

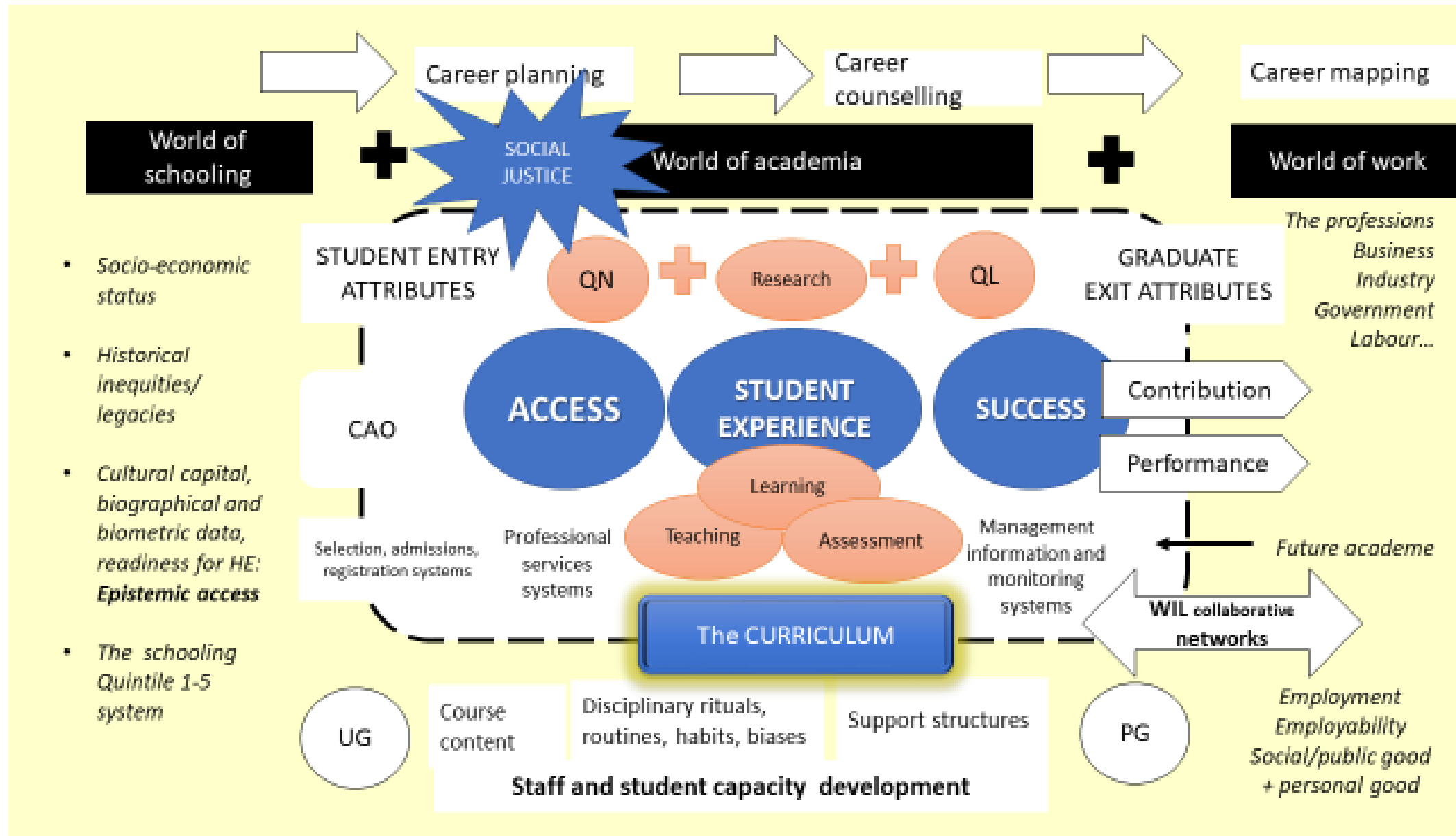
UNIVERSITY OF  
KWAZULU-NATAL<sup>™</sup>  
INYUVESI  
YAKWAZULU-NATALI



# Siyaphumelela Convening

October 2023

# Access and Success Advisory Forum (ASAF) Conceptual Framework



# Successful Initiatives in 2023



1. **Professionalising Academic Advising:** Institutionalised – further progress in establishing Academic Advising Units in each College supplemented by UCDG.
2. **Instructional Design Unit established:** 5 Instructional Designers appointment - focus on curriculum re-design [Emphasis on high-risk modules] for student success and learning pathways – supplemented by UCDG
3. **2023 ASAF Symposium:** Hosted on 23<sup>rd</sup> March 2023 – open invitation to Siyaphumelela Network.
4. **2023 Data Analytics Week:** Forum for dissemination of data initiatives + various training activities and consultations with Prof Victor Borden.
5. **2022 UKZN E-Learning Conference:** Forum for disseminating Siyaphumelela/ASAF projects. [UCDP]
6. **Data Analytics Support Group:** Friday meetings – research groups engage with “critical friends” – projects now analysing data and generating reports.
7. **First Year Experience:** Programme Development, Curriculum and Materials Design Completed and piloted – Mandatory implementation in 2024 for all UG.
8. **UKZN Teach online Portal (UTOP) & UKZN Learn Online Portal (ULOP) –** further developed – evidence of increased staff and student traffic

