Student Course Surveys Institutional Summary

Semester Two 2020

Te Korowai Kahurangi

December 2020

Student Course Surveys 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 presented to Academic Committees
2. **Student Course Survey Dashboard** - Interactive dashboard which allows users 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.

This institutional summary report provides analysis into the overall results for the past six 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
   f) Course practical components
2. Course Survey Process
   a) Survey response rates
   b) Process improvement
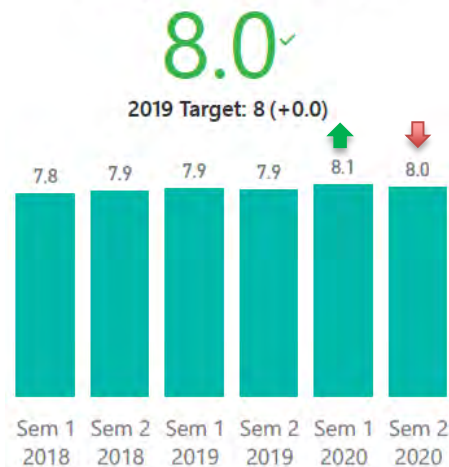
Executive Summary

- The overall performance of Unitec courses continues to track strongly averaging at 8.0 out of 10 which is on par with the institutional target.
- Performance has dipped slightly from the high shown last semester which can be attributed to declines in course ratings for Architecture, Applied Business, Community Studies and Health Care & Social Practice.
- Performance has improved for Maia and Trades & Services to now be the top rated schools. Trades and Services have improved significantly over the past 12 months in the areas that are most important to students (course structure & relevance, teacher's preparation and ability to explain things clearly).
- Student ratings are significantly lower for Architecture and Building Construction courses when compared to other schools. 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.
- 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.
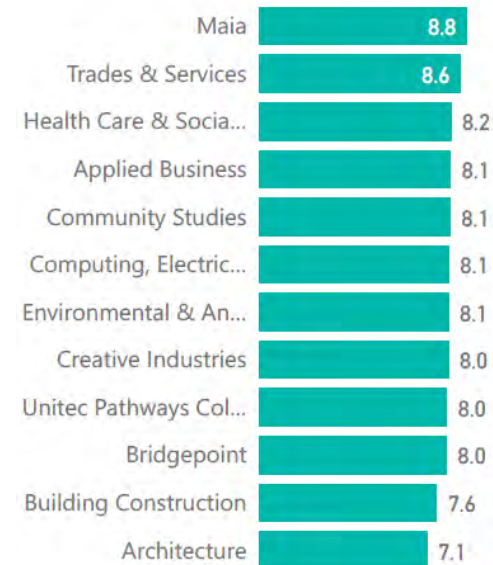
Overall Course Ratings

Students' overall course ratings across all Unitec courses in semester 2 2020 averages at 8.0 out of 10 which equals the institutional target. This level is a slight decline from the strong performance shown in semester 1 2020.

Overall performance has improved significantly amongst Maia courses while declines are experienced by Applied Business, Architecture, Community Studies and Health Care and Social Practice.

Sem 2 2020 Overall Course Rating (Average out of 10)

8.0

2019 Target: 8 (+0.0)

Sem 1 2018	Sem 2 2018	Sem 1 2019	Sem 2 2019	Sem 1 2020	Sem 2 2020
7.8	7.9	7.9	7.9	8.1	8.0

Sem 2 2020 Overall Course Rating by School

School	Rating
Maia	8.8
Trades & Services	8.6
Health Care & Socia...	8.2
Applied Business	8.1
Community Studies	8.1
Computing, Electric...	8.1
Environmental & An...	8.1
Creative Industries	8.0
Unitec Pathways Col...	8.0
Bridgepoint	8.0
Building Construction	7.6
Architecture	7.1

Overall Course Rating by School

● Sem 1 2018 ● Sem 2 2018 ● Sem 1 2019 ● Sem 2 2019 ● Sem 1 2020 ● Sem 2 2020
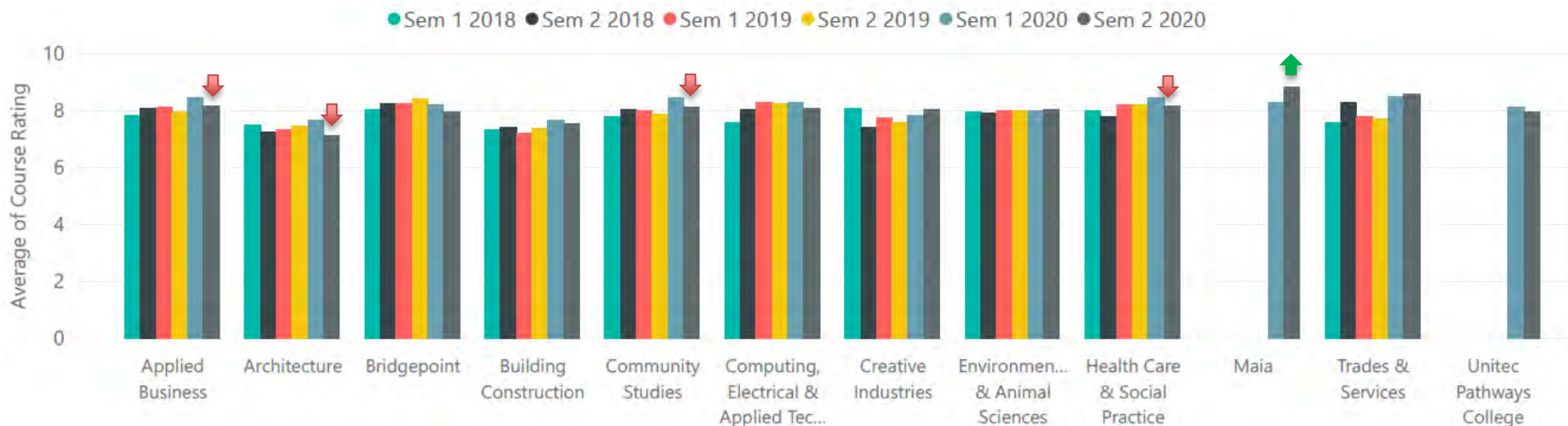
Significantly higher / lower than previous period (95% level of confidence)

>>Te Korowai Kahurangi   4

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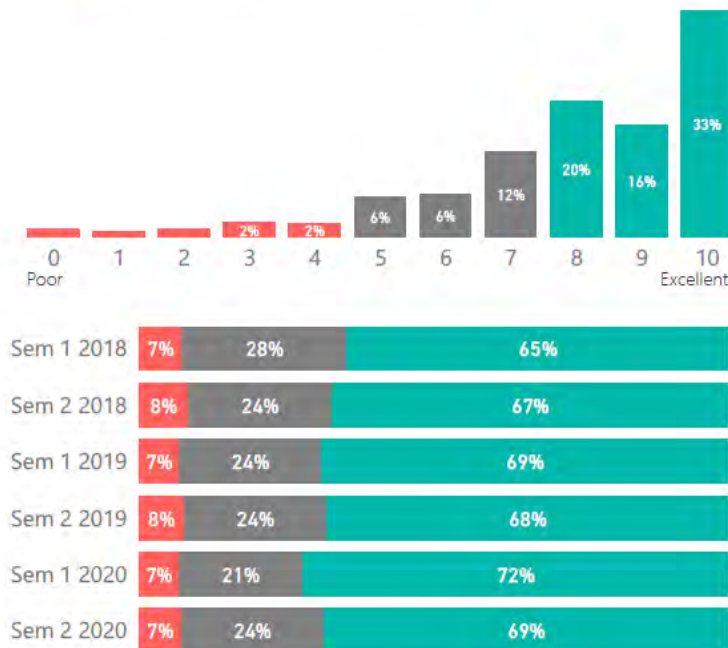
As shown below, there is more variation by school using this analysis. Top performing schools such as Maia, Trades & Services and Applied Business show strong proportions of high ratings while the low performing schools such as Architecture and Building Construction show greater proportions of low ratings.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

