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

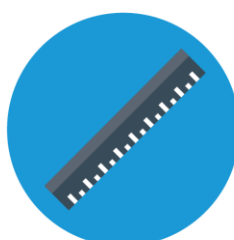
2017

### FINAL REPORT

Prepared for  
La Trobe University



RESEARCH



EVALUATION



DESIGN

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## Executive Summary

La Trobe University implements an annual Student Services and Amenities Fee (SSAF) survey to act as a source of information for the improvement and reform of student-related functions, including consultation related to SSAF. This report details the method and findings of the 2017 SSAF student survey and provides a comparison to the results of the 2016 survey.

In total, there were 4721 respondents who completed to the end of the online survey. This represents a 15% response rate for those who were eligible to take part in the survey, giving a margin of error of 1.32%.

The survey included questions on satisfaction and importance of 14 categories of SSAF funding areas as well as specific questions for each campus. 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 2016, the top 5 areas remained the same, although Food and drink was ranked lower, while the remainder moved up a place each. There was very little change in satisfaction ratings from 2016 to 2017, although there is some change in the relative ranking of the areas.

Satisfaction Results				
Rank	Funding area 2017	Mean (1 to 3)	Funding area 2016	Mean (1 to 3)
1	Orientation information	2.67	Orientation information	2.71
2	Health & welfare	2.65	Food & drink	2.67
3	Study skills	2.60	Health & welfare	2.65
4	Advice & advocacy	2.58	Study skills	2.63
5	Food & drink	2.53	Advice & advocacy	2.62

In rating the importance, all areas were rated at or above the midpoint of 2 on the 3 point scale. As seen below, the top 5 areas remained the same as 2016. There was generally an increase in the rated importance of each area from 2016 to 2017 (although it should be noted that the 2016 responses were originally on a 5 point scale, and recoded to the 3 point scale).

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

Respondents were asked to provide suggestions on how to improve the student experience and a large number did so. As in 2016, awareness of SSAF in itself and the particular services funded was the most common theme to emerge from student comments. In 2017 there were relatively more comments regarding Support Services, Activities and Events, and Promotion/Advertising than in 2016. Specific questions were also asked for each campus, including ratings of satisfaction with services and facilities and suggestions for improvements.

One of the main findings is that awareness of the purpose of SSAF and the breakdown of spending is low. Students identified specific suggestions for how to improve this as well as indicating preferences for email communication as well as other social media. Particular attention should be given to those areas that are seen as highly important but where satisfaction is lower. For example, Employment support is ranked second highest for importance although is eleventh for satisfaction. However, it should also be noted that Employment support is ranked relatively higher in 2017 (up from second lowest in 2016).

Respondents were also presented with campus specific information and questions regarding their satisfaction and priorities for improvements. For the **Albury-Wodonga** campus, the highest level of satisfaction was with the 'food pantry and free food activities' and the greatest level of support for additional funding was for improvements to 'student recreation spaces and lounges'. When asked to provide suggestions to improve the services and amenities on campus, the main themes to emerge were around increasing awareness, improving support services, and improving spaces.

For the **Bendigo** campus, 'events and entertainment' and 'student wellbeing' were the areas with the highest levels of use and satisfaction. Respondents were most in favour of funding for improved food and beverage options and more diverse events during semester. From the open suggestions, the main themes were around improving support services, food, and increasing awareness.

Respondents from the **Bundoora** campus rated 'student support services' the highest with a large proportion also satisfied with the 'student lounges' and 'events/entertainment'. The most common suggestions related to increasing awareness, facilities/resources and student spaces. Similarly, for respondents attending the **City Campuses**, levels of satisfaction were highest for 'student lounges' and 'student support services'. Most of the open suggestions related to improving support services, activities/events and facilities/amenities.

For the **Shepparton** campus, most respondents were satisfied with 'Student facilities including the kitchenette'. This was also the area with the highest level of usage. The key theme for areas for improvement was also around food services and facilities. **Mildura** respondents also rated 'student facilities including the kitchenette' highly, along with 'student support with academic and administrative issues'. The most common suggestions for improvements were to do with improving facilities/resources, increasing awareness, food and activities/events.

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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 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.

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 SSAF survey as well as the current year (2017), 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 findings.

In combination with a presentation delivered on 9 October 2017 to the Student Services & Amenities Group (SSAG), 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 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 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 (3 -17 September 2017). 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. These consisted of:

- an iPad Pro
- 1 of 6 Coles-Myer gift cards valued at \$250
- 1 of 6 Coles-Myer gift cards valued at \$100 or
- 1 of 40 Coles-Myer gift cards valued at \$50

The student associations 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. The BSA encouraged students to complete the survey on the spot by providing iPad's for the students to use with the added incentive of a 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, 5495 students began the survey, with 4721 continuing through to the end of the questions. This gave a margin of error of 1.32%. Key response data is presented in Table 1.

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

Element	2016	2017	Comment(s)
<b>Total responses</b>	4616	5495	Answered at least the first question; duplicates removed
<b>Total completed survey</b>	4084	4721	Respondents who completed to the end of the survey
<b>Overall response rate</b>	12%	15%	Based on completed surveys (18% of population answered at least one question)
<b>Margin of error</b>	1.4%	1.32%	with 95% confidence level; half of 2015 and the same as 2014

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

Method	2016	2017
Email invite	3678	3775
Web link	188	865
Accessible version	130	81
<b>Total</b>	<b>3996<sup>1</sup></b>	<b>4721</b>

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

Method	2016		2017	
	Start <sup>2</sup>	Complete <sup>3</sup>	Start	Complete
Desktop	2986	2753	2741	2491
Mobile	1630	1243	2754	2230
<b>Total</b>	<b>4616</b>	<b>3996</b>	<b>5495</b>	<b>4721</b>

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

Row Labels	2016	2017
Albury-Wodonga	114	135
Bendigo	708	1001
Bundoora	2854	3239
City	138	161
Mildura	83	97
Shepparton	60	88
<b>Grand Total</b>	<b>3957</b>	<b>4721</b>

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

<sup>2</sup> Number answering the first survey question.

<sup>3</sup> Number completing to the end of the survey.

## 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 2016, the top 5 areas remained the same, although Food and drink moved down from second to fifth, while the remainder moved up a place each. As noted in the next section, there was generally no change or small decreases in satisfaction from 2016 to 2017.

Table 5. Satisfaction with key funding areas in 2017 with the top 5 from 2016.

Satisfaction Results				
Rank	Funding area 2017	Mean (1 to 3)*	Funding area 2016	Mean (1 to 3)*
1	Orientation information	2.67	Orientation information	2.71
2	Health & welfare	2.65	Food & drink	2.67
3	Study skills	2.60	Health & welfare	2.65
4	Advice & advocacy	2.58	Study skills	2.63
5	Food & drink	2.53	Advice & advocacy	2.62
6	Student clubs	2.52	Sport & recreation	2.61
7	Sport & recreation	2.51	Student clubs	2.60
8	Securing housing	2.47	Non-academic libraries	2.57
9	Legal, finances and insurance	2.46	Securing housing	2.53
10	Non-academic libraries	2.46	Debating and student media	2.47
11	Employment support	2.42	Legal, finances and insurance	2.47
12	Debating and student media	2.38	Artistic activities	2.42
13	Childcare services	2.36	Employment support	2.39
14	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.

Compared to 2016, the top 5 areas remained the same. As noted in the next section, there was generally an increase in the rated importance of each area from 2016 to 2017.

Table 6. Rated importance of key funding areas in 2017 with the top 5 from 2016.

Importance Results				
Rank	Funding area 2017	Mean (1 to 3)*	Funding area 2016	Mean (1 to 3)*
1	Health & welfare	2.85	Health & welfare	2.54
2	Employment support	2.79	Employment support	2.40
3	Study skills	2.77	Food & drink	2.39
4	Food & drink	2.77	Study skills	2.38
5	Non-academic libraries	2.68	Non-academic libraries	2.21
6	Advice & advocacy	2.67	Orientation information	2.17
7	Legal, finances and insurance	2.66	Legal, finances and insurance <sup>4</sup>	2.15
8	Orientation information	2.64	Sport & recreation	2.14
9	Sport & recreation	2.62	Securing housing	2.14
10	Securing housing	2.59	Student clubs	2.05
11	Student clubs	2.55	Advice & advocacy	2.03
12	Childcare services	2.49	Childcare services	2.02
13	Artistic activities	2.39	Artistic activities	1.83
14	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

<sup>4</sup> Note that in 2016 Legal services and Finances and insurance were rated separately. Finance and insurance was ranked at number 5 for importance.

close. This was also the most common age group. These results are very similar to those obtained in 2016.

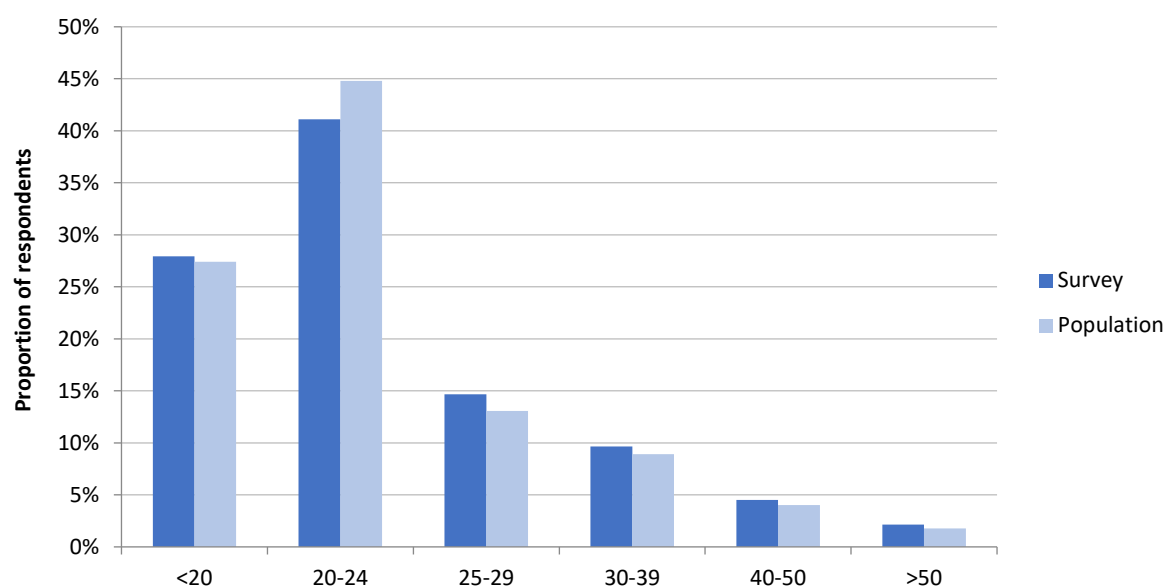
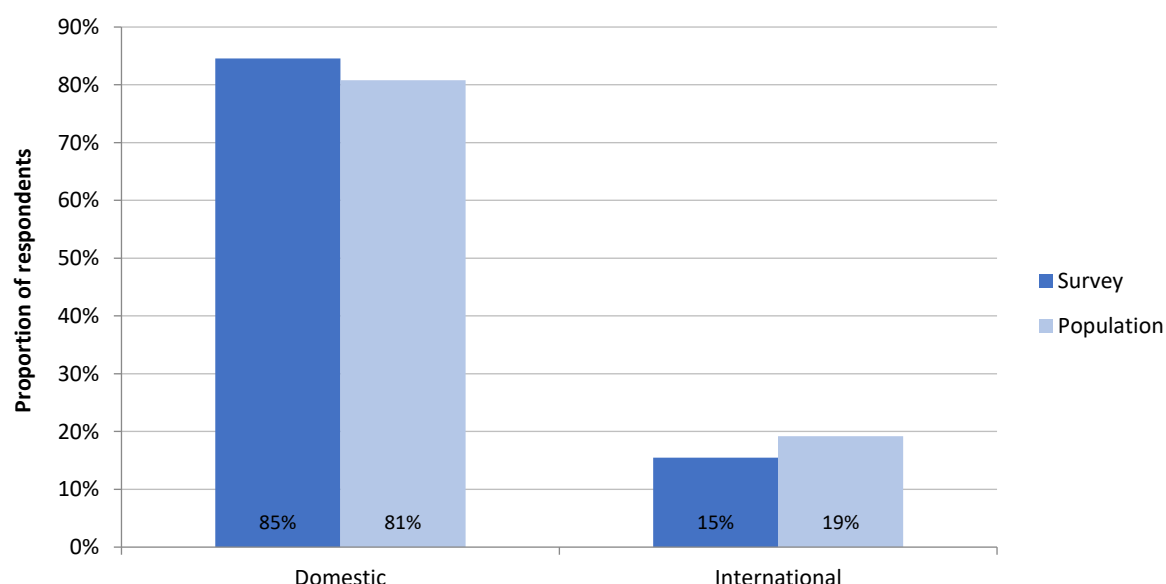


