

A Report on the La Trobe University
Voluntary Student Unionism Survey

June 2006

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Executive Summary

In order to better understand the potential impact of Voluntary Student Unionism, Vice-Chancellor Professor Brian Stoddart commissioned a survey of the La Trobe University student body. The survey explored the types of services students valued, the types of services they used and how much, if anything, they were prepared to pay for those services.

There were 5306 responses of which 5299 could be matched to student records. This represents 22.6% of the student body. The survey included 53 questions to be answered by all participants. More than nine in ten participants (91.1%) answered all of those questions and 98.8% answered at least 50.

The survey explored the service areas of advocacy and representation services; childcare; clubs and societies; counselling services; entertainment and events; health services; legal services; printed and electronic materials; sport and fitness facilities and organisations; student theatre; student radio; career counselling; student employment services.

Nearly all of these service areas were rated by more than half of the participants as very important to the LTU student body. More participants rated each service area as very important to the student body than rated the service area as very important to themselves.

Six service areas capture the top five in terms of their importance to the student body and their importance to the survey participants: counselling; health services; printed and electronic materials; sports and fitness facilities and organisations; career counselling; and, student employment services. Childcare is ranked 10th in importance to the study body. Given that it is the one service area examined that is relevant only to a small minority of students, it is noteworthy that 52.0% of students surveyed rated it as very important to the student body.

Students were asked if they would prefer to pay an all inclusive fee to access all services. Nearly three quarters indicated that they did (73.0%). The median amount they indicated they were prepared to pay \$150 per annum.

About the survey

In order to better understand the potential impact of Voluntary Student Unionism, Vice-Chancellor Professor Brian Stoddart commissioned a survey of the La Trobe University student body. The survey explored the types of services students valued, the types of services they used and how much, if anything, they were prepared to pay for those services.

The survey was administered via the internet and all enrolled students were emailed an invitation to take part. The survey was also advertised through a range of media directed at students. The survey was available online to most students between May 14th and May 24th 2006. Students on the Mildura campus completed the survey between June 6th and 12th.

There were 5306 responses of which 5299 could be matched to student records. This represents 22.6% of the student body. Women were more likely to participate than were men (23.7% versus 20.7%)

There was considerable variation in the participation rate among campuses (Table 1), with participation being highest among those students enrolled at Bendigo and lowest among those enrolled at Mt Buller.

Table 1. Campus participation rates

Campus	Enrolments	Participation (%)
Albury-Wodonga	994	25.1
Bendigo	3,828	32.3
Bundoora	16,737	21.5
City	369	18.7
Mt Buller	120	8.3
Mildura	295	17.6
Shepparton	297	21.5
Other	579	0.5

Full-time students were more likely to participate (26.0%) than were those who were part-time (14.1%). There was also marked variation in participation among faculties with the highest being the Faculty of Science, Technology & Engineering (32.8%) and the lowest being the Faculty of Law and Management (16.3%). First year students were more likely to participate than were students in their fifth or subsequent year of enrolment (23.6% versus 16.7%). The difference was reflected in the participation of undergraduate versus postgraduate students (23.8% versus 18.3%). Given this variation in participation, the survey responses were weighted to ensure that these characteristics reflected those of the entire student body.

The survey included 53 questions to be answered by all participants. More than nine in ten participants (91.1%) answered all of those questions and 98.8% answered at least 50. As this would suggest, missing data for each question was uncommon (generally less than 1%) and will be ignored. As fewer than one hundred responses were received from each of the City, Mildura, Mt Buller and Shepparton campuses, results pertaining to those campuses should be treated with some caution.

Advocacy and Representation Services

Importance

The majority of students felt that Advocacy and Representation Services were very important to the LTU student body (57.8%), with few indicating that they were not at all important (4.0%). They were most highly valued at Bendigo (69.0%) and least at Mt Buller (35.8%). Students in the Faculty of Humanities and Social Sciences were most likely to rate them as very important (70.0%) but at least half the students in all Faculties rated Advocacy and Representation Services as very important to the LTU student body. There was little difference between full-time and part-time students (57.0% versus 60.4%) or between undergraduate or postgraduate students (58.1% and 56.4%). However, students in their fifth or later year of enrolment were more likely than students in the first to fourth year of enrolment to rate Advocacy and Representation Services as very important to the LTU student body (67.7% versus 53.5%-58.2%).

Students rated Advocacy and Representation Services as less important to themselves than to the LTU student body. In all, 37.0% rated Advocacy and Representation Services as very important to themselves and 17.9% rated them not at all important. There was little difference between full-time and part-time students (36.5% and 38.7%) or undergraduate and postgraduate students (36.6% and 38.7%). Students on the Bendigo campus were the most likely to rate Advocacy and Representation Services as very important to themselves (47.7%) and students on the Shepparton campus least likely (20.8%). Students in the Faculty of Humanities and Social Sciences were most likely to rate them as very important (48.0%) and those in the Faculty of Law and Management least likely (31.2%). Students in their fifth or later year of enrolment were more likely than students in their first to fourth year of enrolment to rate Advocacy and Representation Services as very important to themselves (47.5% versus 33.1%-38.4%).

Awareness and utilisation

Of the students, 84.4% were aware of these services. There was little difference in the awareness of services between full-time and part-time students (84.9% and 82.9%) or between undergraduate and postgraduate students (84.9% and 82.1%). Students in the Faculty of Humanities and Social Sciences were most likely to be aware of these services (90.1%) and those in the Faculty of Law and Management the least likely (80.3%). Students in their first year of enrolment were less likely to be aware of these services (81.0%) than students in later years of enrolment (84.9%-89.4%).

Overall, 41.4% of students reported using Advocacy and Representation Services. Students on the Bendigo campus were most likely to have used these services (59.3%) and those on the City campus least likely (15.0%). Students in the Faculty of Law and Management were least likely to have used these services (35.7%) and the students in the Faculty of Education most likely (48.7%). Students in their first year of enrolment were least likely to have used these services (38.7%) and those in their fifth or later year of enrolment most likely (55.1%).

Childcare

Importance

Just over half the students rated Childcare as very important to the LTU student body (52.1%) whereas 10.4% rated it as not at all important. There was marked variation between campuses with 64.6% of students on the City campus rating Childcare as very important to the student body but only 22.2% of those on the Mt Buller campus doing so. Students in the Faculty of Humanities and Social Sciences were most likely to rate Childcare as very important to the LTU student body (66.4%) and those in the Faculty of Law and Management least likely (42.0%). Part-time students were more likely than full-time students to rate Childcare as very important to the student body (58.6% and 49.5%), as were postgraduates than undergraduates (57.6% and 50.6%) and those in their fifth or later year of enrolment rather than their first (67.9% and 48.7%).

More students rated Childcare as not at all important to themselves (63.4%) whereas 15.7% rated it as very important. Students on the Mt Buller campus were less likely to rate childcare as personally important (6.2%) whereas those on the Mildura campus were the more likely (19.6%). The percentage of participants rating Childcare as important was similarly high in the Faculty of Education and the Faculty of Humanities and Social Sciences (21.8% and 21.6%) and lowest in the Faculty of Law and Management (12.7%). Part-time students were more likely than full-time students to rate Childcare as personally very important (21.9% and 13.3%), as were postgraduates than undergraduates (22.0% and 14.1%) and those in their fifth or later year of enrolment rather than their first (26.5% and 13.4%).

Awareness and utilisation

More than four in five students were aware of Childcare (82.7%). It was least common among students on the Shepparton campus (54.9%) and most common among those on the Bendigo campus (89.7%). Awareness of Childcare was least common among students in the Faculty of Law and Management (75.1%) and most common among those in the Faculty of Humanities and Social Sciences (89.9%). There was little difference between full-time and part-time students in being aware of Childcare (83.3% and 81.5%), but postgraduates were less likely than undergraduates to be aware of Childcare (78.1% and 83.9%) as were students in their first rather than their fifth or later year of enrolment (78.1% and 91.7%).

Just less than one in twenty students reported having used Childcare (4.7%). The use of Childcare was reported by students on the campuses at Mildura (11.5%), Albury-Wodonga (6.2%), Bendigo (5.4%), Bundoora (4.7%) and in the City (0.3%). The highest percentage of students reporting using Childcare was in the Faculty of Education (7.0%) and the lowest in the Faculty of Health Sciences (3.9%). Part-time students were more likely than full-time students to report using Childcare (5.4% and 4.5%), as were postgraduates than undergraduates (6.5% and 4.2%) and those in their fifth or later year of enrolment rather than their first (8.0% and 3.7%).

