

***Institutional self-evaluation
of learning and teaching
programmes***

– a case study

“Programme evaluation” in Quality Assurance Context

- HEQC
 - institutional **audits**
 - Self-evaluation based on criteria
 - Site Visit
 - Follow-up
 - Programme **accreditation**
 - Self-evaluation based on criteria
 - Site Visit
 - Accreditation decision
 - Follow-up
- At institutional level → **IQAMS**

Challenging the “management” of quality

- Is “managerialism” not contradictory to the nature of a university ?
- What happened to
 - collegial governance?
 - academic freedom?
 - institutional autonomy?
- **Bureaucratisation!!**
- “Management” of quality used to cover for poor quality?
- More management of quality results in less quality...

A lecturer's view of QA

- “If good academics are appointed at universities, we do not need QA systems. If the wrong people are appointed, no document (however thick it is), will ensure quality”
- If nobody steals anything, we do not need laws and police. If there are thieves, no law (however thick it is), will ensure that no theft takes place.
- If nobody is ill, we do not need doctors. Since we know beforehand that everyone is in any case going to die some day, the whole medical profession is senseless.

IQAMS

from a lecturer's perspective



IQAMS from a dean's perspective



IQAMS from the perspective of

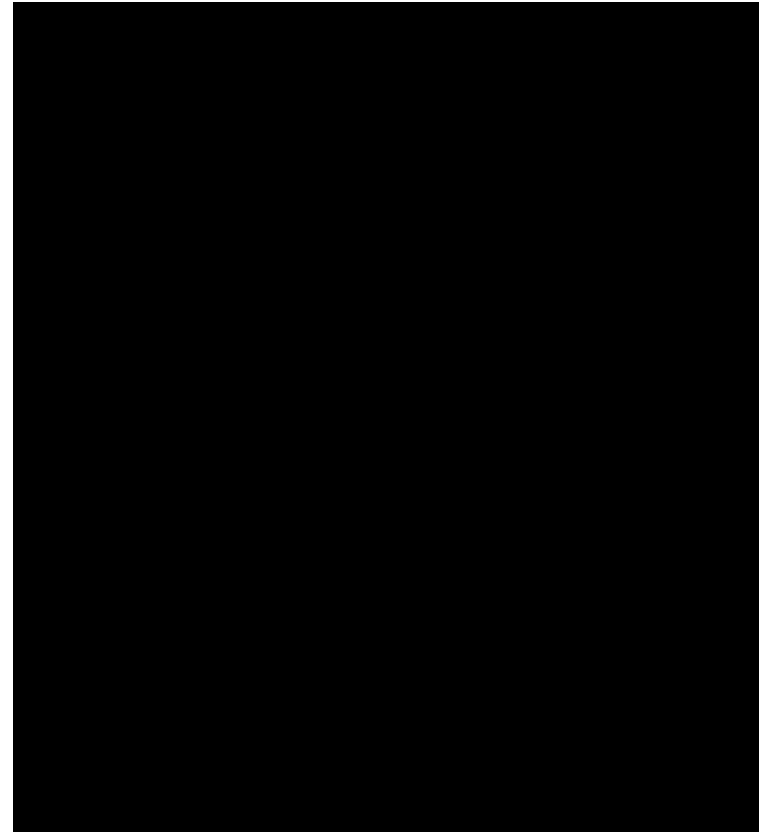
students

parents

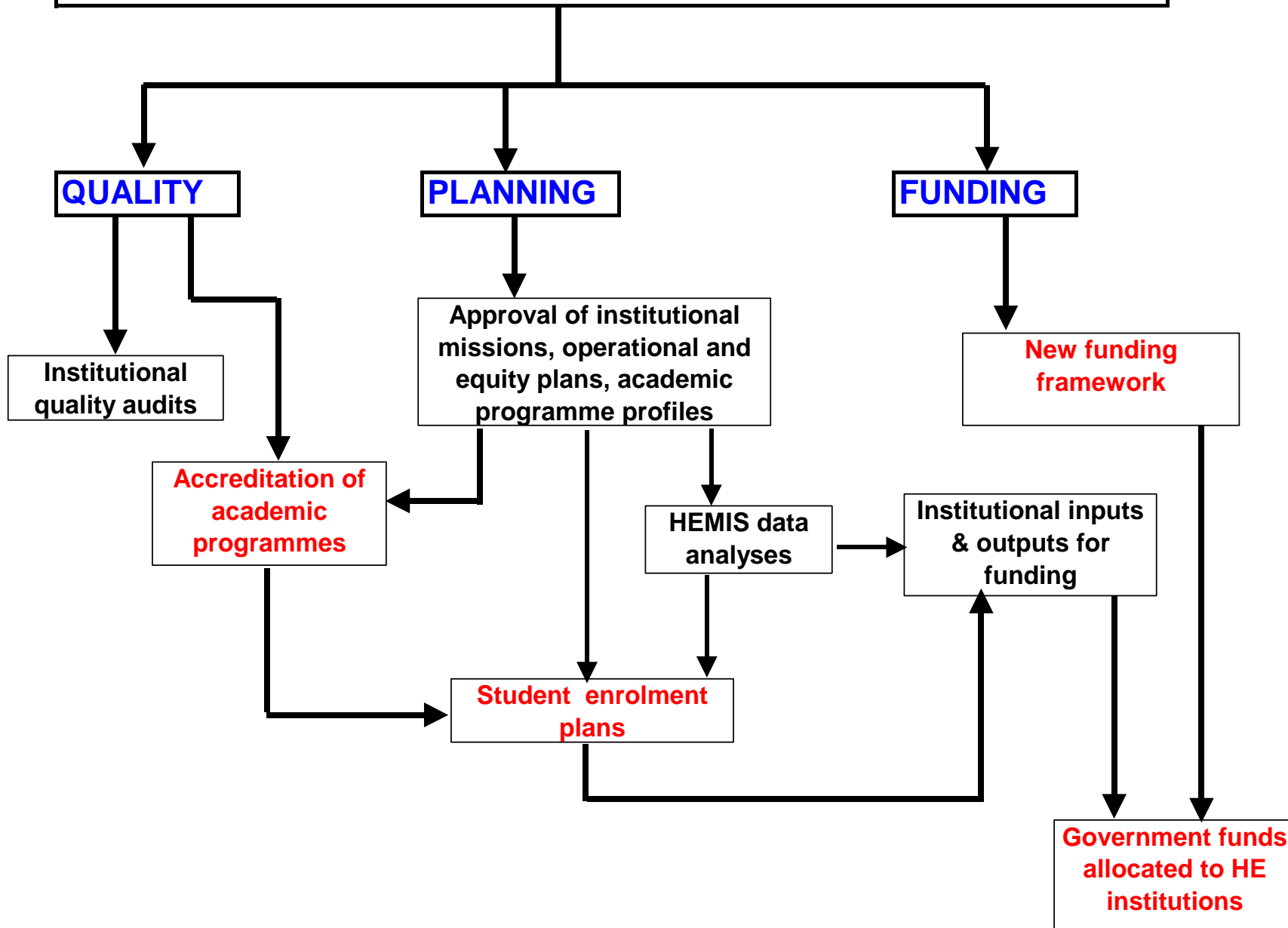
employers

government

society



GOVERNMENT STEERING OF THE PUBLIC HE SYSTEM



(Slide: Ian Bunting)

The case for Quality Management

- **Quality management is a necessary condition for quality**
however
- **quality management is not sufficient for quality**

