Student Services & Amenities Fee Survey 2015

For Students & Equity at Chancellery

Prepared by the Reporting & Surveys Team at Business Intelligence & Reporting

Enquiries about this report can be addressed to:

Business Intelligence & Reporting (us-bir@unimelb.edu.au)

17 June 2015

Level 1, 32 Lincoln Square North
Parkville
Victoria
3010
Australia

Document Information

Project Reference Number	SSAF_2015
File Name	SSAF_Survey_2015_Results.docx
Title	Student Services & Amenities Fee Survey 2015
Version number	V2
Last update	17/06/15
Name of Authors	Andrew License
Name of Reviewer	Michelle Vincent
Document Status	Publically Available
Review Status	Complete
Approval Status	Final

Table of Contents

TABLE OF FIGURES

TABLE OF TABLES

1.   Introduction

In October 2011, the Australian Parliament passed legislation to allow universities and other higher education providers to charge a compulsory Student Services and Amenities Fee (SSAF). The University of Melbourne, first introduced this fee in 2012 and since this point it has allowed the University to provide funds to a wide array of student services and amenities.

Since the SSAF's introduction the University has been keen to consult with students to gain a better understanding on how the funds acquired through the SSAF should be best used for students. A previous consultation was delivered in 2013, which was used to assess the view on how the SSAF had been used to date and to give students the opportunity to provide suggestions on other services or amenities that the fee could be used for. Through this consultation a number of actions were identified and taken forward, for example the development of new study and social spaces, new campus safety initiatives and more support for part-time students.

The current allocation of SSAF funds is now being reviewed again and as part of this process students have been surveyed to understand the current view of the SSAF in 2015. The findings of this survey are presented in this document in order to provide insight in to which services students feel are important and which services they are satisfied or dissatisfied with. This, in turn, can then be used to determine which services need investing in or improving. Similarly students are given the opportunity to provide feedback on how satisfied they are with current funding allocations to services and amenities and also suggest additional services, not currently funded by the SSAF, that they would like to have made available.

This document provides a statement on the methodology used (Section 2, page 2), followed by an analysis of the survey as a whole (Section 3, page 3) against each of the key themes of importance, satisfaction and suggestions for additional services and improvements. This is then followed by an analysis of the survey by the demographics of the survey sample (Section 4 page 11) and then a summary of key actions to take forward (Section 5, page 16), towards the end of the document.

2. Methodology

The survey questions were developed by the Students & Equity team at Chancellery in order to capture views on the following:

- Importance of services and amenities to the individual,
- Importance of having services and amenities available for the community as a whole,
- Satisfaction with services and amenities,
- Satisfaction with funding allocations to services and amenities,
- Importance of having student led initiatives,
- Additional services or amenities that could be funded by the SSAF,
- Any other comments relating to the SSAF.

The majority of these views were ascertained by asking students to rate services and amenities on a 5-point Likert scale, ranging from very unimportant/dissatisfied to very important/satisfied. Students & Equity were keen for anyone who pays the SSAF, either directly or as part of their course fees, to be given the opportunity to provide their views on the SSAF.

As such, the survey panel was built using the University's student system ISIS (Integrated Student Information System), through the Enrolment Tracking Search Enquiry, and was considered to be anyone:

- Who is currently admitted on a course or who has potentially/conditionally completed their course, and
- Is on an award course, and
- Is NOT carrying out a standalone diploma course, and
- Holds an Australian Fee Paying, Commonwealth Supported, Overseas Fee Paying or RTS/CTS (Research Training Scheme / Commonwealth Training Scheme) place, and
- Their equivalent full-time student load (EFTSL) is greater than zero, and
- They have an active email account.

These constraints provided a panel of 51,643 students that were eligible to be surveyed. The survey itself, along with this panel, was administered through the online survey based tool Qualtrics. Once the questions and the panel had been imported in to the system, the survey was then launched and sent out to all individuals on the panel, on the 5th of May 2015 and remained open until the 22nd of May 2015.

Once the survey was closed the results were downloaded and then analysed to provide the findings presented in the proceeding sections of this paper.

3.   Overall views on the SSAF

This section provides analysis on the views held by the survey respondents as a whole on each of the key research themes.   Details on the survey sample compared to the wider population are also provided in the following sub-section for context.

3.1. Understanding the sample

In total there were 6,211 responses to the SSAF survey, which was an increase of over 535% on the number of respondents for the 2013 survey (997).   Of the 6,211 respondents, 4,860 (78.2%) completed the survey in full and 1,351 (21.8%) provided partial responses, having dropped out of the survey at various points before the close of the survey.

The survey was sent out to over 51,600 students at the University, meaning that the overall response rate was approximately 12.0% (or 9.4% if only counting fully complete responses). The response rate varies by different demographic factors, but generally tends to be between 11% and 13% amongst the different groups. The main exception to this is Research Postgraduate students, where the response rate was almost 21%, indicating there is a slight over-representation of this group within the survey results and a slight under-representation of Undergraduate and Coursework Postgraduate students.

