Cape Peninsula
University of Technology

Siyaphumelela
we succeed

Harnessing the university structures to design a systemic and integrated approach to student success

Cupido X; Mkonto N; Farrar T; Nakhooda M, Mkonto, N, Megkwe, T

Siyaphumelela Conference, June 2024
The Wanderers Club, Johannesburg

National and institutional alignment

National

- White Paper on Post-School Education and Training (2013).

- the National Development Plan 2030 (2012).

- Policy on Articulation into and within Higher Education.

CPUT

- Aligned with CPUT 3.0 Vision 2030 strategic goal of "providing equitable resources to all students on all campuses" (The Student Experience, p. 12) and focus areas 2 and 7.

- The programme further aligns with CPUT graduate attributes.

A high graduation rate, low dropout rate, and positive student experiences reflect well on the institution and indicate that it is fulfilling its purpose.

Student Success at CPUT: The ideal

CPUT places student success at the forefront, highlighting its importance as a primary goal:

- fostering a comprehensive and inclusive approach to student success.

- Student success is a collective responsibility

- Everyone in the institution plays a role in supporting student success.

- Collaborative development of policies, procedures, systems, and resources that support student success.

- Encourage cross-departmental projects and collaborations to promote a cohesive and integrated approach to student success.

- Students as partners

Student Success at CPUT: The reality
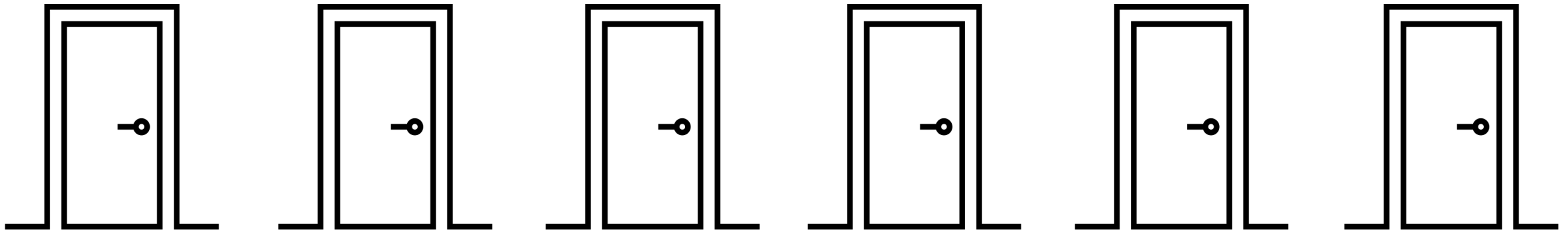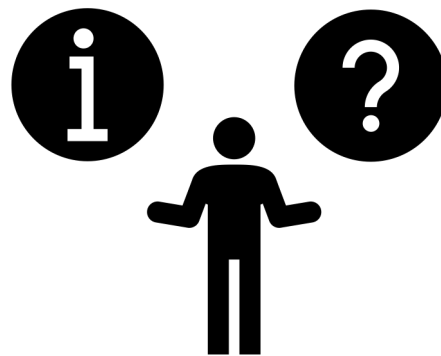
Pre-Entry Student Data   First Year Experience   Student Affairs   Student Support/ Surveys   Academic Advising   Student Data

Disconnected and misaligned
Little to no collaboration
Disparate
No integration

Cape Peninsula
University of Technology

Institutional support

The reputation of an institution influences its ability to attract students

- Who are our students?

- What kind of support do our students require?

- What kind of support do we provide?

- How do we incorporate students' lived experiences?

Use data to provide holistic student support for a positive student experience and learning journey.

Setting up Student Success structures

Enablers

- Management Support - Senate Committee

- Student Success - Risk Register

- Quality Assurance Framework

- SLTC – STARS sub-committee

- Establishment of the STARS Unit
  - Functional IFYE committee
  - Faculty FYE committees
  - Students support drivers
  - Student support champions in faculties

- Effective working relations with Support Services

- Reports to the SLTC

Process and Governance Structures

- Submission the terms of reference – SLTC – Senate – Approval

- Constitution of the committee – all relevant stakeholders

- Engaging with the stakeholders to get a buy-in

- Discussions to take place in faculties - context

- Creation of a centralized hub

- Employ data analyst - incorporate student voice - working in partnership with students to interpret and analyze data - a new data analytic lens

STARS (Student Transition, Access, Retention and Success) Committee

Aim

- To provide strategic leadership and oversight of student success in an integrated manner

- Engaging all CPUT stakeholders in designing and developing interventions and supporting student success.

- Provide support to students from registration to graduation

- Bring together faculty and staff from different departments to discuss best practices, share insights, and develop joint initiatives.

