



HEPP- QN National Conference

24th -25th November, 2020

Grade Distribution v4 Benchmark Report

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PROJECT TEAM: Dr Andy West (Part B)



Building Planes in the Sky Adjusting to COVID19 for Australian IHEPs.



Source: https://www.youtube.com/watch?v=S_dgWl83cTM

CONTEXT

- This iteration is distinguished from the previous three iterations by the impact of the coronavirus pandemic disruption.
- Government restrictions and social distancing rules meant that all subjects taught by HEPP-QN members in the teaching period covered by this project were delivered in EXTERNAL (i.e., Online) mode, many of them for the first time.
- As such, GDERP 4 is directed to answering some very specific questions, both qualitative and quantitative.

PART A (qualitative)

- Identify possible institutional factors that may have influenced the level of student engagement and success.
- Provide us with a broad overview of the choices made by various providers and the potential impact that those choices might have had on student results.

PART B (quantitative)

- Identify the Grade Distribution for each provider, including success rates and non-engagement rates.
- Collectively and for identifiable cohorts of students in the first semester/trimester of 2020. (The focus is on the teaching period most disrupted by the coronavirus.)
- This will include benchmarking results against the same teaching period in 2019.

Which grouping of providers had the least impact on grades (ie grade distribution stayed the same)?



International IHEPS (6)

Australian Institute of Business, Associate Dean Teaching and Learning, Mulyadi Robin

CIC Higher Education, Dean, Damian Spencer

Holmes Institute, Chair Academic Board, Dean (Academic), Peter SCHMIDT

Polytechnic Institute Australia, Dean, Michael Milgate

UBSS, Dean, Andy West

Victoria Institute of Technology, Assoc Dean HEd Development, Albert Haddad

Specialisation IHEPS (3)

Cordon Bleu (Part B)

International College of Management Sydney, DVC (L&T), Margot McNeill

The University of Notre Dame Australia, Manager Quality Management Office, Sean Cox

Faith Based IHEPS (6)

Alphacrucis College, Director of Academic Quality and Admin, Glenda Hepplewhite

Australian College of Christian Studies, Dean of Studies, Paul Porta (Part A)

Avondale University College, Quality Assurance Manager, Gwen Wilkinson

Campion College Australia, Dean of Studies, Luciano Boschiero

Christian Heritage College, Director Quality and Standards, Jacqueline Greentree

Tabor, Academic Director, Aaron Chalmers

https://campusmorningmail.com.au/news/claire-file-on-all-the-he-that-isnt-at-uni/?utm_source=sendgrid.com&utm_medium=email&utm_campaign=website

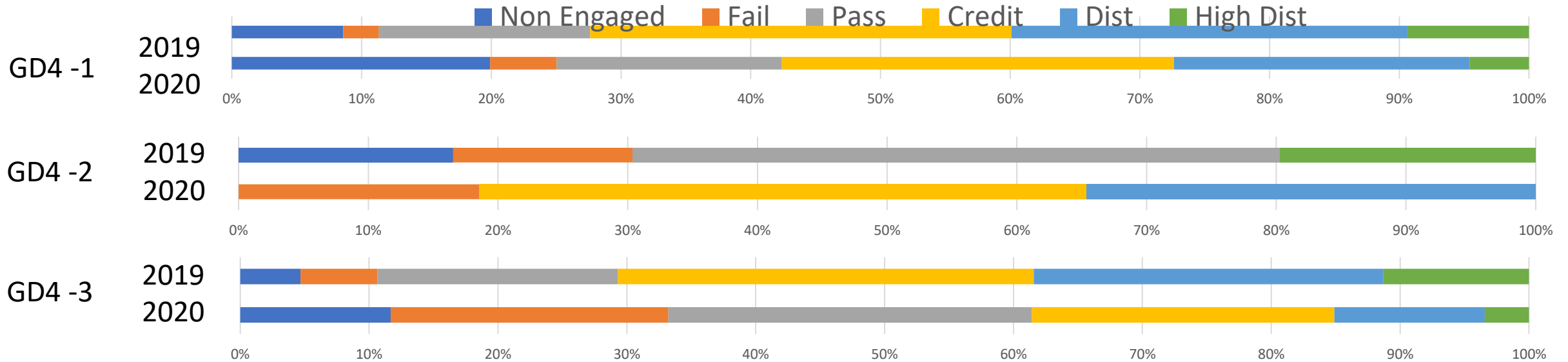
Method

- Sent Expression of Interest then Request For Information with data required in July.
- Collected grade data from 14 participants in August.
- Gained further input in September
- Analysis in October and November