Figure 1. Proportion of survey respondents in different age groups as compared to the La Trobe student population (n=4154).<sup>5</sup>

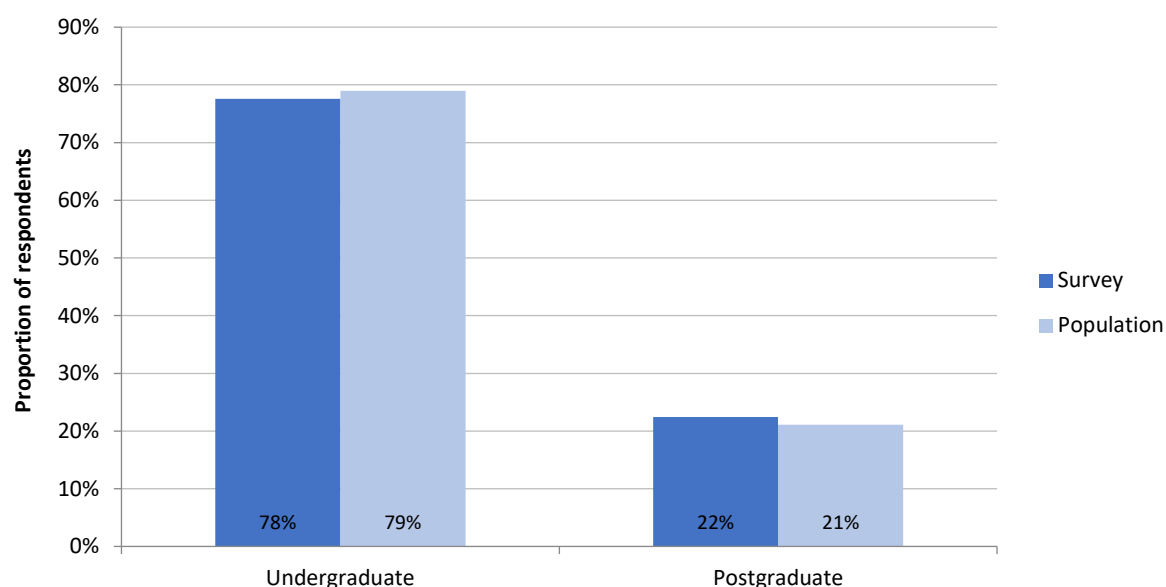
Figure 2 shows the breakdown between domestic and international students for the sample and general population. While very close to the population breakdown, domestic students were slightly overrepresented in the sample (85%) compared to the population (81%). The sample in 2016 was matched more closely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



<sup>5</sup> 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 again in the survey. These details are not available for those who completed via the general web link. There were fewer responses to the email invite in 2017 and more responses to the web link version.

**Figure 2. Proportion of survey respondents classed as international or domestic students as compared to the La Trobe student population as a whole (n= 4154).**

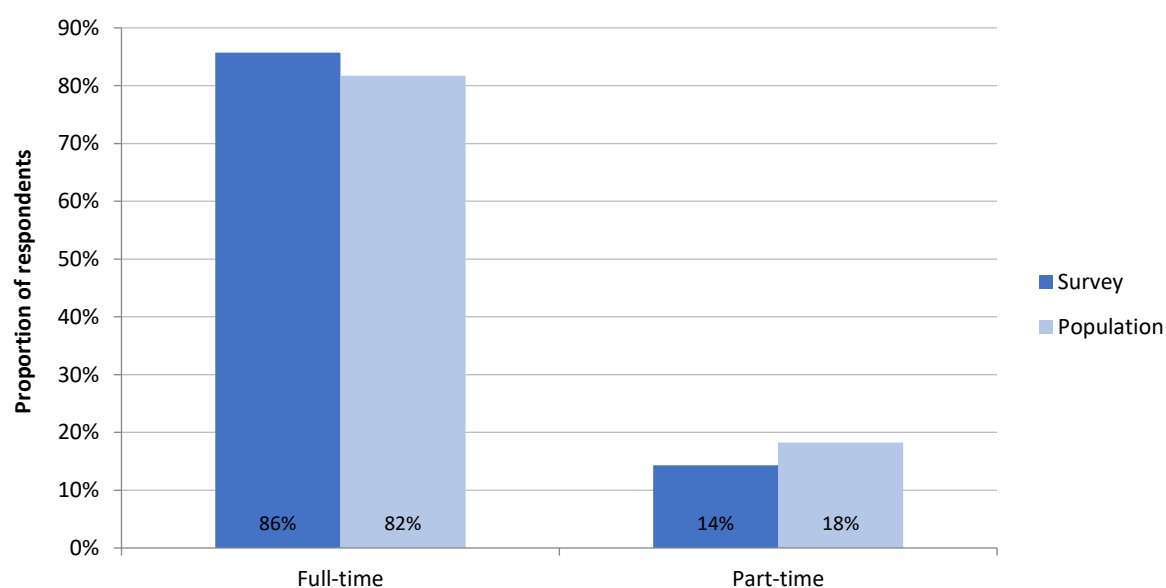
In Figure 3 the proportion of undergraduates to postgraduates is shown. The sample is almost identical to the population with 78% of the sample classified as undergraduates compared to 79% of the general population. This is similar to the 2016 results (76% of the sample classified as undergraduates compared 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= 4154).**

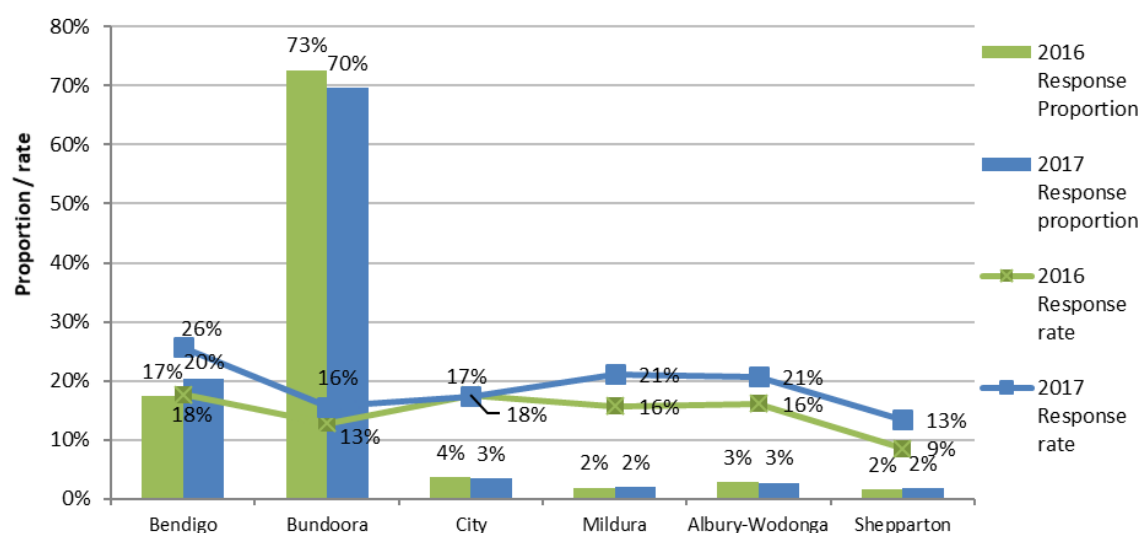
Figure 4 shows the breakdown by study load. Full-time students represented 86% of the survey sample. This was slightly higher than the population (82% full-time). Part-time students were slightly underrepresented in the sample at 14% (compared to 18% in the population).

These results were very similar to the 2016 results (within 1 percentage point difference).



**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=4154)**

In Figure 5, the number of responses per campus is shown as a proportion of the total survey responses (green bars for 2016 and blue bars for 2017). Bundoora had the largest number of respondents, followed by Bendigo. The response rate for each campus (green line for 2016 and blue line for 2017) indicates what percentage of students attending each campus took part in the survey. Although students from Bundoora made up the majority of respondents (close to 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%).



**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).**

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.

Compared to 2016, the proportional response from Bundoora is slightly lower (73% of the survey sample, down to 70% in 2017). Bundoora is slightly underrepresented, although less so than in 2016 (16% of Bundoora students responded in 2017 compared to 13% in 2016). Most campuses had an increase in the proportion of their students responding, notably Shepparton up from 9% to 13% and Bendigo, up from 18% to 26%.

Figure 6 shows respondents' reported number of days on-campus per week. The most common category was 3-4 days per week, followed by 1-2 days per week. A small proportion indicated they did not attend any days.

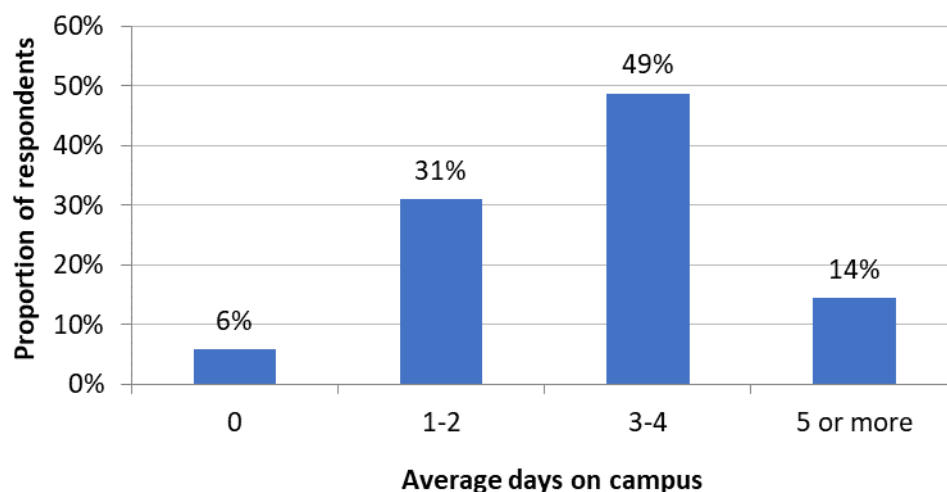


Figure 6. Survey respondents' reported time on-campus (n= 4721).

### 3.3 Understanding of SSAF

Initial questions assessed students' understanding of the purpose of SSAF and the allocation of the funds. For the question on the purpose of SSAF, the scale was reduced to three options:

1. Never heard of it
2. Some understanding of its purpose
3. Good understanding of its purpose

For the question on where the SSAF funds are spent there was a similar scale:

1. No idea of where funds are spent
2. Some understanding of where funds are spent
3. Good understanding of where funds are spent

In 2017, 20% of respondents replied that they had a 'good' understanding of the purpose of the SSAF and only 85% had a 'good' understanding of where funds are spent. Furthermore, 17% had never heard of SSAF, and 50% had no understanding of where funds are spent.

Figure 7 also shows the comparison to the 2016 results. Note that a 5 point scale was used then, so the 'good' and 'very good' responses have been combined as well as the 'some'/'vague' idea responses. There are small increases in the 'good' options, although those who reported having no idea are still at least as high.

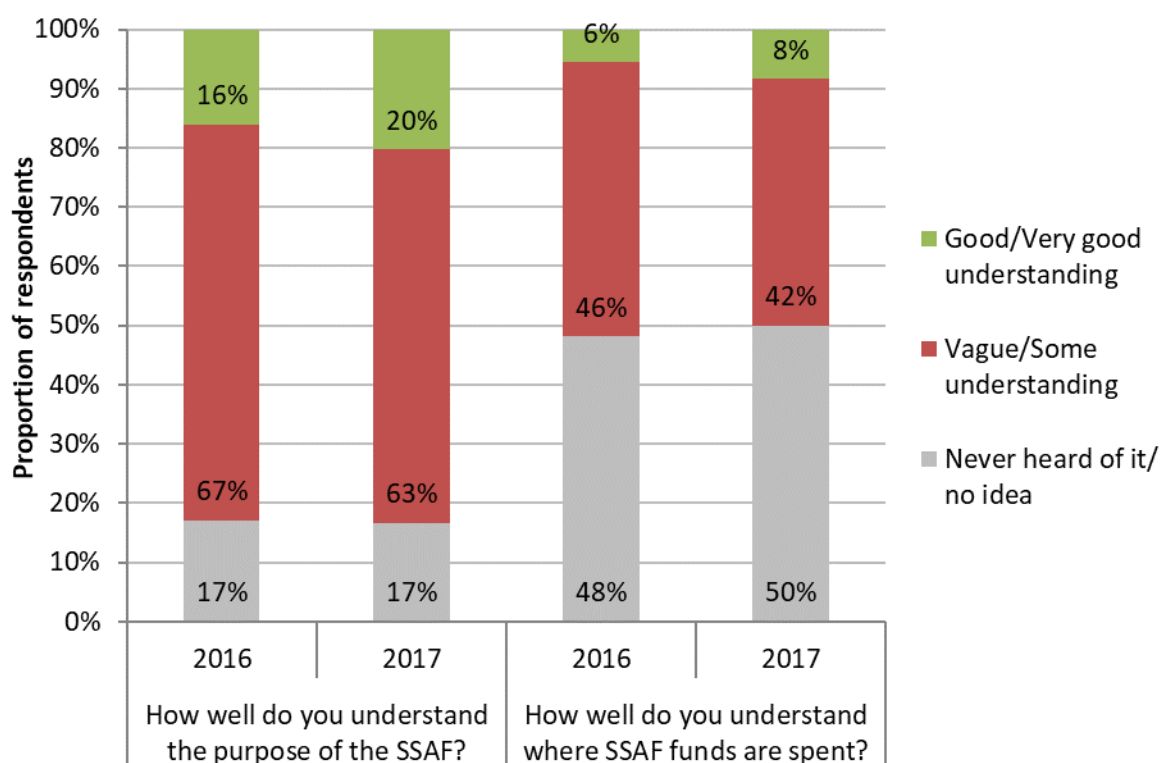


Figure 7. Respondents' rating of their understanding of the purpose of SSAF and of where SSAF funds are spent (n=5490)

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.