Cape Peninsula
University of Technology

STARS COMMITTEE

Approved at Senate in November 2023

Cape Peninsula University of Technology

FUNDANI CENTRE FOR HIGHER EDUCATION DEVELOPMENT

STUDENT TRANSITIONS, ACCESS, RETENTION and SUCCESS (STARS) COMMITTEE

TERMS OF REFERENCE

1. INTRODUCTION

Student Transition, Access, Retention and Success (STARS) is an institution-wide educational practice designed to address student transitions, retention, and transition into post school education and training. The STARS Committee is a sub-committee of the Senate Teaching and Learning Committee. It advises the Senate Teaching and Learning Committee and recommends student learning and teaching matters contributing to student success.

2. AIM OF THE SUB-COMMITTEE

- Establish a student-centred culture at CPUT to improve completion rates.
- Improve institutional capacity to collect and use student data to improve student success throughout the student journey from application to graduation and beyond.
- Expand evidence-based student success efforts nationally, using a networked approach that builds on existing strengths, shares capacity throughout the sector, and serves institution based on current needs and abilities.
- Contribute to regional, national, and international networks on student success.

3. PURPOSE:

The subcommittee is responsible for the strategic leadership and oversight of student success. It engages students, academic, support, administrative staff and leadership in developing agreed-upon interventions and strategies aimed at promoting student success. The overall purpose of the STAR Committee is to promote, support and develop activities for the scholarship of learning and teaching at CPUT within the framework of the institution's strategies and policies.
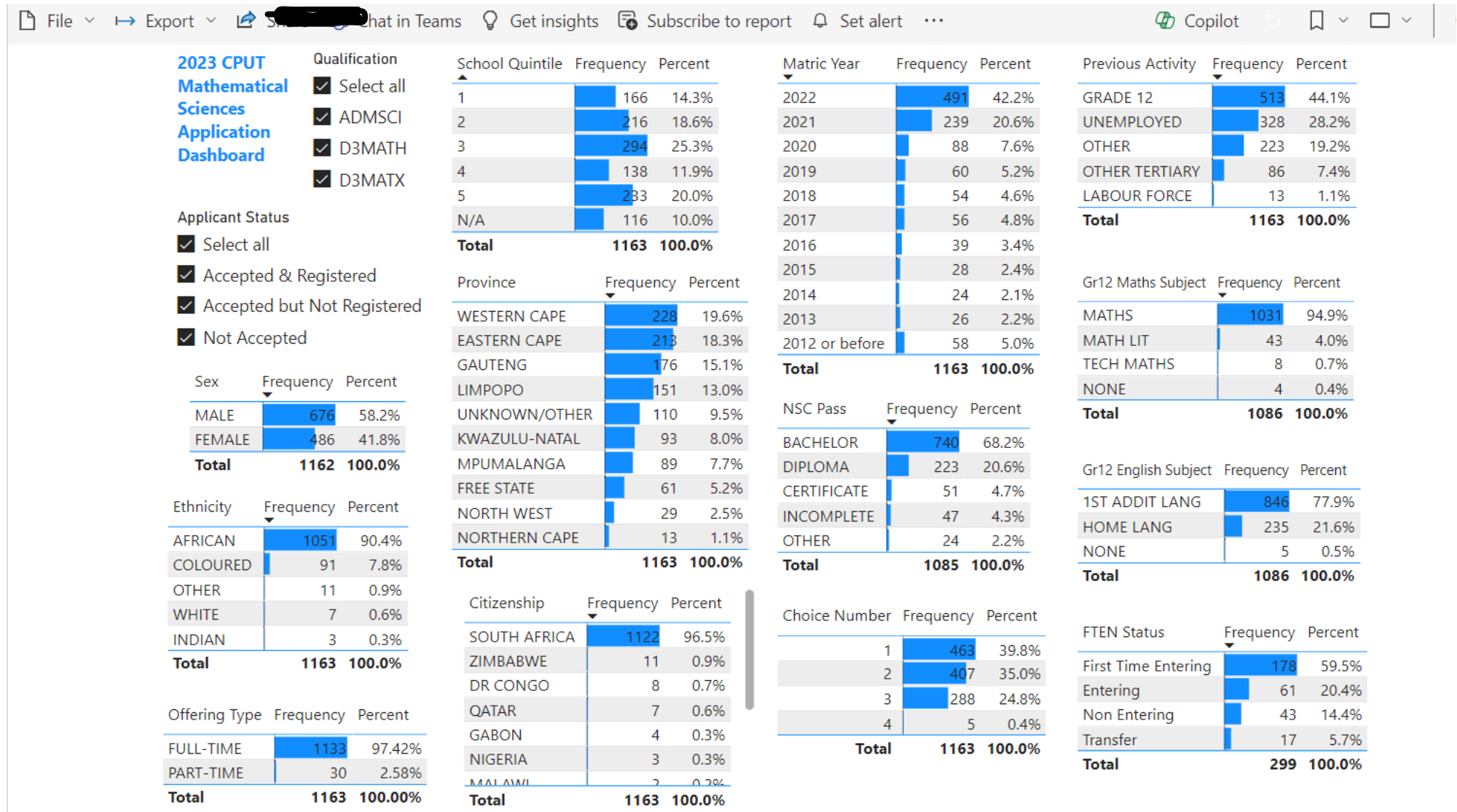
STARS

