



LA TROBE
UNIVERSITY

Deputy Vice-Chancellor (Students)
Office of Deputy Vice-Chancellor (Students)

STUDENT CONSULTATION REPORT
November 2019

**Student Services and
Amenities Fee (SSAF)**

ENQUIRIES

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Executive Summary

This report outlines how La Trobe University expended the 2019 Student Services and Amenities Fee (SSAF). It provides a summary of how the funds were spent in accordance with the Higher Education Support Act and forms a component of the University's annual certification of such.

In 2011 La Trobe University (LTU) introduced the Student Services and Amenities Fee (SSAF), since then LTU has undertaken extensive, annual consultation with students to identify key priority areas for expenditure in the delivery of services and amenities for our students.

The foundation of our consultation includes an ongoing partnership with our student associations and their elected representatives. Each association participates in the Student Services and Amenities Group (SSAG) and contributes to discussions around the allocation of SSAF and priorities for future years. Alongside this partnership, the broader student body is consulted via an Annual SSAF Survey. The survey results inform and complement the ongoing conversation between student representatives and the University.

In 2019, SSAF supported a number of valuable student services, including our student associations, the careers services, our learning support team, various student sporting activities and health & wellbeing services. These services were available to all students across our various campuses.

In late 2019, student leaders and the University agreed on a series of priorities for SSAF supported activities in 2020. Key priorities for 2020 include funding student associations, student advising, our Learning Hubs and student health & wellbeing services. The SSAG also agreed on a number of initiatives to strengthen ongoing monitoring of the demand on SSAF funded services and raise the profile of SSAF across our campuses. It was also resolved that for 2021 a realignment of SSAF funding would take place in 2021 to maximise service delivery for students and that this would likely reduce funding available to support student associations. The student associations subsequently resolved to consider potential options for more efficient delivery of the essential services provided by their organisations, including potential amalgamation.

Background

Introduced in 2011, the Australian Parliament passed legislation enabling universities and other higher education providers to charge a fee for student services and amenities of a non-academic nature. The Student Services and Amenities Fee (SSAF) can only be used to fund services and amenities that are outlined by the Australian government.

Funds from SSAF help to improve the student experience at La Trobe. You may use all or some of the services and amenities that the fee provides. Since the introduction of SSAF, funding has enabled a significant number of improvements to services, facilities and amenities used by Students across all La Trobe University, Victorian campuses. The legislation outlines the requirements for the University to consult with students, (including democratically elected student representatives) on how revenue from the fee is allocated and spent:

“Higher Education Providers (HEP’s) must establish and maintain a clearly defined and effective process by which students enrolled at the HEP are consulted that is reviewed and approved annually by the governing body of that HEP after being made available to the students enrolled at the HEP for comment”.

La Trobe University is committed to ensuring the consultation with students is genuine, and that the student voice is considered when determining how revenue raised from the compulsory SSAF is spent. As a key part of the consultation process, LTU formed the Student Services Advisory Group (SSAG), which consists of University representatives and student representatives nominated by our student organisations; Bendigo Student Association (BSA), Wodonga Student Association (WSA) and La Trobe Student Union (LTSU) including; Mildura Student Association (MSA), Shepparton Student Association (SSA) and International Students Association (ISA)

Reporting to the Executive Director, Student Services & Administration, SSAG acts as an advisory body for all items concerning SSAF, managing the process for ongoing consultation and budget allocations. SSAG meet at least twice a year to plan and review consultation methodology as well as proposing budget allocations.

Financial Overview

In 2019, the University received \$8,670,911 in SSAF revenue from international and domestic students. This supported a range of allowable services to enhance the student experience. Approximately 71% of our revenue was raised from domestic students, with 29% from international student contributions.

An overview of the SSAF allocation for 2020 is below.

Activity	Funding
Student Associations – core funding	\$4,457,743
International Student iUse Concession passes	\$26,930
Learning support via the Learning Hub, Maths Hub, careers services, student partnerships and orientation	\$1,290,000
Student Health & Wellbeing	\$1,236,602
LTU Sport	\$1,381,859
Children's Centre	\$188,148
Glider Bus	\$67,000
Other student support	\$95,436
Total	\$8,670,911

SSAF supported services

Student Associations

A significant amount of SSAF funding was allocated to the representative bodies that provide advocacy and support for students across La Trobe's multiple campuses. Our student associations offered essential support to students throughout the year. This included food parcels, emergency financial aid and connecting students with broader networks of support.

Student clubs & societies are a vital component of university-life and our SSAF funding enabled our various associations to provide an ongoing community and points of connection for students during their time at La Trobe.

Our associations also provide essential advocacy services to students to support them with the various challenges they'll experience as they progress through higher education. These include financial counselling, support with Centrelink, advice on renting and a range of assistance for students engaging with the University.

SSAF is allocated to the associations for them to determine the spread across the various allowable services.

The University continued to support our associations with in-kind support via the allocation of temporary space for their activities and access to IT and HR systems.

Student Support

The SSAF helps fund a variety of important support services across the University that are accessed by many thousands of students across our campuses.

The University's Advising Program provides proactive developmental support to cohorts of students as they transition into higher education and supports students to consider their career options, plan their study and get access to the support they need to succeed. Interventions from these advisors are informed by predictive analytics that have demonstrated an uplift in the success of our students and supported them as they progress through their degree.

The University recognises the vital support that our Student Health and Wellbeing Division provide to students in distress during their time at La Trobe. This division includes a team of qualified counsellors who provide expert mental health support; a range of advisors who offer developmental support to students with disabilities so they can excel in their studies; the University's suite of proactive and preventative wellbeing programs; and, our Speak Up service that guards against discrimination and inappropriate behaviour on our campuses.

SSAF contributes to the suite of Student Partnerships activities that La Trobe offers our students. This includes student leadership opportunities, our student mentoring program, Excellence Academy and our CoLabs initiative. The Student Partnerships team is central to placing the student experience at the heart of what our colleagues do and helps inform how the University thinks about its service offering and academic experience.

Learning Hubs are based across all of our regional campuses and Bundoora, and provide students with a place to develop and extend their academic skills. These Hubs offer support to students in nearly all of our degree courses and every level. They provide help with assessments and study, with guidance provided by Peer Learning Advisors (employed students in later stages of their degree) and expert staff. Our teams also provide English language support, maths support, science support, and advice to strengthen academic writing skills. The Learning Hub also provides Studiosity - a 24-hour, on-demand, online service – that gives students the opportunity to connect in real time with subject specialists.

The University places a premium on affording students the opportunity to develop their employability skills whilst they study at La Trobe. Our Career Ready Advantage Program enables students to access high quality careers advice, engage in practical activities that build skills and networks, and support students to build their career portfolio. SSAF is an important component in supporting this employability and work integrated learning activity.

A small amount of SSAF is used to support student welfare and support functions in our childcare services. This enables students with caring responsibilities to thrive whilst they study at La Trobe.

In collaboration with the Victorian Government, the University continued to offer support for international student concessions for MyKi travel cards. This helps reduce the cost of travel for our international students so they can continue to access campus and travel to their jobs.

Sport Services

The Student Services and Amenities Fee makes a significant contribution to the opportunities of all La Trobe students to engage in sporting activities during their time with us. The SSAF supports our student clubs, intervarsity sport, facility access, sport at our regional campuses and a broad discount to membership fees for students.

Community Healthcare

The University also provides rent relief for the La Trobe Community Healthcare Centre to enable the provision of general practice services for students on campus.

Glider Bus

The Glider Bus is a free service that transports students between various points across our Bundoora Campus. It connects in with student accommodation precincts, study spaces and transport interchanges.

Consultation Framework

La Trobe' SSAF Consultation Framework scaffolds the University's engagement with students around the expenditure of the SSAF.

Review:

- SSAF allocation and associated consultation methodologies to identify areas of improvement.
- Recommend improvements to strengthen governance, consultation, engagement and compliance.
- Key findings from the previous student consultation survey, capital planning and the allocation of funds with Student Services Advisory Group (SSAG).
- Outputs and delivery of SSAF funded projects.

Consult (with):

- Student Organisations and SSAG members; formally at a minimum of two meetings per year (or more frequently if required)
- the Deputy Vice-Chancellor (Students)
- Key student facing service areas
- enrolled students to measure current awareness, satisfaction and to identify key spending priorities, ensuring SSAF funding allocations are responsive to student needs

Update:

- Previous SSAF Student Consultation Survey methodologies based on review and consultation.
- SSAF website to increase overall accessibility and usability and to better inform and engage students on SSAF.

Publish:

- Annual Consultation Report and appendices online, encouraging additional feedback on key findings and recommendations.
- SSAF Financial Allocation Report and Budget online annually (by end February). The Report includes successful submissions from incorporated student organisations and other university service providers operating and capital works proposals or strategic projects that are compliant with SSAF legislation.
- Information on SSAF related developments and projects in the 'Weekly student update' email to raise continuing awareness including SSAF channels of contact to encourage students to provide feedback and share their insights concerning SSAF.

2019 SSAF Survey

The survey allows students to voice their engagement and satisfaction 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 provide suggestions on how improvements can be made.

Approximately 30,026 La Trobe students across six campuses (including Melbourne CBD, Albury-Wodonga, Bendigo, Shepparton, Mildura and Bundoora) were invited to participate in this year's SSAF survey.

Annex 1 is the Student Services and Amenities Fee (SSAF) Survey Results final report.

Methodology

An online survey was undertaken 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 four-point or five-point scales (in 2016) down to three-point scales to improve the clarity of the questions and reduce the burden on 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 several open-ended questions.

An invitation to the online survey (open for two weeks) was distributed via personalised emails to La Trobe student email addresses. Incentives were offered to encourage completion of the survey. By completing the survey, students could choose to go into a prize draw.

In total, 3,881 students began the survey, with 3,872 continuing through to the end of the questions. This gave a margin of error of 1.1%. Key response data is presented in Tables 1 and 2.

Table 1. Key SSAF survey response data, 2017 to 2019

<i>Element</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>Comments</i>
Total completed survey	4721	5478	3872	<i>Respondents who completed to the end of the survey</i>
Overall response rate	15%	18%	13%	<i>Based on completed surveys</i>
Margin of error	1.3%	1.2%	1.1%	<i>with 95% confidence level</i> <i>(based on completed surveys)</i>

Table 2. Number of respondents per campus, 2017 to 2019

Campus	2017	2018	2019
Albury-Wodonga	135	161	106
Bendigo	1001	1112	803
Bundoora	3239	3818	2682
City	161	177	125
Mildura	97	114	84
Shepparton	88	96	72
Grand Total	4721	5478	3872

Results

Satisfaction

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 two (scale one to three). When comparing this year to last year, four out of five items (health and welfare, orientation information, study skills, food and drink) remained in the top five. In 2019 non-academic libraries moved upwards to achieve a ranking of five, and advice and advocacy dropped its position to below top five.

Awareness

In 2019, the number of respondents that replied they had a 'good understanding' of the purpose of the SSAF was slightly higher (24%) than in previous years. However, those expressing 'no understanding' improved by dropping by two percent.

The number of respondents expressing a 'good understanding' of where SSAF funds are spent improved by one percentage point (11% in 2019 versus 10% in 2018).

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 (1,254 responses). The use of posters around the campus was the next most popular choice (862 responses). Note that respondents could nominate more than one method.

Satisfaction

Ratings of satisfaction of the 14 categories are presented in the heatmap in Table 5. 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 and recreation, childcare services) 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 top five areas with the highest levels of satisfaction were consistent across different subgroups:

- Health and welfare (2.77)
- Orientation information (2.74)
- Study skills (2.72)
- Food and drink (2.65)
- Non-academic libraries (2.63)

Table 3. Satisfaction with funding areas by categories (1 = dissatisfied, 2 = neither, 3 = satisfied), 2019

Funding area		Health & welfare	Orientation information	Study skills	Food & drink	Non-academic libraries	Employment support	Student clubs	Debating and student media	Artistic activities	Legal, finances and insurance	Sport & recreation	Securing housing	Advice & advocacy	Childcare services
Total		2.77	2.74	2.72	2.65	2.63	2.62	2.62	2.59	2.58	2.58	2.57	2.55	2.53	2.47
Campus	Albury-Wodonga	2.65	2.70	2.73	2.59	2.80	2.66	2.23	2.57	2.29	2.65	2.22	2.63	2.39	2.38
	Bendigo	2.80	2.81	2.76	2.72	2.62	2.67	2.73	2.66	2.56	2.60	2.60	2.67	2.63	2.34
	Bundoora	2.77	2.73	2.71	2.66	2.63	2.60	2.63	2.57	2.62	2.58	2.61	2.51	2.52	2.53
	City	2.72	2.61	2.58	2.33	2.51	2.54	2.27	2.46	2.27	2.58	2.13	2.53	2.30	2.50
	Mildura	2.73	2.68	2.81	2.25	2.65	2.72	2.27	2.59	2.62	2.57	2.00	2.29	2.63	1.91
	Shepparton	2.74	2.77	2.82	2.70	2.75	2.76	2.36	2.76	2.42	2.58	2.24	2.67	2.62	2.40
Age group	<20	2.81	2.80	2.75	2.75	2.72	2.69	2.66	2.67	2.62	2.59	2.63	2.59	2.59	2.41
	20-24	2.78	2.73	2.71	2.67	2.60	2.61	2.64	2.56	2.59	2.58	2.58	2.54	2.55	2.58
	25-29	2.72	2.65	2.65	2.49	2.54	2.54	2.53	2.50	2.50	2.58	2.38	2.51	2.35	2.37
	30-39	2.67	2.71	2.71	2.48	2.62	2.49	2.51	2.51	2.52	2.52	2.45	2.43	2.47	2.32
	40-50	2.65	2.70	2.78	2.55	2.58	2.82	2.64	2.62	2.46	2.67	2.60	2.20	2.53	2.40
	>50	2.95	2.77	2.90	2.74	2.76	2.60	2.55	2.53	2.40	2.89	2.62	2.80	2.94	3.00
Domestic / International	Domestic	2.77	2.74	2.73	2.67	2.62	2.65	2.62	2.59	2.57	2.58	2.59	2.55	2.55	2.42
	International	2.79	2.73	2.68	2.52	2.70	2.51	2.62	2.57	2.64	2.57	2.47	2.54	2.46	2.61
Level	Postgraduate	2.77	2.72	2.70	2.58	2.67	2.58	2.63	2.54	2.61	2.62	2.54	2.59	2.48	2.64
	Undergraduate	2.77	2.74	2.73	2.67	2.62	2.63	2.62	2.60	2.58	2.57	2.58	2.54	2.55	2.43

More satisfied Medium Less satisfied



Priorities for 2020

Through consultation with the SSAG and in combination with the results from the regular SSAF Survey, the below areas were identified as priorities for funding from the 2020 allocation of SSAF:

- Support for student employability
- Learning support offered through the Learning Hub, including increased Studiosity offering
- Student partnership and leadership development
- Support for placements
- Sporting clubs and activities
- Mental health and wellbeing support
- Advocacy Services (provided by student associations)
- Student clubs (provided by student associations)
- Student engagement events and activities (provided by university and student associations)
- Health services; with less focus on the on-campus clinic
- Financial and legal counselling (provided by student associations)
- Student representation activities (provided by student associations)
- Financial assistance and food share
- Student advice and support
- Support for international students

Senior leadership met with a range of student representatives through listening posts at each of our campuses. These forums informed the finalisation and subsequent adoption of the above priorities.



