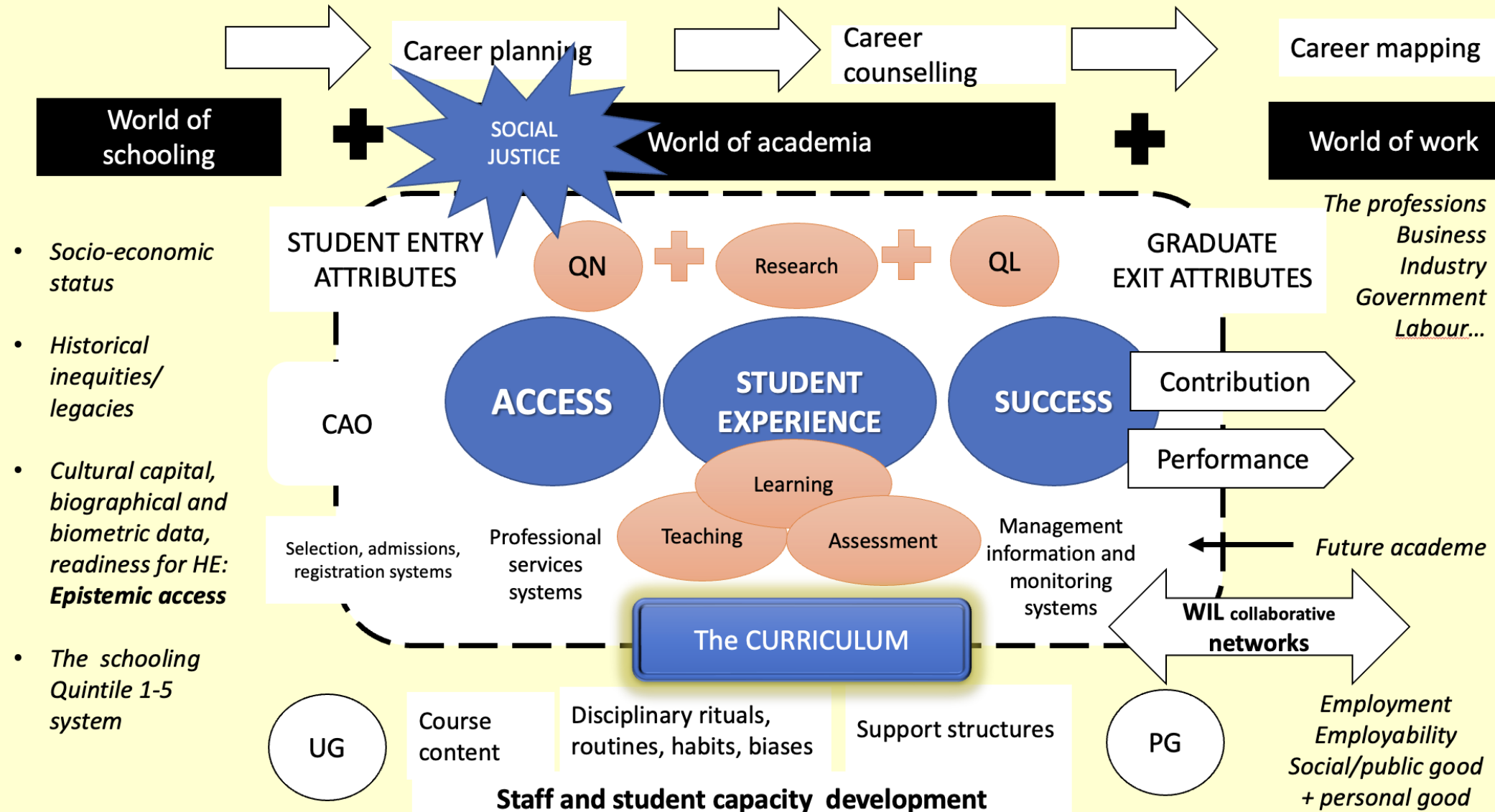


Professionalising and Institutionalising Academic Advising for Student Success

SP Songca, R Dhunpath, R Rawatlal, W Majozi

June 2023

Access and Success Advisory Forum (ASAF) Conceptual Framework



Highlights (since last update)



- **Professionalising Academic Advising:** Progress made in establishing Academic Advising Units in each College
- **Instructional Design Unit established:** 5 Instructional Designers appointment- focus on curriculum re-design for student success and learning pathways
- **Assessment Support Group (ASG)** – launched - various projects in process
- **First Year Experience:** Programme Development, Curriculum and Materials Design Completed and has being piloted – results imminent
- **Student Epistemic Access and Success**-Collaboration with University of Johannesburg in process
- **SASSE/LSSE** Engagement in progress: Encouraging findings
- **UTOP & ULOP** – Portals to enhancing access and success
- **Data Analytics Support Group:** Friday meetings – research groups engage with “critical friends” – projects now producing data
- **T & L Community Engagement** initiatives to promote student access and success
- **2023 Data Analytics Week:** Various training activities and consultations with Prof Victor Borden
- **2023 ASAF Symposium:** Scheduled for 23 March – open invitation to Siyaphumelea Network
- **2022 UKZN E-Learning Symposium:** Forum for disseminating Siyaphumelela/ASAF projects – upscaled to a conference in 2023

Recent Initiatives to Enhance Access and Success

SOTL Communities of Practice

- After hosting the E-learning **symposium** in 2021 and 2022, it has evolved to a conference in to be hosted in September 2023. The **innovations in the Scholarship of Teaching and Learning (iSoTL)** conference.

Academic Integrity

- An online **“Understanding Plagiarism” course** for all students has been developed to capacitate students. The online course exposes students to practical examples and content on the do’s and don’ts of academic integrity.

Digital Transformation Initiatives

- **Digital Teaching and Learning Platforms** - The UKZN **Teach online Portal (UTOP)** and **Learn Online Portal (ULOP)** portals serve as a hub for teaching and learning applications and systems that enhance the student and lecturer experience. can now be accessed via <https://utop.ukzn.ac.za> & <https://ulop.ukzn.ac.za>.
- **Student digital competency survey** – an instrument to measure students’ digital competency level is administered in the first-year experience online course. The insights from the data analysis will inform a personalised approach to providing support to students.
- **ACTive Teaching Online Course** – is an online course for lecturers to learn and experience how to design and deliver engaging online and blended courses to improve students’ learning experiences.

Online Courses for Academic Monitoring and Support Tutors

- In ensuring that students get the best out of their tutorials and other types of academic support, online training for the tutors, teaching assistants, and academic development officers are now available.

Community Engagement

- **My DigiTutor** – is a partnership with UKZN **Enactus**. The project is a student-led digital tutoring initiative geared towards improving access to higher education by providing tutoring, career guidance, mental health and assistance with CAO & NSFAS applications to matric students.
- **ELET** – UTLO is in partnership with Environment and Language Education Trust (ELET), an NGO that impacts development and transformation through Accredited Skills Training, Environmental, Teacher and Learner Empowerment and Employment Creation Programs, emphasising marginalised and vulnerable Women and Youth.

Professionalizing Academic Advising @UKZN

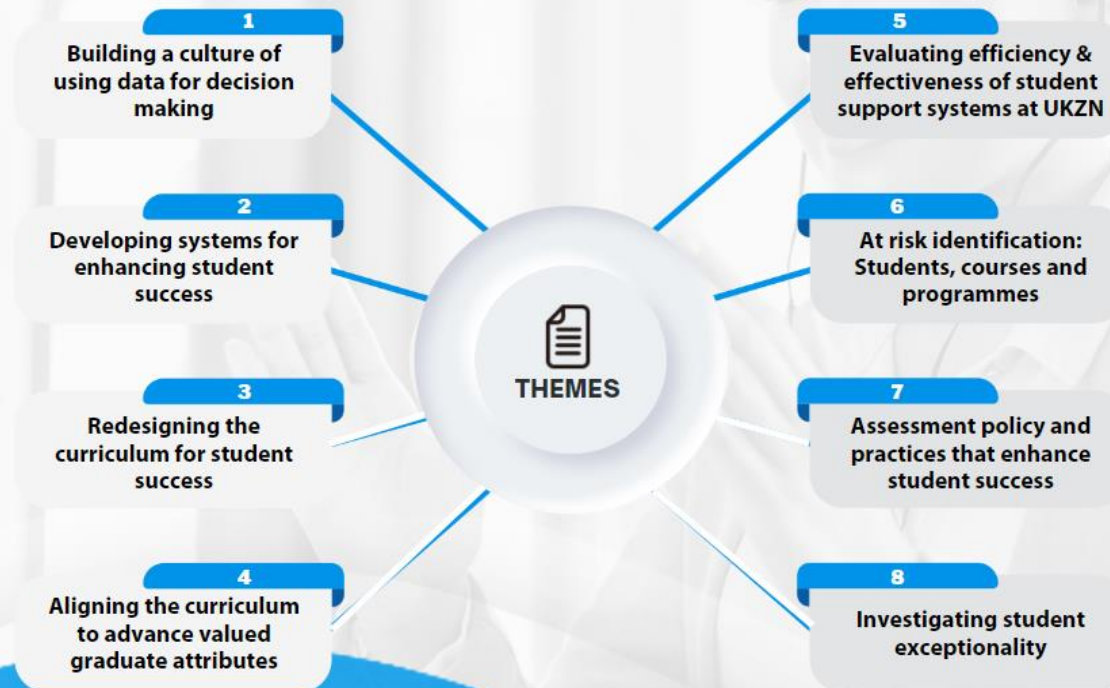
- Academic Advising (AA) Advisory Group established
- Establishing AA Unit in each College within the portfolio of the Dean of T & L.
- Mapping the International “AA” framework and models – completed – UFS Model adopted
- UKZN situational Analysis in progress
- 2 day workshop scheduled:
 - a) (Day 1) long-term strategy and planning
 - b) (Day2) AA Training for AMS and allied staff - designed and conducted by the AA Task Team

ACCESS AND SUCCESS

SYMPOSIUM

Hosted by the UKZN Access and Success Advisory Forum (ASAF)

This Symposium provides a platform for the UKZN Access and Success Advisory Forum (ASAF) to present their Institutional research projects, designed to understand and enhance student access and success in higher education.



