

SYSTEMATIC IMPROVEMENT STRATEGY IN RESPONSE TO MEQ DATA

It is the responsibility of Deans, PVCs and Divisional Directors to develop and implement Action Plans to systematically address student concerns captured in the MEQ05. The following strategy outlines how staff from the Centre for Higher Education Quality (CHEQ) and the Centre for the Advancement of Learning and Teaching (CALT) are available to work collaboratively with faculties to achieve improvements in student performance and satisfaction levels. The strategy is based on:

- working from data sources – MEQ03, MEQ05 & Rob Hyndman analyses,
- targeting major university-wide issues and then faculty issues as a priority,
- establishing faculty response teams with support from CHEQ and CALT staff to plan and implement improvement strategies,
- linking staff and student development support,
- focusing initially on aspects which are perceived as being both important and relatively easy to improve,
- providing concentrated support over a short term to achieve high impact,
- documenting and demonstrating improvement as a consequence of the actions taken.

<p>PLAN</p>	<p>The Vice-Chancellor's Group will consider the university-wide MEQ05 results and identify key areas of concern. This information will then be circulated to each Dean, Divisional Director and Pro Vice-Chancellor.</p> <p>It is the responsibility of each Dean, Divisional Director and Pro Vice-Chancellor to:</p> <ul style="list-style-type: none"> – Review the MEQ05 results and consider the implications for the faculty, division or campus – Communicate a summary of the results to the staff – Identify key faculty/division/campus concerns – Formulate an 'Action Plan' with strategies to address both university-wide concerns and faculty/campus/division concerns. 	<p>A core university planning team of CHEQ and CALT staff will be available to advise and assist faculties develop and implement Action Plans.</p> <p>The team includes: Dr Sid Nair Quality Advisor Research and Evaluation CHEQ, Dr Lorraine Bennett Deputy Director CALT Dr Christine Spratt Senior Lecturer CALT</p>	<p>Faculties will be encouraged to draw upon appropriate CHEQ and CALT learning and teaching support staff to form response teams to work with faculty staff to implement Action Plans.</p> <p>Action Plans may include consultations with staff and if necessary students to better understand reasons for student issues and the type of support required.</p>	<p>Communication/Documentation strategies:</p> <p>Process to be endorsed by SDVC, and PVC(Q) and relevant University committees informed.</p> <p>CHEQ and CALT staff to be informed of process.</p> <p>Faculties to be encouraged to utilise CHEQ and CALT resources.</p> <p>Deans/Divisional Heads to present Action Plans to the SDVC by May 2006. SDVC will forward to PVCQ to supervise CHEQ?CALT support for plans.</p>
<p>ACT</p>	<p>Faculty Action Plans implemented.</p> <p>CHEQ and CALT staff available to support faculty response teams implement their plans.</p>	<p>Some examples of staff support might include:</p> <p>A review of Faculty learning materials policies and practices. This may lead to the development of faculty guidelines for the preparation of materials. The response team may assist by suggesting templates, reviewing curriculum materials and supporting staff development.</p> <p>Possible staff curriculum workshops could include issues such as:</p> <ul style="list-style-type: none"> – Assessment strategies – Internationalism – Cross cultural curriculum 	<p>Some examples of student support might include:</p> <p>Workshops around various ways to receive regular feedback, resources and workshops to assist with assignment and examination preparation and techniques for improving academic performance.</p>	<p>Communication/Documentation strategies:</p> <p>CALT to develop a system to enable staff involved in faculty teams to provide regular feedback and cross fertilisation of ideas to other staff within CALT.</p>

<p>MONITOR</p>	<p>Members of the Vice-Chancellor's Group will require progress reports against the Action Plan. Progress reports will be raised in annual performance review meetings to be conducted in September/October 2006.</p> <p>Demonstrated progress towards implementing the Action Plan will be a key consideration for performance rating/outcomes for 2006.</p>	<p>Core CHEQ/CALT planning team to oversee, monitor and support the faculty-based response teams.</p> <p>Each response team to view the Action Plan as a dynamic document and progressively report on what worked and what needs to be added to the Plan.</p> <p>As part of the ongoing monitoring of the Action Plan response teams to gather data on how useful staff and students found their support. This might be through consultation with staff and focus groups with current students.</p>	<p>Core planning team to liaise with Faculty leadership (key contact person eg. ADT) and assess the perceived effectiveness and satisfaction with the response team's actions.</p>	<p>Communication/Documentation strategies:</p> <p>Progress reports against the Action Plan at two levels:</p> <ol style="list-style-type: none"> 1. Dean/Divisional head to VCG 2. CALT/CHEQ progress reports for distribution within CALT and to the SDVC, the PVC(Q) and relevant university committees.
<p>IMPROVE</p>	<p>Consolidated Dean/Divisional Head progress reports will also be required by 31 December 2006 for a report to be presented at the 2007 University Planning Summit.</p> <p>These reports to identify the improvements that have been implemented.</p>	<p>Core CHEQ/CALT planning team to continue liaison with Faculty representatives and provide advice on student participation (response rates) for MEQ07.</p>	<p>It is anticipated that the action adopted will result in both an increased response rate and an overall increase in student satisfaction in 2007 when the next MEQ survey will be conducted.</p>	<p>Communication/documentation strategies:</p> <p>Report to VCGQ LTQsc – Ed Com – ACB Dean/ADT/FacManagers teaching staff/students</p> <p>Feedback to students and staff on improvements that have been implemented as a result of student feedback in MEQ05.</p> <p>Academic publications.</p>

Related issues

1. Monash goal to be in top 3 in LTPF in Go8 (MEQ performance highly correlated to CEQ and GDS results which are used to determine LTPF allocations)
2. Need Communication strategy to support MEQ, CEQ and GDS - include procedures for informing students/employers of the importance of completing surveys. Other ideas: target students through academic staff in final semester, letter to graduates from Deans congratulating them on completing the course, pamphlet on CEQ distributed on graduation, information on MEQ and all survey tools included in GCHE program.