

USING EVIDENCE TO ENHANCE QUALITY

UFS annual teaching and learning report 2018/2019



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USING EVIDENCE TO ENHANCE QUALITY

UFS annual teaching and learning report 2019

USING EVIDENCE TO ENHANCE QUALITY	ii
Executive summary	1
List of acronyms/definitions	3
SECTION 1: TEACHING AND LEARNING CONTEXT AT INSTITUTIONAL LEVEL	3
1.1) Key findings on the teaching and learning context at institutional level	3
1.2) Enrolment targets vs. actual enrolments	4
1.3) Enrolments by race and gender: Undergraduate and postgraduate less than masters	7
1.4) First time entering students	8
1.4.1) Top 20 schools	8
1.4.2) Provinces.....	9
1.4.3) Age	10
1.4.4) AP scores.....	10
1.4.5) Race.....	11
1.4.6) Gender	11
1.4.7) Home language	12
1.5) Graduates.....	12
SECTION 2: STUDENT SUCCESS AT THE UFS.....	15
2.1) Key findings on student success at the UFS.....	15
2.2) Undergraduate retention	16
2.3) Institutional success rates.....	18
SECTION 3: TEACHING AND LEARNING AT FACULTY LEVEL.....	21
3.1) Economic and Management Sciences	22
3.1.1) Key findings for Economic and Management Sciences:	22
3.1.2) Enrolments.....	22
3.1.3) Graduates.....	25
3.1.4) Module pass rates: Economic and Management Sciences.....	26
3.2) Education	28
3.2.1) Key findings for Education	28
3.2.2) Enrolments.....	28
3.2.3) Graduates.....	31
3.2.4) Module pass rates.....	33
3.3) Health Sciences.....	34
3.3.1) Key findings for Health Sciences.....	34
3.3.2) Enrolments.....	34
3.3.3) Graduates.....	37

3.3.4) Module pass rates.....	38
3.4) Humanities.....	40
3.4.1) Key findings for Humanities.....	40
3.4.2) Enrolments.....	41
3.4.3) Graduates.....	43
3.4.4) Module pass rates.....	45
3.5) Law.....	47
3.5.1) Key findings for Law.....	47
3.5.2) Enrolments.....	47
3.5.3) Graduates.....	50
3.5.4) Module pass rates.....	51
3.6) Natural and Agricultural Sciences.....	52
3.6.1) Key findings for Natural and Agricultural Sciences.....	52
3.6.2) Enrolments.....	53
3.6.3) Graduates.....	55
3.6.4) Module pass rates.....	57
3.7) Theology and Religion.....	59
3.7.1) Key findings for Theology and Religion.....	59
3.7.2) Enrolments.....	59
3.7.3) Graduates.....	61
3.7.4) Module pass rates.....	63
SECTION 4: QUALITY ENHANCEMENT INITIATIVES.....	64
4.1) Student engagement at the UFS.....	64
4.1.1) Teaching and Learning.....	65
4.1.2) Institutional support.....	66
4.2) Siyaphumelela.....	68
4.3) High-Impact Practices.....	69
4.3.1) Academic advising.....	70
4.3.2) A-Step tutorial programme.....	71
4.3.3) Transition: UFS101.....	72
4.3.4) Language development.....	74
4.4) Graduate satisfaction and attributes developed.....	77
4.5) Academic staff development and leadership programmes.....	78
4.6) Teaching and learning awards.....	80
4.7) Teaching and learning and technology.....	80
4.8) Reviewing the curriculum and increasing quality.....	82
References.....	83

Executive summary

Quality is often associated with other impactful words, such as excellence, accountability or performance. For this year's Teaching and Learning report, we would like to add the word evidence to that list. Educational quality is foundational to all functions of a higher education institution, and its value corresponds with how evidence is used to evaluate and reflect on past, current and future states.

Thus, a focus on evidence allows for reflection on targets and progress, as well as creating a sense of accountability – factors central to quality teaching and learning. With this in mind, the report aims to:

- Promote a culture of evidence-based reflection on performance;
- Enhance the quality of learning and teaching; and
- Contribute to the use of data analytics and a learning and teaching strategy development.

Institutional teaching and learning context

The key findings on the institutional demographics show that even though the UFS has reached and exceeded its intended enrolment targets for 2018-2019, the only group responsible for this is returning undergraduates. As expected, the influx of first-year students in 2018 has resulted in a wave of students moving through the system. All other enrolments, including first time entering, and all levels of postgraduates, have declined. A positive take-away from this is that students are returning to complete their studies; while a more concerning observation might be that for some faculties the transition from undergraduate to postgraduate studies is quite low. Some reflection might be needed here on whether pathways linking undergraduate and postgraduate studies are sufficiently navigable, and whether the prospect of postgraduate studies at the UFS is attractive enough for students. Demographically, the student population has changed significantly, even in the past few years. Entering students are older, 93% do not speak English as a home language, Bloemfontein and QwaQwa campus students come from very different schooling backgrounds, and 82% of the current student population is African – of whom the number of males have doubled in the past five years. These facts urge us to reflect on whether the structures, initiatives, policies, and practices are aligned with the profile of students entering the institution.

Student success at the UFS

An important finding is the high retention rate of first-year students, regardless of whether they are enrolled in extended or mainstream programmes. In fact, only 14% of extended and 16% of mainstream programme students fail to return after their first year of study. This evidences the effects of significant efforts from various academic and support units to help first-years transition into higher education, and successfully master their first year of study. This is particularly true for African female students, whose retention from first to second year increased by 11% over the last six years. At 80%, the undergraduate success rate is relatively on par with the national average. The ripple effect the #MustFall protests had on the sector can be traced through a decline in success rates. However, some faculties have turned this trend around.

Teaching and learning at faculty level

On faculty level, the number of undergraduate enrolments and graduates have never been as high. For some faculties, the number of African students in particular have doubled in the last five years. In one faculty in particular, the number of African female graduates have increased threefold in postgraduate less than masters qualifications. That said, the achievement gap between African and white undergraduate students, although showing signs of decline in most faculties, is still a challenge. A further challenge in some faculties is the retention of students to continue with postgraduate

studies. Efforts to retain first-year students have been successful and might be used as a blueprint to help undergraduates transition into postgraduate studies. In essence, evidence of slow recovery after a few disruptive years in the system can be seen in many of the undergraduate module pass rates stabilising or improving.

Quality enhancement initiatives

Student engagement and other data sources show that UFS students are consistently more engaged than comparative institutions, generally satisfied with their educational experience, and appreciate institutional efforts to help them succeed. However, one of the biggest value contributions data provides is the chance to reflect on whether data points are aligned with institutional goals and values. For example, is it enough for around two thirds of students to feel adequately supported or should we aim higher? Similarly, are we doing enough to support lecturers to engage optimally with feedback to students or using educational technology?

More than half of undergraduate students receive NSFAS funding, which in part relieves some financial burden, but monetary support alone is not enough. For this reason, the high-impact practices (advising, tutorials, language development, and UFS101) have been scaled and positioned to reach a wide number of students. Evidence of the impact of these initiatives on student success and development is building. In addition to scaled high-impact practices, individualised support is also being developed in the form of data analytics. UFS' partnerships in the Kresge Foundation funded Siyaphumelela network has enabled the institution to invest in developing an early warning system, the Tsehetsa tracking project, a case management system, exploring the potential of nudging, and developing analytic capacity. These efforts have also allowed for more internal collaborations between relevant units.

Other initiatives aimed at improving quality worth mentioning include five-yearly external reviews, efforts to support lecturers through the Good Teaching Series, providing recognition for excellence through the Teaching and Learning Awards, providing workshops on online assessment and technology use, and establishing and implementing a Curriculum Enhancement Framework and a Curriculum Renewal Institute.

Collectively, these efforts contribute to providing quality education and a supportive environment.

Structure of the report

To achieve the aims noted earlier, the report provides institutional data in five sections:

- Section 1 uses demographic data on enrolments and graduates to enable institutional reflection about the teaching and learning context;
- Section 2 focuses on institutional performance in relation to student success;
- Section 3 provides data to enable reflections on teaching and learning in faculty contexts; and
- Section 4 provides an overview of the main institutional quality enhancement initiatives that make an impact on teaching and learning, and broader student success.

Each section of the report starts with a *key findings* summary that provides the reader with a brief overview of the main findings in that analysis. For the executive summary, only selected findings are highlighted.

List of acronyms/definitions

- *Full-time equivalent (FTE)*: An FTE total takes account of a student's course load. So a student carrying a standard fulltime curriculum would equal 1 FTE student, and a student carrying a half-load would equal 0.5 FTE students. Success rates are calculated by dividing the system's FTE degree credit total by its FTE enrolled student total. An FTE degree credit calculation follows the same method as an FTE enrolled calculation, but takes account only of the courses passed by students.
- *Graduation rate*: A calculation based on the number of students who have graduated in a particular year, irrespective of the year of study, divided by the total number of students enrolled at the universities/faculties, in that particular year. Graduation rate is used as a proxy for throughput rate.
- *Module pass rate*: Calculated through dividing the number of students who pass modules by the number registered for respective modules. Module pass rates were calculated in the first semester of 2018, which means there could be some slight variations in the 2017 data after auditing took place during June/July.
- *Postgraduates less than masters*: Honours degrees or postgraduate diplomas at a level short of a Masters qualification.
- *Retention rate*: Cohort of students who returned the following year in the same education level (3 & 4 year B degrees only) from year 1 to 2. For University Access Programme (UAP) students, retention rate implies whether students register at the UFS after completion of their UAP year.
- *Success rate*: The amount of successful Full-time Equivalent Enrolments (FTEs) divided by the amount of registered FTEs.

Even though Masters and doctoral figures are included in the broader institutional overview, the focus of the report is on undergraduates and postgraduate students completing a qualification less than masters. The reasoning for this is twofold, first, the latter two groups are where the majority teaching and learning in group settings take place, and second, modules extending beyond a year do not give an accurate picture of enrolment, throughput, retention, and graduation when combined with more traditional teaching and learning circumstances found in the lower qualifications.

SECTION 1: TEACHING AND LEARNING CONTEXT AT INSTITUTIONAL LEVEL

The data below provide an overview of enrolment and graduation trends over the past few years. It also sheds light on who the first time entering students are.

1.1) Key findings on the teaching and learning context at institutional level

- In general, the UFS has reached and exceeded its target enrolments for 2018-2019.
- While undergraduate enrolments are exceeding targets, first time entering and all postgraduate enrolment targets are not met.
- The number of African males enrolled for undergraduate studies doubled in the last five years.
- African students currently make up 82% of the undergraduate student population, and 52% of the whole undergraduate student body consists of African females.

- Proportionally, racial and gender groups have similar representations in postgraduate less than masters programmes, except for white males, who have a 10% higher representation in the postgraduate courses.
- First time entering students are most likely to come from the Free State province, and the top seven feeder schools are in Bloemfontein.
- Five schools in Phuthaditjhaba are on the list of top 20 feeder schools.
- The majority of first time entering Bloemfontein campus students come from Quintile 4 and 5 schools, while a third of students on the QwaQwa campus come from Quintile 1 schools.
- The majority of first time entering students are 20 years and older.
- Almost 40% of first time entering students have AP scores between 30 and 36, followed by 30% who have AP scores between 20 and 27.
- Around a quarter of students speak Sesotho or isiZulu as home languages respectively, while only 7% speak English as a home language.
- There has been a large increase in total undergraduate graduates from 2012 (3463 graduates) to 2018 (5412 graduates).
- All faculties, except Education showed an increase in undergraduate graduates between 2017 and 2018.
- The majority of undergraduate graduates are African females, with a steep increase in graduate numbers from this group from 2016.
- Postgraduate less than masters graduates show some fluctuation over the years.
- The number of postgraduate less than masters graduates declined for Asian/Indian and White females and males, while it increased for the other groups from 2012 to 2018.

1.2) Enrolment targets vs. actual enrolments

This section compares enrolment targets set by UFS in comparison to the number of actual enrolments processed to date.

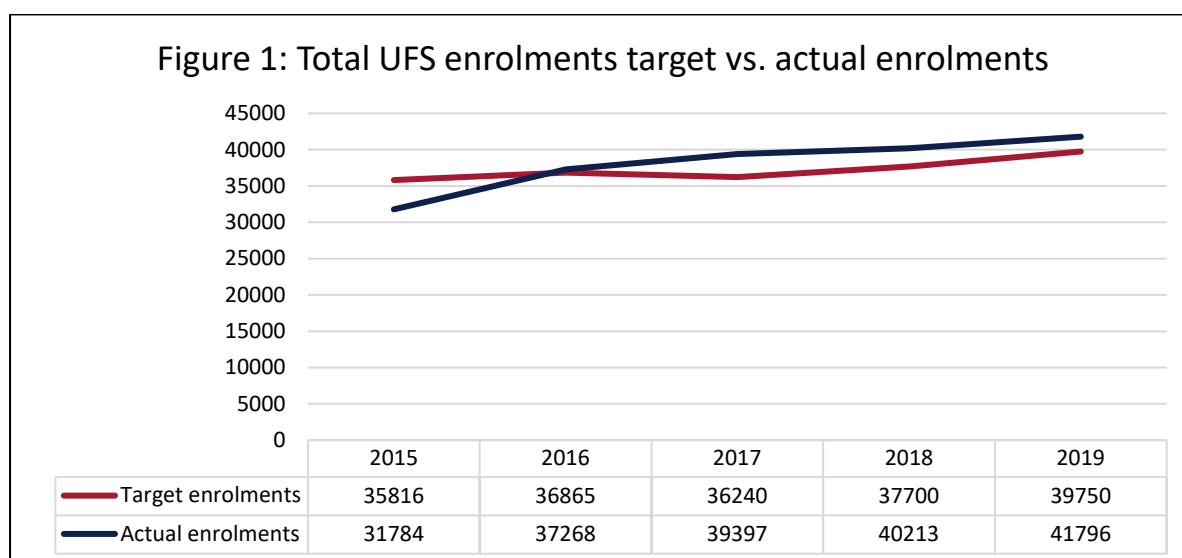
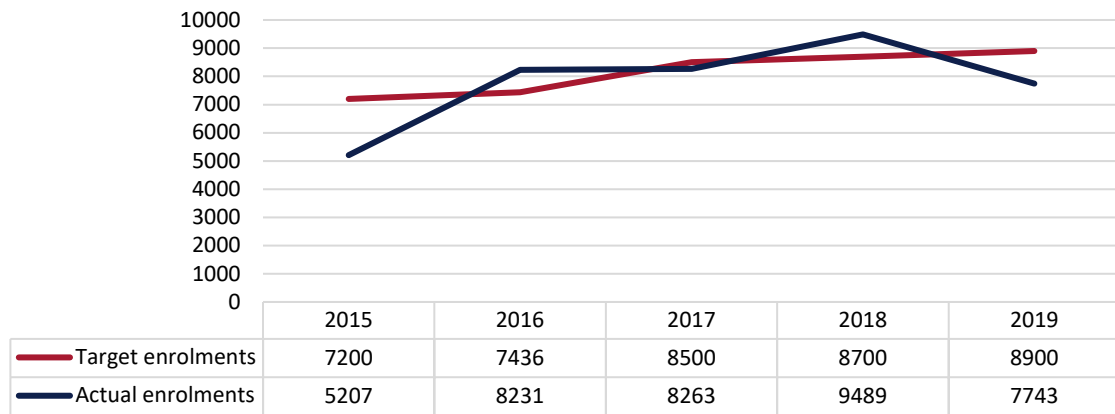


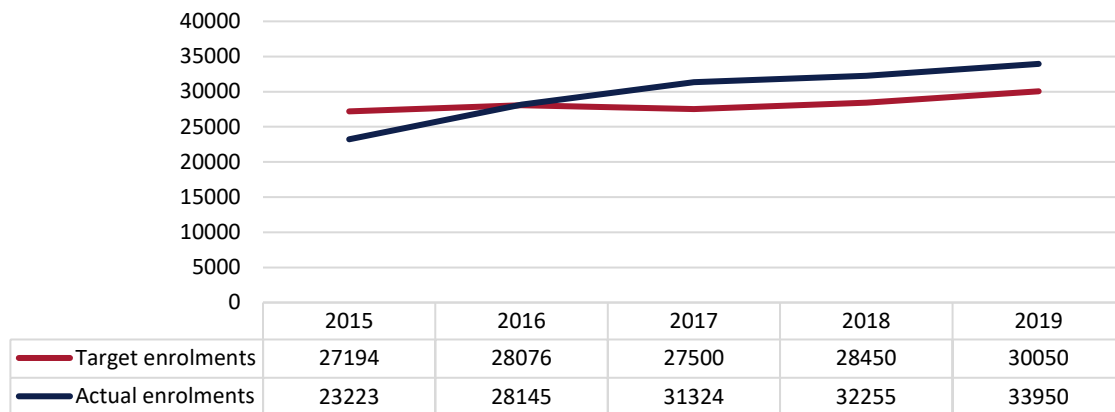
Figure 1 shows that since 2016, the total UFS enrolments have exceeded targets. The largest gap between target enrolments and actual enrolments was seen in 2017 (3157 difference). To date in 2019, 2046 enrolments surpassed the target of 39750.

Figure 2: First time entering students enrolments target vs. actual enrolments



The number of first time entering student enrolments declined significantly between 2018 and 2019 – a trend which was expected considering the steep influx of students as a result of Government’s response to the #MustFall protests in 2018 (Figure 2). This decline resulted in a widened gap between targets set for first time entering enrolments, and actual enrolments (gap of 1157).

Figure 3: Total undergraduate enrolments target vs. actual enrolments



When looking at total undergraduate enrolments, Figure 3 shows a sharp increase since 2016, extending beyond the set targets. In contrast, postgraduate qualifications less than masters enrolments show a decline after peaking in 2016 (Figure 4). This also implies that the gap between targeted and actual enrolments for postgraduate less than masters level is widening, and currently stands at a difference of 1057.

Figure 4: Total postgraduate less than masters level enrolments target vs. actual enrolments

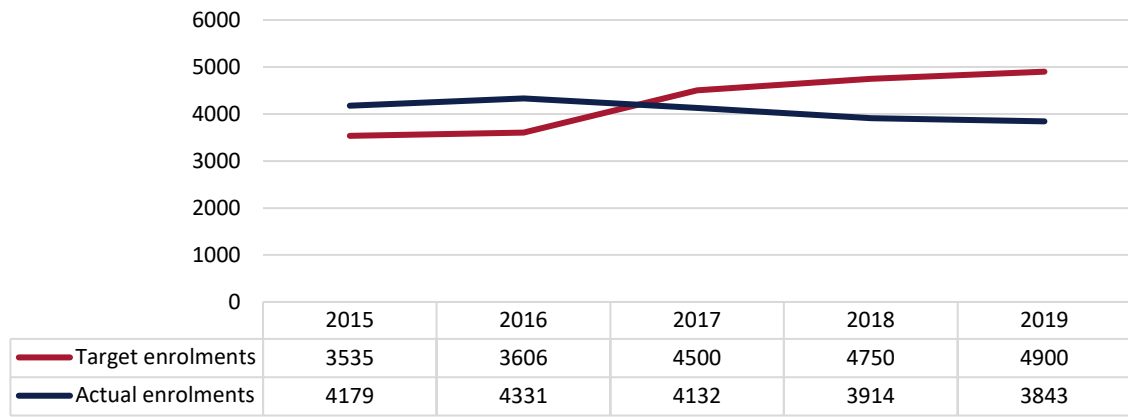
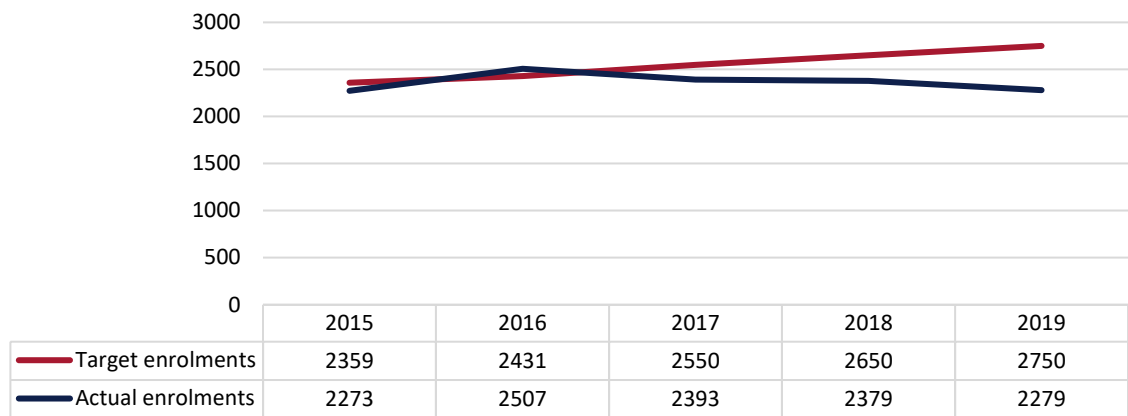
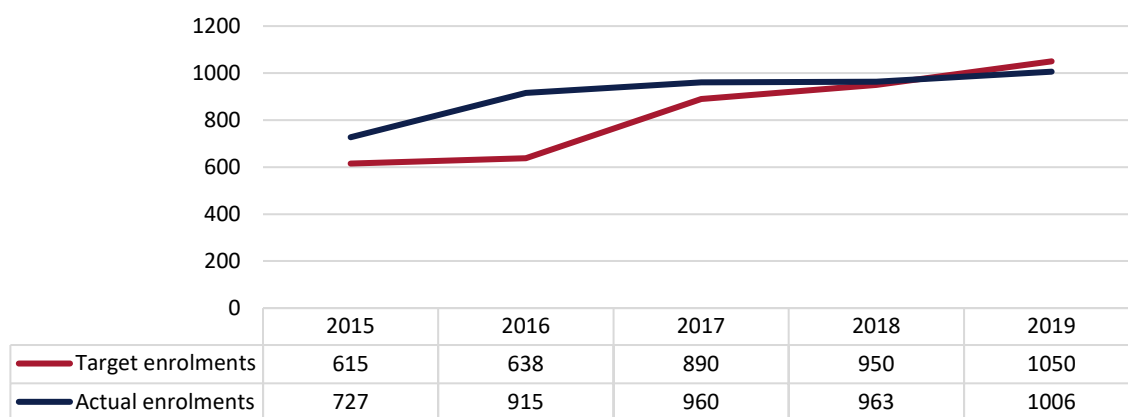


Figure 5: Total Masters enrolments target vs. actual enrolments



Similar to postgraduate enrolments less than masters level, masters enrolments declined after 2016 (Figure 5). The largest gap between target enrolments and actual enrolments is seen in 2019, with a difference of 471.

Figure 6: Total Doctoral enrolments target vs. actual enrolments



Actual enrolments on doctoral level have exceeded targets up to 2018, after which a reverse in target and actual enrolment numbers can be seen. To date, 2019 enrolments have been 44 less than the set target (Figure 6).

1.3) Enrolments by race and gender: Undergraduate and postgraduate less than masters

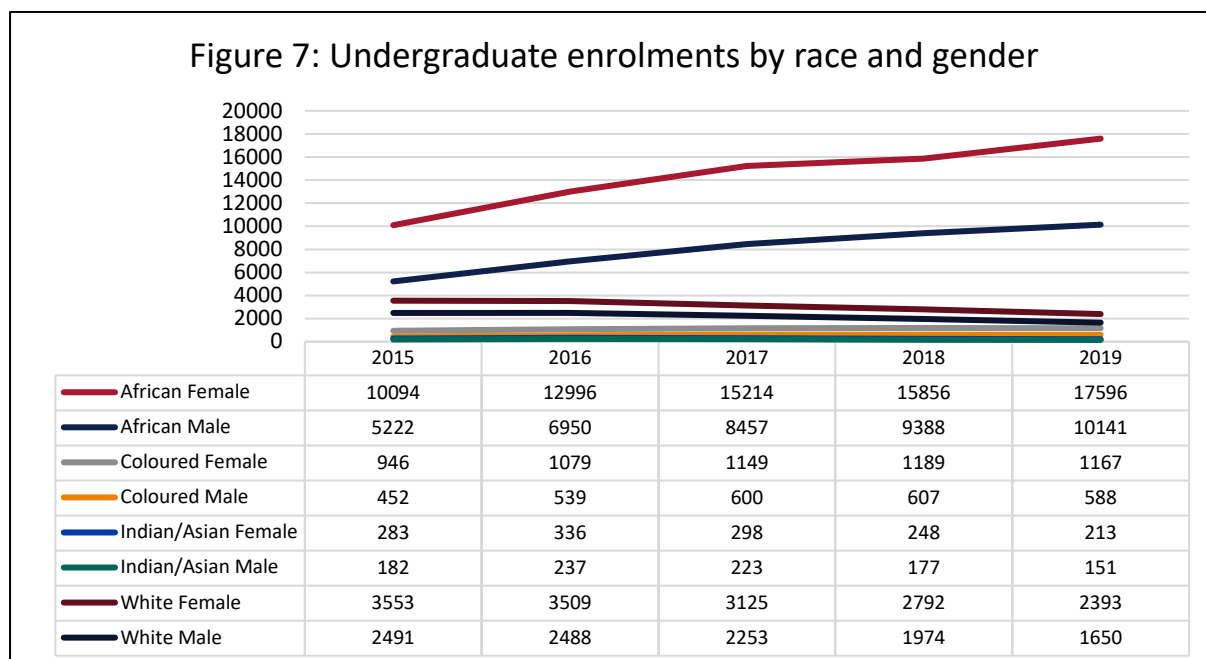


Figure 7 shows that the majority undergraduate enrolments are African females, followed by a steadily increasing African male population. The number of the African male population has almost doubled in the last five years. Proportionally, African male and female students represented two thirds of the undergraduate student population in 2015, and 82% of this population in 2019. These groups are followed by white females and males respectively, of which the numbers have been steadily declining since 2015. Numbers of the two remaining minority groups (coloured females and males, as well as Indian/Asian females and males) have all declined from 2018 to 2019.

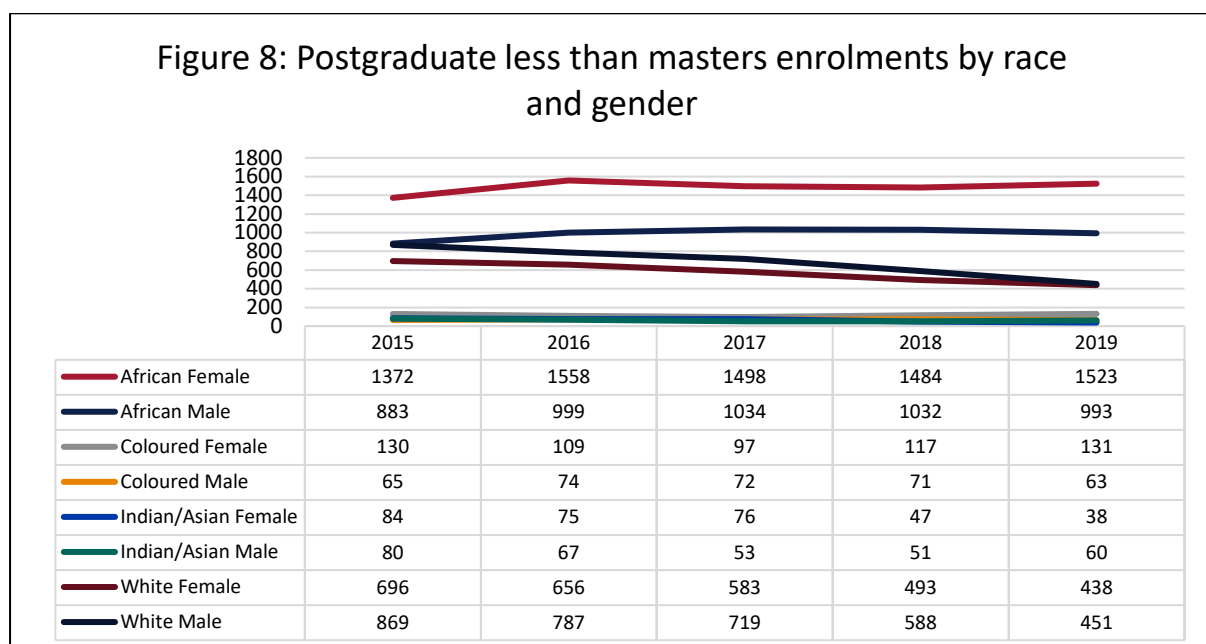
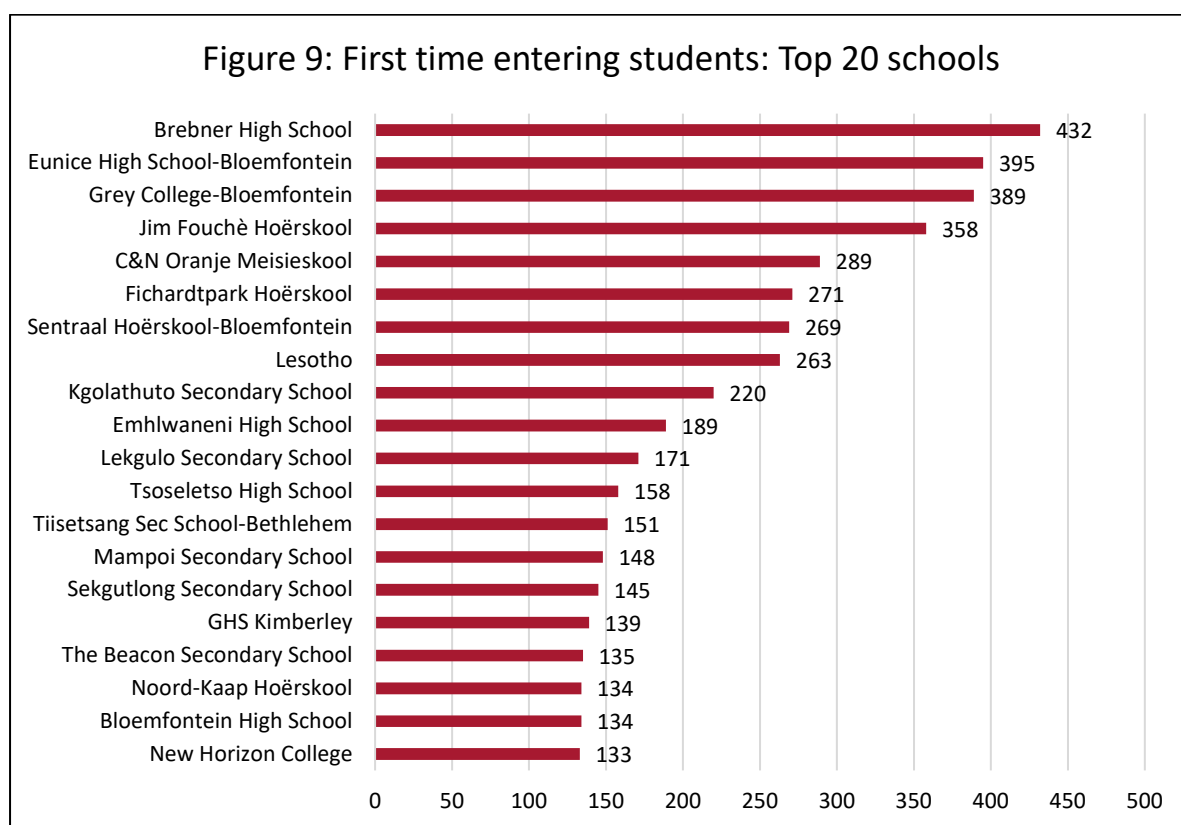


Figure 8 shows that the majority enrolments are African females, followed by African males, white males, and white females respectively. African females showed a slight decline in numbers between 2016 and 2018 but increased again in 2019. White females and males' numbers have been steadily decreasing since 2015, with a notable decrease in the number of white male enrolments between 2018 and 2019. However, proportionally, white males represent around 16% of the postgraduate less than masters qualification, compared to only around 6% of undergraduate students. African males' enrolments have been relatively stable since 2016. The remaining groups show fluctuations and no distinct patterns.

1.4) First time entering students

This section focuses on who the students are entering our campuses for the first time. We look at which schools they stem from most, what the average ages are, the Admission Point (AP) scores they enter with, the provinces they come from, what gender and racial category they identify with, and what their home languages are.

1.4.1) Top 20 schools



The top 20 feeder-schools are represented in Figure 9. Sixteen of these schools are based in the Free State province – nine of which are in Bloemfontein. Even though the top seven schools from which first time entering students come are based in Bloemfontein, the city's schools are less represented in 2019 than in 2018. Five schools are based in Phuthaditjhaba (three of which were not on the top 20 list in 2018), one in Harrismith, one in Bethlehem, and three from surrounding KwaZulu Natal and Northern Cape provinces. Although representing more than one school, first time entering students from Lesotho represents 263 of the enrolments.

Figure 10: First time entering students: Percentage per school quintile by campus

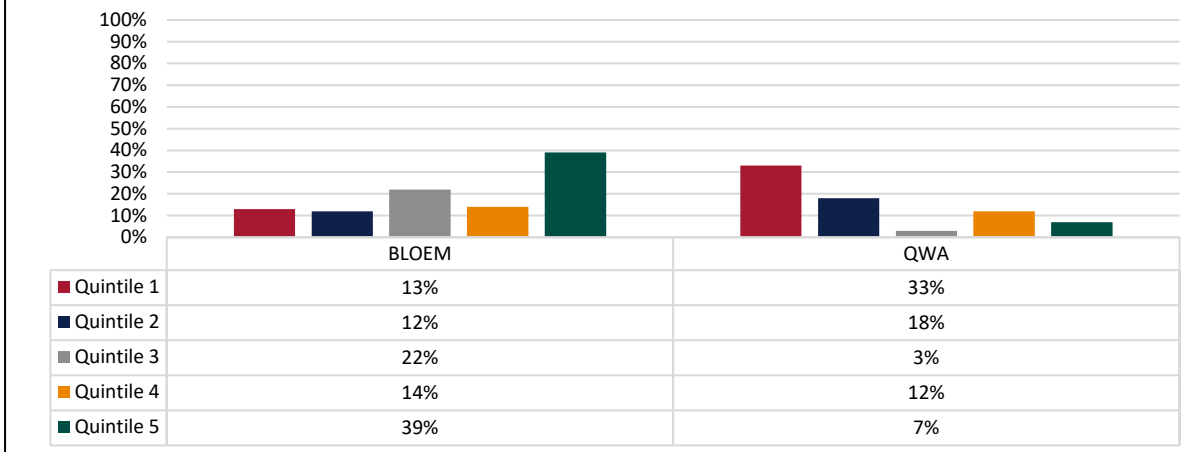


Figure 10 shows the Quintile categorisation of schools that 2018 first time entering students matriculated from. A school is categorised based on the relative poverty of the school’s surrounding community, with Quintile 1 schools being the poorest and Quintile 5 being least poor. On the Bloemfontein campus, 53% of students were in Quintile 4 and 5 schools. In contrast, a third of students enrolled on the QwaQwa campus come from Quintile 1 schools, and less than 20% from Quintiles 4 and 5 schools.

