

Evaluation and Monitoring Parallel Session

Bill Johnston – University of Strathclyde

Karen Nelson - QUT

This session...

- Goal – For the ***evaluation and monitoring*** curriculum principle, identify what is the main issue that needs to be addressed by your institution and/or the sector regarding the first year experience and first year curriculum design?
- The question your group formulates will be put to the Keynote Panel on Day 2 for them to discuss.

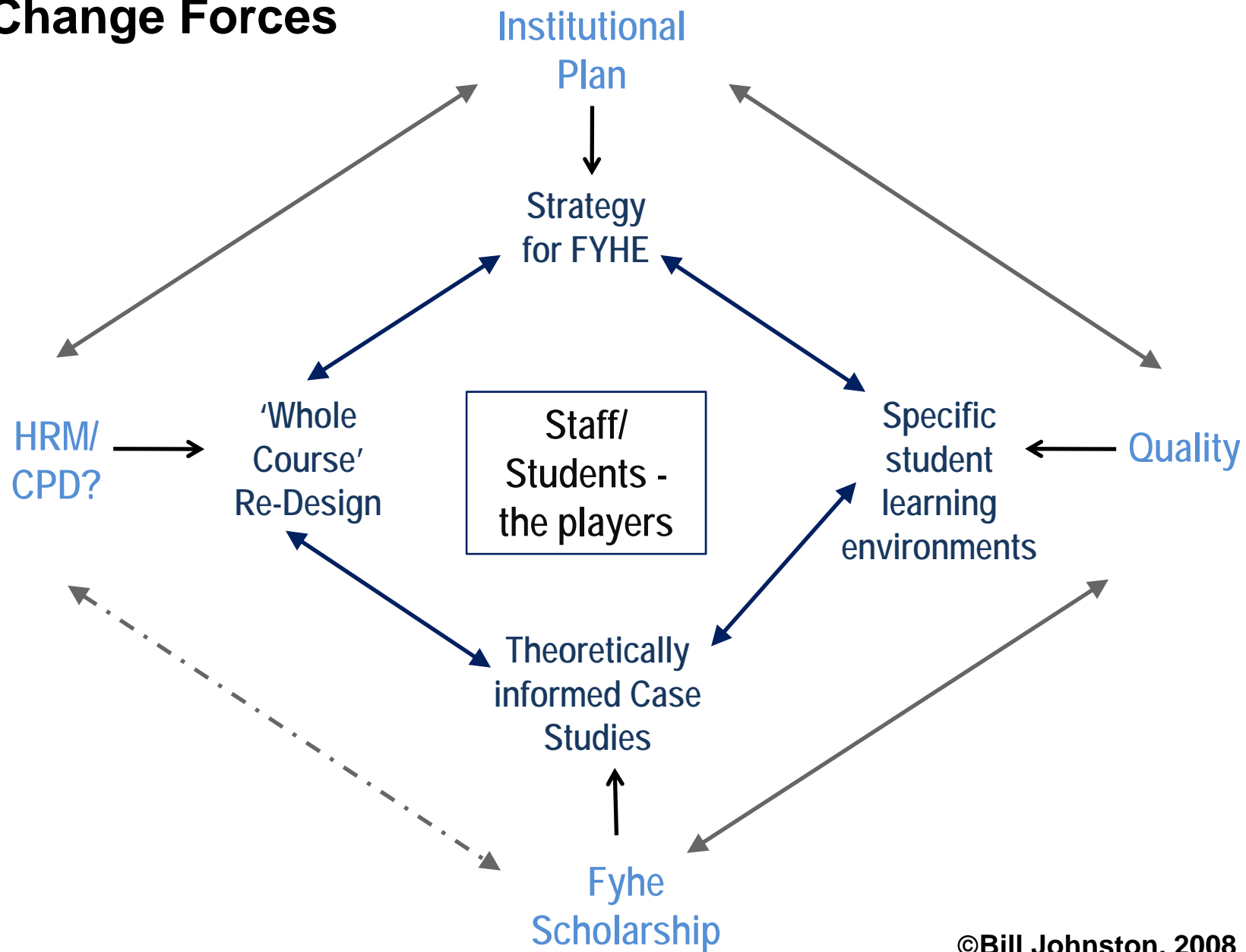
The next two hours

- Some ideas
(Bill/Karen)
- Your thoughts & opinions
- Initial questions
- Discussion
- Agreement on the issue(s)
- Record for panel tomorrow

Evaluative Dialogue?

