



Beyond 'appropriate': A system for setting and monitoring academic standards in Australian tertiary education

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Australian Council for Educational Research

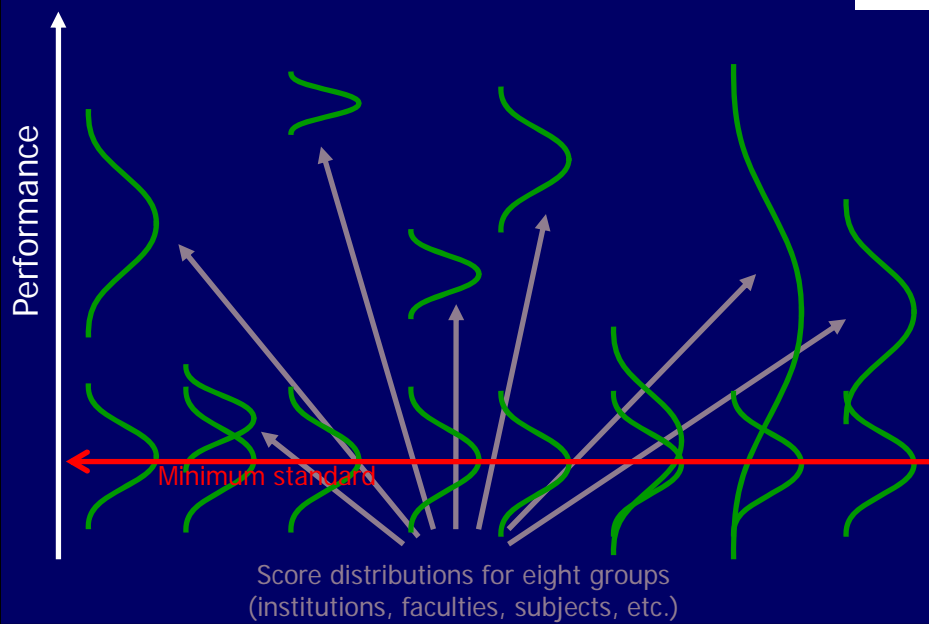
Imagine an institution...

- that identifies key indicators of educational quality – the things that really count
- sets externally referenced and context-relevant standards of performance
- collects quantitative data on performance
- uses that data to highlight areas of strength and improve areas of weakness
- provides information to potential students in an informative and inspiring fashion
- assures the public that minimum standards of performance are being met

An experiment



Standards, not standardisation



Why we are here

New regulatory and funding policy

Tertiary education is big business

Inquiring minds want clarity

Collegial and market approaches no longer sufficient

More sophisticated approaches are available



What is going on



rankings
UNESCO
AHELO
IASB

classification
OECD
Washington Accord
World Bank...



compacts
AQTF
TGA, ASIC...

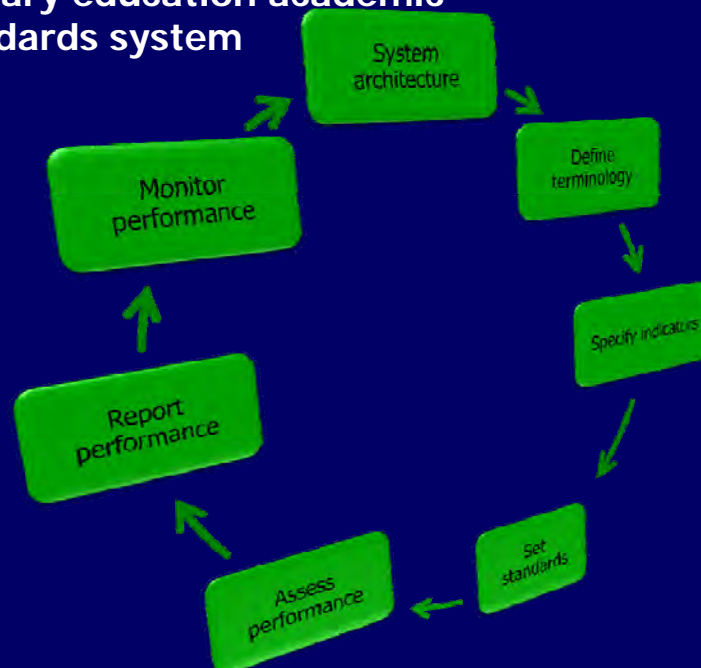
TEQSA
NAPLAN



policies
marketing
learners

quality improvement
teachers
leaders...

