Your Student Voice Survey

2024

Objectives

- Gain an in-depth understanding of the effective of Charles Sturt University services through measuring ease of use and satisfaction across non-academic administrative and support services.
- Understand current student's awareness, access, usage and preference towards services.
- Understand engagement preferences between online and non-online channels and the influences of student preference for different channel types.
- Understand the preferred timing for accessing services.
- Explore the differences between the following student demographics on satisfaction, ease and engagement preferences:
  - Fee status: Domestic or International
  - Stage: Undergraduate or Postgraduate
- Measure engagement with environmental and social sustainability initiatives.
- Measure awareness of the Student Services and Amenities Fee and any feedback students might have.
- Measure awareness of student representation bodies and social and sporting clubs and collect feedback about social events and activities.
- Measure satisfaction with the experience of accessing CSU's First Nations services.

Methodology

Survey audience

Current students, excluding partners and HDR.

Survey method

Email invitations and reminders to a web-based survey distributed to student email addresses.

Generic link was created for promotion via student communications.

Field dates: 26 March to 8 April 2024.

Benchmarking

The results for each University are compared to the combined results of all participating Universities surveyed in 2024 (four participating Universities in total for this survey period).

Annual Results

2024 was the first year the Your Student Voice survey was held. The survey will be repeated annually in March and April with results shared widely with the university and student body.

Sample size and response rates

	Sample size n=	Sample contacted n=	Response rate %
Charles Sturt U	2235	23,988	9.3%
Benchmark	8386	105,269	8%

SUMMARY FINDINGS

Key findings, insights and recommendations from the Your Student Voice survey.

Key Metrics and Awareness

FINDINGS	INSIGHTS	RECOMMENDATIONS
Charles Sturt University performed above SXB Benchmark on key metrics for Administration services and below SXB Benchmark for Support Services Satisfaction and Ease was lower amongst Domestic and Undergraduate than International and Postgraduate students.	Reasons for Dissatisfaction were related to lack of resolution and difficulties with complex processes such as scholarships. Domestic and Undergraduate students preferred Online channels which works well for simple information, but not for resolving more complex questions. Students indicated that they felt Face-to-Face and Telephone support was only available at limited times.	Promote alternate contact channels for two- way support so students have a secondary channel if they fail to resolve an enquiry via self-service. Advise availability times for Face-to-Face and Telephone support so students can plan to access help at suitable times.

Influences of channel preference

FINDINGS	INSIGHTS	RECOMMENDATIONS
Channel preference varied by service, although Online options were preferred by more than half of students for all interactions.	Ease and comfort level drove preference for Online channels. Online communication allows students to prepare in their own time. Conversely offline interaction allows issues to be raised and addressed in real time.	Provide access channels to reflect student preferences for each service as a first point of contact. Integrate access channels so students can transfer between channels seamlessly. Ensure information accessible via Online channels regularly updated, comprehensive and consistent with information available via Face- to-Face or Telephone channels. Review the information available Online based on repeat enquiries for information.

Service timing and student requests for other services

FINDINGS	INSIGHTS	RECOMMENDATIONS
Over half of students preferred accessing most services during business hours, Monday to Friday, 9am to 5pm. Around one quarter wanted to be able to access after 5pm, Monday to Friday.	Telephone and Face-to-Face channels were perceived to have limited availability. This was the main reason for students choosing online channels as their preference. Another reason was that Telephone was the perceived long wait times. Nonetheless most students prefer to access services during normal business hours, when Telephone and Face-to-Face would normally be available.	Always provide options for two-way interactive services during business hours and advertise those services within all online options. Monitor wait times and ensure callers are updated on their progress in the queue. Implement options for students to leave their details for a call back. Consider trialling an after-hours shift on weekdays. (5 to 7pm Monday to Friday).
Students requested a better orientation experience, better support for coursework and better connection to other students. Remote learners requested better access to services Online while on campus students requested more Face-to-face services.	Charles Sturt is ahead of SXB Benchmark in driving services Online. This may be a reflection of the proportion of students attending via remote learning.	Promote the engaging Online content (e.g. 'Day in the life') already available on the Charles Sturt website. Offer channels whereby students can interact virtually as well as 'in real life'. Encourage tutors to remind students how they can access support with their coursework, especially for remote learners.

Service timing and student requests for other services

FINDINGS	INSIGHTS	RECOMMENDATIONS
Less than one in five students had been in engaged with any of the Environmental and Sustainability Initiatives. Carbon footprint reduction and nationally led activities such as RUOK had the highest levels of engagement.	Engagement was generally highest amongst Undergraduates who generally have a longer tenure at the university and may be more invested in these initiatives. As these initiatives are extracurricular and may require intrinsic interest in the topic, the current level of engagement provides a foundation to build upon.	Monitor the level of participation in the Environmental and Sustainability Initiatives over time. Ensure the activities are inclusive and facilitate engagement and participation by students who are remote learners.
Awareness of the Student Services and Amenities Fee was high (72%). However, many students questioned what services the fees were supporting and if they were relevant to students who are remote learners.	Students may not be aware of the services that are funded. A breakdown of what the SSAF covers may be helpful, highlighting those that apply across both on-campus and remote learning.	Ensure that students receive positive sentiment via a thank you message and possibly a message about the services that the SSAF fee supports.

