

Division Academic Program Reports 2018 - Guidelines

Introduction

The Division Academic Program Report (DAPR) captures the Divisions' reflection on their collective academic program performance in 2017. It draws on the evidence in the Divisions' suite of Course Performance Reports (CPRs) 2017 course performance data and underpinning data sets.

The completion of DAPRs is an important part of JCU's cycle of continuous improvement. The DAPR, to be compiled by the Divisional academic management teams, provides an opportunity to present significant academic program matters across courses – achievements to be celebrated, issues to be managed, and quality activities to be considered to enhance our course offerings. These analyses feed directly into the development of the Divisional Plans, the Academic Course Review process, and will be used to ensure that the University meets the requirements of the TEQSA (Tertiary Education Quality and Standards Agency) Threshold Standards. They will also be used by Associate Deans of Learning and Teaching (ADLTs), Learning, Teaching and Student Engagement Directorate, Deputy Vice Chancellors (DVCs), and the broader university community to enhance resourcing and student experience.

Timelines, Roles and Responsibilities

8 Feb	Information Session for Course Coordinators on 2017 reporting requirements Release of the 2017 report template Release of Cognos data reports (latest Student Survey Data not available at this point, will be populated when available.)
20 April	Course Performance Reports completed by Course Coordinators then forwarded to College Dean
27 April	College Deans to sign off and submit to Director of Academic Quality & Strategy
4 May	Directors of Academic Quality & Strategy to submit (electronic) final CPRs to Quality, Planning and Analytics (QPA) along with executive summary of CPRs
11 May	Agenda item, submitted to Secretariat by QPA for 30 May Education Committee meeting and Division Board of Studies (DBoS)
May-June	Development of Division Academic Program Reports by Divisions.
15 June	DAPR submitted to QPA
22 June	Executive Summaries of DAPRs collated into agenda item, submitted to secretariat by QPA for 9 July Education Committee meeting and 6 August Academic Board .
June - September	Development of Divisional Plans by Divisions. Continued analysis of CPR findings and annual planning cycle of Academic Divisions informed by findings from the Course Performance Reports. Use CPR data for continuous improvement of academic offerings.

Role	Responsibility
Course Coordinators	Completion of CPRs in collaboration with teaching team, Academic Head and ADLT
Associate Deans Learning and Teaching	Support Division in preparation of DAPR
Academic Head	Consultation in development of CPR
College Deans	Sign off CPRs from ADLT Support Division in preparation of DAPR
Directors Academic Quality and Strategy	Sign off CPRs Co-ordination of DAPR completion by Division Provision of final DAPR to QPA
Learning, Teaching and Student Engagement Directorate	Support Division in preparation of DAPR
Division academic management team (Course Coordinators, ADLTs, Deans, DAQS)	Construction of DAPR
DVC Academic	Academic collaboration
Quality, Planning and Analytics	Develop and maintain Cognos reporting service Co-ordinate CPR and DAPR agenda items to Committees Advisory to Divisions in preparation of DAPR
Education Committee	Monitoring and oversight of academic governance
Academic Board	Monitoring and oversight of academic governance

