# Transformative impact for students from low-income households

## A scalable wraparound support programme

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Edukat

# HOLISTIC TRANSFORMATIONAL SUPPORT

**Consists of various key components**

Academic administration

Academic
- Academic advisory
- Academic skills
- Module/Course/Subject

Financial

Accommodation

Health and wellness

Socio-emotional support

Employability
- Essential 21st century skills

Information and communication technology (ICT)
- EdTech (education technology) integration
- Student information systems integration



## EDUCATION MANAGEMENT AND LEADERSHIP



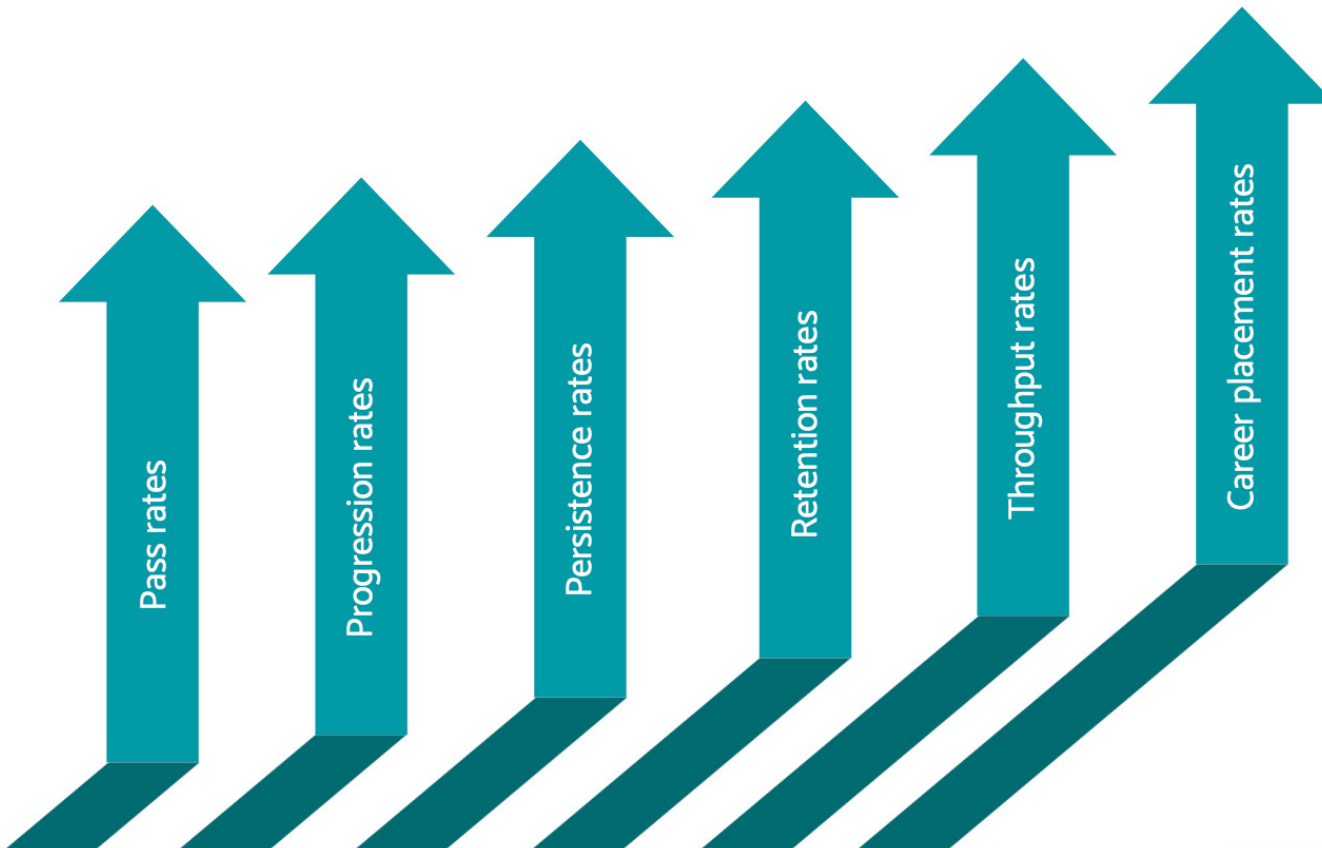## TRANSFORMATION, DIVERSITY AND INCLUSION - STUDENT OUTCOMES



## IMPACT INVESTMENT OPPORTUNITY ANALYSIS

**Changing phases…**

# STUDENT SUCCESS AND EMPLOYABILITY OUTCOMES

**at the core of what we aim to achieve**



- Pass rates
- Progression rates
- Persistence rates
- Retention rates
- Throughput rates
- Career placement rates

