



EIT

SIL Research

| 2022 First Impressions Survey

June 2022

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## EXECUTIVE SUMMARY

Between March and May 2022, an online First Impressions survey was conducted for EIT to identify newly enrolled students' perceptions of their first weeks' experience overall, and to understand how well the Institute's services met their needs.




A total of n=324 responses were used in the analysis, collected online using email and SMS (with additional telephone follow up).

The key findings were as follow:

- Overall, students had very positive perceptions of their initial experiences at EIT; this was reflected in student's willingness to recommend EIT to others. These results have been sustained over time, despite the recent challenges presented by COVID-19.
- In 2022, there were generally fewer newly enrolled students (especially due to decreased number of international students), which in turn resulted in fewer responses collected (although the response rate was consistent with the previous year).
- Over two-thirds (68%) of surveyed students reported experiencing a negative impact on their lives as a result of COVID-19 (up from 45% in 2021), with more students stating their study type had been affected (36%).
- Nevertheless, 83% of students in 2022 agreed EIT as an institution lived up to their expectations (rating 4.05 out of 5, similar to 2021).
- 81% of students were satisfied with their first weeks experience (average 4.1), which was similar to 2021.
- Most enrolment-related statements received average scores similar to 2021. Only a few areas showed some downward trends – information in the enrolment pack, helpful advice when choosing a programme, and Younited membership awareness.
- 52% of students reported participating in an orientation/introduction to EIT facilities and their programme (similar to 49% in 2021); satisfaction with information provided during orientation remained on a good level (4.05 out of 5).
- Across all students in 2022, 77% reported being enrolled in a programme that included EIT Online activities, and 26% with Google Classrooms activities. Satisfaction with online attributes was, on average, similar for EIT Online and Google Classrooms (3.9).
- Some areas for improvement have been identified. Satisfaction with IT services showed a slight decline over time. In addition, continually assisting students in their first weeks with sufficient guidance and learning advice exhibited one of the strongest opportunities for improvement.



# RESULTS AT A GLANCE

				
Pre-enrolment average score	Post-enrolment average score	IT services average score	Library and learning average score	First weeks overall average score
2022: 3.9	2022: 3.9	2022: 3.6	2022: 3.9	2022: 4.1
2021: 4.0	2021: 4.0	2021: 3.7	2021: 4.0	2021: 4.1
				
Orientation Participated	Orientation information average score	Wi-Fi access Log into	Wireless network average score	NPS score
2022: 52%	2022: 4.0	2022: 66%	2022: 3.8	2022: +30%
2021: 49%	2021: 4.0	2021: 63%	2021: 3.8	2021: +29%
				
EIT online average score	Google Classrooms average score	Tutors support % agree	Satisfied with studies % agree	EIT lived up to expectations % agree
2022: 3.9	2022: 3.9	2022: 68%	2022: 87%	2022: 83%
2021: 4.0	2021: 4.1	2021: 63%	2021: 89%	2021: 83%
				
COVID-19 % negative impact	Provides green and natural spaces % agree	Provides options to reduce waste % agree	Provides options for sustainable travel % agree	Includes sustainability principles in teaching % agree
2022: 68%	2022: 65%	2022: 69%	2022: 33%	2022: 49%
2021: 45%	2021: n/a	2021: 64%	2021: 36%	2021: 48%

# METHODOLOGY

## BACKGROUND AND OBJECTIVES

An online First Impressions Survey was conducted for EIT to identify students' perceptions of their first weeks' experience of EIT in 2022, and to understand how well the Institute's services met their needs.



SIL Research, together with EIT, developed a First Impression questionnaire, which was based on surveys previously conducted in 2015-2018 and 2021-22.

The 2022 survey was extended and included the following topics:

- COVID-19 impacts
- Sustainability
- Online learning (e.g. EIT Online and Google Classrooms)
- Te Pūkenga - New Zealand Institute of Skills and Technology

## DATA COLLECTION AND PROJECT SPECIFICS

SIL Research was provided with the database of newly enrolled students for Semester 1 in 2022. Duplicate entries, and Hawke's Bay Regional Prison contacts, were excluded from the survey. This resulted in 877 contacts available for the survey (vs. 1,500 in 2021, 2,700 in 2018).

Data was collected online between March and May 2022 using email and SMS. All available contacts (with valid contact details and who were eligible for a First Impressions survey) received an initial email invitation followed promptly by SMS smartphone invitation. Students not initially

responding received up to 4 follow up emails or/and were followed up by phone call.

In addition, the survey link was promoted through EIT's channels later during fieldwork.

## DATA ANALYSIS

A total of n=478 responses were collected, and n=324 (37% response rate) were used in the final analysis. Survey responses coming from allegedly the same student, and responses with no answers, were removed from the analysis.

Responses coming from EIT's online channels were further checked for eligibility (e.g. EIT students, first time enrolment).

## NOTES ON REPORTING

Open-ended comments were sorted into categories (themes). Totals may exceed 100% owing to multiple responses for each respondent.

'*Not applicable*' responses were excluded from the calculations of average scores.

Data was analysed using a variety of statistical tests. Additional statistical variance control tests between demographic groups (campus, age, ethnicity and full-time vs. part-time students) were also used. Where any differences were identified, they have been mentioned in the findings.

The term '*Campus*' mentioned in the findings is an aggregated main place of study (e.g. venue). In 2022, the database only included one student enrolled at EIT Auckland venue; responses from Auckland and regional centres were combined into one category.

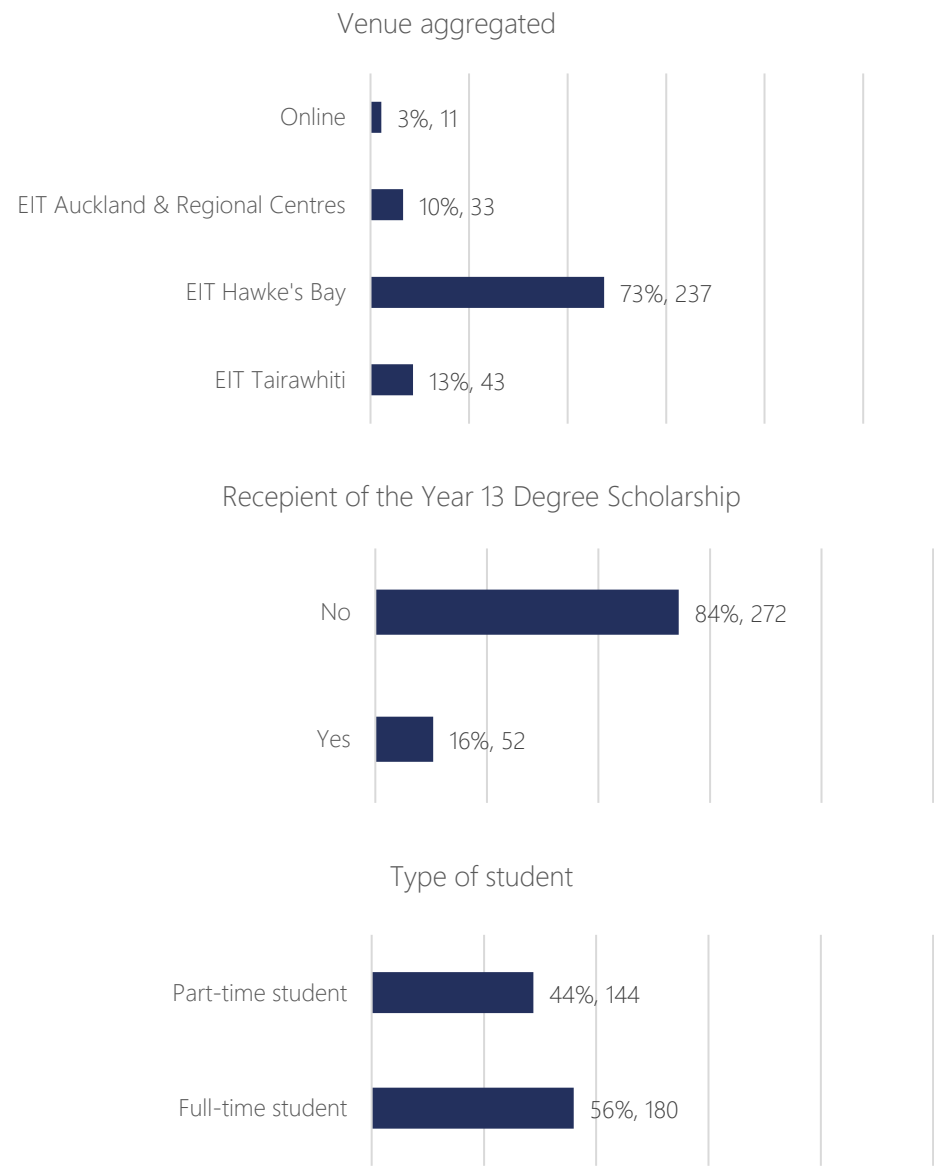
Throughout 2021 and into 2022, New Zealand was still dealing with the impacts of the COVID-19 pandemic. Following the country's initial Alert Level process, on 2 December 2021 all of New Zealand moved to the COVID-19 Protection Framework (the traffic lights system). Travel and visa restrictions continued to have a major impact on education providers, with a reduced number of international students.

