



Siyaphumelela
we succeed

Participant Evaluation Meeting

8-9 December 2022

Annual goals

7. 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

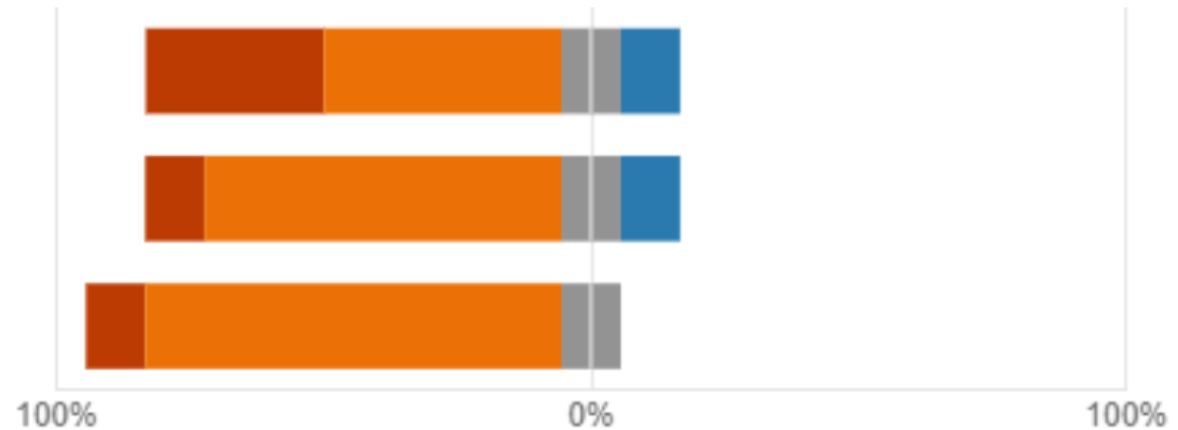
[More Details](#)

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

First year retention to second year, based on first time entering students

Success rates of undergraduate study, defined as the completed full-time equivalents expressed as a...

Qualification completion (throughput) rates within minimum times plus one or two years

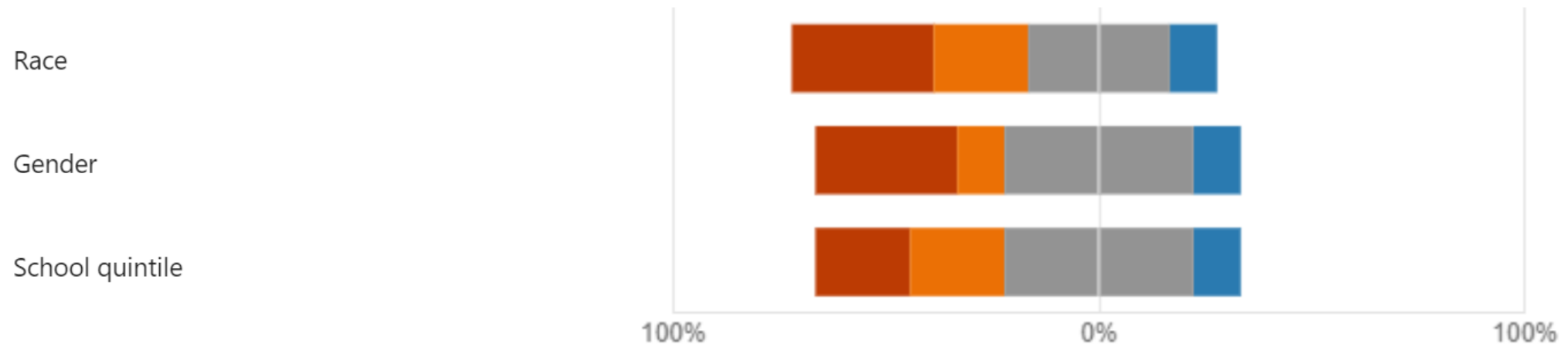


Removing Differences

8. Within the indicators above, my institution has removed differences based on:

[More Details](#)

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree



Memorandum of Agreement	Institution	Sefako Makgotho Health Sciences University	Cape Peninsula University of Technology	Sol Plaatje University	University of Johannesburg	Vaal University of Technology	Walter Sisulu University	Rhodes University	University of Venda	North-West University
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	7.1 First year retention to second year, based on first time entering students	Agree	Neutral	Strongly agree	Strongly agree	Agree	Agree	Disagree	Agree	Strongly agree
	7.2 Success rates of undergraduate study, defined as the completed full-time equivalents expressed as a percentage of the enrolled full-time equivalents	Agree	Agree	Disagree	Strongly agree	Neutral	Agree	Agree	Agree	Agree
	7.3 Qualification completion (throughput) rates within minimum times plus one or two years	Agree	Agree	Agree	Strongly agree	Agree	Agree	Agree	Neutral	Agree
My institution has removed differences based on:	8.2 Gender	Neutral	Strongly agree	Strongly agree	Neutral	Neutral	Strongly agree	Neutral	Disagree	Agree
	8.1 Race	Disagree	Strongly agree	Strongly agree	Neutral	Neutral	Strongly agree	Neutral	Agree	Agree
	8.3 School quintile	Neutral	Agree	Strongly agree	Neutral	Neutral	Strongly agree	Neutral	Disagree	Agree

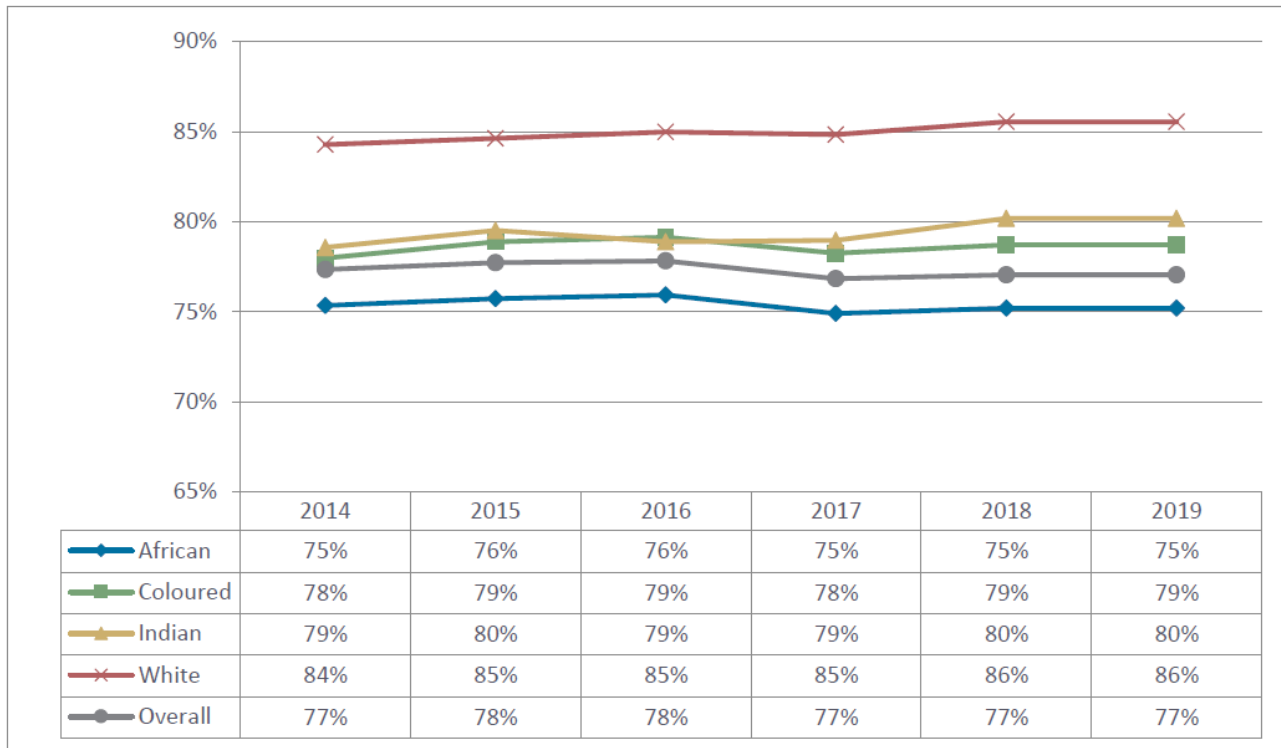
UG Degree Credit Success Rates (HEMIS)