Tertiary education academic standards system



System design principles

Multilevel responsibility	Inspires excellence
Reflect and stimulate diversity	Outcomes focused
Quantitative focus	Technically robust
Provide public information	Tertiary-wide
Public and private	Improvement focused
Learning focused	Workable
Conceptually sound	Auditable
Support risk-based monitoring	Cost effective
Protect institutional autonomy	

We need to decide what 'standards' means

"One might postulate that there are competing monologues in non-intersecting idiolects and/or sociolects and that nobody does actually fully understand anybody else when these terms are used." (Alexander, 2009)

'Standards' – the *what*: (indicators), eg: teaching quality, learning outcomes, etc...

'Standards' – the *how*: (performance / level): eg: high, low, competent, thresholds, criteria, etc... ("Standards have fallen over the last 20 years.")

→ 'Standards' ~ 'levels of performance on indicators of educational quality'

Selecting indicators

Developing a shared commitment to what really counts

The current national quality and equity indicators were developed in 1989 for a very different system

Adopt coherent and generalisable organising principle – OECD Indicators of Educational Systems (INES)

Recognise a shift towards student-level learning and development outcomes

Important properties: validity, relevance, stability, transparent, non-trivial, responsive, auditable, efficient, ready-to-hand, parsimonious, quantifiable, generalisable

Indicators for higher education (2007)

	Outcomes	Processes	Inputs
Learner	Graduation Graduate destinations Satisfaction Learning outcomes Graduate qualities Work readiness	Student engagement Retention and progress	Entry levels Entry pathways Student diversity
Teacher	Teaching experience Teaching resources	Teaching processes Course management	Staff characteristics University enculturation Educational resources Course development Support systems
Institution	Institutional growth Institutional reputation Community engagement	Academic governance Academic management Academic culture Staff development Quality systems	Institutional characteristics Institutional reputation Institutional resources Industry engagement

Sources: Coates, H. (2007). Excellent Measures Precede Measures Of Excellence. *Higher Education Policy and Management*, 29(1), 87-94.
Coates, H. (2007). *ATN Academic Standards Model*. Adelaide: Australian Technology Network of Universities.



Standards indicators for tertiary education

	Outcomes	Processes	Inputs
Learner			
Teacher			
Institution			



Need to define underpinning measures

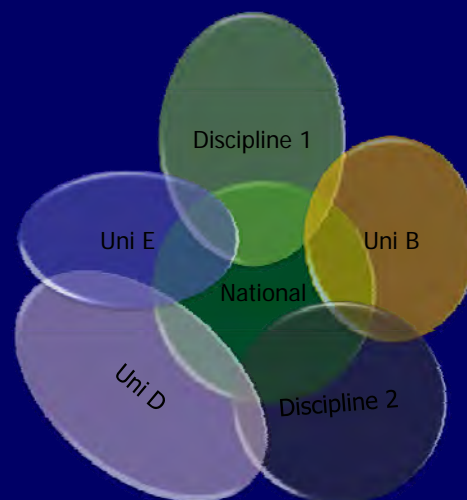
Need more data

Support a large and diverse library of data

Data may have different scope: national, institution-specific, discipline-/industry-specific

Data must meet validity standards

Quantitative, objective data



Setting standards

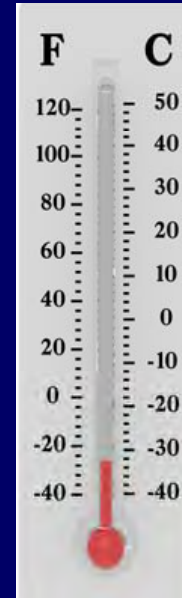
Performance standards need to be set for each measure

For many measures this involves specifying a minimum level of performance

For other measures a series of thresholds may be specified – minimum, current, target, aspirational

The word “appropriate” is a very common but crude means of calibration...

Standards can be specified using a range of methods: national targets, institution-specific targets, accreditation, benchmarking, moderation procedures, and trend analysis...



