

Timeline for Preparation of the Programme Evaluation Report

Faculty of Education

Allocated Time: 8 April to 8 July, 1991

Date:

Task

8-19 April Familiarisation with SAS at Churchlands Computing Center

Familiarisation with Data Files through Paul Carrero

Copy Data Files & Search for 1987 Data Files (missing)

Organisation of office,

Establishment of SAS on Computer (Done on 18 April)

22-27 April Review eight Questionnaires in order to

draft Preliminary Structure of the Report

Run SAS command files for 1988 to 1990 for

end of course (EOC) data.

30 Ap-3 May Rename labels & Values Differing between years

(Reactions, Campus etc)

Keep reaction variables for one file, 1988 to 1990

Write SAS files for GLM ANOVA, Multiple comparison test

(Scheffe) & MEANS by years 1988, 1989 and 1990.

Run and compute ANOVAS and MEANS for End of Course (EOC)

Reactions. Interpret and Summarise printout

6-10 May Interpret and Summarise printout

Type Report for the information produced

Check and Run Recent Graduates (REG) SAS files

Combine files and keep reactions to course

Write ANOVA SAS files and compute MEANS & ANOVAs for

REG Reactions. Analyse and write report

13-17 May Combine EOC data files for course aspects and

usefulness. Compute MEANS & ANOVAS for these

variables. Analyse results and type report

Check & combine Employers and Practitioners (EAP) data

and compute ANOVAS & MEANS for common variables

(Importance and achievement of

goals) across years. Analyse and write report.

20-24 May Set up DBase file for content analysis of comments

for EOC, 1988 questionnaires.

Enter comments for 200 1988 EOC questionnaires.

27-31 May Enter comments for 200 1989 EOC questionnaires.

Summarise frequency tables for comments for all

years for EOC, REG and EAP.

3-7 June Prepare and print out graphs showing frequency, means or

percentage baseline data for EOC for reactions,

course aspects and usefulness. Type short descriptive

paragraphs noting significant changes for each graph.

10-14 June Prepare and printout graphs showing frequencies, means or percentage baseline data for common variables for REG and EAP. Type short descriptive paragraphs noting significant changes for each graph.

Prepare graphs for EOC, REG and EAP questionnaires to illustrate useful information which was not common between years. Type short descriptive paragraphs noting significant changes for each graph.

17-21 June Finish and check graphs. Print graphs and cut and paste text.

Combine all graphs, descriptions, summaries and comments as a draft report. Revision 1: Read draft report, check anomalies in graphs against printouts, correct, revise and regraph where necessary.

24-25 June Revision 2: Read draft report, check anomalies against printouts, correct, revise and regraph where necessary.

Write overview to report and suggestions for a workshop.

Greatest Assets in Report Preparation:

An asset was invaluable assistance from Paul Carrero who explained variable labels and values and who wrote an SAS file to print out

comprehensive tables of comment frequencies.

Deficits:

Lack of graphing software, word processor, SAS manuals and a reliable high quality printer. There was a two week delay in obtaining and loading SAS into the computer.

Preliminary Suggestions for a Workshop 'Planning for Change' to Review the Programme Evaluation of the Faculty of Education, Edith Cowan University.

Participants: Department heads and interested staff members of the Faculty of Education.

Objectives: To familiarise staff members with the results of the programme evaluation and to provide an opportunity to plan an agenda for making improvements to the programme

Time: Six Hours (two half days or one full day)

Venue:

Date and Time:

Time	Who	Activity	Grouping	Resources
9.00-9.20	Admin	Welcome, Agenda Overview, Importance of Evaluation and Planning for Change in the University Context	Whole Group Address	For each group, bulletin board, cards, pins, pens butchers paper
9.20-9.40		Rationale and Overview of Programme Evaluation Outcomes	Whole Group Address	Overheads
9.40-10.20		Read Aspects of Evaluation Respond to Focus Question on Board 'What aspects of this report are relevant to our department?' Part I Quantitative .each person completes 3 cards with 3 aspects. .pin up cards & discuss .prioritise ideas by voting	Small Groups Nominal Group Technique	
10.45-11.30		Read Aspects of Evaluation Respond to Focus Question on report are relevant to our department?' Part II Qualitative Reactions to Comments .each person completes 3 cards with 3 aspects. .pin up cards & discuss .prioritise ideas by voting	Small Groups Nominal Group Technique	
11.30-12.00		Report decisions back to whole group	Whole Group	

Afternoon Programme

Time	Who	Activity	Grouping	Resources
1.00-1.15		Introduction to Planning Process Sample Plan Presentation	Whole Group	Overheads
1.15-3.00		Planning an Agenda for Change Answer questions using card completion/brainstorm technique. What objectives do we want to achieve? How can we achieve these objectives? What is our timeline? Who will organise? With whom? When? What resources do we need? Who will evaluate the change? How? When?	Small Groups	Butchers Pap Pens, Cards,
3.25-4.00		Report plan back by groups Whole group reactions via card completion & pinup to plan	Whole Group	
4.00-4.15		Conclusion & Evaluation of Day	Whole Group	

Card Completion Technique

Each participant is given a black pen and pile of cards. All ideas are written on cards and pinned to the bulletin board prior to discussion. Cards may be grouped to form clusters using group consensus. Unclear ideas on cards are explained by writers. Clusters of cards may be ranked by using a voting procedure. Graphically this is accomplished by participants being given coloured dots to stick on cards or card clusters of their choice.

The process ensures a maximal generation and collection of ideas from all participants without evaluation initially and placement of ideas in public view.

**Edith Cowan University
Faculty of Education**

**A Programme Evaluation
of the Faculty of Education
1988 to 1990**

A Preliminary Report

Abstract

A programme evaluation was undertaken for the Faculty of Education of Cowan University for the years 1988 to 1990. Approximately five hundred end of course students, one hundred first year teachers and a hundred employers responded annually to questionnaires ascertaining importance and achievement of goals, attitudes and general effectiveness and usefulness of units. Results were analysed using frequencies, means, percentages and ANOVAs to determine significance of differences between samples. Results indicated a large significant improvement in student attitudes in 1989 and 1990 as compared with 1988, but little difference in attitudes between 1989 and 1990. There were no significant changes in attitudes of recent teachers and employers over the three years. Goals were largely perceived by all groups as being nearly achieved and a positive rating for effectiveness was noted. Numerous recommendations were made for improvement of the programme.

Acknowledgements

The format for this report was suggested by Dr. Len Vlahov. Appreciation is expressed for his guidance. Analysis of questionnaire comments was undertaken by Paul Carrero. His willing assistance with writing SAS command files and provision of data and print outs was greatly appreciated.

**Faculty of Education
Preliminary Report
1988 to 1990**

Overview of The Results

**Overview of the Programme Evaluation of the Faculty of Education,
1988 to 1990**

Introduction

Three types of information was gathered between 1988 and 1990 for the programme evaluation of the Faculty of Education of Cowan University. This information included perception of the importance of goals and their degree of achievement, reactions to the course and degree of departmental assistance, general effectiveness and the usefulness of types of units. Open ended comments were encouraged. Sources of information were end of course graduates, first year teachers and employers of new graduates. Information was collected annually, although no collection of information from first year teachers occurred in 1989. Sample sizes were around five hundred students for end of course students, and approximately a hundred practitioners and employers for each year. Information was analysed by means, frequencies and percentages. ANOVAs were conducted to determine significance of differences between samples at the .05 level using the general linear model in SAS.

Importance and Achievement of Goals

Variations in questionnaires made direct comparisons of reactions to and achievement of goals between years impossible. Nevertheless trends were apparent in judgments of important goals and their degree of achievement. Important goals for end of course students from 1988 to

1990 were to secure a degree, a vocation and an income, to satisfy personal interests and to widen future options. Recent graduates chose similar goals. Altruistic goals such as serving the community and social goals were rated lowly as compared with personal goals. Between seventy and eighty percent of students and recent graduates felt that they had achieved their first three goals or made substantial progress towards their achievement in 1988 and 1990. Goals with the highest achievement rating included fulfillment of personal interest, obtaining a degree, securing a vocation, and broadening future options. Goals least achieved related to obtaining employment, an income, and reaching a career and community goal. Even for these goals less than 10 percent of the student indicated limited progress. In spite of the recession and a lack of employment opportunities students were optimistic concerning their achievement of goals.

Every year, at least three quarters of the employers rated these goals as important: desirable work habits, appropriate practical skills, interpersonal skills, and oral and written communications skills. The same number of employers rated these skills as being largely achieved with no significant changes in ratings across the years. Desirable work habits and attitudes annually received the highest rating for achievement while a desire to continue study received the lowest rating. A general rating of effectiveness given by employers to new graduates was highly positive. Graduates were given significantly similar high ratings across the three years with eighty five percent of the graduates being perceived as very effective or effective. Approximately a quarter of the Cowan University graduates were rated by employers as superior or better than average

over three years as compared with other graduates. Most of the remaining employers in the three years period perceived the graduates to be about the same as graduates from other institutions. Eighty five percent of 1990 end of course students reported ATP ratings of competent to outstanding, while ninety percent of students who responded reported a previous semester average of sixty or better.

In summary, goals of employers and end of course students varied with students being more self-centered. Paradoxically, end of course students were becoming less confident in achieving their goals. Employers gave consistently high ratings for achievement of goals and efficiency by the graduates.

