

## 2014 Annual Membership Survey Analysis INTERNAL USE ONLY

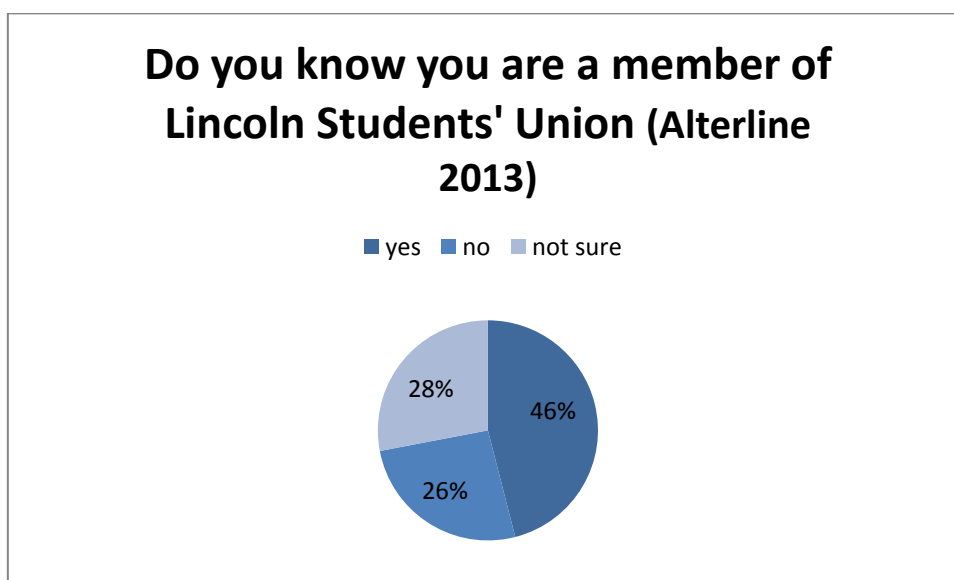
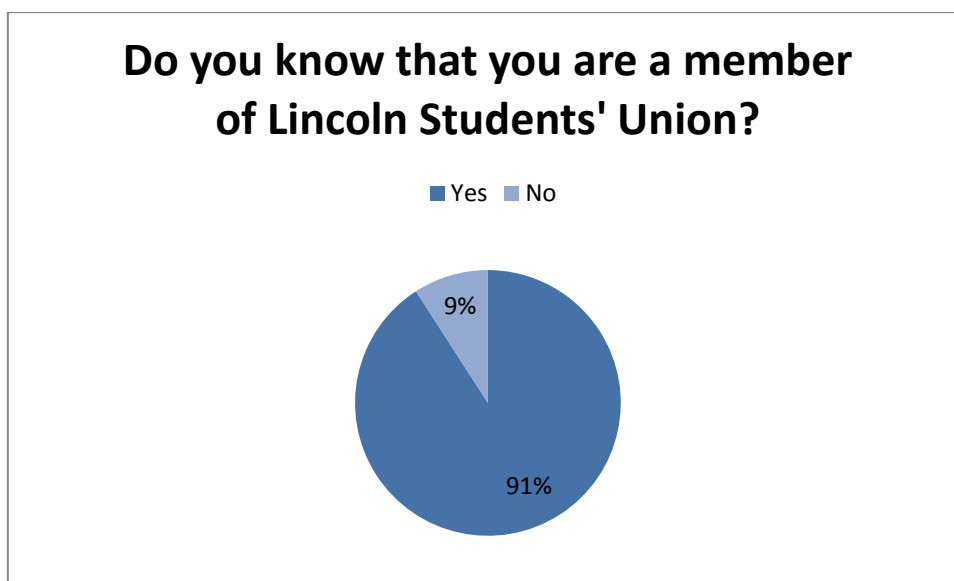
### 2014 Annual Membership Survey Analysis.

The Annual Membership Survey is a survey that was rolled out to our member students to complete over the month of March. It consisted of 23 questions, which were divided between four areas; general, representation, activities and finally volunteering and employability. All questions relate to performance against the 2013-16 ULSU Strategic Plan with some of the questions originated from the Alterline survey 2013 with the others were set from measurements in the plan. Questions were also varied by the method of answer as some were Yes/No, how strong they agree and also open text questions.

During the month there were 1273 completed surveys submitted. A breakdown of this number shows that 1212 Undergraduate members, 47 Postgraduate Taught members, and 10 Postgraduate Research members of the Students' Union completed the survey. For Undergraduate we have a good sample size across all year groups and colleges with about 11% of our Undergraduate members completing the survey. However, Postgraduate numbers are quite disappointing. Although it is a positive that we did engage some Postgraduate students with our survey, there was only 3% of our Postgraduate Taught members and only 2% of our Postgraduate Research members who completed the survey. These numbers don't provide us with a great sample size with information from Postgraduate students and recommendations for this group of students can only be made with reservations.

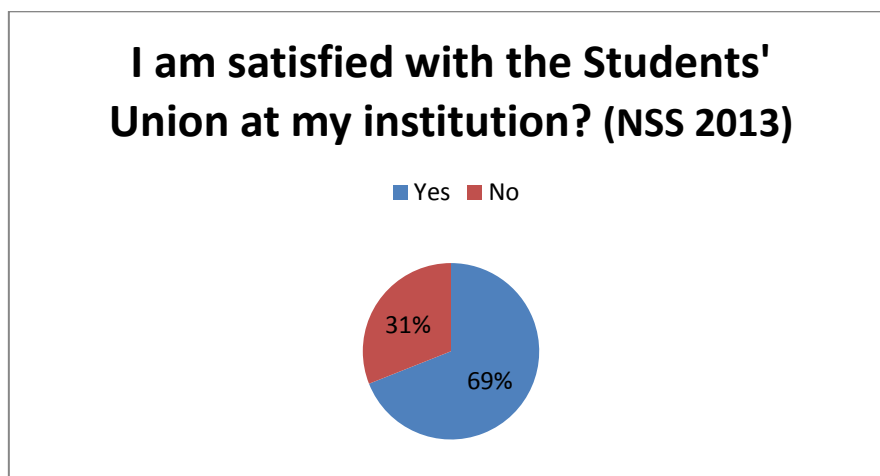
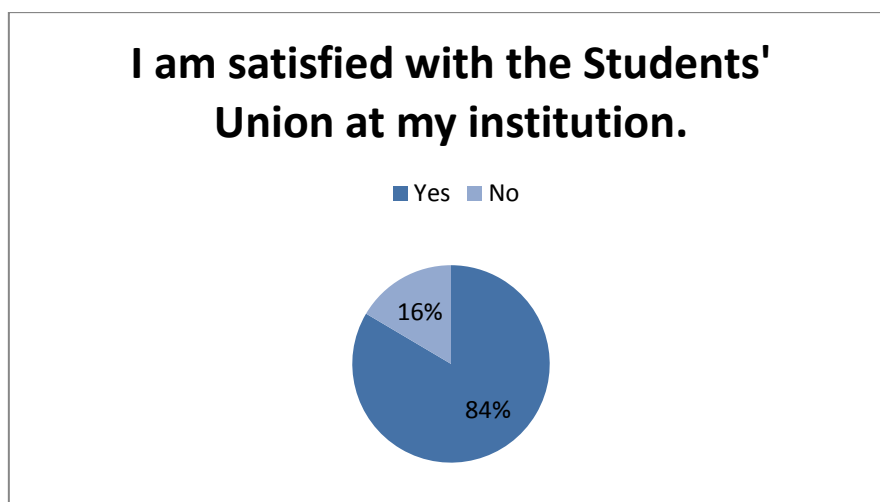
We can further breakdown into the International demographics to find out how many students our survey reached. There were 74 International students, 17 European students and 2 others who had not been classified at the time the survey went out, bringing a total of 95 students were International. Again it is positive that we engaged with a variety of International students, but we can also see it as an area to improve in the future as this year only about 6% International students completed the survey. Without more of this sort of information we can't succeed in fully internationalising our Union, nor can we support these students and their needs as much as we should.

Q1. Do you know that you are a member of Lincoln Students' Union?



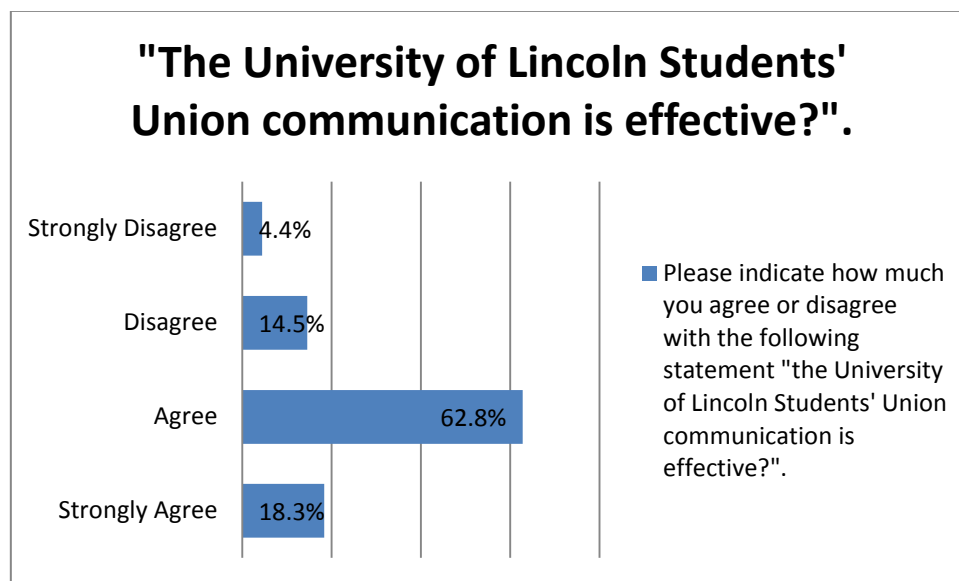
In this year's Annual Membership Survey 91% of students asked, knew that they were a member of the Students' Union. In the Alterline results from the survey of 12/13 only 46% of students knew that they were members of the Students' Union. A 50% increase in students who are aware that they are a member of the Students' Union shows that greater awareness amongst students' has happened within the past 12 months. The results of this question were quite similar to those of the general answer when broken into level of study. Both Postgraduate Taught and Research students had only about 10% of respondents who didn't know that they were a member of the Students' Union, and about 9% of Undergraduate students also didn't know. This shows that membership awareness isn't a real issue with regards to level of study and their engagement with the Union.

Q2. I am satisfied with the Students' Union at my institution.



Within the strategic research survey which Alterline carried out last year, 63% of respondents agreed with the statement "I am satisfied with the Student's Union at my institution." This was further increased within the NSS 2013 score of 69% within the same academic year. This years Annual Membership Survey shows that students' are 84% satisfied with the SU at Lincoln. A 20% increase from last year is something to be proud of, and if this was to improve or be equally reflected within the NSS of 2014, the Union could potentially move to the top 10 within rankings of Students' Unions within the UK. This question has a variance depending on the level of study of students. 17% of Undergraduate students who completed the survey were not satisfied with the Union. 9% of Postgraduate Taught students who completed the survey were not satisfied but Postgraduate Research students were 100% satisfied. This variance and the knowledge of the different services they use possibly shows that some areas are performing better than others. For instance Undergraduates are more likely to use representation and activities, whereas Postgraduate students are more likely to look into volunteering or support with studies.

Q3. Please indicate how much you agree or disagree with the following statement, "the University of Lincoln Students' Union communication is effective?"



A score of 80.1% in agreement with this question is something to be very happy with. A creation of a new Communications department within the Union as a result of the Alterline survey, where students weren't aware of what the Union does, is clearly something that students have noticed. This score may also be so high considering the main methods of communication that are used by the Union now are those that were stated within the Alterline survey as the methods by which students wanted to be communicated with. The creation of a new website and the ongoing development of it is also something to contribute to this as information is now much more accessible, but also personal to students.

There is also a slight variance on this question as to what students think depending on their level of study. For instance, Postgraduate Research members answered 100% positively to this question. However, Postgraduate Taught and Undergraduate members answered at between 15% and 20% negatively as to how they feel about the effective communication of the Union. This shows that these two groups of students may want different methods of communication to those that are currently being used within the Union.

Q4. Tell us how it can be improved.

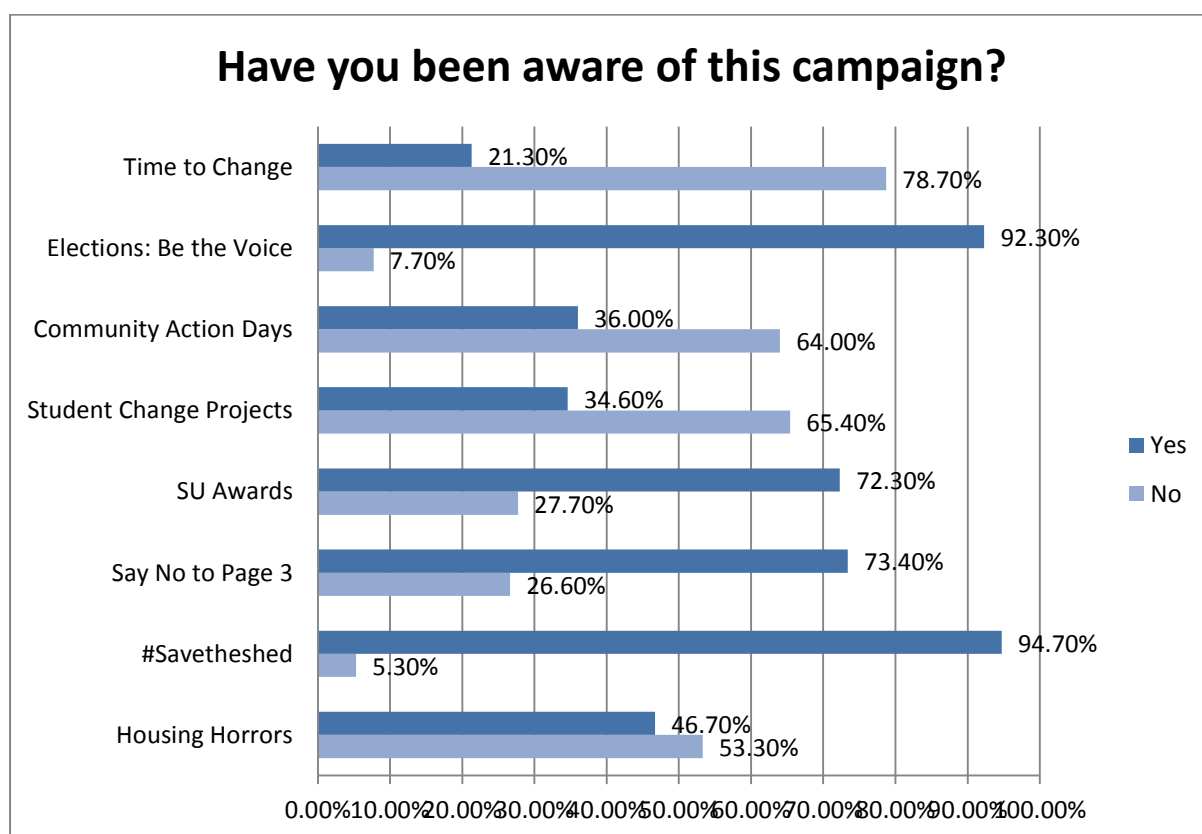
For this question an open comment text box was supplied to the respondents, giving us a selection of qualitative data to use for the future. These comments, although asked for in connection to a communications question, covered all the main areas of the Union. We were able to split these into Communications, Representation, Sabbatical Officers, Activities and Membership Services and General comments which may wish to be considered. There was a main theme throughout all areas which linked back to the original communications question and this was that the Union doesn't respond quickly enough. Some respondents claimed that they waited days for a response whilst others stated that they had never had a response to that date. With regards to communication the aim for the future should be to

set a time frame for which responses have to be made by all departments, including student officers.

