



EIT

First Impressions

Survey 2026

| SIL Research

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EXECUTIVE SUMMARY

Between March and April 2026, the annual EIT First Impressions online survey was conducted 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=815 responses were used in the 2026 analysis – the highest response achieved to date - collected online using email and SMS invitations (with additional telephone follow up). The main findings were as follows.

Key headlines:

- EIT largely met expectations and encouraged strong student advocacy, though some segments lagged
- Meeting expectations, staff support, and early guidance were the strongest drivers of satisfaction and recommendation
- Pre-enrolment, enrolment, and first weeks' experiences were consistently strong but relied on clear communication and onboarding
- Orientation played a pivotal role in engagement, awareness, and overall experience quality
- Support services were widely used and valued, with library services a standout and usage linked to better outcomes
- Te Pae Hono & spiritual wellbeing support show targeted value but limited reach and engagement, requiring greater visibility
- Technology and IT provision were functional but remained a key friction point in the student experience
- Online learning platforms performed strongly, but the broader online experience lagged behind
- Facilities, sustainability, and campus experience were generally positive but uneven across locations
- Key improvement priorities centred on communication, connectivity, and consistency of experience

Main findings in 2026:

- **Overall, EIT performed strongly in meeting student expectations in 2026, with 83% agreement (including 52% strong agreement) and improved intensity of positive sentiment compared with 2025.** Satisfaction was high across most student segments, and particularly the main campus locations - above 75% for Hawke's Bay (85%), Tairāwhiti (78%) and Regional (77%) students – and for online students (85%). This aligned with a consistently strong Net Promoter Score (NPS) of +31 (at +30 or above for the fourth consecutive year), driven by a high proportion of promoters (46%) and relatively few detractors (15%). All schools registered positive scores, with highest scores for Te Ūranga Waka (+47), Health and Sport Science (+47) and Trades and Technology (+37),



but lowest scores for Business (+6) and ideaschool (+15). Also, lower NPS among online (+12) and international students (+4) indicated a less compelling experience for these groups, suggesting that while the core proposition was working well, it was not being delivered as consistently across all student segments.

- **Key driver analysis revealed that EIT living up to expectations (as measured above) remained the most influential factor underpinning satisfaction and advocacy**, supported by staff helpfulness, wellbeing focus, and clear guidance early in the student journey. Meeting expectations had a large impact on recommendation: as high as +47 NPS for those with expectations met (just 6% detractors), but the overall total NPS pulled down (to +31) by the negative scores measured for those with neutral expectations (-30 NPS) or unmet expectations (-52 NPS, 64% detractors). Experiences of support were also critical: students accessing 'high' levels of support (5 or more sources measured) also had a greater propensity for positive advocacy (+49 NPS), compared to those with 'moderate' (2-4 sources, +30 NPS), 'low' (just one source, +30 NPS) or no support (+10 NPS) access. In this context, key driver insights pointed to a cohesive experience where human interactions and support structures are central to satisfaction, with campus facilities and access to information acting as important enablers and secondary drivers.
- **Contributing to their overall experience, students expressed high satisfaction across pre-enrolment (74% average agreement) and enrolment (80% average) processes**, with strong ratings for systems, information, and staff support, and further improvements over time. First weeks' experiences reached new highs in 2026 (78% average), particularly where students received sufficient guidance and attended orientation. However, feedback highlighted ongoing opportunities to improve clarity of expectations, timetables, and communication, indicating that even within a strong experience, onboarding remained a critical moment that shaped overall perceptions.
- **Orientation played a pivotal role in engagement, awareness, and overall experience quality**. Orientation attendance remained strongly linked to better outcomes, including higher satisfaction with first weeks, greater awareness of services (e.g. Younited, Te Pae Hono), and increased use and perceived value of resources. Despite this, only around half (55%) of students attended (consistent over time), with notably lower participation among domestic (52% vs 95% international students) and returning students, and some demographic groups including Māori (50% vs 75% Pacific & 77% Asian). This suggested a missed opportunity, with expanding and tailoring orientation likely to deliver broad gains across multiple aspects of the student experience. For those engaged in orientation activities, these were rated very positively overall in terms of providing information needed to start study (average 4.37 rating out of 5), with gradual improvement seen over time.
- **Support services were widely used and valued, with tutor support and library services a standout and usage linked to better outcomes**. Most students (86%) accessed at least one support service, with 1-in-5 (20%) identified as 'high users' - higher usage



was associated with greater satisfaction with the study experience across the board, and higher likelihood of recommending EIT. Library and Learning Services remained particularly strong, with high satisfaction across all attributes. However, online students and Regional centre students were less engaged with support services overall, indicating a need to improve accessibility and relevance for these groups.

- **Te Pae Hono showed targeted value but limited reach and engagement beyond core academic support.** Awareness (52% overall) and usage of Te Pae Hono remained moderate among EIT Hawke's Bay students based at Taradale campus, with only 1-in-5 students (20%) accessing services. Awareness and usage were higher among Māori students (63% and 25%), with awareness also high for Pacific (71%) and Asian (63%) students (26% of Asian students also reported accessing the service). Among users, academic learning support clearly delivered the most value, while other services saw fragmented and lower uptake. High levels of non-response in feedback suggested either satisfaction or low engagement, but overall pointed to an opportunity to increase visibility, broaden appeal, and strengthen pathways into the service.
- **Spiritual wellbeing support met needs for some students but required greater inclusivity and visibility.** Spiritual wellbeing was relevant for a subset of students (72% of those who opted to answer related questions); among those, most (62%) felt their needs were met or exceeded. However, partial unmet need and feedback highlighted demand for more inclusive, culturally responsive support and dedicated spaces. This suggested that while baseline provision was adequate, there is scope to better reflect the diversity of student needs and improve awareness of available support.
- **Technology and IT provision were functional but remained a key friction point in the student experience.** While most students reported some positive experiences with IT services and technology, this remained the lowest-performing area overall. Just under half (46%) rated EIT's technology environment as 'above average' to some degree (just 8% 'far above average') with an equal number rating this 'average' (48%). In addition, there was moderate satisfaction with IT services (64% average) and technology support services (64% average). Improvements over time were noted, particularly in access and systems, but issues with Wi-Fi reliability, outdated systems, and printing persisted. Given the strong influence of technology on learning delivery, especially for online and regional students, this represented a critical area for continued investment and improvement.
- **Online learning platforms performed strongly, with EIT Online increasing in prominence and efficacy.** Usage of online learning platforms remained prevalent (79% overall, similar to 75% in 2025), with EIT Online most widely adopted and growing in prevalence (71% vs 62% in 2025) over Google Classrooms (20% vs 27% in 2025). Among users, both platforms delivered high satisfaction (82% and 77% average, respectively) especially across usability, relevance, and engagement. Some differences were noted across student segments, with more positive sentiment among high-use Online students (65% agreeing with all EIT Online



attributes vs 51% on-campus students), and also international students, those who felt their expectations had been met, and students accessing higher levels of support services.

- **However, the online study experience continued to lag behind the campus experience in important ways.** Despite strong online platform performance, more broadly online students continued to report lower overall satisfaction, recommendation, and engagement with services, indicating that the broader online experience, beyond platforms alone, required enhancement.
- **Self-help and digital resources were effective but underutilised, highlighting an awareness gap.** Only a minority of students (1-in-3, or 37%) reported using self-help resources, but users reported high levels of usefulness (over half (57%) reported these were 'very or extremely helpful'), with few reporting negative perceptions. Usage was higher among online, international, and orientation-attending students, reinforcing the role of awareness and onboarding. Hawke's Bay students were most likely to rate the resources as highly helpful (63%), though less so for regional centre students (41%). Results indicated a clear opportunity to increase uptake and usefulness through better promotion and integration into the student journey.
- **Facilities, sustainability perceptions, and campus experience were generally positive but uneven across locations.** Students expressed broadly positive views of facilities and sustainability initiatives, with improvements over time in several areas. The majority of students (85%) were satisfied with the provision of study spaces and felt these supported their learning. Much lower but nevertheless noteworthy proportions of students felt that facilities did not meet their expectations (22%) or indicated some facilities were unavailable (21%). However, regional and online students consistently reported lower visibility, access, or relevance, particularly for facilities and sustainability. This highlighted the importance of ensuring equitable experiences across delivery modes and locations.
- **Key improvement priorities centred on communication, connectivity, and consistency of experience.** While many students indicated no major improvements were needed, suggested enhancements consistently focused on clearer communication, better onboarding, improved IT reliability (especially Wi-Fi), and more accessible support services. Differences by NPS segment showed that detractors (although representing a minority (15%) of students) were more likely to highlight gaps in support, organisation, and technology, reinforcing these as priority areas for improving overall student experience and advocacy.



CONCLUSIONS AND RECOMMENDATIONS

Overall, the 2026 First Impressions findings showed that EIT delivered a consistently positive and well-rounded student experience, with strong alignment between expectations and actual delivery across most aspects of the tertiary education journey. High satisfaction and advocacy reflected the central role EIT played not just as an education provider, but as a supportive learning environment where staff, guidance, and wellbeing were critical to student success. The early student journey, from pre-enrolment through to the first weeks, was a particular strength - underpinned by effective processes and positive human interactions. Support services, learning platforms, and facilities generally reinforced this experience, although engagement varied by cohort or segment.

At the same time, the results highlighted a recurring theme of inconsistency, particularly for online, regional, and some demographic groups, alongside ongoing friction points in communication, onboarding clarity, and technology. These findings suggest that while the core EIT experience was strong and valued, future gains will depend on improving visibility, accessibility, and consistency of delivery across all student touchpoints.

Recommendations for improvement:

- **Strengthen communication and clarity across enrolment and onboarding:** Provide clearer, more consistent information on course expectations, timetables, and processes, with pro-active follow-up to reduce uncertainty in the early stages.
- **Increase orientation reach and impact:** Expand participation through more flexible, targeted, and potentially digital formats, ensuring all student groups, especially online and part-time learners, receive sufficient guidance and connection early on.
- **Enhance IT infrastructure and reliability:** Prioritise improvements to Wi-Fi coverage, system performance, and access to digital tools, alongside clearer support pathways to reduce friction in learning delivery.
- **Improve awareness and accessibility of support services:** Increase visibility and integration of services such as self-help resources, Te Pae Hono and spiritual wellbeing support, with a focus on engaging lower-usage groups and ensuring equitable access across campuses and online.
- **Deliver a more consistent experience across cohorts and locations:** Tailor delivery for online, regional, and international students to ensure parity in support, engagement, and overall experience quality.

Overall, EIT continued to play a critical and largely successful role in fostering a positive, supportive, and engaging tertiary education experience, with strong foundations in place to further enhance student outcomes and satisfaction.



RESULTS AT A GLANCE*

				
Pre-enrolment	Post-enrolment	IT services	Library and learning	First weeks overall
average score	average score	average score	average score	average score
2026: 4.1	2026: 4.2	2026: 3.8	2026: 4.2	2026: 4.2
2025: 4.3	2025: 4.3	2025: 3.8	2025: 4.1	2025: 4.1
				
Orientation	Orientation information	Wi-Fi access	Wireless network	NPS
Participated	average score	Logged into	average score	score
2026: 55%	2026: 4.4	2026: 78%	2026: 3.8	2026: +31
2025: 52%	2025: 4.4	2025: 66%	2025: 4.0	2025: +32
				
EIT online	Google Classrooms	Tutor support	Satisfied with studies	EIT lived up to expectations
average score	average score	% agree	% agree	% agree
2026: 4.3	2026: 4.2	2026: 58%	2026: 90%	2026: 83%
2025: 4.2	2025: 4.2	2025: 64%	2025: 90%	2025: 81%
				
Provides green and natural spaces	Provides options to reduce waste	Provides options for sustainable travel	Includes sustainability principles in teaching	
% agree	% agree	% agree	% agree	
2026: 74%	2026: 61%	2026: 50%	2026: 56%	
2025: 65%	2025: 61%	2025: 31%	2025: 42%	

*Includes measures with historical data providing comparisons over time

METHODOLOGY

BACKGROUND AND OBJECTIVES

An online First Impressions Survey was conducted for EIT to identify new students' perceptions of their first weeks' experience of EIT in 2026, and to understand how well the Institute's services met their needs.



SIL Research, together with EIT, developed a First Impressions questionnaire, based on surveys previously conducted in 2015-2018 and 2021-25.

The 2026 survey continues the series of surveys conducted annually, with the exception of 2023 – when research was postponed due to the circumstances following Cyclone Gabrielle, which inflicted considerable damage and upheaval within the Hawke's Bay and Tairāwhiti regions. This disrupted EIT's programme delivery at the Hawke's Bay campus in particular, with the full campus reopening in 2024.

Following Cyclone Gabrielle, the 2024 and 2025 surveys were reviewed and amended to specifically monitor the impacts of these events on students. In 2026, with Cyclone Gabrielle impacts now less current, the questionnaire was again reviewed and substantially amended to focus on new areas of relevance, particularly in relation to various support services and processes. However, core question areas were retained to measure key areas of performance and allow for historical comparisons.

DATA COLLECTION AND PROJECT SPECIFICS

SIL Research was provided with the database of newly enrolled students for Semester 1 in 2026, with 4,525 contacts available for the survey (excluding Chinese students at XYU campus) (vs. 748 in 2025, 902 in 2024, 877 in 2022, 1,500 in 2021, 2,700 in 2018).

Data was collected online between 25 March and 5 April 2026 using email and SMS invitations. 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 four follow-up emails and/or phone call follow-up.

The 2026 questionnaire remained consistent with previous years' questionnaires in terms of core measures and key indicators, to ensure maximum comparability. However, the questionnaire was reviewed and substantially revised to focus on current areas of relevance, as outlined below:

- Questions related to Cyclone Gabrielle and related impacts on students were removed.

In addition, multiple questions were introduced or amended in 2026:

- A new attribute battery related to facilities and study spaces, consisting of four statements using standard 1-5 rating scales (some adapted or reworded from previous statements).
- A question identifying how documents were signed during the online application process (either electronic signature and/or signed printed documents)
- Four new statements added to the Pre-enrolment attribute battery.
- Three new open-ended (verbatim) feedback questions focused on the Te Pae Hono support hub:
 - Which services did you access?
 - Which services best suited your needs?
 - What, if anything, could EIT do differently to make Te Pae Hono and its services more useful and suitable for you?
- A new section related to spiritual wellbeing support (optional for students who opt-in), consisting of a rating question (to assess the extent expectations were met in terms of how well EIT supported spiritual wellbeing needs) and open-ended feedback (seeking suggestions for improvement).
- In the IT Services attribute battery, references to the IT Helpdesk were removed; the attribute rating for 'I find the IT Helpdesk is easy to access and use' was replaced with 'I find it easy to use the Student Login Handout, with details to log on and access EIT's computer network'
- A new section related to EIT self-help resources usage (yes/no) and helpfulness (1-5 rating scale).
- A new section related to overall impressions of the EIT technology environment, consisting of a rating question and two open-ended feedback questions:
 - What aspects of EIT Technology work particularly well for you, and why?
 - What could we do to improve our Technology services at EIT?
- A new section related to personal technology resources, adding a question asking 'Do you use personal (non-EIT) device(s) for your studies?' (yes/no) and a rating question asking 'How reliable is your Internet access where you usually study?' (1-5 rating scale)
- A new attribute battery related to technology barriers and support needs, consisting of six statements using standard 1-5 rating scales.
- In the Online Learning section, references to Moodle were removed. Questions previously referring to 'Moodle/EIT Online' were amended to 'EIT Online' only.
- In the Useful Support Services multiple-response selection list, 'Programme Secretaries' were renamed to 'Faculty Administrators', and two new options were added: 'Registry Office' and 'Spiritual Wellbeing'.

New or amended topic areas and questions are indicated in the report where applicable.

DATA ANALYSIS

A total of n=1673 responses were collected, and n=815 were used in the final analysis – the highest number of responses to date (18% response rate). Survey responses coming from allegedly the same student, and responses with no answers or incomplete answers, were removed from the analysis.

A total sample size of n=815 across 4525 students allows for a maximum margin of error of +/- 3.1% at the 95% confidence level where students are split 50/50 on any given issue, and +/- 2.5% where students are split 80/20.

Due to the nature of this research, the error margins and confidence levels around results are indicative only. Also, results for subgroups, and differences between subgroups, are subject to higher margins of error.

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

NOTES ON REPORTING

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).

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

The term '*Campus*' mentioned in the findings is an aggregated main place of study as identified by survey respondents.

