

Review of the recording and reporting of Unitec's Priority Groups and the I See Me Initiatives

This review is in response to action item 3.1 on the agenda of the 06/05/2020 meeting of Poari Mātauranga/Academic Board: EPI Targets Update for Priority Groups

Poari Mātauranga/Academic Board has requested a review of the current reports for evaluation of the I See Me Initiatives in determining progress of priority group students, to allow Poari Mātauranga/Academic Board to reflect on whether the current methods of recording and reporting are meeting their needs.

Current reporting is not providing sufficient oversight to determine progress, nor to make recommendations for future actions.

This review includes a brief overview of information currently available, an analysis of the type of information it provides, other potential sources of data/reports that could be helpful, and some suggestions for consideration for improvement.

Summary of Reports covering this content

Report	Relevant Content	Reporting Cycle	Reported to	Contribution to Information	Contribution / Improvement
AQAP	I See Me Initiatives PG Directors Success strategies	Monthly	Academic Board	This report focusses on the % completion of actions against the I See Me initiatives at School level and progress towards the operationalisation of the Priority Group Success Directors strategies Updates are presented as a % of completion and are also colour coded (RAG) against time frame for completion.	a) Reconfigure this report so that reporting is against progress towards outcomes rather than actions (see Appendix One) b) Establish a monthly review of this report and bring recommendations from this review to Academic Board
PG Directors reports	PG Directors Success strategies and Operational reports	Monthly	Academic Board	Priority Group Directors submit either a monthly verbal or written update on progress on the achievement of actions	a) PG Directors currently don't report regularly on the I see Me Initiatives and lack sufficient oversight to do so, just as

				from their Success Strategies and Operational plans.	<p>Schools lack oversight of what work is happening outside of Schools towards the PG Success Strategies</p> <p>b) Determine what aspects of the I See Me Initiatives may be relevant for PG directors to report on</p> <p>c) Include specific reporting on relevant aspects of I See Me and PG student progress in monthly reports to AB</p> <p>d) Link to the LOP report for the narrative on PG student success</p> <p>e) Include Kaihautū and Pacific Navigators updates from the I See Me Initiatives in Schools</p>
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Student Performance report	EPI data at Institute, School and Priority Group level, and against targets for: Successful Course Completion% (SCC), Qualification Completion%, First Year Retention%, Progression% and Graduate Outcomes across a 5-year period	2 x year	Academic Board	This report is generated from Power BI data, and is created by Te Korowai Kahurangi. Reports are presented twice a year following the January SDR (Interim report) and the April SDR (Final) results for the previous academic year. Data is segmented by Schools, Priority Group students and is referenced to the ITP sector and University benchmarks.	a) Increase the reporting cycle to coordinate with SDR returns 4 x year, perhaps as a smaller report with a summary of PG Success
Student NPS	All student data across the student lifecycle Priority Group trend data Academic themes Study Experience Drivers	2 x year	ELT Academic Board	This report monitors student's recommendation ratings of Unitec. Detailed data is provided across the student journey for Priority Group students, and compares Unitec's performance to other tertiary institutes	a) Connect to other key Institutional groups / reports to support knowledge of the effectiveness of the I See Me strategies, and to inform recommendations for action
Performance Partnering and Capability Report	Progress towards Focus Areas four and five of I See Me: Building Staff Capability and the International Code of Practice Workshop	Monthly	ELT/APMs and Tier 4 Managers/Leaders	The Learning and Development team track progress on staff achievement of these areas. This is a new (whole-of-organisation report that integrates data from a number of sources to provide a snapshot of where Schools and Support Services are at in terms of meeting Performance Partnering and Capability requirements for 2020.	a) Would be useful for HoS who report monthly on these two focus areas for I See Me b) Could some themes/narrative be included from teachers about how completion of badges has changed teaching/practice to inform Schools reports for Focus Area Three (teaching and learning practices that are

					culturally familiar to Māori and Pacific students)
HoS operational Report	All aspects of I See Me initiatives occurring in Schools	Monthly	ELT	All action items are reported against in detail, as a % completion using 4 incremental stages – 25% (In progress Stage 1 - Scope), 50% (In progress Stage 2 – Activated), 75% (In progress Stage 3 – Implementation) and 100% (Completed).	<p>a) Determine which of the I See Me initiatives/actions/should be reported by Schools, and which could be reported by others e.g. TPA, Kaihautu/Pacific Navigators, PG Directors (see Appendix Two)</p> <p>b) Consider reporting against outcomes rather than actions (see Appendix Three)</p> <p>c) Report on changes made in response to progress of PG students</p> <p>d) Create a set of tools to support assessment of the effectiveness of the I See Me Initiatives, such as 'Mātauranga Māori Course Content Review Form' used by EAS</p> <p>e) Establish a monthly review process and bring recommendations from this review to any or all of ELT/PG Directors and Academic Board</p> <p>f) Kaihautu, Pacific Navigators, PG Champions, LOP and TKK</p>

