



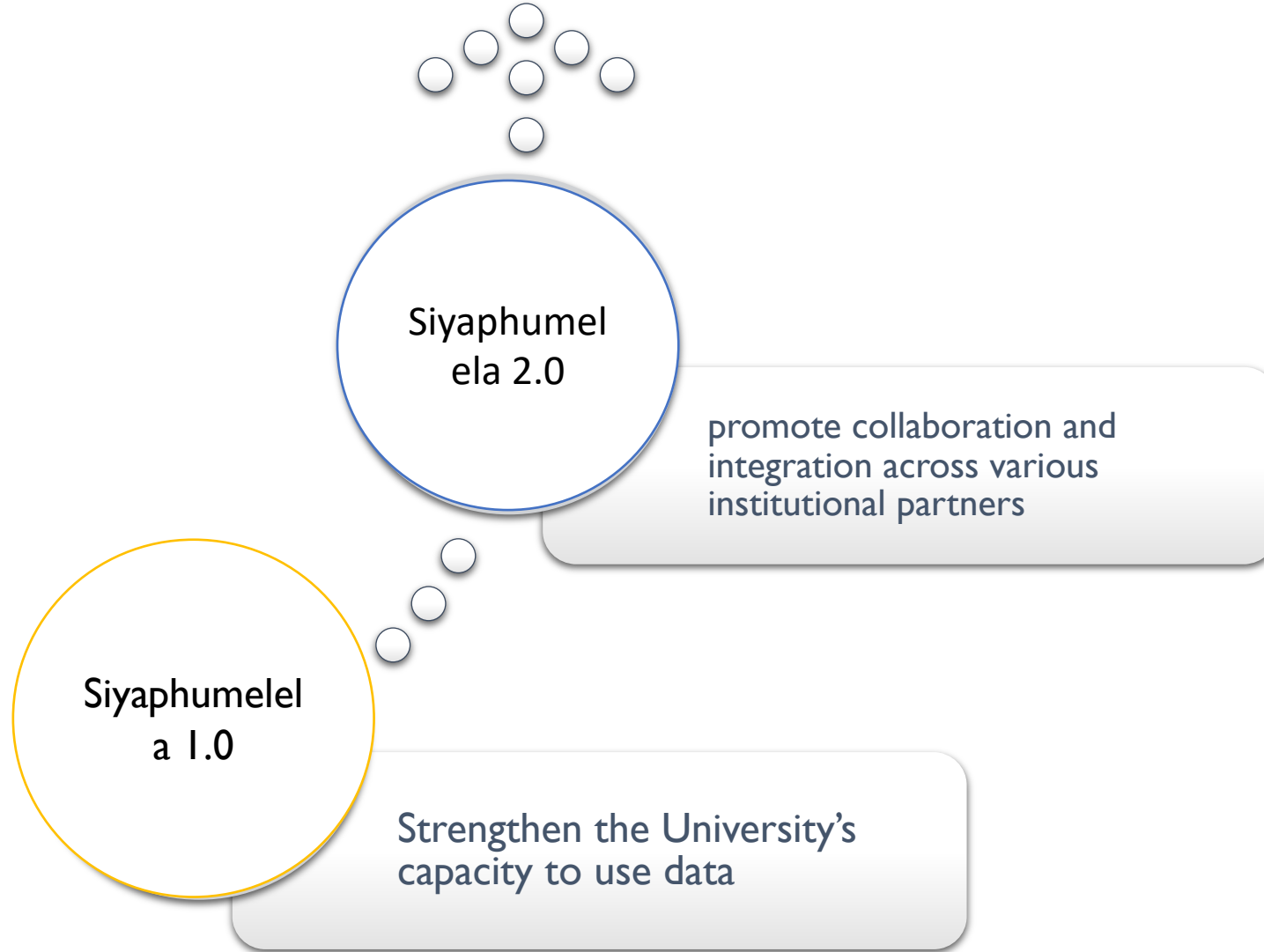
DURBAN UNIVERSITY OF TECHNOLOGY
INYUVESI YASETHEKWINI YEZOBUCHWEPHESHE

ENVISION  **2030**

transparency • honesty • integrity • respect • accountability
fairness • professionalism • commitment • compassion • excellence



