



UNIVERSITY *of the*
WESTERN CAPE

Phumelela@UWC Connecting Students for a Brighter Future

28 July 2023



Siyaphumelela
we succeed





Outline

- VC welcome and reflection on Student Success Project
- UWC Institutional Operating Plan 2021 - 2025
- UWC Priority Outcomes
 - Strengthen the university's business intelligence capabilities and analytical capabilities.
 - Use learning analytics to enhance student support interventions
 - Holistic support interventions for high-priority (at-risk) modules.
- Phumelela@UWC Students Reflections
 - Working as Data Analysts
 - Students and Mentors Experience





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Vice Chancellor Reflection





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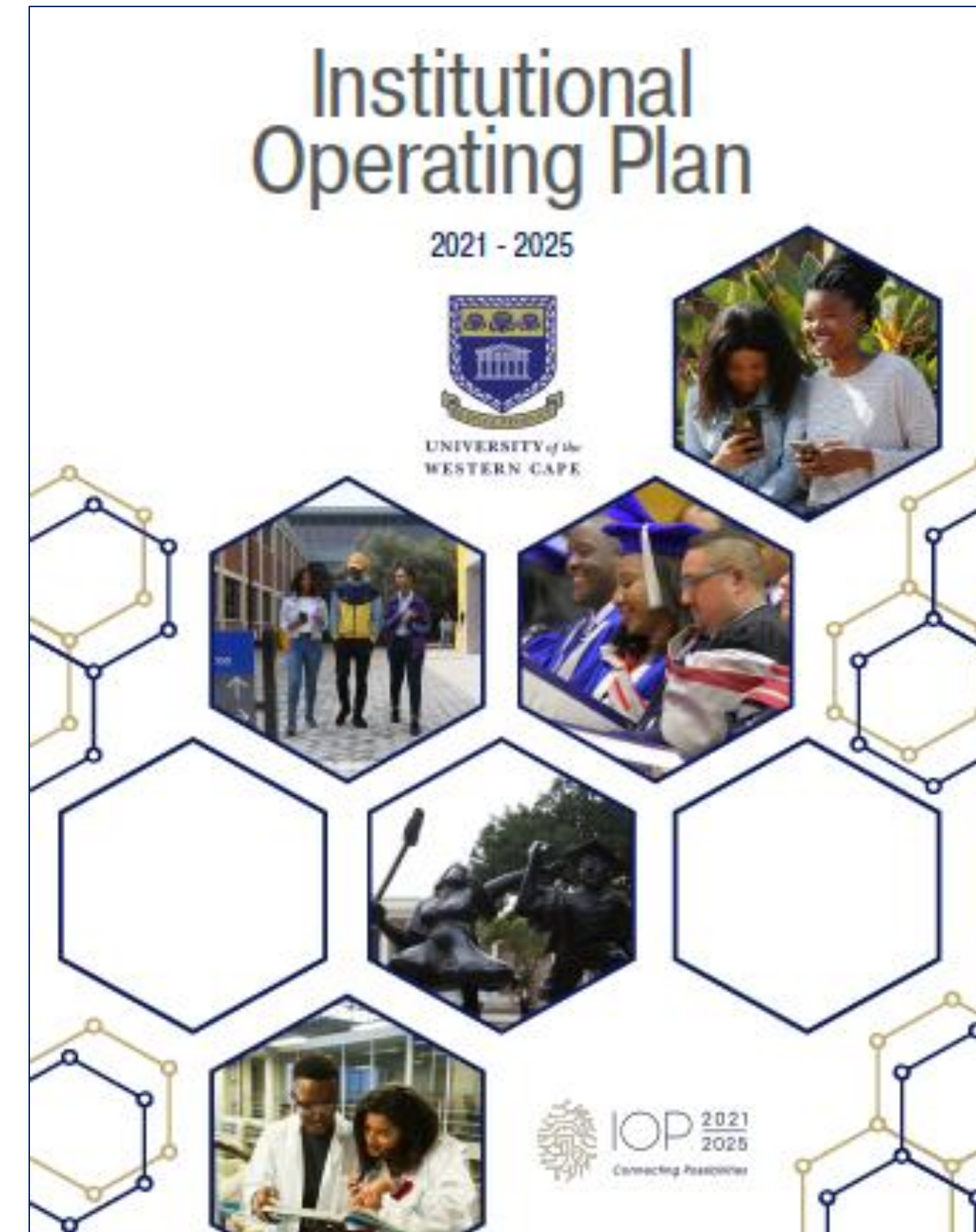
Strategic Direction

Goal Area 1: Student Experience

- To enrich the student experience through, amongst others, the building of “a supportive environment for all students that addresses barriers to success” and the provision of “optimal support services”.

