



memo

To	Student Council	Date	20 July 2016
CC	Wendy Horne; Graeme Archer; Steve Spain; Andrew Tui		
From	Alison Dow Director Pou Aroha Student Support	Phone No.	7763
Subject	Compulsory Student Services Fees 2017		

Proposal for consultation with Students

The Unitec Executive Leadership Team seeks feedback on the Compulsory Student Services Fees Proposal for 2017.

The focus for this consultation is the provision of feedback on amount of the Compulsory Student Services Fee (CSSF) for 2017, and student priorities for the expenditure of the revenue from these fees. Further consultation on the delivery and procurement of the fees, and authorisation of expenditure, will take place in September-November.

Proposed Student Services Fee for 2016

It is proposed that the 2016 Unitec CSSF is not increased, and is maintained at the same level as 2015 and 2016 i.e. NZ\$ 2.64 per credit (\$2.54 in 2014 and \$2.44 in 2013). For a programme of study made up of 120 credits, the CSSF would be approximately NZ\$317 (\$304.80 in 2014). The fee is inclusive of GST.

Priorities for the Expenditure of the CSSF in 2016

The Unitec Leadership Team wishes to have feedback from Student Representatives on the priorities for expenditure regarding the following categories of service:

- (a) Advocacy and legal advice
- (b) Careers information, advice and guidance
- (c) Counselling services and pastoral care
- (d) Employment information
- (e) Financial support and advice
- (f) Health services
- (g) Media
- (h) Childcare services
- (i) Clubs and societies
- (j) Sports, recreation and cultural activities

The proposal is outlined in full below

2017 Compulsory Student Services Fee Proposal

Rationale

Student Services are provided to create student success. Unitec endeavours to achieve this through the provision of a range of services designed to:

- meet the diverse needs of students from the communities that Unitec serves, especially for priority learners i.e. to support and improve student retention, success, and course completion, recognizing the different needs of different cohorts
- ensure that students are fully engaged in their learning by supporting them to develop resilience and strategies to navigate barriers and engage in opportunities to achieve their learning goals
- enhance the student experience by providing an engaging and accessible student environment
- be delivered both effectively and efficiently.

As outlined in the Blueprint for Student Services 2017, our vision is to deliver a suite of services that

- offers a seamless, personalized and connected experience to our student customers;
- is collectively and professionally delivered by teams of generalists (students and staff)
- is supported by sophisticated technology that serves both our students and our organisational needs
- is data driven and measureable
- adds value to Unitec's brand
- increases our positioning as a first choice destination for international and domestic students
- is efficient and cost effective
- and has the desired impact on student success and employment outcomes

Principles

The proposed 2017 Compulsory Student Services Fee has been developed with consideration for the following principles:

1. Clarity of purpose

Student services in 2017 will be provided to achieve the vision outlined above in order to:

- a) enhance student retention and success
- b) maximize the student experience, through the creation of an engaging and accessible student environment and,
- c) create effective transitions and success-oriented environments for all students

2. Affordability

The CSSF has been set with consideration for the impact this has on affordability of student participation in study at Unitec and the provision of effective and appropriate services by Unitec for students. It has been competitively benchmarked against the level of fees charged by other tertiary providers (Metro Polytechnics and other Auckland providers in particular) as outlined below.

3. Sustainability

The CSSF has been set at a level to ensure effective (outcomes focused), efficient (outputs and value for money focused) provision is maintained and where required improved.

4. Excellence

In 2017 this will be achieved through the implementation of changes arising from the implementation of the Blueprint for Student Services, and students will be engaged in the design and evaluation of service provision to meet this principle. A report appended to this proposal provides an overview of the quality and outcomes of current service provision 2015-16 as background to this principle (Appendix A).

5. Context

Service delivery in 2017 may be impacted by the implementation of the changes in relation to the Blueprint for Student Services. The Property Transformation project is also underway and may impact service provision. This changing environment continues to create both excitement and uncertainty, and has been considered in setting a 0% increase.

6. Consultation

There will be full consideration given to the outcomes of consultation processes with students about the amount of student services fees to be required from students, the nature of provision, and the procurement and method of authorising expenditure. The consultation will be in 2 phases:

- Phase 1 (July/August) regarding the level of the CSSF and priority for expenditure of income derived from the fee
- Phase 2 (September/November) as part of the continuing work to design and deliver services informed by the Blueprint for Change including:
 - the design of services and budget for these
 - the procurement of services; and
 - the method of authorising of expenditure for the services

Proposed 2017 Compulsory Student Services Fee

It is proposed that the 2017 Unitec CSSF be maintained at the same level as for 2015 and 2016 i.e. **NZ\$ 2.64 per credit** (\$2.54 in 2014 and \$2.44 in 2013) i.e. that there is no increase in the current fee. For a programme of study made up of 120 credits, the CSSF would continue to be approximately **NZ\$317** (\$304.80 in 2014). The fee is inclusive of GST.

Compulsory Student Services Fees Benchmarks

In 2016, Unitec's CSSF were well below those charged by universities. 2016 fees were not all accessible for all Metro ITPs, however from information available it is evident that Unitec's CSSF are second highest across the group and \$351 lower than the highest fees; and \$115 - \$140 higher than the others in the group..

In order to provide further indication of benchmarking, the fee increases between 2013 and 2016 is shown against providers, as outlined in the table below as well as notes about how the fees are applied in particular contexts.