DUT Siyaphumelela Journey



Siyaphumelela 2.0- Reflections

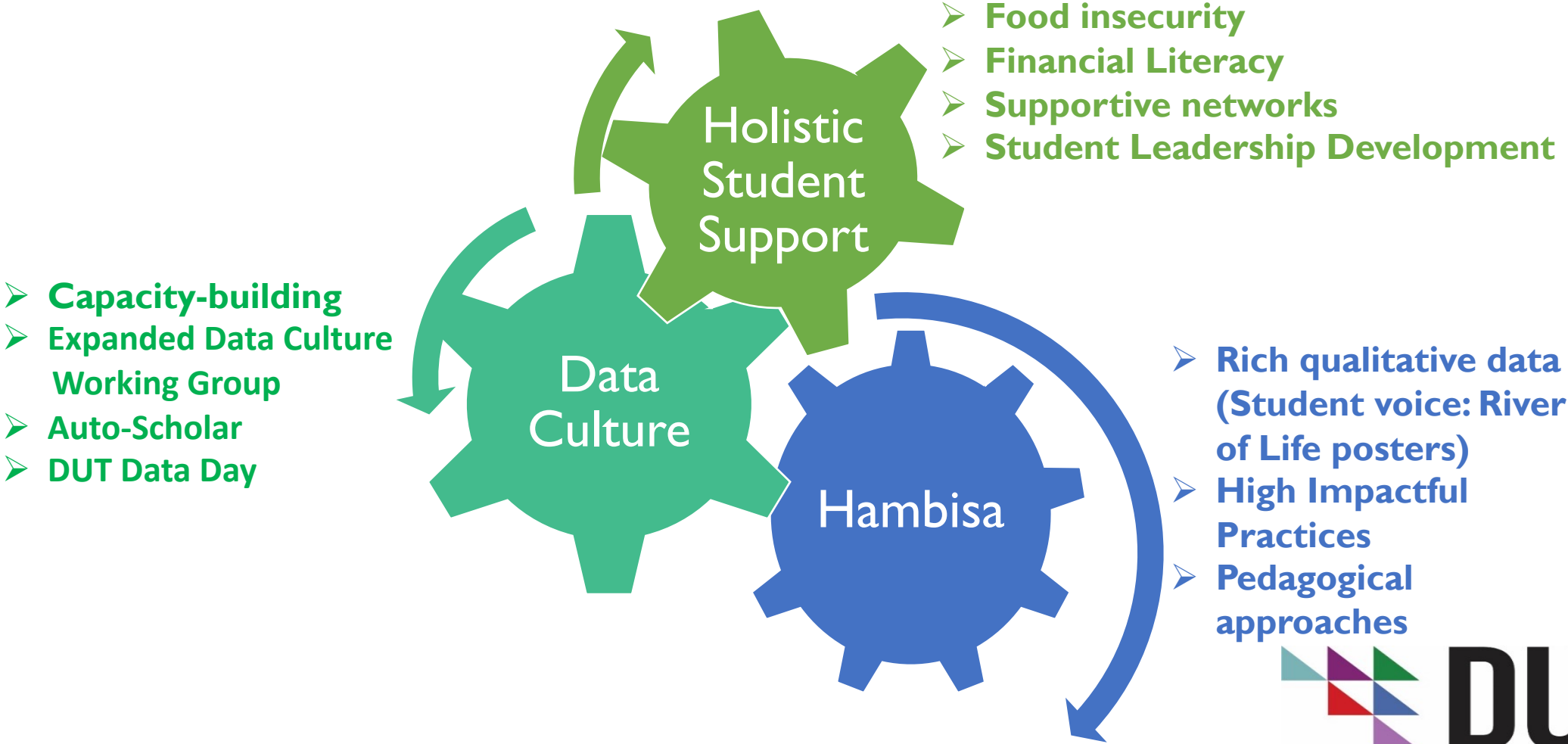
| Biggest Student Success Challenges at DUT | | Siyaphumelela 2.0 Focus Areas | |
|---|---|--|--|
| Financial and Food Insecurity of our students | 1 | Sikusekele | Holistic Student Supports: integrating student support systems |
| Siloed University support systems and processes | | | |
| Different levels of preparedness of students | 2 | Hambisa (Moving the Middle): An integrated pedagogical approach to supporting Staff and Students | Preparedness of staff |
| Preparedness of staff | | | |
| Data and evidence-led decision-making culture | 3 | Data Culture | |