Focussing on just those comments that were provided and can be categorised as communications, other comments that can be drawn out is that students want more visibility or direct contact – more face to face time, possibly a phone hotline. There were several comments about the posters around campus and these were divided between wanting more and others wanting less. Some students said that there weren't enough posters around campus, or that the advertising space around campus should be used by the Students' Union, whilst others said that there were too many "disgusting posters" around campus and that these should be targeted better and other methods used. A recommendation from these comments would be to research other methods that Unions' use and whether there's a measure for reach to students that they have, especially with methods such as a phone hotline.

Q5. Have you been aware of this campaign?

(Housing Horrors, #SavetheShed, Say No to Page 3, SU Awards, Student Change: What's your big idea?, Community Action Days, Elections: Be the Voice, Time to Change.)

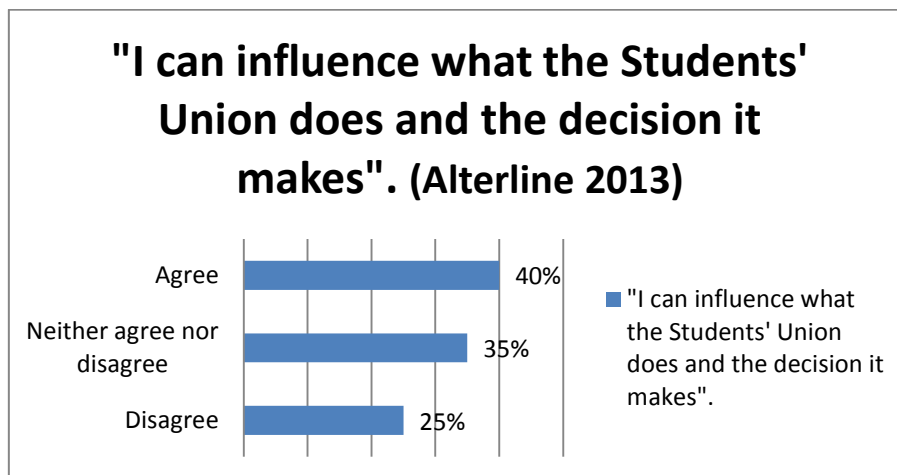
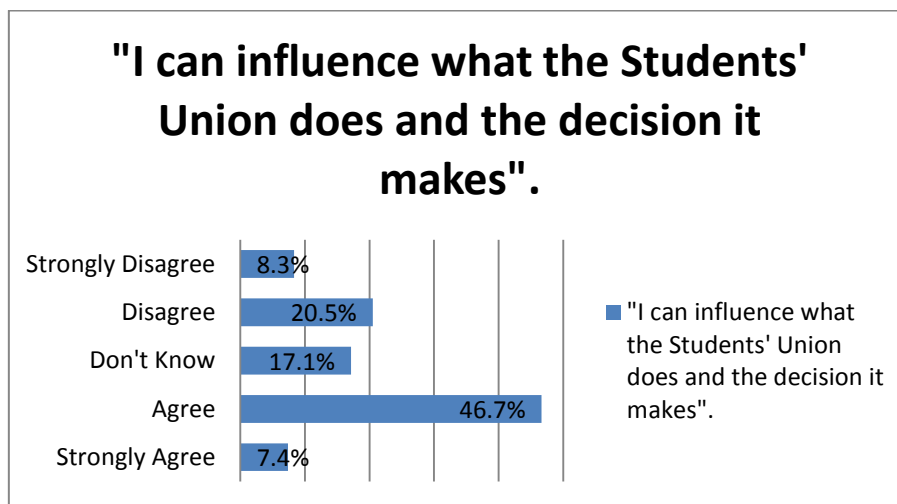


The campaigns that most students have noticed are those which have involved democracy, showing possibly an increase in how students get involved with the Union in comparison to previous years and student cohorts. "Elections: Be the Voice and #SavetheShed received percentages within the 90's for awareness - something which we may have predicted due to the record turnout for the Elections as well as the Annual General Meeting where the Shed

was discussed. Most the campaigns that lacked awareness were those linked to Welfare and Community campaigns. The lack of awareness may be linked to the fact that these campaigns are for specific areas aimed at certain demographics of students. For instance the Community Action Day campaign was aimed to be relevant to those already interested in volunteering while Be The Voice was targeted at every student. We need to ensure we are reaching the correct students who are interested and feel these opportunities and campaigns are relevant to them.

Again when you break the results down into demographics of level of study the same campaigns are still the campaigns with the highest all round awareness. For 'Elections: Be the Voice', 92% of Undergraduates, 89% of Postgraduate Taught, 70% of Postgraduate Research students were aware of this campaign. For '#SavetheShed' we can see similar percentages; 95% Undergraduates, 83% Postgraduate Taught and 80% of Postgraduate Research member respondents were aware of this campaign. We can also see from the demographic breakdown that the same ones are lower as when looked at generally. There doesn't appear to be a specific spike in results to show that there are areas that Postgraduate students are more aware of than Undergraduate students and vice versa.

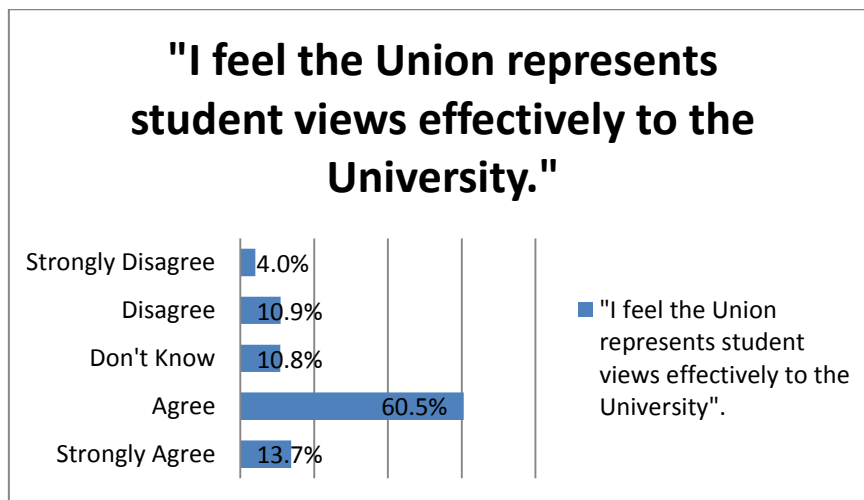
Q6. Please indicate how much you agree or disagree with the following statement "I can influence what the Students' Union does and the decision it makes."

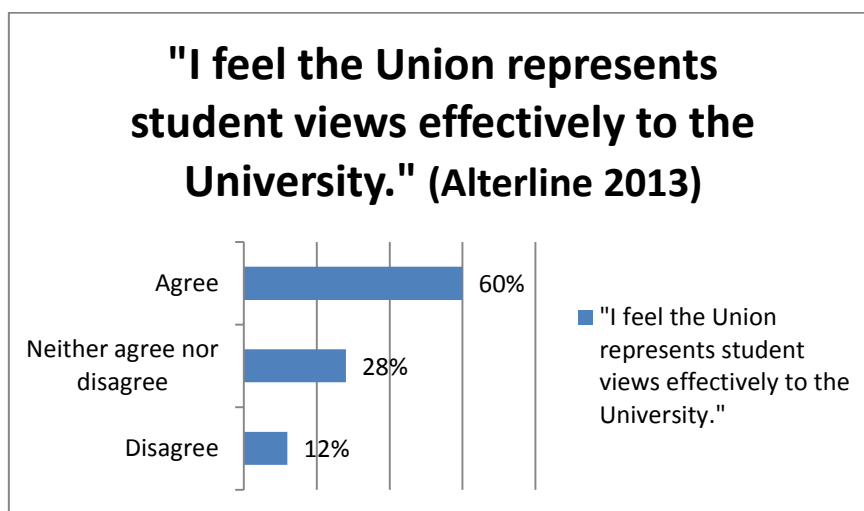


Overall, in this year's Annual Membership Survey 54.1% of responding students believed that they can have an influence on the Students' Union and its decisions. This is an increase of 14.1% in comparison to the results of the Alterline survey which was run last year, and the increase of students taking part in democracy processes has been shown through campaigns such as 'Be the Voice' as well as improved attendance to AGM's, student council and turnout for referendums.

An interesting point to see with this question is that out of all the members who responded to this question, the Postgraduate students are the members who believe they have an influence as opposed to the expected result that Undergraduate students believe more that they have an influence. However, there is only a 7% difference between Postgraduate Research, Taught and Undergraduate students for this question, and consideration has to be taken due to the low numbers of Postgraduate students who completed the survey. An alternative view would be that this 7% may be a difference because of the education of the students who are taking part in the Union and their understanding of a Students' Unions purpose and its works. A recommendation to attempt to increase knowledge of students when they get here into how the democracy works at Lincoln as opposed to just what we do may be appropriate.

Q7. Please indicate how much you agree or disagree with the following statement, "I feel the Union represents student views effectively to the university."



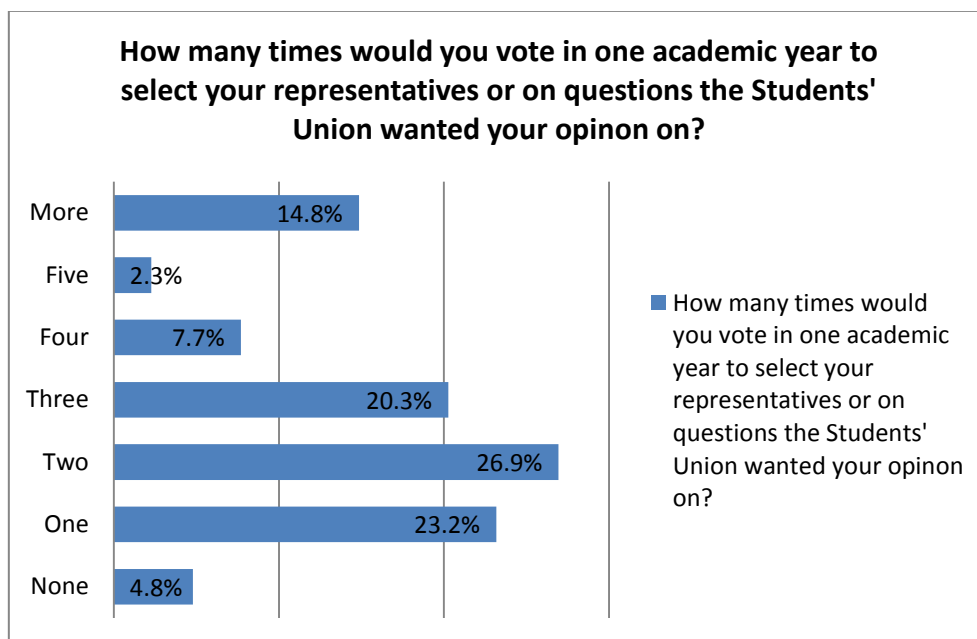


"I feel the Union represents student views effectively to the University." is a statement to which 74.2% of the responding students agreed to. Last year the same question only had 60% of students agree, showing an increase of 14.2%, almost exactly the same increase as that of question six. These two questions are effectively linked, because the students are more proactive at giving their views to their representatives and deciding what the Union does. This similar increase would be a reflection of the link and in the future, it will be useful to remember this in order to increase engagement.

As above, we see that the level of study again doesn't vary a great deal for this area. Undergraduate, Postgraduate Taught and Postgraduate Research all agree to the percentage 70-80% and so it seems that the majority of all levels of student are currently happy with how they are being represented. However, there is still room for development in the 30% which don't agree, so to resolve this it may be useful to look into other demographics such as the College of study.