# SIKELELA SCHOLARS PROGRAMME

# SHARED VALUE ECOSYSTEM
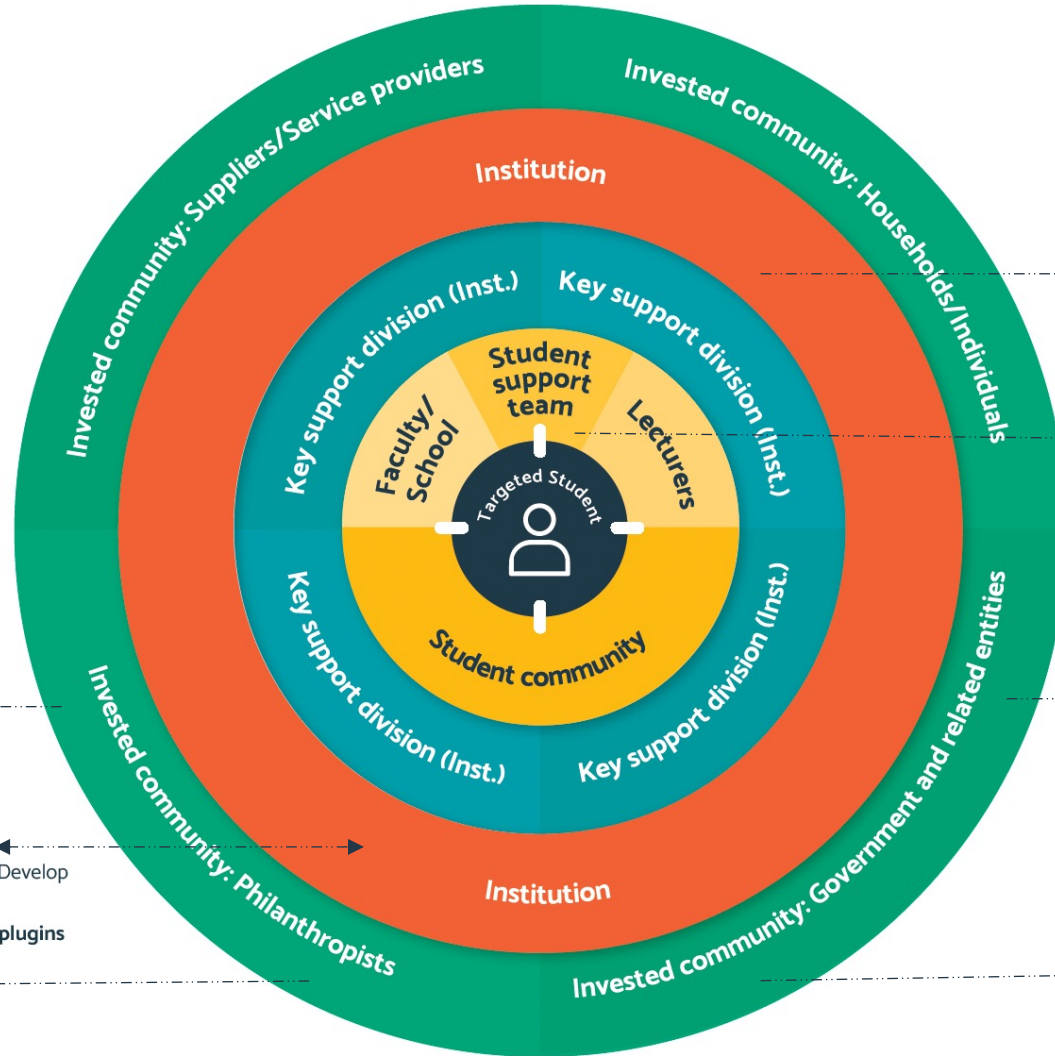
# SIKELELA SCHOLARS PROGRAMME INTENT

## A student success and employability programme for low-income students

**SITUATION**

| Increasing numbers of low-income and first-generation students at university | Increasing low academic preparedness and growing learning gaps | Unsatisfactory university throughput rates |

**OPPORTUNITY**

| Government financial aid through NSFAS | Existing institutional support services | Proven impact of wraparound support |

**IMPACT**

| Improved throughput rates for low-income household students | More employable low-income graduates in key professions | Improved lifetime earnings for graduates as breadwinners |

**MODE**

Student risk tracking and guided pathways to existing UP support services – enabled with technology, small financial levers and a laptop

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# PROGRAMME VALUE PROPOSITION

## The Sikelela Scholars Programme is unique…

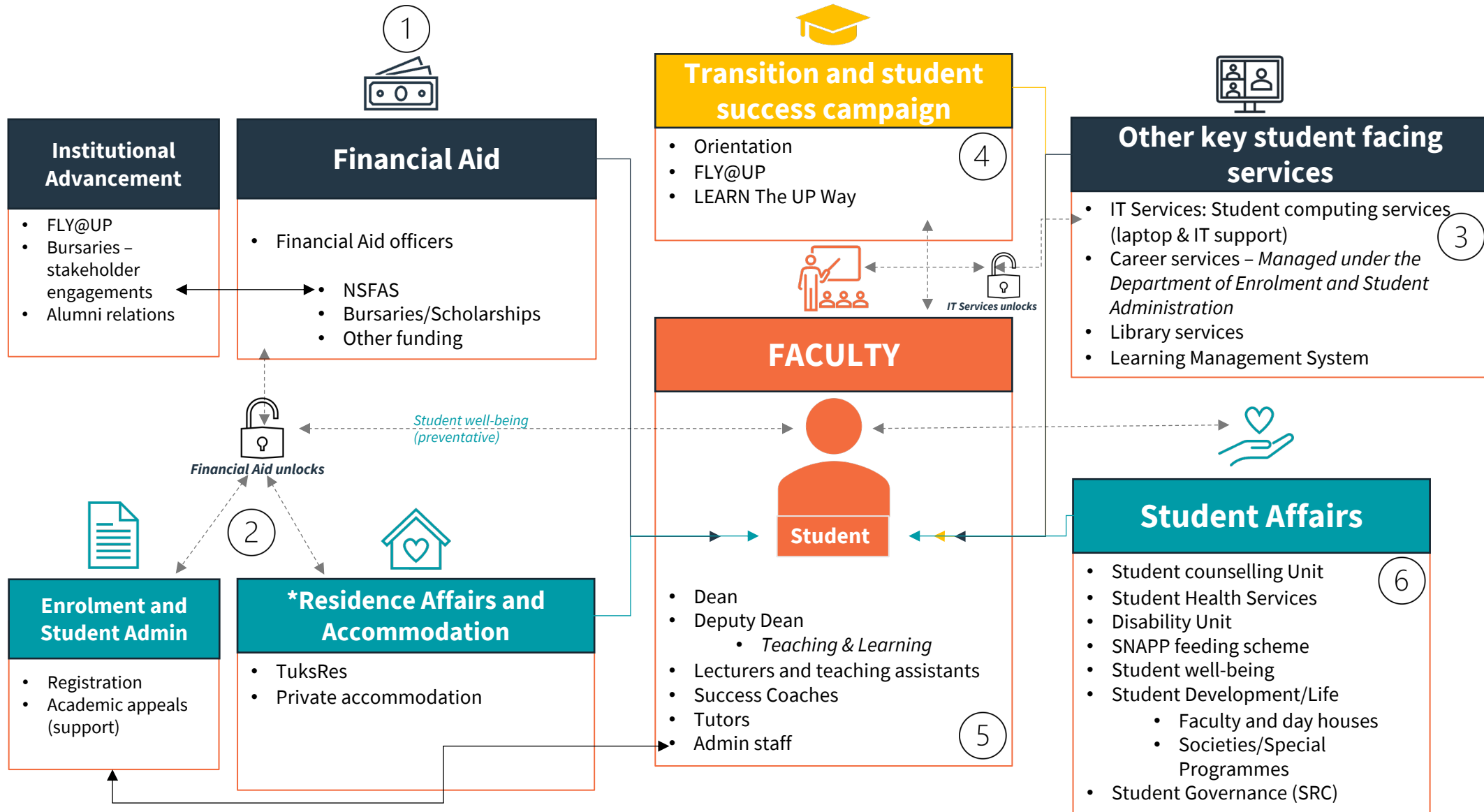| | | |
|---|---|---|
| Custom Built Learner Case Management Tool | **Tech Tool** | **Simplifying the process of seeking help** |
| Administration, Accommodation, Academic, Financial, Wellness, Career, IT | **Core Success Support** | **Offering students an integrated support centre** |
| Check-ins; Integrated data systems | **Tailored support** | **Data-driven support management** |
| Trends, check-in information, research | **Informed** | **Proactively identifying potential issues requiring support** |
| No minimum criteria for continued eligibility | **Committed** | **Long-term relationship cultivation** |
| On-campus and online support team, and community of Sikelela Scholars | **Community** | **Providing a sense of identity and belonging** |

# STUDENT SUPPORT SERVICE MAP
## Outlining core student support areas

**① Financial Aid**

**Institutional Advancement**
- FLY@UP
- Bursaries – stakeholder engagements
- Alumni relations

**Financial Aid**
- Financial Aid officers
  - NSFAS
  - Bursaries/Scholarships
  - Other funding

**④ Transition and student success campaign**
- Orientation
- FLY@UP
- LEARN The UP Way

**③ Other key student facing services**
- IT Services: Student computing services (laptop & IT support)
- Career services – *Managed under the Department of Enrolment and Student Administration*
- Library services
- Learning Management System

*IT Services unlocks*

**FACULTY**

**Student**

*Student well-being (preventative)*

*Financial Aid unlocks*

**② Enrolment and Student Admin**
- Registration
- Academic appeals (support)

**\*Residence Affairs and Accommodation**
- TuksRes
- Private accommodation

**⑤ FACULTY**
- Dean
- Deputy Dean
  - *Teaching & Learning*
- Lecturers and teaching assistants
- Success Coaches
- Tutors
- Admin staff