Semester 2 2020 Overall Course Rating Segments

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

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

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

Sem 2 2020 Overall Course Rating Segments by School

School	Low	Mid	High
Applied Business		20%	74%
Architecture	13%	36%	52%
Bridgepoint		24%	69%
Building Construction	13%	25%	62%
Community Studies		23%	71%
Computing, Electrical & Applied Tec...	8%	20%	72%
Creative Industries		28%	68%
Environmental & Animal Sciences		28%	66%
Health Care & Social Practice		27%	68%
Maia		13%	86%
Trades & Services		17%	80%
Unitec Pathways College		31%	64%
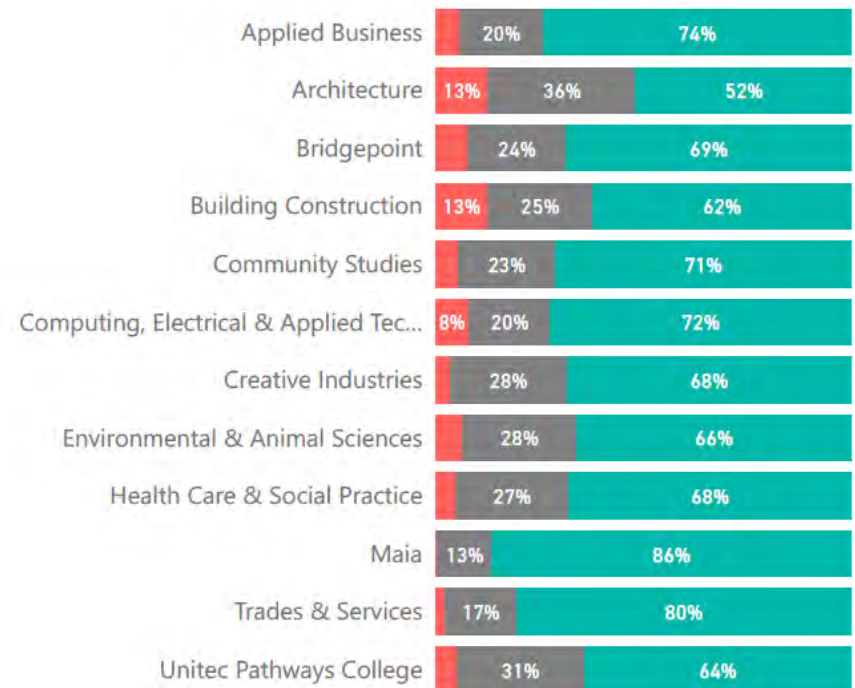
Overall Course Segments Profiling

Profiling the course segments by key groups helps identify areas that need attention/ further investigation. Overall course performance is stronger amongst the priority groups of Māori, Pacific & International students while under 25year students show lower ratings compared to older age groups.

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

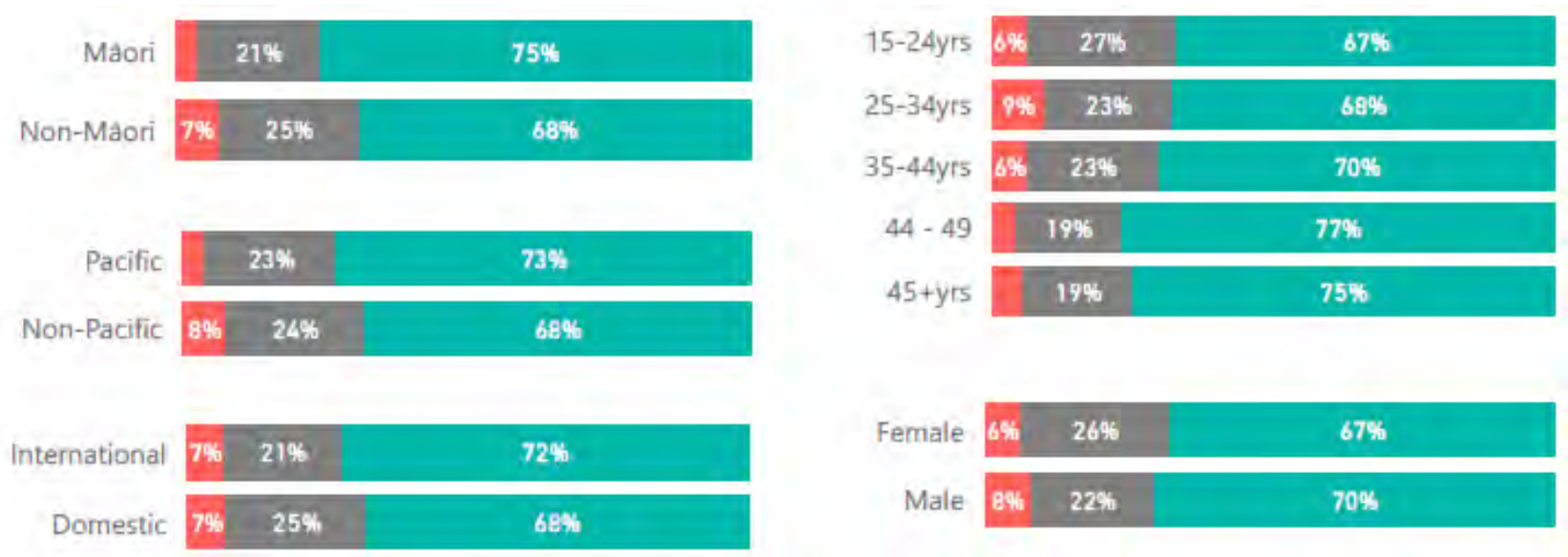## Semester 2 2020 Overall Course Rating Segments

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

Segment	Low	Mid	High
Māori		21%	75%
Non-Māori	7%	25%	68%
Pacific		23%	73%
Non-Pacific	8%	24%	68%
International	7%	21%	72%
Domestic	7%	25%	68%

| Segment	Low	Mid	High
15-24yrs	6%	27%	67%
25-34yrs	9%	23%	68%
35-44yrs	6%	23%	70%
44 - 49		19%	77%
45+yrs		19%	75%
Female	6%	26%	67%
Male	8%	22%	70%

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 and for priority groups via the Student Course Surveys Dashboard located in Power BI here Link to Student Course Survey Dashboard

Sem 2 Overall Course Rating by Student Headcount Priority Matrix – School Level
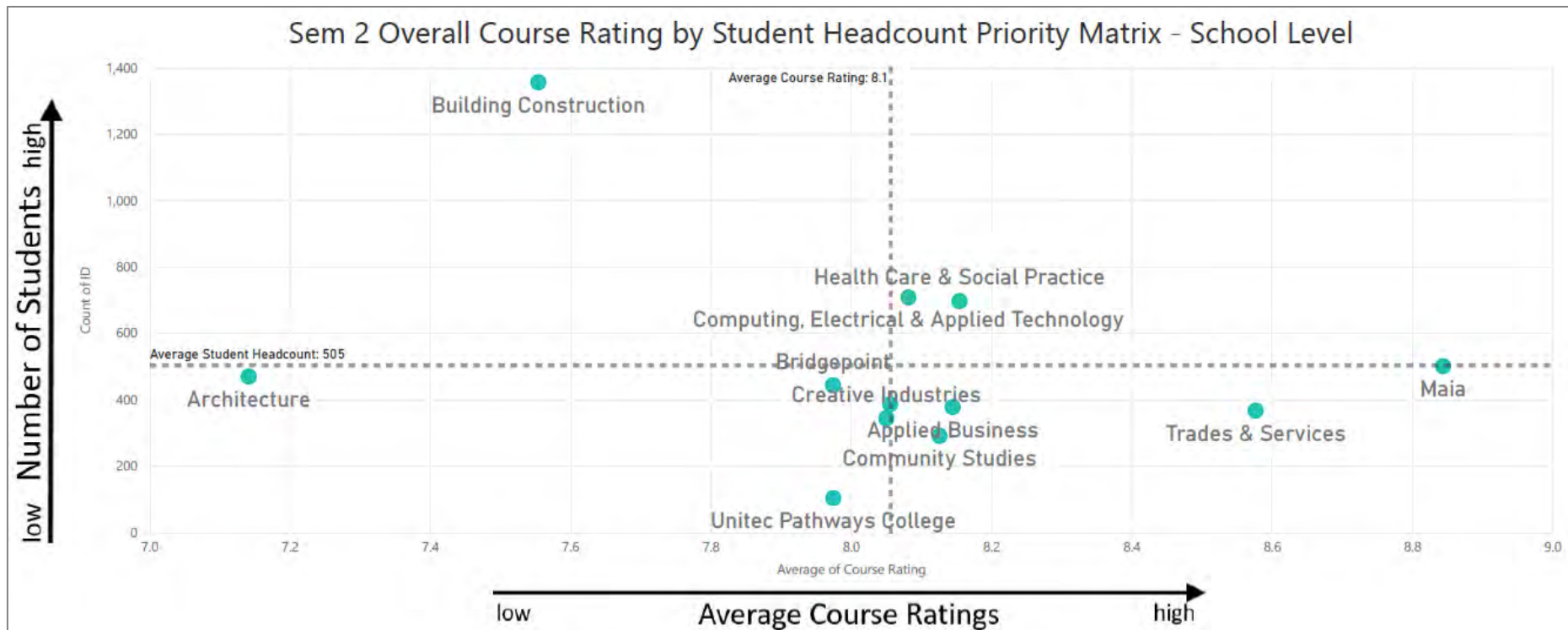
What Drives Course Performance?