DUT Siyaphumelela 2.0, 2021-2023

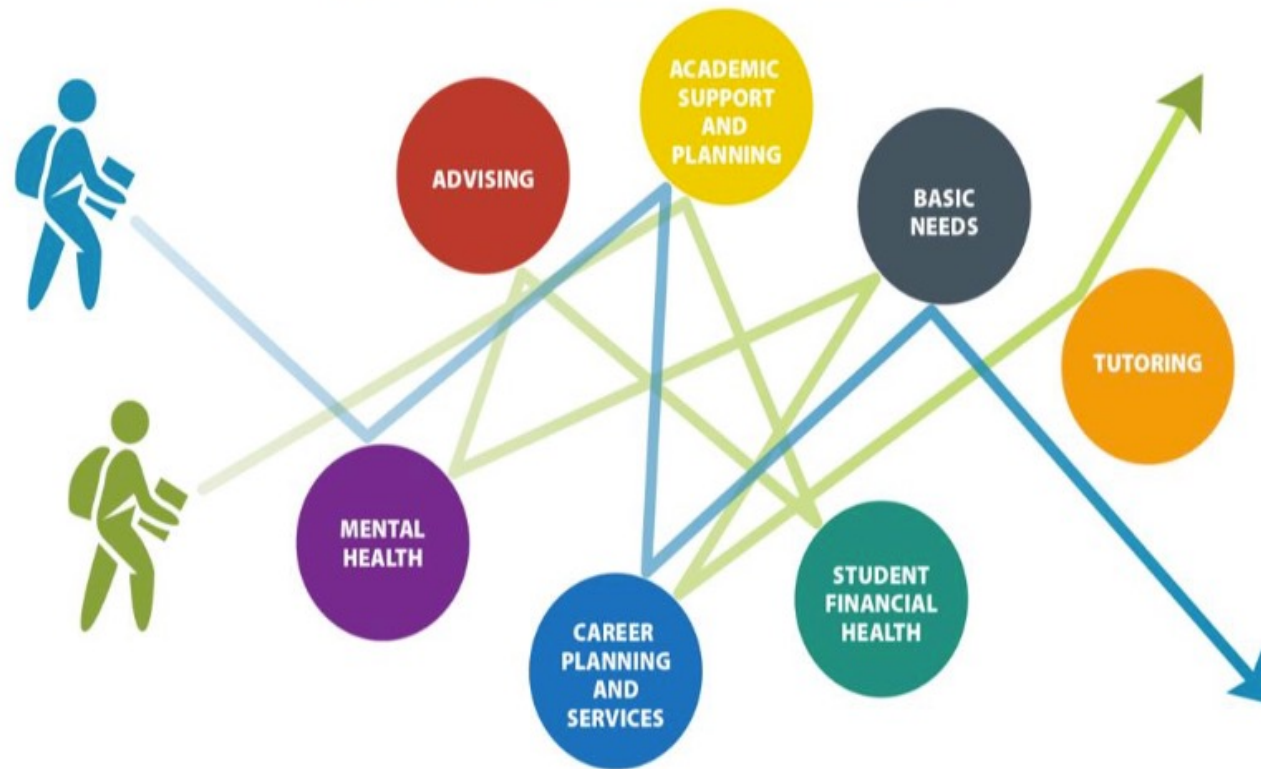
Knowing, Doing and Transforming.

Each of the focus area identified a cohort of students/ and or department and unit to pilot and track effectiveness of interventions.

Building bridges



TYPICAL STUDENT SUPPORT EXPERIENCE



DOING

Holistic Support for student success

Student-led Initiative where students establish gardens in their residence and harvest to provide to needy students. SRC donating an additional R200 000.00 towards the food security project



