

Student Services and Amenities Fee (SSAF) Survey Report: 2022

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1. Executive summary

The Student Services and Amenities Fee (SSAF) is a compulsory fee that is used to subsidise, support or fund services for students. Undergraduate, postgraduate, domestic, international and UQ College students all pay the fee, although some students are exempt, and others pay SSAF at a discounted rate.

This report outlines the findings of the 2022 annual survey of students regarding SSAF-funded services and amenities (2022 SSAF survey). The survey is administered and reported on by the Evaluation Unit in the Institute for Teaching and Learning Innovation (ITaLI) in partnership with the UQ Union (UQU).

This report is intended to provide the Office of the Deputy Vice-Chancellor (Academic), the UQ community and UQU with student perspectives on SSAF-funded services and amenities. The report may inform decision-making on how SSAF funding may be distributed in 2023 and improvements to student services and amenities in line with federal government guidelines.

1.1 Background

The SSAF Survey was conducted in 2016 (3,071 responses), 2019 (3,121 responses) and 2021 (2,968 responses). For 2022, the survey instrument was redesigned to align with the SSAF Service Providers Management Framework as a consultation mechanism with students to obtain input, perceptions and views on the prioritisation and distribution of SSAF. Survey results will influence SSAF expenditure priorities for 2023.

1.2 Methodology

The 2022 SSAF survey questionnaire was re-designed based on consultation with the SSAF Coordinator and UQU representatives. The project team agreed the focus of the 2022 SSAF Survey would be to identify service “priorities” measured by self-reported importance scales. A mixed method analysis examined both the qualitative and quantitative data using a range of statistical tools. The survey questions are listed below.

Survey questions

1. *“Please consider the following SSAF service types. Please firstly indicate the importance of each service type to you personally, regardless if you are currently using it, and secondly indicate how important you think the service type is for the wider student community in general. When indicating importance, 1 = least important and 5 = most important.”*

[Condition: each time a student rates a service type in Question1 on their personal importance scale as Most Important (5) or Important (4), Q2 is triggered]

2. *When thinking about [the service category], which of the following are particularly important to you? Please select all that apply.*

(Sub-categories of services under each SSAF service type are listed)

[Condition question: Do you have any other comment about how your SSAF should be spent? If a student selects “Yes”]

- 3 *What other services can SSAF provide to enhance your sense of belonging within the UQ community?* [Free text response]

The full questionnaire for the 2022 SSAF survey is attached in Appendix A.

Survey sampling and participants

All students enrolled in Semester 1, 2022 (selected from the UQ Reportal using the ‘Current Student Details – by Program’ report) were invited via email to complete the survey. Tailored email communications were sent via the CRM to the following student cohorts on 26 April 2022:

- 1) Domestic External: Commencing in 2022 and not commencing in 2022.
- 2) Domestic Internal: Commencing in 2022 and not commencing in 2022.

- 3) International Offshore: Commencing in 2022 and not commencing in 2022.
- 4) International Onshore: Commencing in 2022 and not commencing in 2022.

Reminder emails were sent 11am, 9 May and 3pm, 12 May. A social media campaign commenced 22 April and ended 15 May with 20 social postings, which included seven Facebook posts, two Instagram posts and 11 Instagram stories.

The 2022 SSAF survey received 3,098 responses, one of which was removed due to a changed enrolment status. Of these, 42.9% were commencing students and 57.1% were continuing students. Undergraduate student responses were 72.1% (n=2,230) and postgraduate coursework students were 26.1% (n=810). The remaining student responses were from research and non-award students. Responses were received from all faculties, although Business, Economics and Law (BEL) and Engineering, Architecture, & Information Technology (EAIT) were slightly under-represented, and Science students were slightly over-represented.

The majority of respondents (89.9%) were from the St Lucia campus but responses from Gatton (4.7%) and Herston (5.4%) campuses were proportionate to their respective representation in the student population. Over two thirds of survey respondents (69.1%) identified their study mode as “internal delivery”, followed by “multi-model” at 18.6%. This is the second year the SSAF Survey asked about delivery modes (the first time was 2021). Finally, female students responded at higher rates than male students; 63.4% of respondents were female, and only 36.0% male, even though males comprise 44.8% of the student cohort.

Data Analysis

After the 2022 SSAF survey was closed, the Evaluation team exported the survey’s raw data and saved the data file in a network drive designated for SSAF surveys. Preliminary descriptive analyses were conducted for Questions 1 and 2. For Question 1, mean scores of importance ratings were produced with t-tests conducted to examine the difference between “self-importance” and “community-importance” of each of the SSAF-funded service types. For Question 2, the proportion of sub-categories of services which were rated as “particularly important” was aggregated and summarised in bar charts. The results were shared and presented at the 29 July 2022 SSAF Advisory Group meeting.

Based on feedback provided by the SSAF Coordinators, subsequent analyses of survey responses were conducted based upon respondents’ demographic information. The Evaluation team exported student data from UQ’s Reportal and matched datasets with Student ID numbers. Based on the matching process, some minor data cleaning was completed to ensure data quality and consistency.

1.3 Key findings by question

1.3.1 “Importance” of SSAF service types (Q1)

- ‘Advice on careers and finding employment’ (Career), ‘Student health & welfare’ (Health & welfare), and ‘Libraries’ (Libraries & reading rooms) were rated as the top three personally important services by mean values.
- ‘Advice on careers and finding employment’, (Career), ‘Student health & welfare’ (Health & welfare), and ‘Providing food or drinks to UQ students’ (Food & drink) were rated as the top three important services to the student community in general by mean values.
- ‘Childcare’, ‘Debating’ and ‘Media’ were ranked as the least important SSAF-funded attributes to students personally and to the wider student community in general.

1.3.2 “Particularly important” SSAF-funded services (Q2)

Various sub-categories of services under each SSAF service types were rated “particularly important”. Based on both personal and community ratings, “particularly important” services were outlined for the top three important SSAF service types in Q1 of the 2022 SSAF survey.

- Under ‘Advice on careers and finding employment’ (Career), career advice at the start/during study and before graduating were rated more important than career related part-time/casual employment while studying.

- Under 'Student health & welfare' (Health & welfare), 'Counselling', 'Anxiety/stress management workshops', and 'Mental health workshops' were considered more important relative to other services.
- Under 'Libraries' (Libraries & reading rooms), 'Connectivity' (wi-fi) and 'Access to power points for laptop/phone charging' were rated more important relative to Informal leaning spaces.
- Under 'Providing food or drinks to UQ students' (Food & drink), 'Cheap healthy food-drinks' and 'Free snacks during exams' were rated equally important, but not significantly more important than other sub-categories of services.

1.3.3 Analysis of free text for open ended question (Q3)

Question 3 of the 2022 SSAF survey contained two parts:

Part 1- Do you have any other comment about how your SSAF should be spent?

Part 2 - If students answered 'yes' to Part 1, a further question was activated which asked: What other services can SSAF provide to enhance your sense of belonging within the UQ community?

Of the respondents, 2,811 students answered 'no' to Part 1 while 15 students provided no response.

Of the 272 students who answered 'yes' to Part 1, 262 students provided comments for Part 2.

The 262 comments were analysed manually and grouped into themes. Thirteen common themes with 10 or more similar comments emerged including food, services, counselling, community building and bathrooms. Within each theme, the most frequent topics were identified.

Food had the most comments which aligned with the Question 1 results where students indicated this service is important to them personally (ranked 5th) and to the community (ranked 3rd). Apart from comments generally aligned to the services, students also raised matters unrelated to the 19 SSAF services but associated with a sense of belonging, such as cleaning, repair and maintenance of bathrooms, SSAF governance and value for external students.

1.4 Conclusion

The 2022 SSAF Survey provides insights into how students perceive the importance of SSAF services both personally and from a wider student community perspective.

Students rated Careers as the most important service, from both perspectives and by all measures.

Health and Welfare also rated highly from both perspectives, with Food and drink and Library and reading rooms prominent also.

Food is mentioned most often in free-text comments but students also commented upon non-SSAF related services such as bathrooms.

The relatively consistent student response rates to the four surveys conducted to date suggests students value the opportunity to provide feedback on SSAF.

The survey results may inform 2023 SSAF expenditure priorities.

2. Survey Analysis

In 2011, the Australian Parliament passed the *Higher Education Legislation Amendment (Student Services and Amenities) Act 2011* allowing higher education providers to charge a fee for student services and amenities of a non-academic nature (the Student Service and Amenities Fee, or SSAF). Under the Act, the SSAF may be spent on any of 19 legislated services, which span health, welfare, advocacy and career services for students, e.g. food services, sporting and recreational activities, employment, career and financial advice (full list in Table 1).

All students at UQ, with the exception of a small number of exempt students, pay this fee, generating approximately \$12.0 to \$13.5 million per year. As outlined in the Higher Education Support (Student Services, Amenities, Representation and Advocacy) Guidelines 2022, universities are required to consult with all enrolled students, student representatives and major student organisations recognised by UQ regarding the specific uses of SSAF.

The 2022 SSAF Survey employed a different questionnaire from previous iterations. The survey was administered online via Checkbox, a UQ-licensed survey system in Semester 1, 2022 (during April-May 2022). This report provides the university-level analysis of the 2022 SSAF Survey responses.

A mixed-methods methodology was used to undertake the analysis for this report. Standard descriptive statistics and exploratory data analyses were completed for the quantitative data. Open-ended comments were analysed manually and grouped into themes.

Please note that, as the 2022 SSAF survey instrument was re-designed, no item-by-item comparison of 2022 and 2021 survey data is included in this report.

2.1 Survey aims

The SSAF Survey is an opportunity for students to provide feedback about how SSAF revenue should be spent.

The 2022 SSAF survey aimed to:

- Examine the 2022 students' perceptions on the importance of SSAF services.
- Identify similarities and differences between students' perception of SSAF services for future planning and improvements.

Table 1- Legislated services - full descriptions and abbreviated names

Full-service description	Short name
1. Providing food or drinks	Food & drink
2. Supporting sporting or other recreational activities	Sport & recreation
3. Supporting the administration of clubs and societies	Clubs & societies
4. Providing legal services	Legal
5. Promoting student health and welfare	Health & welfare
6. Childcare	Childcare
7. Helping students secure accommodation	Accommodation
8. Helping students obtain employment or advice about careers	Careers
9. Helping students with their financial affairs	Financial
10. Helping students obtain insurance against personal accidents	Insurance
11. Providing libraries and reading rooms (other than those provided for academic purposes)	Libraries & reading rooms
12. Supporting students' artistic activities	Art
13. Supporting students to create and share media (print, audio, or video content)	Media

Full-service description	Short name
14. Helping students to develop study skills that are not offered as part of the students' enrolled courses	Study skills
15. Helping students to understand the University's rules and policies	Understand rules
16. Supporting student debating groups	Debating
17. Advocating or championing students' interests in matters related to the University's rules and policies	Advocate
18. Providing information to help students with orientation	Orientation
19. Helping to meet the specific needs of overseas students relating to their welfare, accommodation, and employment	International

2.2 Respondent profiles

In total, **45,022 students** enrolled in Semester 1, 2022 were surveyed as a census rather than a stratified random sampling. A student list was extracted from the Current Students Universe in the UQ Reportal and was used to setup broadcasting (bulk-mailing) in the Customer Relation Management (CRM) system.

Within the three-week survey period, 3,098 responses were submitted with a small increase of respondents (4.3%) compared to 2021. One response was removed from the survey data analysis as the particular respondent had withdrawn from the University and no matched key demographic information for the respondent was identified in SI-net after the data collection. Minor changes in the survey population were not significant enough to change reportable percentages (see Table 2). Consequently, no further amendments were made. The total responses (3,097) in the 2022 SSAF Survey yielded a 6.9% response rate, a small rise (0.9%) from the previous iteration in 2021.

A UQ Reportal enrolment report extracted 21 April 2022 was used to test whether survey responses were accurate representations of the student population. Representativeness of responses by Commencement indicator, Age bracket, Gender, Domestic/International Indicator, Program level, Faculty, Base-campus and Delivery mode are summarised in Table 2 below. Please note the population number (Pop.) on the third column of the Table 2 does not include students enrolled in Research Quarters (7205, 7225, 7245) and Trimester 2 (7230). When the survey closed, 38 survey respondents who completed surveys were not in the original population count. In this small cohort, 37 students could be matched with their student records in SI-net, and their responses were kept in the 2022 SSAF survey dataset.

Table 2 – Representativeness of responses by Commencement indicator, Age, Gender, Domestic/International Indicator, Program Level, Faculty, Campus and Delivery mode

Variable	Strata	2022 SSAF				
		N		%		% diff
		Pop. *	Resp.	Pop.	Resp.	
Commencement indicator	Commencing	13007	1329	28.89	42.91	14.02
	Continuing	32015	1768	71.11	57.09	-14.02
Age bracket	Under 20 years	8997	968	19.98	31.26	11.27
	20-29 years	32182	1906	71.48	61.54	-9.94
	30-39 years	2574	164	5.72	5.30	-0.42
	40 and older	1269	59	2.82	1.91	-0.91
Gender	Female	24710	1964	54.88	63.42	8.53
	Male	20188	1114	44.84	35.97	-8.87
	Other / unknown	124	19	0.28	0.61	0.34
Domestic/ International Indicator	Domestic	29650	1896	65.86	61.22	-4.64
	International	15372	1201	34.14	38.78	4.64
Program level	Undergraduate	31464	2230	69.89	72.05	2.17
	Postgraduate Coursework	13004	807	28.88	26.07	-2.81

Variable	Strata	2022 SSAF				
		N		%		% diff
		Pop. *	Resp.	Pop.	Resp.	
	Postgraduate Research	57	37	0.13	1.20	1.07
	Non-Award	497	21	1.10	0.68	-0.43
Program Owner Description	Business, Economics & Law	11463	607	23.30	18.99	-4.31
	Engineering, Architecture, Engineering & Information Technology	11463	607	23.30	18.99	-4.31
	Health & Behavioural Sciences	7454	430	15.15	13.45	-1.70
	Humanities and Social Sciences	7552	550	15.35	17.21	1.86
	Medicine	3830	274	7.79	8.57	0.79
	Science	7111	674	14.46	21.09	6.63
	The University of Queensland	263	17	0.53	0.53	0.00
	UQ Graduate School	55	37	0.11	1.16	1.05
Campus	Gatton	1819	145	4.04	4.68	0.64
	Herston	2774	168	6.16	5.42	-0.74
	St Lucia	40428	2784	89.80	89.89	0.10
Instruction mode	External	20050	384	44.53	12.40	-32.13
	Flexible Delivery	451	0	1.00	0.00	-1.00
	Intensive	83	0	0.18	0.00	-0.18
	Internal	24292	2138	53.96	69.03	15.08
	Web Based	84	0	0.19	0.00	-0.19
	Weekend	58	0	0.13	0.00	-0.13
	Work Experience	4	0	0.01	0.00	-0.01
	Multi-mode	0	575	0.00	18.57	18.57

*No. of Pop. is the count of participants exported from the Student Universe in UQ's Reportal, and it is not the true value of students enrolled headcounts in Semester 1, 2022.

The results of the survey suggest a pattern in terms of over- and under-representation of student voices based on their enrolment information and demographic attributes. The results in Table 2 show:

- Commencing respondents are moderately over-representative.

There were moderate deviations from -14.0 percentage points for Continuing respondents to a maximum of 14.0 percentage points for Commencing respondents in 2022, whereas this deviation was only 8.9 percentage points in 2021.

- Under 20 years age bracket respondents are moderately over representative.

Similarly, there were small deviations at a minimum of -9.9 percentage points for Age bracket (20-29 years) to a maximum of 11.3 percentage points for Under 20 years age bracket. The deviations for Age brackets of 30-39 years and 40 and older were minor.

- Female respondents are over representative.

Small deviations for Male respondents a minimum of -8.9 percentage points to a maximum of 8.5 percentage points for Female respondents in 2022.

- Multi-mode and internal respondents are over-representative.

A significant deviation from -32.1 percentage points for External respondents to a maximum of 18.6 percentage points for respondents enrolled in Multi-mode and 15.1 percentage points for those enrolled in Internal mode in year of 2022.

Overall, Commencing, Under 20 years, Female, International, Undergraduate, Science students enrolled in Multi-mode and Internal mode were over-represented (highly engaged with the survey) while Continuing, 20-

29 years, Male, Domestic, Postgraduate coursework, Business, Economics and Law or Engineering, Architecture, & Information Technology external student voices were under-represented at the UQ level of aggregation in the 2022 SSAF survey.

2.3 Importance of SSAF services

Questions 1 and 2 of the 2022 SSAF survey asked students to rate the importance of SSAF-funded services and select “particularly important” (sub-categories) services under each SSAF service type.

In Question 1, a duo five-point Likert scale was employed to rate personal importance (“the importance of each service type to you personally regardless if you are currently using it”) and community importance (“how important you think the service type is for the wider student community in general”). Descriptive analysis and t-tests were conducted in the preliminary analysis phase. **Mean values** of Personal and Community importance of SSAF service types are displayed in Figure 1 below. The difference of mean scores between “Personal” and “Community” importance for each category of SSAF services is statistically significant ($p < .001$). Medium differences were presented in most categories with two exceptions. The ‘Library and reading rooms’ category received a small difference, whereas ‘Childcare’ rated a large difference. Given the statistically significant differences, it is recommended ratings of personal and community importance be considered as two separate scales, rather than aggregating them together.

