

Re-envisioning the Learning and Career Pathways to Student Success

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and the
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1999 to 2018

Developmentally focused
access testing

Broadened access for
success & guided
developmental initiatives

Guided refinement of
admission requirements

EXTERNAL FACTORS

CAS
USAf
CETAP Report (NSC & NBTs)
Fee free HE

Anomalies in admissions
requirements
Increase in applications
Need to streamline the
process

INSTITUTIONAL

**Forces for
Change**

STUDENTS

Changing demographics
Appropriate qualifications
for career goals & academic
proficiencies
Student concerns #FeesMustFall

V 2020 & V 2030
VC's Inauguration Speech
Access is a strategic priority
Student Access for Success

UNIVERSITY VISION

**Time for a new
approach**

Model Premises

- A **university-wide** model that provides comparable admissions requirements for programmes across faculties
- Based on **success indicators** and sensitive to variables that may affect success
- **Simple score** to calculate based on school performance - sensitive to differentiation in achievement levels
- **Streamline** the applications process
- Accommodate a range of students with a **likelihood of succeeding** with the provision of **developmental support**, where necessary

SAMPLE

- tested admitted students
- 2009-2016 intakes
- n = 10 000+

VARIABLES

- School Performance: Applicant Score & Subjects (%)
- Academic Performance: 1st year academic average, 1st year credits passed, and graduation

METHODOLOGY

- to identify the AS for “successful” students
- investigated the impact of other variables (Maths vs Maths Lit, school quintile)

OUTPUT

Minimum Applicant Score & Subject requirements set at programme-level

- Applicant for a degree
- Subject specific admissions requirements: Mathematics, Physical Science & Life Sciences

1.	isiXhosa Home	78%
2.	English 1 st Add	60%
3.	Mathematics	65%

Three compulsory subjects

4. Geography 55%

5.	Physical Science	50%
6.	Life Sciences	62%

Two required subjects

$$78 + 60 + 65 + 50 + 62 + 55 = \mathbf{370}$$

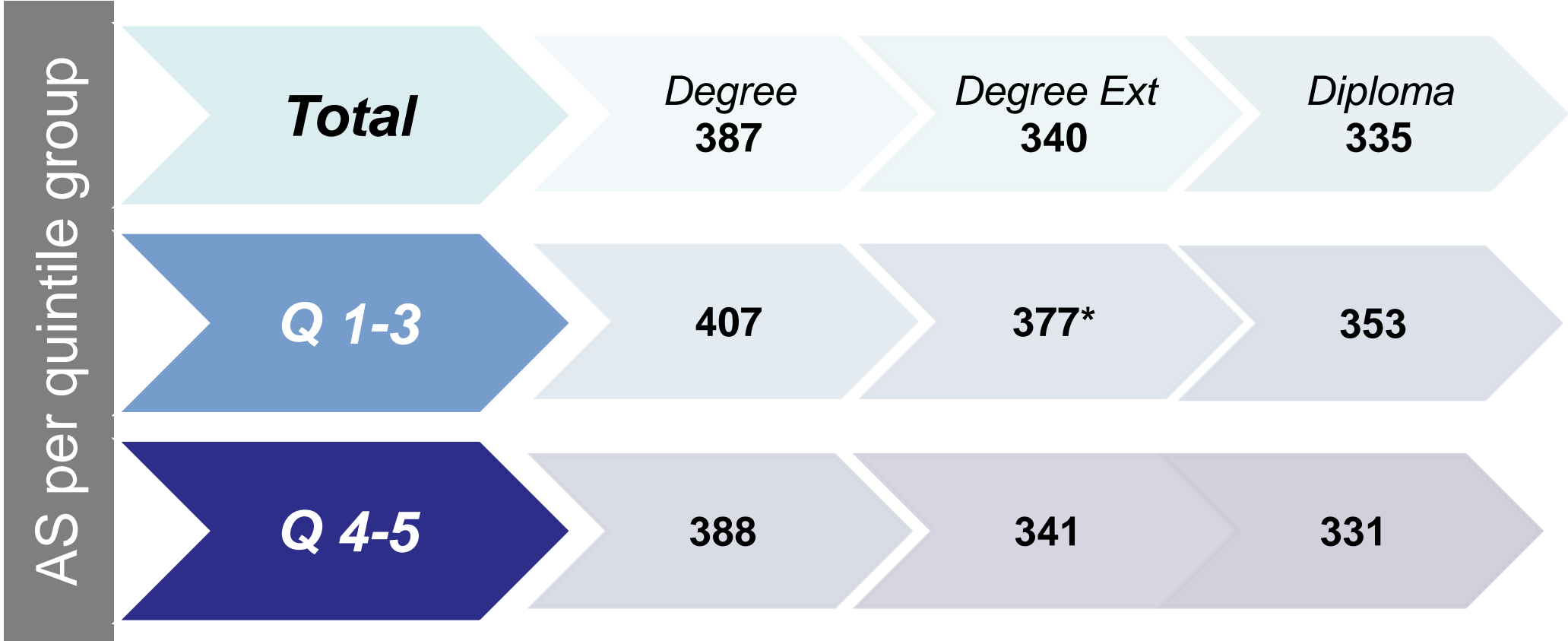
What did we learn about Mathematics & Mathematical Literacy?

