



Doing it to yourself...

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Where from...

Where we are...

Where to...

2007 – Audit

2008 – NZQA Pilot

2009 – Self Assessment Trials

2010 – APERs

2011 – APERs, SSERs

2012 – EER

2013 - ????



Where from...







What is Self Assessment and External Evaluation and Review?

- Self Assessment and External Evaluation and Review
- NZQA led
- Focus is on teaching, learning and outcomes for students and stakeholders
- Involves all staff in self assessment



What is Organisational Self- Assessment

- **Definition:** The evaluative processes an organisation uses to establish evidence of its own effectiveness.
- **Purpose:** Organisational improvement and accountability.



Evaluating What Matters

- The **outcomes** of learning and teaching and
- The **processes** contributing to these outcomes

Evaluating what matters in order to improve outcomes



Key Evaluation Questions

- How well do learners achieve?
- What are the valued outcomes for key stakeholders, including learners?
- How well do programmes and activities match the needs of learners and other stakeholders?
- How effective is the teaching?
- How well are learners guided and supported?
- How effective are governance and management in supporting educational achievement?



Where we are...





CPIT Principles for introduction of Self Assessment and Evaluation

1. Embed in business as usual
2. Focus on student learning and outcomes
3. Focus on stakeholder outcomes
4. Only collect information used for decision making and improvement
5. Simplification and consolidation; collegial approach; building staff capability in SAE
6. Consultation with key groups





Before we started

- Facilitation
 - Registration of Interest
 - Selection
 - Training
- Staff Capability
 - Face to Face meetings
 - Faculty wide open sessions
 - Email/Moodle
- Clusters





Generic SA Process

- Identification of areas
- Stocktake meeting
- Evaluative Conversation
- Reporting
- Closing the Loops



Stocktake

- What?
 - Identify current challenges
 - Characteristics of the area
- Who?
 - SAE team and senior managers





Cluster			
Faculty	Prog Codes	Programme title/s	
Head of School		Programme Leader/Manager	Date
Signed			

Cluster Statistics

EFTS summary	2010	2009	2008
Domestic SAC – enrolled EFTS			
ITO funded – enrolled EFTS			
International – enrolled EFTS			
Total enrolled EFTS			
Actual Staff/Student Ratio			

**Refer to Appendix 1 for detailed information by programme*

Domestic SAC EFTS summary	2010	2009	2008
Domestic SAC – Maori EFTS			
Domestic SAC – Pasifika EFTS			
Domestic SAC – under 25 EFTS			

**Refer to Appendix 1 for detailed information by programme*

Characteristics of cluster (s): e.g.: Foundation/International/Pasifika/Māori/Sustainability
Current Challenges
Actions from last Annual Programme Evaluation



Evaluative Conversation

- What?
 - Questions asked to establish effectiveness of the activity in relation to student learning and key stakeholders
 - Exploring options for actions
- Who?
 - Activity team





Examples of questions

How do you know that you engage with students?

How do you know the learning context and environment match the needs of the learners?

What changes have been made in subject content or graduate profiles resulting from stakeholder engagement? How has this been implemented?

How do you know that your engagement with industry is effective?

How do you know teaching is effective?





Examples of questions

Who are your customers?

How do you know you are meeting their needs?

How do you know that your engagement with your customers is effective?

How does your individual role impact on student achievement?

What do faculties and other divisions value about your service? How do you know?



Reports

- What?
 - Decide actions/recommendations
- Who?
 - Activity team





Identified area (including programme codes and titles if appropriate):		Stock take Team members:					
Date – self-assessment completed:		Activity Team members:					
Best Practice Identified (List under Relevant KEQs)		Facilitator:					
KEQ1							
KEQ2							
KEQ3							
KEQ4							
KEQ5							
KEQ6							
Issues Identified (List under Relevant KEQs)	Actions	Person Responsible	Success Criteria	Timeframe for Completion	Progress November 2011	Completed	
						Yes date	No date
KEQ1							
KEQ2							
KEQ3							
KEQ4							
KEQ5							
KEQ6							
Signed by HOS after Activity Team Meeting				Signed by HOS at 6 Monthly Progress Report			
Date				Date			



After Round 1...

- **Survey Results**
- **Trends Report to Academic Board**
- **Closing the Loops**
- **Continuous Improvement**





Then...





Where to...





External Evaluation and Review - EER

APRIL 2012						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
April Holidays April Fool's Day - 1 Easter - 8 Earth Day - 22						
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Improving Performance



	Educational Performance				
Self Assessment Capability		Highly Confident	Confident	Not Yet Confident	Not Confident
	Highly Confident	Provider Category 1	Provider Category 2	Provider Category 3	Provider Category 4
	Confident				
	Not Yet Confident				
	Not Confident				



Use and adaptation of existing tools and processes

- **Evaluative vs. descriptive commentary**
- **Needs to be evidence based**
- **Some survey tools/questionnaires being adapted**
- **Recognition that better tools needed for student evaluations and graduate destinations**



Engagement with stakeholders/industry

- Self Assessment has lead to re-think of engagement
- Programme vs. Institutional engagement



Evaluating the Outcomes for Learners

- **Difficulties tracking graduates and destinations**
- **Exploring use of social networking**
- **Long term employment outcomes and contributions to communities hard to measure**



Challenges

- **Evaluation of actions and monitoring**
- **Benchmarking**
- **Maintaining the momentum**





Let the journey continue...

