A Summary of OUE Response Rates by Faculties

Semester 1 2022 Online Unit Evaluations

AUGUST 03, 2022
PRESENTATION BY THE QUALITY ASSURANCE DIVISION

General Benefits of OUEs

- Maintain anonymity - maintaining privacy of students
- Elicit meaningful comments - higher rate
- Offer greater accessibility
- Encourage self-reflection - both students and staff
- Reduce cost and environmental impact - online friendly
- Acquire metrics for teacher evaluator
  - Over time, used for promotions and contract renewals
- Receive and assess information quickly
  - Information is aggregated automatically
- Give a voice to students
  - Institute cares about the student experiences in the classroom

(Watermarks, 2022)

Additional Benefits for DWU

- ❑ Importance of using data - quality of teaching and learning
- ❑ Influenced by academic and business environment
- ❑ Maintaining quality standards - delivery of teaching and learning
- ❑ Student feedback - impact on policy making, curriculum design & pedagogical decisions
- ❑ OUE successfully administered:
  - ❖ Madang
  - ❖ Wewak
  - ❖ Rabaul
  - ❖ POM

Policy Context:
DWU Third Decade Strategic Master Plan 2016 -2026

- **6.2 Strategic Objective 2: Innovation in learning and teaching**
  ... the University's learning and teaching needs to continue to respond to evaluation and research findings and technological developments (p.11)

- **7.2 Activities for Strategic Objective 2: Innovation in teaching and learning**
  b) Evidence of innovation in program design and implementation informed by research and stakeholder feedback and/or input (p.14)

- **9. Implementation, Monitoring, Evaluation and Updates**

  The Quality Assurance Committee will be responsible for ensuring adequate and appropriate academic and administrative quality assurance mechanisms are in place, including feedback from a wide range of stakeholders, alumni, and internal reviews of the faculty and divisional processes (p.17)

- **9.2 KPIs for strategic Objective 2: Innovation in teaching and learning**
  c) Evidence of the teaching research nexus informing practices (including student evaluations) (p.17)

DWU External Quality Assessment (2018 -2020)

❑ **Standard 5.2:** It is recommended that DWU develops processes for consistent collection of staff and graduate feedback data, including actioning and communicating any of appropriate guidance actions undertaken as a result of this feedback from stakeholders – students, staff and alumni.

❑ Data given through feedback - the administering of the OUE, is crucial for necessary adjustments and improvements to be made in the units facilitated through the different programs offered here at Divine Word University.

Figure 1: DWU Continuous Quality Improvement Cycle (Source: Author's drawing) mks

Presentation of OUE response rates

Part 1: A summary of campus demographic characteristics

Part 2: How OUEs are conducted

Part 3: The overall student response rates by departments and campuses - drawing together the results of the survey

Part 4: Strategies to improve response rates

Part 5: Challenges, commendations and recommendations

Part 1: Campus Demography

Table 1: Summary of campuses

Level of Study	Madang Campus	Wewak Campus	Rabaul Campus	POM Campus
Undergrad students	FASS (F-2-F) & FL (Analysed but not included in the reporting) FBI FMHS	FED FMHS	FED	
Postgraduate students	FED - MEdL Full Time	Nil	Nil	FBI - MBA FL (Analysed but not included in the reporting)
		Nil	Nil	

Total number of registered students for Madang Campus is **1818.**

· Male (922)

· Female (896)

Total number of registered students for Wewak Campus is **713.**

· Male (402)

· Female (311)

Total number of registered students for Rabaul Campus is **397**

· Male (177)

· Female (220)

Part 2: Conduct of Evaluations

❑   End of semester – week 12 (F-2-F & FL) – Open for 2 weeks

❑   9 closed and 1 open-ended questions

❑ Message by the DQA explaining purpose, intended outcome, and encouraging students to complete the questionnaire

❑ CLT Moodle Team post on Unit pages. After 2 weeks, extract and send raw data to QA

❑ QA Team – 2 weeks to analyse, write report and send to staff

❑ In 2023, allowance for clinical subjects to cater for specific requirements – administering timeframe differ
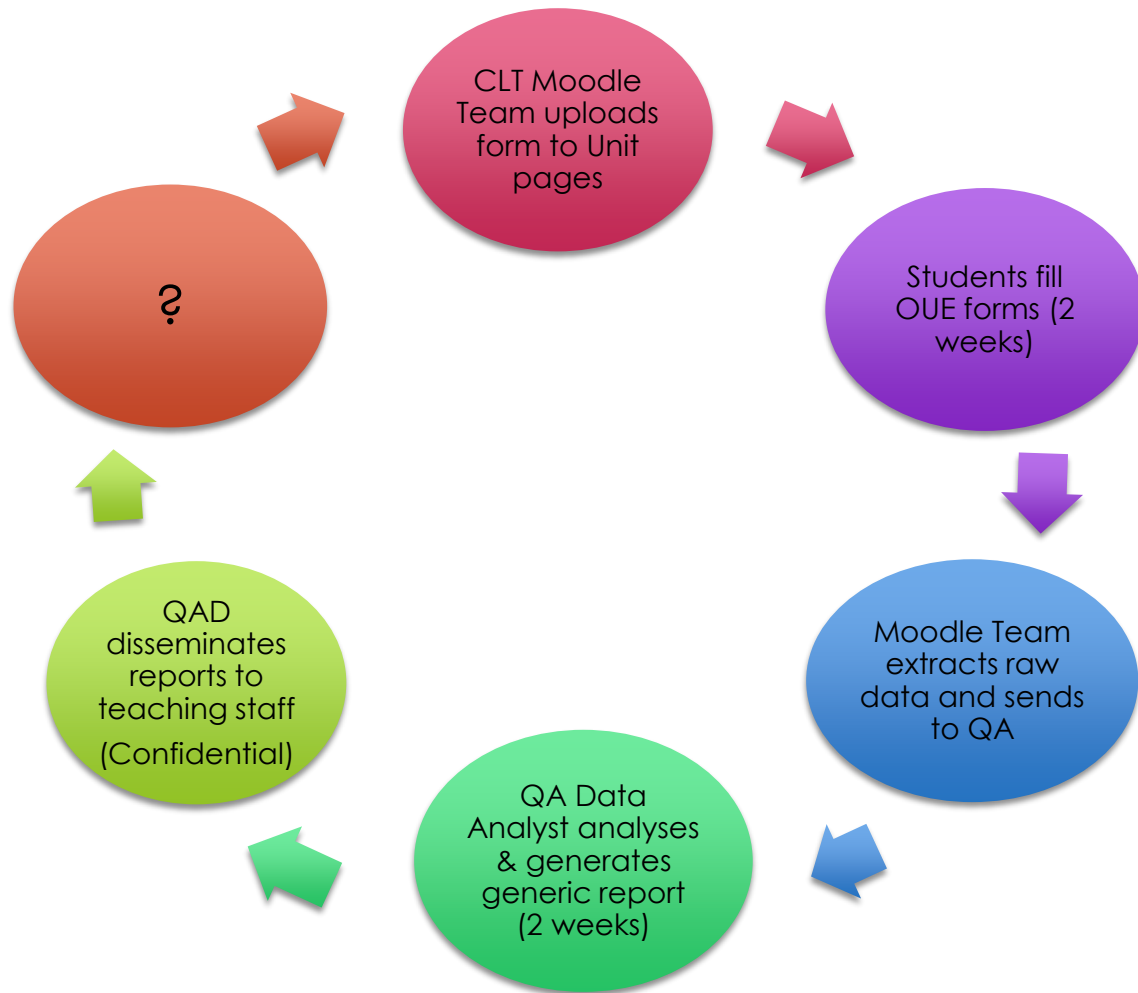
Figure 2: DWU Cycle on Unit Evaluations (Source: Author's Drawing)mks

The Questions

1. I understood the requirements and objectives (i.e., learning outcomes) for the unit.

2. Assessment tasks guided my learning process and performance.

3. I received timely and useful feedback on my work.

4. I learnt new ideas and/or skills.

5. Recommended resources (online, library, textbook, handouts, etc.) were useful to my study.

6. Teaching process supported my learning.

7. Learning activities encouraged my participation.

8. Overall, I was satisfied with the unit's quality.

9. Unit facilitation online (Moodle).

10. Comment freely on aspects of the unit or lecturer not covered by the above items.

Part 3: Response rates

Response(s) per faculty/department

Units that will not be covered in the overall response rate summary

Table 2: Summary of units not covered

Unit Code	Unit Name	Number of Participants	Departments
CA227	Media & Society	33	PGIR/CA(J)
PG418	PNG Economy & Vision 2050	28	CA(J)/PGIR
PG453	Leading & Managing a Change Project	45	PGIR/SRS SW4
PG427	Data Analysis & Research Report	36	SRS 4/SRS SW4
RS428	Family Life	35	SRS 4/SRS SW4
RS422	Pastoral Care for the Sick and Terminally Ill	26	SRS 4/SRS SW4
RS101	**Christian Ethics (L1)**	**95**	**EH/HMSD/CA/PGIR/SRS/THM**
RS101	**Christian Ethics (L2)**	**81**	**EH/HMSD/CA/PGIR/SRS/THM**
BS314	Taxation 2	50	BSM/BSA
BS324	Fundamentals of Financial Management	55	BSA/BSM/HMSD
BS426	Corporate Finance	26	BSA/BSM
BS429	Business Research 2	25	BSA/BSM
BS124	Accounting Foundations 1 (L)	104	THM/BS/HM
BS124	Accounting Foundations 1 (T)	110	THM/BS/HMSD
IS209	Internet Applications	29	THM/CA(J)
IS117	**Computing and Word Processing**	**135**	**EH/HE/HMSD/MD/RS/CA/PGIR/SRS/BS/THM**
IS110	Christian Ethics for Computing Professionals	31	IS/MCS
MC118	Applied Discrete Mathematics		MCS Year 1
EH306	Occupational Health & Safety I	23	EH/HMSD

University Service Units
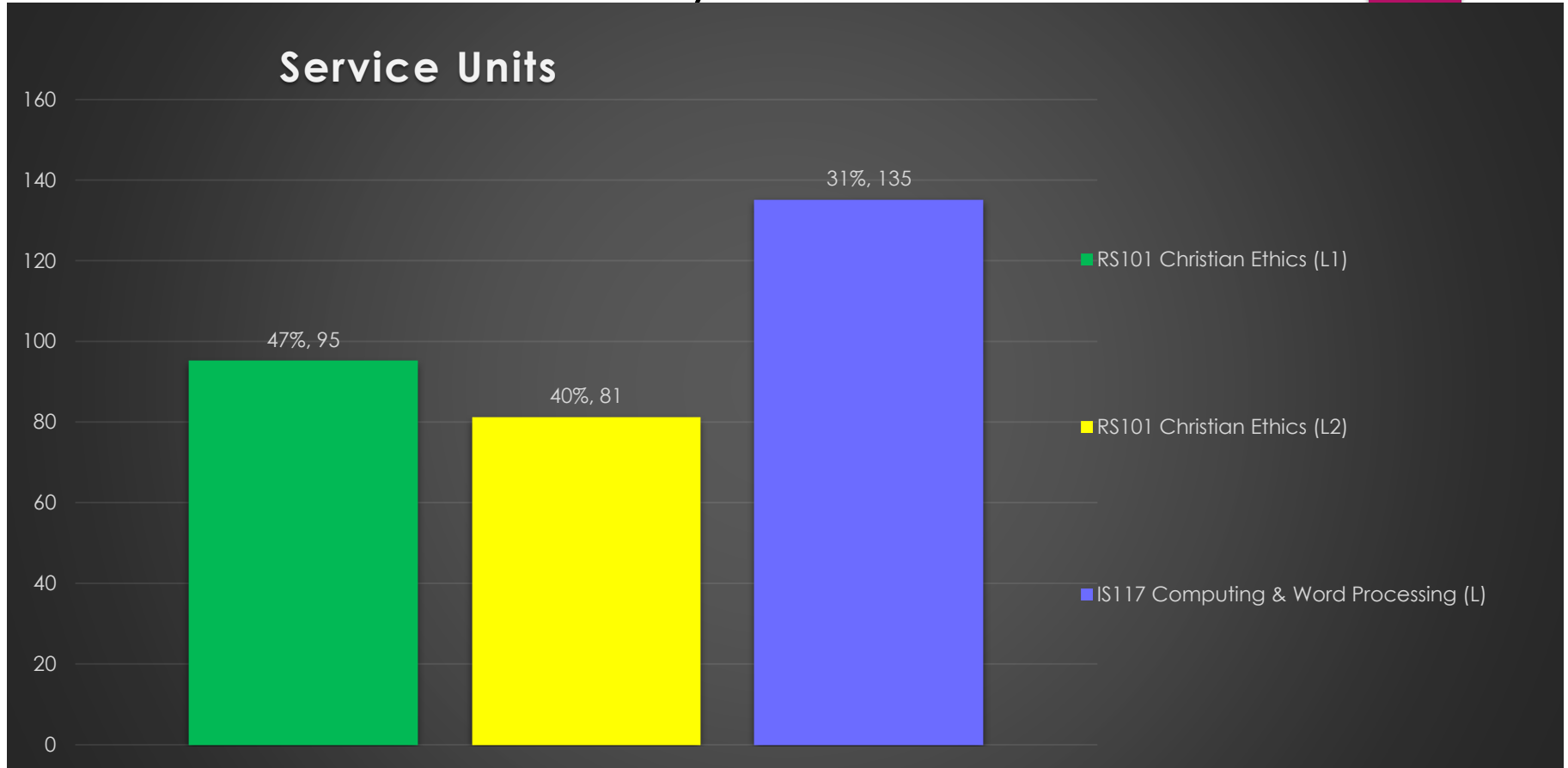
Figure 3: Number & percentage of respondents in year 1 Service Units

Faculty of Arts and Social Sciences
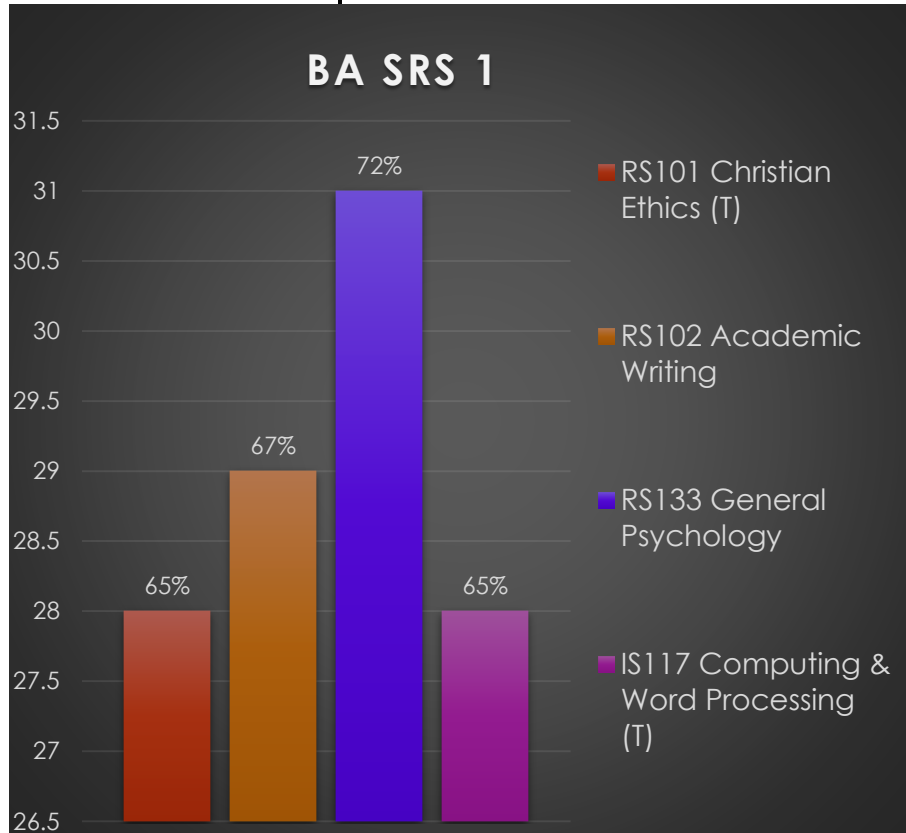# Department of Social and Religious Studies (SRS)

BA SRS 1

- RS101 Christian Ethics (T)
- RS102 Academic Writing
- RS133 General Psychology
- IS117 Computing & Word Processing (T)

65%, 67%, 72%, 65%

Figure 4: Total number of respondents in the year 1 Bachelor of Arts (SRS) program.

BA SRS 2

- RS237 New Testament Literature
- RS239 Social Work: Theory & Practice
- RS247 Pastoral Catechesis & Teaching Practice
- RS249 Church History: Europe and PNG (L)

68%, 1 — 53% — 53% — 62%
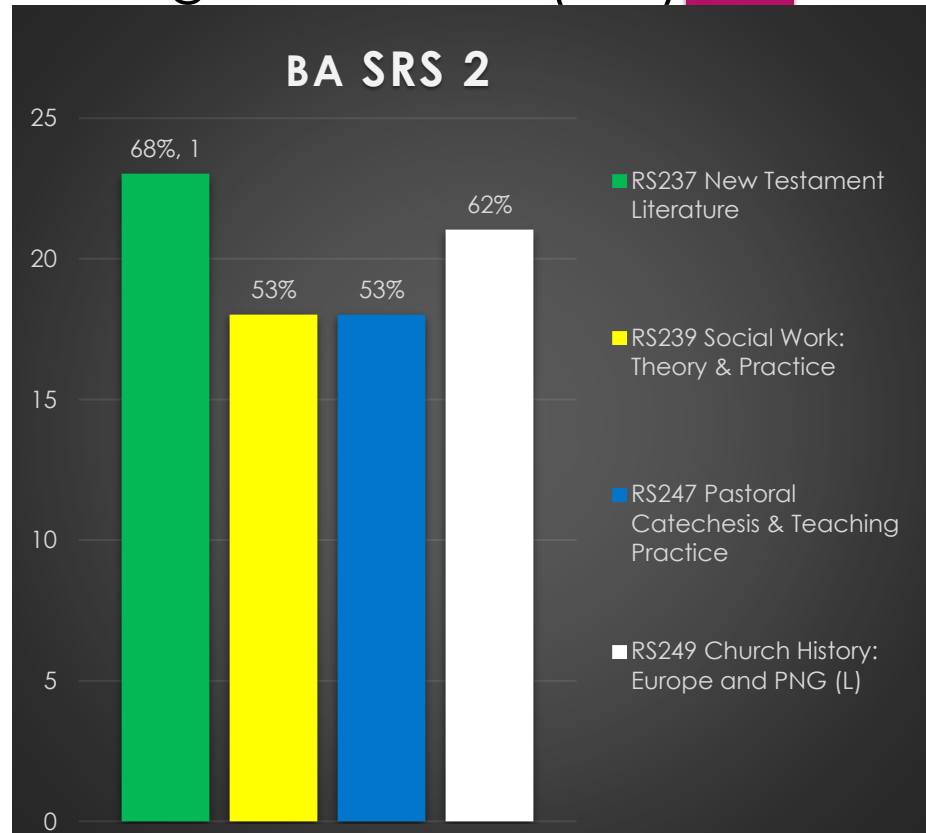
Figure 5: Total number of respondents in the year 2 Bachelor of Arts (SRS) program.

Faculty of Arts and Social Sciences
Department of Social and Religious Studies (SRS)
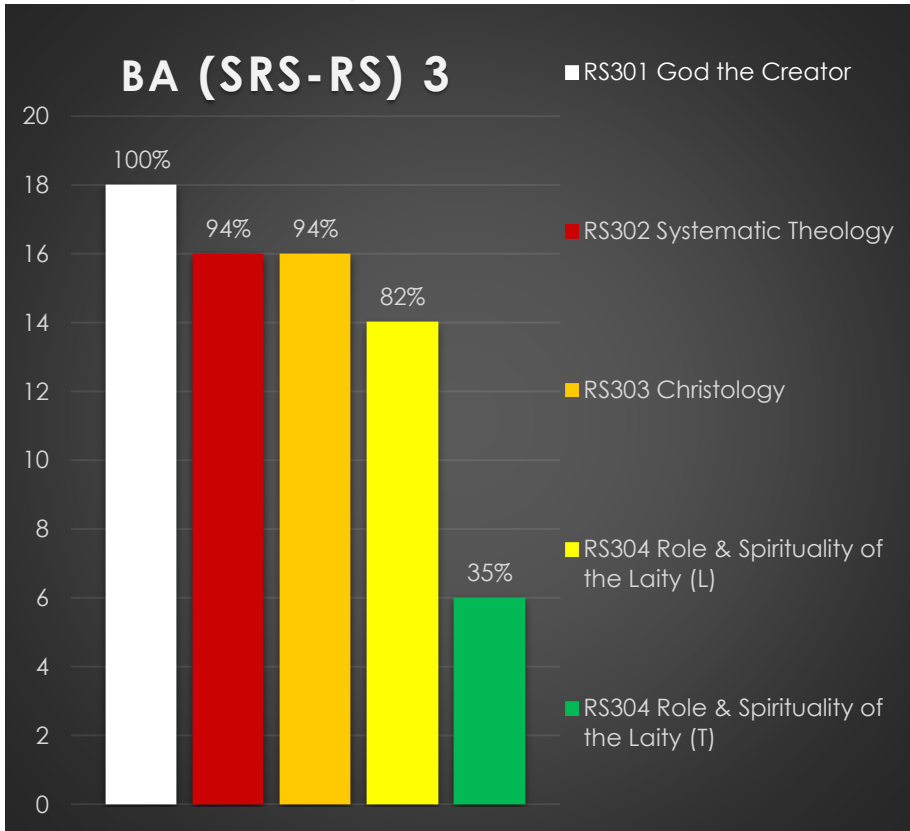
Figure 6: Total number of respondents in the year 3 Bachelor of Arts (SRS) program.
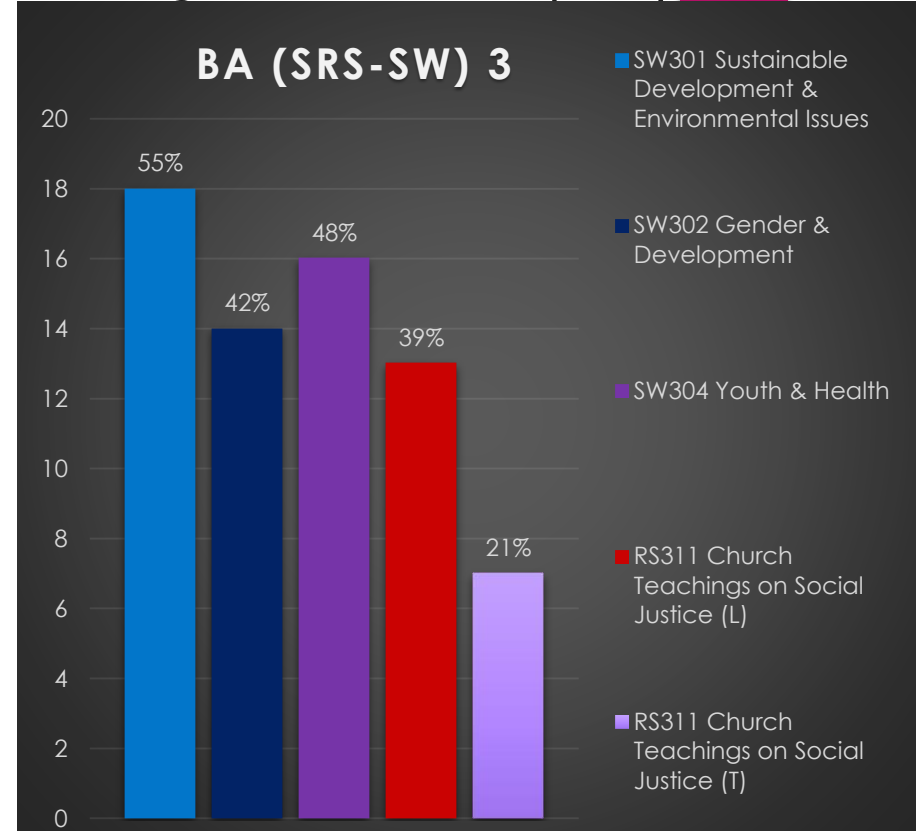
Figure 7: Total number of respondents in the year 3 Bachelor of Arts (SRS-SW) program.

