

Quality Enhancement Project Inkundla 11 September 2014

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Focus Area 4: Enhancing course and programme enrolment management

Enrolment planning, management and monitoring

Well-managed student enrolment planning, management and monitoring, an integrated chain of events, contributes to student success at the North-West University. The process endeavours to increase graduate output at all levels, by attracting a suitable pool of qualifying applicants, and providing them with appropriate support and guidance. To do so, the process cuts across various functions and departments and functions, at the campus and institutional levels, including programme development, marketing and recruitment, financial aid, academic registration, and academic student support services. These related processes are monitored throughout and are reported on at the campus level.

In order to submit the required enrolment plan to the DHET, the first step in the process is the determination of student enrolment targets. These targets are determined at a programme and curriculum level within schools/entities at each campus. For each cycle of student enrolment planning the academic programme leader of each academic programme within a faculty receives a document with historical enrolment figures per programme and curriculum level for the previous five years. The programme leader determines enrolment targets based on the information received as well as staff capacity, current and future infrastructure capacity needs and planned new programmes.

Enrolment planning does not only involve the setting of targets in relation to student intake, but a strong emphasis is placed on output performance indicators (i.e. student success) using predictive modelling. Estimated outputs are determined on the basis of analyses of student throughput, success and graduation rates by the management information system. Approval of targets is formally done at faculty (Faculty Management Committee) and campus levels (Extended Campus Management Committee and Campus Senate Committees) and aligned with the strategic planning of the respective faculty and campus. The final consolidated NWU Enrolment Plan is approved by the Institutional Senate, Institutional Management and Council (as part of the Institutional Plan).

Each year campuses determine the number of students who apply for admission in relation to those that actually enrol. This information is used to determine the percentage of 'over-enrolment' to be allowed in accepting students before the registration period in order to reach the targets set in the Enrolment Plan.

In terms of enrolment monitoring, detail reports at programme and curriculum level allow managers to monitor student enrolments for their specific school or research entity, as well as the total for each faculty, with the help of an online MIS Dashboard. The monitoring is done on a daily basis during the annual registration period, to assist academic managers in ensuring that the planned targets have been met.

Although this alignment of enrolment planning and monitoring is, in our opinion, a notable success, there is a need to create an Institutional Research and Planning function to support enrolment planning and monitoring, while the ability of academic managers to use the available management information effectively to inform enrolment planning and monitoring needs to be strengthened.

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Focus Area 4: Enhancing course and programme enrolment management

Undergraduate Admissions

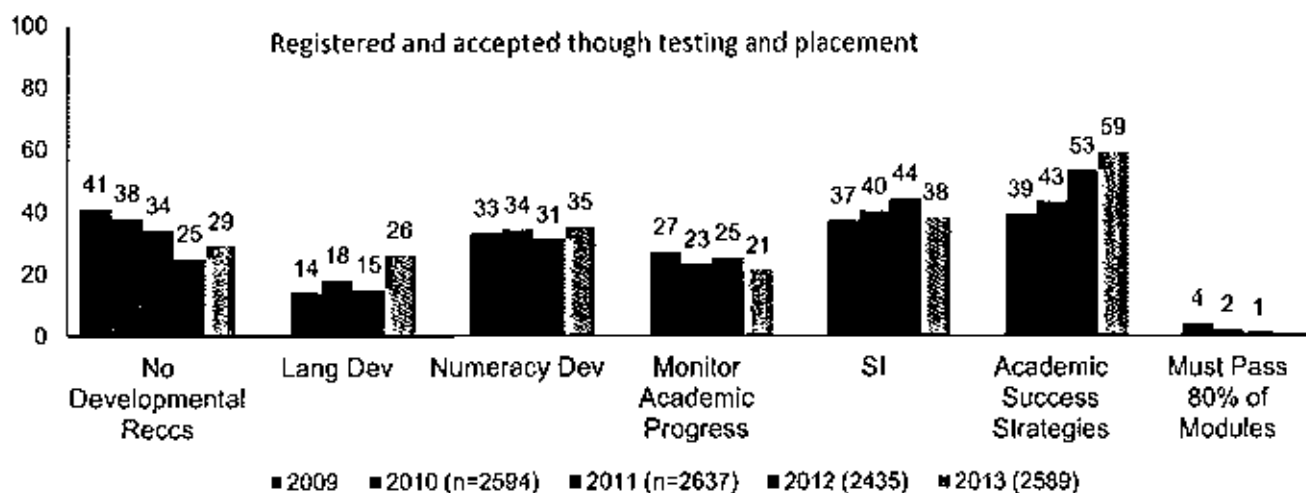
NMMU promotes access for success. Key characteristics of NMMU's undergraduate admissions are:

- Research-based admissions criteria.
- **Centralised** admissions decision-making.
- **Two-tier approach:** applicants that meet the direct admissions requirements are accepted. An applicant who does not meet the direct requirements but whose APS falls in a certain range is referred to CAAR for developmentally focused access assessment. CAAR consultants make the admission decision based on school and test results and advise on other placement/programme options, where necessary.

In 2013 CAAR tested 9733 first-year applicants. Of these, 8646 were prospective first-time entry students that needed to be assessed before an admissions decision could be made. 3881 (45%) of these were accepted, while 2589 actually registered to study at NMMU. Of those who registered, 46% registered for a degree, 49% for a diploma and 5% for a higher certificate. The remaining 1087 students directly admitted students as well. Included in the 2013 intake was the 4th cohort of applicants with a National Certificate Vocational (NCV) qualification. Of the 52 that applied & were tested, 20 were accepted and 13 registered.

- **Developmental recommendations:** For those assessed for admission, CAAR provides developmental recommendations to departments and faculties. Applicants receive reports containing the developmental recommendations and are guided regarding how to address them. Students are encouraged to make use of available resources and also directed to the Keys to Success website. The developmental recommendations are sometimes used when redesigning curricula and for teaching development. Academics are also referred to the Student Success website which provides examples how they can address the recommendations in class.

Figure: CAAR Developmental Recommendations



CAAR further researches the academic progress of students that are admitted via the access assessment route.

Of the students that graduated in April 2012, 1964 (37%) were admitted via the access assessment route. Of the students that graduated in April 2013, 36% (i.e., 2145 students) were admitted via the access assessment route. That is, 4109 graduates would not have been admitted to study at NMMU if we did not have the access assessment route available.

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Institution name: UNIVERSITY OF CAPE TOWN
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Focus Area 4: Enhancing course and programme enrolment management

Over the last few years the Disability Service has worked closely with the University's Systems Support Services to enable us to run reports which identify all applicants who have declared a disability. We have also revised the terminology linked with the various codes – replacing, among others, "intellectual impairment" with "Specific Learning Disability" and "Emotional Impairment" with "Psycho-social Impairment". In the prospectus, as well as in the application material itself, we urge applicants to declare their disability, and furthermore to contact us as soon as they have applied, so that if necessary, we can assist them with the application process and in many instances motivate successfully for their admission to faculties via the Dean's discretion. We have worked closely with colleagues involved in administering the National Benchmark Test to ensure that appropriate facilities are available when disabled students write the test. Finally we are engaged in the dialogue around UCT's Admissions Policy, with a view to having disability acknowledged as a marker of disadvantage, even if it is not used in the weighting process. We also try to maintain contact with special schools in the Western Cape, and participate in the UCT's Open Day.

UCT's Institutional Planning Department publishes a series of metrics about courses that look at issues such as overall pass rate, marginal passes, and differential pass rates by both demography and gender, and these metrics allow courses to be identified that "impede graduation". These data are then fed into the formal reviews of academic departments and the Annual Teaching and Learning Reports.

The Early Assessment Review is used to identify first year students as "at-risk" of having their progression impacted.

The timing of the Early Assessment Report is challenging – given its location in the sixth week of the first quarter of the academic year. The logistics of managing the assessments, mark capture and student intervention is onerous for all concerned. Once advice is given to students, there is often a lack of an adequate system for tracking this advice as students tend to seek out an adviser who will give the advice and concession they want, rather than stick to a structured academic plan. The timing of an intervention is critical and the closer to the beginning of a course an intervention can be made, the better the chance a student has for their progression in a qualification to be on track. Currently the Early Assessment Report identifies at-risk students during week six (half way through the first term) and this imposes academic challenges to implement remedial action to allow a student to manage to be successful by the end of a 12-week course. We need to work at being able to confidently identify these students as early in the academic year as possible.

Postgraduate students all have to complete a memorandum of understanding with their supervisors which detail the responsibilities of the two parties and timelines for key deliverables. This is one of the key mechanisms to monitor whether a student's progression is likely to be impacted by their performance to date. Support is available to identified (and other) students through various initiatives such as the extensive range of seminars aimed at strengthening pertinent academic skills, PhD retreat, writing centres, etc. The University is also adopting a postgraduate management system that will look at all aspects of the postgraduate experience to ensure that no postgraduate student slips through the support cracks.

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Focus Area 4: Enhancing course and programme enrolment management

We consider our enrolment planning at the programme level to be successful. We still need to address enrolment planning at the course level.

In terms of understanding how undergraduate students move through the system, we have measured throughputs (cohort-based graduation rates) for many years. The table below is an example of a summative output for the faculties and the institution and giving the results for two milestones (n = minimum time; $n+2$ = minimum time plus two years) for three- and four-year undergraduate programmes.