Course Reactions

All end of course students completed a questionnaire on graduation and these questionnaires were collected in 1988, 1989 and 1990. Eight attitudinal variables related to the course of study have been repeated on the questionnaires during these years and were compared across years. Attitudes were largely negative towards the course in 1988 with a majority of negative responses. In 1989 and 1990, the majority of students expressed positive attitudes to the course of study. In 1989 there were significant differences from 1988 in a positive direction for availability of avenues of study, the quality of teaching, teachers' responsiveness to questions, manageable workload, interesting subject matter, relevance to career, assessment and coherent course structure. In 1990 there were

significant differences in a positive direction for all eight variables from 1988 and additional significant improvement for three of the eight variables as compared with 1989. These variables were availability of avenues of study, responsiveness of teachers to questions, and manageable workload. By 1990, the most negative reactions were towards the assessment techniques while the most positive attitudes related to quality of teaching and teacher responsiveness.

Additional variables surveyed in 1989 and 1990 for end of course students included adequacy of ATP supervision and facilities. There was no significant change in overall means (2.7) for college supervision of ATP in 1989 and 1990. However, there was a significant change from 2.9 to 3.1 for school supervision of ATP. There were no significant differences for the overall mean score for the availability of equipment in 1989 and the averaged mean scores for audio-visual, library and computer facilities in 1990. There was a significant improvement in the availability of facilities and equipment as compared with 1988.

In 1988, nearly nine tenths of recent graduates agreed or strongly agreed that facilities and equipment were available. In 1990, only half the recent graduates agreed or strongly agreed that the computing facilities were available. Almost two thirds of the recent graduates agreed or strongly agreed that library facilities and audio-visual facilities were available.

Course reactions were also analysed by department, award and campus. Students in all department areas indicated some significant positive changes in attitudes. Students in Home Economics and Languages

demonstrated the least number of significant changes in attitudes, while students in Aboriginal Studies, Music and Science demonstrated the greatest number of significant changes in attitudes.

For awards, students enrolled in the Post Service award, surveyed in 1988 and 1990, indicated significant improvements in 1990 on all attitudinal variables. Students enrolled in the Be (Prim) perceived twenty out of twenty two comparisons between 1988 and 1990 to be significant improvements while, in contrast, students enrolled in BE (Preservice) perceived two out of twenty two comparisons between 1988 and 1990 for eight attitudinal variables to be significant improvements. Students in other awards showed approximately ten to twelve positive differences between 1988 and 1990.

Student attitudes on all campuses significantly improved towards most questions in 1989 as compared with 1988. Generally, students indicated significant changes in a positive direction in their reactions to issues such as availability of courses, quality of teaching, workload, subject matter, and relevance and coherence of units in 1989 as compared with 1988. In 1990 student attitudes did not differ significantly from 1989 by campus but generally attitudes continued to be significantly more positive than in 1988.

Churchlands and Mt Lawley Campuses possessed the largest number of significant attitudinal shifts for the eight variables in 1989 and 1990. Joondalup, Claremont and Nedlands demonstrated greater stability of attitudes and fewer numbers of significant improvements in student

attitudes. Nevertheless, no campus demonstrated a deterioration of attitudes towards any variable below levels recorded in 1988. Although some campus demonstrated greater attitudinal changes, students on all campuses felt that curriculum conditions were significantly improved in 1989 over 1988 and these improvements had been maintained in 1990.

Recent graduates were surveyed by mail in 1988 and 1990 for their course reactions. No significant differences were found in the attitudes of recent graduates for these two years with regards to any variable including the availability of avenues of study, the quality of teaching, responsiveness to questions, interest of subject matter, appropriate assessment, manageable workload, relevance to a career and coherent course structure.

Generally, for combined samples across the years, recent teachers were significantly more positive than end of course graduates in their judgments concerning the availability of avenues of study, the quality of teaching, responsiveness of teachers to questions, manageability of course work and assessment procedures. There were no significant differences between recent practitioners and end of course graduates concerning perceptions of interest in the subject matter, relevance of subject matter to one's career, and coherence of the units.

Recent graduates in 1990 were more positive on every attitudinal variable than end of course students in 1988. Compared with 1989 end of course students they were significantly different in a positive sense on one variable, no different on three and significantly different in a negative sense on four. Results by recent graduates in 1990 were less posi-

tive than those views held by 1990 end of course students towards the attitudinal variables.

In summary, there was a substantial significant improvement in attitudes towards instructional variables in the Faculty of Education in 1989 over 1988 and this change was generally maintained in 1990 without substantial additional improvement.

Student Views Towards Aspects of Departmental Assistance

Students in 1988 did not receive this question. Students in 1990 and 1989 were asked their attitudes towards assistance received from the Department responsible for their General Studies major and minor, Curriculum Studies major and minor, Core Education, Teaching Practice, Electives and general course effectiveness. The overall results indicated that students in 1990 compared with 1989 were significantly different in a positive direction in their attitudes towards assistance received from the Department responsible for their General Studies major, Core Education and the general effectiveness of their course.

There was no significant difference in attitudes by these 1990 end of course students towards departmental assistance with the General Studies minor, Curriculum Studies major and minor, teaching practice, and the electives as compared with 1989 end of course students.

When analysed by award, Be (Primary) Award students significantly improved on seven of the eight criteria assessed by students in 1990 as compared with 1989. Be (Elementary) Award students improved their

attitudes on two (numbers 3 and 7) of the eight criteria. Award 206, B Ed failed to change on any criteria. Be (Secondary) Award students changed their attitudes in a negative direction on one (number 6) of the eight criteria in 1990 as compared with 1989.

Analysis by campus indicated a significant improvement in 1990 on Bunbury Campus towards teaching practice and general effectiveness. Churchlands Campus students improved in attitudes towards core education, teaching practice, electives and general effectiveness. Nedlands Campus in 1990 changed in a negative direction with regards to departmental assistance with core education and electives. Students on Mt Lawley Campus indicated a significant change in a negative direction towards teaching practice.

Analysis by department indicated that five departments (English, Home Economics, Industrial Arts, Science and Social Science) showed no significant change between 1989 and 1990. Three departments (Aboriginal Studies, Art Education, Phys Ed) showed one significant difference in a positive direction. One Department (Speech and Drama) showed three significant changes in a positive direction. Three departments (Business Ed, Maths, Music) showed one significant change in a negative direction. Overall, there was little significant change between 1989 and 1990 when analysed by department.

Course Usefulness

Students in all three years were asked to consider the overall structure of the course and to indicate from a list the areas of study which they

found to be most useful for a prospective teacher. Areas included core education, general studies (content), curriculum studies (methodology) and electives.

There was a significant shift in a positive direction in attitudes (1988-1989, 1988-1990) for core education units and for electives (1988-1990). There was no significant change in attitudes towards general studies. There was a significant change in a negative direction (1988-1990) for curriculum.

Attitudes towards usefulness of the types of units were analysed by award, department and campus. Be(Primary) (1988-1990) was the largest award to show a significant change in a positive direction. Be(Secondary) showed two significant changes for general and curriculum studies in a negative direction. Be(ELE) showed no change.

Analysed by campus, Churchlands Campus students indicated significant improvements (1988-1990) for usefulness of core education and electives and significant deterioration for general and curriculum studies. Students on Nedlands Campus indicated positive changes for general (1989-1990) and curriculum studies (1988-1990, 1988-1989) and electives

(1989-1990) but with deteriorating changes for general (1988-1989) and curriculum studies (1989-1990), and electives (1989-1990). Mount Lawley students also reported significant differences in a positive direction for curriculum studies (1988-1989, 1988-1990), general studies (1988-1989) and electives (1989-1990) and in a negative direction for the usefulness of general studies (1989-1990) and electives. (1988-1989)

Overall, there were few readily apparent trends between 1990 and 1989 for usefulness by area, when analysed by majors but there were significant improvements since 1988 particularly for English, and Home Economics.

Recent graduates in 1988 and 1990 also responded to questions on usefulness of units to their present job. Nearly three quarters of recent graduates indicated that general studies and electives were most useful or useful to the present job. Two thirds of recent graduates found curriculum studies useful or most useful. Over half of recent graduates indicated that core education units were useful or very useful. In 1990, fifty nine to sixty three percent of the students rated core education units, general studies, curriculum studies and electives as of considerable or high usefulness. These ratings are well below the 1988 ratings for general studies and electives usefulness. Nevertheless, nearly two thirds of the students found all their courses to be useful to their present job.

Recent graduates and end of course students were asked a number of questions in 1990 which were not compared across different years. Nearly a half of the recent graduates agreed or strongly agreed that the course had increased their commitment to a career. Nearly three quar-

ters of recent graduates and end of course students in 1988 and 1990 emphasised that their course had helped them to obtain their current position by providing needed teaching qualifications and training. Two thirds of the end of course 1990 students indicated a positive effect of their educational studies in terms of opportunities for further study and an opportunity to seek employment. Between ten to twenty percent of the students also reported other positive effects including the possibility of travel, unrelated job opportunities, new vocational interests, related job opportunities and promotional aspects. Cowan University with approximately a fifth of the sample was the most popular institution for reenrolment. Nearly a half of the graduates were interested in some aspect related to their previous studies. These students would like to study further in such areas as mathematics, computing, junior primary and for a Bachelor of Education.

In 1990, end of course students indicated the number of hours per week that they were employed in the last semester. Forty percent indicated no employment. Approximately half the students worked between one and twenty hours. A remaining ten percent worked more than twenty hours per week. Fifteen percent of the employed students in 1990 reported that their employment related to education.

