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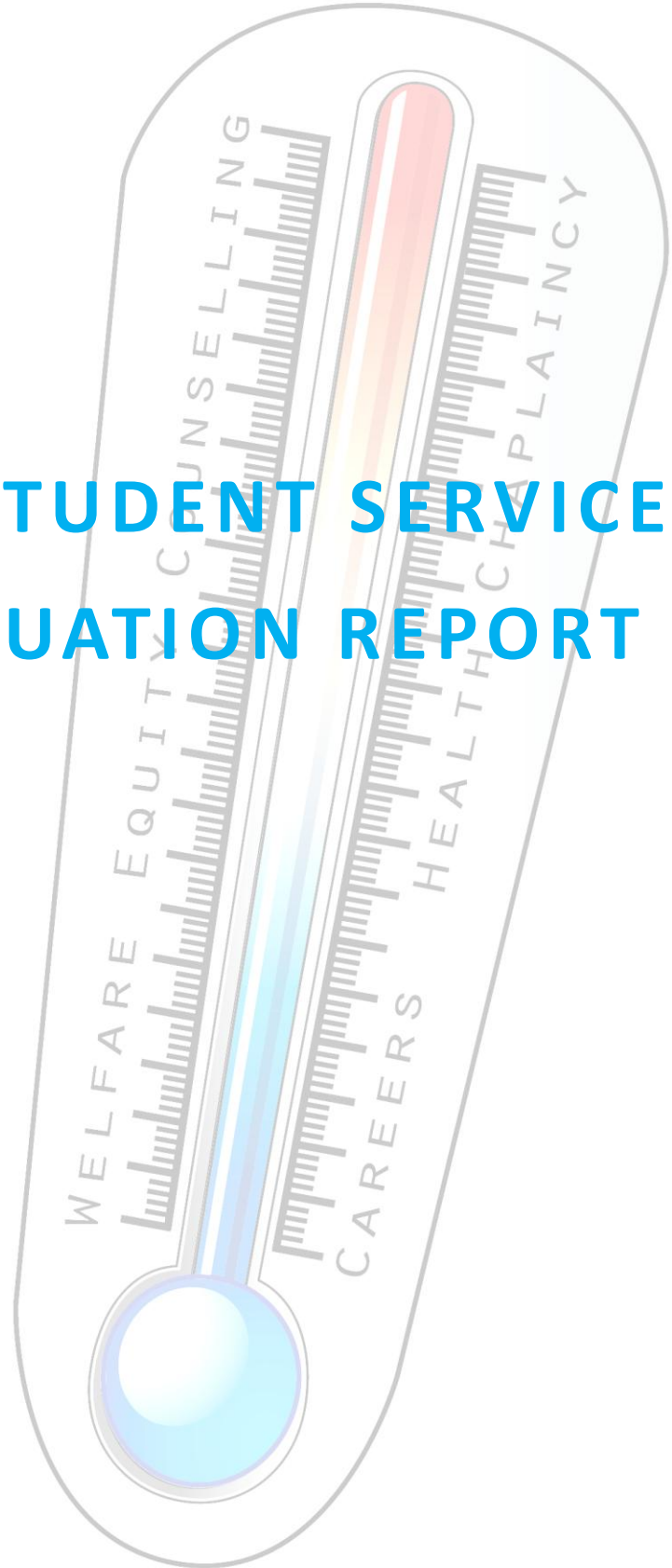

STUDENT SERVICES EVALUATION REPORT 2010

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Preface

Every three years since 1994 Student Services has undertaken a comprehensive evaluation of its services and programs, in addition to ongoing routine evaluations. The findings from both regular and triennial evaluation activities inform our thinking and planning for continuous improvement. One of the recommendations arising from our 1994 evaluation was that Student Services would continue to evaluate its objectives, and measures taken to meet those objectives, through regular small scale local monitoring and feedback as well as through larger scale evaluation projects.

Over the last decade, the imperative to measure client awareness of, use of and satisfaction with support and development services has been growing within the sector, as has the need to ensure assessments consider impacts or outcomes as well as activities. This Report highlights the findings of the evaluation project undertaken in August – October 2010. The theme for the project - "Do we measure up? - Student Services Evaluation 2010".

From 2005 all academic and administrative elements of the University have been subject to external review every five years. An external review was undertaken in 2010 of the Careers and Employment Service in Student Services so the findings of that process are incorporated here as well.

Benchmarking information for particular services is also provided where this is available.

This Report is written for a number of audiences - staff of Student Services at Griffith University, our clients, other stakeholders and colleagues in other institutions. The Executive Summary outlines what we did and key findings from the Evaluation Project. The Introduction provides background and context for the evaluation. The section entitled Evaluation Design - Principal Activities and Findings gives a detailed account of each aspect of the project.

Readers of earlier Evaluation Reports will note a consistency in style, format and contextual background. What is updated each time is the snapshot of stakeholder feedback – about awareness of, use of, and satisfaction with our services and programs – at that point in time.

Anyone seeking more information about the Evaluation Project or about Student Services at Griffith University should contact:

Joanna Peters
Director, Student Services, Griffith University
Nathan 4111 Ph: (07) 3735 7470 Fax: (07) 3735 5360 j.peters@griffith.edu.au

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Acknowledgment is due to the following people and elements, in no particular order of priority, for their contribution to the Evaluation Project and this Report.

Student Services managers for leading the Project.

Student Services staff for their ideas, participation, enthusiasm, lateral thinking and hard work in designing the evaluation and in carrying out the multitude of tasks involved, and for actively supporting the concept of continuous improvement in Student Services.

Our Student Partners[1] for assisting, in a variety of ways, with promoting our evaluation activities and with surveying students.

Clients (staff and students), students and other stakeholders who gave us feedback.

Louis Albert for his significant role in research and reporting design for our earlier Projects, which we have adopted here.

Linda Shallcross and Karin Behrens for research assistance.

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Andy Parslow for designing the promotional graphic, and for implementing and maintaining the online surveys.

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Interns who contributed to our work in many practical ways in 2010, including to our feedback gathering activities. Particular mention goes to Daigo Morie and Alice Simpson.

INS staff for assisting with on-line notification, and for providing library survey collection points.

Bev Jeppesen, INS (Learning & Teaching), for the desktop publishing and assisting with the production of the Report.

We also wish to acknowledge the ongoing support we receive in so many ways from Kathy Grgic (Academic Registrar) and Colin McAndrew (PVC - Administration).

[1] Students we recruit to work with us on various projects.

Executive Summary

Evaluation is an integral part of all aspects of the educational process and its major purpose is to improve... (evaluation) is the reflective link between the dream of what should be and the reality of what is.[2]

Without assessment, student affairs is left only to logic, intuition, moral imperatives, goodwill or serendipity in justifying its existence.[3]

Griffith University is committed to student-centred education. This commitment extends to the provision of quality support and development services that assist students to persist and achieve their potential in their academic endeavours, to engage with other students and staff in their learning community, and to successfully manage their academic and graduate careers. The quality of student support services has a strong influence on student retention[4], and has been associated with students' learning, their willingness to recommend the institution to friends, and their expressed desire to contribute financially to it in the future.[5]

The Griffith Strategic Plan and Academic Plan commit the University to recruiting, engaging and supporting students from diverse backgrounds, and enabling their success in our learning community and in their graduate outcomes.

Throughout 2010 over 48 000 students were enrolled for on-campus study, and a further 300 students were enrolled at MG campus through the Queensland Institute of Business Technology (QIBT).

Student Services at Griffith University exists to facilitate student and staff achievement in and satisfaction with their academic and work endeavours, and their personal and career development. There are some 90 staff (full-time, part-time, project) in Student Services working in one of the six service units - counselling, welfare, health, careers and employment, student equity and chaplaincy - or in administrative or management roles, across the five campuses (seven sites) of the University. In 2009 and 2010 a new WIL Unit (1.6 EFT staff) was established in Student Services for a fixed term project to consolidate support for Work Integrated Learning at the University. In late 2009 a new Student Equity and Educational Partnerships unit was established in Student Equity Services, to consolidate and extend outreach activities.

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2 Kahn, B. (2008) Review of Evaluation Frameworks, Saskatchewan Ministry of Education, Saskatchewan

3 Upcraft, M.L. & Schuh, J.H (1996) Assessment in Student Affairs: A guide for practitioners, San Francisco, Jossey-Bass

4 Hossler, D & Bean, J (1990) (Eds) The strategic management of college enrolments. San Francisco: Jossey-Bass.

5 Pate, W.S (1990) Modelling consumer satisfaction, determinants of satisfaction, and post-purchase actions amongst consumers of undergraduate higher education. Dissertation Abstracts international, 52, AO046, cited in Ruby,C. (1998) Assessing satisfaction with selected student services using SERVQUAL, a market-driven model of service quality, *NASPA Journal*, 35 (4), 331-341.

As the 'spine' of the assessment process, mission and vision drive activity and frame outcomes, within environmental constraints.[6]

To evaluate what we do, we need to know what we aim to do. Each year our staff develop *Futureview*[7], our strategic statement of intent, aligned with the University's strategic priorities. We also have broad Key Performance Indicators (KPIs) that can be applied across all service areas[8]. Our evaluation activities are a critical process for ensuring we are meeting our goals.

Agency effectiveness is important to stakeholders, clients and members of the agency. For Student Services, our program and service effectiveness[9] can be measured by:

- client satisfaction
- outcomes for students (and staff) in terms of study and work
- cost effectiveness
- meeting stakeholder needs
- compliance with professional standards
- favourable outcomes on benchmarking with similar agencies

where quality in Student Services is about[10]:

- competence and consistently high performance of Student Services staff
- congruence of client expectations and service mandate
- commitment to service quality specifications (policies, standards etc)
- continuous improvement informed by evaluation of services and resources, and understanding client and stakeholder needs.

Student Services undertakes a broad evaluation of its operations every three years, both to ensure its service objectives are being met and to provide formative feedback to improve performance. The evaluation involves a mixed methods approach to gather both quantitative data using *awareness*, *use* and *satisfaction* metrics, and qualitative feedback from open ended survey questions, as well as from focus groups.

Small scale evaluation activities (of particular programs, activities or services) are conducted on a regular basis. Our staff constantly review and refine our services and programs. In this way we learn from a broad framework of evaluation practice – documentary, discursive and inherent,[11] and demonstrate commitment to a 'culture of evaluation',[12] and to the PIRI (plan – implement – review – improve) cycle of continuous improvement.

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6 Cooper, J. (2009) *Developing and using a logic model for evaluation and assessment of university student affairs programming: a case study,* Dissertation for Doctor of Philosophy, University of Pittsburgh

7 *Futureview 2010* appears in Appendix I (a)

8 Griffith University Student Services KPIs 2010 appear in Appendix 1 (b)

9 Schuh, J.H. & Upcraft, M.L. (2001) *Assessment Practice in Student affairs, An applications manual*, Library of Congress, San Francisco: Jossey-Bass

10 Based on ideas from Pride, W. J. & Ferrell, O.C. (1995, 2003) *Marketing: Concepts and Strategies*, Houghton Mifflin: Boston.

11 Jordan, B. & Putz, P (2004), *Assessment as practice: notes on measures, tests and targets*, in Human Organisation, Fall 2004, Vol 63, 3, 346-359.

12 Murphy, D.T (2002) http://www.tesol-france.org/articles/murphy.pdf

As has been our practice in the past, we again applied a "meta-evaluation checklist"[13] in our guiding principles, which included the:

- need to hear from our critical reference group[14] *(clients)* about how well their needs were being met, without unduly disrupting services or programs
- need to involve Student Services staff in the evaluation activity – being mindful of impact on workloads
- need to capture feedback from users as well as non-users
- need to ensure confidentiality of data and feedback
- need to maintain internal (fair to all stakeholders) and external credibility (eliminating or reporting bias)
- need to cover all six service areas in Student Services, and administration/reception, and to hear from clients across five campuses (seven sites) – Gold Coast, Logan, Mt Gravatt, Nathan, South Bank – QCA and South Bank - QCGU

The evaluation design was developed to evaluate performance across campuses and service areas using client (user and non-user) feedback and stakeholder feedback.

We wanted to capture transaction-specific feedback (Client Satisfaction Survey), as well as indication of cumulative satisfaction (Student Survey, Staff Survey).[15]

Our theme this time was "*Do we measure up?*" and we employed related imagery and slogans (and give-aways) in promoting the activity. We conducted the major part of our evaluation in August – October 2010. Some 2879 individual responses were received via our **three major evaluation survey measures:**

Client Satisfaction Survey	- 781 users	(students and staff; hardcopy; on completion of service contact)
Student Survey	- 1950 users and non-users	(students; hardcopy and online; anytime)
Staff Survey	- 148 users and non-users	(staff; online; anytime)

In addition we gathered feedback from other stakeholders, and incorporated this in the summary of findings:

Orientation Follow-Up	- 19 users	
Employer Survey	- 40 stakeholders	(from external review survey and internal survey)
Focus Groups	- 36 participants	(student association representatives, Student Partners, students16)
Communications Audit	- 51 participants	(Careers and Employment Service)
Staff Climate Survey	- 61 participants	

13 Stufflebeam, D. (1999), *Evaluation plans and operations checklist*, The Evaluation Centre - www.wmich.edu/evalctr

14 Wadsworth, Y. 1997) *Everyday Evaluation on the Run* 2nd Edition, Allen & Unwin: St Leonard's NSW

15 Sultan, P & Wong, H (2010) Performance-based service quality model: and empirical study on Japanese universities, *Quality Assurance in Education 18 (2) 126-143*

16 Student Guild, Student Representative Council, Griffith University Postgraduate Students Association, International Students Association, other clubs/associations

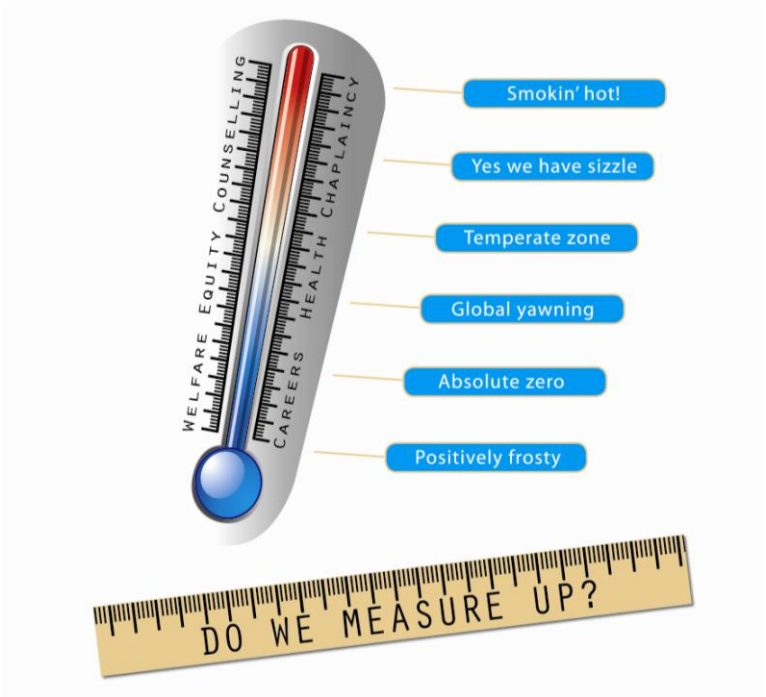
In addition we looked at outcomes of the 2010 Review of the Careers and Employment Service, other program evaluations undertaken in Student Services during 2010, and data from other evaluations relating to student support services and programs at Griffith (eg international students survey), and other benchmarking exercises to test our findings through triangulation.

It is important to us, and to our clients, that our work is *intentional* in creating conditions that enhance student learning and personal development[17], and that our evaluation is *authentic* (finds weaknesses as well as strengths) and results in improvements. Whilst evaluation is time consuming, it is an investment in our continued relevance and contribution to the Griffith learning community. We are mindful that no matter how *good* our services and programs are – they must have worth to *extrinsic worth*[18] to warrant continuing/increased funding at a time when there are unprecedented pressures on resourcing.

As well as mapping and measuring some of what we do, the process of our evaluation delivers us auxiliary outcomes[19] in the constructivist sense - educating stakeholders, providing new perspectives and ideas, and catalysing change.

The impact is iterative and ongoing. Like a good case study[20], a truly effective evaluation:

> *...is never finished – it is merely due*



17 *The student learning imperative: implications for student affairs*, (1996), American College Personnel Association.

18 Guba, E. & Yvonna, S.L. (2001) *Guidelines and checklists for constructivist (a.k.a.fourth generation) evaluation*, The Evaluation Centre - www.wmich.edu/evalctr

19 Manski, C.F., Newman, J., & Pepper, J.V. (2002) *Using performance standards to evaluate social programs with incomplete outcome data*, Evaluation Review, 26 (4), 355-382.

20 Guba, E. & Yvonna, S.L. (2001) *Guidelines and checklists for constructivist (a.k.a.fourth generation) evaluation*, The Evaluation Centre - www.wmich.edu/evalctr

The results of the three major evaluation surveys can be broadly summarised as follows.

Satisfaction with Services

There was a high level of satisfaction reported by users of our services (students and staff) who completed the **Client Satisfaction Survey (n=781)** immediately following their consultation appointment. The figures in *italics* show data for 2007 and 2004 for these same questions, for comparative purposes.

- *98%* said they thought the service accessed was *professional (2007=95%; 2004=97%)*
- 96% said the service was responsive to their needs (2007=94%; 2004=93%)
- 98% said they would use our services again (2007=95%; 2004=95%)
- 97% said they would recommend our services to others (2007=95%; 2004=94%)
- 95% said they found the assistance received helped them (2007=93%; 2004=91%)

A sample of comments relating to a question about clients' perception of **the impact** of the assistance received included:

- "the service provider offered helpful & relevant info according to my difficulties"
- "financial assistance, but being listened to and have my needs met via assistance is a wonderful role for a university welfare dept"
- "it relieved the stress of assignments as I'd been ill .....in a supportive manner"

Suggestions for improvements included improved access to services at smaller campuses, reduced wait time to see medical practitioner, and longer scheduled appointment times with careers staff.

Satisfaction was high amongst **Student Survey** respondents (n=1950) who had used one or more of our services and who completed this survey during the evaluation period. Overall satisfaction ratings for the service used the most (n= 1008 – 1143 depending on the question) were as follows:

- 90% rated the user friendliness of the service as good or excellent (2007=90%; 2004=83%)
- 86% rated the usefulness of the service as good or excellent (2007=84%; 2004=80%)
- 96% indicated that they would use the service again (2007=95%; 2004=94%)
- 95% indicated that they would recommend the service to others (2007=94%; 2004=94%)
- 80% rated the impact that the service had on them regarding staying at uni and keeping on track as good or excellent (2007=74%; 2004=67%)
- 82% rated the impact that the service had on an overall positive experience of studying at Griffith as good or excellent (2007=82%; 2004=73%)

Feedback from this general Student Survey included:

I always left feeling positive and relieved (and supported)

This is the only reason I have achieved as much in my degree.

Using these services enables us to cope & enjoy uni life a bit more.

Fanbloodytastic – keeps my head on straight. Couldn't do uni without it.

Suggestions for improvements included easier access to appointments, increased length of careers consultation appointments and improvements to reception.

Staff satisfaction with our services, where one or more service had been used, (n=111) was again high, as reported in the on-line **Staff Survey (n=148),** completed during the evaluation period.

- 93% of respondents rated the service they last used as *excellent* or *good* in terms of *professionalism (2007=94%; 2004=91%)*
- 90% of respondents rated the service they last used as *excellent* or *good* in terms of *user-friendliness (2007=93%; 2004=91%)*
- 89% rated the service they last used as *excellent* or *good* in terms of *usefulness at the time (2007=93%; 2004=89%)*
- 81% indicated it was excellent or good in terms of having a positive impact on experience of working at Griffith (2007=89%; 2004=83%)

Comments from staff showing both positive feedback and suggestions for improvements include;

Student Services are always helpful and friendly.

I've been working at Griffith for 13 years and never had any negative feedback regarding Student Services from either students or staff. So that's a good thing. Keep up the good work.

The services are a valuable asset to both staff and students of the University

I must liaise with staff from various areas of Student Services in my role and always find the staff extremely helpful, easy to approach and knowledgeable in their respective areas. A department I enjoy working with!!

I think Student Services is excellent, and the staff I have dealt with there are very friendly and professional.

Perhaps a Chemist within Health Services would be beneficial to students who live on campus.

Random classroom visits for all years - making personal contact to advertise services. Sessional staff are not as familiar with support staff.

Students sometimes comment they cannot get in as there are long waiting lists.

Awareness of Services - Knowledge of Location and Services Offered

In previous evaluations (1994, 1998, 2001) staff and students were asked if they were *aware of* our services. In 2004, 2007 and 2010 the questions sought to measure more than awareness and asked students whether they knew:

where Student Services is located on their main campus

- 89% of **staff (n=148)** (*2007=85%; 2004=86%)* knew where SSV is located on their main campus
- 78 % of **students (n=1943)** (*2007=85%; 2004=70%)* knew where SSV is located

Some 7% of **staff** (*2007=11%; 2004=9.5%)* and 15% of **students** (*2007=11%; 2004=21%)* indicated that they **did not know where** the services are located, and 5% of **staff** (*2007=5%; 2004=5%)* and 7% of **students** (*2007=5%; 2004=9%)* indicated that they **weren't sure**.

what Students Services offers

- 85 % of **staff** (n=148) (2007=75%; 2004=73%) agreed/strongly agreed that they knew
- 70% of **students** (n=1948) (2007=59%; 2004=53%) agreed/ strongly agreed that they knew

Some 7 % of **staff** (*2007=12%; 2004=14%)* and 15% of **students** (*2007=21%; 2004=20%)* indicated that they **did not know** what Student Services offers, and 9% of **staff** (*2007=13%; 2004=13%)* and 15% of **students** (*2007=20%; 2004=23%)* said that they were undecided.

what specific service areas in Student Services offer

Table 1 Overview – Student and Staff Knowledge of What Specific Services in Student Services Offer

I know what this service offers	Students	Staff
Counselling	72% (2007=68%; 2004=66%)	93% (2007=88%; 2004=84%)
Careers and Employment	71% (2007=69%; 2004=64%)	84% (2007=77%; 2004=71%)
Health	65% (2007=62%; 2004=50%)	86% (2007=85%; 2004=80%)
Student Equity Services	57% (2007=54%; 2004=46%)	72% (2007=71%; 2004=67%)
Welfare and Student Liaison	62% (2007=51%; 2004=39%)	70% (2007=54%; 2004=54%)
Chaplaincy	50% (2007=41%; 2004=33%)	69% (2007=67%; 2004=55%)

For 2010 we asked **staff** if they knew about the Work Integrated Learning Unit in Student Services (a two year project funded 2009-2010), and 42% of respondents knew about the Unit.

Use of Services

Of the 57% of respondents to the **Student Survey** who had recently **used one service or more** *(2007=55%; 2004=50%),* the service used was:

- Careers - 28% of respondents *(2007=32%; 2004=42%)*
- Health – 29% of respondents *(2007=34%; 2004=21%)*
- Welfare and Student Liaison – 21% of respondents *(2007=17%; 2004=8%)*
- Counselling – 17% of respondents *(2007=18%; 2004=18%)*
- Student Equity Services – 17% of respondents *(2007=12%; 2004=10%)*
- Chaplaincy – 6% of respondents *(2007=11%; 2004=1%)*

Some 43% of student respondents to the **Student Survey** had not used any services – of those, 60% *(2007=64%; 2004=54%)* indicated it was because *they had not needed to*. However 25% *(2007=25%; 2004=36%)* said they did not use any service because *they did not know enough about the services*.

Overall 75% (n=111) of staff who responded to the **Staff Survey** *(2007=62%; 2004=72%)* had used one or more of our services. Of those staff who used the services:

- 69% had used the health service *(2007=60%; 2004=62%)*
- 32% had used the counselling service *(2007=19%; 2004=21%)*
- 42% had used the careers and employment service *(2007=16%; 2004=21%)*
- 27% had used the student equity services *(2007=4%; 2004=8%)*
- 32% had used the welfare and student liaison office *(2007=1%; 2004=1%)*
- 7% had used chaplaincy *(2007=1%; 2004=3%)*
- 5% of staff who had used the work integrated learning unit.

Staff (n=148) indicated they **had referred** a student to our services as follows[21]:

- 8% had referred a student to the health service (*2007=38%; 2004=46%)*
- 55% had referred a student to the counselling service (*2007=59%; 2004=50%)*
- 50% to the careers and employment service (*2007=42%; 2004=51%)*
- 42% to student equity services (*2007=52%; 2004=48%)*
- 46% to the welfare and student liaison office (*2007=25%; 2004=29%)*
- 15% to chaplaincy (*2007=36%; 2004=8%)*
- 13% to the work integrated learning unit

Importance of Offering Specific Services

Of all respondents to the **Student Survey** (n=1950) the percentage that *agreed* or *strongly agreed* that **it is important to offer** particular services is shown below:

- 96% *(2007=93%; 2004=94%)* - sounselling services
- 96% *(2007=95%; 2004=96%)* - careers and employment services
- 94% *(2007=93%; 2004=93%)* - equity and disability services
- 94% *(2007=92%; 2004=92%)* - health services
- 94% *(2007=90%; 2004=91%)* - welfare and student liaison services
- 75% (2007=69%; 2004=67%) – chaplaincy

A needs analysis undertaken by an intern working in Student Services in early 2010 (well in advance of the evaluation surveys) revealed that, when asked what kinds of co-curricular or extra-curricular support and development services the University should provide, students (n=87) mentioned counselling, health, chaplaincy, welfare/financial and work experience support and programs, (Student Services related) along with other services and facilities such as accommodation, learning assistance and cheap food.

[21] Some figures for earlier survey periods have been updated.

Other Evaluation Measures

In addition to the three major evaluation measures above, the 2010 Evaluation Project also included:

1. Employer Survey - Recruiters, Industry Mentors (n=40)
2. Stakeholder Focus Groups - Student Associations, Clubs, Partners (n=36)
3. Climate Survey (Student Services Staff) (n=61)
4. Communications Audit (Careers and Employment Service) (n=51)

Some key findings and comments from these measures:

Of **employers** surveyed:

- On-line by Office for External Review in March 2010 (n= 23)

The C&ES averaged a rating of 8 out of possible 10 on service quality. Of the programs and services used by those who responded, around half had used the Career Hub and been involved in the annual Careers Fair, with a similar proportion being involved in the mentoring program, and the Indigenous cadetship program.

- On-Line by Careers and Employment Service in December 2010 (n=17)
- 94.1% *very satisfied* or *satisfied* overall with services/programs/contact
- 87% very satisfied or satisfied on average with specific measures (accessibility to staff; information provided; promptness of response; courtesy; organisation)

Feedback included:

The staff were fantastic to liaise with and very responsive.

The mentoring program and staff should be commended for an excellence award.

Students in the **Focus Groups** (n=36), conducted and reported by an external facilitator, offered feedback and valuable suggestions. Some quotes from the Report prepared by the facilitator:

...participants clearly indicate they have a sound awareness of the services provided by Student Services. However there seems to be some confusion about the services that are not provided by Student Services but by other departments of the University.

Welfare and Liaison as well as Careers and Employment...are widely used followed by Health and Counselling service.

All participants considered the services provided by the Careers and Employment remarkable. They seem grateful for the help they receive to prepare resume, workshop interview skills, and Careerboard with job opportunities (is) extremely beneficial.

It is good to know that students are happy and appreciate the services provided by Student Services.

Suggestions for improvements to services are noted later Section 5.0.

From the **Student Services Staff Climate Survey** (n=61) it is clear that Student Services staff are generally very satisfied with their work, and with the organisational culture and climate surrounding and supporting them.

- 95% rated as *excellent* or *good* our responsiveness to a diverse client group
- 90% rated as *excellent* or *good* our unit's alignment with the University's strategic goals

- 85% rated as *excellent* or *good* the inclusive nature of Student Services' culture (respecting and valuing difference amongst staff)
- 82% rated as *excellent* or *good* the quality and effectiveness of our interactions with external stakeholders (employers, high schools, agencies)
- 80% rated as *excellent* or *good* our capacity to support each other within and across teams in Student Services

Staff feedback on other aspects of the Student Services work culture and climate are explored later in the Report.

Summary

Evaluation is good if it is likely to produce good.[22]

From feedback[23] from students, staff, other stakeholders and our own employees it would appear that, as per previous Evaluation Report findings:

- the provision of student support and development services continues to be seen as an important aspect of a quality learning environment which adds value for students and the University
- in general, satisfaction with services and programs provided remains high
- in spite of increased efforts to ensure wider awareness of the full range of our services on each campus, this requires constant attention
- we need to review access to and availability of appointments/services, within resource constraints
- as far as resources allow, and in view of campus size and profile, our service provision across campuses should be as equitable as possible, with attention to smaller campuses
- whilst our own staff feel generally positive about the workplace culture, and report high levels of job satisfaction, more needs to be done to lift our visibility and agency/impact within the institution

Table 2 Recommendations Arising from the Evaluation Project at the University Level

Recommendation	Aim
Support functional reviews relating to the student experience – eg outreach and aspiration building, transition support, career capacity building.	*to ensure strategic leadership to, and high level coordination of all areas at Griffith that contribute to the student experience*
Continuously improve Current Students and Future Students websites.	*to promote the full range of support and development services available at Griffith – for assistance to students and for marketing*
Streamline processes for help seeking by students.	*to provide a simple system for students to access the support they need*
Provide appropriate levels/standard of accommodation and resourcing for Student Services.	*to ensure Student Services can operate effectively across all campuses and to deliver in-School programs*

[22] Cohn, F.G. (2002). *Valuing evaluation*, Federal Probation, September, 66(2), 10-14 – Page 1.
[23] Including feedback from facilitated focus groups, and other surveys in 2010.

Table 3 Recommendations Arising from the Evaluation Project at Student Services Level

Recommendation	Aim
Continue efforts to improve stakeholder awareness and knowledge of the full range of services and programs offered by us through hard copy, electronic and social media promotion.	*to improve effective referral to and use of all our services and programs by students and staff, and to resource clients and other stakeholders indirectly as well as directly*
Improve client access to face to face careers and employment services – through improved booking systems, restructuring service roles to create more appointments, and maintaining group seminars.	*to ensure we offer genuine flexibility of access to clients – through individual, group and on-line support, and in response to the growth in student numbers*
Increase availability of GP and nurse appointments, and allied health practitioner hours as possible, to address wait times in the Health Service.	*to provide timely access to medical and allied health services*
Focus on enhanced client service training for front counter staff including cross cultural and mental health first aid training.	*to ensure the staff who are first point of contact for our services to clients offer exceptional, efficient and culturally sensitive support*
Improve reception/waiting areas at all Student Services offices on GC, Logan, MG and Nathan campuses, and our office entrance areas at QCA and QCGU at South Bank.	*to make our physical environments welcoming, comfortable, sufficiently private and functional for clients, with appropriate hard copy and computer resources available to facilitate effective engagement*
Implement Student Services Climate Survey Action Plan in response to employee feedback about culture and climate in the workplace.	*to continuously improve the working environment to retain and develop staff, and encourage team work, engagement and productivity*
Encourage client driven feedback.	*to give clients the opportunity to provide feedback at any time*
Continue efforts to strengthen collaboration with other support and development services, and with academic elements.	*to support a student-centred learning community*

Introduction

Griffith University is committed to student-centred education. This commitment extends to the provision of quality support and development services that assist students to persist and achieve their potential in their academic endeavours, to engage with other students and staff in their learning community, and to successfully manage their academic and graduate careers.

Student Services

> *What issues are on students' minds and in what areas of focus should be the next goals of student affairs.*[24]

Student Services at Griffith University exists to facilitate student and staff achievement in and satisfaction with their academic and work endeavours, and their personal and career development. At the strategic level our services assist the University in its achievement of key performance indicators for students and staff. Student Services comprises six service elements (listed below) and administrative support:

Careers and Employment Service - career counselling, career development, graduate promotion, student and graduate employment support and, information resources.

Career Counsellors at GC, Logan, Nathan and South Bank - QCA, South Bank - QCGU provide career counselling (5.2 EFT across all campuses in 2010). There are also other professional careers staff conducting career development programs and liaising with employers. The Careers and Employment Service provides one-on-one appointments (full session or brief), regular employment preparation workshops, and a comprehensive careers website. The Careers and Employment Service coordinates the Employers on Campus Program, Recruitment and Careers Fairs, the Industry Mentoring Program, and provides assistance with student and graduate jobsearch and placement. CareerBoard is a web service for providing career, employment and vacancy information and enabling students and graduates to register on-line for advertised positions. The Industry Mentoring Program and the Indigenous Cadetships Scheme Program have both won ALTC Citations (2008 and 2009 respectively). The Head, Careers and Employment Service manages these services and programs across all campuses.

Chaplaincy – information and support in spirituality, faith, and life matters. Workshops on religion, prayer, justice issues, scripture and inter-religious dialogue. Ecumenical approach acknowledging its multi-faith context.

A full-time Chaplain based at Nathan coordinates Chaplaincy. Chaplains offering part-time services (volunteer and paid positions) visit the other campuses.

Counselling Service – strategic interventions in student engagement, personal, academic and general counselling, workshops and group programs, resources and referrals.

[24] Taylor, S and Matney, M (2007) Transforming student affairs strategic planning into tangible results. NASPA Journal, 44 (1), 165-192.

The Counselling Service[25] has a presence, either full-time or part-time on all campuses. In 2010 there were 6.5 EFT counsellors servicing 42 000 students across all campuses, with counselling interns augmenting the available counsellor hours for some weeks of the year. Reception services are limited at the smaller campuses. Counsellors are registered psychologists or social workers. The Counselling Service uses an outcomes measure the OQ-45 to capture client data to inform clinical intervention and to enable benchmarking of population. The Counselling Service across all campuses is managed by the Head, Counselling Service.

Health Service - health promotion, medical consultations, first aid, nursing services, occupational health and safety.

Two clinical nurses on fractional appointments and a full-time and a half-time medical receptionist staff the Health Service at Nathan. Visiting medical practitioners offer consultations Monday to Friday, equivalent to three full time doctors, and all students who are Medicare card holders, and staff with a Health Care Card are bulkbilled. Students and staff from MG can access the service by a free inter-campus bus, and students from other campuses use the service whilst on this campus for scheduled lectures. The Health Service at the GC campus is staffed by two clinical nurses who job share an appointment, with doctors attending the equivalent of approximately three full time doctors per week. Additional nurse hours (100% fixed term) were funded in 2010 to support growth in client numbers, and ensure health promotion on all campuses was maintained. Visiting psychiatrists and mental health consultants provide sessions at both campuses. Allied health providers (eg massage therapist etc) offer sessions each week during teaching and examination weeks. The Health Service provides health promotion and information to the South Bank - QCA, South Bank - QCGU and Logan campuses. The Health Service across all campuses is managed by the Head, Health Service.

Student Equity Services - information and assistance to students concerning policy and equity matters, advice to the University regarding equity and equal academic opportunity, equity planning and reporting, disabilities support, equity outreach programs, and educational partnerships.