SATISFACTION & EASE OF USE

Charles Sturt achieved an overall effectiveness score of 75.5% for student support services. This was determined as a combined score of overall satisfaction and ease of use. Overall satisfaction performed slightly higher than the benchmark with ease of use marginally less.

OVERALL SATISFACTION

More than one third of Charles Sturt students classed their interactions with Administration Services as 'Extremely Satisfying', 9-10 out of 10, and one third classed their interactions as Extremely Easy 9-10 out of 10. Charles Sturt's average scores for both metrics were higher than SXB Benchmark for Administration Services and lower for Support Services.
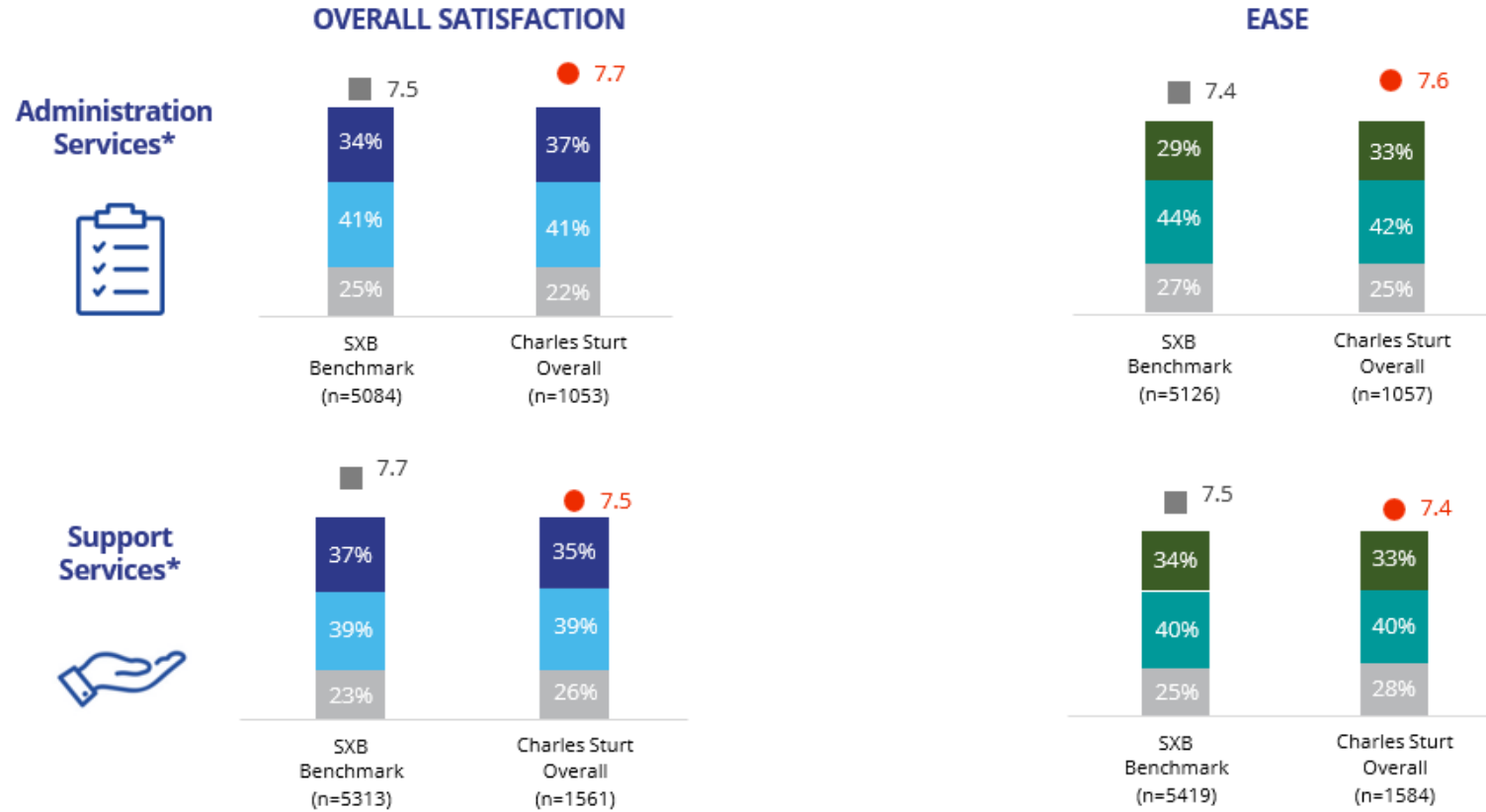
Overall Satisfaction – Verbatims

Students who rated the services highly complimented staff and indicated it was easy resolve their enquiry quickly. Students who did not receive resolution to their question or who found the information they received confusing provided lower ratings. They also mentioned confusion with information about scholarships and difficulties with the recognition of prior learning process.

