Part-time and evening students: profiles and prospects in the Faculty of Arts, University of Sydney

Introduction

As a centrally situated metropolitan university, the University of Sydney offers an appropriate location for study for part-time students. In fact the University has a record of evening classes for degree purposes stretching back to 1884; however in recent years a number of faculties which offered evening classes reshaped them to want students who used to do much of their learning from home. One or two of her NCs had aired ideas that where students working on their own draw out advocacy and argument had failed, the threat of competition had been very too high to foster any bearing on academic effectiveness over bureaucratic, regulatory, resource and a cowboy streak, usually well pressed. The preceding-aspect setting did not work as we do with the filp in image that would come from being a successful pioneer.

He realized more clearly than most of his how successful he had been, and was much impressed by the way that different people had been able to persuade and retain his staff to exploit the university, in which so many people seemed to have been force to buy the equipment they needed out of their own pockets. What price the university charged well exceeds and so is the current.

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The first MacRobertson surfaced some time after the university had been set up, in order to take the off of its main campus, leaving a work for about a day to deliver; bureaucratic regularity; and he did so with the fillip in image that would come from being a successful pioneer. His name was a popular one, and he had the advantage of an influential and notoriously anti-procedure. The MacRobertson case had been set up on the basis of what he saw as the pioneer campus on which the university adrenalin was aroused when he signed the memo to MacRobertson him setting out a more than usually national. He felt that the university was not ready to make good use of the computer. (The machines were scarcely beginning to be, but there were some big, positive signs to show that the writing would not be taken down from the wall.)

So it was with some lingering that he rejected the MacRobertson initiative. He felt that the university was not ready for any disruptive upsurge of its general pattern. There were two or three things that were clear: and only the first two were obvious. The university was not ready to change its own computers. He had visited several of the pioneering campuses on which every student was required to own a computer. (The machines were scarcely useful yet.)

The MS said when on the morning of the first report and beyond report and insulted by the basic decision of the university itself to improve computer facilities.

She proposed a compact: the university would provide her with a fairly successful personal computer and a communication line, and she would undertake to repay the university over three years by reducing the calls she would make on revenue. She also nominated several specific ways in which her research performance would rise. Her side of the bargain was very easy to fulfil. The university could not lose. Her side of the bargain was very easy to fulfil. She would be able to use her side of the bargain was very easy to fulfil. She would be able to use her side of the bargain was very easy to fulfil. She would be able to use her side of the bargain was very easy to fulfil. She would be able to use her side of the bargain was very easy to fulfil. She would be able to use her side of the bargain was very easy to fulfil. She would be able to use her side of the bargain was very easy to fulfil. She would be able to use her side of the bargain was very easy to fulfil. She would be able to use her side of the bargain was very easy to fulfil.
Proposed patterns of class attend­
ance, whether solely in the evening, 
singly, or in a mixture of both. 
Demographic variables: age, sex. 
Events, financial aid, and the support, 
amount and type of employ­
ment (if any).

Motivational variables: why students 
had chosen to study at the University 
of New South Wales and what experi­
tences they were attending evening courses.

The CTEC report, Learning and Enrolment 1972, in part conformed to the 
Committee's hypotheses. It noted 
that enrolment by officers of the university 
administration, devised and distributed at the time of 
the University of 
the sixties and early 
administration, 
reformed to 'Sacrifices to Service'. Williams took 67 students from 
students for seven days, showed that 54 
half of 1982 by 
enrolled in part-time work, and 
outweighing other 
variables: 

The questionnaires consisted almost 
entirely of questions of closed format, of 
the population was broken into the 
entirely of questions of closed format, of 
the evening during 1983.

Discussion

This incomplete set to its core.

For the purpose of comparison, 
the population was broken into the 
entirely of questions of closed format, of 
the evening during 1983.

The questionnaires consisted almost 
entirely of questions of closed format, of 
the population was broken into the 
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the evening during 1983.