Goal Area 2: Learning and Teaching

- To strengthen Learning and Teaching and aims to “develop an environment conducive to excellence in learning and teaching in support of student success and retention”.





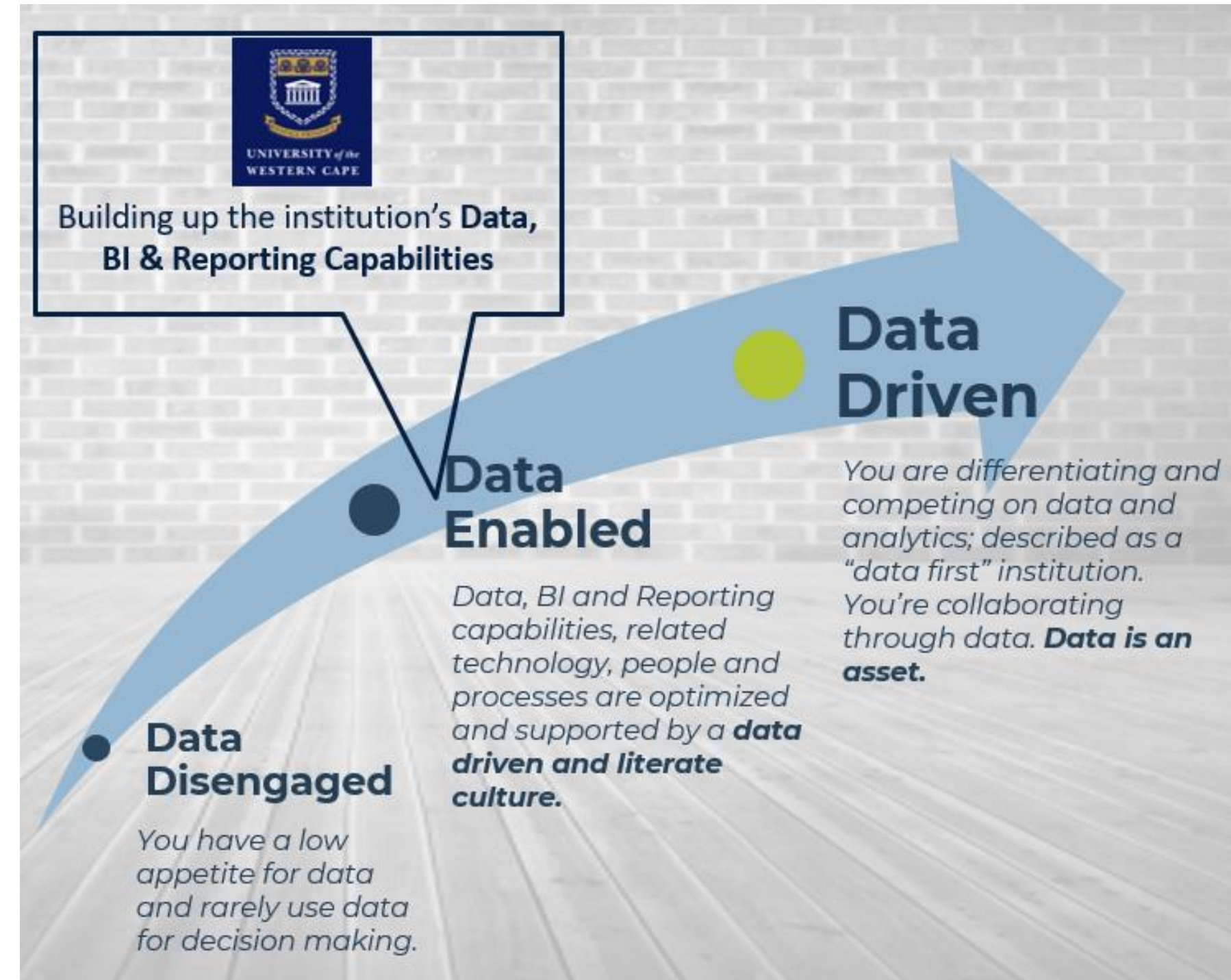
Phumelela@UWC Priorities

- Aims to enhance the **use of data analytics** in the development of evidence-driven student success initiatives. Furthermore, to invest **in resources to support targeted interventions** and approaches that have the potential to make a demonstrable difference.
- Three sub-projects:
 - Strengthen the university's business intelligence capacity and analytical capabilities.
 - Use learning analytics to enhance student support interventions (academic & Psycho-social).
 - Holistic support interventions for high-priority (at-risk) modules.



Data and Data Analytics

- **Data Analytics Working Group**
 - ✓ Biweekly Meetings and Workshops
 - ✓ 25-member working group (open)
 - ✓ Reflects on the current state of data and reporting
 - ✓ Develop data and reporting strategies
- Continue to **strengthen the use of data and analytics** for decision-making, including increasing BI data capabilities (data and process).
- Develop a differentiated and targeted **Data literacy Programme and Workshops**
- **Data Colloquium** – Academic Week
- Stakeholder engagements and inputs of the Ethical **Use of Data Policy**.





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Mental Health & Peer Support

STUDENT MENTAL HEALTH AND WELLNESS SURVEY 2022

KEY PRELIMINARY FINDINGS



DIVISION of
STUDENT DEVELOPMENT
AND SUPPORT