Themes	Sample Verbatim
Staff	*"Always friendly staff who are happy to help."*
Quick	*"Responses for my enquiries answered very quickly, with the correct advice I needed."*
Easy	*"Easy to arrange a time with the advisor. Location ideal and very helpful."*
Responsive	*"The responses are always prompt and friendly, and often provide me extra information that I didn't realise I needed."*

Themes	Sample Verbatim
Poor communication	*"'Poor email communication I.e different information given. Difficult/outdated portal."*
Lack of Resolution	*'It feels like I'm shouting into the void a lot of the time, hoping to get some sort of response."*
Lack of Coordination	*" It is really difficult sometime to get in contact with the right people."*
Scholarships	*"Not extremely clear outlines for scholarships also no updates provided."*
Recognition of prior learning	*"I had a lot of issues when enrolling regarding RPL."*

Awareness levels for most services similar to SXB Benchmark

Awareness of Scholarships and Financial Support, Academic Study Skills, Accommodation, Disability and Accessibility services exceeded SXB Benchmark. Charles Sturt students had slightly lower awareness of Enrolment and Course Advice and Counselling, and notably lower awareness of Careers and Work Integrated Learning (42%), notably below SXB Benchmark (61%).

Service	Charles Sturt Overall	SXB Benchmark
Student Enquiries		60%
Enrolment and Course Advice	60%	47%
Accommodation	14%	27%
Student Advocacy, Appeals and Complaints		7%
Academic Study Skills	35%	47%
Scholarships and Financial Support	26%	36%
Counselling	13%	7%
Disability and Accessibility	9%	10%
Careers and Work Integrated Learning	17%	7%
None of the above	0%	0%

Legend: SXB Benchmark / Charles Sturt Overall

Awareness more than double the usage of some services

Most students (83%) were aware of Student Enquiries and just under two thirds (60%) used that service. Awareness for most services was double or higher than usage.

Service	Awareness	Usage
Student Enquiries	83%	60%
Enrolment and Course Advice	77%	47%
Accommodation	66%	27%
Student Advocacy, Appeals and Complaints	49%	7%
Academic Study Skills	86%	47%
Scholarships and Financial Support	84%	36%
Counselling	67%	7%
Disability and Accessibility	54%	10%
Careers and Work Integrated Learning	42%	7%
None of the above	2%	0%

Legend: Awareness, Usage
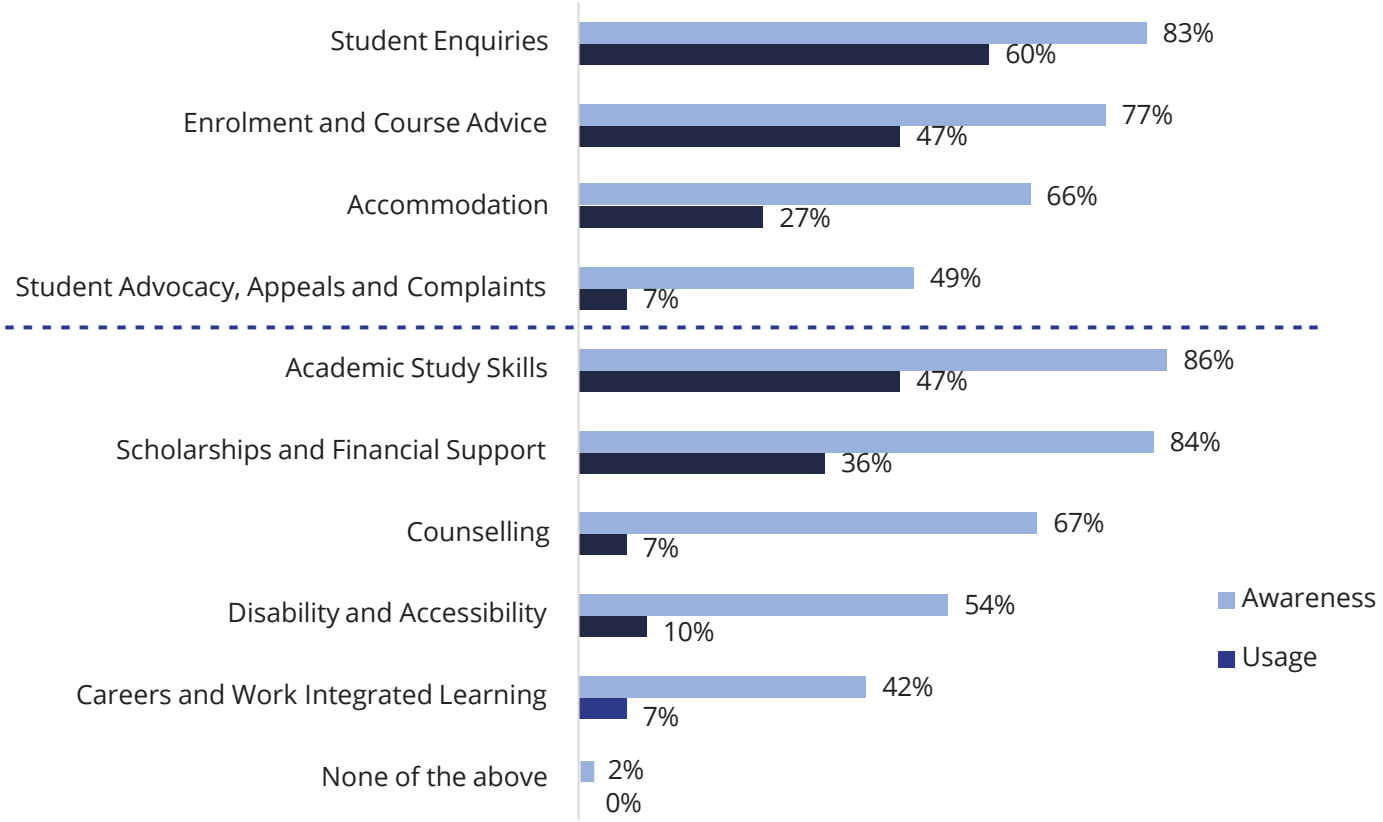
Future demand for most services outstripped current usage