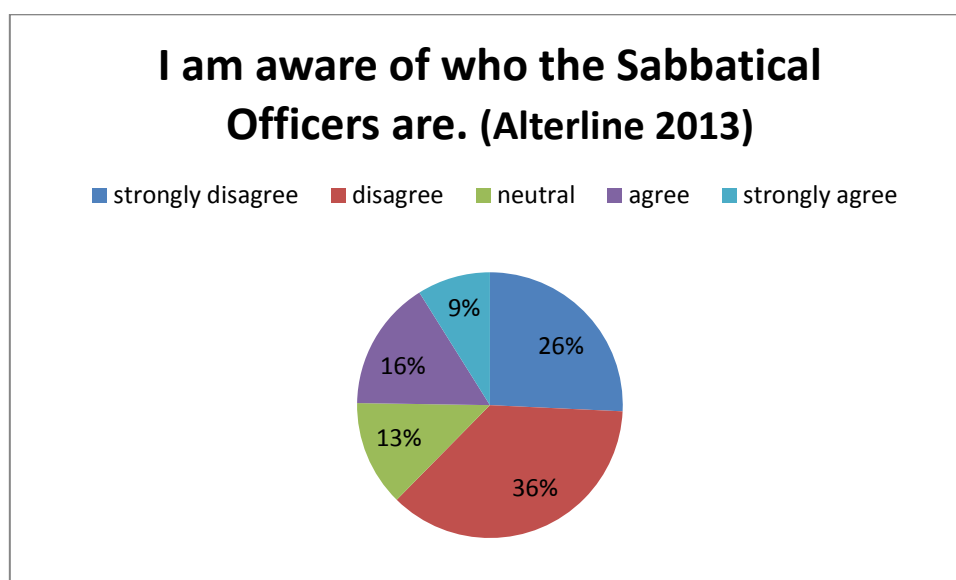
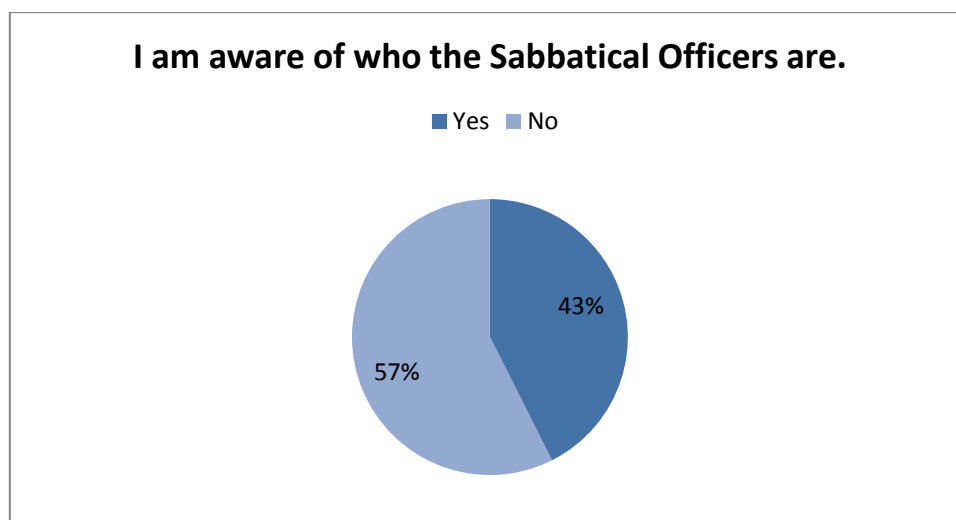
Q8. How many times would you vote in one academic year to select your representatives or on questions the Students' Union wanted your opinion on?



72% of students who responded to this question would vote for representatives, at the most, three times in one year. Currently we hold three election periods but two which involve several types of elections running at one time, for instance the recent by election was liberation officers, school/course reps and activity committees. The results show that 45.1% of respondents to the survey would vote three times maximum for matters that the Students' Union wanted their opinion on. This is something that needs to be considered when planning elections for the academic year and when the executive committee are considering referenda in order to gain students views. Going forward there should be thoughts of using different methods to communicate with students, and by doing this we can avoid raising the amount of times a student votes from three times a year.

Within the demographics for the level of study, the split between UG, PGT, and PGR supports the idea of voting twice in one year. 73% of Undergraduate respondents, 58% of Postgraduate Taught respondents and 50% of Postgraduate Research students all said that they would vote twice in one year. If we were to look at the percentages of who would vote three times in the year, our current practise, 45% Undergraduate respondents, 39% of Postgraduate Taught respondents and 40% of Postgraduate Research respondents would vote for representatives or on student opinion. After this point there are serious drops in numbers to around 20% of students across all three levels of study who would take part in the votes. Therefore if three elections are to be held and a substantial number of engagements are wanted, then three has to be the maximum.

Q9. I am aware of who the Sabbatical Officers are.

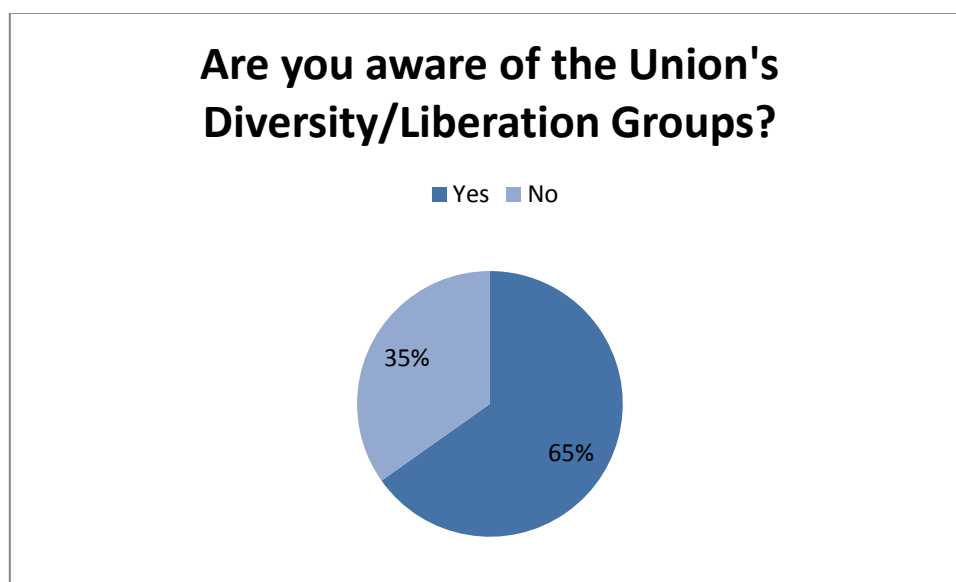


In the last student survey that the Students' Union ran, the result for this question was 21%. This year the amount of students who agree with the statement, "I am aware of who the Sabbatical Officers are." has doubled to 43%, and generally across the sector 60% is the highest score achieved on such a question. Although this is a great achievement it could be said that this is still not enough. The Sabbatical Officers are the face of the Union. Other areas have improved within this survey, such as communication, democracy, knowledge of the Union by significant amounts, but the question has to be asked, how can that be so if students don't know who the leaders are that drive those changes and improvements. One area that may need improving with the sabbaticals is the amount of hours that is stated for each sabbatical to GOAT - currently at 10 hours a week. We need to ensure that this is completed and used effectively by engaging different groups of student body. Next year, it is preferential for the majority of the above to be preferential to yes we are aware, and GOATING is the best way of making students aware of who they are. It also would be worth carrying out some research during the early stages of Semester One of 2014/15 to find out whether students know what a Sabbatical Officer is. If the result is no, then we as a Union

need to dig deeper to what students know them as. Through this we can discuss whether the issue is a lack of awareness of our officers or whether there is just a language barrier with students and the term "Sabbatical Officer".

These questions results vary for Undergraduates to Postgraduates. Our Annual Membership Survey results show that almost 60% of Undergraduate respondents aren't aware of who the Sabbatical Officer team is. This is the same lack of awareness as Postgraduate Research respondents. It was a little bit lower than this for Postgraduate Taught of which 43% of students said they didn't know who their Sabbatical Officers were. As mentioned above statistics like this are quite shocking, especially when the question of whether students feel effectively represented has quite high results.

Q10. Are you aware of the Union's diversity/Liberation groups (LGBT, International, Mature, Disabled)?



For this question, we can compare the results to the question of "For each of the following services, please indicate whether you think it is run by University of Lincoln, Lincoln Students' Union or a private company?" Within last years survey 64% of students believed that the Students' Union ran the Diversity Groups on campus. When comparing this year's result's to those of last year we only see a 1% increase in awareness of the Groups from a similar sample size. There has been some work to attempt to increase the awareness of these groups towards the end of this academic year but there may be a need to communicate what's actually been done better than it has been. The creation and election of a volunteer officer for each group is something that has been successful with regards to participation, with nearly every position being contested and with a high turnout of votes. Perhaps there's a need to promote these areas from the start of a students experience as opposed to just when they need support, as well as a need to promote the groups with the relevant service area where appropriate e.g. give DART service information about Disabled Students Group.

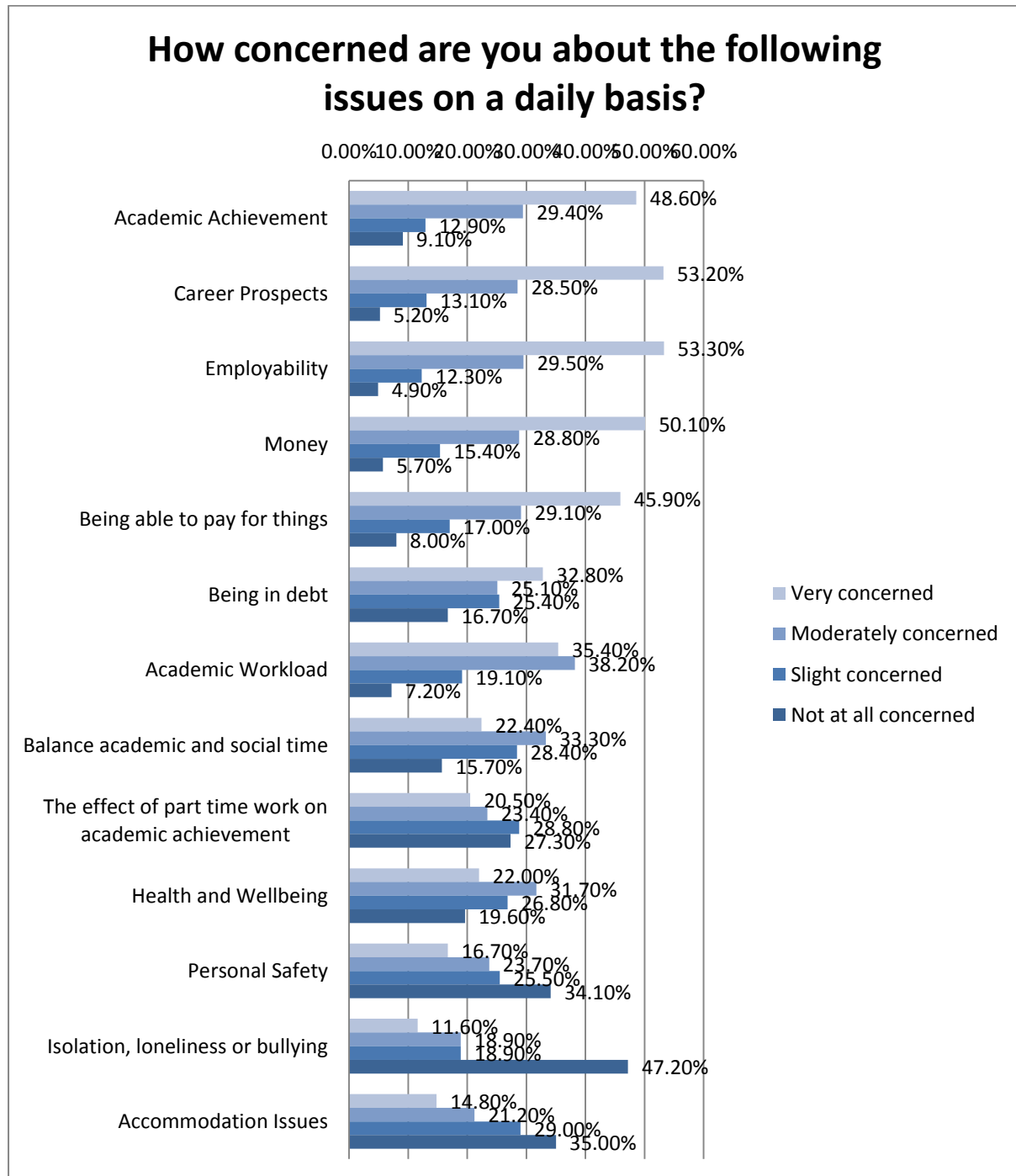
The results of this question when broken into level of study are quite positive. 80% of Postgraduate Research, 75% of Postgraduate Taught and 65% of Undergraduate

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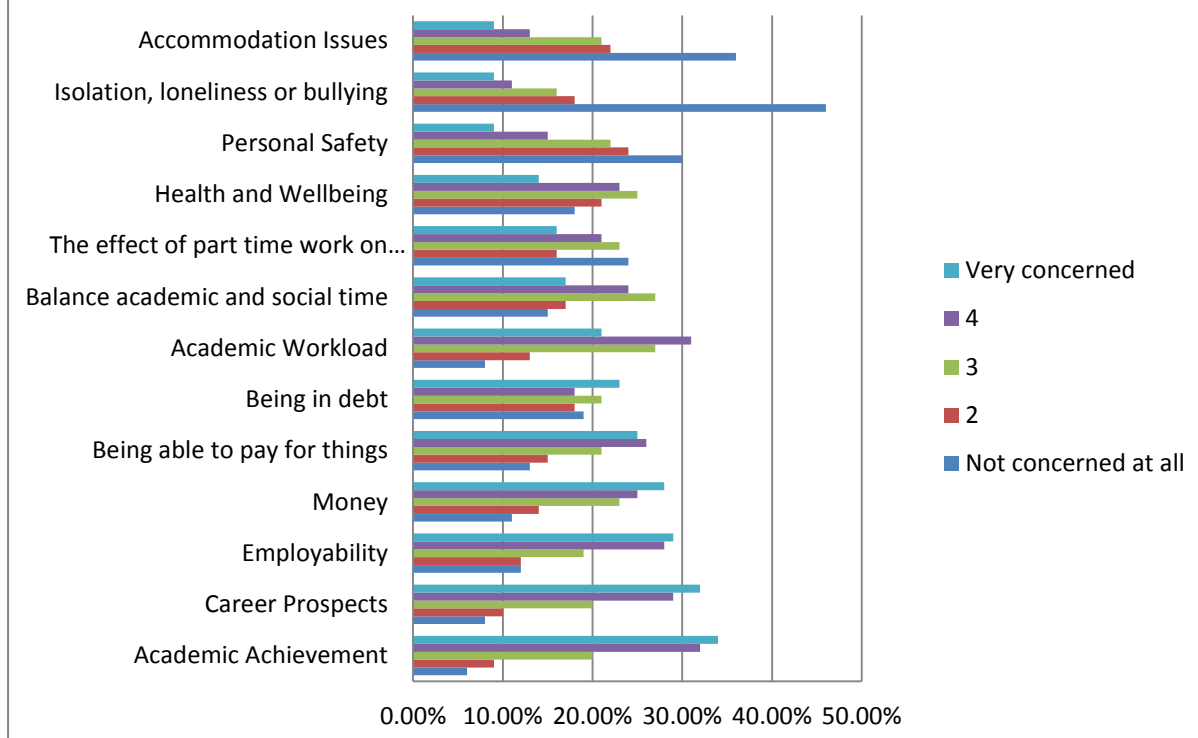
respondents are aware of the Union's Diversity/Liberation Groups. Part of the fact that the awareness is higher in Postgraduates could be due to Postgraduates being able to be part of at least one specific group. Whereas the Undergraduate students don't necessarily have one for their level of study and may only be aware of groups due to their need for that support. Hopefully as the New Year comes in with new officers there can be more awareness raised in all three levels.

