

Central Regional Hub-funded project

Project Report



Te Toka Herenga Waka: Increasing Māori Learner success at the Western Institute of Technology at Taranaki

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Technology at Taranaki

November 2019

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Sustenance of the people is a collective effort.

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Research Team

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Executive Summary

It is commonly understood today that there remain many limits placed on the economic, social and spiritual success of Māori people; an ongoing effect of the colonisation of the people of Aotearoa. Furthermore, educational achievement is one of the fundamental ways in which a people, individually and collectively, can move beyond the limits that their society may impose upon them (Chauvel & Rean, 2012). Yet there remain barriers that deny and few enablers to enhance educational achievement for Māori. While in recent decades the numbers of Māori enrolling in tertiary education have increased greatly, the majority of those enrolments are in lower level qualifications, and retention of Māori students once they enrol is still a major challenge (Lambert, 2007).

This project seeks to explore reasons behind the significant number of Māori student withdrawals in 2017 at the Western Institute of Technology at Taranaki (WITT). Through this exploration, we want to develop an evidence base that identifies critical factors that lead to Māori student withdrawal, as a basis for enhancing the effectiveness of tertiary teaching and support services for Māori at WITT. This will lead to increased retention and completion rates for Māori students with an aim to achieve parity in educational success for Māori learners, enhanced culturally responsive learning environments, and realisation of Māori student success for Māori individuals, their whānau and communities. The aims of the research are to identify:

1. The critical factors that lead to Māori student withdrawals
2. Effective teaching strategies
3. The impact of culturally specific learning spaces and peer mentoring
4. How Māori students enrol in relevant programmes;
5. Strategic relationships with iwi and industry
6. The TEO leadership and management commitment to Māori learner success.

The results provide insights into reasons for Māori student withdrawals from WITT in 2017. Together these data form a corpus of important information from both staff and students on Māori experiences and perceptions of tertiary learning, and also identify strategies and approaches that can be used to enhance Māori student participation and achievement in a WITT context. Supported and informative enrolment in relevant programmes, engaging in relational teaching strategies with culturally competent tutors with access to a Māori hub, a place for Māori to be Māori can provide the cornerstone for a culturally responsive learning environment. This study has found that the concept of whanaungatanga, an open, inclusive and nurturing environment is central to Māori student success. A navigator for

the student, a relationship that is not just a go-to person but one who walks alongside the student could assist the student in navigating all the educational and personal challenges that may impact retention and completion of their programme of study. Furthermore, whanaungatanga must be a culture driving all levels of the organisation from the student experience all the way up to the organisation's strategic direction as well as how the institute develops its relationship with iwi and the community. Whanaungatanga will direct effective courses of action for our Māori student success and the success of our community.

The findings from this study provide a growing evidence-base to understand Māori educational success; barriers that deny and the enablers to enhance educational achievement for Māori.

Section 1: Introduction

Section 1 introduces the research project by setting the context with background on Māori educational success. The purpose and aims of the study are also presented.

1. Background

It is commonly understood today that there remain many limits placed on the economic, social and spiritual success of Māori people; an ongoing effect of the colonisation of the people of Aotearoa. Furthermore, educational achievement is one of the fundamental ways in which a people, individually and collectively, can move beyond the limits that their society may impose upon them (Chauvel & Rean, 2012). Yet there remain barriers that deny and few enablers to enhance educational achievement for Māori. While in recent decades the numbers of Māori enrolling in tertiary education have increased greatly, the majority of those enrolments are in lower level qualifications, and retention of Māori students once they enrol is still a major challenge (Lambert, 2007).

Here at the Western institute of Technology at Taranaki (WITT), success for Māori students is a constant concern, and we too aspire to ensure Māori learner success by providing Māori learners with "...the right support and tools to fully realise their own successful educational outcomes" (Sciascia, 2017, p.3). The appointment of a Māori Academic support for Māori students in 2017 is one indication of our commitment to Māori learner success. Yet our withdrawal rates in Semester One 2017 for Māori students at 30.27% of the withdrawal cohort indicates that we have more work to do in order to ensure success for Māori learners here at WITT. Specifically, total withdrawals were 502, or 11.5% of total enrolments. In comparison, the 2016 full year was 10.7% of total enrolments. Students aged 16-25 represent 64% of total withdrawals. Māori students represent 30.27% of withdrawals against 21% participation and 31 programmes had five or more students withdraw either before the programme started or during the programme. This includes students who may not have met eligibility such as a police check.

2. Purpose

This project seeks to explore reasons behind the significant number of Māori student withdrawals in 2017 at WITT. The scale of these withdrawals affects not only the students and WITT, but their whānau/hapū/iwi and the wider community as well.

Through this exploration, we want to develop an evidence base that identifies critical factors that lead to Māori student withdrawal, as a basis for enhancing the effectiveness of tertiary teaching and support services for Māori at WITT. This will lead to increased retention and completion rates for Māori students, enhanced culturally responsive learning environments, and realization of Māori student success for Māori individuals, their whānau and communities.

3. The Research Aim

The benefits of this research are primarily aimed at Māori learners, their whānau, hapū and iwi. The research findings will also be of benefit to WITT in its bid to create and deliver educational services and products that are consistent with achieving parity in educational success for Māori learners. As Sciascia (2017) notes, "To aspire to Māori learner success is to provide learners with the right support and tools to fully realise their own successful educational outcomes" (p. 4).

In line with this context, the aims of the research are to identify:

1. The critical factors that lead to Māori student withdrawals
2. Effective teaching strategies
3. The impact of culturally specific learning spaces and peer mentoring
4. How Māori students enrol in relevant programmes;
5. Strategic relationships with iwi and industry
6. The TEO leadership and management commitment to Māori learner success
(Chauvel and Rean, 2012, p. 11).

Section 2: Methodology

Section 2 presents the research approach along with data collection methods and analysis techniques. Ethical considerations are explored with reference to ethical approval for the study.

1. Research Approach

This research used a mixed methodology approach guided by a kaupapa Māori framework (Henry & Pene, 2001; Hudson et. al., 2010; Pipi, et. al., 2004; Smith, 1999) to determine, document and report on the experiences and perspectives of Māori learners who withdrew from WITT in 2017. The research design was guided by kaupapa Māori methods such as manaakitanga, whanaungatanga, kanohi ki te kanohi and aroha ki te tangata, to ensure data collection methods and analyses were culturally relevant. Quantitative methods gathered and analysed demographic data.

2. Data Collection Methods

1. Pre-existing data

A context for the research was set by accessing WITT Māori student withdrawal forms from the Administration team to elicit information on the names of the programmes of study as well as reason for withdrawal.

2. Survey

- i. All WITT Māori students who withdrew from their programmes in 2017 were sent an email containing an information sheet (Appendix A) and invited to participate in an online survey, which took approximately 15 minutes (Appendix B). Participation in the survey implied consent. A follow-up phone call 4-7 days later, aimed to establish whanaungatanga as a way to encourage participation and, answer any questions.
- ii. WITT staff, identified as tutors, support staff that work with, and experience significant withdrawals of Māori students, were sent an email invitation to answer a short, qualitative questionnaire, either via a kanohi-ki-te-kanohi (face-to-face) interview or via email, which took approximately 30 minutes. The email included an information sheet (Appendix C), interview schedule (Appendix D), and consent form (Appendix E), which staff were asked to sign and return with their completed interview schedule or supply at the time of the

kanohi-ki-te-kanohi interview. Interviews were audio recorded, then transcribed verbatim by the Research Assistant.

3. Focus group

Students who had withdrawn from their programmes of study were invited to attend a focus group interview, to elicit and explore strategies on how to increase rates of success, completion and retention in Māori students at WITT. However, given the poor response rates to participate in the focus groups, the invitation was extended to Māori students currently enrolled at WITT at the time of the research data gathering, which were held on campus. The dynamic nature of the focus group setting was used to establish a sense of whanaungatanga between the participants to enable them to bounce ideas off one another and to delve deeper into the interview material. The participants were sent an information sheet (Appendix F) and asked to sign a consent and confidentiality form (Appendix G). To ensure an ongoing sense of manaakitanga and whanaungatanga, the researcher asked all questions in a semi-structured manner to allow participants to better engage with the questions (Appendix H). Interviews were audio recorded and then transcribed verbatim by the Research Assistant.

4. The WITT Māori student responses to the 2016 and 2017 *WITT First Impressions Survey* (Appendix I) and *WITT Student Satisfaction Survey* (Appendix J) were accessed from the Student Services department. WITT student programme evaluations are routinely undertaken every year.

3. Ethical Considerations

The research team attained ethical approval from the New Zealand Ethics Committee NZEC17/50 - *Te Toka Herenga Waka: Increasing Māori learner success at WITT* (Appendix K). Maintaining participant confidentiality and anonymity included using pseudonyms or codes, recorded on the consent forms. Transcripts had the pseudonym or code, rather than the participant name, and consent forms have been stored separately so that there is no ability to match name and pseudonym/code. No article or report writing, nor presentations reveal participant names.

Only the research team had access to the raw data, which has been stored along with consent forms, in locked cabinets and password protected electronic files in the WITT Research Office on completion of the project. Record destruction occurs after seven years.

4. Method of Analysis

Quantitative data

- Student withdrawal forms; specifically, the name of the programme and the reason for withdrawal was analysed using descriptive statistics, specifically frequency and measured by percentages
- Student surveys; demographic data was analysed using descriptive statistics, specifically frequency and measured by percentages
- WITT student programme evaluations; responses were analysed using descriptive statistics, specifically frequency and measured by percentages to demonstrate the most common responses.

