



THE UNIVERSITY OF
NOTRE DAME
A U S T R A L I A

GUIDELINES: HIGHER EDUCATION COURSE MONITORING AND REPORTING

Purpose: Sets out the University's processes for course monitoring and reporting, the data used, and report format.

Location of Guidelines: The policy is maintained on the National Drive.

Responsible Executive: PVC, Academic

Responsible Office: QMAD and University Statistics and Reporting

Contact Officer: Deputy Academic Registrar and Director, QMAD

Effective Date: 2 April 2015

Review Date: April 2018

Modification History: Created: March 2015

Related Documents: Policy: Higher Education Course Approval, Amendment, Monitoring, Review, Re-accreditation and Discontinuation

Procedure: Higher Education Course Approval, Amendment and Discontinuation

Procedure: Higher Education Course Monitoring, Review and Re-accreditation

Authority: Endorsed by Academic Council 9 February 2015; Noted by VC 2 April 2015.

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1 PURPOSE

- 1.1 These Guidelines have been developed to support the Procedures: Higher Education Course Monitoring, Review and Re-accreditation. They outline the stages involved in course monitoring and reporting and provide a template for the course report and indicative data sets to be analysed during the course monitoring and reporting process.

2 OBJECTIVES

- 2.1 All coursework awards are systematically monitored on an annual basis using performance data to enable schools and the University to be responsive to issues affecting academic quality, student experiences, and ongoing course relevance and viability.
- 2.2 Course monitoring is documented in the form of an annual course report that provides a concise record of course quality assurance for courses based on activities in the previous academic year to inform:
- school planning for course changes or development;
 - reporting on progress for current strategic or operational priorities;
 - scoping and self-assessments for the University's course review process conducted on a five yearly cycle; and
 - preparation for professional accreditation or recognition activities, as relevant.

3 SCOPE

- 3.1 All coursework awards are subject to annual course monitoring. Courses sharing characteristics such as the same or equivalent discipline or overlap, or that are part of nested award arrangements, double degrees, or combined degrees are monitored together. Grouping of courses for the purpose of annual monitoring is determined at the time of new course approval.

4 COURSE MONITORING AND REPORTING PROCESS

4.1 Annual Schedule

In February each year, the Office of Quality Management and Academic Development (QMAD) advises Deans and Associate Deans (Teaching and Learning) (or equivalent) of the timeline and requirements for annual course monitoring and reporting, including grouping of courses.

4.2 Provision of Course Performance Information

University Statistics and Reporting, with support from QMAD, assemble data sets to measure performance for each course or group of courses. Where possible, course data includes comparative nationally available data sets for similar courses. **Attachment 3** outlines indicative course data sets to be provided.

This data is provided to Deans for relevant distribution to Course or Discipline Coordinators, or equivalent.

4.3 Analysis and review of data within schools and preparation of course reports

Course Coordinators (or equivalent) consider the data sets and complete the Course Report Template at **Attachment 2**, identifying key issues and trends and any required changes/actions for improvement. Where possible, course trends are compared with similar courses offered by other providers nationally and internationally. For courses with not enough information resulting from an insufficient number of students or graduates to generate valid student feedback data, the Course Coordinator includes other feedback to assist in analysing the status of the course.

Where a course or group of courses is offered on more than one Campus, a single course report is prepared through collaboration by all administering schools to cover all course delivery locations.

Completed course reports are considered by the School Learning and Teaching Committee (or equivalent) to discuss key issues, trends, implications for future planning and performance, and any recommendations for improvement.

- 4.3.1 Taking into account discussions by the School Learning and Teaching Committee, the Dean then identifies key issues, trends, and any resource improvement initiatives to be included in school or College plans, or to be referred to the PVC, Academic (or delegate) for broader action at the University level.
- 4.3.2 When satisfied that each course report adequately assesses trends, issues, strengths of the course and actions to be taken to make any improvements necessary, the Dean, on recommendation from the Learning and Teaching Committee, endorses each course report and forwards it to the Unit and Course Accreditation Committee (UCAC) for consideration. Where a report applies to courses offered on more than one Campus both Deans must approve submission of the report.
- 4.3.3 Annual course reports are retained by schools as a record of course quality assurance for seven years and are used to inform and support:
 - development of proposals for amending courses
 - identification and sharing of good practices
 - school planning and reporting processes
 - preparation for course reviews and any professional accreditation activities.

