Department Library Services

Project: Investigate the Library Services role in UP's early warning system for student success

25 May 2017

Project members

❖ Lindiwe Soyizwapi (Coach)

❖ Julene Vermeulen (Leader)

❖ Brenda Nsanzya

❖ Marieta Buys

❖ Suzy Nyakale

❖ Samuel Mudau

❖ Tertia Coetzee

❖ Zandile Chansa

Project Description

- ❖ Investigate and recommend to position the Library Services as a collaborative partner

- ❖ To Faculties, Education Innovation(EI) and DRIS

- ❖ In support of early warning system programmes

- ❖ To improve pass rates and throughput of students

Objectives

❖ Investigate UP early warning system programme

- undergraduate and postgraduate students

❖ Investigate EI STARS programme

❖ Identify responsible persons in dept

❖ Identify representation of each faculty library

Outcomes

❖ Report

- Investigations and recommendations

- to position the Library Services as a collaborate and partner with different faculties in support of the program

❖ Identify programmes within every Faculty

❖ Identify role of Education Innovation and DRIS

❖ Identify elements needed for the library to support this programme

Actions

❖ Contact EI. Use STARS program.

❖ Contact DRIS

❖ Faculty representatives: investigate their faculty's programme.

❖ Literature review

- To position the Library / and be aware of Trends

❖ Regular communication / Meeting - COP or listserve for sharing articles and ideas.

Feed back

STARS (Student Academic Readiness Survey) implemented in 2010, annually given to first year students in orientation week.

❖ EI distribute questionnaire to students and for the processing of the results of the diffenrent reports. Students of all faculties participate .
❖ Dr Lemmens suggest library participate in marketing STARS
  ▪ Where questionnaire electronically available
  ▪ the results on their UP portal

Feed back

DRIS and the Research Commons

- ❖ Collaboration between DRIS and the Research Commons
- ❖ http://www.library.up.ac.za/research/docs/postgrad_training2016.pd
- ❖ Regular Postgraduate workshops throughout the year
- ❖ DRIS has a Postgraduate Hub, to assist with 'throughput' of postgraduates.
  Research Commons staff are expected to attend MS Advanced Editing course, Assisting students with formatting of Thesis and Dissertations.
- ❖ One of the staff must assist with the statistical programmes: SPSS, SAS en Atlas.ti.
- ❖ Student affairs on Main campus attent to undergraduate
- ❖ The engineers have a programme ENGAGE. A 5 year programme instead of the 4 year programme to help students with 'throughput'.

Feed back

Faculty Student Success Programmes: Education

- Faculty Advisor.
- To enhance academic skills: time management, test taking, learning skills, goal setting.
- Advise about education career management placing
- Module advising
- Financial + accommodation referring
- STAR suvey – emails,sms to students who may need additional academic support

Recommendation what library can do according to the advisor :
- GV books for the 1st quarter, more than one copy per module. To limited 1:1000. Students can't buy their prescribed books because they get their bursaries after April
- Extra training how to use the computer even though they go to the AIM classes.
- Extra training 1X month in Exel, Word, How to save, Library databases etc.
- Can repeat orientation sessions
- Get stakeholders together: Elsie Mahlangu, Library staff, EI: Jean-Claude Lemmens, Anna Naidoo
- Can also speak about it on the Teaching and learning Committee.
- Benchmark with other libraries

Feed back

Faculty Student Success Programmes: Economics and Management Sciences

- Meeting with the student Co-ordinator of the 6 weeks early warning system programme

Programme scope:

Early warning system programme that started in 2013. All 1st year students enrolled in the following courses:

- Economics, Business Management, Accounting

- In future, these modules also rolled out to 2nd, 3rd year and honours levels.
- **Programme duration and assessment**
- Contact sessions with lecturers and tutors with weekly schedule for assessments.
- Support: ClickUP and YouTube videos, lecturers are used to provide for goal setting, time management study methods, stress management etc.

Feed back continued

Challenges with the programme

- Late registration (students miss out on tests)
- Students are not sure of enrolment, low motivation and poor choice of career and goal

Up scaling of EWS Programme in future

- Using the 2015 and 2016 data, analyse the data so that lessons can be learnt from the programme before rolling it out to other modules.