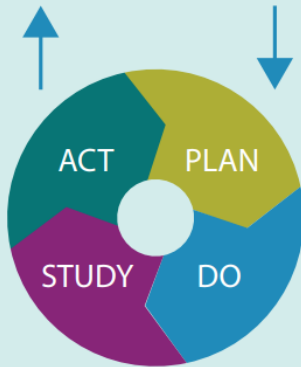
**PROFESSOR
VICTOR M. H. BORDEN**
Indiana University Bloomington



Broad Goal: Advising at Scale

- ❖ Advise to large numbers of students ~ 40,000
 - the role of blended automation
- ❖ Advice to different role players
 - ❖ Student
 - ❖ Lecturer
 - ❖ Student advisor & support
 - ❖ Programme convenor, HoD, Dean
 - ❖ DVC
- ❖ Starting point for advice: simple awareness
- ❖ Progress beyond to specific action
- ❖ Commit to long-term, incremental improvements
 - advice from across the pond
- ❖ Looks obvious, but still need to get all pulling in same direction

What am I trying to accomplish?
What changes can I make and why?
How will I know the change is an improvement?



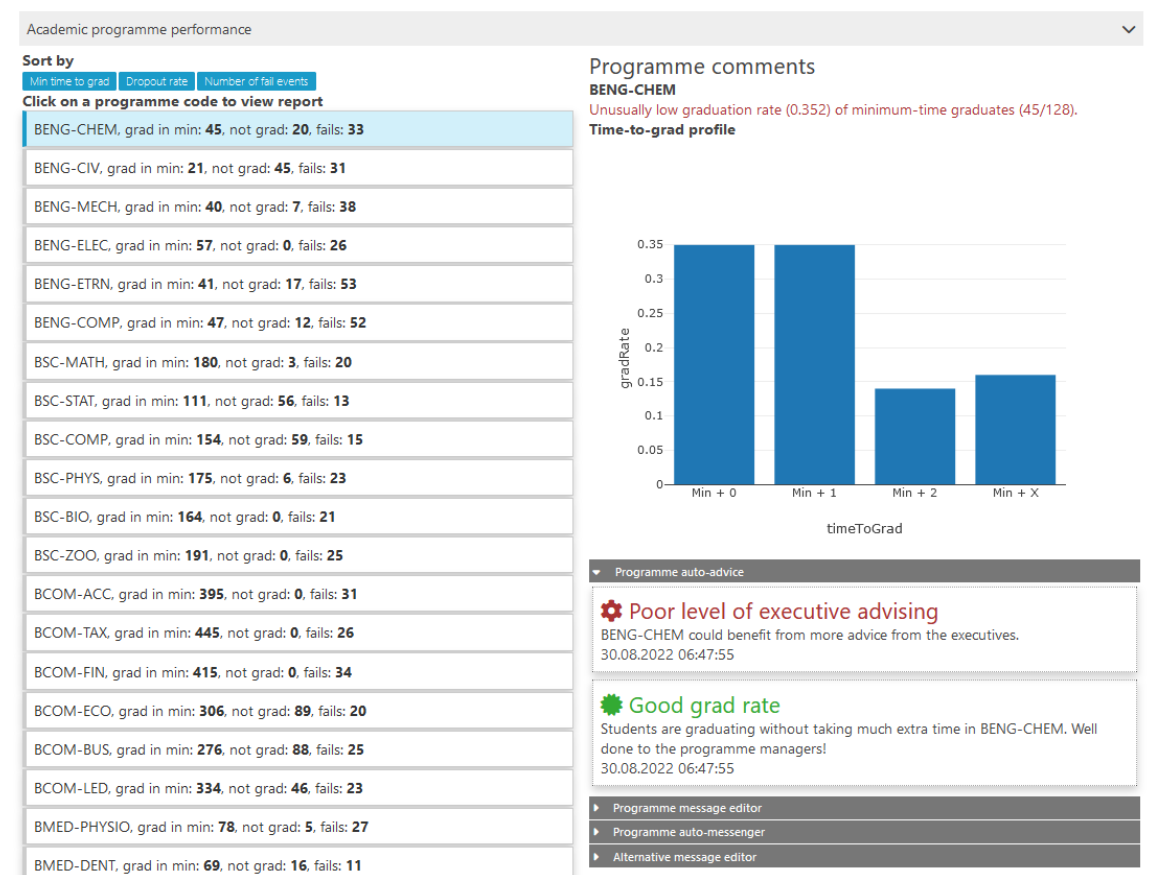
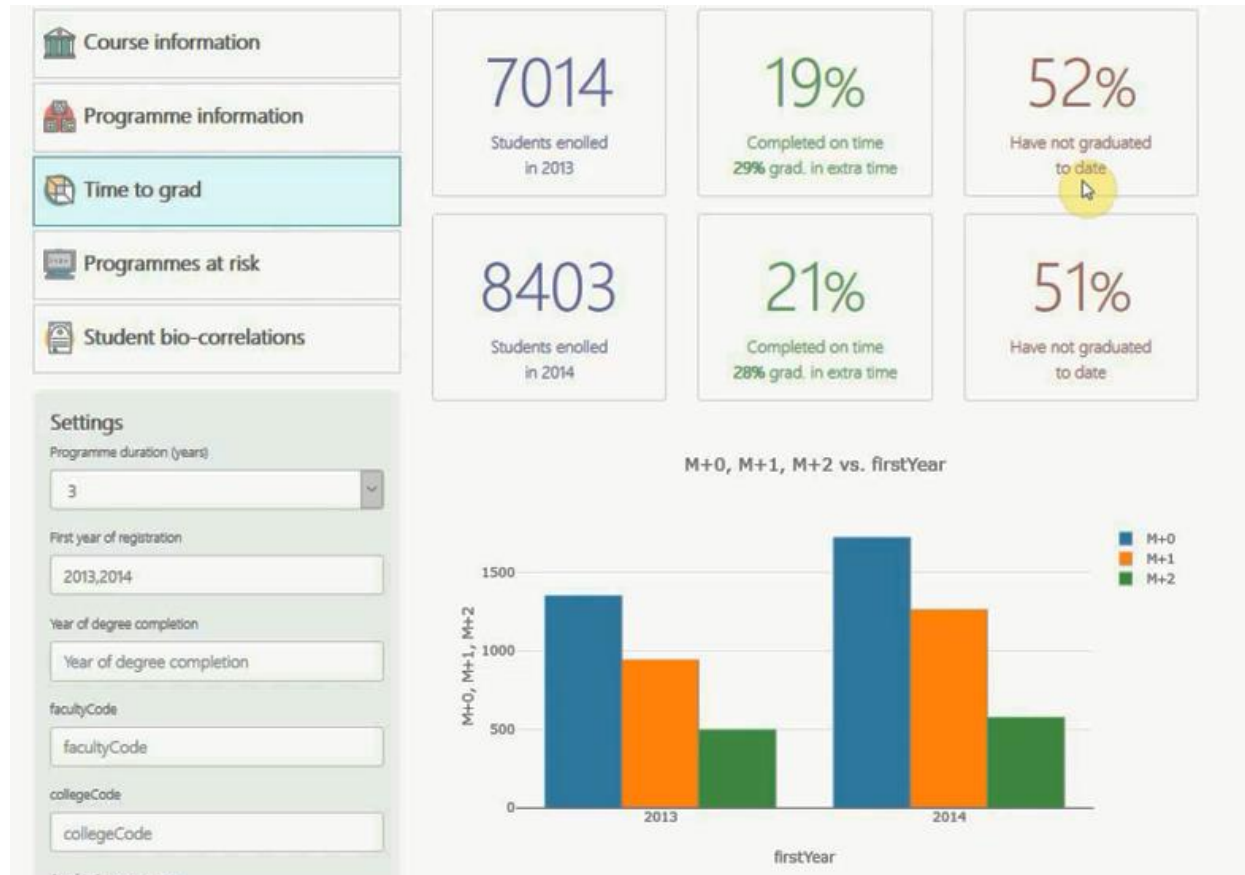
LeMahieu et al., 2017; Langley et al., 2009

