2024 Have Your Say
STUDENT SURVEY RESULTS
- TOPLINE REPORT SEPTEMBER 2024 -

CAPITAL THINKING.
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MAI I TE IHO KI TE PAE

VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA
1897

Introduction

	PAGE NUMBER

The Student Voice—Have Your Say survey was introduced in 2017, updating the Student Experience Improvement Survey that had been used since 2013. In 2021, a more holistic collection of questions was developed and has seen only minor changes in terms, names, and services since. The Have Your Say survey is now run as a single, annual student survey for all students in Trimester 2.

The survey was opened on 29 July 2024 and remained open through 18 August 2024.

This Topline Report has been created as an overview of the data collected from the 2024 Have Your Say survey. For more detailed information, the Report Builder provides all response data and offers filters to explore specific student groups.

Methodology

The 2024 Have Your Say survey included questions to assess the academic, social, and university experiences for all students at the University. The survey obtained student responses over three weeks from 4,464 students (23.0%) enrolled in study at Victoria University of Wellington in 2024.

Survey logic – displaying appropriate questions or responses - was applied to the survey to reduce the number of questions asked of students and skip questions that were not applicable to specific student groups. Based on student data, students were sorted by their taught or research status, as well as their domestic or international status. Additionally, students were able to select if they are residing within New Zealand or abroad, which then branched them into the appropriate questions. They were also asked to select the ways they have engaged with classes (all, some or none fully-online classes), which led to a split in questions being asked. With lists of services and spaces at the University, students were first asked if they were aware of or had used the service before asking for them to rate their satisfaction.

Students were asked at the end of the survey to list all communication channels where they saw the survey promoted. Channels beyond email had limited impact.
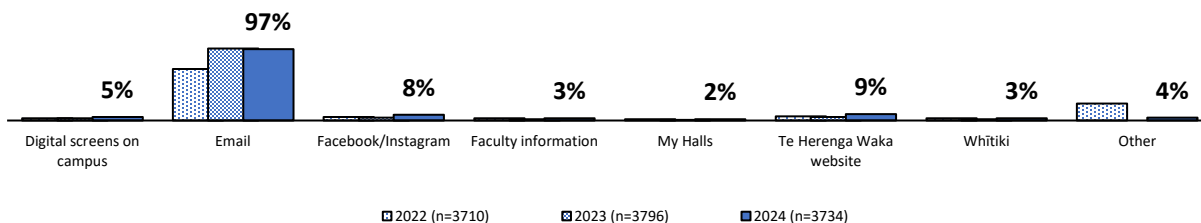
Throughout this report:

- Percentages may not add up to 100% due to rounding.
- Results based on small samples (n<115) should be interpreted as directional.
- A few questions allowed respondents to select more than one option, leading to a sum of responses greater than 100%.

Further analysis and detailed data can be accessed through the *Have Your Say Report Builder*. Filters include Level of Study, Faculty, Research/Taught status, Domestic/International status, Full Time/Part Time status, Ethnicity, and Age Group. Data for these filters were pulled from the University's student database except for "Onshore/Offshore" and "Online/In-Person" as the students were able to select these indicators within the survey.

Colour Coding

The report sections have colour coding based on a set <u>positive</u> response.

Green – 90% or more   Blue – 60% to 89%   Gray – 41% to 59%
Orange – 11% to 40%   Red – 10% or less   Purple – No Scale Rating

Bar chart of communication channels where the survey was promoted:
Digital screens on campus 5%, Email 97%, Facebook/Instagram 8%, Faculty information 3%, My Halls 2%, Te Herenga Waka website 9%, Whītiki 3%, Other 4%.

Legend: 2022 (n=3710), 2023 (n=3796), 2024 (n=3734)

Key Findings

Academic Experience
Overall satisfaction with the academic experience has increased by 5% compared with 2023 and 2022.

Academic Journey
32% of students have changed their degree or major since they began at this University, which is a sustained decrease since 2021 (37%). 2024 has the highest percent of students not taking any fully online courses (66%) since at least 2021. While the number of students who have skipped class has declined since 2021, there has been an increase in students turning in assignments late. Open communication between students and academic and administrative staff has increased over previous years.

Lecturer and Supervisor Satisfaction
Lecturer and supervisor satisfaction across the University remains high.

Teaching Experience
Most taught students are not asked to step into teaching roles, but all students, whether research or taught, recognise the benefits in building professional development, increasing interest in teaching again, and enhancing their academic experience.

Academic Obstacles
Both taught and research students indicated that they found 'feeling depressed, stressed, or upset' 'course/research load' and 'competing job responsibilities' obstacles to their academic success.

Academic Skills
While 'Leadership skills' and 'Quantitative skills' were the only two to improve year over year, they remain the lowest rated improvement in skills by students.

Technology
Technology and digital tools help students achieve their academic goals and improve the assessment experience.

Artificial Intelligence
The University is doing well in providing guidance on how to use AI tools appropriately, but less than half of students agree that they understand how to use the tools for their future studies and/or employment.

University Communication
This year has seen an improvement in student satisfaction with the quality of information they receive about degree requirements, rules and regulations, and services and facilities.

Key Findings

Student Community

There has been a jump in satisfaction with the University Community, particularly in comparison with 2022. Those in a Hall of Residence have a higher satisfaction. However, students can still find it difficult to fit in with the social scene. Students agree that staff are knowledgeable and helpful. They feel safe at the University and feel that diversity and inclusion is important. In general, student groups feel like there is an increased level of respect for others compared with previous years. And, while there has been an increase in students feeling valued, the percent of students that agree with those statements is just over half. Only 41% feel connected with the University community.

University Satisfaction

Three quarters of students are satisfied with the overall performance of services and facilities.

University Services

Satisfaction with the Online Learning Environment has continued to improve since the switch to Nuku from Blackboard. The use of Tītoko Student Success Advisors has jumped year over year reaching over half of all students. Since 2021, there has been a 10% increase in student sentiment regarding service delivery across the University. However, nearly all student services have had the lowest awareness rating in years.

Financial Circumstances

More students are stating that their costs of living are manageable this year, but there has also been an increase since 2021 of students saying that they occasionally to very often worry about their financial circumstances.

Commuting

Use of the bus as a main transport option continues to increase year over year. The percent of students on campus has returned to levels last seen in 2021.

Sustainability

The percent of students that agree the university is environmentally responsible has been increasing every year since 2021.

Wellbeing and Illbeing

The average score for students on the WHO-5 Wellbeing Index Score is 12, similar to previous years. Just under half of the students at the University identify regularly feeling nervous, anxious or on edge.
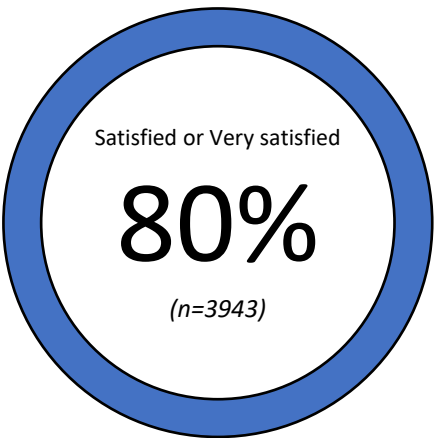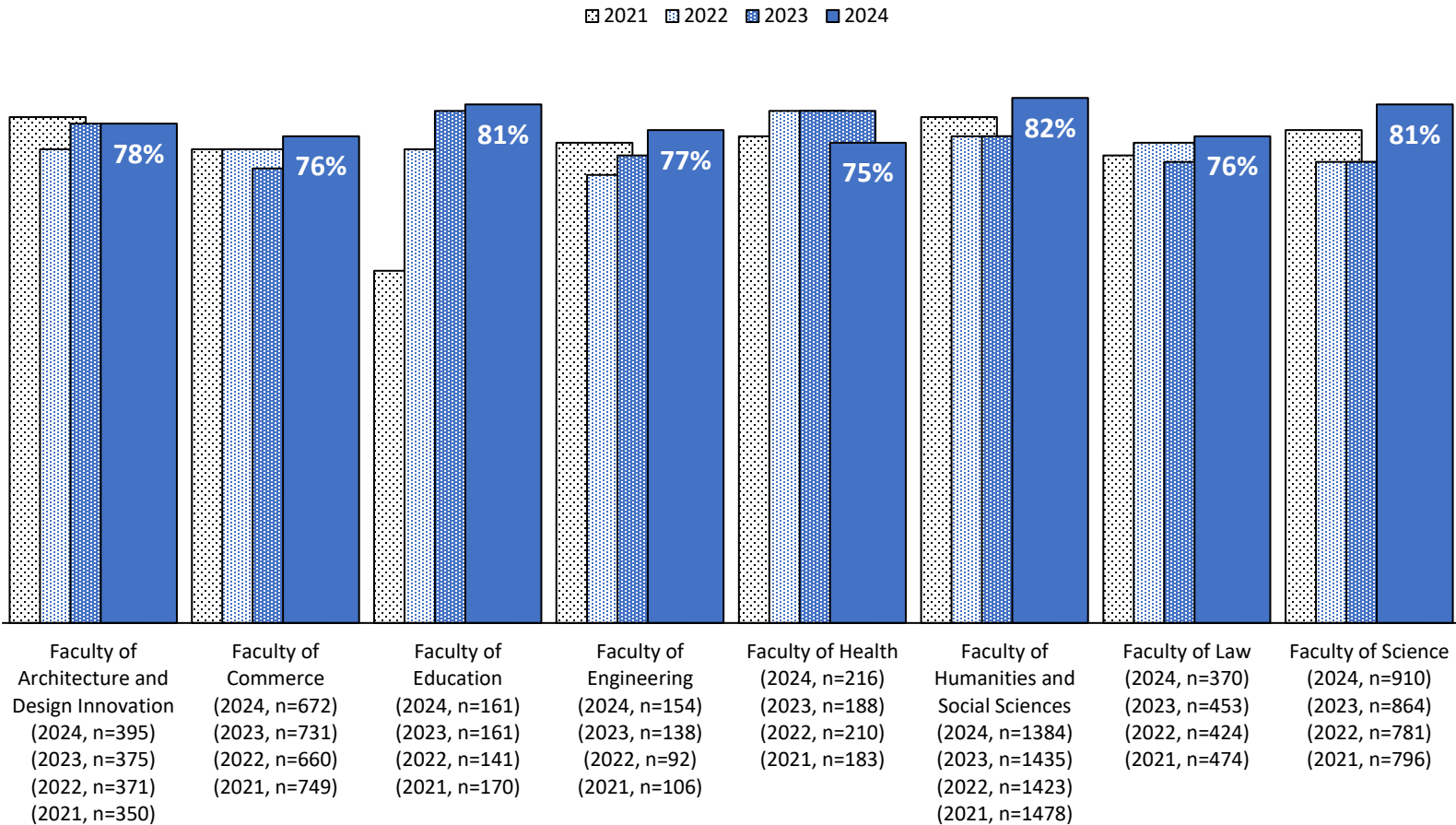
ACADEMIC EXPERIENCE

Academic Experience

A majority of students noted that they were satisfied or very satisfied with their academic experience. Separating responses by Faculty, almost all Faculties have a similar student satisfaction with their overall academic experience, with larger increases in satisfaction for the Faculty of Humanities and Social Sciences, and Faculty of Science.

Satisfied or Very satisfied

80%

(n=3943)

Overall satisfaction with the academic experience at Te Herenga Waka—Victoria University of Wellington
(2023: 75%, n=4070)
(2022: 75%, n=4060)
(2021: 76%, n=4169)

Legend: ☒ 2021 ☐ 2022 ☐ 2023 ■ 2024

Faculty of Architecture and Design Innovation (2024, n=395) (2023, n=375) (2022, n=371) (2021, n=350): **78%**

Faculty of Commerce (2024, n=672) (2023, n=731) (2022, n=660) (2021, n=749): **76%**

Faculty of Education (2024, n=161) (2023, n=161) (2022, n=141) (2021, n=170): **81%**

Faculty of Engineering (2024, n=154) (2023, n=138) (2022, n=92) (2021, n=106): **77%**

Faculty of Health (2024, n=216) (2023, n=188) (2022, n=210) (2021, n=183): **75%**

Faculty of Humanities and Social Sciences (2024, n=1384) (2023, n=1435) (2022, n=1423) (2021, n=1478): **82%**

Faculty of Law (2024, n=370) (2023, n=453) (2022, n=424) (2021, n=474): **76%**

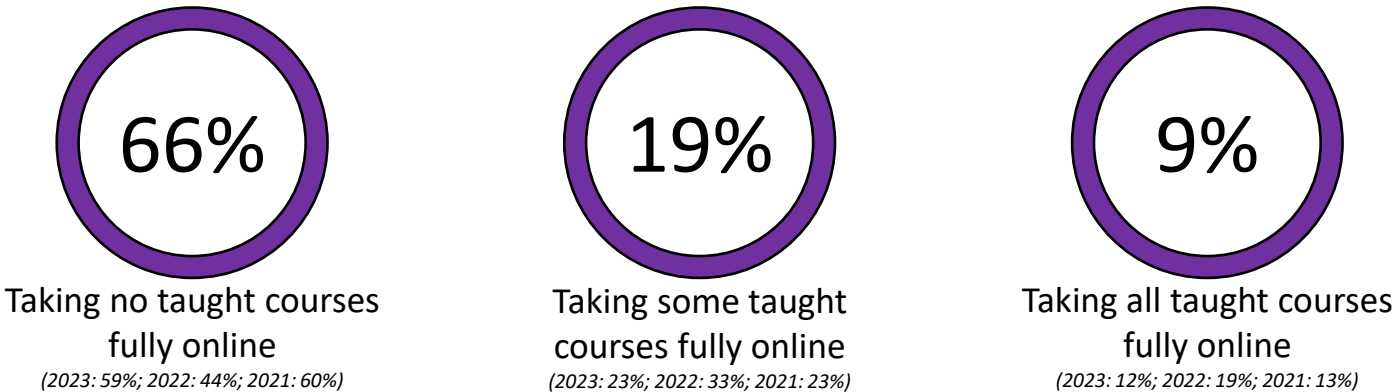Faculty of Science (2024, n=910) (2023, n=864) (2022, n=781) (2021, n=796): **81%**

Q: Overall, how satisfied are you with your academic experience as a student of Te Herenga Waka—Victoria University of Wellington?

