

THE VALUE OF DATA ANALYTICS FOR INTERVENTION DESIGN, IMPLEMENTATION AND EVALUATION

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WHAT WE THINK IS TRUE

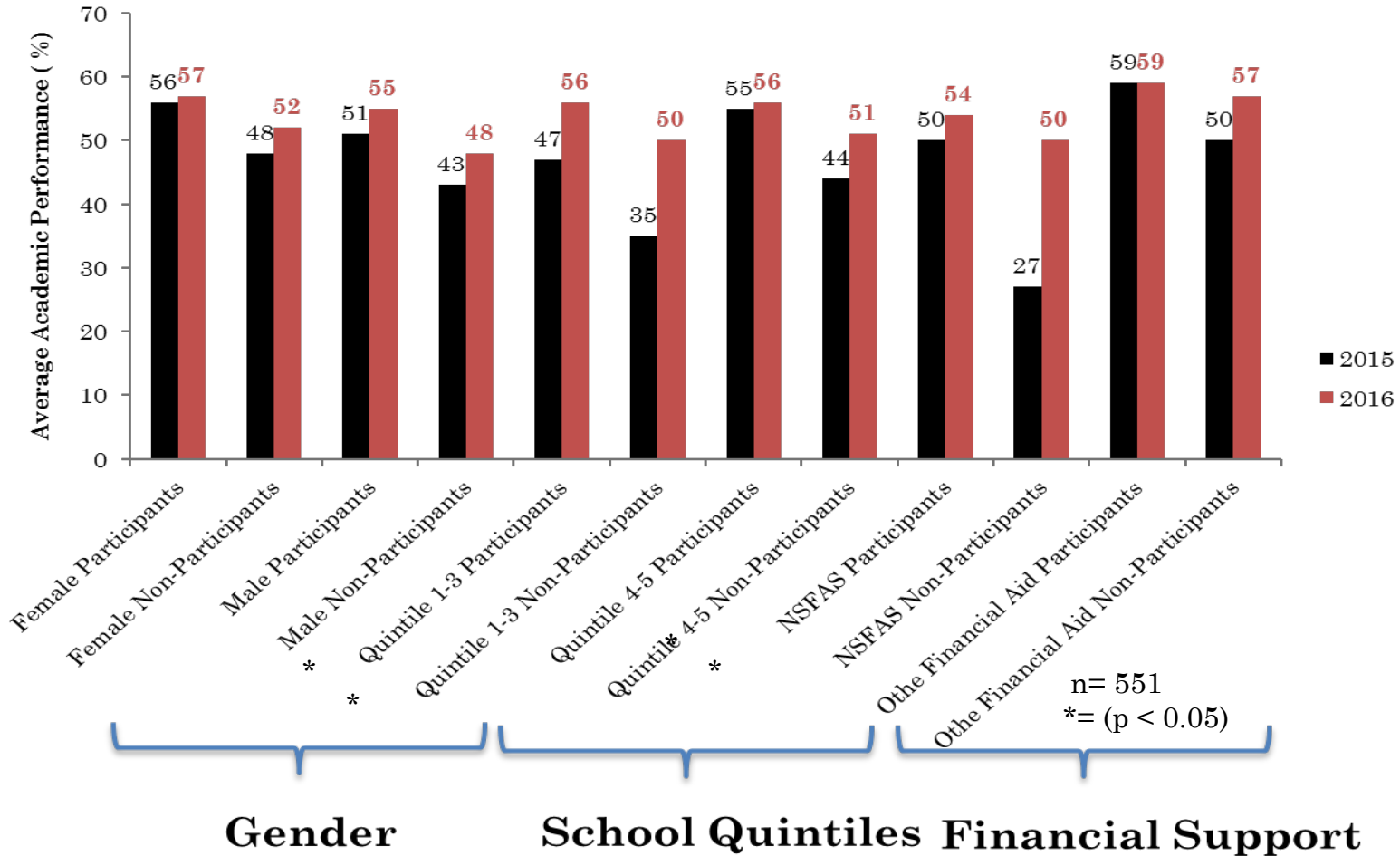


THE ACTUAL TRUTH



THE YOS1 INTERVENTION STUDY

**First Year CLM Students who engaged with RSP
(including First Year at risk - FAR)**