**⑥ Student Affairs**
- Student counselling Unit
- Student Health Services
- Disability Unit
- SNAPP feeding scheme
- Student well-being
- Student Development/Life
  - Faculty and day houses
  - Societies/Special Programmes
- Student Governance (SRC)

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# AN EVALUATION WAS CONDUCTED TO UNDERSTAND SSP'S IMPACT

**Against three levels of driving up student success outcomes**



**1** **Value of wrap around and the guided pathway model for students**
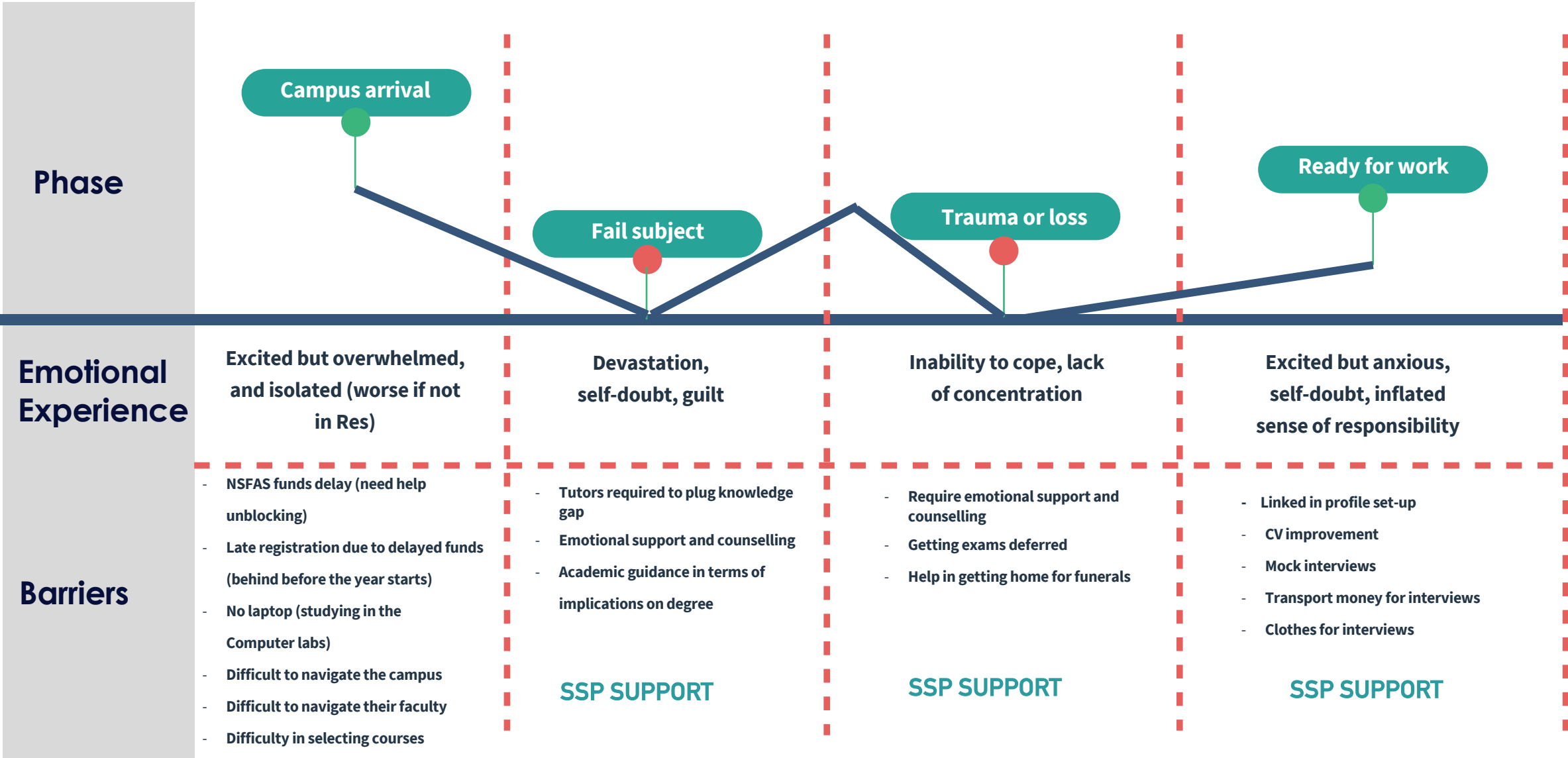
**2** Academic outcomes and improving student performance, retention, and graduation

**3** Potential for return on investment through student impact and beyond

# THERE ARE SOME COMMON PEAKS AND TROUGHS ALONG THE STUDENT JOURNEY

| Phase | Campus arrival | Fail subject | Trauma or loss | Ready for work |
|---|---|---|---|---|
| **Emotional Experience** | Excited but overwhelmed, and isolated (worse if not in Res) | Devastation, self-doubt, guilt | Inability to cope, lack of concentration | Excited but anxious, self-doubt, inflated sense of responsibility |
| **Barriers** | - NSFAS funds delay (need help unblocking)<br>- Late registration due to delayed funds (behind before the year starts)<br>- No laptop (studying in the Computer labs)<br>- Difficult to navigate the campus<br>- Difficult to navigate their faculty<br>- Difficulty in selecting courses | - Tutors required to plug knowledge gap<br>- Emotional support and counselling<br>- Academic guidance in terms of implications on degree<br><br>**SSP SUPPORT** | - Require emotional support and counselling<br>- Getting exams deferred<br>- Help in getting home for funerals<br><br>**SSP SUPPORT** | - Linked in profile set-up<br>- CV improvement<br>- Mock interviews<br>- Transport money for interviews<br>- Clothes for interviews<br><br>**SSP SUPPORT** |

Source: Eighty 20 evaluation - SSP student and Alumni feedback

# SSP GUIDED PATHWAYS HAVE HELPED STUDENTS NAVIGATE UNIVERSITY STRUCTURES TO ACCESS SUPPORT

Students who have used support of university services, reported to have been put in touch with this by SSP:

| Support type | SSP | Tutors or lecturers (Diff. to SSP) | Another student or found by self (Diff. to SSP) |
|---|---|---|---|
| | | **Referral Method** | |
| Academic | 40% | 22 (-12%) | 32 (-8%) |
| Wellness | 8% | 4 (-4%) | 81 (+73%) |
| Careers | 41% | 28 (-13%) | 33 (-8%) |
| Accommodation | 64% | - | 36 (-28%) |

**Remedial action: appointed dedicated Therapist in SCU in Sept 2022 to improve wellness referral workflows.**

*"For most people who don't have someone to ask questions with regards to academic situations, at least we have this programme. We have someone who has the knowledge and can refer you to the right person and information. It's the biggest benefit."*

*"My uncle passed away so I went home. It was hectic but I am going to get help from the programme, so I think it will help get me into a better mental state."*

**Quotes from SSP students**

Source: Active student survey responses from Eighty20 evaluation, 2022 (n=203).

# BEING PART OF THE PROGRAMME PROVIDED ADDED SUPPORTIVE STRUCTURE FOR STUDENTS

## SENSE OF BELONGING

- Students, once on the programme, had a family.
- They were able to shake off the "badge of poverty" and replace it with a badge of pride as they were "scholars", they were someone.

## TROUBLESHOOTER

- SSP often unblocked things that were stuck, with NSFAS, with accommodation and with faculties.
- SSP's connectivity into NSFAS and university structures meant that they could troubleshoot on the student's behalf and allow the students to get on with the business of studying.
- On a more practical note, the fact that they could get laptops repaired allowed them to keep going with their studies.