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

Learner Status
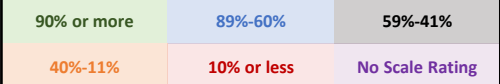
Taught Students
(2024: n=4076; 2023: n=4119; 2022: n=4018; 2021: n=4360)

66%

Taking no taught courses fully online
(2023: 59%; 2022: 44%; 2021: 60%)

19%

Taking some taught courses fully online
(2023: 23%; 2022: 33%; 2021: 23%)

9%

Taking all taught courses fully online
(2023: 12%; 2022: 19%; 2021: 13%)

In 2024, two thirds of students were not taking any fully online courses, an increase over previous years.

Working on thesis/dissertation
(2023: 82%; 2022: 84%; 2021: 85%)
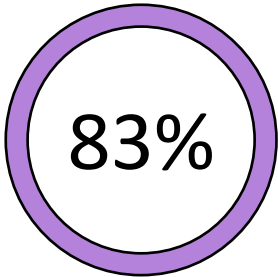
Thesis/dissertation under examination
(2023: 7%; 2022: 10%; 2021: 7%)
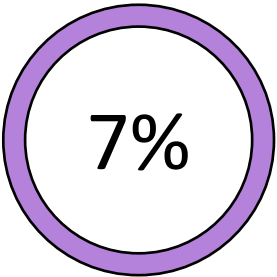
Defended thesis/dissertation
(2023: 7%; 2022: 4%; 2021: 4%)

83%

7%

7%
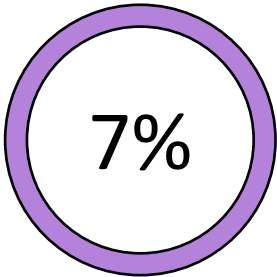
(2024: n=405; 2023: n=518; 2022: 462; 2021: 399)

Research Students

The majority of research students are working on their thesis/dissertation.

Q: Are you currently enrolled in fully online courses at the University? [Taught students]
Q: Which of the following are you undertaking at this time: [Research students]

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

Changing Degrees or Majors

About a third of taught students have changed their planned degree or major at the University. Nearly two-thirds of those who have changed have done so because their new degree/major interests them more than their originally planned degree/major. A quarter note that the 'introductory courses' turned them off the subject.

Yes
32%
(n=4074)
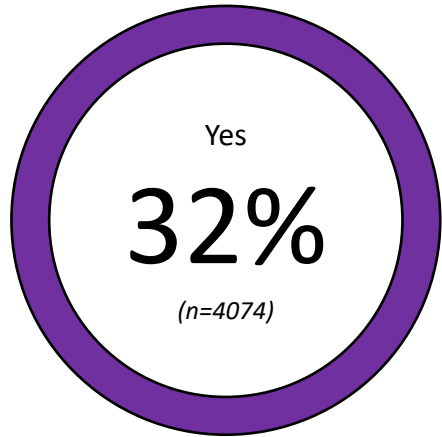
Changed planned degree or major since beginning at the University

(2023: 35%, n=4095)
(2022: 36%, n=4001)
(2021: 37%, n=4313)

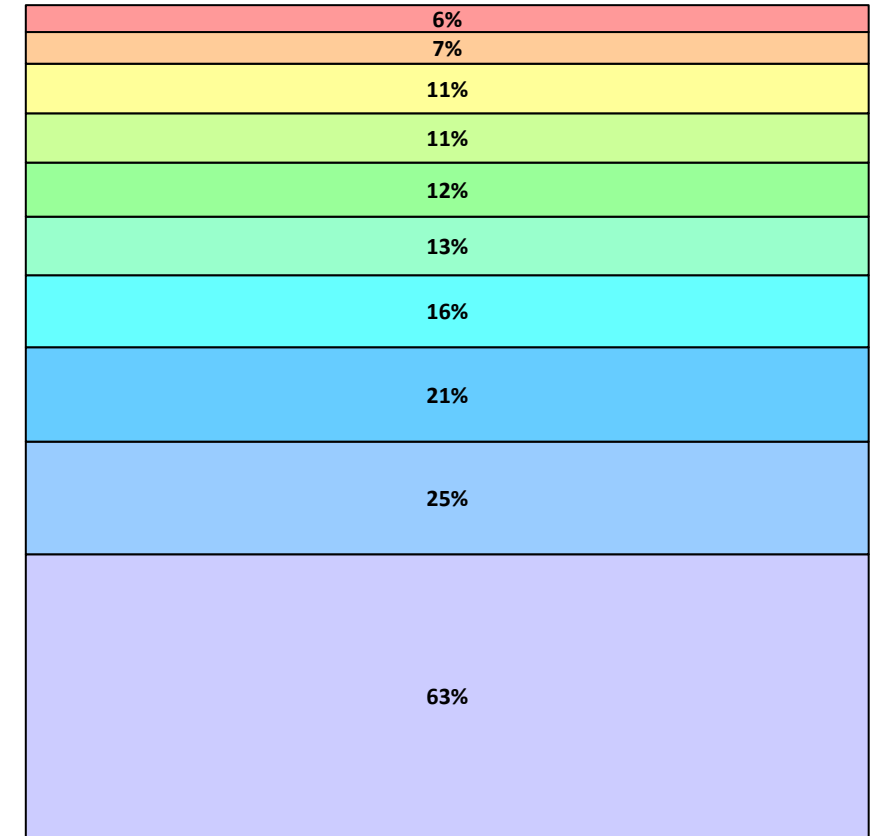☐ The lecturers in my planned degree/major were not approachable

☐ I like the students in my new degree/major better than my originally planned degree/major

☐ My planned degree/major did not offer the topics I wanted to study

☐ I realised I was poorly prepared to pursue my planned degree/major

☐ The courses in my planned degree/major were not delivered in a way that suited my personal situation/commitments

☐ My grades in my planned degree/major were not as good as I would have liked

☐ My planned degree/major was too competitive or stressful

☐ I can get a better job with my new degree/major than my originally planned degree/major

☐ The introductory course(s) in my planned degree/major turned me off the subject

☐ My new degree/major interests me more than my originally planned degree/major

Percentage
6%
7%
11%
11%
12%
13%
16%
21%
25%
63%

All Students (n=1289)

Q: Have you changed your planned degree or major since you began at Te Herenga Waka—Victoria University of Wellington?
Q: As you made your decision, which of the following influenced your decision to change? (Select all that apply)

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

9

Classroom Engagement

There has been improvement since 2021 with students feeling they had a class where the lecturer knew their name. Less than half of students identified that they have made a class presentation – with the lowest proportion of students in the Faculty of Law.

Contributed to a class discussion

Occasionally to Very Often
76%
(n=3718)

HIGH
88% *(n=136)*
Faculty of Education

LOW
65% *(n=826)*
Faculty of Science

(2023: 78%, n=3722)
(2022: 78%, n=3713)
(2021: 77%, n=3980)

Completed a creative project or research paper as part of your coursework

Occasionally to Very Often
67%
(n=3715)

HIGH
95% *(n=360)*
Faculty of Architecture & Design Innovation

LOW
54% *(n=396)*
Faculty of Law

(2023: 68%, n=3722)
(2022: 69%, n=3716)
(2021: 65%, n=3978)

Brought up ideas or concepts from different courses during class discussions

Occasionally to Very Often
66%
(n=3725)

HIGH
78% *(n=136)*
Faculty of Education

LOW
55% *(n=119)*
Faculty of Engineering

(2023: 66%, n=3722)
(2022: 67%, n=3717)
(2021: 66%, n=3982)

Found your classes so interesting that you did more work than was required

Occasionally to Very Often
65%
(n=3718)

HIGH
71% *(n=195)*
Faculty of Health

LOW
55% *(n=396)*
Faculty of Law

(2023: 64%, n=3724)
(2022: 61%, n=3714)
(2021: 63%, n=3982)

Had a class in which the lecturer knew or learned your name

Occasionally to Very Often
59%
(n=3711)

HIGH
81% *(n=135)*
Faculty of Education

LOW
46% *(n=685)*
Faculty of Commerce

(2023: 57%, n=3723)
(2022: 55%, n=3714)
(2021: 55%, n=3980)

Made a class presentation

Occasionally to Very Often
43%
(n=3714)

HIGH
87% *(n=361)*
Faculty of Architecture & Design Innovation

LOW
28% *(n=395)*
Faculty of Law

(2023: 44%, n=3720)
(2022: 42%, n=3707)
(2021: 40%, n=3981)

Q: During this academic year, how often have you done each of the following? [Taught Students]
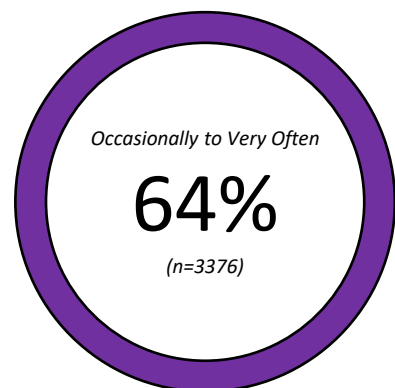
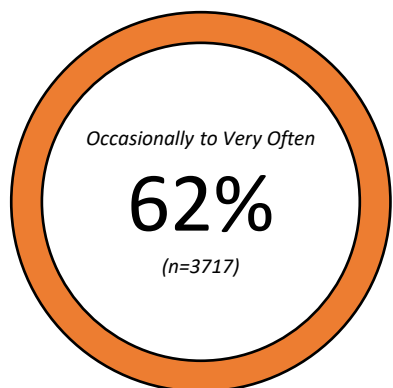| 90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

Course Engagement

A majority of students have used the lecture recordings as a replacement for class attendance. 62% have been confused about what they should be doing in their course. However, 2024, had the lowest percent of students stating that they've been unprepared for a lecture or skipped class in comparison back to 2021. While still under a quarter of students stated they have turned in a course assignment late, this percent has been increasing since at least 2021.
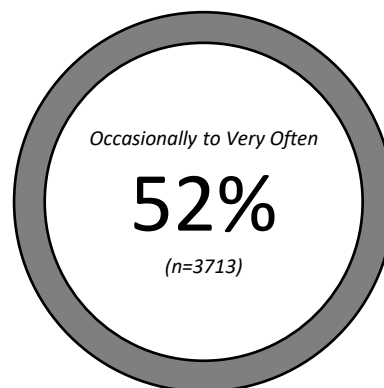
During this academic year, how often have you done each of the following?

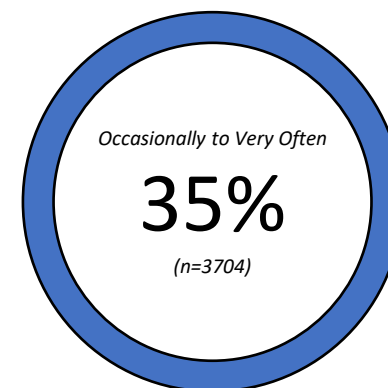| Occasionally to Very Often	Occasionally to Very Often	Occasionally to Very Often	Occasionally to Very Often	Occasionally to Very Often
64% (n=3376)	**62%** (n=3717)	**52%** (n=3713)	**35%** (n=3704)	**23%** (n=3710)
Watched the lecture recording instead of attending class	Been confused about what you should be doing in your course	Been unprepared for a lecture (2023: 57%, n=3726) (2022: 61%, n=3716) (2021: 60%, n=3975)	Skipped class (2023: 42%, n=3717) (2022: 44%, n=3697) (2021: 46%, n=3967)	Turned in a course assignment late (2023: 21%, n=3717) (2022: 20%, n=3704) (2021: 16%, n=3967)
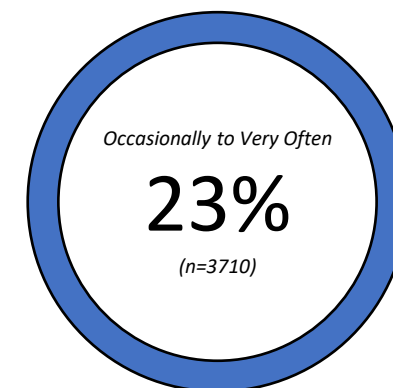
Q: During this academic year, how often have you done each of the following? [Taught Students]

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

Lecturers

Lecturers at the university are respectful and equitable. They provide clear guidance on the requirements to pass while increasing students' enthusiasm for the subject. Nearly two-thirds of students are satisfied with their access to lecturers outside of class.
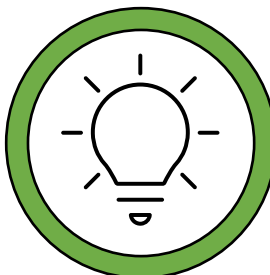
98%
Occasionally, Often, or Very Often
(n=3540)
Lecturers maintaining respectful interactions in classes
(2023: 99%, n=3564; 2022: 98%, n=3582; 2021: 99%, n=3793)

97%
Occasionally, Often, or Very Often
(n=3539)
Lecturers treating students equitably and fairly
(2023: 97%, n=3557; 2022: 96%, n=3579; 2021: 97%, n=3795)

94%
Occasionally, Often, or Very Often
(n=3311)
Lecturers providing clear guidance on what you need to do to pass

91%
Occasionally, Often, or Very Often
(n=3543)
A lecturer who increases your enthusiasm for the subject
(2023: 91%, n=3562; 2022: 90%, n=3580; 2021: 91%, n=3802)
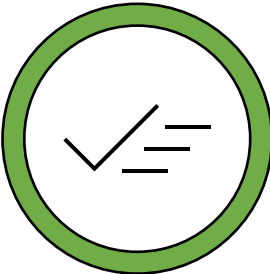
89%
Occasionally, Often, or Very Often
(n=1003)
Lecturers providing support to successfully learn online
(2023: 87%, n=3558; 2022: 90%, n=3578; 2021: 90%, n=3797)

87%
Occasionally, Often, or Very Often
(n=3541)
Lecturers providing prompt and useful feedback on student work
(2023: 86%, n=3562; 2022: 84%, n=3581; 2021: 84%, n=3799)
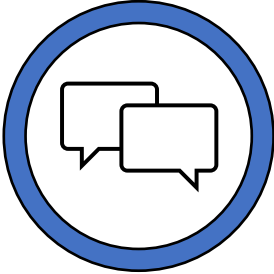
How satisfied are you with your access to lecturers outside of class?