Qualitative data

Qualitative data from student focus group interviews, staff interviews and WITT student programme evaluations were analysed using thematic analyses such as close-script reading techniques to draw out the commonalties and points of difference in participant responses (Braun & Clark, 2006). Excerpts of relevant verbatim data are regularly used to illustrate and contextualise themes throughout the report.

Section 3: Results

Results from all five data collection methods are reported below. Quantitative data is used to establish a statistical backdrop of Māori learner withdrawals at WITT in semester one 2017. Qualitative data is then reported using thematic analysis to provide context and scope on reasons for withdrawal.

1. WITT Student Withdrawal Forms

There was a total of 374 Māori student withdrawals in 2017. Examination of the WITT withdrawal forms found data on the reasons students withdrew from their programme. Filtering of this data to align with the purpose of the project, meant four reasons removed and excluded from the project. Excluded reasons included; course cancelled, mistake entry, transfer to another WITT programme and timetable clash. Through excluding this data, the participant population was reduced to a total of 333. The total number of students and percentages (rounded to the nearest 1%) for each of the remaining withdrawal reasons can be found in Table 1.

Table 1: Reasons for withdrawal in 2017

Reason for withdrawal	Total Number	Percentage
WITT initiated withdrawal	116	35
Health reasons	24	7
Leaving New Plymouth/New Zealand	10	3
Gained employment	18	5
Unknown	7	2
Financial hardship	13	4
Over-commitment/ too difficult/ not enough time	21	6
Not satisfied with programme/ course/ tutor/ academic advice	2	1
Require further career advice	1	0
Going to another institute/back to school	10	3
Blank	111	33

WITT staff initiated approximately one-third of all withdrawals. The impetus for this type of withdrawal was based on several criteria, including:

- Did not commence the programme;
- Poor attendance leading to inadequate progress for success;
- Student indicated withdrawal but did not complete own form.

Another one-third of withdrawal forms have no reason given and this part of the form has remained blank and seven students (2%) had 'unknown' indicated. Two-thirds of this data did not provide information from the student perspective on the reason for withdrawal. For example, it is not known why the student did not commence the programme or what the 'unknown' meant.

Twenty-four students (7%) left due to health reasons, 21 (6%) because of lack of capability to continue and 18 students (5%) gained employment. Twenty students (6%) left the region or chose to attend another education institution. Four percent (n=13) experienced financial hardship. Only 1% of students (n=3) were unsatisfied or needed further career advice.

Although the student withdrawal forms are limited in how much data they can provide due to the confines of space, they do enable participants to reflect on their personal reasons and motivations for withdrawing from WITT. According to this data some of the main reasons for withdrawal include:

- Programme/course selection;
- Relationships with tutors/staff;
- Personal issues;
- Transport;
- Leaving the region.

2. Student Survey

A contactable email address was available for 309 (83%) of the withdrawn students. This cohort received an invitation to participate, which included information on the project. A follow-up telephone call within seven days of the invitation for non-responders aimed to support the recruitment process.

Ninety-five students (29%) had provided contact telephone numbers. Of these, the research assistant found twenty-six disconnected numbers and a further 58 had been uncontactable. Of the remaining eleven students (12%), the majority stated they were not interested in discussing their withdrawal from study at WITT.

i. Student demographic data

Twenty-two students (7%) participated in the survey and responded to a series of 10 questions exploring their experiences and recommendations. The majority of students

identified as female (n=16) and under the age of 25 years (n=16). Figure 1 shows the gender and age data.

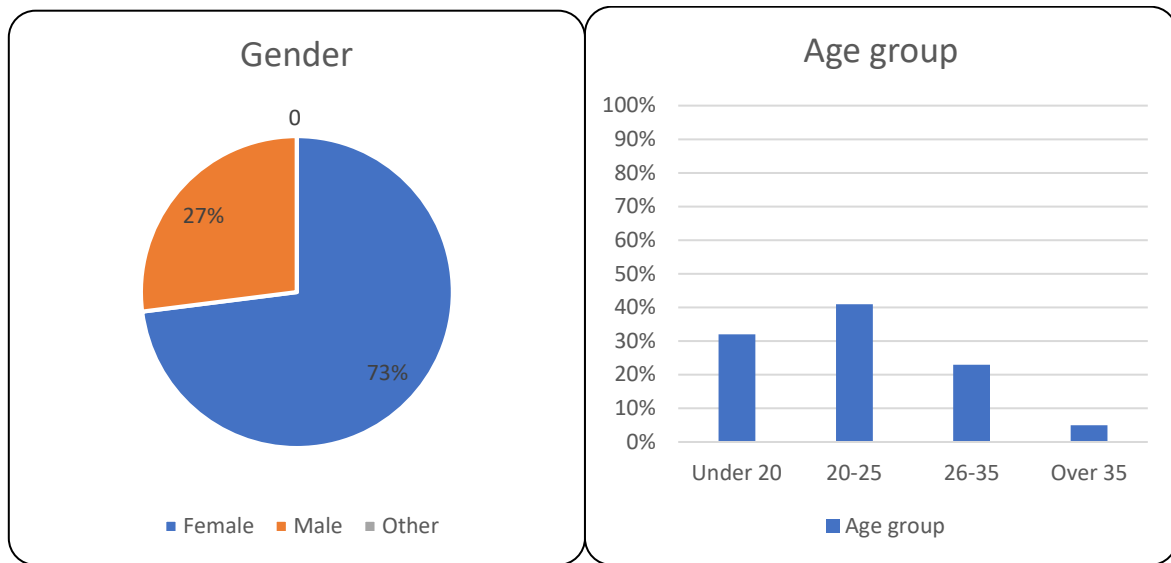


Figure 1: Demographic data

ii. Reasons for enrolling at WITT

A broad range of responses highlight a number of reasons why participants enrolled at WITT in 2017. Although diverse, there are common themes of personal development and progression through education. This points to the notion that education is seen as a means to growth as well as an important step towards employment prospects and opportunities. The excerpts below provide some context:

I thought I was ready to finally study, I wanted help with a career choice and also what I needed to make it happen;

To try study and gain qualifications to help me get a job;

To further my career options.

For others, enrolling at WITT was more about a line of sight towards achieving qualifications in their subjects of interest. While this is an important pre-cursor to gaining employment, for these respondents they were primarily focussed on knowledge and qualification attainment.

I wanted to get some more levels and hopefully carry on to study hospitality or beauty therapy;

To try and complete level 3 NCEA by doing a computing course and the barista one.

Collectively these responses articulate the value of education as a means of connecting learners to knowledge in a way that supports individual aspirations and goals.

iii. Expectations of study

Many of the respondents considered that their experience of study lived up to their expectations, whereas one-third indicated that it did not. The main theme throughout all responses was related to how the student perceived their relationship with their tutor. This underlines the significant role and influence of the tutor in shaping the student experience. The following excerpts provide a closer look at the different ways this can impact on their experience:

Barista one did because the tutor explained it well enough, computing one was a bit harder than I anticipated but it was good;

No, differences of opinions with the tutor;

Mine was lack of knowledge of how the class works.

For other students, their programme choice had a strong bearing on their study expectations - in particular, the academic level of the programme and how they coped with these course requirements. In many situations this created a disconnection between the learner and the learning environment; resulting in a negative ripple effect:

Not really, it was hard for me to enjoy what i learnt found it difficult very difficult with the level it was at, and i found it hard to engage with my teacher and peers and found it was not the right course and career pathway for me;

Sort of-first course was too basic for me, I didn't get a chance to go onto further study's before I pulled out;

No I had lost interest an also felt like it was out of my comfort zone;

No, it was hard.

Conversely, student expectations are strongly influenced by being enrolled in the right programme *along* with a tutor they can develop a positive relationship with.

iv. Sufficient support and effective services

Most Māori students enrolled in a WITT programme of study considered that they received sufficient support through effective services. The main theme is that students know about, seek and receive support that helps them. Also, for others, it may be the tutor who provides the support services.

Services are available they need to know there tutors abilities more;

Yes, I received heaps of support and guidance;

Yes we are given all of the tools to learn it's the motivation I believe our people need;

Yes they are offered help and if not just as much help as everyone else, and they are very good and very effective because for some Māori they may not be able to get or use those certain resources at home whether it be them being able to have access to computers or books or a councillor for free and stuff like that.

However, for those who considered that they did not receive sufficient support, the key issue linked to programme choice. For these respondents, there is a need for linkages between support services, career guidance and advice on programme choice selection.

No, I had no idea what career choice, which course to do.

Collective responses suggest that effective student services are wide-ranging and provided by a range of staff. However, not all students may be aware of the range of services and where to access these.

v. Reasons for withdrawal from WITT

The data shows a broad range of reasons for withdrawal from the respondent's programme of study. Analysis shows the main themes related to the student's experience with their programme of study, student perspective on tutor behaviour followed by enrolment in the right programme. Collectively these key areas can be seen to have a negative impact on the ability of students to establish whanaungatanga with their learning environment. The following excerpts highlight the need for extended manaakitanga from WITT towards students to support the building of these connections:

Unfortunately had serious issues with a particular tutor and felt that my concerns were not really heard. Also, had a friend that had issues with how a situation was handled, felt like from a cultural perspective in dealing with issues, WITT did not meet my expectations;

Was not enjoying my course and felt i needed to change my career pathway to something i'm more interested in which is health.