Clubs and Societies

Importance

Over half the students rated Clubs and Societies as very important to the LTU student body (54.9%) whereas only 5.7% rated them as not at all important. There was marked variation between campuses with 82.7% of students on the Mt Buller campus rating Clubs and Societies as very important to the student body but only 40.4% of those on the Mildura campus doing so. Students in the Faculty of Humanities and Social Sciences were most likely to rate Clubs and Societies as very important to the LTU student body (63.5%) and those in the Faculty of Science, Technology and Engineering least likely (50.2%). There was little difference between part-time students and full-time students in rating Clubs and Societies as very important to the LTU student body (56.2% and 54.6%) and a similar situation was seen with respect to undergraduate students and postgraduate students (55.1% and 53.9%). Students in their first year of enrolment were more likely than students in other years of enrolment to rate Clubs and Societies as very important to the LTU student body (57.7% and 51.2%-53.7%).

About one in five students rated Clubs and Societies as not at all important to themselves (21.0%) whereas 34.3% rated them as very important. Students on the Mt Buller campus were most likely to rate Clubs and Societies as personally important (63.0%) whereas those on the City campus were least likely (14.8%). They were rated as personally very important by 33.0% of students on the Bundoora campus and by 43.5% of those on the Bendigo campus. The percentage of participants rating Clubs and Societies as personally very important was highest in the Faculty of Humanities and Social Sciences (40.6%) and lowest in the Faculty of Health Sciences (27.8%). Part-time students were less likely than full-time students to rate Clubs and Societies as personally very important (31.3% and 35.5%), as were postgraduates than undergraduates (27.8% and 35.9%). Students in their first year of enrolment were more likely than students in other years of enrolment to rate Clubs and Societies as personally very important (35.7% and 31.4%-34.0%).

Awareness and utilisation

More than nine in ten students were aware of Clubs and Societies (93.6%). It was least common among students on the Shepparton campus (87.7%) and most common among those on the Bendigo campus (97.9%). Awareness of Clubs and Societies was least common among students in the Faculty of Law and Management (91.4%) and most common among those in the Faculty of Humanities and Social Sciences (96.9%). There was a slight difference between full-time and part-time students in being aware of Clubs and Societies (94.2% and 91.7%), and postgraduates were less likely than undergraduates to be aware of Clubs and Societies (88.5% and 94.9%) as were students in their first rather than their fifth or later year of enrolment (91.9% and 96.5%).

Around four in ten students used Clubs and Societies (41.2%). The use of Clubs and Societies was reported by most students on the Bendigo campus (55.5%) and least on the City campus (8.6%). The highest percentage of students reporting using Clubs and Societies was in the Faculty of Education (47.6%) and the lowest in the Faculty of Health Sciences (35.0%). Part-time students were less likely than full-time students to report using Clubs and Societies (34.9% and 43.5%), as were postgraduates than undergraduates (30.6% and 43.9%) and those

in their first year of enrolment rather than in later years of enrolment (37.4% and 42.6%-46.4%).

Counselling Services

Importance

More than two thirds of the students rated Counselling Services as very important to the LTU student body (70.0%) whereas only 3.7% rated them as not at all important. There was marked variation between campuses with 33.3% of students on the Mt Buller campus rating Counselling Services as very important to the student body and 76.9% of those on the Albury-Wodonga campus doing so. The majority of students on both the Bendigo and Bundoora campuses rated Counselling Services as very important to the LTU student body (73.4% and 68.8%). Students in the Faculty of Humanities and Social Sciences were most likely to rate Counselling Services as very important to the LTU student body (81.6%) and those in the Faculty of Science, Technology and Engineering least likely (62.3%). There was some difference between part-time students and full-time students in rating Counselling Services as very important to the LTU student body (75.1% and 68.3%) and a similar situation was seen with respect to postgraduate students and undergraduate students (72.3% and 69.3%). Students in their fifth or later year of enrolment were more likely than students in other years of enrolment to rate Counselling Services as very important to the LTU student body (79.3% and 69.1%-73.1%).

About one in five students rated Counselling Services as not at all important to themselves (19.50%) whereas 39.1% rated them as very important. Students on the Mt Buller campus were least likely to rate Counselling Services as personally important (33.3%) whereas those on the Albury-Wodonga campus were most likely (49.3%). They were rated as personally very important by 39.1% of students on the Bundoora campus and by 39.8% of those on the Bendigo campus. The percentage of participants rating Counselling Services as personally very important was highest in the Faculty of Humanities and Social Sciences (50.1%) and lowest in the Faculty of Law and Management (32.9%). Part-time students were more likely than full-time students to rate Counselling Services as personally very important (42.0% and 38.2%), as were postgraduates than undergraduates (42.6% and 38.1%). Students in their first year of enrolment were slightly less likely than students in their fifth or later year of enrolment to rate Counselling Services as personally very important (38.2% and 42.2%).

Awareness and utilisation

More than nine in ten students were aware of Counselling Services (90.6%). It was least common among students on the Shepparton campus (72.4%) and most common among those on the Albury-Wodonga campus (97.9%). Among students on the City campus, 87.0% were aware of Counselling Services as were 90.0% on the Bundoora campus and 96.5% on the Bendigo campus. Awareness of Counselling Services was least common among students in the Faculty of Law and Management (86.4%) and most common among those in the Faculty of Humanities and Social Sciences (96.1%). There was a slight difference between full-time and part-time students in being aware of Counselling Services (91.4% and 88.8%), and postgraduates were less likely than undergraduates to be aware of Counselling Services (88.8% and 91.1%) as were students in their first rather than their fifth or later year of enrolment (89.0% and 94.4%).

Around one in six students reported having used Counselling Services (16.2%). The use of Counselling Services was reported more commonly by students on the Albury-Wodonga campus (26.1%) than on the Bendigo campus (19.1%) or the Bundoora campus (15.6%). The highest percentage of students reporting having used Counselling Services was in the Faculty of Humanities and Social Sciences (22.0%) and the lowest in the Faculty of Health Sciences (13.1%). Part-time students were more likely than full-time students to report having used Counselling Services (19.7% and 15.1%), as were postgraduates than undergraduates (18.7% and 15.6%) and those in their fifth or later year of enrolment rather than in their first year of enrolment (27.2% and 12.4%).

Entertainment and Events

Importance

More than half of the students rated Entertainment and Events as very important to the LTU student body (57.5%) whereas only 5.1% rated them as not at all important. There was marked variation between campuses with 36.9% of students on the City campus rating Entertainment and Events as very important to the student body while the majority of students on both the Bendigo and Bundoora campuses rated Entertainment and Events as very important to the LTU student body (66.9% and 56.0%). Students in the Faculty of Humanities and Social Sciences were most likely to rate Entertainment and Events as very important to the LTU student body (64.5%) with students in other Faculties varying between 54.5% and 56.9%. There was some difference between part-time students and full-time students in rating Entertainment and Events as very important to the LTU student body (53.6% and 59.2%) and a similar situation was seen with respect to postgraduate students and undergraduate students (54.5% and 59.7%). Students in their first year of enrolment were more likely than students in other years of enrolment to rate Entertainment and Events as very important to the LTU student body (59.3% and 53.4%-58.0%).

About two in five students rated Entertainment and Events as very important to themselves (41.4%) whereas 16.1% rated them as not at all important. Students on the City campus were least likely to rate Entertainment and Events as personally important (13.5%) whereas those on the Shepparton campus were most likely (55.3%). They were rated as personally very important by 40.3% of students on the Bundoora campus and by 50.1% of those on the Bendigo campus. The percentage of participants rating Entertainment and Events as personally very important was highest in the Faculty of Humanities and Social Sciences (46.3%) and lowest in the Faculty of Health Sciences (37.6%). Part-time students were less likely than full-time students to rate Entertainment and Events as personally very important (35.0% and 43.9%), as were postgraduates than undergraduates (29.1% and 44.5%). Students in their first year of enrolment were slightly more likely than students in later years of enrolment to rate Entertainment and Events as personally very important (44.2% and 37.0%-40.6%).

Awareness and utilisation

More than nine in ten students were aware of Entertainment and Events (95.2%). It was least common among students on the City campus (88.8%). The percentage of students aware of Entertainment and Events was 95.3% on the Bundoora campus and 98.4% on the Bendigo campus. Awareness of Entertainment and Events was least common among students in the

Faculty of Health Sciences (93.7%) and most common among those in the Faculty of Humanities and Social Sciences (98.1%). There was a slight difference between full-time and part-time students in being aware of Entertainment and Events (96.1% and 92.9%), and postgraduates were less likely than undergraduates to be aware of Entertainment and Events (90.7% and 96.4%) as were students in their first rather than later years of enrolment (93.9% and 95.4%-96.7%).