64%
Satisfied or Very Satisfied
(n=3545)
Satisfied with access outside of class
(2023: 63%, n=3564; 2022: 61%, n=3585; 2021: 62%, n=3797)

Q: In your courses this year, have you experienced the following: [Taught Students]
Q: How satisfied are you with your access to lecturers outside of class? [Taught Students]

| 90% or more | 89%-60% | 59%-41% |
| 40%-11% | 10% or less | No Scale Rating |

12

Research Activities

Research students have identified a decline in assisting lecturers and publishing on their own since 2021.

Taught Students

☐ 2023 (n=3680) ■ 2024 (n=3636)

39% — Attended lectures, symposia, workshops, performances or conferences on international/global topics

22% — Conducted your own research or creative project outside of your regular coursework

26% — Engaged in a research or creative project as a participant or subject

2% — Presented a paper at a symposium or conference

4% — Assisted a lecturer in conducting their research or creative project

— Published a peer-reviewed research article, book chapter, or book

16% — Worked with a University-led programme on an activity other than coursework (e.g., student organisation, campus committee, cultural activity)

4% — Participated in a panel on international/global topics

— Published a non-peer-reviewed research article, book chapter, or book

40% — None of the above

Research Students

☐ 2021 (n=373) ☐ 2022 (n=434) ☐ 2023 (n=479) ■ 2024 (n=377)

61% **46%** **29%** **17%** **19%** **21%** **8%** **6%** **18%**

Q: Please select all of the following you have done this academic year: (Select all that apply)

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

Supervisors

While supervisor guidance regarding scholarships and other financial support saw a jump in satisfaction this year, there's still room for growth to align with the high satisfaction with other supervisor support. Overall, 85% are satisfied or very satisfied with their primary supervisor. 46% of research students meet with their supervisor more than twice a month, while only 8% meet less than once a month.

93%
Satisfied or Very Satisfied
(n=379)
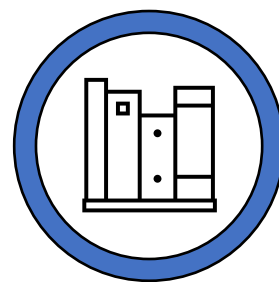Level of respect received from supervisor
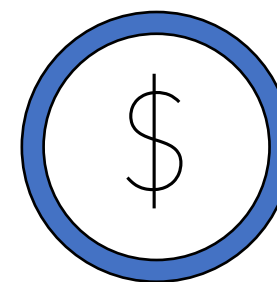*(2023: 89%, n=490; 2022: 90%, n=444; 2021: 92%, n=383)*

82%
Satisfied or Very Satisfied
(n=381)
Level of research support from supervisor
(2023: 80%, n=489; 2022: 78%, n=441; 2021: 81%, n=382)

64%
Satisfied or Very Satisfied
(n=381)
Guidance from supervisor regarding scholarships and other financial support
(2023: 58%, n=490; 2022: 58%, n=444; 2021: 58%, n=383)
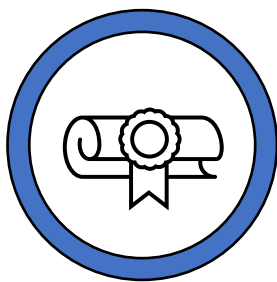
88%
Satisfied or Very Satisfied
(n=381)
Expertise of supervisor in relation to field of research
(2023: 86%, n=488; 2022: 87%, n=443; 2021: 88%, n=382)

80%
Satisfied or Very Satisfied
(n=381)
Level of writing support from supervisor
(2023: 74%, n=488; 2022: 75%, n=443; 2021: 77%, n=383)
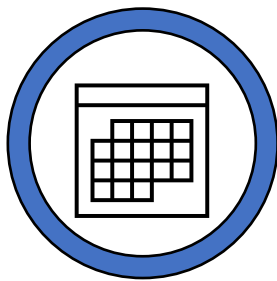
83%
Satisfied or Very Satisfied
(n=381)
Amount of time supervisor has for student
(2023: 80%, n=488; 2022: 79%, n=445; 2021: 80%, n=382)
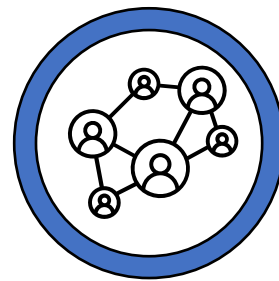
70%
Satisfied or Very Satisfied
(n=381)
Support from supervisor to network with other researchers and scholars
(2023: 63%, n=489; 2022: 64%, n=444; 2021: 66%, n=382)

Satisfied or Very Satisfied
85%
(n=381)
Overall satisfaction with primary supervisor
(2023: 82%, n=489; 2022: 81%, n=445; 2021: 84%, n=381)

Q: Thinking about your primary supervisor, how satisfied are you with… [Research Students]
Q: Overall, how satisfied are you with your primary supervisor? [Research Students]
Q: In a typical month, how often do you meet with your primary supervisor? [Research Students]

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

14

Teaching Experience

The most common teaching role research students take on is as a tutor. Most students agree that teaching benefits them with enhancing their academic experience, building professional development, and increasing interest in teaching again.

Since beginning your postgraduate/professional programme, have you held any of these paid teaching positions that required you to teach students of the University? (Select all that apply)

Legend: 2021 (n=381) | 2022 (n=443) | 2023 (n=475) | 2024 (n=376)

Bar chart values (2024):
- Lab Demonstrator: 8%
- Lecturer: 7%
- Teaching Assistant: 14%
- Tutor: 39%
- I have not been asked to teach students: 51%

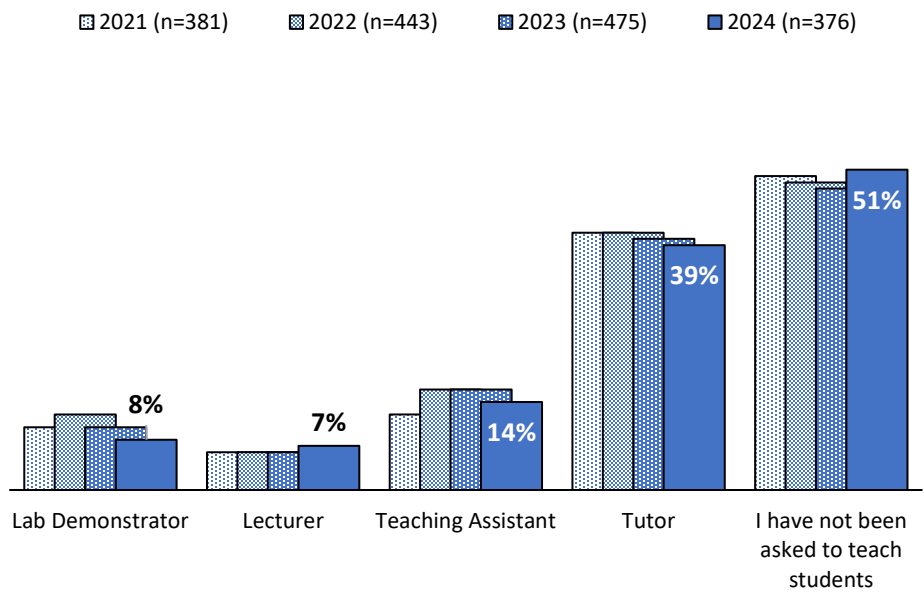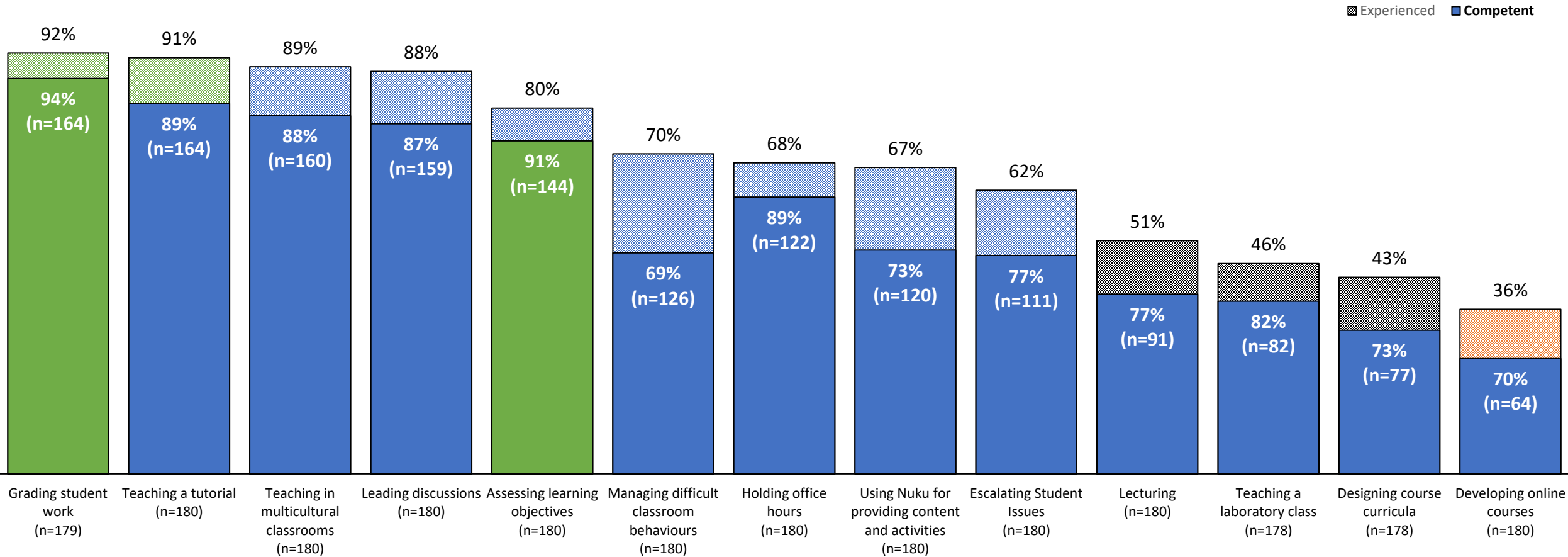|	% Agree or Strongly Agree			
	2024	2023	2022	2021
Teaching enhanced my academic experience	84% (n=179)	81% (n=236)	78% (n=220)	78% (n=178)
Teaching helped my professional development	81% (n=179)	81% (n=237)	78% (n=219)	79% (n=178)
Teaching increased my interest in teaching again in the future	74% (n=180)	71% (n=237)	70% (n=220)	71% (n=178)
I received ideas and advice on teaching from my peers	67% (n=180)	67% (n=236)	68% (n=220)	61% (n=178)
I received formal training to teach	47% (n=180)	43% (n=237)	29% (n=220)	35% (n=178)
I received training on using Nuku	41% (n=180)	-	-	-
I received feedback on my teaching by academic staff	40% (n=180)	33% (n=236)	31% (n=220)	35% (n=178)
I received mentoring on my teaching	38% (n=180)	32% (n=237)	28% (n=220)	34% (n=177)
I received feedback on my teaching based on student evaluations	34% (n=180)	32% (n=237)	25% (n=220)	31% (n=178)
Teaching increased the length of my programme of study	26% (n=180)	25% (n=237)	29% (n=218)	24% (n=178)

Q: Since beginning your postgraduate/professional programme, have you held any of these paid teaching positions that required you to teach students of the University? (Select all that apply) [Research Students]
Q: To what extent do you agree with the following: [Research Students]

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

Teaching Competence

A minority of research students engaged in a teaching/tutoring role have experienced teaching a laboratory class, designing course curricula, and developing online courses. Research students identified high competence across teaching objectives, however, managing difficult classroom behaviours and developing online courses were the lowest.

Experienced ▨ Competent ■

Category	Experienced	Competent
Grading student work (n=179)	92%	94% (n=164)
Teaching a tutorial (n=180)	91%	89% (n=164)
Teaching in multicultural classrooms (n=180)	89%	88% (n=160)
Leading discussions (n=180)	88%	87% (n=159)
Assessing learning objectives (n=180)	80%	91% (n=144)
Managing difficult classroom behaviours (n=180)	70%	69% (n=126)
Holding office hours (n=180)	68%	89% (n=122)
Using Nuku for providing content and activities (n=180)	67%	73% (n=120)
Escalating Student Issues (n=180)	62%	77% (n=111)
Lecturing (n=180)	51%	77% (n=91)
Teaching a laboratory class (n=178)	46%	82% (n=82)
Designing course curricula (n=178)	43%	73% (n=77)
Developing online courses (n=180)	36%	70% (n=64)

Q: How competent do you feel in each of the following areas related to teaching? [Research Students, Asked if 'Held a Teaching Position']

| 90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

Academic Expectations

Student agreement that there is open communication at the University and that they have opportunities to influence the design and experience of their learning has gone up over previous years. Students this year have an improved satisfaction with the quality of information they receive.