Institution	"Normal"	Covid-19	Covid-19	Change 2019-2020	Change 2020-2021	Change 2019-2021
	2019	2020	2021			
Cape Peninsula University of Technology	80%	82%	78%	3%	-4%	-2%
Central University of Technology	76%	82%	77%	7%	-5%	1%
Durban University of Technology	87%	89%	89%	2%	0%	2%
Mangosuthu University of Technology	80%	87%	84%	7%	-3%	4%
Nelson Mandela Metropolitan University	79%	86%	84%	7%	-2%	5%
North West University	83%	92%	89%	9%	-4%	6%
Rhodes University	84%	82%	81%	-2%	-1%	-3%
Sefako Makgatho Health Science University	87%	96%	93%	9%	-3%	6%
Sol Plaatje University Northern Cape	83%	83%	83%	0%	0%	0%
Tshwane University of Technology	77%	81%	81%	4%	0%	4%
University of Cape Town	85%	90%	80%	5%	-10%	-5%
University of Fort Hare	84%	86%	86%	2%	0%	2%
University of Johannesburg	86%	89%	87%	4%	-2%	2%
University of KwaZulu-Natal	85%	91%	90%	6%	-1%	5%
University of Limpopo	84%	90%	89%	6%	-1%	5%
University of Mpumalanga	82%	83%	87%	1%	4%	5%
University of Pretoria	84%	88%	86%	5%	-2%	2%
University of South Africa	69%	79%	67%	10%	-13%	-3%
University of Stellenbosch	87%	90%	83%	3%	-7%	-5%
University of the Free State	81%	88%	84%	8%	-4%	3%
University of Venda	82%	82%	91%	0%	9%	9%
University of Western Cape	82%	88%	83%	6%	-5%	1%
University of Witwatersrand	82%	86%	83%	4%	-3%	1%
University of Zululand	83%	86%	85%	3%	-1%	2%
Vaal University of Technology	74%	85%	86%	11%	1%	12%
Walter Sisulu University	80%	90%	88%	9%	-1%	8%
Sector	79%	85%	79%	6%	-5%	1%

Course Success rates by race from 2014 to 2019 (CHE VitalStats 2019)



Figure 20: Course success rates by race from 2014 to 2019



Have we removed differences based on race in our Success Rates?

Throughput

Figure 130: Accumulative throughput comparison of 2012, 2013 and 2014 cohorts finishing within regulation time up to n+2 years for 3-year diplomas, 3-year degrees, 4-year degrees and weighted national rate (excluding UNISA)



Figure 104: Throughput rates by race for 4-year degrees with first year of enrolment in 2014 (excluding UNISA) – accumulative

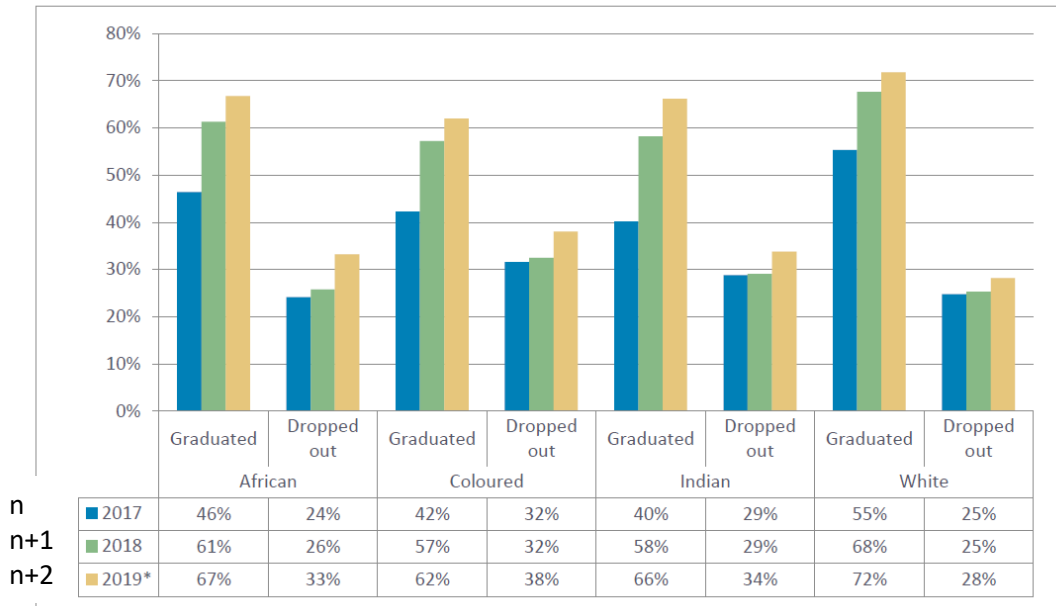


Figure 98: Throughput rates by race for 360-credit diplomas with first year of enrolment in 2014 (excluding UNISA) – accumulative