Report structure

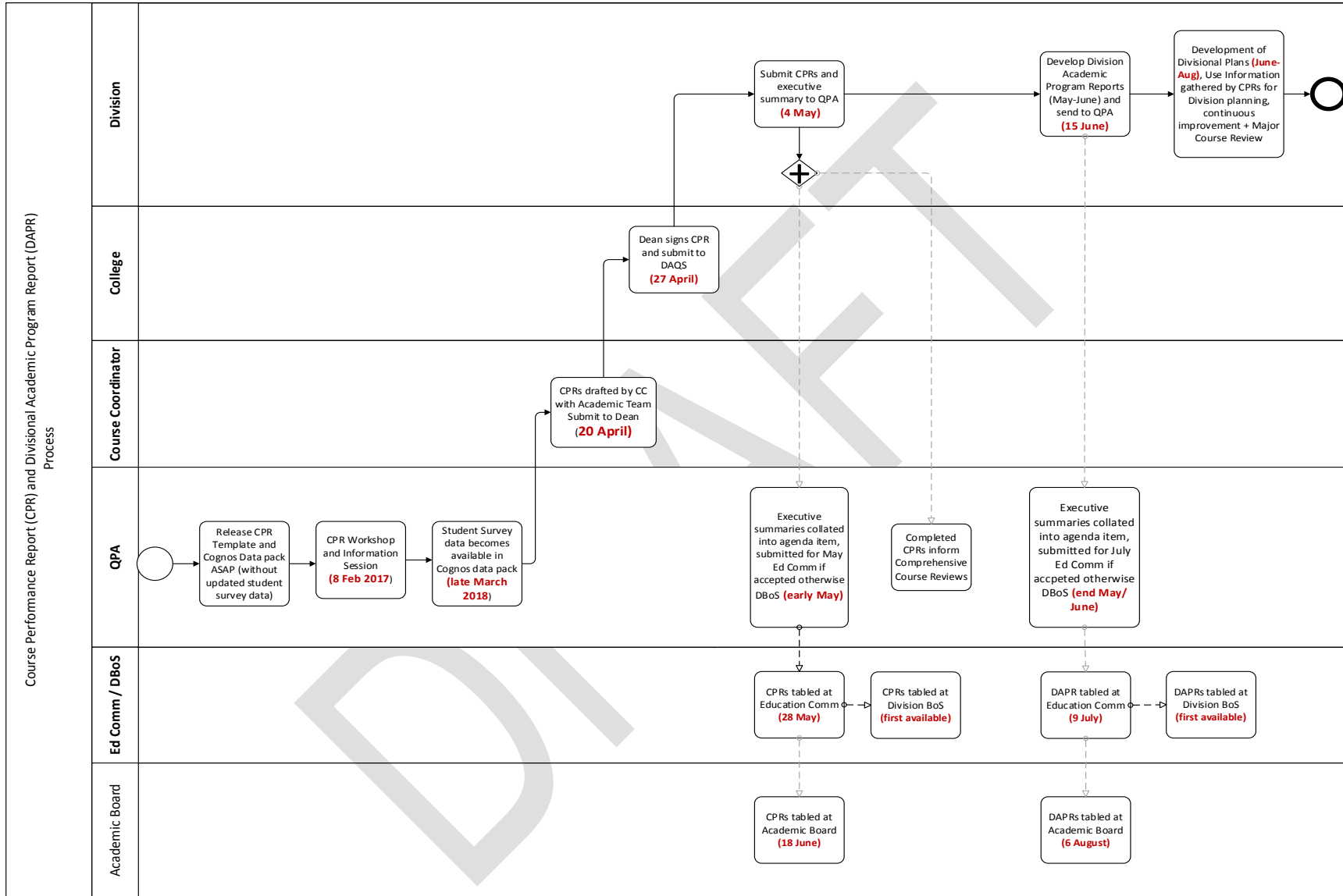
The 2018 DAPR content should be aligned directly with that of the CPRs (as per below table) and in consideration of the Cognos Course Performance Report data pack (see Appendix B), with a focus on exception reporting to highlight those aspects of the Division's 2017 academic program performance that are either exceeding or not meeting expectations, and the actions required to address these. The requirements below are a 'minimum' in order to provide consistency. Further analysis may be added. The quality of decisions made based on CPR and DAPR data will be enhanced with the use of additional pertinent data and evidence sources.

The date by which the Divisions must provide completed DAPRs to QPA is **15 June 2018**.