	% Agree or Strongly Agree			
	2024	**2023**	**2022**	**2021**
I understand what academic integrity means in my programme of study, e.g., how to avoid plagiarism and not cheating	95% (n=4049)	96% (n=4180)	96% (n=4133)	96% (n=4271)
I understand the academic requirements for my programme of study	89% (n=4048)	90% (n=4178)	88% (n=4131)	89% (n=4273)
I understand the rules and policies of my school/faculty/institute	84% (n=4051)	81% (n=4181)	79% (n=4130)	78% (n=4271)
I understand ethical approaches to AI in my learning	84% (n=4050)	-	-	-
I am confident the programme of study I am undertaking is right for me	78% (n=4052)	78% (n=4184)	75% (n=4135)	77% (n=4278)
There is open communication between students and lecturers/academic staff	76% (n=4042)	71% (n=4181)	66% (n=4136)	71% (n=4276)
My learning journey reflects the University's place in Wellington, Aotearoa—New Zealand, and its bi-cultural context	61% (n=4043)	54% (n=4180)	-	-
There is open communication between students and schools/faculties/institutes	60% (n=4045)	52% (n=4184)	50% (n=4130)	53% (n=4271)
I have opportunities to influence the design and experience of my learning	52% (n=4045)	46% (n=4185)	-	-

How satisfied are you with the quality of information provided by the University regarding:

72%
Satisfied or Very Satisfied
(n=3824)
Degree requirements
(2023: 69%, n=3977)
(2022: 68%, n=4000)
(2021: 69%, n=4087)
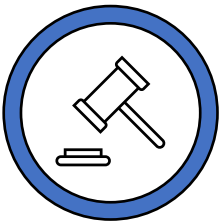
72%
Satisfied or Very Satisfied
(n=3836)
University rules and regulations
(2023: 70%, n=3963)
(2022: 68%, n=4007)
(2021: 67%, n=4098)

69%
Satisfied or Very Satisfied
(n=3827)
University services and facilities
(2023: 64%, n=3975)
(2022: 63%, n=4016)
(2021: 63%, n=4105)

Q: To what extent do you agree with the following:
Q: How satisfied are you with the quality of information provided by the University regarding:

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

Academic Obstacles

The top obstacles for taught and research students included workload (across courses and research); feeling depressed, stressed or upset; and competing job responsibilities. Research students identified a large increase this year in teaching/tutoring responsibilities being an obstacle to their learning.
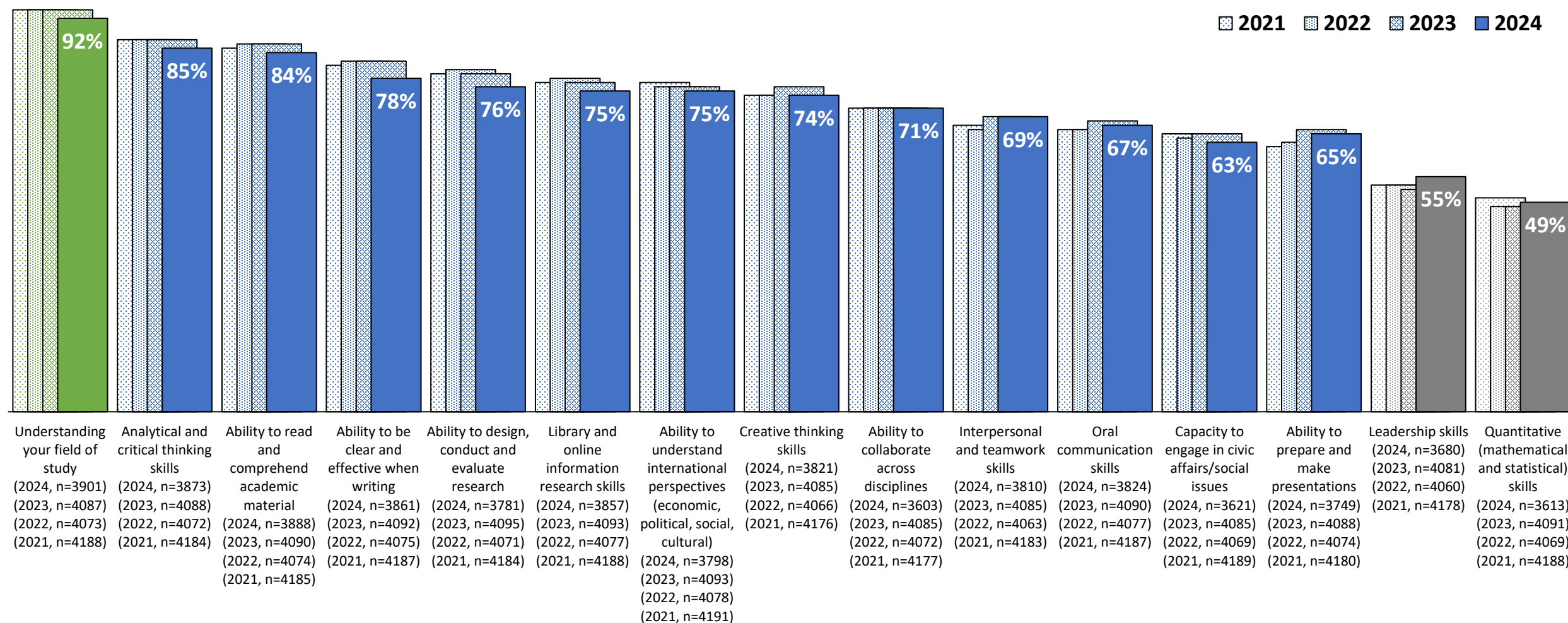
Research Students

Occasionally to Very Often				
2021	2022	2023	**2024**	
67% (n=384)	69% (n=445)	67% (n=495)	63% (n=379)	Feeling depressed, stressed, or upset
54% (n=381)	56% (n=441)	58% (n=485)	62% (n=376)	Research load
50% (n=387)	57% (n=445)	52% (n=496)	57% (n=314)	Competing job responsibilities (e.g., paid employment)
26% (n=384)	32% (n=444)	25% (n=493)	49% (n=251)	Teaching/tutoring responsibilities
48% (n=383)	49% (n=445)	46% (n=494)	47% (n=352)	Competing family responsibilities
34% (n=387)	45% (n=446)	44% (n=493)	47% (n=363)	Physical illness or condition
44% (n=383)	48% (n=446)	42% (n=495)	43% (n=376)	Poor study behaviours (e.g., wait until last minute, easily distracted, too much social time)

Taught Students

	Occasionally to Very Often			
	2024	2023	2022	2021
Workload across all courses	73% (n=3479)	77% (n=3604)	75% (n=3788)	74% (n=3823)
Feeling depressed, stressed, or upset	66% (n=3725)	71% (n=3840)	75% (n=3788)	74% (n=4042)
Competing job responsibilities (e.g., paid employment)	61% (n=3213)	60% (n=3845)	66% (n=3788)	57% (n=4043)
Poor study behaviours (e.g., wait till last minute, easily distracted, too much social time)	56% (n=3705)	60% (n=3850)	63% (n=3789)	60% (n=4043)
Physical illness or condition	45% (n=3482)	45% (n=3842)	50% (n=3785)	40% (n=4039)
Competing family responsibilities	42% (n=3444)	45% (n=3842)	49% (n=3784)	44% (n=4038)
Other competing responsibilities (e.g., athletics, clubs, internships)	39% (n=3150)	36% (n=3840)	37% (n=3789)	36% (n=4042)

Q: During this academic year, how often have each of the following been obstacles to your academic work or success:

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

Academic Skills

Students were asked to rate their level of improvement in a number of academic skills. While 'Leadership skills' and 'Quantitative skills' were the only two to improve year over year, they remain the lowest rated skill by students.

Legend: ▦ 2021 ▦ 2022 ▦ 2023 ■ 2024

Skill	2024
Understanding your field of study (2024, n=3901) (2023, n=4087) (2022, n=4073) (2021, n=4188)	92%
Analytical and critical thinking skills (2024, n=3873) (2023, n=4088) (2022, n=4072) (2021, n=4184)	85%
Ability to read and comprehend academic material (2024, n=3888) (2023, n=4090) (2022, n=4074) (2021, n=4185)	84%
Ability to be clear and effective when writing (2024, n=3861) (2023, n=4092) (2022, n=4075) (2021, n=4187)	78%
Ability to design, conduct and evaluate research (2024, n=3781) (2023, n=4095) (2022, n=4071) (2021, n=4184)	76%
Library and online information research skills (2024, n=3857) (2023, n=4093) (2022, n=4077) (2021, n=4188)	75%
Ability to understand international perspectives (economic, political, social, cultural) (2024, n=3798) (2023, n=4093) (2022, n=4078) (2021, n=4191)	75%
Creative thinking skills (2024, n=3821) (2023, n=4085) (2022, n=4066) (2021, n=4176)	74%
Ability to collaborate across disciplines (2024, n=3603) (2023, n=4085) (2022, n=4072) (2021, n=4177)	71%
Interpersonal and teamwork skills (2024, n=3810) (2023, n=4085) (2022, n=4063) (2021, n=4183)	69%
Oral communication skills (2024, n=3824) (2023, n=4090) (2022, n=4077) (2021, n=4187)	67%
Capacity to engage in civic affairs/social issues (2024, n=3621) (2023, n=4085) (2022, n=4069) (2021, n=4189)	63%
Ability to prepare and make presentations (2024, n=3749) (2023, n=4088) (2022, n=4074) (2021, n=4180)	65%
Leadership skills (2024, n=3680) (2023, n=4081) (2022, n=4060) (2021, n=4178)	55%
Quantitative (mathematical and statistical) skills (2024, n=3613) (2023, n=4091) (2022, n=4069) (2021, n=4188)	49%

Q: Thinking back to the beginning of your study at Te Herenga Waka—Victoria University of Wellington, how much have you improved in:

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

19

TECHNOLOGY

Digital Tools

Technology and digital tools help students achieve their academic goals and improve the assessment experience.

84%
Agree or Strongly Agree
(n=3309)
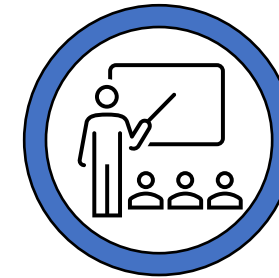Technology helps me achieve my academic outcomes
(2023: 85%, n=3329)
(2022: 83%, n=3445)
(2021: 81%, n=3592)

83%
Agree or Strongly Agree
(n=3310)
Assessments are more accessible for me using digital tools

79%
Agree or Strongly Agree
(n=3000)
I attend class even when materials from class lectures are available online
(2023: 78%, n=2893)
(2022: 68%, n=2776)
(2021: 74%, n=3120)

69%
Agree or Strongly Agree
(n=3310)
Assessments are easier for me to pass using digital tools
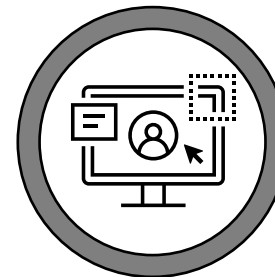
45%
Agree or Strongly Agree
(n=3312)
I get more actively involved in courses that use technology
(2023: 46%, n=3336)
(2022: 45%, n=3447)
(2021: 41%, n=3596)

Q: From the list of digital tools below, please select the tools you have used in your classes, and if they have supported your learning:

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

Digital Tools

Zoom and TurnItIn have seen declines in use across courses since 2022.