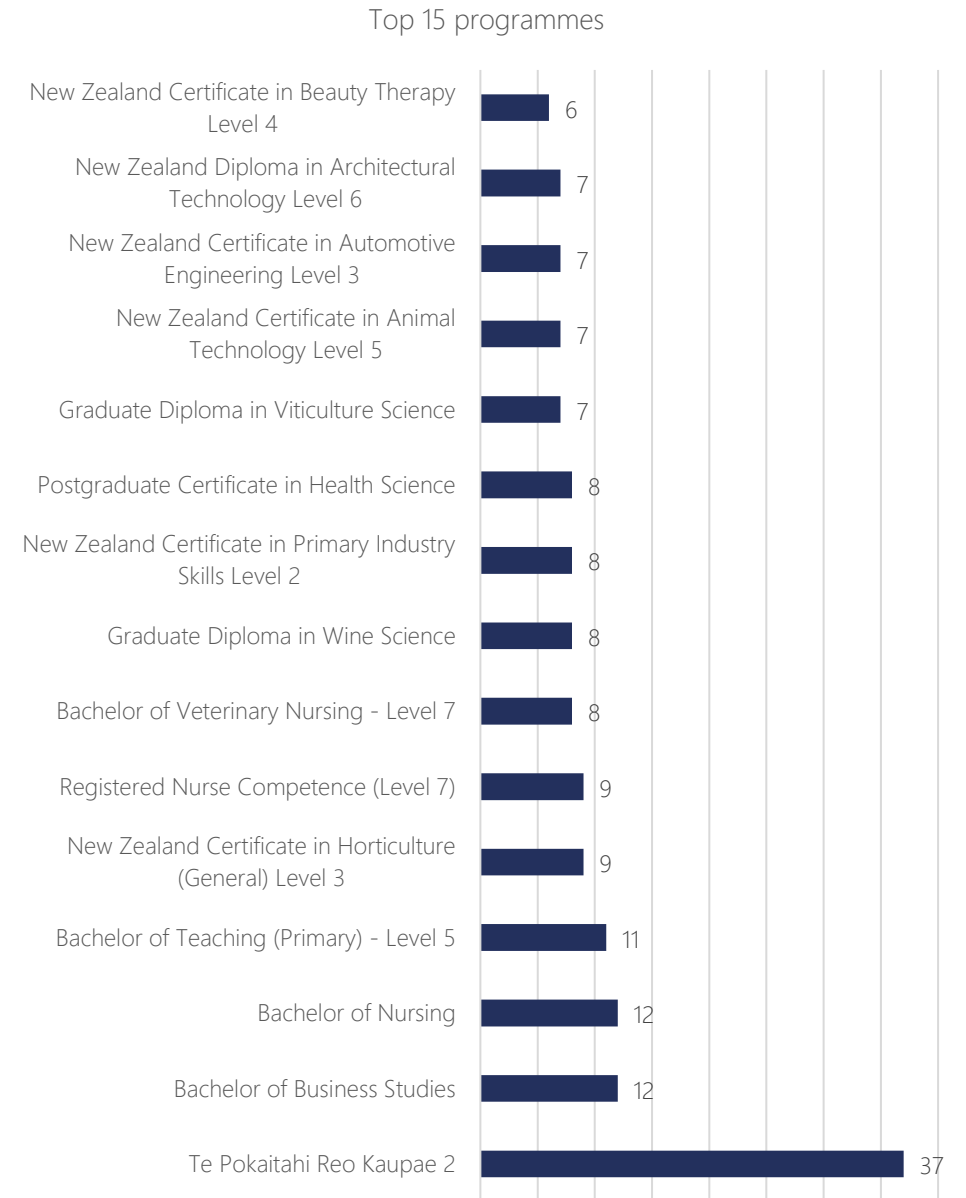
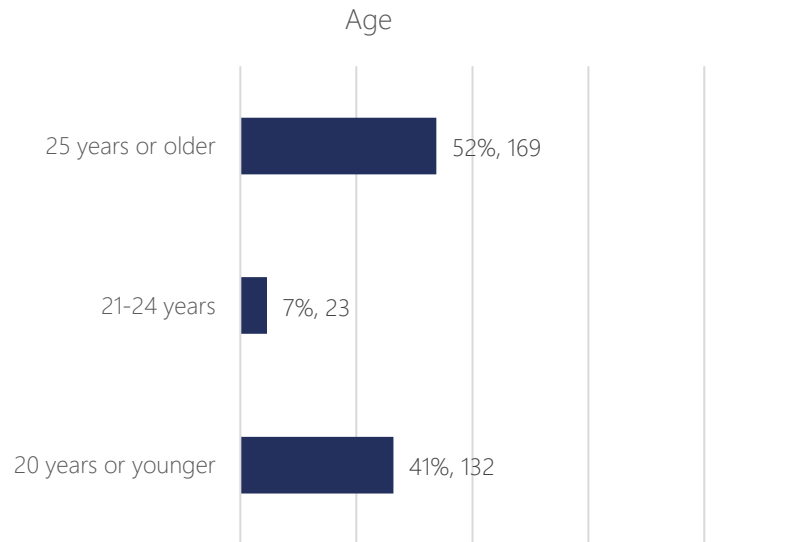
Performance measurements were rated using a 1-5 Likert scale.

Reported percentages are aggregated 4-5 ratings (positive side of the scale); average scores are calculated across all ratings (1-5).

Due to rounding, figures with percentages may not add to 100%. Reported percentages were calculated on actual results, not rounded values.

RESPONDENTS USED IN THE ANALYSIS



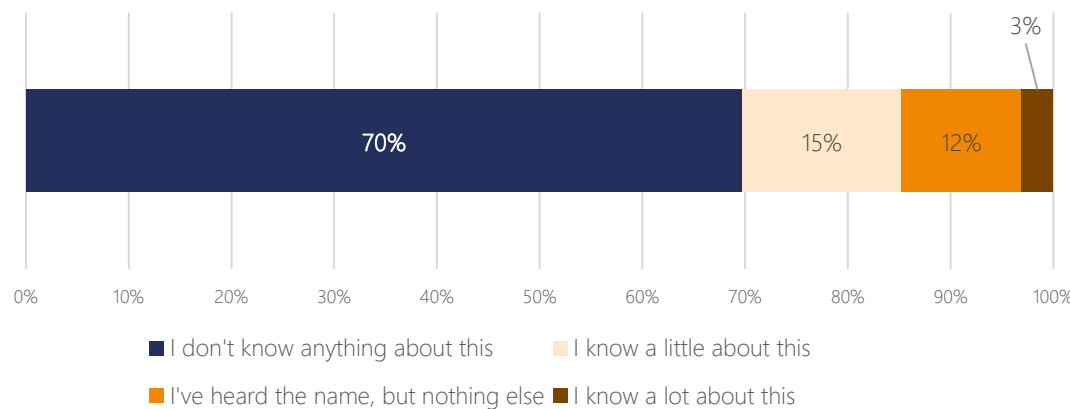




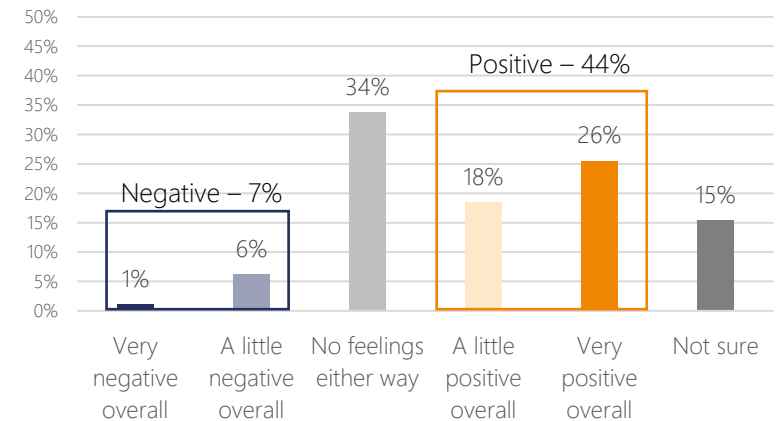
# TE PŪKENGĀ PERCEPTIONS

All students were asked about their awareness and perceptions about EIT becoming part of the national network called Te Pūkenga - New Zealand Institute of Skills and Technology.

To what extent are you aware that EIT is becoming part of the national network called Te Pūkenga  
- New Zealand Institute of Skills and Technology?



How do you feel overall about EIT becoming part of this national network?  
(among 30% aware of change)



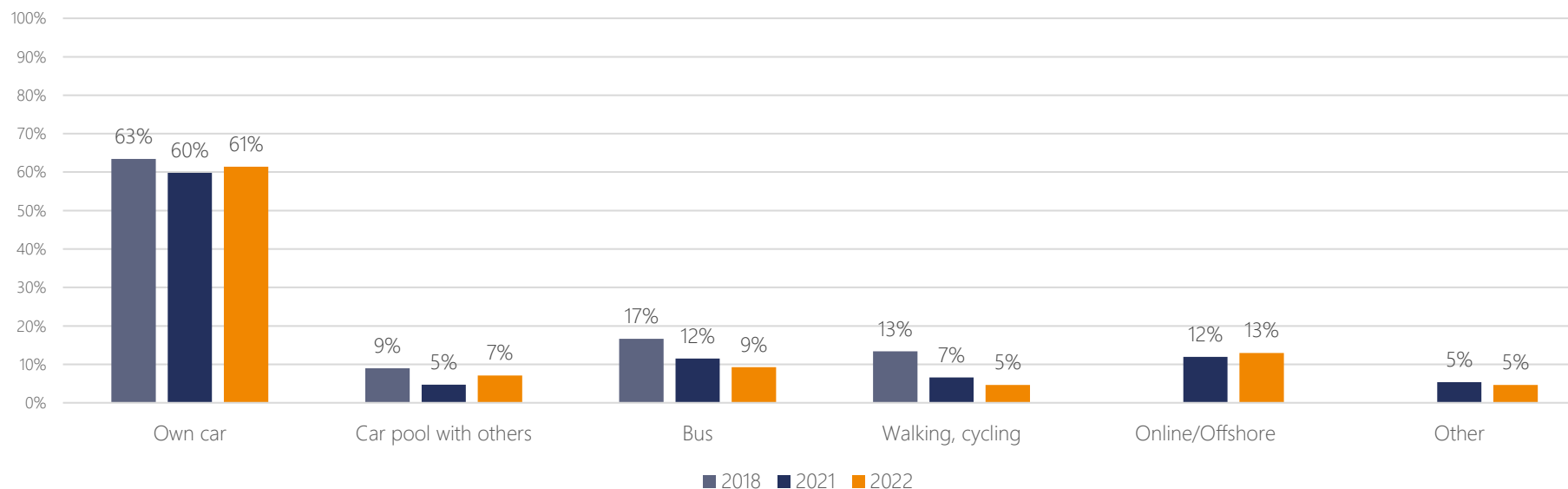
- Overall, 7-in-10 students were unaware that EIT is becoming part of a national network. Of those aware of change, depth of knowledge was low.
- This level of knowledge was consistent between campuses.
- Of the 30% of students aware of the transition, 44% reported feeling positive about EIT becoming part of the national network; half (49%) remained unsure or had no feelings either way.
- Just 34 students expressed their opinion about the main benefits (if any) of EIT joining a New Zealand-wide network of tertiary training providers. The most mentioned comments were about improving programmes and consistency (*'more/consistent/improved programmes'*).
- Only 7 students named potential downsides or disadvantages – these comments highlighted a possibility of losing *'individuality'* and EIT's *'uniqueness'*, with lack of *'identity'*, and potential to *'lose local context through standardisation'*.

## Perceived benefits Te Pūkenga membership:

- More / consistent / improved programmes – 16%
- Networking / connections with other institutions – 8%
- Job opportunities – 5%
- More recognition / awareness / status – 4%
- More / shared resources / tutors etc – 4%
- Access for more / underserved students – 4%

# TRAVEL TO EIT

All students were asked to specify how they travel to EIT.