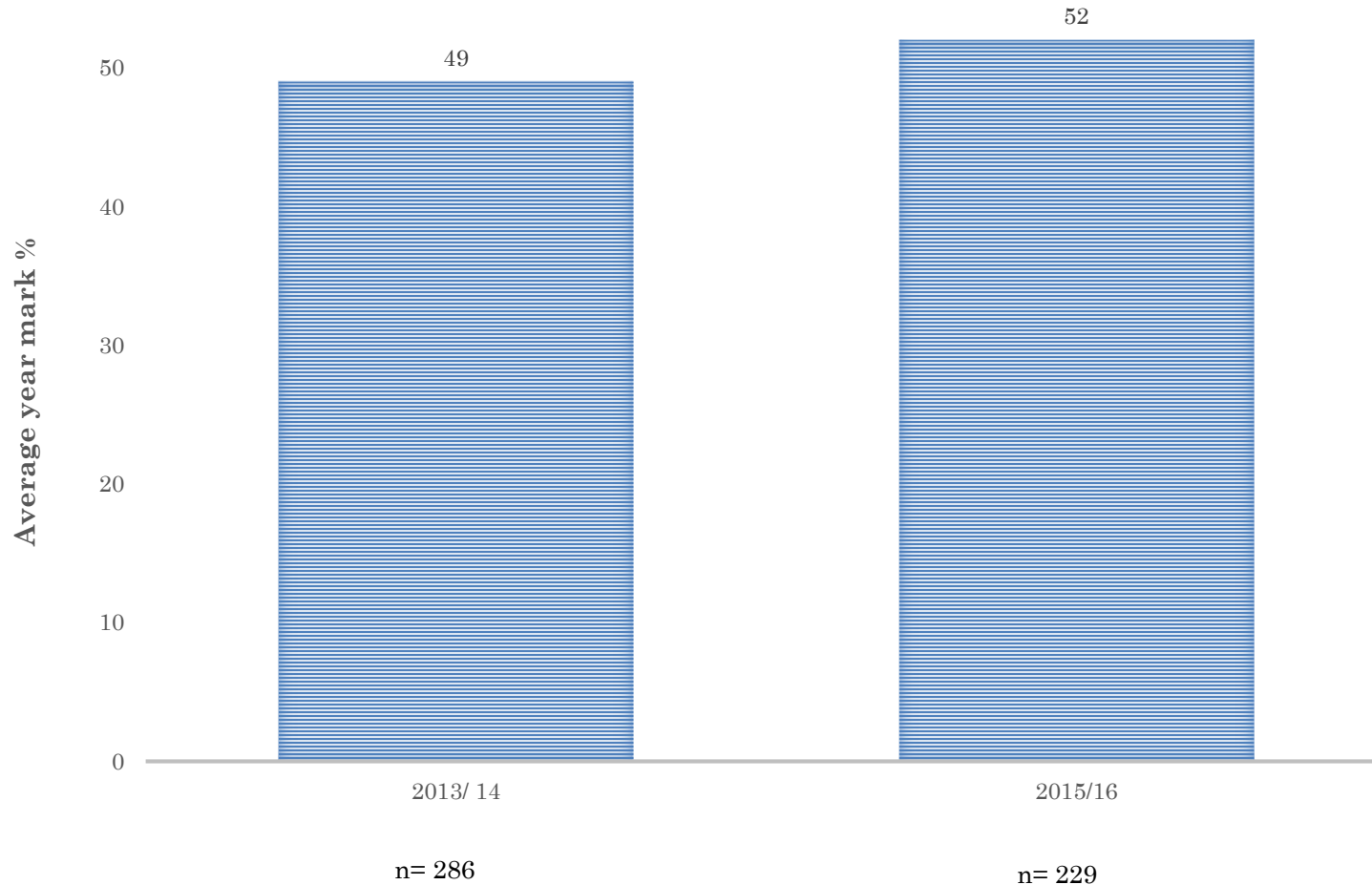


BACKGROUND AND INTERVENTION

- Expanding on previous study
- Academic exclusions
- Readmissions process:
 - Academic advising session
 - Signing conditions
 - Semester 1 group sessions
 - Mid-year meeting with AA