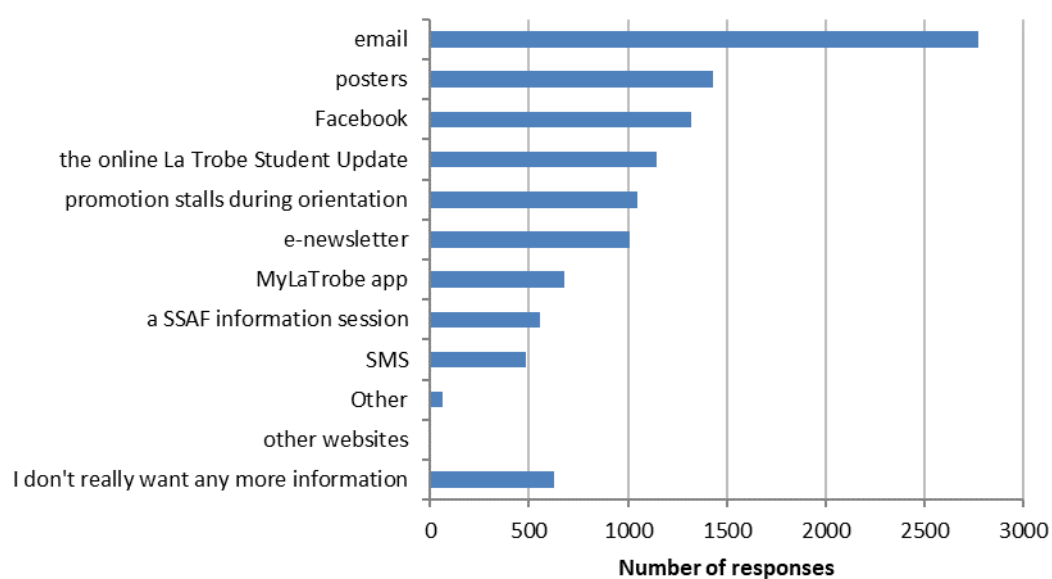


Figure 8. Respondents' preferred method for receiving more information about SSAF (n=4721)

### 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.

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 7 and Table 9, 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 7. 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. For example, Albury-Wodonga rated this as one of their highest satisfaction areas, whereas Shepparton rated it as one of their lowest.

Table 7. Satisfaction with funding areas by categories (1 = Dissatisfied, 2 = Neither, 3 = Satisfied)

	Orientation information	& Health welfare	Study skills	& Advice advocacy	Food & drink	Student clubs	& Sport recreation	Securing housing	Legal, finances and insurance	Non- academic libraries	Employment support	Debating and student media	Childcare services	Artistic activities
Grand Total	2.67	2.65	2.60	2.58	2.53	2.52	2.51	2.47	2.46	2.46	2.42	2.38	2.36	2.33
Albury-Wodonga	2.62	2.61	2.50	2.47	2.58	2.35	2.41	2.42	2.34	2.52	2.41	2.37	2.32	2.17
Bendigo	2.71	2.75	2.64	2.62	2.57	2.57	2.43	2.52	2.52	2.48	2.44	2.35	2.31	2.30
Bundoora	2.66	2.61	2.59	2.57	2.54	2.52	2.57	2.47	2.45	2.45	2.41	2.38	2.38	2.34
City	2.67	2.62	2.59	2.55	2.36	2.38	2.23	2.37	2.55	2.47	2.37	2.31	2.25	2.21
Mildura	2.77	2.76	2.75	2.67	2.35	2.00	1.92	2.25	2.52	2.53	2.61	2.32	2.46	2.10
Shepparton	2.67	2.60	2.56	2.52	1.71	2.26	1.91	2.22	2.41	2.44	2.59	2.23	2.15	2.18
<20	2.68	2.69	2.64	2.60	2.61	2.49	2.54	2.60	2.45	2.49	2.44	2.31	2.38	2.33
20-24	2.66	2.60	2.58	2.56	2.53	2.52	2.49	2.40	2.47	2.41	2.40	2.37	2.42	2.32
25-29	2.62	2.62	2.56	2.55	2.44	2.42	2.41	2.40	2.46	2.44	2.41	2.33	2.37	2.23
30-39	2.62	2.54	2.58	2.53	2.37	2.40	2.33	2.33	2.36	2.53	2.39	2.24	2.15	2.10
40-50	2.69	2.71	2.65	2.65	2.47	2.37	2.48	2.11	2.44	2.57	2.48	2.30	2.31	2.13
>50	2.71	2.58	2.65	2.63	2.57	2.36	2.71	2.25	2.22	2.52	2.35	2.31	2.50	2.28
Domestic	2.65	2.62	2.59	2.56	2.52	2.45	2.47	2.45	2.42	2.42	2.41	2.28	2.30	2.23
International	2.72	2.64	2.65	2.64	2.50	2.62	2.52	2.49	2.53	2.63	2.42	2.49	2.48	2.47
Postgraduate	2.67	2.60	2.63	2.59	2.49	2.54	2.47	2.40	2.46	2.58	2.32	2.41	2.39	2.34
Undergraduate	2.66	2.63	2.59	2.57	2.53	2.47	2.49	2.48	2.45	2.42	2.44	2.31	2.35	2.27

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).

In comparing to 2016 the ratings were recoded from a 5 point scale to the 3 point scale used in 2017. The 17 categories of funding areas used in 2016 were also modified to fit the 14 categories used in the survey in 2017. These changes meant that the comparison is not exact (for example there may be more

“neutral” responses when using a 3 point scale as opposed to a 5 point scale and some of the combined categories may have had quite different ratings in 2016, for example Debating and Student media).

The ratings of satisfaction were similar to those in 2016, although there was some change in the order when ranking these scores from highest to lowest satisfaction. Health and welfare is ranked higher in 2017, up from third to second place, although as seen in the table below, the actual rating was the same (where most were slightly lower). Satisfaction Study skills support and Advice and advocacy were higher in the overall ranking, although the ratings for these were slightly lower.

On the other hand, Food and drink and Sport and recreation are both ranked lower compared to the ranking in 2016.

Employment support was one area that had mostly higher ratings of satisfaction and was the only areas with a higher rating for the whole sample compared to 2016 (although still very small). Childcare services was also no longer ranked as the lowest area of satisfaction.

**Table 8. Change in satisfaction ratings compared to 2016 (positive numbers indicate an increase from 2016 to 2017)**

	Orientation information	Health & welfare	Study skills	Advice & advocacy	Food & drink	Student clubs	Sport & recreation	Securing housing	Legal, finances and insurance	Non- academic libraries	Employment support	Debating and student media	Childcare services	Artistic activities
<b>2017</b>	<b>2.67</b>	<b>2.65</b>	<b>2.60</b>	<b>2.58</b>	<b>2.53</b>	<b>2.52</b>	<b>2.51</b>	<b>2.47</b>	<b>2.46</b>	<b>2.46</b>	<b>2.42</b>	<b>2.38</b>	<b>2.36</b>	<b>2.33</b>
<b>2016</b>	<b>2.71</b>	<b>2.65</b>	<b>2.63</b>	<b>2.62</b>	<b>2.67</b>	<b>2.60</b>	<b>2.61</b>	<b>2.53</b>	<b>2.47</b>	<b>2.57</b>	<b>2.39</b>	<b>2.47</b>	<b>2.36</b>	<b>2.42</b>
<b>Difference</b>	<b>-0.04</b>	<b>0.00</b>	<b>-0.03</b>	<b>-0.04</b>	<b>-0.14</b>	<b>-0.08</b>	<b>-0.10</b>	<b>-0.06</b>	<b>-0.01</b>	<b>-0.11</b>	<b>0.04</b>	<b>-0.09</b>	<b>0.00</b>	<b>-0.09</b>

### 3.4.2 Importance

Table 9 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 City campuses, who rated Employment Support as their most important area. Nonetheless, they still rated Health and Welfare and Employment high, as did most groups.

Table 9. Importance of funding areas by categories (1 = Not at all important, 2 = Somewhat important, 3 = Important)

	Health & welfare	Employment support	Study skills	Food & drink	Non-academic libraries	Advice & advocacy	Legal, finances and insurance	Orientation information	Sport & recreation	Securing housing	Student clubs	Childcare services	Artistic activities	Debating and student media
<b>Grand Total*</b>	<b>2.85</b>	<b>2.79</b>	<b>2.77</b>	<b>2.77</b>	<b>2.68</b>	<b>2.67</b>	<b>2.66</b>	<b>2.64</b>	<b>2.62</b>	<b>2.59</b>	<b>2.55</b>	<b>2.49</b>	<b>2.39</b>	<b>2.32</b>
Albury-Wodonga	2.86	2.73	2.88	2.84	2.71	2.66	2.62	2.68	2.55	2.61	2.56	2.63	2.40	2.29
Bendigo	2.86	2.75	2.77	2.80	2.65	2.65	2.62	2.66	2.65	2.63	2.59	2.50	2.35	2.29
Bundoora	2.85	2.81	2.77	2.76	2.69	2.67	2.67	2.62	2.62	2.58	2.54	2.48	2.40	2.32
City	2.73	2.78	2.76	2.64	2.65	2.68	2.62	2.67	2.67	2.55	2.54	2.41	2.44	2.36
Mildura	2.87	2.79	2.79	2.75	2.58	2.73	2.73	2.71	2.46	2.71	2.40	2.68	2.38	2.34
Shepparton	2.85	2.78	2.84	2.78	2.69	2.70	2.66	2.72	2.54	2.60	2.49	2.49	2.41	2.39
<20	2.87	2.81	2.75	2.78	2.73	2.65	2.72	2.67	2.64	2.63	2.56	2.43	2.38	2.32
20-24	2.86	2.81	2.76	2.75	2.67	2.65	2.64	2.60	2.61	2.57	2.55	2.44	2.38	2.28
25-29	2.82	2.81	2.79	2.76	2.66	2.71	2.65	2.62	2.57	2.53	2.51	2.52	2.39	2.31
30-39	2.84	2.76	2.81	2.69	2.60	2.72	2.64	2.64	2.54	2.58	2.48	2.58	2.38	2.26
40-50	2.83	2.74	2.84	2.74	2.68	2.76	2.62	2.75	2.63	2.61	2.54	2.62	2.46	2.38
>50	2.82	2.71	2.82	2.73	2.51	2.76	2.55	2.71	2.60	2.65	2.52	2.59	2.51	2.22
Domestic	2.85	2.79	2.76	2.74	2.66	2.66	2.63	2.62	2.58	2.56	2.50	2.47	2.34	2.24
International	2.86	2.86	2.82	2.82	2.78	2.76	2.79	2.72	2.78	2.71	2.74	2.52	2.64	2.60
Postgraduate	2.82	2.80	2.79	2.72	2.62	2.69	2.65	2.67	2.64	2.58	2.53	2.50	2.42	2.32
Undergraduate	2.86	2.80	2.76	2.76	2.69	2.67	2.66	2.62	2.60	2.59	2.54	2.47	2.38	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.

The overall ranking of importance is similar to that of 2016. All areas were rated as more important in 2017 compared to 2016. In general, those funding areas that were rated as less important (the right hand side of the table below) increased by more (green shading). One that is substantially different is Advice and Advocacy. This was rated much lower in importance in 2016 and has the greatest increase for the whole sample.

**Table 10. Change in importance ratings compared to 2016 (positive numbers indicate an increase from 2016 to 2017)**

	Health & welfare	Employment support	Study skills	Food & drink	Non-academic libraries	Advice & advocacy	Legal, finances and insurance	Orientation information	Sport & recreation	Securing housing	Student clubs	Childcare services	Artistic activities	Debating and student media
<b>2017</b>	2.85	2.79	2.77	2.77	2.68	2.67	2.66	2.64	2.62	2.59	2.55	2.49	2.39	2.32
<b>2016</b>	2.54	2.40	2.38	2.39	2.21	2.03	2.15	2.17	2.14	2.14	2.05	2.02	1.83	1.71
<b>Difference</b>	0.31	0.39	0.39	0.38	0.47	0.64	0.51	0.47	0.48	0.45	0.50	0.47	0.56	0.60

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).

