

# **Report: An analysis of the potential impacts of the proposed relocation of the University of Tasmania Sandy Bay Campus to the Hobart CBD**

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## Introduction

This report has been prepared for the Commercial Strategy Team (CMT) of the University of Tasmania (UTAS) to provide insight into potential impacts of a potential reconfigured Sandy Bay campus or relocation of the Sandy Bay campus to the Hobart CBD based on student values, expectations and experience of higher education at the University of Tasmania, including the potential to recruit new students, and their ultimate retention.

As part of the University's Southern Infrastructure Plan, the CMT is reviewing the options for remaining at the Sandy Bay campus. The Sandy Bay campus requires significant investment in infrastructure to meet modern tertiary education standards. Relocation to a greenfields development in the Hobart CBD may offer greater fiscal feasibility as well as provide greater economic and social outcomes for Tasmania and Tasmanians. There is widespread belief that there could be considerable positive outcomes for Tasmanians from socio-economically disadvantaged backgrounds resulting from a relocation. This is based on the assumption that greater proximity to the university will provide improved access for those experiencing disadvantage to participate in higher education opportunities as well as remove any disadvantages attached to the Sandy Bay campus in preventing young Tasmanians pursue higher education opportunities.

The Institute for the Study of Social Change (ISC) was engaged to undertake a comparative investigation of University of Tasmania students enrolled at the Sandy Bay and Hobart CBD campuses to better understand the values, expectations and experiences of participating in higher education at the University of Tasmania southern campuses to ascertain the factors which may contribute to increased enrolment and retention of students, particularly those from lower socio-economic backgrounds.

To do this, the ISC analysed responses to four University of Tasmania surveys undertaken throughout 2018. Importantly, however, the responses to the surveys are small in size and are not a statistically significant representation of the whole University of Tasmania student cohort. Therefore, only inferences can be made to reflect the views, opinions or experiences of the broader UTAS student population. This report details the findings.

## Executive Summary

Students at the southern campuses of the University of Tasmania share similar values and expectations of higher education, however, the experience differs by campus location in many instances, as well as by whether the student is domestic or international.

Predominantly, students choose the University of Tasmania for its location and proximity to home. This criterion relates more to the state of Tasmania and that UTAS is the only 'local' university and prevents the need to move interstate, rather than the physical proximity to the students place of residence. That said, those students who do not live in the family home are more likely to live in shared accommodation in very close proximity to their campus of enrolment. In particular, first year students are more likely to live in the family home, as are those from low socio-economic backgrounds (SEB)<sup>1</sup> and first-in-family students.

Critical factors in choosing the University of Tasmania for domestic Tasmanian students, in addition to proximity, include affordability, hence the desire/need to live at 'home', the ability to combine work with their study and maintaining connects to family and friends. Distinctive course offerings by the University was also a pivotal factor in the decision-making process.

International students largely chose to study at the University of Tasmania because of its reputation as a University, the quality education and specific course offering. Notably, its ranking as being in the top 2 per cent of universities worldwide in 2016<sup>1</sup> was mentioned by a number of respondents, as were specific schools within the University, for example IMAS and Pharmacy.

Tasmania as a destination was also a key determining factor in choosing the University of Tasmania for international students. In particular, the environment, natural beauty, history, quietness, peacefulness, and avoiding the 'hustle and bustle of Sydney' and not 'having to grapple with the distractions of a megalopolis like Sydney' were the main reasons for choosing Tasmania, as was the lower cost of living.

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<sup>1</sup> For the purposes of this report, socio-economic background (SEB) is used to categorise students' relative socio-economic status rather than socio-economic status (SES) as one of the surveys used in this report also has the acronym SES

Both domestic and international students at both campuses place high value and expectations on the facilities of the university, particularly places to study on campus, with considerable emphasis on libraries, quiet study spaces and IT infrastructure, however the experience for students differed considerably by campus.

While students at both campuses expressed high levels of dissatisfaction and frustration with non-campus specific issues such as the IT systems and services, parking and housing, campus specific facilities and community aspects of each were highly valued but the experience at each campus contrasted. While those enrolled at the Hobart CBD campus, particularly those at Menzies (as opposed to the Conservatorium of Music or the Arts School), highly praised the university for its facilities and commitment to excellence and continual improvement, students enrolled at the Sandy Bay campus experienced substandard infrastructure and facilities. This frustration and dissatisfaction was offset by the appreciation of the campus' environment and sense of community, not apparent at the Hobart CBD campuses. Appreciation of the natural beauty, greenspaces and sense of belonging of the students enrolled at the Sandy Bay campus dominated the positive values and experiences expressed by the students, while students enrolled at the Hobart CBD campuses lamented the lack of student engagement and typical university life, with no mention of the environment at all.

In order to attract new students to the future southern Campus of the university of Tasmania, priority should be provided to modern infrastructure and facilities and an appealing amenity to foster campus vibrancy, a sense of community and belonging to university life, including greenspaces and access to on campus study spaces and resources. Further, access to the university in the form of parking is highly desirable by students. To increase enrolments by low SEB and first-in-family students, proximity of the campus to the place of residence is highly important.

Southern campus University of Tasmania students also appeared engaged in the future direction of the university and the location of the southern campus, with numerous references to the current decision-making process. All comments supported investment in the current Sandy Bay campus as opposed to a relocation to the Hobart CBD.

- *The physical environment is very pleasant, I think it would be a retrograde step to abandon the Sandy Bay campus*
- *The Sandy Bay campus is a lovely environment, I would not want to study there if it was in the CBD*
- *improve Sandy Bay campus infrastructure instead of considering moving to the City*
- *Ensure that the Sandy Bay campus is maintained as the main focus*
- *Not move the campus to the city*
- *Not move science and engineering to the CBD*
- *I would listen to the students and wider public needs and cancel all plans to build in the CBD's of Launceston and Hobart as it is not what anyone wants or needs.*
- *i would pay more attention to the land at Sandy Bay and Newham and better utilise it*
- *stop the idea to relocate STEM into central Hobart - a wasteful decision*
- *I would not move the campus into the city. I think it is really important that there is a main campus where different disciplines can mix, and where uni life can actually happen*

## Key Findings

The following provides a snapshot of some key findings from the analysis of the four surveys and qualitative responses. These findings are detailed in the subsequent section of the report.

- Proximity to home is the most important factor influencing domestic students' decision to enrol at UTAS
- The role of family for students at the University of Tasmania is substantial; in the decision to attend the University of Tasmania, their household composition, where students live and the importance of proximity to home.
- Most of the University of Tasmania's first year students live at home with their family, particularly school leavers.
- Nearly one in five Hobart based university students live in Sandy Bay and of those, nearly half live in shared accommodation.
- For one in five UTAS students their living arrangements negatively impact on their study. For all age ranges, lower socio-economic students were most likely to indicate their living arrangements negatively impacted their study.
- For one in four UTAS students, their financial situation negatively impacts on their study. Across all age groups, lower socio-economic background students are more likely to indicate their financial situation negatively impacts on their study as well as students aged 25 to 29 years.
- Most students were satisfied with the University of Tasmania experience, with those from a lower socio-economic background generally more satisfied than those from a higher socio-economic background, apart from feeling a sense of belonging where low socio-economic students were less likely to feel a sense of belonging.
- The combination of dissatisfaction with parking availability at both the Sandy Bay and Hobart City campuses, the high proportion of disengagement with public transport, the importance of proximity to home in the decision-making process to enrol at UTAS and that most domestic students live at home suggests that the location of the campus in relation to their place of residence is an important factor.
- Four in five first year students were either employed or looking for work
- There is little difference in the experience or satisfaction of students by their campus of enrolment with regard to facilities and services. The difference occurs between whether the students are domestic or international.

- Students place a high value on support for mental health, well-being, informal learning and social spaces, and safety as well as financial and legal support and assistance. International students place high value on financial and legal support and assistance, expanding access to career development and leadership programs and enhancing informal learning and social spaces.
- More specifically, priority areas for funding support for students include the expansion of health and welfare services for students, including access to employment and careers advice, providing libraries and reading rooms, helping to develop study skills and accessing accommodation. International students place high priority on services relating to their welfare, accommodation and employment, including financial and legal affairs and accessing accommodation.
- First-in-family students are under-represented in Hobart campuses compared with the northern campuses. First-in-family students are more likely to be aged over 30 years, female and enrolled online.
- Around a quarter of students have considered discontinuing their studies at the University of Tasmania. The single greatest factor for students considering leaving their studies was for health or stress reasons.

## Background

The University of Tasmania shares an aspiration with the Tasmanian Government to increase the educational attainment of Tasmanians. Tasmania currently has the lowest year 12 retention rates in the country and of those who complete year 12, less than half achieve an ATAR score. Tasmania also has a higher proportion of socio-economically disadvantaged young people than all other Australian states.

At the same time, as part of the University's Southern Infrastructure Plan, the Commercial Strategy Team (CMT) is reviewing the options for remaining at the Sandy Bay campus. The Sandy Bay campus requires significant investment in infrastructure to meet modern tertiary education standards. Relocation to a greenfields development in the Hobart CBD may offer greater fiscal feasibility as well as provide greater economic and social outcomes for Tasmania and Tasmanians. There is widespread belief that there could be considerable positive outcomes for Tasmanians from socio-economically disadvantaged backgrounds resulting from a relocation. This is based on the assumption that greater proximity to the university will provide improved access for those experiencing disadvantage to participate in higher education opportunities as well as remove any disadvantages attached to the Sandy Bay campus in preventing young Tasmanians pursue higher education opportunities.

In May 2018, the Institute for the Study of Social Change (ISC) prepared a report for the CMT to provide insight into any potential socio-economic impacts of a relocation of the Sandy Bay campus to the Hobart CBD. The report was the result of a systematic review of literature pertaining to the role of regional universities in improving the educational attainment outcomes for those experiencing socio-economic disadvantage. The report outlined the role of stigma in preventing participation in higher education by those from lower-socio economic backgrounds as well as the importance of physical proximity for students to a university campus. More specifically the report addressed the potential role of the university and any increased educational attainment that may be attributable to:

- Increased accessibility from greater public transport opportunities
- Attraction of new students both domestic and international
- Improved retention of existing students

- Reduced community stigma associated the current Sandy Bay campus location

Following presentation of the report to the University Council in June 2018, further information about the attitudes to education and intentions to pursue higher education by young Tasmanians was sought. In particular, the Council requested quantitative evidence to inform the decision-making process for the future location of the Southern Tasmania University of Tasmania campus. Critical information sought by the University Council relates to the impact a reconfigured and upgraded Sandy Bay campus could have on student recruitment, their experience at UTAS and their overall retention as well as insight into the potential impact of shifting the university from Sandy Bay into the Hobart CBD on student recruitment, their experience at UTAS and their overall retention. The additional research needs to ascertain the importance of location in impacting an individual's decision to enrol in higher education at the University of Tasmania as well as the amenities and facilities of the campus and proximity to the individual's place of residence.