3.2. Importance of services and amenities

Students were asked about the importance of the different associations, services and amenities offered by the University, namely:
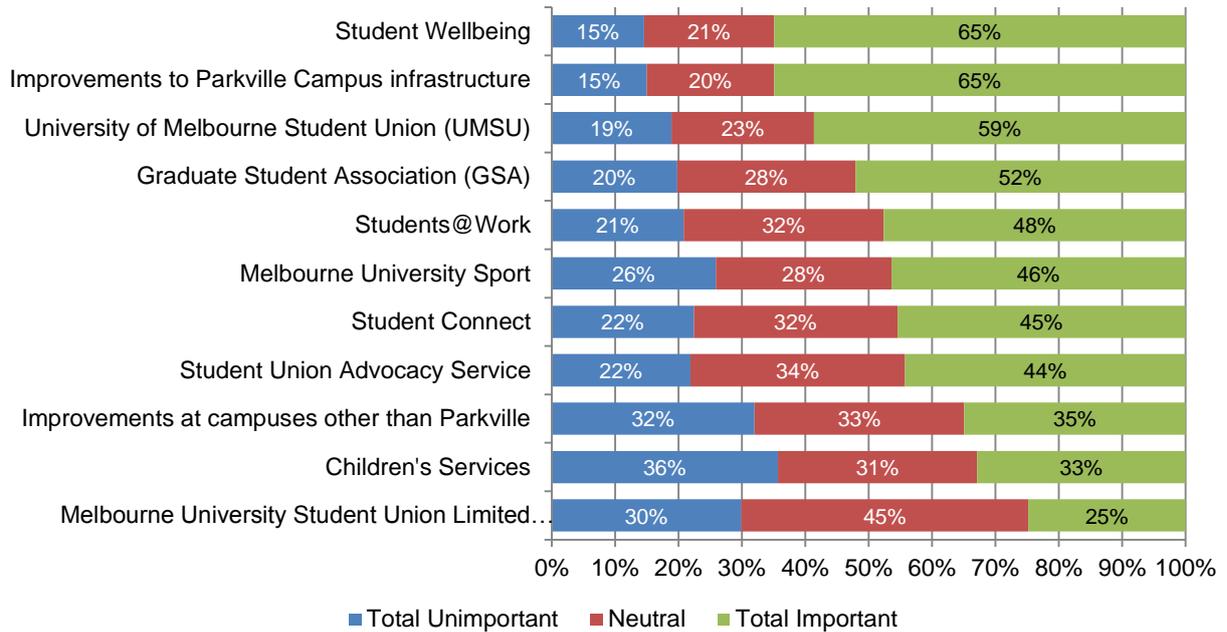
- University of Melbourne Student Union (UMSU)
- Student Union Advocacy Service
- Graduate Student Association (GSA)
- Melbourne University Student Union Limited (MUSUL)
- Student Connect
- Students@Work
- Student Wellbeing
- Children's Services
- Improvements to Parkville campus infrastructure
- Improvements at campuses other than Parkville
- Melbourne University Sport

Students were first asked about how important each of the different associations, services and amenities were to them personally and then how important it is that they exist for the community as a whole.

In both cases, Student Wellbeing was determined to be the most important service, with 65.0% of respondents stating that this service was important to them and 79.5% of respondents recognising it as important for the community as a whole. UMSU, improvements to Parkville campus infrastructure and the GSA were the most important services provided by the University for the community as a whole, with over 70% of respondents stating this in each case. The same three services were also determined to be important on a personal basis, albeit with improvements to Parkville campus (64.9%) proving slightly more important than UMSU (58.6%). It is worth noting that this is likely to be driven by the large number of survey respondents based in Parkville campus (90.7% of all respondents).

Following this top four tier of important services, the order of importance changes slightly when referring to personal importance and importance to the community as demonstrated in Figure 1 and Figure 2 over the page. In both instances Children's Services and MUSUL are determined to be the least important services.   However, there is recognition that Children's Services are much more important for the community as a whole than they are for the individual.

THE UNIVERSITY OF
MELBOURNE

Figure 1: Importance to the individual of associations, services and amenities

	Total Unimportant	Neutral	Total Important
Student Wellbeing	15%	21%	65%
Improvements to Parkville Campus infrastructure	15%	20%	65%
University of Melbourne Student Union (UMSU)	19%	23%	59%
Graduate Student Association (GSA)	20%	28%	52%
Students@Work	21%	32%	48%
Melbourne University Sport	26%	28%	46%
Student Connect	22%	32%	45%
Student Union Advocacy Service	22%	34%	44%
Improvements at campuses other than Parkville	32%	33%	35%
Children's Services	36%	31%	33%
Melbourne University Student Union Limited…	30%	45%	25%

Source: SSAF 2015, Ref: WTS1/S2a, Response count: c5,700

Figure 2: Importance of associations, services and amenities for the community as a whole

	Total Unimportant	Neutral	Total Important
Student Wellbeing	7%	14%	80%
University of Melbourne Student Union (UMSU)	9%	14%	77%
Improvements to Parkville Campus infrastructure	7%	18%	74%
Graduate Student Association (GSA)	9%	20%	71%
Student Union Advocacy Service	10%	21%	69%
Melbourne University Sport	11%	22%	67%
Students@Work	9%	24%	67%
Improvements at campuses other than Parkville	11%	25%	64%
Student Connect	11%	26%	64%
Children's Services	14%	26%	61%
Melbourne University Student Union Limited…	15%	37%	48%

Source: SSAF 2015, Ref: WTS1/S2b, Response count: c5,300

University Services
Business Intelligence & Reporting

THE UNIVERSITY OF
MELBOURNE

3.3. Satisfaction with services and amenities

After stating the importance of services and amenities for themselves and the community as a whole, students were then asked about how satisfied they were with each of the eleven services offered. Overall, 37.8% of respondents were either satisfied or very satisfied with one or more services and amenities. Out of the eleven services, six achieved a higher proportion of satisfied students than this overall average.

The service that had the highest proportion of satisfied respondents (53.4%) was UMSU, this was followed closely by improvements to Parkville campus (with 47.0%). Following these two services, students felt relatively equally satisfied with the GSA (42.0%), Melbourne University Sport (41.0%), Student Wellbeing (40.7%) and Student Connect (39.9%).

Satisfaction with the remaining services drops well below the overall average, with Children's Services appearing to be the service that students are least satisfied with. Whilst this seems low, it should be noted that this drop in satisfaction does not coincide with an increase in dissatisfaction (in fact the level of dissatisfaction is the lowest of all services); rather it leads to an increase in the neutral category. As such, the drop in satisfaction rates may be more representative of the level of use the service has received by students. For example, the majority of students will not make use of Children's Services so therefore they are neither satisfied nor dissatisfied with the service provided.