Q11. How concerned are you about the following issues on a daily basis?

(Academic achievement, career prospects, employability, money, being able to pay for things, being in debt, academic workload, balancing academic and social time, the effect of part-time work on academic achievement, health and wellbeing, personal safety, isolation, loneliness or bullying, accommodation issues.)



## How concerned are you about the following issues on a daily basis? (Alterline 2013)



This question unlike some of the others, cannot be directly compared to the Alterline survey results of 2013 due to the question last year having a scale of five answers, whereas this year only a scale of four were given as options. However, the information collected from both years can be used to look for trends that may have appeared.

Academic Achievement is an area which has become an increasing worry for students who answered this year's survey in comparison to those who answered last year's survey. The survey results of this year show that over 48.6% of students - nearly half of the respondents - are worried about their academic achievement on a day to day basis. This is an increase in concern of about 15% in comparison to the results of last year.

Career Prospects has also risen in concern. The percentage of respondents of last year's students who were very concerned with this area was at 32%. This year that percentage has increased by 20% showing that priorities may be changing for students on an annual basis. This concern is further reflected within the results of the topic Employability, which also saw an increase of 24% to 53.3% for respondents who were very concerned, within this year's results compared to last years.

Another which has seen a large increase in comparison to the results of last years survey is that of Money. Last years data showed that only 28% of respondents were very concerned by money on a daily basis. This year's data shows that there has been an increase of about 22% of students who are very concerned with money on a daily basis. This may be due to different thresholds for bursaries and loans since the academic year 2012-13 when the

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£9000 fees were introduced within Higher Education – another financial worry for students when they leave.

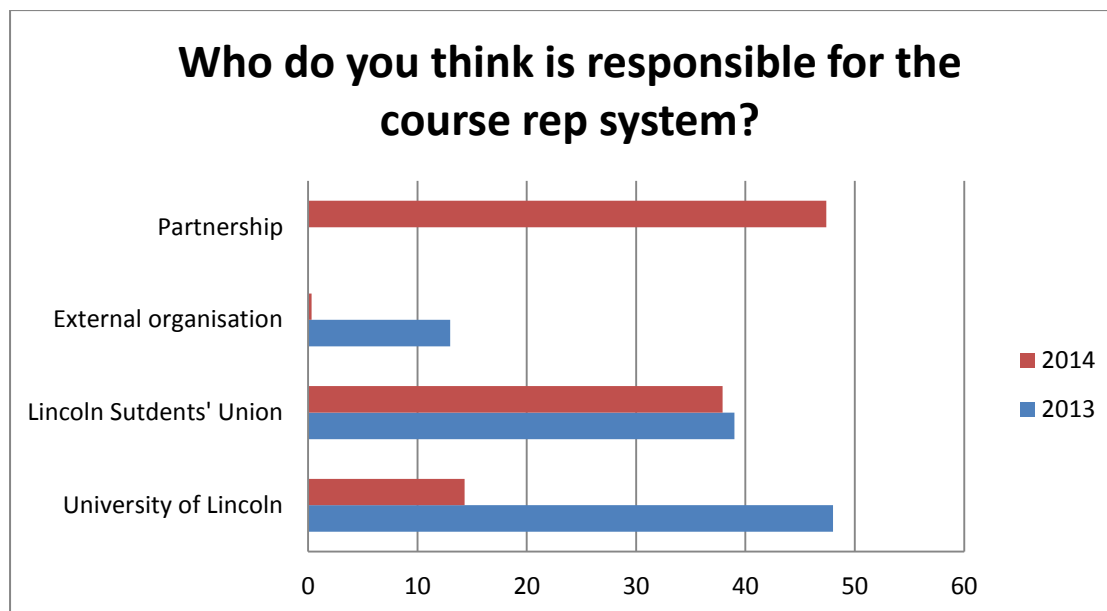
When comparing the results of the survey between the modes of study, we see that Postgraduate Taught and Research students generally share the same concerns as Undergraduate students; Academic Achievement, Career Prospects and Money. Additionally there is a high concern within postgraduate students with Employability. A generic reason to this could be that it is said that if you do complete a Postgraduate study of sorts, that your employability increases. This linked with the worry of Academic Achievement and Career Prospects is almost a predicted result of concern for Postgraduate Students. In the future there may possibly need to be more links with the employability service in order to help assist with Postgraduate Employability. This year this developed by providing a session at the Staff/Student Conference with The Graduate School and a session which was purely aimed at Postgraduate students. Actions like this need to continue and be expanded on in order to assist Postgraduate Students and this concern.

This question last year, gave the Students' Union one of its strategic aims for the next few years – and that was to reduce the amount of students who felt isolated or lonely on a daily basis. Due to the way the question has framed we can see that this area has reduced in students who are concerned by this area but unfortunately, can't pinpoint a percentage to work towards for next year. However, the fact that we can see a slight reduction in this area shows that work this year has been beneficial to those students who may have been affected by isolation, loneliness or bullying. Work that may have affected this could be the development of the welfare drop in sessions, and campaigns run by the VP Welfare and Community, such as Time to Change and campaigns run by students which they feel affect other students in a detrimental manner, such as Say No to Page 3 – a national campaign, but one that was used in Lincoln to try and remind students that they don't have to look a certain way. Improvement may also have occurred due to the campaign of #SavetheShed. Students' asked the Students' Union to save the shed in order to provide them with a student led bar. This bar has now become the Union's main social space and so students at Lincoln now have a place they can go to with their friends or to meet people at different events the Students' Union holds there. With these improvements continuing throughout the next year, it's acceptable to expect a decrease in student numbers who think about isolation, loneliness or bullying on a daily basis.

Overall what this question shows, is that there is a shift in priorities for students who are currently at University in comparison to those who were here last year, and it may happen again next year. These also show that we may need to push forward with the strategic aim of providing professional and reliable advice to students with regards to their Academic Achievement and their finances, as well as making students feel welcome to events and venues of the Students' Union from the moment they get here. Further to this support for the Job Shop as well as continuous links with the Employability and Enterprise team within the University to ensure that students are in fact receiving the support they need in order to be employable whilst at University and for the years after. These figures also show that, although they didn't receive the highest scores for concern, Isolation, Loneliness and Bullying as well as Personal Safety are areas that are questionable in the Union's opinion.

More work needs to be completed to ensure we understand why these particular students feel this way and how we can help them in order to not have these welfare issues whilst here at Lincoln such as a survey or a focus group.

Q12. Who do you think is responsible for the course rep system?

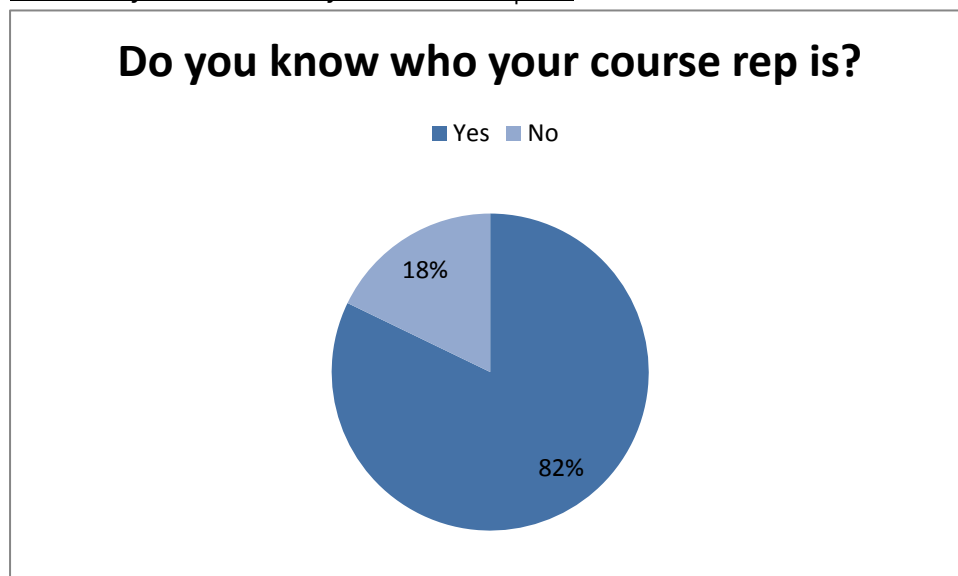


The Course Representative System is run in partnership by the Students' Union with the University. The fact that almost 50% of respondents of the survey recognise this is a great start towards the whole population being aware of this. This is also a positive in the fact that last years results showed that 47% believed that the course rep system was run by the University and that the Students' Union had no link to it at all.

There may still be some work to be pushed with Postgraduate Taught students as they are still recognising that the Union is responsible for the course rep system, but not with the idea of a partnership between both. Work completed by the VPAA alongside the Graduate School this year may have helped with this, especially with assisting at events such as the Postgraduate Conference and attending discussions with current Postgraduate course representatives in conjunction with the University.



Q13. Do you know who your course rep is?



The results of this year's question of "Do you know who your course rep is?" show a 20% increase from 62% to 82%, in comparison to last year's results. This could be for different reasons, one of which is the idea that the representatives this year have been more prominent in some courses and schools this year, than in years gone by and this has led to engaging students more. Within the training of course representatives a discussion was held between the students to develop ways in which they could communicate best with their peers – and a discussion which was subjective to each individual school. The statistic shows that this part of their training has supported the representatives in finding methods to communicate with their peers, enabled them to represent more effectively and raise awareness of the system.

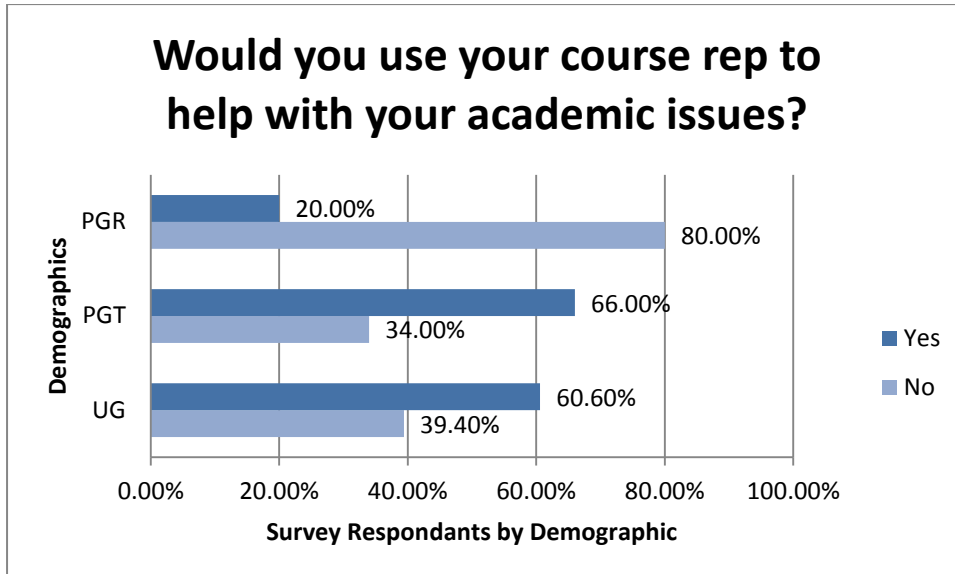
One area where such methods of awareness are not as effective is within Postgraduate Research representatives. The result for PGR students for this question was that 60% of them did not know who their student representative was. Due to the sort of work that they are taking part in when on campus most of these students don't see other students, and as they're technically not on same courses just on the same "qualifications" there needs to be other methods introduced to Lincoln in order to actually support these students in representing their peers.

Other methods to raise awareness of the system have been implemented this year. Students are known to recognise hoodies and link those to a particular group or society, so this year the rebrand of the Course Rep system allowed for a rethink of the hoodies for Student Reps, and they're now more recognisable than ever. There has also been an overhaul of the website, and it now includes personalisation to a specific student. The idea that students can see who their course rep and school rep is when they log onto the Students' Union website not only removes the issue of who they are but it also resolves the issue of how to contact them.