Nearly three in five students reported having used Entertainment and Events (58.2%). The use of Entertainment and Events was reported by the more students on the Bendigo campus (67.5%) than on the Albury-Wodonga campus (58.1%) or the Bundoora campus (57.8%). Of students on the Mildura campus, 19.2% reported having used Entertainment and Events. The highest percentage of students reporting having used Entertainment and Events was in the Faculty of Humanities and Social Sciences (62.4%) and the lowest in the Faculty of Education (51.5%). Part-time students were less likely than full-time students to report having used Entertainment and Events (47.6% and 62.3%), as were postgraduates than undergraduates (41.7% and 63.3%) and those in their first year of enrolment rather than later years of enrolment (56.0% and >60%).

Health Services

Importance

Nearly three quarters of the students rated Health Services as very important to the LTU student body (73.1%) whereas only 4.3% rated them as not at all important. There was marked variation between campuses with 27.1% of students on the Mt Buller campus rating Health Services as very important to the student body while the majority of students on both the Bendigo and Bundoora campuses rated Health Services as very important to the LTU student body (81.5% and 72.6%). Students in the Faculty of Humanities and Social Sciences were most likely to rate Health Services as very important to the LTU student body (78.5%) with students in the Faculty of Law and Management being least likely, although a clear majority did (65.9%). There was little difference between part-time students and full-time students in rating Health Services as very important to the LTU student body (73.6% and 72.2%) and a similar lack of variation was seen with respect to postgraduate students and undergraduate students (73.1% and 73.1%). Students in their first year of enrolment were less likely than students in other years of enrolment to rate Health Services as very important to the LTU student body (71.6% and 73.5%-74.6%).

Just over half of the students rated Health Services as very important to themselves (55.5%) whereas 12.7% rated them as not at all important. Students on the Shepparton campus were least likely to rate Health Services as personally important (36.0%). They were rated as personally very important by 55.4% of students on the Bundoora campus and by 63.2% of those on the Bendigo campus. The percentage of participants rating Health Services as personally very important was highest in the Faculty of Health Sciences (60.5%) and lowest in the Faculty of Law and Management (48.4%). Part-time students were less likely than full-time students to rate Health Services as personally very important (51.6% and 57.2%), but there was no difference between postgraduates and undergraduates (55.4% and 55.6%). Students in their fifth or later year of enrolment were less likely than students in other years of enrolment to rate Health Services as personally very important (47.5% and 55.3%-57.9%).

Awareness and utilisation

About nine in ten students were aware of Health Services (87.6%). It was least common among students on the Albury-Wodonga campus (67.1%) and the Shepparton campus (62.3%). The percentage of students aware of Health Services was 87.5% on the Bundoora campus and 97.7% on the Bendigo campus. Awareness of Health Services was least common among students in the Faculty of Law and Management (83.7%) and most common among those in the Faculty of Humanities and Social Sciences (91.4%). There was a slight difference between full-time and part-time students in being aware of Health Services (88.8% and 84.6%), and postgraduates were less likely than undergraduates to be aware of Health Services (83.0% and 88.8%) as were students in their first rather than later years of enrolment (85.9% and 87.7%-89.7%).

Nearly one in three students reported having used Health Services (29.3%). The use of Health Services was reported by more students on the Bendigo campus (44.9%) than on the Bundoora campus (28.0%). The highest percentage of students reporting having used Health Services was in the Faculty of Education (37.6%) and the lowest in the Faculty of Law and Management (20.7%). Part-time students were as likely as full-time students to report having used Health Services (29.1% and 29.4%). Postgraduates were less likely than undergraduates report having used Health Services (25.6% and 30.3%) as were those in their first year of enrolment rather than later years of enrolment (20.9% and 31.9%-39.2%).

Legal Services

Importance

Nearly half of the students rated Legal Services as very important to the LTU student body (48.0%) whereas only 7.4% rated them as not at all important. There was variation between campuses with 38.7% of students on the Shepparton campus rating Legal Services as very important to the student body while more of students on both the Bendigo and Bundoora campuses rated Legal Services as very important to the LTU student body (43.5% and 49.8%). Students in the Faculty of Humanities and Social Sciences were most likely to rate Legal Services as very important to the LTU student body (59.9%) with students in the Faculty of Education being least likely (42.6%). There was some difference between part-time students and full-time students in rating Legal Services as very important to the LTU student body (53.6% and 46.1%) and little variation was seen with respect to postgraduate students and undergraduate students (49.7% and 47.5%). Students in their fifth or later year of enrolment were more likely than students in other years of enrolment to rate Legal Services as very important to the LTU student body (59.0% and 46.8%-48.4%).

Just over a quarter of the students rated Legal Services as very important to themselves (28.1%) nearly as many (27.9%) rated them as not at all important. Students on the Mt Buller campus were the least likely to rate Legal Services as personally important (12.3%). They were rated as personally very important by 29.9% of students on the Bundoora campus, by 29.4% of students on the Albury-Wodonga campus and by 29.9% of those on the Bendigo campus. The percentage of participants rating Legal Services as personally very important was highest in the Faculty of Health Sciences (38.3%) and lowest in the Faculty of Education (22.5%). Part-time students were more likely than full-time students to rate Legal Services as personally very important (32.3% and 26.7%), as were postgraduates than undergraduates

(31.5% and 27.2%). Students in their fifth or later year of enrolment were more likely than students in other years of enrolment to rate Legal Services as personally very important (40.4% and 25.8%-28.2%).

Awareness and utilisation

About three in four students were aware of Legal Services (76.8%). It was least common among students on the Shepparton campus (44.3%). The percentage of students aware of Legal Services was 80.8% on the Bundoora campus and 69.5% on the Bendigo campus. Awareness of Legal Services was least common among students in the Faculty of Education (65.9%) and most common among those in the Faculty of Humanities and Social Sciences (86.7%). There was little difference between full-time and part-time students in being aware of Legal Services (76.5% and 77.7%), and postgraduates were less likely than undergraduates to be aware of Legal Services (72.5% and 77.9%) as were students in their first rather than their fifth or later year of enrolment (71.2% and 83.2%).

Less than one in ten students reported having used Legal Services (6.5%). The use of Legal Services was reported by more students on the Bundoora campus (7.7%) than on the Bendigo campus (2.9%). Of the students on the City campus 1.1% had used legal services. The highest percentage of students reporting having used Legal Services was in the Faculty of Science, Technology and Engineering (9.4%), followed by students in the Faculty of Humanities and Social Sciences (8.9%) and the lowest in the Faculty of Education (20.7%). Part-time students were more likely than full-time students to report having used Legal Services (8.6% and 5.6%). Postgraduates were as likely as undergraduates to report having used Legal Services (6.9% and 6.5%). Students in their fifth or later year of enrolment were much more likely than those in their first year of enrolment to report having used legal services (19.8% and 3.7%).

Print and Electronic Materials

Importance

Just over half of the students rated Print and Electronic Materials as very important to the LTU student body (53.5%) whereas only 8.1% rated them as not at all important. There was variation between campuses with 63.7% of students on the Albury-Wodonga campus rating Print and Electronic Materials as very important to the student body while fewer students on both the Bendigo and Bundoora campuses rated Print and Electronic Materials as very important to the LTU student body (55.9% and 53.0%). Only 30.9% of students on the Mt Buller campus rated them as very important to the student body. Students in the Faculty of Humanities and Social Sciences were most likely to rate Print and Electronic Materials as very important to the LTU student body (59.0%) with students in the Faculty of Education being least likely (50.3%). There was no difference between part-time students and full-time students in rating Print and Electronic Materials as very important to the LTU student body (53.6% and 53.4%) and some variation was seen with respect to postgraduate students and undergraduate students (49.6% and 54.2%). More than half the students in their all years of enrolment rated Print and Electronic Materials as very important to the LTU student body (50.1%-54.9%).

Under a half of the students rated Print and Electronic Materials as very important to themselves (44.4%) and nearly one in five (18.8%) rated them as not at all important.

Students on the Albury-Wodonga campus were most likely to rate Print and Electronic Materials as personally important (56.4%) and the students on the City campus least likely (26.6%). They were rated as personally very important by 43.6% of students on the Bundoora campus and by 48.7% of those on the Bendigo campus. The percentage of participants rating Print and Electronic Materials as personally very important was highest in the Faculty of Health Sciences (48.0%) and lowest in the Faculty of Health Sciences (42.4%). Part-time students were less likely than full-time students to rate Print and Electronic Materials as personally very important (39.2% and 45.1%), as were postgraduates than undergraduates (39.2% and 45.8%). Between 41.3% and 45.7% of students in all years of enrolment rated Print and Electronic Materials as personally very important.