Equity support is provided on all campuses, and the staff are supported through scheduled visits by the Manager, Student Equity Services. The Principal Advisor – Student Equity and Educational Partnerships provides strategic advice on outreach and partnerships work. Equity access and transition programs (Uni-Key, Uni-Reach, Uni-Start, Notetaking Network, aspiration building programs), direct services, and initiatives are conducted through this office. Uni-Reach won an Australian Learning and Teaching Council Award (ALTC) Citation in 2010, and is listed on the AUQA Good Practice database.

Disabilities Services Officers work across campuses to provide assistance to students with disabilities. There are dedicated staff for the Deaf and Hearing Impaired Students Support Program which won a Carrick Citation and subsequently a Carrick Award, in 2007 for Services that Support Student Learning.

Welfare and Student Liaision Office - assistance with student finances (loans, bursaries, Centrelink payments, money management etc), appeals and grievances, community referral and other welfare matters.

In addition, the Welfare and Student Liaison Office also coordinates the recruitment, training and support of Student Partners who can assist Student Services staff with various orientation and other

[25] The Head, Counselling Service also works with HRM in managing external counselling providers under the Staff Counselling Program.

activities. They also coordinate the Justice of the Peace volunteers, Tax Help volunteers as well as the training of Appeals and Grievances volunteers and peer mentors, as required.

The WSLO has a presence on all campuses, and in 2010 there were 4.0 (EFT) Welfare and Student Liaison Officers.

How We Work

Student Services provides the following:

- direct client support
- resources for client self help
- referral to other services or agencies on or off campus
- preventative/proactive programs
- input to University decision making
- consultancy services to staff

Our services to clients are:

- professional
- ethical
- at no cost to students[26]
- confidential
- voluntary

Why Evaluate?

> *Developing the means to assess and quantify the impact that student services make to further the institutional mission and ultimately enhance the student experience has become essential in today's context.*[27]

This evaluation was undertaken to assess our effectiveness, to inform our planning and to improve our performance. These are the goals of all evaluation - both large and small scale. We also recognise the usefulness of a large scale evaluation as a way of focusing the University's attention and our own, on the question of our relevance to Griffith and its students, and the impact we have at the individual and institutional level, and to enable us to demonstrate our contribution to student progress.[28],[29]

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26 Except for those medical services which cannot be bulk-billed

27 *Understanding and measuring the value and impact of services in higher education that support students: a literature review.* Centre for Higher Education Research and Information, The Open University, July 2010

28 Anderson, J. (2001) *Why Assessment is Important to Student Affairs*, NASPA E-Zine, 7 August, www.naspa.org/netresults

29 Reasons also offered by Schuh, J., Upcraft, M. & Associates (2001) *Assessment Practice in Student Affairs*, San Francisco: Jossey-Bass, cited in Banta, T. et al (2001) *The Challenge to Assess in Student Affairs*, NASPA E-Zine, 28 August, www.naspa.org/netresults

What Is Quality In Student Services?

...students' perceived service quality is an antecedent to student satisfaction.[30]

It is difficult to define what makes for "quality" in the provision of human services. The service provider may do all the right things, and do them well, but may miss the mark in terms of client needs. Services such as ours can be efficient (accomplishing many tasks with limited resources) but not be very effective (make a difference to the individual or the institution). Alternatively we could provide excellent services, of very high quality and effectiveness, but reach only a small proportion of the clients who need them. We could fail to provide services which are needed, and which are within our capacity, if we focus on particular client groups to the exclusion of others.

Services such as Student Services have to meet the needs of their clients as well as of other stakeholders, including their sponsor. In university settings, Student Services answer to clients (students and staff), to internal stakeholders such as staff, complementary services and student associations, to external stakeholders such as employers and to management as sponsor.

It is important also that we work from a framework informed by of our own professional beliefs and reflections about what makes our services worthwhile and valuable in responding to feedback from others.[31]

It is difficult to measure and judge the outcome of our work. This outcome may be increased client self-confidence, strengthening of skills, changed world view, renewed conviction, information for the future, a decision, better health, financial survival, a sense of worth or a myriad of other client responses to accessing our services, hopefully resulting in increased effectiveness in their studies or work, and resulting in improved retention. For stakeholders the outcome of our work may be resolution of problems, new information, and new skills or even relief (from having to deal with matters outside of their professional expertise) - again hopefully resulting in increased effectiveness in their work.

Pride and Ferrell (1995)[32] suggest that client support services achieve and maintain quality through understanding customer needs, establishing and upholding service quality specifications (policies, codes of practice, standards), maximising employee performance (best practice recruitment and selection, staff development) and managing service expectations (ensuring clients, sponsors, stakeholders and employees are clear about what it is they provide - (capabilities, limitations and mandate).

According to these authors "service quality" is manifested in physical aspects of the service (how clients feel about the environment), reliability (consistency and dependability in performing the service), responsiveness, assurance (knowledge/competence of service providers and their ability to convey confidence and inspire trust) and empathy (caring and individual attention).

Our evaluation efforts can also be said to address the five dimensions of service quality[33] relating to:

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30 Gruber, T, Fub, S, Voss, R & Glaser-Zikuda, M (2010) Examining student satisfaction with higher education services, International Journal of Public Sector Management, 23 (2), 105-123

31 Schweitzer, R. & Samuelowicz, K. (1996) *Assessment of Quality in Student Support Services*, Journal of the Australian and NZ Student Services Association, Vol 7, 35-44.

32 Pride, W. J. & Ferrell, O.C. (1995) *Marketing: Concepts and Strategies*, Houghton Mifflin: Boston.

33 Ruby, C. (1998) Assessing satisfaction with selected student services using SERVQUAL, a market-driven model of service quality, *NASPA Journal*, 35 (4), 331-341.

Assurance earning students confident by performing our services in a knowledgeable and professional manner

Empathy communicating care and understanding through interpersonal skills and user-friendly policies/practices

Reliability accuracy and dependability of our services

Responsiveness demonstration of our eagerness to be of service and to act in the best interests of our clients

Tangibles physical appearance of our offices, our resources, and the presentation of our staff

What Do We Want To Know and What Do Students Want to Tell Us?

> *Listening and understanding the student experience creates organisational learning by developing a new awareness.*[34]

In light of this we want and need to know:

- What do our clients and other stakeholders know about our services?
- Do they use them? If not, why not?
- If they use our services how satisfied are they with them?
- How do clients and other stakeholders think we could improve?
- What value do clients and other stakeholders think we add to the individual or the institution?

This evaluation provides useful responses to these questions.

How to Evaluate Student Services?

There is considerable debate in the program assessment literature about the efficacy of performance based evaluation versus need for concurrent measurement of client expectations as well as satisfaction. On balance we have accepted the view that both dimensions are captured through performance based evaluation[35].

As is our usual practice, this evaluation process was done principally by our own staff, with some assistance from external staff for objectivity in the conduct and write-up of stakeholder focus groups. Using our own staff provided for a high level of engagement in the process, for enhanced cross-service awareness and for development of new skills for some staff. We also employed Student Partners to act as interviewers for the Street Survey, and to assist with promoting the evaluation more generally.

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[34] Kezar, A. (2007) Learning from and with students: College presidents creating organisational learning to advance diversity agendas. NASPA Journal, 44 (3), 578-609.

[35] Nadiri, H, Kandampully, J & Hussain, K (2009) *Students' perceptions of service quality in higher education,* Total Quality Management, 20(5) 523-535

The drawbacks in using our own staff included reduced service provision for some service providers during the evaluation period (which affected the number of clients seen during that period) and the potential for respondents to be less critical than they may have been if an external evaluator had been used.

We wanted quantitative data to enable comparisons with our previous evaluations and as a basis for reporting against performance indicators. We also wanted plenty of ideas and comments to enrich our understanding of our clients' needs and their view of us. We invited responses to a range of open ended questions. As always this produced a wealth of information and opinion - often contradictory - which had to be distilled to summary form for this report but the detail of which our staff consider carefully.

As the evaluation was initiated by Student Services it was driven by a desire to improve (formative) rather than prove (summative) and criticisms, suggestions for improvement and accolades are reported even-handedly. A description of the techniques we employed follows.

An important aspect of our evaluation cycle is the action we take on feedback received. It is vital for our service consolidation and renewal, and for our credibility with clients and other stakeholder that we improve our work through what they tell us.

A summary of the actions taken, based on the findings of our 2007 Evaluation Report, and other information received through our continuous feedback mechanisms, appears in Appendix II.

Project Management

The instruments and protocol for the evaluation were developed by Student Services management staff, and the Outreach and Research Officer, based on those used in our previous evaluations. The Student Survey was implemented both in hardcopy and on-line using Surveymonkey. Student Partners were engaged on a casual basis to apply the hardcopy Student Survey across all campuses. The Client Satisfaction Survey, administered immediately following a client consultation with a service provider, involved most Student Services staff (all service providers, reception staff etc). This time the Staff Survey was only administered on-line (Surveymonkey) with a resultant drop in participation of almost fifty percent compared to the previous evaluation, when hard copy surveys were also collected. The Climate Survey was conducted through Surveymonkey.

The evaluation activities focused on various questions we were interested in hearing about from clients and stakeholders – *awareness and knowledge of services* (A), *use of services* (U), *satisfaction with services used* (S) and *suggestions for improvements* (I). In addition, other feedback received throughout 2010 as part of our regular evaluation of services and programs (eg Uni-Reach, Uni-Key, Notetaking, workshops etc) has been summarised briefly, as it has also been incorporated into our recommendations.

Table 4 Major Activities of Evaluation Project

Aspect of Evaluation	Activity(ies)	Focus	Number of Responses
Client Satisfaction Survey 2010 (users)	Surveys users after each interaction with service provider in all service areas over the evaluation period	**S I**	n= 781
Student Survey 2010 (users and non-users)	Electronic and hardcopy survey seeking feedback on awareness of, perceived importance of, use of, and satisfaction with services generally. Administered/accessed anytime during the evaluation period.	**U A S I**	n= 1950 (hardcopy and online)
Staff Survey 2010 (users and non-users)	Electronic survey directed at staff seeking feedback on staff awareness of, use of, referral to and satisfaction with our services generally. Administered/accesses anytime during the evaluation period.	**U S A I**	n= 148 (staff)
Focus Group with Student Associations	Focus groups and structured interviews with representatives of student associations to evaluate awareness of Student Services, satisfaction with and suggestions for improving services including relationships between Student Services and their associations. Facilitated and reported by someone outside of Student Services.	**A S I**	2 focus groups/ structured interviews Involving 36 students
Employer Survey	Email survey (follow up hard copy) of employers. Employers were surveyed once during the external review of the Careers and Employment Service (March 2010) by Quality Unit) and again in December by CES	**S I**	n=23 (March 2010) n=17 (Dec 2010)
Orientation Follow Up Survey	On-line survey sent to students attending orientation sessions conducted by SSV in Semester 1 2011[36]	**A S U I**	n= 19
Program, Event and Workshop Evaluation	Evaluations conducted of a range of our programs, events and workshops in 2010	**S I**	Various

[36] 2011 data used for this survey only as data for 2010 not able to be used.

Evaluation Design – Principal Activities and Findings

This section of the Report describes each of the evaluation activities conducted, provides the main findings of these and contains a brief discussion of these findings. The reporting of results for each activity reflects the particular nature of that procedure. In some cases only key findings are highlighted, or a summary is given - in other instances more detailed results are reported, to reflect the richness of information and opinion received. Where relevant, additional information for activities is included in the Appendices.

In presenting results, the following procedures have been observed:

- mixed methods approach adopted resulting in quantitative as well as qualitative feedback
- percentages are usually rounded to the nearest whole figure or one decimal point, and total to 100%
- where the percentage recorded was between 0.1% and 1.0% the result is reported as 1.0% to indicate that at least one response was reported
- in reporting qualitative comments, percentages are calculated on the total of responses received (may be more than number of respondents if respondents gave several distinct comments). Both the number of respondents and the number of responses are shown.
- in reporting qualitative comments, like responses are grouped and counted as a category "other" may include other comments or no response
- where comments are verbatim these are in *italics*, otherwise comments are summarised
- in some case both tabular and chart depictions of the same data are provided where this may assist the reader

A number of cautions are warranted in interpreting these data, including:

- Staff in Student Services work across more than one area. For example counsellors in the Counselling Service may provide careers counselling as well as academic and personal counselling. For this reason, responses to questions about a particular service area may not fit neatly into the reporting framework used. For the purposes of this evaluation, responses are interpreted according to services received as opposed to the service unit the service provider comes from. Also, for ease of surveying and reporting, the range of services offered by the Careers and Employment Service (career counselling, career development, student employment, employer liaison, mentoring etc) is grouped under this one element. Baxter (1991)[37] noted the inherent difficulty in trying to separate Student Services activities for the purpose of evaluation, and our experience in this and previous evaluations confirms this difficulty.

[37] Baxter, P. (1991) An evaluation of student counselling in colleges of vocational and further education in Queensland - Volume 1. Program Evaluation & Review Branch, Bureau of Employment, Vocation and Further Education and Training

- In some cases, especially for campus and service profiles, the number of respondents is too small to make percentage comparisons meaningful. Rather than lose this information, the responses are reported, and the number of respondents is given to assist in interpretation of percentages shown.
- Our evaluation activities were conducted a few weeks after Student Services coordinated Health Week across all campuses. This could have improved our response rate for the Student Survey (more awareness) and could have influenced feedback received about our services.
- Responses are solicited from the whole population through promotion and publicity, rather than targeting through stratified sampling techniques. In addition, we offered potential respondents the option of going into the draw for incentives (eg iPad, book vouchers) to complete the evaluation surveys. This strategy was employed to return a good response rate – it may have biased the pool in favour of those students and staff attracted by this option.

Evaluation Activities

The following section reports on the individual elements of the evaluation project namely:

1. Client Satisfaction Survey 2010
2. Student Survey 2010
3. Staff Survey 2010
4. Focus groups with students and student organisations
5. Climate Survey 2010 (Organisational Climate Survey of Student Services Staff)
6. Other evaluation activities undertaken in 2010

In addition, Student Services staff receive unsolicited feedback through emails, and students provide comments via Have Your Say (a Griffith web feedback tool), through our suggestion boxes at each site, and via generic email addresses. Verbatim comments from these sources have been added in text boxes throughout this Report.

1.0 Client Satisfaction Survey

1.1 Design

Clients who used any of our services in the **Do we measure up?** survey period (September – October 2010) were encouraged to complete a Client Satisfaction Survey Form (see Appendix III a-f)[38]. These could be returned on the spot at a collection box in the reception area, via collection boxes in campus libraries, or through the mail.

The form sought information about client expectations as well as their overall satisfaction rating with our reception and professional services. Clients were invited to highlight things about the service they liked and things they thought needed improvement, and to say what impact accessing that particular service had had on them.

1.2 Quantitative Results

More detailed statistics are in Appendix IV.

1.2.1 Demographics

The number of useable forms received was 781 *(788), o*f these 13% were from staff (some also studying) and 85% were from students. Sixty-seven per cent (*72%)* of respondents were female. Our statistics generally show about 63% of clients using our services are female so this response rate suggests females were slightly more likely than males to complete the survey form, consistent with previous years. The majority of responses were from GC campus 31% (27%) followed by Nathan 27% (47%), Logan 6% (6%), Mt Gravatt 5% (6%) and South Bank 4% (3%).

In 2010, 27% of completed forms did not show campus information, up from only 12% in 2004.

The number of responses from the MG and South Bank campuses was again very low – as was the case in 2007. In part this can be explained by limited hours of service provision on these campuses, especially during the evaluation period, but it is more likely that clients on these campuses felt they would be identifiable, given the small number of clients seen on designated days. Some respondents did not complete every question – where the number varies from the total this is shown.

[38] In response to staff request to elicit some specific information about service areas we had tailored Surveys for each area, but to retain the ability to track trend data most of the questions are the same, and the same as in previous years.

Chart 1 Client Satisfaction Survey: Distribution of Respondents by Campus (2010 and 2007)

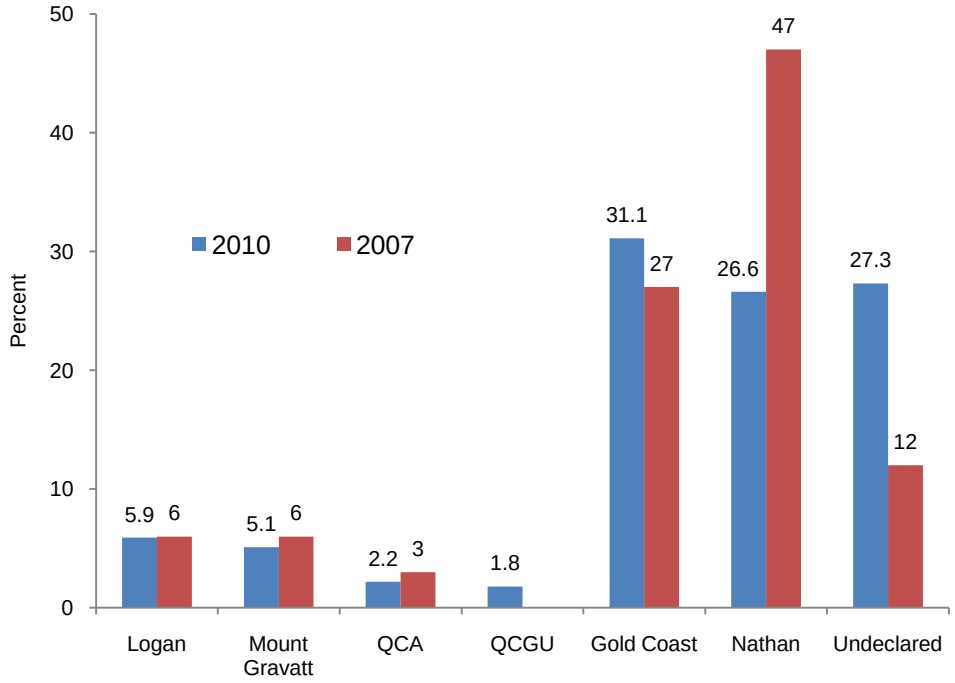


Table 5 and Charts 2 and 3 show the breakdown of these responses in terms of profile of client and service accessed.

Table 5 Distribution of Respondents by Service and Gender

	2010	2007	Welfare	Counselling	Equity	Career	Health	Chaplaincy
N	781	*783*	111	160	116	123	239	32
% of Total	100	*100*	14.2	20.5	14.9	15.7	30.6	4.1
Female %	67.3	*72*	55	75.6	61.2	68	69.1	67.3
Male %	32.7	*28*	45	24.4	38.8	32	30.9	32.7

Chart 2 Client Satisfaction Survey: Distribution of Respondents by Service and Gender (n=777)

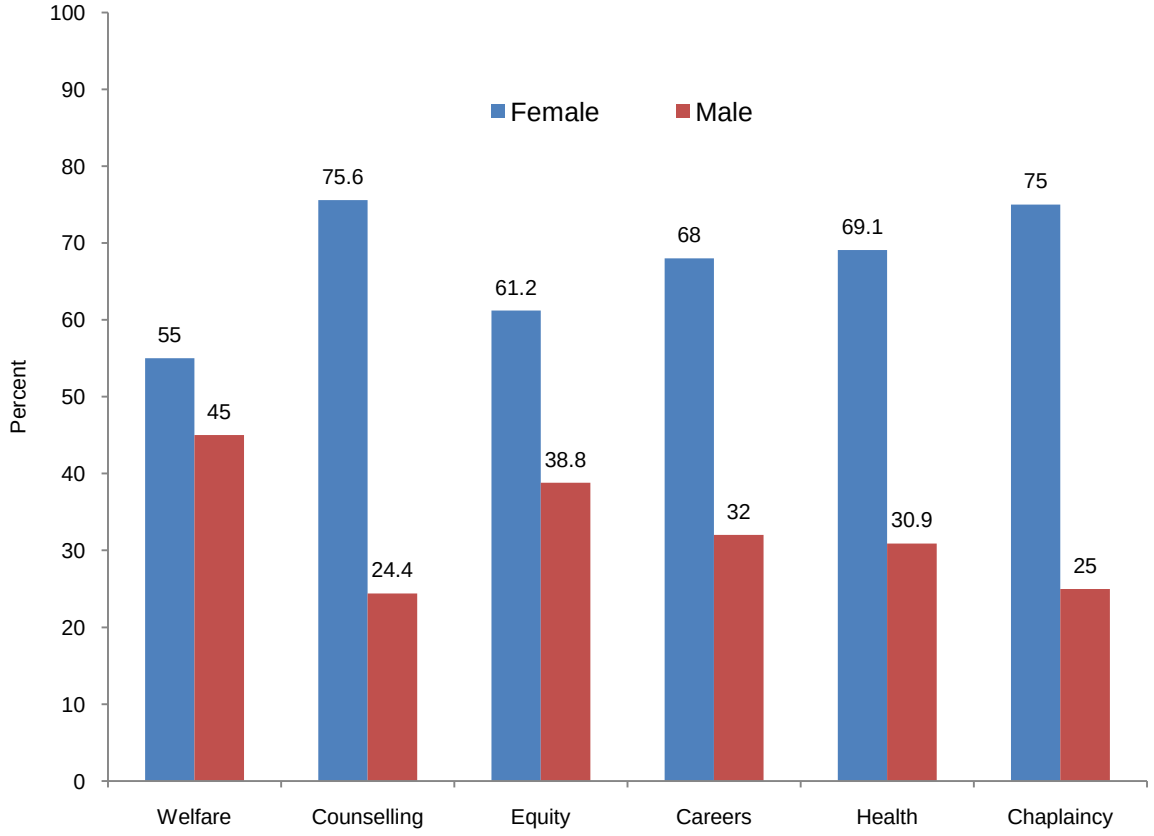
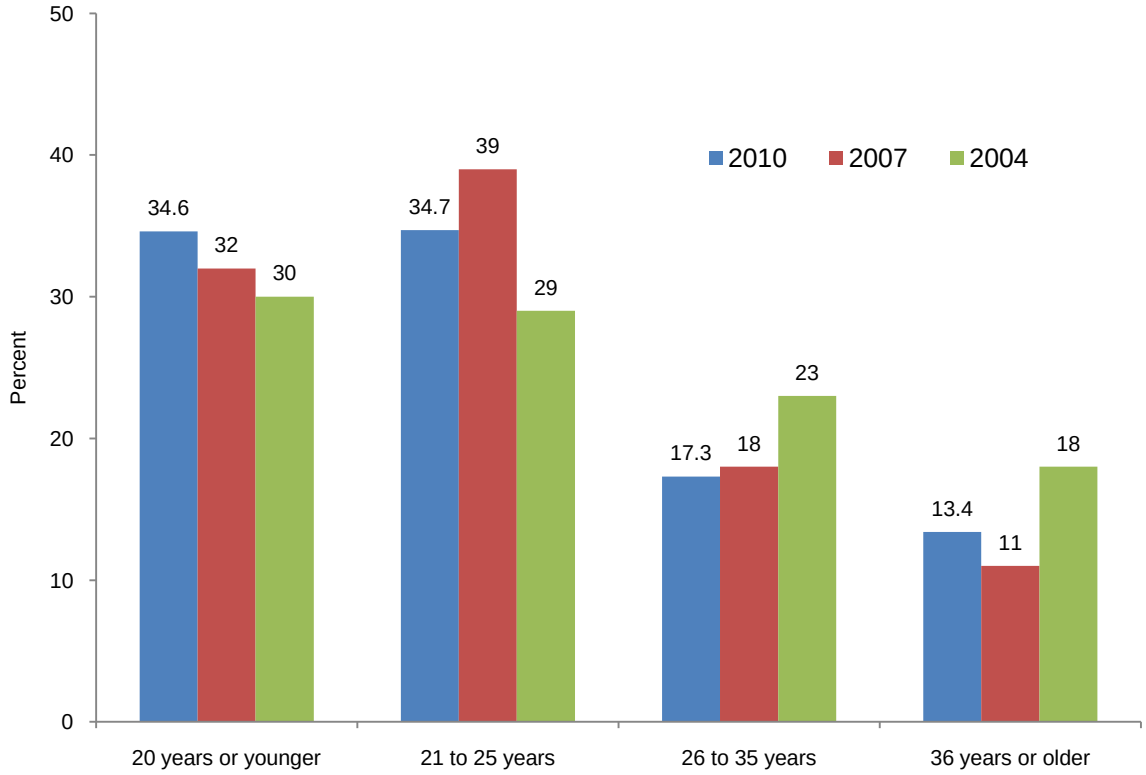


Chart 3 Client Satisfaction Survey: Percent of Respondents in Age Categories for 2010 and 2007



Note. N=788 for 2007 and N= 638 for 2010. In 2010 there were 143 respondents who did not indicate their age.

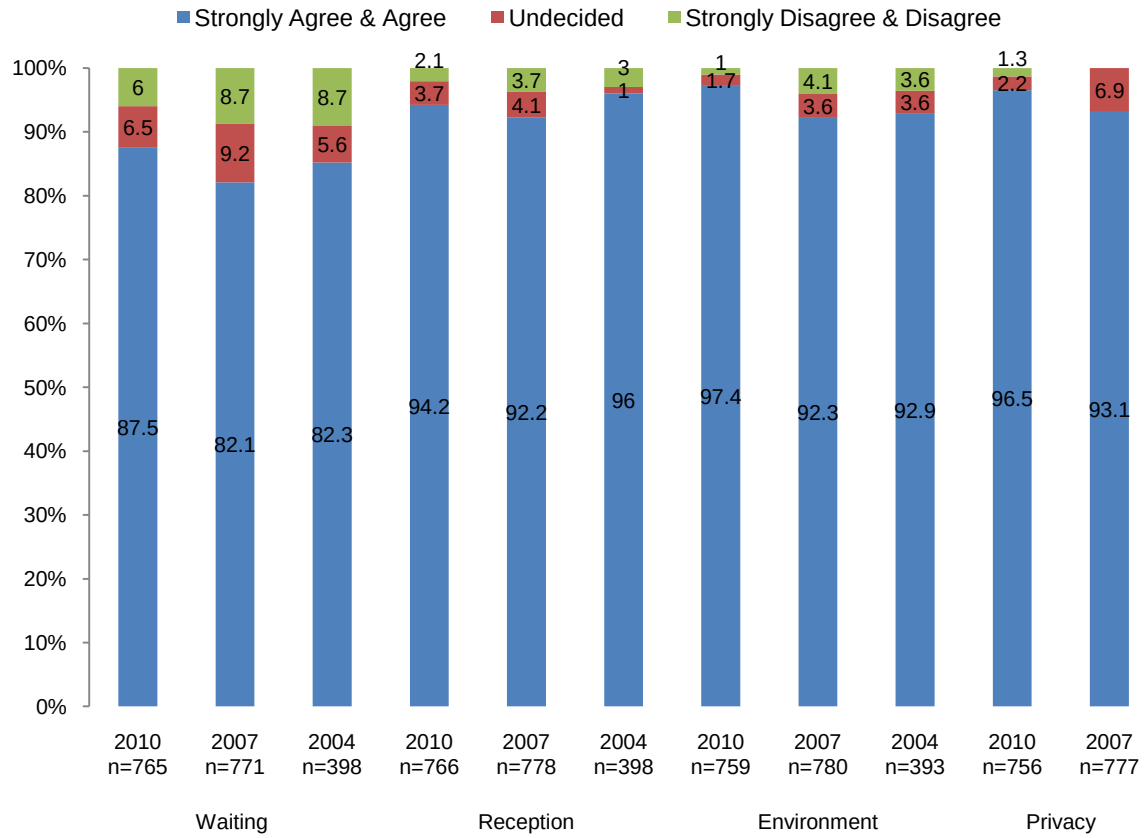
1.2.2 Satisfaction with Access, Environment and Privacy

Question 2.1 on the form asked respondents about their satisfaction with accessing the service and initial impressions (waiting time, quality of reception service, physical environment). Table 6 and Chart 4 show the percentage of respondents who *agreed* or *strongly agreed* that each of these elements was satisfactory. The figures in *italics* show 2007, 2004, 2001, and 1998 figures for comparison.

Table 6 Percent of Respondents Satisfied With Access/Environment Element

Attribute of Access/Environment	Percent Satisfactory Rating (Strongly Agree or Agree)				
Year	2010	*2007*	*2004*	*2001*	*1998*
Waiting time for appointment (n=765)	87.5	*82.1*	*82.3*	*88.7*	*85.5*
Reception on arrival (n=766)	94.2	*92.2*	*96*	*95.9*	*97.3*
Physical environment (n=759)	97.4	*92.3*	*92.9*	*88.4*	*92*
Adequate provision for privacy (n=756)	96.5	*93.1*	*n/a*	*n/a*	*n/a*

Chart 4 Overall Client Satisfaction Ratings Regarding Waiting Time, Reception, Environment and Privacy (2010 and 2007)



In general clients were very happy with the reception on arrival and generally with the physical environment of our offices. Whilst 88% said they were satisfied with the waiting time, it should be noted that this may be a skewed result as clients who were not satisfied with the wait time for an

appointment may not have followed through with an appointment at all, and therefore this figure represents the proportion satisfied, of those who actually attended an appointment.

Of the 756 respondents to the question about privacy, 97% (*93.1%)* said they thought that adequate provision had been made for protecting their privacy.

Comment

We have made some minor improvements to our offices since 2007, having made significant enhancements between 2004 and 2007. Client satisfaction with reception and the physical environment where we work has improved slightly since the last reporting period.

1.2.3 Perception of Service Provider

Question 2.3 asked about client perception of the person providing the service. Table 7 and Chart 5 show the percentage of respondents who *agreed* or *strongly agreed* that the service provider demonstrated the listed characteristic. The figures in *italics* show 2007, 2004, 2001 and 1998 figures for comparison.

Table 7 Percent of Respondents Who Said the Service Provider Demonstrated Particular Characteristic

Service Provider Characteristic	Percent Who Agreed or Strongly Agreed that Service Provider Demonstrated Particular Characteristic				
Year	2010	*2007*	*2004*	*2001*	*1998*
Communicated Clearly with Client (n=766)	98.3	*95.7*	*96.7*	*98*	*92.4*
Really Listened to What Client was Saying (n=769)	98	*95*	*96.7*	*96.8*	*92.1*
Really Understood What Client Said (n=768)	97	*94.6*	*94.3*	*95.3*	*89*
Was Skilled in Assisting Client (n=771)	96.3	*94.6*	*95.4*	*93*	*93.9*
Was Knowledgeable (n=769)	96.6	*94.5*	*94.3*	*96.2*	*96.5*

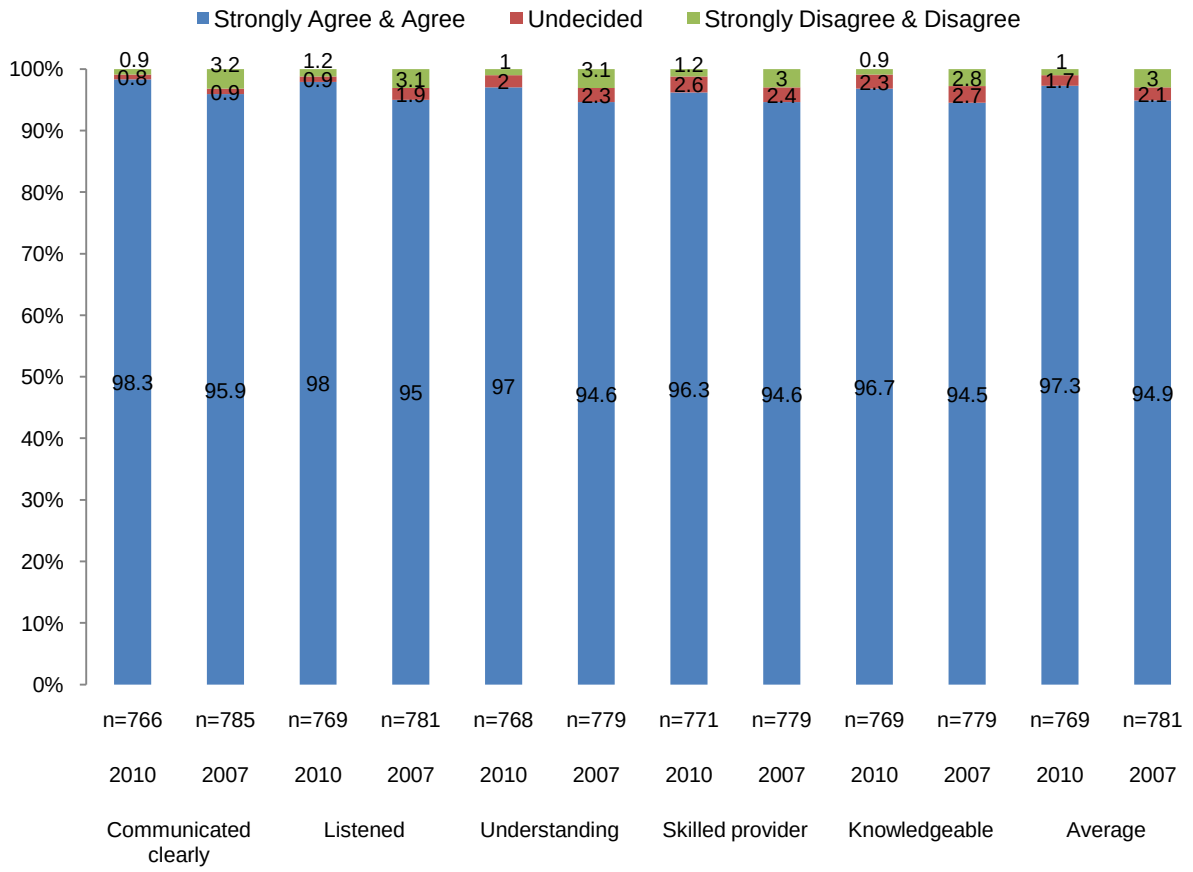
Being listened to…that my situation was understood and effective methods of dealing with things were provided. It really, really helped me.

The person who assisted me really understood & listened to me.

It's important I've had support regarding my health & I feel it's helped me clarify my decision making process & provided encouragement when things weren't going so well.

Allow(ed) me to complete my assignments without failure due to understanding of my circumstances & difficulties. Really good. Thank you.

Chart 5 Perception of Service Provider



Comment

Ratings on these items have been extremely positive and very consistent over the last five survey periods, with positive agreement ratings above 93% on all characteristics since 2001. With relatively large samples in 2007 and 2010 it is pleasing to see these ratings maintained.

1.2.4 Client Perception of Benefits of Assistance Received and of Service

The next question asked clients to rate their perception of the **benefits** of the assistance received and of the service along certain criteria that are listed and described below. Table 8 and Chart 6 show the percentage of respondents who *agreed* or *strongly agreed* that the assistance they received met the listed criteria. The figures in *italics* show the 2007, 2004, 2001 and 1998 figures for comparison. As numbers of responses varied to each question (its relevance depended on the nature of the presenting problem), the number of respondents to each question is given.