Throughput for academic year 2013 - UG programmes

Prog type	Measure	EDU	LAW	M&C	S&A	SSH	Inst
3 yr	n			26.1	21.7	27.7	25.7
3 yr	$n+2$			75	52.9	56.8	64.1
4 yr	n	62.8	35.3		49.5	73.2	58
4 yr	$n+2$	66.5	59.1		76.2	95.1	77.1

We have also measured cohort-based student retention rates for many years. The table below is organised along similar lines as the throughput table, but the milestones measured are: retention from first to second year, and retention from first to minimum year for completion.

2014 retention for UG programmes

Prog type	Faculty	EDU	LAW	M&C	S&A	SSH	Inst
3 yr	Y1-Y2			92.7	88.2	95.7	92.3
3 yr	Y1-Y3			80	86.7	83.6	82.6
4 yr	Y1-Y2	92.9	91.4		94.2	88.2	92.2
4 yr	Y1-Y4	79.6	81.8		93.8	95.6	87.3

These data give background for the actual enrolment planning process. This involves the preparation of a central plan which allocates targets for new students (i.e. students who are registering in a specific qualification for the first time) by campus, faculty and level of study. The actual allocation of students to specific qualifications within a level of study is left to the discretion of faculties, thereby giving them the flexibility to respond to changes in demand. Specific intervention in this regard is only made in specific cases where a faculty fails to regulate itself and over-enrols students in one area at the expense of other areas.

In the example below the recent patterns of enrolment can be seen, with the targets set and achieved for the current year, as well as those that have been set for the coming year. "New intake" refers to students registering for a qualification for the first time (and includes students returning to study further), while "Total h/c" is the total headcount of both new students and students who are re-registering in a given qualification.

	Projected		2014 actual		TARGETS	
Faculty	2014 new intake	2014 total h/c	New intake	Total h/c	2015 new intake	2015 total h/c
XX						
Campus A						
D	11	22	20	39	20	45
M	20	40	21	47	22	45
H	29	49	27	54	29	52
PG	60	87	65	79	70	83
UG	170	690	238	754	240	760
AC						
Found						
Sub total	290	888	371	973	381	985
Campus B						
D	12	31	20	41	22	47
M	45	100	44	87	47	92
H	40	96	39	77	41	80
PG	68	95	71	100	74	102
UG	270	860	269	919	270	940
AC	70	270		99	50	50
Found						
Sub total	505	1452	443	1323	504	1311

The targets set are in keeping both with the broad goals negotiated with the DHET as well as with institutional objectives. This may include growth on one campus and reduction on another in order to allow for the growth of another faculty or faculties. Summative targets are also generated by study area, study level and campus.

During the application period, reports are given regularly of applications received, accepted, rejected, waitlisted or not yet processed.

Over the registration period, daily reports are issued showing a wide range of metrics including total students (per campus, faculty and qualification), new students, senior students, foundation and SDE students, residence allocation and progress towards targets. Any overshooting of a target is red-flagged. Data for these reports are drawn from the ITS database.

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Focus Area 4: Enhancing course and programme enrolment management

Application and admission

MUT received 40 000 applications for the January 2014 intake and 20 000 applications for the July 2014 intake. Hence it is important that MUT deals with these applications efficiently and effectively, and in the best interest of (prospective) students.

The decision to use the CAO for students applying to study at MUT is successful in that the University has a large pool of applicants to choose from. It is also in line with the Department of Higher Education and Training (DHET)'s strategy to utilise Central Applications Services. The use of the CAO has resulted in an improvement of the quality and accuracy of student data capturing, faster processing time and in lower administrative costs. Further steps undertaken are the formation of a Selection Team to drive the newly developed Selection Plan: Selection tests and (pre) selections done early in the year months before the commencement of registration. E.g. for the intake 2014 Departments started the (pre)selection process from August onwards. Although it seems to work well, it needs to be evaluated. Also the communication with applicants has improved (sms's, call centre). The selections will be monitored, i.e. acceptances by applicants as well as rejections, so that corrective decisions are taken timeously to meet enrolment targets. Despite previous practices walk-ins will not be entertained.



Foundation provisions & Extended Curriculum

PreTech courses – Students who do not qualify for admission into MUT have the opportunity to enrol in a 6-month long PreTech course. Students need to pass all subjects in order to enrol in a Diploma programme. In this way the Institution aims to create a pool of candidates that are likely to succeed. Most students who wish to enrol for a Faculty of Engineering programme come via PreTech. Since PreTech is a pre-university course, it does not attract government funding or NSFAS.

Extended Curriculum Programme – Currently the Departments of Mechanical Engineering, Electrical Engineering, Civil Engineering and Building Construction Management, as well as the Departments of Accounting, Information and Communication Technology, and Agriculture have an Extended Curriculum Programme (ECP) which is one year longer than the standard programme. The Department of Higher Education and Training has stipulated that per ECP only 40 students are allowed. Internal research has shown that students coming through ECPs perform as well as students who go directly into mainstream programmes, despite the fact that they come in as weaker students. Until recently the admission criteria for Main Stream Programmes and Extended Curriculum Programmes were different with the ECP criteria being lower. This was changed and now the ECP criteria and the Main Stream Programme criteria are now the same. The intention is to increase the number of Extended Curriculum Programmes.

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Focus Area 4: Enhancing course and programme enrolment management

Evidence of the success of Rhodes' admission and placement procedures can be seen in the fact that the University is generally able to hit enrolment targets for first year students fairly accurately. Students arrive for registration on time and are invariably in class on the first day. Enabling factors for this include:

- 1) The APS requirements are published annually
- 2) Deans (sometimes in consultation with colleagues), not admissions officers, make all the decisions about student admissions
- 3) Applications forms for undergraduates require more than biographical details and school achievement particulars. Students are required to provide written work in which they motivate for their chosen degree and provide more information about themselves. This information provides more nuanced data for deans on which to base their admissions decisions. Deans take care to ensure that the range of APS scores for Dean's discretion is sufficiently wide to ensure that they see a sufficient number of applications to be able to shape the profile, both demographic and educational, of the intake into their faculties.
- 4) Students are able to indicate a second admissions choice. If they are unsuccessful with their first choice their application is automatically considered for the second choice.
- 5) NBT results are used to augment APS and inform placement decisions, particularly for students on extended programmes.
- 6) Financial aid is allocated during the admissions process
- 7) A place in a hall of residence is allocated during the admissions process.

As stated at the outset, these efficient admissions processes ensure that students are seated in teaching venues on the first day of the academic year.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of Pretoria

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Focus Area 4: Enhancing course and programme enrolment management

The extended and augmented programmes at UP are alternative admission and curriculum models funded by the DHET Foundation Grant. UP has extended programmes at its Mamelodi campus offered by the Faculties of Natural and Agricultural Sciences (NAS), Economic and Management Sciences (EMS) and Engineering, Built Environment and IT (EBIT) (to be discontinued in 2015 owing to small enrolments) and one augmented programme at Hatfield (EBIT). Their effectiveness is monitored constantly and success data analysed. We are particularly proud of the fact that the retention and success of black students is higher than the average.

- Since its inception, the BSc four-year (extended) programme has increased its student numbers (from 346 in 2008 to 481 in 2014). Over the past three years 70-75% of enrolments were black African students. The percentage of students who graduated within the minimum duration of four years was 15.3% (2008 cohort), 11.4% (2009 cohort) and 7.7% (2010 cohort). However, it should be noted that a number of students were registered for degree programmes that are longer than four years; e.g. from the 2010 cohort, nine students were registered for the MBChB, 42 for an engineering degree and nine for Veterinary Science. Health Sciences has since increased places for extended programme students from ten to 20 given the quality of their work and their self-regulated learning ability. From the 2012 cohort, 63.03% students passed all their modules and progressed to second year, with black African students doing better than the average (74%). From the 2014 cohort, 67.38% students passed all their modules and progressed to the second semester, of which 74% were black African students. From the 2008 cohort, 30 students enrolled for postgraduate studies at the beginning of 2012 (16 black African), whereas from the 2009 and 2010 cohorts, 23 and 13 students registered for postgraduate studies, respectively.
- EMS started an extended programme at the Mamelodi Campus in 2012. In 2013 the top student had a 82.85% GPA (in Supply Chain Management); 20 students obtained an average above 60%; seven students discontinued after the first semester; 13 students discontinued after the second semester or registered in other Faculties; 91 students are registered for second year in their degrees.
- EBIT runs an augmented programme, ENGAGE. By comparing the progression rates from Year 1 to Year 2 for the 2010, 2011, 2012 and 2013 cohorts, a steady improvement can be noticed – from 58.4% in 2010 to 81.9% in 2013. Progression rates per race group (2010 to 2013) show that black African students in the programme tend to outperform other race groups, improving from 71.2% in 2010 to 83.9% in 2013. A trend is a distinct male gender bias with approximately 20% of registrations each year being female. Some reasons for the improvement from 2010 to 2013 might be that teaching staff have mostly remained constant and become more experienced; the curricula are continuously improved; and student success has led to a more positive student attitude towards the programme.

The extended and augmented programmes are resource-intensive. They have the following common characteristics:

Smaller class size.

Dedicated staff.

Compulsory tutorial classes.

Additional content focusing on threshold concepts.

Access to advisors.

Deliberate development of co-curricular skills (e.g. time management, test taking, study).