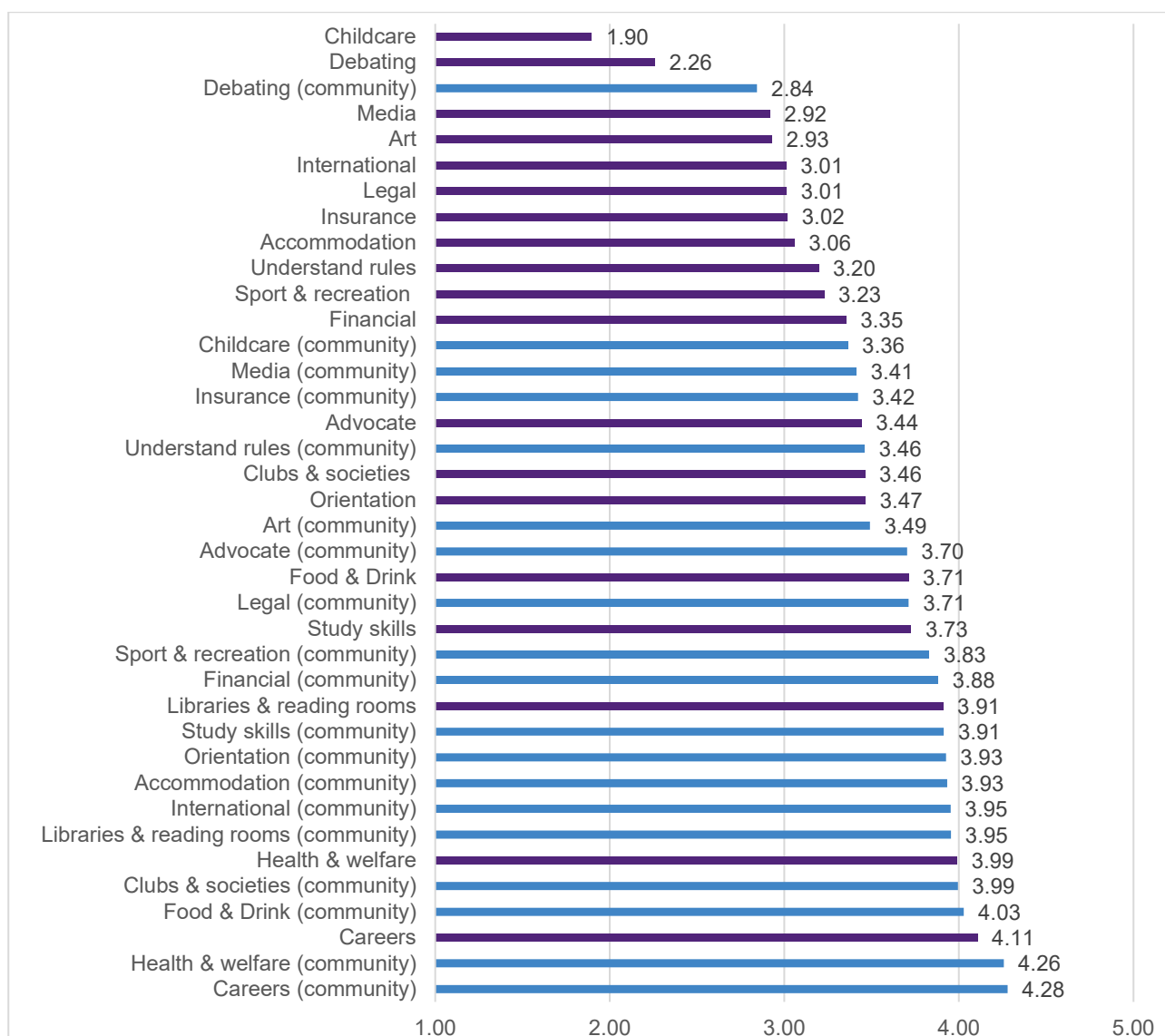


Figure 1 - Mean values of Personal and Community Importance of Service Types (Purple = Personal, Blue = Community)

In parallel with importance ratings of previous iterations of the survey (2021, 2019), the ratings of personal and community importance by **Median and Mode** values are summarised in Table 3. Careers and Health & welfare are rated as “Most important” service types at personal and community levels, which is consistent with the previous two iterations, and Orientation, Food & drink, Study skills, Libraries & reading rooms are rated “Important” service types. While Health & welfare is rated “Most important” by respondents, it is worth noting responses to Childcare were grouped together with Health & welfare in the previous (survey) data groups. When separating these two categories, Health & welfare is rated as more important than Childcare at both personal (“least important”) and community (“neutral”) levels. The Median and Mode values-based analyses are consistent with mean scores based preliminary analyses. In Table 3, when both Median and Mode scores reached “Most Important”, the cells are shaded in lighter red colour, whereas when either Median or Mode scores reached “Important”, the cells are shaded in light orange colour. The colour-shared cells highlight service types that should be prioritised for SSAF funding.

Table 3 - Importance ratings of SSAF service types (Median, Mode)

Funded services (Total N ₂₀₂₂ = 3,097 Total N ₂₀₂₁ = 2,968 Total N ₂₀₁₉ = 3,121)	Importance			
	Median (Mode)			
	2022		2021	2019
	Personal	Community		
Food & drinks	Important (Most important)	Important (Most important)	Important (Important)	Important (Most important)
Sporting & recreation	Neutral (Neutral)	Important (Important)	Important (Important)	Important (Important)
Clubs & societies	Neutral (Neutral)	Important (Most important)	Important (Important)	Important (Important)
Legal	Neutral (Neutral)	Important (Neutral)	Important (Important)	Important (Important)
Health & welfare	Important (Most important)	Most important (Most important)	Most important (Most important)	Most important (Most important)
Childcare	Least important (Least important)	Neutral (Neutral)		
Accommodation	Neutral (Most important)	Important (Most important)	Important (Important)	Important (Most important)
Careers	Most important (Most important)	Most important (Most important)	Most important (Most important)	Important (Most important)
Financial	Neutral (Neutral)	Important (Most important)	Important (Important)	Important (Important)
Insurance	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)
Libraries & reading rooms	Important (Most important)	Important (Most important)	Important (Most important)	Important (Most important)
Art	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)
Media	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)
Study skills	Important (Most important)	Important (Most important)	Important (Important)	Important (Important)
Understand rules	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)	Neutral (Important)
Debating	Less important (Least important)	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)
Advocate	Neutral (Neutral)	Important (Neutral)	Important (Important)	Important (Important)
Orientation	Important (Neutral)	Important (Most important)	Important (Important)	Important (Important)
International	Neutral (Least important)	Important (Most important)	Important (Most important)	Important (Most important)

2.3.1 Q1 Distribution of personal/community importance of SSAF-funded service types

To identify SSAF-funded service priorities, Figures 1 and 2 below display the distribution of personal and community importance of the main service types across the university. SSAF service types on the Y-axis are ordered according to the number of responses as “Most Important”.

The distribution of Q1 Personal importance (Figure 1) shows that Careers (Helping students obtain employment or advice about careers) is the top service that 50.8% of survey respondents considered “Most Important” (n=1,572). Library & reading rooms (n=1,298; 41.9%) was the second “Most Important” service type at the personal level, overtaking health & welfare (n=1,294; 41.8%) from the 2021 survey.

It is worth noting, International (Assistance for the specific needs of overseas students) in the personal importance rating. While the Median and Mode values placed International as “Neutral” and “Least Important” (Table 3), the distribution of personal importance raised the ranking of International to the 6th

“Most Important” service type. In total, 884 students (28.5% of survey respondents) rated International as “Most Important” which is greater than Orientation, Financial and Accommodation.

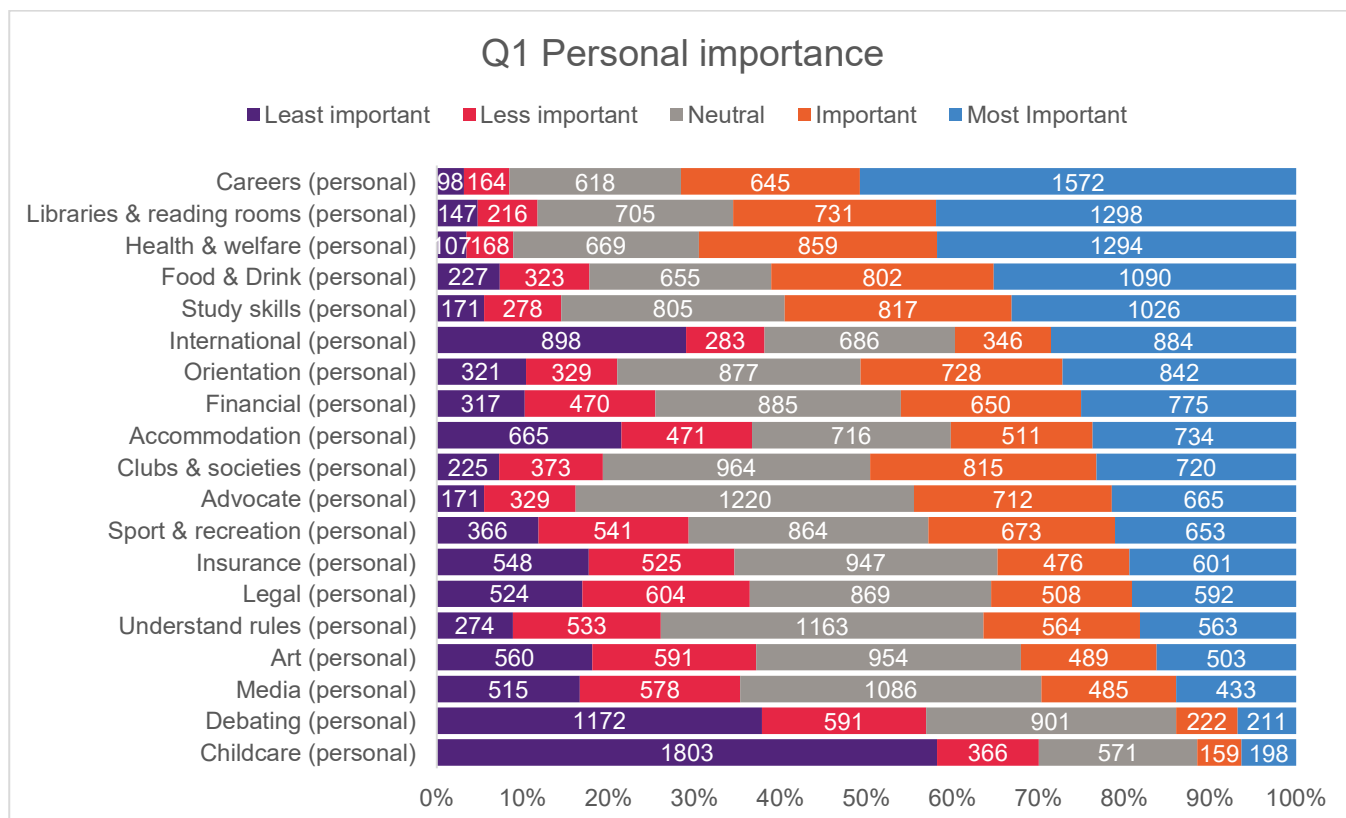


Figure 2 - Distribution of personal importance of SSAF service types

2.3.2 Q1 Distribution of community importance of SSAF-funded service types

In relation to the distribution of community importance, Careers (Helping students obtain employment or advice about careers), Health & welfare, and Libraries & reading rooms were rated as the top three “Most Important” service types. International (Assistance for the specific needs of overseas students) became the 4th “most important” SSAF-funded service type. In total, 39.8% of respondents (n=1,233) rated “Assistance for the specific needs of overseas students” as “Most Important” to the wider student community in general. Following International, in sequence, Food & Drink, Orientation, Accommodation, Clubs & societies, Study skills and Financial made up the top 10 “Most Important” service types to the wider student community.

Q1 Community importance

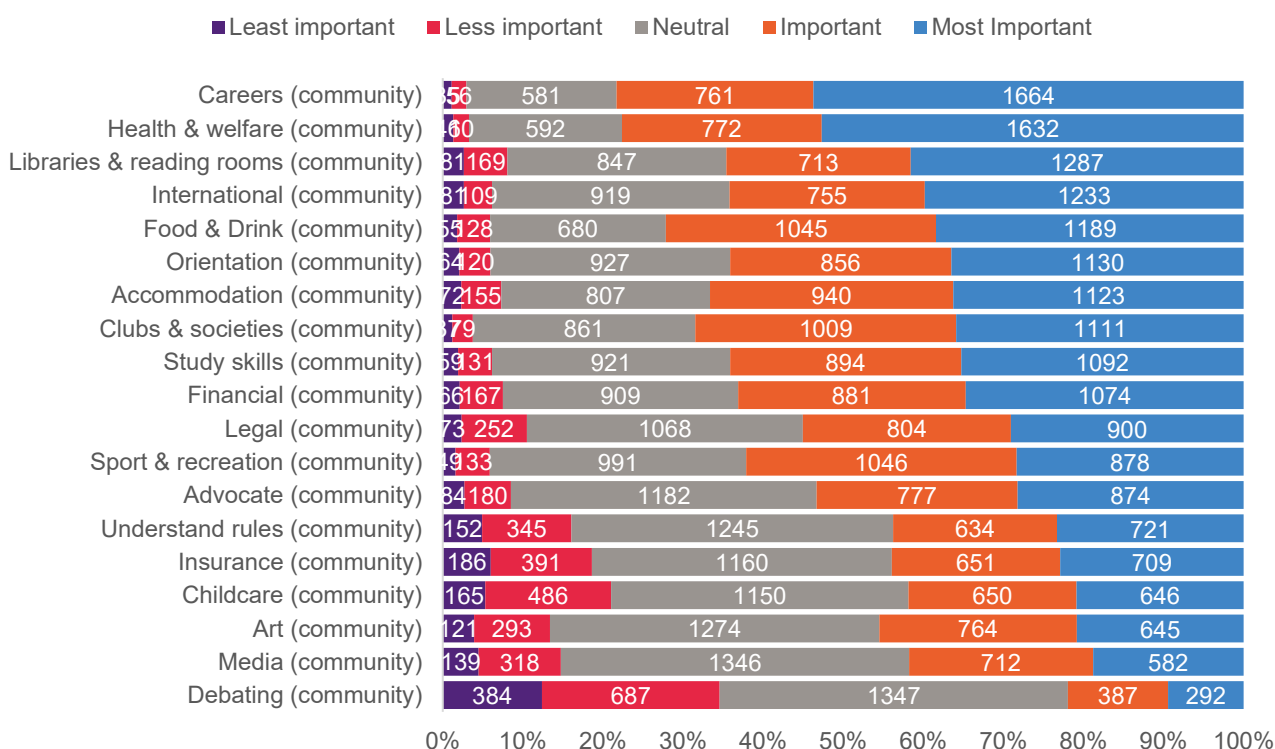


Figure 3 - Distribution of community importance of SSAF service types

Appendix C displays percentage of importance rating (personal and community) of SSAF-funded service types by selected student demographics.

2.3.3 Q2 “Particularly important” services of each SSAF-funded service type

Question 2 of the SSAF survey was designed as a conditioned question. When a survey respondent selected “Important” or “Most Important” in the personal importance scale (Q1) for a SSAF service type, Question 2 was activated and asked students to select particularly important “sub-categories” of services. As summarised in 1.3.2, there were a range of sub-categories of services which were selected as “particularly important”. To highlight the services that were considered “particularly important” by a significant proportion of respondents, 20% was used as a threshold.

- In Sporting & recreation (n=2799), Social sports (39%) and Gym membership (30%).
- In Childcare (n=500), Subsidised day care (53%) is slightly higher than More on-campus childcare places (46%).
- In Accommodation (n=3962), Affordable rental accommodation (27%) and Finding accommodation (24%).
- In Career (n=5183), Careers advice before graduating (38%) and Careers advice at the start/during study (34%).
- In Library & reading rooms (n=6521): Connectivity (wifi) 27% and Access to power points for laptops/phone charging (26%) were relatively more “important” than Informal learning spaces (20%).
- In Arts (n=2588): Casual art events (28%) and Art exhibitions (26%).
- In Media (n=2177), Digital (30%) and Print (29%).
- In Study skills (n=5823): Providing access to online resources on time management, referencing, taking notes and exam revision (23%) and Subsidising classes on time management, referencing, taking notes and exam revision (21%).

- In International (4022), Free visa/migration advice (24%), Your rights at work for internationals (24%) and Encouraging sense of belonging (21%).

Under Food & drink (n=9975), Health & welfare (n=8231), Club & societies (n=7857), Legal (n=4657), Financial advice for students (4090), Debating (1159), Understanding rules (n=1979); Advocate (n=2961); Orientation (n=5617), no subcategory of services selected as “particularly important” met the threshold of 20%.

Please note the number reported in brackets is a total count of total responses of all subcategories of services for each SSAF service types. As students could select multiple subcategories, the total count of responses is greater than the sum of “important” and “most important” reported in 2.3.1. While we developed the analysis for Question 2, it occurred to us that some “sub-categories” of services might have overlapped meaning. For example, in Food & drink, “Cheap (healthy or not) food drinks” might cover “Cheap staple food and household items” and “Cheap tea/coffee/hot chocolate machines” as well. It might have led students to select sub-categories of services multiple times leading to the proportion of each sub-category of services being more equally weighted in the results.

The full analysis of Question 2 is attached in Appendix B

2.4 Q3 Free-text comments

As noted in section 1.3.3, 262 students provided comments for part 2 of Question 3 which asked: What other services can SSAF provide to enhance your sense of belonging within the UQ community?

