Student Course Surveys Institutional Summary

Semester One 2020

Te Korowai Kahurangi

August 2020

Student Course Survey Programme Overview

Unitec's student course surveys are designed to provide a robust and consistent approach of measuring course performance across all of Unitec. Student course surveys are a key requirement for self-evaluation and an enabler for us to improve our course and programme delivery.

Each semester we ask students to provide feedback on course structure, content, assessment, teaching and practical components (if applicable) via an online survey that we send directly to our students. The base survey questions were informed by NZQA's Key Evaluative Questions and Tertiary Education Indicators. Feedback on the question design was received from students, teachers, Academic Leaders, HoPPs and Deans and the Unitec Ako Ahimura Committee.

Reporting is delivered at three levels (more detail is shown in the Appendix):
1. Institutional Summary Report - Analysis and reporting of performance at institutional and school level
2. Student Survey Course Dashboard - Interactive dashboard which allows you to filter data by school, programme, course, class, priority group and semester. Located in the Institutional Reports App of Power BI Link to Student Course Survey Dashboard
3. Course/ Class Reports - Student ratings and verbatim comments on course content, teaching, assessments and practical components (if applicable) for each specific course/ class.

Due to Covid-19 and the subsequent lockdown, the survey was amended to accomodate the move to remote working and questions on course practical components were removed for semester one.

This institutional summary report provides analysis into the overall results for the past five semesters and an evaluation of the survey process and suggested improvements:
1. Overall Results
   a) Overall course ratings
   b) What drives performance?
   c) Course content
   d) Course teaching
   e) Course assessments
2. Course Survey Process
   a) Survey response rates
   b) Process improvement

Executive Summary

- Unitec's overall course performance continues to improve and has reached the highest ratings received since the surveys began.
- Performance continues to improve across most course delivery areas and schools which shows that the student course survey programme and actions arising from it is having a positive impact.
- Performance has improved significantly this semester for Trades & Services, Applied Business, Healthcare & Social Practice, Community Studies, Architecture and Building Construction which have all improved in the areas that are most important to students (course content & structure, teachers ability to explain things clearly and assessment feedback being helpful for students to learn).
- Given the interrupted nature of this semester due to Covid-19 and move to remote working, this has proven to be a remarkable result.
- Despite the positive trends shown by Building & Construction and Architecture courses, student ratings are still lower when compared to other schools which presents an opportunity to focus on further gains within this school. Given the large number of students in Building Constructions compared to other schools, any improvements in these areas will have the greatest impact on Unitec's overall result.
- Embedding Māori beliefs, language and practices throughout the courses still provides an area of focus with many schools still being rated relatively low in this area.
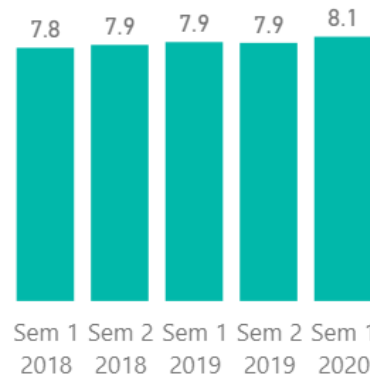
Overall Course Ratings

Students' overall course ratings across all Unitec courses in Semester 1 2020 averages at 8.1 out of 10 which is above the target of 8.0. This level of overall performance has increased since last semester and is the highest level achieved since the surveys started.

Overall performance has continued to improve across most schools with significant increases shown this semester for Trades & Services, Applied Business, Healthcare & Social Practice, Community Studies and Building Construction.
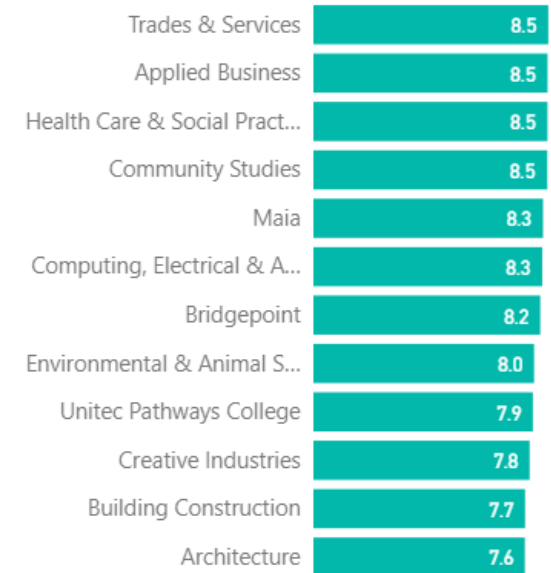
Sem 1 2020 Overall Course Rating (Average out of 10)

8.1 ✓

2019 Target: 8 (+0.1)

Sem 1 2018	Sem 2 2018	Sem 1 2019	Sem 2 2019	Sem 1 2020
7.8	7.9	7.9	7.9	8.1

Sem1 2020 Overall Course Ratings by School

School	Rating
Trades & Services	8.5
Applied Business	8.5
Health Care & Social Pract...	8.5
Community Studies	8.5
Maia	8.3
Computing, Electrical & A...	8.3
Bridgepoint	8.2
Environmental & Animal S...	8.0
Unitec Pathways College	7.9
Creative Industries	7.8
Building Construction	7.7
Architecture	7.6

Overall Course Rating & Response Rate by School

● Sem 1 2018 ● Sem 2 2018 ● Sem 1 2019 ● Sem 2 2019 ● Sem 1 2020

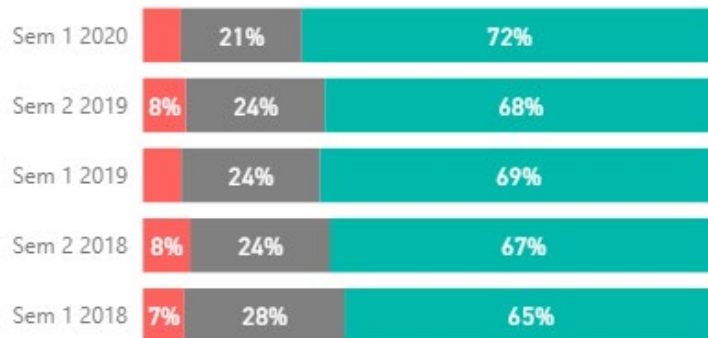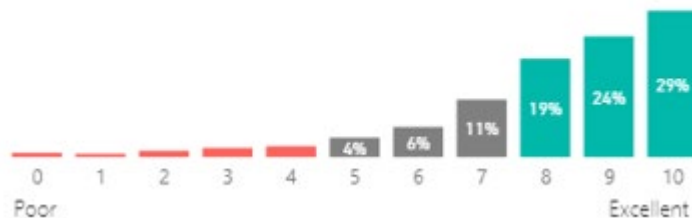
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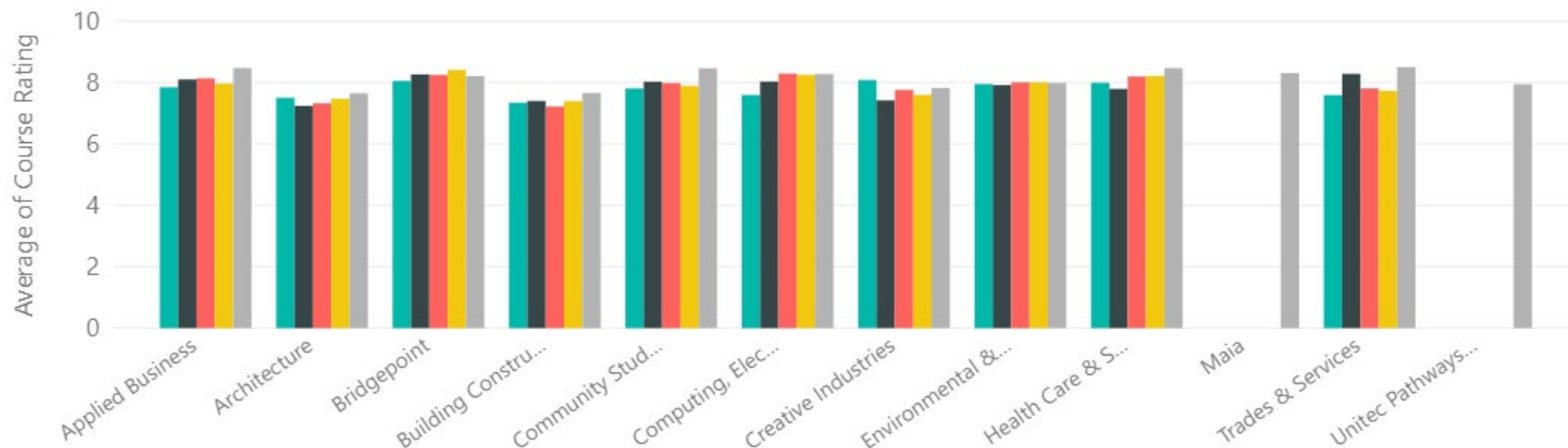
Overall Course Segments

Segmenting the overall ratings that students give each course into low, medium and high rating groups provides a more detailed and visual way to compare performance when compared to an overall average rating.

As shown below, there is more variation by school using this analysis. Top performing schools such as Trades & Services, Applied Business Healthcare & Social Practice and Maia show strong proportions of high ratings while the low performing schools such as Architecture and Building Construction show greater proportions of low ratings. For these schools, approximately one in ten students are rating their course 4 or below out of 10 and are potentially at risk.

Semester 1 2020

How your students rate the course on a 10pt scale...