1.4.2) Provinces

Figure 11: First time entering students: Provinces

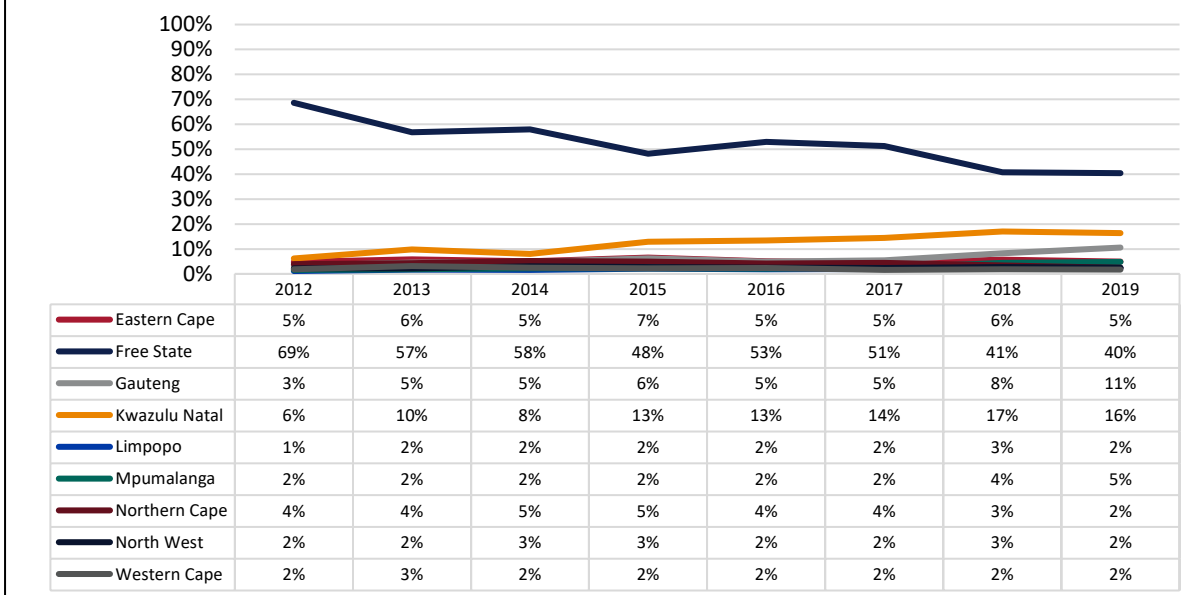


Figure 11 shows that while the majority of first time entering students still come from the Free State province, the numbers have declined from 69% in 2012 to 40% in 2019. In contrast, students from Kwazulu Natal and Gauteng provinces show a steady increase to representing 16% and 11% of the current first time entering students’ numbers respectively.

1.4.3) Age

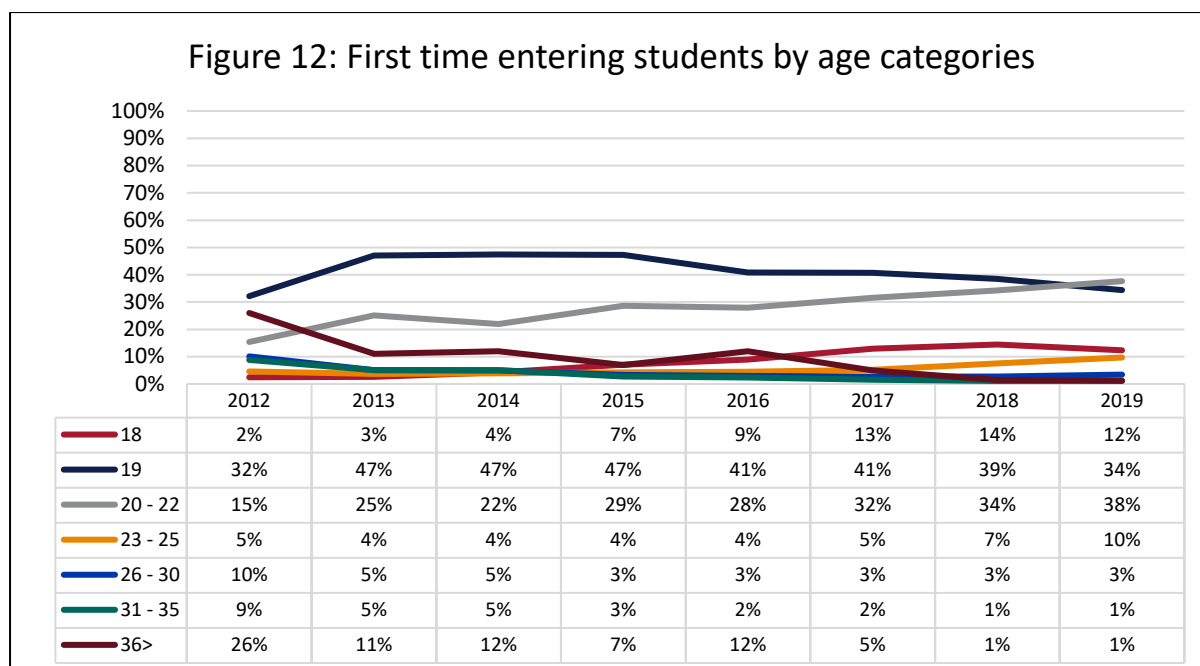
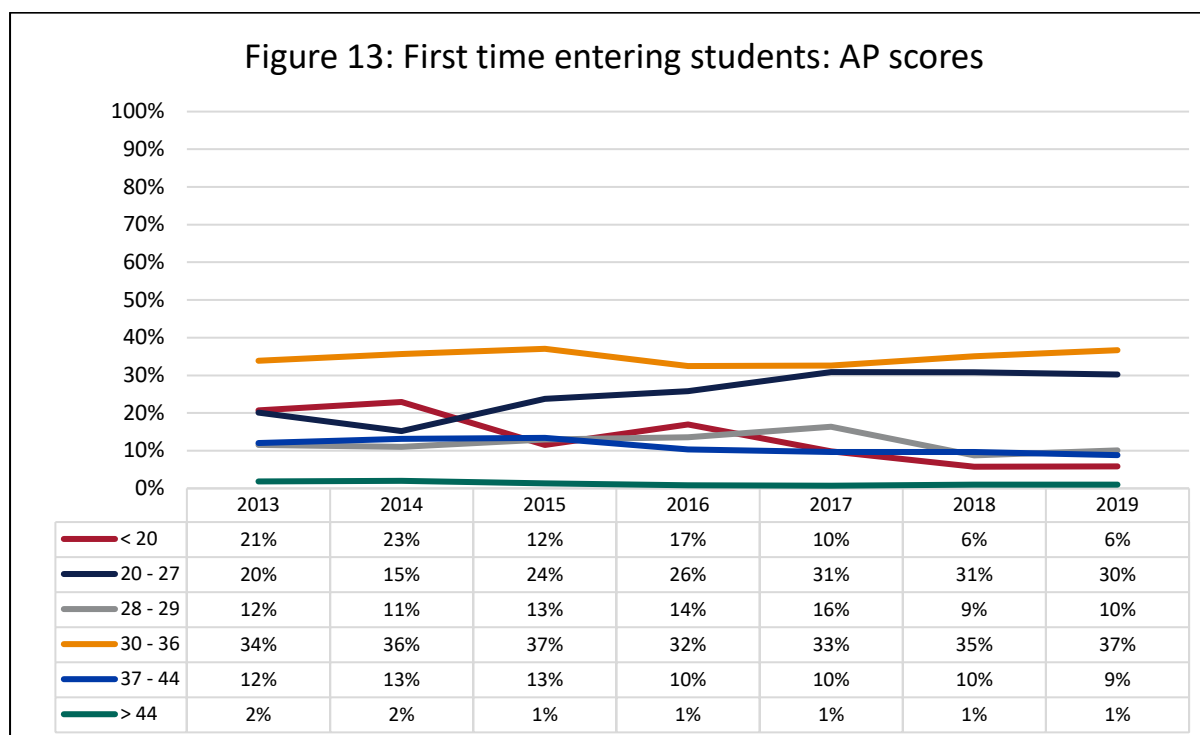


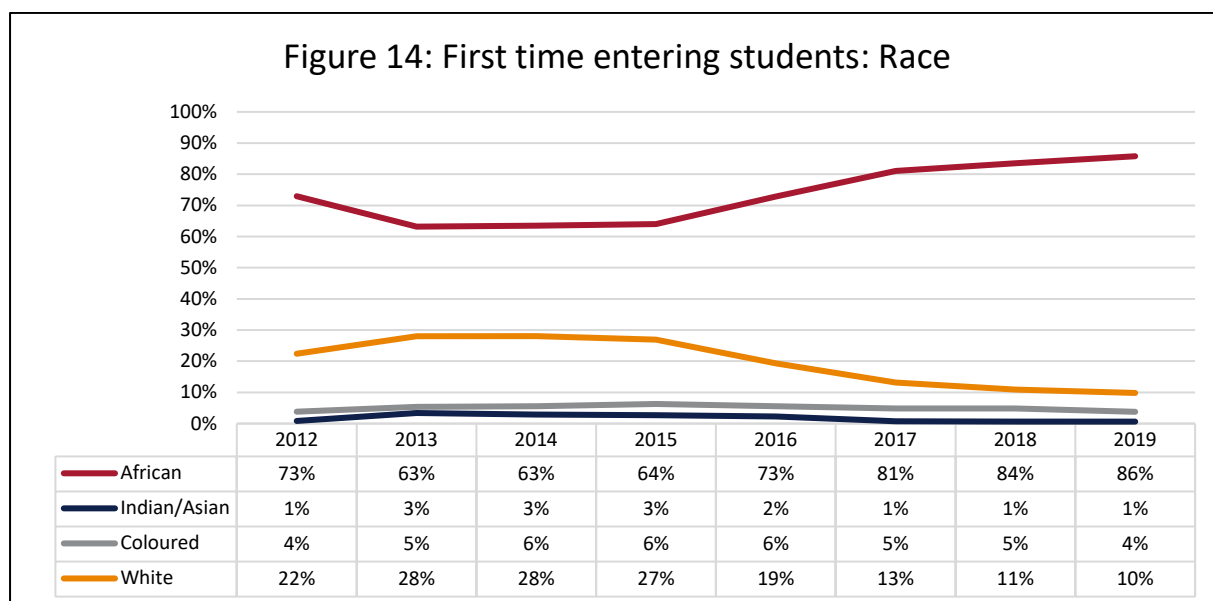
Figure 12 shows that less than half (46%) of first time entering students are 18-19 years old. That implies that the majority of first-year entering students are aged 20 and above.

1.4.4) AP scores



Since 2013, the majority of first time entering students' AP scores have been between 30 and 36, with a 5% increase between 2017 and 2019 (Figure 13). There has also been a steady increase in students with AP scores between 20 and 27.

1.4.5) Race



Racially, African first time entering student numbers have steadily increased by 13% between 2012 and 2019, while Indian/Asian and coloured student numbers fluctuate slightly. White student numbers saw a 6% increase between 2012 and 2013, but an 18% decrease in numbers since then (Figure 14).

1.4.6) Gender

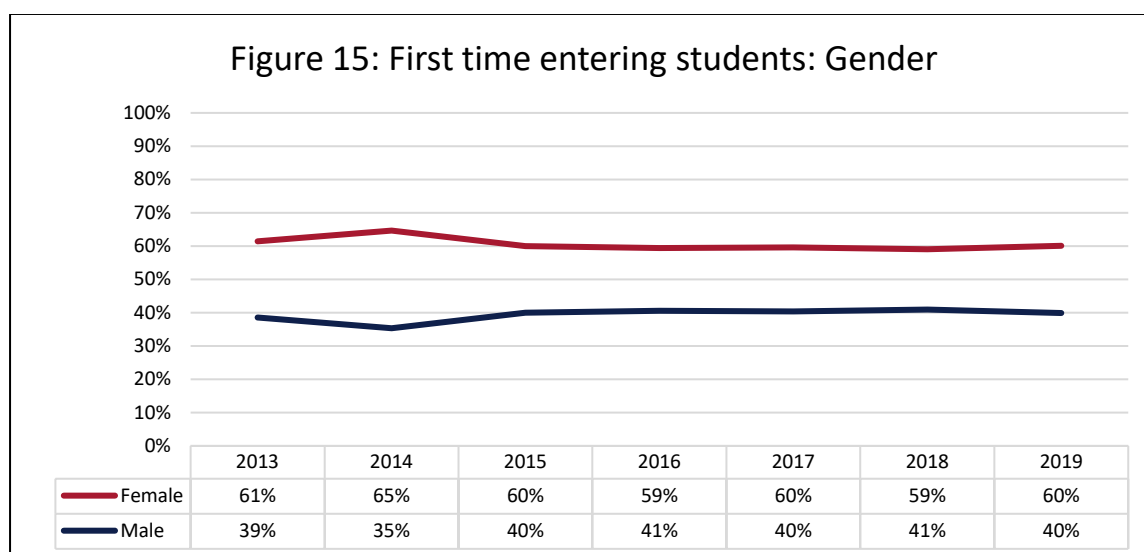
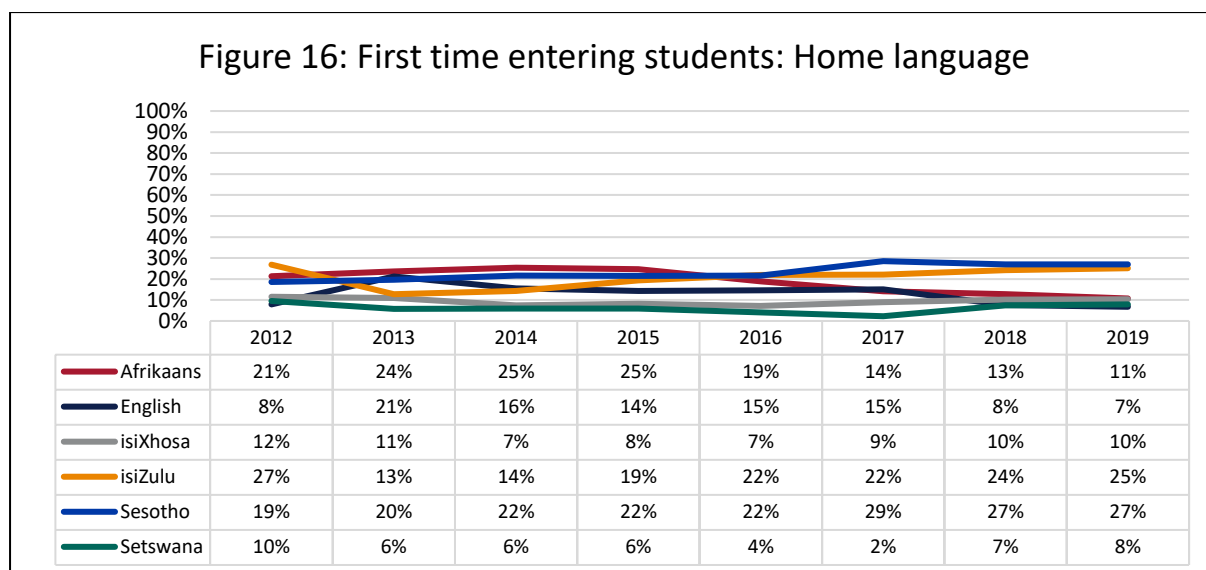


Figure 15 shows the gender representation of first time entering students. The current ratio is 60% females and 40% males.

1.4.7) Home language



Currently, the most spoken home language of first time entering students is Sesotho (27%), followed by IsiZulu (25%), Afrikaans (11%), and isiXhosa (10%). Figure 16 also shows a gradual decline in Afrikaans speakers, as well as some fluctuations in isiXhosa, Setswana, isiZulu, and English home language speakers.

1.5) Graduates

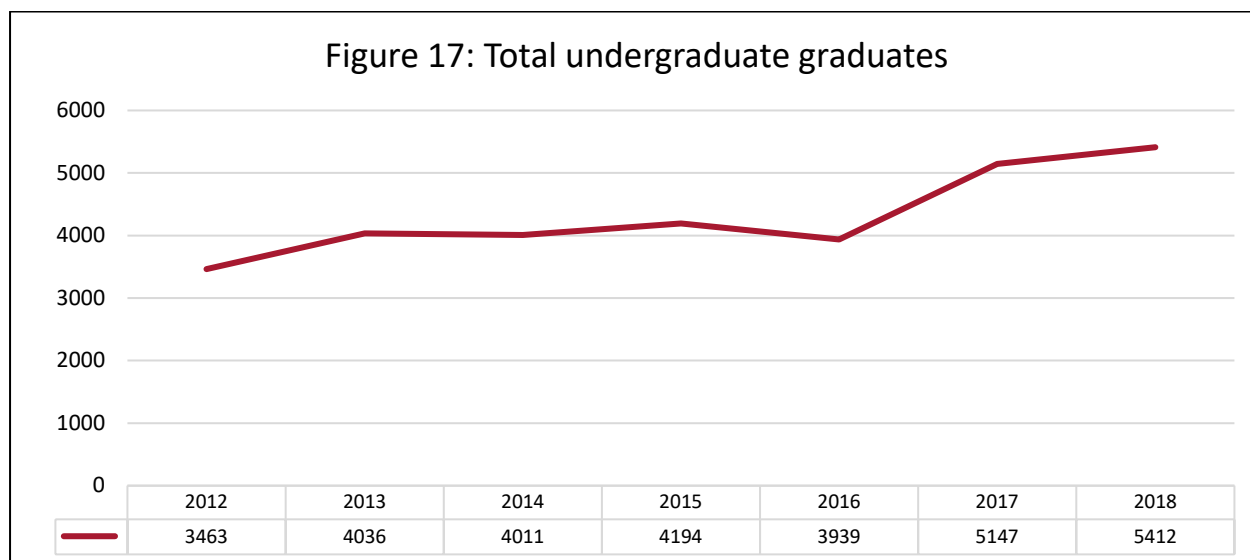
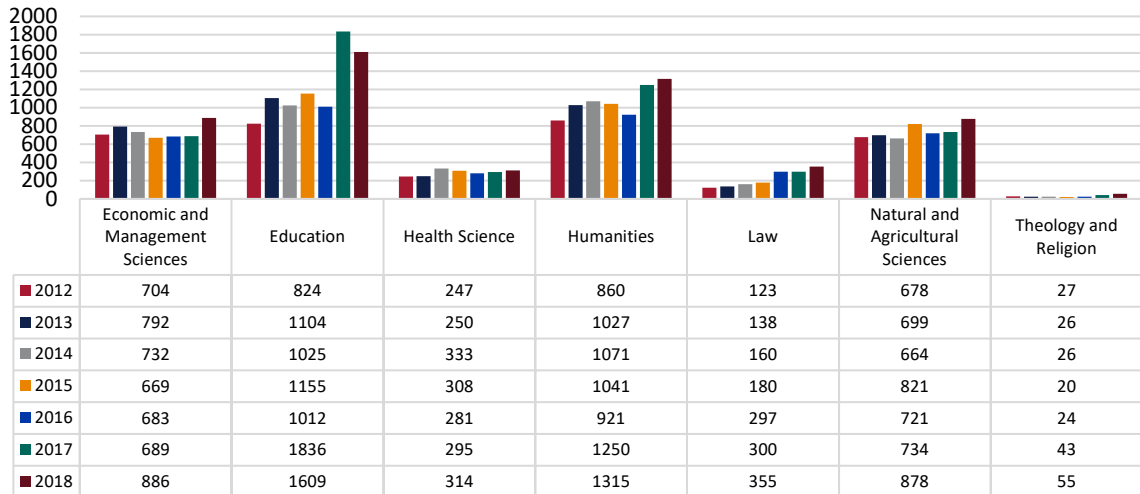


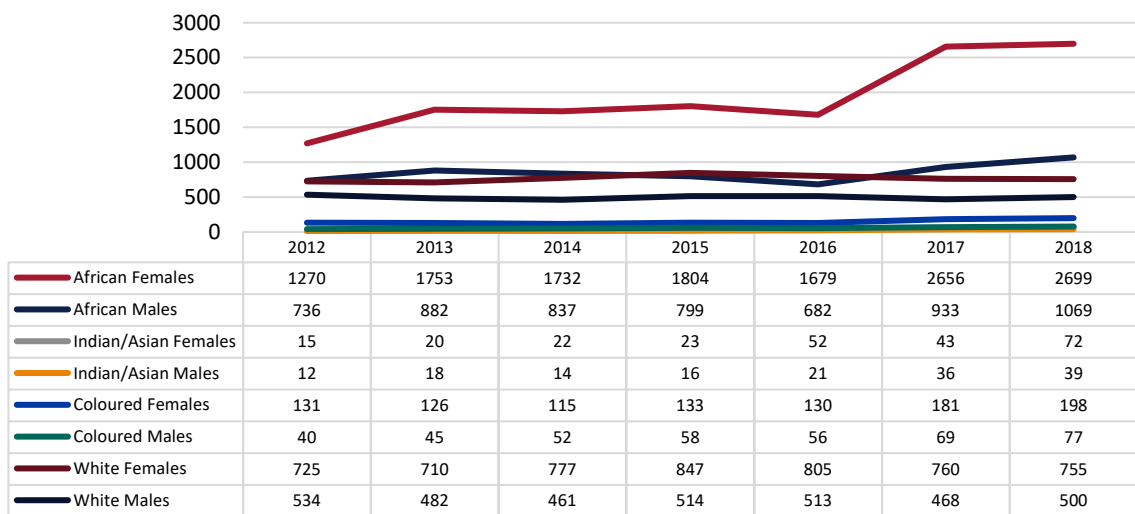
Figure 17 shows that even though the number of undergraduate graduates (including all diplomas, certificates and bachelors qualifications) fluctuated slightly over the last few years, there has been a large increase from 2012 (3463 graduates) to 2018 (5412 graduates).

Figure 18: Undergraduate graduates per faculty



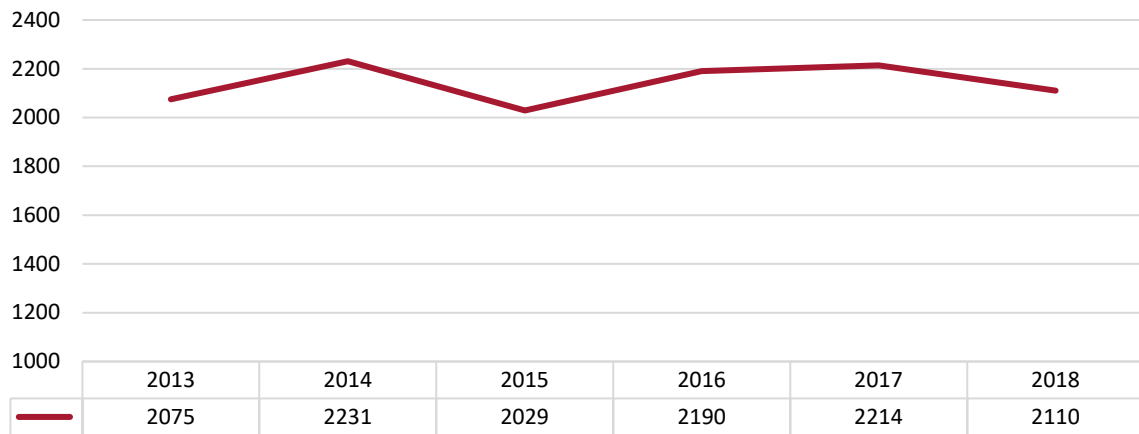
All faculties, except Education showed an increase in undergraduate graduates between 2017 and 2018 (Figure 18). These increases are most notable in the faculty of Economic and Management Sciences and Natural and Agricultural Sciences. The faculty of Education, which initially showed a large spike in graduates between 2016 and 2017, showed a slight decrease in the following year.

Figure 19: Undergraduate graduates by race and gender



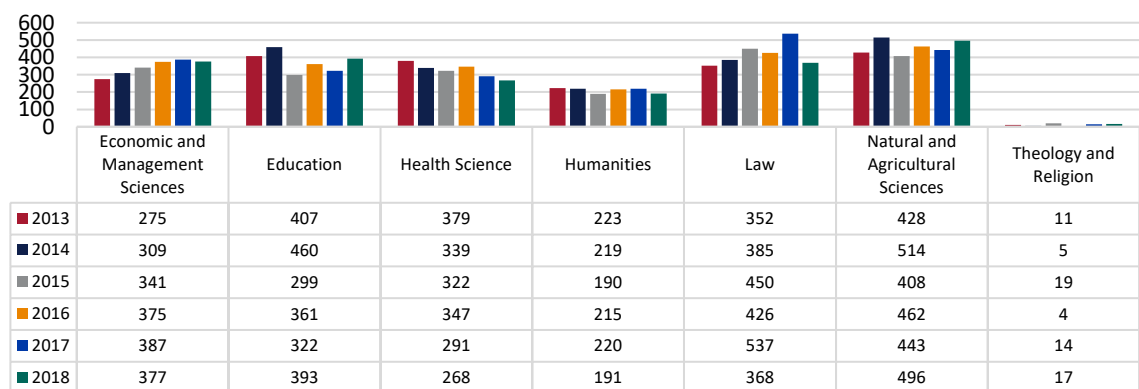
When looking at race and gender, the majority of undergraduate graduates are African females, with a steep increase in graduate numbers from this group from 2016. All other racial and gendered groups showed slight increases in graduations between 2017 and 2018, except white female students, who show a slight decline (Figure 19).

Figure 20: Total count of postgraduate less than masters graduates



In general, postgraduate graduates on less than masters level show some fluctuation over the years (Figure 20). While the numbers show an increase between 2016 and 2017, a relatively sharp decline follows to 2018.

Figure 21: Postgraduate less than masters graduates per faculty



While most faculties show fluctuating numbers of postgraduate less than masters level graduates, Economic and Management Sciences, Health Sciences, Humanities, and Law show declines in graduates between 2017 and 2018. Education shows the highest number of increased graduates in this group, followed by Natural and Agricultural Sciences, and Theology and Religion also showing a slight increase (Figure 21).

Figure 22: Postgraduate less than masters graduates by race and gender

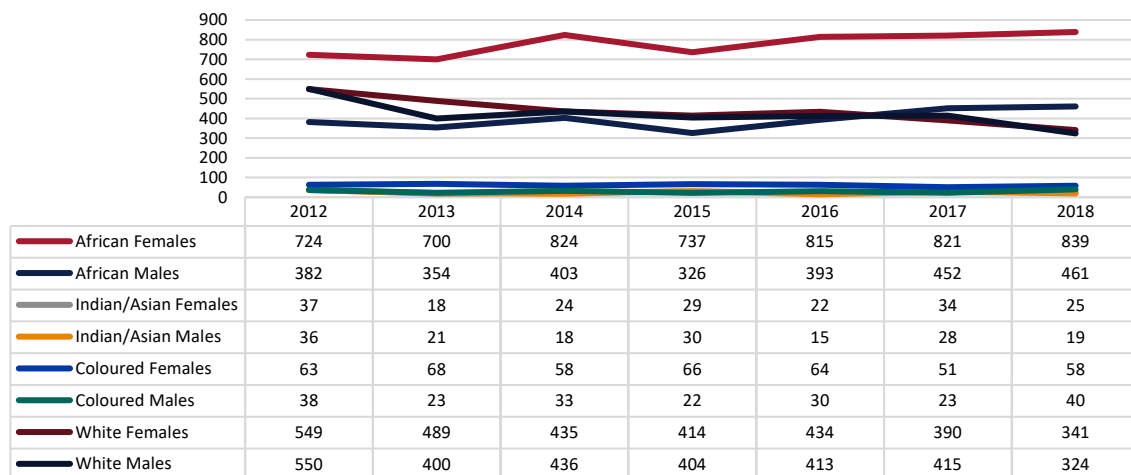


Figure 22 shows the postgraduate less than masters graduation count by race and gender. African females again show the highest numbers, with African males showing a steady increase since 2015. White female and male, as well as Indian/Asian males show a slight decline between 2017 and 2018, while all other groups show an increase in graduates during this time. The data shows fluctuations for the remaining racial groups without distinct trends. When comparing 2012 and 2018 data the number of graduates declined for white females and males, as well as for Indian/Asian females and males, while it increased for the other groups.

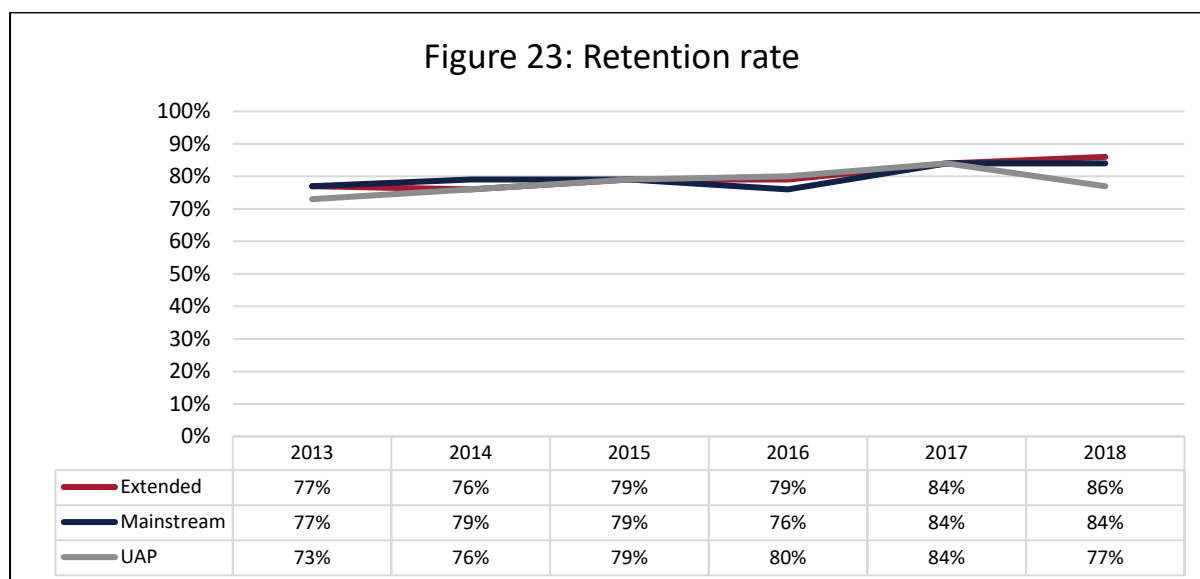
SECTION 2: STUDENT SUCCESS AT THE UFS

2.1) Key findings on student success at the UFS

- Extended programmes have shown an almost 10% increase in retention between 2013 and 2018.
- Similarly, mainstream programmes' retention rate has increased by 7% between 2013 and 2018.
- First-year dropout rate for extended programmes is 14%, while mainstream dropout is 16%.
- 77% of University Access Programme students returned to the UFS to continue with their studies.
- African females show a steady increase of 11% in retention between 2013 and 2018 in the extended programme.
- In mainstream courses, 2018 shows the highest retention rates for African students of both genders in the past six years, with a 9% difference between men and women.
- Students with lower first-year average marks are more vulnerable to dropout.
- Similarly, students with higher first-year average marks have better chances to graduate.
- Importantly, the difference between extended and mainstream students are very small.
- The overall institutional success rate (including all qualification levels) has declined slightly from 80% in 2017 to 79% in 2018.
- For undergraduates, the success rate is 80% - more or less in range with the national average of 82% in 2017.
- The achievement gap between African and white undergraduate students also shows a slight decline from 2017 to 2018 (12% in 2017 to 11% in 2018).
- Four faculties show a decline in undergraduate success rates from 2017 to 2018, with the faculties of Law and Economic and Management Sciences showing an increase of 2% each.

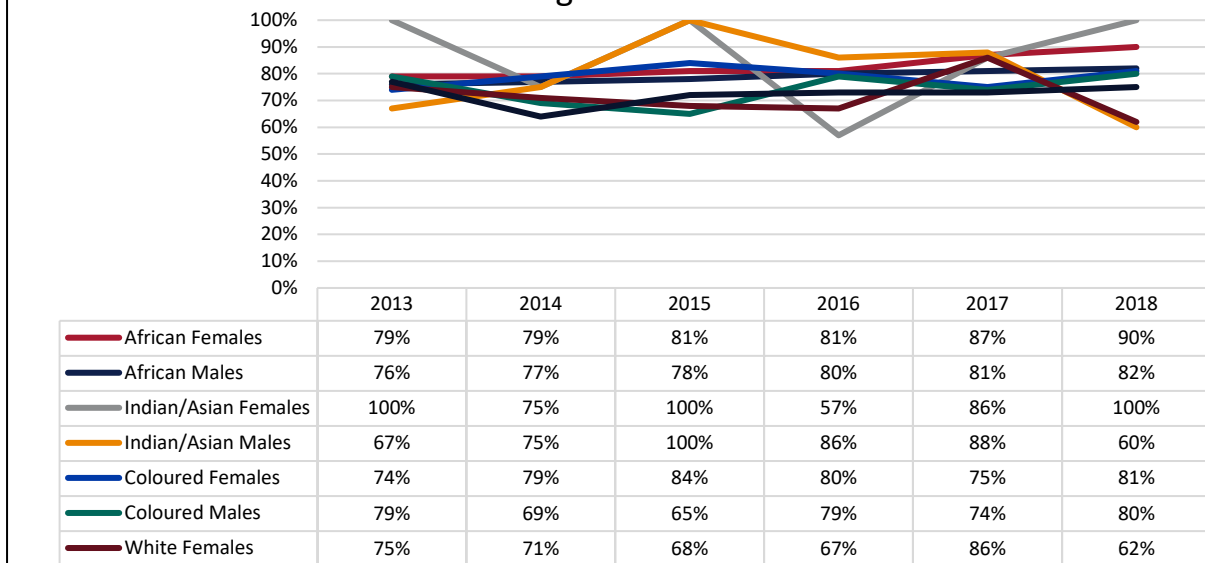
- The undergraduate graduation rates of all faculties have improved or at least stayed the same, except for Theology and Religion. Proportionally, 70% of graduates are African and 23% are white.
- For postgraduate less than masters, Economic and Management Sciences, Health Sciences, and Theology and Religion show the highest success rates in three years.
- Economic and Management Sciences, Natural and Agricultural Sciences, and Theology and Religion show the highest graduation rates in three years for postgraduate less than masters.
- In 2018, African students represented 62% of graduates, which is the highest representation in three years.

2.2) Undergraduate retention



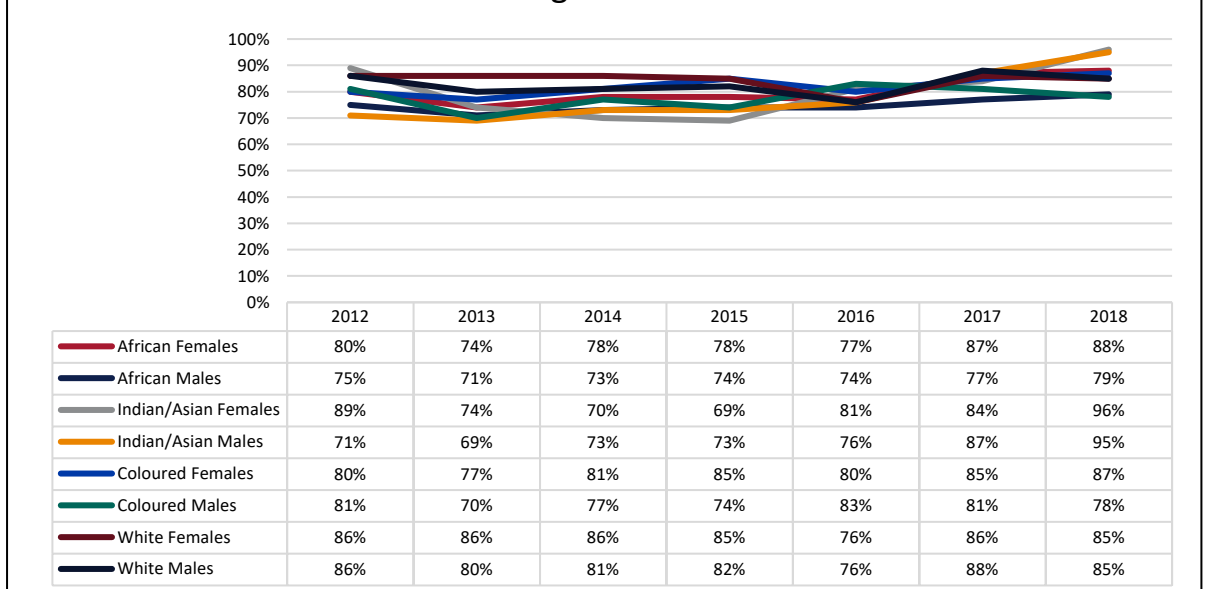
The retention rates of students registered for the University Access Programme (UAP), extended programmes and mainstream courses are shown in Figure 23. The retention rate for students from the UAP reflect the number of students who completed the UAP programme and returned the next year as UFS students. For the extended and mainstream students, the retention rates reflect a cohort of students who returned the following year in the same education level (3 and 4 year bachelor degrees only) from year one to year two. Extended programmes have shown an almost 10% increase in retention between 2013 and 2018. Similarly, mainstream programmes' retention rate has increased by 7% between 2013 and 2018. Put differently, the first-year dropout rate for these programmes range from 14-16%. While the UAP shows a decline in its retention rate between 2017 and 2018, 77% of the students who completed this course returned to the UFS to continue with their studies.

