

Meeting of:	University Education Committee		
Meeting date:	11 March 2020		
Item No.	2.2	Attachments:	E

## Faculty of Arts and Design Response to ISEQ Report

### PURPOSE

The purpose of this report is to provide a Faculty of Arts and Design Response to Interface Student Experience Questionnaire (ISEQ) Report presented at the University Education Committee on 22 January 2020.

### RECOMMENDATION

The University Education Committee resolves to **note** the Faculty of Arts and Design Response to ISEQ Report.

### BACKGROUND

#### Arts and Design ISEQ Performance for 2019:

For teaching periods Summer, Semester 1, Winter and Semester 2 (2019):

- a. The AAD **overall average response rate** was **23.25 %** - therefore not meeting the university overall average response rate of 30.3% nor the university target of 35.5%.
- b. The AAD **overall satisfaction rate** was **87.85%** - therefore exceeding the university overall average response rate of 79.2% AND the university target of 82.69%.

#### Overall Average Response Rate Context:

Whilst the AAD overall response rates across the four teaching periods were weak relative to the overall response rates of other Faculties, and indeed, the university target – FAD did perform well in semester 1 (up around 7% from semester 1 2018, and exceeding the faculty average and university target). The response rate in semester 2 (consistent with the response rate in 2018) shows an equivalent or in some cases lesser decline to that of the other faculties (with the exception of Education), raising questions of ‘survey fatigue’ towards the end of the academic year. Both Summer and Winter term response rates are significantly lower than average or target, leaving vast room for improvement (see Existing Faculty Processes [1]).

#### Overall Satisfaction Rate Context:

The AAD overall satisfaction rates across the four teaching periods exceeded both the university average (79.2%) the 2019 KPI target (82.69%). The Faculty’s two strongest periods were Summer (100%) and Winter (93.6%), with the two main teaching periods (Semester 1 and Semester 2)

delivering response rates commensurate with the university averages, at 76.8% (78.1% UC) and 81% (80.5% UC) respectively.

### **EXISTING FACULTY PROCESSES** (with proposed improvements)

1. Student participation in the ISEQ surveys:
  - a. ADE sends email reminders to Unit Conveners (at the opening and just prior to closing of ISEQ surveys) to encourage student participation in the surveys through announcements in face to face classes and through unit and Program Canvas sites.
  - b. Program Core Coordinators attend core first year units to explain the advantages (to the student) of the surveys (i.e. the opportunity for real-time feedback and response). Hypothetically, strong investment at the first-year level will engender an ongoing culture of constructive feedback and response.
  - c. **PROPOSED:** introduce the concept of 'healthy competition' (e.g. 'obtain the number one position in the faculty'/ incentives) based on Faculty Response rates during the survey period to encourage action by the students.
  
2. Unit convenor response to the ISEQ surveys:
  - a. Following each ISEQ survey, unit conveners are required to 'close the feedback loop' through communication to the student cohort in face-to-face classes and via Canvas. Conveners are encouraged to thank students for the feedback, summarising constructive feedback (both positive and negative) and highlighting where improvements/changes will be made in response to the feedback.
  - b. **PROPOSED:** the standardisation of the above process to ensure that all unit convenors provide a consistent approach/response to student feedback (thereby providing for a consistent experience for the students across their studies).
  
3. Faculty response to the ISEQ surveys:
  - a. ISEQ 1: ADE, PCC's and HoS's monitor qualitative feedback (student comments) for instances of concern. All such instances are addressed directly with the unit convenor for response and immediate action.
  - b. ISEQ 2: ADE, PCC's and HoS's monitor qualitative and quantitative feedback (student comments and overall scores) for instances of concern (scores  $x < 60$ ). All such instances are address directly with the unit convenor for response and (immediately implementable) action. Such units remain subject to continuous review throughout the teaching period.
  - c. ISEQ 3: ADE, PCC's and HoS's monitor qualitative and quantitative feedback (student comments and overall scores) for instances of concern (scores  $x < \text{university target}$ ). All such instances are address with the unit convenor for response and action i.e. unit improvements to be implemented in the next session.
  - d. Overall: review and discussion of ISEQ feedback trends/issues at Faculty Management Meetings and Faculty Forums (standing agenda items).



**FOR DISCUSSION (UEC)**

As indicated above (and discussed with Faculty ADE's), should a standardised process and reporting mechanism be developed across the university to ensure parity across faculty review/improvements processes?

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*Report prepared with reference to report  
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(27/02/2020)*

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## **InterFace Student Experience Questionnaire (ISEQ) Report: Faculty of Arts and Design, Semester 1 & Winter, 2020**

### **PURPOSE**

This paper reports on the Faculty of Arts and Design's ISEQ outcomes for Semester 1 and Winter, 2020, and on the Faculty's response to those outcomes. It identifies key contributing factors to the results, including the impacts of Curriculum Renewal and COVID-19, and offers summary analysis of the results themselves. It also describes the Faculty's existing processes for engaging with and responding to ISEQ, as well as work currently being undertaken or proposed to improve those processes.

### **RECOMMENDATION**

The University Education Committee resolves to **accept** the ISEQ Report: Faculty of Arts and Design, Semester 1 and Winter Term, 2020.

### **BACKGROUND**

#### *Curriculum renewal*

FAD's 'Enhancing Student Experience and Outcomes' report, tabled at UEC 5/2020, describes FAD's approach to improving student experience, which has included work on redevelopment of course and unit structure and content through Course Renewal (2018-2020). Course Renewal has involved the redevelopment of all courses according to the model of the undergraduate Curriculum Blueprint, with most units either newly developed or comprehensively redeveloped to foreground contemporary disciplinary knowledge, best practice pedagogy and an integrated, efficient curriculum with an emphasis on work-integrated learning. The new curriculum was taught in its first cycle in 2019 and is currently being reviewed, with adjustments developed where necessary for academic coherence, efficiency and marketability. The curriculum has been implemented alongside a suite of strategically designed roles and actions to address the whole student life-cycle, covering academic, administrative, student-life and career development experiences.

The 2020 Semester 1 and Winter ISEQ results provide one measure of outcome for the work done within academic design and teaching, as we work towards the [Students and Education Plan 2018-2022](#) targets of improving positive ISEQ responses from 80.9% in 2017 to 85% in 2021, and improving ISEQ response rates from 32.7% in 2017 to 38.5% in 2021.

#### *COVID-19 and student experience*

It should be noted that the context in these semesters is the transition to online learning during the COVID-19 pandemic, and these circumstances affected teaching conditions and student experience throughout this period.

The online transition was executed during Weeks 6 and 7. A number of measures were put in place to ensure effective transition with minimal disruption to the student learning experience. Staff were required to fill in a 'Mode Change Template' detailing the formats and tools to be used, whether learning would proceed synchronously or asynchronously, and what changes would be made to

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assessment. Convenors were required to notify students through announcements and to provide a Canvas discussion forum for questions about changes. All changes were assessed for approval by the Executive Dean to ensure integrity of learning and assessment practices.

Staff efforts to transition online were supported by resources from Learning & Teaching including the 'Online Unit Design Guide' and numerous workshops. Further support was provided by FAD, including a series of three 'Online Unit Design/Student Engagement Workshops', and the circulation of an 'On-campus to On-line Matrix' that compiled experience-based faculty suggestions for transitioning a variety of activity types.

## FACULTY OF ARTS AND DESIGN ISEQ RESPONSE RATES AND RESULTS FOR S1 AND WINTER 2020

### Semester 1 2020 Response Rates

	UC		FAD	
	2019	2020	2019	2020
<b>Semester 1 ISEQ 1</b>				
Number of unique students who responded	4390	4487	1220	1261
	39.3%	37.5%	41.4%	42.1%
<b>Semester 1 ISEQ 2</b>				
Number of unique students who responded	3939	2863	1073	721
	35.2%	23.1%	35.8%	23.9%
<b>Semester 1 ISEQ 3</b>				
Number of unique students who responded	3555	2947	904	733
	31.4%	24.2%	29.5%	24.5%
<b>Semester 1 Total</b>				
	35.3%	28.3%	35.6%	30.2%

### Semester 1 2020 Results

	UC		FAD	
	2019	2020	2019	2020
ISEQ1: I have a clear idea of what I need to do to learn successfully in this unit				
Total agree	80.7%	81.9%	81.7%	81.9%
Total disagree	12.1%	11.3%	11.4%	10.8%
ISEQ2: I am making the most of my opportunities to learn in this unit				
Total agree	83.7%	83.5%	83.6%	83.1%
Total disagree	9.3%	9.4%	8.7%	8.5%
ISEQ2: Overall I am satisfied with my experience of this unit so far				

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Total agree	77.4%	78.7%	77.8%	78.3%
Total disagree	14.3%	13.1%	14.1%	11.6%
<b>ISEQ3: My learning in this unit will help me achieve my personal, professional or educational goals</b>				
Total agree	82.5%	85.4%	78.5%	84.1%
Total disagree	9.8%	8.3%	11.1%	8.8%
<b>ISEQ3: I made the most of my opportunities to learn in this unit</b>				
Total agree	82.5%	82.9%	79.5%	82.6%
Total disagree	8.8%	9.2%	9.4%	7.8%
<b>ISEQ3: Overall I am satisfied with how the staff in the unit supported my learning</b>				
Total agree	79.7%	82.2%	81.1%	83.5%
Total disagree	12.7%	10.5%	10.4%	8.4%
<b>ISEQ3: Overall I am satisfied with the quality of this unit</b>				
Total agree	77.8%	80.4%	76.8%	81.0%
Total disagree	13.8%	11.9%	13.5%	11.3%
<b>Semester 1 Total</b>				
Total agree	80.6%	82.1%	79.9%	82.1%
Total disagree	11.5%	10.5%	11.2%	9.6%

### Winter 2020 Response Rates

	UC		FAD	
	2019	2020	2019	2020
<b>Winter Term ISEQ 1</b>				
Number of unique students who responded	588	796	122	163
	20%	22.9%	18.8%	26.8%
<b>Winter Term ISEQ 2</b>				
Number of unique students who responded	512	656	111	117
	17.7%	19.8%	17.1%	19.7%
<b>Winter Term Total</b>				
	18.9%	21.4%	18.0%	23.3%

### Winter 2020 Results

	UC		FAD	
	2019	2020	2019	2020

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<b>ISEQ1: I am making the most of my opportunities to learn in this unit</b>				
Total agree	85.9%	86.1%	92.6%	89.4%
Total disagree	8.1%	6.9%	3.7%	5.1%
<b>ISEQ1: Overall I am satisfied with my experience of this unit so far</b>				
Total agree	78.7%	80.1%	86.0%	84.8%
Total disagree	13.8%	11.4%	7.4%	9.1%
<b>ISEQ2: I made the most of my opportunities to learn in this unit</b>				
Total agree	86.8%	83.3%	91.2%	88.0%
Total disagree	7.8%	7.7%	4.0%	5.3%
<b>ISEQ2: Learning experiences in this unit will help with my work-related goals</b>				
Total agree	84.6%	83.1%	90.4%	88.0%
Total disagree	8.6%	8.9%	4.0%	4.5%
<b>ISEQ2: Overall I am satisfied with how staff in the unit supported my learning</b>				
Total agree	82.3%	79.4%	92.8%	86.5%
Total disagree	10.2%	10.2%	4.8%	4.5%
<b>ISEQ2: Overall I am satisfied with the quality of this unit</b>				
Total agree	82.1%	78.6%	93.6%	88.7%
Total disagree	11.2%	11.8%	4.0%	3.8%
<b>Winter Term Total</b>				
Total agree	83.4%	81.8%	91.1%	87.6%
Total disagree	10.0%	9.5%	4.7%	5.4%

### **Analysis: Response rates**

In the first period ISEQ rounds for both Semester 1 and Winter 2020, FAD's response rates have tracked above both FAD's 2019 response rates (S1 42.1% (2020) to 41.4% (2019); WIT 26.8% (2020) to 18.8% (2019)) and UC's 2020 response rates (S1 42.1% (FAD) to 37.5% (UC); WIT 26.8% (FAD) to 22.9% (UC)). This early momentum has flattened somewhat in subsequent periods within each semester, so that FAD's total response rates for both 2020 semesters are closer to the UC and 2019 comparison rates.

The impact of COVID-19 transitions on response rates is particularly visible in Semester 1, with FAD's response rates dropping from 35.6% in 2019 to 30.2% in 2020; this is in keeping with the trend across the university, where total UC response rates dropped from 35.3% in 2019 to 28.3% in 2020. Winter 2020 response rates for both FAD and UC reflect the particular difficulties of securing student feedback in the compressed Winter period, however, the improvement on 2019 also indicates no ongoing decrease in number of responses following the initial onset of COVID-19. FAD's +5.3% increase in response rate over Winter 2019 (18.0% 2019 to 23.3% 2020), when taken alongside Semester 1 response rate, marks good progress towards the *Students and Education Plan* goal of a 38.5% response rate in 2021.

### **Analysis: Results**

#### *Semester 1*



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FAD's ISEQ results for Semester 1, 2020 mirror the overall UC results quite closely, with Total Agree figures for the whole semester at 82.1% (FAD) and 82.1% (UC).

It is noticeable, however, that FAD's performance against its own 2019 figures is significantly improved in the third ISEQ round, with Total Agree results improving for each question by between 2.4 and 5.6%, and the Faculty's overall Total Agree results for the semester improving by 2.2% over the overall S1 2019 results. In the context of the difficulties imposed by the COVID-19 pandemic, these are remarkable results, indicating the effectiveness of the Faculty's efforts to ensure a smooth transition to online learning.

In particular, positive responses to the measure 'Overall I am satisfied with how the staff in the unit supported my learning' (+2.4%) are likely to reflect the outstanding efforts of staff to look after student experience during the transition period and provide a positive educational experience appropriate to the circumstances. Comment analysis certainly supports this interpretation, with many comments directly conveying appreciation of these efforts:

"The shift to online worked really well for this unit. Although we could no longer access the lab the shift in assessment focus meant we could delve deeper into researching materials and getting a better theoretical understanding on them and their history of manufacture and use which will help in any future practical or theoretical work."

"This was an excellent unit. [The teaching staff] are wonderful tutors and they made the most of a hard situation with remote learning. I do not think the unit suffered at all for being online in fact it had a lot of benefits. I am very impressed."

"[The unit convenor] is an absolute saint. His flexibility and efforts to provide online feedback through whatever method will work are really appreciated."

Beyond the impact of COVID-19, significant improvements to the measures 'My learning in this unit will help me achieve my personal, professional or educational goals' (+5.6%) and 'Overall I am satisfied with the quality of this unit' (+4.2%) may well also reflect successes in the 'bedding in' of the new curriculum with its academic and career-focused improvements. Again, sampled comments offer some support for this interpretation:

"[The convenor] is always very clear and helpful. I know what I need to do and she has been very passionate in helping me get the most out of this unit. She goes above and beyond to make sure that I, and everyone else, are getting the advice and guidance we need to do well in not just this unit but in our application of what we're learning to our lives and careers."

"I have learnt a whole heap from this unit, it actually showed me what I'm capable of when I'm placed in pressured situations which surprised me. It taught me how a team works and comes together and how you need to get through challenges with each other, our strengths and our weaknesses and our overall ability to work together. Even though this unit was quite challenging, it definitely shows the reality of working in the communications and media industry which is something that is so important for us students to take away."

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“This was a fantastic unit. The lectures, readings, tutorials and assignments all worked together to provide unified, comprehensive, practical, and engaging experience and I really felt like I was learning a skill. The way the course was taught left me feeling empowered to improve and like I had the potential to do well. [The convenor] was all round brilliant. He was extremely approachable, provided excellent constructive feedback, was always encouraging, ran well structured, interesting and inclusive tutorials (both face to face and online)...”

A comprehensive thematic analysis of 2018 comments against 2020 comments would help to establish more substantive evidence of the impact of Curriculum Renewal and will be considered for future assessments of that impact.

#### *Winter Term*

Results for the Winter Term show an outstanding performance in FAD units, with overall Total Agree results 5.8% higher at 87.6% than those of UC as a whole at 81.8%. Particular strengths are visible in the measures ‘Overall I am satisfied with how staff in this unit supported my learning’ (FAD 86.5% to UC 79.4%) and ‘Overall I am satisfied with the quality of this unit’ (FAD 88.7% to UC 78.6%), indicating high satisfaction at semester’s end with the total educational experience within units.

It is notable that both FAD’s and UC’s overall results were lower in Winter 2020 than in Winter 2019, with UC recording a drop of -1.6% and FAD a drop of -3.5%. This drop seems to indicate limitations in the capacity for some units to be transitioned online with full success, with some unit comments reflecting the ongoing need for the Faculty to find optimal ways to meet technology requirements, facilities requirements, and group-work requirements in online units dependent on these components.

“Group tasks, especially assignments, are difficult and inconvenient for online learning.”

“I think the online version of this unit made it difficult to learn different skills from our teacher. She is lovely and very supportive however I think a face to face interaction and use of the studio would have allowed students to get the most out of this unit.”

Faculty action to resolve issues of this kind has been rapid and ongoing, through regular scheduled and drop-in meetings between Program Core Coordinators, Discipline Leads and the ADE, workshops on online learning and socially distanced on-campus learning, targeted discussions in Discipline, Program and School meetings, and the frequent circulation of additional support resources.

The effectiveness of this response is suggested by the Total Agree results for Semester 1 (82.1%) and Winter 2020 (87.6%), which confirm significant progress towards the Students and Education Plan goal of 85% Total Agree results by 2021.

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The remainder of this report details the Faculty's work towards continuous improvement in ISEQ results and response rates through the management of its ISEQ engagement and responses processes. Careful assessment of current processes and consideration of effective action to forward ongoing development is geared to accelerate work towards the achievement of the Students and Education Plan goals.

## **FACULTY ISEQ ENGAGEMENT PROCESSES**

### *Existing processes*

- Staff are encouraged to dedicate time during lessons to discussing ISEQ questions with students, and allowing them to respond to ISEQ on the spot.
- Following each ISEQ round, staff are encouraged to discuss feedback in their classes and inform students of their unit improvement actions in response.
- Staff are encouraged to report changes to units using the Student Feedback fields in Unit Outlines, both for the Faculty and University record and to inform students of continuous improvement actions.

### *Current considerations*

- Consideration of ways to align class time on the ISEQ feedback cycle with specific disciplinary concepts and pedagogical goals may help staff to invest further in the process.
- The staff effort to achieve high response rates in the first response period for each semester has made a particularly strong contribution to the Faculty's overall response rates. A Faculty focus on sustaining these efforts in the subsequent response periods is a necessary next step.
- At present the Student Feedback fields in the Unit Outlines are not always meaningfully used. Staff may need greater awareness of the intended purpose of these fields and a range of exemplars to promote their meaningful use.

### *Proposed actions*

- FAD is launching a monthly series of themed pedagogy discussion sessions in September 2020. Regular (biannual) inclusion of the ISEQ feedback cycle as a theme will provide opportunities to share knowledge, awareness and support for engagement with the cycle. Discussion topics are to include integration of the feedback cycle within disciplinary knowledge, and ideas for sustaining response rates.
- Circulation of the sample UO Student Feedback entries provided by Learning and Teaching may help to improve the use of these entries as a reflective tool towards unit development. The exemplars will be included in future communications with staff about the ISEQ feedback cycle.

## **FACULTY ISEQ RESPONSE PROCESSES**

### *Existing processes*

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- Staff are encouraged to engage in both autonomous and collaborative assessment and improvement of their units and teaching, through ongoing unit revision and through discipline- and program-based discussion.
- Given the significant role of Program Core units in anchoring student experience, Program Core Coordinators (PCCs) are provided with ISEQ responses for these units via the ADE. In consultation with the ADE, PCCs are encouraged to integrate consideration of thematic trends within their discussions and development work with unit convenors.
- Heads of School evaluate on-going whole-of-School performance through quantitative assessment of results. In conjunction with the ADE, Heads of School conduct close analysis of high-performing and low-performing unit results, with special attention to individual comments and comment themes. Heads of School and ADE plan specific responsive actions, including
  - Communications via the ADE to all staff on notable themes in the ISEQ feedback.
  - One-to-one professional development discussions between Heads of School and/or ADE and individual staff members, with the aim of identifying any necessary support, training and/or leadership opportunities.
  - The instigation of new staff development offerings including workshops, discussion groups and textual resources, with highly effective teaching staff encouraged to lead and share their experience.
- The ISEQ process at FAD's Third Party Provider TAFE Queensland is distinct, and determined by their institutional role structures and governance requirements. The Director of Faculty distributes ISEQ results to staff, who respond with an Actions in Response plan. A summary of ISEQ results and actions is compiled by the Faculty Compliance Officer for reporting to TQ's Higher Education and Research Committee.