The 262 comments were read individually and grouped into themes. Thirteen common themes with 10 or more similar comments shown in Table 4 emerged including food, services, counselling, and community building. Within each theme, the most frequent topics were identified. Students also chose to raise matters unrelated to the 19 SSAF services but associated with a sense of belonging such as the cleaning, repair and maintenance of bathrooms, SSAF governance and value for external students

The main themes with sample comments are shown in Appendix D.

Table 4 - Common Themes with 10 or more similar comments

Main Theme	Total Comments	Most Frequent topics
Food	36	<ul style="list-style-type: none"> a. Better quality b. More free food c. More vegan, gluten/lactose free, healthy, halal options d. Options for people with allergies e. More Gatton options f. Open in evenings (close later), weekends
Services	30	<ul style="list-style-type: none"> a. Invest more on services (sports, networking within fields of study, financial, legal, study, mental health support), not social activities b. Better promotion so students know what is available c. Free to reduce financial pressures
Sport	18	<ul style="list-style-type: none"> a. Discount, reduce/eliminate gym membership fee b. Sport, social sport and facilities should be free c. Fund a larger gym d. More interactive sporting events
External Students	17	<ul style="list-style-type: none"> a. Do not charge external students SSAF b. No SSAF benefits or little benefit/value c. More service/support including first year externals d. More online sessions/resources
Counselling	16	<ul style="list-style-type: none"> a. More services, including Gatton
UQU	14	<ul style="list-style-type: none"> a. More, 100% of funding
Satellite Campuses	13	<ul style="list-style-type: none"> a. Improve support/services
Community building	13	<ul style="list-style-type: none"> a. More extra-curricular events to make friends b. More (diverse) arts, culture, art, exhibitions, orchestras c. More cross program/faculty mixers b. Improving advertising of events
Learning Spaces	12	<ul style="list-style-type: none"> c. Improve d. Invest in staff not infrastructure e. Provide more, inside and out, individual and group, quiet
Clubs and Societies	11	<ul style="list-style-type: none"> a. More funding/support
Employability	10	<ul style="list-style-type: none"> a. Better connections with industry b. More internships/opportunities for international students c. More career advice (including for mature students) d. Improve placement and exchange support
Bathrooms	10	<ul style="list-style-type: none"> a. Improve (cleaning) b. Repair broken parts
Governance	10	<ul style="list-style-type: none"> a. Publish information on funding, providers b. Greater transparency of where/how money spent c. Improve student input

3. Limitations of 2022 SSAF survey/Lessons learnt

While surveys have been the standard institutional approach to the collection of SSAF data, some generic limitations associated with cross-sectional survey design exist. Firstly, cross-sectional survey design is

unable to provide any evidence to establish possible causal links. In other words, cross-sectional surveys can provide “what it is/was” but cannot explain “what caused it”. 2022 SSAF survey data was analysed by students’ demographics, but these disaggregated analyses do not provide evidence to explain the reason for the importance rating at personal and community levels. Focus groups would be complementary to the survey and the combination of both components would constitute a mixed method design.

Secondly, students’ rating of importance this year and of their experience previously are bound with point-based Likert scale measurement. As a mitigation strategy, the 2022 SSAF survey included one open-ended question (Q3: What other services can SSAF provide to enhance your sense of belonging within the UQ community). This enabled the identification of service types which are “important” but outside the remit of SSAF funded services.

Thirdly, potential survey fatigue imposes additional limitations. The SSAF survey has become one of several important survey instruments targeting the whole UQ student population. To minimise survey fatigue, UQ may consider adopting a survey schedule at the institutional level. Another practical way to manage student survey fatigue may be to consider and apply a sampling strategy in future SSAF survey iterations.

For the 2022 SSAF survey iteration, the full list of enrolled students was exported from the Student Universe (UQ’s Reportal). However, this method needs to be re-assessed and checked to ensure that the true post-Census student population is included in the survey. If a certain random sampling procedure is considered more appropriate, statistical sampling test strategies need to be in place to demonstrate the statistical power of the sample size.

As addressed, some sub-categories of services overlapped in Question 2 of 2022 SSAF survey. Further refinement and clarifications are needed to improve the accuracy for respondents to identify which services are “particularly important”.

4. Conclusions

Survey responses for Question 1 where students were asked to indicate the importance of services for them personally and from a community perspective were analysed using mean, median and mode values and a count of relative importance.

For all values, Careers (Helping students obtain employment or advice about careers) rated highest, clearly indicating this service is a priority for students.

Other services rated highly include Health and welfare, Food and drink, Library and reading rooms.

Media and Debating are two of the lowest rated services.

Although only 262 out of 3,098 respondents provided free-text comments, students were most vocal about food and drink, services and sport. Students also took the opportunity to comment on non-SSAF related services but ones which related to the sense of belonging such as satellite campuses, bathrooms and issues for external students.

Appendices

A. 2022 SSAF Questionnaire

(screen shots from Checkbox)



Student Services and Amenities Fee (SSAF) Survey 2022

This survey will ask you to consider the importance of various SSAF related services. You will be asked to indicate how important each service is to you personally, as well as how important you think each service is to the wider student community. Your responses will help inform SSAF service providers about which services are most important to students, and in turn may influence how SSAF funding at UQ is allocated in accordance with national [Student Services, Amenities, Representation and Advocacy Guidelines](#).

We expect this survey will take around 5 minutes to complete. We recommend you use a desktop computer to maximise the quality of the survey's display.

This survey is confidential. This means your identity is known by the University Survey Administrators, but is managed confidentially. Your name will not be linked to your reported responses.

In accordance with [NHMRC guidelines](#), completion of this survey will be considered consent for us to record your individual identifying information. If you proceed to the survey questions, you may opt-out at any time in future. Should you choose to opt-out at a later date, if you advise us in writing (email to evaluations@uq.edu.au) that you would like to opt-out, we will permanently delete your response and login information.

To proceed, please click the next button.

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Please consider the following SSAF service types.

Please firstly indicate the importance of each service type to you personally, regardless if you are currently using it, and secondly indicate how important you think the service type is for the wider student community in general. When indicating importance, 1 = least important and 5 = most important.

	Important for me (1=least, 5=most)	Important for the student community (1=least, 5=most)
1a. Providing food or drinks to UQ students	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
1b. Supporting sporting or other recreational student activities	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
1c. Supporting UQ student clubs and societies	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
1d. Child care services	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
1e. Providing legal services to students	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
1f. Promoting student health and welfare	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
1g. Helping students secure accommodation	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
1h. Helping students obtain employment or advice on careers	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
1i. Helping students with their financial affairs	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
1j. Helping students obtain insurance against personal accidents	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>

1k. Supporting student debating groups	1	5	1	5
1l. Providing libraries and reading rooms (other than those provided for academic purposes)	1	5	1	5
1m. Supporting students' artistic activities	1	5	1	5
1n. Supporting students to create and share media (print, audio, video content)	1	5	1	5
1o. Helping students to develop study skills, which are not offered as part of the courses students are enrolled in	1	5	1	5
1p. Helping students to understand the University's rules and policies	1	5	1	5
1q. Advocating for students' interests on matters related to the University's rules and policies	1	5	1	5
1r. Providing information to help students with orientation (e.g., O-week)	1	5	1	5
1s. Helping to meet the specific needs of overseas students relating to their welfare, accommodation and employment	1	5	1	5

Next



2a. When thinking about 'Food or drinks on campus', which of the following are particularly important to you?

Please select all that apply

- ☐ Free breakfasts
- ☐ Free evening meals
- ☐ Free snacks during SWOTVAC/exams
- ☐ Free frozen meals
- ☐ Free fresh fruit and vegetables
- ☐ Cheap healthy food and drink options
- ☐ Cheap (healthy or not) food and drink options
- ☐ Cheap tea/coffee/hot chocolate machines
- ☐ Cheap staple food and household items
- ☐ Other:

2b. When thinking about 'Sporting or other recreational student activities', which of the following are particularly important to you?

Please select all that apply

- ☐ Social sport
- ☐ Competitive sport
- ☐ Gym memberships
- ☐ Venue hire
- ☐ Other:

2c. When thinking about 'UQ student clubs and societies', which of the following are particularly important to you?

Please select all that apply

- ☐ Fun events
- ☐ Networking opportunities
- ☐ Sense of belonging
- ☐ Opportunities for relaxation
- ☐ Opportunities for adventure
- ☐ Trying out new things
- ☐ Making friends
- ☐ Learning about sponsorships, managing budgets and organising events
- ☐ Activism
- ☐ Other:

2d. When thinking about 'Care services for children of students', which of the following are particularly important to you?

Please select all that apply

- ☐ Subsidised daycare
- ☐ More on-campus childcare places
- ☐ Other:

2e. When thinking about 'Legal services to students', which of the following are particularly important to you?

Please select all that apply

- ☐ Motor vehicle accidents
- ☐ Rental and tenancy disputes
- ☐ Intellectual property disputes
- ☐ Your rights at work
- ☐ Consumer complaints
- ☐ Family disputes
- ☐ Criminal and civil disputes
- ☐ Appeals to the Ombudsman
- ☐ Visa and migration assistance
- ☐ Other:

2f. When thinking about 'Student health or welfare', which of the following are particularly important to you?

Please select all that apply

- ☐ Chill out events
- ☐ Counselling
- ☐ Social welfare services
- ☐ Bullying prevention
- ☐ Mental health workshops
- ☐ Anxiety/stress management workshops
- ☐ Addiction assistance
- ☐ Other:

2g. When thinking about 'Accommodation assistance for students', which of the following are particularly important to you?

Please select all that apply

- ☐ Finding accommodation
- ☐ Affordable rental accommodation
- ☐ Accommodation advice
- ☐ Emergency accommodation
- ☐ Accommodation disputes
- ☐ Other:

2h. When thinking about 'Advice on careers and finding employment', which of the following are particularly important to you?

Please select all that apply

- ☐ Careers advice at the start/during study
- ☐ Careers advice before graduating
- ☐ Part-time/casual employment while studying (not career related)
- ☐ Other:

2i. When thinking about 'Financial advice for students', which of the following are particularly important to you?

Please select all that apply

- ☐ Centrelink advice/support
- ☐ Financial aid (needs assessed - relative to other students' situations)
- ☐ Financial aid (temporary hardship)
- ☐ Financial planning assistance
- ☐ Getting out of financial trouble
- ☐ Other:

2j. When thinking about 'Obtainment of insurance against personal accidents', which of the following are particularly important to you?

Please select all that apply

- ☐ A university insurance advisor
- ☐ Other:

2k. When thinking about 'Student debating groups', which of the following are particularly important to you?

Please select all that apply

- ☐ Within faculties/schools
- ☐ Between faculties/schools (e.g. BEL vs. HABS)
- ☐ Across faculties/schools (i.e. mix of students from different faculties/schools in one team)
- ☐ Debating workshops and mentoring
- ☐ Competitive debating
- ☐ Other:

2l. When thinking about 'Libraries and reading rooms' which of the following are particularly important to you?

Please select all that apply

- ☐ Access-controlled 24-hour rooms
- ☐ Informal learning spaces
- ☐ Connectivity (wi-fi)
- ☐ Access to power points for laptop/phone charging
- ☐ Other:

2m. When thinking about 'Students' artistic activities' which of the following are particularly important to you?

Please select all that apply

- ☐ Art workshops
- ☐ Art exhibitions
- ☐ Casual art events
- ☐ Experimentation studio
- ☐ Other:

2n. When thinking about 'Students created and shared media' which of the following are particularly important to you?

Please select all that apply

- ☐ Print
- ☐ Audio
- ☐ Digital
- ☐ Students mentoring students
- ☐ Other:

2o. When thinking about 'Study skill development' which of the following are particularly important to you?

Please select all that apply

- ☐ Subsidising classes on how to write essays
- ☐ Subsidising classes on time management, referencing, taking notes and exam revision
- ☐ Providing access to online resources on time management, referencing, taking notes and exam revision
- ☐ Individual staff-student consultation about generic study issues and skills
- ☐ Study skills workshops
- ☐ Other:

2p. When thinking about 'Understanding rules and policies of the University' which of the following are particularly important to you?

Please select all that apply

- ☐ Advisors independent from schools and faculties
- ☐ Policy clarification workshops
- ☐ Just-in-time assistance by experienced and independent advisors
- ☐ Other:

2q. When thinking about 'Advocacy for students' interests in matters arising under the University's rules and policies' which of the following are particularly important to you?

Please select all that apply

- ☐ Independent assistance with submitting appeals and grievances
- ☐ Helping students interpret policies and understand the choices available to them
- ☐ Identification of possible problems with policies/processes
- ☐ Other:

2r. When thinking about 'Information to help students with orientation (e.g., O-week)' which of the following are particularly important to you?

Please select all that apply

- ☐ Access to a website with orientation information
- ☐ University-wide orientation welcome events/parties
- ☐ Orientation information packs/bags
- ☐ Clubs and societies orientation events
- ☐ Faculty-led orientation events
- ☐ Other:

2s. When thinking about 'Assistance for the specific needs of overseas students' which of the following are particularly important to you?

Please select all that apply

- ☐ Free visa/migration advice
- ☐ Homestay advice
- ☐ Your rights at work for internationals
- ☐ Encouraging sense of belonging
- ☐ Integration advice
- ☐ Other:

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Do you have any other comment about how your SSAF should be spent?

- ☐ Yes
- ☐ No

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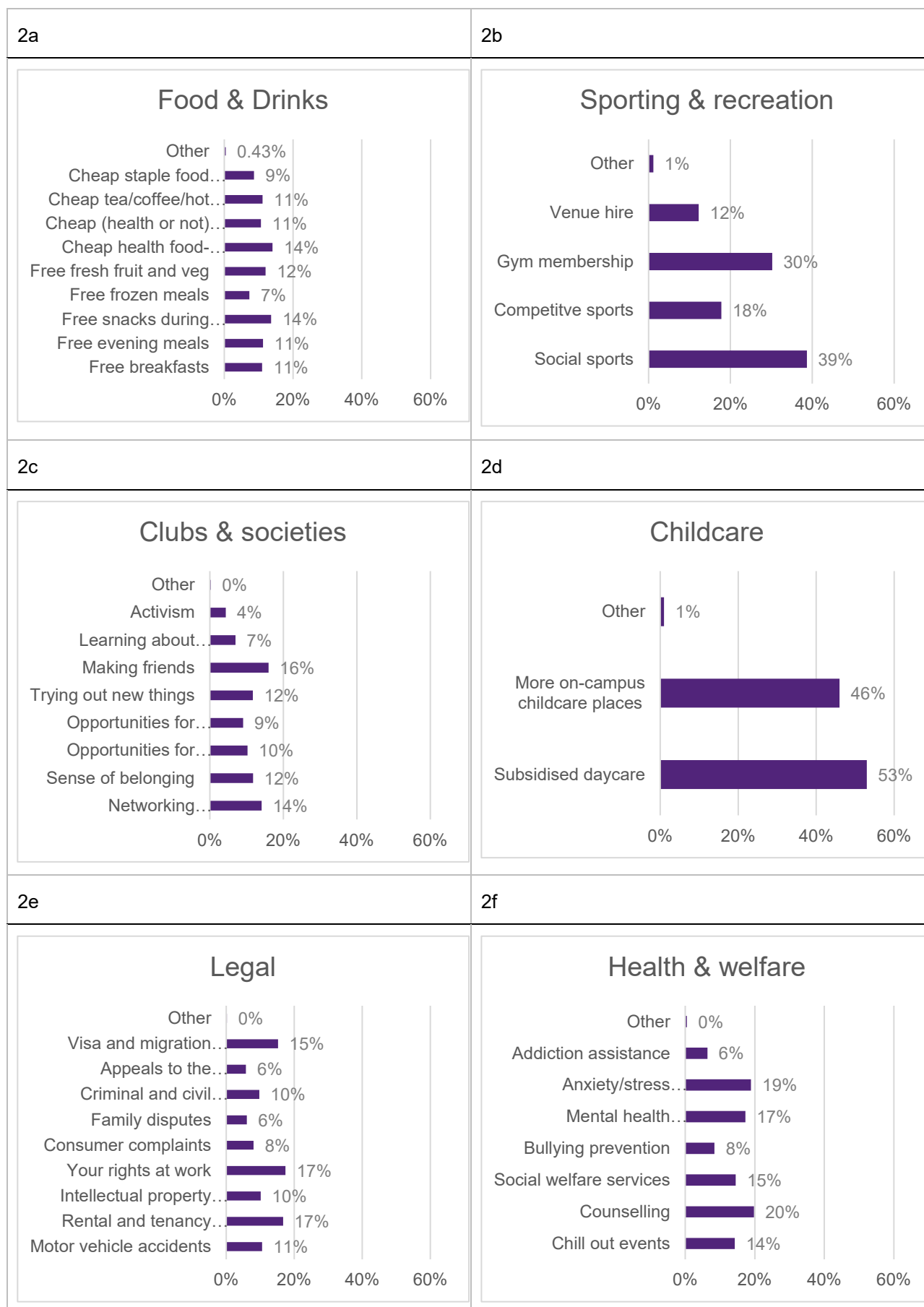
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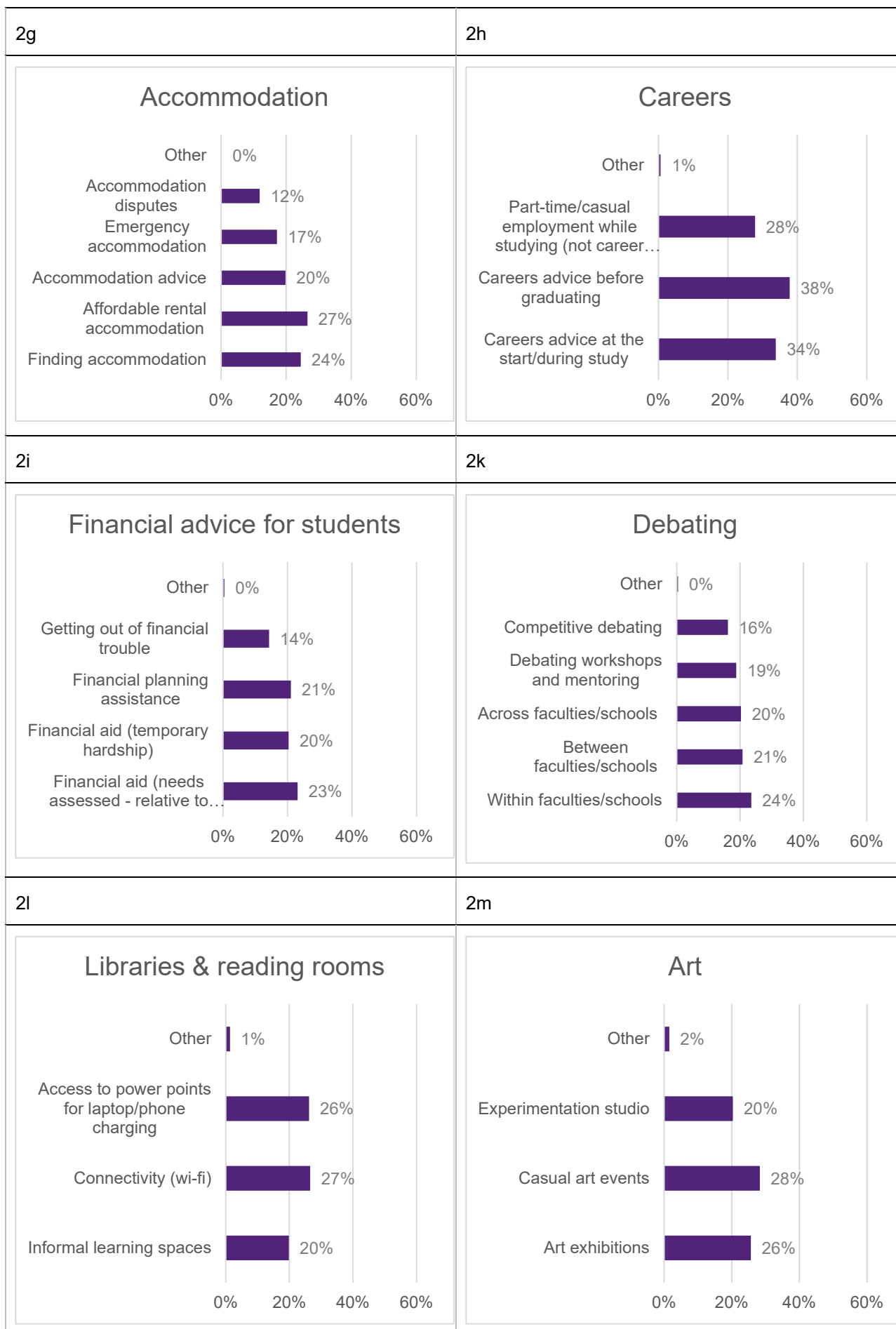
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B. “Particularly important” services of SSAF-funded service types