DOING

Student success beyond the classroom: OROG benefiting students

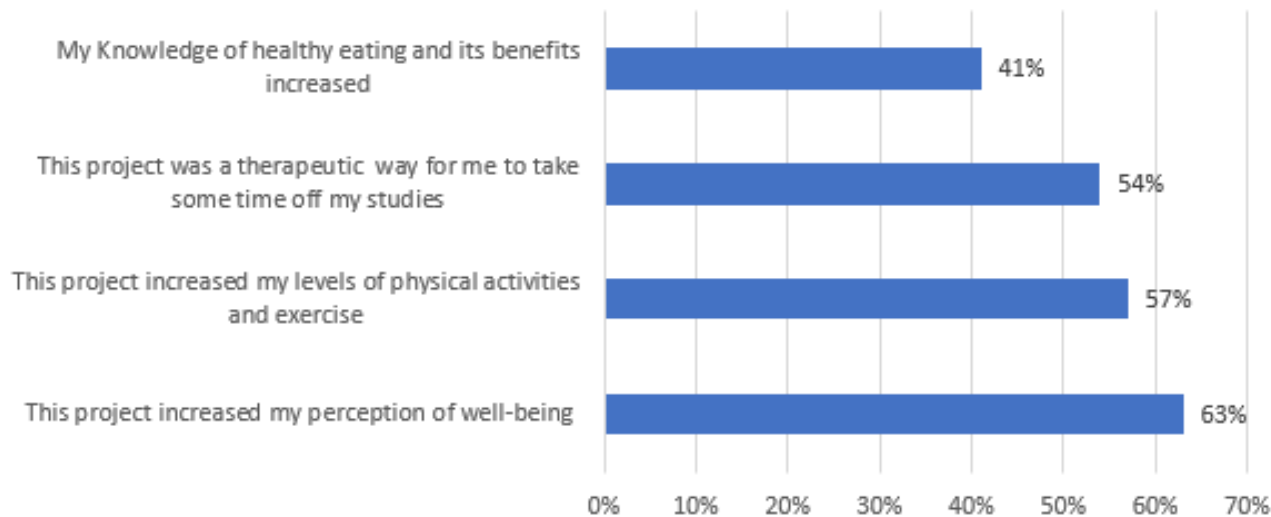


“I discovered how the world needs more people who are willing to volunteer and sustain the environment not only for us but for future use”

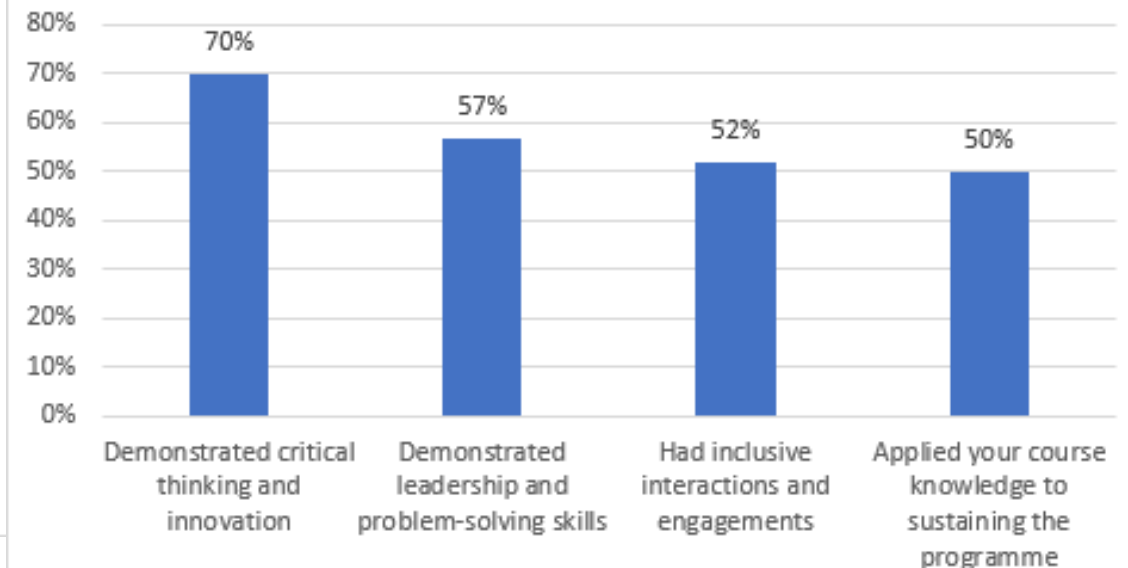
“I didn’t know that there should be a sequence when planting, that you don't mix onions and cabbages in the same row and the spacing should be enough for them to grow without crowding each other”