Faculty of Arts and Social Sciences
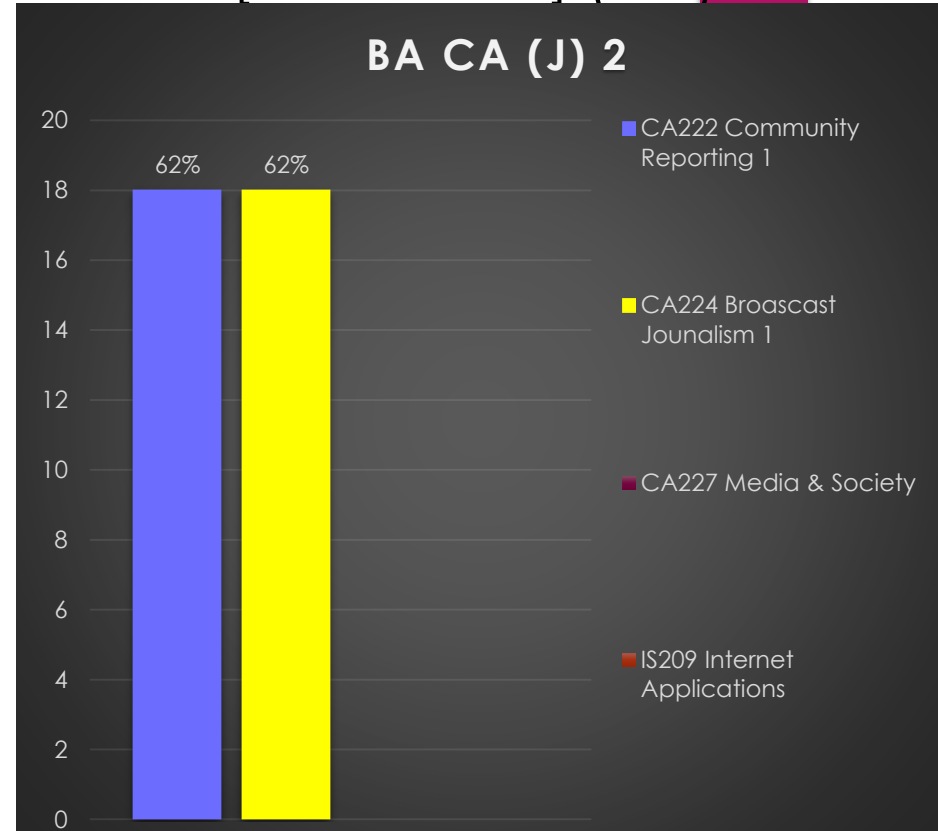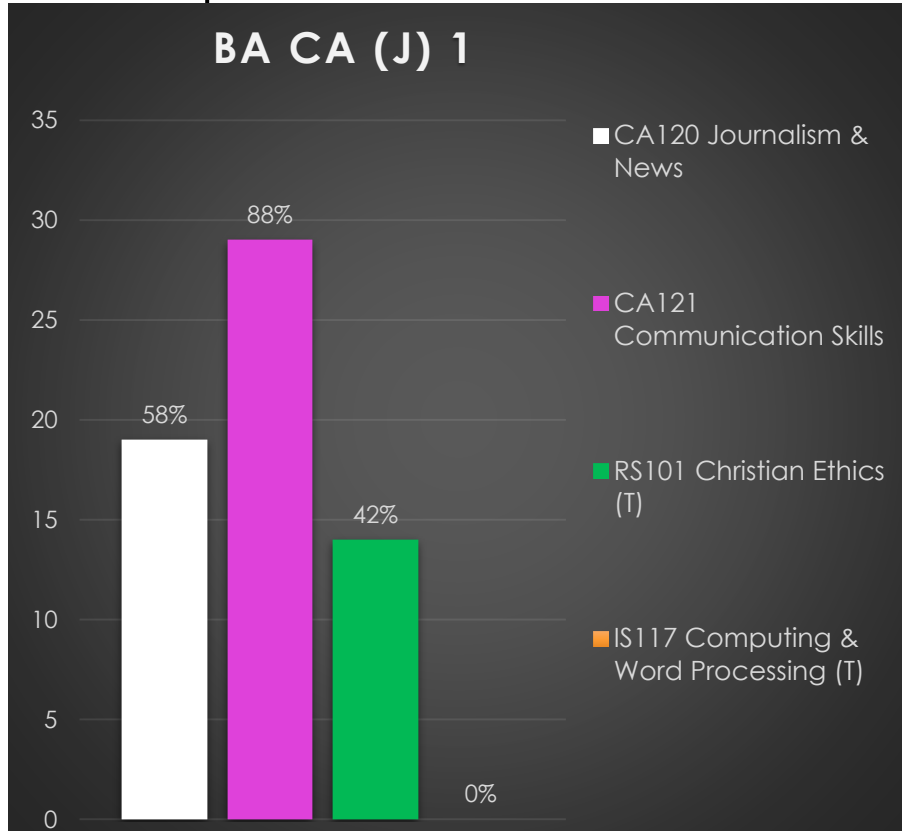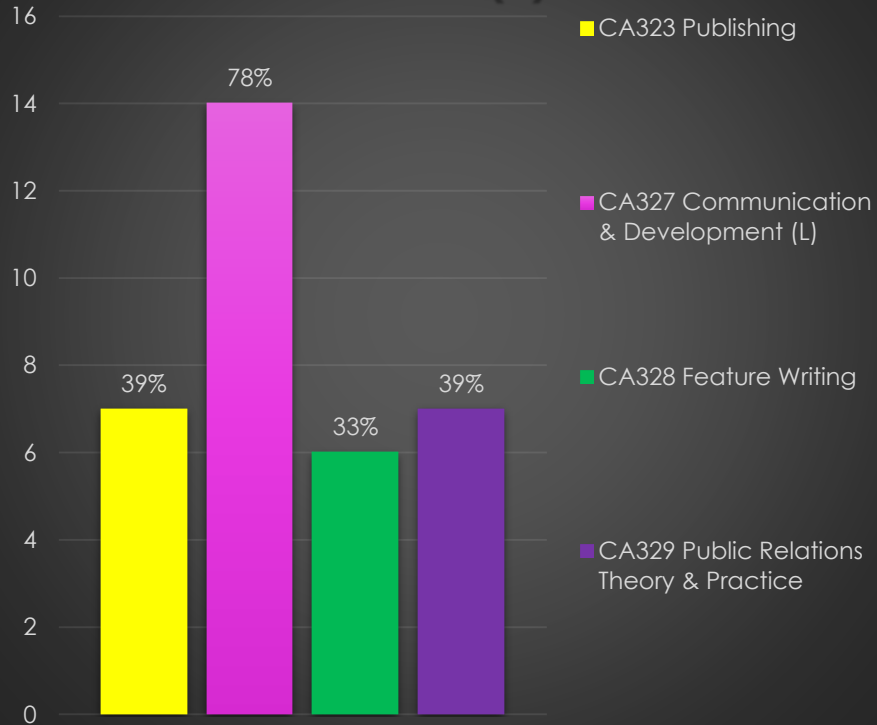# Department of Social and Religious Studies (SRS)
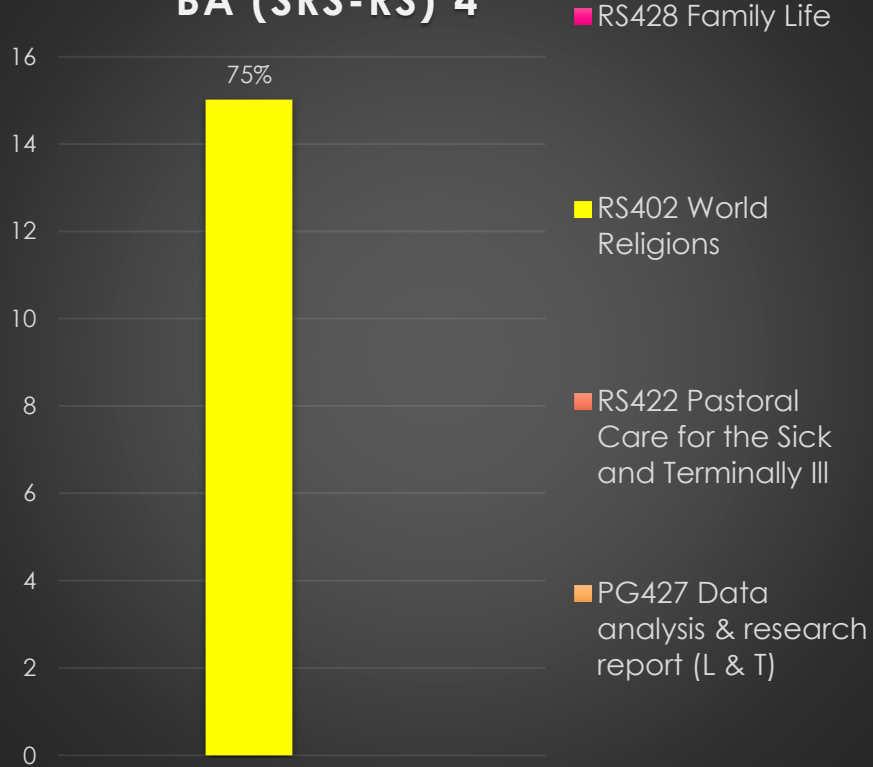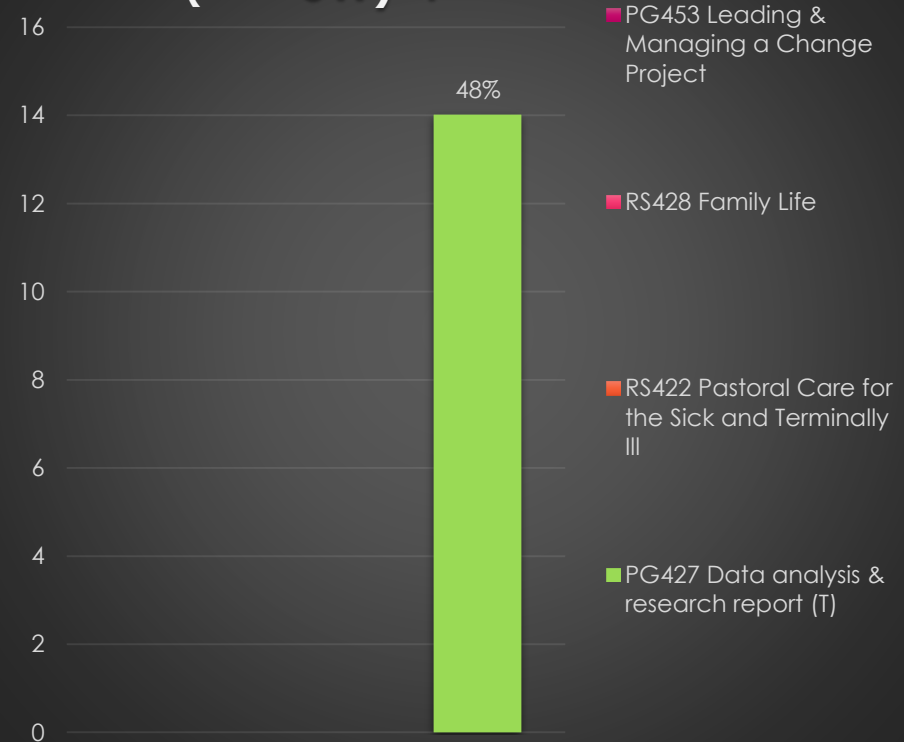
Figure 8: Total number of respondents in the year 4 Bachelor of Arts (SRS) program.

Figure 9: Total number of respondents in the year 4 Bachelor of Arts (SRS-SW) program.

Faculty of Arts and Social Sciences
Department of PNG Studies and International Relations (PGIR)
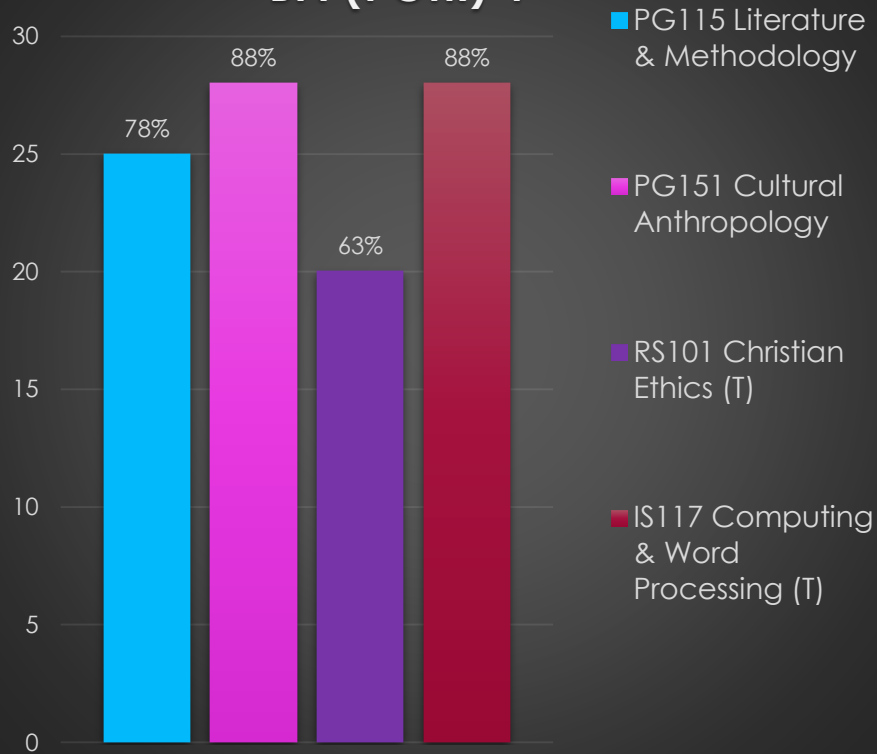
Figure 10: Total number of respondents in the year 1 Bachelor of PNG Studies and International Relations (PGIR) program.
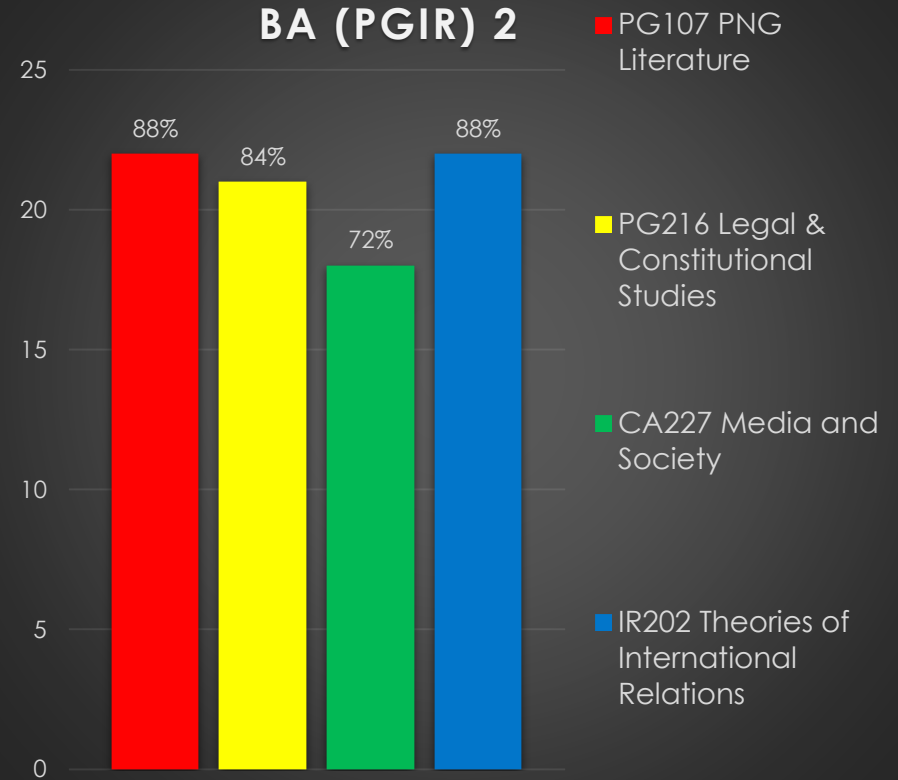
Figure 11: Total number of respondents in the year 2 Bachelor of PNG Studies and International Relations (PGIR) program.

Faculty of Arts and Social Sciences
Department of PNG Studies and International Relations (PGIR)
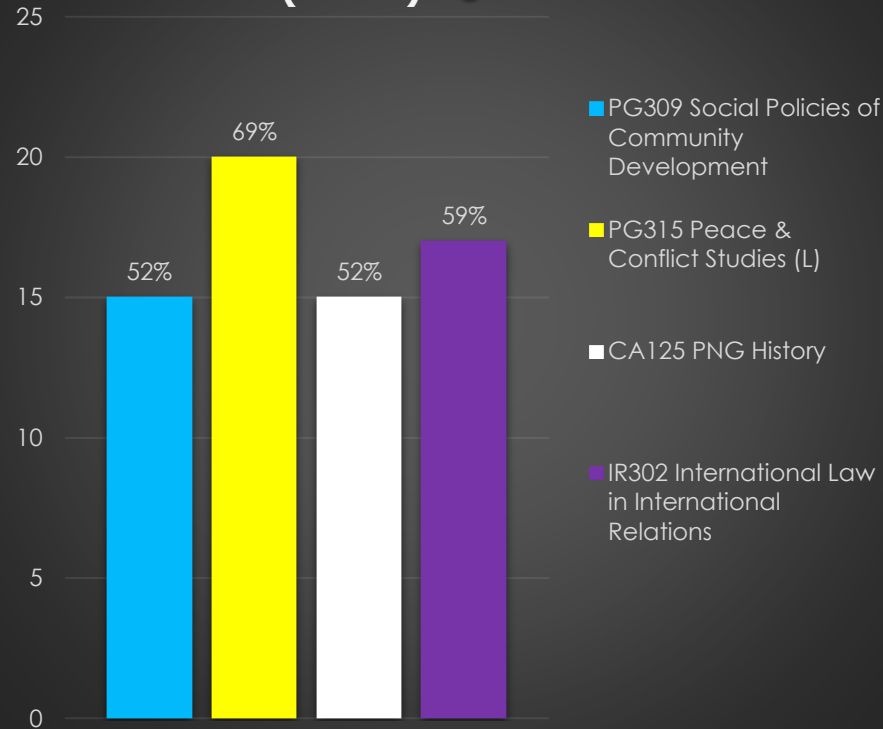
Figure 12: Total number of respondents in the year 3 Bachelor of PNG Studies and International Relations (PGIR) program.
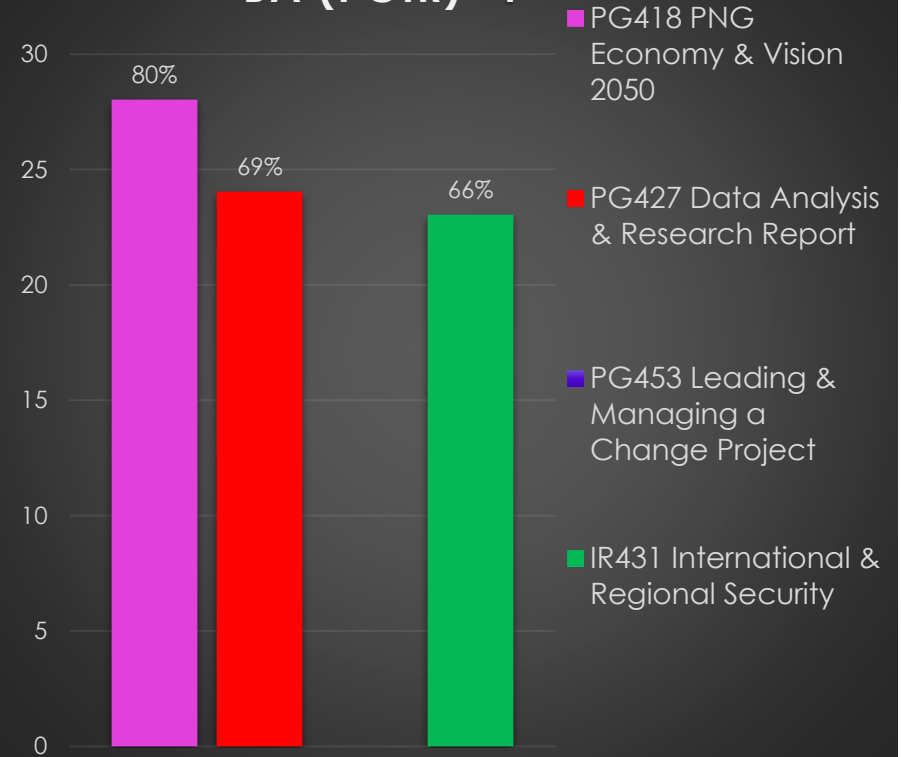
Figure 13: Total number of respondents in the year 4 Bachelor of PNG Studies and International Relations (PGIR) program.

Faculty of Arts and Social Sciences
Department of Communication Arts [Journalism] (CA)

Figure 14: Total number of respondents in the year 1 Bachelor of Communication Arts (CA) program.

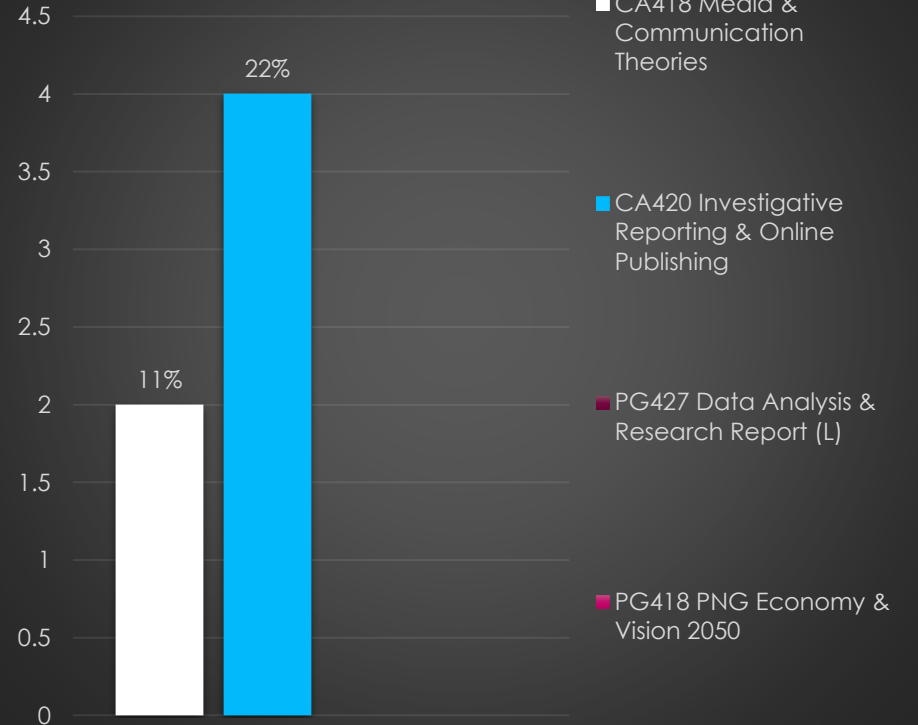Figure 15: Total number of respondents in the year 2 Bachelor of Communication Arts (CA) program.