#### *Current considerations*

- At present Discipline Leads are using a variety of methods to evaluate unit performance and development needs in their areas, including collaborative discussion, one-to-one meetings and the use of a Unit Monitoring and Improvement form which provides a record of planned and executed unit changes. Comparative analysis of the effectiveness of these methods individually and in combination is needed to determine an effective whole-of-Faculty approach or appropriately differentiated Discipline- or Program-based approaches.
- Ongoing collaboration with TAFE Queensland staff is needed to ensure that coordination of analysis and response methods across the partnership continues to be fine-tuned, and that a sound community of practice in relation to the feedback cycle spans both institutions.

#### *Proposed actions*

- Discussion of management relating to the ISEQ feedback cycle, particularly at the level of Disciplines, is to be taken up within the Faculty Executive with the object of determining a systematic approach or combination of approaches.
- A FAD working group on the 'Scaffolding of Staff Teaching and Learning development' begins work in September; the brief for this working group includes consideration of ISEQ feedback cycle processes, and their proposals will be considered by Faculty Executive.

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- Collaboration with TAFE Queensland staff on management of the ISEQ feedback cycle will occur via the working group, pedagogy discussion sessions and tailored ISEQ management meetings with Bruce and TQ staff.

Robust processes for the management of the student feedback response cycle have helped to secure excellent results within the Faculty, in both ISEQ response rates and measures of satisfaction, amid the highly challenging circumstances of 2020. These results are valued by the Faculty not just as steps towards the goals of the Students and Education Plan, but as measures of student experience itself. The ongoing development and refinement of FAD's processes in relation to student feedback aims to continue this important work, so that we may offer our students a richly responsive educational experience that brings out their best, and helps prepare them in every measure for the world beyond university.

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30 August 2020

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30 August 2020

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## RESPONSE TO ISEQ REPORT

### FACULTY OF ARTS AND DESIGN, SEMESTER 1 2021

#### PURPOSE

This paper reports on the Faculty of Arts and Design's ISEQ outcomes for Semester 1 2021 and the Faculty's response to those outcomes. It identifies key contributing factors to the results and offers summary analysis of the results themselves. It also describes the Faculty's existing processes for engaging with and responding to ISEQ as well as work currently being undertaken or proposed to improve those processes.

#### RECOMMENDATION

The University Education Committee resolves to **accept** the ISEQ Report, Faculty of Arts and Design, Semester 1 2021.

#### BACKGROUND

The 2021 Semester 1 ISEQ results provide one measure of outcome for learning and teaching within the Faculty as we work towards the [Students and Education Plan 2018-2022](#) targets of improving positive ISEQ responses from 80.9% in 2017 to 85% in 2021 and improving ISEQ response rates from 32.7% in 2017 to 38.5% in 2021.

#### EXECUTIVE SUMMARY

- ↑ FAD's S1 Overall Response Rates are 5.2% higher than UC's S1 Response Rates
- ↑ FAD's S1 Overall Response Rates are 1.6% higher than our S1 2020 Response Rates
- ↑ FAD's S1 Overall 'Total Agree' Results are 3.3% higher than UC's S1 'Total Agree' Results
- ↑ FAD's S1 Overall 'Total Agree' Results are 3.2% higher than our S1 2020 'Total Agree' Results

Robust processes for the management of the student feedback response cycle have helped to secure positive results within the Faculty, in both ISEQ response rates and measures of satisfaction. These results are valued by the Faculty not just as steps towards the goals of the Students and Education Plan, but as measures of student experience itself. The ongoing development and refinement of FAD's processes in relation to student feedback aims to continue this important work, so that we may offer our students a richly responsive educational experience that brings out their best and helps prepare them in every measure for the world beyond university.

FACULTY OF ARTS AND DESIGN ISEQ RESPONSE RATES AND RESULTS FOR S1 2021

Semester 1 2021 Response Rates

	UC		FAD	
	2020	2021	2020	2021
Semester 1 ISEQ 1				
	35%	33.5%	38.7%	37.8%
Semester 1 ISEQ 2				
	23.6%	28%	24.2%	34.8%
Semester 1 ISEQ 3				
	29.5%	20%	29.4%	24.7%
Semester 1 Overall				
	29.4	27.2	30.8	32.4

Semester 1 2021 Results

		UC		FAD	
		2020	2021	2020	2021
		ISEQ 1: I have a clear idea of what I need to do to learn successfully in this unit			
Semester 1	Total agree	81.9%	82%	81.9%	84.8%
	Total disagree	11.3%	11%	10.8%	8.8%
		ISEQ 2-Q1: I am making the most of my opportunities to learn in this unit			
Semester 1	Total agree	83.5%	84.6%	83.1%	86.5%
	Total disagree	9.5%	8.9%	8.5%	7.6%
		ISEQ 2-Q2: Overall I am satisfied with my experience of this unit so far			
Semester 1	Total agree	78.6%	78.9%	78.3%	83.1%
	Total disagree	13.1%	13.3%	11.6%	9.9%

		ISEQ 3-Q1: I made the most of my opportunities to learn in this unit			
Semester 1	Total agree	82.3%	83.4%	82%	85.2%
	Total disagree	9.5%	9.2%	8%	8.1%
		ISEQ 3-Q2: Learning experiences in this unit will help with my work-related goals			
Semester 1	Total agree	85.3%	84%	84.1%	85.5%
	Total disagree	8.4%	8.9%	8.8%	7.1%
		ISEQ 3-Q3: Overall I am satisfied with how the staff in the unit supported my learning			
Semester 1	Total agree	82.2%	80.9%	83.9%	86.3%
	Total disagree	10.5%	12%	8.3%	8.1%
		ISEQ 3-Q4: Overall I am satisfied with the quality of this unit			
Semester 1	Total agree	80.4%	79.4%	81%	85%
	Total disagree	11.9%	13%	11.1%	9.2%
		OVERALL:			
Semester 1	Total agree	82%	81.9%	82%	85.2%
	Total disagree	10.6%	10.9%	9.6%	8.4%

### ***Analysis: Response rates***

FAD's ISEQ1 and ISEQ2 reflected consistent response rates, with ISEQ2 recording a response rate well above both FAD's 2020 response rate and UC's 2021 response rate. This early momentum plateaued somewhat in ISEQ3, with the response rate falling below that achieved by FAD in 2020, but still tracking above the UC 2021 response rate. As cited previously, we attribute that lower response rates in ISEQ3 to probable 'survey fatigue' and end of semester assessment pressures.

FAD's increase in response rate when compared to Semester 1 2020 marks further progress towards the *Students and Education Plan* goal of a 38.5% response rate in 2021. Proposed actions to expedite this progress are outlined in FACULTY ISEQ FEEDBACK RESPONSE PROCESSES below.



## ***Analysis: Results***

FAD's ISEQ results for Semester 1 2021 track well above the UC results in most instances, with Total Agree figures for the semester at 85.2% (FAD) and 81.9% (UC).

Of significance, FAD's performance against its own 2020 figures is improved in all ISEQ rounds, with improvements in Total Agree results most noticeable across questions related to the student experience (ISEQ2 Q2 +4.8%) and unit quality (ISEQ3 Q4 +4%). These are positive results that indicate the effectiveness of the Faculty's ongoing commitment to learning and teaching innovation (through curriculum review and improvement processes) and teaching excellence (driven by initiative like the 'Packed Lunch Pedagogy' – detailed below).

Below is a selection of qualitative feedback that augments the quantitative results:

"Very engaging, high quality unit"

"Very enjoyable unit. Positive, motivating lecture/tutor. Feedback on assignments has been timely."

"The Lecturer has provided excellent advice and support on the requirements for assignments. The reading material is very informative and the lectures and tutorials are very interesting."

"Wonderfully explained, supported, academically excellent, creatively amazing"

"I am really enjoying this unit. [NAME] is so great as a lecturer and tutor. In the tutorials he does an amazing job at making everyone feel that their contributions to discussions are interesting and worthwhile, and his comments about any work shared are thoughtful and encouraging. I've found the lectures really interesting, and the readings engaging and diverse. I look forward to both the lectures and tutorials each week, so that says a lot!"

"I am enjoying the online tutorials, as we are making the most out of the software tools - working in groups on exercises, classroom discussions, whiteboards. The templates provided in the unit are a great resource and help cement my learning."

"[NAME] is a wonderful convenor. She is attentive to student's needs. Her discussions in class are organised. She puts effort in ensuring that her students participate. She also gives people an opportunity to improve their studies by giving outstanding feedback and advice, providing assignment templates, and meticulously checking drafts. Her efforts should be commended!"

"[NAME] has been wonderfully supportive both personally and academically. [NAME] is a talented and knowledgeable educator that shares her wisdom kindly and effectively, making students comfortable to share and collaborate in our learning journeys. I'm grateful for the things I've been able to learn and discuss in this unit. Thanks for a great semester! :)"

"The breadth of Yoonmo's knowledge, interest, and enthusiasm for this topic has made this unit engaging and incredibly informative."

The remainder of this report details the Faculty's work towards continuous improvement in ISEQ results and response rates through the management of its ISEQ engagement and responses processes. Careful assessment of current processes and consideration of effective action to forward ongoing development is geared to accelerate work towards the achievement of the Students and Education Plan goals.

## **FACULTY ISEQ ENGAGEMENT PROCESSES**

### *Existing processes*

- Staff are informed of the upcoming ISEQ open and closing dates several times prior to ISEQ commencement.
- Staff are encouraged to dedicate time during lessons to discussing ISEQ questions with students and allowing them to respond to ISEQ on the spot.
- Following each ISEQ round, staff are reminded to discuss feedback in their classes and inform students of their unit improvement actions in response (mandatory).
- Staff are encouraged to report changes to units using the Student Feedback fields in Unit Outlines, both for the Faculty and University record and to inform students of continuous improvement actions. Insufficient responses are rejected (for reconsideration) during the unit outline approval process.

### *Current considerations (for improved engagement)*

- Consideration of ways to align class time on the ISEQ feedback cycle with specific disciplinary concepts and pedagogical goals may help staff to invest further in the process.
- The staff effort to achieve high response rates in the first response period for each semester has made a particularly strong contribution to the Faculty's overall response rates. A Faculty focus on sustaining these efforts in the subsequent response periods (despite 'survey fatigue') is a necessary next step.
- At present the Student Feedback fields in the Unit Outlines are not always meaningfully used. Staff may need greater awareness of the intended purpose of these fields and a range of exemplars to promote their meaningful use.

### *Proposed actions*

- FAD has launched a monthly series of themed pedagogy discussion sessions ('Packed Lunch Pedagogy'). Regular (biannual) inclusion of the ISEQ feedback cycle as a theme has provide opportunities to share knowledge, awareness and support for engagement with the cycle. Discussion topics have included integration of the feedback cycle within disciplinary knowledge, ideas for effectively communicating unit improvement actions (i.e. closing the feedback loop) and ideas for sustaining response rates.

## FACULTY ISEQ FEEDBACK RESPONSE PROCESSES

### *Existing processes*

- Staff are encouraged to engage in both autonomous and collaborative assessment and improvement of their units and teaching, through ongoing unit revision and discipline- and program-based discussions.
- Given the significant role of Program Core units in anchoring the student experience, Program Core Coordinators (PCCs) are provided with ISEQ responses for these units via the ADE. In consultation with the ADE, PCCs are required to integrate consideration of thematic trends within their discussions and development work with unit convenors.
- Heads of School evaluate on-going whole-of-School performance through quantitative assessment of results. In conjunction with the ADE, Heads of School conduct close analysis of high-performing and low-performing unit results, with special attention to individual comments and comment themes. Heads of School and ADE plan specific responsive actions, including:
  - Communications via the ADE to all staff on notable themes in the ISEQ feedback.
  - One-to-one professional development discussions between Heads of School and/or ADE and individual staff members, with the aim of identifying any necessary support, training and/or leadership opportunities.
  - The instigation of new staff development offerings including workshops, discussion groups and textual resources, with highly effective teaching staff encouraged to lead and share their experience.
- The ISEQ process at FAD's Third-Party Provider TAFE Queensland is distinct and determined by their institutional role structures and governance requirements. The Director of Faculty distributes ISEQ results to staff, who respond with an Actions in Response plan. A summary of ISEQ results and actions is compiled by the Faculty Compliance Officer for reporting to TQ's Higher Education and Research Committee.

### *Current considerations (for unit improvement)*

- At present Discipline Leads are using a variety of methods to evaluate unit performance and development needs in their areas, including collaborative discussion, one-to-one meetings and the use of a Unit Improvement Action Plan which provides a record of planned and executed unit changes. Currently, the Unit Improvement Action Plan is required for units determined to fall under a performance threshold (<75%); a process which limits the notion of formalised unit improvements to poor performance rather than essential progression, and additionally limits the record keeping of improvement to such units.
- Ongoing collaboration with TAFE Queensland staff is needed to ensure that coordination of analysis and response methods across the partnership continues to be fine-tuned, and that a sound community of practice in relation to the feedback cycle spans both institutions.
- The FAD Discipline Lead model (rather than Program Directors) has resulted in a situation in which DL's do not have dashboard access to the ISEQ results relevant to their discipline. FAD is currently in rigorous consultation with L+T to establish the viability of InterfaceX access at the discipline level for Discipline Leads.

*Proposed actions*

- The implementation of a revised Unit Improvement Strategy in which all FAD units (regardless of performance) are engaged in formal and/or informal improvement processes, all of which are recorded and monitored.
- In line with the above, FAD will implement the mandatory submission of an end-of-semester unit report responding to the following three questions (as approved by the Faculty Executive):

1) What were the noticeable themes or issues in the qualitative ISEQ responses for your area?

2) What actions were taken in response to these themes/issues?

3) What processes do you use for identifying and addressing ISEQ issues.?

S1 2021 reports included for information below (Appendix A).

- ISEQ results access for Discipline Leads – FAD will continue to liaise with L+T to establish discipline level InterfaceX access for discipline leads. In the meantime, and as a temporary solution, L+T will provide a summary of ISEQ results for each discipline at the end of each semester. Mid-semester results will continue to be monitored by the Heads of School and ADE's, and disseminated to Discipline Leads where necessary (i.e. where informal review and units improvement is required).

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**PREPARED BY**

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24 August 2021

**SUBMITTED BY**

Erin Hinton  
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24 August 2021

## APPENDIX A – Discipline Lead Response(s) to ISEQ S1 2021

### Bachelor of Arts (Global Studies)

#### *1) Any noticeable themes or issues in the ISEQ responses for your area from S1 2021.*

The units taught within the Global Studies discipline in S1 2021 are as follows:

- 11129 Cultures and Diversity
- 11147 How the World Really Works: Busting the Myths of Globalisation
- 11149 Listening to Global Voices: World Literature and Cinema; and
- 11150 Global Environmental Futures

The ISEQ data for these units in 2021 are strong, with an Overall Agree% of 84%, 91.7%, 77.1%, and 93% respectively. 11129's score is particularly impressive particularly considering the fact that it is a first-year unit (which feature specific issues around transition), the large class size, and the high response rate (n=202, RR=33.5%). The other three units all saw significant year-on-year improvements ranging between 8 – 23% from S1 2020, underscoring the impact of COVID-19 restrictions on student satisfaction that year.

11149 saw significant improvement from 2020 to 2021 (77.1%, and increase from 69.5% the year before), but there remains room for further improvement year. Based on student feedback, there seemed to be some confusion over later assessment tasks. The staff member convening the unit (Temple Uwalaka) was a sessional brought in at the last minute to run the class due to staff workload issues. He did incredibly well considering the circumstances, but he did not have the time or capacity to make significant changes to assessment tasks. The unit will likely benefit from being returned to a continuing staff member to revisit its syllabus and assessment design.

#### *2) Actions taken.*

The discipline will discuss how best to improve the assessment tasks for 11149, focusing on scaffolding student learning. Staff workload permitting the unit will likely be taken by a continuing staff member from Global Studies in 2022. If that arrangement is not possible, the learnings and recommendations from 2021 will be passed on to the staff member convening the unit next year.

#### *3) Processes you use for identifying and addressing ISEQ issues.*

The Global Studies discipline is in the process of constituting a regular series of discussions around ISEQ scores, and the first of such meetings is scheduled for Friday 27 August. These meetings will 1) allow the discipline staff as a whole to review the discipline's ISEQ scores and to be across issues that arise from student feedback both at the unit and course levels; 2) create a formal process in which the effectiveness of adjustments to syllabi as a result of low ISEQ scores can be tracked; and 3) provide staff with a candid and collegial forum in which they are able to share their concerns over learning, teaching, and curriculum design.

## **Master of International Development**

### ***1) Any noticeable themes or issues in the ISEQ responses for your area from S1 2021.***

The units taught within the Master of International Development in S1 2021 are as follows:

- 8767 History and Politics of the Theories of Development
- 8769 Monitoring and Evaluating International Development Project
- 8770 Planning and Designing International Development Projects

The ISEQ data for these units in 2021 are strong, with an Overall Agree% of 100%, 80.3%, and 81.4% respectively. The response rate for 8767 could be improved (RR= 23.3%) as it had dipped from previous years (36.3% in 2020, and 37.8% in 2019).

### ***2) Actions taken.***

In S1 2022, key ISEQ dates will be promoted more prominently among students in the MID, and in particular 8767, and students will be given time in-class (with the staff member not being present) to complete the survey.

### ***3) Processes you use for identifying and addressing ISEQ issues.***

The MID is in the process of constituting a regular series of discussions around ISEQ scores, and the first of such meetings is scheduled for Friday 27 August (held in conjunction with the Global Studies discipline). These meetings will 1) allow the staff teaching into the MID to review the course's ISEQ scores and to be across issues that arise from student feedback both at the unit and course levels; 2) create a formal process in which the effectiveness of adjustments to syllabi as a result of low ISEQ scores can be tracked; and 3) provide staff with a candid and collegial forum in which they are able to share their concerns over learning, teaching, and curriculum design.

## **Bachelor of Design (Visual Communication Design)**

Visual Communication Design continues to see fairly low written response rates for ISEQ, we are continuing to encourage convenors to organise in-class participation from students to complete the survey throughout the semester. Responses tend to be a mixed-bag of contradictory feedback, however S1 2021 saw multiple comments relating to being overwhelmed with content in one unit, alongside the disorganised nature of delivery in 3 of 9 tutorials. Actions taken during semester were to offer sessional tutors extra support and direction, and to follow up any student enquiries promptly, giving direction to online materials that clarified any confusing aspects of the unit. A more positive trend in the feedback is the encouraging comments about the quality of most teaching staff.

As Discipline Lead it is difficult to identify and track any issues throughout the semester across all specialisation units as there is no access to ISEQ data for units not being convened by the DL. To access the data currently, a meeting is set with the HoS, who then shows the ISEQ results on-screen to the DL. This is not conducive to a thorough analysis in order to be able to assess and address any issues course-wide. The DL having access to ISEQ data for all units in the Discipline would enable more open communication directly with unit convenors about the results - however until this is possible, the DL will be requesting a copy of the ISEQ report be forwarded from all unit convenors at the end of each semester for analysis and set a meeting with them to discuss the results.

## **Bachelor of the Built Environment (Interior Architecture), Brisbane**

### ***Noticeable themes or issues in the ISEQ responses for your area from S1 2021***

Generally very positive feedback across the units with several written feedback comments, all of which were positive. Note end of semester feedback for 11028 Interior Architecture Studio: Habitation shows “strongly disagree” in error, the student meant to select “strongly agree” but was in a hurry. The student advised me of the error by email. For 11026 Interior Architecture Technology 1: Anatomy, one student had selected “strongly disagree” at the start and end of semester, and unfortunately did not provide any feedback on what the issues were and/or what could be improved.