Future demand for three out of four Administration services was lower than present usage, although more students anticipated using the Student Advocacy, Appeals and Complaints service.Future demand for Support services exceeded current usage, particularly Scholarships and Financial Support and Careers and Work Integrated Learning.

Service	Usage	Future Usage
Student Enquiries	60%	57%
Enrolment and Course Advice	47%	45%
Accommodation	27%	21%
Student Advocacy, Appeals and Complaints	7%	16%
Academic Study Skills	47%	49%
Scholarships and Financial Support	36%	52%
Counselling	7%	20%
Disability and Accessibility	10%	11%
Careers and Work Integrated Learning	7%	32%
None of the above	0%	4%
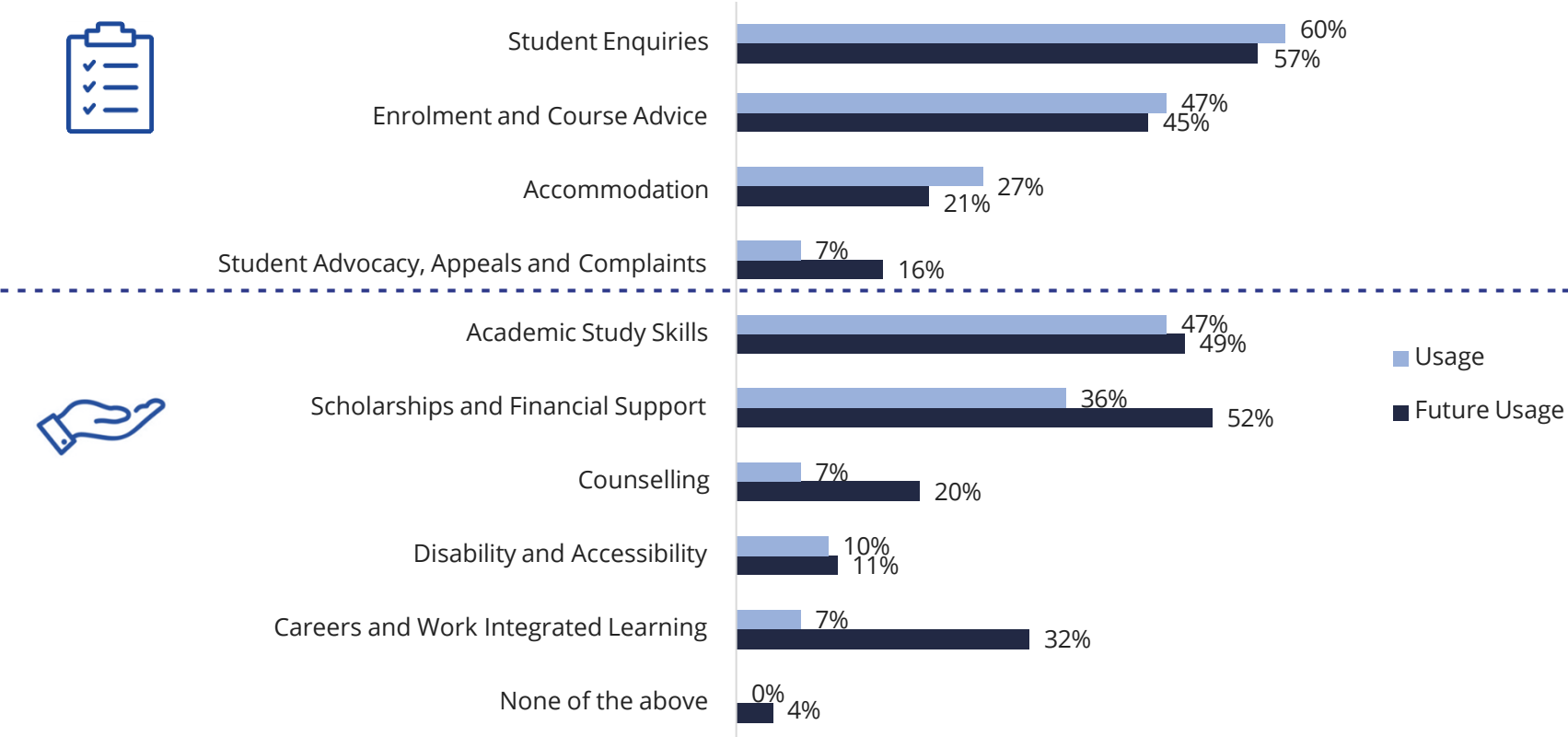
COMMUNICATION PREFERENCS