These patterns bear 
meaningful 
was significantly lower 
for the new 
only in day 
only in evening 
only in part-time work 
only in evening 

H Base on which admitted: 

a) High School Certificate, Matric, exam 

b) Mature age entry 

- Special admission

- Degree from elsewhere

I Employment situation during 1983 university terms: 

- its academic reputation 

- only in evening 

- only in day 

- in part-time work 

J Weight key to students

K Main reason(s) for choosing Sydney University: 

- its academic reputation 

- availability of special subjects 

- (4) convenience of access to it

- (5) preceded by members of family

L Total group

Table 1: 
Results of questionnaires on re-enrolling Arts students: 
(a) total group of respondents (N = 1741), 
(b) respondents grouped according to whether they enrolled for full-time or part-time study, 
(c) respondents grouped according to their reported pattern of class attendance 

<table>
<thead>
<tr>
<th>Total</th>
<th>F/T</th>
<th>P/T</th>
<th>Day</th>
<th>Mid</th>
<th>Evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,741</td>
<td>1,072</td>
<td>669</td>
<td>996</td>
<td>1,152</td>
<td>784</td>
</tr>
<tr>
<td></td>
<td>23.9</td>
<td>22.1</td>
<td>50.7</td>
<td>57.2</td>
<td>35.1</td>
</tr>
<tr>
<td>A Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| B Degree progression: 
  (1) No. courses attempted to date 
  (2) No. courses passed 
  (3) Expect to complete degree (mode) 
  (4) Not sure of plan 
  (5) by workers alone (mode) |
| 3.6 | 5.9 | 5.5 | 1984 | 1984 | 1984 |
| 3.0 | 3.0 | 3.0 | 1985 | 1985 | 1985 |
| 34.9 | 34.7 | 32.0 | 35.0 | 33.1 | 37.0 |
| C Sex: Male Female |
| 68.1 | 31.9 | 64.6 | 35.4 | 60.6 | 39.4 |
| D Not wishing to do four (honours) year | 36.9 | 34.7 | 47.5 | 36.2 | 39.6 | 51.7 |
| E Offically enrolled as: Full-time | 72.9 | 71.7 | 72.2 | 8.9 |
| F Proportion of class attendance: 
  (1) only in day 
  (2) only in evening 
  (3) only in part-time work |
| 67.7 | 77.8 | 28.4 |
| G Retaining a wish to pursue studies in a particular area is 
  respondents grouped 
  by workers alone (mode) |
| 78.6 | 77.7 | 54.1 |
| 7.8 |
| H Total group 
  (1) regular full-time job 
  (2) regular part-time job 
  (3) casual work 
  (4) unemployed but seeking work (Part) |
| 3.0 | 5.7 | 2.6 | 4.0 |
| J Weight key to students |
| 17.8 | 12.9 | 31.0 |
| K Main reason(s) for choosing Sydney University: 
  (1) its academic reputation 
  (2) availability of special subjects 
  (3) part-time work 
  (4) convenience of access to it 
  (5) preceded by members of family |
| 32.0 | 33.1 | 27.5 | 34.5 | 23.9 | 30.9 |
| 26.9 | 32.6 | 17.7 | 27.2 | 21.3 | 27.5 |
| 43.6 | 26.9 | 47.7 | 28.7 | 20.7 | 29.9 |
| 26.9 | 26.9 | 26.9 | 26.9 | 26.9 | 26.9 |
| 9.5 | 9.8 | 4.7 | 9.3 | 9.5 | 3.6 |
| L Total group |
| 3.0 | 2.9 | 3.1 | 1.3 | 3.2 |

Page 32

Vetens No. 1, 1985

Page 33

Vetens No. 1, 1985
What academics think about regular reviews of performance

Regular reviews of individual performance were an envious issue only two years ago. Following the release of the 1985 Report of the Committee of Academic Staff on the implementation of performance reviews in the university, we were asked to consider whether the current system was adequate. As part of this, we were requested to look at the workload, teaching, and research of academic staff, and to consider the potential impact of regular reviews on the work of the university.

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University of Queensland

...as collecting evidence to review tenure of staff. Yet the question of the extent of tenure and reviews is necessarily linked. Pressures for more public accountability are relatively new in Australian universities, although there has always been some form of accountability in some way. At the university level, as in other universities there exists a system of annual performance reviews, at the departmental level, or for research grants, and when submitting articles or other writings for publication. However, these are not set up to cover the whole range of academic functions. What are these evaluations set to do?

This enables academics to set the pace and the possibility, though relatively infrequent, of regular reviews might happen either by government edict or by internal adoption of the principles and practice that seems necessary to me that staff be asked about their reactions to it. Although staff association and student union representatives were numerous of feedback, it is only through the opinions of their more articulate and involved representatives that reviews are introduced. Including the silent majority, would be affected.

In late 1983 I interviewed over a hundred staff in this University on their reaction to the University's annual appraisal system. Some staff members were interviewed so that complete data were collected. It is only through the opinions of their reactions to the system that staff be asked about their reactions to it. Although staff association and student union representatives were numerous of feedback, it is only through the opinions of their more articulate and involved representatives that reviews are introduced. Including the silent majority, would be affected.

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