### ***Actions taken***

Across the three units, there were only two instance of negative survey results, in 11026 Interior Architecture Technology 1: Anatomy. No feedback comments were provided for these responses, and therefore the issues with the unit could not be identified and addressed.

One student that provided feedback across the three units mentioned that more time for assessments would be appreciated. The student in question notified the course convener towards the end of semester about health issues that were affecting the student’s studies. The student was advised by the course convener to utilise the Brisbane campus support services. Support services contacted the course convener about health impacts on the student’s studies and the student was given a withheld result with additional time provided for a final assessment. The student in question had only commenced at the start of semester, and is now fully aware that the student can ask for support and that reasonable adjustments can be made to assessments as appropriate. It is important to ensure that students are fully aware of the student support services available at the start of semester so that they know what support is available.

### ***Processes you use for identifying and addressing ISEQ issues.***

The identification of ISEQ issues relies on the submission of adequate written feedback. Regarding the lack of feedback to accompany the negative response mentioned before I could have created and provided a further anonymous survey for student feedback in order to identify the issues. This would need to be done anonymously as students are unlikely to want to share negative feedback directly in person.

## **Bachelor of Arts and Design (Honours), Brisbane**

In general, there was a trend I noticed in the ISEQ responses to the Honours programme here at Southbank, that revealed a noticeable positivity amongst the student cohort in the way the programme is being run. As a result of the overall feedback, it became apparent that the idea to formalise and introduce a mid-year Honours Programme intake, should become a reality. This has now been approved and has been implemented, and as a result we have doubled the numbers in the programme to 20 students. We will be joining the continuing students and the mid-year intake students as much as possible in the Lecture and Tutorial sessions to continue to build collegiality and assist with the cross fertilisation of ideas. The identification and addressing of ISEQ issues in this case has been relatively easy, as the feedback has in the most part, solidified the movement forward with the programme due to the positive feedback seen.

## **Bachelor of Design (Industrial Design)**

For the Industrial Design units the overall scores were as follows:

11049 3D Digital Design Advanced	70% No comments
11048 Design for Low-Complexity	82% No comments
11046 Industrial Design Fundamentals	78% One comment - "I am so happy with the lecturers and tutors that I am for this course".
11052 Materials and Processes	83% No comments

Only in class feedback from students was that they did not like online/remote teaching and would like classes to return to face to face teaching (a situation out of our control).





Meeting of:	Academic Quality and Standards Committee		
Meeting date:	20 October 2022		
Item No.	3.10	Attachments:	nil

## Response to ISEQ Report:

### Faculty Of Arts and Design, Semester 1 2022

#### PURPOSE

This paper reports on the Faculty of Arts and Design's ISEQ outcomes for Semester 1 2022 and the Faculty's response to those outcomes. It identifies key contributing factors to the results and offers summary analysis of the results themselves. It also describes the Faculty's existing processes for engaging with and responding to ISEQ as well as work currently being undertaken or proposed to improve those processes.

#### RECOMMENDATION

The Academic Quality and Standards Committee resolves to **accept** the ISEQ Report, Faculty of Arts and Design, Semester 1 2022.

#### BACKGROUND

The ISEQ results provide one measure of outcome for learning and teaching within the Faculty as we work towards the Students and Education Plan 2018-2022 goals of improving positive ISEQ responses and response rates.

#### EXECUTIVE SUMMARY

##### S1 2022

- FAD's S1 Overall Response Rates are 0.2% lower than UC's S1 Response Rates
- ↓ FAD's S1 Overall Response Rates are 4.5% lower than our S1 2021 Response Rates
- ↑ FAD's S1 Overall 'Total Agree' Results are 2.7% higher than UC's S1 'Total Agree' Results
- FAD's S1 Overall 'Total Agree' Results are 0.2% lower than our S1 2021 'Total Agree'

	2020 Response Rate			2021 Response Rate			2022 Response Rate		
	S1	WIT	S2	S1	WIT	S2	S1	WIT	S2
UC	29.6	21.5	25.6	27.5	19.9	25.8	28.5		
FAD	31.2	23.5	27.7	32.8	23.5	28.6	28.3		

	2020 Total agrees			2021 Total agrees			2022 Total agrees		
	S1	WIT	S2	S1	WIT	S2	S1		
UC	82.1	81.2	82.1	81.9	85.0	82.4	82.2		
FAD	82.1	87.5	83.6	85.1	85.0	83.4	84.9		

The results for Semester 1 2022 show FAD holding steady on student satisfaction with high ‘total agree’ rates in relation to the University average (FAD 84.9% to UC’s 82.2). This achievement is the result of focused efforts across courses to generate positive student experiences through coherent curricula, student support and engagement, and learning delivery improvements, regardless of mode of delivery. This is a particularly strong achievement in the context of the ongoing variability in learning conditions dictated by the COVID-19 pandemic.

There is variability in the response rates, however, with response rates showing a marked decline in S1 2022 (4.5% lower than Faculty results for S1 2021, 0.3% lower than Faculty results for S2 2021). While the reasons for this drop are still subject to analysis, two factors can be proposed.

- 1) In 2021 ISEQ response rates were a developmental focus for the Faculty’s Education team, with a sustained campaign of messaging and some professional development workshops offered around ISEQ. This seems to have contributed to the particularly high response rates of that year. In early 2022, in conditions of constricted staff capacity both in the Education team and among academic staff teams, the Faculty shifted focus to strategies around grade distribution and student success; normal messaging around ISEQ was maintained, but without additional ‘boosting’ until Winter 2022.
- 2) In S1 2022 numerous staff gave anecdotal reports of noticeably lower student engagement in learning activities. Through staff discussions with students, two key factors appear prominent: ongoing pandemic conditions leading to high medical and care-giving absences, and economic conditions leading to competition from students’ working commitments. It seems likely that competing pressures on students’ time and engagement may also have had knock-on effects for ISEQ participation. The Faculty expects that the introduction of a new student survey in 2023, with refreshed questions and fewer contact points, may help to mitigate ongoing impacts from current conditions.

## PROGRAM LEVEL RESULTS

The following Faculty analysis considers results at the level of each program, comparing results across 2020-2022. Programs comprise one or more degree courses sharing a core.

- Red or green arrows indicate the trend of the results in relation to the same period in the previous year.
- Programs showing a downward trend of total agrees between 5% and 10% on the same period of the previous year are tagged orange, indicating that they are being monitored.

Program names are tagged red where they show one of the following:

- Response rates lower than 80% of the Faculty average of 28.3% (80%=22.64%)

- Response rates showing a downward trend of more than 5% in relation to the same period in the previous year
- Total agrees lower than 90% of the Faculty average of 84.9% (90% =76.41%)
- Total agrees showing a downward trend of more than 10% in relation to the same period in the previous year

These programs are flagged for further analysis and action.

Programs are tagged green for commendation where they show one of the following:

- Response rates over 30%
- Total agrees over 87%

### Response Rates

	2020 Response Rate		2021 Response Rate		2022 Response Rate	
	S1	S2	S1	S2	S1	S2
Bachelor of Arts	31.7	27.79	33.63↑	29.45↑	30.44↓	
Bachelor of Building Construction Management	28.71	23.03	31.41↑	29.57↑	29.07↓	
Bachelor of Communications and Media	35.54	31.56	36.18↑	29.1↓	26.72↓	
Bachelor of Creative Industries	NA	NA	20.27	15.64	16.48↓	
Bachelor of Design	29.33	25.21	38.37↑	30.57↑	37.51↓	
Bachelor of Digital Design	NA	NA	20.43	14.46	16.16↓	
Bachelor of Built Environment	35.29	29.99	36.05↑	31.27↑	27.06↓	
Master of Arts in Creative and Cultural Futures	34.17	49.62	23.62↓	18.85↓	20.13↓	
Master of Building & Construction Information Management	NA	NA	NA	NA	33.33	
Master of Communication	NA	NA	30.71	35.9	27.79↓	

Master of Design Strategies	35.34	30.77	32.74↓	29.87↓	21.18↓	
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### Overall Agrees

	2020		2021		2022 Overall Agrees	
	S1	S2	S1	S2	S1	S2
Bachelor of Arts	80.93	83.12	85.91↑	85.57↑	86.33↑	
Bachelor of Building Construction Management	79.25	87.27	85.47↑	82.88↓	87.19↑	
Bachelor of Communications and Media	83.43	82.63	87.24↑	80.84↓	85.62↓	
Bachelor of Creative Industries	NA	NA	79.07	89.05	75.59↓	
Bachelor of Design	80.15	77.1	82.02↑	85.28↑	84.58↑	
Bachelor of Digital Design	NA	NA	80	65.73	85.97↑	
Bachelor of Built Environment	81.84	84.79	86.18↑	86.05↑	81.43↓	
Master of Arts in Creative and Cultural Futures	90.23	94.61	92.81↑	91.14↓	100↑	
Master of Building & Construction Information Management	NA	NA	NA	NA	100	
Master of Communication	NA	NA	86.54	87.9	79.29↓	
Master of Design Strategies	72.84	90.16	80.45↑	70.37↓	48.65↓	

### PROGRAMS IDENTIFIED FOR COMMENDATION

The Faculty wishes to commend the efforts of all staff involved in delivery of the programs below.

The following programs achieved response rates over 30%, indicating high engagement with the ISEQ process program-wide:

<b>Degree</b>	<b>Response Rate</b>	<b>Sample Size</b>
Bachelor of Arts	30.44	1546
Bachelor of Design	37.51	913
Master of Building and Construction Information Management	33.33	6

The following programs achieved overall agrees over 87%, indicating high quality of teaching program wide, with the impact of low sample sizes in the Master programs noted.

<b>Degree</b>	<b>Overall agrees</b>	<b>Sample Size</b>
Bachelor of Building and Construction Management	87.19	366
Master of Creative and Cultural Futures	100%	32
Master of Building and Construction Information Management	100%	6

## **PROGRAMS IDENTIFIED FOR ANALYSIS & ACTION**

### **Bachelor of Creative Industries**

ISEQ Response rates are fairly consistently low across the TAFE Queensland partnership courses (Bachelor of Creative Industries and Bachelor of Digital Design programs), reflecting a disparity in staff and student familiarity with ISEQ and access to ISEQ results that we are working to overcome in collaboration with TQ management and teaching staff.

For the Bachelor of Creative Industries, the overall program response rate is at 16.48% (sample size 195), 11.82% below the Faculty response rate of 28.3%.

We continue to address ISEQ rates at the TAFE Queensland campus through regular reminders of the ISEQ cycle, through ISEQ awareness sessions as part of the 'Packed Lunch Pedagogy' professional development sessions (including one on ISEQ held on July 6 2022, featuring a TQ staff member on the panel), and through professional support of staff data access via the FAD Education team and the TQ Compliance Support Officer.

Staff have also been invited to contribute to the ISEQ review through discussions with the ADE in order to support the design of a student feedback mechanism that is of high quality for all teaching situations.

### **Bachelor of Digital Design**

For the Bachelor of Digital Design, the overall program response rate is at 16.16% (sample size 117), 12.14% below the Faculty response rate of 28.3%. Please see comments for the Bachelor of Creative Industries regarding response rates.

The program's overall agree rate is at 85.97%, an improvement of more than 20% over the previous semester's overall agrees, and almost 6% over the same teaching period in the previous year. This suggests that measures put in place to address student concerns in the previous semester, including addressing relevance in the core units, improvement of resources and improvement of lecture content and assessment design, have been highly successful. Please see the Faculty's S2 2021 report for further detail.

### **Bachelor of Built Environment**

For the Bachelor of Built Environment, the overall program response rate is at 27.06% (sample size 836), 8.99% below the response rate of 36.05% for the same program in the same teaching period of the previous year. Staff have renewed efforts to communicate about ISEQ rounds to lift these numbers to previous highs.

### **Master of Arts in Creative and Cultural Futures**

The Master of Arts in Creative and Cultural Futures has a response rate of 20.13 (sample size 32), less than 80% of the Faculty's response rate of 28.3. Low numbers in this program are contributing to wide variance in response rates across semesters. Satisfaction in the program is extremely high, with overall agrees at 100% (sample size 77).

Staff will continue to communicate with students throughout the ISEQ cycle, offering invitations to contribute and 'closing the loop' on feedback offered.

### **Master of Design Strategies**

The Master of Design Strategies has had a wide variability in response rates and overall agree rates 2020-2022. In S1 2022 response rates fell to 21.18 (sample size 18) and overall agrees to 48.65 (sample size 18). The variability over time is likely connected to low student numbers (22 students in S1 2022) and sample sizes, with response numbers ranging between 1 and 8 for individual units.

This degree was suspended to new admissions from S2 2021, and closure is to follow teach-out, but the Faculty and discipline staff remain committed to a high-quality educational experience for those students completing the degree. Newly designed units for the Graduate Certificate in Design are due to open in S1 2023 and are integrated into the teach-out plan for the remaining students in this degree.

Analysis of comments for S1 2022 indicate that a number of responses are neutral due to an intensive teaching mode used in the unit 11077 Innovation Toolbox, where teaching begins later in the semester.

As noted in the Faculty's previous report, analysis of comments across semesters in 2020 and 2021 indicate the following themes in student concerns:

- 1) A desire for greater distinction between assessment items and stronger guidance on assessment items
- 2) A desire for more real-world examples and greater industry input
- 3) A desire for more interaction between students.

The design of the new units has taken these issues into account with clearly scaffolded and distinguished assignments, the integration of case studies and industry reference points, and interactive activities built in across the replacement units. Early ISEQ responses in S2 2022 indicate positive response from students.

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**PREPARED BY**

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10 October 2022

**SUBMITTED BY**

Associate Professor Jen Crawford  
Associate Dean of Education: Strategic  
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10 October 2022

## **INTERFACE STUDENT EXPERIENCE QUESTIONNAIRE (ISEQ) REPORT**

### **FACULTY OF ARTS AND DESIGN, SEMESTER 2 2020**

#### **PURPOSE**

This paper reports on the Faculty of Arts and Design's ISEQ outcomes for Semester 2 2020 and the Faculty's response to those outcomes. It identifies key contributing factors to the results and offers summary analysis of the results themselves. It also describes the Faculty's existing processes for engaging with and responding to ISEQ as well as work currently being undertaken or proposed to improve those processes.

#### **RECOMMENDATION**

The University Education Committee resolves to **accept** the ISEQ Report, Faculty of Arts and Design, Semester 2 2020.

#### **BACKGROUND**

The 2020 Semester 2 ISEQ results provide one measure of outcome for learning and teaching within the Faculty as we work towards the [Students and Education Plan 2018-2022](#) targets of improving positive ISEQ responses from 80.9% in 2017 to 85% in 2021, and improving ISEQ response rates from 32.7% in 2017 to 38.5% in 2021.

##### *COVID-19 and the student experience*

It should be noted that the context in Semester 2 2020 included both the continued transition to online learning for the majority of FAD units, and a return to campus (including mixed mode) for necessary units – with these discreet circumstances having an expected effect on teaching conditions and student experience throughout this period.

As in semester 1 and WIT 2020, a number of measures were put in place to ensure effective transition with minimal disruption to the student learning experience. All FAD staff were required to complete a 'Mode Change Template' detailing the formats and tools to be used, whether learning would proceed synchronously or asynchronously, and what changes would be made to assessment. Conveners were required to notify students through announcements and to provide a Canvas discussion forum for questions about changes. All changes were assessed for approval by the Executive Dean to ensure integrity of learning and assessment practices.



FACULTY OF ARTS AND DESIGN ISEQ RESPONSE RATES AND RESULTS FOR S2 2020

Semester 2 2020 Response Rates

	UC		FAD	
	2019	2020	2019	2020
<b>Semester 2 ISEQ 1</b>				
	26.31%	29.01%	29.57%	31.72%
<b>Semester 2 ISEQ 2</b>				
	26.14%	24.85%	27.73%	26.04%
<b>Semester 2 ISEQ 3</b>				
	24.46%	22.47%	25.22%	24.81%
<b>Semester 2 Overall</b>				
	25.66%	25.53%	27.56%	<b>27.63%</b>

Semester 2 2020 Results

		UC		FAD	
		2019	2020	2019	2020
		<b>ISEQ 1: I have a clear idea of what I need to do to learn successfully in this unit</b>			
<b>Semester 2</b>	Total agree	83%	81.70%	83.70%	82.50%
	Total disagree	10.80%	11.50%	9.40%	10.60%
		<b>ISEQ 2-Q1: I am making the most of my opportunities to learn in this unit</b>			
<b>Semester 2</b>	Total agree	84.10%	83.90%	82.80%	85.30%
	Total disagree	9.10%	9.70%	9.30%	8.90%
		<b>ISEQ 2-Q2: Overall I am satisfied with my experience of this unit so far</b>			
<b>Semester 2</b>	Total agree	78.30%	77.90%	79.30%	80.00%
	Total disagree	13.90%	14.10%	12.50%	12.40%

		ISEQ 3-Q1: I made the most of my opportunities to learn in this unit			
Semester 2	Total agree	84%	83.80%	83.60%	83.20%
	Total disagree	9.20%	9.10%	8.70%	9.20%
		ISEQ 3-Q2: Learning experiences in this unit will help with my work-related goals			
Semester 2	Total agree	84.30%	85.10%	83.20%	85.90%
	Total disagree	9.70%	8.90%	10.30%	8.10%
		ISEQ 3-Q3: Overall I am satisfied with how the staff in the unit supported my learning			
Semester 2	Total agree	82.50%	82.10%	83.60%	85.10%
	Total disagree	11.60%	11.10%	10.30%	8.60%
		ISEQ 3-Q4: Overall I am satisfied with the quality of this unit			
Semester 2	Total agree	80.40%	80.50%	81.00%	83.80%
	Total disagree	13.10%	12.60%	12.20%	10.90%
		OVERALL:			
Semester 2	Total agree	82.36%	82.06%	82.48%	<b>83.61%</b>
	Total disagree	11.05%	11.03%	10.35%	<b>9.86%</b>

### ***Analysis: Response rates***

FAD's ISEQ1 reflected a response rate well above both FAD's 2019 response rate and UC's 2020 response rate. This early momentum plateaued somewhat in subsequent ISEQ periods, delivering a (FAD) total response rate commensurate with the FAD 2019 and UC 2020 response rates.

FAD's marginal increase in response rate over Semester 2 2019 marks progress towards the *Students and Education Plan* goal of a 38.5% response rate in 2021. Proposed actions to expedite this progress are outlined in FACULTY ISEQ RESPONSE PROCESSES below.

## ***Analysis: Results***

FAD's ISEQ results for Semester 2 2020 track above the UC results in most instances, with Total Agree figures for the whole semester at 83.61% (FAD) and 82.06% (UC).

It is noticeable that FAD's performance against its own 2019 figures is improved in the third ISEQ round, with Total Agree results improving for unit teaching and learning questions by between 1.5 - 2.8%, and the Faculty's overall Total Agree results for the semester improving by 1.13% over the overall S2 2019 results (and the Total Disagree results dropping by 0.49%, and sitting 1.17% below UC's 2020 results). In the context of the difficulties imposed by the COVID-19 pandemic, these are positive results, indicating the effectiveness of the Faculty's efforts to ensure a smooth transition to both online and mixed-mode learning.

In particular, positive responses to the measure 'Overall I am satisfied with how the staff in the unit supported my learning' (+1.5% on FAD 2019 figures and +3% on UC 2020 figures) are likely to reflect the outstanding efforts of FAD staff to look after student experience during the transition period and provide a positive educational experience appropriate to the circumstances.

Beyond the impact of COVID-19, significant improvements to the measures 'Overall I am satisfied with the quality of this unit' (+2.8% on FAD 2019 figures and +3.3% on UC 2020 figures) may well also reflect successes in the 'bedding in' of the new curriculum with its academic and career-focused improvements. Again, sampled comments offer some support for this interpretation:

"[PERSONALNAME] and [PERSONALNAME] are great. Nicely prepared teaching materials, clear guidelines and responses to student in a timely manner, full of discussions in the class. [PERSONALNAME], I enjoy my learning of this unit."

"Very interesting unit, engaging and challenging content. The lecturer always encourages us to share our opinions and provides interesting thought pieces for us to engage with."

"Good unit, learning a lot. Teachers handling [PERSONALNAME] virtual format well."