For others, reasons for withdrawing were related to leaving Taranaki - in spite of this they all continued study in their new location. Some moved specifically to further their study, although it is not clear why. For example:

I ended moving to Hamilton and furthered my studies with Wintec;

I moved away before the start date due to loss of a family member.

Another emergent theme highlighted the impact of health and family issues. For many students these two factors were articulated in the same sentence.

...mental health;

Personal reasons such as depression/anxiety, family issues getting in the way of me wanting to continue course;

Health reasons and other commitments;

Wasn't suitable for me as I was pregnant with my 3rd child and was a stay at home mum to my other 2;

I eventually feel behind in my classes as this was towards the ending of study too. Sadly i do regret it but i was constantly fighting with my family to a point where i couldn't focus. An then when i did come back i felt like an outcast/ Left out like none of the students wanted to associate with the drop out.

Personal reasons such as depression/anxiety, family issues getting in the way of me wanting to continue course

Furthermore, the impact of transport on the ability to study at WITT, particularly in relation to family commitments, was regularly discussed. When faced with this dilemma students were forced to sacrifice study plans for family commitments, as these respondents recall:

I wasn't able to do the course because I didn't have transport I have a young daughter I drop off at kindy so the bus that leaves for N.P. leaves too early for me and comes back too late;

Transport. I have 3 kids, all at school now. I was in the middle of needing to find a new house. In the end Housing NZ was my only option. We are settled now and I am wanting to study.

For others the weight and impact of financial stressors while studying at WITT proved too burdensome. This indicates that the decision to study is intrinsically tied to the financial cost of doing so and in worst case scenarios they felt their best option was to withdraw from study:

I could not afford to continue studying;

Wasn't 100% sure so didn't want a loan if I wasn't sure and could potentially drop out whereas first year is now free.

Lastly, the final key theme for Māori learner withdrawal from study at WITT in 2017 related to the student gaining employment. This highlights a dilemma that many students are forced to face; the choice between the longer-term goal of study or immediate employment.

Got an apprenticeship in arboriculture.

Collectively, the reasons for withdrawal fell into two categories; firstly, related to the education experience and secondly to personal issues. The data suggests that for many students, being in the right course at the right level combined with positive tutor relationships is vital to learner experiences and perceptions of study. It is also worth noting that for many respondents, personal issues take precedence over their education.

vi. Options prior to withdrawal

A common theme reported that there were no options for students prior to withdrawal from their programme of study. Problematic issues not resolved meant the student perceived no option but to withdraw. The following excerpts provide some scope:

Did not feel I could consult with anyone as when I initially brought issues up they were not handled as expected;

Not that i can remember knowing it was the first opening of Hawera there were so much going on and so much focus put in different areas. Plus everytime we spoke to our manager our tutor would approach us in front of our class an ask us what happend an why an what. I was like nope it's personal an walked out;

no i needed some time to figure out what i wanted to really do;

no they told me there was nothing and all the courses were filled up.

vii. Support through the withdrawal process

Support through the withdrawal process was judged by the respondents in relation to personal communication with WITT staff. For some respondents, they felt supported by staff, while for others this was a point of tension:

Support process is pretty straight forward it sucks but next time I'll make sure my head is cleared an only look after myself if i ever choose to study again;

yes i was given support, it was very helpful as my withdrawl brung alot of tension from my parents and i was given help from staff for that;

terrible. they didn't actually withdraw me properly. they sent me a fee that I successfully demanded be waivered;

No, they just sent an email saying I am withdrawn. Also whoever I contacted to say I'm withdrawing sounded really grumpy.

viii. Plans for future re-enrolment at WITT

In general respondents do aspire to undertake further study in the future. The main driver for doing so depended on the availability of relevant programmes of study to enrol on. Many students did plan to re-enrol. For some, another tertiary education institute was preferred. For others, it depended on career choices and a work/study balance.

Probably not. They have nothing to offer me anymore. Massey University is where it's at;

I don't think so unless you start up a course I'd be interested in doing, then yes; possibly one [when] i decide a career path;

Yes but i need to sort my life an health issues first ??;

Unsure if I will, depends heavily on tutor provided and also whether I am able to schedule classes with my full-time job.

3. Staff Interviews

Invitations to participate in the study were sent via email to tutors and staff members who work with Māori students and have experienced significant withdrawals of Māori students. Eight WITT staff participated as key informants. Two (25%) identified as support staff and six (75%) as tutors. The interview transcripts were read and re-read to identify commonalities and different viewpoints. Many participants commented on how Māori student retention and completion statistics must be interpreted with care. Small numbers of Māori students can reflect large percentage value changes. Although the student may withdraw, this may not reflect their return to the programme of study and may not reflect successful attainment of unit standard credits. Seven themes were developed from the remaining participant data.

i. Establishing a Māori community at WITT

Participants identified the need for a more established Māori community at WITT. It was believed this community could be diverse and provide an environment for staff, students, whānau and the wider Māori community, creating an opportunity to partner with the community. The role could include acting as a Māori development hub, centralising resources and directing campus-wide Māori symbolism to validate identity. WITT-wide events may be held within such an environment to demonstrate WITT's commitment to Māori student success. A marae was thought to be ideal.

Whānau support was seen as key to Māori student success. Therefore, clear connections for whānau to WITT need to be established and maintained. Supporting whānau to attend key events such as pre-course interviews/workshops and even creating contracts for whānau support was seen as helpful.

ii. Māori students entering a course of study will benefit from a programme of preparation for study

Establishing a student's purpose and reason for enrolment at the outset of study was believed to be a strong determinant for success. Exploring student capability prior to enrolment was identified as an important precursor to ensure they at least had literacy and numeracy skills and the ability to learn to learn. Moreover, the first language of the student needs to be known so that language support can be provided. This includes speakers of te reo Māori.

Pre-course interviews, workshops and extended orientation were all seen as being helpful in supporting students to establish the right study pathway. Furthermore, for those students who need a pathway through two or more programmes to achieve their aspirations also need to have a clear understanding of the expectations for each step of the journey.

iii. Culturally competent tutors establishing meaningful and trusting relationships

Participants felt that course leaders should know their student cohort demographics and tutors must take responsibility to establish relationships with their students. One of the biggest impacts towards improving Māori learner achievement, they believed, could come from tutor interaction with all students - not just those asking for assistance. Students must have authentic opportunities to work together and support each other. It was also indicated that tutor capability to teach students who are at different levels combined with good knowledge of how students learn is important for successful outcomes.

Tutors would like to have increased confidence in using Māori pedagogies including speaking some te reo and ensuring the maintenance of tikanga in the classroom. Participants felt that all WITT staff understood and could embed the general cultural concepts and Māori values promoted at WITT. Given the complexity of learners at foundation level however, a suggestion was made for some foundation courses to use a kaupapa Māori learning framework. They felt this could be augmented through developing a community of practice where tutors can share knowledge and practices within and outside WITT, across programmes and within programmes of study where students are enrolled in more than one course.

iv. Empowering the student

Students can be empowered to negotiate and evaluate their progress. A student portal where the student can access all relevant information, correspondence, attendance records and results may help this. Students who establish study habits early may have more success and tutors can help students develop personal comfort, resilience, and relationships as well as understand the journey ahead. Early successful achievement for motivation and increased self-esteem may be attained with early assessment and/or a structure whereby one course at a time is timetabled. Early achievement can be celebrated when unit standards are passed.

v. The student has continual and ongoing follow-up

It was recognised that students will have individual needs such as learning to establish classroom relationships, strategies to develop self-esteem or establishing study plans. The recommendation was made for an easily accessed, key go-to support person for each student. This person would act like a navigator who could refer students to appropriate services (walk the student there), help them to learn how to access support services in a manner that would not compound missing learning opportunities, and work with the student on outside issues. It may be ideal for the navigator to go to classrooms or where absence is concerning to go and visit the student if necessary.

vi. Programmes of study have flexibility designed for student success

Participants indicated that it can be helpful for students to have options for *extensive* extensions as well as the ability to return to study without too much bureaucracy. Easy conversion to a part-time status and flexible pathway plans for returning to study could be good options.

vii. Funding for resources, support and engagement

Engagement needs resources such as noho and marae engagement. More pastoral care in the form of a navigator role, as described by participants above, combined with increased Learning Centre support and more academically/culturally equipped Māori staff members. Professional development programmes as well as tutors and support staff training to recognise mental health issues early was also seen as being helpful to student success.

4. Student Focus Groups

Māori students currently enrolled at WITT were invited by email to participate in focus group interviews. Ten students participated in two focus group interviews. Three themes were developed from the analysis.

i. Recognising Māori needs

The participants perceived the organisation trying to recognise the needs of Māori. First, this was reflected by their views regarding student services. There is a lot of good support for Māori but they often do not access it, often waiting until it is forced upon them and WITT needs strategies for this. Māori may not want to accept help and support because they do not want to burden others with their problems. Students receive a good

introduction to student services during the orientation period and then in class as well as emails. The personal kanohi-ki-te-kanohi (face-to-face communication) is valued and some participants would like more. Participants enjoyed opportunities for whanaungatanga such as the shared kai arrangements but often did not know about them. Regular wānanga whereby Kaiako bring locals into the class to share knowledge made some of the participants feel connected to the class and the area.

ii. Recognising Māori culture on campus

Some participants view Māori culture as being important in their home life but not necessarily as important in the classroom, unless te ao Māori is the subject. However, they did like to see the use of te reo in the classroom as well as having Te Tiriti o Waitangi/Treaty of Waitangi part of their learning. Some participants also thought that knowing whakapapa was important. These strategies made the participants feel proud and acknowledged, particularly when Pākehā were facilitating the learning because it felt this normalised Māori culture. Other participants thought that verbal communication for learning was as important as written communication; that insisting on written course learning and assessment in English disadvantaged Māori. It was believed the organisation needs to challenge dominant discourses regarding support for Māori, where non-Māori perceive support as privileged and unfair. Participants felt that non-Māori understanding the impact of colonisation such as urbanisation and historical/inter-generational trauma would help.

iii. Meaningful, relevant, supported and accessible learning

Māori students with children will prioritise their children over studies. Affordable day-care could assist students in their studies.