Variables Collected

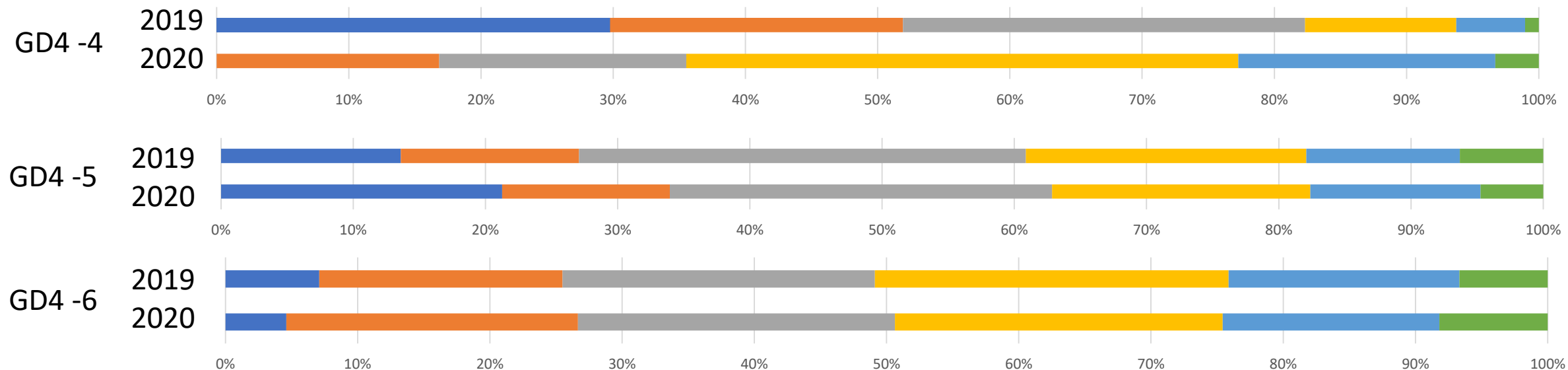
AQF, Field of Study, Period of Study, Marks, Grades, Delivery Mode, Iteration, Student Type (Domestic/international), Country, Attendance (Full/Part Time), Gender, Basis of Administration, Age Group, Non English Speaking Background.

International IHEP Grade Distribution



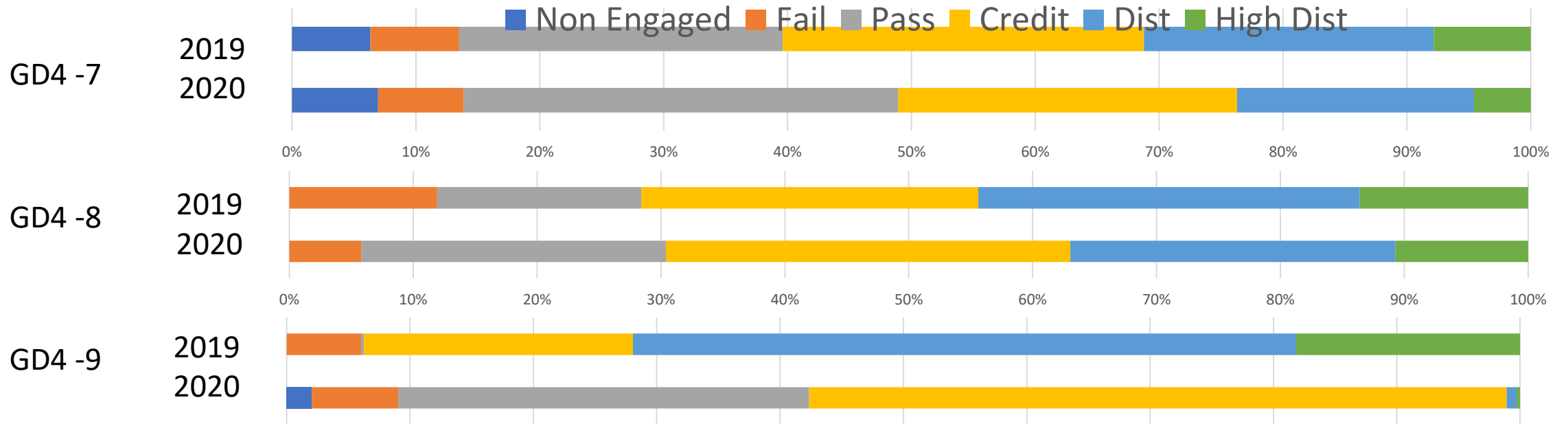
| Provider | Notes |
|----------|--|
| GD4 – 1 | Large increase in non engaged enrolment in 2020, which includes withdrawals and no mark, also decrease in high distinction. Fails, pass, credit and distinction stayed relatively similar. |
| GD4 -2 | Large change in grade distribution with no absent fail. May be change in grade application, change in policy to fails, withdrawals, no marks. Both years have an unusual distribution. |
| GD4 - 3 | Increase in non engaged enrolment in 2020, large increase in fails, decrease in distinction and high distinction. Indicates large impact of move to online and COVID. |