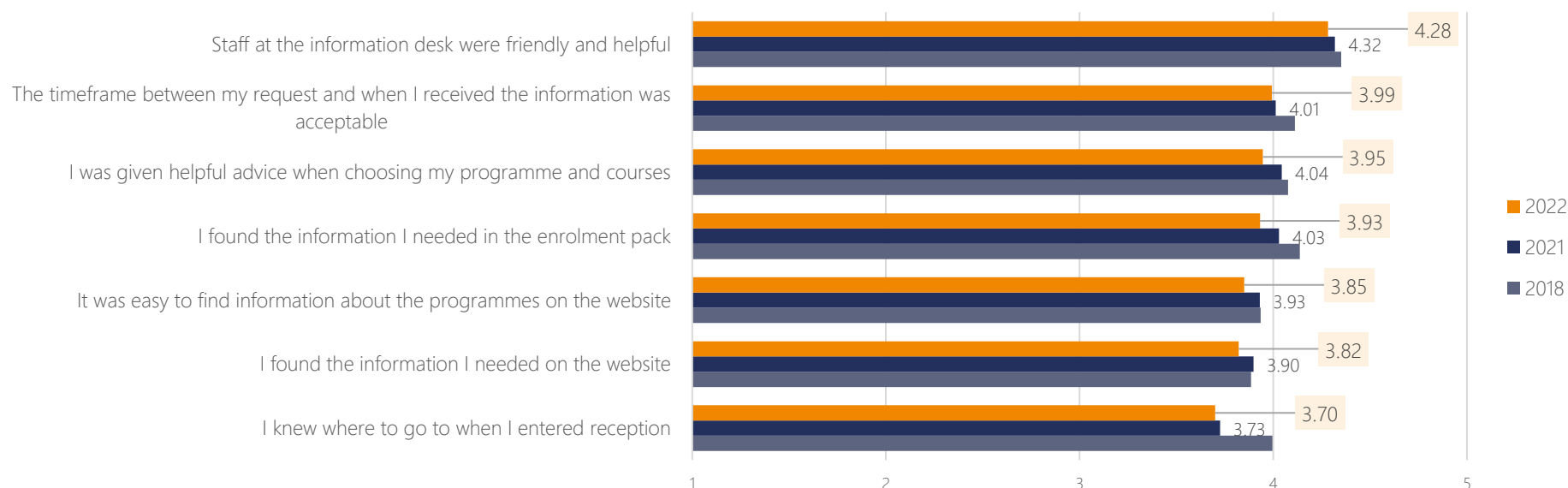


- Car continued to be the most preferred method of transport used to get to EIT (61%), with no significant changes over time.
- Students aged 21 or above were significantly more likely to study online, compared to younger students.

Selected option by campus	Other	Own car	Carpool with others	Bus	Walking, cycling	Online/offshore
EIT Tairāwhiti	0%	79%	7%	2%	12%	0%
EIT Hawke's Bay	5%	62%	6%	11%	4%	12%
EIT Auckland & Regional Centres	12%	58%	15%	6%	0%	9%
Online	0%	0%	0%	0%	0%	100%

## BEFORE ENROLMENT

All students were asked to indicate, on a 5-point Likert scale, the extent to which they agreed or disagreed with seven statements regarding their pre-enrolment experience.

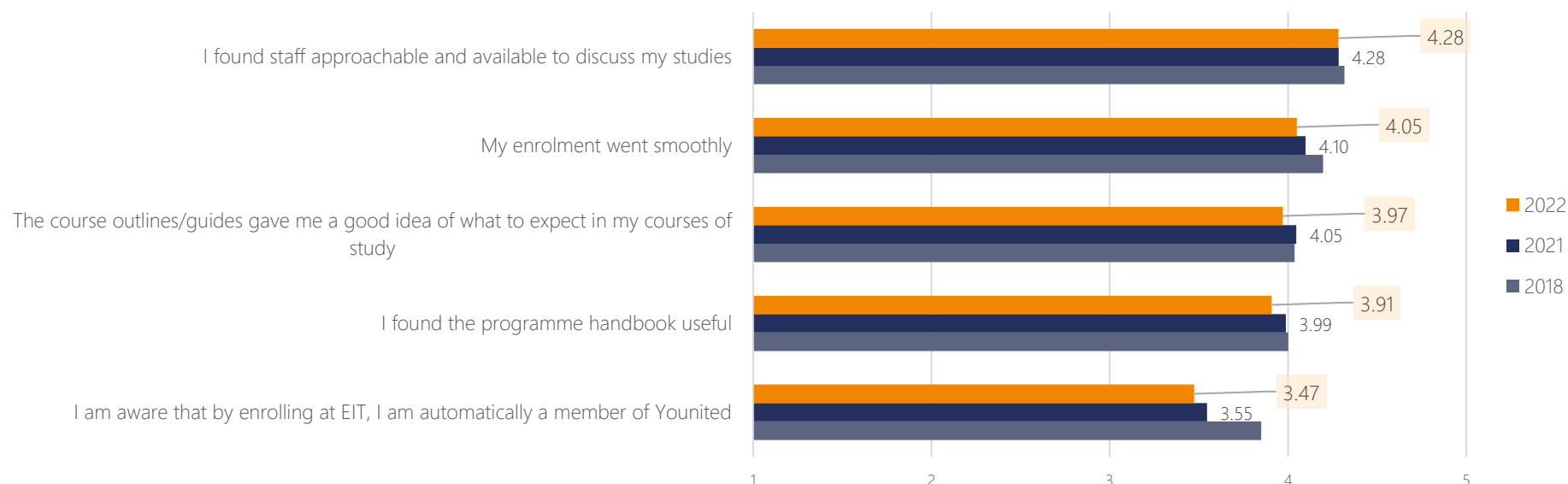


- On average, 77% of students were satisfied with their pre-enrolment experience, scoring close to or above 4 (out of 5) across all statements (similar to 79% in 2021).
- Two statements showed a significant decrease in satisfaction ratings – information in the enrolment pack (3.93) and helpful advice when choosing a programme (3.95).
- Students aged 20 or under were least satisfied with the time it took to receive a response to their request (3.84).
- Pasifika students were less satisfied with staff at the information desk (3.75).

Selected option by campus	Information about the programmes	Information found on website	Information in the enrolment pack	Request timeframe	Staff at the information desk	Knew where to go	Helpful advice
EIT Tairāwhiti	3.90	3.74	4.05	3.93	4.38	3.95	3.86
EIT Hawke's Bay	3.87	3.84	3.96	4.02	4.26	3.70	3.98
EIT Auckland & Regional Centres	3.66	3.78	3.61	3.86	4.30	3.36	3.79
Online	3.70	3.90	3.89	4.10	4.43	3.20	3.90

## AFTER ENROLMENT

All students were asked to indicate, on a 5-point Likert scale, the extent to which they agreed or disagreed with five statements regarding their experiences after enrolment.

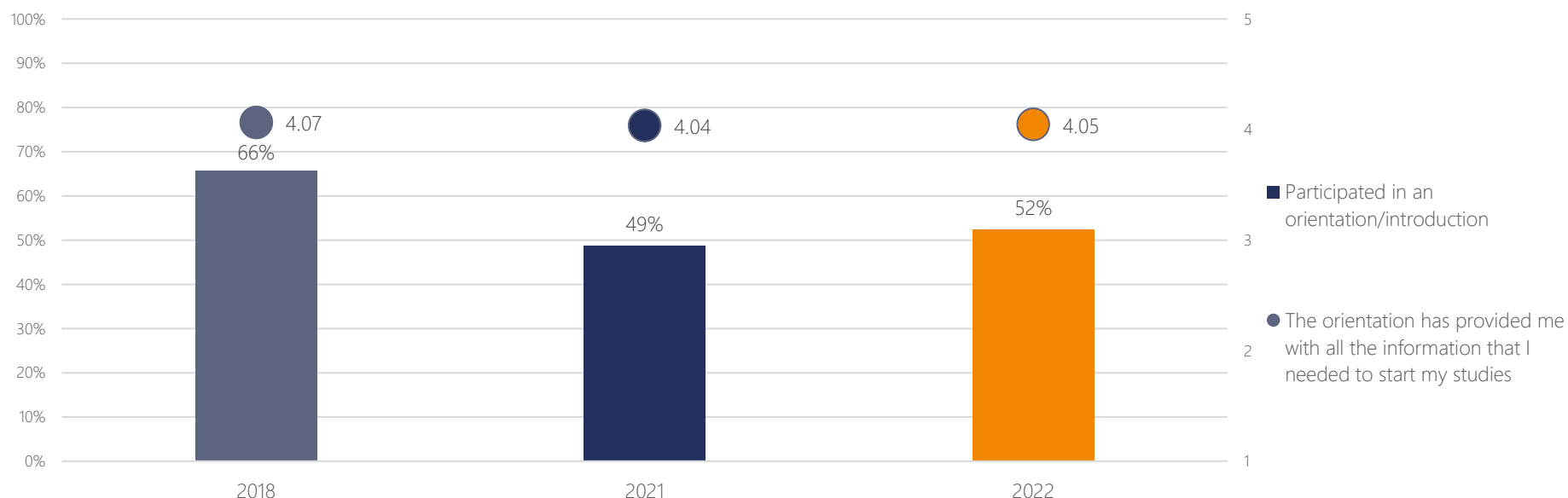


- Students' satisfaction with the post-enrolment process was similar to their pre-enrolment experience (75%, similar to 79% in 2021).
- Although no significant differences were recorded between 2022 and 2021, students' awareness about Younited membership showed a downward trend over time.
- Online students (4.40), and students from Tairāwhiti (4.17), found the programme handbook most useful.
- Knowledge about Younited membership also decreased with age; students aged over 25 were least aware (3.25).

Selected option by campus	Enrolment went smoothly	Programme handbook useful	Course outlines	Staff	Younited membership
EIT Tairāwhiti	4.09	4.17	4.07	4.29	3.34
EIT Hawke's Bay	4.06	3.85	3.94	4.30	3.56
EIT Auckland & Regional Centres	3.73	3.78	3.88	4.10	3.15
Online	4.55	4.40	4.45	4.45	3.10

# ORIENTATION & INTRODUCTION

All students were asked if they had participated in an orientation/introduction to EIT facilities and their programme. Students who indicated participating in an orientation/introduction were asked to indicate the extent to which they agreed or disagreed with the statement regarding their experiences.

