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**Nelson Marlborough Institute of Technology (NMIT):
Semester One 'Learner Journey' Survey Report
May 2010**

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Guide to Course Abbreviations Used in this Report

BAM	Bachelor of Arts and Media
Bcom	Bachelor of Commerce
BIT	Bachelor of Info Tech
Bnurse	Bachelor of Nursing
BVAD	Bachelor of Visual Arts & Design
CAAM	Certificate in Adv Aircraft Maintenance
CAC	Certificate in Animal Care
CAdAM	Certificate in Adv Aircraft Maintenance
CAdT	Certificate in Adult Teaching
CAVI	Certificate in Aviation Industry
CBA	Certificate in Bus Admin
CBMETS	Certificate in BMETS
CBTher	Certificate in Beauty Therapy
CCarp	Certificate in Carpentry
CCook	Certificate in Cookery
CCSW	Certificate in Counselling and Social Work
CCT	Certificate in Comp Tech
CDist	Certificate in Distribution
CEnAuto	Certificate in Entry Auto Eng
CFNurse	Certificate in Foundation Nursing
CHort	Certificate in Horticulture
CMarEng	Certificate in Marine Engineer
CNZOM	Certificate in NZ Offshore Master
CProfCook	Certificate in Professional Cookery
CProfHair	Certificate in Professional Hairdressing
CQA	Certificate in Quality Assurance
CRange	Trainee Ranger Certificate
CRWBS	Certificate in Prof. Rest. Wine & Bar Serv.
CTerS	Certificate in Tertiary Study
CTTTT	Certificate in Te Tuara me Te Tinana
CVetN	Certificate in Veterinary Nursing
CVP	Certificate in Vineyard Practice
DAC	Diploma of Applied Counselling
DAdTL	Diploma of Adventure Tourism Leadership 1
DAeMaint	Diploma of Aero Maintenance Certificate in
DAM	Diploma of Arts and Media
DAppFit	Diploma of Applied Fitness
DAvSc	Diploma of Aviation Science (ATPL)
DAvScAI	Diploma of Aviation Science (Air Instr)
DAvScM	Diploma of Av Sci (Mgmt)
DCG	Diploma of Career Guidance
DCW	Diploma of Creative Writing

DGM	Diploma of Graphics and Multimedia
DGMM	Diploma of Graphics and Multimedia
Dip Bus	NZ Diploma of Business
DMDSFV	Diploma of Mate of a Deep Sea Fishing Vessel
DProg	Diploma of Programming
DSW	Diploma of Social Work
DTourM	Diploma of Tourism Mgmt
DVit	Diploma of Viticulture & Wine
GDAcc	Graduate Diploma of Accounting
GDIT	Graduate Diploma of Information Technology
GDMan	Graduate Diploma of Management
NatCCarp	National Certificate in Carpentry
NCBus	National Certificate in Business
NCRet	National Certificate in Retail
NS	Not Specified
TKT	Tauira Kaitiaki Taiao

1 Project Overview

1.1 Project Context

As part of its commitment to students (and its reporting requirements to TEC), NMIT regularly surveys its students and graduates to gather information on their perceptions of course offerings, and of graduate employment patterns. This suite of surveys comprises:

1. The First Impressions Survey;
2. The Learner Journey Survey;
3. The Learner Experience Survey; and
4. The Graduate Destination Survey.

In 2010 Research First Ltd will complete seven student surveys for NMIT. This will comprise two each of the First Impressions, Learner Journey, and Learner Experience surveys (i.e., one of each survey per semester), and one Graduate Destination Survey.

This document reports the results from the first semester Learner Journey Survey. The key messages for NMIT from this survey are outlined on page seven of this report, and the results are outlined in depth starting on page nine. The information in this report is accurate to the best of the knowledge and belief of Research First¹.

1.2 The Objectives for the 'Learner Journey' Survey

The Learner Journey Survey provides a mechanism for checking that the needs and expectations of all students are being met. The survey also enables these students to provide NMIT with specific feedback about the performance of individual programmes.

The Learner Journey Survey is completed after 30%, and before 60%, of a programme of study been completed. This allows students to benefit from actions taken to improve the programme. In keeping with this requirement, the first semester Learner Journey Survey began data collection in April 2010, and completed data collection in May 2010.

*As part of its
commitment to
providing an
excellent
student
experience,
NMIT conducts
a number of
surveys with
its students
and graduates
each year*

¹ While Research First Ltd has exercised all reasonable skill and care in the preparation of the information in this report, Research First accepts no liability in contract, tort, or otherwise for any loss, damage, injury or expense, whether direct, indirect, or consequential, arising out of the provision of information in this report

2 Research Design

2.1 Choice of Method

In 2010 NMIT chose to conduct its suite of student surveys using an online surveying design. Online surveys can be seen as offering a useful compromise between the speed of interviewer-administered surveys (such as with telephone surveys) and the complexity possible in self-completed questionnaires (such as conventional mail surveys). As with all self-completed research designs, with e-mail surveys:

- The asynchronous nature of data collection lowers the initial refusals; and
- It is possible to provide reference material with the questionnaire, increasing the complexity of the topics the survey can address.

Recent evaluations of online survey designs have argued that e-mail surveys offer several additional benefits to traditional data collection techniques, including:

- Lower costs;
- Faster turnaround;
- Lower respondent error; and
- Flexibility in question structure.

2.2 Achieved Sample

For this first semester Learner Journey Survey, Research First e-mailed 3,221 survey invitations. From this first cycle of invitations, 208 surveys were completed. A reminder e-mail was sent 14 days later, and from this a further 253 completions were received. This sums to a total of **461 survey completions** from 3,221 valid invites, for a response rate of 14.3%².