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

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

33% — Course content

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

Overall Course Performance

$R^2=0.69$

12% — Course assessment

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

24% — Course teaching

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 over the past 12 months is driven by significant gains in the following schools:
- Trades & Services – increase in performance across each key area of course content, teaching and assessments
- Building Construction – course structure and teacher preparedness
- Creative Industries – course structure and 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 and assessment performance

Annual Change in Student Ratings of Key Drivers by School – Sem 2 2019 to Sem 2 2020

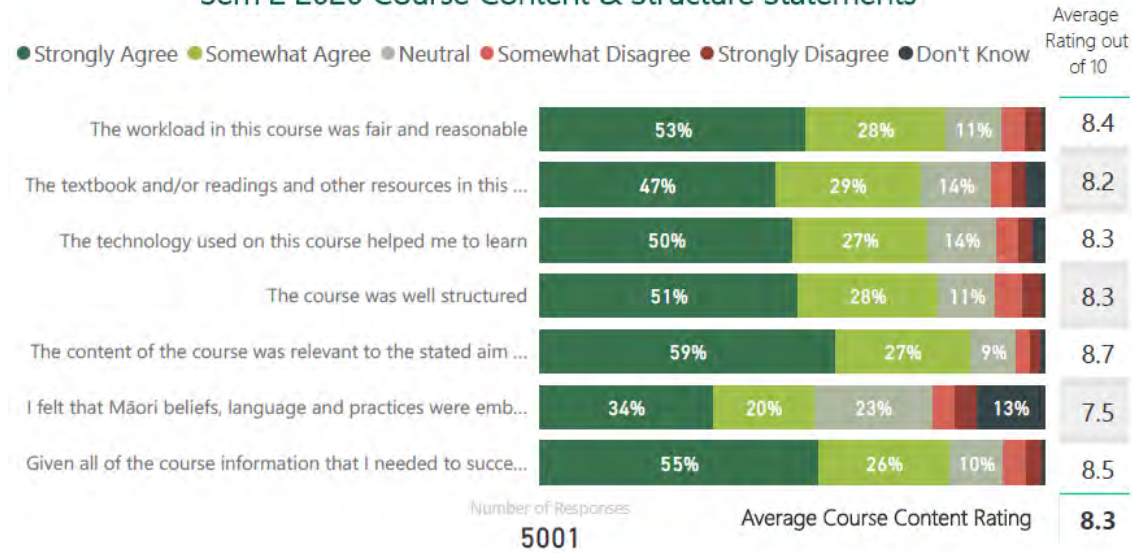| Key Drivers of Overall Course Performance	Applied Business	Architecture	Bridgepoint	Building Construction	Community Studies	Computing, Electrical & Applied Technology	Creative Industries	Environmental & Animal Sciences	Health Care & Social Practice	Trades & Services
Overall Course Content	**-0.2**	**-0.3**	**-0.4**	**0.2**	**0.2**	**-0.4**	**0.1**	**-0.3**	**0.0**	**0.2**
The course was well structured	0.1	-0.2	-0.4	0.4	0.2	-0.2	0.4	0.0	-0.1	0.7
The content of the course was relevant to the stated aim and learning outcomes	0.1	-0.1	-0.2	0.2	0.2	0.0	0.4	-0.1	0.1	0.5
Overall Teaching	**0.1**	**-0.2**	**-0.1**	**0.2**	**0.3**	**0.0**	**0.4**	**0.1**	**0.1**	**0.4**
The teacher(s) clearly explained key ideas and difficult material	0.2	-0.3	-0.3	0.2	0.3	-0.1	0.4	0.0	0.1	0.5
The teacher(s) were well prepared for each teaching session	0.1	-0.1	-0.3	0.4	0.4	-0.1	0.4	0.1	-0.1	0.6
Overall Assessments	**0.1**	**-0.1**	**-0.2**	**0.2**	**0.3**	**-0.2**	**0.2**	**0.0**	**0.1**	**0.3**
The comments teachers made on my course work and my assessment helped me to learn	0.1	-0.4	-0.2	0.0	0.3	-0.2	0.3	0.0	0.2	0.4
The types of assessment used on the course were fair	0.0	-0.1	-0.1	0.2	0.2	-0.3	0.2	0.0	0.0	0.2

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 and structure with continued strong ratings across most statements with particularly high ratings towards content being relevant to the course outcomes and students being given all the information they needed to succeed.
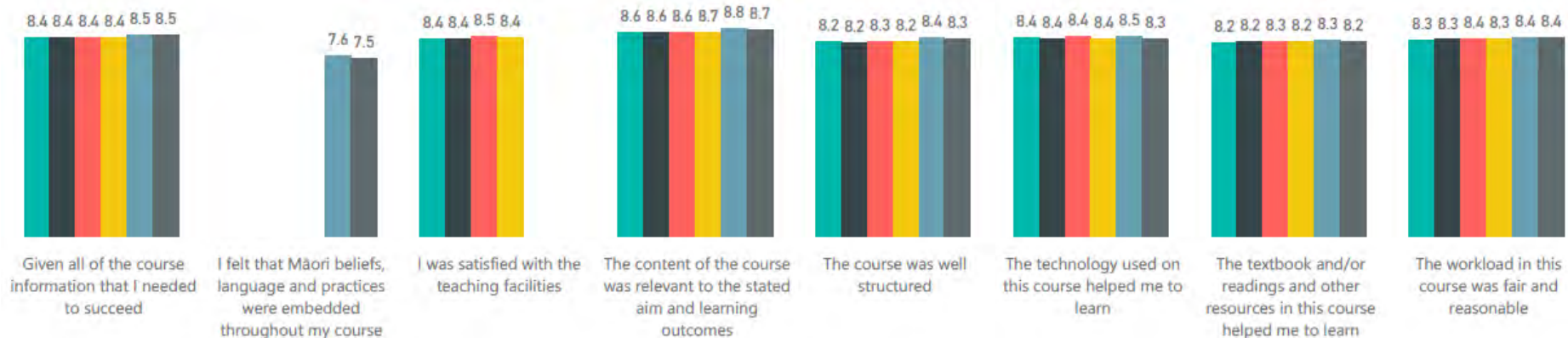
The statement "I felt that Māori beliefs, language and practices were embedded throughout my course" (which had a change of wording last semester) receives relatively low ratings compared to other content statements.

Sem 2 2020 Course Content & Structure Statements

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

Statement	Strongly Agree	Somewhat Agree	Neutral	Average Rating out of 10
The workload in this course was fair and reasonable	53%	28%	11%	8.4
The textbook and/or readings and other resources in this ...	47%	29%	14%	8.2
The technology used on this course helped me to learn	50%	27%	14%	8.3
The course was well structured	51%	28%	11%	8.3
The content of the course was relevant to the stated aim ...	59%	27%	9%	8.7
I felt that Māori beliefs, language and practices were emb...	34%	20%	23% (13%)	7.5
Given all of the course information that I needed to succe...	55%	26%	10%	8.5

Number of Responses
5001

Average Course Content Rating **8.3**

Average Ratings for Course Content Statements

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

Given all of the course information that I needed to succeed	I felt that Māori beliefs, language and practices were embedded throughout my course	I was satisfied with the teaching facilities	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
8.4 8.4 8.4 8.4 8.5 8.5	7.6 7.5	8.4 8.4 8.5 8.4	8.6 8.6 8.6 8.7 8.8 8.7	8.2 8.2 8.3 8.2 8.4 8.3	8.4 8.4 8.4 8.4 8.5 8.3	8.2 8.2 8.3 8.2 8.3 8.2	8.3 8.3 8.4 8.3 8.4 8.4

Course Content by School

Despite having strong performance at a total Unitec level, student's perceptions of course content and structure is varied by school. The top performing Schools of Maia, Trades & Services and Health Care & Social Practice are driven by very high endorsement of their courses having content that was relevant to the stated aim and learning outcomes, being well structured and the workload being fair and reasonable. Architecture and Building Construction show the lowest peformance across most content statements.

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

Semester 2 2020 Course Content Performance by School

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
Maia	8.8	9.7	9.2	9.0	7.3	8.0	9.4	8.8
Trades & Services	9.0	6.9	9.1	8.8	8.5	8.7	9.0	8.6
Health Care & Social Practice	8.7	8.4	8.9	8.4	8.5	8.5	8.5	8.6
Community Studies	8.5	8.2	8.9	8.3	8.5	8.3	8.5	8.5
Bridgepoint	8.8	7.7	8.7	8.4	8.7	8.6	8.3	8.4
Applied Business	8.7	7.5	8.8	8.5	8.7	8.4	8.5	8.4
Computing, Electrical & Applied Technology	8.6	7.5	8.9	8.5	8.6	8.4	8.6	8.4
Environmental & Animal Sciences	8.5	6.8	8.9	8.2	8.4	8.1	8.5	8.2
Unitec Pathways College	8.6	7.1	8.6	8.1	8.1	7.9	8.8	8.2
Creative Industries	8.6	7.2	8.8	8.3	7.7	7.8	8.6	8.1
Building Construction	8.1	7.3	8.4	8.1	8.3	8.1	8.1	8.1
Architecture	7.7	6.6	8.1	7.4	7.6	7.6	7.4	7.5
Total	**8.5**	**7.5**	**8.7**	**8.3**	**8.3**	**8.2**	**8.4**	**8.3**

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

* Sem 2 2020 target of 8.3 is based off the average course content ratings across all schools

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, Applied Business and Creative Industries.