# Access and Success Advisory Forum (ASAF) Research Projects

	Project Title	Team Leader
1.	Curriculum design that enhances Graduate Attributes	Prof Nirmala Gopal
2.	Curriculum redesign for academic success	Prof Labby Ramrathan
3.	Activating and engaging the student voice	Ms Sethu Nguna
4.	At-risk identification & At-Risk Advising	Prof Randhir Rawatlal
5.	Students' experiences of E-learning	Prof Msizi Mkhize
6.	Student and staff expectations and experiences of student success	Prof Sadhana Manik
7.	Cum Laude Tracking	Dr Samukelisiwe Khumalo
8.	Entrenching the "blended" into blended learning	Mr Ashwin Manival
9.	Blended Integrated Student Support and Engagement	Prof Sinegugu Duma
10.	Innovations in transitioning to remote/online assessments	Dr Upasana Singh

- **8 main themes with 10 projects:** Ambitious, but creation of teams & high energy leaders;
- **10 active projects:** , most to continue into 2024 and beyond
- **ASAF Alignment with Siyaphumelela goals**
  - **Flagship:** Cum Laude, At risk identification, Assessment
  - **Continuing:** Student Voice, Curriculum Re-Design,
  - **Less aligned but potential:** Grad attributes, E-Learning, Expectations, Blended Learning
- **High levels of collaboration;** most projects multidisciplinary, often representation from 3 or more different colleges



# Recent ASAF Initiatives to Enhance Access and Success

## SOTL Communities of Practice

- After hosting the E-learning symposium in 2021 and 2022, it has evolved to a conference in to be hosted in September 2023. The **innovations in the Scholarship of Teaching and Learning (iSoTL)** conference.

## Academic Integrity

- An online “**Understanding Plagiarism**” course for all students has been developed to capacitate students. The online course exposes students to practical examples and content on the do’s and don’ts of academic integrity.

## Community Engagement

- **My DigiTutor** – is a partnership with UKZN **Enactus**. The project is a student-led digital tutoring initiative geared towards improving access to higher education by providing tutoring, career guidance, mental health and assistance with CAO & NSFAS applications to matric students.
- **ELET** – UTLO is in partnership with Environment and Language Education Trust (ELET), an NGO that impacts development and transformation through Accredited Skills Training, Environmental, Teacher and Learner Empowerment and Employment Creation Programs, emphasising marginalised and vulnerable Women and Youth.

## Digital Transformation Initiatives

- **Digital Teaching and Learning Platforms** - The UKZN **Teach online Portal (UTOP)** and **Learn Online Portal (ULOP)** portals serve as a hub for teaching and learning applications and systems that enhance the student and lecturer experience. can now be accessed via <https://utop.ukzn.ac.za> & <https://ulop.ukzn.ac.za>.
- **Student digital competency survey** – an instrument to measure students’ digital competency level is administered in the first-year experience online course. The insights from the data analysis will inform a personalised approach to providing support to students.
- **ACTive Teaching Online Course** – is an online course for lecturers to learn and experience how to design and deliver engaging online and blended courses to improve students’ learning experiences.

## Online Courses for Academic Monitoring and Support Tutors

- In ensuring that students get the best out of their tutorials and other types of academic support, online training for the tutors, teaching assistants, and academic development officers are now available.

# Professionalizing Academic Advising @UKZN

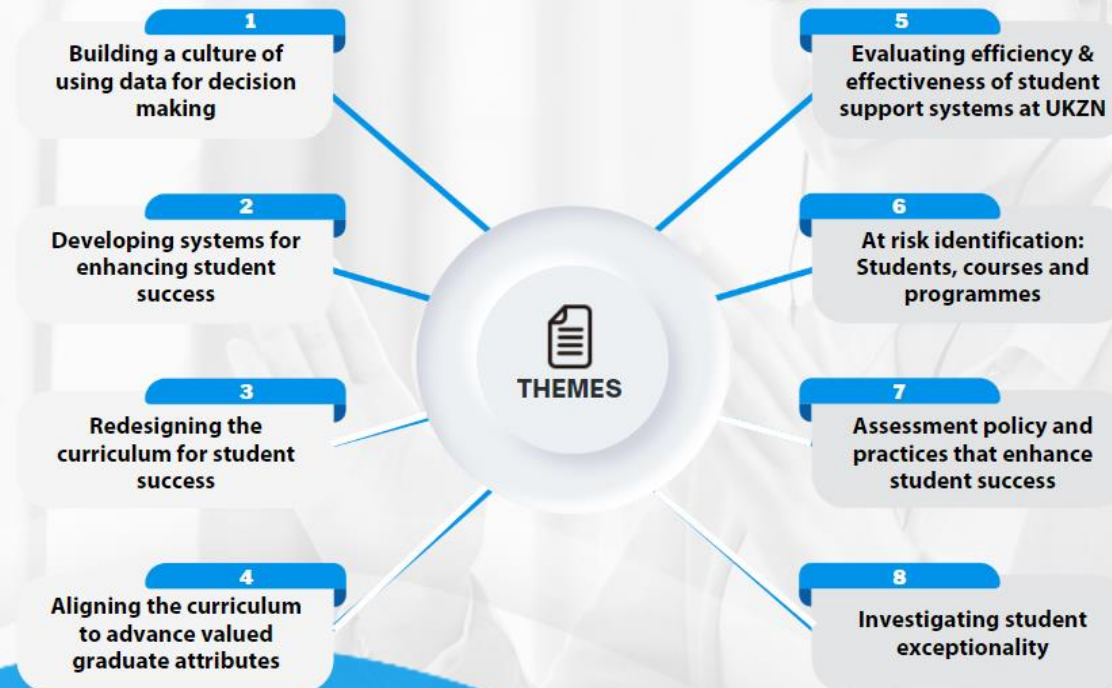
- Academic Advising (AA) Advisory Group established
- Establishing AA Unit in each College within the portfolio of the Dean of T & L.
- Mapping the International “AA” framework and models – completed – UFS Model adopted
- UKZN situational Analysis completed
- 2 day workshop held in 2023:
  - a) (Day 1) long-term strategy and planning
  - b) (Day2) AA Training for AMS and allied staff - designed and conducted by the AA Task Team