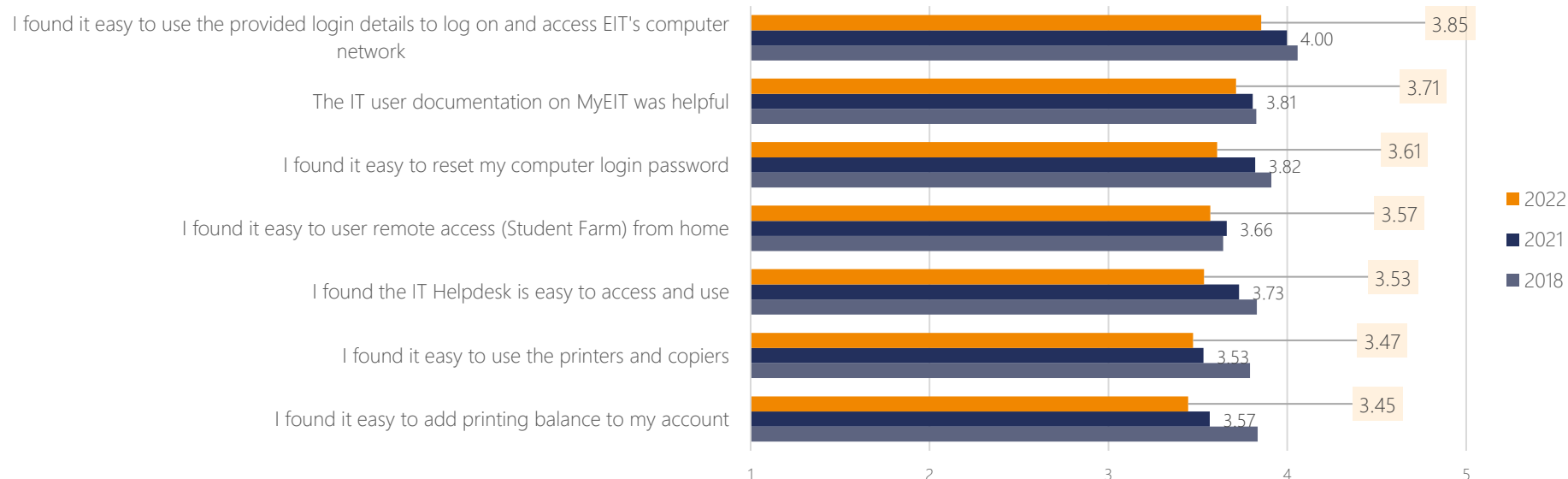


- In 2022, 52% of students reported participating in an orientation/introduction to EIT facilities and their enrolled programmes, which was similar to 2021 (49%).
- Students' satisfaction with information provided during orientation remained consistent between years (4.05 on average in 2022, out of 5).
- Students aged under 24 (66%), and full-time students (69%) were more likely to participate in their orientation. At the same time, part-time students were more likely to be satisfied with information provision (4.24).

Selected option by campus	Participated in an orientation/ introduction	Provided me with all the information that I needed to start my studies
EIT Tairāwhiti	58%	4.08
EIT Hawke's Bay	50%	3.98
EIT Auckland & Regional Centres	45%	4.07
Online	100%	4.64

# IT SERVICES

All students were asked to indicate, on a 5-point Likert scale, the extent to which they agreed or disagreed with seven statements regarding IT services.



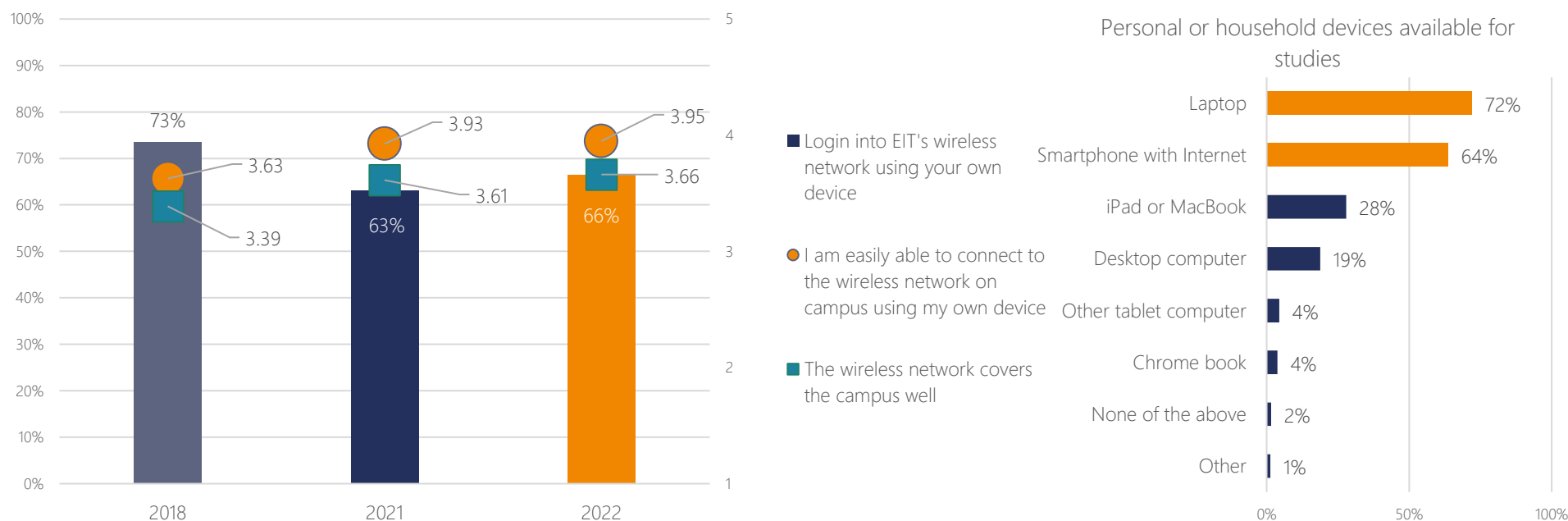
- Overall satisfaction with IT services showed a slight decline over time (on average, 3.6 in 2022, 3.7 in 2021, 3.8 in 2018 and 4.0 in 2017).
- The IT Helpdesk (3.53) and resetting computer logins (3.61) recorded the largest drops in 2022.
- On average, students from regional centres tended to provide lower ratings in relation to IT services.
- Full-time students were more likely to find it easy to use the provided login details for the EIT network (3.95).

Selected option by campus	IT Helpdesk	Login details	Resetting computer login	Student Farm	IT user documentation	Printers and copiers	Printing balance
EIT Tairāwhiti	3.54	3.94	3.66	3.21	3.71	3.38	3.35
EIT Hawke's Bay	3.59	3.89	3.65	3.65	3.74	3.52	3.53
EIT Auckland & Regional Centres	3.20	3.32	3.32	3.41	3.39	3.25	3.00
Online	3.00	4.29	3.00	3.50	3.88	3.50	3.00



# WIRELESS NETWORK

All students were asked if they had accessed EIT's wireless network. Students who indicated logging into the network were asked to indicate the extent to which they agreed or disagreed with the statements regarding their experiences.

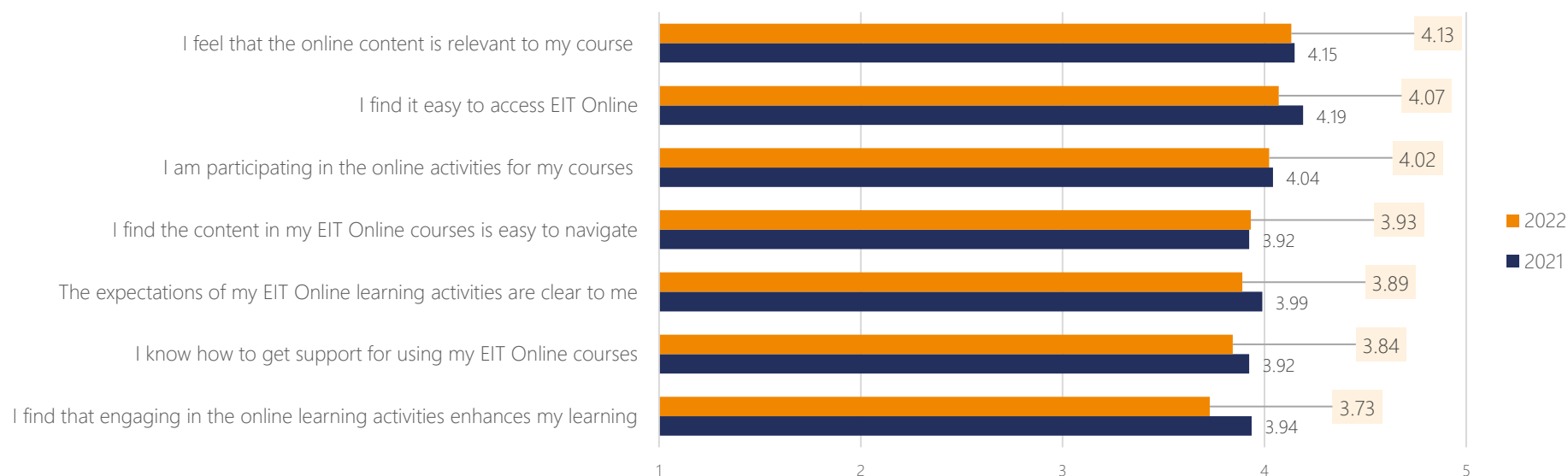


- Across all students, two-thirds (66%) had attempted to log into EIT's wireless network using their own device. This result was similar to 2021.
- After the improvement measured in 2021, satisfaction with ease of connection (3.95) and network cover (3.66) remained close to 4 (out of 5).
- Students aged 25 or above were less likely to log into EIT's network with their own devices.
- By far, the most mentioned personal (or household) devices available for studies were laptop (72%) and smartphone (64%). Only 2% of surveyed students reported having no personal devices available for studies.

Selected option by campus	Login into EIT's wireless network using your own device	I am easily able to connect to the wireless network on campus using my own device	The wireless network covers the campus well
EIT Tairāwhiti	58%	4.00	3.80
EIT Hawke's Bay	69%	3.99	3.68
EIT Auckland & Regional Centres	69%	3.62	3.40
Online	45%	4.00	3.00

## EIT ONLINE

All students were asked if their programme included EIT Online. Students who indicated 'Yes' were asked to what extent they agreed or disagreed with the statements regarding EIT Online.

