



University of Canterbury Students Association: Student Priorities Research Report

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1 Project Background

The University of Canterbury (UC) currently has about 20,000 students. All University of Canterbury students are members of the University of Canterbury Students' Association (UCSA). The UCSA is governed by a Constitution and has twelve elected representatives.

At the start of 2010 the University of Canterbury began charging students an additional \$600 annually (including GST) for the funding of student pastoral care services (the 'Student Services Levy'). These care services include (but are not limited to) the following:

- Early Childhood Centres
- UC Careers and Employment
- Student counselling
- Disability Support Services
- Hardship Funds
- Health Centre
- International Student Support Services
- Learning Skills Centre
- Maori and Pacific Development
- Student Advocacy Services
- Adult Student Support
- Accommodation Services (excluding halls)

To ensure Levy spending is designated according to student needs, the Student Services Levy Advisory Board (SSLAB) was constituted to make expenditure recommendations to the Vice-Chancellor. To help inform the advice provided by the SSLAB, in July 2010 the UCSA contracted Research First Ltd to research students in order to:

1. Identify the existing and unmet pastoral needs of all segments of the UC students; and
2. Prioritise these needs across segments so that informed decisions can be made around budget allocation.

The results of that research are reported here. The key messages for the UCSA to take to the SSLAB are outlined on page thirteen of this report, and the results are outlined in depth starting on page seventeen. The information in this report is accurate to the best of the knowledge and belief of Research First¹.



This document reports the results from a research project examining University of Canterbury students' pastoral care needs and their priorities regarding those care needs

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2 Research Design

2.1 A Mixed-Method Design

Research First addressed the UCSA's research questions using a multi-method (or 'mixed method') approach. This design included:

- Qualitative workshops with a range of University of Canterbury students to identify the issues, attitudes, and perspectives regarding pastoral care needs; and
- Quantitative 'intercept interviews' with a large number of students to understand different priorities by student type.

2.2 The Qualitative Research Component

Focus groups are a common qualitative research tool that provides a powerful way of exploring attitudes and perceptions about complex issues. As with all qualitative methods, focus groups are characterised by small sample sizes and probing open-ended questions. In many regards, it is this mix of qualities that provides the advantages of the approach. The appeal of focus groups to the market and social researcher comes from:

- The depth (i.e., texture) of insight they provide;
- Their flexibility to allow research processes and outcomes to develop in novel and unsuspected ways;
- Their ability to target specific subgroups within a population to study; and
- Their ability to reproduce social processes for opinion development².

The downside of focus groups is that they are often time and resource intensive. To address this limitation, Research First has developed its Working Groups™ method. This method involves targeting key locations of interest. At these locations, three different segments of the local population are invited to a single workshop session. The workshop is structured along the lines of a focus group, enabling participants to 'break out' into segment-specific working groups to complete a number of tasks led by a dedicated facilitator (such as prioritising issues, and working through trade-off scenarios for potential solutions to problems). At the close of the workshop, the three groups are brought back together to discuss their responses to the set tasks, and to work through the points of difference within and across the groups. This effectively creates a research delivering three focus groups

Research First addressed the UCSA's research questions using a multi-method, or 'mixed method' approach. This combined qualitative and quantitative research components

² The focus group process works because it reflects how opinions and beliefs are created in the wider social world – that is, through social interaction. Focus groups provide the opportunity to process opinions in a social setting. The group setting takes advantage of the fact that people are social creatures to foster interchange between the respondents. In this regard, the group setting reflects natural, real-life settings.

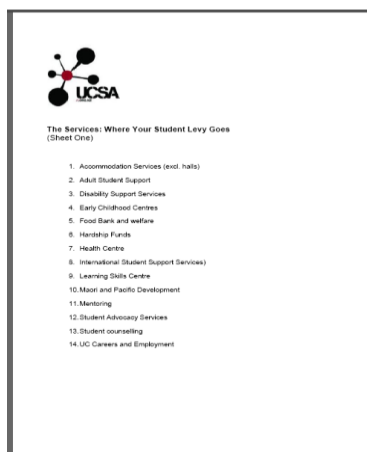
for each single time and location, reducing overall logistical costs while providing high quality research outcomes.

The Working Groups™ method uses a mix of unprompted and prompted data collection techniques. The value of this kind of approach is that it provides a ‘layered’ approach to data collection, where participants work through a number of layers to arrive at a conclusion. These conclusions are then tested with a technique known as ‘ground truthing’. This involves taking note of stories and examples of the issues raised in discussion. These stories and examples are then used to better understand how the perceptions and attitudes uncovered are created. Where appropriate, the facilitator can also take on the role of a ‘contrary advocate’, helping to ensure the attitudes uncovered in the break-out groups are robust and consistent.

For this research four Working Groups were used, each with three break-out focus group components (and involved a total of 78 students). These Working Groups were held in July 2010.

These groups involved taking students through through a process. This started by having students talking, unprompted, about what they knew about the Student Services Levy, and what the Levy funded. Following this, students worked on a number of tasks to record their thinking about service priorities. This started by showing the students the services the Levy funded in 2010 (Figure 2.1):

Figure 2.1: Workshop Handout #1 – Services Funded



Students were then asked for their feedback on these services, and to rate these services according to if students thought the services were ‘essential’, ‘nice to have’ or ‘expendable’ (Figure 2.2, overleaf):

These groups involved taking students through a process. This started by having students talking, unprompted, about what they knew about the Student Services Levy, and what the Levy funded

Figure 2.2: Workshop Handout #2 – Rating Current Services

The group process had the students work on a number of tasks to record their thinking about service priorities, with the end goal of identifying how they would allocate funding to services based on their personal priorities

Note that this form also asked students to nominate additional services they would like to see funded by the Levy (Figure 2.3):

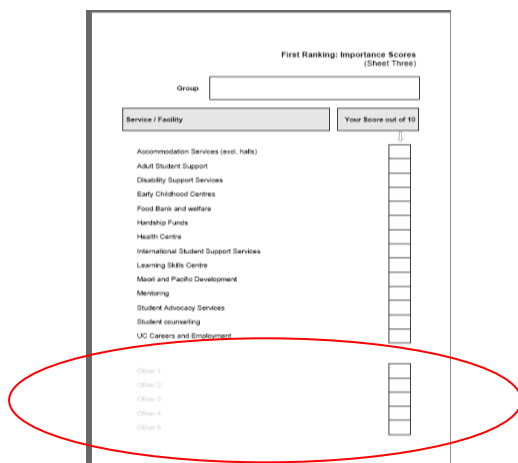
Figure 2.3: Workshop Handout #2 – Identifying Additional Desired Services

Students were then asked to rate each of those services they considered to be 'essential' or 'nice to have' on a scale from 1 to 10. Note that students were not asked to *rank* the services at this point, simply to score each of the individual services on the scale (Figure 2.4):

Figure 2.4: Workshop Handout #3 – Rating Desired Services

Note that an important part of the discussion with this rating form was the additional services that students had identified earlier in the groups, and identified as either ‘essential’ or ‘nice to have’ (Figure 2.5):

Figure 2.5: Workshop Handout #3 – Rating Desired Services



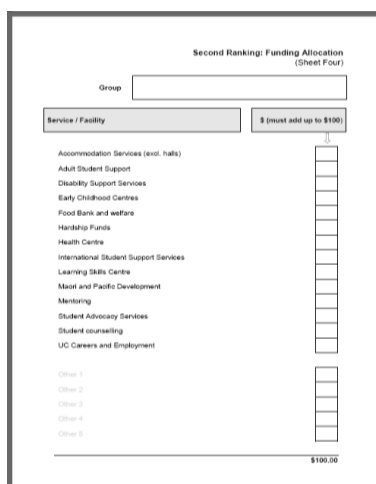
First Ranking: Importance Scores
(Sheet Three)

Group

Service / Facility	Your Score out of 10
Accommodation Services (excl. halls)	<input type="checkbox"/>
Adult Student Support	<input type="checkbox"/>
Disability Support Services	<input type="checkbox"/>
Early Childhood Centres	<input type="checkbox"/>
Food Bank and welfare	<input type="checkbox"/>
Handicap Funds	<input type="checkbox"/>
Health Centre	<input type="checkbox"/>
International Student Support Services	<input type="checkbox"/>
Learning Skills Centre	<input type="checkbox"/>
Māori and Pacific Development	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>
Student Advocacy Services	<input type="checkbox"/>
Student counselling	<input type="checkbox"/>
UC Careers and Employment	<input type="checkbox"/>
Other 1	<input type="checkbox"/>
Other 2	<input type="checkbox"/>
Other 3	<input type="checkbox"/>
Other 4	<input type="checkbox"/>
Other 5	<input type="checkbox"/>

With this background work done (and discussed), the students were then asked how they would allocate funding to each of the services. This was done by asking them to ‘spend’ \$100 across the services that had made it onto sheet #3 in the workshop process (Figure 2.6). It is important to note that students often ended up with different services on their final scoring sheet, meaning the \$100 was ‘spent’ across differing numbers of services.

Figure 2.6: Workshop Handout #4 – Allocating the Levy



Second Ranking: Funding Allocation
(Sheet Four)

Group

Service / Facility	\$ (must add up to \$100)
Accommodation Services (excl. halls)	<input type="checkbox"/>
Adult Student Support	<input type="checkbox"/>
Disability Support Services	<input type="checkbox"/>
Early Childhood Centres	<input type="checkbox"/>
Food Bank and welfare	<input type="checkbox"/>
Handicap Funds	<input type="checkbox"/>
Health Centre	<input type="checkbox"/>
International Student Support Services	<input type="checkbox"/>
Learning Skills Centre	<input type="checkbox"/>
Māori and Pacific Development	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>
Student Advocacy Services	<input type="checkbox"/>
Student counselling	<input type="checkbox"/>
UC Careers and Employment	<input type="checkbox"/>
Other 1	<input type="checkbox"/>
Other 2	<input type="checkbox"/>
Other 3	<input type="checkbox"/>
Other 4	<input type="checkbox"/>
Other 5	<input type="checkbox"/>

\$100.00

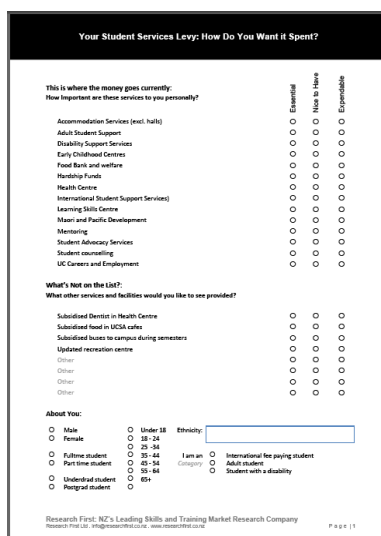
2.3 The Quantitative Research Component

The quantitative research component used an ‘intercept survey’ design. As the name suggests, intercept surveying involves researchers ‘intercepting’ suitable research participants at locations where there is a good population of target participants (for the UCSA, at various popular spots on campus). Intercept surveying takes the form of a short self-completed interview. The advantages of this design arise from (i) the speed with which the interviews can be completed, and (ii) the ability to poll a large number of participants. Although the data collected via intercept sampling are not representative in the strict statistical sense (because they rely on a mix of quota and convenience sampling rather than random sampling), the method is able to approach the reliability of more expensive research projects based on true probability samples³.

The intercept survey questionnaire was based on the results of the student workshops (which were analysed in-depth before the intercept surveying went live) (Figure 2.7).

The quantitative research component used an ‘intercept survey’ design. 1,678 students were surveyed in July 2010, using a mixture of quota and availability sampling

Figure 2.7: Intercept Survey Questionnaire



Your Student Services Levy: How Do You Want it Spent?

This is where the money goes currently:
 How important are these services to you personally?

	Essential	How to live	Enjoyable
Accommodation Services (excl. halls)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adult Student Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability Support Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early Childhood Centres	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food Bank and welfare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handicap Funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Student Support Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Skills Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Māori and Pacific Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Advocacy Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student counselling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UC Careers and Employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What's Not on the List?
 What other services and facilities would you like to see provided?

Subsidised Dentist in Health Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subsidised food in UCSA canteen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subsidised buses to campus during semesters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Updated recreation centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About You:

Male Under 18 Ethnicity:

Female 18-24 25-34 35-44 45-54 55-64 65+

Full-time student Part-time student Undergrad student Postgrad student

I am an International fee-paying student Adult student Student with a disability

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Research First completed 1,678 intercept interviews with students. These comprised a mix of quota and availability sampling. The composition of the achieved sample is provided in Table 2.1, overleaf.

Research First used its team of professionally trained interviewers to minimise interviewer bias⁴. In addition, the interviews maximised the ‘social

³ See ‘Consumer Intercept Surveys’ <http://www.orientpacific.com/consumer-intercepts.htm>

⁴ Interviewer bias arises from interviewers favouring a specific population or group, or lacking confidence to approach individuals from certain populations or groups.

exchange' of the interview by providing a small incentive to those who completed the survey and by making the intercept questionnaire as short as possible.

Table 2.1: Composition of the Intercept Interview Sample

	Percentage	Number of students
Gender		1678
Male	53%	882
Female	47%	796
Student Type		1678
Undergrad student	87%	1432
Postgrad student	13%	216
Student Tenure		1648
Full-time student	91%	1513
Part-time student	9%	147
Student Age		1660
Under 18	1%	21
18 - 24	74%	1241
25 - 34	15%	258
35 - 44	6%	93
45- 54	3%	43
55 - 64	1%	11
65+	0%	4
Student Type		1671
International fee paying student	11%	187
Adult student	23%	391
Student with a disability	3%	48
None of the above	64%	1073
Ethnicity		1677
NZ European	63%	1047
Asian	15%	249
Maori	6%	100
Pasifika	4%	73
European	3%	47
Indian	3%	42
Islamic	2%	34
British	1%	19
African	1%	17
American	1%	16
Australian	1%	11
Other	4%	68
Responses		1655

2.4 Analysis

The qualitative data from the workshops were analysed using the leading practice model developed for New Zealand researchers by Tolich and Davidson⁵, whereby data are categorised, reduced, analysed and interpreted. The result of this process distils a broad range of concepts into a functional analysis of the different factors that affect the individuals in each of the divergent populations.

For the quantitative analysis, Research used SurveyPro™, providing both top-line data, and cross-tabulated results for each of the participating groups (see Section 5.0, below).

2.5 Caveats and Limitations

The research results presented here are based on the findings from workshops with 78 students and intercept interviews with 1,678 students. This is a significant research project and, taken as a whole, provides a robust insight into the attitudes and priorities of students (as of July 2010). This robustness is underpinned by an analytical technique known as 'triangulation'. Triangulation describes the use of multiple research tools and perspectives to create a coherent picture of the topic being studied. By constructing such a picture from multiple standpoints and approaches, the researchers can be convinced that it presents a robust and valid view. And when this view is repeated and reinforced (that is, the researchers find themselves hearing the same things), 'saturation' is said to have occurred. It is the occurrence of this 'triangulation' and 'saturation' that gives Research First Ltd confidence that the themes uncovered in this research (summarised the next section) **can** be generalised to the broader research context.

This is not to say that the research results presented here are without limitations, or should be accepted uncritically. For instance, the results for any sub-groups in the intercept survey will be much less precise than results for the samples as a whole. This is because the precision of sample results is a function of the total size of the sample⁶. The size of the sample enables researchers to address problems with a survey's results that arise from sampling errors⁷. Researchers call these errors 'unsystematic' because they

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⁵ Tolich, M and Davidson, C. (1999) *Starting Fieldwork: An Introduction to Qualitative Research in New Zealand*. Oxford University Press, Auckland.

⁶ The accuracy of the sample results is a function of the size of the sample. The size of the population is largely irrelevant. More specifically, the margin of error (and thus the width of the confidence interval) is inversely proportional to the square root of the sample size. A consequence of this inverse square root relationship is that to double the precision of our estimate (i.e., halve the width of the confidence interval), we must quadruple size of our sample.

⁷ That is, if we were to repeatedly select random samples of a fixed size from a population of interest we would find that the sample statistic would vary from sample to sample. This variation is called sampling error and it simply represents the fact that different random samples contain different people with somewhat different opinions and experiences. Thus, the result of any one survey should be thought of as an estimate of some true population parameter. The more sampling error there is associated with an estimate, the less precise the estimate – and thus the less useful the estimate. Sampling error is

arise from probability (i.e., 'chance') factors. However, errors can also enter any research due to the way the research is conducted. Researchers call these errors 'systematic' (because they are not the product of chance). The most common source of systematic error in any survey research is called 'non-response bias'. This 'error' occurs when survey participants differ in important ways from the population as a whole. In a very real sense, the participants in intercept surveying 'self-select' (that is, elect to participate or not when approached; or to approach the interviewer without an invitation).