- Analysis of the final Grade 12 results for these two subjects indicated that there is an average **difference of 15 percentage points**, with the Mathematics marks being lower than the Mathematical Literacy marks. The **implication** of this is that the Applicant Score for a student with Mathematics is likely to be lower than that for a student with Mathematical Literacy.
- **Successful students** present with higher Mathematical Literacy marks compared to students in the same programmes who took Mathematics at school.
- The **graduation rate** of students with Mathematics is considerably higher than those with Mathematical Literacy.

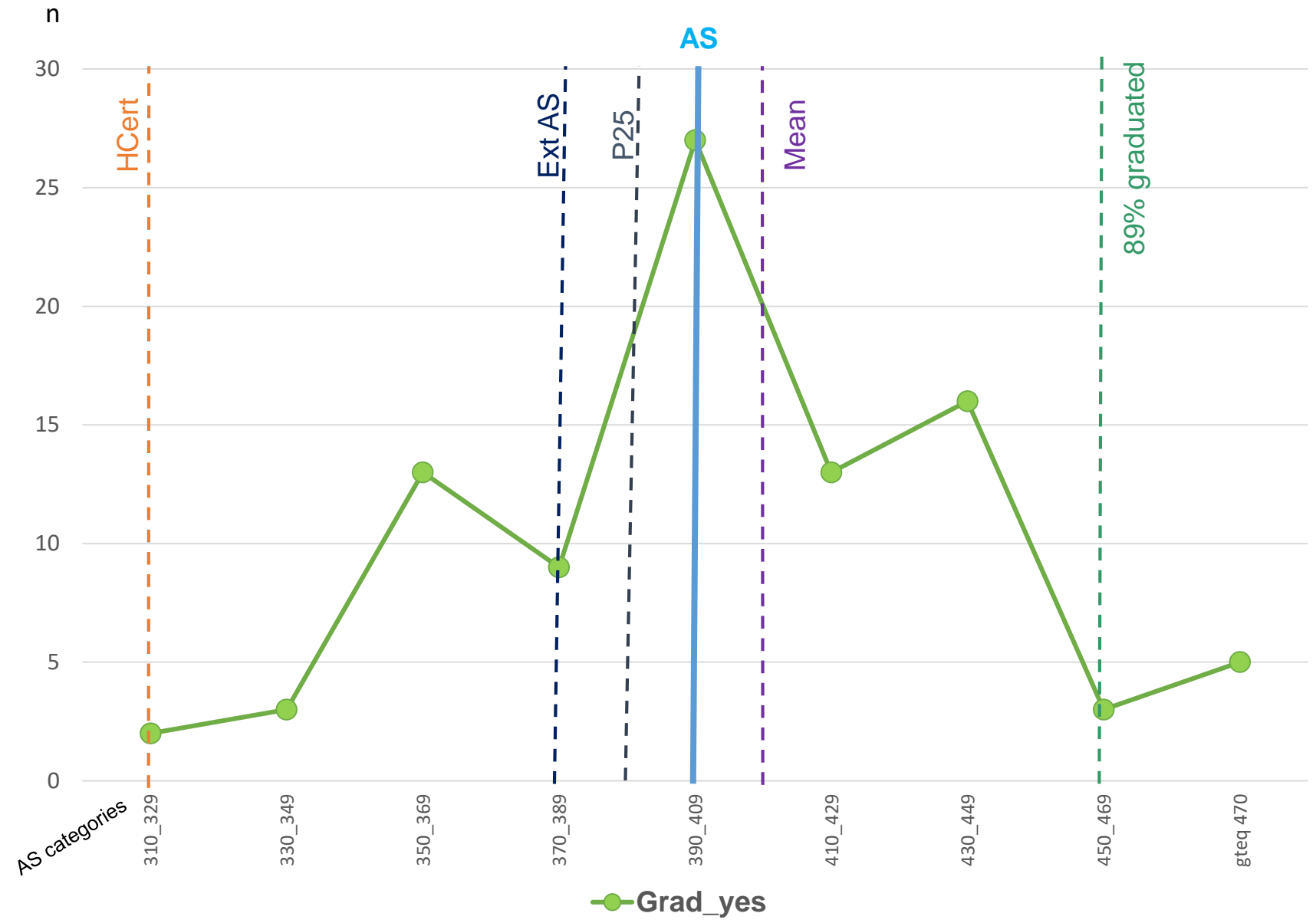


What did we learn about the quintiles and school performance?

Quintiles



Setting a minimum AS



Output: Applicant Scores

AS for Applicants with NSC Maths

AS for Applicants with NSC Technical Maths

AS	Arts	BES	EBEIT	Education	Health Sciences	Law	Science
410		BCom: Accounting Science, BCom (Accounting)	BEng (Mechatronics)		BPharm		
390		All other BComs			B Environmental Health,		
370	BArch (Architecture)	All BCom Ext					
350	BA, BAdmin, BA (MCC), BMus, BVA	BA (Development Studies), BA (HRM), Dip Accountancy					
330	Dip Architectural Technology, Dip PRM	Dip Economics, HRM, Logistics, Management, Marketing, Tourism Management					
310	Dip Interior Design, Dip Public Management	Business Studies Extended Diplomas					
290	Dip Music, Dip Public Management Ext	Dip Inventory & Stores, HCert Accountancy, HCert Business Studies					

AS	Arts	BES	EBEIT	Education	Health Sciences	Law	Science
410							