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

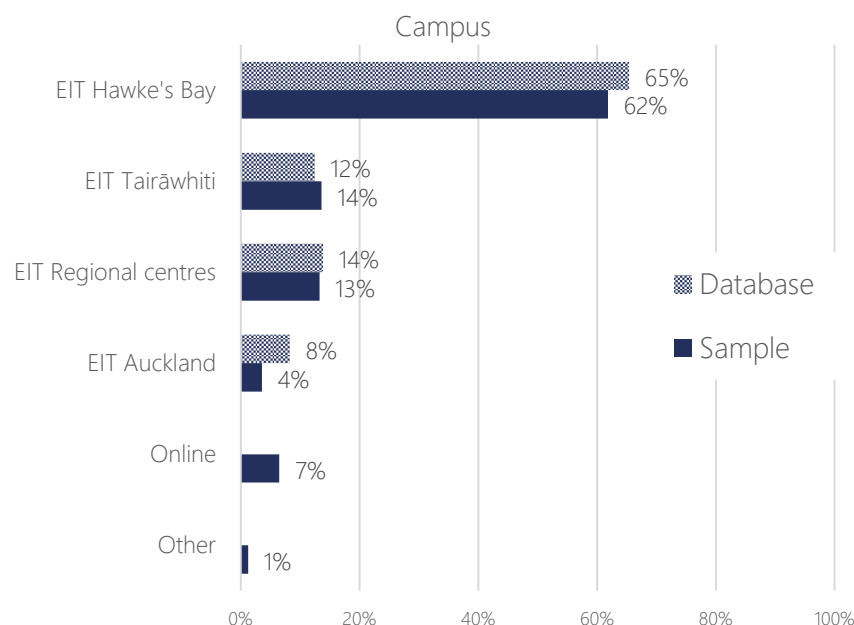
Open-ended (verbatim) comments were coded into common categories (themes) and presented as ranked percentages from most-to-least coded. Totals in related charts may exceed 100% owing to multiple themes identified for a given respondent.

This research was subject to availability and accuracy of contact details provided. Most students (94%) had an email address and/or a New Zealand mobile phone number (80%). Just over 5% of students had unavailable or invalid contact details (e.g. disconnected phone or invalid email address). The survey was completely optional, so students could refuse to participate by not responding to email, text or phone call invitations.

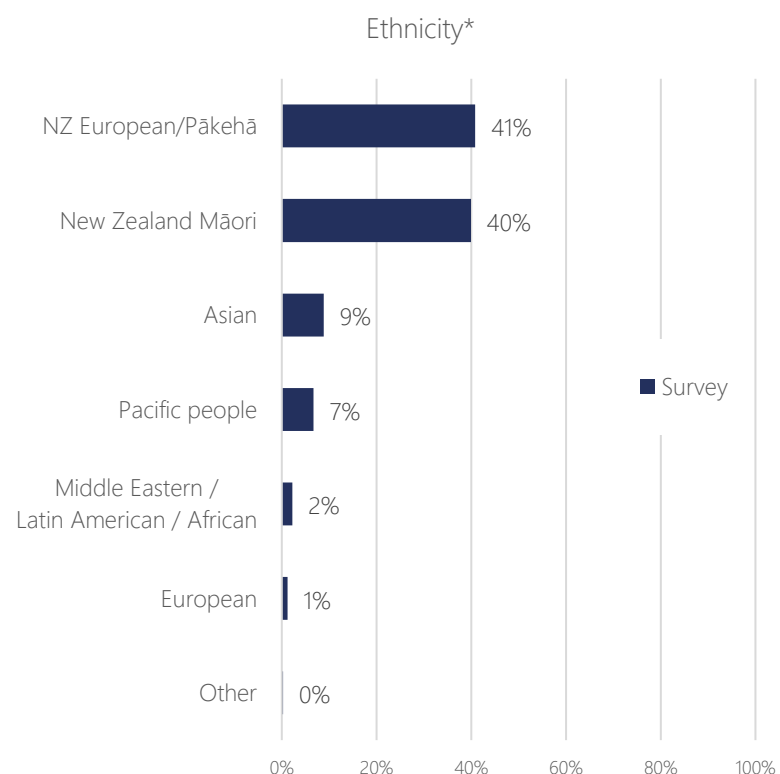
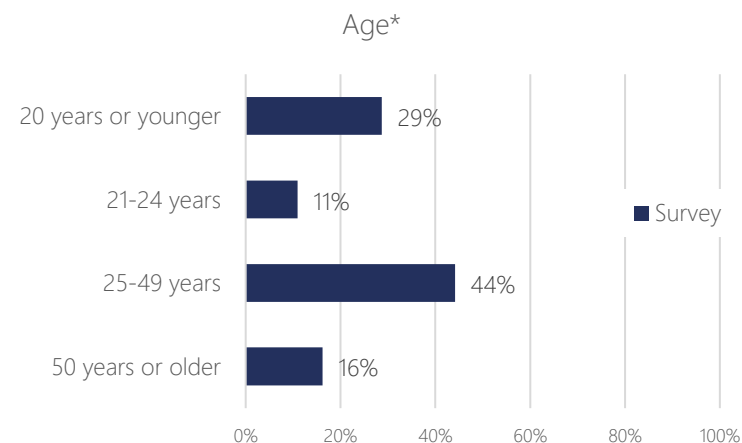
Due to Cyclone Gabrielle, the 2023 survey was postponed to 2024. Therefore, historical comparisons in charts and text commentary exclude reference to 2023.

RESPONDENT PROFILE

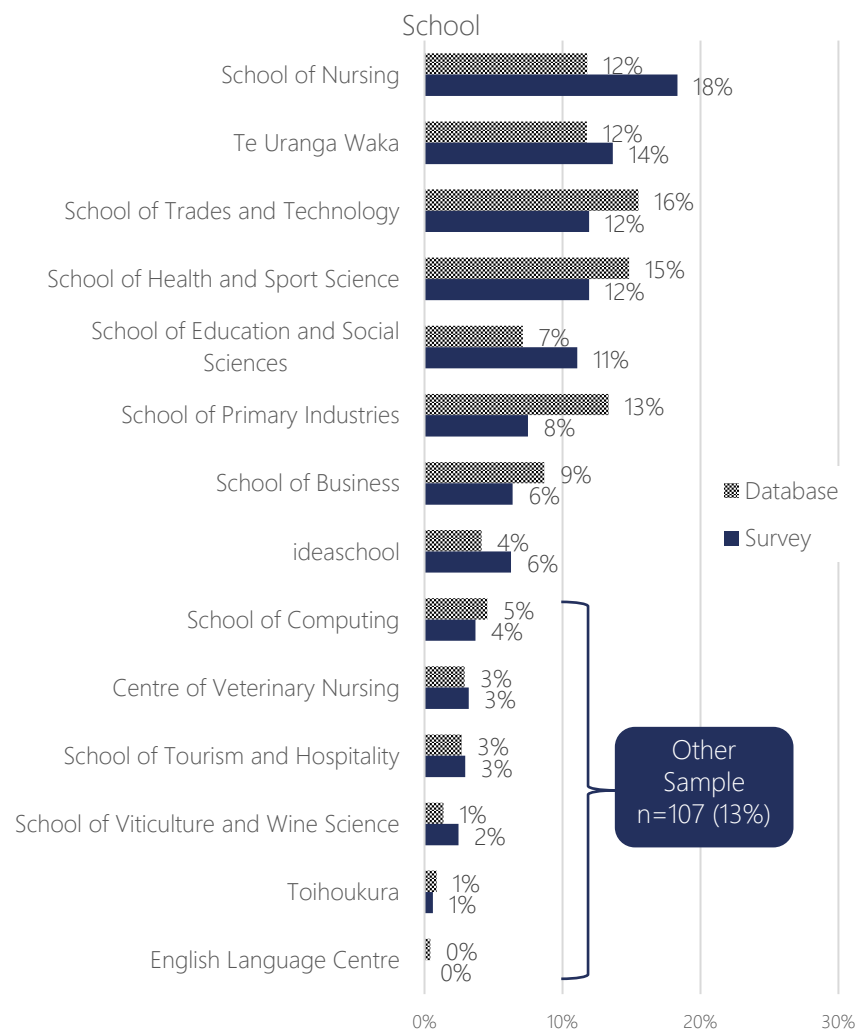
The following charts show the proportion of students in the final achieved sample across key classification attributes. Where available, the proportions of corresponding students in EIT's full database of newly enrolled students in 2026 are also provided for comparison.



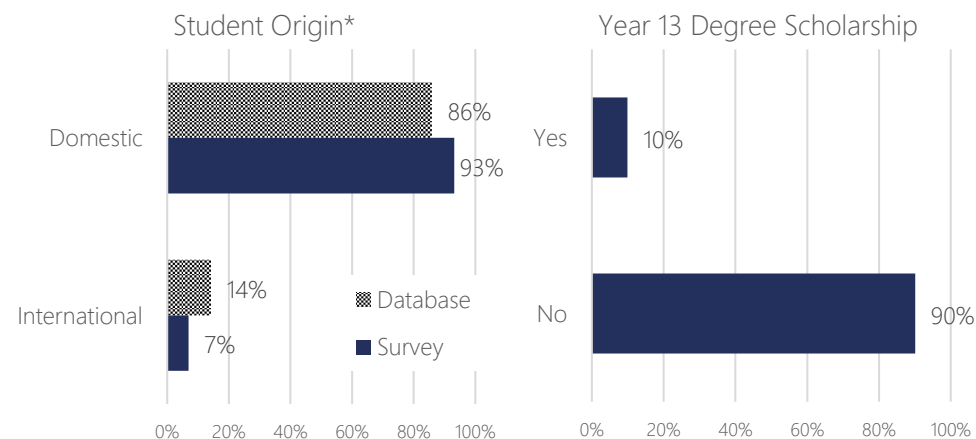
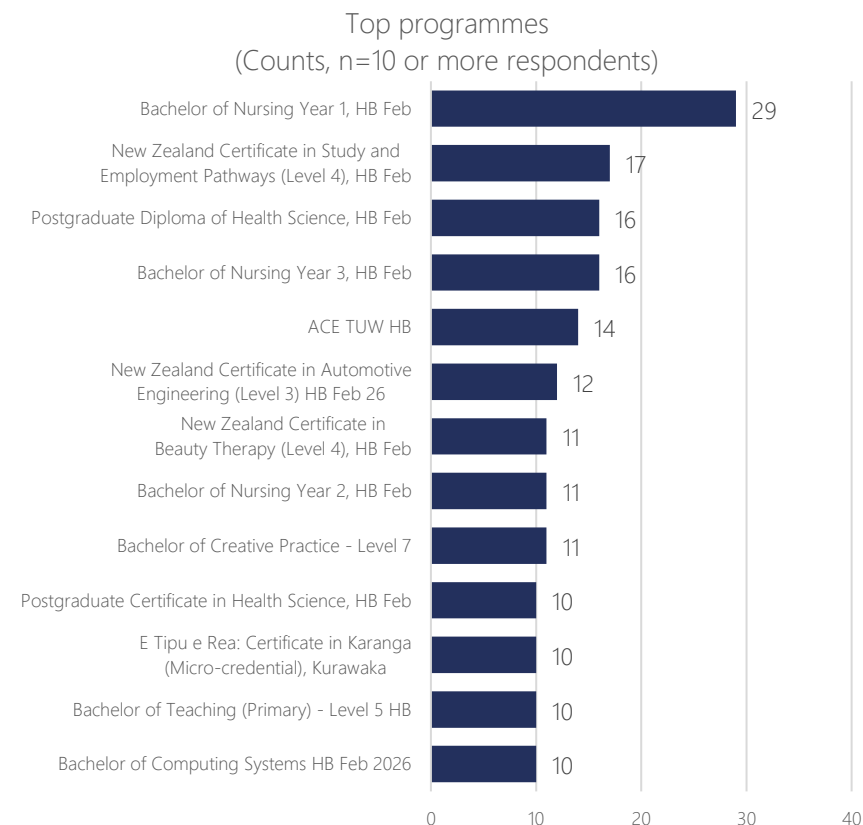
Note: Due to the low sample of EIT Auckland students (n=29) in 2026, these students were combined with the EIT Regional Centres student sample (n=108) for analysis purposes (combined n=137), to allow more robust comparisons.



*Database classification not available in 2026



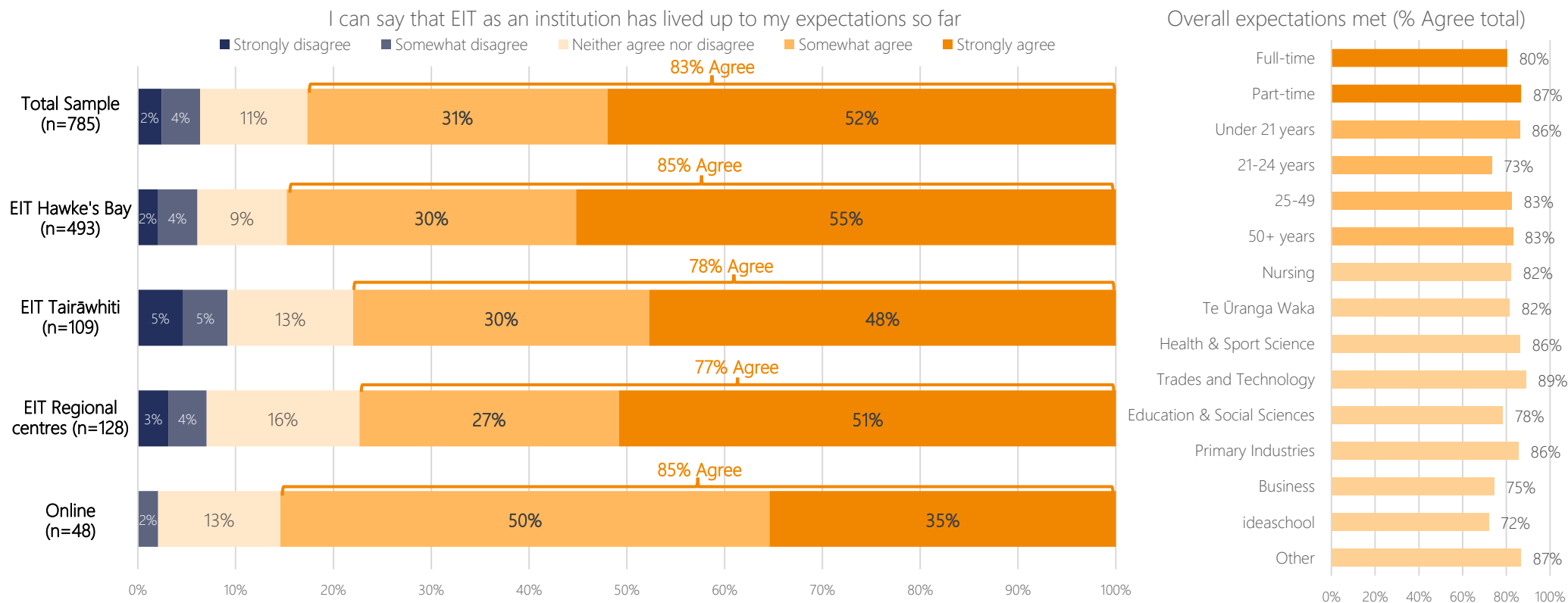
Note: The smallest Schools in the survey sample were combined into one 'Other' category for analysis purposes (combined sample n=107), to allow more robust comparisons.



*Defined by Funding classification in student database
n=56 survey respondents identified as International

OVERALL EXPECTATIONS MET

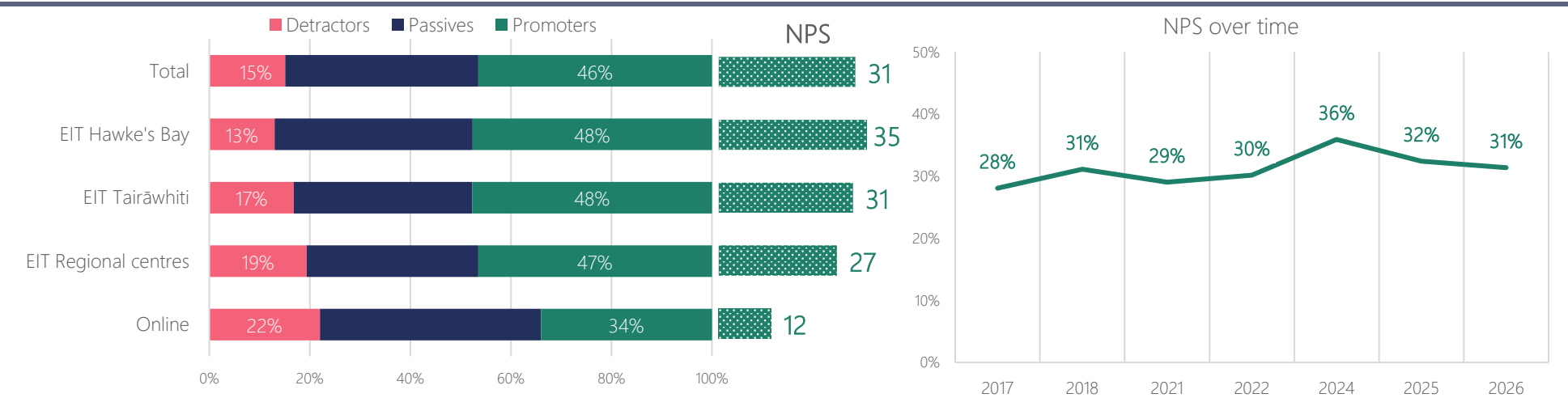
All students were asked to indicate, on a 5-point Likert scale, the extent to which they agreed or disagreed that EIT had lived up to their expectations so far.