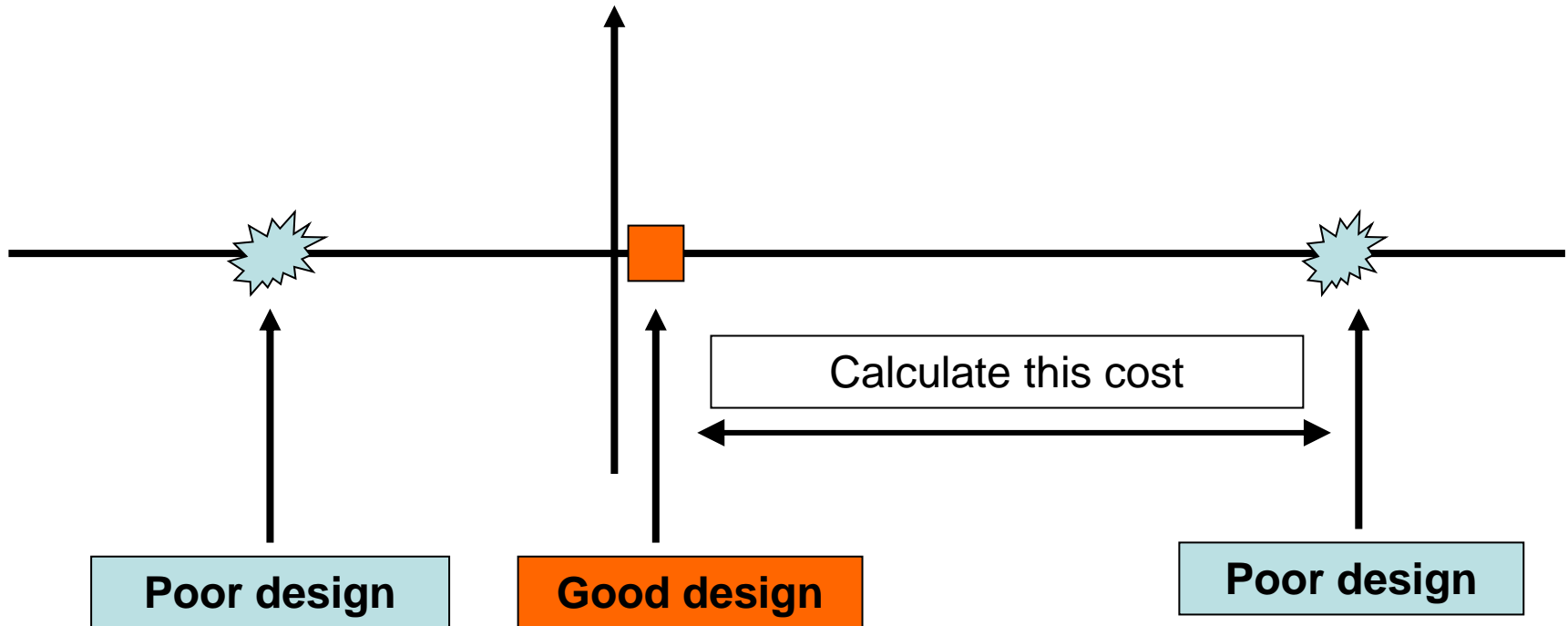
Principle of design

Specifications are continually moving upwards



Opportunity for incremental changes

Specifications



What is a “Programme”

- One qualification with various programmes leading to the qualification
 - BA in International Studies
 - BA in Gender Studies
- One programme in a field with various qualifications at different levels
 - “Programme in International Studies” consists of a Diploma, Bachelors, Honours, Masters, PhD
 - “Programme in Gender Studies” consists of a Diploma, Bachelors, Honours, Masters, PhD
- One programme with various qualifications at the same level
 - Programme in public administration leading to BAdmin, BComm (Admin), BEcon (Admin), BBusSc(Admin)

What is a “new” programme?

- Former Afrikaans Universities and the SA government
- **“MScAgric in Assisted Animal Reproduction”**
- New programme submitted by Stellenbosch University in 2001 (Serious stuff: the researchers sent sheep sperm into orbit with Mark Shuttleworth)
- Pretoria’s decision: You have permission to offer the MScAgric
 - Just get on with it
 - We need not know what you do with your animals
- So as of 2002 we simply continue to assist the farm animals in Stellenbosch and we get subsidy from government

Qualification / Programme

Level of learning	NQF Level 6
Qualification type	First Bachelor's degree ("B")
Qualification sub-type	Science ("Sc")
<u>Qual specification or Programme</u>	BSc in Biological Sciences
"Stream"	Molecular & Cellular Biology
Discipline / Subject	Microbiology
Module / Course	Taxonomy



Gemiddelde Persentasie Studente wat in Minimum Tydperk Kwalifiseer in Oorspronklik Ingeskrewe Graadkursusse, 1990-1998 Kohorte

BA	40.00%	2 uit elke 5
BSc	23.84%	Amper 1 uit elke 4
BScAgric	31.28%	Amper 1 uit elke 3
BComm	26.58%	Omtrent 1 uit elke 4
BRek	46.86%	Amper die helfte
BIng	35.47%	Net meer as 1 uit elke 3
MB ChB	67.13%	2 uit elke 3!

Met die uitsondering van Medies, BA en BRek kwalifiseer **minder as 2 uit elke 5 studente** in die minimum tydperk (vir die gekose 7 graadkursusse).

Gemiddelde Persentasie Studente wat in Minimum Tydperk Plus Een Kwalifiseer in Oorspronklik Ingeskrewe Graadkursusse, 1990-1997 Kohorte

BA	54.83%	Net meer as 1 uit elke 2
BSc	37.72%	Net meer as 1 uit elke 3
BScAgric	46.01%	Amper 1 uit elke 2
BComm	46.23%	Amper 1 uit elke 2
BRek	63.48%	Amper 2 uit elke 3
BIng	57.08%	Amper 3 uit elke 5
MB ChB	76.18%	Net meer as 3 uit elke 4

In algemene graadkursusse sal omtrent **1 uit elke 2 studente** na die minimum tydperk plus een jaar verloop het reeds gegradueer het, terwyl vir graadkursusse met strenger toelatingsvereistes die syfer **3 uit elke 5 of beter** is. BSc is egter die slegste daaraan toe - **minder as 2 uit elke 5** sal na 4 jaar reeds gekwalifiseer het.

Gemiddelde Getal en Persentasie Studente wat die Universiteit Kwalifikasieloos na die Minimum Studietydperk Plus Vier Jaar Verlaat, 1990-1994 Kohorte

BA	190	31.36%	Amper 1 uit elke 3!
BSc	127	37.02%	Meer as 1 uit elke 3!
BScAgric	36	40.76%	2 uit elke 5!
BComm	190	36.10%	Meer as 1 uit elke 3!
BRek	26	15.06%	Amper 1 uit elke 6.
BIng	78	25.62%	1 uit elke 4!
MB ChB	32	15.29%	Amper 1 uit elke 6.

Gemiddeld verlaat 637 studente per jaar kohort die universiteit dus vir die 7 gekose graadkursusse sonder om 'n kwalifikasie te verwerf!

Self-evaluation of programmes at Stellenbosch University 2003-4

- **Sept 2002 – decision of Senate Executive**
 - Conduct a self-evaluation of ALL programmes
 - Not followed by site visits by external panels of peers
- **Rationale**
 1. To renew programmes
 2. To rationalise programmes
 3. To improve efficiency and cost-effectiveness
 4. To conduct a first round of evaluations of the University's new programmes offered since 2000
 5. To lay the foundation for a system of institutional programme accreditation in preparation for the Higher Education Quality Committee's (HEQC) national process of programme accreditation.