Figure 3: Satisfaction with associations, services and amenities
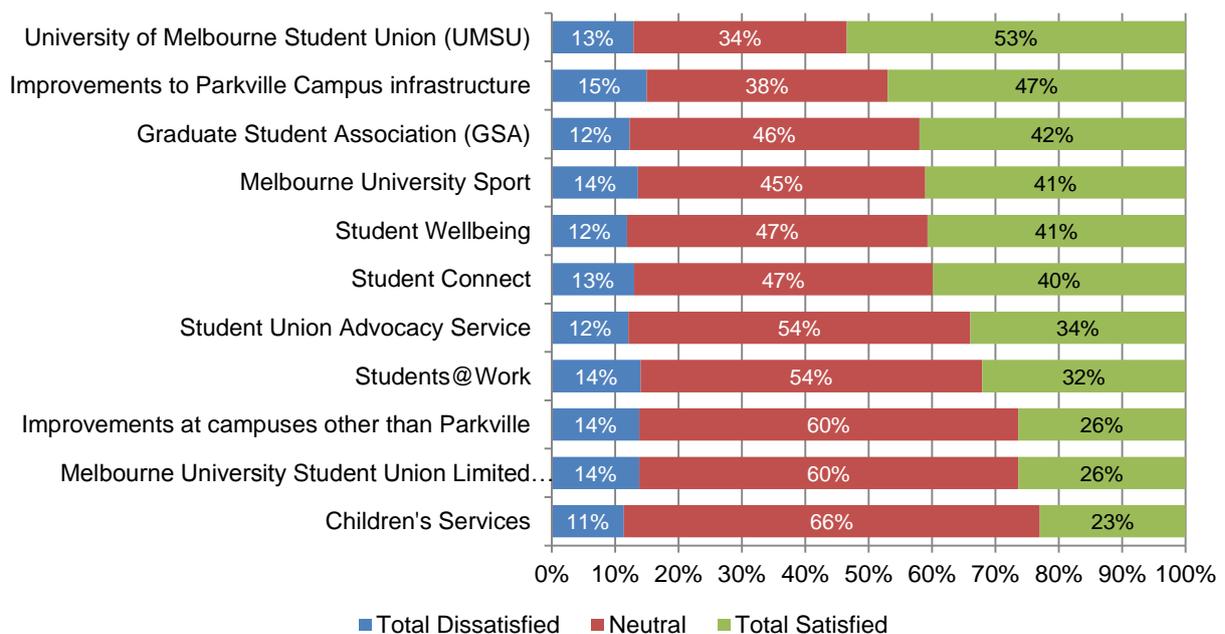
Source: SSAF 2015, Ref: WTS1/S2c, Response count: c5,000

By comparing the results for satisfaction against the importance to individuals, it is possible to identify those services which have been deemed important but that students are not satisfied with and therefore may require additional investment or support. This comparison is presented over leaf.

THE UNIVERSITY OF
MELBOURNE

Figure 4: Difference between the mean scores for importance and satisfaction
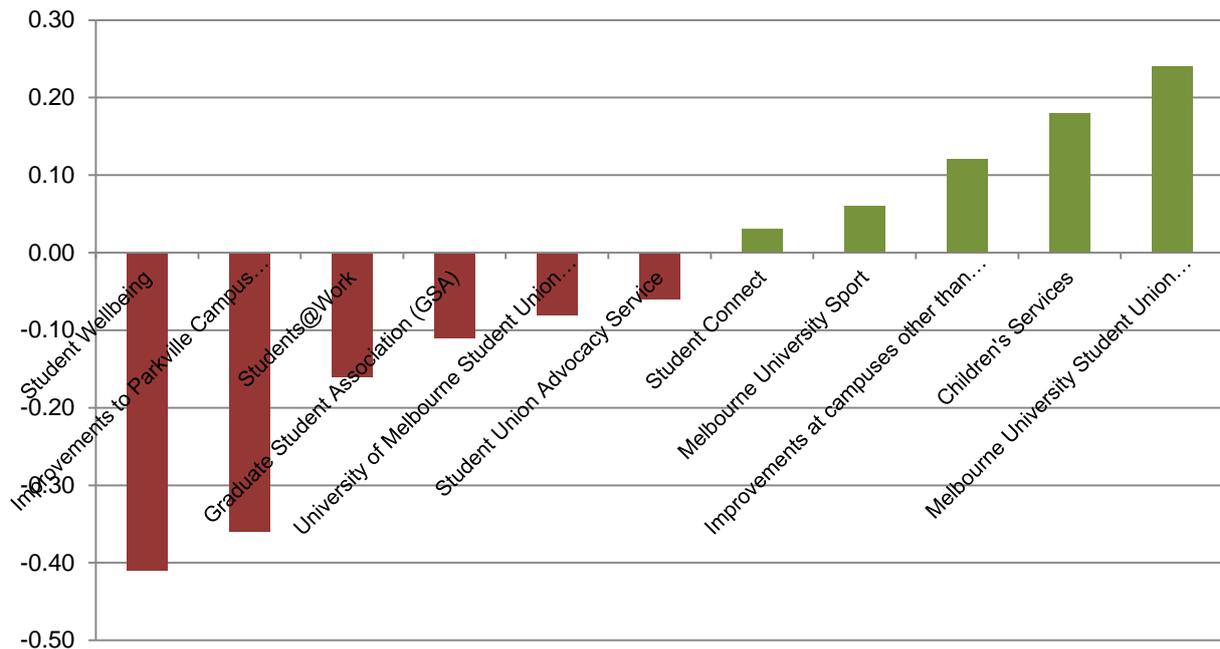
Source: SSAF 2015, Ref: WTS1/S2e, Response count: Importance c5,700, Satisfaction c5,000

The largest disparity between importance and satisfaction is with the Student Wellbeing service. Whilst students felt that this was the most important service offered by the University, the level of satisfaction was not matched. The difference between the mean score[1] for importance (3.75) and satisfaction (3.34) is quite substantial (-0.41), suggesting steps need to be taken to improve students' views on this service or the service itself.

