

NEW ZEALAND QUALIFICATIONS

AUTHORITY



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

 Tertiary Evaluation Indicators

**August 2010**

*The Tertiary Evaluation Indicators are a continuing 'work in progress'. They will be regularly updated in light of new research, experience of their use, and input from the sector.*

## **Tertiary Evaluation Indicators**

### **Table of Contents**

<b>Introduction</b>	<b>4</b>
<b>THE TERTIARY EDUCATION SYSTEM IN NEW ZEALAND      EVALUATION OF THE SYSTEM</b>	<b>5</b>
<b>OUTCOME INDICATORS:</b>	<b>6</b>
Outcomes for learners and communities	6
<b>PROCESS INDICATORS:</b>	<b>10</b>
<b><i>AREA OF ACTIVITY</i></b>	<b>10</b>
Facilitating learning pathways	10
Fostering effective learning environments	12
Minimising barriers to learning	15
Assessment supports learning	17
<b><i>AREA OF ACTIVITY</i></b>	<b>19</b>
Engaging with communities	19
Providing relevant programmes	21
<b><i>AREA OF ACTIVITY</i></b>	<b>23</b>
Organisational learning	23

## Tertiary Evaluation Indicators

### Introduction

This suite of tertiary evaluation indicators is intended to reflect what is important when evaluating the quality and value of education provided by tertiary organisations<sup>1</sup>. They help judgements to be made about the TEO's educational performance and capability in self-assessment.

The indicators have been developed using systems-modelling research, and draw on the perspectives of people working in the sector. They are supported by national and international research and represent 'work in progress'. They will continue to be developed in light of experience 'in the field' and as new research appears.

There are two types of indicators: *outcome* indicators and *process* indicators.

**Outcome indicators** include the longer term economic, social, cultural and cognitive benefits to learners and the wider community. More immediate outcomes related to the knowledge, skills and cognitive abilities of learners are often easier to measure and may be used as indicators of the likelihood of the social, economic and cultural outcomes being achieved.

Outcome indicators describe only what has happened. They have limited use in deciding what to improve or how, and the outcomes may only become apparent after a significant period of time. For these reasons it is important that outcomes are considered alongside the key contributing processes and contextual influences such as the TEO's learner profile and special character.

**Process indicators** describe the important processes that contribute to the achievement of outcomes. They span areas of activity that include *learning and teaching, brokering community needs and expectations, and organisational learning*.

The indicators provide a common understanding of the valued outcomes of tertiary education and the key contributing processes. By focusing on outcomes and the key processes, the indicators provide a framework for thinking about how quality and value might be evaluated in a TEO. Each indicator is supported by information about why it is important, examples of prompts to aid evaluative conversations, possible evidence to be drawn on, and background information from research. Although the indicators are presented in groups (or sets), all of the information in the indicator, and the connections between indicators, should be considered when using them. They should not be used in isolation or as a checklist.

In evaluation, the key evaluation questions are answered using the evidence gathered during the enquiry process. The primary purpose of the indicators is to assist evaluators in deciding the merit of this evidence when reaching judgements. They are also likely to be useful in other ways, for example to:

- assist in defining the scope of an evaluation by outlining what might be important;
- help frame evaluative conversations by providing prompts for more specific enquiry questions;
- assist in identifying strengths, areas for improvement and opportunities for innovation by illustrating 'what good might look like'.

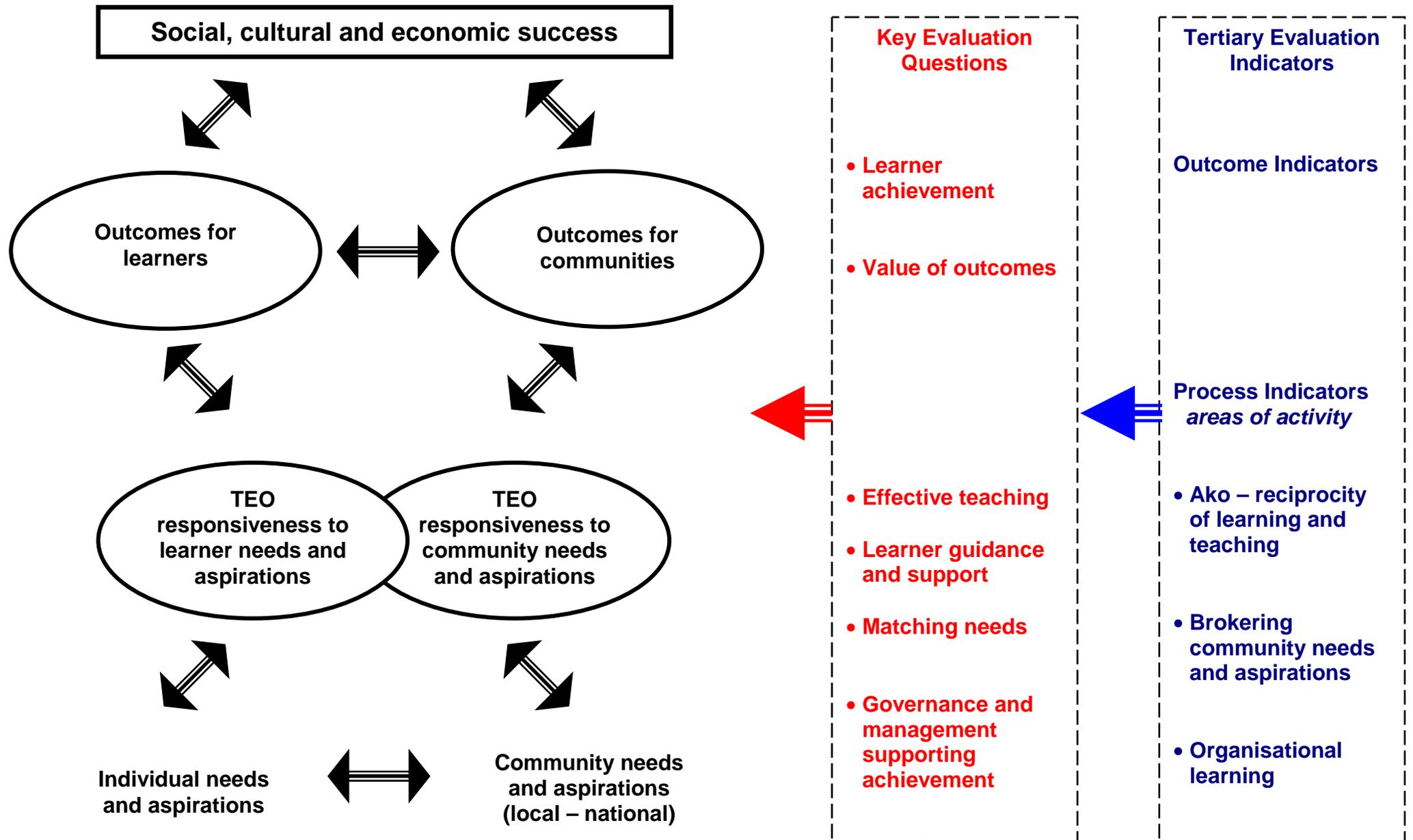
TEOs may also find the indicators useful to inform their self-assessment. This is likely to contribute to a shared understanding of quality provision between external evaluators.

---

<sup>1</sup> Separate evaluation indicators have been developed for use when evaluating industry training organisations.

THE TERTIARY EDUCATION SYSTEM IN NEW ZEALAND

EVALUATION OF THE SYSTEM



## *Tertiary Evaluation Indicators*

Outcome Indicators:

### ***Outcomes for learners and communities***

Tertiary education seeks to benefit learners and wider communities. These benefits may be:

- Economic – employment, promotion, increase in income;
- Social – improved well-being, relationships, community cohesion;
- Cultural – enhanced identity and greater participation in communities.

However, these benefits are difficult to attribute directly to the work of TEOs. Increases in the knowledge, skills and cognitive abilities of learners are much easier to measure. Consequently, measures of learner achievement are often used as indicators of the likelihood that social, economic and cultural outcomes have been achieved.

While the outcomes for learners and communities are presented below as discrete indicators, they are interconnected and affect each other in different ways.