A content analysis of open ended comments was revealing in suggesting avenues for improvement. The most frequent employer comment in all three years was that greater stress needed to be given to issues connected with student management, communications and interpersonal skills. Secondly, in importance for employers was increased teaching skills in

organisation, programming, assessment, and teaching methods. Increased subject content knowledge was not rated as important although a knowledge base of literacy and numeracy, or spelling, grammar and speech skills were perceived as critical. Skills in teaching aborigines was perceived as an asset for many first year country postings. Appropriate dress, time management skills, willingness to listen, dedication and willingness to become involved with the community were other important course aims.

Noticeable strengths of graduates related to their enthusiasm and performance as teachers. New graduates documented their programmes, interacted well with other teachers, students and parents, sought help when needed, and were professional in their approach. There was a sound theoretical base, professionalism and good rapport with children. New graduates were willing to accept advice.

Some noticeable weaknesses were reported by the majority of employers each year. Student management and communications skills represented the most commonly cited weaknesses by the employers. Skills related to teaching were cited as weaknesses such as preparation, goal setting, teaching strategies and methods, (use of group work) organisation, assessment, dealing with specific groups, programming, knowledge of content and practical experience. Specific weaknesses included dealing with country postings, poor dress standards, and lack of knowledge of the Ministry.

Comments by the end of course students were summarised for 1988 to 1990 under a number of headings.

Lecturers

In 1988 and 1989, students commented on the close supportive environment and approachable nature of some lecturers. Generally, negative comments focussed around these concerns.

1. Lecturers seemed out of touch with classroom teaching as it occurred in primary and secondary schools. Students felt that lecturers should have recent or current teaching experience in the school system.
2. Lecturers were weak in their presentation skills. They tended to use stereotyped teaching techniques such as lecturing or chalk and talk. They did not use a wider range of techniques such as group work and were guilty of the 'do as I say, not as I do' syndrome. Students found such lectures to be unstimulating. Use of a wider range of teaching techniques such as workshops, group work, simulation games, student run lessons, guest lecturers and specialists were recommended.
3. Some lecturers were repetitive in use of curriculum content either with other courses (curriculum overlap) or within their own courses.
4. Lecturers were not held accountable for the quality of their lessons. A few were apathetic. Ongoing evaluation procedures were recommended.
5. The availability of a few lecturers was restricted and some were per-

ceived as unhelpful.

6. Students objected to condescending lecturers and to being treated as school children in the classroom.

7. Students asked that goals be stated explicitly and that the syllabus outlines be followed.

8. Overseas lecturers were resented for their lack of familiarity with the WA school system.

Recent graduates noted that some lecturers seemed out of touch with classroom reality, lacked professionalism, repeated content, or were not helpful. Recent teaching practice in schools was recommended for lecturers and teachers should be seconded to lecture. Accountability was important. Communications units needed review.

Practice Vs Theory

Students generally felt that courses were excessively theoretical and should be made more relevant to the working world. Students favoured more practice in the classroom, more classroom contact, more input from practicing teachers, and increased development of practical skills. Tutorial groups for self-help should be established in first year.

Recent graduates also suggested more practice and less theory in the preparation of teachers and more frequent and longer teacher practice

sessions with preferably continuous classroom contact. Better lines of communications with schools was recommended.

Course

In 1988, 167 positive comments from 200 questionnaires were made concerning the relevance, enjoyability and interest of the educational programme. Six comments favoured the 'sound, hands-on experience' of the programme. One hundred negative comments were recorded for course relevance and interest. A number of students felt the programme could be condensed because of wasted time. Improved orientation and counselling (careers) for new students was suggested. Twenty eight comments noted repetition of course content between or within courses. Eight comments felt the programme had lost contact with the classroom, focussed on restructuring specific courses to increase relevance and commented on the unstimulating aspects of some courses. A few found the programme too broad and favoured more specialisation and more content.

Recent graduates noted the usefulness of the programme. Some felt that restructuring to increase relevance to the classroom, stimulation and programming ability should be considered.

Units

Most students selected three units which were viewed as relevant, interesting, enjoyable and useful. Some units such as early childhood educa-

tion were praised for providing practical teaching resource materials and developing teaching skills. Recommendations were made for more information on the Ministry of Education, study skills, class administration techniques, management skills, curriculum, programming, and remediation skills. Secondary school teachers resented primary oriented courses and practice. Integration of courses over three years was recommended.

Students varied on which units should be compulsory (first aid, children with special needs, aboriginal education etc) and the role of electives. Some favoured wider choice.

Multi-cultural education was frequently criticised in 1988 for being overly-emphasised, biased and poorly presented. Communications and EDU 3600 were strongly criticised in 1989. More units and greater variety should be offered for graduates in the evenings.

Recent graduates were disappointed with the EDU and communications units as preparation for classroom teaching and recommended increasing content units, practice teaching, group teaching and group work. Units associated with child abuse and aboriginal education were recommended.

Workload

A small number of students found the workload excessively light in first year and heavy in third year. Most found the workload manageable.

dropped the 1988 categories related to personal goals and identification of most and least relevant courses. Consequently only usefulness of types of units (core, general, curriculum and electives) and eight course reaction questions (availability of study avenues, quality of teaching etc.) measured on four point Likert scales were common across years and with the end of course questionnaires.

Employers and Practitioners

The employment and practitioners questionnaires were mailed in 1988 and 1990 in November to all principals of first year teachers who had attended Cowan University the previous year. The questionnaire was adapted from an evaluation survey package constructed by M. Done, S. Hunter, and J. Malone in 1981.

The 1990 questionnaire was identical to those produced in 1989 and 1988 with possessed three sections; preliminary information, course aims and outcomes and overall impressions. Course aims were ranked for importance and achievement on a scale from 1 to 4, from 1 or definitely to four or not at all.

Overall impressions invited comments on strengths and weaknesses of graduates, and ratings of course effectiveness on a four point scale from very effective to quite ineffective. Graduates were also compared with colleagues from other institutions on a five point scale from clearly supe-

in 1989 and from low to high in 1990.

In 1989 and 1990 students were asked to judge the effectiveness of the assistance provided by various departments including general studies, curriculum, core education, teaching practice and electives and to reflect on the overall usefulness of the content to prospective teachers.

The 1989 and 1990 questionnaires focussed on choice of student goals, and the degree to which they had been achieved with such headings as financial, employment, personal and social using a 1 to 4 scale from limited progress to achievement. They also reviewed the future beyond graduation using a tick in the appropriate box. The format for these questions differed from 1988. Consequently comparisons could not be made across the three years. Students in Education also indicated their course average and ATP result in 1989 and 1990.

Recent Graduates Questionnaire

The recent graduate questionnaires were mailed in 1988 and 1990 in November to all first year teachers who had attended Cowan University the previous year. The questionnaire was adapted from an evaluation survey package constructed by M. Done, S. Hunter, and J. Malone in 1981.

The 1990 questionnaire possessed four sections related to course and employment, reactions to course, further study and general comments. It

Description of Questionnaires

End of Course Questionnaires

The end of course questionnaire is administered annually in November to all final year students who are attending Cowan University. The questionnaire was adapted from an evaluation survey package constructed by M. Done, S. Hunter, and J. Malone in 1981.

The 1990 questionnaire possessed eight sections. These were demographic and enrolment variables, goals, reactions to course, the future beyond graduation, course information, effectiveness of course and comments.

Items common to the surveys administered in 1988, 1989 and 1990 include eight questions eliciting student reactions to various features of the course, including availability of avenues of study, quality of teaching, responsiveness of teaching staff, and interest of subject matter. These items were measured on a four point Likert scale from strongly disagree to strongly agree. In 1988 and 1989 students commented on the three most and least relevant units. This question was dropped in 1990.

A second area of commonality over three years elicited attitudes concerning the most useful types of units including core, general studies, curriculum and electives. These were also measured on a four point Likert scale from least useful to most useful in 1988, very ineffective to very effective

Faculty of Education
Preliminary Report
1988 to 1990

Introduction

**Edith Cowan University
Faculty of Education**

Table of Contents

Description of Questionnaires

End of Course Results

Attitudes, Aspects and Usefulness

by Campus

by Department

by Award

Importance/Achievement of Goals

Choice of Relevant/Irrelevant Units

Additional Questions, 1988 to 1990.

Employers

Views on Graduates

Importance/Achievement of Goals

Analysis of Comments

Recent Graduates

Attitudes

Analysis of Comments

Appendices

gies, presentation, workload, resources, preparation for practice teaching
and assessment procedures.

cient numbers of lessons were evaluated, the principal didn't visit, or that the supervisor was negative or unresponsive. Close cooperation between teacher, student and supervisor was recommended. ATP was recommended following completion of course work. Students with country ATPs were felt to be disadvantaged. More time should be given to teaching the minor area.

Questionnaires

More frequent evaluation was recommended such as at end of unit rather than end of course.

Conclusion

The programme evaluation survey of end of course students suggested that the teacher education programme in 1989 and 1990 was substantially improved in undertaking the processes involved in teacher education. Goals set by employers and student teachers were being achieved, although 1990 students were less confident in their achievement of goals than students in 1988. Employers felt that the graduates were competent but have not perceived any significant changes over the last three years in teacher education. Recent graduates as well failed to perceive changes between 1988 and 1990.

