

AUSA e-Voice Diary Report: 2020, Semester 2, Week 12

Report completed as of 16/11/2020



AUSA STUDENT VOICE OFFICE

1.0 Aim

Every semester, the Student Voice Office at AUSA sends out an online survey to registered Class Representatives to gather information regarding what is going on across the campus and within classroom settings at the University of Auckland. This report aims to outline the feedback received from Class Representatives about how the last four weeks of semester two, 2020 has gone so far.

1.1 Methodology

The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey. **In total, we received 665 responses.**

1.2 Introduction

This report will follow the structure of summarising the results of each question before going into further analysis of the results for that question. A summary will be provided at the end of the report with possible implementations and recommendations as well as further implications following from here on forth.

With comparing week twelve's e-voice diary entries with week four's and eight's e-voice diary entries, we notice that there has been a decline in the overall responses received.

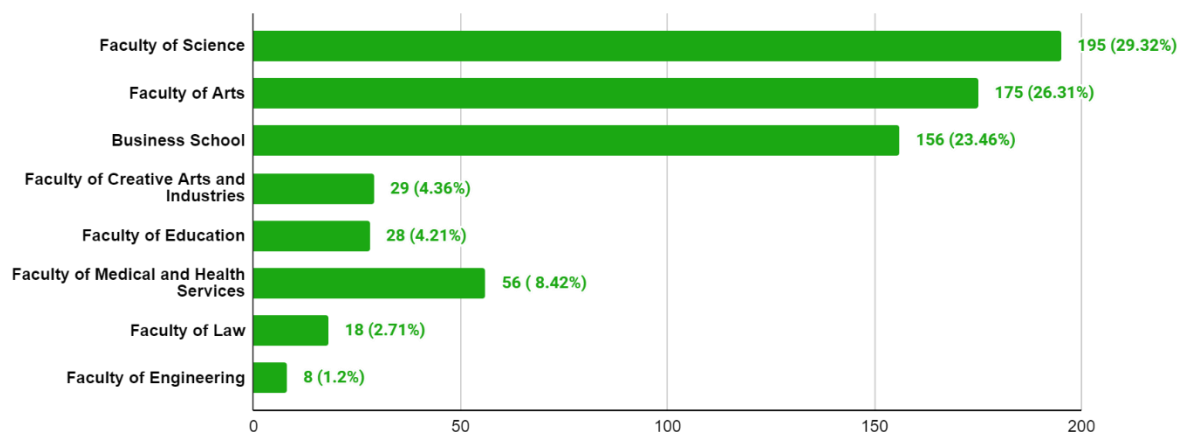
When comparing with week eight's e-voice diary at 851 responses, we notice that week twelve's responses are **186 (21.86%)** lower in comparison.

In also comparing week twelve's e-voice diary with week four's e-voice diary at 877 responses, we find that week twelve's responses are **212 (24.17%)** lower in comparison.

2.0 Faculty Contributions

The following information provided details on which faculties took part in the survey and which faculties had the most respondents. The total amount of submissions received for this section is from **665 Class Representatives**.

Faculty (This is the faculty of the course you are representing)



The following statistics are reflective of the graph above and presented in order from the highest level of respondents to the lowest.

- Faculty of Science | 195 | 29.32% * 665
- Faculty of Arts | 175 | 26.31% * 665
- Business School | 156 | 23.46% * 665
- Faculty of Medical & Health Science | 56 | 8.42% * 665
- Faculty of Creative Arts & Industries | 29 | 4.36% * 665
- Faculty of Education & Social Work | 28 | 4.21% * 665
- Faculty of Law | 18 | 2.71% * 665
- Faculty of Engineering | 8 | 1.2% * 665

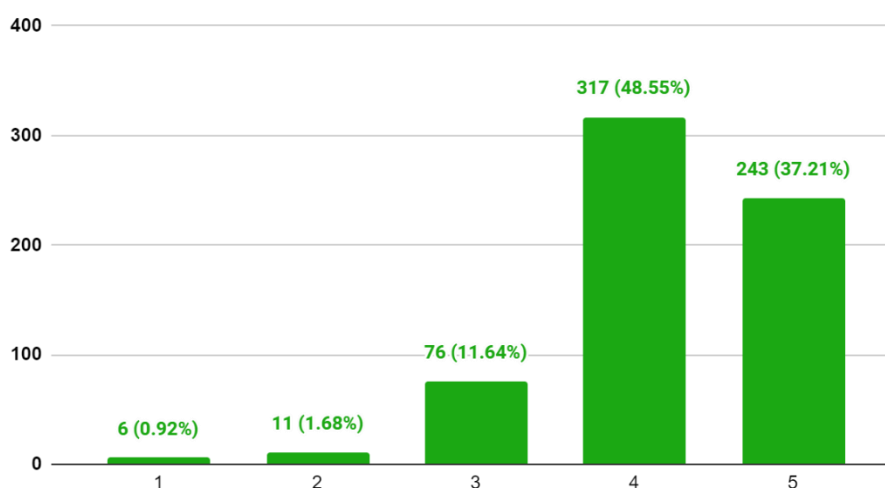
The **three possible** reasons for low response rates among certain faculties might be:

