

Programme 09h00-12h00



- Welcome - Ashton Maherry
- Presentation by IDSC on powerHEDA modules appropriate for Student Tracking - Glen Barnes and Stanley Grigius
- Question and Answers
- Presentation by University of Limpopo (Dr Alfred Mutanga)
- Presentation by Sol Plaatje University (Lerato Sekonyela)
- Presentation by University of Pretoria (Dr Kgadi Mathabathe and Bonza Majozi)
- Discussion
- Way forward and Thanks (Ashton Maherry)



Siyaphumelela
we succeed

Siyaphumelela Student Tracking Webinar

29 January 2025 – 09h00 – 12h00

Ashton Maherry

- Programme Specialist at Saide
- Project Management for Siyaphumelela
- Vice-President for SAAIR



Siyaphumelela Aims



To **collaboratively promote equity** in South African higher education by:

1. Establishing a **more student-centred culture** in South Africa's higher education system to improve student success;
2. **Achieving annual targets to improve retention, course success and throughput rates** for degrees and diplomas, and **eliminate differences based on race, gender and socio-economic status**;
3. Improving institutional capacity to **collect and use student data for evidence-based decision-making** to improve student success across the higher education system;
4. **Consolidating and sharing evidence-based student success efforts** on a national scale: supporting students, use of data, teaching and learning and transforming institutions;
5. **Consolidating and sharing good student success practices** through convening meetings, service workshops and the Siyaphumelela Conference; and
6. **Embedding the student voice** in student success initiatives.

Siyaphumelela 3.0



- Student Success Initiative since 2014
- Third phase: 01 June 2024 – 30 June 2027
- The Siyaphumelela 3.0 Network includes 20 of the 26 South African Public Universities

Ways to get involved:

- Annual Siyaphumelela student success Conference 24-27 June 2025 in Johannesburg
- Website resources: www.Siyaphumelela.org.za
- Sign up for the Siyaphumelela news alert: <http://bit.ly/3Ec1gNc>
- Email: info@Siyaphumelela.org.za
- Webinar recording will be shared with all registrants and uploaded to YouTube: <https://www.youtube.com/@siyaphumelela8759>

Evaluation



<https://forms.gle/RC6MPcS7Ak59JRKDA>



Thank You



Presenters:

Glen Barnes, Dr Alfred Mutanga, Lerato Sekonyela, Eli Nimy, Dr Kgadi Mathabathe and Bonza Majozi

Date/Time	Event	Host	Mode	Notes
06 Feb 2025 08h30-12h00	Mental Health webinar	Mental Health workstream	Virtual	Register here
23 Jan, 30 Jan, 13 Feb 2025 09h00-12h00	Development of Short Learning Programmes	Saide	Virtual	This is a re-run of the Development of Short Learning Programmes. Institutions that are developing SLPs in year 1 must attend.
04 Feb 2025 15h30-17h30	DREAM 2025 Pre-briefing webinar	Achieving the Dream	Virtual	https://achievingthedream-org.zoom.us/j/85195455209
18-21 February 2025	DREAM 2025	Achieving the Dream	In-person PA, USA	Click here for further information. Please contact Kudayjap@saide.org.za
25-26 March 09h00 - 13h00	Siyaphumelela Partner Convening	Saide	Virtual	Virtual Siyaphumelela 3.0 Partner Convening Meeting
March-May 2025	Teaching and Learning SLP	Saide	Virtual	Intended for Academics
06 March 09h00-12h00	Gender differential performance at Universities	Gender Workstream	Virtual	Conversation with institutions/individuals that have interventions and data on gender differential performance at Universities
07 March 09h00-12h00	Gender differences in Employability	Gender Workstream	Virtual	Conversation with institutions/individuals that have data on gender differences in employability.
26 - 28 March 2025	SI Supervisor Training Foundations	NMU	Online	Participation is limited to one delegate per institution.
7 April 2025	Leveraging Course Evaluation Feedback for Student Success Initiatives	Wits	Online	Service Workshop: Enhancing Student Success with Course Evaluations is a data-driven online workshop designed for institutional decision-makers, analysts, and administrators seeking to leverage course evaluation feedback for student success initiatives.
14-15 April 2025	SI Advanced Supervisor Training	NMU	Online	Participation is limited to one delegate per institution, who has completed the SI Supervisor Training up to the end of March 2024 and with at least one year of experience in doing SI.
13 May 14h00-16h00	Visualising Course Data for Academic Staff	UCT	Online	Service Workshop by UCT
24-27 June 2025	2025 Siyaphumelela Conference	Saide	In-person	Save the date. Saide sponsor registration and travel and accommodation (if outside Gauteng) for 3 delegates per partner (DVC, II and Student)

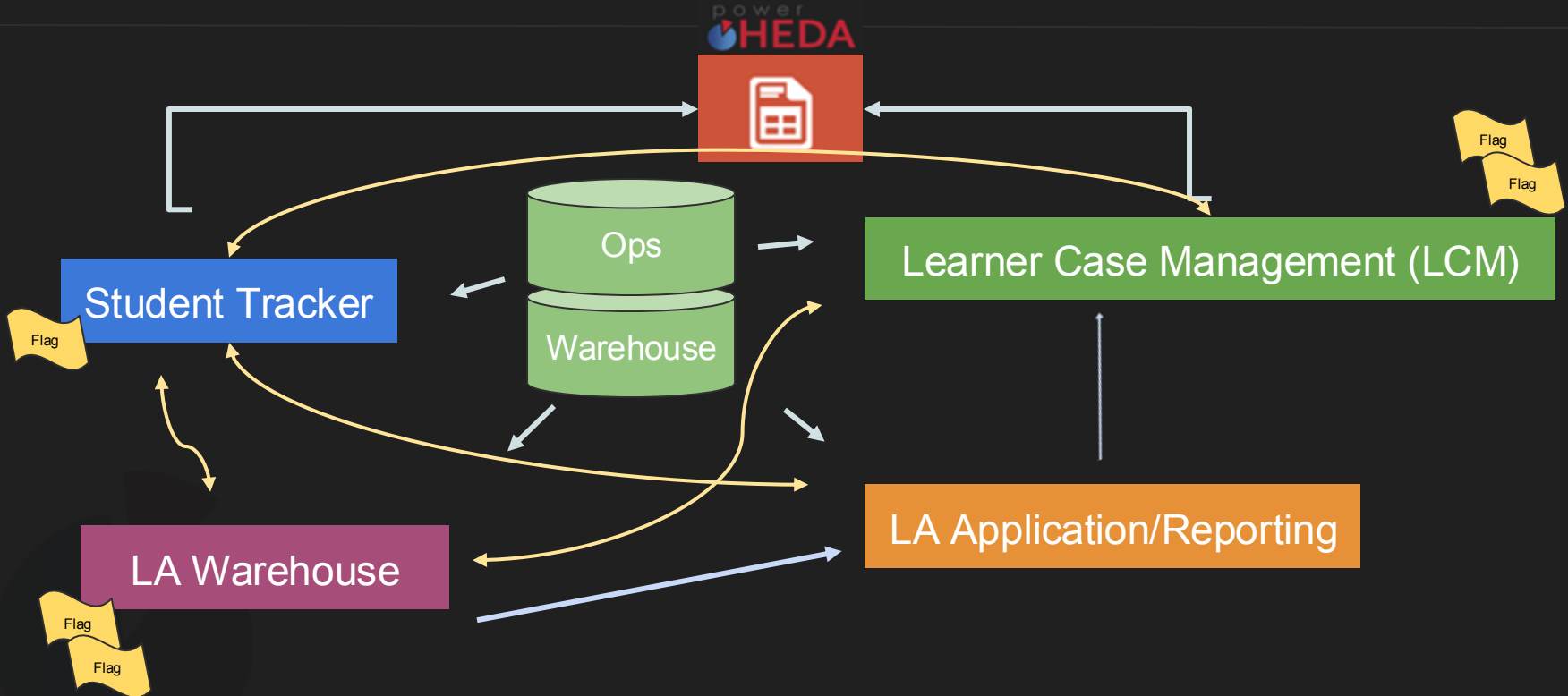
Student Tracking Modules

Student-centred Solutions from the IDSC
Product Suite

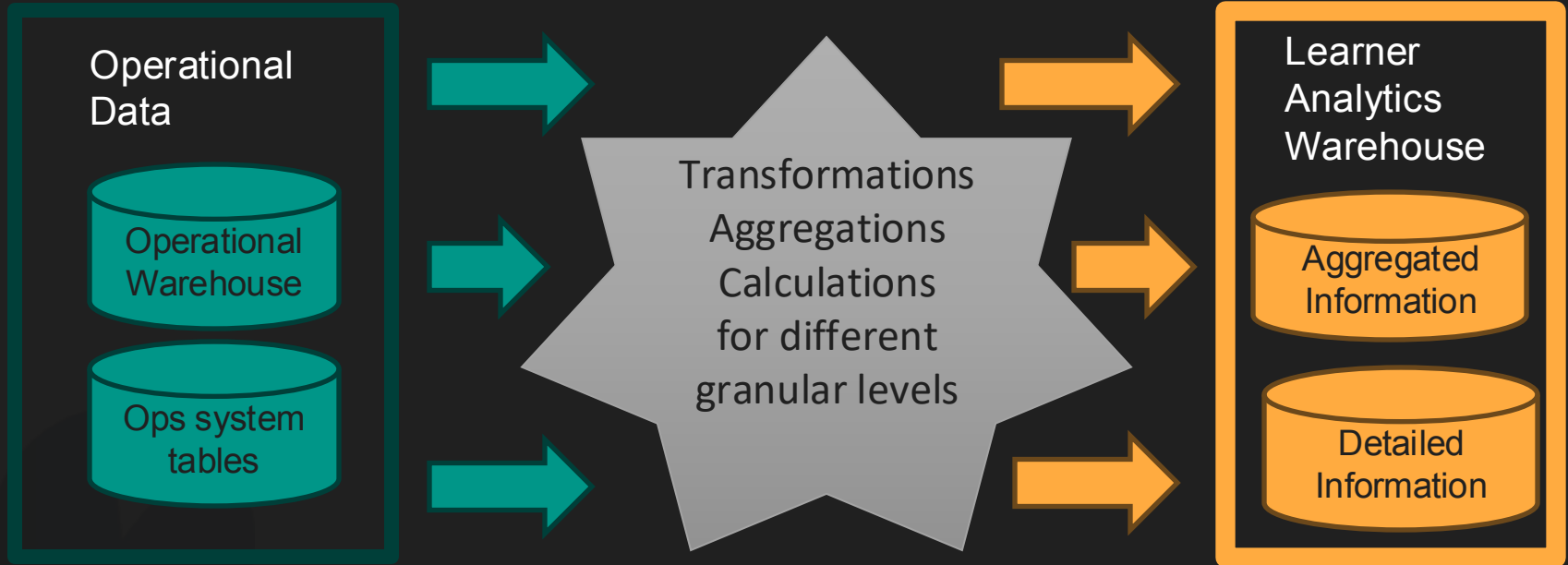
Learner Analytics

LA Warehouse and App

Modules in the bigger picture



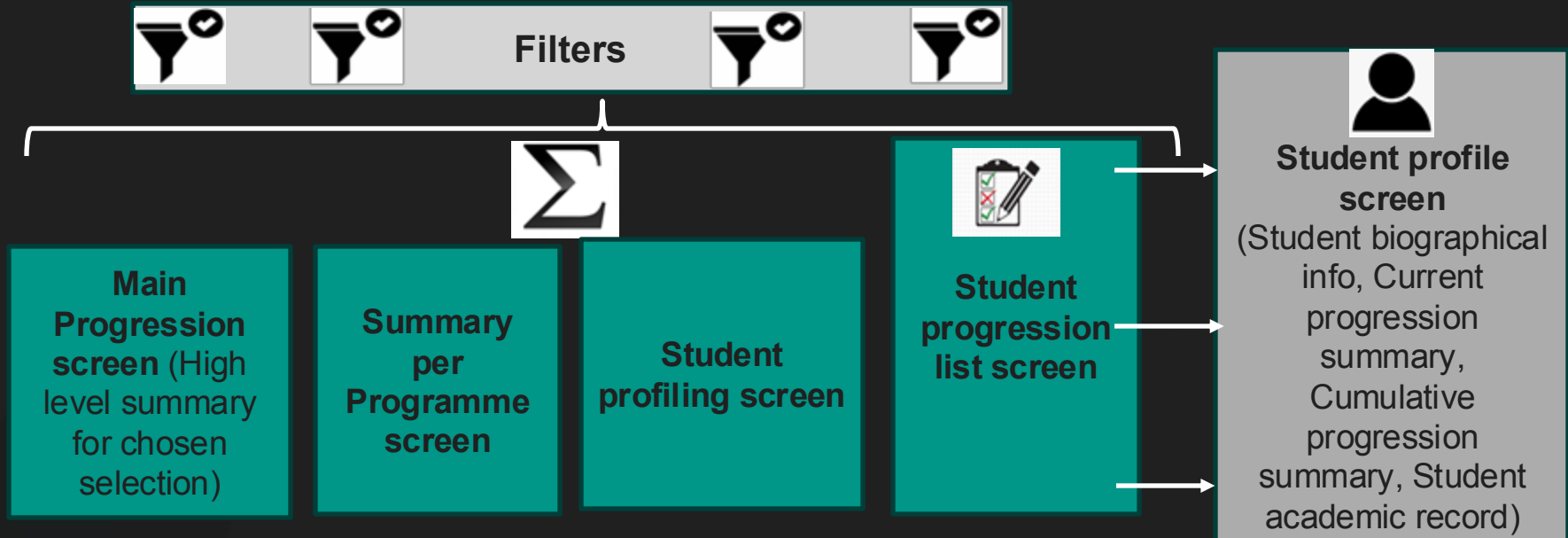
LA Warehouse design principles



LA Warehouse Outputs Overview

1. Student-Qualification Level (progression / risk measures, flags)
2. Student-Qualification-Subject Level (flags, exam results)
3. Subject Level (subject stats / ranking based on various measures)

LA Application: Contents



LA App: Filters

- **Programme First Registration Year** The year student enrolled for the current programme
- **Programme Code**
- **Faculty**
- **Programme Type Level** Doctoral, Masters, PG less M, Undergraduate
- **UG/PG Code** P/U
- **FTEN** Entering Student, First-time Entering Student, Non-Entering Student, Transfer Student
- **Race** African, Asian, Coloured, Indian, White
- **Gender**

LA App: Filters

- **Quintile** School quintile
- **In Residence** In Residence Student flag
- **NSFAS Bursary** NSFAS Bursary Student
- **Repeater Flag** Shows if the student is repeating a year level.
- **Programme Year Level** Year level in the programme

LA-based PowerHEDA reporting

LA application is a very powerful tool for analysing student progression and delivers a lot of value.