In spite of the successes of the programme, numerous recommendations for improvement were suggested. These suggestions generally focussed around curriculum issues that were within the power of lecturers to change including choice of relevant objectives, choice of teaching strate-

Scaling

Students favoured a atmosphere of cooperation rather than competition and recommended criterion referenced rather than normative assessment.

Resources

Concern was expressed over availability of photocopiers, videotapes, computers and resources for reading education. Text books were seen as too expensive and were needed on closed reserve.

Recent graduates commented on lack of access to computer facilities and resource books.

ATP

Students tended to be critical of ATP. ATP needed to be integrated with the course work. More observation time, workshops and teaching preparation were needed particularly in second year and prior to ATP to improve teaching skills. There was a lack of support for students with difficulties. Assignment of supervisors and teachers seemed to be a lottery with opportunity for personality clashes. Students wished the opportunity to change supervisors or to have more than one supervisor. The ATP supervisor should be skilled in the appropriate field, either in teaching secondary or primary school. A few students felt that insuffi-

Following ATP the workload was viewed as an anti-climax and excessively light.

Assignments

Students recommended that due dates for assignments need better spacing and coordination across departments. The cost of producing materials was noted as a concern. Assignments need to be explained clearly. Due assignments were seen as too close to exams.

Assessment

Assessment needed to be relevant to and integrated with the course objectives and to teaching. It should be related to theory and not be busy work. A production line evaluative 'screening' mentality needs to be avoided and more stress placed on cooperation and helping individuals learn and succeed. The focus should be improvement rather than purely evaluation. There was a reaction against group based assessment. There was felt to be excessive examinations.

Recent graduate comments related to a gap between assessment criteria and classroom reality and questioned whether assessment gave a valid indication of knowledge and skills. Over assessment and simultaneous assignments were mentioned. It was felt that presentation and assessment of teaching practices needed review.

rior to clearly inferior.

Procedures for Data Analysis

Information from end of course students' questionnaires for each year was analysed for each variable to extract frequencies for each value, percentages, cumulative percentages, means and standard deviations. For variables which were identical over two or three years, bar graphs were plotted using mean scores or percentages to demonstrate the differences between years.

An analysis of variance using a probability level of .05 was conducted on the mean scores of common attitudinal variables for these three years. Because sample sizes were unequal the GLM model in SAS was employed for ANOVA calculations. Post hoc multiple comparisons were conducted using the Scheffe procedure to determine significant effects between the years. The size and direction of significant differences were recorded by reference to the ANOVAs and the direction of the difference in means for each question as shown by the Scheffe test.

Content analysis was based on the following procedure. Comments from the 1990 questionnaire were listed and analysed to establish major content areas. Such areas included comments related to lecturers, the course, units, atp, assessment, assignments and additional categories. All 1990 comments were entered into a DBase 3 database. Each comment was assigned a category number and comment number. Similar comments were entered using preestablished numbers. The frequencies

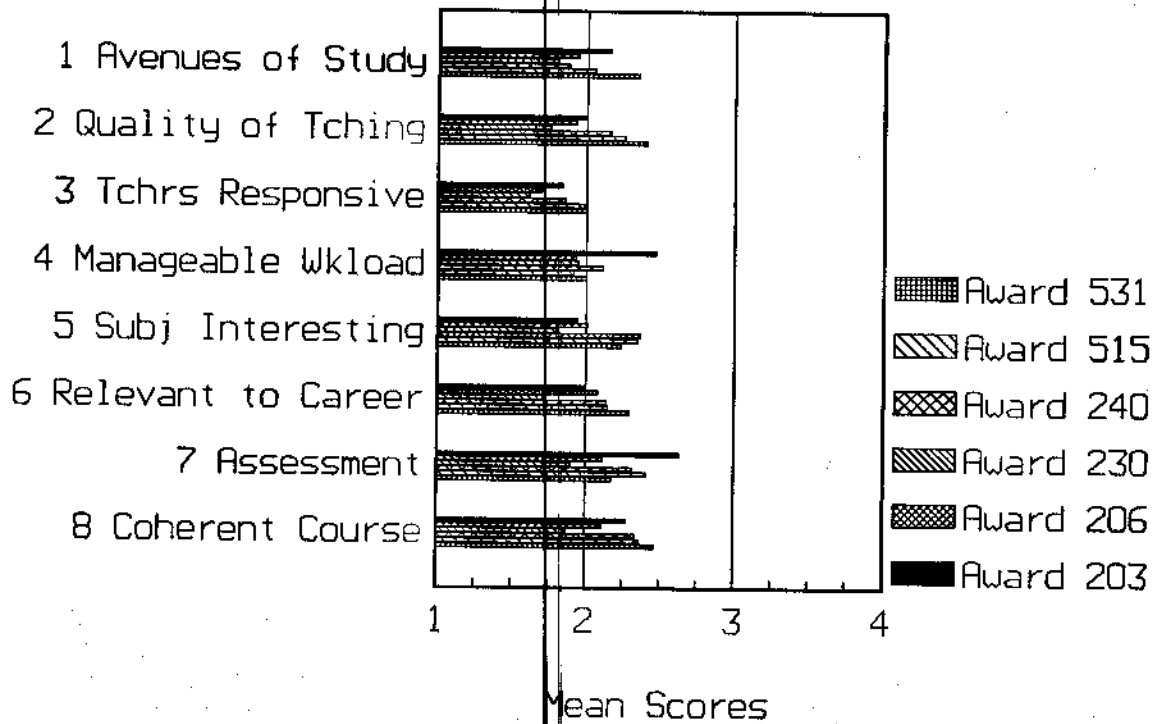
of comments were ascertained. Comments for 1988 and 1999 were categorised using categories and reference numbers from the 1990 survey. The creation of additional content categories for 1989 and 1988 questionnaires were felt to be unnecessary since the 1990 categories proved to be satisfactory. Additional comment numbers were created when necessary for 1989 and 1988 comments to embrace ideas which had not been coded in the 1990 end of course survey.

There were a number of limitations to the study. Because questionnaires were altered from year to year, comparisons across years were limited to those questions which had been retained unchanged. These comparisons failed to reflect the comprehensiveness of the questionnaires for each year.

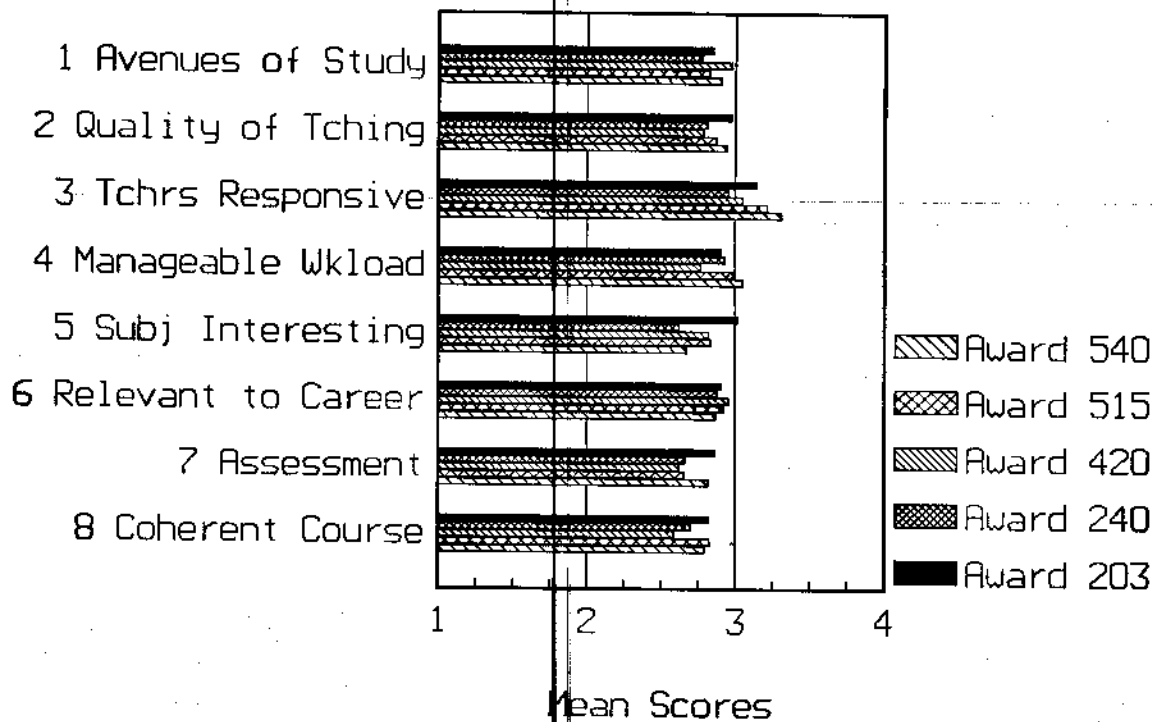
Analyses of variables by award, department and campus led to insufficient students in some awards, departments and campuses to permit valid comparisons.

Content analysis of student comments for 1988 and 1989 was based on a random sample of two hundred student questionnaires rather than all the questionnaires. Sampling was essential because of the lengthy time involved in content analysis. An inter-observer reliability check was not conducted to ascertain the accuracy of the content categorization.

