



Siyaphumelela
we succeed

@UCT



Siyaphumelela Convening Meeting 2023

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17 March 2023

Goals

Implement or expand **evidence-based decision-making processes** to support institutional leadership, student support and faculty management to improve throughput rates (time to completion) and the removal of performance disparities among different racial and gender categories at their institution.



Develop and offer at **least one service** (approaches, resources and tools) to improve student success for their own institution and for the wider Siyaphumelela Network.



Lead the Western Cape **regional network** to share insights into and learn how to better support student success regionally.

Service Development

Diagnostic Assessment in HE: Responding to student needs using a data-driven approach: CEA March 2022

Introduction to Design Thinking Programme: d-school May 2022

Digital Open Textbooks for Transformation and Student Co-Creation: DOT4D August 2022



New Siyaphumelela workstream

Facilitating the Western Cape Regional Network

Workshop 1 & 2

Defining and Measuring student success

Workshop 3 & 4

Factors affecting student success
Supporting Students Along their Academic Journey to Success

Facilitated workshop for the regional network

25 November



2023

recommitment by all three institutions

Likely theme: developing a student success framework



DASS

DATA ANALYTICS FOR STUDENT SUCCESS

- **DASS** is a UCT programme involving CHED, ICTS and IPD and **some faculty** representation. The community of practice created by the weekly project team meetings is one of the most valuable benefits.
- **Know Your Course and Students (KYCS) reports** (launched 30 July 2021)
- **Data Ethics Framework : close to completion, workshop at SAAIR May 2023**
- SAAIR Learning Analytics Event hosting May 2023
- Presentation at Siyaphumelela Regional Conference on KYCS reports
- Institutional visibility, marketing, data literacy (Faculty roadshows, webinars, website)
- Ad-hoc analysis and reporting_significant **uptick since 2022**

DASS 2023

- Wildly Important Goal 2 is: *“Using academic plans and programmes as the lens, enable all levels of the UCT community to identify where student progression is being impeded.”*
 - **A Know Your Faculty_Dean and faculty leadership dashboard**
 - DASS is scoping this work at present, starting with engagements with existing reports in the system
 - **Transition to Brightspace LMS (2022-2024)** introduces new learning analytics and reporting capabilities.
 - Appointment of a programme manager for more capacity
 - Finding space in staff development

