Student Support System: Students’ Perspectives

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Today

• The study
• Breakout rooms
• Group discussion
The Big Picture

- National Student Survey
- 64% response rate

The Big Picture

- Benchmark: expected result
- Academic support: -9%
- Learning community: -9%

Personal Tutor to Student Support System
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- Academic Cohort Leads
- Student Advisers
- Wellbeing Advisers
- Teaching Teams
- Peer Support
- Wider University Services
Wellbeing

Academic Self-efficacy

Sense of Belonging
- Academic self-confidence
- Higher motivation
- Higher levels of academic engagement
- Higher achievement
The study

What are the relationships between student wellbeing, academic self-efficacy and sense of belonging in postgraduate university students?

To what extent does a new model of student support promote student wellbeing, academic self-efficacy, and sense of belonging, in comparison to the previous personal tutor model?

https://osf.io/tnqsv
14 Postgraduate Students from a School
Semi-structured interviews

“What within the University has supported how you feel about your academic ability?

Do you think your wellbeing relates to your feelings of belonging to your programme?”
Preliminary findings
Student concerns

Academic
- Critical thinking
- Independent learning
- Groupwork

“I still have issues with critical thinking. What is it? How exactly should I do it? What can I do to actually improve it?”

“Self learning was a larger part of the program than I thought it would be, and in that sense, I felt like there was very little university support. It was like, well, if you don't understand, just read more.”
“You're on the outside looking in and you know people know that. They're celebrating. But it’s thing that you don't really completely understand. I still go [to social events], but I'm still an outsider.”

“I think your environment really can have an effect on you [...] like when I didn't have a place to like call home, that absolutely had an effect on me because I didn’t even feel like I could study here or do anything here.”
When I came to this program, I was very enthusiastic to throw myself into everything [...] And yeah, then you got overwhelmed. You start to, like, question yourself. That's not good for your health because you regret making this decision to come back to the university to study.”
“I have high academic expectations for myself...so when I’m not getting good grades, yeah that’s really stressful and I can become depressed”

“It’s hard to concentrate with the migraines...yeah then I fall behind and struggle and doubt myself"
Associations

“The fact that the cohort has been really welcoming and we do things together has affected my well-being a lot, they made it a nice place to be.”

“I escape the question how about you? [from friends and teachers] The question is, do they really care?”
Associations

“"When you feel you are capable academically, you know you are in the right place or in the right positions. Then you feel like you belong to this place.”

“"The fact that I belong the fact that I do have friends here, I have people to talk to...it helps me do better academically because when I have a question, I know people are there whenever I need to discuss something.”
Comparisons

Personal Tutor
• 1-on-1 support
• Support not always utilised
• Blurred identity

Student Support Model
• Sense of family
• Support always available
• Blurred identity
Breakout rooms

What impact will the new student support model have on student wellbeing, academic self-efficacy and sense of belonging?