In addition, the qualitative nature of the results from the workshops and focus groups mean that these parts of the report need to be read with some caution. Qualitative research is fundamentally exploratory and illustrative. Consequently, this research does not claim to be a comprehensive overview of the views of all University of Canterbury students; it is merely an insight into the views of a collection of those students.

Finally, a key part of this research project is about understanding student priorities. This was done using a collection of ranking tools in the workshop and in the intercept surveying. However, Arrow's Theorem demonstrates that we should treat all such preferential ranking systems with some caution:

Arrow's Theorem

In social choice theory, Arrow's impossibility theorem states that, when voters have three or more discrete options, no voting system can convert the ranked preferences of individuals into a community-wide ranking while also meeting a certain set of criteria. In short, no "fair" voting system can be designed to satisfy these three criteria:

- If every voter prefers X over Y, then the group prefers X over Y.
- If every voter's preferences between X and Y remain unchanged when Z is added to the slate, then the group's preference between X and Y will also remain unchanged.
- There is no "dictator": no single voter possesses the power to determine the group's preference.

The theorem is named after economist Kenneth Arrow, who demonstrated the theorem in his Ph.D. thesis and popularized it in his 1951 book *Social Choice and Individual Values*. Arrow was a co-recipient of the 1972 Nobel Prize in Economics⁸.

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unsystematic, in the sense that sample statistics vary randomly about the "true" but unknown population parameter (sometimes the statistic will be less than the parameter, sometimes greater). Moreover, because the random sampling process is unbiased, the level of sampling error associated with a statistic is a relatively simple function of sample size (i.e., the magnitude of sampling error decreases with increasing sample size).

⁸ http://en.wikipedia.org/wiki/Arrow%27s_impossibility_theorem

3 Key Messages

This research was completed in July and August 2010, using a multi-method design. This involved multiple workshops with a total of 78 students, followed by intercept surveys with 1,678 students. The workshops helped the research team to understand the likely scope of student preferences, and the intercept surveys tested responses to those preferences (while leaving room for new preferences to emerge). As is common in multi-method research designs that combine quantitative and qualitative research elements, the integrity of this research is underpinned by the analytical techniques of 'triangulation' and 'saturation'. As a result, Research First is confident that the themes identified in this section can be generalised to the broader student population at the University of Canterbury.

3.1 The Key Messages

There are some very clear key messages for the UCSA from this research. These are:

1. Students have a poor understanding of what the Student Services Levy funds, and why it is used to fund those services. As such, it is difficult for them to make informed decisions about the Levy (and means they largely perceive the Levy to be providing poor value for their money)⁹;
2. Among the current services provided from the Levy, students see the Health Centre and UC Careers and Employment as the two highest priorities (and would like to see funding allocated accordingly). Equally, they see Accommodation Services and Adult Student Support as the lowest priorities for funding;
3. In addition to the current services provided, there are a number of significant student pastoral care needs that are currently unmet (or inadequately met). Of these, students rate access to subsidised dental care and subsidies for the food in UCSA cafes as the two highest priorities;
4. Taken together, the categories identified above provide the four highest priorities for student funding: the Health Centre; access to a subsidised dental care; UC Careers and Employment; and subsidised food in the UCSA cafes; and

Among the current services provided from the Levy, students see the Health Centre and UC Careers and Employment as the two highest priorities (and would like to see funding allocated accordingly). Equally, they see Accommodation Services and Adult Student Support as the lowest priorities for funding

⁹ While it is not Research First's role to make recommendations to the UCSA, it is useful to note that a similar problem confronts local councils in regard to rates. There is often considerable resistance to increases in rates because ratepayers are often unaware of what their rates purchase. One way that some councils have addressed this is by adding a 'funded by your rates' tag on council provided services and facilities. UCSA could do something similar with those services funded by the SSL.

5. This general pattern holds across the student body but varies when the interests of part-time students, older students, students from different ethnic groups, and students with a disability are taken into account (see below).

3.2 Insights from the Workshops

3.2.1 Understanding the Levy

A key insight from this research is that many students do not have a good understanding of the Student Services Levy. The majority of the students in these workshops did not understand:

- What services were available;
- What the services provided;
- Where the services were and how they could be accessed;
- The rationale for using the Levy to fund the services; and
- How the money was spent (or how decisions were made about how it was allocated).

For instance, a common topic of discussion in the workshops was why many of the current services were not simply provided on a user-pays basis (or funded out of other University sources).

As a result of the poor understanding of the services provided through the Levy, and a perception that many of these should solely be paid for by users, most students in the workshops did not think they were receiving good value for their Levy dollars (i.e., they cannot easily see where the money has gone or how it will benefit them).

Consequently, it is no surprise that a key message from this research is that the UCSA (and the University in general) needs to do a better job of communicating about the Levy and how the money is allocated.

3.2.2 Student Priorities

In terms of the current services provided, the two most clearly valued by students are the Health Centre and UC Careers and Employment. In contrast, the services least valued (and seen as most expendable) are Accommodation Services and Adult Student Support.

3.2.3 Additional Services Sought

Another key insight from the workshops is that there are significant student pastoral care needs that are currently unmet (or inadequately met). The most common such needs identified in the workshops were subsidised dental care and a subsidy on the food available in the UCSA cafes.

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3.3 Insights from the Intercept Interviewing

3.3.1 A Clear Overall Picture

The data from the intercept surveys provide a clear picture of student priorities. The key priorities for the students, as a whole, are:

1. The Health Centre;
2. Access to a subsidised dental care;
3. UC Careers;
4. Subsidised food in the UCSA cafes; and
5. Disability Support.

At the other end of the scale, the three expenditure categories that the students, overall, gave least priority to were:

- Accommodation Services;
- Maori and Pasifika Development; and
- Adult Student Support

Based on these priorities, the students would allocate 10% of the expenditure on the Health Centre; 8% on subsidised dental care; 8% on UC Careers; and 8% on subsidising food in the UCSA cafes.

3.3.2 Little Variation Across Many Variables

These results hold for both graduate and undergraduate students, and across both male and female students. This includes both the highest and lowest priorities for expenditure.

3.3.3 Variance by Some Student Groups

Some differences in priorities are apparent between:

- Full-time and part-time students, with part-time students ranking support for adult students higher than full-time students, and ranking support for international students lower;
- Students of different ages, with the oldest students (35+) rating adult student support and early childhood centres much higher than younger students;
- Students from different ethnic groups tended to give a notably high priority to those categories that directly supported them (and a much lower priority to the services supporting other ethnic groups);
- Islamic students were more likely to give a higher priority to international student support;
- International fee-paying students were more likely to give a higher priority to international student support; and
- Students with a disability ascribed a higher priority to support for food banks and welfare.

3.3.4 Other Support Needs

The intercept survey sheet also allowed students to identify expenditure categories beyond the current categories and those identified in the

The data from the intercept surveys provide a clear picture of student priorities

This general pattern holds across the student body as a whole, but varies when the interests of part-time students, older students, students from different ethnic groups, and students with a disability are taken into account

qualitative component of this research. The most commonly identified additional categories were:

1. Subsidised course readers and textbooks;
2. More, and subsidised, car parking on campus;
3. Subsidised access to ICT (including printing);
4. Teaching placement funding; and
5. More variety of / better/ healthier food in campus cafes.

4 The Qualitative Insight

4.1 An Overview of Key Themes

4.1.1 Services Most Valued by Students

In the qualitative component of this research there was a clear consensus that the 'Health Centre' and 'UC Careers and Employment' were the services most valued by the student population. In addition, there were a number of services not currently funded from the Student Levy that received widespread support such as 'Subsidised Dental Services' and subsidies to 'Clubs and/or Societies'.

4.1.2 Services Least Valued by Students

In this part of the research there was also a clear consensus that 'Accommodation Services' and 'Adult Student Support' were the least valued (and the most likely to be considered 'expendable').

4.1.3 Who Should Pay?

During the workshop discussions a common theme to emerge was that the question of *who* pays for services was just as important to many participants as the question of *which* services were provided. There was acknowledgment that while some of the services provided were essential and important, a substantial proportion of the population thought funds to pay for these services should not come out of the student Levy but should be paid by either the government and/or University. One workshop participant summed this up best when s/he said:

Lots of stuff on the list is nice to have and it's good to have equal opportunities, but why should we all subsidise that?

Some students felt this even more keenly, believing they personally were not in a position to subsidise others. One of these said:

When you can't afford to turn the heater on & have to eat rice again, it's tough to know you're funding someone else's kids.

Another perspective was offered by other students who worry that if they say they do not want to pay for services they consider the University should fund, then the University will simply cut those services.

4.1.4 Perceived Value for Money

A recurring theme in the workshop discussions was the feeling that the participants did not get value from the Levy. The increase in the Levy (from \$80 to \$600) was obvious and visible on their invoices but there was not an obvious corresponding increase in the services.

In the qualitative component of this research there was a clear consensus that the 'Health Centre' and 'UC Careers and Employment' were the services most valued by the student population. However, the question of who pays for services was just as important to many participants as the question of which services were provided

The second way in which students judge value for money was captured well by one participant:

If each year we cashed up the services we used, it would never add up to \$600 we were charged.

The issue of perceived value was also related to participants' perceptions of who should pay to support the services:

I've been here four years and haven't used any of these [the services listed]... the people who use them should pay.

4.1.5 Accessibility

It was also common to hear students commenting about various services being in obscure places, not easy to find or access. One suggestion was to have a Students Advice Bureau which could act as a common point to access a number of the existing services.

4.1.6 Communication

A number of communication issues surfaced in the workshop discussions. Many students reported they did not know what a number of the services on the list actually provided.

Lots of things are available but you don't know about them.

The need for greater communication from UCSA was a major theme in the first groups¹⁰. The fact that most students were not aware of the attempted communication highlights the need to re-evaluate the communication strategy and effort.

4.1.7 Lack of Engagement with Services

'Nobody knew what it does, nobody thought it was important' is how one of the workshop facilitators summarised their group's response to Mentoring Services. It is a comment that could have equally been applied to many of the other services in many of the other groups. In other words, the qualitative research raises the important point that many students could not make an informed judgment on the value of the different services because they did not know enough about the features and benefits of those services. As one student put it:

It seems like we are paying for random services.

***'I've been here four years and haven't used any of these services... the people who use them should pay'
- A student in one of the workshops***

***'Lots of things are available [to students] but you don't know about them'
- A student in one of the workshops***

¹⁰ This was mitigated in later groups when they were shown the *CANTA* (UC's) magazine article from earlier in 2010 outlining what the Levy purchased, and how it was allocated across services.

4.1.8 Making Informed Choices

When looking at the responses within each group to new services suggested by participants, an interesting pattern emerged. A small number of these new services received widespread support across the groups and workshops (such as subsidised dental care, subsidised food in the UCSA cafes, and subsidised buses to campus during semesters). However, a broader range of services seems to have emerged and received moderate support in individual groups. Given that the groups were mixed and not from specific demographics, it is likely the primary difference is a result of different people raising different new ideas and persuading other group members by presenting their reasons for wanting the unlisted service. This pattern is consistent from group to group. In other words, the researchers believe this suggests that group opinion was relatively easily shaped by the arguments put forward. People are more easily swayed on matters when they have not invested much time evaluating the issue. This suggests that many participants are in the earlier stages of making judgments about different services and the relative priority between services. It highlights the importance of effectively communicating the nature and rationale for the existing and potential new services if students are to make informed choices for future expenditure.

4.2 Insights into Individual Services (Current)

In the workshops the students were presented with a list of services and facilities that received funding and were asked to identify the services they used the most. They were also asked to identify any services/facilities that they did not use but which they thought should still receive funding. This section summarises the feedback received on each of the services from all groups.

4.2.1 Accommodation Services

What is [sic] Accommodation Services?

This question from one of the participants was a recurring one in the workshops. Very few students knew what services were provided by 'Accommodation Services'. When it was explained to them, many students struggled to understand how it could offer any value given the accommodation advertised on notice boards around campus and on *Trade Me* (most students' starting point when seeking accommodation). In addition, the Accommodation Services were reported to be located in an obscure place on campus. As one student put it:

I stumbled across [Accommodation Services] once.

***'I stumbled
across
Accommodation
Services once'
- a student in one
of the workshops***

4.2.2 Adult Student Support Services

In general, little was known about Adult Student Support Services. These services are seen as not warranting support from student Levy funds. The question 'Why do people over 24 get allowances and we pay for the support services?' was asked. As one student put it:

Why are adult students a separate category? Why [are they] treated special?

It was suggested that adult student support be combined with learning skills and treated as a 'pay as you go' service.

4.2.3 Disability Support Services

There was acknowledgment by many that Disability Support Services were important in providing "equal opportunity" and as necessary for people with disabilities to attend university.

Opinions were divided over who should be responsible for funding Disability Support Services with participants in a number of groups suggesting funding for disability services should be the responsibility of the university or the government.

Still others were confused about what 'disability support' entailed, with more than one student noting "it's good to know someone [disability support service] is there if you need help if you break a leg or something".

4.2.4 Early Childhood Centres

The majority view of participants was that Early Childhood Centres should not be funded by the Student Levy. One student summed up the view of many when s/he said:

Early childhood centres should be parents' responsibility.

One student stated they did not want to have service available for some when others who needed/wanted the service cannot access it because of limited places. The majority view of participants was that Early Childhood Centres should not be funded out of the Student Levy. Some thought the government should bear the cost and others thought the service should be provided on a user (i.e., by parents) pays basis.

4.2.5 Food Bank and Welfare

Support for the Food Bank and Welfare was divided. One student speaking of their experience said,

It's necessary. When [you] need it; [you] really need it.

Overall, however, students were divided about the merits of funding the food bank and welfare from their student Levy (with as many ranking it as 'expendable' as did 'essential'). In one group the students wondered if

On Adult Support Services: 'Why are adult students a separate category? Why are they treated special?'

On Early Childhood Centres: 'Early childhood centres should be the parents' responsibility'

On Food Bank and Welfare: 'When you need it, you really need it'

these services would have greater uptake if there was less perceived stigma in using them. One suggestion was to combine the 'Food Bank and Welfare' service with the 'Hardship Fund' and the use of subsidised groceries and/or grocery cards.

4.2.6 Hardship Funds

Very few participants reported using the Hardship Fund. Specific feedback was that the Hardship Fund is a good idea, and is good for the individuals requiring assistance. Some students reported the Hardship Fund was hard to access and could be improved by making access easier and by acting faster on claims. There was also a suggestion that essential dental work be included in the scope of services the Hardship Fund provides assistance towards.

4.2.7 Health Centre

The Health Centre was consistently the highest rated and most used service. Even those who had not used the service to date drew a great sense of security from its presence. As one student put it:

Even if you don't use it, it's good to know it's there.

A number of participants also suggested Counselling and Psychological services be added to the health centre services.

4.2.8 International Student Support

There were notable differences in opinions about using the Student Levy to fund International Student Support Services. One common view was that because the Government legislated for pastoral care then the Government should subsidise the services. Another was that international fee-paying students should be charged directly for these services. As one student put it:

Can't they take it out of their fees?, I'm not going to get use out of that, but they get use out of the rest.

On the other hand, a number of international students also expressed their feelings of not getting a fair deal:

We are international students and we don't get any support from it. And we pay twenty thousand dollars in fees.

The small number of international students in these workshops felt they should have equal access to all services if they pay the same Levy. As an example International students cannot access Hardship Fund and their use of the Health Centre is paid for by the health insurance they are required to have.

Some students reported the Hardship Fund was hard to access and could be improved by making access easier and by acting faster on claims

On the Health Centre: 'Even if you don't use it, it's good to know it's there'

On International Student Support: 'We are international students and we don't get any support from [international student support services] and we pay twenty thousand dollars in fees'

This sentiment was also expressed by some domestic students who acknowledged the International Students do not get much support from their Levy:

[International Students] pay a lot and being in another country they deserve to have extra support.

There were also suggestions that some International Student Support Services should be combined with mainstream services to promote integration with specialists while others argued they required unique support and therefore should be kept separate from domestic support.

4.2.9 The Learning Skills Centre

The Learning Skills Centre received positive feedback from the participants in these workshops who had used the Centre's services. Other students thought there should be enough support from their course tutors and lecturers. The value placed on this service was dependant on the abilities of the students and the support they received from their own faculty lecturers and tutors. These differences are captured by the following statements from two students

[I] learnt through high school, also in Law, so [I] can use other [faculty] tutors instead of [Learning Skills Centre] services.