Template

- Section A – formal description of programme
 - 6 questions (name, level, credits, etc)
- Section B – self-evaluation report: programme
 - **9 questions**
- Section C – continue/discontinue the programme?
- Section D – self-evaluation report: modules
 - 3 questions
- Section E – continue/discontinue any modules?

Nine self-evaluation questions

1. Strategic importance (review 1999-formulation)
2. Link with focus areas of faculty
3. Purpose of programme (review the 1999-formulation)
4. Outcomes, teaching & learning and assessment
 - a) Review programme outcomes
 - b) Alignment (outcome – action/delivery – assessment)
 - c) Integrated assessment
 - d) Academic, competency and service standards

Nine self-evaluation questions

5. Sustainability
6. Overlap with other programmes
7. Support to underprepared students
8. Success of the programme
9. Faculty's own additional evaluation criteria

Overview of the evaluation process

September 2002	Senate Executive's decision
October 2002	manual & template available
Nov 2002 - March 2003	evaluation process <ul style="list-style-type: none">• programme committees• faculties
April – May 2003	institutional evaluation process (8 meetings; 31 hours, 5000 p.)
June 2003	Senate
August 2003 - May 2004	follow-up, re-submissions, re-evaluations
June 2004	Senate
September 2004	Meta-evaluation

Upshot of the 2003 process

Faculty	Reports submitted	Pages	Not approved	Conditional	Approved
Arts	103	1400	0	5	97
Natural Sciences	62	855	2	19	41
Education	17	264	0	1	16
Agricultural & Forestry Sciences	14	252	0	9	5
Law	8	112	0	0	8
Theology	7	88	0	1	6
Economic & Management Sciences	54	642	0	34	20
Engineering	18	362	0	0	18
Health Sciences	46	742	0	15	31
Military Science	21	296	2	5	14
	350	5013	4	89	256

Up-shot of follow-up during 2004

Faculty	Reports submitted	Pages	Not approved	Conditional	Approved
Arts	7	67	0	1	6
Natural Sciences	10	91	0	1	9
Education	1	53	0	0	1
Agricultural & Forestry Sciences	9	173	0	0	9
Law	0	0	0	0	0
Theology	0	0	0	0	0
Economic & Management Sciences	25	415	0	10	15
Engineering	0	0	0	0	0
Health Sciences	26	473	0	0	26
Military Science	5	60	0	0	5
	83	1332	0	12	71

Initial evaluation of process by the ten faculty leaders (June 2003)

- Programme committees were established / revived
- Inter-departmental discussions
- Cost-effectiveness dominated
- Evaluation should not be used as rationalisation mechanism
- Process was too rushed
- Much work still needed on outcomes

Initial evaluation of process (June 2003)

- Need to define “sustainability”
- Do not use same process for UG and PG programmes
- Data and information systems need fine-tuning
- No surprises, it confirmed what we already knew
- Time-consuming and challenging process
- A waste of time and resources in the case of professional programmes

Recommendations (June 2003)

1. Clarity on outcomes and assessment – should every outcome be assessed?
2. Develop an institutional assessment policy
3. Develop policies and procedures for programme coordination and management
4. Curricula of professional programmes not to be dictated by professional bodies
5. Modularise all post-graduate programmes
6. Establish continuous review and evaluation
7. Link with cost-effectiveness
8. Conduct a meta-evaluation

Meta-evaluation (Sept 2004)

- Questionnaire 50 questions
- Based on rationale for the process
 - Renewal
 - Enhance cost-effectiveness and efficiency
 - Establish an evaluation system
- Direct e-mail from Vice-Rector to 188 programme coordinators
- Web-based survey
- 120 responses