# ACCESS AND SUCCESS

## SYMPOSIUM

Hosted by the UKZN Access and Success Advisory Forum (ASAF)

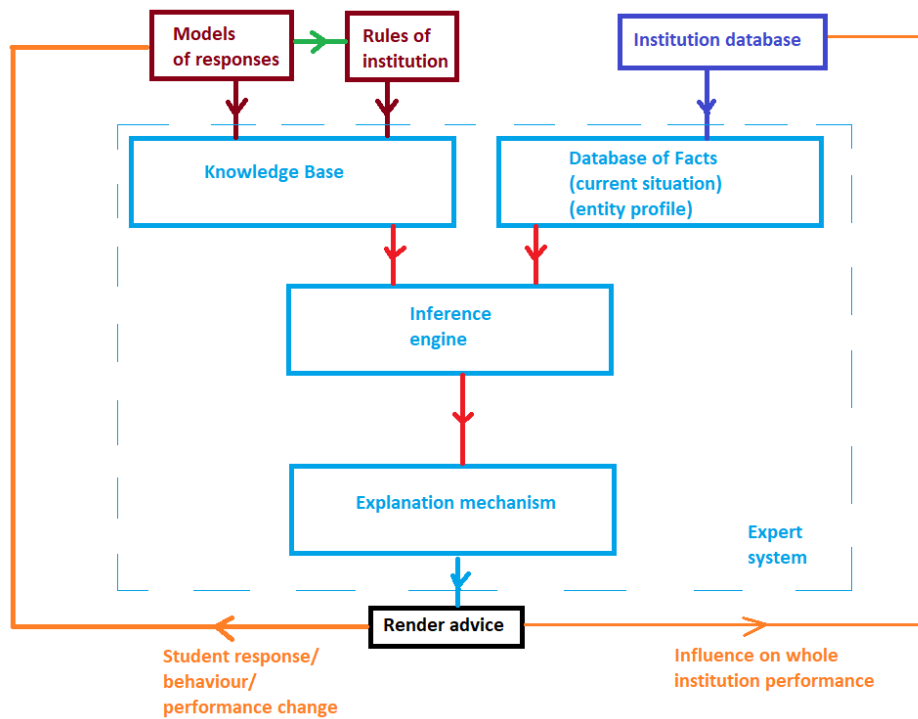
This Symposium provides a platform for the UKZN Access and Success Advisory Forum (ASAF) to present their Institutional research projects, designed to understand and enhance student access and success in higher education.