					<p>contribute to Schools reports on progress in the I See Me Initiatives (see Appendix Three)</p> <p>g) HoS work on Monthly updates in collaboration with PG Directors for recommendations to roll up to Academic Board</p>
Peer Assisted Study Report (PASS)	Effectiveness of this programme Feedback from students Statistical data by School Development opportunities	2 x year	Academic Board	New report presenting themes from the PASS engagement by semester.	a) Qualitative and quantitative data from this report would be helpful in a quarterly review of progress towards the I See Me initiatives and PG student progress towards Parity.
PEP Summary report	Overview of strengths, gaps and weaknesses identified in the EPIs, from Schools end of year PEP reports	1/year	Academic Board	A new report being initiated this year. Evaluative commentary at School and discipline level of final end of year PEPs. This report covers key strengths/gaps/weaknesses with feedback from the PG Directors and TPA Manager And prepared by the Heads of Schools	a) Summary of actions/recommendations across each school that could inform Academic Board and PG directors and shape future actions
Learner Outreach Programme Report	Not yet established but could report on early indicators of student success related to I See Me and PG students	To be determined	To be determined	Because of the newness of this programme regular reporting has not yet been established.	a) This report could be used by Schools and PG directors to inform impact of success of I See Me and to inform recommendations for change

Other sources of Information available:

1. Power BI dashboard:
 - Enrolment and Application overview
 - Student Performance Indicators (EPIs)
 - Current Course completions and missing grades
 - Live data dashboard
 - Student course surveys
 - Graduate dashboard
 - Missing grade dashboard
 - Student Support Services and Library PEP (2018-2019)
 - Student NPS
 - Research dashboard
 - Academic Risk dashboard
 - Non Completions (access only from 27/5/20)
2. PAQC minutes

Recommendations for Consideration:

- There are many different reports containing useful information on PG Success and the I See Me initiatives going to different groups at Unitec, with a general lack of coordination and communication across all. A re-mapping of what is reported, when and by whom could provide a better flow of information up to Poari Mātauranga/Academic Board
- Some of the Institutional reports coming up to Poari Mātauranga/Academic Board requires the academic year to complete before results can be measured. Look for ways to report incremental progress towards targets throughout the year
- Consider setting milestones by which the effectiveness of current actions can be measured as we progress towards parity over the next 2 ½ years
- Provide detailed shared reporting of these milestones to Poari Mātauranga/Academic Board
- Determine what outcomes, rather than actions, are expected from the I See Me initiatives, so there is a clear shared understanding, and report against these

- Bring together the PG Success Directors, Kaihautu, Pacific Navigators, PG Champions, LOP coordinators, TPA, TKK and Schools for a review of actions accomplished, and opportunities for improvement
- Develop a more collaborative approach to reporting for I See Me and progress towards priority group student parity between Schools and PG Directors
- Develop tools to support the evaluation of the effectiveness of the outcomes of the I See Me Initiatives, especially the early indicators
- Create more effective reporting templates for Academic Board, Schools and Priority Group Directors that include key qualitative outcomes for determining effectiveness of progress towards parity
- Encourage a wider sharing of information as we progress
- All reports on these initiatives coming to Academic Board should include recommendations for future action
- Consider what resourcing might be needed to accomplish these for these initiatives beyond 2020 to enable continued progress

Appendix One: Examples of rewrite of AQAP tasks

1. We are on track to meet student achievement targets for 2020 (measure – progress towards targets in SDR) (Rec 1)
2. Student support initiatives (I See Me, Learner Outreach) are effective in improving learner retention and success (measures – data and feedback on initiatives; progress on EPIs) (Recs 3 and 5)
3. All staff have the required capability to implement the International Code of Practice (measures: Badging; reduction in issues for International Learners) (part of Rec 5)
4. The Māori Success Strategy goals are being met (measure – PG Director report against targets) (Rec 8)
5. The Pacific Success Strategy goals are being met (measure – PG Director report against targets) (Rec 9)
6. Academic Board has effective oversight and exercises its mandate to ensure academic quality across Unitec (measures – risk register ratings reduce over 2020) (Recs 2,4,6)

Appendix Two: Example of possible redistribution of reporting for I See Me Initiatives at School level

