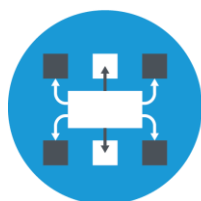




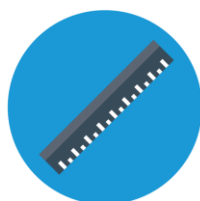
FIRST PERSON  
CONSULTING

## Student Services and Amenity Fee (SSAF) Survey Results

Prepared for  
La Trobe University



PLANNING



EVALUATION



RESEARCH

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## Acronyms

FPC	First Person Consulting
LTU	La Trobe University
SSAF	Student Services and Amenity Fee

## 1 Introduction

La Trobe University (LTU) is a multi-campus institution with approximately 34,000 students and 3,000 staff across six campuses. These campuses are spread across Victoria, including Melbourne CBD, Albury-Wodonga, Bendigo, Shepparton, Mildura and Bundoora (the main campus).

LTU implements annual student surveys to act as a source of information for the improvement and reform of student-related functions, including consultation related to the Student Services and Amenities Fee (SSAF). First Person Consulting (FPC) have been contracted for the development, implementation and analysis of the Student Services and Amenities Fee (SSAF) survey. The survey allows students to voice their needs and expectations as they relate to services and facilities provided by the university. Through this process students can have a genuine opportunity to express their priorities and level of satisfaction and give suggestions on how to make improvements.

This report outlines the results from the analysis of the SSAF survey data, collected by FPC for La Trobe University. The report covers:

- a summary of the survey method
- basic response-rate and demographic data
- perceptions regarding the importance of and satisfaction with key funding areas
- suggestions and comments around opportunities for improving SSAF expenditure
- results relating to specific campus services and amenities.

In combination with a presentation delivered on 13 October 2016, the report aims to outline high-level findings from the survey and provide decision-makers with a range of insights to help them in planning SSAF expenditure for the coming year.

## 2 Methodology

An online survey was undertaken in order to get feedback from all eligible students at La Trobe University. Questions were developed in collaboration with university staff and student representatives to ensure that relevant areas of interest were being addressed. Surveys from previous years were used as a starting point. However, the current questionnaire was reduced to a smaller number of questions to encourage completion and to focus on key areas.

There were 12 core questions of interest, grouped into a number of sections. These were primarily quantitative (i.e. scaled) questions, with a small number of open-ended questions. The survey format was optimised to be completed on mobile devices as well as desktop computers.

An invitation to the online survey was distributed via personalised emails to La Trobe student email addresses. The survey was open for two weeks (29-08-2016 to 11-09-2016) and two reminder emails were sent in this time.

Incentives were offered to encourage completion of the survey. These consisted of 2 x \$250 Coles Group & Myer gift cards and 40 x \$50 Coles Group & Myer gift cards. The student associations also advertised the survey via various media including posters and facebook to encourage participation either via the email invitation that had been sent or an additional URL that was available. Students were required to enter their student number and only one response was accepted per student. Responses were de-identified in data cleaning.

In total, 4616 students began the survey, with 4084 continuing through to the end of the questions. This gave a margin of error of 1.4%. It took approximately 10 minutes on average to answer the questions. Key response data is presented in Table 1.

**Table 1. Key SSAF survey response data.**

Element	Figure/rate	Comment(s)
<b># students emailed to</b>	34,213	Ignoring~50 bounced emails
<b>Total responses</b>	4616	Answered at least the first question; duplicates removed
<b>Total completed survey</b>	4084	Respondents who completed to the end of the survey
<b>Overall response rate</b>	12%	Based on completed surveys (14% of population answered at least one question)
<b>Margin of error</b>	1.4%	with 95% confidence level; half of 2015 and the same as 2014

## 3 Results

### 3.1 Overview

A brief summary of the results is presented below with more detail on each in the subsequent sections. Overall, the demographic background of the respondents from the sample was very similar to that of the general student population, giving results that are representative of La Trobe students in general. Students' understanding of the purpose of SSAF and how the funds were actually allocated was low overall.

For the key results on the SSAF funding areas, it was found that all areas were in the upper levels of satisfaction. All areas were rated above the mid point of 3 on the scale. Similarly, all areas were rated at or above the midpoint (2.5) for importance.

The SSAF funding areas that were seen as most **important** to the La Trobe community were:

- Health & Welfare (M=3.53 out of 4)
- Employment (M=3.39)
- Food & Drink (M=3.37)
- Study Skills (M=3.37)
- Finance & Insurance (M=3.18)
- Overseas Student Support (M=3.18)
- Libraries & Reading Rooms (M=3.18)

The areas with the highest levels of **satisfaction** were:

- Orientation (M=3.98 out of 5)
- Food & Drink (M=3.97)
- Health & Welfare (M=3.88)
- Sport & Recreation (M=3.85)
- Study Skills (M=3.84)
- Libraries & Reading Rooms (M=3.84)

Particular attention should be given to those areas that are seen as highly important but where satisfaction is low. These include areas such as:

- Employment (Mean for satisfaction = 3.49)
- Finance & Insurance (Mean for satisfaction = 3.53)

It should be noted that satisfaction with current services may not be based on a full understanding of the funding areas and the services provided on campus. As such, further investigation may be needed to determine whether services are falling short of expectations.

A large number of suggestions were given for improving the student experience. These are summarised in the qualitative responses section below. There were also campus specific questions and suggestions given. These are presented in the final section.

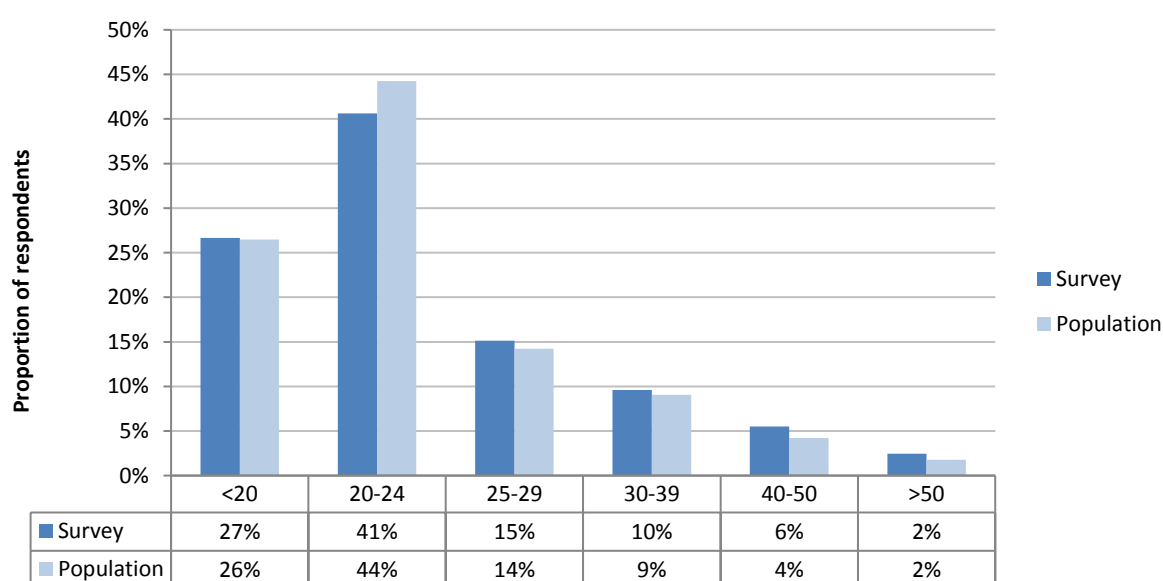


### 3.2 Demographic data

Overall, the demographic background of the sample matched that of the general student population, giving a representative sample of La Trobe students. As noted in the method section, there was also a very small margin of error, meaning that if the entire population responded, results would likely only differ by a small amount.

Together, this indicates that the results are representative of the broader student population.

The series of figures below shows the demographic characteristics of the sample respondents compared to the whole La Trobe University population. Figure 1 shows the responses from various age ranges. For most age brackets the sample matches the population to within 1 or 2 percentage points. The 20-24 age bracket was slightly underrepresented in the survey sample, although this was still reasonably close. This was also the most common age group.



**Figure 1. Proportion of survey respondents in different age groups as compared to the La Trobe student population as a whole (n=4663).**

Figure 2 shows the breakdown between domestic and international students for the sample and general population. The majority of students are domestic (80%) and the sample was almost identical (81%).

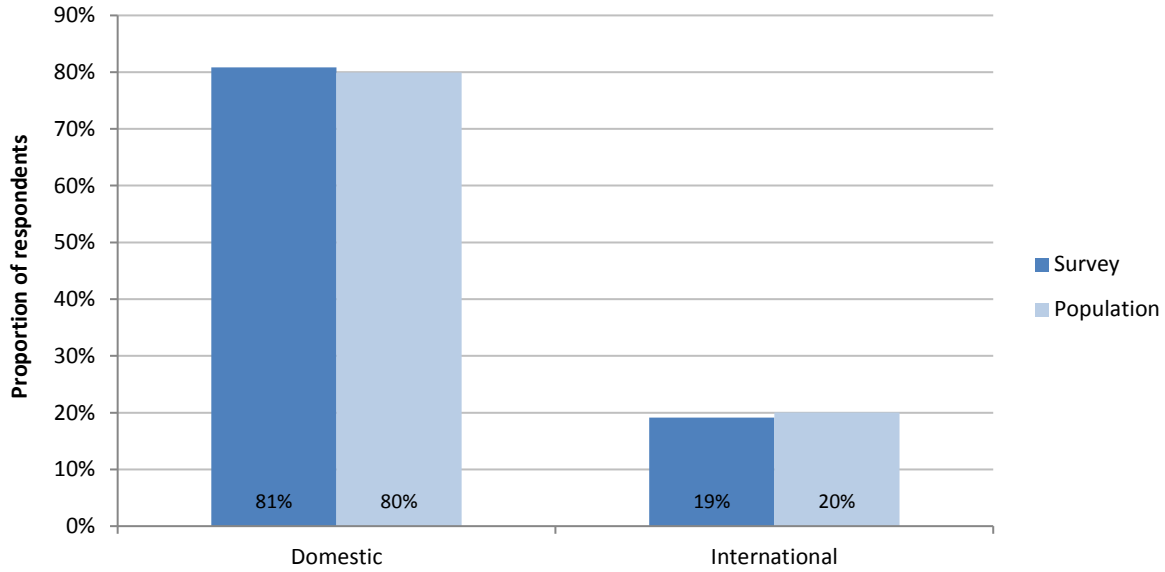


Figure 2. Proportion of survey respondents classed as international or domestic students as compared to the La Trobe student population as a whole (n=4663).

In Figure 3 the proportion of undergraduates to postgraduates is shown. The sample is very close to the population with 76% of the sample classified as undergraduates compared to 78% of the general population.

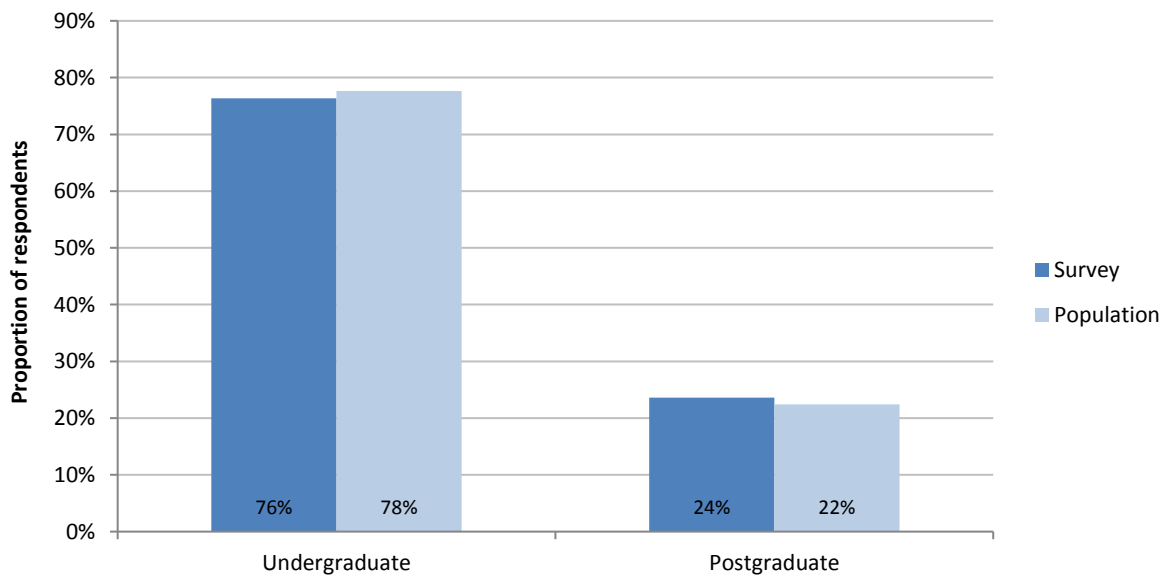


Figure 3. Proportion of survey respondents classed as undergraduate or postgraduate as compared to the La Trobe student population as a whole (n=4664).

Figure 4 shows the breakdown by study load. Full-time students represented 85% of the survey sample. This was slightly higher than the population (81% full-time). Part-time students were slightly underrepresented in the sample at 15% (compared to 19% in the population).

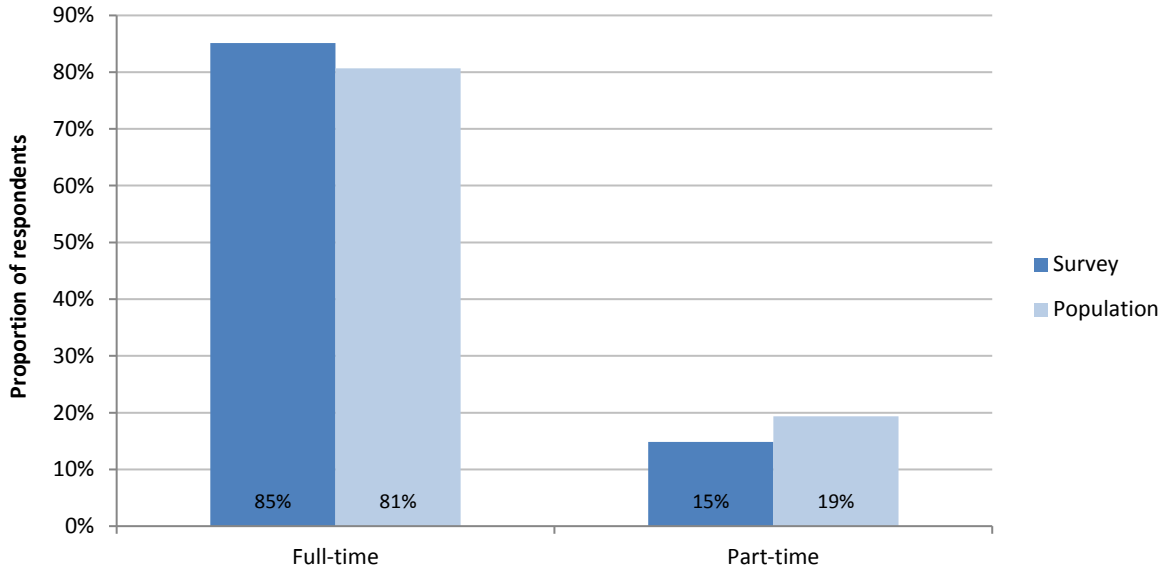


Figure 4. Proportion of survey respondents classed as full-time or part-time as compared to the La Trobe student population as a whole (n=4664)

In Figure 5, the number of responses per campus is shown as a proportion of the total survey responses (green bars). Bundoora had the largest number of respondents, followed by Bendigo. The response rate for each campus (blue line) indicates what percentage of students attending each campus took part in the survey. Although students from Bundoora made up the majority of respondents (over 70%), there was a slightly lower response rate (13%) compared to most other campuses. Shepparton had the lowest number of responses as well as the lowest response rate (9%).

The large number of responses from Bundoora should be kept in mind, particularly when interpreting results that may be linked to the particular experiences on different campuses. Most of the results are presented by campus. However, with lower numbers from some campuses, the results may be less reliable.

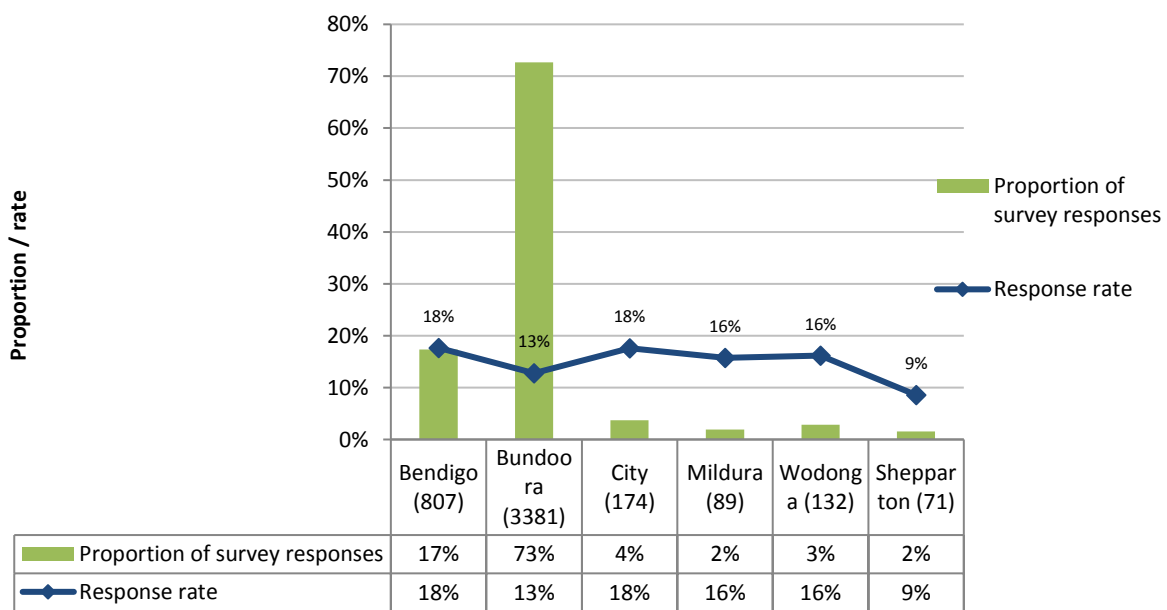


Figure 5. Proportion of survey respondents from different La Trobe campuses and the response rate for each (n=4654).

Figure 6 shows respondents' reported number of days on-campus per week, grouped by campus. The most common category was 3-4 days per week, although this varied by campus. For the city campuses it was 1-2 days per week. Almost 20% of students at Wodonga, Bendigo and Bundoora reported attending 5 or more days per week. This was much lower for those attending on the other campuses.

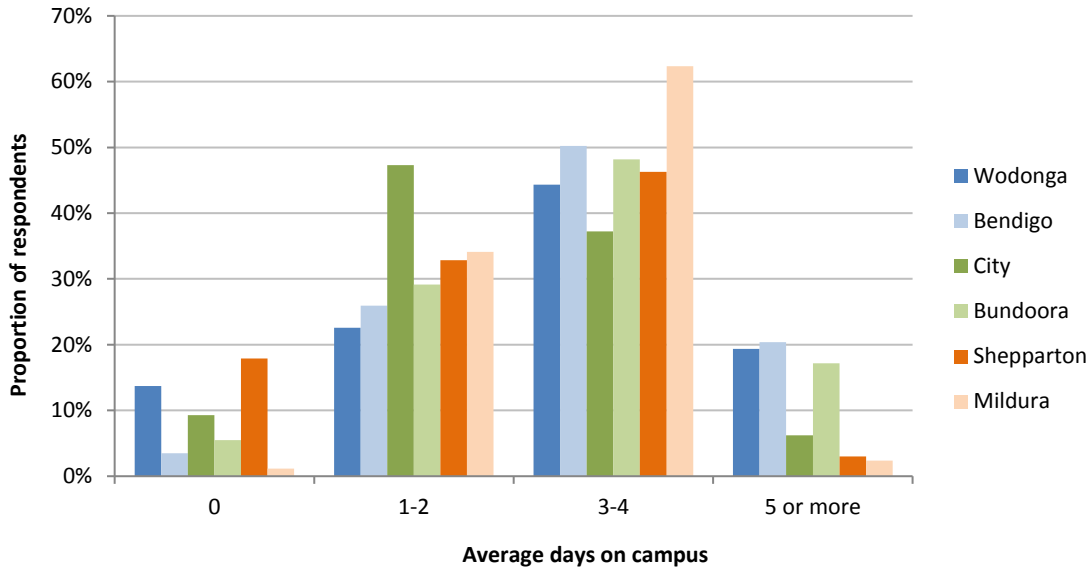


Figure 6. Survey respondents' reported time on-campus for different La Trobe campuses (n=3996).

### 3.3 Understanding of SSAF

Initial questions assessed students' understanding of the purpose of SSAF and the allocation of the funds. Only 16% of respondents replied that they had a 'good' understanding of the purpose of the SSAF and only 5% had a 'good' understanding of where funds are spent. See Figure 7.

Furthermore, 50% had 'no' to 'a vague' understanding of the purpose of the SSAF, and 75% had 'no' to 'a vague' understanding of where funds are spent.

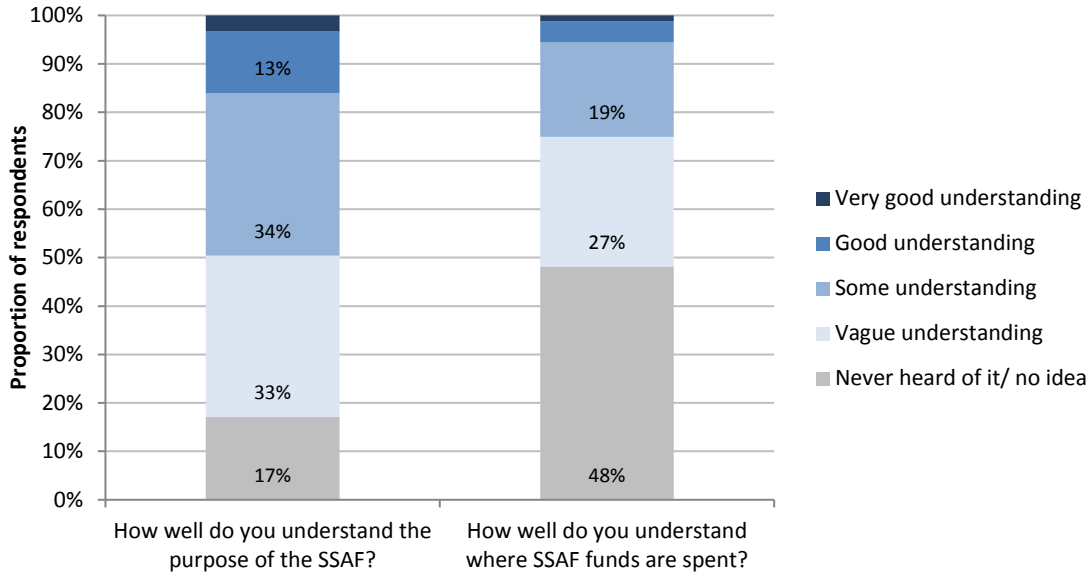


Figure 7. Respondents' rating of their understanding of the purpose of SSAF and of where SSAF funds are spent (n=4616)

Students were also asked how they would prefer to receive information about SSAF fees and the allocation of funding. If more information was provided about SSAF, 60% indicated they would like this to be done via email. Other online options were also popular.

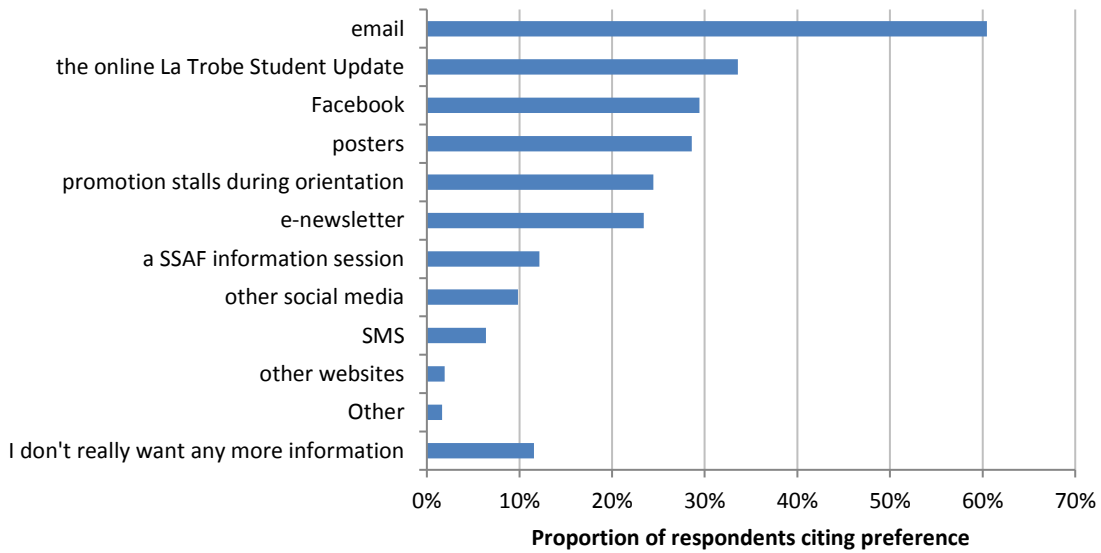


Figure 8. Respondents' preferred method for receiving more information about SSAF (n=4042) [Question: how would you like to be provided with more information about SSAF and how it is spent?]. Note that respondents could nominate more than one method.

### 3.4 SSAF Funding Areas

The key questions that were asked of all students focused on the 19 allowable funding areas. These were presented as 17 categories by combining some of the areas.

In the survey, the category “Advice and advocacy for students in relation to the University’s rules” was a combination of the funding areas:

- “Advice in relation to the University’s rules” and
- “Advocacy for students in relation to the University’s rules”

The survey category “Support around finances and insurance” was a combination of the funding areas:

- “Support around finances” and
- “Support around insurance”

Presented with the survey questions was a link to a webpage with an explanation of the 19 SSAF funding areas. These are provided in Appendix 1.

When reviewing these results it should be kept in mind that the SSAF funding areas are not clearly understood by many students, as evidenced by the findings above. Even though definitions and examples were provided, many people did not refer to these and the categories themselves can be difficult to interpret. As a result, students may not know what services currently provided fit into those categories. When rating the importance of services and amenities it is possible that many students are not fully considering the value that is currently provided. The ongoing communication and engagement around SSAF is necessary if informed input is to be gained from students.

With regard to the 17 funding categories provided, students were asked to rate their satisfaction with each area and the importance of each to the La Trobe University community.

Students were first asked, “In the last year, how satisfied have you been with the following support for students (if you used it)?”. The 10 areas related to support services were presented in a matrix format with the response options ranging from Very satisfied to Very dissatisfied. Respondents could answer “Haven't used it” if appropriate.

The importance of these 10 questions was then assessed with the question, “Even if you haven’t used them, how important do you think these support services are for the La Trobe student community as a whole?” The response options were: Very important, Important, Somewhat important, Not at all important, and Not sure/Don’t know.

The remaining seven categories were then assessed with the question, “In the last year, how satisfied have you been with the following services and amenities aimed at enriching the student experience (if you used them)?”.

The importance of these categories was then rated on the scale given above, in response to the question, “Even if you haven’t used them, how important do you think these social, cultural and recreational services and amenities are for the La Trobe student community as a whole?”

The results of from these sets of questions are presented below in two heatmaps showing the mean response across the entire sample and broken down by various categories of interest.

## Importance

Table 2 shows the results for the ratings of importance of each area. The 17 areas are presented from left to right in order of those that were rated highest (most important) overall. Shading is used to show those that are most important in darker green through to orange for the least important. Health and Welfare was rated as the most important area overall and also in most of the subgroups of respondents. The main exception to this was for International students, who rated Overseas Student Support as their most important area. Nonetheless, they still rated Health and Welfare and Employment high, as did most groups.

Note that the colour coding is relative to the results *within* the row. As such, it shows a ranking of importance for that subgroup. An area may be ranked relatively low by a subgroup (shown in orange) even if the mean rating is higher than for other subgroups. For example, even though City Collins St respondents rated Debating higher than other campuses did, it is still the lowest for that campus and so is shown in the darkest orange.

It should also be noted that across the 17 categories, there are only relatively small differences between adjoining categories for the mean ratings of importance.

## Satisfaction

Table 3 shows the results for the satisfaction ratings. Given that not all students use all services, the first row shows the percentage of respondents who gave a rating (implying that they use it). The highest usage was for Food and Drink (90%) through to Childcare (the lowest, at 15%).

The second row shows the grand total for each funding area. Darker blue shading within each row indicates higher satisfaction, white is the middle rating of the 17 categories, and darker red indicates lower satisfaction. The areas with the highest levels of **satisfaction** (shown in darker blue) were fairly consistent across different subgroups:

- Orientation (M=3.98 out of 5)
- Food & Drink (M=3.97)
- Health & Welfare (M=3.88)

Although Sport & Recreation (M=3.85) was the fourth highest rated overall, a number of campuses gave this a much lower rating (shown in white or red), including Wodonga, Mildura and Shepparton. That it is the fourth highest overall reflects the weighting towards Bundoora responses, given the majority of respondents attend were from Bundoora.

Another notable difference is the Wodonga rating of Overseas Student Support as the highest rating for that campus (in comparison to the sixth lowest rating overall). It should be noted that the low numbers of respondents for some of these subgroups means that these results may be swayed by a small number of students.

The overall means for satisfaction were within a fairly narrow range. The highest rating was 3.98 for Orientation and the lowest was 3.44 for Childcare Services. Again, this was somewhat different at the subgroup level. For example, for Shepparton, satisfaction ranged from 4 (Orientation) to 2.77 (Sport & Recreation). Again, this campus had a much lower number of respondents compared to the full survey sample.

Table 2. Importance of funding areas by categories (1 = Not at all important to 4 = Very important)

	Health & Welfare	Employment	Food & Drink	Study Skills	Finance & Insurance	Overseas Student Support	Libraries & Reading Rooms	Orientation	Sport & Recreation	Securing Housing	Legal Services	Clubs & Societies	Advice & Advocacy	Childcare Services	Artistic Activities	Student Media	Debating	
<b>Grand Total</b>	3.53	3.39	3.37	3.37	3.18	3.18	3.18	3.15	3.11	3.10	3.07	3.01	2.99	2.97	2.76	2.73	2.49	
Albury-Wodonga	3.58	3.34	3.41	3.49	3.16	3.10	2.96	3.35	3.04	3.17	3.03	3.01	3.11	3.16	2.67	2.69	2.45	
Bendigo	3.57	3.33	3.43	3.40	3.19	3.12	3.15	3.15	3.13	3.13	2.96	3.06	2.94	2.92	2.68	2.66	2.42	
Bundoora	3.53	3.41	3.36	3.35	3.18	3.21	3.19	3.13	3.11	3.10	3.11	3.00	3.00	2.96	2.77	2.74	2.50	
City Collins St.	3.42	3.35	3.25	3.40	3.16	3.24	3.22	3.19	3.18	2.94	3.01	3.04	3.01	2.97	2.94	2.89	2.80	
City Franklin St.	3.53	3.22	3.05	3.39	3.07	3.20	2.97	3.00	3.14	3.02	3.12	2.93	3.12	3.14	2.65	2.61	2.63	
Mildura	3.49	3.33	3.45	3.51	3.08	2.90	3.20	3.24	2.95	3.12	3.01	2.96	3.00	3.23	2.70	2.78	2.44	
Shepparton	3.41	3.46	3.43	3.42	3.23	2.93	3.28	3.33	3.13	2.99	2.84	2.93	2.88	2.99	2.72	2.69	2.46	
<b>Domestic</b>	3.54	3.37	3.38	3.35	3.15	3.10	3.16	3.12	3.07	3.09	3.02	2.99	2.96	2.97	2.71	2.68	2.41	
<b>International</b>	3.49	3.46	3.33	3.44	3.34	3.53	3.27	3.28	3.28	3.20	3.29	3.10	3.15	2.98	2.95	2.96	2.86	
Postgraduate	3.51	3.41	3.27	3.44	3.17	3.27	3.10	3.21	3.15	3.12	3.19	2.99	3.14	3.10	2.83	2.80	2.62	
Undergraduate	3.54	3.38	3.40	3.35	3.18	3.15	3.20	3.13	3.10	3.10	3.04	3.02	2.95	2.93	2.73	2.71	2.45	
<20	3.56	3.41	3.43	3.35	3.32	3.19	3.27	3.19	3.20	3.21	3.08	3.12	2.95	2.91	2.80	2.78	2.53	
20-24	3.51	3.40	3.38	3.32	3.13	3.14	3.18	3.10	3.09	3.05	3.02	3.01	2.90	2.84	2.70	2.71	2.43	
25-29	3.51	3.43	3.27	3.38	3.15	3.18	3.14	3.12	3.10	3.04	3.10	2.93	3.05	3.06	2.78	2.71	2.54	
30-39	3.52	3.33	3.33	3.47	3.12	3.24	3.04	3.19	3.05	3.08	3.11	2.90	3.16	3.24	2.75	2.62	2.50	
40-50	3.57	3.27	3.33	3.53	3.08	3.22	3.12	3.31	3.05	3.15	3.17	2.90	3.24	3.26	2.85	2.78	2.49	
>50	3.65	3.30	3.40	3.56	3.18	3.43	3.06	3.32	2.98	3.31	3.24	3.04	3.23	3.37	2.94	2.90	2.69	
<b>Most important</b>	<b>Middle</b>																	<b>Least important</b>
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	

- The funding areas that were rated as more important are shown in green (generally towards the left of the table).



Table 3. Satisfaction with funding areas by categories (1 = Very dissatisfied to 5 = Very satisfied)

	Orientation	Food & Drink	Health & Welfare	Sport & Recreation	Study Skills	Libraries & Reading Rooms	Clubs & Societies	Advice & Advocacy	Securing Housing	Student Media	Legal Services	Overseas Student Support	Artistic Activities	Finance & Insurance	Debating	Employment	Childcare Services
% used service*	63%	90%	42%	50%	54%	72%	49%	41%	27%	38%	20%	25%	32%	31%	25%	36%	15%
<b>Grand Total</b>	<b>3.98</b>	<b>3.97</b>	<b>3.88</b>	<b>3.85</b>	<b>3.84</b>	<b>3.84</b>	<b>3.82</b>	<b>3.78</b>	<b>3.72</b>	<b>3.72</b>	<b>3.68</b>	<b>3.61</b>	<b>3.56</b>	<b>3.53</b>	<b>3.52</b>	<b>3.49</b>	<b>3.44</b>
Albury-Wodonga	3.99	3.93	3.96	3.54	3.72	3.51	3.65	3.81	3.79	3.76	3.86	4.24	3.66	3.23	3.18	3.55	3.42
Bendigo	4.00	4.04	4.04	3.81	3.92	3.86	3.83	3.82	3.94	3.71	3.75	3.66	3.47	3.54	3.41	3.66	3.41
Bundoora	3.97	3.97	3.84	3.93	3.83	3.85	3.85	3.77	3.68	3.73	3.67	3.60	3.59	3.54	3.56	3.46	3.49
City Collins St.	3.93	3.90	3.75	3.59	3.93	4.05	3.70	3.91	3.54	3.96	3.73	3.64	3.67	3.65	3.65	3.27	3.10
City Franklin St.	3.97	3.65	3.93	3.61	3.89	3.79	3.54	3.88	3.64	3.31	4.14	3.61	3.50	3.53	3.18	3.08	3.71
Mildura	4.00	3.43	4.17	3.03	4.02	3.88	3.26	3.68	3.55	3.63	3.57	3.56	3.24	3.80	3.19	3.64	2.80
Shepparton	4.00	3.86	3.81	2.77	3.92	3.52	3.14	3.74	3.00	3.55	3.07	3.27	3.45	3.09	3.55	3.56	2.69
Domestic	3.94	3.96	3.88	3.84	3.84	3.78	3.79	3.73	3.68	3.65	3.58	3.54	3.50	3.50	3.39	3.47	3.31
International	4.11	4.00	3.88	3.91	3.86	4.10	3.92	3.94	3.83	3.95	3.86	3.70	3.78	3.61	3.81	3.55	3.69
Postgraduate	4.01	3.89	3.89	3.89	3.88	3.96	3.90	3.82	3.73	3.79	3.82	3.69	3.73	3.56	3.69	3.46	3.54
Undergraduate	3.96	3.99	3.88	3.85	3.83	3.81	3.80	3.77	3.72	3.70	3.63	3.57	3.52	3.52	3.47	3.50	3.40
<20	4.03	4.19	3.99	4.00	3.91	3.97	3.91	3.88	3.90	3.85	3.69	3.69	3.66	3.64	3.53	3.60	3.50
20-24	3.96	3.95	3.87	3.81	3.81	3.81	3.83	3.76	3.71	3.72	3.74	3.66	3.55	3.51	3.58	3.47	3.52
25-29	3.92	3.80	3.75	3.77	3.78	3.73	3.66	3.71	3.56	3.59	3.63	3.46	3.55	3.38	3.49	3.42	3.40
30-39	3.84	3.79	3.69	3.68	3.80	3.78	3.68	3.67	3.44	3.60	3.63	3.47	3.55	3.46	3.41	3.37	3.21
40-50	4.07	3.75	3.99	3.86	3.91	3.76	3.75	3.78	3.34	3.51	3.49	3.50	3.19	3.41	3.19	3.45	3.23
>50	4.06	3.97	4.17	3.72	3.85	3.71	3.70	3.67	3.63	3.48	3.00	3.80	3.52	3.70	3.08	3.86	2.80
Most satisfied	Middle																Least satisfied
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

\* Note that students could rate their satisfaction out of 5 or respond "Haven't used it". A number of the funding areas had very low rates of use, particularly when broken down by the categories above. For many areas, only the total or Bundoora have a substantial number of responses. Care should be taken in interpreting the results from other groups.

The overall importance and satisfaction scores were also plotted on a graph to show the relationship between these ratings for each funding area. This gives a sense of whether those areas that are seen as more important to the student community are also those that they are more satisfied with. Those areas that are seen as very important and also have a high level of satisfaction are likely being given appropriate resources and should be continued. Areas that are seen as highly important but have low satisfaction may need more attention to improve what is provided.

In Figure 9 the results are plotted on axes that show the full scale for each set of questions. Satisfaction was rated from 1 to 5 (shown on the horizontal axis) and importance was rated on a scale of 1 to 4 (on the vertical axis). Overall, it can be seen that all areas were in the upper levels of satisfaction. The lowest level of satisfaction was 3.44 out of 5 for Childcare Services, which is still above the mid point of 3 on the scale. Similarly, all areas were rated at or above the midpoint (2.5) for importance.

Figure 10 shows the same results zoomed in for greater clarity of the funding area labels.

From the figures it can be seen that generally, the level of satisfaction matched the reported importance of each area (that is, there was more satisfaction with those areas that are more important). On the other hand, a number of areas were seen as important but were lower in satisfaction. These areas include Employment, Finance and Insurance, Overseas Student Support, and Childcare Services. Some of these areas are likely already receiving increased attention for funding.

Again, it should be noted that the rating of importance and satisfaction may not reflect a full understanding of what the funding category includes. Similarly, ratings may not completely match the services that are accessed or provided for students.

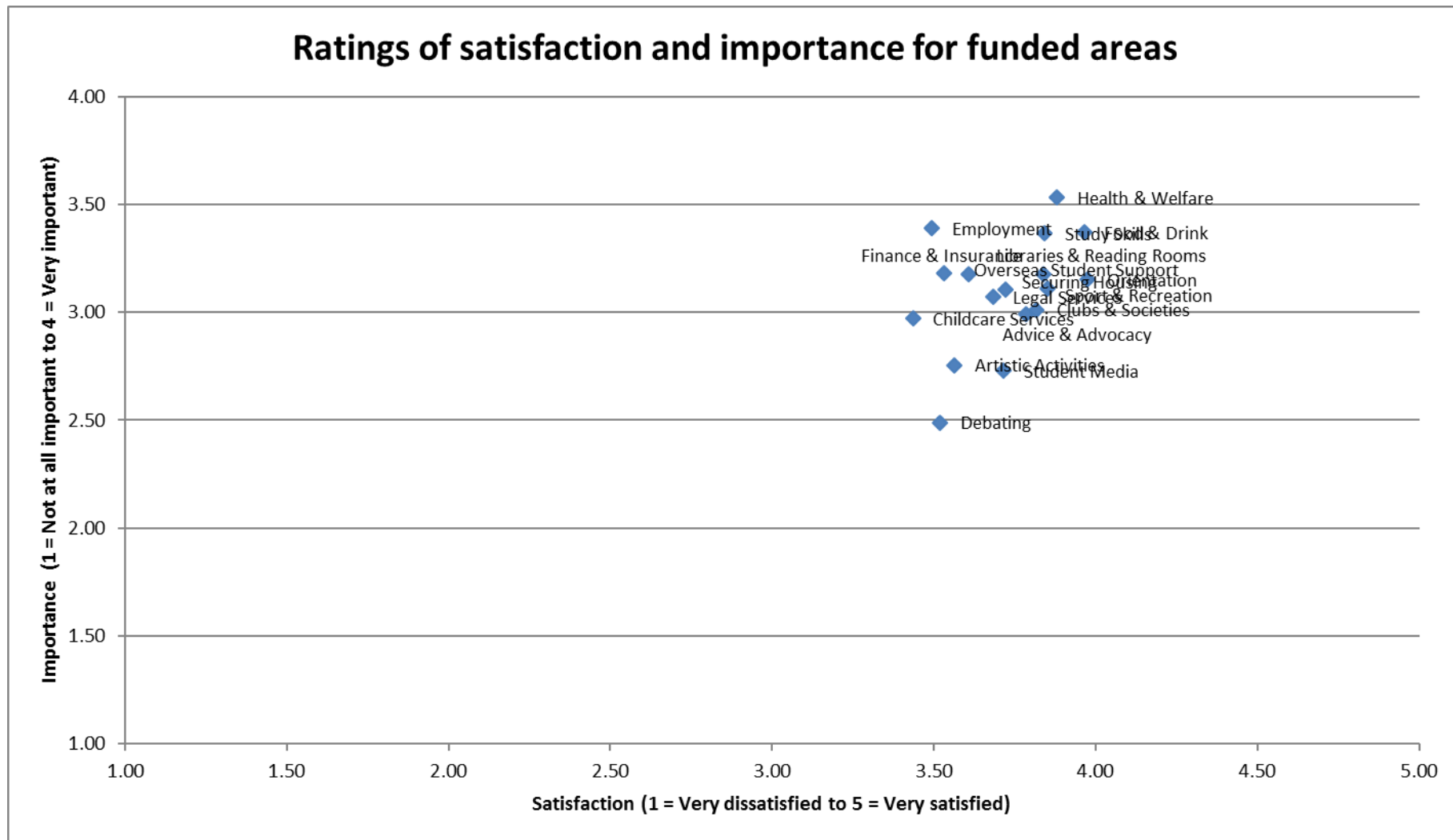


Figure 9. Ratings of satisfaction and importance of the 17 funding categories.

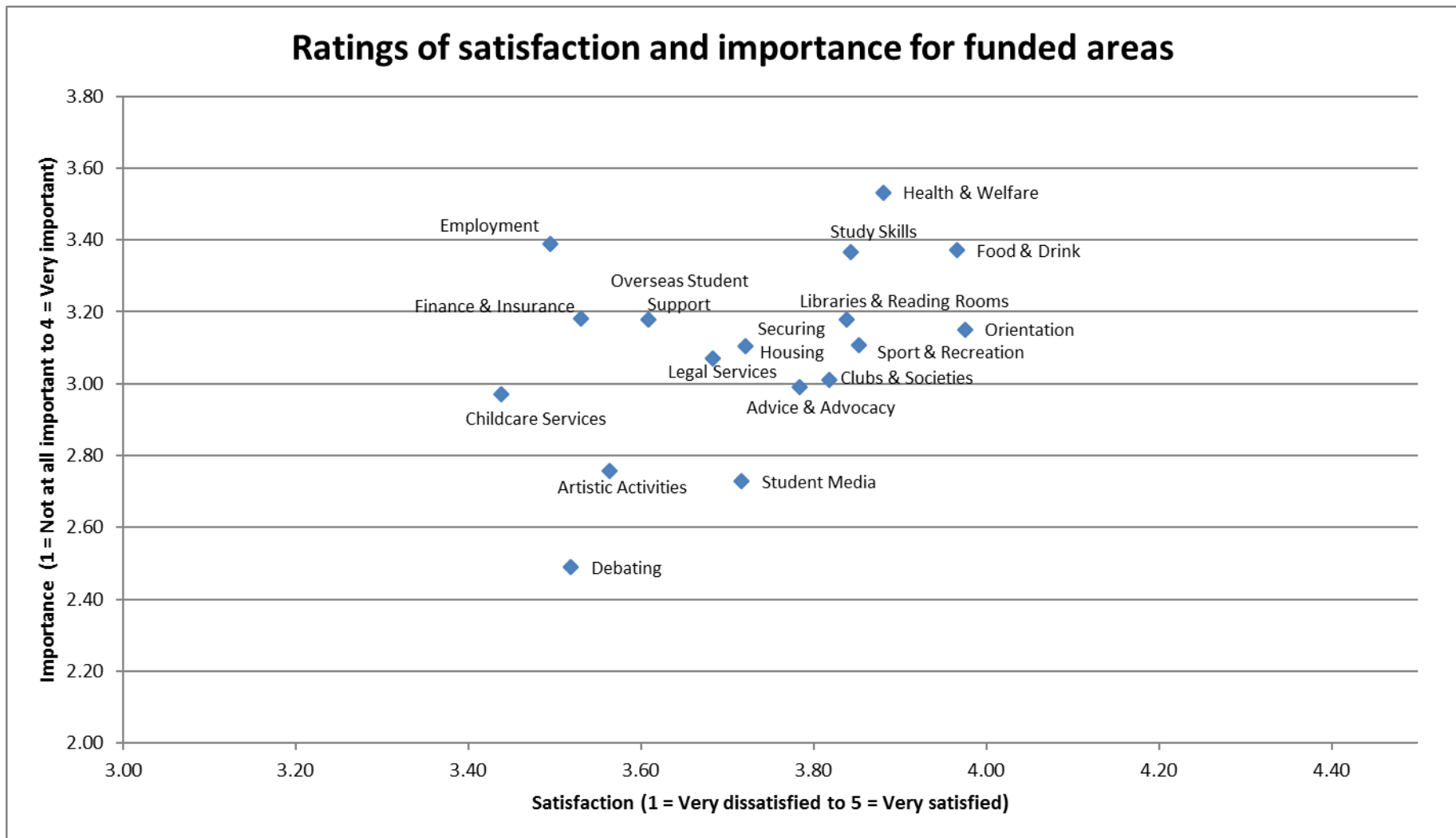


Figure 10. Ratings of satisfaction and importance of the 17 funding categories.

### 3.4.1 Qualitative responses

After answering scaled questions on satisfaction and importance (above), respondents were asked to give written responses to the question: “Thinking about the services and amenities that the SSAF funds, how can student support, student engagement or the student experience (outside of classes) be improved?”

The most common themes are listed below, along with some examples of the types of suggestions for each.

**Table 4. Summary of major qualitative themes for general improvements**

Number of responses	Major themes (more than 100 responses)
512	<b>Increasing Awareness</b> - of services and SSAF funding and more awareness in general needed
395	<b>Spaces</b> – Provide more or improved areas such as Study/Quiet Areas; Informal/Social/Lounge Spaces; and Outdoor Spaces
287	<b>Support Services</b> – Provide more or improved services such as academic mentoring/support and employment assistance/industry networking opportunities
282	<b>Facilities/Resources</b> - including more facilities, maintenance, greater affordability and accessibility. Specific examples included parking, and food preparation areas.
217	<b>Food</b> - including better or more options, greater affordability, and healthier choices
214	<b>Activities and events</b> – requesting more in general (most did not specify what kind of activities); Arts Activities/Spaces; and After Hours Activities
166	<b>Representation/Inclusiveness</b> – of all students or specific groups such as International or Mature Age students
130	<b>Student Participation/Input</b> - in SSAF funding or generally, and the use of these survey results
109	<b>Sports/Recreation</b> - more activities, better facilities, more events, subsidised fees

The full list of themes and subthemes are provided in Table 5. The total number of responses for the theme are shown in the left hand column, with the number of responses for each subtheme shown in the second column from the right. The right hand column provides suggestions on the approximate funding area that matches each subtheme. Note that many of the comments were either not specific or do not neatly fit into one of the funding areas.

Table 5. Summary of qualitative themes general improvements

Number of responses	Major themes and sub-themes	Reponses for subthemes	Funding Areas (suggested)
512	<b>Increasing Awareness</b> (of services and SSAF funding and more awareness in general needed)		
	Services	205	Advice & Advocacy
	More Awareness/Advertising/Information	115	
	SSAF - Transparency of How Funds Are Used	82	Advice & Advocacy
	SSAF (what it is)	57	Advice & Advocacy
	Health/Counseling Support Services	20	Health & Welfare
	Clubs (options and how to join, etc)	17	Clubs & Societies
	Activities/Events	16	Artistic Activities
395	<b>Spaces – More/Improved</b>		
	Study/Quiet Areas	153	Libraries & Reading Rooms
	Informal/Social/Lounge Spaces	54	Libraries & Reading Rooms
	Outdoor Spaces	35	
	Group Study Areas/Rooms	30	Libraries & Reading Rooms
	Seating	9	Libraries & Reading Rooms
	Eating Areas	5	Libraries & Reading Rooms/Food & Drink
287	<b>Support Services – More/Improved</b>		
	Academic mentoring/support	87	Study skills
	Employment assistance/industry networking opportunities	63	Employment
	Health/Mental Health Support Services	32	Health & Welfare
	Financial aid/counselling	31	Finance & Insurance/Securing Housing
	General	28	
	Career Guidance	27	Employment
	Ask Latrobe Services	21	
	Administrative/Enrolment	14	
	Advocacy	14	Advice & Advocacy
	Course Guidance/Subject Selection	13	
	Child Care	10	Childcare services
	Computer Support	7	

	Legal	3	Legal services
282	<b>Facilities/Resources</b>		
	More/Maintenance/Repairs/Affordability/Accessibility	62	Libraries & Reading Rooms
	Parking	39	
	Food Preparation Areas	27	Food & Drink
	Extended or 24/7 access to facilities	17	
	Residential Facilities	15	Securing Housing
	Power points	12	
	LMS	12	
	Academic Spaces	11	
	Bathroom Facilities	11	
	Computers	11	
	Improvements for Remote/Small (vs Large Campuses)	11	
	Online Resources	9	
	Agora Facilities	8	
	Printers/Printing	8	Student Media
	Arts Faculty	5	Student Media
	Signage	5	
	Smoking Designated Areas	4	
	Drinking Water	4	
	Bins	3	
Eftpos facilities	3		
Technology	3		
Chapel	1		
Lockers	1		
217	<b>Food</b>		
	Better/More options	77	Food & Drink
	Affordability	53	Food & Drink
	Healthier	35	Food & Drink
	Catering to Diverse Groups (eg. Vegan, Halal, Gluten Free, etc)	31	Food & Drink
Free Food	21	Food & Drink	
214	<b>Activities and events</b>		
	Not Specified	163	Food & Drink
	Arts Activities/Spaces	22	Artistic Activities/Student Media
	After Hours Activities	10	
	Performance Arts	9	Artistic Activities
	Music events/resources	5	Student Media
	Debating	5	Debating
166	<b>Representation/Inclusiveness (of groups such as:)</b>		
	International	36	Overseas

			Students
	Everyone	31	
	Mature Age	19	
	External Student Support	16	
	Post Graduate Support	12	
	Disabilities	11	
	1st Year Support	8	
	Cultural Diversity - Support/Celebrate	8	Overseas Students
	Rural Student Support	7	
	ESL Support	5	Overseas Students
	Cyclists	4	
	Minority Groups	3	
	Part time Students	2	
	NSAID	1	
	Queer Population	1	
	Carers	1	
	Women/Muslim	1	
130	<b>Student Participation</b>		
	Student Participation/Input (in SSAF funding or generally)	85	
	Surveys - Use Results	37	
	Student Involvement on Campus/Utilise Skills	5	
	Incentives for Student Participation	3	
109	<b>Sports/Recreation</b> (more activities, better facilities, more events, subsidised fees)		Sport & Recreation
86	<b>Clubs, Groups &amp; Societies – More/Broader Range/Increase Funding</b>		Clubs & Societies
60	<b>SSAF Fees</b>		
	Abolish/Reduce/Individualise Spending	43	
	Equity (Large campuses vs regional/small city campuses/online students)	17	
54	<b>Engagement/Connection with Students</b> (general: importance of, needs improvement)		
54	<b>Promotion/Advertising</b> (specific methods to improve awareness:)		
	Social media/Websites	15	
	Via email	10	
	In Orientation	9	
	Through newsletters/brochures/pamphlets	6	
	Posters	5	
	At time of enrolment	3	
	Via face to face means (eg. info sessions/student rep)	3	
	In classes	2	
	HECS Statement	1	
50	<b>Library</b>		



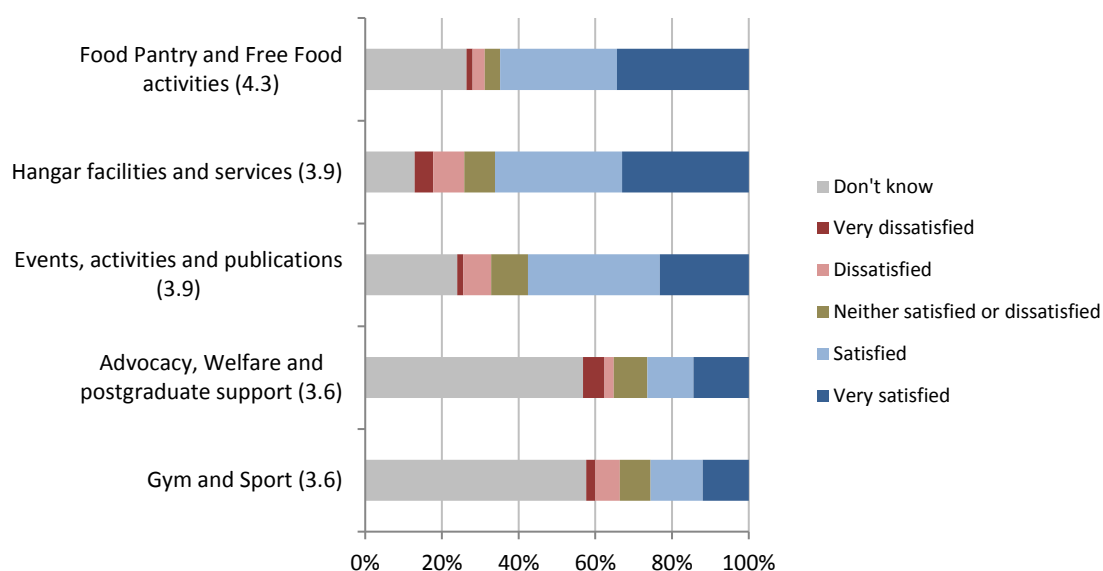
	Improve Resources/Services/More Space/Seating	32	
	Quieter	10	
	Non Academic Resources	8	Libraries & Reading Rooms
42	<b>Free Resources/Services/Use of Facilities</b>		
40	<b>Social Networks/Connections - More Opportunities</b>		
	Peer-to-peer	35	
	International/Domestic	5	Overseas Student
37	<b>Communication</b>		
	Improve	28	
	More Face to Face Communication	9	
37	<b>Well-Being Promotion/Support (preventative/general, monitoring)</b>		Health and Welfare
28	<b>Build Campus Culture/Sense of Community</b>		
26	<b>Accessibility (Services/Information)</b>		
19	<b>Staffing - Quality/Retention/Support</b>		
18	<b>Appropriate Prioritisation of Funding</b>		
18	<b>Orientation Improvement</b>		Orientation
12	<b>Social Media - Utilise/Improve</b>		
9	<b>Transport (improve public and between campuses, subsidies)</b>		
8	<b>Courses/Subjects on offer - Broader choice</b>		
8	<b>Environmental/Sustainability improvements</b>		
8	<b>Student Union - Increased Funding/Improved Benefits/More Affordable</b>		
8	<b>Textbooks - More Affordable/Accessible</b>		
5	<b>Safety/Security - Improve</b>		
4	<b>Relationship Between Teacher &amp; Student</b>		
4	<b>Unhappy Blended Learning</b>		
4	<b>Student Union – Less Funding/Power</b>		
2	<b>Coordination</b>		

## 4 Campus specific questions

### 4.1 Albury-Wodonga

Respondents were asked to rate their level of satisfaction with a range of campus-specific services and amenities – “Thinking about your answer to the previous question, how can Wodonga Student Association improve the services and amenities available to students in Wodonga?”. Responses are categorised on a 6-point scale, ranging from *very dissatisfied* to *very satisfied*. Respondents could also answer “Don’t know”.

The ‘Advocacy, Welfare and post-graduate support’ and ‘Gym and Sport’ categories had the lowest levels of satisfaction, though these services also had the lowest levels of use (~40% of respondents). While, overall, levels of satisfaction with ‘Hanger facilities and services’ was relatively good, as much as 13% of respondents were dissatisfied or strongly dissatisfied – this was also the most commonly used service. Most respondents were much more satisfied with the ‘Food pantry and free food activities’. All responses are presented Figure 11.



**Figure 11. Respondents' level of satisfaction with Wodonga-specific amenities and services. Number in bracket indicates the mean level of satisfaction, ranging from 1 (very unsatisfied) to 5 (very satisfied). n=125.**

Respondents were next asked about priority areas for funding - “Which of the following would you support Wodonga Student Association funding in the coming year?”. Up to three answers could be selected.

For the Albury-Wodonga campus, the greatest level of support was for improvements to outdoor Hangar space, followed by the microwave/kitchenette area and the inside Hangar area. The lowest level of support was for Skype-based legal services from Bendigo. Only 9 respondents said they would not support any of the given initiatives. See Figure 12.

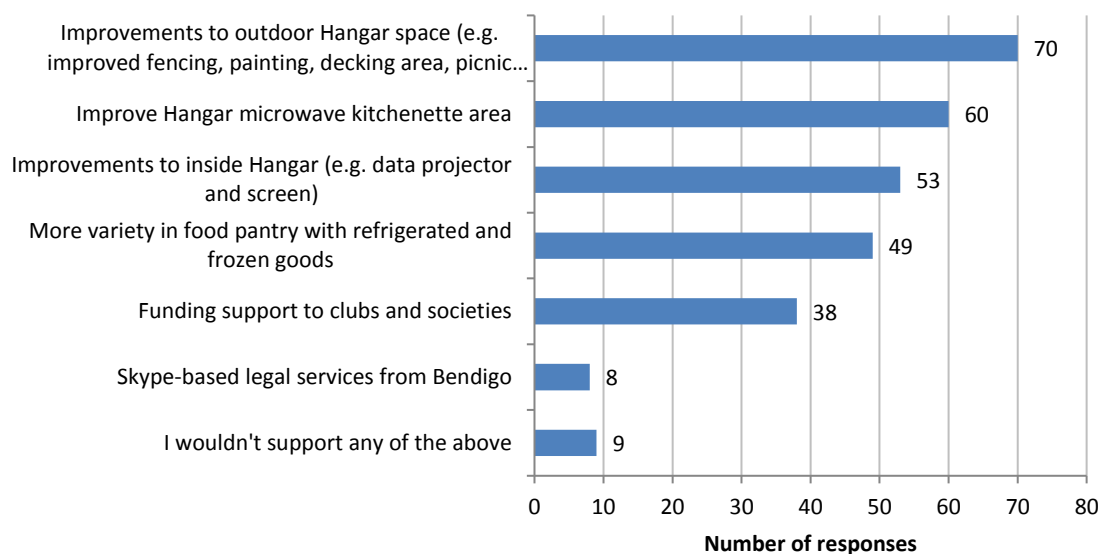


Figure 12. Respondents' support for Wodonga Student Association initiatives in the coming year. Note that respondents could select up to three choices. n=125.

#### 4.1.1 Qualitative Responses – Albury-Wodonga

After rating their level of satisfaction with student services and amenities (Figure 11), students were asked to respond to the question: “Thinking about your answer to the previous question, how can Wodonga Student Association improve the services and amenities available to students in Wodonga?”.

Numbers for this campus were low, however two main themes stood out: *Facilities/Resources* and *Food*. Table 6 gives a summary of themes and subthemes from 34 responses.

Specific suggestions included the following:

- *Update gym equipment, extend hours of hangar so they are the same opening hours of the library (don't need 3 people on during the day, can extend hours by having 1+lunch cover), provide urn/microwave/fridge that students can access whenever the library is open so we can bring our own food*
- *The free food pantry is a great initiative provided by foodshare and should not be claimed as a service from the WSA. IF, the WSA feels a need to provide a regular free food program, healthy and wholesome foods should be offered through the canteen.*
- *... accepting new ideas on how to attract new audiences other than alcohol events. Possibly adding more creativity and spiritual workshops to the campus to embrace diversity.*
- *Use more money for the food pantry as more students stuff, rather than using it on events and publications.*
- *gives us more free lunches (uni life = poor) also give us programs that give us information about what we can do with our degrees and pathways for postgraduate studies (even if its not at la trobe)*
- *Financial help difficult to access, get passed from person to person no clear answers, scholarships page unorganised hard to know what you're eligible for*

Table 6. Summary of qualitative themes Albury-Wodonga

Number of responses	Major themes and sub-themes	Reponses for subthemes
4	<b>Increasing Awareness</b>	
	More Awareness/Information	3
	Services	1
1	<b>Support Services – More/Improved</b>	
	Advocacy	1
11	<b>Facilities/Resources</b>	
	Hangar – Improve/Cleaner Facilities	5
	Extended or 24/7 access to facilities	3
	Improve Facilities	2
	More useful services and amenities	1
9	<b>Food</b>	
	Healthier	4
	Food Pantry – continue, more funds	3
	Affordability	1
	More options	1
3	<b>Activities and events</b>	
	Not Specified	2
	Mature Age activities	1
4	<b>Sports &amp; Recreation</b>	
1	<b>Representation/Inclusiveness</b>	
1	<b>SSAF Fees Equity (internal vs external students)</b>	

## 4.2 Bendigo

Respondents were asked to rate their level of satisfaction with a range of campus-specific services and amenities. Responses are categorised on a 6-point scale, ranging from *very dissatisfied* to *very satisfied*.

Except for the 'Events and Entertainment' category, less than 50% of respondents were able to rate the services and amenities at Bendigo. Despite this, levels of satisfaction were generally high for those who provided a rating. 'Uni game support' was the service with the lowest level of use and satisfaction. All responses are presented in Figure 13.

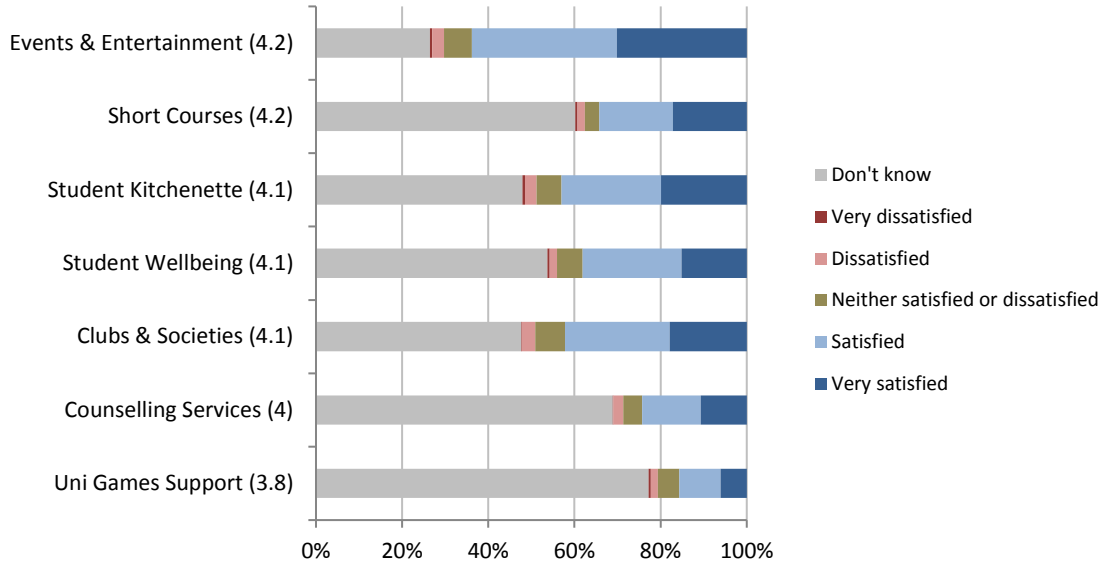


Figure 13. Respondents' level of satisfaction with Bendigo-specific amenities and services. Number in bracket indicates the mean level of satisfaction, ranging from 1 (very unsatisfied) to 5 (very satisfied). n=755.

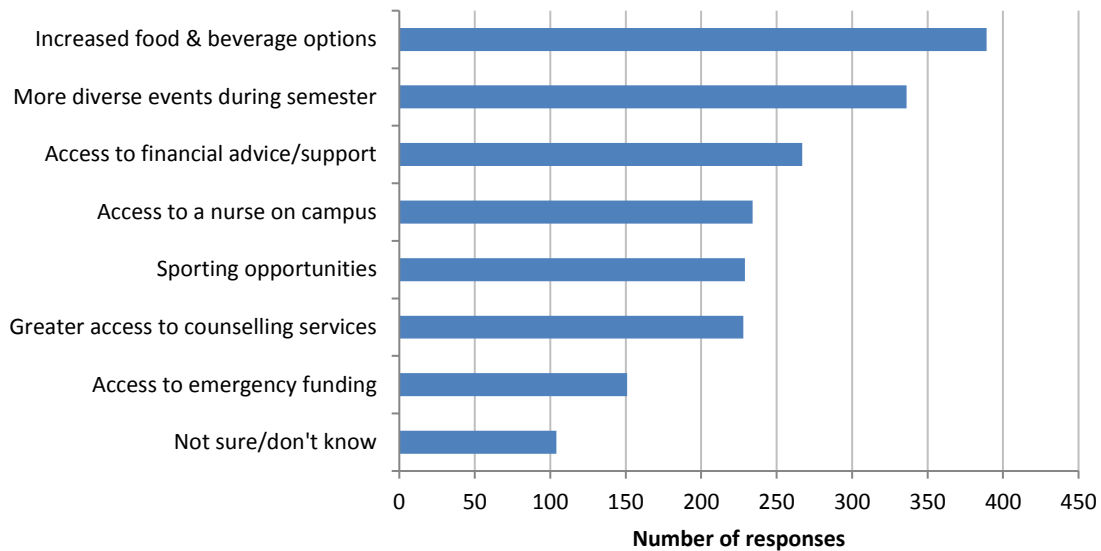


Figure 14. Respondents' preferences for areas in need of greater funding/attention by the Bendigo Student Association. Note that respondents could select up to three choices. n=755.

Respondents were next asked about priority areas for funding – “What three areas require greater levels of funding and attention by the Bendigo Student Association”

Respondents were most in favour of improved food and beverage options, more diverse events and improved access to financial advice/support. Access to emergency funding received the least amount of support. See Figure 14.

### 4.2.1 Qualitative Responses – Bendigo

After rating their level of satisfaction with student services and amenities, students were asked to respond to the question: “Thinking about your answers to the previous question, how can the Bendigo Student Association improve the services and amenities available to students in Bendigo?”.

Table 7 gives a summary of main themes and subthemes to come out of this question. Of the 577 responses, just over 75% related to four main categories: *Food* (138, 24%), *Support Services* (128, 22%), *Activities and Events* (90, 16%) and *Increasing Awareness* (86, 15%).

Most comments regarding food were general suggestions to increase choices and diversity, with several respondents requesting more healthy options. Specific suggestions included:

- *There are only two food options at the Bendigo campus, diversity would be good, perhaps food van?*
- *Less deep fried food options. Salad, cold meats bar.*
- *More varieties such as indian/italian/juice bars*
- *Food co op, community garden, food bank.*
- *More coffee shops/vending machines in buildings other than the SU*

Suggestions regarding support services:

- *I would like to see more assistance for scholarships, study grants and financial aid for all students.*
- *Having counseling services/ financial support give friendly reminders that they're around (we sometimes forget with all the stress we're undertaking).*
- *More counsellors for times of stress such as exams.*

Suggestions regarding activities and events:

- *Providing a games night on res once a week.*
- *I like how universities like Deakin have random pop-up stalls and mini markets every now and again, and more events and activities.*
- *Diverse and engaging events that will make students leave their rooms. The Comedy Night was a very good idea. More of these, please!*

Suggestions regarding promotion of services and events / increasing awareness:

- *Do more surveys, utilise lectures and classes to get to students who are being missed. Make more awareness for the facilities.... Target areas specifically, aiming to get a broad scope of students, not just ones who read spam email. This can be done through student representative quick speaks before or after classes or lectures*
- *Need a more clear centre for information for students to find out where to find services or know upcoming events*
- *More information. Having missed O week due to a late acceptance, I have no idea about any social clubs/events/opportunities.*

Table 7. Summary of qualitative themes Bendigo

Number of responses	Major themes and sub-themes	Reponses for subthemes
86	<b>Increasing Awareness</b> (of services and SSAF funding and more awareness in general needed)	
	More Awareness/Advertising/Information	72
	Consult with students more regularly – surveys and engagement	14
16	<b>Spaces – More/Improved</b>	
	Study Spaces, Including Outdoor	9
	Suggestions for new spaces <i>Expanding Sweeny's café (2), open air art spaces, Parking (more/cheaper), Women's room, community gardens, indoor pool.</i>	7
128	<b>Support Services – More/Improved</b>	
	Employment Advice/Volunteer Opportunities	3
	Academic Mentoring/Support	10
	Child Care	1
	Nurses/Doctors on Campus	38
	Financial support/Emergency Funding/Access to Services	36
	Counselling Services (Access, Links to external organisations)	35
	Short Courses/Training Opportunities	3
	Suggestions for Support Services: <i>Short-term accommodation support; Transport for off-campus students</i>	2
12	<b>Facilities/Resources</b>	
	New Printer in Graphics Wing	1
	Extend Opening Hours, Improve Access	5
	Improve Cleanliness	3
	Upgrade Kitchenette/More Supplies	3
138	<b>Food</b>	
	Better/More options	91
	Diversity (vegan, vegetation, multicultural, etc)	17
	Free food	3
	Healthy food	27
90	<b>Activities and events</b>	
	More Events/More Diverse	62
	Suggestions for events: <i>Fewer alcohol-related events (6), more inclusivity/getting diverse people together (6), holding events throughout semester (4).music related (3), market days (2), games nights (2), comedy (2)</i>	28

32	<b>Representation/Inclusiveness (of groups such as:)</b>	
	Post Graduates	1
	LGBTQI	1
	Mature Age	8
	Recognise diversity – engage & provide for wide variety of students	22
42	<b>Sports/Recreation (more activities, better facilities, more events, subsidised fees)</b>	
	Gym & sports centre - access and improvements	15
	Promote sporting events, clubs	27
4	<b>Clubs, Groups &amp; Societies – More/Broader Range/Increase Funding</b>	
3	<b>Library</b>	
	Improve Resources/Services/More Space/Seating	2
	Noise (Volume in student union is a problem as the library is next door)	1
17	<b>Affordability/value for money</b> <i>Suggestions regarding food/events (6), Health and other services (5), books/supplies/printing (5), and payment plans for fees (2)</i>	
8	<b>Appropriate Prioritisation of Funding</b> <i>Suggestions included less focus on social events and more on professional/future planning (3), support for placements (2), rural campuses (2), and printing/supplies (1)</i>	
1	<b>Environmental/sustainability improvements</b>	

### 4.3 City campuses

Respondents were asked to rate their level of satisfaction with a range of campus-specific services and amenities. Responses are categorised on a 6-point scale, ranging from *very dissatisfied* to *very satisfied*.

As with the Bendigo campus, a high proportion of respondents were unable to rate their satisfaction with any of the services or amenities listed. Overall, levels of satisfaction were lower than for other campuses, particularly for 'Events and Entertainment', 'Representation of student views' and 'Clubs and Societies Program'. See Figure 15.



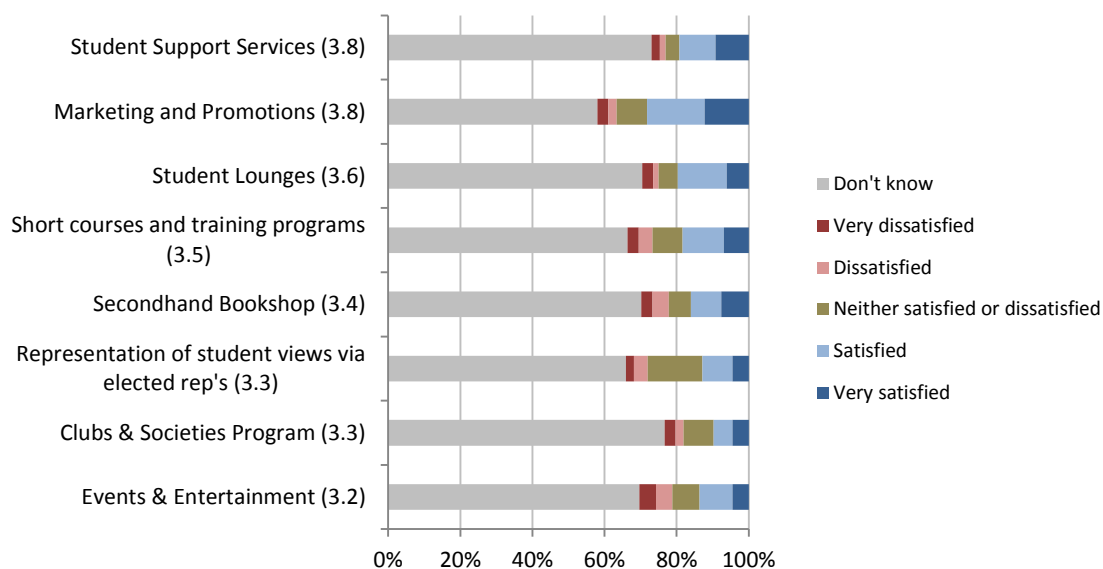


Figure 15. Respondents' level of satisfaction with City campus-specific amenities and services. Number in bracket indicates the mean level of satisfaction, ranging from 1 (very unsatisfied) to 5 (very satisfied). n=132.

#### 4.3.1 Qualitative Responses – City Campuses

After rating their level of satisfaction with student services and amenities, students were asked to respond to the question: “Thinking about your answer to the previous question, how can the La Trobe University Student Union improve the services and amenities available to students in the city campuses?”.

Of the 79 responses summarised in Table 8, most related to increasing awareness of services and events (19, 24%) and adding to or improving on support services (8, 10%).

Specific suggestions included:

- *I access study space in Franklin St because I live so far from the Bundoora and Bendigo campuses where my supervisors are. Advocating for quality study spaces in the city - not linked to individual faculties or schools - for both research and other students would be a welcome initiative.*
- *By arranging a separate lounge at one of the corners of City Campus, so that the students can engage in Uni Activities more*
- *There never is much things going on at the City Campus. Although the facilities are very good, is isn't much reason to stick around on campus, besides the free coffee machine (i like coffee, SSAF is worth it just for that).*
- *Send students to a list of available activities and actually promote it to us.*
- *Utilize the text brigade scheme to connect with students because not all are online at all times.*

Table 8. Summary of qualitative themes City Campuses

Number of responses	Major themes and sub-themes	Reponses for subthemes
19	<b>Increasing Awareness</b> (of services and SSAF funding and more awareness in general needed)	
	More Awareness/Advertising/Information	17
	SSAF (what it is)	1
	Suggestions for better communication/promotion	1
4	<b>Spaces – More/Improved</b>	
	Informal/Social/Lounge Spaces	1
	More study spaces, group meeting spaces	3
8	<b>Support Services – More/Improved</b>	
	Information on Scholarships	1
	Short Courses, study skills	1
	Support staff (e.g. Ask LaTrobe) - better qualified and available more often	4
	After-hours/online services	2
34	<b>Activities/Events</b>	
	Need more at City campus. Not much offered in comparison with Bundoora	33
	Provide opportunities to mix with students from other campuses	1
4	<b>Food</b>	
	Better/More options	3
	Provide fair-trade food/drink	1
6	<b>Representation/Inclusiveness</b> (of groups such as:)	
	Post Graduates/Part-time/After-Hours students	4
	International Students	2
1	<b>Clubs, Groups &amp; Societies – More/Broader Range/Increase Funding</b>	
	Support development of campus-specific clubs	1
2	<b>Affordability/value for money</b>	
	Second-hand bookshop too expensive	1
	SSAF not good value for money	1
1	<b>Environmental/sustainability improvements</b>	
	Replace polystyrene cups with recyclable	1

## 4.4 Bundoora

Respondents were asked to rate their level of satisfaction with a range of campus-specific services and amenities. Responses are categorised on a 6-point scale, ranging from *very dissatisfied* to *very satisfied*.

Levels of levels of satisfaction, overall, were similar to Wodonga. ‘Representation of student views’ was rated least favourably, with almost one-quarter (24%) noting that they were dissatisfied or neither satisfied or dissatisfied with this service. All responses are shown in Figure 16.

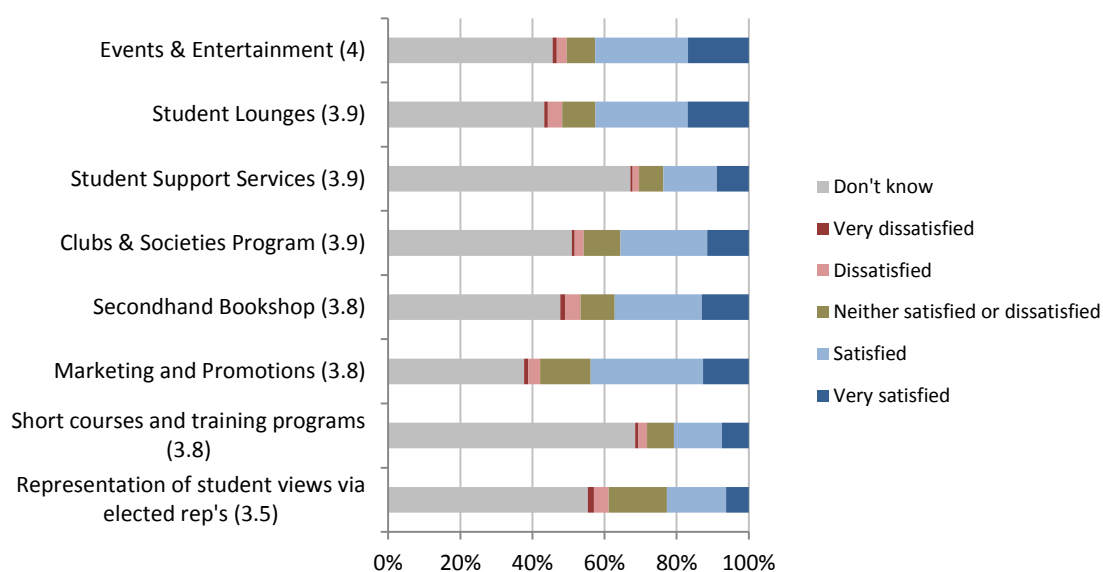


Figure 16. Respondents' level of satisfaction with Bundoora-specific amenities and services. Number in bracket indicates the mean level of satisfaction, ranging from 1 (very unsatisfied) to 5 (very satisfied). n=2905.

### 4.4.1 Qualitative Responses – Bundoora

After rating their level of satisfaction with student services and amenities, students were asked to respond to the question: “Thinking about your answer to the previous question, how can the La Trobe University Student Union improve the services and amenities available to students at Bundoora?”.

There are 1,471 responses summarised in Table 9. The most common suggestions related to increasing awareness (465, 32%), facilities/resources (187, 13%) and student spaces (167, 11%). Only 4% of suggestions related to food, in contrast to 24% of comments from the Bendigo campus.

Suggestions for increasing awareness of services and events:

- *Keep putting calendars out of when events are on.*
- *I think Have regular meetings, inform students what they are all about and what they are doing or improvements then have questions times.*

- ..a campus map with the classrooms mentioned be installed front of the library. It could be digitalized for users ease and efficiency.
- More signs pointing towards the buildings where these amenities and services are offered.

Suggestions regarding facilities and student spaces:

- Improved lounge facilities for lunch, more microwaves and lunch facilities around campus
- lounges like the queer lounge can be in more accessible locations and their location more easy to find. it could be more feasible for clubs/groups to plan events more often.
- Many of the classrooms are outdated and stifle collaborative learning. Whilst I understand classroom renovation is a lengthy and costly task, which may come outside SSAF funding. I would like to use this forum to express the need for more collaborative learning spaces.
- Definitely bring back student hub Create another space, other than the library where students can work
- More protected outdoor areas (protected from wind, rain and sun). Often need to have a break or study outside but not possible a large percentage of the time for above reasons.

There were 44 suggestions regarding how to prioritise funding. These included:

- Spend more money on campus life and more money on student advocacy.
- More funding to student theatre.
- Run more events and initiatives to become a member. bring back parking permit discounts with membership
- Primary focus should be education and cost cutting for students - better library and free parking.

**Table 9. Summary of qualitative themes Bundoora**

Number of responses	Major themes and sub-themes	Reponses for subthemes
465	<b>Increasing Awareness</b> (of services and SSAF funding and more awareness in general needed)	
	More Awareness/Advertising/Information	346
	Consult with students more regularly – surveys and engagement	41
	SSAF - Transparency of How Funds Are Used	4
	Suggestions for better communication/promotion <i>Most common suggestions were greater use of student email (15), Uni magazine (Rabelais) to be more regular and visible (14), social media announcements (12), regular tours/meetings/information sessions (11), more maps/billboards/signage (12) and talking with students in person (7).</i>	74
167	<b>Spaces – More/Improved</b>	
	Study/Quiet Areas	47
	Informal/Social/Lounge Spaces	74
	Outdoor Spaces	5
	Suggestions for new/upgraded spaces	41

120	<b>Support Services – More/Improved</b>	
	Employment assistance/industry networking opportunities	20
	Health/Mental Health Support Services	10
	Financial aid	5
	Short courses /Training Programs	29
	Child Care	2
	Academic Mentoring/Support	39
	Other suggestions: <i>Suggestions related to better help for new students (buddy system, campus guides) (4), accommodation support (2), life skills (living away from home, social + academic support in one) (2), better communication with students (2), advice on student discounts (2), support for LMS (1)</i>	15
187	<b>Facilities/Resources</b>	
	Computers	8
	Second-hand bookstore - more books	24
	Second-hand bookstore - SUGGESTIONS	25
	Improve kitchen facilities, particularly microwaves	43
	Parking	19
	Arts - gallery, music rooms, theatre	4
	Extended or 24/7 access to facilities	18
	Improve cleanliness	22
Noisy / overcrowded	24	
59	<b>Food</b>	
	Better/More options (incl. vegetarian, allergy-friendly)	36
	Healthier	6
	Free Food	17
111	<b>Activities and events</b>	
	More events	51
	Suggestions re. events <i>Main areas of focus included: changing up the days (e.g. events after-hours/weekends) (10), less alcohol related/more family friendly (7), more free events (8), arts-theatre/movies/music (5), more professional/networking (5). Other suggestions included faculty balls, multicultural days, more events at the Agora and Eagle bar, and tours/trips for international students.</i>	60
67	<b>Representation/Inclusiveness</b> (of groups such as:)	
	International Students	9
	Off-Campus Students	29
	Part-Time	5
	Everyone - not just minority groups	1
	Students with children	2
	Mature Age	12
	Post Graduate	7
Disabilities	1	

	LGBTQI	1
8	<b>Sports/Recreation</b>	
	More activities/events, better facilities, subsidised fees	8
49	<b>Clubs, Groups &amp; Societies – More/Broader Range/Increase Funding</b>	
33	<b>Library</b>	
	Upgrade/expand seating areas/study spaces	33
88	<b>Union and union representatives</b>	
	Union representatives - better visibility, representation, engagement	56
	Diversity within union	4
	LTSU fee/membership – what are the incentives?	11
	Union elections – behaviour/organisation	17
69	<b>Affordability/value for money</b>	
	General	27
	Second-hand bookstore - cheaper books	9
	Abolish/Reduce SSAF fee	33
44	<b>Appropriate Prioritisation of Funding</b>	
4	<b>Environmental/Sustainability improvements</b>	

#### 4.5 Shepparton

Over a third (34%) of respondents were very satisfied with 'Student facilities including the kitchenette'. This was also the area with the highest level of usage. The secondhand bookshop was viewed least favourably by respondents with a mean score of 3 out of 5. The majority of respondents replied "Don't know" or had not used the bookshop. There was also a higher proportion of those who were dissatisfied or very dissatisfied. All responses are presented Figure 17.