We need effective assessment strategies

Each approach must be validated against criteria

1. Meet conceptual, technical and practical criteria
2. Quality-assured and auditable
3. Registered with and endorsed by institution
4. Relevant to one or more indicators
5. Capable of producing generalisable data
6. Be standards-referenced
7. Link with reporting system

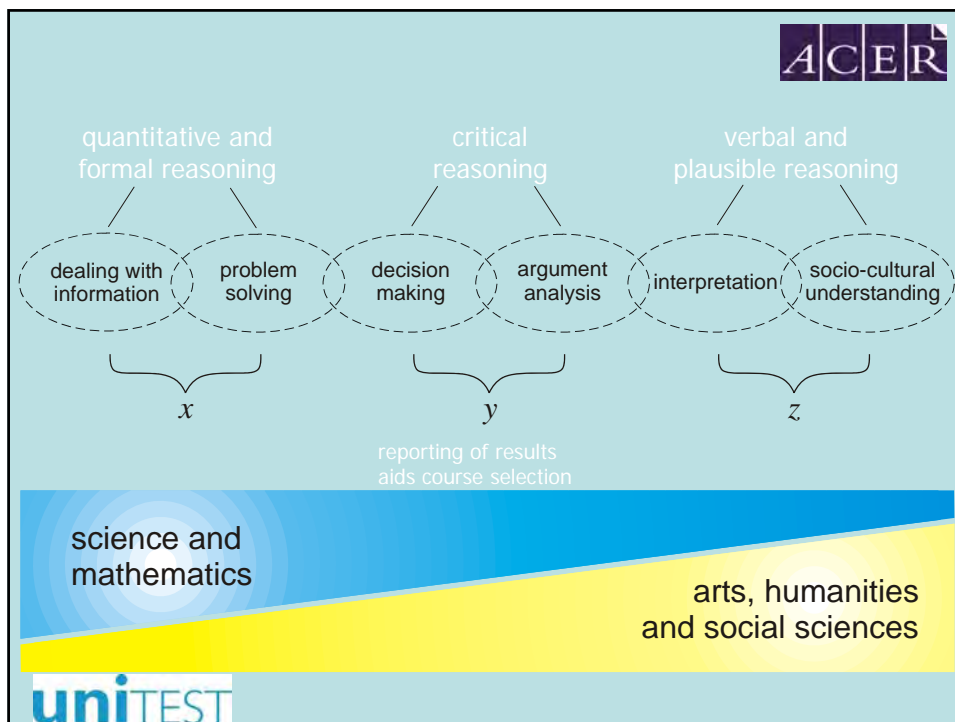
aptitude tests
background checks
credit transfer
portfolios

examinations
enrolment data
interviews

engagement surveys
teaching quality surveys
enrolment data

expert review
common items/tasks
enrolment data
metarubrics
destination surveys
performance tasks

moderation
licensing exams
outcomes surveys
monitoring systems
capability tests
accreditation



STAT

I understand that registration for the Special Tertiary Admissions Test constitutes an acceptance of and agreement to abide by the conditions set forth in the STAT Candidate Information Booklet concerning the test administration, the reporting of scores and the use of information for research.

Family Name: _____
Given Name: _____
Signature: _____

INSTRUCTIONS

• Use pencil only, preferably 2B or B
• Erase mistakes and stray marks fully
• Do not use any ink or ball-point pens

Sex

Male ☐ Female ☐

Today's Date

Day	Month	Year
01	01	01
02	01	01
03	01	01
04	01	01
05	01	01
06	01	01
07	01	01
08	01	01
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30	01	01
31	01	01

Test Booklet Number

01	02	03	04	05	06	07	08	09	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	00

Example: Please write in block capitals from right to left, and enclose the number or letter in a circle.

STAT Multiple Choice Answer Sheet

Surname / Family Name

Surname / Family Name	Initials	Test Centre Number	Day						
01	02	03	04	05	06	07	08	09	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	00

Postcode

01	02	03	04	05	06	07	08	09	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	00

The cartoon is a comment on

A corporate loyalty.
B the value of teamwork.
C the social implications of a casualised workforce.
D the social implications of a decentralised workforce.

The cartoon suggests that current work practices are

A quaint.
B congenial.
C unsatisfying.
D unproductive.

"They all work in their own homes now, but they still get together for car pool reunions."