Similarly, improvements to Parkville campus were deemed to be very important to individuals (with a mean score 3.72), but the satisfaction score is similar to that of Student Wellbeing (at 3.36). This leads to a difference (-0.36) comparable to that of Student wellbeing. This indicates that more needs to be done to ensure student buy in regarding improvements to the Parkville campus infrastructure, perhaps through a more consultative based approach.

Students@Work, the GSA, UMSU and the Student Union Advocacy Service, exhibit slight differences between importance and satisfaction, with satisfaction being slightly lower than importance. However, this is not to the same scale as Student Wellbeing and improvements to Parkville campus, suggesting that some 'light touch' steps could be taken to improve satisfaction levels to match importance levels.

Student Connect, Melbourne University Sport and improvements at other campuses exhibit similar trends to these four services albeit in a more positive light, with all three demonstrating a higher satisfaction mean score than the score for importance. Interestingly, whilst Children's Services had the lowest proportion of satisfied respondents (23%), it still has a higher satisfaction mean score than importance score. This reinforces the idea that the low satisfaction proportion is likely driven by fewer individuals using the service, but that those individuals who do use the service are generally satisfied with it.

MUSUL fairs the best in this analysis, but this is due to a fairly low mean score for importance (2.87) indicating that it is almost unimportant to students. This is likely due to a lack of awareness about the service within the student community.

---

[1] The mean score of the five point scale (e.g. very unsatisfied being 1 to very satisfied being 5) based on the number of responses to each option within the scale.

University Services
Business Intelligence & Reporting

THE UNIVERSITY OF
MELBOURNE

3.4. Satisfaction with funding to services and amenities

Overall 32.1% of respondents stated that they were either satisfied or very satisfied with the allocation of funding to the University's associations, services and amenities. Respondents were most satisfied with the funding allocation to UMSU (with 40.7% of respondents), followed by improvements to Parkville campus (36.8% of respondents).

Student Wellbeing, Student Connect and the GSA had fairly similar levels of satisfaction with regards to funding allocations (c33%) and were all above the overall average. The remaining services all have fairly similar levels of funding satisfaction of between 27% and 32%. The exception to this is Children's Services where the proportion of respondents satisfied with funding allocations is just over 25%. However, as with the general satisfaction with the service, this does not coincide with an increase in dissatisfaction, but an increase in the neutral category. As before, this may be down to fewer respondents actually using the service.

Figure 5: Satisfaction with funding allocations to associations, services and amenities
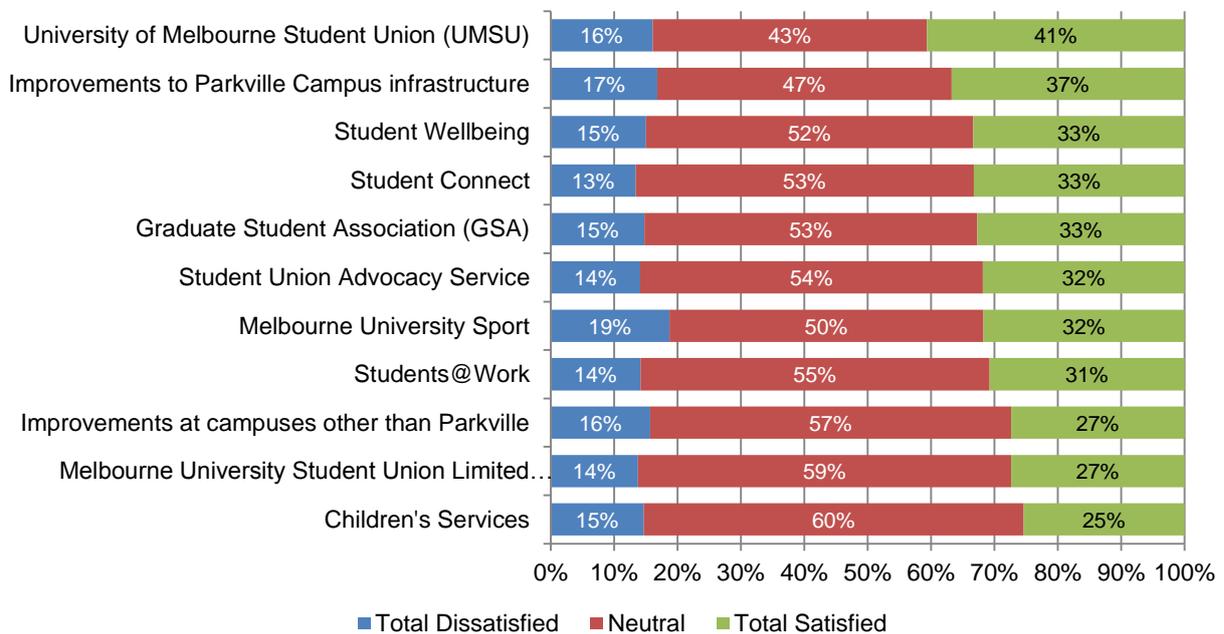

Source: SSAF 2015, Ref: WTS1/S2d, Response count: c4,700

The majority of services have a similar proportion of respondents being dissatisfied with funding allocations. The key difference is Melbourne University Sport, where 18.7% of respondents expressed dissatisfaction with the funding allocations. Pairing this up with the free text question towards the end of the survey provides additional insight on this metric, suggesting that respondents are mainly dissatisfied because they feel the service should receive less funding.

THE UNIVERSITY OF
MELBOURNE

When comparing satisfaction with funding allocations with the actual funding allocations for 2014 (actuals) and 2015 (projected), it is clear that there is a strong positive correlation (of approximately 0.85). Comparing satisfaction with the service against actual funding allocations provides an even stronger positive correlation (of approximately 0.9). This suggests that the more funding a service or amenity receives, the more satisfied the users of this service will be. The relationships between funding and satisfaction (with services and with funding to services) are explored more in Figure 6 below.