Bill Johnston
University of Strathclyde
Scotland

Change Forces



National Surveys: Institutional Approaches

Macro - Intermediate basics:

- Results to...
- ...Faculties to...
- ...Committees ...
- ... Back to Faculty & Senate

Macro - Intermediate extended:

- Local survey Q, whole year, 3 stages - Sem1/Sem 2/End of year
- *Selective 'Pyramid reviews'*

Micro - Dept. & Courses: *Evaluative Dialogue ?*

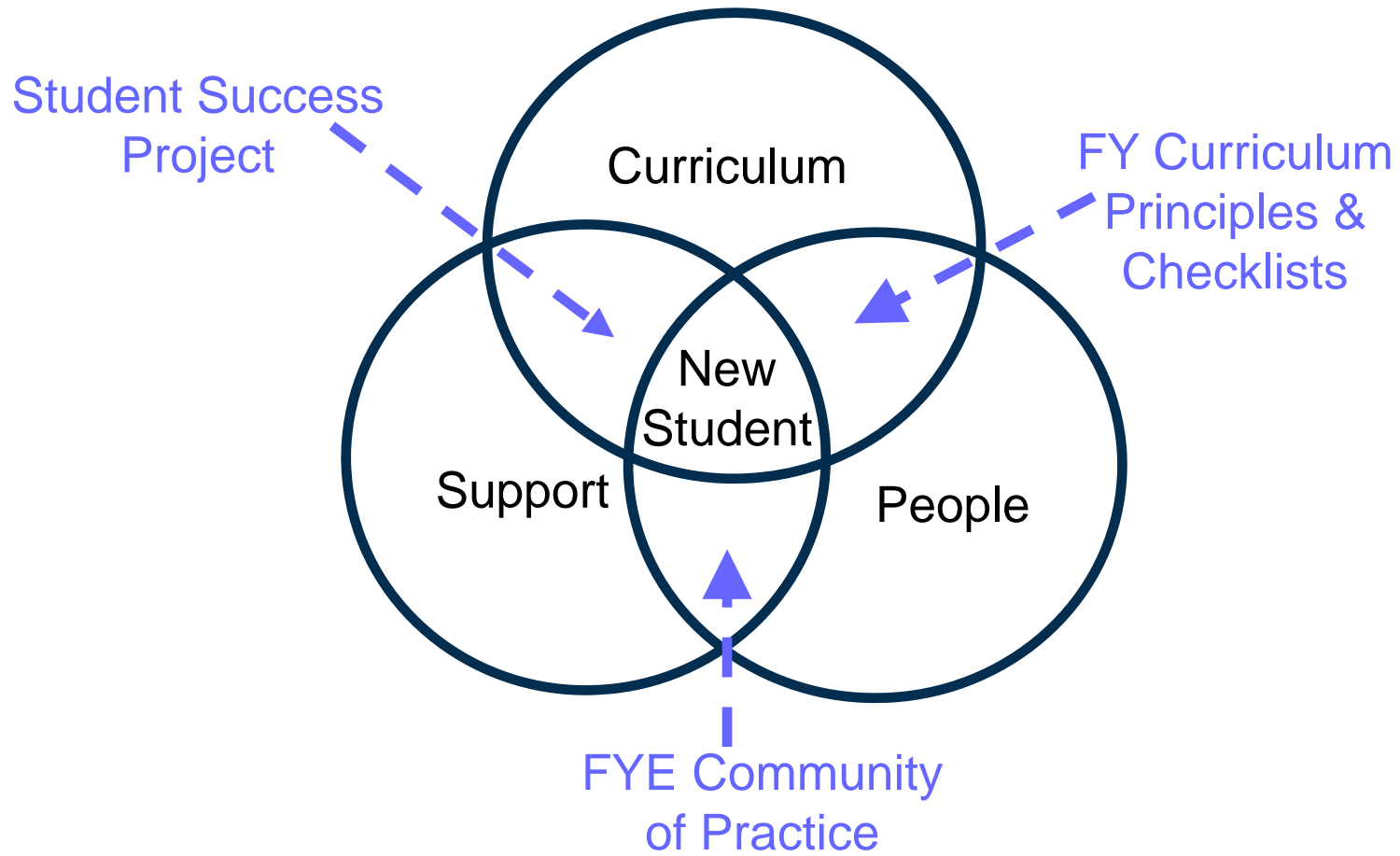
- Staff discussion
- Staff Student Committee
- Websites & Discussions
- *Pyramid Review*
- Focus groups
- Parallel processes & Co-dependencies

Monitoring Engagement ?