Charles Sturt has a wide range of channels for enquiry and service. Student preferences reflected a desire for ease and comfort with online being the #1 preference across all areas.

Online was the preferred channel for all services

Online was the preferred channel for the majority of students for all services.
Face-to-Face was preferred by around one quarter of students for some services such as Accommodation, Disability and Accessibility, Counselling, Careers and Work Integrated Learning.
Telephone was selected by more than one quarter of students for Student Enquiries and more than one fifth (21%) for Enrolment and Course advice. It was also the preferred channel for almost one fifth of students (19%) to access Counselling.

Legend: ■ Telephone ■ Face-to-Face ■ Online

Service	Online	Face-to-Face	Telephone	(top)
Student Enquiries (n=1341)	61%	11%	26%	1%
Enrolment and Course Advice (n=1040) A	67%	11%	21%	1%
Accommodation (n=601)	60%	27%	9%	4%
Student Advocacy Appeals and Complaints (n=161)	66%	19%	13%	2%
Academic Study Skills (n=1048)	81%	13%	4%	2%
Scholarships and Financial Support (n=799)	80%	10%	8%	3%
Disability and Accessibility (n=218)	68%	24%	6%	1%
Counselling (n=160)	52%	28%	19%	2%
Careers and Work Integrated Learning (n=161)	65%	25%	7%	2%

Online channels preferred due to availability and no wait time

The main reason for preferring Online channels was over Telephone and Face-to-Face was that these channels were only available at limited times. Telephone was also considered to have long wait times by almost one third of those who preferred Online channels.

CHANNEL PREFERENCE

REASON FOR PREFERRING ONLINE CHANNELS TO...

Channel Preference stacked bars:

SXB Benchmark (n=8047):
- Telephone: 15%
- Face-to-Face: 38%
- Online: 46%

Charles Sturt Overall (n=2161):
- Telephone: 22%
- Face-to-Face: 19%
- Online: 58%

Telephone
- Only available at limited times: 46%
- Wait times are too long: 30%
- Staff have limited knowledge: 11%
- Staff are not helpful: 4%
- Representatives are not friendly: 2%

Face-to-Face
- Only available at limited times: 37%
- Wait times are too long: 11%
- Staff have limited knowledge: 6%
- Staff are not helpful: 2%
- Representatives are not friendly: 2%

Legend:
- Only available at limited times
- Wait times are too long
- Staff have limited knowledge
- Staff are not helpful
- Representatives are not friendly

Telephone and Face-to-Face chosen for speed and better outcomes. Online preferred for ease and comfort.

The reasons for preferring a Telephone or Face-to-Face were closely matched. Students felt they were more likely to 'Get an answer quicker' and 'Get better outcomes'. Those who chose Online were more focused on Ease and Comfort.