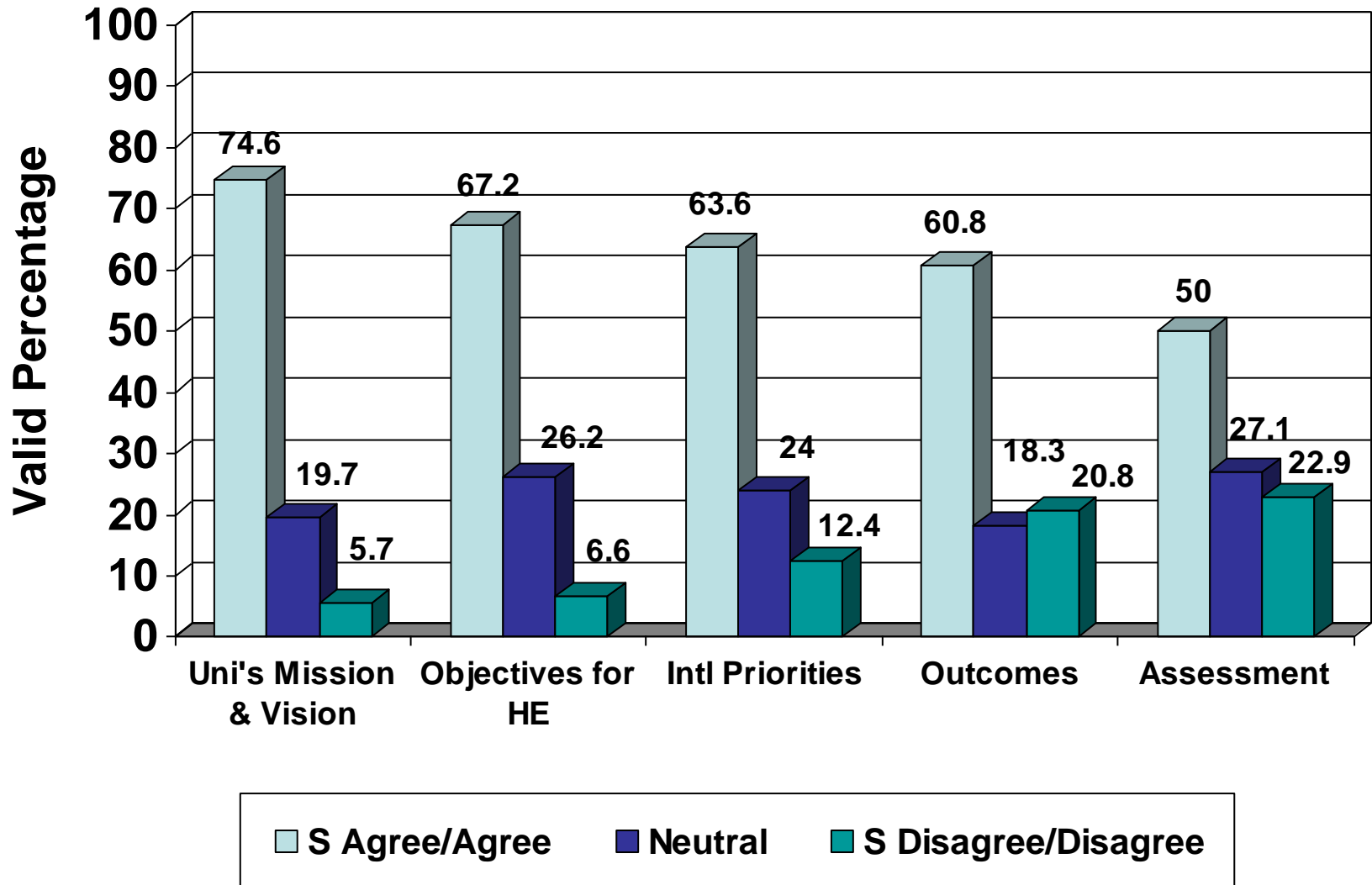
REPORT-BACK ON THE 2003/2004 PROGRAMME SELF-EVALUATION PROCESS

Dear Colleague,

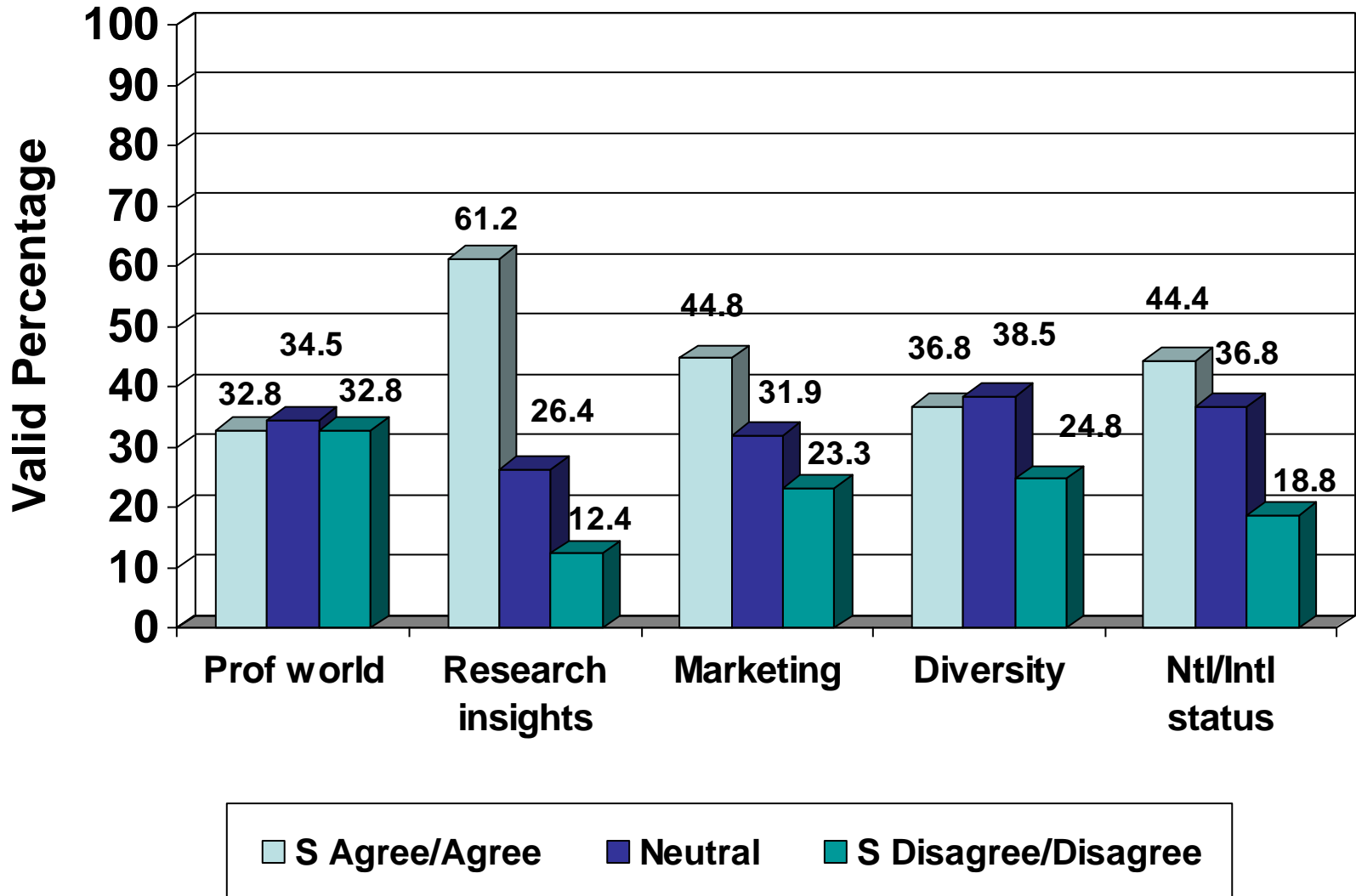
Please take note of the following before you complete the questionnaire:

1. This survey is done as part of Stellenbosch University's self-evaluation process undertaken with the University's external institutional audit in October 2005 in mind.
2. The results of this report-back will be incorporated in the SU self-evaluation report to be submitted to the audit panel. The information obtained from the completed questionnaires will be treated with confidentiality. You will remain anonymous when the results of this survey are interpreted and presented.
3. This survey focuses on the **impact** of the **University's extensive programme self-evaluation process** undertaken during the first semester of 2003 (with the follow-up process and the MMed-evaluations completed during the first semester of 2004).
 - This survey, therefore, *does not* address the programme evaluation and accreditation processes undertaken by *external professional bodies*.
 - This survey, therefore, also *does not* address the continuous programme evaluation processes undertaken by faculties.
4. The questionnaire is designed in such a way that it will take you no longer than 20 minutes

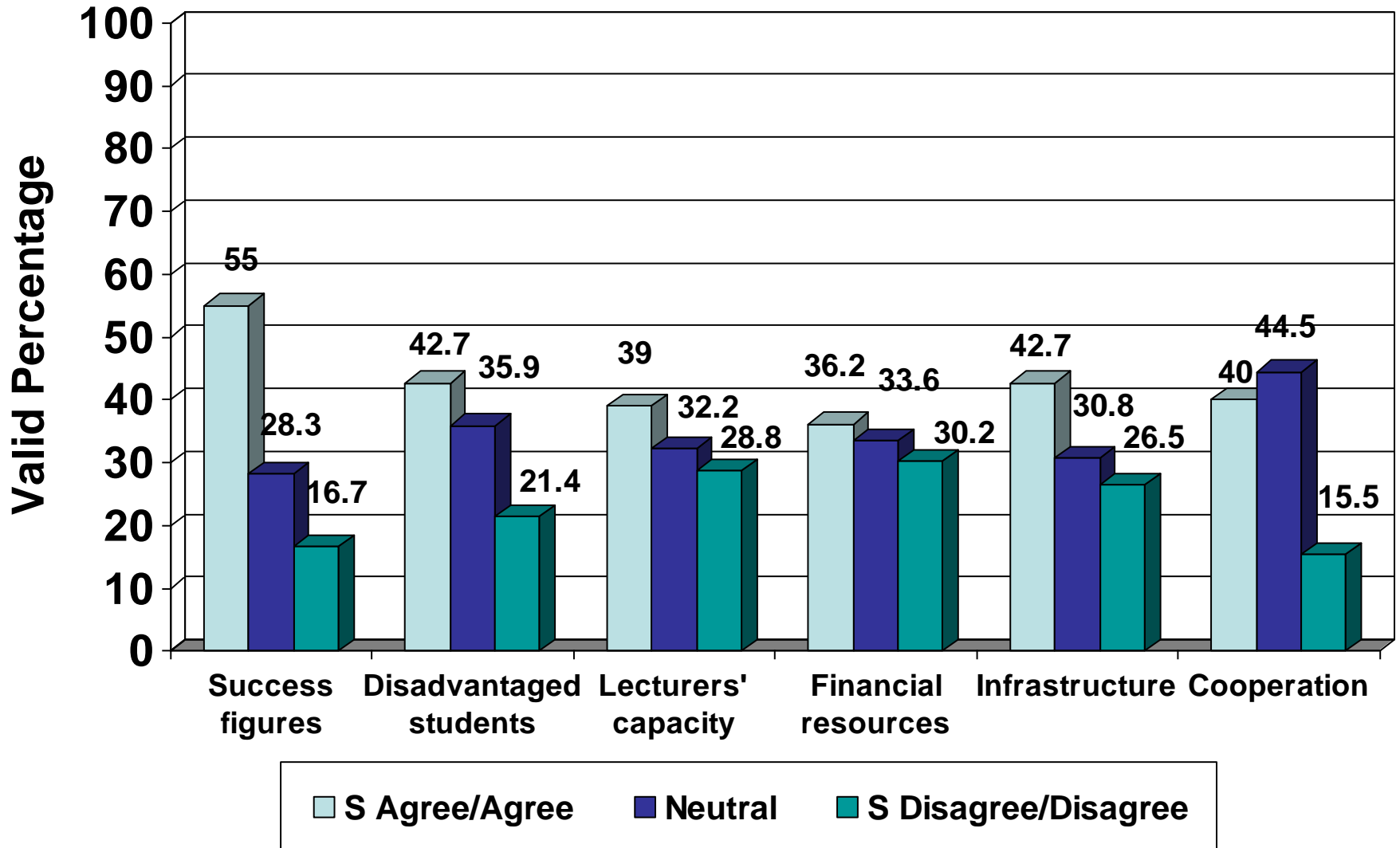
Renewal (1-5)