**CENTRE FOR STUDENT
SUPPORT SERVICES**
learn, become, thrive



SAMPLE DEMOGRAPHICS

n=752

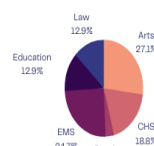
AGE



STUDENTS IN SAMPLE

- Full-time: 90%
- Part-time: 7%
- Both: 3%
- Undergraduates: 76%
- Postgraduates: 24%

FACULTY



GENDER SELF-IDENTIFICATION

- Female: 75%
- Gender neutral: 6%
- Intergender: (less than 1%)
- Male: 18%
- Prefer not to say: 1%



HOME PROVINCE



FAMILY LIFE

- 39% grew up in a single-parent, maternal led, home
- 25% report having a family member with a disability
- 15% are parents
- 22% report caring for a family member
- 23% report that it is always easier to discuss problems with non-family members than it is with family members

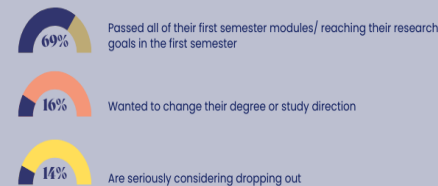


WELLNESS

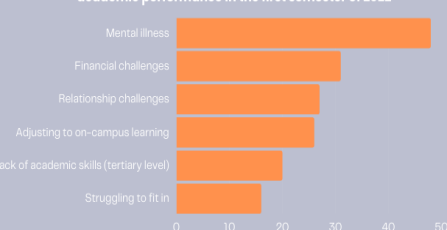
- 71% reported carrying out a physical activity (that increased their heart rate for 20 minutes) on 0-2 days per week
- 38% sleep for fewer than 4 hours per night, while most of the sample (51%) reported sleeping for 5-6 hours per night. Thus 68% of the sample sleep for fewer than the recommended 7-9 hours per night for adequate rest
- 45% report eating an unbalanced diet



PERCEIVED ACADEMIC PERFORMANCE



Factors that have recently had a negative impact upon academic performance in the first semester of 2022



CAMPUS LIFE: BELONGING & NEGATIVE EXPERIENCES



FACTORS THAT HELP STUDENTS FIT IN

- Academic performance: 43%
- Attention given to studies: 43%
- Access to technology: 20% (this is a new factor, likely due to lockdown learning under Covid-19)
- Where I live/place of residence: 20%