AQAP reporting item	Current School actions reported	Outcomes to be reported	Reported by
1.2.6.3 REC 5a: Pōhiri for all new to Unitec students and their staff in 2020	<ul style="list-style-type: none"> a) Schedule Tikanga Marae induction b) Ensure all school staff attend pōhiri and implement activities as delivered through the induction process c) Complete an evaluation of pōhiri event 	<ul style="list-style-type: none"> 1. PG student engagement numbers 2. Staff engagement numbers 3. Feedback report – what worked, what didn't 4. Impact of event on student attendance/course feedback towards end of semester 5. Impact on Student NPS? 	<ul style="list-style-type: none"> 1. PG Champions / Kaihautu / LOP 2. School 3. PG Directors with Kaihautu, Pacific Navigators, PG Champions 4. LOP/TKK 5. Power BI dashboard – TTK Summary

Appendix Three: I See Me Initiatives actions reported against by HoS monthly

1.2.6.3 REC 5a: Pōhiri for all new to Unitec students and their staff in 2020
1.2.6.4 REC 5a: Wānanga for all new to Unitec students for S1 2020
1.2.6.5 REC 5a: Whānau/fanau evenings in all schools for S1 2020
1.2.6.6 REC 5a: Tuākana/Tēina mentoring in all schools in 2020
1.2.7.2 REC 5b2 Student monitoring and reporting undertaken in all schools
1.2.8.2 REC 5c: Learner Outreach programme
1.2.9.1 REC 5d1: "I See Me" in course design for Māori and Pacific curriculum
1.2.9.3 REC 5d3: Implement early low-stakes assessment in high priority Yr 1, S1 courses
1.1.10.1 REC 5e: "I See Me" in Learning & Teaching Practices
1.2.10.2.1 REC 5e1: Teacher Capability - Two Badges per teacher in 2020
1.2.11.1.1 REC 5f: All staff complete CoP workshop

1.

ANALYSIS/LIMITATIONS

Features of current reporting:

1. It is quantitative
2. It focusses on actions rather than their outcomes
3. The partners in the I See Me Initiatives each report separately on different aspects
4. The early indicators of success have not been identified, and so they are not reported
5. Reporting does not inform future action
6. Priority Group Directors do not have visibility of Schools actions in response to the I see me initiatives
7. There is data available across Unitec that could support the narrative round student parity and inform AB decisions, which is not currently being reported on
- 8.

Other sources for data

TKK will produce a mid year 9post Sem 1 report) for SCC and grad outcomes for 2020 and beyond
LOP reports – may 2020 for IER

Current initiatives are very broad and don't allow for customisation of approach by School, programme, priority group

9. Success Directors - Need to report monthly on I See me initiatives
Need to work with Schools – more communication and collaboration - There is no clear indication of any specific reporting of the I See Me Initiatives in these reports
10. No clear link between PG Directors reports and the I see me initiatives
11. No clear link from schools back to PG Directors on any initiatives

There are many sources of data that could be collated to improve Academic Board Oversight:

Source	Type	Issues
LOP spreadsheets	Qualitative and quantitative	Not available to Academic Board currently
Power BI	Institutional reports dashboard and Non Completions dashboard	Will allow a deeper understanding of how to segment at risk PG students by course and programme – this will take time. Resources not currently allocated to do this.
HoS Monthly reports	Commentary on progress - I See Me Initiatives	Requires additional work/reflection with school teams
Research data	Qualitative and quantitative	Not widely visible across the institute. No progress updates.

SAC/APC data	Qualitative and Quantitative	Requires work to place forms online to allow for easier reporting
VOE/COE	Qualitative and Quantitative	Needs some work to align reasons for COE/VOE to LOP spreadsheets for consistency in reporting.
Moodle	Engagement analytics	Would take work to correlate with LOP information
PeopleSoft reports	Attendance/grades	Must be able to identify PG students and which PG they are

focusses on actions rather than outcomes, and there appear to be disconnects in the flow of information between

Action	Outcomes to date (i.e., key achievements)	Check in points (if a longer term goal then including intermediary progress checkpoints makes sense)	Intended outcome	Success measures

Opportunities:

- Connect PG Directors into School teams for a regular sharing of knowledge and actions
- Allow wider access to the non completions dashboard
- Identify successful practice and replicate across other programmes
- Research into what works for Unitec students – pathway to parity
- Identify significant sub groups within each priority group and customise the approach for achieving parity e.g. Maori women aged 40 plus, Pacific men who are studying part time

Unitec's I See Me initiatives are currently reported

There are five Focus Areas associated with these initiatives:

1.