CHANNEL PREFERENCE

REASON FOR CHANNEL PREFERENCE

SXB Benchmark (n=8047):
- Telephone 15%
- Face-to-Face 38%
- Online 46%

Charles Sturt Overall (n=2161):
- Telephone 22%
- Face-to-Face 19%
- Online 58%

Telephone
- Get an answer quicker: 7.2
- Get better outcomes: 6.8
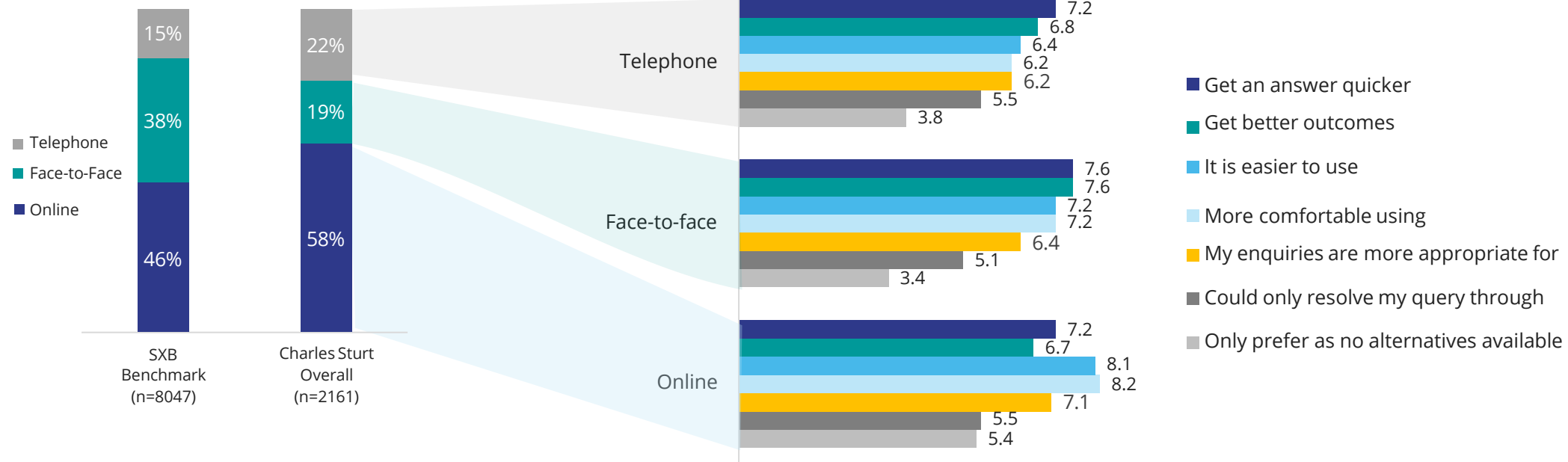- It is easier to use: 6.4
- More comfortable using: 6.2
- My enquiries are more appropriate for: 6.2
- Could only resolve my query through: 5.5
- Only prefer as no alternatives available: 3.8

Face-to-face
- Get an answer quicker: 7.6
- Get better outcomes: 7.6
- It is easier to use: 7.2
- More comfortable using: 7.2
- My enquiries are more appropriate for: 6.4
- Could only resolve my query through: 5.1
- Only prefer as no alternatives available: 3.4

Online
- Get an answer quicker: 7.2
- Get better outcomes: 6.7
- It is easier to use: 8.1
- More comfortable using: 8.2
- My enquiries are more appropriate for: 7.1
- Could only resolve my query through: 5.5
- Only prefer as no alternatives available: 5.4

Legend:
- Get an answer quicker
- Get better outcomes
- It is easier to use
- More comfortable using
- My enquiries are more appropriate for
- Could only resolve my query through
- Only prefer as no alternatives available

Preferred timing was normal business days/hours

There was a preference for Monday to Friday, 9am to 5pm with the second most preferred option Monday to Friday, after 5pm. Many services still noted +40% preference for out of hours service and over 50% for counselling specifically.

Service	Monday to Friday 9am to 5pm	Monday to Friday After 5pm	Saturday 9am to 5pm / Sunday 9am to 5pm / Outside these hours
Student Enquiries (n=2022)	58%	28%	14%
Enrolment and Course Advice (n=2009)	59%	28%	13%
Student Advocacy, Appeals and Complaints (n=1878)	58%	28%	14%
Accommodation (n=1646)	58%	27%	15%
Academic Study Skills (n=2004)	52%	31%	17%
Scholarships and Financial Support (n=1936)	58%	29%	13%
Counselling (n=1833)	47%	34%	19%
Careers and Work Integrated Learning (n=1878)	59%	28%	12%
Disability and Accessibility (n=1602)	60%	26%	13%