Awareness and utilisation

More than nine in ten students were aware of Print and Electronic Materials (94.1%). It was least common among students on the Shepparton campus (79.6%). The percentage of students aware of Print and Electronic Materials was 95.5% on the Bundoora campus and 95.3% on the Bendigo campus. Awareness of Print and Electronic Materials was least common among students in the Faculty of Science, Technology and Engineering (92.4%) and most common among those in the Faculty of Humanities and Social Sciences (96.8%). There was some difference between full-time and part-time students in being aware of Print and Electronic Materials (94.7% and 92.5%), and postgraduates were less likely than undergraduates to be aware of Print and Electronic Materials (90.1% and 95.2%) as were students in their first rather than any other year of enrolment (91.9% and 95.1%-97.5%).

Nearly three quarters of students reported having used Print and Electronic Materials (73.1%). The use of Print and Electronic Materials was reported by slightly more students on the Bendigo campus (76.5%) than on the Bundoora campus (74.8%). Of the students on the City campus 37.1% had used Print and Electronic Materials. The highest percentage of students reporting having used Print and Electronic Materials was in the Faculty of Humanities and Social Sciences (79.5%) and the lowest in the Faculty of Education (67.4%). Part-time students were less likely than full-time students to report having used Print and Electronic Materials (70.5% and 75.5%) as were postgraduates than undergraduates to report having used Print and Electronic Materials (63.8% and 75.5%). Students in their first year of enrolment were less likely than those in their fourth year of enrolment to report having used Print and Electronic Materials (69.1% and 79.3%).

Sport and Fitness Facilities or Sporting Clubs or Associations

Importance

More than half of the students rated Sport and Fitness Facilities or Sporting Clubs or Associations as very important to the LTU student body (59.1%) whereas only 5.2% rated them as not at all important. There was variation between campuses with 93.8% of students on the Mt Buller campus rating Sport and Fitness Facilities or Sporting Clubs or Associations as very important to the student body while fewer students on both the Bendigo and Bundoora campuses rated Sport and Fitness Facilities or Sporting Clubs or Associations as very important to the LTU student body (57.3% and 60.6%). Of students on the Mildura campus

40.4% rated Sport and Fitness Facilities or Sporting Clubs or Associations as very important to the LTU student body. Students in the Faculty of Humanities and Social Sciences were most likely to rate Sport and Fitness Facilities or Sporting Clubs or Associations as very important to the LTU student body (60.9%) with students in the Faculty of Education being least likely (56.0%). There was a slight difference between part-time students and full-time students in rating Sport and Fitness Facilities or Sporting Clubs or Associations as very important to the LTU student body (57.5% and 60.0%) and similar variation was seen with respect to postgraduate students and undergraduate students (57.3% and 59.6%). More than half the students in their all years of enrolment rated Sport and Fitness Facilities or Sporting Clubs or Associations as very important to the LTU student body (56.5%-62.0%).

Under a half of the students rated Sport and Fitness Facilities or Sporting Clubs or Associations as very important to themselves (42.1 %) and just over one in five (21.9%) rated them as not at all important. Students on the Mt Buller campus were the most likely to rate Sport and Fitness Facilities or Sporting Clubs or Associations as personally important (88.9%). They were rated as personally very important by 43.8% of students on the Bundoora campus and by 40.5% of those on the Bendigo campus. The percentage of participants rating Sport and Fitness Facilities or Sporting Clubs or Associations as personally very important was highest in the Faculty of Science, Technology and Engineering (46.1%) and lowest in the Faculty of Humanities and Social Sciences (38.0%). Part-time students were less likely than full-time students to rate Sport and Fitness Facilities or Sporting Clubs or Associations as personally very important (36.3% and 44.3%), as were postgraduates than undergraduates (39.4% and 42.8%). Between 37.1% and 44.4% of students in all years of enrolment rated Sport and Fitness Facilities or Sporting Clubs or Associations as personally very important.

Awareness and utilisation

More than nine in ten students were aware of Sport and Fitness Facilities or Sporting Clubs or Associations (94.6%). It was least common among students on the Shepparton campus (45.1%). The percentage of students aware of Sport and Fitness Facilities or Sporting Clubs or Associations was 96.3% on the Bundoora campus and 98.2% on the Bendigo campus. Awareness of Sport and Fitness Facilities or Sporting Clubs or Associations was least common among students in the Faculty of Law and Management (92.2%) and most common among those in the Faculty of Humanities and Social Sciences (96.3%). There was some difference between full-time and part-time students in being aware of Sport and Fitness Facilities or Sporting Clubs or Associations (95.4% and 91.4%), and postgraduates were less likely than undergraduates to be aware of Sport and Fitness Facilities or Sporting Clubs or Associations (89.9% and 95.4%) as were students in their first rather than in their fifth or later year of enrolment (92.7% and 97.0%).

Nearly half of the students reported having used Sport and Fitness Facilities or Sporting Clubs or Associations (47.1%). The use of Sport and Fitness Facilities or Sporting Clubs or Associations was reported most commonly by students on the Mt Buller campus (63.0%). The use of Sport and Fitness Facilities or Sporting Clubs or Associations was reported by 45.7% of students on the Bendigo campus and 51.1% of students on the Bundoora campus. It was reported by only 5.8% of students on the Mildura campus. The highest percentage of students reporting having used Sport and Fitness Facilities or Sporting Clubs or Associations was in the Faculty of Science, Technology and Engineering (53.2%) and the lowest in the Faculty of Education (40.9%). Part-time students were less likely than full-time students to report having used Sport and Fitness Facilities or Sporting Clubs or Associations (40.8% and 49.3%) as

were postgraduates than undergraduates to report having used Sport and Fitness Facilities or Sporting Clubs or Associations (36.7% and 49.8%). Students in their first year of enrolment were less likely than those in any other year of enrolment to report having used Sport and Fitness Facilities or Sporting Clubs or Associations (40.3% and 50.0%-55.7%).

Student Theatre

Importance

More than a quarter of the students rated Student Theatre as very important to the LTU student body (29.5%) whereas 18.1% rated it as not at all important. There was variation between campuses with 31.2% of students on the Bundoora campus rating Student Theatre as very important to the student body while fewer students on other campuses rated Student Theatre as very important to the LTU student body (22.0%-24.9%). Students in the Faculty of Humanities and Social Sciences were the most likely to rate Student Theatre as very important to the LTU student body (45.9%) with students in the other Faculties being less likely (24.4%-27.7%). There was some difference between part-time students and full-time students in rating Student Theatre as very important to the LTU student body (33.8% and 28.1%) and similar variation was seen with respect to postgraduate students and undergraduate students (31.2% and 28.9%). Students in their fifth or more year of enrolment were more likely than were students in other years to rate Student Theatre as very important to the LTU student body (38.6% and 26.1%-30.0%).

Under one in five of the students rated Student Theatre as very important to themselves (17.0%) and just under a half (48.5%) rated it as not at all important. Students on the Bundoora campus were most likely to rate Student Theatre as personally important (18.3%) and those on the Shepparton campus least likely (3.2%). The other campuses ranged between 12.3% and 15.1%. The percentage of participants rating Student Theatre as personally very important was highest in the Faculty of Humanities and Social Sciences (28.0%) and the other Faculties varied between 13.2% and 15.1%. Part-time students were more likely than full-time students to rate Student Theatre as personally very important (20.2% and 15.9%), as were postgraduates than undergraduates (19.6% and 16.3%). Students in their fifth or later year of enrolment were more likely to rate Student Theatre as personally very important (21.1%) with the percentage of students in other years rating it as personally very important ranging between 13.0% and 18.1%.

Awareness and utilisation

Nearly four in five students was aware of Student Theatre (77.4%). It was least common among students on the Shepparton campus (41.6%). The percentage of students aware of Student Theatre was 84.5% on the Bundoora campus. Awareness of Student Theatre was least common among students in the Faculty of Education (61.2%) and most common among those in the Faculty of Humanities and Social Sciences (88.8%). There was no difference between full-time and part-time students in being aware of Student Theatre (77.4% and 77.2%), and postgraduates were less likely than undergraduates to be aware of Student Theatre (74.2% and 78.2%). Students in their fifth or later year of enrolment were more likely to be aware of Student Theatre than were students in other years of enrolment (89.0% and 74.2%-79.6%).