Compulsory Student Services Fees for Universities and ITPs 2013 to 2016

Provider	2013	2014	% incr.	2015	% incr.	2016	% incr.	Notes
Auckland University	\$714.00	\$726.00	1.68%	\$738	1.68%	754.80	2.2%	Exemptions/reductions for distance learning
AUT	\$520.00	\$540.80	4.00%	\$562.40	4.00%	573.30	2%	Exemption for: Distance Learning
ARA (formerly CPIT and Aoraki Polytech)	\$195.50 (CPIT)	\$195.50 (CPIT)	0%	\$195.50 (CPIT)	0%	190 CPIT \$90 Aoraki	NA	Exempt: Level 1 & 2 SAC; Youth Programmes and Distance Students
Lincoln University	\$545.00	\$560.00	2.75%	\$580.00	3.60%	\$580	0%	Off Campus \$60.00 flat fee
Massey University	\$524.00	\$529.00	0.95%	\$536.90	1.50%	\$546	1.7%	\$245 for distance students
MIT	\$152							Information currently unavailable
Otago Polytechnic	\$656.00	\$656.00	0%	\$656	0%	\$656	0%	\$266 for distance students and \$576 for Otago Central
Otago University	\$671.00	\$685.00	2.09%	\$718.00	4.80%	\$732	2%	*Summer School pay 1/6th
Unitec	\$292.80	\$304.80	4.10%	\$317.00	4.00%	\$317.00	0%	
University of Canterbury	\$699.00	\$725.00	3.72%	\$745.00	2.75%	\$770	4.7%	Some variations for students studying off campus or outside of Canterbury
Victoria University	\$676.00	\$690.00	2.07%	\$704.00	2.07%	\$718	2%	Flat fee for Distance students: \$352
University of Waikato						\$443		Variation from \$103-443 dependent on location and distance
Wintec	\$400	\$150		\$165	9.09%	165	0%	update currently unavailable
Weltec	\$190	\$190		\$190		(\$190?)_		update currently unavailable

Consultation on Priorities for Service Delivery

This consultation process provides an opportunity for students to indicate to Unitec the level of CSSF and which types of services they consider should be prioritized for expenditure and development.

It is suggested that feedback on priorities is provided using the “categories” outlined in the Ministerial Direction on CSSF. Unitec is open to student feedback on which of these activities should be prioritised for expenditure. Student feedback does not need to be restricted or constrained by the nature of current provision, and is an opportunity to suggest changes and improvements to meet student needs and aspirations.

There will be further opportunity for students to provide feedback and input into the design of these services through the consultation on changes as they are developed August-December. It is proposed that a specific process is established alongside this work to include the Student Council and representatives from each of the networks.

The appendices below provide the Student Council with Reports on current student services expenditure, student access to services and the impact these have for students

- Appendix A: Student Services funded from Compulsory Student Services Fees at Unitec
- Appendix B: Report on Pou Aroha Student Services 2015-16
- Appendix C: Report on EdCollective Services 2016
- Appendix D: Report on Maia Maori Services 2015
- Appendix E: Report on Pacific Centre Services 2014
- Appendix F Orientation Survey 2016
- Appendix G: Report on Advocacy Services 2015
- Appendix H: Report on Student Representation Services 2015
- Appendix I: Summary

Timeframe for consultation

Unitec requires feedback from students by 19 August 2016.

Date	Action	Who
15 July	A report on service provision for 2015 is provided to the Student Council. A proposal for CSSF 2017 is provided to Student Council for consultation	Director Pou Aroha Student Support
18 July	Student Council begins consultation process with student reps/wider student body	Student Council
19 August	Student Council provides summary of outcomes from consultation process to Director Pou Aroha Student Support	Student Council
26 August	Report on consultation and recommendations to ELT taking account of consideration of outcomes of consultation process with student reps/wider student body	General Manager Finance and Director Pou Aroha Student Support
8 September	ELT approves final proposal to be taken to Council	Executive Leadership Team
21 September For 2 October Council Meeting	Final proposal for Unitec Council provided taking account of consideration of outcomes of consultation process with student reps/wider student body and ELT consideration	General Manager Finance and Director Pou Aroha Student Support
2 October	Final Proposal considered by Unitec Council and CSSF “struck” for 2017	Unitec Council

Recommendation: That the Student Council engages in a consultation process to provide feedback on the proposed Compulsory Student Services Fee for 2017 and on students’ priorities for expenditure on Student Services for 2017 by 19 August 2016 as outlined above

Appendix A

Student Services funded from Compulsory Student Services Fees at Unitec

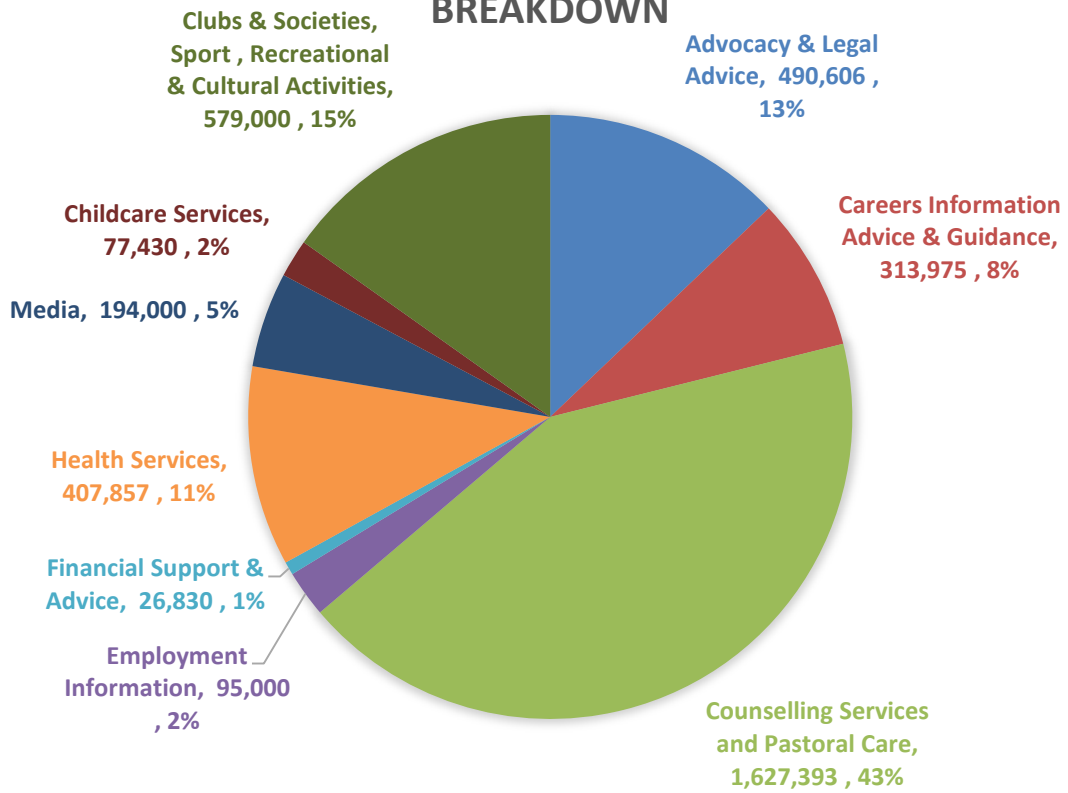
The table below outlines the Ministerial Direction categories and current examples of services provided at Unitec.