● Low Ratings (0-4) ● Mid Ratings (5-7) ● High Ratings (8-10)

Rating	0	1	2	3	4	5	6	7	8	9	10
	Poor					4%	6%	11%	19%	24%	29% Excellent

	Low	Mid	High
Sem 1 2020		21%	72%
Sem 2 2019	8%	24%	68%
Sem 1 2019		24%	69%
Sem 2 2018	8%	24%	67%
Sem 1 2018	7%	28%	65%

Overall Course Rating Segments by School (Sem1 2020)

School	Low	Mid	High
Applied Business		15%	80%
Architecture		27%	63%
Bridgepoint		23%	73%
Building Construction		25%	64%
Community Studies		19%	76%
Computing, Electrical & Appl...		19%	75%
Creative Industries		26%	66%
Environmental & Animal Sci...		25%	68%
Health Care & Social Practice		19%	79%
Maia		16%	78%
Trades & Services		16%	83%
Unitec Pathways College		21%	71%
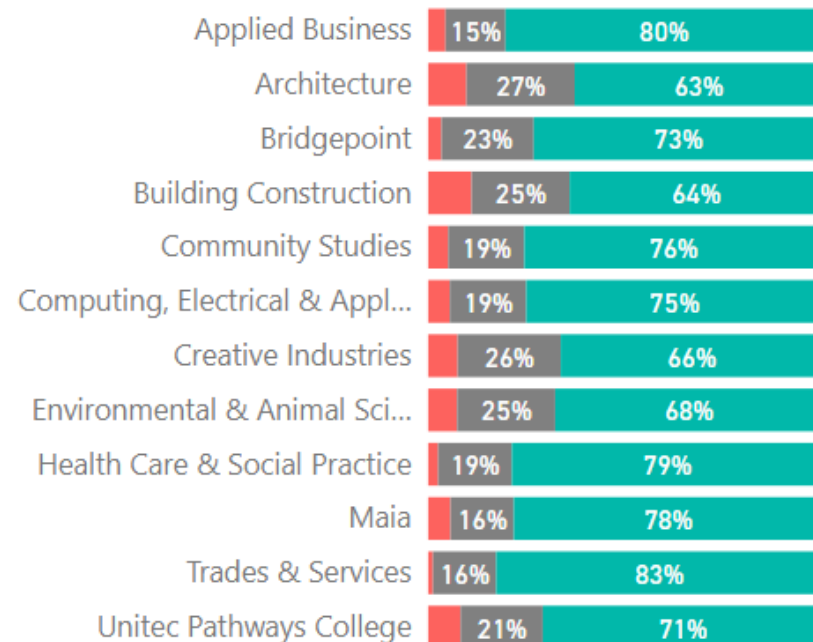
Overall Course Segments Profiling

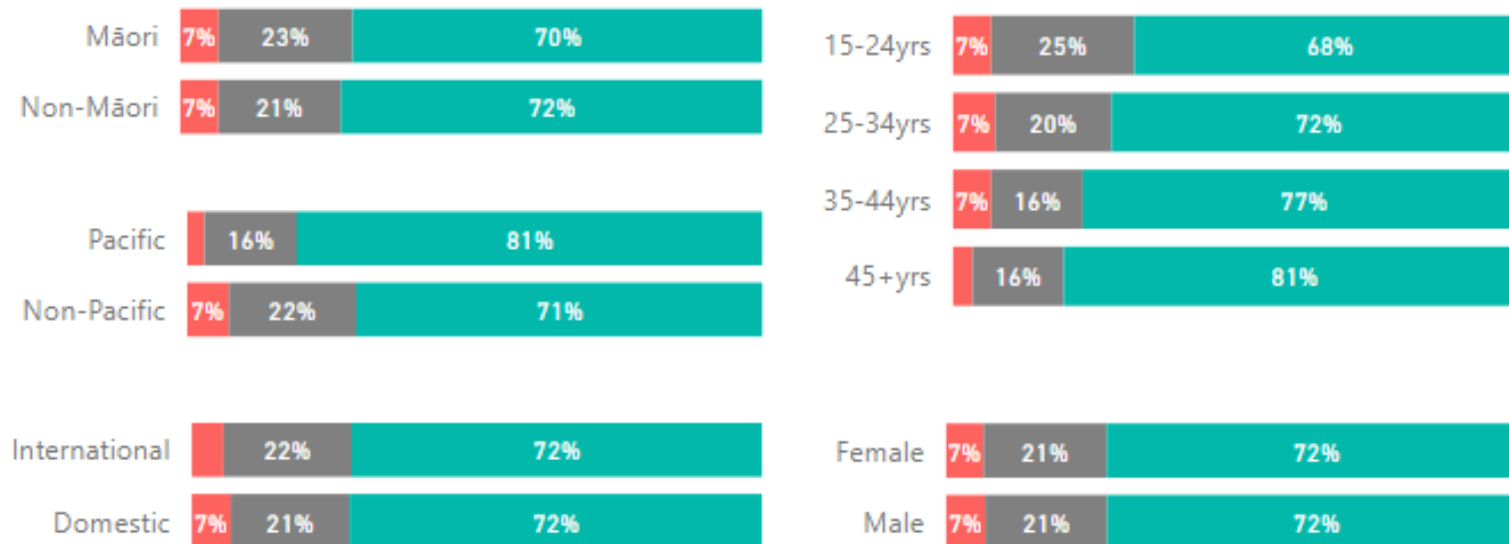Profiling the course segments by key groups helps identify areas that need attention/ further investigation. At a total Unitec level, overall course performance is stronger amongst Pacific & older students.

This profiling is available at school and programme level via the Student Course Surveys Dashboard located in Power BI here Link to Student Course Survey Dashboard

Overall Course Rating Segments
Semester 1 2020

|	Red	Grey	Teal
Māori	7%	23%	70%
Non-Māori	7%	21%	72%
Pacific		16%	81%
Non-Pacific	7%	22%	71%
International		22%	72%
Domestic	7%	21%	72%
15-24yrs	7%	25%	68%
25-34yrs	7%	20%	72%
35-44yrs	7%	16%	77%
45+yrs		16%	81%
Female	7%	21%	72%
Male	7%	21%	72%

School Priority Matrix

School performance can also be plotted using a priority matrix that plots each school's size/ value (approx number of students enrolled in each course) by performance (average course ratings). Those positioned top left are considered a priority (higher value with lower performance when compared to other schools) while those top right are considered strong performers (high value with high performance). The dotted lines that create the four quadrants are based off the average across all schools.

Based on overall course performance and number of students impacted, schools which require the greatest priority to improve are Building Construction and Architecture. Improvements in these areas will have the greatest impact on Unitec's overall result.

Similar analysis can be conducted at a programme level via the Student Course Surveys Dashboard located in Power BI here Link to Student Course Survey Dashboard

Overall Course Rating by Student Headcount Priority Matrix - School Level
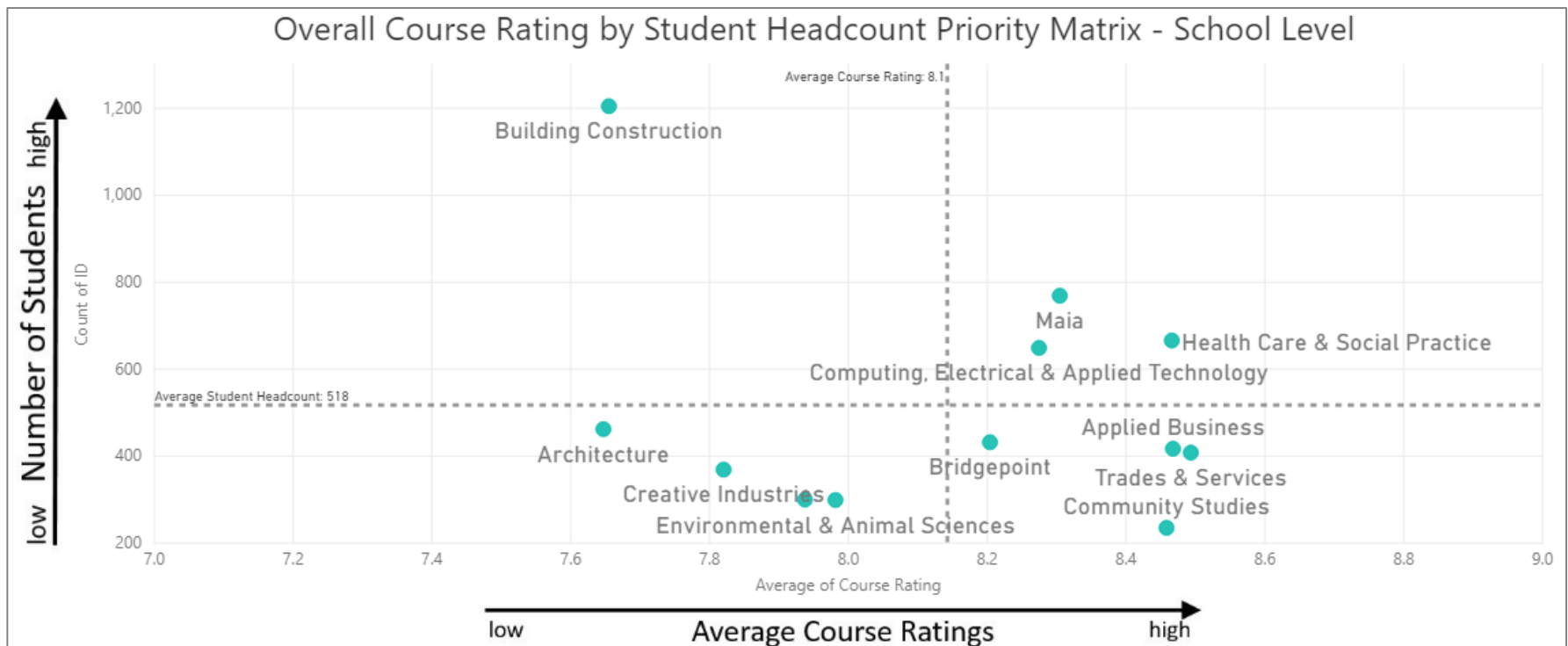
What Drives Course Performance?