- There are fewer courses within the faculties
- Due to exam period where students are busy and in return reducing their engagement as a class representative
- There is a lack of engagement by Class Representatives from these faculties with low response rates. That said, AUSA could potentially conduct enquiries into why this may be the case

3.0 Course Experiences

The following information outlines the overall rated experience of courses provided at the University of Auckland across all faculties up to week twelve of semester two, 2020. The Class Representatives were asked to select how they would rate the respective courses they represent, from '1' being 'Poor', to '5' being 'Excellent'. The overall total amount of responses to this question was **653**.

Overall Course Experience



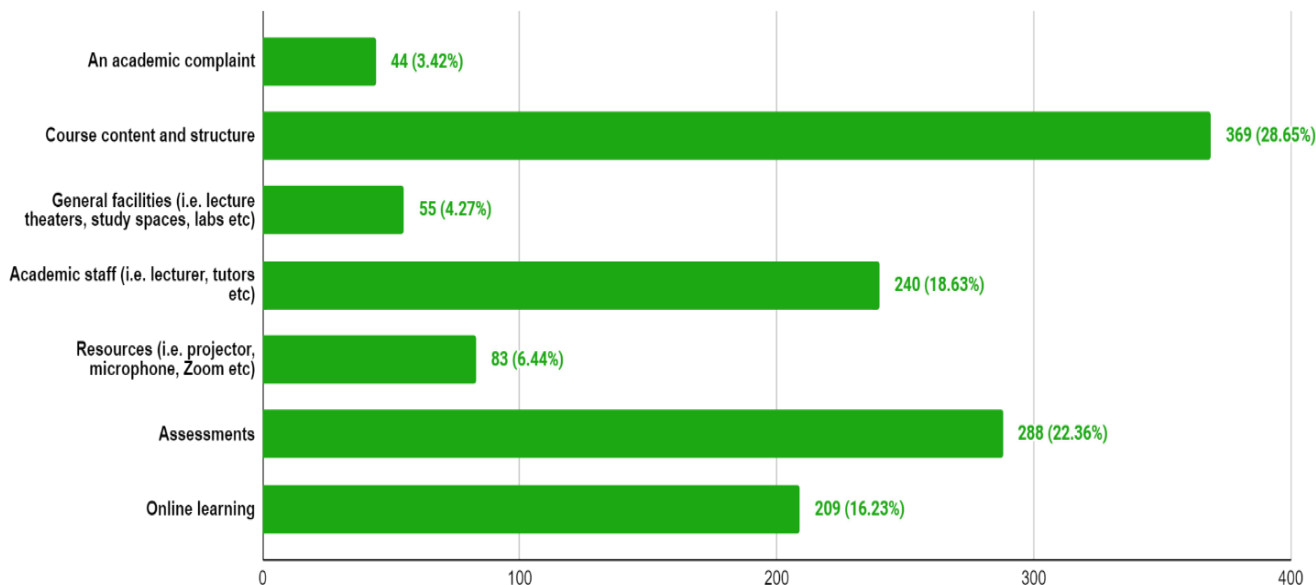
The following statistics are reflective of the graph above but in order from **5 (Excellent)** to **1 (Poor)**:

- 5 (Excellent) | 243 | 37.21%*653
- 4 | 317 | 48.55%*653
- 3 | 76 | 11.64%*653
- 2 | 11 | 1.68%*653
- 1 (Poor) | 6 | 0.92%*653

- It can be noted that the overall course experiences have been mostly positive up to week twelve of semester two, 2020
- It can also be noted that there has been a slight decrease in negative course ratings being 1-3 with a slight increase in the positive course ratings being 5
- It could be noted that these responses may have limitations- for example, Class Representative's biases
- The following diagram displays what specific area of course experience related feedback students wished to cover. The total amount of responses to this question was **653**

3.1 Outlining what Categories Class Representative 'Course Experience' Feedback Relate to

Class Rep Course Experience Feedback is About



The following statistics are reflective of the graph above but in order from the highest level of respondents to the lowest.