Participants felt that many of the younger students may not have appropriate support, including from their parents. Establishing internal and external support and receiving better advice in regards to courses was identified as an important remedy. Similarly, how the course may prepare students for the workforce and the expectations of studies to get there would require more focus. Participants felt that where students have a lack of confidence, WITT needs to build better meaningful relationships with students, develop rapport and trust. Such assertions are supported by recognition that age plays a significant influence on withdrawals; usually the younger generations (aged 17-mid 20's) drop out whilst the older generations stay on. These students were seen as having a lack of maturity and clarity on life aspirations, along with poor drive and determination. Participants felt this meant they were probably studying in order to waste time and fulfil obligations for

Work and Income, New Zealand. Their work ethic and negative attitudes with apparent lack of caring towards their studies was noted. Additionally, the impact of mental health issues and drug and alcohol abuse were also discussed as contributing factors.

For students wanting to withdraw, tutors were urged to explore why, with in-depth dialogue; and to encourage them to keep on going. Participants felt that students needed to be aware that if they drop out, they still have to pay for it and that it is a waste of money to withdraw. This meant that tutors could actively communicate, gain trust, become actively involved and look at the wider context surrounding the student.

Focus was put on younger students who may have negative attitudes on the course they are doing – they need to realise the skills that they learn will stay with them. This will mean that in the future they may recognise and have the ability to pursue work that was once of no interest to them but will eventually have a purpose. To support this, WITT needs to emphasise the importance of learning and highlight the relevance of learning in the lives of students. Having someone (similar to a navigator) who is enthusiastic, humorous, can connect with younger students, and is genuinely passionate about supporting Māori, can break the barrier. The key is to ensure they can make the younger ones laugh, break through their barriers, and see the potential through cultural respect and acknowledgment.

The consensus was that WITT needs more Māori academic and support staff. One solution was to have study groups specifically for Māori, designed to support and meet their needs. This could be aided by tutors learning to identify differing learning needs/methods and how to cater to them to ensure teaching is relevant to a wide audience. Similarly, it is important to make time to meet with students who are struggling and develop strategies to overcome challenges/misunderstandings along with regular evaluation of staff on the effectiveness of teaching methods.

Many students have multiple commitments and issues occurring outside of study and these were referred to as 'background noise'. Students would benefit from more information about what WITT support staff can actually provide support with. This could be achieved through making a video of student support services and what they can offer and putting it online. This could be assisted by using social media sources to connect students to such materials.

5. Programme Evaluation Surveys

There are two surveys that are sent out to all students each year. The 2016 and 2017 surveys were accessed and filtered to obtain information from Māori students in these two years.

First Impressions Survey

The *WITT First Impressions Survey* is the first survey sent out to students. This survey comprises 24 questions and collects both quantitative and qualitative data in order to identify opportunities for improvements. It was sent out to students approximately six weeks after they commenced their programme of study. It included demographic data, as well as eliciting opinions and feedback on the student experiences of programme application, enrolment, and orientation. The students were also asked about the organisation and their satisfaction with their programme of study, as well as facilities, teaching staff and support services across the campus. Finally, the students were asked if they have considered leaving and the reason. The 2016 and 2017 data were analysed.

The total number of respondents was 83 (4%). The largest age-groups students identified with was the under 25 years (45%) and 26-39 years (45%). Seventy-four percent of respondents were studying full-time.

i. Enrolment

Half of the students had enrolled for the first time at WITT and 90% found the process easy whether online or paper-based. Ninety-eight percent indicated they had clear information about their programme of study and 95% had helpful advice when selecting their courses of study with an overall rating of excellent or good experience of the enrolment process by 98% of respondents. Central to each of these areas is the underpinning notion of communication:

Join all Māori students together to share experience and discuss chosen pathways together;

Maybe have a person that can go through with you how courses are run before you attend your first one, for me it was quite scary;

Enrolment evenings with kai (Kai always brings whānau together).

For other respondents, the availability of study details prior to the course starting was fundamental:

A little more clarity in the course descriptions would be so much more helpful;

Ensure the timetable is finalized earlier.

ii. Support Services

Introduction to the programme of study, to the student support services staff and what they provide (e.g., health clinic, counsellor, library, learning centre, Kopa Manaaki, IT support) were judged as being excellent or good with 97% of respondents and 96% stating they had an excellent or good overall orientation experience. On this note, it was clear that participants felt that although orientation to study was overwhelming, it was necessary.

There's just so much information to take in. Can be overwhelming. But it is necessary;

I was completely lost during my first few weeks. I was never told how to interpret my timetable and never given a tour. Only told very briefly where certain things are. Even now I'm still a little lost. (missed orientation).

iii. Programme Organisation

Six weeks into the programme, 96% of students found the programme well organised, 99% of students found they are receiving excellent or good learning opportunities, and 96% were satisfied with the teaching. Overall satisfaction with the programme was rated as excellent or good for 96% of respondents. A common rationale highlighted the need for sufficient course information.

Nothing really, tutors are all really good and explain everything in great detail;

More structure in the classes in terms of the papers and assignments. Also, a slower introduction into the assessments instead of a brief on the first days.

iv. Facilities

Ninety-six percent of respondents found the timetable easy to access internally, whereas 89% found it easy to access WITT off-site. The library holds resources for assignments for 98% of respondents and WITT provides good or excellent support for IT difficulties for

98% of respondents. Overall campus facilities were rated as excellent or good for all students (100%). Sufficient student resources were identified as a key theme.

Have English to Māori dictionaries available for class lessons;

Faster Wi-Fi that can always be accessed.

v. Overall Expectations of WITT

Ninety-seven percent of respondents found their course to be what they expected when they enrolled and 97% received sufficient guidance and support in the first few weeks. Additionally, tutors are accessible and supported learning for 96% of respondents and 93% found student support services invaluable. Overall, WITT as an institution lived up to expectations so far for 97% of respondents.

However, of particular concern is the fact that 23% of respondents had considered leaving WITT. The main reason for considering this was due the pressure of extra-curricular activities; in particular, work. For this group the tension of maintaining balance between work, study and home life was proving difficult. For some, this was a real juggling act:

I'm a mum so I struggled to find a balance between being a mum and a student;

Workload and family life overwhelming.

In some instances, the harsh reality of economic pressures was more evident:

Financially it is very difficult to pay debt and mortgage whilst studying;

I need a job more than I need to study;

Personal issues at home;

Financial reasons Study link application issues;

4 papers was too much for me for the first semester;

Study and family demands.

For others, their course of study was not appropriate for them.

I just don't like the things I'm learning. I'm only taking the course because I have to and I've lost a lot of motivation.

I probably won't return next semester. Just no interest.

In recognition, respondents highlight the need for extra support, which includes:

More information regarding scholarships;

Option to do one or two courses to get a taste of going back to study;

Maybe introduce a life lessons class or something. Make it apart of tertiary studies to learn how to write a resume, balance a cheque book, look after yourself etc.

Interestingly, three-quarters of students identified their course leader or tutor as the person they go to if they are having difficulties, whereas only a quarter go to student services. This indicates that for a majority of respondents their primary relationships are with teaching staff rather than support staff. This points to a need for a re-orientation of support services and clarity of their role.

Student Satisfaction Survey

The student satisfaction survey collects both quantitative and qualitative data from students about half way through the semester of study. It comprised 24 questions and collects both quantitative and qualitative data in order to identify opportunities for improvements. It included demographic data, as well as eliciting opinions and feedback on why they have stayed, expectations, quality, value, preparation for work, WITT responsiveness, their expectations and experience, level of enjoyment, and whether they would recommend WITT to others. The aim of the evaluation was to identify opportunities for improvement. The 2016 and 2017 data were analysed. The total number of respondents was 148 (7%).

Programme of Study

Sixty-five percent of respondents came to WITT because the programmes that were offered suited them. The next most common reasons were the desire to stay in Taranaki (41%) and the programmes were of value to them (38%).

Ninety-seven percent of respondents felt the programme met their expectations very well or somewhat well. Similarly, ninety-eight percent of respondents thought the quality of programmes was excellent or good. Value for money was considered excellent or good for 74% of respondents. Adding to this, ninety-seven percent of students thought their programme of study was preparing them very well or somewhat well for work.

Responsiveness to queries or concerns about their programme of study was considered very responsive for 65% of respondents and somewhat responsive for 30% of students. This is similar to how respondents thought WITT responded to all their needs with 67% stating very responsive and 30% stating somewhat responsive.

Respondents thought WITT provided great support services (53%) and great tutors (65%). Ninety-six percent of students were satisfied or very satisfied with their programme of study as well as support services and 98% were satisfied or very satisfied with the learning environment. Overall satisfaction was very high for 61% of respondents and satisfied for 36%. The key theme emerging as the most enjoyable aspect of the programme was the development of relationships.

the support i have recieved from each of my tutors and ongoing out of class support they are willing to give it gives me confidence in completing and following onto further study;

The whanaunatanga in class with kaiako and taurira;

If i dont understand what i am doing i can go to my teachers for support amd i know tthey help with alot more then just my studies thank yous all at witt and the incuragement i get as well;

The great student support team at Witt really awesome let's me know I'm not on my own and that if I get stuck there is a while team of people I can go to and find the help I need;

The way the staff dealt with my concerns.