In order to raise this awareness even further, there may need to be more support provided on the "ground level" as well as supporting the senior representatives. Supporting them more should in theory enable them to create change, and raise awareness of themselves,

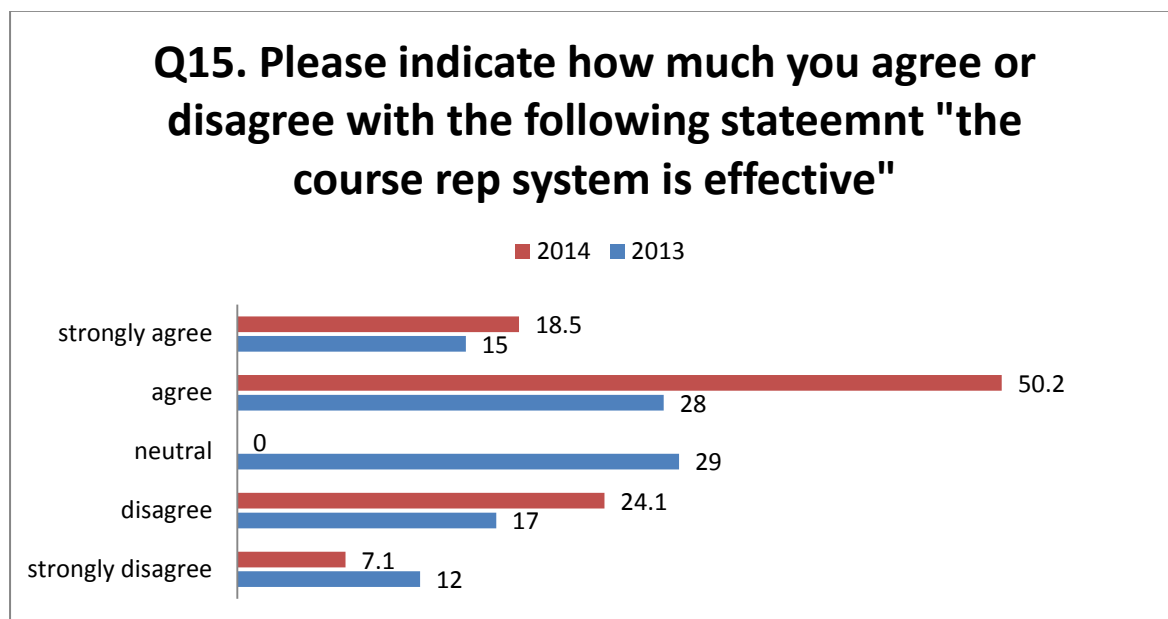
the issues and the Students' Union within their course and school while impacting on the student experience. We can also use the demographics of school and college to observe where the areas that are lacking awareness are and possibly make those a priority next year.

Q.14 Would you use your course rep to help with your academic issues?



This question is 'new' within the Annual Membership Survey and is an interesting result. The same data sample as question 13 answered this question, but 20% of those students would not use their course rep to help with academic issues. This may be due to their lack of knowledge of what their course representatives have been doing within their course for the past year and therefore believing that they are ineffective. It also however, may be due to the interpretation of the question, as an academic issue may mean different things to different students, as opposed to the actual course issues or school issues representatives can deal with. The results also reflect the results of the previous question, students are less likely to use their course rep if they don't know who it is – perhaps an obvious observation.

Q15. Please indicate how much you agree or disagree with the following statement, "the course rep system is effective".



This year sees a great improvement for this question. Last year only 37% of responding students felt that the course representative system was effective. This year this has increased by just over 30% to give the score of 68.7% of responding students who believe that the course representative system is effective. Great progress has been achieved this year with regards to the effectiveness of representatives, through the development of school by school training - making it more personal to each, student representative forums and regular senior representative catch-ups. Again to further develop this, the best way would be to provide further support to course representatives with crafting impact, and re-engaging them.

Q15a. What one thing can we do to improve its effectiveness?

This question was a free text comment question asking students to input what they believe the Students' Union should improve to make their course rep system better. There were three main themes; awareness of the rep, awareness of what the rep system is and different methods of communication.

Despite the information we can see in the graphs above showing that the majority of the students know who their course representative, the most apparent comment that was left for this question was make students aware of who their course representative is. As the facility on the website to allow students to log in and see their course rep was fairly recently implemented, students may not be fully aware of this resource. An action to further strengthen awareness of reps would be, further expansion in training to show what should be done and that reps should be making themselves aware or using facilities within their buildings to do so; such as noticeboards or electronic screens.

The second theme of awareness of what the rep system was commented on in different ways. Some students felt that they had heard about it at the beginning of the academic

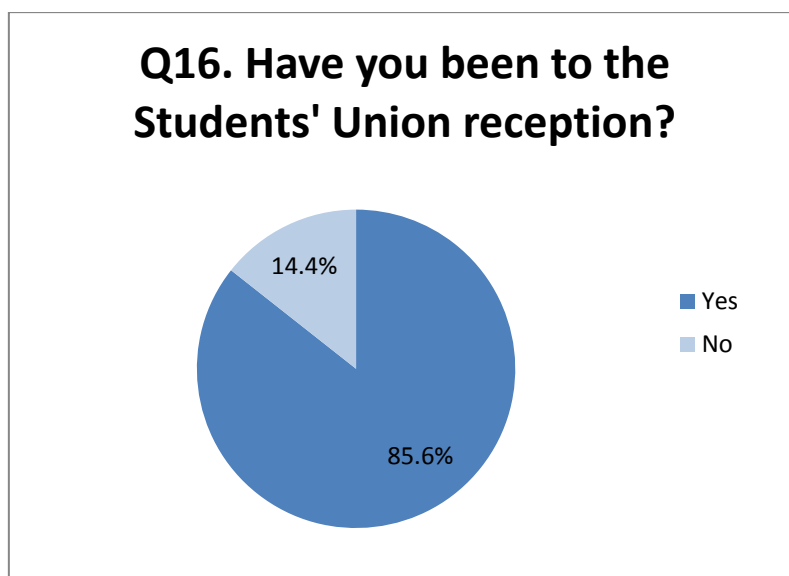
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year but it 'just seemed to wither away and we never really hear anything of it from then on.'

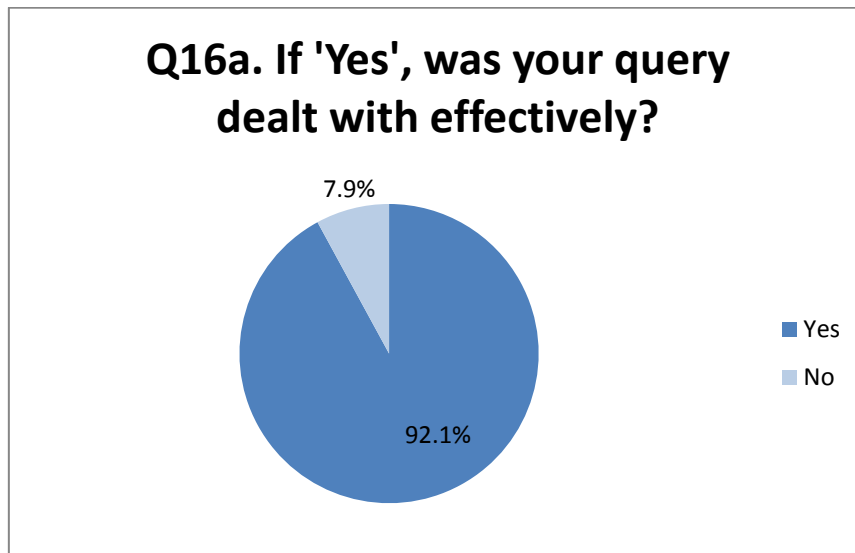
The third main theme was the issue of communication, meant in two different ways – that of how reps communicate with students and how the Union communicates with the reps. Several students commented on the need of better communication of what happened between the representatives and staff at meetings and passing that onto the other students on the course. This was touched on at training in this academic year but perhaps it needs to be reiterating in a forum – perhaps with a focus on face to face communication as opposed to social media. Some comments from student respondents included, "Chance for bi-weekly meetings within the course" whereas others asked for a different system such as an email system, blackboard or an "anonymous online service that students can bring up problems and course reps are able to access." The anonymity views appear to come from those who have a lack of trust of their reps or simply just don't know who they are but is a feature to bear in mind within training or if the Union were to create such a system in the future.

The second point of the Union and its communication with reps involved ranges from encouragement to support. Some comments showed that students don't feel that we as a Union don't encourage enough people to run as a course representative but further that we don't encourage those who are elected to get really involved in the role to make change – something I think as a Union we recognise to be due to the lack of resource available to truly support over 500 representatives. There was a further comment to support this, " During a course issue which recently happened, the course rep took action and got it solved. However nobody from the Students' Union assured their support or showed acknowledgement of the issues which arose." These comments suggest that going forward there is a need to put resource into supporting all representatives on the lower levels of the system to ensure they feel supported and want to be change-makers. A way of doing this could be by the course representative worker having more of a workload support from the position of VPAA or through using other staff members to assist if the issues are relevant to them.

Question 16. Have you been to the SU Reception?



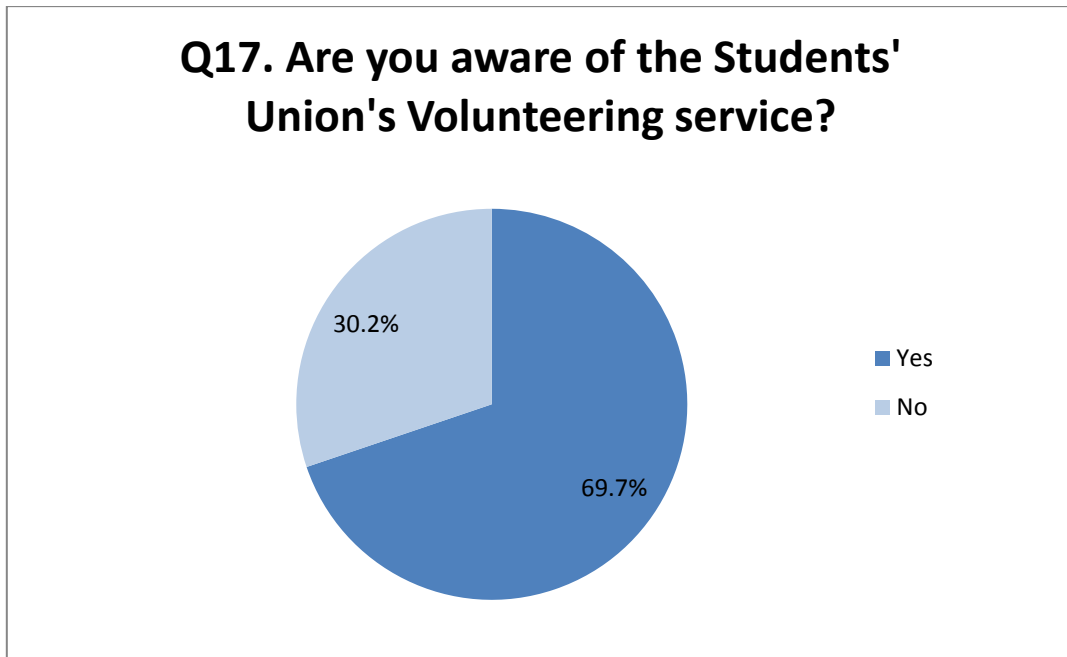
This represents a large number of students and sits well alongside the number of students who we consider to be 'engaged' with the SU. It is useful to consider this question in relation to students' knowledge of their membership of the Students' Union (and, in part, their perception of the SU). 91% of students surveyed know that they are a member of the SU, while 83.5% are satisfied with the institution and 72.7% feel the Union is excellent at involving students. It would be interesting to note why there is a 5% (approx.) disparity between students' knowledge of their membership and their use of the SU Reception as a basecamp for SU services and information. This may be because of improved remote contact with the Students' Union. This year students have been able to access for the Students' Union in other ways. One of these ways is with the representation system. Not only are course reps and senior reps more visible this year, but they're also more informed with the happenings of the SU and so can provide students with more information than in previous years. The sabbatical officers have also been GOATing for more hours of their work week this year which will give students another mode of finding out what the Students' Union is about. Finally, there has been more of a digital presence this year, through social media and the improved website. Information is uploaded to both of these, again more often than last year, and it's regularly updated and checked to ensure that only relevant and current information is available to students. These three methods have made finding out information about the Students' Union easier than ever before and it could be argued that they have caused the need to visit the SU Reception as a first option, to decrease.



The data shows a generally positive experience of the SU Reception. It is worth considering what kinds of students have had an ineffective experience in the Students' Union reception in order to try to potentially attribute areas of weaker service to specific knowledge gaps or service issues.

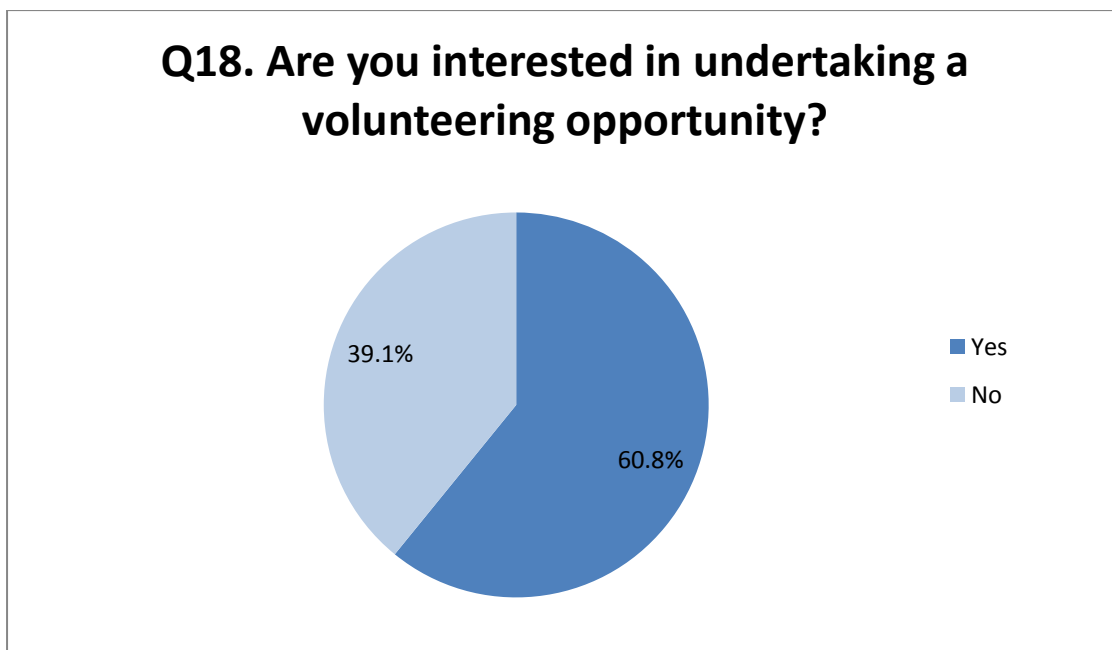
As a future recommendation for this question, it could be beneficial to have a text comment question in order to have quality feedback as to why students feel the SU Reception did not handle their query effectively. Without this information, we can't have a true understanding as to why and so no real change can be made from this data.