AUSSE Australasian survey of student engagement

AUSSE, SSES, POSSE (35 institutions in 2009)

Student Engagement Questionnaire (SEQ) measures research-based indicators

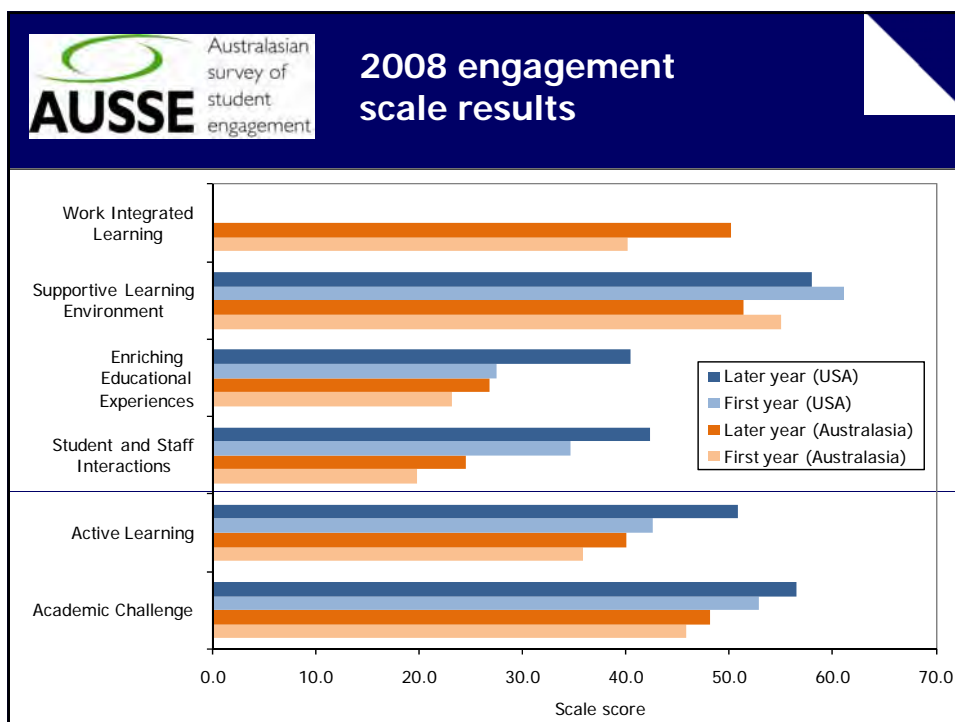
Reports that facilitate data-driven monitoring and improvement

Cross-institutional and cross-national comparisons: Australia, New Zealand, Canada, USA, South Africa, Japan

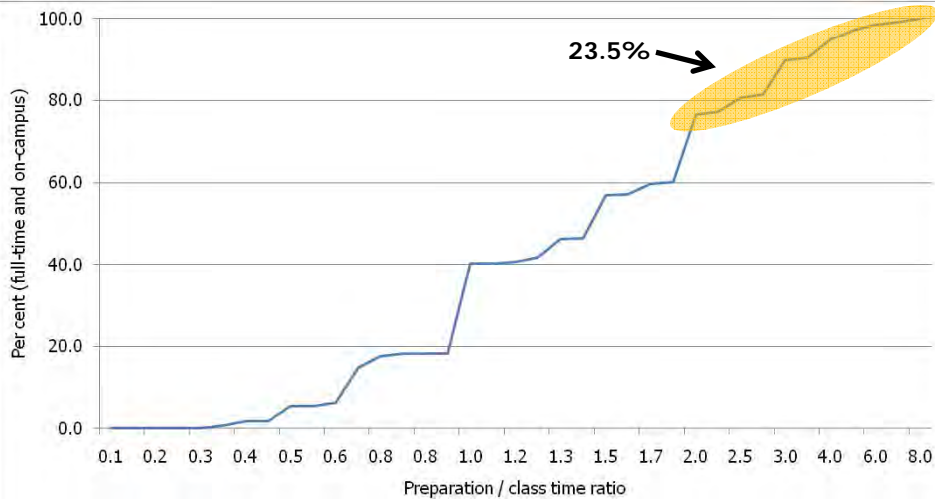
Engaging Students for Success

Australasian Student Engagement Report
Australasian Survey of Student Engagement

AUSSE **ACER**



Students spending twice their class time preparing



Assessing Learning in Australian Universities - Microsoft Internet Explorer

Address: <http://www.cshe.unimelb.edu.au/assessinglearning/index.html>

cshe centre for the study of higher education

home | a new era | renewing policies | five practical guides | good practice directory | core principles | quality & standards | tips for new staff | ready-to-use resources | **autc** AUSTRALIAN UNIVERSITIES TEACHING COMMITTEE

Assessing Learning in Australian Universities

Ideas, strategies and resources for quality in student assessment

- From the Authors
- About the Assessing Learning project
- 64 page booklet summarising the website resources

"Strategically designed assessment shapes effective approaches to study"

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Association
of American
Colleges and
Universities

FALL 2008 VALUE INTEGRATIVE LEARNING METARUBRIC DRAFT FOR PUBLIC RELEASE

This rubric is the first step in a rubric development process that will produce additional drafts, each responsive to the feedback received. Feedback deadline is February 15, 2009. The next draft of this rubric will be available in May 2009. For more information or to give feedback, please email Wade Morgaine at wmorgaine@gmail.com. Thank you!