And:

[the] proof reading [service] is good, having done engineering [I] just need[ed] help with English.

Other comments were that the Learning Skills Centre should be more accessible and obvious. There were also suggestions that the Learning Skills Centre be combined with Adult Student Support Services.

4.2.10 Maori and Pacific Support

The response to 'Māori and Pacific Support' was mixed. The majority of participants rated 'Māori and Pacific Support' as important but many also questioned why UCSA was funding these. That is, a common point was that these services should be funded out of sources other than the Student Services Levy. In addition, the opinion that support should be available for everyone based on need without regard to ethnicity was expressed.

Spread [the support] over students that are struggling rather than students from a specific demographic.

Many participants had questions such as 'What does it go towards?' and 'What proportion of Māori and Pacific students does it benefit?' One Māori participant did not use any of the support services offered and did not know what was available.

The Learning Skills Centre received very positive feedback from the participants in these workshops who had used the Centre's services

4.2.11 Mentoring

A significant number of students had no awareness of what 'Mentoring Services' provided. One group's response was summed up by the facilitator who noted 'Nobody knew what it does, nobody thought it was important.' One group reported they thought the service would be important for first year undergraduates and of limited value to postgraduate students. A suggestion to use volunteer mentors was received. At the same time, other students acknowledged that 'informal' mentoring was being done through various clubs and faculties rather than as a separate programme.

On Mentoring Services: 'Nobody knew what it does; Nobody thought it was important'

4.2.12 Student Advocacy Services

Some participants saw this service as a fundamental reason for the existence of a Student Association. However, the most common feedback from students was they did not know what 'Student Advocacy Services' provided.

4.2.13 Student Counselling Services

Student Counselling Services received strong levels of support. It was suggested that access should be improved, that student counselling be provided free of charge and the service be incorporated into the Health Centre.

4.2.14 UC Careers and Employment

UC Careers and Employment was seen as a priority among the participants in the student workshops. It was consistently rated as the second most important service (behind the Health Centre) provided. There was support for increased funding and more full-time staff.

[Careers are] important as that's what we are here [at University] for.

The Careers Expos received positive feedback; there was support for them to be run twice a year. Services helping students apply for jobs were also valued by the participants:

Good, [I] had a mate who had a webcam interview and help [with] writing [his] CV.

Suggestions were received for e-mails to be sent out with job updates and for the introduction of a mechanism to help students establish and maintain job networks.

UC Careers and Employment was seen as a priority among the participants in the student workshops. It was consistently rated as the second most important service (behind the Health Centre)

4.3 Insights into Individual Services (Additional)

In the workshops students were asked to complete a 'gap analysis' of services they thought were important but not currently provided. Through this, the students identified the following services and priorities:

4.3.1 Subsidised Dental Clinic

The provision of dental services was strongly supported by the participants as a new service to be offered. Students reported that dental care was expensive and therefore not affordable during their years as students. As one student put it:

Haven't been to the dentist for a couple of years.

Another simply said:

Dental would be sweet.

There was recognition from a number of the participants that provision of comprehensive, free, dental services would be expensive. It was suggested that subsidised or limited services could be considered, which one student described as:

...even a reasonably priced check up.

It was reported that unlike other Health Services, the international students' health insurance does not cover dental care. There was also a suggestion to include essential dentistry within the Hardship Fund.

4.3.2 Sport and Recreation Centre

The Sport and Recreation Centre received a lot of negative feedback. It was reported to be in a poor state of repair. One student said:

It leaks when it rains.

As a result there was considerable support for funding an upgrade. As one student said:

We want a new rec[reation] centre.

Suggestions received included extending and/or rebuilding the gym and building a lap pool.

4.3.3 Clubs and Societies

When looking at the list of services on the handout many participants were surprised to discover that clubs and societies were not included. The participants thought the culture of clubs was a distinctive feature of UC and that clubs should be a priority.

A number of participants across the groups suggested that funding be provided to subsidise course readers. The existing course readers were reported to be of poor quality and high cost

4.3.4 Subsidised Parking

The issue of parking was raised in a number of groups. Most of the comments were requests for better, cheaper and additional parking facilities such as a new parking building. It was reported that having a student permit was no guarantee of finding a parking space. In contrast to the majority view was the opinion that effort should be put into making the campus more pedestrian friendly and make provisions for alternatives to cars.

4.3.5 Course Readers

A number of participants across the groups suggested that funding be provided to subsidise course readers. The existing course readers were reported to be of poor quality and high cost. It was suggested that it should be compulsory to make the course readers available on-line or at cost. Some students complained that they have to pay for a number of services at the University that are covered by course costs in other universities.

4.3.6 Subsidised Internet Access

A number of participants suggested internet services being funded by the Student Services Levy. This could be by subsidising an allowance with the existing Library WiFi system or provision of a new service.

4.3.7 Student Entertainment and Events

Events were seen as activities worth supporting. The students reported that smaller clubs find it hard to put on events and recommended UCSA partially subsidise, but not totally cover the cost of, events organised by the clubs. Commercial sponsorship was also seen as another potential funding source with some clubs (Ensoc) already receiving commercial sponsorship. An international student requested that UCSA support events catering to the specific needs of international students and not just 'Kiwi' orientated parties and/or events.

4.3.8 Subsidised Food in UCSA Cafes

The topic of food on campus resulted in a lively debate in many of the groups. This topic included two distinct issues. The first was the cost of food in the cafes on campus and the second was the quality of food available in those cafes. The feedback received on campus food outlets was largely negative. This is a highly visible service and was often cited as a reason that students did not believe they were getting good value from their Student Services Levy:

Every year food is an issue but no-one does anything about.

Participants reported that UCSA charges too much for food and that the cheap food is of poor quality.

The feedback on campus food outlets was largely negative. This is a highly visible service and was often cited as a reason that students did not believe they were getting good value from their Student Services Levy

\$5 [for] a cup of espresso coffee. [They] charge us for hot water in the cafe.

Students said they wanted 'good, reasonable cost food', 'more basic food' and 'soup kitchen, healthy'. The students involved did not specify what they meant by 'good' or reasonable cost'. One student said '101 is the best on campus'.

The second issue noted here was the desire for the provision of fresh fruit and vegetables. The concept of a 'Sustainability Garden' somewhere on campus was suggested. Another comment suggested 'not subsidised but cheaper than supermarkets'.

4.3.9 The Library

Frustration was expressed by a number of students at the reduction in library hours.

How come we are paying \$600 [for the student Levy] and the library hours are being cut?

Some students were aware that funds 'can't come out of Levy as is [it is a] non-tuition based fund'. Other participants expressed the desire to allocate funds towards the wages of staff losing jobs, particularly library staff and support staff. This is potentially another instance of an issue that need to be addressed in the UCSA communication strategy.

4.3.10 Other Services

Other services discussed in individual groups, or raised but not discussed in depth, include:

- More water fountains around campus;
- Cheap printing;
- Common room central campus;
- Bike Maintenance Centre;
- Subsidised beer;
- More e-books;
- Student Space Fund;
- Funding CANTA for better quality & more in depth articles;
- Legal advice; and
- Bulk insurance deal/programme.

Students from the College of Education were particularly keen to receive more support during their placements. These students noted that students on placement get little or no assistance from the University. Subsidies to help with the expenses incurred when on placement were requested. Assistance finding accommodation while on placement was also raised as suggestion for Accommodation Services to assist.

4.4 The Scoring Sheets

In the workshops students were given sheets to score the current services and the desired additional services. This section reports the results from those scoring sheets. Note that these results are not intended to be interpreted as though they represent anything other than the views of that subset of students who completed the sheets in the workshops.

4.4.1 The Essential Services

Students were asked to score each of the services according to whether they are 'essential', 'nice to have' or 'expendable'. Table 4.1 lists all the services that more participants considered essential than expendable, Table 4.2 lists all the services which more participants considered expendable than essential. Both tables list both the number of participants who considered the service essential and the number of participants who considered the service expendable to show the strength of support for and against the services.

The services with the strongest support were 'Health Centre', 'UC Careers and Employment' and 'Student Counselling', with more than two thirds of the participants considering the services as essential. 'Hardship Funds' and 'Learning Skills' services had moderate support with approximately half the participants considering the services as essential. There are a band of services in the middle that have significant numbers rating the services as both essential and expendable.

Table 4.1: Ranking of 'Essential' Services

Service	Number Ranking Essential	Number Ranking Expendable
Health Centre	64	1
UC Careers and Employment	52	2
Student Counselling	41	6
Hardship Funds	33	5
Learning Skills Centre	33	6
Disability Support Services	33	15
Student Advocacy Services	30	8
International Student Support Services	24	20
Dental Clinic	18	0
Food Funding (incl. Cafe, Fruit And Veg, Etc)	15	1
Mentoring	15	14
Food Bank and Welfare	13	13
Early Childhood Centres	13	32
Parking	12	2
Library	10	0
Māori and Pacific Support	9	30
Internet Allowance	8	0
Clubs	7	0

The services with the strongest support were 'Health Centre', 'UC Careers and Employment' and 'Student Counselling', with more than two thirds of the participants considering the services as 'essential'

Table 4.1: Ranking of 'Essential' Services (cont.)

Service	Number Ranking Essential	Number Ranking Expendable
Free Course Readers	6	0
Cheap Printing	5	0
Sporting/ Rec Centre	5	0
Adult Student Support	4	39
Liason Between Facilities for Double Degrees	3	0
Student Entertainment/Events	3	0
Accommodation Services	3	54
Placement Services (Teachers College)	2	0
Water Fountains	2	0
Advertising Services	1	0
Arts Promotion (Music, Concerts)	1	0
Bike Maintenance Centre	1	0
Buildings	1	0
Bus Concession	1	0
Common Room Central Campus	1	0
More E-Books	1	0
Psychologist	1	0

4.4.2 The Expendable Services

The services considered most expendable were 'Accommodation Services' and 'Adult Student Support' with more than two thirds of this population rating the services expendable.

Table 4.2: Ranking of 'Expendable' Services

Service	Number Ranking Expendable	Number Ranking Essential
Accommodation Services	54	3
Adult Student Support	39	4
Early Childhood Centres	32	13
Māori and Pacific Support	30	9
International Student Support Services	20	24
Disability Support Services	15	33
Mentoring	14	15
Food Bank And Welfare	13	13
Student Advocacy Services	8	30
Learning Skills Centre	6	33
Student Counselling	6	41
Hardship Funds	5	33
Parking	2	12
UC Careers and Employment	2	52
Food Funding (Incl. Cafe, Fruit And Veg, Etc)	1	15
Health Centre	1	64
Sleeping Centre	0	0
Subsidised Beer	0	0
Advertising Services	0	1
Arts Promotion (Music, Concerts)	0	1
Bike Maintenance Centre	0	1
Buildings	0	1
Bus Concession	0	1
Common Room Central Campus	0	1
More E-Books	0	1
Psychologist	0	1
Placement Services (College Of Education)	0	2
Water Fountains	0	2
Liaison Between Facilities for Double Degrees	0	3
Student Entertainment/Events	0	3
Cheap Printing	0	5
Sporting/ Rec Centre	0	5
Free Course Readers	0	6
Clubs	0	7
Internet Allowance	0	8
Library	0	10
Dental Clinic	0	18

The services considered most expendable were 'Accommodation Services' and 'Adult Student Support' with more than two thirds of the participants rating the services 'expendable'

4.4.3 Allocating the Expenditure

Students were asked to allocate the available funds based on their perceptions of priority. While all students in the groups allocated funds individually, the totals have been averaged for reporting purposes. The service that the students wanted to see most funding allocated to was 'Health Centre', and over a quarter of the available funds would be allocated to this service, based on the participants' priorities. The next most important services were 'UC Careers and Employment', Learning Skills Centre, Dentist, Student Counselling, Hardship.

Table 4.3: Funding Allocation

Service	Percentage Expenditure
Health Centre	27%
UC Careers and Employment	8%
Learning Skills Centre	7%
Dentist	5%
Student Counselling	5%
Hardship Funds	5%
Disability Support Services	4%
Student Advocacy Services	4%
Library	3%
Clubs	3%
Food	3%
Mentoring	3%
Food Bank and Welfare	3%
Course Readers/Textbooks	2%
Internet	2%
Sports/Rec Centre	2%
International Student Support Services	2%
Māori and Pacific Support	2%
Parking	2%
Bus	2%
Early Childhood Centres	2%
Placement (Teachers)	1%
Adult Student Support	1%
Events	1%
Accommodation Services	1%
E-Books	0%
Water Fountain	0%
Interfaculty Communication	0%
Common Room	0%
Psychologist	0%
Accommodation Benefit	0%
Bike Promotion	0%
Buildings	0%
Sustainability	0%

The service that the students wanted to see most funding allocated to was 'Health Centre'. The next most important services were 'UC Careers and Employment, Learning Skills Centre, Dentist, Student Counselling, and Hardship

5 The Quantitative Component

The second part of this research involved intercept interviews with 1,678 students on campus during July 2010. These students were asked to rank 18 expenditure categories (comprising the services currently provided and the most popular additional services identified in the workshops).

5.1 The Student Sample Overall

Taken as a single group, the students in this research prioritised the following expenditure categories (in order of importance):

1. Health Centre;
2. Dentist;
3. UC Careers;
4. Subsidised Food in the UCSA cafes; and
5. Disability Support.

At the other end of the scale, the three expenditure categories the students, overall, gave least priority to were:

- Accommodation Services;
- Maori and Pasifika; and
- Adult Student Support.

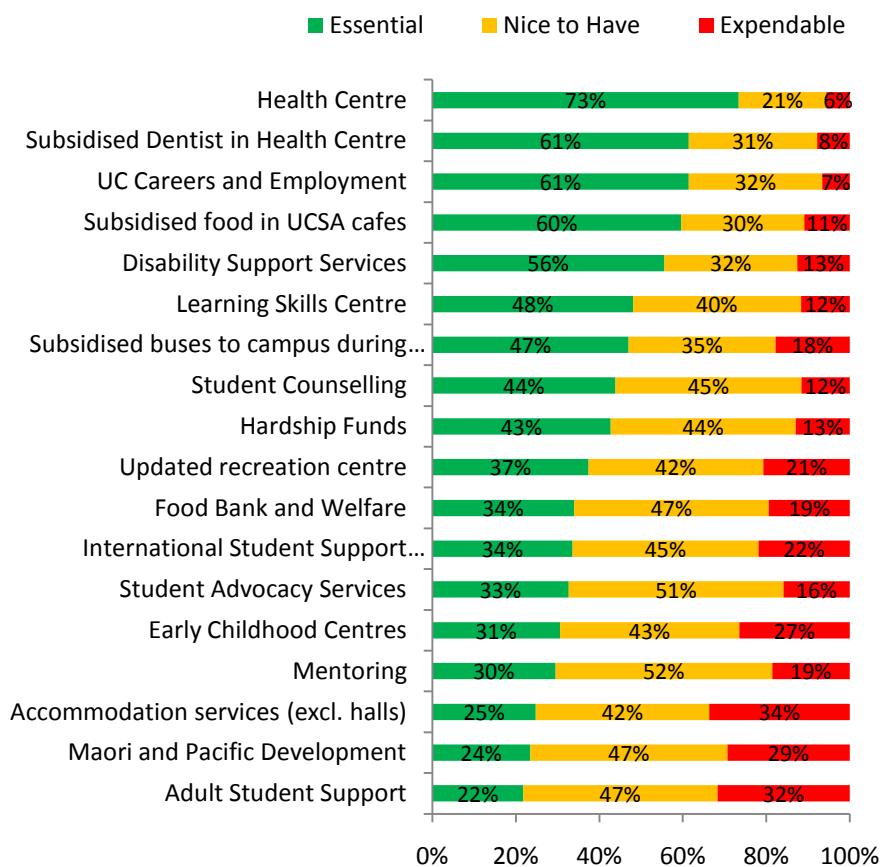
The distribution of scores is set out in Figure 5.1, overleaf. By taking just the 'essential' scores from Figure 5.1, both a ranking of expenditure categories and an allocation of expenditure can be calculated (Table 5.1). Note that the 'total share' allocation calculation assumes that all 18 expenditure categories are funded.