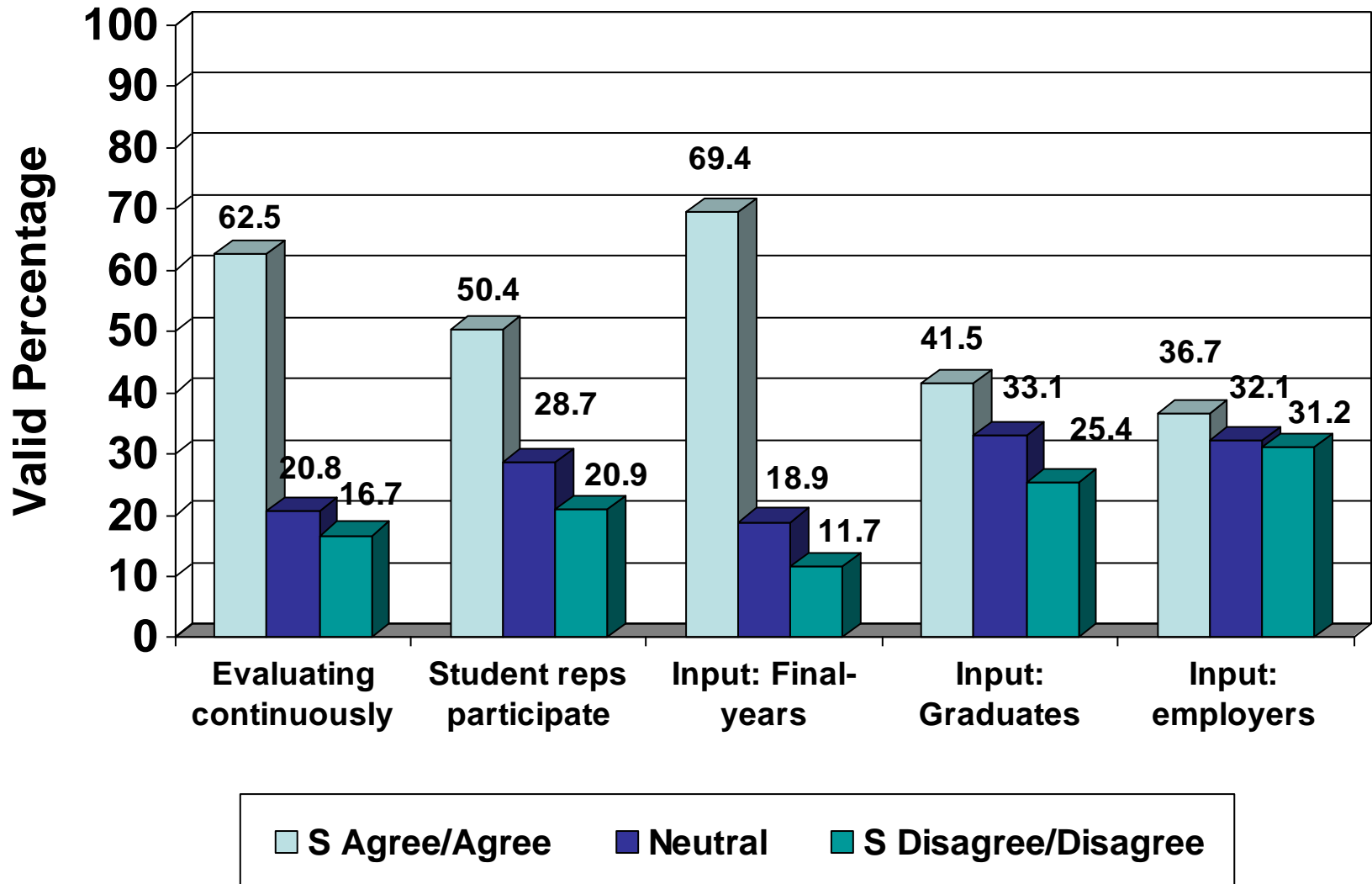
Renewal (6-10)