Importantly, the research needs to provide quantifiable evidence of young Tasmanians perceptions regarding higher education and the location of the university campus. It should identify any factors which may prevent young Tasmanians participating in higher education and, more specifically, enrolling at the University of Tasmania, whether those factors be economic, social or personal.

Additional questions posed by the CMT include:

- *Does campus location play a role in student recruitment/retention and, if yes, to what extent?*
- *What are the biggest drivers of student satisfaction/dissatisfaction relating to campus location/setting?*
- *What do students like/dislike about the Sandy Bay campus?*
- *What do international students like/dislike about the Sandy Bay campus?*
- *What do students like/dislike about studying in the Hobart CBD (IMAS, Medical Sciences, Creative Arts)?*

- *What do international students like/dislike about studying in the Hobart CBD (IMAS, Medical Sciences, Creative Arts)?*

The research will be provided as a report for the CMT and the University Council.

## Method

To address the research queries outlined above, within the timeframe provided, data collected from UTAS students in four existing surveys is analysed to explain their experience at UTAS, how this experience differs for students by their primary campus location of enrolment; Sandy Bay or the Hobart CBD, and make inferences about any potential impact of relocation to the CBD on student recruitment, their experience at UTAS and their overall retention<sup>2</sup>. This analysis is undertaken for domestic students and international students. Where specific campus location information is not collected, responses are linked to administrative data using the Student ID to identify the primary campus location of the student responding. The four surveys used for this research are explained below. See Appendix A for a list of specific questions analysed from each Survey.

1. *Commencing & Lost Students Survey* – administered by the University of Tasmania, this survey was introduced in 2018. The UTAS Marketing Division plans to run the survey biannually in semesters 1 and 2. 1st Year Commencing students - defined as anyone who is currently enrolled in the first year of their course – and Lost students - defined as anyone who applied to study with UTAS in 2018 and received an offer but did not enrol – are invited to participate. For this research, only responses from commencing students are analysed. For Semester 1 in 2018, 1,244 commencing students completed the survey, a response rate of 18.2 per cent. As this information is not collected by specific campus location, student responses can only be disaggregated to the Hobart level (i.e. combined Sandy Bay and Hobart City campus students).

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<sup>2</sup> *It is important to note that the responses to the surveys are relatively small in size and are not necessarily a statistically significant representation of the whole University of Tasmania student cohort and therefore only inferences can be made to reflect the views, opinions or experiences of the broader UTAS student population. Response counts are provided in the results.*

2. *Service Quality Survey (SQS)* – administered by the University of Tasmania, this survey is conducted annually and all UTAS Students are invited to participate. The purpose of the survey is to gauge overall satisfaction with the range of services offered to student by UTAS. In 2018 the SQS was completed by 934 students.
3. *Student Experience Survey (SES)* – administered for the Australian Government Department of Education and Training by the Social Research Centre with the overall purpose to inform and facilitate the ongoing improvement of universities and the quality of Australian higher education in general. Responses by UTAS students are provided by the Federal Government. As this information is not collected by campus location, student responses will be linked to student administrative data using their student ID to differentiate responses, and experience, by campus location as well as socio-economic background (SEB).
4. *Student Spaces and Amenities Fee (SSAF) survey* – administered by UTAS, this survey seeks feedback from students to inform how funds raised through the SSAF should be distributed and utilised. The survey results provide an insight into what services and amenities the students consider most important at UTAS.

In addition to the quantitative analysis outlined above, qualitative analysis of four open ended questions (three from the SQS survey and one from the Commencing and Lost Students Survey) is undertaken to provide further insight into the experience of UTAS students by their respective campus and any potential impact of a relocation to the CBD on student recruitment, their experience at UTAS and their overall retention. The specific open-ended questions analysed are:

- What would you praise the University of Tasmania for? (SQS)
- What would you criticise the University of Tasmania for? (SQS)
- If you were in charge of the University of Tasmania, you would.... (SQS)
- Why did you decide to accept the offer from the University of Tasmania? (Lost and Commencing Students Survey)

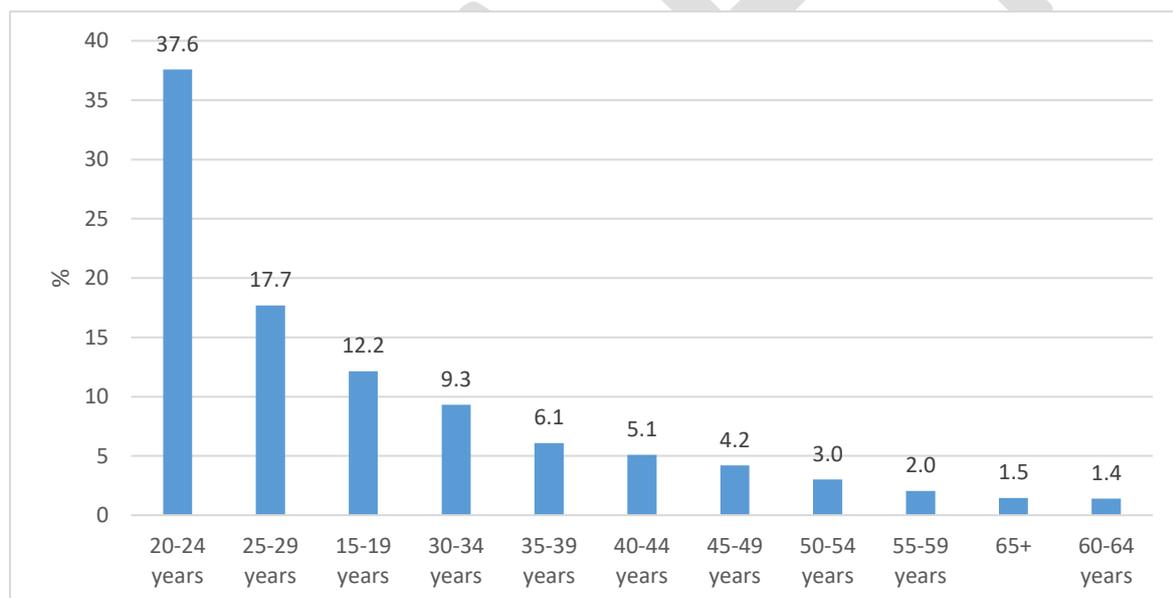
A selection of quotes from the response is provided throughout the report to support the findings.

## Student profile

Using ABS Census of Population and Housing (Census) data for 2016, a snapshot of people enrolled in university education who are living in the Greater Hobart area is possible. While the specific Census question does not specifically relate to the University of Tasmania, as UTAS is the sole higher education institution in Tasmania, it is assumed that these students were enrolled at the University of Tasmania, acknowledging that a small proportion may be enrolled by distance or online with another university elsewhere.

In 2016, there were 11,020 students enrolled at a university living in the Greater Hobart area. Nearly two in five students were aged between 20 and 24 years of age, followed by one in five being aged between 25 and 29 years.

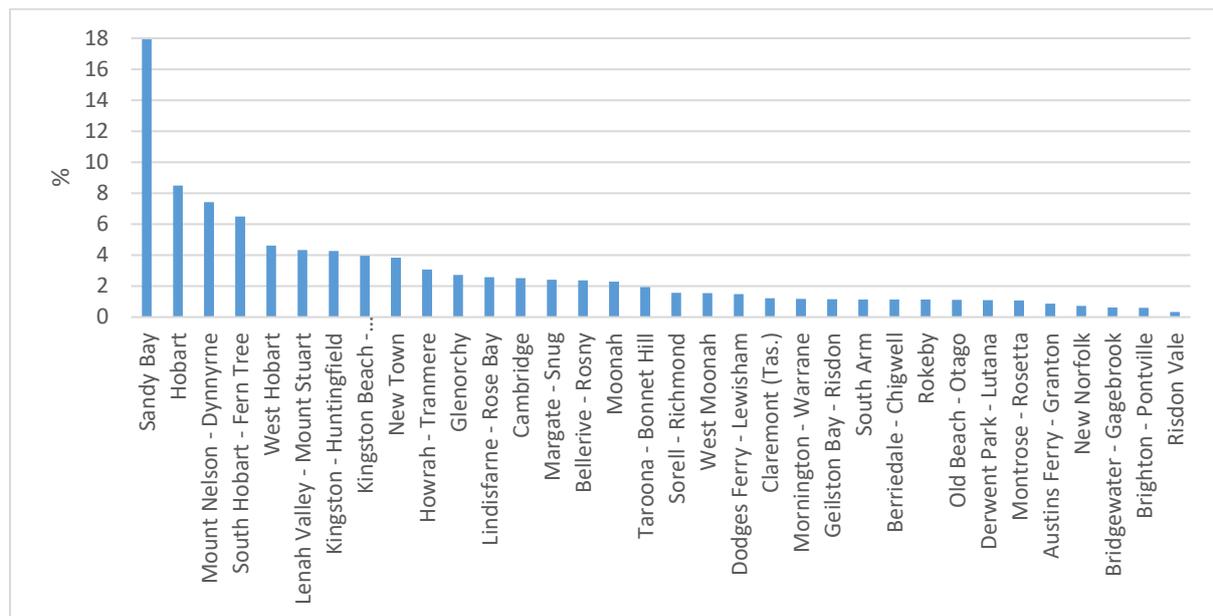
Figure 1. Age profile of university students, Greater Hobart, 2016



Source: ABS Census of Population and Housing, 2016

Nearly one in five (17.9%; 1,977) students lived in Sandy Bay, followed by Hobart (8.5%), Mount Nelson (7.4%) and South Hobart (6.5%), reflecting the importance of proximity to the campus.

