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STUDENT SUCCESS

Inclusive definition of student success:

Increasing the numbers of graduates from diverse backgrounds (while decreasing achievement gaps) and participating in high quality learning that results in attributes that are personally, professionally and socially valuable.

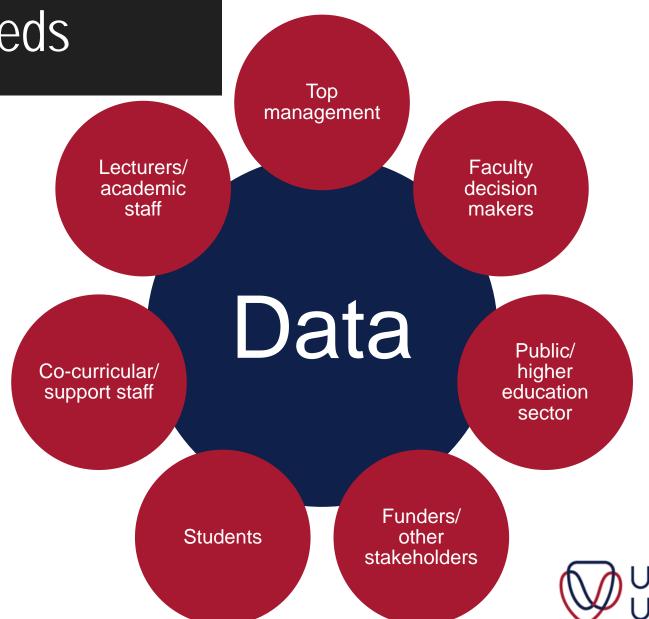


How can institutional researchers reposition and repurpose institutional research to contribute to the design of the future of South African universities?

- Differentiation of data needs
- Facilitating internal collaboration
- Optimal use of existing data
- Developing data and learning analytics



Differentiation of data needs



SASSE

Lecturers/ academic staff

(CLASSE, Videos to guide curriculum development) Top management

(SASSE data in institutional T&L report; strategic plan measurement)

Faculty decision makers

(Presentations)

Co-curricular/ support staff

(Sharing data through presentations/ data sets for own analyses) Data

Public/ higher education sector (National reports with USAf)

Students

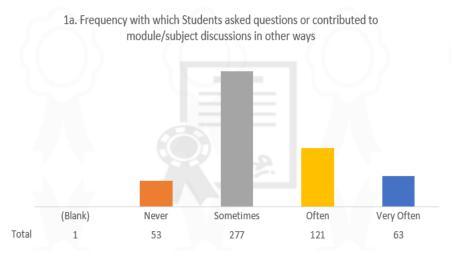
(Planning showcase)

Funders/ other stakeholders

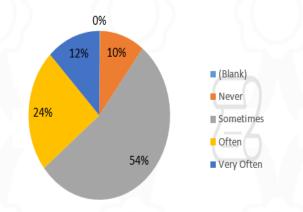
(Data tool in Excel dashboard)



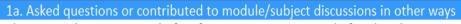
Data tool 2.0



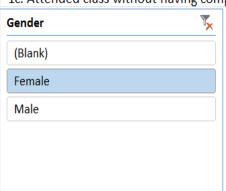
1a. Frequency with which Students asked questions or contributed to module/subject discussions in other ways

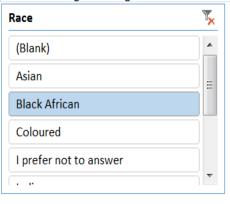


Select Question of interest:



- 1b. Prepared two or more drafts of a paper or assignment before handing it in
- 1c. Attended class without having completed readings or assignments