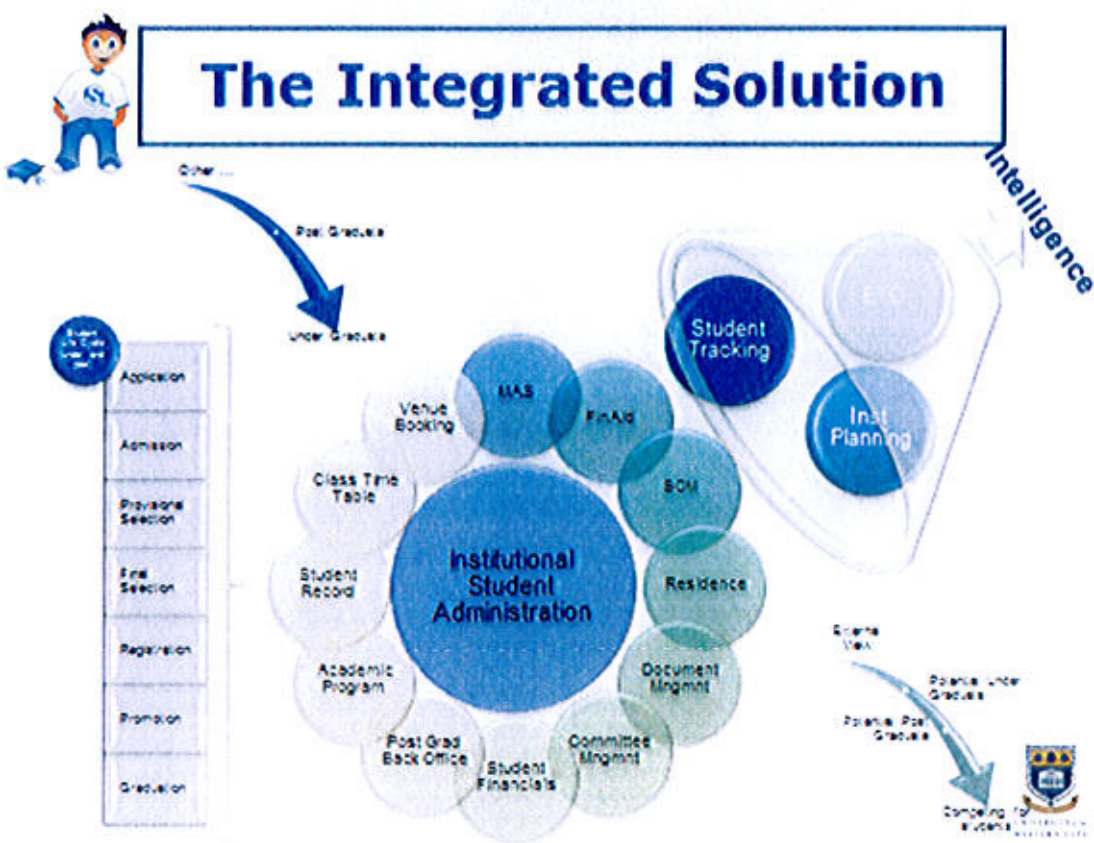
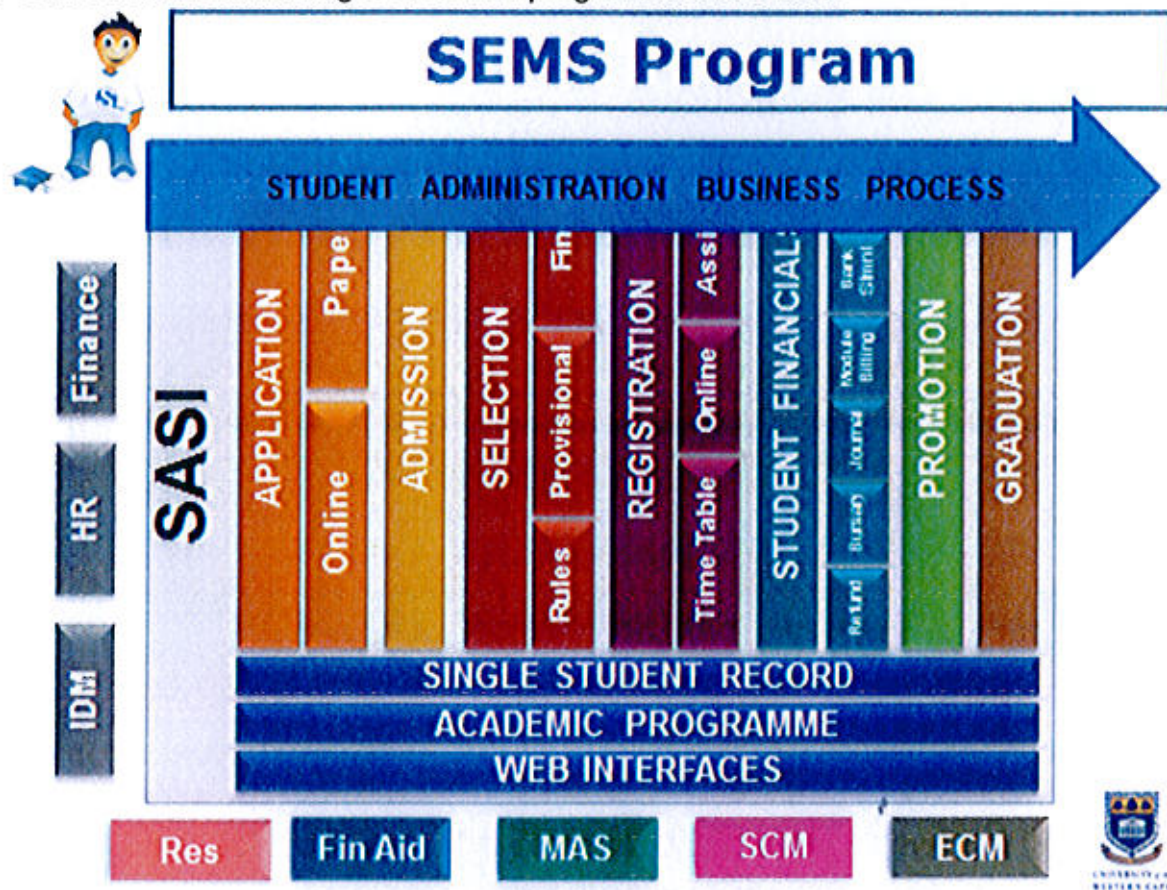
Exceptional outcomes for black students.



Quality Enhancement Project Inkundla 11 September 2014

Institution name: *UWC UNIVERSITY OF THE WESTERN CAPE*
 Representatives' names:
 Representatives' emails:

Focus Area 4: Enhancing course and programme enrolment



5. FOCUS AREA 4: ENHANCING COURSE AND PROGRAMME ENROLMENT *(Including admissions, selection, placement, readmission refusal, pass rates in gateway courses¹⁴, throughput rates, management information systems)*

5.1 Which aspects of your Institution's Strategic Plan relate to this focus area? (Please quote from the Strategic Plan.)

KPA 1: TEACHING AND LEARNING	Goal 1: To review and design relevant undergraduate and strategic post graduate academic programmes that: Will equip students with life and work skills.	Objective 1.1: To offer a comprehensive range of undergraduate and selected postgraduate programmes that are responsive to the needs of the community
		Objective 1.3: To design programmes that promote entrepreneurship
		Objective 1.5: To promote the learning and acquisition of life skills that contributes to academic and professional success as part of a well-balanced life.
	Goal 3: To promote excellence in undergraduate and postgraduate studies.	Objective 3.1: To promote a flexible curriculum design that allows for articulation
		Objective 3.2: To improve student access and success rates
		Objective 3.4: To develop methods that encourage the use of relevant technology in teaching
		Objective 3.5: To achieve enrolment targets as set out by DHET

5.2 What successful activities do you currently have in place related to this focus area? What evidence do you use to conclude that they are successful? (Do not provide detailed evidence, just a description of the type of evidence you collect).

In planning its course and program enrolment, WSU is guided by a number of factors including the Strategic Plan which inter alia involve the following: Programme and Qualification Mix (PQM), National Qualifications Framework (NQF), (CHE's) Higher Education Quality Sub-Framework (HEQSF), formally approved qualifications, subject offering types/curriculum, the higher education growth and development priorities used for enrolment planning, the capacity of the institution in terms of both physical and human resources, the focus areas, Information and Communication Technology (ICT) and research.

The focus areas where the bulk of our students are enrolled in are: Health Sciences, Science Engineering and Technology, Education and Business and Management Sciences. Moreover, the course and programme enrolment is further determined by

¹⁴ "Gateway courses" are those courses that have a large impact on students' ability to progress. Typically they are prerequisites for other courses, and often they have large enrolments. At many universities, examples of gateway courses are first year Mathematics and Economics. In some cases, if students fail a gateway course they automatically have to extend their studies by one or two semesters.

the need to create access and increase the student participation rate in higher education, the need to improve success and graduation rates, and the need to contribute through research to knowledge production in the chosen areas of study.

Each year, in determining the student enrolment, the performance of the institution against the Minister's approved enrolment targets is maintained and analysed. The projected targets, quotas and actual enrolment figures for each year are adhered to. As a university we offer mainly undergraduate programmes with targeted postgraduate programmes in some faculties as they are offered in selected strategic areas while building capacity.

Output in all programmes is gradually improving each year. Faculties such as the Faculty of Science, Engineering and Technology (FSET) have increased enrolment in scarce skills areas such as engineering, maths and technology. Postgraduate enrolment and output is gradually improving on a yearly basis in the Faculty of Education (FED) and the Faculty of Health Sciences (FHS). In faculties where there is demonstrable capacity, both students and staff are trained in research and others have their skills developed through staff development initiatives. Such student and staff development programmes are aimed at ensuring that all of them become professional educators and learners.