Faculty of Arts and Social Sciences
Department of Communication Arts [Journalism] (CA)

Figure 16: Total number of respondents in the year 3 Bachelor of Communication Arts (CA) program.

Figure 17: Total number of respondents in the year 4 Bachelor of Communication Arts (CA) program.

Faculty of Business and Informatics
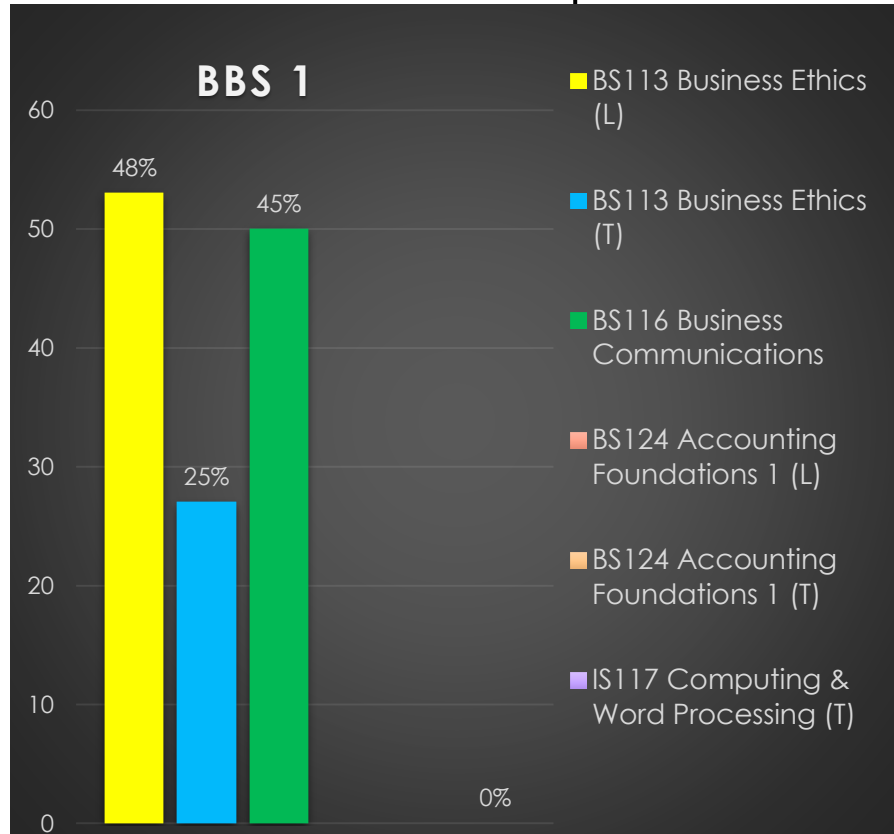# Department of Business Studies (BS)

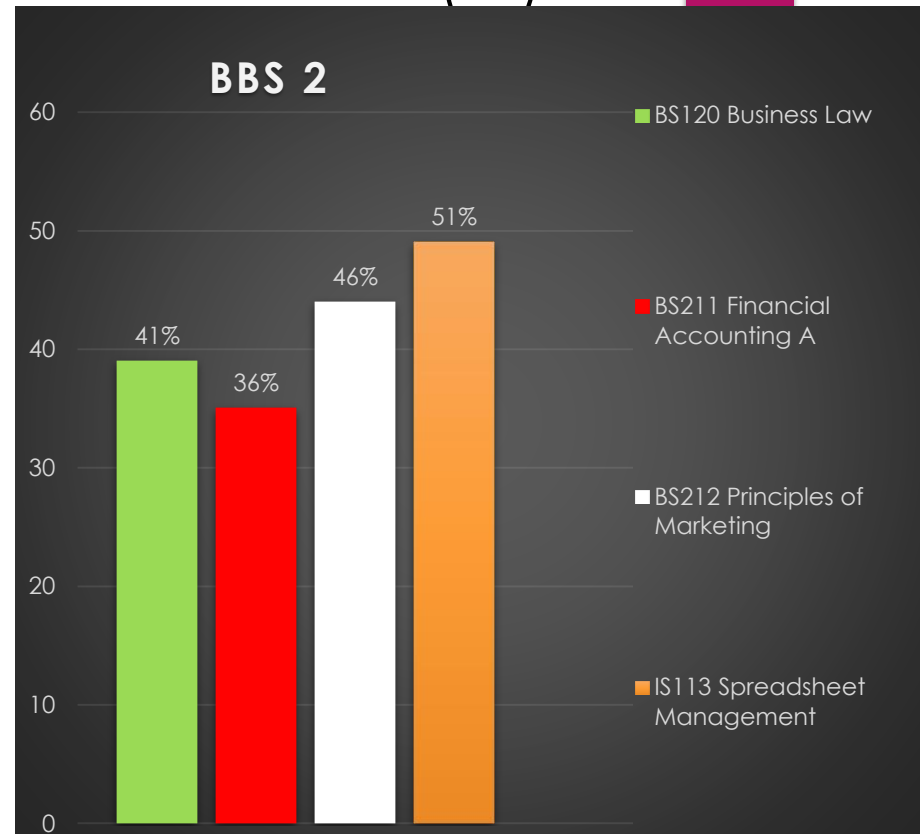*Figure 18: Total number of respondents in the year 1 Bachelor of Business Studies (BS) program.*

Figure 19: Total number of respondents in the year 2 Bachelor of Business Studies (BS) program.

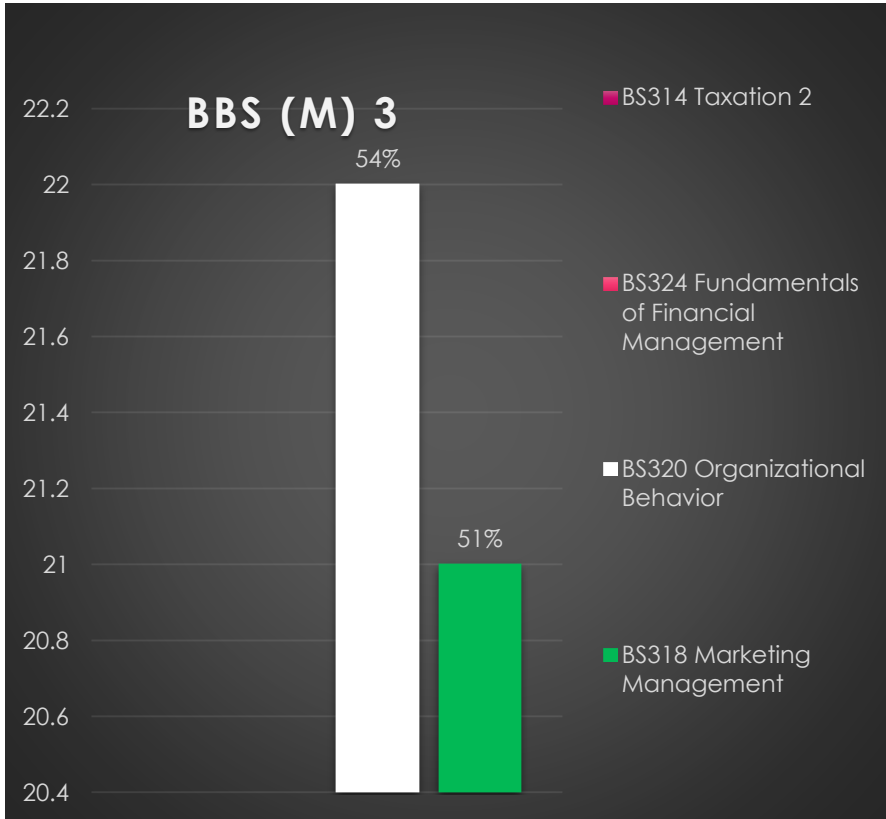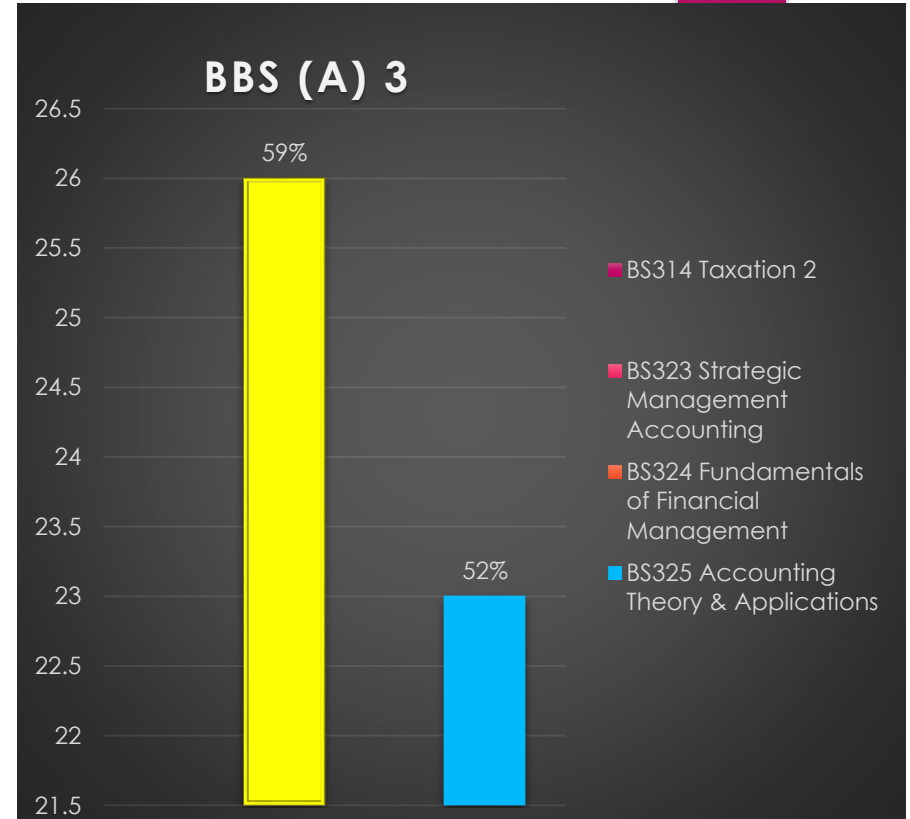# Faculty of Business and Informatics
Department of Business Studies (BS)

Figure 20: Total number of respondents in the year 3 Bachelor of Business Studies (BSM) program.

Figure 21: Total number of respondents in the year 3 Bachelor of Business Studies (BSA) program.

Faculty of Business and Informatics
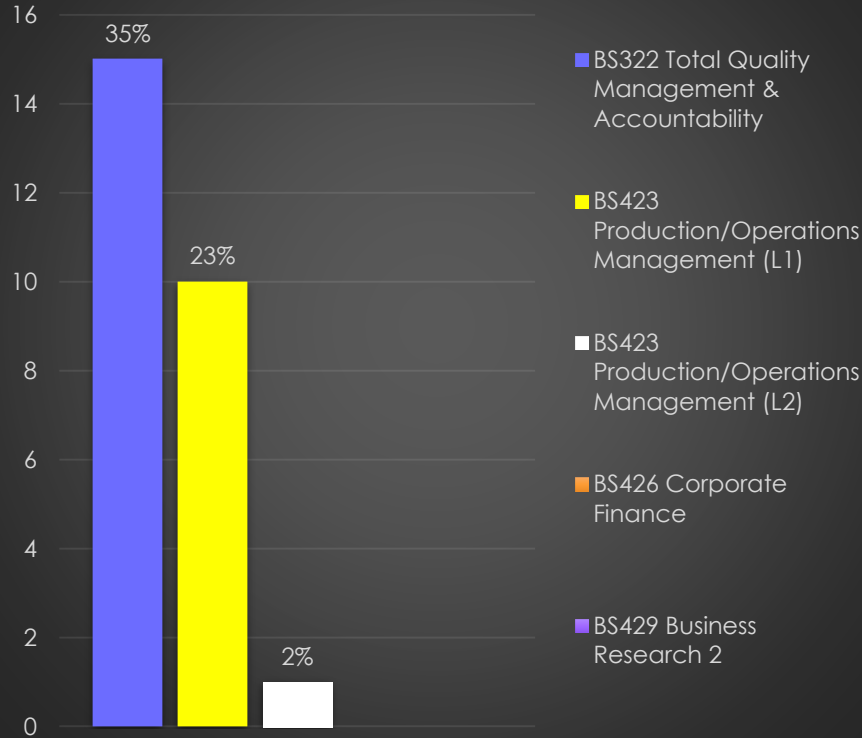# Department of Business Studies (BS)

Figure 22 :Total number of respondents in the year 4 Bachelor of Business Studies (BSM) program.
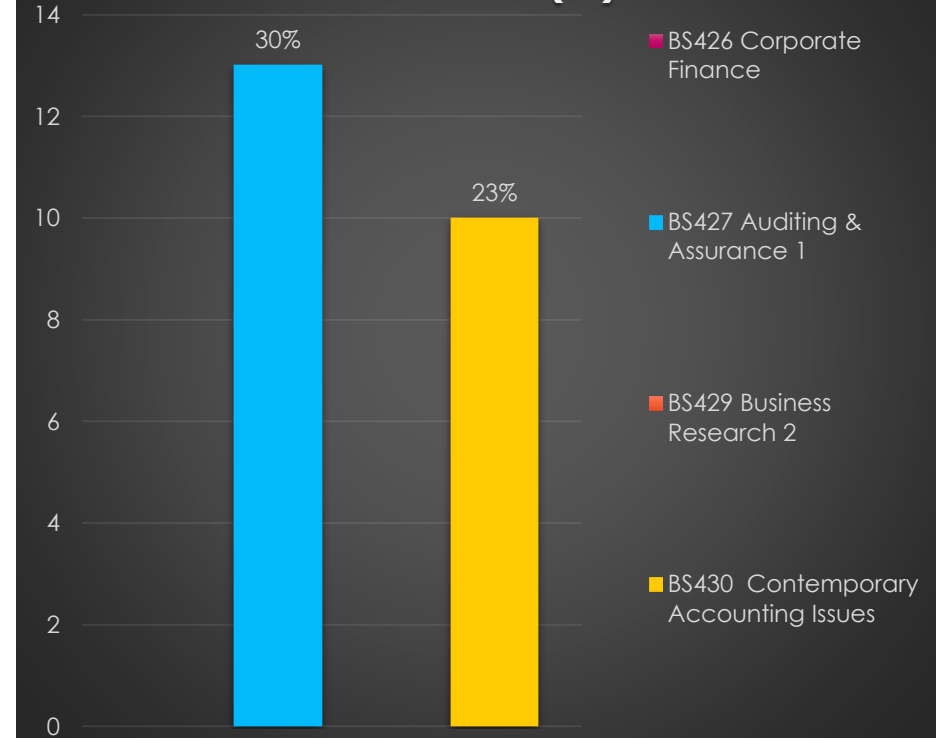

Figure 23: Total number of respondents in the year 4 Bachelor of Business Studies (BSA) program.

BS Action Steps

The following actions have been and will be taken within the BS department to improve teaching and learning as well as achieve a high rate of students completing OUE every semester.

- Upload BS Response Letter to OUE into Moodle on all BS units page.
- Present BS Response letter on OUE to students during staff and students' department meetings. Explain thoroughly on action staff plan to carry out after receiving their comments.
- Facilitate mid-semester evaluations for continuous improvement.
- Encourage students to ask questions and actively participated in classes.
- Take note of students who don't do well in assessments and encourage them to improve in future assessments.
- Provide extra consultation to those academically weak students so they don't feel left out.
- Take attendance records in all classes to monitor students who don't attend classes and follow up.
- Allocate 20 minutes in all BS classes in week 14 for students to participate in OUE. Staff to make sure all students participate during that 20 minutes allocated.

Thank you
BS Team

Summary of BS Performance - Action Steps

❑ BS1 and BS2 response rates were below 50%

❑ Overall BSM4 and BSA4 returned responses below 50%

❑ Compared to results from 2021, response rates remain consistently low

❑ More effort needed to carry out BS department Action Steps for OUEs

❑ The department and faculty are encouraged to ensure monitoring and evaluating of staff Action Plans

Faculty of Business and Informatics
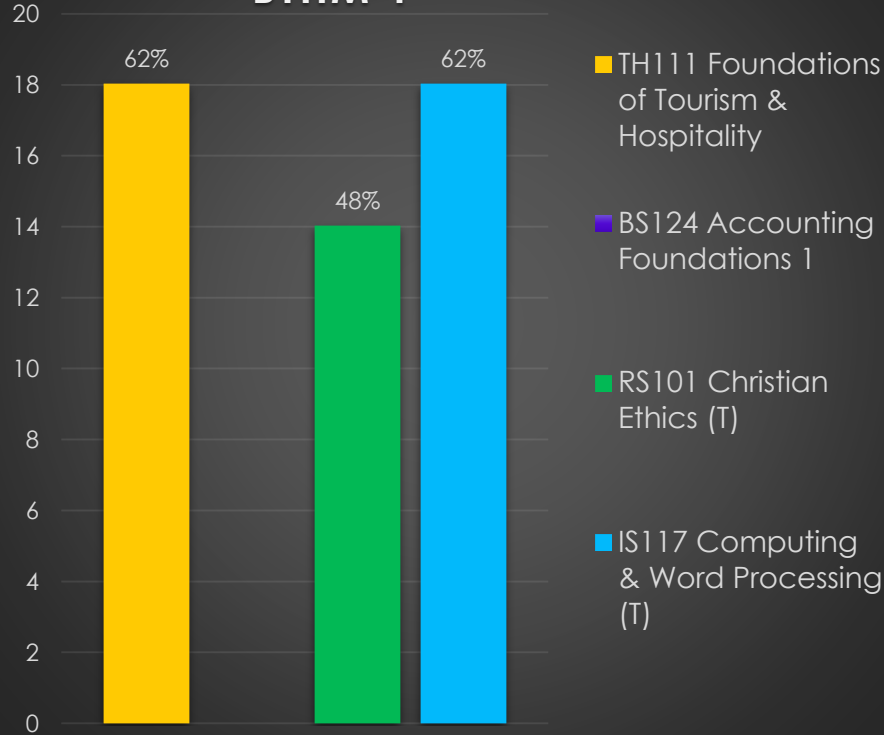## Department of Tourism and Hospitality Management (THM)

Figure 24: Total number of respondents in the year 1 Bachelor of Tourism and Hospitality Management (THM) program.
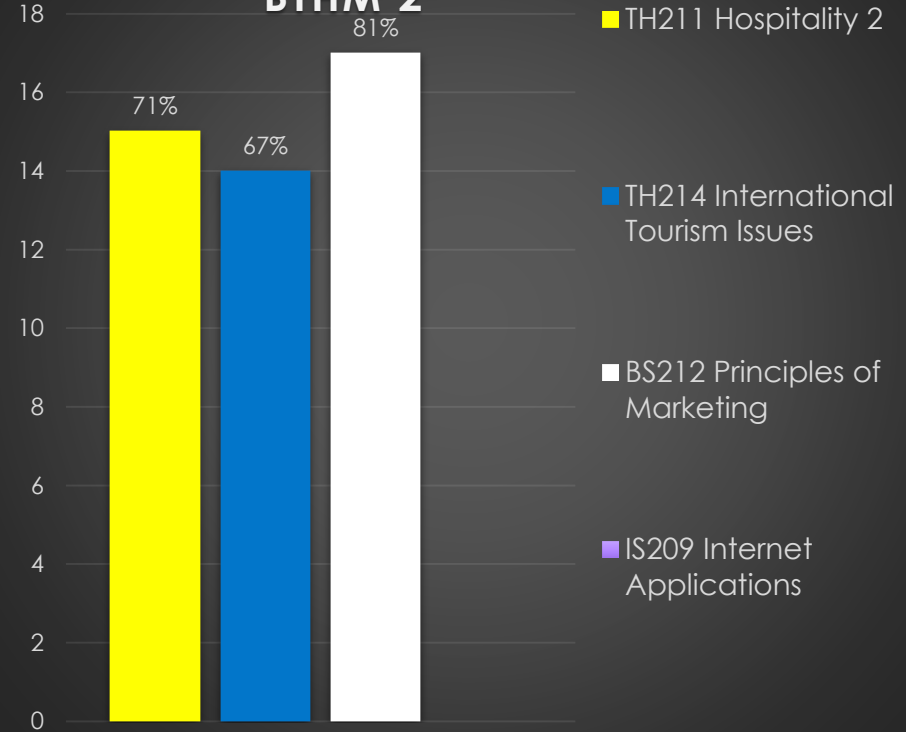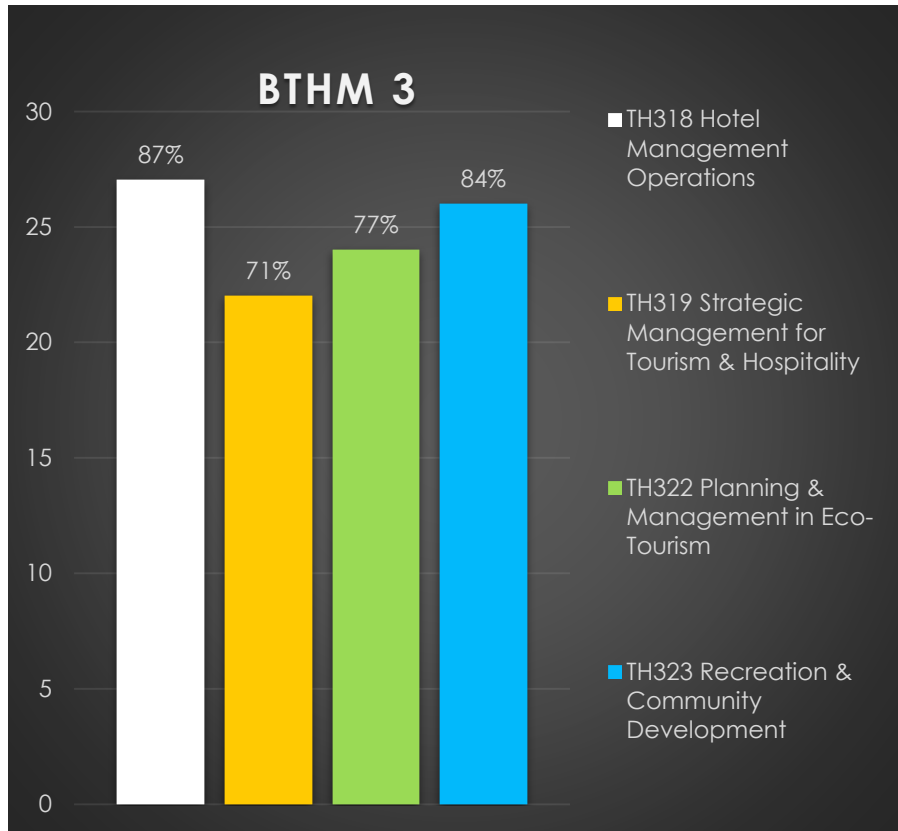

Figure 25: Total number of respondents in the year 2 Bachelor of Tourism and Hospitality Management (THM) program.