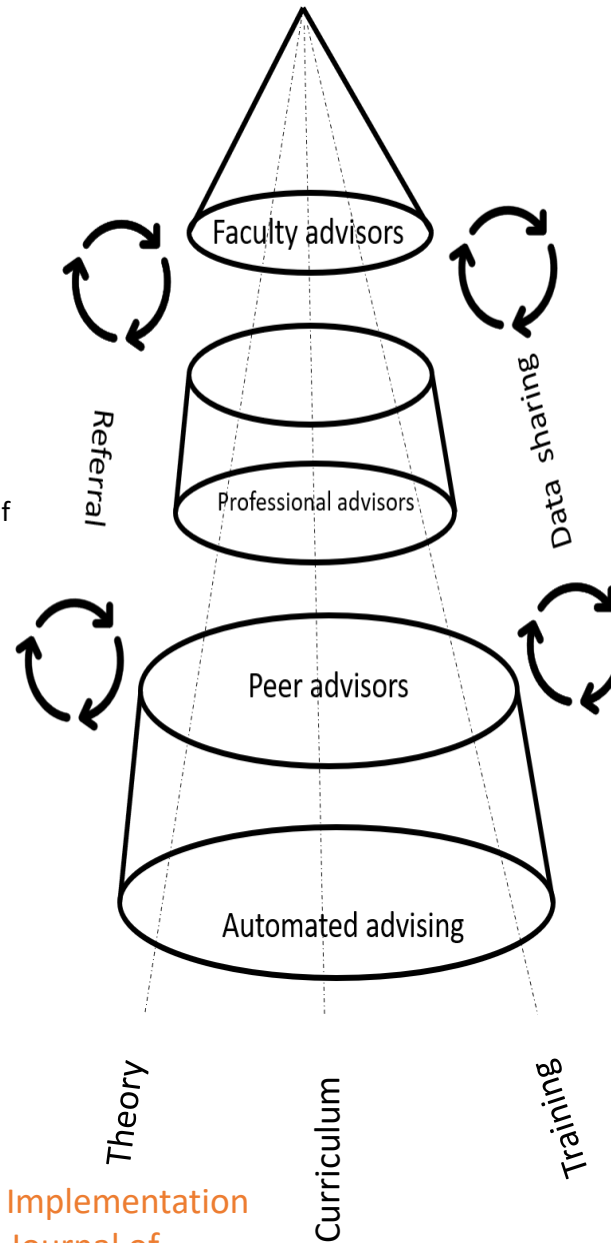




Professional services:
Eg: Housing, Financial aid

Referral and data into and out of the advising system

Specialist support:
E.g. Mental health services



Prescriptive/Curriculum

The aim of prescriptive advising is to inform students about the curriculum rules and regulations that they would need to comply with to enrol for a course, complete a major, obtain a degree and graduate from UCT.

Developmental

Developmental advising which aims to assist students in developing academic skills and which empowers them to achieve academic success.

Referral

This function can be provided by peer advisors who are trained and have access to the necessary information to refer students efficiently.

Informational

This function can be provided by automated services such as a chatbot trained to answer frequently asked questions

Supporting Faculty (curriculum) Advising and other collaborations



- **UCDG Commerce case study (ends 2024)**

- Baseline study on the advising system
- Advising toolkit site for faculty advisors
- Online curriculum planner for students
- Advising workshop for all faculty advisors (UFS led)
- Study on “why did you leave?”

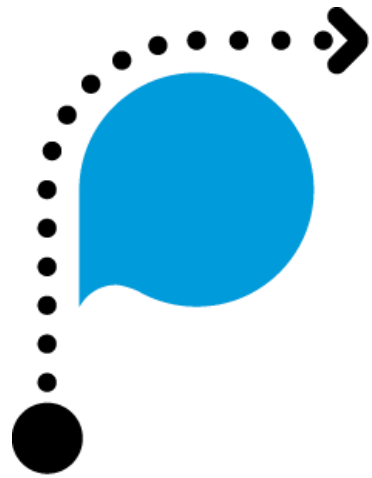
- **Baseline study in science**

Sithaldeen and van Pletzen (2022) Applying systems principles to achieve greater integration of student support at a decentralised institution. *Perspectives in Education* 40(4): 38-54

- **Supporting the Developing careers advising curriculum for two faculties (Careers services)**

- **Supporting a graduate attributes pilot (Careers services)**

Developmental Advising



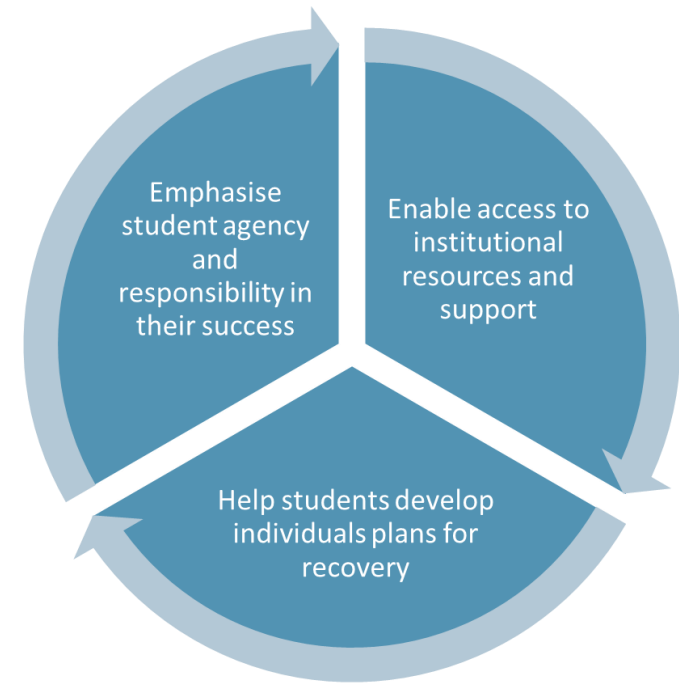
Phambili

Designing your academic journey



Emergency need development

- More than usual “probation” progress codes
- Students needed wrap around support
- The Phambili programme aimed to be a general self-development programme supporting student agency towards academic recovery





Impacts on students

“I’ve noticed the improvement that I’ve had for being able to interact with other people and stuff like that and hearing their side story for how they’ve been able to cope up in that problem are some of those, and they’ve worked for me.”

