



Anatomy of A_STEP

Presentation overview

- Why peer led tutorials matter?
- Evaluating impact
- Using data to evolve tutorials
- Creating an effective and sustainable model

Higher education challenges

The South African system faces multiple challenges

Diverse student body



More students and less resources



Increased student attrition

A_Step Approach



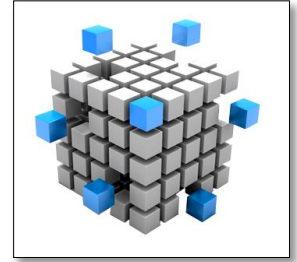
Support and development of student learning and maximise throughput and success rates

Integrate and contextualise cutting-edge international, electronic resources and teaching and learning approaches

Contribute to the development of a new generation of future academics that are skilled in teaching and learning

A_Step Approach

Framework: Mostly voluntary Hybrid SI Programme
Identifies historically difficult classes and provide group learning sessions



Focus: Student centered with senior students leading tutorials focusing on content, learning/study strategies

Capacity: Tutors are trained in facilitation skills and understanding differences in student engagement techniques



A_Step Network



Project date

2007



2016

Total Tutors

55



332

Faculties

2



6

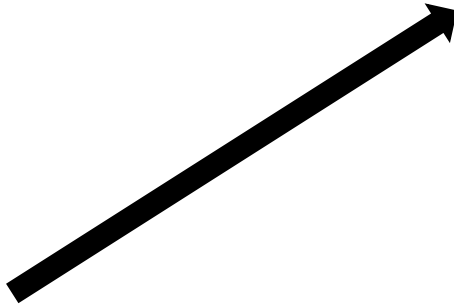
Key principles

Appropriate funding

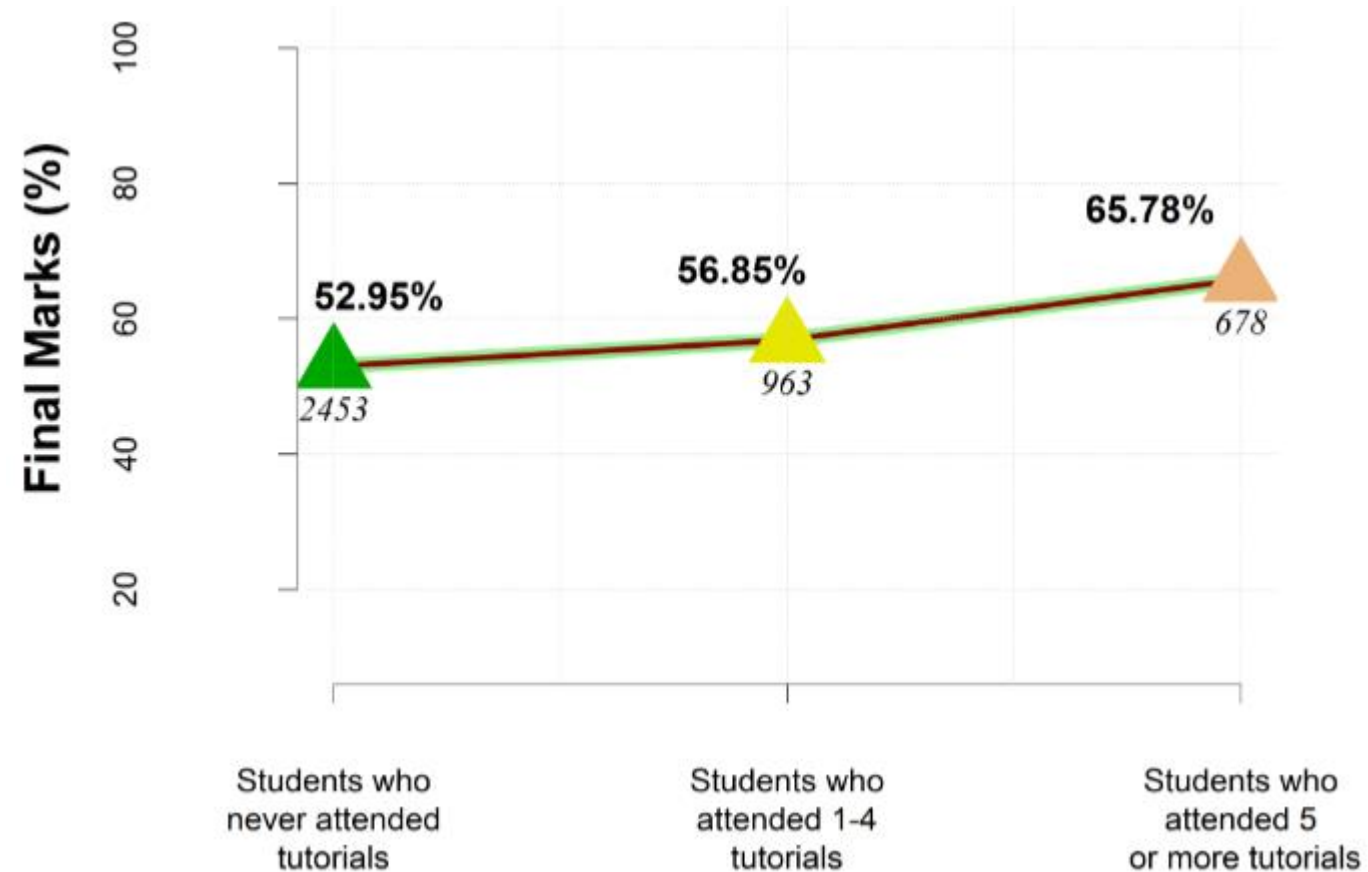
Rigorous tutor recruitment
and training

Creating culture of evidence

Adapting and improving