Faculty of Business and Informatics
Department of Tourism and Hospitality Management (THM)

Figure 26: Total number of respondents in the year 3 Bachelor of Tourism and Hospitality Management (THM) program.
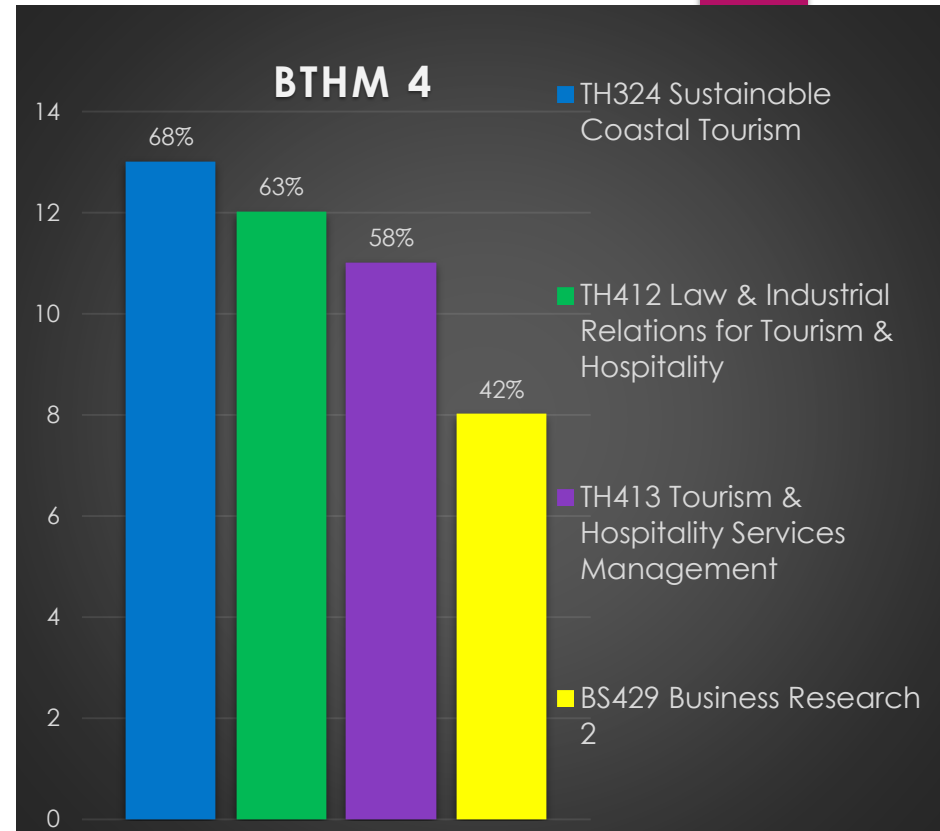
Figure 27: Total number of respondents in the year 4 Bachelor of Tourism and Hospitality Management (THM) program.

THM Action Steps

THM Department understands the importance of students participating and completing the online unit evaluations (OUE). It values the process as a vital instrument in improving and enhancing the program. As a way forward to ensure students improve in their participation to complete the online unit evaluations, the department will take the following steps:

- THM Department will orient its students on the importance of completing and submitting the OUE. This will be done during the department's student forum and get together which is planned for 25th March 2022.
- Remind students to complete the OUE forms for the various units they take in weeks 11 and 12.
- Remind them again during class when the OUE process is accessible to students
- Allocate time during class for students to complete the OUE process

Above are the necessary measures the department will consider to encourage more of its students to complete the OUE process.

Thank you,
Dr Fiona N'Drower

Summary of THM Performance - Action Steps

- ❑ Overall THM scored high response rates of mostly 50% and above
- ❑ Compared to 2021 results
  - ❖ There has been a high increase in most units
  - ❖ Improvement shown
- ❑ The department Action Steps has had positive impact on OUE response rates
- ❑ The department is commended for its effort and time in attempting to complete the cycle

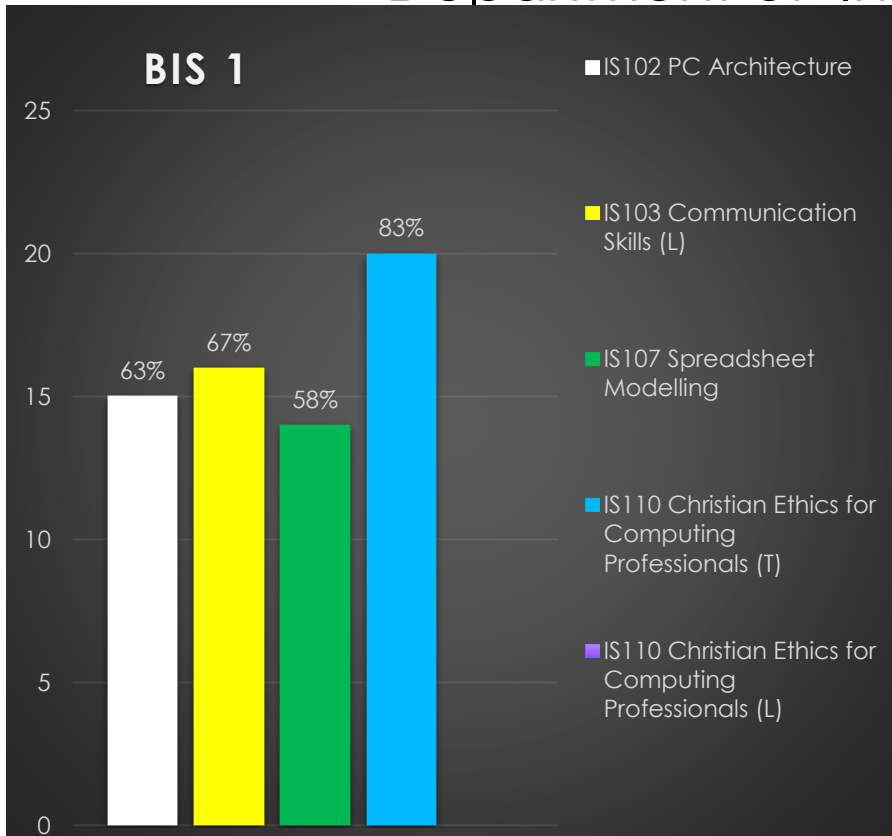# Faculty of Business and Informatics
Department of Information Systems (IS)

Figure 28: Total number of respondents in the year 1 Bachelor of Information Systems (IS) program.
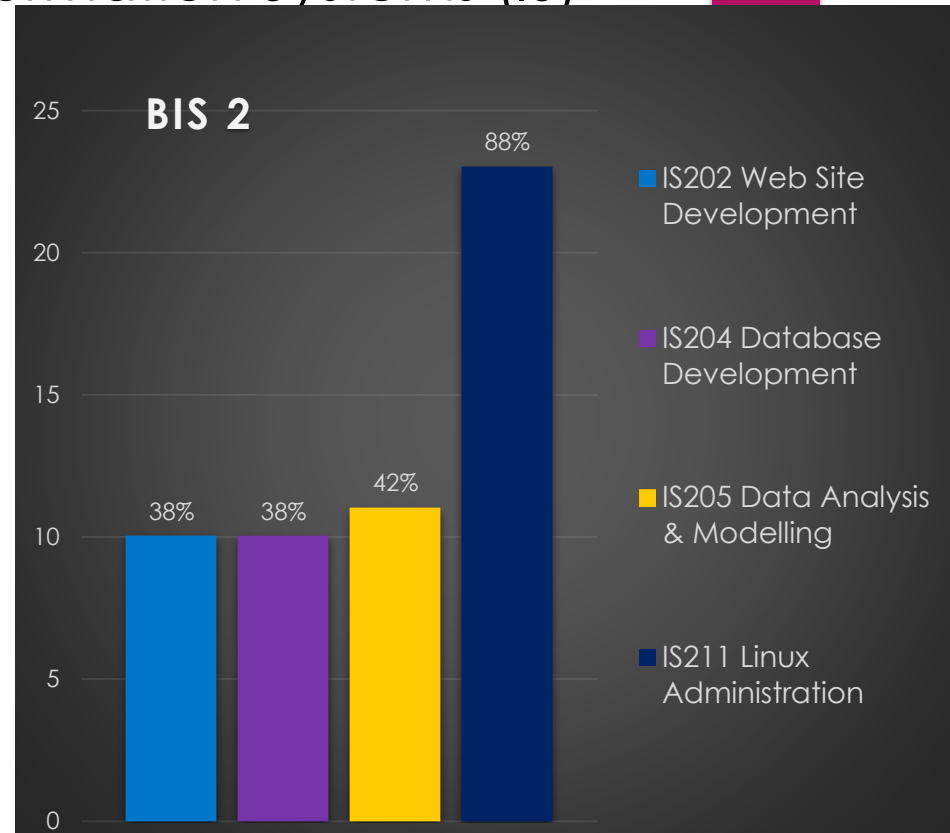

Figure 29: Total number of respondents in the year 2 Bachelor of Information Systems (IS) program.

Faculty of Business and Informatics
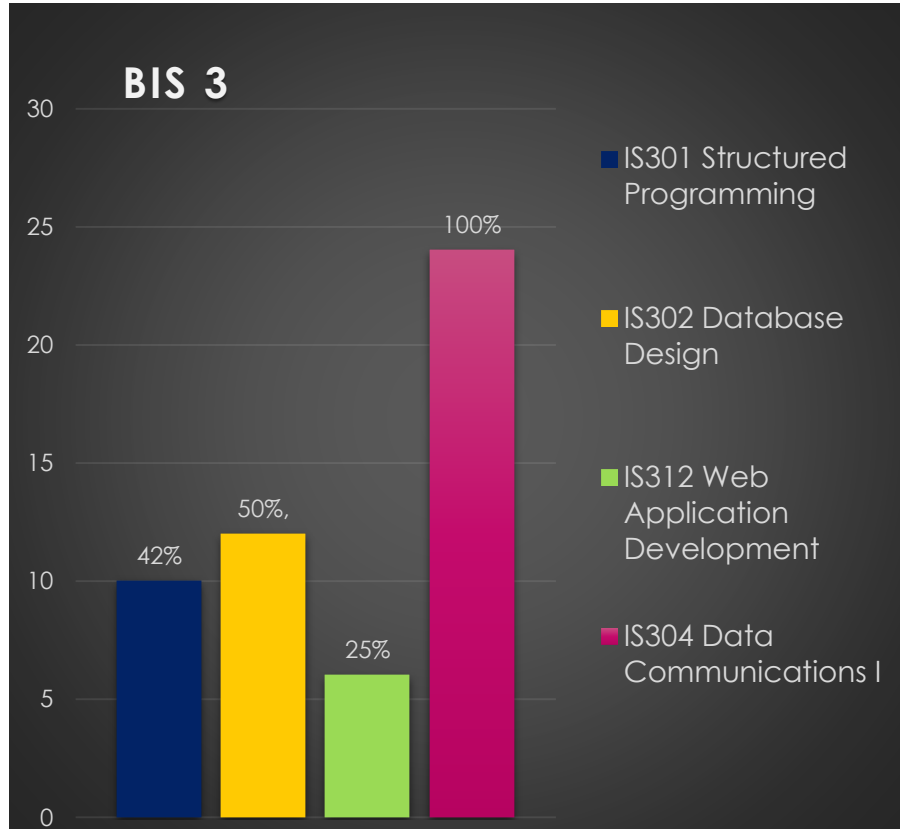# Department of Information Systems (IS)

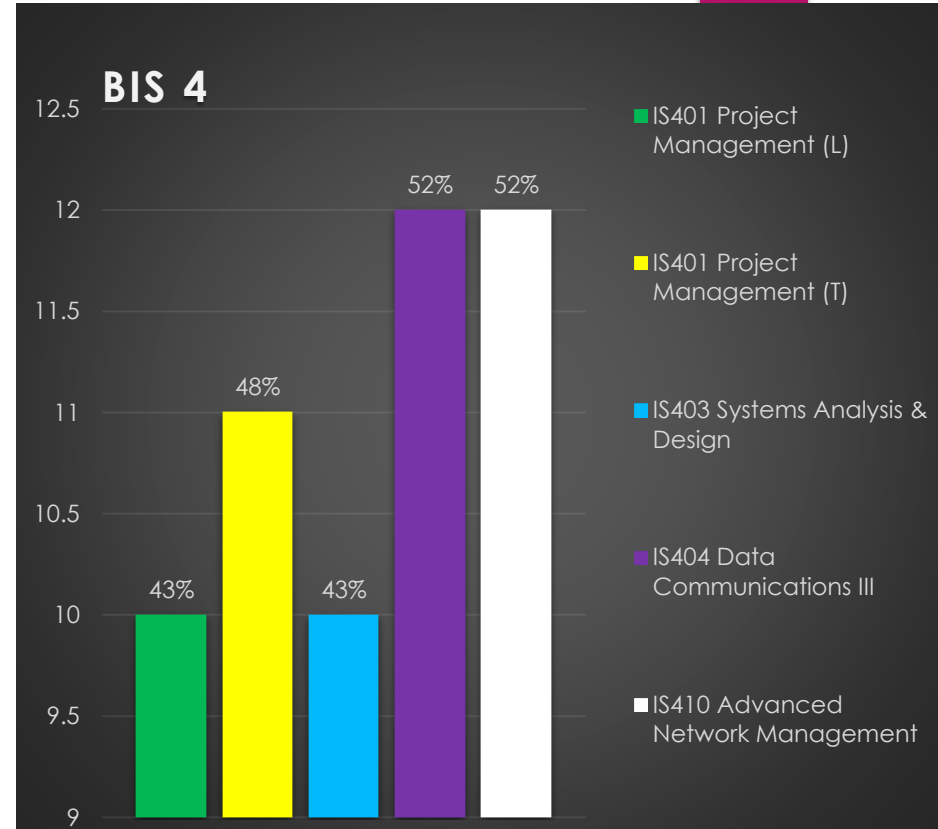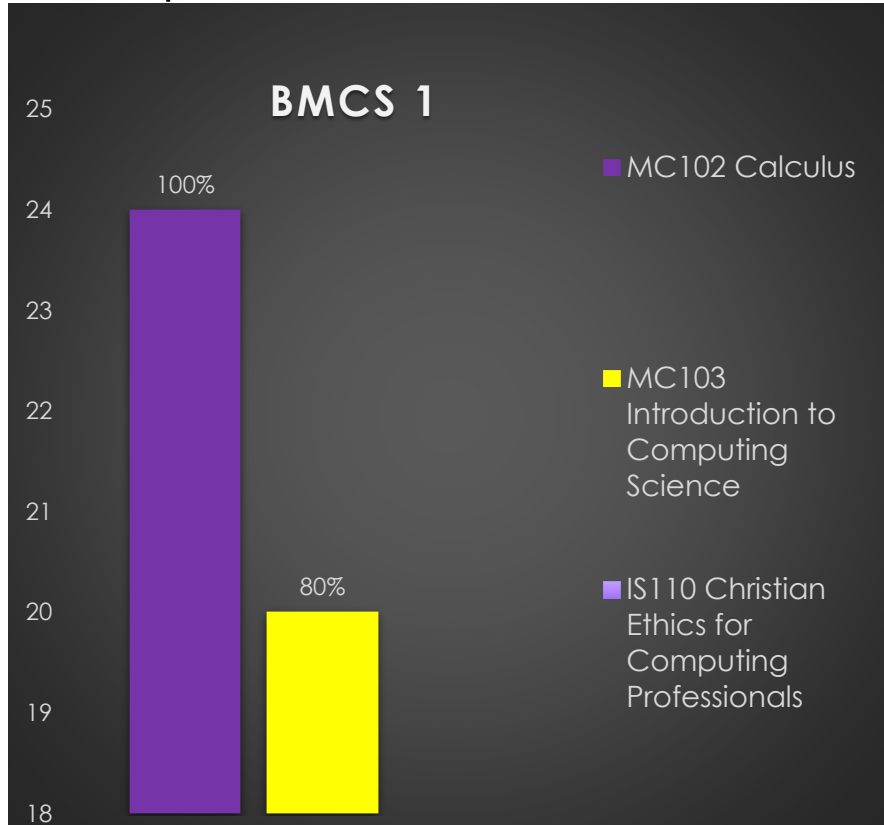Figure 30: Total number of respondents in the year 3 Bachelor of Information Systems (IS) program.

Figure 31: Total number of respondents in the year 4 Bachelor of Information Systems (IS) program.

IS Action Steps

The department plans to improve the students' response rates in 2022 online unit evaluations. The action plan in the table below includes planned strategies activities.

STRATEGY	ACTIVITY	WHO IS RESPONSIBLE	TIMELINE
Early reminders	Remind students 2 - 3 weeks before the evaluation period	Year Level Coordinators (send reminders)	Week 13
Mid-semester notifications	Notify students in class about the importance of their responses to unit evaluation.	Lecturer in charge of units (notify students)	Week 7
Link to an assessment	Link the unit evaluation to an assessment item like a final exam or major project submission	Lecturer in charge of units (link evaluation to assessment item and advise students)	Week 13 or week 16
Stressing the importance of evaluation	Stress the importance of unit evaluations in department forums or discuss the OUE response letter to students so that they understand how they are being used and believe that their opinions matter	Year Level Coordinators (stress in mini student forums), HOD stress (in general department forums and discuss response letter)	Week 7 (department general student forum) Weeks 5 and 10 (department mini forums)

Ms Maryanne Bagore
Head of IS Department

Summary of IS Performance - Action Steps

❑ IS year 1 has done well – all 4 units returning over 50%

❑ IS year 2: 3 units returned well below 50%

❑ IS year 3: 3 units scored below 50% whilst 1 unit returned 100% rating, hence the inconsistency

❑ IS year 4: All 5 units returned between 43-52% response rates

❑ Compared to 2021 slight improvement but more room for improvement

❑ The department and faculty are encouraged to ensure monitoring and evaluating of staff Action Plans

Faculty of Business and Informatics
Department of Mathematics and Computing Science (MCS)

Figure 32: Total number of respondents in the year 1 Bachelor of Mathematics and Computing Science (MCS) program.
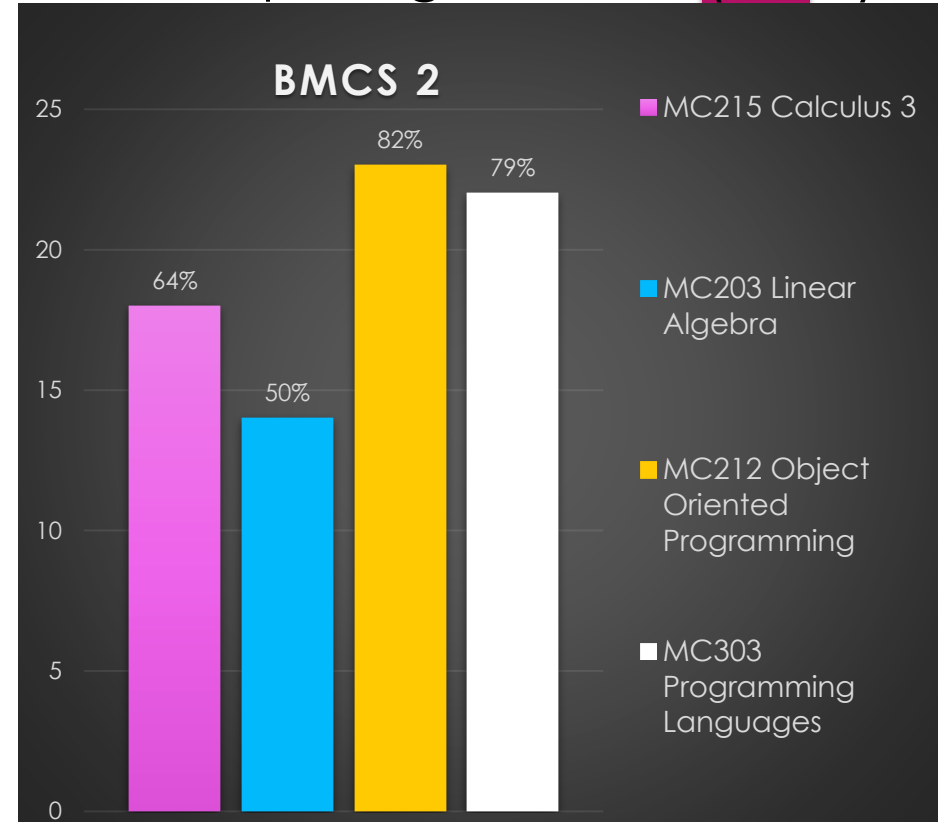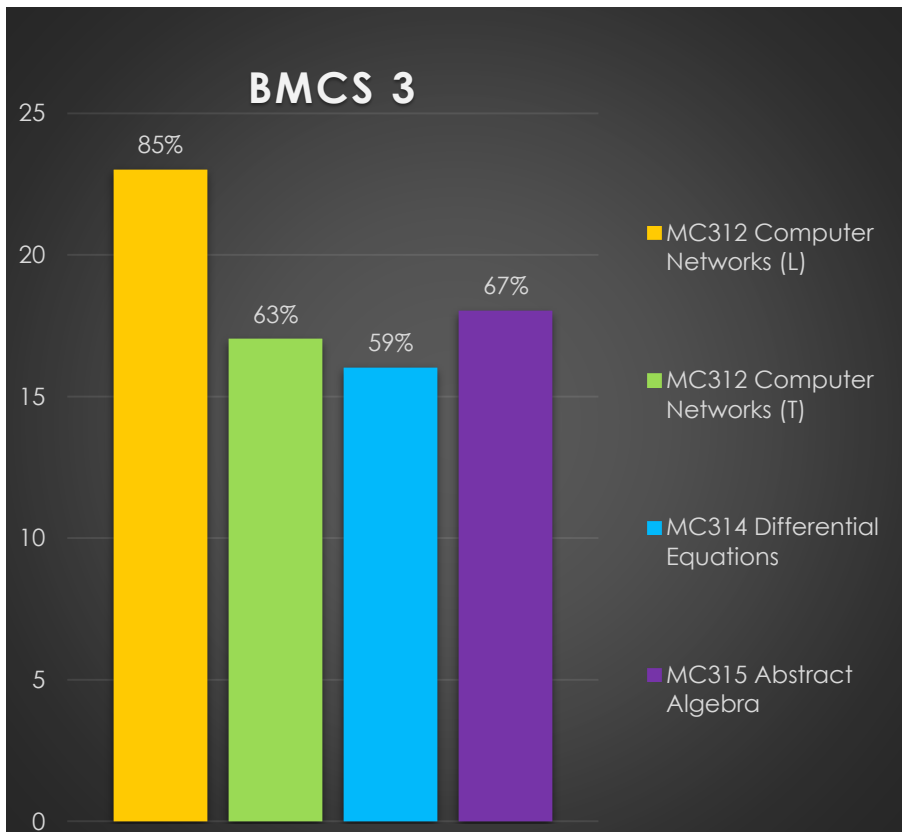

Figure 33: Total number of respondents in the year 2 Bachelor of Mathematics and Computing Science (MCS) program.