Figure 6: Funding allocations to services and amenities compared with satisfaction
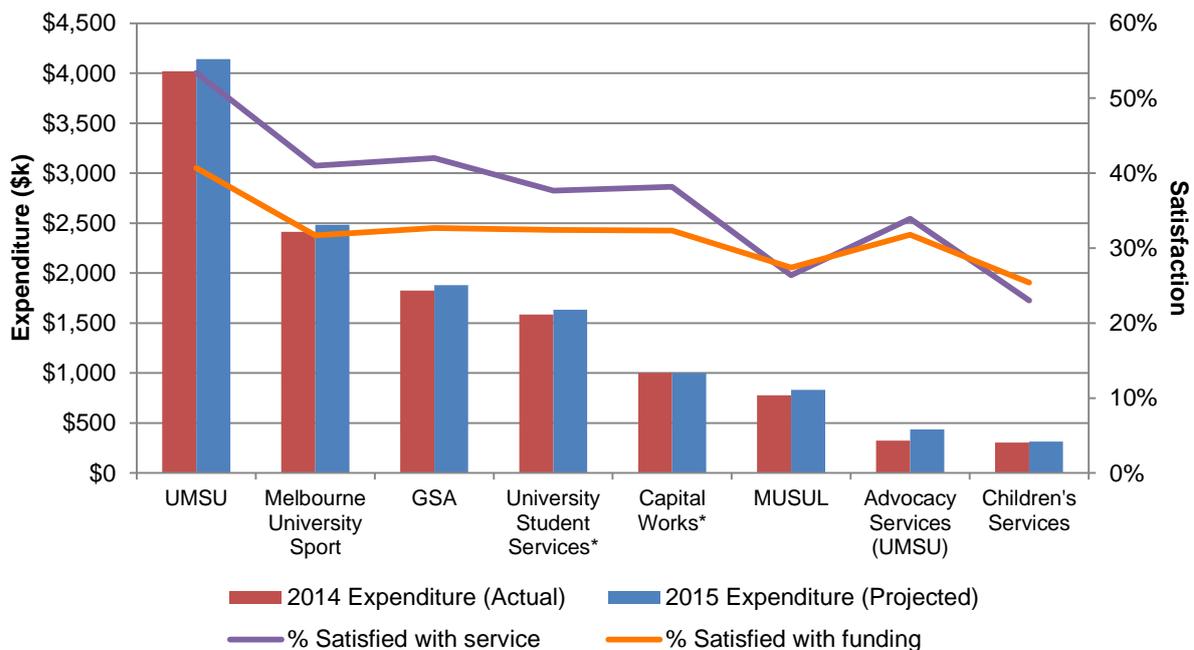
* University Student Services combines the satisfaction scores of Student Connect, Students@Work and Student Wellbeing, similarly Capital Works consists of improvements to Parkville campus as well as non-Parkville campuses.
Source: SSAF 2015, Ref: WTS1/S5

The figure above highlights that as the level of funding increases or decreases, the proportion of satisfied respondents follows suit. For example, UMSU receives the highest proportion of SSAF funding and has the highest proportion of satisfied respondents (with the service and the funding allocation). Similarly Children's Services receives the lowest amount of funding and as a result has the lowest level of satisfaction (for the service and with funding to the service). However, it is worth bearing in mind that the low level of satisfaction may be due to a lower proportion of people using the service as mentioned earlier in Section 3.3 (page 5).

There are some exceptions to this pattern, most notably Advocacy Services (UMSU) where the satisfaction is much higher than one might expect when compared to other services. Similarly MUSUL has fairly low satisfaction, but as mentioned earlier this may be down to a lack of awareness about the service.

3.5. Suggestions for additional services and improvements

3.5.1. Additional services

In addition to reviewing the current services and amenities offered by the University, students were also asked whether there were any services they would like to see funded by the SSAF, that are not currently available. Of those that responded to the question (nearly 4,820), 86.4% suggested that there were no additional services that they would like to see funded.

Students were also asked how important they felt it was to have student led initiatives, and the majority of respondents (77.7%) felt that it was either important (39.0%) or very important (38.7%). As such, whilst the majority of respondents saw no need for new services or amenities, these findings indicate that students would like to be given the opportunity to be more involved in the leading or management of current services or amenities. More involvement by students within the existing portfolio of services and amenities may lead to additional buy in from students leading to improved satisfaction scores.

Those respondents that indicated they would like to see additional services funded by the SSAF (13.6%) were given the opportunity to suggest up to five ideas for services. Of the 655 respondents, there were 1,006 suggestions that covered varying topics, the top 20 of which are detailed below.

Table 1: Top 20 suggestions for services not currently funded by the SSAF

Suggested Service	Instances	Percent
Improved arts, cultural, social facilities	63	6.3%
More investment/services outside of Parkville	55	5.5%
Investing in student societies	44	4.4%
Improved infrastructure	43	4.3%
Concessions - Sporting fees	41	4.1%
Careers services	40	4.0%
More designated study spaces	40	4.0%
Improved catering facilities	37	3.7%
Student support - international students	36	3.6%
Improved sporting facilities	35	3.5%
Student support - mental health	30	3.0%
Concessions - catering	29	2.9%
Access to facilities outside of hours (e.g. 24/7)	28	2.8%
Improved/additional childcare services	28	2.8%
More computers, laptop hire, 24/7 access to computer labs	27	2.7%
Improved medical/dental services	25	2.5%
More postgraduate relevant services and support	25	2.5%
More Med Student relevant services	24	2.4%
Student accommodation	24	2.4%
Tutoring and mentoring	24	2.4%
Other	*308*	*30.6%*
Total	**1,006**	**100.0%**

Source: SSAF 2015, Ref: WTS1/S3

The most popular suggestion was for improved arts, cultural and social facilities, which included suggestions such as:

- Tours around the Parkville campus and other campuses
- Creative arts classes/events/facilities (e.g. for writing, dance, painting, drama, music, theatre)
- Multimedia services (e.g. radio station, campus web TV)
- More social events/services/functions to assist in developing friendships (e.g. speed friending, other University wide events, more social clubs, student run services, an annual festival)

THE UNIVERSITY OF
MELBOURNE

Some students took the opportunity to suggest for improvements to current services, such as providing more investment outside of the Parkville campus, or for more services relevant to postgraduates and medical students. These particular groups appear to feel no benefit from paying SSAF for reasons primarily relating to lack of access (e.g. because they work off the main Parkville campus in a hospital or at another campus).