“These gardens are a blessing to me, when I'm stressed, I will just take a watering can and just water the garden”

Impact on Mental and Physical wellbeing (% Strongly agree)



Developing DUT Graduate Attributes (% Always)



Listening to our Student Voice

Student Engagement and accountability

student attendance and participation
student accountability and agency
non-utilisation of available student development resources

Language proficiency and writing in the discipline

Academic writing and academic literacies

Social and personal factors

mental health and wellbeing
unplanned pregnancies, drug abuse
students sense of belonging

Pedagogical and Curriculum challenges

Curriculum design and structuring of the curriculum
Pedagogical content knowledge
Teaching practices and approaches
Face-to-face and online design work-integrated learning
Study materials
Assessment practices

Living and learning spaces, including infrastructure and resource

Library and study facilities
Internet connectivity
Safe learning spaces
Living conditions at home and in residences

Initiatives Implemented

Student development activities:

First year experience programme

Tutorial programmes

Technology for Learning

Academic Advising

Autoscholar and PowerHEDA to track and monitor students

Fit for purpose/specialized tutorials provided by a qualified nurse in practice

Buddy system – weekly follow up and check ins with students to keep the momentum

Challenge: attendance at sessions minimal.

Add-on nature of the support could possibly impact how the support was perceived

Staff and curriculum development:

Learning, Teaching and Assessment workshops

Curriculum transformation and review using eg

Storyboarding as a methodology

Workshops and webinars with international partners eg.

Students as Partners and STEAM Webinar

Identified a range of long-term projects

Reflective and scholarly approach and engagement within hub activities and through participation in the Learning and teaching Imbizo, Siya and other conferences; publications

Developing (w)holistic graduates with the acumen to be both adaptable and able to respond to a rapidly evolving higher education, profession and world that remain 'in-becoming'



NEED TO CAPACITATE STUDENTS WITH RELEVANT SKILLS FOR THEM TO CONTRIBUTE IN THE CO-CREATION AND COLLABORATIONS



STRENGTHEN COMMON UNDERSTANDING ON STUDENT SUCCESS INDICATORS AND STRATEGIES TO ACHIEVE GOALS



IMPROVE SUPPORT ON MENTAL HEALTH AND STUDENTS WITH DISABILITIES



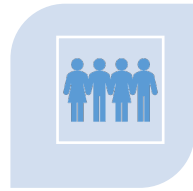
DISPARATE DATA POCKETS LACK COHESION AND FAIL TO CONTRIBUTE TO A UNIFIED NARRATIVE.



PREPARE STUDENTS FOR BETTER EMPLOYMENT OPPORTUNITIES, ACQUIRING GRADUATE ATTRIBUTES



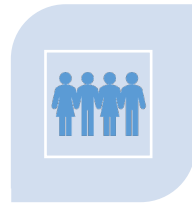
CONTRIBUTE TO THE ACADEMIC SUCCESS OF OUR RESIDENCE STUDENTS



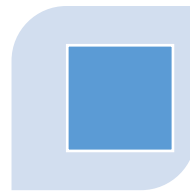
IMPROVE PEER SUPPORT & LEARNING SPACES



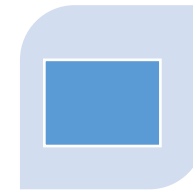
INTEGRATE AND IMPROVE THE ANALYSIS OF IMPACT OF STUDENT SUPPORT AND DEVELOPMENT INITIATIVES