Categories (x-axis):
- Nuku via a browser (Used: 97%, n=3289) (Supported: 97%, n=3198)
- VStream Videos (Used: 91%, n=3316) (Supported: 96%, n=3006)
- Zoom (Used: 70%, n=3310) (Supported: 89%, n=2332)
- Nuku via the Canvas Student App or mobile devices (Used: 81%, n=3316) (Supported: 94%, n=2675)
- Office 365 (Used: 69%, n=3298) (Supported: 92%, n=2273)
- TurnItIn (Used: 62%, n=3261) (Supported: 78%, n=2034)
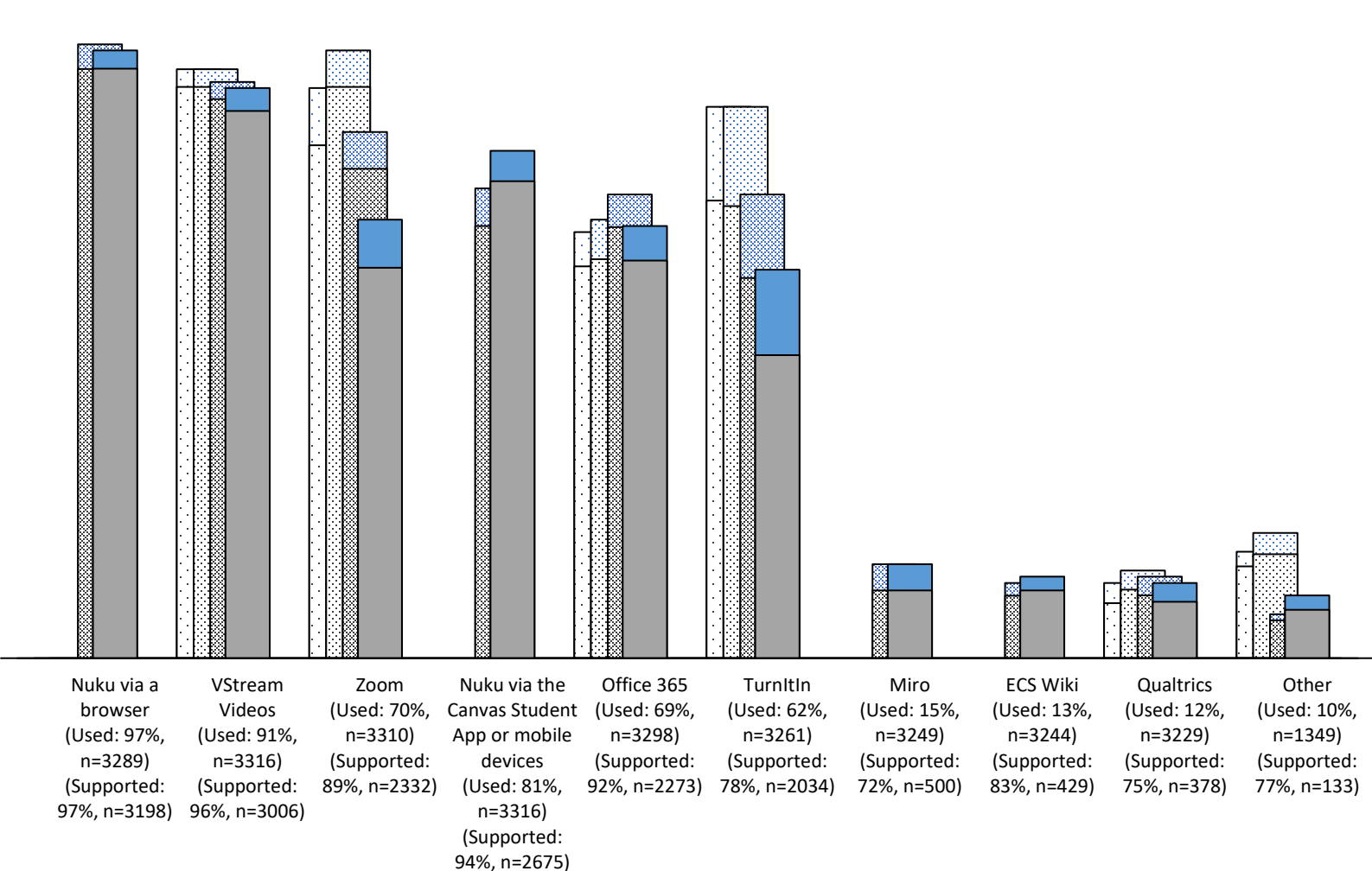- Miro (Used: 15%, n=3249) (Supported: 72%, n=500)
- ECS Wiki (Used: 13%, n=3244) (Supported: 83%, n=429)
- Qualtrics (Used: 12%, n=3229) (Supported: 75%, n=378)
- Other (Used: 10%, n=1349) (Supported: 77%, n=133)

The University has helped me understand Artificial Intelligence in ways that will support my future work and study

Agree or Strongly Agree
44%
(n=3870)

I have clear and helpful guidelines from my lecturers and tutors on using Artificial Intelligence appropriately

Agree or Strongly Agree
64%
(n=3872)
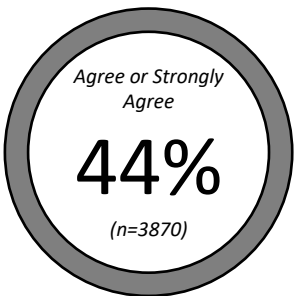
Q: From the list of digital tools below, please select the tools you have used in your classes, and if they have supported your learning:
Q: The University has helped me understand Artificial Intelligence in ways that support my future work and study
Q: I have clear and helpful guidelines from my lecturers and tutors on using Artificial Intelligence appropriately

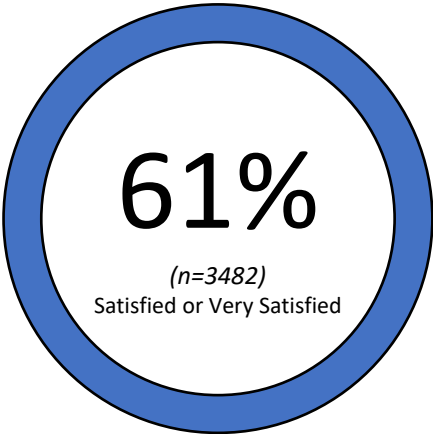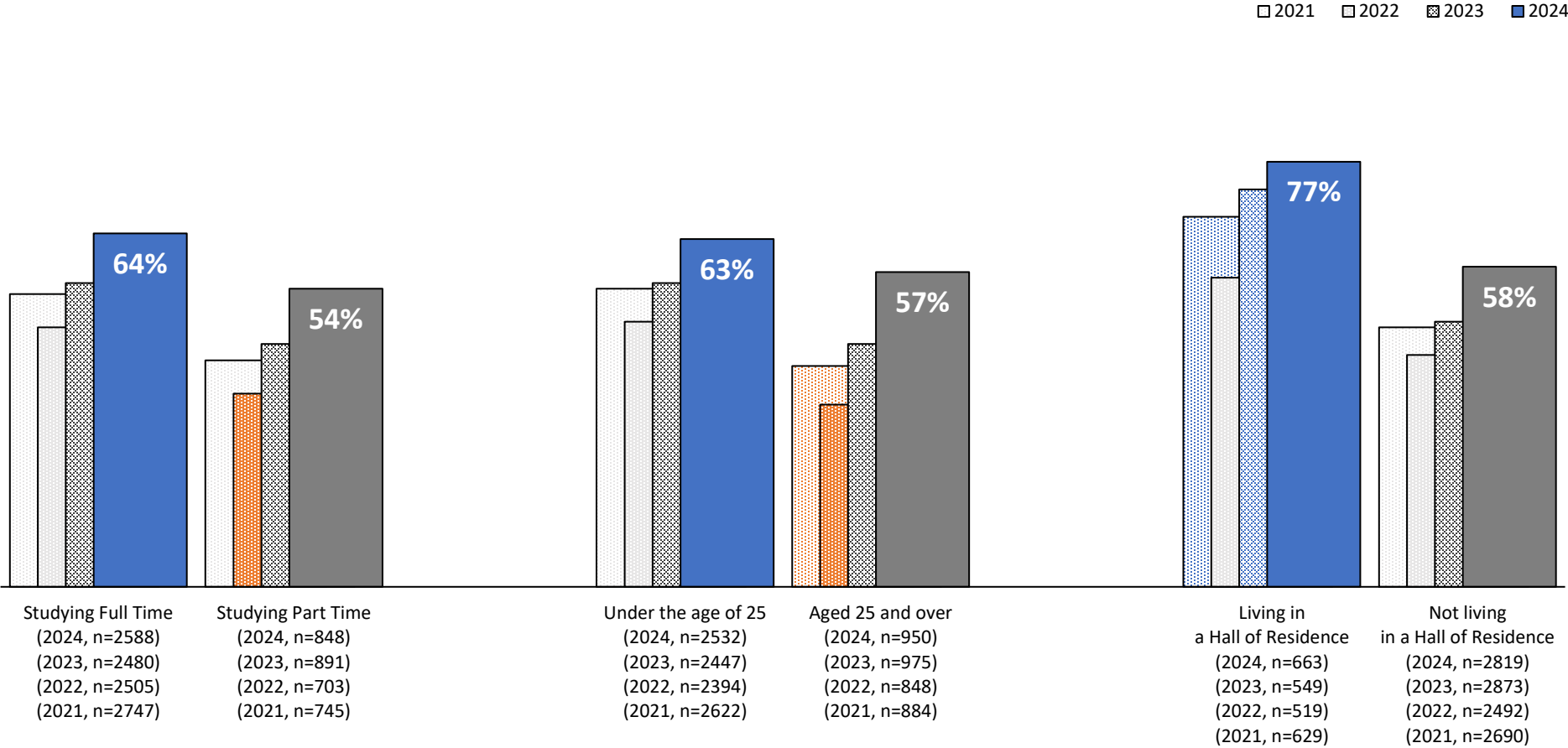| 90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

22
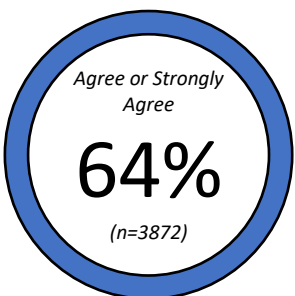
COMMUNITY

Student Community

61% of students are satisfied with the student community at Te Herenga Waka—Victoria University of Wellington. Students in Halls have a higher student community satisfaction rating.

☐ 2021   ☐ 2022   ⊠ 2023   ■ 2024

61%

(n=3482)
Satisfied or Very Satisfied

Overall satisfaction with the student community at Victoria University of Wellington

(2023: 52%, n=3422)
(2022: 44%, n=3242)
(2021: 51%, n=3506)

64% **54%**   **63%** **57%**   **77%** **58%**

Studying Full Time
(2024, n=2588)
(2023, n=2480)
(2022, n=2505)
(2021, n=2747)

Studying Part Time
(2024, n=848)
(2023, n=891)
(2022, n=703)
(2021, n=745)

Under the age of 25
(2024, n=2532)
(2023, n=2447)
(2022, n=2394)
(2021, n=2622)

Aged 25 and over
(2024, n=950)
(2023, n=975)
(2022, n=848)
(2021, n=884)

Living in
a Hall of Residence
(2024, n=663)
(2023, n=549)
(2022, n=519)
(2021, n=629)

Not living
in a Hall of Residence
(2024, n=2819)
(2023, n=2873)
(2022, n=2492)
(2021, n=2690)

*Year of study is based on first year enrolled at this University

Q: Overall, how satisfied are you with the student community at Te Herenga Waka—Victoria University of Wellington? [Onshore, Not Fully Online Students]

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

Community - Support

Agreement that students feel safe on campus has steadily increased since 2021. Staff are helpful and take into account students' circumstances. While improving, only a third of students feel it is easy to comfortably socialise.
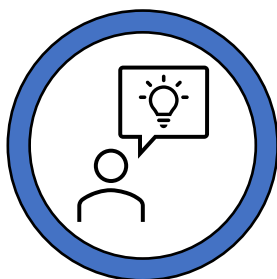
89%
Agree or Strongly Agree
(n=3813)
Staff are knowledgeable
(2023: 89%, n=3931)
(2022: 88%, n=3949)
(2021: 89%, n=4045)

86%
Agree or Strongly Agree
[Onshore] (n=3321)
I feel safe at this university
(2023: 84%, n=3289)
(2022: 82%, n=3213)
(2021: 81%, n=3500)

68%
Agree or Strongly Agree
(n=3813)
Staff take into account my
individual circumstances
(2023: 66%, n=3940)
(2022: 65%, n=3958)
(2021: 63%, n=4050)

88%
Agree or Strongly Agree
(n=3787)
Staff are helpful
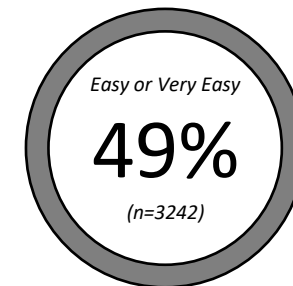(2023: 86%, n=3919)
(2022: 84%, n=3936)
(2021: 85%, n=4026)
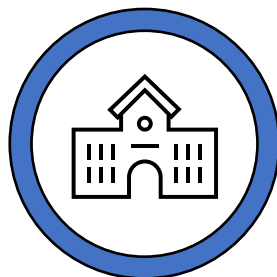
81%
Agree or Strongly Agree
(n=3813)
Knowing what I know now, I
would still choose to enrol at this
university
(2023: 77%, n=3929)
(2022: 79%, n=3948)
(2021: 80%, n=4048)

Participating in classroom or study group discussions
[Not Fully Online, Onshore Students]
(2023: 54%, n=2835)
(2022: 49%, n=2726)
(2021: 52%, n=3063)

Easy or Very Easy
49%
(n=3242)

Fitting into the social scene and finding where I can comfortably socialise
[Onshore Students]
(2023: 32%, n=3814)
(2022: 26%, n=3821)
(2021: 32%, n=3829)

Easy or Very Easy
34%
(n=3762)

Q: To what extent do you agree with the following:
Q: How easy or difficult have the following been at this university:

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating
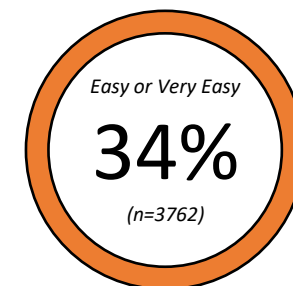
Community - Respect

There is a high level of agreement across students that they are respected no matter their differences within the student body, with students with disabilities or impairments seeing a marked increase this year. This year, students are feeling more valued, connected, and proud to be a part of the University – though there is still room for improvement regarding the student community.

