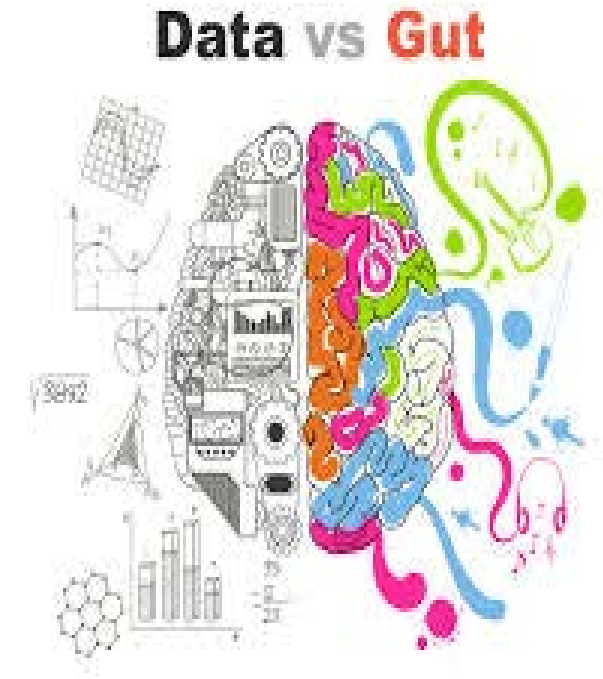


Intentionality on student success and its interventions: the case of the uptake at two higher education institutions

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[illegible]

RQ: To what extent are research [and policies] on student success taken up by faculties and student support departments at UP and TUT and translated into student success initiatives (data-based decision making).

Literature review

Research uptake or the utilisation of research is broadly concerned with:

“the inter-related processes of forging the connection between research, policy, and practice and how the components, participants, mechanisms, contexts, and outcomes are conceptualised, theorised, modelled, measured, and so on” (Sharland, Heinsch, & Schubert, 2014)

Evidence-Based Practice (EBP) and Knowledge Production and Utilisation (KPU)

Literature review

Evidence-Based Practice (EBP): *expert researchers provide evidence to inform practitioners:*

‘Push’ model by moving research evidence into practice, through research protocols, summaries and guidelines

Schafer calls this the “conceptual use” which includes knowledge-driven, background information on a problem, to ‘enlightenment’

No immediate impact

Knowledge Production and Utilisation (KPU): *with the development of knowledge that is usable, relevant and of value to the communities it is intended to serve:*

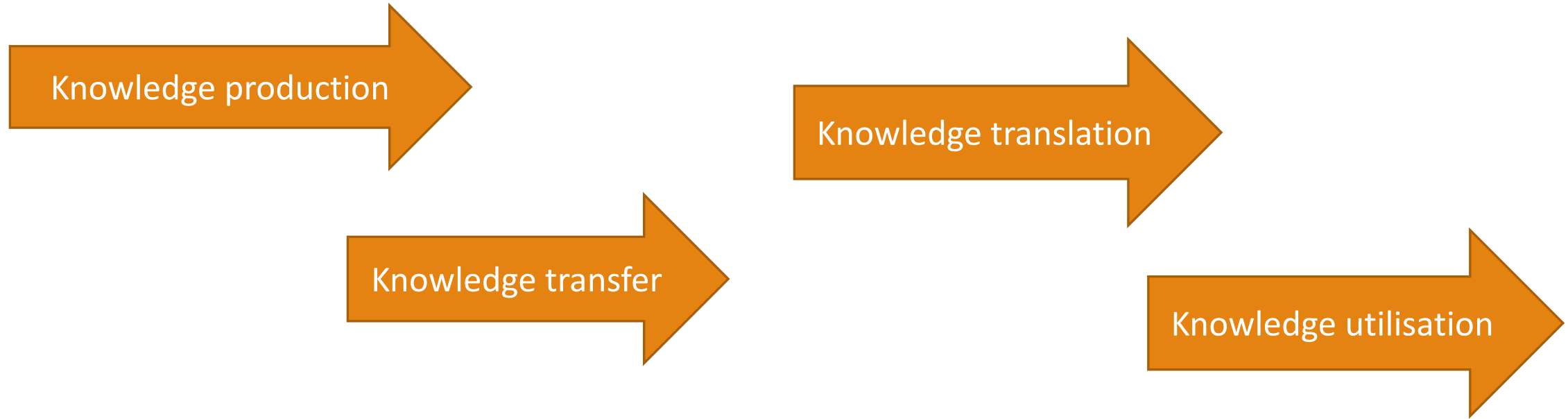
At the utilisation end, KPU discourse is concerned with the uptake, adoption, implementation, and use of research knowledge

Schafer calls this the “instrumental use” which refers to the direct application of information”.

Change in outcomes in practice and policy – and impact

Literature review

Research uptake or the utilisation of research is broadly concerned with:



Conceptual model

A framework developed by Ellen et al (2011) in Grobbelaar (2013) on identified key areas where capacity for knowledge utilisation at institutional and systems levels can be built. Five areas are identified for “linking research efforts with action”:

- Creating a climate
- Enabling push factors
- Enabling pull factors
- Exchange mechanisms
- Monitoring & Evaluation

Measuring research uptake

Research uptake is determined through the implementation or change in decisions of policy, procedures and practices:

Describe research uptake i.t.o outputs: e.g. has the report lead to enrolment plans, new quotas, new policy, increased use of technology, etc.