Another theme emerging related to the programme teaching and learning strategies.

Different learning styles, and being able to go into practice so early.

Although there were high levels of satisfaction with programme delivery, respondents made a number of suggestions to improve the student experience:

Not hitting students with things such as tutor changes half-way through a term or having tutors leave for a week to two weeks during term and having a tutor with obviously no experience in the specific subject cover for that tutor. Creates so much stress and confusion, also pushes back due dates of assessments which in turn squishes other assessment due dates closer and closer together...;

Try and lessen the amount of work assigned in one time frame and spread things out a bit more so students don't get so overloaded on work and then freak out;

More support from the tutors. Some tutors seem to abuse their position of power, and there seems to be no one above them to go to with issues;

Wouldn't have so many young ones in classes that don't want to learn and are disturbing to the rest of the class that want to learn;

The timetable does not always work well for students travelling for far distances e.g.: a 2-hour class for 2 hours of traveling.

Overall, findings from the first impressions survey indicated a high level of student satisfaction towards their study at WITT. However, the total number of students enrolling in 2016 and 2017 identifying as Māori was 2150. This means that only 4% of Māori students responded to the *First Impressions Survey* and 7% to the *Student Satisfaction Survey*. This could be an indicator that those Māori students who were progressing well in their programmes of study responded whereas those who were not did not respond.

Section 4: Discussion

These surveys and interviews provide insights into reasons for Māori student withdrawals from WITT in 2017. Together these data form a corpus of important information from both staff and students on Māori experiences and perceptions of tertiary learning, and also identify strategies and approaches that can be used to enhance Māori student participation and achievement in a WITT context. While this is not an evaluation per se, this research can be used as a vehicle to support the on-going development of systems and processes at WITT to ensure they are responsive to the cultural realities of Māori students and their whānau. It is clear from discussions with research participants and analysis of survey data that a systematic response that better integrates cultural-based knowledge into WITT's systems and services is required in order to establish a vocational learning context that better supports Māori learner achievement.

1. Enrolment in relevant programmes

Education is seen as a means to growth, achieving qualifications in their subjects of interest as well as an important step towards employment prospects and opportunities. However, all study respondents and participants identified 'enrolment in the right programme' as a key factor on whether students remain in their programme of study. Preparing for study may take significant effort. First, eliciting career choices and then advising associated programme pathways can help prepare the student for success and subsequent entry to the workforce. There may be other reasons for enrolling into programmes of study e.g., fulfilling obligations for Work and Income, New Zealand. Those students driven by external rather than internal motivation may be less successful. Students may have had previous negative schooling experiences and ascertaining they have enrolled on the right programme of study is essential. Seeking clarity on the purpose of enrolment can shape effective support frameworks. WITT needs to emphasise the importance of learning and find relevance of their learning in student lives. Furthermore, for those students who need a pathway through two or more programmes to achieve their aspirations need to have a clear understanding of the pathway as well as the expectations for each step of the journey. This points to implementing the concept of whanaungatanga prior to enrolment.

Next, understanding the study expectations and commitments including the academic level of achievement required needs focus prior to the commencement of studying. Students possessing a good understanding of the course details may help with confidence and enable students to develop a trusting relationship with support staff. Where students have a lack of confidence, WITT needs to build better meaningful relationships with

students, develop rapport and trust, further supporting the implementation of the concept of whanaungatanga.

2. The critical factors that lead to Māori student withdrawals

i. Educational experience

Actively establishing internal support mechanisms and relationships often commences with the tutor who is the central figure in shaping the student experience. Anticipating any trip hazards and resolving issues for students early can influence student retention. Students felt that issues were not addressed but it is not clear why and they felt they had no option but to withdraw. This suggests a need for extended manaakitanga from WITT towards students to support the building of these connections. The question needs to be asked - *how do tutors develop relationships with students and what are the time constraints impacting on whanaungatanga?*

Age has been identified as being a significant influence of withdrawals, usually the under 25-year age group. A lack of maturity and clarity on life aspirations, along with poor drive and determination may mean they are at risk of not achieving. Their subsequent work ethic and negative attitudes with apparent lack of caring means they are likely to withdraw, but not before influencing the classroom dynamics and impacting on the learning experience for other students. Although learning together and peer support has been identified as important, an underpinning common goal is key for students.

Student support services (e.g., health clinic, counsellor, library, learning centre, Kopa Manaaki, IT support) are clearly articulated during orientation, a period of time that can be overwhelming. Students may need navigation to understand, actively seek and receive timely support services, a mechanism that could help the student to use the service more often. A joined-up link between support services, career guidance and advice on programme choice selection can provide a wrap-around support for students, lowering the risk for students to fall through cracks in the system

ii. External personal factors

Students may benefit from exploring life challenges that may affect their ability to succeed such as finances, transport and family commitments; having a navigator role to facilitate careful consideration of personal factors and identifying support systems. Establishing a work-study-home life balance is challenging but essential for success. Actively establishing external support mechanisms including close whānau commitment can influence student

retention in study. Whānau support was seen as key to Māori student success. Therefore, clear connections between whānau and WITT needs establishing. Supporting whānau to attend key events (e.g., pre-course interviews/workshops) and even creating contracts for whānau support was seen as helpful.

Health issues particularly mental health issues such as anxiety, drug and alcohol abuse were identified as key influences for student success. Identifying these at the beginning of the programme as well as putting support in place may be helpful. Family issues such as having responsibility for young children can result in withdrawal from study because unwell children are prioritised over study where there is no alternative for child care. Furthermore, students may be required to provide care for other children within the whānau.

Transport to class in a timely manner can be challenging for students. For some students, the time taken to travel long distances will be balanced against the benefit of attending a short amount of classroom time. Furthermore, public transport and classroom timetables may not always align. Financial issues are another factor identified as a reason for withdrawal. The cost of study, whether it be the financial outlay for study or the loss of wages, may affect attrition from programmes of study. Finally, gaining employment during their programme of study for some students means they must choose between study and employment. This highlights a dilemma that many students are forced to face; the choice between the long-term goal of study or immediate employment, even if it is not aligned with their aspirations.

3. Effective teaching strategies

Teaching strategies underpinned by Te Tiriti o Waitangi/Treaty of Waitangi will create a more positive experience for Māori learners. Further, knowledge and understanding of tikanga and kaupapa Māori values is important for all staff. However, tikanga must be meaningfully embedded into practice as opposed to tokenistic expressions.

It is clear that WITT needs more Māori academic and support staff. To offset this, staff could facilitate study groups, groups specifically for Māori and designed to meet their needs. Tutors need to identify differing learning needs/methods and how to cater to these to ensure everyone is progressing in their learning. It is important to identify early and make the time to meet with students who are struggling and develop strategies to overcome challenges/misunderstandings before students feel they have no choice but to leave. There may be tension for tutor workload with the implementation of whanaungatanga in the current model.

Some participants view Māori culture as being important in their home life but not necessarily as important in the classroom, unless te ao Māori is the subject. Despite this, the use of te reo in the classroom as well as having Te Tiriti o Waitangi/Treaty of Waitangi and tikanga as part of their learning was valued. These strategies made the participants feel proud and acknowledged, particularly when Pākehā were facilitating the learning because this normalised Māori culture. Other participants thought that verbal communication for learning was as important as written communication; that insisting on written course learning and assessment in English disadvantaged Māori.

The institute needs to challenge dominant discourse regarding support for Māori where non-Māori perceive that support as privileged and unfair. One way of non-Māori re-viewing their perspective is to understand the impact of colonisation such as urbanisation and historical/inter-generational trauma. Challenging dominant discourses is challenging and is role-modelled from the top, creating a new culture.

4. The impact of culturally specific learning spaces and peer mentoring

A more established Māori community at WITT could be diverse and provide an environment for staff, students, whānau and the wider Māori community, creating an opportunity to partner with the community. The role could include acting as a Māori development hub, centralising resources and among many roles, directing campus-wide Māori symbolism to validate identity. WITT-wide events may be held within such an environment to demonstrate WITT's commitment to Māori student success. A marae would be ideal. This level of commitment means more resource such as for noho and marae engagement. More kaupapa Māori pastoral care in the form of a navigator role for accessing student support services as well as increased Learning Centre support may emanate from this centre.

5. Strategic relationships with iwi and industry

The concept of whanaungatanga was expressed in all avenues of engagement with both staff and students as being of most significance. Not only within the WITT community itself but also in a wider context of building meaningful and collaborative relationships with the community, local iwi and whānau. At a practical level this means "...creating a relationship first ... if you haven't got a good relationship with anybody, you're not going to be able to work with them - so it's about building that, so the more that I am in contact with them, the better that relationship becomes. You know they become quite open" (Personal communication, 2018). When applied correctly, whanaungatanga is open, inclusive and nurturing, and can offer a sound platform upon which other initiatives aimed at enhancing

Māori learner performance can be structured upon. From this view it can also provide the right context in which appropriate actions can be developed and implemented.

