Te Komiti Mātauranga | Academic Committee

Type: Regular Meeting
Date: Wednesday, 2021-06-30
Scheduled Time: 0830h – 1050h
Chair: Martin Carroll
Location: 115-2009

Meeting opened: *0830h*

1.   Whakatuwheratanga | Opening

1.1.   Karakia Timatanga | Opening Prayer

Manawa mai te mauri nuku	*Embrace the power of the earth*
Manawa mai te mauri rangi	*Embrace the power of the sky*
Ko te mauri kai au	*The power I have*
he mauri tipua	*Is mystical*
Ka pakaru mai te pō	*And shatters all darkness*
Tau mai te mauri	*Cometh the light*
Haumi e, hui e, taiki e!	*Join it, gather it, it is done!*

Hare Paniora led the hui to open with a karakia.

The Chair welcomed everyone to the hui, spoke briefly on the importance of today's hui and shared a verbal update on discussions around planned changes regarding RoVE.

Simon Nash encouraged the members to discuss the agenda items deeply and consider the best way forward within a view of very limited resources. He acknowledged the contributions of all those whose hard work went into the information presented in the agenda.

1.2.   Tae Ā-Tinana & Ngā Whakapāha | Attendance & Apologies

Mema | Members Present

1. (Chair) Martin Carroll
2. Andrea Thumath
3. Anne McKay
4. Annette Pitovao
5. Chris King

6. Falaniko Tominiko
    (Arr. 0843h)
7. Irene Farnham
8. James Oldfield
    (Arr. 0935h)
9. Kate Barry

10. Katie Bruffy
11. Lee Baglow
12. Liz Rainsbury
13. Simon Nash
14. Simon Tries
15. Toni Vaughan

Hunga Mahi | Staff in Attendance

1. (Secretary) Daniel Weinholz
2. Hare Paniora – (Dep. 1005h)
3. Trude Cameron

2.   Institutional Academic Evaluation and Planning

2.1.   Findings and Overview of Student Performance

Presenter/s: Simon Tries (Manager, Te Korowai Kahurangi)

- Memo
- Summary Report on 2020 Student Performance
- Student Performance Report 2020

Presentation points included the following.

- Apologies for delays that occurred in the preparation items for the agenda and its subsequent release.
- Thanks to the contributing authors (Schools and Priority Groups) for their items.
- In light of this being the inaugural Institutional Academic Evaluation and Planning, it was found that more information would better enable a robust conversation.
- Successful Course Completion (SCC) – Now at 80.5% and expected to rise more as data continues to flow in. The fall in SCC rates was sadly expected but gladly less than the expected drop due to the impact of Lockdowns.
- Withdrawal Rates – Note that No-Show enrolments are excluded from the data.
- First-Year Retention (FYR) – FYR rose for Māori, Pacific and Under-25. FYR fell for International and non-Priority Group learners.
- Qualification Completion Rate (QCR) – QCR rose but it is a difficult metric to measure and there is incomplete understanding in the reasons for its rise. Te Komiti noted that further adjustments from the retrospective corrections to Shandong enrolments could further affect these results.
- Progression Rates continue to rise. The value of this measure is questionable due to it being something that Unitec can only influence more than control. Many programmes do not focus on Progression but rather employment (e.g. Trades and Services), and vice-versa (e.g. Bridgepoint).

ACTION → S Tries to reach out to other subsidiaries of Te Pūkenga for collection of their 2020 EPI data to enable better benchmarking analysis.

Te Komiti discussion points included the following.

- Undertaking the No-Show Process is quite challenging and resource-consuming.
- Students have reported that during the Lockdowns, many were not informed that they could defer their studies and so ended up failing and still having their student loan as debt. This then leads to them simply abandoning a return to further study and loss of hope. Better and more consistent communications, specifically around the option to defer enrolment, could help mitigate impact from future Lockdowns.
- Te Komiti needs to have a hui to debrief on how the institute was impacted by and responded to Lockdowns. This kōrero could include:
  - the Business (Academic) Continuity Plan drafted by Maura Kempin (former Manager of Te Puna Ako)
  - how different Priority Groups responded
  - ways that Schools are being prophylactic regarding the impact of future Lockdowns
- Within the Priority Group Evaluation and Planning (PGEP) Reports, the contribution of Priority Group Champions seems underrated.
- The implementation of Learner Outreach Project (LOP) 2021 is very different in form from LOP 2020. LOP 2021 lacks the deep cross-departmental coordination that LOP 2020 had.
- The data suggests that many learners re-enrolled after Lockdowns.

ACTION → S Tries to consider an approach to investigating how many learners dropped out and did not re-enrol, and what type of learners they are.

