

MONITORING AND REPORTING (Evaluation)

Key questions

- What kind of graduate do we want?
and then.....
- What kind of questions should we be asking?
- How should we ask?
- What is the value/ validity of the data we get?
and then.....
- What will you do?

Possible sources of evaluation data

- CEQ, SCEQ, USE
- Tracking graduates (and current students?)
in course
↓
longitudinal
- Employer surveys
- Professional accrediting bodies
- Student grades/ retention
- UAI of new students enrolling
- Research outputs of staff

General issues

- Curriculum reform can involve:
 - Initial dip in staff research
 - Issues with staff workload
 - Radical change opposed by students
 - Painful transition/ loss
 - Mere 'repackaging'
 - Reform plus restructuring difficult
 - Budgetary problems
 - Students no longer feel they belong (?)
- Benefits outweigh pain/ overwork
(consensus)
- Lessons learned:
 - Negative response more likely from people not involved; widen buy-in
 - Don't expect instant results
 - Quality of graduates a given: but do they fit into their world?
 - Support from top is vital
 - Graduate Certificate a force for change (critical mass, same language)
 - Technology can help (Digital measures)
 - Need evidence to support further change