Driver modelling shows that well structured courses & teachers clearly explaining key ideas & difficult material have the largest impact on overall course performance. Secondary drivers include course content being relevant to the stated aim and learning outcomes and teachers being well prepared for each class.

Category impact weight

Overall Course Performance

R^2=0.69

33% — Course content

12% — Course assessment

24% — Course teaching

Course Content Factors	Impact
The course was well structured	High
The content of the course was relevant to the stated aim and learning outcomes	Med
The workload in this course was fair and reasonable	Low
I was given all of the course information that I needed to succeed in this course	Low
The textbook and/or readings and other resources in this course helped me to learn	Low
The technology used on this course helped me to learn	Low
I was satisfied with the teaching facilities	Low
I felt that this course valued Māori beliefs, language and practices	Low

Course Assessment Factors	Impact
The comments teachers made on my course work and my assessment helped me to learn	High
The types of assessment used on the course were fair	Med
The assessment requirements were clear to me	Low
I understood how the assessments were marked	Low
The grading process for group assessments was fair	Low

Course Teaching Factors	Impact
Clearly explained key ideas and difficult material	High
Was well prepared for each teaching session	Med
Created a culture of respect for all students	Low
Was knowledgeable about the subject they were teaching	Low
Was easy to contact	Low

Key Changes in Performance by School

The table below shows the change in average ratings over the past 12 months that students give for the areas that are most important to them (those identified as key drivers in the driver model).

Unitec's overall improvement in course performance is driven by significant gains in the following schools:
- Trades & Services – course content, structure & fairness of assessments
- Building Construction – increase in performance across all areas, particularly with teaching performance
- Applied Business – course content & structure and teachers explaining key ideas & difficult material

Schools that have shown a decline in performance of key areas include:
- Bridgepoint – course content & structure
- Creative Industries – course assessments

Annual Change in Student Ratings of Key Drivers by School – Sem 1 2019 to Sem 1 2020

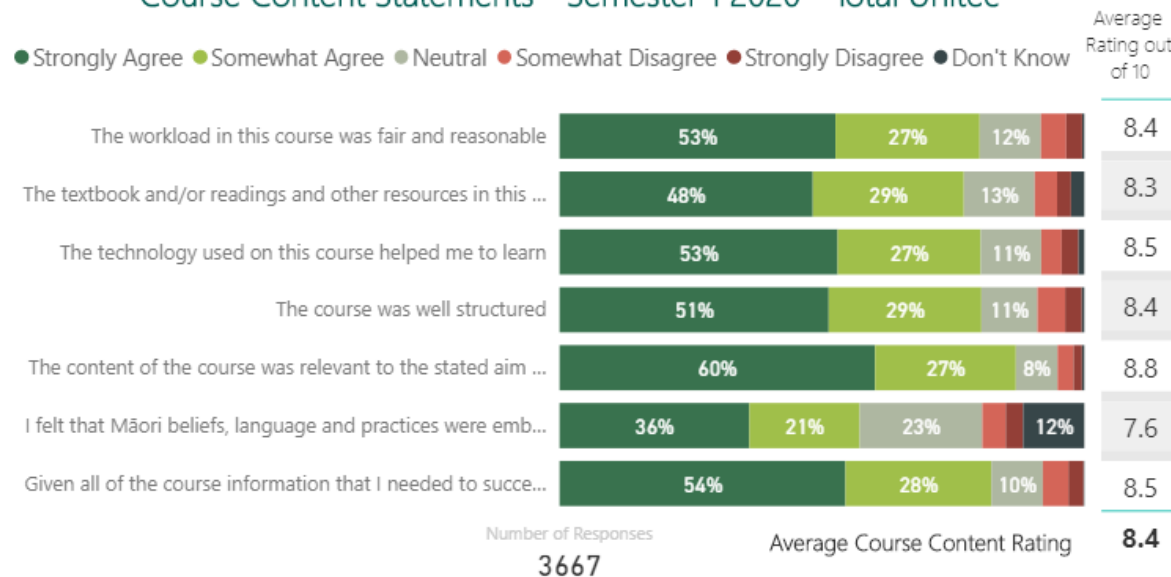| Key Drivers of Overall Course Performance	Applied Business	Architecture	Bridgepoint	Building Construction	Community Studies	Computing, Electrical & Applied Technology	Creative Industries	Environmental & Animal Sciences	Health Care & Social Practice	Trades & Services
Overall Course Content	0.2	0.1	-0.3	0.3	0.3	-0.1	0.3	0.1	0.2	0.4
The course was well structured	0.4	0.1	-0.2	0.4	0.2	0	0.3	0.1	0.2	0.4
The content of the course was relevant to the stated aim and learning outcomes	0.4	0.3	-0.2	0.5	-0.1	0.1	0.2	0.3	0	0.5
Overall Teaching	0.3	0.3	0.1	0.6	0	0	0.1	0	0.1	0.3
The teacher(s) clearly explained key ideas and difficult material	0.4	0.1	0.0	0.5	0.0	0.0	0.0	-0.4	0.1	0.1
The teacher(s) were well prepared for each teaching session	0.2	0.3	0.0	0.4	0.2	0.1	0.1	0.0	0.2	0.2
Overall Assessments	0.3	0.1	-0.1	0.4	0.2	-0.1	-0.2	0.1	0.1	0.3
The comments teachers made on my course work and my assessment helped me to learn	0.2	-0.2	0.1	0.4	0.3	-0.1	-0.2	0.1	0.2	0.2
The types of assessment used on the course were fair	0.2	0.2	-0.2	0.4	0.2	0.0	-0.2	0.1	0.1	0.4

Course Content

Students are asked to rate a number of statements pertaining to the content and structure of each course.

Overall, students show high appreciation of Unitec's course content with continued strong ratings across most statements and improvements shown towards course content and structure which are key drivers of student satisfaction.
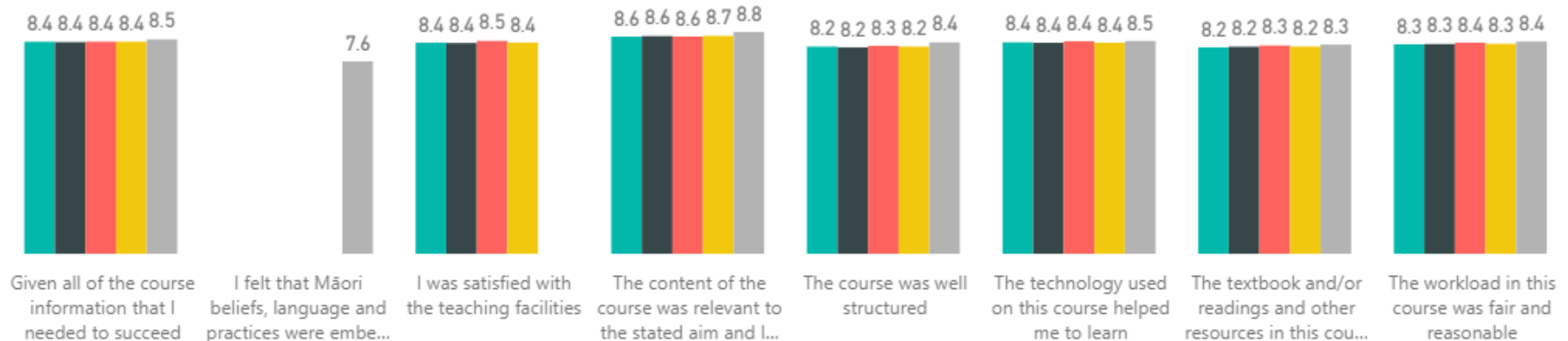
The statement "I felt that Maori beliefs, language and practices were embedded throughout my course" was changed this semester (so trending data is not available) however, ratings are relatively low compared to other content statements.

Course Content Statements - Semester 1 2020 - Total Unitec

Average Rating out of 10

● Strongly Agree ● Somewhat Agree ● Neutral ● Somewhat Disagree ● Strongly Disagree ● Don't Know

Statement	Strongly Agree	Somewhat Agree	Neutral	Avg
The workload in this course was fair and reasonable	53%	27%	12%	8.4
The textbook and/or readings and other resources in this ...	48%	29%	13%	8.3
The technology used on this course helped me to learn	53%	27%	11%	8.5
The course was well structured	51%	29%	11%	8.4
The content of the course was relevant to the stated aim ...	60%	27%	8%	8.8
I felt that Māori beliefs, language and practices were emb...	36%	21%	23%	7.6
Given all of the course information that I needed to succe...	54%	28%	10%	8.5

Number of Responses
3667

Average Course Content Rating   **8.4**

Average Ratings for Course Content Statements

● Sem 1 2018 ● Sem 2 2018 ● Sem 1 2019 ● Sem 2 2019 ● Sem 1 2020

Statement	Sem 1 2018	Sem 2 2018	Sem 1 2019	Sem 2 2019	Sem 1 2020
Given all of the course information that I needed to succeed	8.4	8.4	8.4	8.4	8.5
I felt that Māori beliefs, language and practices were embe...					7.6
I was satisfied with the teaching facilities	8.4	8.4	8.5	8.4	
The content of the course was relevant to the stated aim and I...	8.6	8.6	8.6	8.7	8.8
The course was well structured	8.2	8.2	8.3	8.2	8.4
The technology used on this course helped me to learn	8.4	8.4	8.4	8.4	8.5
The textbook and/or readings and other resources in this cou...	8.2	8.2	8.3	8.2	8.3
The workload in this course was fair and reasonable	8.3	8.3	8.4	8.3	8.4

Course Content by School

Despite having strong performance at a total Unitec level, student's perceptions of course content is quite varied by school. The top performing Schools of Healthcare & Social Practice and Applied Business are driven by very high endorsement of their courses having content that was relevant to the stated aim and learning outcomes. Architecture and Building Construction show the lowest peformance across most content statements.