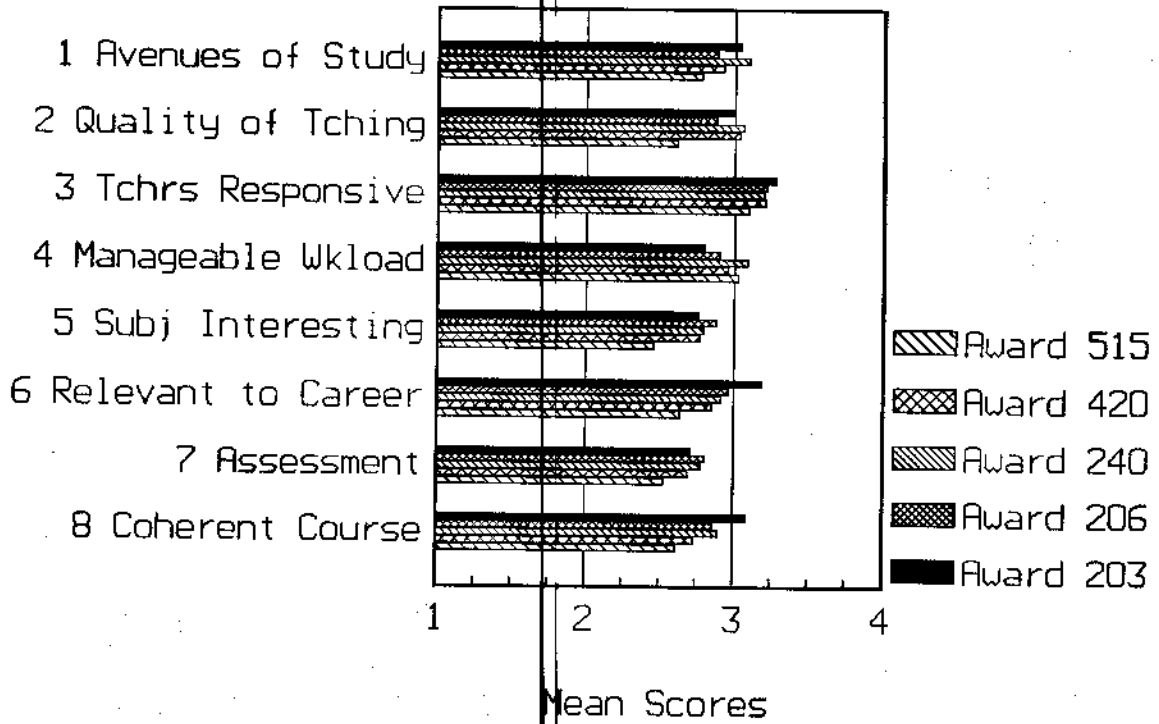
Course Reactions by Award in 1988



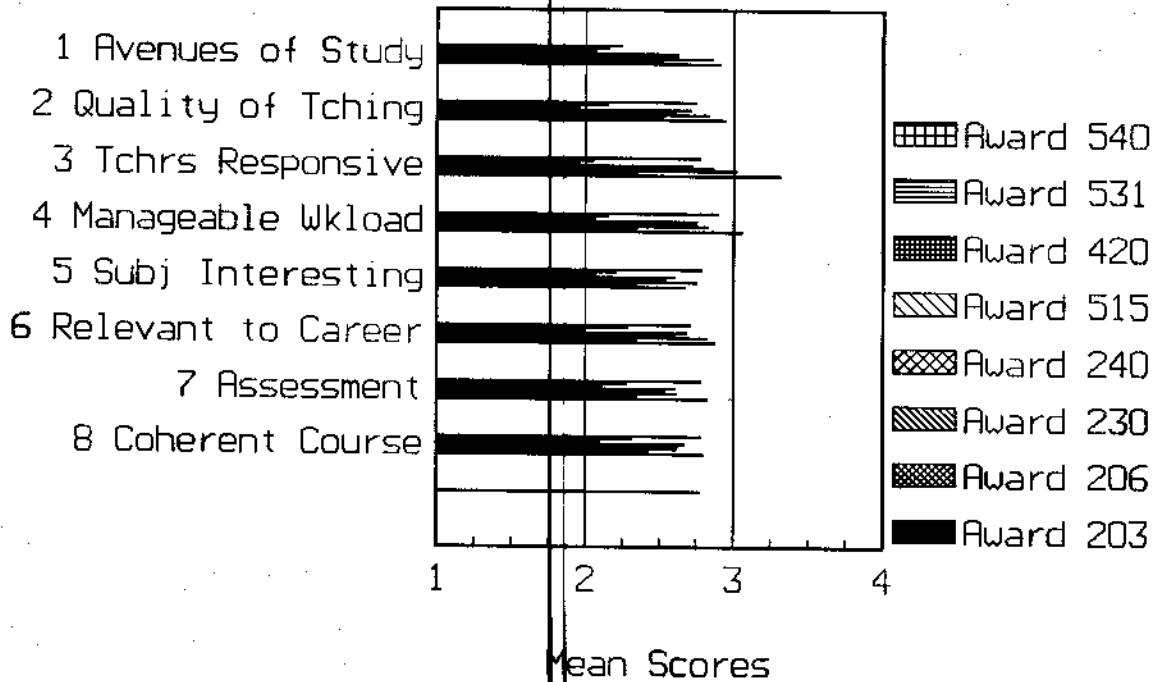
Course Reactions by Award in 1989



Course Reactions by Award in 1990



Course Reactions by Award Combined Years 1988 to 1990



Year=1990 Award Analysis by Means and Significance

Award	203	206	240	420	515	540	F	p	Scheffe Test				
Reaction Number	Mean	Std	Mean	Std	Mean	Std	Mean	Std	Mean	Std			
1	3.05	.38	2.89	.78	3.1	.61	2.93	.58	2.73	.65	4.16	.0002	240-515
2	3	.32	2.89	.66	3.06	.52	3.04	.62	2.62	.58	8.65	.0001	240-515, 420-515
3	3.29	.46	3.23	.64	3.21	.57	3.21	.63	3.10	.61	1.38	.2110	
4	2.81	.40	2.91	.47	3.09	.48	2.96	.61	3.03	.54	2.77	.0079	
5	2.76	.44	2.89	.58	2.80	.56	2.78	.55	2.46	.69	5.22	.0001	206-515, 240-515
6	3.19	.60	2.98	.66	2.92	.62	2.86	.61	2.64	.68	4.77	.0001	240-515
7	2.71	.56	2.82	.69	2.79	.61	2.69	.61	2.53	.66	2.80	.0072	
8	3.10	.54	2.88	.56	2.91	.59	2.74	.62	2.62	.67	4.11	.0002	240-515

Year=1989

Award	203	206	240	420	515	540	F	p	Scheffe Test					
Reaction Number	Mean	Std	Mean	Std	Mean	Std	Mean	Std	Mean	Std				
1	2.85	.56			2.78	.65	2.98	.52	2.84	.54	2.91	.71	1.36	.218
2	2.98	.54			2.82	.53	2.79	.75	2.88	.56	2.94	.78	1.05	.395
3	3.15	.36			2.97	.60	3.06	.61	3.22	.53	3.31	.74	3.36	.002
4	2.91	.47			2.94	.52	2.78	.70	2.99	.56	3.06	.55	1.27	.262
5	3.02	.34			2.63	.65	2.83	.55	2.84	.60	2.68	.84	3.25	.002
6	2.91	.51			2.88	.65	2.96	.63	2.92	.64	2.88	.82	.34	.993
7	2.87	.58			2.67	.68	2.62	.71	2.66	.71	2.82	.90	1.12	.350
8	2.82	.61			2.71	.60	2.59	.75	2.83	.62	2.79	.85	1.89	.069

Year=1988

Award	203	206	240	420	515	540	F	p	Scheffe Test				
Reaction Number	Mean	Std	Mean	Std	Mean	Std	Mean	Std	Mean	Std			
1	2.16	.60	1.95	.80	1.89	.66	1.63	.52	2.06	.60	2.06	.046	
2	2.00	.67	1.93	.64	2.17	.66	1.75	.46	2.26	.61	4.19	.0002	
3	1.84	.50	1.69	.62	1.86	.58	1.50	.54	1.99	.59	2.90	.0055	
4	2.47	.77	1.94	.57	2.12	.61	2.38	.52	1.92	.47	3.40	.0015	
5	1.95	.41	2.01	.65	2.37	.66	2.13	.35	2.35	.72	5.79	.0001	240-206
6	2.00	.33	2.08	.70	2.14	.64	1.75	.46	2.15	.62	2.05	.0477	
7	2.63	.76	2.11	.74	2.31	.62	2.13	.64	2.41	.73	3.23	.0023	
8	2.28	.67	2.12	.66	2.34	.66	2.00	.54	2.37	.76	2.62	.0118	

