STRATEGIC PLAN

2020–2025

EXCELSIA
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Excelsia College's 2020–2025 Strategic Plan is built on a clear statement of purpose and vision of the College.

Excelsia promotes and fosters quality in teaching and learning through the implementation of its vision, mission and institutional values, and their integration in all aspects of institutional life and culture:

OUR VISION

Excelsia contributes to making a better world through active participation in a life-transforming global Christian learning community.

OUR MISSION

Excelsia is an academic community benefiting the world by producing research characterised by exemplary scholarship consistent with a Christian world view, and graduates prepared to lead in a range of professions.

OUR VALUES	OUR GRADUATE ATTRIBUTES
Our values reflect our vision and our mission:	**1. Deep Knowledge** A deep, coherent and extensive knowledge of studied disciplines characterised by intellectual openness, creativity and curiosity
1. Christ-likeness: striving to exemplify the life of Christ in our commitments, our actions and our relationships	**2. Critical Analysis** Willingness and ability to analyse issues logically, consider different options and viewpoints fairly, and make informed decisions in relevant artistic, academic and/or professional contexts and settings
2. Innovation and Creativity: working with passion and imagination in a range of influential professions, to further God's transformative work in the world	**3. Lifelong Learning** A commitment to lifelong learning characterised by a willingness and ability to acquire, develop and apply knowledge and skills that facilitate positive adaptations to a changing world
3. Scholarship: creating a culture that values the search for truth, supports academic freedom and rewards rigorous thinking	**4. Effective Communication** Aptitude to communicate information, arguments and ideas effectively and ethically through writing, speech and/or artistic expression as appropriate within each discipline
4. Service to the community: using our skills and abilities in and beyond the Institution in the service of others	**5. Christian Ethical Action** A sound knowledge and understanding of Christian values and beliefs, and of the relevance of Christian faith to personal life, professional ethics, and social concerns
5. Lifelong learning: continually seeking knowledge, wisdom and capability to flourish and contribute in a changing world	**6. Self-Direction** A capacity for self-directed learning and activity while working effectively with others in scholarly, vocational, civic and/or artistic pursuits and endeavours
	7. Technical Competence Competence and facility with materials, processes and technologies relevant to learned disciplines, generic information literacy and professional practice
	8. Responsible Innovation Oriented towards exhibiting intellectual and artistic enterprise, innovation and independence in constructive, creative and responsible ways

In actively pursuing its vision and mission, Excelsia abides by the following commitments with respect to curriculum and learning resources. Excelsia provides:

• courses and learning resources of high quality and standing, as determined by regulatory authorities, expert advisors, staff and students

• curriculum and modes of delivery structured so as to maximise student access to learning opportunities and support without compromising quality, equity or regulatory requirements

• a nurturing and safe teaching and learning environment for staff and students grounded in Christian faith, compliance with the law, regulatory requirements and undertakings

• a focus on graduate outcomes.

The key metrics of success for Excelsia are achievement of graduate attributes, student satisfaction, and course completions.

Ultimately, Excelsia's success as a learning community is determined by the positive spiritual, intellectual and professional difference it makes to the lives of its students and staff.

EXCELSIA STRATEGIC PLAN 2020–2025

GOALS AND PERFORMANCE MEASURES

Excelsia has set six goals designed to exploit opportunities, abate challenges, and strengthen institutional capacity. The first, including eight sub-goals, represents our Learning and Teaching Plan, and the second is our Research Plan. The next three operational goals integrate activities across the College to ensure safety, excellence and sustainability. The sixth goal seeks to achieve registration as a University College by 2025, then University status by 2030.