Category	Description	Current services at Unitec
(a) Advocacy and legal advice	Advocating on behalf of individual students and groups of students, and providing independent support to resolve problems. This includes advocacy and legal advice relating to accommodation.	Student Advocates Student Voice: Student Council and Representation; Student Complaints Conciliator
(b) Careers information, advice and guidance	Supporting students' transition into post-study employment.	Student Careers and Employment Centre
(c) Counselling services	Providing non-academic counselling and pastoral care, such as chaplains.	Counselling Centre; Multi-faith Chaplaincy; Student Support Advisers, Pastoral support through Maia Maori Centre and Pacific Centre
(d) Employment information	Providing information about employment opportunities for students while they are studying.	Student Job Search;
(e) Financial support and advice	Providing hardship assistance and advice to students on financial issues.	Student Hardship Support Budgeting Advice
(f) Health services	Providing health care and related welfare services.	Student Health Service
(g) Media	Supporting the production and dissemination of information by students to students, including newspapers, radio, television and internet-based media.	Student Communications and Student Media
(h) Childcare services	Providing affordable childcare services while parents are studying.	Unitec Early Learning Centre
(i) Clubs and societies	Supporting student clubs and societies, including through the provision of administrative support and facilities for clubs and societies.	Sports and Clubs activities; Student initiated events
(j) Sports, recreation and cultural activities	Providing sports, recreation and cultural activities for students.	Student Engagement events (EdCollective) e.g Orientation Powhiri; International Food Days, Cultural Festival, Sports and Recreation events and activities in First Six Weeks and through the year;

Report on Budget for 2016

The pie graph below provide an overview of how 2016 funding is apportioned across services at Unitec. Note that each year the funding from CSSF is supplemented by an additional amount of 30-40%. For example CSSF Revenue in 2016 is projected to be \$2,268,840 while expenditure on relevant services as noted below is forecast to be \$3,812,091 – 40% more than revenue from CSSF

STUDENT SERVICES - 2016 PROPOSED COST BREAKDOWN



Services Funded by the CSSF

Pou Aroha Services:

- Career Centre: Support and planning advice on career options and pathways
- Multi-faith Chaplaincy Services: Spiritual reflection, prayer and personal support
- Counselling: Confidential support for worries about study or personal matters
- Student Experience and Support: Student Support advisers provide initial advice and link student to services. They also provide Hardship Support, Budgeting Advice, Student Complaints Resolution and coordination of services delivered through EdCollective (see below)
- Student Health Centre: Affordable and comprehensive health / medical services for students

EdCollective: Student Engagement Services Contract

- Student Communications and Media
- Student Experience and Engagement Services
- Student Voice Services
- Student Job Search Agency Services

Maia Maori Centre: pastoral care for students provided alongside academic support

The Pacific Centre for Learning, Teaching and Research: pastoral care for students provided alongside academic support

The Unitec Conciliator: provides independent, confidential support and advice to students and staff

Early Childhood Centres: The Unitec Early Learning Centre – childcare services for students and staff

Impact of current services

To assist students in considering the fee-setting process, this proposal includes a report on the impact of services and numbers of students accessing them in 2015-16. The following provision is based on available data for 2015 and 2016 from:

- A report on service provision and success and retention statistics for a sample of students who used Pou Aroha Student Support services in 2015
- EdCollective Reports and Survey of key activities Semester 1 2016.
- Orientation Survey April 2016
- A report on student feedback about Advocacy Services in 2015
- A report on student representative feedback regarding their training and support in 2015
- A report on provision of pastoral care services provided through Maia Maori
- A report on provision of pastoral care services provided through the Pacific Centre of Learning, Teaching and Research (to come)

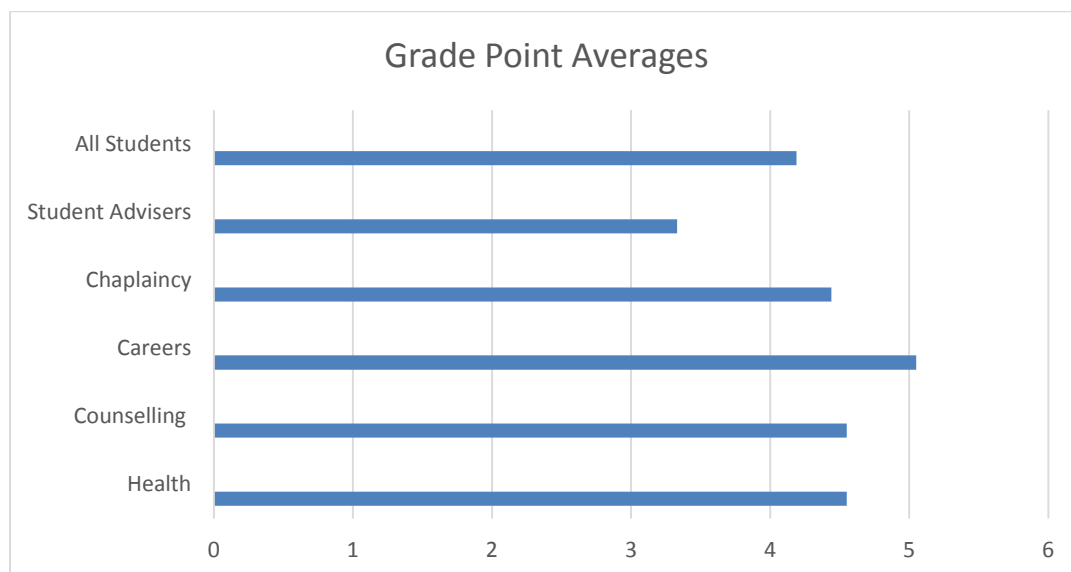
Appendix B

Report on Pou Aroha Student Support Service

The reports below provide information about outcomes for students using services at the 1:1 level. The data does not capture outcomes for students supported by workshops or group sessions provided by service teams.