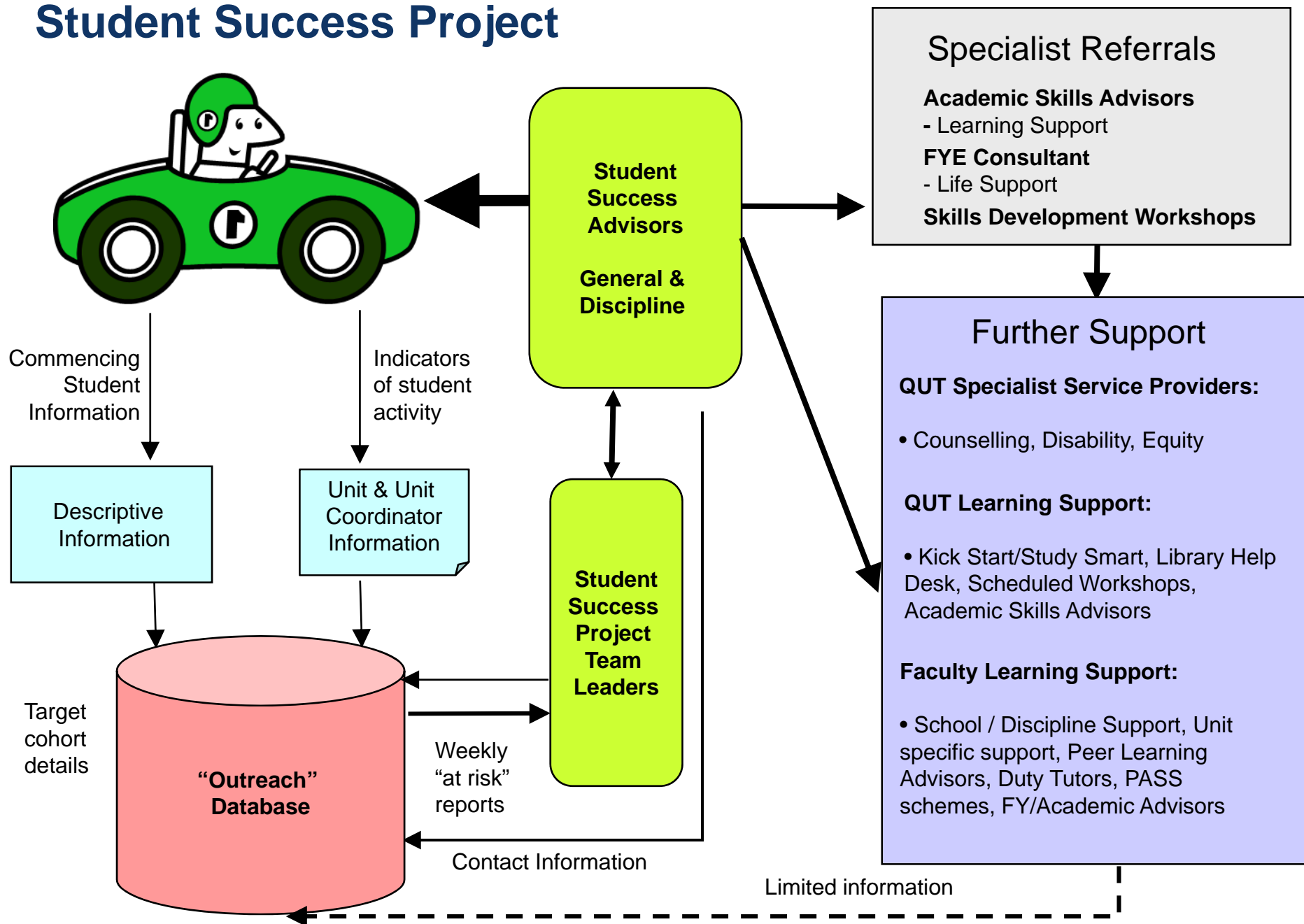
Karen Nelson

Queensland University of Technology

Partnerships for Monitoring



Student Success Project



Outcomes

- S1 2008 ~600 students (1 faculty)
- Persistence (as an indicator of attrition)
 - ~84% of the
 - ~42% of the “at-risk not-contacted” students persisted
- Academic performance $p < 0.001$ *t*-test
 - The average grade of the “at-risk contacted” students was 4.51
 - The average grade of the “at-risk not-contacted” students was 3.37
- S2 2008 ~2700 (results of 2 faculties)

	NAR	AR-C	AR-NC
Case 1	84.6	89.2	81.7
Case 2	79.2	67.4	34.2

So now ...

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