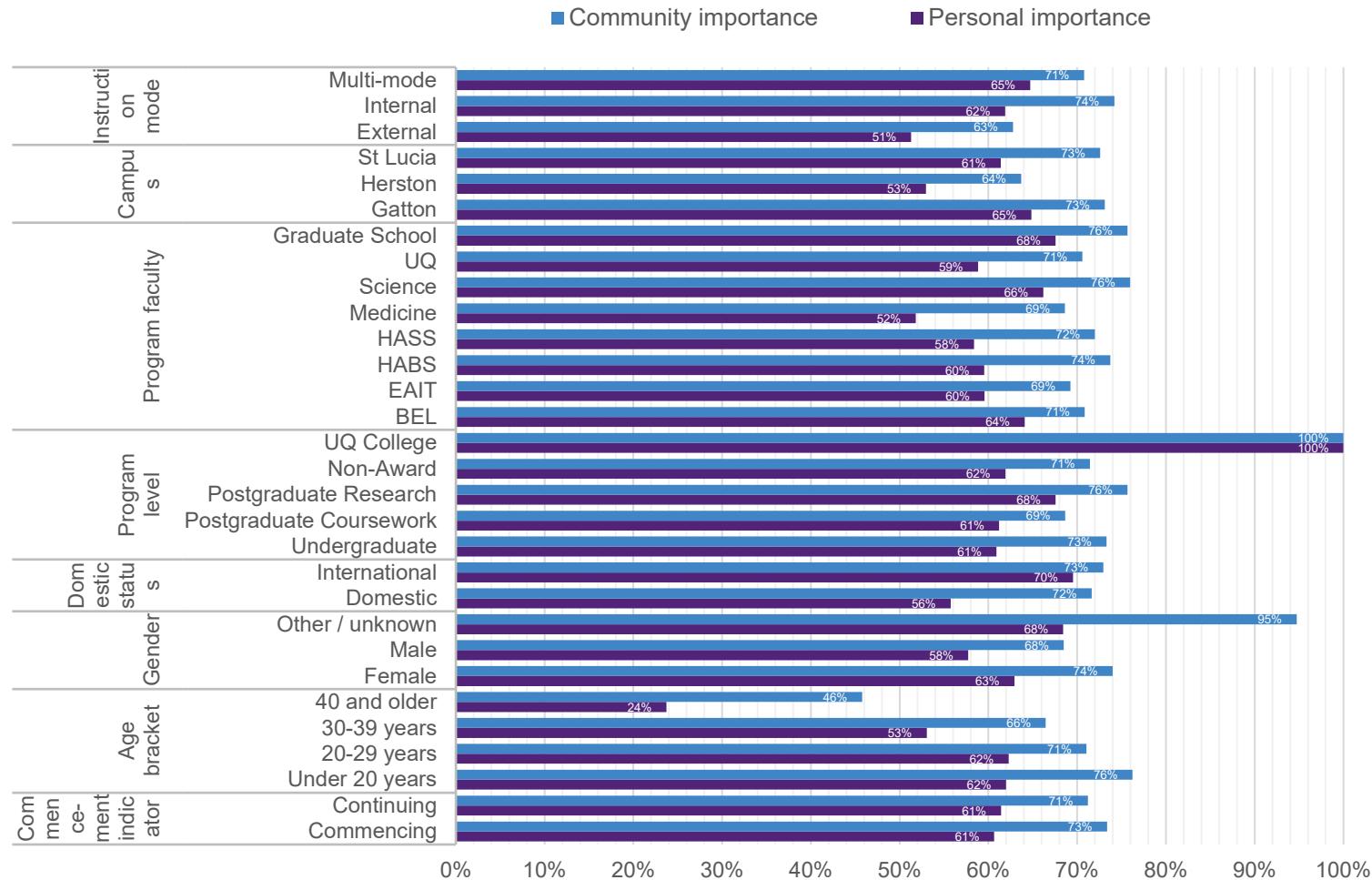




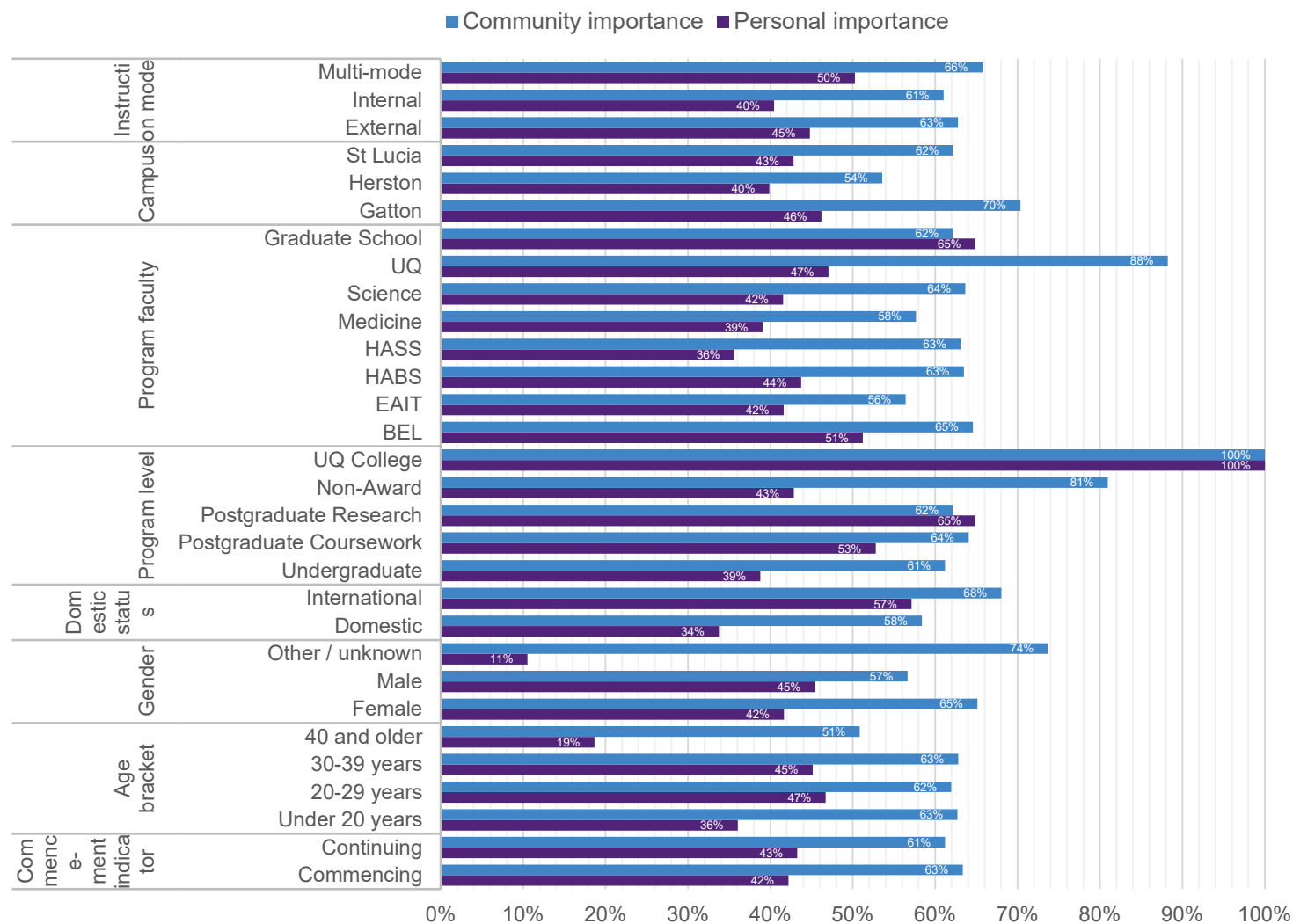
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C. Percentage of importance rating (personal and community) of SSAF-funded service types

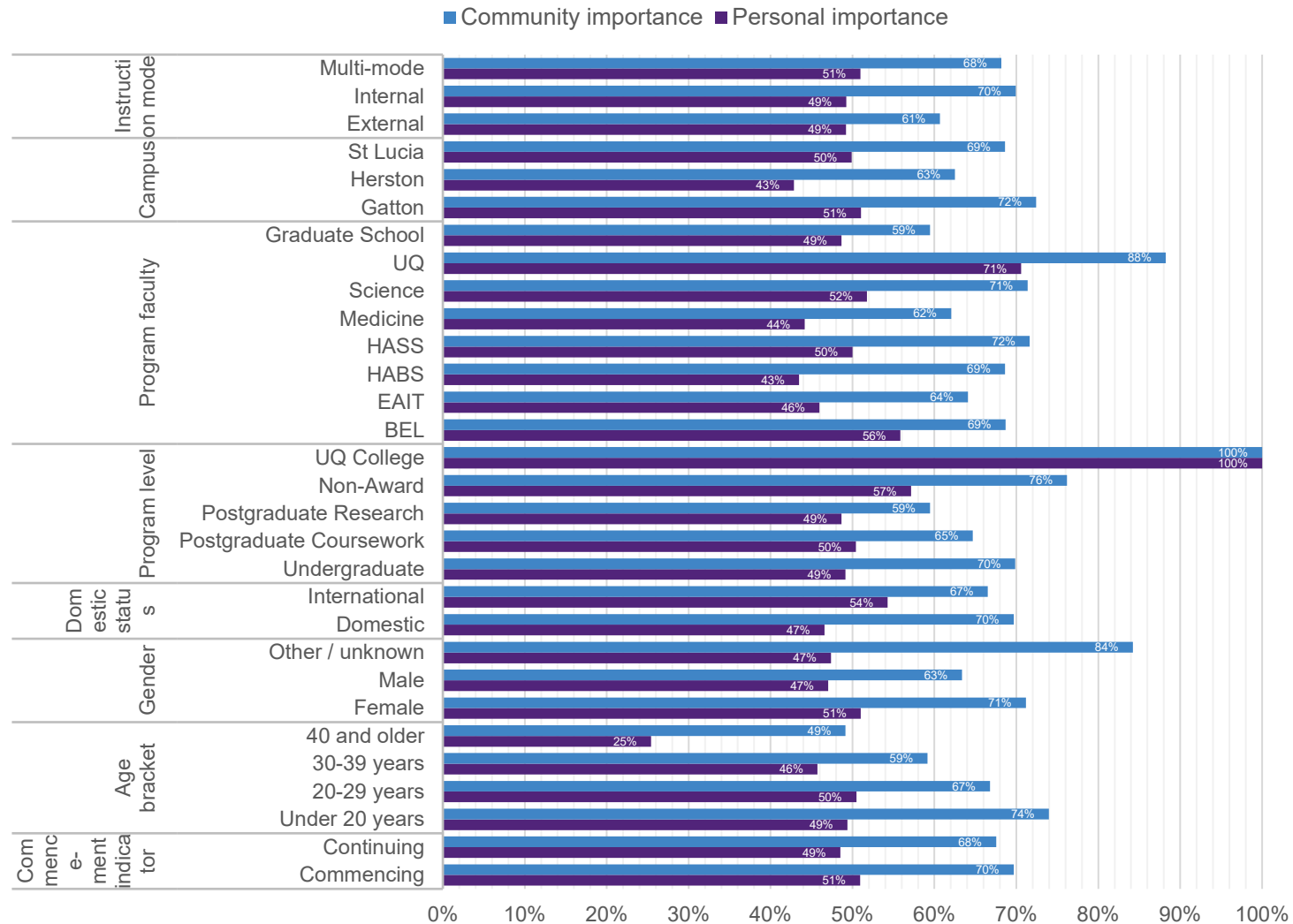
Percent of students from each demographic strata that rated **food and drink** as important



Percent of students from each demographic strata that rated **sport & recreation** as important

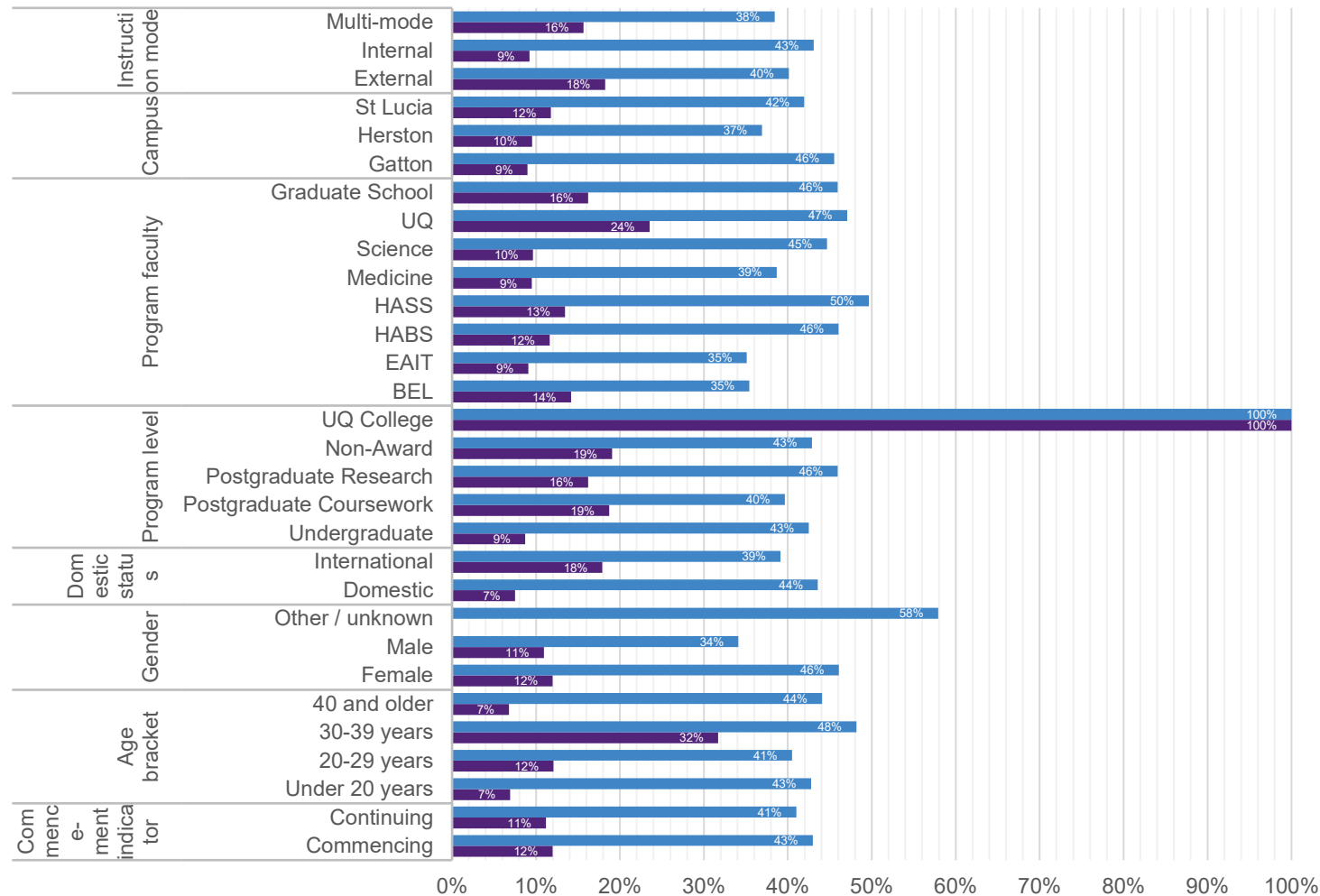


Percent of students from each demographic strata that rated **Clubs and societies** as important



