



Faculty Administrators and Student Success - Gaining and Retaining EFTS

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ABSTRACT

We place great reliance on the regular testing and monitoring of student performance to increase awareness of strengths and weaknesses. This process may help to motivate students and serve to identify areas that need attention. Systems of quality control monitor the assessment process and put in place checks on the institute to meet certain standards. Similarly, reporting on academic effectiveness of lecturers by the student is conducted through regular surveys. It can therefore be said that systems exist to verify the integrity of any qualification students may gain and that similar systems are in place to ensure that students are satisfied with their course of learning. However, student retention and success is not wholly reliant upon what happens in the classroom.

In this poster the role of non-academic staff in student pastoral care is reported upon. It acknowledges the fact that whilst undertaking a course of study, students will not only interact with teaching staff but will also liaise with administrators to complete enrolment, gain results and answer a myriad of other queries they may have. In this regard, institutions providing tertiary education become similar to any other organisation that is required to provide a high level of customer service.

Professional development for non-academic staff often involves training on a new system of processing student enrolments, results and fees but rarely looks at the soft skills needed to be effective in the specialised area of student guidance, motivation,

reassurance and encouragement. In order to develop as professionals, it is essential that students are able to observe the highest standards of customer servicing from well-presented, knowledgeable, approachable and efficient front-line staff. In the same way, existing and prospective students often turn to administrators for guidance and support, a vital link on their path to success.