Helpfulness - the degree of helpfulness of the assistance received

Decision - the level of assistance in making important decisions

Study - the impact of the assistance on the ability to study effectively

Skills - level of new skills achieved

Relationship - the impact on the way the individual perceives self and their relationship with others

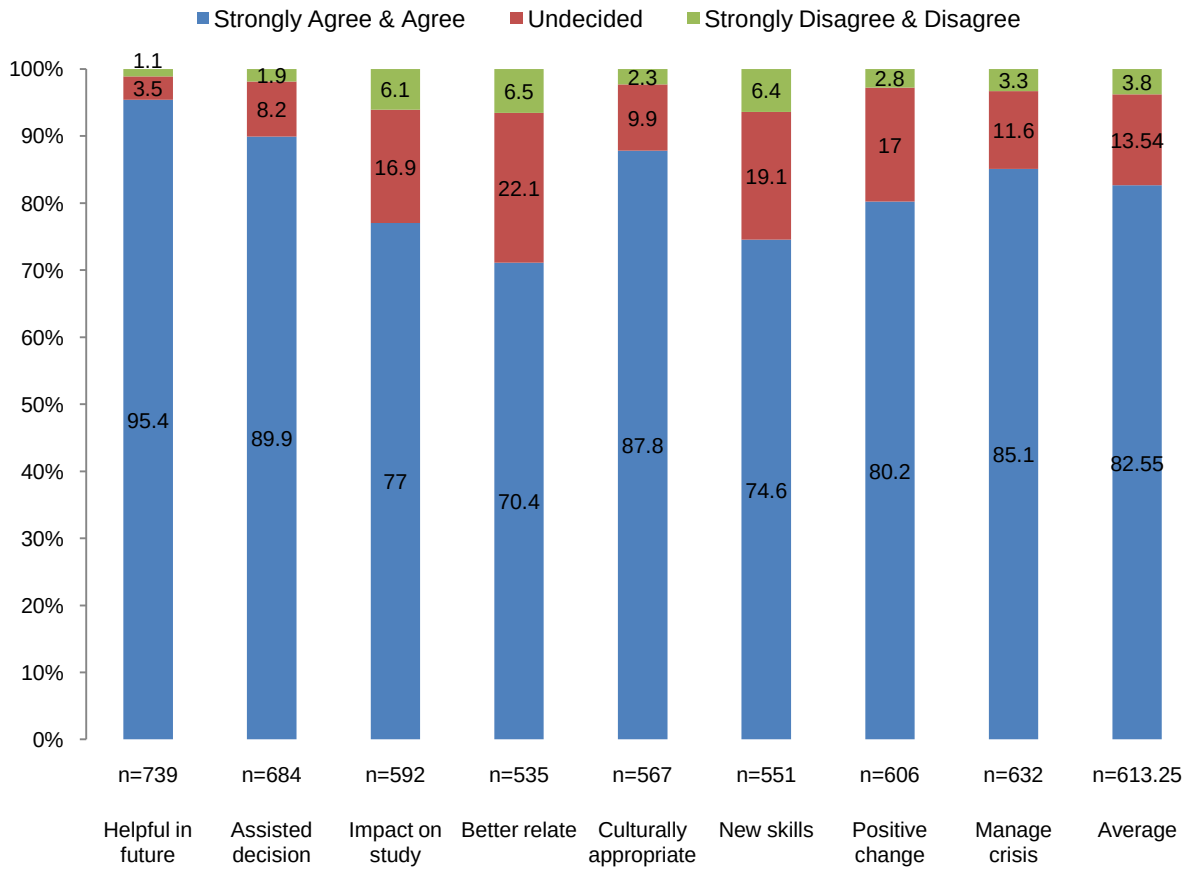
Change - the degree of change that resulted from the assistance received

Difficulty/Crisis - the degree to which the assistance helped the individual manage a difficulty/crisis

Table 8 Percent of Respondents Who Said the Assistance They Received Met Particular Criterion

Assistance Criterion	Percent who Agreed or Strongly Agreed					Assistance Criterion	Percent who Agreed or Strongly Agreed				
Year	2010	2007	2004	2001	1998	Year	2010	2007	2004	2001	1998
Helpfulness n=739	95.4	93	91	91.8	85.2	New skills n=551	74.6	59.1	58.6	44.4	42.9
Decision n=684	89.9	88.1	87.8	81.8	76.1	Change n=606	80.2	72	71.3	67.4	62.6
Impact on study =592	77	65.5	71.5	66.3	56.7	Manage Difficulty n=632	85.1	77.2	70.5	75	71.6
Relationship n=535	71.4	54.8	58.6	48.5	40.4						
Culturally ok n=567	87.8	n/a									

Chart 6 Overall Client Satisfaction Ratings Regarding Perception of Benefit of Assistance Received



Generally, the ratings continued the positive trends shown in the four previous evaluations. The proportion of respondents who *agreed* or *strongly agreed* was higher this time on all seven "benefit criteria" than in previous years.

Table 9 and Chart 7 show the percentage of respondents who *agreed* or *strongly agreed* that the service met the listed criteria. The figures in *italics* show the 2007, 2004, 2001 and 1998 figures for

comparison. As numbers of responses varied to each question (its relevance depended on the nature of the presenting problem), the number of respondents to each question is given.

Professionalism - an assessment as to the professional nature of the assistance given

Responsiveness - the level of responsiveness to client

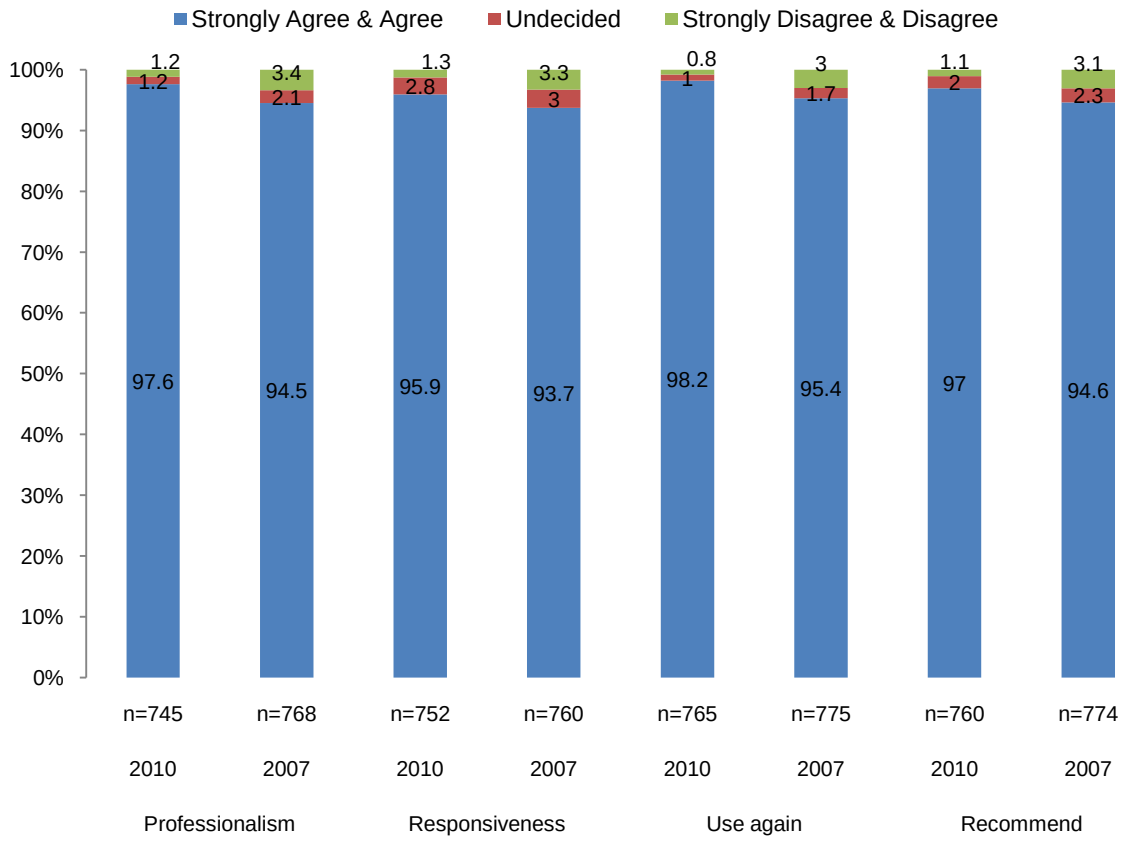
Reusability - an indication as to whether the client would use the service again

Recommendation - an indication as to whether the client would recommend the service to others

Table 9 Percent of Respondents Who Said the Service Met Particular Criterion

Assistance criterion	Percent Who Agreed or Strongly Agreed					Assistance criterion	Percent Who agreed or strongly agreed				
Year	2010	*2007*	*2004*	*2001*	*1998*	Year	2010	*2007*	*2004*	*2001*	*1998*
Professionalism (n = 745)	97.6	*94.5*	*95.6*	*96.1*	*94.1*	Reusability (n = 765)	98.2	*95.4*	*95.3*	*95.5*	*94*
Responsiveness (n = 752)	95.9	*93.7*	*93.4*	*93.3*	*88.5*	Recommend (n = 760)	97	*94.6*	*94*	*96.1*	*91.3*

Chart 7 Overall Client Satisfaction Ratings Regarding Perception of Service



Ratings for *professionalism*, *responsiveness*, *reusability,* and *recommendation* were the highest of the last five surveys.

1.2.5 Client Perception of Benefits of Assistance Received and of Service – Significant Differences between Cohorts.

An analysis of the Client Satisfaction Survey data (Appendix IV.26) showed some statistically significant differences between cohorts on a number of satisfaction dimensions as follows:

Gender

- female respondents reported greater *positive change* overall and for welfare support received, than male respondents
- female respondents reported higher agreement than males that the service had helped them *manage a difficult time in their life* overall, and for the Health Service
- female respondents reported higher agreement with the service *helping them acquire new skills* for welfare
- male respondents' agreement that the service provided was *culturally appropriate* was higher than female respondents' agreement for equity services, but lower for counselling
- male respondents' agreement that the service provided *responded to their needs* was higher than female respondents' agreement for equity services, but lower for chaplaincy

Domestic /International

- Domestic students reported higher agreement than international students on satisfaction ratings overall on all eight "benefit" dimensions – and on dimensions of professionalism of service and likelihood of re-use. This pattern was repeated for particular services on various perceptions of benefit with two exceptions – see below.
- International students reported higher agreement than domestic students on satisfaction ratings for equity services for service provider communication and listening, and for likelihood of recommending service to others.
- There were no statistically significant differences for domestic and international student ratings on any aspects of satisfaction with the Health Service.

1.3 Qualitative Responses

Respondents also gave a wealth of qualitative data by responding to the open ended questions:

- What was the most useful aspect(s) of the assistance you received?
- Please identify anything from the service with which you were not happy.
- Please offer any comment on how we might improve the provision and/or quality of any of our services.
- Please tell us what impact the assistance you received has had or is likely to have for you.

Table 10 summarises the responses to these questions for each service area. The number of respondents is different from number of comments received, as some respondents chose not to comment, and some provided more than one comment. Where respondents answered a question about dissatisfaction or improvement with a comment that "everything was fine - no improvements needed" these were counted in the response set under "generic positive statement".

Table 10 Summary of Client Comments on Each Service Area

Most Useful Aspect of Service Received

	2010	2007	2004	2001	Category of Comments
Health Service	37%	18%	29%	24%	said manner of assistance - caring, client centred, helpful,
Respondents n=156	49%	57%	25%	32%	said confidence in medical diagnosis/treatment (nurse or doctor)
Comments n=143	6%		20%	21%	said health orientation - information, counselling, long term health
	5%	20%	18%	16%	said convenience - on-campus, timely/immediate, bulk-billing
	1%	4%	8%	7%	gave generic positive comment eg "everything was good"
	1%	1%			said the service did 'something extra' to help them
	1%				other
Careers and Employment Service	29%	29%	24%	27%	said confidence in careers counselling provided - diagnosis and/or intervention
Respondents n=98	8%	15%	12%	12%	said manner of assistance - caring, client centred, helpful,
Comments n=94	14%	6%	42%	37%	said type of information provided - resourcing to assist in longer term
	49%	44%	14%	21%	said assistance with job applications (specific reference)
		6%	8%	3%	said assistance with academic matters
Counselling Service	58%	74%	61%	64%	said confidence in counselling provided- diagnosis intervention
Respondents n=132					
Total comments n=143	22%	9%	31%	23%	said manner of assistance – eg caring, client centred (specific)
	10%	2%	8%	7%	said information and resourcing to assist in longer term
			0%	6%	said assistance with financial matters
	4%	13%			said improved their sense of self confidence/agency
		2%			said the ease of access to service was a positive feature
	6%				other
Welfare & Student Liaison Office	68%	59%	54%	59%	said competent assistance with financial issues
	22%	23%	31%	38%	said manner of assistance - courteous, helpful
Respondents n=88	6%	3%	12%	3%	said quick access to service
Comments n=96	1%	4%	4%		said good referral to other service/s
	1%	11%			said improved their sense of self confidence/agency
	2%				other
Chaplaincy	65%	34%	50%	79%	said confidence in service provided and outcomes for them
Respondents n=30					
Comments n=17	35%	33%	50%	14%	said manner of assistance - caring, client centred, helpful
				7%	gave generic positive comment eg "everything was good"
		33%			said enjoyed/valued being part of a spiritual group
Student Equity Services (Disabilities Service)	70%	69%	45%	100%	said confidence in service provided and supports arranged
	15%	7%	29%		said information and resourcing to assist in longer term
Respondents n= 109	15%	24%	26%		said manner of assistance - caring, client centred, helpful
Comments n=102					

Aspects of Service Client Not Happy With

	2010	2007	2004	[2001]	Category Of Comments
Health Service	26%	37%	34%	[6%]	said waiting time (with scheduled appointment)
Respondents n=106	3%	6%	10%		said poor use of technology as email, web, phone and EFTPOS
Comments n=97			7%	[6%]	said communication skills/manner of staff and/or doctor
		4%	2%	[6%]	said waiting area/physical surrounds
	1%		2%	[4%]	said lack of bulkbilling for some
			2%		said not being able to see who they wanted to
				[4%]	said they wanted pharmacy on campus
	6%	17%			other comments
	64%	**36%**	**41%**	**[74%]**	**gave generic positive comment eg "everything good"**
Careers and Employment Service	44%	24%	44%		said the duration of the consultation was too short
Respondents n=72			22%		said the content of the consultation could be improved
Comments n=70	3%		11%		said staff lacked knowledge of the student's study program
			11%		said lack of publicity about the service
	1%	14%	11%	[7%]	said waiting time for an appointment
				[7%]	said time taken to register on Career board
	3%	14%			made other comments
	49%	**48%**		**[86%]**	**gave generic positive comment eg "everything was good"**
Counselling Service	14%	46%	52%	[13%]	said waiting time for an appointment
Respondents n= 91			19%	[7%]	said "the environment" and location
Comments n=88	3%		10%		said the service should make better use of online and telephone to improve on the appointment system
	1%		10%		said having to wait for counsellor on the day
			5%		said staff's lack of knowledge of the students' study program
	4%	4%	5%	[7%]	said time limit/duration for each session
				[20%]	said skill/attitude of counsellor in interpreting feelings
				[10%]	said issues only partly resolved
	4%				related to OQ-45 pre-consultation questionnaire
	8%	7%		[3%]	"other"
	66%	**43%**		**[40%]**	**gave generic positive comment eg "everything was good"**

	2010	2007	2004	2001	Category of Comments
Welfare & Student Liaison Office Respondents n= 88 Comments n=60				[4%]	said issues only partly resolved
		3%		[4%]	said time waiting in waiting room
			7%	[9%]	said the time it took to get the loan once interviewed
	10%	2%		[4%]	"other"
	90%	**95%**	**93%**	**[79%]**	**gave generic positive comment eg "everything was good"**
Chaplaincy Respondents n=25 Comments n=12					In 2010 all 12 said "everything was good" or n/a In 2001 four respondents gave generic positive comment or no comments. In 2007 these comments are grouped under Suggestions for Improvements
Student Equity Services (Disabilities Service) Respondents n= 61 Comments n=69	**81%**	**25%**	**29%**	**[89%]**	**gave generic positive comment eg "everything was good"**
	7%	25%	29%	[11%]	said problems with the process of assistance (slow follow-up by other service, lack of continuity in staff you deal with, having to present in person)
		25%	14%		said waiting time for appointment
	3%		14%		said the appropriateness/relevance of response
	6%	25%	7%		said need to provide better furniture/facilities
	3%		7%		said more services should be provided

Suggestions for Improvements

	2010	2007	2004	[2001]	Category Of Comments
Health Service Respondents n=106 Comments about improvements n= 9	11%	13%	26%	[13%]	said reduce waiting time for a scheduled appointment or generally
	44%	14%	19%	[23%]	said improve the reception area - music, better magazines, more privacy
			10%		said to improve facilities (other than reception)
			6%	[10%]	suggested other services eg yoga, pharmacist
			6%		said increase access to bulk-billing
				[6%]	said would have liked more information from the doctor
	22%	6%			said should be more doctors available
		4%			said it was difficult to find the phone number
	22%	16%			made other comments
	n=62*	**47%**	**32%**	**[48%]**	**gave generic positive comment eg "everything was good"**

	2010	2007	2004	2001	Category of Comments
Careers and Employment Service Respondents n=72 Comments about improvements n= 5	n=1	4%	13%	[22%]	said to reduce waiting time e.g. by providing more careers staff
		42%	20%		said to increase length of consultation
			13%	[33%]	said improve advertising of service/CareerBoard
			7%		said improve use of digital communication-email, web
			7%		said to improve facilities as coffee
		8%			said would be good to be able to access better statistics on careers
	n=4	4%			made other comments
	n=34*	**42%**	**40%**	**[45%]**	**gave generic positive comment eg "everything was good"**
Counselling Service Respondents n= 91 Comments about improvements n=1	n=1	21%	40%	[17%]	said provide more staff to increase accessibility.
		17%	8%	[13%]	said improve advertising of service.
		4%	8%	[6%]	said improve physical environment – water cooler, parking
			12%		said make better use of digital communication
		8%	20%	[13%]	"other" improvements to the service
				[3%]	said provide access to counsellor of opposite gender to that on that campus
	n=58*	**50%**	**12%**	**[48%]**	**gave generic positive comment eg "everything was good"**
Welfare & Student Liaison Office Respondents n= 71 Comments about improvements n=1	n=1		8%	[23%]	said better advertising
		8%	8%	[16%]	said more welfare staff needed
		4%	17%	[15%]	"other"
		12%			suggested improvements to reception
	n=54*	**76%**	**67%**	[46%]	**gave generic positive comment eg "everything was good"**
Chaplaincy Respondents n=25 Comments about improvements n=0		13%	2004*	[40%]	said more chaplains/chaplaincy hours needed
				[20%]	suggested a topic for a seminar
		37%			suggested improvements eg an expanded range of service offerings
		50%		**[40%]**	**gave generic positive comment eg "everything was good"**
Student Equity Services (Disabilities Service) Respondents n= 109 Comments about improvements n=6			32%	[33%]	said more staff needed
	n=2		21%		said more information to students and staff
	n=4	40%	21%		proposed other ways to improve service
				[22%]	said more handouts would be helpful
	n=56*	**60%**	**26%**	**[55%]**	**gave generic positive comment eg "everything was good"**

*Numbers are shown rather than %; general positive statements captured as part of question and reported in previous Table.

**In 2004, only 1 suggestion for better use of email and digital communication.

Impact of Service on Client

	2010	2007	2004	[2001]	Category Of Comments
Health Service	60%	81%	41%	[46%]	said their health improved short and/or long term
Respondents n=129					
Comments n=134	8%	7%	36%	[20%]	said that it helped them work or study by improving their health/emotional wellbeing
	10%	12%	3%	[8%]	"other"
	22%		20%	[26%]	gave other positive comment
Careers and Employment	23%	7%	31%	[31%]	said the contact improved their skills - decision making, jobsearch, research
Service Respondents n=89					
Comments n= 87	27%	30%	30%	[10%]	said the contact enhanced their career confidence
	3%	6%	28%	[14%]	said the contact made them more confident about their academic direction
	43%	46%	9%	[31%]	said the contact improved their employment prospects
	4%	11%	2%	[14%]	gave other positive comment or other comment
Counselling Service	39%	40%	40%	[33%]	said the contact improved their confidence in resolving/managing problems/stress/anxiety
Respondents n=132					
Comments n=140	16%	17%	19%	[2%]	said the contact impacted positively on their study
	25%	38%	17%	[21%]	said the contact improved their overall self-esteem/happiness
	11%		11%	[33%]	said the contact assisted them with options
	6%	5%	13%	[9%]	gave other positive comment
	2%			[2%]	said the contact assisted them with practical matters (eg forms)
	1%				other
Welfare & Student Liaison Office	50%	20%	36%	[35%]	said the contact assisted them with financial support
Respondents n=83	15%	13%	36%	[21%]	said the contact made their life easier/reduced stress
Comments n=82	18%	23%	16%	[24%]	gave other positive comment
	15%	39%	12%	[10%]	said the contact equipped them better for financial planning
	2%	5%		[10%]	"other" (including reference to help with grievances)
Chaplaincy	7%	36%	66%	[17%]	said social and spiritual benefits
Respondents n=26	79%	46%		[17%]	said personal support to manage university
Comments n=14	14%	18%	33%	[66%]	gave other positive comment
Student Equity Services (Disabilities Service)	70%	50%	63%	[70%]	said the contact specifically enabled them to do better in study/exams
Respondents n=109	9%	36%	22%		said the contact improved their opportunities
Comments n=99	13%	7%	11%	[15%]	said the contact made them feel better about themselves/gave emotional support
	4%	7%	4%	[15%]	gave other positive comment
	4%				other

1.4 Discussion

There was clearly a high level of satisfaction reported by users of our services (students and staff) on the Client Satisfaction Survey. Some 97% or more found our staff and our services to be of high quality and intend to use the services again as well as recommend them to others. A very significant majority said the assistance received had a positive impact on their ability to study effectively.

Perception of benefit ratings improved across all seven criteria and were the highest since 1998.

The wait time for appointments for the Health Service has been an issue for some time – with demand outstripping available doctors' hours as student and staff numbers have grown. In spite of increasing fees for non-Health Care Card holding staff in 2009 and again in 2010, increasing doctor hours at both Nathan and GC centres, and increasing nurse hours, we still hear from some clients that they not happy with waiting for a medical appointment, nor with being kept waiting past the allotted appointment time when doctors accept over-bookings to accommodate demand.

Comment

Because the Client Satisfaction Survey was administered across all service areas, core questions were retained to enable collection of cross service and trend data. Service area also added questions specific to their domain. In particular the Health Service again used this tool to gather client feedback specifically for the re-accreditation exercise to be undertaken in 2011.

Also, this instrument captured client opinion immediately after the contact. Clients' views of the usefulness or meaningfulness of the contact may change with some intervening time. There is also a real possibility that clients will respond very positively immediately after a contact simply because of the "afterglow of attention" phenomenon - people feel better when someone listens to them exclusively and non-judgmentally - whether or not real or lasting change or impact is experienced.

Friendly and non-judgemental.

Immediate resolution to an emergency situation.

Very kind, made me relax & feel at ease. Easy to talk to. Provided useful info.

Confidence to ask for help when I need it.

Helps me decide my future career.

2.0 Student Survey

2.1 Design

This questionnaire (see Appendix V) was designed to capture information from students as both users and non-users of our services.

Students had the option to respond to the survey on-line or in hardcopy. Through email, online notices and posters around the campuses, and by direct approach from our Student Partners[39], students were invited to provide their views about Student Services either by completing an online survey or in hardcopy. The online survey was developed using Surveymonkey. Conducting the hardcopy survey involved training undergraduate students to act as survey assistants/interviewers across the five campuses (seven sites). Student Partners approached students and asked them to complete the questionnaire about their *knowledge of*, perception of *importance,* their past *use of* and *satisfaction with* services provide by Student Services. Demographic details of the respondents were also captured (eg academic element, undergraduate or postgraduate, gender etc). Incentives from completion and submission of the survey included being in the draw for an iPad, or book vouchers, and all respondents at stalls received a chocolate bar.

2.2 Quantitative Results

More detailed statistics appears in Appendix VI and VII. Italicised figures in brackets are 2007 figures for comparison.

2.2.1 Demographics of Participants

Overall 1950 students responded to the survey, and 1845 (*1299)* respondents provided their demographic details. The numbers answering specific questions were sometimes higher and sometimes lower than this total – shown against results.

The majority of respondents (n =1855) was from GC 30.1% *(29.3%)*, followed by Nathan 27.2% *(32.1%)* MG 19.4% (12.5%), Logan 11.3% (14.7%), South Bank - QCA 7.3% (9.8%) and South Bank - QCGU 4.7% (1.5%). Most respondents were female 66.2% (65.1%) and most (n = 1860) were in their first 37.7% (36.9%), second 30.6% (31.2%) or third year 21.8% (20.3%) of undergraduate study.

On average, respondents were older than 2007 (n = 1895), although the most common age group was still 20 years or under at 41.3% down from 46.2% in 2007, with 37.3% (34.8%) 21-25yrs. The majority of respondents (n=1724) were domestic students, although the proportion of international students responding to the survey (27.1%) was higher this time than in 2007 (26.9%) or 2004 (21.1%).

2.2.2 Knowledge of What Student Services Offers at Griffith

In earlier evaluations (1995, 1998, 2001) students were asked if they were *aware* of Services. In 2004 and 2007, the questions aimed to measure more than awareness and asked students wether

[39] Students we recruit to work with Student Services in a variety of roles.

they *knew* what Student Services offered, where Student Services was *located* on their campus and also, whether they *knew* what specific service areas offered. Since 2004 we have also asked respondents to rate their perception of the *importance* of the University providing each of the specific services. Arguably, these questions, along with the ones on usage and satisfaction, contribute to a more detailed picture of students' expectations and perceptions.

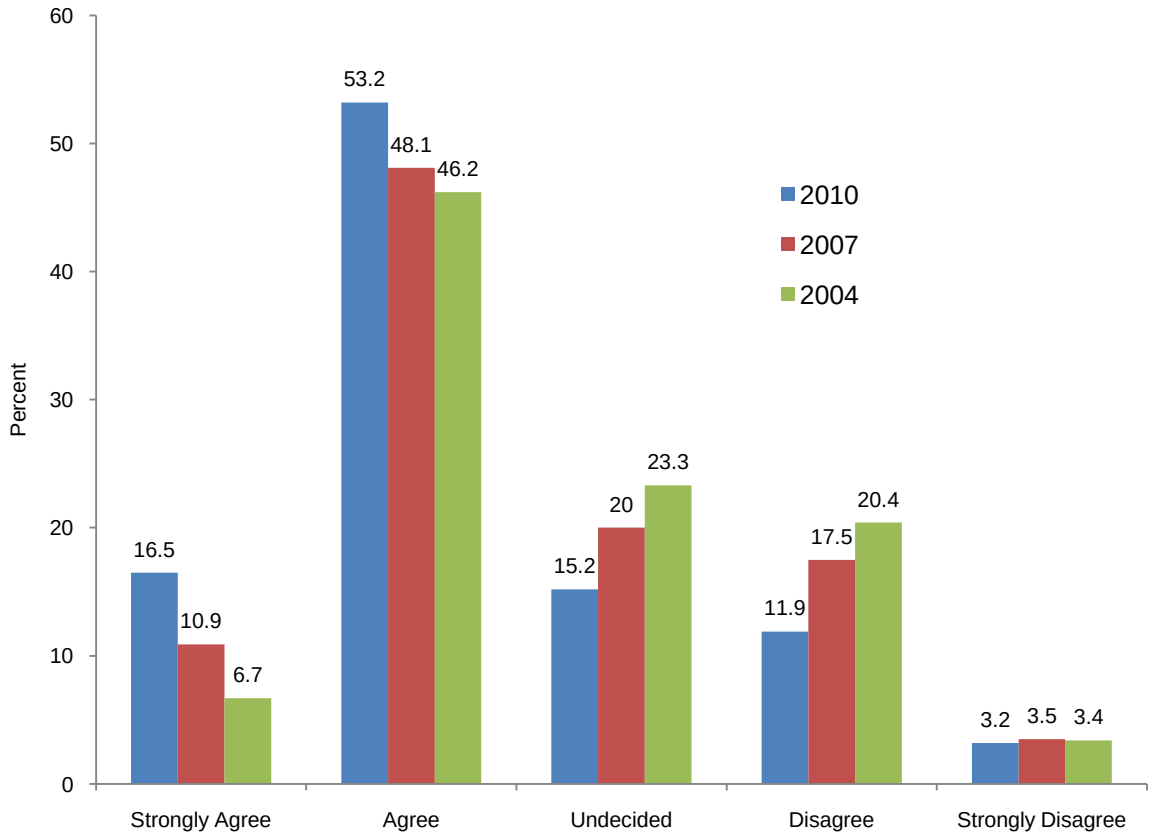
Table 11 and Chart 8 compare the 2010, 2007 and 2004 measures of *knowledge of* services. In 2010, (n=1948), 69.7% *(59.0%; 52.9%)* of students *agreed* or *strongly agreed* that they *knew* what Student Services offered at Griffith. Of interest is the fact that international students were again more likely to know what we offer (78.1%) than domestic students were 66.4% (in 2007 the figures were 68.8% for international students compared to 54.7% for domestic students).

The main findings from the Student Survey relating to *knowledge, importance, use* and *satisfaction with* our services are shown below in Tables 11 and 12 and Charts 8, 9, 10 and 11. Figures for 2007 and 2004 are shown in *(italics)* in the text.

Table 11 I Know What Student Services Offers at Griffith

	N	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
2010	1948	16.5%	53.2%	15.2%	11.9%	3.2%
2007	1299	10.9%	48.1%	20.0%	17.5%	3.5%
2004	1277	6.7%	46.2%	23.3%	20.4%	3.4%

Chart 8 I Know What Student Services Offers at Griffith (2010, 2007 and 2004)



Knowledge of what specific services offer was again highest for the Careers and Employment Service 71.0% (*68.7%; 64.4%),* followed by the Health Service 64.8% *(62.3%; 50.3%),* then the Counselling Service 72.2% *(67.7%; 65.5%),* Welfare and Student Liaison 62.1%*(51.4%; 38.9%)*, Student Equity Services 57.3% *(54.1%; 45.5%),* and Chaplaincy 50.0% *(41.0%; 32.5%).* On average across all service areas (n=1941), 62.9% (57.5%*; 49.5%)* of respondents stated that they knew what specific services offer, 18.0%(*20.7%;25.9%)* did not, and 19.1% *(21.8%; 24.5%)* were undecided.

Table 12 I Know What This Specific Service of Student Services Offers to Students

	N	Strongly Agree + Agree %	Undecided %	Strongly Disagree + Disagree %
Welfare				
2010	1945	62.1	19.1	18.8
2007	1276	51.4	22.8	25.8
2004	1256	38.8	28.7	32.5
Counselling				
2010	1936	72.2	15.2	12.6
2007	1273	67.7	17.1	15.2
2004	1260	65.5	15.5	19
Equity				
2010	1940	57.3	23.3	19.4
2007	1276	54.1	22.6	23.4
2004	1254	45.5	27	27.5
Careers				
2010	1941	71	15	13.9
2007	1272	68.7	16.6	14.7
2004	1257	64.4	18.9	16.7
Health				
2010	1945	64.8	16.5	18.8
2007	1292	62.3	20.4	17.3
2004	1260	50.3	23.5	26.2
Chaplaincy				
2010	1939	50	25.6	24.4
2007	1266	41	31.3	27.7
2004	1255	32.8	32.6	34.6
AVERAGE				
2010	1941	62.9	19.1	18
2007	1276	57.5	21.8	20.7
2004	1257	49.6	24.4	26.1

It is very pleasing to see the knowledge of services overall increase from 49.6% to 62.9% over the last three survey periods, and also that knowledge of the Welfare and Student Liaison Office improved by over 10% and of Chaplaincy improved by 9% since the last survey period.

The doctor I saw was fantastic & very helpful and understanding

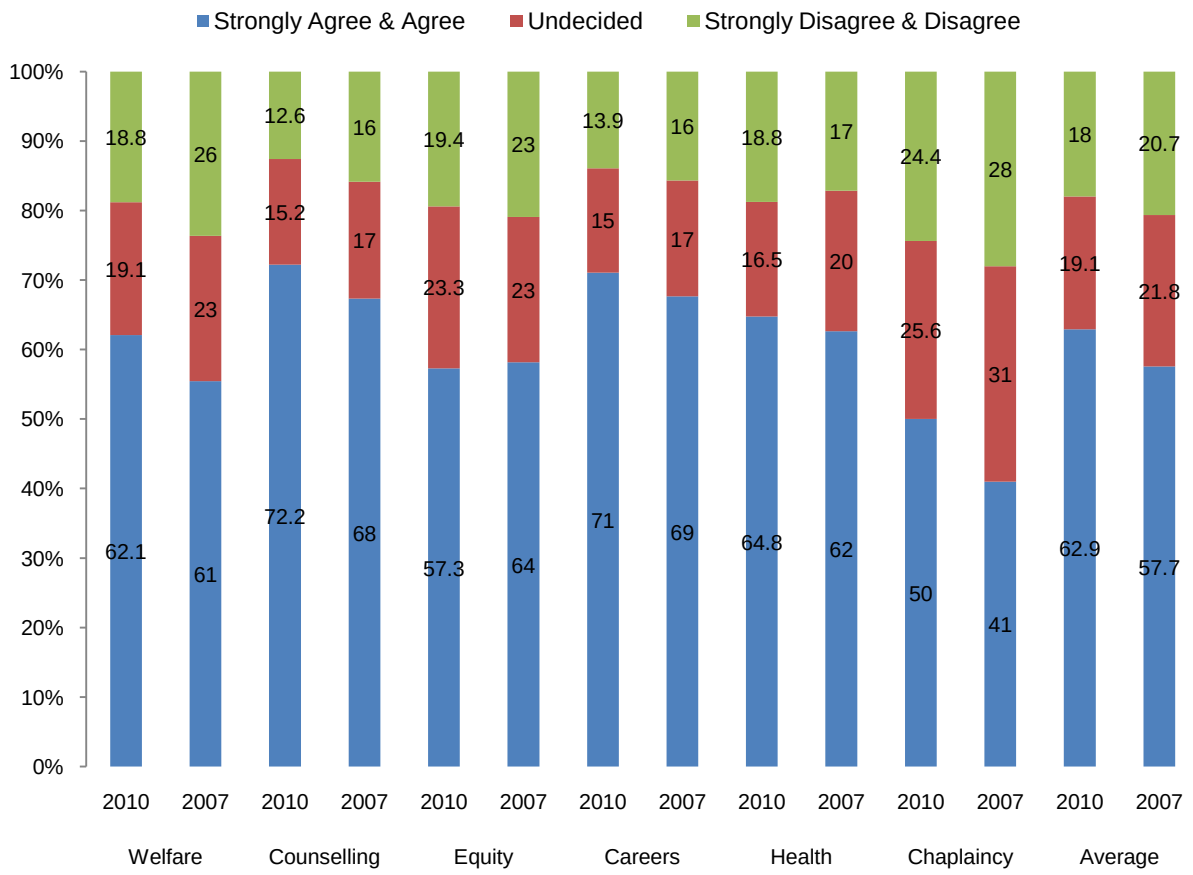
The service helped me when i was in a very difficult financial situation. Thank you.