**PROFESSOR  
VICTOR M. H. BORDEN**  
Indiana University Bloomington

# AutoScholar Advisor

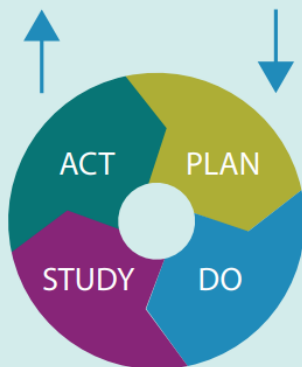




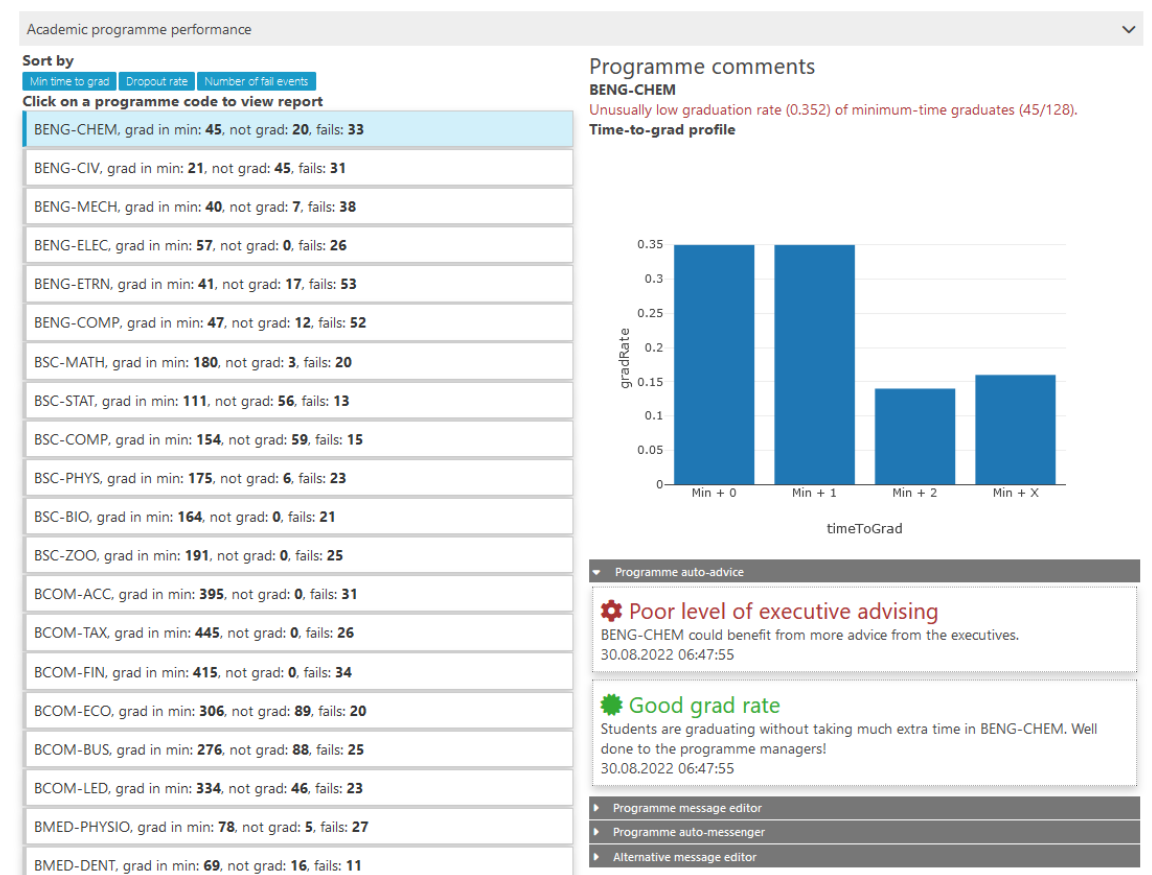
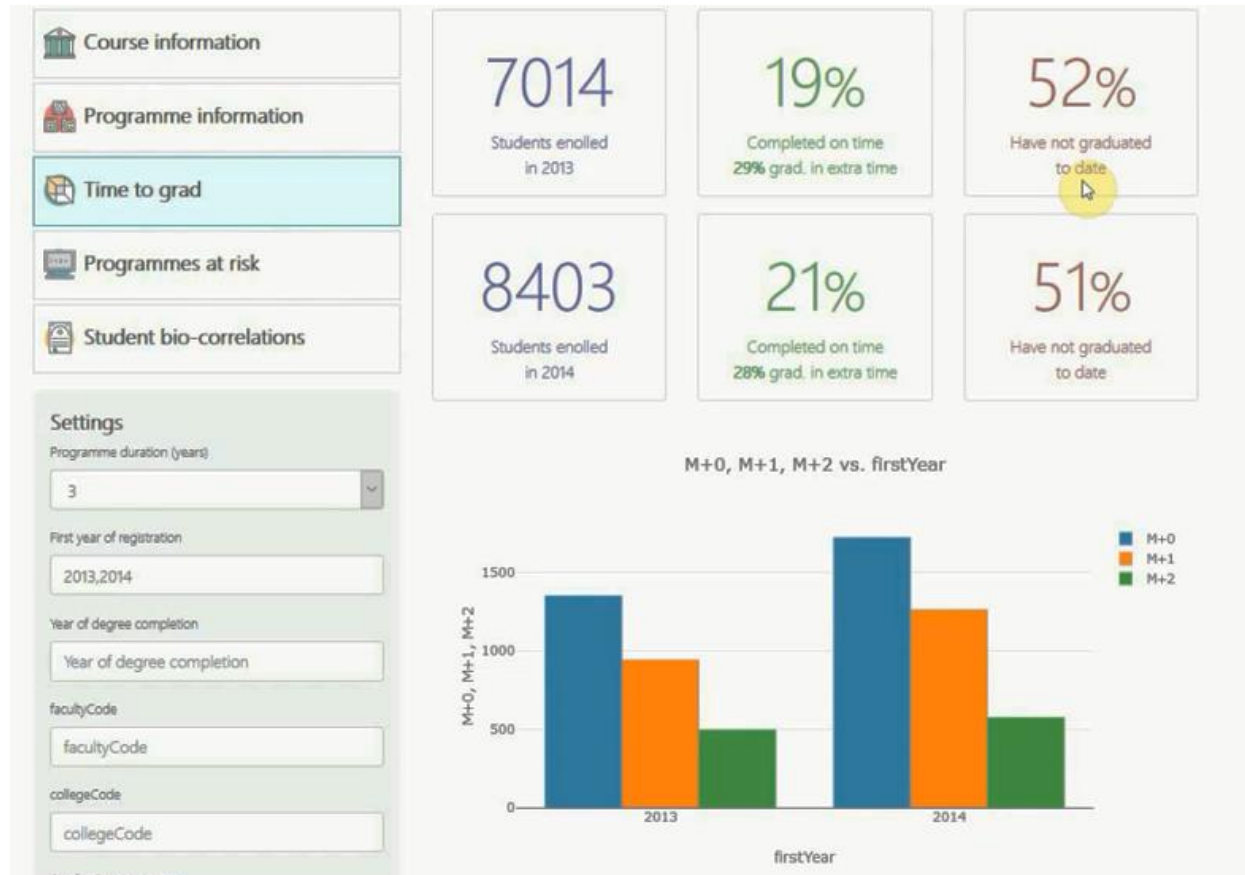
## Advising at Scale

- ❖ Focussed custom advice to the person logging in (student, lecturer, support, leadership)
- ❖ Original advising – few safeguards, strong progress, contextualised
- ❖ To serve whole institution, move to more generalised
- ❖ Focus on action/intervention rather than analytics for own sake

What am I trying to accomplish?  
What changes can I make and why?  
How will I know the change is an improvement?