An example of the interconnectedness is that the outcomes assessed as part of a qualification are likely to be enhanced when wider generic skills are developed alongside the formal requirements of tertiary study.

<b><i>Outcome indicator</i></b>	<b><i>Why the indicator is important</i></b>	<b><i>Some prompts to aid evaluative conversations</i></b>	<b><i>Evidence could include</i></b>	<b><i>Background information</i></b>
Graduates gain employment, engage with further study and/or contribute positively to their local and wider communities.	Tertiary education benefits learners and society through longer term outcomes, which ultimately contribute to the economic, social and cultural well-being of individuals, communities and the nation.	How well does the TEO make the connection between longer term outcomes (employment, further study, community involvement) and the shorter term outcomes (or outputs) of tertiary study?	Evidence of: <ul style="list-style-type: none"> <li>• employment outcomes</li> <li>• career advancement</li> <li>• creative enterprise</li> <li>• voluntary work</li> <li>• community/iwi participation</li> <li>• further achievement in scholarship, research, publications or awards</li> </ul> Taken from <ul style="list-style-type: none"> <li>• alumni information</li> </ul>	Tertiary education is increasingly associated with the development of ‘human capital’ in the broadest sense, where schooled knowledge and personnel are seen as appropriate for a wide variety of social positions, and in which many more young people are .... appropriate candidates for higher education (Schoefer et al 2005) [contributing to the notion of the development of the ‘educated citizen’ who engages constructively with society and the economy].  There is widespread recognition of

*Subject to ongoing revision*

### *Tertiary Evaluation Indicators*

			<ul style="list-style-type: none"> <li>• graduate surveys</li> <li>• employer surveys</li> <li>• economic trend data</li> <li>• societal trend data</li> <li>• census data</li> </ul> <p>...indicating improving trends that are plausibly associated with tertiary study.</p>	<p>the importance of tertiary education as a major driver of economic competitiveness in an increasingly knowledge-driven global economy (Satiag et al 2008).</p>
<p>Learners complete courses and gain qualifications.</p> <p>Learners acquire useful/meaningful skills and knowledge and develop their cognitive abilities (including learning to learn and self-management).</p>	<p>Successful course and/or qualification completion are indicators of a learner's readiness for employment, further learning or community engagement.</p> <p>Many positive and important outcomes result from or are influenced by engagement with tertiary education – often beyond the specific context of the course or qualification.</p>	<p>How do rates of course and qualification completion compare with the TEO's expectations?</p> <p>How do enrolment, retention and completion rates in certificate, diploma and degree programmes compare from year to year?</p> <p>How do rates of course and qualification completion compare with similar TEOs and national trends (where available)?</p> <p>How well does the TEO understand and use information on completions and retentions to improve outcomes for learners?</p> <p>How well does the TEO understand and use information on skills development, knowledge gains and attitudinal changes to further improve outcomes for learners?</p> <p>To what extent have learners improved their literacy and numeracy skills?</p> <p>To what extent have learners improved their learning skills?</p>	<p>Trends from learner assessment information.</p> <p>Trends over time that are cross-referenced to other relevant programmes and TEOs.</p> <p>Evidence that demonstrates that the TEO uses benchmarking information to revise/set its goals and expectations appropriately.</p> <p>Evidence of positive changes in:</p> <ul style="list-style-type: none"> <li>• literacy and numeracy</li> <li>• concentration and study skills</li> <li>• communication and interpersonal skills</li> </ul> <p>Trends from learner assessment information including learner progress/educational value added.</p> <p>Evidence of positive changes in:</p>	<p>Tertiary qualifications are associated with higher employment and higher income ( Smart 2006)</p> <p>Tertiary-level qualifications appear to be particularly useful for entry into employment ( Nair et al 2007).</p> <p>There is a premium for higher qualifications – individuals with a bachelor degree or higher tend to experience the highest incomes (Nair 2007).</p> <p>TEOs can provide an opportunity for disadvantaged or special groups to participate in learning and gain valuable skills. As a result, they often enter employment or move onto further study (Birch et al 2003).</p> <p>In literacy and numeracy education, 'progress' should be documented in terms of 'distance travelled'; and related to people's own goals. This might or might not involve qualifications (NRDC 2005).</p>

### *Tertiary Evaluation Indicators*

			<ul style="list-style-type: none"> <li>• motivation</li> <li>• life skills</li> <li>• self-management</li> <li>• physical health</li> <li>• cultural awareness</li> <li>• sense of belonging</li> <li>• community engagement</li> <li>• family relationships</li> </ul>	
Learners improve their well-being and enhance their abilities and attributes.	<p>Learner well-being supports the conditions where successful learning is more likely to occur.</p> <p>It encompasses a holistic approach to the learner including: Taha Whānau (Social/Cultural), Taha Wairua (Spiritual), Taha Hinengaro (Emotional/Mental), and Taha Tinana (Physical) dimensions to encourage and enable progress.</p>	How does the TEO know it has had a positive influence on the well-being of learners?	<p>Trends from learner assessment information.</p> <p>Evidence of changes in:</p> <ul style="list-style-type: none"> <li>• motivation</li> <li>• life skills</li> <li>• self-management</li> <li>• physical health</li> <li>• cultural awareness</li> <li>• sense of belonging</li> <li>• community engagement</li> <li>• family relationships</li> </ul>	<p>Life skills, attitudinal skills, self-esteem, and other transferable skills such as analytical thinking can be measured by TEOs, and are often of considerable benefit to learners (Butcher et al 2004).</p> <p>Success for Māori learners in literacy, language and numeracy can be built on foundations of Māori culture and identity, pedagogies and tikanga (May 2009).</p>
Knowledge is created and disseminated.	New knowledge, skills, and technology transfer enhance understanding and support business, industry, and/or community/iwi development.	<p>How effectively has the TEO contributed to the creation and dissemination of new knowledge within their realm of influence?</p> <p>How does the TEO know its contribution is valued by its stakeholders?</p> <p>How well do research and technology transfer activities support industry/professions?</p>	<p>Evidence of:</p> <ul style="list-style-type: none"> <li>• publications</li> <li>• citations</li> <li>• research outputs</li> <li>• consultancies</li> <li>• presentations</li> <li>• cooperative ventures</li> <li>• new technologies</li> <li>• new or improved industry/business</li> </ul>	<p>TEOs create and disseminate knowledge through teaching and research. Global emphasis on knowledge-based innovation encourages a focus on economic development, and the development of alliances with industry and government (Etzkowitz et al 2000).</p> <p>TEOs play an important role in creating and disseminating cultural knowledge. A key educational</p>

### *Tertiary Evaluation Indicators*

		<p>How does the TEO know that any innovative activities are improving skills and productivity?</p> <p>What improvement strategies have been put into place to enhance the relevance of research/technology transfer to industry?</p>	<p>processes and products</p> <ul style="list-style-type: none"> <li>• community/iwi initiatives</li> </ul>	<p>outcome for Māori is for education to facilitate access to and encourage participation in te ao Māori (Durie).</p>
<p>Community/iwi development is supported</p>	<p>TEOs are important contributors to the economic and social development of communities.</p>	<p>How effective is the TEO in enhancing communities?</p> <p>How effectively do communities make use of the knowledge, skills and resources of the TEO?</p>	<p>Trends in:</p> <ul style="list-style-type: none"> <li>• economic data</li> <li>• employment statistics</li> <li>• health statistics</li> <li>• education participation and outcomes</li> <li>• census data</li> </ul>	<p>Communities benefit from tertiary education. For example, economic and social gains can be achieved through increased skills and employability (Birch 2003 &amp; Smart 2006). In addition, communities can benefit from the higher standard of living and better health outcomes that are associated with tertiary-educated populations (Nair 2007).</p>

## *Tertiary Evaluation Indicators*

Process Indicators:

### **Area of Activity**

#### **Facilitating learning pathways**

Facilitating learning pathways refers to how TEOs assist diverse learners to make appropriate study choices and progress their learning. Learners are more likely to engage with their learning and continue their study if courses/programmes are suited to their needs, interests and abilities.