Less than one in seven students reported having used Student Theatre (13.1%). The use of Student Theatre was reported most commonly by students on the Bundoora campus (15.4%). The highest percentage of students reporting having used Student Theatre was in the Faculty of Humanities and Social Sciences (19.5%) and with the percentage in other Faculties ranging between 7.9% and 13.4%. Part-time students were slightly more likely than full-time students to report having used Student Theatre (14.9% and 12.3%) as were postgraduates than undergraduates to report having used Student Theatre (15.9% and 12.4%). The percentage of students reporting using Student Theatre rose from 11.3% among those in their first year of enrolment to 18.3% of those in their fifth or later year of enrolment.

Student Radio

Importance

Less than one in five students rated Student Radio as very important to the LTU student body (19.7%) and more rated it as not at all important (29.3%). There was variation between campuses with 24.0% of students on the Bundoora campus and 23.9% of those on the Bendigo campus rating Student Radio as very important to the student body while fewer students on the Mt Buller campus rated Student Radio as very important to the LTU student body (6.2%). Students in the Faculty of Humanities and Social Sciences were most likely to rate Student Radio as very important to the LTU student body (33.4%) with students in the Faculty of Science, Technology and Engineering being least likely (16.1%). There was little difference between part-time students and full-time students in rating Student Radio as very important to the LTU student body (20.5% and 19.6%) and similar lack of variation was seen with respect to postgraduate students and undergraduate students (20.0% and 19.6%). Students in their fifth or later year of enrolment were more likely than were students in other years to rate Student Radio as very important to the LTU student body (23.6% and 16.8%-20.2%).

Just over one in ten of the students rated Student Radio as very important to themselves (11.7%) and over half (58.4%) rated it as not at all important. Students on the Bendigo campus were most likely to rate Student Radio as personally important (15.6%), while 11.2% did so on the Bundoora campus and 1.6% on the Shepparton campus. The percentage of participants rating Student Radio as personally very important was highest in the Faculty of Humanities and Social Sciences (21.9%) and lowest in the Faculty of Health Sciences (6.6%). Part-time students were as likely as full-time students to rate Student Radio as personally very important (12.1% and 11.7%), as were postgraduates versus undergraduates (11.1% and 11.8%). Between 10.7% and 12.5% of students in all years of enrolment rated Student Radio as personally very important.

Awareness and utilisation

Nearly three in four students was aware of Student Radio (71.2%). It was least common among students on the Albury-Wodonga campus (30.0%). The percentage of students aware of Student Radio was 70.8% on the Bundoora campus and 90.9% on the Bendigo campus. Awareness of Student Radio was least common among students in the Faculty of Health Sciences (61.6%) and most common among those in the Faculty of Humanities and Social Sciences (83.6%). There was some difference between full-time and part-time students in being aware of Student Radio (73.7% and 64.9%), and postgraduates were less likely than

undergraduates to be aware of Student Radio (55.5% and 71.1%). Students in their fifth or later year of enrolment were more likely to be aware of Student Radio than were students in their first year of enrolment (76.6% and 67.6%).

Less than one in seven students reported having used Student Radio (13.1%). The use of Student Radio was reported most commonly by students on the Bendigo campus (33.1%). The highest percentage of students reporting having used Student Radio was in the Faculty of Education (23.6%), followed by the Faculty of Humanities and Social Sciences (19.9%) and with the percentage in other Faculties ranging between 7.6% and 14.6%. Part-time students were slightly less likely than full-time students to report having used Student Radio (11.2% and 14.7%) as were postgraduates than undergraduates to report having used Student Radio (7.9% and 15.2%). The percentage of students reporting using Student Radio in each year of enrolment varied from 12.1% between 16.9%.

Career Counselling

Importance

Nearly three quarters of students rated Career Counselling as very important to the LTU student body (70.9%) and very few rated it as not at all important (2.8%). There was variation between campuses with 74.5% of students of the Shepparton campus rating Career Counselling as very important to the student body as did 71.5% of students on the Bundoora campus, 66.7% of those on the Bendigo campus and 60.8% of those on the Mildura campus. Students in the Faculty of Humanities and Social Sciences were most likely to rate Career Counselling as very important to the LTU student body (78.5%) with students in the Faculty of Education being least likely although two thirds still did (66.7%). There was some difference between part-time students and full-time students in rating Career Counselling as very important to the LTU student body (73.6% and 69.9%) and an opposite pattern was seen with respect to postgraduate students and undergraduate students (69.5% and 71.2%). The percentage of students rating Career Counselling as very important to the LTU student body rose steadily from 69.8% among those in their first year of enrolment to 74.0% among those in their fifth or later year of enrolment.

Just over half of the students rated Career Counselling as very important to themselves (51.0%) and fewer (13.5%) rated it as not at all important. Students on the Shepparton campus were more likely to rate Career Counselling as personally important (64.1%) than were those on the Bundoora campus (53.4%) and on the Bendigo campus (42.9%). The percentage of participants rating Career Counselling as personally very important was highest in the Faculty of Humanities and Social Sciences (57.3%) and lowest in the Faculty of Education (36.8%). Part-time students were less likely than full-time students to rate Career Counselling as personally very important (47.8% and 52.3%), as were postgraduates versus undergraduates (43.4% and 53.0%). Between 49.4% and 55.0% of students in all years of enrolment rated Career Counselling as personally very important.

Awareness and utilisation

Around five in six students was aware of Career Counselling (83.7%). It was least common among students on the Shepparton campus (65.1%) and most common on the Mt Buller campus (95.1%). The percentage of students aware of Career Counselling was 84.9% on the

Bundoora campus and 83.3% on the Bendigo campus. Awareness of Career Counselling was least common among students in the Faculty of Health Sciences (75.8%) and most common among those in the Faculty of Humanities and Social Sciences (89.7%). There was some difference between full-time and part-time students in being aware of Career Counselling (84.7% and 81.6%), and postgraduates were less likely than undergraduates to be aware of Career Counselling (79.2% and 84.8%). Awareness of Career Counselling increased from 81.1% among those in their first year of enrolment to 91.5% of those in their fifth or later year of enrolment.

Less than one in five students reported having used Career Counselling (17.3%). The use of Career Counselling was reported more commonly by students on the Bundoora campus (19.0%), with 13.1% of those on the Bendigo campus doing so while none of the students on the Mt Buller campus reported having done so. The highest percentage of students reporting having used Career Counselling was in the Faculty of Law and Management (24.0%) and the lowest in the Faculty of Education (8.0%). Part-time students were slightly more likely than full-time students to report having used Career Counselling (19.6% and 16.3%) as were undergraduates than postgraduates to report having used Career Counselling (18.2% and 13.8%). Reporting the use of Career Counselling increased from 10.9% among those in their first year of enrolment to 31.4% of those in their fifth or later year of enrolment.

Student Employment Services

Importance

Two thirds of students rated Student Employment Services as very important to the LTU student body (66.7%) and very few rated it as not at all important (3.1%). There was variation between campuses with 82.7% of students of the Mt Buller campus rating Student Employment Services as very important to the student body as did between 61.4% and 68.0% of students on other campuses. Students in the Faculty of Humanities and Social Sciences were the most likely to rate Student Employment Services as very important to the LTU student body (73.9%) with students in the Faculty of Health Sciences being least likely (61.3%). There was little difference between part-time students and full-time students in rating Student Employment Services as very important to the LTU student body (65.7% and 67.1%) and a similar pattern was seen with respect to postgraduate students and undergraduate students (63.2% and 67.5%). The percentage of students rating Student Employment Services as very important to the LTU student body varied little with respect to year of enrolment (66.0%-67.9%).

Just under half of the students rated Student Employment Services as very important to themselves (45.3 %) and fewer (18.6%) rated it as not at all important. Students on the City campus were the least likely to rate Student Employment Services as personally important (28.7%) whereas 47.6% did so on the Bundoora campus and 40.0% on the Bendigo campus. The percentage of participants rating Student Employment Services as personally very important was highest in the Faculty of Law and Management (50.8%) and lowest in the Faculty of Health Sciences (37.1%). Part-time students were less likely than full-time students to rate Student Employment Services as personally very important (41.7% and 46.6%), as were postgraduates versus undergraduates (40.0% and 46.7%). Between 41.2% and 47.6% of students in all years of enrolment rated Student Employment Services as personally very important.

Awareness and utilisation

Around seven in eight students were aware of Student Employment Services (87.2%). It was least common among students on the Shepparton campus (64.5%). The percentage of students aware of Student Employment Services was 88.7% on the Bundoora campus and 92.0% on the Bendigo campus. Awareness of Student Employment Services was least common among students in the Faculty of Health Sciences (82.8%) and most common among those in the Faculty of Humanities and Social Sciences (92.3%). There was some difference between full-time and part-time students in being aware of Student Employment Services (84.9% and 88.2%), and postgraduates were less likely than undergraduates to be aware of Student Employment Services (82.7% and 88.3%). Awareness of Student Employment Services was lowest among those in their first year of enrolment (84.5%) and varied between 87.5% and 91.0% among students in other years of enrolment.