2.3 Caveats and Limitations

When selected randomly, an achieved sample of this size (N=461) from a population of 3,200 would provide NMIT with survey results accurate to +/-4.2%. That is, survey results considerably under the +/-5.0% threshold that is conventionally used to distinguish 'robust' survey results. **However**, the nature of online surveys means the sample is not randomly selected and, consequently, no sampling errors for these survey results can be calculated. This means that the results from the Learner Journey Survey reported here will be constrained by the 'self-selection' bias inherent in self-completed surveys. As a result, the survey results may not provide an accurate representation of the population's attitudes because only those motivated to participate completed the survey questionnaire. Researchers call errors like self-selection bias 'systematic' because they are a product of how the research is designed.

² The survey was visited 621 times (282 after the initial e-mail invitations were sent out, and a further 339 after the reminder e-mail). 461 completions from 621 visits gives a completion rate of 74.2%.

In 2010 NMIT chose to conduct its suite of student surveys using an online surveying design

The 2010 first semester Learner Journey Survey was sent to 3,221 students, and achieved 461 completions

3 Key Findings and Messages

3.1 Overall Satisfaction

- The students who participated in this survey are, overall, very satisfied with their 'learning journey'. This is reflected in very high levels of satisfaction with the teaching they are receiving, the content and delivery of their courses, and the supporting services and materials.

3.2 Satisfaction with Teaching

- Overall, the students in this survey are most satisfied with how approachable their tutors are. In addition, tutors receive very high marks for providing clear requirements for assessment; being available to provide help; providing the level of support students expect; and providing students with constructive feedback on how to improve their work;
- Tutors get the lowest satisfaction scores³ for recognising when students are having trouble keeping up with assessments, and recognising when students are having difficulties understanding course content;
- Within this overall pattern there is significant variation in satisfaction across the programmes. In general, students in the Trainee Ranger Certificate course are generally the most satisfied with the teaching they receive, and students in the Diploma of Arts and Media course generally seem to be the least satisfied.

3.3 Satisfaction with Course Content and Delivery

- Overall, the students in this survey are most satisfied with their courses in terms of them being relevant to the students' learning goals; being professionally presented; and for being presented in an interesting manner;
- Students were least satisfied that their courses clearly outlined suggested study timetables.
- Within this overall pattern there is significant variation in satisfaction across the programmes. In general, students in the Trainee Ranger Certificate course, the Te Tuara me Te Tinana Certificate programme, and Certificate in Advanced Aircraft Maintenance programme gave their courses the highest scores for content and delivery. In contrast, students in the Diploma of Arts and Media course generally seem to be the least satisfied, giving their course the lowest scores in five of the seven categories measured. Students in the Diploma of Viticulture and Wine programme also reported lower satisfaction scores for course content and delivery.

The students who participated in this survey are, overall, very satisfied with their 'learning journey' at NMIT to date

Students in the Trainee Ranger Certificate course are generally the most satisfied, whereas those in the Diploma of Arts and Media are generally the least satisfied

³ It is important to note that 'least satisfied' is a *relative* comparison. For a number of these dimensions 'least satisfied' is still comprised of a majority of students scoring NMIT's performance as 'outstanding' or 'good'.

3.4 Satisfaction with Supporting Materials and Services

- Overall, the students in this survey are most satisfied with the range of materials used by their tutors; and how supporting materials outlined what was required of them for assessment and assignments;
- Students were least satisfied with how up-to-date these supporting materials were, and how easy to understand some materials were;
- Within this overall pattern there is significant variation in satisfaction across the programmes. Once again, Students in the Trainee Ranger Certificate course were generally the most satisfied, whereas students in the Diploma of Arts and Media programme and the Bachelor of Commerce were generally the least satisfied.

3.5 What does NMIT do Well?

The final questions in this survey asked students (unprompted) what they thought NMIT did well, and what NMIT could do better. The areas where NMIT was most often seen as doing well were 'great tutors' and 'great courses'. Providing a 'supportive learning environment' and having 'great course materials' were also mentioned multiple times.

3.6 What could NMIT do Better?

When asked what NMIT could do better, the most common response was that it was 'all good'. The most common concerns were with the quality of tutors, and that more time needed to be spent explaining course materials and requirements. However, the numbers of students making these comments were significantly smaller than those highlighted what was good about NMIT.

The students in this survey see NMIT as having 'great tutors' teaching in 'great courses', provided within a 'supportive learning environment'

4 Satisfaction with Teaching

4.1 Overall Satisfaction

The first question in this survey asked students to rate their satisfaction with various aspects of the teaching they had experienced to date. This rating was done on a four point scale, ranging from 'outstanding' (1) to 'inadequate' (4). For ease of reporting, these scale scores have been reduced to a composite 'more than satisfied' score. A 'more than satisfied' (MTS) score combines the numbers of students who rated aspects of teaching as either 'outstanding' or 'good' (i.e., scores of 1 and 2 on the four point scale).

Using these composite MTS scores, the results show that:

- Students are generally very satisfied with the performance of their tutors;
- Overall, students are most satisfied with the performance of their tutors in regard to how comfortable the tutors make students feel about contacting them (MTS 83.4%);
- Tutors also get very high marks for providing clear requirement for assessment (MTS 77.6%); being available to provide help (MTS 77.4%); providing the level of support students expect (MTS 74.8%); and providing students with constructive feedback on how to improve their work (MTS 75.1%); and
- Tutors get the lowest satisfaction scores for recognising when students are having trouble keeping up with assessments and assignments (MTS 49.6%), and recognising when students are having difficulties understanding course materials (MTS 53.8%) (see Chart 4.1 and Table 4.1, overleaf).