Annual Change in Course Content Ratings by School – Sem 2 2019 to Sem 2 2020

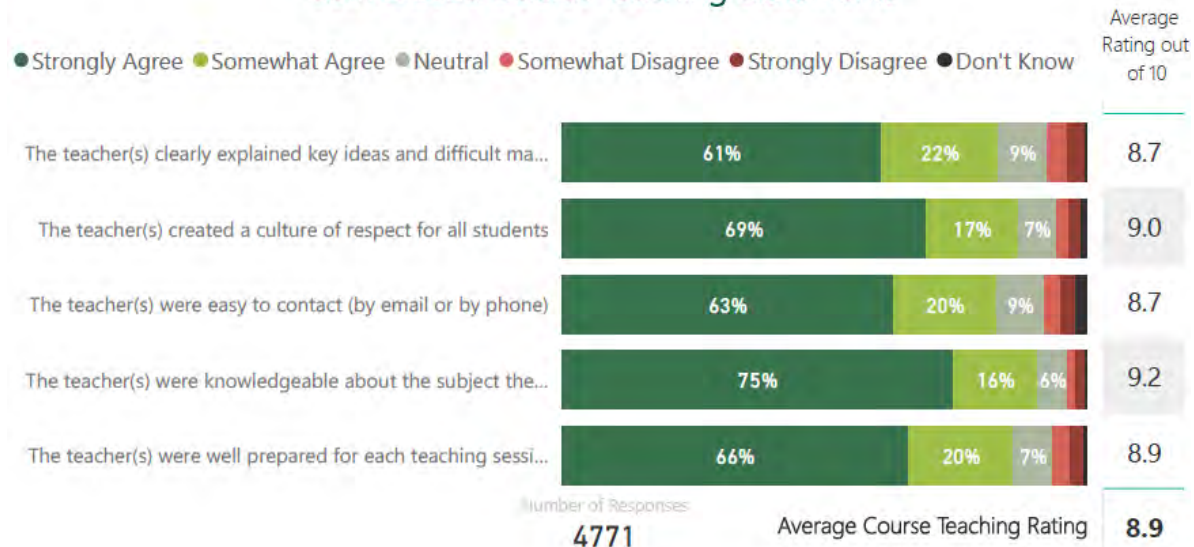| Course Content Statements	Applied Business	Architecture	Bridgepoint	Building Construction	Community Studies	Computing, Electrical & Applied Technology	Creative Industries	Environmental & Animal Sciences	Health Care & Social Practice	Trades & Services
Given all of the course information that I needed to succeed	0.1	-0.1	-0.1	0.2	0.2	-0.2	0.3	-0.1	0	0.8
The content of the course was relevant to the stated aim and learning outcomes	0.1	-0.1	-0.2	0.2	0.2	0	0.4	-0.1	0.1	0.5
The course was well structured	0.1	-0.2	-0.4	0.4	0.2	-0.2	0.4	0	-0.1	0.7
The technology used on this course helped me to learn	0	-0.3	0	0.4	0.2	-0.2	0.2	0	-0.1	0.1
The textbook and/or readings and other resources in this course helped me to learn	0	-0.1	-0.1	0.2	0.2	-0.3	0.3	-0.3	0	0.2
The workload in this course was fair and reasonable	0	-0.3	-0.4	0.3	0.3	-0.2	0.2	0	0.1	0.4
Average across all course content statements	**-0.2**	**-0.3**	**-0.4**	**0.2**	**0.2**	**-0.4**	**0.1**	**-0.3**	**0.0**	**0.2**

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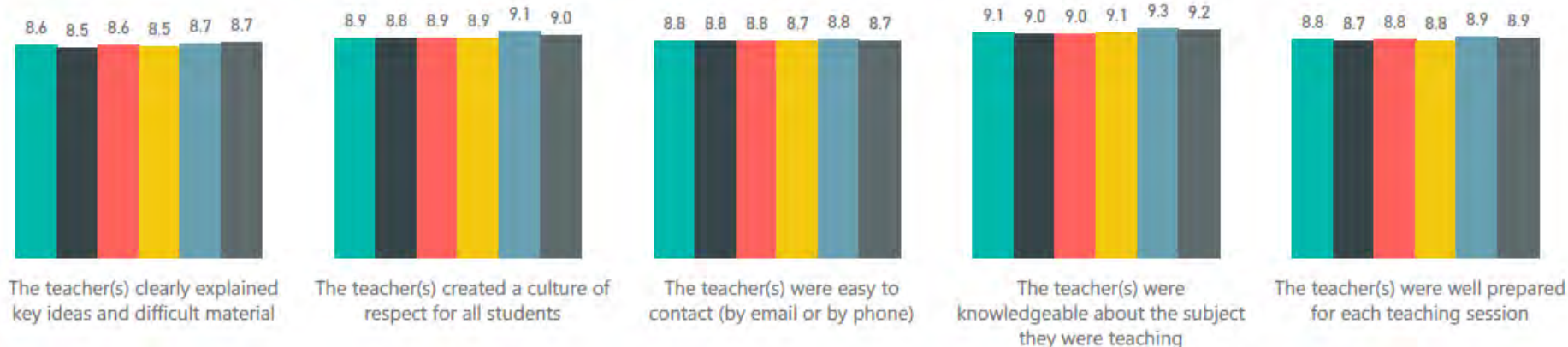
Performance remains high across all teaching statements with the highest rated areas being teachers being knowledgeable about the subject and creating a culture of respect.

Sem 2 2020 Course Teaching Statements

● 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 ma...	61% 22% 9%	8.7
The teacher(s) created a culture of respect for all students	69% 17% 7%	9.0
The teacher(s) were easy to contact (by email or by phone)	63% 20% 9%	8.7
The teacher(s) were knowledgeable about the subject the...	75% 16% 6%	9.2
The teacher(s) were well prepared for each teaching sessi...	66% 20% 7%	8.9

Number of Responses: 4771

Average Course Teaching Rating **8.9**

Average Ratings for Course Teaching Statements

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

8.6 8.5 8.6 8.5 8.7 8.7
The teacher(s) clearly explained key ideas and difficult material

8.9 8.8 8.9 8.9 9.1 9.0
The teacher(s) created a culture of respect for all students

8.8 8.8 8.8 8.7 8.8 8.7
The teacher(s) were easy to contact (by email or by phone)

9.1 9.0 9.0 9.1 9.3 9.2
The teacher(s) were knowledgeable about the subject they were teaching

8.8 8.7 8.8 8.8 8.9 8.9
The teacher(s) were well prepared for each teaching session

Course Teaching by School

Teacher ratings are relatively high across all schools with slightly lower ratings shown towards Architecture and Building Construction. Architecture students provide relatively low ratings towards teachers explaining key ideas and difficult information and accessibility for contact.

Semester 2 2020 Course Teaching Performance by School

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
Maia	9.5	9.8	8.6	9.8	9.4	9.4
Trades & Services	9.2	9.2	9.1	9.4	9.1	9.2
Unitec Pathways College	8.9	8.9	8.9	9.5	9.5	9.2
Community Studies	8.8	9.2	8.9	9.4	9.2	9.1
Health Care & Social Practice	8.9	9.2	8.9	9.4	9.0	9.1
Creative Industries	8.7	9.0	8.9	9.5	8.9	9.0
Environmental & Animal Sciences	8.6	9.2	8.8	9.5	8.9	9.0
Applied Business	8.8	8.9	8.8	9.2	9.0	9.0
Computing, Electrical & Applied Technology	8.7	9.1	9.0	9.1	8.9	9.0
Bridgepoint	8.7	8.9	9.1	9.1	8.9	9.0
Building Construction	8.2	8.7	8.4	8.9	8.5	8.5
Architecture	7.7	8.4	7.9	8.6	8.1	8.2
Total	8.7	9.0	8.8	9.2	8.9	8.9

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

* Sem 2 2020 target of 8.9 is based off the average course teaching ratings across all schools

Course Teaching Changes by School

When comparing average course teaching ratings to 12 months ago, performance has improved for the following schools:
- Creative Industries - increase in performance across all teaching areas
- Trades & Services – teachings being prepared, ability to explain key ideas and difficult material and accessibility
- Community Studies - increase in performance across all teaching areas
- Building Construction - teachings being prepared and knowledge