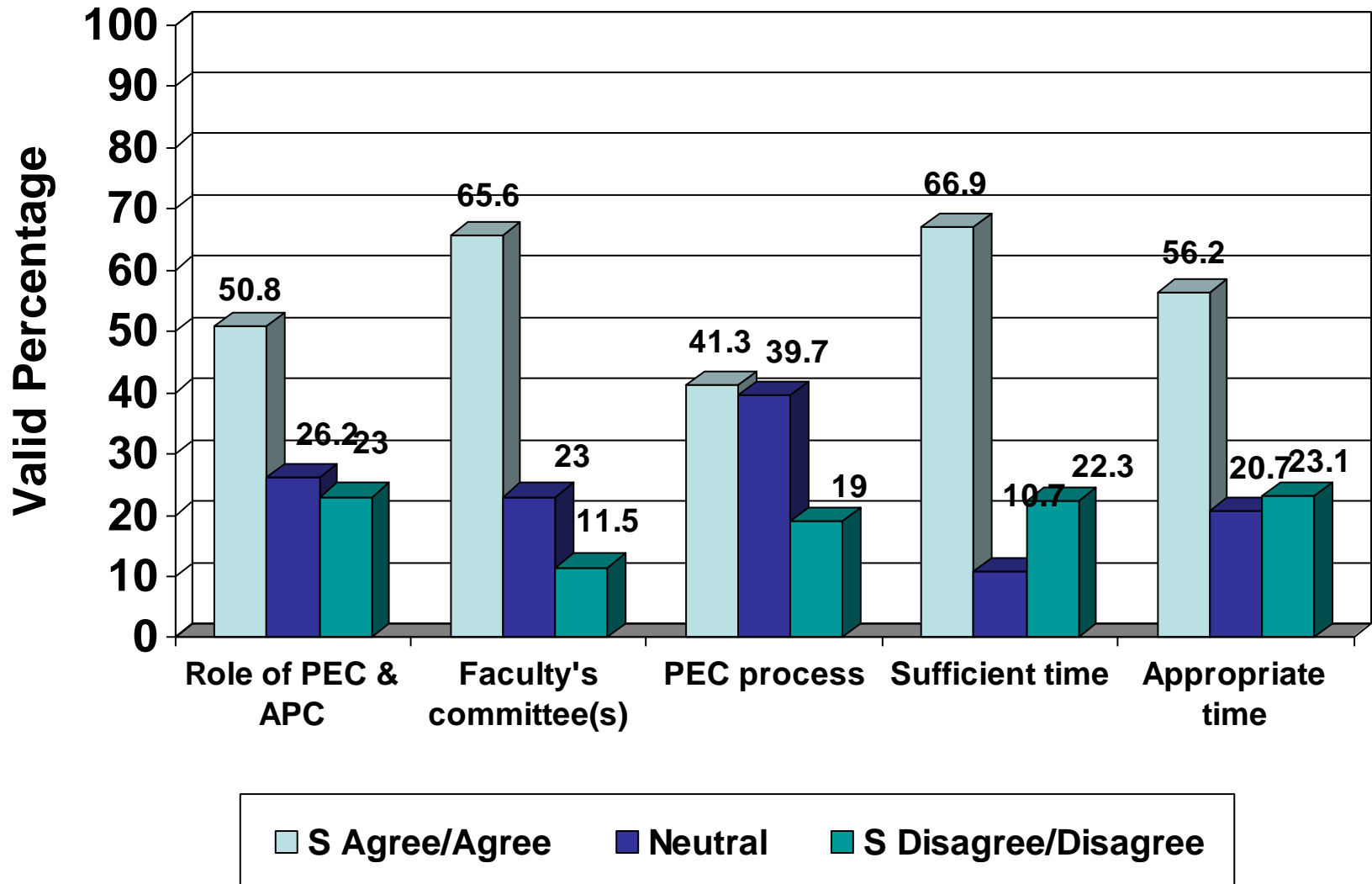
Cost-effectiveness and efficiency



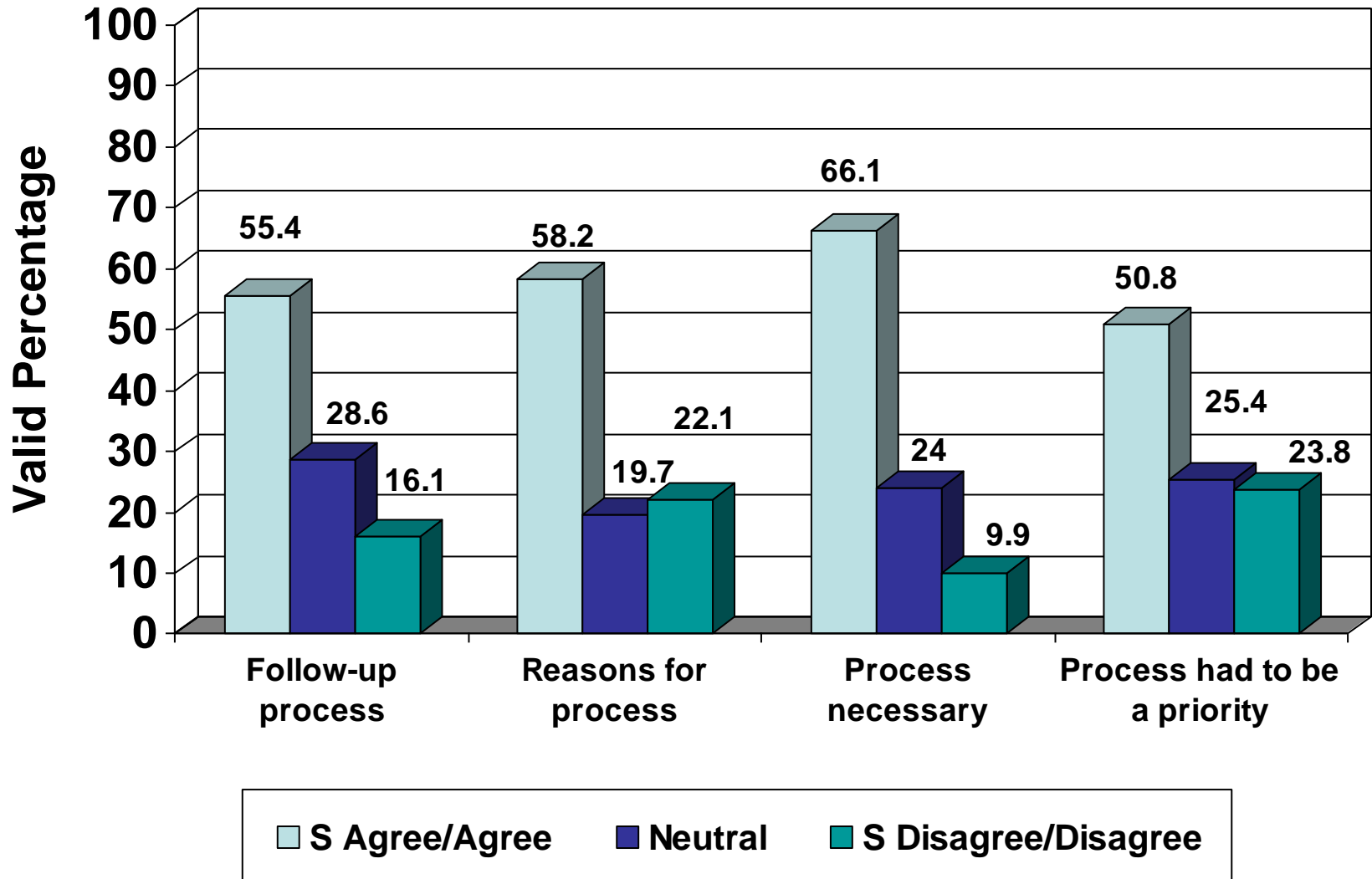
System was established



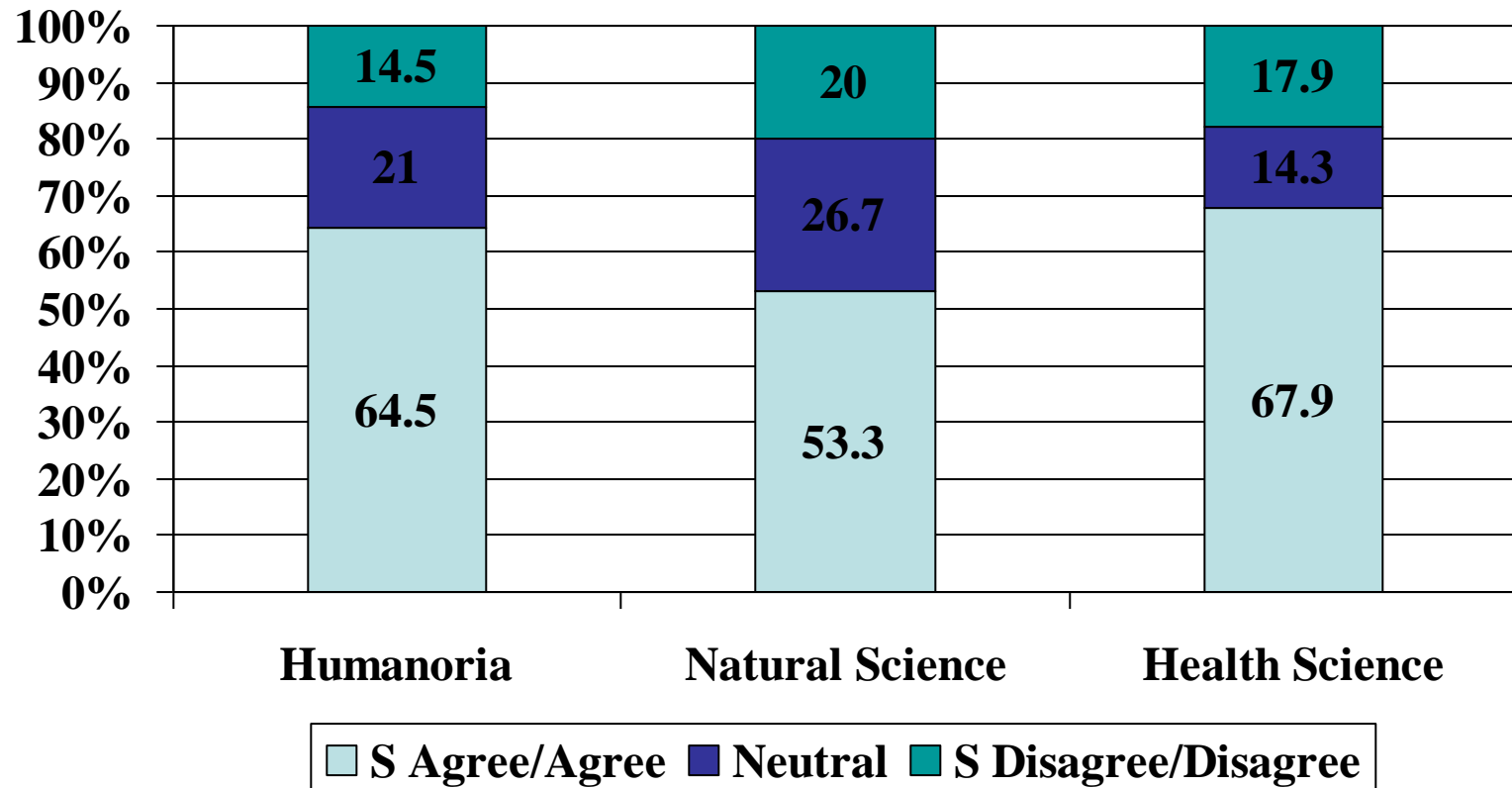
The evaluation process (25-29)