Access and Success Advisory Forum (ASAF) Research Projects

	Project Title	Team Leader
1.	Graduate Attributes	Prof Nirmala Gopal
2.	Curriculum redesign for academic success	Prof Labby Ramrathan
3.	Activating and engaging the student voice	Ms Sethu Nguna
4.	At-risk identification & At-Risk Advising	Prof Randhir Rawatlal
5.	Students' Attitudes Towards E-learning	Prof Msizi Mkhize
6.	Student and staff expectations and experiences of student success	Prof Sadhana Manik
7.	Cum Laude Tracking	Dr Samukelisiwe Khumalo
8.	Entrenching the "blended" into blended learning	Mr Ashwin Manival
9.	Blended Integrated Student Support and Engagement	Prof Sinegugu Duma
10.	Innovations in transitioning to remote/online assessments	Dr Upasana Singh

- **Advising at scale is a hard goal – needs cooperation across the institution**
- **Initial approach: Identified core areas, but also** outline framework & resources (access to analysis) – invite broader participation
- **8 main themes with 12 projects:** Ambitious, but creation of teams & high energy leaders; expected some projects to vanish
- **Feedback from Kresge/Saide**
- **ASAF Alignment with Siyaphumelela goals**
 - **Flagship:** Cum Laude, At risk identification, Assessment
 - **Continuing:** Student Voice, Curriculum Re-Design,
 - **Less aligned but potential:** Grad attributes, E-Learning, Expectations, Blended Learning
- **Still have 10 active**, with 7 completing data collection / analysis
- **High levels of collaboration;** most projects multidisciplinary, often representation from 3 or more different colleges
- Emphasis on operationalising

1. Whole-institution Advising (Executive)



Executive actions

- Prioritise allocation of resources to colleges and faculties most in need
- Influence of alignment with national goals & priorities
- **Graduate Attributes** project – correlation between career success metrics (e.g. time to employment, achieved level of seniority) and performance in curriculum – **Nirmala Gopal**
- Some counter-intuitive known in literature – Harvard Study - correlation between intelligence and success limited to \$650k

The screenshot displays the Careerly website interface. At the top, the Careerly logo is on the left, and navigation links (Edit, Edit Decisions, My planner, My account, About) and user settings are on the right. The main content area is divided into two columns. The left column, titled 'Career browser', contains a search bar, a 'Sort by' dropdown set to 'salary', and a 'Search!' button. Below this is a 'Select careers' section with a 'Filter' button and a list of 11 career options. The 'Engineering Apprenticeship' is highlighted at the bottom of the list. The right column shows the details for the 'Engineering Apprenticeship' (Career code ENGAPR). It includes a summary bar with average salary (1000), 'People'-oriented score (4), social benefit (3), and intellectual level (1). Below this are 'My selections' buttons for different institutions. The 'Relevant academic programmes' section lists various degrees and diplomas. The 'Job listings' section shows specific job roles with their salaries. The 'Scholarship listings' section lists awards and their values. At the bottom, there is a 'Relevant coursework' section.

Careerly Edit Edit Decisions My planner My account About

Career browser

Search careers

Search career titles

Sort by salary

Search!

Select careers

Filter

- Engineering Executive 30000, 10, 3, 6
- Design Engineer 20000, 4, 8, 10
- Engineering Management 15000, 8, 3, 6
- Commercial executive 15000, 10, 3, 6
- Process Engineer 10000, 4, 6, 8
- Commercial manager 9000, 10, 3, 7
- Commerce consultant 7000, 9, 3, 6
- Office administrator 5000, 8, 3, 4
- Engineering Technician 3000, 4, 3, 3
- Engineering Apprenticeship 1000, 4, 3, 1**

11 entries loaded. Showing 10.

Career code ENGAPR

Engineering Apprenticeship

Average salary: 1000 "People"-oriented: 4 Social benefit: 3 Intellectual level: 1

My selections

- ENG-B @ UKZN
- ENG-B @ UCT
- ENG-H @ UKZN
- ENG-H @ UCT

Relevant academic programmes

- Master of Science in Engineering ENG-M at UCT
- Master of Science in Engineering ENG-M at UKZN
- Honours in Engineering ENG-H at UCT
- Honours in Engineering ENG-H at UKZN
- Doctoral Degree in Engineering ENG-P at UCT
- Doctoral Degree in Engineering ENG-P at UKZN
- Bachelor of Science in Engineering ENG-B at UCT
- Bachelor of Science in Engineering ENG-B at UKZN

Job listings

- Design Chemical Engineer, BP (CHE-BP-001) Salary 180000
- Design Mechanical Engineer, Tesla (MCH-TSL-001) Salary 150000
- Design Computer Engineer, IBM (CPT-IBM-003) Salary 160000

Scholarship listings

- ACME High Achiever Engineering Award (BSc Eng) (ACME) Value 20000
- Exxon Support Engineering Award (BSc Eng) (EXXON-BEng) Value 15000
- Next Design Engineering Award (BSc Eng) (Next-BEng) Value 30000

Relevant coursework

Fewer tries needed to pass

Relative few tries needed to pass NGCH111

30.08.2022 06:50:52

Poor rate of attendance

Poor rate of attendance in NGCH111

30.08.2022 06:50:52

High number of complaints

Several complaints received

30.08.2022 06:50:52

Issues identified in programme courses

MATH131, semester 1, 100 students, passrate: 0.44

Low min result mean (47.79)

Several attempts required to pass this course (1.86)

ENCH1EB, semester 2, 100 students, passrate: 0.4

Low min result mean (50.91)

Several attempts required to pass this course (2.03)

MATH141, semester 2, 100 students, passrate: 0.56

Low min result mean (56.27)

Several attempts required to pass this course (1.72)

MATH142, semester 2, 100 students, passrate: 0.12

Low passrate (0.12)

Possible gatekeeper course (core course, with low passrate).

Low min result mean (37.71)

Several attempts required to pass this course (2.63)

ENCH2TD, semester 4, 76 students, passrate: 0.22

Low passrate (0.22)

Possible gatekeeper course (core course, with low passrate).

Low min result mean (43.57)

Several attempts required to pass this course (2.24)

ENCH3CP, semester 6, 68 students, passrate: 0.56

Low min result mean (50.95)

Possible impacted course (students start course only in semester 7.53 instead of 6)

Several attempts required to pass this course (1.46)

ENCH3ED, semester 6, 67 students, passrate: 0.51

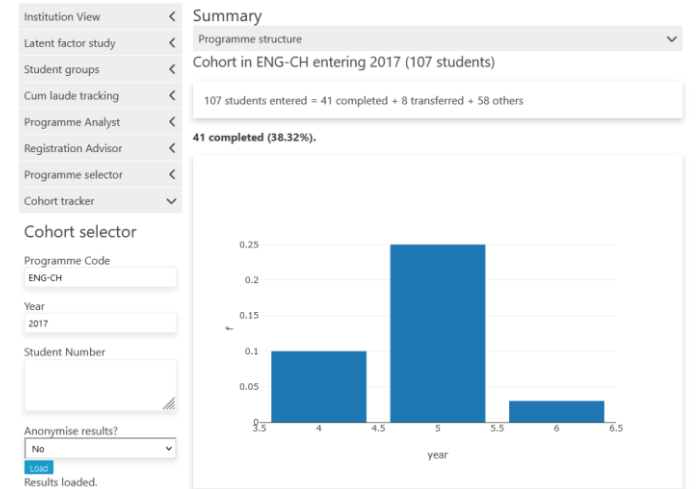
Low min result mean (50.27)

Possible impacted course (students start course only in semester 7.16 instead of 6)

Several attempts required to pass this course (1.58)

ENCH3MT, semester 6, 67 students, passrate: 0.63

Low min result mean (53.75)



Students who **completed** this degree go on to do the following programmes: MSEN (2)
Students who **did not** complete this degree go on to do the following programmes: BSCSIT (2), BSM (1), BSS (1), BAH (1), BARCS (1), BCOA (1), PGD-AC (1)

2. Academic Programme Scale – HoDs, Programme Convenors, Deans

- Identify academic programmes
- Identify gatekeeper courses
- Monitor levels of student advising
- More detailed budget expenditure,
- Allocation of tutoring budgets
- Calls for support incl supplemental instruction

Faculty & Programme level projects

- **Blended Integrated Student Support and Engagement** – easier integration between students and support; better engagement from students who most need it: **Prof Sine Duma**
- **Curriculum redesign for academic success** – concept scaffolding, coursework coherence - **Prof Labby Ramrathan**
- **Progression pathway mapping** – the hidden curriculum – alternative timetabling, coursework targeting for resourcing - **RR**