NEGATIVE EXPERIENCE MOST OFTEN REPORTED:

- Student-student emotional abuse: 16%
- Staff-student emotional abuse: 10%
- Student-student verbal abuse: 12%
- Staff-student verbal abuse: 9%

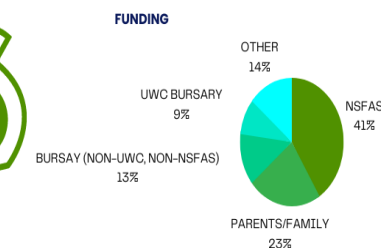
PERCEIVED MENTAL HEALTH

Students felt this way all or most of the time in the past month:

- I felt tired for no good reason: 64%
- I felt a little nervous: 55%
- I felt everything was an effort: 50%
- I felt depressed: 45%
- I felt hopeless: 41%
- I felt a little restless: 41%
- I felt so sad that nothing could cheer me up: 33%
- I felt worthless: 33%
- I felt so nervous that nothing could calm me down: 28%
- I felt I felt so restless that I could not sit still: 21%

Psychological well-being
(Kessler 10-Item Psychological Distress Scale)

MAIN SOURCE OF FUNDING AND FINANCIAL SUPPORT



FINANCIAL WELL-BEING

- 8% never had sufficient funds to cover basic food expenses
- 14% never had sufficient funds to cover accommodation costs
- 21% never had sufficient funds to cover clothing costs
- 28% never had sufficient funds to cover leisure activities costs

HOUSING

- 25% of students in this sample report living on campus
- 75% report living off-campus

- Of these, only 4% live in informal dwellings
- Students generally live in shared accommodation:
- 36% live in a formal dwelling with parents/family
- 19% live in a formal dwelling that is shared (but not with family)
- Only 6% live alone in a formal, off-campus dwelling



SUPPORT-SEEKING BEHAVIOUR



- 36% did not make use of services at CSSS because they did not self-define as mentally unwell or in need of support
- 27% stated that they were unaware of counselling services offered by CSSS
- 36% did not know how counselling via CSSS works
- 36% did not know if their problems warranted intervention or counselling
- 19% want face-to-face counselling, and do not want online or remote counselling

Only 4% of this sample tried to make use of counselling at ResLife



- 76% of students surveyed would recommend UWC to a family member
- 76% of students surveyed would recommend UWC to a friend

NB: THIS IS WORK IN PROGRESS, PLEASE DO NOT COPY OR CITE WITHOUT HAVING OBTAINED WRITTEN PERMISSION FROM THE LEAD INVESTIGATOR, DR BRONIWYN DWORZANOWSKI-VENTER (bjd2006@gmail.com)

- Work grounded on (i) shift from deficit/pathology to proactive & responsive; (ii) students as co-constructors of their success; (iii) student agency
- Completion & approval of Integrated Student Mental Health & Wellness Policy and Implementation Plan (Whole university approach to co-create a culture of care) – informed by data
- Online mental health promotion and engagement with student Mental Health Ambassadors to amplify “Hear My Voice”
- Within the context of meaningful peer engagement as an anchor for interpersonal relationship development and institutional connection. Short-term, 30-day Peer Goal Buddy with academic goal mastery and relevant enablers activated for students to achieve them
- Greatest challenge: Staff resource constraints
- Greatest Achievement: Experiencing collaboration in action and the positive impact it has on students and holistic student success; IMHW Implementation plan informed by research; Getting students actively involved as agents of change



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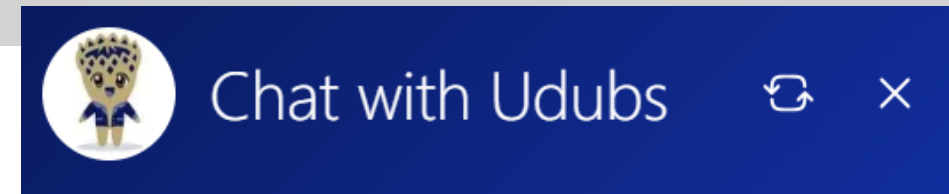
FYE and Academic Advising