Continued advice and support is often necessary for learners. This need varies according to differing learner backgrounds and aspirations. Guidance regarding admission and progression contributes to learner satisfaction and retention.

<b><i>Process indicator</i></b>	<b><i>Why the indicator may be important</i></b>	<b><i>Some prompts to aid evaluative conversations</i></b>	<b><i>Evidence could include</i></b>	<b><i>Background information</i></b>
Comprehensive and timely study information and advice is provided.	Timely and accurate advice can help learners to make appropriate study decisions and improve their chances of completing their studies.	<p>How helpful is information about programme guidance and selection for individual learners?</p> <p>How effective is student placement in responding to information that the TEO gathers about learners' goals?</p> <p>How does the TEO ensure learners at all stages clearly understand study options and expectations related to their learning goals, including the literacy and numeracy demands of programmes?</p> <p>How well does student placement meet the full range of learners' needs and aspirations?</p> <p>How well do learners and staff understand and apply the prerequisites and study requirements for programmes, e.g. selection processes, regulations, timetabling</p>	<p>Pamphlets and course information brochures etc;</p> <p>Information posted on and use of websites and other electronic media</p> <p>Analysis and use of information:</p> <ul style="list-style-type: none"> <li>• about non-completions and early withdrawal</li> <li>• from learner feedback</li> <li>• from exit interviews</li> </ul>	<p>Both international and New Zealand-based research suggests that the availability of accurate study advice such as programme/course information is one of the key factors in enhancing learner retention and achievement (Birch 2003 &amp; Leach 2005 &amp; Te Tari Matauranga Māori 2007).</p> <p>A certain level of attrition is inevitable and often learners who withdraw return to study after a break (Lead 2005 &amp; Satiag 2008).</p> <p>Therefore, learners may benefit when TEOs facilitate pathways that aid the return or transfer of learners (Te Tari Matauranga Māori 2007).</p>

*Subject to ongoing revision*

### *Tertiary Evaluation Indicators*

		and workload? How well does the TEO respond to the specific information needs of different learner groups, e.g. Māori, Pasifika, International?		
Continued support is provided to assist learners pursue their chosen pathways.	Learners are more likely to achieve when ongoing support is provided and used.	How effective are processes to identify learners, from enrolment onwards, who may require particular assistance or specific advice?  How effective is the learner support provided, for example literacy, numeracy, academic and study skills?  How does the TEO know that it is meeting the support needs of learners?	Analysis and use of information from: <ul style="list-style-type: none"> <li>• feedback from learners</li> <li>• learner progression</li> </ul> Evidence of worthwhile improvement through self-assessment	Learners are more likely to achieve and persist when support services meet their needs and are utilised (Prebble et al 2004).  To be effective, literacy and numeracy support needs to be delivered as it is required for the instructional or vocational task at hand (Bates 2005).  Although support/teaching services can enhance achievement for learners (Prebble et al 2004), not all institutions/departments have the time or resource to support such programmes (Bishop et al 1997 & Nakid 2006).

## *Tertiary Evaluation Indicators*

### **Area of Activity**

#### **Fostering effective learning environments**

Learning environments make use of a wide range of teaching/delivery methods – for example, face-to-face, distance and online. They also involve different settings such as classrooms, communities and workplaces. Pastoral care for learners is also an important element of an effective learning environment.

Creating good learning environments involves responding to diverse skills and learning preferences, which produces engaged learners. Positive interaction between teachers and learners both within and outside teaching is a common feature. Effective teaching includes features such as subject knowledge, flexible delivery, timely feedback and the provision of appropriate resources. It may also facilitate higher-level learning, such as critical and creative thinking, problem-solving and the transfer of knowledge.

A well-organised learning environment, with a range of supportive facilities and pastoral care services, can enhance and sustain motivation and concentration. It can also contribute to learners’ physical and emotional health and well-being. Community and whānau involvement may be vital for this.

<b><i>Process indicator</i></b>	<b><i>Why the indicator may be important</i></b>	<b><i>Some prompts to aid evaluative conversations</i></b>	<b><i>Evidence could include</i></b>	<b><i>Background information</i></b>
Learning environments are planned and structured for the benefit and needs of learners.	Environment impacts on student well-being, and on motivation, concentration and cooperation.	To what extent is the learning environment: <ul style="list-style-type: none"> <li>• motivating and engaging</li> <li>• relevant and valued by learners</li> <li>• responsive to needs</li> <li>• focused on achievement</li> </ul>	Analysis and use of information from: <ul style="list-style-type: none"> <li>• feedback from learners</li> <li>• tutor performance and evaluation</li> <li>• observation by peers</li> <li>• complaints register</li> </ul>	Various learning environments can be effective, but all enhance learning.  Often, effective learning environments are cooperative, collaborative, and supportive (Barr & Tagg 1998).  For Māori providers, effective learning environments are often characterised by Kaupapa Māori approaches (Carm & Pipi 2001).  A curriculum that is linked to real situations experienced by learners is likely to enhance their literacy and numeracy levels.
Responses to the well-being needs of learners are appropriate.	Learner well-being impacts on engagement and achievement.	How effective are the services provided to learners to enhance their general well-being?	Analysis and use of information from: <ul style="list-style-type: none"> <li>• feedback from learners</li> </ul>	Given that students commonly cite financial, health, social and family reasons for withdrawal, providing

*Subject to ongoing revision*

### *Tertiary Evaluation Indicators*

		How effectively does the TEO engage the support of communities and whānau?	<ul style="list-style-type: none"> <li>• student support services</li> <li>• complaints register</li> </ul>	services to assist in these areas may increase retention (Yorke 1999).
Teachers and learners relate effectively to one another.	Engagement with learning is more likely to occur when there are positive relationships between learners and teachers as well as among learners.	<p>How well do teachers and learners relate to one another?</p> <p>How effectively do their interactions encourage learning?</p> <p>How well do learners collaborate?</p>	<p>Analysis and use of information from:</p> <ul style="list-style-type: none"> <li>• feedback from learners</li> <li>• tutor performance and evaluation</li> <li>• observation by peers</li> <li>• complaints register</li> </ul>	<p>When learning environments are perceived to have effective teachers and appropriate assessment, learners are more likely to be engaged, satisfied, and show higher levels of achievement (Lizzio et al 2002 &amp; Cohen 1981).</p> <p>Effective teachers typically are perceived by students to have pedagogical knowledge, rapport and interact with learners, plan/structure learning tasks effectively, and provide useful feedback to learners (Noe 2007)</p>
Learning activities and resources are effective in engaging learners.	The use of appropriate activities and resources enhances learning by making it interesting and relevant.	<p>How well are resources matched to learners' abilities, their literacy and numeracy needs and goals, and course objectives?</p> <p>How well do learning activities engage learners?</p> <p>How effectively does the TEO make use of online and distance delivery?</p>	<p>Analysis and use of information from:</p> <ul style="list-style-type: none"> <li>• feedback from learners</li> <li>• tutor performance and evaluation</li> <li>• observation by peers</li> <li>• complaints register</li> </ul>	<p>The ability to use suitable instructional modes of delivery that reflect learning objectives and learner needs can enhance learner outcomes (Noe 2007).</p> <p>Deliberate and sustained acts of teaching are most likely to have a positive impact on literacy and numeracy learning (Benseman et al 2005).</p> <p>When students are engaged in learning and can focus their attention on learning, they are more likely to achieve and experience greater satisfaction (Vosko et al 1988 &amp; Kuh et al 2007).</p>
Learners have opportunities to apply knowledge and skills in a	Practice-based teaching promotes integrated and context-relevant learning.	To what extent are practical activities relevant to the objectives of the programme?	<p>Analysis and use of information from:</p> <ul style="list-style-type: none"> <li>• feedback from employers</li> </ul>	Learner achievement can be enhanced when learners understand the utility of skills/knowledge, have opportunities to practice, receive effective feedback, and

### *Tertiary Evaluation Indicators*

<p>variety of contexts.</p>	<p>Employers seek learners with practical skills who are adaptable.</p>	<p>To what extent do practical activities encourage problem-solving and critical thinking?</p>	<ul style="list-style-type: none"> <li>• feedback from learners</li> <li>• tutor performance and evaluation</li> <li>• observation by peers</li> </ul>	<p>have opportunities to learn from and interact with others (Noe 2007).</p> <p>Embedding literacy and numeracy in the provision of such vocational training is <a href="http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/course-approval-and-accreditation/apply-for-course-approval-and-accreditation/">http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/course-approval-and-accreditation/apply-for-course-approval-and-accreditation/</a>nsidered to be the most effective and efficient way to provide direct, purposeful instruction in contexts (settings) that allow both the initial opportunity to acquire new literacy and numeracy knowledge and skills, and plenty of scope for practising them (Tertiary Education Commission 2009).</p>
-----------------------------	---	--	--	--

## *Tertiary Evaluation Indicators*

### **Area of Activity**

#### **Minimising barriers to learning**

Minimising barriers to learning refers to the way a TEO reduces obstacles to learning, and enables learners to meet learning outcomes and/or their own learning goals. There are many potential barriers of various kinds – for example institutional, cultural, linguistic, physical disabilities and life situations.