# Whole-institution Advising



### Fewer tries needed to pass

Relative few tries needed to pass NGCH111

30.08.2022 06:50:52

### Poor rate of attendance

Poor rate of attendance in NGCH111

30.08.2022 06:50:52

### High number of complaints

Several complaints received

30.08.2022 06:50:52

#### Issues identified in programme courses

MATH131, semester 1, 100 students, passrate: 0.44  
Low min result mean (47.79)  
Several attempts required to pass this course (1.86)

ENCH1EB, semester 2, 100 students, passrate: 0.4  
Low min result mean (50.91)  
Several attempts required to pass this course (2.03)

MATH141, semester 2, 100 students, passrate: 0.56  
Low min result mean (56.27)  
Several attempts required to pass this course (1.72)

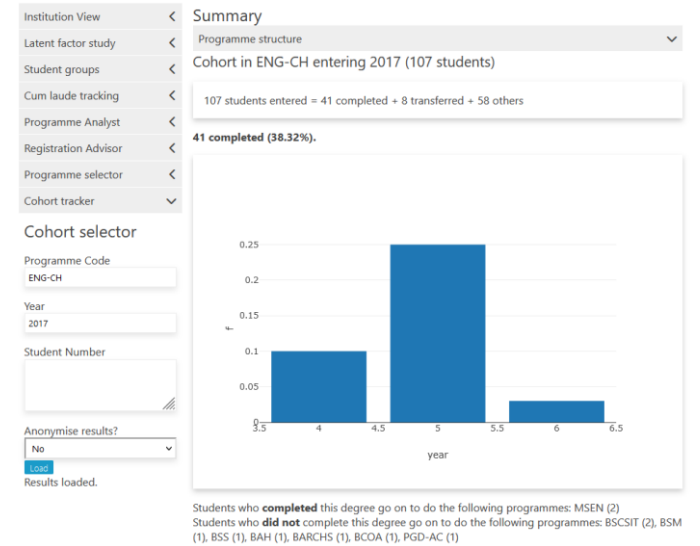
MATH142, semester 2, 100 students, passrate: 0.12  
Low passrate (0.12)  
Possible gatekeeper course (core course, with low passrate).  
Low min result mean (37.71)  
Several attempts required to pass this course (2.63)

ENCH2TD, semester 4, 76 students, passrate: 0.22  
Low passrate (0.22)  
Possible gatekeeper course (core course, with low passrate).  
Low min result mean (43.57)  
Several attempts required to pass this course (2.24)

ENCH3CP, semester 6, 68 students, passrate: 0.56  
Low min result mean (50.95)  
Possible impacted course (students start course only in semester 7.53 instead of 6)  
Several attempts required to pass this course (1.46)

ENCH3ED, semester 6, 67 students, passrate: 0.51  
Low min result mean (50.27)  
Possible impacted course (students start course only in semester 7.16 instead of 6)  
Several attempts required to pass this course (1.58)

ENCH3MT, semester 6, 67 students, passrate: 0.63  
Low min result mean (53.75)




# Academic Programme Advising

# Lecturer Advising

- Academic advice
- Also direct to non-academic
- Promote good class organisation
- Promote use of modern teaching methods
- Increase awareness of student risk

Course status



99 students  
5 students at risk (5.05%)  
68.65% unweighted assessment mean  
98% unweighted assessment passrate


Assessment statistics

TM\_1 (99 students)  
Passed: 97  
Mean: 67.68  
Std dev: 11.13  
Skewness: -4.65  
Kurtosis: 26.79


TM\_2 (99 students)  
Passed: 97  
Mean: 69.62  
Std dev: 10.46  
Skewness: -6.1  
Kurtosis: 39.6


Student performance


High performing students


 (zAlert: -0.189)  
[View all results](#)


Students at risk

 (zAlert: 6.62)  
Below 50 on TM\_1 (0 %).  
Unusually low mark (0%) for TM\_1 (mean = 67.68%)  
Below 50 on TM\_2 (0 %).  
Unusually low mark (0%) for TM\_2 (mean = 69.62%)  
[View all results](#)

 (zAlert: 6.62)  
Below 50 on TM\_1 (0 %).  
Unusually low mark (0%) for TM\_1 (mean = 67.68%)  
Below 50 on TM\_2 (0 %).  
Unusually low mark (0%) for TM\_2 (mean = 69.62%)  
[View all results](#)

 (zAlert: 1.51)  
Unusually low mark (56%) for TM\_1 (mean = 67.68%)  
[View all results](#)

 (zAlert: 1.51)  
Unusually low mark (56%) for TM\_1 (mean = 67.68%)  
[View all results](#)

 (zAlert: 1.51)  
Unusually low mark (56%) for TM\_1 (mean = 67.68%)  
[View all results](#)

Course meta data

No advice rendered to students  
Advising students in need of support is a key aspect of managing a class. None of the students at risk have been advised on how to improve performance. None of the students who are performing well have been encouraged to maintain / improve performance. Please use the messenger or auto-messenger to advise students.  
[Open messenger](#)

Concept scaffold not implemented  
The course concepts and topics have not been scaffolded so that students could pinpoint where they need to develop their understanding. Creating a concept map of your course content is an interesting exercise which has many applications. Please use the concept scaffold to define and connect your course concepts.  
[Open concept scaffold](#)

Learning resources not attached  
Learning resources have not been attached to this course content. Attaching learning resources is a relatively simple process which may be undertaken through the Coursework Curator.  
[Open coursework curator](#)

Assessment schedule not defined  
The assessments have not been scheduled; this makes it difficult for students to plan their studies. Define the assessment plan in the assessments section.  
[Open assessments editor](#)

Assessment meta data has not been defined  
The assessment weights are essential for accurately advising students. Kindly define the assessment weights in the assessment editor.  
[Open assessment editor](#)