Faculty of Business and Informatics
Department of Mathematics and Computing Science (MCS)

Figure 34: Total number of respondents in the year 3 Bachelor of Mathematics and Computing Science (MCS) program.
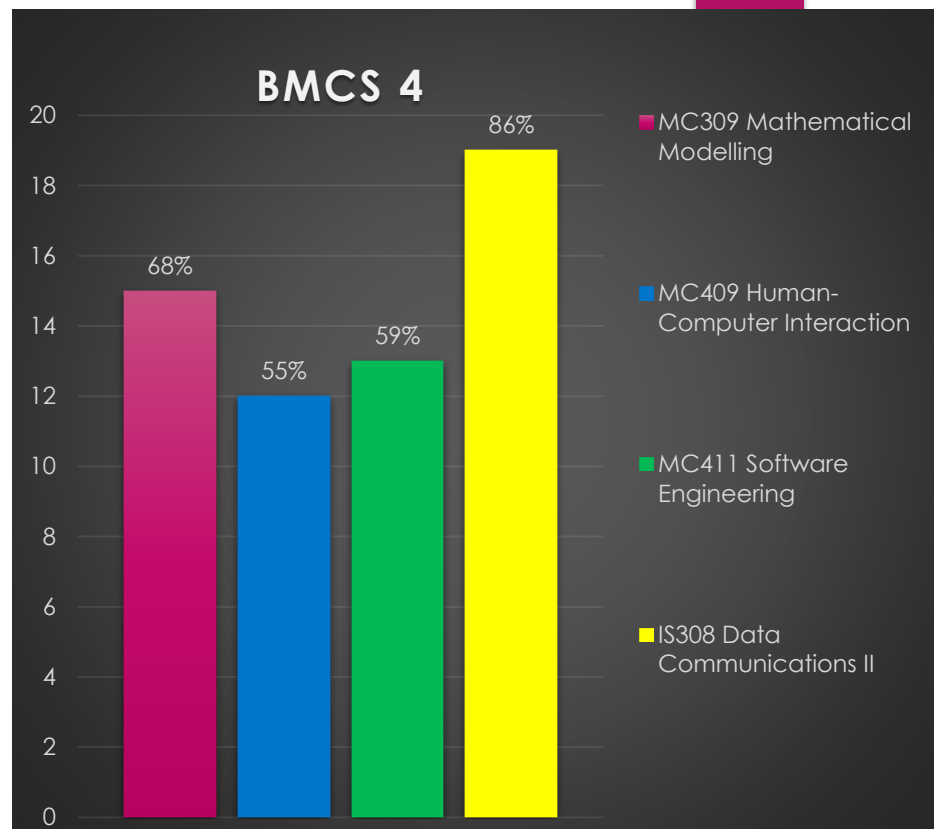

Figure 35: Total number of respondents in the year 4 Bachelor of Mathematics and Computing Science (MCS) program.

MCS Action Steps

Below are suggestions and comments from MCS staff to improve and increase the response rates of OUE for MCS units;

- Allocate some minutes during class for the student to do the OUE and check to ensure that students attempting the OUE during that time.
- Allocate some minutes before a quiz/test is given as most of the students will be present.
- HoD and staff will send reminder emails to students to take the OUE.
- HoD will request staff to provide updates on the OUE progress.
- Educate the students about the importance of the OUE as the feedback will help staff to improve the quality of their teaching as per the response plans.

Compiled by:

Mr Cyril Sarsoruo
Head of MCS Department

Summary of MCS Performance - Action Steps

- ❑ MCS Year 1- high response rates with 1 unit returning 100%
- ❑ MCS Years 2, 3 & 4: All units returned well above 50% response rates
- ❑ Compared to 2021, great improvement through increase in response rates for all units
- ❑ The department Action Steps has had positive impact on OUE response rates
- ❑ The department is commended for its effort and time in attempting to complete the cycle

Faculty of Medicine and Health Sciences
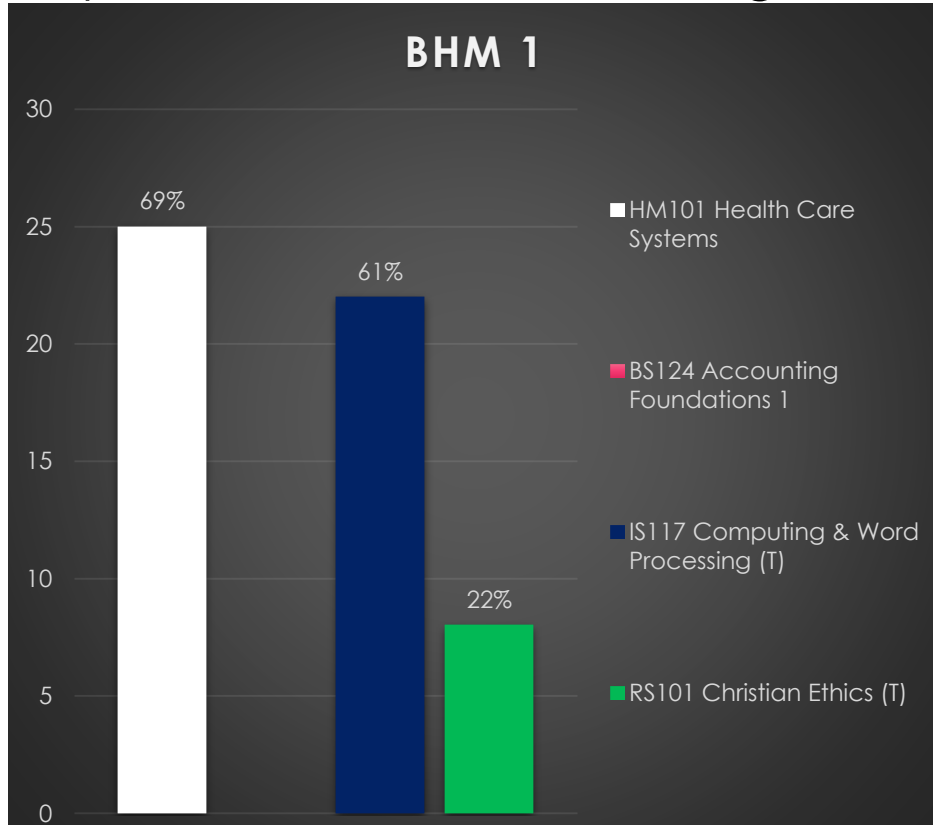## Department of Health Management and Systems Development (HMSD)
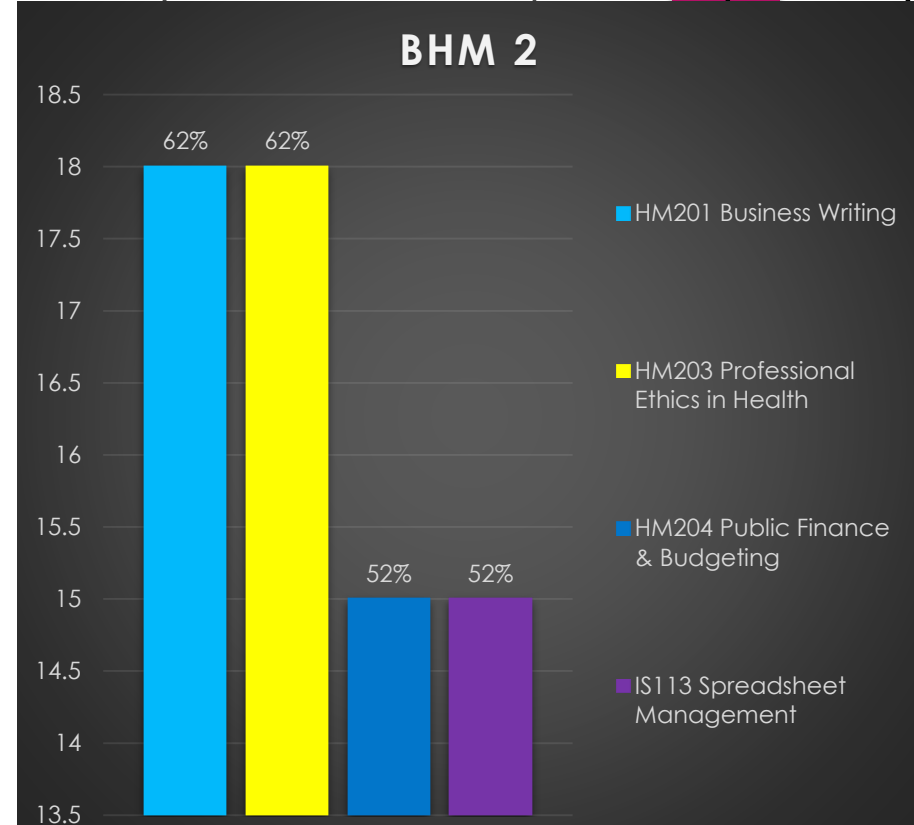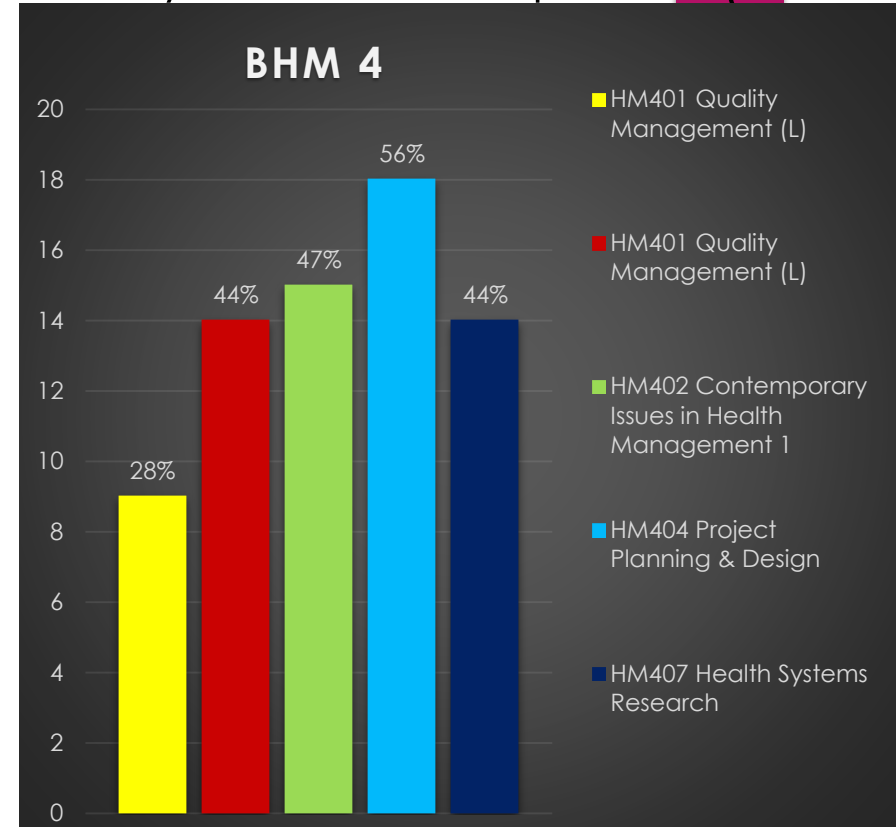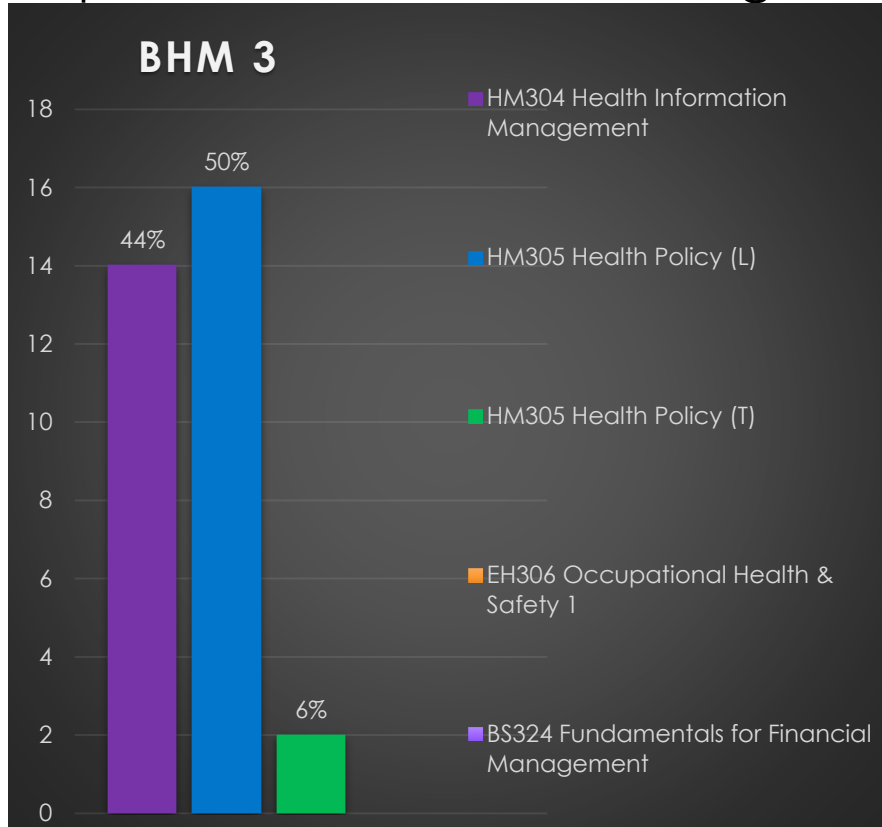

Figure 36: Total number of respondents in the year 1 Bachelor of Health Management and Systems Development (HMSD) program.

Figure 37: Total number of respondents in the year 2 Bachelor of Health Management and Systems Development (HMSD) program.

Faculty of Medicine and Health Sciences
Department of Health Management and Systems Development (HMSD)

Figure 38: Total number of respondents in the year 3 Bachelor of Health Management and Systems Development (HMSD) program.

Figure 39: Total number of respondents in the year 4 Bachelor of Health Management and Systems Development (HMSD) program.

Faculty of Medicine and Health Sciences
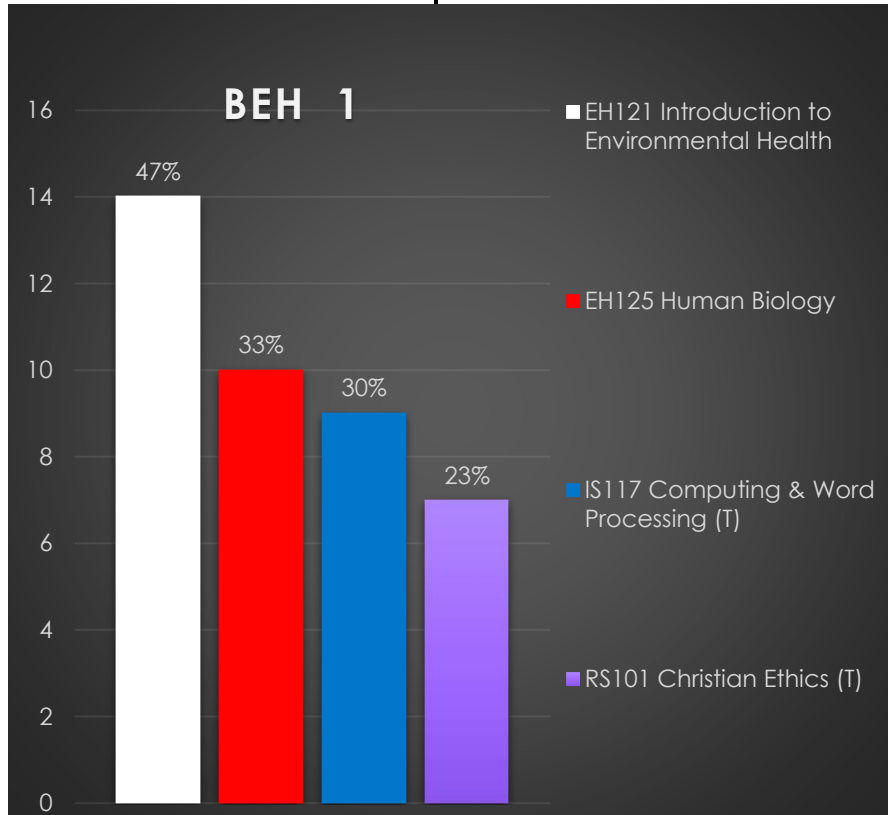# Department of Environmental Health (EH)

Figure 40: Total number of respondents in the year 1 Bachelor of Environment Health (EH) program.
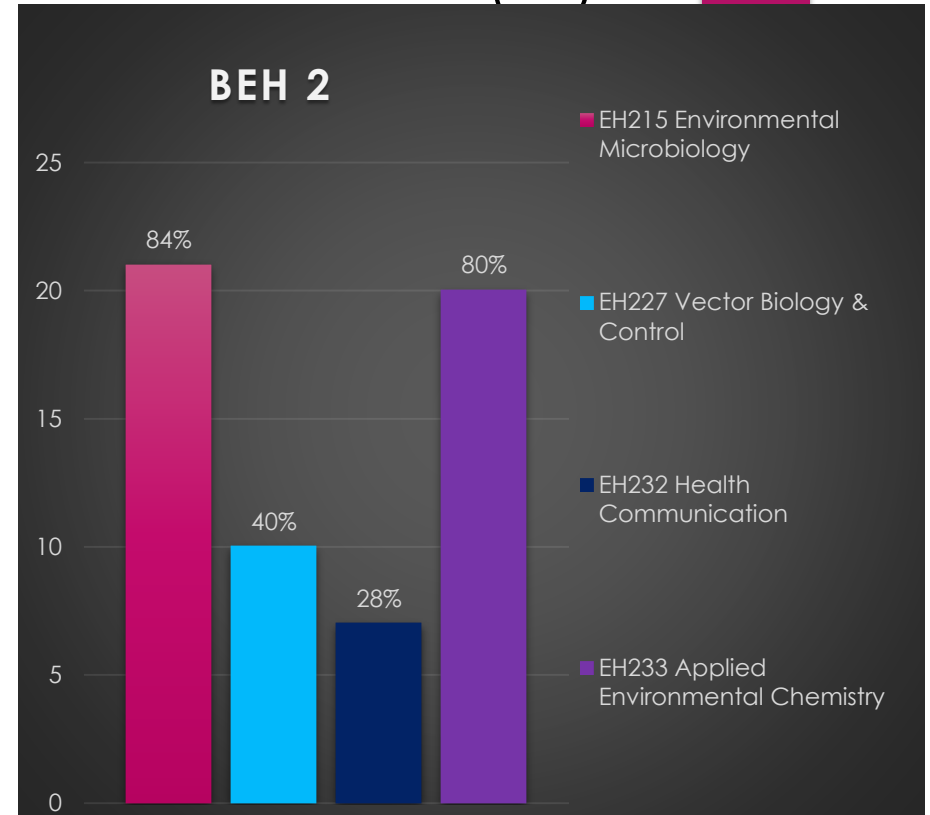

Figure 41: Total number of respondents in the year 2 Bachelor of Environment Health (EH) program.

Faculty of Medicine and Health Sciences
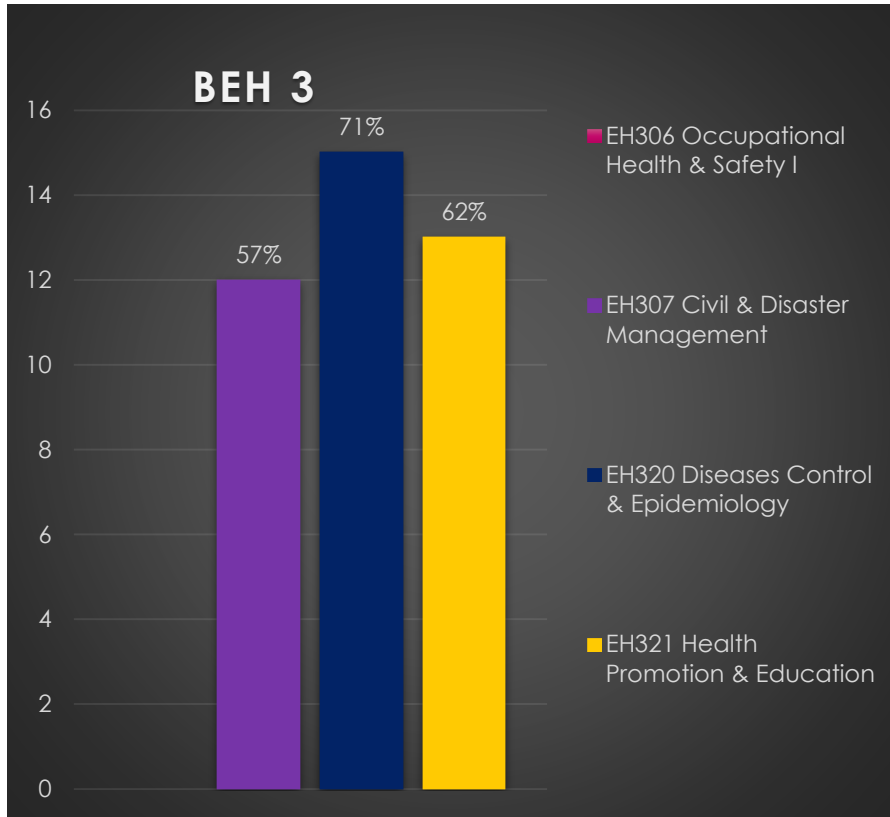# Department of Environmental Health (EH)

Figure 42: Total number of respondents in the year 3 Bachelor of Environment Health (EH) program.
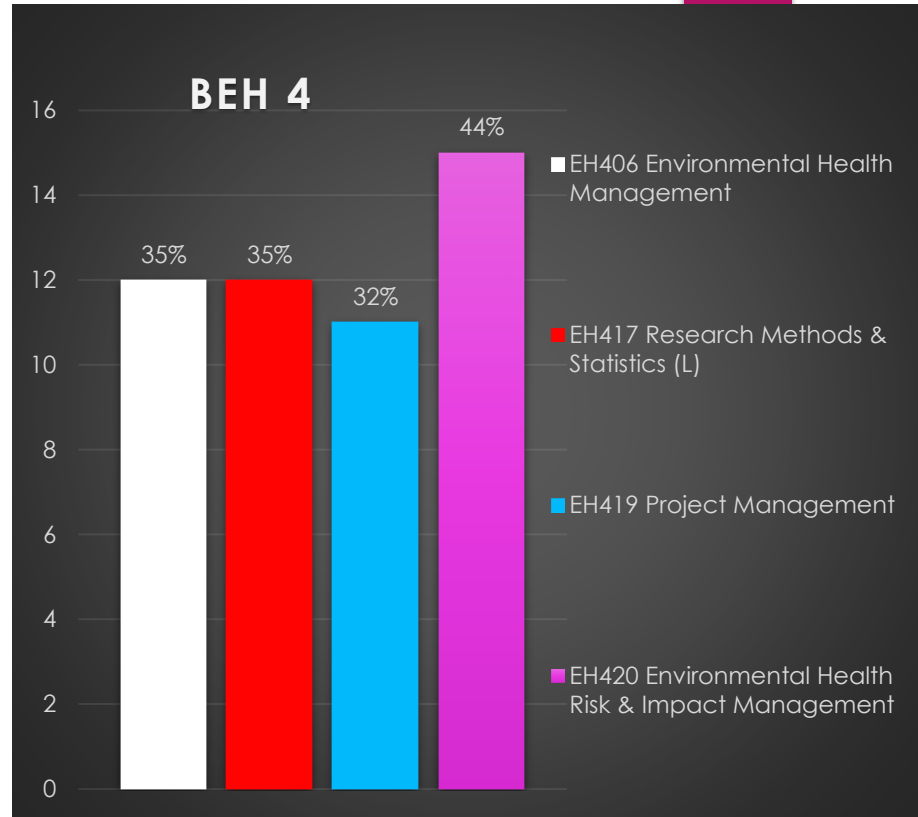

Figure 43: Total number of respondents in the year 4 Bachelor of Environment Health (EH) program.