"I learnt a lot from the unit regarding writing for screen, tv, film and games. The lecture content was relevant, diverse and substantial, keeping me engaged throughout the semester. The practical work in the tutorials gave me real life examples of how to operate, both musically and professional, in this industry - something not always available from other sources."

"The unit is very good. The lectures are set out very well and are informative on the subjects we are learning. The tutorials are good and enable a large amount of communication and engagement. The assessments are laid out well and are understandable."

The remainder of this report details the Faculty's work towards continuous improvement in ISEQ results and response rates through the management of its ISEQ engagement and responses processes. Careful assessment of current processes and consideration of effective action to forward ongoing development is geared to accelerate work towards the achievement of the Students and Education Plan goals.

## **FACULTY ISEQ ENGAGEMENT PROCESSES**

### *Existing processes*

- Staff are encouraged to dedicate time during lessons to discussing ISEQ questions with students and allowing them to respond to ISEQ on the spot.
- Following each ISEQ round, staff are encouraged to discuss feedback in their classes and inform students of their unit improvement actions in response.
- Staff are encouraged to report changes to units using the Student Feedback fields in Unit Outlines, both for the Faculty and University record and to inform students of continuous improvement actions.

### *Current considerations*

- Consideration of ways to align class time on the ISEQ feedback cycle with specific disciplinary concepts and pedagogical goals may help staff to invest further in the process.
- The staff effort to achieve high response rates in the first response period for each semester has made a particularly strong contribution to the Faculty's overall response rates. A Faculty focus on sustaining these efforts in the subsequent response periods (despite 'survey fatigue') is a necessary next step.
- At present the Student Feedback fields in the Unit Outlines are not always meaningfully used. Staff may need greater awareness of the intended purpose of these fields and a range of exemplars to promote their meaningful use.

### *Proposed actions*

- FAD has launched a monthly series of themed pedagogy discussion sessions ('Packed Lunch Pedagogy'). Regular (biannual) inclusion of the ISEQ feedback cycle as a theme will (has) provide opportunities to share knowledge, awareness and support for engagement with the cycle. Discussion topics will (have) include integration of the feedback cycle within disciplinary knowledge, and ideas for sustaining response rates.
- Circulation of the sample UO Student Feedback entries provided by Learning and Teaching may help to improve the use of these entries as a reflective tool towards unit development. The exemplars will be included in future communications with staff about the ISEQ feedback cycle.

## FACULTY ISEQ RESPONSE PROCESSES

### *Existing processes*

- Staff are encouraged to engage in both autonomous and collaborative assessment and improvement of their units and teaching, through ongoing unit revision and through discipline- and program-based discussion.
- Given the significant role of Program Core units in anchoring student experience, Program Core Coordinators (PCCs) are provided with ISEQ responses for these units via the ADE. In consultation with the ADE, PCCs are encouraged to integrate consideration of thematic trends within their discussions and development work with unit convenors.
- Heads of School evaluate on-going whole-of-School performance through quantitative assessment of results. In conjunction with the ADE, Heads of School conduct close analysis of high-performing and low-performing unit results, with special attention to individual comments and comment themes. Heads of School and ADE plan specific responsive actions, including
  - Communications via the ADE to all staff on notable themes in the ISEQ feedback.
  - One-to-one professional development discussions between Heads of School and/or ADE and individual staff members, with the aim of identifying any necessary support, training and/or leadership opportunities.
  - The instigation of new staff development offerings including workshops, discussion groups and textual resources, with highly effective teaching staff encouraged to lead and share their experience.
- The ISEQ process at FAD's Third-Party Provider TAFE Queensland is distinct and determined by their institutional role structures and governance requirements. The Director of Faculty distributes ISEQ results to staff, who respond with an Actions in Response plan. A summary of ISEQ results and actions is compiled by the Faculty Compliance Officer for reporting to TQ's Higher Education and Research Committee.

### *Current considerations*

- At present Discipline Leads are using a variety of methods to evaluate unit performance and development needs in their areas, including collaborative discussion, one-to-one meetings and the use of a Unit Monitoring and Improvement form which provides a record of planned and executed unit changes. Comparative analysis of the effectiveness of these methods individually and in combination is needed to determine an effective whole-of-Faculty approach or appropriately differentiated Discipline- or Program-based approaches.
- Ongoing collaboration with TAFE Queensland staff is needed to ensure that coordination of analysis and response methods across the partnership continues to be fine-tuned, and that a sound community of practice in relation to the feedback cycle spans both institutions.

### *Proposed actions*

- Collaboration with TAFE Queensland staff on management of the ISEQ feedback cycle will occur via the working group, pedagogy discussion sessions and tailored ISEQ management meetings with Bruce and TQ staff.

- Discussion of management relating to the ISEQ feedback cycle, particularly at the level of Disciplines, is to be taken up within the Faculty Executive with the object of determining a systematic approach or combination of approaches. One such approach implemented post S2 2020 involved the submission of a report responding to the following three questions (as approved by the Faculty Executive):

- 1) Any noticeable trends or issues in the ISEQ responses for your area from S2 2020.
- 2) Actions taken.
- 3) Processes you use for identifying and addressing ISEQ issues.

Reports included for information below (Appendix A).

Robust processes for the management of the student feedback response cycle have helped to secure positive results within the Faculty, in both ISEQ response rates and measures of satisfaction, amid the highly challenging circumstances of 2020. These results are valued by the Faculty not just as steps towards the goals of the Students and Education Plan, but as measures of student experience itself. The ongoing development and refinement of FAD's processes in relation to student feedback aims to continue this important work, so that we may offer our students a richly responsive educational experience that brings out their best, and helps prepare them in every measure for the world beyond university.

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**PREPARED BY**

Erin Hinton  
FAD Associate Dean (Education)  
5 April 2021

**SUBMITTED BY**

Erin Hinton  
FAD Associate Dean (Education)  
5 April 2021

## APPENDIX A – Discipline Lead Response(s) to ISEQ S2 2020

### Bachelor of Arts (Digital Media)

- High overall satisfaction at 84% (response-rate = 33%)
- All staff actively engaged in promoting ISEQ, but response rates seem stubborn around 33-35%. Higher response rates (close to 40%) can be obtained by asking students to complete ISEQ in class.
- Digital media is strongly lab-based, and so in S2 2020 we had to run classes at half size due to maximum occupancy requirements. This meant running twice as many classes, which was not financially viable. Two approaches were chosen. For three units, we ran the classes at half length (e.g.: instead of 2 hours with 20 students, we ran 1 hour with 10), and provided additional material online – so classes became more focused on what we could do in class, with students expected to do additional work out of class. For one unit (11134) we ran full-length classes of half size every other week.

Some liked the every second week format (Sound Design, small cohort) "This has been a great course. It has been a unique experience because of how small the class was. It was also unique because we were only on campus every second week, but I think it worked very well. The online exercises supported the face-to-face classes really well. Thanks!"

In other units, students complained about the small class sizes and the shorter tutorials, arguing that it was not worth their time coming on to campus for a shorter class. It should be noted that, especially in first year units, the digital media class was often the only one where students needed to come on-campus (their other classes stayed online), so the one-hour once a week becomes quite clearly ridiculous for them in terms of the time and cost of coming onto campus for such a short duration. This also led to quite low turn-out in tutorials, which in turn made the experience on campus even poorer.

The major take-away from this was that if we are going to ask students to come onto campus (in any semester, not just COVID-affected semesters), it has to be a more intensive on-campus experience, and make sure their time on campus is maximised, and longer less-frequent is better than shorter more frequent.

### Bachelor of Arts (Film Production)

1) *Any noticeable trends or issues in the ISEQ responses for your area from S2 2020.*  
NO NOTICABLE TRENDS

2) *Actions taken.*

3) *Processes you use for identifying and addressing ISEQ issues.*

- NOTE any recurring statements ....
  - note if the issue is for elective or primary cohort students (as this does make a difference to the context, it doesn't mean we dismiss it, but it helps us address it better).

- Assess if a change based on the recurring statement is desirable consider what we gain vs what we lose ...
  - if we decide for change make the change in the next iteration tell the current cohort the impact of their comments tell the new cohort that we have made the change
  - If we do not make the change
    - explain why
    - discuss ways in which we can mitigate the problem whilst keeping the benefits

## **Bachelor of Arts (Global Studies) and the Master of International Development**

Happily, there aren't any major abnormalities in GS or the MID. Below, I highlight some of the key items that have arisen out of discussions with colleagues:

### *Noticeable trends of issues in the ISEQ responses + actions taken*

The response rates for the MID varies from unit to unit, but this is expected to an extent given the small numbers enrolled (averaging 15 - 20). Unit convenors have exhorted their students to respond to ISEQ but the nature of the student demographic (mostly international students, many of whom lost their jobs during COVID as they moonlighted in the service industry) meant that many students were even further disengaged from university.

Staff in GS reported that students from other Faculties (they self-identify as such in ISEQ) tend to be a bit vocal about not being provided with weighted rubrics for assignments, and they struggle a little with the difficulty of the readings. We'd be interested to know if this aligns with the experience of other FAD colleagues. The staff who received these comments went to great lengths to explain to their students, in class and via Canvas announcements, their rationale for using rubrics that were not weighted. These included the need to holistically evaluate written assignments in the Humanities and Social Sciences, wanting to dissuade students from thinking about their work in a compartmentalised fashion, and the need to produce 'work-ready' graduates who are able to accept briefs from supervisors/stakeholders/clients and independently discern what is important about the document that they are being asked to produce, and what they should especially pay attention to.

Because of COVID, all of the units that ran in GS and the MID were either mostly or entirely delivered online. In this setting, students were quite forgiving in the face of various challenges involved in online learning but consistently expressed hope that there would be a return to face-to-face classes in 2021. In S1 2021, most of the offerings have adopted a hybrid delivery format featuring recorded lectures and in-person tutorials.

### *Processes used for identifying and addressing ISEQ issues*

GS and the MID staff are a small, fairly tightly knit group which helps to facilitate collegial conversations around ISEQ feedback. This includes sharing of ISEQ feedback, both verbally and through the actual files being sent around and allows for newer staff to understand / benchmark the scores that they were receiving. In turn, this confidence and sharing helps to promote experimentation with teaching approaches and assessment design in response to student feedback.

More formally, the Discipline Lead for Global Studies organised a Discipline meeting at the end of the semester, sent through a formal 'check in' email to canvas the discipline for any ISEQ issues, and created a Microsoft Teams group chat to help facilitate in-semester communication (the MID benefitted as well from this process due to the overlap between the staff teaching across



GS/MID). These contact points helped to ensure that any core issues arising from ISEQ feedback would be relayed back to the Discipline Lead and the Convenor of the MID.

### Conservation and Heritage Units

- Aesthetics and Stability (11163)
- Structure and Integrity (11162)
- Understanding Cultural and Heritage Values (11121) – Online
- Heritage Conservation (BE) (11015) – Online

1) *Any noticeable trends or issues in the ISEQ responses for your area from S2 2020.*

a) Across all units there appeared a desire for more practical components, with less theory, but there was also some acknowledgment that this could be attributed to adjustments made for Covid-safe delivery.

b) Some issues to do with access to the lab outside of class hours (for assignment work on objects), and similarly students would like better access to tutors outside of tutorial times (over email etc.)

c) Feedback indicated students disliked where tutorials were run on Monday mornings (following a 9am Monday lecture), allowing little time for students to prepare for class between each activity.

2) *Actions taken.*

a) Heritage units were run completely online in Semester 2, which limited how many practical elements could be incorporated. In 2021 they will be run face-to-face.

b) Lab units: There are several 'open lab' sessions run each week by the lab manager.

For Heritage units: Drop-in sessions in the Virtual Room at a regular time (5pm Mondays) with the unit convenor each week. This allows students better access to staff feedback about assignments and any other concerns, but also avoids extra work for sessional staff in communicating with students.

c) Lecture recordings to be made available as early as possible (start of the weekend prior) where tutorials are running on Monday mornings.

3) *Processes you use for identifying and addressing ISEQ issues.*

Issues are identified where they have been consistently raised more than once for each larger unit (and in each instance for smaller units).

ISEQ issues are openly discussed with the teaching team during regular teaching meetings. How issues can be resolved for the semester are discussed and actions recommended for future delivery identified.

## **Bachelor of Built Environment (Architecture)**

Following a check in with academic and sessional staff, a few observations (some general, some tied to S2 2020 specifics):

Generally, student feedback has been positive (in comments and in scores); Feels to staff as scores and feedback slightly better than same period 2019; As you know, a couple of units were delayed in starting due to unforeseen changes in academic staff availability; those teaching into those impacted units maintained regular updates to students via Canvas and things settled and progressed normally with positive excitement to have things up and running normally (taking the anecdotal pulse of the various cohorts); Active leaders in the student clubs has had a roll on affect to the studio culture for the studio-based disciplines.

## **Bachelor of Design (Industrial Design)**

11049 3D Digital Design Advanced - Remote delivery- overall score 75%, Response Rate 8/19, ISEQ comments were positive, only negative comment was that it was not easy doing this unit remotely due to software requirements. When students were asked in class for feedback to help improve the unit, they replied that it was all good, however, they prefer face-to-face delivery. Next year this unit will be returned to face-to-face delivery.

11048 Design for Low-Complexity- Face-to-face delivery- Overall score 86%, Response Rate 9/23, ISEQ comments from students were all very positive (no negative comments). Unit is running smoothly, no problems encountered.

11046 Industrial Design Fundamentals - Face-to-face delivery- Overall score 83%, Response Rate 33/42, ISEQ comments from students were all very positive (no negative comments). Unit is running smoothly, no problems encountered.

11052 Materials and Processes Advanced- Lectures are delivered remotely while tutorials are face-to-face - overall score 56%, Response Rate 4/13, only one ISEQ comments noting that they would prefer this unit to be delivered face-to-face. Overall the unit is running smoothly, no problems encountered. When students were asked in class for feedback to help improve the unit, they replied that it was all good, they liked the face-to-face tutorials, however, they did not like the lecture delivered remotely they prefer them to be face-to-face. Some student noted that because their home internet often dropped out, they had to come to unit and attend the class from one of the campus computers (in a computer lab or in the library). Next this unit will return to face-to-face lectures and tutorials.

A common theme that seems to emerge from the feedback is that Industrial Design students prefer face-to-face teaching.

## **Bachelor of Design (Interaction Design) (Visual Communication Design)**

- 1) *Any noticeable trends or issues in the ISEQ responses for your area from S2 2020.*
  - Overall response is positive. Year 1 units have significant number of elective students. Year 2 and 3 specialisation units have low students' numbers as IxD as a course is quite small. A breakup of ISEQ score for all units below.
  - Unit (ISEQ agreement)

11054 (78)

11056 (71)

11057 (0)

11060 (88)

One of the units 11057 with 11 students has 0 responses. This is a cause for concern.

2) *Actions taken.*

- For unit with low response I have mentioned this to the students. And will remind them in the next period through multiple channels – Canvas announcement, Lecture and during tutorials.

3) *Processes you use for identifying and addressing ISEQ issues.*

- ISEQ is a good starting point for quantitative feedback. In addition, for units I teach I remind students to provide feedback or reach out anytime if they are having issues. So far I have not faced a situation or response that has a major cause for concern. Qualitative feedback shows that students are happy and at times they do say workload is heavy but they realise it is necessary (they self-reflect on their comments). I did send start of sem msg to all IxD students listing out touch points for help. Will do it again in week 6 and week 10.

### **Bachelor of Communication and Media (Corporate and Public Communication)**

- 1) No concerning trends overall. Some students struggled with the online aspect, particularly in one unit that was delivered asynchronously. While some students enjoyed the self-pacing of the unit content, others struggled with being motivated and knowing what to do each week. Group work continues to be challenging for some groups and this was likely exacerbated by the remote group work required in S2, 2020.
- 2) This is unlikely to be an issue for S2, 2021; however, if units are being delivered online we have discussed moving towards an option that is synchronous for students who prefer the weekly contact with their tutor/UC. We continue to use group work strategies such as group learning contracts, regular team WIPs with tutors, peer and self-assessment of the assignment work produced by groups and peer and self-evaluation of the team work process in our CPC units. This have generally worked well.
- 3) We generally discuss our ISEQ unit results in discipline meetings. At the end of the semester each of the UCs complete the unit MRI form, summarising their ISEQ results, their own teaching reflections and any actions for the next offering and submit to me. At the moment this is only for our CPC-specific units, not shared units, but I would like to implement this for our shared units also this year. I think we need better processes around MRI-ing shared units as it's not always clear if they are true shared multi-disciplinary units or owned by one discipline with other disciplines' students just taking those units.

### **Bachelor of Communication and Media (Journalism)**

The S2 2020 ISEQ data was strong. There were no noticeable deviations from previous years. Our ISEQ data has been consistently strong for the semester 2 offerings.

As DL, I asked all unit convenors to provide a pdf of their ISEQ and highlight any issues.

As a team, we all met and shared our feedback and discussed it within a wider discussion about the future of the programme.

No major actions were required. After each round of ISEQ, unit convenors were asked to thank students for their participation and discuss any of the issues raised.

## Report on Semester 2 2020 ISEQ and Responses by Interior Architecture Brisbane

*Noticeable trends or issues in the ISEQ responses for your area from S2 2020*

In Semester 2 2020 the units that I convened were part of the Bachelor of Interior Architecture and the Bachelor of Design degrees and were as follows:

- 9302 Design Strategies
- 8957 Graduation Studio (6 credit points)

As the courses named above were in teach-out the student cohorts were small. The units only received positive feedback, a sample of which is as follows:

*I am really enjoying this unit this semester. The assessment topic is relevant and contemporary. The classes are well-paced and organized keeping everyone on track.*

Graduation Studio

*This subject helps to provide a sense of what a real-world design studio would feel like.*

Graduation Studio

*Content delivery is very clear and concise, and assignments are easy to understand.*

Design Strategies

### *Actions taken*

As previously mentioned only positive feedback was received so the teaching approach taken for both units was validated by the feedback. This is especially true for Graduation Studio where I trialed a more open project brief where students had to undertake their own built environment research to locate their own sites. This gave the students more responsibility over their projects and enabled them to feel a greater sense of ownership over their project outcomes.

*Processes you use for identifying and addressing ISEQ issues.*

The identification of ISEQ issues relies on the submission of adequate written feedback. In addition to this I believe that I am good at 'sensing the room' during lectures and tutorials, and I often adapt the unit content and assessments to suit the perceived needs of the student cohort. This is particularly true if I feel that students require greater detail or information around a particular topic or process.

## **Bachelor of Creative Industries (Music)**

*1) Any noticeable trends or issues in the ISEQ responses for your area from S2 2020.*

Good comments and satisfaction for the Music units on Interface.

The results seem weighted evenly and fairly with not too many fails or HDs in any unit.

*2) Actions taken.*

None required from Music.

However, I also convene the Creative Project cores. These typically have large cohorts (92 for Creative Project 4 for example). They are also delivered at Coomera and TAFE Brisbane campuses.

There was a telling comment from a student who complained that they did not feel they could improve their work if no feedback was provided.

All our units use rubrics to help with marking (these are provided to students along with their assessment instructions also).

I emailed all Discipline leads at the end of last year to remind them to provide written feedback and not to simply mark direct off the rubric. This has been addressed at our past end of semester retreats too.

*3) Processes you use for identifying and addressing ISEQ issues.*

As it is, all music staff meet in person to discuss Music results and share ISEQ data between us via email.

In years past we used to run a Higher Ed. retreat at the end of each semester and issues like these were discussed and actioned.



Meeting of:	Academic Quality and Standards Committee		
Meeting date:	23 June 2022		
Item No.	3.14	Attachments:	Nil

## Response to ISEQ Report

### FACULTY OF ARTS AND DESIGN, SEMESTER 2 2021

#### PURPOSE

To provide the Academic Quality and Standards Committee with the Faculty's response to the ISEQ results. It offers summary analysis of the results themselves, program-level analysis of the results and describes the programs' and Faculty's responses to the results. It also describes the Faculty's existing processes for engaging with and responding to ISEQ, and provides updates on actions taken since the previous report.

#### RECOMMENDATION

The Academic Quality and Standards Committee resolves to **accept** the ISEQ Report, Faculty of Arts and Design, Semester 2 2021.

