



Siyaphumelela  
we succeed



**SOL PLAATJE**  
**UNIVERSITY**

# Sol Plaatje University

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Centre for Teaching, Learning and Programme Development

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



Question	Response
First year retention to second year, based on first time entering students	Strongly agree
Success rates of undergraduate study, defined as the completed full-time equivalents expressed as a percentage of the enrolled full-time equivalents	Disagree
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	Strongly agree
Gender	Strongly agree
School quintile	Strongly agree

# My institution has committed to the following institutional practices



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Question	Response
Examine <b>institutional practices</b> 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.);	Strongly agree
<b>Strengthen and integrate data analytics</b> in institutional research, information and communications technology, academic development, planning and academic divisions;	Strongly agree
Commit to <b>fully participating</b> in activities of the network, including sharing data and experiences with other Siyaphumelela Network 2.0 partners on student success;	Strongly agree
Set in motion plans to <b>scale-up student success efforts</b> across the university based on evaluation and other evidence of effectiveness.	Strongly agree
Establish a broadly representative <b>student success or task force</b> (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;	Strongly agree
Use data analytics to review the <b>high impact modules</b> in which students fail, withdraw, or receive otherwise unsatisfactory grades to identify opportunities to improve student success, and implement these;	Strongly agree



# Execution of student success institutional practices

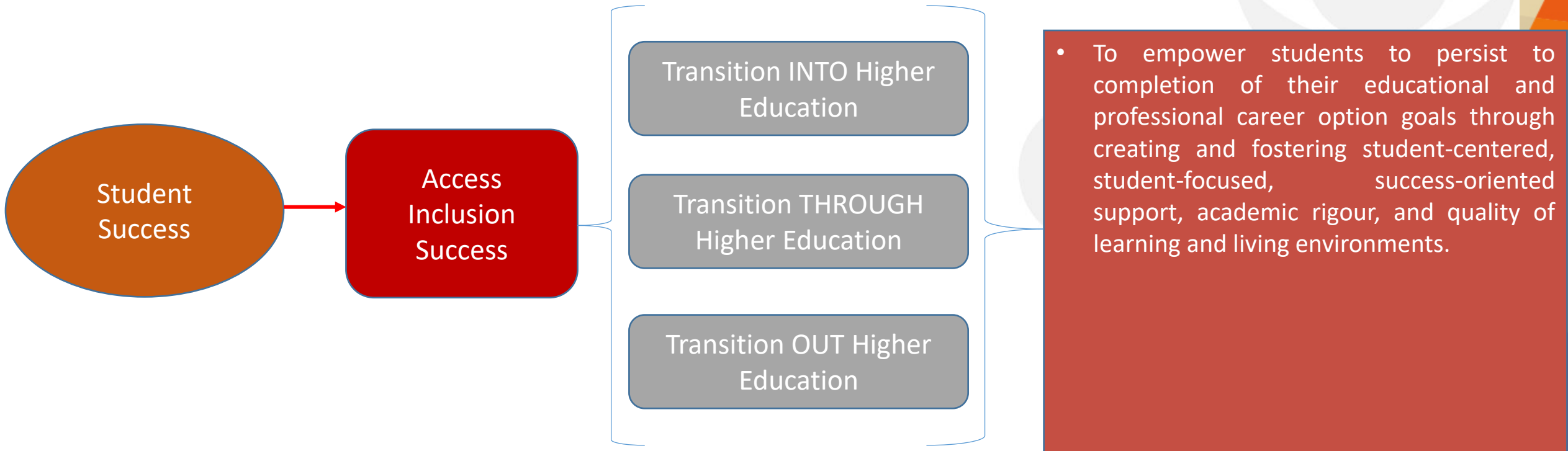


SPU- Core Value

Inherent Requirements

Transition Phases

Student Success Committee Goal



- To empower students to persist to completion of their educational and professional career option goals through creating and fostering student-centered, student-focused, success-oriented support, academic rigour, and quality of learning and living environments.