AS for Applicants with NSC Math Literacy

AS	Arts	BES	EBEIT	Education	Health Sciences	Law	Science
405		BCom: General (Tourism)		BEEd: Senior Phase & FET			
385		BCom: General Tourism Ext	BHSD	BEEd: Intermediate Phase	BEMC, BHSc: Biokinetics	LLB (Ext)	
365	BA, BAdmin, BA (MCC), BMus, BVA	BA (Development Studies), BA (HRM), Dip Accountancy		BEEd: Foundation Phase	BA Psych, BHMS, BSW		
345	Dip Architectural Technology, Dip PRM	Dip Economics, HRM, Logistics, Management, Marketing, Tourism Management	Dip IT (Software Dev), Dip IT (Support Services)		B Nursing (Ext), Dip (Sport Management)		Dip Agricultural Management, Dip Forestry, Dip GRM, Dip Nature Conservation, Dip Wood Technology
325	Dip Interior Design, Dip Public Management	Dip Economics Ext, HRM Ext, Logistics Ext, Management Ext, Marketing Ext, Tourism Management Ext	Dip Operations Man			HCert (Criminal Justice)	All extended Natural Resource Management Diplomas, HCert (Veldfire Management)
305	Dip Music, Dip Public Management Ext	Dip Inventory & Stores, HCert Accountancy, HCert Business Studies	HCert IT (USS)				

Value of the AS model

- criteria are based on research of successful tested students
- better alignment with other universities
- better alignment with CAS
- potential to facilitate and speed up the internal admissions processes
- simple and quick to calculate
- easy for an applicant to see what they qualify for and assists in making appropriate study choices to achieve their ultimate career goals
- able to make developmental recommendations for all accepted applicants, where appropriate – not just the tested applicants