Figure 24: Extended programme retention rate by race and gender



Looking closer at retention rates split by race and gender in the extended programmes, Figure 24 shows Indian/Asian male and female students with big fluctuations in retention, however, it has to be kept in mind that these groups represent very small numbers. African females show a steady increase of 11% in retention between 2013 and 2018. White male students show an increase in retention between 2017 and 2018, while white females' retention decreased.

Figure 25: Mainstream programme retention by race and gender



In mainstream courses, 2018 shows the highest retention rates for African students of both genders in the past six years, with a 9% difference between men and women. While none of the other racial and gender groups have retention rates below 85, most show some fluctuation (Figure 25).

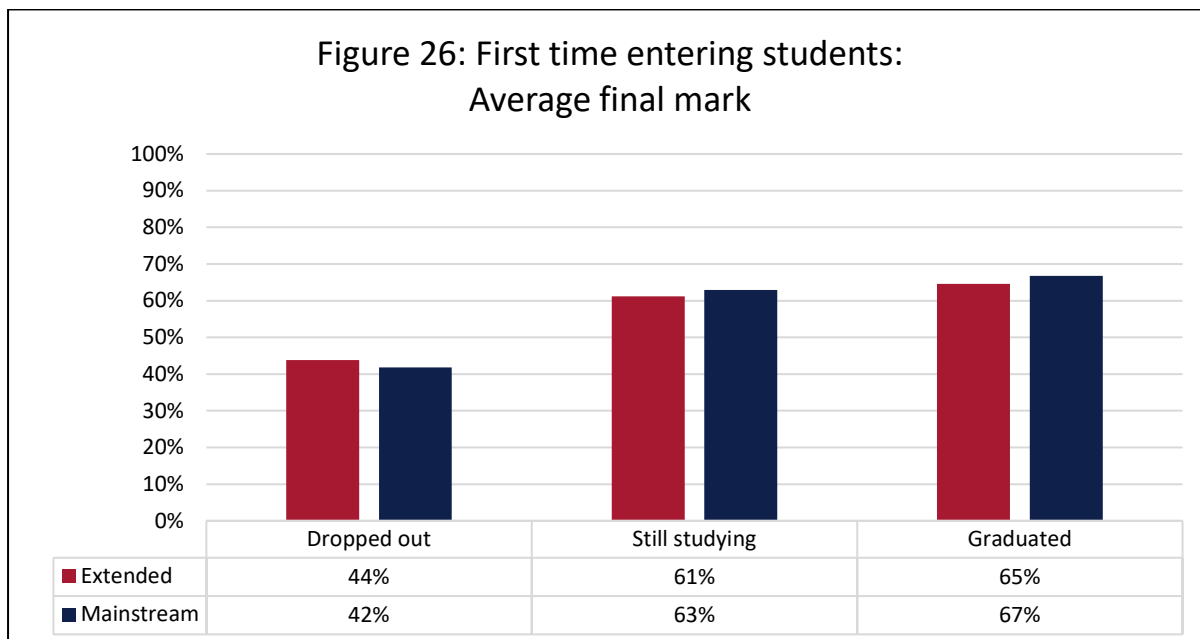


Figure 26 shows the findings from an analysis of all students who were enrolled for the first time between 2013 and 2018. These students were tracked to determine whether they graduated, whether they are still in the system (determined by checking 2019 enrolments), or whether they ceased to re-register without graduating (dropped out). When taking students' average first-year marks into account, the average first-year performance of students who dropped out was 44% in the extended programme, and 42% in mainstream programmes. In contrast, students who graduated had higher average first-year marks (65% in extended and 67% in mainstream programmes).

2.3) Institutional success rates

The definition institutions are required to report on nationally is used to report on the success rate. That implies the amount of successful Full-time Equivalent Enrolments (FTEs) divided by the amount of registered FTEs. Conditional formatting in the tables below rank the success rates of each faculty over time through colours: Red = lowest success rate of the three relevant years, and green = highest success rate of the three relevant years.

Table 1: FTE success rates

		2016	2017	2018
All courses (including M & PhD)	General	81%	80%	79%
	African	78%	77%	77%
	Coloured	79%	78%	78%
	Indian/Asian	80%	78%	84%
	White	88%	88%	88%
All courses (excluding M & PhD)	General	82%	80%	80%
Postgraduate less than masters	General	79%	81%	79%
	African	74%	78%	75%
	Coloured	78%	79%	79%
	Indian/Asian	72%	75%	78%
	White	88%	88%	87%

Undergraduate	General	82%	80%	80%
	African	79%	78%	78%
	Coloured	81%	79%	79%
	Indian/Asian	82%	79%	86%
	White	90%	90%	89%

Table 1 shows the institutional success rates by qualification level and race. The overall institutional success rate (including all qualification levels) has declined slightly from 80% in 2017 to 79% in 2018. The institutional success rates for postgraduate less than masters and undergraduate qualifications have either declined by a percentage point, or remained the same between 2017 and 2018. For comparison purposes, the national average success rate for undergraduates in 2017 was 82%. The national 2017 data shows an increase in the achievement gap between African and white students from 9% in 2016 to 11% in 2017 (Department of Higher Education and Training [DHET] 2019). The UFS data shows this gap to have declined slightly from 12% in 2017 to 11% in 2018.

Table 2: Undergraduate success rate by faculty

	2016	2017	2018
Economic and Management Sciences	79%	72%	74%
Education	81%	89%	87%
Health Sciences	94%	94%	90%
Humanities	80%	78%	78%
Law	81%	72%	74%
Natural and Agricultural Sciences	84%	83%	80%
Theology and Religion	92%	91%	75%

Table 2 shows that the undergraduate success rates of four faculties declined between 2017 and 2018. The most prominent difference of 16% is seen in Theology and Religion. The faculties of Law and Economic and Management Sciences increased their undergraduate success rates by two percentage points respectively.

Table 3: Undergraduate success rate by race and gender

	2016	2017	2018
African female	81%	81%	80%
African male	76%	73%	73%
Coloured female	82%	81%	80%
Coloured male	77%	75%	75%
Indian/Asian female	84%	80%	88%
Indian/Asian male	79%	77%	83%
White female	93%	92%	92%
White male	86%	86%	85%

Table 3 shows the undergraduate institutional success rates by race and gender. While some groups show small declines, the majority stayed either constant or increased.

Table 4: Undergraduate graduation rate by faculty

	2016	2017	2018
Economic and Management Sciences	18%	16%	18%
Education	12%	18%	18%
Health Sciences	18%	19%	20%
Humanities	15%	17%	16%
Law	10%	10%	12%
Natural and Agricultural Sciences	16%	15%	17%
Theology and Religion	25%	35%	18%

Faculties' graduation rate is calculated by dividing the total number of graduates by the total number of students registered in the same year (irrespective of students' years of study). Although used as a proxy for throughput rate, this provides an unrefined picture of students entering and exiting. Putting these numbers in perspective, the national graduation rate for undergraduate students in 2017 was 17% (DHET 2019). Table 4 shows that only Humanities and Law have a lower graduation rate than the national average. For all faculties but one, the graduation rate either increased or stayed the same from 2017 to 2018.

Table 5: Proportion of undergraduate graduates by race

	2016	Proportion of graduates for 2016	2017	Proportion of graduates for 2017	2018	Proportion of graduates for 2018
African	2361	60%	3589	70%	3768	70%
Coloured	186	5%	250	5%	275	5%
Indian/Asian	73	2%	79	2%	111	2%
White	1318	33%	1228	24%	1255	23%

The proportion of undergraduate graduates when split by race shows a 10% increase in African students graduating between 2016 and 2017/2018, while the proportion of coloured and Indian/Asian students are relatively stable (Table 5). The proportion of white students graduating has declined by 9% between 2016 and 2017 and a further percentage point to 2018.

Table 6: Postgraduate less than masters level success rate by faculty

	2016	2017	2018
Economic and Management Sciences	69%	71%	76%
Education	91%	97%	87%
Health Sciences	94%	95%	96%
Humanities	85%	93%	85%
Law	70%	68%	62%
Natural and Agricultural Sciences	91%	94%	91%
Theology and Religion	72%	90%	94%

Table 6 shows the institutional success rates for postgraduate qualifications less than masters level by faculty. Three faculties show some improvement from 2017 to 2018, while four show slight declines. Economic and Management Sciences, Health Sciences, and Theology and Religion show the highest success rates in three years.

Table 7: Postgraduate less than masters level success rate by race and gender

	2016	2017	2018
African female	77%	80%	79%
African male	70%	75%	71%
Coloured female	81%	82%	81%
Coloured male	72%	73%	75%
Indian/Asian female	75%	72%	76%
Indian/Asian male	68%	78%	80%
White female	91%	91%	92%
White male	86%	85%	83%

Table 7 shows the institutional success rates for postgraduate qualifications less than masters level. The success rates for African students of both genders, as well as coloured females and white males declined slightly between 2017 and 2018. White females and Indian/Asian males and females showed a slight increase in success rates from 2017 to 2018.

Table 8: Postgraduate less than masters level graduation rate

	2016	2017	2018
Economic and Management Sciences	44%	49%	51%
Education	60%	52%	52%
Health Sciences	79%	73%	73%
Humanities	60%	70%	65%
Law	32%	41%	35%
Natural and Agricultural Sciences	63%	67%	74%
Theology and Religion	24%	56%	57%

The graduation rate for postgraduate less than masters level qualifications is much higher than for undergraduate qualifications (Table 8). Economic and Management Sciences, Natural and Agricultural Sciences, and Theology and Religion show the highest graduation rates in three years.

Table 9: Proportion of postgraduate less than masters graduates by race

	2016	Proportion of graduates for 2016	2017	Proportion of graduates for 2017	2018	Proportion of graduates for 2018
African	1208	55%	1262	57%	1300	62%
Coloured	94	4%	74	3%	98	5%
Indian/Asian	37	2%	58	3%	44	2%
White	847	39%	803	37%	665	32%

Table 9 shows the proportion of graduates for postgraduate qualifications less than masters by race. In 2018, African students represented 62% of graduates, which is the highest representation in three years. Coloured and Indian/Asian students represented 5% and 2% respectively, while white students represented 32% of graduates – the lowest in three years.

SECTION 3: TEACHING AND LEARNING AT FACULTY LEVEL

Each of the faculties is discussed consecutively in terms of enrolments (by campus, first time entering students, race and gender), graduates (by campus, race and gender), and module pass rates (by

gender and race, as well as per department over time). These are mainly reported for undergraduate and postgraduate qualifications less than masters level. The data used for module pass rates was obtained from operational data as of 5 September 2019.

3.1) Economic and Management Sciences

3.1.1) Key findings for Economic and Management Sciences:

- Undergraduate student numbers on the QwaQwa campus are the highest in 2019.
- Doctoral enrolments are also highest in 2019 and have almost doubled in the last five years.
- There is an almost threefold increase in African students enrolling for the extended programme on the QwaQwa campus between 2015 and 2019, and a rather steep decline in enrolments of African students in mainstream programmes on the Bloemfontein campus between 2018 and 2019.
- Undergraduate enrolments for African female and male students in the Economic and Management Sciences faculty have doubled in the past five years.
- All campuses respectively produced the most graduates in the past six years during 2018.
- The number of African females graduating from postgraduate less than masters level qualifications increased more than threefold between 2012 and 2018.
- The UFS Business School had the best success rate in 2018 and also the best success rate in the past three years.
- The postgraduate less than masters module pass rates of all departments improved from 2017 to 2018.
- For postgraduate less than masters qualifications, the achievement gap between African and white students in 2018 stood at 13% which shows a decrease of 3% from 2017.

3.1.2) Enrolments

Table 10 below shows the number of enrolled students by campus and degree level over time. The darkest shading indicates the highest student numbers, with the colour lightening as the numbers decrease. For Economic and Management Sciences, undergraduate student numbers on the QwaQwa campus are the highest in 2019 but on the Bloemfontein and South campuses there was a decline in undergraduate student numbers from 2018 to 2019. Postgraduate less than masters numbers have declined since 2016. Doctoral enrolments have increased from 2017 to 2019, while masters enrolments have decreased from 2018 to 2019.

Table 10: Count of full time enrolments for Economic and Management Sciences by campus and degree level

		2015	2016	2017	2018	2019
BFN	Doctoral	60	82	77	99	100
	Masters	330	302	281	303	292
	Postgraduate less than masters	708	851	797	736	729
	Undergraduate	2770	3020	3334	3733	3703
QQ	Undergraduate	243	350	393	540	723
South	Undergraduate	401	505	677	733	729

Table 11: First time entering undergraduate enrolment

		2015	2016	2017	2018	2019
BFN campus Extended	African			2		3
	White			1		
BFN campus Mainstream	African	403	634	618	806	621
	Coloured	48	51	46	63	53
	Indian/Asian	10	16	12	11	6
	White	199	224	158	146	117
BFN campus Higher Certificate	African			106	40	46
	Coloured			15	6	6
	Indian/Asian			8	1	1
	White			50	4	2
QwaQwa campus Extended	African	84	144	110	169	221
	Coloured		1			
	Indian/Asian		1		1	
QwaQwa campus Mainstream	African	16	34	30	81	82
	Coloured				1	
South campus Extended	African	114	185	200	186	173
	Coloured	11	25	10	11	5
	Indian/Asian	1	1	4	1	2
	White	11	22	16	9	11
South campus Mainstream	African	1			1	
	White					1
South campus Higher Certificate	African			143	167	136
	Coloured			7	10	8
	Indian/Asian					1
	White			2	1	3
Total Extended		221	379	343	377	415
Total Mainstream		677	959	864	1115	888

Table 11 shows the number of first time entering students by race, campus and programme registered for Economic and Management Sciences. The most prominent changes include the significant, almost threefold increase in African students enrolling for the extended programme on the QwaQwa campus between 2015 and 2019, and a rather steep decline in enrolments of African students in mainstream programmes on the Bloemfontein campus between 2018 and 2019.

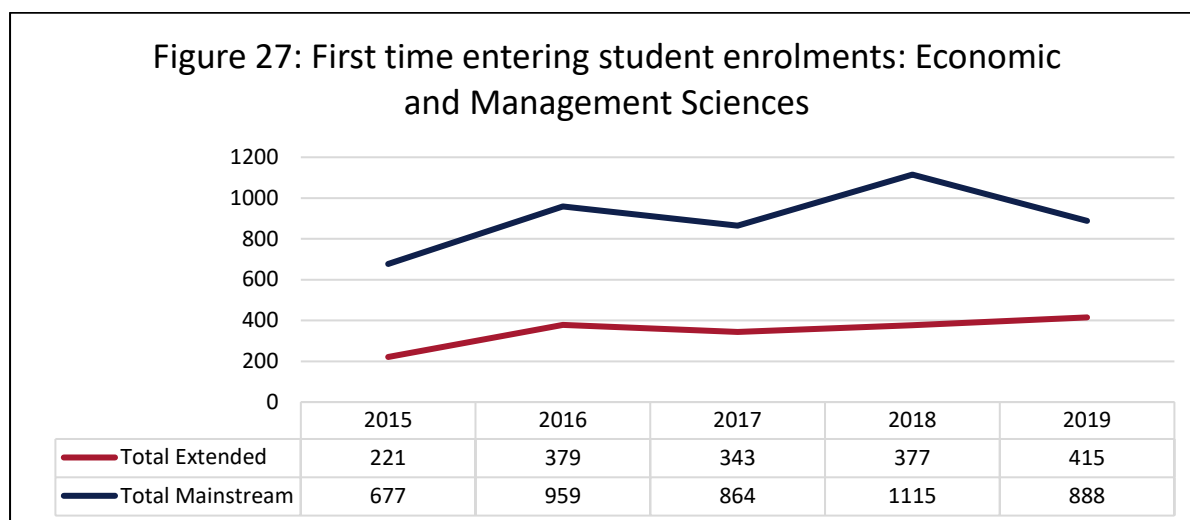
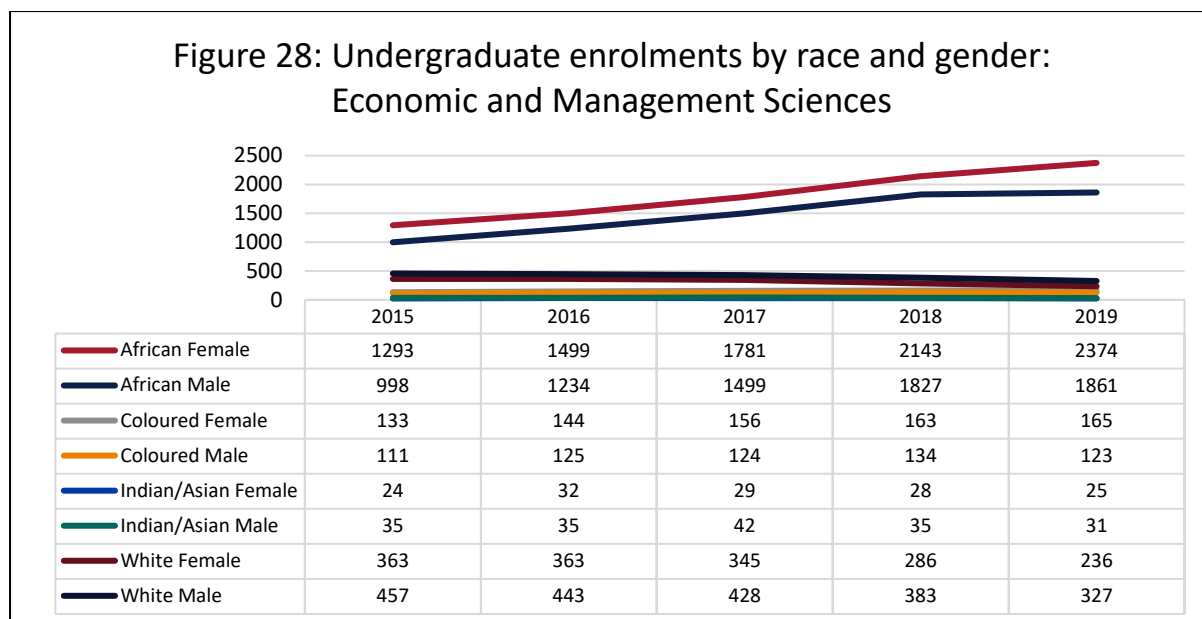
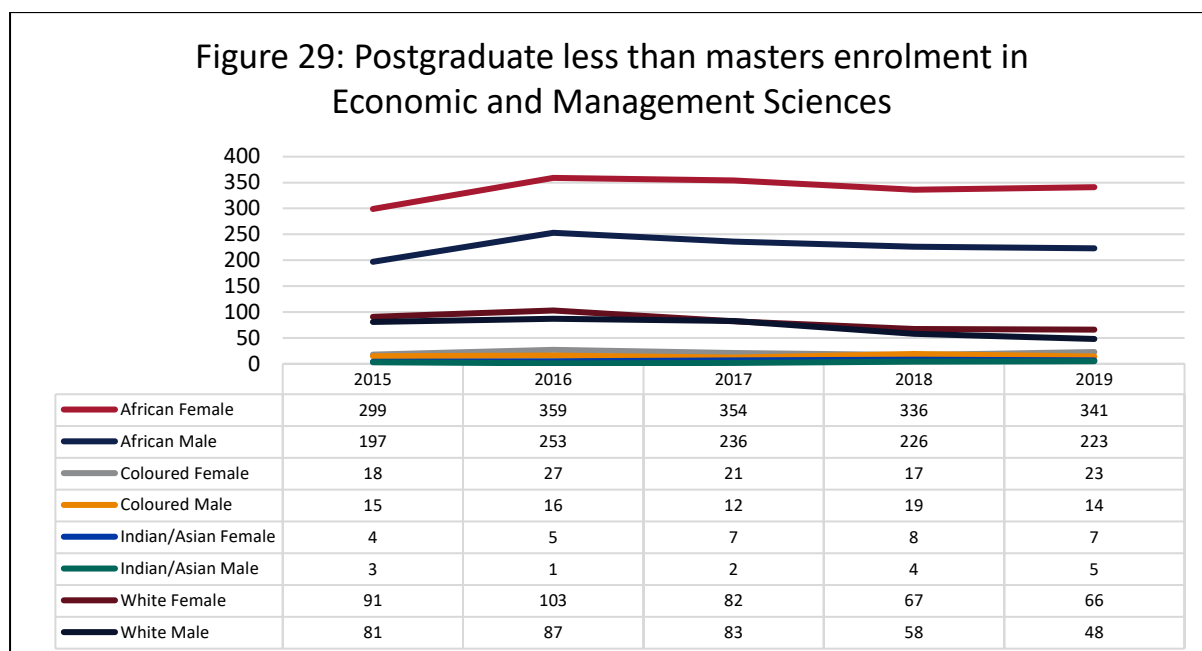


Figure 27 shows the total count of first time entering students' enrolments in extended and mainstream courses for Economic and Management Sciences. The number of mainstream students have increased significantly since 2015 despite a drop in numbers in 2019, while the number of students entering the extended programmes have stayed relatively stable since 2016, with a slight increase between 2017 and 2019.



Undergraduate enrolments for African female and male students in the Economic and Management Sciences faculty have doubled in the past five years (Figure 28). In contrast, white female and male students show a decrease in student numbers over the past few years. Similar to the overall picture, coloured females show a steady increase, while the remaining three minority groups (coloured males, Indian/Asian females and males) show fluctuating numbers.



For postgraduates less than masters levels, African males, as well as white females and males, and coloured females all show a downward trend in enrolments since 2016 (Figure 29). There was a slight increase in African female enrolments in postgraduate less than masters from 2018 to 2019, although this number is still smaller than its peak in 2016.

3.1.3) Graduates

Table 12: Number of graduates by campus

Count of graduates (excl. Masters and Doctoral): Economic and management sciences							
	2012	2013	2014	2015	2016	2017	2018
BFN	883	1027	1005	975	1031	965	1109
QWA	46	38	36	34	27	27	46
SOUTH	2					84	108
TOTAL COUNT	931	1065	1041	1009	1058	1076	1263

Table 12 shows the number of graduates produced by Economic and Management Sciences since 2012 by campus. The darkest shading indicates the highest student numbers, with the colour lightening as the numbers decrease. All campuses respectively produced the most graduates in the past six years during 2018. The 108 graduates from South Campus in 2019 reflect the second group of graduates from the Higher Certificate enrolments.

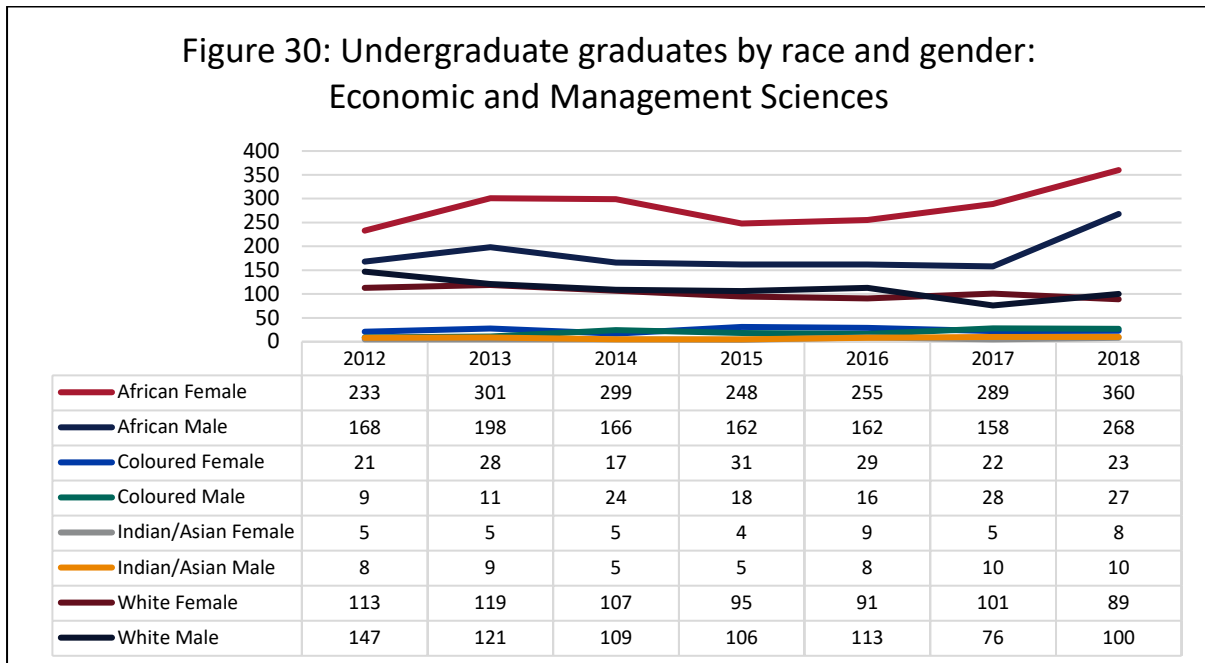
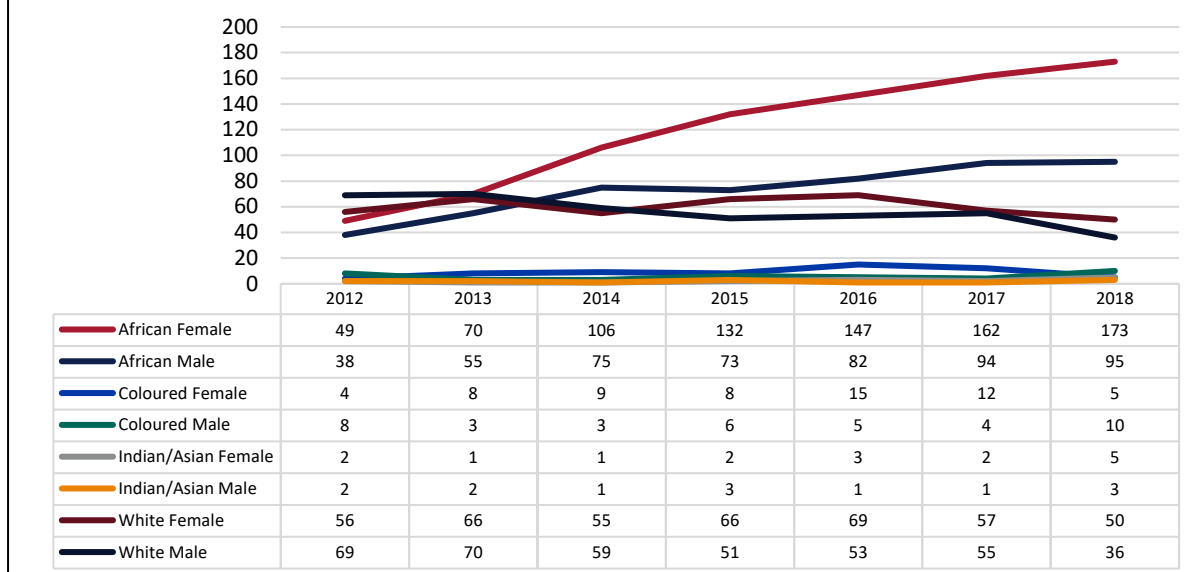


Figure 30 shows undergraduate graduates by race and gender. The number of African female students have increased since 2015 after a bit of fluctuation. A similar pattern is seen for African males, who show a sharp increase between 2017 and 2018. African females and males represented 71% of the undergraduate graduates in 2018.

Figure 31: Postgraduate less than masters graduates:
Economic and Management Sciences



Among postgraduates less than masters, the number of African females and males graduating have increased significantly since 2012, with the number of African females increasing more than threefold during this time. All other groups show some fluctuations, with no overt trends (Figure 31).

3.1.4) Module pass rates: Economic and Management Sciences

Module pass rates for faculties were calculated by dividing the number of students who pass modules by the total number of students enrolled in respective modules.

Table 13: Undergraduate module pass rates of academic departments within Economic and Management Sciences

	2016	2017	2018
Business Management	78%	72%	75%
Economics	79%	77%	73%
Industrial Psychology	81%	59%	59%
Public Administration and Management	78%	64%	77%
School for Accounting	76%	68%	74%
UFS Business School	80%	83%	86%

*Students registered at the Dean's office are in modules not assigned to specific departments.

Success rates in four of the six departments in Economic and Management Sciences increased from 2017 to 2018. Of these, the biggest increase was seen in the department of Public Administration and Management (13% increase). The success rates of the department of Economics decreased, and Industrial Psychology remained unchanged between 2017 and 2018. The UFS Business School had the best success rate in 2018 and also the best success rate in the past three years.

Table 14: Undergraduate module pass rates for Economic and Management Sciences by race and gender

	2016	2017	2018
African female	79%	72%	76%
African male	73%	65%	68%
Coloured female	80%	73%	78%
Coloured male	77%	73%	73%
Indian/Asian female	77%	73%	88%
Indian/Asian male	78%	72%	74%
White female	89%	85%	86%
White male	81%	78%	81%

Table 14 shows that the majority of undergraduate module pass rates of all races and genders increased from 2017 to 2018. The biggest increase between 2017 and 2018 was for Asian/Indian females (15%). White females had the highest average module pass rate from 2016 to 2018, while African males had the lowest. The achievement gap between African and white students based on undergraduate module pass rate in 2018 for Economic and Management Sciences stood at 12%, which is 1% less than in 2017.

Table 15: Postgraduate less than masters module pass rates of academic departments within Economic and Management Sciences

	2016	2017	2018
Business Management	97%	93%	94%
Economics	68%	75%	77%
Industrial Psychology	96%	96%	98%
Public Administration and Management	72%	83%	96%
School for Accounting	54%	58%	66%
UFS Business School	81%	78%	85%

The postgraduate less than masters module pass rates of all departments improved from 2017 to 2018 (Table 15). The biggest improvement between 2017 and 2018 was in the Department of Public Administration and Management (13%). The School for Accounting had the lowest average module pass rates over the last 3 years, while the Department of Industrial Psychology had the highest average.

Table 16: Postgraduate less than masters module pass rates of Economic and Management Sciences by race and gender

	2016	2017	2018
African female	67%	70%	79%
African male	63%	67%	74%
Coloured female	79%	81%	79%
Coloured male	75%	53%	82%
Indian/Asian female	83%	53%	79%
Indian/Asian male	100%	67%	100%
White female	86%	86%	93%
White male	87%	83%	87%

*Asian male - 11 students in 2016 and 8 students in 2017

Table 16 shows that the postgraduate less than masters module pass rates of all races and genders increased from 2017 to 2018 (except coloured females whose module pass rate decreased). The biggest increases between 2017 and 2018 were for Indian/Asian males (33%) and coloured males (29%). Considering only the larger groups, white females show the highest consistent module pass rate, while African males show the lowest average module pass rates over the last three years. The achievement gap between African and white students in 2018 stood at 13% which shows a decrease of 3% from 2017.

3.2) Education

3.2.1) Key findings for Education

- Enrolments for undergraduate up to postgraduate less than masters level have peaked in 2019 on the QwaQwa campus.
- Doctoral and masters enrolments are declining sharply.
- The number of African female enrolments increased with almost a thousand between 2018 and 2019 while African male enrolments increased with more than five hundred.
- Open Distance Learning also had the lowest average module pass rates over the last three years and also the highest drop in success rate from 2017 to 2018 (6%).
- African males had the lowest average module pass rates over the last three years.
- The achievement gap between African and white undergraduate students in 2018 was 8%, which is a 1% decrease from 2017.
- For postgraduate less than masters qualifications, the achievement gap between African and white students in 2018 decreased to 0.8%.

3.2.2) Enrolments

Table 17: Count of enrolments for Education by campus and degree level

		2015	2016	2017	2018	2019
BFN	Doctoral	138	205	197	184	158
	Masters	181	404	271	236	166
	Postgraduate less than masters	306	332	286	396	308
	Undergraduate	1981	2381	2906	3550	3971
QQ	Doctoral			19	19	16
	Masters	7	15	46	32	31
	Postgraduate less than masters	231	273	331	359	361
	Undergraduate	974	1304	1953	2623	3232
South	Undergraduate	3023	5108	5154	2902	3241

Table 17 shows the number of enrolled students by campus and degree level over time in the faculty of Education. The darkest shading indicates the highest student numbers, with the colour lightening as the numbers decrease. For the QwaQwa campus, enrolments for undergraduate up to postgraduate less than masters level have peaked in 2019, while the number of undergraduate enrolments peaked in 2019 on the Bloemfontein campus. On the Bloemfontein campus, doctoral and masters enrolments peaked in 2016 and have declined gradually since. Doctoral enrolments on the QwaQwa campus had a slight drop in 2019, while masters enrolments have declined slightly from 2017

to 2019. South campus enrolments were significantly lower in 2018 than in 2017 but increased again in 2019.

Table 18: First time entering undergraduate enrolment

		2015	2016	2017	2018	2019
BFN campus Extended	African	16	153	270	274	229
	Coloured	8	29	32	54	9
	Indian/ Asian		1		2	
	White	6	28	13	21	7
BFN campus Mainstream	African	102	241	423	527	589
	Coloured	51	77	80	78	54
	Indian/Asian	1	2	1	1	5
	White	181	204	132	100	54
QwaQwa campus Extended	African	33	318	269	460	255
	Coloured			1		
	Indian/Asian				1	1
	White		1			
QwaQwa campus Mainstream	African	216	256	561	509	603
	Coloured			2		
	Indian/Asian					1
South campus Extended	Coloured		5			
	White	1				
South campus Mainstream	African	240	885	211	1	4
	Coloured	3	8	4		
	Indian/ Asian	1	1	5		
	White	1	7	2		
Total Extended		64	535	585	812	502
Total Mainstream		796	1681	1421	1219	1315

The data shows considerable increases in African first time entering students in mainstream undergraduate education studies on the Bloemfontein and QwaQwa campuses between 2015 and 2019 (Table 18). For extended programmes on both campuses, there has been an increase in African first time entering enrolments between 2015 and 2018 with a decrease again in 2019. In contrast, white students enrolled in mainstream programmes on the Bloemfontein campus show a decrease in numbers since 2016 with the lowest number of enrolments in 2019.

Figure 32: First time entering student enrolments in Education

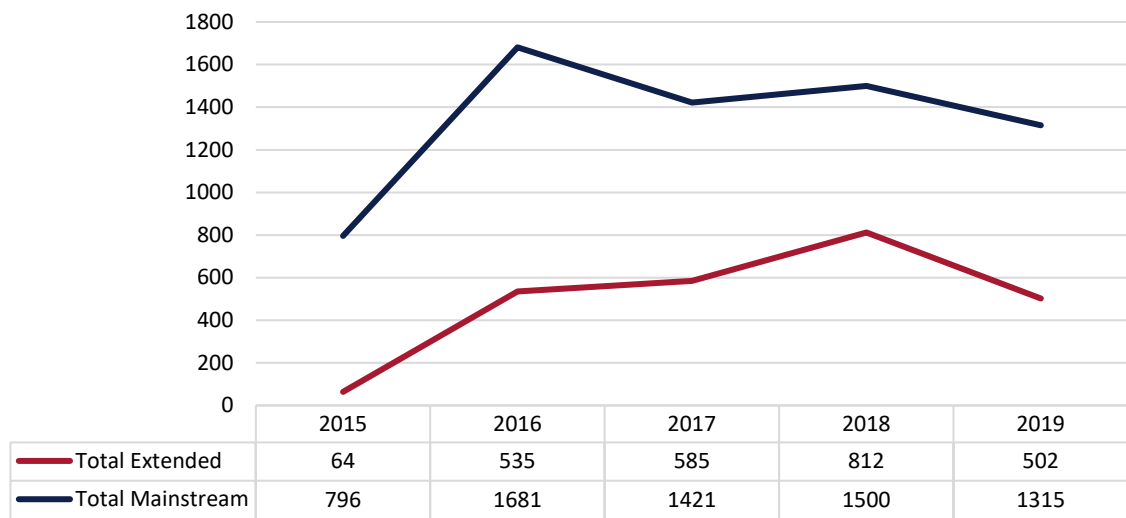


Figure 32 shows a steady increase in the number of mainstream and extended programme first time entering students between 2015 and 2018, with a sharp decrease in both pathways from 2018 to 2019.