To enhance throughput rates at WSU, Problem Based Learning (PBL) strategies have been cascaded from the Faculty of Health Sciences to various faculties. PBL is a student-centred pedagogy in which students learn about a subject through the experience of problem solving. This teaching strategy provokes academics into revisiting their conceptions of both learning and teaching in higher education. For example, in the Faculty of Business, Management Sciences and Law, (FBMSL) case studies form an essential part of subjects such as Management, Accounting, Auditing, Financial Management etc. There are elements of PBL in most programmes, which need to be developed further and then consolidated into an integrated PBL per department. Based on FBMSL workshops, the School of Public Relations, Media & Marketing identified a hybrid approach and is currently selecting courses most suited to PBL. These will infuse PBL into the curriculum.

In the Faculty of Education (FED), the School of Initial Professional Education of Teachers (IPET) reported that in all their re-curriculated Bachelor of Education (BEd) programmes, the 4th year students prepare a research paper in which they identify problems as per the research guidelines. This is an eight (8) credit bearing module that links theory to practice. Students are expected to submit a research paper at the end of the second semester. In the School of Social Sciences and Development Studies (SSDS), PBL was launched in the Department of Philosophy.

The Faculty of Science, Engineering and Technology (FSET), Problem Based Learning (PBL), as a methodology of teaching is currently being considered in all schools. Representatives of schools participated in institutional workshops and information sessions on PBL. In FSET the Schools of Engineering and Computing also participated in a series of PBL workshops during March 2012, under the NUFFIC project. The workshops were facilitated by a panel of external experts from the Netherlands. The investigation of PBL as a teaching methodology also forms part of the Strategic Plans and objectives of all the departments in the FSET.

In line with this position WSU plans to increase the percentage of postgraduate enrolments and postgraduate qualifications. For an example, new postgraduate programs (MCom, MPM and LLM) have recently been approved by the DHET and the institution is preparing submission of these new programs to the CHE/HEQSF for accreditation. Permission has been received to register students for MCom in July 2014. The MPM and LLM will commence in January 2015.

A number of WSU's programs have been deemed aligned as Category A and BIRP is busy submitting corrections for Category B. All is done so that these programs meet the set standards.

- Cross cutting skills are offered for most programmes as credit bearing modules as well as infused in some modules- Programme structures indicate this
- Undergraduate students are taught basic research skills and implement them- programme structures indicate this, they have to conduct research and complete a research paper/project
- Fourth year Bachelor of Education (B Ed) students conduct research come up with a research paper, which is an 8 credit module as part of their B Ed programme- programme structure indicate this, copies may be made available and the students' results
- In the Bachelor of Psychology and Bachelor of Social Sciences student do Research Methodology and have to conduct research and complete a research project- programme structure indicate this, copies may be made available and the students' results
- To equip Teacher Education students to be able engage in all aspects of the school environment- SBE logbooks and files, SBE observation workbooks
- Internal Programme reviews: with the assistance the Quality Assurance Officer assigned to the Faculty of Education, one programme at a time is identified for internal review- there is evidence to this effect

5.3 What activities related to this focus area have you initiated during the past three or four years that have not been as successful as you had hoped? In what ways were they unsuccessful? What do you think might be the reasons for the lack of success?

BIRP has initiated various activities that included data cleansing and employment of permanent staff members for the unit, however, because of the university turnaround strategy some activities were placed on hold. As a unit, the BIRP is divided into three sections, Management of Information System (MIS), Higher Education Management Information System (HEMIS) and Institutional Research (IR). The accuracy of the information captured in this subsystem is of utmost importance as it is used for statutory reporting purposes hence data cleansing. In fact, it is essential for this unit and all those responsible for the running, processing and/or maintaining information on the system to be conversant in all areas pertaining to HEMIS data management information system and submission to external bodies such as DHET.

BIRP although still struggling to get full time permanent staff members for this unit, commends the university management for going an extra mile in assisting the department/unit to secure permanent employment of a qualified person responsible for the Management of Information System (MIS). This employment has yielded huge benefits to the WSU community as it is providing management information to all levels of management, supporting strategic decision-making, planning and quality processes. MIS closely oversees the preparation and management of HEMIS information, submits HEMIS Data to the Department of Higher Education and Training (DHET), co-ordinates the collection, analysis and interpretation of institutional data and dissemination of information to various stakeholders.

This incumbent is responsible for data cleansing throughout the institution as it has been proved that the data that we are constantly submitting is muddled with errors hence the appointment of this person. Although at the moment we still submit HEMIS data to the DHET without accurately verifying the correct classification of our programmes, WSU together with MIS are working around the clock to correct this anomaly. Among various reasons why this is made a priority is that, part of DHET strategy is to fund students that are enrolled for an approved program and this has serious implications on the government subsidy that WSU generates hence, the BIRP requested the inclusion of the PQM module in the newly acquired institutional software systems.

- Concerning links with schools used for School Based Experience (SBE), there are still negative attitudes of some of the principals and teachers who act as mentors of our students during SBE, however most appreciate the knowledge and skills that our students bring to their schools during SBE
- Although there is use of teaching methods that are responsive to the students' diverse learning needs and styles, there is need for more training of lecturers
- Although there is marketing to attract students of high quality to Maths, Science, Technology and Consumer Sciences Education, it is still difficult to attract candidates with endorsement for Bachelor degree

- When the Faculty motivated for the establishment of the SBE Unit, with staff that will plan, organise and implement all the activities of SBE, this was not approved because new posts could not be created
- SBE monitoring, supervision, assessment has proved to be a challenge as there is a high students to lecturer ratio, since most of the lecturers are part-time and are unable to participate during SBE
- There is a need to improve throughput and pass rates especially in 1st and 2nd year; students take time to get used to the manner in which teaching and learning takes place in HEI as compared to schools
- Identifying students at risk is a priority; in some programme/modules/courses, the number of students is very high and this does not make it easy to identify struggling students early in the year
- Enrich students learning experiences; the learning environment is sometimes not conducive
- Challenges were encountered in implementation academic exclusion. It transpired that the implementation of the rule was not uniform across campuses and faculties. Some students complained that the appeal process was inconsistent. Consequently, the Office of the Registrar facilitated the establishment of a standardized framework for the appeal process in all faculties and campuses. The standardization of the appeal process was approved by the Senate meeting held on 27 November 2013.

5.4 What activities have you recently implemented or are you planning to implement in the next 12 to 18 months related to this focus area? Why have you chosen these particular activities? What is the need or problem they are intended to address?

BIRP is the custodian of the Higher Education Data Analyser (HEDA) as a result there is improvement in relation to the software in the institution as a whole. This software has a number of facilities and modules responsible for enhancing integrated academic planning and reporting process. The Management Information using the HEMIS data reporting module of HEDA consists of a library of reports in the form of tables, graphs and multi-dimensional reports that are very useful for reporting purposes. These reports are based on HEMIS data and provide lecturers, Head of Departments, Deans and the Institutional Management Committee (IMC) with a clear view of what data is submitted to DHET.

The correctness of HEMIS data is enhanced through the visibility of HEMIS data throughout the institution. The following other operational datasets form part of the HEDA integrated database include, student application data, research data, financial data and student data. HEDA dashboard allows managers to monitor the contribution of the various entities such as visual presentation of performance measures. After securing HEDA and BIRP staff members trained, faculties and other data users were trained by the trained BIRP staff. Various activities are being

performed using this system and integrator pro, such as student tracker, business plan generator, enrolment planning, time sheets, budgeting, performance evaluation, tuition fee, research and many other areas.

Early identification of students at risk has been made possible through the analysis of student's results immediately after capturing of examination results. HEDA system managed by our MIS unit engage faculties by forwarding data to departments and faculties so as to provide students with intensive appropriate remedial support programmes. This strategy has managed to improve the student output and access in the institution.

In partnership with our institutional Information and Communication Technology (ICT) unit, the BIRP is responsible for the training of WSU staff members and students in various software appliances contracted and some purchased by the ICT department. BIRP staff members have also been trained by the institutional ICT and they are now happy to report that they are able to use software such as Oracle discover and Valpacfor data submission purposes.

Furthermore, the BIRP management has initiated HEMIS staff to be trained in ITS Integrator 3 in order to equip them with skills and knowledge in order to maintain the reporting systems, which are critical to successfully administer student data and operation access. To fast track registration and admission processes, integrator 3 is able to sort applications in merit sequence on the basis of matriculation results, or in the case of present students, on the basis of the average results in previous examinations at the institution. The training which BIRP staff members have undergone, among other things, will assist in speeding up the registration process, allowing lecturers and student to commence their classes smoothly.

Now that the new Academic Structure and Architecture have been approved, and in order to enhance course and programme smooth enrolment, BIRP is responsible for Academic structure of all academic qualifications of the university/ study programs offered up to courses/modules that form part of the curriculum program. HEMIS staff members have been trained to manage the subsystem so as to be able to manage and maintain the academic structure. This is critical for the administration of the student management system. In the HEMIS system (where WSU data is stored) Information captured in the academic structure reflects the rules as set by the academic management in the institution. To enable student success, rules must correspond with the official documentation of the institution, such as calendars, yearbooks or prospectus.

Recently, the BIRP has forged partnerships with local schools so as to improve

student access in critical learning areas. For example, winter school programmes are now in place. In order to increase registration, learners enrolled in the Winter School were furnished with application forms for admission into university programs and those who have applied will be given first preference during the student selection process for 2015. This is one of the recruitment strategies initiated through WSU management. The schools which were allowed to attend the winter school classes in turn undertook to encourage learners to give priority to WSU upon the completion of their school education.