Evaluators are encouraged to assign a zero to any performance that doesn't meet level one performance

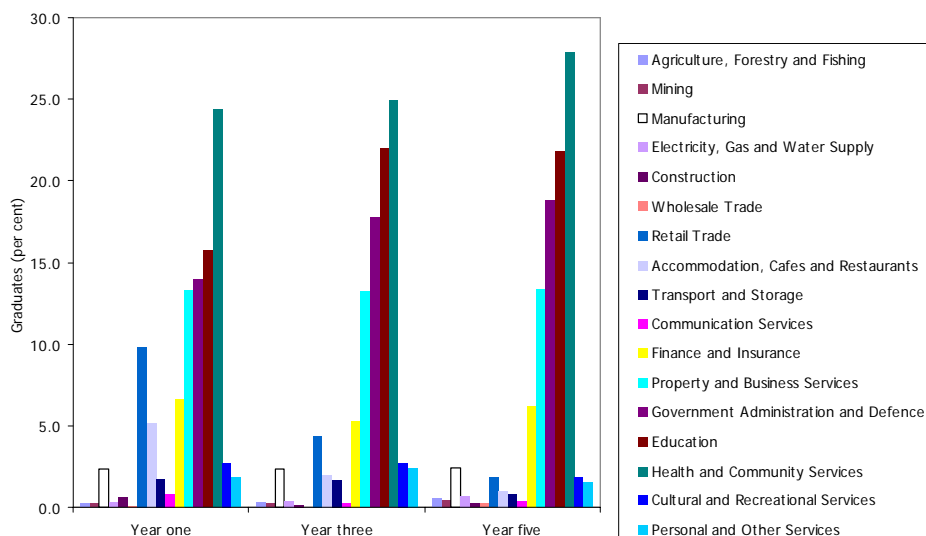
	4	3	2	1
Connections to experience <i>Connects relevant experience & academic knowledge</i>	Shows evidence of combining fields of study and one's own perspective on classroom content as well as life situations to illuminate and deepen one's analysis, synthesis, or interpretation(s).	Demonstrates an understanding of the influence of fields of study with one's own experience outside of the classroom.	Begins to appropriately associate one's own experience outside of the classroom with fields of study.	Demonstrates some understanding of how one's own experience outside of formal classroom relates to fields of study.
Connections to discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Extends and recombines theories/frameworks using examples and facts to deepen analysis of issues or define/solve problems; takes multiple perspectives on a range of issues.	Uses examples, facts, and theories from beyond a field of study, and identifies multiple perspectives.	Includes an example, fact, or theory from outside a field of study; acknowledges the presence or possibility of other perspectives.	Stays within the confines of a discipline in the context of assignments; and articulates one perspective
Transfer <i>Adapts knowledge, concepts, and/or tools from one discipline to another</i>	Adapts familiar frameworks for new uses.	Synthesizes familiar frameworks into new uses.	Applies familiar frameworks to new situations.	Connects familiar frameworks to new situations.
Communication <i>Balances form and content in communication choices</i>	Within context of portfolio (or artifacts being reviewed), demonstrates clear ability to integrate or synthesize content, medium, and form to skillfully communicate complex learning.	Begins to use medium and form to contribute and respond to content.	Demonstrates an awareness of how form can contribute and respond to content.	Uses medium and form adequately to convey content.
Identity as Learner <i>Reflects on</i>	In challenging learning situations, articulates one's identity as a learner and contributor to a variety of settings, which may include academic work, campus and civic environments.	Articulates one's identity as a learner, beginning to contribute in environments characterized by ambiguity and risk.	Articulates one's own learning strengths and sets goals for improvement.	Begins to identify one's self as a learner, differentiating appropriately one's self from what one is learning.