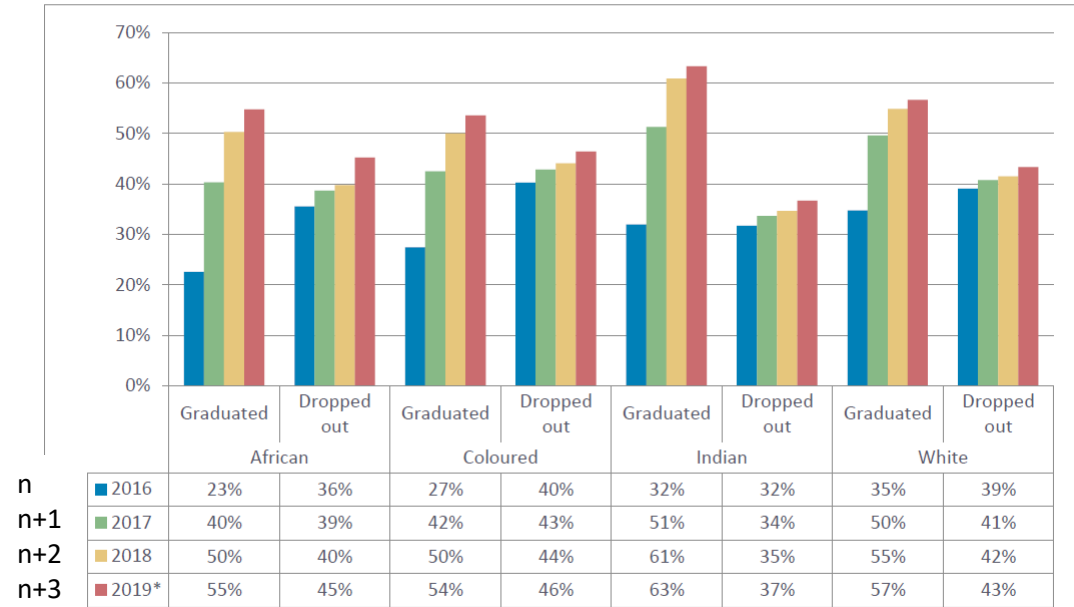
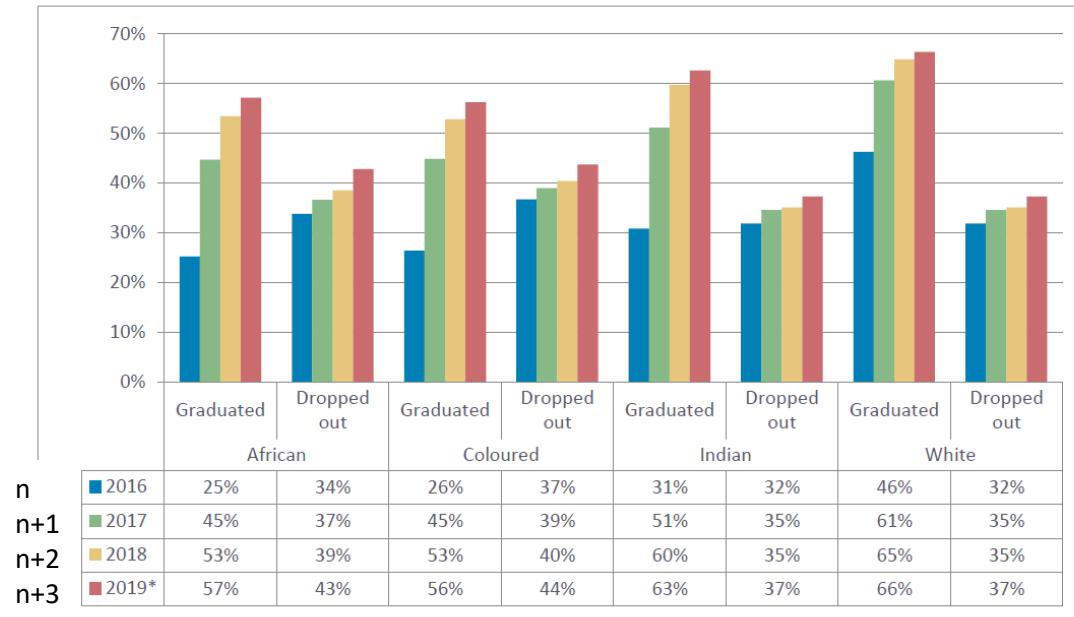


Figure 101: Throughput rates by race for 3-year degrees with first year of enrolment in 2014 (excluding UNISA) – accumulative

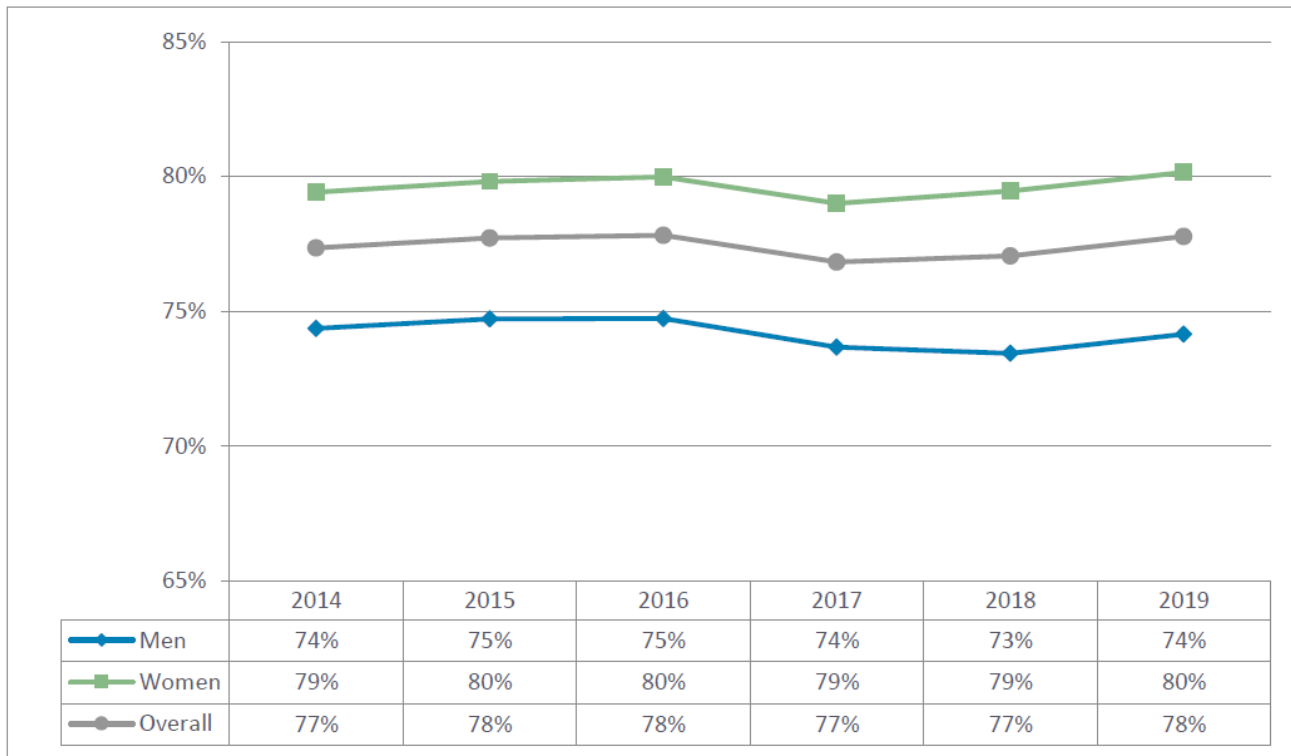


(CHE VitalStats 2019)

Course Success rates by gender from 2014 to 2019 (CHE VitalStats 2019)



Figure 21: Course success rates by gender from 2014 to 2019



Have we removed differences based on gender in our Success Rates?