## GUARDIAN ANGEL

- SSP became that one certain that had their back and was rooting for them to succeed.
- SSP cares about their wellbeing and checks up on them and intervenes when they need assistance.

## KNOWLEDGE HUB

- They don't have parents "in the know" and it is a large and daunting campus.
- In addition, they have not got full sight of the implications of decisions that they take in terms of dropping modules and other decisions taken throughout their studies.

Source: Eighty20 qualitative focus group interviews.

# AN EVALUATION WAS CONDUCTED TO UNDERSTAND SSP'S IMPACT

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**1** Value of wrap around and the guided pathway model for students

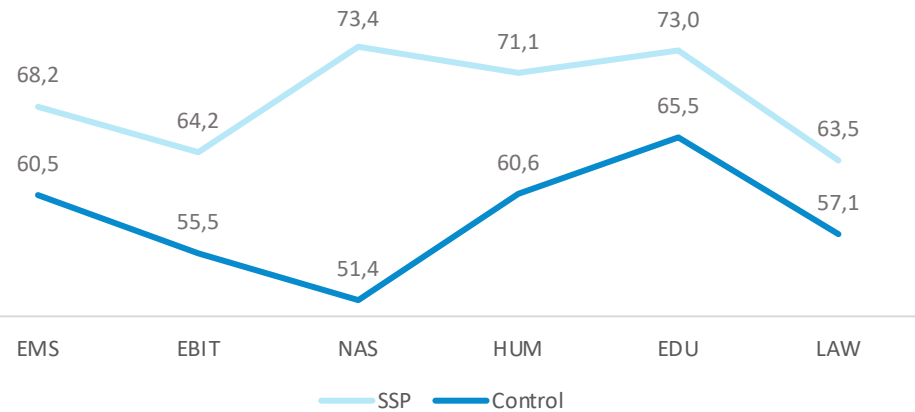**2** Academic outcomes and improving student performance, retention, and graduation

**3** Potential for return on investment through student impact and beyond

# 2016 COHORT ANALYSIS SHOWS SSP OUTPERFORMANCE IN ALL AREAS

**When comparing the most mature cohort against the comparable control group of students, we found that the SSP students outperformed the control group in all aspects.**

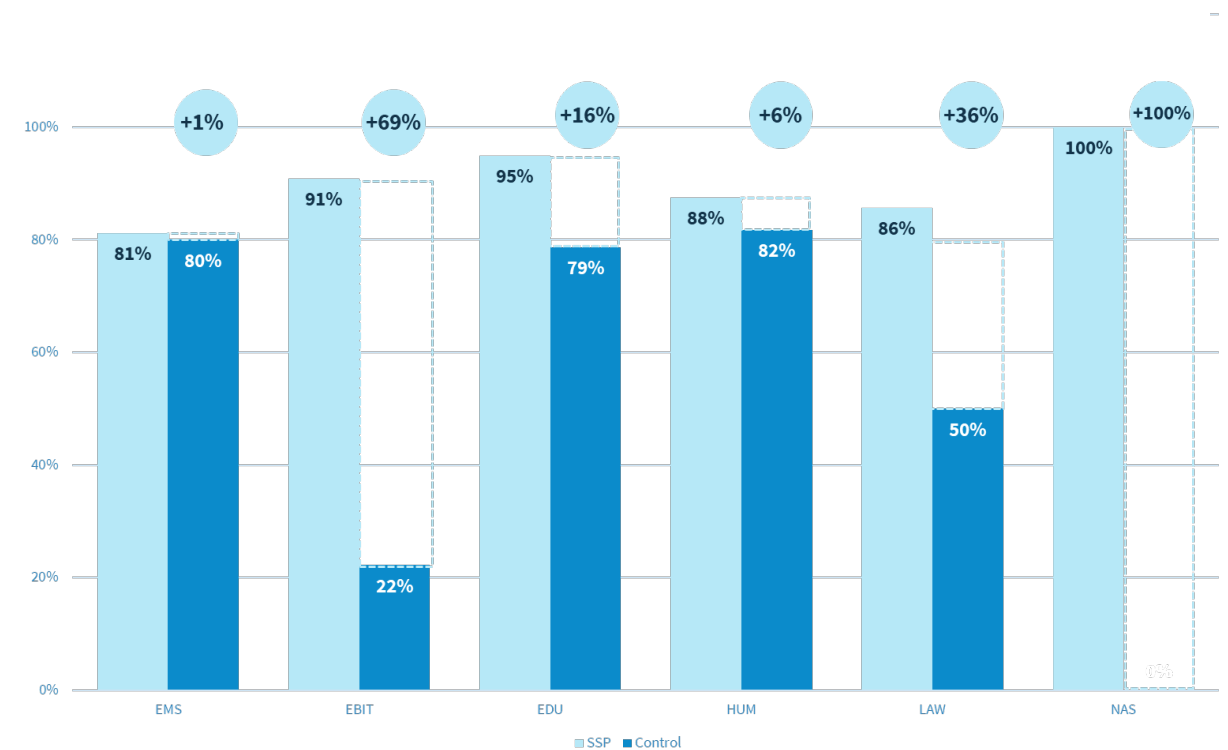## 1. Overall Average Module Result:



SSP values: EMS 68,2 · EBIT 64,2 · NAS 73,4 · HUM 71,1 · EDU 73,0 · LAW 63,5
Control values: EMS 60,5 · EBIT 55,5 · NAS 51,4 · HUM 60,6 · EDU 65,5 · LAW 57,1

Legend: SSP — Control

## 2. Module Pass Rate (Overall Average)

|          | EMS  | EBIT | NAS  | HUM  | EDU  | LAW  |
|----------|------|------|------|------|------|------|
| SSP      | 97%  | 93%  | 100% | 100% | 99%  | 94%  |
| Control  | 90%  | 75%  | 79%  | 93%  | 92%  | 85%  |

## 3. Throughput rate (2022):

SSP achieved a 90% throughput rate and outperforming the control group in all faculties.



EMS: SSP 81%, Control 80% (+1%)
EBIT: SSP 91%, Control 22% (+69%)
EDU: SSP 95%, Control 79% (+16%)
HUM: SSP 88%, Control 82% (+6%)
LAW: SSP 86%, Control 50% (+36%)
NAS: SSP 100% (+100%)

Legend: SSP Control

Source: MSDF analysis of UP academic data for 2016 – 2020 academic years.