All schools show low ratings in terms of providing courses that value Māori beliefs, language and practices, with the exception of Community Studies and Healthcare & Social Practice.

The statement "I felt that Maori beliefs, language and practices were embedded throughout my course" is below target for most schools with particularly low endorsement for Architecture, Trades & Services, Environmental & Animal Sciences, UPC and Building Construction.

Course Content Performance by School – Semester 1 2020

Schools	Given all of the course information that I needed to succeed	I felt that Māori beliefs, language and practices were embedded throughout my course	The content of the course was relevant to the stated aim and learning outcomes	The course was well structured	The technology used on this course helped me to learn	The textbook and/or readings and other resources in this course helped me to learn	The workload in this course was fair and reasonable	Total
Health Care & Social Practice	8.9	8.3	9.0	8.6	8.8	8.8	8.5	**8.7**
Applied Business	8.9	7.6	9.1	8.8	8.8	8.8	8.6	**8.7**
Maia	8.3	9.5	9.0	8.5	7.8	7.9	9.1	**8.6**
Community Studies	8.6	8.7	8.8	8.6	8.7	8.4	8.5	**8.6**
Trades & Services	8.9	7.0	9.1	8.7	8.6	8.7	8.9	**8.6**
Computing, Electrical & Applied Technology	8.7	7.5	8.9	8.6	8.7	8.5	8.5	**8.5**
Environmental & Animal Sciences	8.7	7.0	9.1	8.4	8.7	8.4	8.5	**8.4**
Bridgepoint	8.7	7.6	8.6	8.4	8.6	8.5	8.2	**8.4**
Creative Industries	8.3	7.6	8.6	8.3	8.2	7.9	8.4	**8.2**
Unitec Pathways College	8.4	7.1	8.7	8.3	7.9	8.0	8.5	**8.1**
Building Construction	8.2	7.1	8.5	8.0	8.3	8.1	8.1	**8.0**
Architecture	7.8	6.5	8.6	7.8	7.7	7.6	7.9	**7.7**
Total	**8.5**	**7.6**	**8.8**	**8.4**	**8.5**	**8.3**	**8.4**	**8.4**

☐ 0-10% below target ☐ >10% below target

Course Content Changes by School

When comparing average course content ratings to 12 months ago, Bridgepoint show declines across most areas while strong gains have been shown by Trades & Services, Building Construction and Applied Business.

Annual Change in Course Content Ratings by School – Sem 1 2019 to Sem 1 2020

Course Content Statements	Applied Business	Architecture	Bridgepoint	Building Construction	Community Studies	Computing, Electrical & Applied Technology	Creative Industries	Environmental & Animal Sciences	Health Care & Social Practice	Trades & Services
Given all of the course information that I needed to succeed	0.3	0.2	0	0.5	0	0.1	-0.1	0.2	0.2	0.4
The content of the course was relevant to the stated aim and learning outcomes	0.4	0.3	-0.2	0.5	-0.1	0.1	0.2	0.3	0	0.5
The course was well structured	0.4	0.1	-0.2	0.4	0.2	0	0.3	0.1	0.2	0.4
The technology used on this course helped me to learn	0	0	-0.2	0.4	0.2	0	0.4	0.2	0.1	0.2
The textbook and/or readings and other resources in this course helped me to learn	0.4	0.1	-0.2	0.3	0	-0.1	0.2	0.1	0.2	0.3
The workload in this course was fair and reasonable	0.1	0	-0.3	0.2	0	-0.1	-0.1	-0.1	0.1	0.4
Average across all course content statements	**0.2**	**0.1**	**-0.3**	**0.3**	**0.3**	**-0.1**	**0.3**	**0.1**	**0.2**	**0.4**

Course Teaching

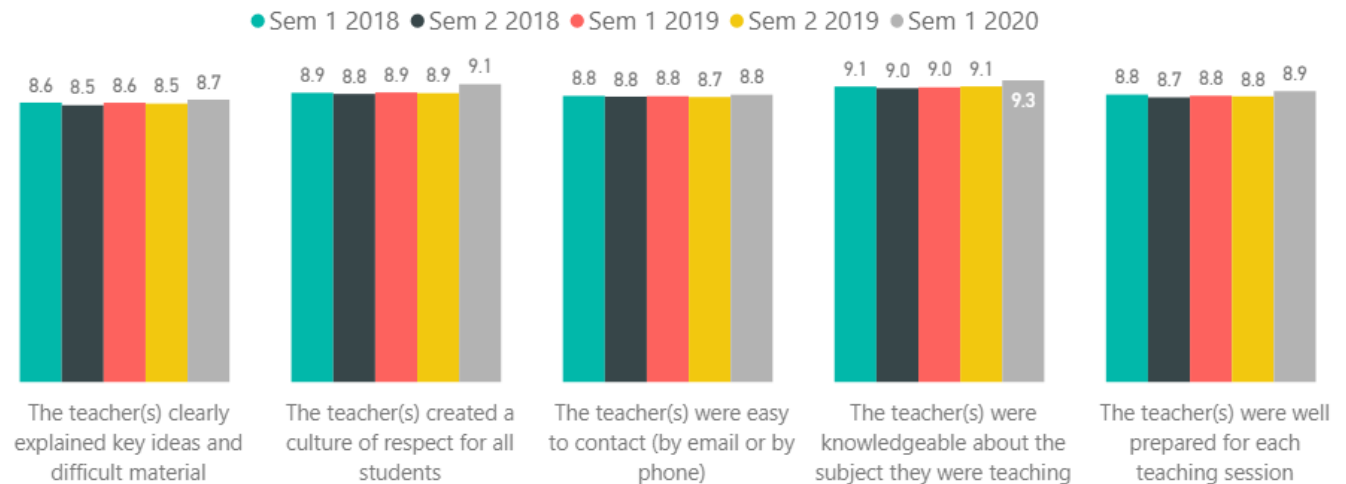Students are asked to rate a number of statements pertaining to the teaching performance of each course.

Teaching receives the highest overall ratings (averaging almost nine out of ten across each statement).

Performance has improved across all teaching statements with the highest rated areas being teachers being knowledgeable about the subject and creating a culture of respect.

Course Teaching Statements - Semester 1 2020 - Total Unitec

● Strongly Agree ● Somewhat Agree ● Neutral ● Somewhat Disagree ● Strongly Disagree ● Don't Know

Statement		Average Rating out of 10
The teacher(s) clearly explained key ideas and difficult material	60% / 23% / 9% / 4%	8.7
The teacher(s) created a culture of respect for all students	72% / 17% / 7%	9.1
The teacher(s) were easy to contact (by email or by phone)	65% / 18% / 9%	8.8
The teacher(s) were knowledgeable about the subject they were teaching	75% / 16% / 6%	9.3
The teacher(s) were well prepared for each teaching session	66% / 21% / 7%	8.9

Number of Responses 3531

Average Course Teaching Rating **9.0**

Average Ratings for Course Teaching Statements

● Sem 1 2018 ● Sem 2 2018 ● Sem 1 2019 ● Sem 2 2019 ● Sem 1 2020

The teacher(s) clearly explained key ideas and difficult material	The teacher(s) created a culture of respect for all students	The teacher(s) were easy to contact (by email or by phone)	The teacher(s) were knowledgeable about the subject they were teaching	The teacher(s) were well prepared for each teaching session
8.6 8.5 8.6 8.5 8.7	8.9 8.8 8.9 8.9 9.1	8.8 8.8 8.8 8.7 8.8	9.1 9.0 9.0 9.1 9.3	8.8 8.7 8.8 8.8 8.9

Course Teaching by School

Teacher ratings are relatively high across all schools with slightly lower ratings shown towards Building Construction and Architecture.

The only rating below 8 is Maia student rating their teachers being easy to contact.

Course Teaching Performance by School – Semester 1 2020

Schools	The teacher(s) clearly explained key ideas and difficult material	The teacher(s) created a culture of respect for all students	The teacher(s) were easy to contact (by email or by phone)	The teacher(s) were knowledgeable about the subject they were teaching	The teacher(s) were well prepared for each teaching session	**Total**
Applied Business	9.1	9.4	9.1	9.5	9.2	**9.3**
Bridgepoint	9.0	9.4	9.3	9.3	9.2	**9.2**
Health Care & Social Practice	8.9	9.2	9.2	9.4	9.2	**9.2**
Community Studies	8.8	9.3	8.9	9.5	9.2	**9.1**
Trades & Services	8.7	9.1	9.3	9.4	8.9	**9.1**
Maia	9.1	9.5	7.9	9.6	9.1	**9.0**
Computing, Electrical & Applied Technology	8.8	9.1	9.1	9.2	9.0	**9.0**
Unitec Pathways College	8.7	9.6	8.3	9.1	9.1	**8.9**
Environmental & Animal Sciences	8.3	9.0	8.9	9.4	8.9	**8.9**
Creative Industries	8.4	9.1	8.7	9.2	8.9	**8.9**
Architecture	8.1	9.1	8.4	9.3	8.7	**8.7**
Building Construction	8.2	8.8	8.6	8.8	8.4	**8.6**
Total	**8.7**	**9.1**	**8.8**	**9.3**	**8.9**	**9.0**

☐ 0-10% below target   ☐ >10% below target

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Course Teaching Changes by School

When comparing average course teaching ratings to 12 months ago, all schools have shown improvements in some areas with the largest gains shown towards Building Construction, Trades & Services, Applied Business & Architecture teaching performance.