Very informative when preparing resumes, interviews

Vital service to have on campus!

Extremely helpful at any time

Chart 9 I Know What This Specific Service Offers to Students (2010 and 2007)



2.2.2 Knowledge of Location of Student Services on Campus[40]

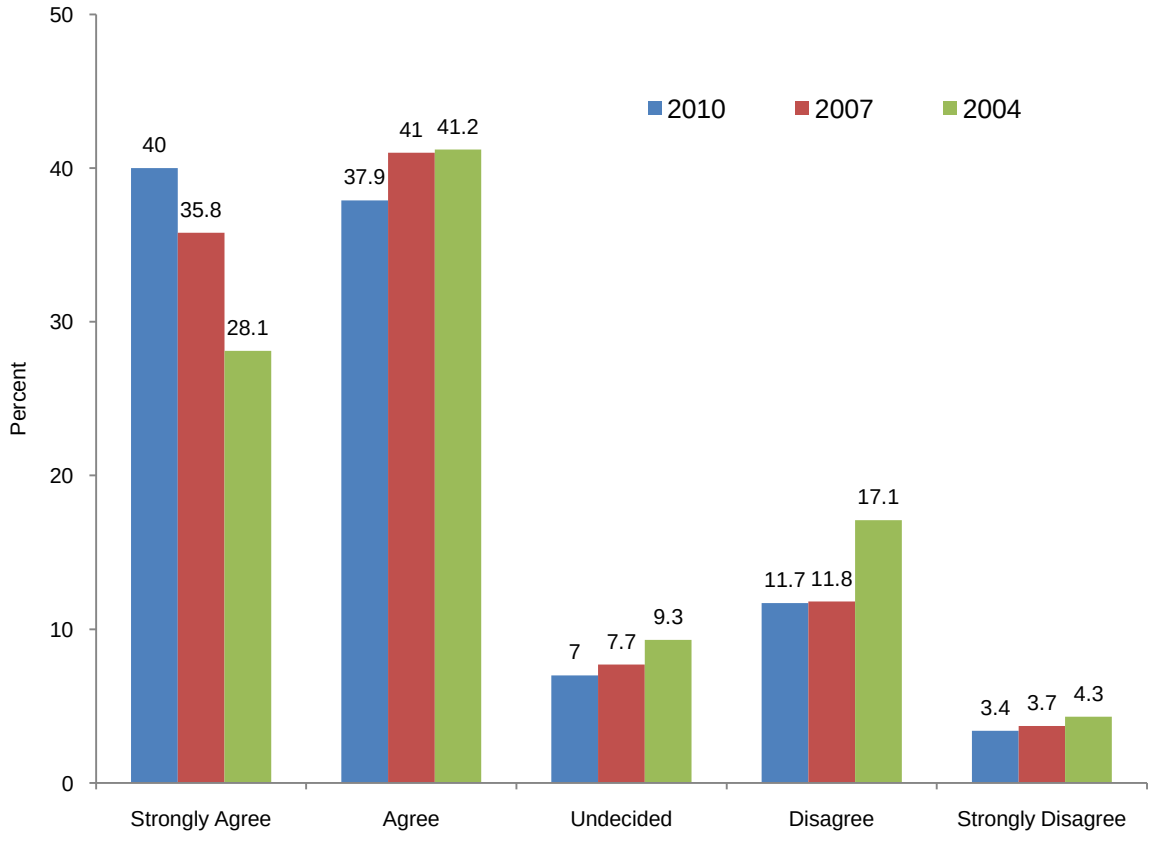
Some 77.9% *(76.8%; 69.3%)* of respondents (n=1943) *agreed* or *strongly agreed* that they knew where Student Services was located on their campus, and 15.0% *(15.5%; 21.4%)* said they did not know.

Table 13 I Know Where Student Services is Located on My Campus

	N	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
2010	1943	40	37.9	7	11.7	3.3
2007	1298	35.8	41	7.7	11.8	3.7
2004	1274	28.1	41.2	9.3	17.1	4.3

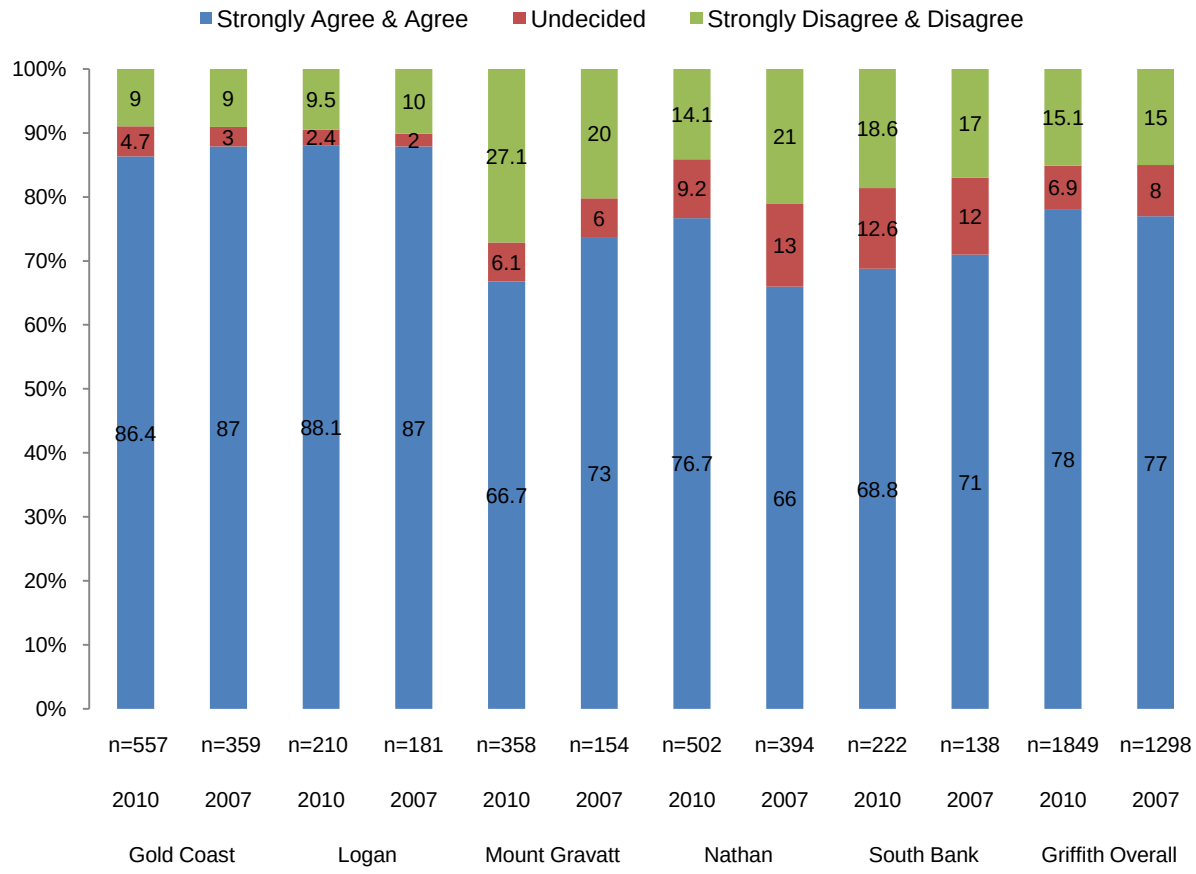
Further analysis of responses (n= 1943) to this question showed that knowledge of location of Student Services was again highest at Logan 87.7% (*87%;88.8%),* and Gold Coast 85.1% *(87%;70.5%),* followed by Mt Gravatt 77.1% *(73%; 63.9%)*, Nathan 75.6% *(66% ; 52.9%) and* South Bank 69.8% *(71%;77.8%).* On average, 77.9% *(77%;68.6%)* of respondents know where Student Services is located on their main campus, and in 2010 this was comparable for domestic (77.7%) and international (77.6%) students.

Chart 10 I Know Where Student Services is Located on My Campus (2010, 2007 and 2004)



[40] See Appendix VII Table 3 for details. No comparable data from previous evaluation.

Chart 11 I Know Where Student Services is Located (by main campus of respondent) (2010, 2007 and 2004)



Comment

Student Services underwent a re-branding exercise in early 2010, based on feedback gathered from students and staff in 2009. This may have contributed to overall higher awareness of what we offer and where we are located this survey period, compared to previous surveys.

2.2.4 Importance of Offering Specific Services[41]

Some 92% or more *(90%; 90%)* of respondents thought it was important to provide counselling, careers, equity, welfare and health services, and over 75% (*69.1% ; 67.3%)* thought it was important to provide Chaplaincy, so, on average, 91.5% *(89%; 89%)* of respondents (n= 1939) thought it was important to have our services on campus. Importance ratings were - Careers and Employment Service 95.8%, Counselling 95.5%, Student Equity Services 94.1%, Health 93.9%, Welfare and Student Liaison 94.2% and Chaplaincy 75.4%. Figures for 2010, 2007 and 2004 are shown in Table 14.

41 See Appendix VII Table 4 for details

Table 14 I Think It Is Important for the University to Provide This Kind of Service to Students

	N	Strongly Agree + Agree %	Undecided %	Strongly Disagree + Disagree %
Welfare				
2010	1943	94.2	5.2	0.7
2007	1284	90.2	8.3	1.5
2004	1245	90.7	8.1	1.1
Counselling				
2010	1939	95.5	3.8	0.7
2007	1288	93.4	5.7	0.9
2004	1246	93.8	4.9	1.2
Equity				
2010	1939	94.1	5	0.9
2007	1287	93.4	5.7	0.9
2004	1236	93.3	5.5	1.2
Careers				
2010	1942	95.8	3.4	0.8
2007	1278	94.8	4.1	1.1
2004	1242	95.9	3.3	0.8
Health				
2010	1940	93.9	5.1	1.1
2007	1288	91.7	6.8	1.6
2004	1244	92	6.9	1.1
Chaplaincy				
2010	1932	75.4	16.8	7.9
2007	1275	69.1	23.7	7.2
2004	1237	67.4	25.9	6.8
AVERAGE				
2010	1939	91.5	6.6	2
2007	1283	88.8	9	2.2
2004	1242	88.9	9.1	2

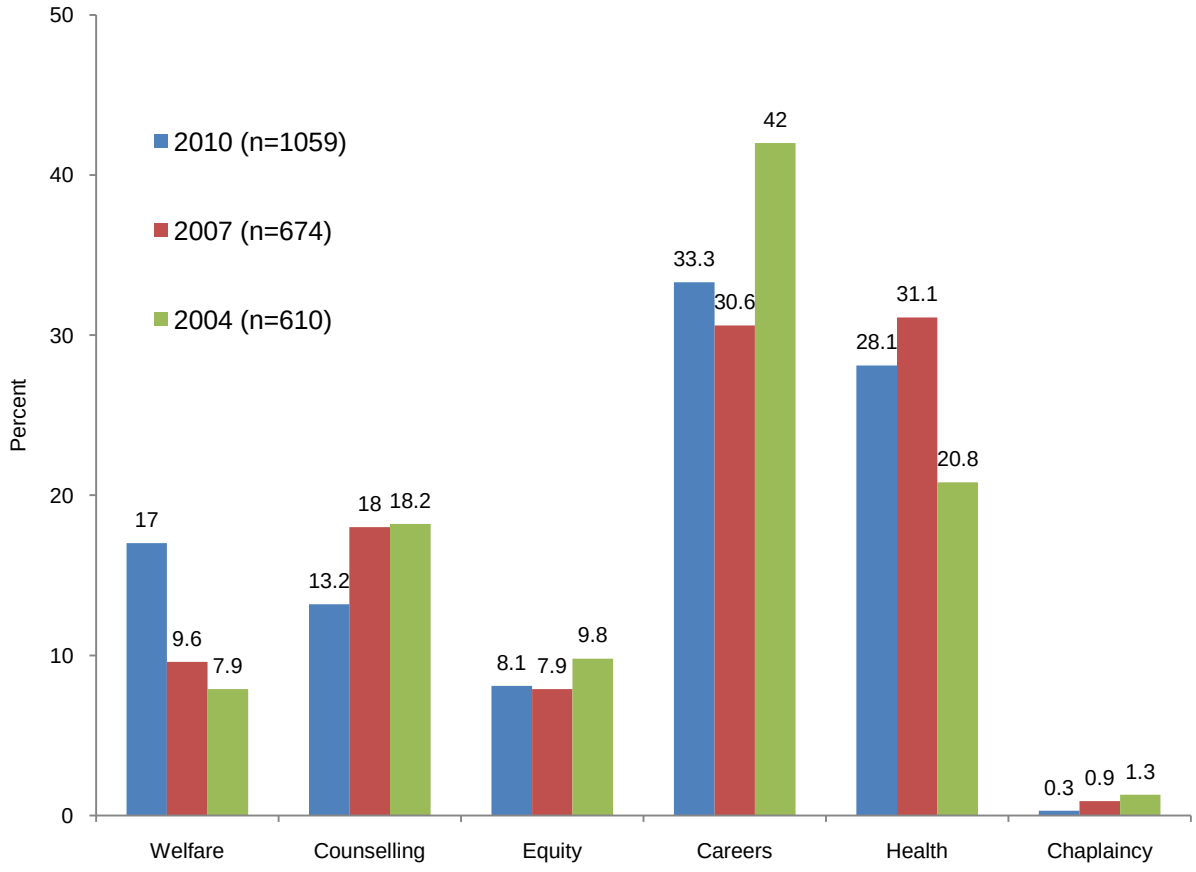
2.2.5 Use of services[42]

Respondents who had used any services were asked to rate the service they had used the most, and up to two other services. The Careers and Employment Service 33.3% *(31%; 42%)* was rated as the most used service, followed by the Health Service 28.1% *(33%; 21%)*, then the Welfare and Student Liaison Office 17.00% *(10%; 8%),* then the Counselling Service 13.2% (*18%; 18%),* Student Equity

[42] See Appendix VII Table 5 for details.

Services 8.1% *(8% ; 10%),* and Chaplaincy 1% *(1%; 1%).* (See Appendix VII /Table VII.6 for more details).

Chart 12 Service Most Used (2010, 2007 and 2004)



2.2.6 Satisfaction with Services Used

Respondents who had used any services were asked to rate the service they had used the most and up to two other services on a five-point scale (*Excellent, Good, Fair, Poor* and *Very Poor*) according to:

- User friendliness
- Usefulness at the time
- Impact on staying at uni and keeping on track
- Impact on overall positive experience of "studying at Griffith"

Respondents were also asked whether they would use the service again and whether they would recommend the service to others.

Rating the Service Most Used[43]

On average across all characteristics and services rated, 84.5% *(82.4%; 75.8%)* of respondents rated the service most used as *excellent* or *good* and only 3.2% (3.1%; *5.4%)* it as *poor* or *very poor.*

[43] See Appendix VII Table 6 for details.

i. User friendliness – 89.5% *(89.8%)* rated the service most used as *good* or *excellent* on this dimension. Only 2.3% *(1.7%)* rated it *poor* or *very poor.*

ii. Usefulness at the time – 85.8% (*84.0%)* rated the service most used as *good* or *excellent.* Some 3.7% (3.1%) rated it as *poor* or *very poor*.

iii. Impact on staying – 80.4% *(74%)* rated the service most used as *having a positive impact* on their staying at university and keeping on track with their studies. Only 2.6% *(4%)* rated it *poor* or *very poor* in that regard.

iv. Overall positive experience – 82.4% *(82.0%)* rated the service most used as being *good* or *excellent* in contributing to their overall positive experience of studying at Griffith. Some 4% *(3.3%)* rated this as *poor* or *very poor*.

Chart 13 Rating Service Most Used (2010, 2007 and 2004)

Comment

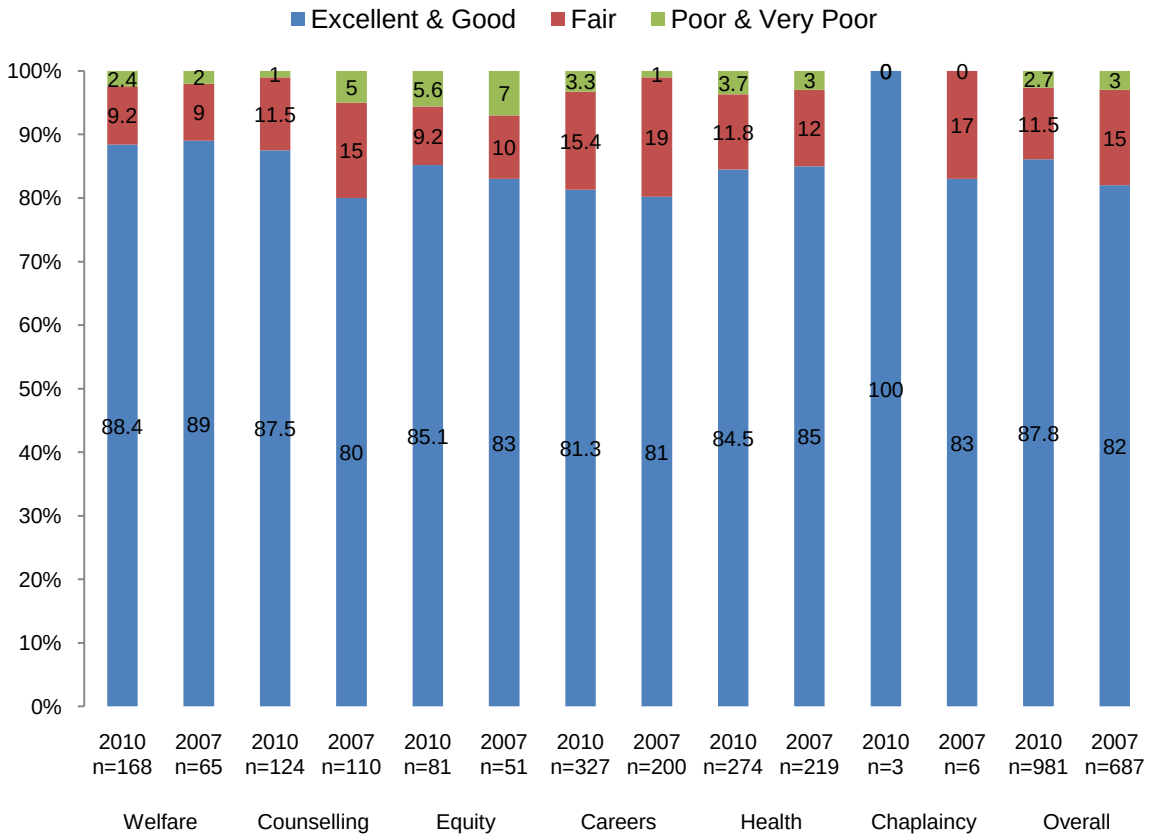
It is very pleasing to see that ratings by international students are starting to track against those for domestic students on these measures of satisfaction – where in the past international students were considerably less positive on each dimension than were domestic students. Overall, the satisfaction rating difference is only around 1% this survey – where it had been 10% in the last survey. See below for commentary on statistically significant differences in ratings between international and domestic students. International students' expectations may well be higher than that of domestic students. A lower satisfaction level from international students has been reflected in student surveys conducted

by other elements at Griffith in the past, and nationally[44] but hopefully our figures this time show a positive trend in this regard.

Average Ratings for the Most Used Service[45]

Average satisfaction ratings for all services when identified as the "most used" service (n=1106) were over 80% *excellent* or *good* – the overall average being 85% *(82%).*

Chart 14 Rating Service Most Used - Average Rating Across the Four Characteristics of Each Service (2010 and 2007)



Comment

It is very pleasing to see the high satisfaction ratings for all service areas. The average rating across three service areas improved slightly, but for the other three areas ratings were relatively stable. The number of respondents for each service area has increased (with the exception of Chaplaincy).

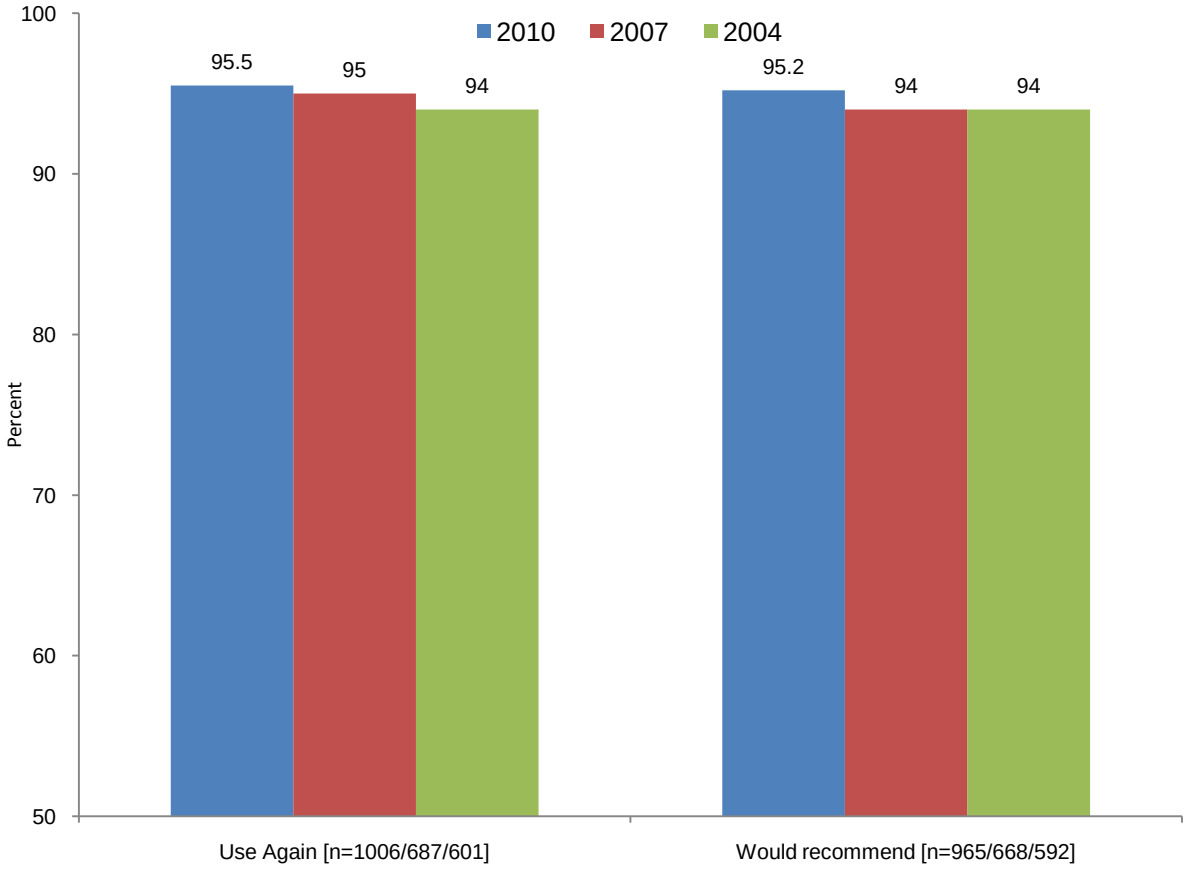
[44] Grebennikov, L. and Skaines, I (2007) International students in education: comparative analysis of student surveys on international student experience in higher education. Journal of Institutional Research 13 (1), 97-116

[45] See Appendix VII Tables 7-12 for details.

Re-Use and Recommendation - Most Used Service[46]

Some 95.9% *(95%)* of respondents said that they would re-use their most used service again (n=909) and 95.3% *(93.9%)* (n=908) said they would recommend it to others.

Chart 15 Most Used Service - Would Use Again and Would Recommend to Others



A slightly higher proportion of international students said they would use the service again (97.2% compared to 94.6%), but intentions to recommend were comparable across both sub-populations.

Ratings for All Services[47]

As an overall average there were 1860 *(1049)* ratings of services on the above characteristics. On average across all ratings for all services, 82% *(79%)* of all services were rated as *excellent* or *good* on those attributes, a slight improvement on ratings in 2007.

46 See Appendix VII Table 13 for details.
47 See Appendix VII Tables 14-15 for details.

Chart 16 Ratings for All Services Rated (Service Most Used + Other Service Rated (2010, 2007 and 2004)

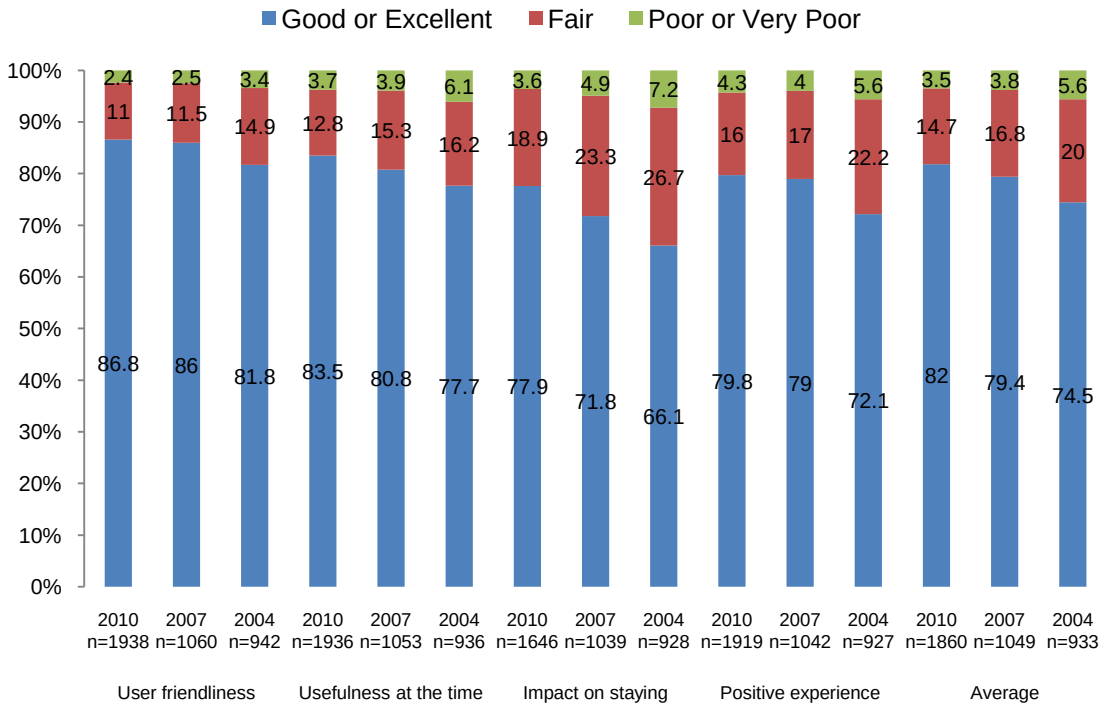


Chart 17 All Services Rated - Average Rating Across All Characteristics for Each Service (2010, 2007 and 2004)

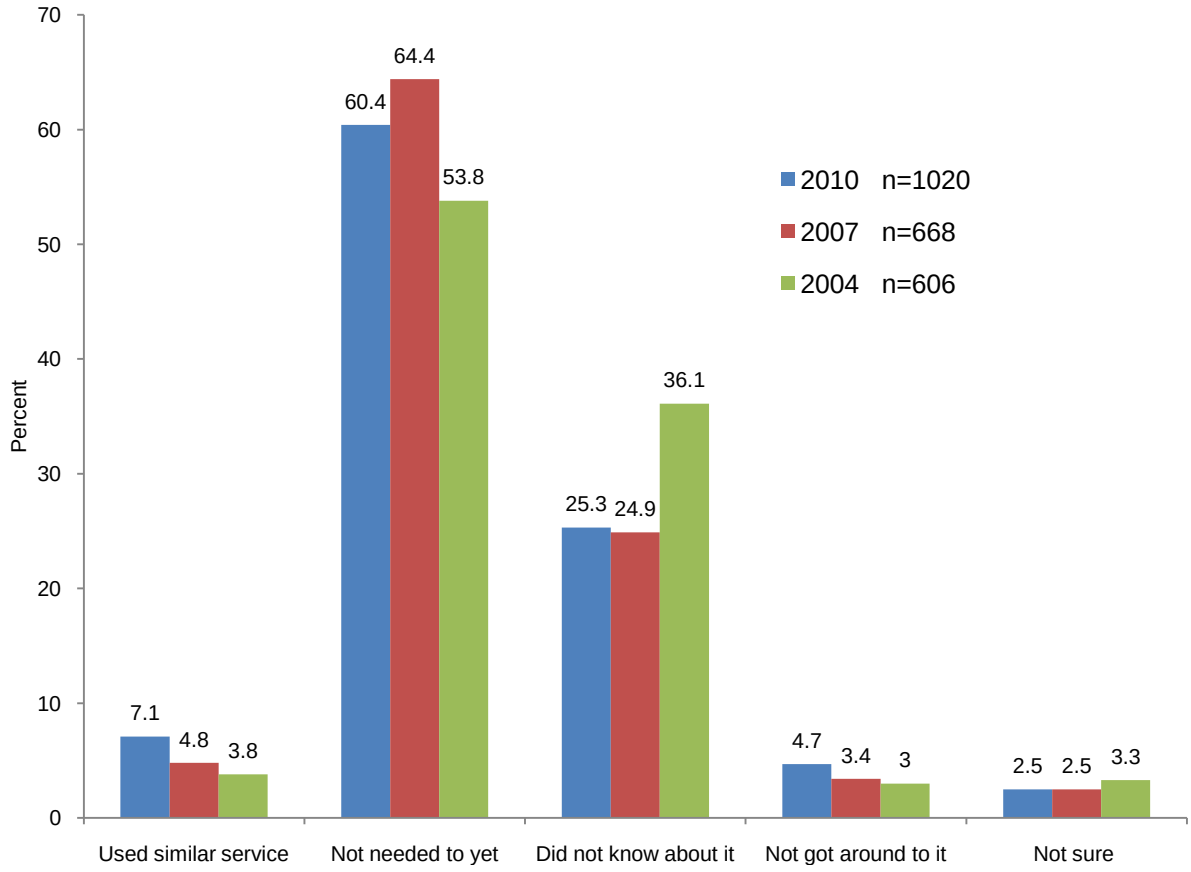
2.2.6 Non-Users - Reasons and Intentions

The questionnaire invited non-users to say why they had not used the services (n=1020) and whether they would be likely to use the services in the future (n=1105).

Reason for Non-Use[48]

More than half of student respondents had not used any of our services. Of non-users, some 60.4% *(64.4%)* said it was because they had not needed to. However 25.3 % *(24.9%*said they did not use any service because they did not know enough about the services offered. This issue of knowledge of services remains a concern, with no improvement on this over the last survey period on this particular measure, in spite of the re-branding mentioned earlier, and of use of new media like Facebook to promote services.

Chart 18 Reason/s for Non-use

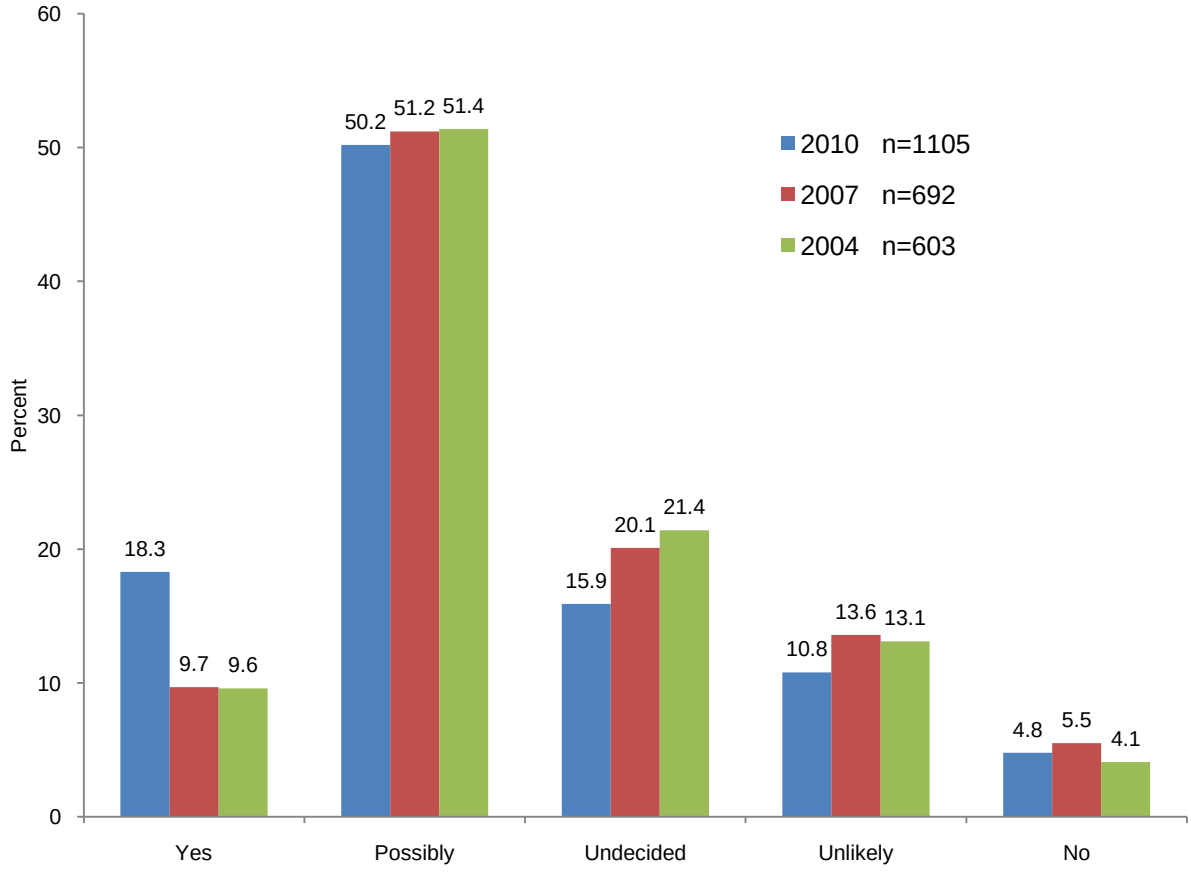


Future Intention of Non-Users[49]

Only 4.8% *(5.5%*of non-users said they would not use our services in the future and 10.8% *(13.6%*said it was *'unlikely'* they would do so. Some 68.5% *(61%)* said they would or might use the services in the future.

48 See Appendix VII Table 16 for details.
49 See Appendix VII Table 17 for details.

Chart 19 Non-users Intention to Use Services in the Future



CareerBoard is great!!

Helped a lot through hard times.

Vital service to have on campus!

They are helping me through my way of thinking, which is helping in my course.