“I would love to get support, you know like, someone to help me like you know I just I just want to be like when I need help with some like questions be like yo: ‘Can you help me with this?’”

“I feel like I have not fully explored what I can do as a student and what is available for me to try out academically. I have not fully unleashed my potential as a student.”

Sithaldeen, Phetlhu, Kokolo & August (2022) Student sense of belonging and its impacts on help-seeking behaviour. South African Journal of Higher Education Volume 36 | Number 6 | Dec 2022 | pages 67–87

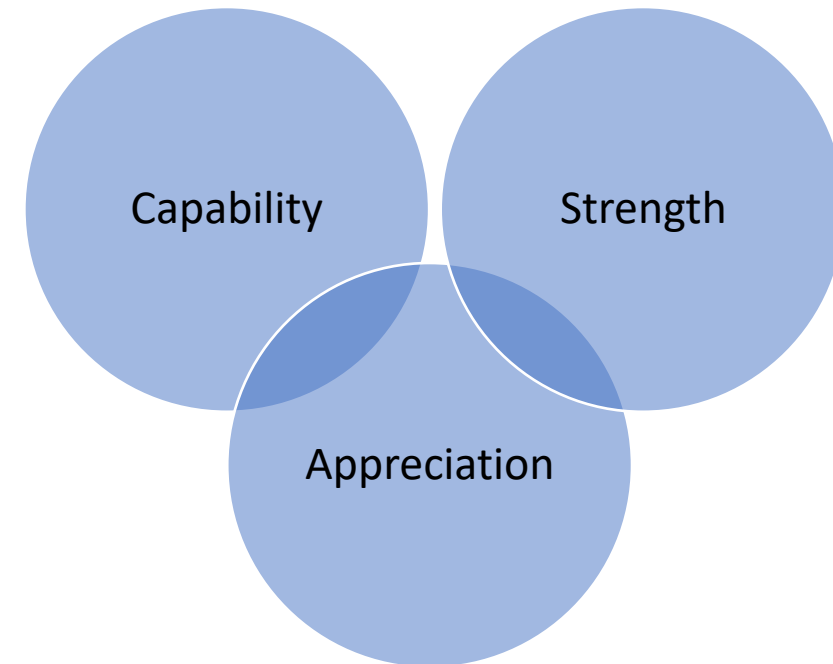


Phambili power up 2023

More deliberate curriculum structure

Learning from the pilot

Pilot collaboration with Residence Life building
peer advising capacity





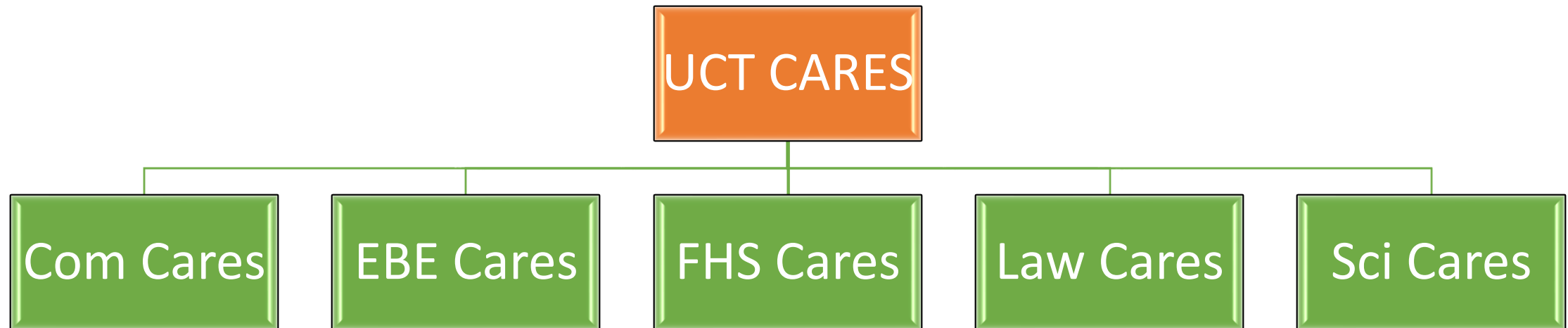
Peer Advising



UCT
Cares

Central Advising
& Referral Service

Expansion



All Cares advisors continue to be trained and managed by the AAI and in 2022 these helpdesks managed a total of 890 queries over and above the 206 queries handled on the Chatbot.