GPA- Pou Aroha Services.

The graph below shows the GPA for each of the major student services for students using the services compared with the total student body for 2015¹. The graph indicates that students using services in most cases achieve a higher GPA than other students.



Year by Year comparisons of student numbers using services:

The graph below shows the number of students using each service at the 1:1 level (i.e. not including drop-ins and workshops or group sessions) in 2013 -2016.

Year	Health	Counselling	Careers service	Multifaith Chaplaincy	Student Advisory
2013	1,169	322	340	68	291
2014	1,246	469	548	51	328
2015	898 (Sem 1 only)	221 (Sem 1 only)	354	42	428

Notes

1. In 2016 the Health Centre provided 3176 GP consultations (1055 were for international students) and 868 Nurse consultations
2. Including drop-ins, workshop attendees and one on ones the Career Centre saw a total of 3,907 clients (current students, prospective students, graduates and members of the public) From Jan – June 2016 the Career Centre has seen a total of 1,711 clients.

¹ **Note:** For each service only a proportion of student ID numbers were available for this analysis. The numbers are 80% of the students who used Counselling and Health Services in Semester 1; 52% of those who accessed Student Advisory Services for 1:1 appointments in 2016, and 50% of those who accessed the Career Services for 1:1 appointments in 2016

Service user “snapshots”

<p>Health Centre</p> <ul style="list-style-type: none"> • 48% also used the service in 2014 • Network Links: 27% from Business and Enterprise Network, 23% from Construction and Infrastructure Network, 16% from Health and Community, 10% High Technology. • Main Programmes: 7% from Bachelor of Business; 6.5% from Bachelor of Performing & Screen Arts; 5.2% from Bachelor of Applied Technology; 4.9% from Bachelor of Architectural Studies; 4.1% from Bachelor of Computing Systems. • 56% were female, 44% were male. • 58% were under 25 years old. • 7% identified as Maori, 8% identified as Pacific. • 55% were SAC students and 45% were International. • 33% previously enrolled in 2012, 53% in 2013, 82% in 2014. 	<p>Counselling</p> <ul style="list-style-type: none"> • 16% also used the service in 2014 • Network Links: 28% from Health & Community Network, 23% Business & Enterprise Network, 15% Environmental & Animal Science Network, 13% Bridgepoint. • Main Programmes: 10% from Cert in Foundation Studies Whitinga; 6% from each of Bach Nursing, Bach Social Practice and Dip Vet Nursing; 5% from each of Bach of Communication, Bach Performing and Screen Arts, and Bach of Architectural Studies • 76% were female, 24% (were male). • 55% were under 25 years old. • 14% identified as Maori, 20% identified as Pacific. • 89% were SAC students and 9% were International. • 24% previously enrolled in 2012, 38% in 2013, 66% in 2014.
<p>Careers Centre</p> <ul style="list-style-type: none"> • 17% also used the Careers Centre’s services in 2014. • Network Links: 32% from Business and Enterprise Network, 16% High Technology, and 14% Health and Community. • Main Programmes: 11% were enrolled in the Bachelor of Business; 8% in each of the Bachelor of Nursing and the Graduate Diploma in Computing; 6% in the Grad Dip in Professional Accountancy. • 51% were female, 49% were male. • 37% were under 25 years old. • 3% identified as Maori, 13% identified as Pacific. • 50% were SAC students and 49% were International. • 44% previously enrolled in 2012, 60% in 2013, and 89% in 2014, 	<p>Multifaith Chaplaincy</p> <ul style="list-style-type: none"> • Network Links 28% were from Construction and Infrastructure Network, 24% from Bridgepoint, and another 14% from Engineering Network. • Main Programmes 21% were enrolled in Certificate in Applied Technology, 10% in New Zealand Certificate in English Language (General/Workplace/Academic) Level 3 and Level 4. • 55% were male, 45% were female. • 55%) were under 25 years old. • 7% identified as Maori, 3% identified as Pacific. • 52% were SAC students and 41% were International. • 45% were previously enrolled in 2012, 45% in 2013, and 59% in 2014,
<p>Student Support Advisers</p> <ul style="list-style-type: none"> • 7% of the 2015 students also used the services in 2014. • 26% were from Health & Community Network, 25% from Bridgepoint, 17% from each of Business & Enterprise Network and Construction & Infrastructure Network • Users are enrolled in a total of 114 programmes: 16%, Certificate in Foundation Studies (Level 3): Whitinga –Certificate in Employment and Community Skills – 9%, Certificate in Applied Technology – 6% and Bachelor of Business – 5% • 52% (were female, 48% were male). • 66% were under 25 years old. • 16%– Youth Guarantee. • 18% identified as Maori, 31% identified as Pacific. • 66% were SAC students and 13% were International (others YG). • 12% were previously enrolled in 2012, 23% in 2013, and 48% in 2014, 	

Appendix C Ed. Collective Student Engagement Services

Ed. Collective provides a number of services funded by the Student Services Fee. These include: Student Advocacy, Employment Information (through Student Job Search), Student Media services, Clubs and societies and Sports, recreation and cultural activities. As at 1 June 2016, data from Semester 2 service provision indicate that:

- Over 17,000 students have been engaged in student experience events including 11,822 in the First Six Weeks Experience
- Over 6000 Orientation packs were distributed to students as part of the O-Show programme
- 390 students have participated in the Experience New Zealand programme
- As well as specific one-off events 280 students are regularly engaged in sport or club activity
- \$2345 has been approved by the Unitec Student Council to fund student initiated events
- Over 80 student representatives have engaged in the student representation programme
- Over 8000 copies of the Unitec Student O Mag were distributed,
- 57 students including 3 student interns have been involved as contributors, photographers to Student media Online
- Student Media page views were 11543
- 282 students have been placed in paid employment through Student Job Search by 30 April earning over \$980,000.
- Advocates have effectively dealt with over 200 cases.