The evaluation process (30-33)

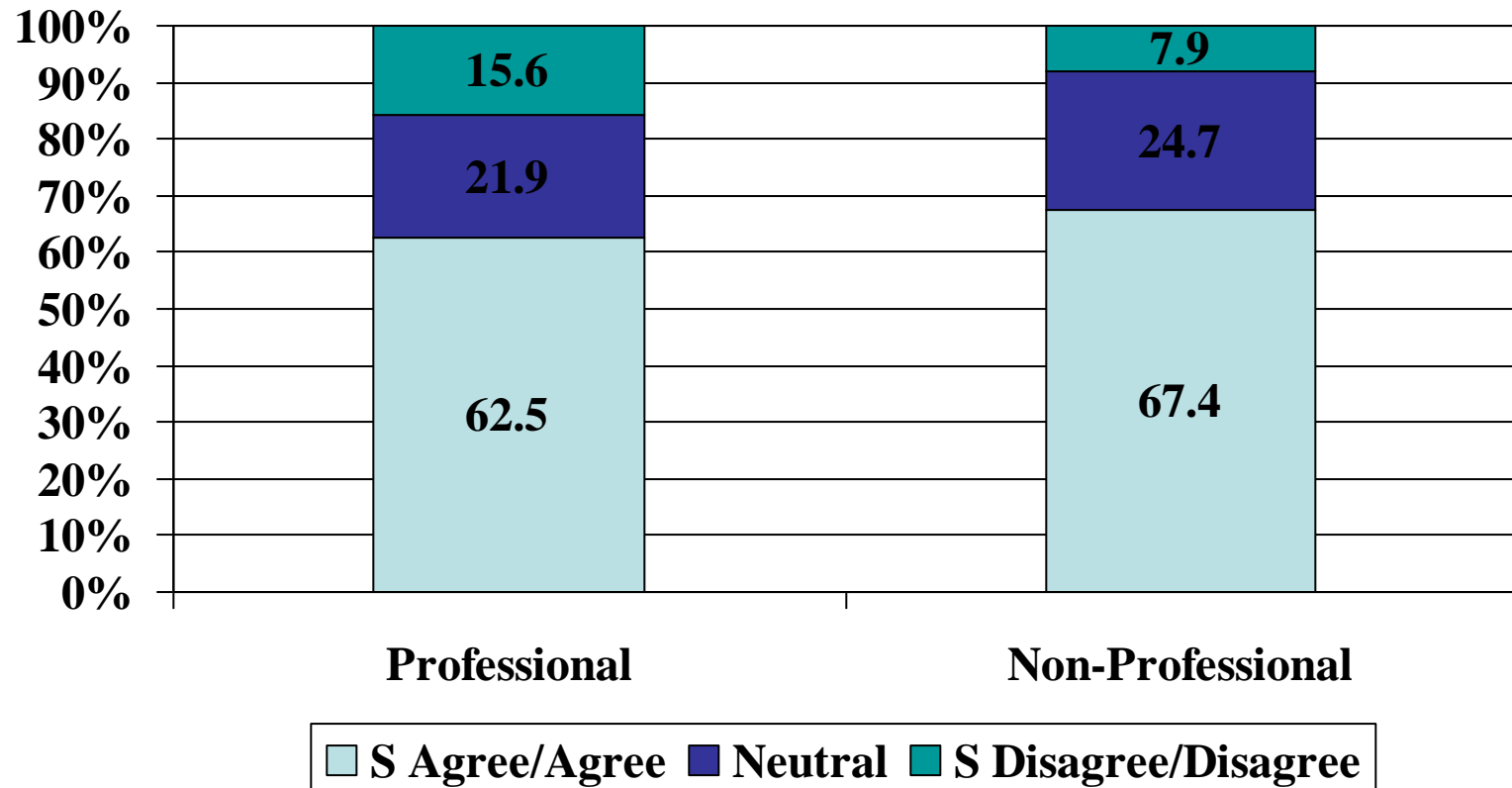


Faculty x Programme committees now evaluating programmes *continuously*



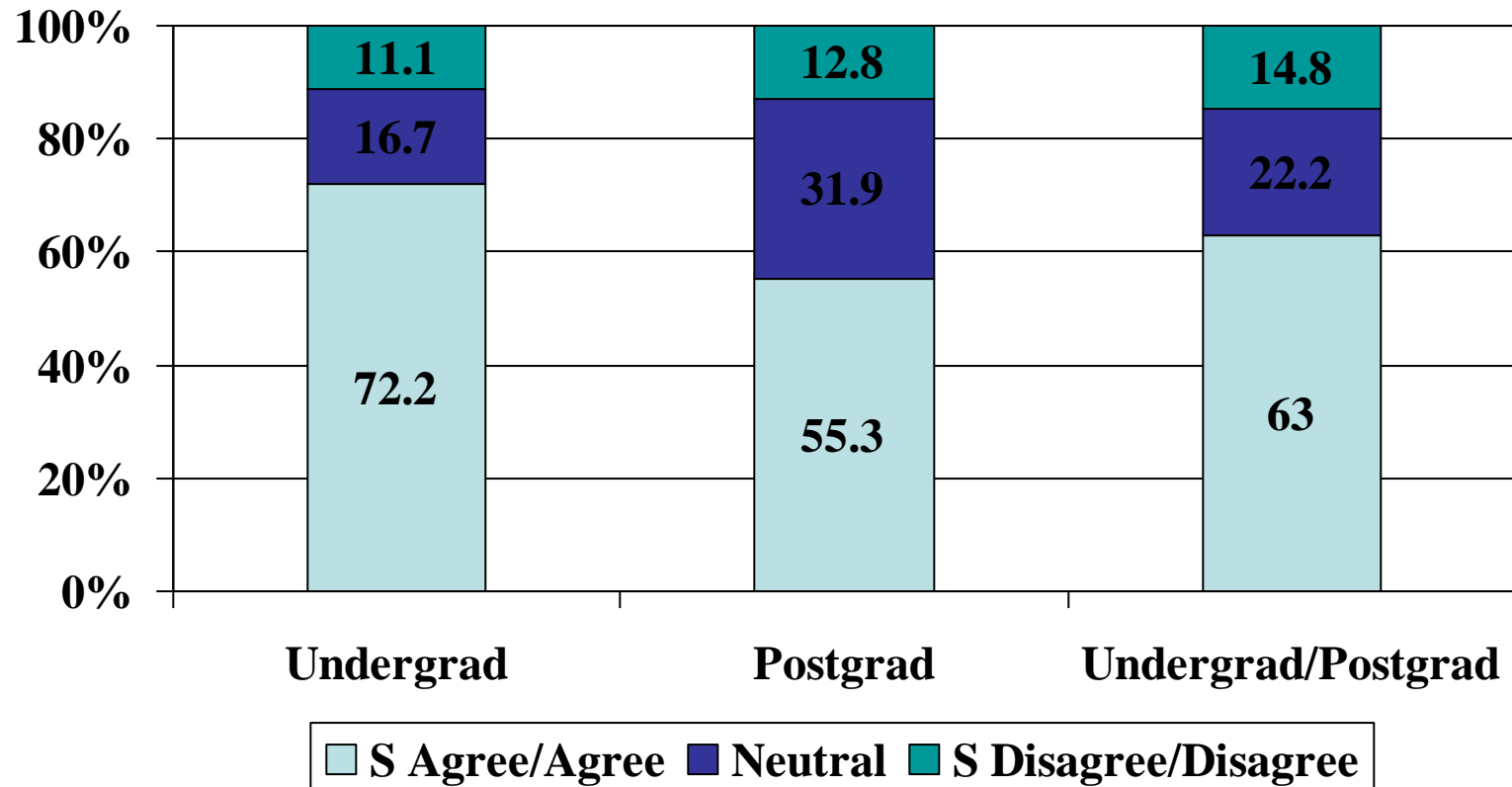
Chi-square = 2.035
p = .729
n = 120

Prof/Non-prof x Programme evaluation process was necessary



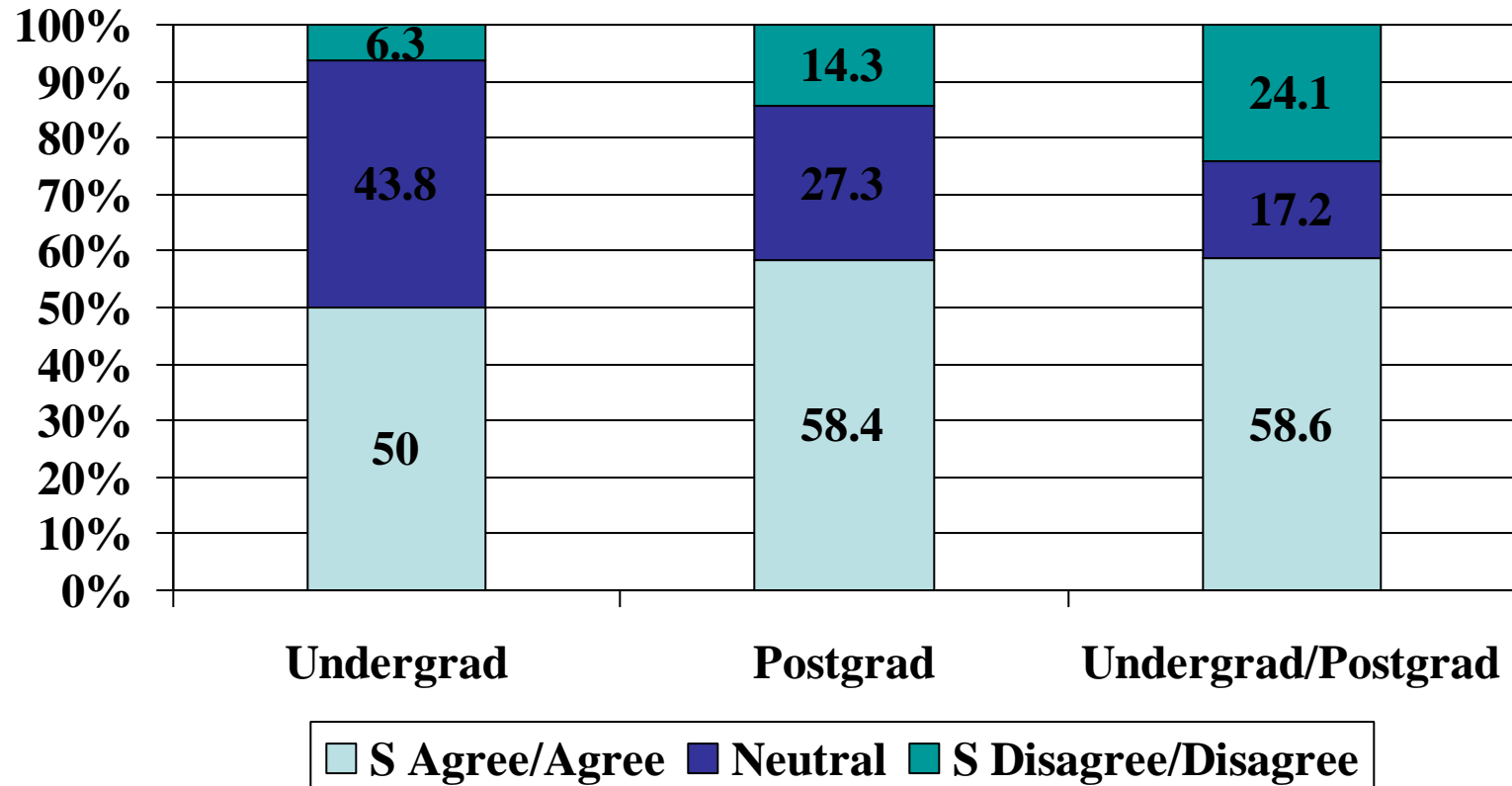
Chi-square = 1.595
p = .451
n = 121

Undergrad/Postgrad x Template suitable for *undergrad* programmes



Chi-square = 2.137
p = .711
n = 92

Undergrad/Postgrad x Template suitable for *postgrad* programmes



Chi-square = 5.198
p = .268
n = 122

Academic standards

- Are the learning outcomes appropriate for meeting the goals of the programme, and for satisfying its target market?
- Do the learning outcomes meet the standards necessary for the level and nature of the programme and qualification?
- Is there an appropriate academic focus, academic depth and balance across the programme as a whole?
- Is the programme structured in such a way that a successful student could in fact attain *all* the core outcomes of the programme?

Competency standards

- Does the faculty have the capacity (capabilities and systems) in place to ensure that every graduate has demonstrated through assessment the full spectrum of prescribed practical, theoretical and reflective competencies?
- To what extent can the faculty give employers and other stakeholders a guarantee that graduates of the programme have indeed met the prescribed competencies?

Service standards

- To what extent does the faculty succeed in providing sufficient support and administrative services to students and lecturers?
 - e.g. accessibility to computers and the effective maintenance and support of computer facilities –hardware and software
 - e.g. sufficiency of library collection and access to academic information