1

Monitor interventions - data

2

Establish impact indicators - faculty-based

3

Measure effectiveness of interventions

Data Projects - Demographic Dashboard

2023 CPUT Mathematical Sciences Application Dashboard

Qualification
- ☑ Select all
- ☑ ADMSCI
- ☑ D3MATH
- ☑ D3MATX

Applicant Status
- ☑ Select all
- ☑ Accepted & Registered
- ☑ Accepted but Not Registered
- ☑ Not Accepted

Sex	Frequency	Percent
MALE	676	58.2%
FEMALE	486	41.8%
Total	**1162**	**100.0%**

Ethnicity	Frequency	Percent
AFRICAN	1051	90.4%
COLOURED	91	7.8%
OTHER	11	0.9%
WHITE	7	0.6%
INDIAN	3	0.3%
Total	**1163**	**100.0%**

Offering Type	Frequency	Percent
FULL-TIME	1133	97.42%
PART-TIME	30	2.58%
Total	**1163**	**100.00%**

School Quintile	Frequency	Percent
1	166	14.3%
2	216	18.6%
3	294	25.3%
4	138	11.9%
5	233	20.0%
N/A	116	10.0%
Total	**1163**	**100.0%**

Province	Frequency	Percent
WESTERN CAPE	228	19.6%
EASTERN CAPE	213	18.3%
GAUTENG	176	15.1%
LIMPOPO	151	13.0%
UNKNOWN/OTHER	110	9.5%
KWAZULU-NATAL	93	8.0%
MPUMALANGA	89	7.7%
FREE STATE	61	5.2%
NORTH WEST	29	2.5%
NORTHERN CAPE	13	1.1%
Total	**1163**	**100.0%**

Citizenship	Frequency	Percent
SOUTH AFRICA	1122	96.5%
ZIMBABWE	11	0.9%
DR CONGO	8	0.7%
QATAR	7	0.6%
GABON	4	0.3%
NIGERIA	3	0.3%
MALAWI	2	0.2%
Total	**1163**	**100.0%**

Matric Year	Frequency	Percent
2022	491	42.2%
2021	239	20.6%
2020	88	7.6%
2019	60	5.2%
2018	54	4.6%
2017	56	4.8%
2016	39	3.4%
2015	28	2.4%
2014	24	2.1%
2013	26	2.2%
2012 or before	58	5.0%
Total	**1163**	**100.0%**

NSC Pass	Frequency	Percent
BACHELOR	740	68.2%
DIPLOMA	223	20.6%
CERTIFICATE	51	4.7%
INCOMPLETE	47	4.3%
OTHER	24	2.2%
Total	**1085**	**100.0%**

Choice Number	Frequency	Percent
1	463	39.8%
2	407	35.0%
3	288	24.8%
4	5	0.4%
Total	**1163**	**100.0%**

Previous Activity	Frequency	Percent
GRADE 12	513	44.1%
UNEMPLOYED	328	28.2%
OTHER	223	19.2%
OTHER TERTIARY	86	7.4%
LABOUR FORCE	13	1.1%
Total	**1163**	**100.0%**

Gr12 Maths Subject	Frequency	Percent
MATHS	1031	94.9%
MATH LIT	43	4.0%
TECH MATHS	8	0.7%
NONE	4	0.4%
Total	**1086**	**100.0%**

Gr12 English Subject	Frequency	Percent
1ST ADDIT LANG	846	77.9%
HOME LANG	235	21.6%
NONE	5	0.5%
Total	**1086**	**100.0%**

FTEN Status	Frequency	Percent
First Time Entering	178	59.5%
Entering	61	20.4%
Non Entering	43	14.4%
Transfer	17	5.7%
Total	**299**	**100.0%**

Data Projects – Student Progress Dashboard

Data Projects - Graduation List Dashboard

Faculty
- ○ ENGINEERING AND BUILT ENVIRON
- ○ HEALTH AND WELLNESS SCIENCES
- ◉ INFORMATICS AND DESIGN

Qualification Name
- ◉ ADVANCED DIPLOMA IN FILM PRODUCTION
- ○ DIPLOMA IN FILM PRODUCTION

Total SAQA Credits for Qualification

120

Total Compulsory Subjects in Qualification (Active Only)

5

Total Elective Subjects in Qualification (Active Only)