# Student Advising (AutoScholar Student Central)

- ❖ Shift student interest from mere final pass to class of pass
- ❖ Original – cum laude advising
- ❖ Everyone was on track for summa cum laude at some stage
- ❖ When exit, class pass improvement still possible
- ❖ Track down to individual course assessments
- ❖ Specific and clear action
- ❖ “Improve my results”

Students records

Student selector

William Darryl Robinson  
201757676

Ralph Cecil Clark  
201818575

April Dora Diaz  
201800054

**Terrance Barry Lopez**  
201809459

Curtis Jacob Foster  
201852625

Melinda Velma Ross  
201866786

Adrienne Kathryn Turner  
201870331

Derrick Fernando Lopez  
201803504

Herbert Lee Sanchez  
201861164

Joseph Jon Scott  
201818268

Tyrone Gordon Gutierrez  
201922967

Jared Hugh Jones  
201994399

Esther Yolanda Brooks  
201906987

Marshall Cory Castillo  
201959005

Nancy Robin Scott

Terrance Barry Lopez 201809459

Currently on track to graduate with a **Lower Second** degree (credit wt av = 69.87%).  
To reach a degree class of **Upper Second**, achieve an average of **70.36%** in the remaining **132** credits.

NGCH421

Need to maintain an average of **77.78%** in the remaining in the remaining assessments.

**quiz1:** quiz1 (5% of final) **71%**  
**practical:** practical (10% of final) Not available (not written?)  
**test2:** test2 (10% of final) Not available (not written?)  
**test1:** test1 (10% of final) **7%**  
**assignment:** assignment (10% of final) Not available (not written?)  
**exam:** exam (50% of final) Not available (not written?)  
**quiz2:** quiz2 (5% of final) Not available (not written?)

Improve my results

NGCH422

Need to maintain an average of **73.95%** in the remaining in the remaining assessments.

**quiz1:** quiz1 (5% of final) **84%**  
**exam:** exam (70% of final) Not available (not written?)  
**quiz2:** quiz2 (5% of final) Not available (not written?)  
**test2:** test2 (10% of final) Not available (not written?)  
**test1:** test1 (10% of final) **33%**

Improve my results

NGCH423

Need to maintain an average of **72.48%** in the remaining in the remaining assessments.

**exam:** exam (70% of final) Not available (not written?)  
**quiz2:** quiz2 (5% of final) Not available (not written?)  
**quiz1:** quiz1 (5% of final) **27%**

NGCH523

Need to maintain an average of **74.19%** in the remaining in the remaining assessments.

**test1:** test1 (10% of final) **44%**



# Cum Laude Project

- ❖ What's the difference between cum-laude and not-cum-laude?
- ❖ Extensive questionnaire which is still easy to answer
- ❖ Probes
  - ❖ Level of interest in chosen study area,
  - ❖ Study habits
  - ❖ Home environment
  - ❖ Institutional support
  - ❖ Social & peer factors
  - ❖ Funding & finance

Thank you for taking the time to help us understand the needs of our students by completing this questionnaire.

**Instructions**

1. Please click/tap on your level of agreement with each statement.
2. At the end of the statements, please enter any comments you'd like to make.
3. Click/tap on the next section header to open it.
4. Please save your submission in the "Save and complete my submission" section.

1. Interest in chosen field

I made the right choice of programme and specialisation/phase  
(Click on a choice below)

Strongly agree  
Agree  
Neutral  
Disagree  
Strongly disagree

I am satisfied with choice of career in the SoE  
(Click on a choice below)

Strongly agree  
Agree  
Neutral  
Disagree  
Strongly disagree

I received appropriate academic advising to make decisions in registering for my modules  
(Click on a choice below)

Strongly agree  
Agree  
Neutral  
Disagree  
Strongly disagree

I registered for the wrong specialization/phase and or modules initially but have self-corrected after I received academic advice, enabling my decision to change and pursue my interests  
(Click on a choice below)