#### BACKGROUND

The ISEQ results provide one measure of outcome for learning and teaching within the Faculty as we work towards ongoing improvement of positive ISEQ responses and response rates, in keeping with the [Students and Education Plan 2018-2022](#) target of maintaining total agrees above 80%.

#### EXECUTIVE SUMMARY

- ↑ FAD's S2 Overall Response Rates are 2.8% higher than UC's S2 Response Rates
- → FAD's S2 Overall Response Rates are 0.2% higher than our S2 2020 Response Rates
- ↑ FAD's S2 Overall 'Total Agree' Results are 1% higher than UC's S2 'Total Agree' Results
- → FAD's S2 Overall 'Total Agree' Results are 0.2% lower than our S2 2020 'Total Agree'

	2020 Response Rate			2021 Response Rate		
	S1	WIT	S2	S1	WIT	S2
UC	29.6	21.5	25.6	27.5	19.9	25.8
FAD	31.2	23.5	27.7	32.8	23.5	28.6

	2020	2021
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	Total agrees			Total agrees		
	S1	WIT	S2	S1	WIT	S2
UC	82.1	81.2	82.1	81.9	85.0	82.4
FAD	82.1	87.5	83.6	85.1	85.0	83.4

FAD had an overall student response rate of 28.6% in S2, 2021, above the UC response rate of 25.8%.

The ‘total agree’ results for Semester 2 2021 show FAD holding steady on student satisfaction with ‘total agree’ rates marginally higher than the University average (1%) and very slightly lower (0.2%) than FAD’s result for the same period in 2020.

These results stem from focused efforts across courses on ISEQ awareness, as well as efforts to generate positive student experiences through coherent curricula, student support and engagement, and learning delivery improvements, regardless of mode of delivery. The results are a particularly strong achievement in the context of the ongoing variability in learning conditions dictated by the COVID-19 pandemic.

## PROGRAM LEVEL RESULTS

The following Faculty analysis considers results at the level of each program, comparing results across 2020 and 2021. Programs comprise one or more degree courses sharing a core.

- Red or green arrows indicate the trend of the results in relation to the same period in the previous year.
- Programs showing a downward trend of total agrees between 5% and 10% are tagged orange, indicating that they are being monitored.

Programs are tagged red where they show one of the following:

- Response rates lower than 80% of the Faculty average (22.88%)
- Response rates showing a downward trend of more than 5%
- Total agrees lower than 90% of the Faculty average (75.06%)
- Total agrees showing a downward trend of more than 10%

These programs are flagged for further analysis and action.

## Response Rates

	2020 Response Rate	2021 Response Rate

	S1	S2	S1	S2
Bachelor of Arts	31.7	27.79	33.63↑	29.45↑
Bachelor of Building Construction Management	28.71	23.03	31.41↑	29.57↑
Bachelor of Communications and Media	35.54	31.56	36.18↑	29.1↓
Bachelor of Creative Industries	NA	NA	20.27	15.64↓
Bachelor of Design	29.33	25.21	38.37↑	30.57↑
Bachelor of Digital Design	NA	NA	20.43	14.46
Bachelor of Built Environment	35.29	29.99	36.05↑	31.27↑
Master of Arts in Creative and Cultural Futures	34.17	49.62	23.62↓	18.85↓
Master of Building & Construction Information Management	NA	NA	NA	NA
Master of Communication	NA	NA	30.71	35.9
Master of Design Strategies	35.34	30.77	32.74↓	29.87↓

### Overall Agrees

	2020		2021	
	Overall agrees		Overall agrees	
	S1	S2	S1	S2
Bachelor of Arts	80.93	83.12	85.91↑	85.57↑
Bachelor of Building Construction Management	79.25	87.27	85.47↑	82.88↓
Bachelor of Communications and Media	83.43	82.63	87.24↑	80.84↓



Bachelor of Creative Industries	NA	NA	79.07	89.05
Bachelor of Design	80.15	77.1	82.02↑	85.28↑
<b>Bachelor of Digital Design</b>	NA	NA	80	<b>65.73</b>
Bachelor of Built Environment	81.84	84.79	86.18↑	86.05↑
Master of Arts in Creative and Cultural Futures	90.23	94.61	92.81↑	91.14↓
Master of Building & Construction Information Management	NA	NA	NA	NA
Master of Communication	NA	NA	86.54	87.9
Master of Design Strategies	72.84	90.16	80.45↑	<b>70.37↓</b>

### **Bachelor of Creative Industries**

ISEQ Response rates are fairly consistently low across the TAFE Queensland partnership courses (Bachelor of Creative Industries and Bachelor of Digital Design programs), reflecting a disparity in staff and student familiarity with ISEQ that we are working to overcome in collaboration with TQ management and teaching staff.

For the Bachelor of Creative Industries, the overall program response rate is at 15.64% (sample size 64), 12.98% below the Faculty response rate of 28.62%. However, the program's total agree rate is at 89.05%, 5.65% higher than the Faculty average, indicating that lower engagement with ISEQ does not reflect overall student dissatisfaction.

We continue to address ISEQ rates at the TAFE Queensland campus through regular reminders of the ISEQ cycle, through ISEQ awareness sessions as part of the 'Packed Lunch Pedagogy' professional development sessions, and through professional support of staff data access via the FAD Education team and the TQ Compliance Support Officer.

Staff have also been invited to contribute to the ISEQ review through discussions with the ADE in order to support the design of a student feedback mechanism that is of high quality for all teaching situations.

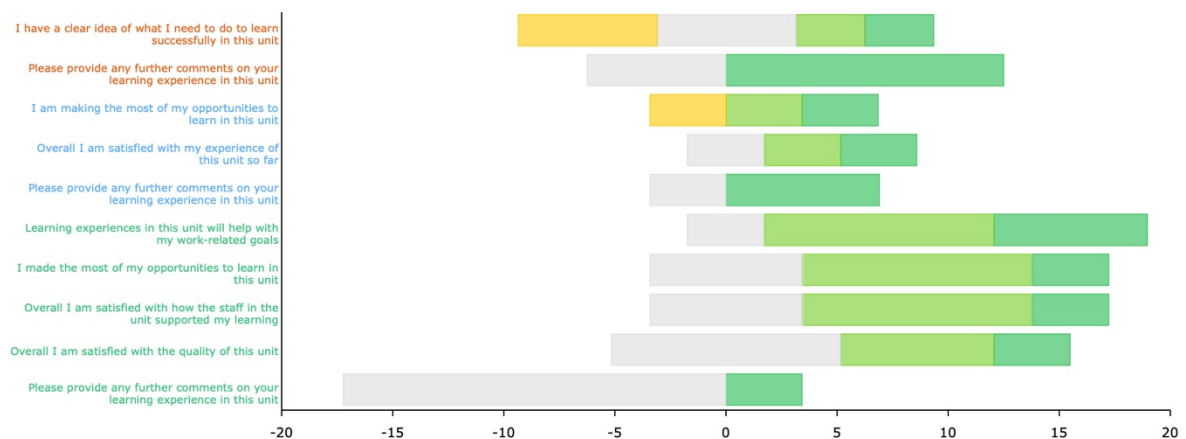
### **Bachelor of Digital Design**

For the Bachelor of Digital Design, the overall program response rate is at 14.46% (sample size 95) , 14.16% below the Faculty response rate of 28.62%.

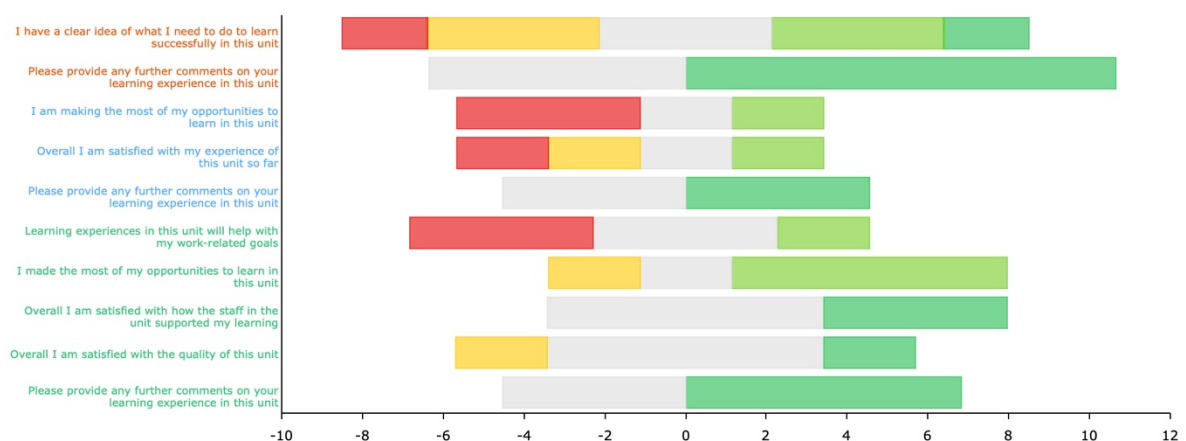
The program’s total agree rate is at 65.73%, 17.67% below the Faculty average for this period.

Comment analysis reveals two main student concerns in this teaching period.

- 1) Disruption to the delivery of unit 11684 when COVID transitions and staff illness led to a change of convenor/lecturer twice in the same teaching period. The responses to this unit were initially low, but stabilised as the replacement staff member made ongoing efforts to help students recover from the disruption.



- 2) Dissatisfaction with a core unit, 11610 which took broader design perspectives. Multiple students responded that they did not understand the relevance of those perspectives to Game Design, pointing specifically to Indigenisation work as ‘irrelevant’ to their careers. A number of comments also praise the teaching staff for their excellent efforts.



TQ and FAD staff are currently engaged in a review of the core units across the Creative Industries and Digital Design Degrees to improve the coherence of the core units overall and improve student experience. Support will also be offered to core teaching staff on ways to scaffold Indigenous

knowledges and perspectives in the course to help develop student readiness to understand its relevance.

Across the Bachelor of Digital Design, a number of additional improvements are being made:

- Additional acquisition of relevant emerging XR technology like VR Headsets to ensure currency of Discipline units. This improvement has been raised with relevant parties and is being pursued by TAFE QLD. Ideally, acquisition of new Headsets will be available for delivery in S2 2022.
- Development of additional multimodal resources to supplement existing material, specifically video tutorials (Teleporting with Multiple Objects in VR, Opening Doors in VR, Locks on Doors in VR, etc), also to ensure currency of Discipline units.
- Ongoing review of lecture content to ensure currency.
- Review of assessment structure and criteria to ensure clarity of assessment, as well as appropriate scaffolding and challenge for students of varied abilities.

### **Master of Arts in Creative and Cultural Futures**

The Master of Arts in Creative and Cultural Futures saw a drop in response rates of 30.77% between S2 2020 (49.62%, sample size 66) and S2 2021 (18.85%, sample size 36). While this seems like a large disparity, comment analysis shows that a number of students took the opportunity in the earlier period to comment on teaching arrangements during COVID lockdown conditions, whether to thank staff for support or to comment on difficulties of heritage lab access during lockdown. Adaptations made during this period (such as video demonstrations of heritage lab activities and at-home materials kits) appear to have been highly successful overall, as reflected in the consistently very high rates of total agrees (94.61% in S2 2020 and 91.14% in S2 2021). The decrease in responses in the later period may reflect a less pressing need for this highly satisfied cohort to offer feedback to staff and the institution as conditions stabilised to some degree.

Staff will continue to communicate with students throughout the ISEQ cycle, offering invitations to contribute and 'closing the loop' on feedback offered.

### **Master of Design Strategies**

The Master of Design Strategies has had a wide variability in total agree rates across 2020 and 2021, and in S2 2021 fell by 19.79% to 70.37% (sample size 23) from the high rate of 90.16% in S2 2020 (sample size 24). The variability is likely connected to low student numbers (15 students in S2 2021) and sample sizes, with response numbers ranging between 2 and 9 for individual units.

This degree was suspended to new admissions from S2 2021, and closure is to follow teach-out, but the Faculty and discipline staff remain committed to a high-quality educational experience for those students completing the degree. Newly designed units for the Graduate Certificate in Design are due to open in S2 2022 and are integrated into the teach-out plan for the remaining students in this degree.

Analysis of comments across semesters in 2020 and 2021 indicate the following themes in student concerns:

- 1) A desire for greater distinction between assessment items and stronger guidance on assessment items
- 2) A desire for more real-world examples and greater industry input
- 3) A desire for more interaction between students.

The design of the new units has taken these issues into account with clearly scaffolded and distinguished assignments, the integration of case studies and industry reference points, and interactive activities built in across the replacement units.

## **FACULTY ISEQ ENGAGEMENT PROCESSES**

### *Existing processes*

- Staff are informed of the upcoming ISEQ open and closing dates several times prior to ISEQ commencement.
- Staff are encouraged to dedicate time during lessons to discussing ISEQ questions with students and allowing them to respond to ISEQ on the spot, ensuring that students have privacy to do so.
- Following each ISEQ round, staff are reminded to discuss feedback in their classes and inform students of their unit improvement actions in response (mandatory).
- Staff are encouraged to report changes to units using the Student Feedback fields in Unit Outlines, both for the Faculty and University record and to inform students of continuous improvement actions. Insufficient responses are rejected (for reconsideration) during the unit outline approval process.
- FAD runs a monthly series of themed pedagogy discussion sessions ('Packed Lunch Pedagogy'). Regular (biannual) inclusion of the ISEQ feedback cycle as a theme provides opportunities to share knowledge, awareness and support for engagement with the cycle. Discussion topics have included integration of the feedback cycle within disciplinary knowledge, ideas for effectively communicating unit improvement actions (i.e. closing the feedback loop) and ideas for sustaining response rates.
- FAD staff have been kept updated on the progress of the ISEQ review and a number of staff have taken up the opportunity to offer feedback on the effectiveness of ISEQ and possibilities for future development through the ADE: Strategic Development.

## **FACULTY ISEQ FEEDBACK RESPONSE PROCESSES**

### *Existing processes*

- Staff are encouraged to engage in both autonomous and collaborative assessment and improvement of their units and teaching, through ongoing unit revision and discipline- and program-based discussions.
- Given the significant role of Program Core units in anchoring the student experience, Program Core Coordinators (PCCs) are provided with ISEQ responses for these units via the ADE. In consultation with the ADE, PCCs are required to integrate consideration of thematic trends within their discussions and development work with unit convenors.
- Heads of School evaluate on-going whole-of-School performance through quantitative assessment of results. In conjunction with the ADE, Heads of School conduct close analysis of

high-performing and low-performing unit results, with special attention to individual comments and comment themes. Heads of School and ADE plan specific responsive actions, including:

- Communications via the ADE to all staff on notable themes in the ISEQ feedback.
- One-to-one professional development discussions between Heads of School and/or ADE and individual staff members, with the aim of identifying any necessary support, training and/or leadership opportunities.
- The instigation of new staff development offerings including workshops, discussion groups and textual resources, with highly effective teaching staff encouraged to lead and share their experience.
- The ISEQ process at FAD's Third-Party Provider TAFE Queensland is distinct and determined

by their institutional role structures and governance requirements. The Director of Faculty distributes ISEQ results to staff, who respond with an Actions in Response plan. A summary of ISEQ results and actions is compiled by the Faculty Compliance Officer for reporting to TQ's Higher Education and Research Committee.

*Update on actions identified in last report:*

- Previously, the Unit Improvement Action Plan was required for units determined to fall under a quality threshold (ISEQ Total Agrees <75%); a process which limited the notion of formalised unit improvements to poor performance rather than essential progression, and additionally limited the record keeping of improvement to such units. From S2 2021 we began to circulate Unit Improvement Action Plans to all staff, with the encouragement to record all unit improvements on these forms and to maintain these records in staff folders.

We continue to require Action Plans in response to low ISEQ scores, outlying grade distributions, and identified academic integrity breach patterns. After a trial semester, we have had feedback from staff that mandatory submission of Action Plans for all units created workload management difficulties, so the Education team continues to consult and consider the best options for efficient consolidated reporting.

Alongside Action Plans required for identified quality reasons and those maintained voluntarily, we continue to maintain records through unit outline updates (via the 'actions taken in response to student feedback' section), marks moderation records (for all units), the MRI cycle and in relation to any course development/renewal work.

- A need was identified for ongoing collaboration with TAFE Queensland staff to ensure that coordination of analysis and response methods across the partnership continues to be fine-tuned, and that a sound community of practice in relation to the feedback cycle spans both institutions. This action is ongoing, but initial steps include, from S2 2021, the separation of TQ grades assessment into its own meetings (rather than combined School/Faculty meetings), providing a dedicated forum for TQ and Bruce convenors to discuss unit performance, ISEQ responses and grade distributions. Broader steps towards a shared community of scholarship and pedagogy are in place, including representation by TQ staff members on two Packed Lunch Pedagogy panels in S1 2022. Further steps to improve ISEQ performance are currently under discussion with TQ Faculty management.
- ISEQ results access for Discipline Leads – FAD continues to liaise with L+T to establish discipline level InterfaceX access for discipline leads. In the meantime, and as a temporary solution, the ADE is circulating Program-level data to Program Core Coordinators and

Discipline Leads within the program. Mid-semester results will continue to be monitored by the Heads of School and ADE's, and disseminated to Discipline Leads where necessary (i.e. where informal review and units improvement is required).

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**PREPARED BY**

Associate Professor Jen Crawford  
Associate Dean of Education: Strategic  
Development  
15 June 2022

**SUBMITTED BY**

Associate Professor Jen Crawford  
Associate Dean of Education: Strategic  
Development  
15 June 2022



Meeting of:	Academic Quality and Standards Committee		
Meeting date:	9 March 2023		
Item No.	3.20	Attachments:	#

## Response to ISEQ Report:

### Faculty Of Arts and Design, Semester 2 2022

#### PURPOSE

This paper reports on the Faculty of Arts and Design's ISEQ outcomes for Semester 2 2022 and the Faculty's response to those outcomes.

#### RECOMMENDATION

The Academic Quality and Standards Committee resolves to accept the ISEQ Report, Faculty of Arts and Design, Semester 1 2022.

#### BACKGROUND

The ISEQ results provide one measure of outcome for learning and teaching within the Faculty as we work towards the Students and Education Plan 2018-2022 goals of improving positive ISEQ responses and response rates.

#### OVERVIEW

The results for Semester 2 2022 show FAD holding steady on student satisfaction with high 'total agree' rates in relation to the University average (FAD 83.5% to UC's 82.3), and a relatively high response rate (28% in relation to UC's 25.8). Across three years, we can see marked consistency in S2 satisfaction rates, while satisfaction in other teaching periods has improved, giving an overall positive picture. While response rates for S1 2022 had dropped from previous S1 highs, the S2 response rate remains consistent with previous S2 periods.