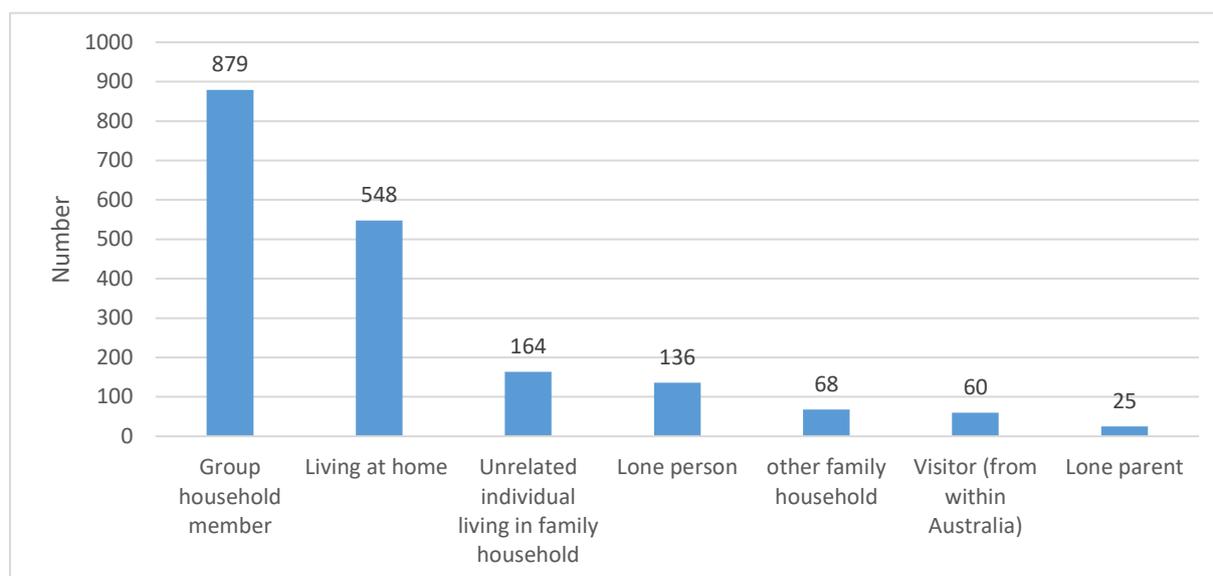
Figure 2. Place of Usual Residence, university students in Greater Hobart, by SA2, 2016



Source: ABS Census of Population and Housing, 2016

Of those who live in Sandy Bay, almost half (44.7%) live in a group household. This could be assumed to be shared rental accommodation or university provided accommodation. Around a quarter (27.9%) live at home, either as a partner (husband, wife, defacto) or as a child (natural, adopted, step or foster). Unrelated individuals living in a family household were likely to be homestay students and other family households include households where students live with a family member such as a brother, sister, uncle or aunt.

Figure 3. Relationship in the household, university students living in Sandy Bay, 2016



Source: ABS Census of Population and Housing.

### Household situation

According to the Lost and Commencing Students Survey, most of the University's first year students live at home with their family, followed by living in a share house with friends or as a couple with no children.

Table 1. Current household situation

Household situation (n=613)	
Single person living with family	36.1%
Single person sharing with friend(s)/ roommate(s)	22.7%
Couple with no children	11.9%
Single person living alone (including divorced or widowed)	10.4%
Couple with children at home	6.4%
I prefer not to answer	5.4%
Other	4.6%
Couple with children who have left home	1.3%
Sole parent with children at home	1.1%
Sole parent with children who have left home	0.2%

Source: Lost and Commencing Students Survey, 2018

When considered by age, for domestic students, the majority of 17 to 19-year olds live at home with their family (62.6%). Over a third of 20 to 29-year olds also live with the family (36.7%) and over a quarter (28.1%) live in a share house. For the older age groups; 30 to 39 and 40 years and older, most live in a couple family, more likely with children.

Table 2. Domestic students: Household by age

<b>Domestic</b>	Single with family	Single alone	Single share house	Couple no children	Couple children	Sole parent	Other/prefer not to say
17-19 years (n=219)	62.6%	9.6%	13.2%	6.4%	1.4%	0%	6.8%
20-29 years (n=139)	36.7%	7.9%	28.1%	18%	1.4%	2.2%	5.8%
30-39 years (n=28)	14.3%	7.1%	17.9%	17.9%	35.7%	7.1%	0%
40 years and over (n=35)	5.7%	17.1%	2.9%	20%	34.3%	20%	0%

Source: Lost and Commencing Students Survey, 2018

For international students, most 17 to 29-year olds live in a share house, whereas the older age groups; 30 years and older, live in a couple family. Nearly a third of 17 to 19 year olds live with family (31.6%) and a considerable number of international students also live alone.

Table 3. International students: Household by age

<b>International</b>	Single with family	Single alone	Single share house	Couple no children	Couple children	Sole parent	Other/prefer not to say
17-19 years (n=19)	31.6%	21.1%	42.1%	0%	5.3%	0%	0%
20-29 years (n=111)	18%	15.3%	46.8%	10.8%	2.7%	1.8%	4.5%
30-39 years (n=27)	3.7%	11.1%	18.5%	37%	25.9%	0%	3.7%
40 years and over (n=2)	0%	0%	0%	0%	50%	50%	0%

Source: Lost and Commencing Students Survey, 2018

### Type of accommodation

Within the sample of SQS respondents, most of the University's domestic students live at home whether they are enrolled at the Sandy Bay or Hobart CBD campus (60.1% and 59.6% respectively) followed by private rentals or halls (24.6% and 28.1% respectively). Most international students reside in a private rental or hall, particularly those enrolled at the Hobart City campus (92.3%). International students enrolled at Sandy Bay were more likely than those at the Hobart campus to utilise university accommodation (22.1%) or live with family or friends (15.1%).

Table 4. Type of accommodation, Domestic and International Students, Sandy Bay and Hobart City Campus, 2018

	Domestic (%)		International (%)	
	Sandy Bay (n=203)	Hobart (n=89)	Sandy Bay (n=86)	Hobart (n=13)
University Accommodation	10.3	9.0	22.1	7.7
Private rental or halls	24.6	28.1	58.1	92.3
Living with friends, relatives or host family	4.9	3.4	15.1	0.0
Living at home	60.1	59.6	4.7	0.0

Source: Service Quality Survey (SQS), 2018

These findings vary little by age group for domestic students. The majority were living at home for all but those aged 22 to 30 years, who mainly live in rental accommodation. Students enrolled at Sandy Bay were more likely to live at home than those enrolled at the Hobart campus for all age groups, except for those aged 31 to 40 who were more likely to living with friends or family (however this is a very small sample size of 21). Those enrolled at the Hobart campus were more likely to rent than those enrolled at Sandy Bay for all age groups apart from those older than 41.

Table 5. Type of accommodation by age group, Domestic and International Students, Sandy Bay and Hobart City Campus, UTAS, 2018

		University Accommodation	Private rental or halls	Living with friends, relatives or host family	Living at home
Under 21	Sandy Bay (n=80)	21.3	11.3	3.8	63.7
	Hobart (n=34)	20.6	23.5	0.0	55.9
22 to 30	Sandy Bay (n=61)	4.9	50.8	6.6	37.7
	Hobart (n=19)	5.3	63.2	0.0	31.6
31 to 40	Sandy Bay (n=11)	9.1	18.2	18.2	54.5
	Hobart (n=10)	0.0	20.0	10.0	70.0
41 and older	Sandy Bay (n=51)	0	15.7	2.0	82.4
	Hobart (n=26)	0.0	11.5	7.7	80.8

Source: Service Quality Survey (SQS), 2018

### Employment Status

A majority of combined Hobart campus respondents to the Commencing and Lost Students Survey were employed part-time/casually (40.8%), followed by unemployed and looking for part-time/casual work (33.4%), unemployed and not looking for work (19.9%), employed full-time (4.7%) and unemployed and looking for full-time work (1.1%). For domestic students, across all age groups, over half were employed on a part-time/casual basis, except those aged 40 years and over which had an equal percentage of full-time workers; 29.7%.

Table 6. Domestic students by employment status

Domestic	Full-time	Part-time/casual	Unemployed- looking for work	Unemployed- not looking for work
17-19 years (n=226)	1.3%	50.4%	28.8%	19.5%
20-29 years (n=145)	6.2%	58.6%	17.9%	17.2%
30-39 years (n=28)	14.3%	50%	14.3%	21.4%
40 years and over (n=37)	29.7%	29.7%	18.9%	21.6%

Source: Commencing and Lost Students Survey, 2018

For international students, across all age groups the majority were unemployed and looking for work.

Table 7. International students by employment status

International	Full-time	Part-time/casual	Unemployed- looking for work	Unemployed- not looking for work
17-19 years (n=19)	0%	21.1%	52.6%	26.3%
20-29 years (n=126)	0%	13.5%	65.1%	21.4%
30-39 years (n=30)	3.3%	16.7%	56.7%	23.3%
40 years and over (n=2)	50%	0%	50%	0%

Source: Commencing and Lost Students Survey, 2018

### Influencers of decision to study at the University of Tasmania

According to the Lost and Commencing Students Survey, the most important influencers on decisions to study were family, other and friends. Those that selected other were more likely to suggest that the decision was their own. This was the same for domestic students only. For international students, the most important influences on decisions to study were family, an education agent or friends. Younger students were more likely to report that family influenced their decision to study at UTAS whereas for older students, the decision was more likely to be 'other'; or their own decision.

Table 8 Influencers in the decision-making process to study at UTAS

Influence	Domestic (n=436)	International (n=177)	Total percent
Family	45%	33.9%	41.8%
Other	15.8%	10.2%	14.2%
Friends	10.6%	11.3%	10.8%
Education agent	0%	22%	6.4%
Tutor/lecturer from previous study	6.9%	4.5%	6.2%
Current UTAS Student	6%	5.1%	5.7%
Alumni of University	4.6%	5.6%	4.9%
University staff	4.8%	2.8%	4.2%
Career advisor	3.0%	4.0%	3.3%
Employer	3.4%	0.6%	2.6%

Source: Commencing and Lost Students Survey, 2018

## Socio-Economic Background (SEB)

The Student Experience Survey (SES) provides an insight into the socio-economic background of students enrolled at the University of Tasmania. The SES was undertaken by 5,271 students in 2017. Only students who attended Hobart campuses were included in the analyses, and students who studied online were excluded from the analyses. As socio-economic background is only collected for domestic students, international students were also excluded. The final sample size was 1,718.

Most respondents were under 20 years (45.6%), followed by 21 to 24 years, (27.2%), 40 years and over (10.3%), 30 to 39 years (8.6%) and 25 to 29 years (8.3%).

Over three quarters of the students (76.5%) attended university on-campus while a quarter (23.5%) were enrolled in a mix on-campus and online units. Most were full time (87.1%). Only first year students were asked if they were the first in their family to attend university (n=1027), and 45.6% selected yes.

Socio-economic background (SEB) is determined by the permanent address of enrolled students. This can be either their residential address, or their preferred address for communication (assumed to be their parent's house). As such many student's enrolled in a course delivered in Hobart, have a permanent address outside greater Hobart (Other Tasmania) or interstate.

For Hobart campus students, most students were from a medium socio-economic background (45.6%). The highest proportion of low and middle SEB students were from other parts of Tasmania, while the largest proportion of high SEB students were from interstate. Across all age groups, most students have an average socio-economic background.