Teaching ratings have declined over the past 12 months for the following schools:
- Architecture – teacher accessibility, ability to explain key ideas and difficult material and knowledge
- Bridgepoint - ability to explain key ideas and difficult material and preparation

Annual Change in Teaching Ratings by School – Sem 2 2019 to Sem 2 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	0.2	-0.3	-0.3	0.2	0.3	-0.1	0.4	0.0	0.1	0.5
The teacher(s) created a culture of respect for all students	-0.1	-0.2	-0.2	0.2	0.3	-0.1	0.5	0.2	0.2	0.1
The teacher(s) were easy to contact (by email or by phone)	0.0	-0.5	-0.1	0.0	0.3	0.0	0.3	0.1	0.0	0.3
The teacher(s) were knowledgeable about the subject they were teaching	0.2	-0.3	-0.1	0.3	0.2	0.0	0.5	0.2	0.1	0.2
The teacher(s) were well prepared for each teaching session	0.1	-0.1	-0.3	0.4	0.4	-0.1	0.4	0.1	-0.1	0.6
Average across all teaching statements	**0.1**	**-0.2**	**-0.1**	**0.2**	**0.3**	**0**	**0.4**	**0.1**	**0.1**	**0.4**

Course Assessments

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

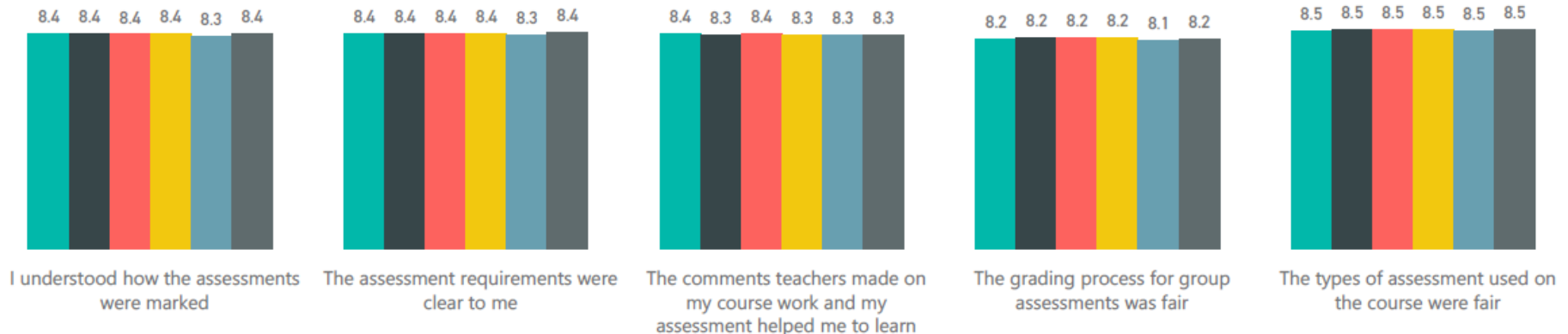All assessment attributes receive high ratings (over 8 out of 10).

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

Sem 2 2020 Course Assessment Statements

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

Statement		Average Rating out of 10
The types of assessment used on the course were fair	54% 26% 11%	8.5
The grading process for group assessments was fair	47% 21% 13% 14%	8.2
The comments teachers made on my course work an…	53% 22% 12%	8.3
The assessment requirements were clear to me	53% 27% 11%	8.4
I understood how the assessments were marked	52% 27% 11%	8.4

Number of Responses
4817

Average Course Assessment Rating	8.4

Average Ratings for Course Assessment Statements

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

	Sem 1 2018	Sem 2 2018	Sem 1 2019	Sem 2 2019	Sem 1 2020	Sem 2 2020
I understood how the assessments were marked	8.4	8.4	8.4	8.4	8.3	8.4
The assessment requirements were clear to me	8.4	8.4	8.4	8.4	8.3	8.4
The comments teachers made on my course work and my assessment helped me to learn	8.4	8.3	8.4	8.3	8.3	8.3
The grading process for group assessments was fair	8.2	8.2	8.2	8.2	8.1	8.2
The types of assessment used on the course were fair	8.5	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 and Building Construction.

Trades & Services, UPC and Computing, Electrical and Applied Technology rank the highest performing schools with high ratings across all statements.

Semester 2 2020 Course Assessment Performance by School

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
Trades & Services	8.8	9.0	9.2	8.8	9.0	9.0
Unitec Pathways College	8.6	8.8	9.0	8.6	8.9	8.8
Computing, Electrical & Applied Technology	8.7	8.7	8.6	8.6	8.7	8.7
Bridgepoint	8.7	8.7	8.8	8.3	8.7	8.6
Community Studies	8.6	8.4	8.7	8.4	8.7	8.6
Health Care & Social Practice	8.6	8.5	8.5	8.3	8.7	8.5
Applied Business	8.6	8.6	8.5	8.3	8.6	8.5
Environmental & Animal Sciences	8.6	8.6	8.3	8.0	8.7	8.4
Creative Industries	8.2	8.5	8.4	7.8	8.6	8.3
Building Construction	8.1	8.2	7.8	8.0	8.3	8.1
Architecture	7.7	7.7	7.4	7.5	7.9	7.6
Maia	7.0	7.2	7.5	7.0	7.3	7.2
Total	8.4	8.4	8.3	8.2	8.5	8.4

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

* Sem 2 2020 target of 8.4 is based off the average course assessment ratings across all schools >>Te Korowai Kahurangi 17

Course Assessments by School

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

Annual Change in Assessment Ratings by School – Sem 2 2019 to Sem 2 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	0.1	0.1	-0.2	0.1	0.3	-0.3	0.3	0.0	0.1	0.2
The assessment requirements were clear to me	0.1	-0.1	0.0	0.2	0.3	-0.3	0.3	0.0	0.0	0.3
The comments teachers made on my course work and my assessment helped me to learn	0.1	-0.4	-0.2	0.0	0.3	-0.2	0.3	0.0	0.2	0.4
The grading process for group assessments was fair	0.0	0.0	-0.2	0.1	0.2	-0.2	-0.1	-0.1	0.1	0.3
The types of assessment used on the course were fair	0.0	-0.1	-0.1	0.2	0.2	-0.3	0.2	0.0	0.0	0.2
Average across all assessment statements	**0.1**	**-0.1**	**-0.2**	**0.2**	**0.3**	**-0.2**	**0.2**	**0.0**	**0.1**	**0.3**

0-10% below target   >10% below target

Course Practical Components

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) however there are signs of a slight decline in performance across all statements this semester.

Sem 2 2020 Course Practical Component Statements

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

		Average Rating out of 10
The workplace component helped me connect theory...	62% · 21% · 9%	8.8
Relationships between workplace staff & Unitec staff ...	58% · 23% · 11% · 6%	8.7
I had a clear understanding of how to manage any iss...	57% · 27% · 9%	8.7
I had a clear understanding of expectations for my w...	61% · 22% · 10%	8.8

Number of Responses
1246

Average Course Practical Components Rating **8.8**

Average Ratings for Course Practical Components Statements

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

	Sem 1 2018	Sem 2 2018	Sem 1 2019	Sem 2 2019	Sem 2 2020
I had a clear understanding of expectations for my workplace experience	8.9	9.0	8.9	8.9	8.8
I had a clear understanding of how to manage any issues while in the workplace	8.9	8.9	8.9	8.8	8.7
Relationships between workplace staff & Unitec staff contributed positively to my learning	8.8	8.8	8.8	8.8	8.7
The workplace component helped me connect theory & practice	9.0	9.1	9.0	9.0	8.8
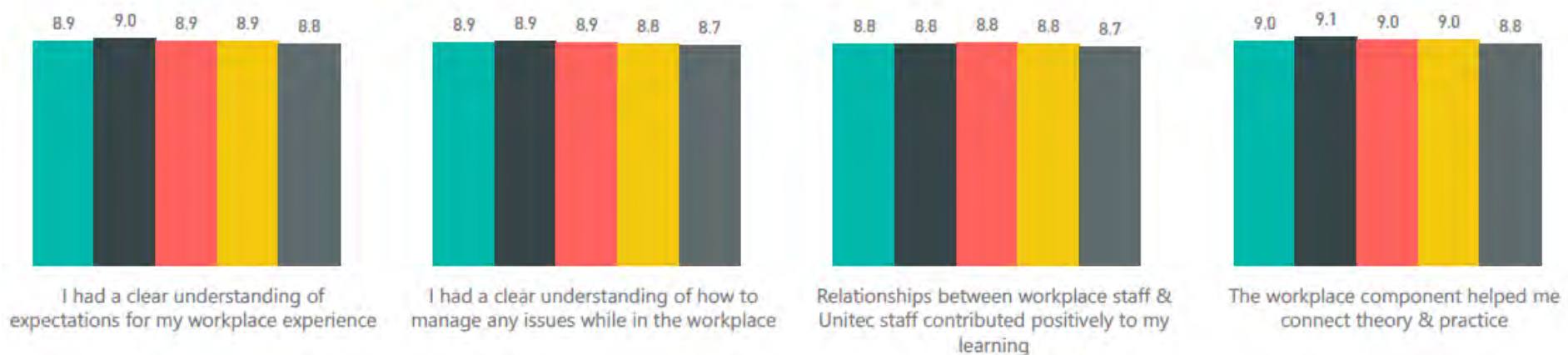
The course practical components questions were not asked in semester 1 2020 due to Covid-19 lockdown

Course Practical Components by School

Course assessment ratings are high across most schools with lower ratings shown towards Architecture and Bridgepoint in comparison. Architecture show relatively low ratings towards the relationship between workplace staff and Unitec staff contributing positively to students' learning.