Student Services and Amenities Fee (SSAF) Survey Results

2019

FINAL REPORT

Prepared by
Planning and Institutional Performance Unit

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Acronyms

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

1 Introduction

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). Previously First Person Consulting (FPC) conducted the data collection and analysis of the SSAF surveys between the years 2016 and 2018. This year for the first time La Trobe has conducted the survey and analysis in-house.

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.

Approximately 30,026 La Trobe students across six campuses (including Melbourne CBD, Albury-Wodonga, Bendigo, Shepparton, Mildura and Bundoora) were invited to participate in this year's SSAF survey.

This report outlines the results from the analysis of the SSAF survey data 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 previous year's results: 2017 to 2018.

2 Methodology

An online survey was undertaken 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 four-point or five-point scales (in 2016) down to three-point scales to improve the clarity of the questions and reduce the burden on respondents.

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An invitation to the online survey (open for two weeks) was distributed via personalised emails to La Trobe student email addresses. 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 4 valued at \$799
- 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.

In total, 3,881 students began the survey, with 3,872 continuing through to the end of the questions. This gave a margin of error of 1.1%. Key response data is presented in Tables 1 and 2.

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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 two (scale one to three). When comparing this year to last year, four out of five items (health and welfare, orientation information, study skills, food and drink) remained in the top five. In 2019 non-academic libraries moved upwards to achieve a ranking of five, and advice and advocacy dropped its position to below top five.

Table 3. Satisfaction with key funding areas, 2017 to 2019

Satisfaction results						
Rank	Funding area 2019	Mean*	Funding area 2018	Mean*	Funding area 2017	Mean*
1	Health and welfare	2.77	Orientation information	2.71	Orientation information	2.67
2	Orientation information	2.74	Health and welfare	2.67	Health and welfare	2.65
3	Study skills	2.72	Study skills	2.64	Study skills	2.60
4	Food and drink	2.65	Advice and advocacy	2.63	Advice and advocacy	2.58
5	Non-academic libraries	2.63	Food and drink	2.59	Food and drink	2.53
6	Employment support	2.62	Securing housing	2.55	Student clubs	2.52
7	Student clubs	2.62	Student clubs	2.55	Sport and recreation	2.51
8	Debating and student media	2.59	Sport and recreation	2.53	Securing housing	2.47
9	Artistic activities	2.58	Legal, finances and insurance	2.52	Legal, finances and insurance	2.46
10	Legal, finances and insurance	2.58	Employment support	2.44	Non-academic libraries	2.46
11	Sport and recreation	2.57	Non-academic libraries	2.42	Employment support	2.42
12	Securing housing	2.55	Childcare services	2.40	Debating and student media	2.38
13	Advice and advocacy	2.53	Debating and student media	2.39	Childcare services	2.36
14	Childcare services	2.47	Artistic activities	2.37	Artistic activities	2.33

*scale: 1 = dissatisfied, 2 = neither, 3 = satisfied

As with satisfaction, all areas were rated at or above the midpoint (2) for importance.

Compared to 2018, four out of five items (health and welfare, employment support, food and drink and non-academic libraries) remained in the top five for 2019. In 2019 securing housing moved upwards in importance to achieve a ranking of four, and study skills dropped its position to below top five.

Table 4. Rated importance of key funding areas, 2017 to 2019

Importance results						
Rank	Funding area 2019	Mean*	Funding area 2018	Mean*	Funding area 2017	Mean*
1	Non-academic libraries	2.87	Health and welfare	2.85	Health and welfare	2.85
2	Health and welfare	2.83	Study skills	2.79	Employment support	2.79
3	Employment support	2.82	Employment support	2.78	Study skills	2.77
4	Securing housing	2.75	Food and drink	2.75	Food and drink	2.77
5	Food and drink	2.73	Non-academic libraries	2.71	Non-academic libraries	2.68
6	Advice and advocacy	2.72	Advice and advocacy	2.67	Advice and advocacy	2.67
7	Study skills	2.72	Legal, finances and insurance	2.66	Legal, finances and insurance	2.66
8	Orientation information	2.62	Orientation information	2.65	Orientation information	2.64
9	Student clubs	2.62	Securing housing	2.61	Sport and recreation	2.62
10	Childcare services	2.61	Sport and recreation	2.59	Securing housing	2.59
11	Sport and recreation	2.61	Student clubs	2.55	Student clubs	2.55
12	Legal, finances and insurance	2.59	Childcare services	2.48	Childcare services	2.49
13	Artistic activities	2.52	Artistic activities	2.37	Artistic activities	2.39
14	Debating and student media	2.22	Debating and student media	2.30	Debating and student media	2.32

*scale: 1 = not at all important, 2 = somewhat important, 3 = important

3.2 Demographic data

Overall, the demographic background of the sample characterised the target population, giving a representative sample of La Trobe students. As noted in the method section, there was also a very small margin of error (sampling 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 one or two percentage points. Both the under 20 group and 20-24 age bracket are slightly underrepresented in the survey sample when compared to the target population.

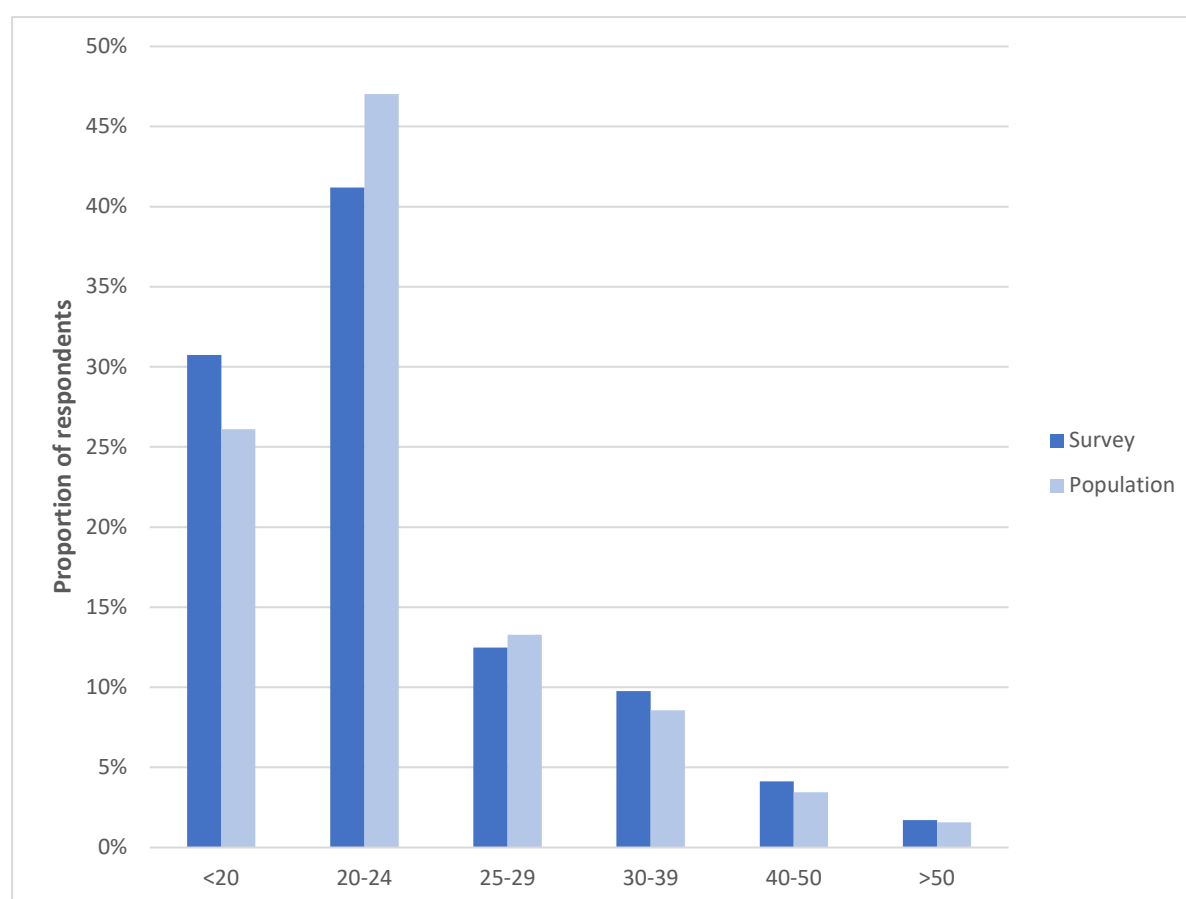


Figure 1. Proportion of survey respondents in different age groups as compared to the La Trobe student population, 2019

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 (79%). This was like the breakdown in 2018, with a sample of 87% domestic students compared to the population of 81%.

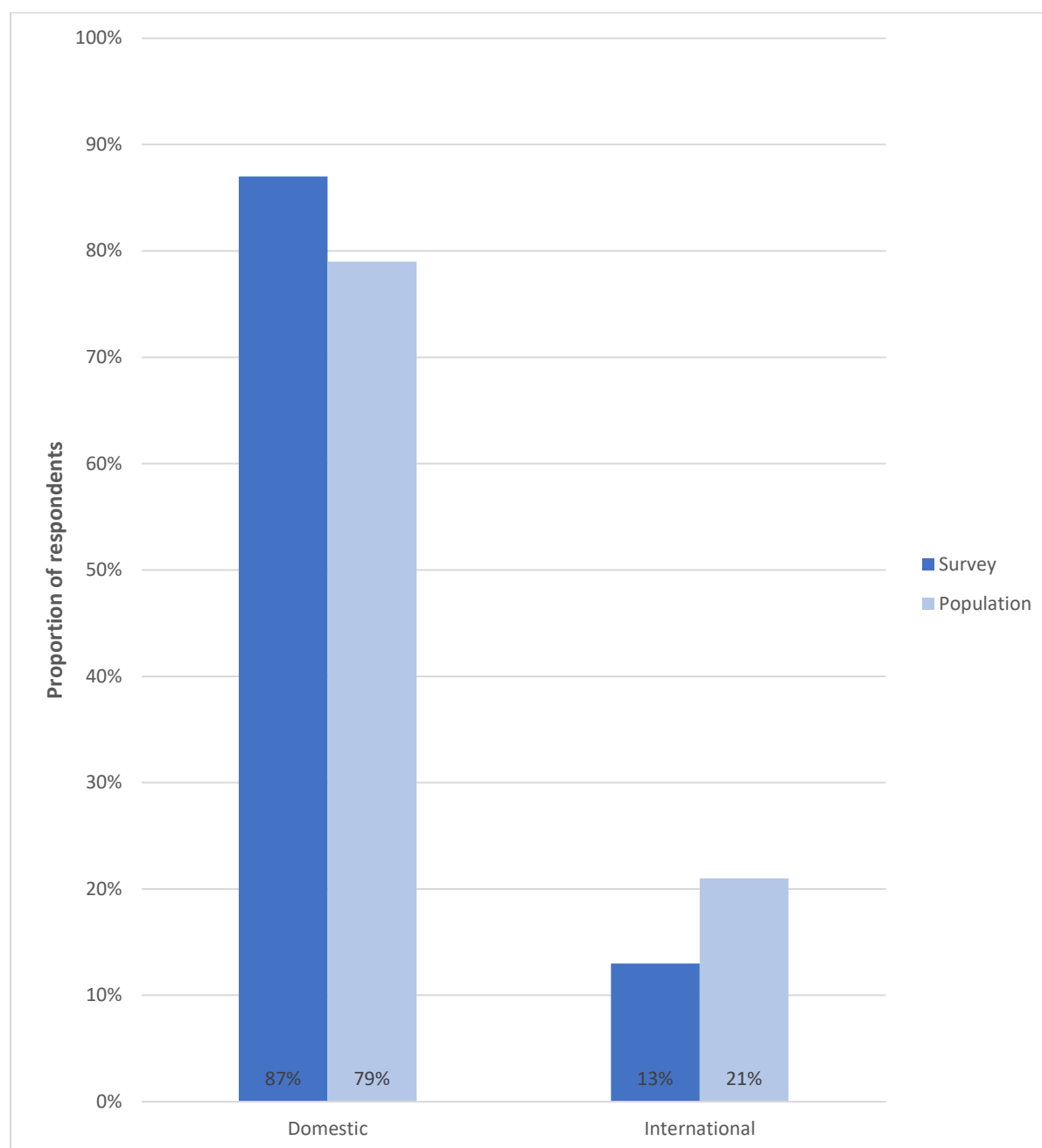


Figure 2. Proportion of survey respondents classed as international or domestic students as compared to the La Trobe student population, 2019

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 77% of the general population. This is like the 2018 results (80% of the sample classified as undergraduates compared to 79% of the general population).

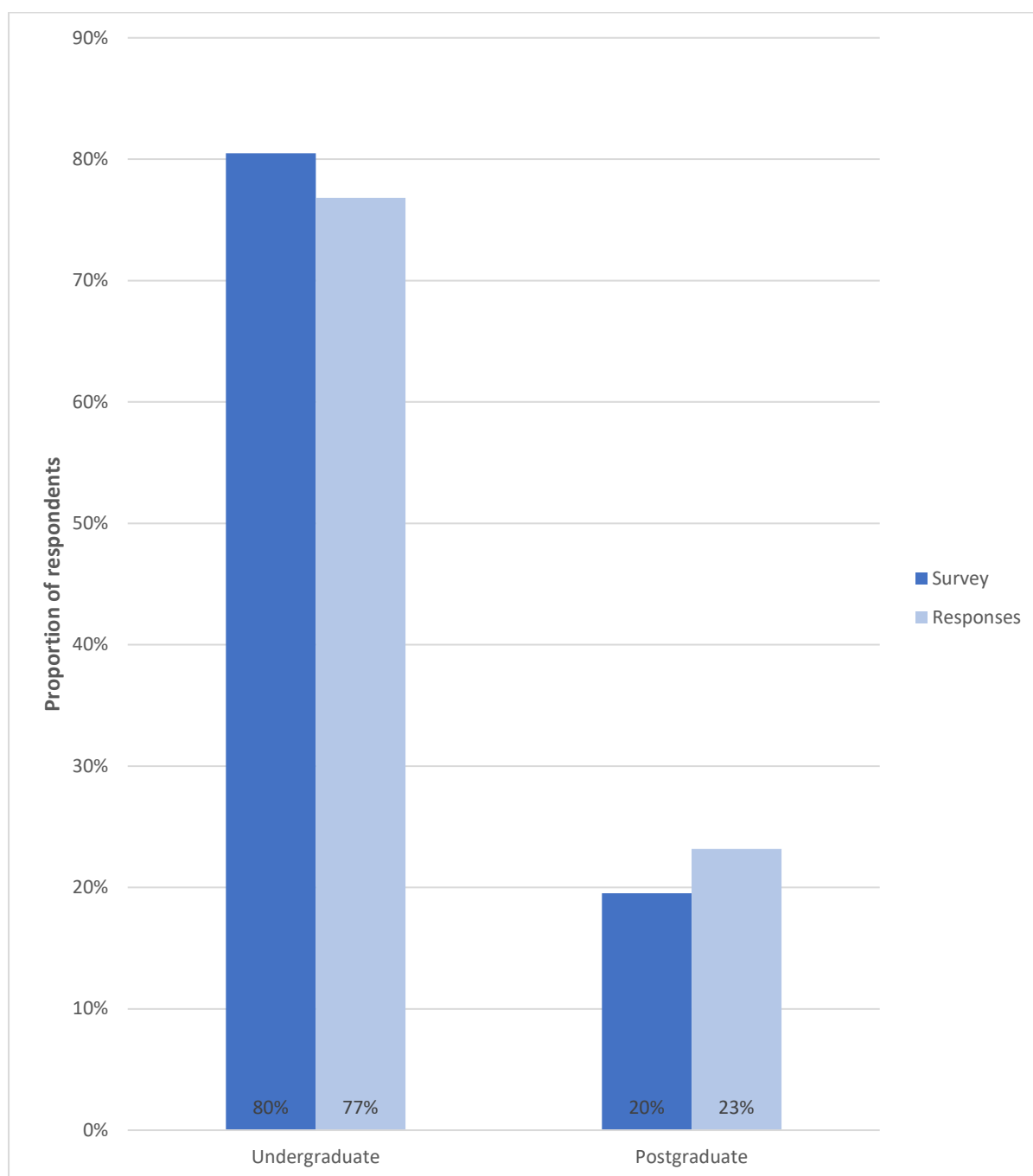


Figure 3. Proportion of survey respondents classed as undergraduate or postgraduate as compared to the La Trobe student population, 2019

Figure 4 shows the breakdown by study load. Full-time students represented 86% of the survey sample. This was slightly higher than the population (79% full-time). Part-time students were slightly underrepresented in the sample at 14% (compared to 21% in the population). Results were like 2018, although slightly lower full-time numbers for both the sample and the population (83% and 79%).