A TEO may reduce the effect of these by providing a range of learning options and pathways, flexible delivery methods and additional support for learners where required. These may result in higher levels of achievement and contribute to an inclusive learning culture where learners feel valued and understood.

It is not possible to remove every obstacle for learners. However, TEOs can anticipate potential barriers and take reasonable action to address them.

<b><i>Process indicator</i></b>	<b><i>Why the indicator may be important</i></b>	<b><i>Some prompts to aid evaluative conversations</i></b>	<b><i>Evidence could include</i></b>	<b><i>Background information</i></b>
The learning environment is inclusive.	<p>New Zealand is a nation of peoples from diverse backgrounds, with varying learning needs and aspirations.</p> <p>Providing an inclusive learning environment can enhance learner achievement.</p>	<p>How effective is the TEO in responding to its learners and providing appropriate programmes and services?</p> <p>How well do teaching approaches respect and cater for different ways of learning?</p> <p>To what extent is the learning community inclusive and respectful of all learners?</p>	<p>Analysis and use of information from:</p> <ul style="list-style-type: none"> <li>• feedback from learners</li> <li>• tutor performance and evaluation</li> <li>• observation by peers</li> <li>• complaints register</li> <li>• implementation of EEO Policy</li> </ul>	<p>Learners are more likely to succeed where they feel that their cultures are acknowledged and respected (Thomas 2002 &amp; Rendon et al et al 2000 &amp; Walker 2000).</p> <p>Teaching practices across New Zealand TEOs vary depending on organisational ethos and learner demographics. Successful Māori providers often identify the adoption of a Kaupapa Māori approach as critical to their success (Cram et al 20001).</p>
Policies and procedures minimise barriers to learning.	Policies and procedures can create barriers to learners.	<p>How well do policies that govern progression, transfer, and mobility between institutions take account of the needs and aspirations of learners?</p> <p>How well does information provided to learners meet their needs?</p> <p>How well do learning pathways provided by the TEO minimise</p>	<p>Analysis and use of information from:</p> <ul style="list-style-type: none"> <li>• feedback from learners</li> <li>• implementation of RPL procedures</li> <li>• carrying out of student transfers</li> <li>• staircasing statistics</li> </ul>	<p>Learners benefit when they feel integrated into the culture of a TEO and feel the institution will adapt its practices to meet their personal needs (Prebble et al 2004).</p> <p>There are multiple reasons for early withdrawal such as institutional factors, academic and social</p>

### *Tertiary Evaluation Indicators*

		<p>barriers to learning?</p> <p>How well does the TEO respond to learners' questions and concerns?</p> <p>How does the TEO identify and seek to remove barriers for learners with a range of literacy and numeracy needs, including English as a second or other language?</p>		<p>experiences, aspects of courses and programmes, past educational experiences, external influences and personal issues (Brookfield et al 1996 &amp; Te Tari Matauranga Māori 2007).</p>
--	--	--	--	---

## *Tertiary Evaluation Indicators*

### **Area of Activity**

#### **Assessment supports learning**

Assessment is integral to learning. It may influence the way learners engage with their study and must therefore be valid, consistent, transparent and fair. Feedback to learners must be reported in ways that they clearly understand. While assessment informs and guides learning, it does not on its own guarantee the quality of learning.

There are formative and summative aspects to assessment. Formatively, it enables learners and teachers to judge progress towards objectives. Summatively, it enables them to judge if and when objectives have been met. Summative assessment can be ‘high stakes’ when it involves progress towards the achievement of qualifications.

Different organisations, subject areas and programmes will vary in their approach to assessment. External agencies may also influence its form and content.

Analysis of assessment information contributes to programme development, and may also be a proxy for judging organisational and programme quality.

<b><i>Process indicator</i></b>	<b><i>Why the indicator may be important</i></b>	<b><i>Some prompts to aid evaluative conversations</i></b>	<b><i>Evidence could include</i></b>	<b><i>Background information</i></b>
Assessment is valid, sufficient, fair and transparent.	Well-constructed assessments are required to support learning, and to provide good evidence of achievement.  Assessment may be high stakes, especially when it leads to the award of qualifications.	How does assessment take account of contexts for which knowledge, skills and attributes are being assessed?  How effective is information to learners about assessments to be used, times they will be used and criteria for completion?  How does the TEO assure itself that assessments are valid, fair and consistent, and can be clearly understood by learners and external stakeholders?  How effectively is learner assessment used formatively?  How effectively does the TEO use assessment to inform programme	Analysis and use of: <ul style="list-style-type: none"> <li>• feedback from students</li> <li>• assessment results</li> <li>• moderation reports</li> <li>• appeals of results</li> </ul>	Assessments can inform learners of where they are going, how they are going, and where to next. In some situations feedback on a learner’s work can be more important than the grade/score received (Hattie & Timperley 2007).  If not designed appropriately, summative assessment can impact negatively upon learning and teaching (Madaur & Clarke 2001).  For learners to make real gains in literacy, numeracy or language, research evidence shows that purposeful assessment is crucial (NZCER 2006).

*Subject to ongoing revision*

### *Tertiary Evaluation Indicators*

		development? How is assessment information used to judge programme and organisational quality?		
Assessment provides learners and teachers with useful feedback on progress.	Formative assessment provides useful feedback to learners and contributes to improving teaching and programme development.  Formative assessment also has a role in developing the habit of self-assessment in learning.	How does the TEO ensure that suitable formative feedback is used appropriately to enhance learning?  How does the TEO assist and encourage learners to assess their own progress?  How do learners evaluate and report on the quality and timeliness of the feedback they get?  To what extent do assessment results inform programme design?  How effective is the link between literacy and numeracy assessment results and the establishment and review of learning plans?	Analysis and use of: <ul style="list-style-type: none"> <li>• feedback from students</li> <li>• assessment results</li> <li>• moderation reports</li> <li>• appeals of results</li> </ul>	Formative assessment can be one of the most important influences on student learning (Crooks 1998 & Black & William 1998).  Feedback to learners about their work can enhance learning when it informs learners about how to improve their performance, builds on previous performance and focuses on processes and/or student self-regulation (Hattie 2007).  Assessment is not only an opportunity to provide feedback to learners on their progress, but also an opportunity to improve teaching and assessment practices (Hattie 2007).

## *Tertiary Evaluation Indicators*

### **Area of Activity**

#### **Engaging with communities**

While learners are their primary stakeholders, TEOs must also respond to the needs of a wide range of stakeholders and communities. Stakeholders include groups and individuals who have a direct, formal and often economic stake in the work of TEOs. The terms ‘community’ and ‘communities’ are used when referring to the less formal, and often less organised, social and cultural groups in society that have a legitimate interest in the work of TEOs (Education Act 1989. section 159AAA(1)(b) and (d)).

Engagement with stakeholders is often focused on identifying learning needs and research priorities, as well as planning to ensure resulting programmes are relevant and of high quality and value. They may engage with prospective learners to assist them with course/programme selection and inform them of their likely benefits or prospects.