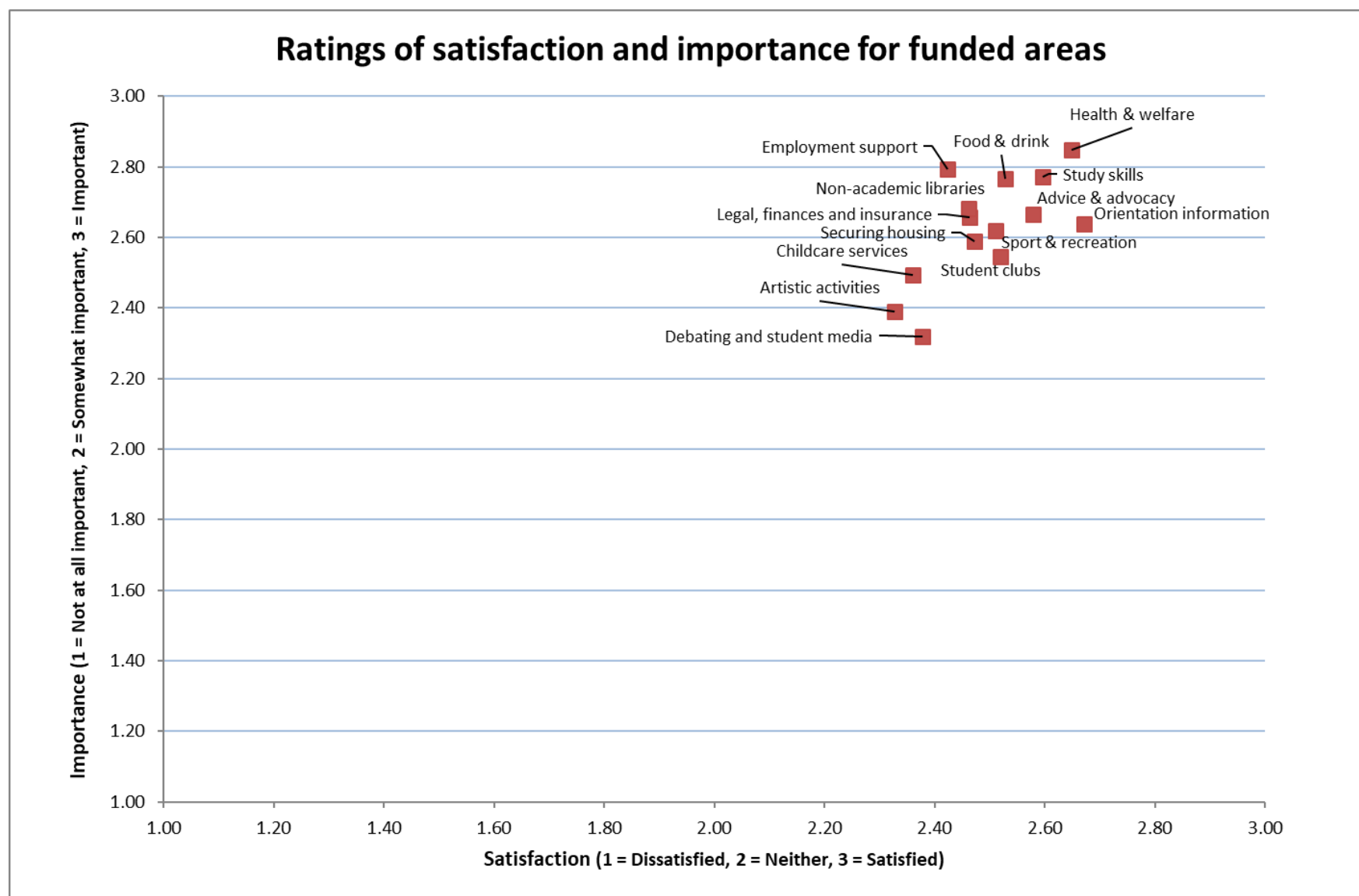


Figure 9. Ratings of satisfaction and importance of the 14 funding categories.

### 3.5 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, along with some examples of the types of suggestions for each. The number of responses to each of these categories in 2016 is also shown. While there were less responses overall in 2016, a relative change can still be seen where there are large differences across the years. First of all, all of these had more responses except **Facilities/Resources** which actually had fewer responses and **Spaces**, which stayed the same. There were large increases in the number of responses for **Support Services**, **Activities and Events**, and **Promotion/Advertising**.

**Table 11. Summary of major qualitative themes for general improvements**

Number of responses 2017	Number of responses 2016	Major themes (more than 100 responses)
<b>2648</b>	<b>2353</b>	<b>Total number of comments</b>
<b>597</b>	512	<b>Increasing Awareness</b> - of services and SSAF funding and more awareness in general needed
<b>470</b>	287	<b>Support Services</b> – Provide more or improved services such as academic mentoring/support and employment assistance/industry networking opportunities
<b>428</b>	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
<b>395</b>	395	<b>Spaces</b> – Provide more or improved areas such as Study/Quiet Areas; Informal/Social/Lounge Spaces; and Outdoor Spaces
<b>253</b>	54	<b>Promotion/Advertising</b> (Specific methods to improve awareness)
<b>224</b>	282	<b>Facilities/Resources</b> - including more facilities, maintenance, greater affordability and accessibility. Specific examples included parking, and food preparation areas.
<b>218</b>	217	<b>Food</b> - including better or more options, greater affordability, and healthier choices
<b>171</b>	166	<b>Representation/Inclusiveness</b> – of all students or specific groups such as International or Mature Age students
<b>146</b>	130	<b>Student Participation/Input</b> - in SSAF funding or generally, and the use of these survey results
<b>109</b>	109	<b>Sports/Recreation</b> - more activities, better facilities, more events, subsidised fees

The full list of themes and subthemes are provided in Table 12. 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 12. Summary of qualitative themes general improvements

Number of responses	Major themes and sub-themes (those shown in blue are new themes identified through student responses in 2017)	Responses for subthemes
597	<b>Increasing Awareness</b> (of services and SSAF funding and more awareness in general needed)	
	Services	166
	More Awareness/Advertising/Information (incl what SSAF is)	258
	SSAF - Transparency of How Funds Are Used	68
	Activities/Events	57
	Clubs (options and how to join, etc)	24
	Spaces/Facilities	15
	Health/Counselling Support Services	9
470	<b>Support Services – More/Improved</b>	
	Academic mentoring/support	112
	Health/Mental Health Support Services	78
	Employment assistance/industry networking opportunities	66
	General	38
	Career Guidance	32
	Financial aid/counselling	30
	Ask La Trobe Services	26
	Course Guidance/Subject Selection	18
	Child Care	14
	Advocacy	13
	Administrative/Enrolment	10
	Legal	10
	Improvements for Remote/Small (vs Large Campuses)	9
	Computer Support	7
	Accommodation support	7
428	<b>Activities and events</b>	
	Not Specified	199
	Free activities	42
	Food activities	36
	Arts Activities/Spaces	19
	Improvements for Remote/Small (vs Large Campuses)	15
	After Hours Activities	14
	Physical activities	13
	Music events/resources	14
	Across facilities	13
	In Agora	10
	Cultural activities	10
	Off Campus	10
	To relax	10
	Within faculty	8

	During lunch time	5
	Outdoor activities	5
	Ball	4
	Catering for Non-residents	2
395	<b>Spaces – More/Improved</b>	
	Study/Quiet Areas	184
	Informal/Social/Lounge Spaces	95
	Group Study Areas/Rooms	49
	Outdoor Spaces	24
	Seating	22
	Eating Areas	15
	Rest/sleeping Areas	4
	Utilise existing spaces better	2
253	<b>Promotion/Advertising</b> (Specific methods to improve awareness:)	
	Via email	64
	Social media/Websites	60
	Via face to face means (eg. info sessions/student rep/stalls)	41
	Posters/visible advertisements on campus	24
	To 1 <sup>st</sup> Year Students	13
	In classes	12
	In Orientation	12
	SMS	9
	Through newsletters/brochures/pamphlets	8
	Via Screens Throughout Campus	4
	Awareness week	1
	Information Hub	1
	At Peak Hour Student Time	1
	HECS Statement	1
	Through Clubs	1
	At Food Events	1
224	<b>Facilities/Resources – More/Improved</b>	
	More/Maintenance/Repairs/Affordability/Accessibility	44
	Parking	37
	Extended or 24/7 access to facilities	25
	Improvements for Remote/Small (vs Large Campuses)	18
	Food Preparation Areas	16
	Residential Facilities	13
	Power points	12
	Online Resources	11
	Printers/Printing	10
	Bathroom Facilities	9
	Arts Faculty	8
	Academic Spaces	5
	Computers	4

	Drinking Water	3
	Agora Facilities	2
	Retail	2
	Bike facilities	1
	Bins	1
	Signage	1
	Smoking Designated Areas	1
	Technology	1
218	<b>Food</b>	
	Better/More options	98
	Affordability	46
	Free Food	38
	Healthier	19
	Catering to Diverse Groups (eg. Vegan, Halal, Gluten Free, etc)	17
171	<b>Representation/Inclusiveness (of groups such as:)</b>	
	Everyone	31
	International	29
	Mature Age	29
	Students undertaking Clinical Placements	16
	Post Graduate Support	14
	Disabilities	10
	Remote/Smaller Campuses Student Support	8
	ESL Support	6
	Parents	6
	External Student Support	6
	1st Year Support	4
	Dentistry	3
	Non-resident students	2
	NSAID	2
	Queer Population	2
	Residential students	1
	Under 18	1
	Oral Health students (vs Dentistry)	1
	Part time Students	1
146	<b>Student Participation</b>	
	Student Participation/Input (in SSAF funding or generally)	68
	Surveys - Use Results	31
	Increase accessibility to give feedback	25
	Student Involvement on Campus/Utilise Skills	15
	Incentives for Student Participation	7
91	<b>Sports/Recreation</b> (more activities, better facilities, more events, subsidised fees)	
90	<b>Clubs, Groups &amp; Societies – More/Broader Range/Increase Funding</b>	
77	<b>Library</b>	

	Improve Resources/Services/More Space/Seating	66
	Quieter	8
	Non Academic Resources	3
56	<b>Social Networks/Connections - More Opportunities</b>	
	Peer-to-peer	51
	International/Domestic	5
52	<b>SSAF Fees</b>	
	Abolish/Reduce/Individualise Spending	37
	Equity (Large campuses vs regional/small city campuses/online students)	15
45	<b>Engagement/Connection with Students</b>	
	General: importance of, needs improvement	40
	<a href="#">Need to Engage on Online</a>	5
42	<b>Free Resources/Services/Use of Facilities</b>	
36	<b>Accessibility (Services/Information)</b>	
27	<b>Staffing - Quality/Retention/Support</b>	
24	<b>Build Campus Culture/Sense of Community</b>	
23	<b>Communication</b>	
	Improve	16
	More Face to Face Communication	7
22	<b>Appropriate Prioritisation of Funding</b>	
20	<b>Well-Being Promotion/Support (preventative/general, monitoring)</b>	
16	<b>Student Union - Increased Funding/Improved Benefits/More Affordable</b>	
15	<b>Orientation Improvement</b>	
14	<a href="#">Scholarships</a>	
9	<b>Safety/Security – Improve</b>	
8	<b>Textbooks - More Affordable/Accessible</b>	
6	<b>Relationship Between Teacher &amp; Student</b>	
6	<a href="#">Animals on Campus (e.g. petting zoos) to Provide Relaxation</a>	
5	<b>Student Union – Less Funding/Power</b>	
4	<a href="#">Improve Wi-Fi</a>	
4	<b>Environmental/Sustainability improvements</b>	
4	<b>Transport (improve public and between campuses, subsidies)</b>	
4	<b>Coordination</b>	
3	<b>Courses/Subjects on offer - Broader choice</b>	
3	<a href="#">Quality of Online Studies</a>	
3	<a href="#">Promotion Equity &amp; Diversity</a>	
2	<a href="#">Move Funding Away from University Bureaucracy/give to Students and Teachers instead</a>	
2	<a href="#">Open debate/Freedom of Speech on Campus</a>	
1	<a href="#">Student newspapers</a>	
1	<b>Social Media - Utilise/Improve</b>	
1	<a href="#">Utilise University Grounds to Grow/Harvest Fruit &amp; Vegetables</a>	
1	<a href="#">Stop Clubs Jamming Music During Busy Study Periods Agora</a>	
1	<a href="#">Stop the Screaming Socialist Alternative in the Agora</a>	

1	Monitor Student Behaviour
1	Fix problems faster
1	Book clubs

## 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 first presented with information about SSAF funds allocated to the Wodonga Students Association (WSA) to spend on Wodonga-specific services and amenities. This included a breakdown of where funds were spent during 2017.