International IHEP Grade Distribution



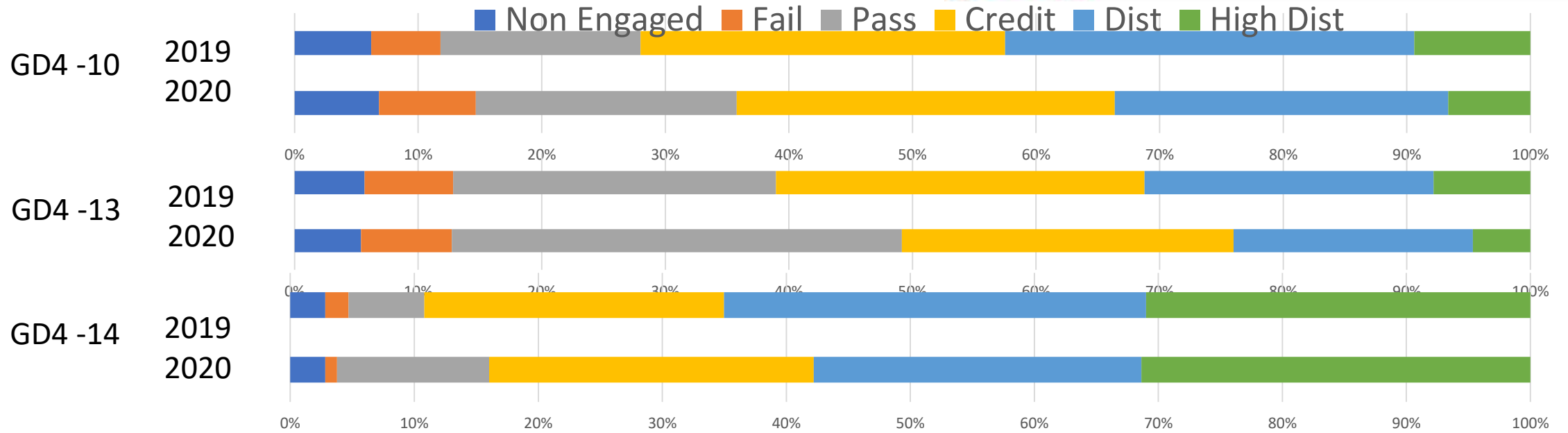
| Provider | Notes |
|----------|--|
| GD4 – 4 | Total removal of non engaged in 2020, indicates change in policy to approach to grading. Large increase in distinction and high distinction, shows easier grading. |
| GD4 -5 | Similar grading throughout for both 2019 and 2020 except increase non engaged enrolment, with a decrease in pass grades. |
| GD4 – 6 | Almost identical grading distribution between 2019 and 2020. Slight decrease in non engaged with increase in fails. Indicates little change to approach to students. |