Table 5.1: Overall Ranking and Funding allocation, Total Sample

Total Sample	Essential Score	Total Share	Ranking
Health Centre	73	10%	1
Dentist	61	8%	2=
UC Careers	61	8%	2=
Subsidised Food in the UCSA cafes	60	8%	2=
Disability Support	56	7%	5
Learning Skills Centre	48	6%	6=
Subsidised Buses	47	6%	6=
Student Counselling	44	6%	8=
Hardship Funds	43	6%	8=
Updated Rec Centre	37	5%	10
Food Bank and Welfare	34	4%	11=
ISS Support	34	4%	11=
Student Advocacy Services	33	4%	11=
Early Childhood Services	31	4%	14=
Mentoring	30	4%	14=
Accommodation Services	25	3%	16=
Maori and Pasifika	24	3%	16=
Adult Student Support	22	3%	18

Taken as a whole, the priorities of the students who participated in the quantitative component of this research are clear: the Health Centre; a subsidised dentist on campus; UC Careers and Employment; and subsidised food in the UCSA cafes

Figure 5.1: Overall Priorities, Total Sample (N=1664 to 1673)



Based on these priorities, the students would allocate 10% of the expenditure on the Health Centre; 8% on subsidised dental care; 8% on UC Careers; and 8% on subsidising food in the UCSA cafes. In contrast, Maori and Pasifika support and Adult student support would both receive just 3% of the total spend

Table 5.2: Total Answers, Total Sample

	Essential	Nice	Expendable	N
Accommodation Services (excl. halls)	412	688	558	1658
Adult Student Support	364	777	530	1671
Disability Support Services	930	531	211	1672
Early Childhood Centres	509	715	442	1666
Food Bank and Welfare	568	780	324	1672
Hardship Funds	711	739	217	1667
Health Centre	1228	352	93	1673
International Student Support Services	561	743	366	1670
Learning Skills Centre	804	672	196	1672
Maori and Pacific Development	393	789	489	1671
Mentoring	492	867	310	1669
Student Advocacy Services	545	856	264	1665
Student Counselling	734	745	194	1673
UC Careers and Employment	1022	532	110	1664
Subsidised Dentist in Health Centre	1024	514	130	1668
Subsidised food in UCSA cafes	996	492	182	1670
Subsidised buses to campus	784	586	297	1667
Updated Recreation Centre	621	697	344	1662

5.2 The Student Sample by Part-time and Full-Time

When analysed by whether the students are full-time or part-time, some differences in priorities emerge¹¹. While the Health Centre was the number one priority for both groups of students, part-time students ranked disability support services higher than did the full-time students. Similarly, full-time students ranked subsidised food in UCSA cafes higher than did part-time students. The priorities were:

Full-time Students	Part-time Students
1. Health Centre	1. Health Centre
2. UC Careers and Employment	2. Disability Support Services
3. Subsidised food in UCSA cafes	3. Subsidised Dentist in Health Centre
4. Subsidised Dentist in Health Centre	4. UC Careers and Employment
5. Disability Support Services	5. Student Counselling

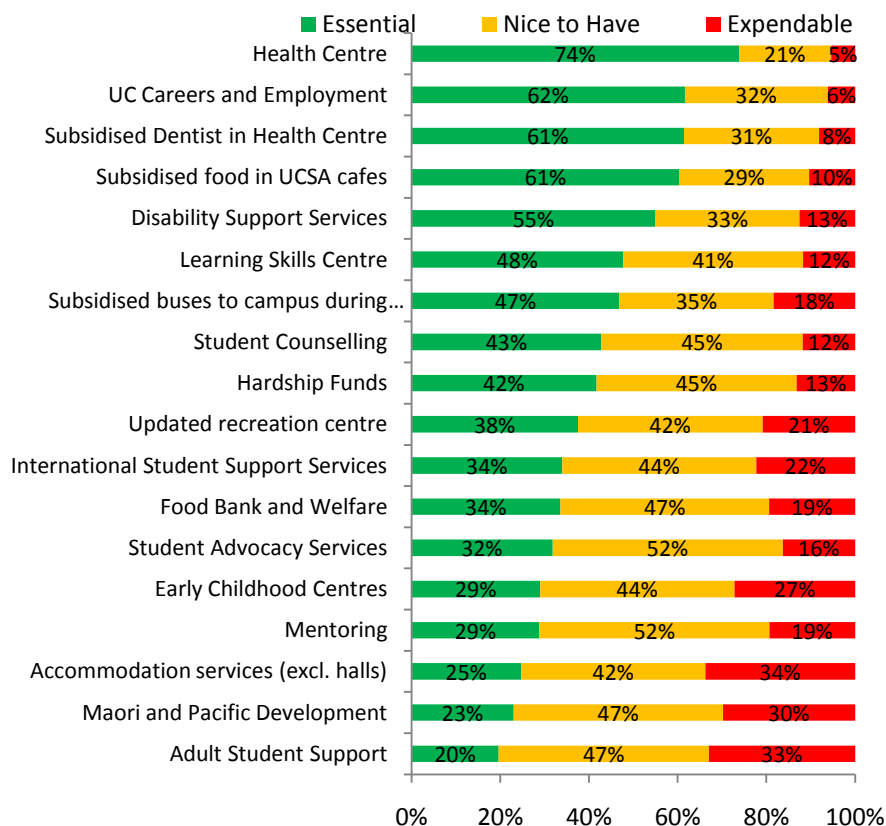
Equally, while the full-time students ranked support for adult students last, the part-time students (overall) scored this higher. Similarly, the part-time students scored support for international students lower than the full-time students. Also noticeable is the low priority part-time students ascribed to the Recreation Centre (10th for full-time students but 13th for part-time students).

The distribution of priorities for full-time students is shown in Figure 5.2 (overleaf) and those for part-time students are shown in Figure 5.3 (overleaf).

The part-time students in this research ranked disability support services higher than did the full-time students. Similarly, full-time students ranked subsidised food in UCSA cafes higher than did part-time students

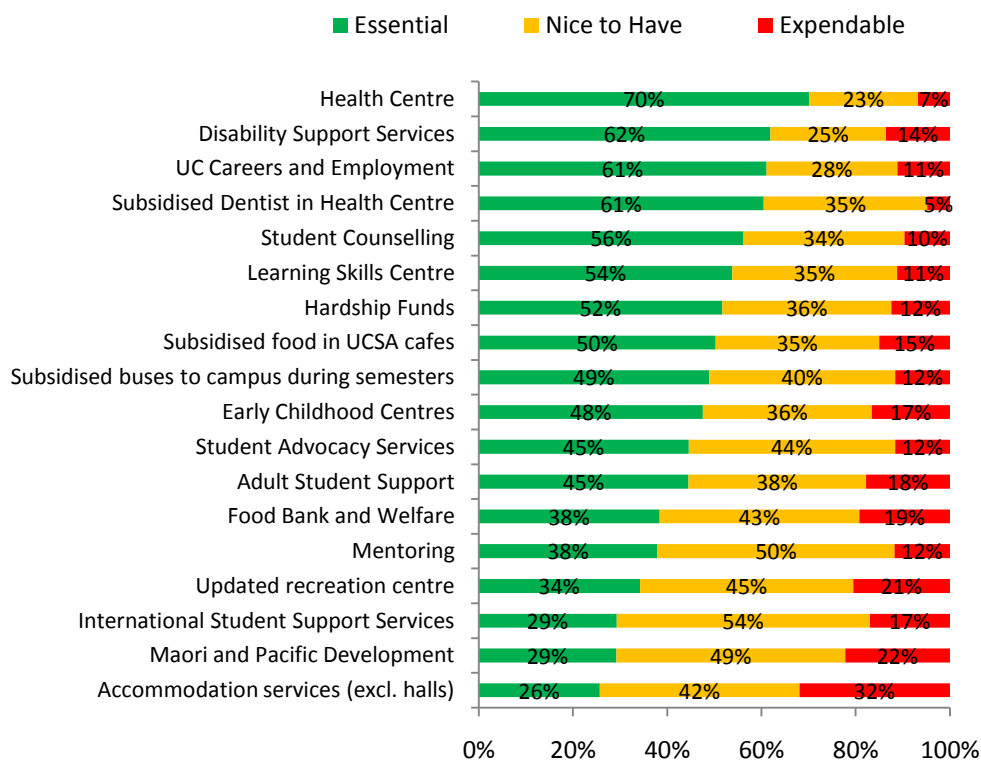
¹¹ Note that the sample of part-time students (N=147) is significantly smaller than that for full-time students (N=1513).

Figure 5.2: Priorities for Full-Time Students (N=1495 – 1513)



Full-time students allocated 10% of expenditure to the Health Centre; part-time students allocated 8%.

Figure 5.3: Priorities for Part-Time Students (N=143 – 147)



Using the 'essential' scores from Figure 5.2 and Figure 5.3, the ranking of expenditure categories and allocation of expenditure can be calculated and contrasted for full-time and part-time students (Table 5.3).

Table 5.3: Ranking and Funding allocation by Full-Time and Part-Time Students

FULL-TIME STUDENTS				PART-TIME STUDENTS			
	Essential Score	Total Share	Ranking		Essential Score	Total Share	Ranking
Health Centre	74	10%	1	Health Centre	70	8%	1
UC Careers and Employment	62	8%	2=	Disability Support Services	62	7%	2=
Subsidised food in UCSA cafes	61	8%	2=	Subsidised Dentist in Health Centre	61	7%	2=
Subsidised Dentist in Health Centre	61	8%	2=	UC Careers and Employment	61	7%	2=
Disability Support Services	55	7%	5	Student Counselling	56	7%	2=
Learning Skills Centre	48	6%	6=	Learning Skills Centre	54	6%	6=
Subsidised buses during semesters	47	6%	6=	Hardship Funds	52	6%	6=
Student Counselling	43	6%	6=	Subsidised food in UCSA cafes	50	6%	6=
Hardship Funds	42	6%	6=	Subsidised buses during semesters	49	6%	6=
Updated Recreation Centre	38	5%	10	Early Childhood Centres	48	6%	6=
Food Bank and Welfare	34	4%	11=	Adult Student Support	45	5%	11=
International Student Support	34	4%	11=	Student Advocacy Services	45	5%	11=
Student Advocacy Services	32	4%	11=	Mentoring	38	4%	13=
Mentoring	29	4%	11=	Food Bank and Welfare	38	4%	13=
Early Childhood Centres	29	4%	11=	Updated Recreation Centre	34	4%	13=
Accommodation Services (excl. halls)	25	3%	16=	Maori and Pacific Development	29	3%	16=
Maori and Pacific Development	23	3%	16=	International Student Support Services	29	3%	16=
Adult Student Support	20	3%	16=	Accommodation Services (excl. halls)	26	3%	16=

The results by full-time and part-time study, expenditure category and by response ('essential'; 'nice to have' and 'expendable') are provided in Table 5.4.

Table 5.4: Total Answers by Full-time and Part-time students

	Essential	Nice to Have	Expendable	Responses
Accommodation Services (excl. halls)				
Full-time student	370	621	504	1495
Part-time student	37	61	46	144
Adult Student Support				
Full-time student	296	715	496	1507
Part-time student	65	55	26	146
Disability Support Services				
Full-time student	828	490	188	1506
Part-time student	91	36	20	147
Early Childhood Centres				
Full-time student	436	658	409	1503
Part-time student	69	52	24	145
Food Bank and Welfare				
Full-time student	506	710	292	1508
Part-time student	56	62	28	146
Hardship Funds				
Full-time student	626	678	199	1503
Part-time student	75	52	18	145
Health Centre				
Full-time student	1112	313	82	1507
Part-time student	103	34	10	147
International Student Support Services				
Full-time student	511	659	335	1505
Part-time student	43	79	25	147
Learning Skills Centre				
Full-time student	721	613	176	1510
Part-time student	77	50	16	143
Maori and Pacific Development				
Full-time student	347	712	449	1508
Part-time student	42	70	32	144
Mentoring				
Full-time student	433	781	291	1505
Part-time student	55	73	17	145
Student Advocacy Services				
Full-time student	477	779	245	1501
Part-time student	65	64	17	146
Student Counselling				
Full-time student	646	684	178	1508
Part-time student	82	50	14	146

Table 5.4: Total Answers by Full-time and Part-time students (cont.)

	UC Careers and Employment			
Full-time student	924	485	92	1501
Part-time student	88	40	16	144
	Subsidised Dentist in Health Centre			
Full-time student	923	458	122	1503
Part-time student	89	51	7	147
	Subsidised food in UCSA cafes			
Full-time student	910	439	156	1505
Part-time student	74	51	22	147
	Subsidised buses to campus during semesters			
Full-time student	704	522	276	1502
Part-time student	72	58	17	147
	Updated Recreation Centre			
Full-time student	562	625	311	1498
Part-time student	50	66	30	146

5.3 The Student Sample by Undergraduate and Graduate

The results show little variation by graduate and undergraduate students. The top priorities for both groups of students were:

1. Health Centre;
2. UC Careers and Employment;
3. Subsidised Dentist in Health Centre;
4. Subsidised food in UCSA cafes; and
5. Disability Support Services.

Similarly, the lowest three priorities for both groups were:

- Accommodation Services (excl. halls);
- Maori and Pacific Development; and
- Adult Student Support.

The distribution of scores for undergraduate students is set out in Figure 5.4 (overleaf), and for postgraduate students in Figure 5.5 (overleaf)

The results show little variation by graduate and undergraduate students. The top priorities for both groups of students were the same, as were the lowest priorities. The Health Centre again emerged as the number one priority

Figure 5.4: Priorities for Undergraduate Students (N=1418 -1428)

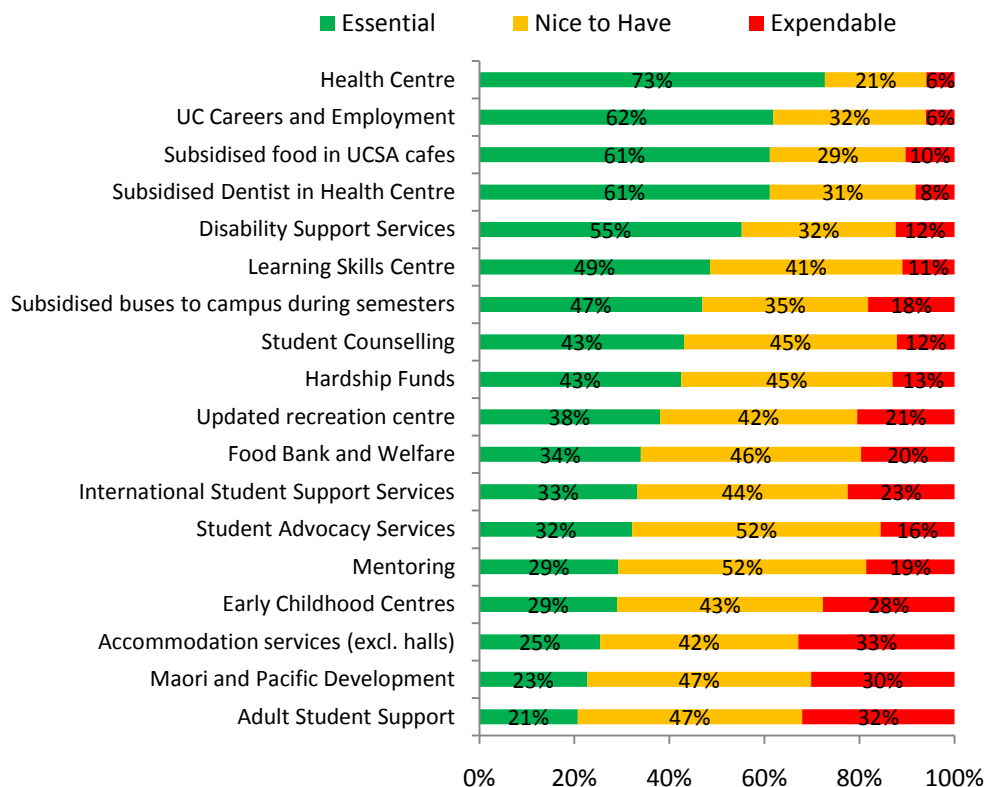
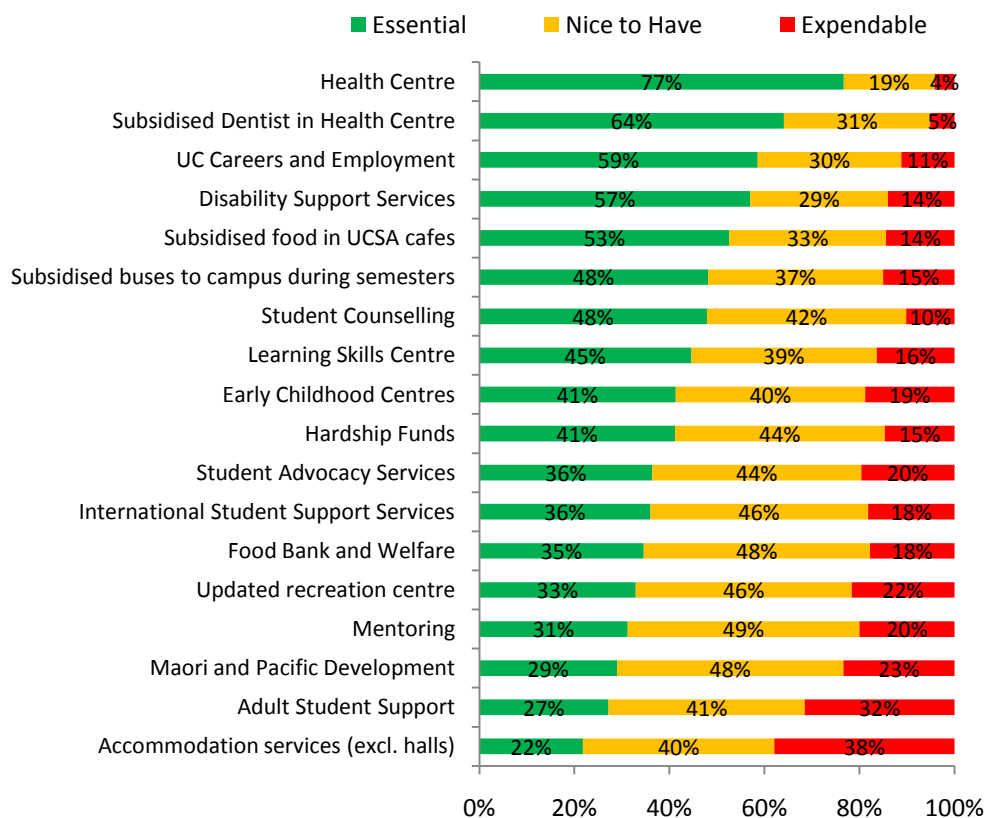


Figure 5.5: Priorities for Postgraduate Students (N=211 - 215)



Using the 'essential' scores from Figure 5.4 and Figure 5.5, the ranking of expenditure categories and allocation of expenditure can be calculated and contrasted for full-time and part-time students (Table 5.5). This analysis shows no variation between these two groups of students, or between these groups and the overall results for all students.