Respondents were asked to rate their level of satisfaction with these: “In the last year, how satisfied have you been with these services and amenities?”

Responses are categorised on a 4-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, though these services also had the lowest levels of use (~50% of respondents). While, overall, levels of satisfaction with ‘Hanger facilities and services’ was relatively good, as much as 21% of respondents were 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 10.

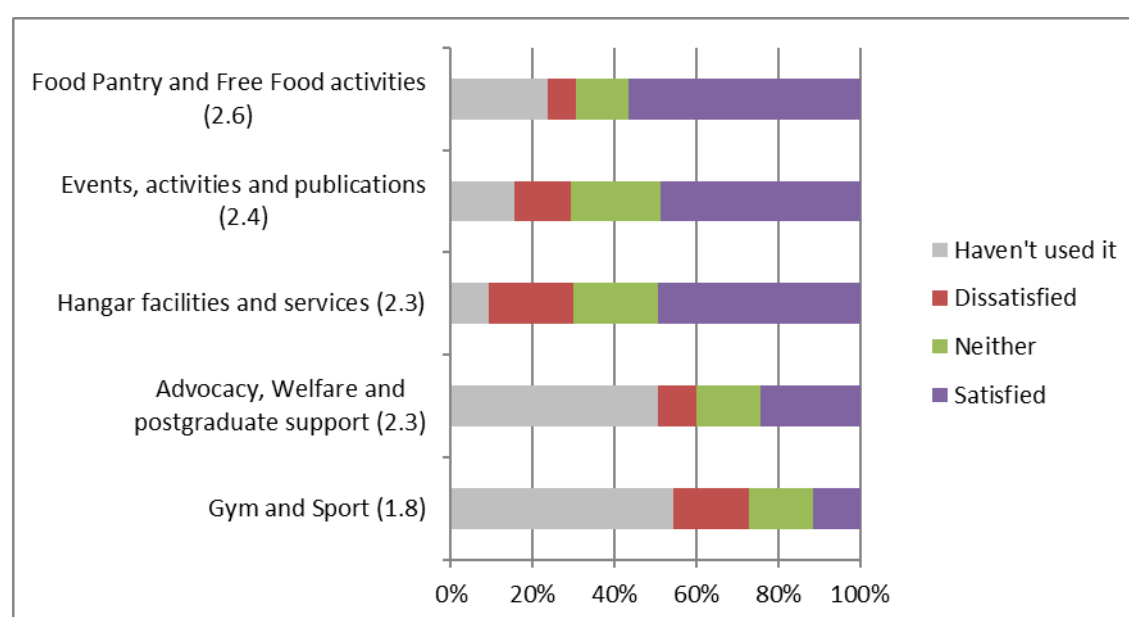


Figure 10. Respondents' level of satisfaction with Wodonga-specific amenities and services. Number in bracket indicates the mean level of satisfaction (1 = Dissatisfied, 2 = Neither, 3 = Satisfied). n=140.

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 student recreation spaces and lounges, followed by more variety in the food pantry and improvements to

the student kitchenette and microwave facilities. The lowest level of support was for Skype-based legal services from Bendigo. Only 8 respondents said they would not support any of the given initiatives. See Figure 11.

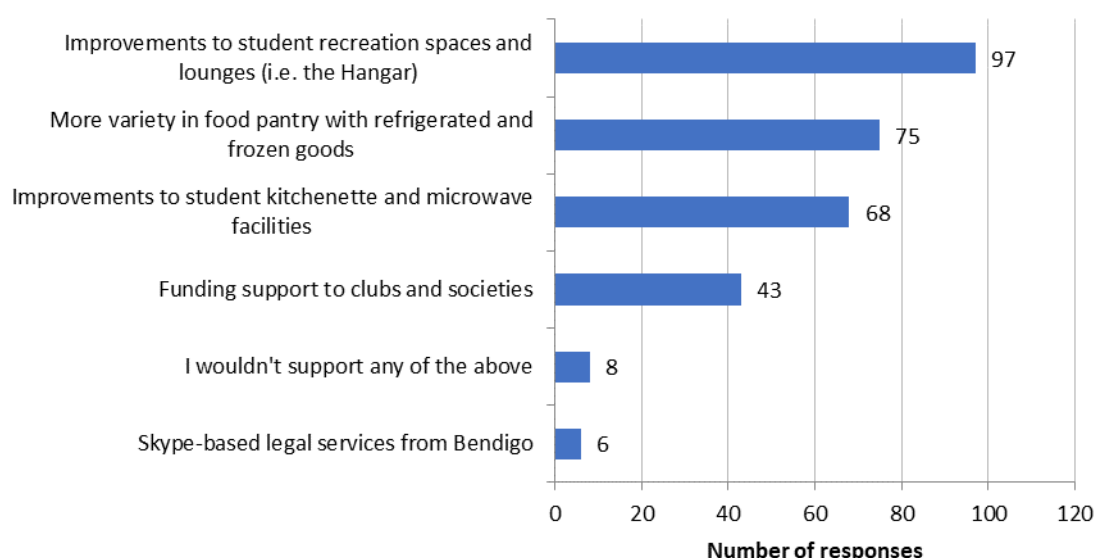


Figure 11. Respondents' support for Wodonga Student Association initiatives in the coming year. Note that respondents could select up to three choices. n=140.

#### 4.1.1 Qualitative Responses – Albury-Wodonga

After rating their level of satisfaction with student services and amenities (Figure 10), 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?".

The main themes to emerge were around *Increasing Awareness*, improving *Support Services*, and improving *Spaces*. It should be noted that as there were only 74 responses, there were relatively few responses against each sub-theme.

Specific comments included:

- *Personally I think there has to be a boost in creating more atmosphere on regional campuses. Walking around A/W campus there just isn't the students anymore. Finding ways to encourage studying on campus might do this.*
- *By providing services where students feel welcomed and supported. Also more advertising needs to be done so students are aware of support services*
- *I started at La Trobe in 2014 and the support, engagement, and experience at university is a lot better now (2017) than it was back then. I would not have any particular requests but that the SSAF continue to provide and improve on the existing activities. Being from a regional campus, one does get the feeling of being ignored for the City and Bundoora campuses. This feeling has changed and now I have a pride in 'my' campus because of the SSAF's work over the past years. Keep it up but please do not become 'complacent'!*

Table 13. Summary of qualitative themes Albury-Wodonga

Number of responses	Major themes and sub-themes	Reponses for subthemes
15	<b>Increasing Awareness</b>	
	Activities	5
	Transparency of how SSAF is spent	4
	Services	4
	More Awareness/Advertising/Information	2
14	<b>Support Services – More/Improved</b>	
	General	3
	Academic	3
	Counselling	2
	Child Care	2
	Employment	2
	Financial	1
	Staff availability	1
12	<b>Spaces – More/Improved</b>	
	Study/Quiet Areas	4
	Hangar	3
	Informal/Social/Lounge Spaces	2
	Group Study Areas/Rooms	2
	Creative areas	1
6	<b>Representation/Inclusiveness (of groups such as:)</b>	
	Students undertaking Clinical Placements	2
	ESL	1
	Mature Age	1
	Post graduate	1
	Queer	1
5	<b>Activities and events</b>	
	Education	2
	Open day	1
	Mature Age activities	1
	Family	1
	Within university hours	1
	General	1
5	<b>Engagement/Connection with Students</b>	
4	<b>Promotion/Advertising (Specific methods to improve awareness:)</b>	
	Posters	2
	Social Media	1
	Word of mouth	1
4	<b>Encourage Student Participation</b>	
3	<b>Sports &amp; Recreation</b>	
3	<b>Free Food</b>	
3	<b>Equity of Amenities/Activities vs Large Campus</b>	

2	<b>Appropriate Prioritisation of Funding</b>
2	<b>Student Consultation with Decision Making</b>
2	<b>Clubs – More/improve</b>
1	<b>Improve Wi-Fi/Internet</b>
1	<b>Build Campus Culture/Sense of Community</b>
1	<b>Promotion of innovation</b>
1	<b>Online learning opportunities</b>
1	<b>Accountability of Student Association</b>
1	<b>Better coordination SPO vs WSA responsibilities</b>
1	<b>Fund SPO</b>
1	<b>Improve Quality Student Association</b>

After answering the question on what they would support funding in the following year (Figure 11), students were also asked a follow up question: “Please provide us with any suggestions you may have on improving existing student recreation spaces and lounges (e.g. seating, furniture, outdoor amenities, audio visual equipment, fencing, signage, painting etc.).”

There were 54 responses to this more specific question. These are presented in Table 14 under the major themes used for the other categories and as such Spaces and Facilities are the main focus. The subthemes show more detail on areas for improvement. The most common were *Outdoor Areas (Seating/Shading/Shelter)*, *Hangar (Improve/Seating/Update)* and *Upgrade Kitchenette/More Supplies*.

Specific comments included:

- *The furniture in the Hanger could be more comfortable as the current furniture is difficult to sit in and socialise in. Also the outside tables are starting become a bit grotty and weathered so these could be replaced or repaired to a better condition.*
- *A student kitchenette with sink and hot water in the Hangar would be brilliant. New lounges and a stage would be good. Outdoors some landscaping would be good including a deck around the outside.*

**Table 14. Summary of qualitative themes Albury-Wodonga, open question on recreation spaces.**

<b>Number of responses</b>	<b>Major themes and sub-themes</b>	<b>Responses for subthemes</b>
41	<b>Spaces – More/Improved</b>	
	Outdoor Areas (Seating/Shading/Shelter)	11
	Hangar (Improve/Seating/Update)	10
	Seating	6
	Outdoor Study Areas	3
	Informal/Social/Lounge Spaces	3
	General	2
	Air Quality Improve	2
	Indoor Study/Eating Area	1
	More Windows	1
	To Watch Movies	1

	Quiet/Study Areas	1
23	<b>Facilities/Resources – More/Improved</b>	
	Upgrade Kitchenette/More Supplies	8
	Cleanliness	4
	Improve Heating/Cooling	3
	Upgrade Furniture	3
	Bathroom – Improved/Accessible	2
	General	1
	Improved Signage of Facilities	1
	Bigger TV	1
3	<b>Activities and events</b>	
	Mature Age activities	1
	Lunchtime	1
	Music	1
2	<b>Food Pantry</b>	
	Increase awareness	1
	Increase diversity of food provided	1
2	<b>Sports &amp; Recreation</b>	
2	<b>No Need to Spend More Money on This</b>	
1	<b>Improve Staff Wages</b>	
1	<b>Improve Food Hygiene Standards</b>	

## 4.2 Bendigo

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 these services and amenities?”

Responses are categorised on a 4-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.

Unlike the 2016 results, four of the categories had more than 50% of respondents who were using them. Although counselling services did not have a lot of users, the average satisfaction was one of the highest (there was a low degree of dissatisfaction). As in 2016, ‘Uni game support’ was the service with the lowest level of use and satisfaction. All responses are presented in Figure 12.

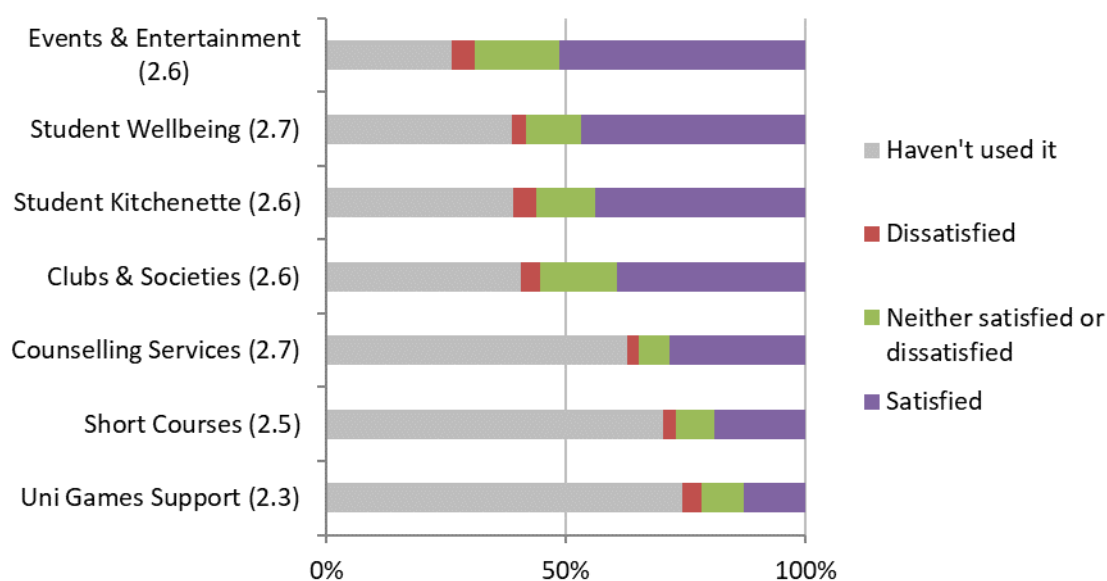


Figure 12. Respondents' level of satisfaction with Bendigo-specific amenities and services. Number in bracket indicates the mean level of satisfaction (1 = Dissatisfied, 2 = Neither, 3 = Satisfied). n=1023.