Progression Map



Programme Codes

ENG-CH

First Year

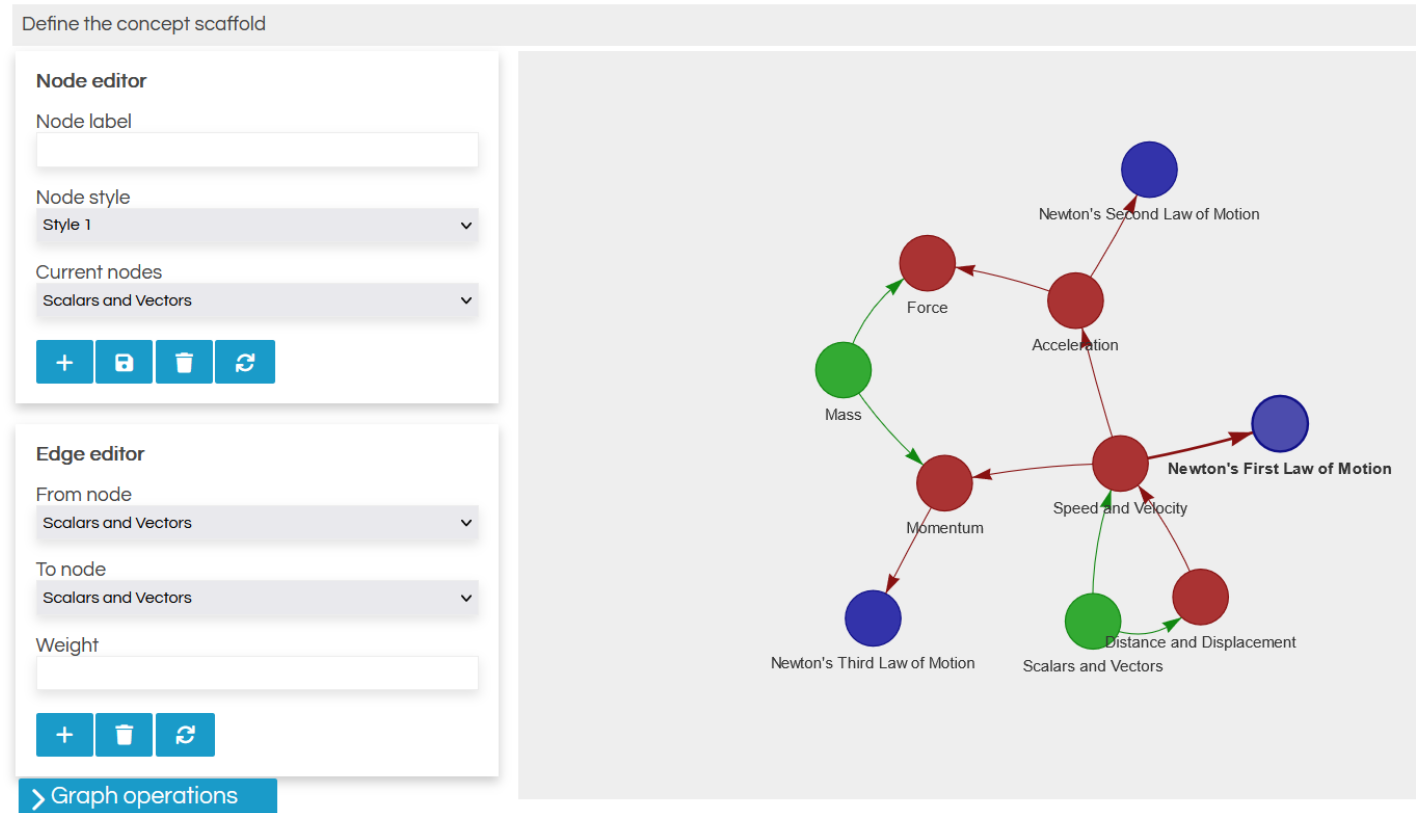
2012

Root

[1].1.1 (85) CHEM161-ENCH1EA-ENCH1TC-
MATH131-MATH132-PHYS161

[2].1.2 (75) CHEM171-ENCH1EB-MATH141-

Creating a Concept scaffold





- Concepts as nodes, edges as concept relationships, fundamental to applied
- Application to teaching – identify revision content, understand relevance
- See cohesive curriculum content, break silos (or at least relate them)
- Graph processing algorithms – fundamental to applied “distance” (edge weights)

3. Lecturer Advising

- Academic advice
- Also direct to non-academic
- Promote good class organisation
- Promote use of modern teaching methods
- Increase awareness of student risk

Course status

99 students
5 students at risk (5.05%)
68.65% unweighted assessment mean
98% unweighted assessment passrate


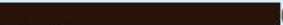
Assessment statistics

TM_1 (99 students)
Passed: 97
Mean: 67.68
Std dev: 11.13
Skewness: -4.65
Kurtosis: 26.79


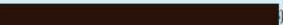
TM_2 (99 students)
Passed: 97
Mean: 69.62
Std dev: 10.46
Skewness: -6.1
Kurtosis: 39.6



Student performance



High performing students



  (zAlert: -0.189)
> View all results



Students at risk

  (zAlert: 6.62)
Below 50 on TM_1 (0 %).
Unusually low mark (0%) for TM_1 (mean = 67.68%)
Below 50 on TM_2 (0 %).
Unusually low mark (0%) for TM_2 (mean = 69.62%)
> View all results

  (zAlert: 6.62)
Below 50 on TM_1 (0 %).
Unusually low mark (0%) for TM_1 (mean = 67.68%)
Below 50 on TM_2 (0 %).
Unusually low mark (0%) for TM_2 (mean = 69.62%)
> View all results

  (zAlert: 1.51)
Unusually low mark (56%) for TM_1 (mean = 67.68%)
> View all results

  (zAlert: 1.51)
Unusually low mark (56%) for TM_1 (mean = 67.68%)
> View all results

  (zAlert: 1.51)
Unusually low mark (56%) for TM_1 (mean = 67.68%)
> View all results

Course meta data

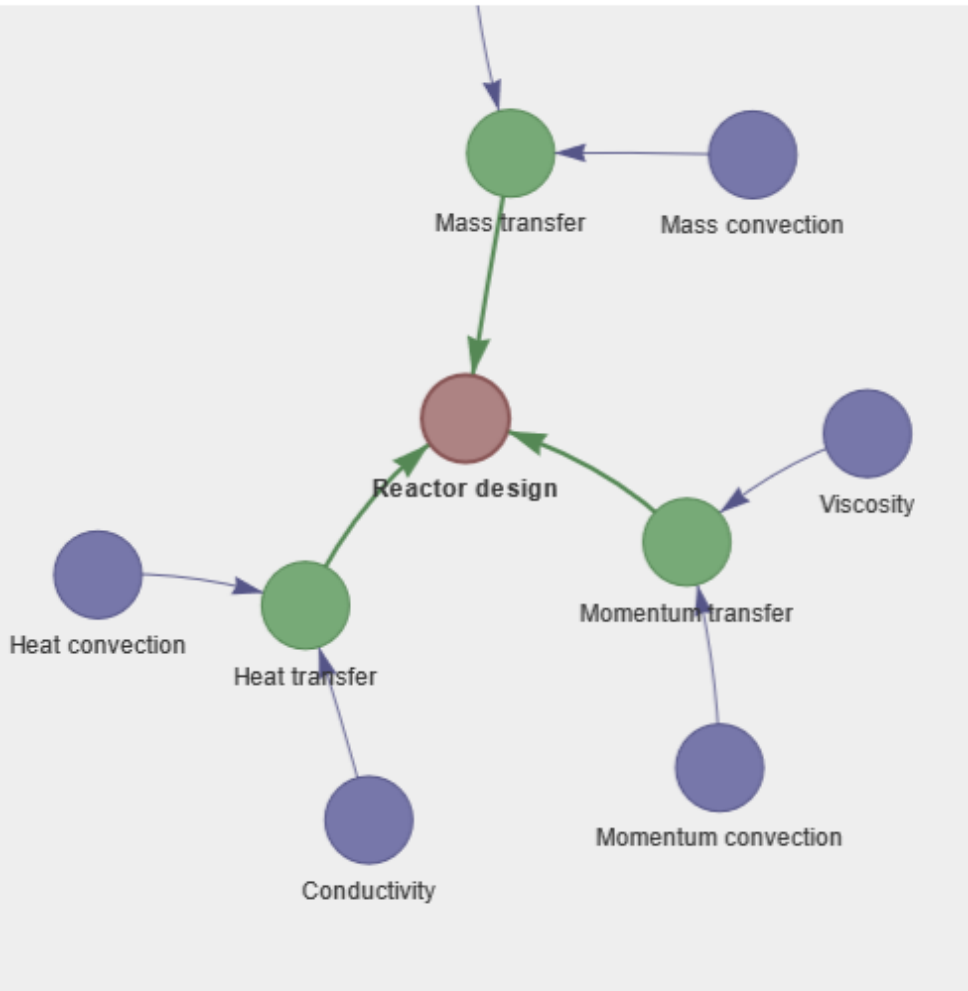
No advice rendered to students
Advising students in need of support is a key aspect of managing a class. None of the students at risk have been advised on how to improve performance. None of the students who are performing well have been encouraged to maintain / improve performance. Please use the messenger or auto-messenger to advise students.
[Open messenger](#)