The I see Me Initiatives

Looking after our learners is a shared responsibility -

Unitec's Priority Group Success Directors were asked the following questions:

1. How are you currently tracking the progress on and success of the I See Me Initiatives?
Are there specific reports you review/create for this?
2. In your experience, are there disconnects in the flow of information through to you on these initiatives?
If so, where do you believe the disconnects are happening?
3. If we can get the reporting exactly as you need it to inform future action – what would that look like?

Here is their feedback

Pacific Success

1. Tracking the progress and success of the ISM initiatives is something that we are working on right now especially in our reporting. There are however ways that give us an indication of how the initiatives are progressing. Looking specifically at Focus Area 1 – Whanau/Fanau evenings, we can look at those students who attended and see how they are doing right now. Are they still enrolled after Covid lockdown etc?
2. I believe there is currently a disconnect on the flow of information on how the Schools are progressing with the ISM initiatives. I am aware they are reporting on these but I do not know where I can go to access this information.

3. The last question is a good one. I guess for me, it would be great to get from the Schools information on what parts of the ISM initiatives have they implemented in their programmes/courses, what differences has this had in the way they are running their programmes/courses, and what outcomes have they seen so far. This is the level of reporting I would personally like to see.

Maori Success

1. Pōhiri – all completed, schedules for these are available through Ruth's team.

Wānanga – 2 schools incomplete due to Covid-19 for Semester 1. School of Computing and School of Construction.

For both of these there are no reports generated from our team, but perhaps a tracker can be considered as we have for other institutional activities.

Focus Area 4 is a little more complex to measure. Initially, we thought about looking through every single programme document to assess – however, this is written in a way that suits NZQA needs as opposed to ours. Further work is being done to assess where we might get more “bang for buck”, and we’re awaiting a steer from the ARC for this.

Focus Area 5 – Badging completion for Living Te Noho Kotahitanga and Te Tipare can be tracked through attendance registers via Learning and Development. They already have a report for badging, which indicated the institute for 2019 was at 61% completion and lower for 2020. It's important to note that our teams are responsible for delivering workshops and marking evidence submissions, but we're not responsible for monitoring completion. Aside from this we are also continuing to consider ways in which we measure effectiveness.

2. Yes, there are disconnects. How do programmes or schools report on completion of the activities and more importantly the benefits to staff and students or feedback to help continual improvement. We have captured a lot of qualitative data, but I'm not sure this is being documented or pulled together in to one nice tidy package, as effectively and efficiently as it could.

Is the best forum PAQC or another forum? As an AB member this is probably something I would like more oversight on – i.e. activity, themes for benefits and themes for improvement.

Maybe this is something we should also be noting through the ISM governance meetings that should also then go to AB as a report?

3. I think first it would be identifying where all this information is being captured, unfortunately we didn't set up the back of house reporting infrastructure and so sometimes the reporting is scattered and sometime there is no reporting. Pulling all the information together may require an extra resource for a short period and at the same time creating a system that we report too – what does Mary call it? An ISM OSOT ☺ Based on monthly or quarterly reporting???

International Success;

Tracking on Focus area 5: International Code of practice is currently tracked and reported by the Learning and Development team – see attached.

Summary;

NPS data positive – no opportunity to measure outcomes – building connections with face, place and space – feel part of whānau, connected, know they belong

Students Sense of connectedness

Glenn – NPS score for transition in first 6 weeks – retention after year one higher as a result – greater whānauakitanga – greater result in

Annette – student journey – stats orientation numbers/pohiri welcome/student council feedback/student services/correlation to Schools using services –

Challenge – haven't seen information from Schools – looking for response to low performing courses – partnership between School and PG director –

Rubric for design making – work alongside a partner – Kauhautu – with Schools

Attendance register – tracks students in first year – whānau fanu evenings – have they accessed them because they know they are available

Non completions work – engage in non completion research – Maori –

GLENN - LOP only 12 months – wait for 2021 – view all students or just PG students – deeper stories of value

What is next for I See me – only delivered one focus one and LOP, significant in focus 5 – training in badging –

Key thing in Focus 3 on hold – need more effort on Focus 4 – embedding piece and change of practice – covid interruption – more targeted approach – low performing programmes not meeting PG targets – type of support to offer PG Directors and TPA –

CRM with one source of truth for learners – resourcing moving forwards needed =

Rcommendtions to Elt re deliver I See me regardless fo Covid level –

Identify and agree on interventions piece – communities of practice/badgnd specific/

Graduation decline – Sept/April – connected to non competitions – early intervention needed form Schools to keep student son right track – d schools have the resources ot check enrolments