



Map your path to success

Your Journey begins here



**Nelson Mandela
Metropolitan
University**

for tomorrow

Port Elizabeth & George

**Using SASSE findings
to improve student
success: Evidence-
based strategic
planning at all levels**

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Integrated Planning at NMMU - Overview

University Strategic Plan

University strategic plan: Vision 2020

University Core Thematic Plans

Academic Plan

T&L Plan

Research Plan

Engagement Plan

University Enabling Support Plans

Infrastructure Plan – Capital Development

Infrastructure Plan – ICT Architecture

Financial Plan

HR Plan

Annual Operating Plans - aligned to University Strategy

Campus

Faculty

Division

Annual Operating Plans - aligned to University Strategy

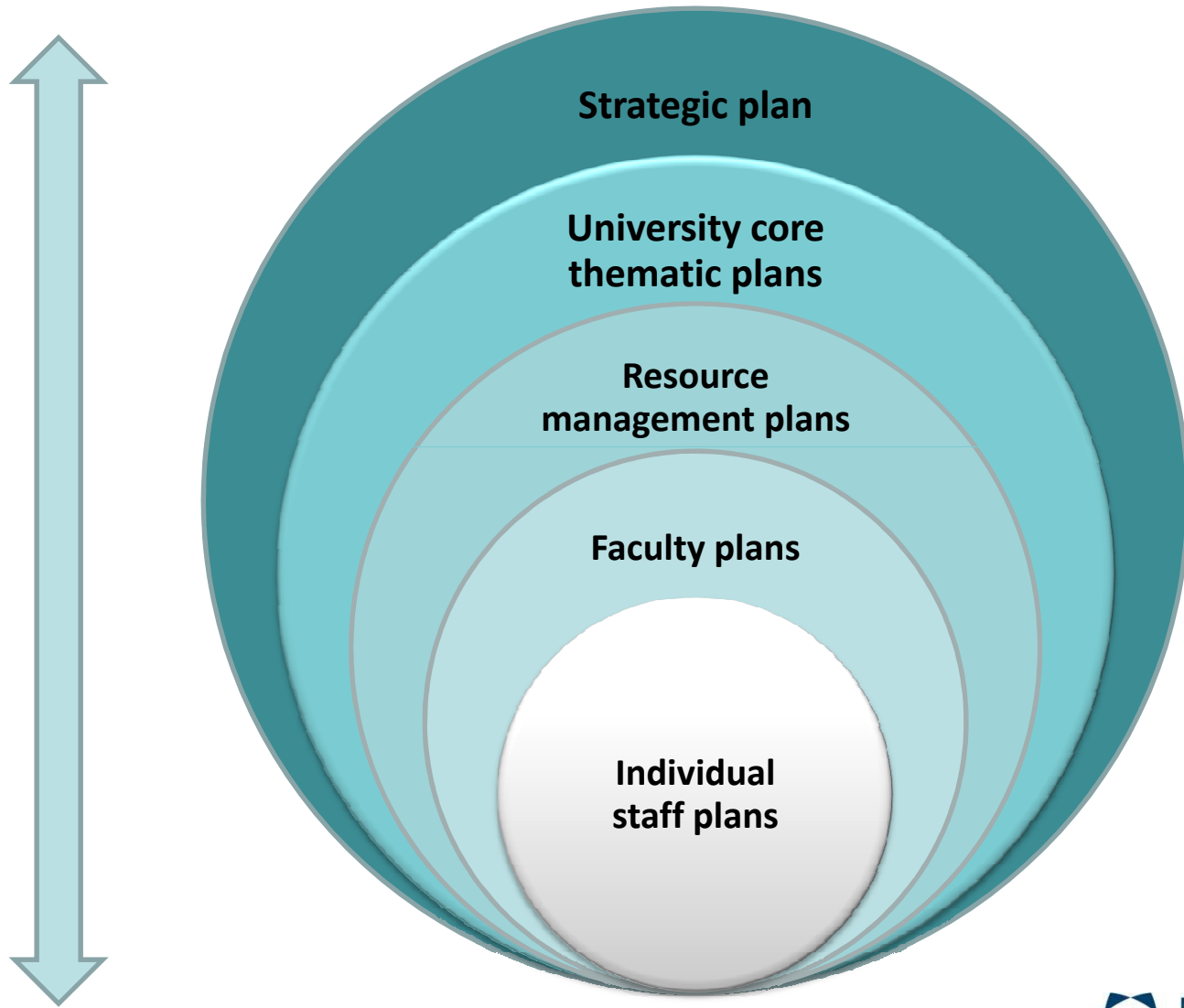
School/department

Section

Basis for motivating for annual and three-year budget

Cascading strategic plan to faculties and staff

Evidence-based
planning
informed by
institutional
research
and MI data



Vision 2020 and pillars of student success



**Graduate attributes profile:
informs curriculum and T&L strategies**

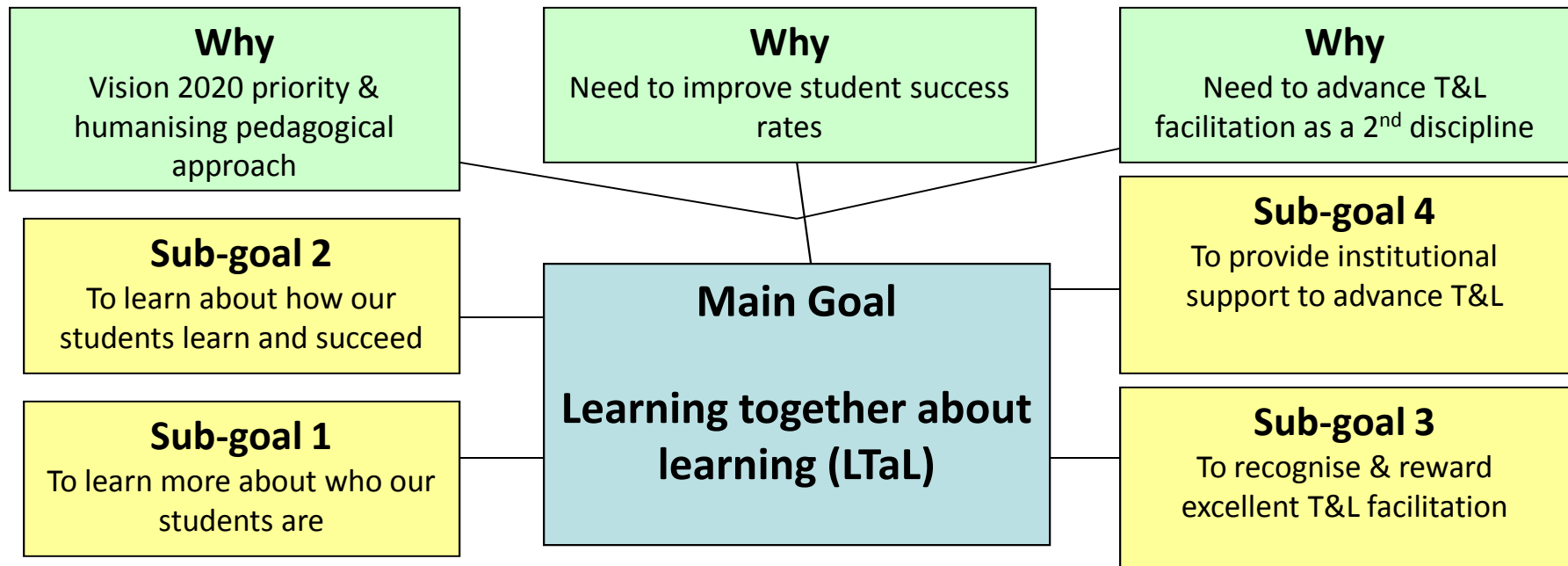


**Supportive learning environment &
humanising pedagogy**



**Vibrant campus life:
holistic students**

Evidence-based T&L strategies: learning about who our students are



SASSE findings inform Vision 2020 strategies

- Students want a multi-cultural experience – requires diverse student and staff profile and enriching campus life experiences.
- Engage in learning through electronic medium/technology – implications for T&L approach (blended learning); lecture venues, and ICT infrastructure and support.
- Favour working collaboratively with other students in and outside class – implications for T&L methodology, design of lecture halls and study spaces for out-of-class activities.
- Want greater interaction with lecturers in and out of class – implications for student : staff ratio and participation of staff in vibrant campus life.
- Value a supportive, enriching learning environment (75%) to foster success & sense of connection to NMMU – implications for professional support services & their resourcing as well as infrastructure.
- 61% of students want a practicum, internship, WIL, SL experience – staffing and curriculum design implications.
- Students spend 7.4 h.p.w. commuting to university - need to expand on-campus residences; assess implications of timetable; communication with “day” students.