Strongly agree  
Agree  
Neutral  
Disagree  
Strongly disagree

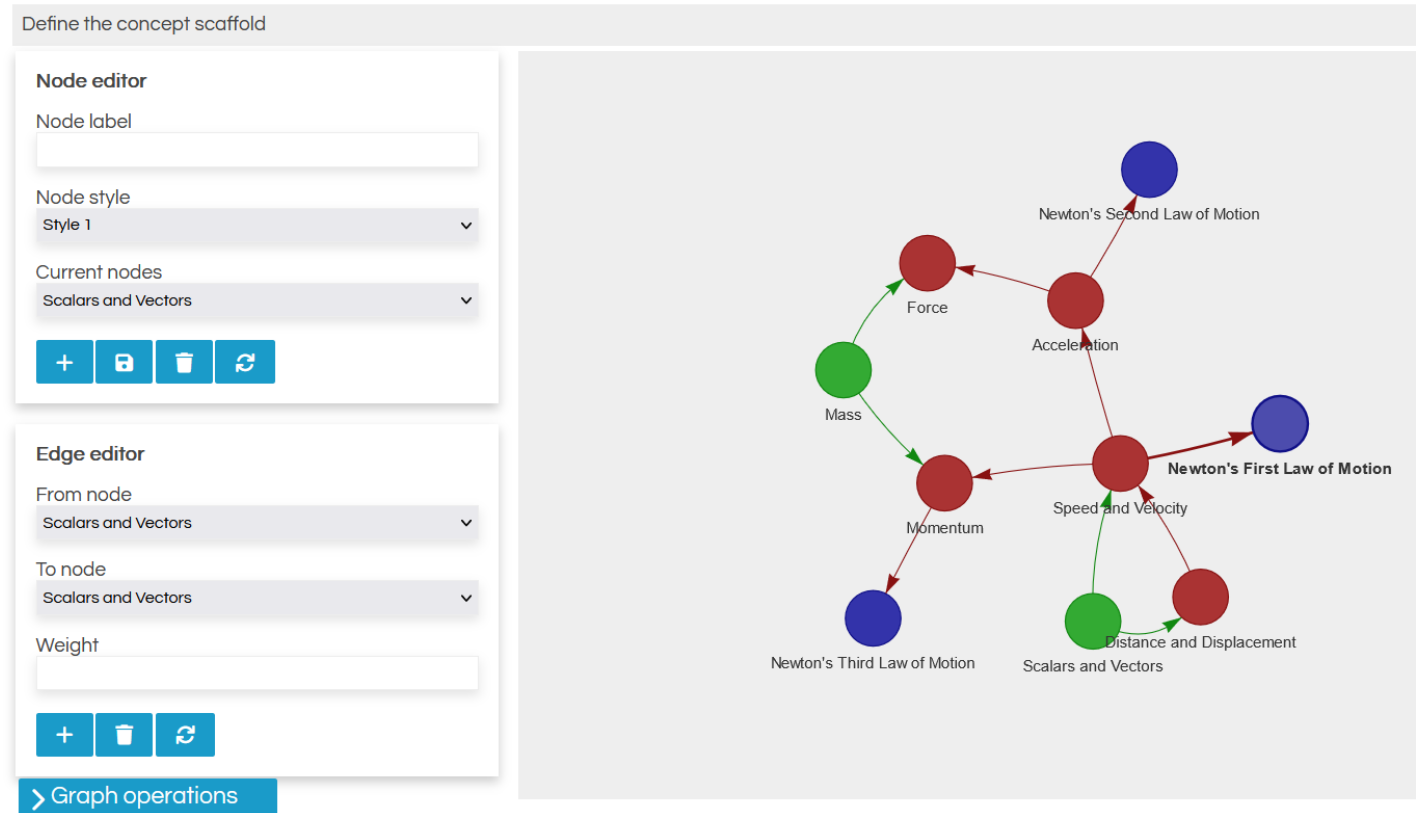
Comment on these answers

I regularly attain 80% and above  
(Click on a choice below)

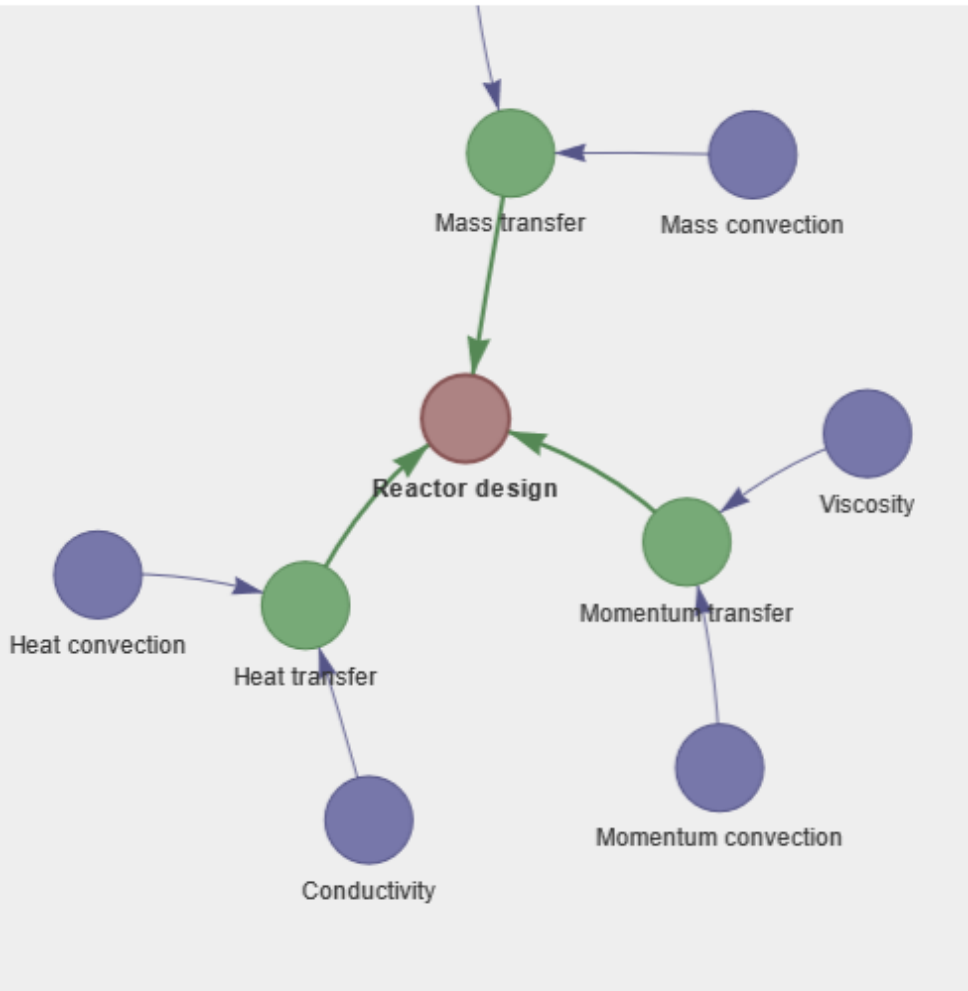
Strongly agree

In my first year I was just doing as I see people doing I did not have much information about what I was doing but as time goes on I understand that this degree is not just a thing but it is here to build myself and be able to take any decision for myself. I then started to trust myself and invest much time for my academic work. I got support from my friends and in my lectures but the bigger part was when test marks come back I will get higher marks then I will start to wish that in all of my modules can I get higher marks only by that I start to study hard than before.