Table 9. Location of permanent address by Socio-economic background (SEB)

	High	Medium	Low
Greater Hobart (n=1165)	27.8%	44.9%	27.3%
Other Tasmania (n=219)	11.4%	50.2%	38.4%
Interstate (n=110)	46.4%	43.6%	10.0%
<b>Total</b>	26.8%	45.6%	27.6%

Source: Student Experience Survey (SES), 2017

### First-in-family students

Using the Service Quality Survey, insight into the experience of first-in-family students compared with non-first-in-family students is possible for domestic students only. Around 1 in five (20.2%) domestic students across all UTAS campuses (except Sydney which was excluded from the analysis due to small sample size) were first-in-family (n=154).

According to the SES Survey, most first-in-family students were from a medium socio-economic background (42.7%), followed by low (38.1%) and high (19.2%).

A majority of first-in-family students were over 41 years (40.3%), followed by under 21 years (23.4%), 22-30 years (20.8%), 31-40 years (15.6%). Four in five (79.9%) first-in-family students were female and 17.5% were male. Only 4.6% of first-in-family students were Aboriginal or Torres Strait Islander.

Nearly half (46.1%) first-in-family students studied online, while a third (33.8%) studied on campus, and a fifth (20.1%) studied a combination of on-campus and online. Importantly, while students may be enrolled as online students, many choose to physically attend a campus for study purposes. A similar proportion of first-in-family students were enrolled full-time (50.3%) and part-time (49.7%)

A majority of first-in-family students were studying a bachelor's degree (57.2%), followed by a pre-degree program (18.4%), post-graduate coursework (16.4%), honours (3.9%) or post-graduate research (3.9%). Most students had been studying for 1 year (50.3%), followed by 2 years (24.8%), 3 years (14.4%), 4 years (5.2%) and over 5 years (5.2%).

When disaggregated by campus, Northern Tasmania has the highest proportion of first-in-family students (28.7%), followed by online (20.4%), Sandy Bay (18.1%) and Hobart City (10.9%).

Table 10. Campus by first-in-family students.

Campus	First-in-family students
Sandy Bay	18.1%
Hobart City	10.9%
Other Tasmania	28.7%
Online	20.4%
Total	20.2%

Source: Service Quality Survey (SQS), 2018

Of all first-in-family respondents, a quarter (25.3%) attended the Sandy Bay campus for study purposes, (n=39), 6.5% at Hobart CBD (n=10) and 27.9% at other Tasmanian campuses (n=43) while the most (40.3%) studied online only (n=62).

When considered by campus the majority of Sandy Bay and Hobart City campus first-in-family students studied on campus, however a quarter (25.6%) combined their studies with online offerings. For the northern campuses, nearly half of first-in-family students studied on campus (48.8%) or in combination with online offerings (46.5%).

Table 11. Mode of study comparison by campus

Campus	On-campus	Online	Mixed mode	Total
Sandy Bay (n=39)	61.5%	12.8%	25.6%	100%
Hobart City (n=10)	70%	20%	10%	100%
Other Tasmania (n=43)	48.8%	4.7%	46.5%	100%
Online (n=63)	0%	100%	0%	100%

Source: Service Quality Survey (SQS), 2018

When considered by age group, first-in-family students at Sandy Bay and Hobart City campuses had a similar age profile; around a third each was aged under 21, 22 to 30 years of 41 and over. The majority of online first-in-family students were 41 years or older (60.3%) whereas first-in-family students in the northern campus were more likely to be aged under 21 (44.2%) or over 41 (25.6%).

Table 12. First-in-family students by campus by age.

	Sandy Bay	Hobart City	Other Tasmania	Online
Under 21	33.3%	30%	44.2%	1.6%
22-30 years	30.8%	30%	18.6%	14.3%
31-40 years	7.7%	10%	11.6%	23.8%
Over 41 years	28.2%	30%	25.6%	60.3%
Total	100%	100%	100%	100%

Source: Service Quality Survey (SQS), 2018

The type of course enrolled in for first-in-family students is similar for all campuses with the majority undertaking a bachelor's degree. For online first-in-family students, around a third each were undertaken a pre-degree (30.2%), bachelor's degree (30.2%) or post-graduate coursework (33.3%)

Table 13. First-in-family students: type of course by campus

	Pre-Degree	Bachelor	Honours	Post-Graduate Coursework	Post-Graduate Research
Sandy Bay (n=39)	7.7%	79.6%	5.1%	5.1%	5.1%
Hobart City(n=10)	20.0%	60.0%	0.0%	0.0%	20.0%
Other Tasmania (n=41)	9.8%	78.0%	4.9%	4.9%	2.4%
Online (n=63)	30.2%	30.2%	3.2%	33.3%	3.2%

Source: Service Quality Survey (SQS), 2018

### First-in-family type of housing

Using the Service Quality Survey, insight into the accommodation of first-in-family students in the Southern campuses is possible. For this analysis, international students were excluded. The sample size was 307 of which 49 were first-in-family students.

In terms of the type of accommodation, the majority of first-in-family students live at home, with similar percentages for Sandy Bay and Hobart City campuses (58.5% and 60.5% respectively). 22 to 30-year olds were more likely to live in a private rental across both campuses. 31-year olds and older were also more likely to live at home across both campuses (which suggests they live in their own home). For all age groups, a higher

proportion of first-in-family students lived at home compared with non-first-in-family students.

## Findings

### Importance of campus location

Using responses to the 2018 Commencing and Lost Students Survey, the importance of campus location to student recruitment is identified.

The 2018 Commencing and Lost Student Survey was completed by first year UTAS students who were currently enrolled (n=1,244). This survey does not specifically collect campus of enrolment and therefore responses were linked to student administration data to isolate campuses. For the purpose of this research, students from Hobart campuses (aggregate of Sandy Bay and Hobart City) only were selected, and students who studied online were excluded from the analysis. The final sample size was 613 students.

Of the respondents, 40% were 17-19 years, 44.2% were 20-29 years, 9.5% were 30 to 39 years, and 6.4% were over 40 years. 71.1% were domestic students and 28.9% were international students.

From a list of 22 factors (29 for international students), respondents were asked to select what they considered to be the 5 most important factors for choosing to study at UTAS. Two of these factors relate to the location of UTAS, proximity to home (domestic students only) and city/location. Over half (55.0%) of domestic students selected proximity to home as an important consideration, and 40.8% of all students selected city/location. Other variables that relate to the campus and its location include personal safety and security (selected by 39.3% of students), affordable student accommodation (5.7%), cost of living (26.8%), and social life (12.4%). For domestic students, the top five responses were:

- 1) Proximity to home
- 2) Degree or course offered
- 3) City/location
- 4) Cost of living
- 5) Reputation of university.

For international students, the top five responses were:

- 1) Cost of education
- 2) Degree or course offered
- 3) Scholarship
- 4) Reputation of university
- 5) Reputation of qualification.

Compared with domestic students, international students placed higher importance on the cost of education, scholarship, reputation of qualification, quality of teaching and personal safety and security.

Compared with international students, domestic students placed higher importance on the degree or course offered, city/location, work whilst studying, social life and friends or family attending UTAS.

Table 14 Important factors for choosing to study at UTAS

<b>Factor</b>	<b>Domestic (n=436)</b>	<b>International (n=177)</b>
Proximity to home	55.3%	N/A
The degree or course offered	52.3%	32.2%
City/location	49.5%	19.2%
Cost of living	27.8%	24.3%
Reputation of university	26.4%	27.1%
Work while studying	20.9%	4.5%
Friends or family attend UTAS	20.4%	8.5%
Entry requirements	17.7%	14.7%
Reputation of qualification	16.7%	26%
Social life	15.1%	5.6%
Quality of teaching	13.8%	20.9%
HECS	13.5%	N/A
Scholarship	11.9%	28.2%
Cost of education	6.7%	36.7%
Personal safety and security	3.9%	20.3%
It was recommended to me	11.3%	7.6%
Earning potential	7.8%	6.2%
Quality of research	6.2%	9.6%

Source: Commencing and Lost Students Survey, 2018

For international students, 7 additional factors were included in the question regarding the most important factors for choosing to study at UTAS. From this list, the most important factor for international students is access to permanent residence in Australia (18.6 per cent), which ranks 10<sup>th</sup> of all factors, followed by the reputation of Australian education system (17.5%), which ranks 11<sup>th</sup>.

Table 15 Important considerations for choosing to study at UTAS. International only

Factor	Count	Percent
Permanent residence in Australia	33	18.6%
Reputation of Australian education system	31	17.5%
Full-time work following studies	20	11.3%
Further study in Australia	17	9.6%
Education agent	15	8.5%
Ease of getting Australian visa	9	5.1%
Proximity to home country	8	4.5%

Source: Commencing and Lost Students Survey, 2018

When considered by study load and age for domestic students, the importance of proximity to home was highest for those aged 17 to 19 years; particularly for those enrolled full time; 60.8%. Proximity to home was less important for all age groups enrolled part time; 41.2% listed proximity to home in the top five most important factors.

For all age groups full-time domestic students<sup>3</sup> were more likely to select city/location as an important consideration (50.1% compared with 35.3% for students enrolled part time). From the list, respondents were also asked to select their **most** important consideration. One in five (19.9%) of students selected proximity to home which was the second most important consideration, and 9.3% selected city/location. The most important consideration was degree or course offered (21.4%). However, given that proximity to home variable is not asked to international students, disaggregation by domestic and international students provides a greater insight into the most important factors influencing students to study at UTAS.

<sup>3</sup> The number of responses for international students for these variables was small and therefore disaggregation by study load and age for international students was not included in this report.

Table 16 Top 3 most important considerations: Domestic students

<b>Factor</b>	<b>Domestic</b>
Proximity to home	28.0%
The degree or course offered	24.1%
City/ Location	10.3%

Source: Commencing and Lost Students Survey, 2018

Table 17 Top 3 most important considerations: International students

<b>Factor</b>	<b>International</b>
Degree or course offered	14.7%
Cost of education (tuition fees)	13.0%
Scholarship from UTAS	12.4%

Source: Commencing and Lost Students Survey, 2018

When considered by age, all age groups identified the degree or course offered as most important, however, difference between age groups also exist. School leavers were more concerned about location whereas 40 years and over were more concerned about having opportunities to work. Proximity to home features in the top three most important factors for all age groups.