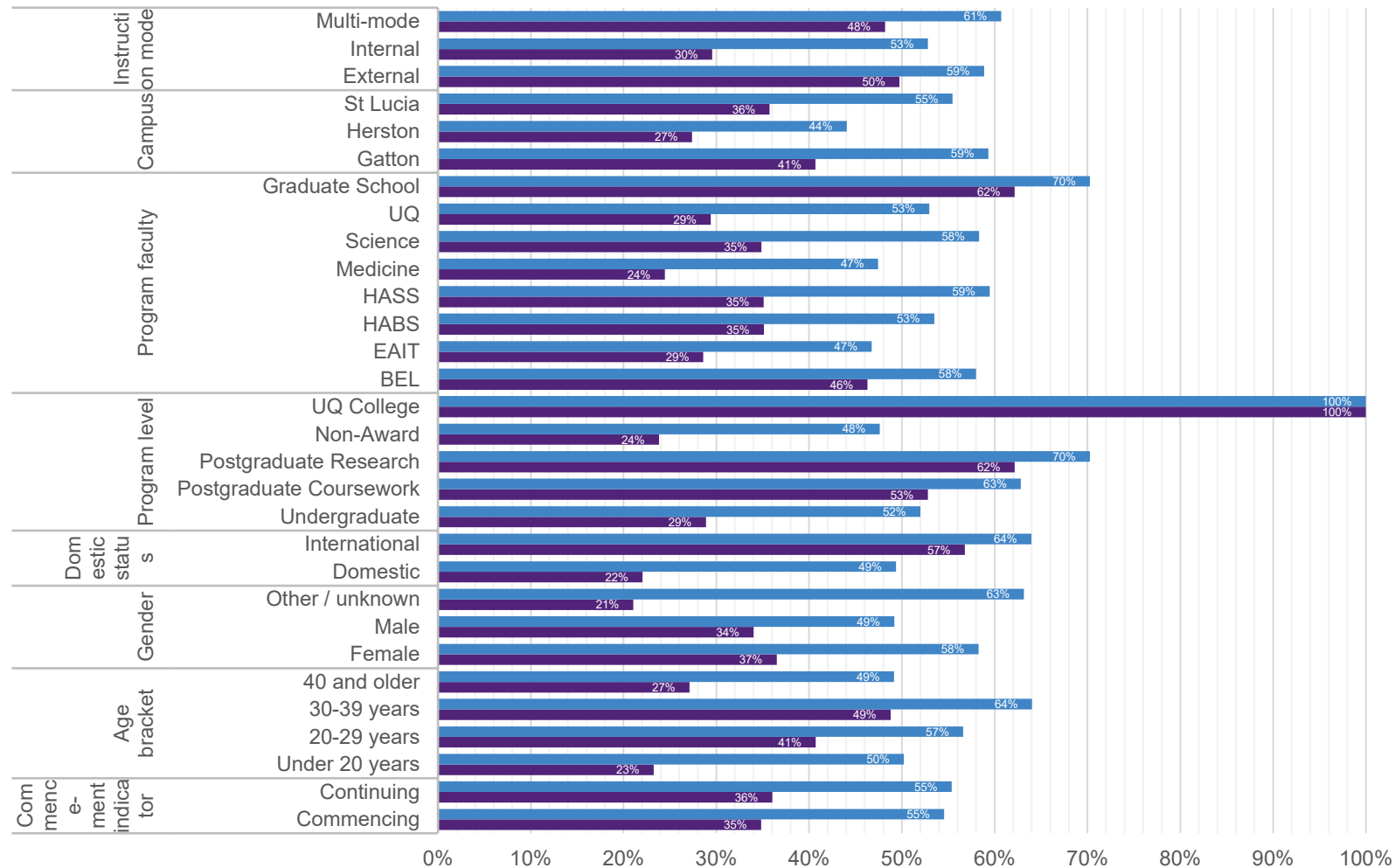
Percent of students from each demographic strata that rated **childcare** as important

■ Community importance ■ Personal importance



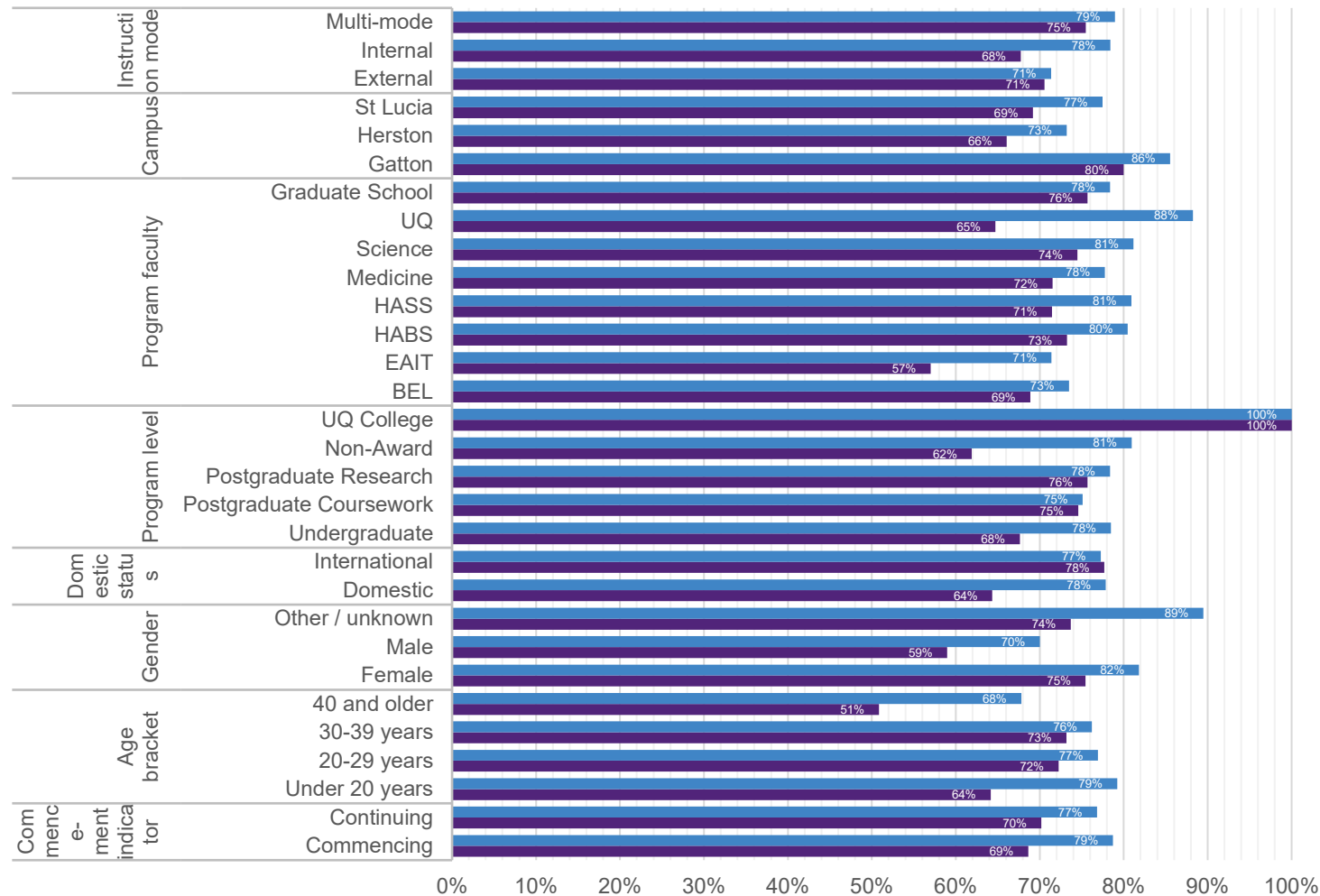
Percent of students from each demographic strata that rated **legal** as important

■ Community importance ■ Personal importance



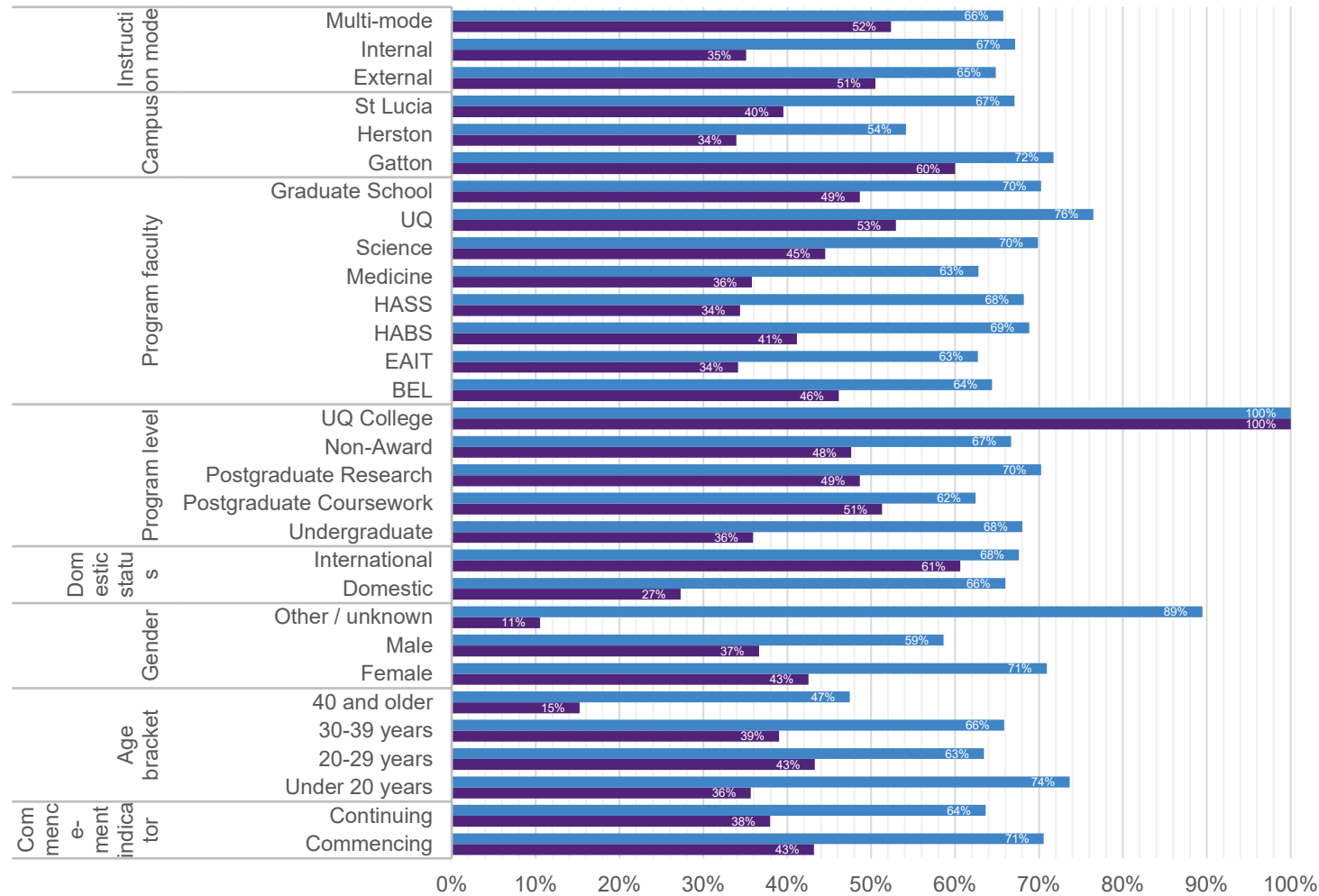
Percent of students from each demographic strata that rated **health & welfare** as important

■ Community importance ■ Personal importance



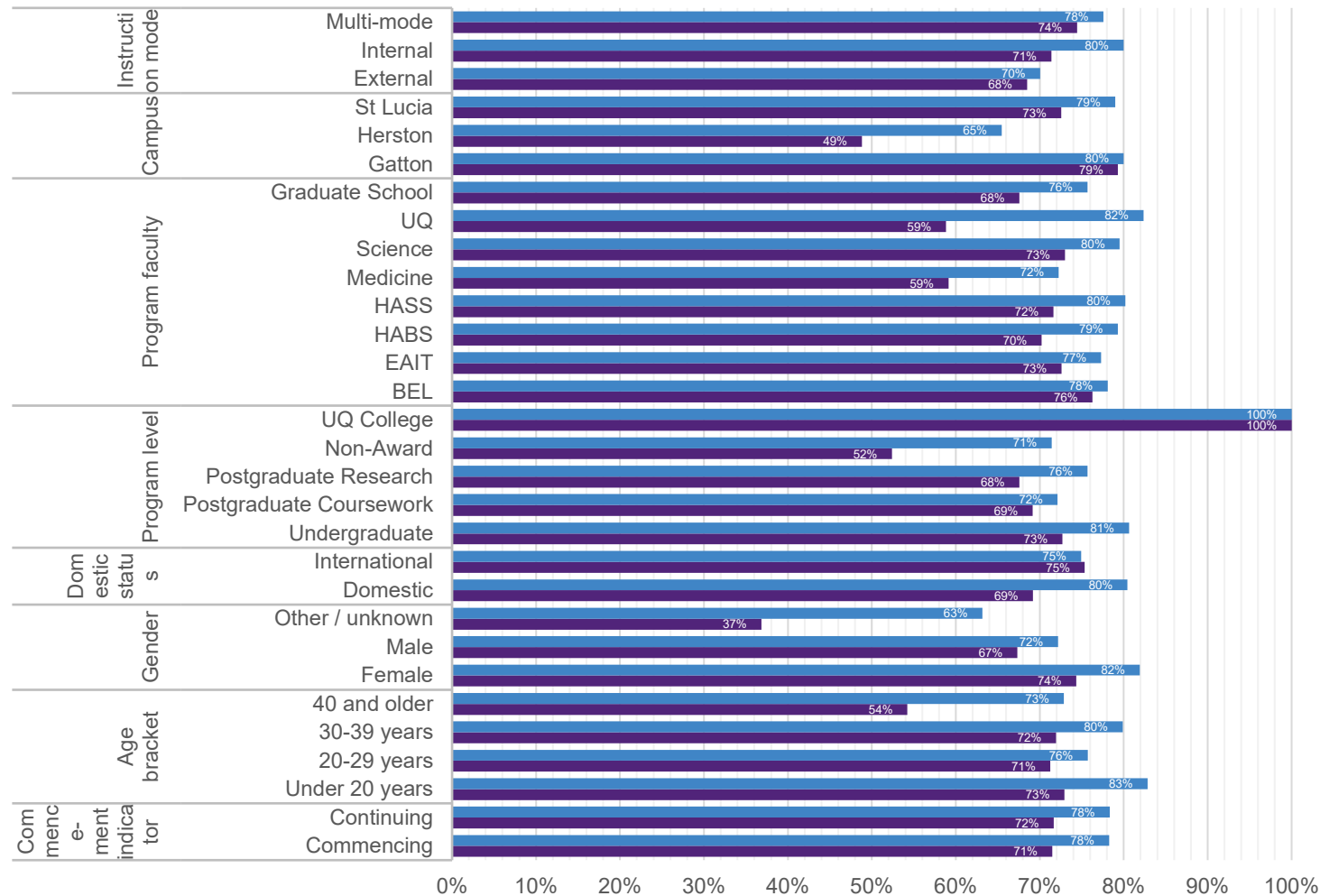
Percent of students from each demographic strata that rated **accommodation** as important