% female FTEn and % female graduates (HEMIS)

Institution	% female First-time Entering			% female graduates		
	2019	2020	2021	2019	2020	2021
Cape Peninsula University of Technology	54%	55%	58%	57%	50%	74%
Central University of Technology	56%	53%	55%	75%	70%	67%
Durban University of Technology	54%	53%	56%	69%	70%	70%
Mangosuthu University of Technology	50%	52%	53%	51%	50%	67%
Nelson Mandela Metropolitan University	54%	55%	57%	57%	61%	64%
North West University	64%	63%	60%	63%	65%	62%
Rhodes University	61%	65%	68%	58%	64%	66%
Sefako Makgatho Health Science University	64%	62%	64%	66%	68%	73%
Sol Plaatje University Northern Cape	61%	59%	60%	70%	73%	69%
Tshwane University of Technology	53%	52%	55%	67%	54%	55%
University of Cape Town	54%	55%	54%	57%	57%	60%
University of Fort Hare	56%	57%	59%	64%	64%	60%
University of Johannesburg	54%	53%	55%	64%	62%	63%
University of KwaZulu-Natal	61%	60%	62%	67%	64%	68%
University of Limpopo	55%	53%	57%	66%	65%	67%
University of Mpumalanga	58%	62%	60%	70%	74%	72%
University of Pretoria	58%	59%	61%	60%	59%	60%
University of South Africa	70%	72%	71%	82%	81%	77%
University of Stellenbosch	58%	56%	57%	62%	60%	61%
University of the Free State	59%	59%	60%	66%	66%	66%
University of Venda	57%	57%	59%	60%	61%	66%
University of Western Cape	60%	60%	61%	58%	62%	60%
University of Witwatersrand	57%	57%	59%	60%	59%	58%
University of Zululand	57%	56%	55%	63%	63%	61%
Vaal University of Technology	50%	50%	50%	64%	52%	60%
Walter Sisulu University	55%	56%	57%	65%	62%	72%
Grand Total	60%	62%	60%	66%	67%	65%



What is our own institutional data saying?

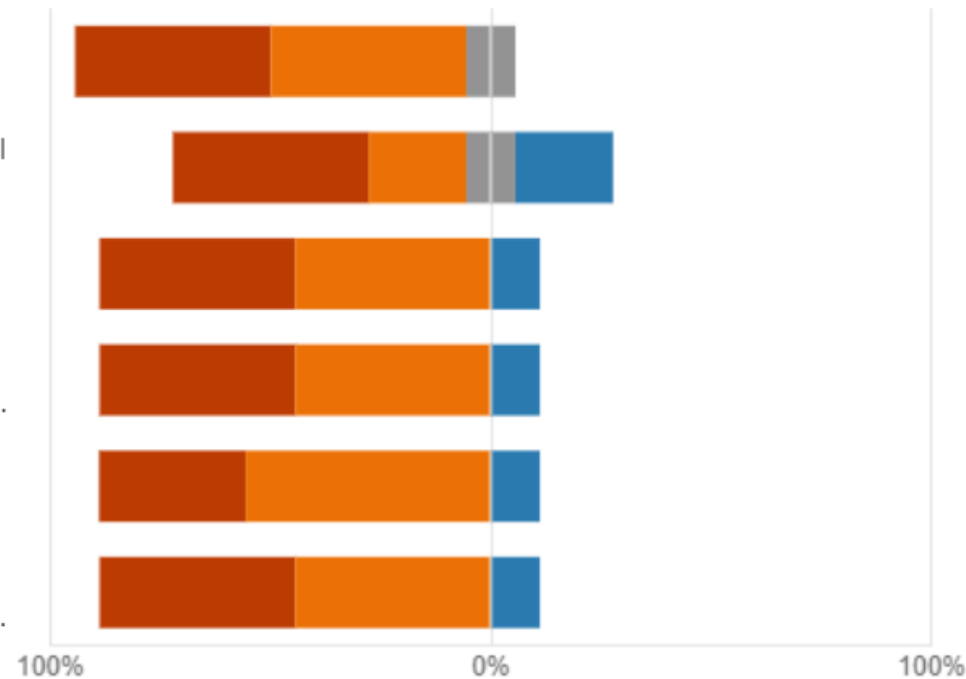
Institutional Practices

9. My institution has committed to the following institutional practices

[More Details](#)

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

- Examine institutional practices that may be inhibiting student success (topics might include, but are not...
- Strengthen and integrate data analytics in institutional research, information and communications...
- Commit to fully participating in activities of the network, including sharing data and experiences wit...
- Set in motion plans to scale-up student success efforts across the university based on evaluation and...
- Establish a broadly representative student success or task force (if not already in-place) that meet at least...
- Use data analytics to review the high impact modules in which students fail, withdraw, or receive otherwise...



My institution has committed to the following institutional practices:	Sefako Makgotho Health Sciences University	Cape Peninsula University of Technology	Sol Plaatje University	University of Johannesburg	Vaal University of Technology	Walter Sisulu University	Rhodes University	University of Venda	North-West University
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 ad...	Agree	Strongly agree	Strongly agree	Strongly agree	Agree	Agree	Neutral	Strongly agree	Agree
Strengthen and integrate data analytics in institutional research, information and communications technology, academic development, planning and academic divisions;	Agree	Strongly agree	Strongly agree	Strongly agree	Disagree	Agree	Disagree	Strongly agree	Neutral
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 implemen...	Agree	Strongly agree	Strongly agree	Agree	Disagree	Strongly agree	Agree	Strongly agree	Agree
Establish a broadly representative student success committee or task force (if not already in-place) that meet at least one a quarter comprising representatives of institutional research, information and co...	Agree	Agree	Strongly agree	Strongly agree	Agree	Agree	Disagree	Agree	Strongly 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;	Agree	Agree	Strongly agree	Agree	Agree	Strongly agree	Disagree	Strongly agree	Strongly agree
Set in motion plans to scale-up student success efforts across the university based on evaluation and other evidence of effectiveness.	Agree	Strongly agree	Strongly agree	Strongly agree	Agree	Agree	Disagree	Agree	Strongly agree

Coaches

What role have the coaches played

- Advocacy and understanding of Siyaphumelela
- Understanding data
- Created partnerships
- Assisted with Student Success Committee
- Mentorship
- Meeting with DVC
- ESSENTIAL and much needed coaching and leadership in implementation of successful student success strategies