Specialisation IHEP Grade Distribution



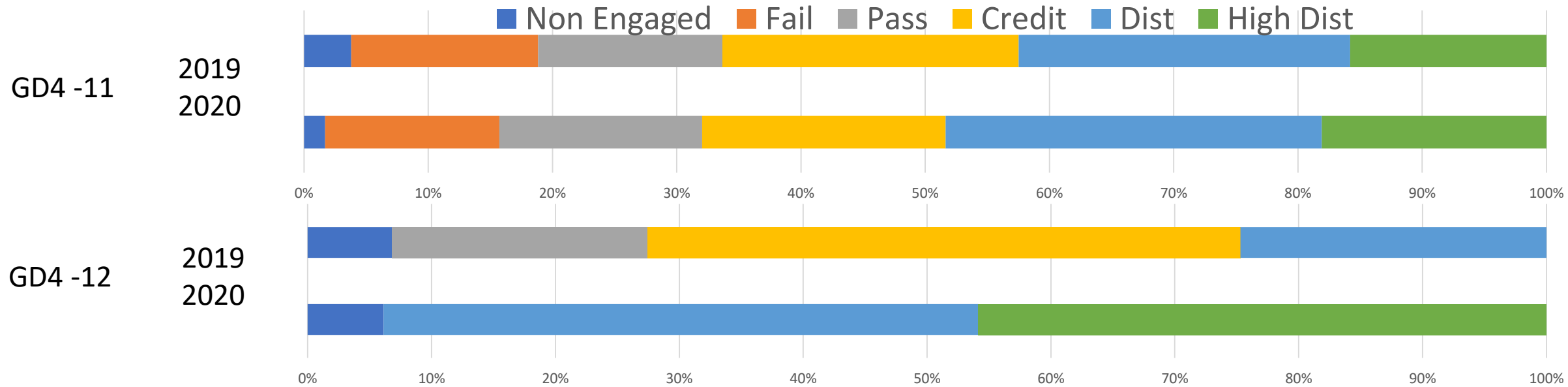
| Provider | Notes |
|----------|---|
| GD4 – 7 | Very similar grade distribution between years, especially Non Engaged Enrolment and Fails. There is some increase in pass with a decrease at the top of high distinction. |
| GD4 -8 | Little change in grade distribution, with a decrease in fails. This indicates an approach to student impact. No Non Engaged Enrolments. |
| GD4 – 9 | Big change in grade distribution. 2019 many distinction and high distinction, which decreased markedly in 2020. Total shift down in grades. |

Faith Based IHEP Grade Distribution



| Provider | Notes |
|----------|---|
| GD4 – 10 | Very similar grade distribution between years, especially Non Engaged Enrolment and Fails. There is some increase in pass with a decrease at the top of high distinction. |
| GD4 -11 | Little change in grade distribution, with a increase in passes in 2020. Small decrease in distinction and high distinction in 2020. |
| GD4 – 12 | Little change in grade distribution. Low levels of non engaged and fails maintained. High proportion of distinction and high distinction compared to other providers. |

Faith IHEP Grade Distribution



| Provider | Notes |
|----------|---|
| GD4 – 13 | Little change in grade distribution. Decrease in non engaged enrolment in 2020. Otherwise grades are similar. |
| GD4 -14 | Very different grade distributions between 2019 and 2020. In 2020 indicates more lenient marking to have only non engaged, with the rest distinction and high distinction. Also unusual grade distribution. |

Findings

- 2 of 6 (33%) **international providers** had similar grade distributions. 4 of 6 had very different grade distribution. Both higher and lower progression.
- 2 of 3 (67%) **specialisation providers** had similar grade distributions.
- 4 of 5 (80%) **faith based providers** had similar grade distributions. The other provider had higher grading.
- Most IHEPs had similar number of units taken in 2019 and 2020 (average 3% decline in units). Second half of 2020 may be a decline.
- Individual variables had major varying impacts across different providers. Half providers did not see change in the grade distribution, but others had major changes based on variables provided.
- Change in policy, assessment, moderation as well as student cohort variables had an impact

Further Analysis

- Were grades provided to students, moderated and what was basis?
- What is the breakdown of the Non Engaged for each provider?
- Were process and reasons of grade appeal more generous?
- What were the changes in pedagogies and what was the impact?
- **What else? (Notes taken during presentation)**

Going Forward

- Further input and analysis before Part B Quantitative Report released to all HEPP-QN by the end of 2020
- Individual analysis of each IHEP due to very different impacts of grade distribution and impacts of the variables.
- Individual reports provided to 14 IHEP providers with more detail at individual level.

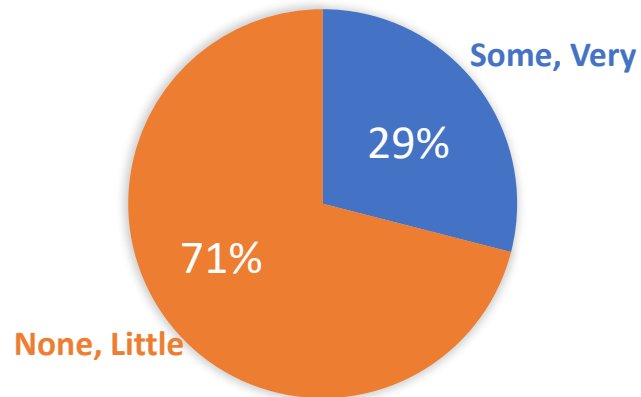


Thank You!