Summary of Goals

GOAL 1:	**LEARNING AND TEACHING PLAN**	
	Develop an innovative, student-centred learning and teaching culture	
	GOAL 1a:	Ensure that all College programs and core units articulate, emphasise, and strengthen the alignment of learning and teaching with graduate employability by embedding the Excelsia College Graduate Attributes
	GOAL 1b:	Develop transdisciplinary approaches to program and curriculum innovation that are responsive to evolving educational needs and employer expectations
	GOAL 1c:	Build and support the capacity of all Excelsia College academics to enable and enhance learning, engagement and the student experience through technology enhanced teaching methods and curriculum
	GOAL 1d:	Support the learning opportunity of students by ensuring that, where appropriate, lectures and classes are recorded on video or audio to improve learning
	GOAL 1e:	Develop a college culture which values, recognises, and rewards high-quality teaching
	GOAL 1f:	Strengthen Excelsia's approach to curriculum management, learning analytics, education evaluation and closing the loop on feedback through transparency, cooperation, and collaboration
	GOAL 1g:	Achieve growth while maintaining entry standards and increasing diversity in the student population
GOAL 2:	**RESEARCH PLAN**	
	Become a recognised centre of research in priority areas that complement existing research programs in Australian universities and, in so doing,	
	Establish a unique research profile capable of attracting substantial peer-recognition, sustained staff and student engagement, and regular external funding	
GOAL 3:	Ensure a safe environment, and enhance and maintain good corporate and academic governance, sound business practices, effective decision-making, and the capabilities of our staff	
GOAL 4:	Achieve and maintain financial viability and the capacity to achieve institutional and educational objectives	
GOAL 5:	Ensure culture and practices of continuous quality improvement and innovation	
GOAL 6:	Achieve University College status by 2025 or earlier	

3.2 Matrix of Goals, Strategies, Actions and Key Performance Outcomes

GOAL 1: LEARNING AND TEACHING PLAN – Develop an innovative, student-centred learning and teaching culture

GOAL 1a: Ensure that all College programs and core units articulate, emphasise, and strengthen the alignment of learning and teaching with graduate employability by embedding the Excelsia College Graduate Attributes

Strategy 1ai: Increase opportunities for experience-based learning in the workplace or through the involvement of industry partners in course content and delivery

Key Focus	Key Performance Outcomes
(1) Industry-relevant courses and programs	(a) Student feedback on course unit relevance (b) Alumni feedback on course relevance (c) Graduate employment statistics (d) Employer feedback on graduate readiness

Strategy 1aii: All program deliveries to reflect professional practice and all academic staff be supported to become industry-aware and pedagogically proficient

Key Focus	Key Performance Outcomes
(1) Embed and resource employability as a key strategy	(a) Increase in positive response to QILT Graduate Outcomes survey (b) Increase in positive response to QILT Employer Satisfaction Survey (c) Diversity and originality of student assessments, and of explanations and narratives supporting performances and work-integrated learning experiences. Internal benchmarking of progression in comparative studies of Course Unit Outlines within and across degrees and between

GOAL 1b: Develop transdisciplinary approaches to program and curriculum innovation that are responsive to evolving educational needs and employer expectations

Strategy 1bi: Explore and promote the transdisciplinary approach

Key Focus	Key Performance Outcomes
(1) The establishment of a framework to support program innovation	(a) Setting up transdisciplinary design teams to create a suite of new programs (b) Support the expansion of transdisciplinary programs and subject offerings through the development of micro-credentials (c) Workshop for academics on the design of transdisciplinary teaching approach.

GOAL 1c: Build and support the capacity of all Excelsia College academics to enable and enhance learning, engagement and the student experience through technology enhanced teaching methods and curriculum

Strategy 1ci: Engagement with students to promote use of engaging pedagogical approaches

Key Focus	Key Performance Outcomes
(1) Curriculum differentiation through student engagement	(a) Appropriate modifications to curriculum content, readings, assessments in response to student input and according to the College's Major and Minor Modifications to Course Unit Outlines Policy (b) Availability in courses and course units of processes for determining the specification of assessment alternatives, of equal academic rigor (c) Successful completion and moderation of alternative assessments (including through external validation of assessment marks and grades)

Strategy 1cii: Provision of support for all academic teaching staff to develop appropriate strategies to retain students and support their learning

Key Focus	Key Performance Outcomes
(1) Ensure that all academics have access to suitable computer hardware and software to enable and enhance learning, engagement, and the student experience through educational technology	(a) Moodle LMS access statistics (b) Library access statistics (including database usage) (c) Successful completion of independent study units and projects (d) Successful completion of work-integrated learning units and projects