Question 17. Are you aware of the Students' Union's Volunteering service?



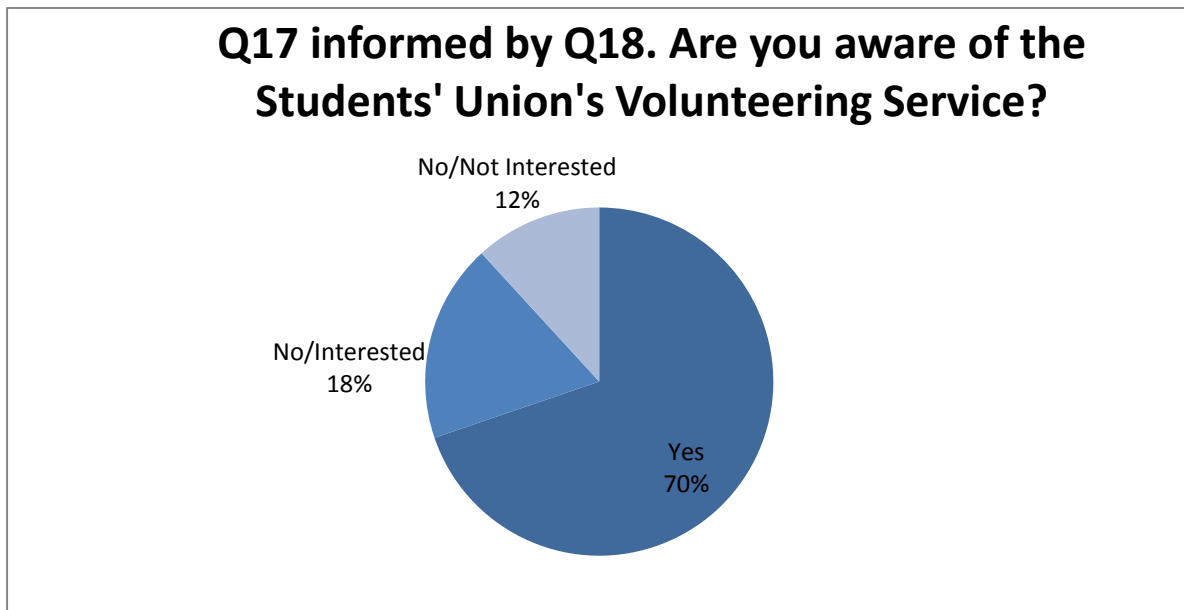
The data represents that almost 70% of surveyed students are aware of the SU volunteering service. In the 2013 Alterline survey 64% of surveyed students thought that community volunteering was run by the SU, while 6% were under the impression that it was run by a private company. In theory, we have converted this 6% into increased overall awareness of the volunteering service, adding this to the 64% who last year knew we ran the service to make an approximate 70% awareness.

Question 18. Are you interested in undertaking a volunteering opportunity?



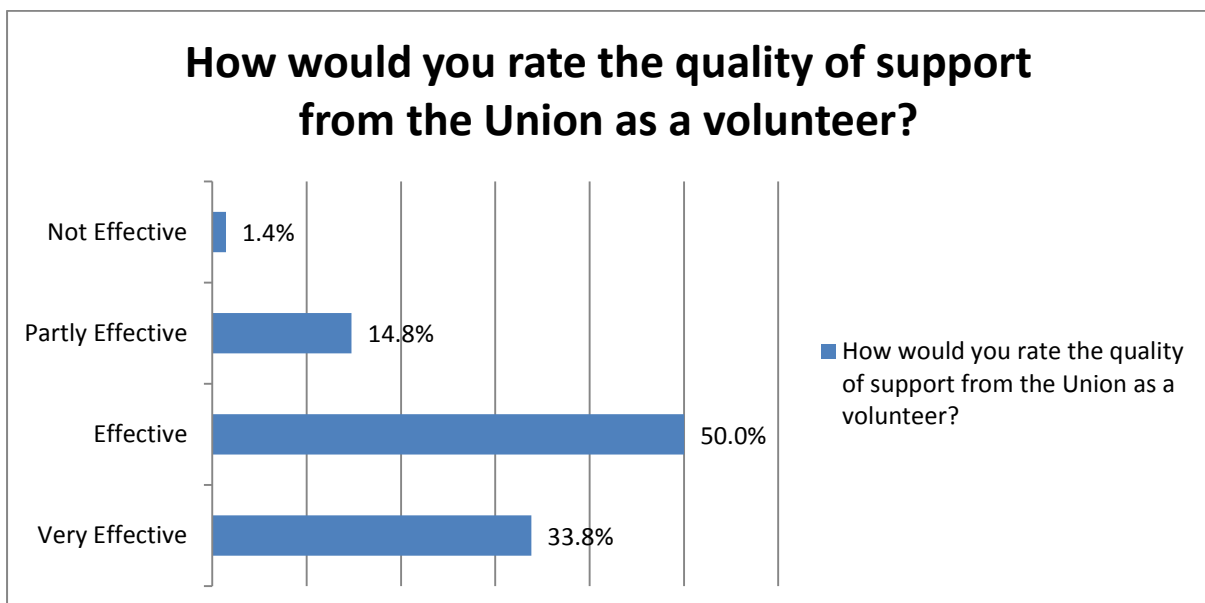
61% of students surveyed (who were unaware of the volunteering service) are interested in volunteering. This is a significant number; if it is unavoidable that some are unaware, it would be more desirable if those who were unaware of the service made up the vast majority of the percentage of those who are also not interested - this would mean that the service is only missing out on engaging with those who are not interested, rather than a large number of those who could potentially be community volunteers. It is important to focus on considering how to convert those who are interested, into actual volunteers.

Below is Q17 informed by Q18; it shows the potential growth of volunteering to be 18% (those not aware of the service but potentially interested).



For those respondents who have signed up to volunteering there was a set of three questions about the service.

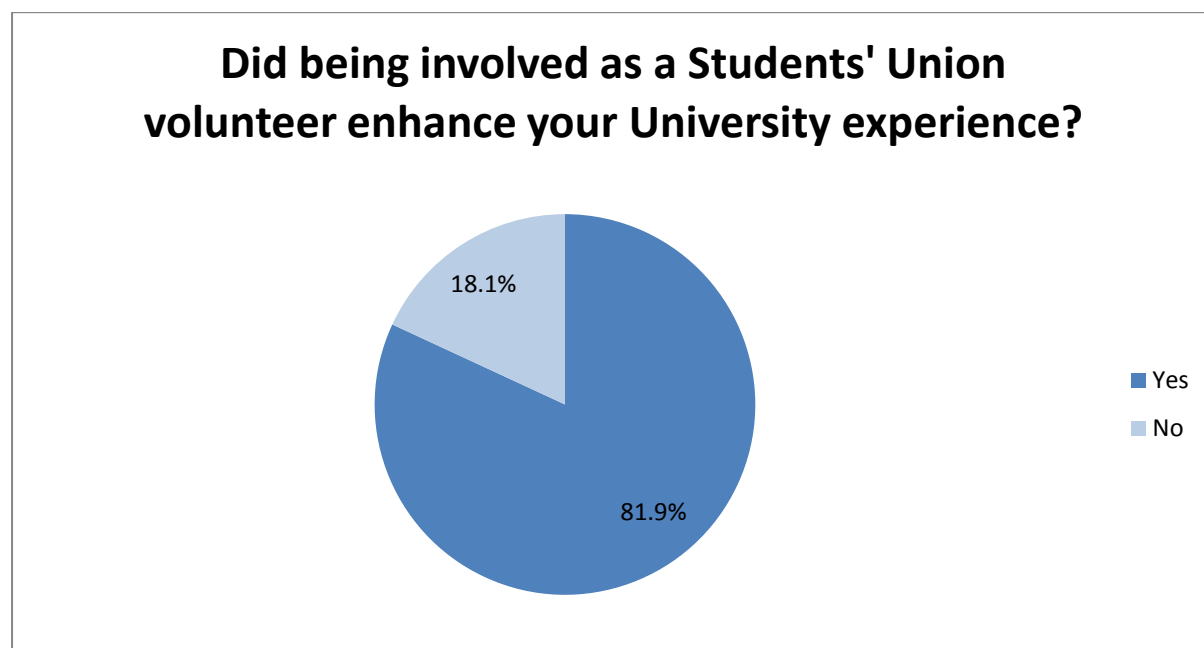
V1.





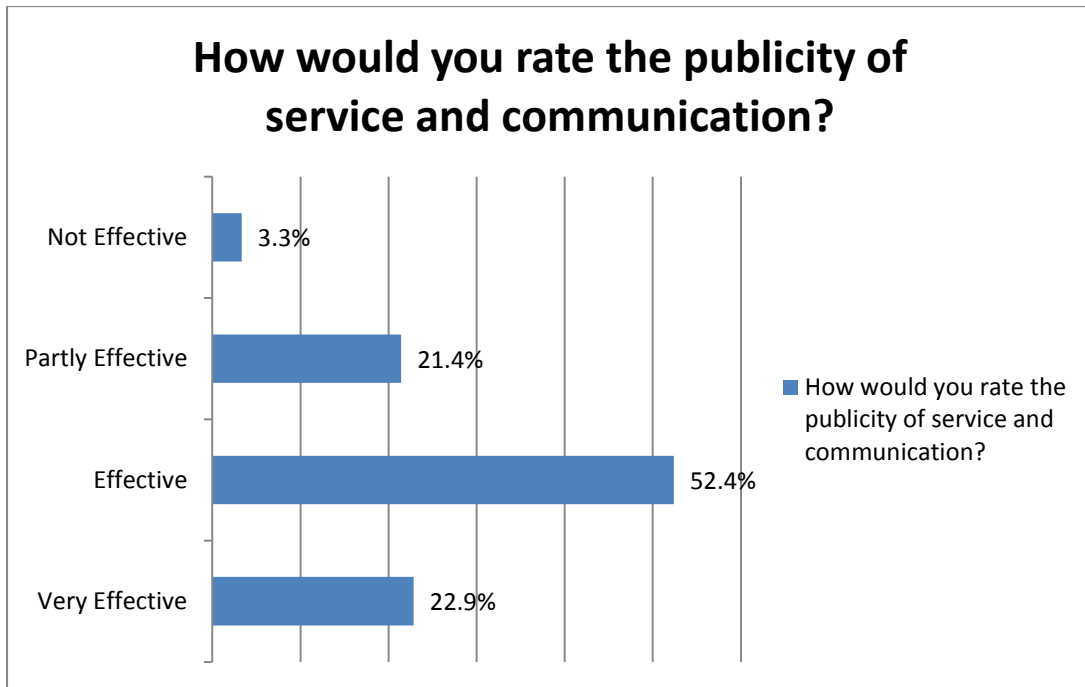
83.8% of volunteers surveyed feel the support for volunteers is 'Effective' or 'Very Effective'. This is a very positive score, despite the knowledge that 60% of students have been placed on volunteer projects this year, and the score reflects the high opinions that volunteers have of our team at the Students' Union. A way to improve this area is, to improve the communications that the team have with the students by bringing their information and database into SUMs. This will create easier and more effective communication with the student volunteers which would lead to a higher level of support.

V2.



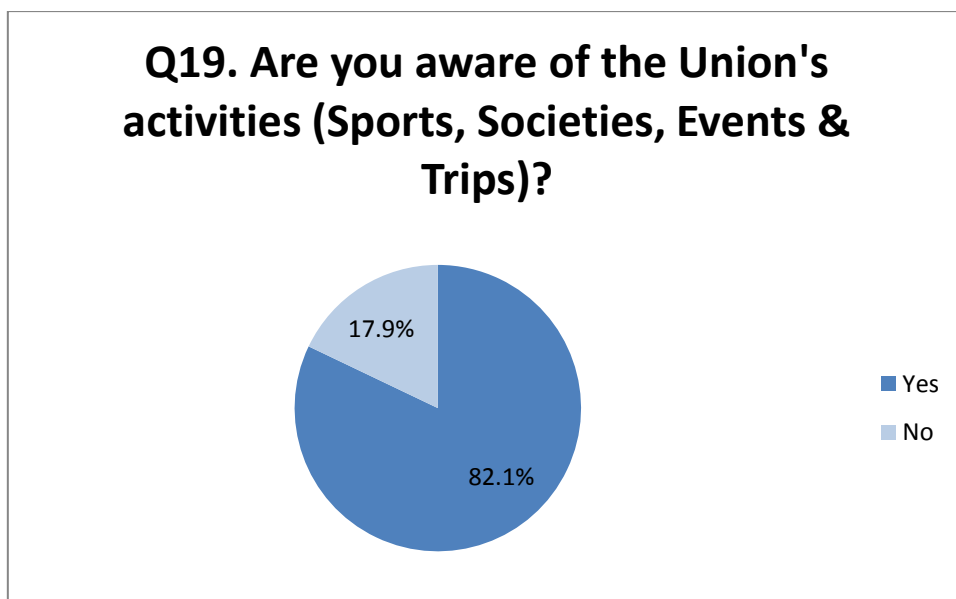
The data shows 82% of students feel volunteering has had a positive impact on their university experience. It is unclear what element of the experience leads them to believe volunteering has not had a positive experience; it is possible, however, that part of the 18.1% who does not feel volunteering has had a positive effect is made up of the same 16.2% of volunteer students who feel they have had only a partly effective or not effective experience of support as a volunteer. Another possibility is that this score is linked to those students who signed up for volunteering but were not placed onto a volunteer opportunity – next year it may be useful to try to collect data that enables us to differentiate between those placed and those who weren't.

V3.