Additional roles coaches could play

- Reflect, monitor and review activities and processes
- Meet with the new DVC
- Engage with (new) executives about Siyaphumelela
- Help understand the different theories as applied to student success
- Linking us to other practitioners of student success

How coaches have engaged with Executive Management

- Not yet (2)
- Previous DVC, Needs to meet new DVC (1)
- Yes (6) – Planning meetings, Feedback meetings, Siyaphumelela advocacy/buy-in, presentations to Deans

Institution	Coach	What role has your coach played at your institution?	Are there other or additional roles your coach might play? Please specify	How has your coach engaged with Executive Management at your institution?
University of Johannesburg	Bala Pillay	Feedback and interaction. Connected us with others	We are satisfied with his engagement	No
Walter Sisulu University		He has met with senior management and emphasised the importance of students success. He also presented the ICAT results to executive management.	Yes... helping us to understand the different theories as applied to student success. Linking us with other practitioners of student success globally.	Through presentations at the Deans Forum chaired by the DVC:AAR
Cape Peninsula University of Technology	Elizabeth Booii	Guide on understanding some of the data emerging out of the project	She served as a mentor and allowed us to remain engaged and aligned to Siyaphumelela objectives	Through the Director for Teaching and Learning, who is also a Co-Chair of the project
Vaal University of Technology		She assisted in the formulation of our Student Success Committee	She will be very instrumental as we engage other executives about this project as an out side person.	Not yet
Rhodes University	Ermien van Pletzen	Ermien has been a great mentor to me. She has consistently follow-up/check in with progress that we are making at Rhodes and offered helpful advise. She has met with the DVC to emphasize the need for institutional support for this project and has visited Rhodes University. There has been much fruitful outcomes because of her support. We would not be where we are today if it wasn't for Ermien even though our progress has been very slow.	n/a	Yes, the DVC. She has met with her both via zoom and briefly on the site visit. This has been very important for supporting the person of contact in introducing Siyaphumelela as a larger project than may have originally perceived.
University of Venda	Nthabiseng Ogude	Leadership and Critical support in terms of the formation of Student Success Committe and deliverable to the Siyaphumelela 2.o national projects	No	Yes
North-West University		Provide ESSENTIAL and much needed coaching and leadership for the successful implementation of the NWI Student Success initiative	No	Yes. (1) Attend feedback meetings on the Student Success project to the DVC TL Prof Balfour (2) Explained and encouraged Executive management buy-in w.r.t the ICAT survey
Sefako Makgotho Health Sciences University	Wendy Kilfoil	Helped us understand the role of Siyaphumelela and its importance to institutional support, and approaches to consider in implementing Siyaphumelela initiatives at the university	Due to change management, we have not had much engagement with her to help us reflect on the activities aimed at student success, to monitor and review our processes. We therefore, trust that she would still play a critical role as reintroduce Siyaphumelela to the new DVC work towards implement our plan with regards to student success frameworks.	She has been part of the planning meetings with the previous DVC, and introduction of Siyaphumelela, however, yet to meet the new DVC. We are yet to plan for the meeting
Sol Plaatje University		We have a new coach and have only managed to meet once and was a very productive meeting.	None	Dr Timm engaged with the DVC several times.

Institution	2022 Academic Year: Faculty Publications and Presentations													
	Jan 2022. Improving Data Analytics Using Power BI. DUT	Feb 2022. A Data-Informed Approach to Module Reviews. UP	Mar 2022. Diagnostic Assessment in HE: Responding to Student Needs Using a Data-driven Approach. UCT	Apr 2022. Supplemental Instruction Supervisor Training. NMU (registrations)	May 2022. Introduction to Design Thinking. UCT	Jun 2022. Demystifying Supplemental Instruction. NMU	Jul 2022. Improving Data Analytics Capacity at University using Power BI Beginner Course. DUT	Jul 2022. Improving Data Analytics Capacity at University using Power BI Intermediate level. DUT	Aug 2022. Open Textbooks for Curriculum Transformation and Student Co-Creation Workshop1: Introduction to open textbooks for social justice. UCT	Aug 2022. Auto Scholar: Implementation of M&E Framework. UKZN	Sep 2022. Predictive Analytics for SS. Wits	Sep 2022. Open Textbooks for Curriculum Transformation & Student Co-Creation. UCT	Oct 2022. Unsilencing the Student Voice. DUT	Count for 2022
CPUT			2			4			1					3
DUT	5	1				3	3	7		2			9	7
MUT										1			1	2
NMU	2	3	4			1	1		1	2	2		7	9
NWU	3		2	2		1			2	3	4	2	1	9
RU			1											1
SMU				2			2	2	1	1	1		6	7
SPU	3		3	1		1	1	1	1	2	2			9
UCT	3		3	1		2			4	2	4	3	3	9
UJ				2			2	2	2	1	3	1	2	8
UKZN		4	4			3	3	2		5	3			7
UP	3	11	4	1		2								5
UFS	3		3			2				3	5		3	6
UWC		4	2	2			1	1	1	1	1		1	9
Wits	5					1	1	1	3	8	5	1	2	9
UniVen		4	1				1							3
VUT			6	2		3			1	5	2			6
WSU	3	6	1	2				1		1	3			7
Unknown	1		4								1		1	4
Total	31	33	40	15		23	15	17	17	37	36	7	36	

Participation in Siyaphumelela Network



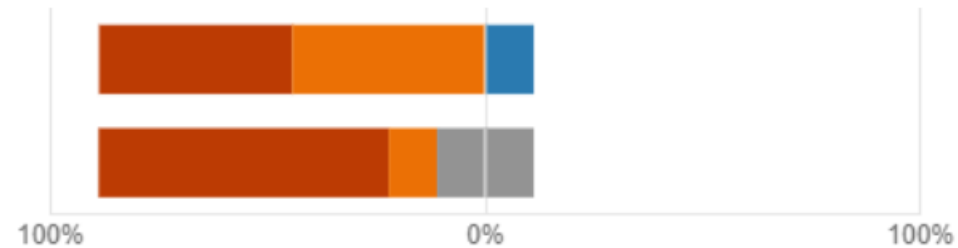
10. Please state how you agree/disagree to the following statements as a result of your institution participating in the Siyaphumelela Network

[More Details](#)