However, it is not the only way to make use of the data contained in Learner Analytics Warehouse.

More familiar PowerHEDA reports and possibly dashboards can be also used to report on that data.

LA-based PowerHEDA reporting (pivot report)

The screenshot displays the PowerHEDA reporting interface. On the left, the 'Data Fields' pane lists various metrics and dimensions. The main area shows a pivot table with columns for 'Qualification First Registration Year', 'Enrolments', 'Avg Time Remaining', and 'Avg Time To Complete'. The table data is as follows:

Qualification First Registration Year	Enrolments	Avg Time Remaining	Avg Time To Complete
- 2014	2.0	- 6.0	0.7
- 2015	4.0	- 3.5	0.0
- 2016	12.0	- 3.0	0.0
- 2017	16.0	- 2.0	0.4
- 2018	42.0	- 1.7	0.1
- 2019	130.0	- 0.8	0.3
- 2020	322.0	0.0	0.3
- 2021	814.0	1.0	0.8
- 2022	900.0	2.0	1.4
- 2023	653.0	3.0	2.1
- Total	2 895.0	1.5	1.2

Student Tracker (ST)

Rule-based identification of 'areas of interest'

Overview and Purpose

Identifying Students, Qualifications or Subjects with specific criteria

'At risk' students

'At risk' Qualifications, Subjects

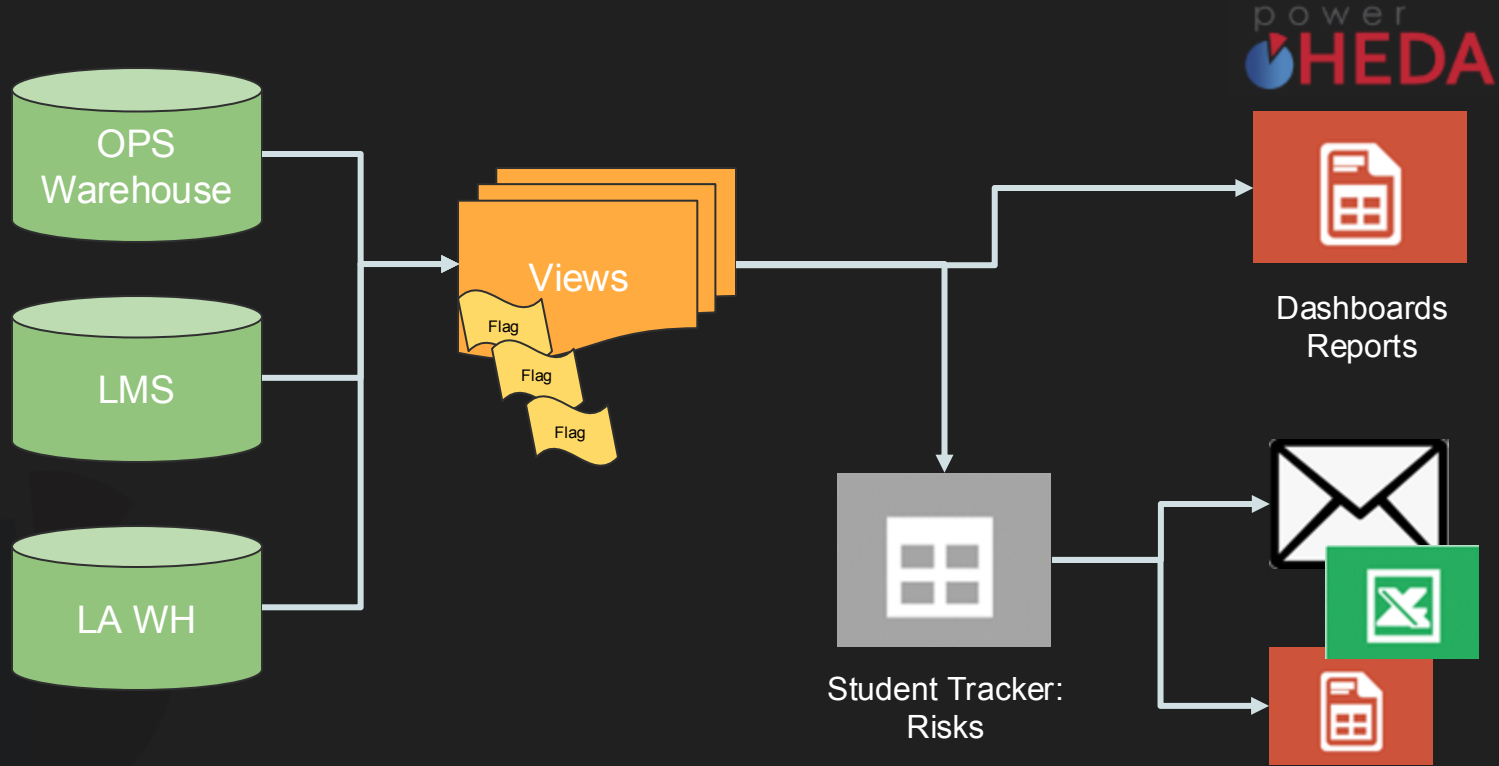
Best/Worst performing

Areas of most impact

Send information via email

Reports

Application/Reports



Solutions - Data availability

- Data needs to be captured and available in time
- Verify / check data quality
- Align to operating process / procedures

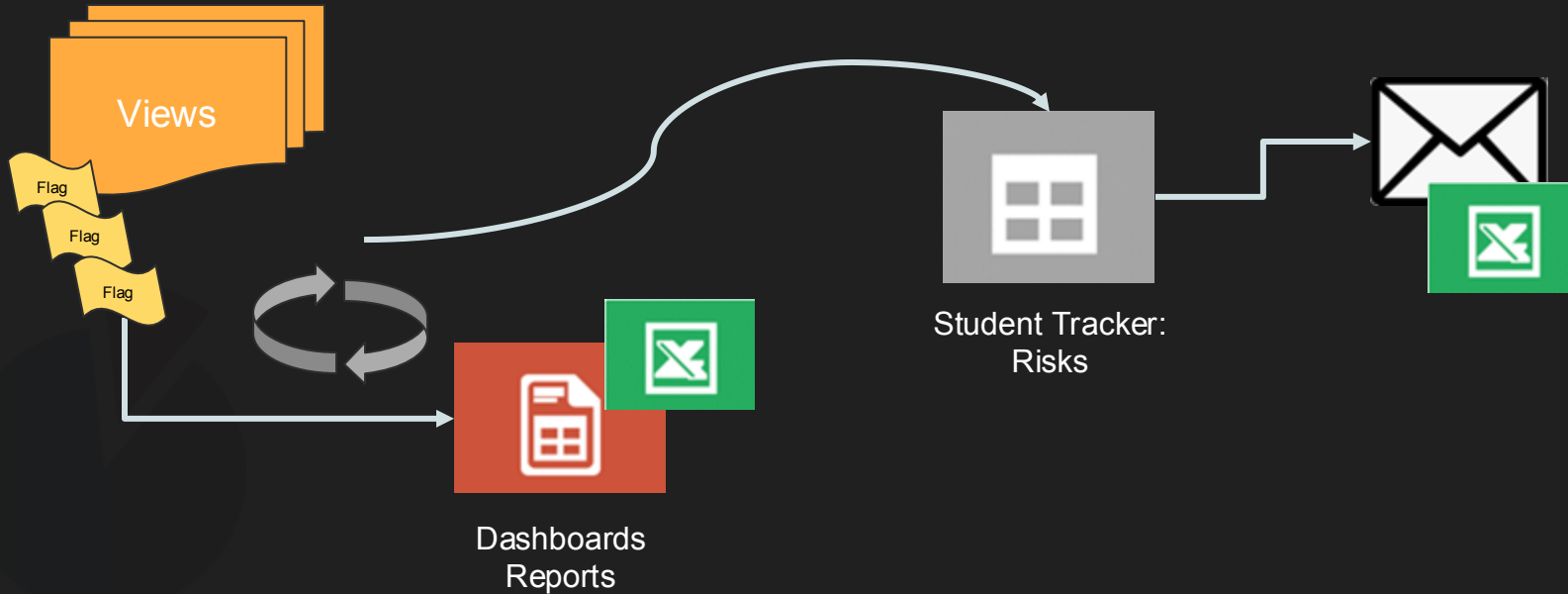
Solutions - Subject Marks Entered

Identify Subjects with No Marks Entered to improve quality of reports on Assessment Marks

Subjects With No Assessment Marks Entered							
Report Parameters							
Calendar Year	2022						
Academic Block	YEAR (JAN-NOV), SEMESTER ONE (JAN-JUN)						
Data Download Date	2022/10/28						
Summary							
Faculty => Department => Qualification => Subject						# of Subjects	
[+] APPLIED SCIENCES						193	
[+] BUSINESS & MANAGEMENT SCIENCES						243	
[+] EDUCATION						262	
[+] ENGINEERING & BUILT ENVIRON						181	
[+] HEALTH & NATURAL SCIENCES						157	
[+] INFORMATION & DESIGN						143	
Detail							
Year	Faculty	Department	Qualification	Qual Code	Offering Type	Subject Code	Subject

Solutions - Subject Risk Factors

Identify Subjects based on numerous criteria with weighting system
Get data ready -> Tracker Risks



Solutions - Subject Risk Factors

Student Headcount	Weighting
0-20	0.2
21-40	0.4
41-60	0.6
>=61	0.8

Pass Rate (%)	Weighting
0-39	1
40-49	0.8
50-59	0.6
60-74	0.4
75-100	0.2

Repeaters (%)	Weighting
0-20	0.2
21-40	0.4
41-60	0.6
>=61	0.8

Solutions - Subject Risk Factors

Filter	Year	Filter Values	2021
Filter	Pass Rate Risk Level	Filter Values	High Risk (0-39), Intermediate Risk
Filter	Percentage Repeaters Risk Level	Filter Values	High Risk (≥ 61), Intermediate Risk
Filter	Exam Admission Risk Level	Filter Values	High Risk (0-49), Intermediate Risk
Filter	Student Count Risk Level	Filter Values	High Risk (≥ 61), Intermediate Risk
Filter	None	Filter Values	All
Filter	None	Filter Values	All
Filter	None	Filter Values	All

High Risk (0-39), Intermediate Risk

- (Select All)
- All
- Excellent (75-100)
- Good (60-74)
- High Risk (0-39)
- Intermediate Risk (50-59)
- Low Risk (40-49)

1 of 3 Find | Next

Undergraduate Modules at Risk

Solutions - Subject Risk Factors

Study Period	Study Period Risk Level	Study Period Weight	Pass Rate	Pass Rate Weight	Pass Rate Risk Level	Percentage Repeaters	Percentage Repeaters Weight	Percentage Repeaters Risk Level
2	Low Risk (2)	0.2	0.0	1	High Risk (0-39)	97.6	0.8	High Risk (>=61)
1	High Risk (1)	0.3	22.5	1	High Risk (0-39)	22.5	0.4	Intermediate Risk (21-40)
1	High Risk (1)	0.3	11.1	1	High Risk (0-39)	31.1	0.4	Intermediate Risk (21-40)
1	High Risk (1)	0.3	57.1	0.6	Intermediate Risk (50-59)	28.6	0.4	Intermediate Risk (21-40)
1	High Risk (1)	0.3	35.0	1	High Risk (0-39)	22.5	0.4	Intermediate Risk (21-40)
2	Low Risk (2)	0.2	58.3	0.6	Intermediate Risk (50-59)	87.5	0.8	High Risk (>=61)
1	High Risk (1)	0.3	36.1	1	High Risk (0-39)	100.0	0.8	High Risk (>=61)
1	High Risk (1)	0.3	47.6	0.8	Low Risk (40-49)	71.4	0.8	High Risk (>=61)
1	High Risk (1)	0.3	39.3	1	High Risk (0-39)	26.8	0.4	Intermediate Risk (21-40)
3	Intermediate Risk (>=3)	0.1	28.6	1	High Risk (0-39)	38.1	0.4	Intermediate Risk (21-40)

Exam Admit Rate	Exam Admit Rate Weight	Exam Admission Risk Level	Student Count Weight	Student Count Risk Level	Total Weight	Student Count	Students Passed	Exam Admit
0.0	0.6	High Risk (0-49)	0.6	Low Risk (41-60)	3.2	41	0	0
62.5	0.2	Intermediate Risk (60-74)	0.4	Intermediate Risk (21-40)	2.3	40	9	25
35.6	0.6	High Risk (0-49)	0.6	Low Risk (41-60)	2.9	45	5	16
61.9	0.2	Intermediate Risk (60-74)	0.6	Low Risk (41-60)	2.1	42	24	26
52.5	0.4	Low Risk (50-59)	0.4	Intermediate Risk (21-40)	2.5	40	14	21
70.8	0.2	Intermediate Risk (60-74)	0.4	Intermediate Risk (21-40)	2.2	24	14	17
52.8	0.4	Low Risk (50-59)	0.4	Intermediate Risk (21-40)	2.9	36	13	19
19.0	0.6	High Risk (0-49)	0.4	Intermediate Risk (21-40)	2.9	21	10	4
55.4	0.4	Low Risk (50-59)	0.6	Low Risk (41-60)	2.7	56	22	31