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, access to a nurse on campus, and improved access to financial advice/support. Access to emergency funding received the least amount of support. See Figure 13. The order of priorities was almost identical to that for 2016.

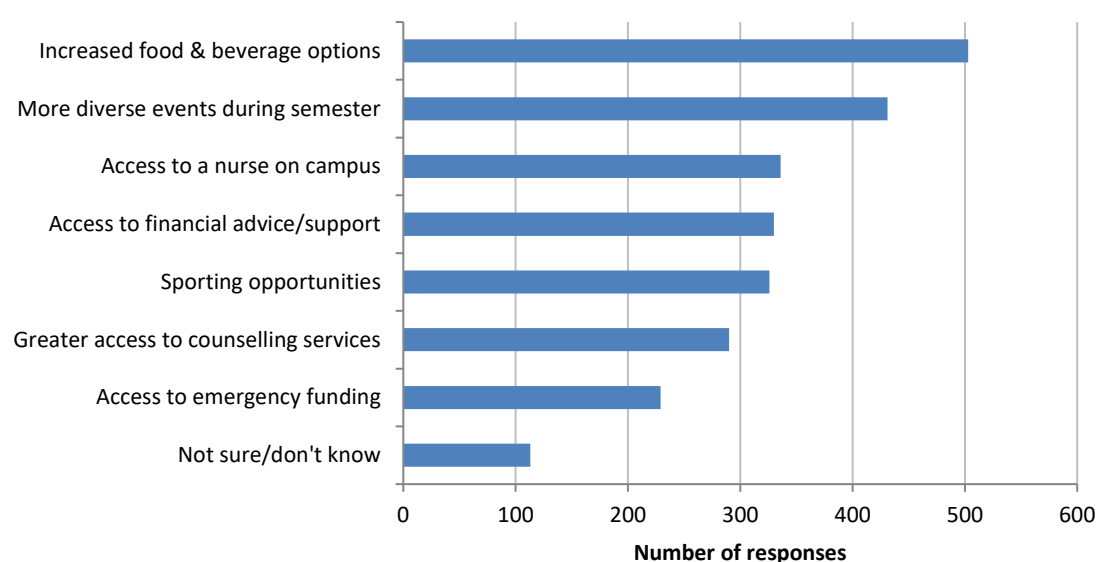


Figure 13. Respondents' preferences for areas in need of greater funding/attention by the Bendigo Student Association. Note that respondents could select up to three choices. n=1023.

### 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?”.

Of the 472 responses to this question, the main themes were around Support Services, Food, and Increasing Awareness. Table 15 gives a summary of main themes and subthemes for this question. Examples of suggestions are given below for the most common themes:

#### Support Services

- *It would be amazing to have access to a female nurse/doctor on campus. it would make everything a lot easier, for people who find it difficult to talk to the male doctor about things.*

#### Food

- *I find the food in the cafe's very limited, sometimes they do regular foods, then sometimes they stop. It feels very random and not a large variety.*
- *I only go to the campus infrequently, but the options for food is limited, especially in variety. But I understand this may relate to demand and so forth.*

#### Increasing Awareness

- *I think the uni could utilise the on campus advertising screens to create more awareness of the support services the uni has to offer. Personally, I was unaware of study skills and time management support services until recently. This is a service that may have greatly reduced my anxiety around assessment work if I'd been able to avail myself of it.*
- *Making sure students are aware of their options, and that they have support available if they require it.*

#### No improvement:

- *I really like what the Bendigo student association does and over the past 3 years I have noticed a lot of changes that they have made to make students experience with them better. I can not think of anything for the Bendigo student association to change*

Table 15. Summary of qualitative themes Bendigo

Number of responses	Major themes and sub-themes	Responses for subthemes
144	<b>Support Services – More/Improved</b>	
	Counselling	44
	Medical/Nursing Services	37
	Financial aid/counselling	25
	General	13
	Academic mentoring/support	12
	Employment assistance/industry networking opportunities	4

	Course Guidance/Department Specific Assistance	2
	Career advice	2
	Advocacy	1
	Administrative/Enrolment	1
	Accommodation support	1
	Child Care	1
	Disability	1
130	<b>Food</b>	
	Better/More options	79
	Healthier	25
	Affordability	16
	Free Food	5
	Catering to Diverse Groups (e.g. Vegan, Coeliac)	5
105	<b>Increasing Awareness</b> (of union and SSAF funding and more awareness in general needed)	
	Services	35
	More Awareness/Advertising/Information	22
	Health/Counselling	17
	Financial assistance services	6
	Sports/Recreation	6
	Spaces/Facilities	5
	Clubs (options and how to join, etc)	5
	Activities/Events	5
	SSAF - Transparency of How Funds Are Used	4
93	<b>Activities and events</b>	
	Not Specified	66
	Alcohol free	9
	Food activities	4
	Affordable	3
	Cultural activities	3
	Free activities	2
	Outside university hours	2
	During university hours	1
	Music Activities	1
	Educational	1
	Equity vs Bundoora Campus	1
59	<b>Sports/Recreation</b> (more activities, better facilities, more events, subsidised fees)	
40	<b>Facilities/Resources – More/Improved</b>	
	Food Preparation Areas	11
	Extended or 24/7 access to facilities	6
	Parking	5
	More/Maintenance/Repairs/Affordability/Accessibility	4
	Printers/Printing	3
	Online Resources	2

	Improve cleanliness	1
	Second hand bookshop	1
	Computers	1
	Drinking Water	1
	ATMs	1
	Pub	1
	Residential facilities	1
	Equity vs Bundoora Campus	1
	More art/sculptures	1
27	<b>Promotion/Advertising</b> (Specific methods to improve awareness:)	
	Posters/bulletin boards/visible advertisements on campus	8
	Social media/Websites	4
	Via email	4
	Via flyers/brochures/booklets	3
	Via face to face means (e.g. info sessions/student rep/stalls/events)	2
	In classes	2
	To Residential Students	1
	To 1 <sup>st</sup> Year Students	1
24	<b>Representation/Inclusiveness</b> (of groups such as:)	
	Everyone	11
	Women	4
	Post Graduate Support	3
	Local Students Equity vs Residential Students	2
	Mature Age	2
	Students undertaking Clinical Placements	1
	Queer Population	1
20	<b>Spaces – More/Improved</b>	
	Study/Quiet Areas	12
	Informal/Social/Lounge Spaces	3
	Eating Areas	2
	Group Study Areas/Rooms	1
	General	1
	Student Union	1
16	<b>Accessibility (Services/Information)</b>	
13	<b>Social Networks/Connections - More Opportunities</b>	
12	<b>Clubs, Groups &amp; Societies – More/Broader Range/Increase Funding</b>	
10	<b>Student union</b>	
	Fee/membership	4
	Increased visibility/representation	4
	Lack of professionalism	2
8	<b>Student Participation/Input</b>	
	Student Participation/Input (in union, SSAF funding or generally)	6
	Surveys - Use Results	1

	Student Involvement on Campus/Utilise Skills	1
8	<b>Scholarships</b>	
7	<b>Appropriate Prioritisation of Funding</b>	
4	<b>Well-Being Promotion/Support (preventative/general, monitoring)</b>	
4	<b>Build Campus Culture/Sense of Community</b>	
4	<b>Environmental/Sustainability improvements</b>	
3	<b>Staffing - Quality/Retention/Support</b>	
3	<b>Engagement/Connection with Students</b> (General: importance of, needs improvement)	
2	<b>Library – More Space/Quieter/Better Resources</b>	
2	<b>Communication</b>	
1	<b>Free Resources/Services/Use of Facilities</b>	
1	<b>Transport</b>	
1	<b>Fundraisers</b>	
1	<b>Relationship Between Teacher &amp; Student</b>	

### 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 these services and amenities?”

Responses are categorised on a 4-point scale, ranging from *dissatisfied* to *satisfied*. Respondents could also answer “Haven’t used it”.

Overall, levels of satisfaction were highest for Student Lounges and Student Support Services. See Figure 14. Compared to 2016, City campus students generally reported higher levels of satisfaction and higher levels of use. In particular, Events and Entertainment went from being the lowest rated in 2016, to one of the higher rated areas.

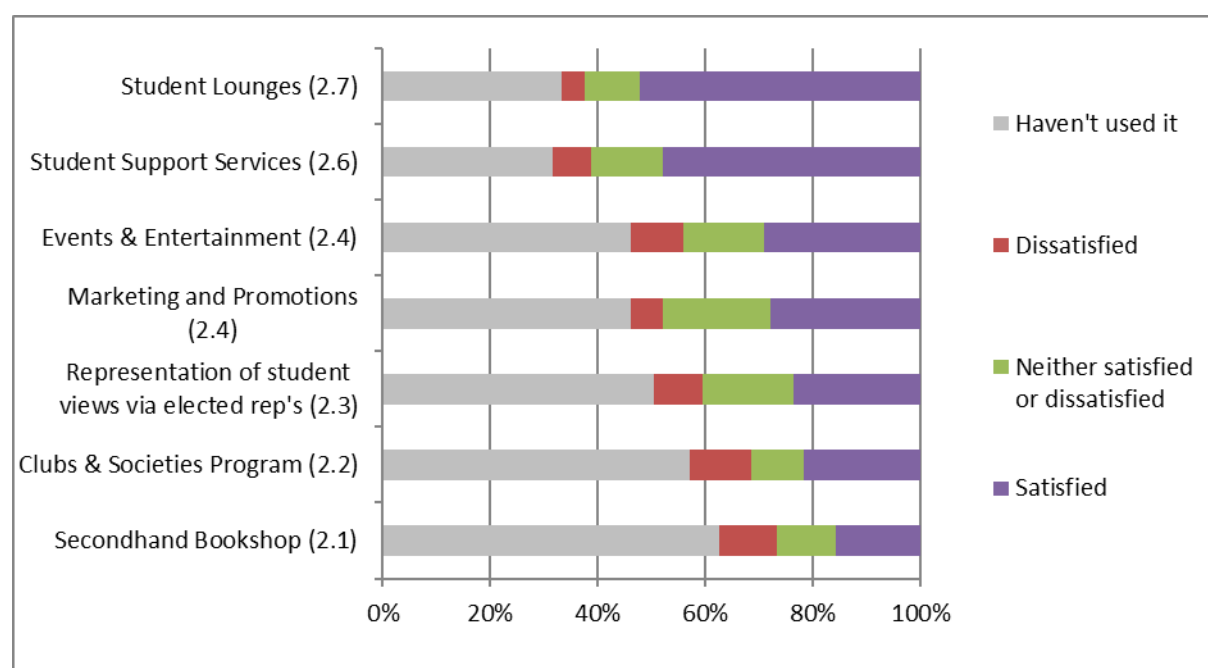


Figure 14. Respondents' level of satisfaction with City campus-specific amenities and services. Number in bracket indicates the mean level of satisfaction (1 = Dissatisfied, 2 = Neither, 3 = Satisfied). n=165.

### 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 88 responses summarised in Table 16, most related to improving Support Services, Activities/Events and Facilities/Amenities.

Specific comments included:

- *Don't know, City campus itself doesn't feel like a campus, just 3 floors. May conduct more activities, more happenings involving most city campus students..*
- *More of a presence. Not aware of their presence, need to be on campus more often with events aimed at city campus students.*
- *None of the above options are provided at the City Campus. The only thing that may have been done well is the promotion of the "Shiny and new" City Campus that completely lacks any presence from the LTSU. Not once have I seen any representatives from the LTSU at this campus which I attend daily.*

Table 16. Summary of qualitative themes City Campuses

Number of responses	Major themes and sub-themes	Reponses for subthemes
22	<b>Support Services – More/Improved</b>	
	Academic support	6
	General	3
	Equity small vs large campuses	3
	Online Students	3
	Employment support/internships	2
	Support to use online resources	1
	Links with main campus	1
	Reinduction – for existing students who have not studied for a long time	1
	Financial	1
	Course advice	1
14	<b>Activities/Events</b>	
	Need more at City campus.	13
	Not much offered in comparison with Bundoora	1
13	<b>Facilities/Amenities – More/Improved</b>	
	Equity small vs large campuses	5
	Extended hours	2
	General	1
	Power points	1
	Academic	1

	Kitchenette	1
	Equity: higher fees paid compared to small campuses/similar facilities	1
	Improve Level 2 and 3	1
12	<b>Increasing Awareness</b> (of union, services/facilities, SSAF funding and more awareness in general needed)	
	More Awareness/Advertising/Information	8
	Second-hand bookshop	2
	Events	2
7	<b>Union</b>	
	Presence on campus	6
	Increased activity	1
7	<b>Library</b>	
7	<b>Engagement/connection with students</b>	
5	<b>Promotion/Advertising</b> (Specific methods to improve awareness:)	
	To online students	2
	Social Media	1
	Emails	1
	Posters	1
5	<b>Spaces – More/Improved</b>	
	More study spaces	3
	General	2
5	<b>Clubs, Groups &amp; Societies</b>	
4	<b>Food</b>	
	Better/More options	3
	Free	1
4	<b>Student Consultation/Input</b>	
3	<b>Sports/Gym</b>	
2	<b>Build Campus Culture</b>	
2	<b>Social Networking opportunities</b>	
2	<b>Affordability</b>	
2	<b>Textbook borrowing system</b>	
1	<b>Mature Age Student Representation/Inclusiveness</b>	
1	<b>Promotion of physical health</b>	

#### 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 these services and amenities?”

Responses are categorised on a 4-point scale, ranging from *dissatisfied* to *satisfied*. Respondents could also answer “Haven’t used it”.

