



ACCESS VS RETENTION AND ACADEMIC PERFORMANCE: A GAP BETWEEN DREAM AND REALITY?

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Define tomorrow.



BACKGROUND

344 000 Unisa students
 close to 50 000

GENDER

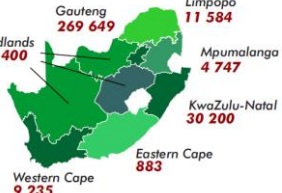
68% female students

RACE

80% African students
 African 273 798 Coloured 17 138
 White 36 008 Indian 15 382

REGIONS

Gauteng	269 649
Limpopo	11 584
Midlands	10 400
Mpumalanga	4 747
KwaZulu-Natal	30 200
Eastern Cape	883
Western Cape	9 235



OVERVIEW



BACKGROUND

STUDENTS PER COLLEGE

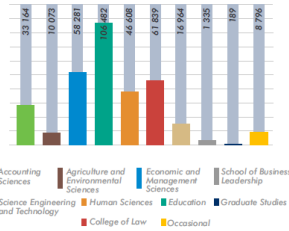
1/3 OF STUDENTS IN EDUCATION

FULL-TIME / PART-TIME

Full-time 5%
 Part-time 95%


AGE RANGE

<18	18-20	20-21	22-27	>28
24	188 362	182 456	40 213	19 072





Accounting Sciences, Agriculture and Environmental Sciences, Economic and Management Sciences, School of Business Leadership, Science Engineering and Technology, Human Sciences, Education, Graduate Studies, College of Law, Occasional





AIM



OUTCOME

PERSONAL INFORMATION

2019	2020	2021	2022	2023
	CHL2601 (new) LSP1501 (new)	—————→		
			CAS	—————→
	—————→			

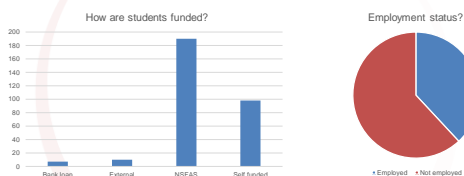
MODULE BACKGROUND

	CHL2601			LSP1501		
	2020	2021	2022	2020	2021	2022
Total:						
Registered	4348	6655	3890	3892	6630	4323
Disability	29 (0.6)	22 (0.3)	29 (0.7)	14 (0.3)	21 (0.3)	34 (0.7)
English HL Afr/Eng	492 (11.3) 81 (1.8)	938 (14) 138 (2)	569 (14.6) 98 (2.5)	438 (11.2) 77 (1.9)	899 (13.5) 140 (2.1)	657 (15.1) 98 (2.2)
Gender:						
male	83 (1.9)	203 (3)	162 (4.1)	63 (1.6)	193 (2.9)	162 (3.7)
Sitting rate	95.2%	87%		93%	82.9%	
Pass rate	90%	79.1%		88%	69.8%	

GENERAL CHALLENGES

- Students are not actively participating in online activities
- Students don't read information
- Don't submit assignments on time
- Don't have electronic devices
- Don't have data
- Don't have access to reliable internet connection
- Don't know how to use the online LMS
- Lack computer literacy skills
- Want hard copy study material
- Learn to pass, not for deep learning
- Limited ability to employ higher order thinking skills

MODULE BACKGROUND LSP1501 2020 survey



THEORETICAL FRAMEWORK

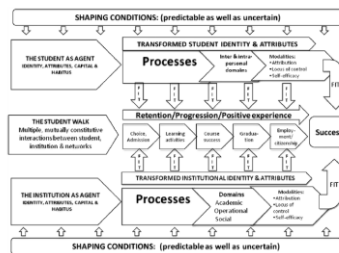
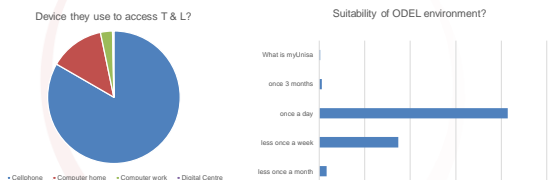


Figure 1. Unisa's socio-critical model for explaining, predicting, and enhancing student success.

Subotsky & Prinsloo, 2011

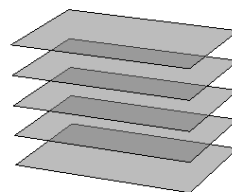
MODULE BACKGROUND LSP1501 2020 survey



THEORETICAL FRAMEWORK



Bronfenbrenner, 1994



Luna, 2009
(Layers of vulnerability)



Layers of vulnerability

Macro-political policy environment	Supra-Institutional
Socio-economic factors (Electricity supply)	
Administrative services	Institutional
Non-Academic services	
Academic services	Individual
Circumstances (socio-economic group, support, domestic obligations, work responsibility, financial circumstances, physical disability)	
Socio-cultural (geography, schooling, language, race, gender)	
Academic & attitudinal attributes	
(Academic ability, motivation, commitment, grit)	

Low risk Medium risk High risk

Ngiyathokoza
Ke a leboha
Ke a leboga
Siyabonga
Ndo livhuwa
Enkosi
Ngiyabonga
Dankie

Thank you

Define tomorrow.



CONCLUSION & IMPLICATIONS

- Lack of understanding what information we need to reach our targets
- Tendency to label instead of trying to understand the relationship between layers of vulnerabilities
- If we have student data – fragmented and not shared
- When developing support programmes, we don't look at the student and the institution both as situated agents (developed in silos)
- Support & improvement programmes need to identify which ones are within our control and which not



There comes a point where we need to stop just pulling people out of the river. Some of us need to go upstream and find out why they are falling in. (Oscar Wilde)