Students … are respected at this university

Students … are respected at this university	% agree or strongly agree			
	2024	2023	2022	2021
Students of my sexual orientation …	**85%** (n=3320)	84% (n=3396)	82% (n=3409)	83% (n=3494)
Students of my gender …	**86%** (n=3488)	83% (n=3777)	81% (n=3811)	82% (n=3878)
Students of my ethnicity …	**83%** (n=3389)	82% (n=3397)	81% (n=3401)	81% (n=3469)
Students of my immigration background …	**80%** (n=2521)	79% (n=2549)	77% (n=2515)	77% (n=2616)
Students of my political beliefs …	**74%** (n=3392)	75% (n=3409)	73% (n=3468)	74% (n=3544)
Students of my religious beliefs …	**74%** (n=2569)	72% (n=2582)	69% (n=2534)	71% (n=2662)
Students with disabilities or impairments like me …	**69%** (n=2056)	61% (n=2170)	61% (n=2092)	61% (n=2139)
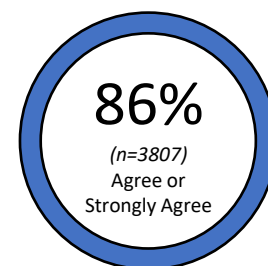
86% (n=3807) Agree or Strongly Agree
Diversity and inclusivity are important to me
(2023: 87%, n=3932)
(2022: 88%, n=3950)
(2021: 88%, n=4043)
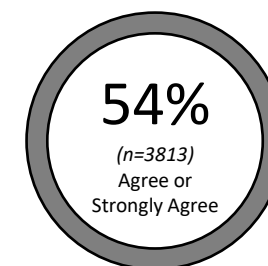
54% (n=3813) Agree or Strongly Agree
I feel my opinions are valued at this university
(2023: 48%, n=3939)
(2022: 47%, n=3955)
(2021: 48%, n=4055)
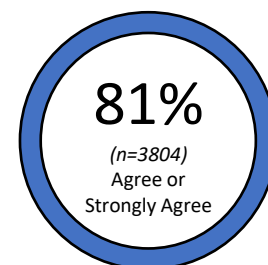
81% (n=3804) Agree or Strongly Agree
Diversity and inclusivity are important at this university
(2023: 78%, n=3929)
(2022: 76%, n=3947)
(2021: 74%, n=4039)
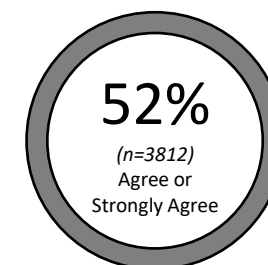
52% (n=3812) Agree or Strongly Agree
I feel valued as an individual at this university
(2023: 46%, n=3937)
(2022: 41%, n=3951)
(2021: 45%, n=4053)
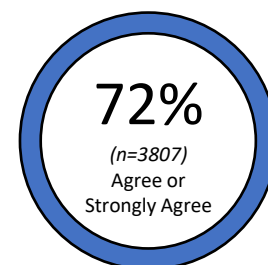
72% (n=3807) Agree or Strongly Agree
I am proud to be a student at this university
(2023: 66%, n=3935)
(2022: 67%, n=3955)
(2021: 66%, n=4051)
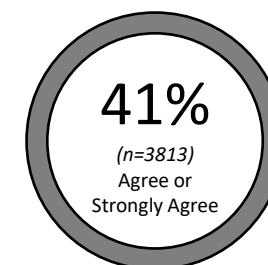
41% (n=3813) Agree or Strongly Agree
I feel connected with the university community
(2023: 36%, n=3941)
(2022: 30%, n=3955)
(2021: 36%, n=4055)

Q: Please indicate how strongly you agree or disagree with the following statements in terms of yourself:
Q: To what extent do you agree with the following:

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

SERVICES & FACILITIES

University Satisfaction

Three quarters of all students rate the services and facilities at Te Herenga Waka—Victoria University of Wellington as good or very good.

Overall performance of the services and facilities
at Te Herenga Waka—Victoria University of Wellington
Good or **Very Good**

▨ 2021
▨ 2022
▨ 2023
■ 2024

77%
(n=3742)
Good or Very Good
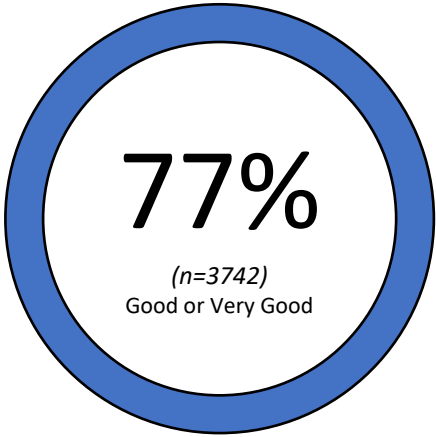
Overall performance of the services and facilities at Victoria University of Wellington
(2023: 75%, n=3844)
(2022: 76%, n=3853)
(2021: 77%, n=3962)

Bar chart values (2024):

Faculty	%	n details
Faculty of Architecture and Design Innovation	72%	(2024, n=372) (2023, n=375) (2022, n=371) (2021, n=350)
Faculty of Commerce	77%	(2024, n=638) (2023, n=731) (2022, n=660) (2021, n=749)
Faculty of Education	82%	(2024, n=152) (2023, n=161) (2022, n=141) (2021, n=170)
Faculty of Engineering	76%	(2024, n=151) (2023, n=138) (2022, n=92) (2021, n=106)
Faculty of Health	74%	(2024, n=205) (2023, n=188) (2022, n=210) (2021, n=183)
Faculty of Humanities and Social Sciences	77%	(2024, n=1297) (2023, n=1435) (2022, n=1423) (2021, n=1478)
Faculty of Law	73%	(2024, n=351) (2023, n=453) (2022, n=424) (2021, n=474)
Faculty of Science	78%	(2024, n=875) (2023, n=864) (2022, n=781) (2021, n=796)

*Year of study is based on first year enrolled at this University

Q: Please rate the overall performance of the services and facilities at Te Herenga Waka—Victoria University of Wellington

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

Student Support Services

All students were asked about the list of student support services below.

	% Aware				% Used (of those Aware)				% Satisfied (of those Used)			
	2024	2023	2022	2021	**2024**	2023	2022	2021	**2024**	2023	2022	2021
Āwhina - Māori student support	**75%** (n=3756)	78% (n=3869)	86% (n=3919)	82% (n=4009)	**9%** (n=2830)	10% (n=3005)	8% (n=3354)	8% (n=3305)	**76%** (n=260)	85% (n=289)	87% (n=254)	84% (n=270)
Kahukura - Rainbow and Inclusion	**72%** (n=3768)	72% (n=3877)	78% (n=3913)	79% (n=4011)	**8%** (n=2726)	6% (n=2801)	5% (n=3064)	5% (n=3167)	**73%** (n=226)	78% (n=155)	74% (n=136)	66% (n=152)
Kaiārahi Tahua Tauira - Student Finance Advisers	**75%** (n=3776)	75% (n=3876)	80% (n=3909)	84% (n=4015)	**16%** (n=2818)	14% (n=2902)	15% (n=3133)	14% (n=3363)	**77%** (n=442)	78% (n=401)	75% (n=478)	74% (n=476)
Kaiārahi Tauira Rangahau Paerua – Postgraduate Research Student Advisors	**46%** (n=3764)	-	-	-	**10%** (n=1735)	-	-	-	**74%** (n=174)	-	-	-
Kaitohutohu – Tauira – Tītoko Student Success Advisers	**78%** (n=3770)	76% (n=3878)	-	-	**51%** (n=2930)	14% (n=2902)	-	-	**79%** (n=1472)	78% (n=401)	-	-
Manawa Ora - Student Wellbeing	**78%** (n=3778)	80% (n=3875)	83% (n=3917)	85% (n=4001)	**20%** (n=2955)	21% (n=3088)	18% (n=3252)	18% (n=3381)	**69%** (n=587)	74% (n=635)	67% (n=578)	67% (n=618)
Mauri Ora - Student Counselling	**87%** (n=3720)	88% (n=3777)	92% (n=3790)	94% (n=3812)	**26%** (n=3244)	27% (n=3306)	26% (n=3473)	25% (n=3584)	**62%** (n=835)	60% (n=880)	57% (n=889)	53% (n=904)
Mauri Ora - Student Health	**92%** (n=3723)	93% (n=3774)	95% (n=3792)	97% (n=3817)	**50%** (n=3420)	50% (n=3493)	47% (n=3603)	51% (n=3703)	**70%** (n=1708)	70% (n=1733)	65% (n=1700)	60% (n=1878)
Ngā Ratonga Kohungahunga - University Kids Wellington	**45%** (n=3728)	48% (n=3774)	53% (n=3783)	51% (n=3802)	**2%** (n=1695)	2% (n=1797)	2% (n=2006)	2% (n=1932)	**58%** (n=38)	72% (n=32)	71% (n=31)	80% (n=30)
Pasifika Student Success	**74%** (n=3769)	75% (n=3865)	75% (n=3909)	76% (n=4011)	**7%** (n=2771)	6% (n=2898)	5% (n=2938)	5% (n=3056)	**85%** (n=193)	85% (n=177)	86% (n=152)	89% (n=151)
Pūtea Āwhina - Hardship Fund	**66%** (n=3765)	69% (n=3877)	72% (n=3917)	79% (n=4010)	**11%** (n=2493)	11% (n=2662)	9% (n=2832)	9% (n=3161)	**80%** (n=267)	84% (n=279)	83% (n=250)	85% (n=279)
Scholarships Office	**71%** (n=3728)	74% (n=3864)	76% (n=3919)	75% (n=4012)	**32%** (n=2658)	32% (n=2853)	31% (n=2985)	28% (n=3015)	**78%** (n=847)	78% (n=904)	79% (n=912)	78% (n=849)

Q: Are you aware of the following student support services?
Q: How satisfied are you with the service(s) you have used? [If 'Aware and Used' was selected previously]

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

Student Support Services

All students were asked about the list of student support services below.

	% Aware				% Used (of those Aware)				% Satisfied (of those Used)			
	2024	2023	2022	2021	**2024**	2023	2022	2021	**2024**	2023	2022	2021
Tauira Konene - Refugee-Background Students	**50%** (n=3767)	50% (n=3876)	62% (n=3916)	64% (n=4013)	**2%** (n=1868)	1% (n=1933)	1% (n=2437)	1% (n=2552)	**56%** (n=45)	85% (n=27)	75% (n=28)	77% (n=30)
Tauria - Student Interest and Conflict Resolution	**51%** (n=3775)	54% (n=3876)	56% (n=3912)	58% (n=4011)	**8%** (n=1909)	6% (n=2092)	6% (n=2180)	6% (n=2326)	**55%** (n=141)	54% (n=123)	55% (n=128)	65% (n=141)
Te Amaru - Disability Services	**73%** (n=3769)	75% (n=3874)	80% (n=3917)	89% (n=4015)	**17%** (n=2734)	15% (n=2896)	13% (n=3134)	13% (n=3554)	**72%** (n=452)	73% (n=424)	77% (n=392)	74% (n=454)
Te Haumiri - International Student Experience Team	**76%** (n=655)	74% (n=588)	97% (n=324)	95% (n=456)	**53%** (n=500)	47% (n=433)	78% (n=313)	71% (n=435)	**84%** (n=264)	88% (n=201)	84% (n=239)	82% (n=308)
Te Kopanga - Hall of Residence	**77%** (n=3475)	80% (n=3450)	96% (n=3433)	96% (n=3597)	**41%** (n=2661)	40% (n=2764)	42% (n=3299)	43% (n=3444)	**71%** (n=1101)	67% (n=1094)	62% (n=1362)	68% (n=1473)
Te Kopanga - University Accommodation Services	**71%** (n=3724)	73% (n=3776)	83% (n=3784)	83% (n=3811)	**33%** (n=2653)	31% (n=2751)	27% (n=3156)	26% (n=3180)	**71%** (n=876)	67% (n=842)	63% (n=860)	63% (n=809)
Te Ratonga Rapu Mahi - Careers and Employment	**73%** (n=3776)	73% (n=3877)	93% (n=3924)	93% (n=4021)	**18%** (n=2749)	20% (n=2837)	25% (n=3640)	28% (n=3758)	**76%** (n=502)	78% (n=553)	76% (n=893)	75% (n=1029)
Te Taiako - Student Learning	**77%** (n=3768)	79% (n=3874)	87% (n=3919)	89% (n=4008)	**31%** (n=2911)	33% (n=3044)	33% (n=3424)	32% (n=3549)	**80%** (n=908)	81% (n=1004)	82% (n=1125)	83% (n=1132)
Tītoko Student Service Centre (info@vuw.ac.nz / 0800 04 04 04)	**65%** (n=3767)	78% (n=3881)	63% (n=3908)	63% (n=4011)	**32%** (n=2448)	38% (n=3017)	25% (n=2472)	25% (n=2534)	**78%** (n=775)	77% (n=1149)	81% (n=615)	82% (n=631)
University Recreation – Club Support	**73%** (n=3771)	89% (n=3848)	91% (n=3903)	93% (n=4004)	**19%** (n=2748)	30% (n=3413)	27% (n=3566)	31% (n=3720)	**80%** (n=504)	79% (n=1002)	77% (n=947)	77% (n=1153)
University Recreation – Sport and Fitness	**85%** (n=3731)	80% (n=3773)	82% (n=3784)	84% (n=3811)	**33%** (n=3163)	36% (n=3019)	32% (n=3114)	34% (n=3208)	**85%** (n=1036)	86% (n=1064)	87% (n=983)	84% (n=1087)
WGTN Hall	**57%** (n=3625)	62% (n=3722)	67% (n=3782)	70% (n=3804)	**16%** (n=2062)	15% (n=2324)	12% (n=2516)	13% (n=2673)	**59%** (n=328)	59% (n=351)	42% (n=298)	46% (n=357)

Q: Are you aware of the following student support services?
Q: How satisfied are you with the service(s) you have used? [If 'Aware and Used' was selected previously]

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

Student Support Services

Some services are targeted for specific student groups. Based on the available student data, the services below show their ratings filtered for the target population.