Next Step:
Setup Student
Tracker Risks

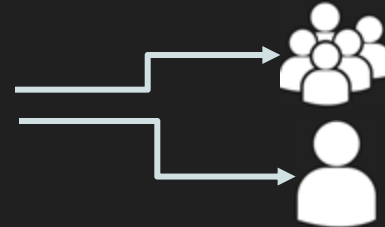
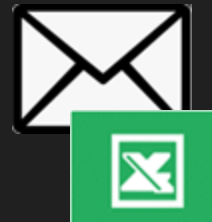
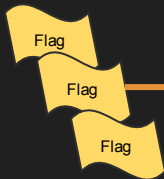
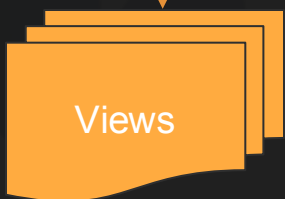
Solutions - Student and Module Risks

NAME ▼
Modules - 100+ enrolments below 60 pass rate
Modules - More than 20% repeaters
Modules - Pass rate < 60
Modules - Pass rate > 60, avg mark < 60
Students - Class Attendance
Students - Class Attendance - Lectures missed
Students - Failed more than 50% modules in exam
Students - Failing first assessment
Students - Registered for "at risk" modules
Students - Repeating Modules

Solutions - Student and Module Risks

Navigation: < Risks | Detail | Security | **Criteria** | Notifications | Documents | Email Template Setup

AND/OR	(TABLE ▼	COLUMN NAME ▼	OPERATOR	VALUE)
		HEDA_MIS.hst.V_AssesmentMarks	Mark 1 less than 50	=	Yes	
AND	(HEDA_MIS.hst.V_AssesmentMarks	Faculty School - Subj	=	HEALTH CARE SCIENCES	
OR		HEDA_MIS.hst.V_AssesmentMarks	Faculty School - Subj	=	PHARMACY)
AND		HEDA_MIS.hst.V_AssesmentMarks	Mark Type	=	TEST MARK	



Student Tracker in the bigger picture

LCM > Tracker

Incorporate data from LCM into tracker rules

Tracker > LCM

If student occur 3 times for risk > create intervention in LCM

Learner Case Management (LCM)

Managing & monitoring student interventions

Sessions and Interventions

Sessions

Interaction between a student and advisor. In person, email, phone-call, etc.

Interventions

Interventions are suggested/requested/required by the “advisor” based on the original session with the student. Multiple interventions can be suggested based on a student interaction.

Sessions and Interventions

When we're done with a session, and no interventions are suggested, the session can be closed or marked to be followed up with a student at a later date.

If interventions are suggested, the session will only be complete once all interventions have been attended to.

Interventions do not need to be attended to by the advisor.

Follow-up visits by the learner could be logged as a new session, but comments can be added to existing sessions if it is directly related.

Learner Case Management (LCM)



<! Learner Case **Manager** />



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.....

Welcome back!

Login your account to continue

Sign In

Learner Case Management (LCM)

The screenshot displays the Learner Case Manager (LCM) interface. At the top, there is a navigation bar with the LCM logo and the text "Learner Case Manager". On the right side of the navigation bar, it says "LCM Admin 1". Below the navigation bar, there are tabs for "Learner Sessions", "My Sessions", "Admin", and "Notifications" (with a red badge indicating 10 notifications). A "My Summary" toggle is visible, along with a search bar labeled "Search learner..." and a "Search" button. The main content area is divided into three columns: "Learner", "Session", and "New". The "Learner" column shows a learner with ID "234" and name "MISS J Smith" (ID: 99602347). The "Session" column shows a list of sessions, including "Enquiry into possibly..." (Completed) and "Second interaction with the st..." (In Progress, 50%). The "New" column shows a list of interventions, including "Career Advice", "Request for a remark", and "Curriculum planning/Module cho...".

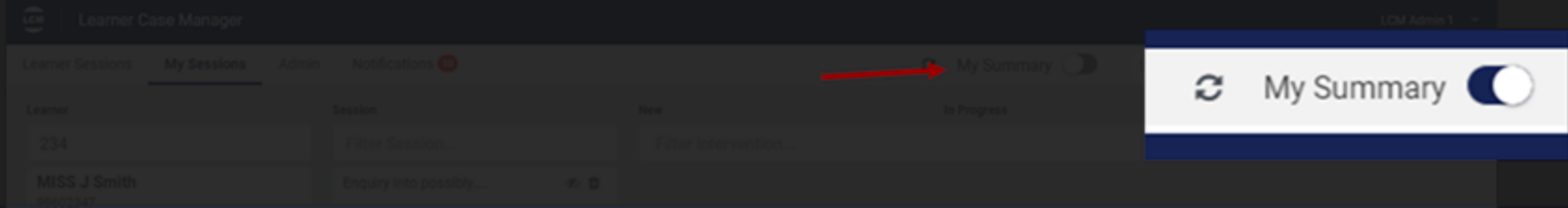
Learner	Session	New	In Progress	Cancelled
234	Filter Session...	Filter Intervention...		
MISS J Smith 99602347	Enquiry into possibly... Completed			
+session	+intervention			
	Second interaction with the st... In Progress 50%	Career Advice no target date	Request for a remark no target date	Curriculum planning/Module cho... no target date
	+intervention			
	+session			

Learner Case Management (LCM)

The screenshot displays the Learner Case Manager (LCM) interface. At the top left, there is a navigation menu with the following items: "Learner Sessions", "My Sessions" (which is the active tab), "Admin", and "Notifications" with a red badge indicating 10 notifications. The main content area shows a list of learner cases. The first case is for "MISS J Smith" (ID: 99622347). The case details include a "Completed" status, a "Second interaction with the st..." (50% progress), and three other cases: "Career Advice", "Request for a remark", and "Curriculum planning/Module cho...". All these cases have a "no target date" status. The interface also features a "My Summary" section, a search bar for learners, and a user profile "LCM Admin 1" in the top right corner.

Case ID	Case Name	Status	Progress	Target Date
99622347	MISS J Smith	Completed	-	-
-	Second interaction with the st...	In Progress	50%	no target date
-	Career Advice	In Progress	-	no target date
-	Request for a remark	In Progress	-	no target date
-	Curriculum planning/Module cho...	In Progress	-	no target date

Learner Case Management (LCM)



Learner Case Management (LCM)

The screenshot displays the 'Learner Case Manager' interface. A central dropdown menu is open, listing several filter options for case management. The background shows a table of learner sessions with columns for 'Learner', 'Status', and 'View'. A red arrow points to the filter icon in the top right corner of the table.

Filter Options:

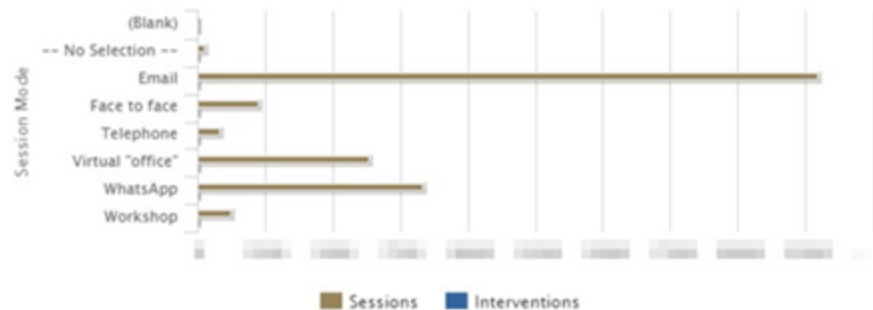
- Interventions assigned to me
- Open sessions / interventions In Progress
- Interventions with Past due date
- Sessions with ongoing completion
- Completed sessions

Other UI Elements:

- Search bar
- Table columns: Learner, Status, View
- Table rows: 234, MISS J Smith (9982247)
- Table content: Empty info possibly, Completed, In Progress (50%), no target date
- Table footer: CLEAR FILTER
- Table actions: Cancelled, Custom planning/Module cho..., no target date
- User profile: LCM Admin 1

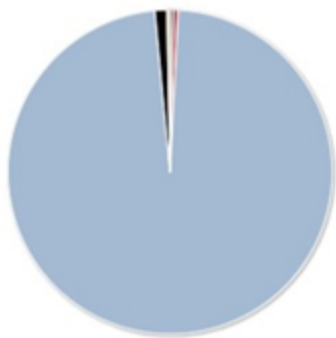
Reporting

Sessions and Interventions by Mode



	Sessions	Interventions
(Blank)	0	0
-- No Selection --	0	0
Email	100	0
Face to face	10	0
Telephone	5	0
Virtual "office"	45	0
WhatsApp	65	0
Workshop	10	0
TOTAL	235	0

Sessions by Status



- -- No Status -- (no interventions)
- Cancelled (no interventions)
- Completed (no interventions)
- In Progress (no interventions)
- On Hold (no interventions)

	Sessions
(Blank)	0
-- No Status -- (no interventions)	0
Cancelled (no interventions)	0
Completed (no interventions)	235
In Progress (no interventions)	0
On Hold (no interventions)	0
TOTAL	235

LCM Advanced Reporting

New page for detail extract - Report Administrator

Extract and provide detailed information in password protected Excel.

Direct access to data/views for approved users.

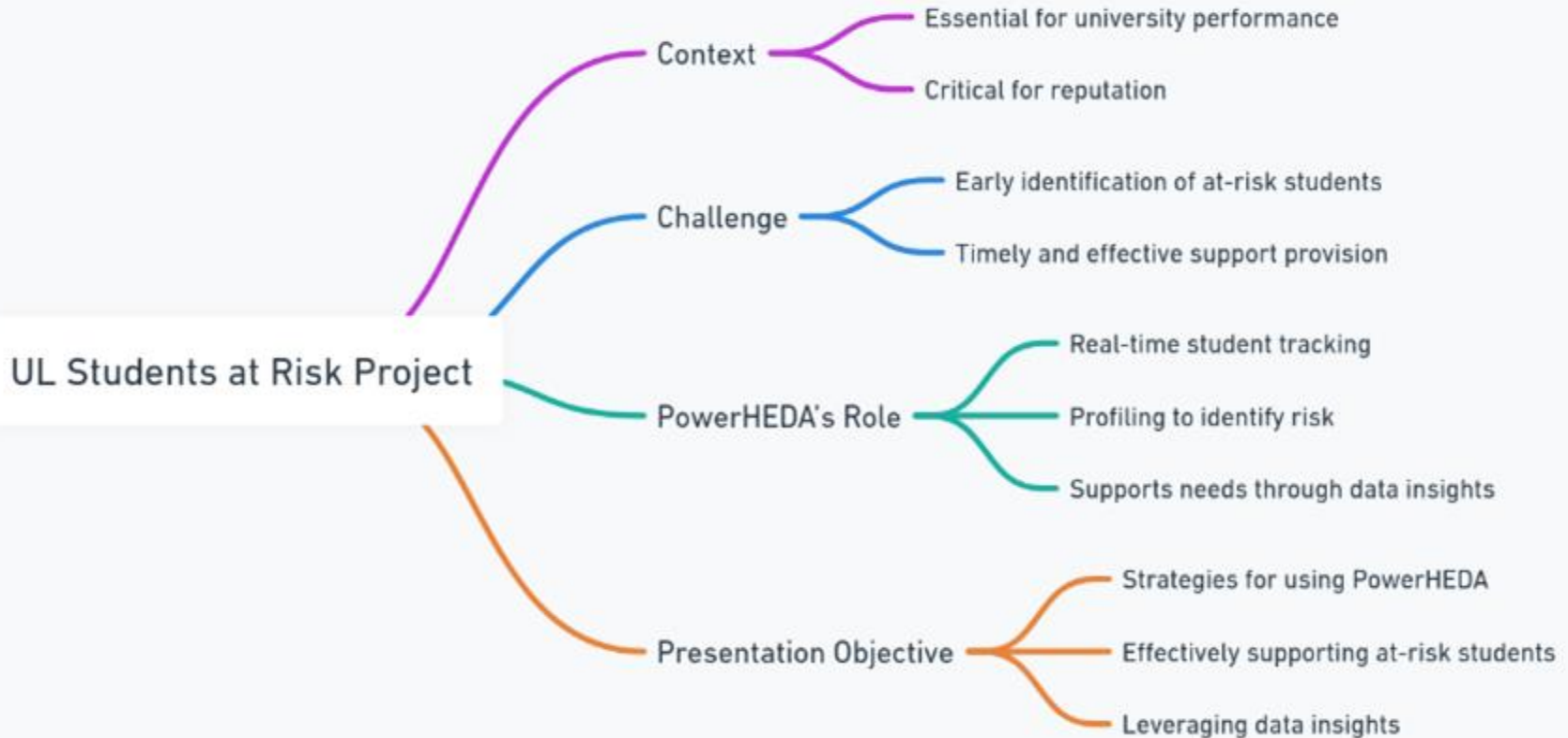
Discussing API or direct access for PowerBI reporting.

Thank you

Transforming Academic Outcomes: A PowerHEDA-Based Approach to Student Risk Profiling

Leveraging data analytics to improve student success by identifying, profiling, and supporting at-risk students

Introduction - Concept Map



UL Student at Risk Project Objectives

- **Primary Goal:** Transform academic outcomes by identifying and supporting students at risk of failure.
- **Early Identification:** Recognize at-risk students early to prevent academic decline and dropout.
- **Data-Driven Insights:** Leverage integrated data for personalized and timely student support.
- **Empowering Academic and Support Staff:** Equip staff with actionable data to aid in student-centered decision-making.
- **Measurable Impact:** Improve retention and academic performance through targeted interventions.