#### SUMMARY OF FACULTY RESULTS

##### S2 2022

- ↑ FAD's S2 Overall Response Rates are 2.2% higher than UC's S2 Response Rates
- ↓ FAD's S2 Overall Response Rates are 0.7% lower than our S2 2021 Response Rates
- ↑ FAD's S2 Overall 'Total Agree' Results are 1.2% higher than UC's S2 'Total Agree' results
- → FAD's S2 Overall 'Total Agree' Results are 0.1% higher than our S2 2021 'Total Agree' results

	2020 Response Rate	2021 Response Rate	2022 Response Rate
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	S1	WIT	S2	S1	WIT	S2	S1	WIT	S2
UC	29.6	21.5	25.6	27.5	19.9	25.8	28.5	18.1	25.8
FAD	31.2	23.5	27.7	32.8	23.5	28.6	28.3	21.2	27.9

	2020 Total agrees			2021 Total agrees			2022 Total agrees		
	S1	WIT	S2	S1	WIT	S2	S1	WIT	S2
UC	82.1	81.2	82.1	81.9	85.0	82.4	82.2	84.5	82.3
FAD	82.1	87.5	83.6	85.1	85.0	83.4	84.9	83.6	83.5

## RESULTS OF PREVIOUS ACTIONS

The previous report identified the following issues and actions:

PROGRAM	ISSUE	ACTION	OUTCOME/FURTHER ACTION
Bachelor of Creative Industries	Low response rate in relation to faculty average	Staff reminders, Packed Lunch Pedagogy session on ISEQ, professional support of data access.	Response rates continue to drop (S1 16.48 to S2 15.8).  <b>Further action:</b> ADE held in person course briefing meetings with course teams and ran a 2 hr workshop on student engagement and feedback cycles on Feb 3 <sup>rd</sup> and 4 <sup>th</sup> 2023.
Bachelor of Digital Design	Low response rate in relation to faculty average	Staff reminders, Packed Lunch Pedagogy session on ISEQ, professional support of data access.	Response rates have seen marked improvement (S1 16.16% to S2 26.76%). Commendations to the course team.
Bachelor of the Built Environment	Low response rate in relation to previous period	Staff reminders, Packed Lunch Pedagogy session on ISEQ, professional support of data access.	This course has regained considerable ground on response rates (S1 27.06 to S2 31.35). Commendations to the course team.
Master of Arts in Creative and Cultural Futures	Low response rate in relation to faculty average	Staff reminders, Packed Lunch Pedagogy session on ISEQ	Response rates remain relatively low in this teach-out course with low sample sizes. No further action pursued.
Master of Design Strategies	Low response rate in relation to faculty average	Staff reminders, Packed Lunch Pedagogy session on ISEQ.	Response rates remain relatively low in this teach-out course with low sample sizes (S1 20.13 to S2 20.72). No further action pursued.  Overall Agrees have improved from S1 48.65



	Low overall agrees	Revision of teach-out plan for degree. Refinement of assessment items and industry engagement.	to 100%. Commendations to the course team.
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**PROGRAM LEVEL RESULTS**

The following Faculty analysis considers results at the level of each program, comparing results across 2020-2022. Programs comprise one or more degree courses sharing a core.

- Red or green arrows indicate the trend of the results in relation to the same period in the previous year.
- Programs showing a downward trend of total agrees between 5% and 10% on the same period of the previous year are tagged orange, indicating that they are being monitored.

Program names are tagged red where they show one of the following:

- Response rates lower than 80% of the Faculty average of 27.9% (80%=22.32%)
- Response rates showing a downward trend of more than 5% in relation to the same period in the previous year
- Total agrees lower than 90% of the Faculty average of 83.5% (90% =75.15%)
- Total agrees showing a downward trend of more than 10% in relation to the same period in the previous year

These programs are flagged for further analysis and action.

Program names are tagged green for commendation where they show one of the following:

- Response rates higher than 110% of the Faculty average of 27.9 (110% = 30.69%)
- Total agrees higher than 105% of the Faculty average of 83.5 (105% = 87.68)

**Response Rates**

	2020 Response Rate		2021 Response Rate		2022 Response Rate	
	S1	S2	S1	S2	S1	S2
Bachelor of Arts	31.7	27.79	33.63↑	29.45↑	30.44↓	23.7↓
Bachelor of Building Construction Management	28.71	23.03	31.41↑	29.57↑	29.07↓	26.5↓

Bachelor of Communications and Media	35.54	31.56	36.18↑	29.1↓	26.72↓	32.8↑
Bachelor of Creative Industries	NA	NA	20.27	15.64	16.48↓	15.8↑
Bachelor of Design	29.33	25.21	38.37↑	30.57↑	37.51↓	26.69↓
Bachelor of Digital Design	NA	NA	20.43	14.46	16.16↓	26.76↑
Bachelor of Built Environment	35.29	29.99	36.05↑	31.27↑	27.06↓	31.35↑
Master of Arts in Creative and Cultural Futures	34.17	49.62	23.62↓	18.85↓	20.13↓	20.72↑
Master of Building & Construction Information Management	NA	NA	NA	NA	33.33	62.43
Master of Communication	NA	NA	30.71	35.9	27.79↓	25.3↓
Master of Design Strategies	35.34	30.77	32.74↓	29.87↓	21.18↓	20.00↓

### Overall Agrees

	2020		2021		2022 Overall Agrees	
	Overall agrees		Overall agrees			
	S1	S2	S1	S2	S1	S2
Bachelor of Arts	80.93	83.12	85.91↑	85.57↑	86.33↑	83.93↓
Bachelor of Building Construction Management	79.25	87.27	85.47↑	82.88↓	87.19↑	73.9↓
Bachelor of Communications and Media	83.43	82.63	87.24↑	80.84↓	85.62↓	81.8↑
Bachelor of Creative Industries	NA	NA	79.07	89.05	75.59↓	85.8↓
Bachelor of Design	80.15	77.1	82.02↑	85.28↑	84.58↑	82.36↓
Bachelor of Digital Design	NA	NA	80	65.73	85.97↑	82.31↑

Bachelor of Built Environment	81.84	84.79	86.18↑	86.05↑	81.43↓	84.95↓
Master of Arts in Creative and Cultural Futures	90.23	94.61	92.81↑	91.14↓	100↑	77.77↓
Master of Building & Construction Information Management	NA	NA	NA	NA	100	84.55
Master of Communication	NA	NA	86.54	87.9	79.29↓	88.67↑
Master of Design Strategies	72.84	90.16	80.45↑	70.37↓	48.65↓	100.00↑

### PROGRAMS IDENTIFIED FOR COMMENDATION

The Faculty wishes to commend the efforts of all staff involved in delivery of the programs below.

The following programs achieved response rates over 30.7%, indicating high engagement with the ISEQ process program-wide:

Degree	Response Rate	Sample Size
Bachelor of Communications and Media	32.8	1030
Bachelor of Built Environment	31.35	936
Master of Building and Construction Information Management	62.43	113

The following programs achieved overall agrees over 87.7%, indicating high quality of teaching program wide, with the impact of low sample sizes in the teach-out MDS noted.

Degree	Overall agrees	Sample Size
Master of Communication	88.67	128
Master of Design Strategies	100%	6

## **PROGRAMS IDENTIFIED FOR ANALYSIS & ACTION**

### **Bachelor of Creative Industries**

ISEQ Response rates remain low in the TQ Bachelor of Creative Industries program. The FAD ADE Strategic Engagement held in person course briefing meetings with course teams and ran a 2 hr workshop on student engagement and feedback cycles on Feb 3<sup>rd</sup> and 4<sup>th</sup> 2023. We expect to be able to measure the impact in the S1 2023 ISEQ results.

### **Master of Arts in Creative and Cultural Futures**

ISEQ Response rates remain low in the MACCF program (20.72%, total students 23). Given the low student numbers and high satisfaction rates in this teach-out course, no further action is proposed at this point.

### **Master of Communication**

ISEQ Response Rates have dropped from 35.9 (S2 2021) to 25.3 (S2 2022). Work is in progress with course staff on cycles and cultures of feedback.

### **Master of Design Strategies**

ISEQ Response rates remain low in the MACCF program (20.00%, total students 7). Given the low student numbers and high satisfaction rates in this teach-out course, no further action is proposed at this point.

## **COURSE LEVEL RESULTS**

### **Courses are flagged for action where**

- Total agrees are lower than 90% of the Faculty average of 83.5% (90% = 75.15%)
- Total agrees show a downward trend of more than 10% in relation to the same period in the previous year and are below the Faculty average

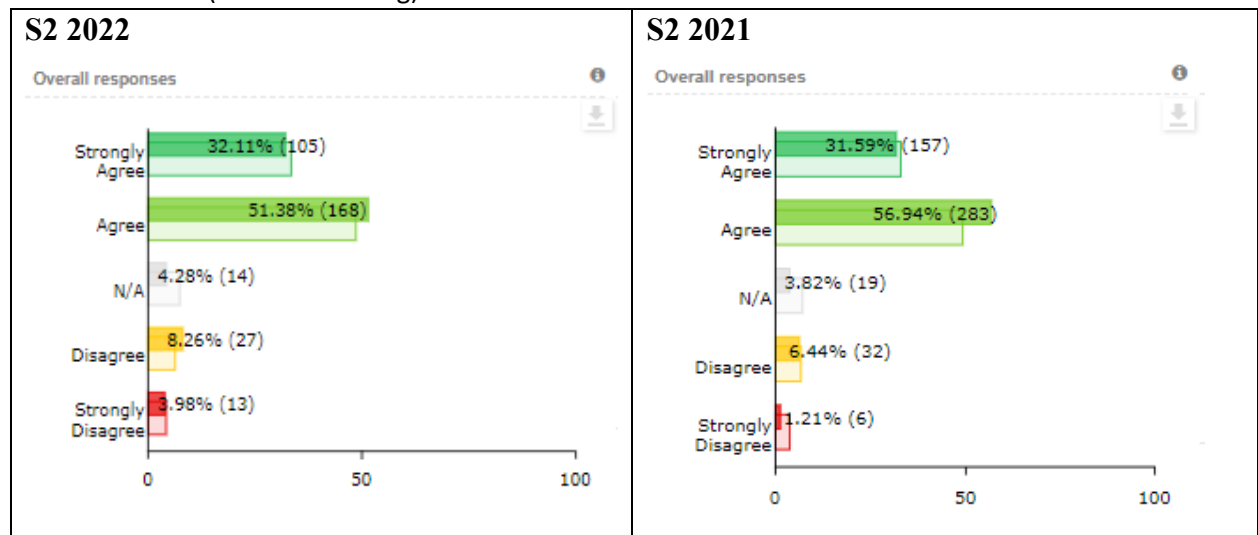
### **Courses are flagged for commendation where**

- Total agrees higher than 105% of the Faculty average of 83.5% (105% = 87.68)
- Total agrees show an upward trend of more than 10% in relation to the same period in the previous year

Where applicable, actions in progress appear under the course results below.

## Bachelor of Arts

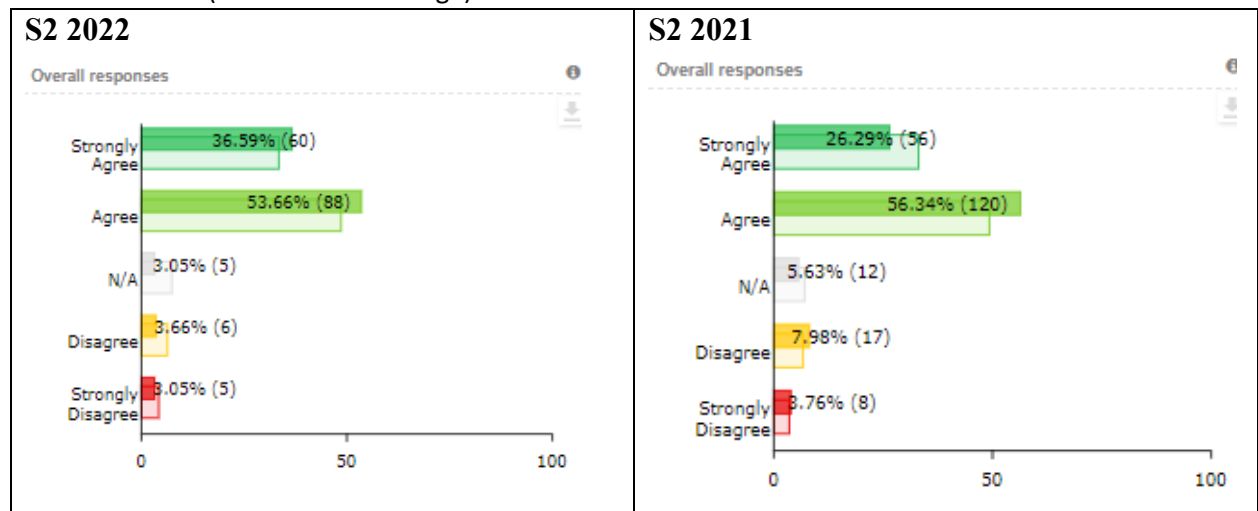
### Bachelor of Arts (Creative Writing)



OA = 83.49

OA = 88.53

### Bachelor of Arts (Culture and Heritage)

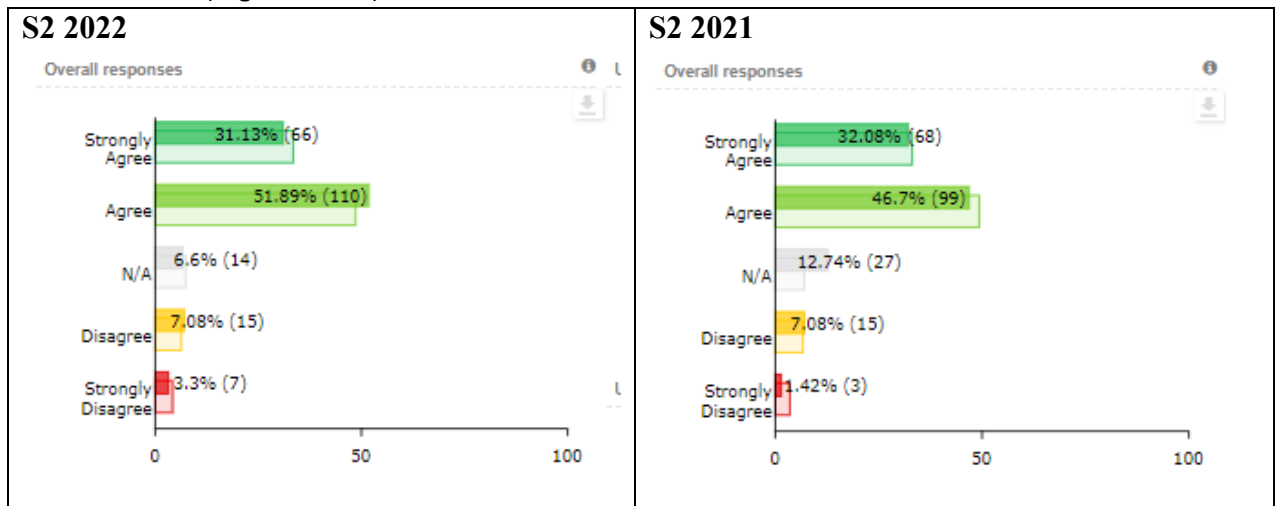


OA=90.25

OA=82.63

Commendations are due to the course team for an excellent result.

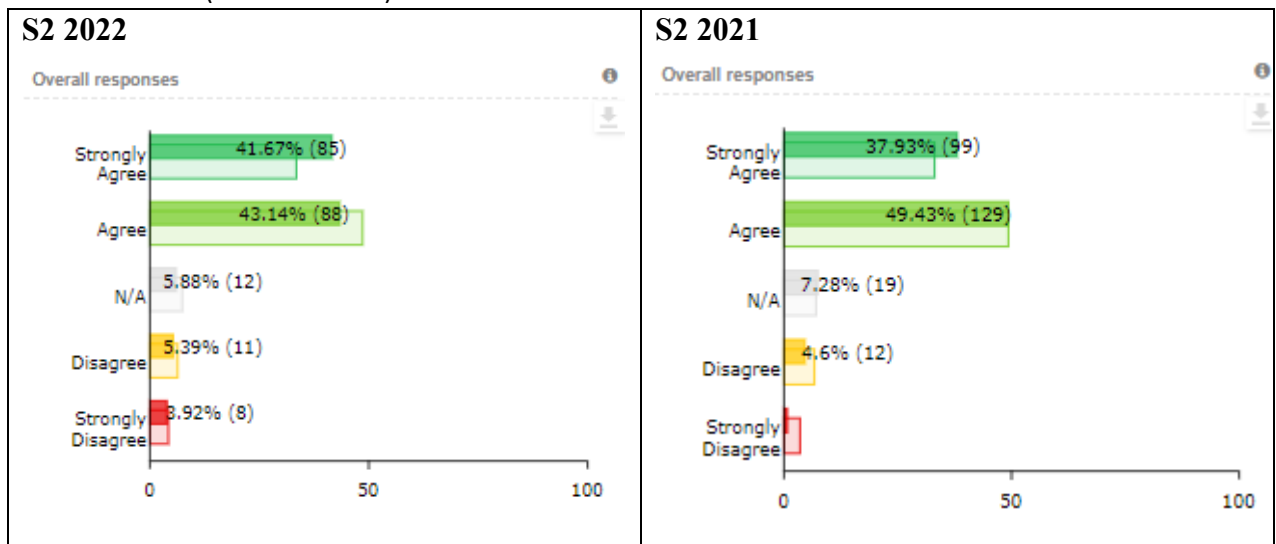
Bachelor of Arts (Digital Media)



OA=83.02

OA=78.78

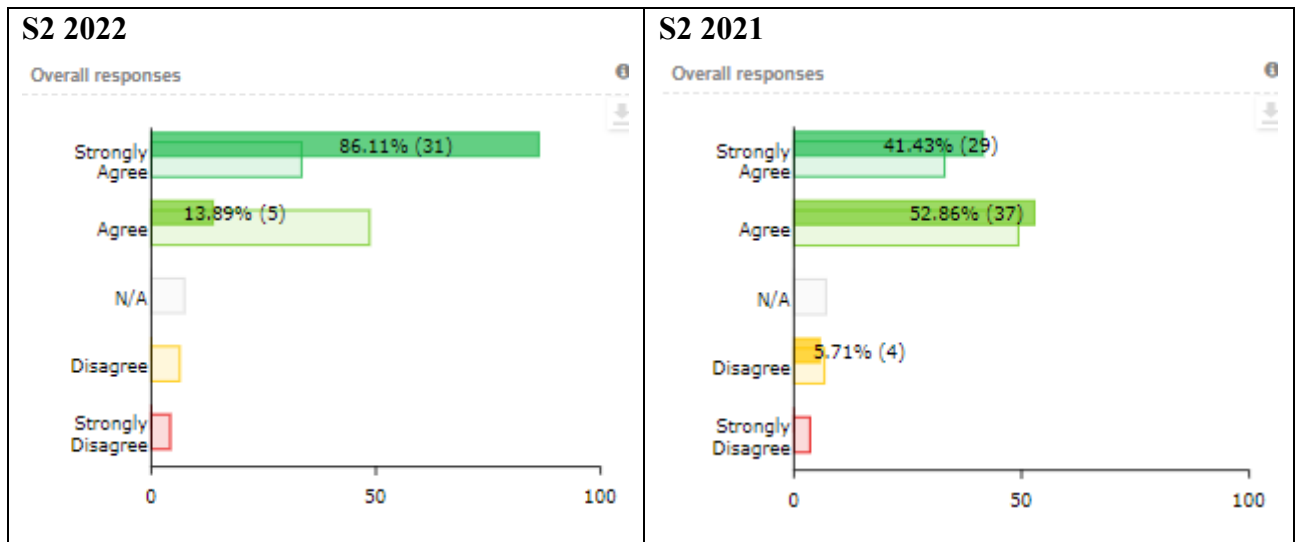
Bachelor of Arts (Global Studies)



OA=84.81

OA = 87.36

## Bachelor of Arts and Design (Honours)



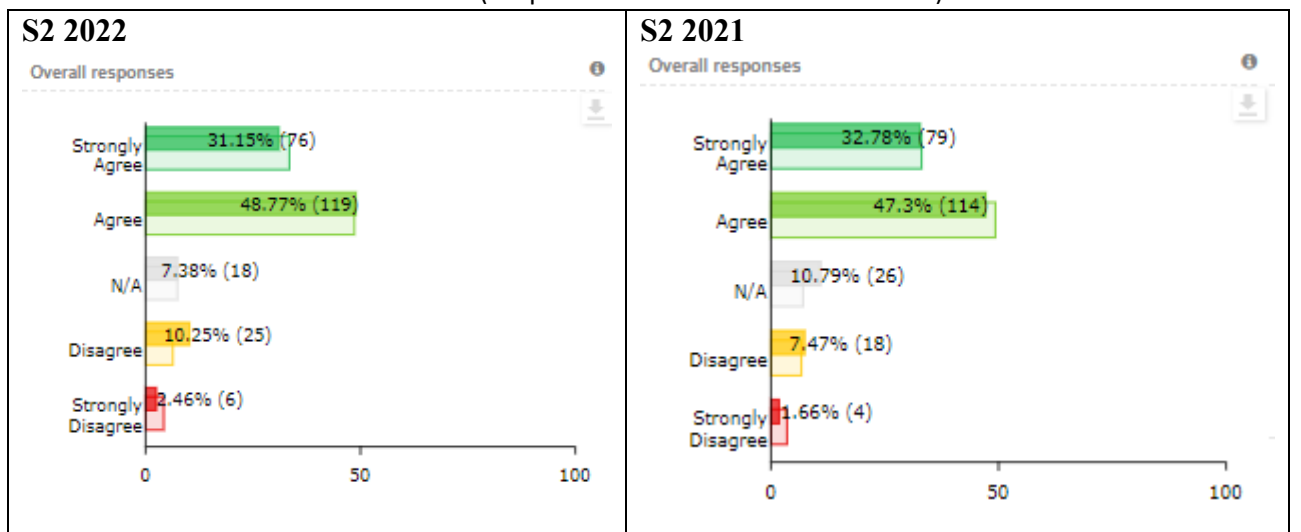
OA=100

OA=94.29

Commendations are due to the course team for an excellent result.