Semester 2 2020 Course Practical Components Performance by School

Schools	I had a clear understanding of expectations for my workplace experience	I had a clear understanding of how to manage any issues while in the workplace	Relationships between workplace staff & Unitec staff contributed positively to my learning	The workplace component helped me connect theory & practice	Total
Unitec Pathways College	9.5	9.5	9.5	9.5	9.5
Community Studies	9.2	9.0	9.0	9.4	9.2
Computing, Electrical & Applied Technology	9.1	9.0	9.1	9.1	9.1
Environmental & Animal Sciences	9.4	9.0	8.7	9.0	9.0
Trades & Services	9.0	8.9	9.0	9.0	9.0
Building Construction	8.6	8.6	8.6	8.6	8.6
Health Care & Social Practice	8.5	8.6	8.4	8.7	8.5
Applied Business	8.5	8.7	8.4	8.6	8.5
Maia	8.6	8.2	8.6	8.4	8.5
Creative Industries	8.4	8.4	8.5	8.2	8.4
Bridgepoint	8.3	8.1	8.3	8.3	8.2
Architecture	8.3	8.0	7.9	8.1	8.1
Total	8.8	8.7	8.7	8.8	8.8

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

* Sem 2 2020 target of 8.8 is based off the average course practica ratings across all schools

Course Practical Components by School

Over the past 12 months, ratings towards assessments have improved for Environmental & Animal Sciences and Community Studies while declines have been shown for Bridgepoint, Applied Business, Trades & Services and Computing, Electrical & Applied Technology.

Annual Change in Practical Component Ratings by School – Sem 2 2019 to Sem 2 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 had a clear understanding of expectations for my workplace experience	-0.7	-0.2	-1.1	0.0	0.3	-0.3	-0.5	0.6	-0.1	-0.3
I had a clear understanding of how to manage any issues while in the workplace	-0.3	-0.4	-1.0	0.0	0.3	-0.3	-0.3	0.5	0.1	-0.4
Relationships between workplace staff & Unitec staff contributed positively to my learning	-0.8	-0.6	-1.0	-0.1	0.1	-0.3	-0.2	0.7	-0.2	-0.5
The workplace component helped me connect theory & practice	-0.6	-0.2	-0.9	-0.1	0.2	-0.4	-0.7	0.3	0.1	-0.4
Average across all practical component statements	**-0.6**	**-0.3**	**-1.0**	**0.0**	**0.2**	**-0.3**	**-0.4**	**0.5**	**0.0**	**-0.4**

0-10% below target ■ >10% below target

Māori Performance

Overall course ratings amongst Māori student's have increased to an average of 8.3 out of 10 which is above the institutional target of 8.0 and the highest result since the surveys started. Māori students give higher ratings than non-Māori students at a total level and amongst the schools of Creative Industries, Trades & Services and Environmental and Animal Sciences. Statements where Māori show higher ratings than non-Māori include the view that Māori beliefs, language and practices were embedded throughout the course and teachers clearly explained key ideas and difficult material.

Overall Course Ratings (out of 10)

Sem 2 Overall Course Rating by Student Headcount Priority Matrix - School Level
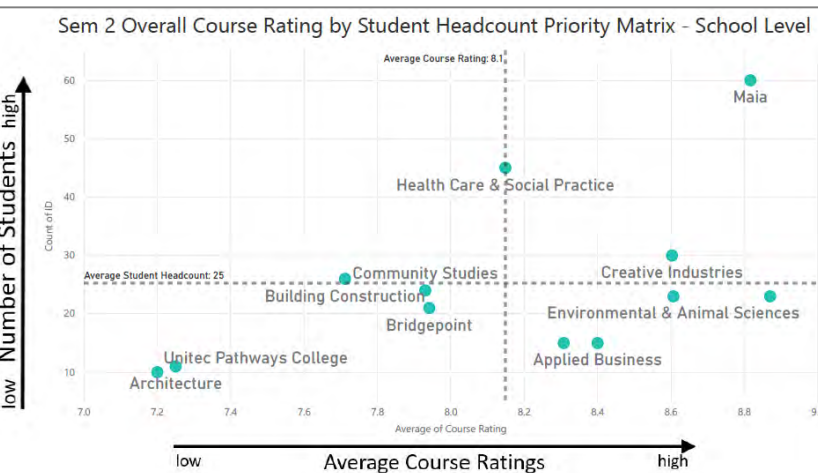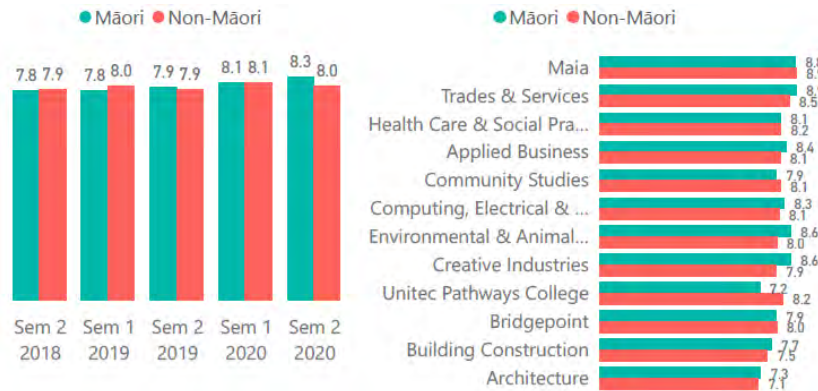
Course Content Statements (Sem2 2020)	Māori	Non-Māori	Variance
Given all of the course information that I needed to succeed	8.6	8.5	0.1
I felt Māori beliefs, language and practices were embedded throughout the course	7.8	7.5	0.3
The content of the course was relevant to the stated aim and learning outcomes	8.9	8.7	0.2
The course was well structured	8.3	8.3	0
The technology used on this course helped me to learn	8.2	8.4	-0.2
The textbook and/or readings and other resources in this course helped me to learn	8.3	8.2	0.1
The workload in this course was fair and reasonable	8.6	8.4	0.2
Average Course Content Rating	**8.4**	**8.3**	**0.1**

Course Teaching Statements (Sem2 2020)	Māori	Non-Māori	Variance
The teacher(s) clearly explained key ideas and difficult material	9.0	8.6	0.3
The teacher(s) created a culture of respect for all students	9.2	9.0	0.2
The teacher(s) were easy to contact (by email or by phone)	8.9	8.8	0.1
The teacher(s) were knowledgeable about the subject they were teaching	9.4	9.2	0.2
The teacher(s) were well prepared for each teaching session	9.1	8.9	0.2
Average Teaching Rating	**9.1**	**8.9**	**0.2**

Course Assessment Statements (Sem2 2020)	Māori	Non-Māori	Variance
I understood how the assessments were marked	8.3	8.4	-0.1
The assessment requirements were clear to me	8.4	8.5	0.0
The comments teachers made on my course work and my assessment helped me to learn	8.4	8.3	0.0
The grading process for group assessments was fair	8.2	8.2	0.0
The types of assessment used on the course were fair	8.6	8.5	0.1
Average Assessment Rating	**8.4**	**8.4**	**0.0**

Pacific Performance

Overall course ratings amongst Pacific students remain high at 8.4 out of 10 which is well above the institutional target of 8.0 and ratings shown for non-Pacific students. Pacific students show higher course ratings than non-Pacific students across most schools and most statements measured.