- School Evaluation and Planning (SEP) Reports and PGEP Reports have some significant mismatches / differences in reporting. Perceived differences between PGEP and SEP could be explained by the PGEP scope being across all ten Schools. A different scope and view will produce a different report. A counter-example was given of where School and Priority Group representatives undertook mahi kotahi (same place, same time) in writing the reports which produced strong and aligned reporting.
- Further consideration is needed to identify gaps in evidence and reporting. Where gaps in evidence are found, then consideration is needed of what resources are needed fill that gap.
- Care should be taken to exclude the experience of LOP 2021 from the current discussion.
- Hui have been scheduled between Priority Groups and Schools to discuss the progress and outcomes of *I See Me* mahi. These hui are reported as being valuable for coordination at the operational level. Similar hui / collaborative conversations would add value and robustness at the strategic level of SEP / PGEP.
- Suggestion was made to first hold the *I See Me* collaborative conversations, and then flow the findings into proposed collaborative conversations for SEP / PGEP.
- Te Komiti should consider the SEP and PGEP reports presented in the agenda as draft until collaborative conversations are held.

ACTION → C King and K Bruffy to remind Heads of School about the repository on Moodle for *I See Me* initiatives and information.

ACTION → C King, K Bruffy and Priority Group Directors to plan collaboration to improve the quality of the reports by including more Student Voice and Student NPS Feedback and more input on the quality of teaching and learning (Te Puna Ako).

0923h: Due to time constraints, the Chair requested PGEP to condense their presentations to 15 minutes.

2.2.   Student Outcomes and Facilitated Workshop Kōrero

2.2.1.   **Māori Success**

Presenter/s: Toni Vaughan

- Evaluation and Planning Report 2020 – Māori Success

Presentation alternated with kōrero and included the following points.

- Brief summary of institutional performance matters of recent years through the lens of EER outcomes, i.e. "Not Yet Confident" in multiple areas
- Summary timeline of Lockdowns to give a view of their extent and impact
- Despite the Lockdowns and their impact, Unitec received very positive feedback from IER and EER regarding Māori Success and the learner-centred approaches.
- From the Student NPS Survey, 95% of Māori learners felt a sense of "belonging" to Unitec.
- The Staff Pulse Survey also indicated a positive shift among Māori staff.
- SCC – Actual 68.1% versus Target 76.3% due to impact of Lockdowns. Little is known of the specific reasons for withdrawal. Work is underway to fill in this knowledge gap through the Manawatina Project.
- QCR – Actual 51.4% versus Target 54%. Although below target, very proud of the result because it represents a huge increase from 2019 when it was 42%. Lockdowns have especially impacted programmes which require work placement in order to complete. It is clear that applied learning is more impacted by Lockdowns than more 'academic' forms such as universities.
- At MIT, SCC for Māori dropped but Pacific and other groups were not so affected. This phenomenon appeared across ITPs. Further investigation into this unidentified factor is warranted.
- Unitec needs to self-assess and understand why its initiative have had little impact on Māori SCC. Much has been invested yet few returns are seen. Feedback includes that connection to Māori learners needs to be both warm and demanding, i.e. set high expectations of success. For Māori Success, 2020 was a year of continuing to rebuild culture post-Transformation. Māori learners need to both "see themselves" at Unitec and know there are high expectations to achieve to a high standard.
- FYR – The impact of Lockdowns has meant that learners have shifted to prefer work over study due to the financial needs of whanau.
- Graduates Employed, Studying or Combined (GESC) – Achievement varied across Schools. Work is underway to capture more empirical data regarding learners leaving study to find employment or other withdrawal reasons.
- Three Priority Groups experienced an inversion in the ratio of Full-time to Part-time learners.
- Pre-enrolment activities (e.g. skills review, placement test, interview) can work well at the front-end of the learner journey to raise success rates by various supportive (rather than punitive) means. Lowered entry requirements may increase EFTS and allow learner to feel successful at entering study, but then consume increased resources to support for success and increase the risk to the learner of being misplaced or set up for failure. Unitec has an obligation to ensure that it has the

means to provide adequate support for success to any learner it enrols; otherwise, it shouldn't accept the enrolment.

- Research from TAFE (Australia) and MPTT (Trades and Services) show that running preparatory courses / onboarding activities raises success rates.
- A balance of return on investment is need for the investment of resources into pre-enrolment activity and post-enrolment support versus the cost of lost enrolments and learner failure or non-completion. Knowledge sharing with MIT could be useful.
- A proactive approach to Māori engagement is needed. For example, in Trades and Services, when Māori hoha supported both learners and lecturers, then there was a (possibly) unintended consequence that the "fear of Te Noho Kotahitanga" in lecturers dissolved.

ACTION → I Farnham to investigate and present to Te Komiti Mātauranga on reasons for Māori not succeeding.

Hare Paniora gave his apologies for early departure and addressed Te Komiti. Hearing the use of te reo throughout the kōrero was particularly heartening. He encouraged Te Komiti to keep up their efforts.

1005h: Due to time constraints, the Chair directed proceedings to cover Pacific Success and then move straight to 3.1. Kupu Whakamutunga with the remaining sections to be rescheduled.