Table 5.5: Ranking and Funding Allocation, Undergraduate and Postgraduate Students

UNDERGRADUATE				POSTGRADUATE			
	Essential Score	Total Share	Ranking		Essential Score	Total Share	Ranking
Health Centre	73	10%	1	Health Centre	77	10%	1
UC Careers and Employment	62	8%	2=	Subsidised Dentist in Health Centre	64	8%	2=
Subsidised Dentist in Health Centre	61	8%	2=	UC Careers and Employment	59	8%	2=
Subsidised food in UCSA cafes	61	8%	2=	Disability Support Services	57	7%	4=
Disability Support Services	55	7%	5	Subsidised food in UCSA cafes	53	7%	4=
Learning Skills Centre	49	6%	6=	Subsidised buses during semesters	48	6%	6=
Subsidised buses during semesters	47	6%	6=	Student Counselling	48	6%	6=
Student Counselling	43	6%	6=	Learning Skills Centre	45	6%	6=
Hardship Funds	43	6%	6=	Early Childhood Centres	41	5%	9=
Updated Recreation Centre	38	5%	10	Hardship Funds	41	5%	9=
Food Bank and Welfare	34	4%	11=	Student Advocacy Services	36	5%	9=
International Student Support Serv	33	4%	11=	International Student Support Services	36	5%	9=
Student Advocacy Services	32	4%	11=	Food Bank and Welfare	35	4%	13=
Mentoring	29	4%	11=	Updated Recreation Centre	33	4%	13=
Early Childhood Centres	29	4%	11=	Mentoring	31	4%	13=
Accommodation Services (excl. halls)	25	3%	16=	Maori and Pacific Development	29	4%	13=
Maori and Pacific Development	23	3%	16=	Adult Student Support	27	3%	17=
Adult Student Support	21	3%	16=	Accommodation Services (excl. halls)	22	3%	17=

The results by undergraduate and graduate students, expenditure category and by response ('essential'; 'nice to have' and 'expendable') are provided in Table 5.6.

Table 5.6: Total Answers by Undergraduate and Graduate students

	Essential	Nice to Have	Expendable	Responses
Accommodation Services (excl. halls)				
Undergrad student	360	592	466	1418
Postgrad student	46	85	80	211
Adult Student Support				
Undergrad student	295	675	458	1428
Postgrad student	58	88	67	213
Disability Support Services				
Undergrad student	788	462	177	1427
Postgrad student	122	62	30	214
Early Childhood Centres				
Undergrad student	413	617	394	1424
Postgrad student	88	85	40	213
Food Bank and Welfare				
Undergrad student	486	661	281	1428
Postgrad student	74	102	38	214
Hardship Funds				
Undergrad student	605	634	186	1425
Postgrad student	87	93	31	211
Health Centre				
Undergrad student	1038	305	84	1427
Postgrad student	165	41	9	215
International Student Support Services				
Undergrad student	474	631	321	1426
Postgrad student	77	98	39	214
Learning Skills Centre				
Undergrad student	693	578	157	1428
Postgrad student	95	83	35	213
Maori and Pacific Development				
Undergrad student	324	671	431	1426
Postgrad student	62	102	50	214
Mentoring				
Undergrad student	417	741	265	1423
Postgrad student	67	105	43	215
Student Advocacy Services				
Undergrad student	457	743	221	1421
Postgrad student	78	94	42	214
Student Counselling				
Undergrad student	615	640	172	1427
Postgrad student	103	90	22	215
UC Careers and Employment				
Undergrad student	879	455	85	1419
Postgrad student	126	65	24	215

Table 5.5: Total Answers by Undergraduate and Graduate students (cont)

Subsidised Dentist in Health Centre				
Undergrad student	870	437	116	1423
Postgrad student	137	66	11	214
Subsidised food in UCSA cafes				
Undergrad student	870	407	147	1424
Postgrad student	113	71	31	215
Subsidised buses to campus during semesters				
Undergrad student	667	496	259	1422
Postgrad student	103	79	32	214
Updated Recreation Centre				
Undergrad student	539	589	290	1418
Postgrad student	70	97	46	213

5.4 The Student Sample by Gender

The results also show little variation by gender. The top priorities for both groups of students were:

1. Health Centre;
2. UC Careers and Employment;
3. Subsidised Dentist in Health Centre;
4. Subsidised food in UCSA cafes; and
5. Disability Support Services.

Similarly, the lowest three priorities for both groups were:

- Accommodation Services (excl. halls);
- Maori and Pacific Development; and
- Adult Student Support.

These results by gender also align with the results by students overall. The distribution of scores for male students is set out in Figure 5.6 (overleaf), and for female students in Figure 5.7 (overleaf).

The results by gender show no differences for key priorities, or lowest priorities, and align with the results for students as a whole

Figure 5.6: Priorities for Male Students (N=874-882)

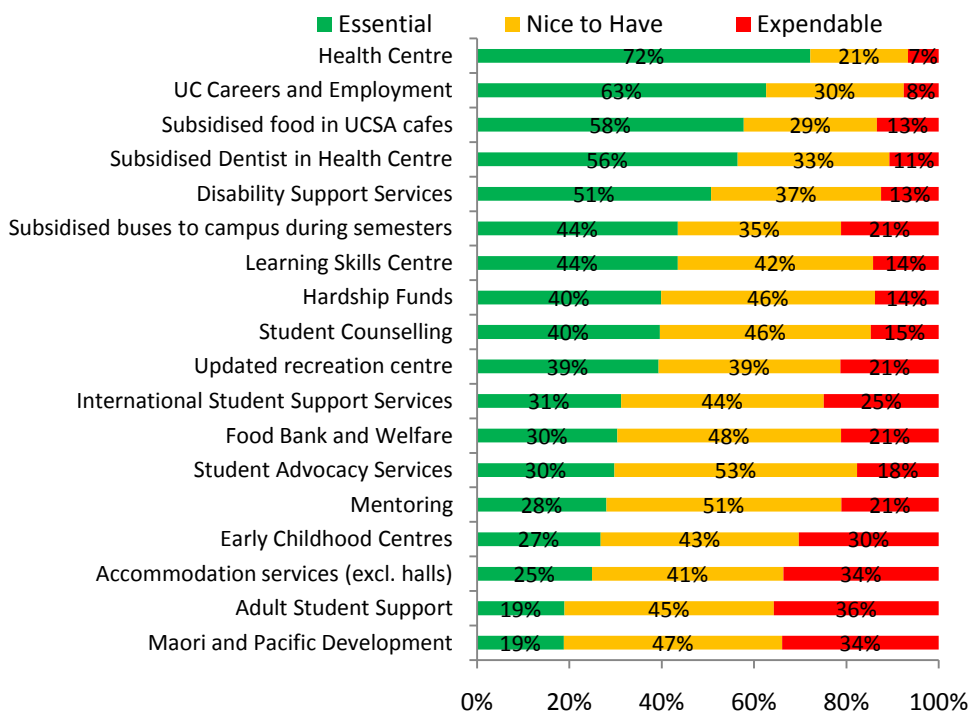
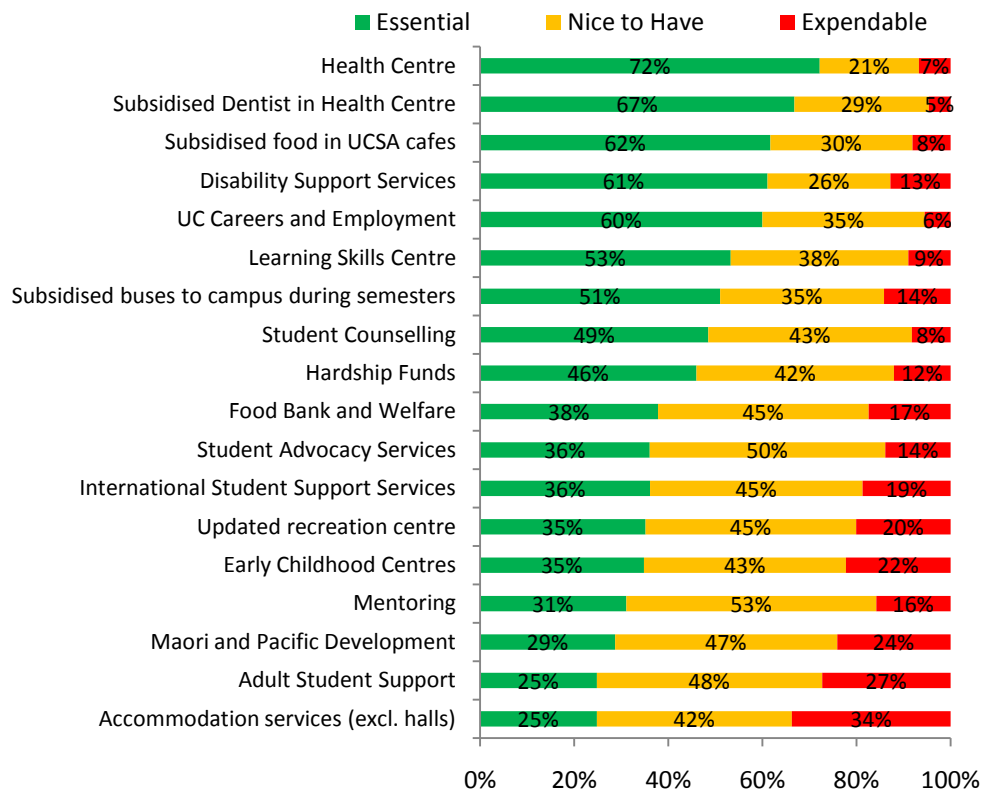


Figure 5.7: Priorities for Female Students (N=783-794)



Using the 'essential' scores from Figure 5.6 and Figure 5.7, the ranking of expenditure categories and allocation of expenditure can be calculated and contrasted for male and female students (Table 5.7). This analysis shows no variation between these two groups of students, or between these groups and the overall results for all students.

Table 5.7: Ranking and Funding Allocation, Male and Female Students

	MALE			FEMALE			
	Essential Score	Total Share	Ranking	Essential Score	Total Share	Ranking	
Health Centre	72	10%	1	Health Centre	72	10%	1
UC Careers and Employment	63	9%	2	Subsidised Dentist in Health Centre	67	9%	2
Subsidised food in UCSA cafes	58	8%	3=	Subsidised food in UCSA cafes	62	8%	3=
Subsidised Dentist in Health Centre	56	8%	3=	Disability Support Services	61	8%	3=
Disability Support Services	51	7%	5	UC Careers and Employment	60	8%	3=
Learning Skills Centre	44	6%	6=	Learning Skills Centre	53	7%	6=
Subsidised buses during semesters	44	6%	6=	Subsidised buses during semesters	51	7%	6=
Hardship Funds	40	6%	6=	Student Counselling	49	7%	6=
Student Counselling	40	6%	6=	Hardship Funds	46	6%	9=
Updated Recreation Centre	39	5%	10	Food Bank and Welfare	38	5%	10=
International Student Support Serv	31	4%	11=	International Student Support Services	36	5%	10=
Food Bank and Welfare	30	4%	11=	Student Advocacy Services	36	5%	10=
Student Advocacy Services	30	4%	11=	Early Childhood Centres	35	5%	10=
Mentoring	28	4%	11=	Updated Recreation Centre	35	5%	10=
Early Childhood Centres	27	4%	11=	Mentoring	31	4%	15=
Accommodation Services (excl. halls)	25	3%	16=	Maori and Pacific Development	29	4%	15=
Adult Student Support	19	3%	16=	Accommodation Services (excl. halls)	25	3%	17=
Maori and Pacific Development	19	3%	16=	Adult Student Support	25	3%	17=

The results by male and female students, expenditure category and by response ('essential'; 'nice to have' and 'expendable') are provided in Table 5.8.

Table 5.8: Total Answers by Male and Female students

	Essential	Nice to Have	Expendable	Responses
	Accommodation Services (excl. halls)			
Male	218	362	294	874
Female	194	325	264	783
	Adult Student Support			
Male	166	397	313	876
Female	197	380	217	794
	Disability Support Services			
Male	447	325	110	882
Female	482	206	101	789
	Early Childhood Centres			
Male	235	376	266	877
Female	274	339	175	788
	Food Bank and Welfare			
Male	267	425	186	878
Female	300	355	138	793
	Hardship Funds			
Male	350	407	121	878
Female	360	332	96	788
	Health Centre			
Male	635	186	59	880
Female	593	165	34	792
	International Student Support Services			
Male	274	385	218	877
Female	286	358	148	792
	Learning Skills Centre			
Male	382	372	125	879
Female	422	299	71	792
	Maori and Pacific Development			
Male	165	415	298	878
Female	227	374	191	792
	Mentoring			
Male	245	446	185	876
Female	246	421	125	792
	Student Advocacy Services			
Male	261	461	155	877
Female	284	394	109	787
	Student Counselling			
Male	348	401	129	878
Female	385	344	65	794
	UC Careers and Employment			
Male	549	261	67	877
Female	472	271	43	786

Table 5.8: Total Answers by Male and Female students (cont)

Subsidised Dentist in Health Centre				
Male	495	288	94	877
Female	528	226	36	790
Subsidised food in UCSA cafes				
Male	507	253	118	878
Female	488	239	64	791
Subsidised buses to campus during semesters				
Male	382	310	186	878
Female	402	275	111	788
Updated Recreation Centre				
Male	343	344	186	873
Female	277	353	158	788

5.5 The Student Sample by Age

The students in this research were categorised into three age groups – those students under 25; students 25 to 34; and those students 35 and over. An analysis of key priorities by age shows that, regardless of age, the Health Centre is the number one priority. From here, the key priorities were common across the age groups, although the order did differ slightly (for instance, with those under 25 seeing UC Careers as a higher priority than students in the other two age groups):

Under 25

1. Health Centre
2. UC Careers and Employment
3. Subsidised Dentist in Health Centre
4. Subsidised food in UCSA cafes
5. Disability Support Services

25 – 34

1. Health Centre
2. Subsidised Dentist in Health Centre
3. Disability Support Services
4. Subsidised food in UCSA cafes
5. UC Careers and Employment

35 and over

1. Health Centre
2. Disability Support Services
3. Learning Skills Centre
4. UC Careers and Employment

Where the real differences in priorities occur by age are in those categories identified as lowest priority. The youngest students rated Adult Student Support last (18th out of 18) and the second youngest students rated this second last. In contrast, the students aged 35 and over rated this fifth equal. Similarly, those students under 25 rated the early childhood centres as second to last, while those students aged 25-34 rated these seventh overall, and those students aged over 35 rated this fifth equal overall.