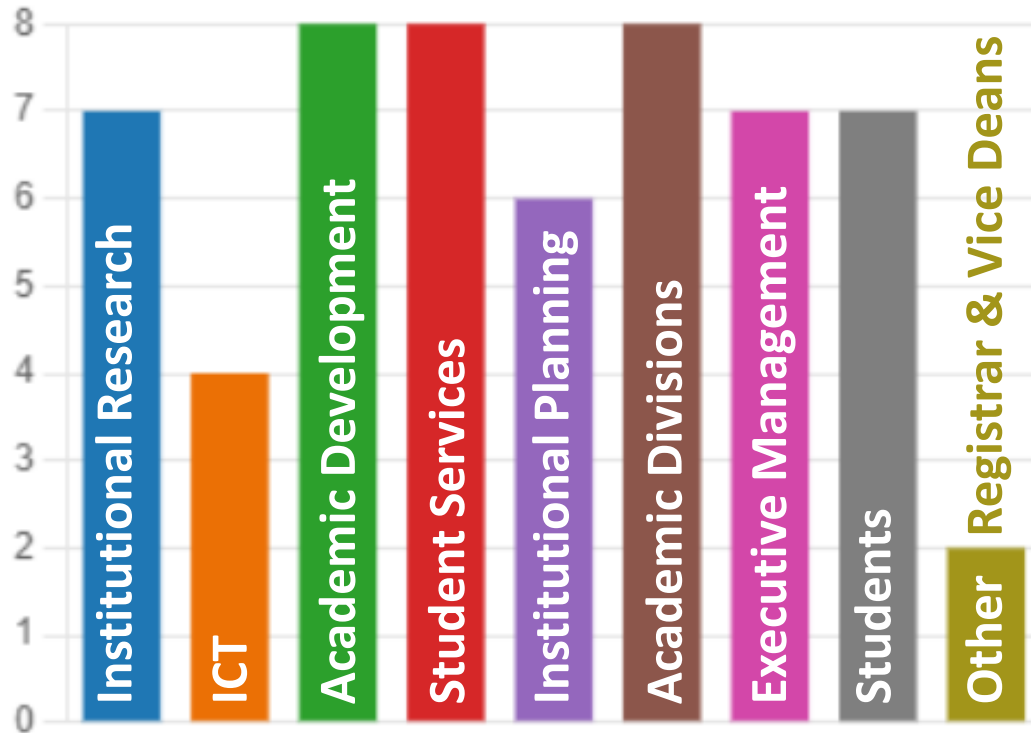
■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

My institution has established a student success committee

There is greater commitment to student success by senior management

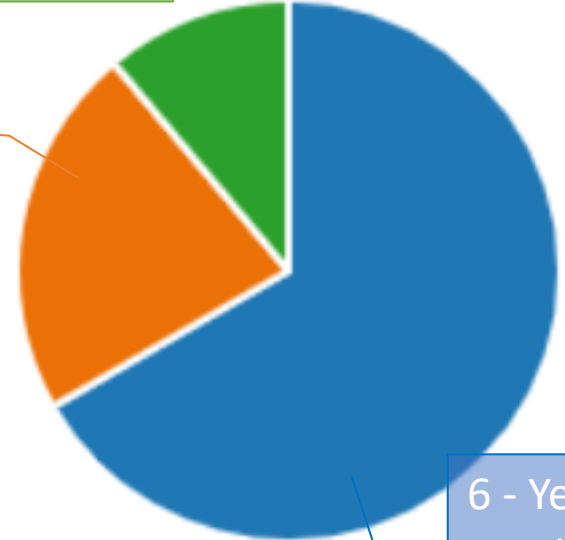


Student Success Committees



1- No
Challenge: EM buy
in & mindshift that
SS is not just T&L

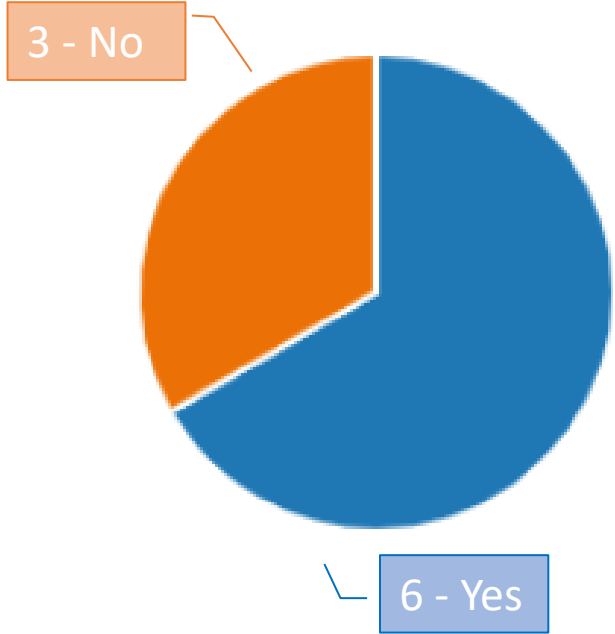
1- Committee
been approved
but yet to meet
1- Only met once



6 - Yes and
meets once
a Quarter

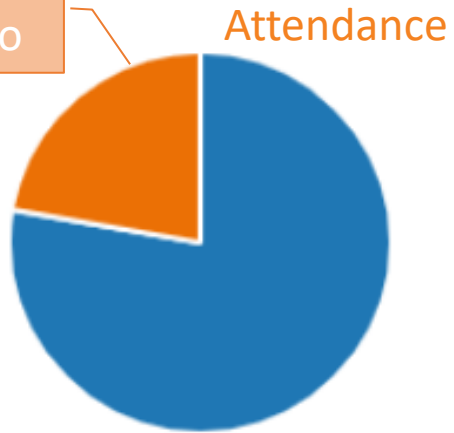
Question: Who do they report to?

DREAM 2022

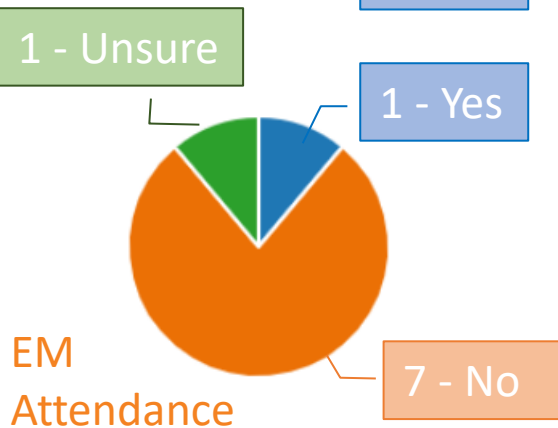


- Exposure to international conversations, insights and initiatives on student success
- Exposure to resources and best practices
- Understand and confirm importance of data and data analysis to support student success
- Establish collaborative relationships with colleagues

2022 Siyaphumelela Conference



- Attended by student success committee – advocacy for Siyaphumelela project and importance of student success
- Exposed to national conversations and initiatives on student success
- Insights into shared experience/challenges across institutions
- Able to share resources with other colleagues at my institution
- Provide a platform for students to participate in and be exposed to national student success practices and initiatives