GOAL 1d: Support the learning opportunity of students by ensuring that, where appropriate, lectures and classes are recorded on video or audio to improve learning

Strategy 1di: Develop students' written, oral, technological and relational skills and capacities through improving technology

Key Focus	Key Performance Outcomes
(1) Learning opportunities and support	(a) Learning and teaching activities in Course Unit Outlines with a communication-skill development focus (b) Use of ICT to facilitate, enhance and extend student communication in and across the curriculum (c) Formative and summative assessment tasks in course units requiring communication skills and capacities (d) Availability to students of curricular and extracurricular public communication events (e.g., artistic performances, displays, seminars, etc.)

Strategy 1dii: Ensure assessment is fair, reasonable, and authentic with the provision of timely and regular feedback

Key Focus	Key Performance Outcomes
(1) Authentic assessment	Incorporate well-designed engaging and empowering learning and assessment activities in all courses

GOAL 1e: Develop a college culture which values, recognises, and rewards high-quality teaching

Strategy 1ei: Encourage and facilitate scholarly teaching and research informed teaching practices

Key Focus	Key Performance Outcomes
(1) Quality of teaching	(a) Recruiting, promoting, and rewarding staff for scholarly and research informed teaching practices (b) reviewing, expanding, and increasing targeted professional development opportunities and induction programs for academic staff (c) implement an institutional approach to peer review and observation of teaching

GOAL 1f: Strengthen the approach to curriculum management, learning analytics, education evaluation and closing the loop on feedback through transparency, cooperation, and collaboration

Strategy 1fi: Administer high-quality online systems and processes for student evaluation of courses, teaching system and process

Initiatives	Key Performance Outcomes
(1) Reassure students about their anonymity and of how the evaluation system works (2) Confidentiality when students are participating in conduct in-class demonstrations (3) Set aside time in class to run the survey (4) Track response rates during the survey period	(a) Positive feedback from students in relation to the quality of the teaching and learning environment and the learning community (b) Evaluate the quality, availability and appropriateness of teaching and learning facilities, including online and campus-based resources utilising benchmarking and student feedback

Strategy 1fii: Continue to develop a culture where students are engaged as evaluators and feel welcome to provide feedback

Initiatives	Key Performance Outcomes
(1) Fund College-wide prize draws as incentives for students to respond to evaluations (2) Add course evaluation information to unit ExO pages	(a) Report evaluation data outcomes back to students and staff on a regular basis (b) Formalise closing the loop on student feedback by reporting what responsive actions were taken to improve learning and teaching (what students said and what was changed as a result) (c) Use student feedback to improve the value of the units of study

GOAL 1g: Achieve growth while maintaining entry standards and increasing diversity in the student population

Strategy 1gi: Provide engaging programs and activities for school-based and mature-age prospective students

Key Focus	Key Performance Outcomes
(1) Develop undergraduate certificates, diplomas, and standard foundation and intensive programs targeting mature-age students	(a) Develop the following programs: • Graduate Certificate and Graduate Diploma in Disability Studies • Graduate Certificate and Graduate Diploma in Aged Care • Graduate Certificate in Mental Health • ELICOS or Academic Foundation Program

Strategy 1gii: Develop strong relationships with target schools in Sydney so that school staff and students are well informed about how Excelsia can prepare students to be work-ready, world-ready, and future ready

Key Focus	Key Performance Outcomes
(1) Robust school–College partnerships to improve the quality of teacher education, and to promote learning outcomes for school students	(a) Select and approach at least five Christian schools and develop partnership MoUs with them (b) Capitalise on the expertise of both College academics and schoolteachers (c) Establish and sustain forums for dialogue between Excesia and the selected schools (d) Excelsia academic staff to attend targeted school events (e) Develop useful practice-based research partnerships with the schools

GOAL 2: RESEARCH PLAN

a) Become a recognised centre of research in priority areas that complement existing research programs in Australian universities and, in so doing,

b) Establish a unique research profile capable of attracting substantial peer-recognition, sustained staff and student engagement, and regular external funding

