

Unitec New Zealand Limited

Meeting of: Ako Ahimura | Learning & Teaching Committee

Date of Meeting: 03 March, 2021

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| Title | Student Course Survey Report for Semester 2, 2020 |
| Provided by: | Maureen Perkins (Academic Advisor, Te Puna Ako) Jeff Honey (Insights Business Partner, Te Korowai Kahurangi) |
| Authored by: | Maura Kempin (Manager, Te Puna Ako) |
| For: | APPROVAL |

Recommendation/s

That Ako Ahimura note the content of Student Course Survey Report for Semester 2, 2020 and approve the recommendations that:

1. For any course achieving a score of 6 or less overall, that the Chair Ako Ahimura write to Heads of School requiring that programme leadership (APM, PC or DL) work in partnership with the Course Co-ordinator, seeking input from support services as appropriate, to carry out a supported and supportive inquiry process to help identify challenges and to develop action plans for improvement. These plans should be approved by PAQC before 04 July 2021, and a summary of actions and outcomes to be incorporated in the subsequent three rounds of PAQC Chair's reports, as well as in relevant CEPs and in the PEP.
2. The Chair of Ako Ahimura write to Heads of those Schools showing a decline in performance of key areas requesting an inquiry into the possible causes and the development of action plans where appropriate; oversight to be maintained by PAQC and a summary (of analysis, interpretation and actions) to be included in the PAQC Chair's reports as well as in PEPs (and CEP where appropriate).
These Schools are include
 - Bridgepoint: course content & teaching performance
 - Architecture: course content and feedback on assessments (see additional recommendation below)
 - Computing, Electrical & Applied Technology: course content, assessment
3. The School of Architecture be required to undertake a more targeted small group instructional diagnostic (SGID) for any course achieving a score of 6 or less overall, as well as an analysis of the range of data available (including previous SGIDs, PEP, CEP, NPS, SCC, course evaluation) and structured discussions with library, LOP, Academic Adviser, teachers, APM and DLs on their perception of the issues and possible solutions. This should be completed prior to 04 July 2021, with appropriate action plans developed and approved by PAQC and a summary (of actions and outcomes) to be included in the subsequent three rounds of PAQC Chair's reports, as well as in relevant CEPs and in the PEP.

4. The School of Building & Construction is encouraged to continue to work closely with Te Puna Ako to build on positive trends already in progress (in course structure, assessment and teacher preparedness).
5. Te Korowai Kahurangi to continue to strive for process improvements, including the responses to stakeholder feedback set out in slide 28.

Purpose

The purpose of this paper is to provide Ako Ahimura with the institutional level summary and the analysis of and findings from the Student Course Surveys (Semester 2, 2020) and to recommend that appropriate action is taken to ensure continuous improvement.

Background

Each semester Unitec asks students to provide feedback on course structure, content, assessment, teaching and practical components (if applicable) via an online survey.

Reporting is delivered at three levels:

1. Institutional Summary Report
2. Student Survey Course Dashboard
3. Course / Class Reports

This institutional summary report, appended here, provides analysis into the overall results for the past six semesters and an evaluation of the survey process.

Key Findings

- The overall performance of Unitec courses continues to track strongly averaging at 8.0 out of 10. This is on par with the institutional target, being slightly lower than the Semester 1, 2020 average of 8.1 and slightly higher than the Semester 2, 2019 average of 7.9.
- At 7.4 out of 10, the overall rating for the statement “I felt that Māori beliefs, language and practices were embedded throughout my course” is relatively low compared to other content statements (avg 8.4).
Note: the wording for this statement was updated one year ago, hence data included for two cycles only. The previous wording (*I believe this course valued Māori beliefs, language and practices*) achieved an average rating of 6.5 from Semester 1, 2018 to Semester 1, 2019.
- Driver modelling (see slide 8 for details) 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.

| Overall course performance category impact weight % | |
|-----------------------------------------------------|----|
| Course Content | 33 |
| Course Assessment | 12 |
| Course Teaching | 24 |

- Performance has improved significantly for Maia and for Trades & Services, both achieving the highest overall student evaluations for semester 2/2020. The most

significant improvements in Trades and Services over the past 12 months have been in the areas that are most important to students, i.e., course structure & relevance, teacher's preparation and ability to explain things clearly. Note that the response rate for Trades & Services increased significantly from 4.9% in Semester 1, 2020 to 25.0% in Semester 2, 2020.

- In addition to the significant improvements noted above in Trades & Services, Unitec's overall improvement in course performance over the past 12 months is driven by significant gains in:
 - Building & Construction: course structure and teacher preparedness
 - Creative Industries: course structure, relevance and teaching performance
 - Community Studies: teaching performance
- Schools that have shown a decline in performance of key areas include:
 - Bridgepoint: course content & teaching performance
 - Architecture: course content and feedback on assessments
 - Computing, Electrical & Applied Technology: course content, assessment
- Average ratings for Architecture at 7.1 are significantly lower than institutional average (8.0) and have declined significantly from Semester 1, 2020 (7.6) and Semester 2, 2019 (7.5). The most recent rating of 7.1 is the lowest in the six semester iterations of this survey. The key issues identified by driver modelling include course content and feedback on assessments.
- Overall ratings from Applied Business, Community Studies and Health Care & Social Practice, decreased from Semester 1, 2020 but remain at or above Semester 1, 2019 levels.
- At 7.6, the overall rating for Building & Construction is lower than average. However, this is higher than the Semester 2, 2019 rating of 7.4; and ratings for this School are generally trending in a positive direction. Significant improvements have been identified over the past 12 months in course structure and teacher preparedness.
(Additional information: in partnership with Te Puna Ako, a pilot programme is in progress to improve assessment and moderation practices, focusing initially on first year first semester courses).
- Given the large number of students in Building & Construction compared to other schools, any improvements in this school will have the greatest impact on Unitec's overall result.

- Priority group students' rating are generally above average:

| | Average Score | Comment |
|-----------|---------------|---------------------------------------------------------------------------------------------|
| All | 8.0 | In line with targets, down from 8.1 in Semester 1, 2020 but up from 7.9 in Semester 2, 2019 |
| Māori | 8.3 | Highest score to date. Trending consistently upward from 7.8 in Semester 2, 2018 |
| Pacific | 8.4 | Down from 8.6 in Semester 1, 2020; 1 but up from 8.0 in Semester 2, 2019 |
| Under 25s | 8.0 | Broadly consistent rating since Semester 2, 2018 |

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|---------------|-----|--------------------------------------------------|
| International | 8.2 | Broadly consistent rating since Semester 2, 2018 |
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Commendations:

- All teachers and programme teams are commended for very impressive results overall, especially considering the difficult circumstances of campus closure due to COVID-19 Lockdowns. Acknowledgement goes to Maia, and Trades & Services for significant improvements in ratings, as well as Creative Industries given the specific challenges of teaching this discipline under lockdown conditions.

Next Steps

- Recommendation/s to be implemented with oversight by PAQCs and PAQC Chairs;
- Regular updates to be included in PAQC Chair's reports, submitted to Te Poari Whai Kouna | Quality Alignment as well as in relevant CEPs and in the PEP.

Contributors/Co-authors

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