Ratings towards Environmental and Animal Sciences teachers being able to explain key ideas and difficult material clearly has declined over the past 12 months

Annual Change in Teaching Ratings by School – Sem 1 2019 to Sem 1 2020

	Applied Business	Architecture	Bridgepoint	Building Construction	Community Studies	Computing, Electrical & Applied Technology	Creative Industries	Environmental & Animal Sciences	Health Care & Social Practice	Trades & Services
The teacher(s) clearly explained key ideas and difficult material	0.4	0.1	0.0	0.5	0.0	0.0	0.0	-0.4	0.1	0.1
The teacher(s) created a culture of respect for all students	0.3	0.5	0.2	0.7	0.2	0.0	0.2	0.1	0.1	0.3
The teacher(s) were easy to contact (by email or by phone)	0.1	0.0	0.1	0.7	-0.2	0.0	0.0	0.1	0.2	0.5
The teacher(s) were knowledgeable about the subject they were teaching	0.3	0.4	0.1	0.6	0.2	0.1	0.2	0.1	0.1	0.4
The teacher(s) were well prepared for each teaching session	0.2	0.3	0.0	0.4	0.2	0.1	0.1	0.0	0.2	0.2
Average across all teaching statements	**0.3**	**0.3**	**0.1**	**0.6**	**0**	**0**	**0.1**	**0**	**0.1**	**0.3**

0-10% below target   >10% below target

Course Assessments

Students are asked to rate a number of statements pertaining to the assessments of each course.

All assessment attributes receive high ratings (over 8 out of 10).

Performance is consistent across the past five semesters for all assessment statements.

Course Assessment Statements - Semester 1 2020 - Total Unitec

● Strongly Agree ● Somewhat Agree ● Neutral ● Somewhat Disagree ● Strongly Disagree ● Don't Know

Statement	Strongly Agree	Somewhat Agree	Neutral	Average Rating out of 10
The types of assessment used on the course were fair	52%	27%	11%	8.5
The grading process for group assessments was fair	45%	22%	13%	16%	8.1
The comments teachers made on my course work and my assessm…	51%	22%	13%	7%	8.3
The assessment requirements were clear to me	50%	28%	11%	8.3
I understood how the assessments were marked	49%	26%	12%	6%	8.3

Number of Responses
3560

Average Course Assessment Rating **8.3**

Average Ratings for Course Assessment Statements

● Sem 1 2018 ● Sem 2 2018 ● Sem 1 2019 ● Sem 2 2019 ● Sem 1 2020

I understood how the assessments were marked	The assessment requirements were clear to me	The comments teachers made on my course work and my assessment helped me to learn	The grading process for group assessments was fair	The types of assessment used on the course were fair
8.4 8.4 8.4 8.4 8.3	8.4 8.4 8.4 8.4 8.3	8.4 8.3 8.4 8.3 8.3	8.2 8.2 8.2 8.2 8.1	8.5 8.5 8.5 8.5 8.5
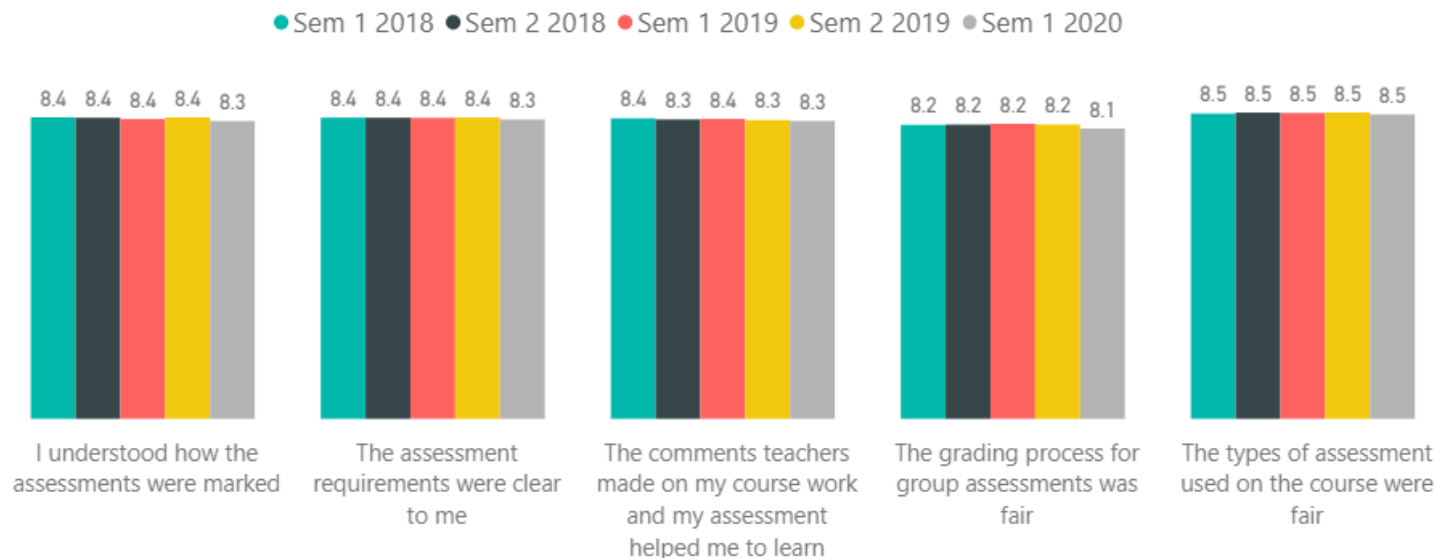
Course Assessments by School

Course assessment ratings are quite varied across schools with lower ratings shown towards Maia, Architecture, Creative Industries and Building Construction.

Applied Business and Trades & Services rank the highest performaing schools with high ratings across all statements.

Course Assessment Performance by School – Semester 1 2020

Schools	I understood how the assessments were marked	The assessment requirements were clear to me	The comments teachers made on my course work and my assessment helped me to learn	The grading process for group assessments was fair	The types of assessment used on the course were fair	Total
Applied Business	8.9	8.9	8.8	8.5	8.9	**8.8**
Trades & Services	8.6	8.9	8.8	8.6	8.9	**8.8**
Computing, Electrical & Applied Technology	8.7	8.6	8.7	8.4	8.8	**8.6**
Health Care & Social Practice	8.7	8.6	8.6	8.4	8.7	**8.6**
Community Studies	8.6	8.4	8.7	8.4	8.8	**8.6**
Bridgepoint	8.4	8.6	8.9	8.3	8.5	**8.5**
Environmental & Animal Sciences	8.7	8.6	8.4	8.1	8.7	**8.5**
Unitec Pathways College	8.3	8.5	8.3	8.4	8.7	**8.4**
Building Construction	8.2	8.3	7.9	8.0	8.2	**8.1**
Creative Industries	7.8	8.1	8.1	7.8	8.4	**8.0**
Architecture	7.7	7.7	7.7	7.7	8.4	**7.9**
Maia	6.7	7.0	7.2	6.8	7.0	**6.9**
Total	**8.3**	**8.3**	**8.3**	**8.1**	**8.5**	**8.3**

0-10% below target   >10% below target

>>Te Korowai Kahurangi   17

Course Assessments by School

Over the past 12 months, ratings towards assessments have improved for Building construction, Applied Business and Trades & Services while Creative Industries, Computing, Electrical & Applied Technology and Bridgepoint show a decline in performance.

Annual Change in Assessment Ratings by School – Sem 1 2019 to Sem 1 2020

	Applied Business	Architecture	Bridgepoint	Building Construction	Community Studies	Computing, Electrical & Applied Technology	Creative Industries	Environmental & Animal Sciences	Health Care & Social Practice	Trades & Services
I understood how the assessments were marked	0.4	0.1	-0.2	0.4	0.1	0.0	-0.3	0.2	0.2	0.1
The assessment requirements were clear to me	0.4	-0.1	-0.1	0.5	0.0	-0.1	-0.1	0.1	0.1	0.5
The comments teachers made on my course work and my assessment helped me to learn	0.2	-0.2	0.1	0.4	0.3	-0.1	-0.2	0.1	0.2	0.2
The grading process for group assessments was fair	0.2	0.2	-0.2	0.3	0.2	-0.2	-0.3	0.0	0.0	0.1
The types of assessment used on the course were fair	0.2	0.2	-0.2	0.4	0.2	0.0	-0.2	0.1	0.1	0.4
Average across all assessment statements	**0.3**	**0.1**	**-0.1**	**0.4**	**0.2**	**-0.1**	**-0.2**	**0.1**	**0.1**	**0.3**

☐ 0-10% below target ☐ >10% below target

>>Te Korowai Kahurangi 18

Māori Performance

Overall course ratings amongst Māori student's have increased to an average of 8.1 out of 10 which is above the institutional target of 8.0 and the highest result since the surveys started. Creative Industries is the highest priority school for Māori students based on number of students impacted and lower performance while Community Studies and Healthcare & Social Practice which contains the largest number of Māori students, receives relatively high ratings. Parity between Māori and non-Māori is relatively even across most course attributes with slightly lower ratings amongst Māori for assessment ratings.