No attendance: ~ 53%
Attended 1-4: ~57%
Attended 5 or more: ~66%



A_Step Network

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Linked to Student Affairs

Nested in faculties

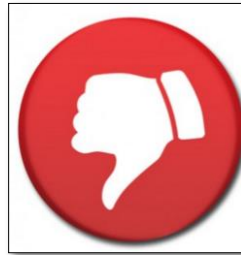
Support networks

Adapting and improving:

Is the tutorial program performing at maximum efficiency?
Should we evolve the system?

Adapting and improving

Is the tutorial program performing at maximum efficiency?



Should we evolve the system?



BD – Before Dashboard



Challenges faced BD:

- ✗ Attendance data was tracked and scanned twice a year
- ✗ Students received no feedback with regards to tutorials
- ✗ Financial claims were calculated manually
- ✗ The attendance data could not be tracked
- ✗ Reports were only generated bi-annually

AD – After Dashboard

Attendance data is uploaded bi-weekly



Student SIS data is incorporated providing a more accurate perspective of each student

Data is centralised and protected by the university's security protocols



Attendance data is displayed on a dashboard

The system enabled resources to work less on administrative tasks



AD Benefits

Before deployment

~ 17% Data Errors

~ 20% of tutors queried payments

~ 10 days to process claims

~ 10 days to create a faculty report



After deployment

< 5% Data Errors

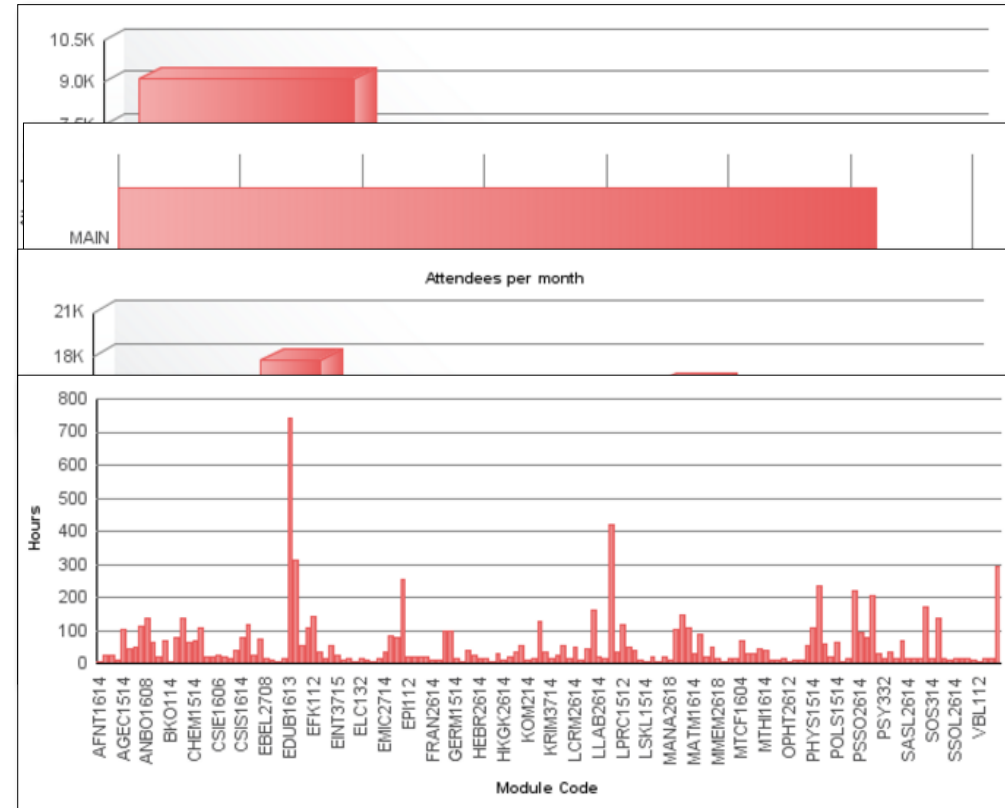
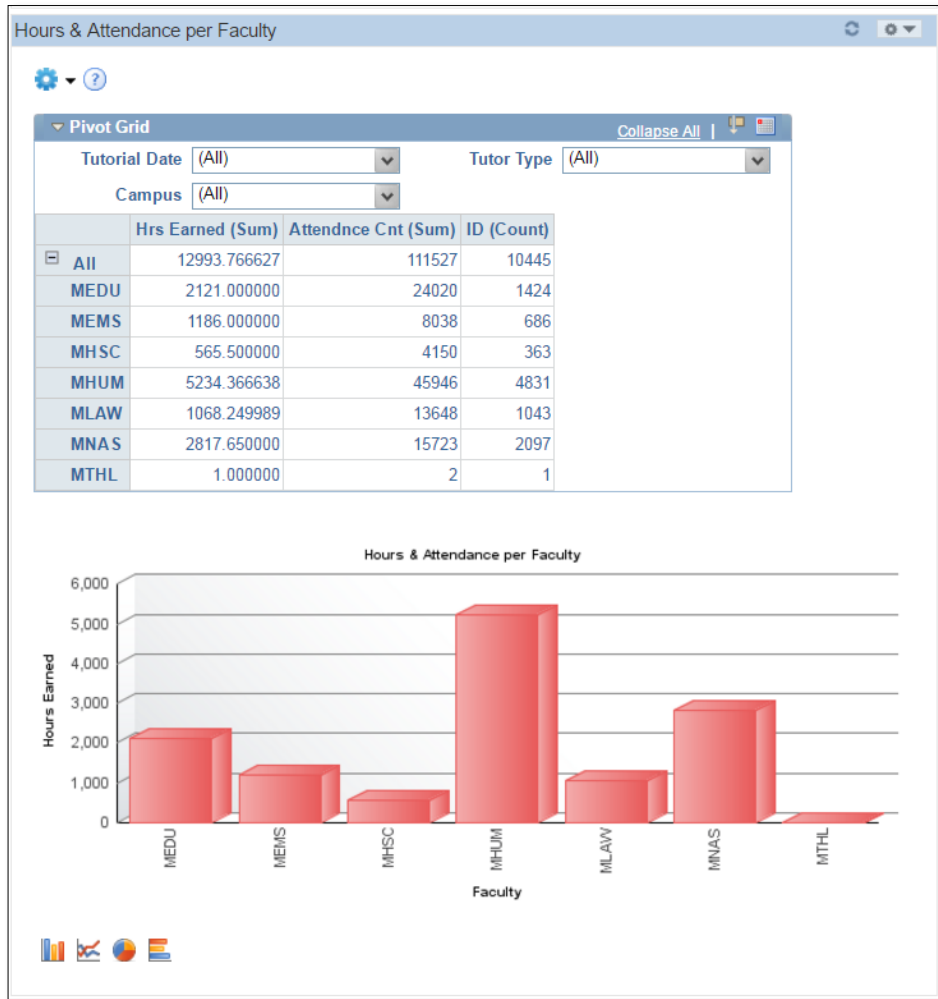
< 1% Payment queries