Year = Combined Results

Award	203	206	240	420	515	540	F	p	Scheffe Test						
Reaction	Mean	Std	Mean	Std	Mean	Std	Mean	Std	Mean	Std					
1	2.74	.62	2.16	.89	2.63	.81	2.86	.64	2.62	.69	2.91	.71	10.99	.0001	540-206, 540-230, 420-206, 420-230, 203-206, 240-206, 515-206
2	2.77	.66	2.15	.75	2.71	.67	2.83	.74	2.61	.62	2.94	.78	16.78	.0001	540-206, 420-206, 420-230, 203-206, 203-230, 240-206, 240-230, 515-206, 515-230,
3	2.90	.70	2.05	.90	2.73	.81	3.02	.75	2.87	.77	3.31	.74	23.17	.0001	540-531, 540-206, 540-230, 420-206, 420-230, 203-206, 203-230, 515-206, 515-230, 240-206, 240-230,
4	2.79	.56	2.16	.69	2.75	.67	2.84	.66	2.75	.71	3.06	.55	18.86	.0001	540-206, 540-230, 420-206, 420-230, 203-206, 203-230, 240-206, 240-230, 515-206, 515-230,
5	2.71	.57	2.21	.73	2.61	.65	2.75	.56	2.55	.70	2.68	.84	9.75	.0001	420-206, 420-230, 203-206, 203-230, 240-206, 515-206,
6	2.78	.66	2.29	.79	2.69	.72	2.83	.68	2.61	.71	2.88	.82	9.94	.0001	540-206, 540-230, 420-206, 420-230, 203-206, 203-230, 240-206, 203-230, 240-206, 240-230, 515-206,
7	2.78	.62	2.28	.79	2.60	.67	2.62	.67	2.54	.69	2.82	.90	6.81	.0001	540-206, 203-206, 203-230, 420-206, 240-206,
8	2.77	.67	2.31	.72	2.67	.65	2.62	.70	2.63	.69	2.79	.85	6.68	.0001	203-206, 240-206, 515-206,

Course Reactions By Award, 1990

There were no significant difference between variables for numbers 3, 4 and 7. For variable 1, the availability of avenues of study, there was a significant difference between award 240 (Be Primary) and 515 (Be Secondary). For variable 2, the quality of teaching is good, there was a significant difference in a negative direction for variable 515 (Be Secondary) with 240 (Be Primary) and 420. For variable 5, the subjects are interesting, there was a significant difference in a negative direction for 515 (Be Secondary) with 206 and 240 (Be Primary). For variable 6, relevance to a long term career, there was a significant difference in a positive direction for 240 (Be Primary) with 515 (Be Secondary). For variable 8, a coherent course structure, there was a significant difference in a positive direction for 240 (Be Primary) with 515 (Be Secondary).

Course Reactions By Award, 1989

There were no significant differences for variables 1 to 4 and 6 to 8 in 1989. For variable 5, the subject is interesting, 203 (GE Primary) was significantly different in a positive direction from 240 (Be Primary).

Course Reactions By Award, 1988

There were no significant differences in 1988 for variables 1 to 4 and 6 to 8. There was a significant difference for variable 5, subject is interesting, in a positive direction for 240 (Be Primary) as compared with 206 (Post Service).

Course Reactions By Award, 1968 to 1990

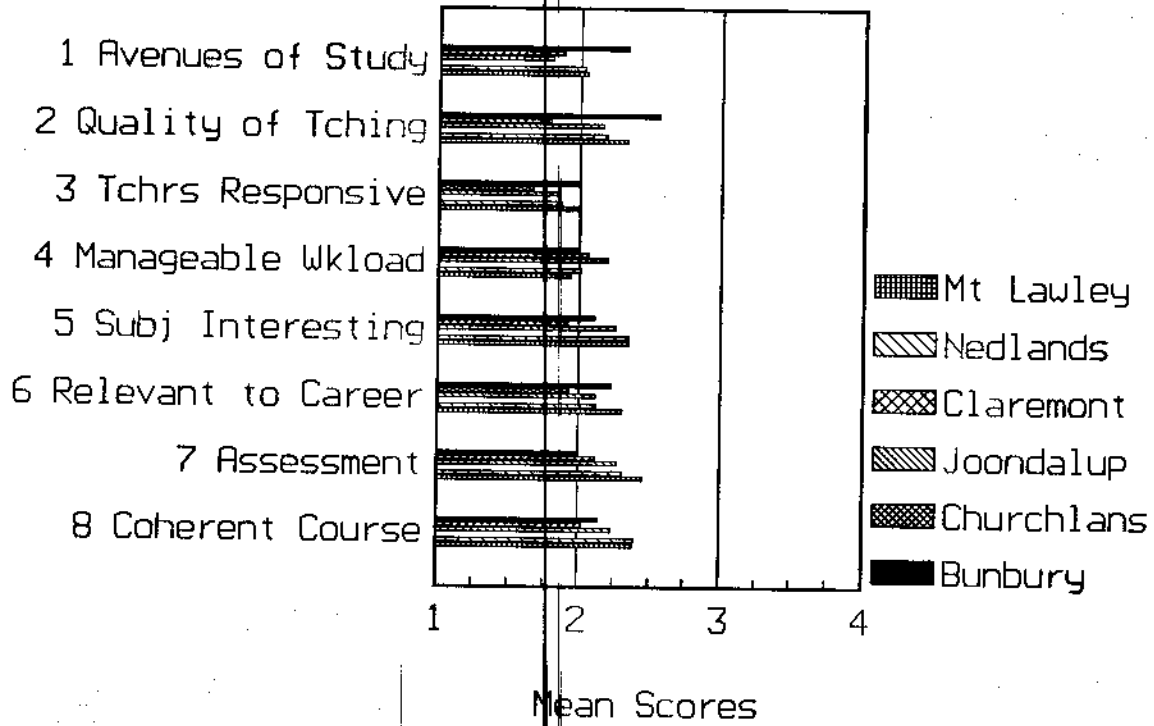
For the combined results there were many significant differences amongst awards. For variable 1, the availability of avenues of study, there were significant differences in a positive direction for 540 compared with 206 (Post Service) and 230 BE (Conversion), for 420 as compared with 206 (Post Service), 230 BE (Conversion), and 206 (Post Service), and 515 (Be Secondary) compared with 206 (Post Service). For variable 2, the quality of teaching is good, there was a significant difference in a negative direction for 206 (Post Service) with 540, 420, 203 (GE Primary), 240 (Be Primary), 515 (Be Secondary), and 420 Be(ELE) with 230 BE (Conversion), 203 (GE Primary) with 230 BE (Conversion), 240 (Be Primary) with 230 BE (Conversion) 515 (Be Secondary) with 230 BE (Conversion). For variable 3, teachers are responsive to questions, there were significant differences in positive directions between 540 and 531 (BE Pre-service), 206 (Post Service), 230 BE (Conversion), 420 Be(ELE) with 206 (Post Service), and 230 BE (Conversion), 203 (GE Primary) with 206 (Post Service), and 230 BE (Conversion), 515 (Be Secondary) with 206 (Post Service) and 230 BE (Conversion) and 240 (Be Primary) with 206 (Post Service) and 230 BE (Conversion). For variable 4, a manageable workload, there was a significant difference in a positive direction for 540 with 530 BE (Conversion) and 206 (Post Service), 420 Be(ELE) with 206 (Post Service) and 230 BE (Conversion), 240 (Be Primary) with 206 (Post Service) and 230 BE (Conversion) and 515 (Be Secondary) with 206 (Post Service) and 230 BE (Conversion). For variable 5, the subject is interesting, there was a significant difference in a positive direction for 420 Be(ELE) with 206 (Post Service) and 230 BE (Conversion), 203 (GE Primary) with 206 (Post Service) and 230 BE (Conversion), 240 (Be Primary) with 206 (Post Service), 206 (Post Service) with 420, and 515 (Be Secondary) with 206 (Post Service). For variable 6, relevance of the subject to a long term career, there were significant differences in positive directions for 540 with 206 (Post Service) and 230 BE (Conversion), 420 Be(ELE) with 206 (Post Service) and 230 BE (Conversion), 203 (GE Primary) with 206 (Post Service) and 230 BE (Conversion), 240 (Be Primary) with 206 (Post Service) and 420 Be(ELE) and 515 (Be Secondary) with 206 (Post Service). For variable 7, assessment, there were significant differences in a positive direction for 203 (GE Primary) with 206 (Post Service) and 230 BE (Conversion), 420 Be(ELB) with 206 (Post Service), 240 (Be Primary) with 206 (Post Service) and 540 with 206 (Post Service). For variable 8, a coherent course structure, there were signifi-

cant differences in poositive directions for 203 (GE Primary) with 206 (Post Service), 240 (Be Primary)
with 206 (Post Service), and 515 (Be Secondary) with 206 (Post Service)..pa