■ Community importance ■ Personal importance



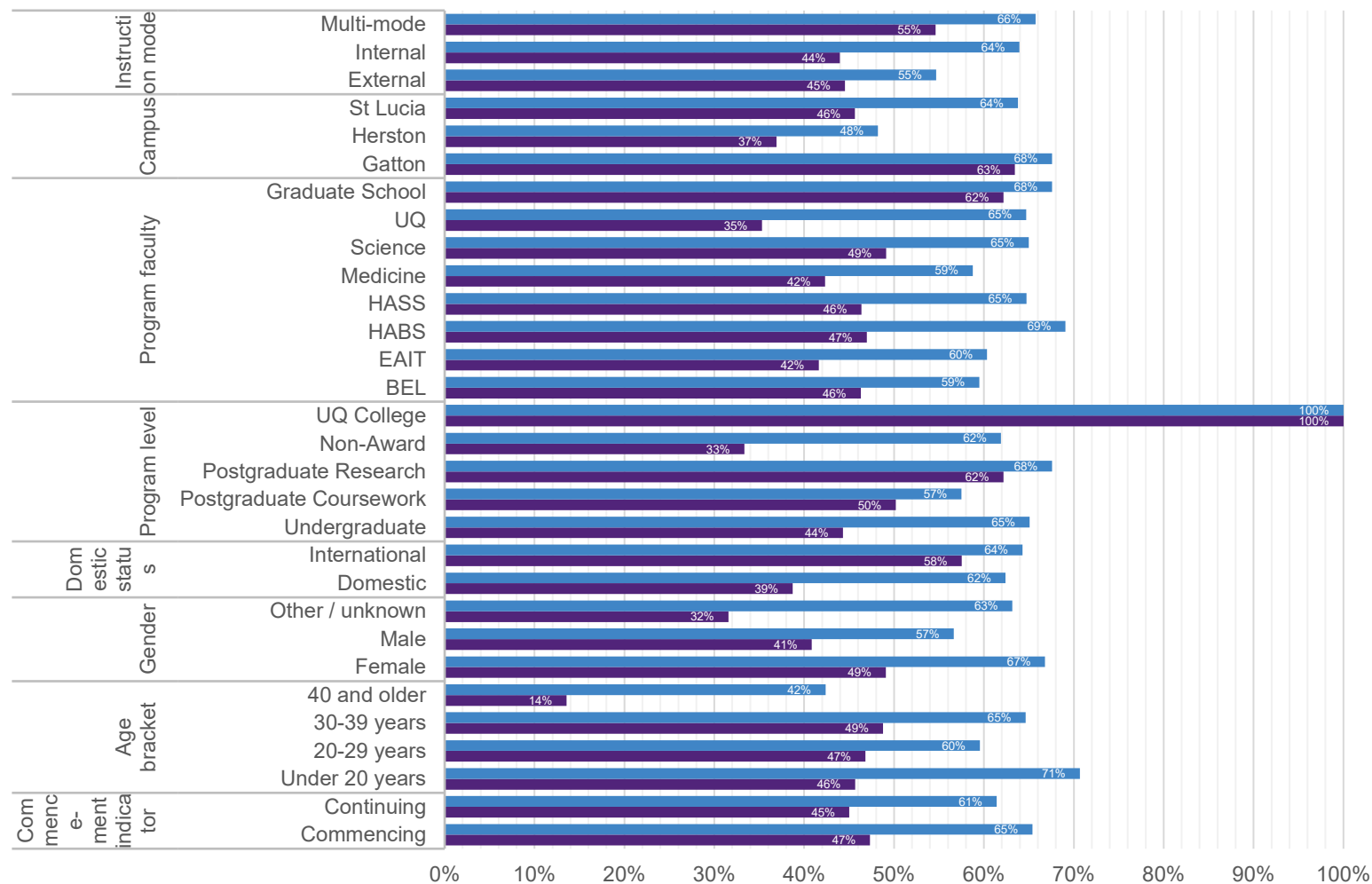
Percent of students from each demographic strata that rated **careers** as important

■ Community importance ■ Personal importance



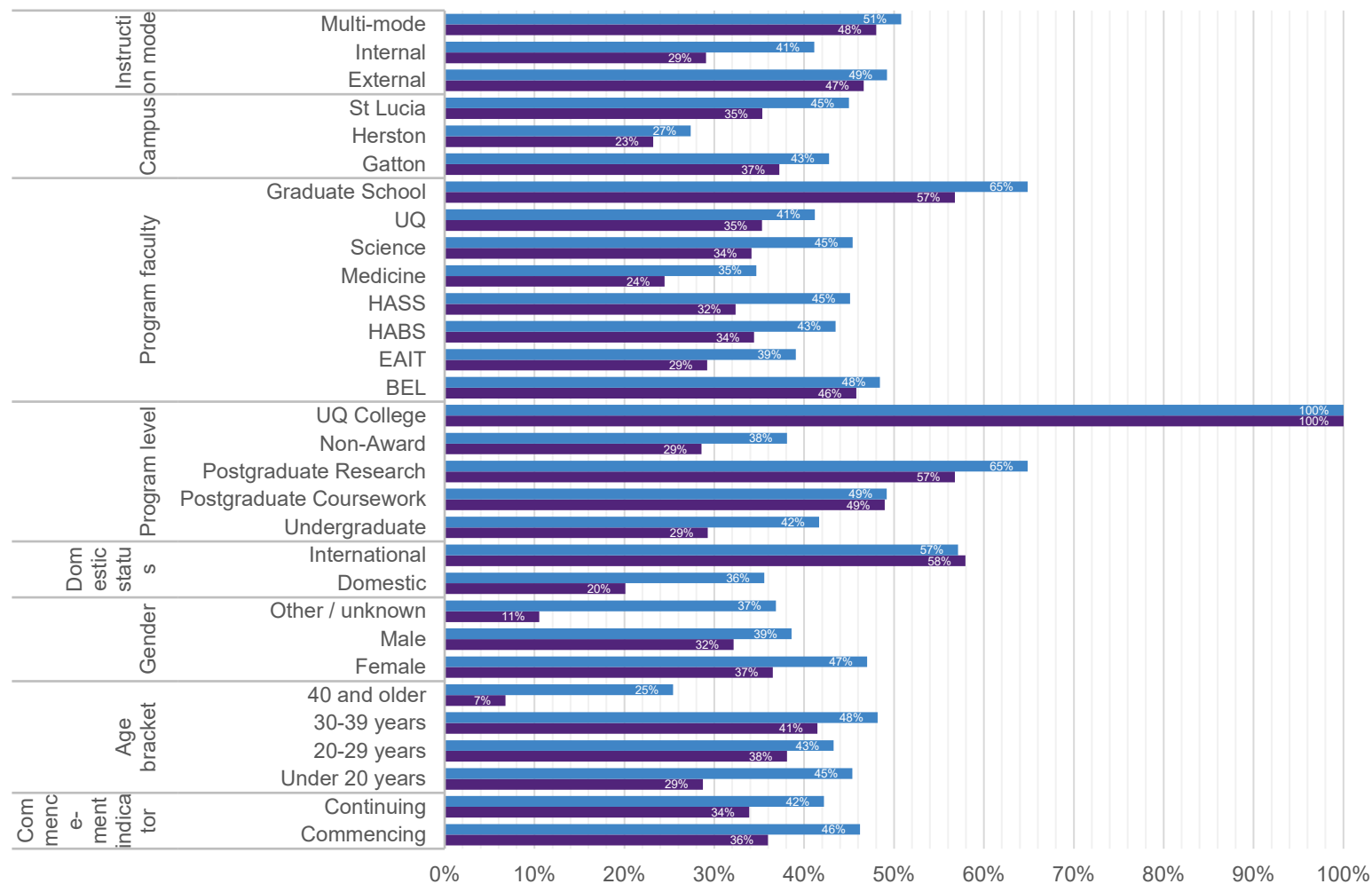
Percent of students from each demographic strata that rated **financial** as important

■ Community importance ■ Personal importance



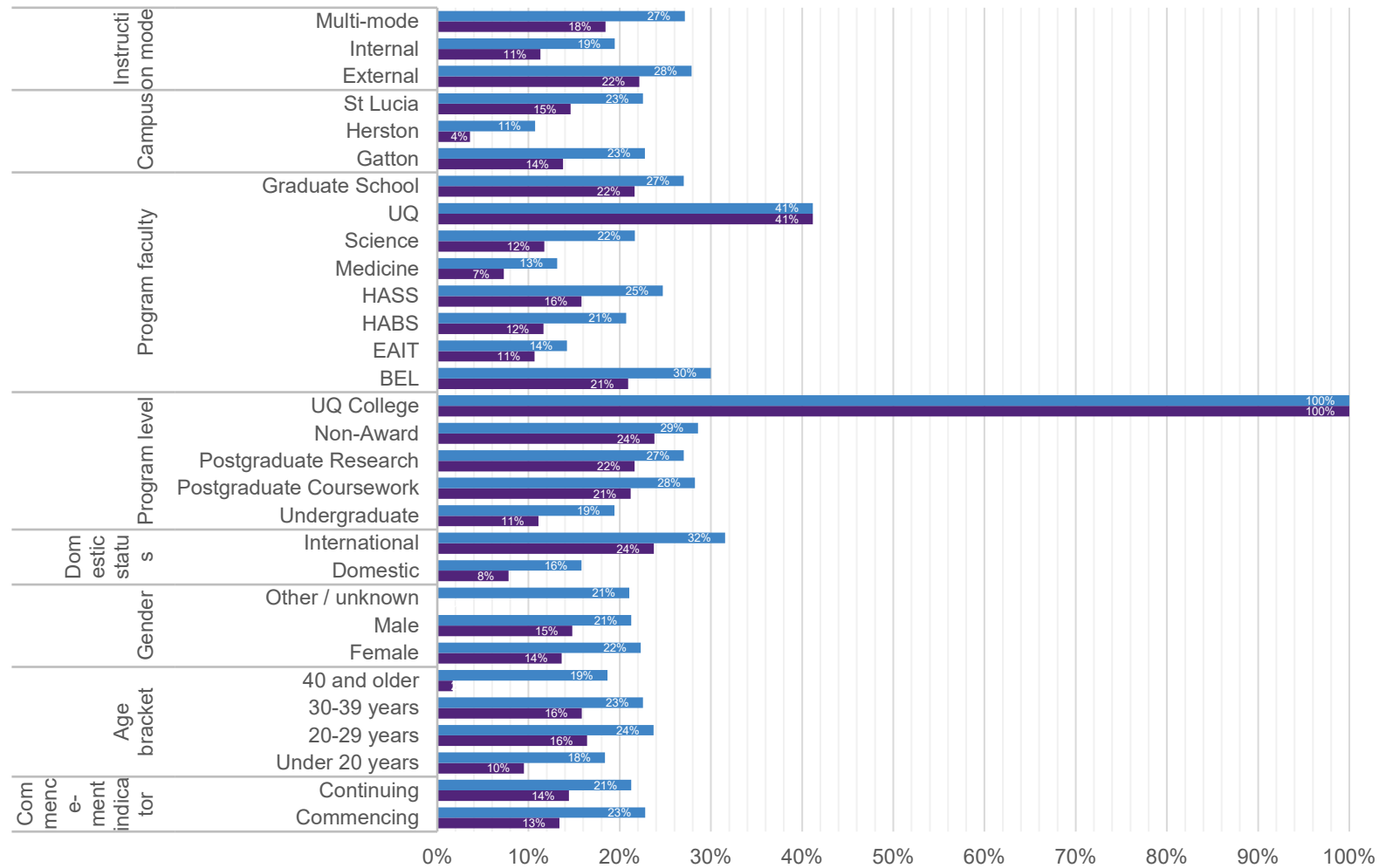
Percent of students from each demographic strata that rated **insurance** as important

■ Community importance ■ Personal importance

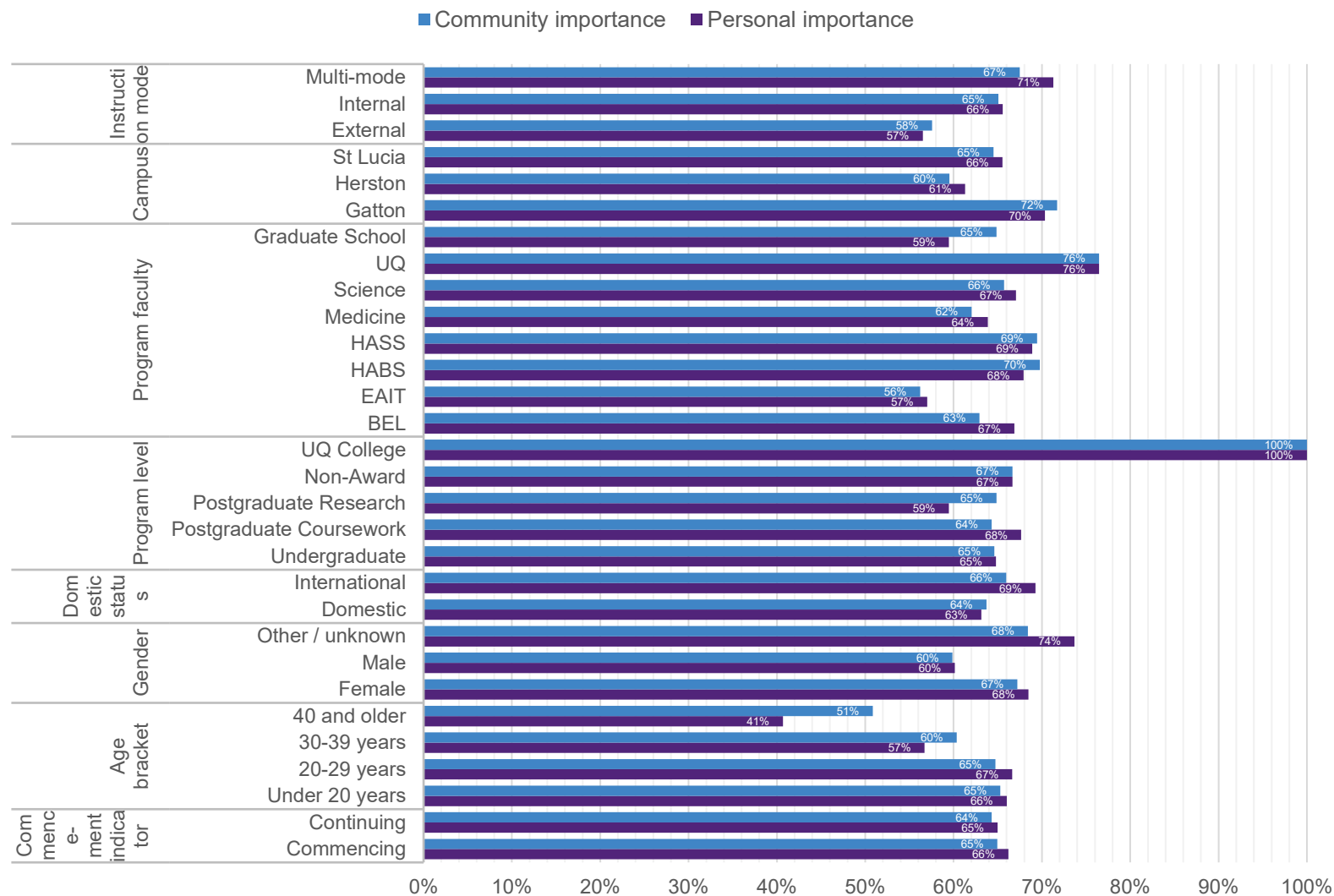


Percent of students from each demographic strata that rated **debating** as important

Community importance Personal importance

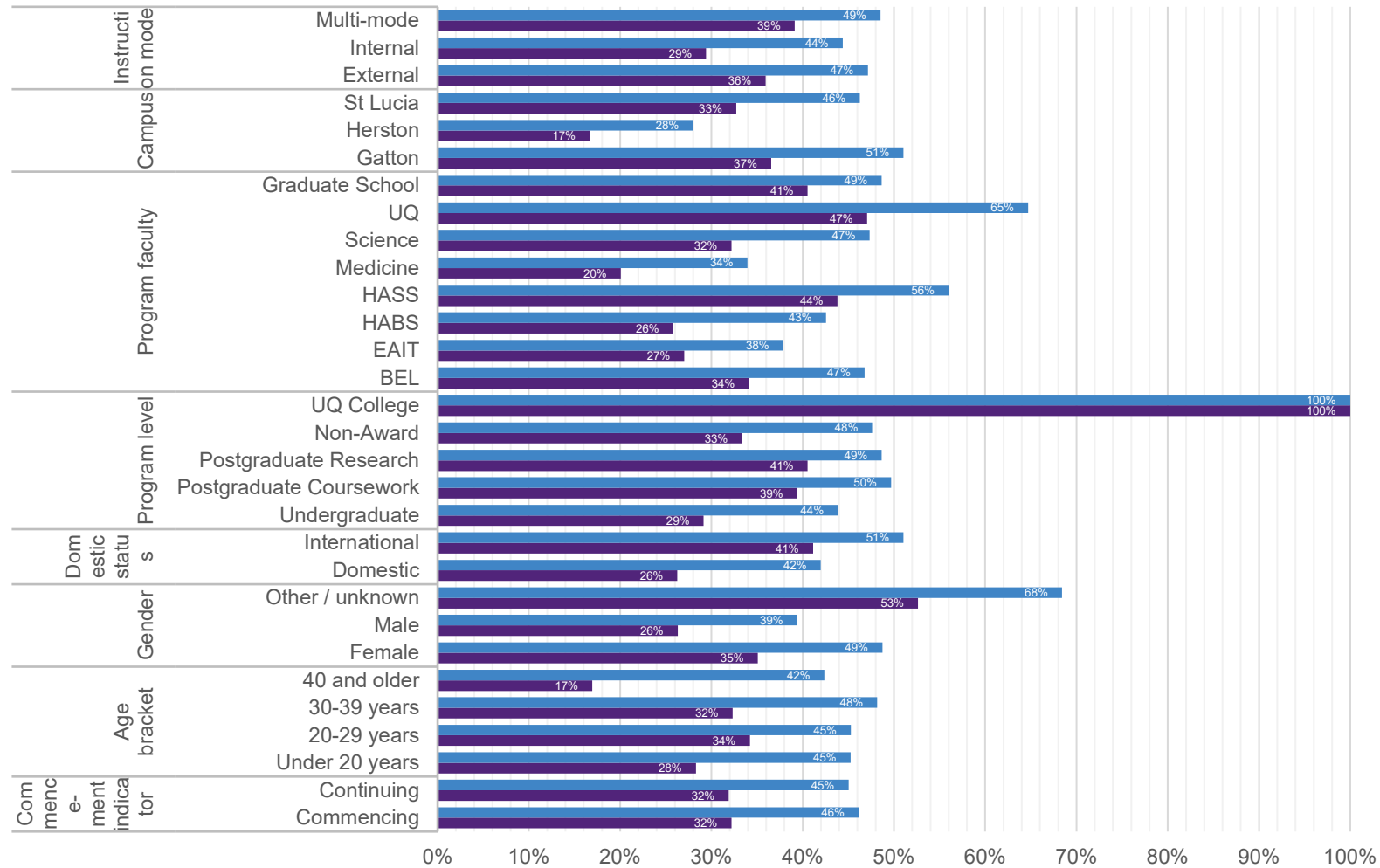


Percent of students from each demographic strata that rated **libraries & reading rooms** as important