Overall Course Ratings (out of 10)
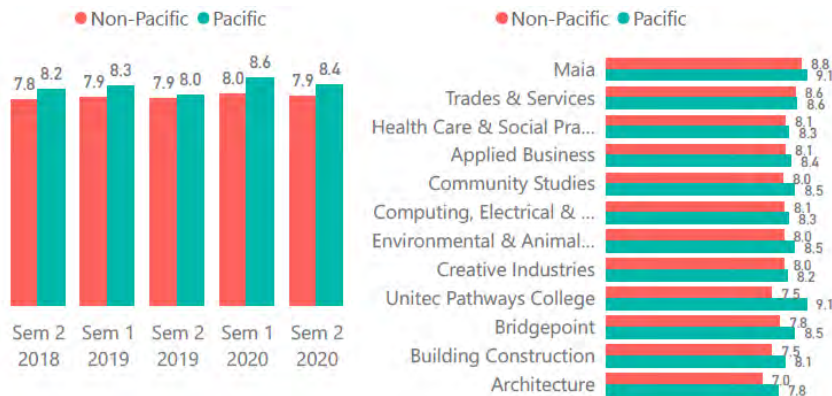
Course Content Statements (Sem2 2020)	Pacific	Non-Pacific	Variance
Given all of the course information that I needed to succeed	8.8	8.5	0.3
I felt Māori beliefs, language and practices were embedded throughout the course	7.7	7.5	0.2
The content of the course was relevant to the stated aim and learning outcomes	9	8.7	0.3
The course was well structured	8.6	8.3	0.3
The technology used on this course helped me to learn	8.5	8.3	0.2
The textbook and/or readings and other resources in this course helped me to learn	8.5	8.2	0.3
The workload in this course was fair and reasonable	8.6	8.4	0.2
Average Course Content Rating	**8.6**	**8.3**	**0.3**

Course Teaching Statements (Sem2 2020)	Pacific	Non-Pacific	Variance
The teacher(s) clearly explained key ideas and difficult material	8.9	8.6	0.3
The teacher(s) created a culture of respect for all students	9.1	9.0	0.1
The teacher(s) were easy to contact (by email or by phone)	8.9	8.7	0.2
The teacher(s) were knowledgeable about the subject they were teaching	9.3	9.2	0.1
The teacher(s) were well prepared for each teaching session	9.0	8.9	0.2
Average Teaching Rating	**9.0**	**8.9**	**0.1**

Course Assessment Statements (Sem2 2020)	Pacific	Non-Pacific	Variance
I understood how the assessments were marked	8.6	8.3	0.3
The assessment requirements were clear to me	8.6	8.4	0.2
The comments teachers made on my course work and my assessment helped me to learn	8.6	8.3	0.3
The grading process for group assessments was fair	8.5	8.1	0.4
The types of assessment used on the course were fair	8.7	8.5	0.2
Average Assessment Rating	**8.6**	**8.3**	**0.3**
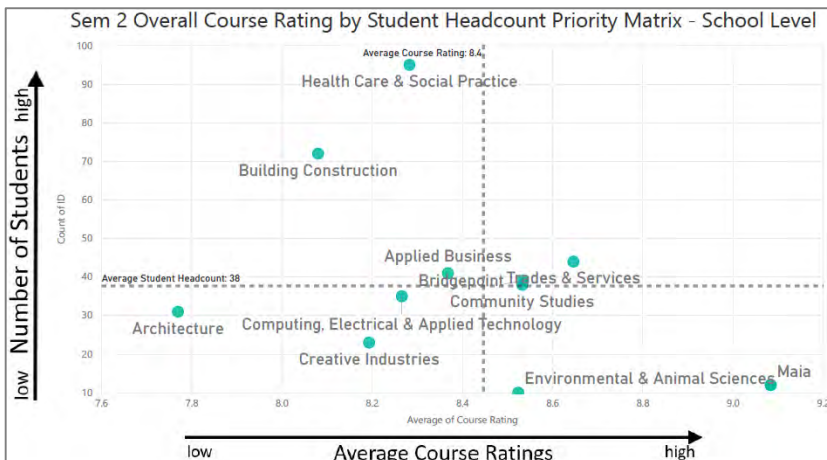
Under 25years Performance

Overall course ratings amongst Under 25yr students continue to increase to an average of 8.0 out of 10 which is on par with 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. Ratings between the age groups are on par across most statements except for the statement "I felt Māori beliefs, language and practices were embedded throughout the course" which under 25yr students show significantly lower ratings at 7.3.

Overall Course Ratings (out of 10)

Sem 2 Overall Course Rating by Student Headcount Priority Matrix – School Level
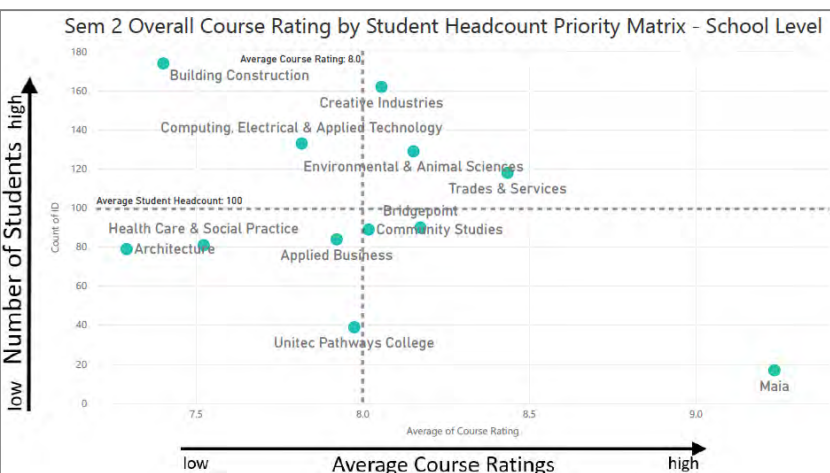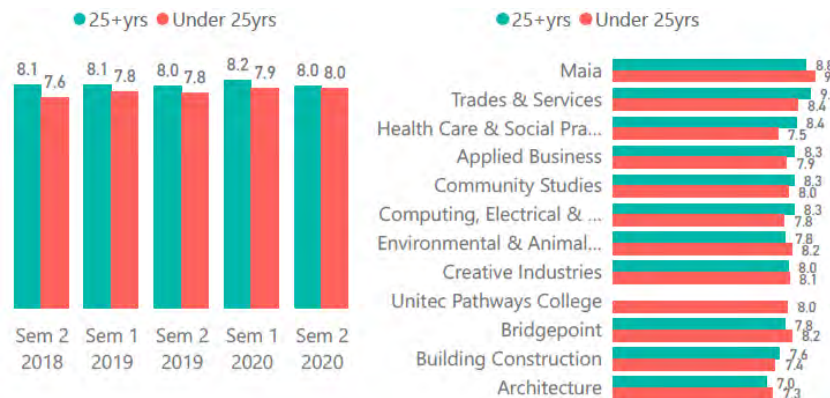
Course Content Statements (Sem2 2020)	<25yrs	25+yrs	Variance
Given all of the course information that I needed to succeed	8.5	8.5	0
I felt Māori beliefs, language and practices were embedded throughout the course	7.3	7.7	-0.4
The content of the course was relevant to the stated aim and learning outcomes	8.7	8.7	0
The course was well structured	8.4	8.3	0.1
The technology used on this course helped me to learn	8.2	8.4	-0.2
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	8.4	8.4	0
Average Course Content Rating	**8.2**	**8.4**	**-0.2**

Course Teaching Statements (Sem2 2020)	<25yrs	25+yrs	Variance
The teacher(s) clearly explained key ideas and difficult material	8.7	8.7	0.0
The teacher(s) created a culture of respect for all students	9.0	9.0	0.0
The teacher(s) were easy to contact (by email or by phone)	8.7	8.8	0.0
The teacher(s) were knowledgeable about the subject they were teaching	9.3	9.2	0.1
The teacher(s) were well prepared for each teaching session	8.9	8.9	0.0
Average Teaching Rating	**8.9**	**8.9**	**0.0**

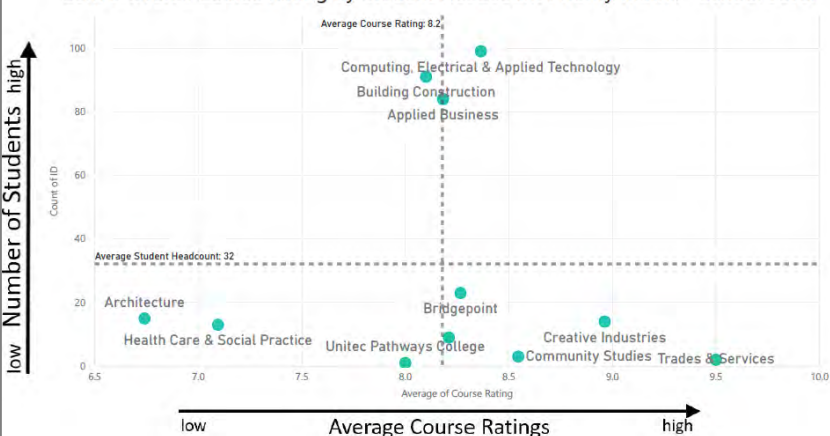| Course Assessment Statements (Sem2 2020)	<25yrs	25+yrs	Variance
I understood how the assessments were marked	8.3	8.4	-0.1
The assessment requirements were clear to me	8.4	8.5	-0.1
The comments teachers made on my course work and my assessment helped me to learn	8.4	8.3	0.2
The grading process for group assessments was fair	8.2	8.2	0.0
The types of assessment used on the course were fair	8.6	8.5	0.2
Average Assessment Rating	**8.4**	**8.4**	**0.0**

International Performance

Overall course ratings amongst International students remain strong at an average of 8.2 out of 10 which is above the institutional target of 8.0 and slightly above the average ratings shown for Domestic students of 8.0. At a school level, Trades & Services and Creative Industries show relatively high ratings while Architecture and Health Care & Social Practice receive lower course ratings in comparison. International students show higher ratings than domestic across most course attributes, especially towards course assessment statements.