Overall, students are generally very satisfied with the teaching they have experienced

The students were least satisfied that their tutors recognising when they were having difficulty keeping up with course materials and /or assignments

Chart 4.1: Overall Satisfaction with Tutors and Teaching

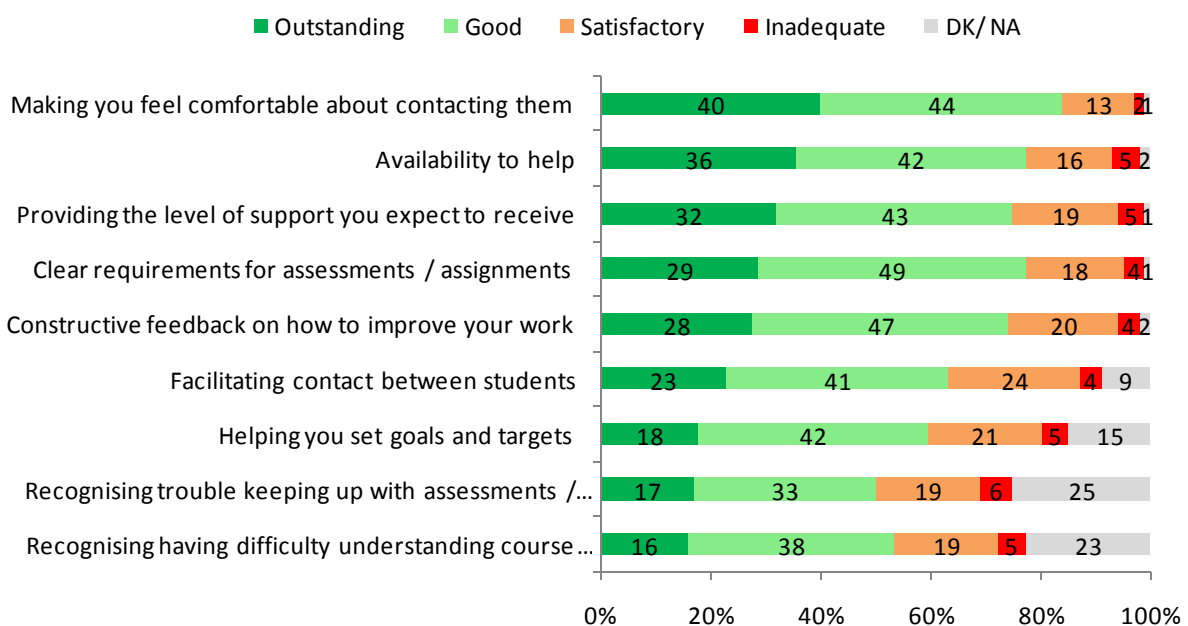


Table 4.1: Overall Satisfaction with Tutors and Teaching

	Total	Outstanding	Good	Satisfactory	Inadequate	DK/ NA
	<i>Percentage of responses</i>					
Making you feel comfortable about contacting them	458	39.5	43.9	13.3	2.2	1.1
Availability to help	451	35.9	41.5	15.5	5.3	1.8
Providing the level of support you expect to receive	449	31.6	43.2	19.2	4.7	1.3
Providing clear requirements for assessments / assignments	455	28.6	49.0	17.6	4.0	0.9
Providing you with constructive feedback on how to improve your work	461	28.2	46.9	19.7	3.5	1.7
Facilitating contact between students	454	23.1	40.7	23.6	3.7	8.8
Helping you set goals and targets	455	18.0	41.8	20.7	4.8	14.7
Recognising you are having trouble keeping up with assessments / assignments	446	16.6	33.0	19.1	6.1	25.3
Recognising you are having difficulty understanding the course materials	448	16.3	37.5	18.5	4.7	23.0

4.2 Satisfaction by Course of Study

The above section has reported the patterns of satisfaction in the first semester Learning Journey Survey by the total sample. This section provides an analysis of the results by course of study. However, given the number of courses of study, and the small number of students from some programmes participating in the survey, this course of study analysis has only considered those programmes where 10 or more students participated in the survey. Using this filter, the results show that:

- There is significant variation in satisfaction across the programmes;
- Students in the Trainee Ranger Certificate (CRange) course are generally the most satisfied. These students gave their tutors the highest scores for all nine of the teaching satisfaction measures (see Table 4.2, overleaf)⁴;
- Students in the Diploma of Arts and Media (DAM) course generally seem to be the least satisfied, giving their tutors the lowest scores in four of the eight categories measured⁵; and

Students in the Trainee Ranger Certificate course are generally the most satisfied, while students in the Diploma of Arts and Media course generally seem to be the least satisfied

⁴ Note that the Trainee Ranger Certificate programme had only 10 students respond to the survey, thus just meeting the analysis criterion (i.e., N≤10). This exceptional result demonstrates the caution with which small sample size results should be interpreted.

- The lowest scores across the programmes were from Certificate Comp Tech (CCT) students for their tutors 'recognising that students were having trouble keeping up' (mean score 3.7); students from the Certificate Adult Teaching (CAdT) course for their tutors 'helping [them] set goals and targets' (mean score 3.4); and Certificate Te Tuara me Te Tinana (CTTTT) students for their tutors recognising that students were having difficulty with course materials (mean score 3.4).

4.3 Comments about Tutors and Teaching

The last question in this section of the survey asked students if they had any comments about their tutors or teaching that they would like to make. The most common comment was that students thought their tutors were 'great' (Table 4.3). A second repeated comment was that the quality of tutors was variable. The verbatim list of 'other' comments is provided in Appendix One of this report.