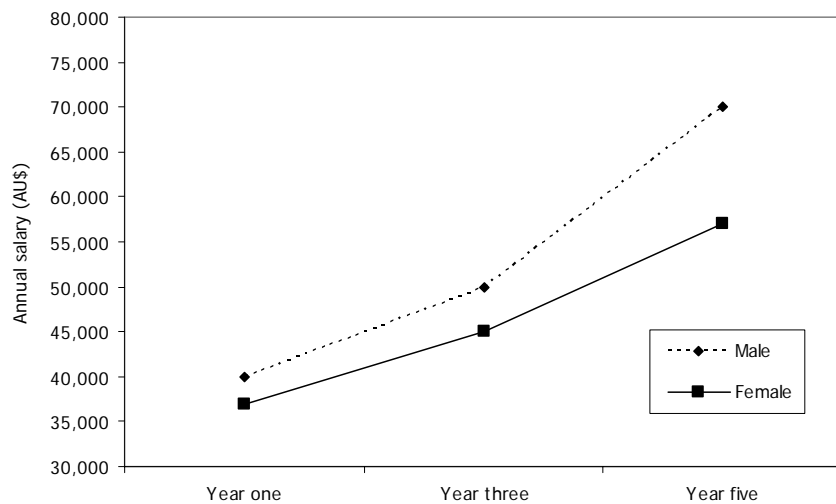
Graduate
Pathways
Survey

Humanities graduates work by industry

www.acer.edu.au/gps



Annual salary by sex



Graduate capability assessments

Work Readiness
Assessment Package

Graduate Skills
Assessment

Critical Reasoning Test

Tertiary Engineering
Capability Assessment

Collegiate Learning
Assessment



AQTF feedback instruments



Reporting standards

Need robust means for reporting performance

An area of weakness in Australia – need to be more help to 16 year olds

Rationales: continuous improvement, market information, accountability, planning

Need to develop reporting capacity, systems, standards

Australia University Institution Report



Introduction

The Graduate Pathways Survey (GPS) was conducted for the first time in 2008. It secured responses from nearly 10,000 Australian university graduates who had completed their bachelor degree in 2002.

The Graduate Pathways Survey provides new insights on the outcomes of Australian university education:

- It provides a longer term (five year) outlook on graduate outcomes.
- It helps monitor outcomes and satisfaction.
- It offers important information about how graduates' degrees are related to their work and/or study one, three and five years after graduation.
- It assists universities examine their graduate outcomes against nationally comparable benchmarks.

The survey collected detailed information relating to graduates' perception of their degree, relevance of their study to their careers, and their educational and workforce participation over the five years following completion of their bachelor degree.

In total, 39 Australian universities took part in the survey.

**Institution
benchmarking
reports**



Australasian Survey of Student Engagement (AUSSE)
Australasia University
Scale Statistics Report (scale scores)

	Australasia University				Benchmark group			Australasia			USA	
	First year	Later year	All students	Staff	First year	Later year	All students	First year	Later year	All students	First year	Later year
Academic Challenge	46	50	48	49	46	49	47	46	48	47	53	57
Active Learning	38	45	42	38	40	43	41	36	40	38	43	51
Student and Staff Interactions	19	28	24	38	19	25	22	20	25	22	35	42
Enriching Educational Experiences	21	28	25	27	22	27	25	23	27	25	28	40
Supportive Learning Environment	54	51	52	58	54	51	52	55	51	53	61	58
Work Integrated Learning	41	53	48	52	41	54	47	40	50	45		
Higher Order Thinking	63	68	66	67	64	67	66	62	66	64		
General Learning Outcomes	62	66	65	64	62	67	64	60	65	63		
General Development Outcomes	43	46	45	44	42	46	44	43	44	43		
Average Overall Grade	72	72	72		72	71	72	72	72	72		
Departure Intention	35	26	30	12	32	28	30	35	32	33		
Overall Satisfaction	70	67	68	66	70	66	68	71	66	69		

CourseFinderAdvancedSearch - Microsoft Internet Explorer

Address: http://www.goingtouni.gov.au/CourseFinderAdvancedSearch.htm?courseName=salamisearch&option=findany&RefineSearch=true&quickSearch=true

course finder

search for higher education courses across australia

quick search >>

course name history
☒ find any words ☐ find all words ☐ find exact phrase

course type undergraduate and postgraduate

higher education provider
 All ACT Providers
 All NSW Providers
 All NT Providers
 All QLD Providers
 All SA Providers
 All Tas Providers
 All Vic Providers
 All WA Providers
 Adelaide Central School of Art
 Adelaide College of Divinity Incorporated
 Australian Catholic University
 hold down CTRL to select multiple providers

advanced search >>

course entry cut-offs Select Range
☒ TER/ENTER/UA1 (all states except QLD)
☐ QLD OP (QLD only)

course fee type Commonwealth supported & fee-paying

approximate course fee Show me courses costing \$ and under
 (for the first year of equivalent full time study)

Error on page.