- Overall in 2026, 4-in-5 surveyed students (83%) agreed that EIT had lived up to their expectations so far, with half (52%) strongly agreeing – reinforcing the very positive sentiment also measured in 2025 (81% total, 41% strongly agree). Only minimal disagreement was registered overall.
- Satisfaction was high across the main campus locations, above 75% for Hawke's Bay (85%), Tairāwhiti (78%) and Regional (77%) students – again indicating positive alignment between student expectations and experiences.
- Most online students (85%) indicated their expectations were met, a positive improvement from 2025 (72%) - although these students were least likely to express strong agreement (35%) - suggesting that some enhancement is needed to further optimise the online learning experience.
- Expectation ratings varied across schools, though not significantly: highest for Trades and Technology (89%), Health and Sport Science (86%) and Primary Industries (86%), but slightly lower for ideaschool (72%) and Business (75%) students.

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?".

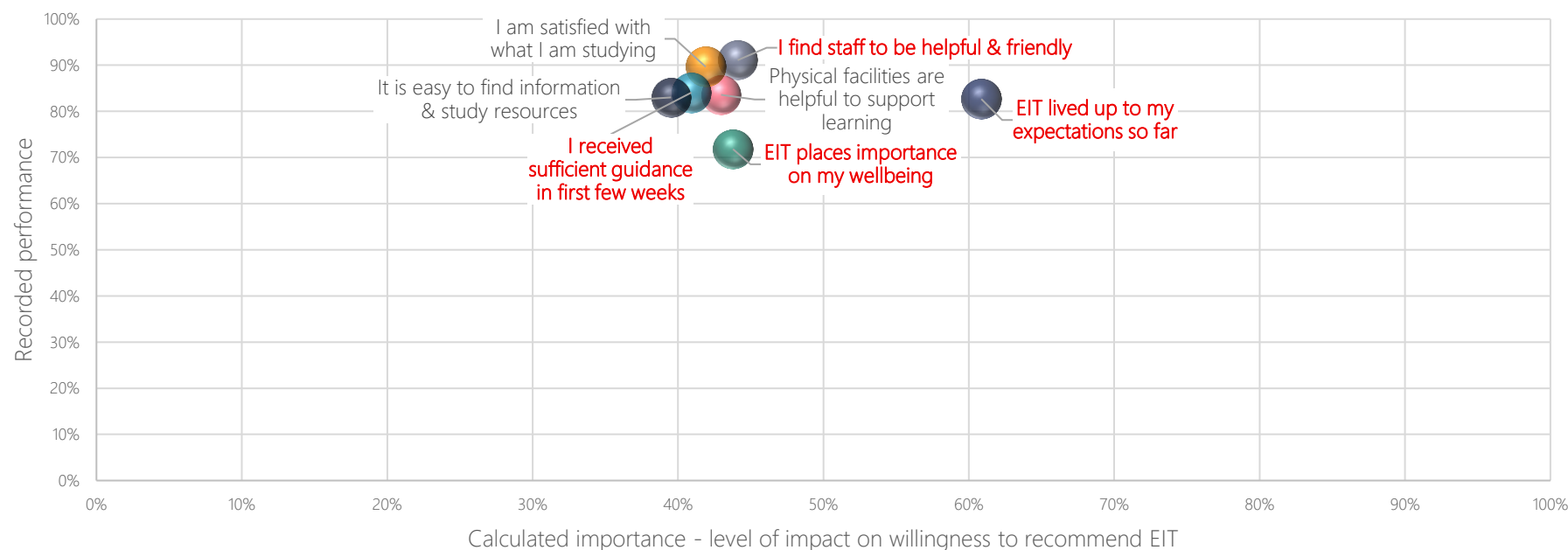


- Reflecting consistently positive student perceptions across the survey, EIT's Net Promoter Score (NPS) in 2026 was +31 - with almost half (46%) of students identified as promoters and only 15% detractors (a ratio of three times more promoters than detractors). This score has remained generally consistent over time, and at +30 or above for the fourth consecutive year.
- Meeting expectations had a large impact on recommendation: as high as +47 NPS for those with expectations met (just 6% detractors), but negative scores for those with neutral (-30) or unmet expectations (-52, 64% detractors).
- Hawke's Bay achieved the highest NPS of +35 in 2026 (+34 in 2025), with just 13% detractors and 48% promoters. The Tairāwhiti score also remained strong (+31) but down slightly from 2025 (+45).
- Online learners again registered the lowest NPS of +12 (also +12 in 2025), with the highest level of detractors (22%) and lowest of promoters (34%); another indication of needed improvement in meeting expectations of online engagement and satisfaction.
- All schools registered positive scores: with highest scores for Te Ūranga Waka (+47), Health and Sport Science (+47) and Trades and Technology (+37), but lowest scores for Business (+6) and ideaschool (+15).
- International students also provided much lower NPS scores (+4, 30% detractors vs 34% promoters) compared to domestic students (+34).



KEY INFLUENCING FACTORS

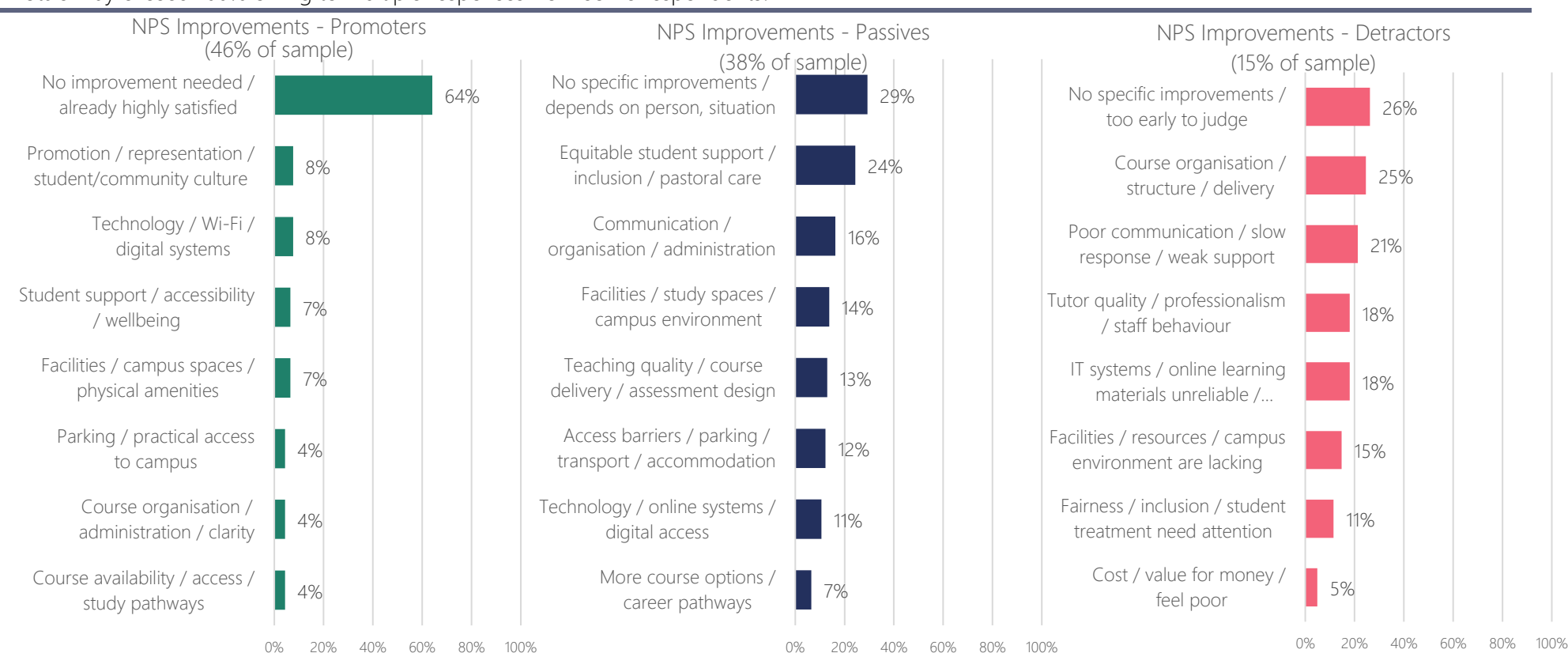
The chart below provides a visual representation of the regression analysis performed to ascertain which statements exerted the greatest influence on the overall satisfaction amongst students. This analysis was combined with performance ratings to provide more detailed insight.



- Seven assessment areas in 2026 were found to have a significant and positive influence on students' willingness to recommend EIT as a place to study. Consistent with recent years, EIT living up to students' expectations, helpful staff, placing importance on wellbeing, and providing sufficient guidance during the first few weeks and general satisfactory experiences were among the most significant key drivers impacting on positive sentiment and satisfaction.
- Taking both performance results and strength of influence into account, **living up to students' expectations** was again the most influential factor to maintain and increase recommendations of EIT. An emphasis on **student wellbeing and guidance**, together with **staff helpfulness and approachability**, together play a powerful contributing role in meeting student expectations and ensuring satisfactory student experiences. Other significant factors in this analysis (including supportive physical facilities, ease of finding information and resources) play an important supportive role in this process.

NPS IMPROVEMENTS

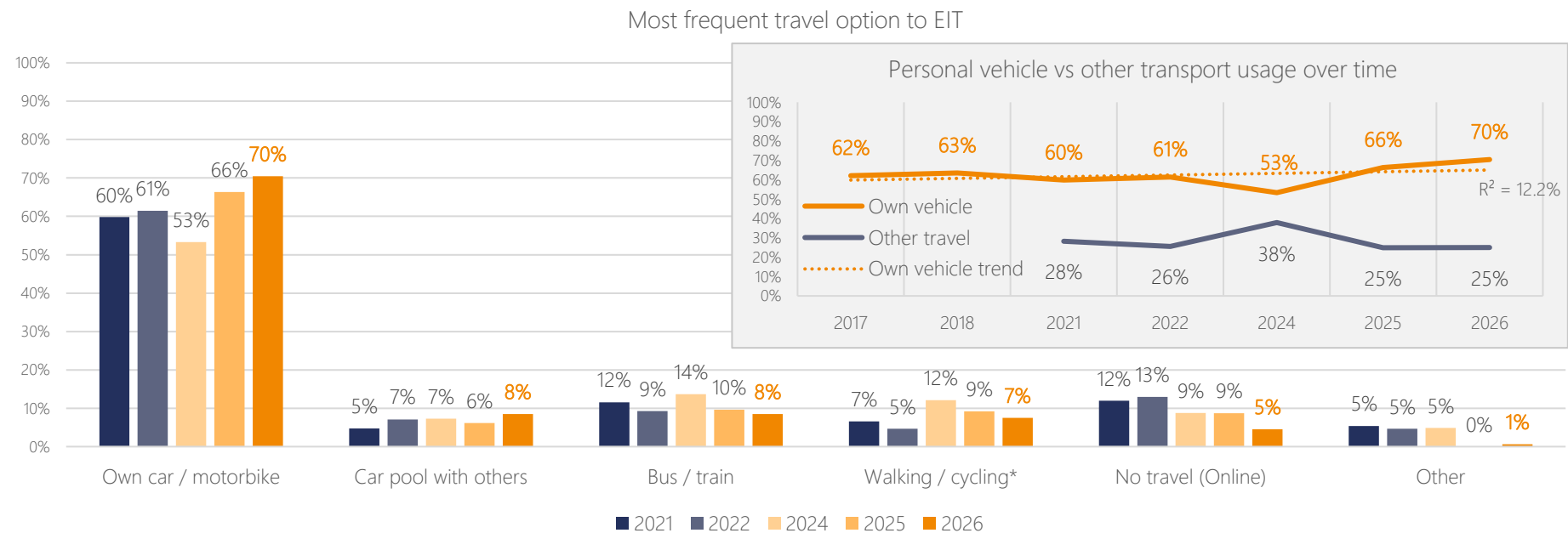
Students were asked what EIT could do to improve their given recommendation (NPS) score. Open-ended comments were coded into common themes. Totals may exceed 100% owing to multiple responses from some respondents.



- Many students provided suggestions for improvements that would positively influence their recommendation of EIT – although stark differences were noted depending on NPS rating levels.
- The majority of Promoters (2-in-3, or 64%) indicated no specific improvements were needed, reflecting high satisfaction levels. Less than 1-in-10 provided suggestions around enhancing student representation/ culture, technology provision or other areas.
- Although to a lesser degree, both Passives and Detractors were also most likely to indicate no specific improvements. However, higher levels of suggestions were provided, although these were thinly spread. 1-in-4 of these students suggested greater student support or course organisation; around 1-in-5 recommended improvements to communication, tutor performance and/or IT/online learning provision, among other issues raised.

TRAVEL TO EIT

All students were asked to specify how they most often travel to EIT (most frequently used method).



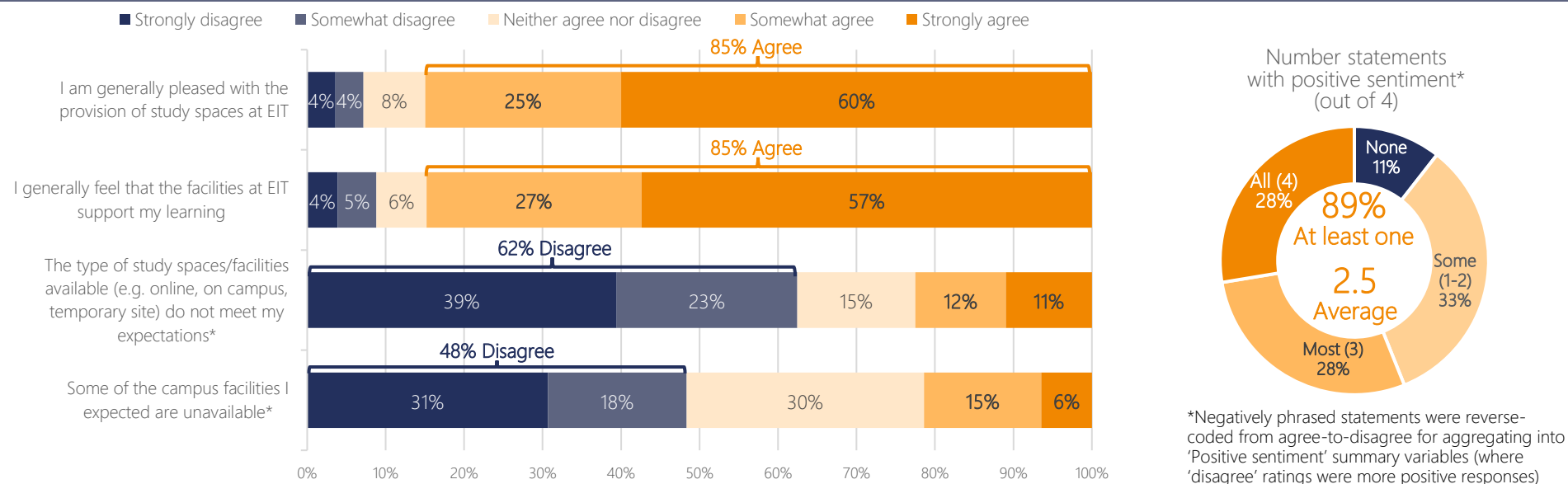
- Student transport usage remained consistent over time. The majority (95%) of students reported using some form of transport to get to EIT. Private vehicles remained the dominant mode of transport (78% either in own vehicle or car pooling), with the majority in a personal vehicle (70%) – peaking again in 2026. Use of other transport options was also consistent over time: below 10% individually but collectively used by 1-in-4 students (25%) typically.
- EIT Hawke’s Bay and Tairāwhiti students remained most likely to travel by car (84% and 79% respectively). Most students from regional centres also used cars (76%), but were more likely to car pool (15%) or walk (12%). Reflecting their remote learning circumstances, online students were more likely to not travel for study (53%), though some occasionally used a personal vehicle.
- While 6% overall reported walking to their EIT venue, just 1% reported cycling.

Selected option by campus	Any transport (combined)	Own car / motorbike	Car pool with others	Bus / train	Walking	Cycling*	No travel (Online study)
Total	95%	70%	8%	8%	6%	1%	5%
EIT Hawke’s Bay	99%	75%	9%	7%	6%	1%	1%
EIT Tairāwhiti	100%	78%	1%	12%	5%	5%	0%
EIT Regional Centres	98%	61%	15%	9%	12%	0%	2%
Online	47%	42%	0%	4%	0%	0%	53%

*Cycling split out from Walking as a separate response option in 2026; also re-combined during analysis for historical comparisons

FACILITIES (NEW IN 2026)

All students were asked to indicate, on a 5-point Likert scale, the extent to which they agreed or disagreed with four statements about campus facilities (New question in 2026).