- Alignment of all Teacher Education programmes with the Policy on Minimum Requirements for Teacher Education Qualification (MRTEQ); this is a National requirement
- Align all other programmes in the Faculty of Education with the HEQSF; this is a National need
- Design and implement programmes that respond to National priorities; Also an National need
- Recruit more lecturers for Maths, Science and Technology; this is a Provincial and National need
- Use teaching methods that are responsive to the diverse student learning needs and styles in order to enhance throughput and pass rates
- Create opportunities for students and staff to develop and demonstrate their creativity and innovativeness in order to enhance the competences of both staff and students
- Strengthen students' work-based learning experience; this is a requirement in most of the Teacher Education programmes and some of the Social Sciences programmes
- Use of Peer Assisted Learning (PALS), tutors to help to improve student success
- Improve students access and success rate; this is key to the mandate of the university
- Promote the use of ICT in learning, teaching and research; this will enhance these activities

5.5 What are the challenges or problems related to this focus area that still need to be addressed in your institution?

Several challenges have frustrated pass rate and throughput in some courses/subjects such as science related subjects. With the injection of funds through extended programs, access and throughput rates are gradually improving. The university, because of lack of resources, finds itself in a rather awkward position to attract high performing and achieving grade 12 students as they are enticed and given bursaries by established universities. WSU also finds it hard to recruit and target highly qualified and appropriate academics due to the position and location of the institution although it works hard to market itself. Infrastructure is also a challenge although much work has been done to solicit infrastructure funding. Be

that as it may, through the turnaround of the institution, these problems are being addressed.

- Acquisition and upgrade facilities to meet infrastructural needs
- Most students do not complete their qualifications on time
- Shortage of teaching venues, especially for large classes
- Lack of teaching and learning resources, especially in the Natural & Consumer Sciences as well as Technology Education
- Most students are held back from progressing through the years because they fail major subjects; in Teacher Education this holds them back because these are pre-requisite for them to go out for School Based Experience
- Providing resources for teaching and learning, especially for Consumer and Natural Sciences Education as well as Arts and Culture Education. These need specialised equipment for practical lessons; lack thereof render the qualification not to be of the required standard and the graduates end up not achieving all the competences and exit level outcomes
- Placement of students for School Based Experience; there are not enough schools around our sites for placement of students. The whole SBE is challenging in planning, organising, monitoring, supervision and assessment

6. OTHER AREAS THAT AFFECT STUDENT SUCCESS
(Areas that do not fall within the four focus areas)

6.1 Briefly describe other activities your institution is undertaking to promote student success (beyond the four focus areas).

The internal programme reviews are conducted under the auspices of the Quality Management Directorate (QMD) once in a five year cycle. The Internal Programme Review Processes and Procedures Policy (IPRPPP) and the Quality Management and Assurance Policy (QMAP) are meticulously applied in quality promotion at WSU.

The Quality Management Directorate (QMD) also conducts internal reviews for programmes that are periodically accredited by external bodies like the Health Professions Council of South Africa (HPCSA) for the MBChB degree, the Engineering Council of South Africa (ECSA) for Engineering technologists and technicians, the South African Institute of Chartered Accountants for accounting degrees, the South African Council for Quantity Surveying Professions (SACQSP) for building programmes and the South African Council for Project and Construction Management Professions (SACPCMP) for programmes in the Built Environment, to mention just a few. When these external accrediting bodies come to WSU for their independent accreditation the departments that offer such programmes are re-accreditation.

Student Leadership, in partnership with Faculties, has introduced Academic Awards in their Annual Programme of Action as a mechanism to promote academic excellence. Best performers are recognized and receive financial rewards for their effort in 2 of the 4 campuses. The same will be rolled out to other campuses in the next year.

6.2 What other challenges or problems does your Institution face in promoting student success?

Although there is a Senate approved document entitled the "Guidelines to control and monitor the attendance of scheduled classes by academic staff and students", its implementation needs monitoring to ensure that staff and students adhere to the guidelines.

Frequent and often violent student unrest and prolonged industrial action by unionized staff members have taken a lot of time over the past few years. This necessitates a re-scheduling of the academic year that impacts negatively on student performance. Student unrest, for example, mainly emanates from Insufficient NSFAS funding and the administrative processes in its implementation. There is always a backlog of students who didn't receive funding in the previous year due to varied

reasons but are not able to register with their debts still outstanding.

The lack of proper access control into the lecture rooms makes it easy for students to disrupt classes, more often without following agreed upon processes to address challenges.

Insufficient funding from the National Students Financial Aid Scheme (NSFAS) to assist needy students as well as abject poverty and hunger are some of the key challenges that are faced by WSU's students and they adversely affect student success.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: **DURBAN UNIVERSITY OF TECHNOLOGY**

Representatives' names: Mrs K Sattar and Prof T Ngwenya

Representatives' emails: sattark@dut.ac.za; ngwenyaT@dut.ac.za

Focus Area 4: Enhancing course and programme enrolment management

Report on first year student cohort

1. Student data

- no. of first-time entering first year students registered
- no. of withdrawals
- retention rate (percentage of students who are still in the system by the end of the first year)
- possible reasons for withdrawals/retention rate

2. Admission standards – comment on:

- the average admission standards of the cohort (in relation to departmental requirements)
- the mean National Senior Certificate (NSC) score of the cohort for each of the subjects required for admission
- other relevant information on the NSC achievements of the cohort
- reports arising from the implementation of SATAP, National Benchmarking test, etc.
- national issues pertaining to the NSC exams that may have a bearing on this cohort.
- the recruitment strategy implemented for this cohort

3. Academic standards and student achievement

- comment on the percentage agreement for the question *'overall I am satisfied with the quality of this course'* posed on the SEQ (across all first year modules evaluated by first year students)
- compare the success rate and admission profile of this cohort with those of previous years
- compare the percentage of students that progressed from first to second year with previous first year cohorts
- describe the teaching and learning strategy for this cohort
- comment on the methods of assessment that were used and whether these methods were specifically designed for first year students

4. Specific strengths and challenges with regard to this cohort of first year students - comment on:

- provision and adequacy of academic support
- adequacy of learning resources e.g. library and computers
- profile of the staff teaching this first year cohort e.g. increase in number of part-time staff; staff resignations; staff: student ratio; staff qualifications etc.
- profile of the support staff
- adequacy of teaching and specialist venues etc.
- the arrangements for student representation and obtaining feedback
- specific strengths of this cohort
- specific challenges facing this cohort

5. Explain whether there were any institution-wide/national events, issues or occurrences that may have influenced the performance of this cohort

6. Implications for learning and teaching strategy

Given the information above, reflect on the changes that could be made to the learning and teaching strategy (including assessment) with the view to enhancement of the first year learning experience.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of Limpopo
 Representatives' names: Dr Abbey Ngoepe & Dr Kwena Masha
 Representatives' emails: Abbey.Ngoepe@ul.ac.za & Kwena.Masha@ul.ac.za

Focus Area 4: Enhancing course and programme enrolment management

The continuous monitoring of enrolments throughout the registration period, enhanced marketing of programmes through activities such as Open days, and strict adherence to University enrolment criteria has resulted in much improved enrolments during the 2014 academic year. The information hereunder shows that all the Faculties were within 5% of their enrolment targets.

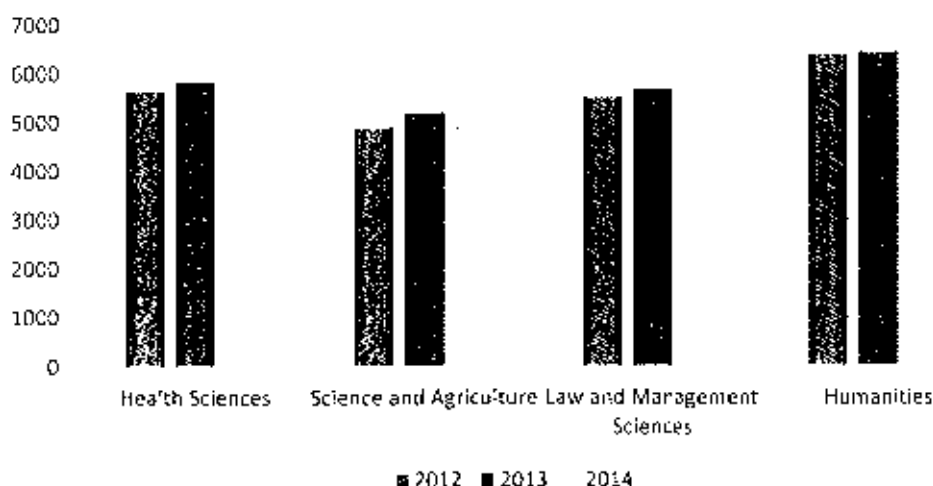
1st-Time UG Enrolments with Quotas

Faculty	2014	2014 Quota	
Health Sciences	1 099	1 112	○
Humanities	1 398	1 463	○
Management And Law	1 284	1 315	○
Science And Agriculture	1 507	1 547	○
TOTAL	5 288	5 437	○

First Time UG Enrolments with Quotas

- - Registrations within 5% of quota.
- ◐ - Registrations within 10% of quota.
- ◑ - Registrations exceed quota, or more than 10% below quota.

Total enrolments for three years



The improved monitoring is also enabling the University to gradually increase enrolments in critical areas whilst sustaining or reducing enrolments in other areas. For the past three years, noticeable increments were achieved in the Faculty of Health Sciences and Faculty of Science and Agriculture whilst enrolments in the Faculty of Management and Faculty of Law and Humanities were kept almost constant.