ACCESS

SUCCESS

1999
to
2018

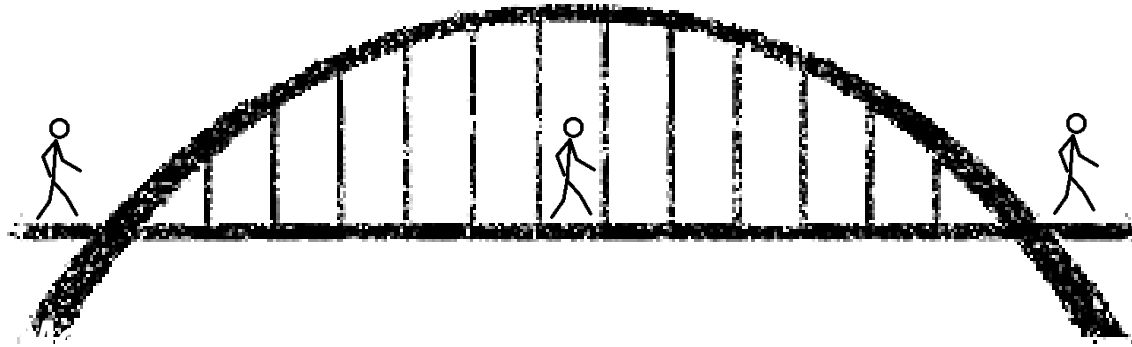
Forces for
change

Developed
new model

Student
Success Plan

FUTURE

Student Success Plan



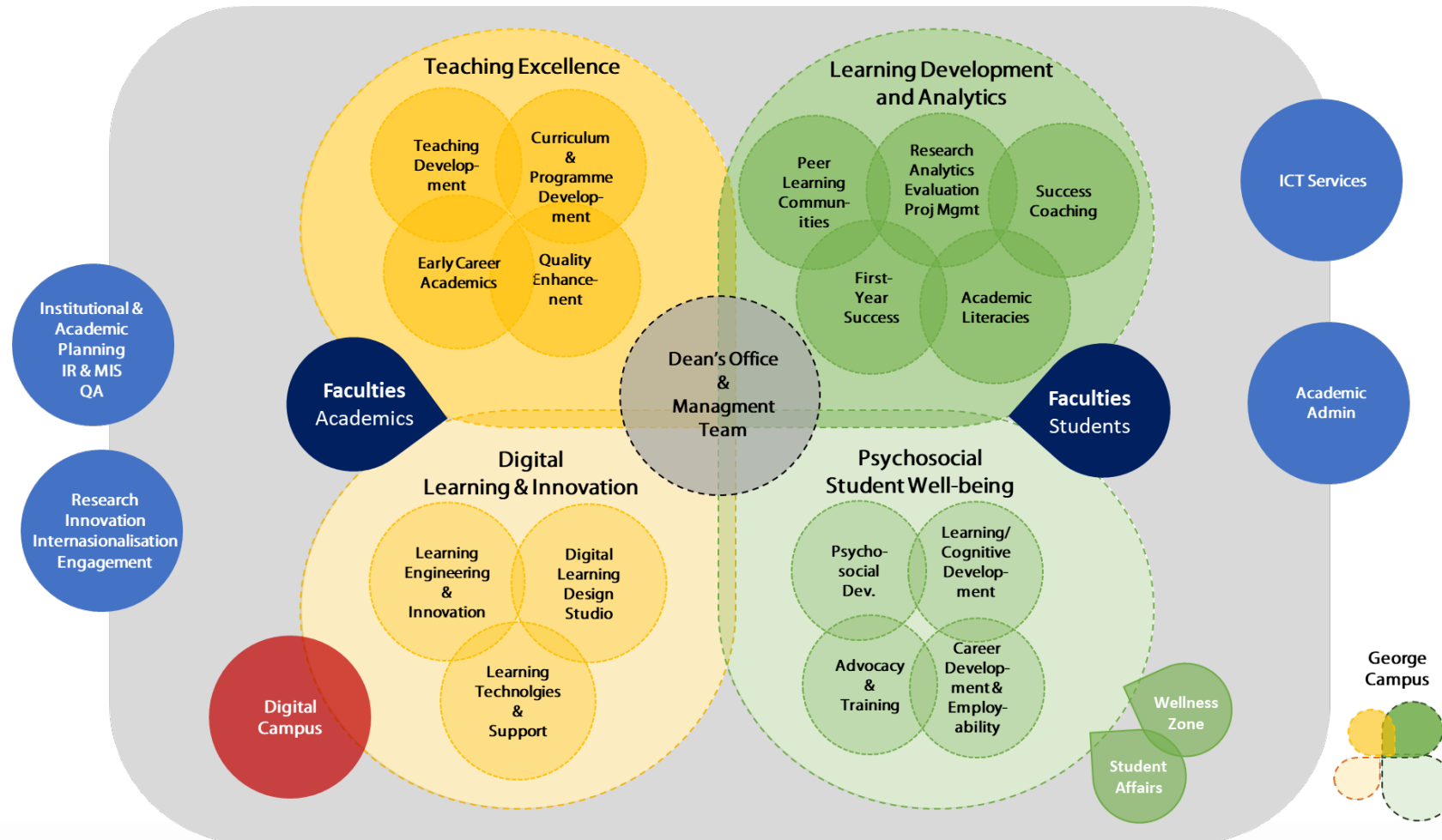
New Access Model

ACCESS

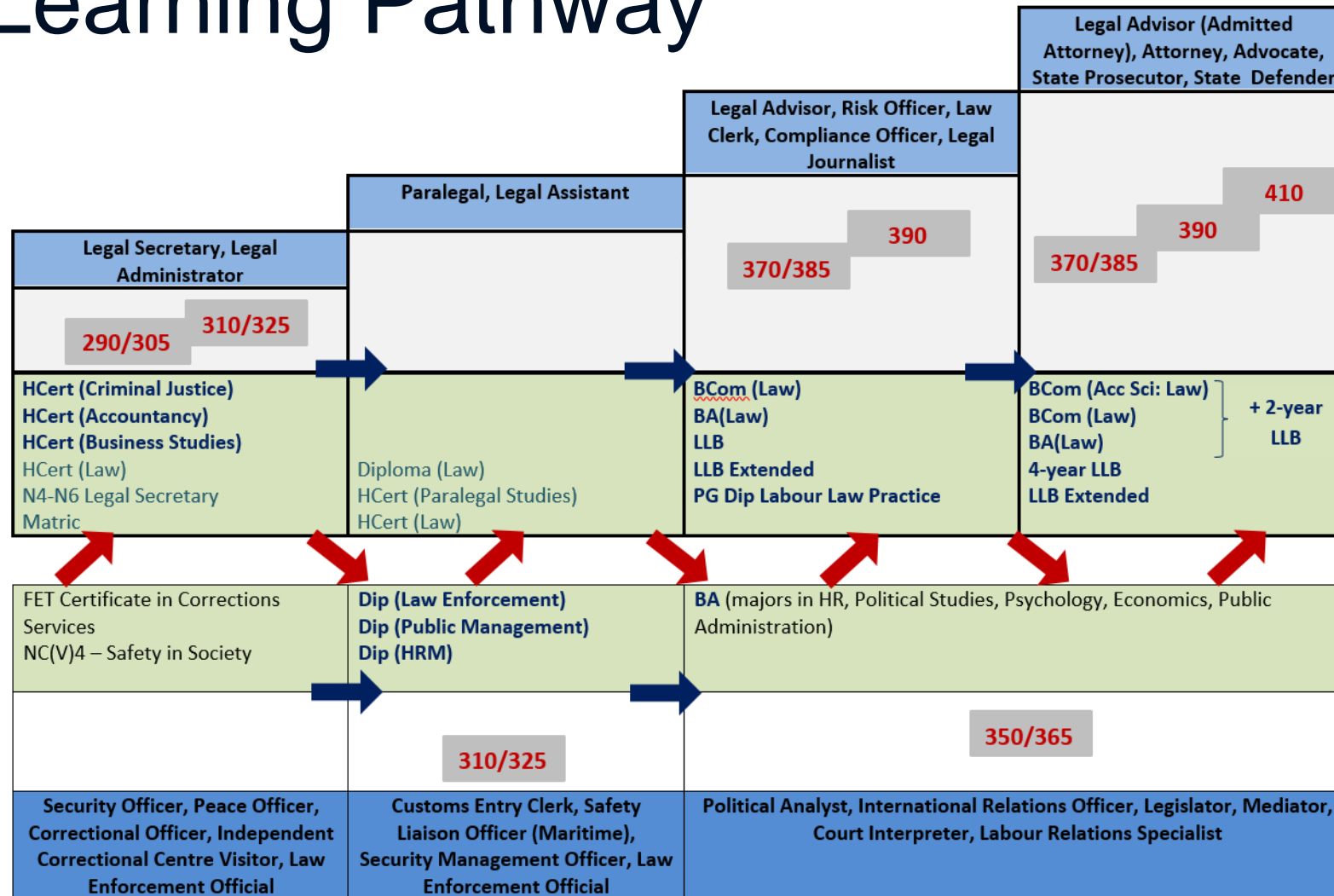
SUCCESS



Learning and Teaching Collaborative for Success



Career / Learning Pathway



NQF

4

5

6

7

8

Success Indicators as Markers for Support

- Applicant Score (AS): a score between P25 & Median