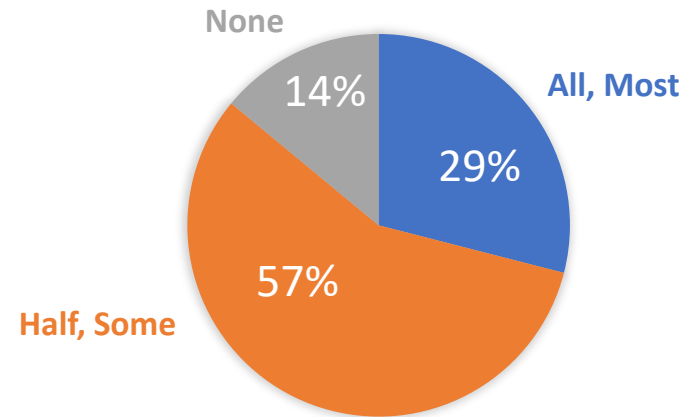
The impact of going online on HEPP-QN members



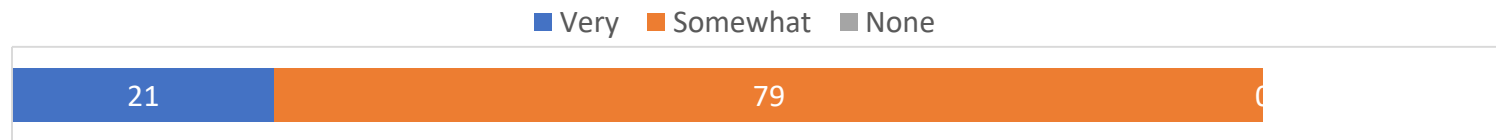
LEVEL OF PREPAREDNESS



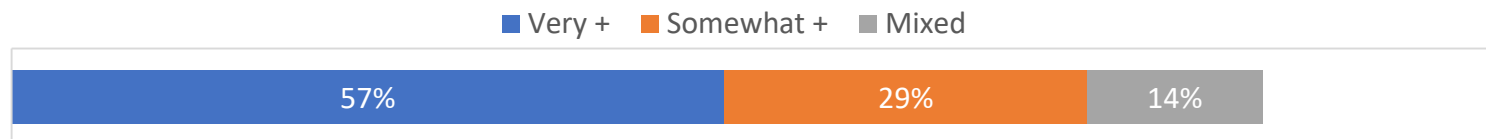
STAFFING EXPERIENCE



HOW DISRUPTIVE?



STUDENT RESPONSE



Teaching Strategies



1.1 93% used **asynchronous and synchronous** engagement options

1.2 Greater use of “**learning design**” to ensure Learning Outcomes demonstrated by assessments (outputs) rather than content (inputs)

1.3 Greater use of small **formative tasks** to track engagement

1.4 Greater use of asynchronously available content and learning activities available

1.5 Increased **availability of lecturers** via online “drop-in” hours

1.6 No (or, little) increase in level of **Academic Integrity** breaches [possibly because more time was spent on helping students understand their assessment tasks]

Student Support Strategies



Consideration of the learner *as a person* and upon the person *as a learner*.

Deliberate efforts to be *proactive* and to *communicate*.

2.1 Students were being regularly contacted to ask “how are you travelling?” and “what kind of help do you need?”. Financial, personal, and academic help was provided.

2.2 Greater focus on ensuring students understood and could complete the assessment tasks.

2.3 Level of communication and support has created a **new level of good practice**.

2.4 BUT is this new level sustainable? All staff – teaching, professional, and support – worked “above and beyond.” But they do not expect this to become the new normal.

Additional Points



- 3.1 This was a an extraordinary **change management process**, beyond what any imagined was possible from their organisation, but it was amazingly successful! There is plenty of credit to distribute among all involved.
- 3.2 Most Providers did away with or reduced the use of **invigilated exams**. And the level of learning did not go down nor did the level of integrity breaches go up. This may be a watershed moment for how and when exams are used.
- 3.3 Most Providers increased the **availability of extensions** [maximum flexibility] and found it aided student progression rather than hindered student completions.
- 3.4 Not all educators like it, but **online learning** will increase post-pandemic; it has been well received by students. Second-year and third-year students may have found the transition to online learning easier than first-year students.
- 3.5 Despite the proactive attempts to engage and support students, there were identifiable groups of **students who would not engage** with their Provider. These students are more of an administrative issue than an academic issue.