TEOs can play a vital role by using their expert knowledge and skills to inform and contribute to civic life. To varying degrees, they facilitate opportunities for the public to learn about and debate societal issues. They may also bring people together in support of community goals (local or regional), and work constructively to achieve desired educational, social, cultural or environmental objectives.

TEOs may engage for their own benefit with allied organisations and networks (national or international) to share emerging knowledge. Some of these organisations offer participation in benchmarking and accreditation activities.

It may not be possible to satisfy all stakeholders, so what is important is the best possible management of the tensions inherent in addressing competing needs.

<b><i>Process indicator</i></b>	<b><i>Why the indicator is important</i></b>	<b><i>Some prompts to aid evaluative conversations</i></b>	<b><i>Evidence could include</i></b>	<b><i>Background information</i></b>
There is effective engagement with communities.	Meeting the needs of communities is a fundamental role of TEOs.	<p>How effective are the TEO’s engagement strategies with its communities?</p> <p>To what extent is engagement characterised by agreement on goals and how these should be achieved?</p> <p>How effective is the TEO’s participation in public debates and the life of its communities?</p> <p>How well does the TEO contribute to the cultural, intellectual and social development of New Zealand?</p>	<p>Analysis and use of feedback from:</p> <ul style="list-style-type: none"> <li>• iwi</li> <li>• ITOs/industry</li> <li>• advisory groups</li> <li>• secondary schools and other TEOs</li> <li>• community groups</li> <li>• council/board</li> <li>• management</li> <li>• staff</li> </ul>	<p>The Ministry of Education describes three areas of focus for engaging with communities: a) improving quality and relevance of education and knowledge, b) supporting economic transformation, and c) supporting social, cultural and environmental outcomes (MOE 2007 &amp; McLaren et al 2005).</p> <p>Culturally appropriate engagement with local communities is particularly important for Māori (Skill NZ 2001).</p>

*Subject to ongoing revision*

### *Tertiary Evaluation Indicators*

			<p>Minutes of meetings held with these groups</p> <p>Use of reports from government and local bodies</p>	
<p>Stakeholders are clearly identified and engagement is appropriate and ongoing.</p>	<p>TEOs require current knowledge about the needs of stakeholders and changes to which it must respond.</p> <p>Stakeholders and TEOs have perspectives and information that are mutually beneficial.</p>	<p>How effectively does the TEO identify its stakeholders and their needs?</p> <p>To what extent is stakeholder engagement characterised by the mutual exchange of ideas and information?</p> <p>How effectively does the TEO manage the competing needs of stakeholders?</p> <p>How well do TEOs inform themselves of developments in technology, work practices and the economic environment?</p>	<p>Analysis and use of feedback from:</p> <ul style="list-style-type: none"> <li>• iwi</li> <li>• ITOs/industry</li> <li>• advisory groups</li> <li>• secondary schools and other TEOs</li> <li>• community groups</li> </ul>	<p>TEOs currently engage with stakeholders to varying degrees (Paterson et al 2006). Employers identify the relevance and practicality of graduate skills/knowledge as an important focus of engagement (McLaren et al 2005).</p> <p>Agreement among stakeholders or between TEOs and their stakeholders is not always possible. Often, effective engagement is characterised by a collaborative approach to finding solutions rather than reaching a consensus (Knight 1997).</p>
<p>Stakeholders are informed of developments, barriers and possibilities.</p>	<p>Stakeholders will be able to participate more effectively if they are informed of developments in education and in content/industry areas.</p>	<p>How well are stakeholders informed of developments in learning, education and content areas?</p> <p>How well do stakeholders understand the TEO's goals and objectives?</p>	<p>Effectiveness of different media when communicating with:</p> <ul style="list-style-type: none"> <li>• iwi</li> <li>• ITOs/industry</li> <li>• advisory groups <ul style="list-style-type: none"> <li>• community groups</li> </ul> </li> </ul>	<p>Some stakeholders may be dissatisfied with their level and quality of engagement with TEOs (Paterson et al 2006).</p>
<p>Effective stakeholder and community engagement is encouraged at all levels in the TEO.</p>	<p>Engagement can be enhanced by interacting with individuals across all levels of a TEO.</p>	<p>How effectively do TEO staff, at various levels, engage with stakeholders and communities?</p> <p>How effective is engagement in providing information for planning, delivery and programme evaluations?</p>	<p>Analysis and use of:</p> <ul style="list-style-type: none"> <li>• feedback from staff</li> <li>• reports of meetings and discussions between staff and industry</li> </ul>	<p>TEO practices that support staff to build active relationships with stakeholders can enhance engagement (MSD 2008).</p>

## *Tertiary Evaluation Indicators*

### **Area of Activity**

#### **Providing relevant programmes**

This concerns the ability of a TEO to provide programmes valued by learners and their communities. Relevance may be determined by a range of objectives, for example relevance to an academic discipline/qualification, to employment and personal development.

Programmes seen as relevant will be better supported. Support may come from employers, professional and academic bodies, families and community groups. Good needs analysis and sustained engagement with stakeholders and communities are vital factors. Learners' engagement with programmes seen as relevant will be one of many contributors to success.

The TEO's distinctive contribution and context will influence how it engages with stakeholders and communities to produce relevant and equitable outcomes.

<b><i>Process indicator</i></b>	<b><i>Why the indicator is important</i></b>	<b><i>Some prompts to aid evaluative conversations</i></b>	<b><i>Evidence could include</i></b>	<b><i>Background information</i></b>
Programmes maintain relevance to stakeholders and communities.	To engage learners and their communities, TEOs must provide knowledge, skills and abilities of continuing relevance.  Identification of present and future needs should underpin programme design.	To what extent does the TEO consult with stakeholders, learners and their communities on programme planning and design?  How well does teaching and learning match the needs of the qualification?	Analysis and use of feedback from: <ul style="list-style-type: none"> <li>• iwi</li> <li>• ITOs/industry</li> <li>• advisory groups</li> <li>• secondary schools and other TEOs</li> <li>• community groups</li> </ul> Use of programme/course review  Evidence of worthwhile improvement through self-assessment	TEOs are becoming increasingly accountable to their learners and the wider community. In the 21 <sup>st</sup> century, TEOs often work collaboratively with a range of different groups in order to ensure their programmes are relevant (Gibbons 1998).
Programme planning is informed by ongoing needs	In a constantly changing environment, programmes and	How effectively does the TEO conduct its needs analysis and planning?	Needs assessments  Analysis and use of information from:	Needs analyses can identify community needs and gaps in sector capability. For example, a study identified a lack of Māori practitioners

### *Tertiary Evaluation Indicators*

analysis.	delivery methods can become obsolete quickly.		<p>programme/course review</p> <ul style="list-style-type: none"> <li>• - programme/course review</li> <li>• feedback from learners</li> </ul> <p>Evidence of worthwhile improvement through self-assessment</p>	in psychology. This lack was seen to result from a perceived irrelevance of psychological frameworks/models to Māori (Levy 2002).
Programmes reflect changes in subject content, resources, teaching practice and technologies.	<p>To be relevant and effective, teaching and learning must keep pace with change.</p> <p>Where the rate of change in an industry and/or subject area is high, it is important for learners' cognitive abilities to be developed rather than just their content knowledge. Well-planned programmes will reflect this.</p>	<p>How effectively does the TEO introduce new subject content and methods?</p> <p>How adaptable is the TEO?</p>	<p>Analysis and use of information from</p> <ul style="list-style-type: none"> <li>• ITO/industry feedback</li> <li>• programme review</li> </ul> <p>Research papers</p> <p>Technology reports</p> <p>Evidence of worthwhile improvement through self-assessment</p>	In addition to teaching content specific knowledge, programmes are relevant to the extent that they teach skills in applying existing and developing knowledge, problem-solving and learning 'how to think', and creatively using new technologies (Gibbons 1998 & Coaldrake et al 1999)

## *Tertiary Evaluation Indicators*

### **Area of Activity**

#### **Organisational learning**

These indicators are concerned with how an organisation's purpose and direction is set and implemented, and the way it responds to changes in knowledge, the use of knowledge, and the effects of teaching and learning. A clear purpose and direction links governance and management, and strengthens the culture of the organisation in relation to its wider communities. Good strategic management enables a TEO to be up to date, innovative, able to meet its goals and relate to the changing needs of communities. Compromise may be required where there are competing interests.

