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we succeed

RHODES UNIVERSITY
Where leaders learn

Rhodes University

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My institution has **developed annual goals** for student success by improving the following indicators for 3-year and 4-year degrees and 3-year diplomas

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Question	Response
First year retention to second year, based on first time entering students	Disagree
Success rates of undergraduate study, defined as the completed full-time equivalents expressed as a percentage of the enrolled full-time equivalents	Agree
Qualification completion (throughput) rates within minimum times plus one or two years	Agree

Within the indicators above, my institutions has removed differences based on	Response
Race	Neutral
Gender	Neutral
School quintile	Neutral

My institution has **committed** to the following institutional practices

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Question	Response
Examine institutional practices that may be inhibiting student success (topics might include, but are not limited to, admissions, financial aid, academic support, non-academic support, academic advising, first-year experience, developmental math or English, student services, etc.);	Neutral
Strengthen and integrate data analytics in institutional research, information and communications technology, academic development, planning and academic divisions;	Agree
Commit to **fully participating** in activities of the network, including sharing data and experiences with other Siyaphumelela Network 2.0 partners on student success;	Disagree
Set in motion plans to **scale-up student success efforts** across the university based on evaluation and other evidence of effectiveness.	Disagree
Establish a broadly representative **student success or task force** (if not already in-place) that meet at least one a quarter comprising representatives of institutional research, information and communications technology, academic development, student services, planning, academic divisions, students and a senior member of the university's executive team;	Disagree
Use data analytics to review the **high impact modules** in which students fail, withdraw, or receive otherwise unsatisfactory grades to identify opportunities to improve student success, and implement these;	Agree

Execution of student success institutional practices

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- The focus of the first year of participation in the Siyaphumelela network has been to:
  - Build awareness about Siyaphumelela through a customized look at High Impact Modules
  - Infuse data analytics into decision-making within the T&L domain
  - Synergize Siyaphumelela with UCDP planning

Highlights of participating in the Siyaphumelela Network 2.0 activities

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- Hearing the amazing work that other universities are doing to support student success
- Broadening my own understanding of what drives student success
  - Academic Administration/support side of the university is just as critical to improving student success as the T&L side.
- Siyaphumelela coach visit
- Participated in the SASSE survey for the first time in several years

Highlights of building capacity for impactful student success interventions

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- Found another partner for leading the Siyaphumelela project at RU
- Built key relationships within I&TS during the customized High Impact Module data analysis
- Used High Impact Module analysis to build interest in the role that data can play in decision-making in T&L
- Development of a Student facing dashboard has been put on the Institutional Development Plan for 2023-27
- Focusing on digital innovation
- Presented on progress against IDP for DSA strategic planning – spoke about Siyaphumelela there

Challenges experienced

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- New projects take time to incorporate into the institution
- Institutional lead had limited institutional networks due to starting in Nov 2021
- Reporting lines to DVC responsible were unclear for this project
- The tendency for small institutions to “know what is happening in students’ lives and the problem areas in the university”

Customized High Impact Module Analysis

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RU needed an analysis that is informed by the size and shape of the university.

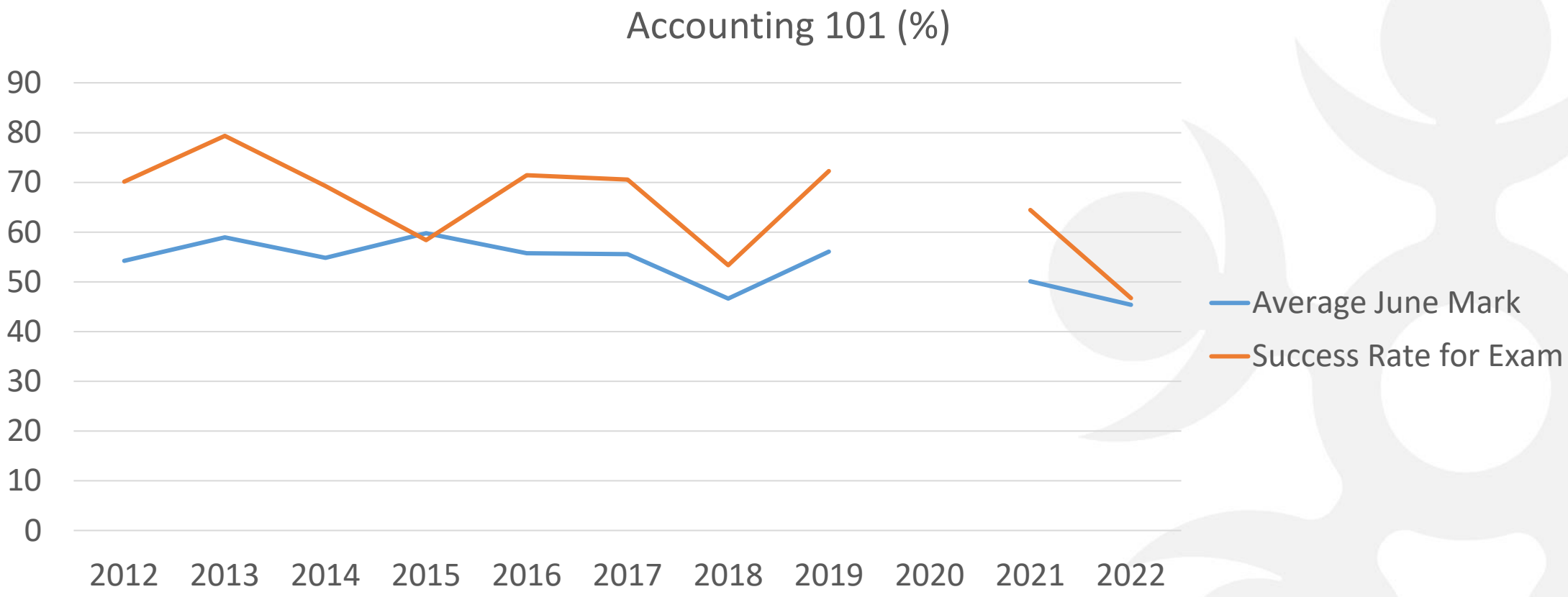
There are 2 data inquiries:

1) Classes greater than 100 students with a success rate <= 60%
2) Classes greater than 100 students with 60 or more students failing (approx. 1% of undergraduate population)

Metrics: # students enrolled, written, failed, success rate, average mark.

This analysis covers a 10 year period giving a big picture overview outside of COVID and Fees Must Fall years.

Example of 10 year trend for Accounting 101



Suggestions

- For the first year of participation, participant universities should formulate a vision statement or goals that start off at the capacity development level – “elevator pitch”
- Coach visit earlier in the year