2.3 Client Perception of Benefits of Assistance Received and of Service – Significant Differences between Cohorts.

An analysis of the Student Satisfaction Survey data (Appendix VII.18) showed some statistically significant differences between cohorts on a number of dimensions as follows:

Gender

- Female respondents reported higher agreement overall than male respondents regarding the *importance of the University providing* counselling, careers, chaplaincy, health and equity services. There was no different between females and males on importance of offering welfare service.
- Female respondents reported higher *any use* than males of counselling, equity and health services. There was no difference in reported use of chaplaincy, welfare and careers services
- A higher proportion of female students said the *most used* service was counselling, health or welfare services than males, and the opposite was true for the careers services
- More females than males attributed their non-use of services to not knowing enough about the services

Domestic /International

- International students reported higher agreement than domestic students on *knowing what* Student Services overall offers
- International students reported higher agreement than domestic students on *knowing what* both welfare and careers services offer, but there was no difference for the other services.
- International students reported higher *recommendation* for all six services than domestic students.
- Domestic students reported higher agreement than international students about the importance of the University offering counselling and equity services – with no differences for other services.
- Higher proportions of international respondents *most used* counselling, health and careers services – and the reverse was true for welfare and equity – with no difference for chaplaincy.

2.3 Other Comments

The questionnaire also invited general comments from users of our services.

Table 15 gives a summary of these, by service area, showing the number of comments (which is generally a few more than number of respondents as several respondents make a number of comments, and some comment about more than one service area). Although the number of respondents was higher in 2010, 1950, *(1299; 1235),* the number of comments was only 336 *(375; 252).*

Table 15 Summary of General Comments - By Users – By Service Area

Service Area	2010	2007	2004	2001	Comments
Careers & Employment Comments n= 98	53%	66%	50%	[62%]	said it was a valuable service (information, jobsearch assistance, career direction, friendly staff)
	1%		22%	[5%]	said more careers resources needed
	9%	11%	12%	[11%]	said unhappy with aspect of service (eg Careerboard slow)
	9%	2%		[8%]	said limited staff hours were an issue
	3%		16%		said to increase advertising
	19%	5%		[14%]	made other comments
	6%	16%			made suggestions for improvements
Chaplaincy Comments n=6 (As numbers of respondents are typically low, feedback is recorded as shown)		2010 - Two respondents made positive comments, two hadn't used; two comments questioned type of support 2007 – 83% said it was a valuable service and one person suggested improvements 2004- Comments were: Two were totally unaware of what Chaplaincy was; one argued for chaplains of other religions; one made a generic positive comment. 2001- Comments were: "it helped"; "should be advertised more"; "no chapel"; "irrelevant".			
Counselling Comments n=50	48%	56%	46 %	[37%]	said it was a good service (information, support)
	12%	13%		[18%]	said the staff were helpful/caring
	8%	3%	38 %	[18%]	said the wait list was too long – need more counsellor hours and longer consultation time
	8%	18%		[18%]	were unhappy in some way with the outcome of the contact
	4%		8%		said to increase advertising of the service
	4%		8%		suggested other communication improvements (email)
	16%	10%		[9%]	made other comments
Student Equity Services Comments n=25	80%	75%	33 %		said the service was a valuable one;
			44 %		suggested increasing services such as scholarships, location of service and outreach to mature-age/parents;
		13%	22 %		were unhappy with some aspect of the service
	12%	12%			gave suggestions for improvements
	8%				other
		In 2001: One respondent said the service was helpful. The other respondent said they enjoyed being a mentor for Uni-Key			

Service Area	2010	2007	2004	2001	Comments
Welfare & Student Liaison Office n=46	48%	54%	50%	[58%]	said it was a good service (information, financial support)
	9%	14%	33%		suggested improvements (range/access to financial support)
			17%		said they unsure about what service does
	35%	26%		[42%]	said the staff were helpful/friendly/non-judgemental
	8%	6%			made other general comments
Health Comments n=111	24%	30%	40%	[22%]	said it was a good service (information, health support)
	3%		30%		said there should be more services (dentist, more locations)
	12%	16%	10%	[34%]	liked the convenience of a Health Service on campus
	14%	19%		[22%]	said the staff were helpful/friendly
	16%	12%	10%	[13%]	said the waiting time was a problem for them
	2%		5%	[3%]	said it directly assisted their academic progress
	3%		5%		said there should be more info /advertising about services
	4%	6%		[6%]	liked the bulk billing
	13%	16%			made other general comments
	5%				commented about reception (information/service)
	4%				were unhappy with some aspect of service provided

*Not a category in 2001

2.4 Discussion

This activity was targeted at our primary client group - students as users, non-users or potential users of our services. The Student Survey provided an opportunity for those who had not used our services, or who were unaware of them, to comment about our operations. As expected we received feedback that ranged from "satisfied client" to "disinterested non-customer".

Respondents who commented critically about our services indicated aspects of services generally, or in particular, with which they were not satisfied including - our publicity/marketing, the length of waiting time for an appointment, availability of services - particularly at smaller campuses where services are only part-time, and, in a few instances, some level of dissatisfaction with the contact they had made with us.

Generally though, awareness and usage of services is reasonable and improving, given the nature of what we provide and the resources available to us to provide services across six different locations. Dissatisfaction with wait time for an appointment remains a concern. . We already offer a range of contact options as an alternative to a full appointment – telephone support, brief appointments,

drop-in sessions (not booked) and, increasingly, email response. However many clients prefer in-person contact, and choose to wait for a full appointment.

A comparison of ratings across 2010, 2007 and 2007 shows:

- **awareness/knowledge about** Student Services in general, and about specific service areas had improved across this period, with knowledge of location improved most at Gold Coast campus
- **usage levels** for Welfare and Student Liaison increased markedly over the three surveys, probably due to increased marketing and also introduction of the very popular on-line Text Book Exchange Service as well continuation of programs such as Tax Help Volunteers and JPs on campus. Declines in usage for health services may be explained by available consultation hours. **Levels of satisfaction** with the quality of services used, and **re-use** and **recommendation** ratings remain high.
- there was more emphasis on **using similar services elsewhere** or off campus as a reason for not using our services this survey period compared to previous years, and this could relate to the provision of Medicare rebated mental health services in the community

Good and friendly service overall.

Doctors are awesome.

Student Services is definitely a service that I have found very effective as a Residential Advisor for (name) college and always recommend it appropriately.

Excellent and convenient.

Good service. Stops me from dropping out.

3.0 Staff Survey

3.1 Design

The Staff Survey was conducted in parallel with the Student Survey. As with the Student Survey, the questionnaire (Appendix VIII) was designed to capture information, from staff users and non-users of our services, about *knowledge* and *personal use of, referrals to,* and *satisfaction with* these services. Demographic details of the respondents were also captured (eg employment area, main campus, years at Griffith, age, gender). Through posters around campus, and via email and online notices, staff were informed that they could provide their views about Student Services by completing an online Surveymonkey survey. It should be noted that staff are more likely to use some of our services (eg Counselling Service, Health Service and Careers and Employment Service) as clients than they would others - although they use all of our services in a consultancy capacity and refer students to all services. Some examples of unsolicited feedback from staff to us in 2010 about our services (generally via emails) are shown in boxed text throughout this section.

3.2 Quantitative Results[50]

One hundred and forty-eight responses were received *(266)* although fewer than this total completed all of the questions seeking demographic details. The number of responses from staff was lower than for the two previous evaluations.

The proportion of respondents who were academic staff was 20.4%.

The majority of respondents providing their demographic details (n = 142) were from Nathan 52.1% *(50.8%; 53.1%)* followed by Gold Coast 22.5% *(20.5%; 23.8%),* Logan 5.6% *(12.0%;*7.7%), Mt Gravatt 10.6% *(10.9%;9.1 %),* South Bank - QCA 7.7% *(3.1%;2.8%),* and South Bank QCGU 1.4% *(2.7%;3.5%).* Most respondents (n = 142) were female 81.7% *(59.9%;73.0%),* although the proportion was much higher than in previous survey periods. Most respondents (n = 142), had worked five years or more at Griffith University – 51.0% *(46.0% ;47.5%).* Some 39.4% of respondents (n = 142) were = or > 41 years old *(58.8%; 42.9%);* 27.5% *(23.1%;33.6%)* were 31 to 40 years old, and 33.1% *(18.0% ;.6%)* were 30 yrs old or less.[51]

3.2.1 Staff Knowledge of Student Services

In early evaluations (1998, 2001), staff were asked if they were *aware* of Services. In 2004, 2007and 2010 we sought to measure more than awareness and asked staff wether they *knew* what Students Services offers, where Student Services is *located* on their main campus and also, whether they *knew* what specific service areas offer. Arguably, these questions along with the ones on usage, referrals and satisfaction provide a more detailed picture of staff perceptions and satisfaction.

The main findings from the Staff Survey relating to *knowledge of, perception of importance of, use of* and *satisfaction* with our services are shown below in Tables 16 to 20 and Charts 20-29.

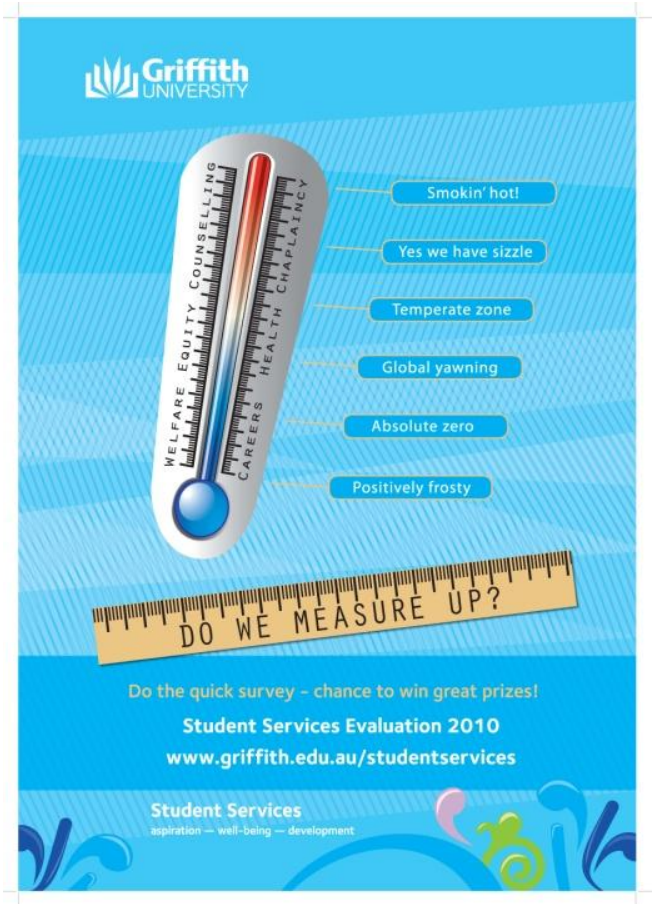
[50] See Appendix IX for details. Italicised figures in [brackets] are 2001 figures for comparison.
[51] See Appendix IX Tables 1 to 4 for details.

Knowledge of What Student Services Offers in General[52]

Some 84.5% (*75.8% ;73.7%)* of staff (n=148) knew *what Student Services offers* in general, 6.8% (*13.2%;13.8%)* said they did not know, and 8.8% *(10.9% ;12.6%)* were undecided. In this evaluation, professional/general staff[53] 86.3%/76.5% (*79.3%*) were less likely to know about us than academic staff 96.6% (*63.6%*) – and this reverses the trend of previous evaluation surveys. Our efforts to improve awareness of our services amongst academic staff include presentations to staff groups, sending information via email and hard copy, and the distribution of a desk tent calendar to all academic staff which lists our services and contact details – and it appears these strategies may be having a positive effect over time.

Table 16 I Know What Student Services Offers at Griffith

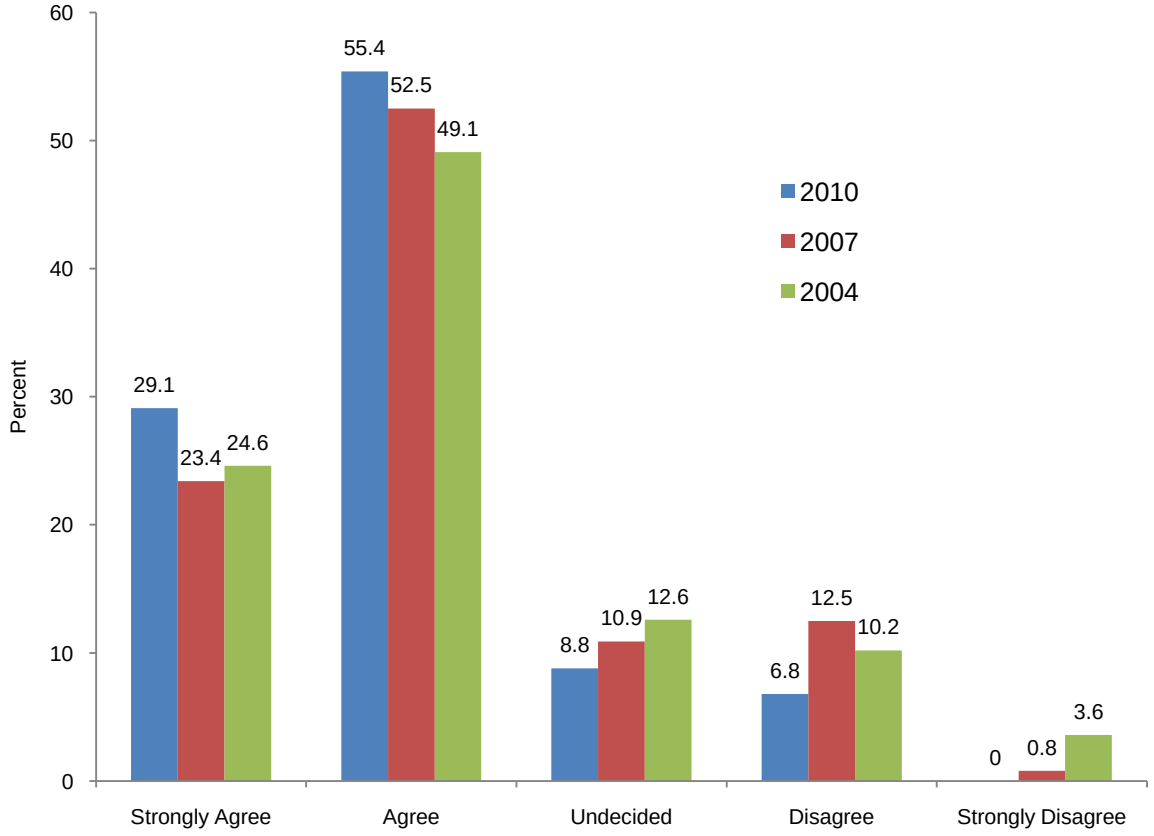
	N	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
2010	148	29.1	55.4	8.8	6.8	-
2007	265	23.4	52.5	10.9	12.5	0.8
2004	167	24.6	49.1	12.6	10.2	3.6



52 See Appendix IX Table 6 for details.

53 In this evaluation survey, staff could nominate "academic", "professional" or "general/other" categories – whereas in previous evaluation surveys only two categories were available – "academic" and "general".

Chart 20 I Know What Student Services Offers



Knowledge of Specific Services[54]

On average 78.8% (*75.7%; 68.4%)* of staff (n=147) stated that they knew what specific services offer, 9.7% *(10.8%; 13.2%)* did not know and 11.5% (*13.5%; 18.4%)* were undecided. Staff knowledge of what specific services offer was highest for the Counselling Service 92.5% *(88.6%;83.4%)* followed by Health 85.7% (*84.7%; 80.0%)*, Careers and Employment Service 84.3% (*79.2%; 70.8%),* Student Equity Services 72.1% *(73.4%; 67.1%),* Welfare 69.6% *(59.6%; 53.5%)* and Chaplaincy 68.7% *(68.7%;55.5%).* It is very pleasing to see the increase in staff awareness of the Welfare and Student Liaison Office given the particular effort and new strategies this service area has employed in service promotion as a result of the findings of the last two surveys. Staff knowledge of the WIL Unit was 41.7%.

Student services offers lots of help, just need to promote.

Very informative when preparing resumes, interviews.

Good stuff guys!

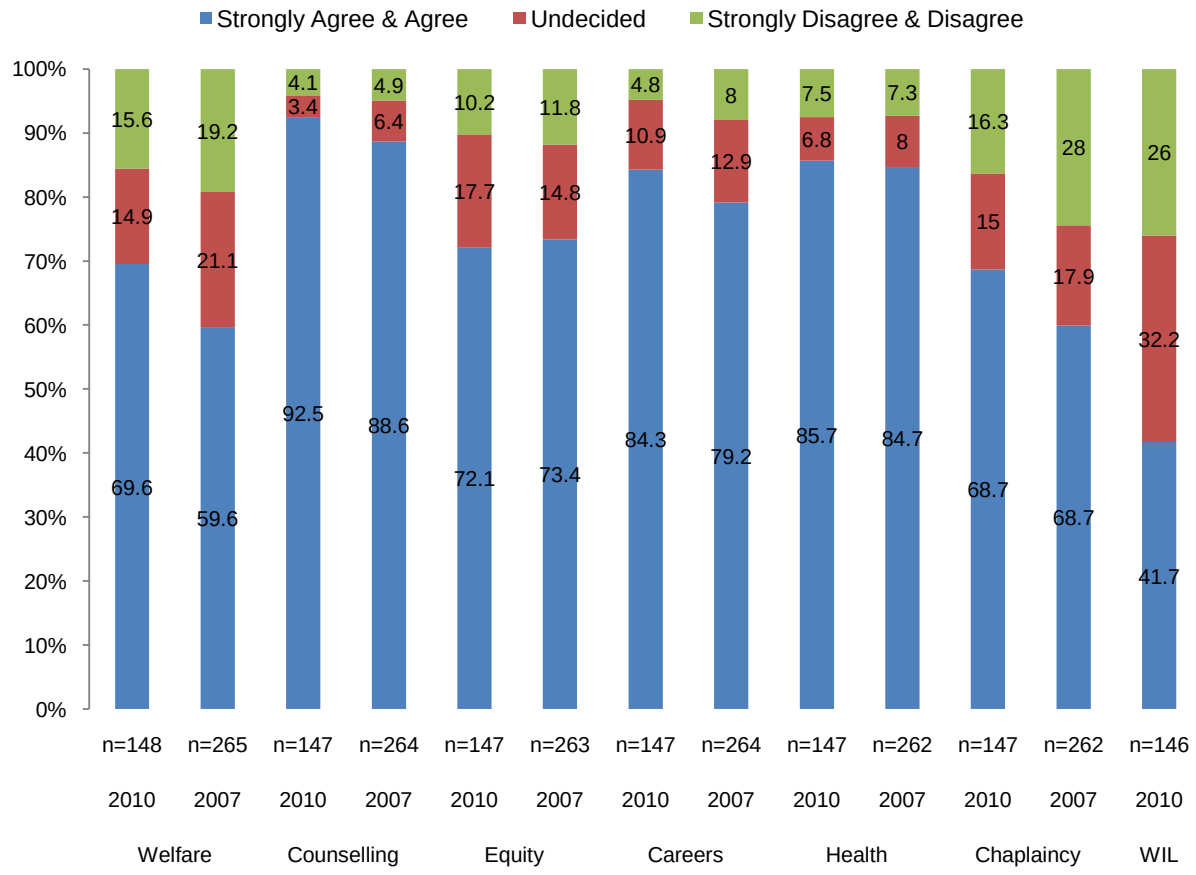
54 See Appendix IX Table 8 for details.

Table 17 I Know What This Specific Service of Student Services Offers

	N	Strongly Agree + Agree %	Undecided %	Strongly Disagree + Disagree %
Welfare				
2010	148	69.6	14.9	15.6
2007	265	59.6	21.1	19.2
2004	155	53.5	27.7	18.7
Counselling				
2010	147	92.5	3.4	4.1
2007	264	88.6	6.4	4.9
2004	157	83.4	8.9	7.7
Equity				
2010	147	72.1	17.7	10.2
2007	263	73.4	14.8	11.8
2004	155	67.1	20	12.9
Careers				
2010	147	84.3	10.9	4.8
2007	264	79.2	12.9	8
2004	154	70.8	16.9	12.3
Health				
2010	147	85.7	6.8	7.5
2007	262	84.7	8	7.3
2004	155	80	9.7	10.3
Chaplaincy				
2010	147	68.7	15	16.3
2007	262	68.7	17.9	13.4
2004	155	55.5	27.1	17.4
WIL 2010	146	41.7	32.2	26
AVERAGE				
2010	147	78.8	11.5	9.7
2007	263	75.7	13.5	10.8
2004	155	68.4	18.4	13.2

Note: Average does not include results for WIL

Chart 21 I Know What This Specific Service of Student Services Offers



3.2.2 Staff Knowledge of Location of Student Services[55]

Some 88.5% (*84.6%; 85.9%)* of staff respondents (n=148) knew where Student Services is located on their main campus, 6.8% (*10.5%; 9.2%)* said they did not know; and 4.7% (*4.9%;4.9%)* were undecided. In addition to the usual promotion we do on campus, we provide all staff with a tent calendar which lists our services and contact details, including campus location.

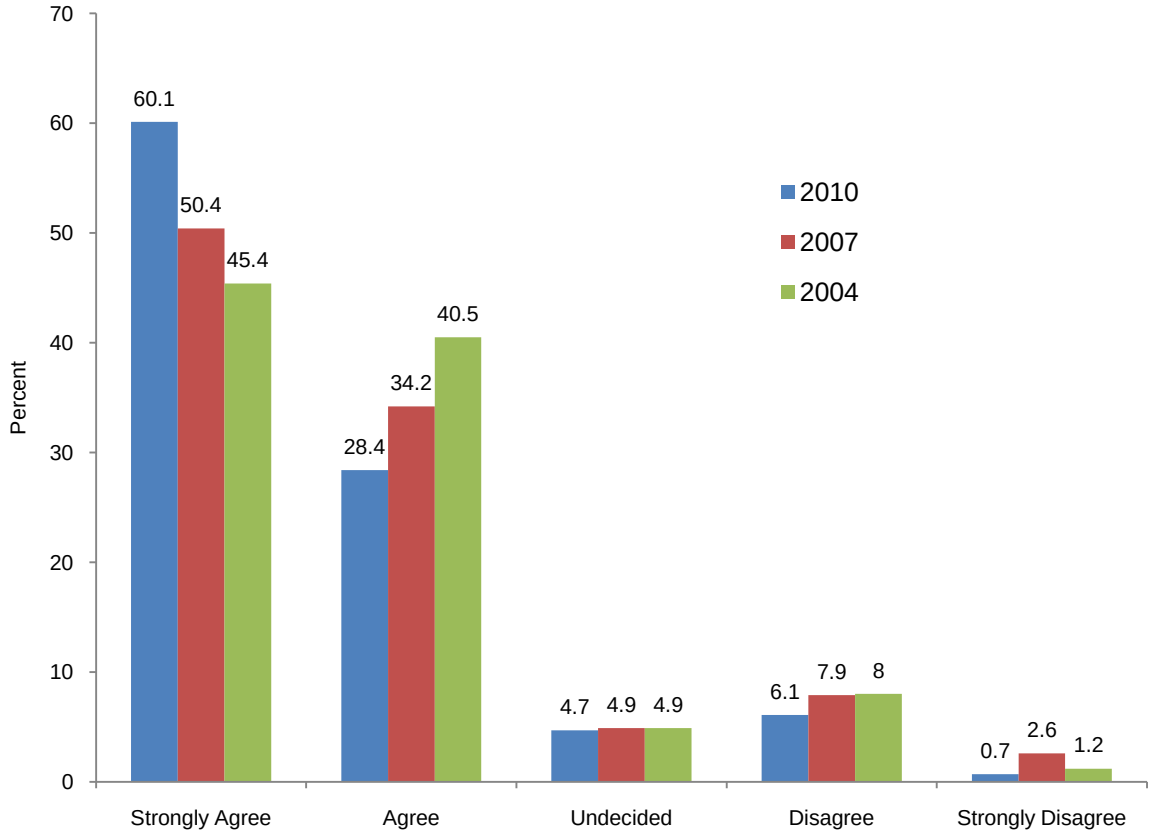
Academic staff 96.6% (*89.1%)* were again more likely to know where we are located than professional/general staff 88.6%/82.3% (*84.3%*). This result warrants further investigation, although a possible explanation is that those academic staff who completed the survey were predisposed to do so because they had had some form of contact with us.

[55] See Appendix IX Table 7 for more details.

Table 18 I Know Where Student Services Is Located On My Campus

	N	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
2010	148	60.1	28.4	4.7	6.1	0.7
2007	266	50.4	34.2	4.9	7.9	2.6
2004	163	45.4	40.5	4.9	8	1.2

Chart 22 I Know Where Student Services is Located on My Campus



3.2.3 Use and Referral[56]

Staff were asked to indicate if they had *used* and/or *referred students and staff* to each service area. The responses are summarised below in Table 19 and also represented in Charts 23-25.

56 See Appendix IX Tables 9,10,11 for details.

Table 19 Staff Use of Services and Referral to Services

Service	Action	2010		2007		2004	
		N	%	N	%	N	%
Welfare	**accessed**	143	24.5	239	2.9	147	1.4
	referred student	145	45.5	246	25.2	143	28.7
	referred staff	144	12.5	228	4.4	141	3.5
Counselling	**accessed**	143	24.5	239	18.4	149	20.8
	referred student	145	54.5	250	58.8	131	49.3
	referred staff	143	41.3	232	7.3	141	27.0
Equity	**accessed**	143	20.3	247	30.4	145	7.6
	referred student	145	42.1	251	51.8	146	47.9
	referred staff	141	16.3	243	38.7	140	5.7
Careers	**accessed**	142	31.7	248	42.7	148	20.3
	referred student	145	50.3	251	41.8	144	51.4
	referred staff	143	19.6	237	10.1	140	19.3
Health	**accessed**	141	52.5	242	16.1	148	61.5
	referred student	144	47.9	239	38.1	144	45.8
	referred staff	144	41	227	12.3	137	43.8
Chaplaincy	**accessed**	141	5	239	11.7	147	3.4
	referred student	144	15.3	239	36.0	145	7.6
	referred staff	143	4.9	226	2.7	141	4.3
WIL	**accessed**	141	11.3	n/a		n/a	
	referred student	143	12.6				
	referred staff	141	9.2				

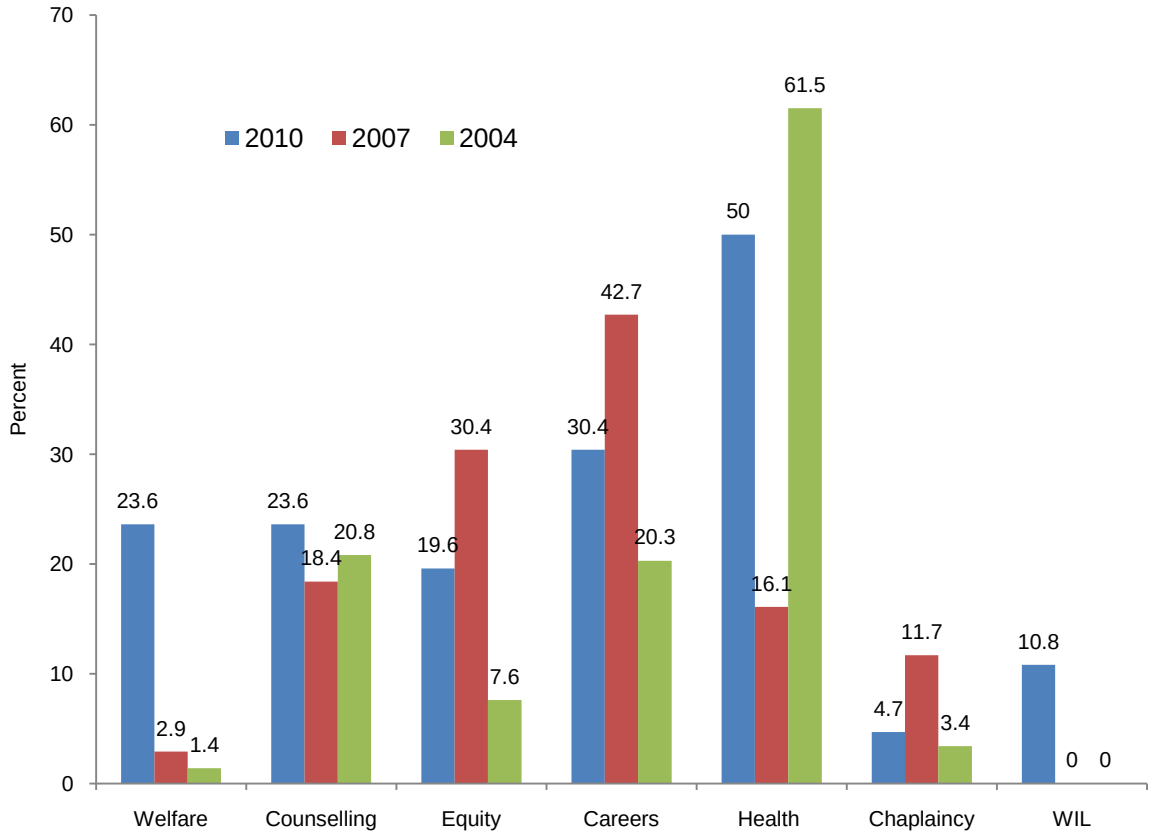
Use of Services as Client[57]

Some 31.7% (*42.7%*; *20.3%)* of staff have personally accessed the Careers and Employment Service; 20.3% (*30.4%; 7.6%),* Student Equity Services; 24.5% *(18.4%; 20.8%)* the Counselling Service, 52.5% *(16.1%; 61.5%)* the Health Service, 5.0% *(11.7%; 3.4%%)* Chaplaincy, and 24.5% (*2.9%; 1.4%)* the Welfare and Student Liaison Office. Some 11.3% of respondents said they had accessed the WIL Unit.

[57] See Appendix IX Table 9 for details.

The data for staff use of services are quite different across the three last survey periods. The Health Service introduced fees for medical consultations for staff in 2005, which impacted on staff use of the Health Service (and reduced waiting times for students who are still bulk-billed) for some years but this has increased again over time. Staff obviously interpret the concept of "personally accessed" a service to mean both as a client, and also for consultancy or other advice. The sharp increase in staff saying they had accessed Welfare may have something to do with the very successful Student Partner Program run out of this office, where staff of the University can ask for trained students to work for them on projects, and with the JP and Tax Help Volunteer services coordinated by these staff as well.

Chart 23 I Have Personally Accessed This Service

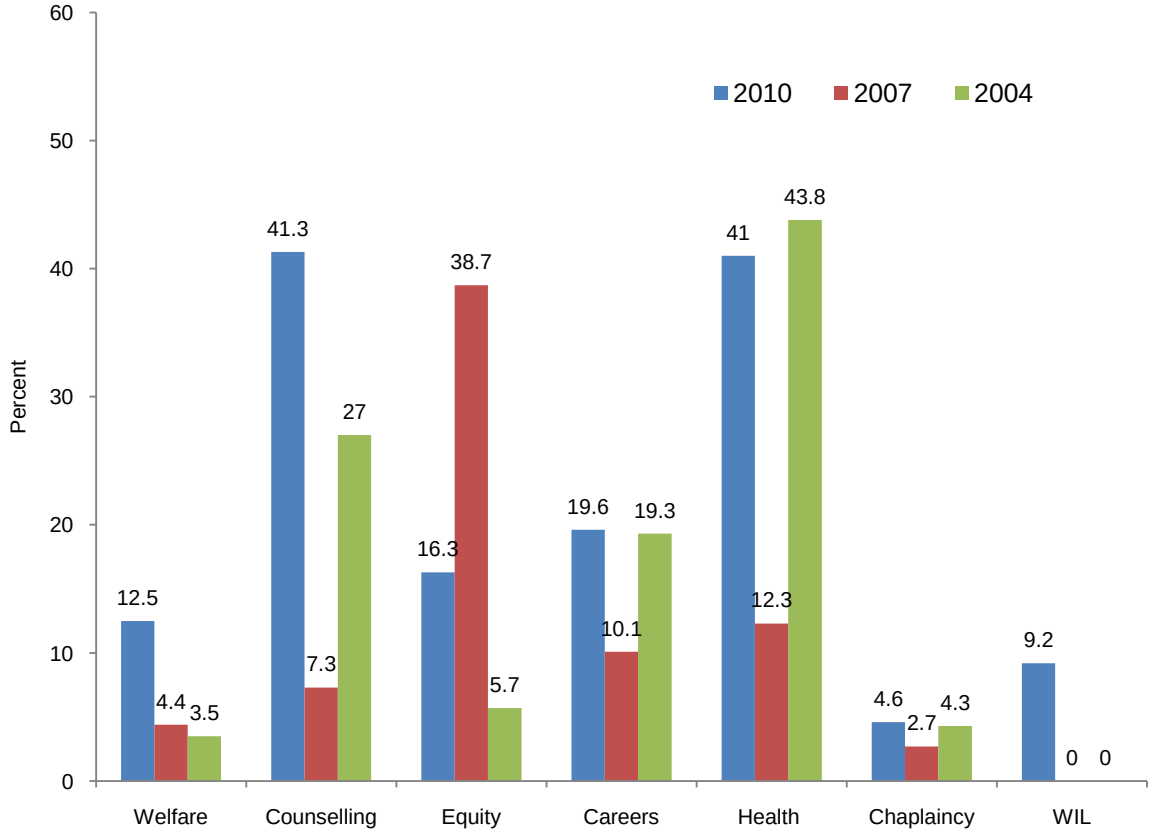


Referred Staff[58]

Around 16.3% *(38.7%; 7.6%)* of staff respondents said they had referred a colleague to Student Equity Services; 41.0% (*12.3%; 61'5%)* to the Health Service; 19.6% *(10.1%; 20.3%)* to the Careers and Employment Service; 41.3% *(7.3%; 20.8%)* to Counselling; 12.5% (*4.4%; 1.4%)* to the Welfare and Student Liaison Office; and 4.9% *(2.7%; 3.4%)* to Chaplaincy. Some 9.2% of respondents had referred a colleague to the WIL Unit. As referral rates link to use of services (awareness of and confidence levels), the increase in referrals of staff to the Health Service is understandable. Increases for careers and welfare are pleasing to see. The increased instance of referral of staff to counselling is likely explained as much by a University wide promotional campaign about the counselling available (both through the Counselling Service and through the external Employee Assistance provider), as by any promotion we undertook.