The week of an “average” NMMU student (SASSE) – in hours per week

	First Years	Seniors
Studying	6	6
Class preparation	10.3	8.8
Attending lectures	17.8	16
Commuting to university	7.4	7.4
Co-curricular	0.5	0.5
Socialising/recreation	11.9	11.9
Working	1-5	1-5
Family responsibility	1-5	1-5
TOTAL:	55.9-63.9	52.6-60.6

Linking SASSE findings to strategic planning

(a) Promoting intellectual inquiry and critical scholarship

SASSE Question	Level of student	Never	Often/ Very Often
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or written assignments	1 st year	29%	38%
	Senior	19%	43%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions or personal values	1 st year	16%	47%
	Senior	13%	47%

Linking findings to strategic planning – triangulating SASSE & other institutional research findings

(b) Fostering holistic, seamless learning

- +/- 30% of students participate in co-curricular activities (SASSE).
- Students at NMMU report participating in significant more enriching educational experiences than students in overall SASSE sample.
- Overall, students at NMMU report more course-related interactions with staff than out-of-class interactions (SASSE).

Student Life Survey Question	SA	A	D	SD
Student life activities I participate in at NMMU help me to enhance my CV so that I look more attractive to future employers	50%	35%	3%	1%
Student life activities I participate in at NMMU are a good way for me to help others	67%	20%	2%	1%
Student life activities I participate in at NMMU enhance my academic work	25%	35%	9%	4%

Linking SASSE findings to strategic planning

- (d) Having high expectations for student success while also providing high support**
- **Students at NMMU report experiencing significantly lower levels of academic challenge than students in the overall SASSE sample.**
 - **Students at NMMU report experiencing significantly more support from the campus environment than students at the other institutions.**

Linking findings to strategic planning & social norms marketing

What are we doing well?	What can we improve?
Campus environment emphasises spending significant amounts of time studying and on academic work (84%)	Students work harder than they think they can to meet a lecturer's standards or expectations (53%)
Assessment tasks challenge students to do their best (rating of 5 out of 7)	Discussing career plans, ideas from readings with a lecturer outside of class (never = 47%, sometimes = 36%, often = 12%)
Using a computer and information technology (86%)	
Providing the support you need to help you succeed academically (75%)	
Academic staff are available & helpful (67%)	

Linking findings to strategic planning, resourcing & staff development

What are we doing well?	What can we improve?
Campus environment emphasises spending significant amounts of time studying and on academic work (84%)	Students prepare for class (studying, reading, writing, doing homework or laboratory work, analysing data rehearsing and other academic activities (53%) Strategic priority – to create more study spaces (individual and group)
Assessment tasks challenge students to do their best (rating of 5 out of 7)	Received punctual oral or written feedback from lecturers on academic performance (never =31%, sometimes = 36%, often = 23%, very often = 11%)

Triangulating access testing & SASSE results to provide T&L pointers

Intake	Reading Comprehension		
	mean	n	sd
2009	58.28	2662	13.58
2010	48.24	4158	11.16



SASSE Results:

Coursework emphasises analysing the basic elements of an idea, experience or theory, for example by examining a particular case or situation in depth and considering its components (68%)

Can comprehend short passages characterised by uncomplicated ideas, straightforward presentation, and largely subject matter that reflects everyday experience. Can recognise the main idea & less central ideas; recognise the tone of passages; and recognise relationships between sentences.

Feedback on campuses –showcasing T&L good practice

- **Students at the Missionvale campus reported significantly higher level of participation in active & collaborative learning than students on the other three PE campuses.**
- **Senior students at the Missionvale and George campuses report significantly higher levels of participation in active & collaborative learning than seniors at the other campuses.**
- **Students at the Missionvale and George campuses report significantly more student-staff interaction with staff than students on the other campuses.**

NMMU approach and way forward

- SASSE findings have been communicated to Deans Forum, T&L Committee and Co-Curricular Sub-Committee
- To be disseminated within faculties by Faculty TLCs
- SASSE findings informing Vision 2020 strategic plan, NMMU Audit Improvement Plan and NMMU T&L Policy

A winning equation:

**Institutional research + communication + commitment =
evidence-based strategy formulation to enhance student
success**



Thank you!

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