Faculty of Medicine and Health Sciences
Department of Health Extension (HE)

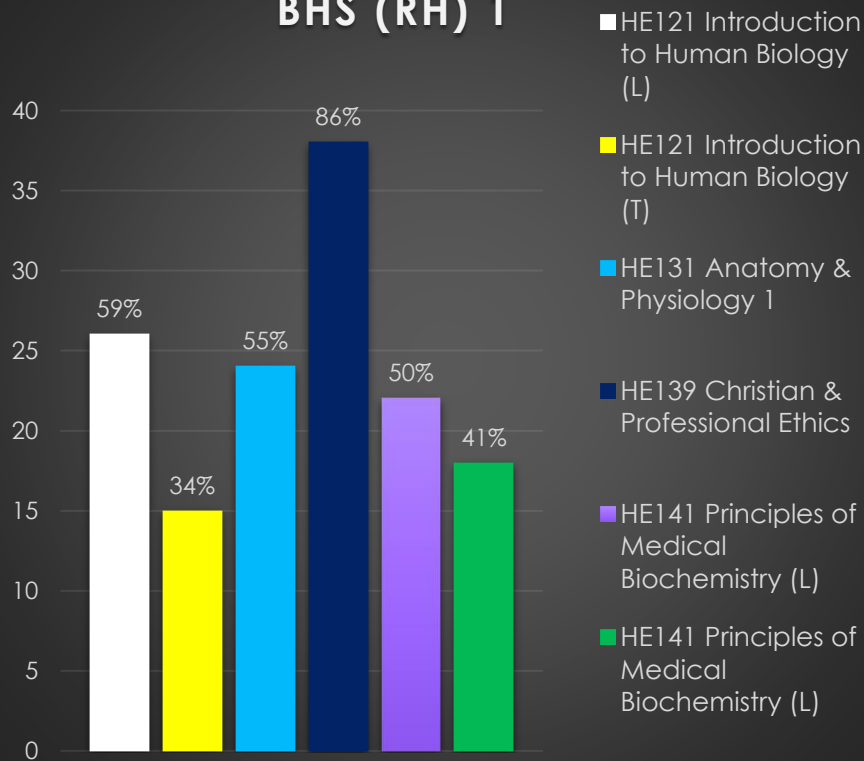

Figure 44: Total number of respondents in the year 1 Bachelor of Health Extension (HE) program.

Figure 45: Total number of respondents in the year 2 Bachelor of Health Extension (HE) program.

Faculty of Medicine and Health Sciences
Department of Health Extension (HE)

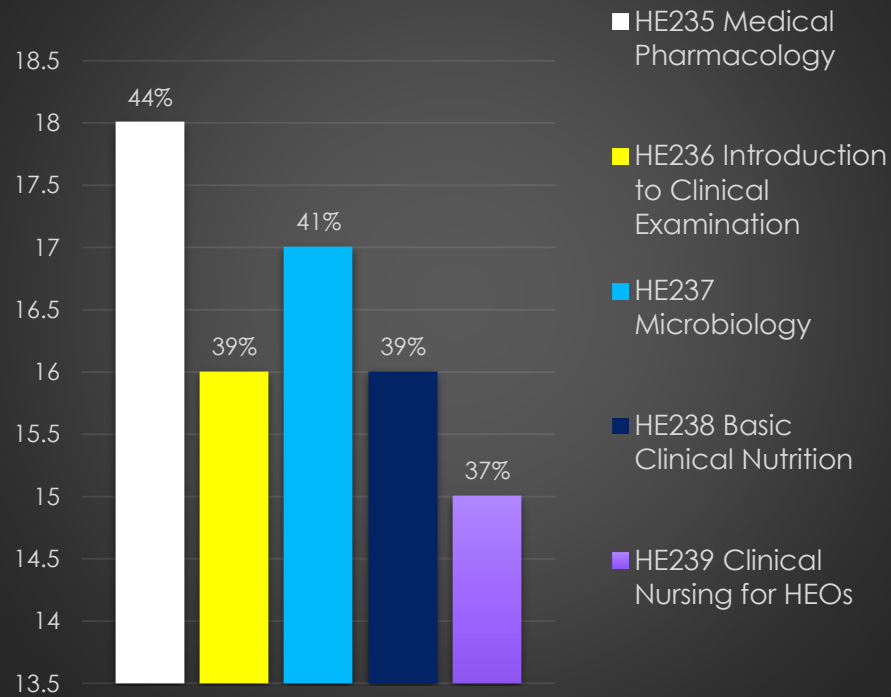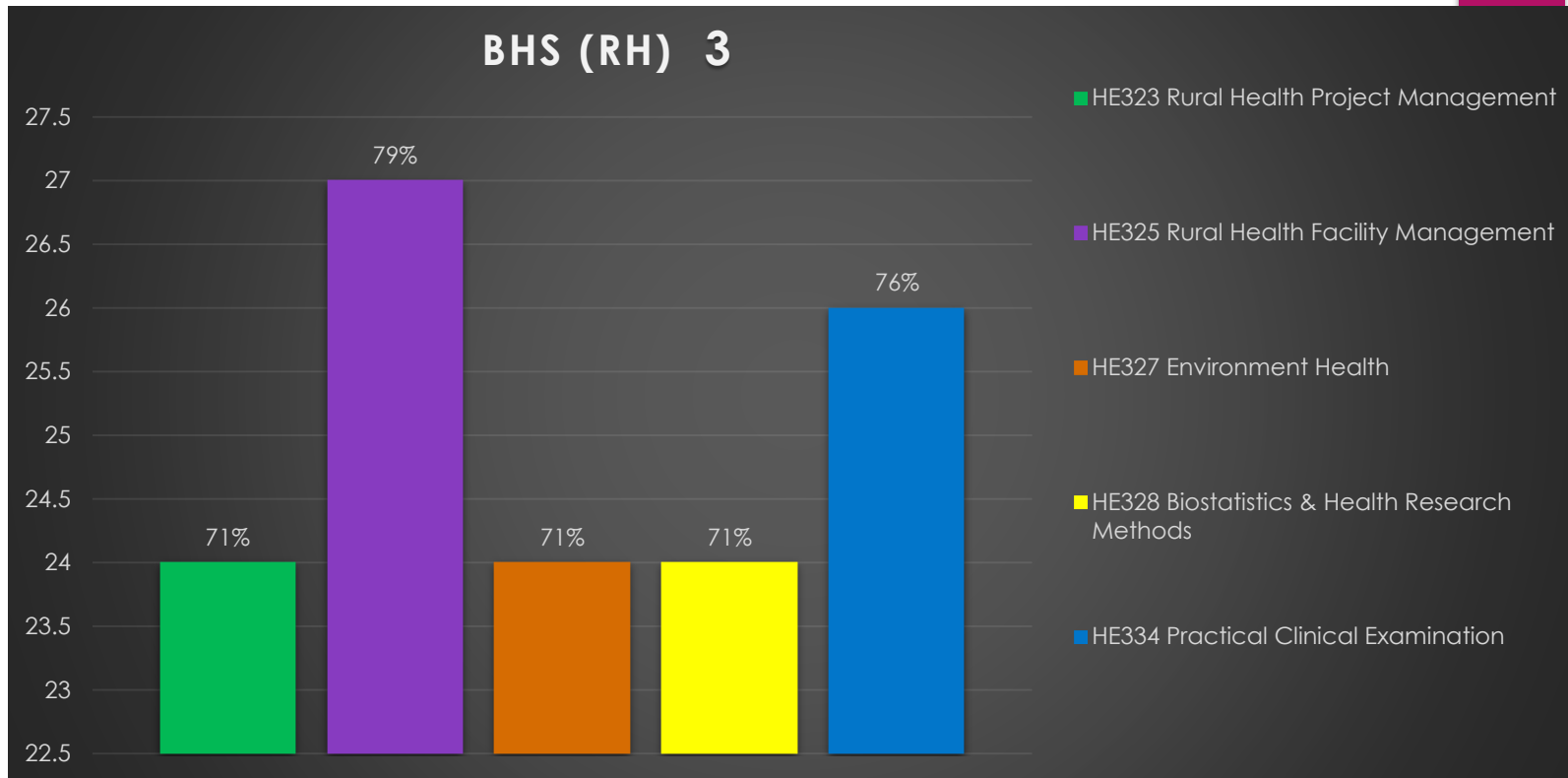*Figure 46: Total number of respondents in the year 3 Bachelor of Health Extension (HE) program.*

Faculty of Medicine and Health Sciences
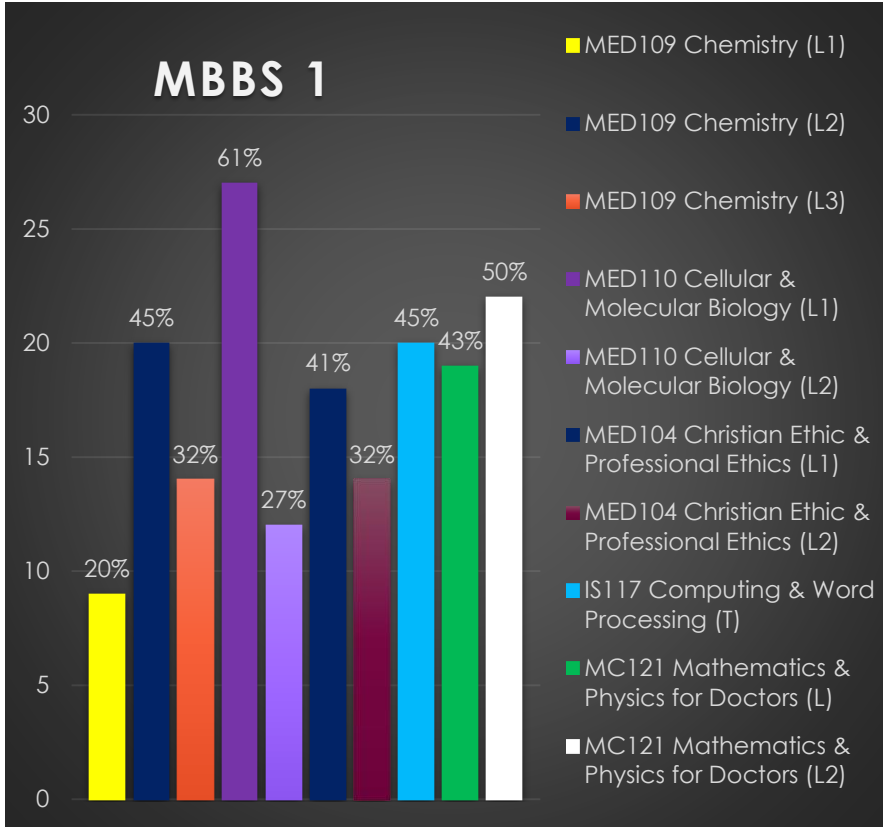## Medicine Department (MD)

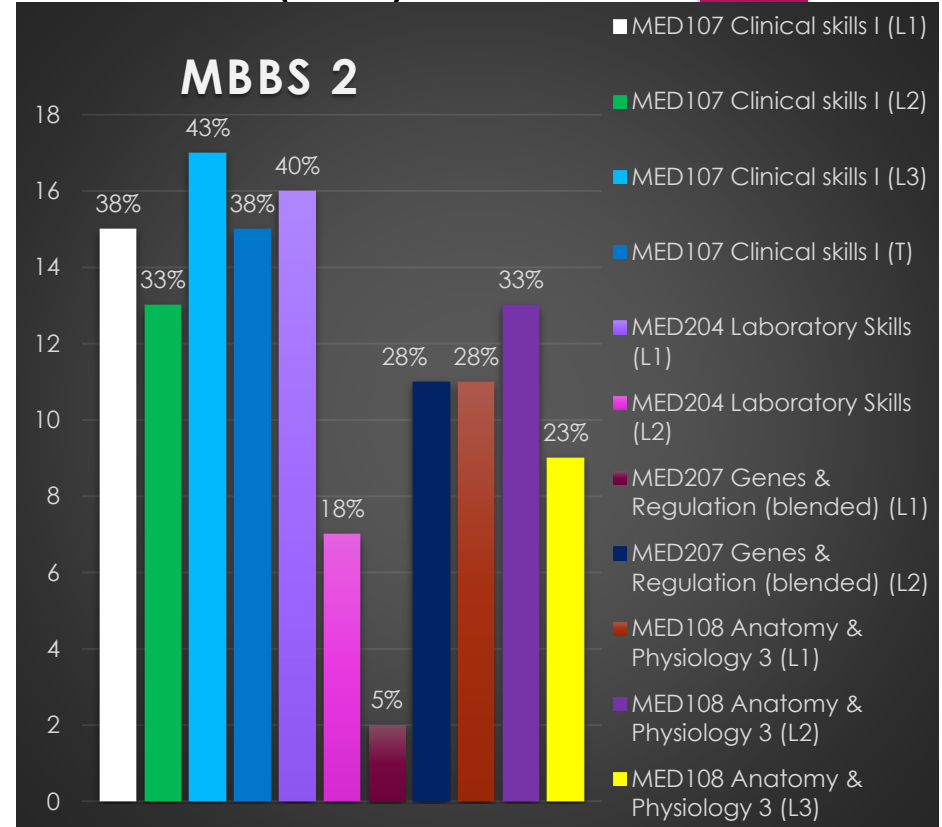*Figure 47: Total number of respondents in the year 1 Bachelor of Medicine (MD) program.*

Figure 48: Total number of respondents in the year 2 Bachelor of Medicine (MD) program.

Faculty of Medicine and Health Sciences Medicine Department (MD)
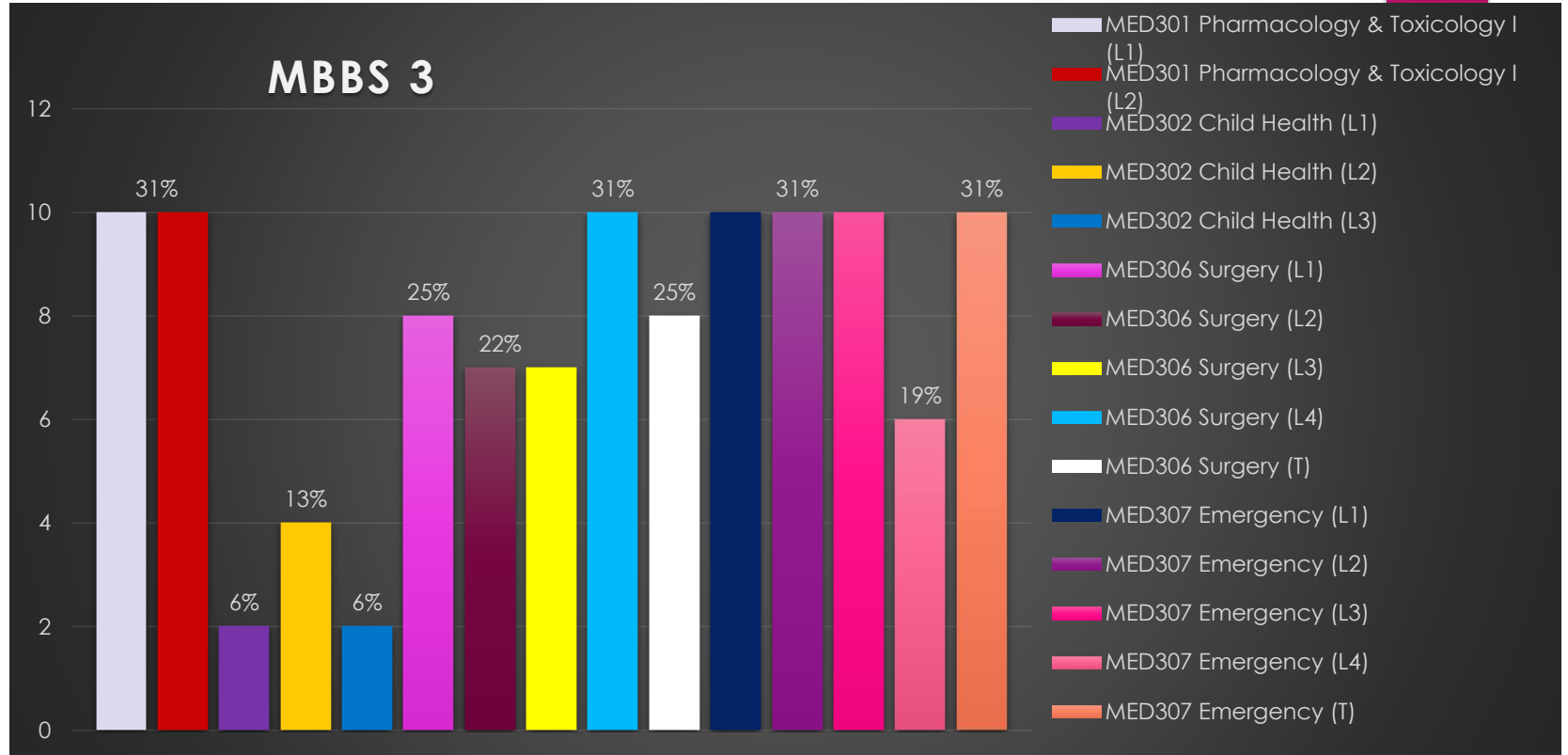

Figure 49: Total number of respondents in the year 3 Bachelor of Medicine (MD) program.

Faculty of Medicine and Health Sciences
Department of Rehabilitation Sciences (RS)

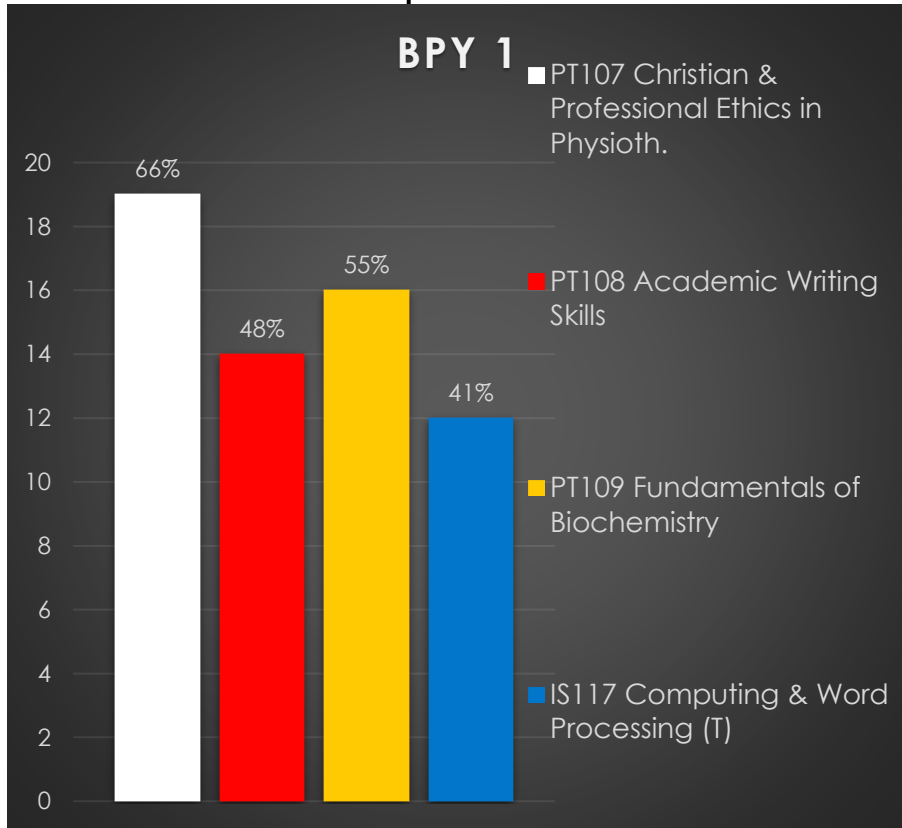Figure 50: Total number of respondents in the year 1 Bachelor of Rehabilitation Science (RS) program.

Figure 51: Total number of respondents in the year 2 Bachelor of Rehabilitation Science (RS) program.

Faculty of Medicine and Health Sciences
Department of Rehabilitation Sciences (RS)
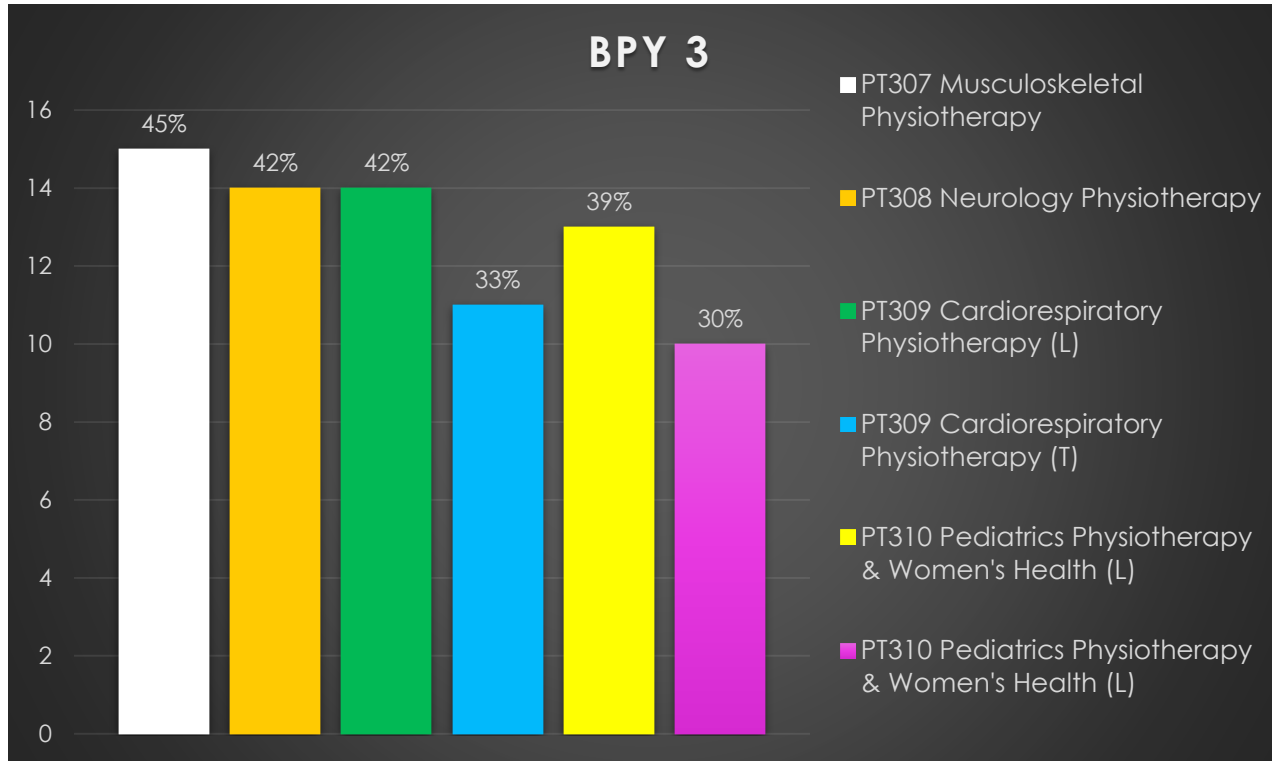
Figure 52: Total number of respondents in the year 3 Bachelor of Rehabilitation Science (RS) program.