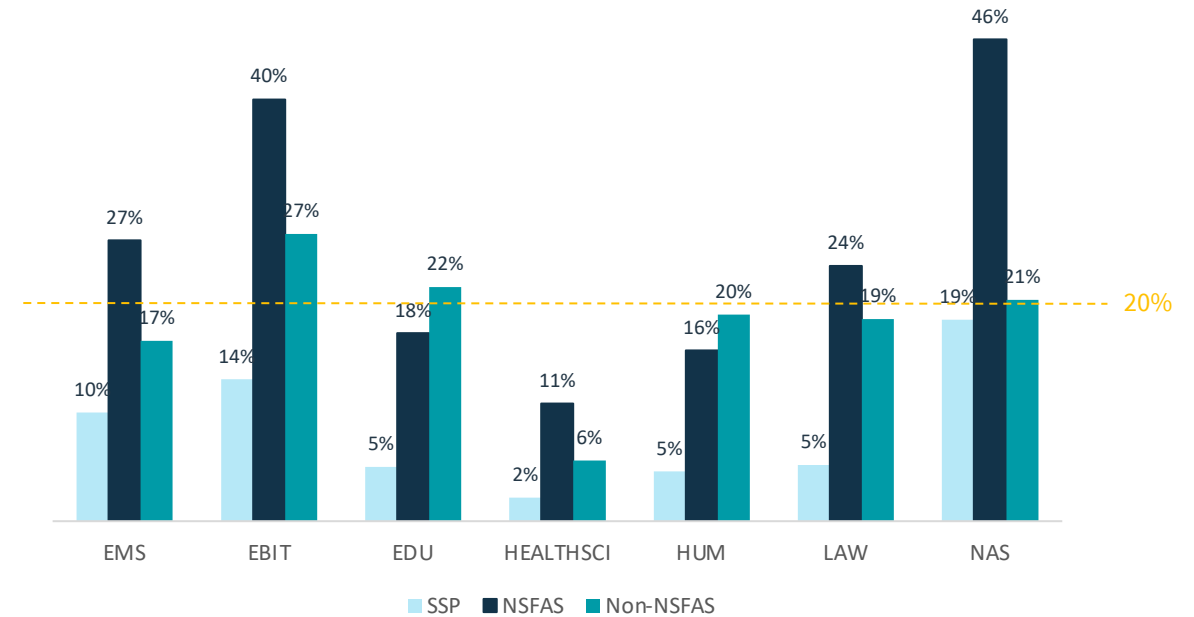# 5 YEAR TREND ANALYSIS SHOWS SSP RETENTION RATE IS 15% HIGHER THAN NSFAS STUDENTS

## 1. Retention Rate

SSP recovered the strongest from the 2017 increase in drop-outs with a 15% overall gain against NSFAS students.
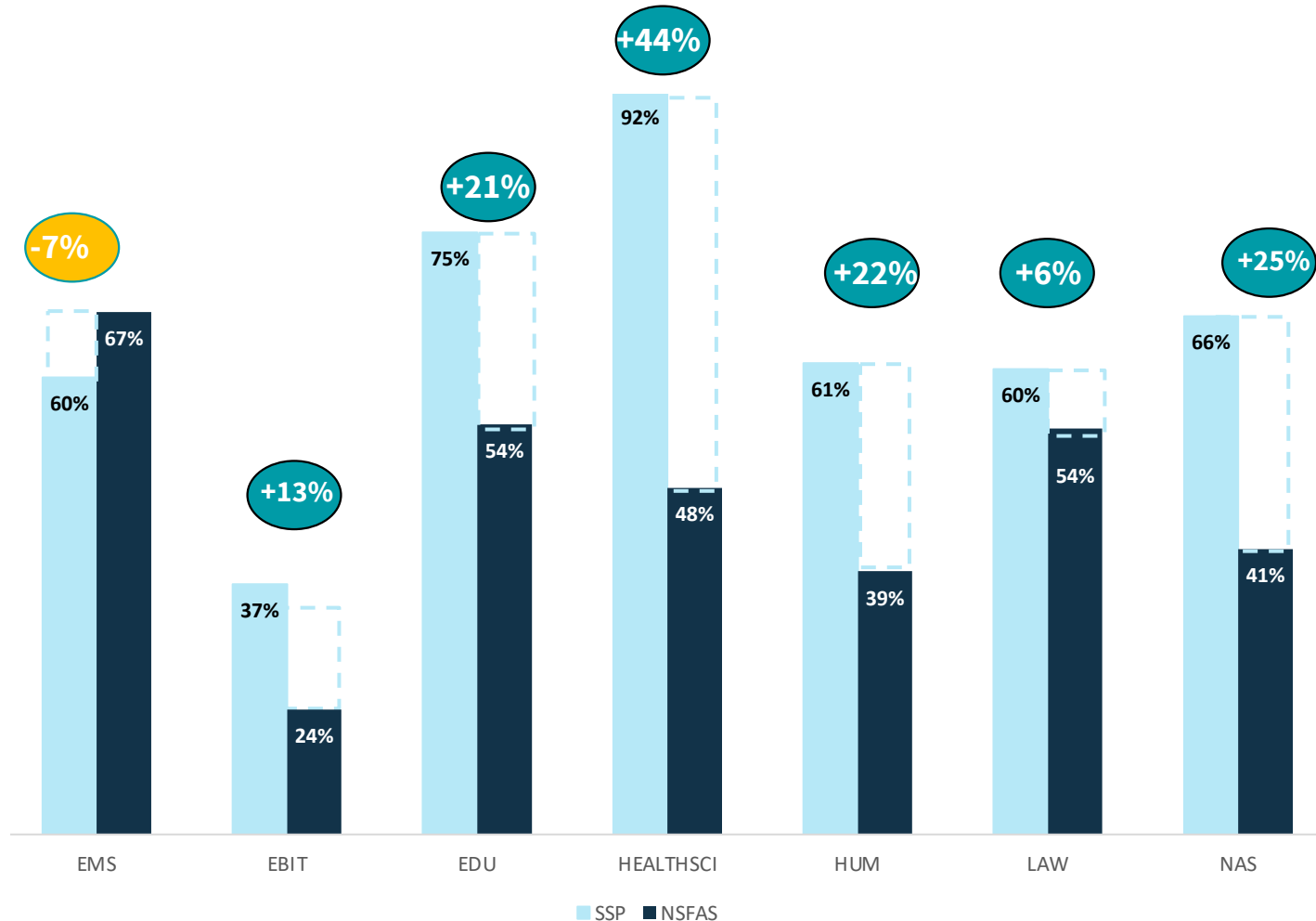


Legend: SSP, NSFAS, Non-NSFAS
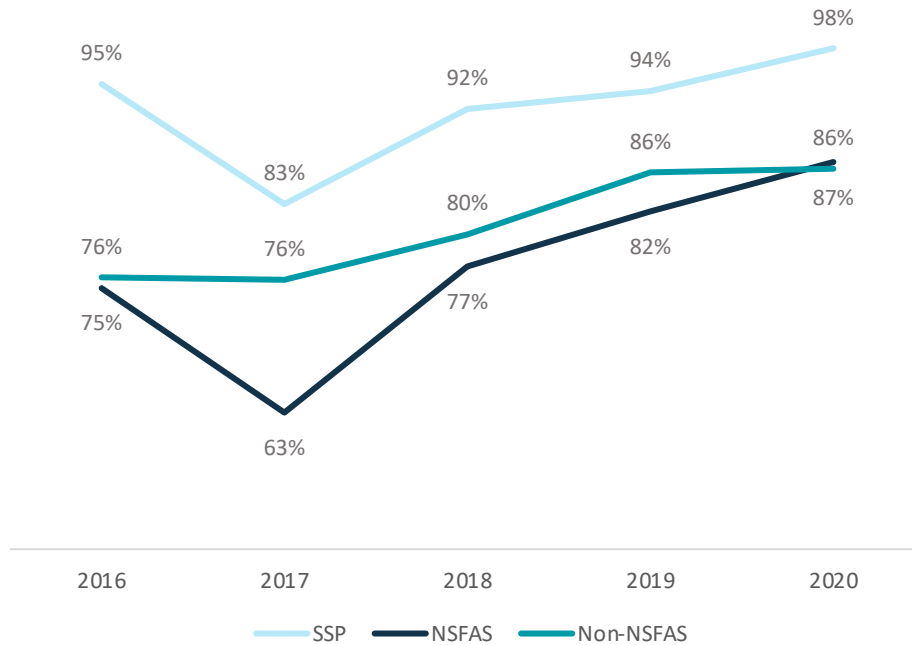
## 2. Drop Out per Faculty

EBIT & NAS have the highest drop-out rates across the groups, but SSP consistently has the lowest drop-out per faculty (<20%).