**SPU: Student Success**

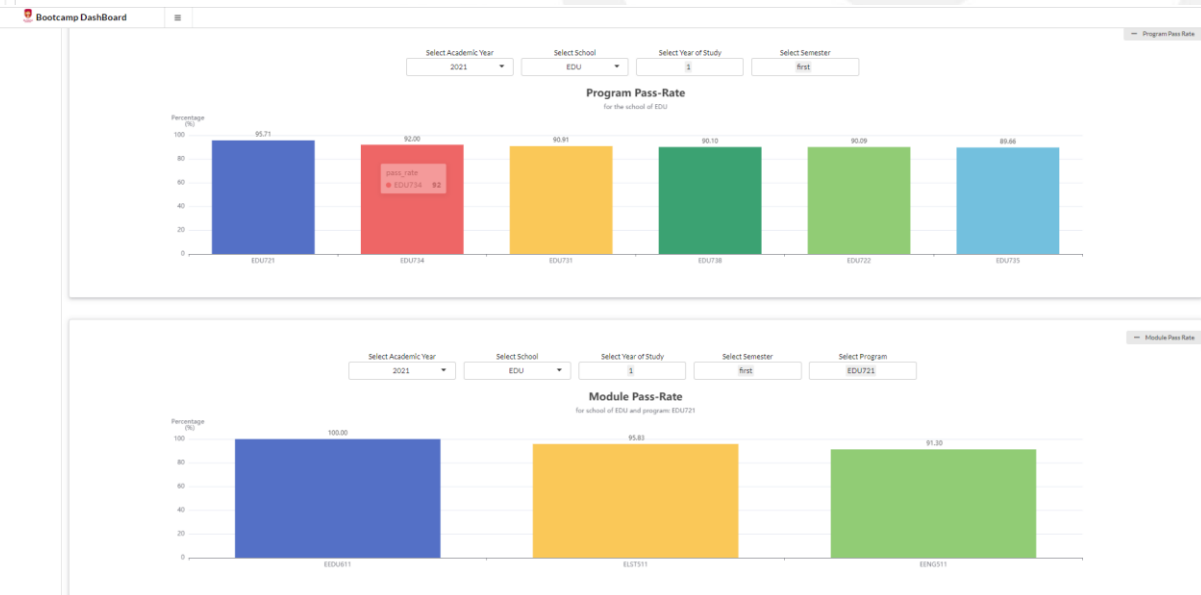
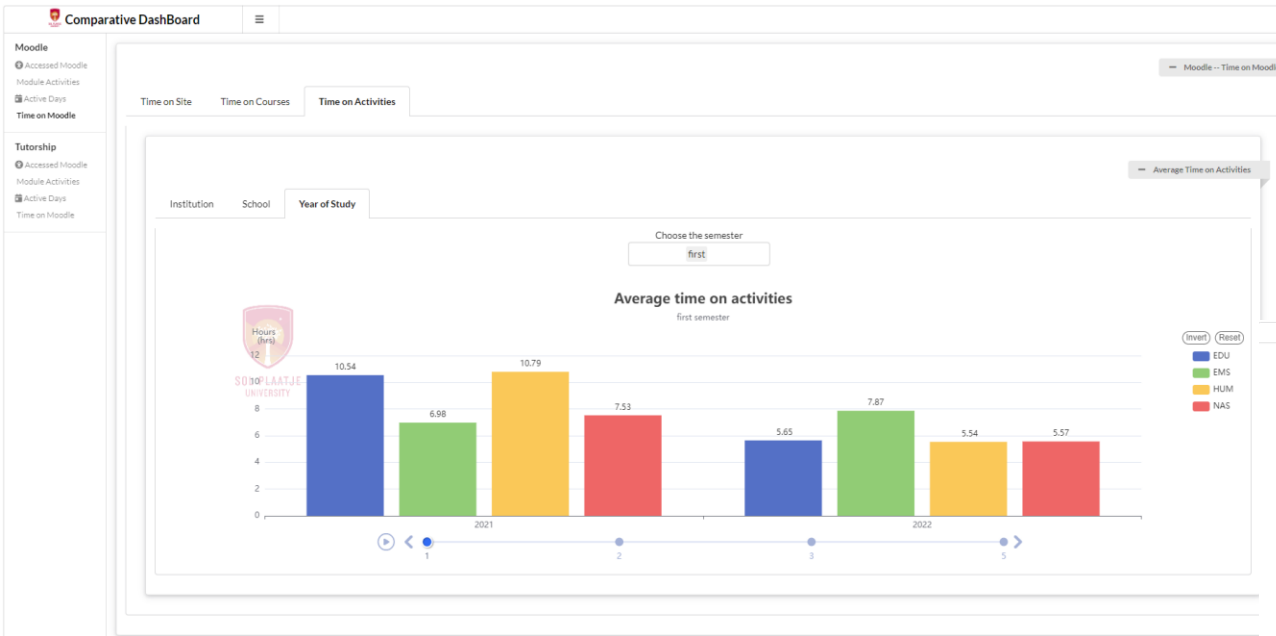
# Highlights of participating in the Siyaphumelela Network 2.0 activities



