



UFS Siyaphumelela update

17 March 2023

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UFS
CENTRE FOR TEACHING
AND LEARNING (CTL)

Updates on flagship areas: Tshehetsa Tracking

Tshehetsa Tracking initiative:

- Responsive Student Tracking Project (SRSTP)
- Since August 2022 we have identified and nudged over 3,000 students that might need support
- Of the students identified and nudged at the end of 2022, 97% were retained in 2023

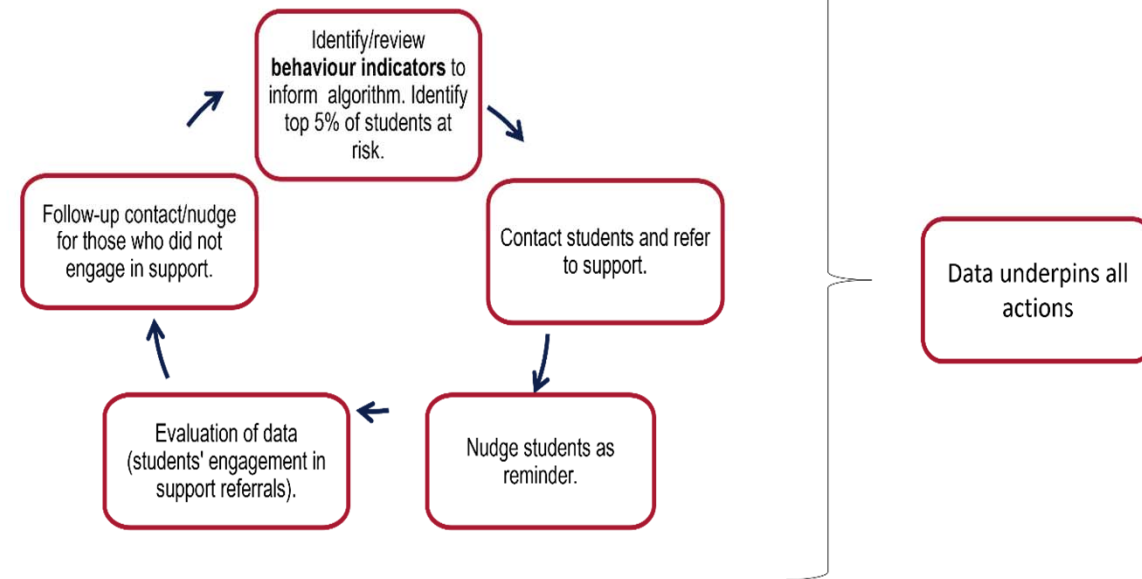
BI Strategy:

- Implementation happening in 2023
- Key to track Siyaphumelela and other indicators longitudinally

Assessment tracking:

- Ongoing initiative to standardise the collection and reporting of assessment data

SRSTP: Rapid Response



Updates on flagship areas: Data analytics

- **Key data analytic projects:**
 - **NBT algorithm:** 2023 is third year that the Academic Literacy and Language Development's (ALLD) NBT Algorithm and email bot was implemented at scale.
 - The artificial intelligence algorithm made 7669 predictions in 2022/2023 with an 85% accuracy during testing.
 - The email bot then takes the output of these predictions and use a selected template (1 of 8) based on student's NBT outcomes and sends personalized emails.
 - The bot currently sends 1000 customized emails per minute, thus finishing the whole process under 8 minutes.
 - **Learner Case Management (LCM)** system (continual advising analysis – CTL advisors have been using the IDSC system)