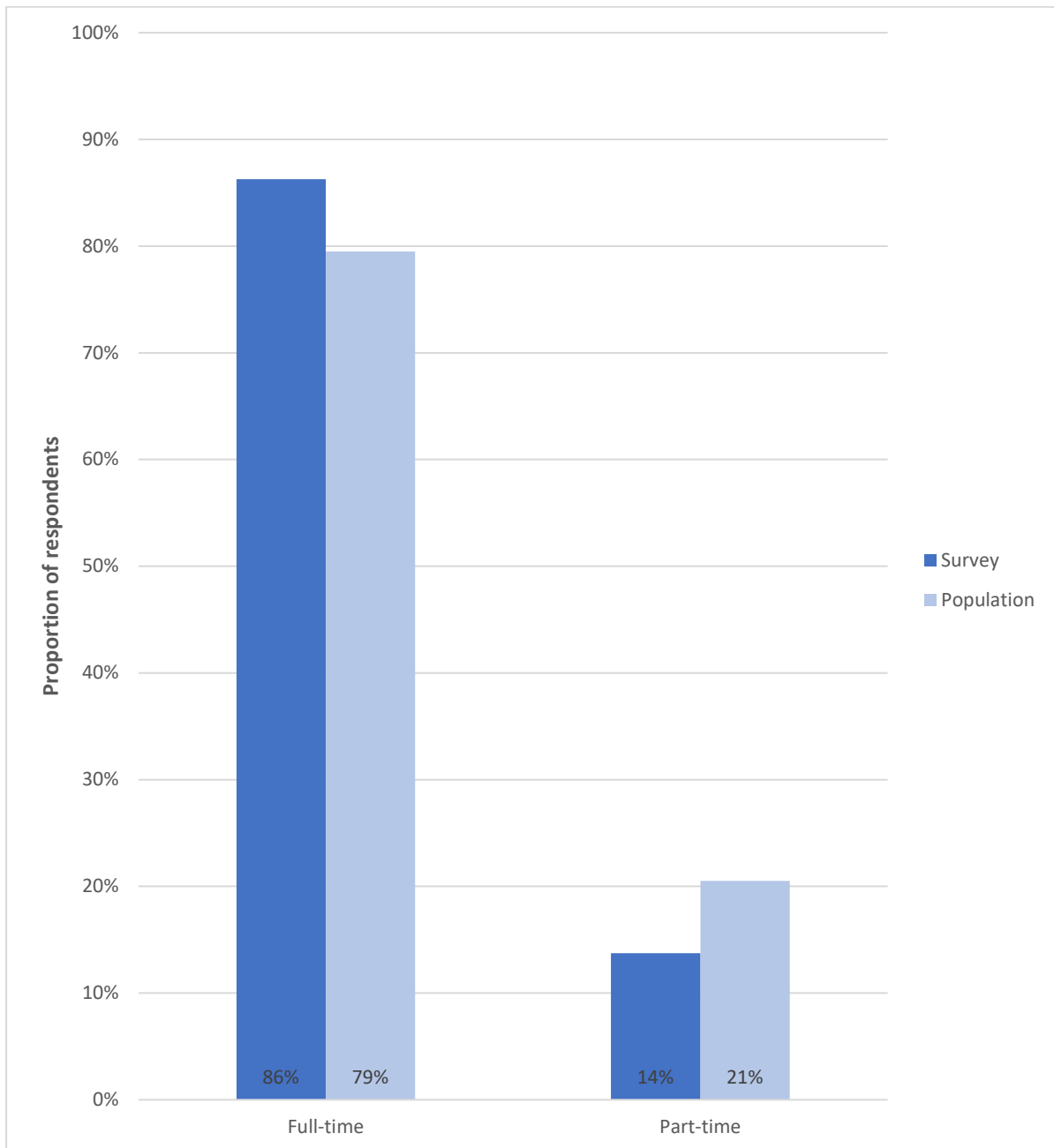


Figure 4. Proportion of survey respondents classed as full-time or part-time as compared to the La Trobe student population, 2019

In Figure 5, the number of responses per campus is shown as a proportion of the total survey responses (grey bars for 2017, light blue bars for 2018 and dark blue bars for 2019). Bundoora had the largest number of respondents, followed by Bendigo. The response rate for each campus (grey line for 2017, light blue line for 2018 and dark blue line for 2019) indicates what percentage of students attending each campus took part in the survey. Although students from Bundoora made up most respondents (approximately 70%), there was a slightly lower response rate (11%) compared to most other campuses. Both Mildura and Shepparton had the lowest number of responses but received a moderate level of survey participation with an increase in response rates since last year.

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

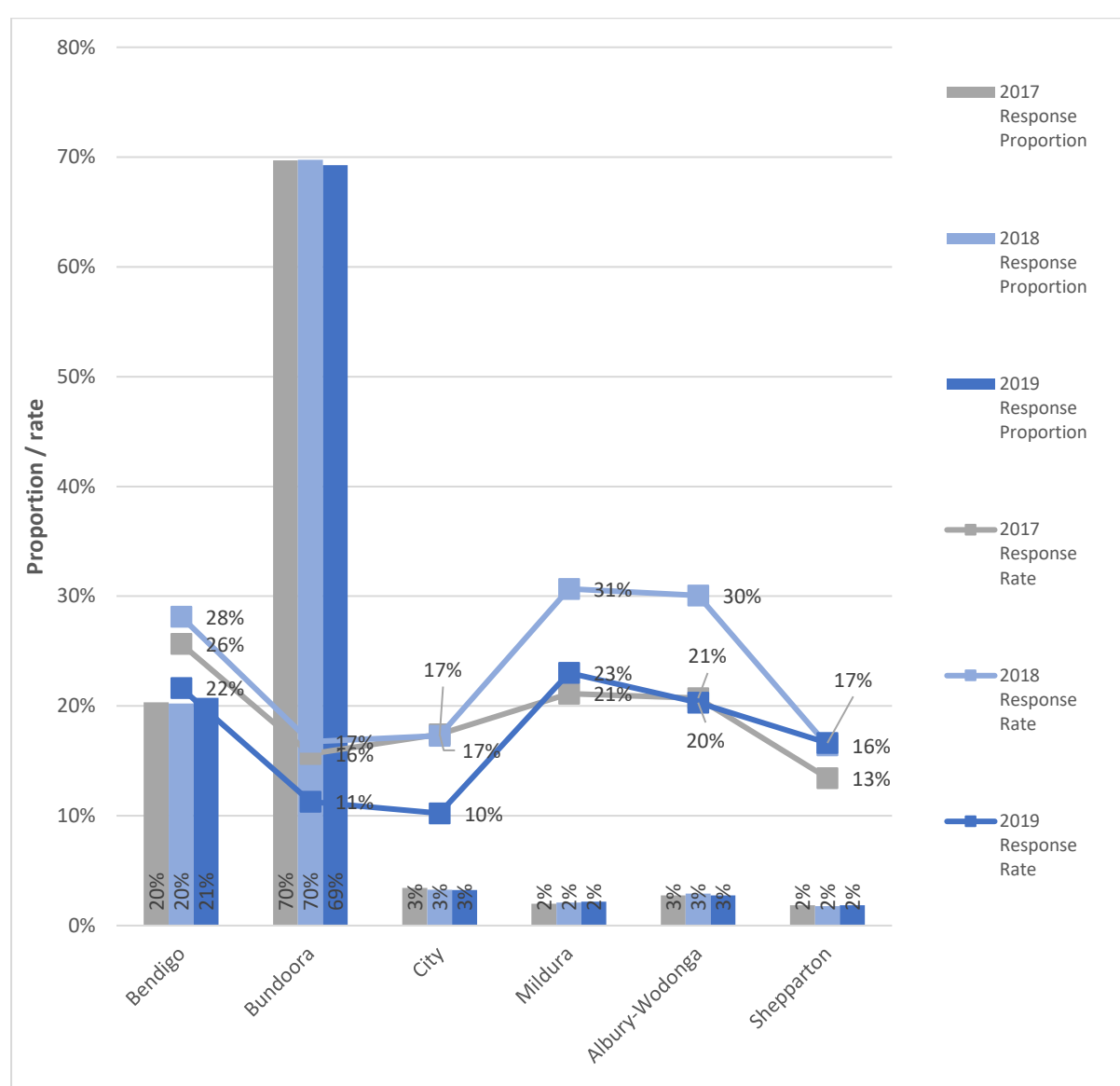


Figure 5. Proportion of survey respondents from different La Trobe campuses and the response rate, 2017 to 2019

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 questions were answered on the same three-point scale¹:

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

In 2019, the number of respondents that replied they had a 'good understanding' of the purpose of the SSAF was slightly higher (24%) than in previous years (20%, 22% - see Figure 6). However, those expressing 'no understanding' improved by dropping by two percent.

The number of respondents expressing a 'good understanding' of where SSAF funds are spent improved by one percentage point (11% in 2019 versus 10% in 2018).

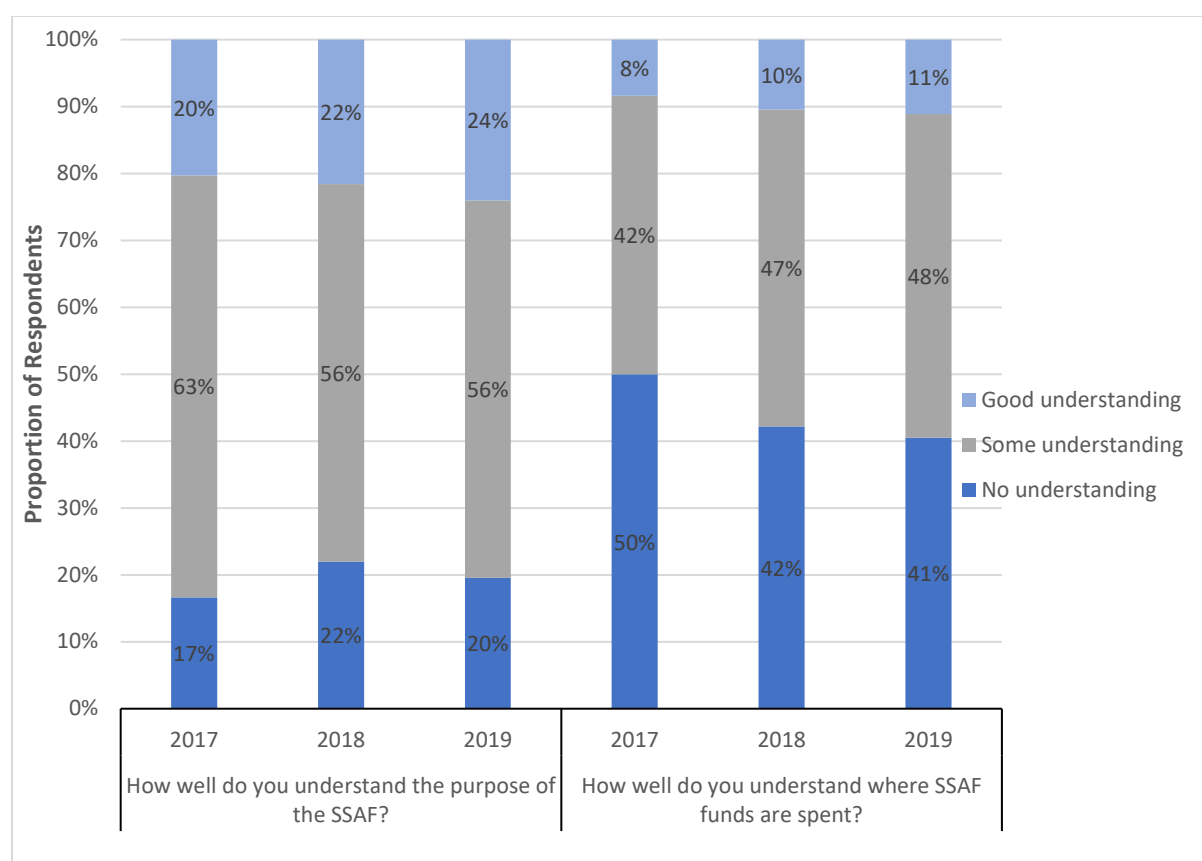


Figure 6. Respondents' rating of their understanding of the purpose of SSAF and of where SSAF funds are spent, 2017 to 2019

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 (1,254 responses). The use of posters around the campus was the next most popular choice (862 responses). Note that respondents could nominate more than one method.