Concept scaffold not implemented
The course concepts and topics have not been scaffolded so that students could pinpoint where they need to develop their understanding. Creating a concept map of your course content is an interesting exercise which has many applications. Please use the concept scaffold to define and connect your course concepts.
[Open concept scaffold](#)

Learning resources not attached
Learning resources have not been attached to this course content. Attaching learning resources is a relatively simple process which may be undertaken through the Coursework Curator.
[Open coursework curator](#)

Assessment schedule not defined
The assessments have not been scheduled; this makes it difficult for students to plan their studies. Define the assessment plan in the assessments section.
[Open assessments editor](#)

Assessment meta data has not been defined
The assessment weights are essential for accurately advising students. Kindly define the assessment weights in the assessment editor.
[Open assessment editor](#)



Identifying knowledge gaps

- ❖ During self-evaluation, system guides students to concept(s) with lower understanding
- ❖ Directs to T&L content
- ❖ If high numbers, alert lecturer for revision
- ❖ Lecturer can use editor
- ❖ Need be done once only – same map will apply; can be centralised

Relation editor

From

To

3. Lecturer advising

- Entrenching the “blended” into **blended learning - Mr Ashwin Manival**
- Innovations in transitioning to remote/online **assessments - Dr Upasana Singh**
- **At-risk identification & At-Risk Advising - RR**

ClassView Connect

A project by the Modern Scholarship organisation
DUT 2023 Implementation

Course status

Course performance

Learning pathways

Course meta data

Academic records

Help & training

Settings

Help

Course status

MGAB401 - 2020

100 students in total

12 high-performing students

31 at risk students

TM_1 There are 0 students where TM_1 is at or below 50. Mean: 69.07, Std deviation: 5.38

TM_2 There are 0 students where TM_2 is at or below 50. Mean: 71.05, Std deviation: 2.92

Select course

Assessment stats

Property statistics

TM_1

{
 "N": 97,
 "max": 82,
 "min": 55,
 "mean": 69.07,
 "sd": 5.38,
 "skewness": -0.514,
 "kurtosis": 0.479
}

0.15

0.1

0.05

0

frequency

60

70

80

TM_1

TM_2

0

0.05

0.1

0.15

Data

NormalDist

High performing

Filter

a20f07c4b7 522d059c...
(aa06c04b9c)

View all results

5c60e163ef 550b7c87...
(3b4d589f89)

View all results

e673c89770 06e2c050...
(819ebb6e70)

View all results

Results

High TM_2 (75).

Report

{
 "pos": [
 "High TM_2 (75)."
],
 "neg": []
}
Data

{
 "studentNumber": "819ebb6e70",
 "firstNames": "e673c89770",
 "lastName": "06e2c050e1",
 "TM_1": 68,
 "TM_2": 75,
 "idx": null,
 "report": {
 "pos": [
 "High TM_2 (75)."
],
 "neg": []
 },
 "TM_12": -0.199,
 "TM_22": 1.35,
 "reportPos": 1,
 "reportNeg": 0,
 "reportNet": 1,
 "reportNetZ": 1.55,
 "entClass": 2
}

View all results

5cd4020101 8552b16d...
(aa521259b9)

View all results

Send a message

Send from

bkdr3@dut.ac.za

Send to

819ebb6e70@stu.dut.ac.za

Message subject

Improvement in MGAB401

Message body

Hi E673c89770,

I am pleased to note the strong progress you're making! (High TM_2 (75).)
To maintain or further improve your position, I would like to suggest that you try out the resources suggested in your profile in Student Central.

Kind regards

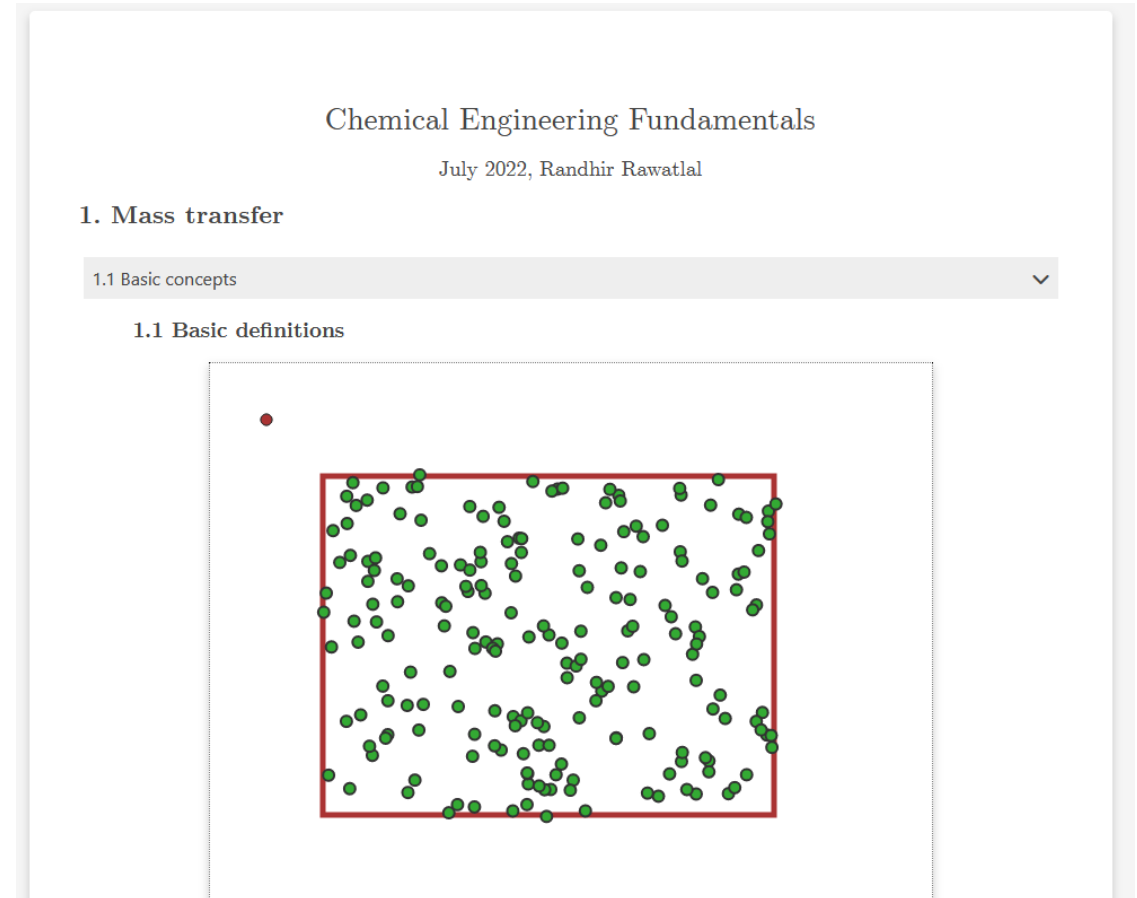
Send message

Message script editor

Automated messaging

Leveraging web technology for sophisticated learning content

- ❖ Interactive creation of
 - ❖ Animated simulations
 - ❖ Latex documents
 - ❖ Fully rendered math equations
 - ❖ Auto-generation of assessment questions
 - ❖ Auto-grading of assessment questions
 - ❖ Self-testing and self-evaluation
 - ❖ Global repo of education content
 - ❖ Integrated ranking



Auto-gen, Auto-grade

- ❖ Questions including randomised values
- ❖ Auto-generated solution
- ❖ Modes include
 - ❖ Training
 - ❖ Class poll
 - ❖ Questionnaire
 - ❖ Credit-bearing assessment
- ❖ Extend range of question types
- ❖ Potential for NLP for non-MCQ

Example

An initially empty container of volume $5m^3$ fed with a liquid of density $1200kg/m^3$ by a pipe of diameter $2cm$ is filled after 60 minutes. What is the velocity of the flow?