While students of all ages agreed on the key priorities, the rankings for adult student support and for early childhood centres reflected the students' life stage (with older students ranking these categories noticeably higher than younger students)

Figure 5.8: Priorities for Students Aged Under 25 (N = 1250-1259)

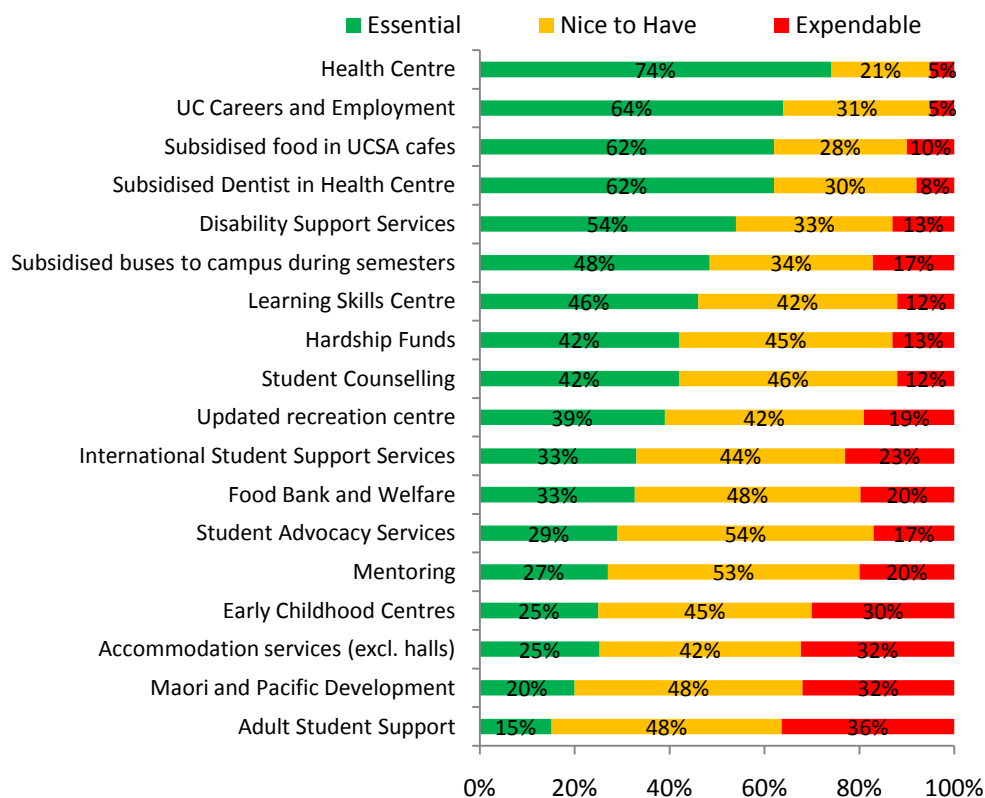


Figure 5.9: Priorities for Students Aged 25 – 34 (N = 254-258)

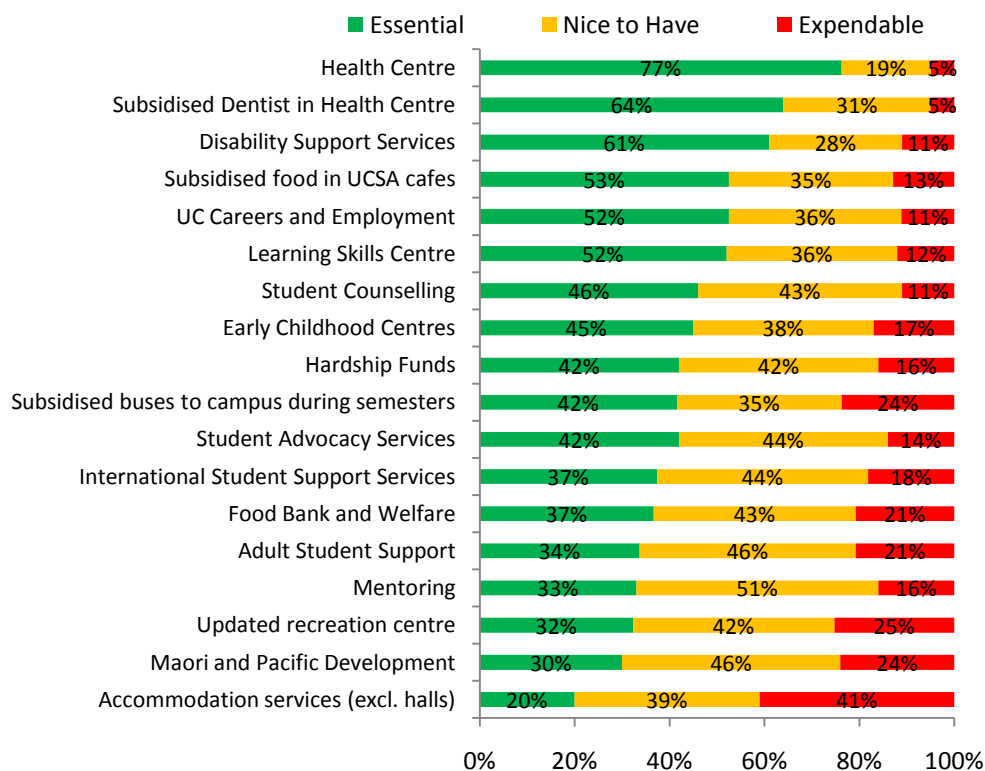
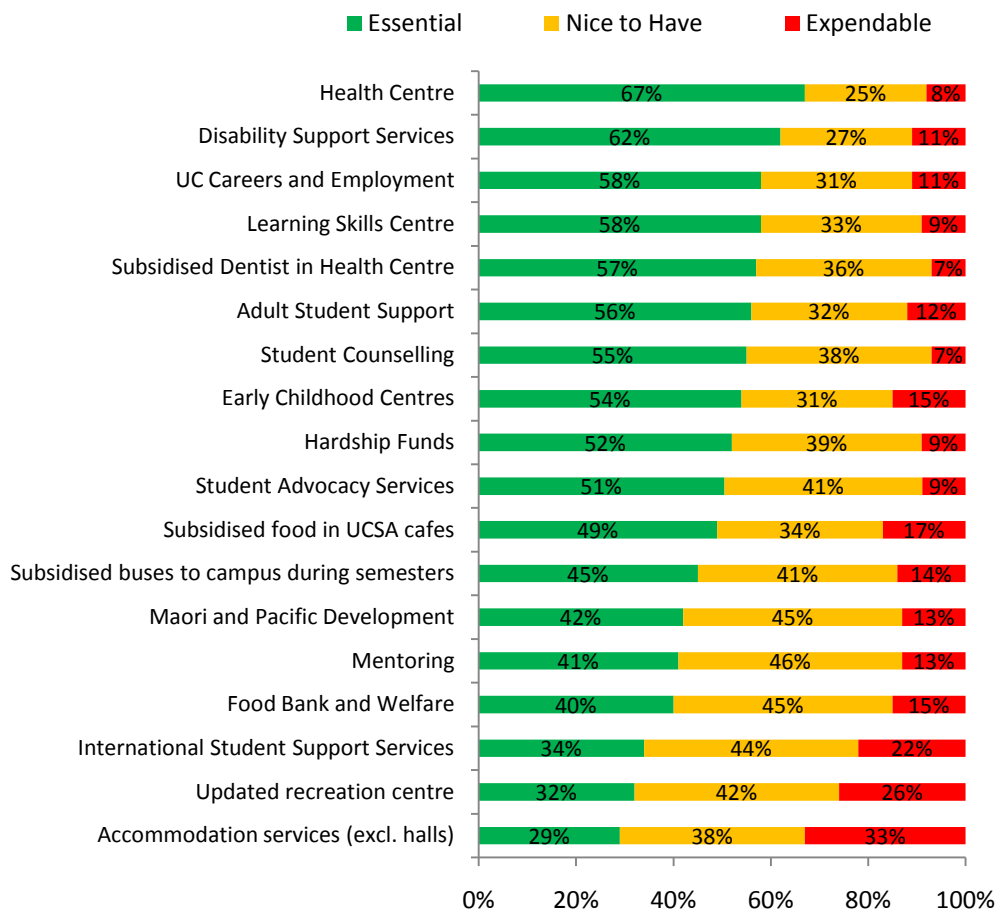


Figure 5.10: Priorities for Students Aged 35+ (N = 147-151)



As elsewhere in this report, using the ‘essential’ scores from Figures 5.8 to 5.10 enables a ranking of expenditure categories and allocation of expenditure to be calculated and contrasted across these age groups (Table 5.9, overleaf).

Table 5.9: Ranking and Funding Allocation, Students by Age Group

	UNDER 25			25-34			
	Essential Score	Total Share	Ranking	Essential Score	Total Share	Ranking	
Health Centre	74	10%	1	Health Centre	77	10%	1
UC Careers and Employment	64	9%	2	Subsidised Dentist in Health Centre	64	8%	2=
Subsidised Dentist in Health Centre	62	8%	3=	Disability Support Services	61	8%	2=
Subsidised food in UCSA cafes	62	8%	3=	Subsidised food in UCSA cafes	53	7%	4=
Disability Support Services	54	7%	5	UC Careers and Employment	52	7%	4=
Subsidised buses during semesters	48	6%	6=	Learning Skills Centre	52	7%	4=
Learning Skills Centre	46	6%	6=	Student Counselling	46	6%	7=
Student Counselling	42	6%	6=	Early Childhood Centres	45	6%	7=
Hardship Funds	42	6%	6=	Student Advocacy Services	42	5%	9=
Updated Recreation Centre	39	5%	10	Subsidised buses during semesters	42	5%	9=
Food Bank and Welfare	33	4%	11=	Hardship Funds	42	5%	9=
International Student Support Services	33	4%	11=	Food Bank and Welfare	37	5%	9=
Student Advocacy Services	29	4%	11=	International Student Support Services	37	5%	9=
Mentoring	27	4%	11=	Adult Student Support	34	4%	14=
Accommodation Services (excl. halls)	25	3%	15=	Mentoring	33	4%	14=
Early Childhood Centres	25	3%	15=	Updated Recreation Centre	32	4%	14=
Maori and Pacific Development	20	3%	15=	Maori and Pacific Development	30	4%	14=
Adult Student Support	15	2%	18	Accommodation Services (excl. halls)	20	3%	18

Table 5.9: Ranking and Funding Allocation, Students by Age Group (cont.)

Aged 35 and over+			
	Essential Score	Total Share	Ranking
Health Centre	67	8%	1
Disability Support Services	62	7%	2=
Learning Skills Centre	58	7%	2=
UC Careers and Employment	58	7%	2=
Subsidised Dentist in Health Centre	57	6%	5=
Adult Student Support	56	6%	5=
Student Counselling	55	6%	5=
Early Childhood Centres	54	6%	5=
Hardship Funds	52	6%	5=
Student Advocacy Services	51	6%	5=
Subsidised food in UCSA cafes	49	6%	5=
Subsidised buses during semesters	45	5%	12=
Maori and Pacific Development	42	5%	12=
Mentoring	41	5%	12=
Food Bank and Welfare	40	5%	12=
International Student Support Serv	34	4%	16=
Updated Recreation Centre	32	4%	16=
Accommodation Services (excl. halls)	29	3%	18

The results by age of student, expenditure category and by response ('essential'; 'nice to have' and 'expendable') are provided in Table 5.10.

Table 5.10: All Results by Age Group

	Essential	Nice to Have	Expendable	Responses
Accommodation Services (excl. halls)				
Age up to 24	316	531	405	1252
25 - 34	52	99	104	255
35 and over	41	55	47	143
Adult Student Support				
Age up to 24	194	606	458	1258
25 - 34	86	117	53	256
35 and over	83	48	18	149
Disability Support Services				
Age up to 24	677	416	165	1258
25 - 34	158	71	28	257
35 and over	92	40	17	149
Early Childhood Centres				
Age up to 24	312	568	375	1255
25 - 34	116	96	44	256
35 and over	80	45	22	147

Table 5.10: All Results by Age Group (cont.)

Food Bank and Welfare				
Age up to 24	412	598	248	1258
25 - 34	94	109	53	256
35 and over	60	68	22	150
Hardship Funds				
Age up to 24	523	569	161	1253
25 - 34	106	107	42	255
35 and over	79	59	13	151
Health Centre				
Age up to 24	928	263	68	1259
25 - 34	196	48	12	256
35 and over	101	37	12	150
International Student Support Services				
Age up to 24	413	558	284	1255
25 - 34	96	114	47	257
35 and over	51	66	33	150
Learning Skills Centre				
Age up to 24	581	528	148	1257
25 - 34	134	92	32	258
35 and over	86	49	14	149
Maori and Pacific Development				
Age up to 24	254	600	404	1258
25 - 34	76	118	62	256
35 and over	62	67	20	149
Mentoring				
Age up to 24	343	665	249	1257
25 - 34	85	129	40	254
35 and over	62	69	19	150
Student Advocacy Services				
Age up to 24	359	679	214	1252
25 - 34	108	111	36	255
35 and over	76	61	13	150
Student Counselling				
Age up to 24	531	574	154	1259
25 - 34	118	110	29	257
35 and over	82	57	10	149
UC Careers and Employment				
Age up to 24	798	390	64	1252
25 - 34	133	92	29	254
35 and over	87	47	16	150
Subsidised Dentist in Health Centre				
Age up to 24	771	376	106	1253
25 - 34	165	79	13	257
35 and over	85	54	11	150

Table 5.10: All Results by Age Group (cont.)

	Subsidised food in UCSA cafes			
Age up to 24	784	347	125	1256
25 - 34	134	89	32	255
35 and over	74	52	25	151
	Subsidised buses to campus during semesters			
Age up to 24	608	431	215	1254
25 - 34	106	89	60	255
35 and over	67	62	21	150
	Updated Recreation Centre			
Age up to 24	489	521	240	1250
25 - 34	82	108	65	255
35 and over	48	63	38	149

5.6 The Student Sample by Ethnicity

Analysing the results by ethnicity reveals a similar set of priorities to students in general. However, these students also tended to give a notably high priority to those categories that directly supported them. That is, Asian students scored International Student Support highly, and both Maori and Pasifika students scored support for Maori and Pacific Development highly. The top five priorities by ethnic group in this research were:

Asian

1. Health Centre
2. UC Careers and Employment
3. Subsidised food in UCSA cafes
4. Subsidised Dentist in Health Centre
5. International Student Support

Maori

1. Health Centre
2. Maori and Pacific Development
3. Subsidised Dentist in Health Centre
4. Subsidised food in UCSA cafes
5. Learning Skills Centre

Pasifika

1. Health Centre
2. Maori and Pacific Development
3. UC Careers and Employment
4. Subsidised Dentist in Health Centre
5. Learning Skills Centre

Equally interesting are those things these groups gave the lowest priority to. The Asian students in this research rated Maori and Pacific Development last, and the Maori students rated support for international students last (Pasifika students rated support for international students in their bottom four priorities). In addition, all three groups gave a low priority to support for adult students.