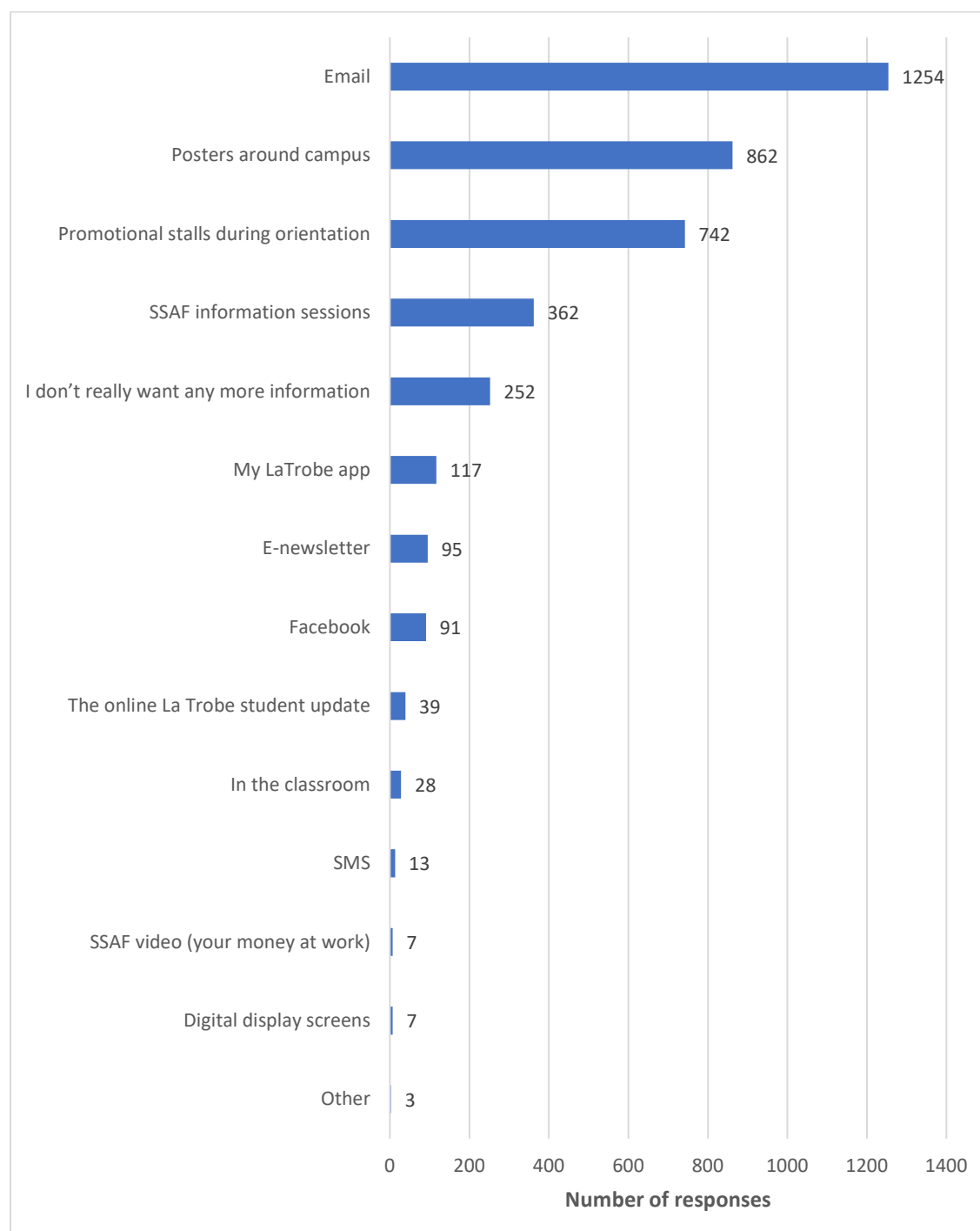


Figure 7. Respondents' preferred method for receiving more information about SSAF, 2019

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 are necessary if informed input is to be gained from students.

Regarding 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 eight 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 eight 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 5 and Table 7, 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 5. 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 and recreation, childcare services) 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 top five areas with the highest levels of satisfaction were consistent across different subgroups:

- Health and welfare (2.77)
- Orientation information (2.74)
- Study skills (2.72)
- Food and drink (2.65)
- Non-academic libraries (2.63)

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. A funding area where there was some larger variability (across the colour spectrum between green to red) across the cohorts was 'childcare services'.

Table 5. Satisfaction with funding areas by categories (1 = dissatisfied, 2 = neither, 3 = satisfied), 2019

Funding area		Health & welfare	Orientation information	Study skills	Food & drink	Non-academic libraries	Employment support	Student clubs	Debating and student media	Artistic activities	Legal, finances and insurance	Sport & recreation	Securing housing	Advice & advocacy	Childcare services
Total		2.77	2.74	2.72	2.65	2.63	2.62	2.62	2.59	2.58	2.58	2.57	2.55	2.53	2.47
Campus	Albury-Wodonga	2.65	2.70	2.73	2.59	2.80	2.66	2.23	2.57	2.29	2.65	2.22	2.63	2.39	2.38
	Bendigo	2.80	2.81	2.76	2.72	2.62	2.67	2.73	2.66	2.56	2.60	2.60	2.67	2.63	2.34
	Bundoora	2.77	2.73	2.71	2.66	2.63	2.60	2.63	2.57	2.62	2.58	2.61	2.51	2.52	2.53
	City	2.72	2.61	2.58	2.33	2.51	2.54	2.27	2.46	2.27	2.58	2.13	2.53	2.30	2.50
	Mildura	2.73	2.68	2.81	2.25	2.65	2.72	2.27	2.59	2.62	2.57	2.00	2.29	2.63	1.91
	Shepparton	2.74	2.77	2.82	2.70	2.75	2.76	2.36	2.76	2.42	2.58	2.24	2.67	2.62	2.40
Age group	<20	2.81	2.80	2.75	2.75	2.72	2.69	2.66	2.67	2.62	2.59	2.63	2.59	2.59	2.41
	20-24	2.78	2.73	2.71	2.67	2.60	2.61	2.64	2.56	2.59	2.58	2.58	2.54	2.55	2.58
	25-29	2.72	2.65	2.65	2.49	2.54	2.54	2.53	2.50	2.50	2.58	2.38	2.51	2.35	2.37
	30-39	2.67	2.71	2.71	2.48	2.62	2.49	2.51	2.51	2.52	2.52	2.45	2.43	2.47	2.32
	40-50	2.65	2.70	2.78	2.55	2.58	2.82	2.64	2.62	2.46	2.67	2.60	2.20	2.53	2.40
	>50	2.95	2.77	2.90	2.74	2.76	2.60	2.55	2.53	2.40	2.89	2.62	2.80	2.94	3.00
Domestic / International	Domestic	2.77	2.74	2.73	2.67	2.62	2.65	2.62	2.59	2.57	2.58	2.59	2.55	2.55	2.42
	International	2.79	2.73	2.68	2.52	2.70	2.51	2.62	2.57	2.64	2.57	2.47	2.54	2.46	2.61
Level	Postgraduate	2.77	2.72	2.70	2.58	2.67	2.58	2.63	2.54	2.61	2.62	2.54	2.59	2.48	2.64
	Undergraduate	2.77	2.74	2.73	2.67	2.62	2.63	2.62	2.60	2.58	2.57	2.58	2.54	2.55	2.43



Table 6 below shows the change in importance ratings over the three years of surveying. For most areas, there were higher ratings of satisfaction compared to 2018. Advice and advocacy ranked lower in satisfaction compared to the ranking in 2018. In terms of ranking relative to other funding areas, non-academic libraries have improved its position (difference 2019-2018 of 0.21).

Table 6. Change in 2019 satisfaction ratings compared to 2017 and 2018 (positive differences indicate an increase)

	Artistic activities	Non-academic libraries	Debating and student media	Employment support	Health and welfare	Study skills	Childcare services	Student clubs	Food and drink	Legal, finances and insurance	Sport and recreation	Orientation information	Securing housing	Advice and advocacy
2019	2.58	2.63	2.59	2.62	2.77	2.72	2.47	2.62	2.65	2.58	2.57	2.74	2.55	2.53
2018	2.37	2.42	2.39	2.44	2.67	2.64	2.40	2.55	2.59	2.52	2.53	2.71	2.55	2.63
2017	2.33	2.46	2.38	2.42	2.65	2.60	2.36	2.52	2.53	2.46	2.51	2.67	2.47	2.58
Difference 2018-2017	0.04	-0.04	0.01	0.02	0.02	0.04	0.04	0.03	0.06	0.06	0.02	0.04	0.08	0.05
Difference 2019-2018	0.21	0.21	0.20	0.18	0.10	0.08	0.07	0.07	0.06	0.06	0.04	0.03	0.00	-0.10
Rank	1=	1=	3	4	5	6	7=	7=	9=	9=	11	12	13	14

3.4.2 Importance

Table 7 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.

Non-academic libraries and health and welfare were rated as the two most important areas overall. The least important funding area was debating and student media (mainly red). 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 7. Importance of funding areas by categories (1 = not at all important, 2 = somewhat important, 3 = important), 2019

Funding area		Non-academic libraries	Health & welfare	Employment support	Securing housing	Food & drink	Advice & advocacy	Study skills	Orientation information	Student clubs	Childcare services	Sport & recreation	Legal, finances and insurance	Artistic activities	Debating and student media
Total		2.87	2.83	2.82	2.75	2.73	2.72	2.72	2.62	2.62	2.61	2.61	2.59	2.52	2.22
Campus	Albury-Wodonga	2.90	2.73	2.79	2.71	2.83	2.74	2.76	2.68	2.59	2.62	2.58	2.54	2.55	2.24
	Bendigo	2.89	2.78	2.83	2.80	2.78	2.72	2.75	2.70	2.70	2.64	2.65	2.60	2.56	2.22
	Bundoora	2.86	2.85	2.82	2.74	2.71	2.73	2.72	2.59	2.60	2.61	2.61	2.59	2.52	2.21
	City	2.88	2.78	2.82	2.70	2.73	2.70	2.64	2.66	2.63	2.51	2.67	2.49	2.52	2.36
	Mildura	2.81	2.71	2.80	2.77	2.64	2.71	2.76	2.71	2.38	2.76	2.40	2.53	2.36	2.22
	Shepparton	2.93	2.81	2.94	2.86	2.83	2.72	2.82	2.79	2.63	2.69	2.51	2.62	2.50	2.32
Age group															
	<20	2.88	2.83	2.81	2.75	2.75	2.72	2.75	2.65	2.65	2.57	2.65	2.61	2.56	2.25
	20-24	2.87	2.82	2.83	2.75	2.73	2.71	2.70	2.60	2.62	2.58	2.63	2.58	2.49	2.20
	25-29	2.89	2.84	2.83	2.75	2.70	2.75	2.71	2.62	2.61	2.65	2.57	2.59	2.52	2.22
	30-39	2.86	2.82	2.83	2.73	2.71	2.74	2.74	2.63	2.54	2.75	2.53	2.54	2.50	2.20
	40-50	2.83	2.85	2.85	2.77	2.65	2.78	2.79	2.64	2.56	2.75	2.53	2.58	2.59	2.22
	>50	2.84	2.85	2.78	2.83	2.76	2.78	2.73	2.72	2.59	2.78	2.55	2.55	2.65	2.34
Domestic / International															
	Domestic	2.87	2.83	2.82	2.74	2.72	2.71	2.72	2.60	2.60	2.62	2.58	2.56	2.50	2.18
	International	2.88	2.84	2.86	2.84	2.78	2.83	2.78	2.77	2.75	2.60	2.81	2.73	2.68	2.49
Level															
	Postgraduate	2.87	2.85	2.84	2.78	2.72	2.77	2.72	2.67	2.64	2.68	2.69	2.62	2.58	2.33
	Undergraduate	2.87	2.82	2.82	2.74	2.73	2.71	2.73	2.61	2.62	2.60	2.60	2.58	2.51	2.19



Table 8 below shows the change in importance ratings over the three years of surveying.

Since 2018 the following funding areas improved their importance by a difference of more than 0.05 in mean score:

- Non-academic libraries
- Securing housing
- Childcare services
- Artistic activities
- Advice and advocacy
- Student clubs

Since 2018 the following funding areas declined their importance by a difference of more than 0.05 in mean score:

- Study skills
- Legal finances and insurance
- Debating and student media

Table 8. Change in 2019 importance ratings compared to 2017 and 2018 (positive differences indicate an increase in importance)

	Non-academic libraries	Artistic activities	Securing housing	Childcare services	Student clubs	Advice and advocacy	Employment support	Sport and recreation	Health and welfare	Food and drink	Orientation information	Study skills	Legal, finances and insurance	Debating and student media
2019	2.87	2.52	2.75	2.61	2.62	2.72	2.82	2.61	2.83	2.73	2.62	2.72	2.59	2.22
2018	2.71	2.37	2.61	2.48	2.55	2.67	2.78	2.59	2.85	2.75	2.65	2.79	2.66	2.30
2017	2.68	2.39	2.59	2.49	2.55	2.67	2.79	2.62	2.85	2.77	2.64	2.77	2.66	2.32
Difference 18-17	0.03	-0.02	0.02	-0.01	0.00	0.00	-0.01	-0.03	0.00	-0.02	0.01	0.02	0.00	-0.02
Difference 19-18	0.16	0.15	0.14	0.13	0.07	0.05	0.04	0.02	-0.02	-0.02	-0.03	-0.07	-0.07	-0.08
Rank	1	2	3	4	5	6	7	8	9=	9=	11	12=	12=	14

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 more important to the student community are also those that they are more satisfied with. Those areas that are very important and have a high level of satisfaction are likely being given appropriate resources and should be continued (top right of chart). Areas that are highly important but have low satisfaction may need more attention to improve what is provided (bottom left of chart).

In Figure 8 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 one to three. Overall, all areas were in the upper levels of satisfaction and importance. 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).

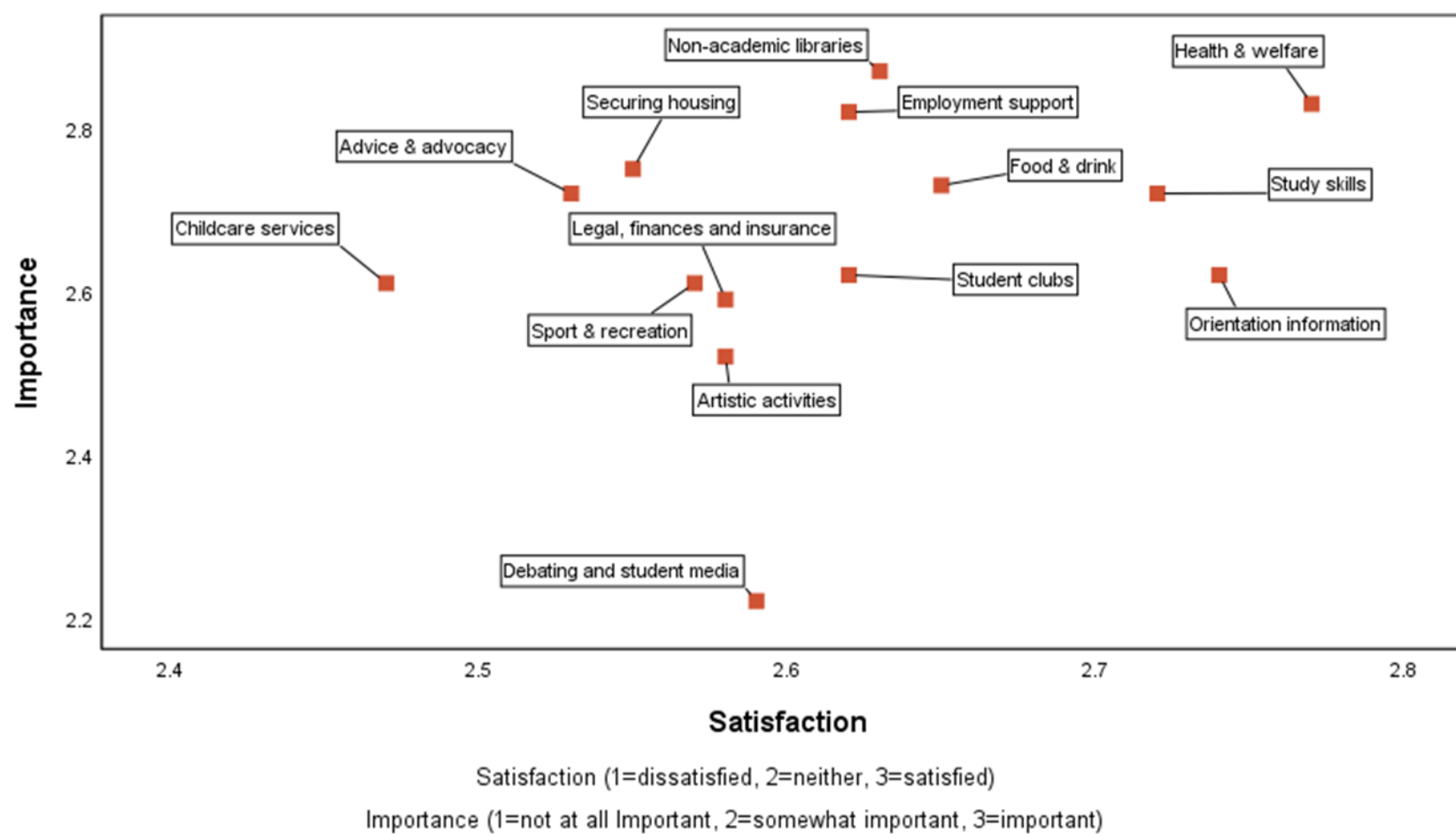


Figure 8. Ratings of satisfaction and importance of the 14 funding categories, 2019

3.4.3 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. 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 first preference was ‘provision of more on campus opportunities’. The highest rated first three preferences was ‘subsidising access to recreational activities’.