6. TEO leadership and management commitment to Māori learner success

Acknowledgment of systemic influences around an individual's study can lead to strategies to look into catering to the needs of students. Policies such as options for extensive extensions as well as the ability to return to study without too much bureaucracy, easy conversion to a part-time status and flexible pathway plans for returning to study could be good options. Re-enrolling; the student starting all over again, but what about the issues from before? How can WITT extend manaakitanga to support the student?

Limitations

Data received does not account for the entire Māori population at WITT. Although students are not obliged to participate, this does make it difficult to analyse the data in order to achieve viable representations. For each of the student data collection methods low participation was encountered.

Section 5: Recommendations

Recommendations for initiatives ideally should provide "five key integrated components" which can collectively provide an optimum learning environment, as noted by Chauvel and Rean (2012, p. 11).

1. Effective teaching

Course leaders and tutors should be given Professional Development (PD) opportunities on how to establish relationships with their students. This needs to extend beyond tutors just responding to requests for assistance and instead focus on really getting to know their students. This should include the use of pedagogies that recognise the array of learning levels and encourage students working together to support each other more. Tutors should also be given appropriate PD to increase their awareness on how to apply te reo in the classroom along with their capability to do so. In order to provide leadership in this space, some foundation studies courses could be developed along the lines of kaupapa Māori approaches to learning.

2. Culturally specific learning spaces and peer mentoring

The development of a Māori hub, a place for Māori to be Māori. Developing Māori initiatives and being more inclusive with members of and organisations within the community. Several people have expressed the desire to have a marae on campus.

3. Relevant programmes

According to the data, ensuring that students are enrolled into relevant programmes clearly should be a priority at WITT. This should begin at the student enquiry stage to determine their purpose and reason for enrolment. This process should begin with developing insight on their ability to learn, including their academic capability, literacy and numeracy skills. This will require a re-evaluation and restructure of entry requirements and enrolment processes to ensure more robust and informative interview processes.

4. Strategic relationships with iwi and industry

The data indicated that whānau support was one key factor in Māori student success. Building relationships and working with iwi to facilitate student support would be beneficial. The relationship may also contribute to staff professional development, establishment of and growing a Māori hub as described above.

5. TEO leadership and management committed to Māori learner success

The need for cultural competency within WITT staff was underlined through multiple participant data. This requires a cohesive and unified approach across the institute combined with an increase in the capacity of staff with the specific capabilities to implement strategic initiatives aimed at Māori learner success. At an operational level, it has been recommended that this will require employing academic/culturally equipped Māori staff members to be available to students alongside the learning support staff in the library. Seeking a balance of Māori/non-Māori staff that reflects the population may be a starting point for the organisation.

Participants also suggested increasing opportunities for a community of practice where tutors can share knowledge and practices within and outside WITT, across programmes and within programmes of study where students are enrolled in more than one course. Communities of practice are successful where this is part of the culture; the way of doing things in an organisation.

Many students will have multiple commitments and issues occurring outside of study, these were referred to as 'background noise'. Students may benefit from exploring life challenges that may affect their ability to succeed such as finances, transport, family commitments and health issues (both mental and physical), identifying these at the beginning of the programme and putting support in place. A relationship with the student must commence prior to the course commencement. Pre-course interviews, workshops and extended orientation may help to establish the right pathway. A navigator for the student, a relationship that is not just a go-to person but one who walks alongside the student could assist the student in navigating all the educational and personal challenges that may impact retention and completion of their programme of study. Affordable day-care could assist students in their studies.

Students would benefit from more information about what the WITT support staff can actually provide support with. A video of student support services and what they can offer could be put online. More use of social media sources to connect to students. A navigator role attached to each student may provide a whanaungatanga framework to student retention and completion.

Students can be empowered to negotiate and evaluate their progress. A student portal where the student can access all relevant information, correspondence, attendance records and results may help this.

Conclusion

1. Project aim

This project sought to explore reasons behind the significant number of Māori student withdrawals in 2017 at WITT, particularly those who were classified as 'WITT withdrawal', usually processed due to poor or non-attendance. The aims were to identify the critical factors that lead to Māori student withdrawals, effective teaching strategies, the impact of culturally specific learning spaces and peer mentoring, how Māori students enrol in relevant programmes, strategic relationships with iwi and industry and the organisation leadership and management commitment to Māori learner success.

2. Student Navigator

The study has found that the concept of whanaungatanga, an open, inclusive and nurturing environment is central to Māori student success. Supported and informative enrolment in relevant programmes, engaging in relational teaching strategies with culturally competent tutors with access to a Māori hub, a place for Māori to be Māori can provide the cornerstone for a culturally responsive learning environment, and realisation of Māori student success for Māori individuals, their whānau and communities. A navigator for the student, a relationship that is not just a go-to person but one who walks alongside the student could assist the student in navigating all the educational and personal challenges that may impact retention and completion of their programme of study. Moreover, this relationship begins at the time of enrolment and is highly sensitive to student challenges.

3. Whanaungatanga

Whanaungatanga cannot be regarded as an add-on to the business of the institute, instead it must occupy the culture of the organisation; the way we do things. Furthermore, whanaungatanga must be a culture driving all levels of the organisation from the student experience all the way up to the strategic direction determined by WITT council and executive as well as how the institute develops its relationship with iwi and the community. When implemented and resourced appropriately whanaungatanga has the potential to not only build positive connections between students, but also between students and staff as well as students and the environment in which learning occurs. A systematic response that better integrates cultural-based knowledge into WITT's systems and services is required in order to establish a vocational learning context that better supports Māori learner achievement. On this basis, the Western Institute of Technology at Taranaki has the

potential to develop and implement traditional and innovative approaches to whanaungatanga that support the development of nurturing relationships at all levels of the institute. This will lead to increased retention and completion rates for Māori students with an aim to achieve parity in educational success for Māori learners.

4. Final comment

The findings from this study provide a growing evidence-base to understand Māori educational success; barriers that deny and the enablers to enhance educational achievement for Māori. The Aotearoa New Zealand education system is invited to consider the outcomes of this study, in particular the role of whanaungatanga, including the role of a navigator, for their own organisations. This project acknowledges the limits placed on the economic, social and spiritual success of Māori people; an ongoing effect of the colonisation of the people of Aotearoa.

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Appendices

Appendix A Student Information Sheet



Te Toka Herenga Waka: Increasing Māori learner success at WITT.

Information Sheet - Survey

Researcher(s) Introduction

Kia ora my name is Kayla Harris (Ngāti Whatua/Ngai Tuhoë) and I am a student researcher for *Te Toka Herenga Waka: Increasing Māori learner success at WITT* project at the Western Institute of Technology at Taranaki (WITT). The purpose of the project is to look at reasons why Māori students withdraw or are withdrawn from study at WITT. The information gathered from this research will be used to develop resources and strategies for improving teaching, learning and support services for Māori students at WITT.

Project Description and Invitation

The project will collect, analyze and report on experiences and perceptions of Māori students who withdrew or were withdrawn from WITT in Semester One 2017. Data collection for the project will include surveys, interviews and focus groups with Māori students and teaching staff at WITT. In the email we send you with the survey invitation, we will ask you to email us back if you would like to be interviewed. We are interested in your thoughts and experiences on this topic and therefore invite you to participate in the survey – there will be separate forms for the interview and focus group.

Participant Identification and Recruitment

As a Māori student who withdrew or were withdrawn from WITT in Semester One in 2017, your name was selected from our student database, and we have emailed you about the project. I may also ring you for a brief kōrero two weeks after we send you the survey in case you have any questions. We want to better understand how we can improve our services for Māori students, and your ideas and experiences are therefore very important for us to hear.

Project Procedures and Your Rights

If you wish to participate in the survey, please click on the link below and go to the survey. Note that the survey is anonymous and we won't know who fills out each survey. It will take about 5-10 minutes to complete the survey, depending on how much you write in your answers.

Consenting Process - By doing the survey, this will mean that you consent to be part of the project.

However, you are under no obligation to accept this invitation. If you decide to participate, you have the right to:

- decline to answer any particular question in the survey (just leave blank and move on to the next one);
- withdraw from the project any time before May 2018;
- ask any questions about the project at any time during participation;
- provide information on the understanding that your name will not be used; and
- be given access to a copy of the project report when it is done. Project reports will be available on the Ako Aotearoa website from October/November 2018 at <https://ako.aotearoa.ac.nz/research-register>.

Data Management

The completed surveys will be sent to us by Survey Monkey. Any information of yours we use will be stored in password-protected files on password-protected computers. All hardcopy data will be stored in a locked filing cabinet in the Research Office. It will be stored for five years before being deleted or destroyed by placing in secure document destruction bins.

Your data will be used to provide information on ways in which we can improve services for Māori students WITT, and therefore make it less likely for students to withdraw. This will include a final report to the project funder Ako Aotearoa and the WITT Council/Executive along with journal articles, a presentation to WITT staff, a public research seminar and at least one conference presentation. Your name will not be used on any writing or presentations we make, so that we can keep your identity confidential. We will do our very best to make sure you are kept safe in all parts of the project, and that you and your information is treated with respect.

To complete the survey, please click on the link below:

<https://www.surveymonkey.com/r/MVHMVXY>

Project Contacts

If you have any questions about this research feel free to email me on tetokaherengawaka@gmail.com

or contact the Primary Investigator, Ken Taiapa on:

06 7573100 ext. 8921

k.taiapa@witt.ac.nz

Or the WITT Research and Innovation Manager, Dr Lily George, on:

06 7573100 ext. 8896

l.george@witt.ac.nz

This project has been reviewed by the New Zealand Ethics Committee (www.nzethics.com) which has agreed that it meets the appropriate ethical standards for social research - NZEC17/50. If you have any concerns about any aspect of this research, you may also contact the Committee via email – nzethicscommittee@xtra.co.nz



Te Toka Herenga Waka: Increasing Māori Learner Success at WITT.