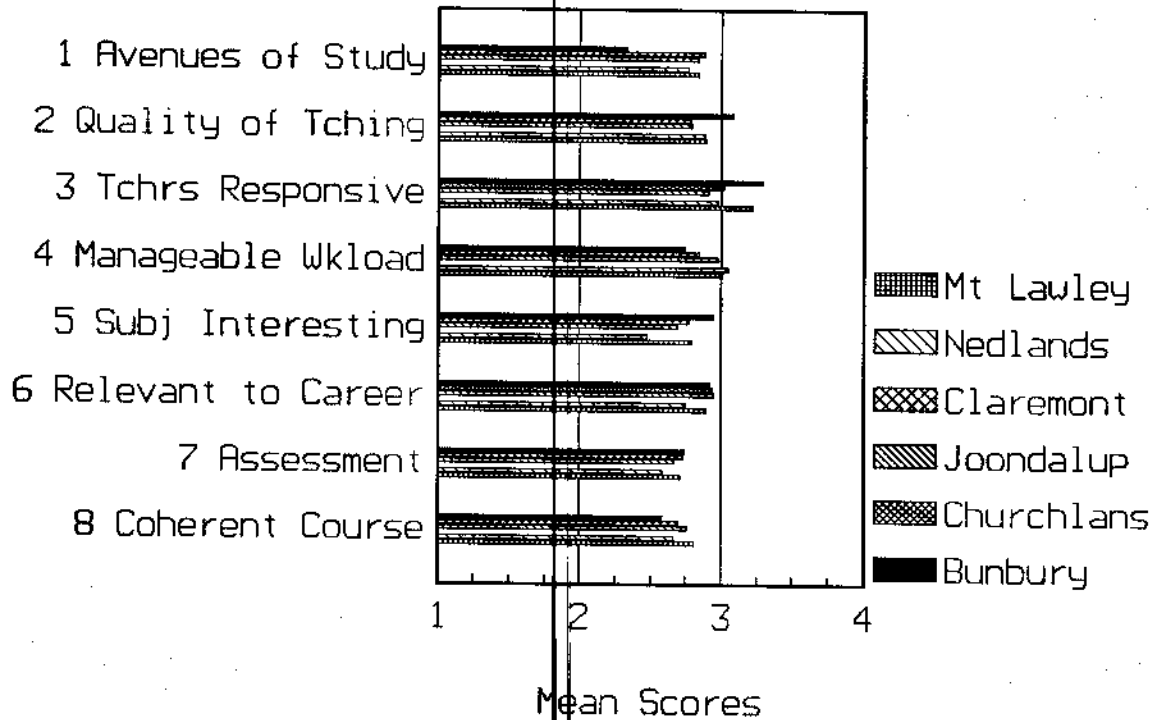
Faculty of Education Programme Evaluation

**Course Aspects and Usefulness
Analysed By Year For Award
and for Campus**

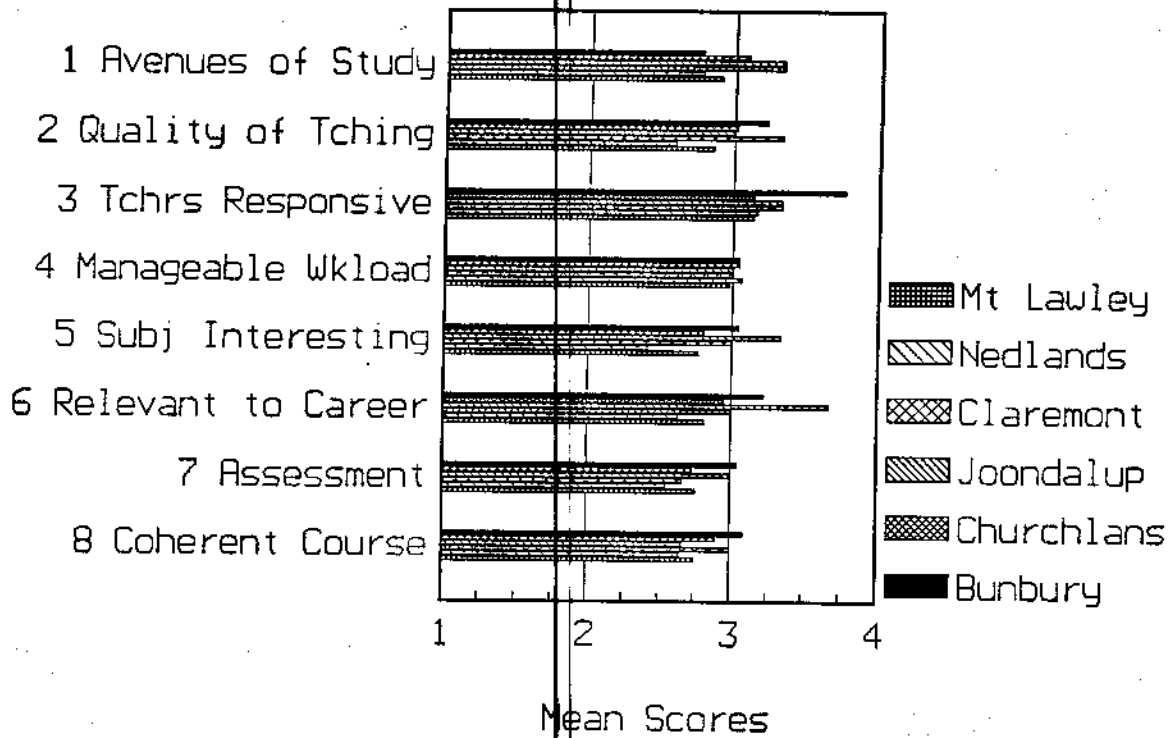
Course Reactions by Campus, 1988



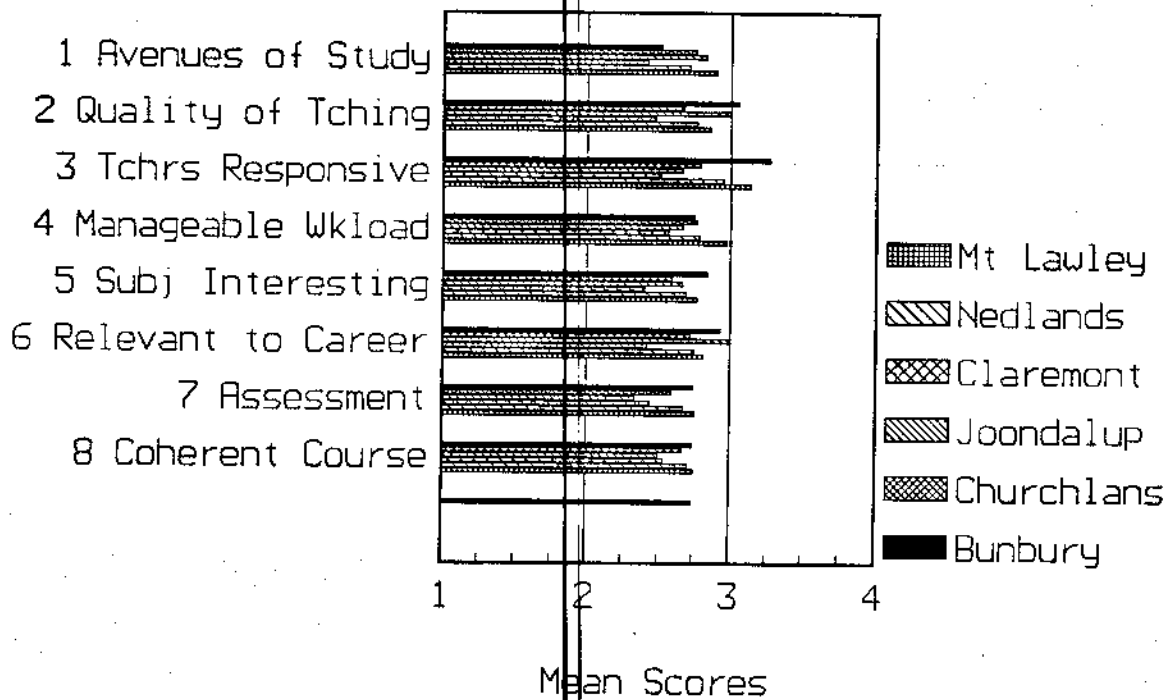
Course Reactions by Campus, 1989



Course Reactions by Campus, 1990



Course Reactions by Campus, Combined for 1988 to 1990



(sp10hb37) By Campus

Campus Code: 1 Bunbury, 2 Churchlands 3 Joondalup, 4 Claremont 5 Nedlands 6 Mt Lawley

Year = 1989 n = 526

No	Mean	Campus	Means	SD	F	p	Signif	Difference						
		Bun	Church	Joon	Clar	Ned	Mt	Law						
1	2.82	2.3	.87	2.9	.53	2.8	.55	4.0	2.8	.72	2.8	57.452	.0005	2-1, 6-1, 3-1
2	2.85	3.1	.50	2.8	.60	2.8	.55	4.0	2.9	.53	2.9	62.23	.0442	
3	3.06	3.3	.46	3.0	.52	2.9		4.0	3.0	.67	3.2	58.504	.0002	6-3,
4	2.94	2.8	.61	2.8	.56	3.0		3.0	3.0	.55	3.0	56.285	.0150	
5	2.72	3.0	.22	2.8	.54	2.7	.66	3.0	2.5	.72	2.8	4.1	.0012	6-5, 2-5,
6	2.85	2.9	.50	2.9	.58	3.0	.63	4.0	2.8	.74	2.9	1.8	.1114	
7	2.69	2.7	.54	2.7	.66	2.7	.75	3.0	2.6	.70	2.7	75.6692		
8	2.73	2.6	.58	2.7	.66	2.8	.59	2.0	2.7	.63	2.8	53.123	.2952	

Year = 1988, n = 491

Overall

No Mean Campus Means SD

No	Mean	Bunbury	Church	Joon	Clar	Neds	Mt	Law	F	p	Scheffe	Contrast		
1	1.95	2.3	1.9	.71	1.8	.68	1.5	2.0	.64	2.0	.65	2.49	.0304	
2	2.10	2.6	.88	1.8	.56	2.2	.70	2.0	2.2	.59	2.3	9.85	.0001	1-2, 5-2, 6-2, 4-2
3	1.82	2.0	.50	1.7	.60	1.8	.56	1.0	1.9	.59	2.0	62.85	.0020	5-2,
4	2.05	2.0	0	2.1	.67	2.2	.72	2.0	2.0	.52	2.0	11.6	.1593	
5	2.21	2.1	.33	1.9	.52	2.3	.61	2.0	2.4	.68	2.3	77.89	.0001	6-2, 5-2, 4-2,
6	2.10	2.2	.67	1.9	.59	2.1	.66	2.5	2.1	.59	2.3	3.4	.0050	5-2,
7	2.26	2.0	.87	2.1	.71	2.3	.67	1.5	2.9	.63	2.5	81.29	.0116	
8	2.27	2.1	.90	2.0	.66	2.2	.65	2.0	2.4	.64	2.4	4.71	.0003	6-2,