## BACHELOR OF COMMUNICATION AND MEDIA

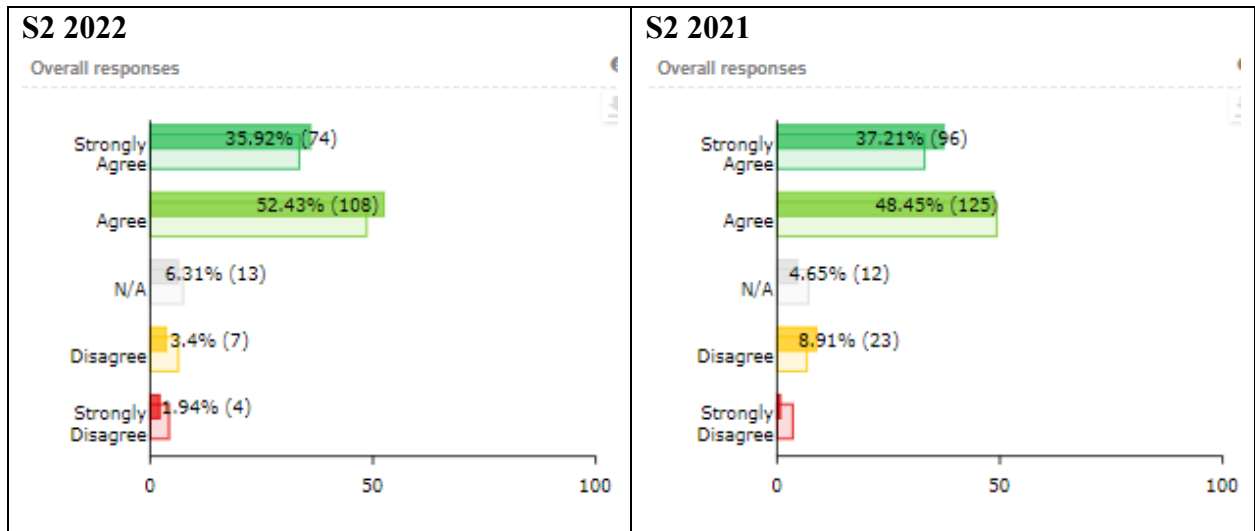
Bachelor of Communication and Media (Corporate and Public Communication)



OA=79.92

OA=80.08

Bachelor of Communication and Media (Journalism)

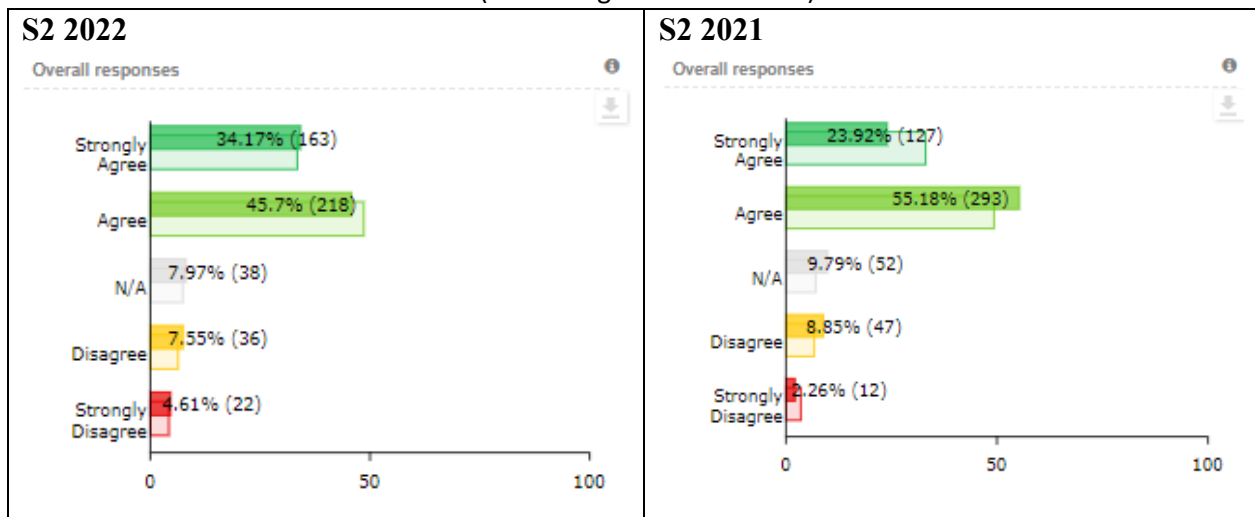


OA=88.35

OA=85.66

**Commendations are due to the course team for an excellent result.**

Bachelor of Communication and Media (Marketing Communication)

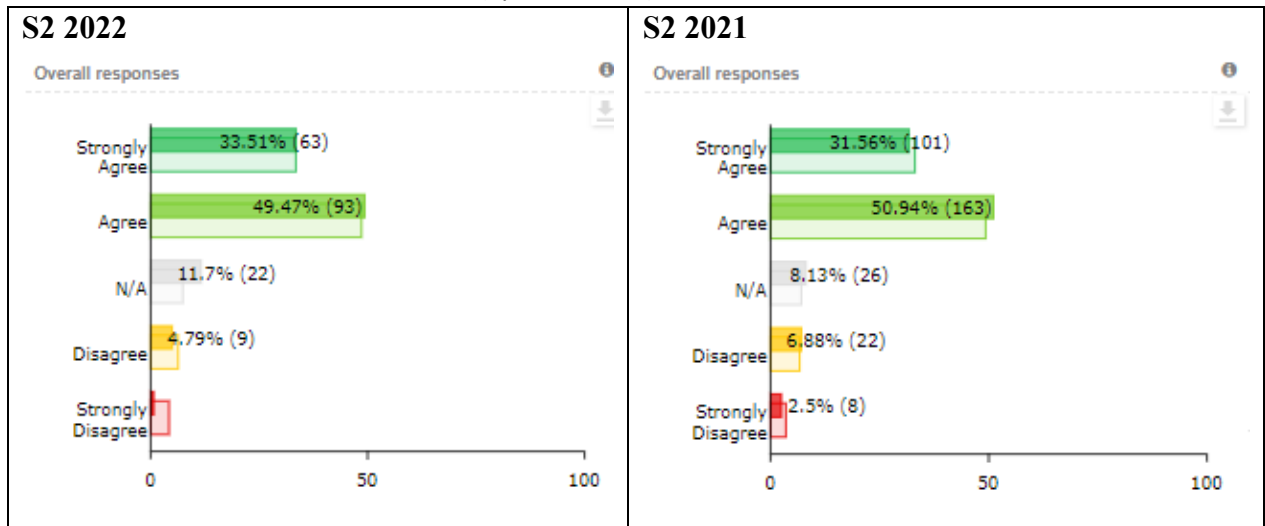


OA=79.87

OA=79.1



Bachelor of Communication and Media (Sports Media)

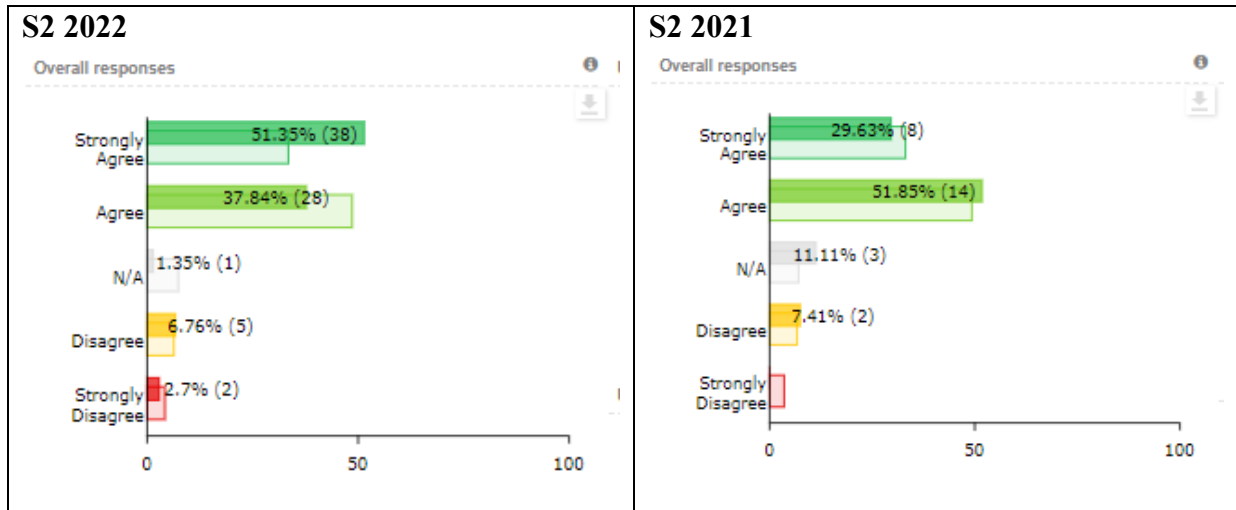


OA=82.98

OA=82.5

**BACHELOR OF CREATIVE INDUSTRIES**

Bachelor of Creative Industries (Acting and Performance)

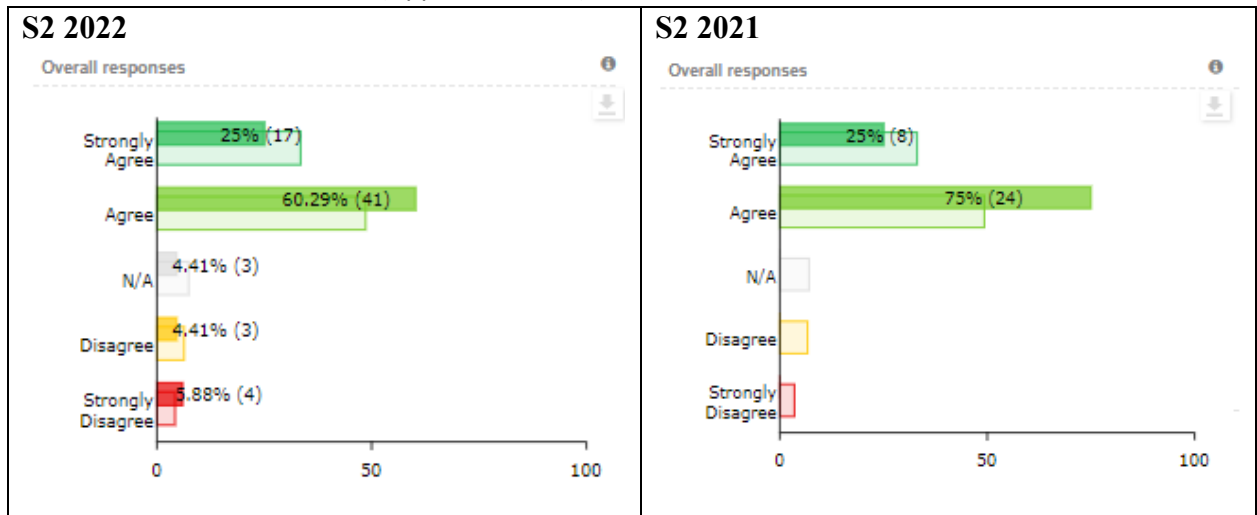


OA=89.19

OA=81.48

Commendations are due to the course team for an excellent result.

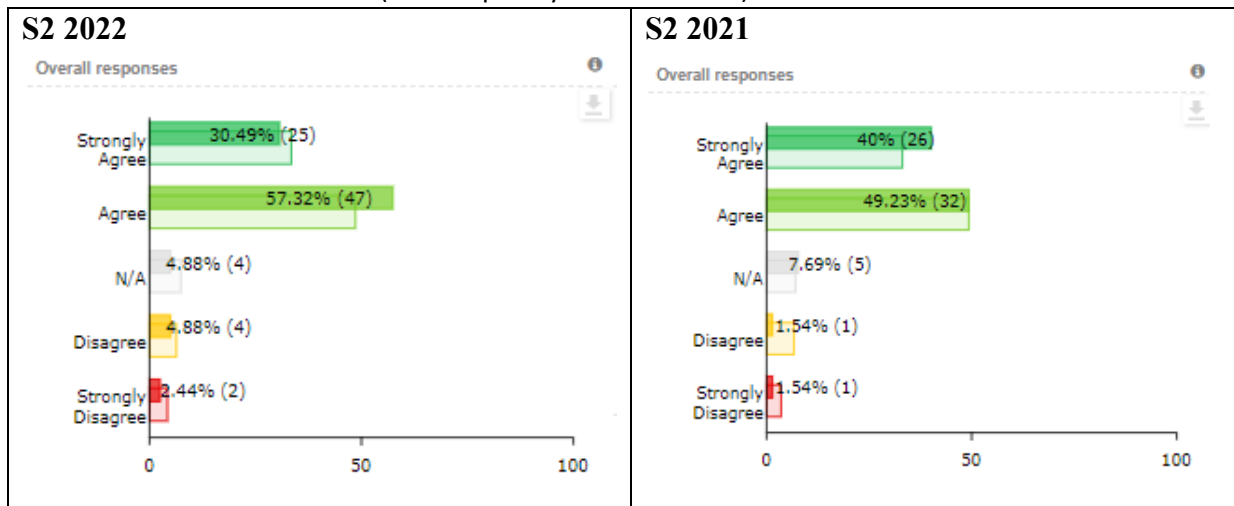
Bachelor of Creative Industries (Applied Fashion)



OA=85.29

OA=100

Bachelor of Creative Industries (Contemporary Music Practice)

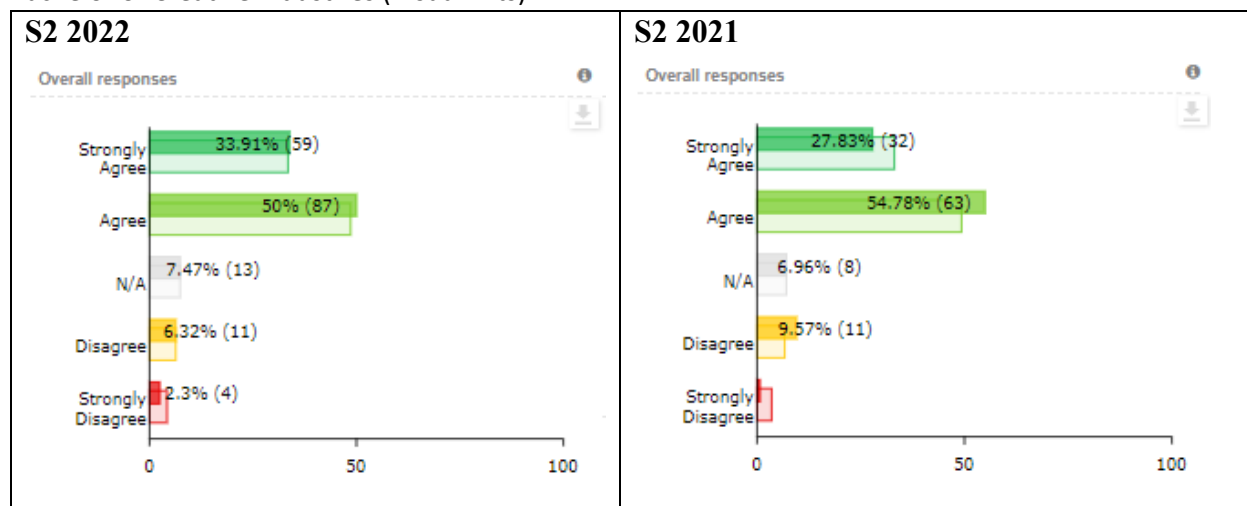


OA=87.81

OA=89.23

Commendations are due to the course team for an excellent result.

## Bachelor of Creative Industries (Visual Arts)

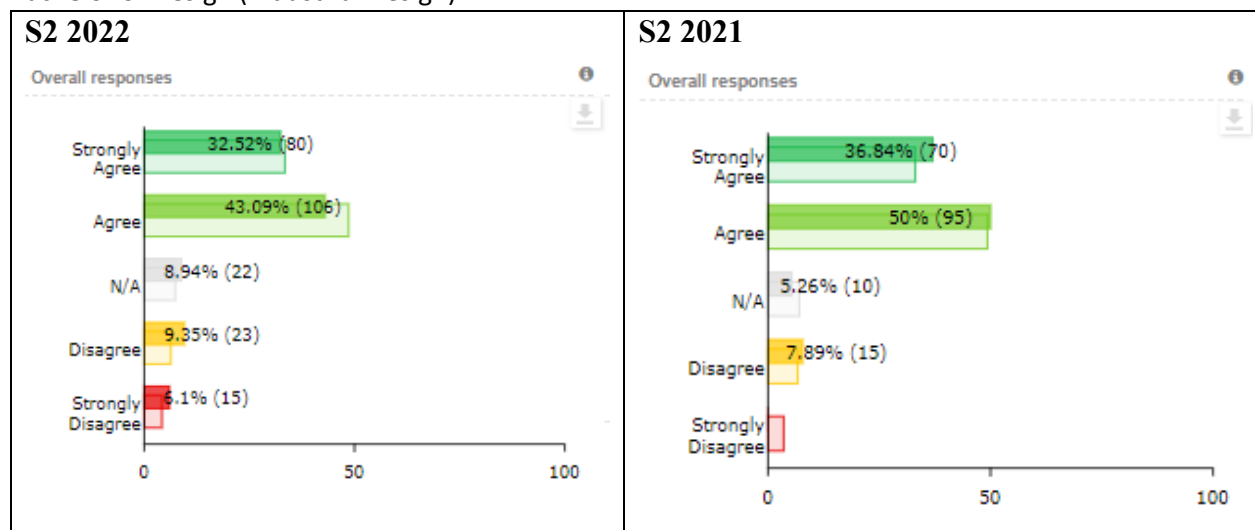


OA=83.91

OA=82.61

## BACHELOR OF DESIGN

### Bachelor of Design (Industrial Design)



OA=75.61

OA=86.84

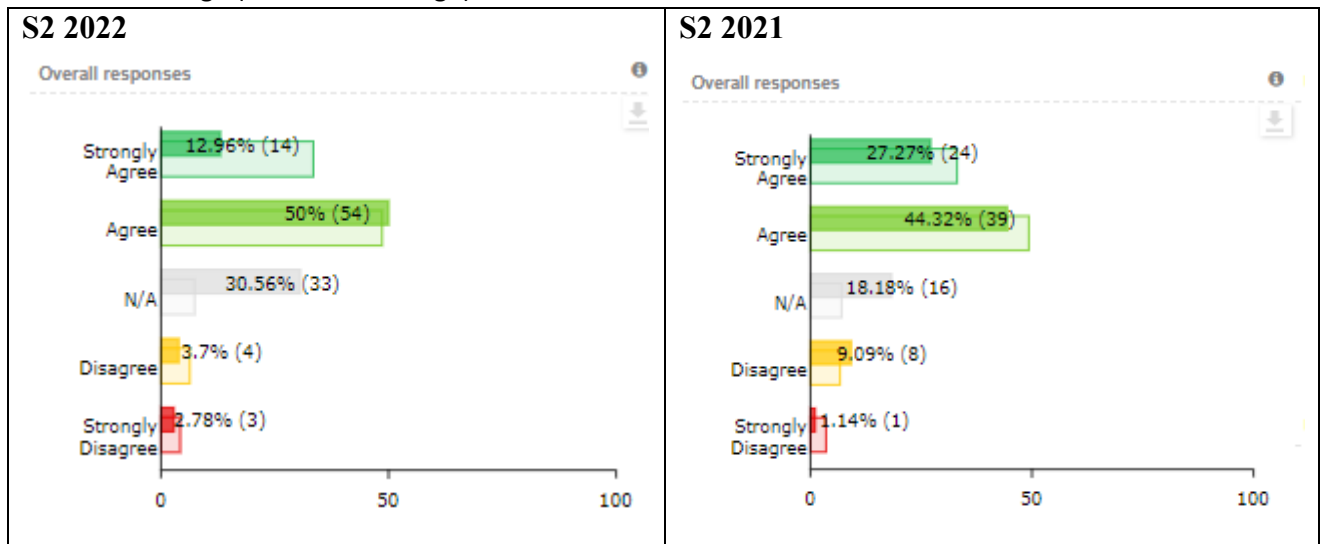
#### Identified issues:

- Industrial Design students are not feeling adequately represented in Professional Practice units.