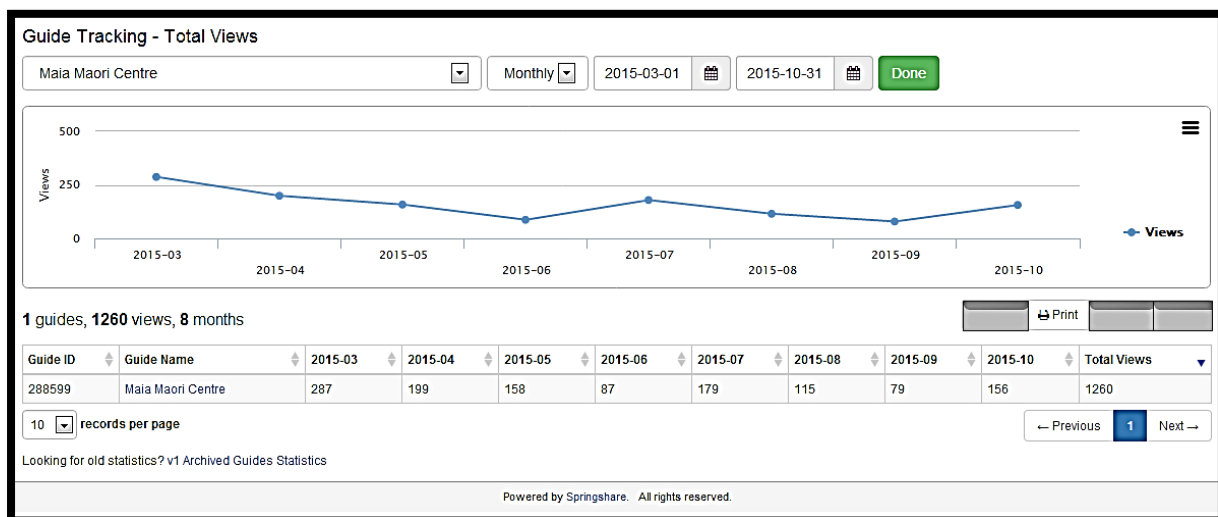
The surveys in Appendices F-H provide further feedback on services delivered through the contract with EdCollective:

Appendix D Maia Academic Development Hub Student Engagement 2015

	Drop-in	Appointments	Workshops	Pastoral Care	Other
<i>Mt Albert:</i> Bld 182:171:2	3568	125	36	Lecturer referrals 62	Events 78 – orientation, kai tahi, class drop-in

The study toolbox located within the library resources has captured the number of hits where students are utilising this to make contact with Maia services. The data shows the peaks and troughs in student engagement with Maia’s libguide and its potential to reach and assist more students studying across the different programmes and modes of delivery at Unitec. The online booking form located within the Study Toolbox means that students can book in for assistance and make appointments directly with Academic Development Lecturers.

Students accessing the Study Toolbox 1 March-31 October 2015



Summary of monthly views:

Month	Days	Views
March	31	287
April	30	199
May	31	158
June	30	87
July	31	179
August	31	115
September	30	79
October	31	156
March-October	8 months	1260

Student engagement varies across the following experiences;

- Drop in centres located at Mt Albert Hub, Te Hononga, Pūkenga, Albany and Waitakere campus’
- One to one appointments
- Online appointments – self-service booking form (as outlined in the graph above)

- Communication with lecturers and programme leaders for direct referrals
- In-class engagement upon lecturer request (targeted departments and programmes identified as high need areas for Māori students in the R&S data)
- Facilitated Group Tutorials
- Work ready workshops
- Study group work
- Kaitahi and other social events
- Late opening hours for the Hub for students to use computers
- Fortnightly collaboration meetings with Pacific Centre, Library, Careers, Ed Collective, Marketing, Student Advisors
- Whai Ake mentoring programme that engages with 40 Maori students across disciplines on a weekly basis

Maia Academic Team are required to respond holistically to the student needs which includes social, emotional and spiritual dynamics that are affecting the students ability to perform with their studies. Maia Māori Centre have a dedicated Kaiawhina position that is looked after by Whaea Lynda Toki. She deals with students who are requiring wairua work to assist their self-esteem, confidence levels, exam/assessment stress, whanau demands, relationship dynamics and spiritual healing. In her experience, pastoral care is presenting in the first instance by Māori students as cultural dilemmas. An example of triggers are conflicting narratives between their Māori worldview and the presenting curriculum perspective that is the dominant discourse in their studies.

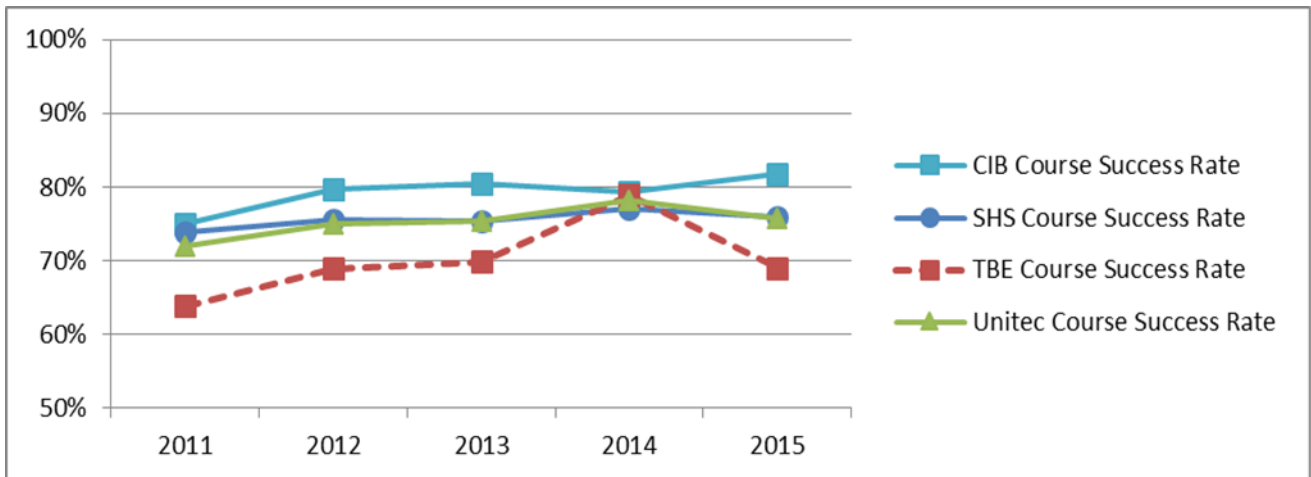
The demand for this particular cultural/pastoral care service has increased from students and expanded into a high need intervention for staff as well. These are Whaea Lynda's 2015 contacts recorded which demonstrate the spread across activities internally and externally in relation to cultural interventions.

