



## DMISRS Project website



The DMISRS Project [website](#) has been updated to include the slides from presentations given at the Symposium held in July.

- ◆ [Setting the scene](#), Assoc. Prof. Suellen Shay
- ◆ [Introduction to the DMISRS project](#), Mr Robert Prince
- ◆ [DMISRS budget and spend](#), Mr Emlyn Balarin
- ◆ ["I can see clearly now"](#): looking at the 2017 grade 12 mathematics performance through the lenses of the NSC and NBT, Dr Pragashni Padayachee
- ◆ The Academic and Quantitative Literacy diagnostic information of the current first year Mathematics students, [Ms Sanet Steyn](#) & [Dr Benita Nel](#)
- ◆ [Riding the waves of change in teaching tertiary mathematics](#), Prof Ansie Harding
- ◆ [Offering high quality individualised learning using adaptive intelligence](#), Dr Mark Horner

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# Creating an ecosystem for student success



On Monday, 6th August, CETAP and GAPS (Global Access to Post-secondary Education Initiative) hosted a one-day seminar at the University of Cape Town: “Creating an ecosystem for student success”.

The event drew academics from around the globe, including representatives from Rhodes, Stellenbosch, and Wits University, UCT, CPUT, UJ, and UP in South Africa, as well as the Netherlands, the United States, and the West Indies, to discuss issues of access to postsecondary education.

The first session, “Levers for getting students to, through and beyond university”, focussed on methods of enhancing student success. CETAP presented a case for the National Benchmark Tests to be used as a diagnostic tool and a vehicle for improving students’ academic experience at university.

During the second session, attention was drawn to case studies of teaching and learning experiences that provide greater choice and control for students over their own learning. A group activity drew participants together to share experiences from their various institutions.

The final session examined the ways in which universities can advance global learning and prepare students to become global citizens.

The day was filled with rich discussion and many opportunities for networking and the exchange of ideas.

# Interview with Catherine Millett, ETS

**Having recently celebrated 15 years of service at Educational Testing Service (ETS) and serving as chair of the Executive Committee of the global social movement, Global Access to Postsecondary Education (GAPS), Catherine Millett has a wealth of experience in education. She sat down with us recently to provide some insight into the work she does, and to share her thoughts on the synergies between ETS, GAPS, and CETAP.**



“ETS was founded 70 years ago,” says Millett, “with the idea that assessment can be a tool to help promote opportunities for learners. At that time, the constellation of universities in the US wasn’t that large and access was very limited. It was typically for white males with a certain socio-economic status. The idea was that the assessments we did would help us find talent in many other places who could then go to these schools. We’ve continued to espouse that belief and we’re now a global company.”

Millett’s role at ETS is Senior Research Scientist in Policy, Evaluation and Research, where the focus is on avenues that work alongside testing and on foregrounding educational access for students. In terms of research at ETS, Millett has been working on a longitudinal study about the “NEETs” – those Not in Education, Employment, or Training – that looks at the pathways these young people take and the kind of interventions that would be necessary to mitigate this issue.

Some of the challenges that ETS is facing are similar to those faced by CETAP. One such challenge is that of concerns from the general public about the value of the assessments ETS provides and their role in inclusion in admissions decisions. Millett emphasises that these assessments are just one, objective piece of information in the admissions process and that this message needs to be widely and continuously disseminated.

GAPS was formed in 2011 as an organisation dedicated to bringing together organisations that focus on college access. A few years ago, this role widened to include not only access, but also success at college and beyond. Millett’s additional professional role as Chair of the Executive Committee of GAPS “goes hand in glove,” she says, with her ETS position. “GAPS fits perfectly for me,” she says, “because it’s about issues I care about. We’ve expanded our key issues to include inclusive pedagogy, which is a way of thinking about how we begin to shape learning experiences so that they are more reflective of the students themselves.”

Millett envisages opportunities to work with CETAP on a variety of issues, including a focus on writers who fall within the lower quartiles on the National Benchmark Tests, and the reporting of test results to writers to facilitate academic interventions. We look forward to collaborating with her.

# CETAP Director in UCT News

CETAP Director, Naziema Jappie was featured on the UCT website this month for her work on an integrated student support system:

“A project to design an integrated, digitised student support system, which tracks students’ data all the way from application to graduation and makes everything accessible in one place, was launched on Monday, 13 August.”

Read the full [article](#).



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