Institution name: University of KwaZulu-Natal

Representatives' names: Dr Rubby Dhunpath; Prof Bala Pillay

Representatives' emails: Dhunpath@ukzn.ac.za

Focus Area 4: Enhancing course and programme enrolment management
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The UKZN Web Portal & Dashboard of Indicators

UKZN is optimising its Institutional Research capacity through systems development and capacity development of IR staff. Much of the data analytics and system improvements are the result of a range of data made available through the University's **Institutional Intelligence (II) unit which serves as the information hub of the University** by maintaining and providing accessible, accurate and relevant information to support the decision-making processes within the Institution. It involves the integration of data from multiple sources, such as Integrated Tertiary System (ITS); Student Management System (SMS), Staff Activities Management Information Systems (SAMIS) throughout the University and from sources outside the University in order to provide up-to-date management information.

The UKZN Web Portal:

1. supports management's planning and decision-making processes e.g. the enrollment planning process;
2. meets the University's need for management information in the area of performance e.g. passrates, graduations, cohort, year-on-year studies and research productivity;
3. provides large data sets to support institutional research in the areas of student and staff;
4. improves the data quality at UKZN

The UKZN Web Portal, which will eventually be upgraded to a **Dashboard of Indicators** will enhance management of students, modules and programmes, providing real-time registration statistics, student application and selection status, applications and intake summary, self- help registration, head counts, FTE and WFTE, student performance year-on-year, cohort analysis, cohort time taken to graduate, module pass rates and graduate head count by year of completion (<http://ii.ukzn.ac.za>).

While Institutional Intelligence (II) is responsible for statutory reporting and data quality enhancement, The Dashboard enables staff to access the data themselves. Training for data analytics facilitated by international experts will be available to UKZN staff from December 2014.

Success Evidence:

The system now allows for progress towards achieving the enrollment targets to be monitored in real time. In addition, reporting on performance has been successful as it has empowered users to extract their own data, thereby reducing the number of requests by more than 50%. The large data sets and the data quality monitor are in the initial stages of implementation. A separate schedule of Institutional Indicators has been developed which serves at Executive forums on a regular basis. This system will also be deployed on the web

Quality Enhancement Project Inkundla 11 September 2014 Focus Area 4: Enhancing Course and Programme Enrolment

Representatives' names: Saretha Brüssow / Beate Gadinger
Representatives' emails: sbrussow@ufs.ac.za / gadingerb@ufs.ac.za

PROJECT	DESCRIPTION
Initiatives supporting curriculum review	
1. Module upgrade service	This service will support the UFS curriculum renewal process at the UFS. This initiative recognises that curriculum renewal in the 21st century is a continuous process. The service will make use of national and international expertise where necessary.
2. Academic Advising	The Academic Advising system is focused on supporting students, especially first-generation students. Academic Advising aims to break the vicious cycle of credit overload and study debt.
Initiatives supporting student success	
3. New Academic Tutorial Programme (NATP)	The New Academic Tutorial Programme (NATP) run by CTL has been funded by the TD grant for the past five years. The percentage increase in student performance ranges, for those students who attend tutorials regularly, from 5-15% on average compared to students in the same module who do not attend tutorials regularly.
4. Improving large class teaching	This CTL project includes the sharing of effective management and resource allocation in large class subjects with the aim of having a stronger impact on success and throughput rates.
5. Student engagement and success strategy	With the support of the Kresge Foundation, the CTL has developed a suite of student engagement measures that can be used to improve the quality of teaching and learning with a focus on student success.
6. Roll-out of e-learning	The roll-out of e-learning by the CTL at 2013 includes 2050 modules, 32000 students and 903 staff.
7. Staff and student training	The CTL provides training on e-learning to staff and students. In 2013 109 staff and 4000 first-year students on the Bloemfontein campus were trained to be able to access learning resources from anywhere.
8. Mapping of teaching with technology	This year the CTL identified 22 staff members to develop case studies on the use of technology to improve teaching and learning.
9. iPad project	This project will make use of 30 iPads to provide a new teaching and learning experience to 250 students.
Interventions to professionalise teaching and learning	
10. Redesign Academic Staff Orientation	The orientation programme will be aligned with a new tenure policy that will require new staff to receive more in-depth teaching and learning training throughout the year. By the end of 2013, 80 new academic staff members will have been trained.
11. Academic Staff Development Courses	Design your course, Teach your course, Assess your course, Plan your career, The redesign of academic staff development courses is based on a detailed analysis of staff and institutional needs in relation to teaching and learning.
12. Scholarly Teaching in the Discipline	This initiative is focused on supporting staff to reflect on their teaching and in that way promote the scholarship of teaching and learning. The initiative currently involves 13 academics.
13. Decoding the disciplines	This is an example of a faculty-based initiative that focuses on helping staff to make sense of teaching and learning from a disciplinary perspective.
Interventions supporting postgraduate expansion	
14. Change in the academic staff promotion criteria	Policy focus: accredited/internal publications and postgraduate students.
15. VC Prestige Scholar Programme	Professional development to fast-track the development of the next cohort of university professors. This initiative will increase research output and supervision capacity.
16. New marketing strategy.	Postgraduate enrolments targeted through marketing locally and internationally.
Interventions focused on increasing access	
17. Access Programmes	The UPP has provides access opportunities to 984 students in seven sub-regions while the extended degree initiative involves 425 students. These programmes make use of about 200 learning facilitators to implement a small-class teaching or tutorial approach resulting in more success.
18. UAL	The UAL presents development courses and conducting research into improving academic literacy.
19. Programme for Academic Success (PASS)	The aim of this programme is to support and empower access programme students, who tend to drop out in their second academic year, with enhanced academic and social support.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of the Witwatersrand

Representatives' names: Prof Andrew Crouch (DVC Academic) & Prof Christine Woods (Director: Centre for Teaching, Learning & Development)

Representatives' emails: Andrew.crouch@wits.ac.za; Christine.woods@wits.ac.za

Focus Area 4: Enhancing course and programme enrolment management

On an operational level, the University's admissions selection and enrolment processes are centralised. The **Student Enrolment Centre (SENC)** is responsible for both UG and PG application processing. UG selection for South African matriculants writing the NSC is automated with decision making structured into 3 broad bands: accept, decline, defer or waitlist an applicant. Other cohorts such as international students or transferring from one tertiary institution to another, are dealt with by faculties and SENC staff collectively. At PG level, all decisions to admit students are made by schools and faculties.

- The selection criteria is made public in our promotional literature, and on the website at least one year in advance of admission.
- Our data repository of previous applicants and their educational history allows us to track patterns of enrolments; formulas of conversion from application to offer to enrolment are well established and allow us to manage our enrolment numbers at both UG and PG quite effectively.
- The sending of offers via sms has been extremely successful for UG students.
- The University's strategic objective to grow its PG numbers has required a careful management of enrolment at UG level. Wits receive over 47 000 applications for approximately 5500 first year places, so enrolment targets have been set at programme level to ensure that capacity is not exceeded. In 2014 an on-line registration system was successfully launched for all fixed programmes, postgraduate degrees and returning students.
- The University uses an **Admission Point Score (APS)** at UG level to determine who is offered a place, but in certain programmes (e.g. Health Sciences, Fine Arts, Architecture) additional criteria is also used.
- The use of senior PG students in a peak period call centre to assist with the volumes of enquiries is an initiative that has been in place for 4 years now at UG level.

One activity that the University has been engaged in for many years is an appeals process when students are academically excluded because of non-performance. This process has been unique to Wits in that it allowed for a second round of appeals to a largely constituted committee. If students' appeals were considered valid about 50% of students were permitted to renew their registration. Ultimately approximately 50% of those students who were re-admitted either progressed into their next year of study or qualified

- **Throughput and course pass rates** are monitored by the **Senate Teaching and Learning Committee**. Reports are produced quarterly and monitored by various Senate Subcommittees; Data in the data warehouse is populated into various cohort models to support throughput and retention analysis. Throughput data is also used to support the **enrolment-planning model**, which assist with planning how many new undergraduates can be accommodated in the various programs in each faculty.
- **Annual User Surveys** are conducted and the results are used to improve the data warehouse as well as the service provided to users. Surveys conducted by the internal **Institutional Research Unit (IRU)** on the First and Final Year Experience, Admission Surveys, Graduate Exit Survey, Undergraduate Students Experience Survey, Postgraduate Students Experience Survey, as well as, a survey on Student Participation in Quality Assurance, have served as measures to evaluate student engagement for success. These surveys have highlighted areas for improvement to address student success and as such, the **Early Warning System** was developed and piloted in 2014.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of Johannesburg

Representatives' names: Prof Rory Ryan; Dr André van Zyl

Representatives' emails: rryan@uj.ac.za andrevz@uj.ac.za

Focus Area 4: Enhancing course and programme enrolment management

Cohort studies

The enrolment planning and management processes focus on the quantitative dimensions of enrolment planning and monitoring, but the planning model used is based on cohorts of students, and this dimension has been developed to enable very detailed analyses of the performance of cohorts of students. The cohort studies are done using a HEDA module which in turn is based on the HEMIS data. The

Cohort reports are available per programme, but they can also be filtered to show performance for first-time entering students, for example, or for students registered for the extended form of a programme. In other words, analyses can be done by faculty, by department, by qualification type, by race, and by gender with a focus on retention, dropouts or graduation. It's also possible to compare information for a number of different cohort years within the same parameters to see what trends may be emerging.