Background: University of Limpopo's '*Students at Risk*' Policy



Policy Name

Undergraduate Students' Academic Performance Monitoring and Exclusions Policy



Purpose

Monitor and manage academic performance for timely intervention, supporting student success and retention.



Scope

Applies to all undergraduate programs, offering a structured framework for academic performance categorization.



Key Classification Categories

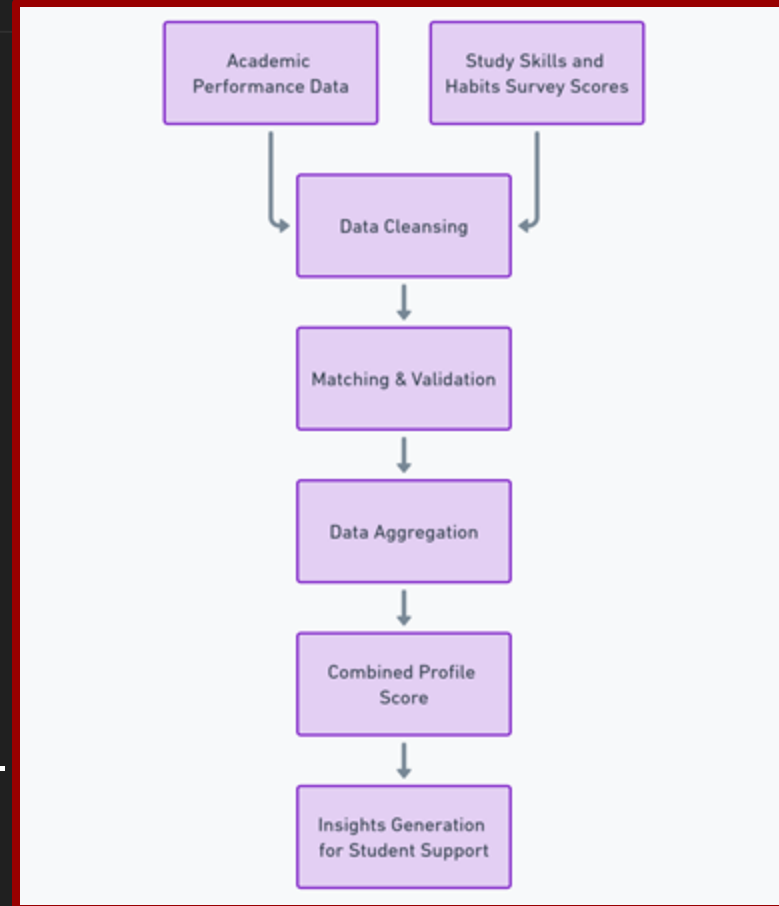
Green: Good Standing | **Orange:** At Risk | **Red:** Severely Underperforming

Students at Risk Policy Mandates

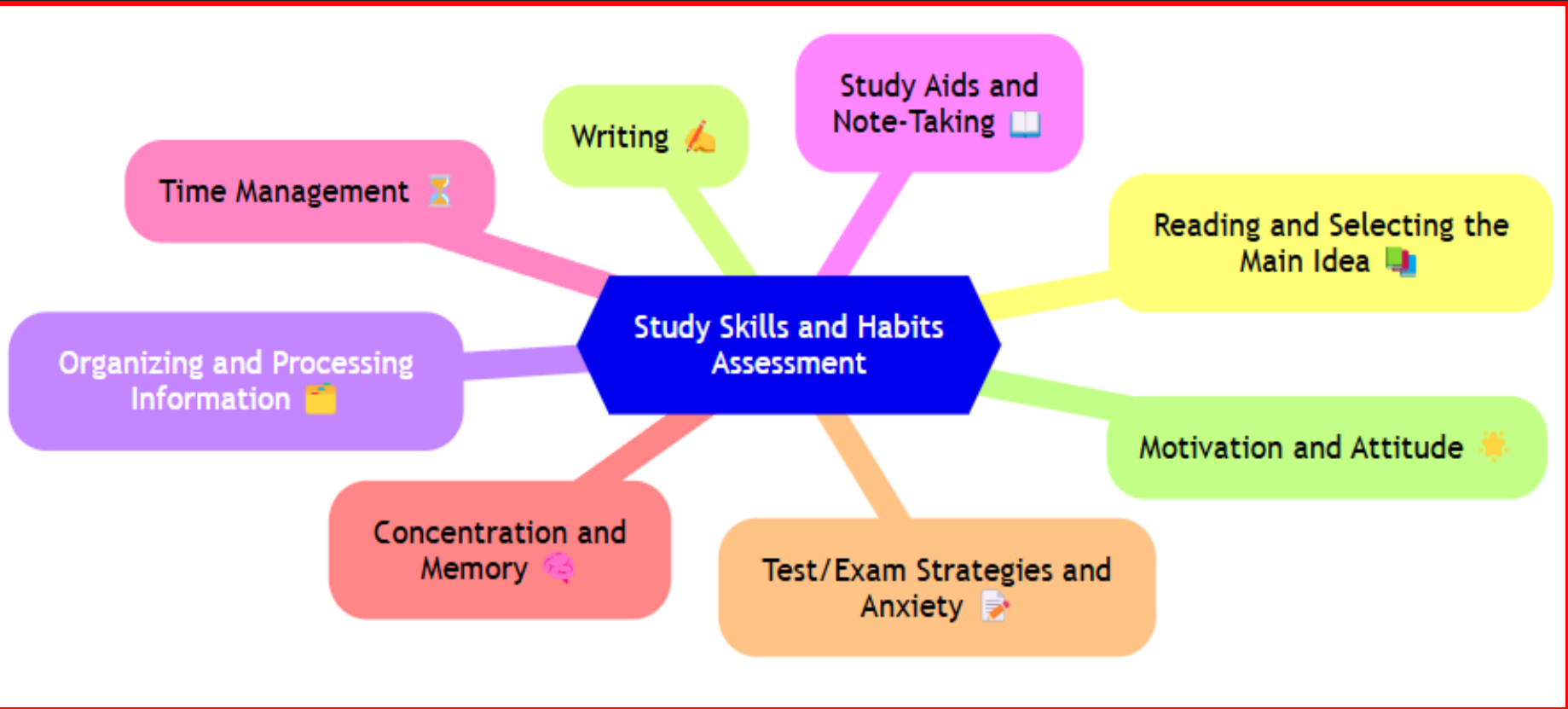
- **Regular Reviews:** Ongoing Monthly/end of Semester assessments to update students' academic standing and determine needed interventions.
- **Early Intervention:** Standardized tests and performance tracking identify students needing extra support early on.
- **Support Programs:** Mentorship, counseling, and workshops through CSCD and CAE to strengthen academic skills.
- **Appeals and Review Process:** Students may appeal their classifications with faculty and central appeals committees for fairness.
- **Policy Implementation:** Faculty Examination Commission oversight and HEDA data integration ensure consistent monitoring.

Data Integration Approach

- **Sources of Data:** Includes *academic performance, study skills assessments,* and *demographic data* from PowerHEDA and CSCD.
- **Data Types and Fields:** Academic and survey fields, such as final marks, *attendance*, and study skills scores.
- **Integration Method:** Combining datasets via SQL in PowerHEDA, with frequent updates.
- **Testing:** Data consistency checks and cross-system validation for accurate mapping.



Study Skills and Habits Assessment Questionnaire Domains



Original Risk Level Categorization Based on the Policy



The revised risk levels categorize students into three primary risk levels based on their academic performance (**Green** [60% to 100%], **Amber** [50% to 59%] and **Red** [0% to 49%]). These categories enable faculty and support staff to tailor interventions that address each student's needs effectively.

Methodologies for Student Tracking Data Analysis

- **Descriptive Analysis:** Summary statistics on demographics, performance, and survey results highlight key patterns.
- **Correlational Analysis:** Explores links between study skills and habits scores and academic outcomes to refine support strategies.
- **Dashboard-Based Insights:** Real-time alerts and trend analysis inform timely interventions.
- **Feedback-Based Adjustments:** User feedback is integrated to ensure insights remain actionable and relevant.

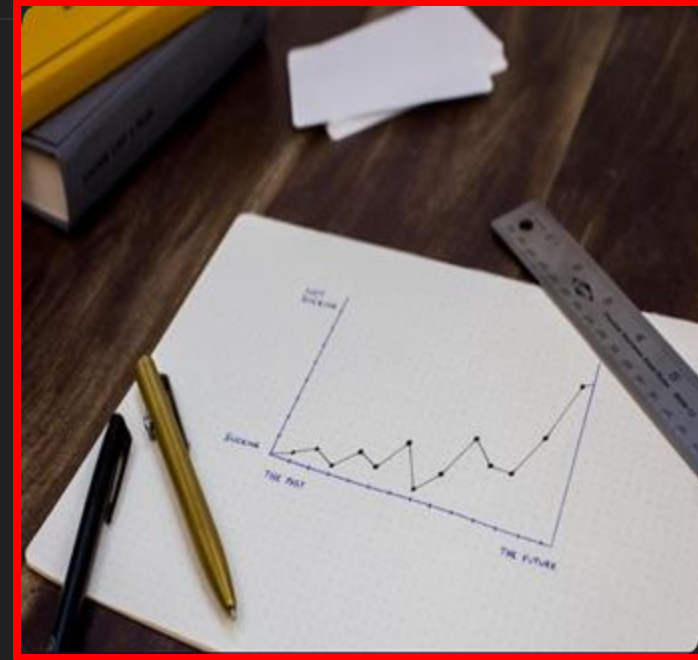


Photo by Isaac Smith on Unsplash

Dashboard and Reporting

- **Risk Level Visualization:** Real-time overview of students categorized by risk level on PowerHEDA's dashboard.
- **Filters and Custom Views:** Filters by faculty, academic year, and department for targeted analysis.
- **Individual Student Profiles:** Detailed student profiles include academic and survey data for personalized support.
- **Reporting Benefits:** Provides immediate insights to CAE/CSCD/Faculties for data-driven decisions and targeted interventions.

Subject Code	Subject	Mark	
CALA021	ADMINISTRATIVE LAW	57	●
CECO011	INTRODUCTION TO ECONOMICS	59	●
CHRA021	ORGANIZATIONAL BEHAVIOUR	64	●
CHRB021	CAREER MANAGEMENT	58	●
CPUA021	PERSONNEL MANAGEMENT AND LABOUR RELATIONS	69	●
CPUB021	GLOBAL POLITICS	58	●

PowerHEDA Student Risk Levels Report

Filter: Academic Year: 2024 Filter Values: 2024 View Report

Filter: Academic Block: TURFLOOP 1ST SEMESTER Filter Values: TURFLOOP 1ST SEMESTER

Filter: Faculty - Qual: MANAGEMENT AND LAW Filter Values: MANAGEMENT AND LAW

Filter: School - Qual: ECONOMICS AND MAN Filter Values: ECONOMICS AND MAN

Filter: Post Graduate: U Filter Values: U

Filter: None Filter Values: All

Filter: None Filter Values: All

ShowDefinitions: No



Student Risk Level Report

Report Filters

Academic Year: 2024
 Academic Block: TURFLOOP 1ST SEMESTER
 Faculty - Qual: MANAGEMENT AND LAW
 School - Qual: ECONOMICS AND MAN
 Post Graduate: U
 Data Download Date: 13 November 2024 21:11:00
 Report Date: 14 November 2024 09:36:00
 Number of Records: 8695

Student Number	Student Name	Gender	Qualification Code	Qualification	Incomplete	High Risk	Low Risk	Academically Safe	Total
2017000001	MRS N N MOKOETSI	F	BAD01	BACHELOR ADMIN	0	0	0	5	5
2017040000	MRS JM MOKOETSI (MOKOETSI)	M	BAD01	BACHELOR ADMIN	0	0	1	0	1
2017050000	MRS TM MOKOETSI	F	BAD01	BACHELOR ADMIN	0	0	1	2	3
2017070000	MRS VL MOKOETSI	F	BAD01	BACHELOR ADMIN	0	0	1	2	3
2017170000	MRS EK MOKOETSI	F	BAD01	BACHELOR ADMIN	0	0	1	0	1
2017000000	MRS K MOKOETSI	M	BAD01	BACHELOR ADMIN	2	0	1	1	4
2017000002	MRS V MOKOETSI	F	BAD01	BACHELOR ADMIN	0	0	4	2	6
Subject Code	Subject	Mark							
CALA021	ADMINISTRATIVE LAW	57	●						
CECO011	INTRODUCTION TO ECONOMICS	59	●						
CHRA021	ORGANIZATIONAL BEHAVIOUR	64	●						
CHRB021	CAREER MANAGEMENT	58	●						
CPUA021	PERSONNEL MANAGEMENT AND LABOUR RELATIONS	69	●						
CPUB021	GLOBAL POLITICS	58	●						

PowerHEDA Student Risk Levels Report Overview



Report Scope

Academic Year: 2024 | **Academic Block:** Turfloop 1st Semester | **Faculty:** Management and Law



Risk Classification Summary

High Risk: Significant academic risk | **Low Risk:** Moderate challenges | **Academically Safe:** Meets benchmarks



Data Collection

Total Students Monitored: **8695** records | Data includes grades, incomplete data, and academic indicators



Insights

Qualification-based breakdown shows risk levels across the qualifications, enabling timely interventions.

Intervention Strategies



Outcomes of PowerHEDA Implementation

- **Impact on Retention Rates:** Early interventions have shown to improve retention for at-risk students.
- **Faculty and Staff Empowerment:** Accessible, comprehensive data helps staff meet student needs effectively.
- **Enhanced Academic Outcomes:** Positive Test/Exam Scores and pass rate trends observed among supported students.
- **Student Feedback:** Increased satisfaction due to personalized academic and counseling support.