Figure 33: Undergraduate enrolments by race and gender in Education

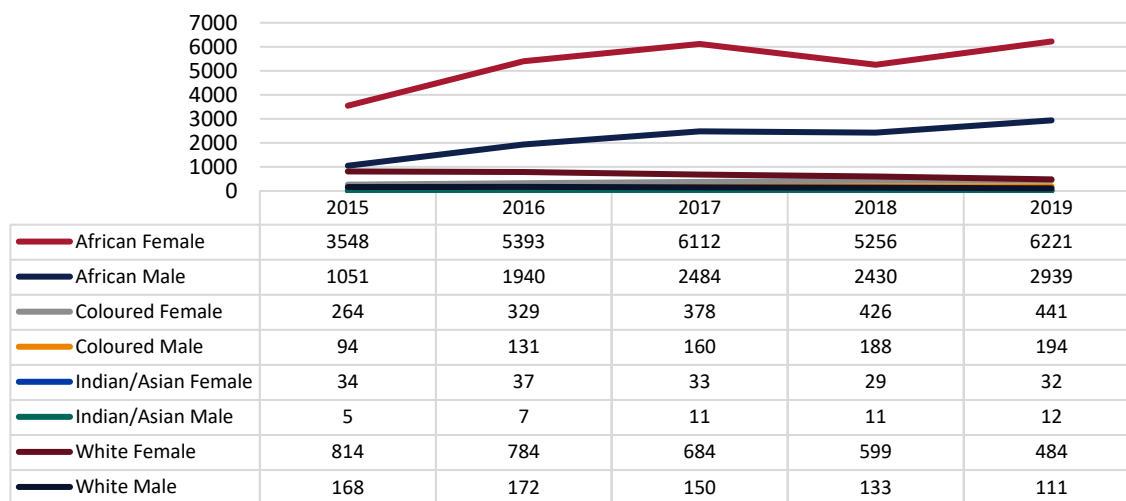
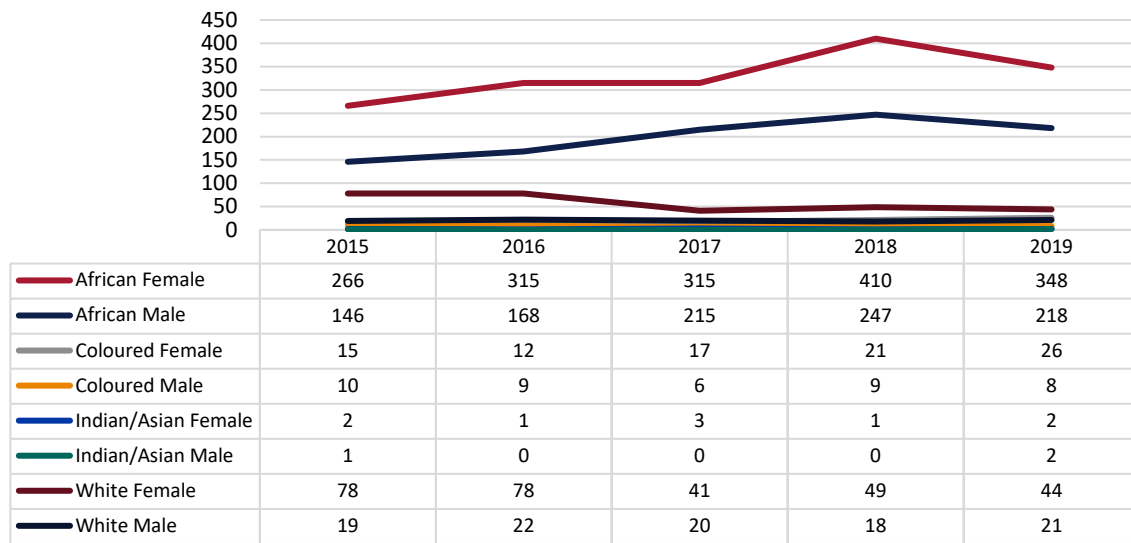


Figure 33 illustrates that all groups show an increase in Education enrolments from 2018 to 2019 except white female and male enrolments that have decreased. The number of African female enrolments increased with almost a thousand between 2018 and 2019 while African male enrolments increased with more than five hundred.

Figure 34: Postgraduate less than masters enrolment in Education



Regarding postgraduate less than masters enrolments, African female and male students show a steady incline between 2015 and 2018 with a decrease between 2018 and 2019. All other students show some fluctuation in numbers (Figure 34).

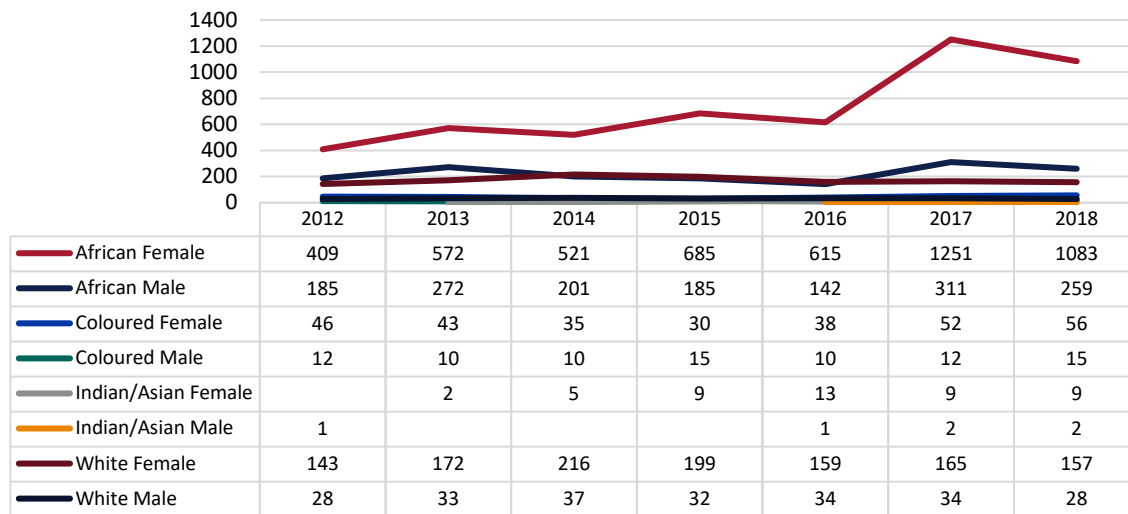
3.2.3) Graduates

Table 19: Number of graduates by campus

Count of graduates (excl. Masters and Doctoral): Education							
	2012	2013	2014	2015	2016	2017	2018
BFN	555	533	619	502	517	508	563
QWA	242	268	364	367	318	396	430
SOUTH	475	710	502	585	538	1254	1009
TOTAL COUNT	1272	1511	1485	1454	1373	2158	2002

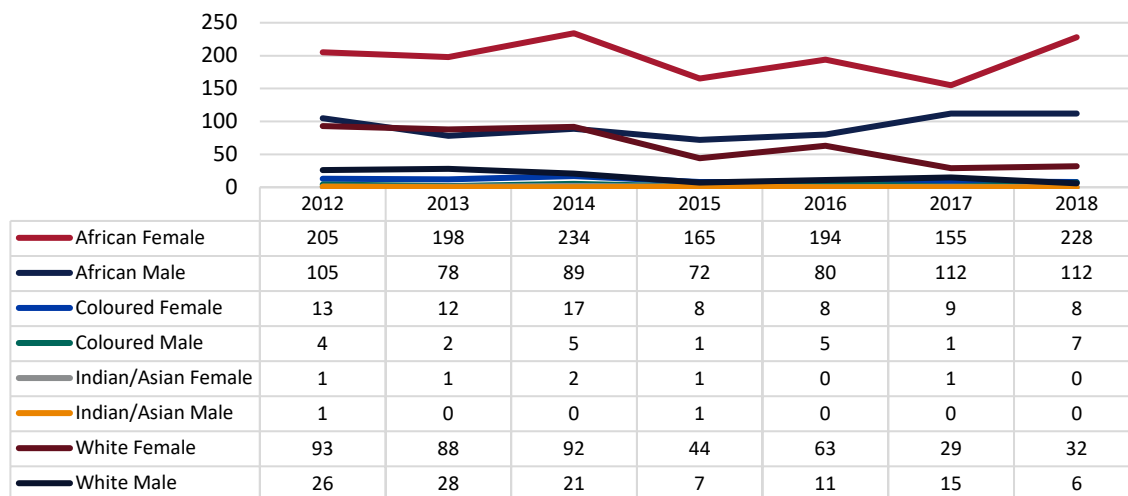
Table 19 shows the number of graduates over time by campus in the faculty of Education. The darkest shading indicates the highest student numbers, with the colour lightening as the numbers decrease. While some fluctuations in the number of graduates over the three campuses have taken place over the years, QwaQwa campus shows a steady increase from 2016 to 2019. South campus graduations have more than doubled between 2016 and 2017 and although this number is slightly lower in 2019, it is still much higher than the number of graduates delivered from 2012 to 2016. This steep increase is explained by the Advanced Certificates in Teaching online programme offered by the South Campus.

Figure 35: Undergraduate graduates by race and gender in Education



African undergraduate graduates, particularly females, have seen a sharp increase in numbers in 2017, with a decrease again in 2018 in both of these groups (Figure 35). Other groups' numbers have fluctuated slightly over the years.

Figure 36: Postgraduate less than masters graduates in Education



While there is fluctuation in the number of graduates for all groups between 2012 and 2018, there has been a sharp increase in the number of African female postgraduate less than masters graduates between 2017 and 2018 (Figure 36). Coloured male graduates show a peak in 2018 with white females being the only other group that showed an increase between 2017 and 2018.

3.2.4) Module pass rates

Table 20: Undergraduate module pass rates of academic departments within Education

	2016	2017	2018
Office of the Dean: Education	91%	93%	91%
Open Distance Learning	76%	81%	75%
School of Education Studies	87%	88%	88%
School of Mathematics, Natural Sciences and Technology Education	88%	90%	91%
School for Social Sciences and Language Education	91%	90%	91%

*Students registered at the Dean's office are in modules not assigned to specific departments.

The undergraduate module pass rates of most departments improved from 2017 to 2018 (Table 20). The biggest change in module pass rates from 2017 to 2018 was in Open Distance Learning, with a decrease of 6%. Open Distance Learning also had the lowest average module pass rates over the last three years. The modules registered under the Office of the Dean: Education had the highest average module pass rates over the last 3 years.

Table 21: Undergraduate module pass rates for Education by race and gender

	2016	2017	2018
African female	80%	86%	86%
African male	76%	78%	79%
Coloured female	87%	87%	87%
Coloured male	81%	82%	83%
Indian/Asian female	85%	87%	95%
Indian/Asian male	89%	79%	89%
White female	93%	94%	93%
White male	82%	87%	87%

Table 21 shows that the undergraduate module pass rates of most race and gender groups increased from 2017 to 2018. The biggest increase in module pass rates from 2017 to 2018 was for Indian/Asian males. African males had the lowest average module pass rates over the last three years. White females had the highest average module pass rates over the last three years. White and Indian/Asian students show the best module pass rate in three years. The achievement gap between African and white undergraduate students in 2018 was 8%, which is a 1% decrease from 2017.

Table 22: Postgraduate less than masters module pass rates of academic departments within Education

	2016	2017	2018
Open Distance Learning	70%	96%	
Psychology of Education			96%
School of Education Studies	91%	91%	89%
School of Higher Education Studies	73%	84%	75%
School of Mathematics, Natural Sciences and Technology Education	87%	92%	94%
School for Social Sciences and Language Education	95%	95%	97%

The biggest decrease in postgraduate less than masters module pass rates from 2017 to 2018 was in the School of Higher Education Studies (9%). The School of Higher Education Studies had the lowest average module pass rates over the last three years. The School for Social Sciences and Language Education had the highest average module pass rates over the last three years (Table 22).

Table 23: Postgraduate less than masters module pass rates of Education by race and gender

	2016	2017	2018
African female	93%	92%	92%
African male	87%	90%	89%
Coloured female	90%	94%	78%
Coloured male	69%	94%	100%
Indian/Asian female	91%	97%	75%
White female	96%	96%	95%
White male	87%	92%	87%

*Indian/Asian female - 3 students in 2018

The postgraduate less than masters module pass rates of most races and genders decreased from 2017 to 2018 (Table 23). The biggest decreases in module pass rates from 2017 to 2018 was for Indian/Asian females and coloured females. Coloured males had the lowest average module pass rates over the last three years. White females had the highest average module pass rates over the last three years. The achievement gap between African and white students in 2018 decreased to 0.8%.

3.3) Health Sciences

3.3.1) Key findings for Health Sciences

- Enrolments in all categories, except masters, peaked in 2019.
- First time entering African student enrolments have more than doubled since 2015.
- Since 2014, the number of graduates on undergraduate and postgraduate less than masters levels have decreased.
- The module pass rates for most departments have decreased from 2017 to 2018, with the biggest decrease in Internal Medicine (29%).
- The biggest decrease in module pass rates from 2017 to 2018 was for African males. African males also had the lowest average module pass rates over the last three years.
- The achievement gap between African and white students for 2018 was 13%, an increase of 2% from 2017.
- White males had the highest average module pass rates over the last three years in postgraduate less than masters qualifications.
- The achievement gap between African and white students in postgraduate less than masters qualifications for 2018 was 11%.

3.3.2) Enrolments

Table 24: Count of enrolments for Health Sciences by campus and degree level

		2015	2016	2017	2018	2019
BFN	Doctoral	54	75	89	89	91
	Masters	440	471	465	434	455
	Postgraduate less than masters	476	442	396	367	581
	Undergraduate	1487	1528	1558	1592	1620

Enrolments in all categories, except masters, peaked in 2019 (Table 24). Masters enrolments increased from 2018 to 2019 and shows the third highest enrolment number for the 2015 – 2019 period (the highest number of enrolments in this category was seen in 2016).

Table 25: First time entering undergraduate enrolment

		2015	2016	2017	2018	2019
BFN campus Mainstream	African	58	99	88	113	125
	Coloured	18	31	24	22	14
	Indian/Asian	18	10	11	14	15
	White	198	168	154	169	163
Total Mainstream		292	312	277	322	321

First time entering African student enrolments have more than doubled since 2015 (Table 25) and shows a steady increase for the period 2015 – 2019. The highest number of first time entering students enrolled in the Health Sciences faculty since 2015 is recorded in 2018 and remained steady between 2018 and 2019 (Figure 37).

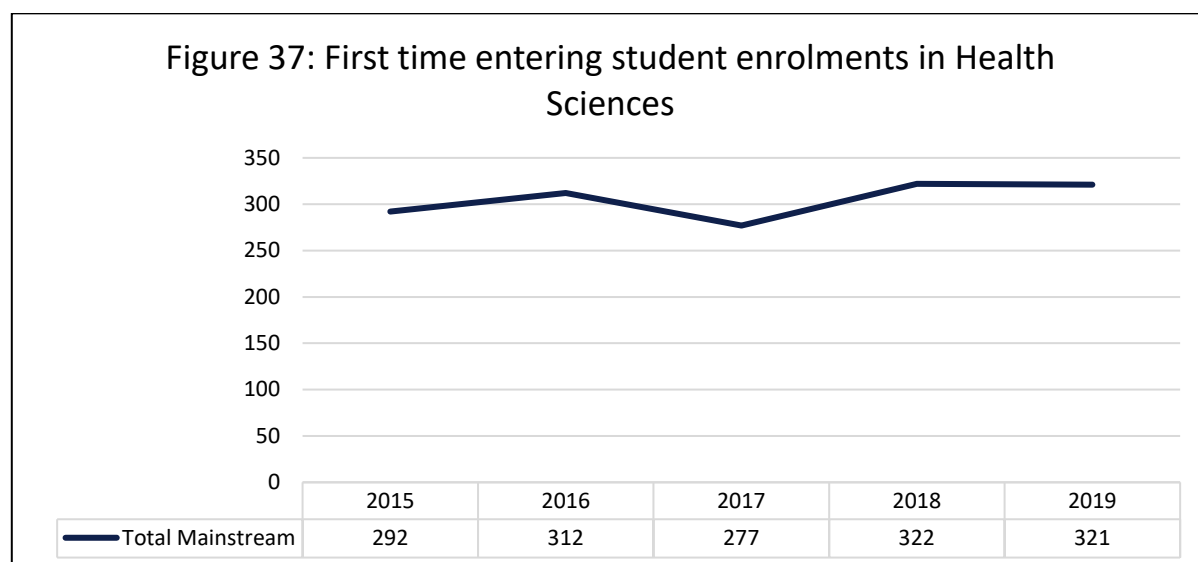
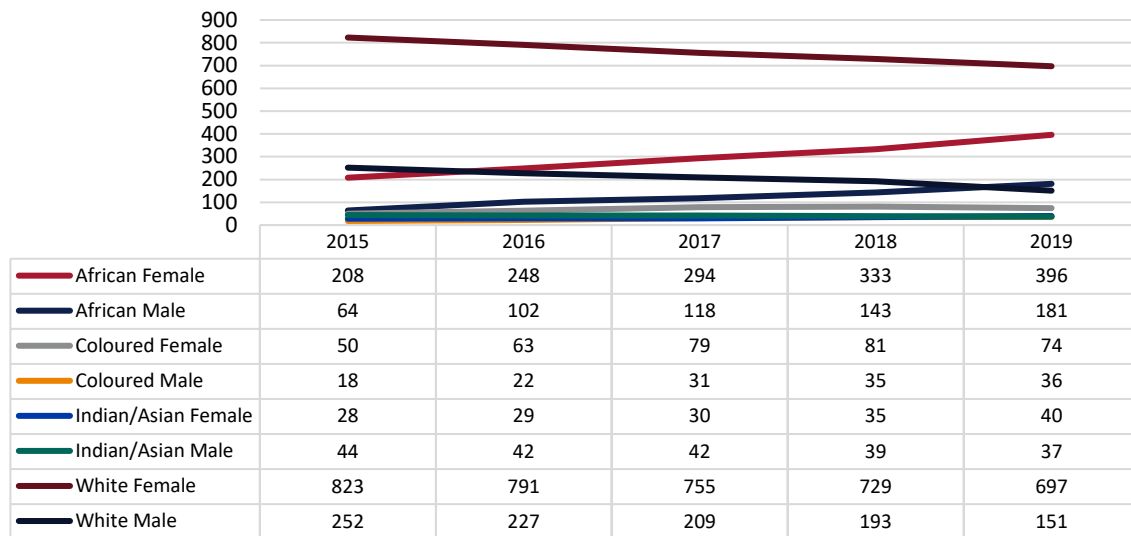
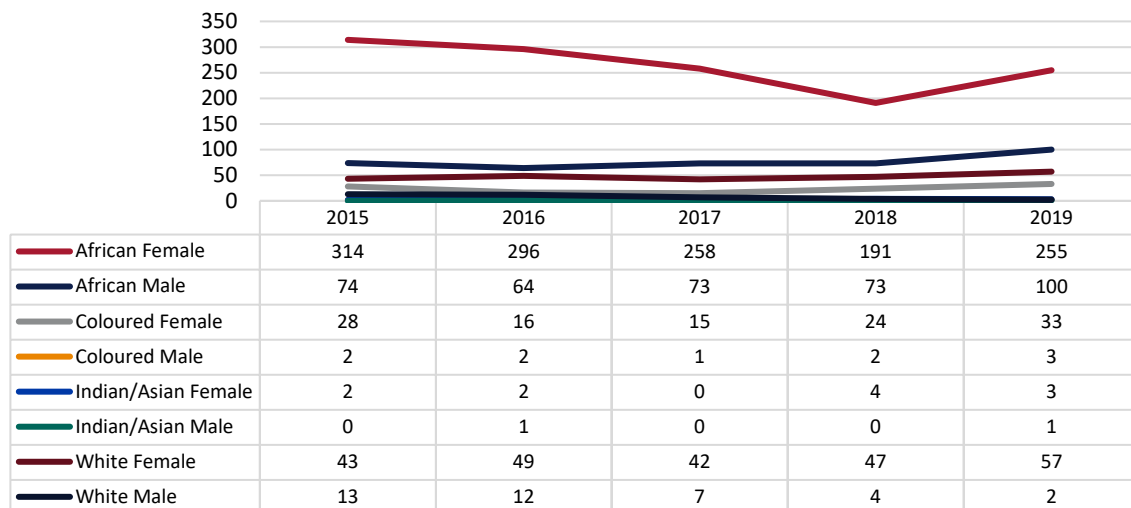


Figure 38: Undergraduate enrolments by race and gender in Health Sciences



Most undergraduate students enrolled in the Health Sciences are white females, however, their numbers have been steadily declining since 2015, along with the number of white and Indian/Asian males (Figure 38). In contrast, African and coloured females and males and Indian/Asian females show a steady increase in numbers over time.

Figure 39: Postgraduate less than masters enrolment in Health Sciences



In postgraduate less than masters level studies, African females show the highest representation. Despite a steady decline in their enrolment numbers between 2015 and 2018, there has been a sharp increase again from 2018 to 2019 (Figure 39). Enrolment numbers peaked in 2019 for African males, Coloured females, Coloured males, Indian/Asian males, and White females. The only two groups that showed a decline in enrolment numbers from 2018 to 2019 were White males and Indian/Asian females.

3.3.3) Graduates

Table 26: Number of graduates by campus

Count of graduates (excl. Masters and Doctoral): Health Sciences							
	2012	2013	2014	2015	2016	2017	2018
BFN	655	629	672	630	628	586	582
TOTAL COUNT	655	629	672	630	628	586	582

Since 2014, the number of graduates on undergraduate and postgraduate less than masters levels have decreased. This is also the general trend when comparing the number of graduates between 2012 and 2017 (Table 26).

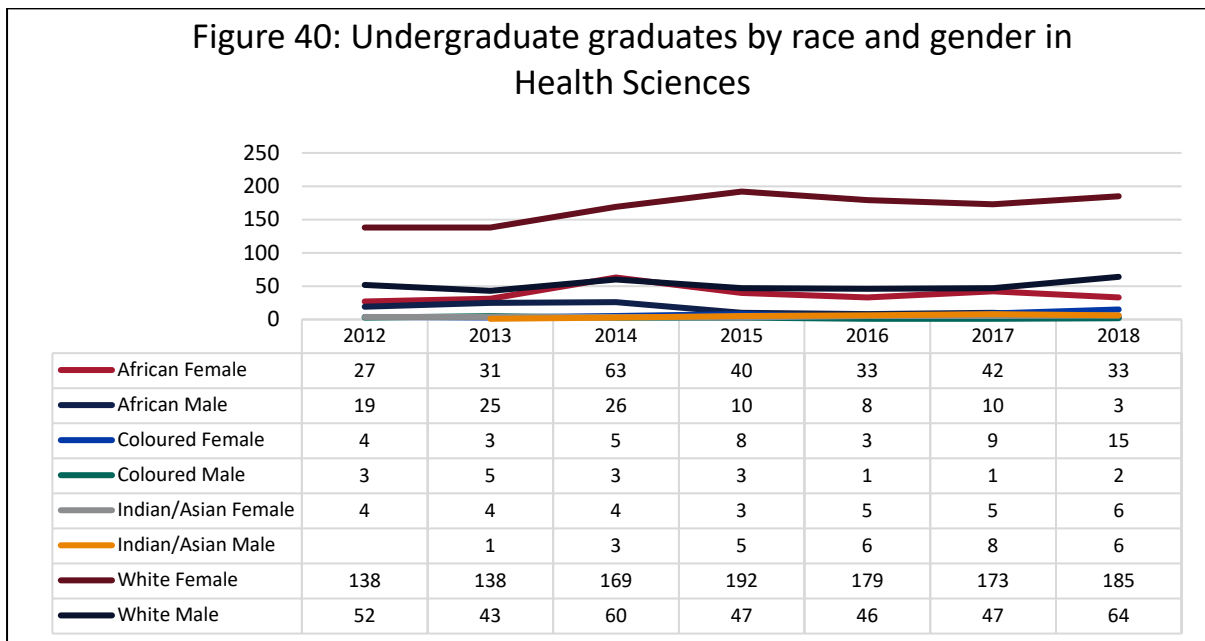
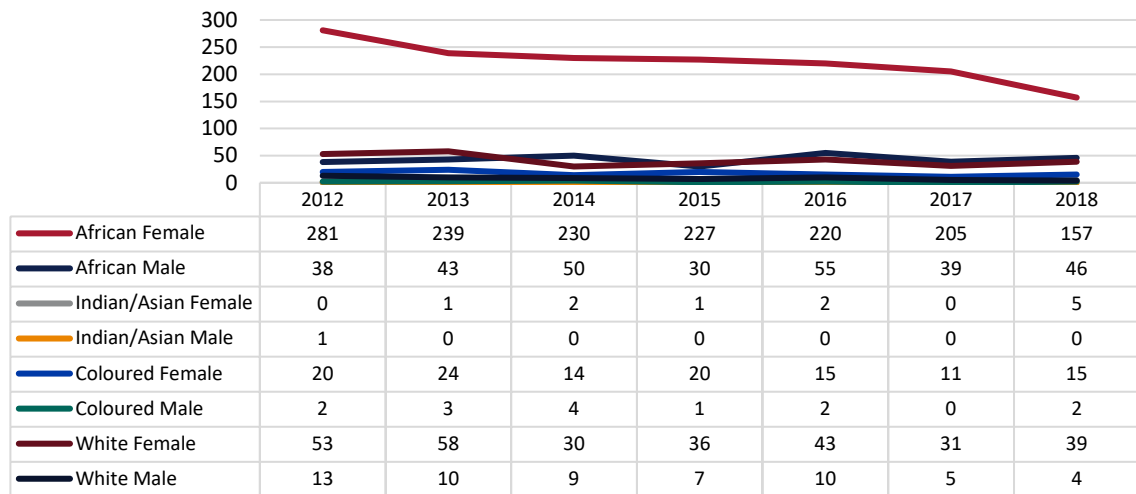


Figure 40 shows the number of undergraduate graduates in the Health Sciences faculty from 2012 to 2018. While there is some fluctuation in the numbers for all groups the following groups show an increased number of graduates from 2017 to 2018: Coloured females (peaked in 2018), Coloured males, Indian/Asian females, White females and White males (peaked in 2018). The remaining three groups show a decline in the number of graduates from 2017 to 2018: African females, African males (lowest in 2018) and Indian/Asian males.

Figure 41: Postgraduate less than masters graduates in Health Sciences



The number of African female graduates have been steadily declining since 2012, with all other groups (except White males) showing a general increase in the number of graduates between 2017 and 2018 (Figure 41).

3.3.4) Module pass rates

Table 27: Undergraduate module pass rates of academic departments within Health Sciences

	2016	2017	2018
Anatomical Pathology	97%	84%	87%
Basic Medical Sciences	85%	88%	89%
Biostatistics	77%	93%	92%
Community Health		100%	99%
Exercise and Sport Sciences		85%	93%
Family Medicine	100%	100%	96%
Forensic Medicine		100%	100%
Haematology & Cell Biology		99%	96%
Health Sciences General	92%	99%	97%
Internal Medicine		96%	67%
Medical Microbiology		85%	89%
Medical Physics	99%	95%	94%
Nutrition and Dietetics	96%	95%	98%
Obstetrics and Gynaecology	100%	94%	84%
Occupational Therapy	97%	96%	95%
Office of the Dean: Health Science	62%	65%	62%
Oncology	100%	98%	97%
Optometry	98%	96%	88%
Paediatrics and Child Health	100%	96%	96%
Pharmacology	74%	83%	78%
Physiotherapy	96%	98%	98%
Psychiatry		72%	74%
School of Biomedical Sciences		100%	98%

School of Nursing	87%	91%	92%
Surgery	96%	95%	84%
Urology		92%	67%

*Students registered at the Dean's office are in modules not assigned to specific departments.

The module pass rates for most departments have decreased from 2017 to 2018, with the biggest decrease in Internal Medicine (29%). The Department of Forensic Medicine had the highest average module pass rates over the last three years, while the modules registered under the Office of the Dean: Health Sciences had the lowest average module pass rate over the same time period (Table 27).

Table 28: Undergraduate module pass rates for Health Sciences by race and gender

	2016	2017	2018
African female	84%	86%	86%
African male	84%	83%	77%
Coloured female	88%	85%	85%
Coloured male	86%	83%	86%
Indian/Asian female	90%	93%	93%
Indian/Asian male	88%	93%	92%
White female	96%	95%	95%
White male	93%	93%	92%

The undergraduate module pass rates of most races and genders either decreased or remained constant from 2017 to 2018. The biggest decrease in module pass rates from 2017 to 2018 was for African males. African males also had the lowest average module pass rates over the last three years. White females had the highest average module pass rates over the last three years. The achievement gap between African and white students for 2018 was 13%, an increase of 2% from 2017 (Table 28).

Table 29: Postgraduate less than masters module pass rates of academic departments within Health Sciences

	2016	2017	2018
Basic Medical Sciences	100%	75%	100%
Community Health	100%	86%	83%
Exercise and Sport Science		94%	95%
Family Medicine		80%	100%
Forensic Medicine		24%	97%
Haematology and Cell Biology	98%	100%	100%
Health Sciences General	100%		
Internal Medicine	0%	0%	100%
Medical Microbiology	83%	100%	100%
Medical Physics	96%	85%	97%
Nutrition and Dietetics	94%	100%	100%
Psychiatry			100%
Pharmacology	100%	100%	
School of Nursing	76%	89%	84%
Urology		99%	98%

* Internal Medicine – only 1 student in each of the three years shown

The biggest increase in postgraduate less than masters module pass rates from 2017 to 2018 was in the Department of Forensic Medicine. The Departments of Internal Medicine and Forensic Medicine had the lowest average module pass rates over the last three years. The Departments of Health Sciences General, Psychiatry and Pharmacology had the highest average module pass rates over the last three years (Table 29).

Table 30: Postgraduate less than masters module pass rates of Health Sciences by race and gender

	2016	2017	2018
African female	87%	91%	92%
African male	81%	77%	84%
Coloured female	88%	84%	100%
Coloured male	100%	100%	100%
Indian/Asian female	100%	100%	100%
Indian/Asian male	100%	100%	100%
White female	98%	94%	98%
White male	100%	94%	97%

*Coloured female - 4 students in 2016, 16 students in 2017 and 12 students in 2018; coloured male - 15 students in 2016, 16 students in 2017 and 13 students in 2018; Indian/Asian female - 2 students in 2016, 5 students in 2017 and 19 students in 2018 and Indian/Asian male - 7 students in 2016, 11 students in 2017 and 8 students in 2018

The module pass rates of all races and genders of postgraduate less than masters level increased or stayed the same from 2017 to 2018. The biggest increase in postgraduate less than masters module pass rates from 2017 to 2018 was for coloured females (16%). African males had the lowest average module pass rates over the last three years. Considering only the larger groups, white males had the highest average module pass rates over the last three years (Table 30). The achievement gap between African and white students for 2018 was 11%.

3.4) Humanities

3.4.1) Key findings for Humanities

- Undergraduate enrolments in Humanities are highest in 2019 on both Bloemfontein and QwaQwa campuses.
- For the Bloemfontein campus, 2019 shows the lowest enrolments of postgraduate less than masters qualifications in five years.
- The 203 students enrolled in postgraduate less than masters qualifications in 2019 represent a mere 15% of the 2018 undergraduate graduates.
- The biggest increases in undergraduate success rates are seen in Hebrew and Anthropology, while the School of Education Studies had the biggest decrease of 15%.
- The undergraduate module pass rates of almost all race and gender groups increased from 2017 to 2018, except for coloured females.
- The achievement gap between African and white undergraduate students for 2018 was 8%, which is the same as in 2017.
- The postgraduate less than masters module pass rates of most departments increased from 2017 to 2018.
- The achievement gap between African and white students in postgraduate less than masters qualifications in 2018 was 12%.

3.4.2) Enrolments

Table 31: Count of enrolments for Humanities by campus and degree level

		2015	2016	2017	2018	2019
BFN	Doctoral	128	169	152	156	154
	Masters	294	282	298	310	313
	Postgraduate less than masters	314	323	295	278	195
	Undergraduate	4374	4684	4653	5006	5260
QQ	Doctoral	3	1	9	10	12
	Masters	2	1	9	7	7
	Postgraduate less than masters	4	35	20	15	8
	Undergraduate	1186	1543	1984	2517	2664
South	Undergraduate	666	559	648	740	644

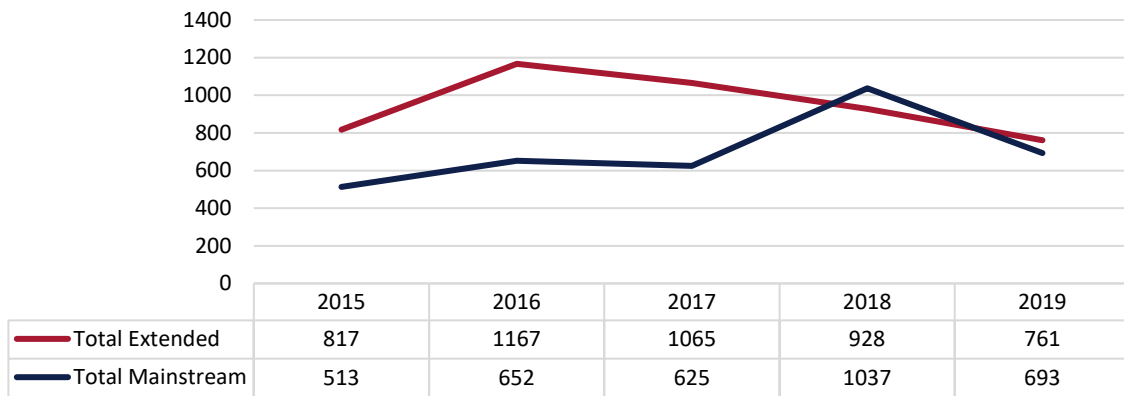
Undergraduate enrolments in Humanities are highest in 2019 on both Bloemfontein and QwaQwa campuses (Table 31). Doctoral enrolments on the QwaQwa campus as well as masters enrolments on the Bloemfontein campus are also highest in 2019 since 2015, while the numbers for postgraduate less than masters enrolments have declined since 2016 on both campuses. In fact, for the Bloemfontein campus, 2019 shows the lowest enrolments in five years.

Table 32: First time entering undergraduate enrolment

		2015	2016	2017	2018	2019
BFN campus Extended	African	303	462	459	330	315
	Coloured	30	36	24	25	19
	Indian/Asian	3	2	4		3
	White	61	48	20	17	22
BFN campus Mainstream	African	154	335	383	646	431
	Coloured	57	54	38	48	22
	Indian/Asian		4	5	3	2
	White	173	176	110	104	76
QwaQwa campus Extended	African	420	618	555	554	397
	Coloured			3	1	2
	Indian/Asian				1	1
QwaQwa campus Mainstream	African	129	81	87	235	160
South campus Extended	African				1	
South campus Mainstream	African			1	1	
	White			1		1
South campus Higher Certificate	African			595	652	589
	Coloured			31	33	19
	Indian/Asian			1	1	
	White			14	9	2
Total Extended		817	1167	1065	928	761
Total Mainstream		513	652	625	1037	693

First time entering students' enrolment in Humanities show a decrease in numbers enrolled for extended and mainstream programmes between 2018 and 2019 on both the Bloemfontein and QwaQwa campuses for African students (Table 32).

Figure 42: First time entering student enrolments in Humanities



Overall mainstream enrolment numbers for first time entering students showed a sharp increase between 2017 and 2018 but dropped again in 2019 (Figure 42). Over time, however, there is still a growth of 180 enrolments from 2015 to 2019 in mainstream programmes. On the other hand, extended programme enrolments for first time entering students have decreased gradually since 2016.

