Unpacking our Performance Portfolio
Preparing for our 2008 quality audit

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Presentation outline
- AUQA audit visit and documentation
- 'Learning Outcomes' theme
- 'Community Engagement' theme

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AUQA audit visit and documentation
Key dates and venues
- 16 May - Performance Portfolio due to AUQA
- 4 July - Preliminary audit visit – North Sydney
  Briefing sessions for staff, students and stakeholders once audit program finalised
- 11-14 August – Main audit visit - North Sydney
  Visits to 1 or more other campuses probable prior to main audit visit

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AUQA Audit visit and documentation
AUQA Audit panel membership

(Chair) Professor Charles Webb
Deputy Vice-Chancellor (Teaching and Learning)
Charles Darwin University

Professor Luanna Meyer
Professor of Education (Research)
Victoria University of Wellington, NZ

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AUQA Audit visit and documentation
AUQA Audit panel membership

Professor Barbara van Ernst
Ex Deputy Vice-Chancellor (Learning and Teaching)
Pro Vice-Chancellor (Community Engagement)
Swinburne University of Technology

Ms Kate Castine
Member of Council
The University of Adelaide

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AUQA Audit visit and documentation
AUQA Audit panel membership

Dr Mark Hay
Audit Director
Australian Universities Quality Agency

Before joining AUQA in January 2008, he was Director of Institutional Audits of the Higher Education Quality Committee of the Council on Higher Education in South Africa. Mark holds a doctorate in Theology. Areas of academic interest include social reconciliation and justice, particularly in transitional societies.

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AUQA audit visit and documentation

Essential documentation elements

- Final Progress Report from Cycle 1 audit (2002)
- Performance Portfolio for Cycle 2 audit (2008)
- Supplementary Material to underpin the statements made in the Performance Portfolio

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AUQA audit visit and documentation

Portfolio structure

- Three (3) chapters (<20,000 words in total)
  - Chapter 1: Outcomes since Cycle 1 audit
  - Chapter 2: 'Learning Outcomes' Theme
  - Chapter 3: 'Community Engagement' Theme

- Ten (10) sub-themes for each theme

- Use of the "ADRI" model

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AUQA audit visit and documentation

AUQA Quality Audit

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'Learning Outcomes' theme
Chapter sections and sub-themes

<table>
<thead>
<tr>
<th>Table 1: Chapter sections and their relevance to agreed sub-themes</th>
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</thead>
<tbody>
<tr>
<td>1. Student Employment and Management of Student Teaching</td>
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<tr>
<td>Learning and Learning</td>
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<tr>
<td>2. Course Content and Assessment</td>
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<td>3. Plan Learning Plan Content</td>
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<tr>
<td>4. Outcome</td>
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<tr>
<td>5. Staff</td>
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<tr>
<td>6. Support</td>
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</tbody>
</table>

Areas of achievement
Highly qualified staff (5-star rating from GUG)
Success with Carrick Institute (ALTC) awards
Unit evaluation results positive
AHEX results positive (e.g. active learning)
Student progress rates
Improvements in QASS results
Student satisfaction with library services
Indigenous education
Graduate employment rates
Development of values-based attributes
'Learning Outcomes' theme
Areas for improvement
- Recognised need for staff renewal
- Adopt an integrated approach to planning and reporting
- Address the development needs of sessional teaching staff
- Improve evidential support for course review processes
- Address issues associated with the moderation of outcomes
- The First Year Experience
- Student satisfaction
- CEQ Results vs Generic Skills

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'Community Engagement' theme
Chapter sections and sub-themes
- Strong commitment inspired by the University's Mission
- Community engagement led by senior officer
- Definition and principles of community engagement established
- Institute for Advancing Community Engagement in place
- Staff recognition of the relevance of community engagement
- Curriculum requires students to undertake volunteer experience
- Performance indicators agreed
- University-wide committee in place with community membership
- Long-established staff and student awards for community engagement
- Many excellent examples e.g. Indigenous education, Clemente Australia

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'Community Engagement' theme
Areas for improvement

- Finalise the Community Engagement Support Plan
- Elaborate on the definition of community engagement
- Integrate community engagement within teaching and research plans
- Develop and conduct professional learning workshops
- Develop and apply models of engaged/experiential learning
- Establish data collection and performance reporting arrangements
- Review committee structures for community involvement
- Review international off-shore programs
- Establish a Public Affairs Institute

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