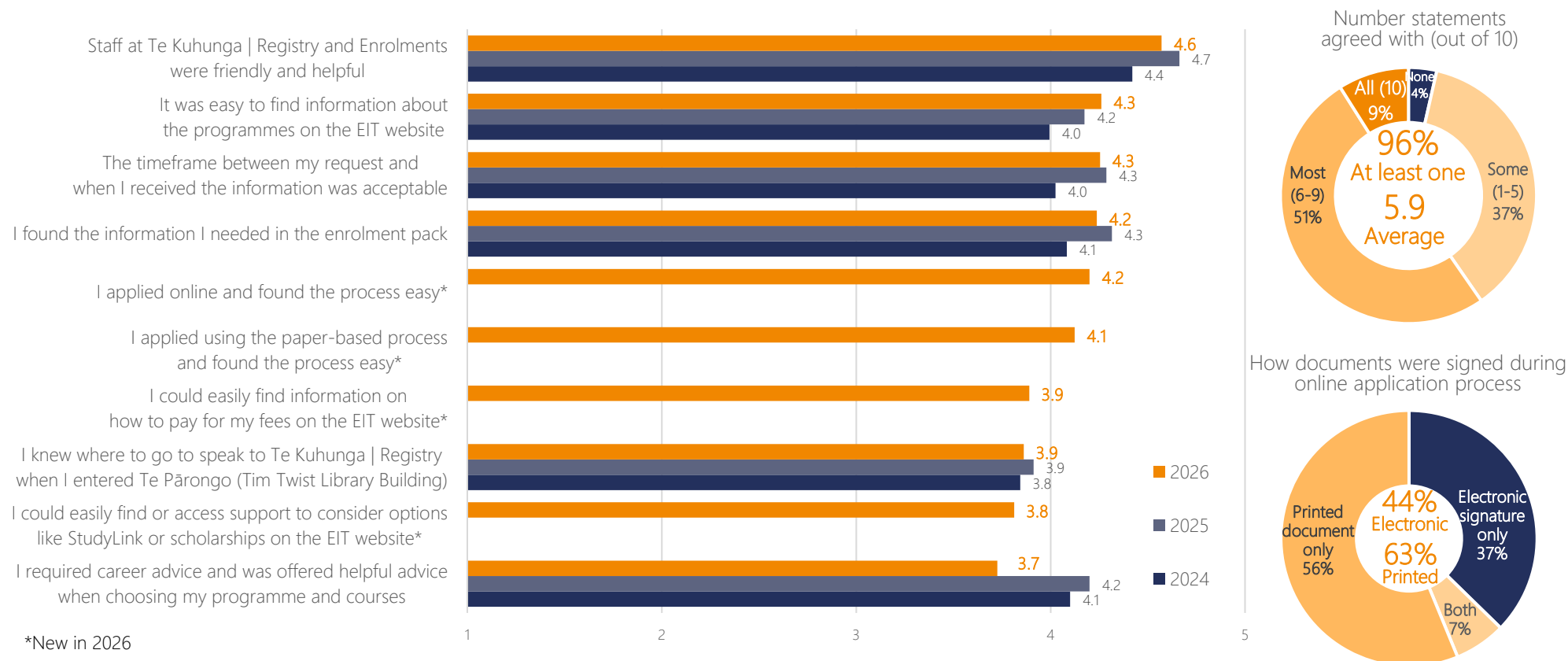


- Overall, students typically expressed positive sentiment for EIT facilities, with over half (56%) giving positive responses for most (3+) statements and 1-in-4 (28%) positive about all four – with 70% average positivity across statements.
- The vast majority of students (85%) were satisfied with the provision of study spaces and felt these supported their learning. Much lower but nevertheless noteworthy proportions of students felt that facilities did not meet their expectations (22%) or indicated some facilities were unavailable (21%).
- Sentiment for facilities was positive across campus locations, although higher for Hawke's Bay than for regional centres (32% vs 21% rated all statements positively). Regional centre students were more likely to agree that facilities did not meet their expectations (32%) or were unavailable (29%), but were otherwise generally positive about spaces supporting learning (76%).
- Despite lower relevance overall, online students were nevertheless positive about the facilities they had accessed or were aware of.

% Positive sentiment by campus	Generally pleased with study space provision (% agree)	Facilities at EIT support my learning (% agree)	Some campus facilities are unavailable (% disagree)	Type of spaces do not meet expectations (% disagree)	Num. statements with positive sentiment (out of 4)	% Positive sentiment for ALL statements
Total	85%	85%	48%	62%	2.5	28%
EIT Hawke's Bay	88%	88%	50%	64%	2.8	32%
EIT Tairāwhiti	83%	84%	52%	70%	2.6	29%
EIT Regional Centres	76%	76%	44%	52%	2.2	21%
Online	86%	79%	30%	55%	1.3	8%

BEFORE ENROLMENT

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

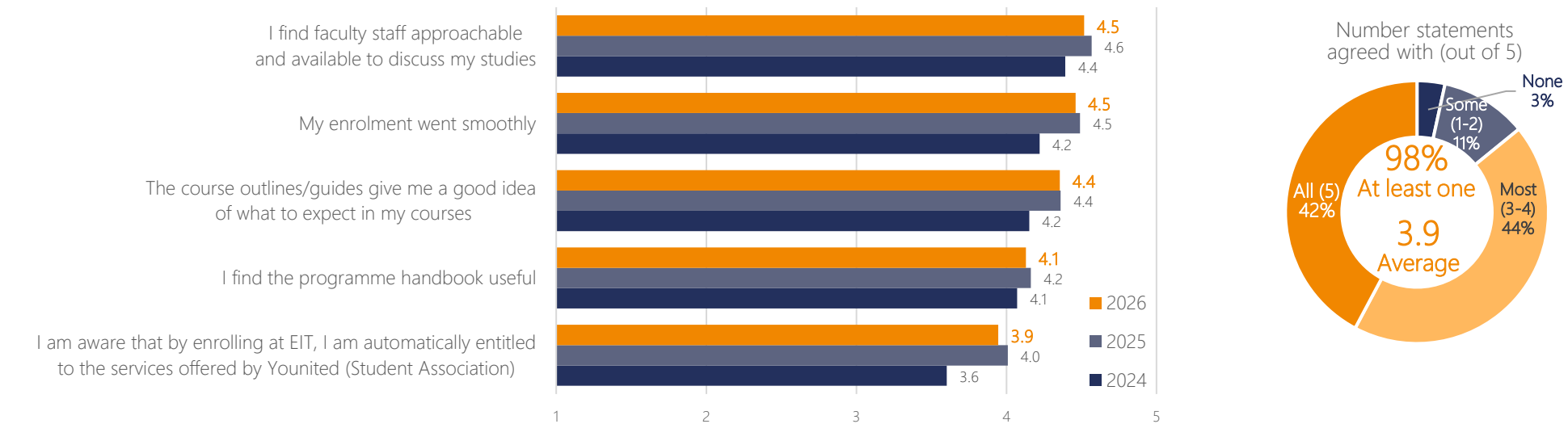


- Overall, students remained very satisfied with their pre-enrolment experience, with 60% agreeing with most (6 or more) statements and 1-in-10 (9%) agreeing with all ten of these – with 74% satisfaction (average 4.1 ratings out of 5) across statements. High satisfaction has been consistent over time since 2017, despite the inclusion of new attributes in 2026.
- In 2026, satisfaction remained highest for Registry/enrolment, EIT website and enrolment pack information, and request response timeframes. Both online and paper-based application processes were rated highly on average.
- Provision of career advice rated lowest on average, although this was driven largely by neutral responses (31%) indicating lack of relevance, rather than outright disagreement (13%); over half of students (56%) rated this positively.

Average agreement by campus (ratings out of 5)	Total	EIT Hawke's Bay	EIT Tairāwhiti	EIT Regional Centres	Online
Num. statements agreed with (average out of 10)	5.9	6.2	5.6	5.3	5.7
% Agreed with MOST statements (6 or more)	60%	64%	54%	49%	62%
Staff friendly and helpful	4.6	4.6	4.3	4.5	4.6
Easy to find information on website	4.3	4.3	4.2	4.2	4.2
Information request timeframe was acceptable	4.3	4.3	4.0	4.4	4.5
Online application process easy	4.2	4.3	4.0	4.1	4.3
Found information in enrolment pack	4.2	4.3	4.2	4.2	4.2
Paper-based application process easy	4.1	4.1	4.1	4.2	3.9
Knew where to go to speak to Registry	3.9	3.9	3.5	3.8	3.9
Easy to find payment information on website	3.9	3.9	3.8	3.9	3.9
Found support options on website	3.8	3.9	3.6	3.8	4.0
Offered helpful career advice	3.7	3.7	3.6	4.0	4.0

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.

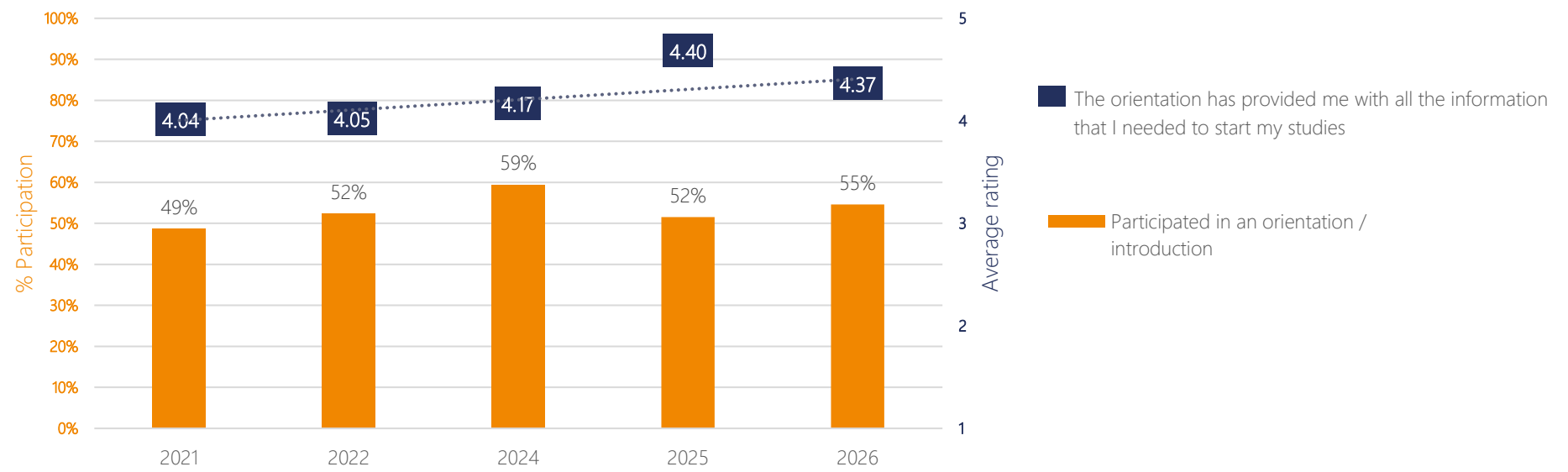


- Students continued to rate their post-enrolment experience very positively; in 2026, 2-in-5 (42%) agreed with all five statements (3.9 on average) – with 80% satisfaction overall across statements (average ratings 4.3 out of 5). Satisfaction across all measures was on par with 2025, and above 2022 levels.
 - Agreement remained highest for staff approachability (4.5) and smooth enrolment processes (4.5), maintaining higher levels than previous years.
- Awareness of automatic membership in Younited remained lowest ranked (4.0 average, 69% aware), though on par with 2025. Awareness is consistently higher for those attending orientation (76% vs 59% with no orientation in 2026), and lowest among online students (50%).
 - Satisfaction in 2026 was similar across campuses. However, students classified as Promoters, or who report high levels of support usage, typically reported greater positivity across the enrolment process.

Average agreement by campus (out of 5)	Enrolment went smoothly	Programme handbook useful	Course guides outline expectations	Faculty staff approachable	Younited membership	Num. statements agreed with (out of 5)	% Agreed with ALL statements
Total	4.5	4.1	4.4	4.5	3.9	3.9	42%
EIT Hawke's Bay	4.4	4.1	4.4	4.6	4.0	3.9	45%
EIT Tairāwhiti	4.4	4.1	4.3	4.4	4.0	3.9	43%
EIT Regional Centres	4.6	4.2	4.4	4.4	3.8	3.7	36%
Online	4.5	4.3	4.3	4.6	3.4	3.7	36%

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.

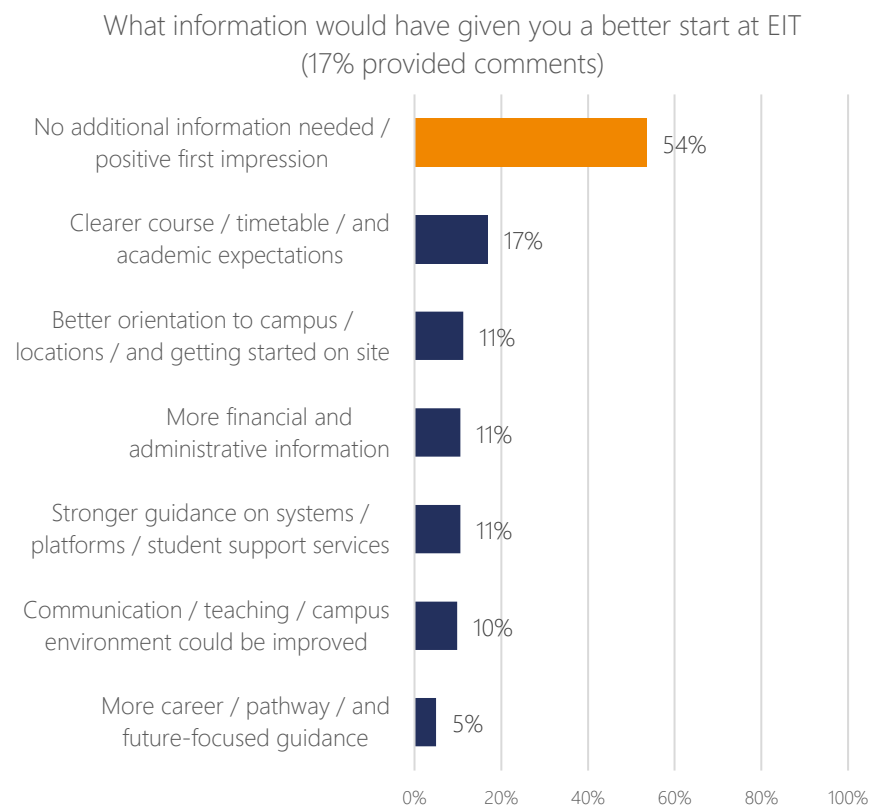
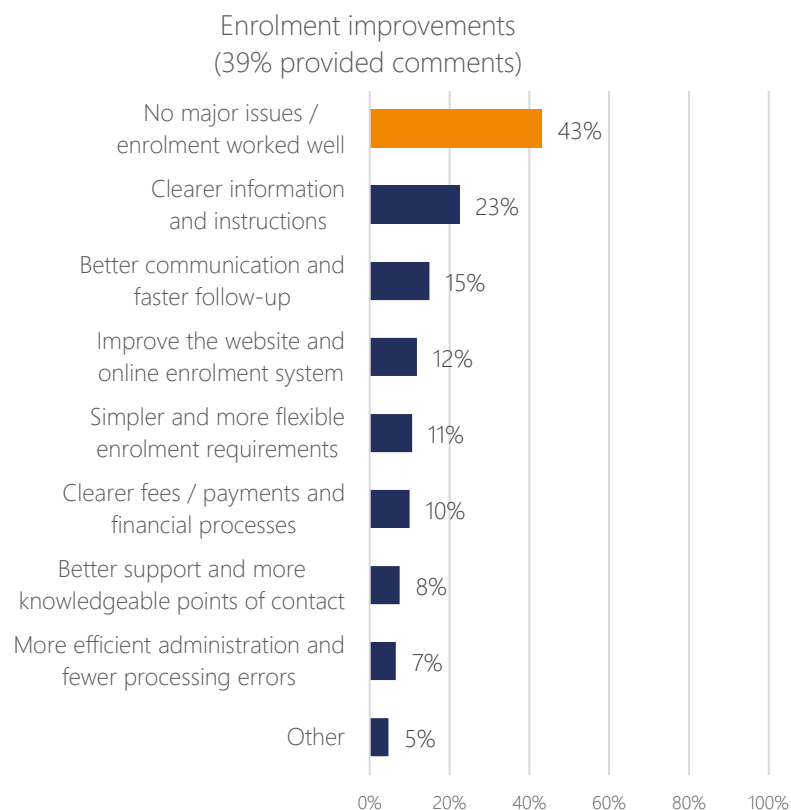


- In 2026, over half of students (55%) reported participating in an orientation or introduction at EIT - similar to previous years but below the peak of 2024 (59%). Among those attending orientation, satisfaction has trended upwards over time, with high agreement in 2026 that orientation provided all necessary information for students to start their studies (87%, average 4.4 out of 5).
- Orientation was more likely for full-time students (69% vs 29% part-time).
- Participation remained higher in Hawke’s Bay (60%) and Tairāwhiti (58%), despite consistently high satisfaction across campus locations.
- Attendance was notably lower for domestic students (52% vs 95% international students), returning students (46% vs 64% first time enrolled), Māori (50% vs 75% Pacific & 77% Asian), Te Ūranga Waka (18%), Primary Industries (41%) and ideaschool (49%) students.

Participation by campus	Participated in an orientation / introduction	Provided me with all the information that I needed to start my studies (average out of 5)	Provided me with all the information that I needed to start my studies (% agree)
Total	55%	4.4	87%
EIT Hawke’s Bay	60%	4.4	88%
EIT Tairāwhiti	58%	4.3	86%
EIT Regional Centres	45%	4.3	86%
Online	26%	4.0	69%

ENROLMENT & ORIENTATION IMPROVEMENTS

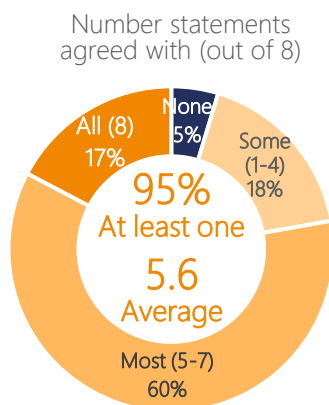
All students were asked a range of questions about potential improvements for enrolment and information provision at orientation. Open-ended comments coded into common themes. Totals may exceed 100% owing to multiple responses from some respondents.