Legend:
- Monday to Friday 9am to 5pm
- Monday to Friday After 5pm
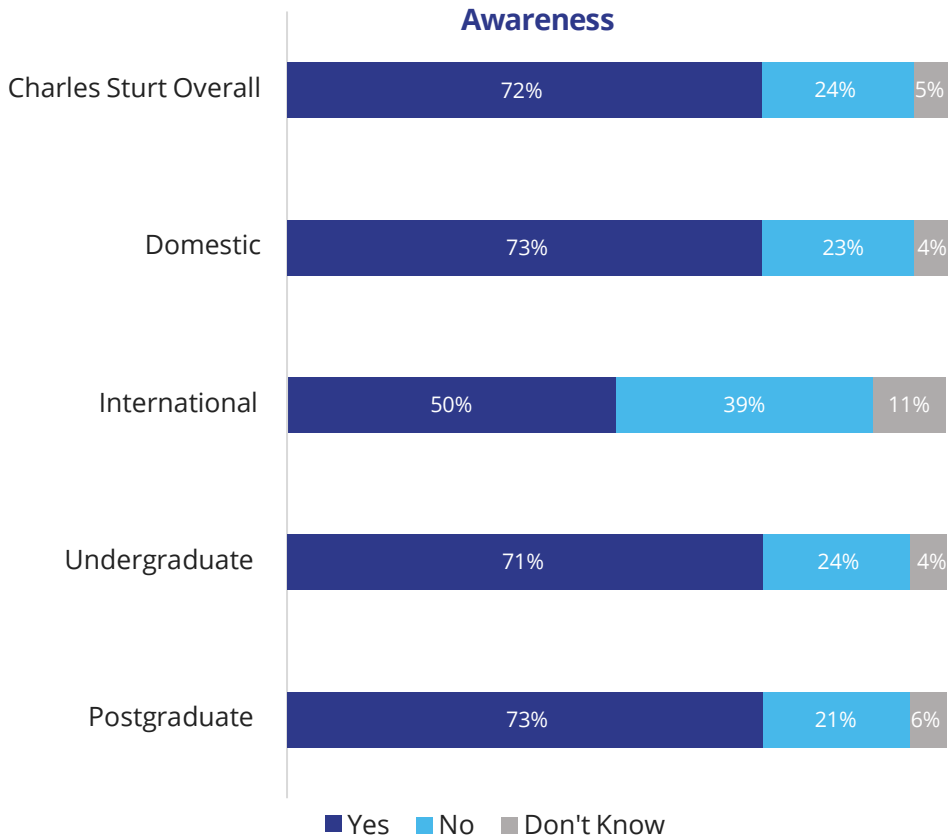- Saturday 9am to 5pm / Sunday 9am to 5pm / Outside these hours

CLOSER LOOK

Charles Sturt added several focus areas to the survey to explore engagement with environmental and sustainability initiatives, student connection through clubs, events and activities, SSAF (Student Services and Amenities Fees) and First Nations student connect Services.

Awareness of Student Services and Amenities Fee (SSAF)

Almost three quarters of students (72%) were aware of the Student Services and Amenities fee although only half (50%) of international students claimed to be aware.

Awareness

Category	Yes	No	Don't Know
Charles Sturt Overall	72%	24%	5%
Domestic	73%	23%	4%
International	50%	39%	11%
Undergraduate	71%	24%	4%
Postgraduate	73%	21%	6%

Legend: ■ Yes ■ No ■ Don't Know

Comments about the SSAF

"'Although I do understand the need for it, I think for online students like myself, who have no access to a lot of those things it is pointless."

"As an off-campus student, I think my SSAF could be lower. The current system is not equitable."

"Clarity around which areas are getting how much funding would be appreciated."

"I actually don't know where this money goes to. It would be nice if when it is paid it sends a thank you message telling how the money is allocated to benefit the students. Thanks"

"I have no real comments other then I'm impressed with the variety services that they help fund. Honestly no clue they existed before i got here."

Clubs, social events and activities

Responses ranged from very low awareness and engagement with clubs, social events and activities to long lists.
Many students would welcome the opportunity for more engagement with other students via Face-to-Face or virtual channels

Awareness

"ASA"

"AWSRC"

"CSUSPA"

"Enviro club"

"Mungos and Mungals"

"OSRC"

"RAW"

"Uni sports"

"WAC"

As an online student I don't have access to these."

Events and activities to support

"I would love to see some more clubs or groups that join people together not just around sports or drinking. A NURSING CLUB"

"I'm not able to attend social events in person, however finding ways to connect remote learners in their own area would be great. I.e. an online group of people from Perth, from Adelaide, etc"

"'Less drinking events hosted by SRC as their events are exclusively bar and cocktail nights. More inclusion from CSU on smaller campuses."

"More access to information on these events and activities. I have been with CSU for 6 years and it was only last year, through another student, that I found out there was a CSU events facebook page."

More funding towards sport to make it cheaper for uni students to be active on a regular basis. More social events to meet more people and form better connections.

First Nations Student Connect Services – Satisfaction

Just over one tenth of students gave a Satisfaction rating for their experience with First Nations Student Connect services.
Scores were consistent across student segments with three quarters classed as 'Satisfied (7,8 out of 10)' and two fifths 'Extremely Satisfied (9,10 out of 10)'.