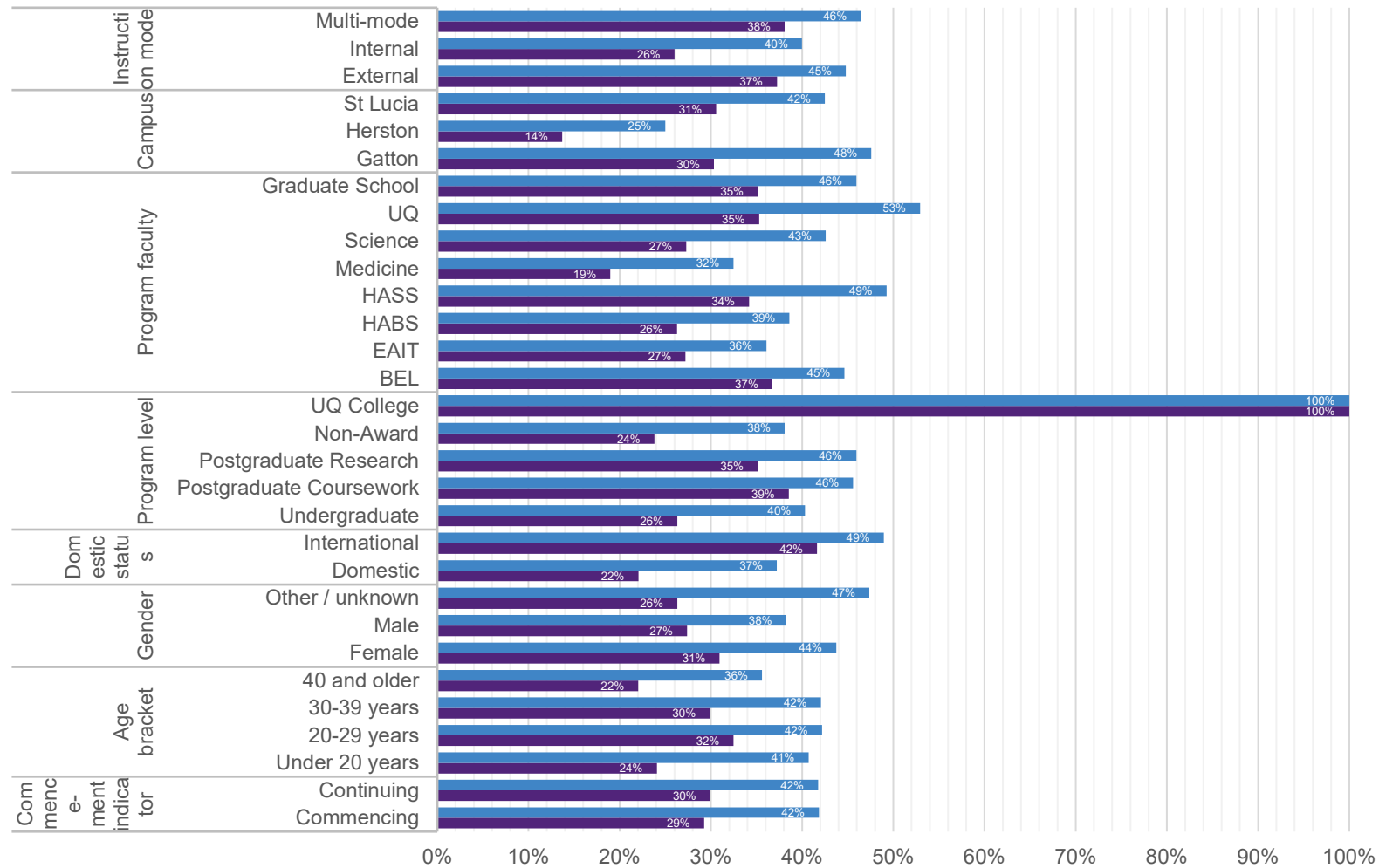
Percent of students from each demographic strata that rated **art** as important

■ Community importance ■ Personal importance



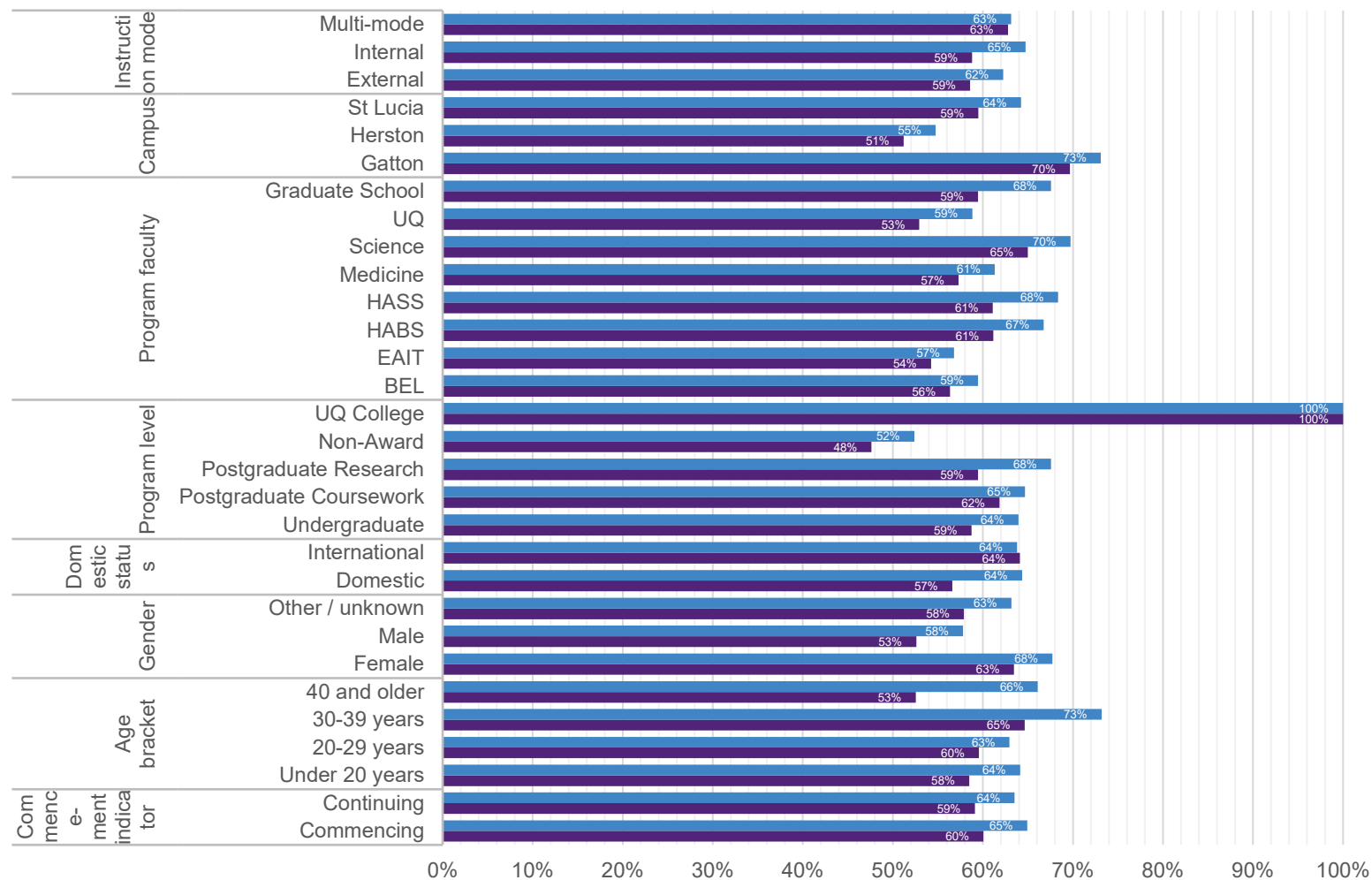
Percent of students from each demographic strata that rated **media** as important

■ Community importance ■ Personal importance



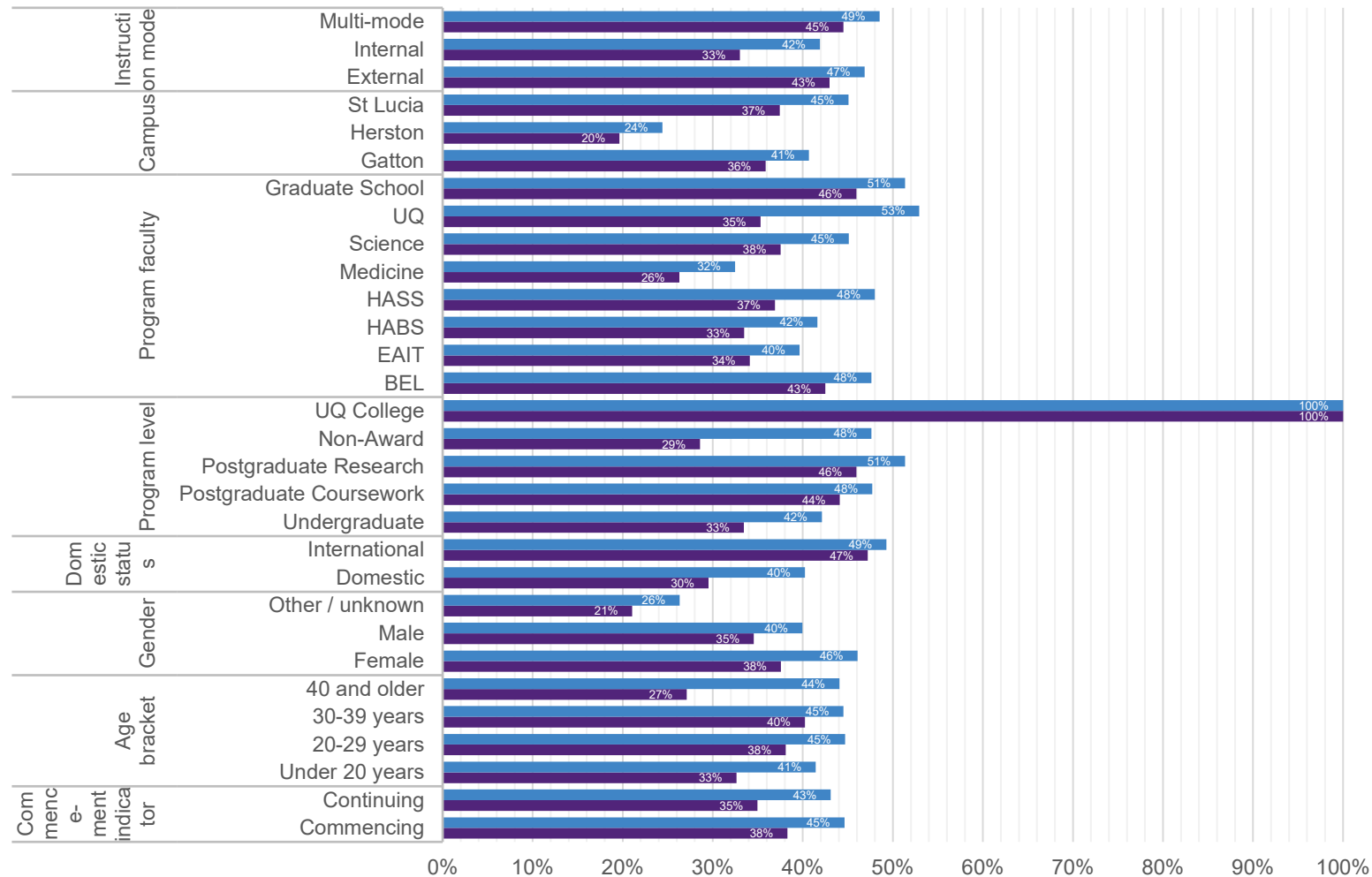
Percent of students from each demographic strata that rated **study skills** as important

■ Community importance ■ Personal importance



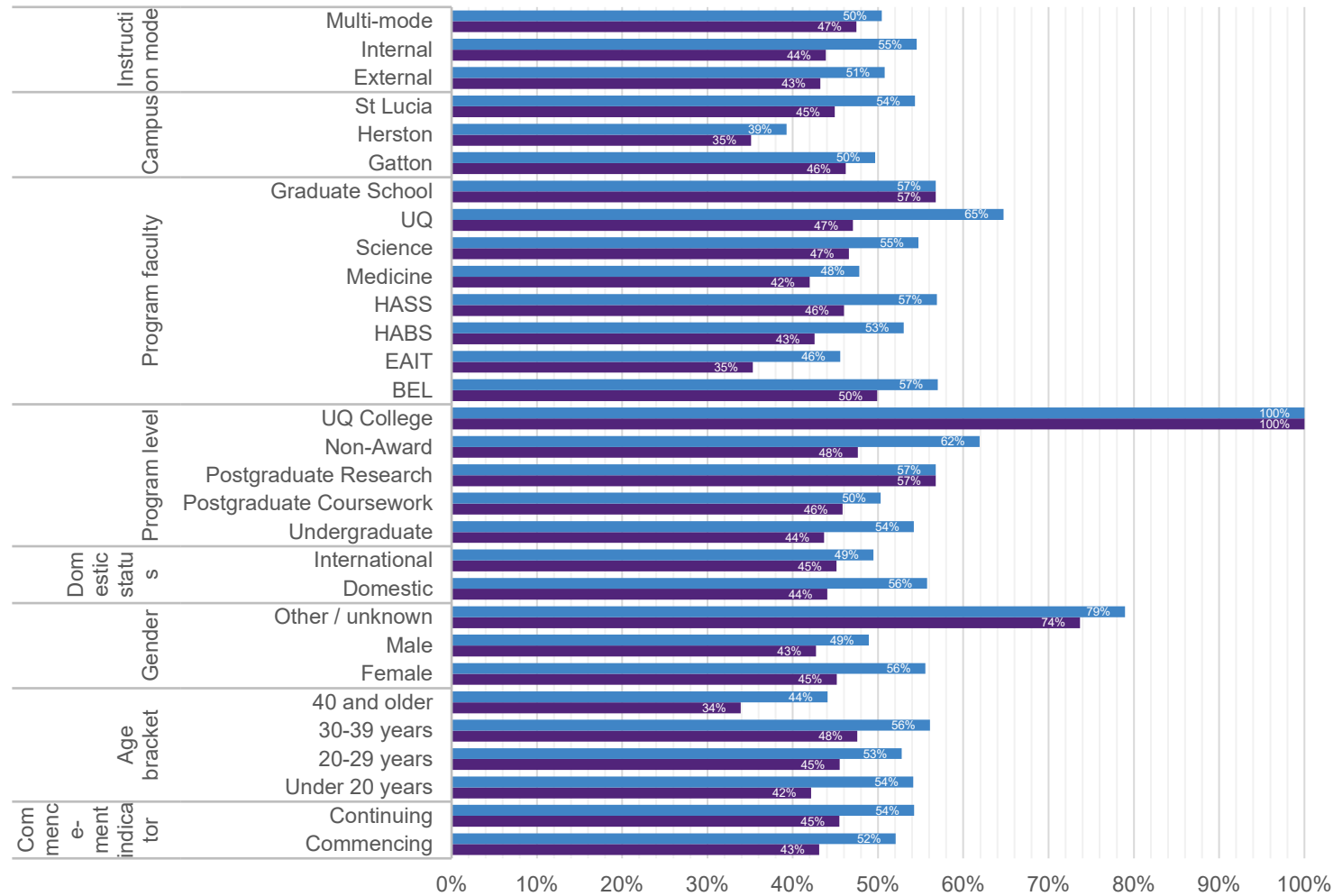
Percent of students from each demographic strata that rated **understanding rules** as important