Figure 43: Undergraduate enrolments by race and gender in Humanities

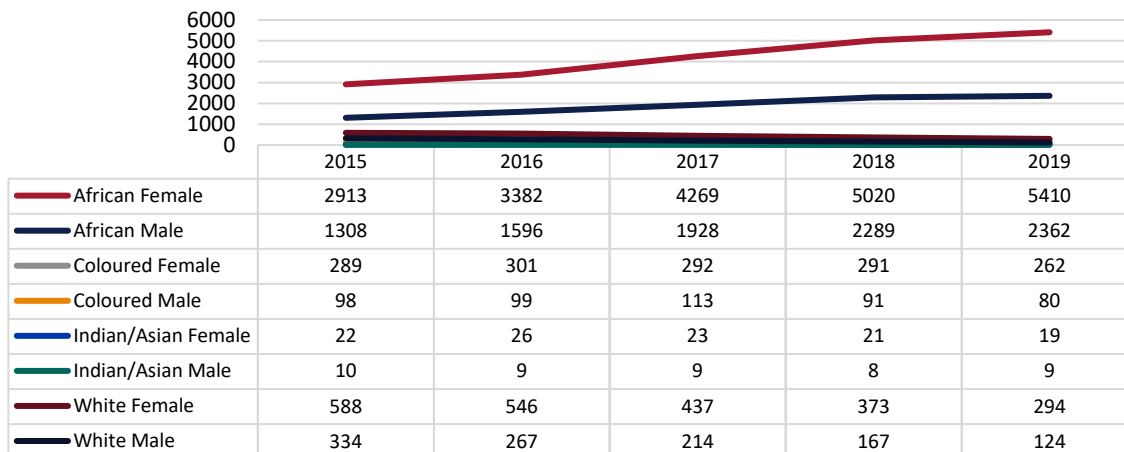
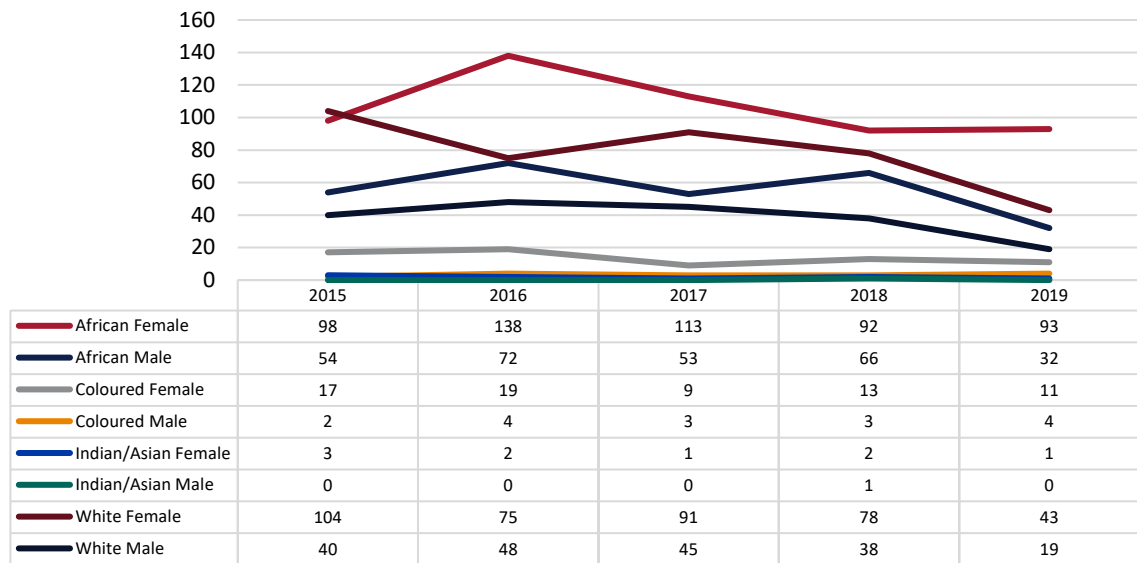


Figure 43 shows that undergraduate enrolments in the Humanities faculty have had a steady increase in African female and male students. White female and male students show a slight decrease in student numbers over the past few years, and although the other groups show fluctuations, their numbers also show a general decrease from 2018 to 2019 (with the exception of Indian/Asian males).

Figure 44: Postgraduate less than masters enrolments in Humanities



For postgraduate less than masters level students in the Humanities, almost all groups show a decline in numbers over the last few years (Figure 44). The 203 students enrolled in postgraduate less than masters qualifications in 2019 represent a mere 15% of the 2018 undergraduate graduates.

3.4.3) Graduates

Table 33: Number of graduates by campus

Count of graduates (excl. Masters and Doctoral): Humanities							
	2012	2013	2014	2015	2016	2017	2018
BFN	844	847	944	992	995	898	871
QWA	242	403	346	238	141	161	222
SOUTH				1		411	413
TOTAL COUNT	1086	1250	1290	1231	1136	1470	1506

Even though the number of graduates (undergraduate and postgraduate less than masters level) shows a slight decrease on the Bloemfontein campus and an increase on the QwaQwa and South campuses between 2016 and 2018, the first graduates from the Higher Certificate programme on the South campus in 2017 caused an increase in the overall number of graduates (Table 33).

Figure 45: Undergraduate graduates by race and gender in the Humanities

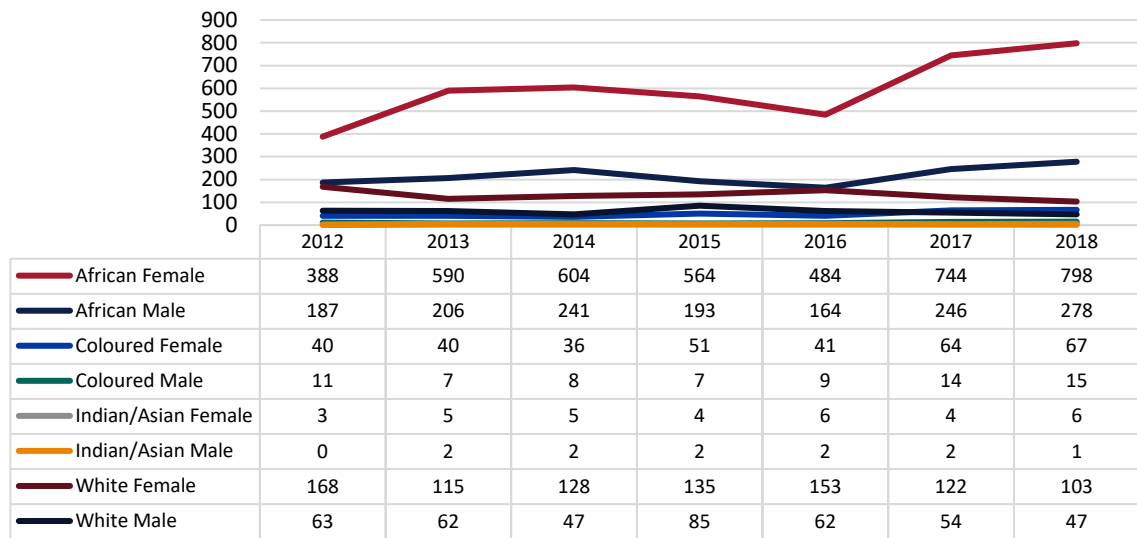
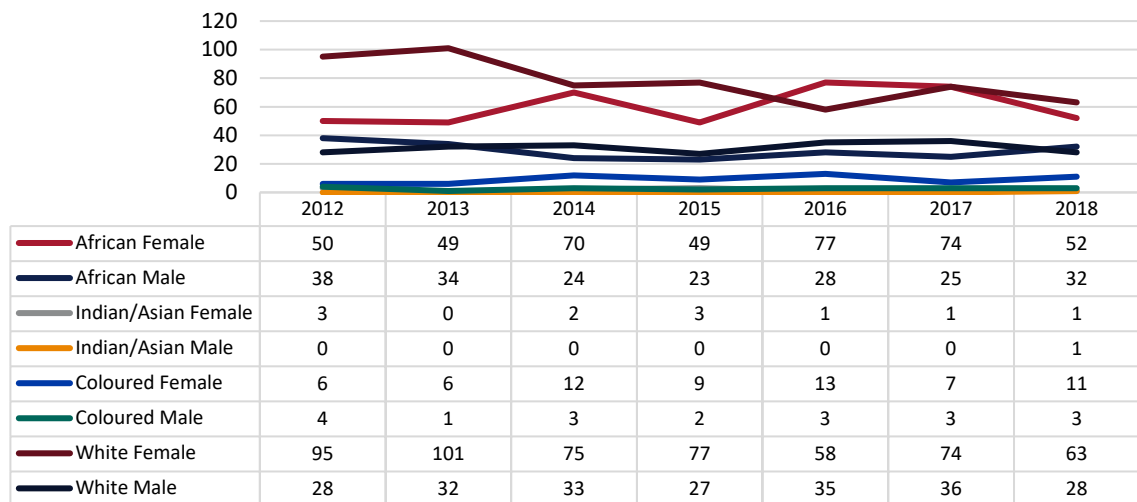


Figure 45 shows sharp increases in African female and male undergraduate graduates, with a decline in white female and male numbers. Coloured students also show an increase in graduates.

Figure 46: Postgraduate less than masters graduates in the Humanities



For postgraduate less than masters level graduates, African and white female numbers have been fluctuating, with a general decrease for white females and a general increase for African females between 2012 and 2017 with a sharp drop again between 2017 and 2018 (Figure 46). The number of African males also show a general downward trend over time, while white males show a general upward trend between 2012 and 2017 with a drop again between 2017 and 2018.

3.4.4) Module pass rates

Table 34: Undergraduate module pass rates of academic departments within Humanities

	2016	2017	2018
African Languages	90%	87%	91%
Afrikaans, Dutch, German and French	76%	75%	73%
Anthropology	72%	65%	73%
Communication Science	83%	79%	83%
Criminology	65%	62%	62%
Drama and Theatre	93%	86%	87%
English	74%	72%	76%
Exercise and Sport Sciences	87%		
Fine Arts	97%	93%	91%
Governance and Political Transformation	96%	95%	97%
Greek, Latin and Classical Studies	88%	71%	78%
Hebrew	85%	88%	100%
History	77%	67%	67%
History of Art and Image Studies	80%	65%	63%
Linguistics and Language Practice	85%	90%	90%
Odeion School of Music	88%	90%	87%
Office of the Dean: Education	58%		
Philosophy	63%	60%	65%
Political Studies and Governance	62%	63%	60%
Psychology	80%	76%	74%
School of Education Studies	96%	95%	80%
Social Work	93%	92%	93%
Sociology	70%	71%	72%
South African Sign Language	92%	92%	91%

*Students registered at the Dean's office are in modules not assigned to specific departments.

Table 34 shows that the module success rates increased in the majority of departments from 2017 to 2018. The biggest increases are seen in Hebrew and Anthropology, while the School of Education Studies had the biggest decrease of 15%. The modules registered under the Office of the Dean: Education had the lowest average module pass rate over the last three years. The Department of Governance and Political Transformation had the highest average module pass rates over the last three years.

Table 35: Undergraduate module pass rates for Humanities by race and gender

	2016	2017	2018
African female	79%	76%	78%
African male	72%	68%	71%
Coloured female	77%	76%	75%
Coloured male	66%	61%	68%
Indian/Asian female	89%	77%	78%
Indian/Asian male	76%	47%	74%
White female	87%	87%	87%
White male	78%	73%	77%

The undergraduate module pass rates of almost all race and gender groups increased from 2017 to 2018, except for coloured females. The biggest increase in module pass rates from 2017 to 2018 was for Indian/Asian males (Table 35). Coloured males had the lowest average module pass rates over the last three years. White females had the highest average module pass rates over the last three years. The achievement gap between African and white students for 2018 was 8%, which is the same as in 2017.

Table 36: Postgraduate less than masters module pass rates of academic departments within Humanities

	2016	2017	2018
African Languages	86%	89%	90%
Afrikaans, Dutch, German and French	71%	88%	93%
Anthropology	48%	45%	78%
Centre for Africa Studies	43%	71%	68%
Communication Science	95%	82%	84%
Criminology	97%	98%	100%
Drama and Theatre	91%	100%	58%
English	68%	61%	62%
Exercise and Sport Sciences	97%		
Governance and Political Transformation	62%	81%	81%
Greek, Latin and Classical Studies	33%		100%
Hebrew	79%	100%	95%
History	83%	62%	61%
History of Art and Image Studies	93%	100%	93%
Linguistics and Language Practice	65%	75%	76%
Odeion School of Music		100%	100%
Philosophy	88%	100%	90%
Political Studies and Governance	82%	94%	76%
Psychology	80%	89%	83%
School of Education Studies	97%	99%	100%
Social Work	96%	90%	93%
Sociology	61%	83%	88%
South African Sign Language	53%	100%	50%

The postgraduate less than masters module pass rates of most departments increased from 2017 to 2018 (Table 36). The biggest change from 2017 to 2018 was in the Department of South African Sign Language with a decrease of 50%. The Department of Anthropology had the lowest average module pass rates over the last three years. The Odeion School of Music had the highest average module pass rates over the last three years.

Table 37: Postgraduate less than masters module pass rates of Humanities by race and gender

	2016	2017	2018
African female	80%	86%	84%
African male	65%	79%	73%
Coloured female	82%	95%	91%
Coloured male	80%	100%	100%
Indian/Asian female	87%	100%	100%

Indian/Asian male			100%
White female	94%	94%	93%
White male	90%	94%	87%

*Coloured male - 16 students in 2016 and 12 students in 2017; Indian/Asian female - 3 students in 2016, 5 students in 2017 and 7 students in 2018 and Indian/Asian male - 8 students in 2018

The postgraduate less than masters module pass rates of almost all race and gender groups decreased or stayed the same from 2017 to 2018 (Table 37). The biggest decrease in module pass rates from 2017 to 2018 was for white males. African males had the lowest average module pass rates over the last three years. Considering only the larger groups, white females had the highest average module pass rates over the last three years. The achievement gap between African and white students in 2018 was 12%.

3.5) Law

3.5.1) Key findings for Law

- Undergraduate Law enrolments, as well as doctoral enrolments are highest in 2019.
- White male students represent the most of students enrolled for postgraduate less than masters level studies, although their numbers have declined by half since 2015.
- More African females graduated than any other groups in 2018.
- While graduate numbers fluctuate for postgraduate less than masters, in general, all groups show a decline between 2012 and 2018.
- All departments show an increase in undergraduate module pass rates from 2017 to 2018.
- The achievement gap between African and white undergraduate students for 2018 was 12%, the same 1% lower than for 2017.
- The postgraduate less than masters module pass rates of almost all races and genders decreased from 2017 to 2018, except for Indian/Asian females.
- The biggest decrease in module pass rates for postgraduate less than masters qualifications from 2017 to 2018 was for African males. African males also had the lowest average module pass rates over the last three years.
- The achievement gap between African and white students for postgraduate less than masters qualifications in 2018 was 26%, which is 2% higher than in 2017.

3.5.2) Enrolments

Table 38: Count of enrolments for Law by campus and degree level

		2015	2016	2017	2018	2019
BFN	Doctoral	17	18	17	11	20
	Masters	129	93	101	105	105
	Postgraduate less than masters	1466	1325	1321	1061	924
	Undergraduate	1690	2036	2370	2569	2667
South	Undergraduate	868	1032	740	367	205

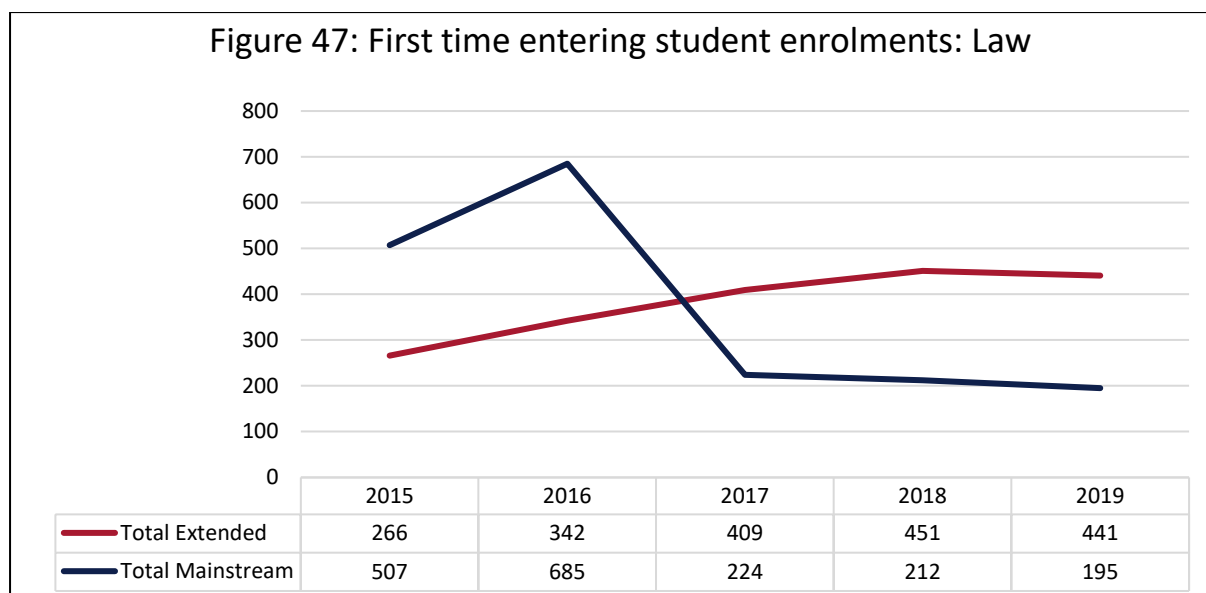
Table 38 shows the number of enrolled students by campus and degree level over time. The darkest shading indicates the highest student numbers, with the colour lightening as the numbers decrease. On the Bloemfontein campus, undergraduate Law enrolments, as well as doctoral enrolments are highest in 2019, while postgraduate less than masters level enrolments on the Bloemfontein campus

and undergraduate enrolments on the South campus show the smallest numbers in 2019. The drop in enrolments on South campus is seen because of the phasing out of the collaboration with IIE Varsity College.

Table 39: First time entering undergraduate enrolment

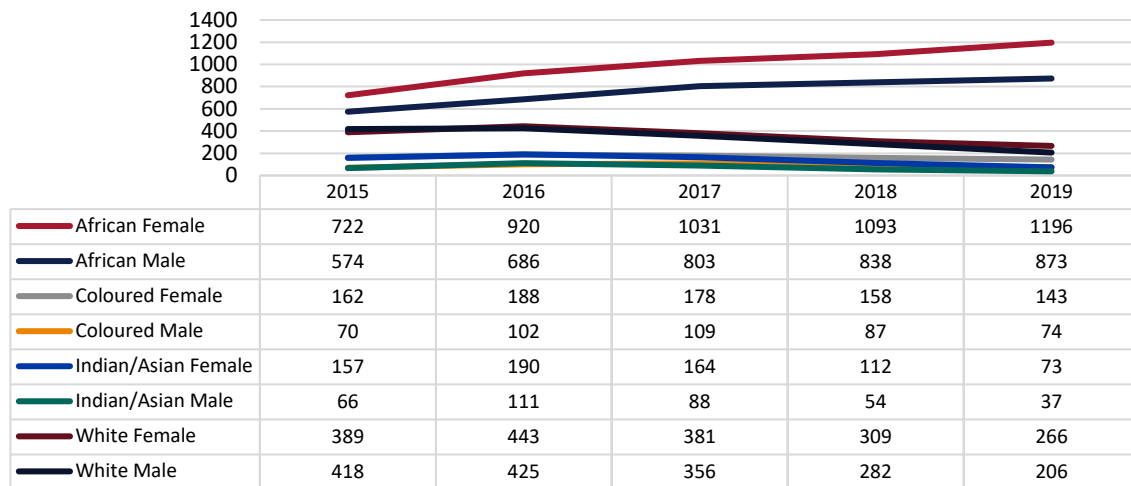
		2015	2016	2017	2018	2019
BFN campus Extended	African	192	261	368	400	404
	Coloured	28	30	20	23	21
	Indian/Asian	3	6	4	2	1
	White	42	45	17	25	14
BFN campus Mainstream	African	75	119	133	149	153
	Coloured	19	32	29	12	17
	Indian/Asian	2	5	4	2	2
	White	82	75	58	48	22
South campus Extended	African				1	1
	Coloured	1				
South campus Mainstream	African	111	172			
	Coloured	26	43			
	Indian/Asian	83	112			
	White	109	125			
Total Extended		266	342	409	451	441
Total Mainstream		507	685	224	212	195

The number of first time entering African students in both the extended and mainstream programmes on the Bloemfontein campus have doubled since 2015, while the number of white students have declined steadily in extended and mainstream programmes. Coloured students in the Extended programme on Bloemfontein also show a decline in numbers from 2016 (Table 39).



In general, the faculty's numbers have decreased since the collaboration with IIE Varsity College ended. This can be seen in Figure 47, particularly regarding mainstream enrolments. In contrast, extended programme enrolments have generally been increasing since 2015.

Figure 48: Undergraduate enrolments by race and gender in Law



Similar than other faculties, Law has seen a sharp increase in African female and male students respectively, as well as a decrease in white female and male student numbers. The other groups all show an initial peak between 2015 and 2016, after which most numbers show a steady decline (Figure 48).

Figure 49: Postgraduate less than masters enrolments in Law

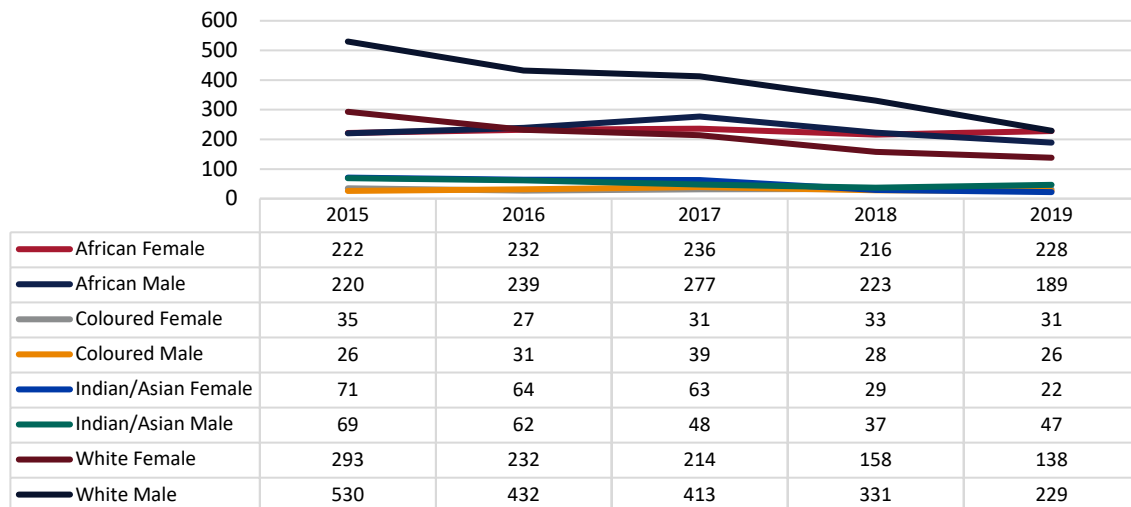


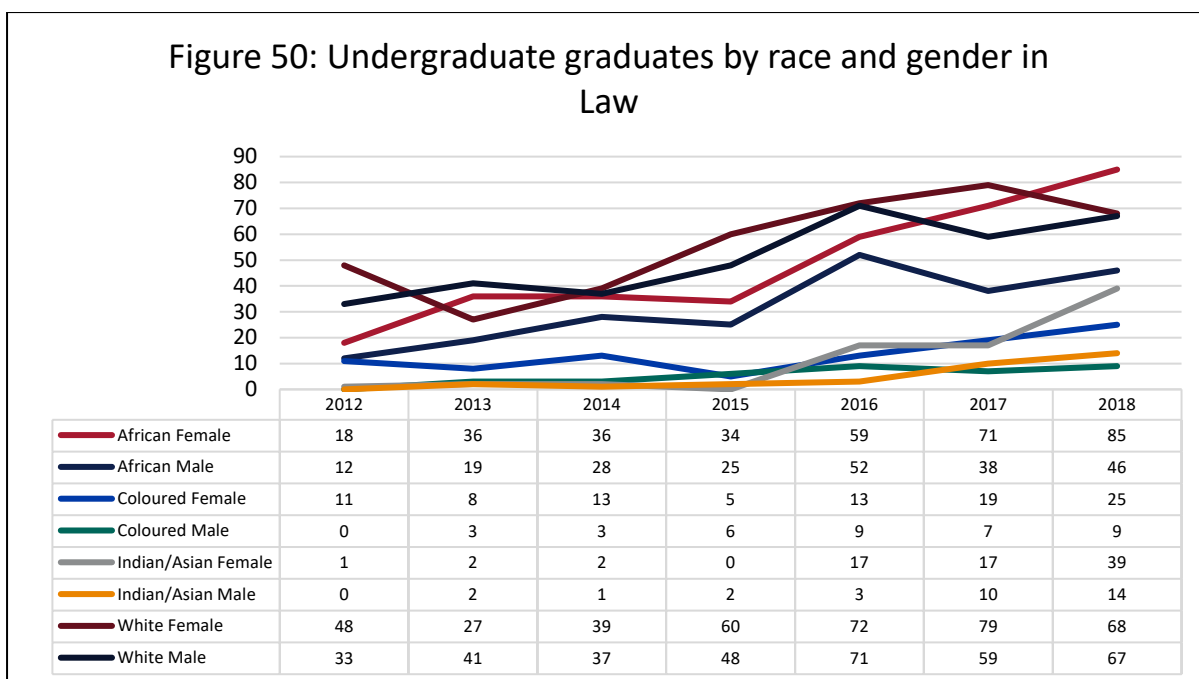
Figure 49 shows that even though white male students represent the most of students enrolled for postgraduates less than masters level studies, their numbers have declined by half since 2015. All other groups, except African females and Indian/Asian males also show a decline in numbers, particularly from 2018 to 2019.

3.5.3) Graduates

Table 40: Number of graduates by campus

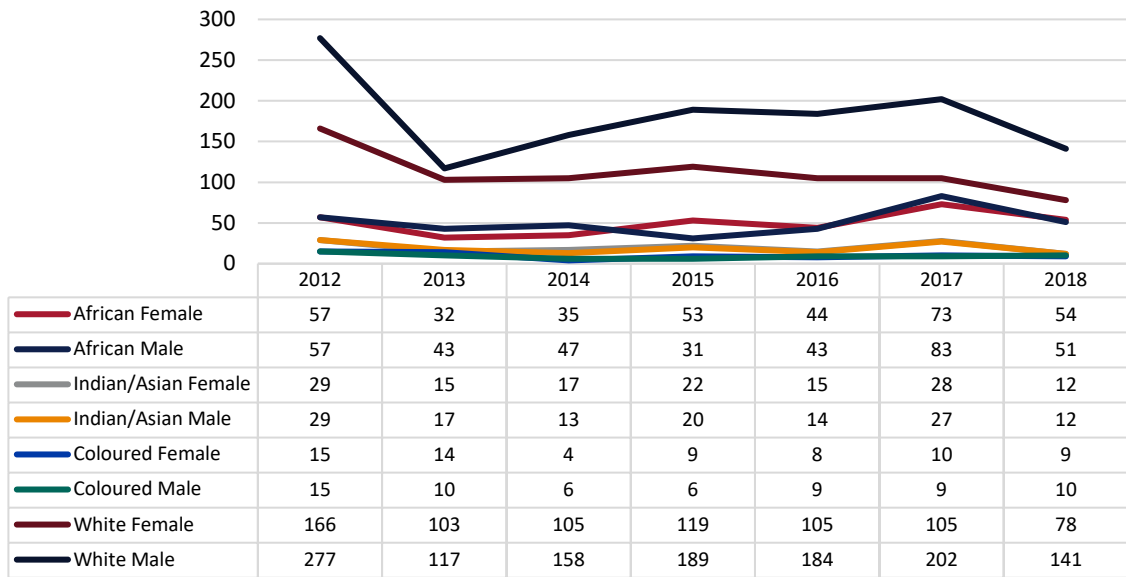
Count of graduates (excl. Masters and Doctoral): Law							
	2012	2013	2014	2015	2016	2017	2018
BFN	768	490	545	630	648	738	609
SOUTH					75	99	114
TOTAL COUNT	768	490	545	630	723	837	723

Graduate numbers on the Bloemfontein campus fell steeply between 2012 and 2013, but have increased steadily since then with another drop between 2017 and 2018 (Table 40). The graduates depicted on the South Campus are from the collaboration with IIE Varsity College.



African and white females show a general increase in undergraduate graduates from 2012, with more African females graduating than other groups in 2018 and a decrease in white female graduates between 2017 and 2018 (Figure 50). All groups show an increase in graduates from 2017 to 2018 (with the exception of white females). African females and males, Indian/Asian females and males, and Coloured females and males all peaked in 2018.

Figure 51: Postgraduate less than masters graduates in Law



While numbers fluctuate for postgraduate less than masters graduates in Law, when comparing 2012 numbers with 2018 numbers, all groups show a general decline (Figure 51). A decline is also seen in all groups from 2017 to 2018, except for Coloured males.

3.5.4) Module pass rates

Table 41: Undergraduate module pass rates of academic departments within Law

	2016	2017	2018
Mercantile Law	85%	70%	72%
Office of the Dean: Law	54%	62%	79%
Private Law	77%	65%	67%
Public Law	79%	72%	73%

*Students registered at the Dean’s office are in modules not assigned to specific departments.

Table 41 shows that undergraduate module pass rates of all departments increased from 2017 to 2018. The biggest increase between 2017 and 2018 and the lowest average module pass rates over the last three years was for the modules registered under the Office of the Dean: Law. The Department of Mercantile Law had the highest average module pass rates over the last three years.

Table 42: Undergraduate module pass rates for Law by race and gender

	2016	2017	2018
African female	79%	68%	70%
African male	74%	61%	64%
Coloured female	80%	75%	74%
Coloured male	79%	67%	70%
Indian/Asian female	83%	74%	86%
Indian/Asian male	75%	70%	80%
White female	86%	80%	81%
White male	83%	75%	76%

The undergraduate module pass rates of almost all races and genders increased from 2017 to 2018, except for Coloured females (Table 42). The biggest increase was for Indian/Asian females. African

males had the lowest average module pass rates over the last three years. White females had the highest average module pass rates over the last three years. The achievement gap between African and white students for 2018 was 12%, 1% lower than for 2017.

Table 43: Postgraduate less than masters module pass rates of academic departments within Law

	2016	2017	2018
Mercantile Law	63%	72%	60%
Office of the Dean: Law	67%	61%	56%

*Students registered at the Dean's office are in modules not assigned to specific departments.

The module pass rates for postgraduate less than masters in Law decreased from 2017 to 2018. The Department of Mercantile Law had the biggest decrease of 12% (Table 43). The Office of the Dean: Law had the lowest average module pass rates over the last three years.

Table 44: Postgraduate less than masters module pass rates of Law by race and gender

	2016	2017	2018
African female	55%	50%	50%
African male	51%	51%	40%
Coloured female	65%	63%	59%
Coloured male	59%	61%	52%
Indian/Asian female	69%	67%	69%
Indian/Asian male	58%	71%	67%
White female	81%	76%	75%
White male	77%	75%	66%

The postgraduate less than masters module pass rates of almost all races and genders decreased from 2017 to 2018, except for Indian/Asian females (Table 44). The biggest decrease in module pass rates from 2017 to 2018 was for African males. African males also had the lowest average module pass rates over the last three years. White females had the highest average module pass rates over the last three years. The achievement gap between African and white students for 2018 was 26%, which is 2% higher than in 2017.

3.6) Natural and Agricultural Sciences

3.6.1) Key findings for Natural and Agricultural Sciences

- QwaQwa campus shows an increase in all study levels with a peak in numbers for all degree levels in 2019.
- First time entering mainstream enrolments decreased by almost 400 between 2018 and 2019.
- Proportionally, when calculating the graduation rate for 2018 (undergraduate graduates divided by enrolments), white females have a graduation rate of 31%, white males 24%, African females 16%, and African males 11%.
- For postgraduate less than masters, the number of African male graduates peak in 2018, surpassing the number of white male graduates for the first time since 2012.
- For undergraduates, the Department of Mathematics and Applied Mathematics had the lowest average module pass rates over the last three years, while the Centre for Sustainable

Agriculture, Rural Development and Extension had the highest average module pass rate over the same time period.

- The achievement gap between African and white undergraduate students in 2018 was 11%, which is 1% lower than in 2017.
- The postgraduate less than masters module pass rates of most departments increased from 2017 to 2018.
- The Department of Physics showed the biggest decline in module success rates in postgraduate less than masters qualifications of 21% between 2017 and 2018.

3.6.2) Enrolments

Table 45: Count of enrolments for Natural and Agricultural Sciences by campus and degree level

		2015	2016	2017	2018	2019
BFN	Doctoral	263	287	319	317	376
	Masters	791	813	815	847	817
	Postgraduate less than masters	622	701	639	646	675
	Undergraduate	3420	3626	3879	4106	3976
QQ	Doctoral	27	31	36	37	39
	Masters	29	39	34	41	45
	Postgraduate less than masters	25	32	22	26	32
	Undergraduate	425	547	574	688	714
South	Undergraduate	306	382	376	331	321

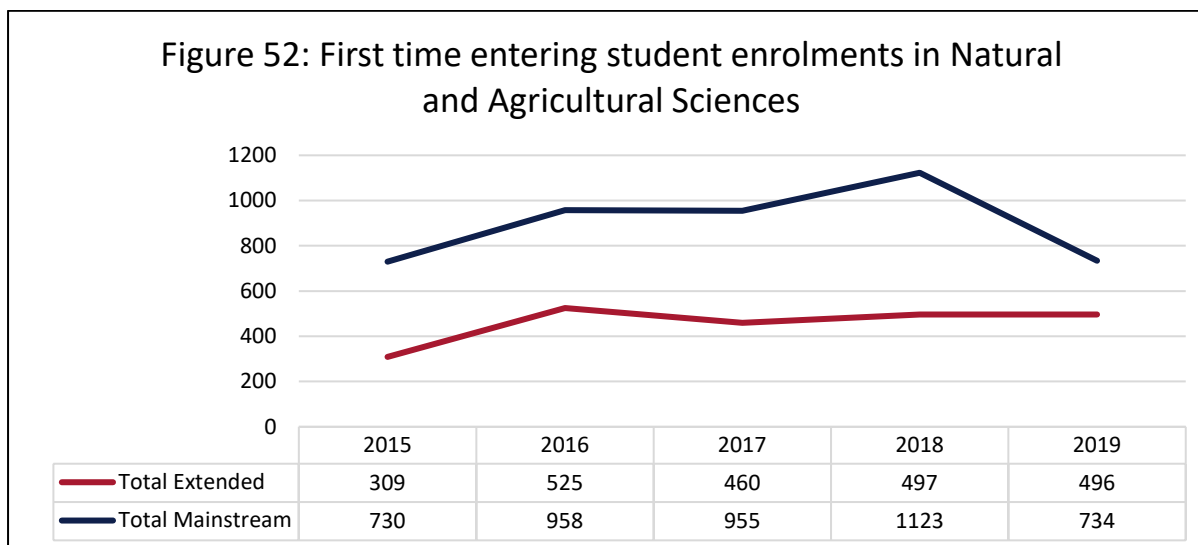
Natural and Agricultural Sciences enrolments show the highest number of doctoral enrolments on the Bloemfontein campus in 2019 (Table 45). QwaQwa campus shows an increase in all study levels with a peak in numbers for all degree levels in 2019. The South campus shows a steady decrease in numbers since 2016.

Table 46: First time entering undergraduate enrolment

		2015	2016	2017	2018	2019
BFN campus Extended	African	1		1	1	12
	Coloured					1
	White					1
BFN campus Mainstream	African	378	492	562	733	433
	Coloured	19	17	23	31	22
	Indian/Asian	15	17	9	14	6
	White	279	373	292	259	212
QwaQwa campus Extended	African	90	162	105	175	175
	Coloured				1	
	Indian/Asian		1	1		
QwaQwa campus Mainstream	African	39	58	68	81	54
	Coloured					1
	Indian/Asian		1			
South campus Extended	African	150	257	282	230	258
	Coloured	8	11	9	13	8
	Indian/Asian	2	2	2	2	1
	White	58	92	60	72	40

		2015	2016	2017	2018	2019
South campus Mainstream	African				3	
	Coloured				1	
	White			1	1	
Total Extended		309	525	460	497	496
Total Mainstream		730	958	955	1123	734

Increases in African first time entering student enrolments are seen on all campuses in the extended programmes (Table 46). There has been a decrease in African students in the mainstream programmes on both the Bloemfontein and QwaQwa campuses from 2018 to 2019. White student numbers in mainstream studies on the Bloemfontein campus show a steady decrease since 2016.