Updates on flagship areas: Advising with technology

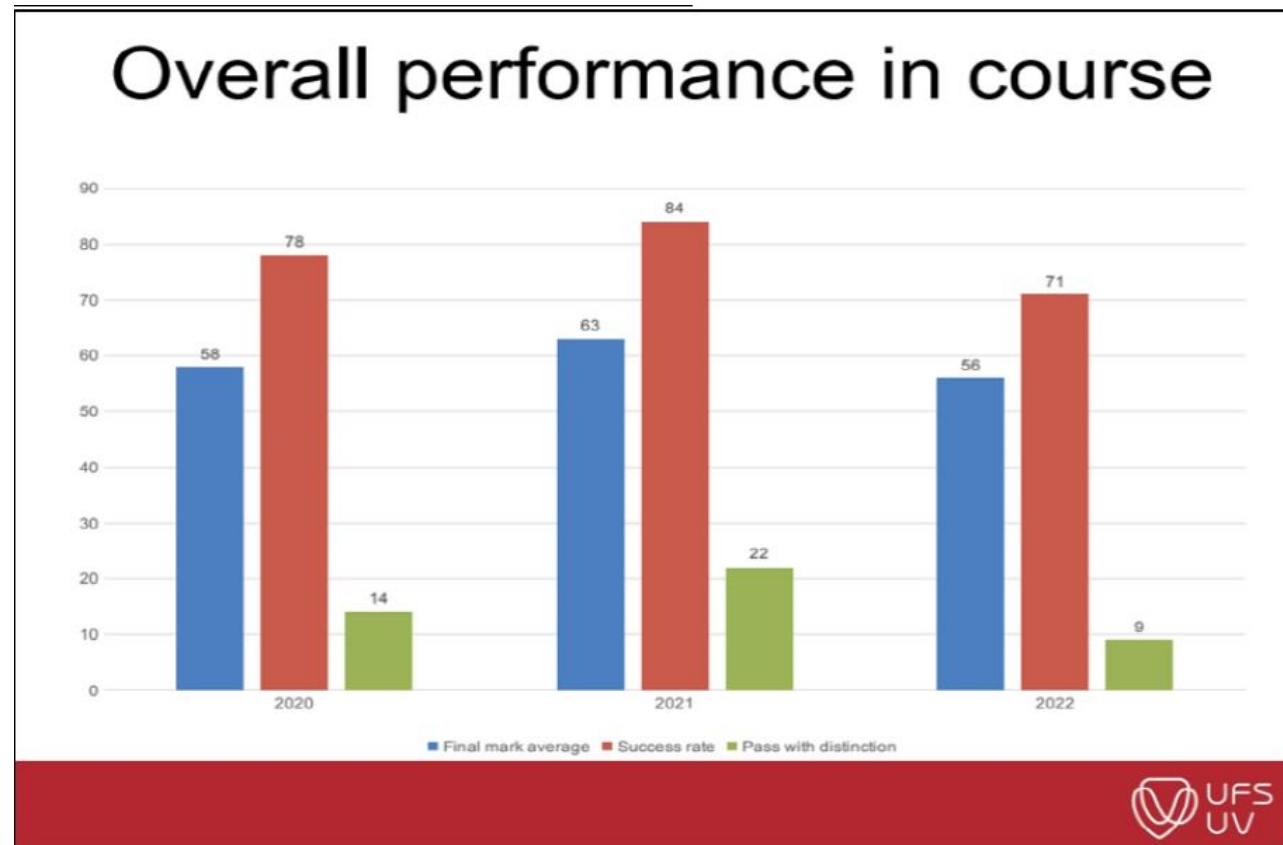
Academic Advising Professional Development (AAPD)

- 3-6 October
- 21 participants
- 10 institutions (UFS South Campus; UCT; WSU; UKZN; UJ; SMU; NMU; UWC; Univen; VUT)

Updates on flagship areas: Success infrastructure

Pathways (Quantway and Statway)

Statway:



Updates on flagship areas: Success infrastructure

Impact analysis: Academic literacy modules

Key findings:

- A large majority of UFS students, from both the extended and mainstream programmes, require additional developmental academic literacy support in their first year.
- For those **first-time entering mainstream students who did not write the National Benchmark Test, the NBT algorithm shows that less than 7% are proficient in academic literacy.**
- **Write Site individual consultations correlate up to 15.3% with graduation.**
- A correlation study on 61 020 students from 2015 to 2022 shows a **14.9% correlation between students' average final marks in non-developmental (academic) modules and successful completion of an EAL course.**
- **A mainstream student's average final marks without an EAL module is 59%, while it is 64% with an EAL module.**
- **An extended programme student's average final mark without an EAL module is 52%, while it is 63% with an EAL module.**

Updates on flagship areas: Success infrastructure

Impact analysis: UFSS transitional module

Module	Correlation	P-value	Sample size
2018_UFS101	70%	0.000	9003
2019_UFS101	68%	0.000	8028
2019_NAS111	69%	0.000	199
2019_EMS111	66%	0.000	162
2019_CIE122	67%	0.000	336
2021_1504	79%	0.000	5597
2021_1522	62%	0.000	2559
2022_1504	78%	0.000	6391
2022_1522	66%	0.000	2342

On average, there is a 69% correlation between first year students' UFSS marks and their final first year mark, which includes all other modules they registered for in that year. This correlation is consistent pre- and post-Covid and all of the correlations are significant.

Updates on flagship areas: Success infrastructure

Impact analysis: UFSS transitional module

Module	UFSS mark beta	AP score beta	Quintile beta	Sample Size
2018_UFS101	73%	12%	1%	6842
2019_UFS101	73%	6%	1%	6117
2019_NAS111	43%	39%	18%	160
2019_EMS111	57%	29%	4%	128
2019_CIE122	49%	39%	15%	264
2021_1504 (main)	81%	0%	1%	4508
2021_1522 (ext)	70%	6%	3%	1960
2022_1504 (main)	82%	5%	6%	5236
2022_1522 (ext)	72%	1%	5%	1936

- In the pre-Covid years (2018, 2019) students' UFSS marks on average contributed 2.4 times more to their average final marks than their AP score and 7.6 times more than their school quintile status.
- In the post-Covid years (2021, 2022) students' UFSS marks on average contributed 25 times more to their average final marks than their AP score and 20 times more than their school quintile status.