Leadership structures, processes and styles will vary across and within TEOs depending on kaupapa, values and operational context.

The effect of the management of change on learner achievement may be uncertain. While lack of it may disadvantage learners, it may not result directly in higher achievement.

<b><i>Process indicator</i></b>	<b><i>Why the indicator is important</i></b>	<b><i>Some prompts to aid evaluative conversations</i></b>	<b><i>Evidence could include</i></b>	<b><i>Background information</i></b>
Purpose and direction is clear.	Having a clear purpose and direction focuses decision-making and improves effectiveness.	How well is the TEO's purpose and direction understood and supported throughout the organisation?  How well do plans, policies and practices (quality management systems) support the organisation's purpose and direction?  To what extent does the TEO have an explicit literacy and numeracy policy and a strategy for including literacy and numeracy in its core business?	Analysis and use of feedback from: <ul style="list-style-type: none"> <li>• council/board</li> <li>• management</li> <li>• staff</li> <li>• external stakeholders</li> <li>• community</li> </ul> Planning documents  Evidence of worthwhile improvement through self-assessment	A clear strategic purpose and direction is important at an organisational level. (Anderson et al 1999) It is also important at a departmental level for planning teaching activities and the curriculum (Stark et al 2002).
Leadership is effective.	Effective leadership is important in articulating purpose and direction internally and externally.	How effectively is leadership shared throughout the organisation?  How does leadership focus on improving outcomes for learners and the wider communities?  How well do staff collaborate?	Analysis and use of feedback from: <ul style="list-style-type: none"> <li>• council/board</li> <li>• management</li> <li>• staff</li> </ul>	Effective leaders often have strategic vision and support the implementation of that vision. They often promote their department internally and externally, appoint staff of calibre and provide adequate resources to staff.

*Subject to ongoing revision*

### *Tertiary Evaluation Indicators*

	<p>Leadership is most effective when it is shared throughout the organisation.</p> <p>Good communication and cooperation are evident when leadership is effective.</p>	<p>How are staff involved in decision-making?</p>	<ul style="list-style-type: none"> <li>• external stakeholders</li> <li>• community</li> </ul> <p>Outcomes of consultative processes</p> <p>Evidence of worthwhile improvement through self-assessment</p>	<p>Effective leaders also have positive relationships with staff. For example, they treat staff considerately, have integrity, are trustworthy, are respected by staff, engage staff in decision-making, communicate well and provide clear feedback (Bryman 2007).</p>
<p>Resources are allocated to support learning, teaching and research.</p>	<p>When resourcing is clearly targeted, outcomes can be better planned for and achieved.</p>	<p>How are resource needs and priorities identified within the TEO?</p> <p>How well do staff understand resourcing decisions and constraints?</p> <p>To what extent are teaching and support staff involved in financial planning?</p> <p>How are resourcing decisions influenced by evaluations and feedback from stakeholders?</p>	<p>Analysis and use of feedback from:</p> <ul style="list-style-type: none"> <li>• council/board</li> <li>• management</li> <li>• staff</li> </ul> <p>Use of programme/course reviews</p> <p>Financial reports and budget prioritising</p> <p>Evidence of worthwhile improvement through self-assessment</p>	<p>Highly effective TEOs often rely on multiple sources of funding, such as government funding, private funding or university-generated funding (Clark 2004).</p> <p>In research-focused TEOs, managing resources, people and space to support research activities are often a high priority (Bland et al 2005).</p>
<p>Policies and practices are legal and ethical</p>	<p>Legal and ethical practice protects internal and external stakeholders.</p>	<p>How does the TEO know it is meeting its legal and ethical obligations?</p> <p>What are the mechanisms for ensuring that the TEO complies with all legal requirements?</p> <p>How well is the TEO maintaining its compliance with legal requirements and how does it know how well it is doing this?</p> <p>How do staff and management actively seek to avoid harm to students?</p> <p>How do management and staff identify and understand appropriate ethical behaviour?</p>	<p>The use of steps and measures in place aimed at the “avoidance of harm” e.g. principles, professional codes of practice/conduct, professional development activities, case study or critical incident follow-up.</p> <p>The use of complaints processes for dealing with incidents.</p> <p>Any records of evaluations of the efficacy of complaint</p>	<p>The Baldrige Criteria of Education Excellence has identified legal and ethical behaviour as an important part of educational leadership (Baldrige 2008).</p>

### *Tertiary Evaluation Indicators*

			<p>processes.</p> <p>Absence of incidents featuring behaviour that may be, or are, harmful to others.</p>	
<p>Recruitment and development of staff is effective.</p>	<p>Good subject and teaching knowledge are important for good learning.</p> <p>Ongoing staff development is important to ensure that teachers stay up to date and effective in their roles.</p>	<p>How does the TEO ensure that staff are suitably qualified and experienced?</p> <p>How qualified and experienced are staff for teaching the literacy and numeracy content of programmes?</p> <p>How well do staff understand their roles, responsibilities, and accountability?</p> <p>How effective are the TEO's induction and orientation activities?</p> <p>How does the TEO provide opportunities for teaching staff to update subject knowledge and skills?</p> <p>What improvements for learners have occurred as a result of staff development activities?</p> <p>How do policies for promotion impact on learners?</p> <p>How effective are performance appraisal and management systems?</p> <p>How does the TEO identify and follow up staff who may need assistance?</p>	<p>Recruitment processes</p> <p>Results from performance management</p> <p>Effectiveness of professional development</p> <p>Analysis and use of staff feedback</p> <p>Evidence of worthwhile improvement through self-assessment</p>	<p>Recruiting high-calibre staff and effective staff management typically enhances organisational performance (Ky &amp; Johnston 2003).</p> <p>One important issue is to enable teachers to develop a coherent theory of practice (Bryman 2007 &amp; Timperley et al 2007).</p> <p>Intensive professional development programmes that allow for feedback, advice and support from colleagues can enhance teaching skills (Prebble et al 2004).</p> <p>A recent synthesis of New Zealand and international research details the conditions under which professional development/learning has the most positive impact on learner outcomes (Timperley et al 2007).</p>
<p>Staff are valued.</p>	<p>Staff who feel valued are more likely to be committed and effective.</p>	<p>How effectively does the TEO identify and promote excellent teaching?</p> <p>How do staff feel they are valued?</p> <p>To what extent is accountability for student learning shared by the whole organisation?</p>	<p>Analysis and use of feedback from:</p> <ul style="list-style-type: none"> <li>• staff</li> <li>• management</li> <li>• learners</li> </ul> <p>Use of staff turnover information</p>	<p>Staff report increased job satisfaction when they feel fairly treated and work within collegial environment (Ambrose et al 2005).</p> <p>Increasing workload and competing research and teaching demands can reduce satisfaction among staff (Houston et al 2006).</p>