IMPROVE SUPPORT ON MENTAL HEALTH AND STUDENTS WITH DISABILITIES



INTEGRATE CURRICULUM SUPPORT, AS DONE IN ECPS

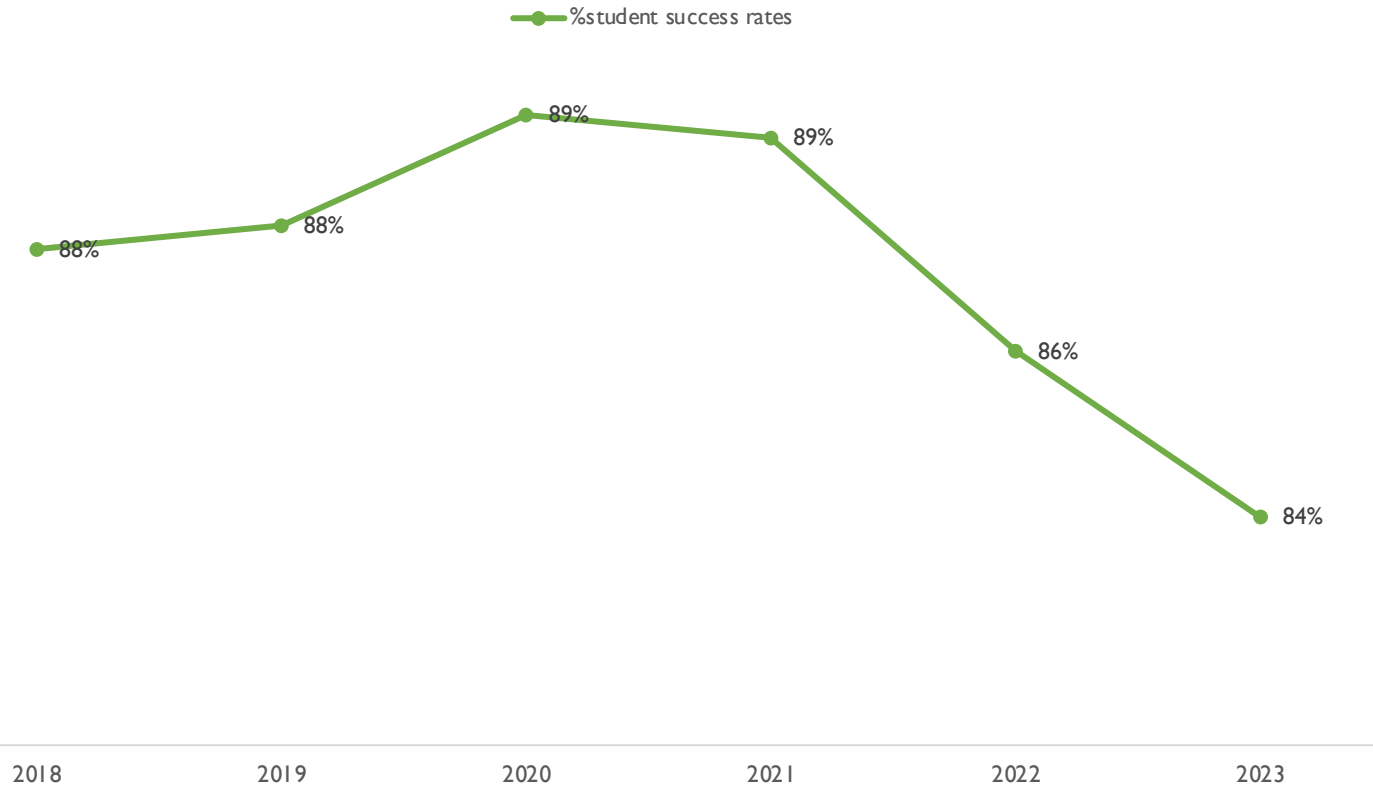


CAPACITY DEVELOPMENT FOR STAFF, EQUITY INFUSED

Lessons Learnt

- I. **Varied understanding of student success:** Staff and students have different understanding of what student success, in the context of DUT. Drawing from ENVISION2030 and the Philosophy of Education, DUT is on the quest to conceptualize a student success framework and socialize student success
- I. **Sustained participation:** from faculties, student leaders and student services, to ensure an institution-wide student success project
- II. **Beyond generic high impactful practices:** contextualized and supplementary to disciplinary knowledges
- III. **Importance of considering multiple data sources and data production tool:** Student success data framework and key points of data collection for student success.
- IV. **Integrated institutional plan:** foster ownership of the Student success project amongst academic faculties
- V. **Strengthening data driven decision making** – this includes Learning analytics and monitoring/tracking and advising

Figure 1: %student success rates, 2018-2023



Declining success rates, by at least 5 percent since 2021

In the period 2021 and 2022, both male and female success rates saw a decrease of 2 and 3 percentage points, respectively. Nevertheless, despite this decrease, females maintained their lead over males in terms of success rates. The gender disparity in academic achievement persisted at 8 to 9% throughout the three-year period as illustrated in Figure 3. This suggests that, on average, females achieve higher academic success rates compared to males at the University.