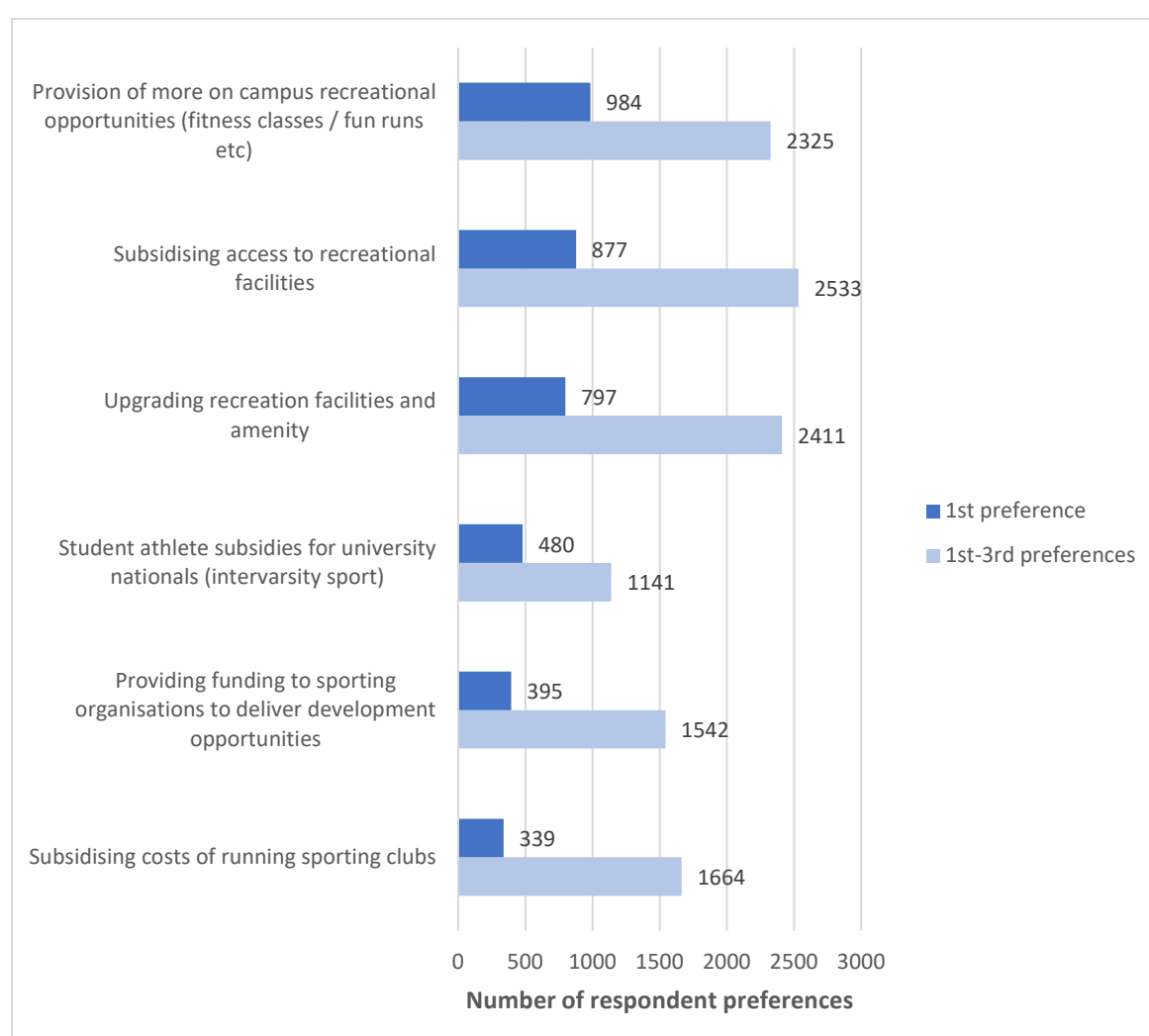


Figure 9. Respondents' support for sporting and recreational programs - note that respondents could select up to three choices, 2019

Respondents were then asked about health and welfare services via the following question: “SSAF also supports numerous student health and welfare services; please rank (in order of importance) areas SSAF should be utilised where one is most important.”

As seen in Figure 10, individual counselling was the area with greatest support (1st preference) for additional funding (2,152), followed by safe transport services (786) and attending workshops (236).

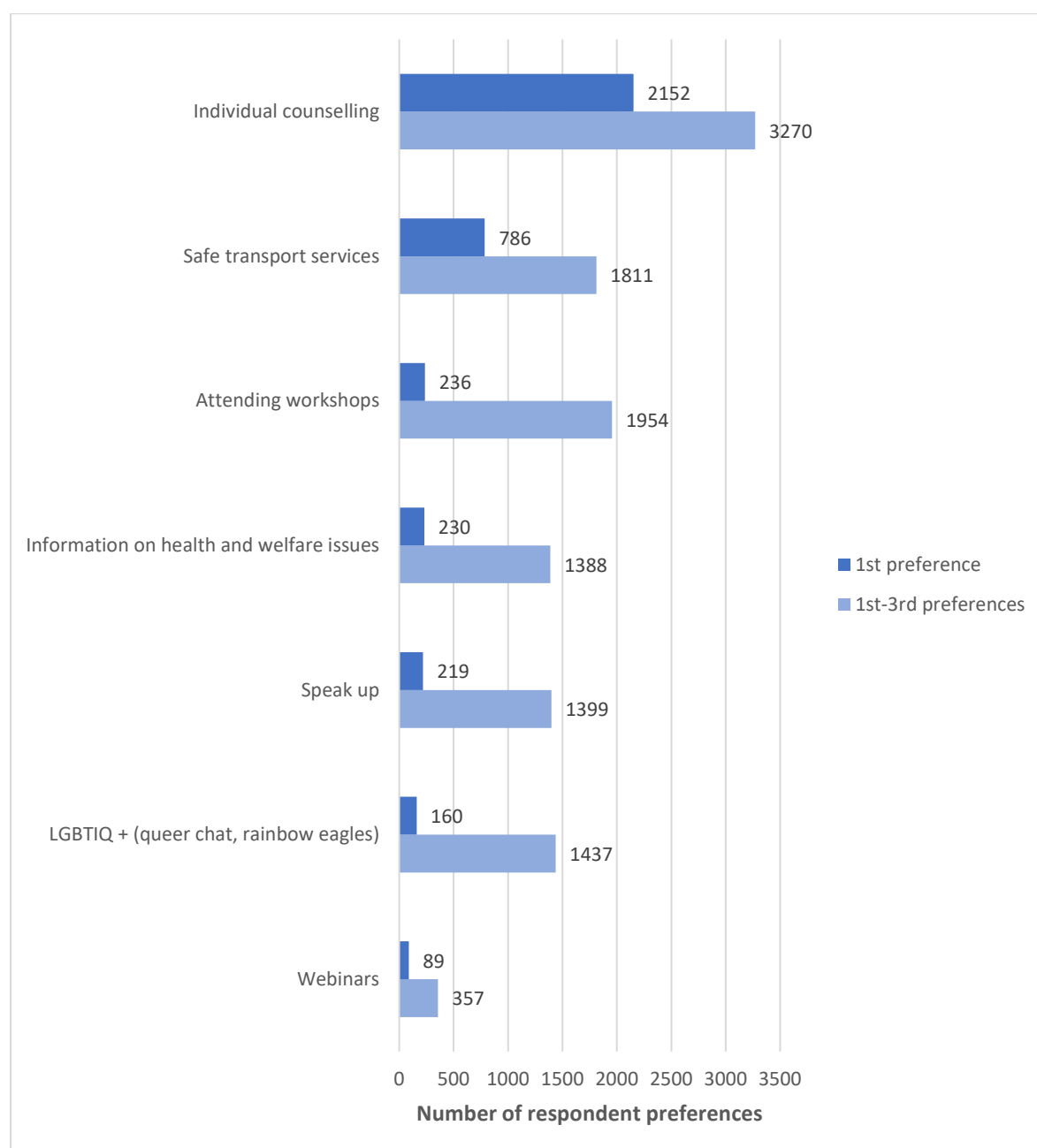


Figure 10. Respondents' support for health and welfare services - note that respondents could select up to three choices, 2019

For those services listed below, students were also asked to indicate which student health and welfare services they were satisfied with. Students were most satisfied with transport services were safe (2.69).

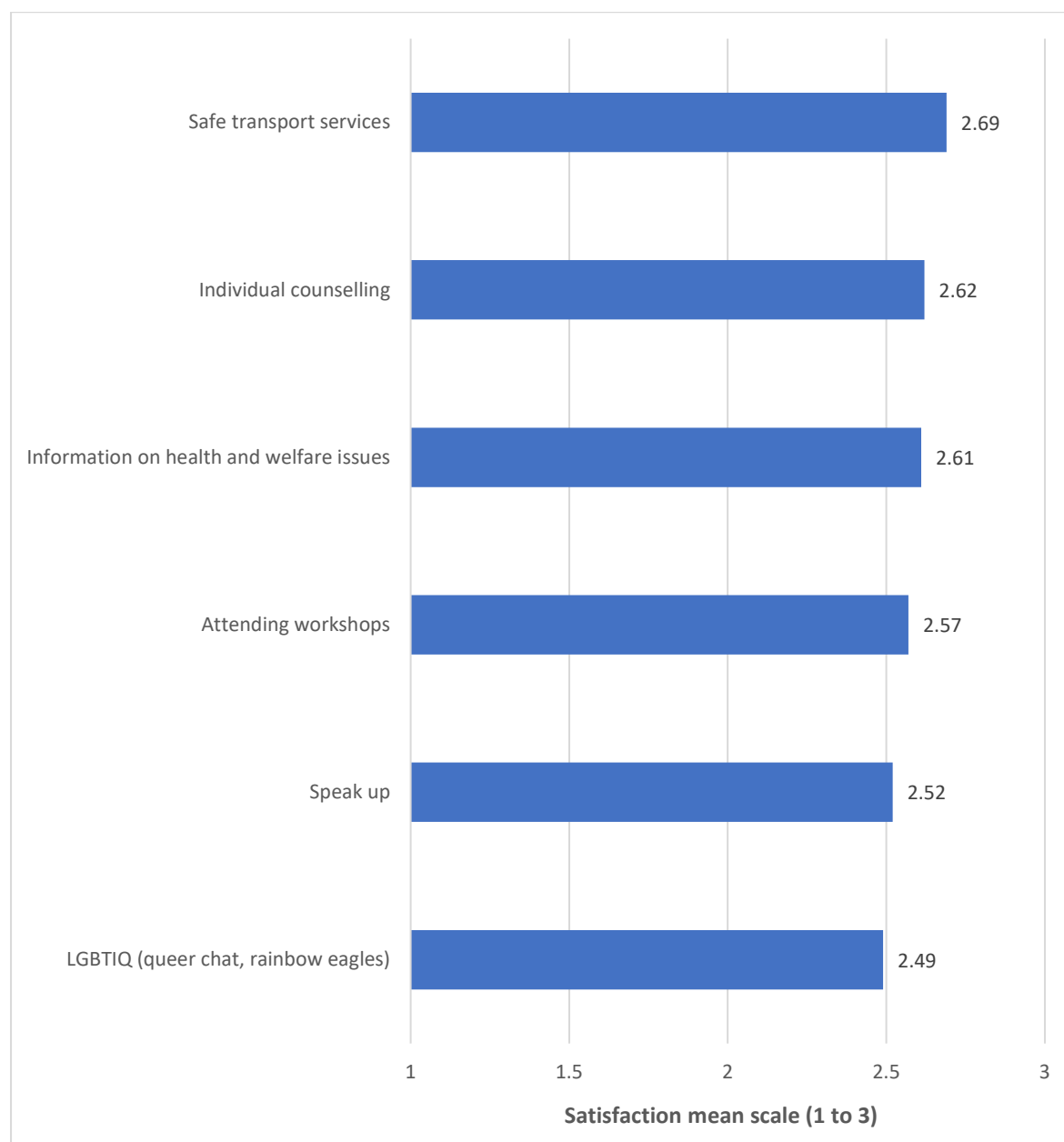


Figure 11. Respondents' prior use of for health and welfare services - note that respondents could select all that applied, 2019

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 9 along with some examples of the types of suggestions for each. The number of responses to each of these categories in 2017 and 2018 is also shown. While there were less responses overall in 2019 when compared to previous years, a relative change can still be seen where there are large differences across the years.

In 2019, many student open-ended recommended improvements were in the following areas:

- Activities/events (443)
 - More activities and diverse range
 - Food based activities
 - Free
- Increasing awareness of services and SSAF funding (346)
 - Advertising
 - Information/services
 - What SSAF is?