- Given their general positivity, the majority of students provided no suggestions for improvements across either enrolment or orientation.
- Clarity and communication were the main highlighted improvement areas. Students most commonly want clearer information, instructions, and expectations, alongside better communication and follow-up during enrolment and orientation.
- Operational and support gaps remain secondary: Smaller but notable proportions of students highlighted issues with systems, administration, financial information, and on-campus orientation, suggesting opportunities to refine processes and support touchpoints.

FIRST WEEKS OVERALL

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



I find staff at EIT to be helpful and friendly

I am satisfied with what I am studying this year

I received sufficient guidance in the first few weeks to make a good start

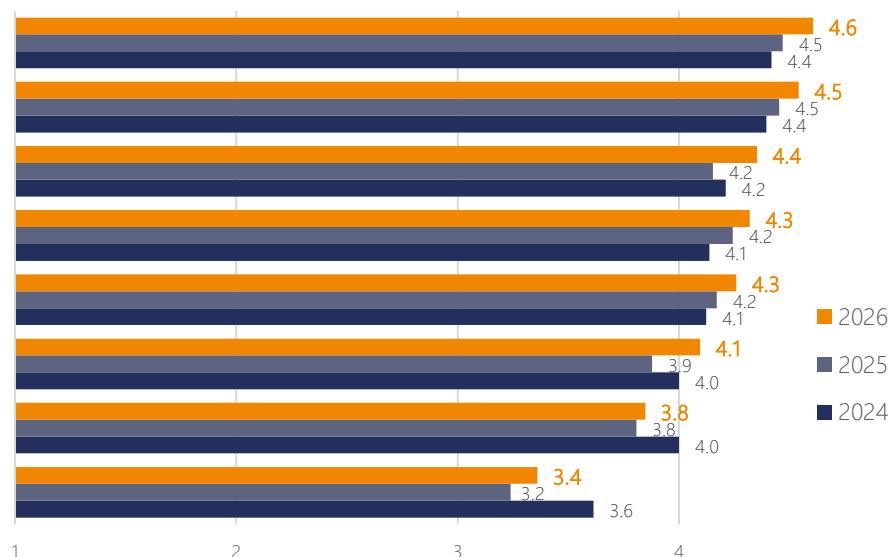
The physical facilities are helpful to support my learning

I can say that EIT as an institution has lived up to my expectations so far

My timetable is easy to access and use

Textbooks for programmes are easy to obtain

I have attended an orientation event hosted by Younited (Students' Orientation)

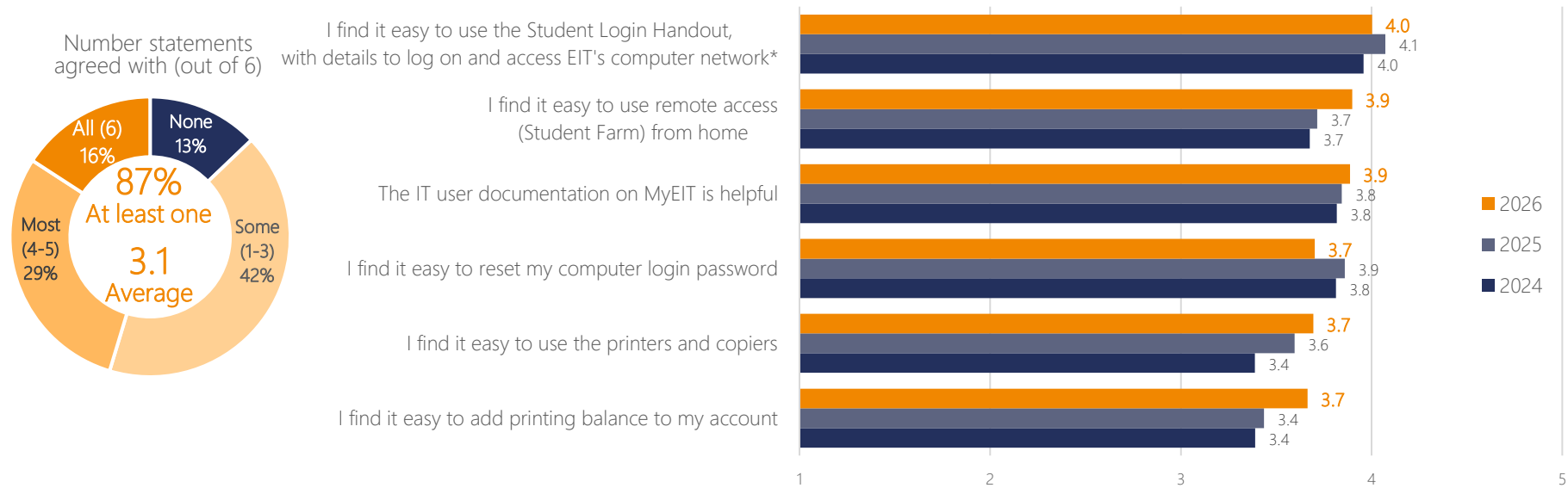


- Overall, students' first weeks at EIT were rated highly positive, achieving new peaks in 2026. 2-in-3 students (77%) agreed with most (5+) and 1-in-6 (17%) all statements (average 5.6 of 8) - with 78% average satisfaction across statements (average rating 4.2 of 5).
- Staff and general satisfaction with study programmes remained the most positively rated attributes across the whole survey, with some gains in 2026. Timetables, textbooks and Younited orientation remained lower.
- Hawke's Bay and Tairāwhiti students reported the most positive start overall (18% and 21% full agreement), particularly compared to online students (only 4% full agreement, 3.6 attributes on average).
- Students attending orientation were more likely to agree with all attributes (28% vs 4% no orientation), and to report receiving sufficient guidance to make a good start (87% vs 81% no orientation). Students who reported EIT living up to their expectations, and those identified as Promoters or high support users, all reported greater satisfaction with their first weeks experiences overall.

Average agreement by campus	Staff helpful	Satisfied with what studying	Sufficient guidance	Physical facilities	EIT lived up to expectations	Timetable easy to use	Textbooks easy to obtain	Attended Younited Orientation	Num. statements agreed with (out of 8)	% Agreed with ALL statements
Total	4.6	4.5	4.4	4.3	4.3	4.1	3.8	3.4	5.6	17%
EIT Hawke's Bay	4.6	4.6	4.4	4.3	4.3	4.1	3.8	3.4	5.8	18%
EIT Tairāwhiti	4.5	4.4	4.3	4.4	4.1	4.1	4.0	3.2	5.8	21%
EIT Regional Centres	4.5	4.6	4.4	4.2	4.2	4.1	4.0	3.7	5.2	15%
Online	4.6	4.5	4.2	4.3	4.2	4.2	3.8	1.6	4.3	4%

IT SERVICES

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

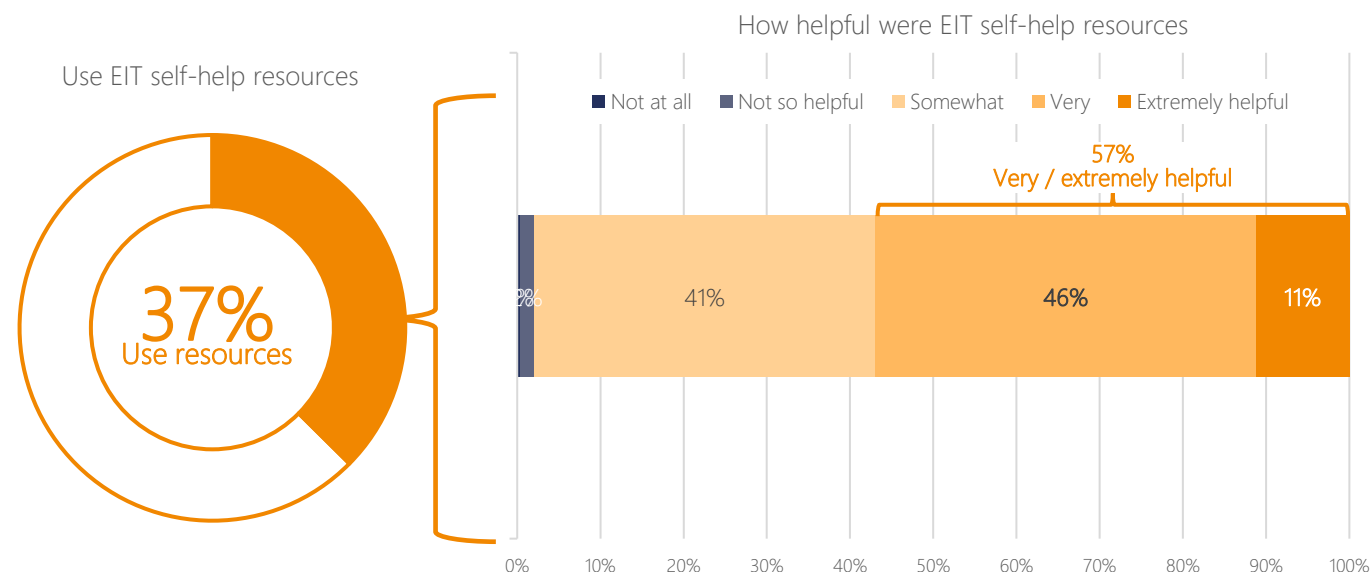


- IT services were again rated the lowest of all survey areas in 2026, reflecting some underlying issues. While most students (87%) agreed with at least one statement, just 16% agreed with all (3.1 average out of 6), and 1-in-10 (13%) agreed with none. Nevertheless, some gains were made. Satisfaction was 64% across statements (58% in 2025), average 3.81 rating out of 5 (3.75 in 2025).
- Slight improvements were noted across attributes, including Student Farm remote access, printer/copier use, and ease of adding printing balance.
- Ease of using login details (4.0) was again the highest rated attribute (the only one scoring at least 4 on average), although issues with printing persisted. Attending orientation continued to see a positive benefit for IT service experiences, especially login and printing usage.
- Online students continued to report slightly higher satisfaction for Student Farm remote access and documentation on MyEIT. Te Ūranga Waka and Education and Social Sciences students were least satisfied overall in 2026.

Average agreement by campus (out of 5)	Student Login handbook	Student Farm	IT user documentation	Resetting computer login	Printers and copiers	Printing balance	Num. statements agreed with (out of 6)	% Agreed with ALL statements
Total	4.0	3.9	3.9	3.7	3.7	3.7	3.1	16%
EIT Hawke's Bay	4.0	3.9	3.9	3.6	3.7	3.7	3.1	16%
EIT Tairāwhiti	4.0	3.9	4.0	3.8	3.9	3.8	3.4	22%
EIT Regional Centres	4.0	3.8	3.9	3.8	3.5	3.5	2.9	12%
Online	3.8	4.1	3.9	3.9	3.8	3.4	2.8	10%

EIT SELF-HELP RESOURCES (NEW IN 2026)

All students were asked to indicate if they had used any EIT self-help resources (videos, guides, FAQs, etc), with users rating the helpfulness of resources.

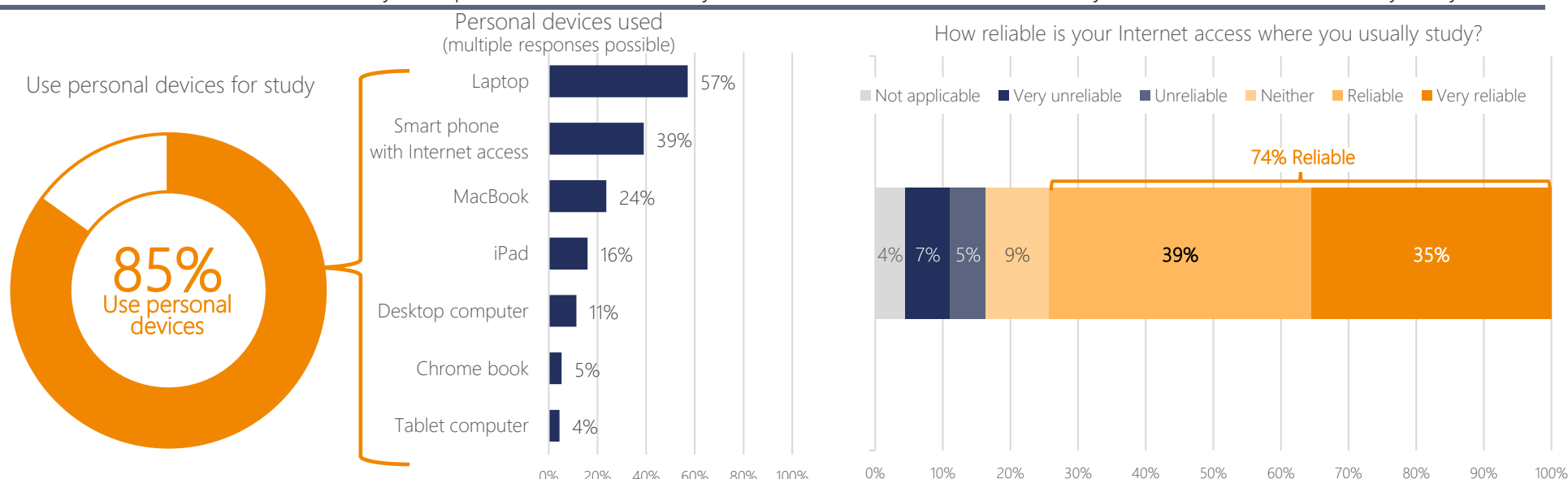


- Overall, just over 1-in-3 students (37%) in 2026 reported using any of the self-help resources, indicating room to increase awareness and usage.
- Of those who used these resources, a majority (57%) found the resources very or extremely helpful, with few reporting negative experiences.
- Usage was similar across campus locations (below 40%), although higher among online students (almost half, 47%). However, Hawke's Bay students were most likely to rate the resources as highly helpful (63%). Perceived helpfulness was slightly lower for regional centre students (41%).
- Resource access was also higher for full-time students (41% vs 31% part-time), international students (68% vs 35% domestic), and those who attended orientation (45% vs 28% no orientation). Lower access was noted for both Māori and NZ European students (30% & 33% respectively), especially compared to Asian students (63%).
- Users who attended orientation were also more likely to find these resources very helpful (62% vs 48% no orientation), as were Promoters (73% vs 24% Detractors). Satisfaction levels were similar across schools.

Results by campus	Use resources	% Very / extremely useful
Total	37%	57%
EIT Hawke's Bay	38%	63%
EIT Tairāwhiti	34%	51%
EIT Regional Centres	32%	41%
Online	47%	46%

PERSONAL DEVICE USE & INTERNET ACCESS (NEW IN 2026)

All students were asked to indicate if they used personal devices for study, what devices were used, and reliability of Internet access where they study.

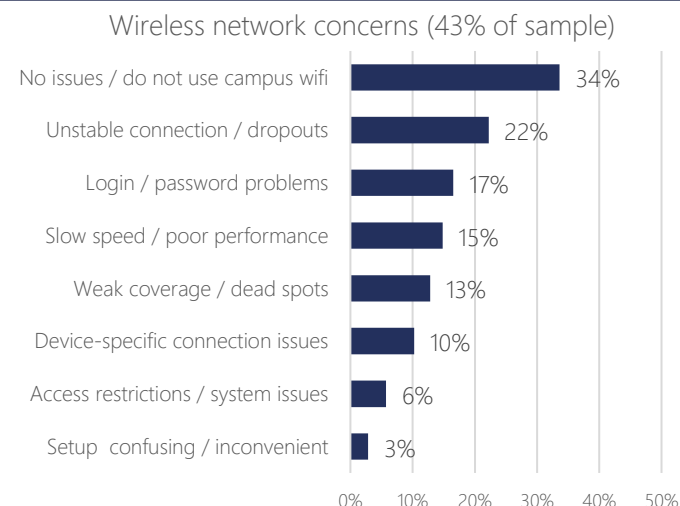


- Personal device usage is widespread: 85% of students use personal devices for study, led by laptops (57%) and smartphones (39%).
- Internet access is generally reliable for study purposes. 3-in-4 students (74%) reported reliable or very reliable internet, though a notable minority experience some level of unreliability.
- Campus differences are evident, with online students reporting the highest device usage (92%) and internet reliability (85%), while regional centres lag, particularly on Internet reliability (63%).
- Device usage across schools reflects the nature of programmes to some degree, with higher usage for Nursing (93%), Education and Social Sciences (92%) and Business (90%), compared to Health and Sport Science (72%), Te Ūranga Waka (76%), and Trades and Technology (78%); with lower usage also among Māori generally (79%).
- Possibly reflecting location-related differences, Internet reliability was rated lower by Te Ūranga Waka (60%) and Health and Sport Science (67%) students.