Year = 1990, n = 542

Overall Campus Means SD

No	Mean	Bun	Church	Joon	Clare	Nedlands	Mt	Law	F	p	Signif	Difference			
1	2.96	.81	3.1	.59	3.3	.58	3.3	.58	2.8	.68	2.9	69.501	.0002	2-5,	
2	2.901	.43	3.0	.57	3.0	0	3.3	.58	2.6	.63	2.9	58.079	.0001	1-5, 2-5, 6-5	
3	3.17	3.8	.43	3.1	.58	3.3	.58	3.3	.58	3.2	.66	3.1	58.488	.0002	1-5, 1-2, 1-6,
4	3.02	3.1	.58	3.0	.53	3.0	.58	3.3	0	3.1	.48	3.0	49.54	.7489	
5	2.72	3.1	.21	2.8	.58	3.3	.58	3.0	0	2.4	.71	2.8	59.906	.0001	1-5, 2-5, 6-5
6	2.86	3.2	.52	3.0	.64	3.7	.58	3.0	0	2.6	.67	2.8	6.47	.0001	1-5, 2-5,
7	2.71	3.1	.49	2.7	.64	3.0	0	2.7	.58	2.6	.69	2.8	3.07	.0097	1-5,
8	2.82	3.1	.43	2.9	.58	2.7	.58	3.0	0	2.7	.67	2.7	31.426	.0008	2-5

Overall, 1988 to 1990. n = 1511

No Mean F p Signif Difference

1	2.60	22.3	.0001	3-4, 2-4, 5-4, 6-4, 1-4
2	2.64	11.1	.0001	1-2, 1-5, 1-6, 1-4, 3-4, 2-4, 5-4, 6-4
3	2.72	24.25	.0001	1-3, 1-5, 1-2, 1-6, 1-4, 3-4, 5-4, 2-4, 6-4,
4	2.70	13.71	.0001	3-6, 5-6, 2-6, 1-6, 6-4, 3-4, 5-4, 2-4, 1-4
5	2.57	8.23	.0001	1-5, 1-4, 3-5, 3-4, 6-5, 6-4, 2-5, 2-4
6	2.64	14.66	.0001	3-5, 3-6, 3-4, 1-5, 1-6, 1-4, 2-5, 2-6, 2-4, 5-4, 6-4
7	2.57	3.79	.0020	1-4, 3-4, 2-4, 6-4, 5-4
8	2.63	5.66	.0001	1-4, 3-4, 2-4, 6-4, 5-4

Course Reactions By Campus in 1988

In 1988, there were no significant differences for variables 1, 4 and 7. For variable 2, Bunbury Campus, Nedlands Campus, Mt Lawley and Claremont were significantly different from Bunbury Campus in positive directions. For variable 3, Nedlands was significantly different from Churchlands Campus in a positive direction. For variable 5, Mt Lawley, Nedlands and Claremont Campuses were significantly different from Churchlands Campus in a positive direction. For variable 6, Nedlands Campus was significantly different from Churchlands in a positive direction. For variable 8, Mt Lawley was significantly different from Churchlands in a positive direction.

In summary, Churchlands Campus in 1988 was perceived negatively by students as compared with other campuses. Other campuses generally received significantly higher scores on many attitudinal variables.

Course Reactions By Campus in 1989

There were no significant differences for variables 2, 4, 6, 7, and 8. In 1989, Bunbury Campus was significantly lower in student ratings than Churchlands, Joondalup or Mt Lawley Campuses for variable 1, avenues of study. For variable 3, responsiveness of teachers, Mt Lawley was significantly different from Joondalup in a positive direction. For variable 5, interest of the subject, Mt Lawley and Churchlands were significantly more positive than Nedlands Campus.

Course Reactions by Campus, 1990

There were no significant differences between campuses for variable 4. For variable 1, avenues of study available, Churchlands was significantly different from Nedlands in a positive direction. For variable 2, quality of teaching is good, Bunbury, Churchlands and Mt Lawley were significantly different from Nedlands in a positive direction. For variable 3, Bunbury Campus was significantly different from Churchlands, Nedlands and Mt Lawley Campuses in a positive direction. For variable 5, interest of the subject, Bunbury, Churchlands and Mt Lawley were significantly different from Nedlands in a positive direction. For variable 6, relevance of units to a long term career, Bunbury and Churchlands Campuses were significantly different from Nedlands Campus. For variable 7, assessment, Bunbury Campus was significantly different in a positive direction from Nedlands Campus. For variable 8, Churchlands Campus was significantly different from Nedlands Campus in a positive direction.

Course Reactions by Campus, Combined Years

Overall, for variable 1, avenues of study being available, Claremont Campus rated lowest and was significantly different from all the other campuses in a negative direction. For variable 2, quality of teaching being good, Bunbury Campus was significantly different in a positive direction from Churchlands, Nedlands, Claremont and Mt Lawley Campuses. Churchlands, Nedlands and Mt Lawley Campuses were significantly different in a positive direction from Claremont Campus. For variable 3, teachers being responsive to student questions, Bunbury Campus was significantly different in a positive direction from all the other campuses. Claremont was significantly different in a negative direction from all the other campuses. For variable 4, the workload was manageable, Mt Lawley Campus was significantly different in a negative direction from Bunbury, Churchlands, Joondalup, and Nedlands. Churchlands was significantly different in a positive direction from Claremont and Nedlands. For variable 5, Interest of the subject matter, Nedlands Campus was significantly different in a negative direction from Bunbury, Joondalup, Churchlands and Mt

Lawley Campuses. Mt Lawley Campus was significantly different in a positive direction from Nedlands and Claremont Campuses. For variable 6, relevance of the subject to a long term career, Joondalup Campus was significantly different in a positive direction from Claremont, Nedlands and Mt Lawley Campuses. Bunbury Campus was significantly different in a positive direction from Claremont, Nedlands and Mt Lawley Campuses. Churchlands was significantly different in a positive direction from Claremont, Nedlands and Mt Lawley Campuses. Claremont Campus was significantly different in a negative direction from all the other campuses. For variable 7, assessment, Claremont was again significantly different in a negative direction from all the other campuses. For variable 8, there is a coherent course structure, Claremont Campus was significantly different in a negative direction from all the other campuses.

Results suggest that for almost all variables, Claremont Campus was significantly different from all other campuses in a negative direction.

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Summary Course Reactions by Campus

There were no apparent differences between campuses over the three years when examined year by year. In 1988, Claremont was significantly different from some of the other campuses for a number of variables, but these differences were no longer apparent in 1989 and 1990. In 1989, there were few differences overall and no consistent trends in differences across campuses. In 1990, Nedlands Campus was significantly different from Bunbury and Churchlands Campus on all variables but number 4. In examining the results averaged over three years, Claremont Campus appeared significantly different from all the other campuses on almost every variable. These results are surprising since the differences were not apparent in the other three years and may be caused by lack of student numbers.

By Home Campus and Award

Year= OVERALL

Determination of Differences in Campuses

Award Be(ECE)

Levels=5, n= 115

No Mean F p

1	2.86	2.73	.0327
2	2.83	3.75	.0068
3	3.01	5.28	.0006
4	2.83	.82	.5134
5	2.75	.98	.4202
6	2.82	2.33	.0610
7	2.62	.44	.7765
8	2.62	1.46	.2188

BeP

Levels=6 n=700

Mean SD F p Sig Diff

1	2.62	.80	32.28	.0001	2-1, 2-6, 2-4, 3-6, 3-4, 5-6, 5-4,
2	2.71	.67	21.37	.0001	1-6, 1-4, 5-6, 5-4, 3-6, 3-4, 2-6, 2-4,
3	2.72	.81	48.87	.0001	1-5, 1-3, 1-2, 1-6, 1-4, 5-6, 5-4, 3-6, 3-4, 2-6, 2-4,
4	2.75	.67	37.33	.0001	5-6, 5-4, 3-6, 3-4, 2-6, 2-4, 1-6, 1-4,
5	2.61	.65	7.86	.0001	1-6, 1-5, 1-4, 3-4, 2-4, 6-1,
6	2.68	.72	21.70	.0001	1-6, 1-4, 3-6, 3-4, 2-6, 2-4, 5-6, 5-4,
7	2.60	.67	6.04	.0001	1-6, 1-4, 3-4, 2-4, 6-1,
8	2.67	.65	9.29	.0001	1-4, 2-6, 2-4, 3-4, 5-4,

BeSec 515

Levels = 4, n = 300

No Mean SD F p Sig Diff

1	2.62	.69	1.70	.1663	
2	2.61	.62	7.57	.0001	4-2, 6-5,
3	2.87	.77	1.47	.2218	
4	2.75	.71	.06	.9830	
5	2.55	.70	5.31	.0014	6-5,
6	2.61	.71	3.65	.0131	
7	2.54	.69	1.18	.3180	
8	2.62	.69	1.90	.1298	

Faculty of Education Programme Evaluation

**Course Aspects and Usefulness
Analysed By Year For Award
and for Campus**