Table 9. Summary of major qualitative themes for general improvements, 2019

Number of responses	2018	2017	Major themes
443	628	428	Activities and events – requesting more in general (most did not specify what kind of activities); arts activities/spaces; and after-hours activities
346	618	597	Increasing awareness - of services and SSAF funding and more awareness in general needed
325	516	470	Support services – provide more or improved services such as academic mentoring/support and employment assistance/industry networking opportunities
319	440	253	Promotion/advertising (specific methods to improve awareness)
197	239	395	Spaces – provide more or improved areas such as study/quiet areas; informal/social/lounge spaces; and outdoor spaces
277	223	224	Facilities/resources - including more facilities, maintenance, greater affordability and accessibility; specific examples included parking, and food preparation areas.
180	119	218	Food - including better or more options, greater affordability, and healthier choices
167	102	171	Representation/inclusiveness – of all students or specific groups such as international or mature age students

The full list of themes and subthemes are provided in Table 10. 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 10. Summary of qualitative themes general improvements, 2019

Number of responses	Major themes subthemes	Responses for sub-themes
443	Activities and events	
	more/improved/more diverse range	263
	food activities	38
	free	37
	health and well being	17
	improvements for remote/small	14
	recreation	13
	fun	12
	agora	9
	sporting	9
	cultural	7
	drinks	4
	lunches	3
	workshops	3
	music	2
	social networks/connections - more opportunities	2
	fitness/physical wellness	2
	festivals	2
	arts/crafts	2
	outdoors	1
	student union	1
	debates/sharing opinions	1
	guest speakers/seminars	1
346	Increasing awareness	
	more awareness/advertising/information	200
	services	96
	ssaf (what it is)	15
	spaces	10
	clubs (options and how to join, etc)	9
	health/counselling support services	8
	activities/events	5
	ssaf - transparency of how funds are used	2
	sport/recreation	1

325	Support services - more/improved	
	academic mentoring/support	221
	free	32
	health and well being support services	27
	improvements for remote/small	24
	counselling services/mental health	14
	advocacy	5
	general	1
	ask latrobe services	1
319	Promotion/advertising	
	via engaging methods	46
	via email	42
	app	38
	activities	28
	posters/visible advertisements on campus	21
	more presence/face to face means (e.g. info sessions/student rep/stalls)	19
	social media	19
	facebook	18
	online	16
	to 1st year students	13
	in classes	12
	in orientation	10
	website	8
	agora	7
	lms	6
	to international students	6
	compulsory events/learning	5
	student union	3
	texts	1
	through newsletters/brochures/pamphlets	1
197	Spaces - more/improved	
	informal/social/lounge spaces	106
	study/quiet areas	28
	bendigo	23
	rest/sleeping areas	8
	general	8
	bundoora	8
	shepparton	4
	outdoor spaces/green	4
	group study areas/rooms	3
	creative	2
	albury-wodonga	2

	mature age	1
277	Facilities/resources	
	improvements for remote/small	64
	sporting	55
	agora facilities	29
	more/maintenance/repairs/affordability/accessibility	29
	recreation	15
	childcare	14
	parking	13
	lms	13
	bar	8
	computers	7
	gym	6
	lighting	6
	cleaner	4
	hangar	3
	printing	3
	wifi	2
	heating/cooling	2
	pla	1
	power points	1
	residential facilities	1
	hot water	1
180	Food	
	cheap food/free food/affordable food	127
	better/more options	39
	healthier food/fruit/vege/probiotic/natural	9
	catering/vegan/halal/gluten	5
167	Representation/inclusiveness of groups such as:	
	remote/smaller campuses student support	64
	everyone	28
	international	26
	1st year support	21
	parents	9
	part time students	6
	mature age	4
	disabilities	3
	women	2
	diversity	2
	phd students	1
	domestic	1

28	Affordability	
	parking	10
	gym/sports	5
	clubs	5
	recreation	2
	printing	2
	accommodation	2
	textbooks	1
	education	1
24	Library	
	improve resources/services/more space/seating	17
	quieter	5
	longer hours	2

4 Campus specific questions

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: *“How satisfied have you been with the following support, services and facilities provided by the Wodonga Student Association (WSA) (if you used them)?”*

Responses are categorised on a three-point scale, ranging from *dissatisfied* to *satisfied*.

Respondents could also answer *“haven’t used it”*.

Student respondents were:

- most satisfied with our microwaves/toasters and fridges (mean satisfaction ≥ 2.90)
- least satisfied with night time social activities (2.39)
- most used were day time social activities (approximately 90% usage)
- least used specified activities were student advocacy services (approximately 50% usage)

All responses are presented in presented in Figure 12.

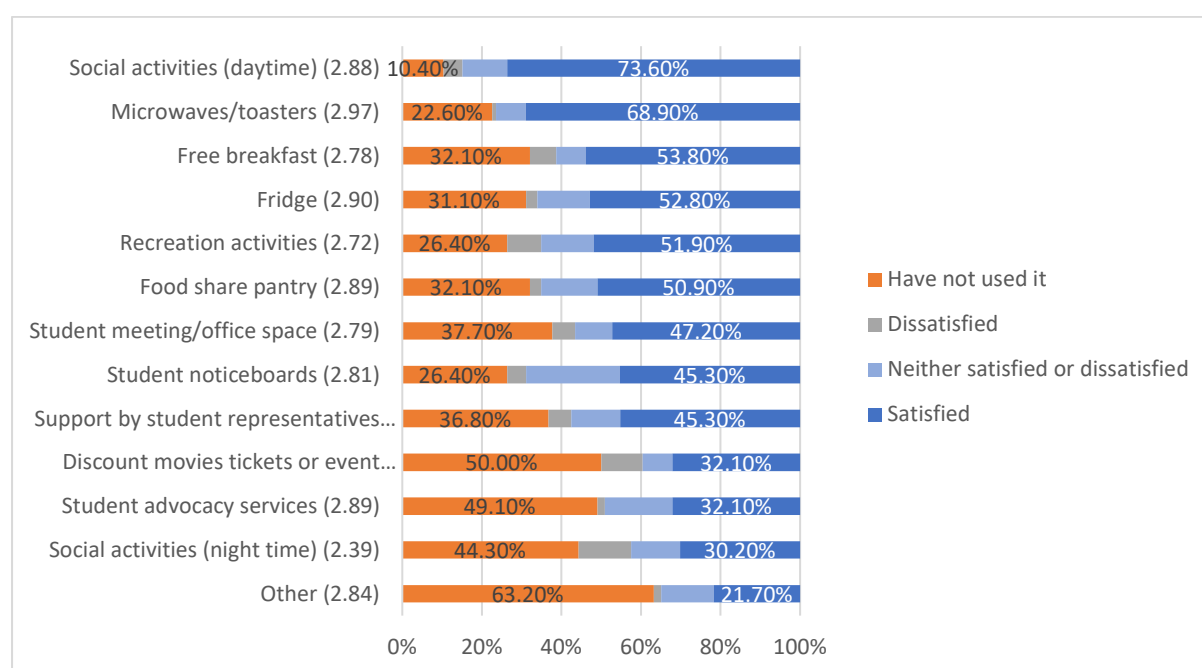


Figure 12. Respondents' level of satisfaction with Wodonga-specific amenities and services - number in bracket indicates the mean level of satisfaction (1 = dissatisfied, 2 = neither, 3 = satisfied), 2019

Respondents were next asked about priority areas for funding - “What three areas require greater levels of funding and attention at the WSA?”. Up to three answers could be selected. For the Albury-Wodonga campus, the top three categories were ‘increased food and beverage’, ‘sporting opportunities’ and ‘increased student engagement activities’ (at least 20 responses each). See Figure 13 for all responses.

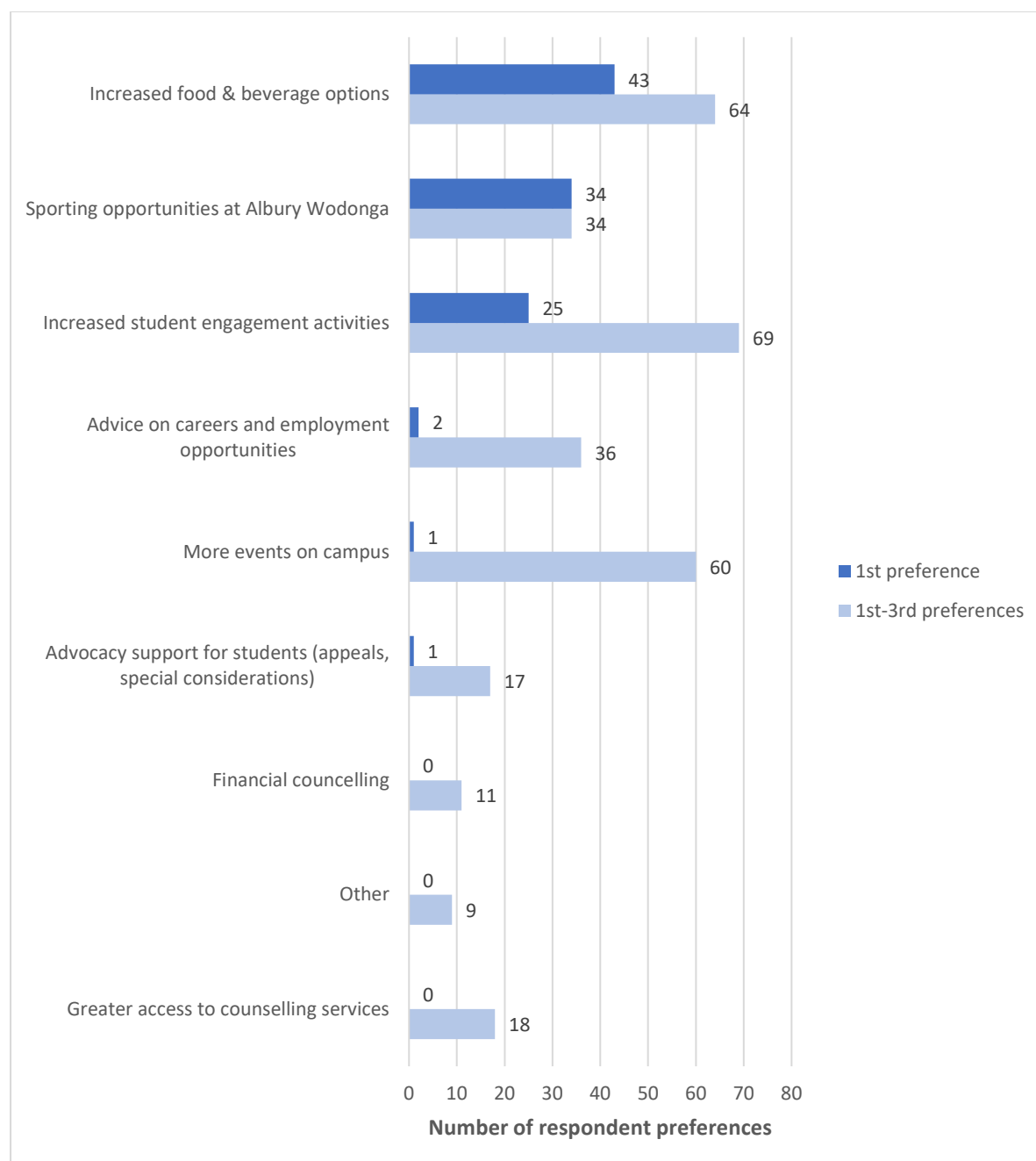


Figure 13. Respondents' support for Wodonga student association initiatives in the coming year - note that respondents could select up to three choices, 2019

4.1.1 Qualitative responses – Albury-Wodonga

Students were asked to respond to the question:

Which services, facilities or activities would you like to see SSAF directed to at the Albury-Wodonga campus (within the government suggested specified SSAF areas)?

The main themes to emerge were around *Activities and Events*, *Increasing and Improving Facilities and Resources*. It should be noted that as there were only 52 responses, there were relatively few responses against each sub-theme. A summary of the themes mentioned can be found in Table 11.

Specific comments included:

- *Relaxation areas and places where students can hang out*
- *Fix upgrade the gym, more vegan options at commons, upgrade the hangar*
- *Student recreation centre and University transportation*
- *A more increased athletic facility*
- *Facilities, academic and leisure. More physical facilities, less activities.*

Table 11. Summary of qualitative themes Albury-Wodonga, 2019

Number of responses	Major themes subthemes	Responses for sub-themes
28	Activities and events	
	more/improved/more diverse range	10
	free	5
	food activities	5
	improvements for remote/small campuses)	3
	health and well being	3
	recreation	1
	fitness/physical wellness	1
4	Support services - more/improved	
	health and well being support services	2
	counselling services/mental health	2
4	Spaces - more/improved	
	informal/social/lounge spaces	2
	mature age	1
	albury-wodonga	1
22	Facilities/resources	
	sporting	7
	improvements for remote/small	5

	gym	5
	recreation	3
	hangar	2
9	Food	
	cheap food/free food/affordable food	6
	better/more options	2
	catering/vegan/halal/gluten	1
6	Representation/inclusiveness of groups such as:	
	remote/smaller campuses student support	5
	mature age	1
2	Affordability	
	gym/sports	1
	accommodation	1

4.2 Bendigo

Respondents were asked to rate their level of satisfaction with a range of campus-specific services and amenities: *“How satisfied have you been with the following services and amenities provided by the SSAF, through the Bendigo Student Association (BSA)?”*

Responses were categorised on a three-point scale, ranging from *dissatisfied* to *satisfied*.

Respondents could also answer *“haven’t used it”*.

The areas with the highest satisfaction (and highest level of use) was ‘events and entertainment’ and ‘BSA stock room’.

Four of the following categories had more than 50% of respondents who were not using them:

- Short courses
- Advocacy support
- Financial counselling services
- Student legal service

All responses are presented in Figure 14.

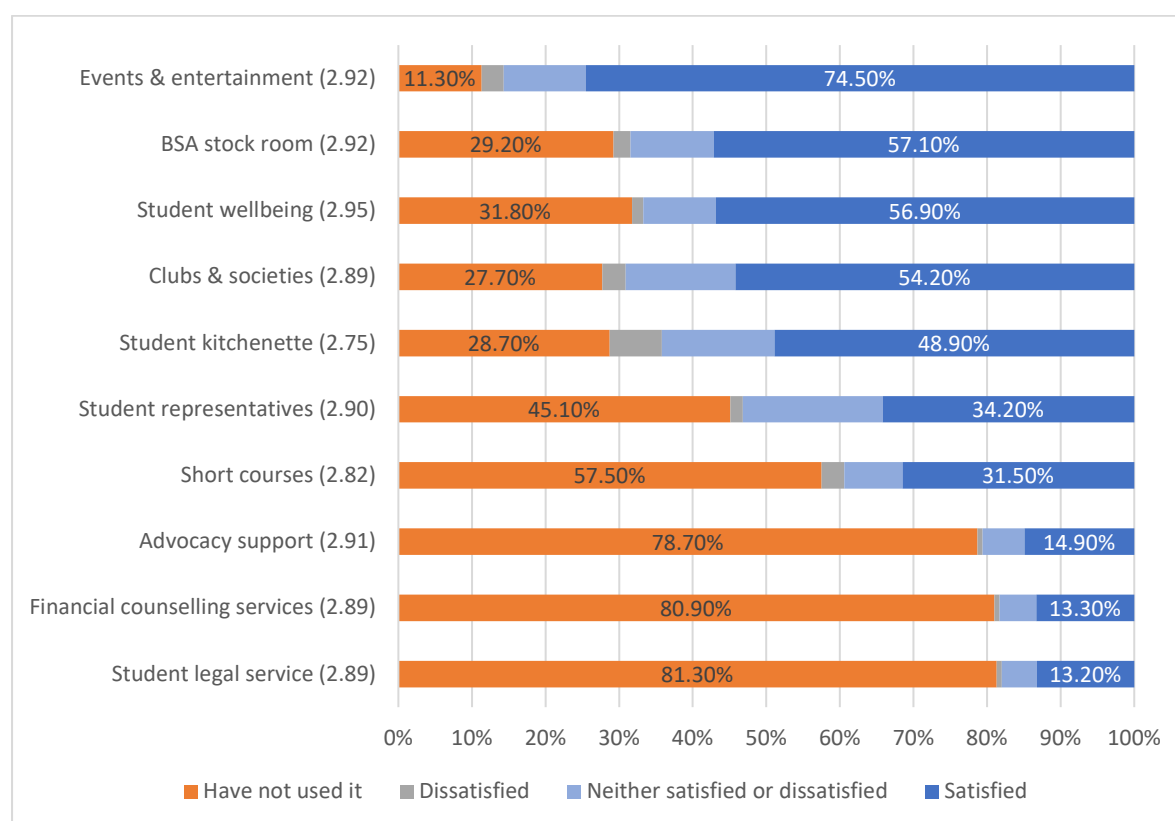


Figure 14. Respondents' level of satisfaction with Bendigo-specific amenities and services - number in bracket indicates the mean level of satisfaction (1 = dissatisfied, 2 = neither, 3 = satisfied), 2019

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

Based on first preferences, respondents were most in favour of sporting opportunities (377), increased food and beverage opportunities (373) and increased short courses (61). Please note that respondents could select up to three choices. All responses are displayed in Figure 15.