Figure 3: %success rates by gender,2021-2023

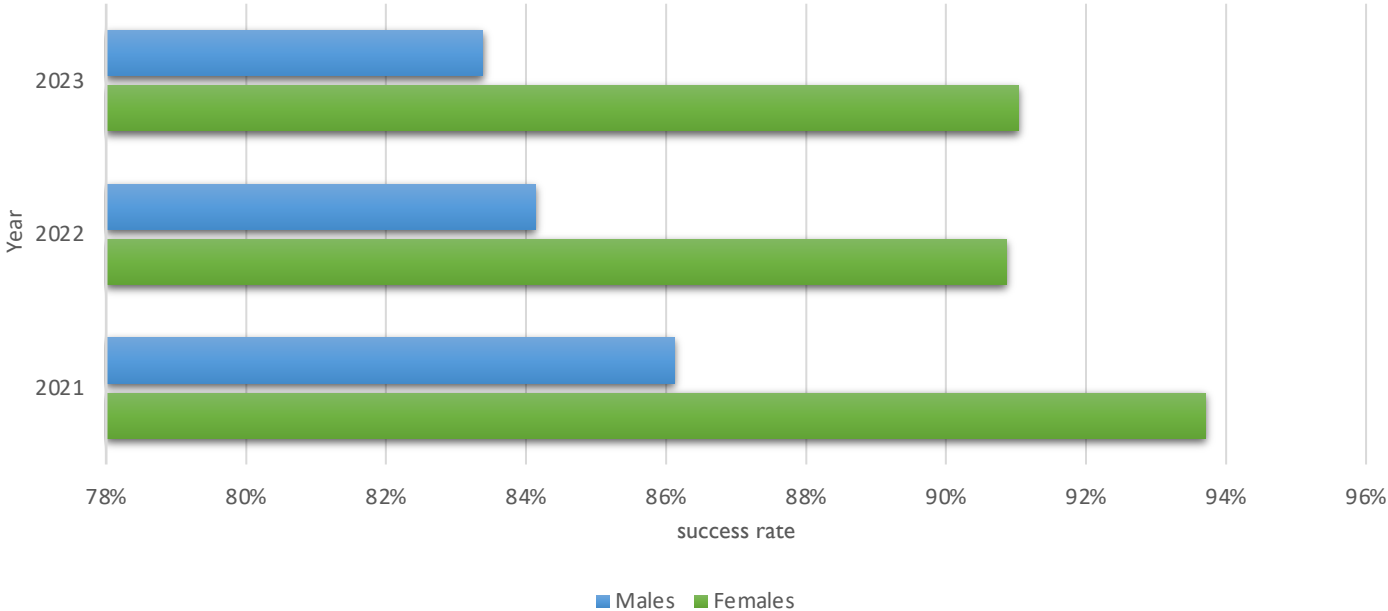
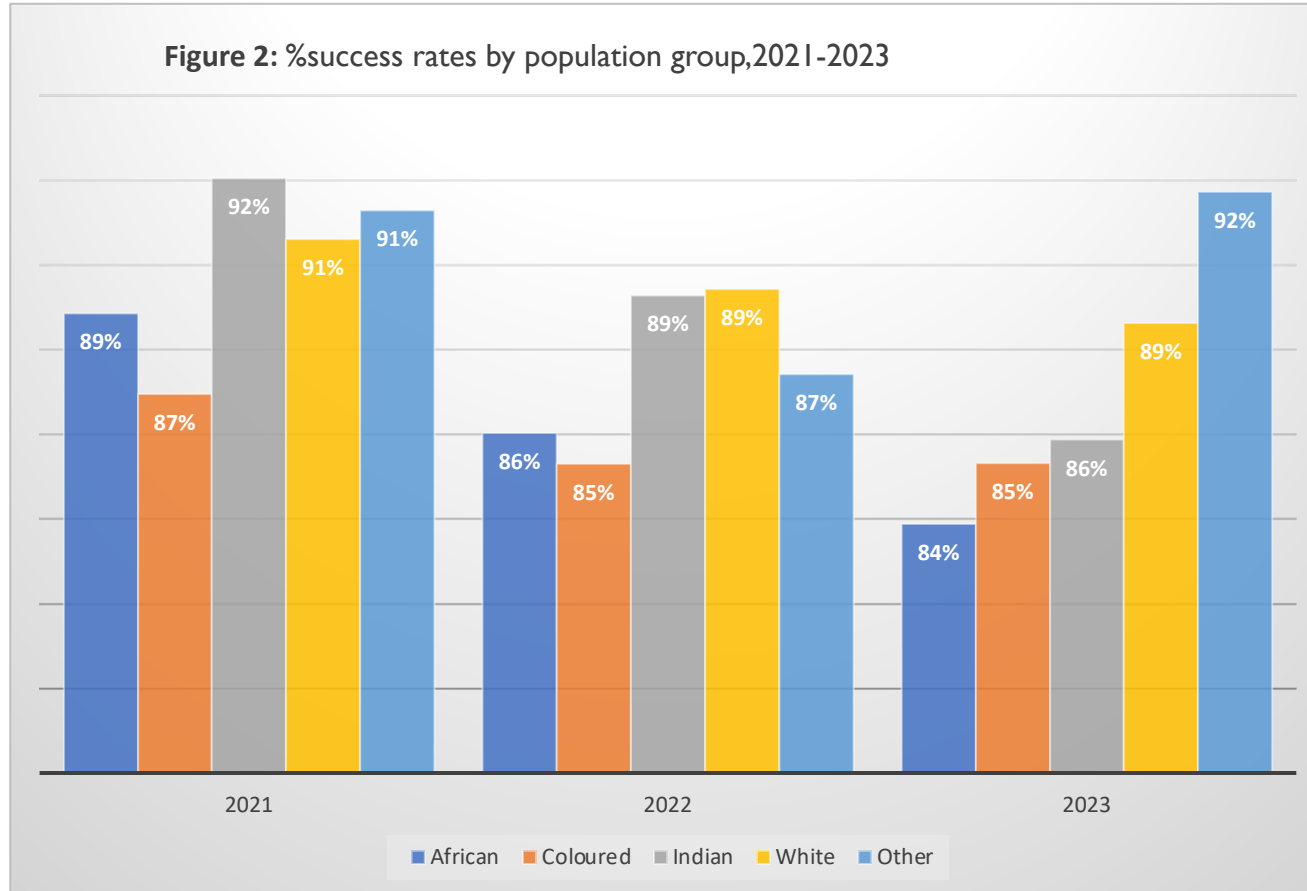