Table 4.3: Comments about Tutors and Teaching

	Number of responses
Great tutors	32
Some tutors better than others	11
Course has been set out strangely	4
Inadequate course materials	3
Overloaded workload	3
Need more tutors	2
Not familiar with my tutors	2
Long time waiting for responses	2
Other	32

⁵ Note that this is a *relative* comparison. In absolute terms, the mean scores from the DAM students for these four measures are between 2.0 and 3.0 (between 'Good' and 'Satisfactory'). And, as above, the DAM programme had only 10 students respond to the survey, thus just meeting the analysis criterion (i.e., $N \leq 10$), and reinforcing the caution with which small sample size results should be interpreted.

Table 4.2: Satisfaction with Tutors and Teaching by Programme of Study

	BAM/VAD	Bcom	BIT	Bnurse	CAAM	CAC	CAdT	CAVI	CBA /NCB	CBMETS	CBTher	CCarp	CCook	CCSW	CCT	CDist	CEnAuto	CFNurse	CHort	CMar Eng	CNZOM	CProfCook	CProfHair	CQA	CRange
Number of responses	24	42	26	44	21	6	29	7	36	1	8	1	6	6	21	2	3	3	7	4	2	4	5	33	10
Constructive feedback to improve work	2.0	2.6	2.3	2.2	1.9	2.0	2.1	1.4	2.1	1.0	2.1	2.0	1.7	2.0	1.9	2.5	1.0	2.0	1.8	2.0	1.5	1.7	1.0	2.1	1.4
Comfortable contacting them	1.6	2.1	1.8	1.8	1.8	2.0	1.9	1.6	1.9	2.0	2.0	2.0	1.3	1.8	1.8	2.5	1.0	1.5	1.7	1.3	2.0	2.0	1.0	1.8	1.0
Clear requirements assessments/ assignments	2.3	2.5	2.2	2.3	2.1	1.8	2.1	1.6	1.8	1.0	2.0	2.0	1.7	2.0	1.7	2.5	1.3	2.0	1.8	2.0	2.0	2.0	1.0	1.9	1.3
Support you expect to receive	1.8	2.4	2.3	2.2	1.9	2.4	2.4	1.4	2.0	2.0	2.5	1.0	1.7	2.0	1.7	2.5	1.3	2.0	1.5	1.7	2.5	2.0	1.0	2.1	1.3
Facilitating contact between students	2.3	2.8	2.8	2.3	2.1	2.4	2.4	2.4	2.3	1.0	1.8	2.0	2.0	3.0	2.5	2.5	1.3	2.5	2.5	1.7	2.5	2.0	1.5	3.5	1.4
Recognising having trouble keeping up	2.8	3.5	3.2	3.3	2.3	2.6	3.0	2.4	2.7	2.0	2.9	2.0	1.7	1.8	3.7	2.5	1.3	4.0	3.0	1.7	3.0	2.0	1.5	3.1	2.0
Recognising difficulty with course materials	2.7	3.1	3.2	2.9	1.9	3.2	2.9	1.6	2.3	1.0	2.8	1.0	1.7	2.5	3.2	2.5	1.7	4.0	2.7	2.0	3.0	2.0	1.5	3.4	1.4
Availability to help	1.7	2.3	2.4	2.1	1.7	2.0	2.2	1.4	1.9	3.0	2.1	1.0	2.0	1.6	1.5	2.5	1.3	2.5	1.2	2.0	1.5	1.7	1.0	1.8	1.3
Helping you set goals and targets	2.2	3.2	3.2	2.7	2.2	2.8	3.4	1.4	2.6	2.0	2.9	2.0	1.7	1.8	3.1	2.5	1.3	3.0	1.7	2.0	2.5	1.5	1.0	3.0	1.6

Table 4.2: Satisfaction with Tutors and Teaching by Programme of Study (cont.)

	CRWBS	CTerS	CTTTT	CVetN	CVP	DAC	DAdTL	DAeMaint	DAM	DAppFit	DAVSc	DCG	DCW	DGMM	DipBus	DMDSFV	DSW	DTourM	DVit	GDAcc	GDIT	NatCCarp	NCRet	NS
Number of responses	2	8	31	3	1	22	4	9	10	7	55	35	5	7	5	3	9	4	15	2	3	3	4	9
Constructive feedback to improve work	1.0	1.5	1.5	2.5	5.0	1.8	3.0	2.6	2.7	2.1	2.0	1.7	2.8	2.7	2.5	1.5	1.8	2.0	2.8	1.0	2.3	2.0	1.5	2.0
Comfortable contacting them	1.0	2.0	1.4	2.5	1.0	1.8	2.8	2.0	2.3	1.9	2.0	1.6	1.5	2.6	1.5	1.5	1.3	1.5	1.9	1.0	2.3	1.0	1.5	2.0
Clear requirements assessments/ assignments	1.0	1.5	1.6	2.0	2.0	1.5	2.5	2.1	2.7	1.9	2.2	1.7	2.2	2.4	2.0	1.5	1.7	2.0	2.3	1.0	1.7	2.0	1.3	2.3
Support you expect to receive	1.0	1.2	1.5	2.0	2.0	1.6	2.8	2.3	2.5	2.0	2.2	1.7	2.0	2.9	1.5	1.5	1.4	2.5	2.5	1.0	1.7	2.0	1.3	2.3
Facilitating contact between students	1.0	1.8	1.8	2.5	5.0	2.0	2.8	3.0	2.8	2.3	2.2	2.1	2.0	2.9	2.0	3.5	1.7	2.5	2.3	1.0	2.3	3.0	1.5	2.3
Recognising having trouble keeping up	1.0	2.2	3.4	4.0	5.0	2.7	3.3	3.0	2.7	2.9	3.1	2.3	3.9	2.7	4.0	3.0	1.8	3.0	3.3	1.0	4.0	5.0	2.0	2.0
Recognising difficulty with course materials	1.0	2.3	3.4	3.5	5.0	2.9	3.0	3.3	2.3	2.9	2.9	3.2	3.2	3.3	3.5	3.0	1.8	2.5	3.2	1.0	3.0	5.0	1.3	2.0
Availability to help	2.0	1.7	1.5	2.5	5.0	1.8	2.8	2.8	2.8	1.8	2.1	1.7	1.7	2.3	1.5	1.5	1.8	2.0	2.6	1.0	2.0	2.0	1.5	2.0
Helping you set goals and targets	1.0	1.3	2.1	2.0	5.0	2.3	3.5	3.1	2.4	2.6	2.4	2.7	2.8	3.0	2.0	1.5	1.9	2.5	3.2	1.0	2.3	2.0	1.8	2.0