58 See Appendix IX Table 10 for details.

Chart 24 I Have Referred a Staff Member to this Service

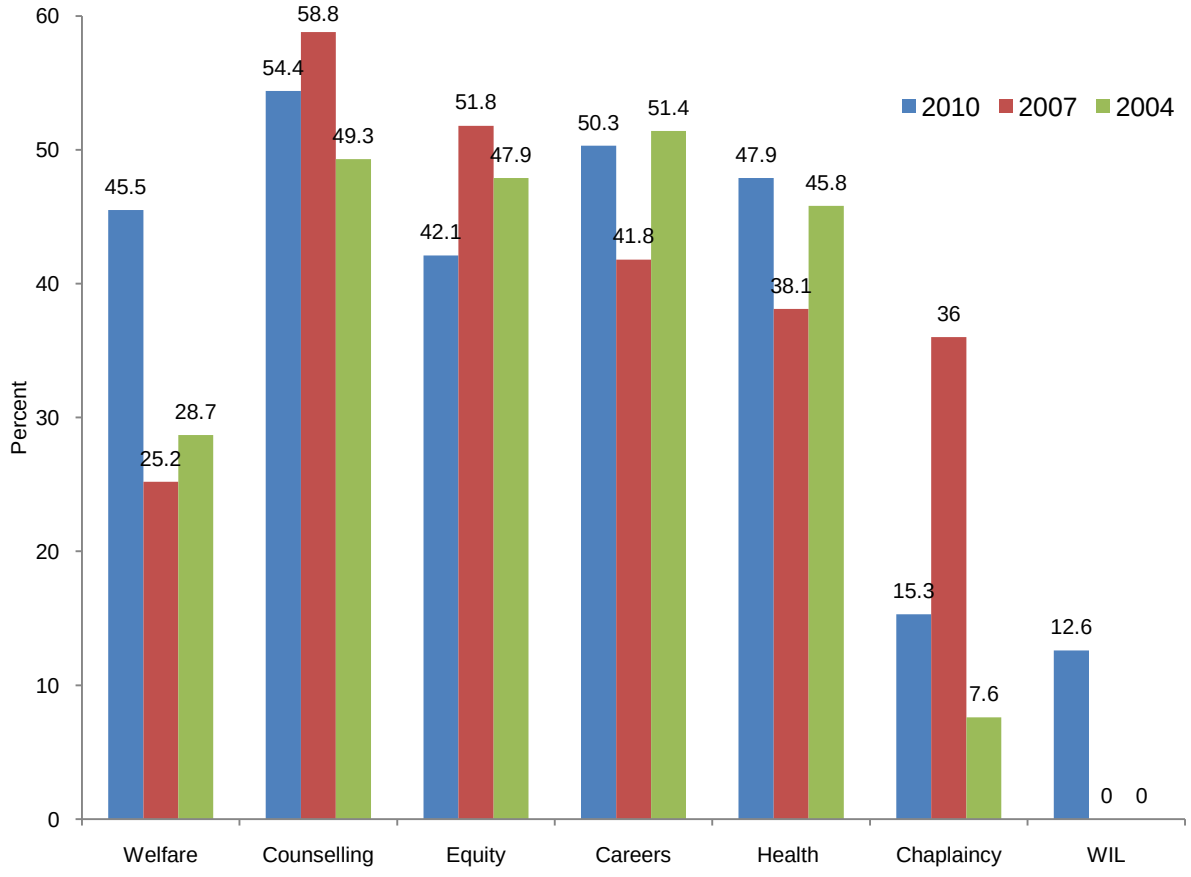


Referred Student[59]

Around 54.5% *(58.8%; 49.3%)* of staff have referred a student to Counselling, 42.1% (*51.8%; 47.9%)* to Equity; 50.3% *(41.8%; 51.4%)* to Careers, 47.9% (*38.1%; 45.8%)* to Health, 15.3% *(36.0%; 7.6%)* to Chaplaincy and 45.5% *(25.2%; 28.7%)* to Welfare. Some 12.6% of respondents had referred a student to the WIL Unit. It is pleasing to see the referral rates improve for the welfare and careers services – the decrease in referrals to counselling and equity may need to be explored further. The higher level of staff use of the Health Service may result in more student referrals there.

[59] See Appendix IX Table 11 for details.

Chart 25 I Have Referred a Student to This Service



Ratings Most Recently Used Service and Best Known Service[60]

Respondents were asked to name the service they most recently used and rate their satisfaction level with that service, on four dimensions– user friendliness, usefulness of contact at the time, positive impact on their experience of working at Griffith University and professionalism. In previous evaluations respondents were also asked to name the service they knew most about and to also rate that service on user friendliness, ease of access, value to Griffith community and professionalism.

Unfortunately an error was revealed in the on-line survey only after the data was collected – the survey asked for ratings of **most known service** but failed to require respondents to specific which service they were talking about. Hence ratings are reported overall only. This information on ratings of most recently used service is summarised in below in Table 20 and represented in Chart 27.

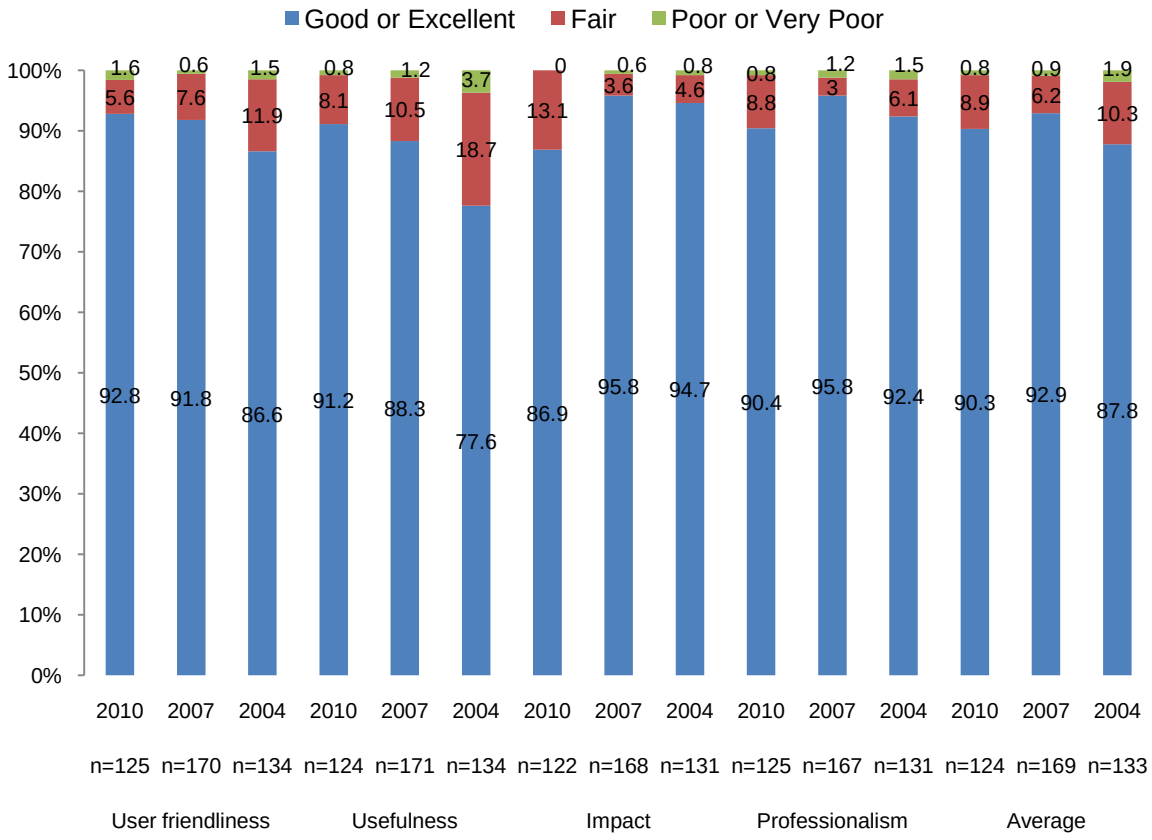
[60] See Appendix IX Table 12 and Table 13 for details.

Table 20 Most Recently Used Service

	N	Welfare	Counselling	Equity	Careers	Health	Chaplaincy	WIL
2010	118	11	12.7	4.2	15.3	55.9	0	0.8
2007	165	0.6	16.4	7.3	8.5	67.3	0	n/a
2004	107	0	13.1	2.8	9.3	72.9	1.9	n/a

Ratings for the service "most known" to respondents were generally pleasing , with ratings higher than 90% excellent or good for *user friendliness*, *usefulness* and *professionalism* and around 87% for *impact on working at Griffith*.

Chart 26 Ratings for Most Known Service (2010, 2007 and 2004)



Two sets of data are available regarding rating *service most recently used.*

Feedback from the 111 respondents who indicated in the survey that they had used any of our services **(one or more at any time)** was again high:

- 93% of respondents rated the service they last used as *excellent* or *good* in terms of *professionalism (2007=94%; 2004=91%)*
- 90% of respondents rated the service they last used as *excellent* or *good* in terms of *user-friendliness (2007=93%; 2004=91%)*
- 89% rated the service they last used as *excellent* or *good* in terms of *usefulness at the time (2007=93%; 2004=89%)*

- 81% indicated it was excellent or good in terms of having a positive impact on experience of working at *Griffith (2007=89%; 2004=83%)*

However feedback from all respondents about their satisfaction with the **service most recently used** was slightly less positive. Chart 27 shows the numbers responding on each characteristic, and the results are reported below.

On average 85.7% (*92%; 89%)* rate the service they last used as *excellent* or *good* – 11.6% (*7%; 8%)* think it was *fair* and only 2.8% (*2%; 3%)* think it was *poor* or *very poor.*

User friendliness – 87.1% *(91.8%; 91.4 %)* rate the service last used as *good* or *excellent* for user-friendliness – 9.4% *(7.0%; 6.7%)* rate its user friendliness as *fair* and 3.5% (*1.2%; 1.9%)* rate it *poor* or *very poor*.

Usefulness at the time – 86.5% *(92.9%; 89.5%)* rate the service last used as *good* or *excellent* for being useful at the time – 10.2% *(5.3% ; 7.6 %)* rate its usefulness as *fair* and 3.4% *(8%; 2.9%)* rate it *poor* or *very poor*.

Impact on experience of working at Griffith- 79.3% (*88.4%; 83.7%)* rate the service last used as having made a positive impact on their experience of working at Griffith – 19% (*10.4% ; 12.5%)* rate it the impact as *fair* and only 1.7% *(1.2% ; 3.8%)* rate it *poor* or *very poor* in that aspect.

Professionalism- 89.8% (93.4%*; 91.3%)* rate the service last used as being *excellent* or *good* in terms of Professionalism – 7.7% *(3.6%; 5.8 %)* rate it as *fair,* and only 2.6% *(3.0%; 2.9%)* rate this as *poor* or *very poor.*

It is disappointing to see lower ratings overall for satisfaction for "service most recently used" compared to the comparable group in previous survey periods – however ratings were still acceptable (around 80-90% overall).

I must liaise with staff from various areas of Student services in my role and always find the staff extremely helpful, easy to approach and knowledgeable in their respective areas. A department I enjoy working with!

I think the health service is extremely professional...

I've been working at Griffith for 13 years and I have never had any negative feedback regarding Student services from either students or staff.

Chart 27 Ratings for Most Recently Used Service (2010, 2007 and 2004)

3.2.4 Non-Users: Reasons and Intentions

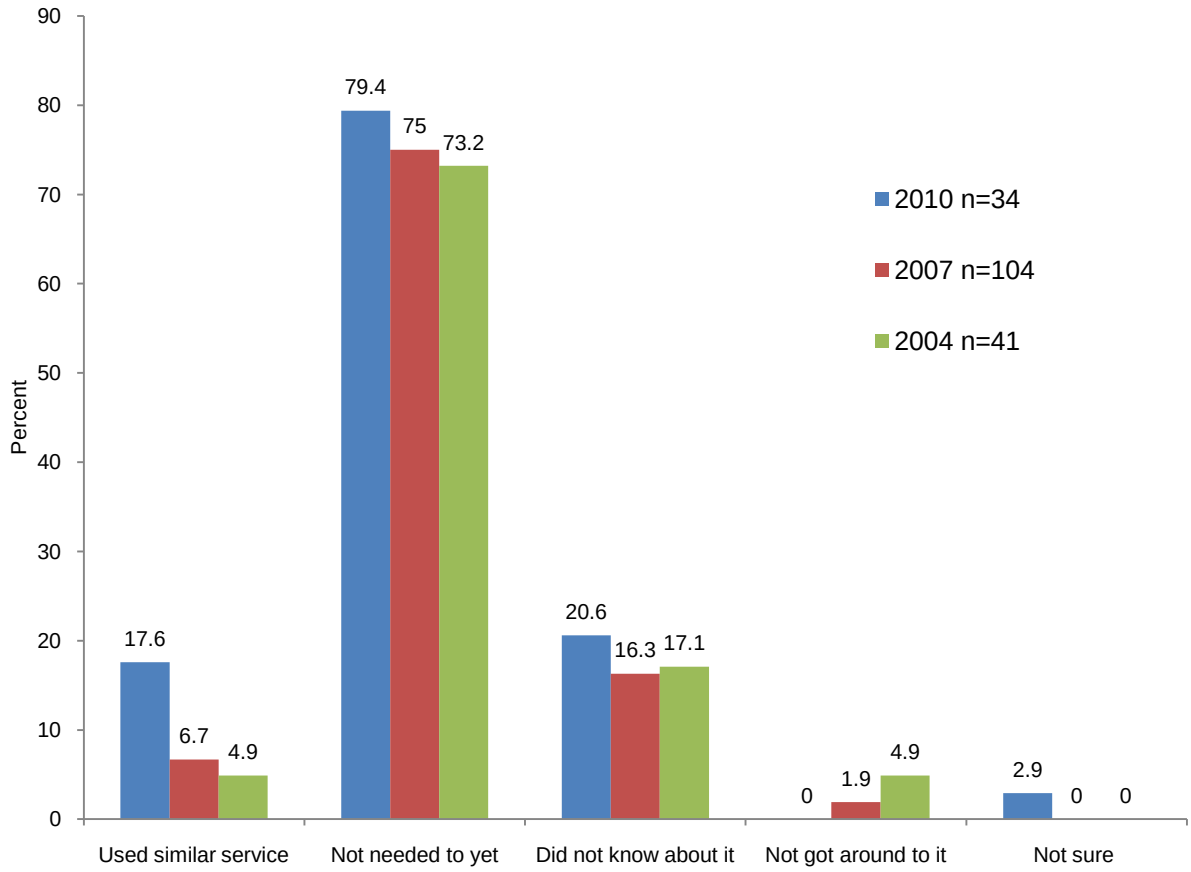
Some 23.0% (*38.3%)* (n=34) of staff who responded to the survey had not used any of our services. The questionnaire invited these non-users to say why they had not used services and whether they would be likely to use the services in the future.

Reason for Non-Use[61]

Of those who had not used any of our services, 79.4% (*75.0%; 73.2%)* said it was because they had not needed to. However 20.6% (*16.3%; 17.1%)* said they did not use any service because they did not know enough about the services.

[61] See Appendix IX Table 15 for details.

Chart 28 Reasons For Non-Use



Future Intention of Non-Users [62]

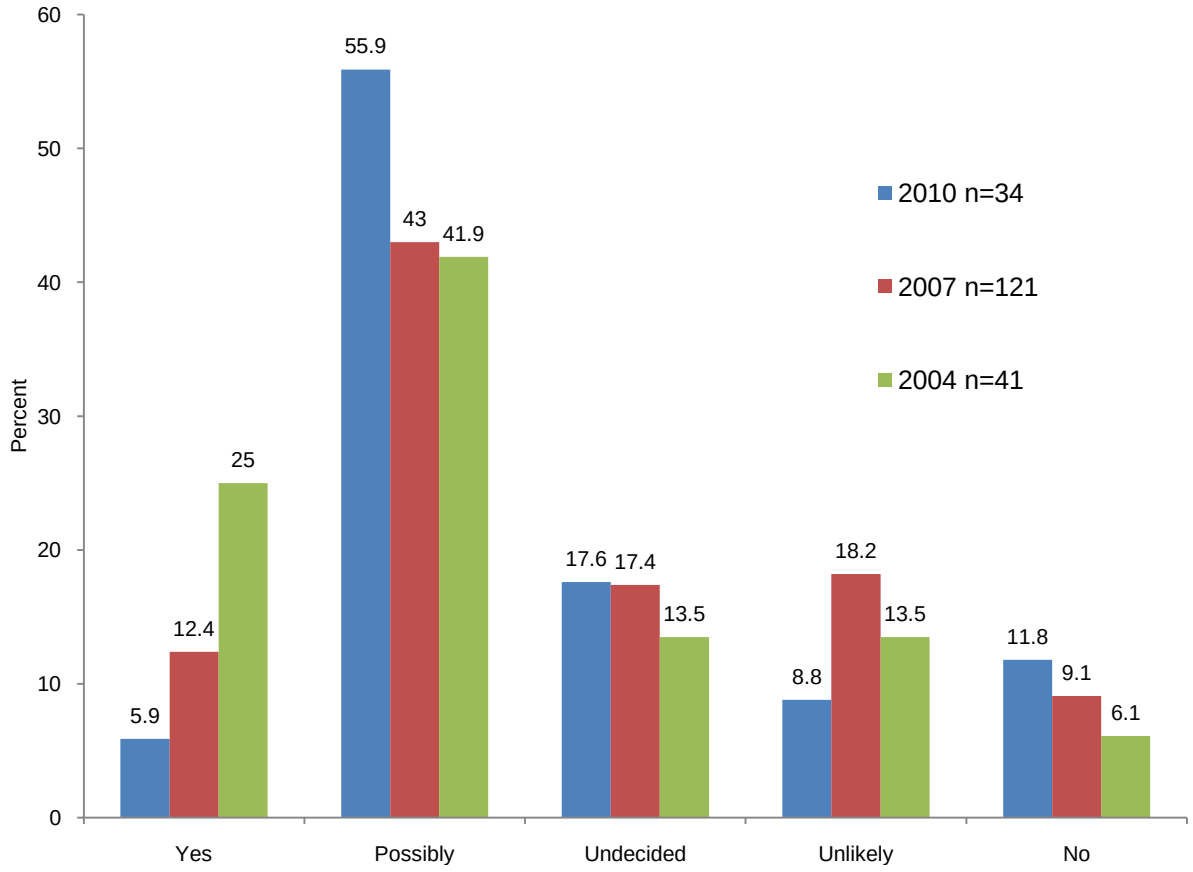
Of those who had never used our services, 61.8% (*55.4%)* said they would or might use the services in the future. Some 20.6% (*18.2%)* thought it was unlikely they would make any use of our services in the future.

Keep up the good work!

Thank you so much for the services provided. I regularly refer students to many of these and have feedback from them about the high quality support they offer.

62 See Appendix IX Table 16 for details.

Chart 29 Non-Users Intention to Use Services in the Future



Whilst it is of concern that a slightly higher proportion of respondents attributed non-use to lack of awareness of what we offer this time, it is encouraging that now that they are aware of the services a higher percentage would consider using them in future.

3.3 Qualitative Responses

Respondents to the survey were also asked for other comments and suggestions about our services. A summary of these appears in Table 21. The number of respondents choosing to offer comment, and the total number of separate comments are shown. In some instances comments were made about services offered by other areas of the University.

Table 21 Staff Comments and Suggestions

2010 n=38	2007 n=56	2004 n=45	
29%	54%	22%	made a positive comment about particular services or about staff in a particular service area or about Student Services generally
13%	9%	9%	said they had a lack of information on the services
16%	13%	13%	said there was a need for more resources/staff/hours on particular campuses – many relating this to wait time for an appointment, or equity of service provision across campus
-	1%	11%	said they were unhappy with the end of bulk billing for staff
5%	6%	6% 13%	said they were unhappy with some other aspect (location; survey; web use; collaboration)
8%	7%	7% 11%	proposed new services or expansion (faith services; JP; massage; better collaboration)
-	-	4%	proposed bulkbilling at the Health Service be returned for staff
18%	8%	9%	proposed better promotion of services
11%	1%	4%	made another general comment or said they couldn't offer comment as they hadn't used our services or been at Griffith very long
-	1%	2%	made a comment about services offered by other elements

3.4 Discussion

As mentioned earlier the much smaller number of respondents to the Staff Survey is likely attributable to that fact that the survey was only available on-line. Having roughly only half the number of responses in 2007 means caution is warranted in comparing results across these two periods, so a comparison with 2004 data is useful as numbers in that cohort were similar to 2010.

Both quantitative and qualitative data show clearly that staff are positive about our services, and comment favourably about our staff in general, although some ratings are slightly down this time.

It was clear that staff still believe our publicity should be more prominent, particularly to inform staff about our services so they could refer more effectively, or avail themselves of our services as a client. Suggestions for improvement are once again about more staff hours or resources to reduce wait times or to service particular campuses better, rather than about service quality or range.

Overall, the feedback from this survey shows a positive view of our services by staff. As always we flag that there may be a response bias inherent in the survey in that it is possible staff who are favourably disposed to Student Services may be more likely than those who have no knowledge of or contact with us to take the time to respond to the survey. It is also possible that despite assurances that the survey responses would be anonymous (web survey feeding responses to a database), some staff may have been reluctant to provide critical comment if they thought they might be identified.

We always hope that staff who are unhappy with some aspect of our services might use this opportunity to give us feedback in this way, and some have done so this time.

4.0 Follow-up Evaluation of Orientation Activities

4.1 Design

Around 100 of the students who participated in various orientation activities conducted by Student Services in Orientation 2010, had given us permission to contact them for a follow-up evaluation. A survey questionnaire (see Appendix X) was applied online using Surveymonkey. The questionnaire consisted of two rating questions and three open-ended questions seeking comments. The students were contacted by email and invited to participate in the online survey. Only five participated in the survey this year – one of the lowest response rates to date. This is most likely explained by the fact we sent this out months later than usual, and, due to staff resignation, this survey was not followed up. For this reason we have reported results for 2011, even though numbers are still lower this year than we would have liked, and reported in 2007. Results of the follow up evaluation since 2004[63] are shown below, with full results in Appendix X. Where comparisons are made in the written text, the figure in italics represents the 2007 rating, to maintain consistency with the rest of the Report.

4.2 Results

4.2.1 Usefulness of Knowledge and Experiences Gained through Orientation Activities

The first question asked respondents to rate the overall usefulness of the knowledge and experiences they gained by participating in Student Services' Orientation activities at the start of their first semester.

Student Services are always helpful and friendly.

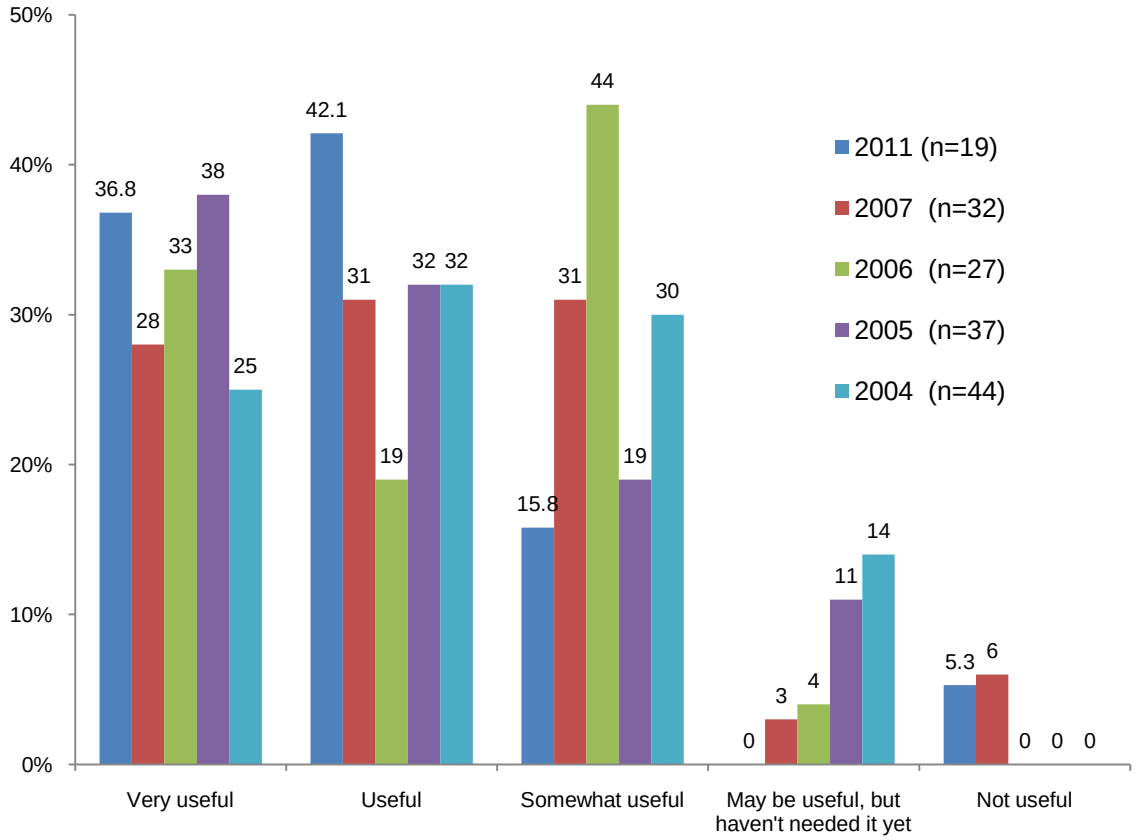
Thank you to the staff members at Student Services for your continued professionalism and friendly service.

Support – friendly and always available.

Even if they can't answer your question directly ..they will at least refer you to someone who can and therefore they offer great help.

[63] 2008 figures were not available

Chart 30 Students' Perception of Value of Student Services' 2011 Orientation Activities



Overall, 78.9% *(90.7%)* of respondents (n=19) found that the knowledge and experiences gained by participating in Student Services Orientation activities had been *somewhat useful* to *very useful.*

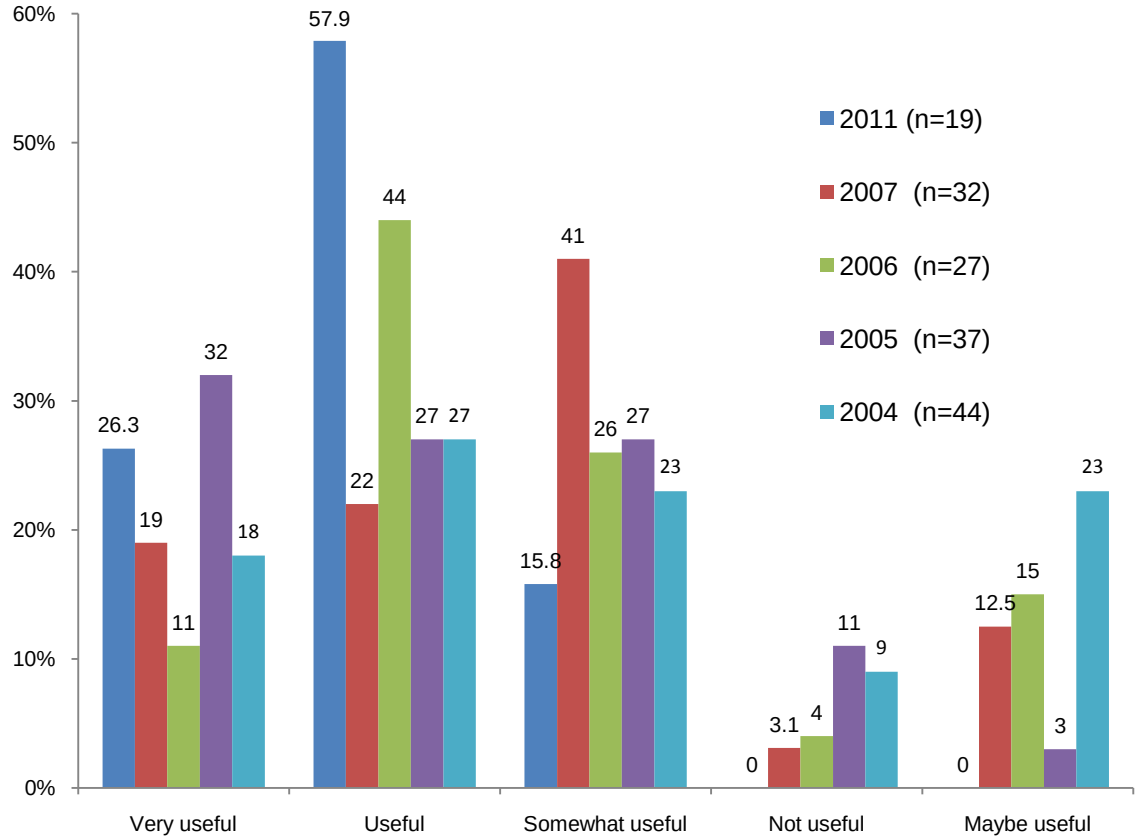
4.2.2 Usefulness of Knowledge Gained about Student Services through Orientation Activities

The second question asked respondents to rate the usefulness of the knowledge they gained about Student Services through participating in orientation activities, and 100% *(81.3%)* stated that the knowledge gained had been *somewhat useful* to *very useful*.

If I have anything that (I) cannot deal with, no matter academic one or personal affairs, I may serach for help from campus student services.

They are there and available and willing to help I necessary.

Chart 31 Students' Perception of Knowing about Student Services through Student Services' 2011 Orientation Activities



4.3 Discussion

By conducting this follow up survey we know that, in this instance, 100% (81.3%) of students found that knowledge gained about Student Services from our Orientation activities is useful in some way. It is appropriate that, at this early stage of their university life, students are given a general sense of what our services offer, so they can access them – or refer other students to us, when and if the need arises. However the challenge remains for us to ensure that all commencing students have adequate awareness of what we offer from the beginning of their association with Griffith.

We need to do more – possibly through use of social media – to improve response rates to these follow-up surveys for future evaluation efforts.

Responses to the Starting@Griffith Survey conducted in Weeks 4-7 of Semester 1 each year for all commencing undergraduate students reveal that, in general, students new to Griffith have a reasonable awareness of our services within the first month or so of arrival. However we have not been able to reach the awareness level attained during the years we ran the "It's Who You Know" BBQs in Week 4 on every campus.

Table 22 Commencing Students Awareness of Student Services – Weeks 4-7

I know about support services (health, counselling, careers, welfare, equity, chaplaincy) offered by Griffith Year	Strongly Agree or Agree %	Neutral %	Disagree or Strongly Disagree %
2010 n= 2862	57.7	24.9	17.4
2009 n= 3342	58.7	24.8	16.5
2008 n= 1796	69.9	16.3	13.8
2007 n= 2489	66.3	19.1	14.6
2006 n= 2482	63.7	19.7	16.6
2005 n = 2632	70.3	19.3	10.4

5.0 Focus Groups with Student Associations

As part of evaluation activities in 2010, Student Services again conducted focus groups and structured interviews with representatives of student associations. The aim was to evaluate their level of awareness of Student Services, to find out what services they knew most about and appreciated, and to gain their suggestions for improving services and the relationships between Student Services and their associations. As the Student Representative Council (SRC) had been inactive from 2008 – 2010 at Griffith as a result of the federal government's position on Voluntary Student Unionism, this association was not represented.

5.1 Design

Two focus groups were conducted – one at Nathan, which included students from Nathan, Mt Gravatt and South Bank campuses, and one at the Gold Coast for students from that campus. Participants were from student organisations and associations (including Golden Key Society, Indigenous Students Association, the GBS Student Association, GU Law Society, Singapore Students Association etc) and represented other student groups such as Student Liaison Group, Student Linx, and Griffith Honours College, We again engaged an outside facilitator to conduct and report these structured conversations with students to ensure objectivity of findings. Student Services staff assisted in the coordination, and running of these to provide information about our services as required.

The interviews were run as an informal, structured group discussion with minimal input from the facilitator. Some questions were the same as asked in 2004, and others (shown here in *italics*) were new in 2010, reflecting changes in student representative support in recent years.

Questions Asked

- What do you (or your student association) know about Student Services?
- How have you (or you student association) heard of Student Services?
- Can you comment on a few things that you think Student Services does well?
- Can you comment on a few things that you think Student Services doesn't do well?
- How do you think Student Services could improve its services to students?
- What could Student Services do to make students more aware of the services available?
- What impact do you think Student Services has on students' experiences at University?
- The University is re-instating the Student Representative Council (SRC) at Brisbane and Logan campuses with elections to be held in October this year. How do you think Student Services can best support the SRC art each campus, once office bearers are elected?(Asked at Brisbane group only)
- How do you think Student Services could improve its collaboration with your association?
- Any other comments or suggestions?

5.2 Findings[64]

The responses provided in the interviews generally did not differ between campuses and as such the results have been pooled.

What do you (or your student association) know about Student Services?

Students demonstrated a reasonable knowledge not only of the service areas, but of particular services and programs offered. However, there was again some confusion where students mentioned support services that are in fact offered by other elements of the University (learning services, accommodation, sport etc). At the GC campus a number of services offered by Student Administration (ID cards, program and course information) were seen as being offered by Student Services. This is not surprising as both units are housed in the Student Centre (G33) at that campus. Students seemed less clear about what was offered by Student Equity Services and the Welfare and Student Liaison Office than by other service areas.

How have you (or you student association) heard of Student Services?

Most participants said they knew about our services from Orientation and from the website. and some mentioned brochures. Students suggested that posters should be eye-catching, possibly with fun captions to attract attention. Over the past two years there have been institutional level decisions about websites that have significantly impacted the accessibility and visibility of these. Hopefully new approaches to Griffith's website (public and intranet) will ensure Student Services and individual service area websites can be very visible again.

Can you comment on a few things that you think Student Services does well?

Students reported high levels of satisfaction with the Careers and Employment Service, Counselling, Health and access to Student Loans and financial support trough the Welfare and Student Liaison Office. The facilitator commented in her Report

It is good to know that students are happy and appreciate the services provided by Student Services.... and ...Students also greatly appreciate the availability of the services provided by the Student Services Unit. In this way they feel that, if and when they need, it is there for them to access.

Can you comment on a few things that you think Student Services doesn't do well?

Students overwhelmingly said that services need to be promoted better – some had not heard of some of our services. In particular comments were made about confusion regarding what Student Equity Services and the Welfare and Student Liaison Office offered. Other comments included dissatisfaction with wait time for a medical appointment, concerns about services at reception points, and suggestions regarding the scope of Chaplaincy (multi-faith rather than Christianity based).

How do you think Student Services could improve its services to students?

Participants made very useful suggestions regarding improving our promotion and profile amongst academic staff, and demystifying services through simple messages in our publicity material, and more targeted use of email headers to flag subject content.

[64] See Appendix XI for details.

What could Student Services do to make students more aware of the services available?

Students suggested ideas for improving our promotion of services on campus ((some of which had been mentioned in earlier questions, and most of which we already do). These included:

- Promotion through academic staff
- Better use of email
- Links on frequently used websites like Learning@Griffith
- Presenting at "common time" sessions run by Schools
- Use of students to promote services
- More information at Orientation

What impact do you think Student Services has on students' experiences at University?

Participants said that the leadership and developmental programs offered by Student Services had a big impact on those who did these (peer mentoring, leadership, appeals and grievances volunteers etc). They also expressed a sentiment that equity services were valuable to those who needed this kind of support, and that availability of services such as ours gave valuable help to students.

The University is re-instating the Student Representative Council (SRC) at Brisbane and Logan campuses with elections to be held in October this year. How do you think Student Services can best support the SRC art each campus, once office bearers are elected?(Asked at Brisbane group only)

Students at the Brisbane group highlighted the importance of fostering a positive relationship between Student Services an d the SRC, and further suggested providing training and support to to members.

How do you think Student Services could improve its collaboration with your association?

Ideas here included:

- attendance at club and association meetings
- using club/association newsletters to promote our services
- offering training and support
- cross promotion of activities

Any other comments or suggestions?