Please click on your answer

0 m/s

0.000314 m/s

4.43 m/s

0.00139 m/s

My Grade

Your answer 4.43 m/s is worth: **1 marks**

We first calculate the area as $A = \pi.d^2/4 = 0.000314m^2$. We note that the flowrate is

$$\dot{V} = \frac{\Delta V}{\Delta t} = 0.00139m^3/s.$$

The velocity is then

$$u = \frac{\dot{V}}{A} = 4.43m/s.$$

Student response

Message received from Class Representative

firstNames	lastName	q1	q3
Thubelihle Lusizo	Msimang	50	50
Michaela	Perumal	25	25
Azrah	Adam	15	15
Mohamed Mustapha	Abdul Aziz	12	6
Elton Reason	Mnisi	10	13
Krivania	Dorasamy	10	10
Matthew Jerade	Chetty	10	0
Neha	Rajpal	8	6
Nashlin	Pillay	7	0

From: [REDACTED]
Sent: Thursday, 08 September 2022 15:11
To: [REDACTED]
Subject: Publon

Greetings Sir .
We humbly asking you to put some questions on publon if it's not inconvenient for you .
We would like to utilize it in preparation for the test .
Thank you

Get [Outlook for iOS](#)

0

firstNames	lastName	q1	q3	q4
Haneefa	Abdul Aziz	5	4	3
Manelisiwe Prudence	Maphela	5	6	5
Nkazimulo	Mthembu	5	0	0
Phila Andrew	Mlindazwe	5	2	2
Qiniso Nneko	Dlamini	5	2	2
Yurisha	Govender	5	0	0
Taihael	Sindraj	4	2	3
Arkaj	Maharaj	3	3	5
Nikeshha	Chetty	3	2	2
Randhir	Rawatlal	3	0	0

Showing 31 to 40 of 56 entries

Previous 1 2 3 4 5 6 Next



Active student

awarded to
Student name

Used Learning Management System at least 2 hours each week



Consistent Diligence


awarded to
Student name

Maintained a mark of least 5 for all tutorials

Creating automated questions

- <https://modernscholarship.org/PublOnPress>


- ❖ Integration with student performance
- ❖ Automated testing, stu self-eval
- ❖ General editor for content gen
- ❖ Newer versions even easier to use

 **PublOn Press Editor**
A project by the Modern Scholarship organisation

Edit

View

About us



My publons <

Edit v

Title

Reactors notes 1

Content

```
1 {
2   "css": "boxShadow p0||background-color:
   #fff;border-radius:5px;",
3   "plons": [
4     {
5       "latex": "\\centering\\LARGE{Reactor
   Technology Fundamentals}\\n",
6       "css": "||margin-top:4rem;"
7     },
8     {
9       "latex": "\\centering{July 2022, Randhir
   Rawatlal}\\n",
10      "css": "p0"
11     },
12     {
13       "latex": "\\Large\\textbf{1. Kinetics and
   Thermodynamics}",
14       "css": "||margin-bottom: 0.5rem;"
15     },
16     {
17       "css": "||padding: 1rem 2rem 1rem 2rem;",
18       "type": "bluiAccordion2",
19       "hook": "mainAc",
20       "set": {
```

Reactor Technology Fundamentals

July 2022, Randhir Rawatlal

1. Kinetics and Thermodynamics

1.1 Basic concepts

1.1 Basic definitions

Let's first introduce the basic variables and quantities.
We adopt the standard basic variables in SI units:

$$\begin{aligned} \text{mass } m &[kg] \\ \text{time } t &[s] \\ \text{volume } V &[m^3] \\ \text{moles } n &[mol] \end{aligned}$$

We may also identify 'derived' units:

$$\begin{aligned} \text{molar mass of component-}i: MM_i &[kg/mol] \\ \text{energy } E &[J = kg.m.s^{-2}] \end{aligned}$$

Preview

Save

Re-indent

Un-indent

Clear

Launch

Templates

Document layout <

UI components <

PublOn elements v

Question

Plot

Graph

Animated drawing

Browse <

Instructional Design

2022 HIGHLIGHTS

Responsibilities



- Feedback & Revision.
- Support

Collaboration

Development

- E-learning material.
- Toolkits

Marketing

- Networking
- Content Creation

Training

- Workshops
- Professional improvement

Creating Awareness



PMB



EDGEWOOD



WESTVILLE



HOWARD



MEDICAL

ID Expo

80% Campus-wide Expo Events hosted
374 Instructional Design Interactions

ID Website & Workshops

39 Hours of Group Online Workshops
42 Hours of 1-on-1 Engagement
49 Digital Champions Networked



Student Engagement,
User Experience &
Taxonomy

9 Pedagogy Toolkits

Developing Resources



WordWall, H5P, Padlet,
Mentimeter, Flip Grid,
Kahoot & EdApp.

6 EdTech Toolkits



4 Design Toolkits

Module Transformation

10 X Courses



CAES

30%

CLMS

25%

CHS

25%

CHUM

20%

Understanding our students

- ❖ What's the difference between cum-laude and not-cum-laude?
- ❖ Extensive questionnaire which is still easy to answer
- ❖ Probes
 - ❖ Level of interest in chosen study area,
 - ❖ Study habits
 - ❖ Home environment
 - ❖ Institutional support
 - ❖ Social & peer factors
 - ❖ Funding & finance

Thank you for taking the time to help us understand the needs of our students by completing this questionnaire.

Instructions

1. Please click/tap on your level of agreement with each statement.
2. At the end of the statements, please enter any comments you'd like to make.
3. Click/tap on the next section header to open it.
4. Please save your submission in the "Save and complete my submission" section.

1. Interest in chosen field

I made the right choice of programme and specialisation/phase
(Click on a choice below)

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

I am satisfied with choice of career in the SoE
(Click on a choice below)

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

I received appropriate academic advising to make decisions in registering for my modules
(Click on a choice below)

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

I registered for the wrong specialization/phase and or modules initially but have self-corrected after I received academic advice, enabling my decision to change and pursue my interests
(Click on a choice below)

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Comment on these answers

I regularly attain 80% and above
(Click on a choice below)

Strongly agree

In my first year I was just doing as I see people doing I did not have much information about what I was doing but as time goes on I understand that this degree is not just a thing but it is here to build myself and be able to take any decision for myself. I then started to trust myself and invest much time for my academic work. I got support from my friends and in my lectures but the bigger part was when test marks come back I will get higher marks then I will start to wish that in all of my modules can I get higher marks only by that I start to study hard than before.

Most positively correlated

❖ Pearson extrema:

- ❖ 1: Perfectly correlated

- ❖ 0: Completely scattered

- ❖ -1: Perfectly inversely correlated

❖ Strongest factors appear to be

- ❖ Choice of study and degree of motivation

- ❖ Study habits

Pollster

A project by the Modern Scholarship organisation

ScholarCloud Implementation

Student correlation

Help & training

Correlation

Copy

CSV

Excel

PDF

qidx	p	n	question
q_1_8	0.444	150	I am conversant with technology enhance learning and competent in using the learning platform (UKZN-Learn22)
q_2_4	0.409	118	I complete all my tasks on time to ensure I meet stipulated deadlines
q_1_12	0.371	152	I am self-motivated and draw my inspiration from self-regulation to perform at my highest potential
q_2_15	0.364	116	I am proficient in using the Learning Management System (Learn22)
q_2_5	0.352	118	I consult with my lecturers when I need to get clarity, and support to remain focused and engaged
q_1_4	0.345	152	I regularly attend lectures for all the modules I am registered for (80% and above attendance rate)
q_1_13	0.344	151	My peers see me as a highly self-motivated individual
q_2_16	0.339	117	I am proficient in using online resources to access study materials and do research

Student Advising (AutoScholar Student Central)

- ❖ Shift student interest from mere final pass to class of pass
- ❖ Original – cum laude advising
- ❖ Everyone was on track for summa cum laude at some stage
- ❖ When exit, class pass improvement still possible
- ❖ Track down to individual course assessments
- ❖ Specific and clear action
- ❖ “Improve my results”



Anon Ymous (123456789)

Currently on track to graduate with a **Third** degree (credit wt av = 63.82%).

To reach a degree class of **Lower Second**, achieve an average of **65.64%** in the remaining **324** credits.

Practice learning content

What does the acronym CSTR mean?

This is a question from your Reactor Design lecturer

Continuously Stirred Tank Reactor

Continuous Steady Tank Reaction

Constant Steady Thermal Reaction

Continuous Stirred Tank Reactor

Submit answer

My awards and trophies

Upcoming achievements

Learning leader
Organise and lead 3 study groups

Moving up
Improve your class mark by 10%

Previous achievements

Engaged
Logged in to LMS more than 80% of days

Present and counted
Present at all class events

My current courses

BRPR802

It seems there are no further assessments coming.

Assessment meta data not specified.

Assuming equal assessment weights.

TM_1 (100% of final) **68%**

Improve my results

ENTR802

Need to maintain an average of **95%** in the remaining in the remaining assessments.

Assessment meta data not specified.

Assuming equal assessment weights.

TM_1 (33% of final) **18%**

TM_2 (33% of final) **67%**

TM_3 (33% of final) **74%**

Improve my results

INCM802

It seems there are no further assessments coming.

Assessment meta data not specified.

Assuming equal assessment weights.