Heading: Division	
Executive summary	<i>A concise summary of the key findings.</i>
2. Entry standards	<p><i>Provide analysis with a focus on the following thematic areas from the CPRs:</i></p> <ul style="list-style-type: none"> <i>Key trends in entry standards</i> <i>Benchmarking activity</i> <i>Impact of entry standards on the course</i> <i>Alternative pathways</i> <i>English language and proficiency development and assessment</i> <i>Quality improvement actions implemented and planned</i> <i>Assessment and moderation</i> <i>Any variability across campuses, mode of delivery and/or particular student cohorts should also be noted.</i> <i>Discussion to refer to Course/Division level Cognos-sourced Course data where relevant.</i> <p><i>Identification of proposed course improvement activities</i></p>
Assessment and moderation	<p><i>Provide analysis with a focus on the following thematic areas from the CPRs:</i></p> <ul style="list-style-type: none"> <i>Initiatives to improve quality of assessment</i> <i>Assessment design</i> <i>Assessment moderation</i> <i>Validation and benchmarking</i> <i>Quality improvement actions implemented and planned</i> <i>Any variability across campuses, mode of delivery and/or particular student cohorts should also be noted.</i> <i>Discussion to refer to Course/Division level Cognos-sourced Course data where relevant.</i> <p><i>Identification of proposed course improvement activities</i></p>
Blended learning	<p><i>Provide analysis with a focus on the following thematic areas from the CPRs:</i></p> <ul style="list-style-type: none"> <i>Methodologies used</i> <i>Learning technologies used</i> <i>Staff/student capability, capacity and acceptance of blended learning</i> <i>Any variability across campuses, mode of delivery and/or particular student cohorts should also be noted.</i> <i>Discussion to refer to Course/Division level Cognos-sourced Course data where relevant.</i> <p><i>Identification of proposed course improvement activities</i></p>

Graduate employability	<p>Provide analysis with a focus on the following thematic areas from the CPRs:</p> <p>Employment outcomes</p> <p>Career development embedded in the course</p> <p>Industry consultation/reference</p> <p>Any variability across campuses, mode of delivery and/or particular student cohorts should also be noted.</p> <p>Discussion to refer to Course/Division level Cognos-sourced Course data where relevant.</p> <p>Identification of proposed course improvement activities</p>
Quality improvement and accreditation	<p>Provide analysis with a focus on previous accreditation and quality review data where relevant.</p> <p>Identification of proposed course improvement activities</p>
Summary of actions	<p>Summary of proposed course improvement activities identified in Sections 2-6.</p>
Additional Comments	<p>Any additional information that the Divisions would like to include in the DAPR which may have been outside the scope of the CPRs.</p>
9. Courses	<p>This list is drawn from the courses identified in the CPR for reporting. To be included as an appendix.</p>

DAPR timelines2018



Appendix B – Cognos Course Performance Report Data Pack Contents

1. Course Demand and viability
 - Commencing student load (EFTSL);
 - Total student load (EFTSL);
 - Enrolments commencing;
 - Total enrolments;
 - Enrolments commencing domestic;
 - Enrolments commencing international;
 - Enrolments commencing low SES;
 - Enrolments commencing Indigenous;
 - Enrolments commencing rural and remote;
 - Average load (Part Time Ratio);
 - First preferences (QTAC);
 - Conversion of offers to enrolments (QTAC);
 - Indicative course revenue;
 - Fee scholarships
2. Retention
 - Course retention;
 - University retention
 - Student achievement (Subject success rate)
3. Outcomes
 - Total Completions;
 - Domestic completions
 - International completions
 - GDS – Full time employment
 - GDS – full time study
 - Median graduate salary
4. Student Experience
 - 4.1 YourJCU Subject Survey:
 - Overall subject satisfaction;
 - Clear learning outcomes
 - Use of delivery methods for understanding
 - The subject was well organised
 - Assessment activities for understanding
 - Timely feedback
 - 4.2 Course Evaluation Questionnaire (CEQ):
 - Overall satisfaction;
 - Good teaching;
 - Generic skills;
 - Graduate qualities;
 - 4.3 University Experience Survey (UES):
 - Quality of overall educational experience
 - Quality of teaching

Related documents, legislation or JCU Statutes

Course Performance Reports and Division Academic Program Reports – Policy
Course Performance Reports 2018 – Procedures

NOTE: Printed copies of this policy are uncontrolled, and currency can only be assured at the time of printing.

Approval Details

Guideline Sponsor:	Director Quality, Planning and Analytics
Guideline Approval authority:	Director Quality, Planning and Analytics
Version no:	18-1
Date for next review:	30/11/2018

Modification History

NOTE: A minor amendment will not result in a change of the next major review date.

Version	Approval date:	Implementation date:	Details
18-1	06/03/2018	07/03/2018	Updates to annual reporting requirements.
16-2	21/12/2016	02/02/2017	Updates to annual reporting requirements
16-1	14/02/2016	15/02/2016	Guideline established - Updates to annual reporting requirements