Strategy 2i: Develop a culture of research and scholarship	
Initiatives	Key Performance Outcomes
All full-time academic staff are expected to: (1) have, or be enrolled in, an HDR course (2) publish at least one academic paper per year (if not enrolled in HDR) (3) attend one academic conference, seminar, or workshop per year (4) supervise student research if research active (for Principal Supervisors) or working towards research active status (for Associate Supervisors) (5) account for research activities in Performance Reviews (6) support colleagues' and students' research aspirations (7) engage in the ongoing scholarship of teaching and learning and the integration of research into teaching practice	(a) Increasing percentage of academic staff with completed HDRs (b) Increasing percentage of staff without HDRs who are enrolled in HDR programs (c) Compliance with publication, supervision and professional development requirements (d) Research activities documented and discussed in performance reviews (e) Collegial staff teams developed around common research interests and the scholarship of teaching and learning

Strategy 2ii: Consolidate the research curriculum and research in the broader curriculum	
Initiatives	Key Performance Outcomes

(1) Provide one doctoral program and one master's by research program
(2) Launch two further doctoral programs
(3) Continue to monitor undergraduate and postgraduate research units, projects and assignments to ensure adequate acquisition and demonstration of research skills
(4) Formalise research pathways for talented students
(5) Ensure that:
  • CUOs in all courses contain up-to-date peer-refereed readings and other research-based materials
  • all academic staff refer to research and scholarship (including their own research and scholarship) in their teaching
  • students are expected to engage with recent research and scholarship in their course activities and assessments
	(a) Increasing enrolments in HDR programs
	(b) Research outcomes inform the curriculum and curriculum development
	(c) Research knowledge and skills are increasingly embedded within program and curriculum design, delivery and assessment
	(d) Staff are increasingly supported to improve the teaching and assessment of research skills
	(e) Completed student theses are reviewed against external benchmarks for the relevant disciplinary field and level
	(f) Assessment policies and practices with respect to research courses and units are reviewed

Strategy 2iii: Enhance research skills

Initiatives	Key Performance Outcomes
(1) Provide centralised oversight of all Research Methods and Research Project course units to ensure a high-level of research training for students (2) Invite staff to attend Research Methods and Research Project course units (3) Offer extra-curricular in-house research training for staff and students (4) Sponsor annual writing workshops and retreats (5) Extend and formalise current staff mentoring arrangements (6) Launch a biannual interdisciplinary academic conference (7) Publicise external research training events and workshops	(a) Improved generic skills in critical and analytical thinking, information retrieval and evaluation, and problem solving (b) Improved specific skills in conducting and evaluating research and in conducting inquiry-based scholarship (c) Research skill development that is a normal and expected part of learning and teaching in units and courses at all AQF Levels (d) Organised research projects that provide opportunities for staff and student engagement in the research process through the application and evaluation of research skills

Strategy 2iv: Support research infrastructure

Initiatives	Key Performance Outcomes

(1) Provide full or part funding for:
  • HDR fees/expenses
  • conference attendance
  • research training events
(2) Extend data capture procedures for research publications
(3) Maintain and further populate the College's Research webpage
(4) Purchase data analysis software as required
(5) Allocate designated research spaces
(6) Continue to develop research policies, procedures and templates as required
	(a) A predictable, stable and continuous set of infrastructure services upon which researchers and other infrastructure providers can rely
	(b) Research infrastructure that integrates generic and specific services in a way that is seamless to the researcher
	(c) A deepening focus on data analysis, integration and interoperability within and across research projects
	(d) A sound policy framework for research that caters for current and emerging research needs and activities