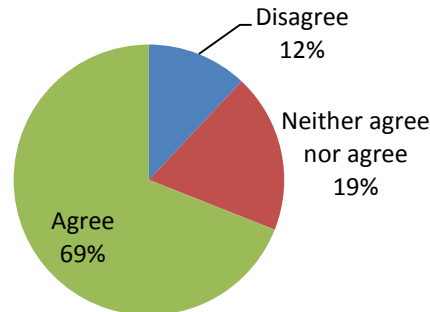


75.3% of volunteers surveyed feel communication and publicity of service is 'Effective' or 'Very Effective'. As communication was made a big priority by the Strategy because of outcomes from the Alterline survey, next year publicity should be removed from this question in order to find out more information about the communication of this service. By making it more focussed, there would be no loss of information as publicity is covered by question 17 "Are you aware of the Students' Union's Volunteering Service?"

Question 19. Are you aware of the Union's Activities? (Sports, Societies, Events, Trips)



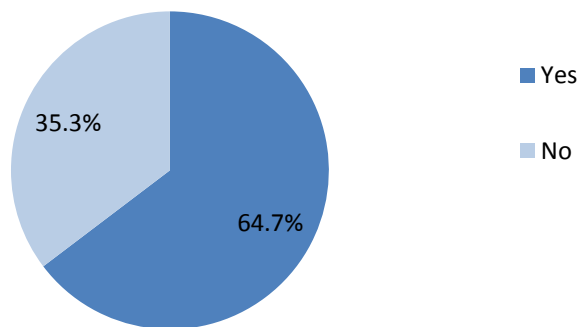
**The Students Union offers a great range of activities and events for students. (Alterline 2013)**



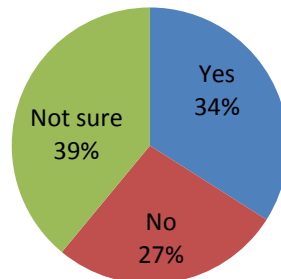
Given that around 35% of all University of Lincoln students' are part of a student-led society or sports club, it is positive to see that around 82% are aware of activities; part of this larger number may be attributed to those who are not members of an Activity but do attend SU trips/events, such as Snowflake Ball, SU Awards, etc. The 50% (approx.) difference, though, must be considered; if this many students are aware, why are this many students not members? It is worth considering how to convert these aware students into involved students.

Question 20. Are you interested in participating in an activity?

**Are you interested in participating in an activity (Sports, Societies, Events & Trips)?**



### Would you like to be more involved in the Students' Union? (Alterline 2013)

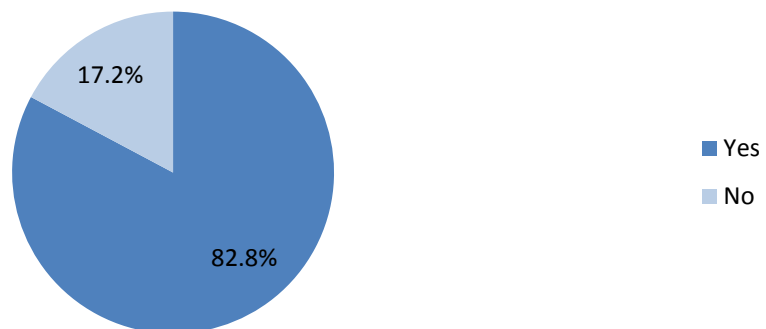


65% of students surveyed (who were unaware of the activities) are interested in the service. This is a significant number; if it is unavoidable that some are unaware, it would be more desirable if those who were unaware made up the vast majority of the percentage of those who are also not interested - this would mean that the service is only missing out on engaging with those who are not interested, rather than a large number of those who could potentially be involved in activities.

For those respondents who are a member of activities and took part in the survey, they were given an additional set of three questions about the service.

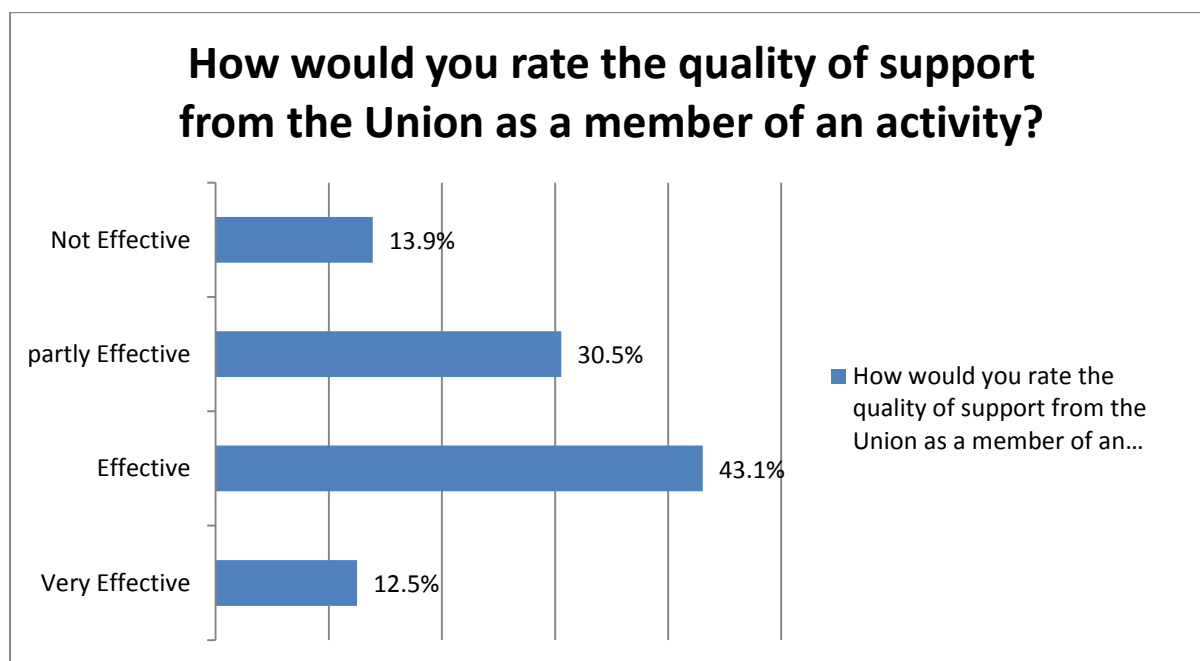
A1.

### Does your Activities membership provide value for money?



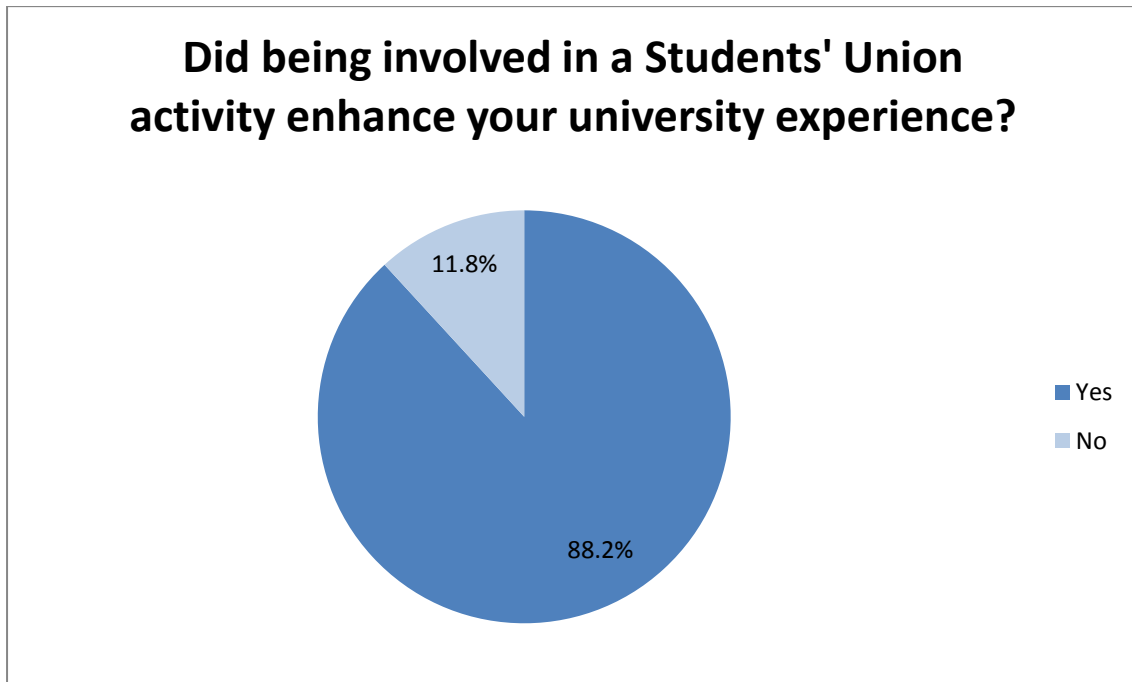
Approximately 83% of students involved in activities feel their activity membership presents value for money. While this is a high number, it would still be worth considering what perceptions of value are like in different demographics should the department wish to do so.

A2.



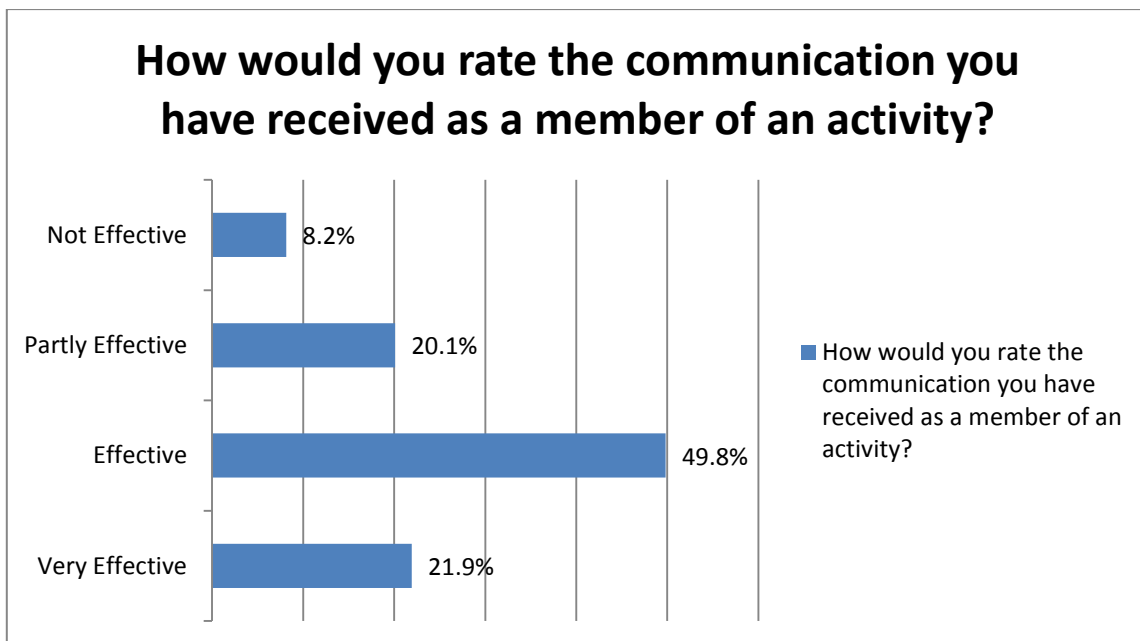
55.6% of those involved in activities feel the support for them is 'Effective' or 'Very Effective'. The obvious comparison with this question, is to compare with the same question that was given to those who had taken part in volunteering and how they rated the quality of support. The volunteers who completed the survey felt they were vastly more supported in consideration to members of activity, with a difference of 28.2% when compared. These thoughts may be due to students who experienced difficulties with support at the beginning of the year when there was only one member of staff able to directly support members, or may be due to the more visible and high-profile disciplinary procedures that have happened within Sports and Societies this year. At this point in the year, there has been two additions to the team and is one thing which may assist with the support that students will receive from this team of staff within the Union. Another development this year has been the implementation of a new robust training process which will be taking place before Summer in order to support new committees when they're arguably starting the majority of the work i.e. during Summer. However, this shouldn't be the only method for improving this score for next year's survey. Possibly the way these particular students are supported with the kind of problems needs to be revised – for instance if they use drop in, are the drop ins at the best time or should there be more of them. These are the kind of questions that need to be asked in order to improve in this area.

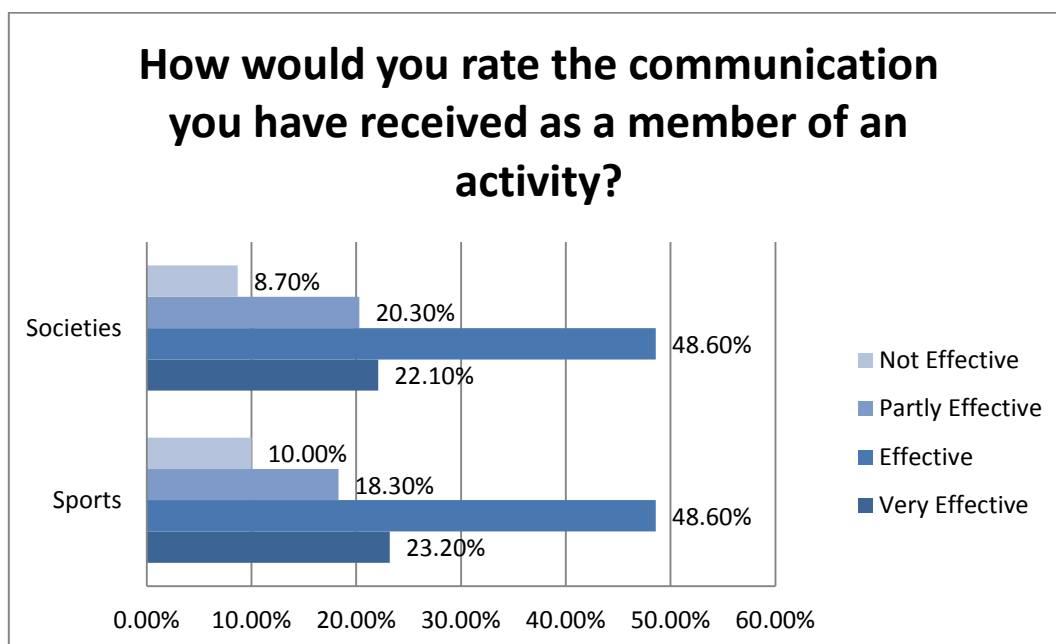
A.3.