Results by campus	Use personal devices	% Reliable / Very reliable Internet access
Total	85%	74%
EIT Hawke's Bay	89%	76%
EIT Tairāwhiti	80%	76%
EIT Regional Centres	72%	63%
Online	92%	85%

EIT WIRELESS NETWORK

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

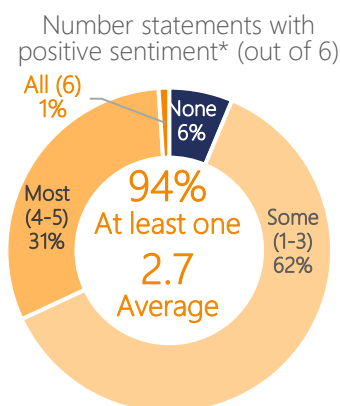


- 2026 saw an upswing in use of EIT's wireless network, with 4-in-5 students (78%) reporting they had logged into this using their own device – up from around 2-in-3 students previously. Satisfaction with ease of connection held steady (at 3.9 out of 5), while ratings of campus-wide coverage also increased (to 3.86), particularly compared to the low score recorded in 2025.
- Hawke's Bay and Tairāwhiti students remained more likely to use campus Wi-Fi, with both coverage and ease of connection rated similarly across campus location in 2026.
- Wireless access was also higher for full-time students (89% vs. 58% part-time), younger students (85% under 25 vs. 77% 25-49 & 62% 50+ years), and international students (91% vs 77% domestic). Connection was least likely for Primary Industries (62%) and Te Ūranga Waka (55%) students; with the latter rating ease of connection (3.1) lower.
- Students who felt EIT did *not* live up to expectations were more likely to access campus Wi-Fi (92% vs 79% with expectations met), but rated both connection ease (3.1 vs 4.0) and coverage (3.1 vs 4.0) lower.

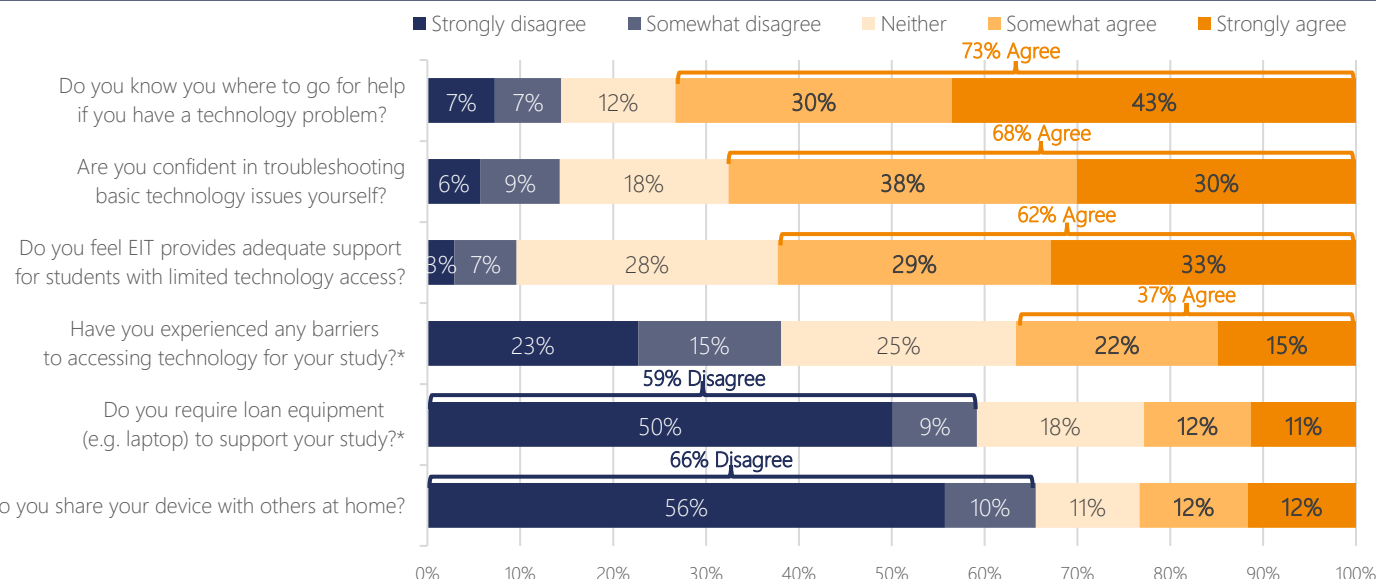
Login by campus	Login into EIT's wireless network using your own device	I am easily able to connect to the wireless network on campus using my own device	The wireless network covers the campus well
Total	78%	3.9	3.9
EIT Hawke's Bay	85%	3.9	3.8
EIT Tairāwhiti	83%	3.9	4.2
EIT Regional Centres	62%	3.7	3.7
Online	45%	3.8	4.6

TECHNOLOGY SUPPORT SERVICES (NEW IN 2026)

All students were asked to indicate the extent to which they agreed or disagreed with six statements regarding technology needs and usage support.



*Negatively phrased statements were reverse-coded from agree-to-disagree for aggregating into 'Positive sentiment' summary variables (where 'disagree' ratings were more positive responses)

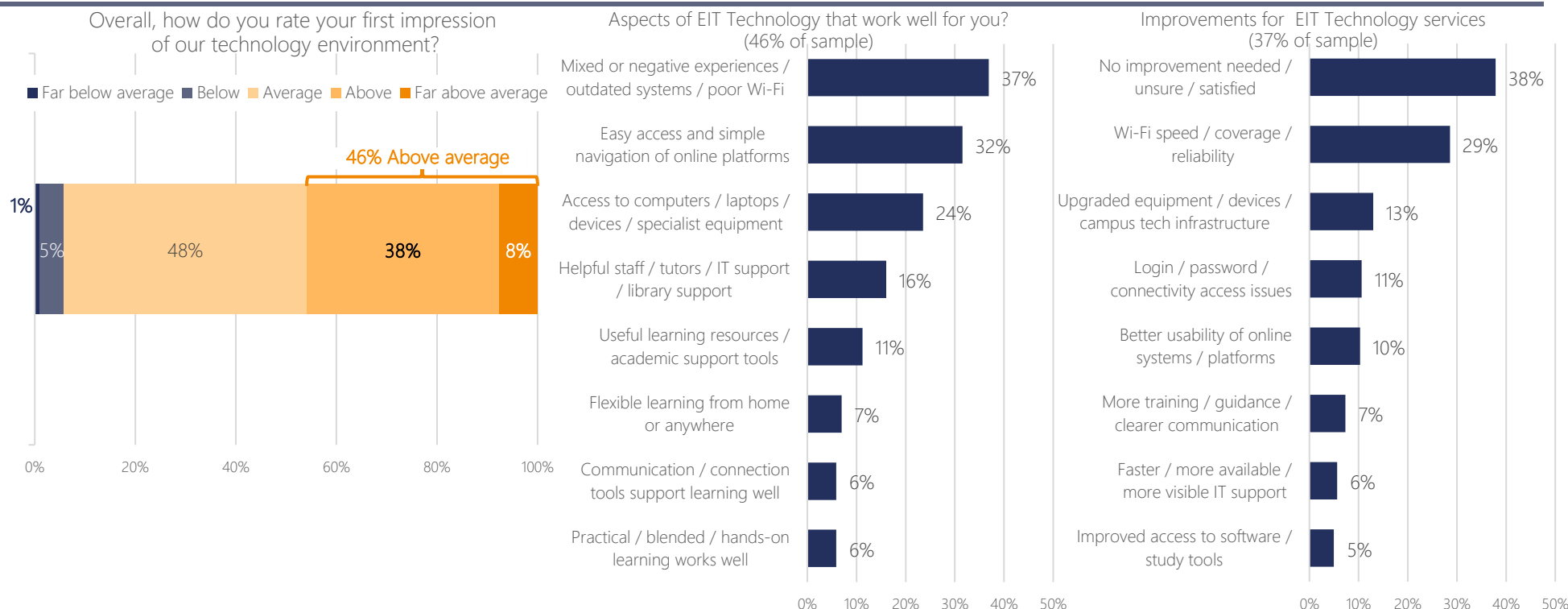


- Overall, students expressed moderately positive sentiment for technology support, though personal needs varied. Among those for whom any tech support was applicable, almost all (94%) gave positive responses for at least one attribute (2.7 average of six), and 1-in-3 (32%) for most (4-6) statements – with 61% average positivity across statements (average rating 3.1 out of 5).
- Most students knew where to seek tech support (73%), felt confident with their own basic troubleshooting (68%), and felt support was adequate (62%).
- The majority of students did not share their devices with others at home (66%) nor require loan equipment for study (59%). However, while 2-in-5 did not experience barriers accessing tech for study purposes (38%), a similar proportion (37%) reported some barriers in this regard.
- Overall positivity was highest for Hawke's Bay students, but lower for regional and online students. Regional centre students were more likely to report experiencing access barriers and sharing devices, but less access support.

% Agree by campus	Know where to go for help	Confident troubleshooting	Adequate support for limited access	Experienced access barriers	Share devices with others	Require loan equipment	Num. statements with positive sentiment (out of 6)	% Positive sentiment for Most/All statements
Total	73%	68%	62%	37%	23%	23%	2.7	32%
EIT Hawke's Bay	77%	68%	66%	36%	21%	22%	2.9	37%
EIT Tairāwhiti	68%	62%	60%	33%	27%	28%	2.7	30%
EIT Regional Centres	71%	68%	53%	46%	30%	28%	2.4	19%
Online	60%	72%	50%	27%	23%	9%	2.2	16%

EIT TECHNOLOGY ENVIRONMENT OVERALL (NEW IN 2026)

All students were asked to rate their impression of EIT's technology environment overall, and invited to suggest what worked well or could be improved.

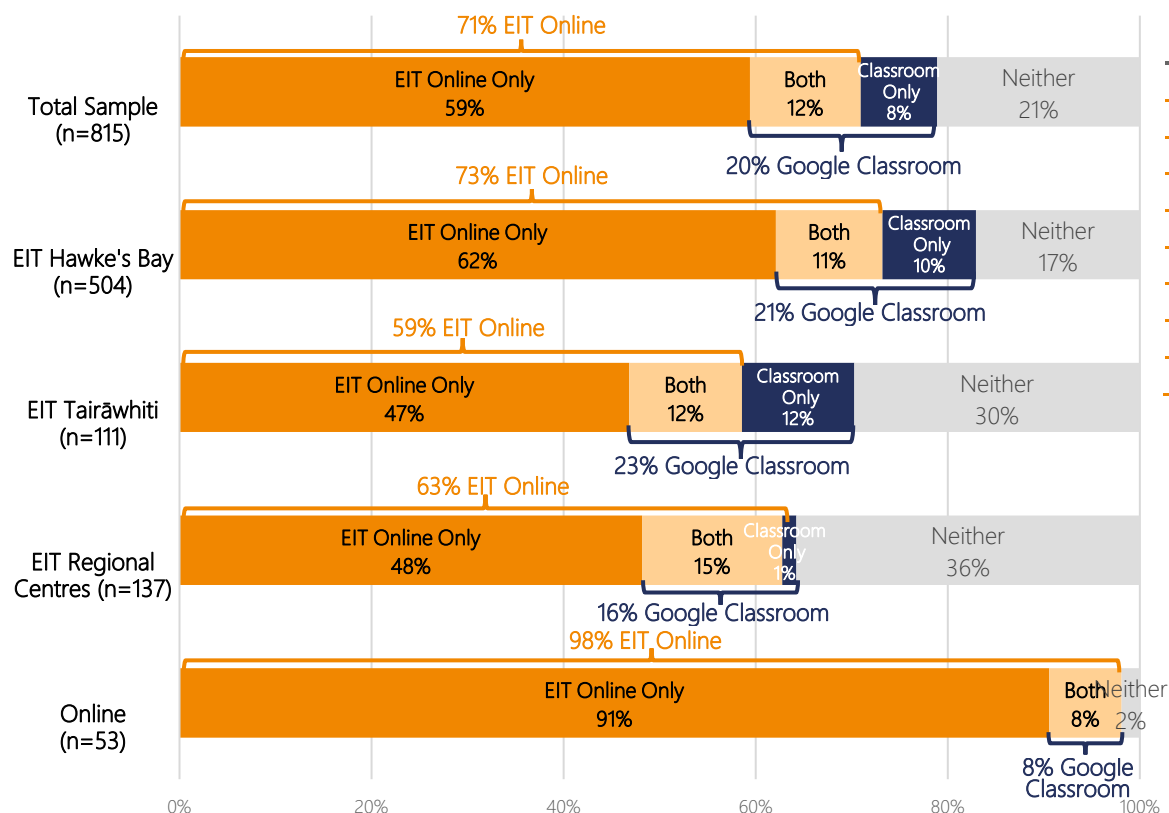


- Students expressed moderate satisfaction with EIT's technology environment overall, with almost half (46%) rating this 'above average' to some degree – though just 1-in-10 (8%) felt this was 'far above average'. While few rated this below average, half of students (48%) felt tech provision was just 'average'.
- 'Above average' ratings were more likely for students who attended orientation (50% vs 42% no orientation); but lower for those who felt EIT did *not* live up to expectations (16% vs 52% with expectations met), or who reported using no or 'low' levels of support services (32% & 42% vs 55% using 'high' levels of support).
- Asked to indicate which aspects of EIT technology worked well, the largest response suggested mixed or negative experiences (37%) – often around outdated IT systems and/or poor Wi-Fi service. Students also highlighted easy platform navigation (32%) and access to devices (24%) as key positives.
- While the bulk of students (38%) suggested no tech-related improvements were needed, connectivity was the primary improvement area: Wi-Fi reliability and speed (29%) stand out as the main opportunity, alongside smaller needs for upgraded equipment, access, and system usability.

ONLINE LEARNING: OVERALL

All students were asked the extent to which their programme included online learning through EIT Online (formerly Moodle) or Google Classrooms.

Use of EIT Online and/or Google Classrooms

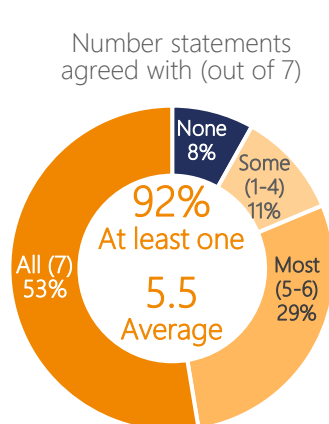


	EIT Online Total	EIT Online Only	Both	Google Only	Google Total	Neither
Business	96%	88%	8%	0%	8%	4%
Education and Social Sciences	87%	84%	2%	2%	4%	11%
Health and Sport Science	77%	62%	15%	1%	16%	22%
ideaschool	31%	2%	29%	53%	82%	16%
Nursing	95%	87%	8%	1%	9%	4%
Primary Industries	79%	66%	13%	2%	15%	20%
Te Ūranga Waka	27%	25%	2%	5%	6%	68%
Trades and Technology	55%	27%	28%	25%	53%	21%
Other	80%	72%	8%	4%	12%	16%

- Overall in 2026, 4-in-5 students (79%) reported some form of online learning in their programme (similar to 75% in 2025) – with EIT Online growing in prevalence (71% vs 62% in 2025) over Google Classrooms (20% vs 27% in 2025). A small proportion reported using both platforms (12%).
- Online learning participation varied widely across campus locations, both overall and for specific platforms. Online students reported the highest usage overall (98% vs 78% on campus), primarily for EIT Online (98%)
- On-campus usage remained higher in Hawke's Bay overall (83%), mainly for EIT Online (73%) – with 1-in-5 (21%) using Google Classroom. Regional centre students reported the lowest usage overall (64%), with 63% using EIT Online.
- Overall usage varied widely across schools – highest for Nursing (96%), Business (96%) and Education and Social Sciences (89%), but significantly lower for Te Ūranga Waka (32%). EIT Online was most prevalent across schools, except for Google Classroom use in ideaschool (82%), and an even split for Trades and Technology (55% EIT Online, 53% Google Classroom).

ONLINE LEARNING: EIT ONLINE

All students were asked if their programme included EIT Online (previously Moodle). Students who indicated 'Yes' were asked to what extent they agreed or disagreed with statements related to EIT Online.