Satisfaction

| | 7.7 | 7.7 | 7.8 | 7.7 | 7.7 |

Legend:
- Have not accessed the service
- Don't know/NA
- Rated the service
- Extremely Satisfied 9-10
- Satisfied 7-8
- Dissatisfied 0-6
- Charles Sturt

Charles Sturt Overall (n=1962): 72%, 15%, 13%

Charles Sturt Overall (n=255): 42%, 33%, 25%
Undergraduate (n=210): 40%, 33%, 26%
Postgraduate (n=45): 49%, 31%, 20%
Domestic (n=229): 44%, 31%, 26%
International* (n=26): 27%, 54%, 19%

* Small sample n<30, results are indicative
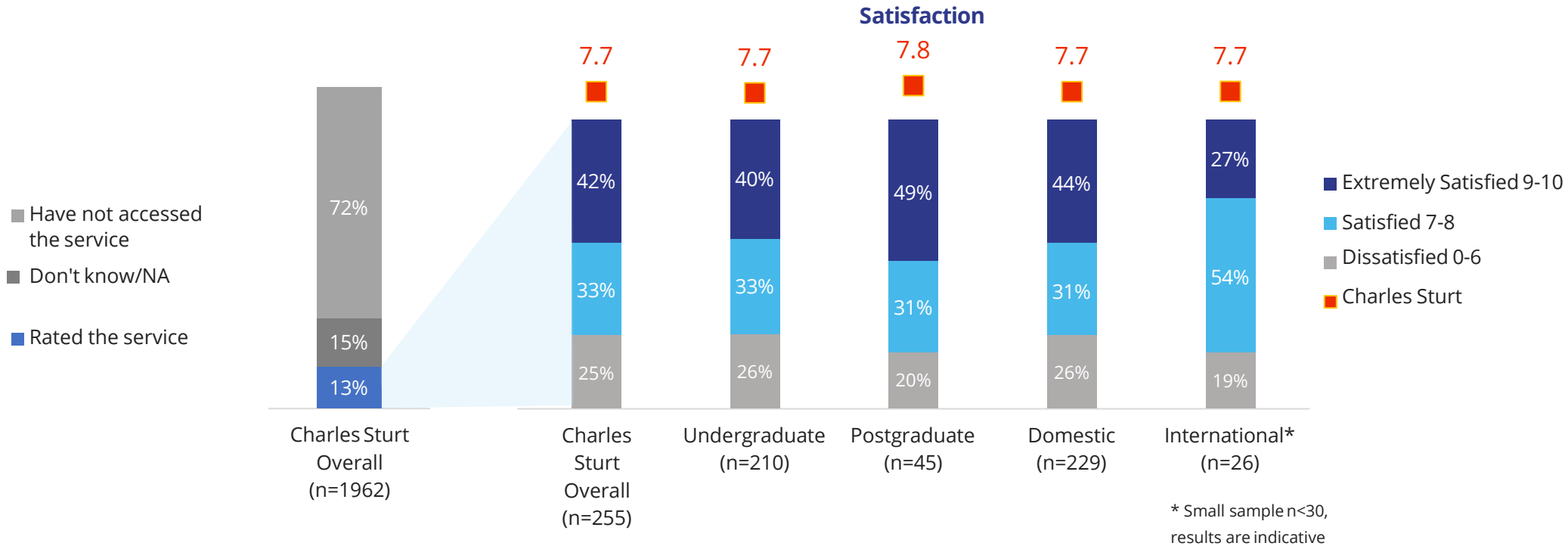
Engagement with environmental and social sustainability initiatives

Almost 70% of students are not aware of any initiatives and/or activities. The two activities with the highest engagement involved less than one fifth (16%) overall. International students* had higher proportions of engagement with most activities, followed by undergraduates.

Engagement %

Carbon footprint reduction, e.g. recycling, active transport, energy efficiency
- 18%
- 9%
- 16%
- 21%

Participation in an initiative linked to a day of National/Global significance, e.g. Reconciliation Week, RUOK Day? Wear it Purple Day
- 16%
- 18%
- 9%
- 16%
- 20%

Fundraising or volunteering for a local charity
- 9%
- 11%
- 5%
- 9%
- 9%

Community gardens, tree planting
- 8%
- 9%
- 5%
- 8%
- 9%

Environmentally-themed guided campus walks
- 6%
- 7%
- 5%
- 6%
- 16%

Campaigns, e.g. Save the Bilby
- 4%
- 5%
- 2%
- 4%
- 10%

Sustainability Adviser led initiatives
- 4%
- 5%
- 2%
- 4%
- 9%

Legend:
- ■ Charles Sturt Overall
- ■ Undergraduate
- ■ Postgraduate
- ■ Domestic
- ■ International

'None of these' was also an option:
Charles Sturt Overall: 69%
Undegraduate:66%
Postgraduate: 81%
Domestic: 70%
International: 54%

The Your Student Voice Survey is intended to be an annual initiative.

The next opportunity to participate will be in March-April 2025.

We welcome general feedback at any time via ask@csu.edu.au.