Just over one in five students reported having used Student Employment Services (21.8%). The use of Student Employment Services was reported most commonly by students on the Bundoora campus (23.8%), with 19.8% of those on the Bendigo campus doing so, while 4.2% of the students on the City campus reported doing so. The highest percentage of students reporting having used Student Employment Services was in the Faculty of Law and Management (25.3%) and the lowest in the Faculty of Health Sciences (17.0%). Part-time students were slightly less likely than full-time students to report having used Student Employment Services (20.5% and 22.1%) as were postgraduates than undergraduates to report having used Student Employment Services (18.4% and 22.6%). Reporting the use of Student Employment Services was lowest among students in their first year of enrolment (17.3%) and varied between 23.0% and 27.6% among students in other years of enrolment.

Student Controlled Service Provision

Just over half the students agreed that it was very important to them that some services remain student controlled (51.0%) whereas 8.4% felt that it was not at all important. Rating student control as very important was more common among women than men (53.1% and 47.4%). It was more common among students on the Bendigo campus (59.7%) and less common among students at Mt Buller (37.0%) Among students on the Bundoora campus, 50.2% indicated that it was very important to them that some services remain student controlled. More students in the Faculty of Humanities and Social Sciences felt that student control was very important (63.8%) than did students in the Faculty of Education (56.4%) and other Faculties (45.9%-47.6%).

There was little difference between part-time and full-time students in feeling that student control was very important (49.8% and 51.6%) although there was a difference between undergraduates and postgraduates (52.4% and 45.3%). More students in their fifth or later year of enrolment felt that student was very important (60.3%) than did students in other years of enrolment (48.6%-51.7%).

Funding

Participants were also asked if they would prefer to pay an all inclusive fee to access all services. Nearly three quarters indicated that they did (73.0%). This was reported by 76.3% of students on the Albury-Wodonga campus, 77.9% of those on the Bendigo campus and 72.6%, 69.3%, 59.3% and 63.5% of students on the Bundoora, City, Mt Buller and Shepparton campuses respectively. Overall, the median amount that participants were prepared to pay was \$150 per annum.

Table 2. Willingness to pay an annual fee and median amount.

Campus	Percentage willing	Median amount
Albury-Wodonga	76.3	\$100
Bendigo	77.9	\$150
Bundoora	72.6	\$150
City	69.3	\$150
Mt Buller	59.3	\$200
Mildura	69.2	\$100
Shepparton	63.5	\$150

Rankings

The service areas were ranked to provide a form of summary information. They are ranked in descending order based on the percentage of survey participants who indicated that the services were very important to the La Trobe University student body. They are also ranked on the percentage of survey participants who indicated that the services were very important to themselves. The five highest ranked service areas have their rank in **bold** and the three lowest in *italics*. Six service areas capture the top five in terms of their importance to the student body and their importance to the survey participants: counselling; health services; printed and electronic materials; sports and fitness facilities and organisations; career counselling; and, student employment services. Childcare is ranked 10th in importance to the study body. Given that it is the one service area examined that is relevant only to a small minority of students, it is noteworthy that 52.0% of students surveyed rated it as very important to the student body.

Table 3. Ranking of service areas.

Service Area	Importance to student body		Importance to participants		Awareness of participants		Use by participants	
	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>
Advocacy and representation	6	57.8	8	37.0	8	84.4	5	41.1
Childcare	10	52.4	12	15.7	10	82.7	13	4.7
Clubs and societies	8	54.9	9	34.3	4	93.6	4	41.2
Counselling	3	70.0	7	39.1	5	90.6	9	16.2
Entertainment and events	7	57.5	6	41.4	1	95.2	2	58.2
Health	1	73.1	1	55.5	6	87.6	6	29.3
Legal	11	48.0	10	28.1	12	76.8	12	6.5
Printed and electronic materials	9	53.5	4	44.4	3	94.1	1	73.1
Sport and fitness	5	59.1	5	42.1	2	94.6	3	47.1
Student theatre	12	29.5	11	17.0	11	77.4	10	13.1
Student radio	13	19.7	13	11.7	13	71.2	10	13.1
Career counselling	2	70.9	2	51.0	9	83.7	8	17.3
Student employment	4	66.7	3	45.3	7	87.2	7	21.8

Table 4. Ranking of service areas by importance to the student body.

Service Area	Importance to student body	
	Rank	%
Health	1	73.1
Career counselling	2	70.9
Counselling	3	70.0
Student employment	4	66.7
Sport and fitness	5	59.1
Advocacy and representation	6	57.8
Entertainment and events	7	57.5
Clubs and societies	8	54.9
Printed and electronic materials	9	53.5
Childcare	10	52.4
Legal	11	48.0
Student theatre	12	29.5
Student radio	13	19.7

Table 5. Ranking of service areas by importance to participants.

Service Area	Importance to participants	
	Rank	%
Health	1	55.5
Career counselling	2	51.0
Student employment	3	45.3
Printed and electronic materials	4	44.4
Sport and fitness	5	42.1
Entertainment and events	6	41.4
Counselling	7	39.1
Advocacy and representation	8	37.0
Clubs and societies	9	34.3
Legal	10	28.1
Student theatre	11	17.0
Childcare	12	15.7
Student radio	13	11.7

Table 6. Ranking of service areas by participant awareness.

Service Area	Awareness of participants	
	Rank	%
Entertainment and events	1	95.2
Sport and fitness	2	94.6
Printed and electronic materials	3	94.1
Clubs and societies	4	93.6
Counselling	5	90.6
Health	6	87.6
Student employment	7	87.2
Advocacy and representation	8	84.4
Career counselling	9	83.7
Childcare	10	82.7
Student theatre	11	77.4
Legal	12	76.8
Student radio	13	71.2

Table 7. Ranking of service areas by use by participants.

Service Area	Use by participants	
	Rank	%
Printed and electronic materials	1	73.1
Entertainment and events	2	58.2
Sport and fitness	3	47.1
Clubs and societies	4	41.2
Advocacy and representation	5	41.1
Health	6	29.3
Student employment	7	21.8
Career counselling	8	17.3
Counselling	9	16.2
Student theatre	10	13.1
Student radio	10	13.1
Legal	12	6.5
Childcare	13	4.7

Appendix 1: Rankings for each campus

Table 8. Albury-Wodonga rankings.

Service Area	Importance to student body		Importance to participants		Awareness of participants		Use by participants	
	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>
Advocacy and representation	6	58.9	7	40.5	4	86.9	3	44.8
Childcare	8	57.8	<i>11</i>	15.8	5	86.2	10	6.2
Clubs and societies	9	48.8	8	31.5	3	93.6	4	34.8
Counselling	1	76.9	3	49.3	2	97.9	5	26.1
Entertainment and events	7	58.9	6	40.8	1	98.3	2	58.1
Health	3	65.4	4	47.8	9	67.1	8	11.5
Legal	<i>11</i>	46.5	10	29.4	<i>11</i>	52.8	<i>13</i>	2.9
Printed and electronic materials	4	63.7	2	56.4	6	84.5	1	60.5
Sport and fitness	10	48.2	9	30.0	8	70.9	7	12.1
Student theatre	<i>12</i>	24.2	<i>12</i>	15.1	<i>12</i>	49.9	<i>11</i>	6.0
Student radio	<i>13</i>	17.9	<i>13</i>	11.4	<i>13</i>	30.0	<i>12</i>	5.3
Career counselling	2	70.2	1	56.4	7	81.3	6	13.9
Student employment	5	62.8	5	43.3	10	66.0	9	7.9

Table 9. Bendigo rankings.

Service Area	Importance to student body		Importance to participants		Awareness of participants		Use by participants	
	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>
Advocacy and representation	3	69.0	4	47.7	9	86.9	6	44.8
Childcare	10	53.8	<i>11</i>	15.7	8	89.7	<i>12</i>	5.4
Clubs and societies	7	61.8	5	43.5	3	97.9	3	55.5
Counselling	2	73.4	8	39.8	5	96.5	8	19.1
Entertainment and events	5	66.9	2	50.1	1	98.4	2	67.5
Health	1	81.5	1	63.2	4	97.7	5	44.9
Legal	<i>11</i>	43.5	10	22.8	<i>12</i>	69.5	<i>13</i>	2.9
Printed and electronic materials	9	55.9	3	48.7	6	95.3	1	76.5
Sport and fitness	8	57.3	7	40.5	2	98.2	4	45.7
Student theatre	<i>12</i>	24.7	<i>13</i>	13.2	<i>13</i>	57.6	<i>11</i>	6.7
Student radio	<i>13</i>	23.4	<i>12</i>	15.6	7	90.9	7	33.7
Career counselling	6	66.7	6	42.9	10	83.9	10	13.1
Student employment	4	68.0	9	39.8	<i>11</i>	82.8	9	17.0

Table 10. Bundoora rankings.