Average Course Ratings (out of 10)

● Māori ● Non-Māori

	Sem 2 2018	Sem 1 2019	Sem 2 2019	Sem 1 2020
Māori	7.8	7.8	7.9	8.1
Non-Māori	7.9	8.0	7.9	8.1

Average Course Rating Segments

● Low Ratings (0-4) ● Mid Ratings (5-7) ● High Ratings (8-10)

	Low	Mid	High
Sem 1 2020		23%	70%
Sem 2 2019	8%	24%	68%
Sem 1 2019	8%	27%	65%
Sem 2 2018	9%	26%	65%

Overall Course Rating by Student Headcount Priority Matrix - School Level

Course Content Statements (Sem1 2020)	Pacific	Non-Pacific	Variance
Given all of the course information that I needed to succeed	8.4	8.5	-0.1
I felt Māori beliefs, language and practices were embedded throughout the course	7.8	7.6	0.2
The content of the course was relevant to the stated aim and learning outcomes	8.8	8.8	0
The course was well structured	8.4	8.4	0
The technology used on this course helped me to learn	8.2	8.5	-0.3
The textbook and/or readings and other resources in this course helped me to learn	8.1	8.3	-0.2
The workload in this course was fair and reasonable	8.6	8.4	0.2
Average Course Content Rating	**8.3**	**8.4**	**-0.1**

Course Teaching Statements (Sem1 2020)	Pacific	Non-Pacific	Variance
The teacher(s) clearly explained key ideas and difficult material	8.6	8.7	0.0
The teacher(s) created a culture of respect for all students	9.1	9.1	0.0
The teacher(s) were easy to contact (by email or by phone)	8.6	8.8	-0.2
The teacher(s) were knowledgeable about the subject they were teaching	9.3	9.3	0.1
The teacher(s) were well prepared for each teaching session	9.0	8.9	0.0
Average Teaching Rating	**8.3**	**8.4**	**-0.1**

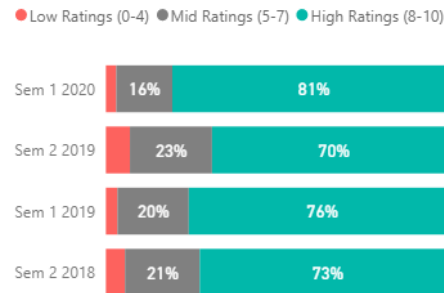| Course Assessment Statements (Sem1 2020)	Pacific	Non-Pacific	Variance
I understood how the assessments were marked	8.1	8.3	-0.3
The assessment requirements were clear to me	8.2	8.4	-0.2
The comments teachers made on my course work and my assessment helped me to learn	8.1	8.3	-0.3
The grading process for group assessments was fair	7.8	8.1	-0.3
The types of assessment used on the course were fair	8.4	8.5	-0.1
Average Assessment Rating	**8.1**	**8.3**	**-0.2**
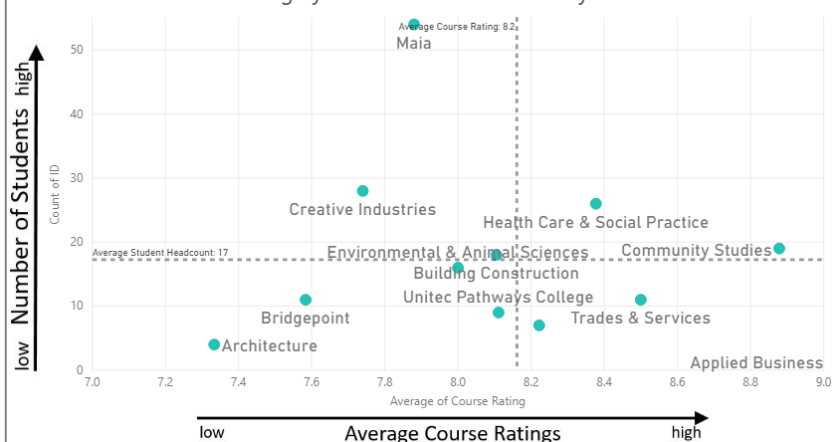
Pacific Performance

Overall course ratings amongst Pacific students has increased significantly to 8.6 out of 10 which are well above the institutional target of 8.0 and ratings shown for non-Pacific students. Building Construction is the highest priority for Pacific students based on number of students impacted and lower performance while Healthcare & Social Practice which contains the largest number of Pacific students, receives relatively high ratings. Pacific student ratings are higher across most course attributes when compared to non-Pacific.

Average Course Ratings (out of 10)
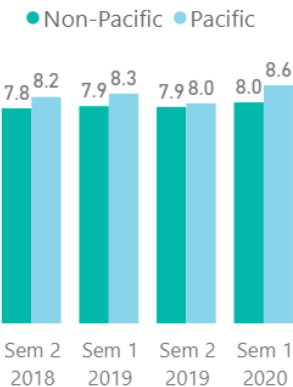
● Non-Pacific ● Pacific

	Sem 2 2018	Sem 1 2019	Sem 2 2019	Sem 1 2020
Non-Pacific	7.8	7.9	7.9	8.0
Pacific	8.2	8.3	8.0	8.6

Average Course Rating Segments

● Low Ratings (0-4) ● Mid Ratings (5-7) ● High Ratings (8-10)

	Mid	High
Sem 1 2020	16%	81%
Sem 2 2019	23%	70%
Sem 1 2019	20%	76%
Sem 2 2018	21%	73%

Overall Course Rating by Student Headcount Priority Matrix - School Level

Course Content Statements (Sem1 2020)	Pacific	Non-Pacific	Variance
Given all of the course information that I needed to succeed	8.9	8.4	0.5
I felt Māori beliefs, language and practices were embedded throughout the course	8	7.6	0.4
The content of the course was relevant to the stated aim and learning outcomes	9.2	8.7	0.5
The course was well structured	8.8	8.3	0.5
The technology used on this course helped me to learn	8.8	8.4	0.4
The textbook and/or readings and other resources in this course helped me to learn	8.8	8.2	0.6
The workload in this course was fair and reasonable	8.8	8.4	0.4
Average Course Content Rating	**8.7**	**8.3**	**0.4**

Course Teaching Statements (Sem1 2020)	Pacific	Non-Pacific	Variance
The teacher(s) clearly explained key ideas and difficult material	9.0	8.6	0.4
The teacher(s) created a culture of respect for all students	9.4	9.1	0.3
The teacher(s) were easy to contact (by email or by phone)	9.1	8.8	0.4
The teacher(s) were knowledgeable about the subject they were teaching	9.5	9.2	0.3
The teacher(s) were well prepared for each teaching session	9.3	8.9	0.4
Average Teaching Rating	**9.3**	**8.9**	**0.4**

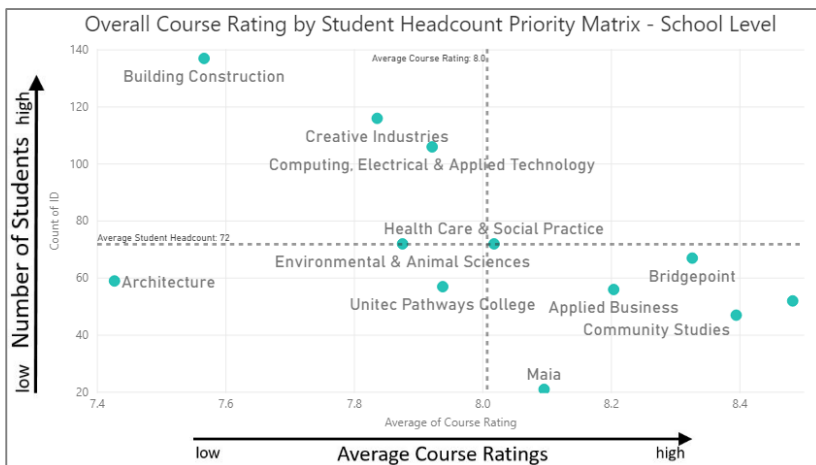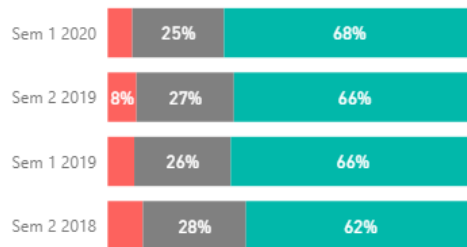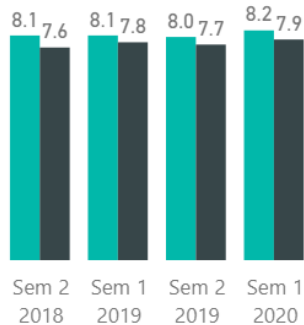| Course Assessment Statements (Sem1 2020)	Pacific	Non-Pacific	Variance
I understood how the assessments were marked	8.7	8.2	0.5
The assessment requirements were clear to me	8.8	8.3	0.5
The comments teachers made on my course work and my assessment helped me to learn	8.8	8.2	0.6
The grading process for group assessments was fair	8.7	8.0	0.7
The types of assessment used on the course were fair	8.8	8.4	0.4
Average Assessment Rating	**8.8**	**8.2**	**0.6**
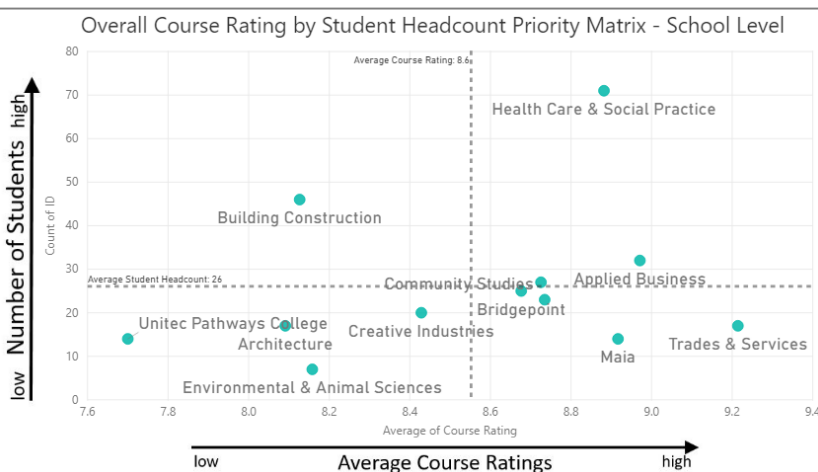
Under 25years Performance

Overall course ratings amongst Under 25yr students continue to increase to an average of 7.9 out of 10 which is below the 8.2 ratings shown for 25+yr students.   Building Construction is the highest priority for Under 25yr students based on number of students impacted and lower performance. Under 25yr ratings are lower across most course delivery attributes when compared to 25+yrs students with particularly large variance shown towards the statement "I felt Māori beliefs, language and practices were embedded throughout the course".