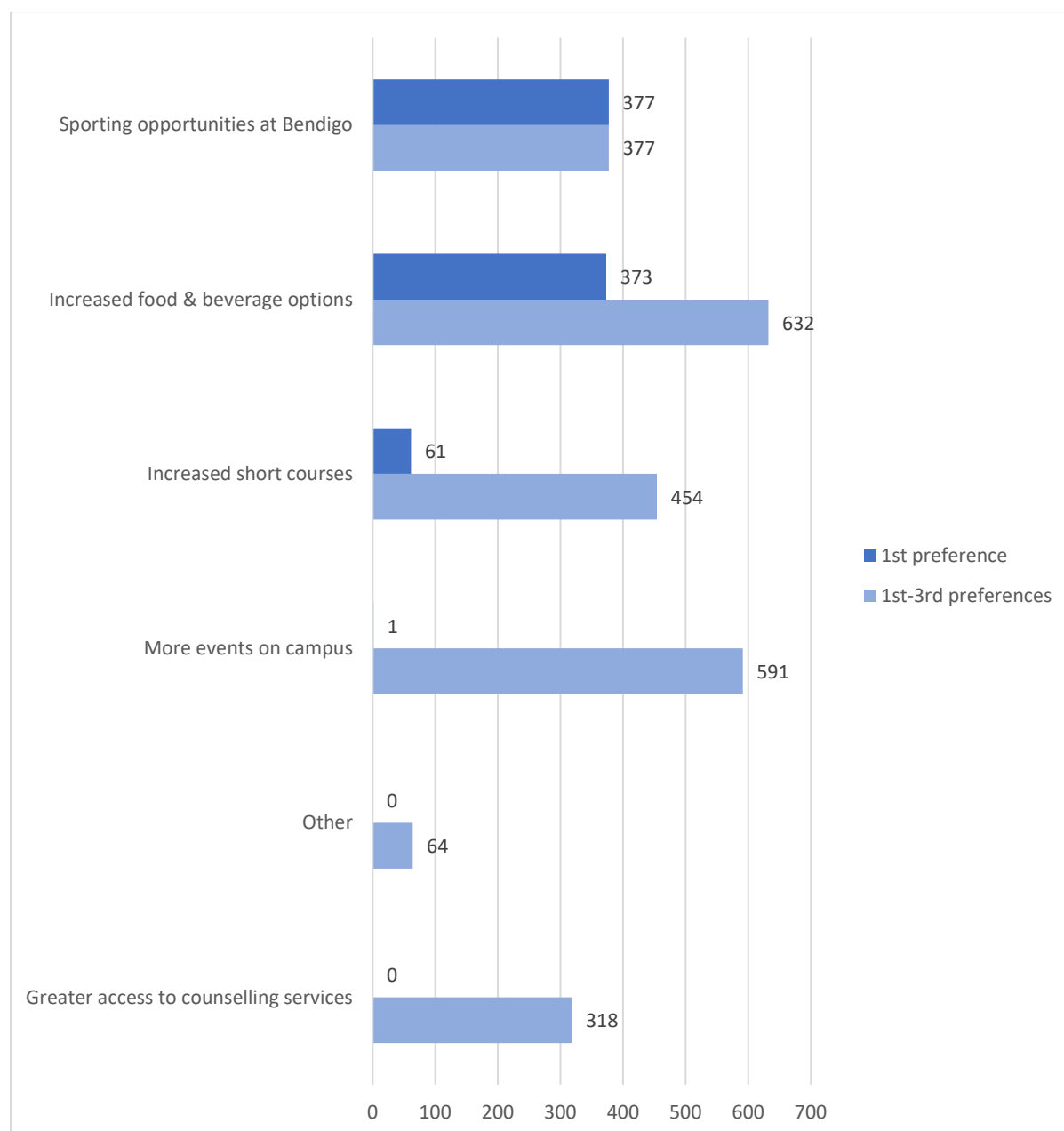


Figure 15. Respondents' preferences for areas in need of greater funding and attention by the Bendigo student association, 2019

4.2.1 Qualitative responses – Bendigo

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 and Events, Food/Drinks and Facilities and Resources. These are summarised in Table 12 and some quotes are listed below:

Activities and events

- *I would increase the amount of student activities to promote bonding for new students*
- *More events such as breakfasts or end-of-week chill out days*

Food/drinks

- *More free food and more mental health as well as speak up programmes*
- *Increase food and beverages*
- *Free coffee*
- *Having healthier eating options. Like having a smoothie bar or fresh organic food stand*

Facilities/resources – more/improved

- *Encourage more sport and recreational opportunities within the campus*
- *Provide on campus barbeques so student can cook or lunches*

Table 12. Summary of qualitative themes Bendigo, 2019

Number of responses	Major themes subthemes	Responses for sub-themes
203	Activities and events	
	more/improved/more diverse range	98
	free	31
	food activities	24
	sporting	11
	health and well being	10
	fun	8
	music	4
	lunches	4
	improvements for remote/small	4
	short courses	3
	student union	2
	fitness/physical wellness	2
	drinks	2
28	Increasing awareness	
	more awareness/advertising/information	10
	health/counselling support services	10
	services	7
	clubs (options and how to join)	1
51	Support services - more/improved	
	academic mentoring/support	15
	counselling services/mental health	12
	health and well being support services	11
	improvements for remote/small	4
	free	4
	social	3
	support groups	1
	advocacy	1
16	Promotion/advertising	
	in classes	3
	activities	3
	via email	2
	student union	2
	more presence/face to face means (e.g. info sessions/student rep/stalls)	2
	workshops	1
	posters/visible advertisements on campus	1

	online	1
	app	1
43	Spaces - more/improved	
	informal/social/lounge spaces	32
	mature age	5
	study/quiet areas	3
	rest/sleeping areas	2
	group study areas/rooms	1
89	Facilities/resources	
	sporting	28
	improvements for remote/small	20
	gym	8
	more/maintenance/repairs/affordability/accessibility	8
	parking	7
	childcare	5
	bar	5
	recreation	4
	printing	1
	lms	1
	lighting	1
	computers	1
129	Food	
	cheap food/free food/affordable food	84
	better/more options	35
	healthier food/fruit/vege/probiotic/natural	9
	catering/vegan/halal/gluten	1
51	Representation/inclusiveness of groups such as:	
	remote/smaller campuses student support	20
	everyone	14
	mature age	5
	1st year support	4
	parents	3
	international	2
	most in need	1
	domestic	1
	diversity	1
17	Affordability	
	gym/sports	5
	parking	3
	accommodation	3

	clubs	2
	textbooks	1
	recreation	1
	printing	1
	education	1

4.3 City campuses

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

Responses are categorised on a three-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 ‘student publications’. City campus students generally reported higher levels of use for ‘events and activities’ and ‘marketing and promotions’, but slightly lower levels of satisfaction overall. All results are illustrated in Figure 16.

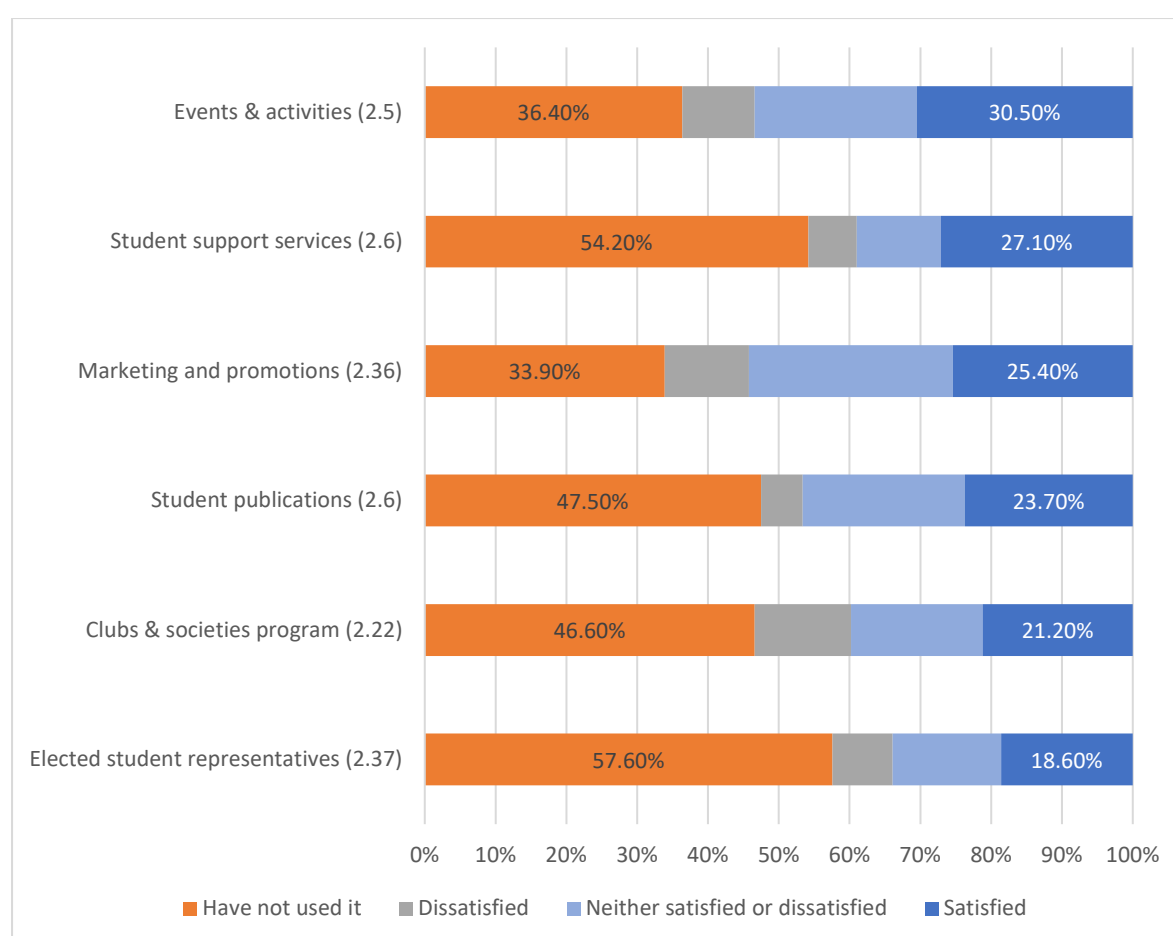


Figure 16. Respondents' level of satisfaction with City campus-specific amenities and services - number in bracket indicates the mean level of satisfaction (1 = dissatisfied, 2 = neither, 3 = satisfied), 2019

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 LTSU improve the services and amenities available to students at the city campuses?”*.

Of the 59 responses summarised in Table 13, most related to improving ‘facilities/resources’, ‘food’ and ‘engagement with students’. Some quotes are listed below as an example of responses:

- *A shower facility, or access to a gym nearby that has a shower facility*
- *Provide information about services available. Have screen monitor, information board with details. Not sure what is available at City campus*
- *Need to improve quality of free food and drink offered to students, more merchandise sale options on campus at discount rate e.g. hoodies*

Table 13. Summary of qualitative themes City campuses

Number of responses	Major themes subthemes	Responses for sub-themes
5	Activities and events	
	more/improved/more diverse range	4
	free	1
2	Support services - more/improved	
	free	1
	academic mentoring/support	1
1	Promotion/advertising	
	app	1
8	Facilities/resources	
	computers	3
	sporting	2
	recreation	2
	gym	1
6	Food	
	cheap food/free food/affordable food	5
	better/more options	1
6	Representation/inclusiveness of groups such as:	
	international	2
	ndis	1
	everyone	1
	domestic	1
	diversity	1
2	Library	
	improve resources/services/more space/seating	2

4.4 Bundoora

Respondents were asked to rate their level of satisfaction with a range of campus-specific services and amenities: *“How satisfied have you been with the following services and amenities provided by the SSAF, through 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), there is not a great deal of difference between the categories. Students reported the highest levels of satisfaction for ‘student support services’, ‘events and activities’ and ‘theatre, film and cultural activities’. 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. Both ‘food-based events’ and ‘student lounges’ had the highest level of use (70% of students reporting use). All responses are shown in Figure 17.

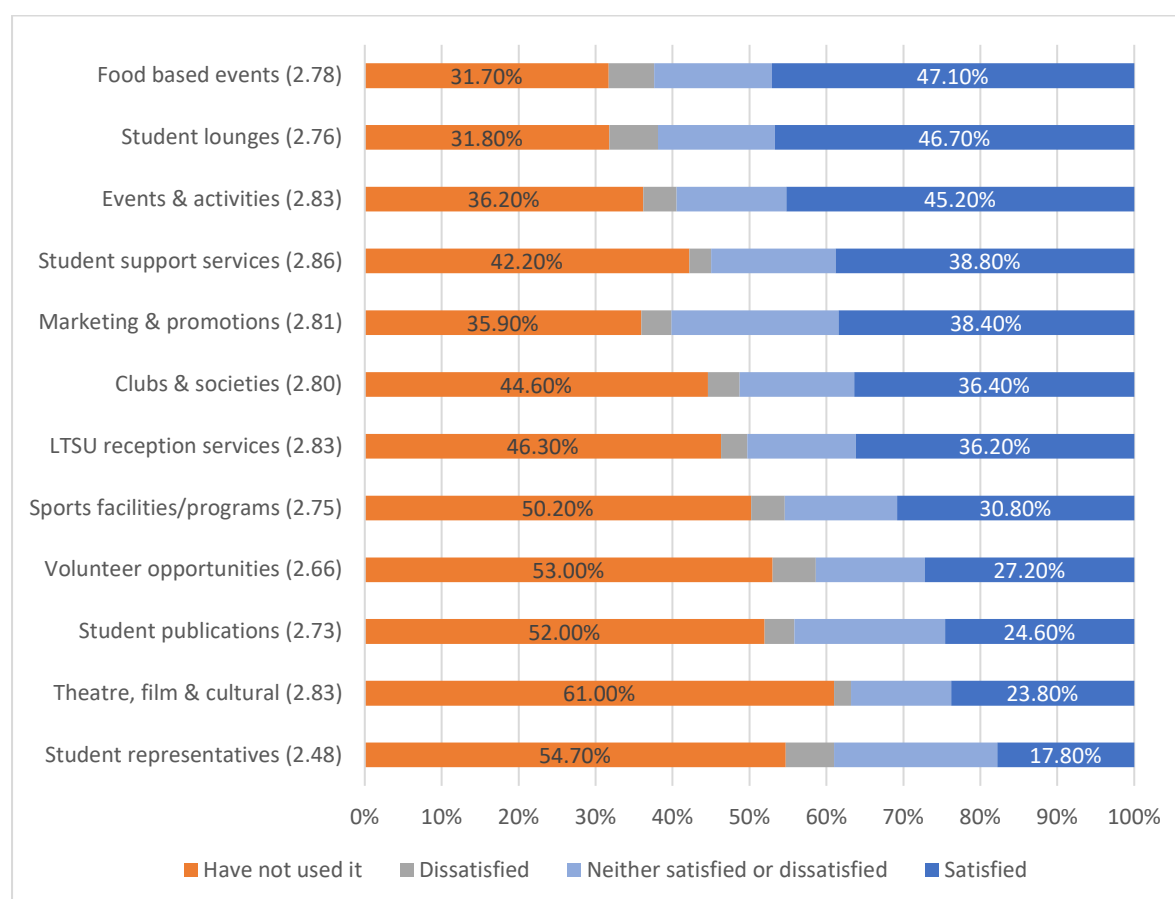


Figure 17. Respondents' level of satisfaction with Bundoora-specific amenities and services - number in bracket indicates the mean level of satisfaction (1 = dissatisfied, 2 = neither, 3 = satisfied), 2019