4 hours to process claims

60 sec to create a faculty report

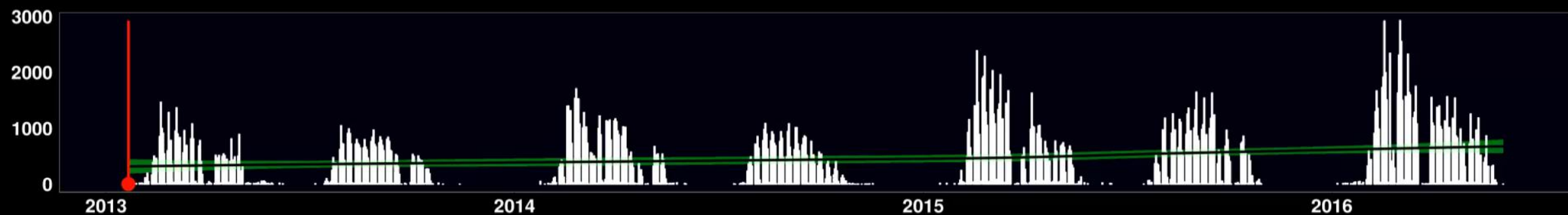
- ✓ In-house developed with no additional costs or licensing
- ✓ Generates data on a weekly basis and enables the ability to push support
- ✓ Faculty impact reports fully automated

Tutorial Dashboard





-  0 NATURAL SCIENCE & AGRIC.
-  0 LAW
-  0 HUMANITIES
-  2 HEALTH
-  0 ECONOMIC AND MANG. SCI.
-  0 EDUCATION



Tutorial growth



- ✓ Attendance increased by 72% since 2013 when the new system was deployed
- ✓ Tutors dedicated an average of 62 hours per week in 2013, in 2015 they averaged 93 hours a week
- ✓ We cover approximately cover 60% of our undergraduate students, a 20% increase from 2013

Tutorial growth



Tutorials cost the institution R755 per student per year in 2014



In 2015 attendance inflated by 23% and an additional 24% more tutors were appointed



Costs went **down by 9%** showing less expenses per student relation to attendance

How does this system support a data driven decision culture?

- ✓ **Monitoring:** Teaching and Learning managers monitor at-risk subjects and dedicate tutorial resources
- ✓ **Communication:** Students receive letters listing each module they are registered for as well as tutor contact details
- ✓ **Adapting:** Bolstering sustainability through constant monitoring of resource deployment