- CARES Reach
- Res Life Bootcamp programme
- Summer term advising
- RAC / Appeals
- First Year Campus Onboarding
- Early Warning System

The RAC support site (RAC-YOUR-BRAIN) was at its busiest during the time between the release of transcripts (21 December 2023) and the RAC deadline of 3 January 2023. The website attracted over 2000 users.

To address the high demand of student queries, the AAI team worked during the Christmas and New Year holiday periods to ensure that student queries are responded to. A support mailbox was created by the AAI team to assist students during the period. The team responded to 110 queries in a five day period.

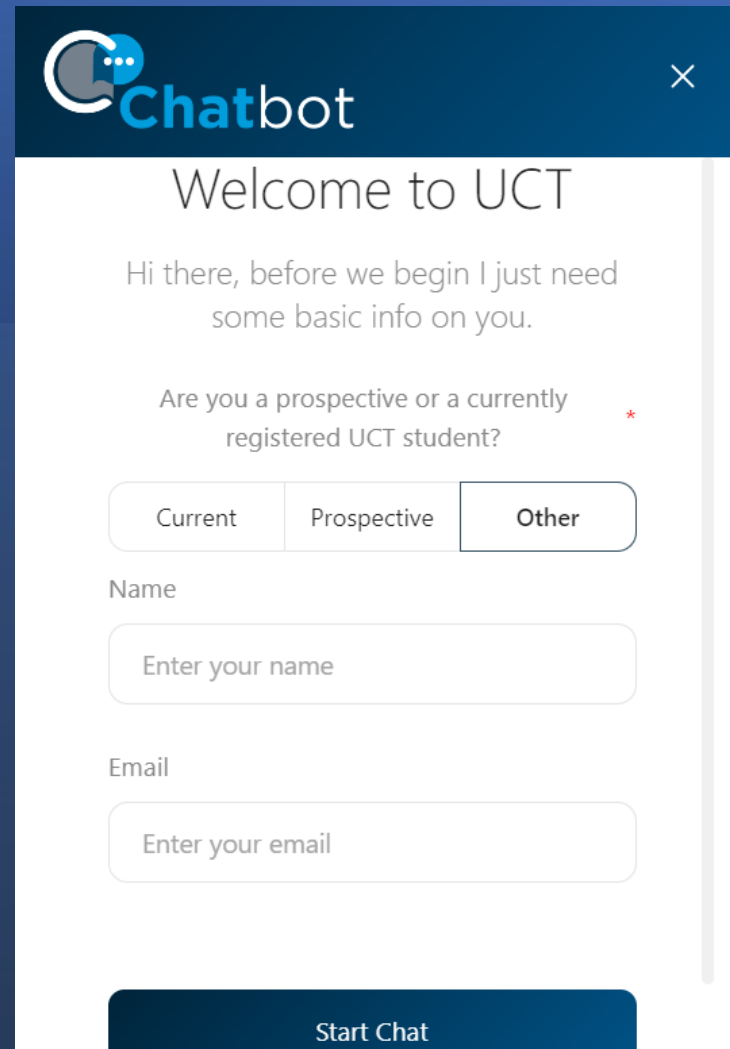
Cares ad hoc/ pilot Initiatives

Automated Advising





WhatsApp

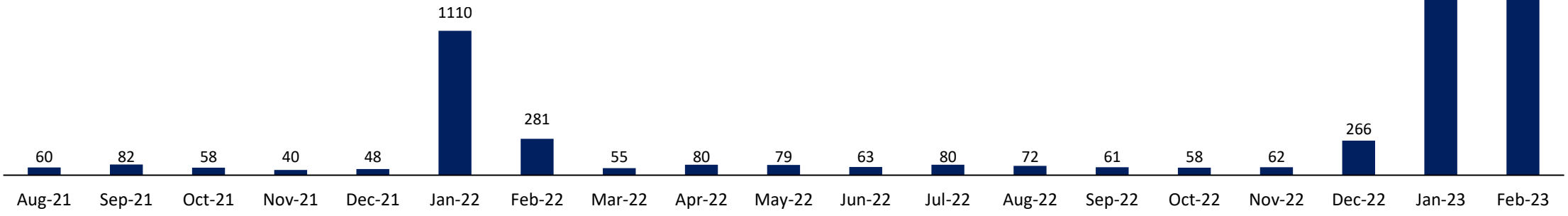
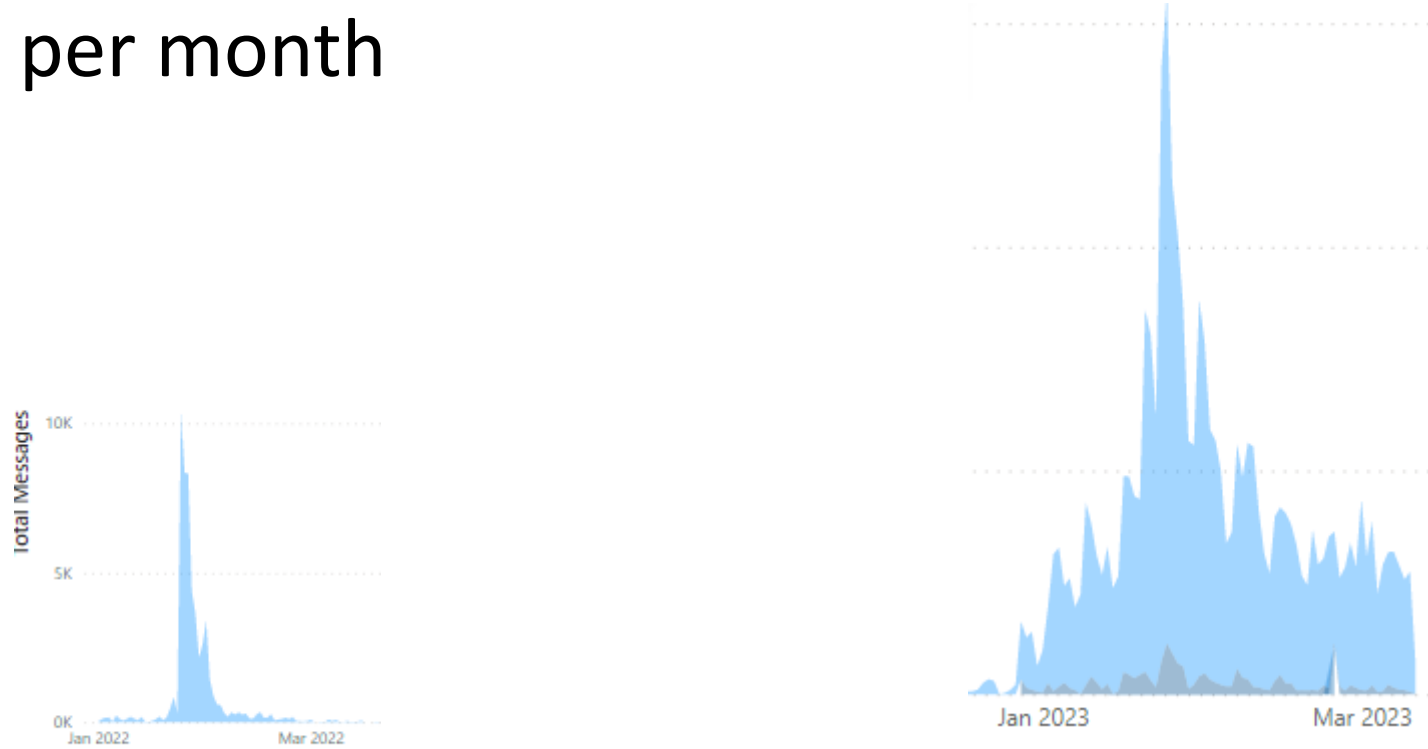