5 Satisfaction with Courses

5.1 Overall Satisfaction

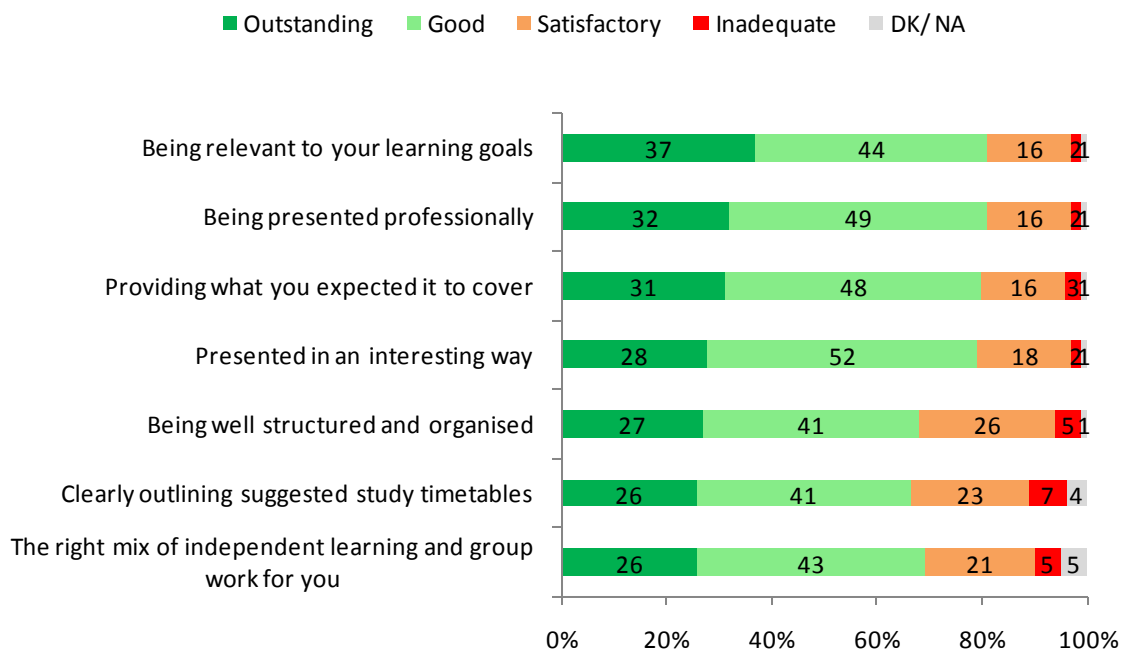
The second set of questions in the Learner Journey Survey related to students' satisfaction with the content and delivery of their courses. As with the previous questions about tutors and teaching, satisfaction with courses was measured on a four point scale, ranging from 'outstanding' (1) to 'inadequate' (4). And as with those previous questions, these scores have been reduced to a composite 'more than satisfied' (MTS) scores⁶.

Overall, the students in this survey are very satisfied with the content and delivery of their courses

Using these composite MTS scores, the results from this part of the survey show:

- Students are very satisfied with the content and delivery of their courses;
- Overall, students scored courses very highly for being relevant to their learning goals (MTS 81.3%), being professionally presented (MTS 81.1%), and for being presented in an interesting way (MTS 80.4%);
- Students were least satisfied that their courses clearly outlined suggested study timetables (MTS 66.5%). However, it is important to note here that 'least satisfied' is a *relative* comparison. In absolute terms, nearly two-thirds of the students in this survey rated their courses as either outstanding' or 'good' on this measure (see Chart 5.1 and Table 5.1, overleaf).

Chart 5.1: Overall Satisfaction with Course Content and Delivery



⁶ A 'more than satisfied' (MTS) score combines the numbers of students who rate aspects of their course as either 'outstanding' or 'good' (i.e., scores of 1 and 2 on the four point scale).

Table 5.1: Overall Satisfaction with Course Content and Delivery

	Total	Outstanding	Good	Satisfactory	Inadequate	DK/ NA
	<i>Percentage of responses</i>					
Being relevant to your learning goals	450	36.9	44.4	15.6	1.8	1.3
Being presented professionally	455	31.9	49.2	15.8	2.4	0.7
Providing what you expected it to cover	445	31.2	47.6	16.4	3.4	1.3
Presented in an interesting way	458	28.2	52.2	17.5	1.5	0.7
Being well structured and organised	449	27.2	40.8	26.3	4.9	0.9
Clearly outlining suggested study timetables	442	25.8	40.7	23.3	6.6	3.6
The right mix of independent learning and group work for you	453	25.6	43.0	21.4	4.6	5.3