Int	Ext	Powhiri	Noho	Pastoral	Cultural
9	7			5	3
33	10	5	1	6	12
39	6	17	1	15	18
32	8	7	1	16	18
45	22	1		26	23
16	14	9	2	18	12
51	7	6	2	21	18
50	12	14	1	13	32
29	12	8	2	12	21
46	6	5		19	17
39	12	7		15	19
18	17	16		19	15
407	133	95	10	185	208

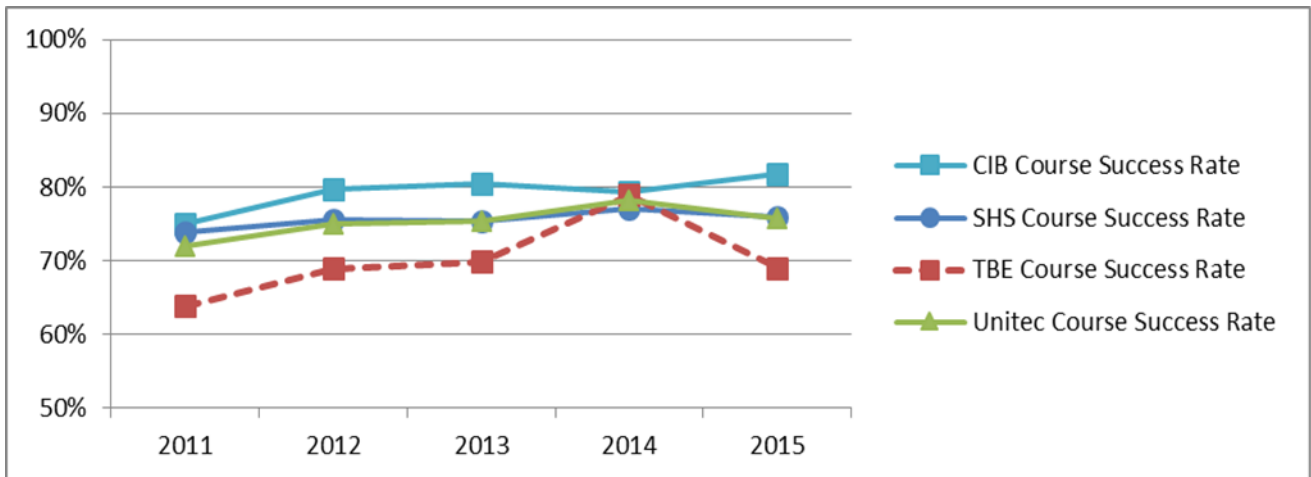
These Success and Retention charts highlight for Maia Māori Centre the faculty where concerted support for Māori students is required.

Overall the Māori success and retention figures have indicated a trend upwards despite a lapse in 2015 which was across the whole of Unitec and not specific to Māori. Māori success and retention at Unitec has seen a trend upwards – a trend that has been steady over a number of years.

Maori Student Course Success Rates 2015



Maori Student Retention Rates 2015



- Social space, academic support and computer access/study are the main reasons for access.
- The Whai Ake mentoring programme results in significantly higher success and retention rates – between 90% and 100%.
- Over 45,000 people visit Te Noho Kotahitanga Marae each year including groups of Unitec staff and/or students.
- Over 3,500 students are welcomed to Unitec with a powhiri at the start of each semester.

Appendix E Pacific Centre for Learning Teaching and Research 2014

Pacific Centre Computer & Study Space

One of the most important services that the Pacific Centre provides for the students is that it provides a space for students to come and use computers and/or to do study. The space provides a 'Pacific' environment for students to work and relax in. The centre has been monitoring the usage of this room for the last few years and the following are some of the statistics derived from the data collection.

In 2014, the Pacific Centre was used 1911 times (for computers & study) by 146 students. That is an average usage of 13 times per student. For all the students who used the Pacific Centre, their combined success rate

was 78% and their combined completion rate was 91%. This is higher than the overall Unitec Pacific rates which stand at 76% and 86% for success and completion rate respectively. +

TKM Pacific Mentoring

Staff of the Pacific Centre ran a mentoring programme to mentor Pacific students who wanted to be mentored. Mentoring involved the staff member following up students in their cohort and providing them with support when needed. They also held assignment retreats on Saturdays for their mentees and other interested students.

In 2014, 46 students voluntarily joined the mentoring programme. By the end the year, this cohort had achieved a combined success rate of 77% and completion rate of 84%. Although the completion rate is slightly lower than the Unitec Pacific combined, the success rate of these mentees is slightly higher.

Pacific Fanau Evening

In 2014, 38 students and their families attended the Pacific Fanau Evening put on by the Pacific Centre. This is an initiative that has been running for a few years to bring families to Unitec so that they can learn about their family member's programme at Unitec, as well as meet their lecturers etc. This is really important in the Pacific community because most often students don't complete work because of heavy church and family commitments, therefore when they bring their families to the Whanau Evening, the families can be made aware of the importance of allowing time for their family member's to study and to complete their work.

The combined success rate of this cohort for 2014 was 81% and its completion rate was 89%. Both these figures are higher than the figures of all Pacific students at Unitec for the same year.