When looking at the means (in brackets), it can be seen that there is not a great deal of difference between the areas. As in 2016, Representation of Student Views was rated least favourably, with relatively large numbers noting that they were dissatisfied (9%) or neither satisfied or dissatisfied

(22%) with this service and 22% satisfied. It should also be noted that this is based on only half of respondents reporting that they “use” this. Student Support Services was rated the highest with 47% satisfied and 68% of respondents using this. All responses are shown in Figure 15.

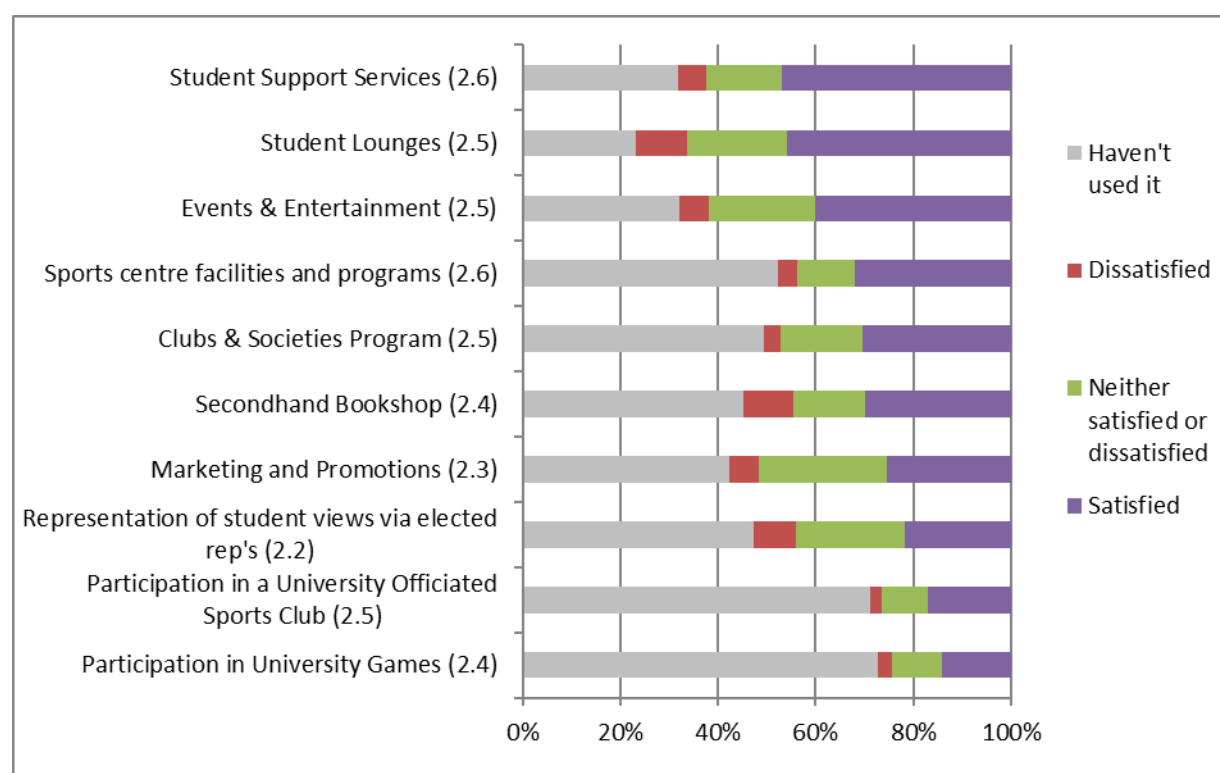


Figure 15. Respondents' level of satisfaction with Bundoora-specific amenities and services. Number in bracket indicates the mean level of satisfaction (1 = Dissatisfied, 2 = Neither, 3 = Satisfied). n=3320.

#### 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 1,532 responses summarised under the themes in Table 17. The most common suggestions related to increasing awareness (418), facilities/resources (250) and student spaces (246). Examples of suggestions are given below for the most common themes:

##### Increasing awareness of services and events:

- *Actually advertising that these services exist and not hiding them on a subsection of the labyrinthine, awful, website would be a good start*
- *I understand there is a student union email that is circulated with information often to the services and amenities available. However maybe there needs to be a facebook page or an instagram - which could be a good way of accessing students more casually and in a way that engages with the way students embrace information.*

- *Probably more marketing and promotion. The reality is you only need it when you need it. And then you really do want help to be there.*

#### **Facilities/Resources – More/Improved**

- *The second hand bookshop is difficult to find, difficult to access, not particularly well stocked because it has a reputation for offering very little for current, up to date textbooks*
- *We need more microwaves in the student lounge. There are about 8 in there, but only 2 actually work!*
- *In all honesty, advocating for all bathrooms/toilets to be stocked with all required items (toilet paper, paper towel, soap, sanitary disposal bins) I once searched for around 15 minutes to find paper towel*

#### **Spaces**

- *more study spaces and more awareness of study spaces available to students other than the academic library which is always frustratingly full*
- *Improving student lounges, so the library doesn't become too much of a social space when you are trying to study*
- *more indoor spaces, in addition to the library for working or sitting during winter months library is often so full, and there are limited other places to go with available seats*

#### **Activities and events**

- *more lunch time activities like the NAIDOC week one, more things that bring students out into the agora and grounds and build a community atmosphere*
- *By hosting more events and entertainment to help build relationships between students outside of classes or assessment*

**Table 17. Summary of qualitative themes Bundoora**

<b>Number of responses</b>	<b>Major themes and sub-themes</b>	<b>Responses for subthemes</b>
418	<b>Increasing Awareness</b> (of union and SSAF funding and more awareness in general needed)	
	Services	149
	More Awareness/Advertising/Information	98
	Activities/Events	62
	Spaces/Facilities	42
	Sports/Recreation	20
	Clubs (options and how to join, etc.)	20
	SSAF - Transparency of How Funds Are Used	14
	Second hand bookshop	13
250	<b>Facilities/Resources – More/Improved</b>	
	Second hand bookshop	48
	Food Preparation Areas	45
	Improve cleanliness	33

	More/Maintenance/Repairs/Affordability/Accessibility	28
	Parking	18
	Extended or 24/7 access to facilities	18
	Bathroom Facilities	18
	Power points	10
	Online Resources	7
	Quieter/less crowded (general)	6
	Printers/Printing	5
	Computers	4
	Drinking Water	3
	Bins	2
	Wi-Fi access	2
	Academic Spaces	1
	Arts spaces	1
	Smoking Designated Areas	1
246	<b>Spaces – More/Improved</b>	
	Study/Quiet Areas	101
	Informal/Social/Lounge Spaces	99
	Group Study Areas/Rooms	25
	Seating	11
	Outdoor Spaces	5
	Eating Areas	5
134	<b>Activities and events</b>	
	Not Specified	84
	Free activities	10
	Arts/Music Activities	8
	Food activities	7
	During university hours	7
	Ball	5
	Cultural activities	3
	To relax	3
	Affordable	3
	Outside university hours	2
	Women	1
	Orientation	1
97	<b>Support Services – More/Improved</b>	
	Academic mentoring/support	27
	General	15
	Ask La Trobe Services	14
	Health/Mental Health Support Services	10
	Administrative/Enrolment	7
	Course Guidance/Department Specific Assistance	7
	Employment assistance/industry networking opportunities/career advice	6
	Advocacy	5

	Financial aid/counselling	3
	Accommodation support	3
89	<b>Union and union representatives</b>	
	Union representatives - better visibility, representation, engagement	32
	Lack of quality/professionalism of union representatives	19
	LTSU fee/membership – what are the incentives?	14
	Union elections – behaviour/organisation	9
	More funding/staffing	5
	Favouritism of union members	5
	Diversity within union	3
	Less funding/power	2
88	<b>Promotion/Advertising</b> (Specific methods to improve awareness:)	
	Social media/Websites	31
	Via email	18
	Posters/bulletin boards/visible advertisements on campus	11
	Via face to face means (e.g. info sessions/student rep/stalls)	9
	In classes	7
	In Orientation	4
	To 1 <sup>st</sup> Year Students	3
	Through newsletters/brochures/pamphlets	3
	SMS	1
	Diary	1
78	<b>Food</b>	
	Better/More options	32
	Affordability	14
	Free Food	15
	Healthier	9
	Catering to Diverse Groups (eg. Vegan, Coeliac)	8
76	<b>Sports/Recreation</b> (more activities, better facilities, more events, subsidised fees)	76
69	<b>Student Participation/Input</b>	
	Student Participation/Input (in union, SSAF funding or generally)	26
	Surveys - Use Results	18
	Act on feedback given by students	9
	Student Involvement on Campus/Utilise Skills	6
	Increase accessibility to give feedback	5
	Incentives for Student Participation	5
65	<b>Affordability/value for money</b>	65
57	<b>Representation/Inclusiveness</b> (of groups such as:)	
	Mature Age	18
	Everyone	16
	Disabilities	5
	Post Graduate Support	4

	Students undertaking Clinical Placements	4
	International	2
	Minority Groups	2
	ESL Support	1
	External Student Support	1
	1st Year Support	1
	NSAID	1
	Queer Population	1
	Women	1
46	<b>Clubs, Groups &amp; Societies – More/Broader Range/Increase Funding</b>	
27	<b>Accessibility (Services/Information)</b>	
23	<b>SSAF Fees (Abolish/Reduce/Individualise Spending/Equity)</b>	
22	<b>Library – More Space/Quieter/Better Resources</b>	
22	<b>Engagement/Connection with Students (General: importance of, needs improvement)</b>	
18	<b>Free Resources/Services/Use of Facilities</b>	
17	<b>Social Networks/Connections - More Opportunities</b>	
15	<b>Appropriate Prioritisation of Funding</b>	
8	<b>Well-Being Promotion/Support (preventative/general, monitoring)</b>	
6	<b>Communication</b>	
6	<b>Staffing - Quality/Retention/Support</b>	
6	<b>Textbooks - More Affordable/Accessible</b>	
5	<b>Scholarships</b>	
4	<b>Safety/Security – Improve</b>	
4	<b>Volunteer opportunities</b>	
3	<b>Build Campus Culture/Sense of Community</b>	
2	<b>Animals on Campus (e.g. petting zoos) to Provide Relaxation</b>	
2	<b>Partnerships with other institutions</b>	
2	<b>Environmental/Sustainability improvements</b>	
2	<b>Transport</b>	
2	<b>Coordination</b>	
1	<b>Orientation Improvement</b>	
1	<b>Relationship Between Teacher &amp; Student</b>	
1	<b>Rabaleis</b>	
1	<b>Bike sharing</b>	
1	<b>Less Marketing</b>	
1	<b>Less clubs</b>	
1	<b>Less politics on campus</b>	

## 4.5 Shepparton

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 these services and amenities?”

Responses are categorised on a 4-point scale, ranging from *dissatisfied* to *satisfied*. Respondents could also answer “Haven’t used it”.

More than half (54%) of respondents were satisfied with ‘Student facilities including the kitchenette’. This was also the area with the highest level of usage. The second-hand bookshop was viewed least favourably by respondents with a mean score of 2.1 out of 3 and 20% reporting that they were dissatisfied. A large proportion of respondents had not used the bookshop (40%), although this was up from 2016 which was 60%. All responses are presented Figure 16.