There was a call for investment in the setup of student societies such as the University of Melbourne Medical Students' Society (UMMSS) and the Melbourne University Law Students' Society (UMLSS). Improvements to the University's infrastructure were also a popular suggestion, including the following:

- The provision/development of more designated study spaces
- The ability to access University facilities, such as the library, outside of normal hours on a 24 hour basis
- Additional computers or access to computer labs outside of normal hours
- Improvements to facilities such as bathrooms, lecture halls, eating areas

The provision of support to groups such as international students or those with mental health ailments was also a prevalent suggestion, indicating provision of services such as these would prove popular with students.

3.5.2. Potential improvements

Students were given the opportunity to voice any other concerns or positive messages they had about the SSAF, through the use of an open text response. In total, there were 1,331 responses to this question, which were reviewed and collated in to themes to identify potential areas for improvements. The top three suggestions are provided in summary below:

1. Students would like there to be more communication and consultation about how the SSAF is allocated to different services and amenities across the University.
   a. In addition to the students mentioning the above suggestion, a high proportion of students answering the question stated that they felt no benefit in paying the SSAF. As such, additional communication or consultation regarding SSAF allocation may help to reduce the number of students feeling this way.
2. Some student groups such as medical students and other postgraduates feel that they should not have to pay the SSAF as they are unable to access services like the rest of the student population. This is particularly the case for medical students who tend to be based off campus following their first year.
3. There were almost equal numbers of respondents citing that sport should receive more funding as there were citing sport should receive less funding. Students also felt that more should be given to campuses other than Parkville. In each of these instances it may be the case that additional communication about how the SSAF has been used would help reassure students.

4.   Views on the SSAF by different demographics

This section of the report looks to highlight any key differences from the overall views on the SSAF through analysis of the top three services for different demographics. This can be used to understand whether there are any specific groups that are facing particular issues.

4.1. Campus

Due to the varying sample sizes for the different campuses, this analysis is split in to two categories: Parkville and non-Parkville.

4.1.1. Importance of services

In terms of personal importance, students at Parkville and non-Parkville campuses, each felt that improvements to their respective campus infrastructure was the most important service. This was followed closely by Student Wellbeing. Whilst Parkville campus students felt that UMSU was the third most important service to them personally, those based outside of Parkville felt that the GSA was most important. This differs slightly from the view held by respondents as a whole, as shown below.

Table 2: Importance to the individual split by campus

Overall		Parkville		Non-Parkville	
Service	% Important	Service	% Important	Service	% Important
Student Wellbeing	65.0%	Improvements to Parkville Campus infrastructure	68.1%	Improvements at campuses other than Parkville	68.2%
Improvements to Parkville Campus infrastructure	64.9%	Student Wellbeing	65.3%	Student Wellbeing	61.5%
University of Melbourne Student Union (UMSU)	58.6%	University of Melbourne Student Union (UMSU)	60.4%	Graduate Student Association (GSA)	43.8%

Source: SSAF 2015, Ref: Final_Analysis/S6a1

When referring to importance of services for the community as a whole, students at Parkville and outside of Parkville felt that Student Wellbeing was the most important service, mirroring the overall view. It was also agreed that UMSU and improvements to infrastructure were also important, with infrastructure improvements proving to be slightly more important for non-Parkville students.

4.1.2. Satisfaction with services

The trends in satisfaction for students at Parkville campus mirror those of the overall satisfaction view very closely with UMSU, improvements to Parkville and the GSA being listed as the most satisfied services. Students at non-Parkville campuses agreed with the overall view to an extent, but overall are less satisfied than those at Parkville. For example, whilst 53.4% of all respondents were satisfied with UMSU, only 31.5% of students at non-Parkville campuses were satisfied.

Turning to satisfaction with funding, interestingly, students at non-Parkville campuses were most satisfied with the funding allocation to improvements to the Parkville campus. This was followed by Student Wellbeing and UMSU. At Parkville, the trend closely mirrored that of all respondents.

4.1.3. Additional services

The top five additional services suggested by Parkville and non-Parkville campuses are summarised below:

Parkville
1. Improved arts, cultural, social facilities (58)
2. More designated study spaces (39)
3. Improved careers services (37)
4. Concessions on sporting fees (36)
5. Investment in student societies (35)

Non-Parkville
1. More investment outside of Parkville (45)
2. More Medical Student related services (19)
3. Improved infrastructure (11)
4. Investment in student societies (9)
5. Improved sporting facilities (8)

4.2. Study mode

4.2.1. Importance of services

Those students on a full-time course had similar views on personal importance to those based at the Parkville campus, with improvements to Parkville campus being rated the most important service, followed by Student Wellbeing and UMSU. Similarly those students on a part-time course held similar views to students from non-Parkville campuses, with Student Wellbeing stated as the most important service followed by improvements to Parkville campus (instead of other campuses) and the GSA.

In terms of importance of services for the community as a whole, students on full-time courses and part-time courses agreed with the trends of respondents overall in that Student Wellbeing and UMSU were listed as the most important services. The only key difference is that part-time students felt that the Student Union Advocacy Service was the third most important service rather than improvements to Parkville campus.