Legend: SSP, NSFAS, Non-NSFAS

Source: MSDF analysis of UP academic data for 2016 – 2020 academic years.

# SSP STUDENTS GRADUATED AT A HIGHER RATE THAN THE BROADER NSFAS POPULATION
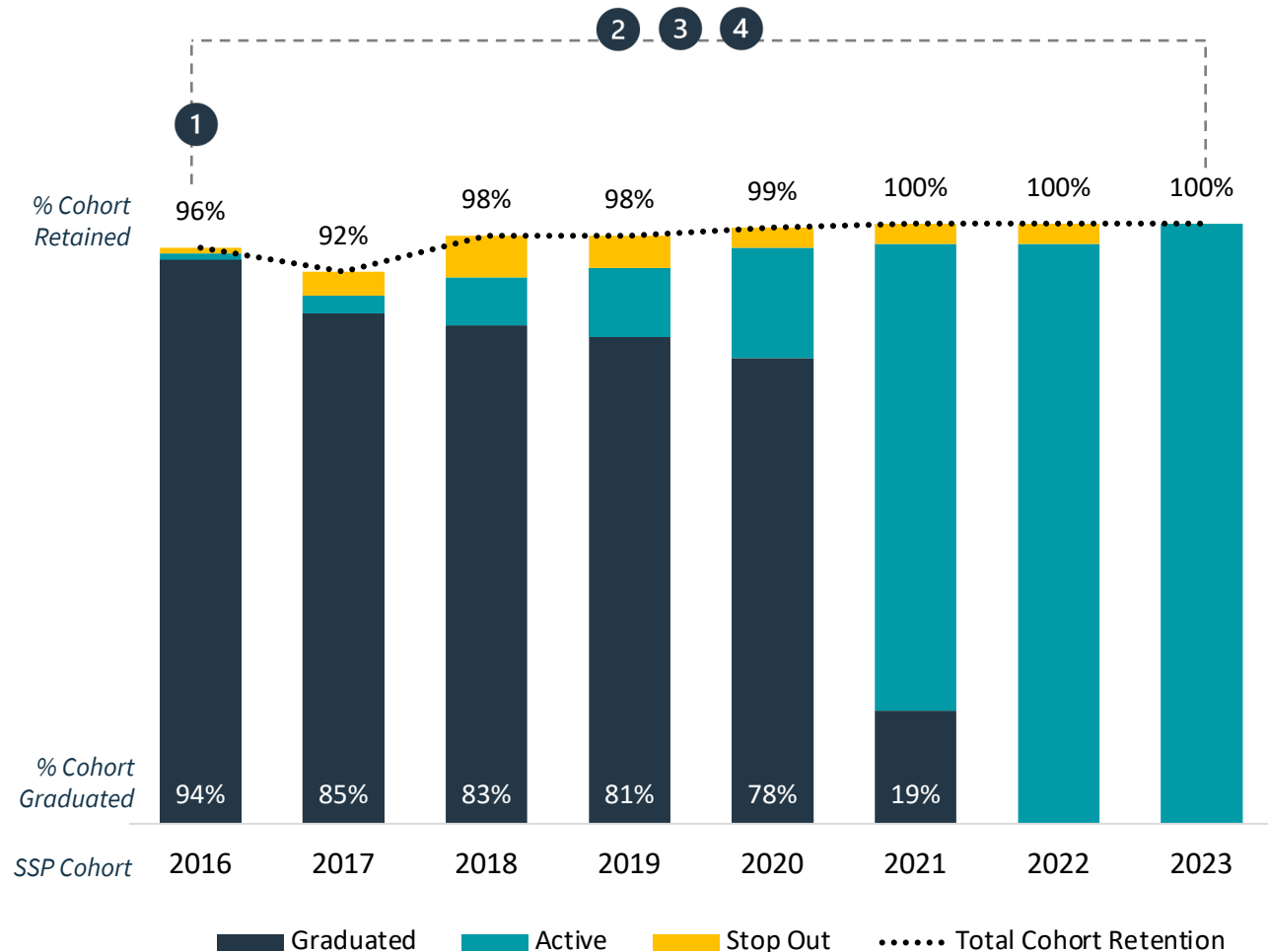


**Difference is between SSP & NSFAS.**

SSP outperformed the broader NSFAS group in 6 out 7 faculties. The gap is particularly pronounced in **HEALTHSCI, EDU, & NAS and EBIT.**

SSP  NSFAS

Source: MSDF analysis of UP academic data for 2016 – 2019 academic years.

# SSP HAS EXCEEDED ACADEMIC TARGETS

## 78% of graduates completing in min-time

**1. 94% throughput rate**
For first cohort available for graduation measure at 8-year rate

**2. 98% retention rate**
For 2016 – 2023 cohorts

**3. 415 active students**
Remain on-track to earn degrees from the 2016 – 2023 cohorts

**4. 3% stopped out**
Team supporting students to return. They will move drop out if they do not return to studies within 2 academic years



% Cohort Retained

| | 96% | 92% | 98% | 98% | 99% | 100% | 100% | 100% |
|---|---|---|---|---|---|---|---|---|

% Cohort Graduated

| | 94% | 85% | 83% | 81% | 78% | 19% | | |
|---|---|---|---|---|---|---|---|---|

| SSP Cohort | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|---|---|---|

Legend: Graduated • Active • Stop Out • ••••• Total Cohort Retention

# AN EVALUATION WAS CONDUCTED TO UNDERSTAND SSP'S IMPACT

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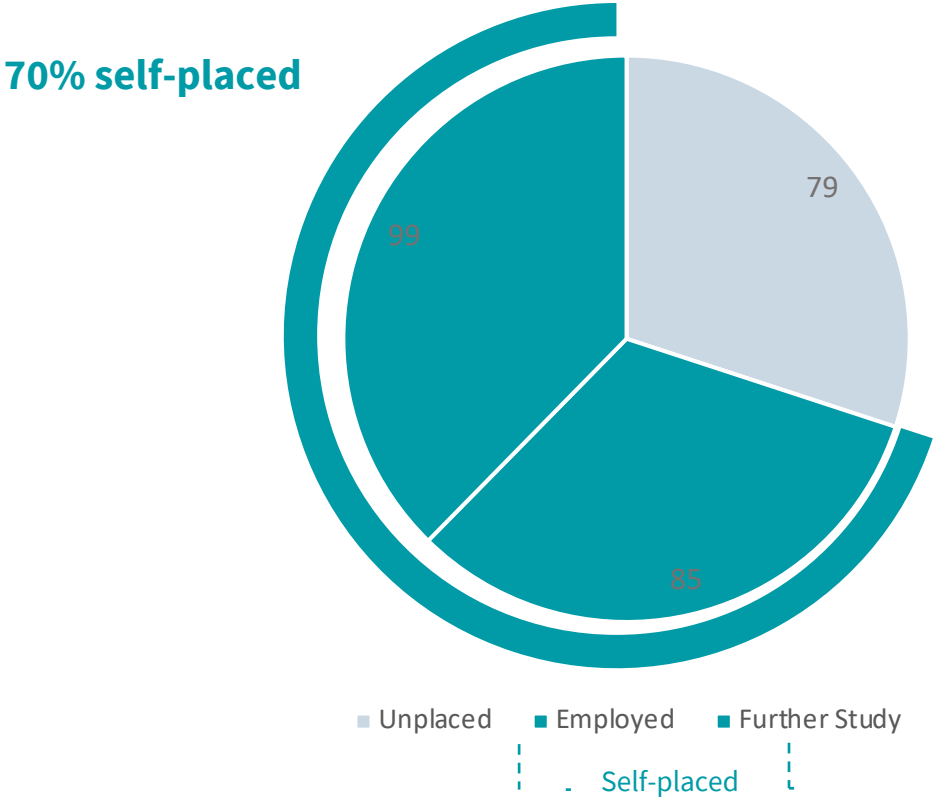**1** Value of wrap around and the guided pathway model for students