Course content and structure	369	28.65%*1288
Assessments	288	22.36%*1288
Academic staff (i.e. lecturer, tutors etc)	240	18.63%*1288
Online learning	209	16.23%*1288
Resources	83	6.44%*1288
General facilities	55	4.37%*1288
An academic complaint	44	3.42%*1288

- As shown from the data above we can see that 'Course content and structure' is the key area of course experience feedback received by the Student Voice Office from Class Representatives. Course content and structure encompasses 28.65% of the overall feedback
- The following two other areas of course experience feedback are 'Assessments'- 22.36% and 'Academic staff related feedback'- 18.63%
- The lowest area of course experience feedback relates to 'An academic complaint'; which is similar to week eights e-voice diary results

3.2 Course Content & Structure / Lecturers & Tutors / Student Academic Complaints

Students have raised concerns around the course content:

- *“So much content each week with 4 hours is a lot to try and revise for. Students are concerned how to approach problem questions and the way exams may be set out.”*
- *“Students have urged for more in depth explanations and more time for the lectures as the content being delivered is unsuitable for the time frame of the lecture slot. It would have been nice or much appreciated if there was more time for students to fully understand and develop their understanding of the contents as help is very limited during tutorial as well as office hours which gives students little room for improvement”*
- *“However, there have been some concerns about teaching styles and content volume, which were addressed last week with the professors during the class”*
- *“Some students have said that there isn't enough time between being taught the content and then having the test for each module.”*

3.3 Assessments

Students have raised concerns regarding assessments:

- *“The feedback I received was around assessments which was relayed to the lecturers to ensure there was good communication between them”*
- *“Communications have been made with the lecturer and tutor for consultations, but unfortunately, it is the last week of the semester and no communication has been made regarding assessments.”*

Students have raised concerns around stress and want to consider a grade bump for assessments/ exams:

- *“Again, the Grade bump was mentioned repetitively. Students feel the difficulty of moving online then back offline, and in particular the false start had caused significant disadvantages. Students have been repetitively asking for a universal grade bump as performed last semester.”*
- *“Under all these disadvantages, one grade bumped up for all courses is reasonable”*
- *“Universal grade Bump for encouraging students:- I request AUSA to put this forward and the university to grant a universal grade Bump to all the students which will not make us discouraged and unprivileged. Also, it is unfair that we will not get a universal grade Bump even after having online classes for almost the whole semester and not coming to campus. So this is not fair and I want AUSA to please put this concern further ahead.”*

3.4 Resources / General Facilities Concerns

Students have raised their concerns towards the resources

- *"We had a heavily weighted group assignment and had to adapt to using online resources"*

4.0 Commendations

For the most part Class Representatives and other students have expressed their gratitude and encouragement towards the university, academic staff and AUSA thus so far in semester two-week twelve of 2020.

- *"I would also thank AUSA for constantly supporting all the students and helping them during this hard time. Thank you"*
- *"All students seem satisfied with the resources provided by the teaching staff. Also, happy that we get a cheat sheet for our exams"*
- *"Nick and teaching staff have been very useful answering student questions and assisting with their research."*
- *"Everyone is happy to how the semester turned out, even with online learning."*
- *"Thank you for a great semester and making being a class rep so enjoyable!"*
- *"All students seem satisfied with the resources provided by the teaching staff. Also happy that we get a cheat sheet for our exams"*

5.0 Key Takeaways

This report has outlined the general information Class Representatives of the University of Auckland have provided regarding how the semester two of 2020 has been up until week twelve of the university calendar.

The following listed notes are some key takeaway information that should be considered from the entirety of this report.

- Quite a large number of students are satisfied with how the lecturers adapted through out the semester with the ongoing change into different alert levels and how they managed to continuously provide substantial quality education
- There has been praise towards AUSA and their efforts towards students
- Majority of students would like the university to consider a grade bump/ scale up under the reasons previously stated

- Students are still calling upon the university and academic staff to have compassion towards them, and to be considerate of their assessment conditions, course content, marking, deadlines, and the students general learning environment
- Students are satisfied as to how restricted book has been considered and implemented throughout most courses in UOA

5.1 Possible Recommendation to Consider

Grade bump/ scale up

- Due to the current dilemma that has floated around this semester, students have been stressed no matter their circumstance. Students' mental health, unfortunately, has been low, definitely lower than last semester. While students are preparing for their upcoming examinations, it should be noted that a large percentage of students are filled with anxiety and stress as a result of their poor mental health – see week eight's report as well. Students believe that their learning/smartness has dropped significantly
 - Moving on from the above, a recommendation towards an application of some sort of grade bump would be a step in the right direction