Survey Questions

Demographic questions:

Gender: please tick one

- Male
- Female
- Other

Ethnicity: Please choose those that apply (you can choose more than one)

- NZ European/Pākehā;
- NZ Māori;
- Pacific people [please specify];
- Other [please specify]

Age - please choose one age range:

- Under 20years;
- 20-25years;
- 26-35years;
- over 35years

Main questions:

1. What were your reasons for enrolling at WITT in 2017?
2. Did your course of study live up to your expectations?
3. Do you feel that Maori learners are given enough support with their studies at WITT, and how effective were the services?
4. What were your reasons for withdrawing or being withdrawn from WITT in 2017?
5. Were you given other options before withdrawing or being withdrawn from your studies?
6. Were you provided with support through the withdrawal process, and if so, how effective was that support?
7. Do you plan to re-enrol at WITT in the future?



Te Toka Herenga Waka: Increasing Māori learner success at WITT.

Information Sheet - Staff

Researcher(s) Introduction

Kia ora my name is Kayla Harris (Ngāti Whatua/Ngai Tuhoe) and I am a research assistant for *Te Toka Herenga Waka: Increasing Māori learner success at WITT* project at the Western Institute of Technology at Taranaki (WITT). The purpose of the project is to look at reasons why Māori students withdraw from study at WITT. The information gathered from this research will be used to develop resources and strategies for improving teaching, learning and support services for Māori students at WITT.

Project Description and Invitation

The project will collect, analyze and report on experiences and perceptions of Māori students who withdrew from WITT in Semester One 2017. Data collection for the project will also include focus groups with current Māori students, and interviews with teaching staff at WITT. As staff at WITT who may have worked with these or other Māori students, we are interested in your thoughts and experiences on this topic also, and therefore invite you to participate in an interview for the project.

Participant Identification and Recruitment

You are known at WITT as a staff member who has worked with Māori students, and who may therefore have insights into why Māori students may withdraw from WITT. It is likely that you already know that WITT has a high withdrawal rate of Māori students, and therefore it is very important that we understand why this might be happening, and be able to provide some solutions to ensure this doesn't keep happening.

Project Procedures

We have emailed you this Information Sheet, and will follow up with a phone call or you may email us back, if you wish to participate in the project. We have also emailed you the interview questions, which we will ask you in a kanohi-ki-te-kanohi interview. The interview will take around 30 minutes, and will be audio-recorded. We will transcribe the interview verbatim, and use the information in our project reports and presentations. Or if you prefer, you answer the questions on the document, and email them back to us.

Your Rights

However, you are under no obligation to accept this invitation. If you decide to participate, you have the right to:

- decline to answer any particular question;
- withdraw from the study at any time before June 2018;
- ask any questions about the study at any time during participation;
- provide information on the understanding that your name will not be used; and

- be given access to a copy of the project report when it is done. Project reports will be available on the Ako Aotearoa website from September/October 2018 at <https://ako.aotearoa.ac.nz/research-register>.

Data Management

The information you provide will be stored in password protected files on password protected computers. All hardcopy data will be stored in a locked filing cabinet in the Research Office. It will be stored for 5 years before being deleted, or destroyed by placing in secure document destruction bins.

Your data will be used to provide information on ways in which we can improve services for Māori students WITT, and therefore make it less likely for students to withdraw. This will include a final report to the project funder Ako Aotearoa and the WITT Council/Executive along with journal articles, a presentation to WITT staff, a public research seminar and at least one conference presentation. Your name will not be used on any writing or presentations we make, so that we can keep your identity confidential. We will do our very best to make sure you are kept safe in all parts of the project, and that you and your information is treated with respect.

Project Contacts

If you have any questions about this research you may contact me via email on tetokaherengawaka@gmail.com or feel free to contact the Primary Investigator

Dr Lily George on:

06 7573100 ext. 8896

l.george@witt.ac.nz

This project has been reviewed by the New Zealand Ethics Committee (www.nzethics.com) which has agreed that it meets the appropriate ethical standards for social research - NZEC17/50. If you have any concerns about any aspect of this research, you may also contact the Committee via email – nzethicscommittee@xtra.co.nz



Te Toka Herenga Waka: Increasing Māori Learner Success at WITT.

Staff Interview Questions

- How many Māori learners did you have in your course in semesters One and Two last year?
- How many withdrew?
- What were their reasons for withdrawing?
- Did you put any interventions in place to support them before they withdrew?
- Can you think of any support you may need in the future to empower you in working with Māori learners?
- Is there enough support for Māori learners at WITT? Is there anything else that could be provided?
- What does WITT need to improve the rates of retention, completion and success for Māori learners?

Appendix E Staff Consent Form



Te Toka Herenga Waka: Increasing Māori Learner Success at WITT.

Participant Consent Form – Staff Interviews

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree to the interview being sound recorded.

I agree to participate in this study under the conditions set out in the Information Sheet.

Signature:

.....

Date:

.....

**Full Name -
printed**

.....



Te Toka Herenga Waka: Increasing Māori Learner Success at WITT.

Information Sheet – Focus group

Researcher(s) Introduction

Kia ora, my name is Lily George (Ngāpuhi/Ngātiwai/Ngāti Hine) and I'm the Research Manager at WITT. Kayla Harris (Ngāti Whatua/Ngai Tuhoe) (student researcher) and I are working on a research project called *Te Toka Herenga Waka: Increasing Māori learner success at WITT*. The purpose of the project is to look at reasons why Māori students withdraw from study at WITT. The information gathered from this research will be used to develop resources and strategies for improving teaching, learning and support services for Māori students at WITT. This is where you come in!

Project Description and Invitation

The project collected information from some of the Māori students who withdrew or were withdrawn from WITT in 2017. We have also collected information from WITT staff on their experiences working with Māori students. Now we want to hear some of your thoughts and experiences on this topic, and invite you to participate in the project as a focus group participant.

Participant Identification and Recruitment

Your name was selected from our student database as a Māori student currently studying at WITT. Your ideas are very important for us to hear as you can help us understand how we can improve our services for Māori students, and make it more likely for you to succeed. The focus group is designed to be like a relaxed conversation and will be run by myself and Kayla. Please note that you should keep any information you hear in the focus group confidential, and treat each other with respect; this will help keep everyone safe in the process. In recognition of your time and contribution to this research, you will be provided with some kai.

You do not have to be part of this project, but if you do, we will be running the focus groups at **12pm, Wednesday 4th and Thursday 5th of July**. If you want to come along, please let me know which day you prefer.

Before we start the focus group, we will get us some kai and then sit down. The conversation will be audio-recorded for future analysis. This can be quite an exciting process as you can bounce ideas off each other. This should take up to an hour.

Data Management

Following the focus group, Kayla will transcribe the korero and it will be stored in password-protected files on password-protected computers. All hardcopy data will be stored in a locked filing cabinet in the Research Office. It will be stored for 5 years before being deleted, or destroyed by placing in secure document destruction bins.

Your data will be used to provide information on ways in which we can improve services for Māori students WITT, and therefore make it less likely for students to withdraw. This will include a final report to the project funder Ako Aotearoa and the WITT Council/Executive along with journal articles, a presentation to WITT staff, a public research seminar and at least one conference presentation. Your name will not be used on any writing or presentations we make, so that we can keep your identity confidential. We will do our very best to make sure you are kept safe in all parts of the project, and that you and your information is treated with respect.

Your Rights

You are under no obligation to accept this invitation. If you decide to participate, you have the right to:

- decline to answer any particular question;
- withdraw from the study before August 2018, however your information will not be able to be withdrawn, owing to the nature of focus group interviews;
- ask any questions about the study at any time during participation;
- provide information on the understanding that your name will not be used; and
- be given access to a copy of the project report when it is done. Project reports will be available on the Ako Aotearoa website from September/October 2018 at <https://ako.aotearoa.ac.nz/research-register>.

Project Contacts

If you have any questions about this research feel free to email me at l.george@witt.ac.nz or dreamweaversresearch@gmail.com

Or you can contact Kayla on tetokaherengawaka@gmail.com

This project has been reviewed by the New Zealand Ethics Committee (www.nzethics.com) which has agreed that it meets the appropriate ethical standards for social research - NZEC17/50. If you have any concerns about any aspect of this research, you may also contact the Committee via email – nzethicscommittee@xtra.co.nz



Te Toka Herenga Waka: Increasing Māori Learner Success at WITT.

Participant Consent Form – Focus group

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I understand that I have an obligation to respect the privacy of the other members of the group by not disclosing any personal information that they share during our discussion.

I understand that all information I give will be kept confidential to the extent permitted by law, and the names of all people in the study will be kept confidential by the researcher.

Note: There are limits on confidentiality as there are no formal sanctions on other group participants from disclosing your involvement, identity or what you say to others in the focus group. There are risks in taking part in focus group research and taking part assumes that you are willing to assume those risks.

I agree to participate in the focus group under the conditions set out in the Information Sheet.

Signature: **Date:**

Full Name - printed



Te Toka Herenga Waka: Increasing Māori Learner Success at WITT.