Strategy 2v: Build partnerships around research and scholarship	
Initiatives	**Key Performance Outcomes**
(1) Invite staff and external academics to share scholarship of learning and teaching and research activities at formal and informal events (including internally organised seminars and conferences) in order to build collegial interest in research and scholarship (2) Coalesce staff teams around shared research agendas (3) Consolidate/formalise current research partnerships with various universities, including Indiana Wesleyan University (4) Extend participation in joint research applications, projects and publications (5) Continue to develop academic and business partnerships with a research agenda	(a) Multidisciplinary and transdisciplinary research projects and research outcomes (b) Increasing recognition of College research and researcher expertise (c) Increasing internal and external engagement of staff and students in research, scholarship and consultancies (d) Joint research contracts and efficient contract completion (e) Increased participation in research showcases and networking events

Strategy 2vi: Drive publication and dissemination of research and scholarship	
Initiatives	**Key Performance Outcomes**
(1) Establish minimum expected annual research/scholarship outputs for each staff classification level (2) Provide training in journal submission and response formats and strategies (3) Identify a range of journals suitable for the publication of staff research and scholarship, including a limited range of high-impact journals in each priority research area as targets for submission by advanced researchers (4) Publicise all staff publications (5) Identify applications and impacts of research in and for the community – regularly briefing the wider community on these applications and impacts through various media and technological platforms	Increased: (a) research output across Schools and disciplines (b) peer-refereed publications (c) citation frequency for publications (d) journal impact factor ratings (e) usage metrics for online material (f) indexing in major bibliographic sources for respective disciplines (g) community-based presentations of research findings and applications

GOAL 3: Ensure a safe environment, and enhance and maintain good corporate and academic governance, sound business practices, effective decision-making, and the capabilities of our staff

Strategy 3a: Improve the quality of the College as a safe and supportive environment for students and staff

Initiatives	Key Performance Outcomes
(1) Provide safe and healthy environments for all staff and students (2) Implement WHS policies, procedures and plans to ensure a safe work and teaching and learning environment for students and staff	(a) The Work Health and Safety Committee reviews and make recommendations regarding health and safety across the College (b) WHS policies, practices and procedures reduce injury rates and maximise personal safety

Strategy 3b: Build a culture of personal performance and development

Initiatives	Key Performance Outcomes
(1) Continually review and update HR and WHS policies, procedures and practices, consistent with leading private higher education providers (2) Performance review and development planning will identify and reward high performance aligned with College strategy (3) Staff experience, skills and qualifications will be developed to ensure capabilities required for our future (4) Staff orientation, feedback and communication will support our progress	(a) Benchmarking and auditing to confirm adequacy (b) Performance review and development planning discussions will occur at least once yearly (c) Personal development plans will be implemented and coordinated across the College (d) Orientation, feedback and communication as planned

Strategy 3c: Ensure information for effective decision-making

Initiatives	Key Performance Outcomes
(1) Develop and implement a College dashboard, tracking key performance metrics across the whole of the institution	(a) A dashboard which assists the College to intelligently report strategic data across teaching and learning, operations and institutional development and enables the College's people to analyse data and make strategic decisions for long-term institutional sustainability

GOAL 4: Maintain financial viability and the capacity to achieve institutional and educational objectives

Strategy 4a: Support financially viable course offerings and manage costs generally

Initiatives	Key Performance Outcomes
(1) Monitor course fees relative to competitors and increase where appropriate	(a) Tuition fees vs competitors by course – actual and percentage increase per annum
(2) Monitor cost analysis of student enrolment per unit to determine census date requirements for sustainable course offerings	(b) Units on offer per semester are fiscally sustainable and ensure a gross margin of at least 50%
(3) Rationalise units on offer per course to reduce course offering complexity per semester (subject to student experience requirements)	(c) Student to faculty ratios will be benchmarked, stabilised and maintained
(4) Manage operating and academic support costs	(d) Admin costs reduced as percentage of fees

Strategy 4b: Increase student enrolment and retention – current and new courses

Initiatives	Key Performance Outcomes
(1) Develop marketing activities targeted to increase enrolment in targeted courses	(a) Student enrolment will meet agreed targets by school
(2) Develop additional course offerings	(b) Increased market share of students seeking access to Christian faith-based educational course offerings
(3) Continually enhance and broaden reach of e-learning education delivery platform – Australia and overseas	(c) Revenue and surplus growth, with transaction NPV/cost > 20%
(4) Identify and implement industry acquisitions or other transactions that provide courses, revenue, cost or other value-adding synergies	