TM_1 (50% of final) **58%**

TM_2 (50% of final) **76%**

Improve my results

My coursework

My academic records

My study planner


My career planner

New jobs & scholarships


4. Student advising

- **Cum Laude Tracking** - Dr Samukelisiwe Khumalo
- **Activating and engaging the student voice** - Ms Sethu Nguna
- **Student and staff expectations** and experiences of student success - Prof Sadhana Manik


My awards




Present and counted
Present at all class events



High performer
Achieved a classmark of at least 90%



Engaged
Logged in to LMS more than 80% of days



Mentor
Organised study group(s)

Leaderboards

If my score had been just **5 points higher**, I would have been **11 places higher**.
I only needed to **score just 2 points more** to improve by position by **5 places**.

70	My score
70	Anonymous classmate
71	Anonymous classmate

Generalise advising concept

Maintained a mark of least 5 for all tutorials



Good performer
awarded to
Student name
Maintained a mark of least 70 for in all assessments



Present and counted
awarded to
Student name
Attended at least 90% of all class events each week



Active student
awarded to
Student name

Message multi-students

Student advice preview


Good assessment mean
Your assessment mean is relatively good. Please keep doing what you're doing to keep it up!
31.08.2022 08:55:43

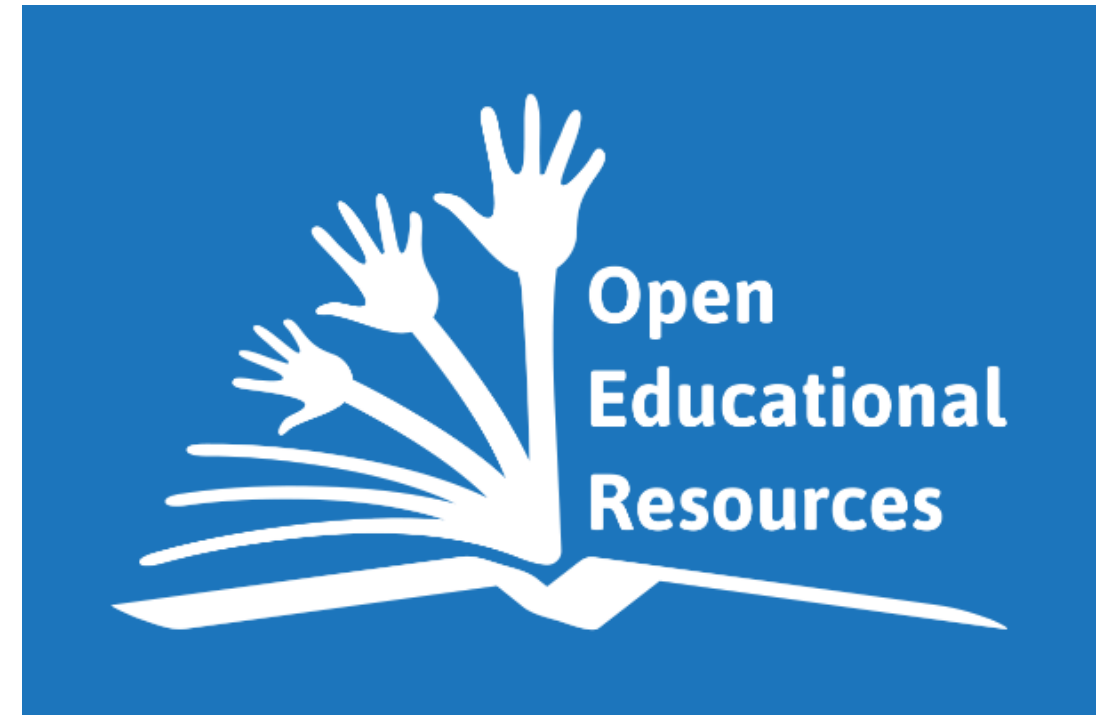
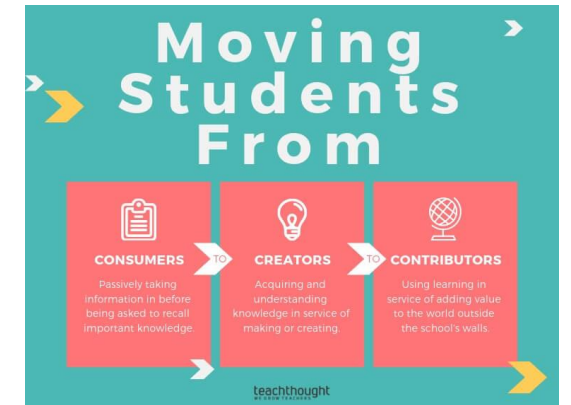

Good assessment passes
You've passed a good number of assessments. Be sure to keep it up!
31.08.2022 08:55:43


Good rate of attendance
Your attendance rate at the course events is good. Keep on coming!
31.08.2022 08:55:43

- ❖ Alert and messages are an entry point
- ❖ Also generate awards
- ❖ Also trigger institution classifications, progression strategies, registration
- ❖ Trigger support interventions
- ❖ Integration with learning content, engagement metrics

Student as creators

- Original – release editor for tutor creation support, co-lecturer
- Content creation progressing
- Instructional Design
- Students as creators
- Open Education Resources
- National resource

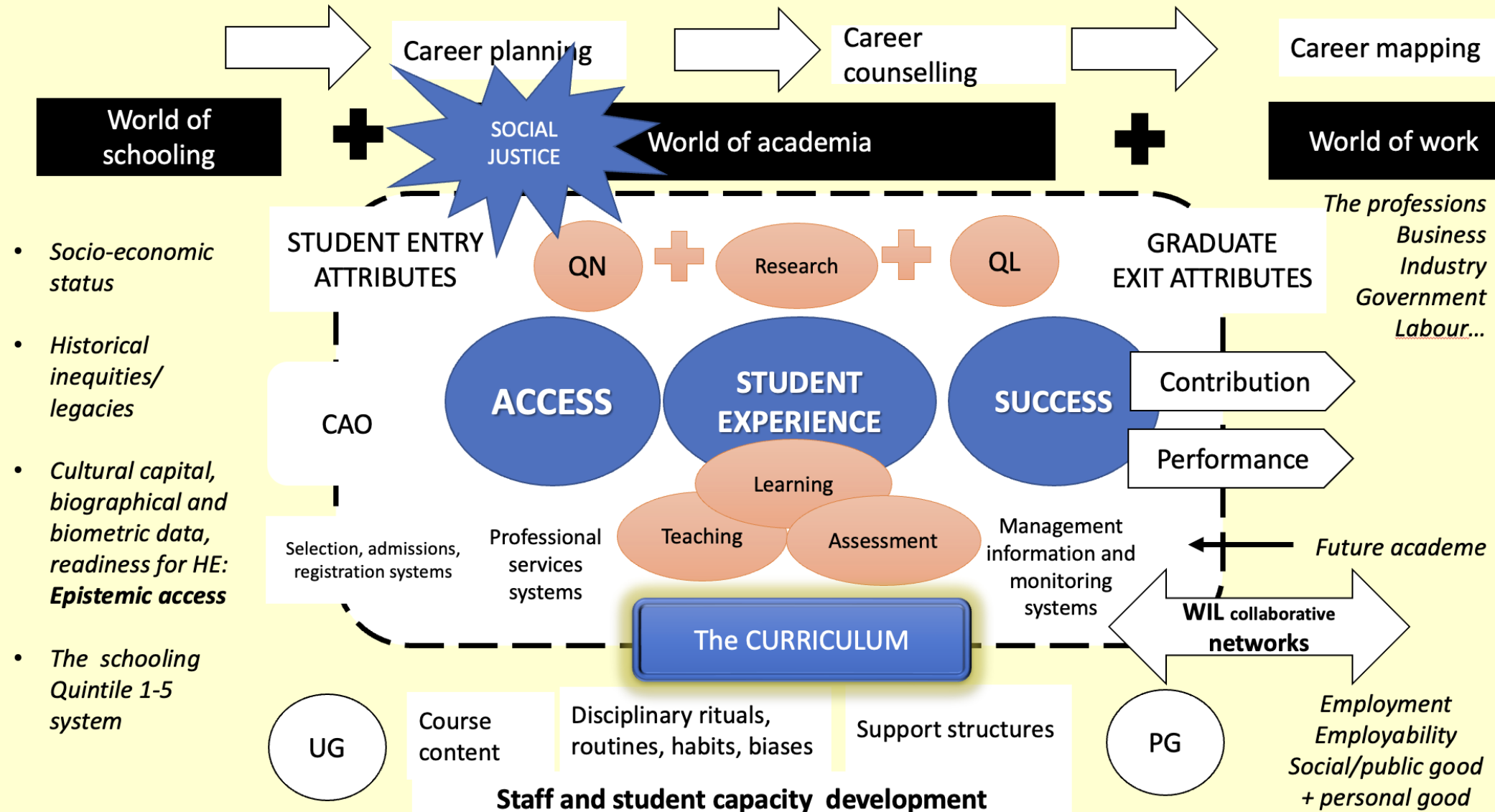


Summary

- Closing the loop between Data Analytics and Applying Interventions
- Advising at Scale
 - Large numbers
 - Different role players
- Other aspects of scale:
 - Demonstration through flagship projects in specific programmes, wider adoption till institutionalisation
 - Potential for multi-institution projects
 - Framework for sharing of methods