Table 18. Top 3 most important considerations by age

<b>17-19 years</b>	<b>20-29 years</b>	<b>30-39 years</b>	<b>40 years and over</b>
Proximity to home (31.0%)	Degree or course offered (18.1%)	Degree or course offered (24.1%)	Degree or course offered (38.5%)
Degree or course offered (21.6%)	Proximity to home (12.9%)	City/location (15.5%)	Proximity to home (17.9%)
City/location (9.0%)	City/location (8.9%)	Proximity to home (12.1%)	Opportunities to work while studying (10.3%)

Source: Commencing and Lost Students Survey, 2018

Table 19. Variables of interest: The most important consideration by age

Age	Proximity to home	City/ location	Personal safety and security	Affordable student accommodation	Cost of living	Social life
17-19 years	31.0%	9.0%	0.0%	3.3%	4.1%	0.8%
20-29 years	12.9%	8.9%	3.0%	0.0%	5.2%	0.0%
30-39 years	6.9%	15.5%	1.7%	0.0%	3.4%	0.0%
40 years and over	17.9%	5.1%	2.6%	0.0%	0.0%	0.0%
Total	19.9%	9.3%	1.6%	1.3%	4.2%	0.3%

Source: Commencing and Lost Students Survey, 2018

## Satisfaction with UTAS

### Satisfaction with university services - 2018 Service Quality Survey (SQS)

Responses to the 2018 Service Quality Survey (SQS) were used to identify the areas of satisfaction or dissatisfaction with UTAS campuses in the south of the state.

The SQS was completed by 934 students. As this research is focused on the physical services and facilities at Sandy Bay and Hobart City campuses, students who studied online or at different UTAS campuses (In other areas of Tasmania, Sydney or overseas) were removed from the analyses. The final sample size is 411.

Around three quarters (74%) of respondents attended the Sandy Bay campus (n=304) and 26% attended one of the Hobart City campuses (n=107). 74.7% of respondents were domestic students and 25.3% were International students.

Around a third each were 22 to 30 years old (36.1%), under 21 years (31.2%) or 31 to 40 years (31.2%), 21.2% were over 41 years.

UTAS students were largely satisfied with most of the services provided, regardless of campus location, particularly the use of up-to-date technology, library services, the safety and security at university premises, the maintenance of recreational facilities and information about how to get involved in student life.

Both domestic and international students at the Sandy Bay and Hobart City campuses expressed a level of dissatisfaction with the food and beverage options available, more so at the Sandy Bay campus. However, a considerable proportion also indicated they were not sure about the quality of food and beverage options, indicating they do not access these services.

Both domestic and international students at the Sandy Bay and Hobart City campuses do not believe there were adequate parking spaces at the campuses. There is also a level of dissatisfaction with the study spaces provided at the library, particularly by domestic students at the Sandy Bay campus.

While around half of both domestic and international students at both campuses agreed the availability of public transport to and from campus was adequate, a high proportion of domestic students responded that they were *not sure* about the adequacy of public transport to or from campus, suggesting that public transport is not a preferred form of transport for many students at both campus locations, particularly domestic students (30.5% at Sandy Bay and 45.3% at the Hobart campus). Combined with the dissatisfaction with the availability of parking spaces, these findings suggest a high reliance on personal transport to and from university campuses. See Table 20 overleaf.

Table 20. Satisfaction with UTAS services

	Domestic				International Students			
	Sandy Bay (n =203)		Hobart (n =86)		Sandy Bay (n = 84)		Hobart (n =14)	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
The University uses up-to-date technology (e.g. computing facilities, MyLO).	71.9	13.3	77.9	7.0	76.2	8.3	64.3	14.3
The University has adequate parking spaces	10.8	66.0	9.3	50.0	20.2	57.1	28.6	50.0
The University has quality food and beverage options.	49.3	30.0	27.9	24.4	42.9	32.1	57.1	21.4
Recreational facilities (e.g. sports grounds, outdoor areas) are well maintained	73.9	3.4	47.7	3.5	67.9	10.7	85.7	0.0
Study spaces at the library are excellent.	40.9	39.4	40.7	15.1	59.5	29.8	50.0	7.1
Services at the library are excellent	63.5	15.3	57.0	7.0	75.0	6.0	85.7	0.0
Information about how to get involved in student life is useful.	59.1	14.8	54.7	10.5	70.2	7.1	50.0	21.4
Availability of public transport to/from campus is adequate.	52.2	17.2	46.5	8.1	58.3	22.6	57.1	14.3
I feel safe and secure on University premises.	87.7	3.4	75.6	2.3	91.7	0.0	92.9	0.0

Source: Service Quality Survey (SQS), 2018

### Satisfaction with experience and facilities – 2017 Student Experience Survey (SES)

In the SES Survey, students were asked several questions relating to their satisfaction with the quality of UTAS and its facilities. Most students enrolled in courses at the Hobart campuses, were satisfied with the University of Tasmania facilities, with those from a lower socio-economic background generally more satisfied than those from a higher socio-economic background, apart from feeling a sense of belonging where low socio-economic students were less likely to feel a sense of belonging.

Most UTAS students felt a sense of belonging (43.8%). High SEB students were more likely to feel a sense of belonging and low SEB students were more likely to feel little belonging.

Overall, 40 years and over were more likely to feel a sense of belonging to the institution, while 25 to 29 years were most likely to feel little belonging to the institution. For under 20s, 25 to 29 years, 30 to 39 years and 40 years and over, high SEB students were more likely to feel a sense of belonging. For 21 to 24 years, low SEB were more likely to feel a sense of belonging.

Overall, students were satisfied with the quality of teaching spaces. Under 20s were more likely to be satisfied compared with other age groups, and medium SEB students were more likely to be satisfied with teaching spaces.

Two thirds of students were satisfied with the quality of student spaces (66.3%). Under 20s were more satisfied while 25 to 29 years were more likely to be less satisfied with student spaces. High SEB students were more likely to be satisfied with study spaces.

Most students were satisfied with the computer and IT resources at UTAS (72.5%). Students 40 years and over were the most satisfied, while 25 to 29 years were the least satisfied with IT resources. Low SEB students were the most satisfied and high SEB students were the least satisfied.

Most students were satisfied with the laboratory or studio equipment at UTAS (79.1%). Under 20s were the most satisfied with laboratory equipment and low SEB students were more satisfied.

Nearly four in five students (79.4%) were satisfied with library resources and facilities, particularly those from a higher socio-economic background.

Around half of UTAS students (50.6%) had a high level of student interaction, particularly those from a higher socio-economic background. Students who were 21-24 years indicated they had the most interaction with other students and low SEB students had the least interaction with other students.

For one in five UTAS students their living arrangements negatively impact on their study. For all age ranges, low SEB students were most likely to indicate their living arrangements negatively impacted their study.

For one in four UTAS Students, their financial situation negatively impacts on their study. Across all age groups, low SEB students were more likely to indicate their financial situation negatively impacts on their study as well as students aged 25 to 29 years.

Over half of UTAS students (58.7%), were satisfied with their engagement of learning, particularly those from a higher socio-economic background.

Table 21 Student Experience and Satisfaction at UTAS Hobart Campuses, 2017

	High	Low
Sense of belonging (n=1594)	43.8%	19.0%
Satisfaction with quality of teaching spaces(n=1526)	78.3%	4.6%
Satisfaction with quality of student spaces (n=1464)	66.3%	9.9%
Satisfaction with computer and IT resources (n=1457)	72.5%	6.0%
Satisfaction with laboratory or studio equipment(n=1104)	79.1%	5.1%
Satisfaction with library resources and facilities (n=1472)	74.9%	4.1%
Level of student interaction <sup>4</sup>	50.6%	13.2%
Living arrangements negatively impacting on study (n=1539)	20.4%	58.8%
Financial situation negatively impacting on study (1541)	26.4%	50.5%
Satisfied with engagement of learning (n=1595)	58.7%	41.3%

Source: Student Experience Survey (SES), 2017

### University accommodation

Responses to the 2018 Service Quality Survey (SQS) were used to identify level of satisfaction with university accommodation.

Respondents who indicated they had ever lived in University accommodation (n=107) were asked if they believed the University offers accommodation/housing at a reasonable cost. Almost half of respondents either agreed or strongly agreed to this statement (49.5%), and 47.6% disagreed or strongly disagreed. 2.8% indicated they were not sure. The mean is 2.61,

<sup>4</sup> An index was created using three variables: student interaction outside study, interaction with different students and opportunities to interact with local students, to form a single variable that measures student interaction

indicating that, on average, the participants agreed that University accommodation was affordable.

Respondents who indicated they had ever lived in University accommodation were also asked if they believed the University has excellent accommodation/housing facilities. A majority of respondents agreed or strongly agreed (65.4%) with this statement, and only 33% disagreed or strongly disagreed. 3.7% indicated they were not sure. The mean is 2.85, indicating that, on average, the respondents agreed the University has excellent accommodation facilities.

Overall, students believed the University has excellent accommodation facilities, however a roughly equal proportion of students both agreed and disagreed about the cost of accommodation being reasonable.

#### Likelihood of recommending the University of Tasmania to a friend, family member or colleague

Responses to the Lost and Commencing Students Survey 2018 provides an insight into whether students would recommend UTAS. Over three quarters (77.5%) of domestic students were likely to recommend UTAS to friends, family or colleagues and 84.2% of international students were likely to. Across the age groups, 79.2% of 17-19 years, 80.8% of 20-29 years, 81% of 30 to 39 years and 69.2% of 40 years and over, were likely to recommend UTAS.

#### First-in-family satisfaction

First-in-family students were more likely to be satisfied with the University of Tasmania's services than non-first-in-family students, regardless of the campus enrolled at, particularly for feeling safe and secure on campus and except for the provision of adequate parking spaces of which there is a considerably greater level of dissatisfaction. At the same time, first-in-family students were more satisfied with the availability of public transport than non-first-in-family students, particularly for the Sandy Bay campus. However, half the responses indicated they were 'not sure' and therefore most likely they were not users of public transport.

Table 22. Satisfaction with UTAS services, first-in-family and non-first-in-family students

	First-in-family				Non-first-in-family			
	Sandy Bay (n =215)		Hobart (n =91)		Sandy Bay (n = 215)		Hobart (n =91)	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
The University uses up-to-date technology (e.g. computing facilities, MyLO).	75.0	11.1	77.8	11.1	71.3	13.8	77.9	6.5
The University has adequate parking spaces	8.3	63.9	0.0	66.7	11.4	38.2	10.4	66.5
The University has quality food and beverage options.	72.6	19.4	44.4	22.2	44.3	32.3	26.0	24.7
Recreational facilities (e.g. sports grounds, outdoor areas) are well maintained	77.8	2.8	73.1	3.6	66.7	0.0	45.5	3.9
Study spaces at the library are excellent.	52.8	33.3	38.3	40.7	33.3	22.2	41.6	14.3
Services at the library are excellent	66.7	11.1	62.9	16.2	55.6	11.1	57.1	6.5
Information about how to get involved in student life is useful.	55.6	22.2	59.9	13.2	55.6	0	54.5	11.7
Availability of public transport to/from campus is adequate.	47.2	5.6	53.3	19.8	33.3	11.1	48.2	7.8
I feel safe and secure on University premises.	91.7	2.8	86.8	3.6	66.7	11.1	76.6	1.3

Source: Service Quality Survey (SQS), 2018

### Consideration of discontinuing university studies

Around a quarter (24.8%) of students responding to the SES Survey had considered discontinuing their studies at the University of Tasmania. Of these, two in five (39.2%) were from average socio-economic backgrounds, a third (32.5%) were from higher socio-economic backgrounds and 28.3% from low socio-economic backgrounds. The single greatest factor for students considering leaving their studies was for health or stress reasons. For students from both low and average socio-economic backgrounds, personal reasons, study/life balance and needing a break were other key reasons. For those from higher socio-economic backgrounds, the need to do paid work and personal reasons were key reasons for considering discontinuing their studies.