Focus Group Questions

- How well is Maori culture recognised at WITT? [Prompt: On campus e.g. signage/events/marketing materials? In the classroom?]
- In what ways do you feel that WITT recognises Maori learner needs? How could these be improved?
- What role do tutors have in recognising Maori culture in the classroom? How effective are they at doing this?
- Tell me about the support services for Maori learners at WITT.
- How could support services for Maori learners at WITT be improved?
- What would make WITT a better environment for Maori learners to learn and be successful in?
- How can WITT reduce the number of Maori learner withdrawals?
- What advice would you give to someone that was thinking of withdrawing from their studies?
- What other things could help Maori learners be successful at WITT?

Appendix I WITT Student First Impressions Survey

FIRST IMPRESSIONS SURVEY 2017

This survey is one of two you will receive this year to give us feedback on how we are doing. Our First Impressions Survey focuses on getting feedback from you on the enrolment process, orientation and your initial experience when you began study with us. We value your feedback and use it to improve our performance and practice. Thank you for taking the time to complete our survey.

1. Where /with whom are you studying

- Bell Street Campus
- Hawera Campus
- NZIHT
- Te Reo O Taranaki - Marae based
- G&H Training
- Land Based Training
- High school / WITT programme
- Ag Nz
- Other (please specify)

2. If you ticked Bell Street Campus please tell us your area of study?

- Business (Certificate/Diploma/Degree)
- Information Technology / Computing
- Creative Technologies / Digital Media and Design
- Cookery / Food and Beverage / Hospitality
- Hairdressing / Beauty Therapy / Beautician / Make Up Artistry
- Nursing / Health Care Assistant / Mental Health / Fitness
- Foundation / Tertiary Studies / English Language / Vocational Skills
- Early Childhood
- Engineering - Mechanical / Electrical / Automotive / Oil and Gas
- Organic Horticulture
- Other (please specify)

Enrolment

3. Is this your first enrolment to study at WITT?

- Yes
 No

4. Did you complete your application online or on paper?

- On line
 On paper

5. How easy was it for you to complete your application?

	Easy	Hard
If completed on line	<input type="radio"/>	<input type="radio"/>
If completed on paper	<input type="radio"/>	<input type="radio"/>

6. Tell us how well we delivered these actions or services to you?

	Excellent	Good	Poor
Clear information about your programme of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speedy and accurate answers to your queries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpful advice when choosing your programme / courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timely enrolment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
informative website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How would you rate your enrolment experience overall?

- Excellent
 Good
 Poor

8. What could we do to improve the enrolment experience for you?

Orientation

9. Tell us how well we delivered these actions to you?

	Excellent	Good	Poor
Your official welcome to WITT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your campus tour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lunchtime fun activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your introduction to WITT systems and processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your introduction to your programme of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your introduction to your classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your introduction to the student support services and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How would you rate your orientation experience overall?

- Excellent
- Good
- Poor

11. What could we do to improve your orientation?

Your programme of study?

12. Tell us how things have gone for you so far?

	Excellent	Good	Poor
Your programme is well organised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your programme is providing you with good learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You received clear information on your assessment requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You have received prompt and helpful feedback on assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You are satisfied with the teaching you have received to date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your textbooks for your programme were easy to obtain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How would you rate your overall satisfaction with your programme so far?

- Excellent
 Good
 Poor

14. What could we do to improve your programme satisfaction?

Student Facilities and Resources

15. Tell us how well we delivered these actions or services to you?

	Excellent	Good	Poor
Your timetable was easy to access and use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your classroom and classroom equipment supports your learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You found it easy to connect to the Wifi on campus when using your own electronic device	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You found it easy to access WITT off site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You are happy with the IT support given when you are experiencing difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library holds resources to support your assignment requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How would you rate the campus facilities and student resources overall

- Excellent
- Good
- Poor

17. What could we do to improve the campus facilities and student resources?

First Impressions

18. Tell us how we are doing so far?

	Excellent	Good	Poor
Your course is what you expected it to be when you first applied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You received sufficient guidance and support in the first few weeks to make a good start	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your tutors are accessible and support your learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WITT staff are friendly and helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You found the student support services invaluable to your success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You can say that WITT as an institution has lived up to your expectations so far	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Support

19. Since starting this year have you seriously considered leaving WITT

- Yes
 No

20. Why?

21. Who would you go to first if you were experiencing difficulties with any aspect of your course or life as a student?

- Tutor
 Course leader
 Support Staff
 Fellow students
 Family/Friends

Demographics

22. Age

- Under 25 years
- 26-39 years
- Over 40 years

23. Ethnicity

- NZ European
- NZ Maori
- NZ Other
- Pasifika
- International
- Other (please specify)

24. Study contract

- Studying full time
- Studying part time

Thank you for taking our survey. If you would like to go into the draw to win the \$500.00 cash prize please leave your student ID number or contact details.

25. Address

Student ID number

Email Address

Phone Number

Appendix J WITT Student Satisfaction Survey

Kia ora and thank you for taking the time to fill out our survey. Why are we asking you these questions? We want to make your learning experience at WITT second to none and we want you and others to come back and study with us again. So please help us get it right. Your responses will be treated anonymously and only a collated summary of responses will be viewed. And as a thank you we are giving one lucky respondent the chance to win a \$500 cash voucher. The survey should take no more than 5 minutes. Thank you for taking the time to complete our survey.

1. Firstly please indicate where, or with whom, you are studying (Select one)?

- WITT Bell Street Campus - go to question 2
- WITT Hawera Campus - go to question 3
- NZIHT (sites located throughout the country) - go to question 3
- Te Reo o Taranaki (Marae based) - go to question 3
- G&H Training - go to question 3
- Land Based Training (NP and Eltham based) - go to question 3
- High School / WITT Dual Pathways (Trades Academy, 3+2, EE2E) - go to question 3
- Ag NZ (sites located throughout the country) - go to question 3

2. If you ticked "WITT Bell Street Campus" please indicate the area you are studying in?

3. What type of course are/were you doing?

- Short course
- Highschool Pathways course
- Certificate
- Diploma
- Degree

4. Tell us about yourself

- I was at school last year
- I have studied at a tertiary institute before but not gained a qualification
- I have studied at a tertiary institute before and have a qualification now doing further study
- I've been out of school for a while and am wanting a qualification
- I am in employment and am adding qualifications

5. I identify with the following. Select all that apply

- New Zealander
- Māori
- Pasifika
- International

Other (please specify)

6. I am Taranaki Born

- Yes
- No

7. I live with the long term effects of accident, illness or disability/impairment?

- Yes
- No

8. Why did you decide to study at WITT? Select all that apply

- Programmes offered suited me
- Programmes offered were high quality
- Programmes offered were of value to me
- I wanted to study with particular tutors
- The availability of support services
- I like the campus
- My friends were coming to WITT
- I wanted to stay in Taranaki
- WITT has a good reputation
- Other (please specify)

9. Overall how well does/did your programmes meet your expectations?

- Very well
- Somewhat well
- Not at all well

10. Overall how would you rate the quality of your programmes?

- Excellent
- Good
- Poor

11. How would you rate the value for money of your programmes?

- Excellent
- Good
- Poor

12. How well do you feel your programme of study is preparing you for work?

- Very well
- somewhat well
- Not at all well

13. How responsive have we been to your questions or concerns about your programme and tutors?

- Very responsive
- Somewhat responsive
- Not at all responsive

14. How responsive were we to meeting your needs?

- Very responsive
- Somewhat responsive
- Not at all responsive

15. Which of the following words would you use to describe your experience at WITT? Select all that apply.

- High quality
- Useful qualification
- Unique place to study
- Good value for money
- Great support services
- Great tutors
- Prepared me for work
- Not enough facilities
- Ineffective teaching
- Poor quality courses
- Didn't prepare me for work
- I didn't received the support I needed

16. How satisfied are you with

	Very satisfied	Satisfied	Not satisfied
Your programme of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching you received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How satisfied are you with

	Very satisfied	Satisfied	Not satisfied
Your programme of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching you received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Overall, how satisfied are you with your experience of being a student at WITT?

- Very satisfied
- Satisfied
- Not satisfied

18. How likely are you to enrol in a WITT programme again?

- Extremely likely
- Most likely
- Not likely

19. How likely is it that you would recommend WITT to a friend or colleague?

Not at all likely											Extremely likely										
0	1	2	3	4	5	6	7	8	9	10											

20. What is the one thing you MOST enjoyed about being a student at WITT?

21. If you could change ONE thing at WITT to improve the student experience, what would it be?

22. If you would like to go into the draw to win the \$500 cash voucher to a place of your choosing please leave your phone number.

New Zealand Ethics Committee

26 February 2018

Kenneth Taiapa
Māori Development Manager
Te Kura Matatini o Taranaki
Western Institute of Technology at Taranaki (WITT)
20 Bell Street
New Plymouth 4342

NZEC Application 2017_50: *Te Toka Herenga Waka: Increasing Māori Learner Success at WITT.*

Dear Kenneth Taiapa

The New Zealand Ethics Committee has reviewed your application for *Te Toka Herenga Waka: Increasing Māori Learner Success at WITT* and has agreed that the project meets appropriate ethical standards for social research.

The ethos of the NZEC is to see ethics review as an ongoing iterative relationship. After the formal ethics review the research questions and the research design often change. We encourage you to return to the committee at any time if any ethical dilemmas arise in the future.

This approval expires three years after the date of approval.

We wish you every success in your research.

Kind regards

Sue Fish

NZEC Administrator

<http://www.nzethics.com/>
nzethicscommittee@xtra.co.nz
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www.ako.ac.nz

Nā āheitanga ā-mātauranga,
ko angitū ā-ākonga
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