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# 70% OF SIKELELA SCHOLARS GRADUATES HAVE SELF-PLACED WITHIN 3 MONTHS OF GRADUATING

**70% self-placed**

99

79

85

■ Unplaced   ■ Employed   ■ Further Study
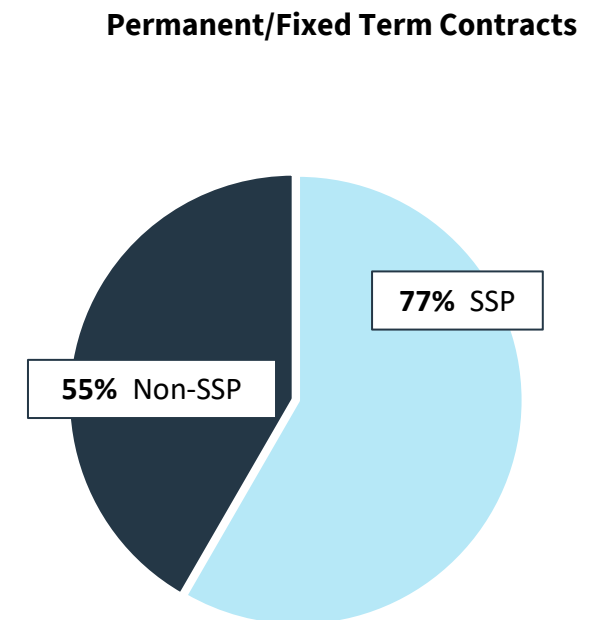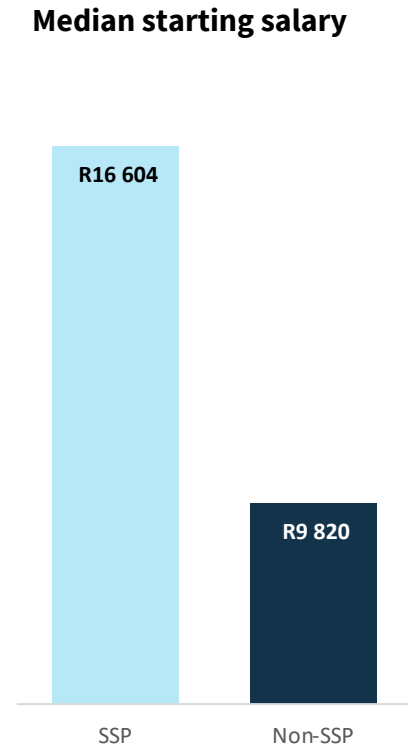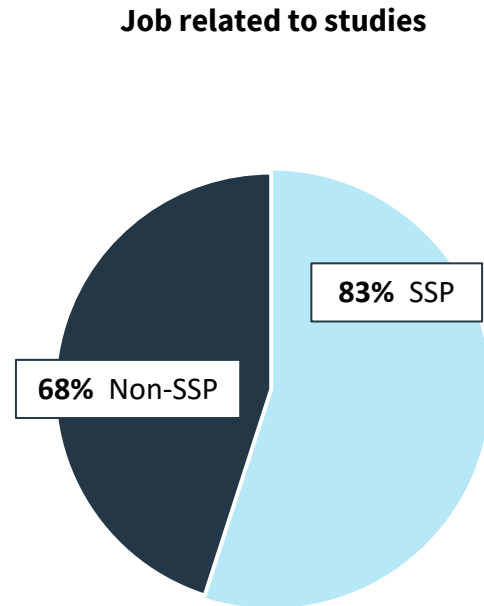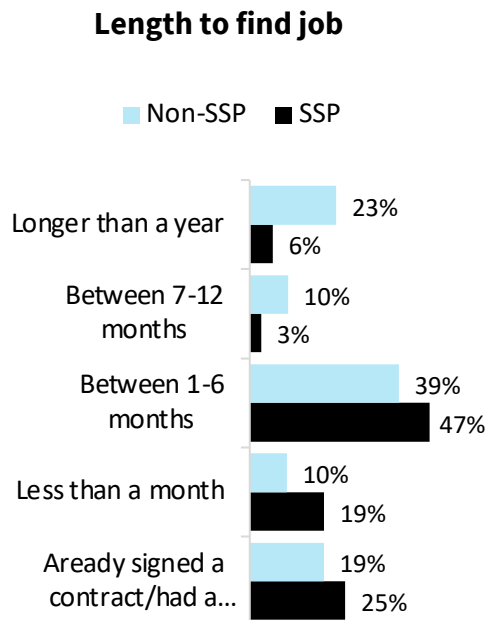
Self-placed

**N = 270 graduates**

Note: 7 Sikelela Scholars graduates were unresponsive to destination surveys or indicated they were not available for placement and have been removed from self-placement calculation.

Source: MSDF analysis of  SSP graduate self-reported data in SSP Admin.