Overall Course Ratings (out of 10)

Sem 2 Overall Course Rating by Student Headcount Priority Matrix - School Level

Course Content Statements (Sem2 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	7.7	7.5	0.2
The content of the course was relevant to the stated aim and learning outcomes	8.7	8.7	0
The course was well structured	8.5	8.3	0.2
The technology used on this course helped me to learn	8.6	8.3	0.3
The textbook and/or readings and other resources in this course helped me to learn	8.5	8.2	0.3
The workload in this course was fair and reasonable	8.4	8.4	0
Average Course Content Rating	**8.5**	**8.3**	**0.2**

Course Teaching Statements (Sem2 2020)	International	Domestic	Variance
The teacher(s) clearly explained key ideas and difficult material	8.8	8.7	0.2
The teacher(s) created a culture of respect for all students	9.1	9.0	0.1
The teacher(s) were easy to contact (by email or by phone)	9.0	8.7	0.2
The teacher(s) were knowledgeable about the subject they were teaching	9.3	9.2	0.0
The teacher(s) were well prepared for each teaching session	9.1	8.8	0.3
Average Teaching Rating	**9.1**	**8.9**	**0.2**

Course Assessment Statements (Sem2 2020)	International	Domestic	Variance
I understood how the assessments were marked	8.7	8.4	0.3
The assessment requirements were clear to me	8.8	8.4	0.4
The comments teachers made on my course work and my assessment helped me to learn	8.7	8.3	0.4
The grading process for group assessments was fair	8.5	8.1	0.4
The types of assessment used on the course were fair	8.7	8.5	0.2
Average Assessment Rating	**8.7**	**8.3**	**0.4**

The Student Course Survey Process
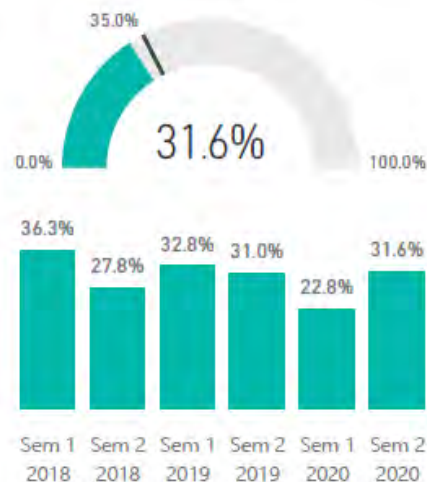
Response Rates

Process & Suggested Improvements

Survey Response Rates

To ensure a representative sample of results and to enable robust measurement at a school, programme and course level, it is imperative that high response rates are reached. 5,554 surveys were completed out of 17,593 sent in semester 2 2020 which equates to an overall response rate of 31.6%. This level was an increase back to previous rates shown before the covid-19 affected semester 1 2020 which received a response rate of 22.8%. This low rate in semester 1 2020 was because most students were learning remotely and the preferred option of allocating time in class to conduct the survey was not possible.

Despite increased efforts to encourage participation (student communications through the student experience team, earlier communications to staff), response rates by school continue to be varied and show an inconsistent level of engagement across schools and programmes throughout Unitec.

Trades & Services normally receive the lowest level of response. As an action from last semester, Te Korowai Kahurangi and Trades & Services leadership designed an approach where computer labs were booked over four days where teaching staff allocated time for students to use the computers to complete the survey. As a result, the response rate increased significantly from 4.9% to 25.0% between semesters which is the highest rate shown since the course surveys began. More work is being done to increase this further as well as developing a better approach for the shorter block courses.

>>Te Korowai Kahurangi   27
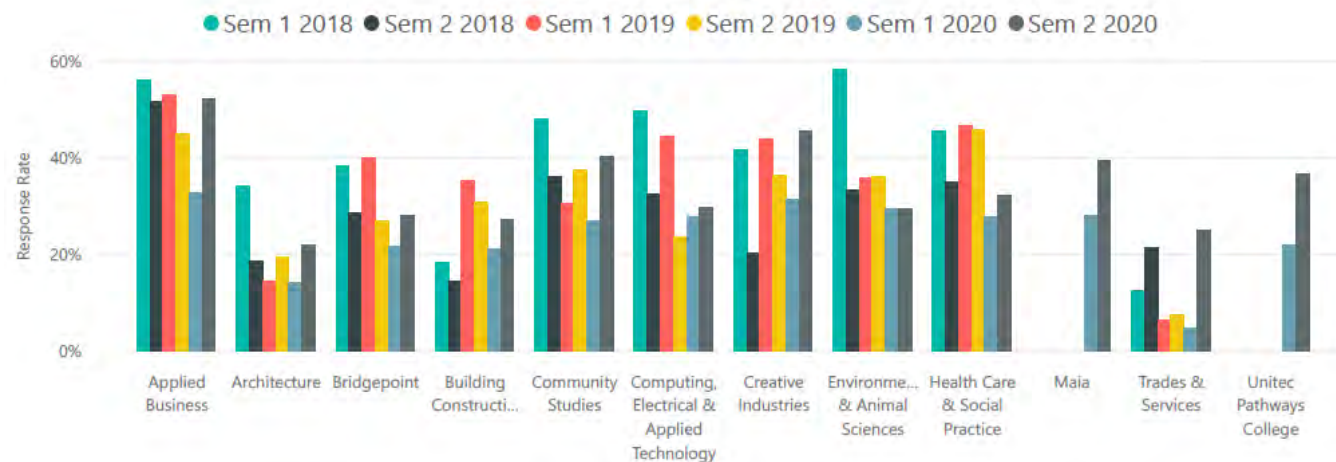
Process Feedback and Suggested Improvements

The student course surveys have been running for six semesters. Although the aim is to keep many of the questions the same to allow consistency and tracking performance over time, the survey content and process is constantly reviewed and enhanced where possible.

Key changes that occurred for semester 2 2020:
- Embedded the overall course rating question into the survey invite email message – a better experience for students who can can click on the rating question to be taken to the full survey (this is becoming best practise to encourage student participation and is the approach used for student NPS)
- Introduction of a new open ended question asking reason for their overall course rating – this is to capture 'top of mind' drivers of performance that may be outside the course attributes asked in the survey
- Reintroduction of the course practical component questions (these were removed in the remote working semester 1 2020 survey)
- Increased engagement with schools on which courses to be included/ excluded before fieldwork starts
- Booked computer labs for Trades & Service students to conduct surveys which increased participation markedly

Monitoring queries and obtaining feedback from stakeholders and AAQs has highlighted the following suggested improvements for future waves:
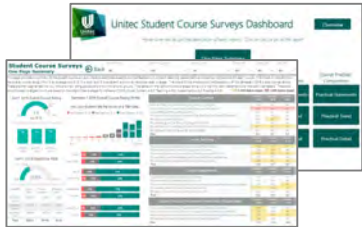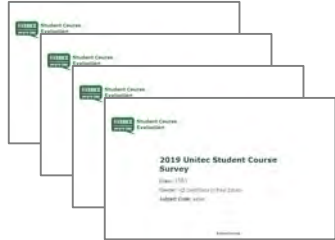
- Standard semester dates/ blocks don't suit all courses, need to find a more flexible solution that caters for all course types/ timings
- Some students are getting confused on which course they are to give feedback on
- Too many emails in students inbox
- Advise staff of the survey date as early as possible to help them be prepared

Te Korowai Kahurangi are reviewing all staff and student feedback and are investigating a new approach to deploy the surveys to students so that they only receive one email and the use of a generic link that any student can use to conduct each course survey.
This approach will enable a superior student experience and allow for a more flexible approach for courses outside the normal semester dates. Te Korowai Kahurangi are currently undertaking this review and will communicate the approach before the semester 1 2021 wave.

APPENDIX: Student Course Survey Reporting Framework

The student course surveys provide 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 Governance Committees	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