

# STUDENT ENGAGEMENT FORUM ON STUDENT SERVICES LEVY

## WELLINGTON CAMPUS STUDENT FEEDBACK – SEMESTER 1, 2018

### Student views around which student services are of most value to supporting success

The compulsory Student Services Levy funds categories of student services which fit within the NZ Government's Ministerial Direction. Students shared their views across the campuses in May 2018 around which of these student services are of most value to supporting success. Summary of feedback from across the campuses:

 [2018 Semester 1 Student Feedback on Student Services Levy \(1,033 KB\)](#)

### Further feedback from the WELLINGTON campus forum

At a student kōrero prior to the forum run by MAWSA (Massey Wellington Students' Association) Executive the boards were used to promote a discussion on what students thought was most important. The outcome is presented here in the order from most important to least important in terms of each category - from here each category and their subsection was then ordered from most to least important:

#### 1 HEALTH AND COUNSELLING SERVICES

All agreed to be equally as important. This includes:  
Doctor + Nurse services, Wellbeing Promotion, Student Counselling

#### 2 ADVOCACY AND ADVICE

All agreed to be equally as important. This includes:  
Advocacy, Class advocates, Legal + Financial Aid, Student Association Governance, Welfare + Hardship Grants

#### 3 PASTORAL CARE and CLUBS, CULTURAL GROUPS, SOCIETIES, SPORT AND RECREATION

Were found to be equal.

##### PASTORAL CARE

1. Campus events + activities
2. Massey guides
3. International support
4. Accommodation services
- 5/6. Spiritual Support and Student Development were found to be equal

##### CLUBS, CULTURAL GROUPS, SOCIETIES, SPORT AND RECREATION

1. Clubs/societies
2. Cultural groups
3. Social leagues
4. Sport and recreation (we have no Recreation Centre on the Wellington campus)
5. Sport academy

#### 4 STUDENT TO STUDENT COMMUNICATION

1. Online communications
2. Massive magazine
3. Printed media Note: we discluded TV/radio here as it is not currently applicable to our campus

#### 5 CAREER AND EMPLOYMENT ADVICE

1. Job interview and cv techniques
2. Career advice
3. Career workshops and volunteer expos/Opportunities (these we found to be equal)
4. Career Hub
5. Career expos

### Q&A session

Q. Is the data collected an accurate representation? Feel a discussion is needed around how we gather data from students – boards were not all over campus so not a fair representation of students?

A. Student Services are interested in trialling a range of approaches to give feedback. Agree it is only a picture/snapshot of students.

Q. Will you change your graph to reflect feedback?

A. We will add in feedback from student korero so it sits alongside it. Both are snapshots.

Q. Was the same board for both campuses? Some categories are not applicable for Wellington – so we need our own board.

A. Yes the same boards were used. Noted about specific campus boards.

Q. It is confusing having a graph of how money is spent in percentages on the dot board when you are asking about value to students. Suggest that you do not need to see how money is spent if only asking importance to students.

A. Noted.

Q. I know the Forum is happening on all 3 at the same time, it's important that the Director and Assistant Director of Student Services are at all ones, can this happen in the future?

A. Not for semester 2 as the dates have already been set. It has already been agreed that in 2019 the forums will be held on different days to allow the Director to attend each one.

Q. The way this is set up is for people in the know to give feedback. Holding small forums makes feedback quite select and catered to what Massey wants to hear. A lot of first and 2nd year students would not access or be told about it. Recommend to get a more correct feedback to make it less specific.

A. A question to you all– do you have suggestions to increase engagement?

## Feedback on ways to get engagement

Could Design lecturers etc help design the survey?

Could we make it compulsory to vote and engage?

Would the class advocate system be a way to do that?

Could class reps distribute surveys at the end of a class?

Would rather be handed paper or given link at end of class and be given 2 mins to complete. Rather than website etc.

Often those engaging are near the end of their uni journey however the forum looks forward.

Can we better outreach to students about the Forum so students give more feedback. Can we work with MAWSA to promote it on the MAWSA Facebook page?

Could a link be given out in 1st and 2nd year core papers at end of class. To help access students who do not get the lingo or not used the services.

During orientation we can explain the services more so that students have better understanding before survey is handed out in class in May.

## Q to students: how would you get people to receive the info at orientation?

Lecturers explaining services beneficial in week 1.

MAWSA integrate into presentations more as already have audience.

Working together to put the information out there to reflect the student wants and needs later in the year.

Target students during enrolment process. Conversation starts before they enter the uni.

Residential Assistants (RAs) in the halls would be good to get info about services to students. RAs would need to be educated.

Need to make sure non-residents get info too.

Put it on stream on the side column. In first year did not look at clubs as was overwhelmed. Did not know where to go. Did not know how to find anything and could only use stream.

As first year I find it difficult to grasp, the most I understand is health and counselling – that has been advertised well. Could there be a booklet in the orientation bags? Prospectus?

When enrolling, students read a lot. Incorporate info eg a brochure into prospectus. See costs for course etc but also show info about the levy costs. Icon pop up box?

## Student engagement on the compulsory student services levy



Thank you to students for sharing views around which student services are of most value to supporting success. Feedback will inform further engagement with student associations.

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