

**Nelson Mandela Metropolitan University**  
for tomorrow

**"Providing a face of NMMU first generation students"**  
Qobo Qwaka,  
Ryan Pillay

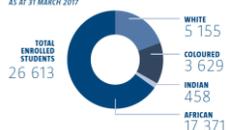
**28 June 2017**

**Rationale of the Study + Description of the Project**

- **Rationale:** To provide a picture, through mix methods, from secondary data what the institution's first generation student looks like, what we know and what we don't know
- **Aim** is to: look at institutional data from secondary sources namely the: SASSE, the BUSSE, Institutional Siyaphumelela Workshops, Bernstein Model, The Institutional Humanizing Pedagogy Framework and existing literature.
- These aims to feed into the Early WARNING Tracking System and interventions
- Body + Head = You remembering the Face

**Face of NMMU Students**

**STUDENT HEADCOUNT**  
As at 31 March 2017



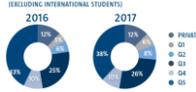
**GENDER**



**SA/INTERNATIONAL**



**HIGH SCHOOL QUINTILE PROFILE**  
(EXCLUDING INTERNATIONAL STUDENTS)



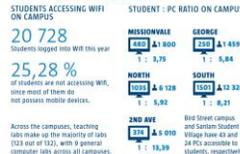
As at 31 March 2017

**Face of NMMU Students**

**ENROLLED STUDENTS UG & PG**



**WIFI & PC ACCESS**



As at 31 March 2017

**Some fundamentals of institution- and team-building**

**RESIDENCES - 2017**

Campus	George Campus	Summerstrand Campus South	Summerstrand Campus North	Second Avenue Campus	Off Campus (Inverwood) (Incl. 270 beds in George)
<b>BEDS AVAILABLE ACCOMMODATION PER CAMPUS</b>	459	1 458	1 280	172	4 410
<b>ENROLLED STUDENTS PER RESIDENCE</b>	415	1 434	1 266	170	4 410

As at 31 March 2017

**Transformation focus areas**





## Body: Literature Review: Definition of First generation

- A **first-generation** college student is defined as a student whose parent(s)/legal guardian(s) have not completed a bachelor's degree. This means that you are the **first** in your family to attend a four-year college/university to attain a bachelor's degree. Being **first-generation** is a very proud accomplishment.

- NMMU Definition of Student Success\*:

Student success is being **self-aware**, understanding one's own strengths and weaknesses, taking responsibility for oneself, and one's actions, mindfully setting & achieving one's own goals (short and longer term) with persistence and commitment, and taking **co-responsibility** with institution staff and support structures to progress academically, and to graduate as **holistically developed individuals and responsible citizens**.

\* Themes Emerging from the First Siyaphumelela Workshop, 21 August 2015



## Body: Literature Review

### ACCESS:

- Formal Access does not guarantee epistemological access (Morrow, 1994).

### PUBLICS:

- Good progress has been made by Institutions, but certain groups are still lacking in success (CHE 2012)
- According to (Lewin and Mawoyo 2014) the single biggest challenge facing the SA public higher education sector, is that the fittest will not necessarily survive.
- (Sennett 2010) the adjustment from high school to university is often particularly difficult and traumatic for first generation students. In the South African context, such first generation students are most likely to be black Africans, whose disadvantaged educational and socioeconomic circumstances.



## Body: Literature Review

### STRATEGIES + APPROACHES:

- (Tinto, 2012) says that one of the key elements needed for enhancing classroom effectiveness is "contextualised academic support" and adds that interventions should be relevant to the students needs and goals.
- (Lewin and Mawoyo 2014) factors influencing student success however result in a situation where fragmented and ad-hoc solutions are not likely to succeed.
- (Thomas 2012) suggest that through providing students the ability to feel a "sense of belonging" institutions will better understand the student
- (Keup 2013) asserts that the institutions have both a social contract and responsibility towards the societies they serve. i.e teach the students you have, not the students they thought they have.