Courses | The Good Universities Guide - Microsoft Internet Explorer

Address: http://www.gooduniversitiesguide.com.au/coursesearch

The Good Universities Guide

to education, training and career pathways

***** Australia's only Degree and University Performance Ratings

One degree with countless opportunities. A degree from the Faculty of Arts is **your way forward.**

You selected: Welcome to The Good Universities Guide! > Courses

Course Search

Welcome to The Good Universities Guide course search! Use it to find ANY course in Australia. Whether you want to be a doctor or a builder or to study arts or science - you name it.

You can use this search to find:

- VET certificates, bachelor degrees, postgraduate degrees.
- One or ALL courses at any particular university or tertiary institution.
- One or ALL courses in any of 30 fields, including accounting, building, dentistry, surveying.
- One or ALL courses in any Australian state or territory.

To search for a course, select a state and one or more qualification levels (hold 'control' to select multiple entries). When you are satisfied with your selections, click the 'Search' button.

*Field of Study: Choose a Study Field

*Location: ACT, New South Wales, Northern Territory, Queensland

Hold control to select multiple entries

Qualifications: All, Adult Senior Secondary, Statement Certificate I

Hold control to select multiple entries

Mode of Study: All, External, Flexible Delivery, Full-time internal

Hold control to select multiple entries

Course Name:

Provider Name:

Please note: fields marked with + are required fields.

SEARCH

Scholarships Available!

Information Technology

Study your way with distance education

PEOPLE MANAGEMENT

MONASH University

Business & Law

Forum

NOT LOGGED IN

Username:

Password:

LOG IN SIGN UP

Forgot your password?

Unistats | Overview - Microsoft Internet Explorer

Address: http://www.unistats.co.uk/searchResults.do

Unistats from universities and colleges in the UK

Login | Register
My shortlist: 0 items

Home | Advanced search | Subject A-Z | Uni search

Overview

Home > Search results > Overview

Overview	UCAS points & entry info	Student breakdown	National Student Survey	Degree class & progression	Employment prospects	Uni details
1) UNIVERSITY OF CAMBRIDGE: Management studies (f/t, o/ug)	2) UNIVERSITY OF KENT: Economics (f/t, o/ug)	3) OXFORD UNIVERSITY: Law (f/t, o/ug)				
1) Add to shortlist	2) Add to shortlist	3) Add to shortlist				
Number of students (visit the Student breakdown section for more)						
Registered students	Not enough data	5	Not enough data			
Entry information (visit the UCAS points & entry info section for more)						
Average UCAS points achieved	Not enough data	Not enough data	Not enough data			
Results and job prospects (visit the Employment prospects section for more)						
% with a job or	Not enough data	Not enough data	Not enough data			

How to make NSSE scores work for you - USATODAY.com - Microsoft Internet Explorer

Address: http://www.usatoday.com/news/education/2007-11-04-nsse-how-to_N.htm

Home | News | Travel | Money | Sports | Life | Tech | Weather

News » Education

Searching for signs of engagement

Since 2000, the National Survey of Student Engagement has measured student involvement in key practices associated with learning, persistence and graduation. Each participating school receives scores for first-year students and seniors in five "benchmark" categories. To view the scores of schools that have agreed to share their NSSE data with USA TODAY, click on the map — or search by school name or type — and then click on the name of a school.