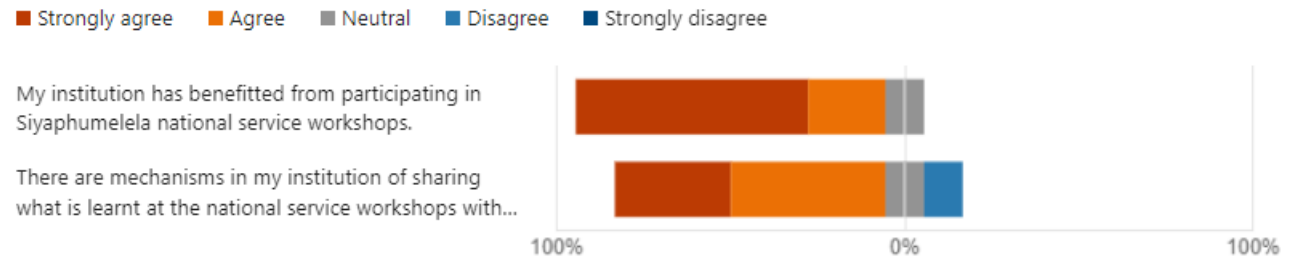
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NWU	3		2	2		1			2	3	4	2	1	9
RU			1											1
SMU				2			2	2	1	1	1		6	7
SPU	3		3	1		1	1	1	1	2	2			9
UCT	3		3	1		2			4	2	4	3	3	9
UJ				2			2	2	2	1	3	1	2	8
UKZN		4	4			3	3	2		5	3			7
UP	3	11	4	1		2								5
UFS	3		3			2				3	5		3	6
UWC		4	2	2			1	1	1	1	1		1	9
Wits	5					1	1	1	3	8	5	1	2	9
UniVen		4	1				1							3
VUT			6	2		3			1	5	2			6
WSU	3	6	1	2				1		1	3			7
Unknown	1		4								1		1	4
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Service Workshops

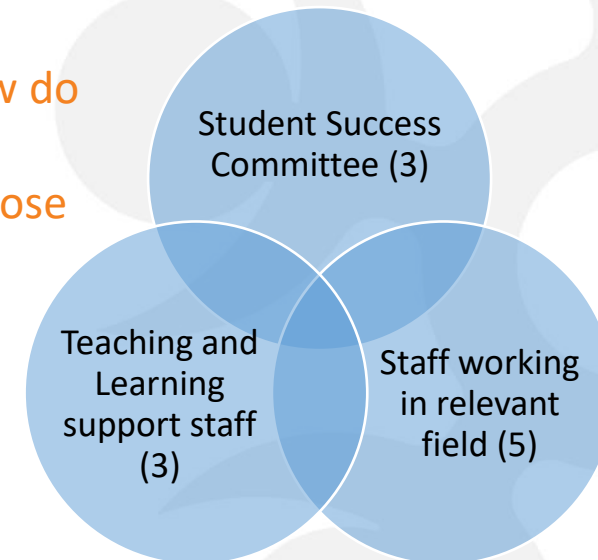


Have or **Have not** benefited

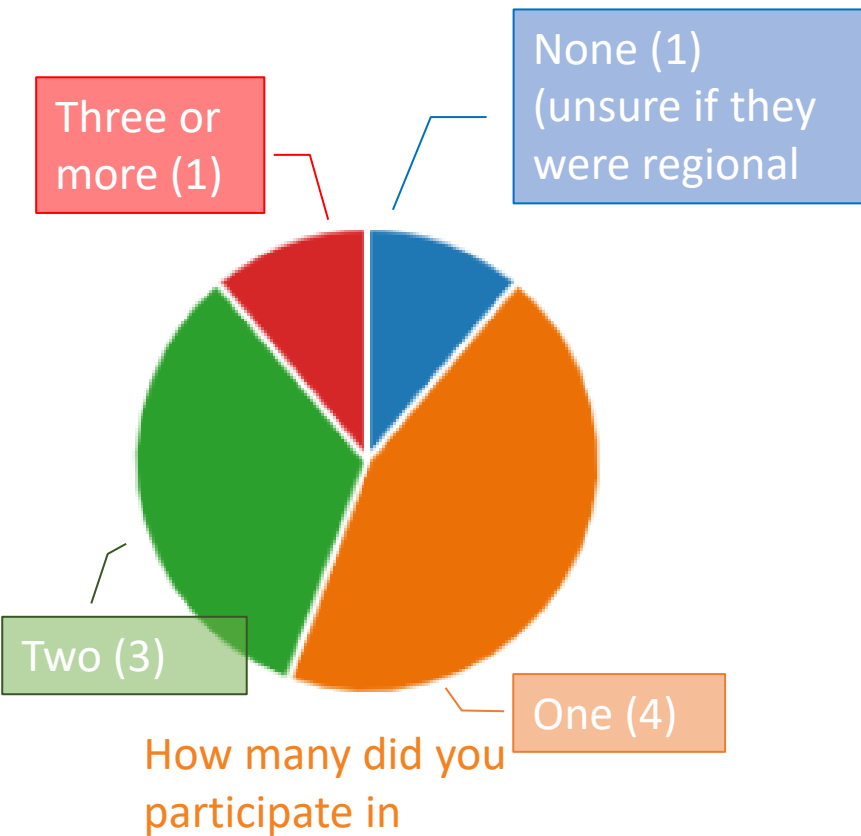
- Benchmarking best practice
- Networking and for partnerships post-Siyaphumelela
- Sharing of knowledge and experiences
- Context matters – reflect on what may work at my institution and then implement unique model
- Continuous professional development i.e. Academic Advising
- Builds capacity of staff and stakeholders
- Contributes to a culture of student success
- **Does not foster collaboration**
- **Need a mechanism for sharing when people come back from sessions**



How do you choose



Regional Workshops



How and why it was beneficial:

- Regional student success initiatives: Presenting, sharing and learning –
- Establish collaborative regional relationships
- Share similar student profiles and hence can share practices (context matters)

Focus or topics of future Regional Workshops



- Early warning systems
- Data analysis for student success
- Data visualisation
- Designing and implementing models of student success
- Move from sharing to doing a collaborative regional project
- Student Advising
- Predictive Models
- Dashboarding
- Involving academics in Student Success initiatives
- Collaborating for Student Success
- Student retention (in EC universities – retaining students in the province)
- Research on and participate in research on student success

Coaches

What role have the coaches played

- Advocacy and understanding of Siyaphumelela
- Understanding data
- Created partnerships
- Assisted with Student Success Committee
- Mentorship
- Meeting with DVC
- ESSENTIAL and much needed coaching and leadership in implementation of successful student success strategies

Additional roles coaches could play

- Reflect, monitor and review activities and processes
- Meet with the new DVC
- Engage with (new) executives about Siyaphumelela
- Help understand the different theories as applied to student success
- Linking us to other practitioners of student success