Describe research uptake i.t.o outcomes: e.g. structural change (change in business practices), process change (change in behaviours such as engagement in interpersonal interactions with systems or business practices), and attitudinal change (change in the underlying attitudes, values and beliefs of the systems, business practices, and individual engagement and interpersonal interactions).

Describe research uptake i.t.o Results: change in student results – student performance indicators. – Impact indicators

Research methodology

The research followed a case-study design.

11 interviews, with 12 participants

- The participants were purposefully sampled based on their work designations and business unit.
- Staff from institutional research, quality offices, management information, student support, and higher education research offices (business units).
- The participants' titles ranged from senior management to practitioners at each of the institutions.

The interviews were conducted by a research assistant during February to April 2018.

- The interviews were one hour in length and were semi-structured
- Thematic analysis using Atlas.ti.



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA



Tshwane University
of Technology

We empower people

UP has more than 53 000 students

Nine faculties and a business school across seven campuses

Established in 1908 as the Transvaal University College (TUC). Amalgamation of the Teachers Training College Pretoria into the Faculty of Education and Medunsa into Veterinary Sciences

Historically advantaged

TUT has more than 60,000 students

Seven faculties across six satellite campuses

Established through a merger of three [technikons](#) — Technikon Northern Gauteng, Technikon North-West and Technikon Pretoria

The oldest of the three institutions was Technikon Pretoria, which was formed in 1900 as Irene Technical School

Technikon Pretoria was historically advantaged but technikons North-West and Northern Gauteng were historically disadvantaged

Findings: Creating a climate for Research Uptake

Culture of Evidence:

- The executive management of institutions provides the strategic directives of research

Mandate:

- The history, role and mandate of the departments

Findings: Enabling push factors

Individual capacity at organisational level:

- staff knowledge and skills, sound research and actionable findings
- Enough staff

Institutional environment that is favourable to action the findings

- aligned to the strategic goals, buy-in from executive and integrated or interconnected support services

Funding

- Incentives and grants

Findings: Enabling pull factors

Culture of Evidence:

- Reports requested by executive management
- Individual research for PG degrees by staff

Alignment with university practice:

- Inform policies, procedures and practices, intervention improvement, and business process

Findings: Exchange mechanisms

Collaboration:

- Between departments within institutions
- External to institution

Communication:

- Committees
- Reporting

Findings: Monitoring & Evaluation

Research Output:

- Policies and procedures
- Increased use of technology
- Quality improvement plans

Research Outcomes:

- Residence improvement/change
- Intervention improvement

Research Impact:

- Success Indicators?

Enablers of knowledge uptake

The use of **knowledge brokers**, to mediate between the two worlds, making research known, understandable and usable by those who need it.

Collaboration throughout the research process has emerged as a strategy to enhance research use.

Creating an **organisational culture** receptive to, and actively supportive and encouraging of, research utilisation.

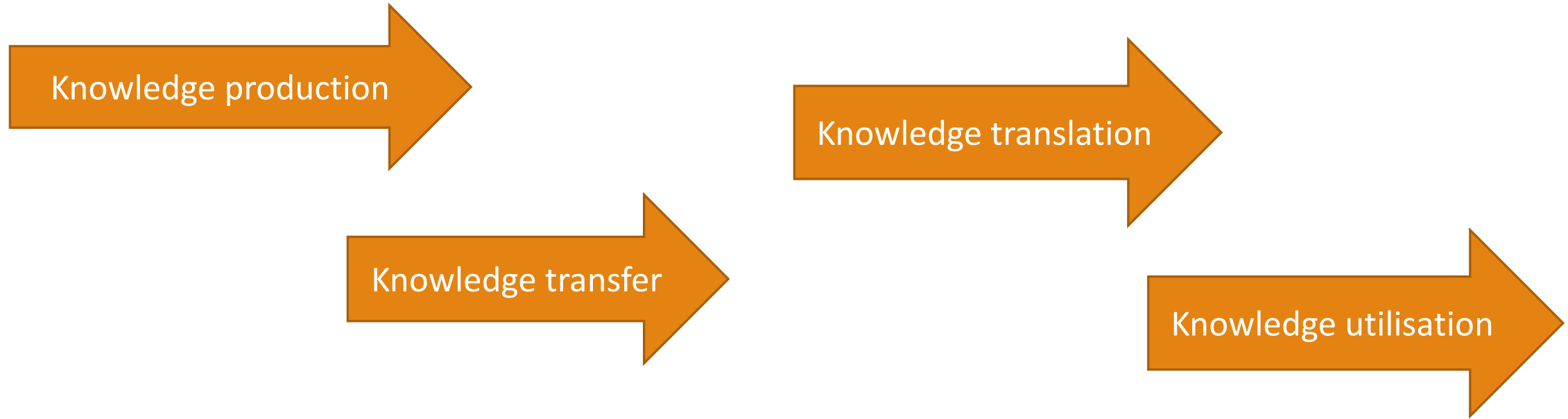
Research knowledge is not just transferred but **translated/ interpreted** to research users.

Results must be framed in the context of **decision-maker needs**.

Information that is available to the decision-maker in a **timely fashion**, is **easy to access**, and is '**attractive**' is more likely to be used.

Literature review

Research uptake or the utilisation of research is broadly concerned with:



Conclusion

Two important observations from the findings:

For research to be taken up by institutions there should be individual capacity at organisational level (staff knowledge and skills, sound research and actionable findings).

Institutional environment that is favorable to action the findings (aligned to the strategic goals, buy-in from executive and integrated or interconnected support services).

Thank you!