# FAST FACTS: POST-GRADUATION EMPLOYMENT (SSP vs NON-SSP)

**SSP alumni had better success in finding their first jobs – either through graduate recruitment or securing work within 6 months of graduating – and finding something in line with their studies. 91% of SSP alumni surveyed had secured employment within 6 months of graduating.**
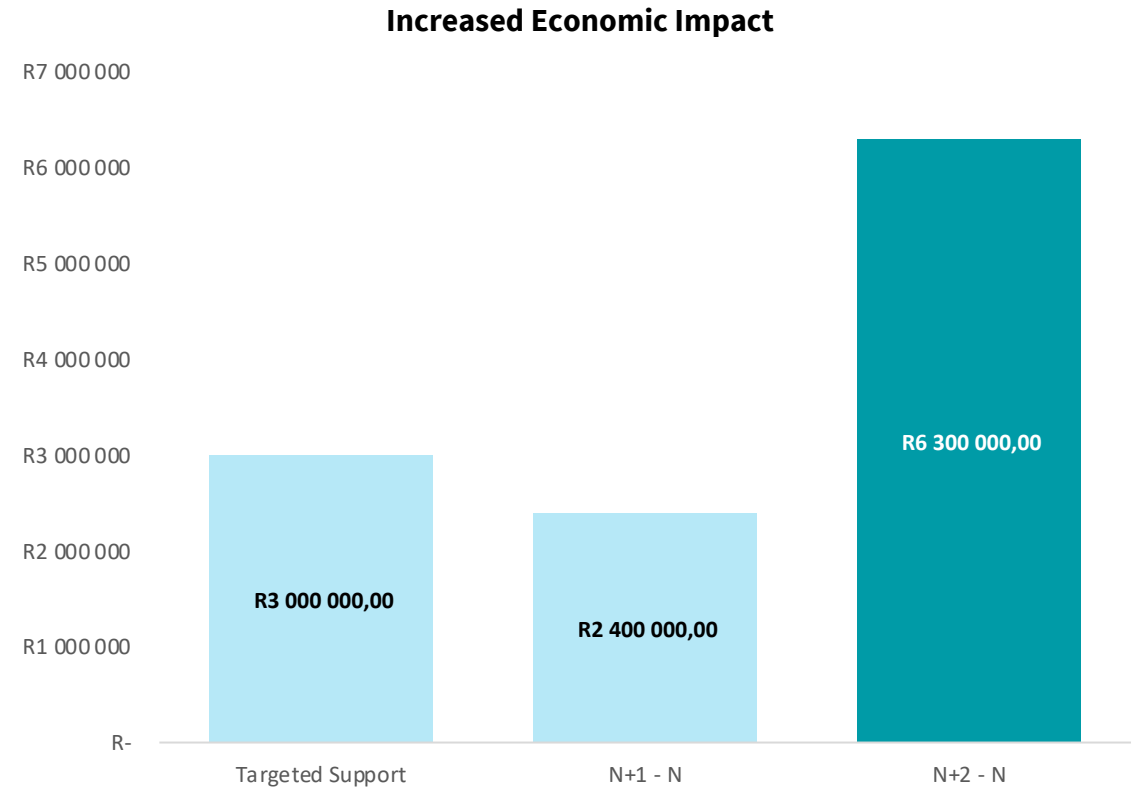
1 in 3 non-SSP alumni took longer than 6 months to secure employment, and ~1 in 3 had to take jobs outside their field of study.

### Length to find job

■ Non-SSP  ■ SSP

| Category | Non-SSP | SSP |
|---|---|---|
| Longer than a year | 23% | 6% |
| Between 7-12 months | 10% | 3% |
| Between 1-6 months | 39% | 47% |
| Less than a month | 10% | 19% |
| Aready signed a contract/had a... | 19% | 25% |

### Job related to studies

**83%** SSP

**68%** Non-SSP

### Median starting salary

R16 604 (SSP)

R9 820 (Non-SSP)

SSP | Non-SSP

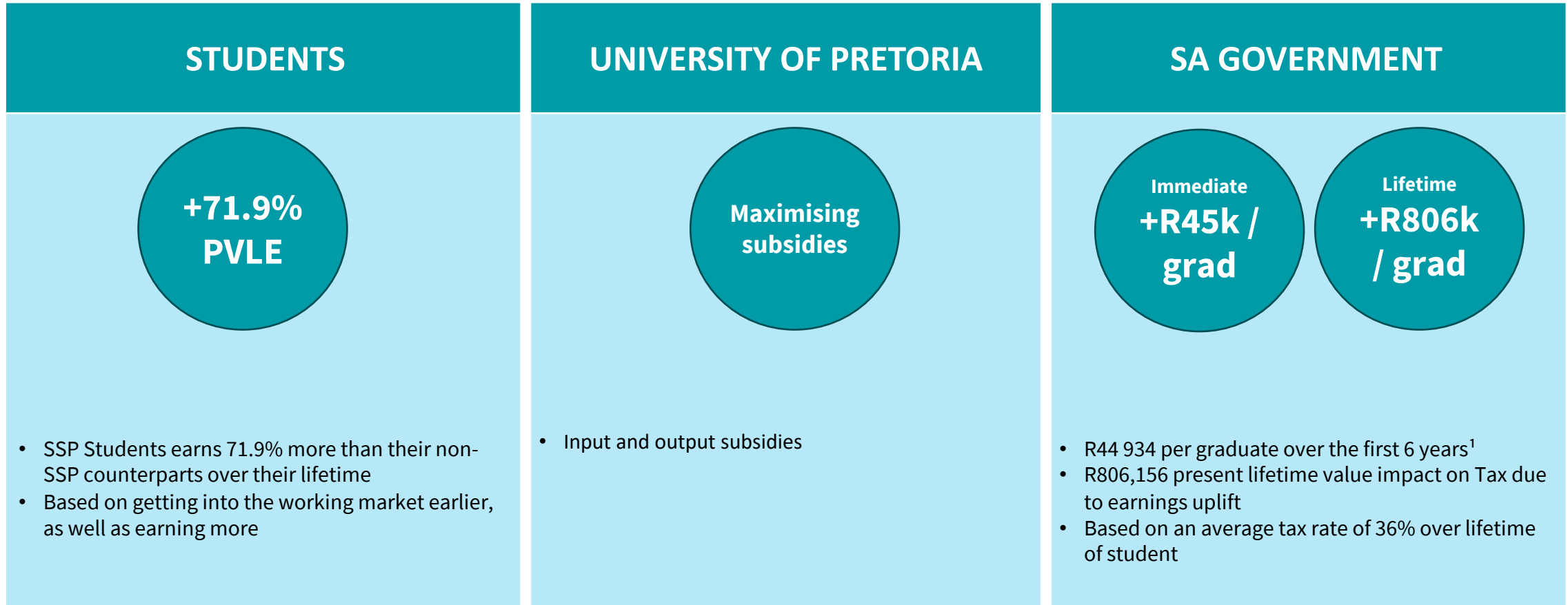### Permanent/Fixed Term Contracts

**77%** SSP

**55%** Non-SSP

# THE EVALUATORS IDENTIFIED INFLUENCING FACTORS ON INCREASING ECONOMIC IMPACT

**Influencing factors within our control, of high significance (P-value)**

- A unit increase (percentage point) in average credit pass ratio
- There is a very big impact on the Economic Impact (EI) associated with improving the N status of students. A Present Value Lifetime Earnings (PVLE) of:
  - **R2.4m uplift** when moving a student from N+1 to N status, and
  - **R6.3m uplift** when moving a student from N+2 to N status

- Interestingly, whilst a decrease in N status has a large positive impact on EI (as shown above), a **delay post** studies (whether it is to study further, or take a gap year) has a **R1m uplift** on your EI

- SSP students who had Targeted SSP interventions will realise an uplift of **R3m EI**

- A unit improvement of a Matric student (moving one subject up by one grade; i.e. just Maths goes from a "B" to an "A") is associated with a R500k increase in EI

**Increased Economic Impact**

| | Targeted Support | N+1 - N | N+2 - N |
|---|---|---|---|
| | R3 000 000,00 | R2 400 000,00 | R6 300 000,00 |

# RETURN ON INVESTMENT

| STUDENTS | UNIVERSITY OF PRETORIA | SA GOVERNMENT |
|---|---|---|
| **+71.9% PVLE** | **Maximising subsidies** | Immediate **+R45k / grad**  Lifetime **+R806k / grad** |
| • SSP Students earns 71.9% more than their non-SSP counterparts over their lifetime  • Based on getting into the working market earlier, as well as earning more | • Input and output subsidies | • R44 934 per graduate over the first 6 years[1]  • R806,156 present lifetime value impact on Tax due to earnings uplift  • Based on an average tax rate of 36% over lifetime of student |

Sustainable success suits you