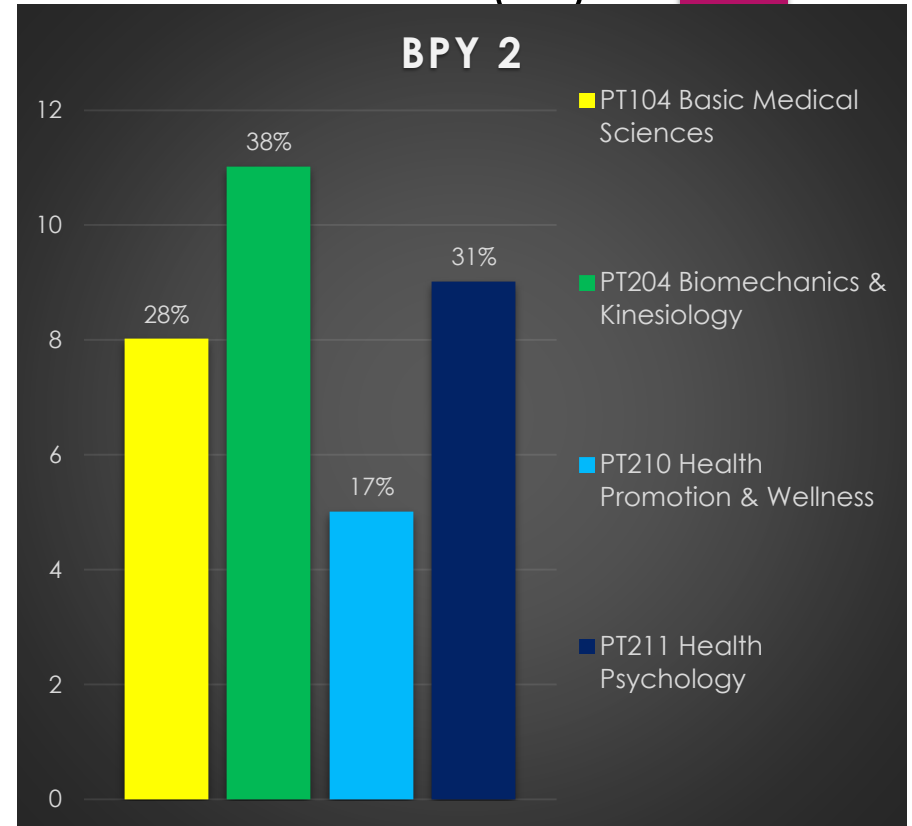# Faculty of Medicine and Health Sciences - Wewak Campus School of Nursing (SBSON)

Figure 53: Total number of respondents in the year 1 Diploma in Nursing program.
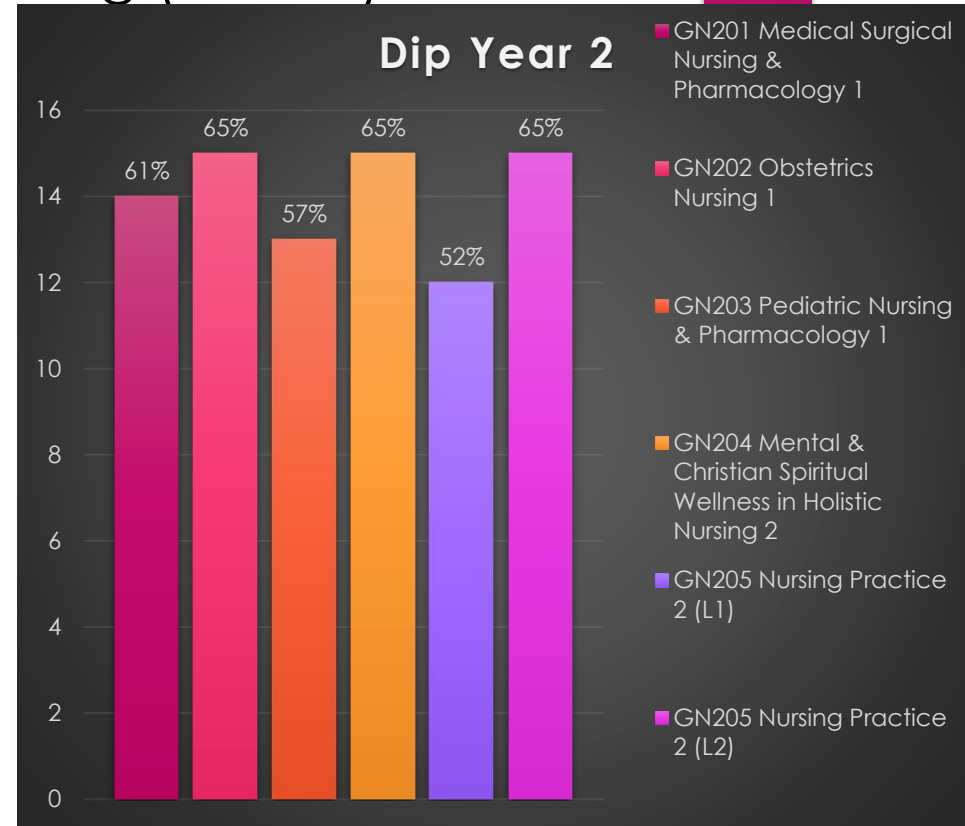
Figure 54: Total number of respondents in the year 2 Diploma in Nursing program.

Faculty of Medicine and Health Sciences - Wewak Campus School of Nursing (SBSON)

Figure 55: Total number of respondents in the year 3 Diploma in Nursing program.

Faculty of Education – Wewak Campus (SBC)
Primary Teacher Education

Figure 56: Total number of respondents in the year 1 Diploma in Education program.
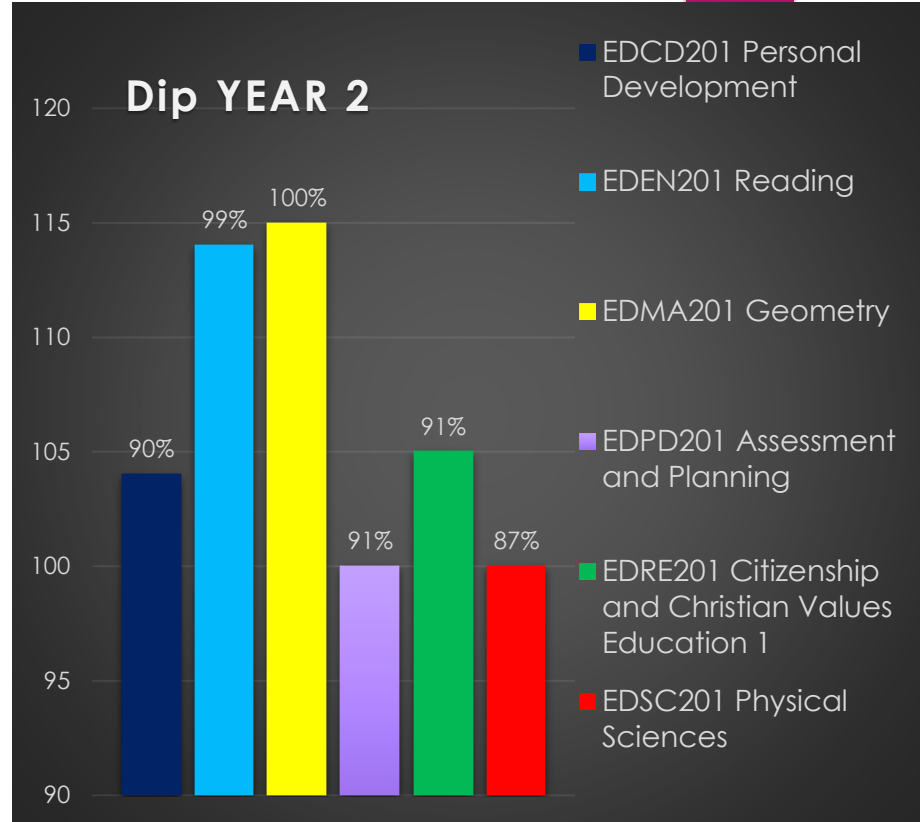
Figure 57: Total number of respondents in the year 2 Diploma in Education program.

Faculty of Education – Wewak Campus (SBC)
Primary Teacher Education

Figure 58: Total number of respondents in the year 3 Diploma in Education program.

Figure 59: Total number of respondents in the year 4 Bachelor of Education program.

Faculty of Education – Rabaul Campus
Primary Teacher Education
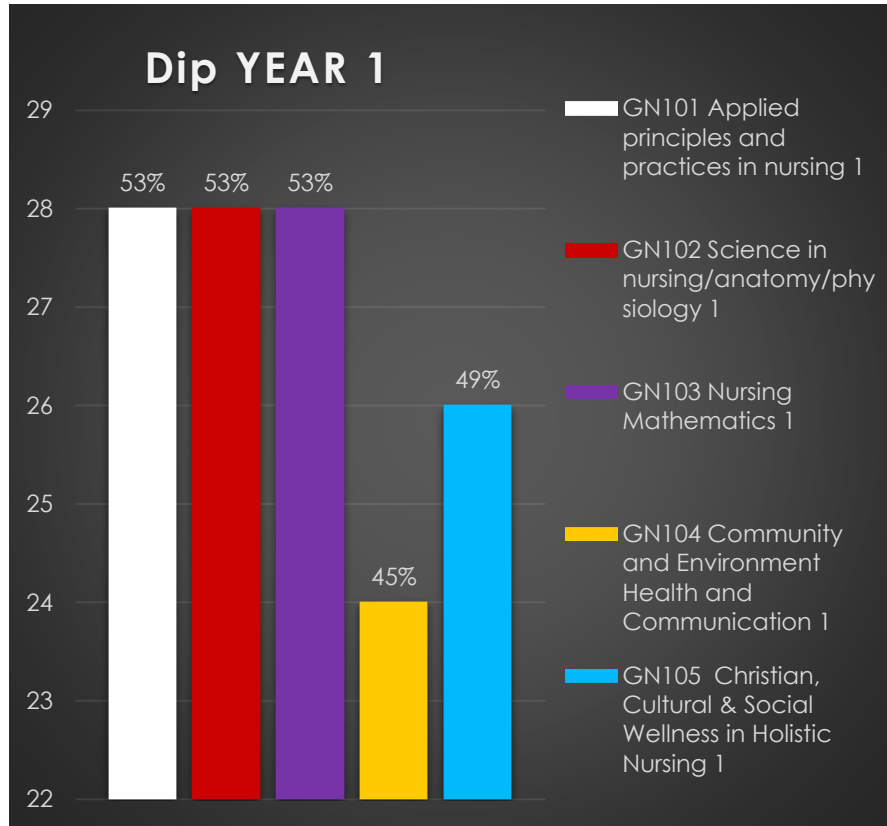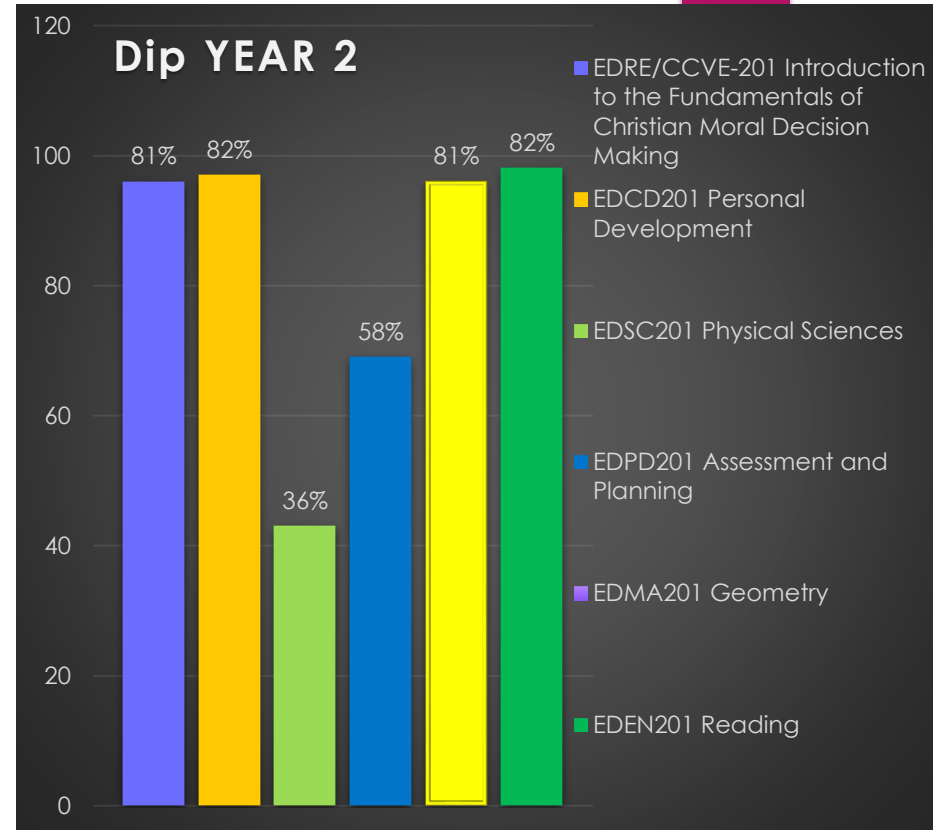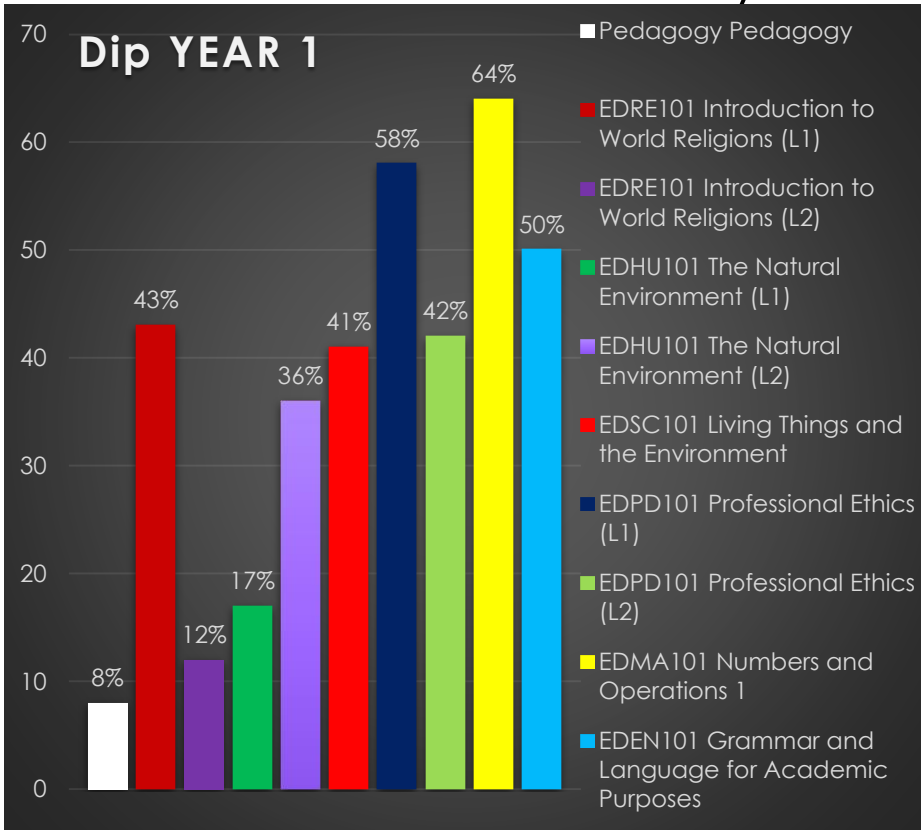

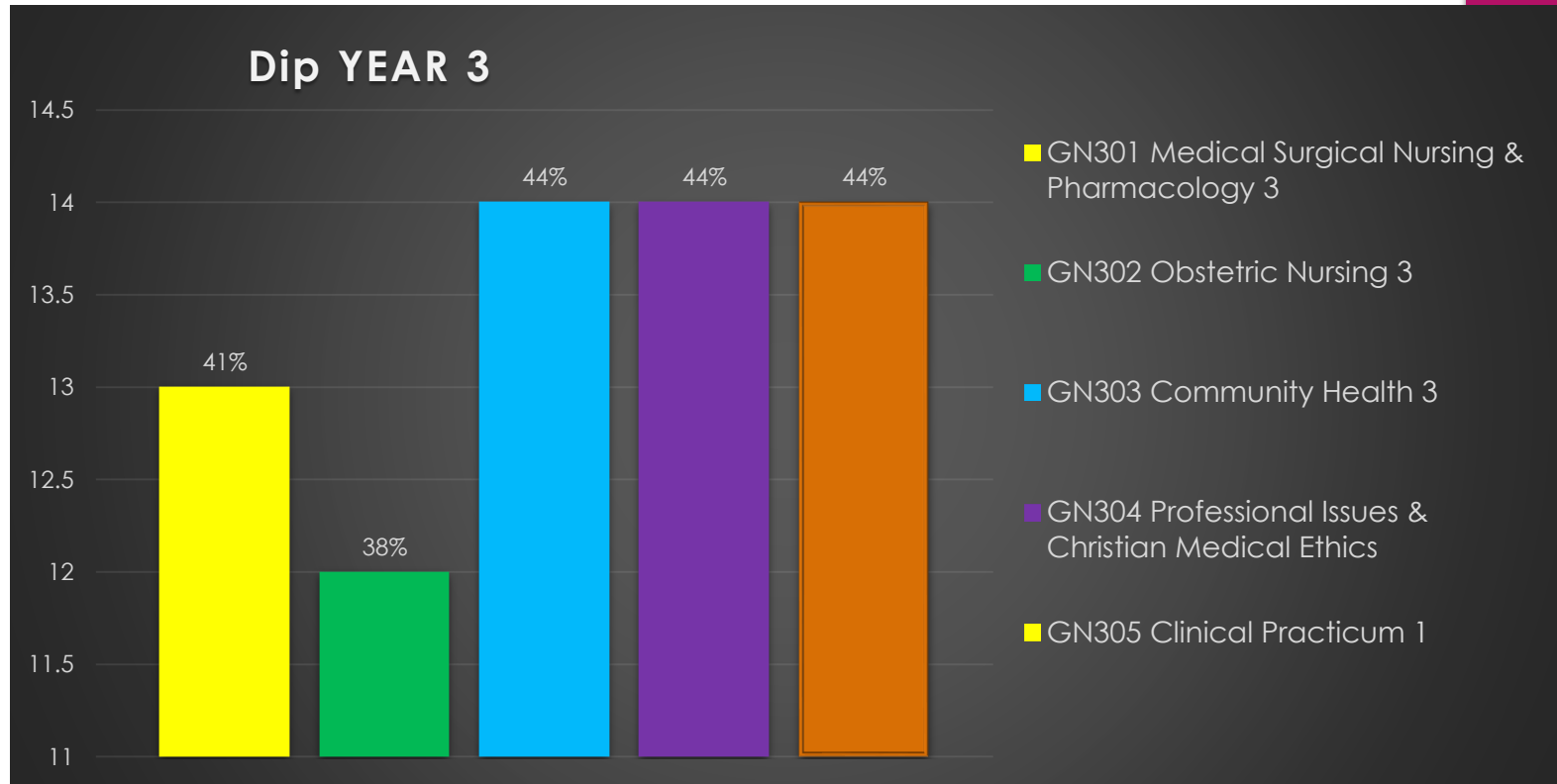Figure 60: Total number of respondents in the year 1 Diploma in Education program.

Figure 61: Total number of respondents in the year 2 Diploma in Education program.

Faculty of Education – Rabaul Campus
Primary Teacher Education
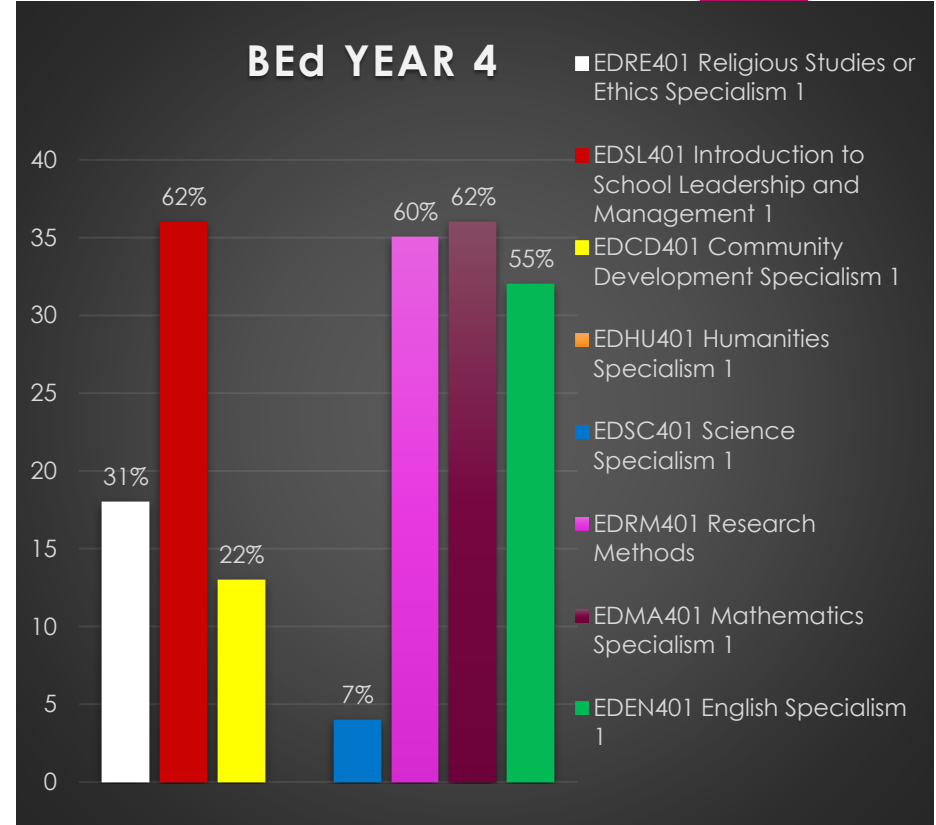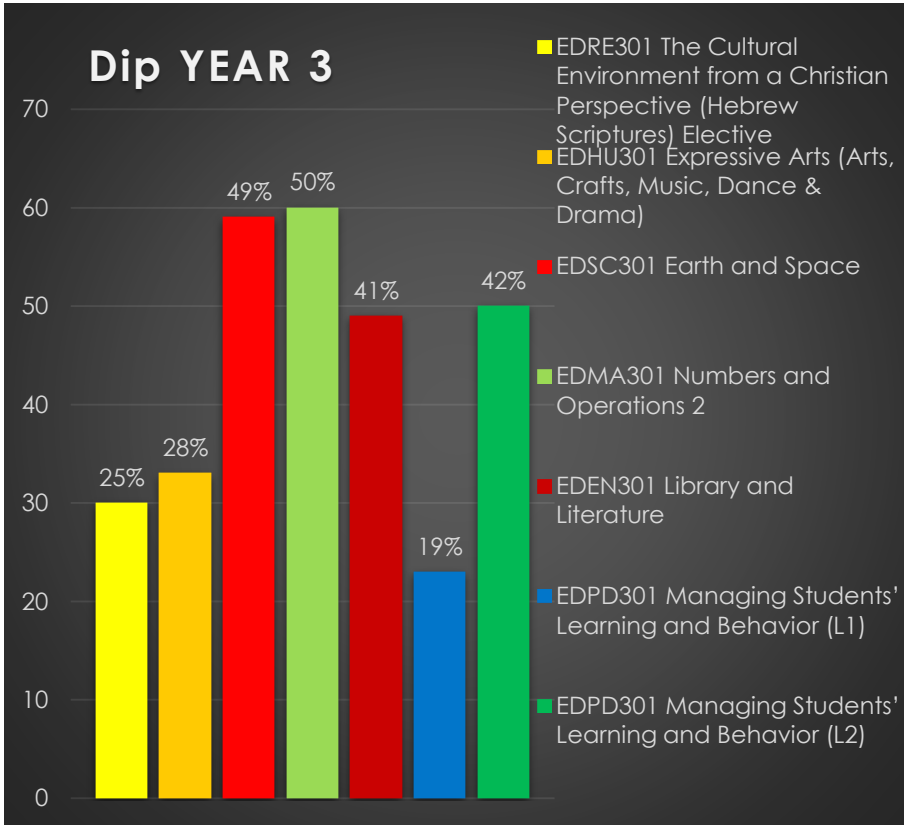
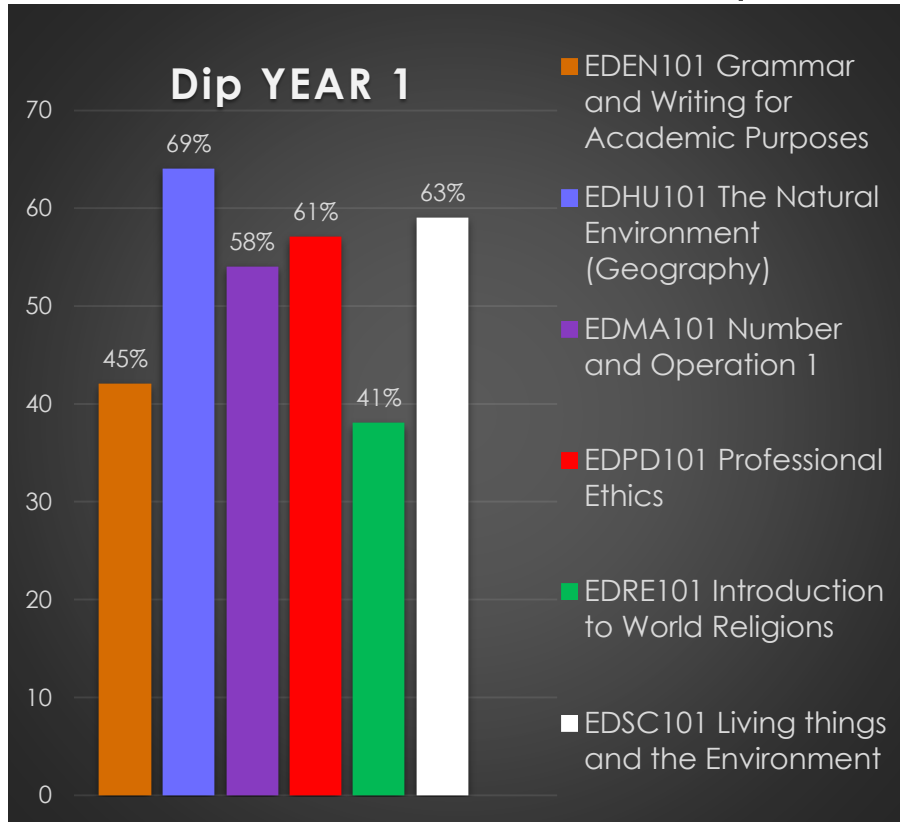*Figure 62: Total number of respondents in the year 3 Diploma in Education program.*