2.2.2. Pacific Success

Presenter/s: Falaniko Tominiko

- Evaluation and Planning Report 2020 – Pacific Success

Presentation noted that:

- Overall, the outcomes are still far away from parity.
- FYR – Gap has reduced.
- Progression Rates – Parity has been exceeded.
- SCC and QCR – Concerns still remain.
- GESC – Rates have dropped.
- Non-completions – Work is underway to upskill learners to say 'no' and better manage commitments between fono, church, work and study.
- Unitec outcomes are similar to MIT.
- SCC – Younger learners are more concerning. In the School of Environmental and Animal Sciences both older and younger demographics were 'in the black'. Dedicated academic and / or fono pastoral care people and activities makes a positive difference. One challenge is that it tends to be the more motivated learners who engage with the support services. Consideration is needed for how to engage the younger learners and encourage other Schools to develop their own support activities. More resources would be needed for these to succeed. Evidence of causation rather than coincidence would be crucial in obtaining additional resources.
- QCR – Having a tool to track entire cohorts of learners would be valuable. PowerBI does not seem the best suited to this. Suggestion was made to contact Heather MacKay (Director, Industry Partnerships) who has a tool for tracking learner progress along an expected pathway. Commendation commended and seen diff made through support resource.
- Pacific Champions have put their own money into their work although advised not to.

- Future focus includes securing increased resource and development of peer mentoring and engagement with Pacific alumni.

2.2.3.   International Success

- (Deferred to a future hui.)

2.2.4.   Under-25 Success

- (Deferred to a future hui.)

2.3.   Open Discussion and Action Planning

Te Komiti discussion included the following points.

- Resource requests need clear evidence of causal relationships to build their case for return on investment. Statistical outcomes need to be aligned with anecdotal evidence.
- Different programmes achieve benefits through different means. What works for one does not necessarily work for another. It is difficult to compare across Schools.
- Unitec has done a great job in redistributing resource and adjusting strategy achieve positive outcomes regarding Priority Groups. Additional resources are not expected to be forthcoming. Student satisfaction and NPS all show evidence of lift without having received additional resources.
- Some schools have really engaged in the aims of lifting Priority Group outcomes (e.g. EAS and Architecture).
- Unitec needs to continue to focus on how it can improve its targeting rather than add in more resources and collaborate more closely with MIT identify and address underlying causes to success or issues.

5.   Whakamutunga | Closing

3.1.   Kupu Whakamutunga | Closing Remarks and Next Steps

Presenter/s: Martin Carroll

Chair acknowledged that the hui had run out of time to kōrero the reporting for International and Under-25. These items will be deferred to a future hui.

The Chair reviewed key points from the kōrero to act on as next steps.

1. Collect data from the other ITP subsidiaries of Te Pūkenga to enable thorough benchmarking.
2. Gather data and reasons behind new versus returning enrolments.
3. Set up a hui for Te Komiti to debrief regarding impact of and response to Lockdowns which could then inform the Business (Academic) Continuity Plan.
4. Review the sufficiency of communications to students, especially regarding their ability to defer their enrolment.

5. Set up hui for Priority Groups and Schools to collaborate more closely to resolve mismatches in reporting. S Nash and N Sheppard to discuss.
6. C King and K Bruffy to remind Heads of Schools regarding the Moodle repository for *I See Me*.
7. Māori Success:
    a. Gather more information on reasons that Māori learners withdraw. Dan Brady (Director, Enrolments and Academic Operations) to be contacted for data to be drawn from the Change of Enrolment (COE) process.
    b. Consider the feasibility and possible benefit of pre-admission interviews
    c. Consider how support could be given to develop or improve modality of delivery to support learners who wish to continue studies even if they take up some amount or form of employment.
8. Pacific Success:
    a. Promote evidence showing causality between initiatives and positive outcomes.
    b. Commended and encouraged to develop engagement with Pacific alumni

Te Komiti further suggested the following points.

- Across all the PGEP and SEP, the topic of the quality of teaching and learning practice seemed missing. Multiple SEP report note that new teachers come on board with no teaching experience. The more proactive HOSs engage them in Professional Development but there is a noticeable lack of institutional strategy for ensuring the adequate training of teaching skills. Te Puna Ako has a liaison within each School, but this would not seem enough. Quality of teaching is a very difficult thing to measure. Te Puna Ako assists Schools to improve teaching capability; it could consider how to better align efforts and reporting. Suggestion was made that Te Puna Ako be included in the collaborative conversations between Schools and Priority Groups as it had in similar activities in previous rounds of reporting.

The Chair apologised to A Pitovao and A Thumath for them not having time to present on International and Under-25.

Te Komiti voiced agreement that the hui kōrero had been very useful and thanked S Nash and S Tries for their initiative in leading the setup of Institutional Academic Evaluation and Planning.

3.2.   Karakia Whakamutunga | Closing Prayer

Ka wehe atu tātou	*We are departing*
I raro i te rangimārie	*Peacefully*
Te harikoa	*Joyfully*
Me te manawanui	*And resolute*
Haumi ē! Hui ē! Taiki ē!	*We are united, progressing forward.*

Everybody who was present stood and joined together in the karakia whakamutunga.

Meeting closed: *1051h*

READ & CONFIRMED

Chair: Date: yyyy / mm / dd