- Student success committee (chair DVC- Academic)
- Subcommittees –
  - Student/Module at risk
  - FYE- student orientation
  - Academic Advising
- Conference attendance
  - National
  - DREAM
- Workshops



# Highlights of impactful student success interventions



# Highlights of impactful student success interventions

Risk Identification Metric

Average Risk Analysis

Risk Factor



University School Program Module

Filter:

Select school

Natural and Applied Science

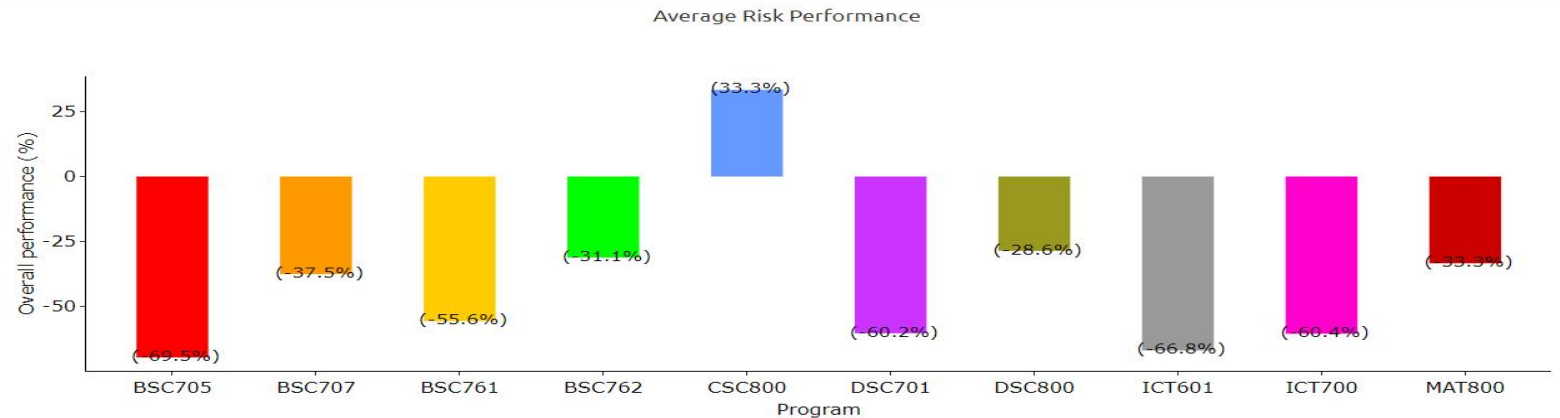
Select year of study

1

Select Academic year

2020

Apply changes



Percentage of Risk and None-Risk

Percentage of Risk/None-Risk levels



# Challenges impacting student success interventions



## Challenges:

- Culture change- moving from silos to sharing and working together
- Survey participation (SASSE)
- ICAT implementation