UCT Website





Number of unique users accessing the Chatbot per month





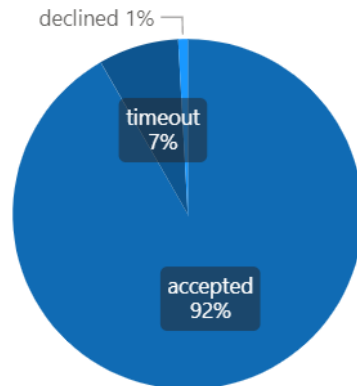
UCT Chatbot Data

From 10 August 2021 to 26 Feb 2023

3177

Total Human Handoff

Total Human Handoff by Status



00:06:31

Average Connection Time

2914

Total Accepted

235

Total Missed

28

Total Declined

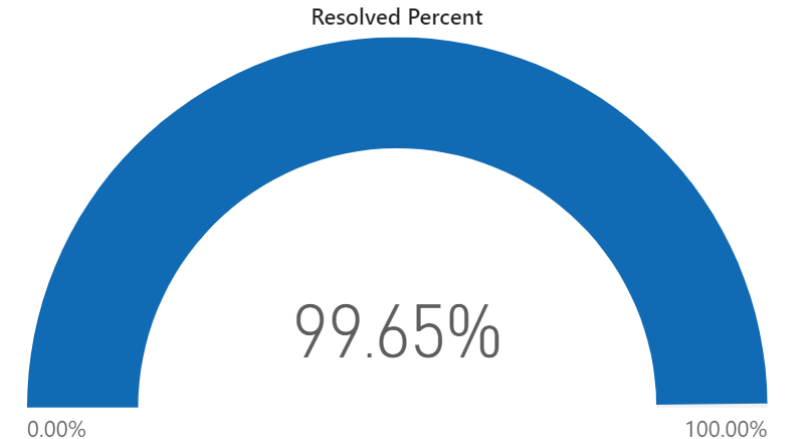
Help Requests

2024

Total Help Requests

2017

Total Resolved





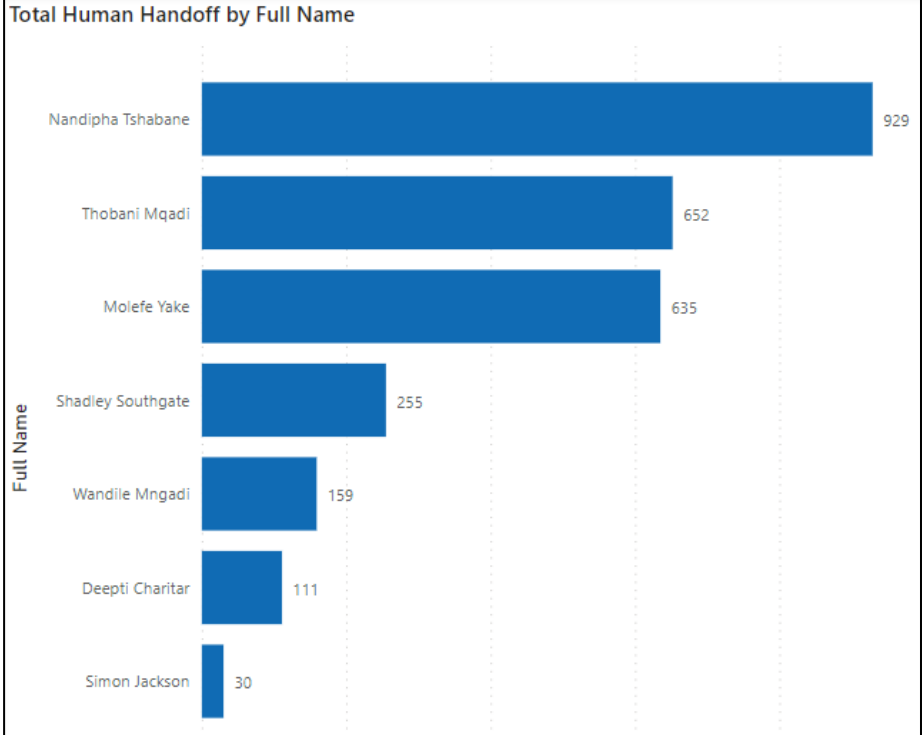
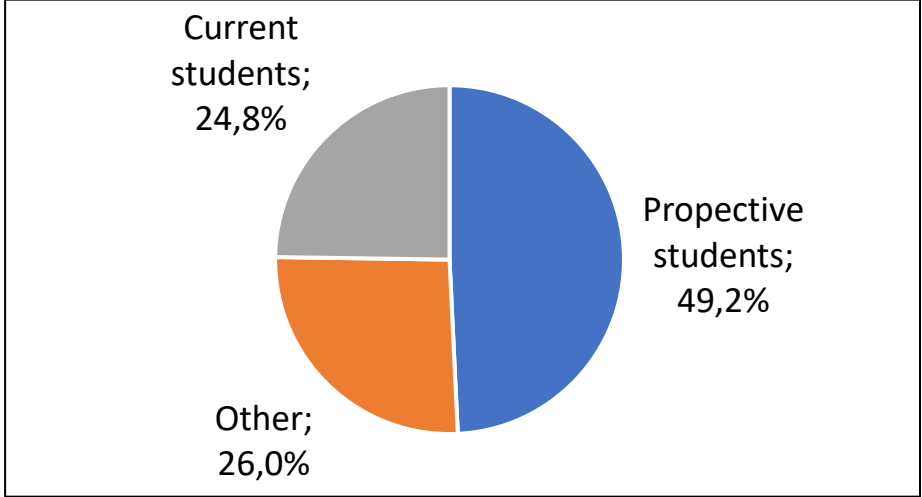
Chatbot Data