I find it easy to access my courses in EITOnline

I feel that the online content is relevant to my course

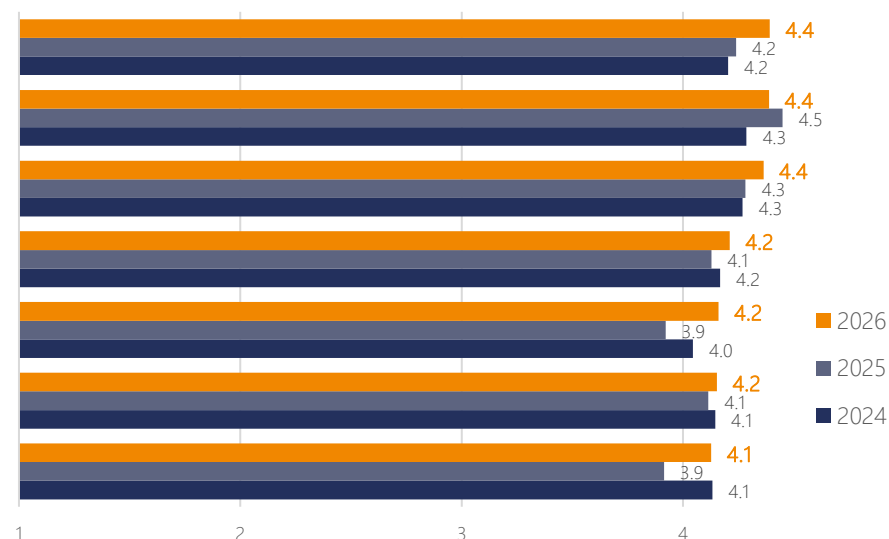
I am participating in the online activities for my courses

The expectations of my EITOnline learning activities are clear to me

I know how to get support for using my EITOnline courses

I find the content in my EITOnline courses is easy to navigate

I find that engaging in the online learning activities enhances my learning

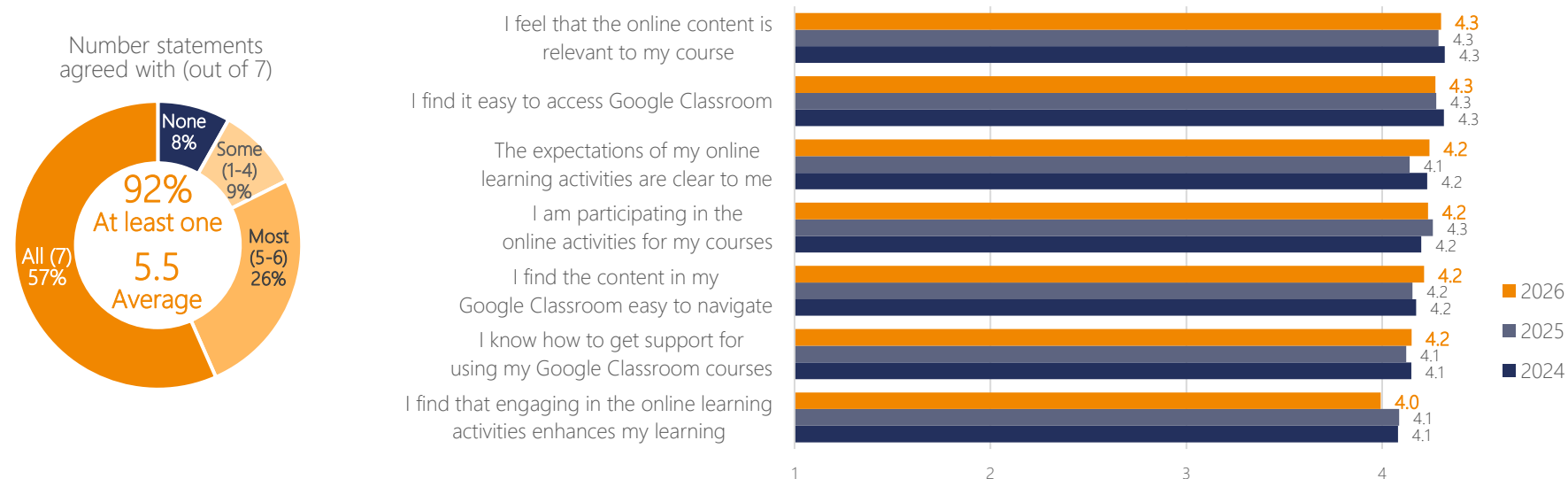


- Among the 71% of students using EIT Online, satisfaction remained high – with half (53%) agreeing with all attributes (5.5 average out of 7 statements), and satisfaction at 82% across statements (average rating 4.3 out of 5).
- In 2026, all statements were positively rated 4 or higher on average, with ease of access, relevance and personal participation scoring highest. Content navigation and learning enhancement remained lowest.
- Overall sentiment was most positive among high user Online students (65% agreeing with all statements vs 51% on campus). Specific statement agreement was similar across locations.
- Higher agreement was noted among international students, those who felt their expectations had been met, and students accessing higher levels of support services. Te Ūranga Waka students were least satisfied overall.

Average agreement by campus (out of 5)	Easy to access	Content relevance	Online activities participation	Expectations are clear to me	I know how to get support	Content easy to navigate	Enhances my learning	Num. statements agreed with (out of 7)	% Agreed with ALL statements
Total	4.4	4.4	4.4	4.2	4.2	4.2	4.1	5.5	53%
EIT Hawke's Bay	4.4	4.4	4.4	4.2	4.2	4.2	4.1	5.5	53%
EIT Tairāwhiti	4.4	4.3	4.4	4.3	4.1	4.2	4.1	5.4	51%
EIT Regional Centres	4.3	4.3	4.3	4.2	4.2	4.2	4.2	5.0	47%
Online	4.5	4.5	4.6	4.3	4.3	4.2	4.3	6.2	65%

ONLINE LEARNING: GOOGLE CLASSROOM

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

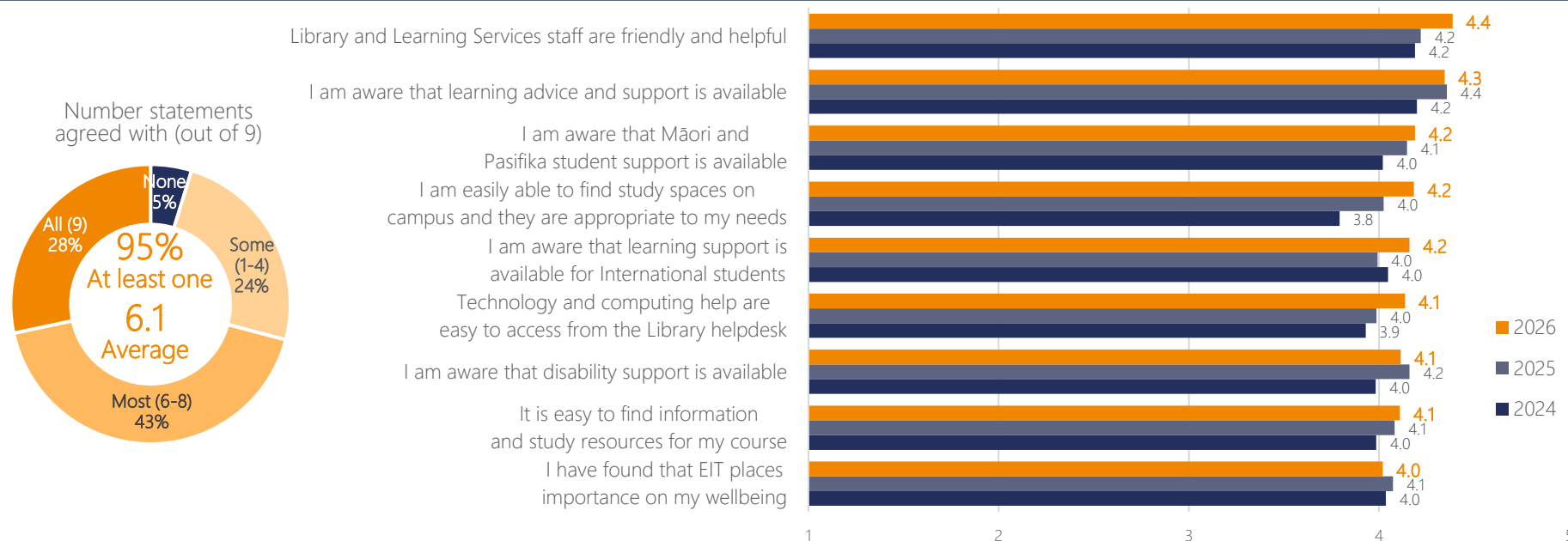


- Google Classroom usage decreased in 2026 (20% overall), though satisfaction remained high among users of this platform - over half (57%) agreed with all seven attributes (5.5 average), with satisfaction at 77% average across statements (average rating 4.2 out of 5). Nevertheless, almost 1-in-10 (8%) agreed with none of these statements.
- Average ratings remained consistent over time. Relevance and ease of access ranked highest, though all attributes scored 4 or higher on average.
- Regional centre students were most positive overall in 2026 (77% agreed with all attributes) and provided slightly higher ratings.
- Relatively high-use ideaschool and Trades and Technology students were typically satisfied with this platform (57% and 69% agreed with all statements, 84% and 92% average attribute agreement respectively).
- Low user subsamples limited other segment comparisons. However, orientation attendees were more satisfied overall than non-attendees.

Average agreement by campus (out of 5)	Content relevance	Easy to access	Expectations are clear to me	Online activities participation	Content easy to navigate	I know how to get support	Enhances my learning	Num. statements agreed with (out of 7)	% Agreed with ALL statements
Total	4.3	4.3	4.2	4.2	4.2	4.2	4.0	5.5	57%
EIT Hawke's Bay	4.2	4.3	4.2	4.2	4.2	4.1	3.9	5.6	53%
EIT Tairāwhiti	4.5	4.5	4.4	4.4	4.5	4.3	4.2	5.7	62%
EIT Regional centres	4.4	4.3	4.2	4.4	4.4	4.4	4.3	5.8	77%
Online	4.0	3.5	3.8	3.8	3.5	3.8	4.0	3.0	25%

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.

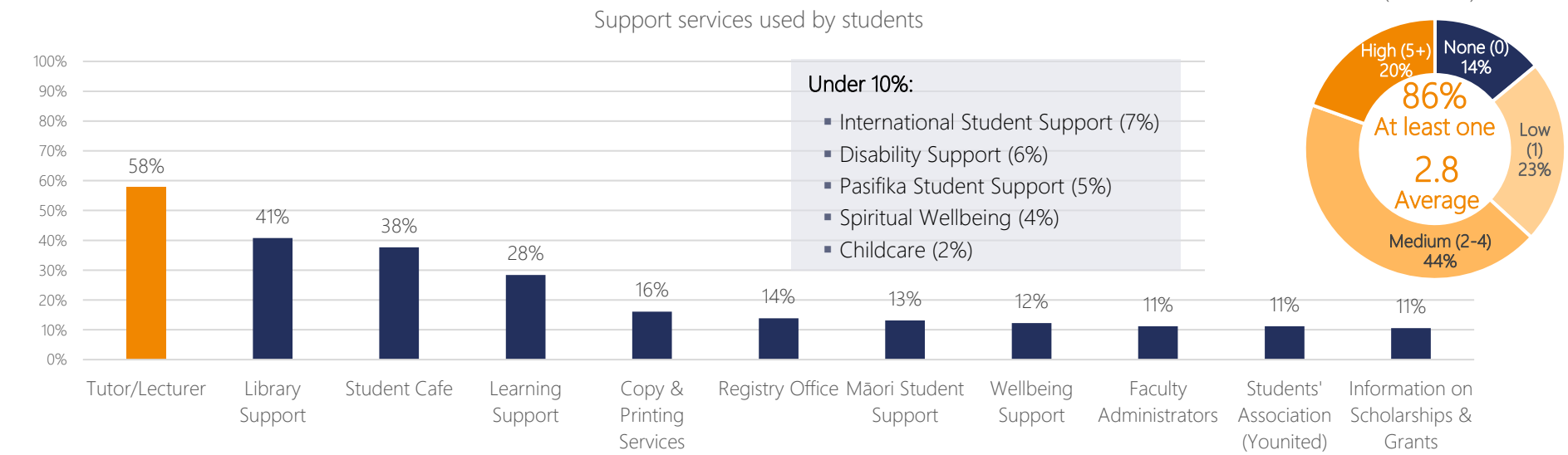


- Satisfaction with Library and Learning Services remained very high in 2026 - with 7-in-10 (71%) agreeing with most (6+) and over 1-in-4 (28%) all statements (average 6.1 of nine), and 80% satisfaction across attributes (average rating 4.2 out of 5). Staff and learning advice/support again ranked highest, though all statements scored closely at 4.0 or higher on average.
- Slight increases were noted for several attributes, especially ease of finding study spaces (4.2 average vs 3.8 in 2024).
- Ratings were typically higher in Hawke's Bay and Tairāwhiti, and lowest for online students (due to lack of on-campus contact); despite generally positive scores across students. Te Ūranga Waka and Primary Industries students provided lower ratings, as did those accessing fewer support services overall.

Average agreement by campus (out of 5)	Staff helpful	Learning advice & support	Māori & Pasifika student support	Study spaces easy to find	International students support	Library helpdesk	Disability support	Finding information & resources	Wellbeing importance	Num. statements agreed with (out of 9)	% Agreed with ALL statements
Total	4.4	4.3	4.2	4.2	4.2	4.1	4.1	4.1	4.0	6.1	28%
EIT Hawke's Bay	4.5	4.4	4.3	4.3	4.3	4.2	4.2	4.1	4.0	6.4	31%
EIT Tairāwhiti	4.4	4.3	4.1	4.2	4.0	4.2	4.1	4.1	4.1	6.4	31%
EIT Regional Centres	4.1	4.2	3.9	3.8	4.0	3.8	3.8	4.1	3.9	5.0	21%
Online	4.3	4.3	3.9	4.0	4.0	4.0	3.9	4.0	3.8	4.9	15%

SUPPORT SERVICES

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

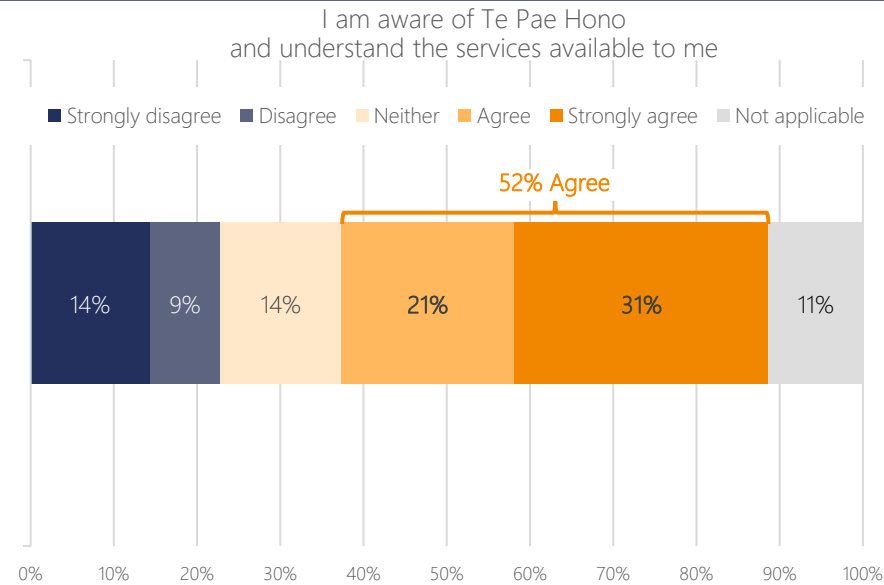


- Students indicated low to moderate use of support services overall, with 86% accessing at least one service (2.8 average out of 16). 1-in-4 were identified as 'low users' (just one service accessed), 2-in-5 as 'moderate' (2-4 services) and 1-in-5 (20%) as 'high users' (5+ services).
- Tutors remained the most recognised support for students in their first few weeks overall. Consistent with recent years, the typical pattern of high ranking library support, café facilities and learning support was evident in 2026.
- Support service use again varied by campus, higher for Hawke's Bay and Tairāwhiti students generally.
- In contrast, Online students were least likely to access any support (32% accessed none) and were otherwise typically low users (also 32%, just 9% high users). Nevertheless, tutors (53%) were an important link for remote students.
- Support access remained higher for full-time students (91% vs 77% part-time).
- 'High' access levels were noted for Māori (21%), Pacific (33%) and Asian (31%) students. 1-in-3 Māori and Pacific students reported using Māori support services; Asian students were highest users of library (68%) and learning support (57%), and international support services (35%). Orientation attendees accessed more support overall (93% vs 77% non-attendees).

Top 5 options by campus	Tutor/ Lecturer	Library Support	Student Cafe	Learning Support	Copy & Printing	% Accessed ANY services	% Low Access (1 service)	% Medium Access (2-4 services)	% High Access (5+ services)	Avg num. services (out of 16)
Total	58%	41%	38%	28%	16%	86%	23%	44%	20%	2.8
EIT Hawke's Bay	60%	47%	47%	27%	18%	88%	20%	48%	21%	3.0
EIT Tairāwhiti	67%	52%	47%	31%	18%	92%	19%	48%	25%	3.4
EIT Regional Centres	45%	20%	7%	32%	10%	80%	33%	34%	13%	2.0
Online	53%	21%	9%	21%	11%	68%	32%	26%	9%	1.7

TE PAE HONO SUPPORT HUB (TARADALE STUDENTS)

EIT Hawke’s Bay students (based at Taradale campus) were asked to indicate their awareness and usage of the Te Pae Hono support hub, and to specify which services they accessed, which best suited their needs, and recommend any areas for improvement.