Asian

- Early Childhood Centres
- Accommodation Services (excl. halls)
- Adult Student Support
- Maori and Pacific Development

Maori

- Early Childhood Centres
- Accommodation Services (excl. halls)
- Adult Student Support
- International Student Support Services

Pasifika

- Food Bank and Welfare
- Student Advocacy Services
- Adult Student Support

When analysed by ethnic group, students were much more likely to put a higher priority on support services for their group and much more likely to put a lower priority on the support services of other groups

Figure 5.11: Priorities for Asian Students (N = 243-249)

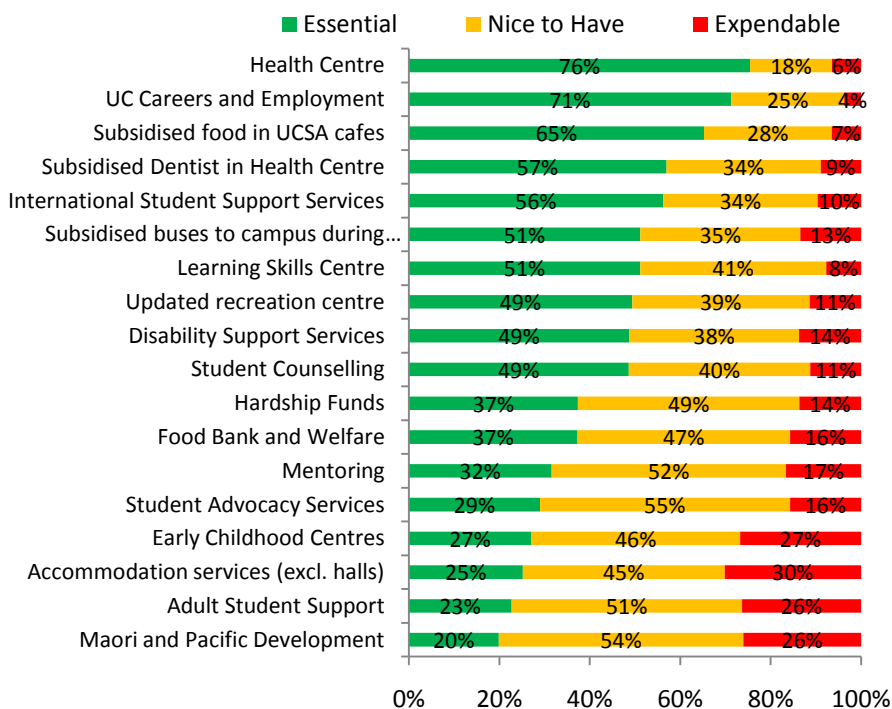


Figure 5.12: Priorities for Maori Students (N = 98-100)

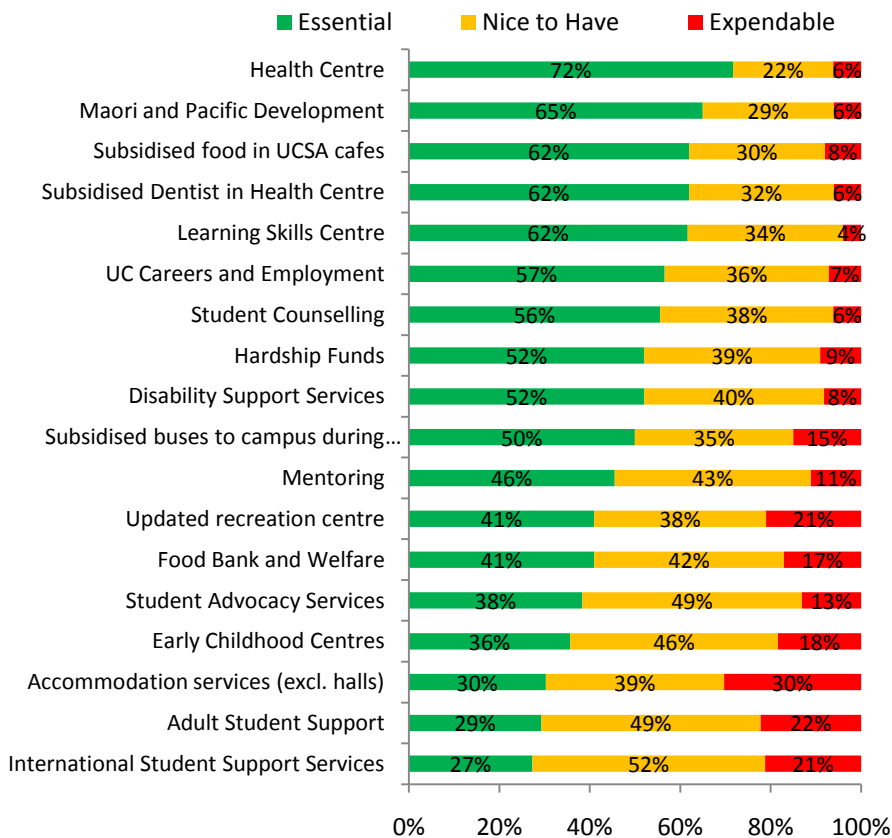
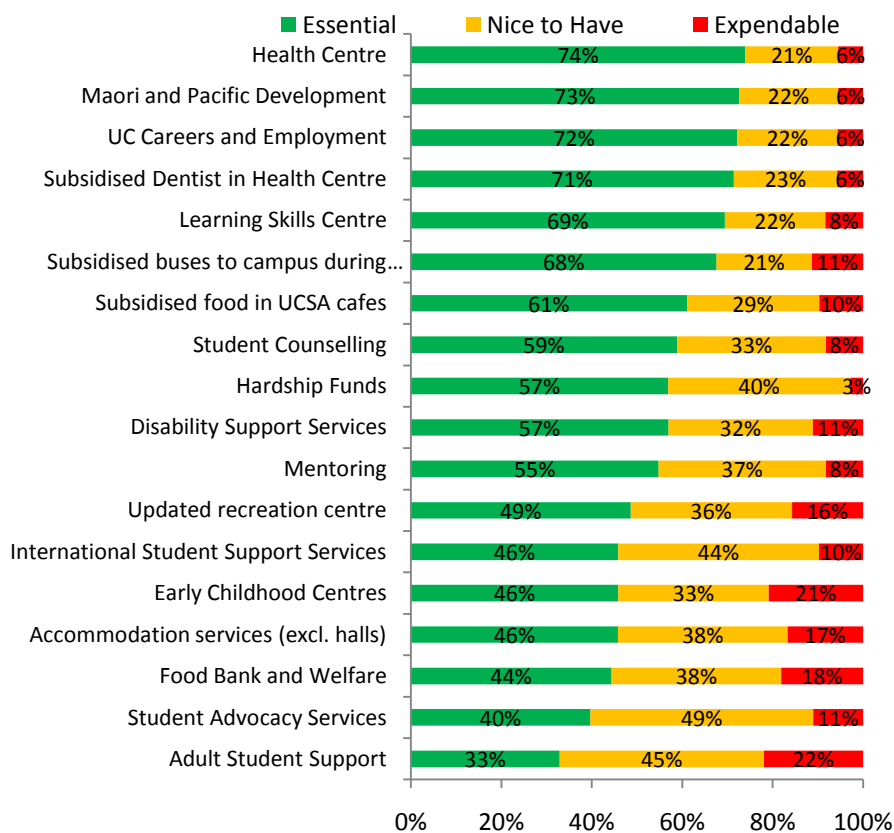


Figure 5.13: Priorities for Pasifika Students (N = 70-73)



The ranking of expenditure categories and allocation of expenditure from the 'essential' scores across the three ethnic groups is shown in Table 5.11, overleaf.

Table 5.11: Ranking and Funding Allocation, Students by Ethnicity

	ASIAN				MAORI		
	Essential Score	Total Share	Ranking		Essential Score	Total Share	Ranking
Health Centre	76	9%	1=	Health Centre	72	8%	1
UC Careers and Employment	71	9%	1=	Maori and Pacific Development	65	7%	2=
Subsidised food in UCSA cafes	65	8%	3	Subsidised Dentist in Health Centre	62	7%	2=
Subsidised Dentist in Health Centre	57	7%	4=	Subsidised food in UCSA cafes	62	7%	2=
International Student Support Serv	56	7%	4=	Learning Skills Centre	62	7%	2=
Learning Skills Centre	51	6%	6=	UC Careers and Employment	57	6%	6=
Subsidised buses during semesters	51	6%	6=	Student Counselling	56	6%	6=
Updated Recreation Centre	49	6%	6=	Disability Support Services	52	6%	6=
Disability Support Services	49	6%	6=	Hardship Funds	52	6%	6=
Student Counselling	49	6%	6=	Subsidised buses during semesters	50	6%	6=
Hardship Funds	37	5%	11=	Mentoring	46	5%	11=
Food Bank and Welfare	37	5%	11=	Food Bank and Welfare	41	5%	11=
Mentoring	32	4%	13=	Updated Recreation Centre	41	5%	11=
Student Advocacy Services	29	4%	13=	Student Advocacy Services	38	4%	14=
Early Childhood Centres	27	3%	15=	Early Childhood Centres	36	4%	14=
Accommodation Services (excl. halls)	25	3%	15=	Accommodation Services (excl. halls)	30	3%	16=
Adult Student Support	23	3%	17	Adult Student Support	29	3%	16=
Maori and Pacific Development	20	2%	18	International Student Support Services	27	3%	18

Table 5.11: Ranking and Funding Allocation, Students by Ethnicity (Cont).

PASIFIKA			
	Essential Score	Total Share	Ranking
Health Centre	74	7%	1=
Maori and Pacific Development	73	7%	1=
UC Careers and Employment	72	7%	1=
Subsidised Dentist in Health Centre	71	7%	1=
Learning Skills Centre	69	7%	1=
Subsidised buses during semesters	68	7%	1=
Subsidised food in UCSA cafes	61	6%	7=
Student Counselling	59	6%	7=
Disability Support Services	57	6%	7=
Hardship Funds	57	6%	7=
Mentoring	55	5%	11=
Updated Recreation Centre	49	5%	11=
Accommodation Services (excl. halls)	46	5%	11=
Early Childhood Centres	46	5%	11=
International Student Support Serv	46	5%	11=
Food Bank and Welfare	44	4%	16=
Student Advocacy Services	40	4%	16=
Adult Student Support	33	3%	18

The results by ethnicity of student, expenditure category and by response ('essential'; 'nice to have' and 'expendable') are provided in Table 5.12.

Table 5.12: All Results by Ethnicity

	Essential	Nice to Have	Expendable	Responses
Accommodation Services (excl. halls)				
Asian	62	110	74	246
Maori	30	39	30	99
Other	33	54	38	125
Adult Student Support				
Asian	56	126	65	247
Maori	29	48	22	99
Pasifika	24	33	16	73
Disability Support Services				
Asian	121	93	34	248
Maori	51	39	8	98
Pasifika	41	23	8	72
Early Childhood Centres				
Asian	67	114	66	247
Maori	35	45	18	98
Pasifika	33	24	15	72

Table 5.12: All Results by Ethnicity (cont.)

Food Bank and Welfare				
Asian	93	117	39	249
Maori	41	42	17	100
Pasifika	32	27	13	72
Hardship Funds				
Asian	91	119	33	243
Maori	52	39	9	100
Pasifika	41	29	2	72
Health Centre				
Asian	188	45	16	249
Maori	71	22	6	99
Pasifika	54	15	4	73
International Student Support Services				
Asian	140	85	24	249
Maori	27	51	21	99
Pasifika	33	32	7	72
Learning Skills Centre				
Asian	127	102	19	248
Maori	61	34	4	99
Pasifika	50	16	6	72
Maori and Pacific Development				
Asian	49	133	64	246
Maori	65	29	6	100
Pasifika	53	16	4	73
Mentoring				
Asian	78	128	41	247
Maori	45	43	11	99
Pasifika	40	27	6	73
Student Advocacy Services				
Asian	72	137	39	248
Maori	38	48	13	99
Pasifika	29	36	8	73
Student Counselling				
Asian	121	100	28	249
Maori	55	38	6	99
Pasifika	43	24	6	73
UC Careers and Employment				
Asian	174	61	9	244
Maori	56	36	7	99
Pasifika	52	16	4	72
Subsidised Dentist in Health Centre				
Asian	140	84	22	246
Maori	62	32	6	100
Pasifika	50	16	4	70

Table 5.12: All Results by Ethnicity (cont.)

Subsidised food in UCSA cafes			
Asian	162	70	248
Maori	62	30	100
Pasifika	44	21	72
Subsidised buses to campus during semesters			
Asian	126	87	246
Maori	50	35	100
Pasifika	48	15	71
Updated Recreation Centre			
Asian	121	96	245
Maori	41	38	100
Pasifika	34	25	70

5.7 Islamic Students

Islamic students had very similar priorities to students as a whole, with the notable addition of scoring support for international students highly. Their priorities were (see Figure 5.14, overleaf):

1. Health Centre;
2. Disability Support Services;
3. Subsidised Dentist in Health Centre;
4. Learning Skills Centre; and
5. International Student Support.

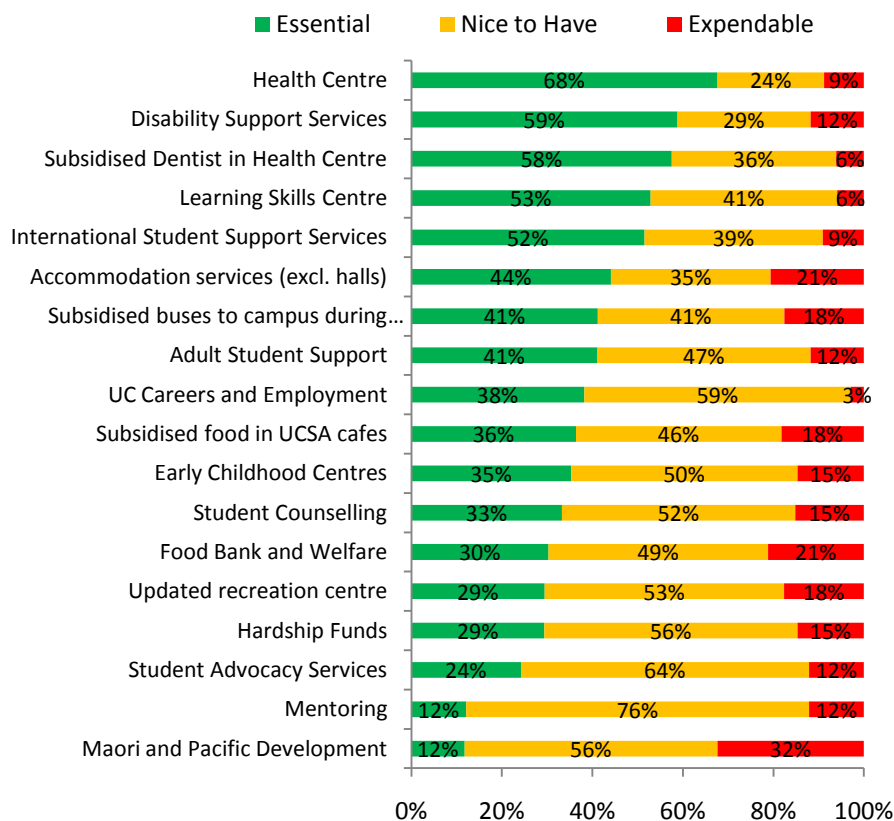
The ranking of expenditure categories and allocation of expenditure from the 'essential' scores by the Islamic students in this were:

Table 5.13: Ranking and Funding Allocation, Islamic Students

	Score	Total Share	Ranking
Health Centre	68	10%	1
Disability Support Services	59	9%	2
Subsidised Dentist in Health Centre	58	8%	3=
Learning Skills Centre	53	8%	3=
International Student Support Serv	52	7%	5
Accommodation Services (excl. halls)	44	6%	6=
Adult Student Support	41	6%	6=
Subsidised buses during semesters	41	6%	6=
UC Careers and Employment	38	5%	9=
Subsidised food in UCSA cafes	36	5%	9=
Early Childhood Centres	35	5%	9=
Student Counselling	33	5%	9=
Food Bank and Welfare	30	4%	13=
Hardship Funds	29	4%	13=
Updated Recreation Centre	29	4%	13=
Student Advocacy Services	24	3%	16
Mentoring	12	2%	17=
Maori and Pacific Development	12	2%	17=

Islamic students had very similar priorities to students as a whole, with the notable addition of scoring support for international students highly

Figure 5.14: Priorities for Islamic Students (N = 33-34)



The results by Islamic students, expenditure category and by response ('essential'; 'nice to have' and 'expendable') are provided in Table 5.14.

Table 5.14: All Results by Islamic Students

	Essential	Nice to Have	Expendable	Responses
Accommodation Services (excl. halls)				
Islamic	15	12	7	34
Adult Student Support				
Islamic	14	16	4	34
Disability Support Services				
Islamic	20	10	4	34
Early Childhood Centres				
Islamic	12	17	5	34
Food Bank and Welfare				
Islamic	10	16	7	33
Hardship Funds				
Islamic	10	19	5	34
Health Centre				
Islamic	23	8	3	34
International Student Support Services				
Islamic	17	13	3	33

Table 5.14: All Results by Islamic Students (cont.)