In general, both mainstream and extended programmes show an increase in numbers, with a stronger growth pattern in mainstream courses between 2015 and 2018. However, a sharp decrease is seen from 2018 to 2019 in the mainstream enrolment numbers while the extended programme numbers remain steady (Figure 52).

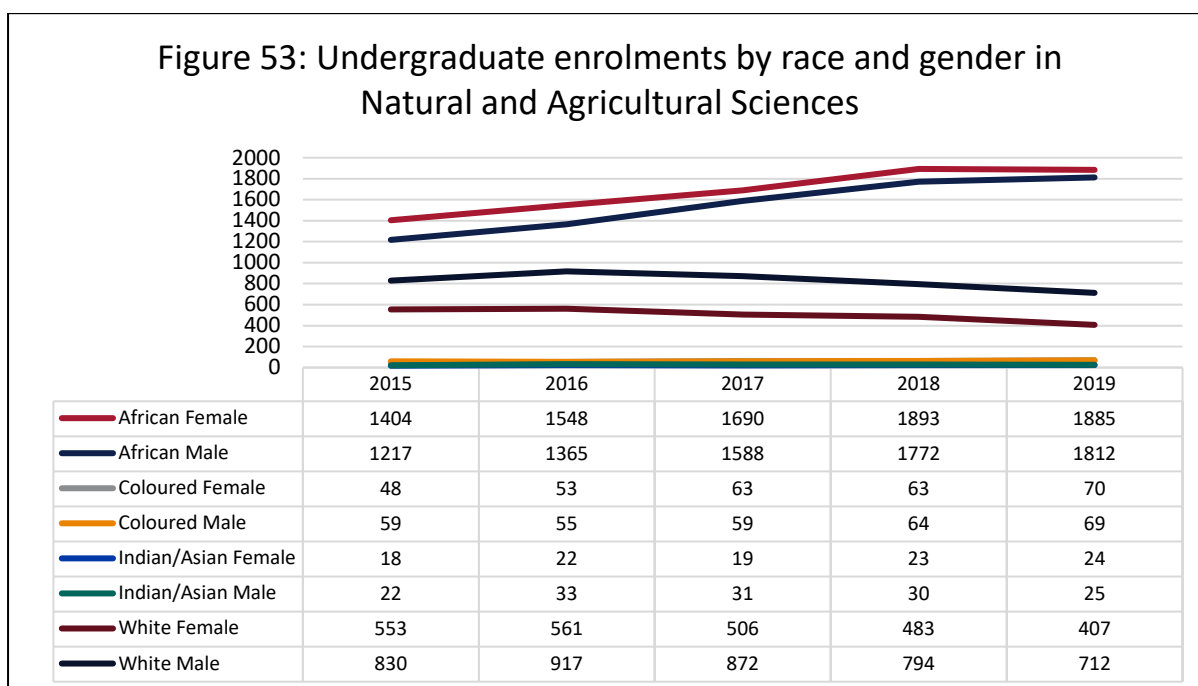


Figure 53 shows that while both African females and males show a steady increase in undergraduate enrolments from 2016 to 2018, white males and females show a decline in enrolments. This trend continued from 2018 to 2019, with the exception of African female enrolments that decreased slightly. The other four groups' numbers seem to fluctuate slightly, with a general upward trend.

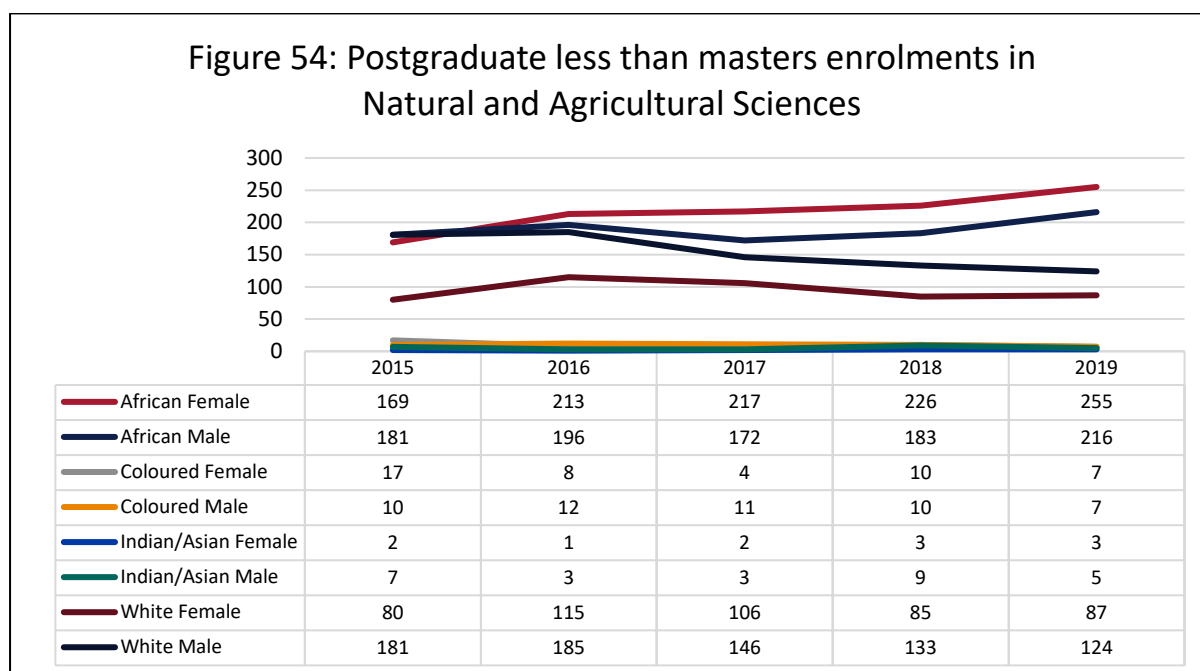


Figure 54 shows a gradual increase in postgraduate less than masters enrolments for African females and males since 2016, while white female and male students, as well as Coloured females show a general decline in the same period.

3.6.3) Graduates

Table 47: Number of graduates by campus

Count of graduates (excl. Masters and Doctoral): Natural & Agricultural Sciences							
	2012	2013	2014	2015	2016	2017	2018
BFN	1026	1049	1114	1160	1100	1106	1291
QWA	71	78	64	69	83	71	83
TOTAL COUNT	1098	1127	1178	1229	1183	1177	1374

*Total count includes one graduate from programmes hosted at South campus

Table 47 shows the number of graduates per campus in the faculty of Natural and Agricultural Sciences between 2012 and 2018. The darkest shading indicates the highest student numbers, with the colour lightening as the numbers decrease. The number of graduates on both the Bloemfontein and QwaQwa campus peaked in 2018.

Figure 55: Undergraduate graduates by race and gender in Natural and Agricultural Sciences

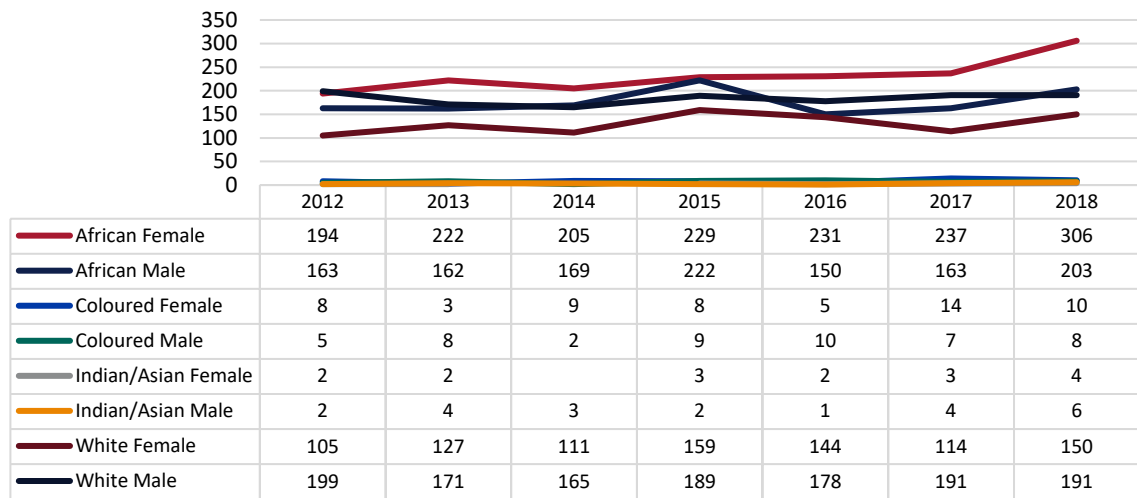
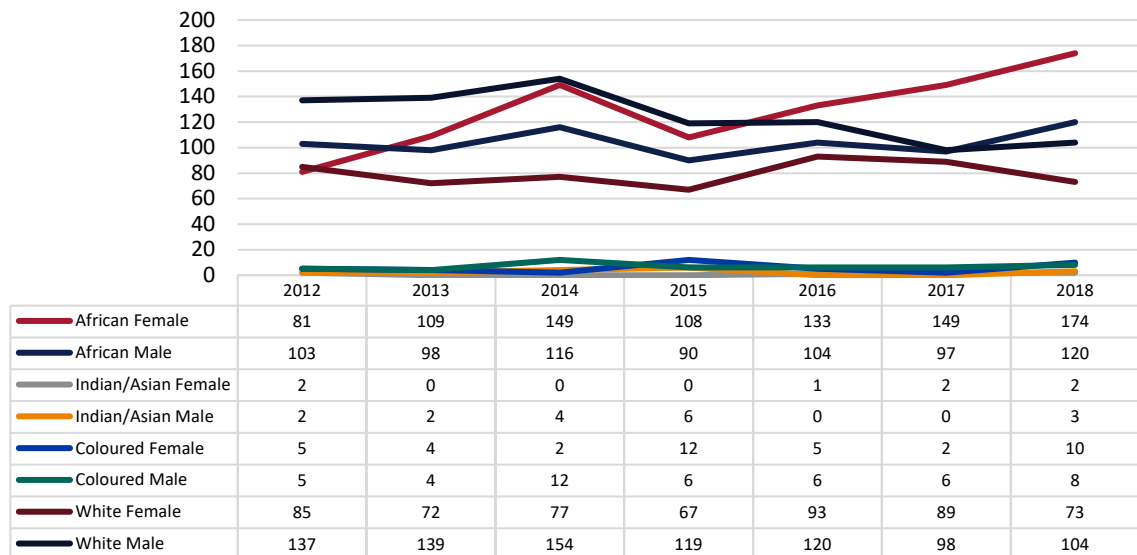


Figure 55 shows that African females make up the majority of undergraduate graduates, with their numbers gradually increasing over recent years. African and White males respectively, both of whom also show an increase in graduates between 2016 and 2018, follow this group. Proportionally, when calculating the graduation rate for 2018 (graduates divided by enrolments), white females have a graduation rate of 31%, white males 24%, African females 16%, and African males 11%.

Figure 56: Postgraduate less than masters graduates in Natural and Agricultural Sciences



For postgraduate less than masters students, the number of African females graduating have surpassed white males in 2016 and show a steady incline from 2015 peaking in 2019 (Figure 56). The number of white males graduating show a general decline from 2014 with a slight increase again from 2017 to 2018. Although the numbers fluctuate between 2012 and 2018, the number of African male graduates peak in 2018, surpassing the number of white male graduates for the first time since 2012.

3.6.4) Module pass rates

Table 48: Undergraduate module pass rates of academic departments within Natural and Agricultural Sciences

	2016	2017	2018
Agricultural Economics	88%	84%	80%
Animal, Wildlife and Grassland Sciences	89%	87%	83%
Architecture	94%	93%	94%
Centre for Sustainable Agriculture, Rural Development and Extension	97%		100%
Chemistry	81%	83%	85%
Computer Science and Informatics	82%	75%	74%
Consumer Science	94%	95%	95%
Genetics	91%	88%	90%
Geography	86%	87%	85%
Geology	82%	81%	79%
Mathematical Statistics & Actuarial Science	79%	72%	74%
Mathematics and Applied Mathematics	67%	61%	67%
Microbial, Biochemical and Food Biotechnology	83%	82%	78%
Office of the Dean: Natural Sciences	86%	86%	79%
Physics	76%	68%	70%
Plant Sciences	86%	86%	86%
Quantity Surveying and Construction Management	86%	84%	90%
Soil, Crop and Climate Sciences	82%	79%	78%
Zoology and Entomology	79%	76%	76%

*Students registered at the Dean's office are in modules not assigned to specific departments.

Table 48 shows that the undergraduate module pass rates of most departments decreased from 2017 to 2018. The biggest decrease was for modules registered with the Office of the Dean: Natural Sciences (7%). The Department of Mathematics and Applied Mathematics had the lowest average module pass rates over the last three years. The Centre for Sustainable Agriculture, Rural Development and Extension had the highest average module pass rate over the same time period.

Table 49: Undergraduate module pass rates for Natural and Agricultural Sciences by race and gender

	2016	2017	2018
African female	82%	81%	80%
African male	76%	72%	73%
Coloured female	86%	81%	82%
Coloured male	82%	74%	74%
Indian/Asian female	83%	79%	86%
Indian/Asian male	77%	73%	80%
White female	92%	92%	93%
White male	86%	87%	84%

The undergraduate module pass rates of most race and gender groups increased between 2017 and 2018 (Table 49). The biggest increase was for Indian/Asian males. African males had the lowest average module pass rates over the last three years, while white females had the highest average module pass rates over the last three years. The achievement gap between African and white students in 2018 was 11%, which is 1% lower than in 2017.

Table 50: Postgraduate less than masters module pass rates of academic departments within Natural and Agricultural Sciences

	2016	2017	2018
Agricultural Economics	85%	85%	83%
Animal, Wildlife and Grassland Sciences	87%	84%	97%
Architecture	92%	96%	100%
Centre for Environmental Management	100%	88%	89%
Centre for Sustainable Agriculture, Rural Development and Extension	92%	91%	95%
Chemistry	88%	93%	94%
Computer Science and Informatics	88%	81%	83%
Consumer Science	99%	80%	96%
DiMTEC	77%	80%	81%
Genetics	98%	99%	96%
Geography	74%	83%	80%
Geology	96%	91%	97%
Institute for Groundwater Studies	98%	92%	91%
Mathematical Statistics and Actuarial Science	88%	90%	92%
Mathematics and Applied Mathematics	89%	58%	63%
Microbial, Biochemical and Food Biotechnology	100%	99%	100%
Physics	88%	93%	72%
Plant Sciences	90%	94%	98%
Quantity Surveying and Construction Management	87%	90%	89%
Soil, Crop and Climate Sciences	86%	86%	79%
Urban and Regional Planning	87%	91%	79%
Zoology and Entomology	92%	98%	97%

The postgraduate less than masters module pass rates of most departments increased from 2017 to 2018 (Table 50). However, the biggest change between 2017 and 2018 was a 21% drop in the module pass rate of the Department of Physics. The Department of Mathematics and Applied Mathematics showed the lowest average module pass rates over the last three years. The Department of Microbial, Biochemistry and Food Biotechnology has the highest average module pass rates over the last three years.

Table 51: Postgraduate less than masters module pass rates of Natural and Agricultural Sciences by race and gender

	2016	2017	2018
African female	89%	89%	91%
African male	84%	84%	82%
Coloured female	89%	73%	100%
Coloured male	86%	71%	83%
Indian/Asian female	100%	100%	100%
Indian/Asian male	29%	88%	90%
White female	94%	96%	96%
White male	92%	93%	92%

*Indian/Asian female - 7 students in 2016 and 2017 respectively and 11 students in 2018 and Indian/Asian male - 2 students in 2016 and 15 students in 2017

The module pass rates of most races and genders decreased from 2017 to 2018. The biggest increase in module pass rates from 2017 to 2018 was for Coloured males (Table 51). Indian/Asian males had the lowest average module pass rates over the last three years, while, considering only the larger groups, white females had the highest average module pass rates over the last three years. The achievement gap between African and white students for 2018 was 7%, which is 1% lower than in 2017.

3.7) Theology and Religion

3.7.1) Key findings for Theology and Religion

- The number of postgraduate less than masters and undergraduate enrolments on the Bloemfontein campus peaked in 2019.
- The number of doctoral and masters enrolments show a steady decrease between 2016 and 2019.
- First time entering student numbers have increased from 15 in 2015 to 151 in 2019 (including higher certificate enrolment numbers).
- The number of undergraduate graduates have been increasing steadily from 2016 to 2018, peaking in 2018.
- The undergraduate module pass rates of all departments in Theology and Religion decreased from 2017 to 2018.
- The achievement gap between African and white undergraduate students for 2018 was 11%, which is 3% higher than in 2017.
- The module pass rates for postgraduate less than masters level students of all races and genders increased from 2017 to 2018.
- The achievement gap between African and white students in postgraduate less than masters qualifications for 2018 was 13%, which is 1% lower than in 2017.

3.7.2) Enrolments

Table 52: Count of enrolments for Theology and Religion by campus and degree level

		2015	2016	2017	2018	2019
BFN	Doctoral	37	47	45	41	40
	Masters	70	87	73	64	48
	Postgraduate less than masters	27	17	25	30	30
	Undergraduate	73	97	122	258	279
South	Undergraduate				53	1

Table 52 shows the number of enrolled students by campus and degree level over time. The darkest shading indicates the highest student numbers, with the colour lightening as the numbers decrease. The number of postgraduate less than masters and undergraduate enrolments on the Bloemfontein campus peaked in 2019. The number of doctoral and masters enrolments show a steady decrease between 2016 and 2019.

Table 53: First time entering undergraduate enrolment

		2015	2016	2017	2018	2019
BFN campus Extended	African		1	4	17	33
	Coloured			3	1	3
	White	3	6	3	1	2
BFN campus Mainstream	African	2	14	1	12	6
	Coloured	1	4		1	
	White	9	11	6	4	2
BFN campus Higher Certificate	African			34	80	91
	Coloured			2	6	9
	White				5	5
South campus Higher Certificate	African				46	
	Coloured				2	
	White				2	
Total Extended		3	7	10	19	38
Total Mainstream		12	29	7	17	8

For first time entering enrolments, African students show a significant growth in numbers, particularly in the extended programme on Bloemfontein (Table 53). While there has been an increase in the number of African enrolments in the mainstream programme between 2017 and 2018, this number dropped again in 2019. The introduction of the Higher Certificate qualification also added significantly to the student numbers since 2017. Overall, first time entering student numbers have increased from 15 in 2015 to 151 in 2019 (including higher certificate enrolment numbers).

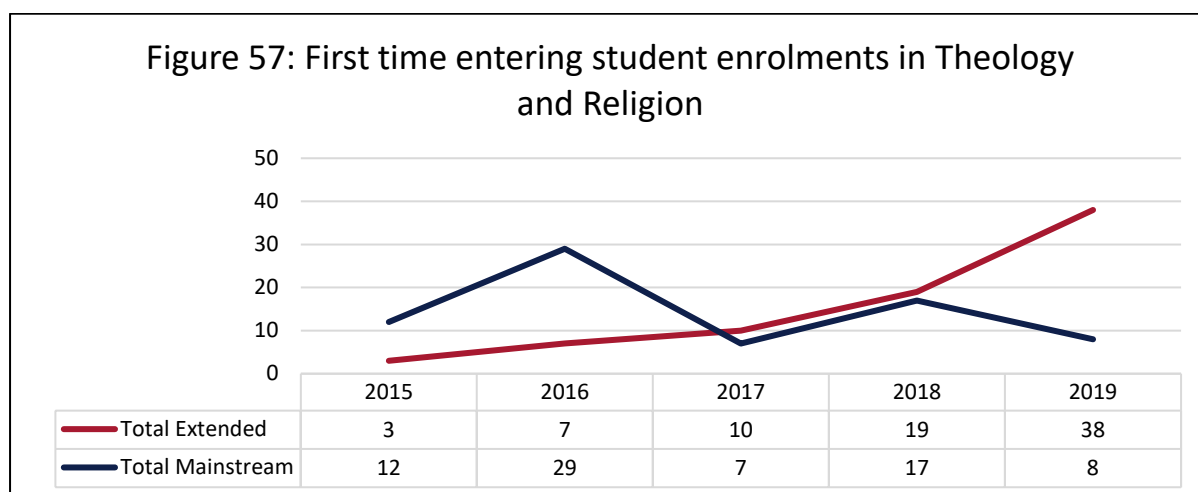
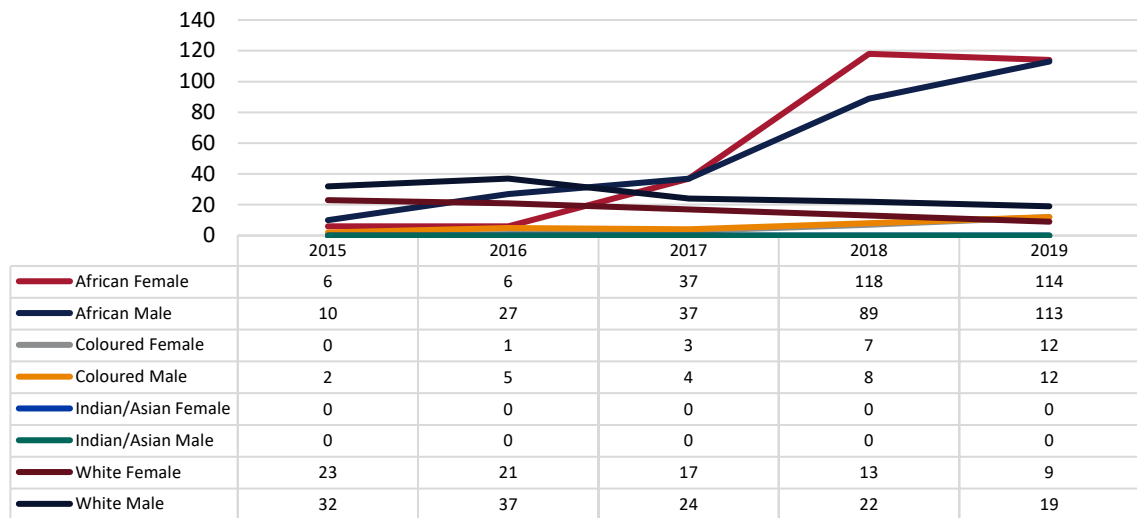


Figure 57 shows the general trends in the total first time entering enrolments in the extended and mainstream programmes in the faculty of Theology and Religion from 2015 to 2019. First time enrolments in the extended programme have steadily increased since 2015, with a particularly sharp increase from 2018 to 2019. Although, mainstream enrolments show some fluctuations, there is a general downward trend from 2015 to 2019.

Figure 58: Undergraduate enrolments by race and gender in Theology and Religion



Undergraduate enrolments of African students, as well as coloured students to a lesser extent, have increased since 2015, while white students' enrolments show a decline since 2016 (Figure 58). With a sharp increase in the number of African males from 2018 and 2019, this group now shows similar enrolment numbers than the African female group.

Figure 59: Postgraduate less than masters enrolments in Theology and Religion

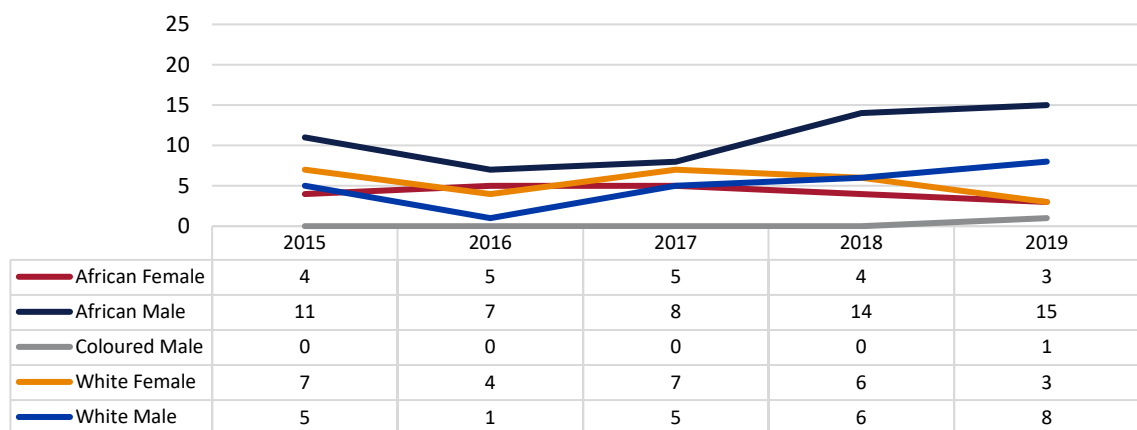


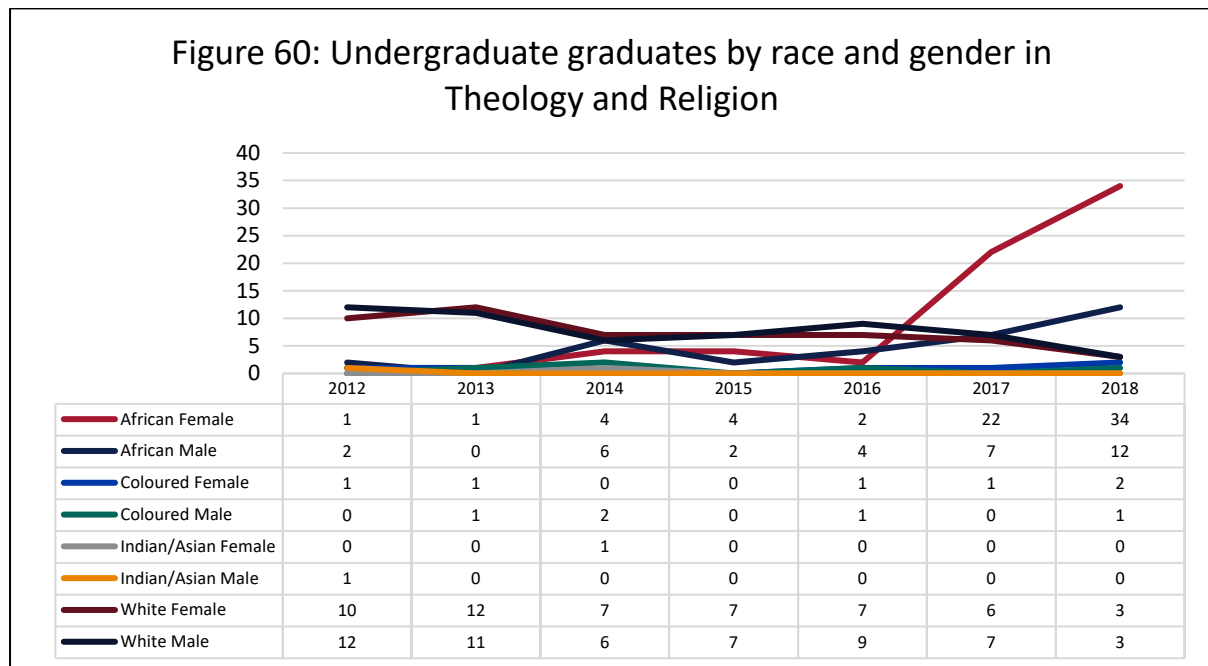
Figure 59 shows that postgraduate less than masters level enrolments have increased for African and white males, while the numbers for African and white females seem to be declining slightly.

3.7.3) Graduates

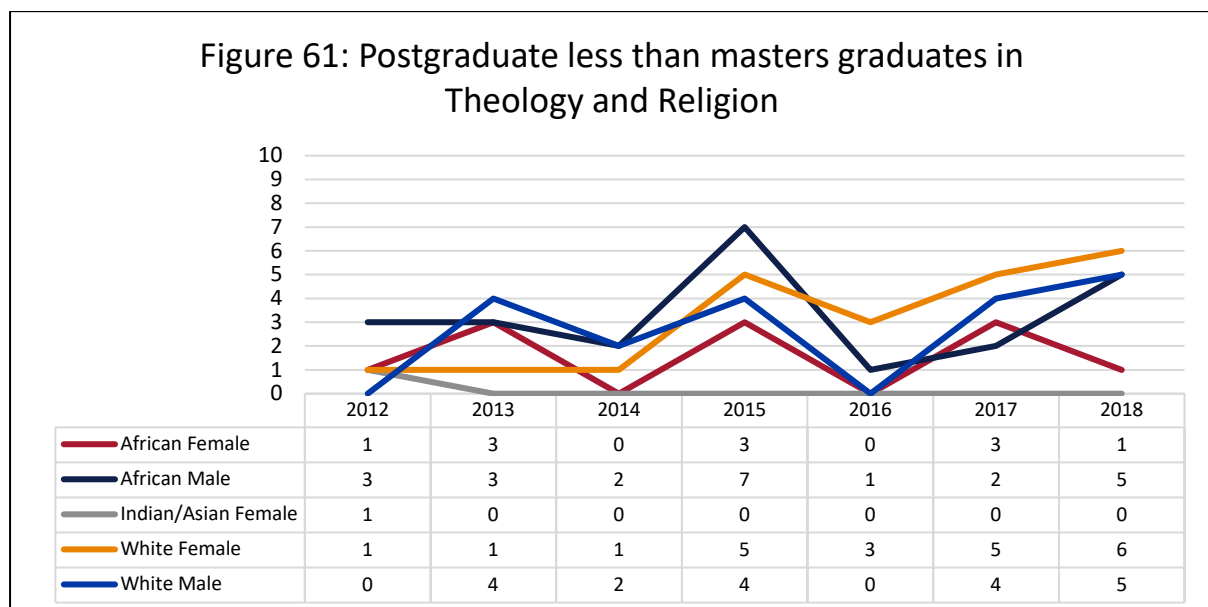
Table 54: Number of graduates by campus

Count of graduates (excl. Masters and Doctoral): Theology and Religion							
	2012	2013	2014	2015	2016	2017	2018
BFN	33	37	31	39	28	57	72
TOTAL COUNT	33	37	31	39	28	57	72

Table 54 shows that the number of graduates in the faculty of Theology and Religion between 2012 and 2018. The darkest shading indicates the highest student numbers, with the colour lightening as the numbers decrease. Despite fluctuations in the numbers between 2012 and 2016, the number of graduates have been increasing steadily from 2016 to 2018, peaking in 2018.



The number of African females obtaining undergraduate degrees have increased significantly between 2016 and 2018 (Figure 60). African males also show an increase, surpassing white male graduates in 2018. Generally, white male and female students show a decrease from 2016.



For postgraduate studies less than masters level, although all groups show some fluctuations, there is a general increase in the number of graduates from 2016 to 2018 (Figure 61).

3.7.4) Module pass rates

Table 55: Undergraduate module pass rates of academic departments within Theology and Religion

	2016	2017	2018
Church History and Polity	84%		
Historical and Constructive Theology	91%	85%	63%
Missiology	100%		
Office of the Dean: Theology	87%	100%	94%
Old and New Testament Studies	92%	90%	63%
Practical and Missional Theology	86%	85%	74%
Religion Studies	96%	96%	91%

*Students registered at the Dean's office are in modules not assigned to specific departments.

The module pass rates of all departments in Theology and Religion decreased from 2017 to 2018. The biggest decrease in undergraduate module pass rates from 2017 to 2018 was for the Department of Old and New Testament Studies (Table 55). The Department of Historical and Constructive Theology had the lowest average module pass rates over the last three years. The Department of Missiology had the highest average module pass rates over the last three years.

Table 56: Undergraduate module pass rates for Theology and Religion by race and gender

	2016	2017	2018
African female	97%	93%	78%
African male	89%	86%	70%
Coloured female	94%	89%	66%
Coloured male	85%	92%	47%
Indian/Asian female	100%	100%	
White female	98%	99%	91%
White male	88%	94%	79%

*Coloured male - 17 students in 2018 and Indian/Asian female - 4 students in 2016 and 2 students in 2017

The module pass rates of all races and genders decreased from 2017 to 2018. Table 56 shows that the biggest decrease in undergraduate module pass rates from 2017 to 2018 was for coloured males and females. Coloured females also had the lowest average module pass rates over the last three years. Considering only the larger groups, White females had the highest average module pass rates over the last three years. The achievement gap between African and white students for 2018 was 11%, which is 3% higher than in 2017.

Table 57: Postgraduate less than masters module pass rates of academic departments within Theology and Religion

	2016	2017	2018
Historical and Constructive Theology	73%	83%	96%
Missiology			100%
Old and New Testament Studies	71%	86%	100%
Practical and Missional Theology	75%	72%	84%
Religion Studies		100%	100%

The module pass rates of postgraduate less than masters level for all departments increased from 2017 to 2018. The biggest increase was in the Department of Old and New Testament Studies (Table

57). The Department of Practical and Missional Theology had the lowest average module pass rates over the last three years. The Departments of Missiology and Religion Studies had the highest average module pass rates over the last three years.

Table 58: Postgraduate less than masters module pass rates of Theology and Religion by race and gender

	2016	2017	2018
African female	73%	77%	89%
African male	70%	65%	84%
Coloured male	0%		
White female	100%	90%	100%
White male	64%	80%	100%

*African female - 19 students in 2016, 17 students in 2017 and 16 students in 2018; coloured male - 2 students with no results; white female - 17 students in 2016; white male - 7 students in 2016

The module pass rates for postgraduate less than masters level students of all races and genders increased from 2017 to 2018. The biggest increase was for white males (Table 58). White females had the highest average module pass rates over the last three years. Considering only the larger groups, African males show the lowest module pass rate in 2018. The achievement gap between African and white students for 2018 was 13%, which is 1% lower than in 2017.

SECTION 4: QUALITY ENHANCEMENT INITIATIVES

All UFS departments/units are subject to a five-year external review process as a primary measure of quality control. These reviews extend beyond national accreditation processes to help the institution reflect on the relevance and quality of programmes, curricula, and services offered. The actionable recommendations also provide tangible guidance for improvements.

Turning to institutional quality enhancement initiatives provided by the CTL, each of the five focus areas are involved in initiatives to enhance the quality of teaching, learning, and ultimately student success. Some of these initiatives and their contributions are shared here.

4.1) Student engagement at the UFS

The South African Surveys of Student Engagement (SASSE) are administered annually by the CTL. Nationally, 21 universities have participated in at least one survey over the past decade and the project also plays an important role in supporting other national initiatives, such as the Siyaphumelela project described later. Beyond the Department of Higher Education and Training's (DHET) Higher Education Management and Information System (HEMIS) database, SASSE data is the only other national database on students in South African higher education. This allowed for a three-part report publication in collaboration with Universities South Africa (USAf) in 2018 on understanding our students. At the UFS, engagement data has helped us to better align teaching and learning, and design environments that put student success and quality at the centre of institutional thinking.

The data below represent broad tendencies of the extent to which students engage in effective educational practices.