5.2 Satisfaction by Course of Study

When analysing students' satisfaction with the content and delivery of their courses by their programme of study, the same analytical criterion as used on Section 4.2 applies. That is, this analysis has only considered those programmes where 10 or more students participated in the survey. Using this filter, the results show that:

- There is significant variation in satisfaction across the programmes;
- Students in the Trainee Ranger Certificate course are generally the most satisfied⁷. These students gave their course the highest scores of any students for being relevant to their learning goals, providing what they expected to cover, and having the right mix of independent learning and group work;
- Students in the Te Tuara me Te Tinana Certificate programme gave their course the highest scores of any students for being presented professionally, and for being well structured and organised;
- Students in the Certificate in Advanced Aircraft Maintenance gave their course the highest scores of any students for being presented in an interesting way, and for outlining suggested study timetables;
- In contrast, students in the Diploma of Arts and Media course generally seem to be the least satisfied, giving their course the lowest scores in five of the seven content categories measures⁸; and

Students in the Trainee Ranger Certificate programme, the Te Tuara me Te Tinana Certificate programme, and the Certificate in Advanced Aircraft Maintenance programme are generally the most satisfied with their course content and delivery

⁷ See the caveat outlined in Section 4.2

⁸ See the caveat outlined in Section 4.2

- Students in the Diploma of Viticulture and Wine programme scored the content and delivery of their course lower than students in other programmes (with the exception of students in the Diploma of Arts and Media course) (see Table 5.2, overleaf).

5.3 Comments about Course Content and Delivery

The last question in this section of the survey asked students if they had any comments about the content or delivery of their courses. The most common comment was that students thought their courses were 'great' (Table 5.3). A second repeated comment was that their courses needed more detail, or updating. The verbatim list of 'other' comments is provided in Appendix One of this report.

Table 5.3: Comments about Tutors and Teaching

Great course	18
More detail required and needs updating	7
Unprepared tutors	4
Need to individualise survey by course	4
Less group work	2
Other	22

Students in the in the Diploma of Arts and Media course, and the Diploma of Viticulture and Wine course, are generally the least satisfied with their course content and delivery

Table 5.2: Satisfaction with Course Content and Delivery by Programme of Study

	BAM/VAD	Bcom	BIT	Bnurse	CAAM	CAC	CAdT	CAVI	CBA/NCB	CBMETS	CBTher	CCarp	CCook	CCSW	CCT	CDist	CEnAuto	CFNurse	CHort	CMarEng	CNZOM	CProfCook	CProfHair	COA	CRange
Number of responses	24	42	26	44	21	6	29	7	36	1	8	1	6	6	21	2	3	3	7	4	2	4	5	33	10
Presented in an interesting way	1.9	2.3	2.4	2.0	1.3	1.6	1.6	1.4	2.2	1.0	2.0	2.0	1.7	1.8	1.8	2.5	1.3	2.5	2.0	2.0	1.5	1.7	1.0	1.9	1.6
Presented professionally	1.9	2.2	2.3	1.9	1.7	1.8	1.7	1.6	1.8	1.0	1.8	2.0	2.0	1.6	1.9	2.5	1.3	2.0	1.7	1.7	1.5	1.7	1.5	2.0	1.6
Relevant to your learning goals	2.2	2.3	2.1	2.2	1.4	1.6	1.5	1.4	2.0	1.0	1.1	2.0	2.0	1.8	1.6	2.5	1.5	2.5	1.8	1.7	1.5	1.0	1.5	1.9	1.0
Providing what expected to cover	1.9	2.5	2.2	2.2	1.6	2.0	1.7	1.4	2.2	1.0	1.4	1.0	1.3	2.3	1.7	2.5	2.0	1.5	1.8	2.0	1.5	1.7	1.0	2.1	1.4
Outlining suggested study timetables	2.1	2.5	2.2	2.3	1.8	3.2	2.3	1.4	2.0	3.0	1.9	1.0	2.0	2.0	2.5	2.5	1.7	1.5	1.8	2.0	2.0	1.3	1.5	2.4	1.9
Being well structured and organised	2.3	2.3	2.4	2.3	1.9	3.0	1.9	1.6	2.1	3.0	2.1	1.0	2.0	1.5	1.9	2.5	1.3	2.0	1.5	2.3	2.0	1.7	1.5	2.1	1.9
Right mix of independent learning and group work for you	1.8	2.6	2.2	2.4	1.9	2.4	2.1	2.2	2.1	2.0	2.3	2.0	1.7	1.4	2.0	2.0	1.7	2.0	1.8	2.0	2.0	1.7	1.0	3.3	1.3

Table 5.2: Satisfaction with Course Content and Delivery by Programme of Study (cont.)