Average Course Ratings (out of 10)

- 25+yrs ● Under 25yrs

	Sem 2 2018	Sem 1 2019	Sem 2 2019	Sem 1 2020
25+yrs	8.1	8.1	8.0	8.2
Under 25yrs	7.6	7.8	7.7	7.9

Average Course Rating Segments

● Low Ratings (0-4) ● Mid Ratings (5-7) ● High Ratings (8-10)

	Low	Mid	High
Sem 1 2020		25%	68%
Sem 2 2019	8%	27%	66%
Sem 1 2019		26%	66%
Sem 2 2018		28%	62%

Overall Course Rating by Student Headcount Priority Matrix - School Level

Course Content Statements (Sem1 2020)	<25yrs	25+yrs	Variance
Given all of the course information that I needed to succeed	8.4	8.6	-0.2
I felt Māori beliefs, language and practices were embedded throughout the course	7.4	7.8	-0.4
The content of the course was relevant to the stated aim and learning outcomes	8.7	8.9	-0.2
The course was well structured	8.3	8.5	-0.2
The technology used on this course helped me to learn	8.4	8.5	-0.1
The textbook and/or readings and other resources in this course helped me to learn	8.1	8.4	-0.3
The workload in this course was fair and reasonable	8.3	8.5	-0.2
Average Course Content Rating	**8.2**	**8.5**	**-0.3**

Course Teaching Statements (Sem1 2020)	<25yrs	25+yrs	Variance
The teacher(s) clearly explained key ideas and difficult material	8.5	8.8	-0.4
The teacher(s) created a culture of respect for all students	9.0	9.2	-0.2
The teacher(s) were easy to contact (by email or by phone)	8.7	8.9	-0.2
The teacher(s) were knowledgeable about the subject they were teaching	9.2	9.3	-0.2
The teacher(s) were well prepared for each teaching session	8.9	9.0	-0.1
Average Teaching Rating	**8.8**	**9.0**	**-0.2**

Course Assessment Statements (Sem1 2020)	<25yrs	25+yrs	Variance
I understood how the assessments were marked	8.1	8.4	-0.3
The assessment requirements were clear to me	8.3	8.4	-0.2
The comments teachers made on my course work and my assessment helped me to learn	8.2	8.4	-0.2
The grading process for group assessments was fair	8.1	8.1	0.0
The types of assessment used on the course were fair	8.5	8.5	0.0
Average Assessment Rating	**8.2**	**8.4**	**-0.2**

International Performance

Overall course ratings amongst International students remain constant at an average of 8.1 out of 10 which is above the institutional target of 8.0 and on par with ratings shown for Domestic students. Building Construction is the highest priority based on number of students impacted and lower performance while Computing, Electrical & Applied Technology and Applied Business which contains the largest number of students, receives relatively high ratings. Parity between International and Domestic students is relatively even across most course attributes except for course assessments where International students show higher ratings.

Average Course Ratings (out of 10)
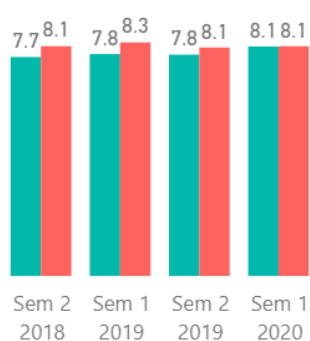
Average Course Rating Segments

Overall Course Rating by Student Headcount Priority Matrix - School Level
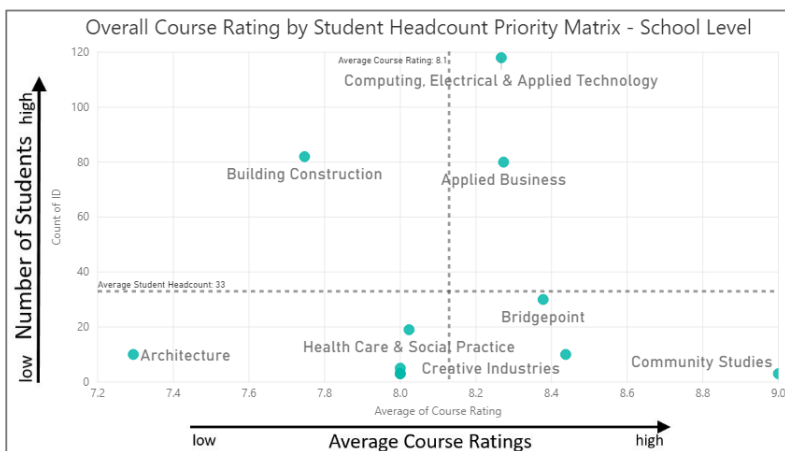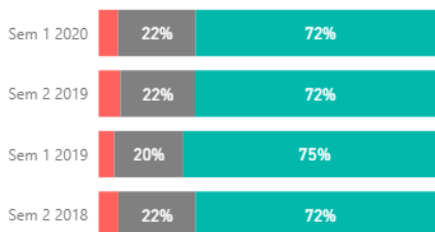
Course Content Statements (Sem1 2020)	International	Domestic	Variance
Given all of the course information that I needed to succeed	8.6	8.5	0.1
I felt Māori beliefs, language and practices were embedded throughout the course	7.6	7.7	-0.1
The content of the course was relevant to the stated aim and learning outcomes	8.8	8.8	0
The course was well structured	8.5	8.4	0.1
The technology used on this course helped me to learn	8.7	8.4	0.3
The textbook and/or readings and other resources in this course helped me to learn	8.5	8.3	0.2
The workload in this course was fair and reasonable	8.4	8.5	-0.1
Average Course Content Rating	**8.4**	**8.3**	**0.1**

Course Teaching Statements (Sem1 2020)	International	Domestic	Variance
The teacher(s) clearly explained key ideas and difficult material	8.8	8.6	0.2
The teacher(s) created a culture of respect for all students	9.1	9.1	0.0
The teacher(s) were easy to contact (by email or by phone)	9.0	8.8	0.2
The teacher(s) were knowledgeable about the subject they were teaching	9.2	9.3	-0.1
The teacher(s) were well prepared for each teaching session	8.9	8.9	0.0
Average Teaching Rating	**9.0**	**8.9**	**0.1**

| Course Assessment Statements (Sem1 2020)	International	Domestic	Variance
I understood how the assessments were marked	8.6	8.2	0.4
The assessment requirements were clear to me	8.6	8.3	0.3
The comments teachers made on my course work and my assessment helped me to learn	8.6	8.2	0.4
The grading process for group assessments was fair	8.4	8.0	0.4
The types of assessment used on the course were fair	8.7	8.4	0.2
Average Assessment Rating	**8.6**	**8.2**	**0.4**

The Student Course Survey Process

Response Rates

Process & Suggested Improvements

Survey Response Rates

To ensure a representative sample of results and enable robust measurement at a school, programme and course level, it is imperative that high response rates are reached. 3,816 surveys were completed out of 16,762 sent in Semester 1 2020 which equates to an overall response rate of 22.8%. This drop in response can be largely attributed to the distraction of the covid-19 lockdown period. Due to most students learning remotely, the preferred option of allocating time in class to conduct the survey was not possible. Even though teaching staff were asked to encourage participation through their normal digital channels, the survey was administered completely online and the response rate was lower as a result.

Because course reports are only built for courses where three or more students provide feedback (to ensure student confidentiality), the number of course reports built was impacted also with only 383 (61%) of courses received a course report out of 632 courses covered. This is much lower than the 488 (69%) course reports built in Sem2 2019.

Response rates by school are varied and show an inconsistent level of engagement across schools and programmes throughout Unitec.