Students reiterated suggestions about improving promotion, on campus and about aspects of the services which they considered needed attention (wait times, reception etc)

5.3 Discussion

Whilst it is pleasing that awareness of services and programs is relatively high, it is clear we need to continue to differentiate our services from those offered by Student administration and by other areas such as Campus Life, Learning Services etc. Knowing who provides a service or program is not really important to students until then need to find the service or refer someone to it. It is very important to us though as it means we can capture client feedback to improve service quality.

We will continue to improve our on-campus promotion – using the six new posters designed around the theme "at Griffith, everyone belongs", and the suite of service brochures updated in 2010 using

the new design. Work has been undertaken to improve the Student Equity Services website to make it easier to find information about services and programs offered by that unit.

It is very pleasing to hear that students value the services provided, and that their own experience of using them, or that of friends relayed to them is so positive. Some of the areas of dissatisfaction (access to Text Book Exchange) are being addressed based on this feedback – however wait times for medical appointments is a complex one to solve. The quality of service provided at reception points is a focus of staff development in 2011.

Student Services is working very closely with the elected SRC representatives, not only offering training and on-going support, but also promoting the SRC though its own activities and sharing resources.

Brilliant range of services which are very supportive and accessibility and location of services easy to find...

Health Service bulk billing is great.

Services are not publicised enough.

6.0 Climate Survey – Organisational Climate Survey of Student Services Staff

This organisational climate survey[65] was applied through Surveymonkey as an anonymous on-line questionnaire, seeking ratings on various dimensions of service quality (client awareness, visibility and voice, strategic alignment, team support) and also inviting employee feedback to the Student Services management team about how both our services to stakeholders, plus our workplace and working environment could be improved. Although some staff were away on leave, 61 (68% of staff) Student Services staff responded to the Survey.

6.1 Student Services Perception of Our Service and Program Quality on Key Dimensions

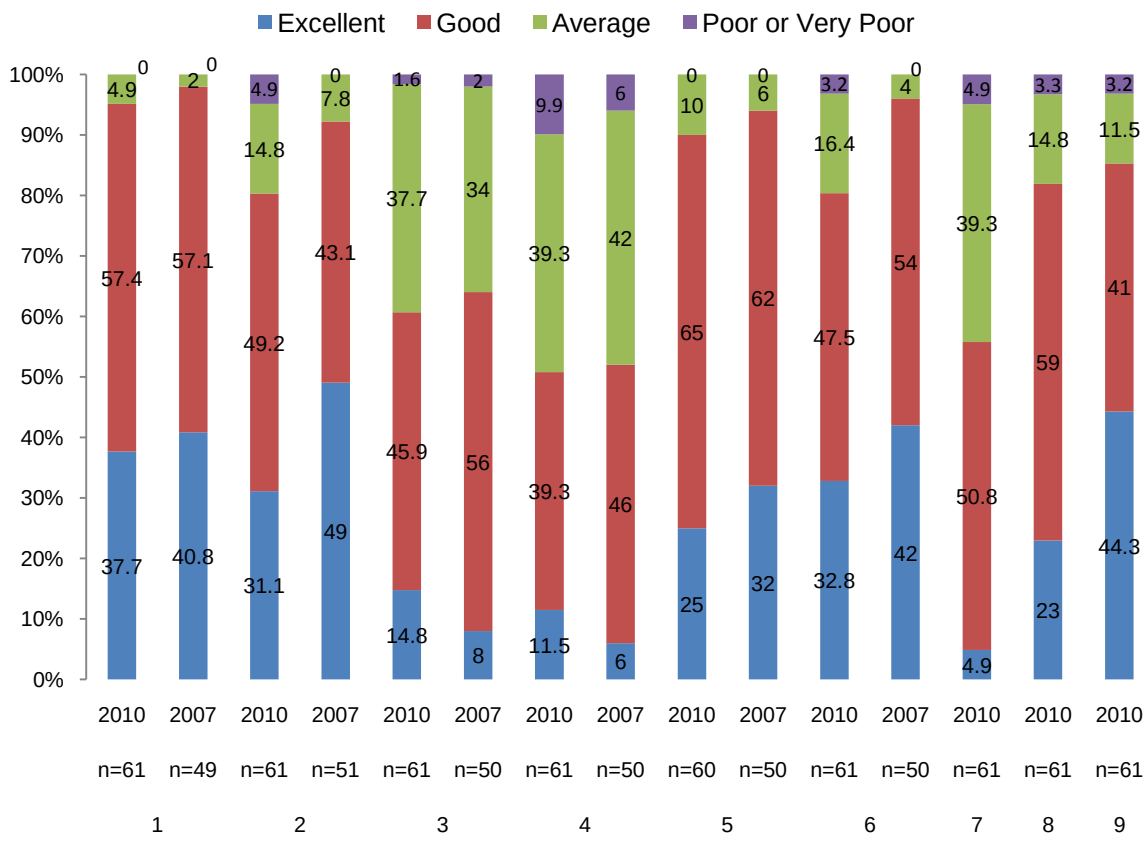
Although we had conducted climate surveys in past evaluation periods, we had not done this in 2004 as Griffith was then conducting institution wide climate surveys of staff. The results of the Climate Survey in Tables 23 and 24 and Chart 32 are therefore for 2007 and 2010 only. Respondents were asked to rate Student Services against nine key indicators.

Table 23 Student Services Staff Rating of Student Services on Key Indicators

Q1. Please rate Student Services on these dimensions	N	Very Poor	Poor	Average	Good	Excellent
1: Responsiveness to a diverse client group	61	0.0%	0.0%	4.9% *(2.0%)*	57.4% *(57.1%)*	37.7% *(40.8%)*
2: Supporting each other within and across teams	61	0.0% *(0.0%)*	4.9% (0.0%)	14.8% *(7.8%)*	49.2% *(43.1%)*	31.1% *(49.0%)*
3: Promoting ourselves to clients	61	0.0% *(0.0%)*	1.6% *(2.0%)*	37.7% *(34.0%)*	45.9% *(56.0%)*	14.8% *(8.0%)*
4: Visibility within the University	61	3.3% *(0.0%)*	6.6% *(6.0%)*	39.3% *(42.0%)*	39.3% *(46.0%)*	11.5% *(6.0%)*
5: Aligning ourselves with the University's strategic goals	60	0.0% *(0.0%)*	0.0% *(0.0%)*	10.0% *(6.0%)*	65.0% *(62.0%)*	25.0% *(32.0%)*
6: The effectiveness of the management team (SAMs and Director, SSV)	61	1.6% *(0.0%)*	1.6% *(0.0%)*	16.4% *(4.0%)*	47.5% *(54.0%)*	32.8% *(42.0%)*
7: Our influence or impact within the University (our "agency" wrt policy, institutional direction, decisions)	61	0.0%	4.9%	39.3%	50.8%	4.9%
8: The quality and effectiveness of our interactions with external stakeholders (employers, high schools, agencies, government depts. etc)	61	0.0%	3.3%	14.8%	59.0%	23.0%
9. The inclusiveness of our SSV staff culture regarding equity and diversity (ie we respect and value difference	61	1.6%	1.6%	11.5%	41.0%	44.3%

[65] See Appendix XII

Chart 32 Student Services Staff Rating of Student Services on Key Indicators



A great team of people to work with each day across all campuses.

Feeling like our work does make a difference to students.

How welcoming and friendly the staff are in general. They make you feel like you belong.

My manager is very supportive, encouraging and allows me to keep developing in my job with my PD. Also the happy working environment and the nice staff.

6.2 Student Services Climate Survey - Qualitative Feedback

Participants were invited to offer comments to four open ended questions seeking views about employee satisfaction, leadership priorities and approaches and any other aspect of working in Student Services at Griffith. Feedback has been summarised as shown in Table 24.

Table 24 Student Services Feedback to Crew Survey – Qualitative Comments

Open Ended Questions	2010	2007	Summary of Feedback
Q 2. n=52 If you were Director, Student Services for a year, what would you do differently in Student Services?	12%	25%	suggested better promotion of services/better signage/(in 2007) possible name change
	14%	17%	suggested better resources for staff recognition, professional development/benefits
	20%	15%	said we need more staff/resources/focus to address high workloads
	4%	12%	suggested specific strategies to enhance services to clients
	4%	5%	suggested we have more opportunities to share information across teams
	10%		commented on management approaches
	21%	10%	made other comments
	15%	17%	said everything was good/made positive comments
Q3. n=81 What three things do you most like about working at Student Services?	47%	29%	mentioned the team/colleagues (eg friendly, caring, helpful, supportive)
	9%	28%	mentioned the positive/supportive/creative work culture
	22%	14%	mentioned the nature of the role – ie supporting and developing students
	1%	10%	mentioned conditions enjoyed (resources, facilities, professional devpt)
	12%	8%	mentioned quality/style of management/leadership
	9%	8%	mentioned the diversity of our clients
	-	3%	mentioned other positive aspects of the work environment
Q4. n=59 Is there anything you dislike about working at Student Services? If yes please elaborate (dislikes and/or suggestions for improvements).	29%	34%	said workload was very high/more resources/admin support needed
	7%	16%	mentioned an aspect about the physical environment/amenities for staff
	5%	13%	said lack of resources for prof devpt/opportunities for career advancement
	17%	12%	referred to aspects of management
	3%	6%	said amenities/conditions were not equitable across campuses/roles
	17%	6%	made other comments
	10%	13%	said everything was good/made positive comments
Q5. n=19 Question 5 Any other comments?	58%	64%	said everything was good/made positive comments
	5%	18%	said it was nice to be asked for feedback
	11%		mentioned facilities (location/space issues)
	26%	18%	made other comments

Supporting each other within and across teams.

Client centred approach.

Friendly work mates, flexibility and being treated professionally.

The ease of collaboration with colleagues, the receptive nature of staff to new ideas, the commitment to enhancing the student experience.

Comment

It is pleasing to see high ratings for our responsiveness to clients, alignment with university strategies, and, overall, in terms of cultivating a culture that respects and values difference and diversity.

Negative ratings, albeit by a small minority of staff, on measures of teamwork, team management and inclusiveness are of concern – especially where some other staff rate our performance on these as "average". Some staff have been under considerable pressure in 2010 related to new programs being introduced, rapid expansion of teams to accommodate the widening participation agenda, and the external review of the Careers and Employment Service. Two teams had new managers in 2010, and one manager was away for approximately three months. These factors may have contributed to a degree of dissatisfaction and some loss of team cohesion.

Of concern also is the assessment of over one third of our own staff that our promotion of services and programs to students is *average, poor* or *very poor,* and that our visibility and our influence/impact/agency within the University are similarly less than ideal.

An intern with Student Services conducted in-depth interviews with 11 staff in February 2010 to look at aspects of our culture and climate, and identify areas where staff said they would like more professional development. Results of this exercise were presented to managers to inform development planning. Whilst the sample was small, it was heartening to hear that staff valued most about their roles:

- working with people from different cultures
- team work
- feeling appreciated and trusted by others
- challenge / flexibility in roles
- helping young people
- seeing students becoming successful / better

As a result of the Climate Survey, an Action Plan has been developed, with staff input, for implementation over the next three years.

7.0 Other Evaluation Activities in Student Services in 2010

We regularly evaluate our services and programs and have included feedback received through **some** of these activities in 2010, in this Report.

7.1 Employer Satisfaction Surveys

The Careers and Employment Service was subject to external review in April 2010, and in preparation for this, the Review and Quality Unit contacted 52 employers in March for feedback. Twenty-three employers responded (44% response rate).

The survey asked employers five questions:

> Which programs/services has the employer used.
>
> How would <employer> rate C&ES out of 10, with 1 being the lowest and 10 being the highest?
>
> How does the C&ES compare with equivalent units at (other local unis)?
>
> Are there particular areas/ways in which the C&ES could improve?
>
> Any there any other comments they wish to make.

The report of the survey, provided by the Manager, Review and Quality Unit stated:

> *The C&ES averaged a rating of 8, with only one respondent rating the unit poorly, with another using the rating simply to score the level of interaction rather than quality of interactions.*
>
> *On the question of comparison between Griffith's C&ES and equivalent units at local competitor institutions, the majority of respondents rated C&ES as equal to others, with one respondent citing strengths of individual staff members particularly around indigenous recruitment. Some respondents commented that Griffith's approach was more personable compared to (other local uni) and (other local uni) , while others stated that there had been noted improvements over the last three months.*
>
> *On the whole respondents commented favourably about their interactions with the C&ES around the Careers Fair and Mentoring program activity. A suggested improvement for the Careers Hub was the capacity to save current ads and being able to 'reuse' or 'recycle' them (similar to SEEK). The Careers Fair received the majority of suggestions for improvement, including:*
>
> - clearer information about the contact person;
> - indication of the expected number of students on campus that day and/or attending from particular disciplines, such as Accounting. It was strongly suggested that this affects the quality of the event for employers;
> - ensuring students have adequate exposure to small and medium enterprises;
> - the capacity of staff to add value to employers by recommending other events/activities that they may be interested in. It was noted that UQ adopts this practice advising of business and other networking events that students may be attending.
>
> *In relation to indigenous recruitment, it was suggested that it would be helpful if an annual list of indigenous students, including degree program and year of expected graduation, were provided to assist such organisations with workforce planning.*

When asked for other comments, employers generally cited their satisfaction with the services currently being provided. However there was a general sense of a lack of information about the other services provided and whether this would be of interest to employers to increase their engagement. One respondent suggested that the functions organised by C&ES are 'cheapskate' and that this does not bode well with employers.

The mentoring program and indigenous cadetship programs individual staff members received the most favourable comments overall.

During the evaluation period, we conducted our own brief on-line survey[66] to evaluate the satisfaction of employers, a significant stakeholder group, with our Careers and Employment Service. We received only 17 responses to this survey and so caution is warranted in interpreting data, with small changes in numbers significantly affecting percentages attributed.

Rating satisfaction with aspects of services

Respondents were asked to rate their overall satisfaction with services, and satisfaction in terms of specific characteristics, namely:

- ease of access to services and/or staff,
- ease of access to service information,
- promptness of response,
- courtesy in approach and interactions ,
- the quality of organisation in provision of services/events.

Results are shown in Tables 25 and 26 below.

Table 25 Overall Employer Satisfaction with Services or Events of the Careers and Employment Service

Rating	n	%
Very satisfied	10	58.8% (36.2%)
Satisfied	6	35.3% (51.1%)
Neutral	1	5.9% (10.6%)
Dissatisfied	0	0.0% (2.1%)
Very dissatisfied	0	0.0% (0.0%)
Total:	17	100.0%

[66] See Appendix XIII

Table 26 Employer Satisfaction with Particular Aspects of Service

How satisfied are you with the following aspects of our services / events? (VS Very satisfied; S Satisfied; N Neutral; D Dissatisfied; VD Very dissatisfied)	N	VS	S	N	D	VD
Ease of access to services and / or staff	11	64.7% *(25.5%)*	11.8% *(59.6%)*	23.5% *(12.8%)*	0.0% *(0.0%)*	0.0% *(2.1%)*
Ease of access to service information (e.g. web)	9	53.0% *(19.1%)*	23.5% *(63.8%)*	23.5% *(12.8%)*	0.0% *(4.3%)*	0.0% *(0.0%)*
Promptness of our responses / interactions with you	11	64.7% *(38.3%)*	29.4% *(53.2%)*	5.9% *(6.4%)*	0.0% *(0.0%)*	0.0% *(2.1%)*
Courteous approach in our interactions with you	13	81.3% *(48.9%)*	12.5% *(44.7%)*	6.2% *(6.4%)*	0.0% *(0.0%)*	0.0% *(0.0%)*
Organisation and coordination in provision of services / events	12	70.6% *(41.3%)*	23.5% *(47.8%)*	5.9% *(8.7%)*	0.0% *(2.2%)*	0.0% *(0.0%)*

Respondents were generally satisfied with their dealings with the Careers and Employment Service with:

- 94.1% (*87.3%; 100%*[67]) saying they were *satisfied* or *very satisfied* in terms of overall satisfaction;
- 76.5% *(85.1%; 100%)* saying they were *satisfied* or *very satisfied* with ease of access to staff or services;
- 76.5% *(82.9%; 93%)* saying they were *satisfied* or *very satisfied* with ease of access to service information;
- 94.1% *(91.5%; 100%)* saying they were *satisfied* or *very satisfied* with promptness of response;
- 93.8% *(93.6%; 93%)* saying they were *satisfied* or *very satisfied* with the courtesy of staff; and
- 94.1% *(89.1%; 100%)* saying they were *satisfied* or *very satisfied* with organisation of services/events.

Comment

Respondents were also asked to make comments about what they liked in their interaction with the Service, and to propose improvements with existing services or new services that could assist employers and best outcomes for students. Four comments were received - shown below.

Keep up the good work and see you in 2011 (if you'll have me). Best regards.

The staff were fantastic to liaise with and very responsive. Attendance at events we travelled for was very disappointing.

The mentoring program and staff should be commended for an Excellence award.

The mentoring staff really show empathy to the program and treat it like something much dearer to their heart than just a job. They are a credit to the organisation!!!

[67] 2007 data (n=47) then 2004 data (n=15) shown in italics for comparison.

7.2 Careers Fairs

Recruitment and Careers Fair Attendance

In 2010, 65 employers and professional bodies attended the Careers Fair at Nathan and an estimated 4000 students participated. Fifty employers and professional bodies attended the Fair at the Gold Coast campus and an estimated 3000 students participated.

Table 27 Careers Fair- Attendance 2002 - 2010

Campus\Year		2002	2003	2004	2005	2006	2007	2008	2009	2010
Nathan	Exhibitors	48	36	42	67	74	95	109	68	65
	Students	3700	3500	4000	3900	4000	4000	4000	4000	4000
Gold Coast	Exhibitors	27	25	21	36	48	70	79	46	50
	Students	2700	2300	2500	2600	2650	2800	2900	3000	3000

Feedback

After the events participants were invited to provide feedback to the Careers and Employment Service about the management and outcome of the Fairs. Key feedback for 2010 included:

- 93% *(100%)* of respondents to the evaluation said the Fairs were well organised and managed
- 85% *(89 %)* said the Fairs had been well resourced by the Careers & Employment Service
- 95% *(94%)* said the Fairs had been a useful recruitment activity for their organisation
- 85% said the timing was "just right" (this question was not asked in previous surveys).
- 71% rated the preparedness of students as *excellent* or *good* (this question was not asked in previous surveys).
- 91% of students rated the fairs positively with 55% rating as *excellent* or *above average*

Table 28 Careers Fair- Exhibitors' Comments 2002-2010

		2002	2003	2004	2005	2006	2007	2009	2010
Useful recruitment & profiling activity	Nathan	100%	92%	98%	84%	93%	97%	100%	95%
	GC	92%	93%	94%	100%	95%	91%		
Overall								100%	95%
Well resourced*	Nathan	94%	93%	95%	96%	90%	90%	95%	95%
	GC	96%	93%	93%	97%	92%	88%		
Overall								94%	95%
Well organised and managed	Nathan	97%	100%	93%	100%	98%	100%		
	GC	100%	100%	97%	100%	99%	100%		
Overall								89%	93%

Due to change of staff the evaluation for 2008 is not available. In 2009 and 2001, overall rather than campus ratings are provided.

*From 2009 this question referred to adequacy of furniture, equipment/facilities etc

Positive comments included:

The number & diversity of students we met with and the very helpful staff.

Student traffic was good and overall it was very well organised.

Our student helper was a superstar and should be commended. If he was studying engineering I would have earmarked him as someone to interview based on how proactive and willing he was! He was always asking if we needed drinks or any assistance. I don't think he could have been more helpful. What a star.

Suggestions for improvements included:

Awareness if employers require permanent residency as a lot of international students still approached us. If there was a way to promote this better it may mean that international students without PR can concentrate on contacting/speaking with employers relevant to their position.

Some of the students were in classes for the duration of the fair.

It would be helpful if students wore labels with their disciplines on them.

Volunteer Experience Fair Attendance

The Careers and Employment Service organised the inaugural Volunteer Experience Fair at Gold Coast and Nathan campuses in August 2010 with 50 organisations taking part. The aim of the fairs was to, showcase a range of volunteer organisations to domestic and international students, promote the idea of volunteering as a way of developing work ready skills and provide students with easy access to organisations. Approximately 1000 students attended the fair at each campus.

Feedback

Overall participants were very satisfied with the organisation and impact of the Fairs.

Table 29 Employer Feedback on 2010 Volunteer Experience Fair

	N	Very useful %	Quite useful %	Average %	Below average %	Of little use %
How would you rate the overall usefulness of the Fair for your purposes?	16	62.5	31.3	6.3	0	0
	N	**Very well organised %**	**Quite well organised %**	**Average %**	**Below average %**	**Poorly organised %**
How would you rate the overall organisation of the Fair/s?	16	87.5	12.5	0	0	0

Positive comments about the Volunteer Experience Fairs included:

The positioning was great, everyone has to walk through that area to get to most classes so we were exposed to a large percentage of the students there.

As the fair was so well organised it took only minutes to find our station, set up and begin meeting students.

Fabulous.

Not the most important, but networking with other booth workers was very beneficial, as it usually is. We all like to meet other groups in the non-government sector and are always looking to build networks.

Thank you. It was brilliant. We would be interested in other opportunities that exist to engage with the university and with volunteering programs between events such as this.

7.3 Feedback from Careers and Employment Program Participants

Industry Mentoring Program

Each year the Careers and Employment Service conducts an Industry Mentoring Program, linking advanced level undergraduate students with individuals working in a field related to the student's career interests. In 2010, the sixteenth year of the Program, 224 students (67% undergraduates; and 30% international students) were linked with a mentor. Whilst some students gain paid employment from their involvement, the principal aim of the Program is to provide students with industry knowledge and contacts for career decision-making and subsequent job search. Some 62 mentees and 109 (of 213) mentors completed the on-line evaluation after the program.

The Industry Mentoring Program received a national award – a Carrick Citation for *Programs that Support Student Learning* in 2008, and was nominated by the Vice Chancellor for submission to the Business and Higher Education Round Table (BHERT) award for sustained and effective industry liaison (2009).

Outcomes for 2010 Mentees

- 87% *(91%)* of students said the training they received prior to their involvement prepared them well
- 65% *(82%)* visited their mentors six or more times
- 86% *(89%)* rated their match with their mentor as good or very good.
- 7% *(10%)* gained a graduate job as a result of their participation in the program (as at November 2010).
- 7% *(8%)* gained part-time paid work.
- 51% *(42%)* gained unpaid work experience beyond the program
- 26% *(41%)* gained job leads from the program.
- 61% *(67%)* extended their networks with employers beyond just their mentor
- 73% *(80%)* of final year students stated that they were *satisfied* or *very satisfied* with the program as easing the transition from study to work

Outcomes for 2010 Mentors

- 87% *(80%)* said their match with their mentee was *good* or *very good.*
- 87% *(n/a)* said they found program resources *helpful* or *very helpful*
- 87% *(78%)* said the quality of their engagement with their mentees was *excellent* or *good*
- 82% *(70%)* of mentors said participating the program was valuable to *them*
- 50% *(51%)* of mentors were Griffith alumni.

Comment

It is pleasing to see even higher mentor satisfaction ratings across most items in 2010 compared with 2007. Student ratings were down slightly in most areas which is of some concern (match, training, work-readiness). However it is interesting to note that contact with mentors was down considerably and this might account for the lower satisfaction ratings, if students were not able to commit to or connect with their mentor as often.

Indigenous Cadetships and Graduate Employment Program

This Program, sponsored by the Department of Education, Employment and Workplace Relations, has been running at Griffith in Student Services since 2003. Evaluations and outcomes are reported to DEEWR on a regular basis as part of the funding contract, and Student Services has secured and increased funding on the basis of its performance every year over this period. (a total of $760 251 to the end of our current contract).

The Program received a national award – an Australian Learning and Teaching Council (ALTC) Citation for *Programs that Support Student Learning* in 2009, and has been invited to present at conferences and to share information at other institutions.

In 2010, 26 Indigenous undergraduates commenced undergraduate workplace cadetships with employers bringing the total number of students assisted into cadetships since 2003 to 178, an average of 25.4 per year. Each cadet receives an investment of approximately $14 000 per year from their employer and $13 000 per year from the federal government, for the duration of their degree program.

By April 2010, the full time graduate employment outcomes of 2009 graduates was 95%.

Fourteen graduate clients commenced employment in 2010 and a further 14 were assisted into graduate positions which would commence during or after the 2010 – 2011 summer vacation.

The Indigenous Cadetship Mentoring Program (ICMP) was expanded in 2010 to a total of 54 student participants (increased from 23 participants in 2009). The program is now fully supported on all campuses with mentors from Logan, Mt Gravatt and South Bank campuses undertaking training.

Other 2010 achievements included:

- Gaining funding to interview Indigenous graduates from 2004 to 2010 and produce a publication on their pathways through childhood, primary, secondary and tertiary education to their current successful careers.
- Recruitment of two new Indigenous staff to the Indigenous Employment Team

Feedback from graduates, cadets and their employers:

> *I got this job with thanks to you..... If it wasn't for the Griffith tour day you organised at the company I work for now ..... this job probably wouldn't have happened because at that introduction I met their Indigenous Recruitment Team and started networking .....It was a really big chance! (graduate)*
>
> *Thanks so much and hope you and all your fantastic graduates are doing well! (employer)*
>
> *I just want to say as well, thank you all these years later for helping me with obtaining a cadetship. I think without the financial assistance from the cadetship my university years would have been more strained, being from a single parent family. (cadet, and subsequently graduate)*

Making Employment Happen (MEH)

This Program, involving the delivery of a career preparation module to first year students within their program of study, and predominantly within the lecture schedule, has been conducted by the Careers and Employment Service since 2002. In 2010, MEH was delivered in 24 (116) degree programs accounting for1854 (5946) Griffith first year students. As a result of their participation:

- 81% (80%) of students *strongly agreed* or *agreed* that the Program stimulated their interest in preparing for graduate employment and
- 79 % (75%) of students *strongly agreed* or *agreed* that they now had a clearer idea about how to get started in developing their career.

Numbers of students participating in this Program are reducing as Career Focus is promoted as a more comprehensive in-curriculum module.

CareerFocus

Careers staff believe that the only way to engage all students with career development is to embed relevant content into programs such that it is a compulsory feature for all students. The Careers and Employment Service has continued to embed the program *Career Focus* as an assessable career development module within the first year of Griffith degree programs since the last Evaluation Report. Most first year students in the Griffith Business School undertook Career Focus in 2010 together with students in the Bachelor of Arts (Arts, Education and Law). Student evaluations are very positive about CareerFocus

- 71% *strongly agreed* or *agreed* that the Career Development Lecture conducted as part of the program was useful.
- 78% of those who listened to the pre-recorded interviews used as part of the program found them *very useful* or *useful.*
- 93% of those who conducted Workplace Interviews as part of the program found them *very useful* or *useful.*
- 63% agreed that the program had improved their understanding of employment outcomes from this degree.
- 46% *strongly agreed* or *agreed* that the program had clarified and / or confirmed their career direction.
- 51% *strongly agreed* or *agreed* that as a result of the program they had a better understanding of how to gain a graduate job at the end of their degree.
- 80% *strongly agreed* or *agreed* that the program should be offered to students in the first year of their degree.

Comments from staff and students *over time* continue to be favourable, for example this comment was received from a tutor in 2009:

> *I just thought I would update you on how the career assignment went at Nathan. I marked all the students and had an excellent submission rate. Just about everyone received a 10 and the standard was very good. There were some very good reflections and students put a lot of effort into it. Overall it has had a very positive outcome from my point of view as the head tutor for (course name). I believe there are a lot of services available at Griffith that the students would not have been aware of and the students have learnt the importance of work experience not just the study and exams. There have also been many comments on*

how broad a range of careers there are from an accounting degree, this the students have commented they were not aware of. So from a point of view of selecting majors and electives it has provided the students with more direction and greater diversity. Hope this provides you with some information for the future. It has been a pleasure working with you.

And this from a student in 2010

I was in your 1101AFE class last semester. I just wanted to thank you for the Career Development Assignment we did. Because of your assignment I interviewed the accounts manager at my workplace, who has since offered me a job as Finance Officer - Accounts Receivable. Before I did this assignment I was just working in the mailroom, now I love my job and am getting an amazing experience for my career. I would have never had the confidence to network and get my name out there without the encouragement from this assignment.

Other student feedback included:

It was also very good to have practical insight into what to do during/after completion of the degree instead of just attempting to understand theoretical concepts (i.e. jumping through hoops) to get a piece of paper with no practical understandings (i.e. how to look, find, and get paid work) in the real world.

The research involved, particularly the listening interviews enable me to gain an insight from a professional perspective on what I need to arm myself with in terms of course selection and knowledge e.g. the importance of learning other languages and subjects such International Relations.

There was more than one interview so listening to all of them gave me a wide understanding of what I can do with my degree and related degree if I choose to change degrees. The interviews were clear and well set out, as well as the questions asked answers were found in the interviews.

Communications Audit

In 2010 an intern in the Careers and Employment Service undertook a supervised project to gather feedback from the clients of the service about their preferred media channels for communications about services and programs and about up-coming activities. As part of the broader project, a hard copy and on-line survey asked students about:

- knowledge of location of Student services on their campus
- participation in Careers and Employment Service services/programs
- satisfaction with amount of information provided about these
- which services/programs they would like more communication about
- which media would be most effective in delivering information
- suggestions for improvements

Fifty-one (51) students responded to the survey and results reported that:

- 82% of respondents knew where the Careers and Employment Service was located on their campus.
- 73% were satisfied with the amount of information received from the Service
- Email was the communication method preferred, followed by website, noticeboards and service brochures.

Suggestions for improvements included:

- extended careers appointment hours of staff
- more postgraduate employment programs
- more in-depth information

Using an on-line student poll facility, the Careers and Employment Service also tested student preferences for how they wanted to receive information about careers services and programs and about employers and employment opportunities. Some 954 students responded to the poll (April 2010) and rated their preferred media as follows, in descending order of preference:

- direct communication to student's email account
- messages via Learning@Griffith (Blackboard learning platform associated with courses)
- notices in lectures
- Careers and Employment Service website
- posters around campus
- social networking sites (eg Facebook)

Comment

We want to know how students prefer to hear about our careers services and programs, and know that this changes over time. Results from our survey (n=51) and polling in 2010 (n=954) tell us that in spite of the rise in social media options, students still rank email as a strong communication platform.

7.4 Feedback from Equity Program Participants

Uni-Key

The Uni-Key Program offers transition support to first year students from the University's target equity groups in the form of mentoring by later year students in the same discipline areas. Uni-Key provides a pre- orientation program and ongoing individual support for eligible students in their first semester of study, via participation in a mentoring group and individual support from Student Equity Program Officers. Some 326 *(317)* students took part in the Program in Semester 1, 2010. This represented a 3% increase on numbers participating in 2007 and a 53% increase on 2005 numbers (213). These students were mentored by 60 mentors.

Of these students:

- 182 (60%) were the first in their families to study at university
- 97 (32%) were adult learners
- 76 (25%) participated in the Uni-Reach program
- 175 (58%) indicated they were from lses backgrounds
- 35 (12%) were Aboriginal or Torres Strait Islanders
- 39 (13%) indicated that they had a disability
- 48 (16%) indicated they were from rural or regional areas
- 83 (27%) were from culturally and linguistically diverse backgrounds, with 23 (8%) indicating they came to Australia as refugees

- 36 (12%) indicated they had experienced educational disadvantage
- 111 (37%) of participants indicated that they experienced two or more forms of disadvantage

Two surveys are administered as part of the Uni-Key program. Survey 1 is conducted after the Pre-Orientation activity while Survey 2 is administered at the end of semester 1, which has been the conclusion of the program.

In 2010, 147 Uni-Key participants completed Survey 1 and 74 participants completed Survey 2.

Feedback from respondents indicated that:

- On average across all campuses, 89% (*98%*) of participants reported the activities as *excellent* or *good* and rated the impact of the experience *very positive* or *positive*.
- 78.4% (*81.3%*) either *strongly agreed* or *agreed* that the Uni-Key Orientation helped them to settle into university.
- 78.4% (*72.5%*) either *strongly agreed* or *agreed* that the Uni-Key Program had helped them to understand university procedures and expectations.
- 69.0% (*70.3%*) either *strongly agreed* or *agreed t*hat the Uni-Key Program had assisted them to develop some generic skills for university such as time and stress management.
- 69.0% (*63.5%*) either *strongly agreed* or *agreed* that their Uni-Key mentor has assisted them to develop their academic skills
- 70.3% (*79.1%*) either *strongly agreed* or *agreed* that they were adequately prepared to commence second semester without the support of the Uni-Key Program.
- Overall 86.5% (*82.4*%) of students either *strongly agreed* or *agreed* that the Uni-Key Program had been successful in assisting their transition to university studies.

With funding provided under the Higher Education Participation and Partnerships Program (HEPPP), Uni-Key was extended to support 168 students during Semester 2, 2010 with the assistance of 44 mentors.

Uni-Reach

Uni-Reach is an outreach program to encourage secondary school students to consider tertiary study as an option after high school. The Program has also expanded to include student in grades 11, 10 and 8, in the effort to encourage students to start thinking about their university career prospects as early as possible.

The Program now involves 12 schools in the Griffith catchment area and some 376 (349) students participated in 2010 in the Year 11 and 12 in-school aspect of program. In 2010 approximately 1650 year 8 students at 11 schools participated in the Uni-Reach Drama activity, and around 4000 copies of *Griffiti* (a publication co-authored by student mentors) were distributed to students in Year 10 in 21 target schools.

Griffith University students act as mentors for the duration of the Program, visiting the students regularly at their high schools, under the supervision of the Student Equity Program Officers, and offering information on courses, suggestions on study skills, and discussing aspects of university life including how it differs from high school. They also take part in an on-campus experience to give them a taste of university life. In 2010 approximately 212 (154) students attended this event. Participants were supported by 28 mentors for the 'In School' activities and 48 mentors for the On

Campus Experience. An evaluation of both the Program and the On Campus Experience was sent to Uni-Reach participants.

Some 166 completed evaluations were received from Year 12 participants in Uni-Reach - 107 from students participating in activities on either Nathan, South Bank or Mt Gravatt campuses and 59 from students participating in activities on GC Campus. Responses received showed:

- 99.0% (*96.6%)* of students felt that their involvement in the Uni-Reach program had had a *very positive* or *positive* impact on their view of studying at Griffith, and in their life generally
- 100% *(100%)* of students gave the On Campus Experience a *very positive* or *positive* rating
- 92% *(87.9%)* of students rated the Uni-Reach school visits *good* to *excellent*

Each year participants are asked for feedback on the Uni-Reach Program as well as suggestions for improvements. In 2010, Uni-Reach participants again gave very positive comments about the Program and/or suggested improvements as follows:

> *It gives me a real idea about how university works and is like seeing an open day. I didn't know if Uni was for me but I do now.*
>
> *The opportunity it supplies for people who are intelligent but have not displayed the necessary O.P to get into the course they want.*
>
> *This day was fantastic. I had a fantastic mentor and a great experience. Definitely will be studying here.*
>
> *This program has made me more comfortable with starting uni next year. I met great people and had an excellent time. I will know the basics of uni life before my 1st day as a student and will therefore be less nervous. Thank you for the opportunity.*

Some improvements suggested included:

> *More info on scholarships*
>
> *Should go for longer*
>
> *Do heaps more activities so the kids can socialise*

Guidance Officers[68] are also surveyed for feedback about Uni-Reach and their responses showed:

- 80% rated the Program overall as effective or very effective
- 100% said the Program developed positive relationships between the schools and students and the university
- 83% said the Program created the possibility of increased student aspiration to university
- 83% said the Program objective of increasing students' understanding about demands of tertiary study was met
- 83% said the Program increased access to University through Uni-Start (and equity admissions program)
- 66% said the Program provided university access through financial assistance

[68] (n=6)

- 33% said the Program objective of providing skill development to students to aid performance at school and uni had been met
- 33% said the Program provided information for families/communities to plan for students to attend university

It's brilliant!