### *Tertiary Evaluation Indicators*

<p>Anticipating and responding to change.</p>	<p>The anticipation of, and timely response to, change can enhance relevance and credibility.</p>	<p>How effective is the TEO in informing itself and stakeholders of emerging change?</p> <p>How well does the TEO manage and monitor the timely response to change?</p> <p>How effectively does the organisation respond to unpredictable change?</p>	<p>Analysis and use of feedback from:</p> <ul style="list-style-type: none"> <li>• iwi</li> <li>• ITOs/industry</li> <li>• advisory groups</li> <li>• secondary schools and other TEOs</li> <li>• community groups</li> <li>• council/board</li> <li>• management and staff</li> </ul> <p>Planning documents</p> <p>Use of professional development</p> <p>Research and consultancy</p> <p>Evidence of worthwhile improvement through self-assessment</p>	<p>In response to globalisation, knowledge-based economic growth, and information and communication developments, TEOs are required to be flexible, and manage and adapt to change effectively (Salmi 2000).</p>
<p>Self-assessment is ongoing, comprehensive, authentic, transparent, and robust, and leads to worthwhile improvement.</p>	<p>Effective self-assessment and the use of its results should be the TEO's primary means of improving its educational performance.</p>	<p>How well does the TEO identify strengths, areas for improvement and opportunities for innovation?</p> <p>How valid is the identification of strengths, weaknesses and opportunities for innovation?</p> <p>To what extent is self-assessment ongoing, comprehensive, authentic, transparent and robust?</p> <p>How well does the TEO respond to feedback from stakeholders, and balance conflicting interests?</p> <p>How well does the TEO monitor its response to change, and find ways to improve?</p>	<p>Evidence of worthwhile improvement</p> <p>Effectiveness of action plans</p> <p>Effectiveness of professional development</p>	<p>TEOs that effectively adapt to change have cultures of continuous improvement, review and change (Clark 2004). Typically they are also self-reliant, have various sources of income, strong administration throughout the organisation, and strong and dynamic operating units/departments.</p>
<p>Balancing innovation and continuity.</p>	<p>Integrating established and new practices is essential for effective management.</p>	<p>How effectively does the TEO balance and integrate innovation with the need for continuity?</p> <p>How well does the TEO present stakeholders with a credible case for change or address their resistance to</p>	<p>Analysis and use of feedback from:</p> <ul style="list-style-type: none"> <li>• iwi</li> </ul>	<p>Any change can have long-term implications for an organisation. Effective change and innovation is often based on trend analyses, and</p>

### *Tertiary Evaluation Indicators*

	Pacing and monitoring change may avoid confusion.	change? How well does the TEO engage stakeholders in conversations about the need for change?	<ul style="list-style-type: none"> <li>• ITOs/industry</li> <li>• advisory groups</li> <li>• secondary schools and other TEOs</li> <li>• community groups</li> <li>• council/board</li> <li>• management and staff</li> </ul> Financial reports  Evidence of worthwhile improvement through self-assessment	seeks long-term benefits for an organisation rather than short-term growth (Anderson et al 1999).
--	---	--	---	---

## Tertiary Evaluation Indicators

Outcome Indicators	Process Indicators Learning and Teaching		Process Indicators Brokering Needs and Expectations	Process Indicators Organisational Learning
<b>Outcome Indicators</b>	<b>Facilitating learning pathways</b>	<b>Minimising barriers to learning</b>	<b>Engaging with communities</b>	<b>Organisational learning</b>
Graduates gain employment, engage with further study and/or contribute positively to their local and wider communities.	Comprehensive and timely study information and advice is provided.	The learning environment is inclusive.	There is active engagement with communities.	Purpose and direction is clear.
Learners complete courses and gain formal qualifications.	Continued support is provided to assist learners pursue their chosen pathways.	Policies and procedures minimise barriers to learning.	Stakeholders are clearly identified and engagement is appropriate and ongoing.	Leadership is effective.
Learners acquire useful/meaningful skills and knowledge and develop their cognitive abilities (including learning to learn and self-management).	<b>Fostering effective environments</b>	<b>Assessment supports learning</b>	Stakeholders are informed of developments, barriers and possibilities.	Resources are allocated to support learning, teaching and research.
Learners improve their well-being and enhance their abilities and attributes.	Learning environments are planned and structured for the benefit and needs of learners.	Assessment is valid, sufficient, fair and transparent.	Effective stakeholder and community engagement is encouraged at all levels in the TEO.	Policies and practices are legal and ethical.
Knowledge is created and disseminated.	Responses to the well-being needs of learners are appropriate.	Assessment provides learners and teachers with useful feedback on progress.	<b>Providing relevant programmes</b>	Recruitment and development of staff is effective.
Community/iwi development is supported.	Teachers and learners relate effectively to one another.		Programmes maintain relevance to stakeholders and communities.	Staff are valued.
	Learning activities and resources are effective in engaging learners.		Programme planning is informed by ongoing needs analysis.	Anticipating and responding to change.
	Learners have opportunities to apply knowledge and skills in a variety of contexts.		Programmes reflect changes in subject content, resources, teaching practice and technologies.	Self-assessment is ongoing, comprehensive, authentic, transparent, and robust – and leads to worthwhile improvement.
				Balancing innovation and continuity.

## Tertiary Evaluation Indicators

### Bibliography

- Ambrose, S., Huston, T. & Norman, M. (2005). A qualitative method for assessing faculty satisfaction. *Research in Higher Education*, 46, 803–830
- Anderson, D., Johnson, R., & Milligan, B. (1999). *Strategic Planning in Australian Universities*. Department of Education, Training and Youth Affairs. Retrieved from: <http://www.dest.gov.au/archive/highered/eippubs/99-1/report.pdf>
- Baldrige National Quality Program (2008) *Education Criteria for Performance Excellence*, pp. 84, retrieved 22/01/2008, [http://baldrige.nist.gov/PDF\\_files/2008\\_Education\\_Criteria.pdf](http://baldrige.nist.gov/PDF_files/2008_Education_Criteria.pdf)
- Barr, R. B., Tagg, J. (1995) From teaching to learning: A new paradigm for undergraduate education, *Change*, 27, 12-15
- Bates, (2005) quoted in Tertiary Education Commission. (2009). *Strengthening Literacy and Numeracy through Embedding: Theoretical Framework*. Tertiary Education Commission, Wellington. p. 18. Downloaded from [www.literacyandnumeracyforadults.com](http://www.literacyandnumeracyforadults.com) [under “Research collections” tab]
- Benseman, J., Sutton, A., & Lander, J. (2005a). *Lighting the Way: A summary of the best available evidence about effective adult literacy, numeracy and language teaching*. MoE: Wellington. Retrieved from <http://www.minedu.govt.nz/educationSectors/TertiaryEducation/Initiatives/AdultFoundationLearning/FoundationLearningLiteratureReview.aspx>
- Birch, E., Kenyon, P., Koshy, P., Wills-Johnson, N. (2003). *Exploring the Social and Economic Impacts of Adult and Community Education*. National Centre for Vocational Education Research: Leabrook: SA
- Bishop, R., & Graham, S. (1997). Implementing Treaty of Waitangi Charter Goals in Tertiary Institutions: A case study. *Nga Taumata Matauranga O Aotearoa—Higher Education in New Zealand Occasional Paper*, 4
- Black, P. & William, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy and Practice* 5, 7-74
- Bland, C. J., Weber-Main, A. M., Lund, S. M. & Finstad, D. A. (2005). *The research-productive department: strategies from departments that excel*. Boston, MA: Anker
- Brookfield, B., & MacFarlane, L. (1996). Identifying support needs of Maori students enrolled extramurally at Massey University. *Journal of Distance Learning*, 2, 51-55
- Bryman, A. (2007). Effective leadership in higher education: A literature review. *Studies in Higher Education*, 32, 693-710
- Butcher, B., & Marsden, L. (2004). Measuring soft outcomes: A literature review. *The Research and Development Bulletin*, 2, 31-36. Norwich: The Research Centre, City College, Norwich
- Clark, B. R. (2004). Delineating the character of the entrepreneurial university. *Higher Education Policy*, 17, 355-370
- Coaldrake, P., & Stedman, L. (1999). *Academic Work in the Twenty-first Century: Changing Roles and Policies*. Occasional Paper Series: Department of Education, Training and Youth Affairs
- Cohen, P. (1981). Student ratings of instruction and student achievement: A meta-analysis of multisection validity tests. *Review of Educational Research*, 9, 78-82