4.4 Consideration by UCAC

- 4.4.1 UCAC considers the course reports and identifies any systemic issues arising across multiple schools and implications for University teaching and learning priorities. Comments are provided back to the School as appropriate. Particular attention is given to plans to address underlying issues of any courses where data analysis indicates that the course is performing unsatisfactorily and may be considered 'at risk' (refer to criteria at **Attachment 4**).
- 4.4.2 UCAC also considers feedback from schools on the reporting template and identifies improvement opportunities as appropriate for recommendation to Academic Council as part of the annual review of the course monitoring and reporting process.

4.5 Summary of outcomes to PVC Academic

- 4.5.1 Following consideration of course reports by UCAC, QMAD provides a high level summary of the outcomes of annual course monitoring to the PVC, Academic (or delegate) and advises on:

- any courses that may be performing unsatisfactorily or 'at risk', based on criteria approved by the PVC, Academic (or delegate) and noted on the course report template
- actions proposed by Schools to improve courses that may be performing unsatisfactorily or 'at risk' (refer to criteria at **Attachment 4**)
- strongly performing courses
- progress with implementing identified learning and teaching priorities
- any good practices and/or unsatisfactory course performance issues that may warrant consideration across more than one school.

4.5.2 The PVC, Academic (or delegate) provides feedback to schools on their course reports and make joint recommendations to the Academic Council and Vice Chancellor as appropriate.

4.6 Consideration of outcomes by Academic Council

4.6.1 The high level summary of outcomes, updated as necessary, and a brief response by the PVC, Academic (or delegate) is noted by Academic Council.

4.6.2 As appropriate, Academic Council makes changes to priorities within the Learning and Teaching Plan based on the summary of outcomes.

4.7 Annual Evaluation and Revision of process and documentation

4.7.1 The template for the annual course reports is revised by Academic Council, upon recommendation by UCAC, to reflect feedback from schools, data availability and relevant strategic priorities.

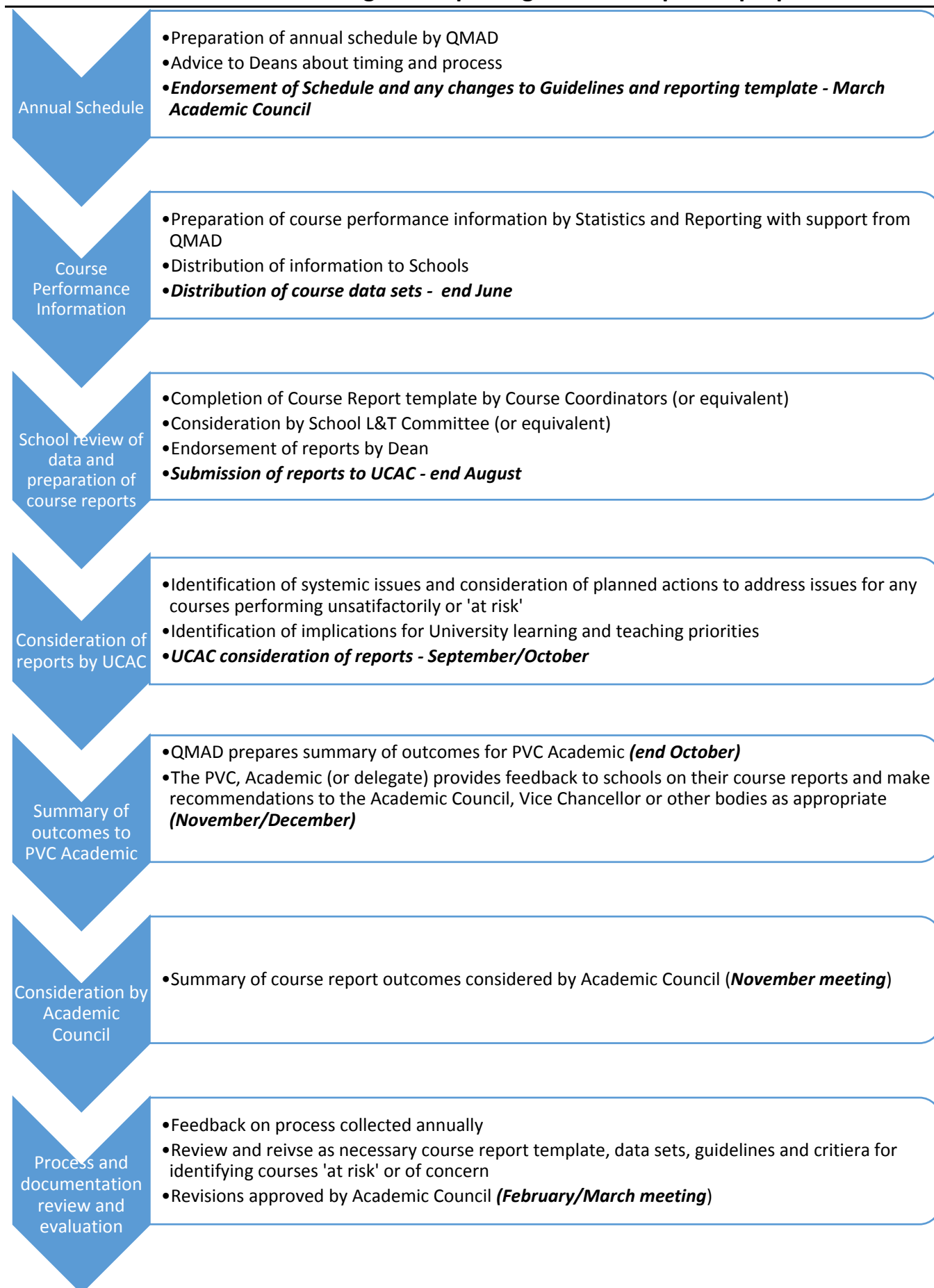
4.7.2 The format and content of course data sets is revised by the Statistics and Reporting with QMAD in response to changes in data availability and feedback from schools on the data presentation, clarity and usefulness.