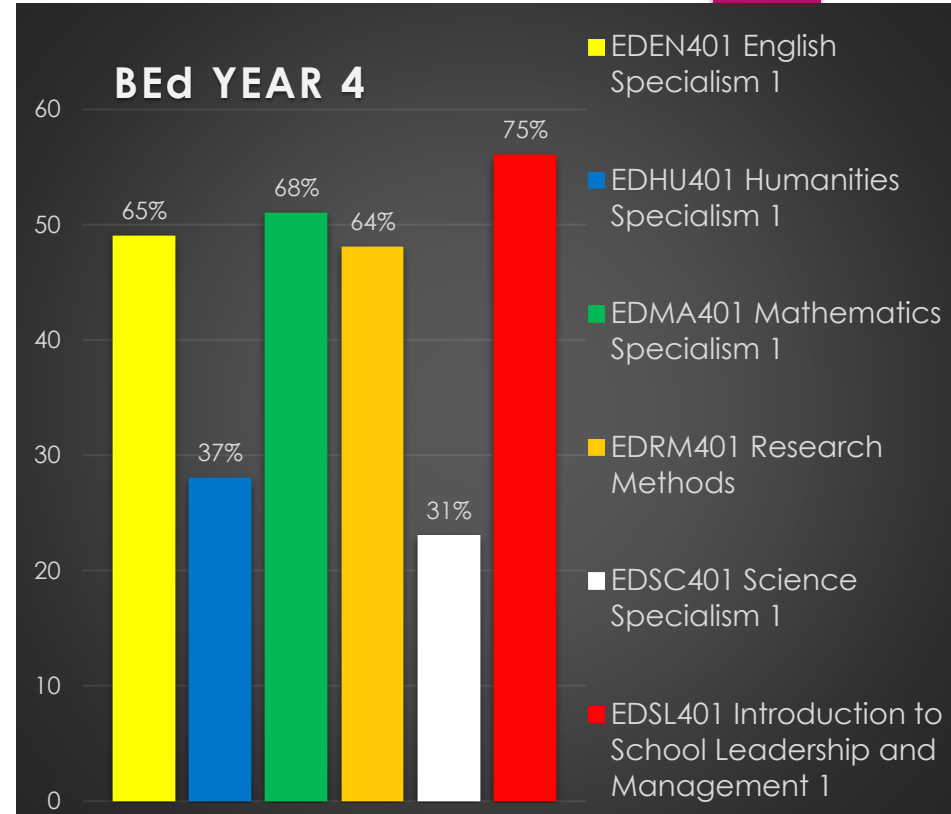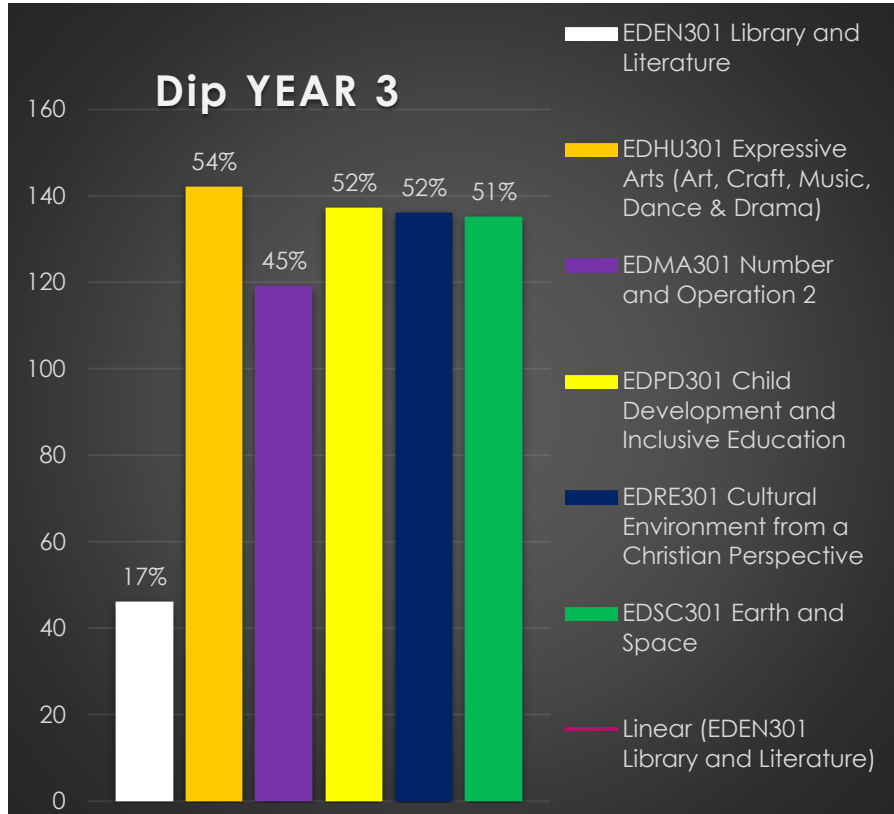*Figure 63: Total number of respondents in the year 4 Bachelor of Education program.*

Faculty of Education – Madang Campus
Department of Curriculum Leadership and Training
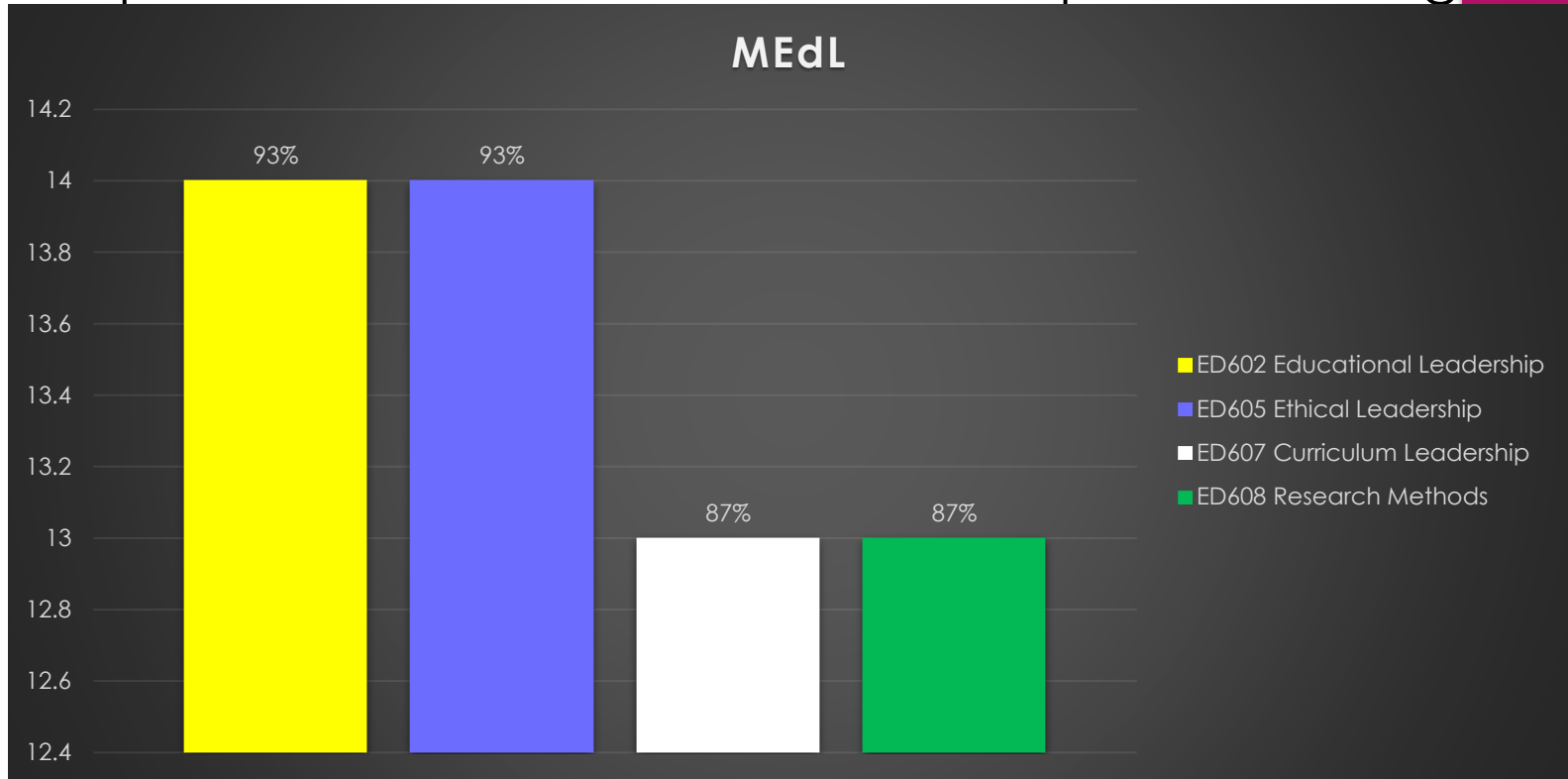
Figure 64: Total number of respondents in the Master of Education Leadership Full time program.

Interpretations:

❑ Total of 283 units evaluated

❑ 3.9 % (11 Units) had a response rate below 10%

❑ 3.9 % (11 Units) had a response rate above 90%

❑ 51% (145 Units) had a response rate of 50% and below

❑ 49% (138 Units) had a response rate of More than 50%

Overall, a very successful semester with more room for improvement

** Much improved compared to Semester 2, 2021: 79% (responses 50% and below); 21% (responses over 50%)**
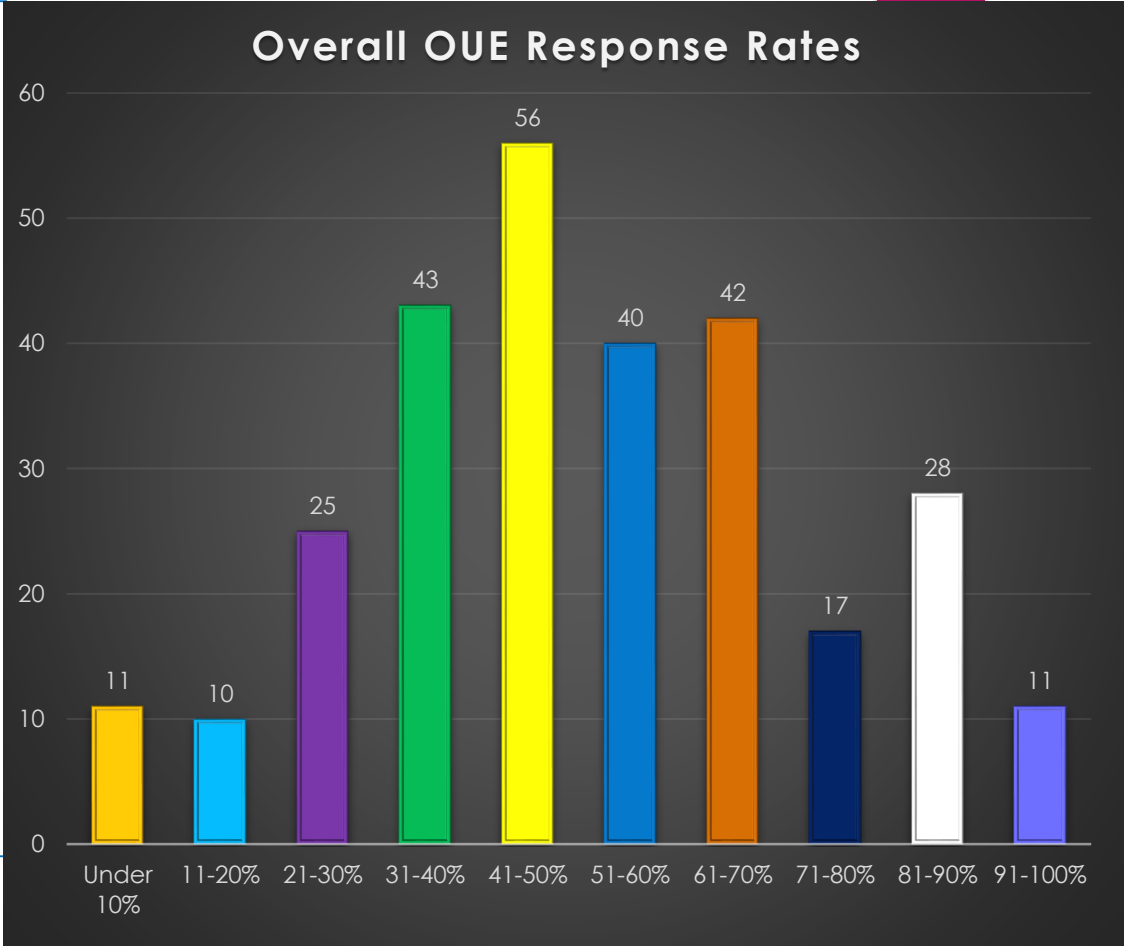
Figure 65: Graph showing the percentages of the overall OUE response rates for Semester 1 2022

Part 4: Strategies to improve response rate: Strategic

❑ To make all OUEs a requirement for students to complete and for lecturers to reflect on their performances

❑ Deans through the FCACs take responsibility by guiding departments to have their Action Plans detailing in concrete ways how they plan to complete the OUE cycle

❖ Have a system of Monitoring and Evaluating the implementation of the Action Plan – Advisable to use the Traffic Light Model

❖ Have in place Communication Strategies – how you intend to communicate action plans to students and how often (frequency)

❖ Approaches to consider for non compliance by staff and departments

❑ Departments report to Faculty Board meeting on successes and challenges and to identify strategies to address challenges

Part 4: Strategies to improve response rate: Practical

❑ Lecturers identify time slots at the end of class time for students to complete the questionnaire

❖ This can take place in either Week 12 or 13

❖ Lecturers can ask a colleague to facilitate the process so that students feel free to complete the questionnaire under the supervision of a different teaching staff

❖ Lecturers can communicate with the Moodle manager to establish whether or not students have completed the questionnaire and that it is ready to be extracted

❑ HoDs to follow up with lecturers to ensure OUEs have been completed

❑ Deans to follow up with HoDs to ensure all units have been evaluated

Part 5: Challenges, Commendations & Recommendations

Challenges: FASS

❑ The following FASS departments consistently returned response rates below 50%:

❖ SRS Social Work Year 3

❖ SRS Religious Studies Year 4 and SRS Social Work Year 4.

There were gaps in the data owing to the students taking some common units within the department and across the faculty. The arrangement needed clarity so that OUE forms can be arranged and uploaded accordingly

❖ Communication Arts Year 3

❖ Communication Arts Year 4

Challenges: FBI

❑ The following FBI departments consistently returned response rates below 50%:

❖ Business Studies Year 1

❖ Business Studies Year 2

❖ Business Studies (Management)Year 4

❖ Business Studies (Accountancy)Year 4

❖ Information Systems Year 1

❖ Information Systems Year 2

❖ Information Systems Year 3

Challenges: FED

❑ The following FED department consistently returned response rates below 50%:

   ❖ Rabaul Campus Diploma Year 3

Challenges: FMHS

❑ The following FMHS departments consistently returned response rates below 50%:

❖ Wewak Nursing School Year 3

❖ Rural Health Year 2

❖ Physiotherapy Year 2

❖ Physiotherapy Year 3

❖ Environmental Health Year 1

❖ Environmental Health Year 4

❖ Health Management Year 3

❖ Health Management Year 4

❖ Medicine Year 1

❖ Medicine Year 2

❖ Medicine Year 3

Challenges: General

❑ Discrepancies in total number of students enrolled – official list from the Registrars office does not match the number of students registered or enrolled for the unit – for few units

❑ Units listed in the PSD but not offered. Instead departments choose to have students take alternative units either within the department (different year level) or across the faculty either same or different year level

❑ More than 1 lecturer taking the unit needs to be specified clearly to the Moodle team to upload correctly on respective departmental unit pages

❑ IS117 tutors need to be clearly identified and names given to the Moodle team as some tutors were not evaluated

Commendations: Departments & Programs based on findings

❑ Department of PNG Studies and International Relations for being the department with all high response rates for all year levels (averages: 1-79%, 2-83%, 3-58%, 4-71%)

❑ Department of Mathematics and Computing Science for returning most high response rates above 50% across all year levels (averages:1-70%, 2-69%, 3-69%, 4-67%)

❑ Department of Tourism and Hospitality Management for scoring most high response rates above 50% across all year levels (averages:1-57%, 2-73%, 3-79%, 4-57%)

❑ The MEdL program for the highest PG average response rate (90%) and for showing a big improvement from last years (2021) results

❑ Wewak Primary Teacher Education program - Diploma Year 2 for consistent very high response rates across all 6 units (Averaging 93%)

Commendations: Staff based on findings

❑ Mr. Vincent Keto for 100% response rate for the Unit RS301: God the Creator

❑ Ms. Raunu Gebo- Sarsoruo for 100% response rate for the Unit MC102: Calculus

❑ Mr. Jonathan Zureo for 100% response rate for the Unit IS304: Data Communications 1

❑ Mr John Ulno Wewak Campus, for 100% response rate for the Unit EDMA201: Geometry

Recommendations based on the findings:

❑ With the current trend, we expect significant improvement in semester 2. Academics are therefore encouraged to complete the cycle for better results and to help build student confidence in completing OUEs.

❑ Deans and HoDs are urged to discuss with individual lecturers students feedback and provide strategies for improvements in teaching practices.

❑ Those departments that have documented their action plan/steps are to ensure implementation by monitoring and regulating processes so that there is evidence of change.

❑ OUEs for the same units taken by different departments are to be uploaded on respective department Moodle Unit page so data is specified to those respective departments and the unit lecturer or tutor.

❑ Communication on the administration of the OUE process and presentation of findings is necessary and essential to influence change in teaching practices and organizational behavior. Hence the need to continue reporting using evidence-based performance.

Conclusion: What the completed cycle should look like?

- Improved High response rates: 70-100%

- Students receive feedback and are satisfied with DWU programs

- Students are confident in the award they receive

- Lecturers engage in self-reflection for continuous improvement of their teaching practices

- Bridge the nexus between teaching and learning, research and scholarship (Interdependency & multidisciplinary approaches)
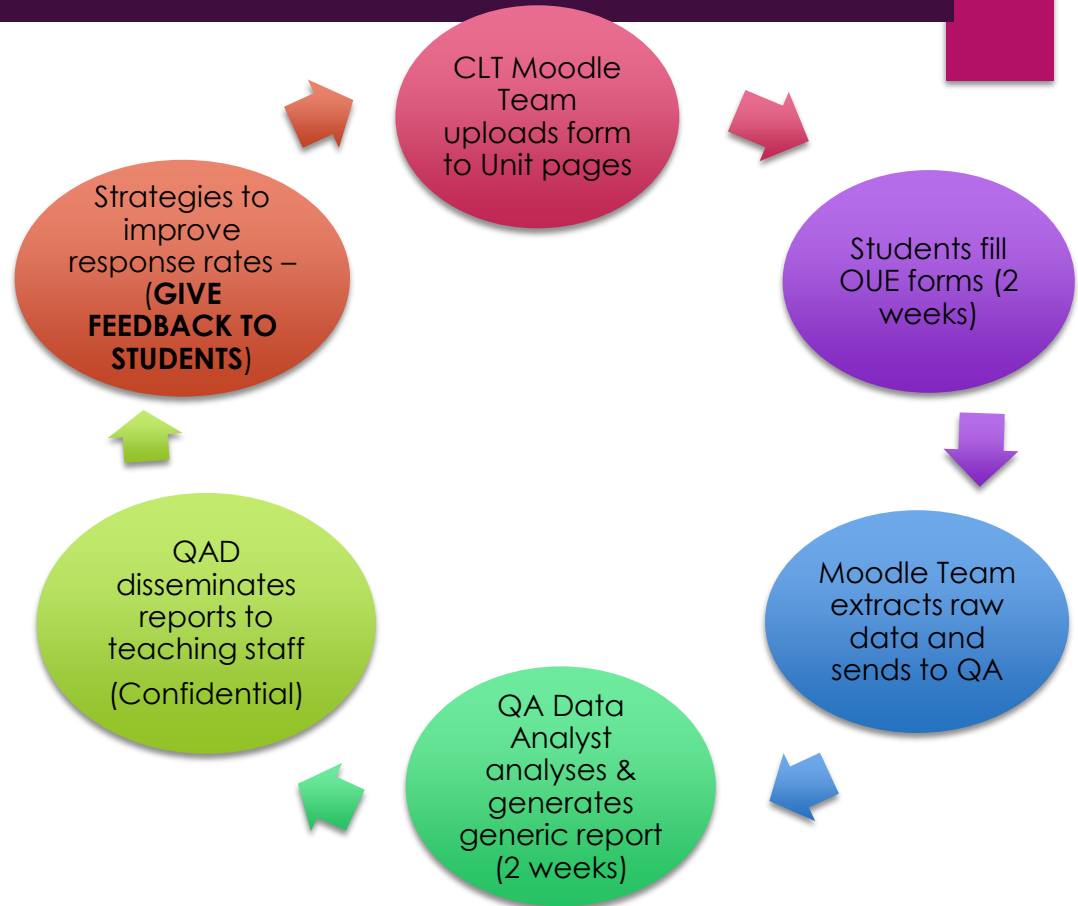
- Engage in good to best practices

Figure 66: DWU Cycle on Unit Evaluations (Source: Author's Drawing) mks

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Acknowledgment

- President - our immediate supervisor & the EO
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- Faculty Deans & Heads of Academic Departments
- FCAC Chairs
- Office of VP Academic and EO
- Office of the Registrar and the entire Team
- All academic staff
- QAC members
- Acting FLC Coordinator & Team
- Wewak and Rabaul Campus VPs & Academic Team Leaders
- Director, Marketing & Team
- Director, HRM & Team
- Bursar & Team

The Quality Assurance Team

Prof Maretta Kula-Semos

Director Quality Assurance

Ms Melisa jones

Administrative Assistant

Mr Liam Aldan

Data Analyst

You can now ask us your questions …