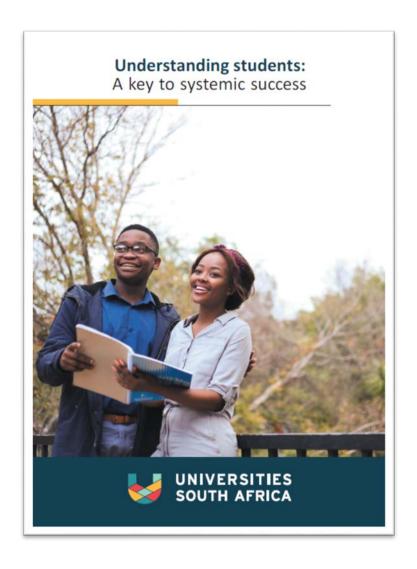
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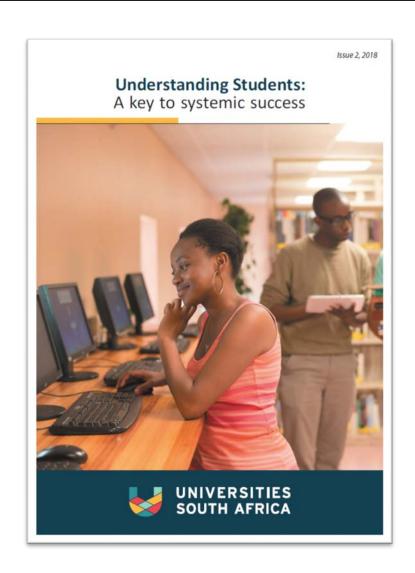
Select Filters (Slicers) of interest:

Race

Mother Tongue

National reports





Facilitating internal collaboration

- Arguably the biggest benefit of Siyaphumelela is the internal and institutional relationships
- Within UFS Siyaphumelela team consists of CTL; IIS; SAS; ICT
- Integrating data builds quality and enables impact





Behavior #1: Talk Straight.

Behavior #2: Demonstrate Respect.

Behavior #3: Create Transparency.

Behavior #4: Right Wrongs.

Behavior #5: Show Loyalty.

Behavior #6: Deliver Results.

Behavior #7: Get Better.

Behavior #8: Confront Reality.

Behavior #9: Clarify Expectations.

Behavior #10: Practice Accountability.

Behavior #11: Listen First.

Behavior #12: Keep Commitments.

Behavior #13: Extend Trust.



 "Despite being data rich institutions with huge amounts of data, we are comparatively information poor"

(van Vught & Westerheijden 2012)

 "The biggest reason that investments in big data fail to pay off is that most companies don't do a good job with the information they already have. They don't know how to manage it, analyze it in ways that enhance their understanding, and then make changes in response to new insights"

(Harvard Business Review 2013)



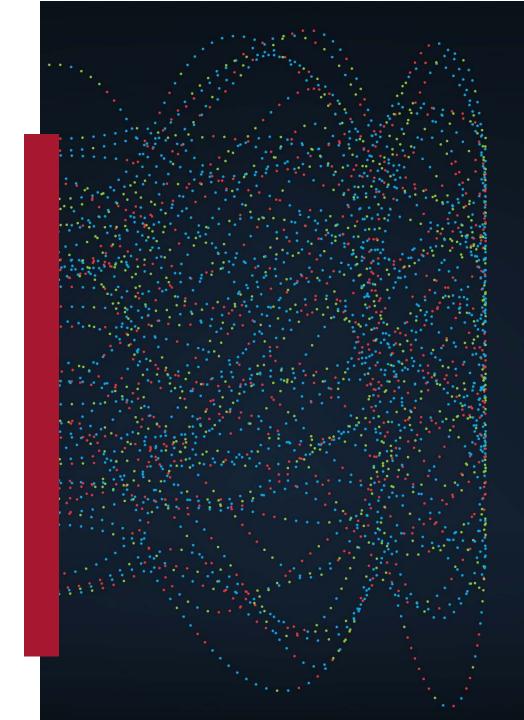
Optimal use of existing data

- Also includes nuancing of data What is important to each institution at a given point in time will depend on contextual factors relevant at that time.
- Interpretation of the data must recognise these contextual factors. IR professionals can support the nuanced application of data in many ways, including:
- ➤ Benchmarking at the institution level, or at a lower level of aggregation (e.g. faculty, dept., module)
- Linking data from surveys, enrolment and other data sources
- Analysing open text comments to make best use of feedback
- Aligning with institutional policies/missions/ strategies



Developing data and learning analytics

- Thinking differently about data
- New vocabulary
 - Nudging, academic advising, etc.
- Evidence has never been as important





- Designing universities for student success includes collaboration with multiple role players
 - If you want to go quickly, go alone. If you want to go far, go together — African proverb
- Current and future roles of institutional researchers rely on abilities to facilitate; differentiate needs; optimizing current data and developing data analytics
- We need to attract and capacitate institutional researchers that can manage the tension between the slow work of culture change and the fast-paced development of technology.



Questions?