Photo by Baim Hanif on Unsplash

Criteria for Positive Impact: Measuring Intervention Effectiveness

- **Academic Performance Improvements:** Higher module pass rates and final marks, reflecting enhanced understanding.
 - **Risk Category Transition:** Movement from Red to Orange or Orange to Green, with retention in Green status.
 - **Progression and Retention Rates:** Increased progression to next academic levels and reduced dropout rates.
 - **Engagement and Participation:** Active involvement in support programs and improved self-reported study skills.
 - **Compliance with Probation Conditions:** Fulfillment of reduced loads, alternative qualifications, and improved outcomes.
 - **Longitudinal Outcomes:** Sustained academic success and higher graduation rates over time.
- Qualitative Indicators:** Positive feedback from students and faculty on intervention effectiveness

Challenges and Lessons Learned

- **Data Quality and Consistency:** Regular data audits ensure reliability across systems, addressing challenges of data accuracy.
- **Collaboration with Stakeholders:** Closely working with Faculties, CSCD, and CAE essential for refining support processes.
- **Continuous Improvement:** Adaptations made to risk criteria and interventions based on outcome feedback.



Photo by Adeolu Eletu on Unsplash

Future Plans



Expand Data Sources

Incorporate additional data, such as **attendance** patterns and extracurricular engagement, for holistic profiles.



Enhanced Analytics

Implement **advanced analytics** to identify students likely to become at risk, enabling proactive support.



Ongoing Monitoring and Adaptation

Continuously **update risk criteria** based on evolving data trends and intervention feedback.

Conclusion



Summary

PowerHEDA supports student success by enabling data-driven identification and timely support of at-risk students.



Impact

Improved retention, academic outcomes, and an environment supportive of student well-being.



Invitation for Discussion

Open floor for participant questions, insights, and experiences on similar initiatives.

Thank you





EARLY SUCCESS INDICATORS

Influencing success behaviors

29 January 2025

Dr Kgadi Mathabathe and Bonza Majozi



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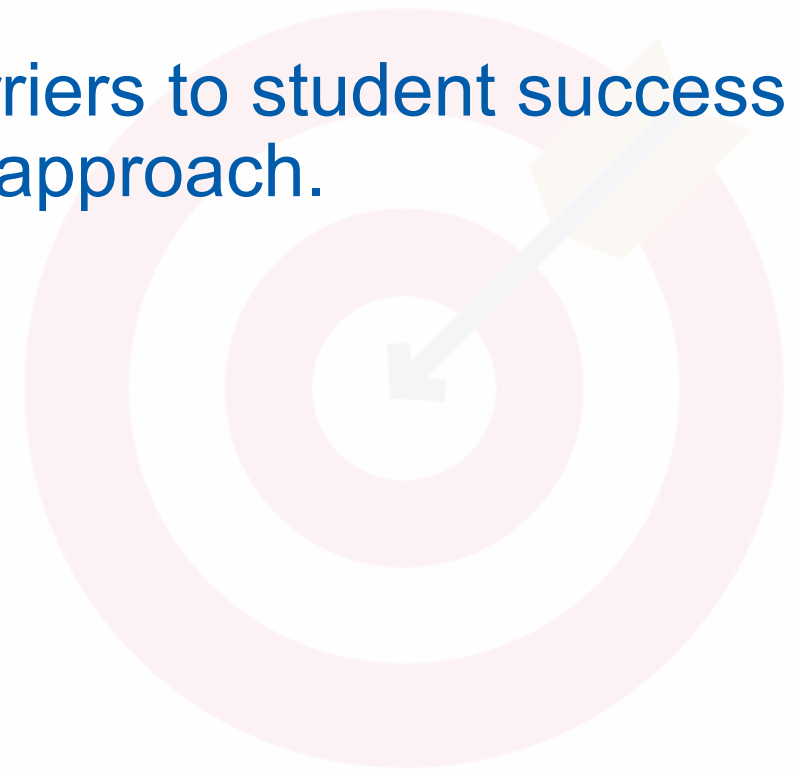
THE **GOAL** OF EARLY SUCCESS INDICATORS

UP's Strategic Goal #1 (2022-2026):

“To enhance access and successful student learning”



To proactively identify and address barriers to student success through a coordinated and systematic approach.



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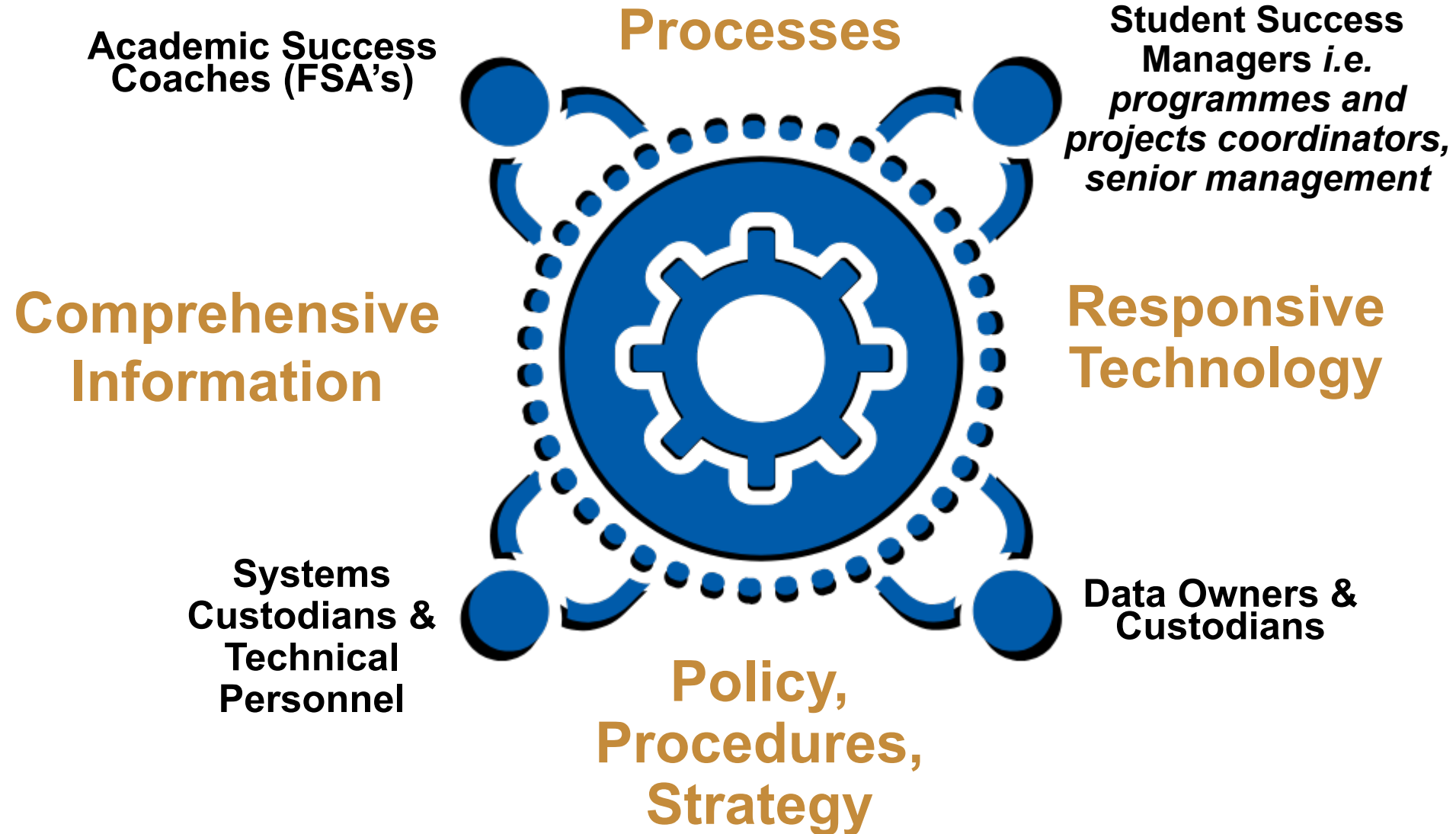
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THE **HOW** OF EARLY SUCCESS INDICATORS

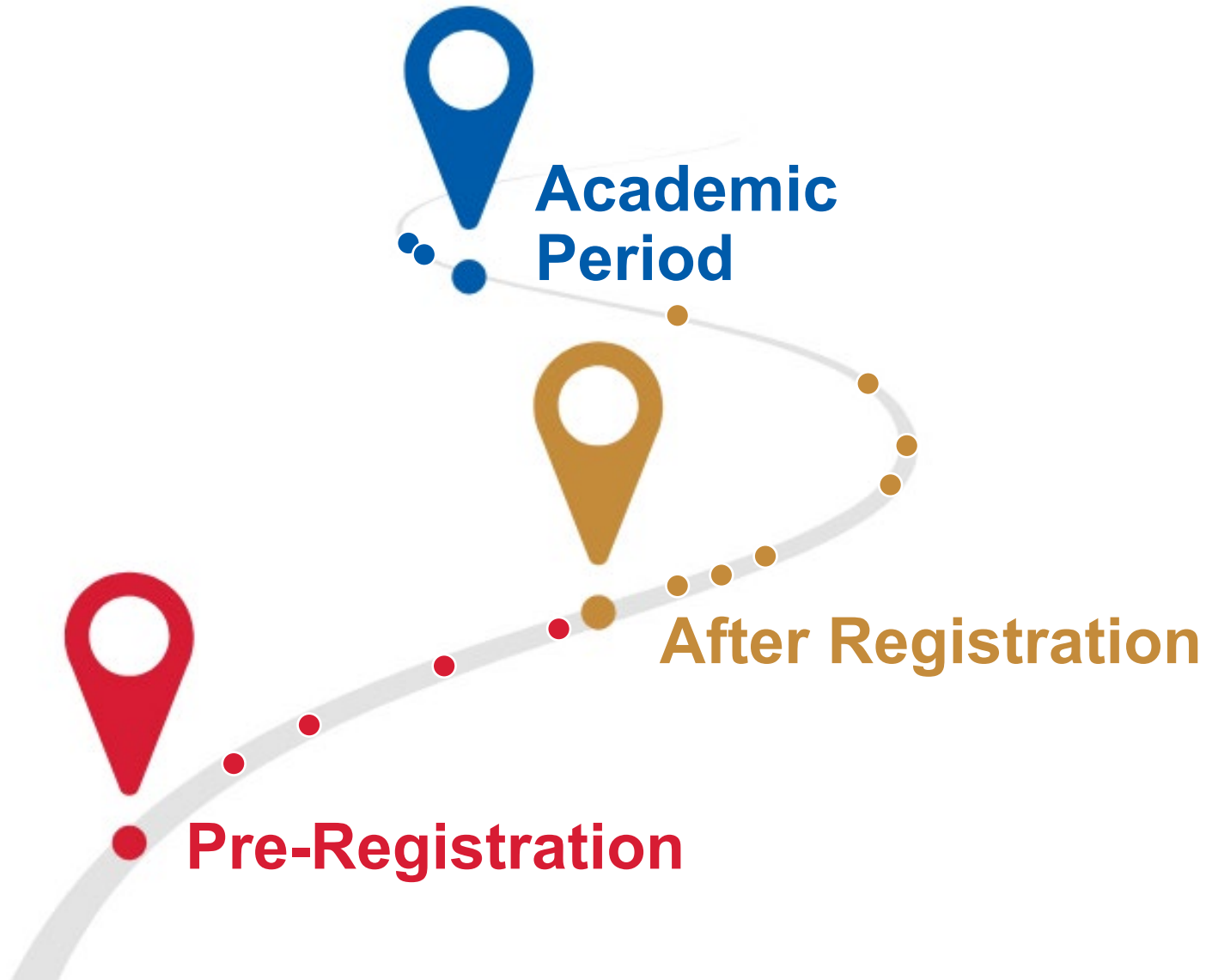
- Understand the student journey
- Employ a collaborated approach across the institution
- Align support efforts to needs
- Leverage data
- Deploy responsive systems and tools
- Act timely



INFLUENCING SUCCESS BEHAVIOR | ENABLERS



THE JOURNEY | FIRST TIME ENTERING (UP)



First-Years
Transferring
International
Postgraduate



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THE JOURNEY | FIRST TIME ENTERING (UP)



The future plan is to partner with the Department of Enrolment and Student Administration to engage with conditionally accepted students to address barriers to registration to improve the realization rate.