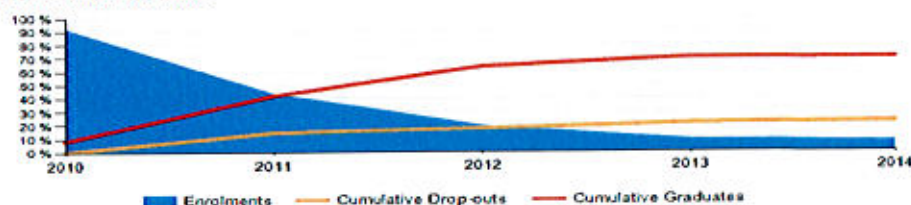
This has proven to be a very powerful management tool as well as a diagnostic tool for faculties, allowing them to identify areas of high drop-out or very slow time-to-completion that require intervention. Success rates at module level are used to identify modules with high failure rates, again for faculty intervention. Some faculties prepare annual reports on these modules, but the practice is not uniform. More often, heads of department are required to be vigilant about at-risk modules and to put in place measures to address root causes. The Faculties are able to draw these cohort reports for themselves.

Report Parameters

Cohort Year	2010
Cohort Definition	Student Qual Type Grp Faculty level
Data Source	HEMIS Data
Faculty (Only Academic)	
Qualification Type Grouping	Other Postgraduate

Entering Term	1st Year 2010	2nd Year 2011	3rd Year 2012	4th Year 2013	5th Year 2014
2010 Baseline Enrolment	319	319	319	319	319
Enrolments (Retained)	293	139	61	28	24
% Enrolments	91.8%	43.6%	19.1%	8.8%	7.5%
Stop-outs (included in Enrolments)	0	3	6	3	0
Drop-outs	0	46	9	12	4
% Drop-outs	0.0%	14.4%	2.8%	3.8%	1.3%
Cumulative Drop-outs	0	46	55	67	71
% Cumulative Drop-outs	0.0%	14.4%	17.2%	21.0%	22.3%
Graduates	26	108	69	21	0
% Graduates	8.2%	33.9%	21.6%	6.6%	0.0%
Cumulative Graduates	26	134	203	224	224
% Cumulative Graduates	8.2%	42.0%	63.6%	70.2%	70.2%
Average Time to Completion	1.00	1.81	2.21	2.38	2.38
Average Time to Drop-out	0.00	2.00	2.16	2.49	2.63

2010 Baseline Enrolment

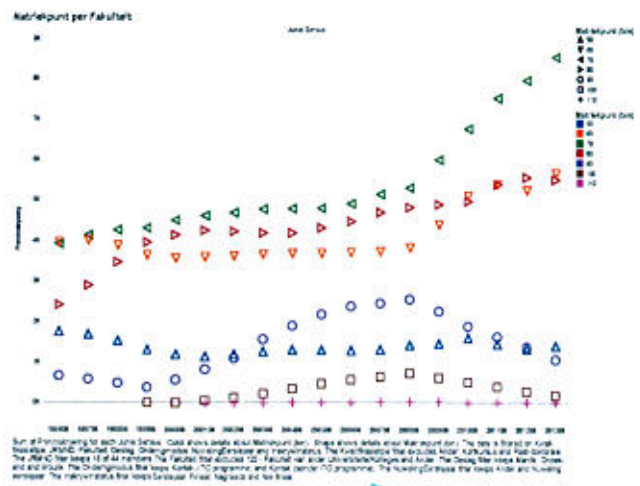


Stellenbosch University (SU) has a history of promoting and maintaining student success and we strive to create a campus where, in the words of our late rector "the daughter of the farm worker will have the same future opportunities as the son of the farm owner". In the Institutional Intent and Strategy the University's three strategic priorities are listed as (1) Broadening access (2) Sustaining the momentum on excellence, and (3) Enhancing social impact. The coordination and planning of enrolment management is key to achieving a widened access with which to build on our academic stature and moving "from excellence to significance" w.r.t. increasing the impact of our teaching, learning and research on the communities we serve.

- *Census data of 2011;*
- *Analysis of the provision of university candidates by the schooling system;*
- *Analysis of the post-school education and training environment in South Africa;*
- *Targets and expectations related to higher education as expressed in national policy documents, including the National Development Plan as well as, by implication, also the contributions of the various faculties through their research and graduate outputs to the priorities set in national projects such as the Strategic Integrated Projects emanating from the Infrastructure Plan;*
- *Environmental and physical planning in Stellenbosch, and the SU Master Plan for physical development (buildings, estates, campuses) with a view towards 2030;*
- *Current academic programme offering;*
- *Modes, and language of instruction;*
- *Enhancement of inclusivity initiatives;*
- *Trends in the staff-to-student ratio;*
- *Ministerial enrolment targets;*
- *Funding and business model within the general economic climate.*

Persentase studente per fakultet vir 2014

Fakultas	Ingg (%)	Regi (%)	Spesialis (%)
Agri	30.0	60.0	10.0
Eduk	35.0	55.0	10.0
G-Gea	20.0	60.0	20.0
Ing	25.0	65.0	10.0
Ingg	40.0	50.0	10.0
Loka	15.0	65.0	20.0
Med	20.0	60.0	20.0
Sps	30.0	50.0	20.0
Spt	35.0	55.0	10.0
Tsp	30.0	60.0	10.0



Pictures: Two examples of graphic representations of enrolment data by the Centre for Institutional Research

Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of Zululand

Representatives' names: John Boughey, Isaac Machi

Representatives' emails: bougheyj@unizulu MachiI@unizulu.ac.za

Focus Area 4: Enhancing course and programme enrolment management

Context

Enhancing course and programme management is related to the efforts which the university is making to improve the role of programme administration and management in order to render a more efficient and high quality service to students. These efforts include the re-organisation of the Registrar's division with separate units responsible for enrolment management, admissions management, assessment management, student records and secretariat and policy management. In addition, the university has recently instituted the posts of Deputy Dean: Teaching and Learning, and Deputy Dean: Research for each faculty. The Deputy Deans now have allocated responsibilities in each area.

Enrolment Planning

The first Goal of the Institutional Strategic Plan is "High quality academic and career-focused programmes, relevant and responsive to the needs of students and society". This goal is linked to the Strategic Objective: "To provide relevant, quality education which integrates career preparatory, and general academic programme offerings and research, which are responsive to the development needs of society".

UNIZULU acknowledges that it has an enrolment heavily weighted to Education and Other Humanities, which needs to change to a more balanced shape and size across the four major CESM categories. As a result the university has altered the planned size and shape of enrolment plans to decrease enrolment in education programmes by 2.3% by 2019 and grow enrolment in SET and Business Management to 5.9% and 11.9% by 2019. This proposed change of shape will result in a division of the total enrolment into 20% for SET, 23% for Business Management, 21% for Education and 27% for Other Humanities. The planned increase in undergraduate diploma and certificate programmes will take place at the Richards Bay campus, where the second phase of the infrastructure development plan has recently been approved.

Attracting students

Every year the University holds open days for local schools, the purpose of which are to inform potential students of the programmes on offer and to whet their appetites. Departments use a range of strategies to do this. For example, the Zoology department organises guided tours of its facilities, including the fish tanks. The Communication Science department (see pictures below) produces high-quality brochures, and also uses mobile advertising.



The department of Creative Arts opens its doors to prospective students, allowing them in to watch a range of rehearsals and performances. In the pictures below students are engaging in physical theatre, based in principles of contact improvisation and circus skills. The students have to choose their own way of narrating and presenting the work through physical theatre, and they are expected to have researched the work in the library.



Challenges

Financial difficulties suffered by students

The student population of UNIZULU as a whole suffers from considerable financial uncertainties. NFSAS loans do not cover the whole cost of fees, living expenses and books. Many students are forced to drop out of their studies mid-way to earn money to pay fees. They often return to the university after a few years and thus contribute to a 'bulge' in student numbers.

Inadequate Management Information Systems

The university acknowledges that an efficient and effective MIS unit provides the necessary basis for making good decisions about where support for teaching and learning should go, especially in the context of scarce resources and the need to distribute these resources to achieve maximum effect. Management Information Systems (MIS) forms part of the Academic Planning and Quality Unit, together with the HEMIS unit at UNIZULU. The current HEMIS manager, who is looking after both HEMIS and MIS was appointed very recently in May 2014.

Increase in enrolment into undergraduate diploma and certificate programmes

UNIZULU, while acknowledging its status as a comprehensive university, has not yet made significant progress with enrolling a substantial number of students into its undergraduate diploma and certificate courses. In 2012 2417 full-time students were registered for UG diplomas and certificates, while 12,586 were registered for UG degrees. In consultation and agreement with DHET UNIZULU has undertaken to reduce its undergraduate enrolment by -2.3% by 2019 to 15,000 students while increasing the number of diploma and certificate students enrolled to 3188.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of Venda

Representatives' names: Dr Clever Ndebele and Mr Vakele Nobongoza

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Focus Area 4: Enhancing course and programme enrolment management

The university has implemented the following activities in order to enhance course and programme enrolment management:

1. The university has implemented an integrated management information system (MIS), which is capable of reporting on HEMIS and operational data. Through the dashboards we can constantly monitor our headcount enrolments per school and drill down to departmental level. Some of the pertinent reports that come from MIS are the cohort analysis which gives an account of the throughput rates of multiple cohorts. The cohort analysis reports do not only indicate the throughput rates, but they also indicate the drop-out rates and stop-out rates within the stipulated period of study.
2. The university is now downloading matric results from HESA and match results with applications. This has also prevented students from submitting fraudulent matric results and certificates. The university is also making use of calculating Admission Point Scores (APS) electronically and this is running successfully.
3. The university has successfully piloted online application and registration in 2011 and these are now fully functional.
4. The university has been able to reduce the number of walk-in students considerably. The Academic Division has revised General Calendar rules and adherence to the rules is now more closely monitored.
5. Timely capturing of student assessment data has been achieved through greater monitoring and strict enforcement of the deadlines by the Deans.
6. Recruitment of suitable school leavers through marketing and the hosting of open days at the university. There has been an increase in the number of first choice students who applied on time pending the availability of results. There has also been improved communication with applicants through detailed letters which include the following information: indication of placement dates, orientation dates, registration dates and dates of payable fees, and bulk SMS.