4.7.3 The criteria used to identify 'at risk' courses of concern is reviewed to take into account internal and external developments.

4.7.4 Revisions to the process and documentation are recommended by UCAC for approval by Academic Council.

Main process steps for course monitoring and reporting are outlined at **Attachment 1**.

Attachment 1: Course Monitoring and Reporting Process Steps and proposed timelines



Attachment 2: Course Reporting Template 2015

<Type name of course>	<Course Code>
DELETE / ADD ROWS FOR ADDITIONAL COURSES AS REQUIRED	

Course Delivery Location/s:	
Course Coordinator/s:	<if relevant include coordinators for each Campus>
Administering School(s):	
Last Course Review date :	
Next Course Review date:	

1. Based on the available course data and any other relevant evidence:

Attach course data sets to the completed report template

A) What do the data indicate about the course?

Course demand and enrolment

Key issues: <give a brief summary>

Trends: <give a brief summary, including impact on future targets for coming 3 years>

Student completions and retention

Key issues: <give a brief summary>

Trends: <give a brief summary>

Student Success

Key issues: <give a brief summary>

Trends: <give a brief summary>

Course Quality – feedback on units and teaching

Key issues: <give a brief summary>

Trends: <give a brief summary>

University Experience

Key issues: <give a brief summary, including comparisons to national data >

Trends: <give a brief summary>

Course Experience – graduate feedback

Key issues: <give a brief summary, including comparisons to national data >

Trends: <give a brief summary>

Graduate Destinations

Key issues: <give a brief summary, including comparisons to national data >

Trends: <give a brief summary>

B) What are the current overall strengths of the course/s?

<provide in list format; also use this section to identify good practices or innovations, successes in learning and teaching >

C) What areas are currently in need of improvement?

<provide in list format>

2. University learning and teaching priorities

A) What have been the main initiatives taken to implement the University's Assessment in Coursework Units Policy across the course/s? What issues remain to be addressed in the coming year?

<provide in list format; also use this section to identify good practices or innovations>

B) What initiatives have been taken to further integrate and cross-reference the Core Curriculum across discipline-specific content?

<provide in list format; also use this section to identify good practices or innovations>

C) Work Integrated Learning – how has evaluation of WIL against Course Learning Outcomes occurred?

<provide in list format; also use this section to identify good practices or innovations>

D) What innovations in teaching practices have been implemented? (eg blended learning, recording of lectures)

<provide in list format>

3. Professional accreditation (*as applicable*)**A) When is the next professional accreditation activity scheduled?**

Timeframe: : <include month and year>

Activity: <give a brief summary of the activity/ies involved – e.g. reporting, accreditation visit, follow up report >

B) Are there any outstanding recommendations/actions from the Professional Accreditation Body?

NO YES

If yes,

Key issues: <give a brief summary and progress in addressing requirements>

4. Course priorities for coming year

What are the priority actions to change/improve the course over the coming year?

<Priority One – insert summary of actions, timeframes and responsibilities>

<Priority Two – insert summary of actions, timeframes and responsibilities>

<Priority Three– insert summary of actions, timeframes and responsibilities>

If preferred, attach a plan showing planned actions, timeframes and responsibilities

5. Summary by Course Coordinator

<give a brief commentary on key issues, trends, and implications>

6. Comments by Dean

<give a brief commentary on key issues, trends, and any resource improvement initiatives to be included in school plans, or referred for broader action at the University level>

7. Approval by Dean/s

This report should be signed off by both Deans where the course/s is/are delivered across more than one Campus.