From 31 Dec 22 to 11 Mar 2023

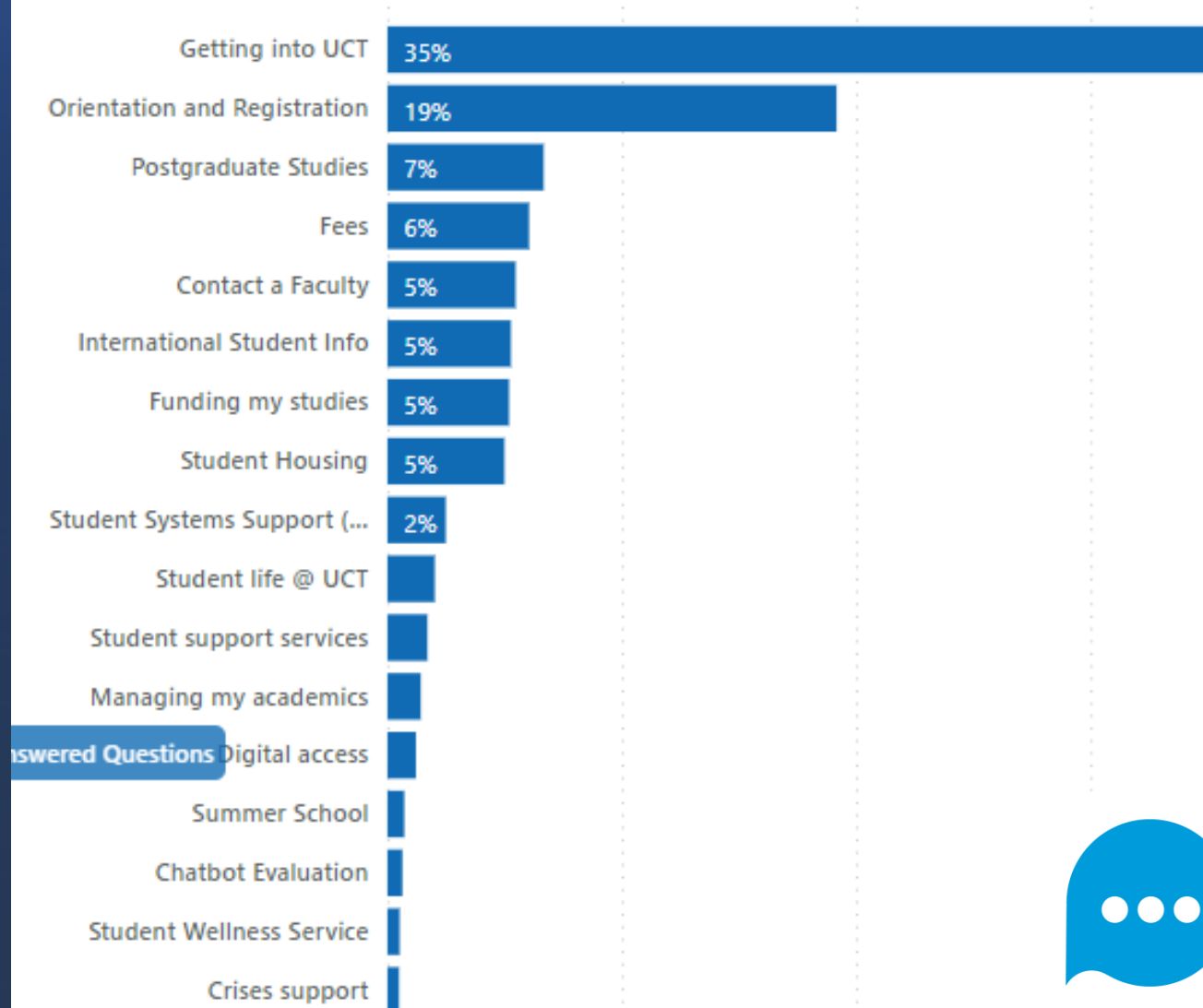
Total no. of unique users
8804

Return Rate
28%

Total no. of messages exchanged
~311 000



Top Main Menu Options

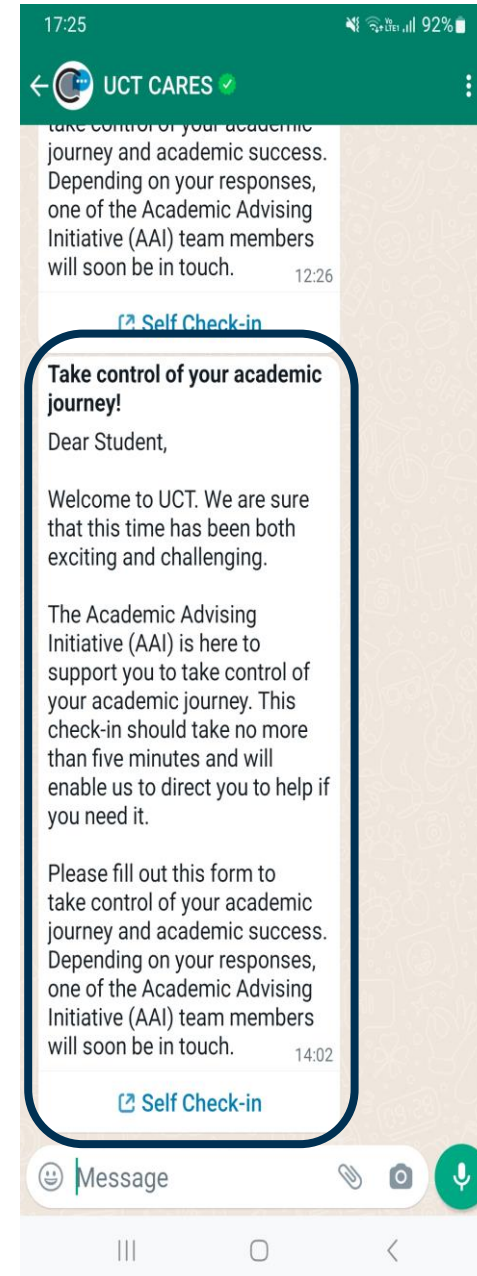


Top 10 Questions

How do I apply to UCT?	1034
Hello	560
When do applications for 2024 open?	531
Where and when do I register?	517
What are the prerequisites for admission to the Faculty of	283
What is pre-registration for international students?	283
Where can I find more information about what I can study	271
Where can I find information about the degree programm	222
Do I need to write NBTs for admission?	199
UCT Online High School	

Nudging Campaign via the Chatbot

- Check-in with students (Week 2)
- Self check-in form sent to NSFAS students (first time entering students)
- 1084 students (23% response rate)



Movements needed

- Move away from ad hoc emergency responses towards strategic institutionalised response
- Institutionalise capacity to remove the risk of loss of institutional memory
- **Recommended foci:**
 - Chatbot technology for information and referral including use of service now for referral and incorporate the cares helpdesks
 - Data driven advising and support (three types of data needed: data for action (immediate student need, EWS), data for change (operational, processes and functions not working optimally) and data for strategy (longer term patterns))
 - Professional/developmental advising programmes/strategies that speak directly to the student journey (proactive rather than reactive)

Integrated student success working group

- The ISSWG is constituted across various stakeholders and partnerships at UCT (academic and PASS) who are involved in enabling student success at UCT.
- Conceptualised as the Student Success Journey, the ISSWG is focused on supporting students from the time they contemplate applying to UCT to the time they graduate (and beyond).
- While the academic project is firmly rooted in the university classroom, various levels of scaffolding are needed in the broader university ecosystem to positively influence the student journey at every stage.
- The goal of the ISSWG is thus to harness and consolidate all efforts into a professional and productive service that is fully integrated.
- While there are many useful interventions and support mechanisms already in use, there is a need to align and cohere these, conceptually and operationally, to create a holistic student success system underpinned by humanising principles.