The university will continue to implement the following activities in the next 12 to 18 months:

1. The implementation of the management information system (MIS) to enhance course and programme enrolment management
2. the university intends to measure, monitor and understand the key performance indicators responsible for improved understanding of student enrolment and tuition, staffing, finance, procurement, and space and asset management issues.
3. Online application and registration
4. Automated data management for selection and admission of applicants.
5. Implementation of automated data quality processes
6. Implementation of self-service business tools
7. Provisional admission of applicants on the basis of Grade 11 results is currently under consideration.

The university has chosen these particular activities for the reasons of improving the efficiency and effectiveness of the application, selection and admission process; considering technological advancement in business intelligence by implementing MIS, applications and technologies to enhance its enrolment management activities; as well as to have proper storage of vital data, and that in turn assists the university in understanding the dynamics of enrolment issues for strategic decision making.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: Unisa

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Focus Area 4: Enhancing course and programme enrolment management

Management Information Systems

The Directorate of Information Analysis (DIA) has developed a portal of institutional data that is accessible to all academic and managerial staff and is filtered according to roles. The DIA also provides regular reports to management and senate committees on:

1. students' success (modular views) using various filters (college, CESM, funding group, qualification group, gender, etc.);
2. throughput analyses. The DIA has developed a model of conducting cohort studies based on the courseload expected for Distance Education and the maximum time allowable for completing qualifications in terms of Unisa's Admission Policy;
3. modules at risk. In the past the Student Success Forum (SSF) used one formula for determining modules at risk, namely modules with student enrolments larger than 1500 and having module success rates lower than fifty percent. As from May 2014 the DIA in collaboration with the SSF has developed a more nuanced formula for determining modules at risk that particularly takes into consideration the uniqueness of each College. Various initiatives are used in the university to mitigate failure in modules at risk. The SSF annually considers modules that will have face to face tutorials at the various regional learning centres using the list generated by DIA of modules at risk. At the end of each examination seating, DISA produces information about students who are only left with twenty four credits or less to complete a qualification. These students are then provided additional support by academic departments and provided with a further summative assessment opportunity;
4. examination results per exam sitting. The analyses of these exam sitting results enables the institution to keep track of students' progress periodically;
5. academic exclusion. As from 2013 students who do not make appropriate progress by passing 36 credits (24 for extended learning programmes) per annum (two consecutive semesters) are prevented from re-registering. The DIA reports provide the university with a measure of the impact of this admission policy requirement.

The DIA also provides other analyses specifically asked for by any unit of the university. As part of various institutional research initiatives, DISA produces many reports which provide information about the issues covered in this focus area. All DISA generated reports are available to each staff member through the HEDA portal.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: Cape Peninsula University of Technology

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Focus Area 4: Enhancing course and programme enrolment management

CPUT'S ENROLMENT PLANNING MODEL AND MONITOR DEVELOPMENT

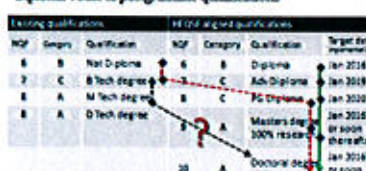


Table 1: Category B qualifications per faculty

Faculty	Undergraduate qualifications	Postgraduate qualifications	Sub-total
Applied Sciences	14	11	25
Business	18	0	18
Education & Social Sciences	32	0	3
Engineering	15	8 ^a	23
Health & Wellness Sciences	3	0	3
Informatics & Design	12	12	24
Total	65	31	96

Appendix A includes a complete list of the Category B qualifications on-line system (dated 29 August 2013).

Example only
Diploma route to postgraduate qualifications



The B Tech degree and/or M Tech degree should not be placed out before the Advanced Diploma and Postgraduate Diploma programmes are ready for implementation, since this will create an articulation and progression gap for students.

HEQSF Alignment Project (Acad. Plan.)

Reviews (QMD, MIS, Fundani)

- Programme (Quality)
- Subject (Gateway)
- Qualification (Throughput)



Consolidation Project DVC, Deans, HODs, QMD, Ops.

QUALITY ENHANCEMENT PROJECT

Institution Name: Central University of Technology

Representatives' names: Mr Ike Mokhele and Ms Jane Nkhebenyane

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5: ENHANCING COURSE AND PROGRAMME ENROLMENT (3-6 pages)

CUT's Vision 2020 and Strategic Plan 2010-2015 as well as other related policies and plans outline the following:

Enrolment management forms part of Goal 3 on teaching and learning: To shape the academic future of CUT in such a way that it is high quality, niche-focused and differentiated. The CUT Strategic Plan 2010-2015 specifically refers to enrolment management: *"While the university remains committed to operate within the parameters of the student enrolment agreement with the Department of Education, including the equity targets, its capacity to do so effectively remains challenged"* (paragraph 2.6)(Goal 3). The issue of student enrolment targets is, also, extensively covered in the following document: CUT Revised Academic Plan: 2014-2020.

Regulation, policy statements and procedures at CUT relevant to the enhancement of course and programme enrolment

The regularly revised admissions policy includes procedures for the admission, selection and placement of prospective students as well as the re-admission of formerly registered students. Selected applicants are categorised into those who (a) meet admission requirements; (b) are subjected to the testing of potential; (c) referred to an extended curriculum programme (ECP); and (d) who qualify for recognition of prior learning (RPL).

In addition, in some instructional programmes make use of the following: Psychometric testing/assessment; submission of a portfolio; interviews; completion of a questionnaire; assessment of practical skills; and/or any other process as approved by Senate. The National Benchmark Test (NBT) will be used as an additional placement tool as from 2015.

The other three faculties offer ECP that proved to be successful in improving pass and throughput rates.

Activities recently planned and implemented

The following are the key activities that were recently implemented or planned for implementation by CUT:

Centralisation of enrolment/one-stop shop for registration

This was chosen because students were walking up and down the campus looking for assistance during the registration process, and as a result it would take them the entire day to register. This intervention was intended to reduce/minimise the time students take to enrol to eliminate the tendency of moving students from pillar to post. For this to work effectively, CUT should develop clear procedures and better communicate them to stakeholders.

Production of the enrolment monitor

This was planned in order to assist faculties in monitoring the enrolment targets and adjust them accordingly. It was also intended to update executives (deans) on the enrolment *status quo* as it evolves. Secondly, it was planned in order to assist in addressing the problem of not meeting/exceeding the enrolment targets.

Early closing application dates

CUT requires timeous selection and sending of the outcome of applications, and this should be done by ensuring that preference is given to early applicants with exceptional results. Doing so would allow more time for managing walk-ins/filling of spaces.

Clear definition of roles and responsibilities of the faculties and the Academic Structure and Student Enrolment Services Unit (ASSESU)

Expediting the selection process and facilitating communication to applicants. This would assist in improving the quality of service and communication rendered to the applicants.

Improved working relations between ASSESU, the International Office, Home Affairs and academic departments

Administration of the NBT

The administration of the NBT is required in order to be compliant and to provide additional information to assist in the admission of students in appropriate curricular routes, as well as to assist with curriculum development. This would assist in improving the efficiency of selecting students and providing relevant student academic support.

5

TUT

FOCUS AREA3 : ENHANCING THE LEARNING ENVIRONMENT

- We selected successful activity from the Technology enabled tools sub focus area: **Installation of educational technology in the smart classes across all TUT campuses.**

Quoted from page 18 of the QEP report:

TUT's strategic goals make provision for and guide the integration of technology with teaching and learning as one of the thrusts towards the deployment of educational technology in the classrooms. Statistics recorded on educational technology installations, and adoption within TUT, have increased and academic staff have embraced technology-enhanced teaching and learning as a strategy. Relevant hardware and software have been installed at all learning sites meeting the minimum standard criteria of available technologies in the lecture-halls and smart-classrooms. 720 venues have been completed, with full minimum standards of educational technology installed throughout the university.

The implementation of e-assessment tools has been rolled out to all TUT learning sites (myTUTOR Architecture, Upgrade Report and the Hardware Specifications an Efficiency Report), but the impact on student performance is yet to be reported in a form a research output. Two interventions in the faculties of Engineering and the Built Environment, and Science, are in place.

⑥

TUT

FOCUS AREA 4 : ENHANCING COURSE AND PROGRAMME ENROLMENT MANAGEMENT

- We selected successful activity from the throughput rate focus area: **Establishment of academic excellence offices in faculties** (we were waiting for more information)
- We were going to use **Management Sciences** as a case study for TUT – Establishment of the academic Excellence office in the office of the Executive Dean.
- All faculties have appointed individuals responsible for monitoring academic performance and student progress and they are members of the faculty academic exclusion committee that evaluates appeal applications and develops intervention plans

Quality Enhancement Project Inkundla 11 September 2014

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Focus Area 4: Enhancing course and programme enrolment management

[Use this space for words, graphs, pictures, photos, diagrams or tables to present a successful activity or initiative related to this focus area and how you know it was successful]

DUE TO THE HIGH FREQUENCY OF VUT CAMPUS UNREST, KEY STRUCTURES/STAKEHOLDERS NOT AVAILABLE, CAMPUS CLOSED – IMPACTED UNFORTUNATELY ON FINALISATION OF THIS FOCUS AREA.