Service Area	Importance to student body		Importance to participants		Awareness of participants		Use by participants	
	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>
Advocacy and representation	7	55.9	8	35.4	10	83.5	5	38.5
Childcare	10	51.7	12	15.9	11	82.3	13	4.7
Clubs and societies	8	53.3	9	33.0	4	93.7	4	39.6
Counselling	3	68.8	7	39.1	5	90.0	9	15.6
Entertainment and events	6	56.0	6	40.3	3	95.3	2	57.8
Health	1	72.6	1	55.4	7	87.5	6	28.0
Legal	11	49.8	10	29.9	12	80.8	12	7.7
Printed and electronic materials	9	53.0	5	43.6	2	95.5	1	74.8
Sport and fitness	5	60.6	4	43.8	1	96.3	3	51.1
Student theatre	12	31.2	11	18.3	9	84.5	10	15.4
Student radio	13	19.2	13	11.2	13	70.7	11	10.4
Career counselling	2	71.5	2	53.4	8	84.9	8	19.0
Student employment	4	67.1	3	47.6	6	88.6	7	23.8

Table 11. City rankings.

Service Area	Importance to student body		Importance to participants		Awareness of participants		Use by participants	
	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>
Advocacy and representation	6	58.9	6	27.0	7	80.1	3	15.0
Childcare	4	64.6	9	17.5	8	74.2	13	0.3
Clubs and societies	9	41.3	12	14.8	2	88.4	5	8.6
Counselling	2	73.8	2	29.4	4	87.0	8	4.3
Entertainment and events	11	36.9	10	16.2	1	88.8	2	16.2
Health	1	75.6	1	73.7	3	87.4	4	11.1
Legal	8	44.1	8	20.3	11	67.6	12	1.1
Printed and electronic materials	10	37.3	7	26.6	5	86.1	1	37.1
Sport and fitness	7	58.3	5	27.3	6	84.0	6	7.7
Student theatre	12	24.9	11	15.0	12	61.0	7	6.4
Student radio	13	13.7	13	9.6	13	34.8	11	2.1
Career counselling	3	69.9	4	27.6	9	73.7	10	2.9
Student employment	5	61.4	3	28.7	10	70.1	9	4.2

Table 12. Mildura rankings.

Service Area	Importance to student body		Importance to participants		Awareness of participants		Use by participants	
	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>
Advocacy and representation	9	40.4	8	35.3	4	67.3	4	17.3
Childcare	7	46.1	12	19.6	5	61.5	5	11.5
Clubs and societies	9	40.4	9	30.8	5	61.5	2	23.1
Counselling	1	71.1	1	53.8	3	71.1	7	7.7
Entertainment and events	3	59.6	3	48.1	2	73.1	3	19.2
Health	6	53.8	7	38.7	9	50.0	8	5.8
Legal	8	44.2	10	26.9	10	38.5	8	5.8
Printed and electronic materials	3	59.6	2	50.0	1	76.9	1	63.5
Sport and fitness	9	40.4	6	40.4	7	51.9	8	5.8
Student theatre	12	26.9	11	23.5	12	36.5	6	9.6
Student radio	13	17.3	13	9.6	13	32.7	13	3.8
Career counselling	2	60.8	4	46.1	7	51.9	8	5.8
Student employment	5	58.0	5	42.3	10	38.5	12	5.1

Table 13. Mt Buller rankings.

Service Area	Importance to student body		Importance to participants		Awareness of participants		Use by participants	
	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>
Advocacy and representation	6	35.8	6	30.9	12	72.8	5	24.7
Childcare	9	22.2	12	6.2	13	67.1	11	0.3
Clubs and societies	3	82.7	2	63.0	1	100.0	4	30.9
Counselling	7	33.3	8	17.3	4	95.1	8	4.9
Entertainment and events	5	61.7	4	32.1	8	93.8	3	33.8
Health	11	27.2	8	17.3	4	95.1	8	4.9
Legal	12	17.3	10	12.3	10	80.2	12	0.0
Printed and electronic materials	8	30.9	7	30.9	1	100.0	2	42.0
Sport and fitness	1	93.8	1	88.9	1	100.0	1	63.0
Student theatre	9	22.2	10	12.3	4	95.1	7	6.2
Student radio	13	6.2	12	6.2	11	76.5	6	9.9
Career counselling	4	69.1	3	45.5	4	95.1	12	0.0
Student employment	2	82.7	4	32.1	9	88.9	8	4.9

Table 14. Shepparton rankings.

Service Area	Importance to student body		Importance to participants		Awareness of participants		Use by participants	
	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>
Advocacy and representation	8	49.0	10	20.8	8	61.1	4	28.0
Childcare	10	39.6	<i>11</i>	19.2	9	54.9	<i>11</i>	0.0
Clubs and societies	7	54.9	9	40.3	3	77.7	3	37.8
Counselling	4	58.4	5	41.4	4	72.3	6	17.8
Entertainment and events	3	65.4	2	55.3	1	93.3	2	61.8
Health	6	55.3	7	36.0	7	62.3	8	7.4
Legal	<i>11</i>	38.7	9	24.4	<i>11</i>	44.3	<i>11</i>	0.0
Printed and electronic materials	5	57.3	3	52.2	2	79.6	1	65.5
Sport and fitness	9	40.4	8	28.9	10	45.0	9	5.7
Student theatre	<i>12</i>	22.0	<i>12</i>	3.4	<i>12</i>	41.6	<i>11</i>	0.0
Student radio	<i>13</i>	8.5	<i>13</i>	1.6	<i>13</i>	38.7	10	2.8
Career counselling	1	74.5	1	64.1	5	65.1	5	17.9
Student employment	2	66.9	4	43.7	6	64.5	7	9.4

Appendix 2: Rankings by student characteristics

Table 15. Full-time students.

Service Area	Importance to student body		Importance to participants		Awareness of participants		Use by participants	
	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>
Advocacy and representation	7	57.0	8	36.5	8	84.8	5	42.5
Childcare	10	49.5	12	13.3	10	83.3	13	4.5
Clubs and societies	8	54.6	9	35.5	4	94.2	4	43.5
Counselling	3	68.3	7	38.2	5	91.4	9	15.1
Entertainment and events	6	59.2	6	43.9	1	96.1	2	62.3
Health	1	73.6	1	57.2	6	88.8	6	29.4
Legal	11	49.1	10	26.7	12	76.5	12	5.6
Printed and electronic materials	9	53.5	4	45.1	3	94.7	1	74.0
Sport and fitness	5	60.0	5	44.3	2	95.3	3	49.3
Student theatre	12	28.1	11	15.9	11	77.2	11	12.6
Student radio	13	19.5	13	11.7	13	73.6	10	14.7
Career counselling	2	69.9	2	52.3	9	84.7	8	16.3
Student employment	4	67.1	3	46.6	7	88.2	7	22.1

Table 16. Part-time students.

Service Area	Importance to student body		Importance to participants		Awareness of participants		Use by participants	
	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>
Advocacy and representation	5	60.4	6	38.7	8	82.9	4	38.8
Childcare	6	58.6	<i>11</i>	21.9	10	81.5	<i>13</i>	5.4
Clubs and societies	8	56.2	10	31.3	3	91.7	5	34.9
Counselling	1	75.1	4	42.0	5	88.8	8	19.7
Entertainment and events	<i>10</i>	53.6	8	35.0	1	92.9	2	47.6
Health	3	72.2	1	51.6	7	84.6	6	29.1
Legal	<i>10</i>	53.6	9	32.3	<i>11</i>	77.7	<i>12</i>	8.6
Printed and electronic materials	9	53.7	3	42.8	2	92.5	1	70.5
Sport and fitness	7	57.5	7	36.3	4	91.4	3	40.8
Student theatre	<i>12</i>	33.8	<i>12</i>	20.2	<i>12</i>	77.4	10	14.9
Student radio	<i>13</i>	20.5	<i>13</i>	12.1	<i>13</i>	64.9	<i>11</i>	11.2
Career counselling	2	73.6	2	47.8	9	81.6	9	19.6
Student employment	4	65.7	5	41.7	6	84.9	7	20.5

Table 17. Undergraduate students.