## Body: Literature Review

### THEORETICAL FRAMEWORK: THE SOCIOLOGY OF PEDAGOGY: BERNSTEIN MODEL (PAUSIGERE 2016)

- Bernstein's (1975, 1986, 1990, 2000) broader sociology of education theory- central arguments about the social-class nature of pedagogy, and using the concept of **framing**.
- *What are the social-class assumptions underpinning students lived experiences ?*
- *How might practices be changed to enable increased access ?*
- *Which educational strategies might help learners of different social backgrounds cope ?*
- *Bernstein (1975) acknowledged that the concepts of classification and framing are useful "for the analysis of transmitting agencies."*
- *An example of this at the institution is The Humanizing Pedagogy*



## Body: Literature Review

### CHANGE IN STATUS QUO

- Change in our language in generational status, as we now begin to ask for first generation status in our application forms.
- New Innovation: First Generation success programmes etc.
- Data for this group of students is less known about their journey to entry even before registration. One could imagine that the processes and journey would be different. (Portnoi 2015) {obtain information earlier in high school}



## Existing Data at NMMU

### • Pre-Registration Indicators:

1. APS; School subject marks
2. Home language
3. Accepted for first choice?

### • Academic Indicators:

4. Credits accumulated (Are they on track to graduate?)
5. Test and Assignment marks

### • Non-Academic Indicators:

6. Accommodation
7. Financial Information



### Partial and No Data at NMMU

• Partial data/No data [data needs to be collected by requiring students when they register on the "NMMU Early Warning System" to provide this information through posing a question to them] or via questions on a Student Questionnaire or it needs to be on the Application/ Registration Form):

• **Pre-Registration Indicators:**

1. High school - (name, location, urban/rural, & the quintile - q1-5)
2. Financial Information - (loan/bursary, NSFAS; parents/sponsor are paying, etc.)
3. 1st Generation Status?
4. Did you receive any career guidance for your choice of study?
5. CAAR Developmental Recommendations

• **Academic Indicators:**

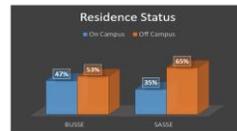
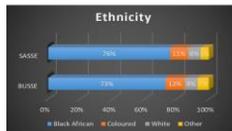
6. Class Attendance
7. Attendance of Academic support
8. Engagement

• **Non-Academic Indicators:**

9. Co-Curricular Participation
10. Transition/Adjustment
11. Taking personal action/initiative
12. Personal Goals
13. Wellness

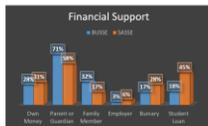
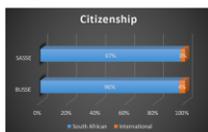


### Pieces to the Head

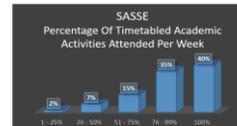
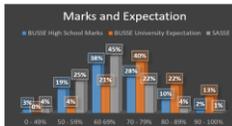
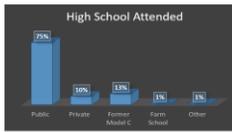


### Pieces to the Head

Faculty	BUSSE	SASSE
Arts	9%	26%
Business and Economic Sciences	38%	37%
Education	8%	6%
Engineering, the Built Environment and Information Technology	16%	18%
Health Sciences	18%	16%
Law	5%	1%
Science	6%	1%



### Pieces to the Head



### Pieces to the Head

Average time spent Per Week	BUSSE High School	BUSSE University Expectation	SASSE
Preparing for class (studying, reading, writing, etc.)	11-15 hours	16-20 hours	11-15 hours
Working for pay (on or off campus)	0-5 hours	5-10 hours	0-5 hours
Assigned Reading	11-15 hours	16-20 hours	11-15 hours



### Pieces to the Head





### Conclusion and next steps

- First generation students are considered more vulnerable to discontinuing their studies and may therefore benefit from some form of support to help them improve their university experience.
- These students feel that they are well prepared for university and that they will not experience difficulty with their studies. This is concerning given the high dropout rates in South African higher education institutions. These students might have unrealistic expectations of university (e.g. the amount of time and effort required to succeed).
- These students view the campus environment to be very important in their learning, but have a low expectation of interacting with staff.
- These students expect a high level of academic or learning support to be available, and that it is important that the institution support them with their non-academic responsibilities.



**Enkosi!**

**Dankie!**

**Thank you!**