### Priority services and amenities

To identify what services and amenities are of import to UTAS students and how they may differ by campus, responses to the Students Services and Amenities Fee (SSAF) survey is used. Respondents were asked to indicate the areas of highest priority for SSAF funding expenditure based on 19 permissible spending categories as they appear in Federal Government legislation.

The 2018 SSAF survey has a sample size of 802 students. For this analysis, only students who attended the Sandy Bay (n= 311) and Hobart City (n=93) campuses were included. The final sample size was 404 students.

Of these students, 84.6% were domestic students (82.2% of Sandy Bay students and 92.5% of Hobart City students were domestic) and 15.3% were international students (17.8% of Sandy Bay and 7.5% of Hobart City were international). Most students were full-time (83.3%).

From the list of 19 funding areas, students were asked to select four high priority areas for SSAF funding.

For both campuses, including domestic and international students, the top 5 responses were:

- 1) Promoting the health or welfare of students through the expansion of services
- 2) Helping students access employment or advice on careers
- 3) Providing libraries and reading rooms for students
- 4) Helping students develop skills for study, other than courses in which they are enrolled
- 5) Helping students access accommodation

When considered by campus and disaggregated by student type, the responses differ considerably by whether the student is domestic or international. For domestic students at both campuses, the top five responses were:

- 1) Promoting the health or welfare of students through the expansion of services (46.5%)
- 2) Helping students develop skills for study, other than enrolled courses (35.3%)
- 3) Providing libraries and reading rooms for students (35%)
- 4) Helping students access employment or advice on careers (35%)
- 5) Helping students access accommodation 25%

Table 23. Top 5 funding areas for domestic students by campus

<b>Sandy Bay (n=254)</b>		<b>Hobart City (n=86)</b>	
<b>Funding area</b>		<b>Funding area</b>	
Promoting the health or welfare of students through the expansion of services	45.3%	Promoting the health or welfare of students through the expansion of services	50%
Helping students develop skills for study, other than enrolled courses	38.6%	Helping students access employment or advice on careers	34.9%
Providing libraries and reading rooms for students	36.2%	Providing libraries and reading rooms for students	31.4%
Helping students access employment or advice on careers	35%	Helping students develop skills for study, other than enrolled courses	25.6%
Providing food and drinks to students on campus	24%	Helping students with financial affairs	24%

Source: Student Services and Amenities Fee (SSAF) Survey, 2018

For international students at both campuses, top five responses were:

- 1) Helping overseas students relating to their welfare, accommodation and employment (58.1%)
- 2) Helping students access employment or advice on careers (46.8%)
- 3) Helping students with financial affairs (33.9%)
- 4) Helping students access accommodation (30.6%)
- 5) Providing legal services (30.6%)

Table 24. Top 5 funding areas for international students by campus

<b>Sandy Bay (n=55)</b>		<b>Hobart City (n=7)</b>	
<b>Funding area</b>		<b>Funding area</b>	
Helping overseas students relating to their welfare, accommodation and employment	58.2%	Helping overseas students relating to their welfare, accommodation and employment	57.1%
Helping students access employment or advice on careers	50.9%	Promoting the health or welfare of students through the expansion of services	42.9%
Helping students with financial affairs	32.7%	Helping students access accommodation	42.9%
Helping students access accommodation	29.1%	Helping students with financial affairs	42.9%
Promoting the health or welfare of students through the expansion of services	21.8%	Providing legal services to students	42.9%

Source: Student Services and Amenities Fee (SSAF) Survey, 2018

Students were also asked to specify the importance of each of the eight priority areas for funding that align with the strategic pillars of the University's Student Experience Strategy: Orientation and Welcome: Providing new students with key information about the university's physical, academic and administrative environments, and connecting students with one another, and university staff, through initiatives and events.

Promoting Student Mental Health, Wellbeing and Safety: Providing widely accessible campus-based and online student wellbeing services, mental health initiatives, spiritual and pastoral care and associated resources to a diverse student cohort.

Expanding Access to Career Development and Leadership Programs: Offering a suite of resources and programs designed to improve work readiness through provision of leadership, employment, work experience, volunteering & civic engagement opportunities.

Widening Participation in Healthy Living, Sport and Recreation: Implementation of the University's sports strategy, including the support of social sports and access to gym facilities, participation at intra, interstate and international competitive level

Promoting Academic Success through Student Learning Programs: Opportunities for students to have access to, and be employed in, peer-led student learning programs and opportunities for collaborative learning and leadership development.

Creating Connections and Engagement with University Life: Initiatives and events that promote face-to-face and online connection with peers, inclusivity, university and broader community connections and a sense of belonging.

Financial and Legal Support and Assistance: Providing legal assistance, emergency relief and financial advice and support to students facing temporary difficulties.

Enhancing Informal Learning and Social Spaces: Improving physical learning, social and recreational spaces, grounds and facilities to enhance the student life, safety, security and the overall experience.

For all students, the top three important funding areas were:

- 1) Promoting Student Mental Health, Wellbeing and Safety
- 2) Enhancing Informal Learning and Social Spaces
- 3) Financial and Legal Support and Assistance

This is the same for both Sandy Bay and Hobart City campuses.

For all students, the least important funding areas were:

- 1) Creating Connections and Engagement with University Life
- 2) Widening Participation in Healthy Living, Sport and Recreation
- 3) Orientation and Welcome

Table 25. Funding areas by campus

Funding area	Sandy Bay		Hobart City		Both campuses	
	Y	N	Y	N	Y	N
Promoting Student Mental Health, Wellbeing and Safety <sub>1</sub>	<b>70.7%</b>	9.5%	<b>69.4%</b>	9.4%	<b>70.4%</b>	9.5%
Enhancing Informal Learning and Social Spaces <sub>2</sub>	<b>63.4%</b>	10.3%	<b>63.5%</b>	14.1%	<b>63.4%</b>	11.2%
Financial and Legal Support and Assistance <sub>3</sub>	<b>59.6%</b>	8.5%	<b>59.5%</b>	14.3%	<b>59.6%</b>	9.8%
Expanding Access to Career Development and Leadership Programs <sub>4</sub>	59.2%	10.7%	44.7%	11.8%	55.7%	10.9%
Orientation and Welcome <sub>5</sub>	54.3%	17%	51.2%	14.6%	53.6%	16.5%
Promoting Academic Success through Student Learning Programs <sub>6</sub>	54.3%	13.4%	38.8%	20%	50.6%	15%
Creating Connections and Engagement with University Life <sub>7</sub>	48%	17.3%	43.9%	24.4%	47%	19%
Widening Participation in Healthy Living, Sport and Recreation <sub>8</sub>	39.9%	17.9%	45.8%	18.1%	41.3%	17.9%

Source: Student Services and Amenities Fee (SSAF) Survey, 2018 Sample sizes of funding areas: <sub>1</sub> (SB: n=273, HC: n=85), <sub>2</sub> (SB: n=273, HC: n=85), <sub>3</sub> (SB: n=272, HC: n=84), <sub>4</sub> (SB: n=272, HC: n=85) <sub>5</sub> (SB: n=276, HC: n=82) <sub>6</sub> (SB: n=269, HC: n=85) <sub>7</sub> (SB: n=271, HC: n=82) <sub>8</sub> (SB: n=268, HC: n=83)

For all domestic students, the top three important funding areas were:

- 1) Promoting Student Mental Health, Wellbeing and Safety
- 2) Enhancing Informal Learning and Social Spaces
- 3) Financial and Legal Support and Assistance

This is the same for both Sandy Bay and Hobart City.

For all international students, the top three important funding areas were:

- 1) Financial and Legal Support and Assistance
- 2) Expanding Access to Career Development and Leadership Programs
- 3) Enhancing Informal Learning and Social Spaces

This is the same for both Sandy Bay and Hobart City campuses, except Hobart City also identified orientation and welcome as important.

### International students – values and experience

Using open-ended responses to questions in the Lost and Commencing Students Survey and the Service Quality Survey, greater insight into the experience of international students as well as the areas of importance at the University of Tasmania is possible.

#### Reason for selecting the University of Tasmania

International students largely chose to study at the University of Tasmania because of its reputation as a University, the quality education and specific course offering. Notably, its ranking as being in the top 2 per cent of universities worldwide in 2016<sup>7</sup> was mentioned by a number of respondents, as were specific schools within the University, for example IMAS and Pharmacy.

Tasmania as a destination was also a key determining factor in choosing the University of Tasmania for international students. In particular, the environment, natural beauty, history, quietness, peacefulness, and avoiding the 'hustle and bustle of Sydney' and not 'having to grapple with the distractions of a megalopolis like Sydney' were the main reasons for choosing Tasmania, as was the lower cost of living.

#### Satisfaction with University of Tasmania

When asked what international students would praise the University of Tasmania for, most suggested the facilities, particularly the library services and staff at the University of Tasmania as well as the campus vibrancy including the diversity of events and extra-curricular activities. Respondents also mentioned the beauty of the Sandy Bay campus, the environment and peaceful nature of the campuses to study.

When asked what international students would criticise the University of Tasmania for, the greatest concerns were the facilities provided by the University, in particular students had great concern with a lack of accommodation 'Accommodation is located in top of

mountain', parking; 'too little space for so much student' and regarding the library noting; 'Old facilities', 'noisy', 'lack of study space', 'library area is too limited', 'no sufficient silent study space', 'no computers in silent study space'. IT Services is also identified within the criticisms of international students as it was consistently noted that there is an 'abundance of systems' within the 'Chaotic UTAS website'. 'Estudent, MyLo, UTAS Webmail and iGrad should be combined into one easy-to-use and easy to navigate website'. International students also noted poor coordination and communication from staff and the university generally; 'since there are too many students in this small campus, the staffs are no longer as friendly as before. They showed some impatience. It is understandable since there are too many people, maybe they should rotate more frequently' and 'You should be make sure that a supervisor has the time and right interpersonal skills to support and help students'.

#### What would international students change about UTAS?

When asked what they would change about UTAS if they were in charge, international students identified staffing and facilities issues as the key areas needing change. In particular, increasing staff levels was seen as a priority, 'invest in permanent quality staff, rather than sink money in assets' to 'decrease burden' and 'speed up procedures', as well as for IT services. Parking and affordable accommodation featured strongly in areas of change for international students; 'build multi-level parking to 'put more parking spaces in both on campus accommodations and university' and 'building the affordable on campus accommodation'.