It affords disadvantaged students an equitable outcome.

Creating real life aspirations for our students to attend uni.

Uni-Reach Drama (Year 8)

In 2010 a large-scale evaluation of the Uni-Reach Drama was undertaken with responses received from 1123 Year 8 students and 78 school staff who watched the performance. Responses showed that:

- 75.6% of students *agree* or *strongly agree* the performance would make them think more about the possibility of going to university
- 83.3% of staff *agree* or *strongly agree* the performance would Year 8 students think more about the possibility of going to university
- 79.8% of students *agree* or *strongly agree* the performance would give them a sense of confidence they might be able to get into university
- 83.3% of staff *agree* or *strongly agree* the performance would give students a sense of confidence they might be able to get into university
- 85.9% of staff *agree* or *strongly agree* the performance addressed issues relevant for Year 8 students
- only 17% of Year 8 students who were participants had parents who had attended university

Griffith Note-taking Network

This Network provides notes to students with disabilities who need notetaking support, through trained and/or supervised peer notetakers. Suitable laptop operators are also identified at the annual notetaker training.

Some 198 students attended training at Gold Coast, Logan and Nathan campuses.

Significant innovations for 2010 included the delivery of a training session at Logan campus for the first time and the addition of new material covering topics such as Learning@Griffith and resources available on Lecture Capture.

Prior to their training sessions 85.4% of respondents rated their notetaking skills as very poor (1), poor (2) or average, whilst only 8.9% rated their skills as good (4) or very good (5).

However after their training sessions only 18.5% rated their skills as average (3) or below, whilst 81.5% of respondents indicated that with practice their notetaking skills had improved to good (4) or very good (5).

Feedback from participants was gain very positive with 93.8% of respondents rating the content of the training as *good* or *very good.*

Some of the benefits respondents identified that they had gained by participating in the training include:

- greater confidence in managing the learning environment and remembering to stay calm and have a positive attitude to notetaking and keeping things simple
- better understanding of what the learning environment and university life will be like
- better understanding of how to take useful notes and the importance of using things like white space, abbreviations, paraphrasing, symbols and key points.

Some comments on the particular benefits gained in the course:

I now have better notetaking skills and greater confidence in starting uni

Some 36 (*129)* note-takers provided notes in 72 *(173)* courses to 28 *(51)* students with disabilities. With advances in technology and the greater use of laptops by all students, the need for notetaking in its traditional form is declining to a significant degree. However, for those students for whom it is an important form of support, and for the students who benefit from learning how to take effective notes, the Program retains high value.

Other programs conducted by the Disabilities Service such at *Uni-Vision* (for future students who are blind or who have low vision) and *Tertiary Education Experience* (for future students with a range of disabilities including being Deaf or hard of hearing) receive very positive feedback from participating students, and their families, teachers and other caregivers.

7.5 University-Wide Student Engagement Events

Approximately 1800 new students attended pre-orientation workshops, training, drop-in sessions and seminars. They were joined by a further 3000 new students participating in a wide range of activities on all campuses during orientation week. In addition, thousands of students were met via talks to large groups in school and program orientations, stalls on each campus and participation in other campus Orientation events.

Many Student Services' orientation and engagement activities continue into the semester including participation in Common Time programs, mentoring programs such as Uni-Key, QCA and Education peer mentoring programs, Student Linx and Student Partner activities.

Development of 2010 Orientation activities was informed by feedback from previous years and continued to be delivered in response to local campus and cohort demands and in collaboration with academic and central elements. Student Partners and mentors were frequently involved in the design and delivery of activities. Feedback from new students in 2010 again confirmed the positive impact of involving continuing students in their orientation. Evaluation results across the range of activities were consistently extremely positive.

Some examples:

Mentoring@Griffith - Central Mentor Training and Support

Sixteen centralised training sessions were conducted in February 2010 in which 293 student mentors were trained. The number of student mentors undertaking training prior to the commencement of Orientation increased by 25% in 2010. Central mentor training was provided to student mentors from eleven Schools and one central element.

Student Services staff also continued to provide training to peer mentoring programs through existing partnerships with Schools and elements in addition to the centralised training offered through Mentoring@Griffith.

Overall, evaluation results indicated that participant satisfaction with the training was very high – 99.3% rated the training as either *good* or *excellent* - a 3.9% increase compared to 2009. Some 97% of participants indicated that the training provided them with all the necessary information to perform their role as a peer mentor (95% in 2009).

Student Partner Training and Activities

Forty-one Student Partners representing each campus were recruited, selected and trained by Welfare and Student Liaison Officers. Training included topics such as communication, cultural competency, roles and responsibilities, support services and a session on group facilitation skills provided by counsellors. Feedback about the training was very positive:

- 100% of participants rated the workshop as *excellent* or *good* and the experience as *positive* or *very positive* and
- 100% reported that the training provided all the information necessary for them to perform their role.

Orientation activities in February and March included 220 Student Partners booked to participate in and/or run a variety of Student Services activities including workshops, talks and stalls.

As well as developing student leadership and engagement, such positions provide "jobs on site", and provide role models for earlier year students. (Throughout Semester 1, 2010 there were 127 bookings for one or more Student Partners to assist elements in some way).

Residential Advisor Training

The Counselling Service designed and implemented training for 26 Residential Advisors from Nathan and Mt Gravatt residences. The training encompassed mental health first responder information and skills and included information and activities to develop skills and confidence in responding to and managing traumatic incidents. In the evaluation, 100% of participants rated the training as *excellent* and 100% rated its impact as *very positive* or *positive.*

Health Week

Student Services has coordinated a Health Day on each campus in Semester 2 of the academic year annually since 1997. Originally called Health Week, the event - now conducted across a month to service six sites - was renamed Health and Well-Being Week and involved health agencies and University elements. The aim of these health days is to raise awareness of health issues, promote healthy life style choices and conduct health checks – although a parallel benefit of these events is that they provide an opportunity for students who have commenced mid-year to be engaged in a campus event early in their time at Griffith. These health days are designed to be very interactive and to have students meet staff from support services and enjoy socialising with their peers.

An estimated 3 000 students and 150 staff attended the events on all campuses. Twenty-seven *(25)* external organisations attended one or more campuses, and internal participants included HRM, School of Physiotherapy and Exercise Science, School of Dentistry and Oral Health, Student Services (welfare, careers, counselling, equity, health, chaplaincy), Student Guild, Campus Life, and Griffith Food.

Activities included health assessments (supported by nursing students), safe alcohol awareness activities (beer goggles), interactive activities including quizzes, questionnaires and guessing competitions covering; sexual health, financial health, emotional well-being, and careers in health. The bookmark quiz and evaluation competition provided other activities to attract participants. Cooking demonstrations and sampling, along with lots of give-aways and health promotion displays and handouts again all contributed to the success of the Health Days.

Students and staff attending Health and Well-Being Week activities at three campuses were randomly approached and asked to complete an evaluation form. As an incentive for completing the evaluation, a prize was offered on each campus. Responses were received from 127 (*120)* staff and students. The findings are summarised below.

- 100% *(923 %)* rated the event as *good* or *excellent* overall.
- 83% (98% stated the benefit from attending the event *positive* to *very positive*.

Table 30 Ratings of Satisfaction and Perceived Benefits from Attending Campus Health Day

	Nathan	Logan	Gold Coast
Total respondents	66	20	41
Female	64%	80%	54%
International	55%	20%	73%
Rate event: *excellent* or *good*	100%	100%	100%
Benefit to self: *very positive* or *quite positive*	91%	80%	81%

7.6 Feedback from Workshop Participants

As usual, the various service areas of Student Services offered a variety of workshops to students throughout the year. These include workshops as *Preparing Financially for University*, *Job Search and Interview Skills*, and *Writing Job Applications and Selection Criteria*. Participants are asked to complete a standard evaluation form (see Appendix XIV). Feedback received is generally very positive, as shown by **a sample of evaluations**:

Welfare and Student Liaison

By way of example, the welfare team delivered four *Preparing Financially for University* workshops during 2010 Semester 1 Orientation. Feedback from participants is summarized in Table 31, with some comments re usefulness below.

Table 31 Participant Feedback from 2010 Welfare and Student Liaison Workshops and Training Seminars

Activity	No. of students participating	% rating the sessions as *excellent* or *good*	% rating the sessions as *positive* or *very positive*	% confirming that the session had provided them with all the information needed for their roles (where applicable)
Preparing Financially or University	77	94	97	n/a
Money Smart	33	97	100	n/a
Student Partner Training	41	100	n/a	100
Appeals and Grievance Volunteer Training	42	98	100	98
Peer Mentor Training (with Mentoring@Griffith)	293	99	n/a	95
Tenancy Workshop AusAID Students (n=16)		100	100	n/a
Leadership Training (with Mentoring@Griffith) n=44		100	100	90
Student Linx Leadership Wshp(with Mentoring@Griffith) N=10		100	n/a	n/a
Residentuial College Leadership Trining (with Mentoring@Griffith) n= 15		100	n/a	n/a

Career Development and Employment Preparation Seminars

The Careers and Employment Service conducts regular "centrally offered" seminars for students and graduates in addition to seminars offered for specific cohorts at the request of teaching staff. In 2010 around 2302 students attended centrally offered seminars, and 64 "tailored and targeted" seminars were offered at the request of teaching staff with 3 943 students attending those.

Table 32 Participation and Feedback from Careers and Employment Service Seminars 2004-2010

Year	Total No. of Seminars (incl. Schools)	Total No. Attended	Participants rating of Seminar (Excellent + Good)
2004	71	1544	98%
2005	69	2697	98%
2006	74	3400	96%
2007	73	2100	98%
2008	99	#	#
2009	220	6088	96%
2010	242	6245	95%

Data not available

Participant Comments

Just a quick note to say thank you very much for the seminars you presented yesterday....You gave me a lot to think about.

Thank you so very much for the information, zest and energy at the careers and employment sessions last week. I really feel as though it brought me up to date....

My name is (name), the guy who attended your workshop today.. I really enjoyed your workshop which is so awesome!... To be frank this is so far the best workshop I have attended in Griffith.....

I am the attendee who said it was sensational when I left, and I really mean that. As a post grad who is transitioning from one sector to another, I really need to learn about on-line networking, and your content and delivery, especially about twitter was spot on....Your content was very interesting and you kept me engaged the whole time. It was great!

Comment

The Careers and Employment Service has continued to refine its method of delivery of one on one services to have students register on-line for short initial appointments, which can then be augmented by longer consultations as required. This system also assists employment preparation activities for students as they can attend "just in time" rather than access this support via scheduled workshops.

Employment preparation seminars are now conducted across all campuses and are a feature on the University's Academic calendar as well as promoted via the Griffith home page and Currents Students website.

JP and Tax Help Volunteer Services

Student Services coordinates the availability of Justices of the Peace on campus, and the availability of Tax Help Volunteers to assist students on low incomes complete their tax returns. During the Evaluation Project period we sought feedback from users of the Tax Help Volunteer service even though the actual providers of these services are not our staff. Below is a brief overview of feedback received.

Table 33 User Satisfaction Tax Help Volunteer Service

Please rate the following aspects of this service:					
Answer Options	**Excellent**	**Good**	**Fair**	**Poor**	**Very poor**
Overall rating of the service:	17	14	1	0	0
Satisfaction with waiting time for an appt:	17	10	4	0	1
Satisfaction with duration of the appointment:	14	13	4	1	0
Satisfaction with knowledge of the volunteer:	10	17	4	1	0

When asked to rate various aspects of the service, the response was very positive. Around 97% of respondents said the overall service was *excellent* or *good*.

Thirty-two respondents (94%) said they would recommend the service to other students, staff, or friend. All respondents said it was important for Griffith University to provide the Tax Help service on campus.

User comments included:

> *It is a wonderful service n the student who helped me was extremely polite n resourceful. Great service, please continue it for the benefit of the future students. The help I received made my life easy :)*
>
> *It was really helpful and the volunteer lady (I forgot her name but i remember she is Vietnamese) was very kind to me and explain all the details for me. extra thx to her!*
>
> *It was fantastic and the volunteer will only get better with practice!*
>
> *More flexible with the date and time, perhaps having more volunteers on duty during the peak time during tax return period*

Textbook Exchange Service

The Welfare and Student Liaison Office in Student Services also coordinates the Textbook Exchange service, During the Evaluation Project we sought feedback from users of this service about their satisfaction with them, and suggestions for improvements. Below is a brief overview of feedback received.

Table 34 Importance of the Textbook Exchange Service

How would you rate the importance of this service for your study?						
Answer Options	**Extremely important**	**Very important**	**Quite important**	**Not important**	**Not applicable**	**Response Count**
Importance for my study:	76	65	35	6	0	182

Table 35 Overall Satisfaction of the Textbook Exchange Service

How would you rate this service overall?							
Answer Options	**Excellent**	**Good**	**Fair**	**Poor**	**Very poor**	**No comment**	**Response Count**
Overall rating of service:	62	70	35	10	4	1	182

When asked about the importance of the Textbook Exchange Service for their studies, 97% of respondents said it was important, with a large majority saying it was *very important* or *extremely important*.

Overall ratings of the service were high, with over 91% (n-=167) of responses being positive and 73% rating the service as *excellent* or *good*.

However 8% (n=14) said the service was *poor* or *very poor*. It is difficult to know whether this reflects user-friendliness, technical problems with computers used to access the site, inability to buy or purchase required books, or other issues. This on-line service is still in its early stage. With further improvement to this site and better promotion, we expect that client satisfaction to this service will improve in future years.

Some sample comments from respondents are included below:

> *This is an excellent service! I will continue to use for the rest of my university life. One of the greatest aspects of Griffith I think - big money saver.*
>
> *Well done, you have done excellent job and services. Please keep going on because this service really saving time, money and support the student need.*
>
> *I think the new service is excellent. I always check this service before I buy from the book shop on campus.*
>
> *It is effective, stress free and helps students afford text books which are otherwise very expensive.*
>
> *I just wished that there were more of the books pertaining to my subjects but this is a good start anyway! Thank you! I'm sure the service will improve as more students make use of it.*
>
> *Its a good avenue for students to sell their books since textbooks for the semester change very frequently and new books are very expensive.*

8.0 Benchmarking

In 2010 Student Services was involved in several benchmarking activities including:

International Student Barometer (ISB)

Our services are subject to review via the International Student Barometer (ISB), a benchmarking survey of international students attending universities nationally and overseas (principally in the UK). In 2010, a stratified population sample of 3025 (33% of the Griffith International student population) were invited to do the survey and 774 (26% response rate) participated.

Table 36 shows student ratings for our services compared to IRUA and Australian average.

Table 36 Ratings Relevant to Student Services on International Student Barometer

Service	2010 Rating (national)	Rating on 4 point scale (national average)	2007 Rating
Counselling	91% (90%)	3.20 (3.13)	80%
Careers	86% (81%)	3.07 (2.99)	66%
Faith provision	94% (89%)	3.26 (3.14)	79%
Health centre	86% (89%)	3.19 (3.23)	76%
Disability support	96% (n/a)	n/a	n/a

It is pleasing to see that satisfaction ratings for our services have increased significantly since 2007, and, with the exception of the *Health centre* rating, are higher than the national average. Whilst there is a rating for "Finance Office" it is not specifically about our Welfare and Student Liaison Office so this aspect of our work is not rated in this table.

Counselling Service Outcomes Research

Since our last Evaluation Project, Student Services has implemented an outcomes measure to assess the effectiveness of counselling interventions, and to improve the quality of services provided. The OQ-45 (www.oqmeasures.com) is a measure developed in the US to assess client need, and track client progress and outcomes.

Analysis of data collected during 2010 for a sample of repeat clients (n=456) showed improvement in well-bring over time, with small effect size (.30). This effect was independent of initial levels of distress. OQ-45 data collated over two years highlights a reduction in symptoms for repeat clients which is strikingly similar to that reported in OQ- 45 studies with university students undertaking counselling in Northern America[69].

[69] Slade, K., Lambert, M.J., Harmon, S.C., Smart, D.W. & Bailey, R. (2008), Improving psychotherapy outcome: the use of immediate electronic feedback and revised clinical support tools, *Clinical Psychology and Psychotherapy,* 15, 287-303; Choi, K-H., Buskey, W., & Johnson,B. (2010) Evaluation of counselling outcomes at a university counselling center: The impact of clinically significant change on problem resolution and academic functioning. *Journal of Counselling Psychology 2010 Volume 57, Issue 3 (Jul); 297-303*

ANZSSA Counselling Service Benchmarking Survey (Pilot)

In 2010, ANZSSA (Australian and NZ Student Services Association) commissioned a pilot benchmarking survey of Counselling Services across Australia and New Zealand and 23 universities participated. The results provided useful comparative information for heads of such units regarding the scope and range of services offered and how and to whom these are offered. Although the survey did not capture responses from all institutions, a question relating to staff: client ratios (answered by 19 respondents) revealed that the figure at Griffith (1: 5800) is higher than the survey population median (1: 4500).

National Recognition

Uni-Reach received national recognition in 2010 through:

- awarded an Australian Learning and Teaching (ALTC) Citation for programs that support student learning
- *Interventions early in school as a means to improve higher education outcomes for disadvantaged (particularly low SES) students* by Professor Trevor Gale and researchers at the National Centre for Student Equity in Higher Education. This report drew on our Uni-Reach Program as a case study to identify the features of effective outreach programs
  http://deewr.gov.au/HigherEducation/Publications/Documents/ComponentC.pdf
- Uni-Reach was mentioned by the then Deputy Prime Minister, Julia Gillard in a speech to a Universities Australia Conference at the beginning of March http://app.griffith.edu.au/03/griffith-news-now/?p=11528

The National Indigenous Cadetship Program (NICP) won an Australian Learning and Teaching (ALTC) Citation for programs that support student learning (2009).

Staff in the Work Integrated Learning Unit and the Careers and Employment Service were members of a team that won an Australian Learning and Teaching (ALTC) Citation for programs that support student learning (2010).

Since 2007, other national recognition accorded to aspects of our work include:

- 2008 – The Industry Mentoring Program won an Australian Learning and Teaching (ALTC) Citation for programs that support student learning.
- 2009 - Staff from Student Services were members of a team (Succeeding @Griffith) that won an Australian Learning and Teaching (ALTC) Citation for programs that support student learning.
- 2009 - Staff from Student Services were members of a team (Succeeding @Griffith) that won an Australian Learning and Teaching (ALTC) Award for programs that support student learning.

Discussion and Recommendations

Comments on findings of the 2010 Evaluation Project from Service Area Managers in Student Services are provided below, leading into a general discussion and summary of the results, and recommendations at the unit and institutional level.

Head, Careers and Employment Service

Student reporting concerning *awareness* of what the Careers and Employment Service offers has continued to show a steady increase since 2004 to a high of 71% in 2010. Similarly staff awareness has increased steadily with 84% of staff reporting they know what the Service offers. It is also gratifying to see that just over one in two staff said they have referred students for Careers assistance.

A significantly improved online presence has no doubt played a role in this increased level of awareness, with students specifically commenting on the usefulness of online resources in qualitative comments.

It is noteworthy that only 1% of students commented on the need for additional resources compared with 22% in 2004, also no doubt attributable to the emphasis on making resources readily accessible online. It is especially interesting to note that the Careers and Employment Service was rated the *most used* of the services.

The shorter length of consultations concerned a number of students as reported in qualitative comments. Students can be referred for a long appointment where this is deemed necessary, however in some cases they clearly feel constrained by the need to keep initial consultations to a minimum. Seminars are seen as well delivered and very worthwhile with some students arguing that all students should be taking advantage of the valuable opportunity afforded. It is also interesting to note that a higher proportion of international students than domestic students used the Service, but international students report lower ratings than domestic students around clarity of communication and cultural appropriateness. Clearly we need to pay close attention to communication issues in assisting these students.

Head, Counselling Service

Counselling Service survey results were extremely positive with the service enjoying high levels of satisfaction from users showing a 7.5% increase compared with 2007 and an increase in student and staff knowledge of what the service offers. Some 96% of students surveyed agreed it is important to offer counselling services and over half of the staff surveyed had referred a student to the service.

Qualitative feedback from users of the service was equally positive, detailing high satisfaction with both the quality of the service offered, and the importance of the service for personal wellbeing and academic success. This positive impact of counselling on personal and academic functioning is also evidenced by three years of data collected through the routine use of the OQ45, which is a reliable outcome measure.

Around 8% of user comments focussed on wait times for an appointment, specifically that waiting times for appointments were too long; more counsellor hours are required as is access to longer consultation times. Waiting times during the survey period varied from one day to over two weeks, depending on the campus. The *ANZSSA Heads of Counselling Services Benchmarking Pilot Survey 2010* reports (p23) that most university counselling services are able to respond to all requests for counselling within an eight day period.

Even with on the day appointments and waiting lists for cancelled appointments, this was not achieved across all campuses for much of the year. This is unsurprising given current levels of resourcing, especially the Counselling Service's current professional staff to eligible student ratio, which is in the highest 15% of the 23 universities surveyed and double the ratio most managers considered adequate to meet service demands. (*ANZSSA Heads of Counselling Services Benchmarking Pilot Survey 2010 pp10-11).* Despite these resourcing challenges, the Counselling Service continues to receive extremely positive feedback regarding service quality and effectiveness from students and staff.

Head, Health Service

Having not been here in 2007 at the last triennial survey I was very pleased by the results achieved by the Health Service in the 2010 survey.

It was pleasing to see that within the larger family of Student Services there appears to be a heightened awareness of our existence and our services and that overall the Health Service in particular is generally a highly regarded service. It was also pleasing to note that in the Student Survey breakdown analysis regarding use, the Health Service was second in access only to Careers. This would be a reflection of the availability of other GP type services to domestic students as compared to international students.

The Student Survey interrogation was also notable for the commentary in that waiting time as an issue has increased marginally, this would be a due to an increasing number of complex consultations not pre-booked as such as well as emergency walk ins.

Some 52% of staff surveyed has used the Health Service, although this is not a true reflection of the percentage of staff as clients of the Health Service, and pleasingly, 47.9% indicated they had referred students to the service.

The Client Satisfaction Survey data revealed an interest in increased bulk billing availability which would be representative of staff requests as all eligible students are bulk billed or billed directly to their insurer. Staff attendance is noted to be increasing in this semester's data.

Noticeable issues of concern appear to remain around waiting time with an unexpected commentary about overbooking. The Health Service books 15 minute standard appointments or shorter or longer according to practitioner preferences. Longer appointments are available and well advertised. Unfortunately a client can attend with what they believe to be a quick consultation need that turns into a half hour or longer appointment that is not appropriate to terminate. Additionally Emergency walk-ins must be attended to and the nursing and reception staff work very hard to smooth the process as much as possible. It is reflective of an average GP practice where the unknown often occurs.

Commentary about upgrading the general amenity of the service will be taken on board particularly on the Nathan campus – and, based on feedback, we have improved our magazine collection and we will continue to source appropriate free health promotion magazines or subscriptions as necessary.

Coordinator. Welfare and Student Liaison Office

Even though the Welfare and Student Liaison Office is a small service (only 4 FTE staff members covering all campuses and services), we have done very well as far as service promotion and delivery are concerned. It seems to me that all the extra services and projects we took on over the past few years have improved the understanding of Griffith students and staff about the services we provide. Services like Textbook Exchange, Leadership and School Mentor training, the recruitment and booking of Student Partners, the on-campus Justice of the Peace and Tax Help service etc all contributed to the improved visibility of the Welfare and Student Liaison Office.

Compared with the previous Student Services Evaluation results, we witnessed the following improvements:

- In the Student Survey, a higher percentage (62.1%) of respondents is aware of the service we provide, compared with 51.4% in 2007 and 38.8% in 2004
- In the same survey, 94.2% of respondents think that it is important for the University to provide this kind of service to students, compared with 90.2% in 2007 and 90.7% in 2004
- In the Staff Survey, 69.6% of respondents are aware of the service we provide, compared with 59.6% in 2007 and 53.5% in 2004
- In the same Staff Survey, 24.5% of respondents had accessed our services (2.9% in 2007 and 1.4% in 2004), a very big increase in staff access
- In the survey, 45.5% of staff has referred students to us (25.2% in 2007 and 28.7% in 2004), also a very big increase in referring students to access our service
- In the same survey again, 12.5% of staff respondents has referred staff to us (4.4% in 2007 and 3.5% in 2004), also a positive improvement.

The nature of our service has affected the number of staff who would access our service since most of our welfare consultations are provided to students. However, we believe that the more staff who is aware of our service, the more students who need assistance will be referred to us. The promotion of the general services such as Student Partners, Tax Help and Justice of the Peace which can assist both students and staff have improved staff member's awareness of this service.

The result of the Client Satisfaction Survey is also positive and we see further improvement to client satisfaction. For instance, 99.1% of student respondents *strongly agreed* or *agreed* that the service provider communicated clearly with them, compared with 96.7% in 2007. We have similar figures for the statements such as "the provider really listened to what I was saying". the provider really understood what I was saying" and "the provider was skilled in assisting me".

Even though the evaluation result has been quite positive, we know that there is more work to do in ensuring students who need assistance are aware of this service. The Focus Group report especially reflected the need for this. We will continue to improve our visibility by setting up Market Day stalls, engaging Student Partners to communicate with students, setting up a Facebook page etc. The better promotion of Textbook Exchange and other services would also play a very important in improving students' awareness.

Finally, without the professional and dedicated staff, we won't have this positive result in this evaluation process. I would like to take this opportunity to thank all my staff who work so hard to promote and deliver our services.

Manager, Student Equity Services

It is pleasing to read the highly favourable feedback that has been received about Student Equity Services as part of the broader 2010 Student Services Evaluation. In particular it is important to note that the feedback from the Client Services Survey reflects the high level of satisfaction that clients of the Disabilities Service have. Since the previous survey in 2007, two highly skilled and very experienced staff have retired. The recently appointed staff have had to not only familiarise themselves with the learning environment at Griffith and their role but also build positive working relationships with students and colleagues. The high levels of satisfaction, particular in relation to the professionalism, knowledge and skill of the Disabilities Service Officers and the value of the assistance that they provide reflect the continued commitment of staff to being student-focussed and delivering only the highest quality services to all clients of the service.

The following comments are evidence of not only the high level of satisfaction but also the value that the Disabilities Service adds to the student's learning experience at Griffith:

> *It has given me an understanding of the help that I am able to receive & also has given me the confidence to ask for help when I need it.*
>
> *I was treated with respect & understanding, it helped me to complete my exams & overcome hurdles to reach my goal.*
>
> *Convinced me that I could study & achieve a degree.*

While 81% of respondents gave the generally positive comment that 'everything was good', there were no surprises in terms of the comments about which aspects of Student Equity Services that clients were not happy with or with any of the suggestions made about how the service could be improved. Continuing growth in demand for support by people with disabilities has no doubt lead to comments about the heavy workload of staff and the need to have more staff available. In addition the scope of support available has increased significantly in response to the increasingly complex support requirements of individual students. This has lead to greater involvement of Disabilities Service staff with individual students and increased liaison with other internal and external areas/agencies. Two comments reflect the challenges that balancing these complexities create include:

> *Disability service rep I use overloaded with work so service suffers a little.*
>
> *Good that more services now available compared with yrs past.*

In response to the issues identified, steps will be taken to improve the awareness and knowledge of all services and programs provided through Student Equity Services. An increased focus on having information and resources available on our recently revitalised website and the development of other resources will be prioritised as well as identifying ways that Student Equity Service' staff can strengthen their collaboration with academic areas and other key areas of the University. In addition, steps will be taken to investigate the viability of developing a pool of appropriately skilled staff who can increase the capacity of specific areas as times of peak activity.

Coordinator, Chaplaincy

There are some positive signs for Chaplaincy this survey period, given that it is a small element within Student Services. In terms of staffing there is only one full-time chaplain and two part-time assistant chaplains during the teaching weeks (together constituting only 0.6 eft) with volunteers assisting on smaller campuses during teaching weeks. In 2010 one volunteer had withdrawn prior to the evaluation period. Chaplaincy hours had been reduced during most of 2010 (including during the

evaluation period), largely due to a secondment of the Co-ordinator to another section of the University. The responses in the evaluation process appear to reflect the normal limitations and the reduction in Chaplaincy hours peculiar to 2010.

It was pleasing to see an increase in staff awareness of Chaplaincy and to read comments that favourably reflect efforts to provide chaplaincy services. International students have traditionally been strong users of Chaplaincy and the evaluation shows that this continues to be the case.

Some suggestions for improvement included an increase of chaplaincy hours and an expanded range of service offerings. These are difficult to achieve given both budgetary restraints and difficulty of room availability on various campuses. Despite increasing familiarity with the term "chaplaincy" in the general community, this has yet to translate fully into the University scene. Challenges therefore include conveying greater clarity about the service, and continuing to gain greater visibility within the University so that the service will be known to those who could most profit from what Chaplaincy provides.

Discussion

This comprehensive evaluation process, done three years to complement routine evaluation and assessment of services and programs, represents a significant investment of time and effort by staff in Student Services. It also demands, of our clients and other stakeholders, some of their time to give feedback to us to inform our planning and improvements. We think it is critical that we do this regular evaluation to ensure we maintain service and program quality and relevance, and also to use evidence for continuous improvement.

This survey period we have been pleased to again receive very positive feedback overall from clients and from other stakeholders – but we can see we need to work on areas where we can see things can be done differently and better. In particular we want to raise the awareness of our services and programs of every new cohort of students and staff coming to Griffith – and to maintain their awareness through appropriate messages and media. We also want to create a warm and welcoming reception for all of our services where clients feel they can rely on professional, timely and courteous service.

We also need to manage expectations carefully and thoughtfully so that our clients and other stakeholders have a clear and realistic understanding of our ability to respond to their need for individual or group services, or for programs, or for resources – wait times are an issue for some of our services, just as they are for similar services in the community.

It is important too that managers in Student Services are focused on creating and maintaining the kind of working environment (resources, culture and climate) that enables professional and support staff to achieve to their highest level of ability and to grow their skills and careers thought their work with us.

We know that having data (activity and outcomes) about our work is a powerful tool in making changes for better performance and in arguing for resources. The proposed migration of databases from one supported platform at Griffith to another presents the opportunity to enhance our data collection and reporting mechanisms and we plan to do this, with a view to more effective and comprehensive evaluation and assessment in the future. Furthermore, a number of generic tools for measuring impact of services such as ours are now on the market and we will be investigating whether we should conduct some of our survey data gathering using these tools to expand benchmarking opportunities.

Recommendations

The following recommendations are derived from a consideration of all of the findings from our evaluation project.

Table 37 Recommendations Arising from the Evaluation Project at the University Level

Recommendation	Aim
Support functional reviews relating to the student experience – eg outreach and aspiration building, transition support, career capacity building.	*to ensure strategic leadership to, and high level coordination of all areas at Griffith that contribute to the student experience*
Continuously improve Current Students and Future Students websites.	*to promote the full range of support and development services available at Griffith – for assistance to students and for marketing*
Streamline processes for help seeking by students.	*to provide a simple system for students to access the support they need*
Provide appropriate levels/standard of accommodation and resourcing for Student Services.	*to ensure Student Services can operate effectively across all campuses and to deliver in-School programs.*

Table 38 Recommendations Arising from the Evaluation Project at Student Services Level

Recommendation	Aim
Continue efforts to improve stakeholder awareness and knowledge of the full range of services and programs offered by us through hard copy, electronic and social media promotion.	*to improve effective referral to and use of all our services and programs by students and staff, and to resource clients and other stakeholders indirectly as well as directly*
Improve client access to face to face careers and employment services – through improved booking systems, restructuring service roles to create more appointments, and maintaining group seminars.	*to ensure we offer genuine flexibility of access to clients – through individual, group and on-line support, and in response to the growth in student numbers*
Increase availability of GP and nurse appointments, and allied health practitioner hours as possible, to address wait times in the Health Service.	*to provide timely access to medical and allied health services*
Focus on enhanced client service training for front counter staff including cross cultural and mental health first aid training.	*to ensure the staff who are first point of contact for our services to clients offer exceptional, efficient and culturally sensitive support*
Improve reception/waiting areas at all Student Services offices on GC, Logan, MG and Nathan campuses, and our office entrance areas at QCA and QCGU at South Bank.	*to make our physical environments welcoming, comfortable, sufficiently private and functional for clients, with appropriate hard copy and computer resources available to facilitate effective engagement*
Implement Student Services Climate Survey Action Plan in response to employee feedback about culture and climate in the workplace.	*to continuously improve the working environment to retain and develop staff, and encourage team work, engagement and productivity*
Encourage client driven feedback.	*to give clients the opportunity to provide feedback at any time*
Continue efforts to strengthen collaboration with other support and development services, and with academic elements.	*to support a student-centred learning community*

Conclusion

Assessment is an effort to gather, analyse and interpret evidence which describes agency effectiveness ……Evaluation is an effort to use assessment evidence to improve effectiveness….Assessment (and evaluation) guides good practice[70]

The 2010 Evaluation Project has yielded valuable feedback from our clients and other stakeholders about how well we are doing, where there are gaps in service and program provision, and suggestions for improvements. Managers in Student services and all staff consider very carefully all feedback received and use it to not only celebrate achievements and accolades, but also to look hard at where we may be missing critical factors in delivering what students and staff would like from us.

Although the activity itself and the follow up data analysis and reporting are very resource intensive and time consuming we think this is effort well spent to keep a finger on the pulse of our relevance and effectiveness at Griffith.

It has been particularly interesting to have seen how useful the data from our 2007 Evaluation Project was in preparing for the external review of the Carers and Employment Service – and as all elements at Griffith face greater scrutiny in the years to come, it will be important to maintain our practice of evidence-based service and program design and delivery.

I have HUGE dreams and aspirations for the future! I do not believe that I could have achieved any of this without your support and encouragement… I just wanted to let you know that those couple of hours made me re-think my life and life-time goals, and actually act on them!

I will never forget the day you told me what i needed to hear. ….
I can never thank you enough for changing my life.

You understood so well what I was talking about. You are awesome.

[70] Schuh, J.H. & Upcraft, M.L. (2001) *Assessment Practice in Student affairs, An applications manual*, Library of Congress, San Francisco: Jossey-Bass Pages 3 & 4.

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