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 1,311 responses summarised under the themes in Table 14. The most common suggestions related to the following areas:

- Activities and events (318)
 - more/improved/more diverse range
 - food activities
 - free
- Facilities/resources (205)
 - sporting
 - agora facilities
 - more/maintenance/repairs/affordability/accessibility
 - gym
- Food (160)
 - cheap food/free food/affordable food
 - Better/more options
 - catering/vegan/halal/gluten
 - healthier food/fruit/vege/probiotic/natural

Examples of suggestions are given below for the most common themes:

Activities and events

- *Could the Glider go in both directions? It would be nice if there was a service that went from the Agora to Plenty Rd. Currently, you have to go all the way around*
- *It could improved by integrating more the international community to the events*
- *More events on campus - sporting, food, music, etc.*

Facilities and resources – more/improved

- *Upgrade the student lounge in the Agora. Reduce the cost of the gym.*
- *Update the equipment in the Gym fitness class*
- *Subsidisation of gym membership in the sports centre*

Food

- *more free food*
- *free coffee and; fruit instead of BBQ's*

Table 14. Summary of qualitative themes Bundoora, 2019

Number of responses	Major themes subthemes	Responses for sub-themes
318	Activities and events	
	more/improved/more diverse range	185
	food activities	52
	free	32
	fun	8
	agora	8
	cultural	7
	health and well being	7
	improvements for remote/small	3
	student union	2
	lunches	2
	music	2
	recreation	2
	festivals	2
	drinks	2
	sporting	2
	social networks/connections - more opportunities	1
	arts/crafts	1
133	Increasing awareness	
	more awareness/advertising/information	66
	services	52
	health/counselling support services	5
	sport/recreation	4
	clubs (options and how to join, etc)	4
	ssaf - transparency of how funds are used	1
	activities/events	1
100	Support services - more/improved	
	academic mentoring/support	64
	social	10
	counselling services/mental health	7
	free	6
	health and well being support services	5
	lms	2
	legal	2
	via phone	1
	improvements for remote/small	1
	ask latrobe services	1
	advocacy	1

137	Promotion/advertising	
	app	29
	via email	18
	posters/visible advertisements on campus	14
	social media	10
	to 1st year students	10
	more presence/face to face means (e.g. info sessions/student rep/stalls)	7
	agora	7
	activities	6
	facebook	6
	online	6
	via engaging methods	5
	in classes	5
	student union	3
	in orientation	3
	to international students	2
	lms	2
	website	2
	through newsletters/brochures/pamphlets	1
	workshops	1
97	Spaces - more/improved	
	informal/social/lounge spaces	76
	general	7
	bund	6
	rest/sleeping areas	4
	creative	2
	outdoor spaces/green	1
	mature age	1
205	Facilities/resources	
	sporting	60
	agora facilities	31
	more/maintenance/repairs/affordability/accessibility	26
	gym	25
	computers	12
	parking	11
	improvements for remote/small	9
	recreation	8
	cleaner	5
	signage	3
	lms	3
	bar	2

	bathroom facilities	2
	lighting	2
	wifi	2
	hot water	2
	eftpos facilities	1
	student bookshop	1
160	Food	
	cheap food/free food/affordable food	122
	better/more options	18
	catering/vegan/halal/gluten	11
	healthier food/fruit/vege/probiotic/natural	9
83	Representation/inclusiveness of groups such as:	
	everyone	24
	international	11
	1st year support	11
	remote/smaller campuses student support	9
	women	7
	lgbt	6
	domestic	3
	diversity	3
	phd students	2
	parents	2
	mature age	2
	part time students	1
	ndis	1
	most in need	1
42	Affordability	
	gym/sports	25
	parking	7
	clubs	7
	recreation	3
12	Library	
	improve resources/services/more space/seating	10
	quieter	2

4.5 Shepparton

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

Responses are categorised on a three-point scale, ranging from *dissatisfied* to *satisfied*.

Respondents could also answer *“haven’t used it”*.

The category with the highest level of satisfaction was ‘student facilities including kitchenette’ with a mean satisfaction score of 2.92 and usage of 70%.

‘Short courses (first aid and RSA)’ was viewed least favourably, with a mean score of 2.69 and a reported usage of only 40%. All responses are presented in Figure 18.

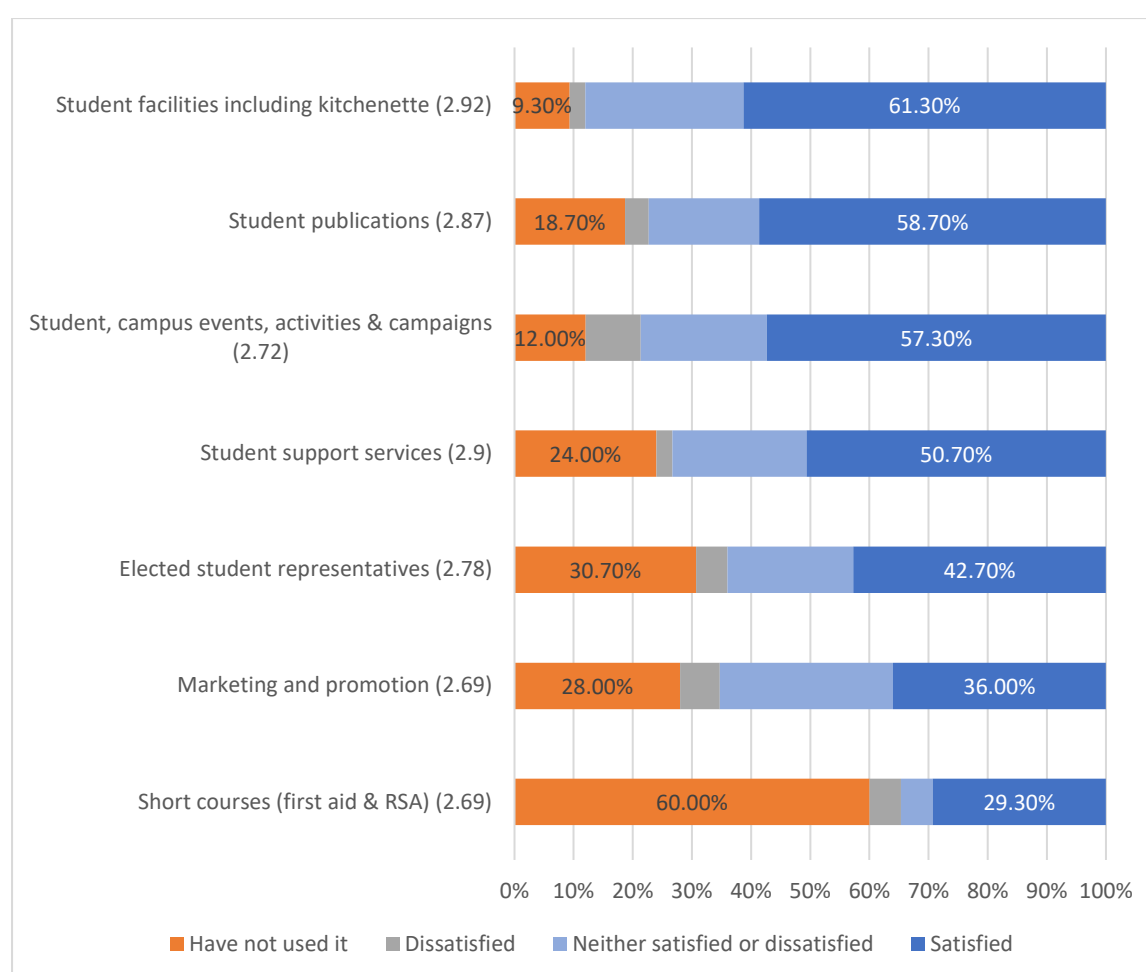


Figure 18. Respondents' level of satisfaction with Shepparton-specific amenities and services - number in bracket indicates the mean level of satisfaction (1 = dissatisfied, 2 = neither, 3 = satisfied), 2019

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 SSA improve the services and amenities available to students at the Shepparton campus?”*.

Table 15 summarises the main themes from 51 responses. The key theme emerging was around ‘activities and events’. Examples of comments are given below:

- *Organise more social events for students e.g. food truck Wednesday*
- *More free activities and free food, more engagement with the students and what they want*
- *Having food trucks and other weekly events like the larger campuses*

Table 15. Summary of qualitative themes Shepparton, 2019

Number of responses	Major themes subthemes	Responses for sub-themes
18	Activities and events	
	more/improved/more diverse range	10
	food activities	4
	free	2
	drinks	1
	cultural	1
5	Increasing awareness	
	more awareness/advertising/information	2
	services	1
	health/counselling support services	1
	clubs (options and how to join)	1
2	Promotion/advertising	
	via email	1
	posters/visible advertisements on campus	1
7	Spaces - more/improved	
	informal/social/lounge spaces	4
	general	2
	study/quiet areas	1
8	Facilities/resources	
	parking	4
	improvements for remote/small	2
	Sporting	1

	Gym	1
3	Food	
	cheap food/free food/affordable food	3
4	Representation/inclusiveness of groups such as:	
	remote/smaller campuses student support	2
	women	1
	1st year support	1

4.6 Mildura

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

Responses are categorised on a three-point scale, ranging from *dissatisfied* to *satisfied*.

Respondents could also answer *“haven’t used it”*.

At Mildura, support/services from ‘elected student representatives’ had the highest satisfaction mean score of 2.91 and a 70% usage rate. The least used category was short courses (36% usage). All responses are presented in Figure 19.

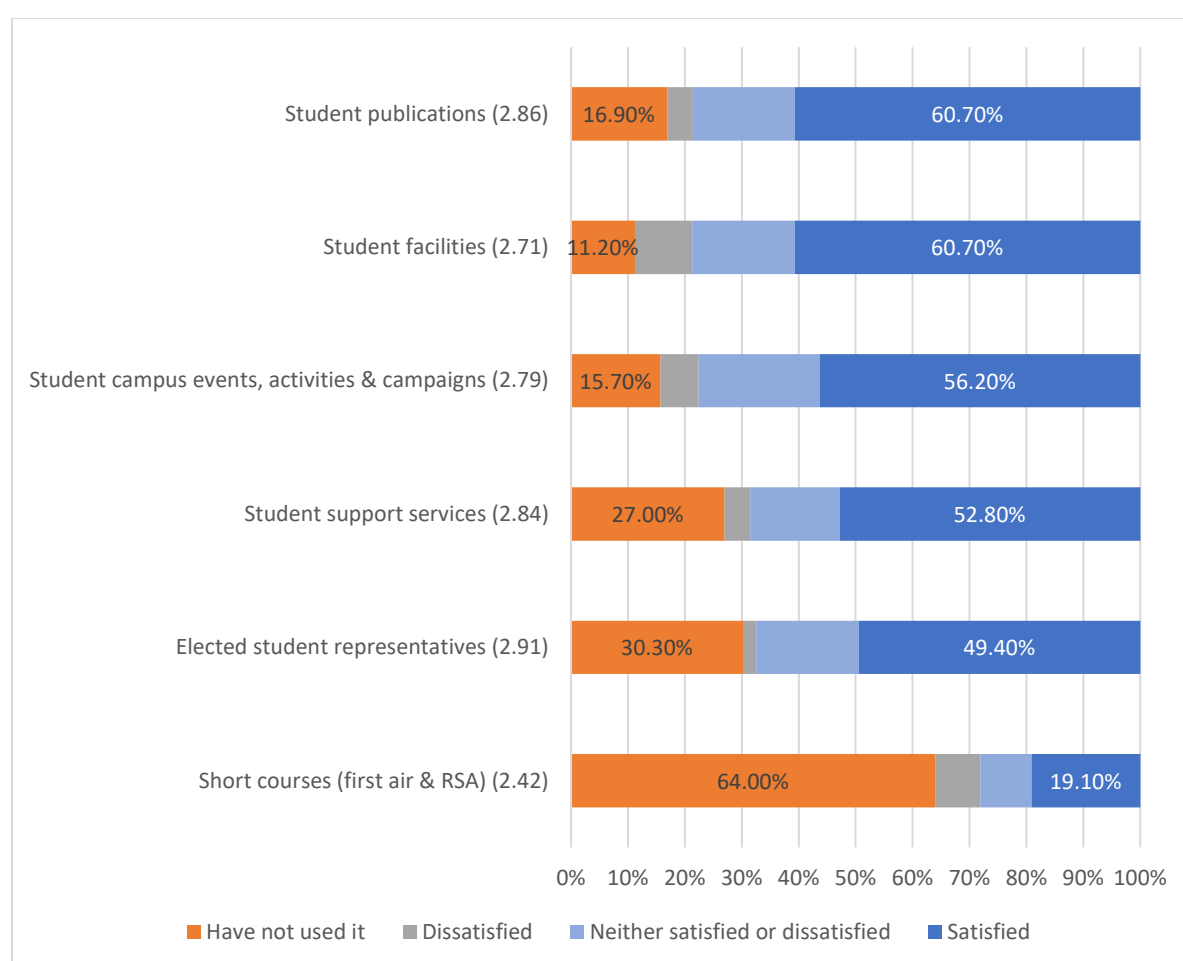


Figure 19. Respondents' level of satisfaction with Mildura-specific amenities and services -number in bracket indicates the mean level of satisfaction (1 = dissatisfied, 2 = neither, 3 = satisfied), 2019

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 MSA improve the services and amenities available to students at the Mildura campus?”*.

Of the 45 responses presented in Table 16, the most common themes were:

- Activities and events (6)
- Spaces more/improved (6)
- Facilities/resources (6)

Specific suggestions included the following:

- *Start a music program*
- *More social activities to get to know other students in your field of study, plus other students from other courses. Create social clubs or student study clubs and perhaps a sporting club(s) to engage more students in Uni life*

Table 16. Summary of qualitative themes Mildura, 2019

Number of responses	Major themes subthemes	Responses for sub-themes
10	Activities and events	
	more/improved/more diverse range	6
	sporting	2
	fun	2
2	Increasing awareness	
	sport/recreation	1
	clubs (options and how to join)	1
1	Support services - more/improved	
	improvements for remote/small	1
2	Promotion/advertising	
	via engaging methods	1
	activities	1
6	Spaces - more/improved	
	informal/social/lounge spaces	6
9	Facilities/resources	
	sporting	6
	improvements for remote/small	2
	computers	1
2	Food	
	cheap food/free food/affordable food	2
2	Representation/Inclusiveness of groups such as:	
	remote/smaller campuses student support	2

5 Appendix

5.1 Funding areas in survey

The following table shows the mapping between the 14 funding areas and the 19 questions asked regarding services, amenities and facilities.

Table 17. Funding areas as shown in survey

Funding area as reported above	Option as shown in survey
Orientation information	Orientation information
Health and welfare	Student health and welfare services
Study skills	Support for students to build study skills
Advice and advocacy	Advice and advocacy for students
Food and drink	On-campus food and drink
Student clubs	Support for student clubs
Sport and 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 18. Funding areas with explanations

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 having trouble 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.