	Student Group	% Aware				% Used (of those Aware)				% Satisfied (of those Used)			
		2024	2023	2022	2021	**2024**	2023	2022	2021	**2024**	2023	2022	2021
Āwhina - Māori student support	*Māori*	**96%** (n=354)	97% (n=405)	97% (n=410)	97% (n=423)	**52%** (n=339)	57% (n=392)	46% (n=398)	51% (n=409)	**87%** (n=175)	90% (n=221)	92% (n=182)	87% (n=204)
Kaiārahi Tauira Rangahau Paerua – Postgraduate Research Student Advisors	*Research Postgraduates*	**62%** (n=368)	-	-	-	**34%** (n=227)	-	-	-	**76%** (n=78)	-	-	-
Pasifika Student Success	*Pasifika*	**96%** (n=246)	96% (n=221)	96% (n=234)	99% (n=202)	**67%** (n=236)	68% (n=212)	59% (n=225)	60% (n=199)	**90%** (n=157)	91% (n=144)	89% (n=131)	93% (n=120)
Tauira Konene - Refugee-Background Students	*Refugee Background*	**89%** (n=19)	79% (n=24)	88% (n=42)	92% (n=36)	**41%** (n=17)	37% (n=19)	35% (n=37)	45% (n=33)	**71%** (n=7)	86% (n=7)	85% (n=13)	100% (n=15)
Te Haumiri - International Student Experience Team	*International*	**76%** (n=655)	74% (n=588)	98% (n=312)	96% (n=446)	**53%** (n=500)	47% (n=433)	79% (n=305)	71% (n=427)	**84%** (n=264)	88% (n=201)	83% (n=236)	82% (n=303)
Te Kopanga - Hall of Residence	*Hall Resident*	**86%** (n=661)	87% (n=545)	99% (n=536)	99% (n=643)	**76%** (n=569)	82% (n=473)	89% (n=529)	90% (n=636)	**83%** (n=432)	77% (n=388)	67% (n=469)	73% (n=572)
WGTN Hall	*Non-Hall Resident*	**57%** (n=2972)	62% (n=3180)	69% (n=2800)	71% (n=2857)	**13%** (n=1680)	13% (n=1966)	12% (n=1925)	15% (n=2027)	**57%** (n=254)	54% (n=253)	37% (n=223)	45% (n=296)

Q: Are you aware of the following student support services?
Q: How satisfied are you with the service(s) you have used? [If 'Aware and Used' was selected previously]

90% or more	89%-60%	59%-41%
40%-11%	**10% or less**	**No Scale Rating**

VUWSA Student Services

Most students are aware of class representatives, but about a quarter make use of their services.

	% Aware				% Used (of those Aware)				% Satisfied (Asked if Used)			
	2024	2023	2022	2021	**2024**	2023	2022	2021	**2024**	2023	2022	2021
Advocacy Services	**67%** (n=3794)	70% (n=3898)	62% (n=3929)	66% (n=4017)	**16%** (n=2542)	15% (n=2741)	11% (n=2452)	13% (n=2638)	**77%** (n=398)	73% (n=403)	75% (n=277)	70% (n=346)
Class Representatives	**93%** (n=3803)	94% (n=3906)	94% (n=3931)	95% (n=4026)	**28%** (n=3524)	29% (n=3677)	29% (n=3679)	30% (n=3819)	**76%** (n=998)	77% (n=1064)	77% (n=1077)	79% (n=1142)
Salient	**74%** (n=3742)	77% (n=3793)	78% (n=3797)	82% (n=3815)	**47%** (n=2762)	54% (n=2913)	45% (n=2943)	45% (n=3120)	**77%** (n=1284)	74% (n=1559)	78% (n=1320)	79% (n=1391)

Q: Are you aware of the following Victoria University of Wellington Students' Association (VUWSA) services?
Q: How satisfied are you with the service(s) you have used? [If 'Aware and Used' was selected previously]

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

University Services

Nuku (Online Learning Environment), previously Blackboard, has seen an increase in satisfaction compared to previous years.

	% Used				% Satisfied (of those Used)			
	2024	2023	2022	2021	**2024**	2023	2022	2021
Admissions and Enrolment	**97%** (n=3754)	96% (n=3855)	95% (n=3866)	95% (n=3972)	**66%** (n=3631)	65% (n=3706)	67% (n=3687)	70% (n=3779)
Assignment Management (Submitting and Returning Assignments)	**89%** (n=3406)	86% (n=3427)	84% (n=3869)	84% (n=3970)	**77%** (n=3040)	76% (n=2949)	69% (n=3240)	73% (n=3318)
Nuku / Blackboard (Online Learning Environment)	**99%** (n=3411)	99% (n=3428)	97% (n=3862)	98% (n=3967)	**86%** (n=3381)	82% (n=3396)	67% (n=3753)	80% (n=3876)
Course Information on Nuku / Blackboard (Course Outlines)	**99%** (n=3414)	99% (n=3431)	96% (n=3873)	97% (n=3971)	**81%** (n=3372)	80% (n=3388)	74% (n=3731)	80% (n=3845)
Course Information on the University Website (Course Finder)	**95%** (n=3411)	96% (n=3434)	94% (n=3873)	94% (n=3969)	**69%** (n=3251)	70% (n=3291)	68% (n=3624)	71% (n=3721)
Digital Solutions Support Services	**56%** (n=3752)	53% (n=3855)	53% (n=3863)	55% (n=3962)	**56%** (n=2115)	54% (n=2027)	54% (n=2039)	59% (n=2193)
Library Resources (Books, Journals and Online Databases)	**92%** (n=3759)	91% (n=3856)	93% (n=3871)	94% (n=3970)	**80%** (n=3458)	82% (n=3528)	82% (n=3594)	83% (n=3717)
Library Services	**87%** (n=3752)	85% (n=3842)	86% (n=3863)	87% (n=3958)	**80%** (n=3255)	80% (n=3261)	79% (n=3311)	81% (n=3433)

Q: How satisfied are you with the following university services:

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

University Services

The use of School Administration Services and Specialist Equipment or Software has increased compared to previous years.

	% Used				% Satisfied (of those Used)			
	2024	2023	2022	2021	**2024**	2023	2022	2021
myAllocator (Tutorial Booking)	**84%** (n=3409)	85% (n=3427)	83% (n=3865)	83% (n=3973)	**63%** (n=2870)	61% (n=2929)	56% (n=3189)	60% (n=3316)
myDegree (Degree Audit)	**80%** (n=3412)	84% (n=3425)	84% (n=3861)	82% (n=3967)	**68%** (n=2746)	69% (n=2870)	67% (n=3228)	70% (n=3251)
Pūaha (Student Portal)	**98%** (n=3755)	-	-	-	**78%** (n=3692)	-	-	-
School Administration Services	**72%** (n=3761)	68% (n=3857)	68% (n=3856)	68% (n=3961)	**57%** (n=2690)	57% (n=2629)	56% (n=2609)	60% (n=2680)
Specialist Equipment or Software	**52%** (n=3753)	47% (n=3857)	46% (n=3859)	47% (n=3971)	**55%** (n=1965)	54% (n=1815)	51% (n=1788)	56% (n=1876)
Talis-Aspire (Course Reading Lists)	**83%** (n=3414)	87% (n=3425)	76% (n=3868)	76% (n=3969)	**67%** (n=2817)	71% (n=2965)	65% (n=2924)	69% (n=3020)
Te Here Tāura Rangahau – Faculty of Graduate Research	**90%** (n=367)	-	-	-	**73%** (n=330)	-	-	-

Q: How satisfied are you with the following university services:

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

University Spaces

	% Used				% Satisfied (of those Used)			
	2024	2023	2022	2021	**2024**	2023	2022	2021
Boyd-Wilson Arena	**18%** (n=3448)	-	-	-	**59%** (n=636)	-	-	-
Boyd-Wilson Field	**27%** (n=3449)	26% (n=3457)	26% (n=3489)	26% (n=3618)	**68%** (n=947)	66% (n=892)	71% (n=893)	70% (n=943)
Cafes and Food	**86%** (n=3474)	86% (n=3461)	83% (n=3504)	85% (n=3624)	**66%** (n=2990)	62% (n=2962)	65% (n=2920)	64% (n=3095)
Classrooms (lecture theatres and seminar rooms)	**96%** (n=3471)	96% (n=3465)	93% (n=3501)	95% (n=3625)	**75%** (n=3318)	76% (n=3311)	76% (n=3264)	77% (n=3460)
ClubHouse	**13%** (n=3442)	11% (n=3446)	10% (n=3489)	10% (n=3615)	**41%** (n=453)	34% (n=393)	37% (n=338)	37% (n=353)
Computer Facilities	**59%** (n=3469)	59% (n=3462)	55% (n=3491)	61% (n=3616)	**76%** (n=2061)	75% (n=2046)	77% (n=1928)	75% (n=2214)
Hall of Residence	**51%** (n=3472)	48% (n=3460)	46% (n=3496)	48% (n=3613)	**62%** (n=1767)	57% (n=1665)	57% (n=1602)	61% (n=1722)
Kelburn Recreation Centre	**41%** (n=3464)	40% (n=3456)	39% (n=3495)	40% (n=3619)	**73%** (n=1412)	76% (n=1377)	73% (n=1356)	75% (n=1458)
Lab Facilities	**42%** (n=3457)	39% (n=3461)	35% (n=3493)	35% (n=3619)	**74%** (n=1440)	75% (n=1351)	76% (n=1210)	75% (n=1279)
Library	**94%** (n=3475)	92% (n=3459)	91% (n=3499)	93% (n=3619)	**88%** (n=3251)	88% (n=3196)	86% (n=3174)	84% (n=3371)
Pipitea Fitness	**15%** (n=3447)	13% (n=3454)	12% (n=3495)	12% (n=3618)	**42%** (n=516)	43% (n=435)	38% (n=408)	41% (n=434)
Spaces for Group Work	**70%** (n=3471)	66% (n=3464)	58% (n=3490)	59% (n=3616)	**72%** (n=2415)	71% (n=2272)	71% (n=2026)	66% (n=2117)
Spaces for Individual Work	**79%** (n=3477)	77% (n=3463)	72% (n=3499)	74% (n=3618)	**73%** (n=2754)	71% (n=2654)	72% (n=2507)	67% (n=2664)
The Bubble	**37%** (n=3449)	33% (n=3454)	33% (n=3489)	34% (n=3612)	**70%** (n=1278)	70% (n=1129)	72% (n=1166)	67% (n=1223)
The Hub	**87%** (n=3474)	86% (n=3463)	82% (n=3501)	87% (n=3621)	**79%** (n=3015)	79% (n=2989)	79% (n=2883)	79% (n=3140)
University Kids Wellington*	**15%** (n=1573)	12% (n=1660)	8% (n=3498)	8% (n=3618)	**41%** (n=235)	40% (n=202)	28% (n=281)	29% (n=277)
Whānau Rooms	**18%** (n=3454)	15% (n=3455)	11% (n=3493)	11% (n=3619)	**55%** (n=628)	50% (n=522)	47% (n=374)	48% (n=393)

Q: How satisfied are you with the following university spaces:
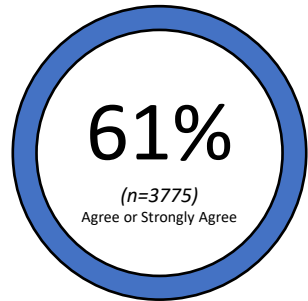*Displayed only to those who had awareness of University Kids Wellington as a Student Support Service

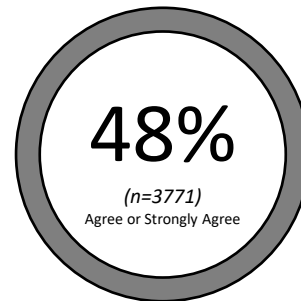| 90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

Student Services

Since 2021, there has been a 10% increase in student sentiment regarding service delivery across the University.

61%
(n=3775)
Agree or Strongly Agree

Student services are easy to access
(2023: 57%, n=3869)
(2022: 52%, n=3898)
(2021: 51%, n=3998)

48%
(n=3771)
Agree or Strongly Agree

Student services are delivered in a timely manner
(2023: 44%, n=3868)
(2022: 40%, n=3899)
(2021: 37%, n=3998)

57%
(n=3774)
Agree or Strongly Agree
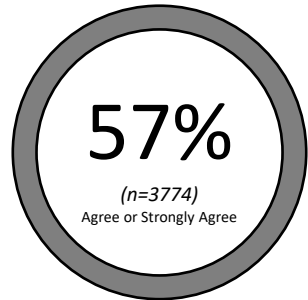
Student services support me to succeed academically
(2023: 55%, n=3861)
(2022: 47%, n=3896)
(2021: 47%, n=3996)

42%
(n=3773)
Agree or Strongly Agree
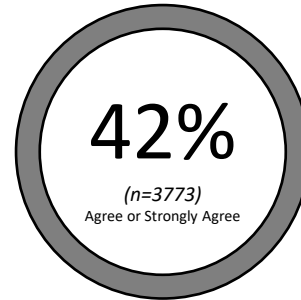
Student services are connected and seamless
(2023: 38%, n=3875)
(2022: 31%, n=3900)
(2021: 33%, n=4004)

55%
(n=3771)
Agree or Strongly Agree
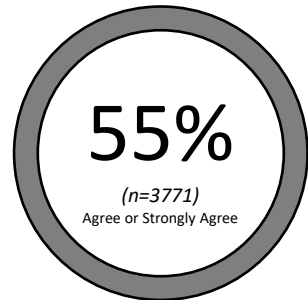
Student services are reliable – they deliver what I expect
(2023: 51%, n=3868)
(2022: 44%, n=3896)
(2021: 45%, n=3993)

40%
(n=3764)
Agree or Strongly Agree
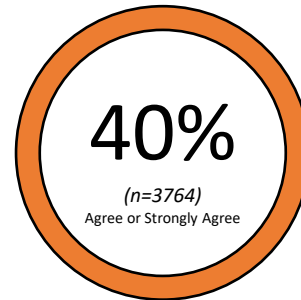
Student services are integrated into my courses and study

Q: To what extent do you agree with the following:

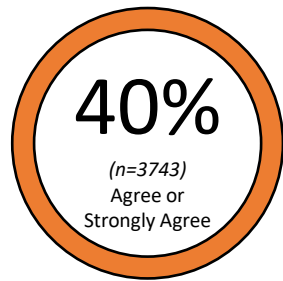| 90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

STUDENT LIFE

Student Finances

While there has been an increase in students stating that their costs of living are manageable, there has also been an increase since 2021 of students saying that they occasionally to very often worry about their financial circumstances.