The role of the Library

- Discuss a partnership with student co-ordinators, and rest of team (Lecturers and tutors). Mapping the way forward on working with the programme to provide library services.
- Agreed upon: library would provide content to support students using the existing ClickUP pages and package content as a subject guide.

Information Specialist Input

- Way forward: partner with the early warning programme providing specific services to support the three groups of students by existing ClickUP page as well as a subject guide.
- Information specialists : sheduled contact sessions with students in consultation with the lecturers where students respond to an assignment and work with Information Specialist to use specific resource e.g. specific titles in (open collection, reference, print journal etc.)

Feed back

Faculty Student Success Programmes: Veterinary Sciences

- Faculty Student Advisor (FSA) supports the Deputy Dean: Teaching and Learning
- Monitors and supports under- and postgraduate students' academic life.
- Assist students with the transition to higher education and to a new campus
- The FSA's formal role includes

Early warning system
- Develop and maintain an early warning system identify students at risk of failing
- Monitor student success via STARS and semester tests Identify students at risk of failure and dropping out and indicate and drive appropriate follow-up support initiatives.

Academic support
- Facilitate individualised and group support sessions: study skills, test-taking and time-management
- Keep a record of session with feedback from the various channels to which the student had been referred.

Feed back Continued

Tutor system
- Inform and refer students of the availability of tutors specifically for the identified high enrolment rate modules.
- Appoint and coordinate academic subject tutors
- Meet and support academic tutors on a regular basis
- Coordinate monthly reports from tutors
- Request regular feedback from students and lecturing staff with regards to the efficiency of the academic tutors
- Evaluate the effectiveness of academic subject tutors
- Develop a close working relationship with lecturers and academic tutors.

Financial Support
- Prepare funding Liaise with sponsors

BVSc and Diploma in Veterinary Nursing Program Committee Meetings
- A representative from the library attends these meetings.

PG student support
- The faculty recently compiled a document "Postgraduate Administrative Processes for registered PhD students" to streamline PhD processes for students and supervisors and contribute to an improved throughput. A similar document for M-students will be compiled in the near future.

Library's role
- The library contributing by providing a functional learning environment and the necessary resources for teaching and learning.
- Our standard services such as library training, support with assignments and research contribute towards their potential success.
- Library training is currently integrated with the curricula of both undergraduate and postgraduate students. "Scientific Information Literacy" training is offered as part of the BVSc curriculum in the 2nd year and a compulsory "Veterinary Research Methodology" module is offered for all postgraduate students. Part of the module is offered by the library.

Feed back

Faculty Student Success Programmes: Humanities and Theology

Faculty Humanities:

❖ STARS program - use to identify students at risk in all faculties and these students have to attend the ALL courses lectured by the Unit for Academic literacy.
❖ Responsible for academic literacy facilitation, writing centre support, and corporate translation and editing
❖ At first-year level, subject-specific modules in academic literacy to students in
  ▪ the Faculties of Humanities, Natural and Agricultural Sciences, Economic and Business Sciences, Health Sciences, Engineering and the Built Environment, Law, and Theology. Postgraduate offerings include generic as well as subject-specific interventions.
❖ Mentors in dept. provide extra guidance to student (face to face and online using CLickUp). Lectures and students from House Humanities

Faculty of Theology:

❖ Mentors in different departments provide extra guidance to student (face to face and online using CLickUp). Lectures and students from House Theology.

Teaching and Learning committee
❖ Education Innovation and blended learning – Prof E. Van Eck

❖ Blended learning, combined with inquiry-based learning (IBL) and a focused use of certain features of clickUP (e.g., online tests to facilitate continuous assessment, the early alert system, notifications, blogs and Wikis)
❖ Improve the learning experience of first-year students and has a positive effect on the overall pass rate of modules. The success of this approach, however, is dependent on a structured relationship between lecturer, faculty student advisor (FSA) and tutor.

Feed back

Faculty Student Success Programmes: NAS/EBIT

❖ NATHouse Inspire

❖ Run by student committee in the NAS faculty : Students experience the best of their faculty through peer motivation and support throughout their studies for encouragement, They also prepare undergraduates for postgraduate programmes by simply creating awareness of what PG programmes are offered.

