



Siyaphumelela  
we succeed



UNIVERSITY  
OF  
JOHANNESBURG

University of Johannesburg

Prof Thea de Wet

Senior Director: Academic Development and Support

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	Strongly agree
Qualification completion (throughput) rates within minimum times plus one or two years	Strongly 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
<p><b>Examine 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.);</p>	Strongly agree
<p><b>Strengthen and integrate data analytics</b> in institutional research, information and communications technology, academic development, planning and academic divisions;</p>	Strongly agree
<p>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;</p>	Agree
<p>Set in motion plans to <b>scale-up student success efforts</b> across the university based on evaluation and other evidence of effectiveness.</p>	Strongly agree
<p>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;</p>	Strongly agree
<p>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;</p>	Agree

# Highlights of participating in the Siyaphumelela Network 2.0 activities



- Our **first year** participating in Siyaphumelela – building support across UJ
- Have many initiatives but **not integrated** and often overlapping, leading to “competition”
- Infusing ideas in the new Strategic Plan 2025-2035 – KPIs
- Expanding our network – learning from others
- Sharing and using institutional good practices
- Scaling up efforts focused on student success
- Access to new knowledge & skills (i.e. PowerBi, Data workshops)
- **UFS Advising SLP – 2 attended recently – 30+ attending in January 2023**
- Data from different divisions – more collaboration
- 2023 campaign – “finish on time”
- SRC onboard for 2023 efforts
- Survey focused on 1<sup>st</sup> year student preparedness for transitioning from high school to university
- Prof Bala Pillay’s involvement positive

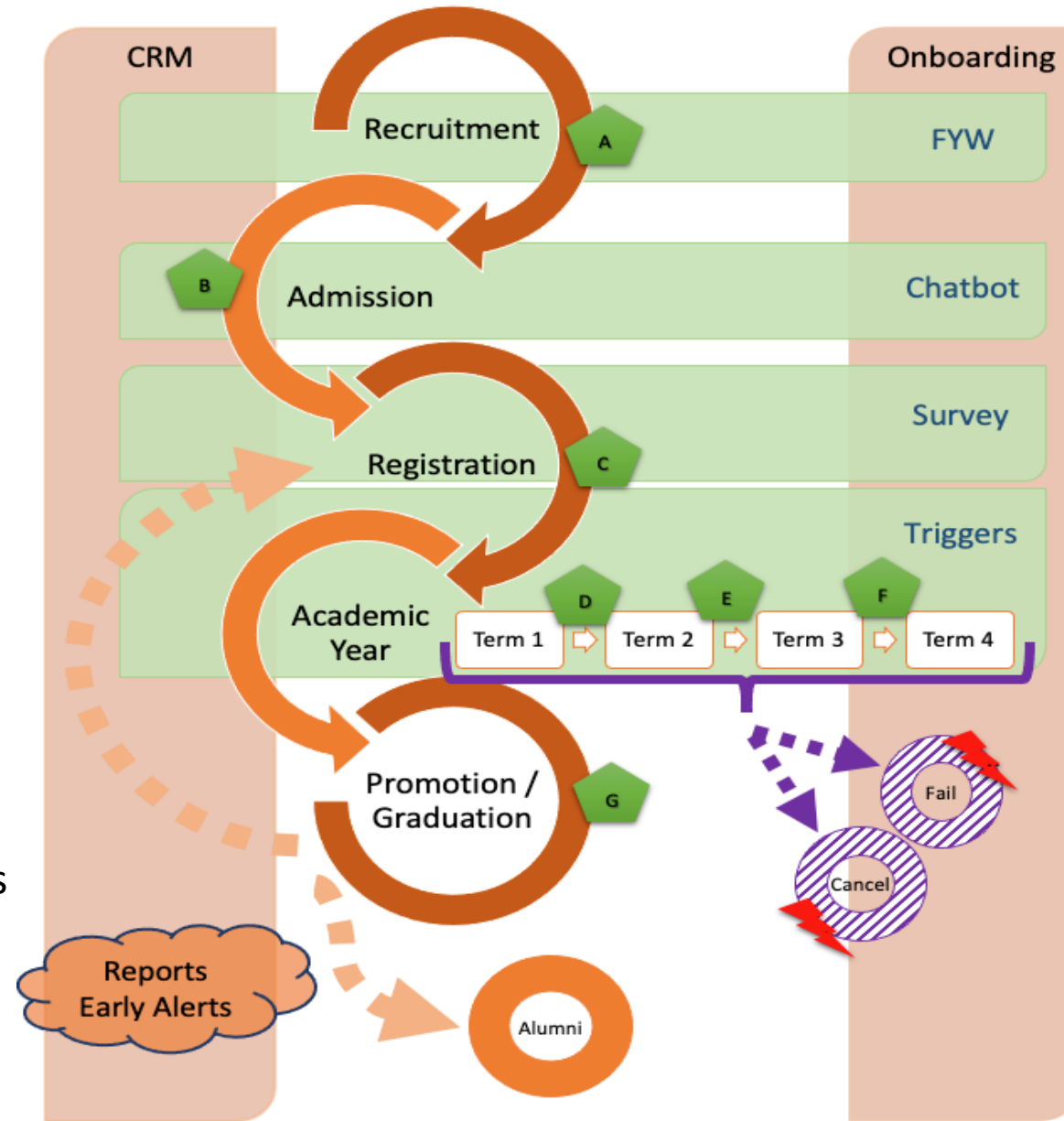
# Execution of student success institutional practices

## 1. ISSI project (Integrated Student Success Initiative)

- Focused on high impact modules
- Represented committee - 4x per year – previously a “reporting” platform – now discussion/workshop SS

## 2. Advising system project

- Institutional integration of student support
- Early warning (advising) system
- Dashboard – eventually also using predictive analytics
- Messenger/chatbot
- Dedicated advisors
- Data-informed and driven approach to student success
- Linking students to the intended academic and personal support at the right time in the student lifecycle
- Will use FYE/SSE committee structure for roll-out/success discussions



# Highlights of impactful student success interventions

- Using evidence for interventions – LMS data weekly to Faculties
- Rebooting support e.g. Literacies, Learning Development and Psychosocial support (healthy living initiative) – social workers/ living on campus psychologist
- Live weekly online check-ins available for students
- Data-informed interventions (LMS data)
- Module load analysis - barriers
- Analysis of *cancellation* data
- Expanding mentorship initiative
- Employing more data scientists with T&L experience