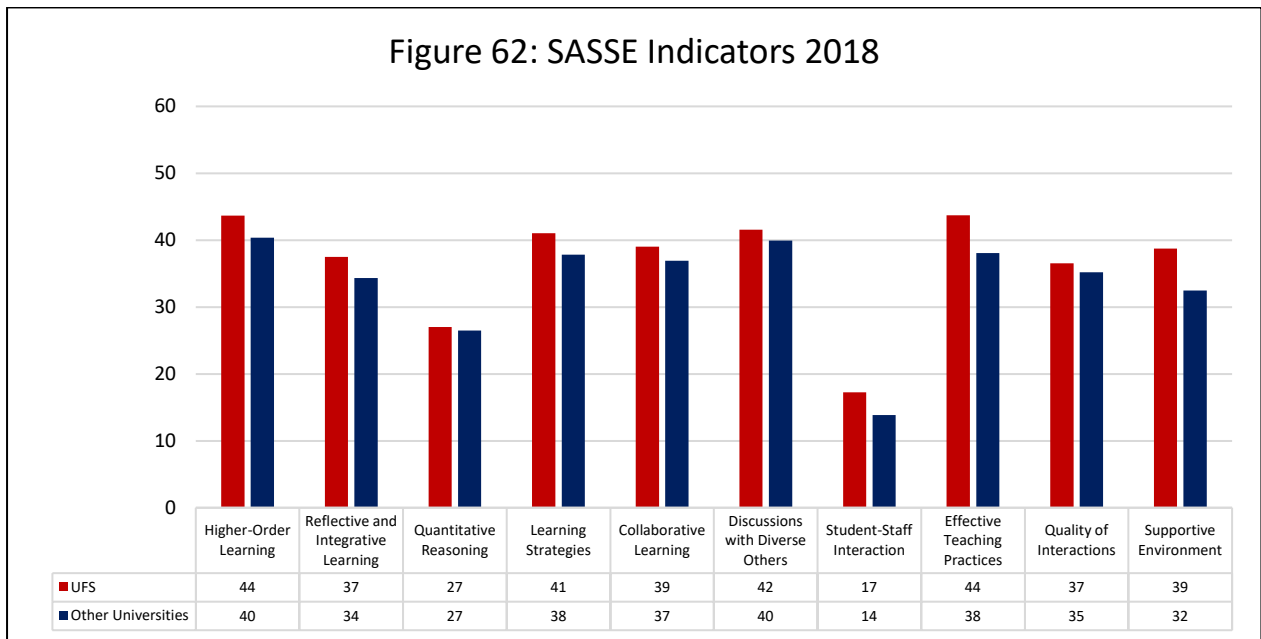


Figure 62 shows UFS undergraduate students' mean scores for SASSE indicators in comparison with seven fellow participating universities in 2018. UFS students show statistically significant ($p \leq 0.01$) higher engagement scores in all indicators, except for Quantitative Reasoning. The biggest differences are seen in indicators measuring students' experiences of Effective Teaching Practices, and whether they experience their institutions as an environment providing academic and non-academic support. The Student-Staff Interaction indicator is a challenge in international administrations of engagement surveys too, although UFS students show more interaction with staff than comparative universities.

4.1.1) Teaching and Learning

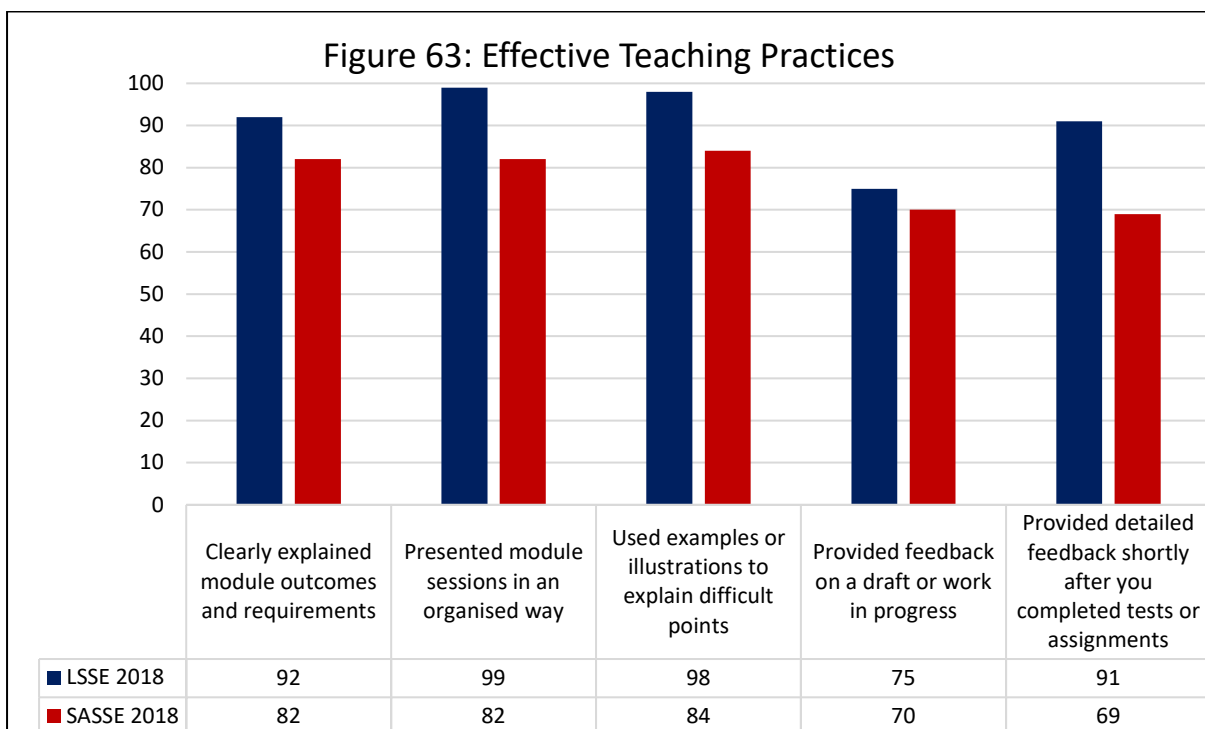
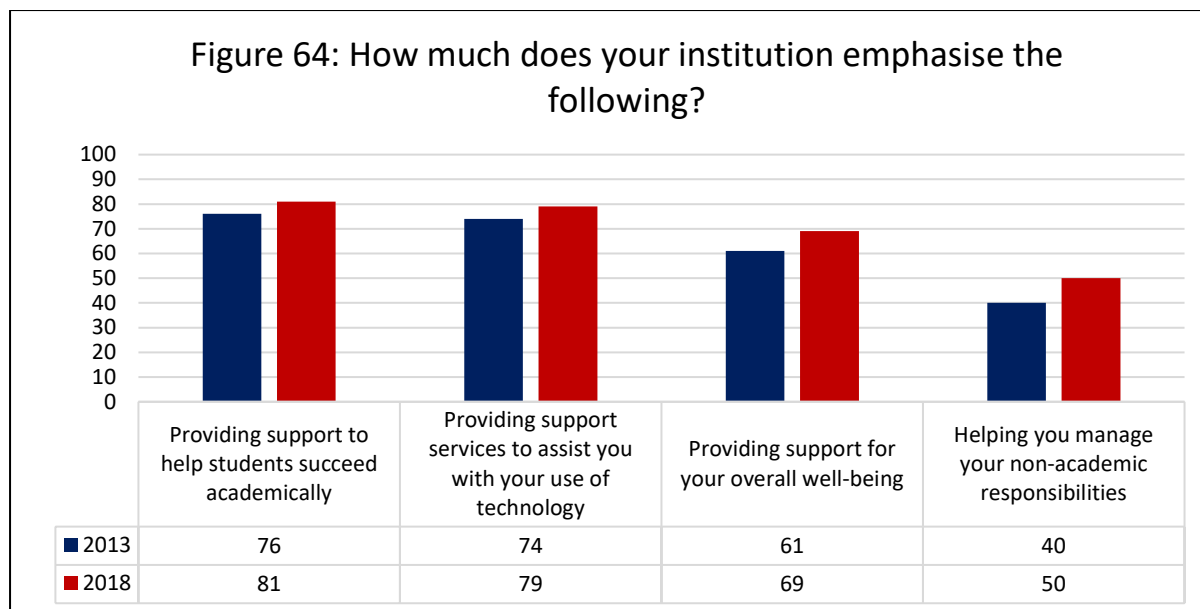


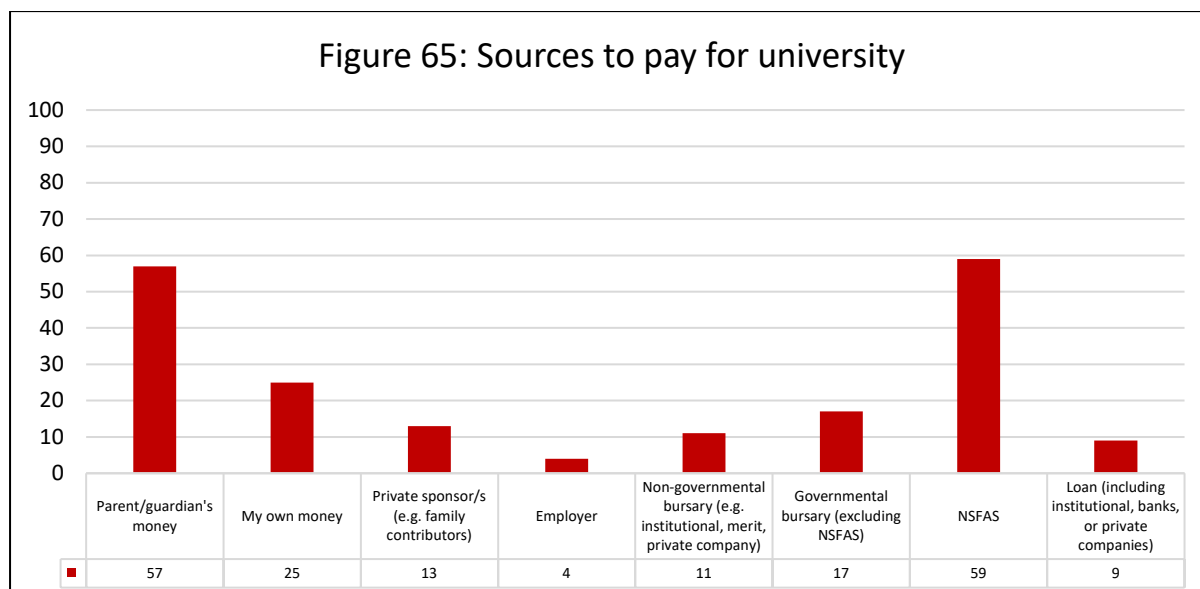
Figure 63 shows a comparison between students' and lecturers' responses to the items making up the Effective Teaching Practices indicator. For the most part, lecturers are confident that they clearly explain outcomes, present their classes in an organised way, use examples in class, and provide

sufficient feedback. Although more than 80% of the student sample feel that their lecturers engage in these effective teaching practices, there is a 20% difference in students' perception that they receive adequate feedback from their lecturers. This gap, unfortunately, has been staying persistent over time.

4.1.2) Institutional support



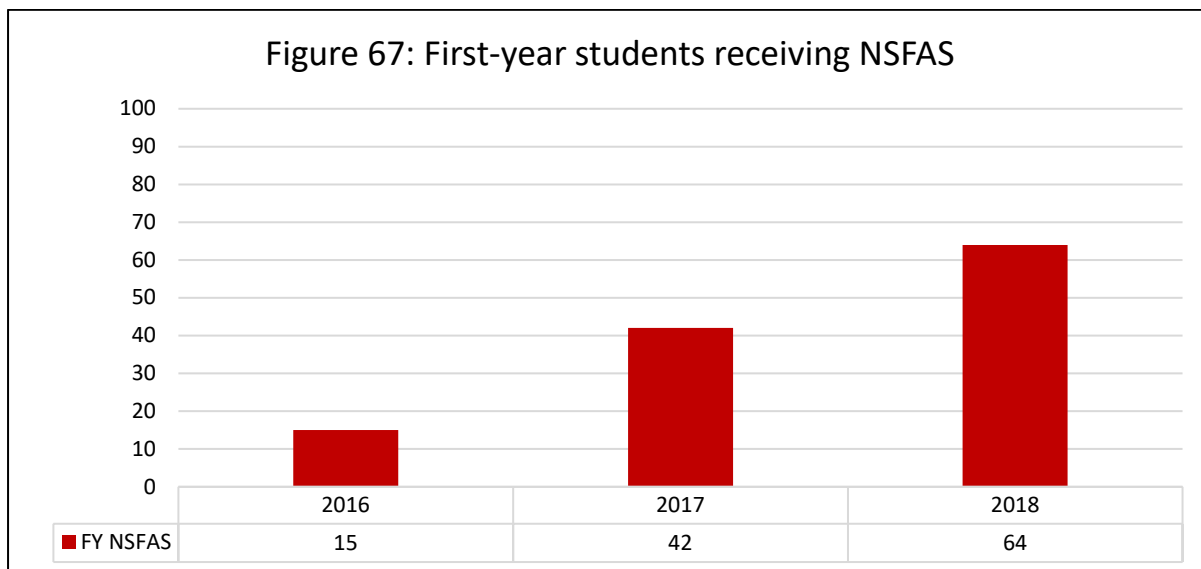
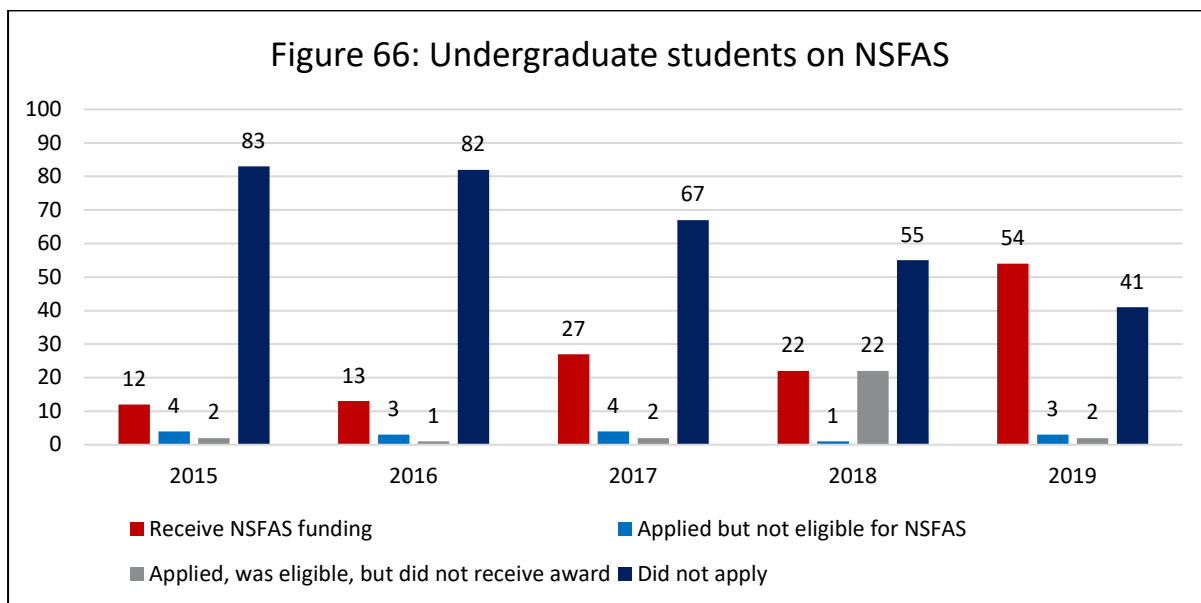
As noted, UFS students perceive more academic and non-academic support from the institution than other comparative institutions. This trend also increased over time. Comparing how UFS students felt in 2013 to how they felt in 2018, Figure 64 shows increases ranging from 5% in how students feel academically supported, to 10% increases in how students feel the UFS supports them non-academically.



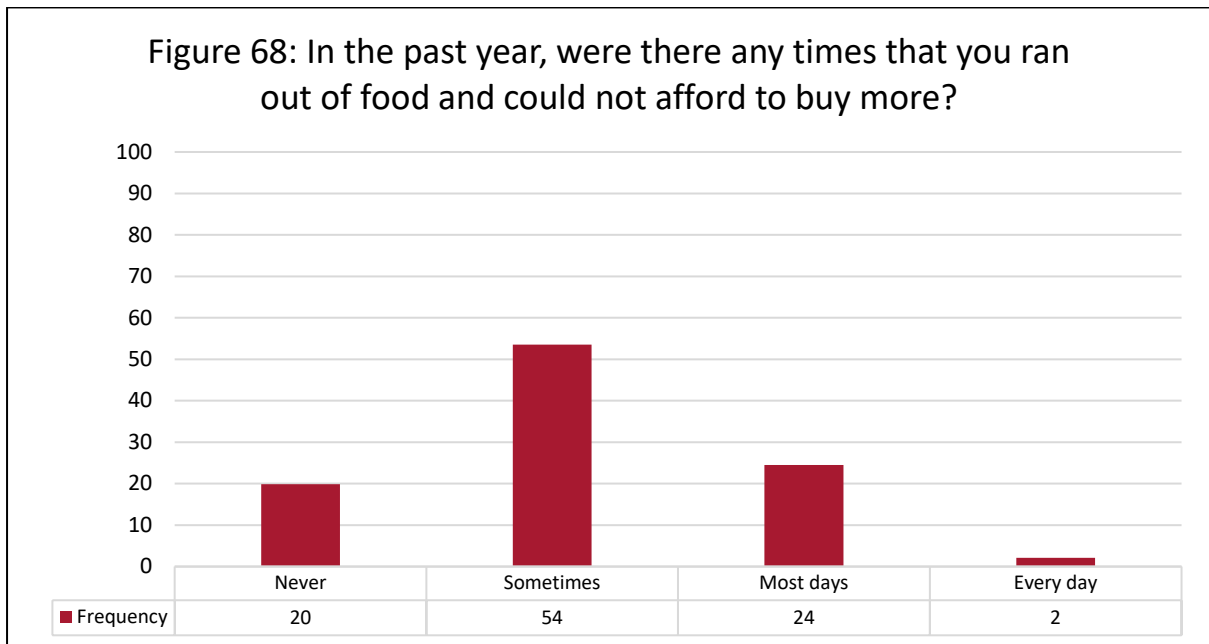
Students are asked to indicate the different financial sources students use to pay for university. Just over half indicate that they are making use of their parents' or guardians' money and 59% indicated that they are making use of NSFAS funding (Figure 65). A further 25% of students say that they make

use of their own money, and 13% are funded by private sponsors. Government bursaries account for 17% of students' funding, while only 9% of the SASSE sample pay for university through loans.

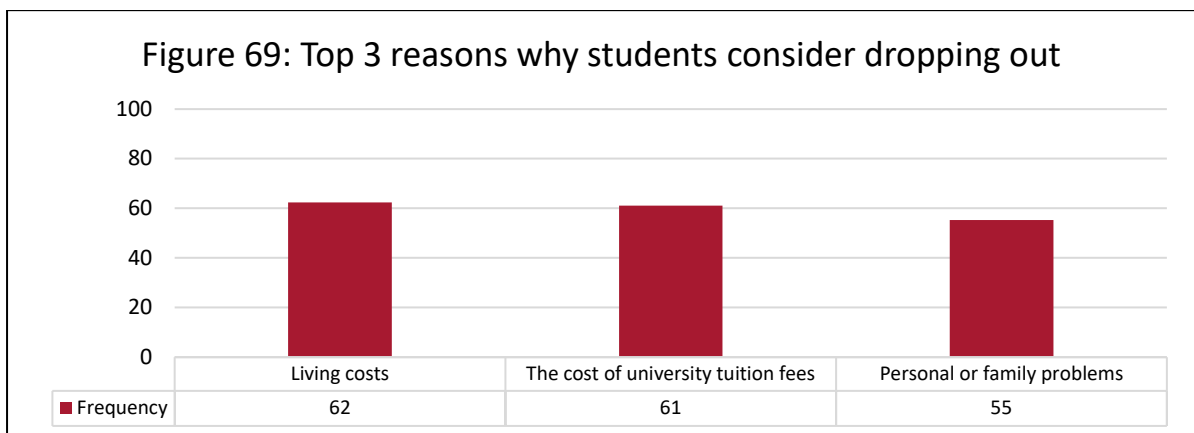
Institutional data show how undergraduates' NSFAS funding has increased over time (Figure 66). For example, the 12% that were funded by NSFAS in 2015 has increased fourfold to 54% in 2019. The number of students who did not apply for NSFAS funding also halved between 2015 and 2019.



The SASSE data reflects trends we see in the sector. For example, in 2016, only 15% of first-year students completing the survey indicated that they were funded by NSFAS. This percentage more than doubled to 42% in 2017, and climbed a further 20% to around two thirds of first-year students being funded by NSFAS in 2018.



In an attempt to measure students' food insecurity, the SASSE asks whether there were any times during the past year that students had run out of food and could not afford to buy more. Figure 68 shows that only 20% of students say that this has never happened to them in the past year, while 26% indicate that this has happened most days or every day. The latter figure is slightly lower than in 2017, which might reflect the impact of increased NSFAS funding. However, as Figure 69 below shows, the NSFAS funding might not be enough.



The SASSE asks students whether they have considered dropping out, and the top three reasons are included here. The two most prominent reasons include living costs and tuition fees, while the third most often cited reason includes personal or family problems.

4.2) Siyaphumelela

The Siyaphumelela project came to an end in 2019 and consisted of a five-institution partnership, funded by the Kresge Foundation, to develop data analytics for student success. Some of the initiatives the UFS started and are developing as a direct result of the Siyaphumelela project include:

- Early Warning System (EWS)
 - In developing an EWS, risk factors influencing first time undergraduate students' success were identified from institutional data (these risk factors were predictors of whether a student will pass or fail their first year). Some of the interesting findings is

that language (English in this case) is a consistent predictor of success across faculties and campuses along with a student's credit load. The promising aspect of the EWS is to use these risk factors and nudge students to the appropriate support structures proactively. The current aim is to pilot the EWS in 2020.

- The Tsehetsa Tracking project, which aims to track and nudge first year students toward institutional support if and when needed.
- Academic advising Case Management System (CMS):
 - A CMS allows academic advisors to capture data as they consult with students. These data points include demographic as well as session data. The advisors can also leave comments for other advisors (or other support structures), making the CMS a catalyst for analytics and standardization.
 - A prototype CMS is currently being piloted and the software is expected to be released later this year.
- Nudging:
 - Analytics initiatives such as the EWS and CMS are created with the intention to take action in order to increase student success. One of the possible actions is to nudge students (per email / sms) towards support structures.
 - We conducted such a pilot where we used a module with a high failure rate and nudged students to additional resources on Blackboard. We monitored the online Blackboard traffic to see how students respond to nudging. Our next pilot includes three modules in different departments to scale the process.
- Data Analytics Capacity Development programme (DACD):
 - To build analytics capacity, several in-house workshops were held at different difficulty levels. These workshops were designed to address the analytics needs of the participants.

These initiatives are positioning the UFS to play a leading role in the continuation of the broader Siyaphumelela project in the national development of academic advising, as well as student engagement.

4.3) High-Impact Practices

As part of student engagement, high-impact practices are scaled (they reach a wide range of students) practices that are intentionally designed to optimise students' interactions with diverse peers and staff, and aimed at increasing students' development and success. The CTL has positioned four support interventions as high-impact practices: Academic advising, the A_STEP programme (tutorials), the UFS101 module, and language development.

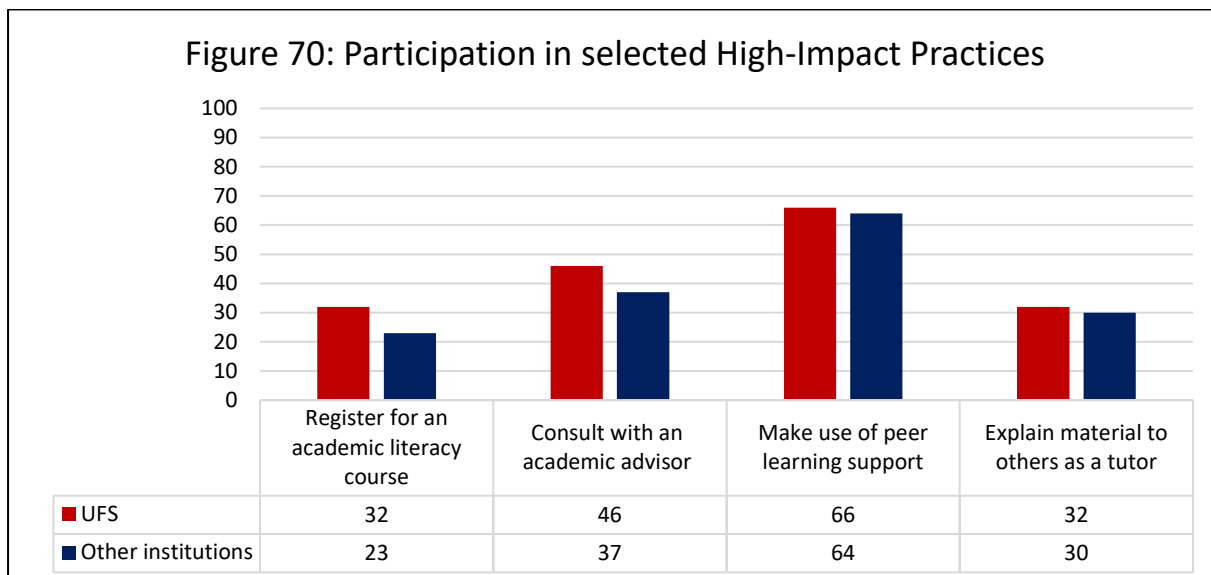


Figure 70 shows SASSE data on how UFS students engage more in certain high-impact practices, compared to other institutions.

4.3.1) Academic advising

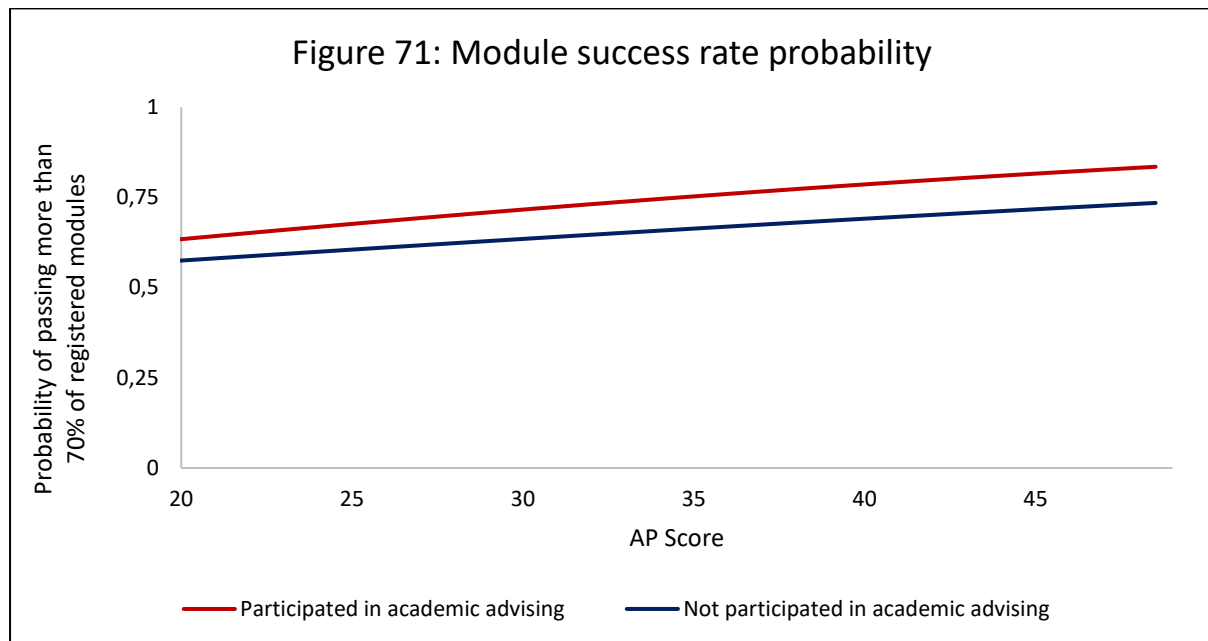
The UFS is playing a leading role nationally to develop academic advising for students and professionalise the practice for staff. Advising is gradually finding itself to be an intervention that is developmental and/or proactive, targeted and personalised in order to enhance student success. Through the Siyaphumelela project, seven institutions, under leadership of the UFS, applied for, and were awarded a collaborative University Capacity Development Grant (UCDG). Through committed work enabled by the grant, the UFS has come to conceptualise academic advising as the integration of student support and provision of holistic support, in order to create a more streamlined student experience. Academic advisors are facilitators of students' success and, as a result, help to retain students. Students who feel connected to an institution, feel cared about, understand their purpose, and have clear academic and career goals, propel them to persist in their academic endeavours. Academic advisors can thus assist students in the areas of engagement, academic planning, decision-making, and problem resolution.

Table 59: Student participation in academic advising initiatives (BFN and QQ campuses)

	2017	2018
Academic Advising Initiatives	Number of students	Number of students
Face-to-face with CTL advisors	345	729
Online advising interaction (Facebook)	589	1763
UFS101	7423	9400
ResLife collaboration (P3 mentor workshops)	251	184
Star-of-Stars (cohort advising)	11	16
Student workshops		1223
Peer advisor training (i.e. Tutors, TA's, Mentors)		367
Registration advising		3498

As Table 59 shows the number of students who have engaged in the services provided by the Central Academic Advising Office, situated in CTL. These numbers exclude those who have been advised within their faculties. Academic advising initiatives are growing rapidly, and many students are reached

through individualised or group sessions, as well as during different key points in their studies. Evidence of its impact can also be seen in Figure 71 below that shows UFS students who receive advising, regardless of their academic potential as expressed through their AP scores, have a higher pass rate probability than those not engaging in advising.



Analyses such as these which focus on students' actual behaviours and performance support similar results from self-reported data linking the benefits of academic advising, student engagement, and success.

4.3.2) A-Step tutorial programme

The Academic Student Tutorial Excellence Programme (A_STEP) serves all seven faculties and reaches over 10000 students every year. Its centralised model allows for relevant training of over 300 tutors and close collaborations with faculties and lecturers. While the A_STEP team has invested in sophisticated analytics to track attendance and performance, a recent report also shows a positive relationship between student engagement and tutorial attendance. Other significant findings from the report are shared below.

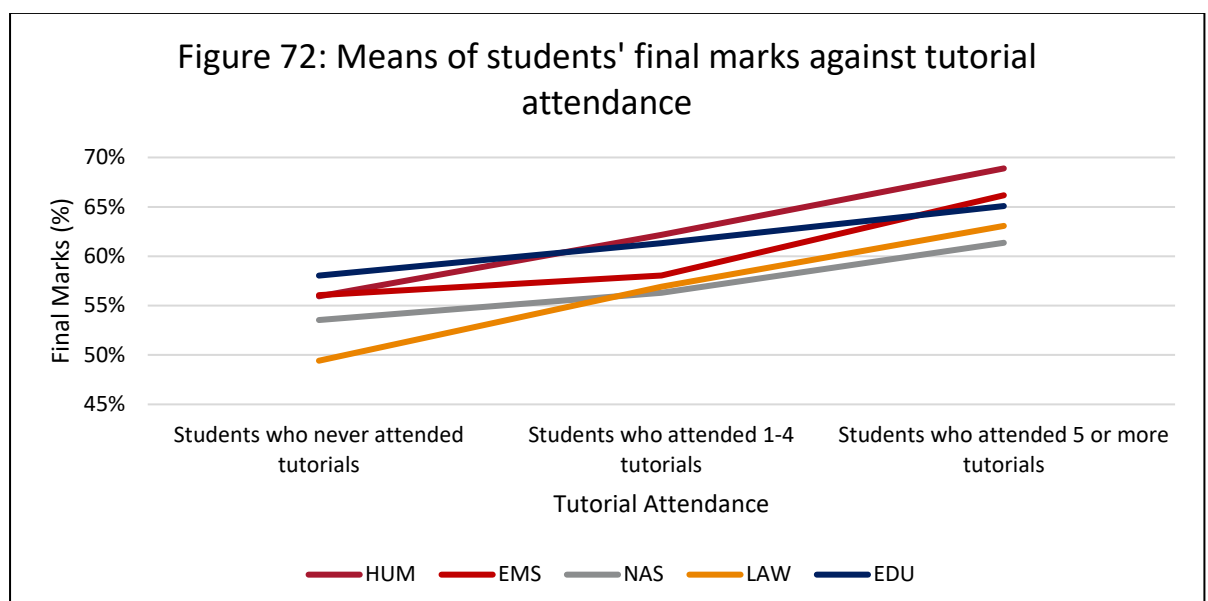
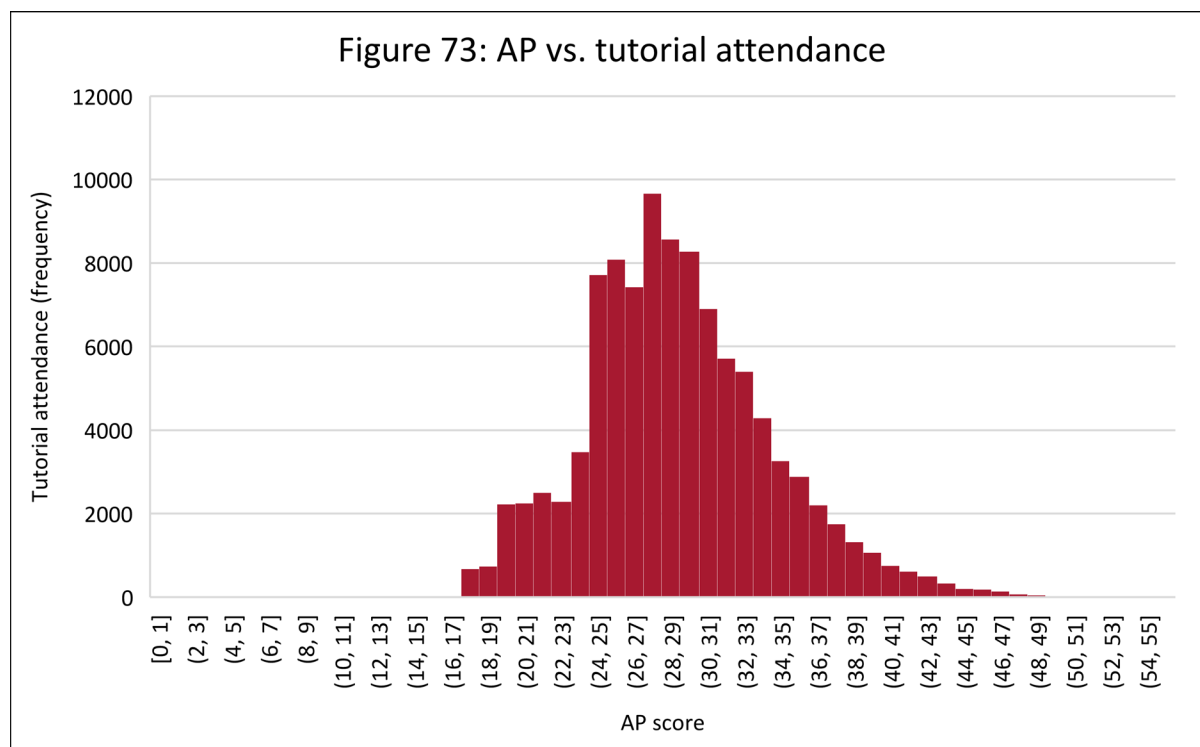


Figure 72 shows that students who attend tutorials tend to perform better. Further, the more students attend, the better they do. Figure 73 below reflects the AP scores of the students who attend tutorials most, which ranges from 26-31. Thus, the students who might need more support, are the ones attending most.



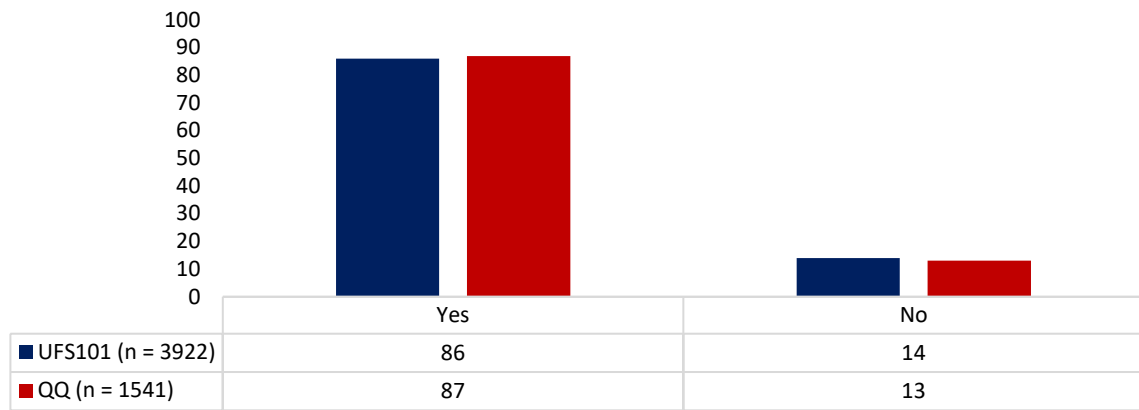
Recently, the A_STEP team have been piloting a nudging campaign. The programme’s data show that there is a persistently high attrition rate after the third week of tutorials. To date, the pilot has shown promising results to increase tutorial attendance. The team hopes to scale the nudging campaign, particularly to include high-risk modules.