40%

(n=3743)
Agree or
Strongly Agree

Studying at the University while covering your costs of living is manageable

(2023: 38%, n=3815)
(2022: 27%, n=3796)
(2021: 29%, n=3904)

83%

(n=3744)
Occasionally to
Very Often
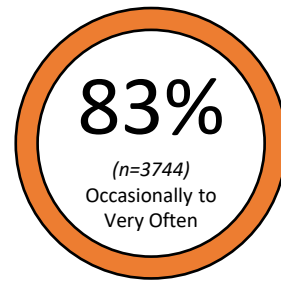
How frequently have you worried about your financial circumstances

(2023: 81%, n=3815)
(2022: 79%, n=3843)
(2021: 77%, n=3937)

Q: After considering all your sources of funding and income, studying at the University while covering your costs of living is currently manageable.
Q: How frequently have you worried about your financial circumstances?

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

University Access

Use of the bus as a main transport option continues to increase year over year. Students on campus has returned to levels seen in 2021.

56%
On campus or < 1 km, or 1 km to 5 km
(n=3429)
Within 5 km
(2023: 55%, n=3332)
(2022: 49%, n=3711)
(2021: 53%, n=3730)

Accommodation Distance to Campus

22%
15 km to 30 km, or 30 km or more
(n=3429)
15 km or more
(2023: 22%, n=3332)
(2022: 28%, n=3711)
(2021: 25%, n=3730)

	2024 *(n=3425)*	2023 *(n=3333)*	2022 *(n=3143)*	2021 *(n=3408)*
Bus	37%	36%	31%	29%
Walking or Running	36%	34%	37%	40%
Train	12%	14%	13%	13%
Driving a Private Vehicle (Petrol or Diesel) with no Passengers	6%	6%	8%	7%
Driving a Private Vehicle (Petrol or Diesel) with Passengers	1%	2%	2%	2%
Passenger in a Private Vehicle (Petrol or Diesel)	1%	2%	2%	2%
Motorcycle or Moped	1%	2%	1%	2%
Cycling	1%	1%	1%	1%
Electric or Plug-in Hybrid Vehicle, Driving or as a Passenger	1%	1%	1%	1%
Scooter or e-Scooter	0%	0%	0%	0%
Ferry	0%	0%	0%	0%
Other, please specify:	2%	2%	3%	2%

In a typical week, which days do you visit a Te Herenga Waka—Victoria University of Wellington campus or facility (excluding Halls of Residence)? *(Select all that apply)*
(**2024: n=3323**; 2023: n=3171; 2022: n=2932; 2021: n=3291)

Legend: ▦2021 ▨2022 ▨2023 ■2024

Chart data (2024 highlighted values): Sunday 7%, Monday 74%, Tuesday 80%, Wednesday 80%, Thursday 81%, Friday 71%, Saturday 10%

Q: How far do you live from the University? [Onshore, Not Fully Online Students]
Q: In a typical week, which days do you visit a Te Herenga Waka—Victoria University of Wellington campus or facility (excluding Halls of Residence)? (Select all that apply) [Onshore, Not Fully Online Students]
Q: Please select your main form of transport to and from the University: [Onshore, Not Fully Online Students]

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

39

Sustainability

The number of students agreeing that the University is environmentally responsible has increased every year since 2021.

84%
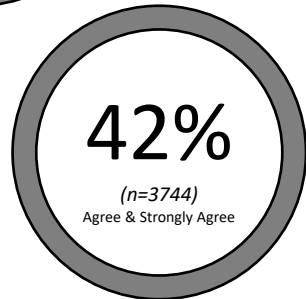(n=3726)
Agree & Strongly Agree
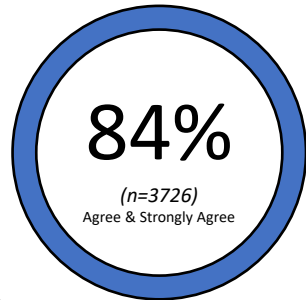
Sustainability is important to me
(2023: 87%, n=3825)
(2022: 87%, n=3848)
(2021: 88%, n=3946)

57%
(n=3734)
Agree & Strongly Agree
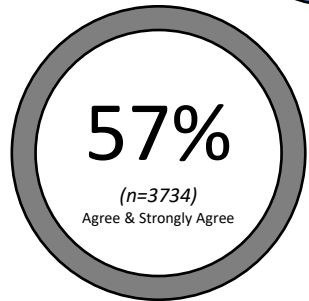
This University is environmentally responsible
(2023: 53%, n=3819)
(2022: 52%, n=3843)
(2021: 46%, n=3950)

42%
(n=3744)
Agree & Strongly Agree

I have become more engaged in sustainability issues while enrolled at this University
(2023: 42%, n=3839)
(2022: 40%, n=3852)
(2021: 44%, n=3950)

Q: To what extent do you agree with the following statements regarding environmental sustainability:

| 90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

HEALTH & WELLBEING

Student Wellbeing

The WHO-5 Wellbeing Index Score is a health tool, where a score below 13 indicates poor wellbeing and is an indicator to test for depression.
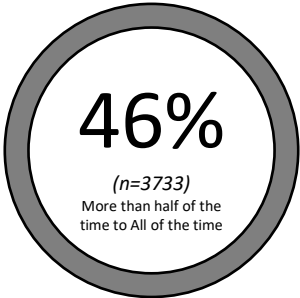

12.1 (n=3712)
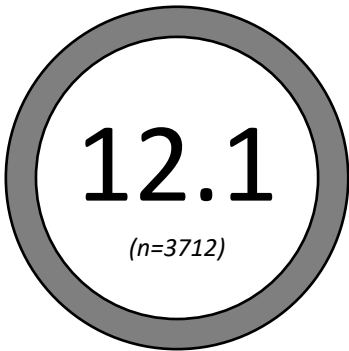
Average WHO-5 Wellbeing Index Score
(2023: 12.1, n=3809)
(2022: 11.7, n=3823)
(2021: 11.8, n=3925)

Legend: 2021, 2022, 2023, 2024

63% (n=3733)
More than half of the time to All of the time
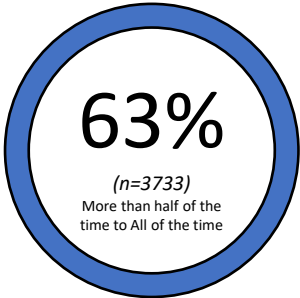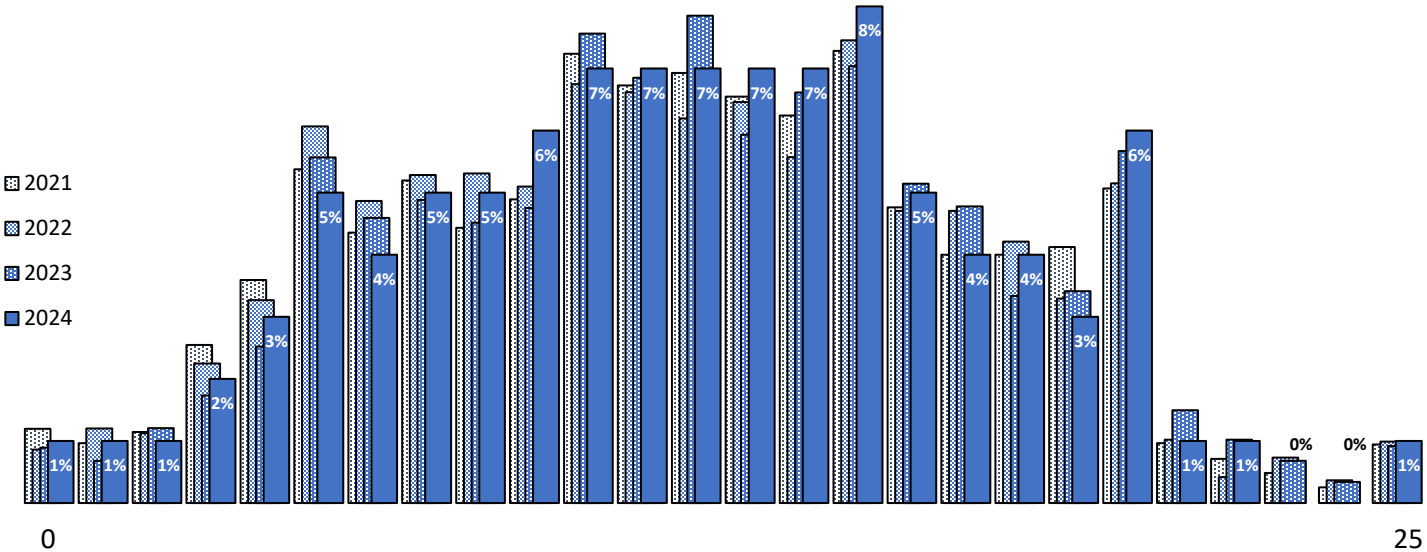
My daily life has been filled with things that interest me
(2023: 62%, n=3827(
(2022: 61%, n=3843)
(2021: 62%, n=3941)

59% (n=3733)
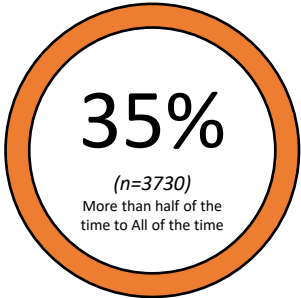More than half of the time to All of the time
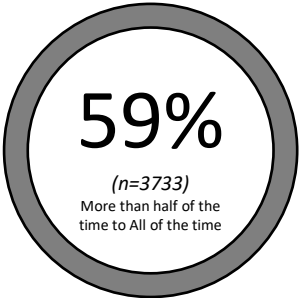
I have felt cheerful and in good spirits
(2023: 57%, n=3823)
(2022: 56%, n=3842)
(2021: 57%, n=3940)

46% (n=3733)
More than half of the time to All of the time

I have felt calm and relaxed
(2023: 46%, n=3830)
(2022: 43%, n=3840)
(2021: 44%, n=3944)

45% (n=3732)
More than half of the time to All of the time

I have felt active and vigorous
(2023: 46%, n=3828)
(2022: 43%, n=3846)
(2021: 44%, n=3944)

35% (n=3730)
More than half of the time to All of the time

I woke up feeling fresh and rested
(2023: 34%, n=3819)
(2022: 35%, n=3841)
(2021: 34%, n=3941)

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

Student Illbeing

Just under half of the students at the University identify regularly feeling nervous, anxious or on edge.

25%

More than half the days or Nearly every day
(n=3730)

Little interest or pleasure in doing things

26%

More than half the days or Nearly every day
(n=3731)
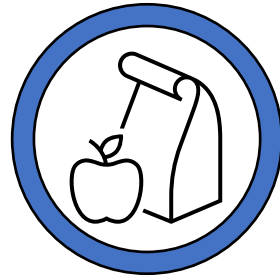
Feeling down, depressed or hopeless

36%

More than half the days or Nearly every day
(n=3729)

Not being able to stop or control worrying
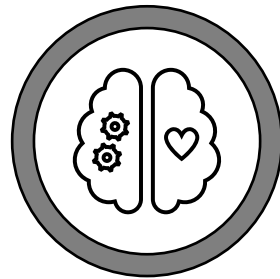
43%

More than half the days or Nearly every day
(n=3731)

Feeling nervous, anxious or on edge

Q: Over the last two weeks, how often have you been bothered by the following problems?

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

43

DEMOGRAPHICS

Demographics

	Respondents	Student Population
Number of Students	4464	19452
Students Under 25	70%	70%
Students 25 and Over	30%	30%
Taught Students	91%	91%
Research Students	9%	10%
Undergraduate Students	70%	70%
Postgraduate Students	29%	29%
Domestic Students	83%	85%
International Students	17%	15%
New Zealand European/Pakeha	59%	58%
Māori	9%	11%
Pasifika	7%	7%
Asian	24%	24%
European	14%	14%
Other	7%	7%
Not Stated	1%	1%

91%
(n=4463)
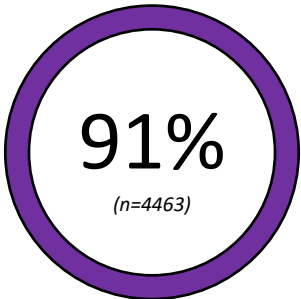
Students in NZ - Wellington Region
(2023: 89%, n=4603)
(2022: 87%, n=4476)
(2021: 89%, n=4742)

7%
(n=4463)
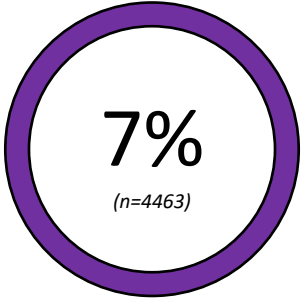
Students in NZ – Other
(2023: 9%, n=4603)
(2022: 9%, n=4476)
(2021: 6%, n=4742)

2%
(n=4463)
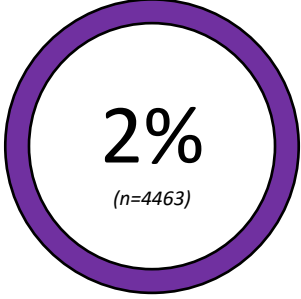
Students not in New Zealand
(2023: 2%, n=4603)
(2022: 3%, n=4476)
(2021: 5%, n=4742)

Q: Are you currently residing in New Zealand?

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating