



FIRST PERSON
CONSULTING

Student Services and Amenities Fee (SSAF) Survey Results

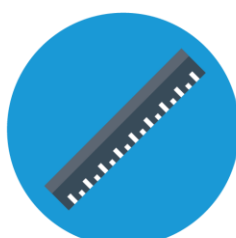
2018

FINAL REPORT

Prepared for
La Trobe University



RESEARCH



EVALUATION



DESIGN

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Acronyms

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

1 Introduction

La Trobe University (LTU) is a multi-campus institution with approximately 32,000 students and 3,000 staff across six campuses. These campuses are spread across Victoria, including Melbourne CBD, Albury-Wodonga, Bendigo, Shepparton, Mildura and Bundoora.

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) conducted the 2016 and 2017 SSAF surveys as well as the current year (2018), providing consistency in data collection and analysis and allowing results to be tracked and compared year on year.

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
- comparison of results to the 2016 and 2017 findings.

2 Methodology

An online survey was undertaken in order to get feedback from all eligible students at LTU. 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. The current questionnaire was reduced to a smaller number of questions to encourage completion and to focus on key areas. The number of options in the response scales was also reduced from 4 or 5 point scales (in 2016) down to 3 point scales to improve the clarity of the questions and reduce the burden on respondents, particularly those who were completing the survey on a mobile device, (almost half of the respondents).

The survey included questions on satisfaction and importance of 14 categories of SSAF funding areas as well as specific questions for each campus. 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. Two reminder emails were sent, along with an SMS message to all students in the final days of the survey. Incentives were offered to encourage completion of the survey. By completing the survey, students could choose to go into a prize draw for the chance to win one of:

- an Apple Watch Series 3, valued at \$589
- one of six \$250 Coles-Myer gift cards,
- one of six \$100 Coles-Myer gift cards or
- one of forty \$50 Coles-Myer gift cards.

The student organisations also advertised the survey via various media including facebook to encourage participation either via the email invitation that had been sent or an additional URL that was available. Student organisations encouraged students to complete the survey on the spot by providing iPads for the students to use with the added incentive of a KitKat and/or coffee voucher. 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, 6612 students began the survey, with 5478 continuing through to the end of the questions. This gave a margin of error of 1.2%. Key response data is presented in **Error! Reference source not found..**

Table 1. Key SSAF survey response data for 2016 and 2017.

Element	2016	2017	2018	Comment(s)
---------	------	------	------	------------

Total responses	4616	5495	6612	Answered at least the first question; duplicates removed
Total completed survey	4084	4721	5478	Respondents who completed to the end of the survey
Overall response rate	12%	15%	18%	Based on completed surveys (22% of population answered at least one question)
Margin of error	1.4%	1.32%	1.2%	with 95% confidence level (based on completed surveys)

Table 2. Number of respondents per entry point to the survey.

Method	2016	2017	2018
Email invite	3678	3775	4597
Web link	188	865	749
Accessible version	130	81	132
Total	3996¹	4721	5478

Table 3. Number of respondents per completion method and numbers starting and completing the survey.

Method	2016		2017		2018	
	Start²	Complete³	Start	Complete	Start	Complete
Desktop	2986	2753	2741	2491	3490	3065
Mobile	1630	1243	2754	2230	2944 ⁴	2413

¹ Note that some of the totals differ due to missing data from participants for some questions.

² Number answering the first survey question.

³ Number completing to the end of the survey.

⁴ This total is lower than the total number answering the first question as desktop or mobile status is determined after the first three questions.

Table 4. Number of respondents per campus who completed the survey.

Row Labels	2016	2017	2018
Albury-Wodonga	114	135	161
Bendigo	708	1001	1112
Bundoora	2854	3239	3818
City	138	161	177
Mildura	83	97	114
Shepparton	60	88	96
Grand Total	3957	4721	5478

3 Results

3.1 Overview

For the key results on the SSAF funding areas, it was found that on average, students were satisfied with all areas. That is, all areas were rated above the midpoint of 2 on the scale. Compared to 2017, the order of the top 5 areas remained the same, with higher ratings of satisfaction in almost all areas. As noted in the next section, in the previous year there had been no change or small decreases in satisfaction from 2016 to 2017.

Table 5. Satisfaction with key funding areas in 2018, 2017 and 2016.

Satisfaction Results							
Rank	Funding area 2018	Mean (1 to 3)*	Funding area 2017	Mean (1 to 3)*	Funding area 2016	Mean (1 to 3)*	
1	Orientation information	2.71	Orientation information	2.67	Orientation information	2.71	
2	Health & welfare	2.67	Health & welfare	2.65	Food & drink	2.67	
3	Study skills	2.64	Study skills	2.60	Health & welfare	2.65	
4	Advice & advocacy	2.63	Advice & advocacy	2.58	Study skills	2.63	
5	Food & drink	2.59	Food & drink	2.53	Advice & advocacy	2.62	
6	Securing housing	2.55	Student clubs	2.52	Sport & recreation	2.61	
7	Student clubs	2.55	Sport & recreation	2.51	Student clubs	2.60	
8	Sport & recreation	2.53	Securing housing	2.47	Non-academic libraries	2.57	
9	Legal, finances and insurance	2.52	Legal, finances and insurance	2.46	Securing housing	2.53	
10	Employment support	2.44	Non-academic libraries	2.46	Debating and student media	2.47	

11	Non-academic libraries	2.42	Employment support	2.42	Legal, finances and insurance	2.47
12	Childcare services	2.40	Debating and student media	2.38	Artistic activities	2.42
13	Debating and student media	2.39	Childcare services	2.36	Employment support	2.39
14	Artistic activities	2.37	Artistic activities	2.33	Childcare services	2.36

* Scale: 1 = Dissatisfied, 2 = Neither, 3 = Satisfied

As with satisfaction, all areas were rated at or above the midpoint (2) for importance. The top 5 areas remained the same as 2016 and 2017, although with a change in order for Study skills and Employment. As noted in the next section, there was little change in the rated importance of each area from 2017 to 2018.

Table 6. Rated importance of key funding areas in 2018, 2017 and 2016.

Importance Results						
Rank	Funding area 2018	Mean (1 to 3)*	Funding area 2017	Mean (1 to 3)*	Funding area 2016	Mean (1 to 3)*
1	Health & welfare	2.85	Health & welfare	2.85	Health & welfare	2.54
2	Study skills	2.79	Employment support	2.79	Employment support	2.40
3	Employment support	2.78	Study skills	2.77	Food & drink	2.39
4	Food & drink	2.75	Food & drink	2.77	Study skills	2.38
5	Non-academic libraries	2.71	Non-academic libraries	2.68	Non-academic libraries	2.21

6	Advice & advocacy	2.67	Advice & advocacy	2.67	Orientation information	2.17
7	Legal, finances and insurance	2.66	Legal, finances and insurance	2.66	Legal, finances and insurance ⁵	2.15
8	Orientation information	2.65	Orientation information	2.64	Sport & recreation	2.14
9	Securing housing	2.61	Sport & recreation	2.62	Securing housing	2.14
10	Sport & recreation	2.59	Securing housing	2.59	Student clubs	2.05
11	Student clubs	2.55	Student clubs	2.55	Advice & advocacy	2.03
12	Childcare services	2.48	Childcare services	2.49	Childcare services	2.02
13	Artistic activities	2.37	Artistic activities	2.39	Artistic activities	1.83
14	Debating and student media	2.30	Debating and student media	2.32	Debating and student media	1.71

* Scale: 1 = Not at all important, 2 = Somewhat important, 3 = Important

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 LTU 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. These results are very

⁵ Note that in 2016 Legal services and Finances and insurance were rated separately. Finance and insurance was ranked at number 5 for importance.

similar to those obtained in 2016 and 2017. A key difference in 2018 is that the under 20 group is slightly over-represented compared to the full student population.

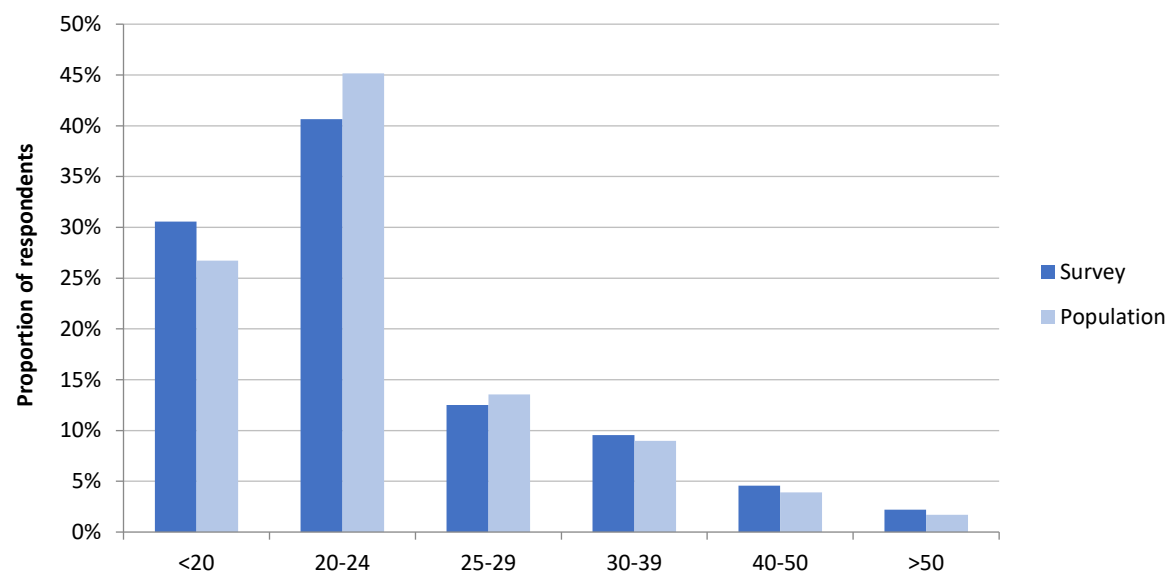


Figure 1. Proportion of survey respondents in different age groups as compared to the La Trobe student population (n=6350).⁶

Figure 2 shows the breakdown between domestic and international students for the sample and general population. While close to the population breakdown, domestic students were slightly overrepresented in the sample (87%) compared to the population (81%). This was similar to the breakdown in 2017, with a sample of 85% domestic students compared to the population of 81%. The sample in 2016 was matched more closely to the population with a sample of 81% domestic students compared to the population of 80%.

⁶ Number of responses for some of the demographics is lower due to the lack of demographic data from those responded via the web link. Age, Undergraduate/Postgraduate status, and load (Full time/Part time) were included in contact details provided and were not asked in the survey. These details are not available for those who completed via the general web link if they did not finish the survey.

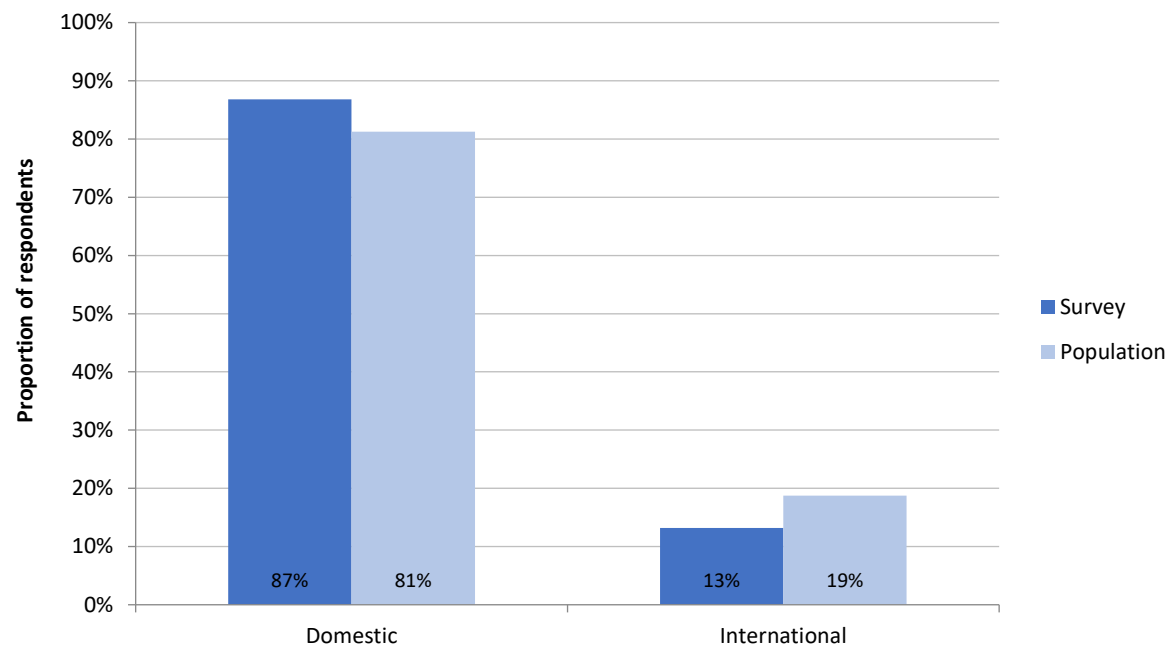


Figure 2. Proportion of survey respondents classed as international or domestic students as compared to the La Trobe student population as a whole (n= 6350).

In [Figure 3](#), the proportion of undergraduates to postgraduates is shown. The sample is almost identical to the population with 80% of the sample classified as undergraduates compared to 79% of the general population. This is similar to the 2017 results (78% of the sample classified as undergraduates compared to 79% of the general population).

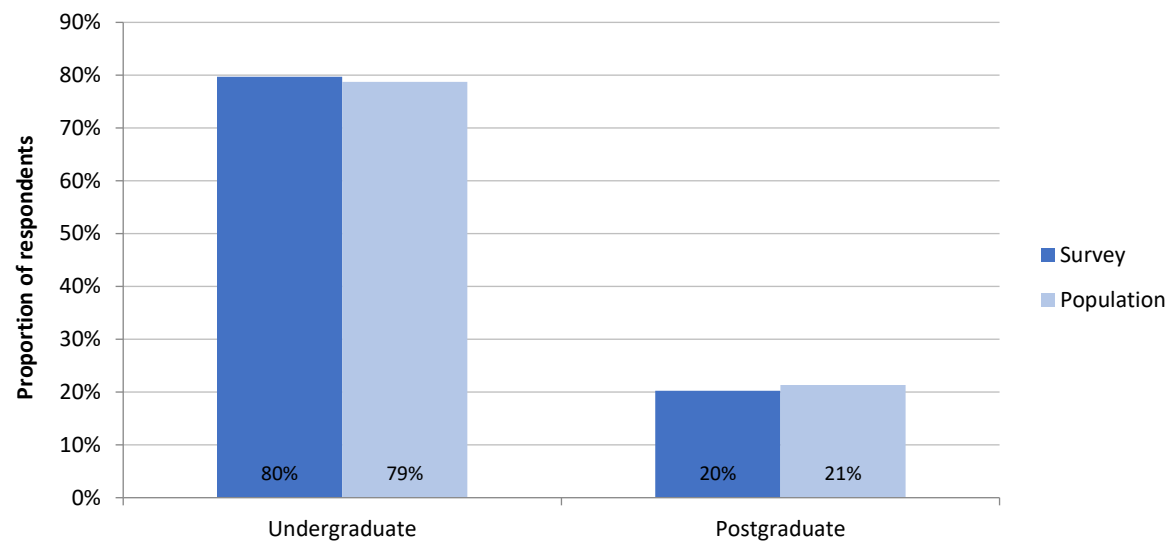


Figure 3. Proportion of survey respondents classed as undergraduate or postgraduate as compared to the La Trobe student population as a whole (n=6350).

Figure 4 shows the breakdown by study load. Full-time students represented 83% of the survey sample. This was slightly higher than the population (79% full-time). Part-time students were slightly underrepresented in the sample at 17% (compared to 21% in the population). Results were similar to 2017, although slightly lower full-time numbers for both the sample and the population (86% and 82%).

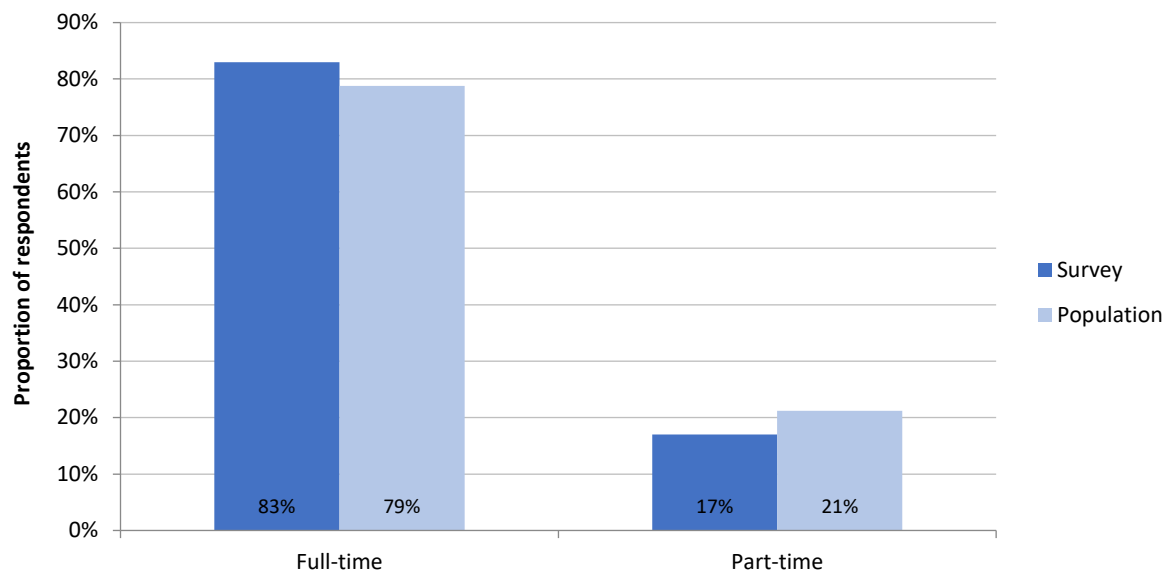


Figure 4. Proportion of survey respondents classed as full-time or part-time as compared to the La Trobe student population as a whole (n=6350)

In Figure 5, the number of responses per campus is shown as a proportion of the total survey responses (grey bars for 2016, light blue bars for 2017 and dark blue bars for 2018). Bundoora had the largest number of respondents, followed by Bendigo. The response rate for each campus (grey line for 2016, light blue line for 2017 and dark blue line for 2018) indicates what percentage of students attending each campus took part in the survey. Although students from Bundoora made up the majority of respondents (70%), there was a slightly lower response rate (16%) compared to most other campuses. Shepparton had the lowest number of responses as well as the lowest response rate (9%).

A noticeable difference in 2018 (shown by the dark blue line) is the large increase in response rate for Mildura and Albury-Wodonga campuses. While still representing a small portion of the overall survey sample, the number of students responding is much higher relative to the number of students attending those campuses. This is due to a combination of higher response rates and lower recorded numbers attending those campuses. Bendigo and Shepparton response rates also increased each year.

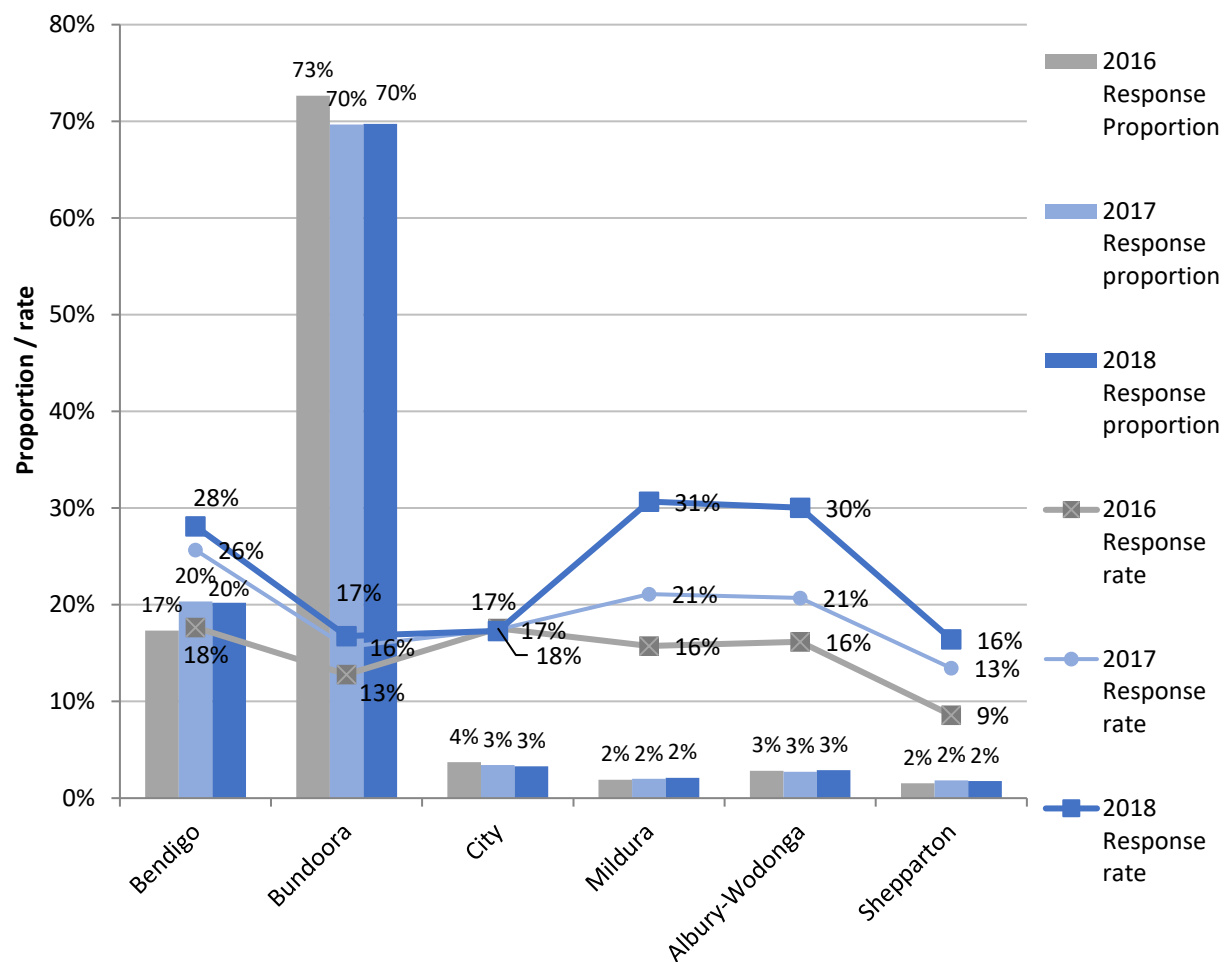


Figure 5. Proportion of survey respondents from different La Trobe campuses and the response rate for each in 2016 (n=4654) and 2017 (n=5327) and 2018 (n=5677).

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 6 shows respondents' reported number of days on-campus per week. The most common category was 3-4 days per week (49%, identical to 2017), followed by 1-2 days per week. A small proportion indicated they did not attend any days (6%, as in 2017).

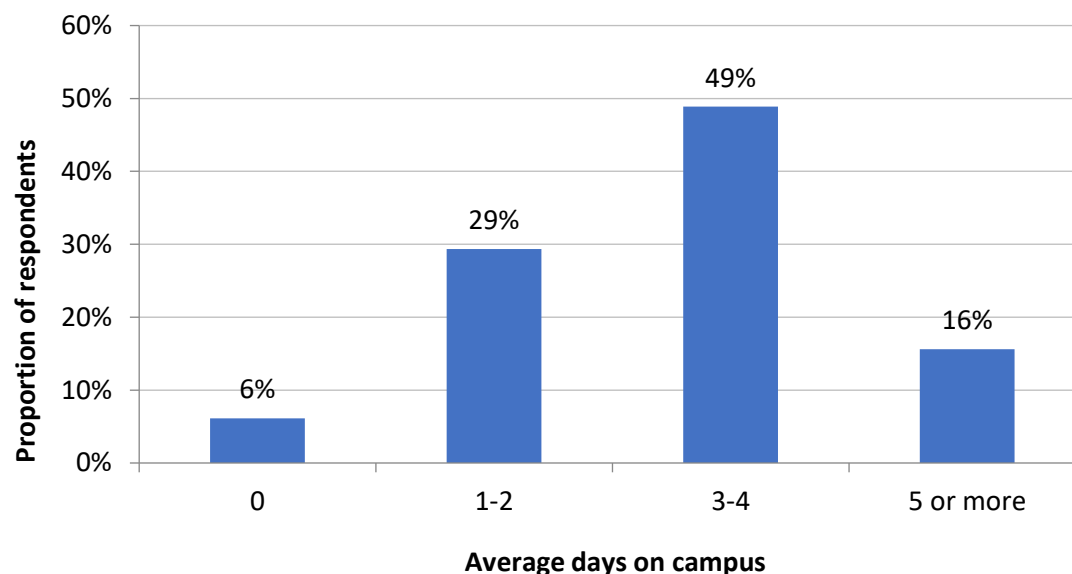


Figure 6. Survey respondents' reported time on-campus (n= 5478).

3.3 Understanding of SSAF

Initial questions assessed students' understanding of the purpose of SSAF and the allocation of the funds. There were two questions posed:

How well do you understand the purpose of SSAF?

How well do you understand where SSAF funds are spent?

Both of these questions were answered on the same three point scale⁷:

⁷ This was reduced from a 5 point scale in 2016 and slightly different wording in 2017. For the 2016 results a 5 point scale was used, so the 'good' and 'very good' responses have been combined as well as the 'some'/'vague' idea responses.

1. Good understanding
2. Some understanding
3. No understanding

In 2018, the number of respondents that replied they had a 'good' understanding of the purpose of the SSAF was slightly higher than previous years (22%, see [Figure 7](#)). However, those expressing 'no understanding' was also higher than in previous years.

The number of respondents expressing a 'good' understanding of where SSAF funds are spent was also higher than previous years (10%) and similarly increasing each year. For this question, the number with 'no' understanding was lower than previous years (although still a high number of students with little idea of how funds are spent).

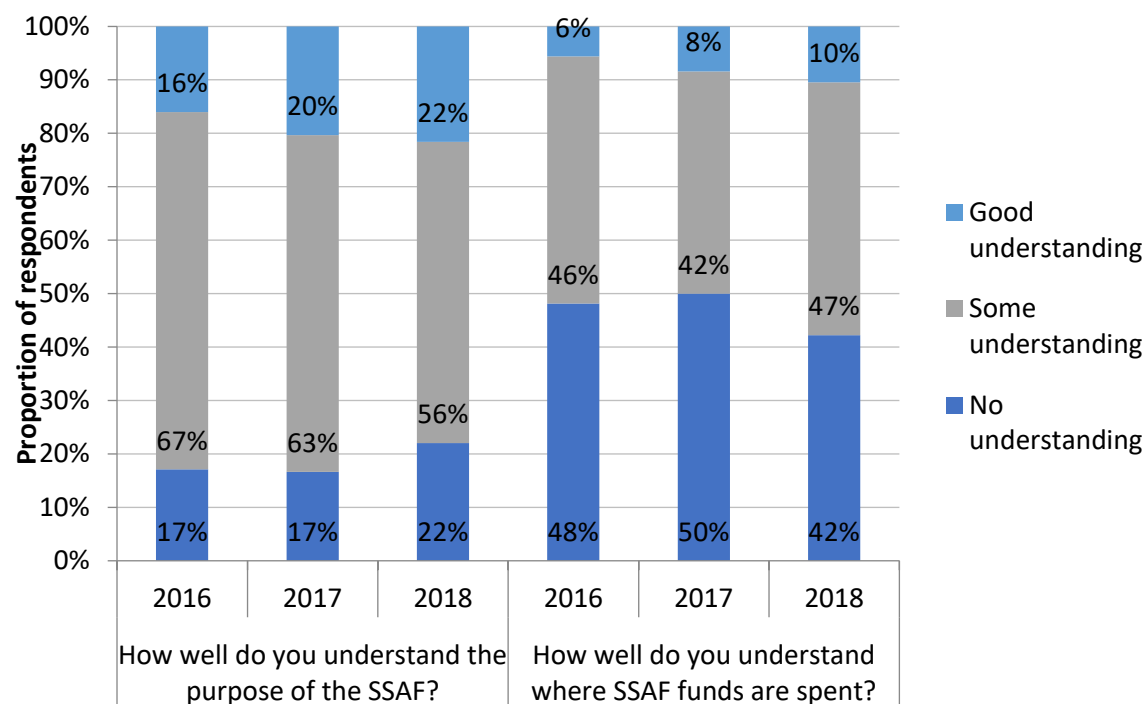


Figure 7. Respondents' rating of their understanding of the purpose of SSAF and of where SSAF funds are spent (n=6612)

Students were also asked how they would prefer to receive information about SSAF fees and the allocation of funding. The most popular option was to receive information via email. The use of posters was the next most popular choice. Other online options were also popular. Note that respondents could nominate more than one method.

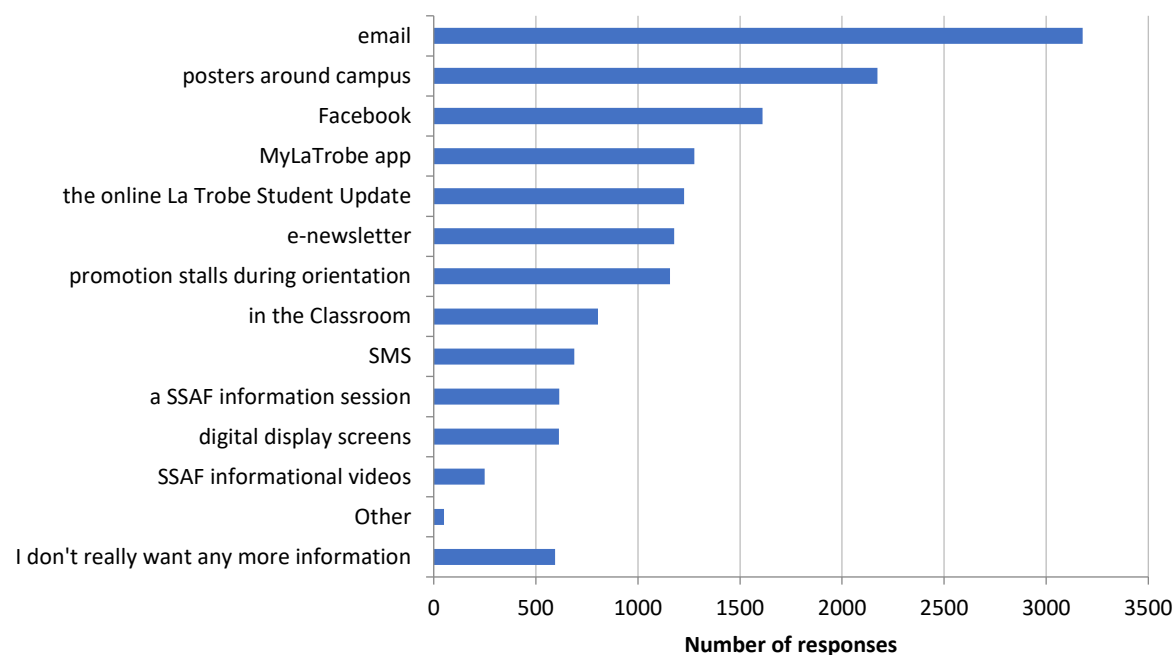


Figure 8. Respondents' preferred method for receiving more information about SSAF (n=5478)

Those who selected "Other" above were prompted to describe how they would like to receive information about SSAF. While the numbers selecting this option were low, the types of responses are outlined in the table below.

Table 7. Summary of themes for 'other' preferred methods for receiving more information about SSAF.

Themes	Number of Responses ⁸
LMS	8
Website	3
Booklet	2
Credits to SSAF for activities/services when advertising these	2
Post	2
Noticeboards	2
Email	2
Twitter	2
I would prefer to not hear anything if it's not relevant to me	2
Via a link when we pay on StudentOnline	1
Advertising in Youtube	1
Flyers	1
I would like to see action around food stall/ canteen and sleeping/recharge space!	1
Via Face to face means	1
La Trobe Student Union	1
Link to info	1
Linked in	1
Social Activity	1
Memes	1
Newsletter	1

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 14 categories by combining some of the areas. Presented with the survey questions was a link to a webpage with an explanation of the 19 SSAF funding areas. These are provided in the Appendix.

⁸ 42 responses in total with 7 N/A

When reviewing these results, it should be kept in mind that the SSAF funding areas are not clearly understood by many students. Even though definitions and examples were provided, respondents may not have referred 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 14 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, “Thinking about your experience this year, how satisfied have you been with the following support for students?”. The 8 areas related to support services were presented in a matrix format with the response options ranging from satisfied to dissatisfied. Respondents could answer “Haven't used it” if appropriate.

The importance of these 8 questions was then assessed with the question, “Thinking of the La Trobe student community as a whole; how important do you think these support services are in enhancing the student experience?” The response options were: Important, Somewhat important, Not at all important, and Not sure/don't know.

The remaining six categories were then assessed with the question, “Thinking about your experience this year, how satisfied have you been with the following services and amenities aimed at enriching the student experience?”.

The importance of these categories was then rated on the scale given above, in response to the question, “Thinking about the La Trobe student community, how important do you think the below services and amenities are for enhancing the student experience?”

The results from these sets of questions are presented in the two heatmaps in [Table 8](#) and [Table 10](#), showing the mean response across the entire sample and broken down by various categories of interest.

3.4.1 Satisfaction

Ratings of satisfaction of the 14 categories are presented in the heatmap in Table 8. **2018 Satisfaction with funding areas by categories (1 = Dissatisfied, 2 = Neither, 3 = Satisfied)**

2018	Orientation information	Health & welfare	Study skills	Advice & advocacy	Food & drink	Securing housing	Student clubs	Sport & recreation	Legal, finances and insurance	Employment support	Non-academic libraries	Childcare services	Debating and student media	Artistic activities
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Grand Total	2.71	2.67	2.64	2.63	2.59	2.55	2.55	2.53	2.52	2.44	2.42	2.40	2.39	2.37
Albury-Wodonga	2.76	2.62	2.66	2.61	2.57	2.53	2.28	2.18	2.41	2.48	2.66	2.32	2.11	2.08
Bendigo	2.75	2.73	2.67	2.64	2.57	2.61	2.55	2.46	2.53	2.44	2.49	2.33	2.29	2.27
Bundoora	2.70	2.65	2.64	2.64	2.61	2.56	2.58	2.60	2.52	2.44	2.37	2.44	2.44	2.41
City	2.66	2.51	2.63	2.64	2.33	2.30	2.48	2.34	2.61	2.17	2.62	2.31	2.37	2.38
Mildura	2.85	2.72	2.74	2.72	2.21	2.31	2.15	1.73	2.53	2.73	2.56	1.94	2.23	2.15
Shepparton	2.68	2.76	2.67	2.66	2.59	2.43	2.14	2.17	2.52	2.46	2.42	2.07	2.27	2.20
<20	2.75	2.70	2.68	2.68	2.69	2.66	2.59	2.59	2.55	2.49	2.48	2.48	2.48	2.43
20-24	2.60	2.67	2.69	2.66	2.53	2.39	2.56	2.64	2.66	2.63	2.51	2.33	2.38	2.54
25-29	2.71	2.65	2.62	2.62	2.58	2.55	2.54	2.51	2.53	2.41	2.37	2.46	2.36	2.34
30-39	2.66	2.69	2.60	2.60	2.46	2.37	2.49	2.44	2.50	2.33	2.35	2.30	2.37	2.25
40-50	2.70	2.61	2.60	2.55	2.47	2.26	2.46	2.42	2.37	2.44	2.45	2.11	2.26	2.30
>50	2.62	2.64	2.69	2.55	2.50	2.30	2.38	2.42	2.34	2.61	2.52	2.11	2.22	2.13
Domestic	2.70	2.66	2.64	2.63	2.59	2.53	2.52	2.51	2.49	2.46	2.39	2.33	2.34	2.31
International	2.76	2.70	2.64	2.67	2.55	2.61	2.63	2.57	2.60	2.34	2.60	2.53	2.56	2.52
Postgraduate	2.66	2.66	2.63	2.59	2.51	2.44	2.57	2.53	2.54	2.32	2.56	2.35	2.42	2.41
Undergraduate	2.73	2.67	2.64	2.64	2.60	2.58	2.54	2.52	2.51	2.46	2.39	2.40	2.38	2.34

Medium satisfaction

More satisfied							Medium satisfaction					Less satisfied	
1	2	3	4	5	6	7	8	9	10	11	12	13	14

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

Table 9 below shows the change in importance ratings over the three years of surveying. For most areas, there were higher ratings of satisfaction compared to 2017. Non-academic libraries was the only area ranked lower in satisfaction compared to the ranking in 2017. In terms of ranking relative to other funding areas, childcare services was up from the second lowest in 2017 and the lowest area of satisfaction 2016.

Table 9. Change in satisfaction ratings compared to 2016 and 2017 (positive numbers indicate an increase)

	Orientation information	Health & welfare	Study skills	Advice & advocacy	Food & drink	Securing housing	Student clubs	Sport & recreation	Legal, finances and insurance	Employment support	Non-academic libraries	Childcare services	Debating and student media	Artistic activities
2018	2.71	2.67	2.64	2.63	2.59	2.55	2.55	2.53	2.52	2.44	2.42	2.40	2.39	2.37
2017	2.67	2.65	2.60	2.58	2.53	2.47	2.52	2.51	2.46	2.42	2.46	2.36	2.38	2.33
2016	2.71	2.65	2.63	2.62	2.67	2.53	2.60	2.61	2.47	2.39	2.57	2.36	2.47	2.42
Difference 17-16	-0.04	0.00	-0.03	-0.04	-0.14	-0.06	-0.08	-0.10	-0.01	0.04	-0.11	0.00	-0.13	-0.09
Difference 18-17	0.04	0.02	0.05	0.05	0.06	0.08	0.03	0.02	0.06	0.01	-0.04	0.04	0.02	0.04

3.4.2 Importance

Table 10 shows the results for the ratings of importance of each area. The 14 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 red 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 students from the Shepparton campus, who rated Study skills as their most important area. Nonetheless, they still rated Health and Welfare and Employment high, as did most groups.

Table 10. 2018 Importance of funding areas by categories (1 = Not at all important, 2 = Somewhat important, 3 = Important)

2018	Health & welfare	Study skills	Employment support	Food & drink	Non-academic libraries	Advice & advocacy	Legal, finances and insurance	Orientation information	Securing housing	Sport & recreation	Student clubs	Childcare services	Artistic activities	Debating and student media
Grand Total*	2.85	2.79	2.78	2.75	2.71	2.67	2.66	2.65	2.61	2.59	2.55	2.48	2.37	2.30
Albury-Wodonga	2.89	2.85	2.84	2.82	2.70	2.74	2.70	2.66	2.63	2.55	2.54	2.51	2.36	2.25
Bendigo	2.85	2.80	2.74	2.79	2.63	2.64	2.62	2.68	2.67	2.61	2.61	2.47	2.34	2.25

Bundoora	2.85	2.78	2.80	2.74	2.73	2.67	2.66	2.63	2.59	2.59	2.53	2.47	2.38	2.32
City	2.81	2.80	2.76	2.66	2.70	2.65	2.63	2.70	2.52	2.61	2.56	2.36	2.39	2.35
Mildura	2.88	2.86	2.75	2.80	2.70	2.72	2.70	2.81	2.72	2.44	2.52	2.70	2.35	2.32
Shepparton	2.82	2.85	2.81	2.74	2.67	2.71	2.60	2.79	2.60	2.54	2.44	2.46	2.29	2.21
<20	2.87	2.79	2.78	2.76	2.76	2.66	2.71	2.67	2.66	2.63	2.59	2.45	2.38	2.33
20-24	2.84	2.86	2.68	2.77	2.54	2.78	2.66	2.75	2.67	2.62	2.52	2.69	2.52	2.45
25-29	2.86	2.77	2.81	2.77	2.72	2.65	2.65	2.61	2.60	2.59	2.57	2.43	2.35	2.29
30-39	2.81	2.77	2.78	2.71	2.66	2.66	2.59	2.61	2.54	2.54	2.51	2.48	2.35	2.25
40-50	2.86	2.81	2.74	2.72	2.62	2.69	2.62	2.69	2.56	2.51	2.45	2.59	2.38	2.25
>50	2.81	2.84	2.68	2.70	2.64	2.72	2.58	2.74	2.54	2.53	2.45	2.59	2.38	2.30
Domestic	2.86	2.78	2.78	2.74	2.70	2.66	2.63	2.63	2.59	2.56	2.53	2.46	2.33	2.25
International	2.83	2.85	2.83	2.80	2.78	2.75	2.79	2.75	2.70	2.76	2.71	2.55	2.63	2.63
Postgraduate	2.83	2.81	2.76	2.72	2.65	2.70	2.62	2.69	2.57	2.59	2.55	2.50	2.42	2.33
Undergraduate	2.86	2.78	2.79	2.76	2.72	2.66	2.66	2.63	2.61	2.59	2.55	2.47	2.35	2.29

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

More important							Medium importance					Less important	
1	2	3	4	5	6	7	8	9	10	11	12	13	14

*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.

Table 11 below shows the change in importance ratings over the three years of surveying. The overall ranking of importance in 2018 is very similar to that of 2017. Some areas were rated slightly higher and some slightly lower. All areas were rated as more important in 2017 compared to 2016 (although it should be noted again that 2016 to 2017 involved the change in response scale as well).

Study skills and Securing housing increased in the ranking in relation to other areas, although the absolute scores were not very different to 2017.

Table 11. Change in importance ratings compared to 2016 and 2017 (positive numbers indicate an increase in importance)

	Health & welfare	Study skills	Employment support	Food & drink	Non-academic libraries	Advice & advocacy	Legal, finances and insurance	Orientation information	Securing housing	Sport & recreation	Student clubs	Childcare services	Artistic activities	Debating and student media
2018	2.85	2.79	2.78	2.75	2.71	2.67	2.66	2.65	2.61	2.59	2.55	2.48	2.37	2.30
2017	2.85	2.77	2.79	2.77	2.68	2.67	2.66	2.64	2.59	2.62	2.55	2.49	2.39	2.32
2016	2.54	2.38	2.40	2.39	2.21	2.03	2.15	2.17	2.14	2.14	2.05	2.02	1.83	1.71
Difference 17-16	0.31	0.39	0.39	0.38	0.47	0.64	0.51	0.47	0.45	0.48	0.50	0.47	0.56	0.60
Difference 18-17	0.01	0.02	-0.01	-0.01	0.03	0.00	0.00	0.01	0.02	-0.03	0.01	-0.02	-0.02	-0.01

. These are ranked in order of most satisfied (to the left, in green) to least satisfied (to the right, in red) based on the ratings for the whole sample (Grand Total). The colour scale is applied to each row of the table, indicating where campuses and demographic groups differ in the relative rating. For instance, for Mildura, Sport & recreation was rated lower than for other campuses.

The second row shows the grand total for each funding area. Darker green shading within each row indicates higher satisfaction, yellow is the middle rating of the 14 categories, and darker red indicates lower satisfaction. The areas with the highest levels of **satisfaction** were fairly consistent across different subgroups:

- Orientation information
- Health & Welfare
- Study skills
- Advice & advocacy

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.

It should also be noted that across the 14 categories, there are only relatively small differences between adjoining categories for the mean ratings. An area where there were some larger differences across the groups was Food and Drink.

Table 8. 2018 Satisfaction with funding areas by categories (1 = Dissatisfied, 2 = Neither, 3 = Satisfied)

2018	Orientation information	Health & welfare	Study skills	Advice & advocacy	Food & drink	Securing housing	Student clubs	Sport & recreation	Legal, finances and insurance	Employment support	Non-academic libraries	Childcare services	Debating and student media	Artistic activities
Grand Total	2.71	2.67	2.64	2.63	2.59	2.55	2.55	2.53	2.52	2.44	2.42	2.40	2.39	2.37
Albury-Wodonga	2.76	2.62	2.66	2.61	2.57	2.53	2.28	2.18	2.41	2.48	2.66	2.32	2.11	2.08
Bendigo	2.75	2.73	2.67	2.64	2.57	2.61	2.55	2.46	2.53	2.44	2.49	2.33	2.29	2.27
Bundoora	2.70	2.65	2.64	2.64	2.61	2.56	2.58	2.60	2.52	2.44	2.37	2.44	2.44	2.41
City	2.66	2.51	2.63	2.64	2.33	2.30	2.48	2.34	2.61	2.17	2.62	2.31	2.37	2.38
Mildura	2.85	2.72	2.74	2.72	2.21	2.31	2.15	1.73	2.53	2.73	2.56	1.94	2.23	2.15
Shepparton	2.68	2.76	2.67	2.66	2.59	2.43	2.14	2.17	2.52	2.46	2.42	2.07	2.27	2.20
<20	2.75	2.70	2.68	2.68	2.69	2.66	2.59	2.59	2.55	2.49	2.48	2.48	2.48	2.43
20-24	2.60	2.67	2.69	2.66	2.53	2.39	2.56	2.64	2.66	2.63	2.51	2.33	2.38	2.54
25-29	2.71	2.65	2.62	2.62	2.58	2.55	2.54	2.51	2.53	2.41	2.37	2.46	2.36	2.34
30-39	2.66	2.69	2.60	2.60	2.46	2.37	2.49	2.44	2.50	2.33	2.35	2.30	2.37	2.25
40-50	2.70	2.61	2.60	2.55	2.47	2.26	2.46	2.42	2.37	2.44	2.45	2.11	2.26	2.30
>50	2.62	2.64	2.69	2.55	2.50	2.30	2.38	2.42	2.34	2.61	2.52	2.11	2.22	2.13
Domestic	2.70	2.66	2.64	2.63	2.59	2.53	2.52	2.51	2.49	2.46	2.39	2.33	2.34	2.31
International	2.76	2.70	2.64	2.67	2.55	2.61	2.63	2.57	2.60	2.34	2.60	2.53	2.56	2.52
Postgraduate	2.66	2.66	2.63	2.59	2.51	2.44	2.57	2.53	2.54	2.32	2.56	2.35	2.42	2.41
Undergraduate	2.73	2.67	2.64	2.64	2.60	2.58	2.54	2.52	2.51	2.46	2.39	2.40	2.38	2.34

Medium satisfaction

More satisfied

Less satisfied

1	2	3	4	5	6	7	8	9	10	11	12	13	14
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- The funding areas that students rated as more satisfied with are shown in green (generally towards the left of the table).

Table 9 below shows the change in importance ratings over the three years of surveying. For most areas, there were higher ratings of satisfaction compared to 2017. Non-academic libraries was the only area ranked lower in satisfaction compared to the ranking in 2017. In terms of ranking relative to other funding areas, childcare services was up from the second lowest in 2017 and the lowest area of satisfaction 2016.

Table 9. Change in satisfaction ratings compared to 2016 and 2017 (positive numbers indicate an increase)

	Orientation information	& Health welfare	Study skills	& Advice advocacy	Food & drink	Securing housing	Student clubs	& Sport recreation	Legal, finances and insurance	Employment support	Non-academic libraries	Childcare services	Debating and student media	Artistic activities
2018	2.71	2.67	2.64	2.63	2.59	2.55	2.55	2.53	2.52	2.44	2.42	2.40	2.39	2.37
2017	2.67	2.65	2.60	2.58	2.53	2.47	2.52	2.51	2.46	2.42	2.46	2.36	2.38	2.33
2016	2.71	2.65	2.63	2.62	2.67	2.53	2.60	2.61	2.47	2.39	2.57	2.36	2.47	2.42
Difference 17-16	-0.04	0.00	-0.03	-0.04	-0.14	-0.06	-0.08	-0.10	-0.01	0.04	-0.11	0.00	-0.13	-0.09
Difference 18-17	0.04	0.02	0.05	0.05	0.06	0.08	0.03	0.02	0.06	0.01	-0.04	0.04	0.02	0.04

3.4.3 Importance

Table 10 shows the results for the ratings of importance of each area. The 14 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 red 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 students from the Shepparton campus, who rated Study skills as their most important area. Nonetheless, they still rated Health and Welfare and Employment high, as did most groups.

Table 10. 2018 Importance of funding areas by categories (1 = Not at all important, 2 = Somewhat important, 3 = Important)

2018	Health & welfare	Study skills	Employment support	Food & drink	Non-academic libraries	Advice & advocacy	Legal, finances and insurance	Orientation information	Securing housing	Sport & recreation	Student clubs	Childcare services	Artistic activities	Debating and student media
Grand Total*	2.85	2.79	2.78	2.75	2.71	2.67	2.66	2.65	2.61	2.59	2.55	2.48	2.37	2.30
Albury-Wodonga	2.89	2.85	2.84	2.82	2.70	2.74	2.70	2.66	2.63	2.55	2.54	2.51	2.36	2.25
Bendigo	2.85	2.80	2.74	2.79	2.63	2.64	2.62	2.68	2.67	2.61	2.61	2.47	2.34	2.25
Bundoora	2.85	2.78	2.80	2.74	2.73	2.67	2.66	2.63	2.59	2.59	2.53	2.47	2.38	2.32
City	2.81	2.80	2.76	2.66	2.70	2.65	2.63	2.70	2.52	2.61	2.56	2.36	2.39	2.35
Mildura	2.88	2.86	2.75	2.80	2.70	2.72	2.70	2.81	2.72	2.44	2.52	2.70	2.35	2.32
Shepparton	2.82	2.85	2.81	2.74	2.67	2.71	2.60	2.79	2.60	2.54	2.44	2.46	2.29	2.21
<20	2.87	2.79	2.78	2.76	2.76	2.66	2.71	2.67	2.66	2.63	2.59	2.45	2.38	2.33
20-24	2.84	2.86	2.68	2.77	2.54	2.78	2.66	2.75	2.67	2.62	2.52	2.69	2.52	2.45
25-29	2.86	2.77	2.81	2.77	2.72	2.65	2.65	2.61	2.60	2.59	2.57	2.43	2.35	2.29
30-39	2.81	2.77	2.78	2.71	2.66	2.66	2.59	2.61	2.54	2.54	2.51	2.48	2.35	2.25
40-50	2.86	2.81	2.74	2.72	2.62	2.69	2.62	2.69	2.56	2.51	2.45	2.59	2.38	2.25
>50	2.81	2.84	2.68	2.70	2.64	2.72	2.58	2.74	2.54	2.53	2.45	2.59	2.38	2.30
Domestic	2.86	2.78	2.78	2.74	2.70	2.66	2.63	2.63	2.59	2.56	2.53	2.46	2.33	2.25
International	2.83	2.85	2.83	2.80	2.78	2.75	2.79	2.75	2.70	2.76	2.71	2.55	2.63	2.63
Postgraduate	2.83	2.81	2.76	2.72	2.65	2.70	2.62	2.69	2.57	2.59	2.55	2.50	2.42	2.33
Undergraduate	2.86	2.78	2.79	2.76	2.72	2.66	2.66	2.63	2.61	2.59	2.55	2.47	2.35	2.29

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

More important					Medium importance					Less important				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	

*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.

Table 11 below shows the change in importance ratings over the three years of surveying. The overall ranking of importance in 2018 is very similar to that of 2017. Some areas were rated slightly higher and some slightly lower. All areas were rated as more important in 2017 compared to 2016 (although it should be noted again that 2016 to 2017 involved the change in response scale as well).

Study skills and Securing housing increased in the ranking in relation to other areas, although the absolute scores were not very different to 2017.

Table 11. Change in importance ratings compared to 2016 and 2017 (positive numbers indicate an increase in importance)

	Health & welfare	Study skills	Employment support	Food & drink	Non-academic libraries	Advice & advocacy	Legal, finances and insurance	Orientation information	Securing housing	Sport & recreation	Student clubs	Childcare services	Artistic activities	Debating and student media
2018	2.85	2.79	2.78	2.75	2.71	2.67	2.66	2.65	2.61	2.59	2.55	2.48	2.37	2.30
2017	2.85	2.77	2.79	2.77	2.68	2.67	2.66	2.64	2.59	2.62	2.55	2.49	2.39	2.32
2016	2.54	2.38	2.40	2.39	2.21	2.03	2.15	2.17	2.14	2.14	2.05	2.02	1.83	1.71
Difference 17-16	0.31	0.39	0.39	0.38	0.47	0.64	0.51	0.47	0.45	0.48	0.50	0.47	0.56	0.60
Difference 18-17	0.01	0.02	-0.01	-0.01	0.03	0.00	0.00	0.01	0.02	-0.03	0.01	-0.02	-0.02	-0.01

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 (shown on the horizontal axis) and importance (on the vertical axis) were both rated on a scale from 1 to 3. Overall, it can be seen that all areas were in the upper levels of satisfaction. 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).

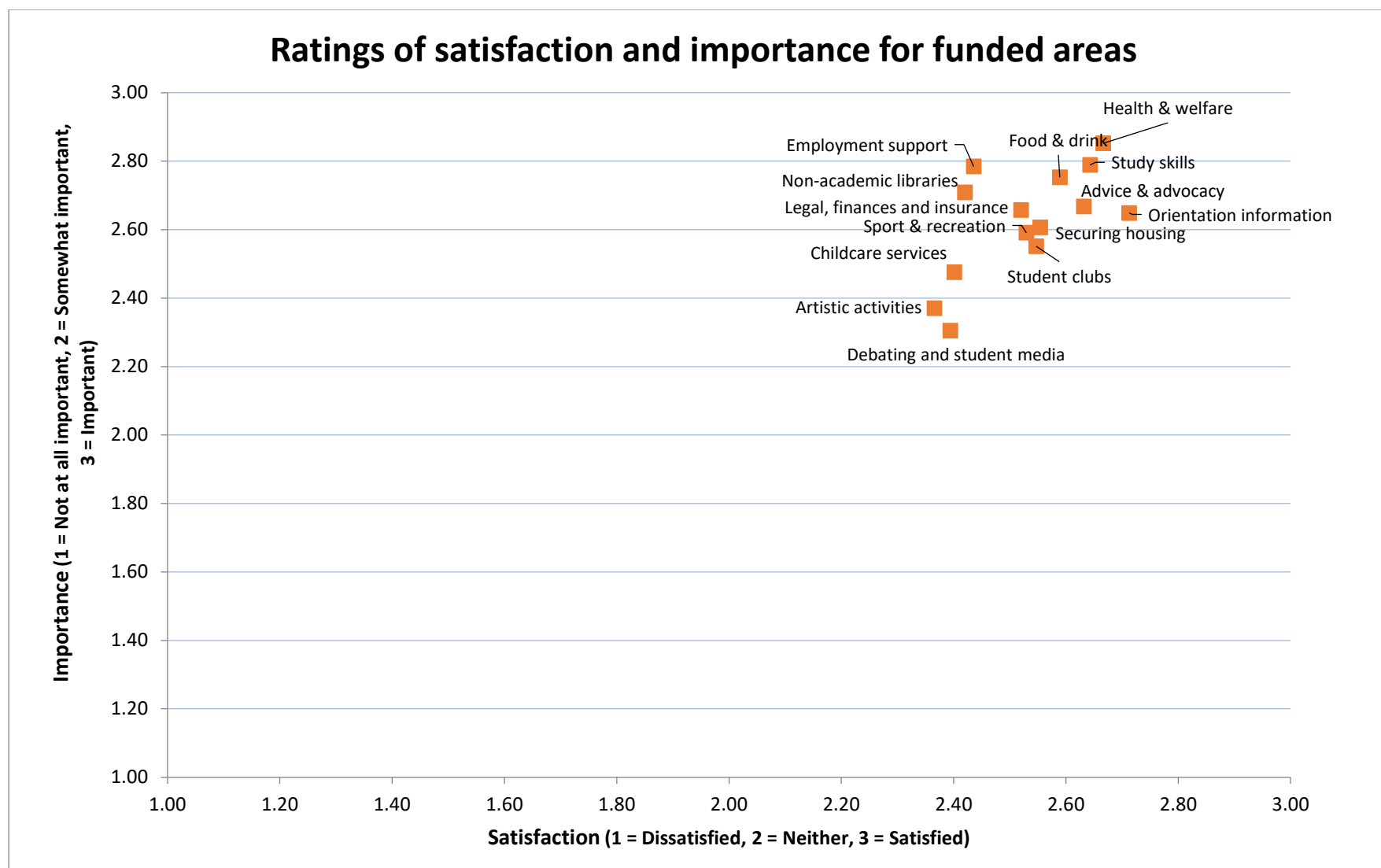


Figure 9. Ratings of satisfaction and importance of the 14 funding categories.

3.4.4 Support for funding specific services

After rating the funding areas on importance and satisfaction, students were also presented with three questions on specific areas for potential funding. These questions were included for the first time in 2018. Respondents were given the following question: “La Trobe University offer numerous sporting and recreational programs, some of these programs are supported by SSAF; please list the top three priority areas where SSAF should be distributed.”

The total number of responses for each option is presented in the figure below. Respondents could select up to three choices. The highest rated was Upgrading recreation facilities and amenity.

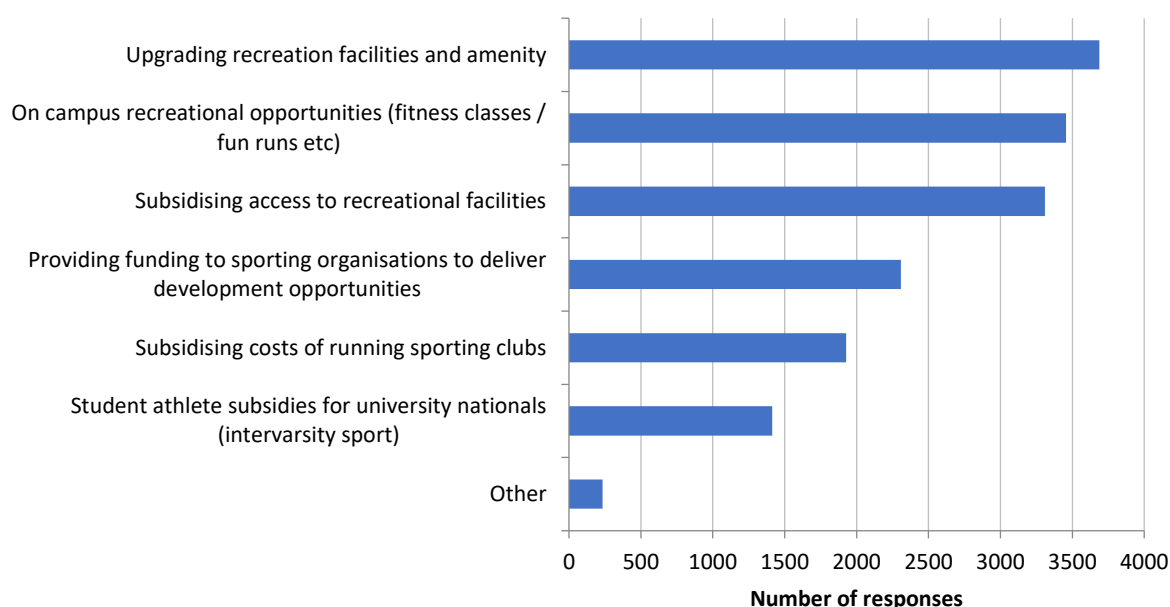


Figure 10. Respondents' support for sporting and recreational programs. Note that respondents could select up to three choices. n=5682.

Respondents were then asked about health and welfare services via the following question: “SSAF also supports numerous student health and welfare services; please list (in order of importance) the top three priority areas where SSAF should be utilised.”

As seen in [Figure 11](#), Individual counselling was the area with greatest support for additional funding, followed by Information resources on health and welfare issues.

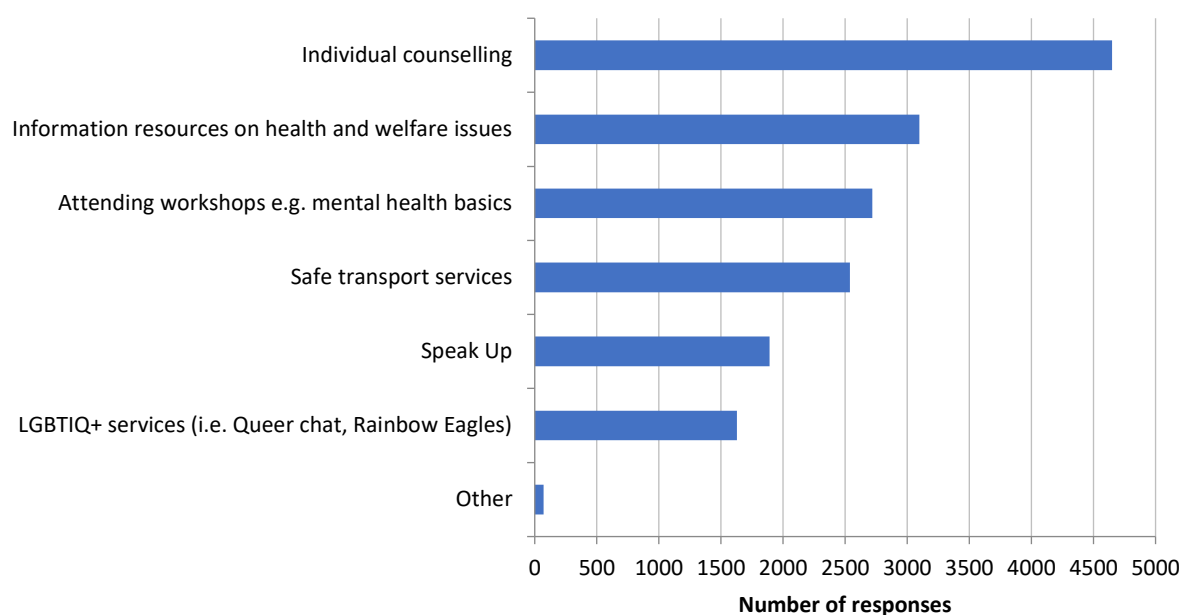


Figure 11. Respondents' support for health and welfare services. Note that respondents could select up to three choices. n=5682

For those services listed above, students were also asked to indicate which student health and welfare services they had used. As seen below, the majority of respondents had not used any of the listed services. Individual counselling was the most commonly used service, reflecting the demand for funding shown above.

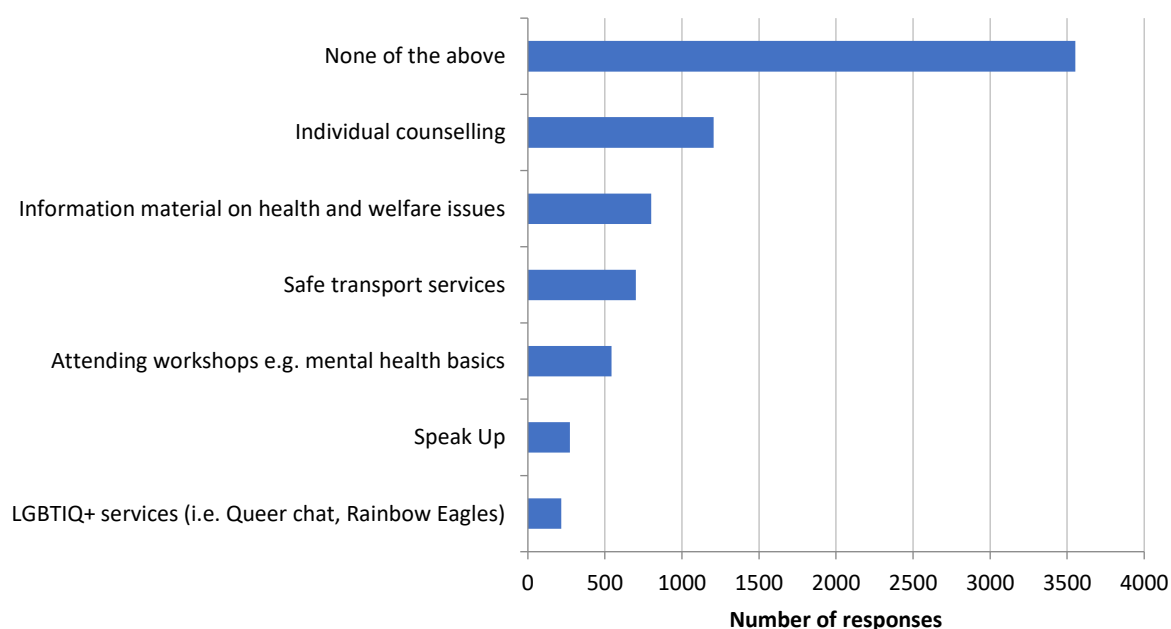


Figure 12. Respondents' prior use of for health and welfare services. Note that respondents could select all that applied. n=5682

3.5 Qualitative responses

After answering scaled questions on satisfaction and importance (above), respondents were asked to give written responses to the question: “How can SSAF improve student support, student engagement or the student experience (outside of classes)?”

The most common themes are listed below in [Table 12](#) along with some examples of the types of suggestions for each. The number of responses to each of these categories in 2016 and 2017 is also shown. While there were less responses overall in 2016 and in 2017, a relative change can still be seen where there are large differences across the years. In 2018, there were less responses that mentioned Representation and Inclusiveness, Food, Facilities & Resources, and Spaces than in both previous years. There were also large *increases* in the number of responses for Promotion & Advertising and Activities & Events. The three categories with the most responses are the same as 2017 (Activities & Events, Increasing Awareness and Support services), although these are in a different order to the previous year.

Table 12. Summary of major qualitative themes for general improvements

Number of responses for 2018	2017	2016	Major themes (more than 100 responses)
628	428	214	Activities and events – requesting more in general (most did not specify what kind of activities); Arts Activities/Spaces; and After Hours Activities
618	597	512	Increasing Awareness - of services and SSAF funding and more awareness in general needed
516	470	287	Support Services – Provide more or improved services such as academic mentoring/support and employment assistance/industry networking opportunities
440	253	54	Promotion/Advertising (specific methods to improve awareness)
239	395	395	Spaces – Provide more or improved areas such as Study/Quiet Areas; Informal/Social/Lounge Spaces; and Outdoor Spaces
223	224	282	Facilities/Resources - including more facilities, maintenance, greater affordability and accessibility. Specific examples included parking, and food preparation areas.
119	218	217	Food - including better or more options, greater affordability, and healthier choices

102	171	166	Representation/Inclusiveness – of all students or specific groups such as International or Mature Age students
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The full list of themes and subthemes are provided in [Table 13](#)**Error! Reference source not found..** 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 column on the right. Note that many of the comments were either not specific or do not neatly fit into one of the funding areas.

Table 13. Summary of qualitative themes general improvements

Number Of Responses	Major Themes And Sub-Themes	Responses For Subthemes
628	Activities And Events	
	More/Improved/More Diverse Range	166
	Social Networks/Connections - More Opportunities	67
	Free	44
	Fun	35
	Health & Well Being	35
	Fitness/Physical Wellness	33
	Sporting	31
	Food Activities	31
	Recreation	15
	Arts/Crafts	13
	Music	13
	Agora	12
	Within University Hours	10
	Lunches	10
	Cultural	10
	Guest Speakers/Seminars	9
	Across Faculties	9
	Student Union	8
	Improvements for Remote/Small (Vs Large Campuses)	8
	Vary Times Activities Held	7
	Within Faculty	7
	Debates/Sharing Opinions	6
	Inclusiveness	5
	Therapy Dogs	5
	Outside University Hours	5
	Festivals	5
	No Alcohol	4
	Outdoors	4
	Drinks	4
	Markets	3
	Workshops	3

	Big Chill	2
	Self Defence Classes	2
	Fundraisers	2
	Make Compulsory	2
	Short Courses	2
	No Student Union Involvement	1
618	Increasing Awareness (Of Services And SSAF Funding And More Awareness In General Needed)	
	More Awareness/Advertising/Information	208
	Services	198
	SSAF (What It Is)	70
	Activities/Events	47
	Clubs (Options And How To Join, Etc)	31
	SSAF - Transparency Of How Funds Are Used	26
	Health/Counselling Support Services	26
	Sport/Recreation	10
	Spaces	2
516	Support Services – More/Improved	
	Counselling Services/Mental Health	149
	Academic Mentoring/Support	106
	Health & Well Being Support Services	70
	Employment Assistance/Industry Networking Opportunities	41
	General	38
	Support Delivered Online	35
	Financial Aid/Counselling	18
	Individualise Support	14
	Course Guidance/Subject Selection	14
	Administrative/Enrolment	13
	Career Guidance	12
	Confidentiality	10
	Free	10
	Support Groups	8
	Improvements For Remote/Small (Vs Large Campuses)	7
	Accommodation Support	7
	Ask Latrobe Services	6
	Clinical Placements	6
	Via Phone	6
	General Mentoring	5
	Social	2
	Against Discrimination	2
	IT Support	2
	Advocacy	2
	Latrobe Abroad	1
	Legal	1
	LMS	1

440	Promotion/Advertising (Specific Methods To Improve Awareness:)	
	Via Email	80
	More Presence/Face To Face Means (Eg. Info Sessions/Student Rep/Stalls)	68
	Posters/Visible Advertisements On Campus	46
	Social Media	30
	Workshops	30
	Online	26
	Through Newsletters/Brochures/Pamphlets	18
	To 1 st Year Students	17
	Website	15
	In Orientation	13
	In Classes	12
	LMS	11
	Agora	10
	Facebook	10
	Seminars	9
	Activities	8
	Compulsory Events/Learning	6
	Increase Regularity	5
	Via Engaging Methods	4
	Student Union	4
	App	4
	Personal Invitations To Events	3
	Variety Of Methods	2
	Texts	2
	Calendar Of Events	2
	Phone Calls	2
	Outside O Week	1
	To International Students	1
	At Lunchtimes	1
239	Spaces – More/Improved	
	Study/Quiet Areas	155
	Informal/Social/Lounge Spaces	36
	Group Study Areas/Rooms	17
	Rest/Sleeping Areas	10
	General	5
	Bendigo	4
	Mature Age	3
	Room Bookings	3
	Outdoor Spaces/Green	3
	Creative	2
	Queer	1
223	Facilities/Resources	

	Sporting	24
	More/Maintenance/Repairs/Affordability/Accessibility	22
	Recreation	18
	Improvements For Remote/Small (Vs Large Campuses)	14
	Food Preparation Areas	14
	Parking	10
	Online Resources	10
	Power Points	10
	Cleaner	9
	Bathroom Facilities	8
	Gym	8
	Childcare	7
	Heating/Cooling	7
	Bar	6
	Signage	6
	Residential Facilities	6
	Academic Spaces	5
	Extended Or 24/7 Access To Facilities	5
	PLA	5
	Agora Facilities	4
	Printing	4
	Student Bookshop	3
	Computers	3
	Media Outlets	2
	LMS	2
	Drinking Water	2
	Hot Water	2
	Wifi	2
	Hangar	2
	Bike Facilities	1
	Eftpos Facilities	1
	Lighting	1
119	Food	
	Better/More Options	49
	Affordability/Free	39
	Healthier	19
	Catering To Diverse Groups (Eg. Vegan, Halal, Gluten Free, Etc)	8
	Longer Hours	3
	Improve OHS Standards	1
102	Representation/Inclusiveness (Of Groups Such As:)	
	Mature Age	17
	1st Year Support	13

	Post Graduate Support	9
	Everyone	8
	External Student Support	8
	International	7
	Parents	6
	Non-Resident Students	5
	Remote/Smaller Campuses Student Support	4
	LGBT	3
	Disabilities	3
	Part Time Students	3
	Diversity	3
	Phd Students	2
	Residential Students	2
	Students Undertaking Clinical Placements	2
	Low Socioeconomic	2
	Christian	1
	Women	1
	Domestic	1
	Most In Need	1
	NDIS	1
89	Clubs, Groups & Societies – More/Broader Range/Increase Funding	
86	Affordability	
	Gym/Sports	29
	General	23
	Parking	12
	Printing	5
	Clubs	5
	Accommodation	4
	Education	3
	Textbooks	3
	Recreation	2
59	Student Participation/Input (In SSAF Funding Or Generally)	
57	Engagement/Connection With Students -Importance Of, Needs Improvement	
48	Accessibility (Services/Information)	
43	Library	
	Improve Resources/Services/More Space/Seating	34
	Quieter	5
	Longer Hours	3
	Non Academic Resources	1
40	Encourage Student Participation	
30	Build Campus Culture/Sense Of Community	
30	Create A More Welcoming Campus/Foster Sense Of Belonging	
29	SSAF Fees	
	Abolish/Reduce/Individualise Spending	24

	Equity (Large Campuses Vs Regional/Small City Campuses/Online Students)	5
28	Appropriate Prioritisation Of Funding	
28	Safety/Security – Improve	
17	Well-Being Promotion/Support (Preventative/General, Monitoring)	
17	Student Union - Increased Funding/Improved Benefits/More Affordable	
16	Create More Opportunities	
15	Improve Communication	
15	Provide Incentives	
11	Transport (Improve Public And Between Campuses, Subsidies)	
8	Staffing – Quality/Retention/Support	
8	Orientation Improvement	
7	More Academic Focus	
6	Foster Connections With Broader Community	
5	More Arts Funding	
5	Scholarships	
4	More Funding	
3	Free Things	
3	Improve Disability Access	
3	Less Clubs	
3	Environmental/Sustainability Improvements	
3	More Money To Regional Campuses	
3	Decrease Funding Student Union	
3	Student Driven	
2	Less Political	
2	Less Focus On Sports	
2	Improve Quality Of SSAF	
2	Increase Staff Renumeration	
1	In Every Way	
1	Stop Slandering Of Male Students	
1	Ensure Inclusiveness And Non-Judgment	
1	Be Authentic	
1	Emulate Bendigo Model	
1	Encourage Bike Riding	
1	Be More Organised	
1	Less Events	
1	Students Need to Make An Effort	

4 Campus specific questions

After responding to the open question above, respondents were asked to nominate which campus they usually attend. They were then presented with campus specific information and questions regarding their satisfaction and priorities for improvements.

4.1 Albury-Wodonga

Those who selected the Albury-Wodonga campus were asked to rate their level of satisfaction with Wodonga-specific services and amenities. Respondents were first asked: “In 2018, how satisfied have you been with the following support, services and facilities provided by the Wodonga Student Association (WSA)?”

Responses are categorised on a 3-point scale, ranging from *dissatisfied* to *satisfied*. Respondents could also answer “Haven’t used it”.

The ‘Advocacy, Welfare and post-graduate support’ and ‘Gym and Sport’ categories had the lowest levels of satisfaction, (similar to results from the previous year’s survey) though these services also had the lowest levels of use (used by only 40% to 45% of respondents). Overall, the Hangar facilities and services category had the highest level of satisfaction (70%) and this was also the most widely used service (compared to last year’s survey, where the category with the highest level of satisfaction was Food Pantry and Free Food activities). In the 2018 survey, 51% of respondents were satisfied with the ‘Food Pantry and Free Food activities’. All responses are presented in [Figure 13](#).

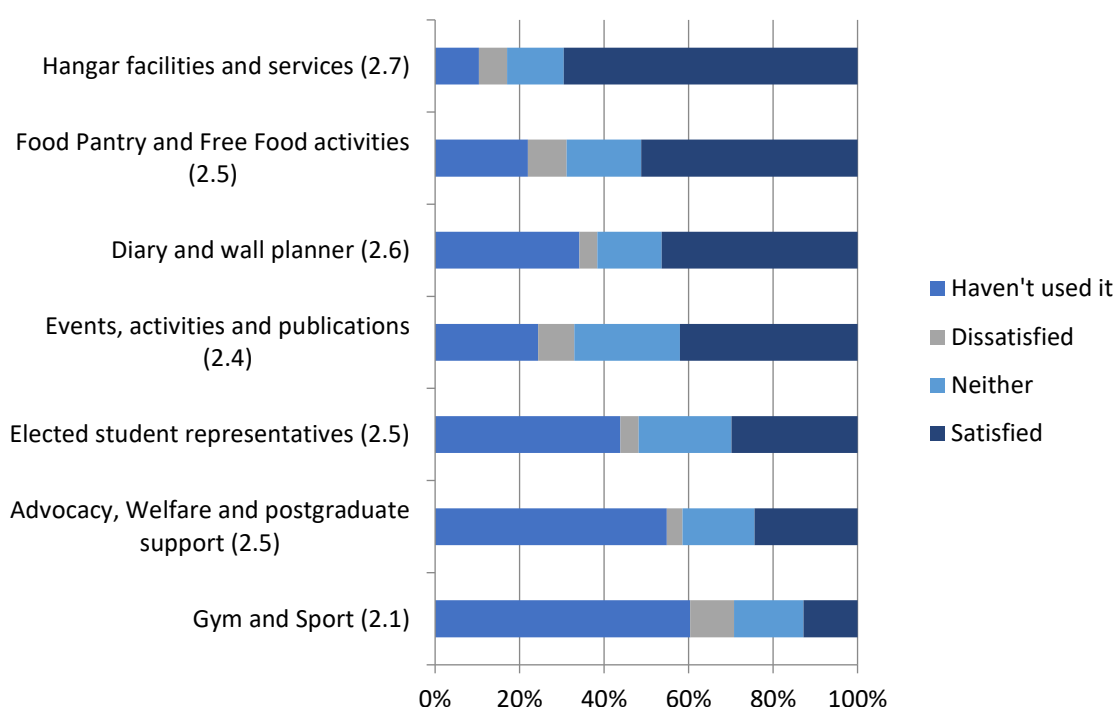


Figure 13. Respondents' level of satisfaction with Wodonga-specific amenities and services. Number in bracket indicates the mean level of satisfaction (1 = Dissatisfied, 2 = Neither, 3 = Satisfied). n=164.

Students were then asked to rate their satisfaction of the inclusiveness, quality, relevance, and variety of activities and services available to them. 61% were satisfied with the inclusiveness of the services, 52% were satisfied with the quality of the services, and 49% were satisfied with the relevance of

services. The highest level of dissatisfaction was with the variety of services available (24%). All results are shown in [Figure 14](#).

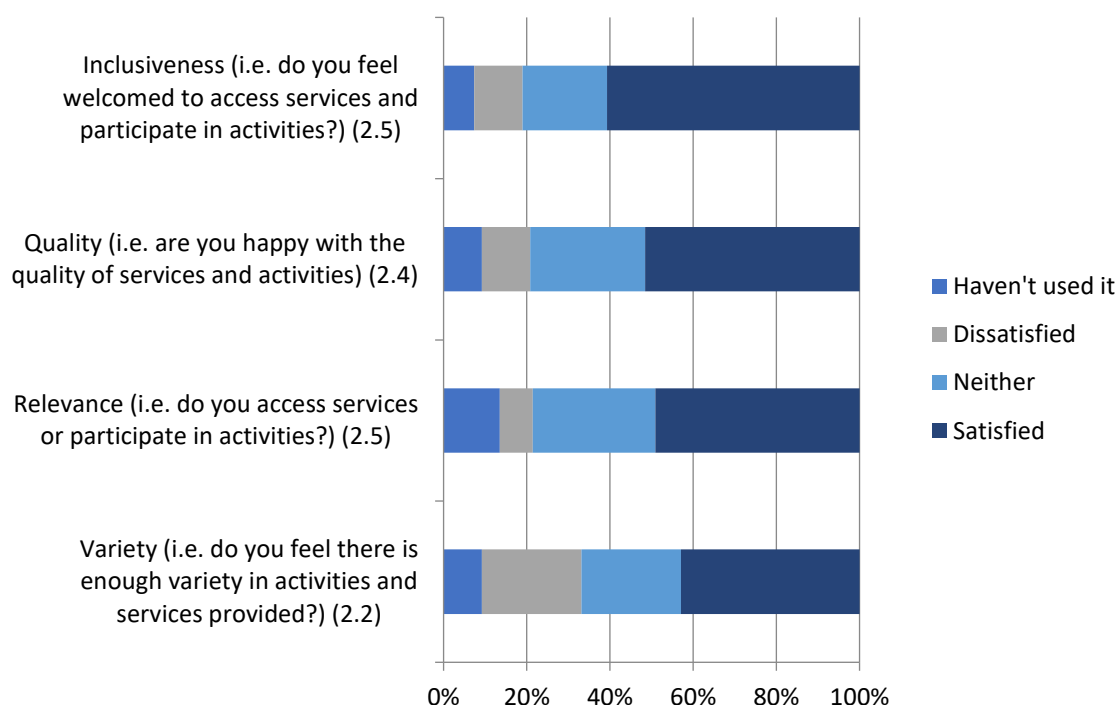


Figure 14. Respondents' level of satisfaction with aspects of Wodonga-specific activities and services. Number in bracket indicates the mean level of satisfaction (1 = Dissatisfied, 2 = Neither, 3 = Satisfied). n=164.

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 the categories 'More Events and Activities' and 'Improvements to Indoor Hangar Space' (94 responses each). The lowest level of support was for 'Funding Support to clubs and societies' (54), and only 14 respondents said that they would not support any of the given initiatives. See [Figure 15](#) for all responses.

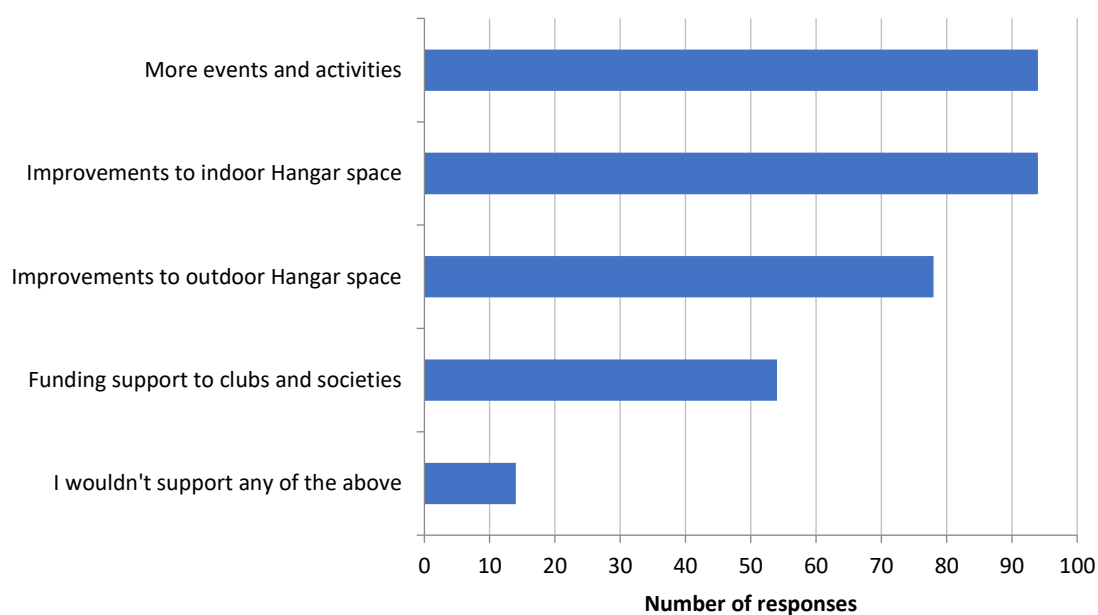


Figure 15. Respondents' support for Wodonga Student Association initiatives in the coming year. Note that respondents could select up to three choices. n=164.

4.1.1 Qualitative Responses – Albury-Wodonga

After rating their level of satisfaction with student services and amenities (Figure 13), students were asked to respond to the question:

Thinking about your answer to the previous question, how can WSA improve support, services and facilities available to students in Wodonga?

The main themes to emerge were around *Activities and Events*, *Increasing Awareness* and *Improving Facilities and Resources*. In comparison, the main themes from the 2017 survey were *Increasing Awareness*, *Improving Support Services* and *Improving Spaces*. It should be noted that as there were only 78 responses, there were relatively few responses against each sub-theme. A summary of the themes mentioned can be found in [Table 14](#).

Specific comments included:

- *I think that with such a small campus WSA do the best they can, within their capacity*
- *I think the regional campuses get forgotten a lot and this year we've had a lot of things cut that were really good last year, like weekly jam sessions, free lunches and on campus parties. It's really hard to get involved on campus because there is not much happening. I know the*

WSA in A/W faced budget cuts and are struggling to put events on, so giving them freedom to put on these events would be great :)

- In 4 years nothing has changed. its the same types of people doing the same things. there is nothing to engage mature age students.
- Marketing (advertising) is a big issue for the WSA, as the events they plan are amazing and a lot of fun; BUT, the lack of students make it very hard for all students to have fun, socialize, meet new people, and get funding for event with lack of interest, etc.

Table 14. Summary of qualitative themes Albury-Wodonga

Number of responses ⁹	Major themes and sub-themes	Responses for Sub themes
32	Activities And Events	
	More	9
	Greater Diversity	6
	Free	3
	Variety Of Times	3
	Food	2
	Sporting	2
	Mature Age Activities	1
	Music	1
	Indoor Winter Activities	1
	Celebration Of Various International Day Events	1
	Movie Nights	1
	Evenings	1
	Off Campus	1
14	Increasing Awareness	
	More Awareness/Advertising/Information	8
	Sporting Facilities	2
	Clubs	2
	Activities	1
	Disability Issues	1
9	Improving Facilities/Resources	
	Gym	5
	Improving Cleanliness	1
	Hangar Hours	1
	Pantry	1
	Sleeping Facilities	1
8	Representation/Inclusiveness	
	Entire Student Population	4
	Mature Age	3
	ESL	1
5	More Variety/Options Available	

⁹ There were 78 total responses; of these, 8 were unsure/not relevant responses and 6 were no improvement responses

4	Encourage Student Participation	
4	Promotion/Advertising (Specific Methods To Improve Awareness)	
	Posters	1
	Email	1
	Monthly Calendar	1
3	Support Services – More/Improved	
	General	2
	Counselling	1
3	Student Consultation With Decision Making	
3	Equity Of Funding Vs Large Campus	
2	Improving Orientation	
2	More WSA Funding	
1	Healthy Food	
1	Clubs – More/Improve	
1	Stop Wasting Money	
1	Fundraising	
1	Improved Professionalism/Standard Within WSA	

4.2 Bendigo

Respondents were asked to rate their level of satisfaction with a range of campus-specific services and amenities: “So far in 2018, how satisfied have you been with the following services and support provide by the Bendigo Student Association (BSA) if you used them?”

Responses were categorised on a 3-point scale, ranging from *dissatisfied* to *satisfied*. Respondents could also answer “Haven’t used it”.

The area with the highest satisfaction (and highest level of use) was Events & Entertainment. Clubs and Societies, BSA stock room and Student wellbeing also had relatively high levels of satisfaction.

Five of the categories had more than 50% of respondents who were using them. The services with the lowest level of use and satisfaction were Student legal services and Financial counselling services. All responses are presented in [Figure 16](#).

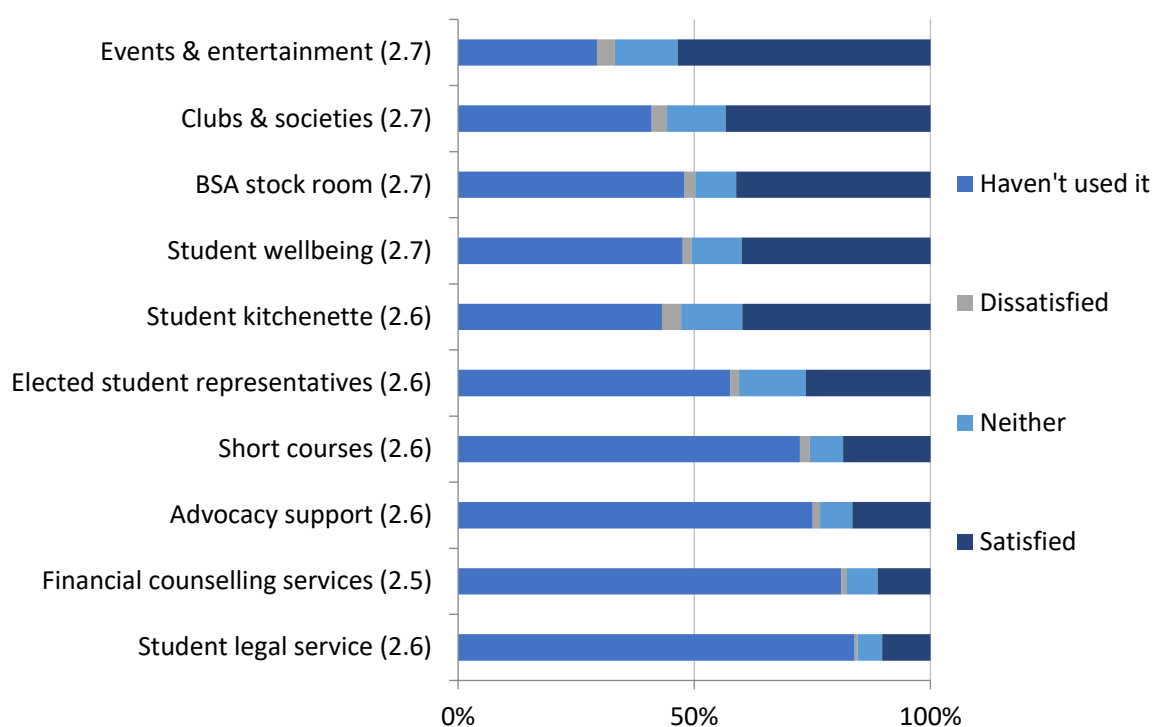


Figure 16. Respondents' level of satisfaction with Bendigo-specific amenities and services. Number in bracket indicates the mean level of satisfaction (1 = Dissatisfied, 2 = Neither, 3 = Satisfied). n=1108.

Respondents were next asked about priority areas for funding: “What three areas require greater levels of funding and attention by the BSA?”

Respondents were most in favour of improved food and beverage options, more diverse events, more sporting events at Bendigo and increased short courses. Greater access to counselling services received the least amount of support (although it should be noted that this category received 433 responses). All responses are displayed in [Figure 17](#).

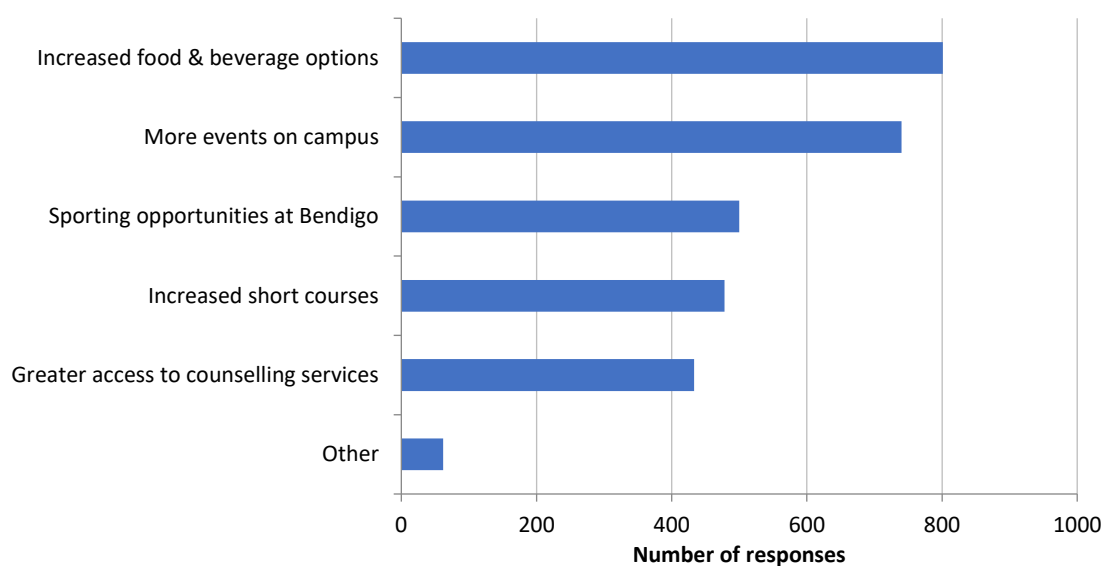


Figure 17. Respondents' preferences for areas in need of greater funding and attention by the Bendigo Student Association. Note that respondents could select up to three choices. n=1108.

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: “What three areas require greater levels of funding and attention by the Bendigo Student Association?”

Of the 63 responses to this question (of which 3 responses were N/A), the main themes were around Facilities & Resources, Support Services and Spaces.

Table 15 gives a summary of main themes and subthemes for this question. Examples of suggestions are given below for the most common themes:

- *New ways of promoting services and how/where/when to access them - not just brochures and OWeek*
- *reconfigure/ modernise spaces shared by all students. look at international models that are changing the atmosphere aesthetically and ergonomically.*
- *Larger variety of clubs. Current range does not appeal to everyone.*

Table 15. Summary of qualitative themes Bendigo

Number of responses	Major themes and sub-themes	Responses for subthemes
16	Facilities/Resources – More/Improved	
	Child Care	4
	Accommodation	3
	Online Facilities	2
	General	1

	Lights & Speakers Behind IBC	1
	Longer Co-Op Hours	1
	Wi-Fi In Study Areas	1
	Fix LMS	1
	Inclusion Ct Campus	1
	Food Preparation Areas	1
8	Support Services – More/Improved	
	Financial	2
	Ctb	1
	It	1
	Academic	1
	General	1
	Online Students	1
	Health & Well Being	1
7	Spaces – More/Improved	
	Study/Quiet Areas	3
	Informal/Social/Lounge Spaces	2
	General	1
	Outside Seating Areas	1
7	Clubs, Groups & Societies – More/Broader Range/Increase Funding	
5	Representation/Inclusiveness (Of Groups Such As)	
	Disabilities	2
	Mature Age	2
	Low Socioeconomic Status	1
4	Increased Funding For Arts/Music/Theatre	
4	Food	
	Affordability	2
	Healthier	1
	Better/More Options	1
3	Improve Awareness	
2	Scholarships	
1	Positive Education Experience	
1	Co-Op Discounts	
1	Workshops/Seminars	
1	Short Courses	
1	Pricing Of Events	
1	Reduction Of Fees	
1	Reduction Of Parking Fees	
1	Career Expos	

Students were then asked, “If you were on the BSA Board of Directors for a day, what would you do to make student life better at Bendigo?” The major themes mentioned were Activities & Events,

Food/Drinks and Facilities & Resources. These are summarised in [Table 16](#) and some quotes are listed below:

Activities and events

- *Provide and implement more meet and greet opportunities for students to get together and acquire more friends.*
- *Last week in week 10 there was a stress relief week where there were activities around the tables and people to go and talk to. If I was on the BSA Board of Directors I would try to recreate this as it was a great stress reliever especially for those in high level courses*

Food/Drinks

- *Replace the Big Chill with a 4 x 1 free small coffee from Sweeney's a week, from the two weeks before and the two weeks of exams. The Big Chill made me more stressed and alert about the fact that I had no friends to support me in my La Trobe environment. A small hot drink can provide an individual with happiness around going into the library to study and in these colder months bringing warmth to the heart and soul.*
- *Provide more food options for students. And preferably make it cheaper.*

Facilities/Resources – More/Improved

- *The campus needs more atmosphere and should feel inviting for students to want to stay and work...upgrades to facilities are needed*
- *Kitchenette section and seating could be better. More informal lounge areas to study. Upgrading the seating to more comfortable and appropriate areas near class rooms*

Table 16: Summary of themes for question "If you were on the BSA Board of Directors for a day, what would you do to make student life better at Bendigo?"

Number of responses ¹⁰	Major themes and sub-themes	Responses for subthemes
226	Activities And Events	
	More/Improved/Greater Variety	73
	Networking	43
	Free/Cheap Food	20
	Fun/Games	12
	Well Being	11
	Puppies/Animals	11
	More Affordable	9
	More Inclusive Of Non-Residents	7
	Music/Creative Arts	7

¹⁰ There was a total of 521 responses for this question, of which 24 responses were N/A

	Big Chill	6
	Vary Activity Times	5
	Alcohol Free/Underage	4
	Alcohol	4
	Evening	3
	Within Student Union	3
	Market Days	3
	Focus On 1 st Year Students	2
	Student Union Direct Involvement With Students	1
	Pride Week	1
	Cultural Awareness	1
	Guest Speakers	1
	Mandatory	1
	Overnight	1
	Career Expo	1
125	Food/Drinks	
	Better/More Options	65
	Affordable/Free	26
	Healthier	19
	Catering To Diverse Groups	7
	Free Coffee	4
	Longer Hours	3
	Free Beer	1
61	Facilities/Resources – More/Improved	
	General	7
	Food Preparation Areas	7
	Bar	6
	Parking – More/Affordability	5
	Gym	4
	Library	4
	Health & Well Being	4
	Extended Library Hours	3
	Seating	3
	Provide Buses To Town	2
	Child Care	2
	Longer Hours	2
	Powerpoints	2
	Academic Facilities	2
	Ctb	1
	Online Learning	1
	Co-Op	1
	Stockroom	1
	Hygiene	1

	Bathrooms	1
	Lifts	1
	Piano	1
60	Support Services – More/Improved	
	Mental Health/Counselling	16
	Academic Mentoring/Support	15
	Health & Well Being	10
	Employment Assistance/Industry Networking Opportunities	8
	Improve Access	4
	Financial Counselling/Budgeting	2
	Cooking/M meal Planner Advice	2
	Course Guidance/Department Specific Assistance	1
	Accommodation Support	2
48	Increasing Awareness (Of Union And Ssaf Funding And More Awareness In General Needed)	
	Services	15
	Activities/Events	12
	More Awareness/Advertising/Information	8
	Health/Counselling	6
	Sports/Recreation	3
	Clubs (Options And How To Join, Etc)	2
	SSAF – Transparency Of How Funds Are Used	2
37	Spaces – More/Improved/More Inviting	
	Study/Quiet Areas	14
	Student Union	10
	Outside Seating Areas	5
	Wellness	3
	Library	2
	Group Study	2
	Mature Age	1
22	Clubs, Groups & Societies	
	More/Broader Range/Increase Funding	17
	Sporting	4
	Photography	1
21	Representation/Inclusiveness (Of Groups Such As)	
	All	11
	Students Undertaking Work Placements	2
	Mature Age	1
	First Year Students	1
	Disability	1
	People Working Full Time Along With Studying	1
	Students Living Outside Bendigo Area	1

	Diverse Groups	1
	Online Students	1
	People Undertaking Less Popular Courses	1
13	Encourage Student Input/Respond To Feedback	
12	Engagement/Connection With Students	
11	Sports/Recreation (More Activities, Better Facilities, More Events, Subsidised Fees)	
8	Affordability	
	General	4
	Study	1
	Printing	1
	Course Uniforms	1
	Accommodation	1
7	Promotion/Advertising (Specific Methods To Improve Awareness)	
	Social Media/Websites	3
	Posters/Bulletin Boards/Visible Advertisements On Campus	2
	Via Face To Face Means (E.G. Info Sessions/Student Rep/Stalls/Events)	2
7	Build Campus Culture/Sense Of Community	
7	Offer More Short Courses	
6	Equity Of SSAF Fees (Large Campuses Vs Regional/Online Students)	
6	Free Things	
5	Improve Communication	
5	Improve Courses/Subjects	
5	Equity Of Large Vs Smaller Campuses	
3	Improve Quality Of Teaching Staff	
3	Improve Teacher/Student Relationships	
3	Lower Fees	
3	Increased Funding For Arts/Music/Theatre	
2	Improve Room Bookings	
2	Environmental/Sustainability Improvements	
2	Less Funding Towards BSA	
2	Disability Access	
2	Make University A More Welcoming Place	
1	Improved Professionalism/Quality Of BSA	
1	Less Focus On Sport	
1	Joint Ba/Co-Op Membership	
1	Incentives	
1	Improve Online Connectedness	
1	Scholarships	
1	Appropriate Prioritisation Of Funding	
1	Provide More Funding For Nancy Long	
1	Provide More Opportunities For Students	

4.3 City campuses

Respondents were asked to rate their level of satisfaction with a range of campus-specific services and amenities: “In the last year, how satisfied have you been with the following services and amenities provided by the La Trobe Student Union (LTSU)?”

Responses are categorised on a 3-point scale, ranging from *dissatisfied* to *satisfied*. Respondents could also answer “Haven’t used it”.

Overall, levels of satisfaction were highest for Student Support Services and Events & Activities (compared to last year where Student Lounges and Student Support Services had the highest levels of support). Compared to 2017, city campus students generally reported higher levels of use, but slightly lower levels of satisfaction overall. All results are illustrated in [Figure 18](#).

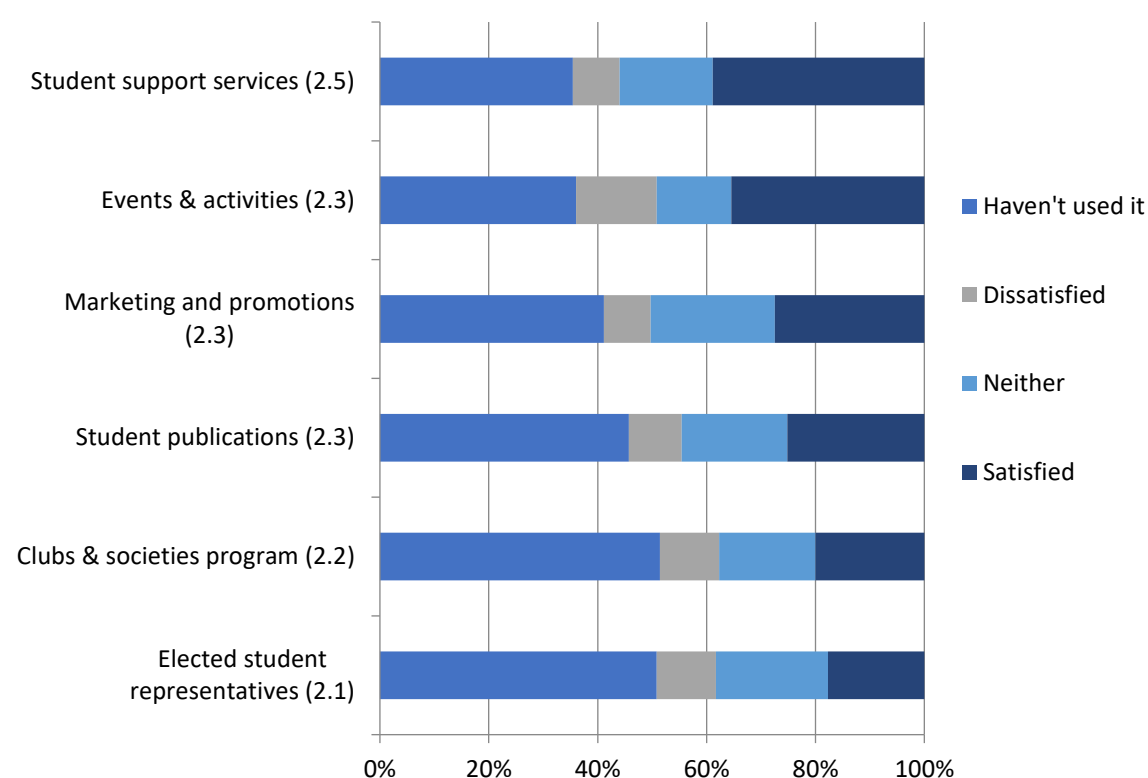


Figure 18. Respondents' level of satisfaction with City campus-specific amenities and services. Number in bracket indicates the mean level of satisfaction (1 = Dissatisfied, 2 = Neither, 3 = Satisfied). n=175.

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 81 responses summarised in [Table 17](#), most related to improving Activities & Events, Support Services and Engagement with students. For comparison, the three major themes that emerged from

last year's survey were Improving Support Services, Activities/Events and Facilities/Amenities. Some quotes are listed below as an example of responses:

- *Again, its about feeling connected and welcome in the space. 360 Collins is a very corporate vibe and I think if you were not used to that culture it would be a bit overwhelming*
- *Ideally, use the RMIT model and forge partnerships with city institutions to provide recreational opportunities to students. City should be treated separately to Bundoora - e.g in general why would a City student travel 16km minimum to train and play sport at Bundoora?*

Table 17. Summary of qualitative themes City Campuses

Number of Responses ¹¹	Major Themes And Sub themes	Responses for Subthemes
18	Activities/Events	
	Need More At City Campus	7
	Sports/Recreation	3
	Variety Of Times	2
	Not Much Offered In Comparison With Bundoora	2
	In Conjunction With Other Campuses	1
	Workshops/Seminars	1
	Free	1
	After Workshops	1
12	Support Services – More/Improved	
	General	6
	Health And Wellbeing	2
	Online Students	1
	Improved Confidentiality	1
	Career Guidance/Job Seeking Assistance	1
	Peer Learning	1
11	Engagement/Connection With Students	
10	Increasing Awareness (Of Union, Services/Facilities, SSAF Funding And More Awareness In General Needed)	
	More Awareness/Advertising/Information	7
	Transparency SSAF Funding	2
	Clubs	1
9	Food	
	More Coffee/Coffee Machines	4
	Eating Areas	2
	Extended Hours	1

¹¹ There were 81 total responses; of these, 19 were 'unsure' or 'not relevant' responses, and 2 were 'no improvement'.

	Better/More Options	1
	Free	1
8	Facilities/Amenities – More/Improved	
	Extended Hours	2
	Subsidized Gym	1
	Library	1
	Bicycle Facilities	1
	Need More	1
	Improve Level 20	1
	Car Park	1
4	Spaces – More/Improved	
	Quiet Study Spaces	3
	Welcoming	1
2	Promotion/Advertising (Specific Methods To Improve Awareness)	
	Short Speeches In Classes	1
	Posters	1
2	Representation/Inclusiveness	
	Younger Post Graduate	1
	Mature Age	1
2	Focus On Individuals	
2	Social Networking Opportunities	
1	Improved Communication	
1	Increased Safety	
1	More (General)	
1	Utilise Social Media	
1	Provide More Relevant Information	
1	Build Partnerships Within City To Increase Recreation Options	
1	Have Campus Specific Newsletter	
1	Student Consultation/Input	
1	Clubs, Groups & Societies	

4.4 Bundoora

Respondents were asked to rate their level of satisfaction with a range of campus-specific services and amenities: “In the last year, how satisfied have you been with the following services and amenities provided by the La Trobe Student Union (LTSU)?”

Responses are categorised on a 3-point scale, ranging from *dissatisfied* to *satisfied*. Respondents could also answer “Haven’t used it”.

When looking at the mean levels of satisfaction (in brackets), it is clear that there is not a great deal of difference between the categories. Students reported the highest levels of satisfaction for Food based events, other events and activities, student lounges and student support services. Elected student representatives had the lowest level of satisfaction, although it should be noted that 55% of

respondents selected 'haven't used it' for this category. Similar to 2017, Student lounges had the highest level of use (76% of students reporting use). All responses are shown in [Figure 19](#).

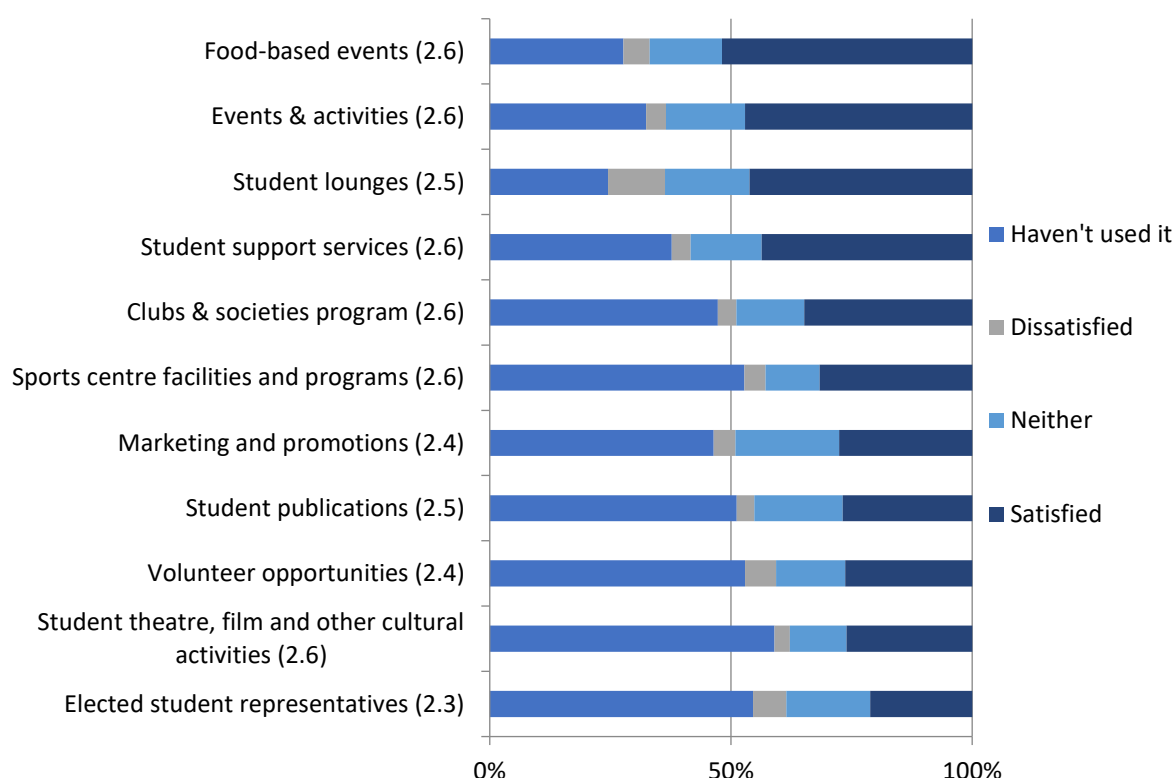


Figure 19. Respondents' level of satisfaction with Bundoora-specific amenities and services. Number in bracket indicates the mean level of satisfaction (1 = Dissatisfied, 2 = Neither, 3 = Satisfied). n=3768.

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 1649 responses summarised under the themes in [Table 18](#). The most common suggestions related to increasing awareness (349), student spaces (282), facilities/resources (209) and support services (162), which were the same three main themes that emerged from the 2017 survey. Examples of suggestions are given below for the most common themes:

Increasing awareness of services and events:

- *a lot of students, including myself are not aware of most of the services that are being provided. maybe work on advertising the services a bit more?*
- *I did not know many of them were available. Awareness is key to improving here.*
- *Better communication about services and amenities, they are there but you have to search for them, people often aren't aware of where or how to find them*

Student spaces – More/Improved:

- *A lot of things at the Bundoora campus need an upgrade. There are not enough study spaces for the entire student body, its a constant battle trying to find somewhere to study in the middle of the day.*
- *The library is far too overcrowded as a study space, there is never any free spaces or rooms after 10am and I have had to study in public places like the agora. I don't understand why there are so many major renovations happening during semester? Like replacing an entire floor of the library just makes the rest of the limited space very congested. Why couldn't these works be done over the holidays when it isn't filled with thousands of people?*
- *More student lounges, its hard to find study areas on campus, they are always full*

Facilities and resources – More/Improved:

- *Microwaves!! I stopped using microwaves at La Trobe because they were usually disgusting or broken and I had to line up. That may have changed recently because i haven't brought microwavable food recently, but when I was at RMIT we had microwaves in every building and it made uni life so much easier.*
- *Improve the state of the student kitchen. More microwaves and better cleaning services would be appreciated.*
- *Better lounge facilities, cleaner and somewhere to store food. Microwaves are always dirty, tables are always sticky. I am at uni from 6am until 9pm everyday. I use the lounges a lot. They are never clean even at 9am in the morning. Also lounges should be open later hours, or there be an option to gain after hours access like the bike facilities. MASO lounge need upgrading. It's full of discarded junk and is not very welcoming.*

Support services – More/Improved

- *Provide more volunteer opportunities/ more advertising of them*
- *providing a more range of help for mental health issues and stress, many even a special room that people can go to to help them feel less stress*
- *ASK Latrobe needs to be better, there is too much "please contact this person, then contact this person". Needs more defined roles.*
- *By increasing the quantity and availability of support services.*

Table 18. Summary of qualitative themes Bundoora

Number of responses ¹²	Major themes and sub-themes	Responses for subthemes
349	Increasing Awareness (of union and SSAF funding and more awareness in general needed)	
	More Awareness/Advertising/Information	235
	Services	45
	Activities/Events	33
	Clubs (options and how to join etc.)	14
	Transparency of how funds are spent	13
	Sports/uni games	4
	Facilities	3

¹² Of the 1649 responses, 36 were 'N/A', 94 were 'unsure' and 98 were 'no improvement'.

	Spaces	2
282	Spaces – More/Improved	
	Study/Quiet Areas	140
	Informal/Social/Lounge Spaces	112
	Group Study Areas/Rooms	17
	Seating	8
	Eating Areas	2
	Outdoor	1
209	Facilities/Resources – More/Improved	
	Improve kitchen facilities, particularly microwaves	52
	General improvement/Maintenance/Accessibility	29
	Improve cleanliness	27
	Bathroom facilities	12
	Parking	10
	Extended or 24/7 access to facilities	7
	Power points	6
	Signage	6
	Computers	4
	Arts – gallery, music room, theatre	3
	Printers/Printing	2
	Computers	2
	Bins	2
	Wi-Fi access	2
	Second hand book store/cheaper books	1
	Online resources	1
	Drinking water	1
162	Support Services – More/Improved	
	Volunteering opportunities	41
	Health/Mental Health/Wellbeing Support Services	26
	General	26
	Academic Mentoring/Support	17
	Employment assistance/industry networking opportunities/career advice	12
	Administrative/ Enrolment	11
	Course Guidance/Department Specific Assistance	6
	Safety/Security	4
	Short courses	3
	Financial aid/advice	3
	Child care	2
	Advocacy	2
	Accommodation	1
156	Activities and events	
	Not Specified (more events)	70
	Food Activities/Events	28

	Arts/Music/Cinema/Theatre Activities	19
	Cultural activities	9
	Outside university hours	8
	Free	8
	During university hours	6
	Prizes	4
	Orientation	2
	Domestic/international engagement	2
	Other	5
101	Promotion/Advertising	
	General	18
	Email	16
	Social media	14
	Website	11
	Posters	9
	Brochures/Pamphlets/Newsletters	7
	For new students	6
	Workshops	5
	In class	4
	At orientation	3
	Bulletin board	3
	LMS	2
	Stalls	2
	In library	1
101	Food	
	Better/more options (mainly vegetarian and vegan)	50
	Free food	25
	Affordable options	12
	Healthier options	10
	Allergies/special requirements	4
94	Representation/Inclusiveness of groups such as:	
	Everyone	19
	Off campus students	18
	Mature-age students	15
	Queer students	12
	Post-graduate students	7
	International students	7
	First year students	6
	Minority groups	4
	Students with children	2
	Women	1
	Blended students	1
	Part time students	1
	Students with disabilities	1

89	Union and Union Representatives	
	Union representatives - better visibility, representation, engagement, transparency, availability, communication	31
	Union elections – behaviour/organisation	20
	LTSU fee/membership	11
	More funding/staff	9
	Quality/morality	7
	Diversity	6
	Less funding/power	3
	Improved communication with clubs	2
60	Student participation	
	Act on feedback given	20
	Student participation/input (in SSAF funding or generally)	17
	Surveys – Use results	13
	Student Involvement on campus/Utilise Skills	9
	Incentives for Student Participation	1
58	Sports/Recreation (more activities/events, better facilities, subsidised fees)	
47	Library	
	Upgrade/expand seating areas/study spaces	46
	Non-academic	3
40	Clubs, Groups & Societies – More/Broader Range, Increase Funding	
	Funding	29
	Improved communication with LTSU	10
	More variety	1
37	SSAF Fees	
	Abolish/Reduce/Individualise Spending	28
	Equity (Large campuses vs regional/small city campuses/online students)	7
	Auditing spending	2
16	Wider range of services and amenities	
12	Engagement/Connection with Students (General: importance of, needs improvement)	
9	Less politics on campus	
8	Affordability/value	
5	Environmental/Sustainability Improvements	
4	Rabelais	
4	Transport	
2	Less events	
1	Relationships between teachers & students	
1	Unhappy with blended options	
1	Scholarships	
1	Animals on Campus (e.g. petting zoos) to Provide Relaxation	
1	Accessibility for rural students	
1	Service to approve/certify ID documents	
1	Discounts	

1	LTU merchandise
1	Partnerships with other institutions

4.5 Shepparton

Respondents were asked to rate their level of satisfaction with a range of campus-specific services and amenities: “In 2018, how satisfied have you been with the following services and amenities provided by the Shepparton Student Association (SSA)?”

Responses are categorised on a 3-point scale, ranging from *dissatisfied* to *satisfied*. Respondents could also answer “Haven’t used it”.

Like 2017, the category with the highest level of satisfaction was ‘student facilities including kitchenette’, although this was up from 52% in 2017 to 62% in 2018. This service also had the highest level of usage. ‘Elected student representatives’ was viewed least favourably, with a mean score of 2.4 out of 3. Short courses such as First Aid and RSA had the lowest reported level of usage (53%). All responses are presented in [Figure 20](#).

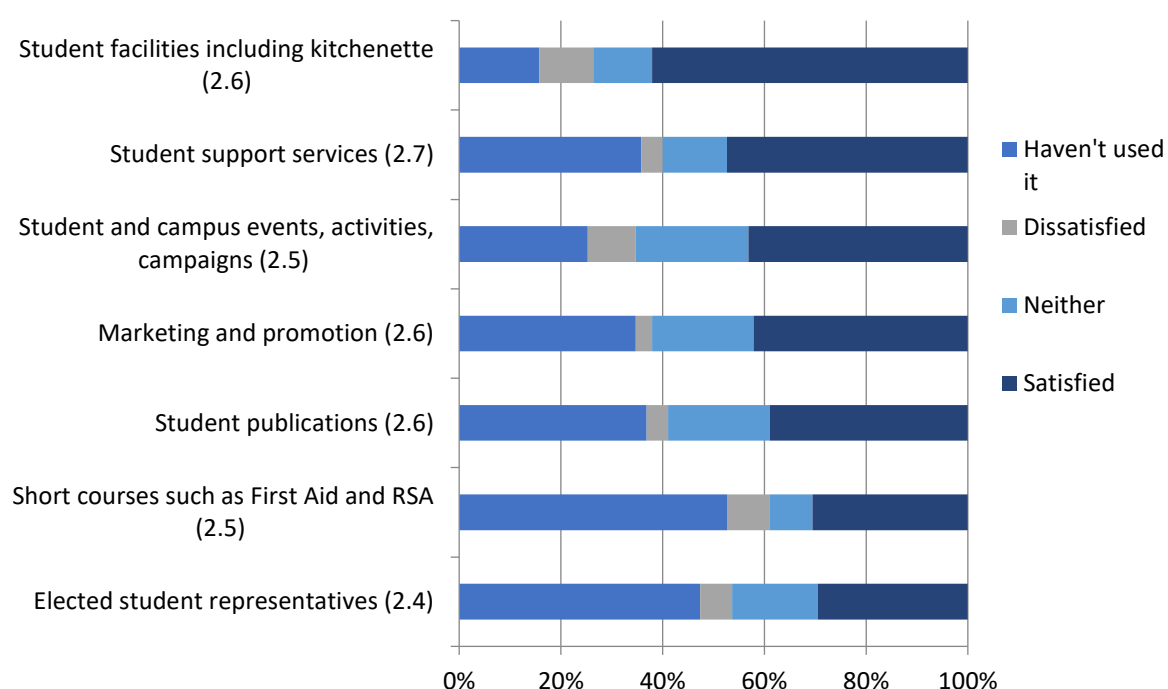


Figure 20. Respondents' level of satisfaction with Shepparton-specific amenities and services. Number in bracket indicates the mean level of satisfaction (1 = Dissatisfied, 2 = Neither, 3 = Satisfied). n=95.

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 19 summarises the main themes from 45 responses. The key theme emerging was around Facilities and Resources, similar to the results from last year. Examples of comments are given below:

- *Shepparton Campus needs a better kitchenette. There are never cups, milk, spoons or any amenities to use. Not even a sandwich toastie machine etc. and the canteen/ shop in the facility is very poor in hygiene and variety with no lunch or student specials to draw anybody in.*
- *The SSA do a fantastic job, especially given the resources made available to them. The SSA is involved in all events on campus and supports all divisions and departments in their events and is an amazing advocacy for all students on campus!*
- *There is little to no communication between clubs/groups/staff and students. As a second year student I have little to no knowledge of what is happening or how to become part of events. We are a small campus, so a group approach could be better utilised.*

Table 19. Summary of qualitative themes Shepparton

Number of responses ¹³	Major themes and sub-themes	Responses for sub-themes
23	Facilities/Resources	
	Upgrade Kitchenette, More Supplies	11
	Parking	3
	More/General	1
	More Programs	1
	Outside Exercise Equipment	1
	Library	1
	Tampon Dispenser	1
	Prayer Room	1
	Bubble Taps/Easy Access To Free Water	1
	Quality Education	1
	Child Care	1
9	Increasing Awareness (Of Services And SSAF Funding And More Awareness In General Needed)	
	More Awareness/Advertising/Information	4
	Consult With Students More Regularly – Surveys And Engagement	2
	Broader Reach	1
	Utilising Social Media	1
	Emailing About Upcoming Events	1
5	Support Services	
	Ensure Shepparton Has Same Opportunities As Larger Campuses	1
	IT Support	1
	Mature Age Support	1
	Online Student Support	1
	Academic Support	1

¹³ Of the 45 responses, 4 were 'N/A' and 1 was 'no improvement'

5	Spaces – More/Improved	
	Student Lounges/Informal Areas	3
	Hall For Activities	1
	HDR Spaces/Access	1
3	Access To Short Courses E.G. First Aid	
2	Networking Opportunities	
2	More Clubs/Societies	
1	Better Food Options	
1	More Sporting Activities	
1	More Coffee	
1	Food Events	
1	Encourage Student Participation	
1	O Week Mid Year	
1	Improved Communication	

4.6 Mildura

Respondents were asked to rate their level of satisfaction with a range of campus-specific services and amenities: “In the last year, how satisfied have you been with the following services and amenities provided by the Mildura Student Association (MSA)?”

Responses are categorised on a 3-point scale, ranging from *dissatisfied* to *satisfied*. Respondents could also answer “Haven’t used it”.

As was the case with Shepparton, student facilities had the highest level of satisfaction (58%) as well as the highest level of usage (93%). Student support services was also highly rated (52% of respondents were satisfied). These two categories were also the highest rated services in 2017. Student publications had the lowest level of satisfaction; however, it also had the lowest reported level of usage (43%). All responses are presented in [Figure 21](#).

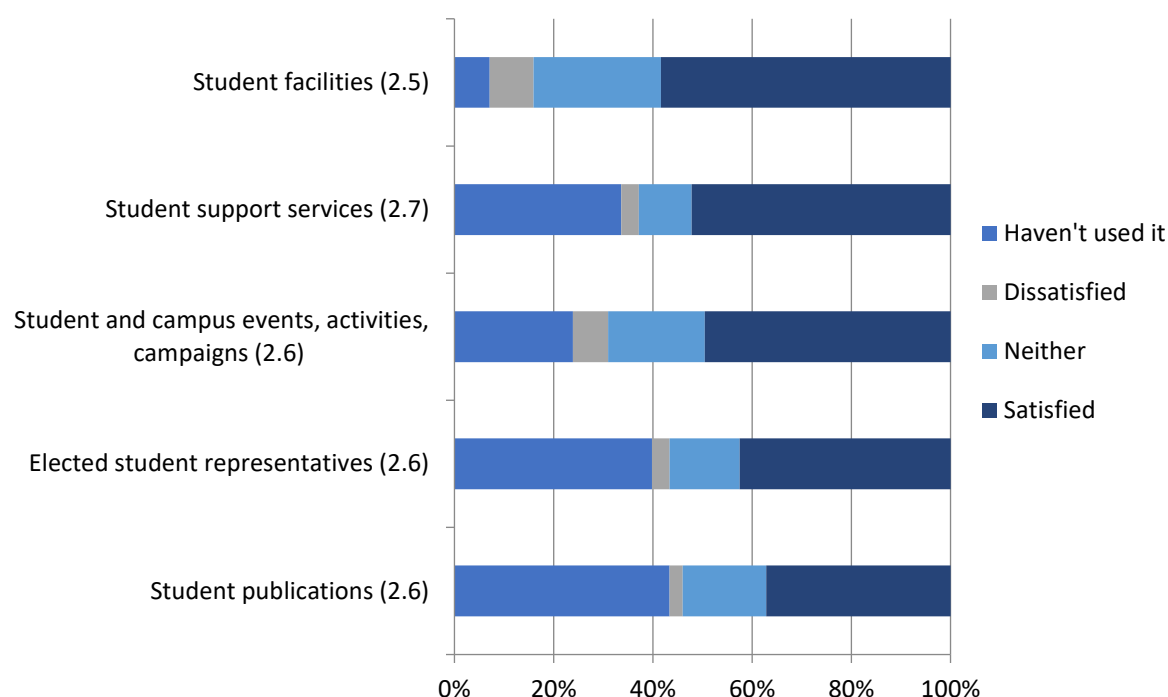


Figure 21. Respondents' level of satisfaction with Mildura-specific amenities and services. Number in bracket indicates the mean level of satisfaction (1 = Dissatisfied, 2 = Neither, 3 = Satisfied). n=113.

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 57 responses presented in Table 20, the most common themes were *Facilities/Resources* (27) and *Increasing Awareness* (17).

Specific suggestions included the following:

- *Food is the key! If you provide it, students will use facilities and attendance will increase.*
- *I was not aware of short courses being offered in first aid and RSA. Perhaps better promotion of these events would be good. Also, removing the vending machine has been a bad idea. Limited amounts of food and drinks are available in the kitchen so the vending machine was the best option for a quick snack.*

Table 20. Summary of qualitative themes Mildura

Number Of Responses ¹⁴	Major Themes And sub-themes	Responses for sub-themes
27	Facilities/Resources	
	Vending Machine	7

¹⁴ Of the 57 responses, 2 were 'N/A'

	Upgrade Kitchenette, More Supplies, Cleaner	6
	Food/Drinks	5
	Coffee Machine	2
	Sporting Facilities	2
	More/Improved	2
	BBQ	1
	Computers	1
	Catering To Needs Of Diverse Groups	1
17	Increasing Awareness (Of Services And SSAF Funding And More Awareness In General Needed)	
	Events/Short Courses	11
	More Awareness/Advertising/Information	3
	Via Email	2
	Services	1
4	Spaces	
	Quiet	2
	Lounge/Leisure	2
3	Activities And Events – More Events/More Diversity	
2	More Presence	
2	Equity Facilities/Services Vs Large Campuses	
2	Appropriate Prioritisation Of Funding	
1	Doing More	
1	Engagement With Students	
1	Make It Worth The Money	
1	More Relaxed Environment	
1	More Short Courses	
1	Affordability Short Courses	
1	Confidentiality Seeking PCA Services	
1	More Clubs	

5 Appendix

5.1 Funding areas in survey

The following table shows the 14 categories of funding areas (reduced from the full 19 areas) as they were displayed as options in the survey.

Table 21. Funding areas as shown in survey.

Funding area as reported above	Option as shown in survey
Orientation information	Orientation information
Health & welfare	Student health and welfare services
Study skills	Support for students to build study skills
Advice & advocacy	Advice and advocacy for students
Food & drink	On-campus food and drink
Student clubs	Support for student clubs
Sport & recreation	Sport and recreation facilities and services
Securing housing	Support in securing accommodation
Legal, finances and insurance	Student legal, finances and insurance services
Non-academic libraries	Non-academic libraries and reading rooms/lounges
Employment support	Employment support and advice
Childcare services	Childcare services
Debating and student media	Support for debating by students and producing and sharing student-created media
Artistic activities	Support for artistic activities

Table 22. Funding areas with explanations as shown in hover overs and additional web page.

Student legal, financial and Insurance services	<ul style="list-style-type: none"> • Free, confidential legal advice from a professional solicitor. • Access to a professional financial counsellor for: <ul style="list-style-type: none"> – information, support and advocacy in financial difficulty – help to understand your financial situation – work towards resolving financial concerns.
Student health and welfare services	<ul style="list-style-type: none"> • Deliver programs to ensure a safe and respectful community on campus. • Free counselling service for students. • Contribution to safe transport service on and around campus. • Support the delivery of health services for students. • Provide information materials on health and welfare issues.

Support in securing accommodation	<ul style="list-style-type: none"> • Offer an all-inclusive assistance package for students in need which may include: <ul style="list-style-type: none"> – emergency housing – referral services – clothing and food.
Employment support and advice	<ul style="list-style-type: none"> • Offer programs to prepare students for the world after university. • Help students develop the skills and attributes employers want. • Assist student to build their ‘employability brand’ and learn a breadth of capabilities that complement their degree and experience. • Support employability programs
Support for students to build study skills	<ul style="list-style-type: none"> • Subsidised workshops and access to electronic resources including but not limited to; <ul style="list-style-type: none"> – time management – referencing – taking notes – exam revision – argument and debate. • Engaging staff to undertake individual consultations with students.
Advice and advocacy for students	<ul style="list-style-type: none"> • Student organisations provide an independent advocacy team that offer support to students, or groups of students who may be experiencing difficulty with an academic, administrative or welfare issue.
Orientation information	<ul style="list-style-type: none"> • Contribution to orientation programs. • Fund events and activities in orientation programs. • Provide information packs.
On-campus food and drink	<ul style="list-style-type: none"> • Enhance existing services and the overall food and beverage offering. • Subsidise or provide food at organised events.
Sport and recreation facilities and services	<ul style="list-style-type: none"> • Student athlete subsidies for University Nationals (Intervarsity sport). • Provide funding to sporting organisations to deliver development opportunities. • Subsidised costs of running sporting clubs. • Subsidised travel to inter-university sporting competitions. • Provision for on campus funding, Bundoora: <ul style="list-style-type: none"> – Upgrading and building sport and recreation facilities and amenity – Subsidising access to recreational facilities – Provision of more on campus recreational opportunities (fitness classes / fun runs etc) – Subsidising on campus sporting competitions – Administration and coordination of Intercollege Sport program

Support for student clubs	<ul style="list-style-type: none"> • Provision of spaces, facilities and/or professional staff support for Student run groups, Clubs and Societies.
Non-academic libraries and reading rooms/lounges	<ul style="list-style-type: none"> • Provision of spaces and facilities for rest, relaxation, socialising or informal study - e.g. Student Lounges, social spaces, outdoor areas, kitchenettes, foyers
Support for debating and producing and sharing student-created media	<ul style="list-style-type: none"> • Provide spaces, facilities and financial support for individuals or groups to produce and share created media through: <ul style="list-style-type: none"> – student newspapers and/or magazines. – student diaries – social media platforms – websites • Provide spaces, facilities and financial support for individuals or groups engaging in extra - curricular debating programs.
Childcare services (Bundoora)	<ul style="list-style-type: none"> • Subsidised child care services, including all day care, kindergarten and sessional care.
Support for artistic activities (Bundoora)	<ul style="list-style-type: none"> • Provision of spaces, facilities and professional staff support for: <ul style="list-style-type: none"> – Artistic activities (music, comedy, dance and writing) – other cultural programs, including Student Theatre and Film.