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THE JOURNEY | FIRST TIME ENTERING (UP)



University of Pretoria Readiness Survey (UPRS)

- First Generation Status
- Part-time work
- External Support
- Known disabilities
- Accommodation
- Financial
- Technology access
- Support Needs
- Language of learning
- Computer Literacy
- Study Choice (1st or 2nd)

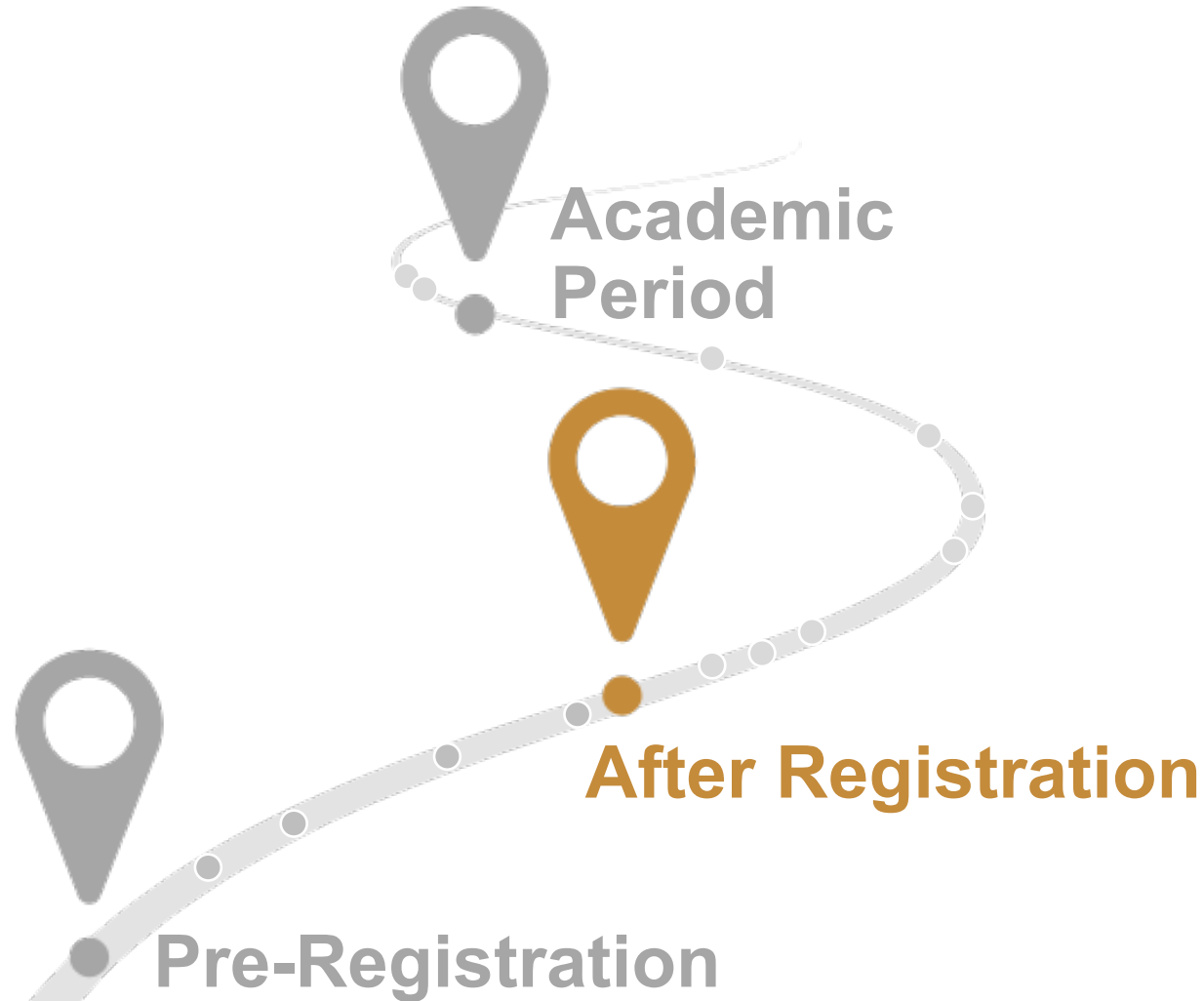


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THE JOURNEY | FIRST TIME ENTERING (UP)



**Ideal early registered students*

Other Data Points

- Registration Date (Late?)
- Number of High-Touch modules
- Lecture and Tutorial Attendance
- LMS Access
- Module Registration
- Module Access
- Study Guides Access
- Venue Visit
- Mentorship
- Cases (LCM)



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THE JOURNEY | FIRST TIME ENTERING (UP)



University of Pretoria Orientation (UPO) & First-Year Experience Online Courses

- Access
- Engagement (min & clicks)
- Assessments
- Orientation & Course Evaluation

**Ideal early registered students*



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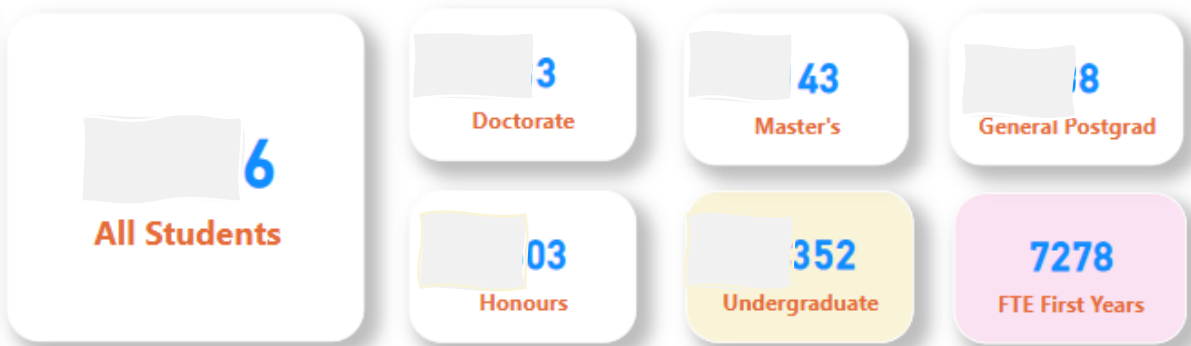
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THE JOURNEY | TRACKING

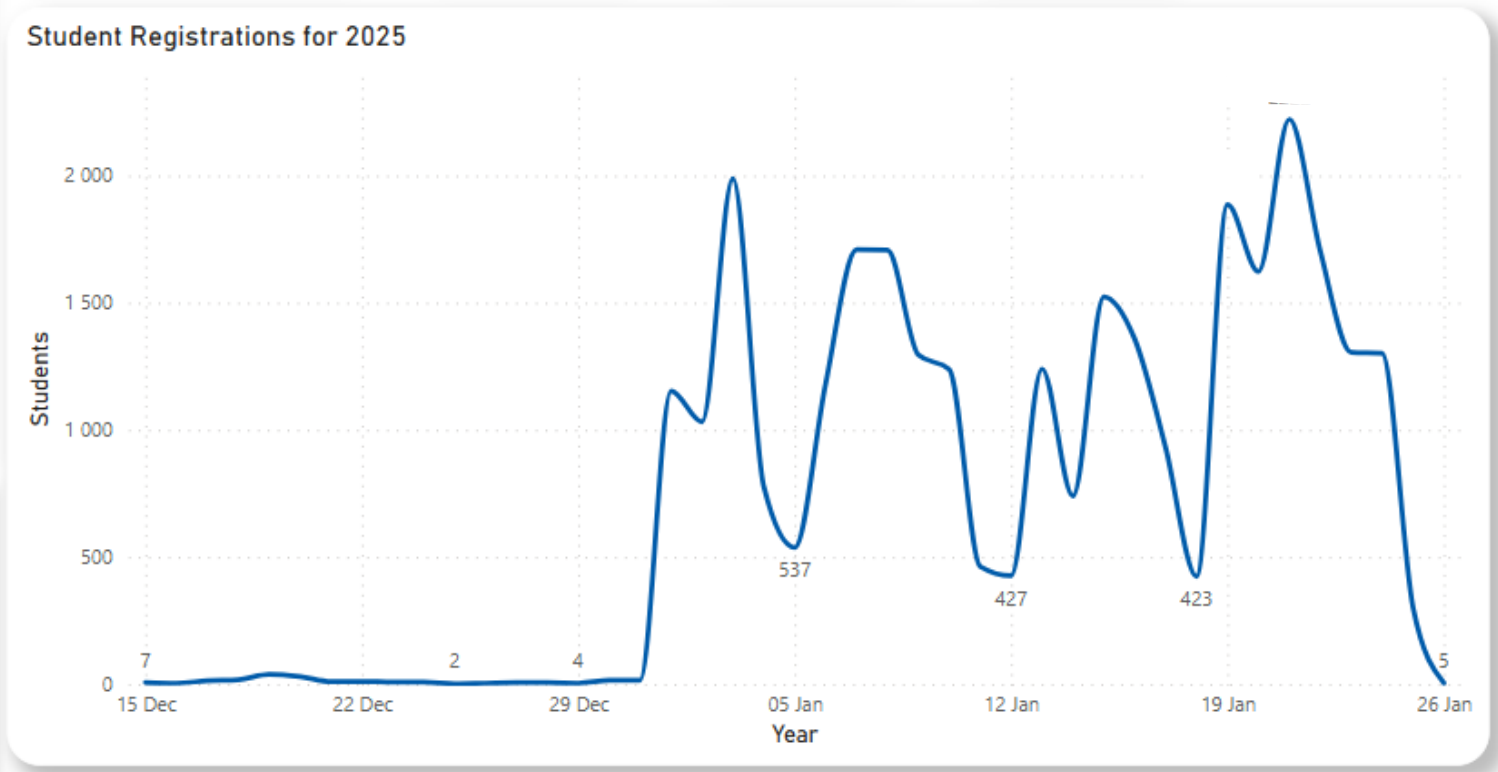
- Program Type**
- Doctorate
 - General Postgraduate
 - Honours
 - Master
 - Undergraduate

- Faculty**
- Economic and Managemt Sciences
 - Education
 - Engineering Built Env and IT
 - Faculty of Law
 - Faculty of Science
 - Health Sciences
 - Humanities
 - Theology and Religion
 - Veterinary Science

- Academic Level**
- Fifth Year
 - Final Year
 - First Year
 - Fourth Year
 - Second Year
 - Third Year



Makes it easy to notice late registrations.



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THE JOURNEY | TRACKING

Students are given readiness tasks to complete.

Success Plan TO DOs

+ New To Do

📄 Add Existing To Do

🔍 Filter by keyword

<input type="checkbox"/>	To Do Name ↑ ▾	Success Plan ▾	Due Date ▾	Status ▾	Ownership Type ▾	Required/O... ▾	Read/Unread ▾	Student Can Co... ▾	To
<input type="checkbox"/>	Access clickUP	Orientation for ne...	3/15/2024 4:00 PM	Act...	Student Owned	Required	Unread	Yes	
<input type="checkbox"/>	Collect your student card	Orientation for ne...	3/15/2024 11:30 PM	Act...	Student Owned	Required	Unread	Yes	
<input type="checkbox"/>	Meet your Academic Succ...	Orientation for ne...	4/5/2024 4:00 PM	Act...	Student Owned	Required	Unread	Yes	
<input type="checkbox"/>	Set up your google account	Orientation for ne...	3/31/2024 11:30 PM	Act...	Student Owned	Required	Unread	Yes	

**Ideal early registered students*



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THE JOURNEY | TRACKING

Tracking of Study Guide Access

	TERM	EMPLID	MODULE_NAME	MODULE	MINUTES	INTERACTIONS	ACCESS_COUNTS	COURSE_NUMBER	COURSE_ITEM_TYPE
1	2025	u 33	API 733 A 2025	API 733	10	3	3		FILE
2	2025	u 15	Ultra Practice 072 2025	Ultra P	0	2	1	_2025	FILE
3	2025	u 12	WDE 310 S1 2025	WDE 310	0	5	4		FILE
4	2025	u 34	BOP 805 Y1 2025	BOP 805	1	2	1		FILE
5	2025	u 20	WDE 310 S1 2025	WDE 310	0	1	1		FILE
6	2025	u 11	Ultra Practice 088 2025	Ultra P	0	2	1	_2025	FILE
7	2025	u 26	PLY 510 S1 2025	PLY 510	22	5	1		FILE

Tracking of Course Engagement

	USERNAME	TERM	MODULE	MINUTES	INTERACTIONS	FIRST_ACCESSED_DATE	LAST_ACCESSED_DATE
1	u0'	2025	Pre-orientation 2025	595.249999	57	13 January 2025	26 January 2025
2	u04	2025	Pre-orientation 2025	10.083333	28	25 January 2025	25 January 2025
3	u04	2025	Pre-orientation 2025	332.616667	31	21 January 2025	26 January 2025
4	u04	2025	Pre-orientation 2025	0.000000	1	27 January 2025	27 January 2025
5	u0.	2025	Pre-orientation 2025	324.033333	150	21 January 2025	24 January 2025