## *Tertiary Evaluation Indicators*

- Cram, F., & Pipi, K. (2001). Determinants of Māori Provider Success Provider Interviews. University of Auckland
- Crooks, T (1988) The impact of classroom evaluation on students. *Review of Educational Research*, 58, 438 – 481
- Durie, M. A *Framework for Considering Maori Educational Advancement*. Retrieved from <http://www.minedu.govt.nz/index.cfm?layout=document&documentid=6113>
- Etzkowitz, H., Webster, A., Gebhardt, C., & Terra, B. R. C. (2000). The future of the university and the university of the future: Evolution of ivory tower to entrepreneurial paradigm. *Research Policy*, 29, 313-330
- Gibbons, M. (1998). *Higher Education Relevance in the 21<sup>st</sup> Century*. Retrieved from: [http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079956815/Higher\\_ed\\_relevance\\_in\\_21st\\_century\\_En98.pdf](http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079956815/Higher_ed_relevance_in_21st_century_En98.pdf)
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77, 81-112
- Houston, D., Meyer, L., & Paewai, S. (2006). Academic workloads and job satisfaction: Expectations and values in academe. *Journal of Higher Education Policy and Management*, 28, 17-30
- Knight, J. (1997). A shared vision? Stakeholders' perspectives on the internationalization of higher education in Canada. *Journal of Studies in International Education*, 1, 27-44
- Kuh, G. D., Kinzie, J., Cruce, T., Shoup, R., & Gonyea, R. M. (January, 2007). Connecting the dots: Multi-faceted analyses of the relationships between student engagement results from the NSSE, and the institutional practices and conditions that foster student success, Center for Postsecondary Research, retrieved 10 December, 2007, from [http://nsse.iub.edu/pdf/Connecting\\_the\\_Dots\\_Report.pdf](http://nsse.iub.edu/pdf/Connecting_the_Dots_Report.pdf)
- Leach, L. & Zepke, N. (2005) Student decision-making by prospective tertiary students: A review of existing New Zealand and overseas literature, Wellington, Ministry of Education. Retrieved on 30/06/06 from: [http://www.educationcounts.govt.nz/publications/tertiary\\_education/5723](http://www.educationcounts.govt.nz/publications/tertiary_education/5723)
- Levy, M. (2002). *Barriers and incentives to Maori participation in the profession of Psychology: A report for the New Zealand Psychologist's Board*. University of Waikato.
- Lizzio, A., Wilson, K., & Simons, R. (2002). University students' perceptions of the learning environment and academic outcomes: implications for theory and practice, *Studies in Higher Education*, 27(1), 689-703
- Macky, K. & Johnson, G. (2003) *Managing Human Resources in New Zealand*, McGraw-Hill: Australia
- Madaus, G. & Clarke, M. (2001) The adverse impact of high-stakes testing on minority students: evidence from 100 years of test data. In Orfield, G. and Kornhaber, M.(Eds) Raising standards or raising barriers? Inequality and high stakes testing in public education. Boston: Century Foundation Press
- May, S. (2009). *Hangaina to mātāpuna o te mōhio: learning foundations for Māori adults*. Waikato University. Downloaded from Education Counts, Ministry of Education website [http://www.educationcounts.govt.nz/publications/maori\\_education](http://www.educationcounts.govt.nz/publications/maori_education)
- McLaren, E. & Spoonley, P. (2005) *Employment and skills: North Shore City, Waitakere City and the Rodney District*. Labour Market Dynamics Research Programme: Albany and Palmerston North, New Zealand, Working Paper No. 15, pp.39
- Subject to ongoing revision*

## *Tertiary Evaluation Indicators*

Ministry of Education. *Ka Hikitia—Managing for Success: The Draft Māori Education Strategy*. Retrieved from: <http://kahikitia.minedu.govt.nz/NR/rdonlyres/E1268540-338B-418B-98E1-E51B281D29BF/0/KHSummaryDocumentEnglishFinal.pdf>

Ministry of Education (2007). Tertiary Education Strategy 2007-2012. Incorporating Statement of Tertiary Education Priorities 2008-2010

Ministry of Social Development (2008) Active relationships: The key to involving communities, retrieved 25/02/2008 from <http://www.goodpracticeparticipate.govt.nz/the-basics/active-relationships.html>

Mohr, J. J., Eiche, K. D., & Sedlacek, W. E. (1998). So close, yet so far: Predictors of attrition in college seniors. *Journal of College Student Development*, 39, 343-354

Nair, B., Smart, W., & Smyth, R. (2007). How does investment in tertiary education improve outcomes for New Zealanders? *Social Policy Journal of New Zealand*, 31, 195-217

Nakhid, C. (2006). Ethics and the obstruction of social justice for Maori and Pasifika (Pacific Islands) students in tertiary institutions in Aotearoa (New Zealand). *Race, Ethnicity and Education*, 9, 295-305

National Research and Development Centre for adult literacy and numeracy (NRDC). (2005). *Generating knowledge and transforming it into practice: Three years on: what the research is saying*. NRDC. p16

New Zealand Council for Educational Research (NZCER). (2006) *Assessment for Foundation Learning: The importance of purposeful assessment in adult literacy, numeracy and language courses*. MoE: Wellington. Retrieved from <http://www.minedu.govt.nz/index.cfm?layout=document&documentid=11359&indexid=11194&indexparentid=1028>

Noe, R. A. (2007). Employee training and development. Irwin: McGraw Hill

Paterson, G., Mitchell, D., Oettli, P., White, H., Kalavite, T., & Harry, K. (2006). *Engagement of key stakeholder groups with the tertiary education providers*. Ministry of Education. Hamilton: Waikato Institute of Technology, Waikato, New Zealand

Prebble, T., Hargreaves, H., Leach, L., Naidoo, K., Suddaby, G. & Zepke, N., (2004), *Impact TEOs actively prepare learners for initial and/or further tertiary study such as providing study of student support services and academic development programmes on student outcomes in undergraduate tertiary study: A synthesis of the research*. (Wellington, New Zealand Ministry of Education). Retrieved on 25/02/2007 from: <http://www.minedu.govt.nz/index.cfm?layout=document&documentid=10247&data=1>

Prebble, T., Hargreaves, H., Leach, L., Naidoo, K., Suddaby, G. & Zepke, N., (2004), *Impact of student support services and academic development programmes on student outcomes in undergraduate tertiary study: A synthesis of the research*. (Wellington, New Zealand Ministry of Education). Retrieved from: <http://www.minedu.govt.nz/index.cfm?layout=document&documentid=10247&data=1>

Rendon, L., Jalomo, R., & Nora, A. (2000). Theoretical considerations in the study of minority student retention in higher education. In J. Braxton *Reworking the Student Departure Puzzle* (pp. 127-156). Nashville: Vanderbilt University Press

Salmi, J. (2000) *Tertiary education in the twenty-first century challenges and opportunities*. Paper retrieved from [http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2005/06/03/000090341\\_20050603091517/Rendered/PDF/324370Tertiary0Education0LCSHD062.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2005/06/03/000090341_20050603091517/Rendered/PDF/324370Tertiary0Education0LCSHD062.pdf)

## *Tertiary Evaluation Indicators*

- Satiag, P. (2008) *Contribution of Tertiary Education to Economic and Social Development, Tertiary Education for the Knowledge Society*, OECD, Paris
- Schofer, E & Meyer, J.W. (2005) *The Worldwide Expansion of Tertiary Education in the 20th. Century.*, American Sociological Review, V70 pp 898-920
- Skill NZ (2001) *Sharing for Success: Good Practice and Issues for Maori Education*, Skill New Zealand: Wellington, New Zealand, pp. 77
- Smart, W. (2006). *Outcomes of the New Zealand Tertiary Education System—A Synthesis of the Evidence*. Ministry of Education: Wellington
- Stark, J. S., Briggs, C. L. & Rowland-Poplawski, J. (2002). Curriculum leadership roles of chairpersons in continuously planning departments. *Research in Higher Education*, 43, 329–356
- Te Tari Matauranga Māori (2007). Lifelong learning: Beyond the rhetoric of retention. *Higher Education Research & Development*, 26, 363-376
- Tertiary Education Commission. (2009). *Strengthening Literacy and Numeracy through Embedding: Theoretical Framework*. Tertiary Education Commission, Wellington. p. 4.
- Thomas, L. (2002). Student retention in higher education: The role of institutional habitus. *Journal of Educational Policy*, 17, 423-442
- Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration*. Ministry of Education. Retrieved from: <http://www.educationcounts.govt.nz/publications/series/ibes/15341>
- Vosko, R. S.; Hiemstra, R. (1988). The Adult Learning Environment: Importance of Physical Features. *International Journal of Lifelong Education*, 7, 185-95
- Walker, R. (2000). *Indigenous Performance in Western Australia Universities: Reframing Retention and Success*. Canberra: Department of Education, Training and Youth Affairs
- Yorke, M. (1999). *Leaving early. Undergraduate non-completion in higher education*. London: Falmer Press