EXPECTATION VS REALITY

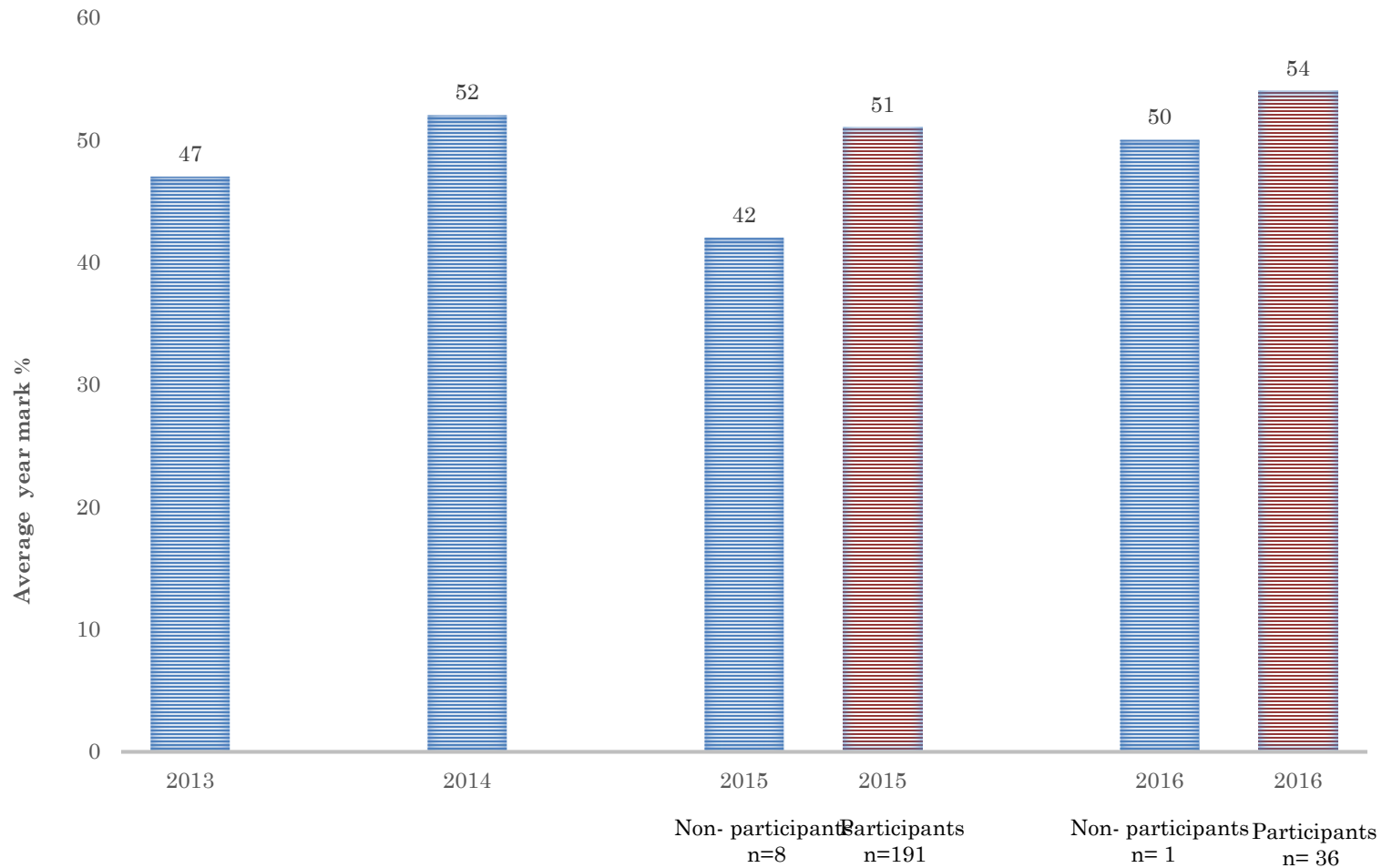


DISAGGREGATION OF DATA

- Disaggregated and/or correlated 2015/2016 participation data:
 - Year of study
 - Engagement and non-engagement
 - Average end-of-year mark
 - Average mark and engagement



YEAR MARK AND PARTICIPATION



YEAR MARK AND ENGAGEMENT RATE

Involvement (bin) / Year Of Study

0

20

40

60

80

100



CONCLUSIONS

- Tailor-made interventions work better for different groups of students (Bai & Pan, 2009)
- Group intervention helps, but READ students need more nuanced support
- Diverse nature of group means they require tailor-made support
- Will be implementing more regular one-on-one advising sessions
- Thus greater assessment of student progress and wellbeing, as well as tailored solutions to problems.