4.2.2. Satisfaction with services

Full-time students held the same views as the overall sample, with UMSU and improvements to Parkville campus being the services with the highest satisfaction levels. The key difference, following these two services, is that full-time students were more satisfied with Melbourne University Sport, whilst part-time students were most satisfied with the GSA, followed by UMSU and then improvements to Parkville campus.

With regards to satisfaction with funding, the trends for full-time students are very similar to that of all students, with UMSU, improvements to Parkville campus and Student Wellbeing having the highest satisfaction rating. Part-time students were also most satisfied with funding to UMSU, however this was followed by funding allocations to the GSA and the Student Union Advocacy service, which is more in line with the views held on importance.

4.2.3. Additional services

The top five additional services suggested by full-time and part-time students are summarised below:

Full-time
1. Improved arts, cultural, social facilities (53)
2. More investment outside of Parkville (45)
3. Improved infrastructure (39)
4. Investment in student societies (39)
5. Concessions on sporting fees (38)

Part-time
1. Improved arts, cultural, social facilities (10)
2. More investment outside of Parkville (10)
3. Improved/additional childcare facilities (9)
4. Student support for those with disabilities (9)
5. More postgraduate related services (8)

4.3. Degree type

4.3.1. Importance of services

Undergraduate students held views similar to those held by respondents as a whole on personal importance, although with one minor difference. For undergraduates, improvements to Parkville campus proved slightly more important than Student Wellbeing, whereas overall the reverse is true. Coursework postgraduates agreed with the overall view in that Student Wellbeing and improvements to Parkville campus were the most important services (personally), however instead of UMSU being the third most important this was replaced by the GSA, which one might expect. In the case of research postgraduates, the GSA was deemed to be most important service to individuals, followed by Student Wellbeing and Parkville improvements.

Turning to importance of services for the community as a whole, both undergraduates and coursework postgraduates listed the same three services as the most important, albeit in slightly different preference orders to that of respondents as a whole. Research postgraduates agreed with the overall view that Student Wellbeing is the most important service for the community as a whole, but this was followed by the GSA and then UMSU, rather than UMSU and improvements to Parkville campus.

4.3.2. Satisfaction with services

Undergraduates were most satisfied with UMSU and improvements to Parkville campus, which agrees with the overall view. Following these two services undergraduates were most satisfied with the Student Connect service, rather than the GSA which was the third most satisfied service overall. Coursework postgraduates agreed with the overall view, although were slightly more satisfied with the GSA than improvements to Parkville campus. Research postgraduates were most satisfied with the GSA; this was followed by UMSU and then Melbourne University Sport.

Undergraduates and coursework postgraduates were most satisfied with funding allocations to UMSU and improvements to Parkville, mirroring the overall trend. Where these two groups differ is that, following these two services, undergraduates were most satisfied with funding allocations to Student Connect (matching their views on satisfaction with the service) and coursework postgraduates were most satisfied with allocations to the GSA. Research postgraduates' satisfaction with funding allocations was similar to their overall satisfaction, with the GSA and UMSU the most popular. One slight difference is that research postgraduates were more satisfied with funding allocations to Parkville campus improvements than Melbourne University Sport.

4.3.3. Additional services

The top five additional services suggested by undergraduates, coursework postgraduates and research postgraduates are summarised below:

Undergraduate
1. Improved arts, cultural, social facilities (22)
2. Improved careers services (16)
3. Improved sporting facilities (16)
4. Improved tutoring/mentoring facilities (16)
5. Concessions on sporting fees (15)

Coursework postgraduates
1. More investment outside of Parkville (43)
2. Improved arts, cultural, social facilities (28)
3. Investment in student societies (27)
4. Improved infrastructure (26)
5. Student support for international students (23)

Research postgraduates
1. More postgraduate related services (14)
2. Improved arts, cultural, social facilities (13)
3. Improved/additional childcare facilities (13)
4. Concessions on sporting fees (11)
5. Affordable student accommodation (11)

4.4. Faculty/School

4.4.1. Importance of services

Of all ten faculties, Architecture, Building and Planning, Arts and Science share the same views as the overall survey sample, with Student Wellbeing, improvements to Parkville campus and UMSU being listed as the most important services (personally) to students within these faculties. Across the remaining faculties, both Student Wellbeing and improvements to Parkville campus tended to be listed in top three most important services, with the relevant importance varying by faculty. Outside of these two services, different services were deemed important across the faculties, for example:

- Business & Economics felt that Students@Work was important,
- Education, Engineering and Medicine, Dentistry & Health Sciences felt that the GSA was important,
- Law felt that the Student Union Advocacy Service was important,
- VCA & MCM and Veterinary & Agricultural Science felt that improvements to campuses other than Parkville were important.

When referring to importance of services to the community as a whole, five out of the ten faculties agreed with the overall view that Student Wellbeing, UMSU and improvements to Parkville campus were the most important services. This included Architecture, Building and Planning, Business & Economics, Engineering, Medicine, Dentistry & Health Sciences and Science. Of the remaining five faculties most listed UMSU and Student Wellbeing as important along with the following services:

- Arts, Law and VCA & MCM felt that the Student Union Advocacy Service was important,
- Education felt that Children's Services was important,
- Veterinary & Agricultural Science felt that improvements outside Parkville were important.

4.4.2. Satisfaction with services

Students in the faculties of Art, Engineering and Medicine, Dentistry & Health Sciences held views similar to that of respondents as a whole, with UMSU, improvements to Parkville campus and the GSA being listed as the most satisfied services. Although, it is worth noting that Medicine, Dentistry & Health Sciences were most satisfied with the GSA.

Students in Law and VCA & MCM offered the most different view on satisfaction with Law stating they were most satisfied with Student Wellbeing and Melbourne University Sport (followed by the GSA) and VCA & MCM indicating that, after UMSU, they were most satisfied with Student Wellbeing and Student Connect.