- Mathematics / Technical Mathematics / Mathematical Literacy: a score between P25 & Median
- Applicants presenting with Mathematical Literacy
- Quintile 1- 3 Learners require additional transitioning support
- Qualifications with low throughput / graduation rates
- High Risk Modules
- First-year Academic Average and Credits Passed markers



Pre-entry Data

Weeks 1-4
meet with AA

Online Data

Weeks 4-5
Analyse data
& id additional
students

Semester Test
Performance

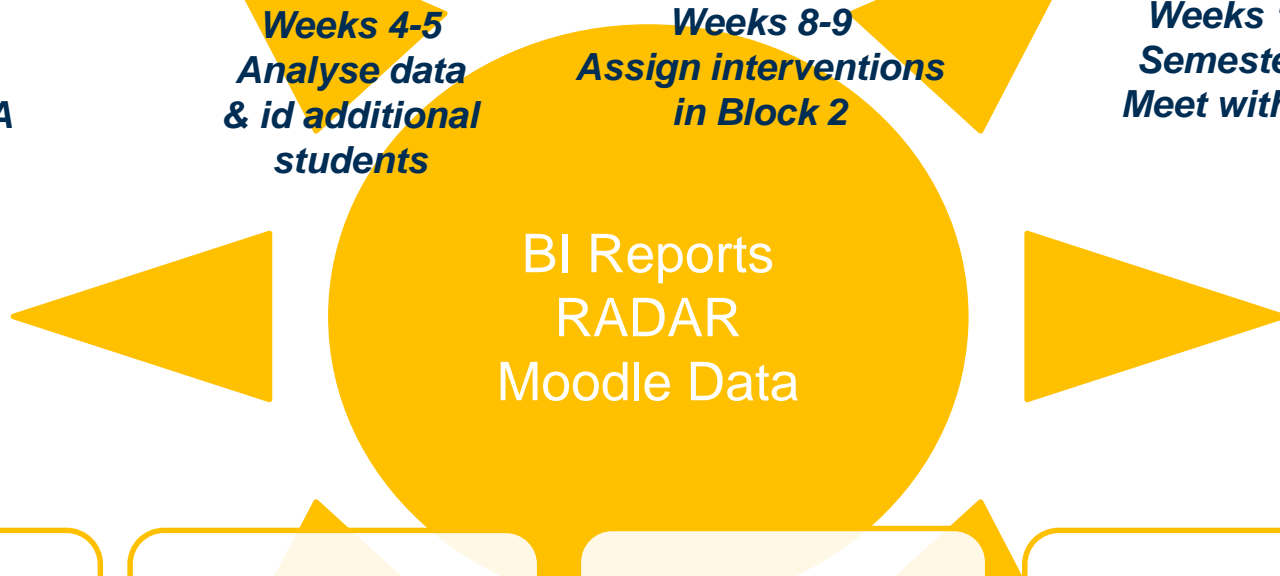
Weeks 8-9
Assign interventions
in Block 2

Semester 1
Exam
Performance

Weeks 1-2
Semester 2
Meet with AA

End of Year
Exam
Performance

Pre-registration
Semester 1, Year 2
Meet with AA



Markers / Indicators

- Q1-3 school backgrd
- ML
- AS < Median
- Subject % < Median

Early progress via Moodle

Academic Average < 55% (60%)

June / Sem 1 performance ito of academic average and number of credits passed

Nov / 1st-year performance ito of academic average, number of credits passed, number of modules failed

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