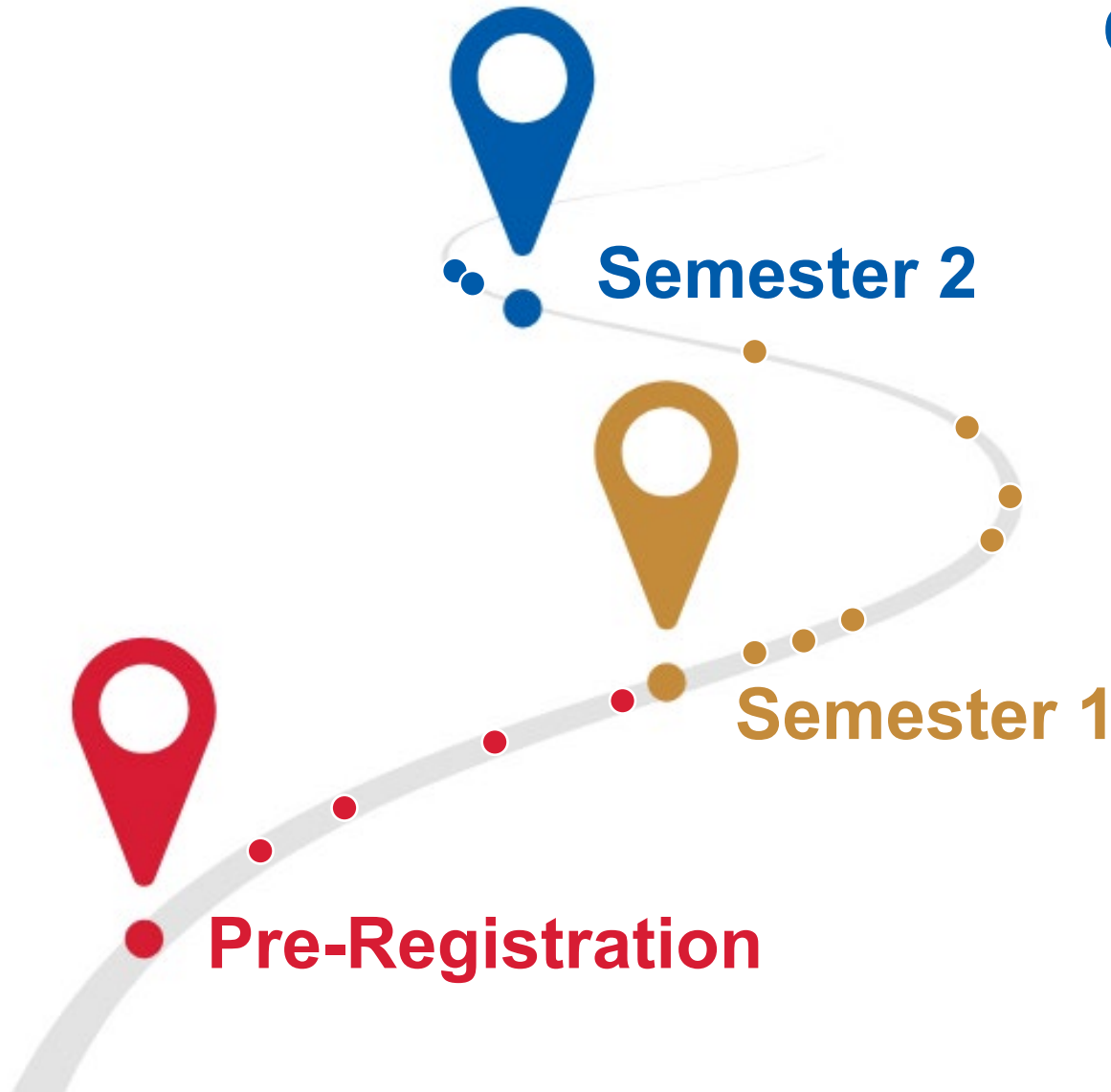
THE JOURNEY | TRACKING

Programme-based tracking of assessments

	EMPLID		COURSE_NAME	COURSE_CODE	ASSESSMENT	POSSIBLE_SCORE	SCORE	GRADE	DUE_DATE	LAST_SUBMISSION	SUBMISSION_STATUS
43319	u2	i2	FRK 121 COES Assess	p_FRK121_COES_Asses	ICT 1 - Unit 1 2025	16	6.25	39	2025-01-08 00:30:00	2025-01-07 23:33:15	on time
43320	u2	i2	FRK 121 COES Assess	p_FRK121_COES_Asses	Pre-test Unit 2 - 2025	5	4	80	null	2025-01-09 01:25:26	on time
43321	u2	i2	FRK 121 COES Assess	p_FRK121_COES_Asses	MMA Question 5	10	4.22222	42	null	2025-01-17 01:06:34	on time
43322	u2	i2	FRK 121 COES Assess	p_FRK121_COES_Asses	ICT 4 - 2025	15	12.6818	85	2025-01-14 00:30:00	2025-01-13 23:07:21	on time
43323	u2	i2	FRK 121 COES Assess	p_FRK121_COES_Asses	MMA Question 1	5	3	60	null	2025-01-17 01:06:15	on time
43324	u2	i2	FRK 121 COES Assess	p_FRK121_COES_Asses	Pre-test Unit 3 - 2025	5	4.66666	93	null	2025-01-10 03:01:37	on time
43325	u2	i2	FRK 121 COES Assess	p_FRK121_COES_Asses	ICT 5 - Chapters 5 &ar	20	10.5	53	2025-01-16 00:30:00	2025-01-15 23:22:16	on time
43326	u2	i2	FRK 121 COES Assess	p_FRK121_COES_Asses	MMA Question 7	5	2	40	null	2025-01-17 01:06:42	on time
43327	u2	i2	FRK 121 COES Assess	p_FRK121_COES_Asses	HW Question 6.5	10	6	60	2025-01-16 13:59:00	2025-01-16 08:23:05	on time
43328	u2	i2	FRK 121 COES Assess	p_FRK121_COES_Asses	ICT 3 - 2025	17	10.56565	62	2025-01-13 00:30:00	2025-01-12 23:43:23	on time



THE JOURNEY | RETURNING STUDENTS



Ongoing Tracking

- Barriers to registration
- Number of High-Tough modules
- Course Access & Engagement
- Assessments
- Lecture and Tutorial Attendance



COMMUNICATION WITH STUDENTS | **NUDGES**



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COMMUNICATION WITH STUDENTS | NUDGES

The screenshot displays a WhatsApp chat interface. At the top, there is a navigation bar with icons for back, list, share, save, save & close, new, deactivate, connect, assign, delete, refresh, check access, and share. Below this, the contact name 'Bonza Majozi - Saved' is shown with a 'Contact' label and a profile picture. The chat history shows a message from '~ Bonza Majozi' containing the University of Pretoria logo and the following text: 'Hi Bonza', 'This is to notify you that the WhatsApp communication is ready for use. When are you available for a demo?', and 'Regards'. At the bottom, there is a message input field with a plus icon and the text 'Message', and buttons for 'Create Record' and 'Select Message Template'.



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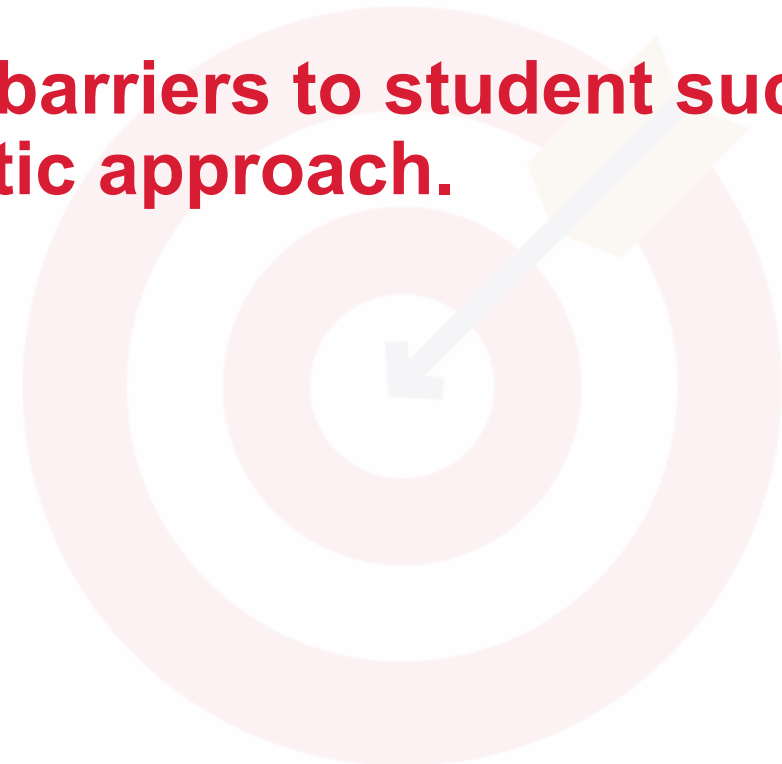
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THANK YOU

Connect with us on LinkedIn



Dr Kgadi Mathabathe



Bonza Majozi



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**SOL PLAATJE
UNIVERSITY**

Siyaphumelela: Student Tracking at SPU

**Lerato Sekonyela
Eli Nimy**

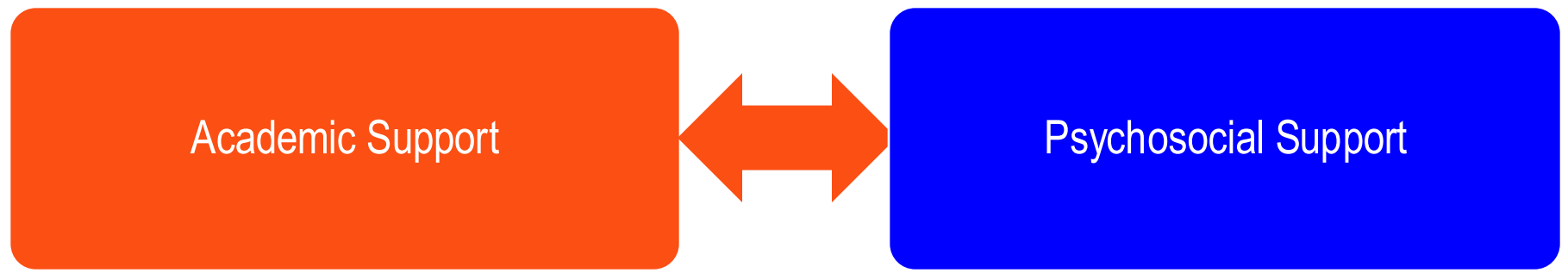


Outline

- **Student Support Programmes**
 - Psychosocial Support
 - Academic Support
- **Ethical Use of Student Data**
- **Tracking Student Success**
- **Student Tracking Systems**
 - Academic advising data collection
 - Student academic support dashboard
 - University performance dashboard
 - Module evaluation dashboard
 - Student Profile Dashboard
- **Tools used to enable student tracking**



Student Support Programmes





Student Support Programmes: Psychosocial Support

Student Life & Development Unit

- Student governance
- Student development
- Career services
- Arts and culture.

Student Health & Wellness

- Counselling
- Medical care
- Nutrition Programme

Campus Housing & Accommodation

- On and off-campus accredited accommodation
- Living and learning spaces

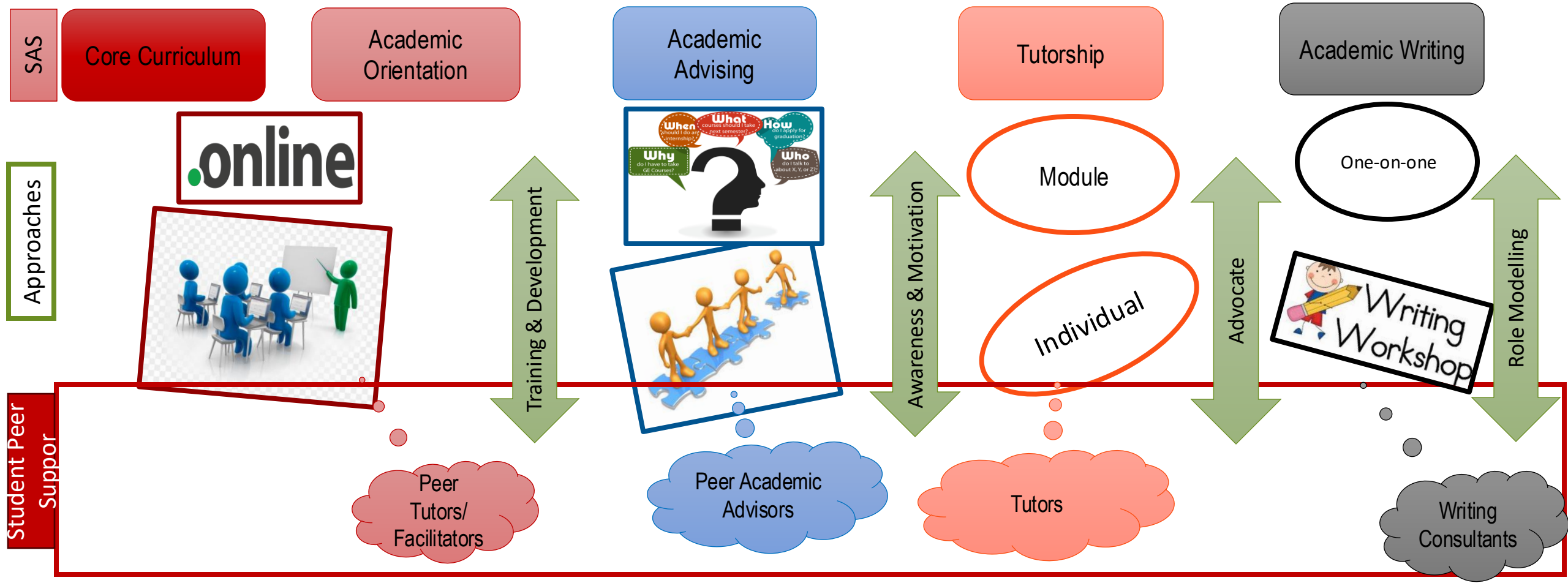
Success Coaches

Peer Mentors

Peer Educators

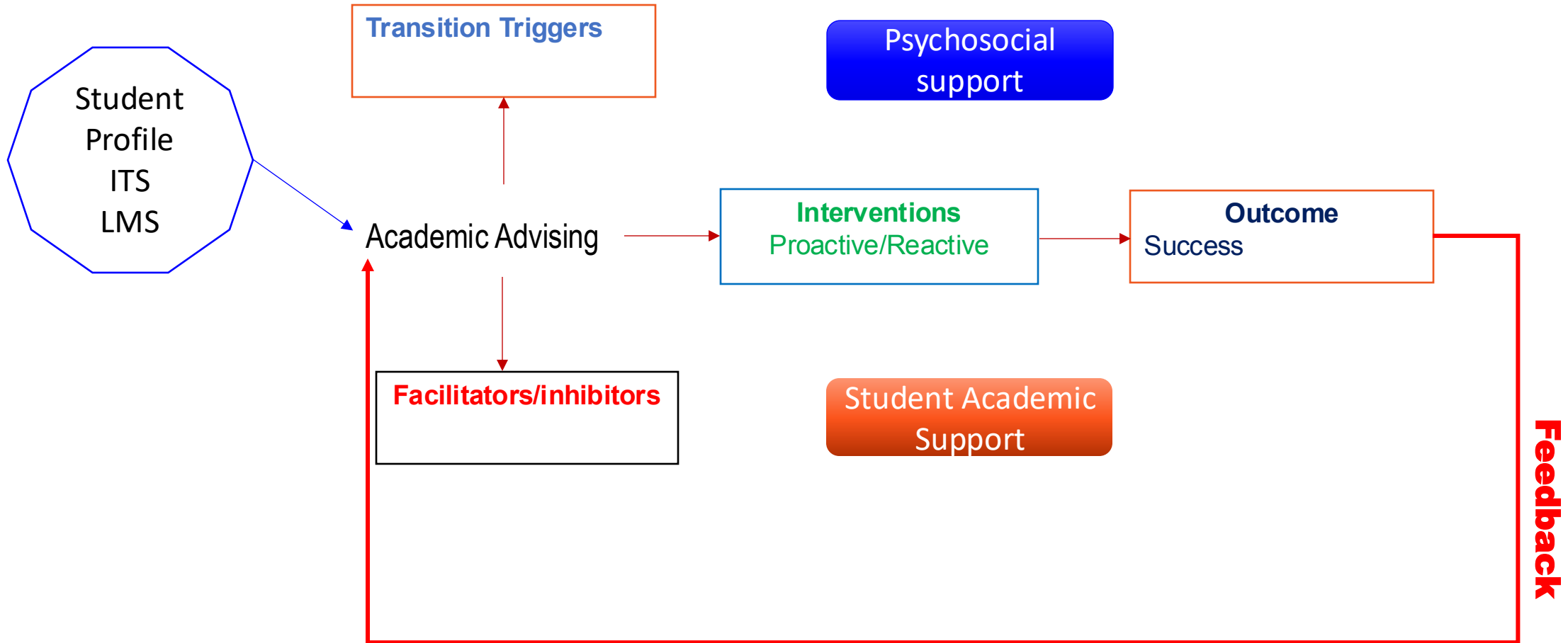
Sub-wardens

Student Academic Support





STUDENT SUCCESS THROUGH ACADEMIC ADVISING





Ethical Use of Student Data

Policy on Risk Management

- POPIA Impact Assessments (twice a year, Jan & Sept)

Policy on Research & Policy on Ethics and Code of Conduct

- Free and Informed Consent
- Research Ethics at SPU

Policy On ICT Security

- Protect access to information control and confidentiality and maintain information systems.