#### Domestic students – values and experience

Using open-ended responses to questions in the Lost and Commencing Students Survey and the Service Quality Survey, greater insight into the experience of domestic students as well as the areas of importance at the University of Tasmania is possible.

Comparison between domestic students studying at the Sandy Bay campus and the Hobart CBD campuses (Menzies, Art School, Conservatorium of Music etc) is also possible using SQS data, however the number of respondents differs considerably. Around 180 Sandy Bay students responded to the open-ended questions whereas around only 60 responses from students at the Hobart campuses were received and analysed.

### *Reason for selecting the University of Tasmania*

Unquestionably the location of the University was the most prevalent reason for why domestic students accepted the offer to study at the University of Tasmania. For Tasmanian students; choosing their home state to study at their 'local university' was predominantly for convenience, affordability, being close to family and because Tasmania is 'home'; students did not want to move interstate to study; 'just don't want to move yet'. Many Tasmanian students comment on the relatively affordability of studying interstate and that the ability to live at home significantly reduced the costs of studying; 'Living at home was possible (making everything much cheaper)', 'Cheaper option than moving away', 'was more economically viable' and 'much cheaper to live from home than to travel interstate for an equally prestigious qualification.' Students also expressed a strong connection to Tasmania, family, friends and being close to home.

- *I love living and studying in Tasmania. Tasmania is where I wish to begin a career, and give back to the community that I have grown up in.*
- *Location, ease of travel, and the ability to stay at home rather than move interstate*
- *If I was going to University, I thought I might as well go to the one that is closest to my home*
- *Easy accessibility as I already live close to the university and I don't have to move from commitments such as family, friends and work*
- *I wanted to live with my parents and save money and stress while studying*

For non-Tasmanian domestic students, the lure of Tasmania, Hobart and specific or preferred courses were the dominant reasons for accepting the offer from the University of Tasmania.

- *Campus location, sea change*
- *Wanted to move to Hobart for lifestyle*
- *As Tasmania is a smaller more intimate place, artistic and creative connections and opportunities flourish and exist in abundance.*
- *Very different to what I'm used to, came to Tasmania for the outdoors and nature aspects*

- *After visiting Tasmania, this state seemed like the perfect fit for me*
- *Better climate*
- *Physical isolation, necessary to remove distractions to allow focus on studies*

Students also recognised the importance of higher education in providing greater career opportunities; 'Part of my career plan and goals', 'to be educated in the career I aspire to have early in life, 'to have a good future ahead of me', 'so I can learn, grow and get a job in an industry I take great interest' and 'because I believed it offered me the best chance to kickstart my life in the workforce'.

### Sandy Bay Campus

#### *Satisfaction with University of Tasmania*

Overwhelming, Sandy Bay students expressed great appreciation for the sense of community and environment at the campus. This concept of environment encompasses both the natural and lived experience. Many students referred to the grounds, the cleanliness, landscaping, outdoors, views and greenspaces as well as the vibrancy of the community on campus; the sense of inclusivity, lack of noise and the peaceful nature of the studying environment. The sense of community extended to the kindness, support and care of students and their well-being, with several mentions of the support for mental health issues and disability as well as the events, societies and clubs and their associated activities which help create the community on campus.

- *Trying to make a student community and generally trying to offer opportunities to students*
- *Creating a welcoming environment which provides plenty of opportunity to meet new people and take part in various activities*
- *Beautiful university/nice grounds, good location (other than the parking limitations, quiet*
- *UTAS provides a good and peaceful place to study and live*
- *It is a lovely place to study where lecturers are professional and willing to help students with their knowledge and experience, the supportive faculty is nice and helpful*

- *The personal and caring attitude of and therefore interactions and relationships with academic staff. partly a factor of small class sizes that allow for relationship building but also, in my experience, the quality of the people themselves*

Sandy Bay students particularly valued university staff for their friendliness, excellence, professionalism and care and support, recognising their work ethic, passion and brilliance in subject matter, including library staff.

- *Excellent Lecturers with brilliant subject matter knowledge*
- *Good passionate lecturer*
- *The support staff I have used have been helpful, some of the lecturer have had are passionate about their subject and been very helpful*
- *Lecturers are almost always extremely passionate about their field which I think makes learning so much better*

Many students acknowledged the quality of teaching, and the helpfulness and responsiveness of knowledgeable staff who were often under pressure.

- *Promptly responding and helpful teaching staff, good quality of teaching with connections to industry*
- *The flexibility and open-mindedness of teaching staff*
- *Accessibility of teaching staff who are always willing to help*
- *responsive staff that are expert in their area*

Sandy Bay students also valued the facilities and amenities available at the campus, including access to resources and study spaces. They noted the cleanliness and quiet environment of the campus which is conducive to learning. Students particularly praised the provision of library services and their staff.

- *Access to resources, plenty of study space in the library (but not enough computers), many useful resources and books in the library*
- *A mostly great campus with increasingly good facilities*
- *The library facilities are really good, I enjoy studying there*

A number of students also praised the university for its efforts 'trying to get it right'; making the campus smoke free and providing great services to student in need; disability, accommodation and mental health.

The greatest criticism Sandy Bay students expressed of the University related to the multitude of IT systems and administrative requirements which were inconsistent, duplicitous, time consuming, frustrating and hindered learning. Specific references were made to the various IT systems, with generic comments such as 'Mylo system', 'IT services' and 'lousy IT and more specific comments; 'abundance of different systems, chaotic UTAS website, poor communication in the workplace, old facilities in the workplace, lack of communication with students' and 'Complexity and "buggyness" of MyLO'.

- *While the UTAS web page is artistically attractive to prospective students, it is sometimes quite difficult to navigate when searching for something other than enrolment - these days I simply resort to googling the page I want to find on the UTAS site as it is faster than trying to find it by navigating*
- *UTAS website is not user-friendly. Very difficult to find information.*
- *have had issues at basically every level of the University of Tasmania. Enrolment never works, support services are often understaffed at busy times, online services such as Mylo and Estudent are poor*

While the library and its services were praised by Sandy Bay students, they were equally criticised for their lack of study space options, the etiquette of students using the study spaces, and references to the new queuing system.

- *Not enough facilities in library; difficult to access an available computer to work with SPSS programs as well as find quite space for studying during the day*
- *noisy library, no sufficient silent study space, no computers in silent study space*
- *there's never any free computers*
- *Finding a decent spot in the silent areas in the library*
- *The queuing system at the Morris Miller library. That needs to change as soon as possible - and please, please, please consult with - and LISTEN TO - library staff and library users before implementing a new system*

- *The Qless System takes longer than regular queues and actually deters students from asking for help. Having a loud and cramped library, that has no rules or regulations*
- *lack of regulations on improper student behaviour in study space in Library*
- *No monitoring of students in the Morris Miller Library, students go off to lunch and leave their belongings at computers which means other people cannot use them, students eating at the computers and doing online internet shopping on uni computers shouldn't be allowed*

Many students noted the ageing infrastructure and facilities at the Sandy Bay campus, acknowledging the need for investment and modernisation.

- *Rooms in some buildings really need some work. Comfy chairs would be ideal*
- *Not up to date university facilities*
- *Some of the lecture halls don't have the best tables to use, the small tables fall quite often and aren't the best for handwriting*
- *Old buildings and infrastructure*
- *a horrendously out-of-date overall setup*
- *The place needs bringing up-to-date*
- *the facilities could use an upgrade as they are slightly outdated*
- *Subpar resources compared to other unis*

Many students also expressed value for face-to-face teaching and learning experiences, criticising the move to online courses and a general lack of organisation in terms of course structure, including 'constant changes to courses and units', 'cramming the units' and 'clashing timetables'.

- *I don't like the move to online courses, it should be an option but students in Hobart should be able to attend in person*
- *No face to face lectures I find decreases the learning opportunities, discussion and enrichment of the course. It does not encourage an esprit d'corp which is lacking and a unity of student peers.*

- *Pre-recorded lecture is good. But as a on-campus student, I hope I can attend the real lecture. I think the leaning method of pre-recorded lecture is designed for the student who takes a distance learning.*
- *Push to online classes with high costs and little interaction*
- *An extreme lack of organisation in online study areas*
- *The changing course structures make it incredibly difficult to be mobile. There have been numerous students who have not had enough available units to complete their courses and ended up having to study outside their area*
- *The lack of option to study on campus.*
- *Constant changes to courses and units - and overly complex course structures*
- *Filling degrees with mandated units that are irrelevant to the degree*
- *Constantly swapping and changing courses while students are enrolled in them and not always offering grandfather clauses causing anxiety and disruption*

Students also commented on the under-resourcing of staff and the flow-on effects on students and the learning experience. Students noted staff were over-worked, stressed with 'Staff work loads being too high and although staff wish to help, they physically can't', leading to 'long and slow response times', 'poor teaching' and that 'insufficient administrative staff within faculty/college [means that] teaching staff are less available, doing administration'.

Sandy Bay students also lamented the lack of parking options, with over 40 references specifically mentioning parking as an issue on campus as well as poor food and beverage options on campus in terms of variety, affordability and quality.

- *Lack of student parking zone. Not easy to get parking on campus as most parking are just for staff*
- *Expand the parking areas. Students don't have enough parking space, have to park quite far on streets*
- *Having very minimal parking spaces. There are very rarely any student parks available after 9am*
- *Food on campus is really expensive*
- *Essentially the food at the university is extremely bad.*

- *The food options are too expensive, we should be able to access cheap and healthy food while on campus*

### *What would domestic students change about UTAS?*

When asked 'if I were in charge of UTAS I would?' domestic students in Sandy Bay would invest in staffing and infrastructure; predominantly modernising buildings and improving facilities such as IT services, library services and study spaces, parking and housing. A large number of students would overhaul the online systems, stating: They would 'have fewer websites. Mylo, estudent, library, course page etc. are too all over the place. It would be great to see one central website with links to all of these' and that they would 'completely overhaul the online systems. Especially MyLO as that's the most common point of contact. The interfaces are confusing, clunky, and too complicated to use'. Many students noted that if they were in charge of UTAS they would: 'take initiative to build students affordable and cheap hostel for international students as well as locals those are coming from another state' and 'I would then make more housing available to students'. Many students note the need for more staff, stating: '...the number of support staff could be increased by 50% over the next 4 years providing our academics with more time to focus on teaching & researching rather than chasing papers' and 'Have more student services staff for peak-periods including orientation week.' Parking was again a key theme within the data with many students noting the need for more parking, including multi-level parking in all campuses at UTAS as was the provision of quality and affordable food options.

