

## Proposal for Students Course Surveys 2021 from Jeff Honey (Te Korowai Kahurangi) and Maureen Perkins (Te Puna Ako).

### Timing

We have considered the timing of the survey throughout the three years the survey has been running and have tried several options in response to feedback and suggestions from Schools and students. The key issues raised around an earlier timeframe was the clash with the student NPS survey as well as feedback from students that it was too early in the semester to rate it's performance, particularly with assessments.

It was agreed at the 2020 review that the institutional course survey will be run at the end of the semester (weeks 11-13) as a summative evaluation to measure the performance of the entire course delivery and schools were encouraged to get feedback via other means for earlier and teacher specific feedback. This may come in the form of one on one conversations, SGIDs (run with Te Puna Ako support), Student forums, etc.

The table below shows the timeline for the NPS and Course evaluation surveys.

Semester Weeks		Student Survey Stages
1		
2		
3		
4		
5		
6		NPS survey open
7		NPS survey open
	Mid semester break	NPS survey open
	Mid semester break	NPS survey open
8		NPS survey open
9		Information sent to schools about upcoming Course Surveys
10		Reminder sent to schools about Course Surveys
11		Course surveys open
12		Course surveys open
13		Course surveys open
14	Study week	Te Korowai Kahurangi compiling data
15	Exam week 1	Te Korowai Kahurangi create course reports
16	Exam week 2	Course reports available to schools
	Semester break	Course survey data available on Power BI dashboard
	Semester break	CEPs due (date tbc) <i>Teachers include any changes they intend to make as a result of student feedback.</i>
	Semester break	PEPs due (date tbc)
	First week of classes	Teachers share a report with students outlining their responses to student course feedback.

Our opinion is that we should continue to run the evaluations over a three- week period (Weeks 11-13). Teachers will become used to this being the standard timing and will be able to apply for ad hoc surveys if needed.

Offering teachers and students three weeks in which to complete the survey allows for planning by teachers, allows time for reminders to be sent out, and the timing provides some level of flexibility to suit courses with and without exams and study weeks.

The timing does not allow for teachers to receive student feedback and plan/communicate changes to the course during the semester. As stated earlier, moving the survey to a time early enough in the semester to allow for this may clash with NPS surveys and will reduce the validity of the data where students have not yet engaged fully with the course or the course assessments.

It is important that the feedback loop is closed in other ways. We agree with the suggestion of Professor Martin Carroll, DCE Academic, of a ‘this is what you said...this is what we did’ statement. Teachers have long been expected to respond to student feedback but there is no evidence that this is happening consistently. There are a number of ways this process could be improved and supported. For example, a Moodle label template could be created and shared with all teachers to add to their Moodle courses. Future Moodle courses could have this added by Te Puna Ako when courses are created.

### **Survey content**

We believe that the current questions are useful as they stand. Our work with MIT recently on their survey development has not changed this opinion. Although they have some different questions, this is more an indication of their different context rather than the quality of the questions. We believe that our set of questions more closely aligns to Unitec’s Te Noho Kotahitanga values.

The recent change that begins the survey by asking students to provide an overall course rating, followed by their rationale for this rating, appears to have provided even more useful data than previously and we recommend that this continues.

### **Scale**

We recommend that Unitec continues to complete surveys for most courses every semester. The main exception would be 30 credit courses that take place over two semesters. These are currently surveyed only once in the year, in the B semester.

Initially the decision to survey everyone every semester was for the purposes of being able to provide useful longitudinal data to schools for the purposes of PEP reports and EER discussions. Although not so urgent, the information is still vital for supporting PEP reports, to inform CEP reports and for ongoing evaluation and improvement. Although surveying most courses each semester requires more work, the logistics are actually easier to manage, and the longitudinal data is better.

We considered reasons for excluding some courses and decided there was insufficient reason for changing what we do now.

- The course has not changed since the last semester (a different cohort can have a different experience)
- The teacher and teaching mode has not changed ( as above)
- The course has high SCC rates (might not mean it’s a great course – could be an assessment issue or students could be passing in spite of a poor course experience)

- The course is part of a programme being taught out (We still should be able to report on and learn from the student experience)

## **Survey Process**

Te Korowai Kahurangi intend to change the way that the surveys are delivered so that it is a much better experience for the students. Previously, surveys were emailed directly to students for each course that they were enrolled in which meant that students received 5-6 emails. Based on student and staff feedback, a new approach has been developed where a single link can be used for all students to use that will take them to a student survey portal where the list of courses will be available to partake in. The benefit of this approach is that this single link can be sent to student via a number of channels (Moodle, embedded in course content) as well as a single email sent from Te Korowai Kahurangi.

With this new approach, there will be an increased reliance on teaching staff to send the survey link to their students and to encourage students to participate.

Although this change will be a significant improvement on previous semesters, the overall process is still manual in terms of survey deployment and reporting, especially compared with the new automated MIT process, but we believe the reporting is more insightful and useful to staff at all levels. It promotes engagement with teaching staff because they can easily access data through Power BI as well as the specific course reports sent out by Te Korowai Kahurangi.

The sending of ad hoc surveys for non-semesterised courses (e.g. NZCRE, BCONS 8 week block courses) can also be run better with this new approach. Te Korowai Kahurangi plan to work with each school on the requirements for their non-semesterised courses.

## **Individualised processes and questions**

There have been some requests for tailoring the survey to individual programmes. There will be rare instances where this is sensible e.g. the Police programmes. Making sets of individual questions for programmes will remove the ability to make comparisons across the institution on set topics. Our Languages staff helped to finalise survey statements when we developed the initial survey, to ensure they were suitable for students with learning difficulties as well as those with English as an additional language. We do not consider it necessary to modify questions for a range of levels of study.

Early in the survey development process we trialled allowing teachers to add up to five additional questions to the survey. This was problematic for useful analysis as well as for the team creating the survey. This option was also taken up by very few teachers, indicating that they did not need this option, except in the stages where the survey was new and there was some concern among teachers that they were losing some autonomy.

Schools are still encouraged to carry out more specific and formative surveys mid semester for their own purposes. Additional surveys and focus groups could be used in programmes where the Unitec survey indicates a problem but where teachers need more tailored information. Where there are concerns about teaching that are raised as a result of either the student course survey or other indicators, a more specific and sensitive inquiry process needs to be undertaken by the school to protect both teachers and students. This is also in line with our Te Noho Kotahitanga values, especially Kaitiakitanga and Rangatiratanga.