Utilising Conceptual Frameworks to Map ‘Naturally Occurring’ Self Assessment in Tertiary Education Contexts

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The imminent arrival of the Tertiary Education Reforms heralds an era of high trust and high accountability. Currently many tertiary education institutions are reviewing their current ways of assessing and evaluating: what they do; how good it is, and reflecting on how it might be improved.

This practice based discussion paper will be of value to educational leaders facing the challenge of implementing the Tertiary Education Reforms within their institutions.
This discussion paper will present two cross-institutional conceptual frameworks, (one western and one Maori), that might be employed to communicate and support the operationalisation of the Tertiary Reforms whilst also supporting future improvement aspirations.

Discussion will be facilitated that will support educational leaders to engage staff in the capability building, transformations, paradigm shifts and collective aspirations and efforts to achieve qualitative and qualitative performance improvements in the tertiary education sector.
TR Key Indicator Questions

- How well do programmes and activities match the needs of learners and other stakeholders?
- How effective is teaching?
- How well are learners guided and supported?
- How well do learners achieve?
- What is of most valuable outcomes for key stakeholders including learners?
The Montrose Evaluation Systems Model
Key Points

In the previous diagram:

a) the vertical threads represent educational programmes and learners

b) the horizontal threads represent systems that support programmes and learners
The Montrose Evaluations Systems Model proposes that wherever an educational programme and a support system intersect there is a ‘naturally occurring’ self assessment event.
The vertical thread may represent a ‘Bridging to Tertiary’ programme and learners.

A horizontal thread(s) may represent programme support systems i.e.
‘Learner Support Services, marketing, library resources, staff professional development or similar’.

The points where the programme thread meets each of the programme support systems provides a framework to:
Create criteria for assessing...

- **Programme effectiveness for learners**
  Quantitative and Qualitative and inline with the organisations mission, vision, values and educational philosophy
  i.e. Retention rate, student numbers, numbers gaining employment and student satisfaction with course/teachers/resources, programme marketing and so on...

- **Programme Support systems**
  Quantitative and Qualitative and inline with the organisations mission, vision, values and educational philosophy
  i.e. response time from career/health service support time/completion of enrolment process and staff service and knowledge/cultural understandings and empathy and so on...
1. **How effective is the ‘Bridging to Tertiary’ programme is for learners now?**

2. **How effective are Programme Support Systems i.e. Learner Support Services for the ‘Bridging to Tertiary’ programme learners now?**
Set future goals for...

The effectiveness of Bridging to Tertiary programme
Higher course entry acceptance ratio, higher staff effectiveness rating

The effectiveness of the Learner Support System
Faster service time, higher rating of staff
This continual series of assessments, evaluations, and goal setting creates a Continuous Improvement or Performance Excellence system.
By macro mapping an organisation’s educational programmes, with the programme support systems ...
a map of naturally occurring self-assessment events/points is formed.
These points can be:

- assessed according to preset criteria;
- triangulated (staff, students, stakeholders and system staff);
- evaluated;
- goals generated for future semester or year, and
- above steps repeated to monitor, motivate and record continuous improvements.
The Montrose Evaluation Systems Model is capable of capturing all an organisation’s naturally occurring self assessment points or events and ensuring they improve over time.

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Whare Tapa Rima
(New Zealand Career College’s Student Support Model)

DIMENSIONS
- Taha whenua (Turangawaewae) A place to stand/ Land where you
- Taha tinana
- Physical well-being
- Taha wairua
- Spiritual well-being
- Taha whanau
- Social Well-being
- Taha hinengaro Mental and emotional well-being
  (Durie, 1994)

SELF ASSESSMENT QUESTIONS
- What are the needs of your Students?
- What areas of the model are your campuses strengths of provision?
- What areas of the model are your campuses weaknesses of provision?