### *Hobart CBD Campuses*

#### *Satisfaction with the University of Tasmania*

Students enrolled at the Hobart CBD campuses of the university acknowledged the University's 'strive for excellence' and 'being competent across most areas' as well as its commitment to 'continually improving and seeking student feedback'. Students particularly praised the university for excellent communication, dedication to the well-being of the students and inclusivity.

Students praised the university for 'building new facilities that are pleasant to use', its focus on continuous improvement whether it be for facilities, delivery of courses or services, particularly as the university continues to grow.

- *Striving to improve existing services for staff and students. Both new accommodations and new improvements to laboratories have positively impacted upon my study. Both coming about from a reflective attitude to student and staff services.*
- *Seeking support is relatively clear, communicated through the website and staff and student advice*
- *Trying to improve by regularly running surveys and evaluations for units and other aspects*

Most criticisms of the University by Hobart CBD students were not campus specific and related to university wide issues such as the IT systems and services, parking, housing and food services.

- *Rubbish IT platforms*
- *It is difficult for new students to know the difference between webmail, eStudent and MyLo. eStudent and MyLo are not easy to use and MyLo has gotten progressively more difficult to use since it was updated*
- *Estudent, MyLo, UTAS Webmail and iGrad should be combined into one easy-to-use and easy to navigate website. Rarely use MyLo and estudent is difficult to navigate - it's not clear how to enrol on courses and where they will be held etc.*
- *Mylo constantly has the wrong info posted, wrong dates, classes cancelled/rescheduled with no notice. Incorrect course descriptions with not required assignments. Mylo always has last years dates at best, and this years ones are generally a secret*
- *MyLO filing being slightly odd*
- *Not all classes Mylo page is very useful*
- *Embarrassingly antiquated information technology / websites, unclean class rooms, very poor seating in most class rooms, inconsistent temperatures in class rooms*

However, there were discrepancies between those students enrolled at Menzies and those at the Art School or the Conservatorium of Music.

- *Nice facilities at the MSP*
- *The student spaces at menzies i.e. hollydene is great*
- *The Conservatorium of Music staff. Since the re-organisation of staff; unprofessional, disorganised, unfriendly, unhelpful and uncontactable. There are no opportunities for graduate research students even when the effort is put in. Often staff are away without warning and the protocols on scholarships are sometimes broken and a lot of fellow students complain about this. The current staff have limited knowledge of the music industry outside of Hobart and so lack the skills to attract students*
- *The CALE Graduate Research Office at times being very difficult to make contact with*
- *Lack of investment and funding for the TCOTA.*
- *cutting fine arts budget ALL THE TIME, not updating fine arts resources*

Lack of campus vibrancy and a sense of community was evident in comments made by Hobart CBD students.

- *At the MSP, feel a bit outside of the university experience. Lots of things happen at Sandy Bay which aren't offered at MSP, although I do recognise things are improving*
- *Not encouraging more student engagement between different courses especially for satellite campuses*
- *Not sure if things have changed but first year was terrible, with almost no help or assistance in engaging, understanding or enjoying uni courses or life. A very isolating and un-engaging atmosphere and experience.*

#### *What would domestic students change about UTAS?*

Students at Hobart campuses identified non-campus specific areas for investment and improvement, particularly IT services and systems; 'completely overhaul the student portal systems such as mylo and estudent so they are easier to use for current and new students' and 'Make one website incorporating estudent, utas webmail, igrad and mylo' as well as parking and housing 'improve quality and accessibility to affordable accommodation prioritising Tasmanian students', as the priority areas for change.

### Comparison between Sandy Bay and Hobart CBD students – values and experience

The responses to the open-ended questions in the SQS reflect similar values but very different experiences for students enrolled at the Sandy Bay and Hobart CBD campuses. While students at both campuses expressed high levels of frustration with non-campus specific issues such as the IT systems and services, parking and housing, campus specific facilities and community aspects of each were highly valued but the experience at each campus contrasted. While those enrolled at the Hobart CBD campus, particularly those at Menzies, highly praised the university for its facilities and commitment to excellence and continual improvement, students enrolled at the Sandy Bay campus experienced substandard infrastructure and facilities. This frustration and dissatisfaction was offset by the appreciation of the campus' environment and sense of community, not apparent at the Hobart CBD campuses.

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## Appendix A

The questions used for the analysis from each survey are listed in the table below.

Survey	Question	Comment
SQS	7 - At which University of Tasmania campus do you mainly study?	Sandy Bay and Hobart City Campus student only are analysed
	6 - What is your mode of study?	On-campus, mixed mode responses only are analysed
	13 - Which of the following best describes your CURRENT living arrangement?	
	14 For each statement below, please rate your level of agreement: <ul style="list-style-type: none"> <li>- The University offers accommodation/housing services at a reasonable cost</li> <li>- The University has excellent accommodation/ housing facilities</li> </ul>	
	16 For each statement below, please rate your level of agreement <ul style="list-style-type: none"> <li>- The University uses up-to-date technology (e.g. computing facilities, MyLO) I am able to log-on to student systems when I need to (e.g. email, eStudent, MyLO, library databases)</li> <li>- The University has adequate parking spaces</li> <li>- The University has quality food and beverage options on campus</li> <li>- Recreational facilities (e.g. sports grounds, outdoor areas) are well maintained</li> </ul>	

	<ul style="list-style-type: none"> <li>- Study spaces at the library are excellent</li> <li>- Services at the library are excellent</li> <li>- Information about how to get involved in student life is useful (e.g. clubs, societies, sport, exchange and volunteering)</li> <li>- Availability of public transport to/from campus is adequate</li> <li>- I feel safe and secure on University premises</li> </ul>	
Commencing and Lost Students	1 Are you enrolled as a domestic or international student?	
	6 How are you studying your course?	On-campus and mixed mode only responses are analysed, linked to student ID so that specific campus locations can be identified.
	<p>14 Which of the following factors were the most important considerations when choosing to study at University of Tasmania?</p> <p>Please select up to 5 top considerations. Proximity to home [ONLY SHOW DOMESTIC STUDENTS]</p> <ul style="list-style-type: none"> <li>2. Personal safety and security</li> <li>3. It was recommended to me</li> <li>4. The degree or course offered</li> <li>5. The degree or course offered was available online</li> </ul>	

	<p>6. Quality of research</p> <p>7. Quality of teaching</p> <p>8. Cost of education (tuition fees)</p> <p>9. HECS fees [ONLY SHOW DOMESTIC STUDENTS]</p> <p>10. Additional cost of study (books, student fees, etc.)</p> <p>11. Affordable student accommodation</p> <p>12. Cost of living</p> <p>13. Scholarship/ bursary/ fee waiver from University of Tasmania</p> <p>14. Social life</p> <p>15. City/ Location</p> <p>16. Opportunities to work while studying</p> <p>17. Reputation of this university</p> <p>18. Reputation of an individual academic supervisor or professor</p> <p>19. Earning potential of my chosen degree from this university</p> <p>20. Reputation of the qualification from this university</p> <p>21. I have friends or family who have been to this university</p> <p>22. Entry requirements</p> <p><i>International students only</i></p> <p>23. Proximity to home country</p> <p>24. Ease of getting a visa to study in Australia</p> <p>25. Reputation of the education system in Australia</p>	
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	<p>26. Opportunities for further study in Australia following my studies</p> <p>27. Opportunities for full-time work in Australia following my studies</p> <p>28. Opportunity for permanent residence</p> <p>29. Your education agent/consultant (a recruitment company or specialist professional)</p>	
	<p>15 And which was the most important consideration?</p> <p>Please select only one</p>	
	<p>16 Who influenced your decision to choose to study at the University of Tasmania?</p> <p>Please select all that apply.</p> <ol style="list-style-type: none"> <li>1. Education agent/consultant (a recruitment company or specialist professional)</li> <li>2. Careers adviser where you studied previously</li> <li>3. Alumni of the university (someone who has already studied here)</li> <li>4. Your employer</li> <li>5. Current student(s) studying at this university</li> <li>6. Friend(s)</li> <li>7. Family</li> <li>8. Staff of this university</li> <li>9. Teacher/tutor/lecturer where you studied previously</li> <li>10. Other, please specify _____</li> </ol>	

	<p>17 And who had the most influence on your decision to choose to study at the University of Tasmania?</p> <p>Please select only one</p>	
SSAF	1.3 domestic or international student	
	1.6 At which campus do you mainly study	
	Section 2 importance of eight priority areas for funding in 2019	
	19 list 4 top funding areas considered of priority to receive SSAF funding	
SES	<p>overallA - Thinking about your &lt;FINALCOURSEA&gt; &lt;course&gt;, overall how would you rate the quality of your entire educational experience this year?</p>	
	(ALL)BELONG - At your institution during 2018, to what extent have you had a sense of belonging to	
	(ALL)OPPLOC - At your institution during 2018, to what extent have you been given opportunities to interact with local students?	
	<p>(ALL)QLINTRO - thinking of this year, overall how would you rate the following learning resources provided for your &lt;FINALCOURSEA&gt; &lt;course&gt;...?</p> <ul style="list-style-type: none"> <li>-Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)</li> <li>- Student spaces and common areas</li> <li>-Online learning materials</li> <li>- Computing/IT resources</li> </ul>	

	<ul style="list-style-type: none"> <li>-Assigned books, notes and resources</li> <li>-Laboratory or studio equipment</li> <li>-Library resources and facilities</li> </ul>	
	(ALL)CAMPUSR - Where has your study been mainly based in 2018?	On one campus and mixed mode only responses are analysed, linked to student ID so that specific campus location can be analysed
	<p>Please indicate your reasons for seriously considering leaving your current institution in 2018. Please select all that apply.</p> <ul style="list-style-type: none"> <li>- Academic exchange</li> <li>-Academic support</li> <li>-Administrative support</li> <li>-Boredom/lack of interest</li> <li>- Career prospects</li> <li>-Change of direction</li> <li>-Commuting difficulties</li> <li>-Difficulty paying fees</li> <li>-Difficulty with workload</li> <li>-Expectations not met</li> <li>- Family responsibilities</li> <li>- Financial difficulties</li> <li>-Gap year/deferral</li> <li>-Government assistance</li> <li>- Graduating</li> <li>-Health or stress</li> <li>- Institution reputation</li> <li>- Moving residence</li> <li>-Need a break</li> <li>-Need to do paid work</li> </ul>	

	<ul style="list-style-type: none"><li>- Other opportunities</li><li>- Paid work responsibilities</li><li>-Personal reasons</li><li>-Quality concerns</li><li>-Received other offer from another university or higher education institution</li><li>-Social reasons</li><li>- Standards too high</li><li>-Study/life balance</li><li>- Travel or tourism</li><li>- Other reasons</li></ul>	
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