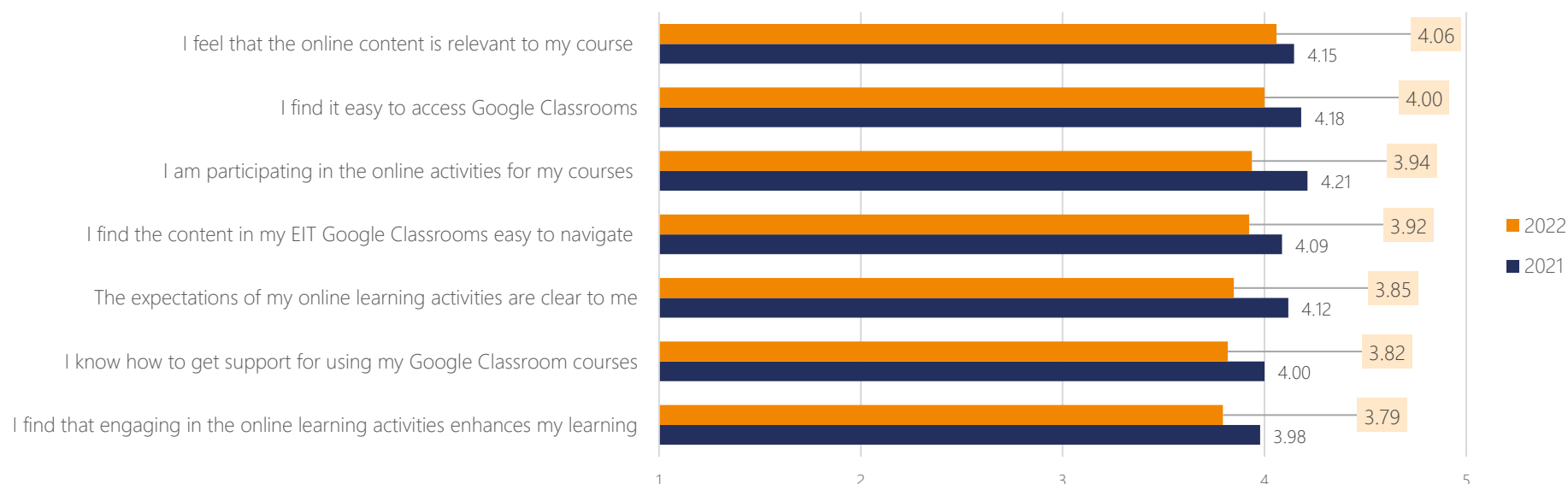


- In 2022, 77% of students reported being enrolled in a programme that included EIT Online activities (slightly up from 71% in 2021).
- Of these students, most agreed with the seven statements regarding EIT online (3.9 on average out of 5). However, one statement recorded a significant decline in 2022 – '*engaging in the online learning activities enhances my learning*' (3.73).
- EIT Tairāwhiti students (57%), and part-time students (66%), were less likely to report online activities.
- Satisfaction with EIT Online tended to be higher, on average, amongst Hawke's Bay and online students.

Selected option by campus	Easy to access	Content easy to navigate	Expectations are clear to me	Online activities participation	Enhances my learning	Content relevance	I know how to get support
EIT Tairāwhiti	3.95	3.94	3.55	3.80	3.63	4.00	3.70
EIT Hawke's Bay	4.12	3.96	3.94	4.06	3.81	4.21	3.90
EIT Auckland & Regional Centres	3.56	3.53	3.76	3.94	3.06	3.65	3.35
Online	4.50	4.25	4.00	4.00	3.75	3.88	4.14

# GOOGLE CLASSROOMS

All students were asked if their programme included Google Classrooms. Students who indicated 'Yes' were asked to what extent they agreed or disagreed with the statements regarding Google Classrooms.

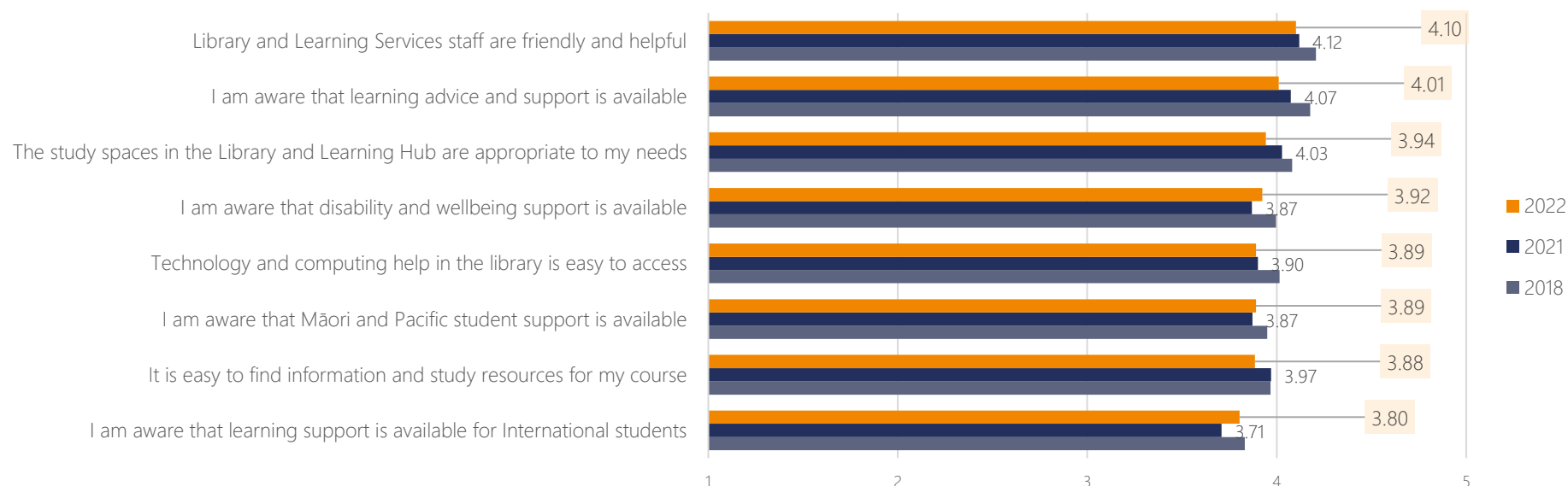


- Unlike EIT Online, only one-quarter (26%) of students reported being enrolled in a programme that included Google Classrooms (similar to 24% in 2021).
- Students aged under 24 (35%), and full-time students (33%) were slightly more likely to report using Google Classrooms.
- Of these students, satisfaction with all seven online attributes was similar to EIT Online (3.9, on average, out of 5), but down compared to 2021 (4.1).
- Participating in online activities (3.94) and clear expectations (3.85) showed the largest drops in 2022.

Selected option by campus	Easy to access	Content easy to navigate	Expectations are clear to me	Online activities participation	Enhances my learning	Content relevance	I know how to get support
EIT Tairāwhiti	3.82	3.64	3.55	3.55	4.00	4.00	3.64
EIT Hawke's Bay	4.04	3.98	3.88	4.02	3.73	4.06	3.84
EIT Auckland & Regional Centres	3.80	3.75	4.00	3.80	3.80	4.00	3.80
Online	5.00	5.00	5.00	5.00	5.00	5.00	5.00

# LIBRARY AND LEARNING SERVICES

All students were asked to indicate, on a 5-point Likert scale, the extent to which they agreed or disagreed with nine statements regarding library and learning services.

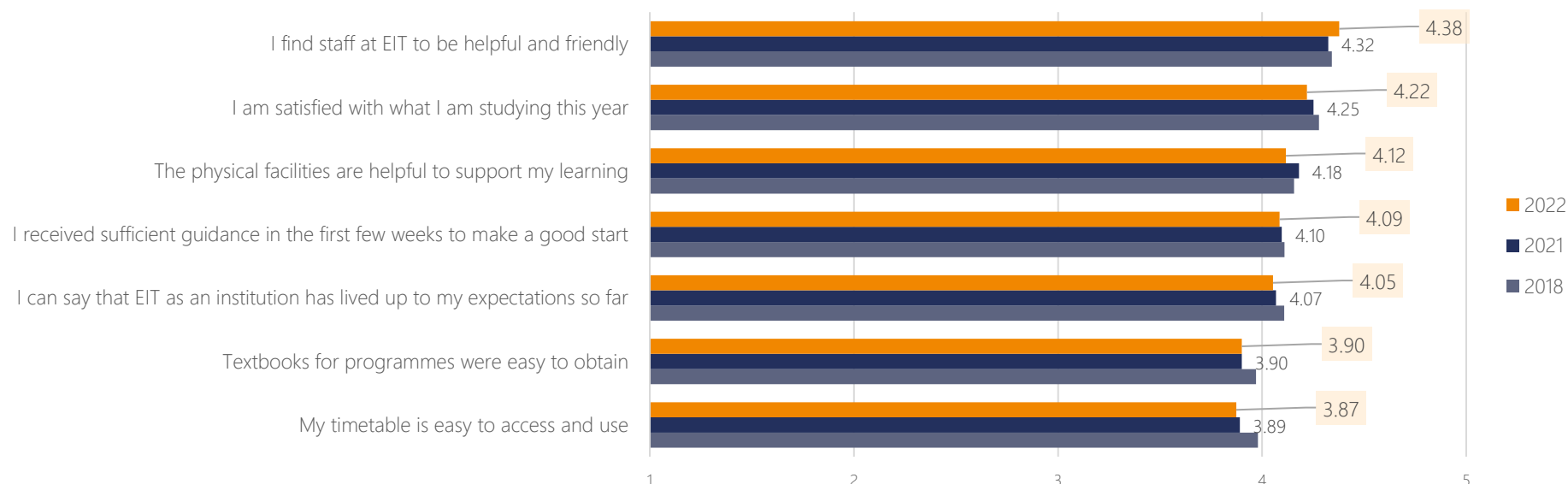


- On average, 76% of students were satisfied with EIT's library and learning services (similar to 2021).
- Although no significant differences were recorded between 2022 and 2021, two areas showed noticeable downward trends – learning advice and support awareness and study spaces being appropriate to students' needs.
- Students from regional centres tended to provide lower ratings in relation to learning advice and support (3.35).
- Part-time students were less likely to agree with study spaces being appropriate (3.73) and ease of access to technology and computing help (3.71).

Selected option by campus	Staff	Finding information and resources	Learning advice and support	Disability and wellbeing support	International students support	Māori and Pacific student support	Study spaces	Technology and computing help
EIT Tairāwhiti	4.25	3.89	3.88	3.74	3.61	3.84	4.03	3.80
EIT Hawke's Bay	4.11	3.87	4.11	4.00	3.85	3.94	3.94	3.94
EIT Auckland & Regional Centres	3.73	3.87	3.35	3.57	3.71	3.55	3.69	3.47
Online	4.00	4.09	4.10	4.00	4.00	3.86	4.00	4.14

# FIRST WEEKS OVERALL

All students were asked to indicate, on a 5-point Likert scale, the extent to which they agreed or disagreed with seven statements regarding their experiences during their first few weeks.