# Creating a Concept scaffold



- Concepts as nodes, edges as concept relationships, fundamental to applied
- Application to teaching – identify revision content, understand relevance
- See cohesive curriculum content, break silos (or at least relate them)
- Graph processing algorithms – fundamental to applied “distance” (edge weights)



# Identifying knowledge gaps

- ❖ During self-evaluation, system guides students to concept(s) with lower understanding
- ❖ Directs to T&L content
- ❖ If high numbers, alert lecturer for revision
- ❖ Lecturer can use editor
- ❖ Need be done once only – same map will apply; can be centralised

## Relation editor

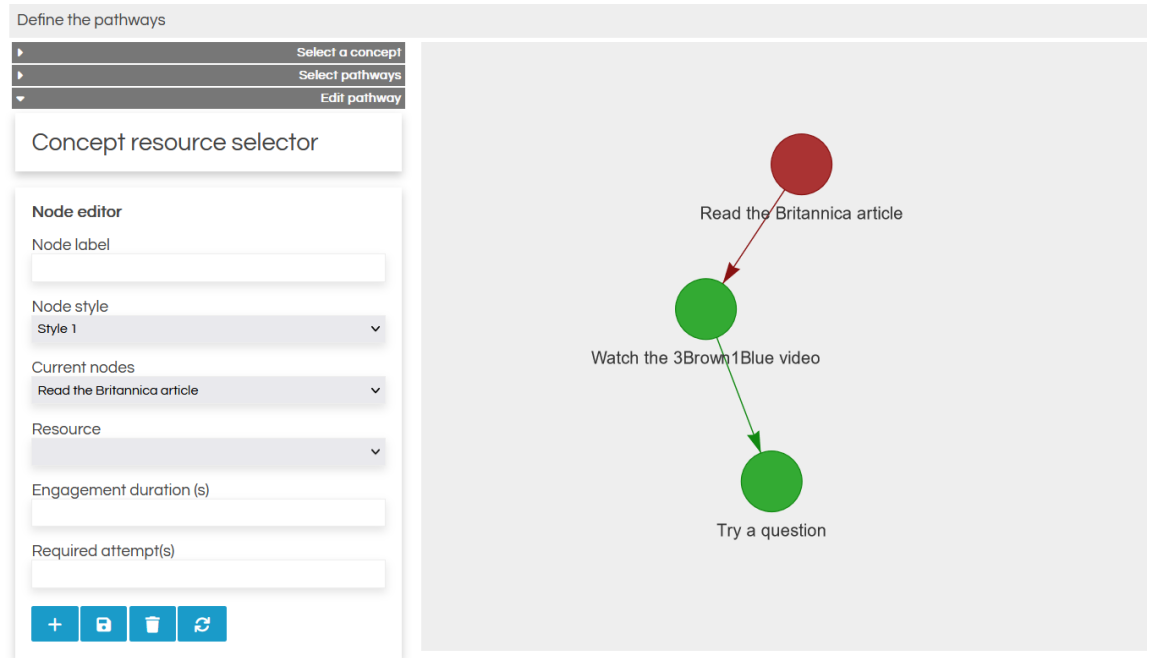
From

To

Add edge Remove edge

# Creating Learning pathways

- ❖ slurry of learning resources
- ❖ organize within-concept path of learning engagement of content
- ❖ multiple pathways exist
  - ❖ differences in learning style (visual, etc)
  - ❖ language
  - ❖ visual interpretation
  - ❖ pace of learning (for time-sensitive content e.g. video)
- ❖ borrow concept from concept scaffolding (and the method)
  - - multiple conceptual pathways
    - Relates to the way the material is structured
    - Usually assume one concept map
  - - multiple representational pathways
    - Relates to the way the material is presented



# What are the impediments to scaling your student success interventions?

- Leadership has had marginal involvement in the initiative because UKZN is undergoing *organizational renewal*.
- Leadership vacuum in Institutional Intelligence  
but,
- The Access and Success Advisory Forum (ASAF) continues to make incremental shifts in promoting student success
- Project Renew has been completed and implementation of the renewed organizational structure is scheduled for 2024
- IR Office being staffed with 'experts' with analytical skills.



# Alignment with UC DP

1. Co-support for SOTL, to enable academics to engage in scholarly inquiry, evidence led teaching practices: use data to make pedagogic decisions
2. Enhance data analytics capacity to enable professional staff to use the Academic Monitoring and Support (AMS) strategy to enhance student success and quality
3. Reduce the prevalence of gatekeeper modules using data from Institutional Planning reports: identify one Gatekeeper module per year from each of 19 Schools for Curriculum Transformation.
4. Use institutional data to increase uptake of Instructional Design Services to fast-track curriculum transformation
5. Academic Advising institutionalised: UC DP enables extended training and support for advising staff
6. Student mentorship programme extended
7. Advancement in the application of Digital Pedagogies

# Plans for Jan-May 2024

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- ❖ ASAF
- ❖ Student Advising for specific goals
- ❖ Automation for scale
- ❖ “Advising the Advisor”
- ❖ Student, lecturer, programme, institution
- ❖ Concept scaffolding
- ❖ Auto-assessment
- ❖ Open Education Res
- ❖ Multi-institution studies
- ❖ Financial report
- ❖ Launch of HILT