Strategy 4c: Diversify our revenue stream and strengthen institutional financial resources

Initiatives	Key Performance Outcomes
(1) Develop alliances with industry to provide contracted services that draw on the College's academic program offerings	(a) Balanced general operating budget (cash basis)
(2) Develop transnational educational alliances for the delivery of current and/or new academic offerings offshore in Asia-Pacific. Consider blended or online delivery	(b) Regional alliances developed and implemented profitably
(3) Develop and implement capital, endowment and general fundraising campaigns	

GOAL 5: Ensure culture and practices of continuous quality improvement and innovation

Strategy 5a: Develop a culture which recognises the importance of quality, quality assurance, and continuous quality improvement

Initiatives	Key Performance Outcomes
(1) Recognition of the importance of a College-wide orientation towards institutional improvement and enhancement as a fundamental element in the assurance and improvement of quality (2) Quality assurance reviews and activities are undertaken on a formal, cyclical and reportable basis (3) Demonstrating that quality assurance methods and approaches are designed and developed through a process involving key stakeholders, including other higher education institutions (4) Ensuring that resources available for quality reviews and associated processes are adequate and appropriate for each review task	(a) Staff training materials (b) Policy library (c) Quality review/planning cycle (d) Quality benchmarking processes and reports (e) Quality database and reporting review report

Strategy 5b: Design structures and practices that facilitate quality assurance and improvement and encourage and capture profitable innovation

Initiatives	Key Performance Outcomes
(1) Developing clearly defined processes to encourage and capture innovation in courses, marketing, new revenue streams, processes, and cost reduction	(a) Tracked net value of innovation initiatives

Strategy 5c: Embed procedures for the assurance of course quality and the maintenance of academic standards

Initiatives	Key Performance Outcomes
(1) Development and publication of explicit course and unit learning outcomes (2) Careful attention to curriculum and program content, design and delivery (3) College-wide systems for monitoring the progress and achievements of students (4) Periodic reviews of programs (including external panel members) (5) Accessing regular feedback from employers and other stakeholders (6) Specifying the learning demands of different modes of delivery (7) Increasing the availability of course learning resources (8) Implementing formal program audit procedures (9) Enhancing participation of students in course quality assurance activities	(a) Course unit outlines (b) Course documentation (c) Moderation processes and procedures (d) Course accreditation and reaccreditation documentation (e) Alumni surveys (f) Letters of recommendation (g) Course delivery reports (h) Resource audits (i) Budget allocations (j) Academic Board reports (k) Student focus group minutes

Strategy 5d: Continue to ensure that students are assessed against published criteria, regulations and procedures that are applied consistently, fairly and equitably across the College

Initiatives	Key Performance Outcomes
(1) Assessments are designed to measure the achievement of the intended learning outcomes and other program objectives	(a) Course unit outlines
(2) Assessments have clear and published marking criteria	(b) Assessment rubrics
(3) Marking is undertaken by staff who understand the role of assessment in student progression	(c) Assessment feedback and marker comments
(4) Assessments are conducted securely in accordance with the College's stated procedures	(d) Moderation procedures
(5) Verifying that assessments are appropriate for their purpose, whether diagnostic, formative or summative	(e) Moderation Committee minutes
(6) Formally auditing the accuracy and fairness of assessment marking and moderation procedures	(f) Assessment audit conducted
	(g) Assessment/Moderation audit conducted

Strategy 5e: Verify that academic staff are qualified and competent to teach students in their designated units and courses

Initiatives	Key Performance Outcomes
(1) Staff recruitment and appointment procedures ensure that all new staff have at least minimum necessary levels of competence	(a) Recruitment and appointment (HR) processes
(2) Heads of School verify that teachers have current knowledge and understanding of the subject(s) they are teaching	(b) Evaluation of staff CVs by Heads of School
(3) Teaching staff are provided with opportunities to develop and extend their teaching capacity and capabilities	(c) Professional development plan
(4) Providing underperforming teachers with opportunities to improve their skills and providing a means to retire underperforming teachers should they continue to be demonstrably ineffective	(d) Professional development resources (e.g. Learning Academy)
(5) Ensuring staff have the necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts	(e) Academic performance review processes
(6) Encouraging and supporting staff professional development to improve scholarship and research performance	(f) Performance feedback reports (individual lecturers)
	(g) Formal in-class evaluations of teaching staff by Heads of School/Program Director
	(h) Staff Research and Scholarship Report