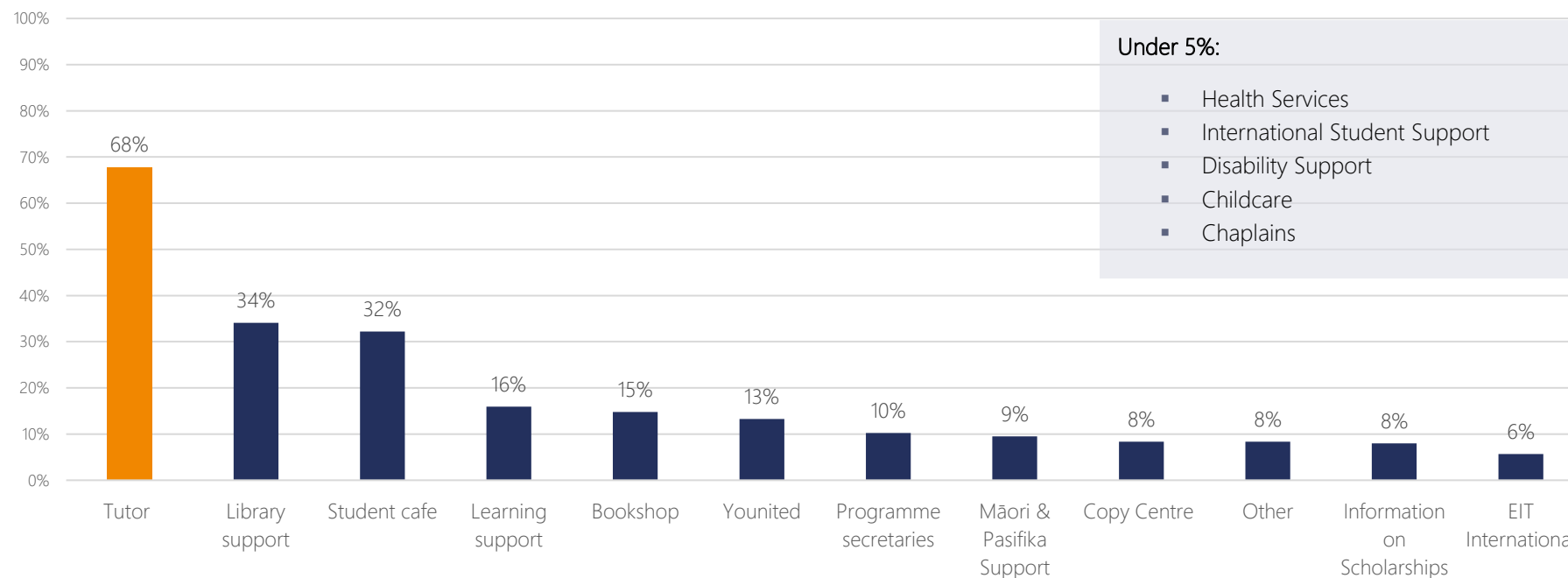


- On average, 81% of students were satisfied with their first weeks experience (average score 4.1, similar to 2021). No significant differences between years were recorded.
- 87% of students were satisfied with their study this year.
- There were no statistically significant differences in provided responses by campus or other student demographic groups.

Selected option by campus	Timetable	Textbooks for programmes	The physical facilities	Sufficient guidance	Staff	Satisfied with what I am studying	EIT lived up to my expectations
EIT Tairāwhiti	3.85	4.10	4.14	4.07	4.36	4.29	4.05
EIT Hawke's Bay	3.87	3.87	4.14	4.09	4.38	4.22	4.08
EIT Auckland & Regional Centres	3.88	3.88	3.96	4.04	4.39	4.17	3.82
Online	4.00	3.60	3.67	4.20	4.40	4.09	4.10

# SUPPORT SERVICES

All students were asked to indicate what support services they had used during their first few weeks at EIT.



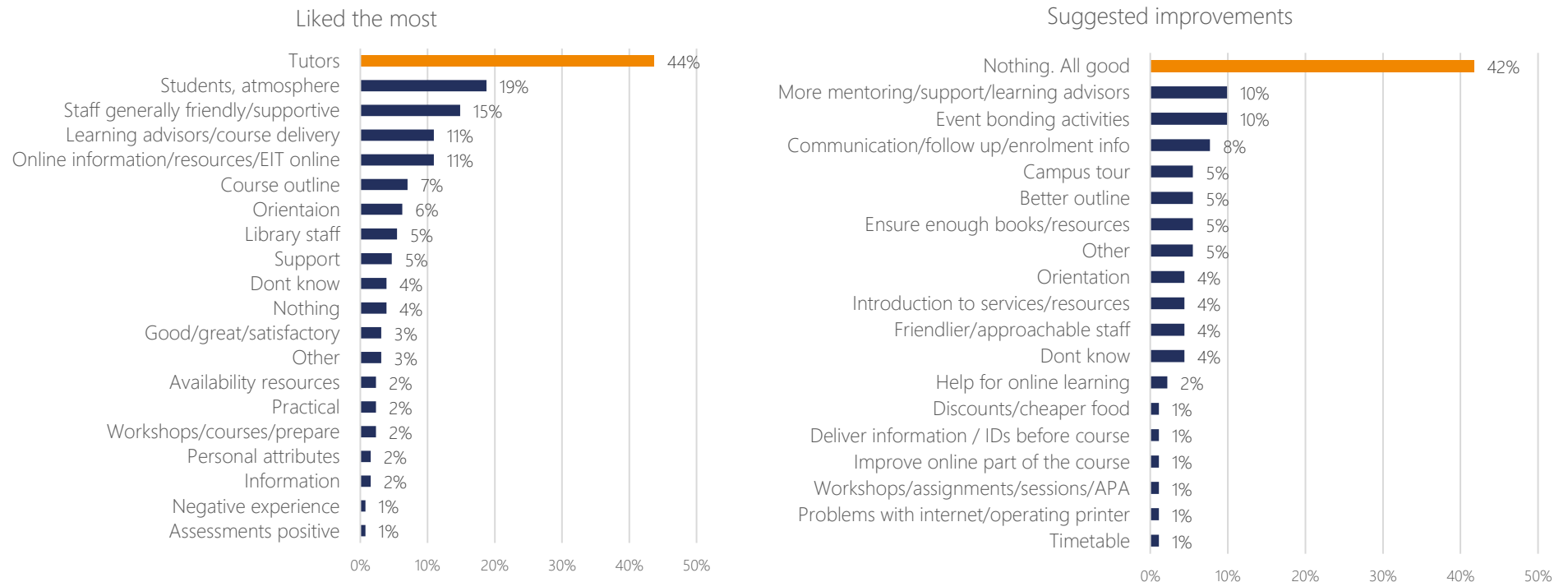
- Across all students, the most useful support experienced by far has continued to be the '*Tutor/lecturer*' (68%).
- Online students were less likely to indicate tutors' support (20%); being predominantly offshore students, their most reported support services was EIT International.

Top 5 options by campus	Tutor/Lecturer	Library support	Student Cafe	Learning support	Bookshop
EIT Tairāwhiti	80%	46%	26%	14%	9%
EIT Hawke's Bay	67%	36%	37%	15%	18%
EIT Auckland & Regional Centres	74%	0%	9%	17%	4%
Online	20%	30%	10%	30%	0%



# FIRST FEW WEEKS

All students were asked to indicate what aspects of their first weeks of being at EIT best helped their learning, and what could be improved. Open-ended comments sorted into categories. Totals may exceed 100% owing to multiple responses from some respondents.

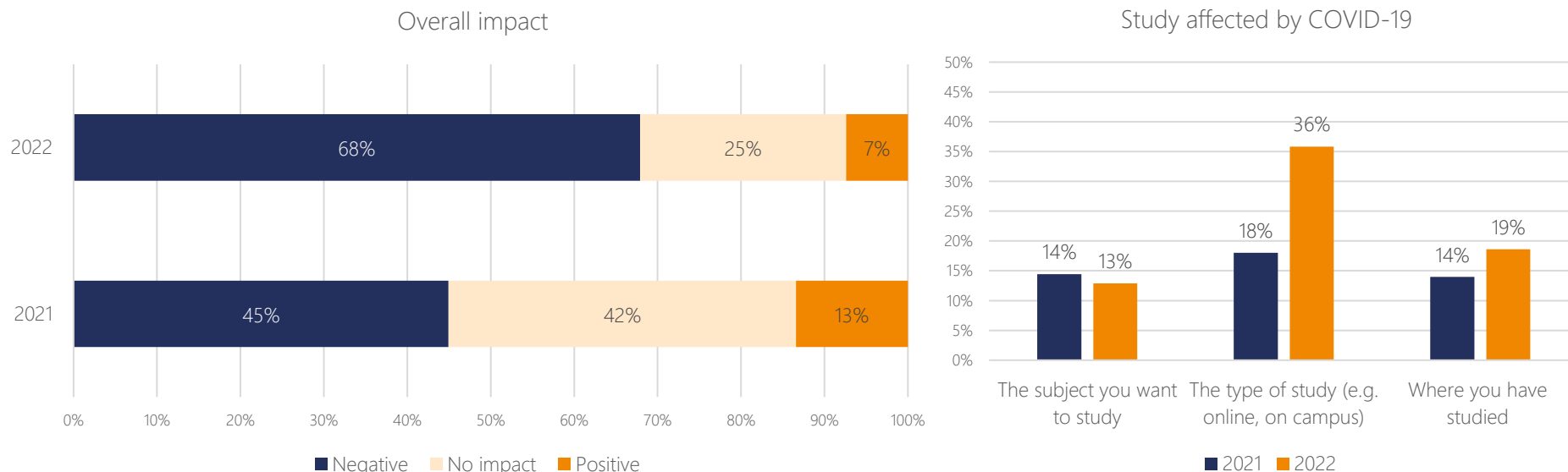


- 40% of surveyed students provided further feedback about their first few weeks.
- Tutors (similar to support services) were considered most helpful for learning in the first few weeks – this result has been consistent over the years.

- Just over one-quarter of students provided improvement suggestions for their first few weeks; 42% of the provided comments stated nothing requires improvement.
- Other mentioned comments suggested more support/learning advisors and events or bonding activities.

# COVID-19 IMPACT

All students were asked to specify how the COVID-19 situation had affected their lives.