❖ On a larger scale, a Student's Academic Readiness (STAR) survey is conducted for all students in order to identify obstacles

- Time management by the student
- Study skills (e.g. taking notes, how to read, attention span)
- Preparing before class attendance
- Preparing for tests, exams
- Stress management
- Social being (e.g. family problems, finances)
- Open door policy at facility

❖ Extended to senior students who receive exclusion letters.

Feed back continued

- ❖ Students from Mamelodi campus also get assisted when they come to the main campus.
- ❖ The department of Mathematics does its own survey to identify students at risk.
- ❖ The team also promised to include the importance of the library in their discussions with affected students in future.
  - ▪ the possibility of including Information Specialists to a team through which the class representatives communicate students support needs.

Following were identified as the services in which Information Specialists can play a role.
- ▪ Target bootcamps/open days/EBIT weeks as an opportunity to interact with students to create connection
- ▪ Communicate literacy skills training opportunities to class representatives
- ▪ Collaborate with STAR and Class representatives to identify student's research needs
- ▪ Stress and improve on library's AIM programme, especially to Engineering 1st years who don't take part
- ▪ Solicit and publish success stories about the positive contribution of the library services

Feed back

Faculty Student Success Programmes: Law

- ❖ The Faculty Student Advisor FSA - receives all the first year LLB module student marks.
- ❖ The FSA will contact all the students who are struggling with their marks
- ❖ The FSA then discusses the following with these students: stress management; time management and preparing for exams.
- ❖ There is also a system of extra tutorial classes to assist students

Feed back

- **Faculty Student Success Programmes: Health Sciences**

- Enhanced access and successful student learning
- The Faculty continues to offer a strong teaching and learning proposition. This year has seen an increased focus on the University's teaching and learning priorities, including addressing the modules and courses with sub-optimal success rates, rolling out of the hybrid learning plan and capitalising on the opportunities for scholarship of teaching and learning (SoTL).

- Several interventions are in place to assist in improving the throughput and completion of all postgraduate programmes including
- more rigorous selection,
- building supervision capacity,
- language and writing support, and
- contracts with clear progress targets which must be met for reregistration to be approved.
- the Faculty will continue to make use of the services of Faculty Advisors and Tutors for supporting students to graduate in minimum time.

Feed back continue

- Enhanced access and successful student learning
- The Faculty continues to offer a strong teaching and learning proposition. This year has seen an increased focus on the University's teaching and learning priorities, including addressing the modules and courses with sub-optimal success rates, rolling out of the hybrid learning plan and capitalising on the opportunities for scholarship of teaching and learning (SoTL).

- Several interventions are in place to assist in improving the throughput and completion of all postgraduate programmes including
- more rigorous selection,
- building supervision capacity,
- language and writing support, and
- contracts with clear progress targets which must be met for reregistration to be approved.
- the Faculty will continue to make use of the services of Faculty Advisors and Tutors for supporting students to graduate in minimum time.
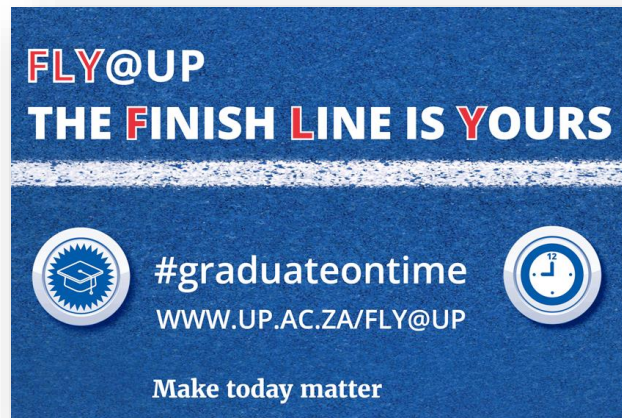
Feed back

Other

- We are also busy with the literature review
- Benchmarking with other universities must still be done

Fly@UP invitation:
Preparing for the examinations

- **Date:** Tuesday 30 May 2017
- **Time:** 12:00 – 13:30
- **Organized by:** FLY@UP, in collaboration with the Department of Library Services
- **Presenter:** Hestie Byles
- **Venue:** Auditorium, Level 3, Merensky 2 Library
- **RSVP link** will be made available on www.library.up.ac.za

Thank you