Reference content

Access and Success Advisory Forum (ASAF) Conceptual Framework



Highlights (since last update)



- **Professionalising Academic Advising:** Progress made in establishing Academic Advising Units in each College
- **Instructional Design Unit established:** 5 Instructional Designers appointment- focus on curriculum re-design for student success and learning pathways
- **Assessment Support Group (ASG)** – launched - various projects in process
- **First Year Experience:** Programme Development, Curriculum and Materials Design Completed and has being piloted – results imminent
- **Student Epistemic Access and Success**-Collaboration with University of Johannesburg in process
- **SASSE/LSSE** Engagement in progress: Encouraging findings
- **UTOP & ULOP** – Portals to enhancing access and success
- **Data Analytics Support Group:** Friday meetings – research groups engage with “critical friends” – projects now producing data
- **T & L Community Engagement** initiatives to promote student access and success
- **2023 Data Analytics Week:** Various training activities and consultations with Prof Victor Borden
- **2023 ASAF Symposium:** Scheduled for 23 March – open invitation to Siyaphumelea Network
- **2022 UKZN E-Learning Symposium:** Forum for disseminating Siyaphumelela/ASAF projects – upscaled to a conference in 2023

Recent Initiatives to Enhance Access and Success

SOTL Communities of Practice

- After hosting the E-learning **symposium** in 2021 and 2022, it has evolved to a conference in to be hosted in September 2023. The **innovations in the Scholarship of Teaching and Learning (iSoTL)** conference.

Academic Integrity

- An online **“Understanding Plagiarism” course** for all students has been developed to capacitate students. The online course exposes students to practical examples and content on the do’s and don’ts of academic integrity.

Digital Transformation Initiatives

- **Digital Teaching and Learning Platforms** - The UKZN **Teach online Portal (UTOP)** and **Learn Online Portal (ULOP)** portals serve as a hub for teaching and learning applications and systems that enhance the student and lecturer experience. can now be accessed via <https://utop.ukzn.ac.za> & <https://ulop.ukzn.ac.za>.
- **Student digital competency survey** – an instrument to measure students’ digital competency level is administered in the first-year experience online course. The insights from the data analysis will inform a personalised approach to providing support to students.
- **ACTive Teaching Online Course** – is an online course for lecturers to learn and experience how to design and deliver engaging online and blended courses to improve students’ learning experiences.

Online Courses for Academic Monitoring and Support Tutors

- In ensuring that students get the best out of their tutorials and other types of academic support, online training for the tutors, teaching assistants, and academic development officers are now available.

Community Engagement

- **My DigiTutor** – is a partnership with UKZN **Enactus**. The project is a student-led digital tutoring initiative geared towards improving access to higher education by providing tutoring, career guidance, mental health and assistance with CAO & NSFAS applications to matric students.
- **ELET** – UTLO is in partnership with Environment and Language Education Trust (ELET), an NGO that impacts development and transformation through Accredited Skills Training, Environmental, Teacher and Learner Empowerment and Employment Creation Programs, emphasising marginalised and vulnerable Women and Youth.

Professionalizing Academic Advising @UKZN

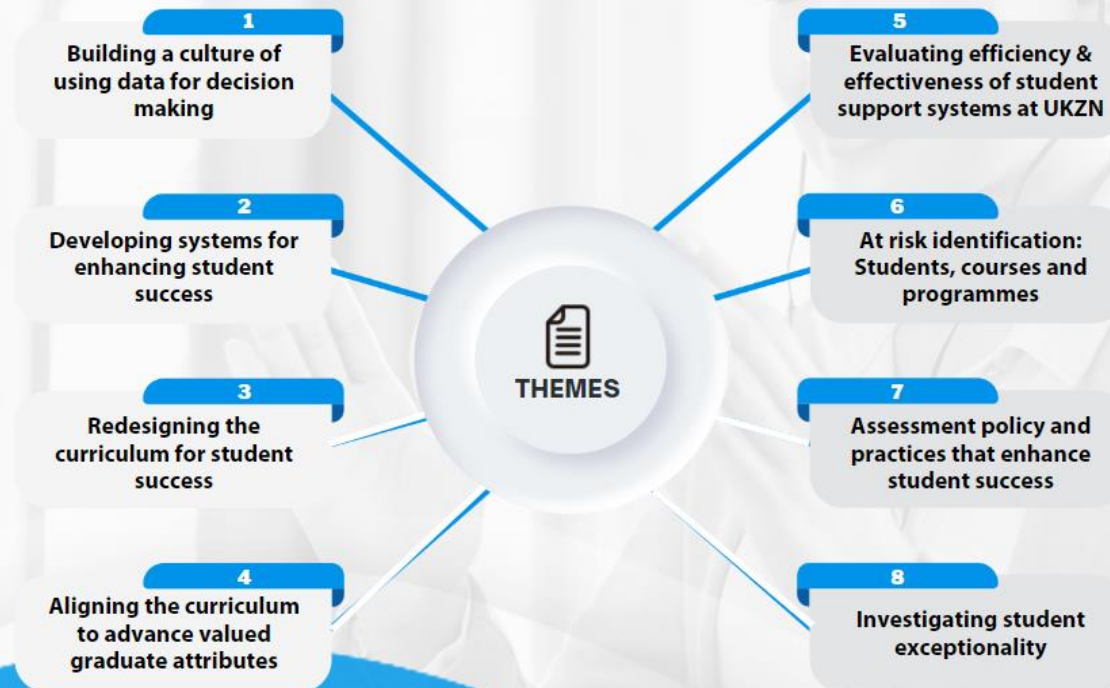
- Academic Advising (AA) Advisory Group established
- Establishing AA Unit in each College within the portfolio of the Dean of T & L.
- Mapping the International “AA” framework and models – completed – UFS Model adopted
- UKZN situational Analysis in progress
- 2 day workshop scheduled:
 - a) (Day 1) long-term strategy and planning
 - b) (Day2) AA Training for AMS and allied staff - designed and conducted by the AA Task Team

ACCESS AND SUCCESS

SYMPOSIUM

Hosted by the UKZN Access and Success Advisory Forum (ASAF)

This Symposium provides a platform for the UKZN Access and Success Advisory Forum (ASAF) to present their Institutional research projects, designed to understand and enhance student access and success in higher education.



**PROFESSOR
VICTOR M. H. BORDEN**
Indiana University Bloomington

ASAF Flagship projects

Perspective shift

- Return to largest surface area – Teacher-student interface. Do teachers and students “see” it? Expect large improvements 25% +
- Modern Teaching methods; students do appreciate and engage
- Instructional Design to accelerate
- Some sense of So What? ..for DA
- Data analytics to guide prioritizing content development (by lecturers) and content engagement (by students)
- UKZN – used in pockets by a few groups; building cred through ASAF. Student are responsive where in use
- DUT – excellent training programmes. Staff daily accesses 800-5000

The AutoScholar is organised as a set of core components. Click on a card below to launch one.



ClassView Connect
..supports lecturers' connection to students, analysis of past and present performance and modernises the classroom management.



Publon Press
..supports the creation of Open Education Resources, open teaching content and automated assessment.



Programme Analyst
..provides corrective insights into progression-to-grad limitations due to gate-keeper courses and student progression strategies



Student Central
..helps students stay on top of their studies, understand the gaps in knowledge and organise towards a successful graduation.



Casework Counsellor
..assists counselling and student support maintain case records and manage student success intervention programmes.



Research Gateway
..provides easy access to statistical analysis, machine learning and research document creation.



Accreditation AutoMate
..generates the reporting and advising needed for accreditation compliance and accreditation review.



Executive Insight
..supports executive leadership's broader monitoring of institution performance and support needs.



Alumni Associate
..maintains the connection between an institution and its graduates to celebrate on-going success.

Open Learning Resources organised in Learning Pathways

Proposed
collaborations,
services

Suggested Data Analytics + T&L operationalised

Use of data analytics to identify programmes, courses, students at risk



```
graph TD; A[Use of data analytics to identify programmes, courses, students at risk] --> B[Programmes and courses at risk – require pathways definition (KPIs)]; B --> C[Students at risk – require pathway engagement (prog rules)]; C --> D[Toward a pathway engagement, student uses meta question self-diagnosis to identify concept-knowledge-gaps]; D --> E[Undertake pathway until competence and filling of knowledge gap];
```

Programmes and courses at risk – require pathways definition (KPIs)

Students at risk – require pathway engagement (prog rules)

Toward a pathway engagement, student uses meta question self-diagnosis to identify concept-knowledge-gaps

Undertake pathway until competence and filling of knowledge gap