	CRWBS	CTerS	CTTTT	CVetN	CVP	DAC	DAcTL	DAeMaint	DAM	DAppFit	DAVSc	DCG	DCW	DGMM	DipBus	DMDSFV	DSW	DTourM	DVIt	GDAcc	GDIT	NatCCairp	NCRet	NS
Number of responses	2	8	31	3	1	22	4	9	10	7	55	35	5	7	5	3	9	4	15	2	3	3	4	9
Presented in an interesting way	1.0	1.5	1.5	2.0	2.0	1.7	2.8	2.0	2.9	2.1	2.0	1.9	2.2	2.1	1.5	1.5	1.7	2.5	2.1	1.0	2.0	2.0	1.5	2.3
Presented professionally	1.0	2.2	1.5	2.5	2.0	1.5	2.8	1.9	2.7	2.0	2.1	1.7	2.6	2.0	2.0	1.5	1.6	2.0	2.2	1.0	2.0	2.0	1.5	2.3
Relevant to your learning goals	1.0	1.8	1.3	2.0	1.0	1.9	2.5	1.8	2.4	1.9	1.8	1.7	3.4	2.7	1.0	2.0	1.6	2.5	2.3	1.0	2.0	1.0	1.5	2.0
Providing what expected to cover	1.0	1.8	1.6	2.0	2.0	1.8	2.8	1.8	2.3	2.0	2.0	1.7	2.0	2.9	1.0	1.5	1.5	3.0	2.4	1.0	2.0	2.0	1.8	2.5
Outlining suggested study timetables	2.0	1.3	2.0	2.5	1.0	2.1	3.0	2.6	2.6	2.1	2.6	1.8	4.0	2.4	1.5	3.0	1.9	3.0	2.8	1.0	2.0	5.0	1.8	1.5
Well structured and organised	2.0	1.7	1.4	2.5	2.0	1.8	3.0	2.3	2.7	2.0	2.7	1.7	2.0	2.1	2.0	2.0	1.8	2.0	2.9	1.0	2.0	2.0	1.5	1.8
Right mix of independent learning & group work	2.0	1.3	1.4	2.0	5.0	1.7	2.3	2.7	3.0	2.2	2.5	2.5	2.2	2.7	2.0	2.0	1.8	2.0	2.8	1.0	2.0	5.0	1.8	2.0

6 Satisfaction with Support Materials

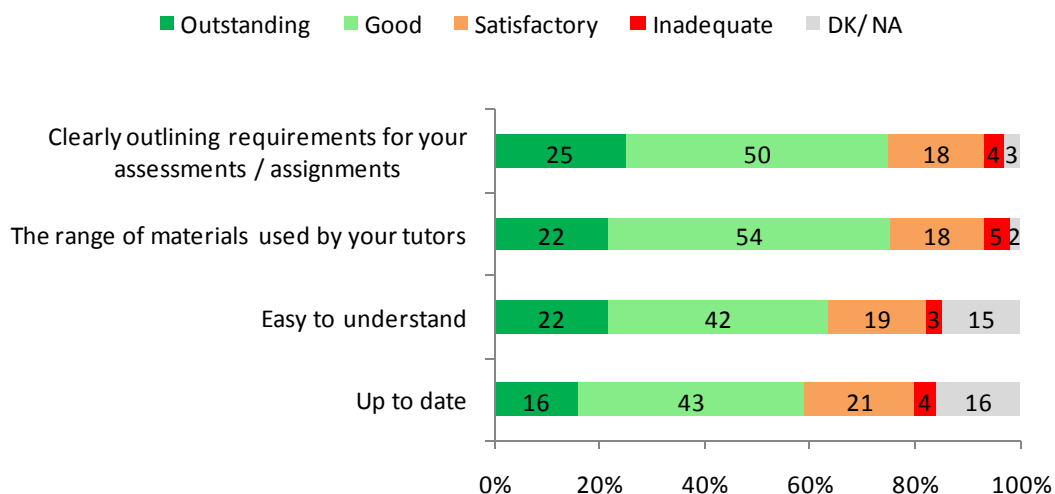
6.1 Overall Satisfaction

The final set of questions in the Learner Journey Survey related to students' satisfaction with the supporting materials and services they had received. As with the previous questions, satisfaction with these materials and services was measured on a four point scale, ranging from 'outstanding' (1) to 'inadequate' (4). Using composite 'more than satisfied' (MTS) scores⁹, the results from this part of the survey show:

- Students are satisfied with the content and quality of NMIT's support materials;
- Overall, students are most satisfied with the range of materials used by their tutors (MTS 75.3%), and how the support materials outlined what was required of them for assessment and assignments (MTS 75.1%);
- Students were least satisfied with how up to date these supporting materials were (MTS 59.2%) and how easy to understand the materials were (MTS 63.3%). However, as elsewhere in this report, it is important to note that 'least satisfied' is a *relative* comparison. In absolute terms, both of these measures had over half of all the students in this survey rate NMIT's performance as either 'outstanding' or 'good' (see Chart 6.1 and Table 6.1, overleaf).

Overall, the students in this survey are satisfied with the content and quality of the support materials provided for their courses

Chart 6.1: Overall Satisfaction with Support Materials and Services



⁹ A 'more than satisfied' (MTS) score combines the numbers of students who rate aspects of teaching as either 'outstanding' or 'good' (i.e., scores of 1 and 2 on the four point scale).

Table 6.1: Overall Satisfaction with Support Materials and Services

	Total	Outstanding	Good	Satisfactory	Inadequate	DK/ NA
	<i>Percentage of responses</i>					
Clearly outlining requirements for your assessments / assignments	458	24.7	50.4	18.1	4.1	2.6
The range of materials used by your tutors	454	21.6	53.7	17.8	4.6	2.2
Easy to understand	455	21.5	41.8	18.9	3.3	14.5
Up to date	455	16.3	42.9	21.3	3.5	16.0

6.2 Satisfaction by Course of Study

When analysing students' satisfaction with support materials and services by their programme of study, the same analytical criterion as used on Section 4.2 applies. That is, this analysis has only considered those programmes where 10 or more students participated in the survey. Using this filter, the results show that:

- Students in the Trainee Ranger Certificate course are generally the most satisfied with their support materials and services¹⁰. These students gave their support materials and services the highest scores of any students in all four categories in this part of the survey; and
- Students in the in the Diploma of Arts and Media programme were generally the least satisfied, giving their support materials and services the lowest score in two out of the four categories measured;
- Bachelor of Commerce students and students in the Certificate in Quality Assurance were also generally less satisfied with their courses' supporting materials and services than other students (see Table 6.2, overleaf).