Figure 2: %success rates by population group,2021-2023



Varying success rates by race groups, influenced by African students as the majority group

Considerations

- i. Institutional Strategic Map, Philosophy of Education
(creativity, innovation, transformation, adaptive, entrepreneurial)
- i. Foster a common understanding of student success indicators.
- ii. Improve the analysis of the impact of student development initiatives.
- iii. Intensify cohort responsive and discipline specific student development initiatives.
- iv. Promote collaboration to maximise best practices.
- v. Reduce ad-hoc interventions and ensure we institutionalise our initiatives

Plans for Siyaphumelela 3.0 “Data focused, equity infused”

Siyaphumelela 2.0 has highlighted and revealed important factors that contributes to, and affect student success at DUT. Through the pilots, a number of interventions and strategies have been conceptualized and tracked for impact. Siyaphumelela 3.0 has a particular focus on Upscaling of interventions, and tracking of impact. Appreciative than deficit approach to student success.

- Enhance Production and Analysis of Data for Comprehensive Understanding of Student Success Factors
- Strengthen Holistic Student Development through Integrated Curricular Activities and Co-curricular Programs based on Data Analysis
- To leverage data-infused strategies and equity-focused approaches to enhance student success, staff development, and curriculum innovation at DUT

Plans for Siyaphumelela 3.0

“Data focused, equity infused”

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| Strategies | Focus Area |
|---|---------------------------------------|
| Use Design Thinking methodology to develop a holistic student support, development and success framework Comprehensive review of student support initiatives and development of 2 nd transcript | Sikusekele (Holistic Student support) |
| Mainstreaming of high impactful practices Review of curriculum and capacity development for inclusive and innovative teaching and Learning | Hambisa (Moving the Middle) |
| Sensory engineering for cumulative tracking and early identification and monitoring Establishing and assessing comprehensive institutional surveys to enhance data collection and analysis capabilities | Data working group |



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THANK
YOU