4.3.3) Transition: UFS101

UFS101 is a compulsory module, aimed at providing support and strategies to assist students to successfully transition into higher education. This is done through considering and addressing some of the many variables that can affect how students transition into and through their first-year. In addition to this, the overarching themes of the module are entrepreneurship, employability, and leadership. In 2018, 9105 students were enrolled for the module and in 2019, 8459 were enrolled in the module. The focus of the first semester is academic success skills (e.g. study reading, time management, goal setting, referencing and plagiarism etc.), while the focus of the second semester is on how students can make the most of their undergraduate studies to prepare for the world of work.

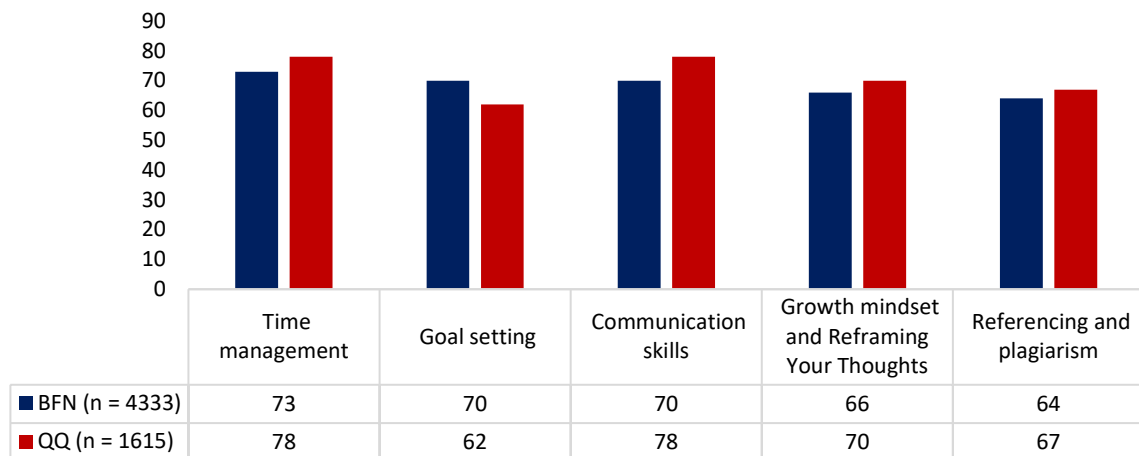
As seen in Figure 74 below, the majority of students reported that the content presented in the first semester of UFS101 in 2019 addressed some of the major challenges they experienced in their first six months of university.

Figure 74: Did UFS101 address any of the challenges students experienced in their first six months of university? (%)



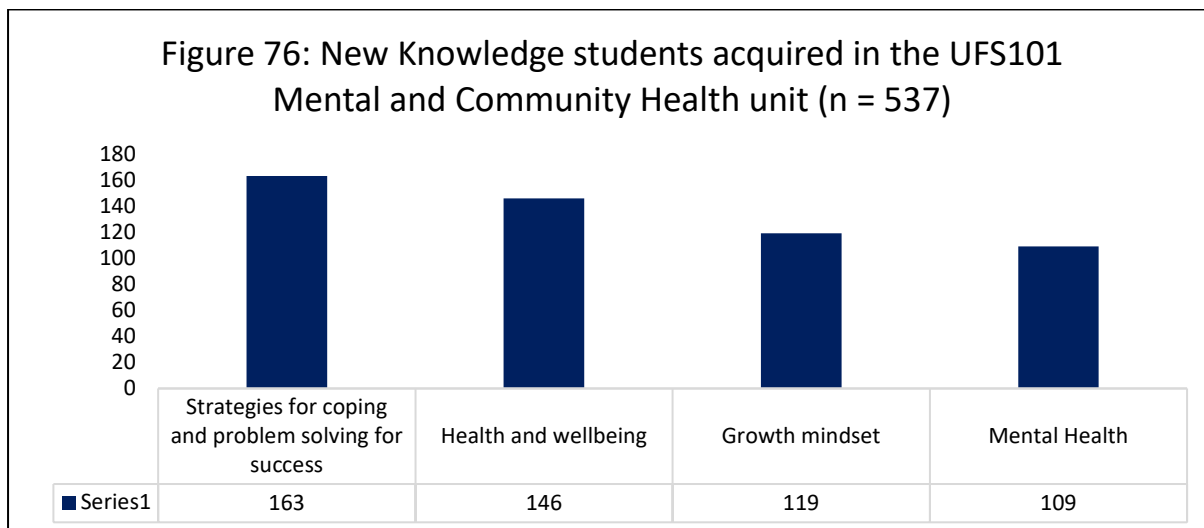
Illustrated in Figure 75 below are the skills the majority of students applied outside of UFS101, which they reported learning in UFS101 in the first semester of 2019.

Figure 75: Most valuable skills students say they very often/always applied outside UFS101 (%)



Through collaborations with various stakeholders across campus, the UFS101 staff are recognised for their contributions to innovatively teach large classes, such as the large class teaching of sign language, among many others. When students were asked to rank the most valuable content they learned in the first semester, time management, goal setting, study reading, and financial literacy were listed as the highest.

From the 2018 second semester evaluations, students said that the Community and Mental Health, and Entrepreneurship class were the most valuable classes for them. In Figure 76 below, the new knowledge students acquired in the Mental and Community Health unit are reported.



In focus groups, this is what students said about the second semester content of UFS101:

“... In simple terms, this method taught me how to change my negativity to positivity and also to take responsibility of my actions. There is no time for blaming yourself or any other person.” [Mental and Community Health Unit; Faculty of the Humanities student, Bloemfontein campus]

“It opened my mind in to actually making me see that I myself, coming from a particular home with a particular back ground, with the right skills and characteristics can be an entrepreneur because it’s all about self-discipline and being prepared to push to greater heights” [Entrepreneurship Unit; Faculty of Natural and Agricultural Sciences, Bloemfontein campus]

“This unit broke the stereotype of "only men do coding" or "only nerds do coding". It taught us that even women can do coding and that they are actually the ones needed in this technological era.” [Information Technology Unit; Faculty of the Humanities student, Bloemfontein campus]

The data of the student experience of the second semester of 2019 will be available after the release of this report.

At the start of 2019, UFS101 piloted a summer school version of the first semester content, presented to 362 students in the NAS and EMS faculty. The pilot was implemented to measure if the summer school version of the first semester content provides timeous support for students to transition into university, as opposed to the current model of the duration of the first semester. Data collected through various focus groups and evaluation surveys illustrated that students who participated in the pilot, preferred this model as it provided the necessary academic support to transition them into their first semester, in a timeous fashion.

4.3.4) Language development

Research shows that the development of students’ language skills, especially academic literacy skills, is critical for academic and employment success. The UFS has a 20-year history of local and international investment in the development of leading approaches to developing academic literacy in second and third language speakers of English. The Unit for Language Development (ULD) makes use of a Content-based Instruction (CBI) approach which utilises the content from a specific content area as a vehicle to teach academic language skills. The essential features of such an approach include: ‘learning a language through academic content, engaging in activities, developing proficiency in academic discourse, and fostering the development of effective learning strategies’ (Crandall 1999, 604). The ULD has two main sites of delivery, namely academic literacy courses and the Write site.

In 2018, 9528 students were enrolled in literacy courses on all the campuses and the regions, including mainstream, extended degrees, and bridging courses. The Write site provides undergraduate and Honours students with individual consultation for assignments and works with lecturers to develop customised digital and face-to-face workshops based on specific assignments in courses. These workshops are typically followed by individual consultations at the Write Site, where students' receive further support based on their individual writing needs. In 2018, 14608 students on the Bloemfontein campus made use of Write site services.

Figure 77 shows students' perceptions of the writing workshops on offer at the Write Site. The results indicate that the majority of students consider the workshops necessary to help them approach their writing assignments more effectively, and that they are able to apply what they have learned.

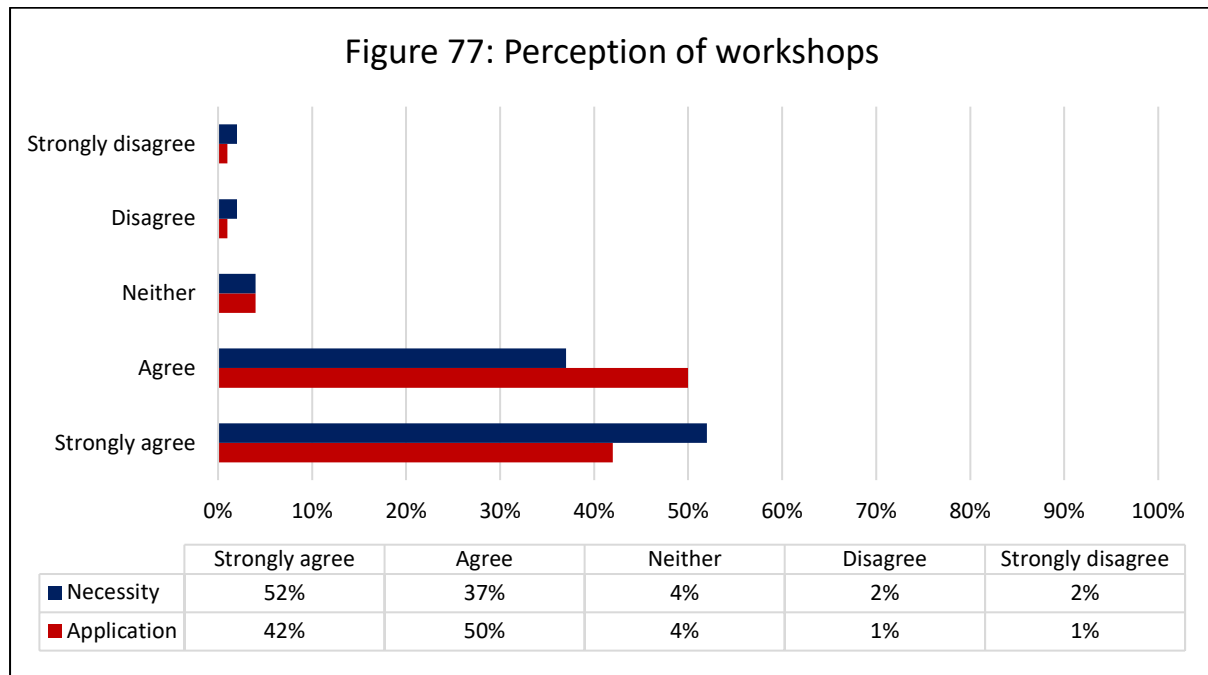
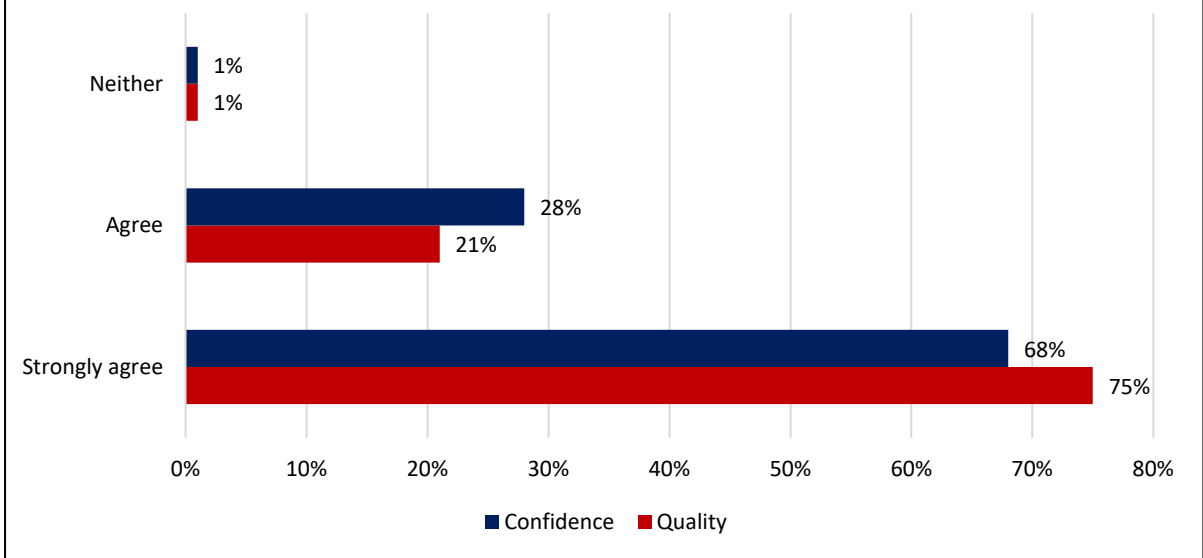


Figure 78 shows students' perceptions of individual sessions at the Write Site. Similarly, the majority of students indicated that they felt more confident in their writing abilities after the sessions, and that the sessions helped improved the quality of their writing assignments.

Figure 78: Student perceptions of effect of sessions on writing confidence and quality of writing



At the end of 2018, the ULD also finalised an 18 month-long impact study, consisting of eight assessments, which sought to measure the effectiveness of its academic language and literacy provision. The findings of the study showed that the ULD’s support provision does indeed have a positive impact on the academic language and literacy abilities of students. One of the assessments, for example, considered the scaffolded writing interventions of the literacy courses in the first and second semester. On average, students’ performance on the literacy courses improved by 8.75% and 9.95% in the first and second semester respectively. The Write Site’s intervention with 291 Law students also yielded significant results. Students who fully participated in the intervention (students submitted an assignment and then completed both an online writing workshop and followed-up with a face-to-face consultation), saw a 32% improvement on average from pre- to post-submission. Figure 78 shows a word frequency count of skills related to the development of higher order cognitive skills. This shows students’ perceived growth in terms of analytical, logical and critical thinking abilities.

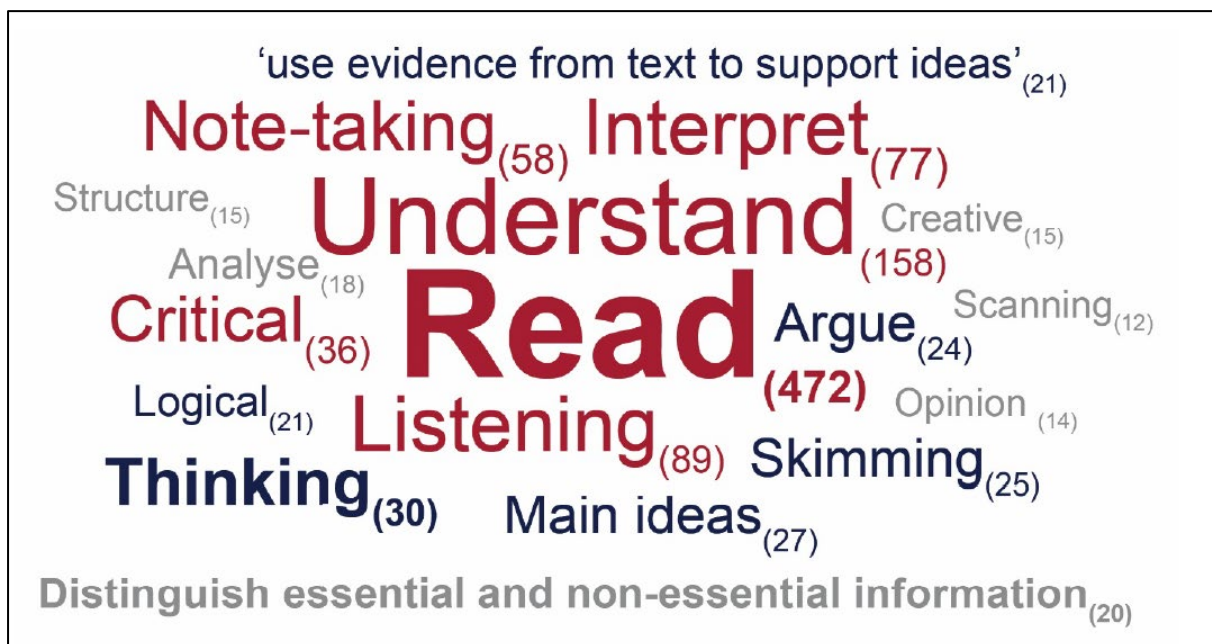


Figure 79: Higher order skills word cloud illustrating word frequency

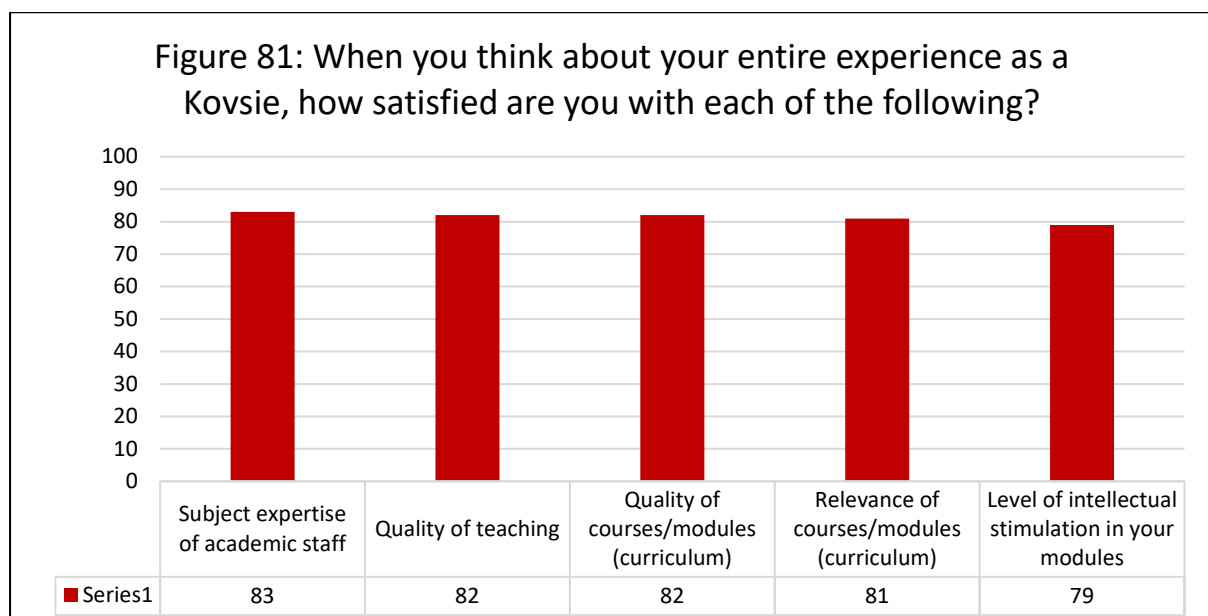
The full report titled, *Enabling Excellence: An Impact Analysis of the Academic Literacy Interventions in the Unit for Language Development*, is available upon request from ULD.

4.4) Graduate satisfaction and attributes developed

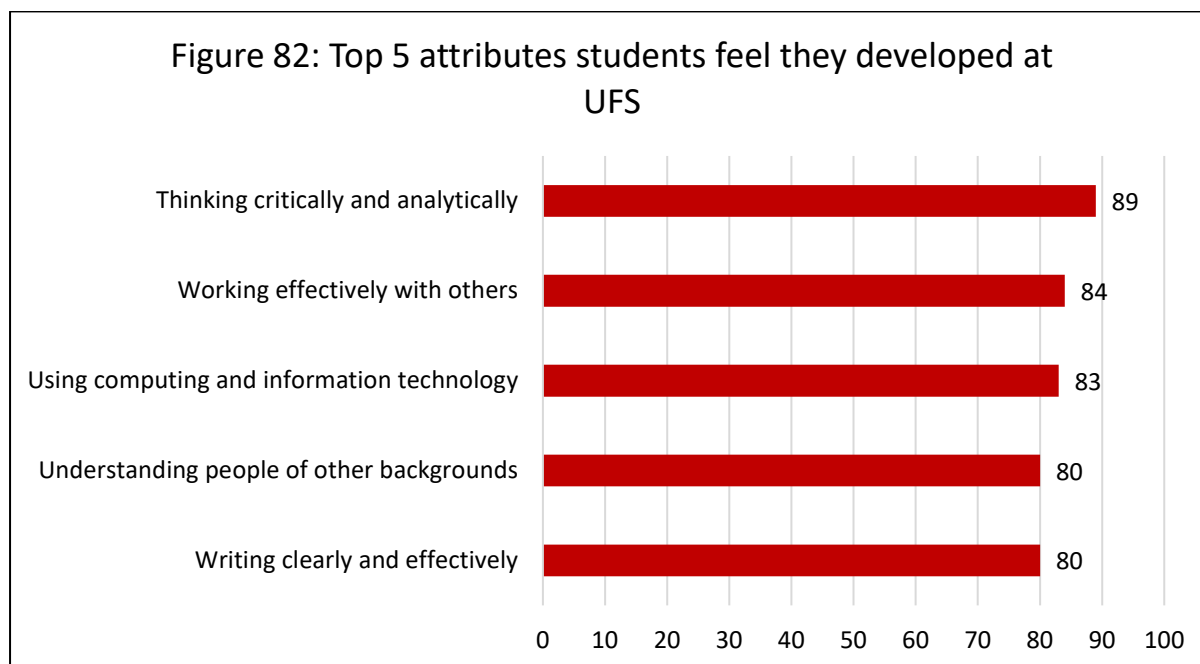
Keeping in touch with students’ experiences at the UFS is an important measure of quality. This year, we report on student data from three survey sources to share how satisfied students and graduates are with the institution, what they appreciate most about the institution, and what our students value from potential employers. The surveys include the SASSE, the Graduate Exit Survey, developed and administered by the Directorate for Institutional Research and Planning (DIRAP), and findings from the UFS students who participated in the national Universum Talent Research survey.



SASSE data show that students consistently report having a ‘good’ or ‘excellent’ educational experience at the UFS (Figure 80). Complimenting this data, the Graduate Exit Survey shows that around 80% of graduates are ‘satisfied’ or ‘very satisfied’ with a range of teaching and learning related factors. These include having sufficient expertise among academic staff, the overall quality of teaching and the curriculum, the perceived relevance of the curriculum, and the level of intellectual stimulation experienced in their modules (Figure 81).



In the SASSE, undergraduate students indicate that the top five attributes they developed throughout their time at UFS include being able to think critically and analytically, working effectively with others, using computing and information technology, understanding people from other backgrounds, and writing clearly and effectively (Figure 82).



UFS students count among a large national sample of students who complete the annual Universum talent surveys. Tables 60 and 61 report on what UFS students indicated are the top five attributes students associate with the institution, as well as listing the most important attributes UFS students look for in employment. From these tables, it is clear that students appreciate learning support offered to them, the quality of education they receive, as well as valuing the safe and friendly environment. Ethics, leadership, skills development and security also feature as valued attributes UFS students would like their workplaces to offer them.

Tables 60 and 61: Universum results

Top 5 attributes UFS students associate with the institution:
1. Strong student support (e.g. tutors, advisors, etc.)
2. Secure campus environment
3. Quality and variety of courses
4. Good reference for future career and/or education
5. Friendly and open environment

Most important attributes UFS students look for in employment:
1. Ethical standards
2. Leadership opportunities
3. Professional training and development
4. Inspiring leadership
5. Secure employment

4.5) Academic staff development and leadership programmes

The increasing national recognition of university teacher development, particularly through the University Capacity Development Programme (UCDP) influenced the draft of the DHET's *Framework*

for enhancing academics as university teachers, which brings to focus how we are supporting the development of lecturers. The CTL has been focusing on the following areas:

Currently, academic staff development is conceptualised around five core courses, namely: New academic staff orientation; Design your course; Teaching your course; Assess your course; and Develop your career. These five development tracks are presented in a range of workshops. Annual workshop attendance has increased from 112 attendees in 2015 to 600 in 2018. The workshops require close collaboration between different focus areas within CTL and are moving towards making use of more online platforms to help develop teaching and learning.

The Good Teaching Series (GTS) was developed as a collaborative effort to introduce participants to good teaching and learning principles, approaches and practices. It was developed in 2018 and the programme is currently in its pilot phase. It aims to promote teaching at the UFS and is offered as an online course to support academics. With an ever-changing diverse student body, and advances in technology and the global environment, teaching practices need thoughtful consideration in order to reach desired outcomes. This online course addresses challenges in support of the academics.

The course currently consists of five modules, each developed to address a specific topic:

- Module 1: “Getting to know your students,” focuses on interpreting the needs of students by understanding student and evaluation data.
- Module 2: “Module design basics,” provides the starting blocks of designing a module.
- Module 3: “Create an optimal learning environment,” provides a range of teaching and learning activities that can help to better engage students and encourage a deeper learning approach.
- Module 4: “Adopt methods for optimizing assessment,” provides guidance on ways to evaluate students and provide them with feedback; and
- Module 5: “Design effective blended learning,” focuses on how technology enhanced learning can improve engagement in delivery.

The screenshot displays a webpage titled "Modules" with three cards for Module 1, Module 2, and Module 3. Each card includes a representative image, a title, a brief description, and a "Start Module" button.

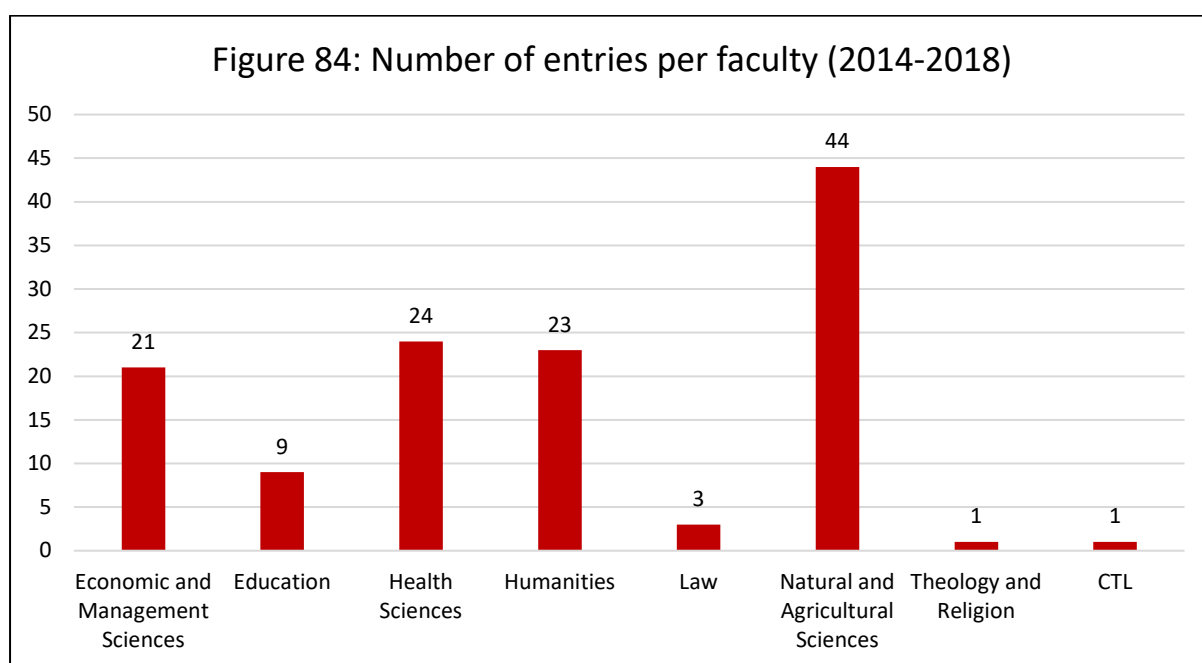
Module	Title	Description
Module 1	Getting to know your students	This module focuses on interpreting the needs of students by understanding student and module evaluation data.
Module 2	Module design basics	This module provides the starting blocks of designing your module.
Module 3	Create an optimal learning environment	This module provides a range of teaching and learning activities that can help to better engage students and encourage a deeper learning approach.

Figure 83: Screenshot of the GTS

Another initiative, the academic leadership programme, focuses on developing current Heads of Departments (HOD's), and creating an opportunity to develop a new generation of HOD's. By 2017, a total of 115 current HODs and candidates identified for this role participated in the programme, which focuses on developing personal and leadership skills necessary for leading and managing departments.

4.6) Teaching and learning awards

For the past few years, the excellence in teaching and learning awards have been focusing on recognising and rewarding quality teaching and learning practices at the UFS. Figure 84 below shows the longitudinal distribution of applicants between 2014 and 2018. The faculty of Natural and Agricultural Sciences have almost had double the applicants of the closest faculties. During the conference, the winners of the categories - which include Innovation and Assessment; Student Engagement and Learning; Research in Teaching and Learning; Most Valued Professional; Curriculum Design and Innovation; and Service Learning – are asked to share their good practices. In 2018, 104 UFS delegates attended the annual teaching and learning conference, while 143 delegates attended the conference in 2019.



4.7) Teaching and learning and technology

The CTL conducts a bi-annual analysis to determine the use of the Learning Management System (LMS), Blackboard, and its related functions.

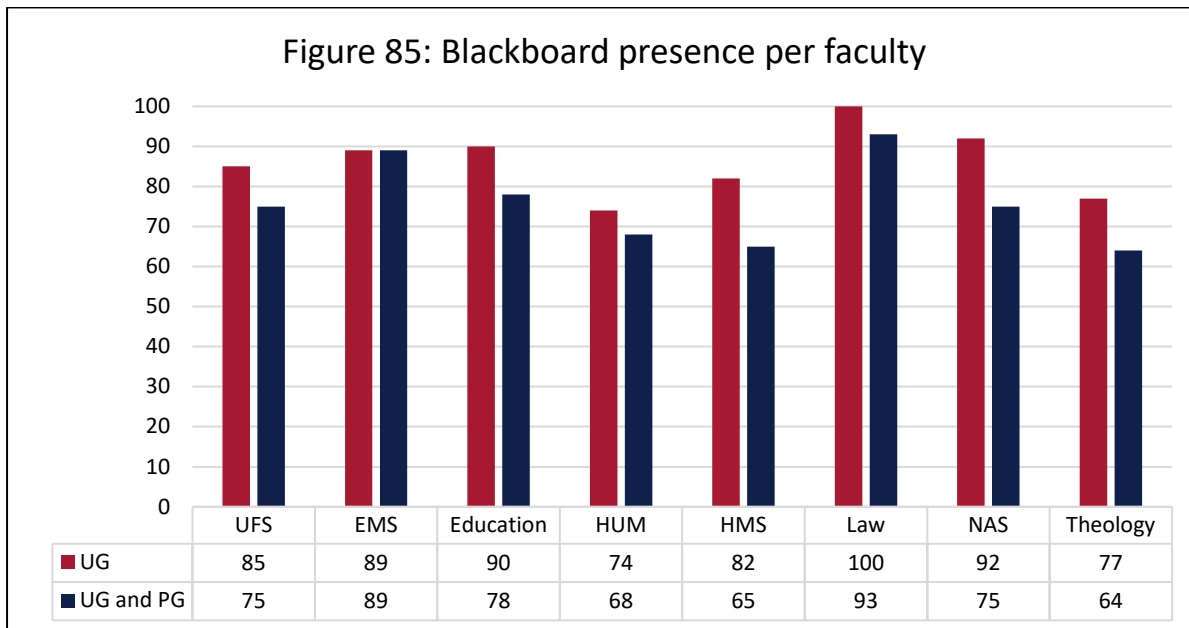


Figure 85 shows the Blackboard presence per faculty, compared to the institutional Blackboard presence. The faculties of Economic and Management Sciences, Education, Law, and Natural and Agricultural Sciences all have a better undergraduate Blackboard presence than the institutional presence. The faculties of the Humanities, Health Sciences, and Theology and Religion have a smaller undergraduate Blackboard presence than the institutional presence. The faculty of Law has the best undergraduate and overall Blackboard presence, while the faculty of the Humanities has the smallest undergraduate Blackboard presence. In 2018, 14% more undergraduate modules were on Blackboard than in 2017 and 7% more modules overall.

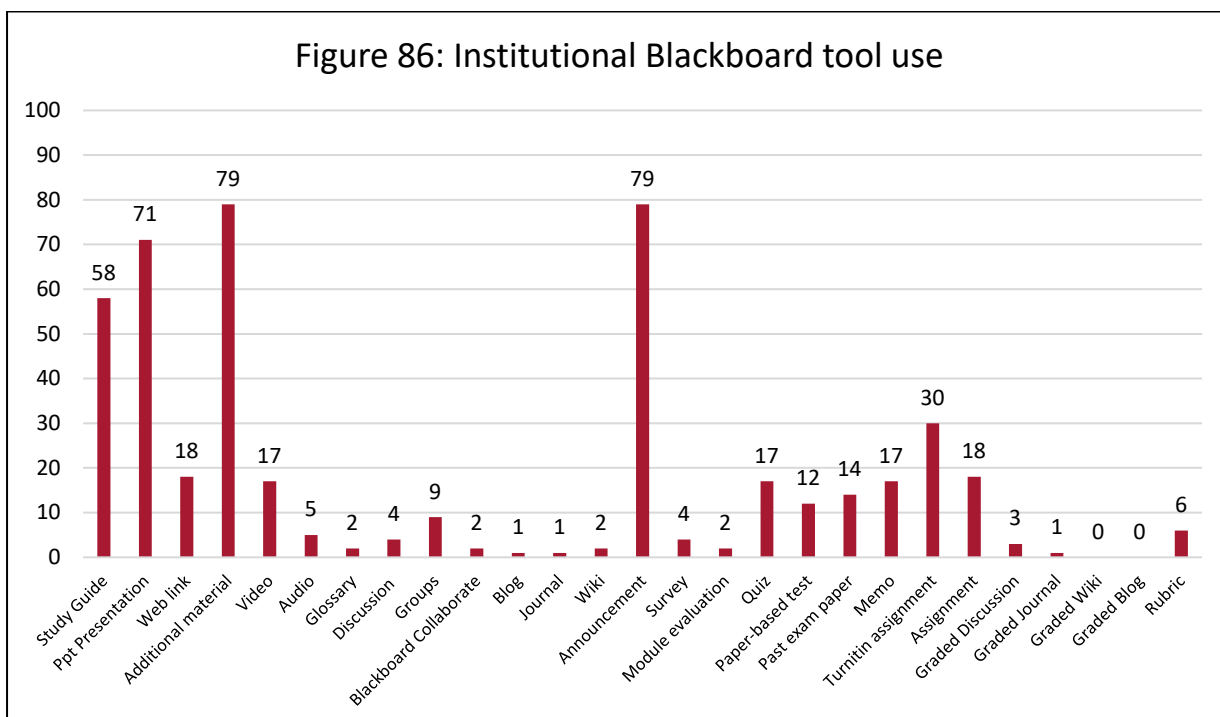


Figure 86 shows undergraduate use of tools and functions of Blackboard in 2018. Blackboard was mostly used as a one-way platform to share announcements, additional materials, PowerPoint presentations, and study guides. None of the collaboration tools were used by more than 10% of modules on Blackboard. Of the assessment tools, Turnitin Assignments were used most extensively (30% of undergraduate modules).

The CTL is in process of developing blended learning guidelines to support lecturers' uptake of available technological resources for teaching and learning.

4.8) Reviewing the curriculum and increasing quality

To ensure academic quality, continuous curriculum renewal is essential. The CTL is in process of finalising a Curriculum Enhancement Framework that has been approved by the Academic Committee of Senate. The Framework will aim:

- To map different stages and/or levels of the curriculum development process and/or review process.
- To identify different strategic priorities (external and internal) that need to be considered in the development of UFS curriculum.
- To develop and align institutional policies and guidelines regarding curriculum development and review.
- To clarify the roles and responsibilities of different role players in the curriculum development and review process (academics, heads of departments, faculties, DIRAP and CTL).
- To develop necessary institutional support and capacity towards curriculum development and review.

A further initiative is the development of a Curriculum Renewal Institute (CRI). The CRI will consist of a 5-day course on reconceptualising courses through making use of Backward Design. The institute will empower academics to make use of a learning centred approach, to reflect on how to engage with decolonisation, and how to create a learning environment that will engage students in significant learning that promotes the development of graduate attributes. Two international experts are visiting the CTL in October 2019 to start engaging the CRI.

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