Strategy 5f: Directly assess the theoretical, professional and technical merit of scholarship and research; and enhance the effectiveness of systems and processes supporting scholarly and research activities

Initiatives	Key Performance Outcomes
(1) The College is engaged in substantial and original scholarly activity (2) The veracity and validity of College research outputs are assessed through peer review or commercial publishing processes (3) Further supporting the conduct of scholarship and research including by providing professional, technical, administrative or clerical support to research active staff and HDR students (4) College research outputs increase the stock of knowledge and are published in forms that enable the dissemination of knowledge	(a) Staff CVs (b) Published works in peer refereed journals (c) Published works in commercial publishing houses (d) HDR enrolments (e) HDR training (f) Supervisor HDR training (g) Citation statistics (h) Book and monograph sales (i) Website 'hits'

Strategy 5g: Collect, analyse and use relevant information for the effective management of College programs of study and other activities

Initiatives	Key Performance Outcomes

(1) The College collects, analyses and reports data on:
  • student admission, progression and completion rates
  • the resulting profile of the student population
  • student satisfaction with their programs
  • teaching performance indicators
  • learning resources available and their cost
  • employability of graduates
(2) Quality assurance and improvement processes are published and contain explicit statements of the aims and objectives of the processes as well as a description of the procedures to be used
(3) Impact assessments of quality assurance and improvement (QAI) activities are undertaken
	(a) Teaching performance report
	(b) Staffing report
	(c) Student feedback report
	(d) Resource audit
	(e) Graduate Destination Survey
	(f) Quality assurance impact reports

Strategy 5h: Evaluate the fitness of quality assurance processes to achieve quality assurance aims and objectives

Initiatives	Key Performance Outcomes
(1) Review procedures used are sufficient to provide adequate evidence to support the findings and conclusions (2) Reports are clear, published and accessible (3) Experts undertaking the quality assurance activities are vetted to ensure they have appropriate skills and are competent to perform their task (4) The College produces summary reports describing and analysing the general findings of quality assurance and improvement activities	(a) TEQSA reports (b) ISO audit reports (c) Accreditation/Reaccreditation reports (d) Teaching performance reports (e) Student feedback reports (f) Register of external and internal reviewers (g) Executive summary of quality findings report

Strategy 5i: Utilise the results of benchmarking and self-review to achieve and maintain performance and practices consistent with university standards

Initiatives	Key Performance Outcomes
(1) Benchmarking is established and improved (2) Academic policies and practices are consistent with TEQSA standards and best practice in Australian higher education (3) Benchmarking key practices and metrics leads to enhanced courses, improved units, and award articulation (4) Annual reviews of targeted academic policies and practices are in place	(a) Course benchmarking reports (b) Policy library (c) Benchmarking workplan (d) Course improvement reports (e) Policy document status/history

GOAL 6: Achieve University College status by 2025 or earlier

Strategy 6: Achieve timely and efficient reaccreditation for all courses, development and launch of new courses, and successful applications for registration as a University College, then Australian University

Initiatives	Key Performance Outcomes
(1) Establish a University Transition Committee to manage the process leading to University status (2) Achieve University College status by 2025 (3) Develop and launch new courses as planned, including new research master's and doctorate degrees (4) Achieve registration as an Australian University by 2030	(a) A committee that functions effectively to achieve project goals and outcomes (b) University College registration achieved by 2025 (c) Reaccreditation and development/launch of new courses achieved according to plan (d) Registration achieved as Australian University by 2030

MY GOALS

KEY FOCUS	KEY PERFORMANCE OUTCOMES

MY GOALS

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