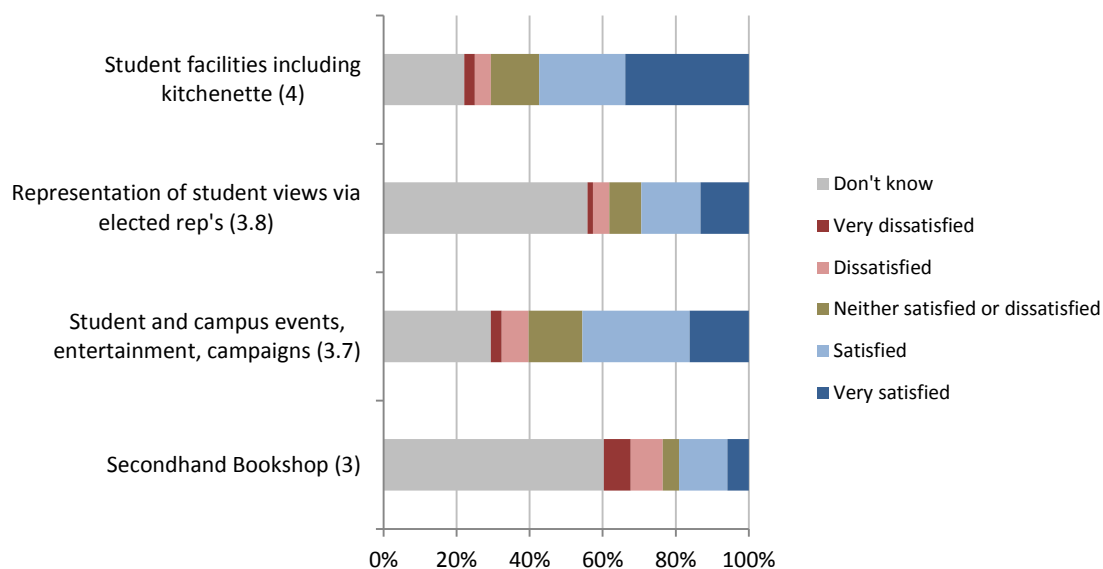


Figure 17. Respondents' level of satisfaction with Shepparton-specific amenities and services. Number in bracket indicates the mean level of satisfaction, ranging from 1 (very unsatisfied) to 5 (very satisfied). n=68.

#### 4.5.1 Qualitative Responses – Shepparton

After rating their level of satisfaction with student services and amenities, students were asked to respond to the question: “Thinking about your answer to the previous question, how can the La Trobe University Student Union improve the services and amenities available to students at the Shepparton campus?”.

Table 10 summarises the main themes from 37 responses. Specific suggestions included the following:

- *There appears to be a lot of interaction between students and councilors but maybe a special area should be in place for students needing a really quiet one on one.*
- *More amenities in meeting room for MBA students. Options or facility to purchase or sell 2nd hand books.*
- *A greater space for the kitchenette. At Bundoora they have an outdoor gym, would be great to have that in Shepparton. Create a mixed netball league or something. Also timetabling of subjects, I mean I have 4 hours of class but still have to attend over two days surely you can fit all the first year subjects into 1 day*
- *Take into account that not all students who are enrolled in Shepparton are actually based in Shepparton. While I did make use of some services at the Bundoora campus, I attended virtually no activities because I was only ever sent information about activities in Shepparton.*
- *organizing meetings and workshops mainly during the weekend, as many of us (postgraduate students) are not in Shepparton or are working during the week*

Table 10. Summary of qualitative themes Shepparton

Number of responses	Major themes and sub-themes	Reponses for subthemes
7	<b>Increasing Awareness</b>	

	(of services and SSAF funding and more awareness in general needed)	
	More Awareness/Advertising/Information	2
	Consult with students more regularly – surveys and engagement	3
	Second-hand bookshop (set up/publicise)	2
8	<b>Spaces – More/Improved</b>	
	Informal/Social/Lounge Spaces	4
	More study spaces, classrooms	2
	Specific suggestions	2
4	<b>Facilities/Resources</b>	
	Improve Cleanliness	
	Upgrade Kitchenette, More Supplies	3
	Improved computer labs	1
2	<b>Food</b>	
	Better/More options	1
	Free Food	1
8	<b>Support Services, Activities and events</b>	
	Greater variety of Services/Events	6
	Ensure Shepparton has same opportunities as larger campuses	1
	Cheap movie nights	1
4	<b>Representation/Inclusiveness</b> (of groups such as:)	
	Post Graduates	3
	Students living far from campus - ie advertise events at all campuses	1
4	<b>Clubs, Groups &amp; Societies – More/Broader Range/Increase Funding</b>	
	More clubs/greater variety	2
	Mixed sporting teams	1
	Better Timetabling	1

## 4.6 Mildura

Respondents were asked to rate their level of satisfaction with a range of campus-specific services and amenities. Responses are categorised on a 6-point scale, ranging from *very dissatisfied* to *very satisfied*.

Overall, levels of satisfaction were similar to Bundoora and Wodonga. ‘Student support with academic and administrative’ issues had the highest mean score, with over 40% very satisfied. ‘Student facilities including the kitchenette’ was also highly rated, with more than 60% of students with satisfied or very satisfied.

As with Shepparton, the secondhand bookshop was the service with the lowest level of satisfaction. All responses are presented in Figure 18.



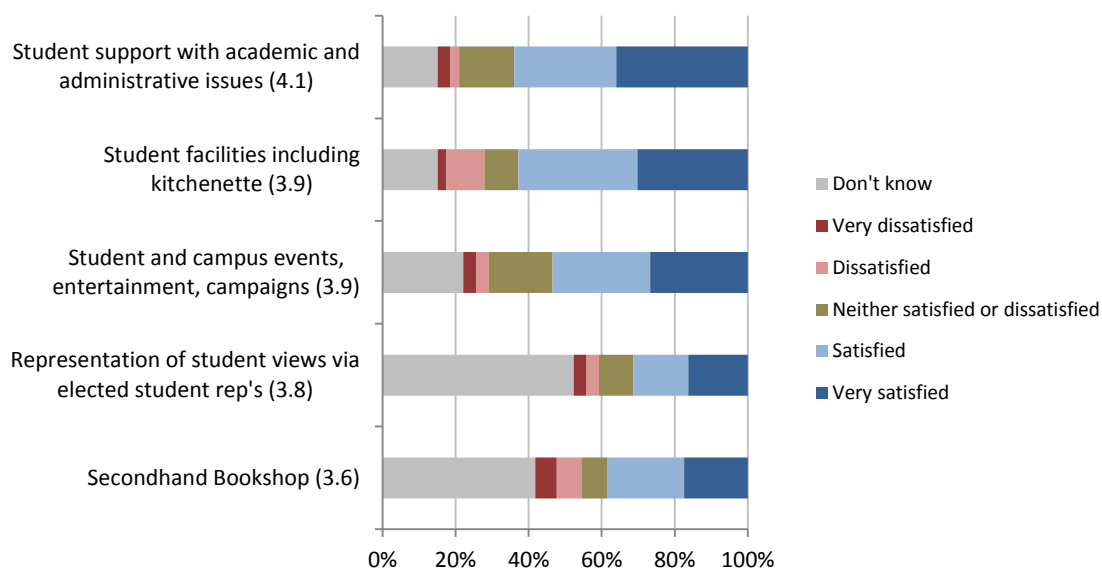


Figure 18. Respondents' level of satisfaction with Mildura-specific amenities and services. Number in bracket indicates the mean level of satisfaction, ranging from 1 (very unsatisfied) to 5 (very satisfied). n=86.

#### 4.6.1 Qualitative Responses – Mildura

After rating their level of satisfaction with student services and amenities, students were asked to respond to the question: “Thinking about your answer to the previous question, how can the La Trobe University Student Union improve the services and amenities available to students at the Mildura campus?”.

Of the 58 responses presented in Table 11, the most common themes were *Increasing Awareness* (12, 21%), *Facilities/Resources* (10, 17%), and *Activities/Events* (9, 16%).

Specific suggestions included the following:

- *More information could be provided so that we know what our fees are doing for our campus*
- *Please recognize that many students have young children and are single mothers/fathers, student activities need to occasionally be family inclusive. Also please improve food/drink resources at mildura campus.*
- *More sport and recreation activities on campus. For example the Tafe has a recreation room with a pool table available to them. I think having a table tennis table available and our own little recreation room would be an awesome idea and would definitely get people socialising and create a more fun feeling about uni.*
- *A child minding service for short visits. Snacks in the kitchen on a regular basis. An area that is not the library you can sit on bean bags or sit on comfy couches to read the numerous readings that are required. A music lab or somewhere to just chill would be awesome as well. Sometimes i like some tunes when i study*

- *Better access to available amenities such as the secondhand bookshop - although I've not used it many students have expressed having no idea where it is.*

Table 11. Summary of qualitative themes Mildura

Number of responses	Major themes and sub-themes	Reponses for subthemes
12	<b>Increasing Awareness</b> (of services and SSAF funding and more awareness in general needed)	
	More Awareness/Advertising/Information	7
	Consult with students more regularly – surveys and engagement	2
	Provide information on orientation prior to the date	1
	Second-hand bookshop (set up/publicise)	2
4	<b>Spaces – More/Improved</b>	
	Informal/Social/Lounge Spaces	1
	More Study Spaces, Classrooms	1
	Powerpoints for outdoor study areas	1
	Shaded areas for outdoor study spaces	1
3	<b>Support Services – More/Improved</b>	
	Organise placements earlier	1
	More student support programs	1
	Child care/child minding for short visits	1
10	<b>Facilities/Resources</b>	
	Improve cleanliness	2
	Upgrade kitchenette, more supplies	6
	Computers/software (more and up-to-date)	2
5	<b>Food</b>	
	Better/more options	5
9	<b>Activities and events</b>	
	Events should be offered equally across schools/departments	1
	Program/course-specific events	1
	More events/More Diversity	7
2	<b>Representation/Inclusiveness</b> (of groups such as:)	
	Post graduate support	1
	Students with children - family friendly activities	1
5	<b>Library</b>	
	Improve Resources/Services/More Space/Seating	3
	More e-books for regional campuses	2
7	<b>Union representatives – better visibility, representation, engagement</b>	7
1	<b>More funding for Mildura campus</b>	1

## 5 Appendix 1

The Student Services and Amenities Fee (SSAF) can be spent by the university and student associations on the following 19 areas (together with examples):

### **Advice in relation to the University's rules**

- consulting students on matters of SSAF funding
- a service that helps to explain policies and procedures to students
- providing access to information on policies and action that can be taken by students

### **Advocacy for students in relation to the University's rules**

- funding for an advocacy service that assists students with a range of student-related issues

### **Childcare services**

- subsidising child care services
- maintenance/building child care centres, services and facilities

### **Employment support and advice**

- providing an employment service to assist students find jobs on campus
- providing workshops on interview skills, resumes and writing job applications

### **Non-academic libraries and reading rooms/lounges**

- building or refurbishing areas/rooms for student use as informal study and break out areas
- funding for furniture to enhance existing spaces

### **On-campus food or drink**

- enhancing existing services and the overall food and beverage offering of each campus
- subsidising or providing food events during the academic year e.g. orientation week

### **Orientation information**

- contribution to Orientation week and events
- funding projects to assist with encouraging student participation

### **Sport and recreation facilities and services**

- subsidising social sporting competitions
- building and maintaining sporting facilities and equipment
- subsidising travel to inter-university sporting competitions

### **Student clubs**

- building or refurbishing rooms for use by clubs and societies
- providing funding to clubs and societies to allow them to purchase supplies and equipment

### **Student health and welfare services**

- providing programs to ensure a safe and respectful community on all campuses
- subsidising health/welfare services
- free counselling for students
- providing safe transport service on and around campus

### **Student legal services**

- providing or subsidising legal service for students

**Support around finances**

- engaging staff and student associations to assist students with financial issues
- providing information about financial assistance to students

**Support around insurance**

- engaging staff and student associations to assist students with insurance
- providing information about insurance to students
- subsidising insurance policies for students

**Support for artistic activities**

- providing rehearsal and exhibition spaces
- subsidising creative art workshops, dance classes or art supplies

**Support for debating by students**

- subsidising travel to debating competitions
- providing rooms or meeting spaces for debating to take place

**Support for overseas students' welfare and other needs**

- providing information to students for before and after they arrive in Australia
- providing language and learning advisers to assist students
- engaging staff to assist international students to access other services

**Support for producing and sharing student-created media**

- subsidising the printing of student newspapers and magazines
- building or refurbishing rooms that can be used by students who are involved in the production of student newspapers, magazines and radio (or other communications)

**Support in securing accommodation**

- services to assist students secure safe and affordable accommodation on and off campus
- subsidising accommodation on campus

**Support for students to build study skills**

- workshops and other information on skills such as time management, taking notes, exam revision, etc.