



STUDENT VOICE – HAVE YOUR SAY 2017 SURVEY RESULTS

- Executive Summary - October 2017

Capital thinking. Globally minded.

EXECUTIVE SUMMARY

All current students were invited to complete the Student Voice – Hay your Say survey between August 14-28, 2017. A total of 4,690 responses were received (23% response rate).

SERVICES AND FACILITIES

Services and facilities have been rated positively by the majority of students, with 86% of students rating their overall satisfaction with Victoria's 'services and facilities for student life' as good or very good.

The performance of the majority of specialist services, assessed by the students to whom they are relevant, have been rated positively by four in five students. The overall ratings are however, less positive than reported by students in 2016 and 2015. The performance rating for 'services for distance students' was rated the lowest out of all of the specialist services, with just over two thirds of distance students rating the services as very good – good.

The 'Library' received the highest performance rating for all of the student life services and facilities with 90% of students rating the Library as very good – good. There has also been a notable increase in performance ratings by students for 'Te Herenga Waka Marae' and 'Pasifika Haos'.

RATING THE VICTORIA EXPERIENCE

- 87% of students strongly agree – agree that 'Victoria provides a safe and vibrant environment'
- Four fifths of students strongly agree – agree 'Victoria provides services that support them to succeed academically' and 'Victoria provides opportunities for them to develop as a person'
- 70% of students strongly agree – agree 'Victoria values students wellbeing'.
- Around 60% strongly agree – agree that 'Victoria works in partnerships with students listening to the student voice' and that 'Service delivery at Victoria is connected and seamless.'
- Students continue to rate staff positively, with close to nine in ten students reporting 'staff are knowledgeable' and 'helpful'
- Two thirds of students feel that 'staff and services take into account their individual circumstances'
- The reliability, accessibility and timeliness ratings of services provided are lower this year than last year indicating about a third of students could see room for improvement in timeliness.

CHECKING IN WITH FIRST YEAR STUDENTS

In Trimester 1 as part of the Student Voice – Getting Started Survey we sought feedback from students new to Victoria in 2017 on their getting started experience. We repeated these questions in Trimester 2 to track how first year students are doing. In Trimester 2 we have seen more positive ratings across almost all of the getting started measures. Tracking the wellbeing scores of new students, we are able to see a small downward trend in the wellbeing scores of new students between Trimester 1 and Trimester 2.

STUDY SERVICES AND FACILITIES FOR TAUGHT STUDENTS

‘Course information in Blackboard’, the ‘Blackboard online learning environment’ and ‘assignment management’ are rated by taught students as the most important services and facilities to assist them with their study.

Close to two thirds of taught students rate the performance of Victoria's study services and facilities positively. ‘Library resources’, ‘Library services’, ‘course information in Blackboard (course outlines)’, ‘Blackboard (online learning environment)’ and ‘Faculty office administration services’ received the highest performance ratings. Just under one fifth of taught students rated ‘Talis-Aspire (course reading lists)’, ‘spaces for group work’ and ‘spaces for individual work’. as poor or very poor.

Recommendations from taught students included the need for more study/workspaces, making Blackboard easier to use, and using it more consistently, making course outlines more useful, streamlining the submission and return of assignments and having more computers available.

STUDY SERVICES AND FACILITIES FOR RESEARCH STUDENTS

Research students identified the most important services/facilities to support them with their research are: ‘supervisors’, ‘Library resources (books, journals, online databases)’, ‘guidance on the standard of work required’, ‘workspaces’ and ‘Library services’.

Four fifths of research students rate the performance of ‘Library services’, ‘Library resources’, ‘supervisor(s)’ and ‘computer facilities’ as either very good – good.

One in five research students rated ‘information on how to achieve an effective supervisory process’, ‘guidance on the standard of work required’, ‘fostering research communities’ and ‘financial assistance for research’ as poor or very poor.

Recommendations from research students included improved workspaces, making IT hardware and software more accessible, providing more guidance on expectations and processes, and providing more funding assistance.

THE EFFECTIVENESS OF OUR INFORMATION SOURCES AND COMMUNICATION CHANNELS

- 89% of students are confident the ‘information we provide will be correct’
- 82% students report they are ‘provided with information about the services and facilities available at Victoria’
- 73% of students are ‘well informed about matters important to their success as a student’
- As with past years, ‘Blackboard’, ‘MyVictoria’ and ‘personal contact with University staff’ are rated as the most effective information and communication channels, with four in five students rating these channels positively.

When asked ‘Is there anything else you would like to tell us about our information sources and communication channels’ a large number of students suggested for improvements to be made to Blackboard, myAllocator, myVictoria and for our information channels to be streamlined.

AWARENESS OF SUPPORT SERVICES

The awareness of specific student support services varies. Nine in ten students are aware of ‘Student Health’, ‘Recreation and Clubs’, ‘Class Representatives’ and ‘Student Counselling’. However less than half of students are aware of ‘VUWSA’s delivered advocacy services’, ‘Early Childhood Services’, ‘Te Pūtahi Atawhai’, ‘Te Rōpū Āwhina’ and ‘Chaplin Services’.

CONTRIBUTION OF SUPPORT SERVICES TO STUDENT SUCCESS

The services rated most highly by students as contributing the most to their success include ‘Scholarships’, ‘Student Health’, ‘Victoria International’, ‘Student Learning’ and the ‘Hardship Fund’. When asked ‘Is there anything else you would like to tell us about your experience and how we could improve student services and facilities’ a large proportion of students commented on the need for Victoria to allocate more resources to Student Health including Counselling Services available to students. Other recommendations included providing more information about the services available, providing greater access to these for students not at the Kelburn campus, providing targeted support to meet the needs of specific student groups, making the Rec Centre more accessible and having more facilities and programmes on offer at the Rec Centre.

STUDENT WELLBEING

The results confirm that student wellbeing is compromised by poor levels of sleep and heightened levels of anxiety. Students mood and daily engagement is generally positive with improved levels of energy. Overall, the wellbeing of students at Victoria is gradually improving.

TIME SPENT OUTSIDE THE CLASSROOM

The majority of students (61%) complete more than 10 hours of study each week outside of the classroom.

Notably just over 50% of students from the New Zealand School of Music and the Faculty of Architecture and Design spend more than 20 hours per week studying outside of the classroom, as do 49% of postgraduate students.

Just under two thirds of students (62%) are engaged in paid work. 28% of students work 1-10 hours a week, 22% work 11-20 hours a week and 13% of students work more than 20 hours a week. Far fewer students engage in volunteer work (39%). Just over a third of students (35%) spend 1-10 hours a week volunteering.

GETTING TO AND FROM VICTORIA

Running/walking was identified by 50% of students as their main mode of transport used to get to and from Victoria. Just under a quarter of students (24%) take the bus, one in ten students (11%) take the train. Forms of private transport are not used as commonly, with 6% of students driving a private vehicle with no passengers, 3% driving a private vehicle with passengers and 2% of students using motorcycles or scooters. Just under 2% of students surveyed cycle.

Close to three quarters of students (74%) advised they would definitely use public transport more often if it was discounted by 50%, 15% of students would probably use it more often, 5% of students indicated they probably wouldn’t use public transport more and 2% of students definitely would not use public transport more.

THE IMPORTANCE OF SUSTAINABILITY AT VICTORIA

When asked how important sustainability at Victoria is to students, the large majority (97%) reported sustainability at Victoria is very important – moderately important to them.

NEXT STEPS

The survey provides a rich and detailed set of data that will be used to develop a coordinated approach to continuous improvement.