➤ First Year Experience

- First-year transition
- Orientation
- Mentorship programme
- Chatbot

➤ Formalised Academic Advising

- 35-member working group
- Appointed 5 Academic advisors
- Centralised Model
- Use Learner Case Management
- Navigating student support



Today

Good day! I am Udubs, your friendly online support. I am able to help you with the following options 😊

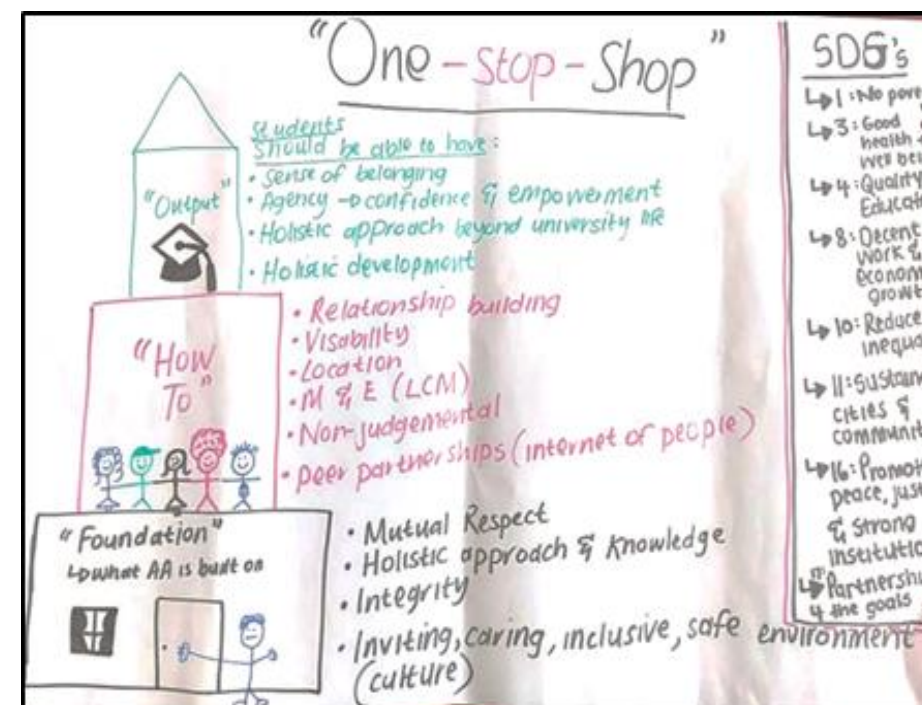
Applications

First Year Experience (FYE)

Graduation

Registration 2023

Permission to Conduct Research





Workstreams

➤ Integrated Mental Health & Wellbeing

- Used a baseline comprehensive mental health and wellbeing survey to assess students student help-seeking behaviour.
- Policy (2020)

➤ First Year Experience

- Student peer partnerships: First Year Transition programme (FYTP) institution works with Students as Partners to address issues relating to first-year transition, engagement and success.



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Engagement within Siyaphumelela

➤ WC Regional Node: UCT, **UWC** & CPUT

➤ Siyaphumelela Service Workshops

- ICAT Survey Planning Workshop
- UWC: Conceptualizing Institutional Framework for Student Success

ICAT SURVEY PLANNING:

SHARING OUR PLANNING PROCESS THAT LEADS TO HIGH PARTICIPATION

STUDENT SUCCESS: UWC SIYAPHUMELELA 2.0 PROJECT

Join Zoom Meeting

<https://us02web.zoom.us/j/89858234358?pwd=QnVnL0dMMmFHVklFSExuVHduZkRBdz09>

University of the Western Cape



UWC
A RE-IMAGINED INSTITUTIONAL
STUDENT RETENTION AND SUCCESS
FRAMEWORK:
TO ENHANCE HOLISTIC STUDENT
SUPPORT

Presentation: UWC Partner Presenter: Dr Brown
Supported by UWC Leads





UNIVERSITY *of the*
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Bradley Khumalo

MCom in Information System
(specializing in Big Data)





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Student and Mentors Voices



FIRST YEAR STUDENT AND MENTOR VOICES



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Thank You.
Questions?