How coaches have engaged with Executive Management

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Vaal University of Technology		She assisted in the formulation of our Student Success Committee	She will be very instrumental as we engage other executives about this project as an out side person.	Not yet
Rhodes University	Ermien van Pletzen	Ermien has been a great mentor to me. She has consistently follow-up/check in with progress that we are making at Rhodes and offered helpful advise. She has met with the DVC to emphasize the need for institutional support for this project and has visited Rhodes University. There has been much fruitful outcomes because of her support. We would not be where we are today if it wasn't for Ermien even though our progress has been very slow.	n/a	Yes, the DVC. She has met with her both via zoom and briefly on the site visit. This has been very important for supporting the person of contact in introducing Siyaphumelela as a larger project than may have originally perceived.
University of Venda	Nthabiseng Ogude	Leadership and Critical support in terms of the formation of Student Success Committe and deliverable to the Siyaphumelela 2.o national projects	No	Yes
North-West University		Provide ESSENTIAL and much needed coaching and leadership for the successful implementation of the NWI Student Success initiative	No	Yes. (1) Attend feedback meetings on the Student Success project to the DVC TL Prof Balfour (2) Explained and encouraged Executive management buy-in w.r.t the ICAT survey
Sefako Makgotho Health Sciences University	Wendy Kilfoil	Helped us understand the role of Siyaphumelela and its importance to institutional support, and approaches to consider in implementing Siyaphumelela initiatives at the university	Due to change management, we have not had much engagement with her to help us reflect on the activities aimed at student success, to monitor and review our processes. We therefore, trust that she would still play a critical role as reintroduce Siyaphumelela to the new DVC work towards implement our plan with regards to student success frameworks.	She has been part of the planning meetings with the previous DVC, and introduction of Siyaphumelela, however, yet to meet the new DVC. We are yet to plan for the meeting
Sol Plaatje University		We have a new coach and have only managed to meet once and was a very productive meeting.	None	Dr Timm engaged with the DVC several times.

As a result of the Siyaphumelela Network



33. As a result of participating in the Siyaphumelela Network:

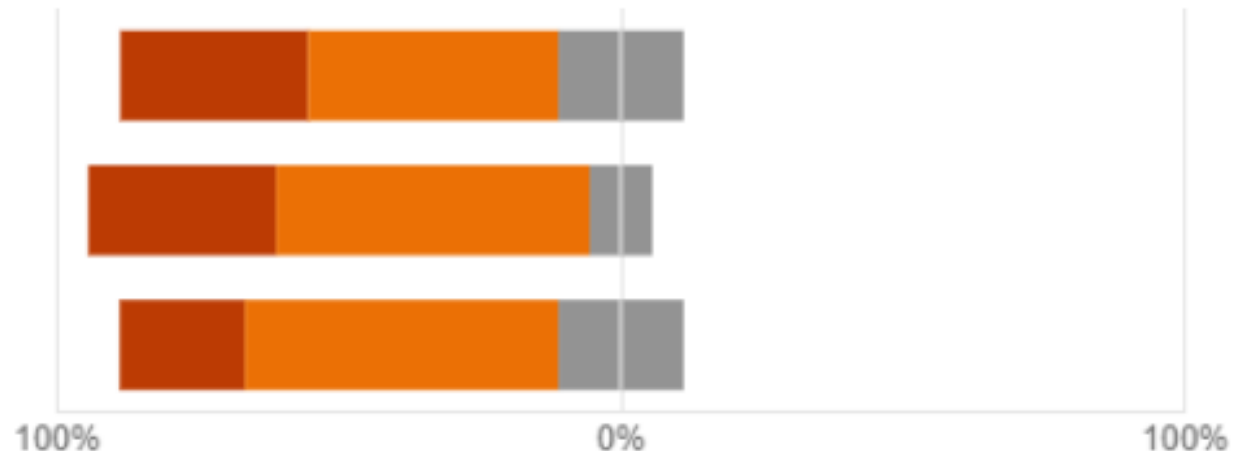
[More Details](#)

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

There is more use of data in understanding which groups of students are not succeeding at my...

There is more use of data in planning student support initiatives in my institution.

There is improved capacity to work with student data in my institution.



Participating in the Siyaphumelela Network



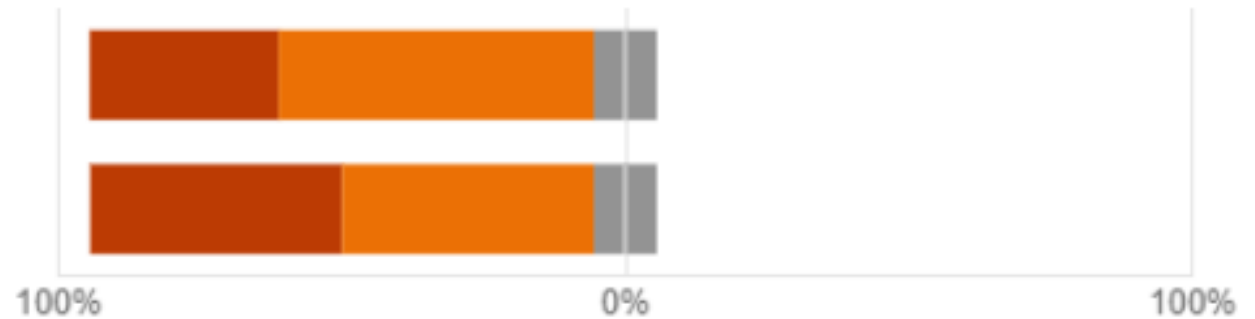
35. Participating in the Siyaphumelela Network

[More Details](#)

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

enabled my institution to identify institutional factors that inhibit student success

is value for money considering the R150 000 annual membership fee.



What changes have happened at your institution as a result of participating in the Siyaphumelela Network



- Started to focus on data (collect it, use it efficiently to support our students)
- Greater emphasis on understand student success through data.
- Involvement in regional group discussions (not happening before)
- Establishment of Student Success Committee
- Focus on a student advising system
- Breaking down of siloes/greater collaboration
- Seeing results of piloted student success initiatives
- Awareness of impact of student success initiatives on the overall success of the institution

Challenges you face in participating in Siyaphumelela Activities



- None
- Availability to attend workshops because of workloads
- Repetition of content of 2021 workshops in 2022.
- Balancing workloads
- Resistance to change
- Not much appreciate of student success by academic and support staff.
- Limited resources within institution to apply learnings
- Timing of workshops
- Low capacity in data analytics
- Siloes within the institution
- Aligning student success project planning with operational planning at the institution

Please suggest ways project implementation could be improved in your institution



- Aligning student success project planning with operational planning at the institution
- Have more Siyaphumelela people join our institutional activities as part of the support structure
- How far can Siyaphumelela presenters support individual institutions on an individual basis?
- Dedicated (full-time) staff on the project
- Moving from something we talk about to something that we are doing
- something about
- Creating team leaders from all directorates to participate in projects
- Increase awareness of the necessity of student success in the University Community
- Needs to be a team of people working on the group with students
- Improved capacity for Academic Advising and focus on institution-wide understandings.
- Track efficiency of student support holistically

Willingness to participate in the Siyaphumelela Network in 2023