Search

BY REGION

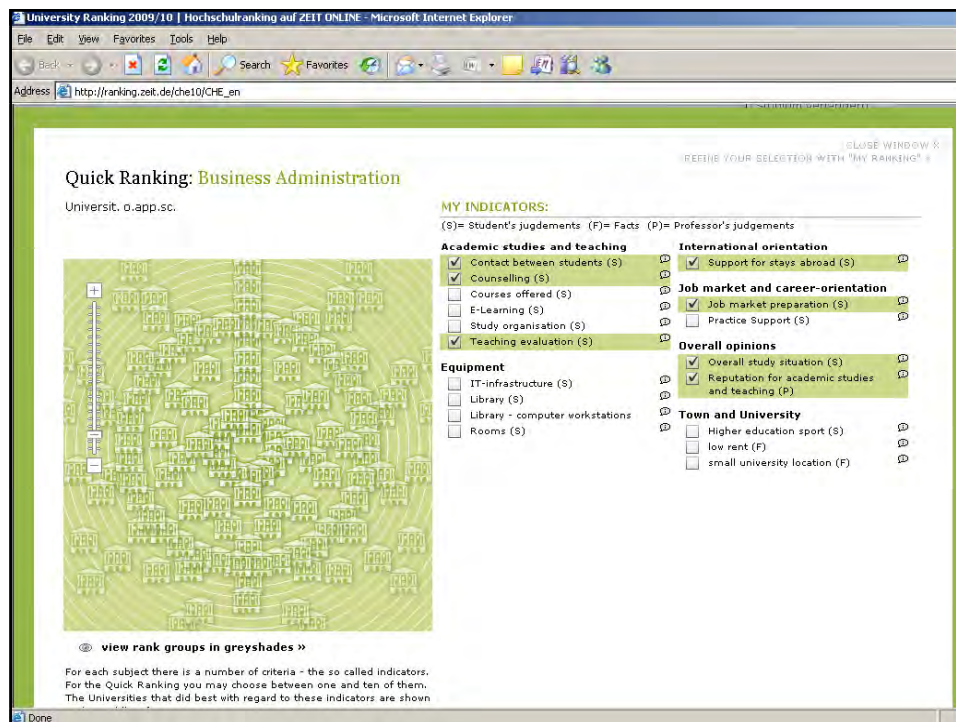
Click a school for scores

- University of Indianapolis (IN)
- University of Michigan-Ann Arbor (MI)
- University of Michigan-Flint (MI)
- University of St. Francis (IL)
- University of Wisconsin-La Crosse (WI)
- University of Wisconsin-Stevens Point (WI)
- University of Wisconsin-Superior (WI)

Results

University of Michigan-Ann Arbor
Ann Arbor, MI
Survey year: 2006
Institution type: Research Universities (very high research activity)
Public | More information about this institution

NSSE BENCHMARKS	First-year students	Seniors
Level of academic challenge Definition	57.6 53.0	59.9 55.6
Active and collaborative learning Definition	43.9 39.9	49.7 47.2
Student-faculty interaction Definition	31.2 31.8	41.3 40.1
Enriching educational experiences Definition	33.3 29.2	48.2 43.3
Supportive campus environment		



Monitoring performance

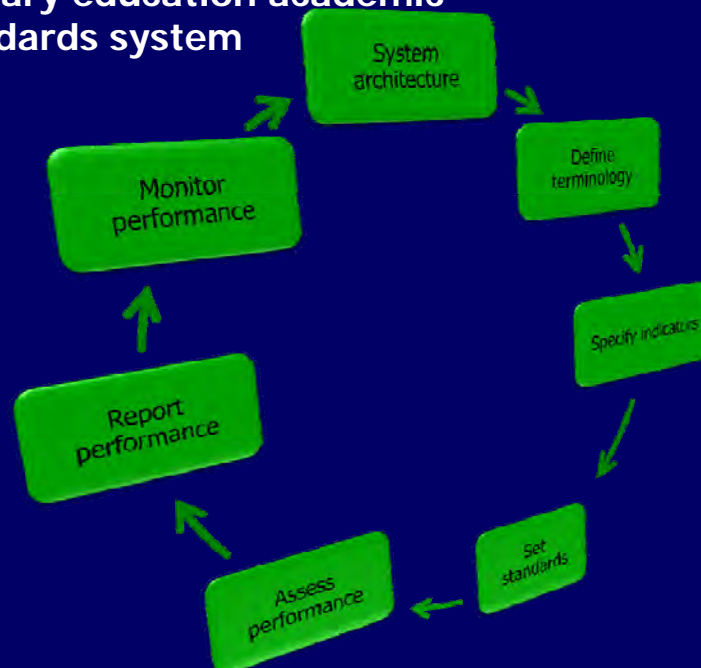
Develop processes for monitoring risk and guiding proportionate regulatory response

Develop guides for evidence-based continuous improvement

Develop protocols for data reporting and use



Tertiary education academic standards system



What is to be done (lots!)

- Define academic standards and a system architecture
- Develop feasible, relevant and valid indicators
- Build register of measurement practices and standards-setting processes
- Build more and better data
- Develop reporting systems and protocols
- Put someone in charge of assessment for the institution
- Build institutional research capacity
- Engage the academic community, and new generations in particular



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Australian Council *for* Educational Research