Those students in the remaining five faculties tend to be most satisfied with UMSU and either improvements to Parkville campus or the GSA, along with one other service:

- Student Wellbeing for Architecture, Building and Planning and Education
- Student Connect for Business & Economics
- Melbourne University Sport for Science and Veterinary & Agricultural Science

Students overall were most satisfied with funding allocations to UMSU, improvements to Parkville campus and Student Wellbeing, and students in each of the faculties indicated at least two of these services as those that they were most satisfied with the funding allocations. The majority tended to state UMSU and improvements to Parkville campus, but in some instances other combinations were listed. Outside these services, students were most satisfied with funding to these services:

- Student Connect for Architecture, Building and Planning, Arts, Science and Veterinary & Agricultural Science,
- GSA for Engineering, Law, Medicine, Dentistry & Health Science, Education,
- Student Union Advocacy Service for VCA & MCM,
- Melbourne University Sport for Business & Economics.

4.4.3. Additional services

The top five additional services suggested by each of the ten faculties are summarised below:

Architecture, Building & Planning
1.   Access to facilities outside normal hours (8)
2.   More designated study spaces (8)
3.   Investment in student societies (7)
4.   More computers and 24/7 access (7)
5.   Improved careers services (6)

Arts
1.   Improved arts, cultural, social facilities (13)
2.   More designated study spaces (12)
3.   Improved/additional childcare facilities (9)
4.   Investment in student societies (9)
5.   Student support for international students (9)

Business & Economics
1.   Improved arts, cultural, social facilities (9)
2.   Improved catering facilities (8)
3.   Improved careers services (7)
4.   Concessions on catering (6)
5.   Improved infrastructure (6)

Education
1.   More postgraduate related services (6)
2.   Student support for mental health (4)
3.   Improved arts, cultural, social facilities (3)
4.   Improved sporting facilities (3)
5.   More investment outside of Parkville (3)

Engineering
1.   Concessions on catering (6)
2.   Concessions on sporting fees (6)
3.   Student support for international students (5)
4.   Improved sporting facilities (4)
5.   More postgraduate related services (4)

Law
1.   Investment in student societies (6)
2.   Improved careers services (3)
3.   Concessions on sporting fees (3)
4.   Improved catering facilities (2)
5.   More postgraduate related services (2)

Medicine, Dentistry & Health Sciences
1.   More investment outside of Parkville (24)
2.   More Medical Student related services (21)
3.   Improved arts, cultural, social facilities (13)
4.   Improved infrastructure (10)
5.   Student support for mental health (10)

Science
1.   Improved careers services (10)
2.   Improved infrastructure (10)
3.   More investment outside of Parkville (10)
4.   Improved arts, cultural, social facilities (9)
5.   Improved academic student support (9)

VCA & MCM
1.   Improved arts, cultural, social facilities (8)
2.   More investment outside of Parkville (7)
3.   Improved infrastructure (4)
4.   Campus safety initiatives (3)
5.   Student support for international students (3)

Veterinary & Agricultural Science
1.   More investment outside of Parkville (7)
2.   Improved sporting facilities (5)
3.   Campus safety initiatives (3)
4.   Improved infrastructure (3)
5.   Improved/additional childcare facilities (3)

THE UNIVERSITY OF MELBOURNE

5. Summary

The 2015 edition of the SSAF survey provides a strong baseline which can be used to compare changes in importance of, and satisfaction with, services over the years to come. By comparing future iterations of this survey against this baseline it will be possible to understand whether actions taken as a result of the survey have had any impact on scores.

Based on this baseline iteration of the survey it is clear that the following services are important to students on an individual basis and for the community as a whole:

1. Student Wellbeing,
2. University of Melbourne Student Union,
3. Improvements to Parkville campus,
4. Graduate Student Association.

However, there is a disparity between the importance of these services and the satisfaction with them. This is particularly the case for Student Wellbeing and improvements to Parkville campus, indicating that these two services need to be improved or that more needs to be done to ensure buy in with students so that satisfaction scores are better improved.

UMSU and the GSA also suffer from satisfaction being lower than importance, but not to the same extent, suggesting some 'light touch' steps could be taken to improve satisfaction levels. Based on the findings around funding, it appears that satisfaction levels are directly correlated to the level of funding received by each service. As such, a first step to improve these services may be to increase the funding available to them. Naturally, this will not increase satisfaction but will provide services with the means to determine how best to increase satisfaction.

In terms of additional services, the most popular suggestions included:

1. Improved arts, cultural and social facilities, e.g.
   a. Tours around the Parkville campus and other campuses
   b. Creative arts classes/events/facilities
   c. Multimedia services (e.g. radio station, campus web TV)
   d. More social events/services/function to assist in developing friendships
2. Additional investment outside of Parkville
3. Investment in student societies
4. Improvements to the University's infrastructure, e.g.
   a. Provision/development of more designated study spaces
   b. The ability to access University facilities, such as the library, outside of normal hours on a 24 hour basis
   c. Additional computers or access to computer labs outside of normal hours
   d. Improvements to facilities such as bathrooms, lecture halls and eating areas

Investing in these suggestions either through investment in the existing services or through the development of new services, should promote a more positive view on the SSAF and increase overall satisfaction with services and amenities provided by the University.

With regards to potential improvements surrounding the SSAF, the most popular suggestion was around improved communication and consultation about how the SSAF is allocated. Providing this communication will hopefully allow students to feel their views are being heard and also reduce some of the negative views that students have around seeing no benefit from the SSAF.

In relation to this, medical students and postgraduates both voiced concerns that they were overlooked by SSAF funds. Both groups felt that it was unfair that they had to pay the SSAF when in reality they were unable to access the services and amenities offered by the University, due to being off campus for large proportions of time. Some students at non-Parkville campuses also felt the same way. As such, it may be worth investigating how SSAF funds can be better allocated to these groups.

University Services
Business Intelligence & Reporting

THE UNIVERSITY OF
MELBOURNE