Service Area	Importance to student body		Importance to participants		Awareness of participants		Use by participants	
	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>
Advocacy and representation	7	58.1	8	36.6	8	84.9	5	42.8
Childcare	10	50.6	12	14.1	10	83.9	13	4.2
Clubs and societies	8	55.1	9	35.9	4	94.9	4	43.9
Counselling	3	69.3	7	38.1	5	91.1	9	15.6
Entertainment and events	5	59.7	5	44.5	1	96.4	2	63.3
Health	1	73.1	1	55.6	6	88.8	6	30.3
Legal	11	47.5	10	27.2	12	77.9	12	6.4
Printed and electronic materials	9	54.2	4	45.8	3	95.2	1	75.5
Sport and fitness	6	59.6	6	42.8	2	95.4	3	49.8
Student theatre	12	28.9	11	16.3	11	78.1	11	12.4
Student radio	13	19.6	13	11.8	13	75.1	10	15.2
Career counselling	2	71.2	2	53.0	9	84.8	8	18.2
Student employment	4	67.5	3	46.7	7	88.3	7	22.6

Table 18. Postgraduate students.

Service Area	Importance to student body		Importance to participants		Awareness of participants		Use by participants	
	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>
Advocacy and representation	7	56.4	7	38.7	8	82.1	4	36.0
Childcare	5	57.6	<i>11</i>	22.0	10	78.1	<i>13</i>	6.5
Clubs and societies	8	53.9	10	27.8	5	88.5	5	30.6
Counselling	2	72.3	3	42.6	4	88.9	7	18.7
Entertainment and events	<i>11</i>	48.8	9	29.1	1	90.7	2	38.1
Health	1	73.1	1	55.4	6	82.9	6	25.6
Legal	9	49.7	8	31.5	<i>12</i>	72.3	<i>12</i>	6.9
Printed and electronic materials	10	49.6	6	39.2	2	90.1	1	63.8
Sport and fitness	6	57.3	5	39.4	3	89.9	3	36.7
Student theatre	<i>12</i>	31.2	<i>12</i>	19.6	<i>11</i>	74.2	9	15.9
Student radio	<i>13</i>	20.0	<i>13</i>	11.1	<i>13</i>	55.5	<i>11</i>	7.9
Career counselling	3	67.8	2	43.4	9	79.2	10	13.8
Student employment	4	63.2	4	40.0	7	82.7	8	18.4

Table 19. First year students.

Service Area	Importance to student body		Importance to participants		Awareness of participants		Use by participants	
	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>
Advocacy and representation	7	57.9	7	38.4	9	81.0	4	38.7
Childcare	10	48.5	12	13.4	10	78.1	12	3.7
Clubs and societies	8	57.7	9	35.7	3	91.9	5	37.4
Counselling	3	68.2	7	38.4	5	89.0	8	12.4
Entertainment and events	6	59.3	5	44.2	1	93.9	2	56.1
Health	1	71.6	1	55.3	6	85.9	6	20.9
Legal	11	46.8	10	27.1	12	71.8	12	3.7
Printed and electronic materials	9	54.5	3	45.7	3	91.9	1	69.1
Sport and fitness	5	60.0	6	42.7	2	92.7	3	40.3
Student theatre	12	30.0	11	18.1	11	74.2	10	11.3
Student radio	13	20.2	13	12.5	13	67.6	9	12.1
Career counselling	2	69.8	2	50.5	8	81.1	11	10.9
Student employment	4	66.0	4	44.9	7	85.3	7	17.3

Table 20. Second year students.

Service Area	Importance to student body		Importance to participants		Awareness of participants		Use by participants	
	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>
Advocacy and representation	6	58.2	8	38.4	8	84.9	5	40.8
Childcare	10	52.9	<i>11</i>	17.2	9	84.5	<i>13</i>	5.3
Clubs and societies	8	57.7	9	34.0	4	94.4	4	42.3
Counselling	3	69.8	7	39.6	5	90.7	9	15.7
Entertainment and events	7	58.0	6	40.6	1	96.3	2	56.4
Health	1	71.6	1	57.9	6	89.2	6	31.9
Legal	<i>11</i>	46.8	10	28.2	<i>11</i>	79.9	<i>12</i>	6.2
Printed and electronic materials	9	53.7	5	44.1	2	95.7	1	73.7
Sport and fitness	5	61.3	4	44.4	3	95.2	3	50.0
Student theatre	<i>12</i>	30.0	<i>12</i>	15.9	<i>12</i>	79.6	<i>11</i>	13.3
Student radio	<i>13</i>	20.2	<i>13</i>	11.5	<i>13</i>	73.7	10	14.3
Career counselling	2	70.0	2	49.4	10	83.5	8	15.9
Student employment	4	66.0	3	45.8	7	89.0	7	23.0

Table 21. Third year students.

Service Area	Importance to student body		Importance to participants		Awareness of participants		Use by participants	
	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>
Advocacy and representation	6	53.5	7	35.7	7	89.4	5	44.0
Childcare	9	51.4	<i>12</i>	15.3	9	86.7	<i>13</i>	5.3
Clubs and societies	8	52.0	9	33.7	4	94.6	4	46.4
Counselling	3	66.9	6	37.6	5	91.5	9	19.7
Entertainment and events	7	53.4	8	33.8	1	95.4	2	62.5
Health	1	73.7	1	55.7	8	88.7	6	39.3
Legal	<i>11</i>	47.0	10	27.1	<i>11</i>	79.3	<i>12</i>	8.5
Printed and electronic materials	10	50.1	4	41.3	2	95.1	1	77.4
Sport and fitness	5	56.5	5	40.0	3	95.0	3	55.7
Student theatre	<i>12</i>	26.1	<i>11</i>	16.2	<i>12</i>	77.8	<i>11</i>	13.9
Student radio	<i>13</i>	17.6	<i>13</i>	10.7	<i>13</i>	73.4	10	15.5
Career counselling	2	72.6	2	52.4	10	86.4	8	25.2
Student employment	4	66.4	3	47.6	6	91.0	7	26.7

Table 22. Fourth year students.

Service Area	Importance to student body		Importance to participants		Awareness of participants		Use by participants	
	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>
Advocacy and representation	5	56.9	8	33.1	8	86.2	5	41.8
Childcare	7	56.1	<i>11</i>	15.7	9	85.8	<i>13</i>	4.5
Clubs and societies	10	51.2	9	31.4	4	95.3	4	45.0
Counselling	2	73.1	4	41.6	5	93.8	9	21.9
Entertainment and events	6	56.3	7	37.0	2	96.7	2	64.1
Health	1	74.6	2	54.9	7	87.7	6	39.2
Legal	<i>11</i>	47.9	10	25.8	<i>11</i>	82.4	<i>12</i>	7.2
Printed and electronic materials	9	51.5	3	45.1	1	97.5	1	79.3
Sport and fitness	8	51.6	6	37.2	3	95.5	3	51.5
Student theatre	<i>12</i>	27.0	<i>12</i>	13.0	<i>12</i>	77.0	<i>11</i>	16.1
Student radio	<i>13</i>	16.8	<i>13</i>	10.2	<i>13</i>	73.7	10	16.9
Career counselling	3	72.7	1	55.0	10	86.5	7	27.3
Student employment	4	66.8	5	41.2	6	87.9	8	26.1

Table 23. Fifth and later year students.

Service Area	Importance to student body		Importance to participants		Awareness of participants		Use by participants	
	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>	<i>Rank</i>	<i>%</i>
Advocacy and representation	6	67.7	2	47.5	10	88.3	3	55.1
Childcare	4	67.9	<i>11</i>	26.5	6	91.7	<i>13</i>	8.0
Clubs and societies	<i>11</i>	53.0	10	32.3	3	96.5	5	43.1
Counselling	2	79.3	6	42.2	5	94.4	8	27.2
Entertainment and events	9	56.1	9	39.5	2	96.6	2	60.2
Health	3	73.5	2	47.5	8	89.6	6	35.7
Legal	8	59.0	8	40.4	<i>12</i>	83.2	10	19.8
Printed and electronic materials	10	54.9	5	43.7	4	95.3	1	76.9
Sport and fitness	7	62.0	7	40.8	1	97.0	4	52.8
Student theatre	<i>12</i>	38.6	<i>12</i>	21.1	9	88.9	<i>11</i>	18.3
Student radio	<i>13</i>	23.5	<i>13</i>	12.1	<i>13</i>	76.6	<i>12</i>	13.9
Career counselling	1	74.0	1	51.9	7	91.5	7	31.4
Student employment	4	67.9	4	46.5	<i>11</i>	87.5	9	25.7