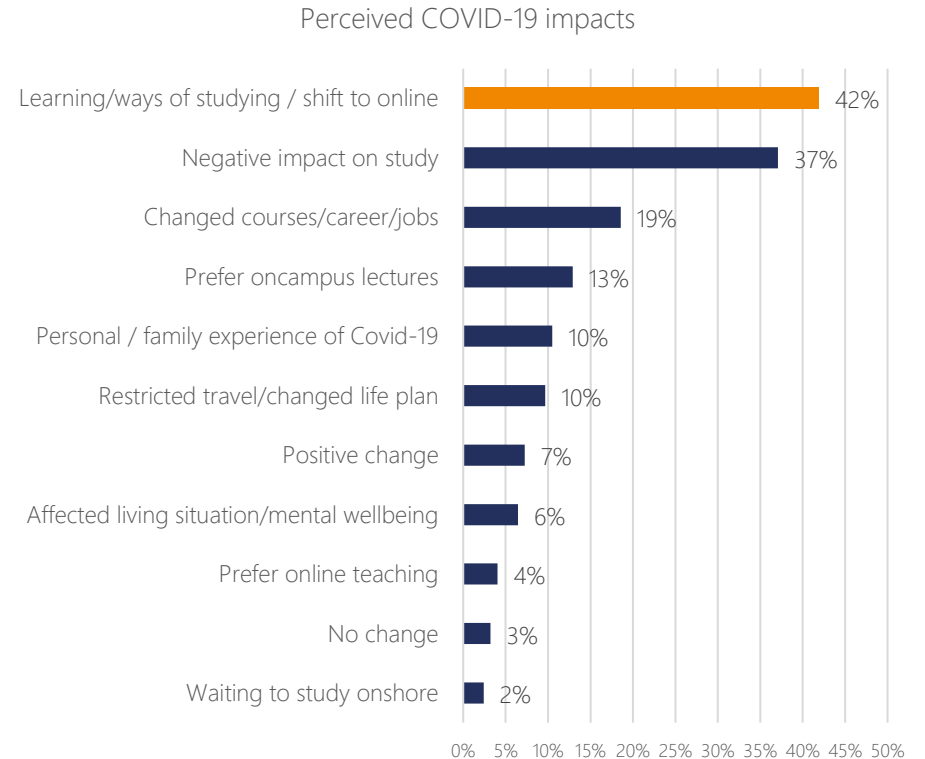


- Over two-thirds (68%) of students reported experiencing a negative impact of COVID-19 on their lives – a significant increase compared to 2021 (45%). One quarter (25%) reported no impact, and only 7% reported experiencing some positive impacts.
- EIT Tairāwhiti students were less likely to report negative impacts (56%), and students aged 25 and above (72%) were slightly more likely to report negative impacts.
- Significantly more students in 2022 (36%) reported their study type being affected by COVID-19. Online students were more likely to be affected in relation to the place and type of study.

Selected option by campus	Negative	No impact	Positive
EIT Tairāwhiti	56%	35%	9%
EIT Hawke's Bay	70%	23%	6%
EIT Auckland & Regional Centres	64%	24%	12%
Online	73%	18%	9%

# COVID-19 IMPACT

All students were asked the extent to which they were concerned about COVID-19's effect on their lives generally.

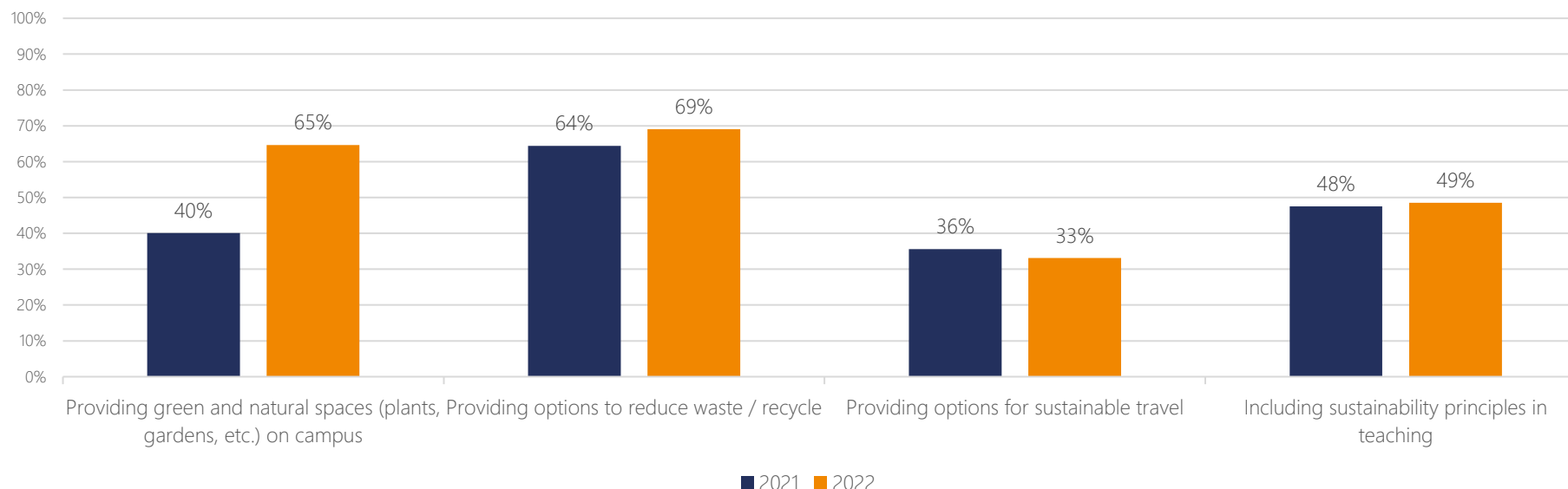


- The level of concern about COVID-19's effects generally remained consistent with the 2021 results.
- The greatest concern overall (53%) was students' loved ones' health – similar to 48% in 2021.
- Concerns about restricted travel opportunities (40%) increased slightly in 2022; this was higher amongst online students.
- Concern for local companies going out of business was higher amongst older students (aged 25 or above).

- 38% of students provided further comments in relation to COVID-19 impacts. Some students generally highlighted it was hard to fully engage with their courses due to online mode of studying (e.g. *"paying attention in online class is much harder than in person"*, *"lack of communication with projects when online"*, *"find it really hard to engage and learn"*). Being personally, or through a family member, affected by COVID-19 (e.g. isolation, being symptomatic), also resulted in study delays or interruptions.

# SUSTAINABILITY

All students were asked to specify the extent to which they agreed or disagreed about current sustainability activities at EIT.

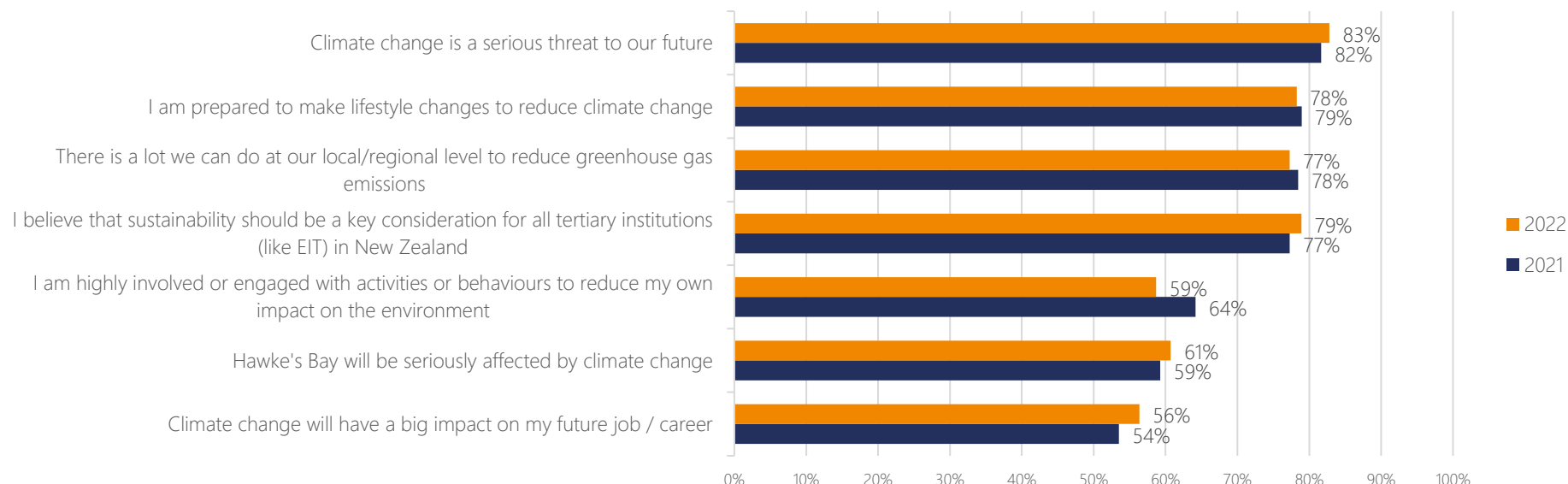


- Overall, agreement with EIT's current sustainability activities in 2022 was similar to the 2021 results.
- Over two-thirds (69%) of students agreed EIT provides options to reduce waste/recycle.
- Although more students in 2022 agreed with the first statement ('providing green and natural spaces'), the wording was changed from 'placing biodiversity' in 2021 for simplification.
- Again, there was a high degree of uncertainty (rather than disagreement) about some current sustainable practices on EIT campuses; more students (61%) were unsure about sustainable travel options.
- Online and regional students were less certain about green spaces and reducing waste on campus.
- Hawke's Bay students, and students aged 20 or under, were more likely to agree about waste/recycling options.

Selected option by campus	Providing green and natural spaces	Providing options to reduce waste / recycle	Providing options for sustainable travel	Including sustainability principles in teaching
EIT Tairāwhiti	64%	67%	24%	38%
EIT Hawke's Bay	69%	73%	35%	52%
EIT Auckland & Regional Centres	39%	50%	29%	33%
Online	36%	36%	45%	45%

# SUSTAINABILITY

All students were asked to specify the extent to which they agreed or disagreed about sustainability generally.