The data shows 88% of students feel being part of an activity has had a positive impact on their university experience; it would be interesting to see how many of these were committee members and how many were simply activity members. The approximate 12% who do not feel that being part of an activity has had a positive effect on their experience may be formed of some of the same students who make up the 14% who rated the quality of support from the Students' Union as 'Not Effective'.

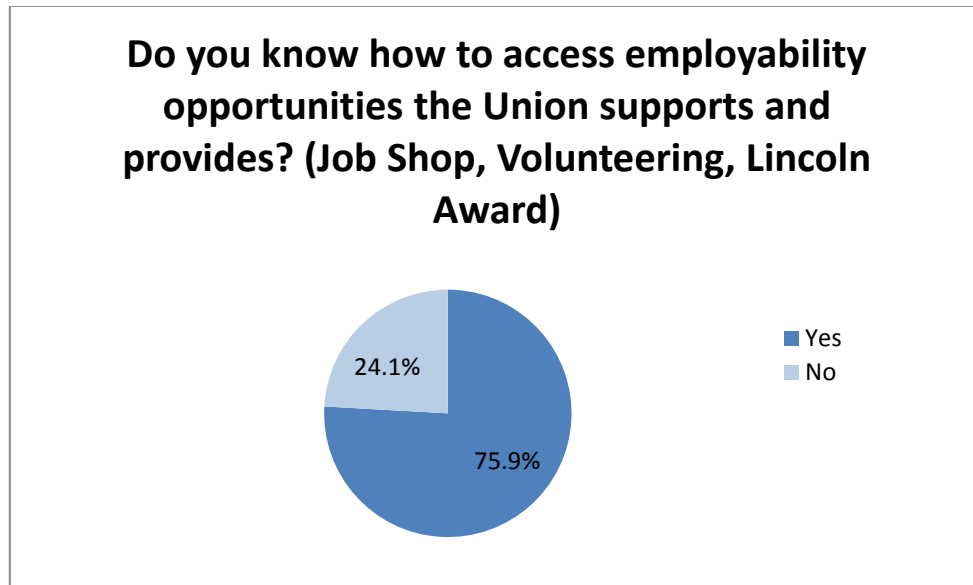
A.4.





71.7% of those involved in activities feel the communication they receive is 'Effective' or 'Very Effective'. This score is lower than the communication for Volunteering and the Union as a whole. When the data is divided to look into whether it's Sports or Societies who are happier with the communication, we can see very little difference (shown in the graph above). This indicates that there is a broad issue with communication. As a result of this, a recommendation can be made to work closer with the communications team. This could be in giving more detail of events that are running, or more notice and communication between the two areas to be able to announce events, trips and sports and societies information as soon as is possible. A comment that was given linked to communications in the open text comments was that students don't feel they are given information about trips, events and sports and societies with a sufficient amount of time to respond to them, and so the simple communication between the two departments could resolve this. There were also comments of interaction with staff members not always being at its best – mainly in the way that emails aren't necessarily within a reasonable time. This is something which could be addressed with the extra staff that Activities have recruited to share the workload and improve communications to students on a one-to-one basis. Another method to address this would be to use SUMs to create termly reports which would be sent to Sports and Societies to inform them of happenings of the past term, and hopefully this will make these groups of students feel more knowledgeable of the Union.

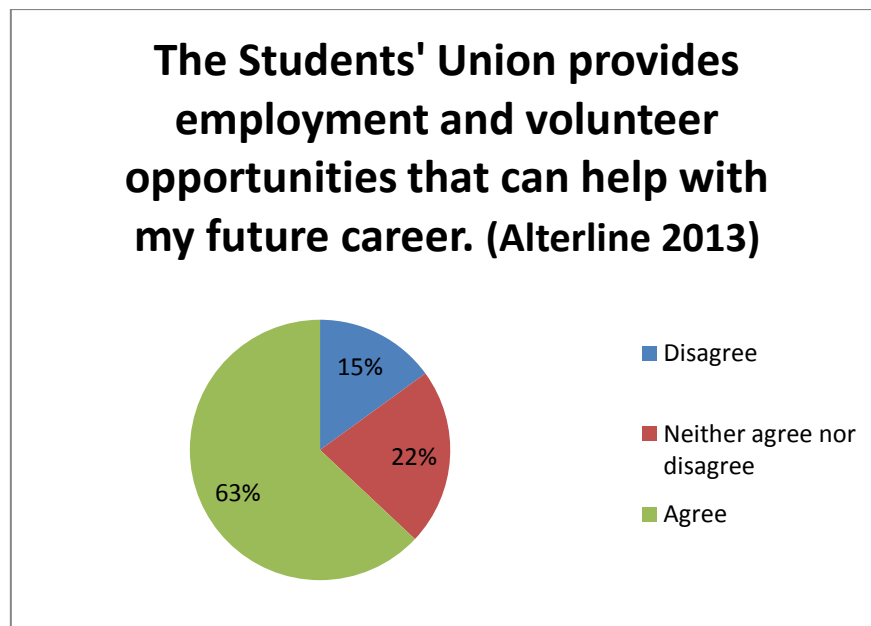
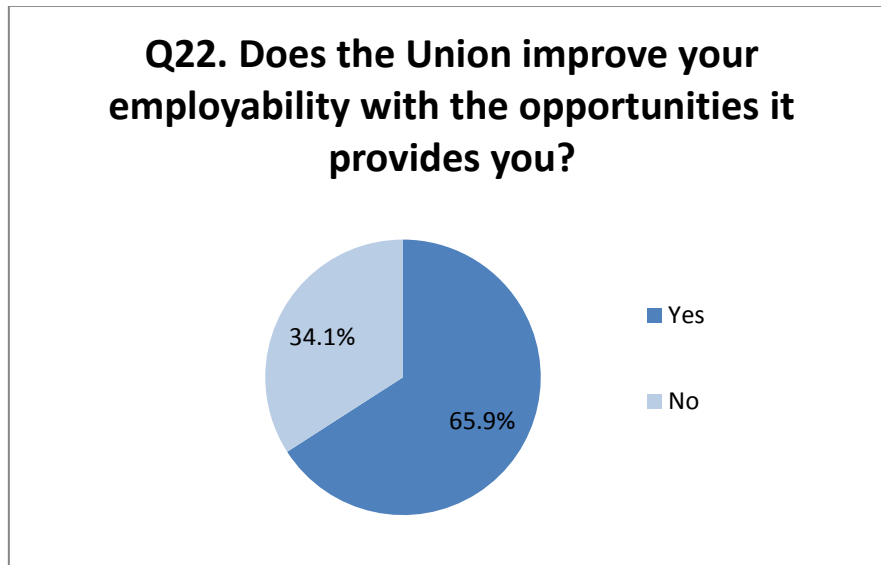
Question 21. Do you know how to access employability opportunities that the Union supports and provides?



The 2013-16 strategy aims to see 90% of our members state that they know how to access employability opportunities (by 2016). Given that the Students' Union is entering its second year of the strategy, a value of nearly 76% is positive; we require only a 15% increase over the next two academic years in order to achieve the strategic aim, 90%. A way to develop this would be to get engaged buy in from all departments across the Students' Union to GIGA. GIGA stands for Get involved, Get Ahead and has been developed by our Volunteer Co-ordinator and Jobshop Co-ordinator. Promotion of these talks to groups such as Activities and Representatives can really promote the work our Volunteering and Jobshop team do as well as developing the students.



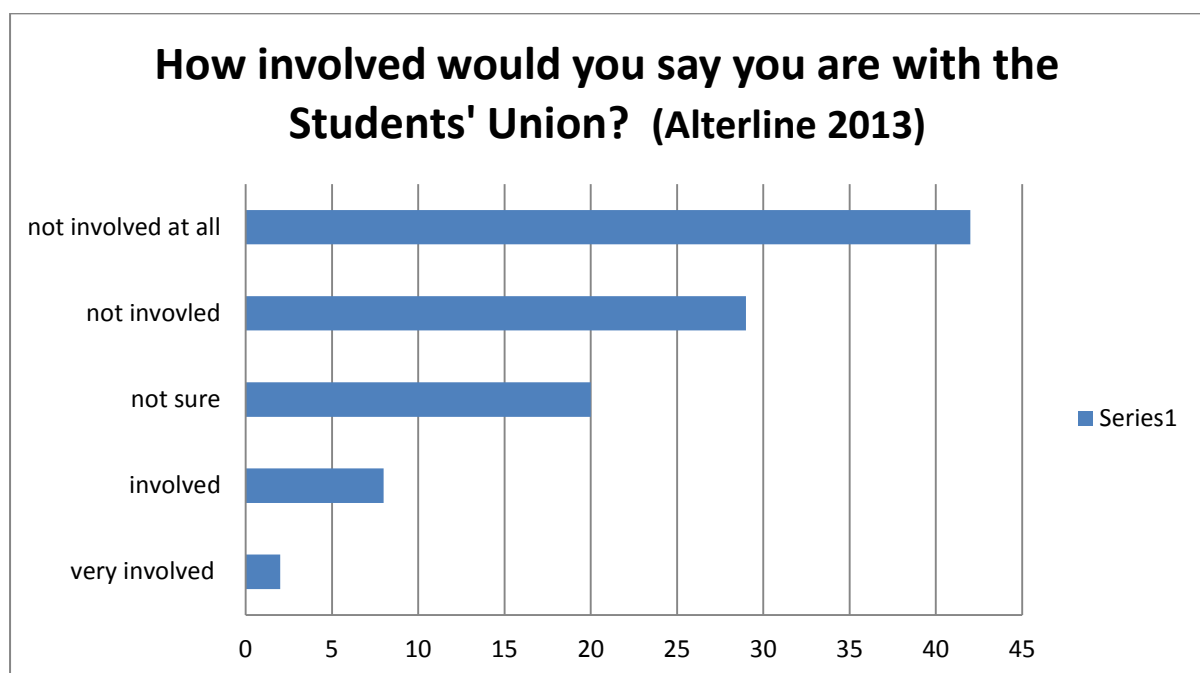
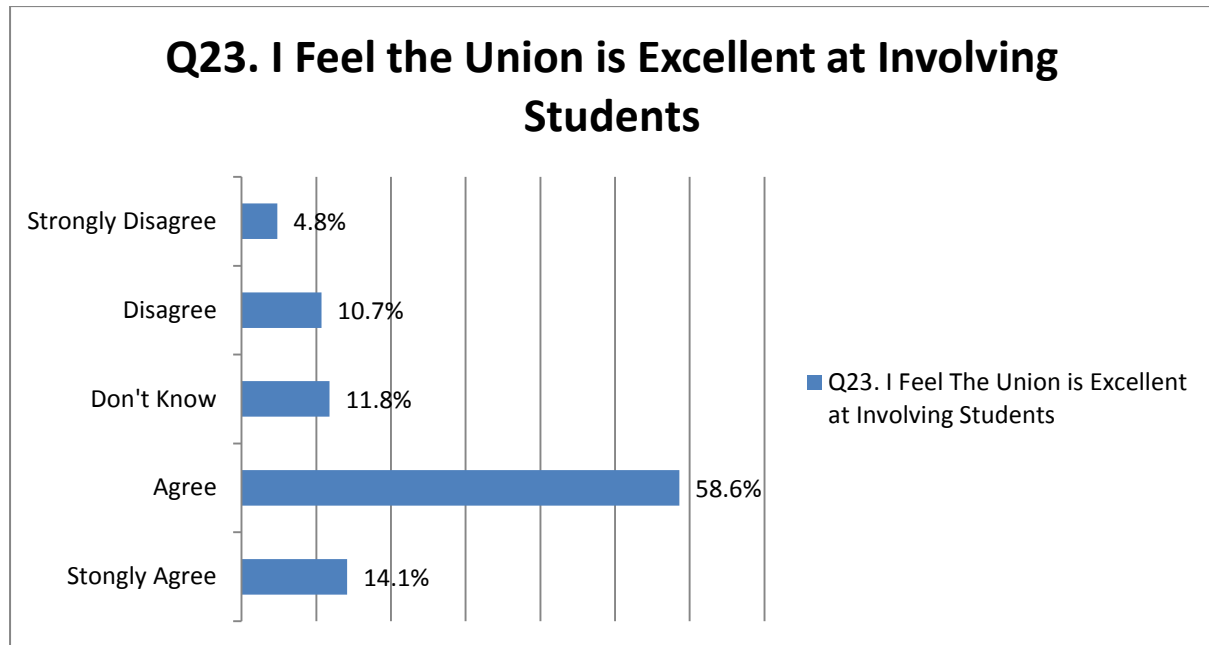
Question 22. Does you Union improve your employability with the opportunities it provides?



Alterline's question 'The Students' Union provides employment and volunteer opportunities that can help my future career', shows that 63% agree with the statement. While the above data from a similar question represents only a small increase of 2.9% it does not take into consideration opportunities such as Academic Representations and student-led Activities and the effect these may have. As a result of this it may be more useful to change the question to the original question included within Alterline, "The Students' Union provides employment and volunteer opportunities that can help my future career." This way over the next few years we can monitor whether students are not only recognising that this area exists but that it is beneficial to employment. A recommendation would also be to shift the focus that the Students' Union has had this year to employability. This past academic year areas such as representation, community, events and trips have all improved, so going forward we should keep up the work that is going within these areas but as a whole Union

put more emphasis on employability and the skills that students gain whilst being a member of the Union and how these can be used in working life.

Question 23. Please indicate how much you agree with the following statement: 'I feel the Union is excellent at involving students'



This data represents an increase of 22% in those who are in agreement with the statement in comparison to the 2013 Alterline survey, resulting in this years percentage of 72.7% agree that the Union is excellent at involving students.

In consideration of Q2 which shows that 84% of students are satisfied with the SU, this is reasonably positive; the disparity between students' sense of involvement and their overall

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satisfaction is about 12%. Approximately 922 students feel the Union is excellent at involving students and 1065 students are satisfied with the Students' Union out of the 1273 respondent. The small difference in these numbers shows that there is a correlation between satisfaction and involvement with regards to the Student view of the Students' Union.