Success and Retention of Pacific Students

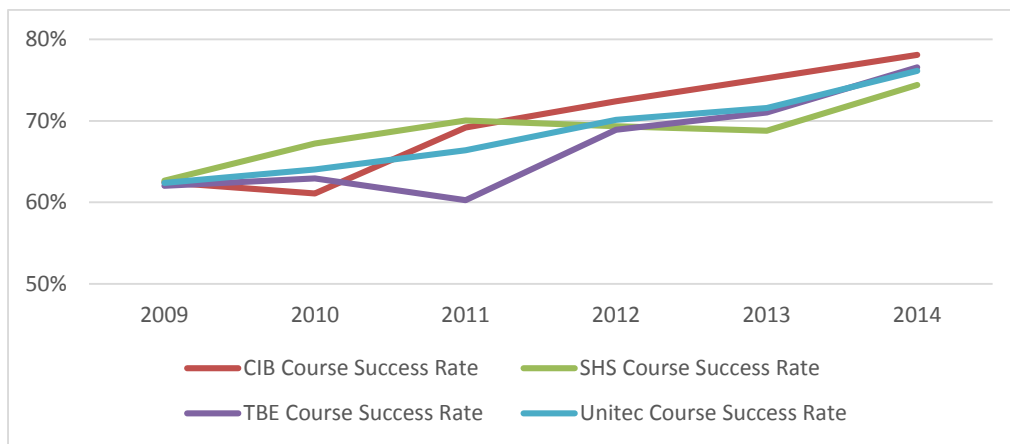
The achievement of Pacific students at Unitec is best illustrated by their success and retention rates over the past six years, 2009-2014 (see below). By the end of 2014, the success rate of Pacific students at Unitec was 76% and their retention rate was at 86%. For the same year, "All Students" had a combined success and retention rate of 84% and 91% respectively.

Although the Pacific students seem to be averaging at a lower percentage in both success and retention rates, what is more important to note is that from 2009 to 2014, the Pacific success rate increased by 14% (62% to 76%) and their retention rate increased by 8% (78% to 86%). Compare this with the statistic of All Students from 2009 to 2014, the increase in success rate is only 7% (77% to 84%) and the retention rate increase is only 3% (88% to 91%).

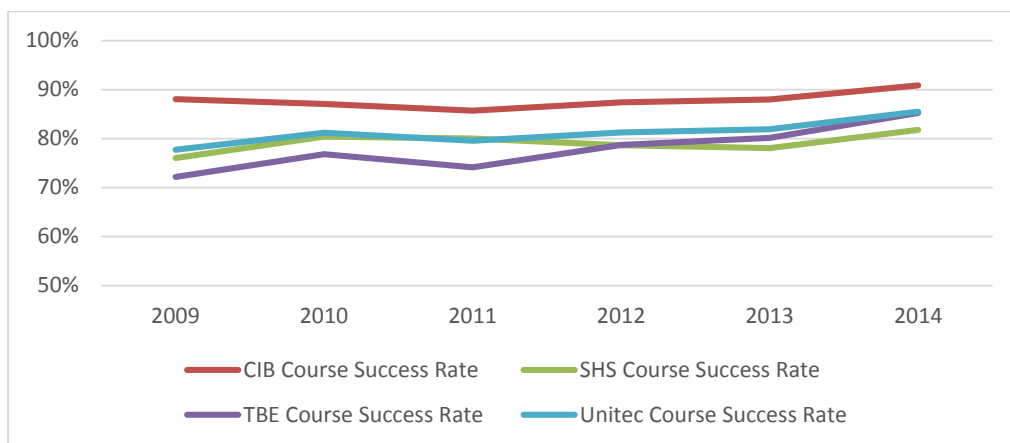
Based on the statistics, the trend shows that the gap in the success and retention rates between Pacific students and all students is closing, and that if the trend continues the way it is, in a few years the Pacific and All students' success and retention rates could be at par with each other.

These statistics therefore indicate that Pacific students are overall achieving well at Unitec.

Pacific Students Success Rates 2009-2013



Pacific Students Retention Rates 2009-2014



Appendix F

Orientation Survey (attached)

Summary

Note: the survey was about the general student experience of orientation rather than just about events and services

- The most popular events have positive student feedback about food and/or culture
- Events that showcased Unitec's culture were well attended and received very positive student feedback
- The cultural festival and international food day were the most popular of the orientation events
- Food is an improvement suggested for events that were liked the least
- The pōwhiri, Unitec fair, and cultural festival had good attendance and a relatively low proportion of students suggesting improvements
- The least attended event was Giant Tenpin Bowling also rated least enjoyed – smaller events such as food scramble, car graffiti, mini-golf, water slide, clubs day and the movie night lacked broad appeal
- A clear theme was that Unitec needs more clubs for students
- Comments on the pōwhiri emphasise warmth, welcoming and a sense of belonging that cuts across cultures
- Over a third of students were too busy to attend any orientation events
- Students are most interested to learn about services that are academically useful first
- Maori and pacific student awareness of Maia and the Pacific Centre is relatively high
- The positive impact of early awareness of services is clear on Student Net promoter Score –
- Events designed to help students achieve their academic goals, and anchor them within their discipline (e.g. Departmental events), have the greatest impact on students' positivity about deciding to study at Unitec

Appendix G

REPORT ON SATISFACTION WITH EDCOLLECTIVE ADVOCACY

October 2015

This report summarises the results of a survey recently undertaken on the advocacy services provided by EdCollective.

SUMMARY

A total of 34 responses were received overall. All respondents answered all questions.

LIKELIHOOD OF RECOMMENDATION

29 of 34 respondents answered that they would be “highly likely” or “likely” to recommend EdCollective advocacy services.

Target	Actual	Met?
80%	85%	YES

TIMELINESS

33 of 34 respondents answered that advocates were “extremely fast to respond” or “fast enough.”

Target	Actual	Met?
80%	97%	YES

KNOWLEDGE

30 of 34 respondents answered that advocates “knew exactly what they were doing” or “knew enough to support me.”

Target	Actual	Met?
80%	88%	YES

SUPPORTIVENESS

30 of 34 respondents answered that they felt “very well supported” or “adequately supported.”

Target	Actual	Met?
80%	88%	YES

OTHER COMMENTS

Several respondents recommended the use of phone communication alongside existing electronic methods. Others noted that students were possibly unaware of the presence of advocacy services.