Students in the Trainee Ranger Certificate programme are generally the most satisfied with their support materials and services, with students in the Diploma of Arts generally the least satisfied

¹⁰ See the caveat outlined in Section 4.2

Table 6.2: Satisfaction with Support Services and Materials by Programme of Study

	BAM/VAD	Bcom	BIT	Bnurse	CAAM	CAC	CAdT	CAVI	CBA /NCB	CBMETS	CBTher	CCarp	CCook	CCSW	CCT	CDist	CEnAuto	CFNurse	CHort	CMarEng	CNZOM	CProfCook	CProfHair	CQA	CRange
Number of responses	24	42	26	44	21	6	29	7	36	1	8	1	6	6	21	2	3	3	7	4	2	4	5	33	10
Easy to understand	2.5	3.1	3.4	2.1	2.2	3.2	2.6	3.6	2.6	1.0	1.9	1.0	1.3	1.8	2.4	2.5	2.3	1.0	2.2	2.0	1.5	1.3	1.5	2.8	1.3
Up to date	2.7	3.3	3.2	2.2	2.7	3.4	2.5	3.8	2.7	2.0	2.0	2.0	1.3	2.2	2.4	2.5	2.3	1.0	2.5	3.3	1.5	1.7	1.5	3.2	1.6
Range of material used by tutor	2.2	2.5	2.4	2.2	1.9	1.6	1.6	2.2	2.2	1.0	1.5	2.0	2.0	2.5	1.9	2.5	2.3	2.0	1.8	2.0	2.5	1.7	1.5	2.8	1.3
Clearly outlining requirements for assessments	2.3	2.6	2.1	2.4	2.1	2.0	2.0	2.2	1.9	1.0	1.9	2.0	2.0	2.0	2.1	2.5	2.3	2.5	1.8	2.0	1.5	1.7	1.5	2.4	1.1

Table 6.2: Satisfaction with Support Services and Materials by Programme of Study (cont)

	CRWBS	CTerS	CTTTT	CVetN	CVP	DAC	DAdTL	DAeMaint	DAM	DAppFit	DAvSc	DCG	DCW	DGMM	DipBus	DMDSFV	DSW	DTourM	DVit	GDAcc	GDIT	NatCarp	NCRet	NS
Number of responses	2	8	31	3	1	22	4	9	10	7	55	35	5	7	5	3	9	4	15	2	3	3	4	9
Easy to understand	1.0	1.8	3.1	2.5	5.0	2.3	2.5	2.4	3.6	3.0	2.6	1.9	2.8	2.0	2.5	3.0	1.8	2.0	2.3	3.0	3.0	5.0	1.5	1.8
Up to date	1.0	1.8	3.1	2.5	5.0	2.3	2.8	3.0	3.0	3.0	2.5	2.3	3.2	2.3	4.5	3.0	2.1	2.0	2.5	3.0	3.0	5.0	1.5	2.3
Range of materials used by tutor	1.0	1.5	1.7	2.0	5.0	2.1	3.0	2.3	2.6	2.0	2.3	2.1	2.2	2.9	2.0	1.5	1.7	2.0	2.0	2.0	2.0	2.0	1.3	2.0
Clearly outlining requirements for assessments	1.0	1.8	1.7	2.0	5.0	1.6	2.3	2.6	2.4	2.4	2.2	1.8	1.9	2.6	1.5	2.0	1.7	2.5	2.4	1.0	1.7	2.0	1.5	2.0

6.3 Comments about Support Materials and Services

The last question in this section of the survey asked students if they had any comments about the support materials and services in their courses. The most common comment was that students thought these materials and services were 'great' (Table 6.3). A second repeated comment was that these materials were 'out of date'. The verbatim list of 'other' comments is provided in Appendix One of this report.

Table 6.3: Comments about Support Materials and Services

	Number of responses
Great	8
Out of date	6
Haven't required services	3
Outline for assessments are vague	3
Need more tutors in student support	2
Technology lets us down	2
Other	18

7 Closing Comments

7.1 What does NMIT do Well?

The final questions in this survey asked students (unprompted) what they thought NMIT did well, and what NMIT could do better. The areas where NMIT was most often seen as doing well were 'great tutors' and 'great courses' (Table 7.1). Providing a 'supportive learning environment' and having 'great course materials' were also mentioned multiple times. The verbatim list of 'other' comments is provided in Appendix One of this report.

Table 7.1: Things NMIT does Well

Great tutors	79
Great course	67
Supportive learning environment	43
Great course materials	27
Good services	14
Regular updates	10
Variety of teaching methods	9
Feedback	7
The flexibility	7
Class mates	2
Other	41

7.2 What could NMIT do Better?

When asked what NMIT could do better, the most common response was that it was 'all good' (Table 7.2, overleaf). After this, the most common concerns were with the quality of tutors, and that more time needed to be spent explaining course materials and requirements. However, the numbers of students making these comments were significantly smaller than those highlighted what was good about NMIT (Table 7.1, above).

The verbatim list of 'other' comments is provided in Appendix One of this report.

What does NMIT do well? Great tutors, great courses, and a supportive learning environment

The most common concerns were with the quality of tutors, and that more time needed to be spent explaining course materials / requirements

Table 7.2: Things NMIT could do better

All good	17
Tutors	12
More clear explanations	10
Better timetables	8
Technology	8
Course material	8
Rushed	7
Updates needed	7
All tutors need to be on the same page	5
More preparation	5
Need group work	5
More varieties in teaching methods	4
Websites	4
More time with tutors	4
Need next level of learning offered to continue	3
Proof reading of workbooks	3
Contact with tutors	3
Too many assignments	3
Marks back faster	3
Sort classroom situations better some are noisy rooms like one next to staff room	2
Other	77