Ethics Protocol: Data Handling

- Collection, storage, access and disposal of data

Tracking student success



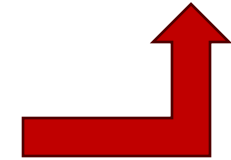
Academic Performance

- Assessment results
- Exam results
- Course Completion



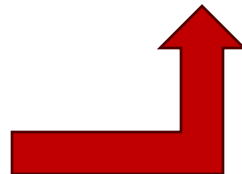
Student Engagement

- Clicks
- Time spent on Course



Student Academic Support

- Support consultations
- At-risk student process



Surveys and Feedback

- Assess student satisfaction
- Perceived challenges
- Module Evaluations



Student tracking systems



Integrated Tertiary Software (ITS) Student iEnabler System

- Student biographic and academic information
- **Insights:** Enrolment, pass rates, retention



Student Academic Support Data Applications

- Capture tutorship attendance, academic advising and writing data
- **Insights:** student needs, challenges, and areas of improvement



Academic advising data collection

CENTRE FOR
TEACHING, LEARNING
AND PROGRAMME
DEVELOPMENT

Academic Advisor Session Form

* Required

Data Entry Mode
Capture

Advisor *

Session Date * 2025-01-28 Session Method * Online Session Duration * 1-15 mins

Session Type *
Individual Consultation

Student Number *

Main Topic(s) Covered/Discussed *

Advisor Notes

Submit form Manage data Log out

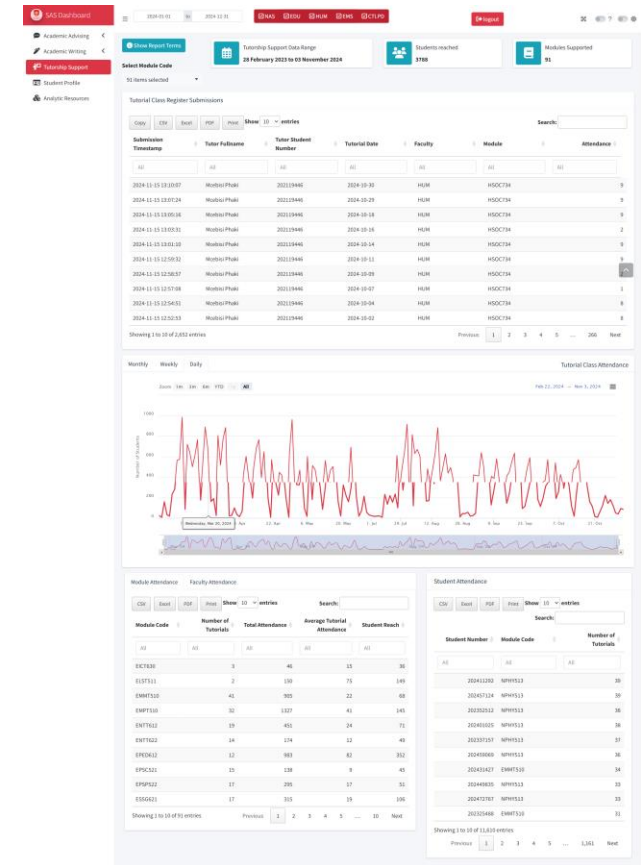
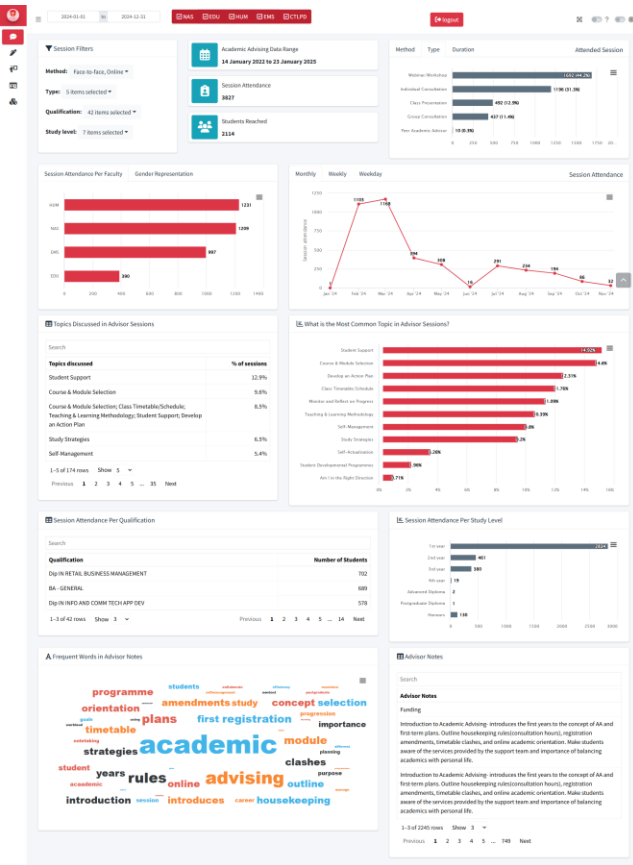
The **tutorship** and **academic writing** data collection web applications follow a similar design

Provides full creative control since everything is programmed

Capture student tracking data to support evidence-based interventions for student success | [link](#)



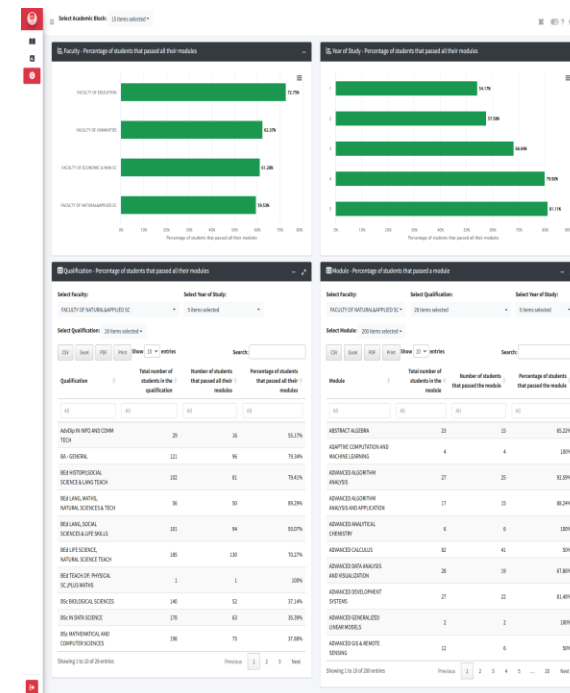
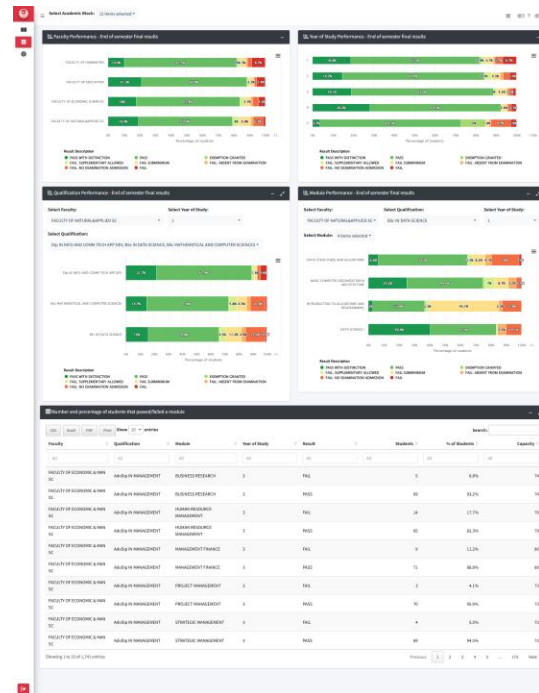
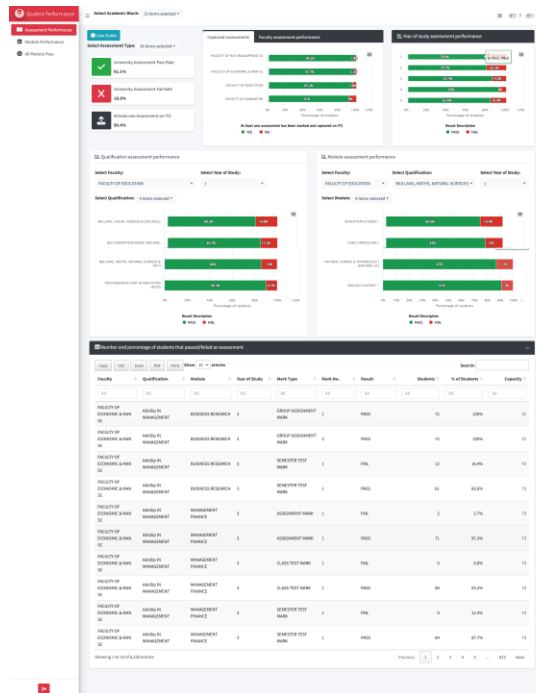
Student academic support dashboard



Track student support usage in tutorship, academic advising and writing | [link](#)

University performance dashboard

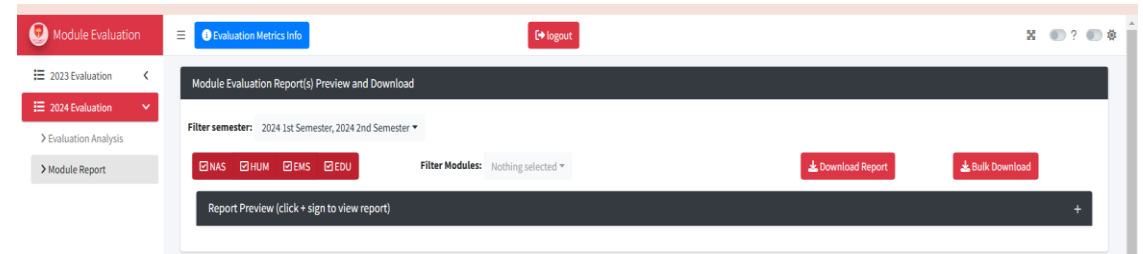
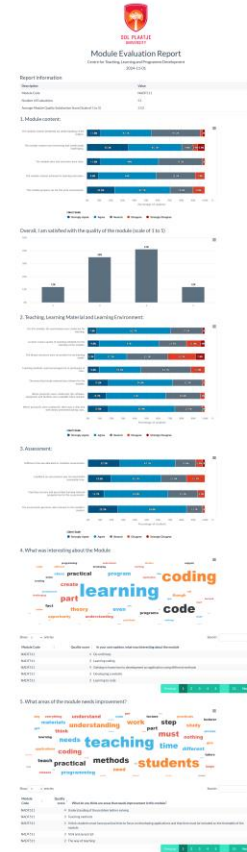
Role-based Access



Track student performance in five-levels: university, faculty, study level, qualification and module | [link](#)

Module evaluation dashboard

Role-based Access



Downloaded evaluation for one module: emailed to lecturers



Module evaluation generation and download tab

Track student reviews on modules | [link](#)



Student Profile – SAS Dashboard

The screenshot displays the SAS Dashboard for a student profile. The top navigation bar includes the SAS Dashboard logo, a date range filter (2024-01-01 to 2024-12-31), and filters for various departments (NAS, EDU, HUM, EMS, CTLPD). A 'logout' button is visible in the top right corner.

The main content area is divided into several sections:

- Filter Student:** A dropdown menu for selecting a student.
- Student Profile Information:** A button to view more details.
- Full Name:** [Redacted]
- Qualification:** Ba - General
- Total Participation in SAS Services:** 37
- Student Participation in SAS Services:** A bar chart showing participation in various services:
 - Attended Tutorials: 31 (83.78%)
 - Advising Sessions: 3 (8.11%)
 - Writing Sessions: 3 (8.11%)
- Tutorial Attendance:** A bar chart showing attendance in various tutorials.

The bottom section displays a table of Academic Advising Sessions:

Student Number	Session Date	Session Type	Session Method	Session Duration	Topics Discussed	Advisor Notes
[Redacted]	2024-02-22	Individual Consultation	Face-to-face	1-15 mins	Student Support	
[Redacted]	2024-02-29	Group Consultation	Online	46-60 mins	Course & Module Selection; Teaching & Learning Methodology; Student Support	
[Redacted]	2024-03-14	Webinar/Workshop	Online	46-60 mins	Self-Management	

Showing 1 to 3 of 3 entries. Navigation: Previous 1 Next

Track student data

- Support usage
- Academic record
- Enrollment problems

Work towards

- Predict academic success
- Provide personalized feedback based on profile

Tools used to enable student tracking





Thank you



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