Appendix H

REPORT ON SATISFACTION WITH STUDENT REPRESENTATION TRAINING

September 2015

This report summarises the results of a survey recently undertaken with student representatives who received training from EdCollective.

SUMMARY

A total of 42 responses were received overall (not all respondents answered all questions). Of these, 37 received face-to-face training (88%), with the remainder receiving online training.

EFFECTIVENESS OF TRAINING

41 respondents answered the question "Thinking about the training you received, would you say that it was..." Of these, 28 (68%) answered "quite effective" or "very effective." This did not meet the target.

Target	Actual	Met?
80%	68%	NO

SUPPORT TO UNDERTAKE ROLE

40 respondents answered the question "Do you feel that you have sufficient support from the Student Rep Coordinator to carry out your r..." Of these, 35 (53%) answered "Yes, the support is very good" or "Yes, the support is adequate."

Target	Actual	Met?
80%	88%	YES

CONFIDENCE IN ROLE

40 respondents answered the question "Did the training you received make you feel confident in your role?" Of these, 30 (75%) answered "Quite confident" or "very confident." This did not meet the target.

Target	Actual	Met?
80%	75%	NO

TIMELINESS OF COMMUNICATIONS

14 respondents answered the question "Did the Student Rep Coordinator communicate with you in a timely manner?" Of these, 13 (93%) answered "They have been fast to respond" or "They have been fast enough." This met the target.

Target	Actual	Met?
80%	93%	YES

OTHER COMMENTS

Respondents were largely complimentary of the received training in their free-text comments. Comments included the co-ordinator "very helpful and regularly touched base", another "did her role very well", a third was "helpful and easily approachable." One of the few criticisms requested that co-ordinators provide "more information about changes at Unitec."

Appendix I SUMMARY:

The table below outlines the Ministerial Direction categories, current examples of services provided at Unitec, and key data about their impact for students .

Category	Current services at Unitec and Budget	Impact of service provision (Summary – see appendices in report for details)
(a) Advocacy and legal advice	Student Advocates Student Voice: Student Council and Representation; Student Complaints Conciliator \$490,606	<p>Advocacy</p> <ul style="list-style-type: none"> • Advocates have effectively dealt with over 200 cases in Semester 1 • 85% students who used advocacy services in 2015 would recommend these • 97% said the services were timely • 88% said the advocates had the knowledge required to provide support • 88% were adequately/well supported <p>Student Reps</p> <ul style="list-style-type: none"> • 68% in 2015 felt their training was effective • 88% felt they had sufficient support for their role • 75% felt training gave them confidence • 93% felt communications with them were timely • Over 80 student representatives have engaged in the student representation programme in Sem 1 2016
(b) Careers information, advice and guidance	Student Careers and Employment Centre \$313,975	<ul style="list-style-type: none"> • Students using the Careers service had higher than average GPAs • Largest access was from Business and Enterprise; High Technology; health and Community. 3% Maori, 13% Pacific; 49% International • Nearly 50% of students using the service were international
(c) Counselling services	Counselling Centre; Multi-faith Chaplaincy; Student Support Advisers, Pastoral support through Maia Maori Centre and Pacific Centre \$1,627,393	<ul style="list-style-type: none"> • Students using Counselling had slightly higher than average GPAs, for Student Advisers lower than average GPAs • Networks most using Health were Business and Enterprise, Construction and Infrastructure, health and Community, High Technology. 14% were Maori and 20% Pacific; 50% International • Networks most using Counselling were Health and Community, Business and Enterprise, Env. and Animal Science and Bridgepoint 7% Maori, 8% Pacific; 89% Domestic • Networks mostly using chaplaincy were Construction and Infrastructure, Bridgepoint; 41% International • Networks mostly using Student Support Advisers were Health and Community; Bridgepoint; Business and Enterprise; Construction and Infrastructure; 18% Maori, 31% Pacific • Maia: The demand for cultural/pastoral care service has increased from students; The Whai Ake mentoring programme results in significantly higher success and retention rates – between 90% and 100 • Pacific Centre: Positive success outcomes for student using space in 2014, strong success for students supported by Pacific mentors; Pacific Fanau evenings are a key focus of this service
(d) Employment information	e.g Student Job Search \$95,000	<ul style="list-style-type: none"> • 282 students have been placed in paid employment through Student Job Search in 2016 by 30 April earning over \$980,000
(e) Financial support and advice	Student Hardship Support Budgeting Advice \$26,830	<ul style="list-style-type: none"> • Most of these services were accessed through Student Support Advisers – see above
(f) Health services	Student Health Service \$407,857	<ul style="list-style-type: none"> • Students using the Health Centre had slightly higher than average GPAs, for Student Advisers lower than average GPAs • Networks most using Health were Business and Enterprise, Construction and Infrastructure, health and Community, High Technology. 14% were Maori and 20% Pacific; 50% International
(g) Media	Student Communications and Student Media	<p>Semester 1 2016</p> <ul style="list-style-type: none"> • Over 8000 copies of the Unitec Student O Mag were distributed,

		\$194,000	<ul style="list-style-type: none"> • 57 students including 3 student interns have been involved as contributors, photographers to Student media Online • Student Media page views were 11543
(h)	Childcare services	Unitec Early Learning Centre \$77,430	Limited data available. The UELC is contracted to provide 60% of spaces to Unitec staff and students, current provision is approximately 52%
(i) (j)	Clubs and societies Sports, recreation and cultural activities	Sports and Clubs activities Student initiated events Student Engagement events e.g Orientation Powhiri; International Food Days, Cultural Festival, Sports and Recreation events and activities in First Six Weeks and through the year; \$579,000	Semester 1 2016 <ul style="list-style-type: none"> • Over 17,000 students have been engaged in student experience events including 11,822 in the First Six Weeks Experience • Over 6000 Orientation packs were distributed to students as part of the O-Show programme • 390 students have participated in the Experience New Zealand programme • As well as specific one-off events 280 students are regularly engaged in sport or club activity • \$2345 has been approved by the Unitec Student Council to fund student initiated events