0

99 means could not be computed from data

Department
- ○ ARCHITECTURAL TECHNOLOGY
- ○ FASHION AND SURFACE DESIGN
- ◉ FILM AND VIDEO
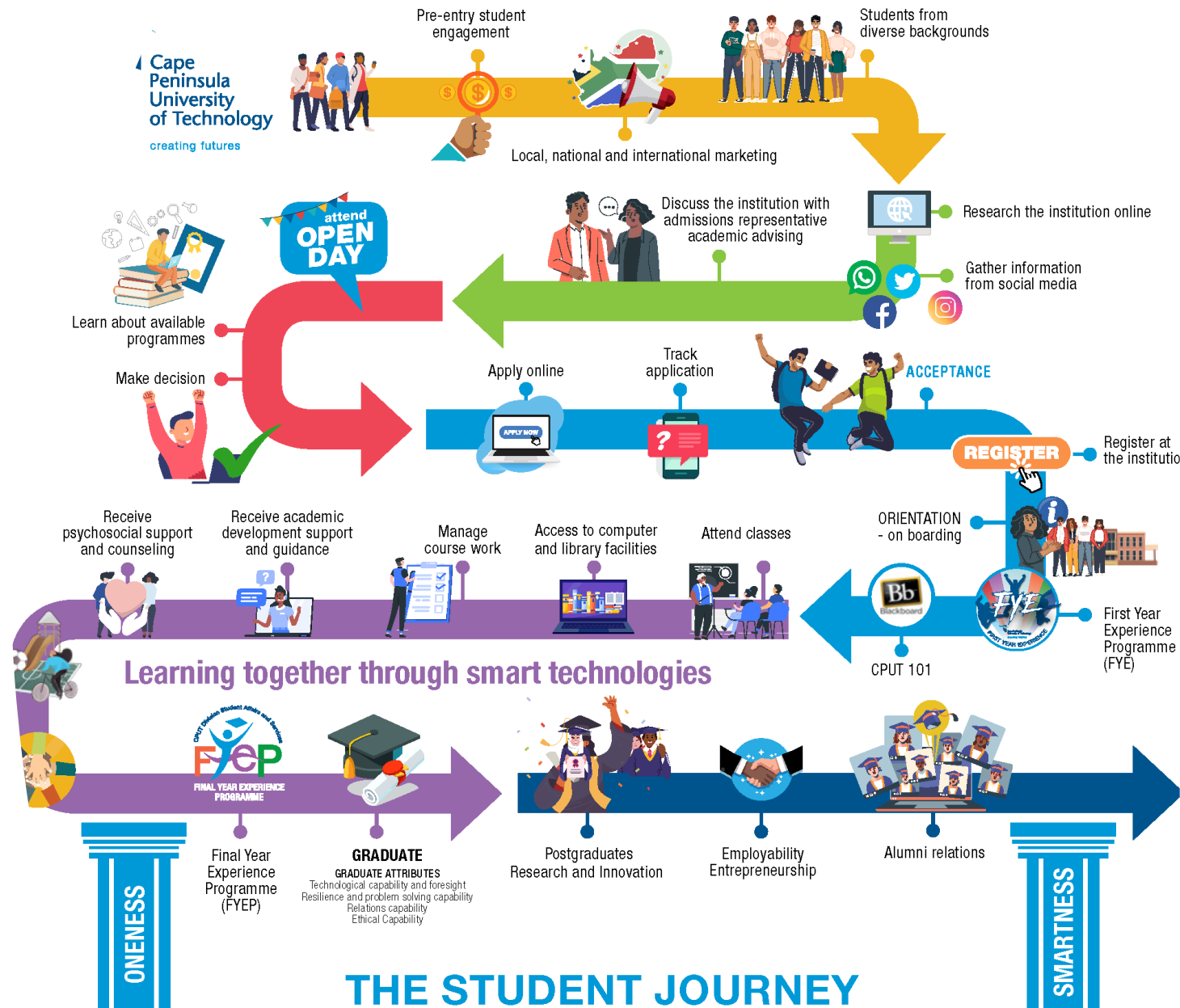- ○ GRAPHIC DESIGN

STUDENT NO	QUAL CODE	EFFECTIVE DATE	SAQA CREDITS	CUM LAUDE	SUMMA CUM LAUDE	%	Compulsory Subjects Passed	Elective Subjects Passed	Lowest Mark	Passed All First Time	Still within Minimum Time
▬▬▬	ADFMPD		100	NO	NO	55.6	4	0	33	NO	YES
▬▬▬	ADFMPD		100	NO	NO	62.8	4	0	46	NO	YES
▬▬▬	ADFMPD		100	NO	NO	58.0	4	0	23	NO	YES

Next Steps

- Developing a contextualized student success framework linked to the Student Journey:

Thank you