Signed: _____ **Date:** / /2015

Name:

Signed: _____ **Date:** / /2015

Name:

ATTACHMENT 1 COURSE DATA

<attach course data provided to School/s>

ATTACHMENT 2 OTHER SUPPORTING INFORMATION

<attach any other relevant data used to supplement data initially provided>

Attachment 3: Indicative Course Data Sets

Course Data	Observations/analysis of 3-year trend	Suggested factors for consideration
Course Demand Applications/Admissions Applications received Offers made Admissions (commencing students)	Change in number of applications Change in quality of applicants Applications : offers Change in proportion of offers accepted Change in proportion of acceptances enrolled	Downward trends in number/quality of application – consider adequacy of marketing; evidence of increased competition; declining course demand
Course load/enrolment Commencing EFTSL and head count Total EFTSL and head count (domestic, international)	Changes in comparison to enrolment targets Changes for specific fee categories Campus variations where relevant	For a downward trend for course load, how is the capacity to meet delivery costs affected? For an upward trend are there implications for: course resourcing, class sizes, staff-student ratio? What impact does this have on achieving agreed targets?
Student Completions and Retention Course retention Course completions	Changes in retention commencing versus all students Campus variations where relevant	For downward trends refer to exit interviews(?) for possible common themes; also look for linkages to student feedback data
Student Success Course Completions % passing grades across course Unit withdrawals across course Median GPA at completion	Campus variations where relevant	For a downward trend in pass rates: is this associated with any indications relating to assessment, such as difficulty, lack of curriculum alignment, workload, etc. (e.g. from unit evaluation, CEQ, peer review activities)
Course quality – feedback on units and teaching [TPE/UCE: UMR and Positive Agreement for Items Aggregated by discipline and by Unit level (UG/PG)]	Changes in averaged UMR relative to MPS and CPS benchmarks Campus variations where relevant Changes in Positive Agreement for specific items	For downward trends refer to common themes identified in open response questions
University Experience UES Quality of educational experience UES Quality of teaching UES Quality of educational experience (FOE National) UES Quality of teaching (FOE National)	Changes in levels of Positive agreement/Overall satisfaction Campus variations where relevant Changes relative to National dataset for the discipline and for selected providers (where appropriate)	For downward trend, can this be linked to feedback from unit level surveys (TPE/UCE) or the UES For downward trends refer to common themes identified in open response items
Course Experience – graduate feedback CEQ Good teaching scale CEQ Generic skills scale CEQ Overall satisfaction indicator CEQ Good teaching scale (FOE National) CEQ Generic skills scale (FOE National) CEQ Overall satisfaction indicator(FOE National)	Changes in levels of Positive agreement/Overall satisfaction Campus variations where relevant Changes relative to National dataset for the discipline and for selected providers (where appropriate)	For downward trend, can this be linked to feedback from unit level surveys (TPE/UCE) or the UES For downward trends refer to common themes identified in open response items
Graduate Destinations % in full time employment % in full time study	Changes in FT employment or further study Changes relative to National dataset for the discipline and for selected providers (where appropriate). Campus variations where relevant	For a downward trend for FT employment, is it part of a sector-wide trend or is specific to the Notre Dame course and/or local market?
Formal Student Complaints Number of formal complaints about the course over the previous academic year	Trends in numbers of complaints Any common issues raised	Any systemic issues arising from complaints?

Attachment 4: Criteria to identify courses of concern or 'at risk'

The performance of courses meeting two or more of the criteria below may be considered of concern and the course/s identified 'at risk' for closer scrutiny by UCAC and the PVC, Academic (or delegate).

These criteria should be considered in the context of the discipline/field of education, survey sample size and response rates as well as the maturity of the course and its professional accreditation status (where applicable). Interpretations will therefore differ across courses, and any reasons provided by the school for the course performance should be taken into account.

1. Notable and unplanned decline in student enrolments/student load
2. Trend showing failure to meet enrolment targets
3. Increasing trends in attrition rates
4. Declining trends in progress and completion rates
5. Declining retention rates
6. Low student satisfaction with teaching (below 3.9) as reflected in combined UCE scores for the course
7. Low student satisfaction with teaching (below 3.9) as reflected in combined TPE scores for the course
8. Graduate satisfaction below national average as reflected in CEQ evaluations
9. Employment rates below the national average as reflected in GDS evaluations
10. Further Study below the national average as reflected in GDS evaluations
11. Reduced accreditation period, or conditions on accreditation imposed by Professional Accreditation body (as appropriate)