#### Actions in progress:

- Collaboration between Discipline staff and WIL staff to ensure the Industrial Design concerns are appropriately represented in materials, activities and assessment.

Bachelor of Design (Interaction Design)



OA=62.96

OA=71.59

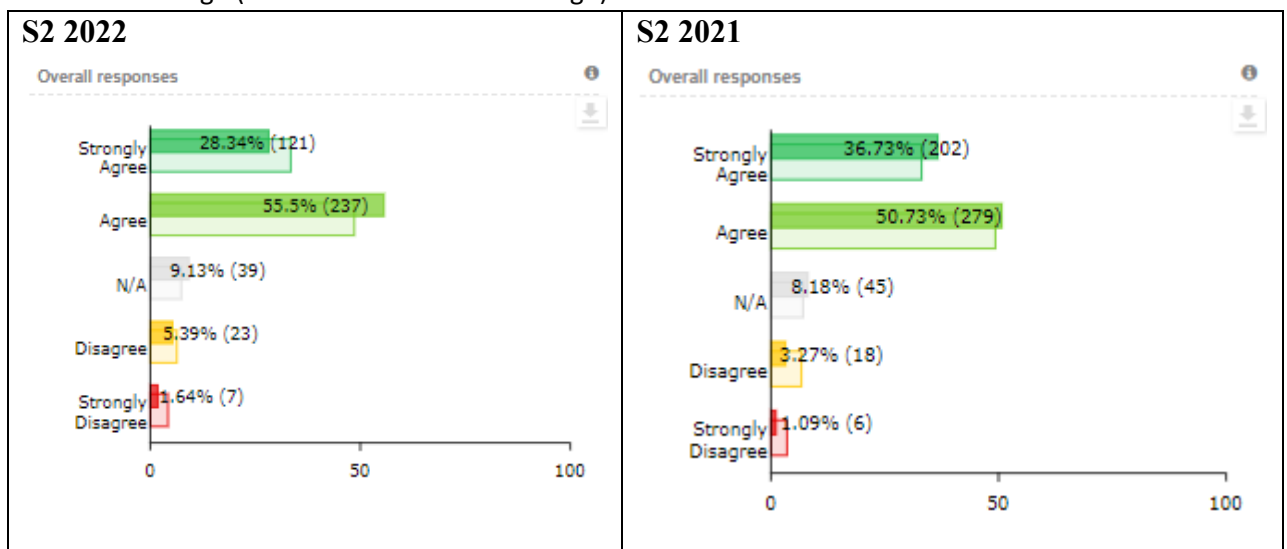
Identified Issues

- Comment data does not provide clear indications or themes of dissatisfaction
- Data may be affected by unit-level data for units taught in two locations in separate courses (i.e. Bachelor Digital Design (Game Design)).

Action

- Staff development on feedback cycles in progress. Workshop on cultures and cycles of feedback planned for S1 2023.

Bachelor of Design (Visual Communication Design)

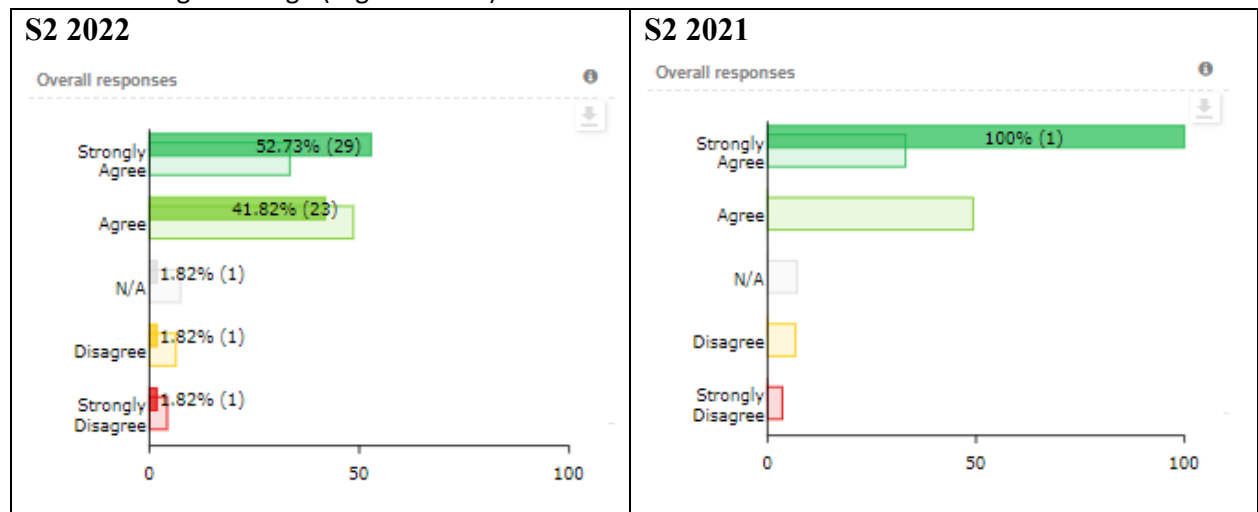


OA=83.84

OA=87.46

## BACHELOR OF DIGITAL DESIGN

### Bachelor of Digital Design (Digital Media)

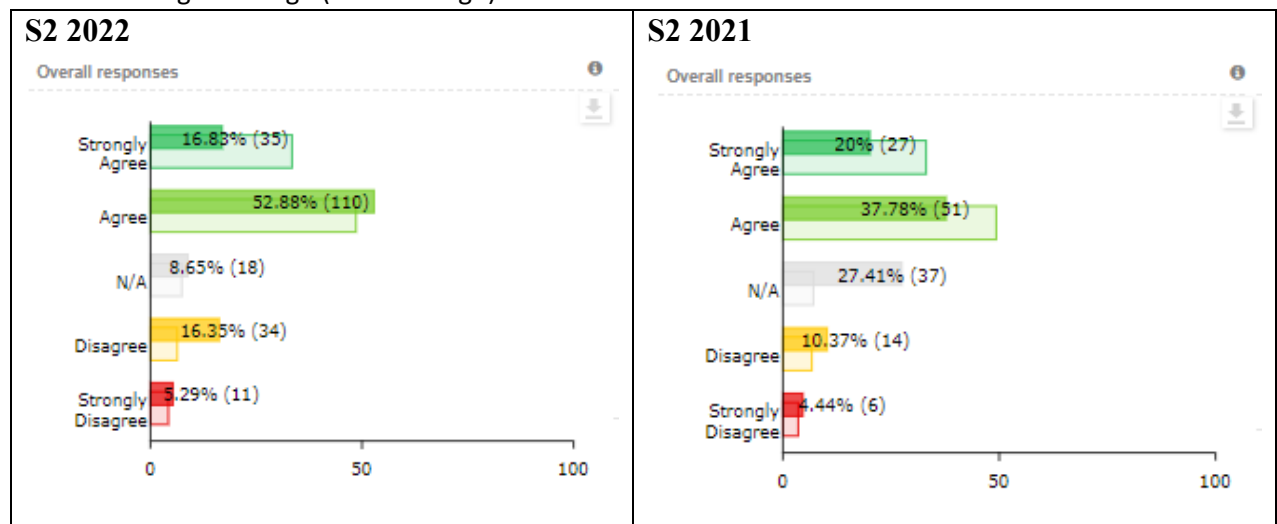


OA=94.55

OA=100

**Commendations are due to the course team for an excellent result.**

### Bachelor of Digital Design (Game Design)



OA=69.71

OA=57.78

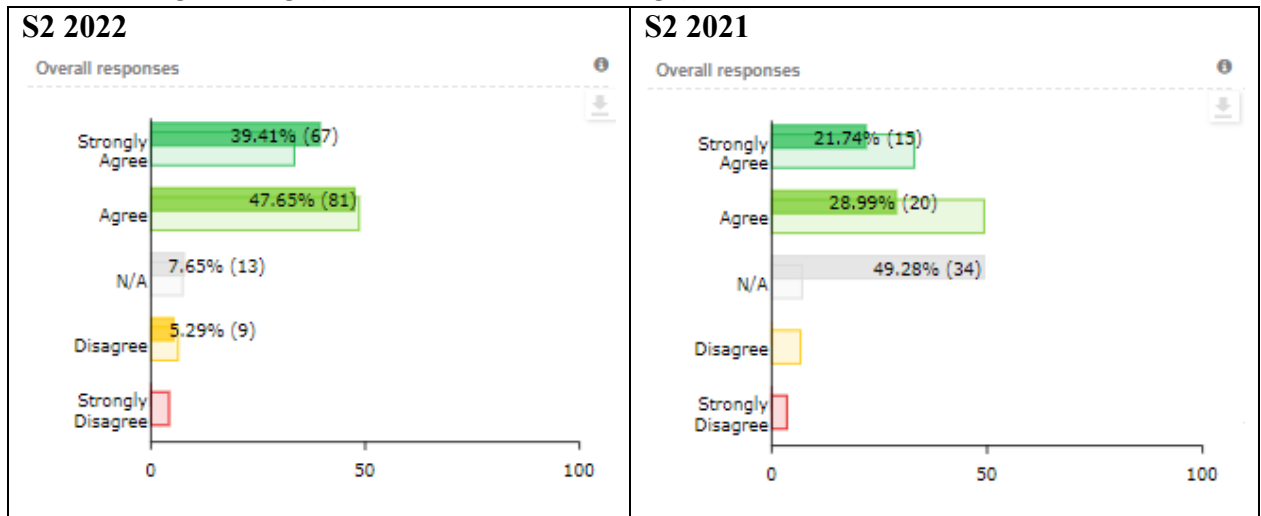
#### Identified issues:

- Lack of assessment clarity in some units
- Students feeling creatively unsupported in some units
- Skills need further scaffolding in some units

#### Actions in progress:

- Staffing transitions are in progress, with UC/TQ course team working group supporting integration of new staff
- Staff development training on cycles and cultures of feedback has been delivered S1 2023.
- Curriculum assessment is in progress through working group.

Bachelor of Digital Design (Visual Communication Design)

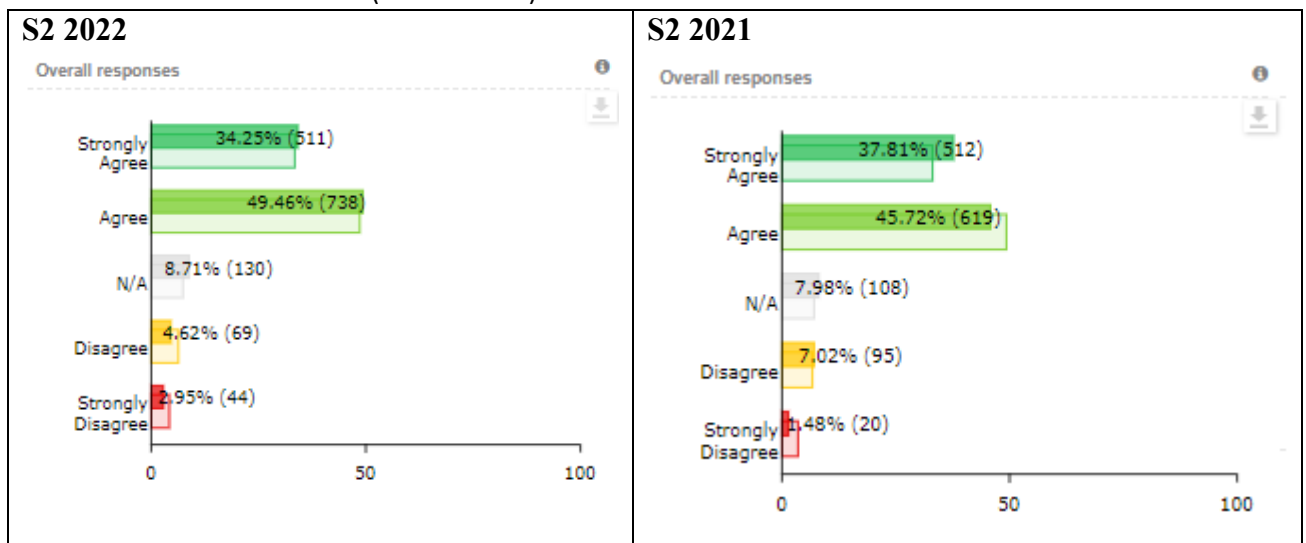


OA=87.06

OA=50.73

**BACHELOR OF BUILT ENVIRONMENT**

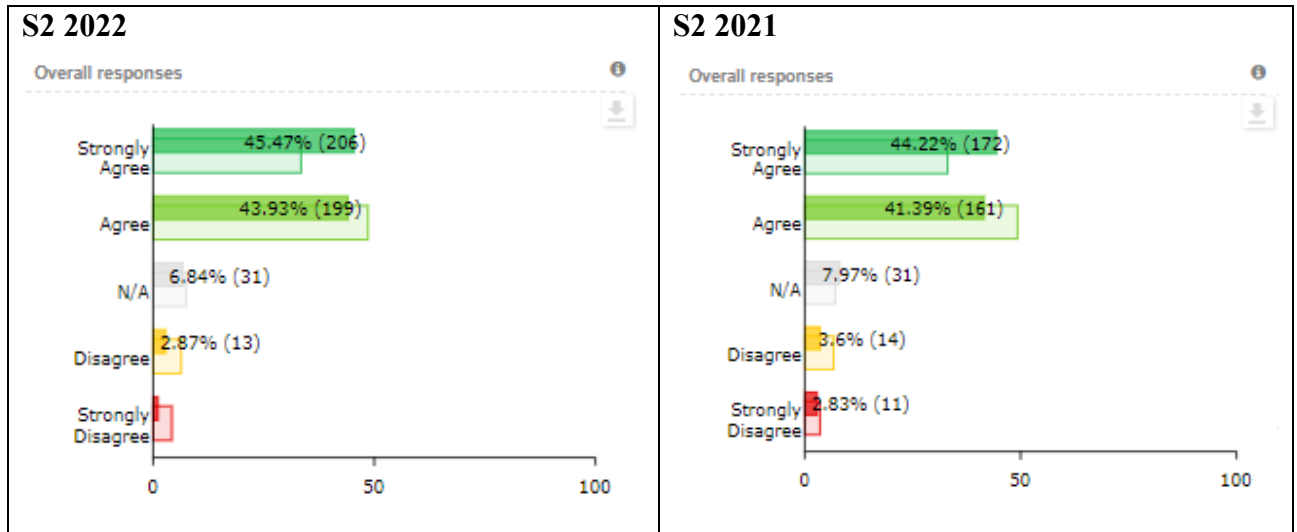
Bachelor of Built Environment (Architecture)



OA=83.71

OA=83.53

Bachelor of Built Environment (Interior Architecture)

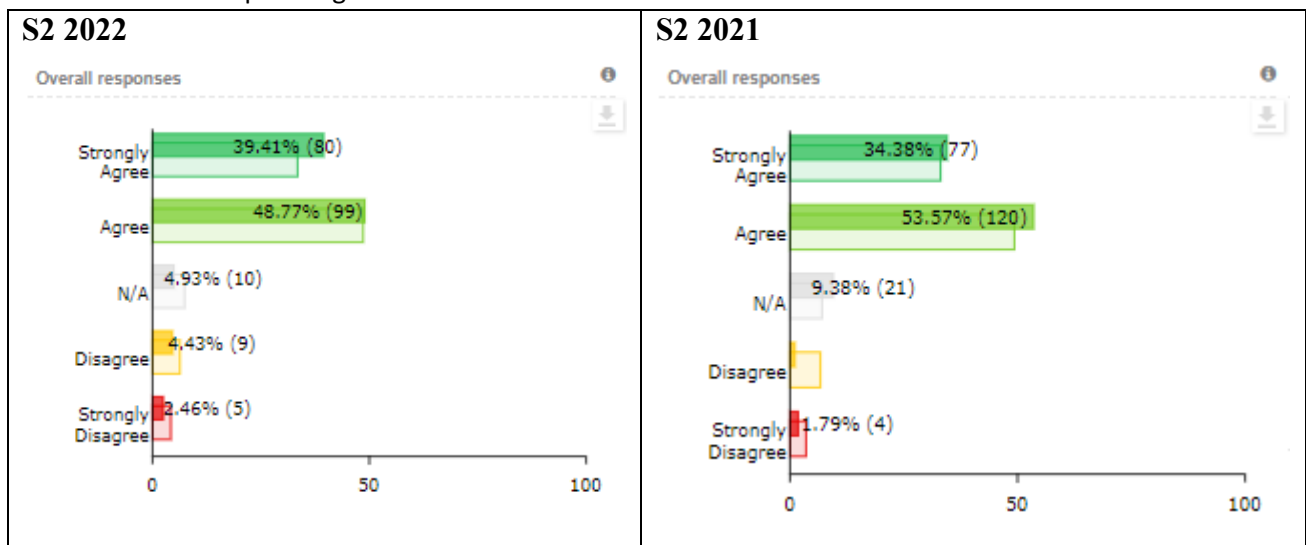


OA=89.4

OA=85.61

Commendations are due to the course team for an excellent result.

Bachelor of Landscape Design

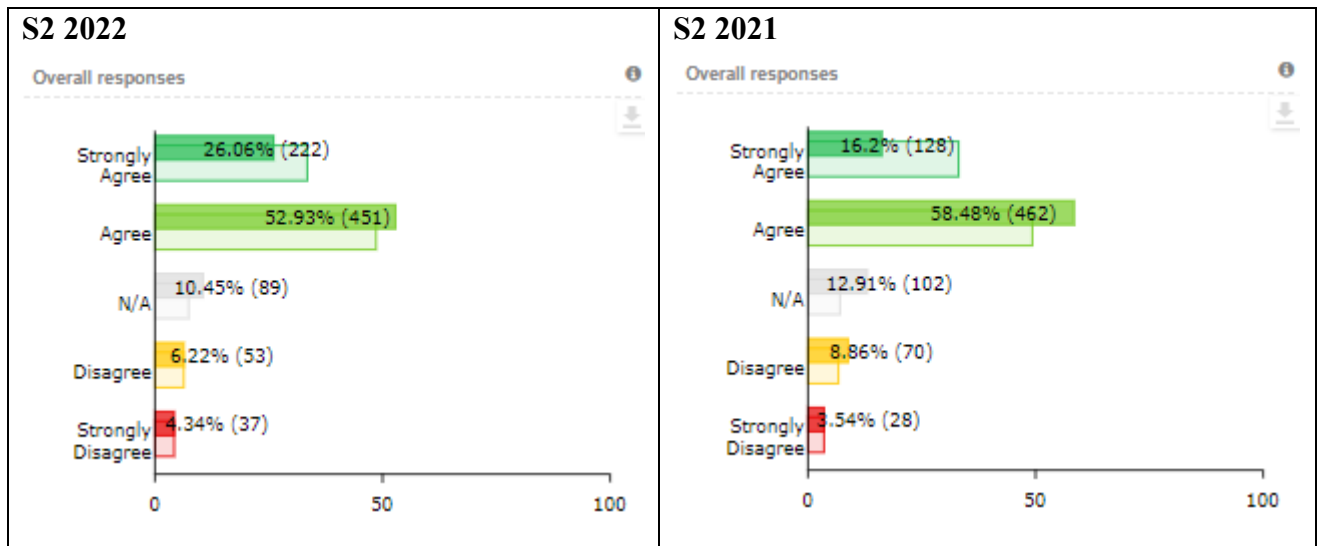


OA=88.18

OA=87.95

Commendations are due to the course team for an excellent result.

## Bachelor of Building Construction Management



OA=78.99

OA=74.68

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### PREPARED BY

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1 March 2023

### SUBMITTED BY

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