■ Community importance ■ Personal importance



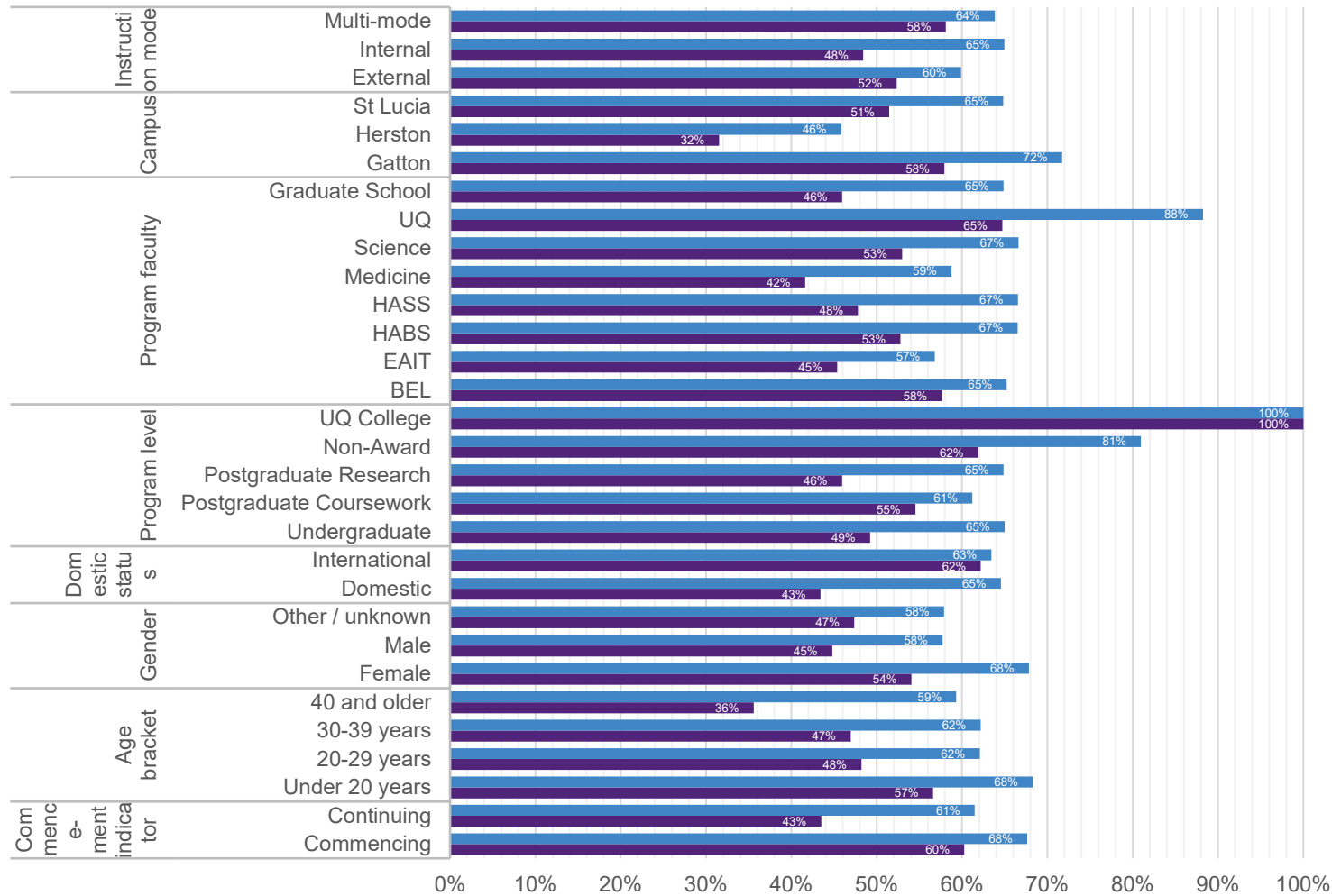
Percent of students from each demographic strata that rated **advocate** as important

■ Community importance ■ Personal importance



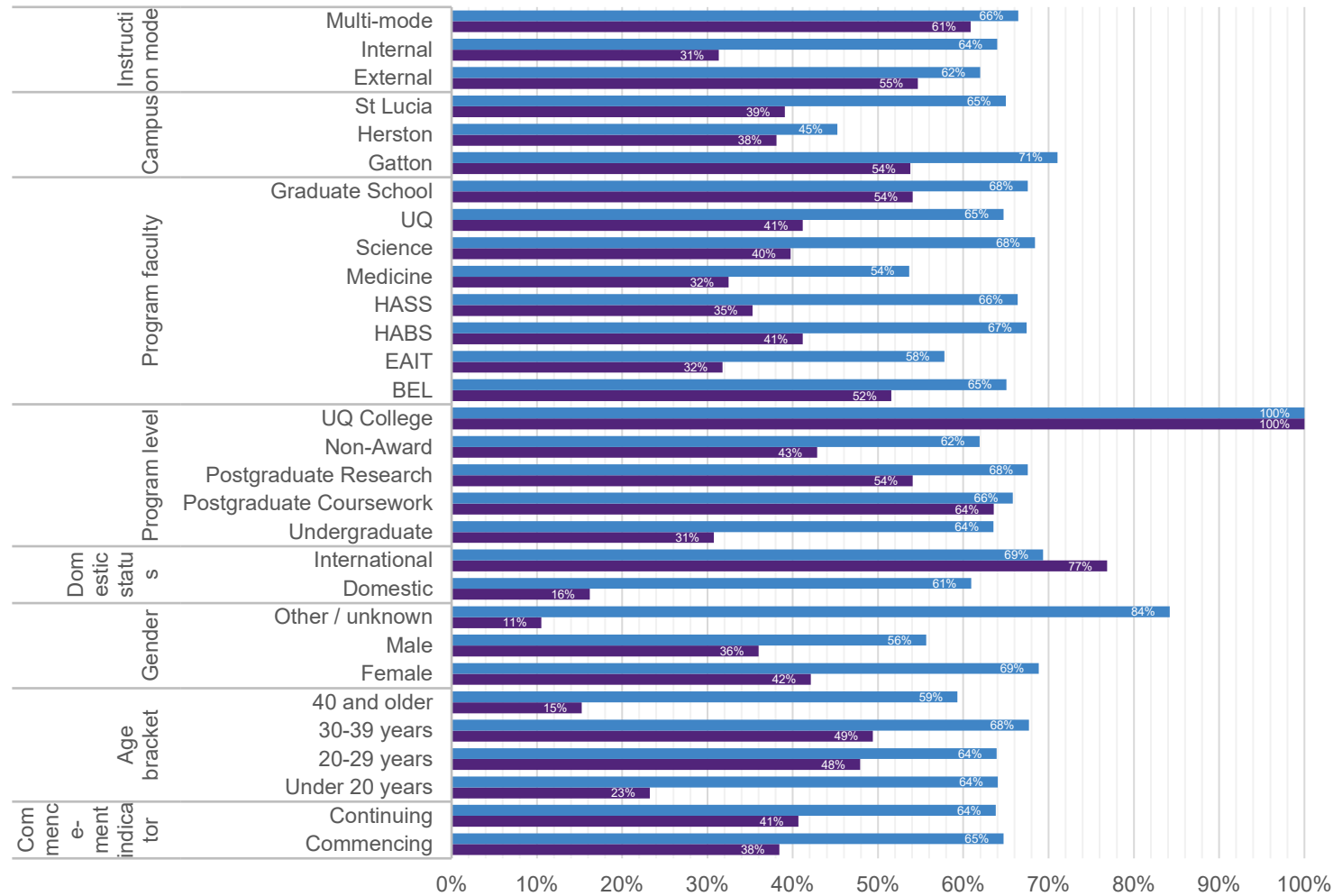
Percent of students from each demographic strata that rated
orientation as important

■ Community importance ■ Personal importance



Percent of students from each demographic strata that rated **international** as important

■ Community importance ■ Personal importance



D. Question 3 – sample free-text comments

Main Theme	Total Comments	Random Sample Comments (quoted verbatim)
Food	36	<p>Better quality of food</p> <p>More funding directed towards subsidised food for students, especially given the increases in rent and food which have occurred over the last 12-18 months.</p> <p>We really need a focus on assistance with cost of living - ie. Regular free meals and grocery staples. Lots of students are really struggling financially and this would help people not drop out of their degrees in order to work more. Also free tea and coffee in the libraries would be great</p> <p>We love free food, makes us want to be on campus rather than online.</p> <p>Free food on campus please. QUT and Griffith are able to provide this - why can't we? Also more accessible food - have food outlets that close later and are open on weekends. Alternatively, more affordable and wider variety of vending machine lunch/dinner options.</p> <p>Free dinner on Tuesdays and Thursdays is really helpful but I want some more affordable food places.</p> <p>Free/cheap meals in the morning and evening</p> <p>Need to have better HEALTHY FOOD OPTIONS on campus</p> <p>Helping to fund more gluten free options on campus. There are very few things I can eat on campus.</p> <p>There is no food available for people with allergies or dietary requirements. there should be fast food places that are healthy and account for DR such as gluten allergy.</p> <p>I think improving Gatton's choices for food (cafes and etc) would be great. Will bring more people together. Food in Gatton is very expensive.</p>
Services	30	<p>Crucial issues like financial, study, legal, and mental wellness help should take priority. (Clubs should be encouraged to find their own sponsors and funding.)</p> <p>Less on social activities and more on support services</p> <p>Just to make the opportunities we have as students more known to people for example legal advise etc.</p> <p>Please, please advertise the various services that are available. I forgot about the financial and legal services and students should be aware of the services in order to use them.</p> <p>Visa information and options for international students, resources and strategies for better studying/academic habits,etc</p> <p>I think giving students assistance with and recommendations for really good material on study habits, personal finance, health and socialising is highly important as many are just entering adulthood with an unclear sense of direction.</p> <p>The cost of living in Brisbane is rising every year. I hope SSAF can provide some free services to reduce the financial pressure on students.</p>
Sport	18	Should reduce/eliminate campus gym membership fee.

		<p>It would be good if we could get a discount on gym membership (Uq sports)</p> <p>I would very much appreciate to see more sportive activities free for students. Faculty tournaments and so.</p> <p>Some universities include services and use of sports venues, this includes gym and tennis court. It should be general free tennis classes and free access to the gym.</p> <p>Use of UQ sport facilities should be free for students</p> <p>Free football social sport please or at least cheap fee social sport</p> <p>Specifically, I pay a lot for competitive soccer fees because the field hire is so expensive, if there is any way to make community sport cheaper it would make me much more inclined to participate.</p> <p>It would be great if there are more interactive sporting events</p> <p>More opportunity for different types of sports and the creation of teams.</p>
External Students	17	<p>The SSAF seems to be aimed at internal students. From my classes I know that a number of us are still online. I have paid two years of fees but I'm not really sure how I've benefited.</p> <p>It should be reduced for external students who don't get to go to the gym etc.</p> <p>Students who were online during the lock down in a separate country who had no access to the amenities should not have been charged each semester. That was ridiculous.</p> <p>As an online student, I don't feel like I get the full or even partial benefits of the services the SSAF provides even though I pay full feels like on campus students. I feel like there needs to be some catering for online students.</p> <p>The SSAF has very little impact on external students. More availability of tutors on zoom would help I think.</p> <p>I am an external student. I don't see how my SSAF benefits me at all given I am completing my course remotely.</p>
Counselling	16	<p>More mental health/counselling services</p> <p>More access to counselling and healthcare services and assistance for students and staff experiencing chronic stress.</p> <p>Provide more mental health services - specifically psychologists</p> <p>More funding towards UQ mental health services. Wait times are too long and there are not enough mental health professionals on campus.</p> <p>Stop spending so much money on UQ sports when counselling services are so clearly needed</p> <p>Gatton campus has insufficient support for physical and mental health - we are a semi-isolated campus where many students don't have their own transport & struggle to access these things off campus.</p>
UQU	14	<p>UQU should decide how the money is spent as our elected representatives.</p> <p>The Union should get 100% of the SSAF money collected. That's why the SSAF was created in the first place.</p> <p>More money to the student union. Simple as.</p>

		<p>Give it all to UQU</p> <p>SSAF should be spent and managed, in its entirety, by the democratically elected student union representatives. Anything less than this is unacceptable to me.</p> <p>Providing funding to clubs as a grant primarily limited to UQU outlets is very restrictive, because UQU outlets are often not of much use to clubs. Providing clubs the ability to use grant money for printing, etc would make it actually useful.</p> <p>There should be more oversight in how the UQU spends their SSAF money. All money allocated by UQ SSAF should be spent on the portfolios it has been allocated to. Any money not spent for the portfolios allocated to should be refunded to UQ.</p>
Satellite Campuses	13	<p>It seems like most SSAF are spent on main UQ campuses. many uq students are sent to other satellite campuses (e.g. Redland, Ipswich, Bundaberg). these campuses are missing many things (e.g. study spaces, cheap accommodation and cheap food). I believe this area needs to be improved.</p> <p>Gatton students should be receiving the same benefits/opportunities as St Lucia students.</p> <p>A lot of the amenities provided are only accessible at St Lucia and Herston. UQ is purposefully ignoring the student population at UQ Gatton. It's disgusting.</p> <p>I'm a student on the Gatton campus, and I feel that all services here are really limited compared to the St Lucia campus... I know it would not be easy, but I would like to request more varieties of services and more stuff here on the Gatton campus as well.</p> <p>Whenever I go to St Lucia campus I feel like I am part of the university but because I study at UQ Gatton, we have less of that. Therefore, I really think we should be able to have more events and food and drinks, service available.</p> <p>It can feel pretty isolated.</p>
Community building	13	<p>Focus on the cohesion of overall students community combined domestic and international students from various backgrounds.</p> <p>University is a good place to find some reliable friends. I truly believe quality friends are important to our life. Engaging in some extra-curriculum activities, such as joining co-run projects together can help us to see who are the really reliable and quality friends.</p> <p>Lots of social opportunities and chances for adventure. I think it's so important for students to have ways to make friends.</p> <p>Mixers within degrees and classes to build connections and outreach opportunities for students</p> <p>Better advertising for arts events! maybe make a monthly email newsletter about things going on, and students could submit events that they're holding.</p> <p>I would like to see more arts and culture incorporated in the university lifestyle as it is very lacking. If there were more collaborations with UQ services with UQ Museum, more events regarding arts and culture.</p>
Learning Spaces	12	<p>I think spending more on hiring more support staff provides much more meaningful difference to students than spending on refurbishing/renovating buildings/facilities</p> <p>I think that UQ spends far too much money on the construction and maintenance of bizarre facilities and gardens. We don't need new ponds,</p>

		<p>patios, amphitheatres, logos on everything and it's a blatant waste thrown in our faces every day. We need UQ to actually pay their tutors properly and lower fees</p> <p>More space to study as most of uq library spaces are taken up by people who don't even study at uq.</p> <p>More outdoor tables for study</p> <p>Provide more study spaces.</p> <p>Nice study spaces with quiet areas and cafes nearby.</p>
Clubs and Societies	11	<p>I think that supporting student-run clubs and societies is the best option for building a sense of belonging at UQ, because it's the easiest way to meet other people with similar interests and get involved.</p> <p>Less money towards UQ life events and more money towards clubs and societies to help them provide events that students will be interested in and can make friends at.</p> <p>Defund UQ Life and support Clubs & Societies.</p> <p>Give more money to clubs that run events every week so people can build community and friendships.</p> <p>But, just more accessible information about opportunities in clubs and things to do around the uni, other than just facebook (i.e. the good old fashioned posters would be perfect)</p> <p>Like many groups, universities can be quite cliquey. Those in the clique spend the money and get their dollars worth of services while those outside the clique generally don't come close. So find ways to get resources to those who are outside the clique. providing no funds to clubs!!</p>
Employability	10	<p>Please ensure that the SSAF is split between providing services for students as well as connecting students to industry for career opportunities. A lot of students that graduate are not adequately prepared for industry and UQ as a university should help facilitate this transition.</p> <p>Age and career stage specific workshops/advice for mature students. Students who have already worked and are re-training or advancing their knowledge need different advice from that given to school leavers. Mature students would benefit from direct access to staff who are essentially their peers.</p> <p>SSAF can send more career information such as internships, company introductions, resume writing, etc. to help students better understand industry information.</p> <p>On properly supporting students during placements by hiring adequate facilitator and supervisory staff.</p> <p>I'm applying for a short term exchange, however, there's little help for IGET with visa application, connecting with fellow students and other consultation services.</p>
Bathrooms	10	<p>Cleaner bathrooms/bathrooms being cleaned more regularly.</p> <p>Whatever you do please God, service the bathrooms better. The female bathrooms in Zelman Cohen and Hawken engineering are utterly disgusting. One toilet has had a broken seat and is unusable for over 3 months, they always smell of old dirty tampons and are physically filthy.</p> <p>The bathrooms in almost all buildings (especially libraries) is quite disgusting and should be given more attention.</p>

		<p>I would like to see the bathroom facilities maintained well as this is an essential service that every student will use everyday.</p> <p>Spend a bit of money replacing some of the incredibly gross 20 year old half broken plastic toilet seats that are scattered all through the uni.</p> <p>Fix all of the broken fixtures in the toilets.</p>
Governance	10	<p>Clearer information on what the SSAF does.</p> <p>Provide an email breakdown to the whole student community when it has been completed cause it is our money and we don't know how it is being spent.</p> <p>Bodies that manage SSAF funding should have to publish data on where the money is going and how those initiatives are student led. This is particularly imperative for the University as they are not led by students, noting the historic context of SSAF as a replacement for compulsory union fees.</p> <p>Give students more say in how it is spent, rather than just agree disagree with vague terms.</p> <p>It's hard to cater to every student at university - each student should be able to pick a category to decide where the money is spent.</p> <p>I think there needs to be much greater transparency where the money goes - particularly funds allocated by and to the union and enforcing clear tracing and identifying expenditure.</p>