Sem1 2020 Survey Response Rate

Survey Response Rate by School
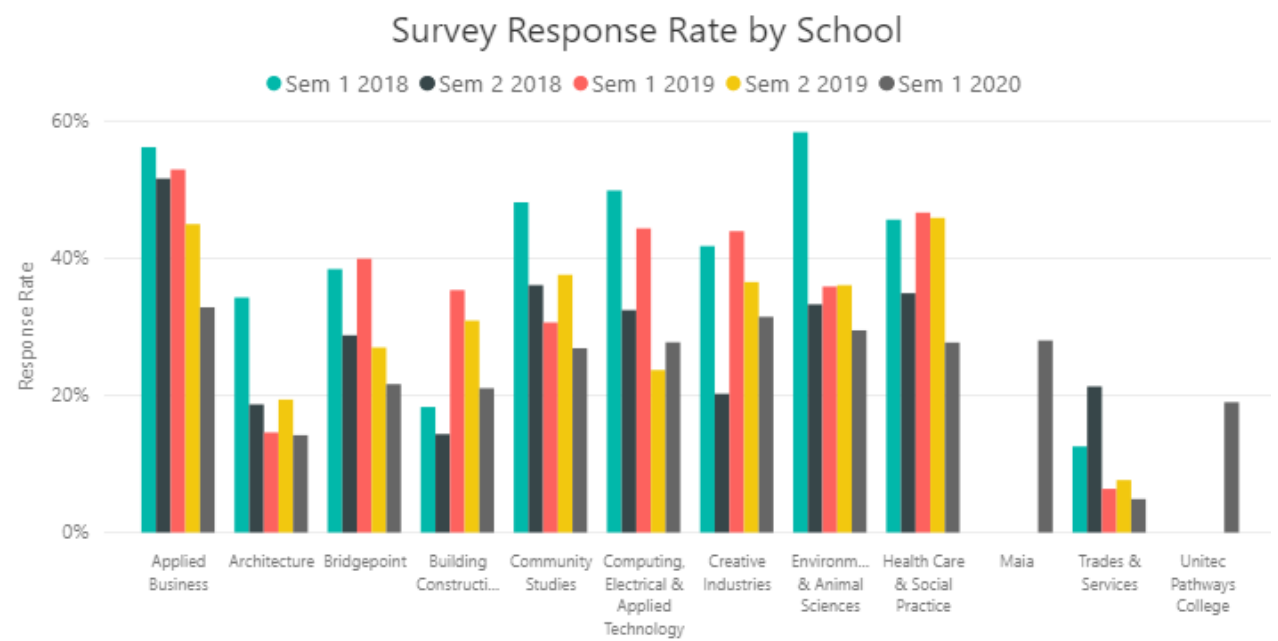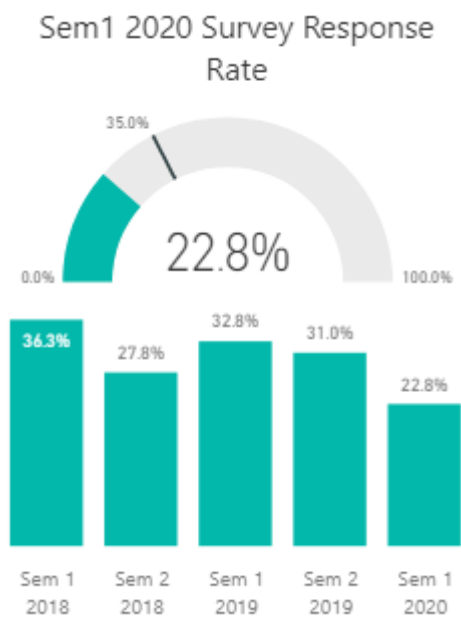
Improving Survey Response Rates

Given the low response rate this semester and the impact of having less course reports available, increasing response rates continue to be a key focus for future waves.

Learnings from previous semesters prove that when the process of allocating time in class for students to conduct the survey is followed, response rates are very high. Despite the continued effort to engage staff to follow this process, not all areas follow this process and there is inconsistent response rates as a result.

If the process of allocating time is followed, you would expect a response rate of at least 50%. Using that cut-off in the below chart which uses semester 1 2019 data, 75% of courses are receiving response rates below that level which suggests that the majority of courses are not following that process. A lack of cut through on the process continues to be a major barrier as attempts to drive engagement with staff through internal communications/ campaigns and direct communications via their Academic Leaders continue to be the major challenge.

Semester 1 2019 Course Response Rates Binned

0-50% response rate
= 75% of courses

51-100% response rate
= 25% of courses
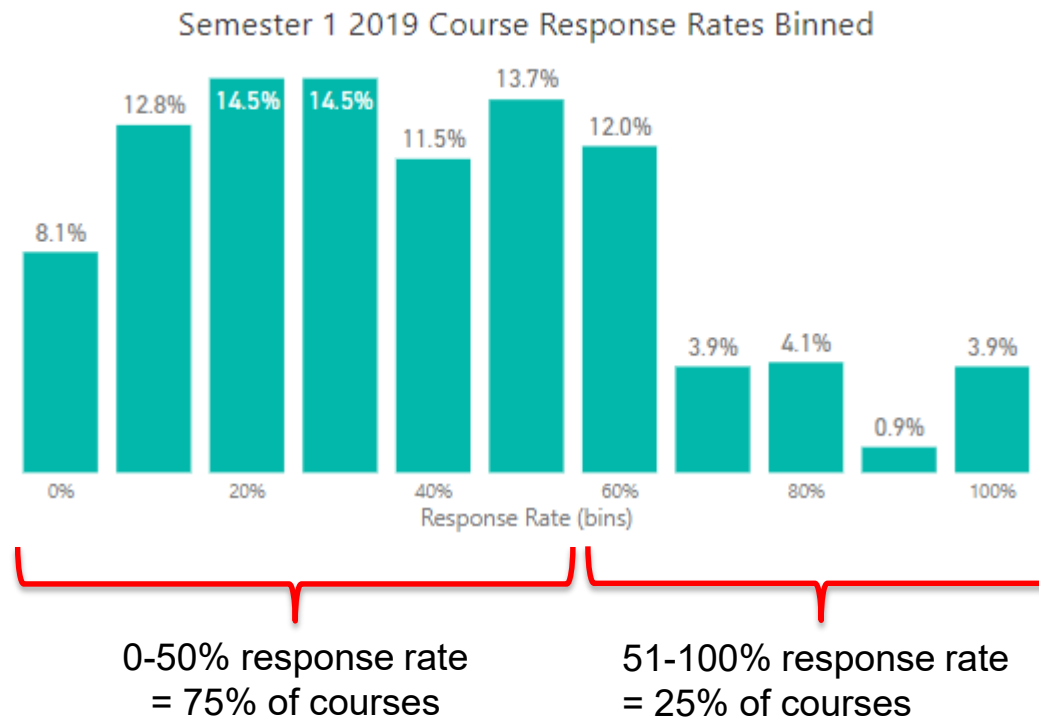
Process Feedback and Suggested Improvements

The student course surveys have been running for five semesters and although the aim is to keep many of the questions the same to allow consistency and tracking performance over time, there are changes that occur based off staff and student feedback received.

Key changes that occurred for Sem1 2020:
- Amended certain questions to be more relevant for the remote learning that students experienced during Covid-19 lockdown including removing the course practical component questions.
- Removed two teaching open ended questions to reduce length.
- Change of the following statement to be clearer for students to understand "I felt Māori beliefs, language and practices were embedded throughout the course".
- Increased engagement with schools on which courses to be included/ excluded before fieldwork starts
- Moved the timing of the survey to the last 3 weeks of the semester so that it doesn't clash with student NPS and is more of a summative evaluation that can drive improvements for future cohorts
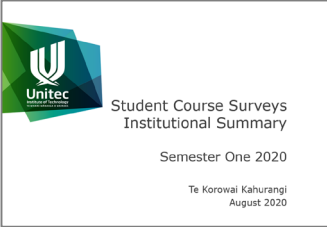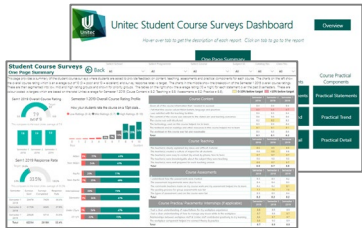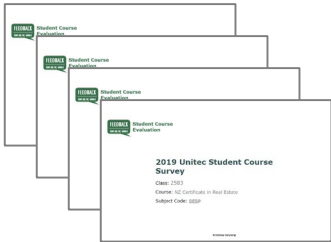
Monitoring queries and obtaining feedback from stakeholders and AAQs has highlighted the following suggested improvements for future waves:

- Standard semester dates/ blocks don't suit all courses, need to find a more flexible solution that caters for all course types/ timings
- Some students are getting confused on which course they are to give feedback on
- Too many emails in students inbox
- Some questions don't suit certain courses
- Even when we allocate time in class, not all students in class are doing the survey
- Advise staff of the survey date as early as possible to help them be prepared

Te Korowai Kahurangi will review all staff and student feedback and look at ways to improve response rates and the student experience. A review of other survey tools is also being conducted and will feed into the next semester surveys aimed to launch on 12th October 2020.

APPENDIX: Student Course Survey Programme Reporting

The student course survey programme provides reporting at three levels catered for different audiences. Student verbatim comments are only included in the individual course/ class reports due to the need for confidentiality.

Reporting	Content	Audience	Location
Institutional Report	• Analysis and reporting of performance at institutional, school and priority group level • Driver modelling • Analysis of process and suggested improvements	All Unitec staff Academic Board	The Nest
Student Course Survey Dashboard	• Interactive dashboard which allows the ability to filter data by school, programme, course, class, priority group and semester • Detailed reporting of response rates, overall course ratings, course content, teaching, assessments and practical components • Programme priority matrix	Heads of School Academic Leaders Programme Managers Academic staff Support staff	Available to all Power BI users Link
Course/ Class Reports	• Course/ class specific report for current semester • Student ratings and verbatim comments on course content, teaching, assessments and practical components (if applicable) • Student verbatims are only reported for those students who have given consent to pass onto teaching staff	Heads of School Academic Leaders Programme Managers Course Teacher only (due to confidential student comments)	Saved in secure folders for HoS/AL/PMs to distribute to teaching staff