	Learning Skills Centre			
Islamic	18	14	2	34
	Maori and Pacific Development			
Islamic	4	19	11	34
	Mentoring			
Islamic	4	25	4	33
	Student Advocacy Services			
Islamic	8	21	4	33
	Student Counselling			
Islamic	11	17	5	33
	UC Careers and Employment			
Islamic	13	20	1	34
	Subsidised Dentist in Health Centre			
Islamic	19	12	2	33
	Subsidised food in UCSA cafes			
Islamic	12	15	6	33
	Subsidised buses to campus during semesters			
Islamic	14	14	6	34
	Updated Recreation Centre			
Islamic	10	18	6	34

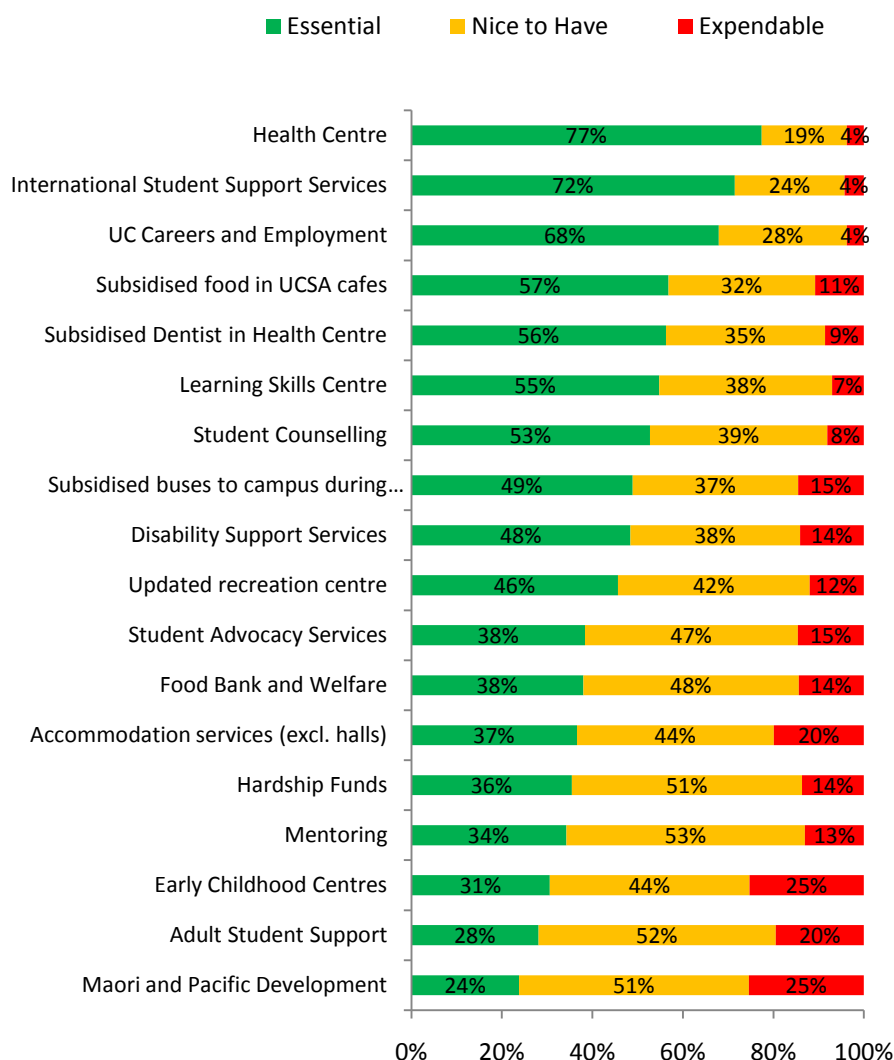
5.8 International Fee-Paying Students

International fee-paying students had very similar priorities to students as a whole, with the notable addition of scoring support for international students very highly. Their priorities were:

1. Health Centre;
2. International Student Support ;
3. UC Careers and Employment;
4. Subsidised food in UCSA cafes; and
5. Subsidised Dentist in Health Centre.

International fee-paying students had very similar priorities to students as a whole, with the notable addition of scoring support for international students very highly (second overall)

Figure 5.15: Priorities for International Fee Paying Students (N = 183-187)



The ranking of expenditure categories and allocation of expenditure from the 'essential' scores by the international fee-paying students in this research is shown in Table 5.15, overleaf.

Table 5.15: Ranking and Funding Allocation, International Fee-paying Students

	Essential Score	Total Share	Ranking
Health Centre	77	9%	1=
International Student Support Serv	72	9%	1=
UC Careers and Employment	68	8%	3
Subsidised food in UCSA cafes	57	7%	4=
Subsidised Dentist in Health Centre	56	7%	4=
Learning Skills Centre	55	6%	6=
Student Counselling	53	6%	6=
Subsidised buses during semesters	49	6%	6=
Disability Support Services	48	6%	6=
Updated Recreation Centre	46	5%	10
Student Advocacy Services	38	4%	11=
Food Bank and Welfare	38	4%	11=
Accommodation Services (excl. halls)	37	4%	11=
Hardship Funds	36	4%	11=
Mentoring	34	4%	11=
Early Childhood Centres	31	4%	11=
Adult Student Support	28	3%	17=
Maori and Pacific Development	24	3%	17=

The results by international fee-paying students, expenditure category and by response ('essential', 'nice to have' and 'expendable') are provided in Table 5.16.

Table 5.16: All Results by International Fee-paying Students

	Essential	Nice to Have	Expendable	Responses
Accommodation Services (excl. halls)				
International fee paying	68	81	37	186
Adult Student Support				
International fee paying	52	97	36	185
Disability Support Services				
International fee paying	89	69	26	184
Early Childhood Centres				
International fee paying	57	82	47	186
Food Bank and Welfare				
International fee paying	71	89	27	187
Hardship Funds				
International fee paying	65	93	25	183
Health Centre				
International fee paying	144	35	7	186
International Student Support Services				
International fee paying	133	45	8	186
Learning Skills Centre				
International fee paying	102	71	13	186

Table 5.16: All Results by International Fee-paying Students (cont.)

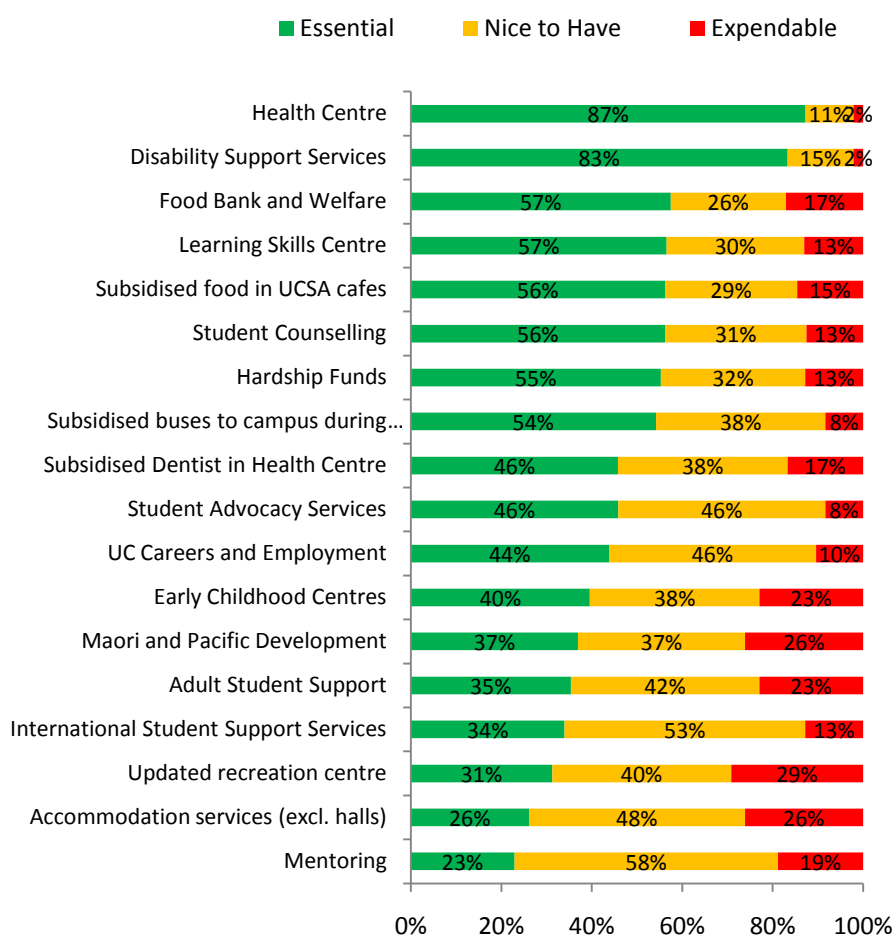
	Maori and Pacific Development			
International fee paying	44	94	47	185
	Mentoring			
International fee paying	63	97	24	184
	Student Advocacy Services			
International fee paying	71	87	27	185
	Student Counselling			
International fee paying	98	73	15	186
	UC Careers and Employment			
International fee paying	125	52	7	184
	Subsidised Dentist in Health Centre			
International fee paying	104	65	16	185
	Subsidised food in UCSA cafes			
International fee paying	105	60	20	185
	Subsidised buses to campus during semesters			
International fee paying	91	68	27	186
	Updated Recreation Centre			
International fee paying	84	78	22	184

5.9 Students with a Disability

Students with a disability had very similar priorities to students as a whole, with the notable addition of scoring support for food banks and welfare much higher than students as a whole (third equal for students with a disability, compared to eleventh equal for students as a whole). The priorities for students with a disability were:

1. Health Centre;
2. Disability Support Services;
3. Food Bank and Welfare; and
4. Learning Skills Centre.

Figure 5.16: Priorities for Students with a Disability (N = 46-48)



Students with a disability had very similar priorities to students as a whole, with the notable addition of scoring support for food banks and welfare very highly (third overall)

The ranking of expenditure categories and allocation of expenditure from the 'essential' scores by students with a disability in this research is shown in Table 5.17, overleaf.

Table 5.17: Ranking and Funding Allocation, Students with a Disability

	Essential Score	Total Share	Ranking
Health Centre	87	10%	1=
Disability Support Services	83	10%	1=
Food Bank and Welfare	57	7%	3=
Learning Skills Centre	57	7%	3=
Student Counselling	56	6%	5=
Subsidised food in UCSA cafes	56	6%	5=
Hardship Funds	55	6%	5=
Subsidised buses during semesters	54	6%	5=
Student Advocacy Services	46	5%	9=
Subsidised Dentist in Health Centre	46	5%	9=
UC Careers and Employment	44	5%	9=
Early Childhood Centres	40	5%	9=
Maori and Pacific Development	37	4%	13=
Adult Student Support	35	4%	13=
International Student Support Serv	34	4%	13=
Updated Recreation Centre	31	4%	13=
Accommodation Services (excl. halls)	26	3%	17=
Mentoring	23	3%	17=

The results by students with a disability, expenditure category and by response ('essential'; 'nice to have' and 'expendable') are provided in Table 5.18.

Table 5.18: All Results by Students with a Disability

	Essential	Nice to Have	Expendable	Responses
	Accommodation Services (excl. halls)			
Students with a disability	12	22	12	46
	Adult Student Support			
Students with a disability	17	20	11	48
	Disability Support Services			
Students with a disability	40	7	1	48
	Early Childhood Centres			
Students with a disability	19	18	11	48
	Food Bank and Welfare			
Students with a disability	27	12	8	47
	Hardship Funds			
Students with a disability	26	15	6	47
	Health Centre			
Students with a disability	41	5	1	47

Table 5.18: All Results by Students with a Disability (cont)

	International Student Support Services			
Students with a disability	16	25	6	47
	Learning Skills Centre			
Students with a disability	26	14	6	46
	Maori and Pacific Development			
Students with a disability	17	17	12	46
	Mentoring			
Students with a disability	11	28	9	48
	Student Advocacy Services			
Students with a disability	22	22	4	48
	Student Counselling			
Students with a disability	27	15	6	48
	UC Careers and Employment			
Students with a disability	21	22	5	48
	Subsidised Dentist in Health Centre			
Students with a disability	22	18	8	48
	Subsidised food in UCSA cafes			
Students with a disability	27	14	7	48
	Subsidised buses to campus during semesters			
Students with a disability	26	18	4	48
	Updated Recreation Centre			
Students with a disability	15	19	14	48

5.10 'Other' Services Student Would Like to See

Finally, the intercept survey sheet also allowed students to identify expenditure categories beyond the current categories and those identified in the qualitative component of this research. The most commonly identified additional categories were:

1. Subsidise course readers and textbooks;
2. More car parking, and subsidised;
3. Subsidised access to ICT (including printing) ;
4. Teaching placement funding; and
5. More variety of / better/ healthier food in campus cafes.

A complete list of these 'other' categories is set out in Table 5.19, overleaf.

Table 5.19: "Other" Services Would Like to See Provided

Subsidise course readers and textbooks	28	Placement for teaching degrees	1
More car parking, and subsidised	12	Print more copies of student diaries	1
Subsidised printing/ photocopying	11	Rec centre segregation of genders	1
Teaching placement funding	8	Recreation Centre fees inclusive	1
More variety of / better/ healthier food in campus cafes	8	Services, stationery & course readers available at Tcol campus	1
Pool	6	Reputable societies for academic gain	1
Longer library hours	5	Repaint buildings for a creative environment	1
Clubs and sport support	4	Services for students who are non-native English speakers	1
Free internet	4	Sheltered Motorcycle Parks (Free)	1
Refund	3	Sheltered smoking areas	1
Free Rec centre	3	Shop open for late night study	1
Summer programmes	3	Should be prorata for part-timers	1
Bar at TCol	2	SJS development	1
Cheaper course fees	2	Student activities	1
Cheaper drinks at the foundry	2	Student Groups	1
Library staff being kept (no cuts)	2	Study guides/course info books available at college campus	1
Mini supermarket (Pak n Save?)	2	Subsidise Optician	1
More Wifi	2	Subsidised club memberships	1
Subsidized Physio	2	Subway on campus	1
Support for clubs and socs	2	Summer school choices	1
Foundry subsidy	2	Summer school for humanities subjects	1
Sports and games	2	Supermarket	1
4th floor budget of \$500 (PHD level 4)	1	Sustainability on campus	1
Access to key services made more accessible	1	Take less money off us	1
All lectures recorded, available LEARN	1	Three walled sheltered houses for smokers	1
Art supplies	1	Updated library facilities	1
Better food at the UCSA	1	Updated postgrad areas	1
Bookshop at College of Education campus	1	upgraded express library computers	1
Bookshop at Tcol	1	Wage cuts for USCA Exec	1
Boxing club	1	Work on a student 'one time' bus pass	1
Bring back hip hop history	1	Books	1
Cheaper Alcohol at the foundry	1	Bookshop at College of Education campus	1
Cheaper food	1	Cheaper buses	1
Cheaper internet in the halls	1	Cheaper drinks at the foundry	1
Cheaper Levy's for people that live far away from town	1	Cheaper food	1
Coffee/heating stations outside Mech Suite in Eng Block	1	Conducting independent reviews of advice by uni staff to students services in general	1
Cohesive study space for social work	1	Course Readers	1
Cultural centre	1	Discount cards for the campus cafes	1
Enterprise start up fund or information services	1	Discounts at the malls	1
Free alcohol	1	Fewer First Years	1

Table 5.19: “Other” Services Would Like to See Provided (cont.)

Free Food	1	Funding for non-profit clubs	1
Funding should go back into more arts papers	1	Improved security for cars and motorcycle areas	1
Further subsidies on art supplies	1	Intermural sports	1
Get rid of the fee	1	Ipads	1
Graduate study internet subsidy	1	Learning services in other languages eg. Checking a Spanish essay	1
internet facilities on campus eg wifi	1	Less funding for Canta magazine	1
Ipads for all	1	Longer Library hours	1
Keep summer school arts	1	More eBooks in the library database	1
Keep the library	1	More funding towards the library	1
Keep up with the quit smoking aids, eg. gum, patches, etc., at the health centre	1	More library space	1
Legal aid	1	More scholarships	1
Library	1	Not spreading it on the flat screen TV's	1
Library computer facilities eg: more plugs/power points	1	Places to hang out without having to buy food	1
Library Employment	1	Print more copies of lab manuals	1
Lower Student levies	1	Rec facilities at Dovedale campus	1
Make eco friendly travel more attractive	1	Servicing computers more often	1
Money for TCOL placement	1	Subsidised internet at home	1
More computers	1	Update science lecture theatres	1
More computers in the Engineering department	1	WINZ on campus	1
More copies of essential textbooks available for longer loan periods	1	Cleaner, more reliable computer workrooms	1
More facilities and equipment for bringing and preparing your own food	1	Contraception subsidy	1
More food heating utilities	1	Extended library and study space hours	1
More money to arts courses	1	Fix Lavatories	1
More photocopying machines in library	1	Ipad support	1
More smoking area	1	More Computers	1
More story rooms for parents with kids	1	More facilities for physics and astro students on campus	1
More study rooms for parents and kids	1	More shower facilities on campus	1
More support for FLO Students	1	Parental facilities particularly feeding spaces	1
Non profit catering services	1	Physical sciences Library	1
Orientation of campus and essential places	1	Pool at the foundry	1
Parent at university support	1	Shut the foundry	1
Faster internet	1		

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Final Report Complete
Friday, 17 September 2010