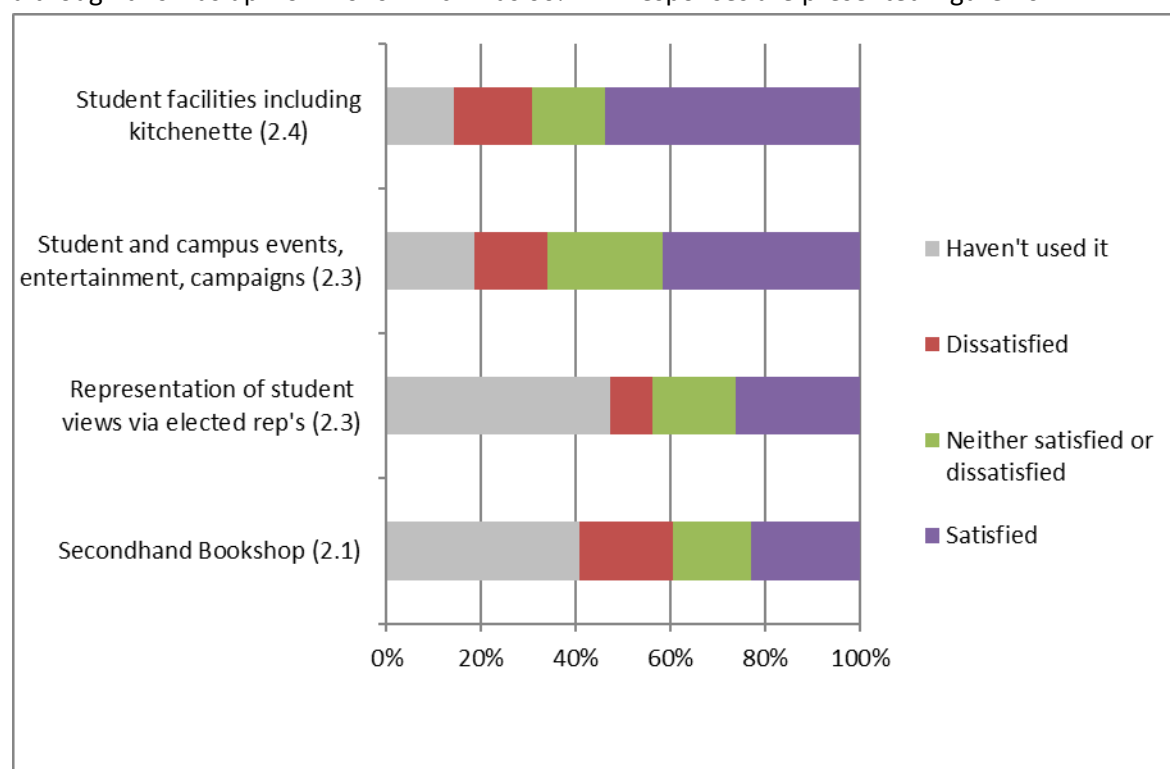


Figure 16. Respondents' level of satisfaction with Shepparton-specific amenities and services. Number in bracket indicates the mean level of satisfaction (1 = Dissatisfied, 2 = Neither, 3 = Satisfied). n=91.

#### 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 18 summarises the main themes from 44 responses. The key theme emerging was around food services and facilities (even though this had the highest level of satisfaction in the question above), as reflected in the comments below:

- *Introduce another cafe. For the cafe to run fairly, employee university students to run the cafe and have the university run it, rather than have an external stakeholder come in, maintain and run the cafe. This is an opportunity for students to be in employment, a hard and challenging position for some as Shepparton has such a high unemployment rate already. Allow for more activities to be introduced weekly for regional students to participate in.*

- *Kitchenette needs to be improved in the Shepparton campus as there is no cafe so it's regularly used and as it is so tiny it's very hard to access*

Table 18. Summary of qualitative themes Shepparton

Number of responses	Major themes and sub-themes	Reponses for subthemes
25	<b>Food</b>	
	Have onsite café/reopen café/better opening hours	14
	Better/More options	9
	Café run by students	2
15	<b>Facilities/Resources</b>	
	Upgrade Kitchenette, More Supplies	9
	Second hand bookshop	3
	PLAs in classrooms	1
	General	1
	Power points	1
9	<b>Support Services, Activities and Events</b>	
	Greater variety of Services/Events	5
	Ensure Shepparton has same opportunities as larger campuses	1
	Cheap movie nights	1
	Job seeking/career support	1
	Support for 1BS	1
7	<b>Increasing Awareness</b> (of services and SSAF funding and more awareness in general needed)	
	Consult with students more regularly – surveys and engagement	4
	Second-hand bookshop (set up/publicise)	2
	More Awareness/Advertising/Information	1

## 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 these services and amenities?”

Responses are categorised on a 4-point scale, ranging from *dissatisfied* to *satisfied*. Respondents could also answer “Haven’t used it”.

Overall, Student support with academic and administrative’ issues had the highest mean score, with 62% satisfied. ‘Student facilities including the kitchenette’ was also highly rated, with 61% of students satisfied. As with Shepparton, the second-hand bookshop was the service with the lowest level of satisfaction, due to more students selecting ‘dissatisfied’ (18%). All responses are presented in Figure 17.

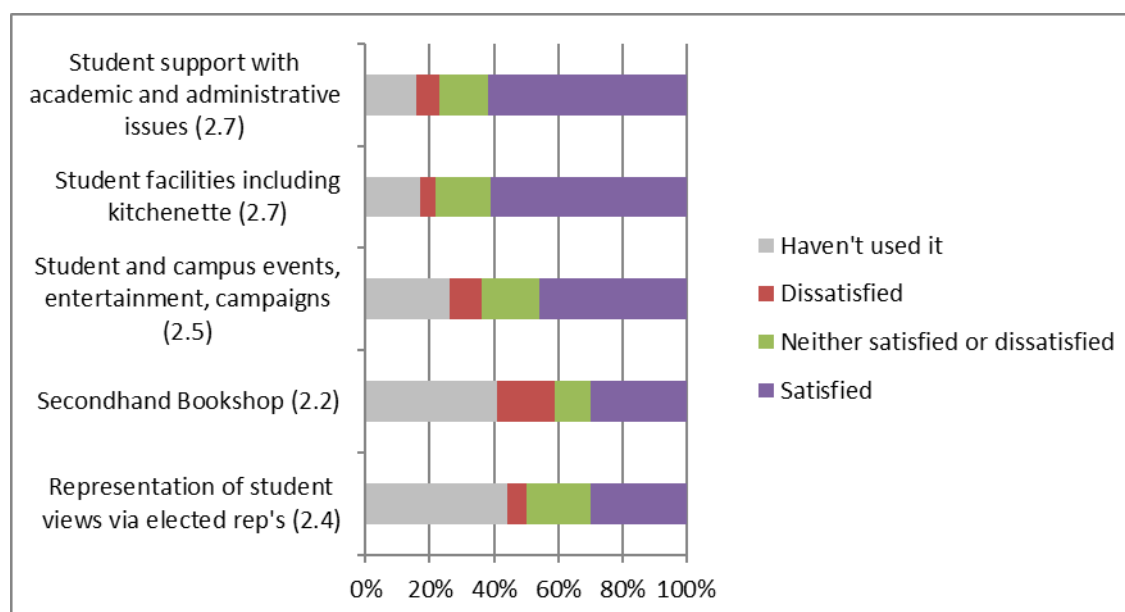


Figure 17. Respondents' level of satisfaction with Mildura-specific amenities and services. Number in bracket indicates the mean level of satisfaction (1 = Dissatisfied, 2 = Neither, 3 = Satisfied). n=100.

#### 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 19, the most common themes were *Facilities/Resources* (13), *Increasing Awareness* (12), *Food* (9) and *Activities/Events* (9).

Specific suggestions included the following:

- *Connection to rural campuses in general needs to be improved, we feel second class almost to the Bundoora students with what they get.*
- *Mildura needs better amenities. Access to food, drinks and a general lack of anything happening on campus unless the student association puts on an event cause apathy amongst the student body and turnout for events is minimal, if at all.*
- *Not sure. There is no guarantee that 'improving' the campus facilities will encourage students to engage with it. Students are pretty independent and don't really spend any more time on campus than they must, heck, a large majority don't even turn up to class*

Table 19. Summary of qualitative themes Mildura

Number of responses	Major themes and sub-themes	Responses for subthemes
13	<b>Facilities/Resources</b>	
	Upgrade kitchenette, more supplies	6
	More/Improved	3
	Second hand bookshop	2
	Printing	1

	Bathroom facilities	1
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
6	<b>Food</b>	
	Better/more options	4
	Free food	1
6	<b>Activities and events</b> - More events/More Diversity	
5	<b>Support Services – More/Improved</b>	
	Support from admin/teachers	3
	Increased support at rural campuses	2
	General	1
	Parent specific support	1
2	<b>More/Improved</b>	
	Informal/Social/Lounge Spaces	1
	Eating Area	1

## 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 20. Funding areas as shown in survey.**

<b>Funding area as reported above</b>	<b>Option as shown in survey</b>
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 21. Funding areas with explanations as shown in hover overs and additional web page.**

<b>Childcare services</b>	<ul style="list-style-type: none"> <li>• Maintenance of the child care centre and services.</li> <li>• Providing facilities for the centre</li> <li>• Can include all day care, kindergarten and sessional care.</li> <li>• Subsidising child care services.</li> </ul>
<b>Student legal, finances and insurance services</b>	<ul style="list-style-type: none"> <li>• Free, confidential legal advice from a professional solicitor.</li> <li>• Information, support and advocacy for students in financial difficulty.</li> <li>• Provision of free, non-judgemental, information, support and advocacy to people in financial difficulty.</li> <li>• Help students understand their financial situation and work towards resolving their financial issues.</li> </ul>
<b>Student health and welfare services</b>	<ul style="list-style-type: none"> <li>• Providing programs to ensure a safe and respectful community on all campuses.</li> <li>• Provision, maintenance and enhancement of a free counselling service for students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Contribution to safe transport service on and around campus.</li> <li>• Supporting the delivery of health services for students</li> <li>• Providing information materials on health and welfare issues.</li> </ul>
<b>Support in securing accommodation</b>	<ul style="list-style-type: none"> <li>• To provide services and assistance for students seeking to secure accommodation on or off campus</li> </ul>
<b>Employment support and advice</b>	<ul style="list-style-type: none"> <li>• LTU prepares students for the world after University.</li> <li>• Help students develop the skills and attributes employers want.</li> <li>• Assist student to build their 'employability brand', learn a breadth of capabilities that complement their degree and know how.</li> </ul>
<b>Support for students to build study skills</b>	<ul style="list-style-type: none"> <li>• Providing access to electronic resources on time management, referencing, taking notes, exam revision and argument and debate.</li> <li>• Engaging staff to undertake individual consultations with students about issues.</li> <li>• Workshops and other information on skills such as time management, taking notes, exam revision, etc.</li> </ul>
<b>Advice and advocacy for students in relation to the University's rules</b>	<ul style="list-style-type: none"> <li>• Student Unions provide an advocacy service that offers support to students or groups of students who may be experiencing difficulty related to academic, administrative or welfare issues.</li> </ul>
<b>Orientation information</b>	<ul style="list-style-type: none"> <li>• Contribution to Orientation week and events.</li> <li>• Funding projects and initiatives to assist with encouraging student participation.</li> <li>• Providing information packs to students at orientation week.</li> <li>• Providing a mid-year orientation program.</li> </ul>
<b>On-campus food and drink</b>	<ul style="list-style-type: none"> <li>• Enhancing existing services and the overall food and beverage offering of each campus.</li> <li>• Subsidising or providing food at events during the academic year e.g. orientation week.</li> </ul>
<b>Sport and recreation facilities and services</b>	<ul style="list-style-type: none"> <li>• Subsidising social sporting competitions.</li> <li>• Building student sporting facilities.</li> <li>• Providing funding to sporting organisations to purchase sporting equipment.</li> <li>• Subsidising inter-university sport.</li> <li>• Subsidising travel to inter-university sporting competitions</li> </ul>
<b>Support for student clubs</b>	<ul style="list-style-type: none"> <li>• Provision of spaces, facilities and/ or professional staff support for Clubs and Societies - student run groups formed around common interest areas.</li> <li>• La Trobe has a broad range of clubs catering for sporting, cultural, religious, recreational and general interest areas.</li> <li>• Political clubs may exist on campus, but cannot seek SSAF funding.</li> </ul>

<b>Non-academic libraries and reading rooms/lounges</b>	<ul style="list-style-type: none"> <li>• Provision of spaces and facilities on campus for all students for rest, relaxation, socialising or informal study - e.g. Student Lounges, social spaces, outdoor areas</li> </ul>
<b>Support for artistic activities</b>	<ul style="list-style-type: none"> <li>• Provision of spaces, facilities and professional staff support for artistic, music, comedy, dance, writing and other cultural programs, including Student Theatre and Film</li> <li>• Providing rehearsal and exhibition spaces</li> <li>• Subsidising creative art workshops, dance classes or art supplies</li> </ul>
<b>Support for debating by students and producing and sharing student-created media</b>	<ul style="list-style-type: none"> <li>• Providing spaces and/or financial support to groups of students to engage in extra - curricular debating programs.</li> <li>• Subsidising travel to debating competitions</li> <li>• Providing rooms or meeting spaces for debating to take place</li> <li>• Providing spaces, facilities and financial support for websites, social media platforms, student diaries, student newspapers and/or magazines that produce and disseminate news and opinions on student activities</li> </ul>