Accessed services 2026



Accessed services 2025

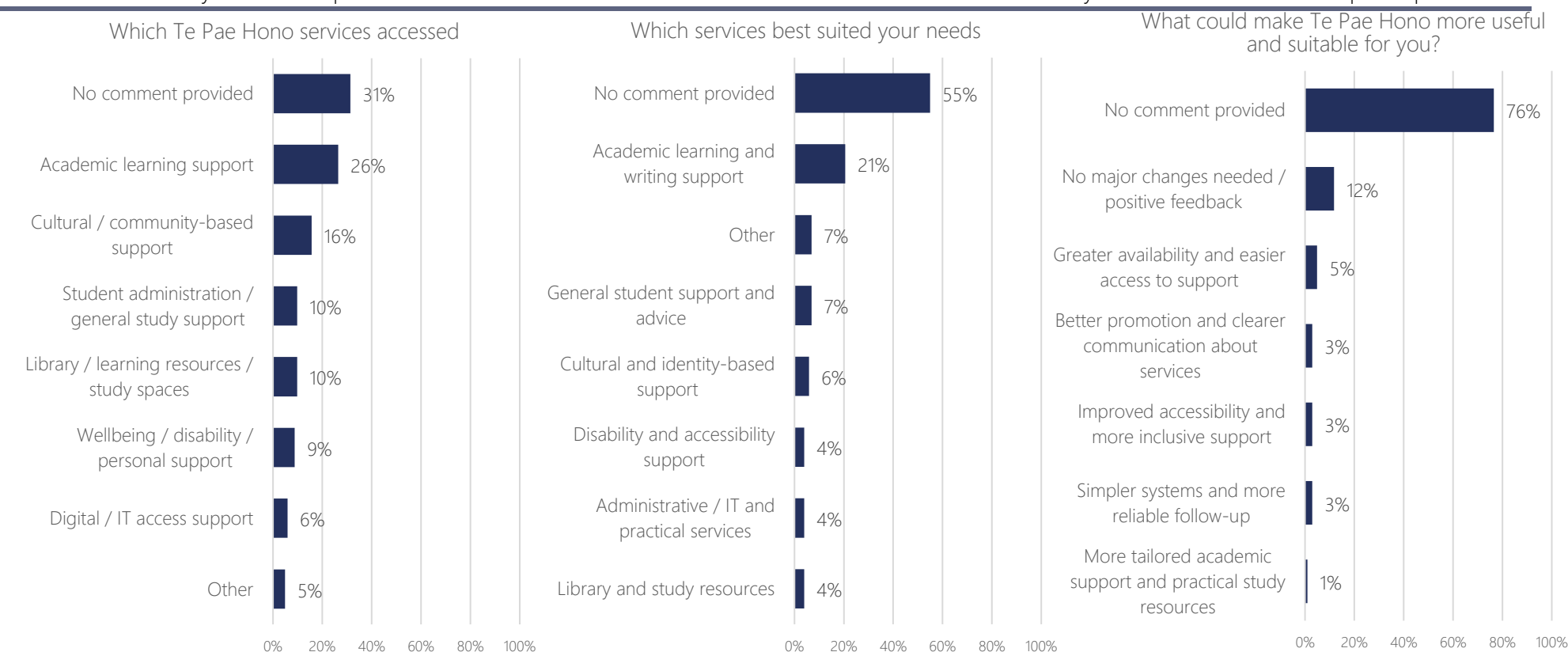


	Aware of services	Accessed services
Māori	63%	25%
NZ European/Pākehā	52%	16%
Pacific people	71%	20%
Asian	63%	26%
Other	50%	18%
Business	60%	25%
Education and Social Sciences	66%	27%
Health and Sport Science	59%	18%
ideaschool	53%	14%
Nursing	61%	35%
Primary Industries	37%	5%
Te Ūranga Waka	56%	9%
Trades and Technology	55%	12%
Other	55%	14%

- Overall in 2026, about half (52%) of Taradale-based students indicated their awareness of Te Pae Hono (62% in 2025). Awareness was higher among full-time students (56% vs 41% part-time), and orientation attendees (63% vs 34% non-attendees).
- Overall, 1-in-5 Taradale-based students (20%) reported accessing Te Pae Hono services in 2026 (no change from 2025).
- Awareness of these services was higher among Māori students (63%), but also high for Pacific (71%) and Asian (63%) students. In addition, Māori had a high rate of reported usage (25% in 2026), as did Asian students (26%). Although just 16% of NZ European/Pākehā students reported accessing these services, this difference was not statistically significant.
- Both awareness and usage of Te Pae Hono varied across schools – highest among Education and Social Sciences (66% aware, 27% usage), Nursing (61% aware, 35% usage), and Business (60% aware, 25% usage) students, but lowest for Primary Industries (37%, 5%). While Te Ūranga Waka students reported high levels of awareness (56%), their usage rate was also relatively low (9%).
- Students who attended orientation events reported both higher awareness and usage of Te Pae Hono (67%, 27%) than non-attendees (42%, 10%).

TE PAE HONO: SERVICE USE & ENHANCEMENT (NEW IN 2026)

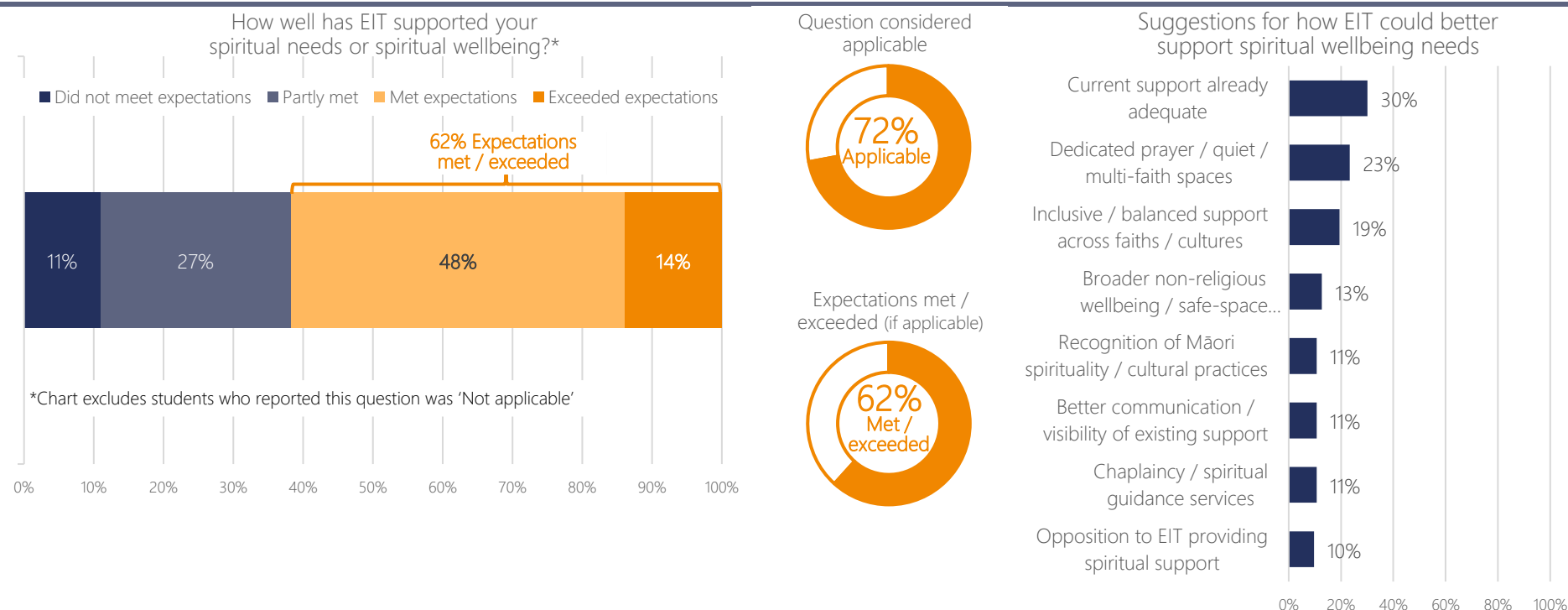
EIT Hawke's Bay students who reported using Te Pae Hono support hub, were asked to specify which services they accessed, which best suited their needs, and recommend any areas for improvement. Common themes were coded from verbatim feedback. Totals may exceed 100% due to multiple responses.



- Across open-ended questions, a high proportion of Te Pae Hono users provided no comment, suggesting either general satisfaction, passive usage or low engagement in feedback.
- Among users, academic learning support is the most accessed service (26%) and most likely to meet needs (21%), reinforcing it as the core strength of Te Pae Hono.
- Service usage beyond academics is fragmented: cultural/community support (16%) and other services have moderate-to-low uptake, used by small proportions (no more than 10%) overall.
- In this context, improvements are incremental rather than fundamental. The low level of specific feedback suggests general satisfaction. Among those providing suggestions, themes focus on better access, communication, and inclusivity, with 1-in-10 indicating no major changes are needed.

SPIRITUAL WELLBEING (OPTIONAL QUESTIONS) (NEW IN 2026)

Students opting to answer spiritual wellbeing related questions were asked to rate how well EIT supported these needs, and how EIT could better support the spiritual wellbeing needs of students.

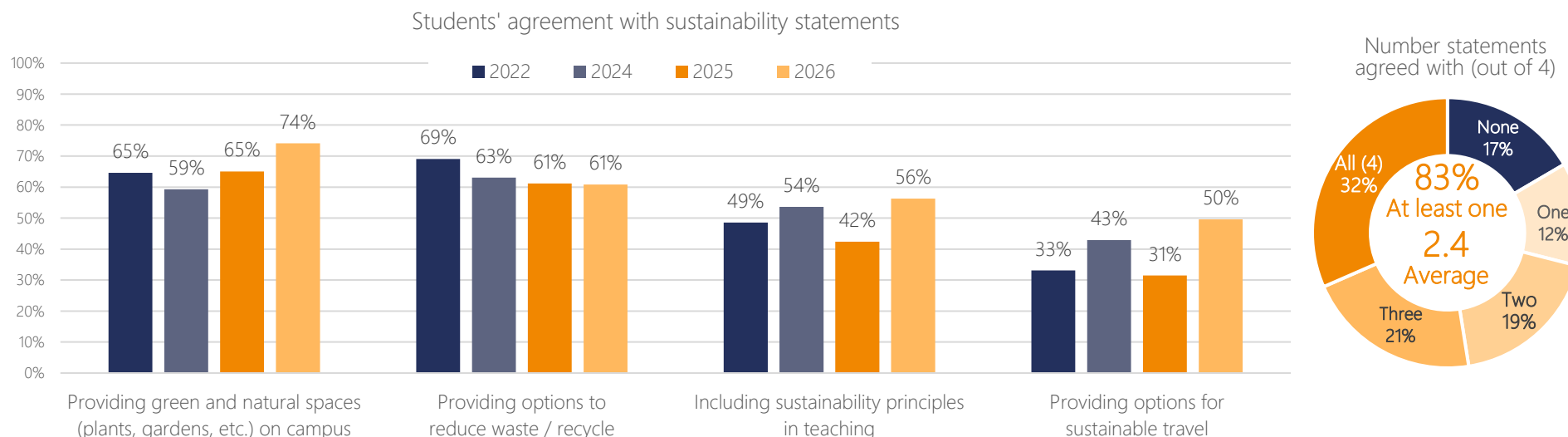


- Spiritual wellbeing support is relevant but not universal. Overall, just 1-in-3 respondents (34%) opted to answer any spiritual wellbeing related questions. Among these students, 72% subsequently considered the expectations rating question applicable, indicating it mattered for a majority, but not all students opting into this survey area.
- Support generally meets the needs of those who believe this is relevant. Among those to whom it applies, 62% indicated expectations were met or exceeded (representing 25% of all respondents), though a notable minority report only partial or unmet support.

- A sizeable proportion of applicable students see current provision of spiritual wellbeing support as sufficient: 1-in-3 (30%) indicate existing support is already adequate, suggesting a baseline level of satisfaction.
- However, opportunities focus on inclusivity and visibility: key improvement areas include dedicated quiet/multi-faith spaces, more inclusive support across cultures, and better awareness and communication of available services.

SUSTAINABILITY

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

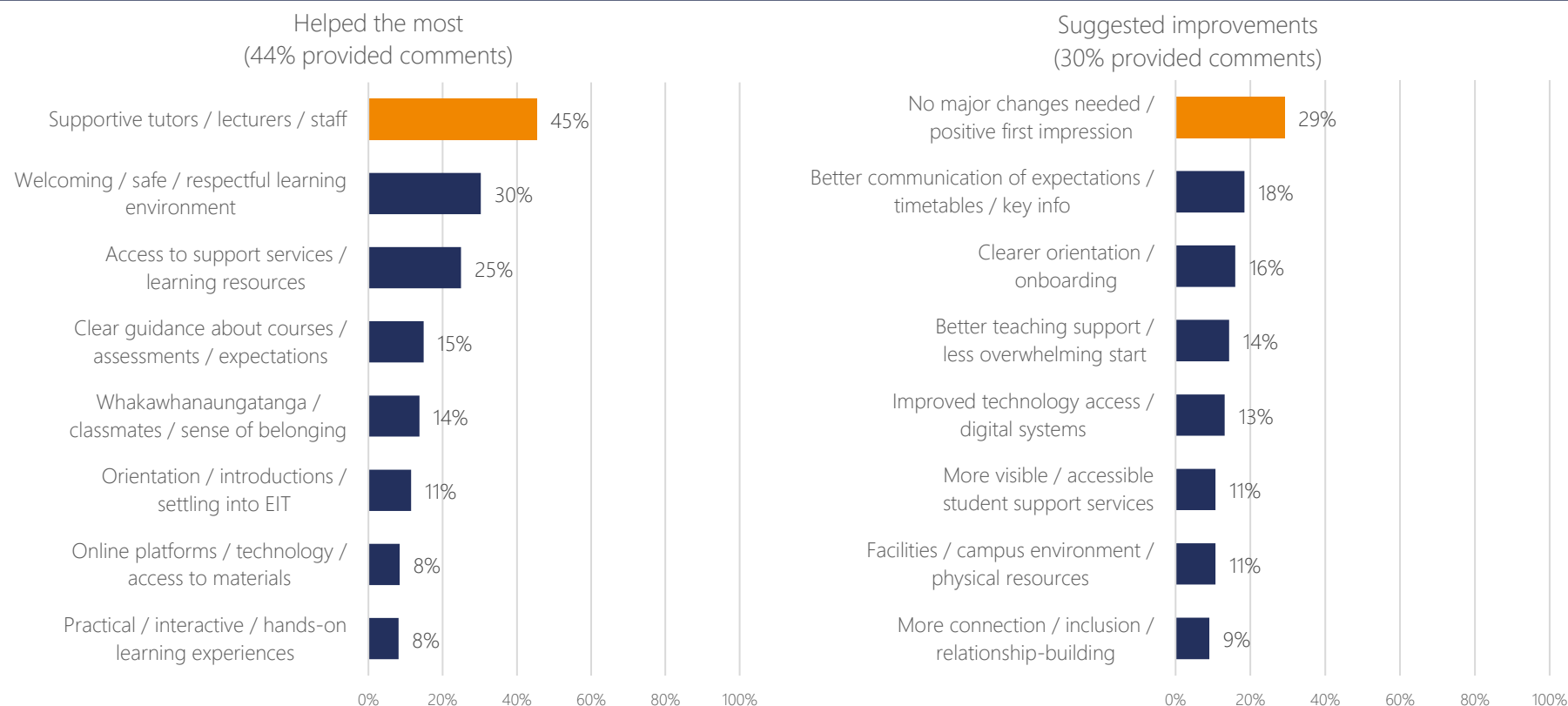


- Reinforcing moderate support for sustainability initiatives overall, 4-in-5 students (83%) agreed with at least one sustainability statement, while 1-in-3 (32%, 24% in 2025) agreed with all four (average 2.4 out of 4). However, almost 1-in-5 (17%) continued to express resistance or uncertainty, agreeing with none of these activities.
- Support varied across specific activities and also over time. Providing green and natural spaces (74%) remained the most recognised activity, seeing some increased support in 2026. Options to reduce waste or recycle (61%) was also backed by more than half of students, but with little change over time.
- The two less popular activities - sustainability principles in teaching (56%) and sustainable travel options (50%) – were nevertheless supported by at least half of students in 2026, with some increase now evident over the last four years.
- EIT Hawke's Bay students remained most aware of sustainability initiatives (2.7 average; 37% agreed with all four), while Regional Centre students (1.7 average) and Online students (1.3) reported lower engagement, visibility or relevance of these efforts – albeit up from 0.5 for Online students in 2025.
- Pacific and Asian students were most likely to support any (86% & 88%) or all (both 43%) initiatives in 2026.

Selected option by campus (% 'Yes')	Providing green & natural spaces on campus	Providing options to reduce waste / recycle	Including sustainability principles in teaching	Providing options for sustainable travel	Num. statements agreed with (average out of 4)	% Agreed with ALL statements
Total	74%	61%	56%	50%	2.4	32%
EIT Hawke's Bay	86%	70%	61%	57%	2.7	37%
EIT Tairāwhiti	76%	55%	57%	45%	2.3	28%
EIT Regional Centres	42%	45%	49%	38%	1.7	21%
Online	40%	34%	34%	21%	1.3	15%

GREATEST HELP & GENERAL IMPROVEMENTS

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 coded into theme categories. Totals may exceed 100% owing to multiple responses from some respondents.



- Just under half (44%) of surveyed students provided further feedback about their first few weeks.
- Based on feedback, people and environment both drive positive experiences. Supportive tutors/staff (45%) and a welcoming learning environment (30%) were the strongest contributors to students' early success.
- Support and clarity also play key roles: Access to support services (25%) and clear course guidance (15%) are important, though less typically mentioned.
- Overall sentiment is positive, but not without gaps. Among the 1-in-3 students commenting on suggested improvements, 3-in-10 (29%) reported no major improvements needed - indicating general satisfaction and a solid baseline experience.
- Improvements focus on communication and onboarding: key opportunities include clearer expectations and timetables (18%), better orientation (16%), teaching support (14%) and improved access to support and technology (13%) (each representing about 5% of all surveyed students based on full sample).