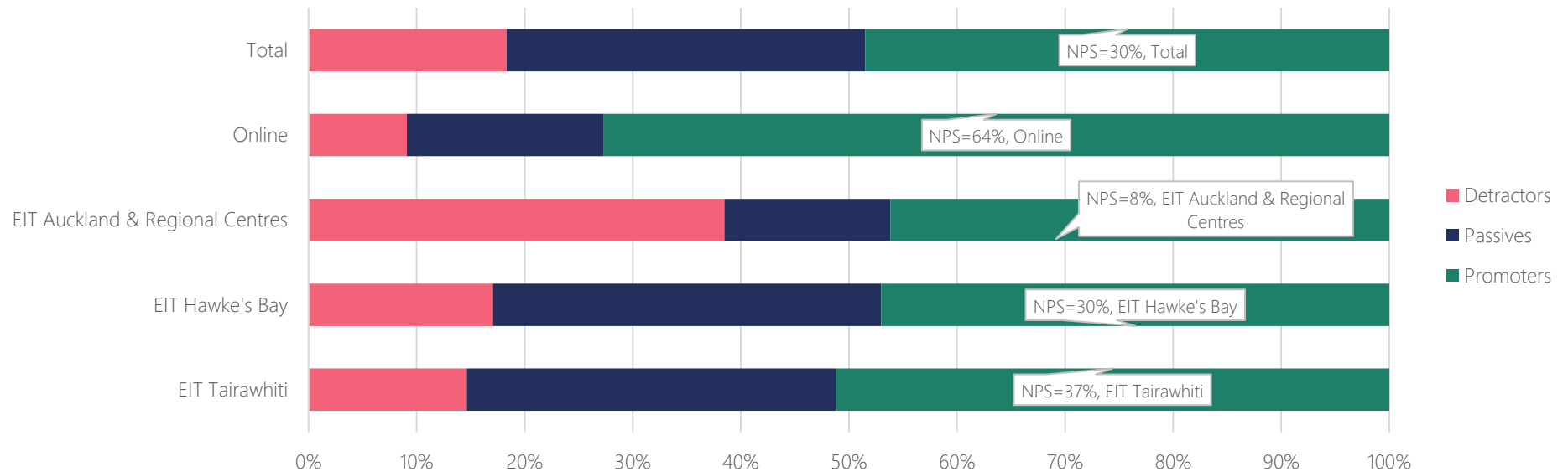


- The majority of students agreed with each of the sustainability statements, with results being consistent with the previous year.
- 83% of students agreed climate change is a serious threat (82% in 2021).
- Understandably, more local students from the Taradale campus (67%) agreed about impacts on Hawke's Bay.
- Fewer students (but still more than half) agreed that climate change will have a big impact on future jobs (56%) or admitted being highly involved with activities to reduce their own impact on environment (59%).
- Female students tended to agree more with sustainability statements compared to male students.

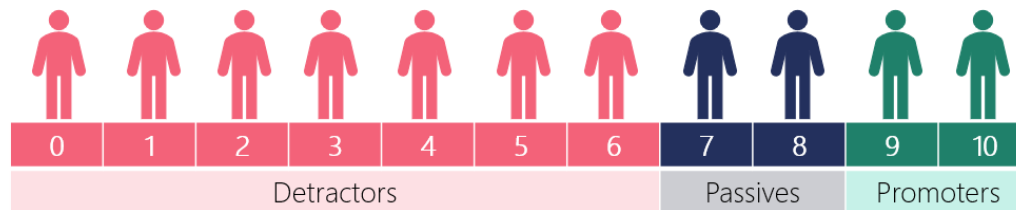
Selected option by campus	Key consideration	Climate change is a threat	There is a lot we can do at our local level	Prepared to make lifestyle changes	HB will be seriously affected	Impact on my future job	Engaged with activities
EIT Tairāwhiti	76%	83%	74%	79%	50%	60%	56%
EIT Hawke's Bay	80%	84%	79%	81%	67%	57%	60%
EIT Auckland & Regional Centres	79%	71%	64%	57%	39%	46%	54%
Online	64%	82%	82%	82%	27%	64%	55%

# NET PROMOTER SCORE

All students were asked: "On a scale of 0-10 where 0=not at all likely and 10=extremely likely, how likely is it that you would recommend EIT to a colleague or friend?".



- Overall, the NPS in 2022 was positive at 30% and on par with the previous years (29% in 2021, 31% in 2018).
- NPS varied between the campuses; however, no statistically significant differences were found. No negative NPS scores were recorded by any student demographic groups.

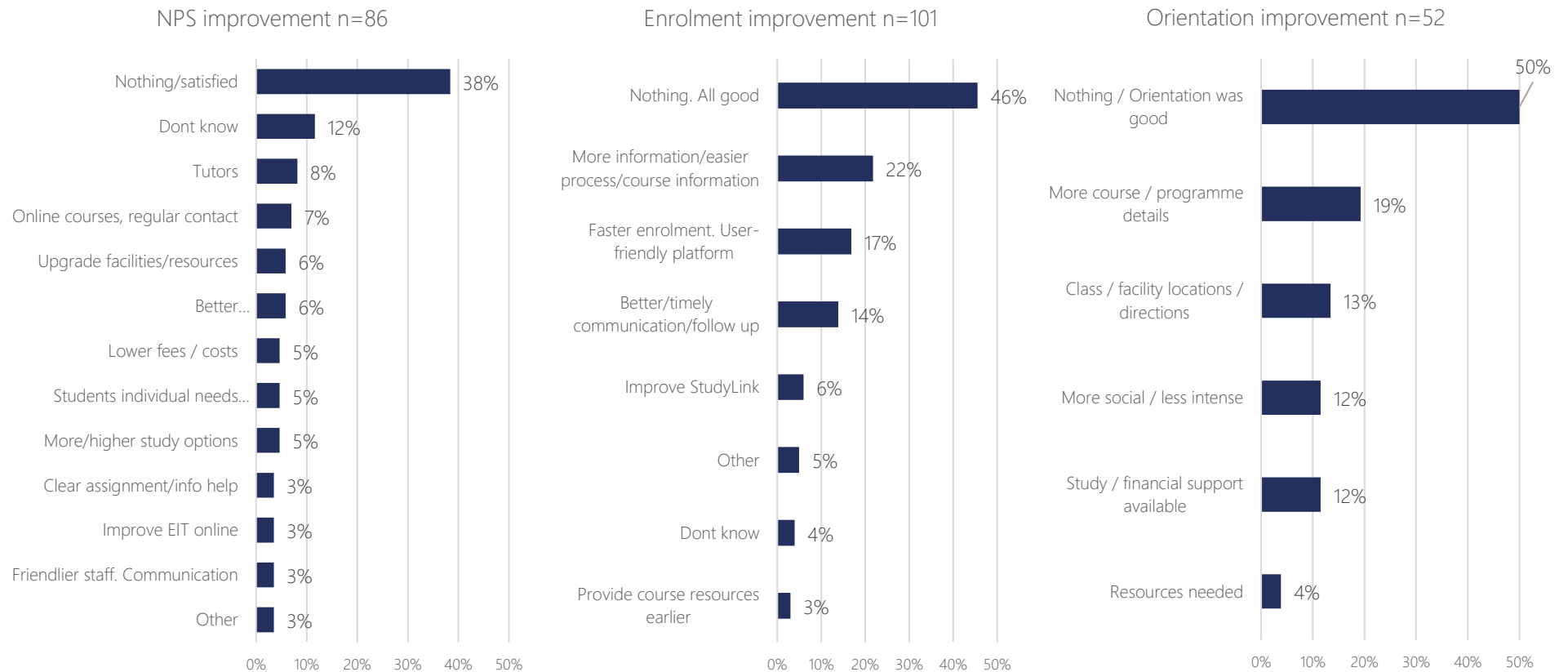


$$\begin{array}{c} \text{Promoter} \end{array} - \begin{array}{c} \text{Detractor} \end{array} = \begin{array}{c} \text{Passive} \end{array} = +30\%$$



# IMPROVEMENTS

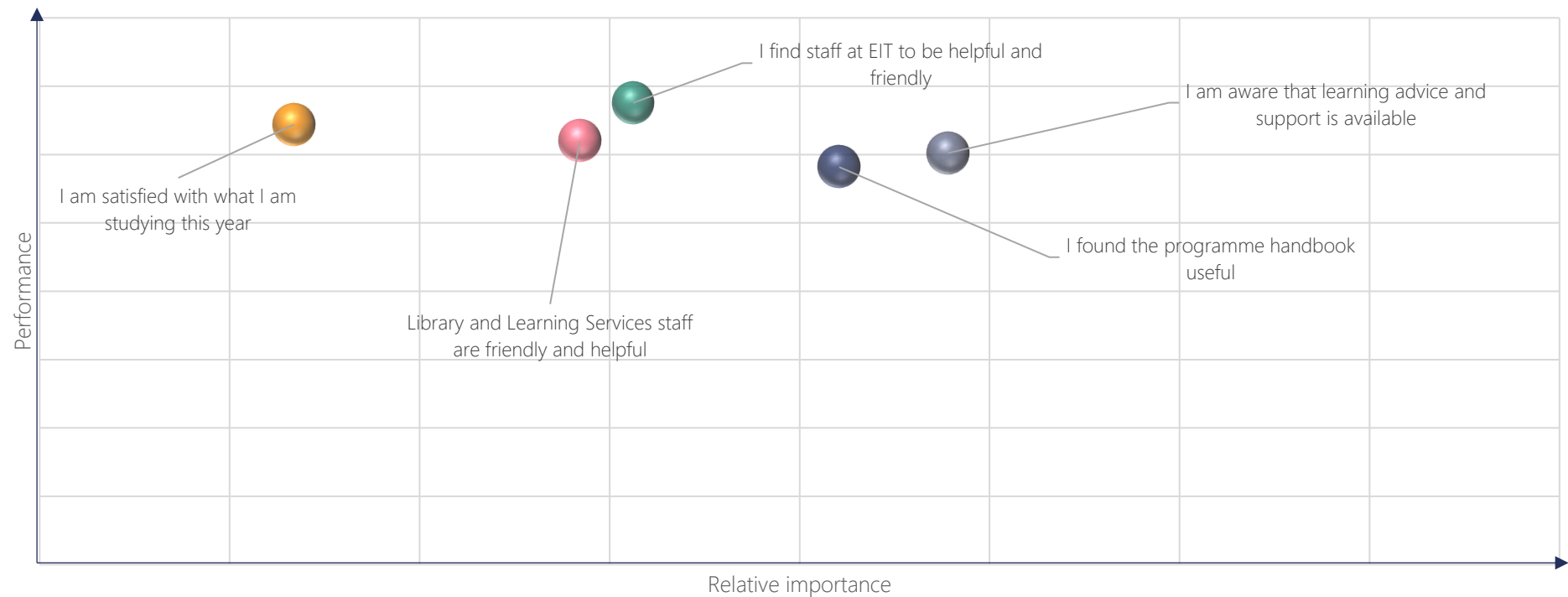
All students were asked a range of questions about potential improvements for enrolment, orientation, and NPS score. Open-ended comments sorted into categories. Totals may exceed 100% owing to multiple responses from some respondents.



- Consistent with the overall positive results, the majority of students provided no suggestions for improvements.
- On average, 45% of provided comments stated no improvements were required.
- A few suggested areas for improvement were easier information access, regular contact, programme details, and improving online learning experience.

## KEY INFLUENCING FACTORS

The chart below provides a visual representation of the regression analysis performed to ascertain which statements exerted the greatest influence on the overall satisfaction amongst students. This analysis was combined with performance ratings to provide more detailed insight.



- Five areas were found to have significant influence on willingness to recommend EIT as a place to study.
- When taking performance results and strength of influence into account, learning advice and support, and programme handbooks, exhibited the strongest opportunities to improve students' recommendations of EIT to others.